

HerStory Program Evaluation

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Introduction: The HerStory Campaign

The HerStory Campaign works with grassroots partners in 27 countries to listen to, amplify and champion the voices of girls through innovative after-school programming designed to cultivate modern literacy skills and foster self-advocacy. The HerStory Campaign is an initiative of Global G.L.O.W. and LitWorld, two 501(c)(3) non-profit organizations. They work alongside UN agencies, girls' rights NGOs, schools, universities and key stakeholders to mentor girls to share their stories, advocate for themselves and transform their communities. HerStory comprises three separate clubs that build on one another in succession: LitClub, Glow Club, and Teen Club.

- **LitClub** is the foundation of the HerStory program pathway and is designed for girls ages 10 -12 with the aim of cultivating strong leaders and thinkers within the community. The LitClub curriculum is a two year program that is grounded in LitWorld's 7 Strengths: Belonging, Curiosity, Friendship, Kindness, Confidence, Courage and Hope. Throughout the different units and lessons members develop an improved sense of self, an improved future outlook, develop capacity for community engagement and experience an increase in educational engagement. The elements of each LitClub session are designed so that girls have an opportunity to express themselves in a variety of different ways including through writing, reading, drawing, talking and role playing.
- **Glow Club** is specifically designed for girls in the year before they enter secondary or high school. Glow Club supports girls in building a better understanding of themselves and stronger self-advocacy skills, a positive future outlook and ability to reach their goals, a capacity to have a positive impact on their community, and a commitment to lifelong learning.
- **Teen Club** combines the knowledge and experience of LitWorld and Global G.L.O.W. to provide a program specifically designed for girls entering secondary or high school that supports them in building a better understanding of themselves, developing skills of self-advocacy, improving their future outlook as well as their capacity for community and educational engagement.

These skills provide an essential foundation for future happiness and success. When girls are able to achieve their full potential, their families and communities are strengthened too. Working side-by-side with teams of women and girls in their communities, the HerStory Campaign strengthens girls' voices to empower their learning and supports them in pursuing their hopes and dreams. The implementation of HerStory programs are coordinated by partner organizations: schools and nonprofits around the world who share the goal of empowering girls.

This evaluation, completed by Global G.L.O.W., sought to understand the impacts the HerStory programming had on the participants. The HerStory theory of change in the image below highlights the targeted outcomes used to build self-determined independence and community improvement.



The main evaluation questions used for this analysis are:

1. To what extent and in what ways did the HerStory program meet its overall goals of self-determined independence and community improvement?
2. How and to what extent did HerStory increase the participant's positive sense of self?
3. How and to what extent did HerStory increase the participant's positive future outlook?
4. How and to what extent did HerStory increase the participant's capacity for community engagement?
5. How and to what extent did HerStory increase the participant's academic achievement?

HerStory Outcomes
<p>Outcome 1: Improved Sense of Self</p> <p>Outcome 2: Improved Future Outlook</p> <p>Outcome 3: Improved Capacity for Community Engagement</p> <p>Outcome 4: Improved Academic Engagement</p>

HerStory Theory of Change



Key Takeaways

- Each of the four outcomes had at least one statistically significant indicator.
- Ten out of the fifteen HerStory indicators were statistically significant.
- When the programs are taken individually, there is little overlap in the statistically significant indicators, and the outcomes that had the greatest impact varied from program to program. Glow Club saw the most improvement in outcomes 1 and 2. LitClub saw the most improvements in outcomes 3 and 4. Teen Club saw the most improvement in outcome 2.
- Outcome 3: Improved Capacity for Community Engagement had all three indicators score as statistically significant.
- Qualitative data demonstrated immense enthusiasm for HerStory and positive change in the girls self-confidence and positive future outlook.
- 41 partner sites and 23 countries are represented in this analysis.



Evaluation Methods

The main data set for this report are the club surveys that are completed annually by the program participants. There are 22 partner sites and approximately 700 girls included in this club survey analysis between 2018 and 2019.¹ The surveys completed varied by site and were either the pre and post surveys or exit surveys. However, some sites completed both the pre and post version of the survey as well as the exit survey, while other sites completed only one half (either pre or post) of the pre and post surveys. Some sites also had both LitClub and Glow Clubs occurring and have surveys for both. The results in this report provides the combined analysis of the club surveys. Where there were data points that existed for just one type of club or were miscellaneous survey questions, they were not included in the combined analysis. Instead, those are available in the individual club reports provided in the appendix. As a result of the incomplete and patchwork data available, innovative analysis methods were used. Unpaired t-tests (p value $<.05$) were used when possible and data was merged across region and year to bolster the sample size. The open-ended questions were grouped and themed using deductive analysis techniques. Table A in the appendix provides the results of the statistics performed. Further, the sampling for the data is considered convenient sampling as all of the data that was available was used to increase the sample size. As such, the results may not be applicable across all sites and regions where HerStory operated in. It is also important to note that there were no club survey sites in the south and central Asia region.

Table 1. Total Club Survey Partner Sites

Type of Club	Total Sites	Total Girls Surveyed
LitClub	18	580
Glow Club	6	104
Teen Club	1	10

Location of HerStory Partners Included in this Report



¹ There were approximately 6000 girls total participating in HerStory programming between 2018 and 2019.



Additional Data Sources

In addition to the club surveys, summit surveys, advocacy day survey data, partner monthly reporting data, and the partner audits were included from the same 2018-2019 time frame. See table 2 and the world map above for details of the sites surveyed, including the type of survey and how many responses were available for each. In total, 41 partner sites and 23 countries are represented in the report. A brief description of the additional data sources is provided here.

Summits provide an opportunity for the girls to come together with other club members in their area for a day or week-long event to practice what they learn in club on a bigger scale. Summit survey data was collected after the 2018 International Day of the Girl (IDG) Summit from Child Welfare Society in Sierra Leone. 2019 IDG data was collected from Nigeria Reads in Nigeria, and additional summit data was collected from the Detroit Summit with Detroit Public Schools participants, and local summit data from Rift Valley Reading Association in Kenya. 2020 local summit data was collected from the Child Welfare Society in Sierra Leone. These data points were merged as the sample sizes were too small independently. The demographics of the sample are also not varied enough to make definitive generalizations for all summit participants.

Advocacy day survey data is available for the Ready for Reading Alumna Event that occurred in Rwanda. This event was to check in with graduates of the program and learn how being a participant impacted their life. This is a small sample of 41 girls and is analyzed as a case study.

Partnership Coordinators check-in monthly with their Global Glow partner manager to discuss how programming has been going for the past month and answer various questions about the girls' progress and program implementation. Similarly, the partners completed an audit in September 2019 to give a baseline understanding of the different aspects of programming that they experienced so far, including but not limited to: which trainings they were involved with, which programs they implemented, if they attended a global event at the United Nations, and if they received a site visit. This information was used as two separate qualitative datasets.

Table 2. Clubs and Type of Data Included in Evaluation

Partner Organization	Type of Club	Club Surveys	Summit Surveys	Partner Audit Data	Partner Monthly Check In
Central and West Africa	7	451	129	7	7
CEINODE, Ghana	LitClub	326		Y	Y
Child Welfare Society, Sierra Leone	LitClub	34	13 (2018) 100 (2019)	Y	Y
English Education For you, Cote D'Ivoire	LitClub	12		Y	Y
HAFAL, Nigeria	Glow Club LitClub	32 25		Y	Y
The League, Ghana	--			Y	Y
Nigeria Reads, Nigeria	LitClub	22	16	Y	Y
World Vision for Education and Development, Cameroon	--			Y	Y
East Asia and the Pacific	4	35	0	3	4
BATA Foundation Inc, Philippines	--			Y	Y



Friends of Thai Daughters, Thailand	LitClub	35		Y	Y
Giving It Back To Kids, Vietnam	--				Y
World Assistance for Cambodia	--			Y	Y
Eastern and Southern Africa	7	65	26	6	7
Art of a Child, Uganda	LitClub	11		Y	Y
The Grail, Mozambique	--			Y	Y
Healthy GLOW Kenya	--			Y	Y
Milele Center, Kenya	LitClub	28		Y	Y
NEWI, Kenya	--			Y	Y
Ready for Reading, Rwanda	--			Y	Y
Rift Valley Reading Association, Kenya	LitClub	26	26		Y
Latin America and the Caribbean	5	29	0	4	5
Fundación Bibliotec, Colombia	--			Y	Y
ETIV, Brazil	LitClub	7			Y
Otra Cosa Network, Peru	LitClub	22		Y	Y
PICY, Mexico	--			Y	Y
TOYA Foundation, Haiti	--			Y	Y
Middle East and North Africa	3	37	0	2	3
ASCHIANA, Afghanistan	LitClub	3		Y	Y
Ayenda, Afghanistan	LitClub	19			Y
Balaadi, Jordan	LitClub	15		Y	Y
North America	12	193	66	2	5
Bronx Academy of Letters, USA	LitClub	15			Y
Breakthrough S.J.C, USA	Glow Club	44			
Bunche Middle School, USA	Glow Club	4			
Detroit Public Community School District, USA	Glow Club LitClub	6 71	66	Y	Y
El Sol Academy, USA	Glow Club LitClub	13 9			
Jefferson Elementary School, USA	Glow Club	5			
Roosevelt Elementary, USA	LitClub	16			
NOVA, USA	Teen Club	10			
Miami-Data Public Schools, USA	--				Y
The Girls Circle, USA	--				
Springboard to Opportunity, USA	--			Y	Y
Girls Athletic Leadership School, USA	--				Y
South and Central Asia	3	0	0	2	3
Holy Cross Social Service Society, India	--	--		Y	Y
NICE, Nepal	--	--			Y
Rukmini Foundation, Nepal	--	--		Y	Y
Grand Total	41	810	221	24	34



Results by Club Type

Provided here is a brief summary of each individual club survey analysis. For detailed individual club analyses, refer to the individual reports in the appendix. LitClub saw the most improvement in outcomes 3 and 4. Glow Club saw the most improvement in outcomes 1 and 2. Teen Club saw the most improvement in outcome 2. This suggests curriculum or structure might be more focused on these outcomes in the corresponding program and/or the girls development and focus may be focused on different areas depending on their age.

