

## Midline study on English and Digital for Girls' Education



### English and Digital for Girls' Education (EDGE)

British Council initiated the project English and Digital for Girls' Education (EDGE) that aims to improve the life prospects of adolescent girls in socio-economically marginalized communities in Bangladesh, India and Nepal. The program focuses on enhancing participants' English proficiency, digital and 21<sup>st</sup> Century skills, and awareness of social issues. After completing the program, participants will be better able to make more informed and independent life choices. Another aim of this program is to improve the leadership skills of a smaller group of peer leaders who came from the same communities of adolescent girls.

BRAC's Kishori Clubs – an informal school for girls – serve as the location for implementing the EDGE program. The Kishori Club has previously implemented a similar British Council program called English and ICT for Adolescents (EITA). The success of this program inspired the idea for EDGE, which is focused on girls' education.



### Midline study

As 2600 girls have already finished two stages (foundation and consolidation) of EDGE phase 5, the midline study was conducted to measure the impact of the on-going intervention in the BRAC Kishori Clubs in the three districts- Tangail, Mymensingh and Narsingdi. IID conducted the baseline study of this programme in 2016 in these same areas.

The comparison of baseline and midline might be effected by the external factors that could influence the girls who are the beneficiaries of the programme. To regulate the external impact, treatment (with intervention) and control (without intervention) groups for both Peer Group Leaders (PGLs) and participants were assessed, who are the member of the same Kishori clubs.

IID has conducted the midline study and prepared this policy brief based on the findings.



**English  
language  
skills**



**Digital  
skills**



**Social  
skills**



**Social  
awareness**



# English language skills

English is the most common second language in the world. Hence learning English at an early age helps to develop diversified competencies and enable to avail future opportunities.

## Identifying things



About 75 per cent of the treatment group respondent mentioned that they are moderate to highly confident about naming places and things around their home. For the same control group, 67 per cent falls into this confidence level.

## Talking about familiar things/activities



The respondents from both treatment (36 per cent) and control (31 per cent) group were moderately confident about naming the things they see and their regular activities at school. For the highly confident group, percentage of the respondents of control group (17 per cent) is surprisingly higher than that of the treatment (10 per cent) group.

## Expressing feelings and ideas

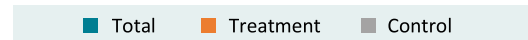


Around 80 per cent of the of the respondents from treatment group are moderate to highly confident that they can describe how they feel when they are healthy or sick and 66 per cent from the control group responded with the same level of confidence.

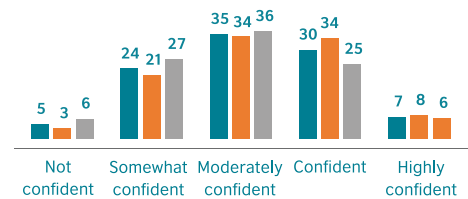
## Speaking test



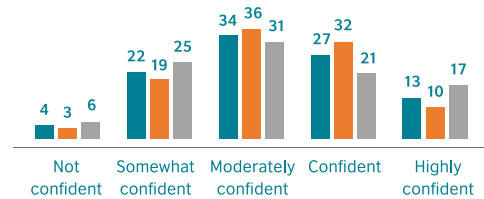
The English speaking test result shows significant improvement of the treatment group respondents in language efficiency. More than 60 per cent of treatment group scored between A1 and A2 with the majority being at A1 level (35 per cent). For the same range, only 30 per cent of the control group could score with no respondent at A2.



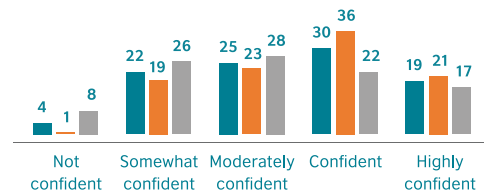
*I can name the places and things I see around my home, in English*



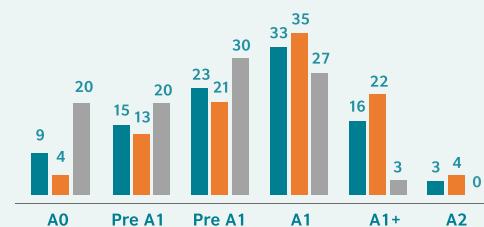
*I can name the things I see and do at school, in English*



*I can describe how I feel when I am healthy or ill in English*



*English speaking test result*





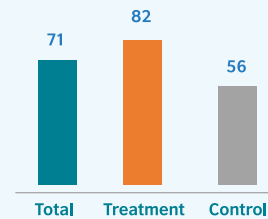
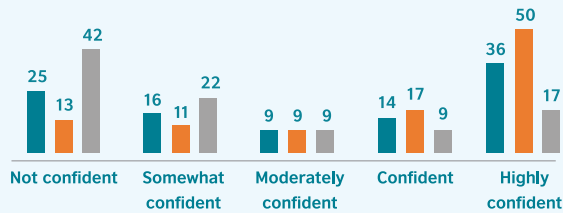
# Digital skills



