

# RISE

**Program Evaluation 2025**

**Summary of Key Insights from Bilaspur, Chhattisgarh**



**समर्पित**  
गरीबी उन्मूलन एवं  
सामाजिक अनुसंधान केंद्र  
विलासपुर (छत्तीसगढ़)

**GIRLRISING**

# RISE Program Evaluation 2025: Summary of Key Insights from Bilaspur, Chhattisgarh

Girl Rising partnered with Samarpit and the District Education Office, Bilaspur to implement the RISE Curriculum (Resilient Inclusive Skilled and Educated) across 7 government schools and 4 villages in Bilaspur, Chhattisgarh, between April 2025 and January 2026.

## Project Goals

The project aimed to strengthen adolescents' social-emotional skills, agency, gender-equitable mindsets, while building key 21st-century skills such as digital literacy, financial literacy, and climate awareness. It also focused on enhancing teachers' capacity to create gender equitable participatory classrooms, and engaging parents to support adolescents' aspirations and holistic development.

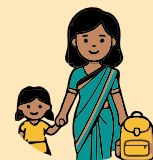
To achieve this, the program delivered a 28-session version of the RISE curriculum for adolescents, supported by in-person training and a virtual learning circle for teachers. It also integrated parent engagement through the 8-session version of the RISE parent guide.



**Teachers trained: 35** (7 Male teachers, 28 Female teachers)



**Students: 2331** (1206 Girls and 1125 Boys) in grades 9-12, predominantly from a tribal background



**Parents: 634**

## Project Outcomes



**Student Outcomes:** Agency, Social-emotional Capacities, Gender-equitable attitudes, 21st-century skills

**Teacher Outcomes:** Gender equitable attitudes, Gender responsive teaching approaches, Self-efficacy

**Parent Outcomes:** Understanding of basic gender concepts and equal right to education, Ability to support their children's aspirations and dreams

## Evaluation Methodology



Mixed-methods approach, including both quantitative and qualitative tools

Baseline and endline surveys with **232 students and 34 teachers**

Focus Group Discussions with **58 students and 32 parents**, In-depth interviews with **7 teachers**

Agency: Ability to identify strengths, set goals, make decisions, solve problems, and persist to achieve them.

Socioemotional capacities: Recognize and manage emotions, cope with stress, show empathy, and value physical health.

Gender equitable attitudes: Recognize gender inequality, understand stereotypes identify gender based discrimination.

21st Century skills: Understand climate change and sustainability, use digital tools effectively, and apply basic financial skills like saving and budgeting.

Gender responsive teaching approaches: Confidently address gender bias and promote equal participation for all students.

Self-efficacy (Teachers): Confidence in applying program learning in creating safe, inclusive classrooms for diverse learners.

## Student Findings

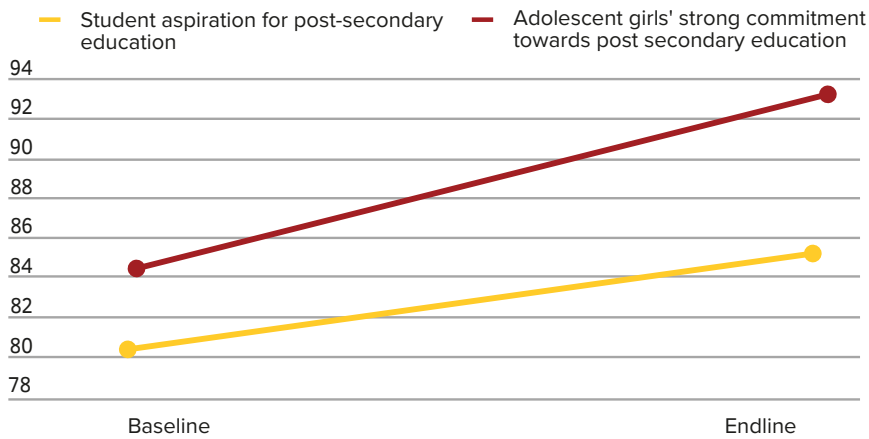


Fig 1: Aspirations and commitment towards post-secondary education among students and adolescent girls



**Education completion:** Students' aspiration to continue education beyond secondary school increased from **80% at baseline to 85% at endline**. Among adolescent girls, strong commitment to pursue post-secondary education rose even more significantly, from **84% to 93%**.