LITCLUB

There are 18 partner sites included in this analysis. Twelve completed the pre and post survey, totaling about 130 girls, and eight sites completed the exit survey, totaling about 450 girls. This is a grand total of approximately 580 girls surveyed. Of this total, CEINODE represents more than half of the respondents as 326 girls completed the survey there. Overall, eight (out of 14) indicators had significant and statistical improvements from the pre to post test.² They were:

- Outcome 1: I try to answer questions in class even if I'm not sure I know the right answer.
- Outcome 2: I can identify at least one short term and one long term goal that I can achieve.
- Outcome 2: I have a framework to help me define achievable goals and overcome challenges.
- Outcome 3: I feel supported by my community when I talk about my hopes and dreams.
- Outcome 3: I understand the role I play in making my community a better place.
- Outcome 3: I am a person people go to for advice or help with a challenge.
- Outcome 4: I feel confident sharing my writing or artwork with others.
- Outcome 4: Reading, writing, and/or creating art helps me understand myself.

All of the indicators for outcomes 3 and 4 significantly improved. Two out of the three for outcome 2 improved. Only one indicator improved for outcome 1, but as noted below, all of the other indicators started highly rated above a four. The highest scoring post/exit indicator across all outcomes was "I became more excited about my future" and was rated 4.74. The highest scoring outcome when combining all post and exit survey results was outcome 4: improved academic engagement, and it had the largest change from pre to post/exit scores when combined. This suggests LitClub curriculum may emphasize more academic and community engagement.

GLOW CLUB

There are six partner sites that completed either the retrospective or pre- and post-test surveys for Glow Club, totaling 104 girls who participated in the surveys during 2019. Five out of the six sites were from the US and had a total of 72 or roughly three quarters of the respondents. The

² It is important to note that LitClub had the most data available to analyze compared to Glow and Teen Club. This may contribute to why it also saw the most improvement in indicators. In addition, some of the participants in LitClub have completed the curriculum multiple times, and this could also contribute to why there is such a high number of statistically significant indicators.



remaining site is from Nigeria. Overall, there were three indicators that had statistically significant changes from the pre to post test:

- I am proud of the person I am.
- I know how to build friendships based on respect.
- I believe there are many possibilities for my future.

These indicators fall within outcome 1 and outcome 2, which are Improved Sense of Self and Self-Advocacy Skills and Improved Future Outlook. Both of these outcomes focus more on intrapersonal skills, highlighting that the Glow Club perhaps focuses more in this area, as opposed to community engagement or educational engagement. The respondents repeatedly shared they really enjoy the activities that happen in Glow Club. For example, they enjoy reading, singing, drawing, and other arts and craft projects. However, the next step of feeling confident to share their activities with others is missing according to the indicator “I feel confident sharing my writing or artwork with others.” This is an area of exploration and potential area to improve upon in the Glow Club curriculum.

TEEN CLUB

There was only one survey with 10 participants to assess Teen Club. The participating partner in the pre- and post-test retrospective survey was NOVA Academy from California, USA. The improved future outlook outcome had the highest total mean change from the pre- to post- test across the indicators, at almost one full point. Followed next were improved capacity for community engagement, improved sense of self and self-advocacy skills, then improved academic engagement. The only indicator that was not statistically significant was “I am a person people go to for advice or help with a challenge”.

The largest changes in individual indicators for each outcome were:

- Outcome 1: Improved Sense of Self and Self-Advocacy Skills. I know a strategy to help me set boundaries in my relationships: 1.15 mean points increased
- Outcome 2: Improved Future Outlook. I can identify at least one short term and one long term goal that I can achieve: 1.25 mean points increased
- Outcome 3: Improved Capacity for Community Engagement. I understand the role I play in making my community a better place: 1.25 mean points increased
- Outcome 4: Improved Academic Engagement. Reading, writing, and/or creating art helps me understand myself: .45 mean points increased

The open-ended question results also supported these gains. For example, some of the girls shared because of HerStory Teen Club, they are able to understand themselves more, have higher self-confidence, believe their voice matters, are more open, set and reach personal goals, and express themselves better. It is important to note that this is a very small sample size and not generalizable to all Teen Club participants, but it does highlight significant change in these 10 girls.



Combined Analysis of HerStory Outcomes

The HerStory Theory of Change identified four main outcomes, with 15 accompanying indicators to measure progress towards the outcomes. Out of those 15, ten saw statistically significant gains in scores from the pre to post test in the combined analysis. All four outcomes had at least one statistically significant indicator suggesting the program design appropriately met its goals and has opportunities to continue to grow to meet the five indicators not yet statistically significant.

HerStory Statistically Significant Indicators

- ★ I am proud of the person I am.
- ★ I trust myself to make the right decisions even if my friends are doing something else.
- ★ I try to answer questions in class even if I'm not sure I know the right answer
- ★ I believe there are many exciting possibilities for my future
- ★ I can identify at least one short term and one long term goal that I can achieve
- ★ I have a framework to help me define achievable goals and overcome challenges
- ★ I feel supported by my community when I talk about my hopes and dreams
- ★ I understand the role I play in making my community a better place
- ★ I am a person people go to for advice or help with a challenge
- ★ I feel confident sharing my writing or artwork with others





Outcome 1: Improved Sense of Self

The quantitative and qualitative data from the combined datasets highlights significant gains and changes in the girls after participating in HerStory. The majority of the gains were internal to the girls and centered around her feeling more brave and confident as an individual to use her voice and intrapersonal skills. There are opportunities to expand this growth to the next steps of self-advocacy by focusing on the indicators that were not yet met, including identifying an adult they can go to when they are upset and overwhelmed and learning how to build friendships based on respect, both of which fall into the interpersonal space.

The indicators with statistically significant gains in outcome 1 are:

- I am proud of the person I am
- I trust myself to make the right decisions even if my friends are doing something else
- I try to answer questions in class even if I'm not sure I know the right answer



The indicators with opportunities for future growth are:

- I have a trusted adult in my life who I know I can go to when I feel upset or overwhelmed
- I am a hard worker
- I know how to build strong friendships based on respect

This quantitative data illustrates the significant gains in the participants self-confidence. The open-ended question results also supported these gains. The girls responded overwhelmingly that participating in HerStory improved their confidence, made them feel courageous, and encouraged them to act bold. Being confident was also the most liked lesson or outcome mentioned by the girls. They learned how to express themselves, when to stand up for themselves, understand themselves more, believe their voice matters, and be more open. In addition, when answering the question of what HerStory made them better at, the respondents shared making good friendships and socializing. One girl said,



“I have improved my potential to be more confident to talk, speak, and share ideas with the group. Moreover, I have better life skills in approaching people and making some new friends. In thinking and planning, I have improved my skills to create and plan before doing anything and have more good relationships with others.”

The graphic below and in the following sections illustrate the open-ended answers provided in the surveys, with the darker color representing more of these answers given and the lighter color indicating less. The graphic here provides the answers to these questions “what has HerStory made you better at this year” and “what do you say, think, or do that’s different now, compared to the beginning of the year.”

Open-Ended Survey Results Corresponding to Outcome 1

My experience in HerStory has made me better at...	Gaining confidence	Expressing Self	Arts + Crafts/ Creativity	Sharing with others	Public speaking	Understanding what it means to be a girl	Advocacy	Leadership
What do you say, think, or do that's different now, compared to the beginning of the HerStory year?	Gaining confidence	Expressing Self	Arts + Crafts/ Creativity	Sharing with others	Public speaking	Understanding what it means to be a girl	Be more open minded	Be good/ eliminate bad behavior

The gains in outcome 1 are also supported by qualitative data provided by the partners that shared they have noticed a major difference in the confidence and leadership of the girls.

“Girls in general feel more confident in their own safe space and freely express themselves, and play and sing without fear of judgment which has built their confidence and future outlook.”

--Art of a Child Staff Member

“The achievements are: we found and trained very powerful and committed mentors, we strengthened relationships with girls and [were] able to see girls' evolution during the time, related to self-confidence, expressivity, interest, creativity, kindness, and friendship.”