## Turning on/off a laptop

### Can turn a laptop on and off

■ Total ■ Treatment ■ Control

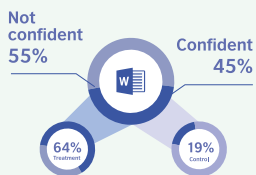


Almost 40 per cent of the respondent from control group had no confidence that they could turn on and off the laptop. On the other hand, only 17 per cent were highly confident. For the treatment group, 50 per cent of the respondent said they are highly confident that they could turn on and off the laptop.

More than 80 per cent of the treatment group could turn the laptop on. Around 55 per cent of the control group could perform the same task.



## Creating / working on office suite



### Confidence test

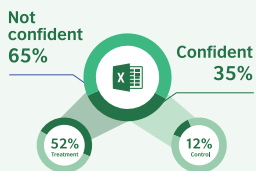
When the respondents were asked about the efficiency of working on the office suite, we found a remarkable deviation in the treatment and control group.

#### Treatment group

- 64% can work in MS Word
- 52% can work in MS Excel
- 55% can work in PowerPoint

#### Control group

- 19% can work in MS Word
- 12% can work in MS Excel
- 9% can work in PowerPoint



### Practical test

Result of practical test about operating office suite came out different from the confidence test. And evidently, those who received intervention could perform better.

#### Treatment group

- 53% can create MS Word
- 50% can create MS Excel
- 21% can create PowerPoint

#### Control group

- 20% can create MS Word
- 10% can create MS Excel
- 5% can create PowerPoint





# Social skills

Social skill play an important role in raising a socially intelligent child. Growing social skills from an early age helps to excel in future education, career and personal development.

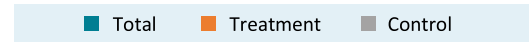


## Confidence in social skills

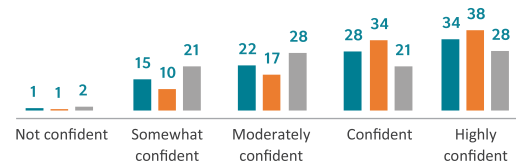
Result of confidence test shows that among the treatment group, almost 40 per cent of the respondents said that they are highly confident about giving their own opinion and also can justify why their opinion is important. Whereas, for the same test, in control group, the percentage of highly confident respondent is much less (28 per cent).

92 per cent of the respondents from the treatment group showed that they are moderate to highly confident about the fact that different things affect to shape their role at home and community, while for the control group, 77 per cent respondents answered the same.

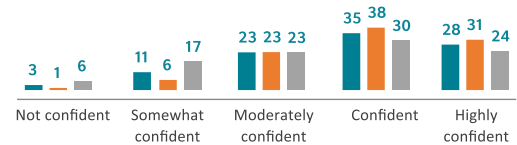
When the respondents were asked how confident they are that they can work hard to solve problems at club, home or school, 36% of the treatment group respondents reported that they are highly confident. On the other hand, around 20 per cent of the control group falls in the 'not confident' to somewhat confident level.



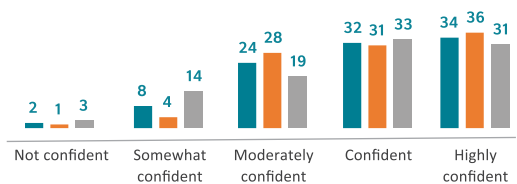
*I can give my opinion and provide reasons for why it is my opinion*



*I understand the different things that affect and shape my role at home and in my community*

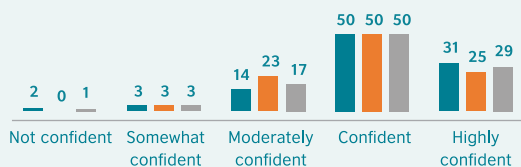


*I can work hard to solve any problem at my club, home or school*



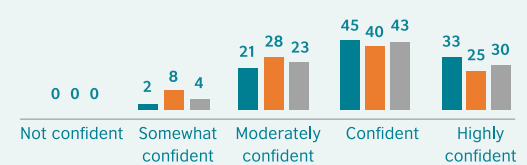
## Confidence in leadership skills

*I can support and guide club members.*



Data shows that for both the treatment (95 per cent) and control (98 per cent) group the percentage of PGLS who are moderate to highly confident about guiding the club members are high.

