**Adolescent Girls Initiative**

**Core Indicators for Impact Evaluation**

1. **Introduction**

The objective of this document is to summarize the core indicators that will be measured across all 5 AGI Impact Evaluations in Liberia, Rwanda, Southern Sudan, Nepal, and Afghanistan. It is hoped that this summary will provide the necessary background on the rationale and measurement methodology for the core set of indicators we wish to track. This document is necessarily a work in progress, and will continue to be updated and refined throughout the project period.

1. **Background on AGI**

The World Bank, in partnership with the Nike Foundation and the governments of Sweden, Norway, the United Kingdom, and Denmark, launched the Adolescent Girls Initiative (AGI) in 2008. This initiative seeks to promote the economic empowerment of adolescent girls and young women in five low-income and post-conflict countries (Afghanistan, Liberia, Nepal, Rwanda, and South Sudan). All the projects in the AGI offer training and mentorship to facilitate young women’s transition to work and share a number of common characteristics, including modest budgets, designs to sustainably increase women’s economic participation, and rigorous impact evaluations. These programs are seen as pilots in which to experiment with innovative approaches, measure the results, and provide quantitative evidence for possible scaling-up of similar interventions in the future.

1. **Background on AGI Impact Evaluation**

Because the evidence on what works in facilitating the transition of adolescent girls and young women to productive work is limited, impact evaluations are an essential part of this initiative. The impact evaluations of all AGI projects will rely on rigorous quantitative methods to measure the effects of the training and life-skills programs on the socio-economic well-being of young women and their households. At the end of the three year initiative, a core set of indicators as well as lessons learned will have been developed across countries, providing invaluable evidence as to what works, and for whom, for promoting the economic empowerment of young women.

In each AGI impact evaluation, girls who participate in the program will be assessed at baseline and endline and compared to a "control" group of girls who do not (or have not yet) participated in the program. The methodologies of the impact evaluations vary, but in all cases this rigorous comparison group methodology will be used. This document seeks to describe the core outcomes that will be tracked across all AGI programs. Data on the indicators of interest will be collected through individual interviews with both the adolescent girls and the heads of their households[[1]](#footnote-1). An independent survey firm will be contracted to administer these surveys.

1. **Research Questions**

The goal of each AGI evaluation is to identify the impact of the program on the well-being of program participants. The subjective and objective outcomes of young women will be measured through specific indicators of interest using household surveys. The evaluations will also examine the heterogeneous impacts of the program: that is, how the impact of the program varies according to the demographic and personal characteristics of participants.

Hence, the key research questions for the impact evaluations of the AGI are:

Does the program improve the economic well-being of young women who participate? What is the impact on employment, earnings, investment, savings, borrowing, and lending?

What is the impact of the program on a wide range of socioeconomic behaviors and outcomes, such as marriage and fertility, time use, experience of gender-based and other violence, and attitudes toward risk?

Does the program promote the empowerment of participants, as measured by proxies such as physical mobility, aspirations for the future, and control over household resources?

How do the program impacts vary according to the demographic and personal characteristics of the participants? For example:

Do participants with more support from their families do better in the program than girls without such support?

Do older participants perform better than younger participants? Does motherhood affect program performance?

How do the baseline psychosocial characteristics of participants, including self-confidence, conscientiousness, and extroversion, affect program performance?

Because the AGI is based in post-conflict settings, special attention will be paid to the childhood experiences of respondents. To this end, the evaluation will also examine whether childhood experience of trauma, displacement, schooling interruption, and/or loss of relatives affects the economic and psychosocial outcomes of program participants.

By building cross-country evidence the impact and cost-effectiveness of the AGI programs, these evaluations will be vital for future policy decisions, including the potential scale-up of the Initiative. In addition, the detailed evidence gathered here will allow for adjustments in the design and targeting for both the AGI and similar adolescent girl empowerment programs around the world.

1. **Core Outcomes of Interest**

The following tables describe the main outcomes that will be tracked in the AGI impact evaluations. In line with rigorous data collection methodology, a range of specific indicators is often required to measure a single outcome. For example, there is no single measure of wealth. Therefore, we ask about income, expenditures, and assets, in order to build a complete picture of a household's economic status. A brief rationale is provided for each outcome. In addition, example indicators and survey questions are listed for each outcome of interest. Wherever possible, standard questions that have been validated in other settings will be used. Pre-testing of all questions will be done by survey firms prior to baseline survey implementation. Where noted with \*, outcomes and rationales have been adapted with permission of the Nike Foundation.