--The Grail Staff Member

Outcome 2: Improved Future Outlook

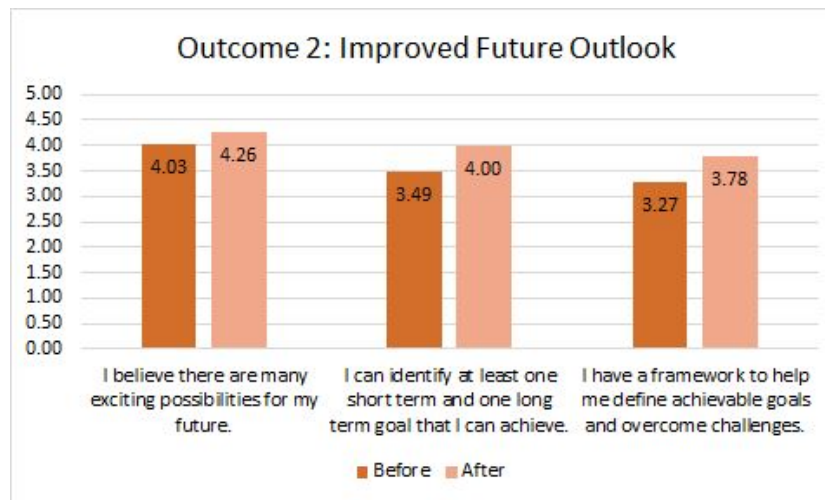
Outcome 2 also illustrates significant positive change in the girls, even though there is less data available for this outcome, and highlights an opportunity to focus data collection efforts on this outcome in the future. It is surprising that the one indicator that was not statistically significant closely relates to the other indicators. It also conflicts with the LitClub exit data below that scored very high, along with the positive open-ended survey data. This is an opportunity for follow up as



it may suggest girls might not feel they have control to reach the future opportunities or perhaps do not like the future opportunities available to them or may not have understood the question.

The indicators with significant gains in outcome 2 are:

- I believe there are many exciting possibilities for my future.
- I can identify at least one short term and one long term goal that I can achieve
- I have a framework to help me define achievable goals and overcome challenges



The indicator with opportunities for future growth

- I feel good about my future opportunities

Qualitatively, this outcome had the least amount of open-ended responses when the participants were asked to share the areas in which they improved and was really only discussed predominately by LitClub participants, which is an area for future exploration. The most commonly shared answer was related to feeling hopeful or excited for the future, which potentially conflicts with the quantitative data. This was often discussed in the context of setting and reaching goals. For example, one girl said “This changed me because I always say bad things about myself but now that I'm in HerStory, I am always thinking positive about myself and I'm set on my goals and myself.” Excitement for their future was also related to their self-confidence as quite a few of them discussed how they now felt excited about their future because they now believe in themselves. One girl shared, “I am now more excited about my future and how to study hard to reach that point. I read more than I used to just so I will reach my set goals.” Partner staff reporting data





indicated they noticed an increase in girls personal productivity as a result of being in HerStory.

Open-Ended Survey Results Corresponding to Outcome 2

My experience in HerStory has made me better at...	Focusing on myself	Planning for the future	Decision making	Goal achievement
What do you say, think, or do that's different now, compared to the beginning of the HerStory year?	Focus on myself	Planning for the future	Decision making	Goal achievement

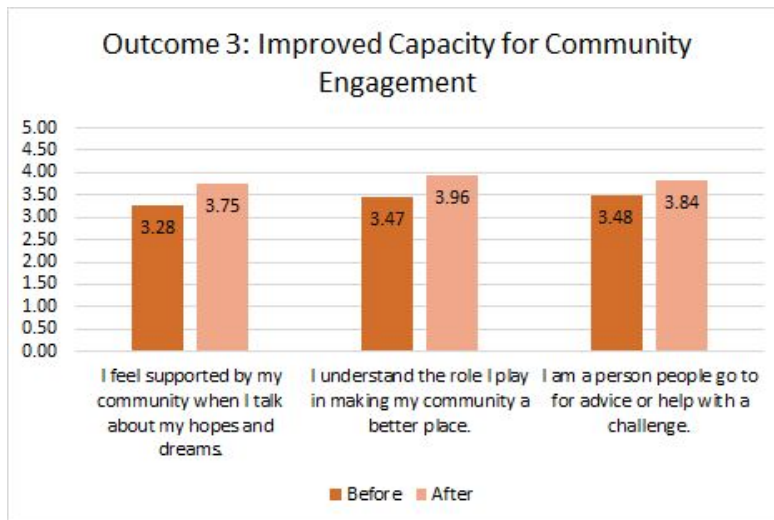
“When I joined LitClubs back in 2016, I was really like an empty head about knowing myself, creating a vision, and setting life goals for myself. But when in LitClub, it was my first time to learn about the 7 strengths and to live in such a friendly environment. I learned how to connect 7 strengths with our lives and even to choose one to guide our steps of life. I have chosen confidence that time and for sure confidence has defined my life. I am now a head-girl at my school not because I’m physically strong or because of any other thing! But because my students found that I am able to present girls’ interest in the school. They trust me and many of them want me to mentor them. I am always proud of LitClub as all of the capacity that my colleagues notice in me are from LitClub. So I would recommend my young sisters here to take these sessions seriously because they will help them to achieve more.”

--Reading for Reading Alumna Event, 18 years old

Outcome 3: Improved Capacity for Community Engagement

Outcome three is the only outcome where all indicators were statistically significant. They are:

- I feel supported by my community when I talk about my hopes and dreams
- I understand the role I play in making my community a better place
- I am a person people go to for advice or help with a challenge





Qualitatively, the girls shared they felt they improved at interacting with and helping the community more and learning how to be friendly and kind to others. One girl shared, “I am now kind and helpful to one another and I am willing to assist everyone.” In addition, some of the girls shared how they felt they could now relate more with others and did not feel so alone. One girl said “There are girls out there that are like me.” Another shared how she no longer keeps her problems to herself and shares them with friends, family, and others. Though this does not directly translate to community engagement, it appears to be a critical step in the girls feeling comfortable to more directly engage with others. There is an opportunity to collect more information on how the girls may be interactive with the community as this was not yet clear from the data available.

Open-Ended Survey Results Corresponding to Outcome 3

My experience in HerStory has made me better at...	Being a good friend	Community	How to be friendly/kind to others	Home	Accepting/understanding others	Helping others
What do you say, think, or do that's different now, compared to the beginning of the HerStory year?	Being a good friend	Community	How to be friendly/kind to others	Home	Accepting/understanding others	Helping others

Partner qualitative data illustrates that partners have noticed a major difference in the girl’s concern for their communities and are more supportive of their peers as a result of HerStory. For example, Holy Cross staff in India shared “HerStory programming has made the girls strong and improved their confidence levels. It’s enabled them to think about their community and their responsibility for their community.” Additionally, a principal at another school in the community where World Assistance for Cambodia works is interested in expanding HerStory to their school because of the improved attitude they have seen from the girls involved.

The partners also shared how, as a result of the program, community partners including parents, school administrators, local authorities, and ministries are happy and supportive of the programming. There is also an increase in community engagement generally. For example, advocacy is occurring in the community by NICE in Nepal, and in turn the community has expressed that the programming is positively affecting the community and families involved. Other examples of positive community engagement include:

- 3000 books distributed to public schools by Ashicana in Afghanistan
- Fundación Bibliotec in Colombia has created new alliances with other organizations in the community such as Profamilia and WWB Foundation that have supported them with empowerment training for women
- A few groups have started “Mother Committees” as a result of the mothers of girls in clubs also wanting to become literate and partake in advocacy



Community Engagement

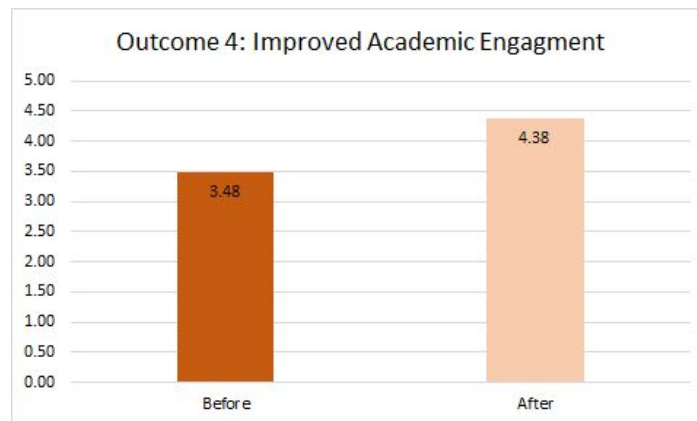
As a part of the HerStory curriculum, some partners also offered Community Action Plans (CAPs) to the girls as a way to more directly engage with their community while also providing them leadership opportunities. The CAPs are designed, developed, and implemented by girls as girls know best what girls need. Though the impact was not formally evaluated, anecdotally the impact on the girls developing them *and* their community is indisputable. Some examples of the CAPs are:

- In Thailand, the “Rainbow House” was designed to provide programming for “leaders” (girls aged 11-17) and “little ones” (children aged 4-10) and is a welcoming community center and safe space for girls at risk of trafficking.
- In Missouri, USA, “Garden Goods” was started to combat food insecurity in the community by providing access to healthy food from an upcycled plot of land that was turned into a community garden that also educates residents about nutrition and the science behind food.
- In Uganda, “Girls for School” was started to reduce the number of girls dropping out from school and increase the income of women in the communities by teaching them how to create reusable sanitary napkins.