*I can put people in pairs or groups to do learning activities.*



33 per cent of the treatment group respondent said they are highly confident about making people learn activities in group. This percentage for the control group is 25.



# Social awareness

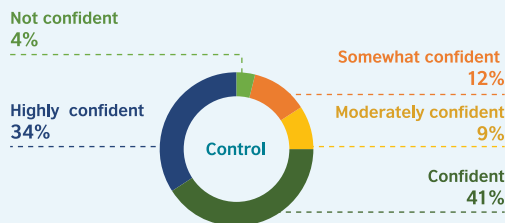
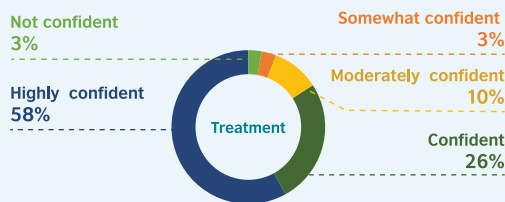
Respondents were asked questions about how confident they are to raise awareness about social issues, for example child marriage, gender equality, importance of education, health and hygiene etc.



## Child marriage

Almost 60 per cent of the respondents from treatment group are highly confident that they can make girl, family and society aware about the harmful effect of child marriage. Around 35 per cent respondents from control group showed the same level of confidence.

*I can explain the ill-effects of child marriage on the girl, family and society*



### Top 3 effects of child marriage

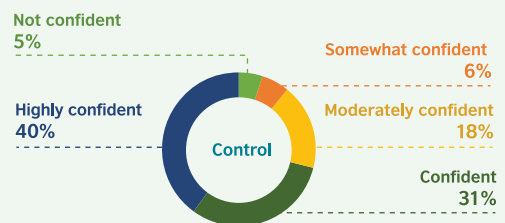
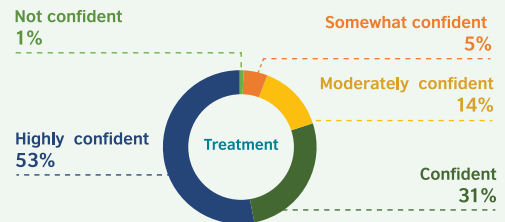
Treatment		Control
76%	Fatal risk of maternal health	65%
51%	Premature pregnancy	49%
49%	Malnutrition of mother and child	43%



## Gender equality

More than half (53 per cent) of the respondents of the treatment group reported being highly confident of making people aware about gender equality.

*I can explain the importance of treating boys and girls the same*



### Top 3 importance of gender equality

Treatment		Control
57%	Ensure peace and equality	46%
54%	Equality at all the levels	32%
31%	Prosperity of society and country	21%



# Methodology

**Desk research:** To collect secondary data, project progress reports and other necessary documents were reviewed.

**Survey:** A midline survey of the female respondents was conducted that looks into their English, digital and social skills, agency and autonomy within the family as well as the community.

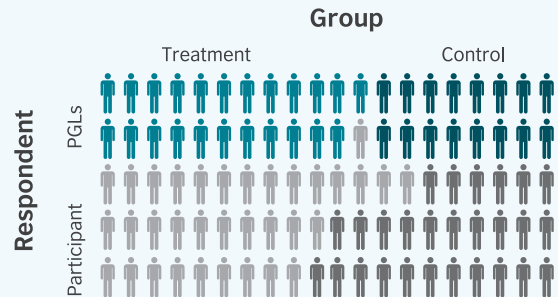
## Key facts



The study was conducted in the outskirts of the urban areas of Tangail, Mymensingh and Narsingdi, where the baseline was conducted in 2016.

## Respondent distribution

**146** respondents were from the treatment group and **109** respondents from the control group.

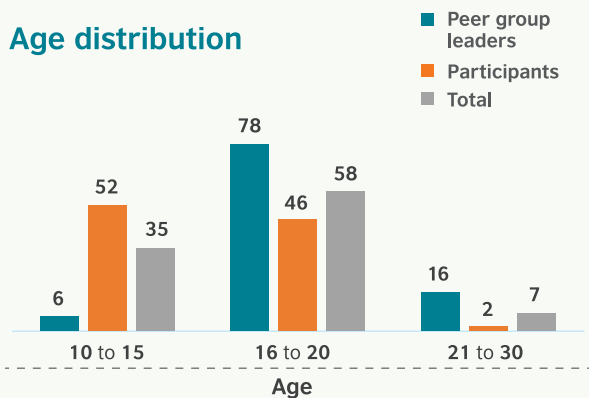


Around 55 percent of the PGLs and participants are from the treatment group and the rest are from the control group.



## Demographic profile

### Age distribution



### Education qualification



### Marital status