**Table 1. Individual Level Outcomes**

| **Outcomes** | **Rationale** | **Baseline?** | **Endline?** | **Example Indicators** | **Example Survey Questions** |
| --- | --- | --- | --- | --- | --- |
| **Background** | | | | | |
| Community of residence | Control variable[[2]](#footnote-2) | X | X | * District name * Village/ Neighborhood name | * Where do you currently reside? |
| Age | Control variable | X |  | * Age * Date of Birth | * How old are you? |
| Education history | Control variable | X | X | * Highest level of educational attainment * # of years of formal school\* * Age at which respondent entered primary school | * What is your highest level of education? |
| School enrollment | Control variable | X | X | * Current school enrollment status * Most recent school enrollment | * Are you currently attending school? |
| Household size | Control variable | X | X | * # of permanent and occasional members of household | * How many people do you live with? |
| Position in household | Control variable | X | X | * Head of household (hh)? * Wife of hh head? * Daughter of hh head? * Blood relative of hh head? | * What is your relationship to the head of the household in which you currently live? |
| Marital status | Control variable | X | X | * Currently married/ widowed/ divorced/ single\* * Ever married * Age at first marriage\* | * Do you have a husband, boyfriend, and/or live-in partner? |
| Parental status | Control variable | X | X | * # of live births * # of pregnancies * Age at first pregnancy\* | * Do you have any living children? * Are you currently pregnant? |
| Orphan status | Control variable | X | Only if parents were alive at baseline | * One or both parents dead? * Reason for parents' death (relevant in some countries) | * Is your mother/father alive? * If not, how old were you when s/he died? |
| **Module 1: Education** | | | | | |
| Reason for leaving formal schooling | Helps form a complete picture of girl's background | X |  | * Reason(s) for discontinuation\* * Reason(s) why never attended | * What was the primary reason you left school? |
| Desired level educational attainment | Aspiration measure[[3]](#footnote-3) | X | X | * Desire to return to school * Perceived barriers to returning to school * Perceived importance of education | * If given the opportunity, would you like to resume your schooling? |
| Participation in non-formal education | Past or current participation in other training programs could be a determinant of success in AGI | X | X | * Current enrollment in vocational training program * Past participation in vocational training program | * Have you ever participated in any training programs? |
| **Module 2: Time Use** | | | | | |
| Time spent on paid work | AGI increases the likelihood that participants will engage in paid work | X | X | * # hours spent on paid work in the past week * # hours spent on paid work in a typical week | * Please tell us the number of hours in the past week you have devoted to the following activities… |
| Time spent on unpaid work | Time spent on paid work may or may not reduce a girl's domestic duties | X | X | * # hours spent on unpaid work in the past week * # hours spent on unpaid work in a typical week | * Same as above |
| Time spent on leisure activities | Time for leisure is an important measure of well-being | X | X | * # hours spent with friends/ family/ boyfriend in past week * # hours spent going to church or other community activities | * Same as above |
| **Module 3: Income-generating Activities** | | | | | |
| Employment status\* | AGI increases the likelihood that participants will find new and better employment | X | X | * Type of income-generating activity * Hours worked * Frequency of work * Intention to continue this work | * Have you worked for money in the past 4 weeks? If yes, what have you done? * How many hours do you spend per day/week on this activity? |
| Income\* | Girls who participate in AGI increase their earning potential | X | X | * Total cash income in past 4 weeks * Average daily income (in-kind) * Control over use of earnings | * How much did you earn from this activity in the past 4 weeks? * Who decides how you will spend your earnings? |
| **Modules 4-5: Business Practices** | | | | | |
| Current business practices | AGI seeks to improve the ability of girls and young women to operate their own businesses | X | X | * Current business ownership or operation * Location of business * # employees in business * Registration of business * Business records kept? * Membership in business associations | * Do you currently own or operate a business? * Do you keep written records of business expenses? |
| Previous business experience | Potential determinant of success in AGI | X |  | * Previous business ownership or operation * Type of business * Reason(s) for discontinuation | * Have you owned or operated a business in the past 3 years? |
| **Module 6-7: Future Business and Employment Plans** | | | | | |