Outcome 4: Improved Academic Engagement

Outcome 4 had only two indicators to measure, but a significant portion of the open-ended responses on the surveys were dedicated to aspects of academic engagement and skills needed to succeed in school, such as reading and writing. For outcome 4, the one indicator that had a significant gain is:

- I feel confident sharing my writing or artwork with others.



One indicator had an opportunity for future growth and was:

- Reading, writing, and/or creating art helps me understand myself.

A majority of the respondents shared in the open-ended survey that participating in HerStory made them better at reading, writing, answering questions, and school generally. One girl articulated, “I read more than I used to, be it at school or home in my leisure time. I take my book and read and I am improving in my school work and exams.” Second to this was developing their



writing skills, including writing stories, improving their penmanship, and improving their English. Similar to the previous quote another girl said “It made me better in school then I used to be. It made me write more than I used to, read more than I used to, and I share my opinions with others more than I used to.” In addition to these technical skills, girls shared they also felt they improved in their creativity skills. There appears to be an opportunity to help the girls make the connection between how reading, writing, and creating art helps them understand themselves, as the above indicator that was not significant suggests.

Open-Ended Survey Results Corresponding to Outcome 4

My experience in HerStory has made me better at...	Reading	Writing	School	English
What do you say, think, or do that's different now, compared to the beginning of the HerStory year?	Reading	Writing	School	English

Partners shared that because of HerStory, the girls want to be involved even when school is closed. Anecdotally, some partners shared how girls outperform other girls in school that are not a part of HerStory. Further, some girls have received scholarships for school. Friends of Thai Daughters shared,

“This experience has improved girls in the shelter in many ways. Girls in the shelter have different problems in human trafficking issues. Some of them confront serious domestic violence, they isolate themselves from friends. LitClub and TeenClub is a tool to treat and heal them from bad situations. Moreover, it can raise their ability and self-esteem to do things with confidence and pride. Every year, girls improve their skills through the activities and they become qualified students. They participate in more events at school such as student president, be a part of sports competitions and academic competitions.”





Analysis of Other Contributing Data

Lit Club Exit Data

LitClub exit data also shows high ratings for all of the indicators surveyed. Specifically for outcome 1, the combined mean is 4.36. All of the indicators were above 4, except “I share my opinions with others more than I used to” which fell just below four at 3.97. For outcome 2, LitClub exit data has considerable high ratings, averaging 4.64 when combined, and all are above 4.5 when taken separately. Outcome 3 also scored high as the average combined mean was 4.16. Two of the indicators scored just shy of 4 and include “I have support from adults who believe in me” and “I learned how to understand someone else’s point of view better.” The combined mean of LitClub exit data for outcome 4 is 4.48, and all three indicators for LitClub exit data scored well above 4. This high scoring data suggests that LitClub curriculum is successfully targeting all four HerStory outcomes. Outcome 2 of positive future outlook is particularly strong, which correlates with the other pre and post test survey data. The lowest scoring outcome is outcome 3, which is to improve capacity for community engagement. This also aligns with other data, which could be because LitClub curriculum does not emphasize this outcome as much because of the age group of the girls.

LitClub Outcome 1 Exit Survey Results	Score
I learned a lot about my own strengths	4.64
I learned to be more confident in my ideas	4.56
I learned how to express myself better	4.39
I share my opinions with others more than I used to	3.97
I learned how to express my needs	4.19
I learned how to make good choices	4.42
Combined Average	4.36
LitClub Outcome 2 Exit Survey Results	Score
I became more excited about my future	4.74
I learned how to work toward achieving my goals	4.55
I learned how to be a better friend	4.63
Combined Average	4.64
LitClub Outcome 3 Exit Survey Results	Score
I have support from adults who believe in me	3.99
I learned how to understand someone else’s point of view better	3.92
I learned how to help the people around me	4.44
I learned that I can make a difference in my community	4.29
Combined Average	4.16
LitClub Outcome 4 Exit Survey Results	Score
I learned skills that help me do better in school	4.55
I read more than I used to	4.55
I write more than I used to	4.33
Combined Average	4.48

Summit Data

Overall, the summit data available demonstrated substantial gains from the pre to post tests in the program participants. However this should be tempered by the small sample size. For outcome 1, significant learnings occurred. 2019 summit data that includes the IDG Summit in Nigeria with Nigeria Reads participants, Detroit Summit with Detroit Public Schools participants, a local summit with Rift Valley Reading Association in Kenya, and 2020 local summit data with the Child Welfare Society in Sierra Leone demonstrates the girls’ confidence increased





design was built retroactively at the completion of HerStory. This limits the scope of the analysis as the data collected was already complete. The second major limitation is a result of the first, which is the data available to analyze. Though valiant efforts were made to ensure data was collected from all of those who participated, settings, language barriers, and technology limited the quantity and quality of data available. For example, no full regional analyses were able to be performed as there was not enough data available; important differences in partners may be missed as the data could not be stratified further.³ Therefore, the learnings are not representative of all of the participants in HerStory and may not be generalizable to all.

Recommendations for Future Monitoring and Evaluation Efforts

The findings from this report highlight some key learnings for future Global G.L.O.W. monitoring and evaluation approaches, plans, and tools.

- Plan for evaluation before launching programs to ensure the right data is being collected. The HerStory program ran for years but only two years of incomplete data was available to analyze. A baseline should be established to appropriately measure gains in outcomes through the life of the program and strategically collected at predetermined data collection points along the way. The goal of the evaluation plan needs to be defined from the start, with very few or intentional changes made as the program progresses. There should also be wider triangulation of data from different data sources (not just relying heavily on surveys from the girls). Innovative techniques such as program rubrics or cluster analyses should be considered to adapt to the unique environments Global G.L.O.W. operates in.
- Limit the amount of data collected. It is tempting to collect any and all data at every opportunity but this puts a large resource burden on partners, participants, and staff to collect and analyze. Instead, targeting higher quality and lower quantity data would be a more appropriate route, based on the predetermined analysis plan set up before the program launches. This could include selecting small statistically appropriate sample sizes to generalize learnings about a larger population.
- Target and prioritize evaluation goals based on region or other contextual factors. Global G.L.O.W. serves a wide variety of cultures and regions and it may be important to account for these differences in analyses. This should be decided upon and strategically selected prior to an evaluation plan to select appropriate representation and sample sizes in order to be able to make generalizations about the larger population.

³ North American regional data had lower changes in pre and post tests scores overall, suggesting an area for follow-up. This could be because of many factors, such as girls not responding as enthusiastically for cultural reasons or girls are more used to this type of curriculum already in North America and may need to be challenged more.



- Quantitative data collected should continue to be short pre and post test surveys administered at a baseline, program completion, and selected intervals throughout programming. However, other data that will triangulate outcomes should also be incorporated, such as progression in school, mentor, and/or parent surveys. All of these data points will be tied directly to the predetermined evaluation plan. Efforts should also be made to incorporate already tested and credible assessment measures when available that overlap with the goals of the programming.
- Qualitative data should be more focused and not collected as frequently. The open-ended survey questions were often too broad and too many, yielding an immense amount of often vague data that is very resource intensive to analyze. Instead, qualitative data should focus on understanding the “whys” and “hows” of the quantitative data, not also asking the “whats” as the quantitative data does. It should be targeted focus groups and in-depth interviews to yield more robust, high quality data. This will also reduce intense administrative and monitoring and evaluation resources. All of these data points should be tied directly to the predetermined evaluation plan.

Conclusion

It is safe to conclude that after participating in HerStory, girls are more confident in themselves as individuals and to use their voice. Girls also feel more equipped to set themselves up for a future they desire and believe there are many opportunities for their future as a result of HerStory. They also feel more engaged with their community, though it is not always clear how this is presenting in the community. Lastly, girls feel HerStory improves their reading and writing, along with their confidence to share their writing and artwork with others. From this limited data set, all four outcomes had at least one statistically significant indicator suggesting the program design appropriately met some of its goals but also has opportunities to continue to grow to meet the five indicators not yet statistically significant. The long term impact of HerStory is self-determined independence and community improvement; the girls who participate in the program are well on their way to self-determined independence and future analyses could examine the hoped-for community improvement.

