



GIRLSPORTWORKS 2016 ANNUAL ASSESSMENT

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WHO WE ARE

Since 2003, GirlSportWorks (GSW) has been a vibrant part of the Cusco community. Facilitated by female project managers called “profesoras,” GirlSportWorks is an annual program (March-December) that teaches life skills and healthy living through sports to approximately 70 girls studying in four public schools (Los Nogales, Virgen del Rosario, Luis Vallejo de Santoni, and Casa Mantay) in the Cusco region of Peru. In addition to weekly or bi-weekly classes, the program – locally referred to as “Chicas Dinámicas” – also provides healthy snacks, field trips, and, in some schools, English lessons.

OUR METHODS

We monitor our programs and participants and evaluate them at the beginning and end of the year. The Project Managers conduct baseline testing in March and endline testing in December to seek feedback to improve our programming as well as to capture some of the impact our program had over the year. Our 2016 evaluation methods combined quantitative and qualitative indicators. Our 2016 evaluation tools included a 12-item questionnaire, physical activity testing, and 30-minute interviews with participants, parents, and key school partners.

OUR IMPACT



SELF-CONFIDENCE

92% believe that girls who play sports gain self-confidence. 95% said that they felt proud when playing sports. 100% think that it is possible to achieve their life goals.



COMMUNICATION

82% felt they could speak with another girl if they had a problem. 89% said that they raise their hand in class.



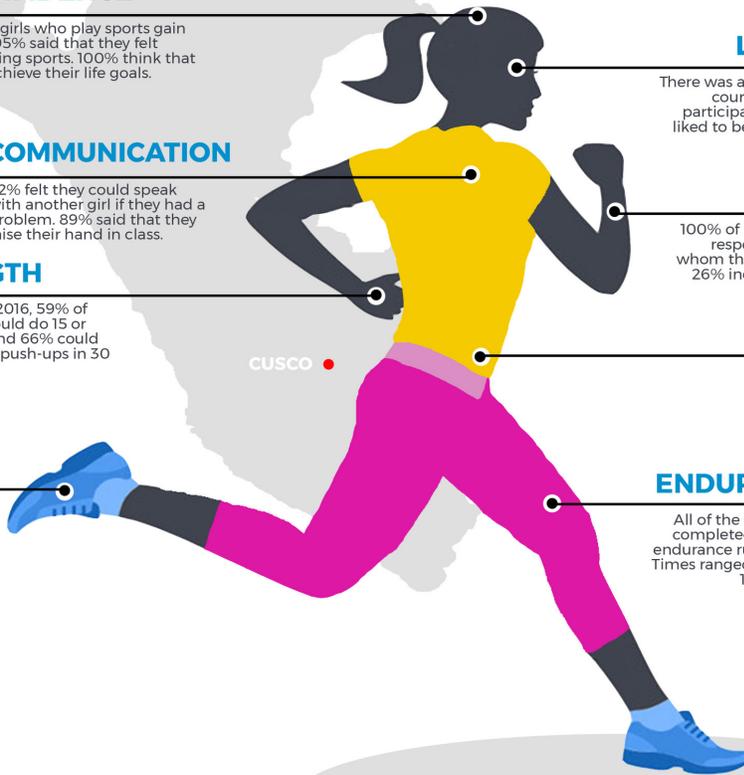
STRENGTH

By December 2016, 59% of participants could do 15 or more sit-ups and 66% could do 20 or more push-ups in 30 seconds.



SPEED

In a sprint test of 25m the times ranged from 4.75-8.09 seconds. 50% of participants could sprint 25m in 6 seconds or less.



LEADERSHIP

There was a 20% increase over the course of the school year in participants who said that they liked to be the leader of a group.

TEAMWORK

100% of participants said that they respect their companions with whom they play sports. There was a 26% increase in participants who external sports teams.

FLEXIBILITY

From March to December, there was a 26% improvement in the number of girls who could reach past their toes.

ENDURANCE

All of the participants completed a distance endurance run of 200m. Times ranged from 79 to 190 seconds.

95%

of participants thought that girls should feel comfortable saying what they think.

97%

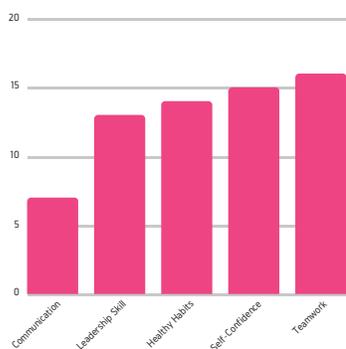
of participants said that they preferred to play sports rather than watch them, and 97% said they liked physical activity.

SELF-DESCRIBED BEHAVIOR CHANGES:

I was nervous before joining, but now no; I have a lot of fun when I come. When I play sports I am more free and have more confidence. In school I am very tense and I open up here. I am more responsible. I share the ball with all my teammates. When someone is feeling bad I always help them and sometimes when someone is crying I give them a hug and some advice. I am happier. I am more energetic. I express myself more when I am in class. I converse and I play better. I know more games and I have gotten faster and stronger. I was boring before, but I am a bit more fun now.

**"SOMETIMES YOU TELL ME, 'YOU MUST KEEP GOING,' AND SO WHEN I AM TAKING AN EXAM OR IN CLASS, I SAY, 'YES, I CAN,' AND I CAN!"
-PARTICIPANT**

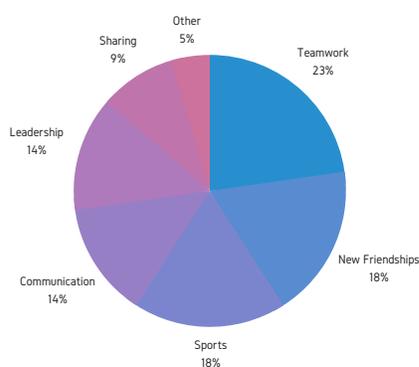
DECEMBER 2016 NOTABLE QUOTES



45%

of quotes from GSW's community identified improved teamwork and leadership skills

MOST IMPORTANT THING LEARNED



82%

82% of girls said that the most important thing they learned in the program was something beyond just sports.

2016 FINDINGS

- Having a good relationship with parents, teachers and administrators makes a difference
- We need to provide better access to sport (safe and available space dedicated to the girls).
- One of the most meaningful benefits of GSW are the social benefits of the participants' experience
- Discipline and consistency with rules of class improve learning for all participants
- Participants improve in physically and socio-emotionally when Project Managers provide more rigor, and structure for sports

2017 ACTIONS

- Build informal individual relationships with teachers and parents.
- Sign contracts with school directors and give formal presentations at each school at the beginning of every school year
- Invite teachers and parents to participate in GSW events and, likewise, attend all school events, celebrations, and performances
- Have conversations with the owner of each court and local municipality to secure a court key and gain local support
- Group participants to break up cliques
- Take time to tell jokes and laugh during class
- Enforce physical requirements (running all the laps, correct form in push-ups and sit-ups)

"CHICAS DINÁMICAS IS A PROGRAM...WHERE THERE IS A LOT OF FRIENDSHIP, CAMARADERIE, RESPECT, COMPANIONSHIP, AND SUPPORT. IT DOES AN EXCELLENT JOB DEVELOPING PERSONALITY, ATTITUDE, AND APTITUDE." -SCHOOL DIRECTOR

Please contact us with questions, comments, or ideas!

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