| Future business plans | Aspiration Measure | X | X | * Type of business to be opened * Barriers to opening new business | * Is there any business you plan to start in the coming year? * If so, why haven't you started it previously? |
| Knowledge of employment options | AGI seeks to promote girls' knowledge about the opportunities available to her | X | X | * Knowledge of how to look for and apply for jobs * Knowledge of types of jobs available for women/men | * What kinds of jobs are available for women in your community? |
| Perceptions of employment | AGI seeks to teach the "soft skills" required to obtain and keep a job | X | X | * Knowledge of traits needed to obtain and keep a job | * What qualities are required to obtain and keep a job? |
| **Module 8: Financial Literacy** | | | | | |
| Knowledge of topics covered in financial literacy training | Improved knowledge of financial management is a stated goal of AGI | X | X | * Knowledge of financial planning and banking * Ability to be an informed borrower of micro-loans * Knowledge of basic computations, e.g., interest and profit | * Name three things you need to know to make a household budget * Name three things you would ask before taking out a loan * Name three services you can receive at a bank |
| Knowledge transfer\* | AGI believes that girls may pass on their newly learned skills and knowledge to those around them |  | X | * Knowledge transfer on financial topics to household members and peers | * Have you ever helped a family member to apply for a loan? |
| **Module 9: Analytical Ability** | | | | | |
| Analytical ability | Control variable | X |  | * Ability to complete basic spatial exercises * Ability to follow instructions to complete a task | * See activity in baseline questionnaire |
| **Module 10: Savings and Loans** | | | | | |
| Savings\* | AGI's financial literacy and savings components increase the possibility that participants will save, either formally or informally | X | X | * Amount of personal savings in informal and formal mechanisms * Source of savings * Reason(s) for saving * Control over use of savings | * How much cash savings do you have in the following places…? * Why do you save money? * Who decides how the money from the savings will be used? |
| Borrowing | Accessing credit is an important source of business capital and an explicit part of some AGI programs. Also, AGI may reduce the need for girls to borrow from family and friends for subsistence. | X | X | * # loans outstanding * Purpose of loan(s) * Source and amount of loan(s) | * Do you have any loans to repay, or do you owe any money to anyone? * Who did you borrow this money from? * How much is left to repay on this loan? |
| Lending | Girls may use their increased income to make loans to their family and friends, thereby spreading the benefits of program beyond the participants themselves. | X | X | * # loans given out * Amount and recipient of loan(s) | * Have you lent money to anyone that has not yet been repaid? * If so, how much? |
| **Module 11: Expenditures and Transfers** | | | | | |
| Expenditures on self | Expenditures are often a more reliable way to measure wealth than asking about income directly. Most poverty assessments rely on expenditure data. | X | X | * Girls' expenditures on items for her own use (list of specific items will be country-specific, but focus on items most commonly purchased by young women. List of items will be based on LSMS, CWIQ, or other surveys in country) | * In the past two weeks, how much did you spend on the following items for yourself? |
| Expenditures on family members\* | Participating in AGI increases the possibility that girls will invest in their families' long-term development | X | X | * Girls' expenditures for or transfers to her family members for health, education, and other expenses | * In the past two weeks, how much money did you give to or spend on your relatives, for health, education, or other expenses? |
| Expenditures on partners | Participating in AGI may allow girls to assist their partners. Also, partners may co-opt the earnings of the girl. | X | X | * Girls' expenditures for or transfers to her partner/ boyfriend/ husband for health, education, and other expenses | * In the past two weeks, how much money did you give to or spend on your partner/ husband/ boyfriend, for health, education, or other expenses? |
| Transfers received | AGI may reduce a girl's reliance on transfers from others (including aid groups) to support herself. | X | X | * Amount of money received from relatives, partner, church or other groups * Use of transferred money (health, education, etc.) | * In the past two weeks, how much money did you receive from any of the following sources, for health, education, or other expenses? |
| **Module 12: Assets** | | | | | |