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APPENDIX

Table A. Combined Teen, Glow, and LitClub Survey Analysis

Outcome 1: Improved Sense of Self and Self-Advocacy Skills					
	Mean Pre-Score	Mean Post-Score	Change in Score	2 sample t-test	Total (averaged)
I am proud of the person I am.	3.85	4.11	0.25	0.0227	223
Teen	2.7	3.65	0.95	0.0146	10
Lit	4.38	4.34	-0.04	0.7373	118.5
Glow	3.38	3.84	0.45	0.0157	94.5
I trust myself to make the right decisions even if my friends are doing something else.	3.68	4.01	0.33	0.0045	210.5
Teen	3.05	3.8	0.75	0.1825	10
Lit	4.00	4.19	0.19	0.2146	107
Glow	3.45	3.78	0.32	0.0709	93.5
I have a trusted adult in my life who I know I can go to when I feel upset or overwhelmed.	3.82	3.97	0.15	0.3377	153
Teen	3.50	4.05	0.55	0.3079	10
Lit	4.14	4.42	0.28	0.1273	79
Glow	3.34	3.59	0.24	0.3477	64
I am a hard worker.	3.76	3.97	0.21	0.1003	172
Teen	3.55	4.10	0.55	0.2102	10
Lit	4.10	4.19	0.09	0.5344	97
Glow	3.32	3.60	0.28	0.2358	65
I try to answer questions in class even if I'm not sure I know the right answer.	3.26	3.79	0.53	0.0001	213
Teen	2.65	3.55	0.90	0.1256	10
Lit	3.45	4.05	0.60	0.0008	108
Glow	3.16	3.46	0.30	0.1620	95
I knew how to build strong friendships based on respect.	3.89	4.09	0.20	0.0677	183
Teen	--	--	--	--	--
Lit	4.18	4.21	0.03	0.8464	94
Glow	3.53	3.99	0.45	0.0152	89
Combined Total	3.71	3.98	0.28	--	1154
Outcome 2: Improved Future Outlook					
	Mean Pre-Score	Mean Post-Score	Change in Score	2 sample t-test	Total (averaged)
I feel good about my future opportunities.	3.26	3.65	0.39	0.0713	74.5
Teen	2.30	3.40	1.10	0.0226	10
Lit	--	--	--	--	--
Glow	3.41	3.69	0.28	0.2314	64.5
I believe there are many exciting possibilities for my future.	4.03	4.25	0.24	0.0394	154.5
Teen	3.00	3.85	0.85	0.0176	10
Lit	4.16	4.19	0.03	0.8406	101.5
Glow	3.94	4.52	0.58	0.0060	43
I can identify at least one short term and one long term goal that I can achieve.	3.49	3.99	0.50	0.0002	176
Teen	2.80	4.05	1.25	0.0107	10
Lit	3.73	4.24	0.51	0.0021	101.5
Glow	3.22	3.62	0.40	0.0887	64.5
I have a framework to help me define achievable goals and overcome challenges.	3.27	3.78	0.52	0.0003	159
Teen	2.95	3.60	0.65	0.0747	10
Lit	3.44	3.98	0.54	0.0038	87
Glow	3.10	3.49	0.39	0.1189	62
Combined Total	3.51	3.92	0.41	--	564
Outcome 3: Improved Capacity for Community Engagement					
	Mean Pre-Score	Mean Post-Score	Change in Score	2 sample t-test	Total (averaged)
I feel supported by my community when I talk about my hopes and dreams.	3.28	3.75	0.47	0.0004	218
Teen	2.65	3.75	1.10	0.0139	10
Lit	3.45	3.92	0.47	0.0063	118.5
Glow	3.14	3.50	0.36	0.1054	89.5
I understand the role I play in making my community a better place.	3.47	3.95	0.49	7.4E-05	213.5
Teen	2.40	3.65	1.25	0.01	10.00
Lit	3.67	4.14	0.48	0.0018	111
Glow	3.39	3.72	0.33	0.1061	92.5
I am a person people go to for advice or help with a challenge.	3.48	3.84	0.36	0.0280	142.5
Teen	3.20	3.60	0.40	0.5109	10
Lit	3.68	4.21	0.53	0.0196	68
Glow	3.26	3.58	0.32	0.2086	64.5
Combined Total	3.41	3.85	0.44	--	574
Outcome 4: Improved Academic Engagement					
	Mean Pre-Score	Mean Post-Score	Change in Score	2 sample t-test	Total (averaged)
Reading, writing, and/or creating art helps me understand myself.	3.66	3.94	0.28	0.0501	153
Teen	3.25	3.70	0.45	0.4019	10
Lit	3.92	4.63	0.72	0.0001	78
Glow	3.32	3.41	0.10	0.6962	65
I feel confident sharing my writing or artwork with others.	3.48	4.38	0.90	0.00	124.00
Teen					
Lit	3.38	4.42	1.04	0.00	95.00
Glow	3.83	4.24	0.41	0.20	29.00
Combined Total	3.57	4.16	0.59	--	277.00



Table B: LitClub Exit Data

Outcome 1: Improved Sense of Self and Self-Advocacy Skills			
	Mean	Weighted Mean	Total Responses
Through HS, I learned a lot about my own strengths.	4.64	4.59	450
Through HS, I learned to be more confident in my ideas.	4.56	4.39	444
Through HS, I learned how to express myself better.	4.39	4.39	446
Because of HS, I share my opinions with others more than I used to.	3.97	4.39	442
Through HS, I learned how to express my needs.	4.19	4.28	441
Through HS, I learned how to make good choices.	4.42	4.49	447
Outcome 2: Improved Future Outlook			
	Mean	Weighted Mean	Total Responses
Through HS, I became more excited about my future.	4.74	4.69	450
Through HS, I learned how to work toward achieving my goals.	4.55	4.49	444
Through HS, I learned how to be a better friend.	4.64	4.64	442
Outcome 3: Improved Capacity for Community Engagement			
	Mean	Weighted Mean	Total Responses
Through HS, I have support from adults who believe in me.	3.99	4.05	442
Through HS, I learned how to understand someone else's point of view better.	3.92	4.03	445
Through HS, I learned how to help the people around me.	4.44	4.45	445
Through HS, I learned that I can make a difference in my community.	4.29	4.38	447
Outcome 4: Improved Academic Engagement			
	Mean	Weighted Mean	Total Responses
Through HS, I learned skills that help me do better in school.	4.55	4.62	445
Because of HS, I read more than I used to.	4.55	4.55	447
Because of HS, I write more than I used to.	4.33	4.62	450

Table C. Partner Adaptations

Partner	Example of Tailored Curriculum
Art of a Child	<ul style="list-style-type: none"> ● Create own songs and games
Baladii	<ul style="list-style-type: none"> ● Make lessons simpler so the girls can understand them; the type of thinking encouraged by the curriculum is very unfamiliar to the girls
BATA	<ul style="list-style-type: none"> ● Modify to adapt to native settings
Child Welfare Society	<ul style="list-style-type: none"> ● Add pictures to the curriculum to make it easier for the girls ● Local content curriculum: talk about social issues that relate to the girls, (ie. child marriage, teen pregnancy, FGM, community problems)
Detroit Public Schools	<ul style="list-style-type: none"> ● Due to time constraints, most lessons take 2 weeks to complete ● Revision of art activities and new read aloud materials
Fundación Bibliotec	<ul style="list-style-type: none"> ● Incorporated yoga, personal care, sexuality, creativity, health and beauty ● Build important alliances such as Profamilia, since the girls need sexual education from the WWB Foundation, female empowerment and respect for their bodies, Yoga by Catalina Holguin



HAFAI	<ul style="list-style-type: none"> ● Tailor curriculum to match literacy levels of members in IDP camps as curriculum a little elevated for IDP camp girls
Health Aid for All	<ul style="list-style-type: none"> ● Make lessons simpler and Use context relevant and local examples
Holy Cross	<ul style="list-style-type: none"> ● Modify lessons according to local situations, like local community building activities
League of Young Female Leaders	<ul style="list-style-type: none"> ● The curriculum is usually modified to meet the needs of our girls and also to make it context specific as well as practical. for some CBA, we focus on what is used locally and some of the materials needed for some lessons are changed to make it easier to get those materials for the girls. We also incorporate appropriate sexuality education in using the curriculum.
Milele Center	<ul style="list-style-type: none"> ● Simplifying the lessons to the girls
NEWI	<ul style="list-style-type: none"> ● Choose local examples and songs
Nigeria Reads	<ul style="list-style-type: none"> ● Modify to their environment and experiences
Otra Cosa Network	<ul style="list-style-type: none"> ● Makes some lessons more interactive and relevant
Rukmini Foundation	<ul style="list-style-type: none"> ● Make it applicable to local context
Springboard to Opportunity	<ul style="list-style-type: none"> ● Make curriculum more culturally competent for students, buy different books and often mentors come up with alternative activities
The Grail	<ul style="list-style-type: none"> ● Adapt to local context
World Assistance for Cambodia	<ul style="list-style-type: none"> ● Choose examples based in society to teach, do research on their own to supplement the lessons
World Vision for Education and Development	<ul style="list-style-type: none"> ● Modify for community building and contextualize for local examples



Supplemental Report 1: HerStory LitClub Program Evaluation Results

The HerStory Campaign works with grassroots partners in 27 countries to listen to, amplify and champion the voices of girls through innovative after-school programming designed to cultivate modern literacy skills and foster self-advocacy. We work alongside UN agencies, girls' rights NGOs, universities and key stakeholders to mentor girls to share their stories, advocate for themselves and transform their communities. The HerStory Campaign is an initiative of Global G.L.O.W. and LitWorld, two 501(c)(3) non-profit organizations.

The LitClub is the foundation of the HerStory program pathway and is designed for girls ages 10 -12 with the aim of cultivating strong leaders and thinkers within the community. The LitClub curriculum is a two year program that is grounded in LitWorld's 7 Strengths: Belonging, Curiosity, Friendship, Kindness, Confidence, Courage and Hope. Throughout the different units and lessons members develop an improved sense of self, an improved future outlook, develop capacity for community engagement and experience an increase in academic achievement. The elements of each LitClub session are designed so that children have an opportunity to express themselves in a variety of different ways including through writing, reading, drawing, talking and role playing.

