



# BoxGirls Randomized Control Trial Evaluation Results

## Highlights

of external impact assessment by the German Sport University, Cologne

BoxGirls afterschool clubs underwent a rigorous mixed-method randomized control trial. This evaluation, specific to the Girls Afterschool Leadership Education program, showed significant positive impact on girls' self-esteem, social capital, violence negotiation skills, school performance in both in qualitative and quantitative methods of analysis.

### Quantitative Results

Significant increases in:

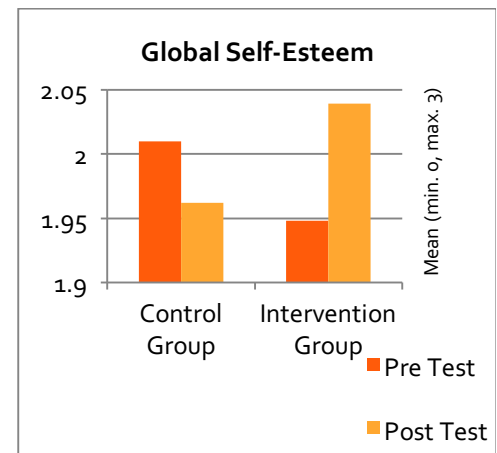
- Academic self-esteem
- Awareness of local support
- Social capital
- Skills and awareness in violence and negotiation
- Global self-esteem

**Academics:** The intervention group experienced significant positive change in school performance ( $p < .05$ ).

**Social network/ social capital:** A significant ( $p < .05$ ) change in the number of girls who would go to their father if they needed help or had a problem was significant in the intervention group.

**Violence awareness and negotiation skills:** Violence awareness is the ability to understand and comprehend when violence is occurring in the community and/or family. Violence negotiation skill is the ability to act in a manner that is safe, efficient and comfortable to satisfy one's own well-being, or the well-being of another. Girls showed a highly significant ( $p < .01$ ) positive trend in being able to stand up for themselves after being in BoxGirls.

**Self-esteem:** A highly significant positive ( $P < .01$ ) change was shown in global self-esteem when compared to the control group. Global self-esteem is identified as a factor influencing motivation, career aspirations, educational success, job satisfaction, and mental and physical health (Suls & Krizan, 2005).



*[Boxgirls] teaches me to talk with many people and I don't have to be shy any more. They also teach me not to be scared.* - Yolanda



### Qualitative Results

Girls experienced skill improvement in:

- Violence intervention and negotiation
- Academic performance
- Communication
- Social skills

**Increased violence intervention and negotiation:** The knowledge on how to intervene in a situation where someone is being hurt and the likeliness to get involved is sustainably higher for the girls in the intervention group than in the control group.

More girls said they would talk to someone about their situation and ask for help rather than ignoring or avoiding it.

**Increased communication skills:** The pre-test interview answers provided by the girls were simply worded with poor grammar while the post-test responses were more in-depth with carefully chosen words. This reveals an

improvement in their communication skills which could also relate to increased academic performance.

- **What the girls say:** The majority of girls said their favorite part of the afterschool clubs was the educational benefit. They saw an improvement in their grades and mention greater academic performance with an emphasis on Math, English and behavior during class. They enjoyed the way the material was delivered with fun games and a positive atmosphere.

- **Benefits to peer facilitators:** According to the facilitators, the girls improved their academic performance, especially Mathematics, English and their presentation skills. Helping the girls seems to be a good motivational

factor, creating a bond between girls and facilitators. The facilitators also gained confidence in speaking in front of a group and working with different personalities.



References: J. Slus and Z. Krizan, 2005. On the relationships between explicit and implicit global self-esteem and personality. *The New Frontiers of Self Research*, 79-94. Information Age Published