| Asset ownership | Asset ownership is an important measure of living standards. Assets are also a source of insurance: a girl can sell an asset to get money in an emergency. | X | X | * Ownership of assets (list of specific items will be country-specific, but focus on items most commonly owned by young women. List of items will be based on LSMS, CWIQ, DHS, or other surveys in country) | * Please tell me if you own any of the following items… |
| Decision-making power over economic assets\* | AGI may increase a girl's ability to make decisions about how she uses her own assets | X | X | * Potential for sales without other's permission | * If you ever need to, can you sell this asset without anyone else's permission? |
| Land ownership | Land is an important source of collateral for borrowing | X | X | * Amount of land owned * Tenancy status | * How much land do you own yourself? * Do you have a deed or title for this land? * Can you sell this land? |
| **Module 13: Empowerment and Self-Control** | | | | | |
| Own money | If girls have some of their own money, they will not have to rely on others or on risky behaviors in an emergency. | X | X | * Ownership of emergency money | * (From DHS) Do you have any money of your own that you alone can decide how to use? |
| Control over resources | AGI may increase a girl's ability to make decisions about how her household spends its money | X | X | * Decision making power over certain types of expenditures | * Do you control the money needed to buy the following items? |
| Physical mobility outside the home\* | Programs that build recognition of the economic potential of girls help transform some of the cultural norms that restrict her movement | X | X | * Number of trips in past week to commonly visited places (list of places will depend on country) * Power to go to these places alone, or only if accompanied | * Have you visited any of the following places in the past week? * Are you allowed to go to this place alone, or only if accompanied? |
| Time preference of money | Potential determinant of success in AGI and Control Variable: Good financial decisions are important when operating a business | X | X | * Preference over receiving money today versus a larger amount in the future. | * Would you prefer to receive 50 USD today or 100 USD one month from now? |
| Self-regulation | Potential determinant of success in AGI and Control Variable: Girls who are better able to regulate their behavior and persevere in the face of adversity may be more likely to be successful in AGI and in life | X |  | * A standard "Adolescent Self-Regulatory Inventory" will be used | * See baseline questionnaire |
| **Module 14: Worries, Confidence, and Expectations** | | | | | |
| Worries and Stress | Control variable: the amount of stress in a girl's life affects her success in AGI and life; Also potentially an outcome | X | X | * Degree of stress over finances, relationships, potential violence | * In the past week, how often did you worry that your household might not have enough money to pay for basic necessities? |
| Self-confidence in entrepreneurial and job skills | AGI seeks to promote girls' self-confidence, esp. in her ability to engage in economic activities | X | X | * Degree of confidence to accomplish tasks that frequently arise when running a business | * How well do you rate your ability to do the following activities…? |
| Self-confidence in other areas | AGI's life skills component seeks to promote girls' self-confidence and empowerment in all areas of her life | X | X | * Confidence in own intelligence * Confidence in leadership ability * Number of friends * Ability to plan for the future | * If I had the chance, I would make a good leader (Strongly agree, agree, disagree, strongly disagree) |
| Satisfaction with life | AGI seeks to improve a girl's happiness and satisfaction with her own life | X | X | * Satisfaction with particular aspects of life | * How satisfied are you with the following aspects of your life…? |
| **Module 15: Relationships and Family** | | | | | |
| Childhood experiences | Control variable, especially in post-conflict settings | X |  | * Displacement due to conflict in childhood * Loss of relatives due to conflict * Experience of violence in childhood | * During the war, were you ever displaced internally or to a neighboring country? * During the war, did you witness or experience any of the following…? |
| Marriage/ Partnership | Measures of empowerment: Marriage and partnerships often limit a girl's ability to engage in economic activities | X | X | * Decision-making power over whom to marry * Desired age at marriage * Plans and desire to work after marriage | * (If unmarried) At what age do you think you will get married? * (If cohabiting) Why did you decide to live together? * (If unmarried) Would you like to work outside the home after marriage? |
| Children | Measures of empowerment: Motherhood often limits a girl's ability to engage in economic activity | X | X | * Desired number of children * Amount of support received from father for support of children | * In addition to the children you already have, how many more would you like to have? * How many more girls? Boys? |