Research shows that these skills provide an essential foundation for future happiness and success, and that when girls are able to achieve their full potential, their families and communities are strengthened too. Working side-by-side with teams of women and girls in their communities, the HerStory Campaign strengthens girls' voices to empower their learning and support them in pursuing their hopes and dreams.

A Note About the Analysis

There are 18 partner sites included in this analysis. Twelve completed the pre and post survey, totaling about 130 girls, and eight sites completed the exit survey, totaling about 450 girls completing the survey. This is a grand total of approximately 580 girls surveyed. Of this total, CEINODE represents more than half the respondents as 326 girls completed the survey there. In addition, Nigeria Reads' quantitative data was omitted as the survey questions provided to the girls were incomplete; the qualitative data was included. There were no sites represented for the south and central Asia region. See table 1 for details of the sites surveyed, including the type of survey and how many responses for each.

Table 1. Sites Surveyed

Partner	Region	Type of Survey	Total Surveys
CEINODE, Ghana	Central and West Africa	Exit	326
Child Welfare Society, Sierra Leone	Central and West Africa	Exit	34
EEFY, Cote D'Ivoire	Central and West Africa	Exit	12
HAFAI, Nigeria	Central and West Africa	Exit	25
Nigeria Reads, Nigeria	Central and West Africa	Exit	22
Total			419
Friends of Thai Daughters, Thailand	East Asia and the Pacific	Pre/Post	35
Total			35
Art of a Child, Uganda	Eastern and Southern Africa	Exit	11
Milele Center, Kenya	Eastern and Southern Africa	Post	28



Rift Valley Reading Association, Kenya	Eastern and Southern Africa	Exit	26
Total			65
ETIV, Brazil	Latin America and the Caribbean	Pre	7
Otra Cosa Network, Peru	Latin America and the Caribbean	Exit	22
Total			29
ASCHIANA, Afghanistan	Middle East & North Africa	Pre	3
Ayenda, Afghanistan	Middle East & North Africa	Exit	19
Balaadi, Jordan	Middle East & North Africa	Pre	15
Total			37
Bronx Academy of Letters, USA	North America-Other	Pre	15
Detroit Public Schools, USA	North America-Other	Pre, Exit	71
El Sol Academy, USA	North America-California	Pre/Post	9
Roosevelt Elementary, USA	North America-California	Pre/Post	16
Total			111

The surveys used a likert scale ranging from 1-5. Means for all of the surveys are provided. Two sample t-tests (p-value set at .05) were calculated to determine if there is a significant difference between the mean of the two samples that is unlikely to be due to sampling error or random chance. Two sample t-tests were used instead of paired t-tests because there were incomplete and non-matching survey results. Means were combined and compared for the exit and post test scores on corresponding indicators. The open-ended questions were grouped and themed using deductive analysis techniques. Table 2 provides the results of the statistics performed.

Results

Overall, eight (out of 14) indicators had significant and statistical improvements from the pre to post test. They were:

- Outcome 1: I try to answer questions in class even if I'm not sure I know the right answer.
- Outcome 2: I can identify at least one short term and one long term goal that I can achieve.
- Outcome 2: I have a framework to help me define achievable goals and overcome challenges.
- Outcome 3: I feel supported by my community when I talk about my hopes and dreams.
- Outcome 3: I understand the role I play in making my community a better place.
- Outcome 3: I am a person people go to for advice or help with a challenge.
- Outcome 4: I feel confident sharing my writing or artwork with others.
- Outcome 4: Reading, writing, and/or creating art helps me understand myself.

All of the indicators for outcomes 3 and 4 significantly improved. Two out of the three for outcome 2 improved. Only one indicator improved for outcome 1, but as noted below, all of the other indicators started highly rated above a four. The highest scoring post/exit indicator across all outcomes was "I became more excited about my future" and was rated 4.74. The highest scoring outcome when combining all post and exit

"Herstory LitClub had made me who I am today. They have built my confidence and help me to know who I am today."



survey results was outcome 4: improved academic engagement, and it had the largest change from pre to post/exit scores when combined.

Outcome 1: Improved Sense of Self and Self-Advocacy Skills

Within Outcome 1: Improved Sense of Self and Self-Advocacy Skills, the most significant increase occurred for the indicator “I try to answer questions in class even if I’m not sure I know the right answer” and it was also statistically significant. This is strongly supported by the girls expressing in the open-ended questions, their confidence to be brave. Combined, all of the indicators average starting score was above 4 (4.04) and increased to 4.29 in the post or exit surveys, increasing a quarter of a point. This is a very high scoring outcome to begin with and yet still managed to increase. The highest rated for the post or exist surveys was the indicator “I learned a lot about my strengths” (4.64).

Qualitatively, the girls responded overwhelmingly that participating in HS LC improved their confidence, made them feel courageous, and encouraged them to act bold. It was also the most liked lesson or outcome mentioned by the girls. They gained confidence in who they are as a person, how to express themselves, when to stand up for themselves, and confidence in their ideas. For example, one girl said “At first I was a shy girl but herstory litclub has made me build my confidence. Now I can stand in public and talk.” Another said, “I am more courageous and confident because the stories of my friends empower me to be courageous and confident to do many things that I fear. And, I can support my friends as a mentor which I felt very happy to do that.”

Related, many of the girls shared they felt more able to express themselves and share their ideas and opinions to family, friends, in the lit club, at school, and in public to the broader community. One girl said, “I have improved my potential to be more confident to talk, speak, and share ideas with the group. Moreover, I have better life skills in approaching people and make some new friend. In thinking and planning skill, I have improved my skill to create and plan before doing anything and have more good relationship with others.” The respondents also shared they enjoyed learning more about themselves, improved their communication skills, and learned how to stop personal bad behaviour.

Outcome 2: Improved Future Outlook

For Outcome 2: Improved Future Outlook, the most significant increases occurred for two indicators, including “I can identify at least one short term and one long term goal that I can achieve,” and “I have a framework to help me define achievable goals and overcome challenges.” The combined average pre-scores totaled 3.78 and that rose to 4.35 when the post and exit scores were combined for the outcome, equaling a half point increase (.57). This final combined post/exit outcome score is virtually the same as outcome 1. The highest scoring post/exit indicator, including across all outcomes, was “I became more excited about my future” at 4.74.

“I am always happy because my future is bright when I am among LC. It makes me unique, special, fantastic, super important girl.”

Qualitatively, this outcome had the least amount of open-ended responses when the participants were asked to share the areas in which they improved. This is not to say this was not a valuable area for the girls; it shows girls were prioritizing other answers when given the chance to freely answer. The most commonly shared answer was also related to the highest rated indicator of feeling hopeful or excited for the future. This was often discussed in the context of setting and reaching goals. For example, one girl



said “This changed me because I always say bad things about myself but now that I’m in HS I am always thinking positive about myself and I’m set on my goals and myself.” Excitement for their future was also related to their self-confidence as quite a few of them discussed how they now felt excited about their future because they now believe in themselves. One girl shared, “I am now more excited about my future and how to study hard to reach to that point. I read more than I used to just so I will reach my set goals.”

Outcome 3: Improved Capacity for Community Engagement

Outcome 3: Improved Capacity for Community Engagement had all three indicators that had pre and post survey questions significantly and statistically increase. They were “I feel supported by my community when I talk about my hopes and dreams,” “I understand the role I play in making my community a better place,” and “I am a person people go to for advice or help with a challenge.” The combined pre or starting average for the indicators started lower than the first two outcomes at 3.60, but still increased a half of a point to 4.19 (.59 total). A few indicators still ended just below a rating of a 4 for the post or exit survey and were “I feel supported by my community when I talk about my hopes and dreams,” (3.92) “I learned how to understand someone else’s point of view better,” (3.92) and “I have support from adults who believe in me” (3.99).

“I have learned to stand up for my right as a girl and to also help other girls in my community. I also learned to teach other girls what I learn from Lit Club and to read aloud with my friends.”

Qualitatively, the girls shared they felt they improved the most at creating and enhancing their friendships, interacting with and helping the community more, improving their behavior at home, and learning how to be friendly and kind to others. One girl shared, “I am now kind and helpful to one another and I am willing to assist everyone.” In addition, some of the girls shared how they felt they could now relate more with others and did not feel so alone. One girl said “There are girls out there that’s like me.” Another shared how she no longer keeps her problems to herself and shares them with friends, family, and others. There seems to be some connection missing between the open-ended questions and the quantitative indicators, highlighting an opportunity for potential follow-up. The girls did not qualitatively discuss feeling supported by their community or understanding their role in the community though they did say they felt their behavior improved in the community as a result of LitClub.

Outcome 4: Improved Academic Engagement

Outcome 4: Improved Academic Engagement had two indicators with pre and post survey questions that significantly and statistically increased. They were “I feel confident sharing my writing or artwork with others,” and “Reading, writing, and/or creating art helps me understand myself.” The combined pre-scores for the outcome was 3.65 and the combined post and exit survey scores ended at 4.45, totaling the highest increase across the outcomes at .8 and is the highest post/exit survey rated outcome. The highest scoring post/exit indicator for this outcome was “Reading, writing, and/or creating art helps me understand myself” (4.63).