*I saw how the Girl Rising program improved the confidence and morale of a female student in Class 12. When her parents moved to Korba and planned to discontinue her education, she took the initiative to contact her teachers and arrange a meeting with her parents. She expressed her determination to continue her studies. Consequently, she and her sibling stayed in a rented room near the school to continue their education while their parents remained in Korba. This demonstrates how teachers' encouragement and a safe learning environment strengthen students' confidence and agency.*

“ **Participant Teacher**

## Emotional Regulation

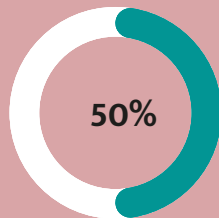


Fig 2: Changes in usage of coping skills for emotional regulation among students



**Emotional Regulation:** Strong usage of coping strategies among students increased from **38%** at baseline to **50%** at endline.

*Earlier, I was not able to open up with other people. After joining this program, I started sharing my emotions, and it feels like a weight has been lifted off my shoulders.*

“ **Participant Student**

*Now I have learned how to express my feelings in front of my family and teachers. I have also understood how to respect others' emotions.*

“ **Participant Student**



**Impact of storytelling approach:** Stories and films increased engagement among students and reduced discomfort around sensitive topics such as early marriage and gender based discrimination.

*Storytelling approach makes it easier for them [students] to open up and express thoughts or concerns they might otherwise hesitate to voice directly. By using stories that correlate with their realities, I was able to create a safe space where students felt comfortable sharing and reflecting on their own experiences.*

“ **Participant Teacher**



**Digital Literacy:** From baseline to endline, students' confidence in using the internet for learning increased from **85% to 98%**, and email communication skills improved from **56% to 72%**.

*Cybercrime was a new topic for me, and I am now more aware of how to protect my online accounts from cyber fraud and scams.*

“ **Student Participant**

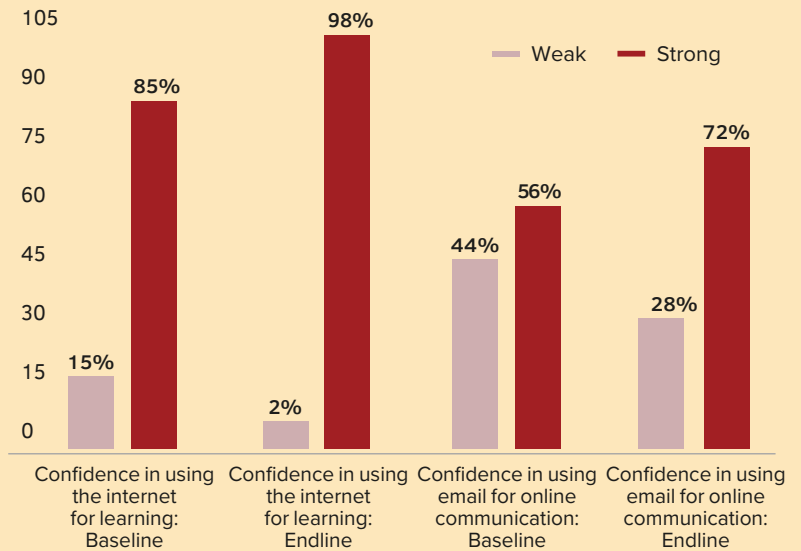


Fig 3: Students' confidence in using the internet for learning and email for communication

### Financial Literacy



Fig 4: Student confidence in making money related decisions at endline



**94%** of students expressed confidence in making decisions with their money at endline.

*Dania's story taught me the importance of saving money. I help my parents with our pakoda business at the weekly mart. From the money I earn, I use some to buy necessary things and deposit the rest in the bank with my parents. This helps me manage money and plan for the future.*

“ **Student Participant**

### Teacher Findings



**Implementation of RISE curriculum pedagogy in subject teaching:** Teachers demonstrated internalization of the pedagogy by adapting techniques such as storytelling, energizers and teamwork used in RISE curriculum across subject teaching.