| Domestic violence | A partner's attitude and support may influence a girl's success in AGI. Conversely, by promoting girl's empowerment, AGI may increase risk of domestic violence | X | X | * Frequency of arguing with husband/ partner/ boyfriend * Frequency of physical violence toward or from husband/ partner/ boyfriend | * How often do you argue with your boyfriend/ partner/ husband? * How often does this arguing result in physical violence? |
| **Module 16: Social Networks** | | | | | |
| Social support | Potential determinant of success in AGI; Girls who have people to talk with about their problems may be more likely to succeed; Also, AGI seeks to build the social assets of girls | X | X | * Access to someone to talk to about specific issues, such as children, health problems, family troubles, etc. | * Who is the first person you go to in order to talk about… ? (No one, spouse, mother, father, sibling, other relative, non-family friend, mentor, religious or community leader, other) |
| Family support for girls’ economic activity\* | Potential determinant of success in AGI; Also potentially an outcome | X | X | * Degree of support from parents on a range of social activities * Degree of support from parents on a range of economic activities | * How supportive are your parents/ caregivers when you engage in the following activities…? (Very unsupportive; Somewhat unsupportive; Somewhat supportive; Very supportive) |
| Husband/ boyfriend's support for girls' economic activity | Potential determinant of success in AGI; Also potentially an outcome | X | X | * Degree of support from boyfriend/ partner on a range of social activities * Degree of support from boyfriend/ partner on a range of economic activities | * How supportive is your boyfriend/ husband when you engage in the following activities…? (Very unsupportive; Somewhat unsupportive; Somewhat supportive; Very supportive) |
| Closeness of relationship with parents and partner | Control Variable and Potential determinant of success in AGI | X |  | * Frequency of conversation with parent about problem * Frequency of conversation with partner about problem | * In the past month, how often did you talk with your mother about a problem you were having? |
| Mentor | AGI seeks to provide girls with mentors that they can talk with | X | X | * Frequency of conversation with mentor * Content of conversation with mentor | * In the past month, how often did you speak with a mentor in your community about the following …? (Never; A few times; At least once; All of the time) |
| **Module 17: Personal Behaviors** | | | | | |
| Cigarettes | Control variable; Also, AGI's life skills component promotes healthy behavior | X | X | * Frequency of smoking | * Do you smoke cigarettes regularly? |
| Alcohol | X | X | * Frequency of drinking * Amount of drinking * Drinking behavior of friends | * In a typical week, on how many days do you drink alcohol? * In the past year, how many times have you consumed more than 5 drinks in a single day? |
| Recreational drugs | X | X | * Experience with drug use * Frequency of drug use | * Have you ever taken recreational drugs (that is, drugs that were not for a specific illness)? |
| **Module 18: Sexual Behaviors and HIV/AIDS Awareness** | | | | | |
| Current sexual practices | AGI's life skills component promotes healthy sexual behavior and knowledge | X | X | * # of current partners * Use of contraception * Knowledge of contraception | * The last time you had sex, did you use a condom? |
| Transactional sex | AGI empowers girls to support themselves without reliance on older partners | X | X | * Receipt of money, gifts, or assistance in exchange for sex * Frequency of exchange * Use of money or gift received | * Have you ever received money, gifts, or assistance in exchange for sex? * If so, what did you use the money or assistance for? |
| Rape | Potential determinant of success in AGI; Also, AGI's life skills component promotes healthy sexual behavior and knowledge | X | X | * Experience of rape in the past year * Knowledge of rape counseling and health services | * Sometimes people have had sex because they were forced to do so. Has this ever happened to you? * If your friend were raped, who would you advise her to go and see? |
| STI awareness | AGI's life skills component promotes healthy sexual behavior and knowledge | X | X | * Knowledge of STI symptoms * Experience of STI symptoms * Knowledge of STI health services | * If a woman had an STI, what symptoms might she show? * Have you ever experienced any of the symptoms you mentioned? * If so, have you consulted anyone regarding these symptoms? |
| HIV/AIDS awareness | AGI's life skills component promotes HIV/AIDS awareness | X | X | * Knowledge of HIV transmission and testing | * (True/ False) You can tell if a person has the AIDS virus, HIV, by looking at her/him. |

