



Girls Incorporated of Durham Evaluation Report Year 1



Written by the Students Commission of Canada

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Project Description

In partnership with schools and with partners in the community, Girls Incorporated of Durham focuses on the development of the whole girl. She learns to value herself, take risks, and discover and develop her inherent strengths. The combination of long-lasting mentoring relationships, a pro-girl environment, and research-based programming equips girls to navigate gender, economic, and social barriers, and grow up healthy, educated, and independent. Informed by girls and their families, Girls Inc. also advocate for legislation and policies to increase opportunities and rights for all girls.

The network of local Girls Inc. nonprofit organizations serves girls ages 6-18 at more than 1,200 sites in 350 cities across the United States and Canada. Our research-based programming is delivered by trained professionals who focus on the development of the whole girl, supporting, mentoring, and guiding girls in an affirming, pro-girl environment. Here, girls learn to value their whole selves, discover and develop their inherent strengths, and receive the support they need to navigate the challenges they face.



<https://girlsinc-durham.org/about-us/>

Executive Summary

The purpose of this report is to capture the outcomes and impacts of Girls Inc. of Durham on young girls and women. Participants shared their thoughts and experiences through the Preparing to Lead and Head, Heart, Feet, Spirit modules from the Sharing the Stories tools. They assessed four programs: GirlSPACE, Mind+Body, GirlZone and Allies in Action.

Girls Inc. of Durham's programs had a positive impact on participants' perception of lifelong learning and youth generativity, making them feel more resilient and better community leaders. Participants valued the knowledge gained on effective leadership, Black history, cultural awareness, gender and women's health, and personal growth. The programs generally left participants feeling happy and empowered, but some felt tired or drained due to their engagement. Active participation and building relationships were key factors in connecting participants.

While the programs were successful in empowering young women and imparting knowledge, there is room for improvement in youth engagement and inclusion in decision-making. Facilitating evaluation tools before and after the programs can provide a more accurate assessment of the program's impacts. Overall, Girls Inc. of Durham has made significant strides in empowering young women and fostering leadership for social change.

Girls Inc. of Durham was successful in empowering young women to become strong leaders and take action on social change. This report demonstrated the importance of providing young women with a pro-girl environment where they can discover and develop their inherent strengths and receive support through long-term mentor relationships.

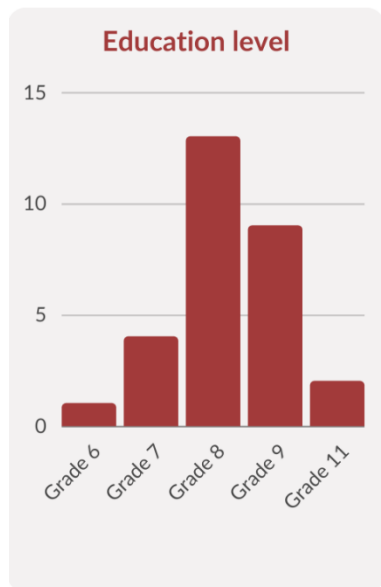
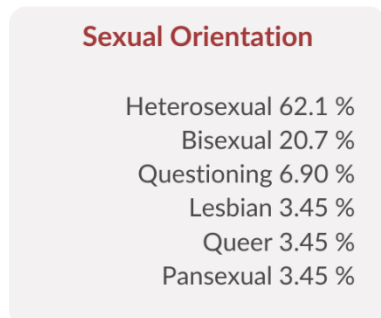
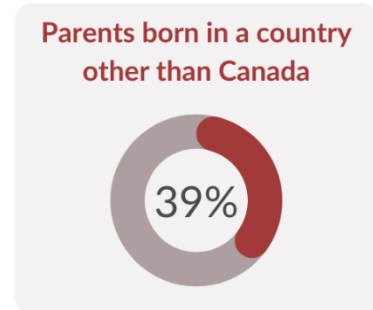
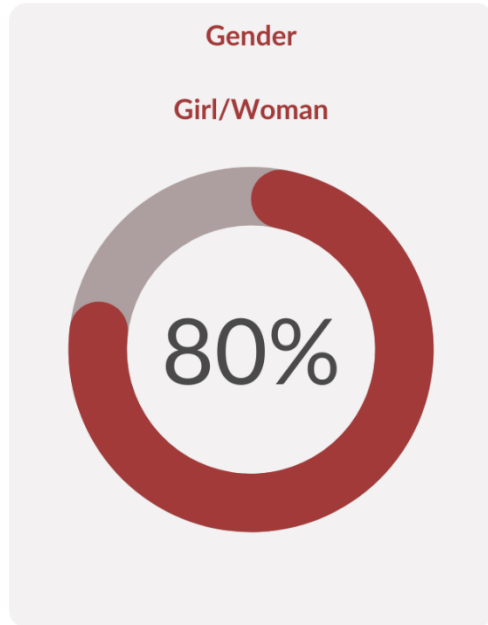
Methodology