“I now have good grades because Lit club has made me to know the importance and value of education.”

Qualitatively, the girls shared in an abundance how they have improved in their reading and really enjoy the reading aspect of LitClub. For example, over 200 open ended responses related to reading were



given as an answer to the question what did they like most about LitClub. A girl articulated this sentiment, “I read more than I used to, be it at school or home in my leisure time. I take my book and read and I am improving in my school work and exams.” Second to this was developing their writing skills, including writing stories, improving their penmanship, and improving their English. The respondents also highlighted that being involved in LitClub improved their schooling and education in general. Similar to the previous quote another girl said “It made me better in school than I used to be. It made me write more than I used to, read more than I used to, and I share my opinions with others more than I used to.” In addition to these technical skills, girls shared they also felt they improved in their creativity skills.

Conclusion

Overall, the LitClub survey results show significant gains in the identified indicators, across all outcomes. There are areas identified for further exploration in future studies, along with program design learnings to carry forward in future iterations. These final three quotations summarize the impact LitClub had on the survey respondents.

“I feel very proud of being a girl.”

“At first I was not bold enough when talking to new people I don't know....When I heard about a club called litclub I decided to join it. When I joined it, I stand with boldness and confidence saying that what I saw, think, and do now is different compared to the beginning of litclub year and I am very happy to join litclub.”

“I thought I wasn't significant enough because I am a girl but now that perception has changed all thanks to the introduction of Lit Club.”

Table 2. Survey Results

Outcome 1: Improved Sense of Self and Self-Advocacy Skills					
	Total Responses	Mean Pre-Score	Mean Post-Score	Change in Score	Paired t-test p-value
I am proud of the person I am.	237	4.38	4.34	-.04	.7373
I know how to build friendships based on respect.	188	4.18	4.21	.03	.8464
I trust myself to make the right decisions even if my friends were doing something else.	214	4.00	4.19	.19	.2146
I am a hard worker.	194	4.10	4.19	.09	.5344
I have a trusted adult in my life who I know I can go to when I feel upset or overwhelmed.	158	4.14	4.42	.28	.1273
I try to answer questions in class even if I'm not sure I know the right answer.	215	3.45	4.05	.60	.0008
I learned a lot about my strengths.	450		4.64		
I learned to be more confident in my ideas.	444		4.56		



I learned how to express myself better.	446		4.39		
I share my opinions with others more than I used to.	442		3.97		
I have learned how to express my needs.	441		4.19		
Combined Total	3429	4.04	4.29	.25	--
Outcome 2: Improved Future Outlook					
	Total Responses	Mean Pre-Score	Mean Post-Score	Change in Score	Paired t-test p-value
I can identify at least one short term and one long term goal that I can achieve.	203	3.73	4.24	.51	.0021
I have a framework to help me define achievable goals and overcome challenges.	174	3.44	3.98	.54	.0038
I feel good/positively about my future opportunities.	203	4.16	4.19	.03	.8406
I learned how to work toward achieving my goals.	444		4.55		
I learned how to make good choices.	447		4.42		
I became more excited about my future.	450		4.74		
Combined Total	1921	3.78	4.35	.57	--
Outcome 3: Improved Capacity for Community Engagement					
	Total Responses	Mean Pre-Score	Mean Post-Score	Change in Score	Paired t-test p-value
I feel supported by my community when I talk about my hopes and dreams.	237	3.45	3.92	.47	.0063
I understand the role I play in making my community a better place.	222	3.67	4.14	.48	.0018
I am a person people go to for advice or help with a challenge.	136	3.68	4.21	.53	.0196
I learned how to understand someone else's point of view better.	445		3.92		
I learned how to be a better friend.	442		4.64		
I have support from adults who believe in me.	442		3.99		
I learned how to help the people around me.	445		4.44		
I learned that I can make a difference in my community.	447		4.29		
Combined Total	2374	3.60	4.19	.59	--
Outcome 4: Improved Academic Engagement					



	Total Responses	Mean Pre-Score	Mean Post-Score	Change in Score	Paired t-test p-value
I feel confident sharing my writing or artwork with others.	190	3.38	4.42	1.04	.0000
Reading, writing, and/or creating art helps me understand myself.	156	3.92	4.63	.72	.0001
I learned skills that help me do better in school.	445		4.55		
I read more than I used to.	447		4.55		
I write more than I used to.	450		4.33		
Total	1688	3.65	4.45	.80	--



Supplemental Report 2: HerStory Glow Club Program Evaluation Results

The HerStory Campaign works with grassroots partners in 27 countries to listen to, amplify and champion the voices of girls through innovative after-school programming designed to cultivate modern literacy skills and foster self-advocacy. We work alongside UN agencies, girls' rights NGOs, universities and key stakeholders to mentor girls to share their stories, advocate for themselves and transform their communities. The HerStory Campaign is an initiative of Global G.L.O.W. and LitWorld, two 501(c)(3) non-profit organizations.

The HerStory Glow Club is specifically designed for girls in the year before they enter secondary or high school. Glow Club supports girls in building a better understanding of themselves and stronger self-advocacy skills, a positive future outlook and ability to reach their goals, a capacity to have a positive impact on their community, and a commitment to lifelong learning.

Research shows that these skills provide an essential foundation for future happiness and success, and that when girls are able to achieve their full potential, their families and communities are strengthened too. Working side-by-side with teams of women and girls in their communities, the HerStory Campaign strengthens girls' voices to empower their learning and support them in pursuing their hopes and dreams.

A Note About the Analysis

There are six partner sites that completed either the retrospective or pre- and post-test survey for Glow Club, totaling up to 104 girls who participated in the surveys during 2019. Five out of the six sites were from the US and comprised 72 or roughly three quarters of the respondents. The remaining site is from Nigeria. Two sample t-tests (p-value set at .05) were calculated to determine if there is a significant difference between the mean of two samples that is unlikely to be due to sampling error or random chance. Two sample t-tests were used instead of paired t-tests because there were incomplete and non-matching survey results. Other descriptive statistics were conducted and provided in the table below.

Table 1. Pre- and Post-Test Survey Results

Outcome 1: Improved Sense of Self and Self-Advocacy Skills					
	Total Responses (pre & post)	Mean Pre-Score	Mean Post-Score	Change in Score	Paired t-test p-value
I am proud of the person I am.	190	6.77	7.67	.91	.0157
I know how to build friendships based on respect.	180	7.09	7.98	.89	.0165
I trusted myself to make the right decisions even if my friends were doing something else.	187	6.90	7.55	.65	.0709
I am a hard worker.	130	6.64	7.20	.57	.2358
I have a trusted adult in my life who I know I can go to when I feel upset or overwhelmed.	128	6.83	7.17	.34	.5305



I know how to advocate to have equal rights as a girl.	52	7.92	7.46	-.46	.5591
I try to answer questions in class even if I'm not sure I know the right answer.	190	6.97	6.93	-.04	.9583
Combined Total (weighted)	1057	7.02	7.42	.41	.3410
Outcome 2: Improved Future Outlook					
	Total Responses (pre & post)	Mean Pre-Score	Mean Post-Score	Change in Score	Paired t-test p-value
I believe there are many possibilities for my future.	86	7.88	9.05	1.16	.0060
I can identify at least one short term and one long term goal that I can achieve.	129	6.44	7.25	.81	.0887
I have a framework to help me define achievable goals and overcome challenges.	124	6.21	6.98	.77	.1189
I feel good/positively about my future opportunities.	129	6.82	7.38	.56	.2314
Combined Total (weighted)	468	6.84	7.67	.83	.1463
Outcome 3: Improved Capacity for Community Engagement					
	Total Responses (pre & post)	Mean Pre-Score	Mean Post-Score	Change in Score	Paired t-test p-value
I feel supported by my community when I talk about my hopes and dreams.	178	6.28	7.08	.80	.0706
I understand the role I play in making my community a better place.	185	6.77	7.44	.67	.1061
I am a person people go to for advice or help with a challenge.	129	6.52	7.15	.64	.2086
Combined Total (weighted)	492	6.52	7.22	.70	.1284
Outcome 4: Improved Academic Engagement					
	Total Responses (pre & post)	Mean Pre-Score	Mean Post-Score	Change in Score	Paired t-test p-value
I feel confident sharing my writing or artwork with others.	58	7.66	8.48	.83	.2021
Reading, writing, and/or creating art helps me understand myself.	130	6.64	6.83	.19	.6962
Total(weighted)	188	7.15	7.65	.51	.4492

Summarized Findings

Overall, there were three indicators that had significant change from the pre to post test:



- I am proud of the person I am.
- I know how to build friendships based on respect.
- I believe there are many possibilities for my future.

These indicators fall within outcome 1 and outcome 2, which are Improved Sense of Self and Self-Advocacy Skills and Improved Future Outlook. Both of these outcomes focus more on intrapersonal skills, highlighting that the Glow Club perhaps focuses more in this area, as opposed to building skills for community engagement or academic achievement.

Outcome 1: Improved Sense of Self and Self-Advocacy Skills

Focusing on outcome 1 specifically, there was a variety of impact on the questions surveyed. Overall, this outcome had the smallest total amount of average change when each indicator was weighted the same. Starting with the most positive change, the following two indicators had statistically significant improved outcomes:

- I am proud of the person I am.
- I know how to build friendships based on respect.