**Table 2. Household Level Outcomes**

In general, there are two objectives for collecting data on household-level characteristics and outcomes. First, in any analysis of economic outcomes, it is important to control for household socioeconomic status. Girls from wealthier households are likely to have different outcomes than girls from relatively poorer households. There is no one indicator that can measure wealth, hence we aggregate data on employment, income, assets, landholdings, and expenditures to form as complete a picture as we can of the household's status.

Second, if the program is successful and the girls in the program earn more money than girls outside the program, we want to know what the girl does with her higher income. Does she contribute to household welfare in some way? If so, how does the girl/household choose to spend this additional money? Do they eat more meat? Do they send their kids to school? Do they rely less on assistance from others? Do they rely less on borrowing from expensive moneylenders? These outcomes (i.e., those on the household and not just on the girl herself) can best be measured through a household questionnaire, although in some cases it may be possible to collect much of this information from the girl herself.

| **Outcomes** | **Rationale** | **Baseline?** | **Endline?** | **Example Indicators** | **Example Survey Questions** |
| --- | --- | --- | --- | --- | --- |
| Household members | Control Variables | X | Only if there are changes since baseline | * Name, age, sex, marital status of all hh members * Relationship to hh head * Religion of hh members * Permanency of status in household | * What is the age of [name]? * What is [name]'s relationship to the household head? * Has [name] been away from the household for more than one month out of the past year? |
| Household education\* | Control Variables; Also, households with girls who participate in AGI may send their children to school at higher rates | X | X | * Highest level of educational attainment of each hh member * Current school status of each hh member * Literacy and numeracy skills of each hh member * Amount spent on education of each hh member | * Is [name] currently attending school? * Can [name] read and write a simple letter? |
| Household income-generating activities | Control Variables; Also, the activities of other household members may respond to changes in the girl's economic activities | X | X | * Income-generating activities of each hh member * Earnings of each hh member | * What kind of income-generating work is [name] involved with? * How many hours does [name] spend per day/week on this activity? * How much did [name] earn from this activity in the past 4 weeks? |
| Expectations of household head for young household members | Control Variables: the support of the household head may be a determinant of success in AGI; Also, household heads may change their opinions of girls who participate in AGI | X | X | * Opinion of future job/ business prospects for each young hh member * Opinion of marriage prospects of each young hh member * Opinion of education prospects for each young hh member * Willingness to allow young female hh members to engage in economic behavior * Willingness to allow young female hh members to engage in risky behavior * Gender attitudes of household head | * How you think [name]'s future will be compared to your own? * Would you approve if [name] engaged in the following activities…? (Strongly approve, approve, disapprove, strongly disapprove) * In your opinion, who should be earn money for the household? (Man, woman, both) |
| Assets | Control Variables; Also, girls who participate in AGI may invest in assets for the entire household | X | X | * Ownership of assets (list of specific items will be country-specific, and adapted from LSMS, CWIQ, DHS, or other surveys in country) | * Please tell me if this household owns any of the following items… |
| Housing Conditions | Control Variables; Also, the living conditions of girls who participate in AGI may improve | X | X | * Main material of walls, roof, floor * Ownership of home * Number of rooms in home | * Do you own the home you live in? |
| Water and Sanitation | Control Variables; Also, the living conditions of girls who participate in AGI may improve | X | X | * Primary source of drinking water * Responsibility for collecting water * Type of toilet, lighting, cooking facilities in home | * What is the type of toilet that is mainly used in your household? * What is the major source of drinking water for your household? |
| Savings, Borrowing, and Lending | Control Variables | X | X | * Amount of personal savings in informal and formal mechanisms * # and amount of loans outstanding * # and amount of loans given out | * How much cash savings do you have in the following places…? * Do you have any loans to repay, or do you owe any money to anyone? * Have you lent money to anyone that has not yet been repaid? |
| Expenditures | Control Variables; As mentioned for the individual level indicators, expenditures are often a more reliable way to measure wealth than asking about income. | X | X | * Household expenditures on a range of items (list of specific items will be country-specific, and adapted from LSMS, CWIQ, or other surveys in country) | * In the past two weeks, how much did the household spend on the following items? |
| Food security | Control Variables; Also, the food security status of girls who participate in AGI may improve | X | X | * Questions adapted from the standard food security assessment developed by FANTA (USAID) | * In the past four weeks, did you or any other household member have to eat fewer meals in a day because there was not enough food? |

1. In cases where the adolescent girl herself is the head of her household, she will be asked to provide information both about herself and her household. [↑](#footnote-ref-1)
2. *Control variable:* These are factors that may affect a girl's outcomes regardless of her participation in the program, so it is important to control for these factors during data analysis. [↑](#footnote-ref-2)
3. *Aspiration measure*: AGI seeks to improve the aspirations of its participants, who often may not be aware of her own potential or the opportunities available to her. It is important to measure the changes in a girl's aspirations as part of AGI's impacts. [↑](#footnote-ref-3)