To identify the trends and impact of Girls Inc. of Durham programming, program staff conducted a series of surveys from the Sharing the Stories tools at the end of the program.

- The Preparing to Lead module assessed the programs' impact on participants' engagement and leadership capacity. It employed a 5-point Likert scale and consisted of three sections: 1) Engagement (1-Not at all; 5-Completely), 2) Lifelong Learning (1-Strongly disagree; 5- Strongly agree) and 3) Youth Generativity (1-Strongly disagree; 5-Strongly agree).
- The Head, Heart, Feet, Spirit module evaluated what they learned, how they felt, what they plan to do with the knowledge they learned, and how they connected with the programs. Significant quotes were drawn from the analysis of participants' thoughts, feelings, and personal experiences. The data was collected in March 2023.

Program	Sharing the Stories Tools
GirlSPACE	<ul style="list-style-type: none"> - Preparing to Lead (n=7-9) - Head, Heart, Feet, Spirit (n=8)
Mind+Body	<ul style="list-style-type: none"> - Preparing to Lead (n=10-11) - Head, Heart, Feet, Spirit (n=11) - Demographics (n=11)
GirlZone	<ul style="list-style-type: none"> - Preparing to Lead (n=18-19) - Head, Heart, Feet, Spirit (n=17) - Demographics (n=19)
Allies in Action	<ul style="list-style-type: none"> - Preparing to Lead (n=98-109) - Head, Heart, Feet, Spirit (n=53-75)