*As an English language teacher, I have incorporated storytelling and teamwork-based activities inspired by the GR curriculum into my regular lessons.*

“ **Teacher Participant**



**Gender-equitable attitudes:** Strong belief that girls possess equal intelligence to boys increased from **14% to 91%**. More strikingly, belief in girls' leadership at school increased from **63%** at baseline to **91%** at endline.

*The kids aren't always eager to talk about it... That's often because they don't recognize the challenges.*

“ **Teacher Participant**

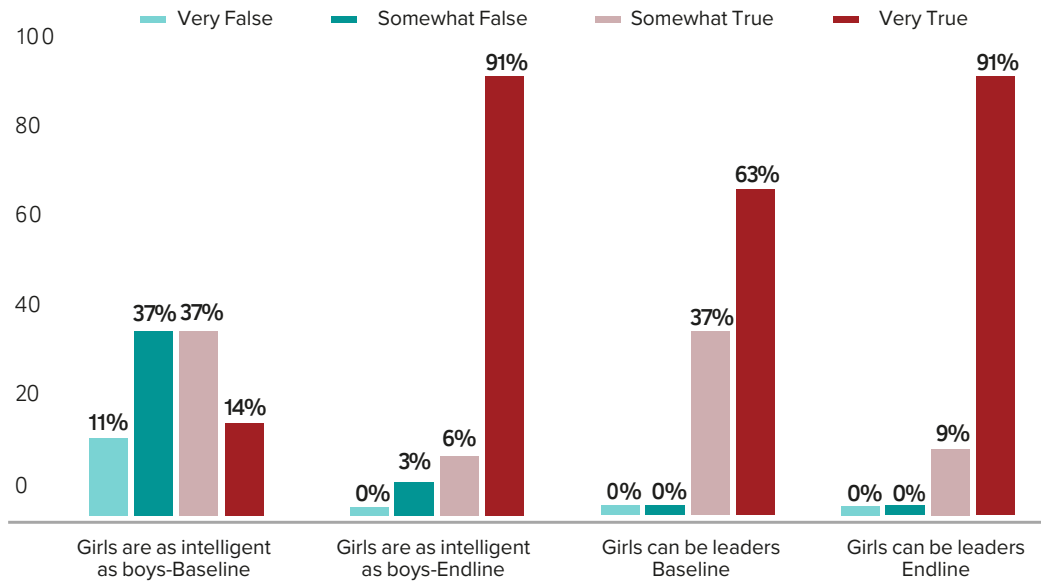


Fig 5: Teachers' perceptions of girls' intellectual ability and leadership potential at baseline and endline

Several teachers described an important pattern in which students initially denied or minimized the presence of gender inequality. However, teachers interpreted this not as evidence that discrimination does not exist, but as an indication that inequality has been normalized to the point of invisibility. The data suggested that teachers developed a more critical understanding of gender norms, recognizing that inequality often remains invisible until it is explicitly addressed.

