Measuring impact of a gender sensitization program among adolescents: Lessons from Haryana

Tarun Jain

3ie Delhi Evidence Week

October 7, 2015
Gender attitudes

- Extensive discrimination against women throughout life-cycle
- However, traditional economic incentives do not appear to make major impact
- Gender attitudes among adults tend to be very stable
- Small window for changing gender attitudes among adolescents
- Can a school-based gender sensitisation program change attitudes?

- Program designed and implemented by Breakthrough
- Targeting students in 7th, 8th and 9th grades in government schools
- Duration from 2014-15 to 2015-16 academic years
- Program evaluation using Randomized control trial (RCT) design
- 150 treatment schools, 164 control schools in 4 districts in Haryana
Gender attitudes

- Extensive discrimination against women throughout life-cycle
- However, traditional economic incentives do not appear to make major impact
- Gender attitudes among adults tend to be very stable
- Small window for changing gender attitudes among adolescents
- Can a school-based gender sensitisation program change attitudes?

- Program designed and implemented by Breakthrough
- Targeting students in 7th, 8th and 9th grades in government schools
- Duration from 2014-15 to 2015-16 academic years
- Program evaluation using Randomized control trial (RCT) design
- 150 treatment schools, 164 control schools in 4 districts in Haryana
Study location
Evaluation Questions

1. Was the program effective in changing gender *attitudes* of students?

2. Was the program effective in changing *behavior and outcomes* for students?
   - Short run
   - Long run (Optional)

3. Are effects different for different kinds of students?
   - Girls vs. boys
   - Differences by parent attitudes
   - Differences by caste and other social characteristics

4. Is this program cost-effective compared to other interventions to improve gender outcomes?
   - Operational insights for Breakthrough (short run) and state-wide (long run) implementation
Study design

- Program evaluation using Randomized control trial (RCT) design
- 150 treatment schools, 164 control schools chosen at random
- Baseline survey conducted in Sep to Dec 2013
  - Interviewed 15000+ students, 6000+ parents, teachers and school principals
- Endline planned for Sep 2016
- Potential for additional data collection in subsequent years
Challenges

- Measuring gender attitudes at large scale among adolescents
  - Development of new survey tools (IATs, direct questions, vignettes etc.) to elicit gender attitudes
  - Extensive piloting to ensure context appropriate
  - Cross-validation within questionnaires
  - Gender matching of surveyors

- Logistical challenges of large survey teams

- Interruptions from adverse weather, low attendance
  - Excellent research managers
  - Technology use (SIM-enabled tablets)
Survey in progress
Baseline findings

Girls should be allowed to study as far as they want.

<table>
<thead>
<tr>
<th>Location</th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jhajjar</td>
<td>0.92</td>
<td>0.86</td>
</tr>
<tr>
<td>Sonipat</td>
<td>0.96</td>
<td>0.90</td>
</tr>
<tr>
<td>Rohtak</td>
<td>0.96</td>
<td>0.83</td>
</tr>
<tr>
<td>Panipat</td>
<td>0.95</td>
<td></td>
</tr>
</tbody>
</table>
### Baseline findings

Wives should be less educated than their husbands.

<table>
<thead>
<tr>
<th>City</th>
<th>Boy</th>
<th>Girl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jhajjar</td>
<td>0.32</td>
<td>0.16</td>
</tr>
<tr>
<td>Sonipat</td>
<td>0.40</td>
<td>0.20</td>
</tr>
<tr>
<td>Rohtak</td>
<td>0.29</td>
<td>0.20</td>
</tr>
<tr>
<td>Panipat</td>
<td>0.33</td>
<td>0.19</td>
</tr>
</tbody>
</table>

Tarun Jain (ISB)

Measuring impact  
Oct 2015
Forthcoming challenges

- Interpreting results
  - Carefully understanding what works, and what does not
  - Endline survey will extensively understand program effectiveness

- External validity
  - Challenges in state-wide rollout
  - Lessons for implementation outside Haryana