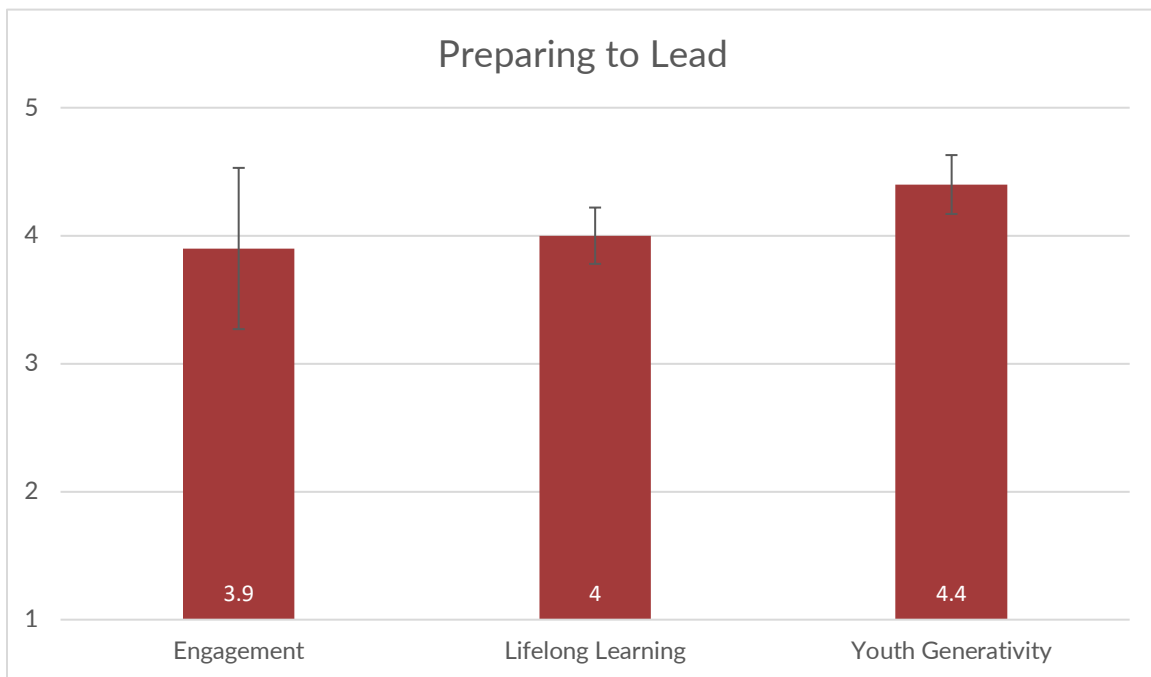
Demographics



Results: GirlSPACE

Preparing to Lead

The Preparing to Lead module assessed the programs' impact on participants' engagement and leadership capacity. It employed a 5-point Likert scale and consisted of three sections: 1) Engagement (1-Not at all; 5-Completely), 2) Lifelong Learning (1-Strongly disagree; 5- Strongly agree) and 3) Youth Generativity (1-Strongly disagree; 5-Strongly agree). The following graph illustrates the average score for each section.