The next indicator was very close to being considered statistically significant:

- I trusted myself to make the right decisions even if my friends were doing something else.

The remaining indicators were not statistically significant, and the final two starred had a decrease in scores from the pre to the post test.

- I am a hard worker.
- I have a trusted adult in my life who I know I can go to when I feel upset or overwhelmed.
- *I know how to advocate to have equal rights as a girl.
- *I try to answer questions in class even if I'm not sure I know the right answer.

One of the significant changes or improvements occurred in the "I know how to build friendships based on respect." When examining the open-ended responses in addition to the survey and considering the design of Glow Club, this makes sense because when asked what they liked most about Glow Club, the respondents overwhelmingly said they like having a group of girls and mentors that they are connected to and can share their problems with and express themselves openly. It specifically made them feel not so alone and better able to relate to others. In addition, when answering the question of what Glow Club made them better at, the respondents shared making good friendships and socializing. The design of Glow Club appears to be strongly supporting growth in this area.

In addition to the identified indicators in the survey, the open-ended survey questions revealed other competencies related to an improved sense of self and self-advocacy shared by the girls, including feeling more comfortable with themselves, making them a better person, speaking up more, being more confident, and increased self-respect. For example, one girl shared "Glow has motivated me to be who I am, even if people don't like it."

It is concerning, however, that the indicator "I have a trusted adult in my life who I know I can go to when I feel upset or overwhelmed" did not have significant change when considering the qualitative responses showed the girls liked the mentors in addition to the other girls in the group. This is an area for further exploration. This finding could be because the girls do not see the mentors as an adult but



instead more as a peer. Or perhaps they do not yet fully trust the mentors yet. Or they maybe did not understand the question. More information is needed as to why the respondents did not demonstrate as much growth in this area.

Outcome 2: Improved Future Outlook

Outcome 2 had the highest change from the pre to post tests across the indicators when the weighted average was calculated. There was positive change for each of the indicators as well. The first indicator was found to be statistically significant:

- I believe there are many possibilities for my future.

The next indicator was very close to being statistically significant:

- I can identify at least one short term and one long term goal that I can achieve.

This was also highlighted by a few girls in the open-ended survey questions when asked what Glow Club made them better at this year.

The final two did not have statistically significant changes:

- I have a framework to help me define achievable goals and overcome challenges.
- I feel good/positively about my future opportunities.

A suggested area for exploration is examining why the indicator “I believe there are many possibilities for my future” was statistically significant but not “I feel good or positively about my future opportunities.”

Outcome 3: Improved Capacity for Community Engagement

Outcome 3 had the second highest change from pre to post test scores when taken the weighted average across the indicators, though none of the indicators had statistically significant t-test results. The first indicator was close to being statistically significant but the others were not.

- I feel supported by my community when I talk about my hopes and dreams.
- I understand the role I play in making my community a better place.
- I am a person people go to for advice or help with a challenge.

Outcome 4: Improved Academic Engagement

Outcome 4 has only two indicators and the smallest sample size. Both indicators were not statistically significant from the pre to post test scoring.

- I feel confident sharing my writing or artwork with others.
- Reading, writing, and/or creating art helps me understand myself.

The respondents repeatedly shared they really enjoy the activities that happen in Glow Club. For example, they enjoy reading, singing, drawing, and other arts and craft projects. However, the next step of feeling confident to share their activities with others is missing according to the indicator “I feel confident sharing my writing or artwork with others.” This is an area of exploration and potential area to improve upon in Glow Club curriculum.



Some of the respondents shared in the open-ended survey questions the Glow Club them better at writing, answering questions, how to help themselves in difficult situations, and school generally. In addition, many girls shared that Glow Club has made them more open-minded and changed their opinions on gendered issues. One girl shared, “An example of my view on gender opinions, like if a girl does something a man would do, it shows change.”



Supplemental Report 3: HerStory Teen Club Program Evaluation Results

The HerStory Teen Club combines the knowledge and experience of LitWorld and Global G.L.O.W. to provide a program specifically designed for girls entering secondary or high school that supports them in building a better understanding of themselves, developing skills of self-advocacy, improving their future outlook as well as their capacity for community engagement and academic achievement.

Throughout the different units and lessons girls will grow strong together and build their own Teen Club community. They will explore and share things such as where they come from, who their role models are, ways that they can work to achieve their goals and dreams, and how to grow into being strong friends and mentors. They will also have the opportunity to express their thoughts, ideas and experiences through a variety of different ways - writing, reading, drawing, talking and role playing.

A Note About the Analysis

There was only one survey to assess Teen Club with 10 participants administered during May 2019. The participating partner in the pre- and post-test retrospective survey was NOVA Academy from California, USA. To conduct traditional pre- and post-test statistics, a larger sample size is usually needed to verify results. However, for the purposes of gaining some learnings from the data available, paired t-tests (p-value set at .05) and other descriptive statistics were conducted to provide a broad understanding of the results (see the table below) and should not be taken as definitive nor generalizable to other partners or Teen Club more broadly.

Key Takeaways

The improved future outlook outcome had the highest total mean change from the pre- to post- test across the indicators, at almost 2 full points. Followed next were improved capacity for community engagement, improved sense of self and self-advocacy skills, then improved academic engagement.

Outcome 4, or improved academic engagement, had the lowest total increase across the indicators when averaged and this could be because that outcome started out with the highest pre-score (mean of 6.5), suggesting it was the area with least amount of improvement needed. The other outcomes hovered with an averaged pre-test score around 5.5 and 6.

The largest changes in individual indicators for each outcome were:

- Outcome 1: Improved Sense of Self and Self-Advocacy Skills. I know a strategy to help me set boundaries in my relationships: 2.3 mean points increased
- Outcome 2: Improved Future Outlook. I can identify at least one short term and one long term goal that I can achieve: 2.5 mean points increased
- Outcome 3: Improved Capacity for Community Engagement. I understand the role I play in making my community a better place: 2.5 mean points increased
- Outcome 4: Improved Academic Engagement. Reading, writing, and/or creating art helps me understand myself: .9 mean points increased

The only indicator that was not statistically significant was “I am a person people go to for advice or help with a challenge”.

The open-ended question results also supported these gains. For example, some of the girls shared because of HerStory Teen Club, they are able to understand themselves more, have higher



self-confidence, believe their voice matters, be more open, set and reach personal goals, and express themselves better.

The results also highlighted gains made in other areas not directly tracked in the indicators or outcomes. For example, some of the girls shared that their experience in Teen Club has made them better at sharing and expressing their emotions with family and friends, managing stress, listening to others, and developing empathy.

When asked what they like the most about Teen Club, the answers fell into two main categories.

- 1) It is a safe space to share without judgement and have deep and meaningful conversations.
 - “I like that I can be open in this club. I can talk about my worries and get support to overcome those worries.”
- 2) They are surrounded by friends and people they feel comfortable with to be themselves.
 - “I like that we get to share and reflect on our experiences together.”

The majority of the girls would not change anything about Teen Club. One requested that the Club last longer. Another asked to discuss recent events about women’s empowerment.

Table 1. Pre- and Post-Test Survey Results

Outcome 1: Improved Sense of Self and Self-Advocacy Skills				
	Mean Pre-Score	Mean Post-Score	Change in Score	Paired t-test p-value
I am proud of the person I am.	5.4	7.3	1.9	.0044
I trusted myself to make the right decisions even if my friends were doing something else.	6.1	7.6	1.5	.0258
I know a strategy to help me set boundaries in my relationships.	5.3	7.6	2.3	.0016
I have a trusted adult in my life who I know I can go to when I feel upset or overwhelmed.	7	8.1	1.1	.0399
I am a hard worker.	7.1	8.2	1.1	.0115
I try to answer questions in class even if I’m not sure I know the right answer.	5.3	7.1	1.8	.0051
Combined Total	6.03	7.65	1.62	--
Outcome 2: Improved Future Outlook				
	Mean Pre-Score	Mean Post-Score	Change in Score	Paired t-test p-value
I feel good about my future opportunities.	4.6	6.8	2.2	.0008
I have a framework to help me define achievable goals and overcome challenges.	5.9	7.2	1.3	.0332
I can identify at least one short term and one long term goal that I can achieve.	5.6	8.1	2.5	.0062



I believe there are many exciting possibilities for my future.	6	7.7	1.7	.0043
Combined Total	5.53	7.45	1.93	--
Outcome 3: Improved Capacity for Community Engagement				
	Mean Pre-Score	Mean Post-Score	Change in Score	Paired t-test p-value
I feel supported by my community when I talk about my hopes and dreams.	5.3	7.5	2.2	.0040
I understand the role I play in making my community a better place.	4.8	7.3	2.5	.0035
I am a person people go to for advice or help with a challenge.	6.4	7.2	.8	.2901
Combined Total	5.5	7.33	1.83	--
Outcome 4: Improved Academic Engagement				
	Mean Pre-Score	Mean Post-Score	Change in Score	Paired t-test p-value
Reading, writing, and/or creating art helps me understand myself.	6.5	7.4	.9	.0187
Total	6.5	7.4	.9	