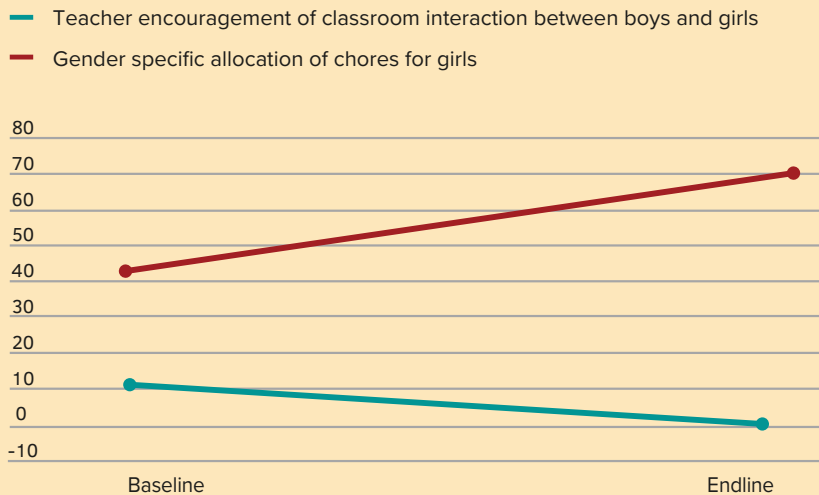


Fig 6: Changes in classroom interactions between boys and girls and gender specific chores allocation for girls



**Changes in classroom practices:** From baseline to endline, **teacher encouragement** for interaction between girls and boys increased from **40% to 70%**, while **assignment of chores specifically to girls** such as cleaning classrooms **decreased from 9% to 0%**.

*After a session on gender equality, while we were moving benches, I asked the boys to do it. The girls immediately spoke up, saying, 'Ma'am, we are physically capable too, why ask only the boys?' They then joined in to help. Seeing them apply the lesson so spontaneously and confidently was incredibly rewarding.*

“ **Teacher Participant**

## Parent Findings



**Program's reach in family conversations:** Parents reported children actively shared program learnings at home, extending the intervention's reach into the family sphere.

*My children shared that they watched films, did group activities, and talked about dreams, education, and emotions. They learned how to express themselves better and understand others. I could see positive changes in how they talked and thought after attending the program.*

“Teacher Participant



**Gender equitable attitudes:** At endline, parents showed understanding of gender based discrimination and ensured equal support for their children's education and aspirations, regardless of gender.

*I don't think I will make a choice to discontinue education for just my daughter. If there is a financial problem, I won't be able to afford education for both of them. I won't prefer one's education over another.*

“Teacher Participant



**Social and emotional skills:** Parents demonstrated an understanding of emotional regulation as a tool for personal coping and improving interactions with children.

*We should talk to people around us if we are stressed because of a certain reason... We should stay calm, share, and ask for help.*

“Teacher Participant



**Enabling role:** Parents identified as active enablers, supporting their children across multiple areas.

*We should have open conversations with our children. If there is something that is bothering them and causing stress, talk to them and let them know that you are here to support them.*

“Teacher Participant

## Recommendations



**Supporting teachers to teach life skills:** Invest in teacher training on SEL, gender equality, and 21st century skills, with flexible scheduling so teachers can participate fully and bring what they learn into the classroom to support students' holistic development beyond academics.



**Curriculum integration:** Encourage teachers to bring RISE principles into other subjects, so that inclusive classroom practices become a part of everyday teaching.



**Building Platforms for Adolescent Voices and Stories:** Give adolescents access to existing or new platforms (like assemblies, events etc.) within schools to share their experiences, reflections, and stories with peers so that learning on themes like gender, social-emotional wellbeing, and 21st century skills spreads organically.

Evidence from this pilot evaluation demonstrates the RISE program's effectiveness in strengthening adolescents' self-confidence, encouraging them to value their dreams and aspirations, and building critical 21st century life skills. This is especially important in the context of India's growing skills gap, with the India Skills Report 2024 highlighting that nearly one in two young people lack the skills needed for future employability. Alongside academic learning, there is an urgent need to equip adolescents with the social, emotional, and practical skills needed to navigate adulthood, livelihoods, and an increasingly digital world. We look forward to continuing to strengthen and expand this work in partnership with the government, teachers, and communities, committed to adolescent development and skilling.

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