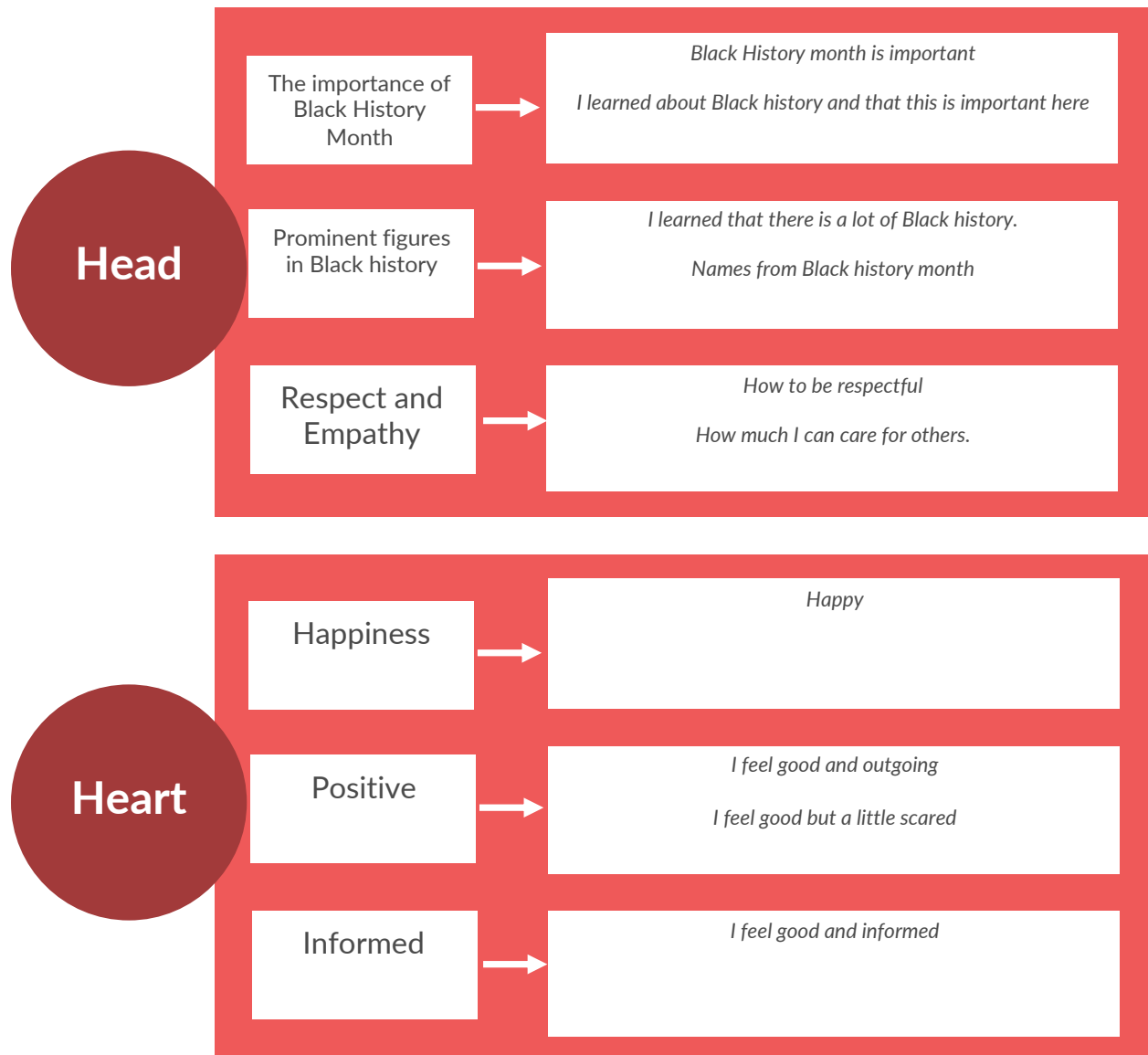


Takeaways for Preparing to Lead

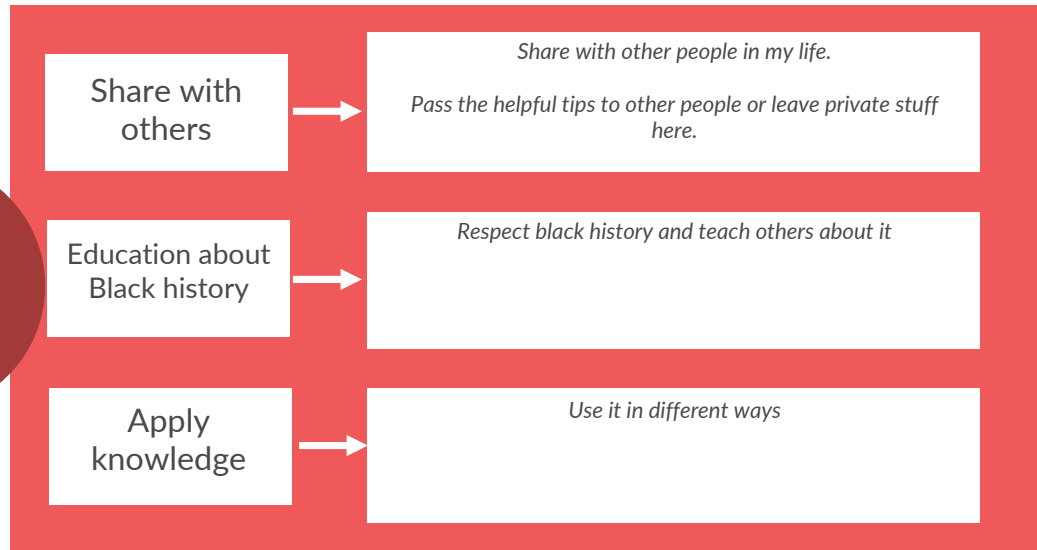
Participants demonstrated high levels of leadership, especially in terms of youth generativity (concern for future generations). While the scores for 'Lifelong Learning' and 'Youth Generativity' were spread out tightly, 'Engagement' had more within-participant variation. This suggests that participants generally agreed on the positive impact of GirlSPACE on lifelong learning and youth generativity whereas engagement highly varied. Some felt that adults made negative assumptions about them and that they weren't adequately contributing to the group.

Head, Heart, Feet, Spirit

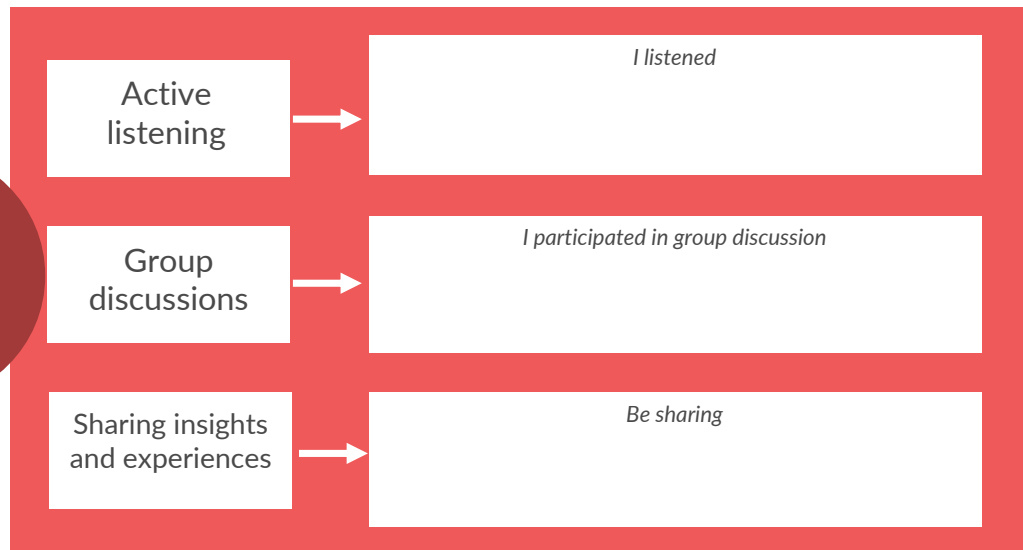
The Head, Heart, Feet, Spirit module evaluated what participants learned, how they felt, what they plan to do with the knowledge they learned, and how they connected with the programs. Significant quotes were drawn from the analysis of participants' thoughts, feelings, and personal experiences.



Feet

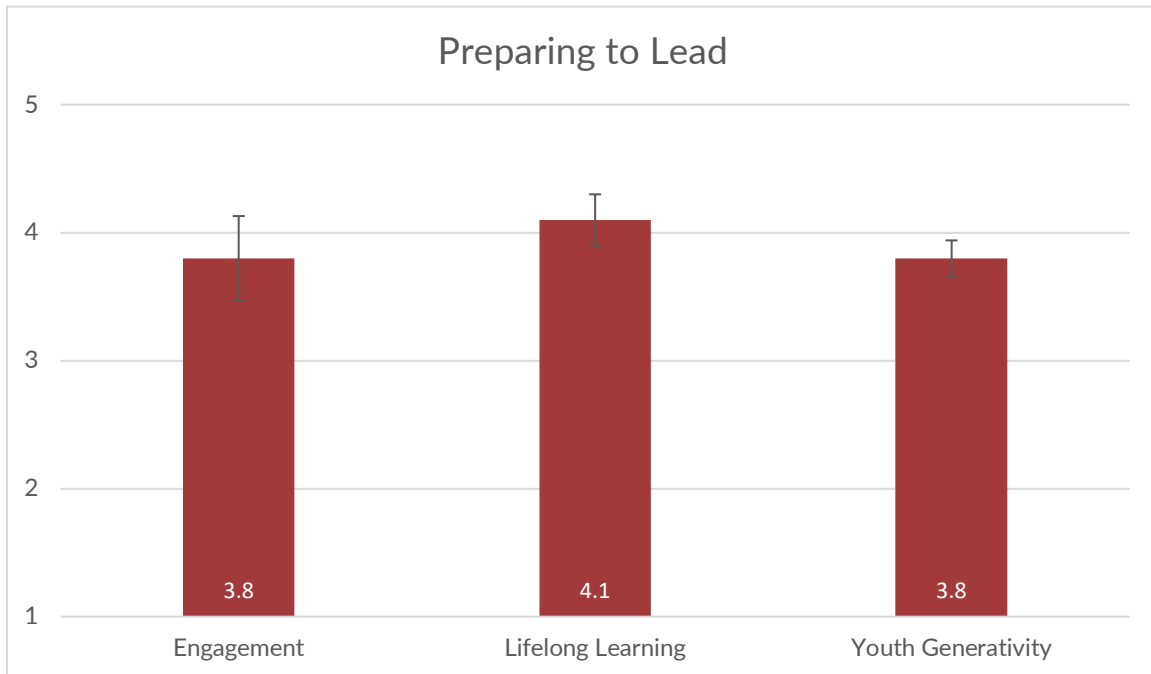


Spirit



Results: Mind+Body

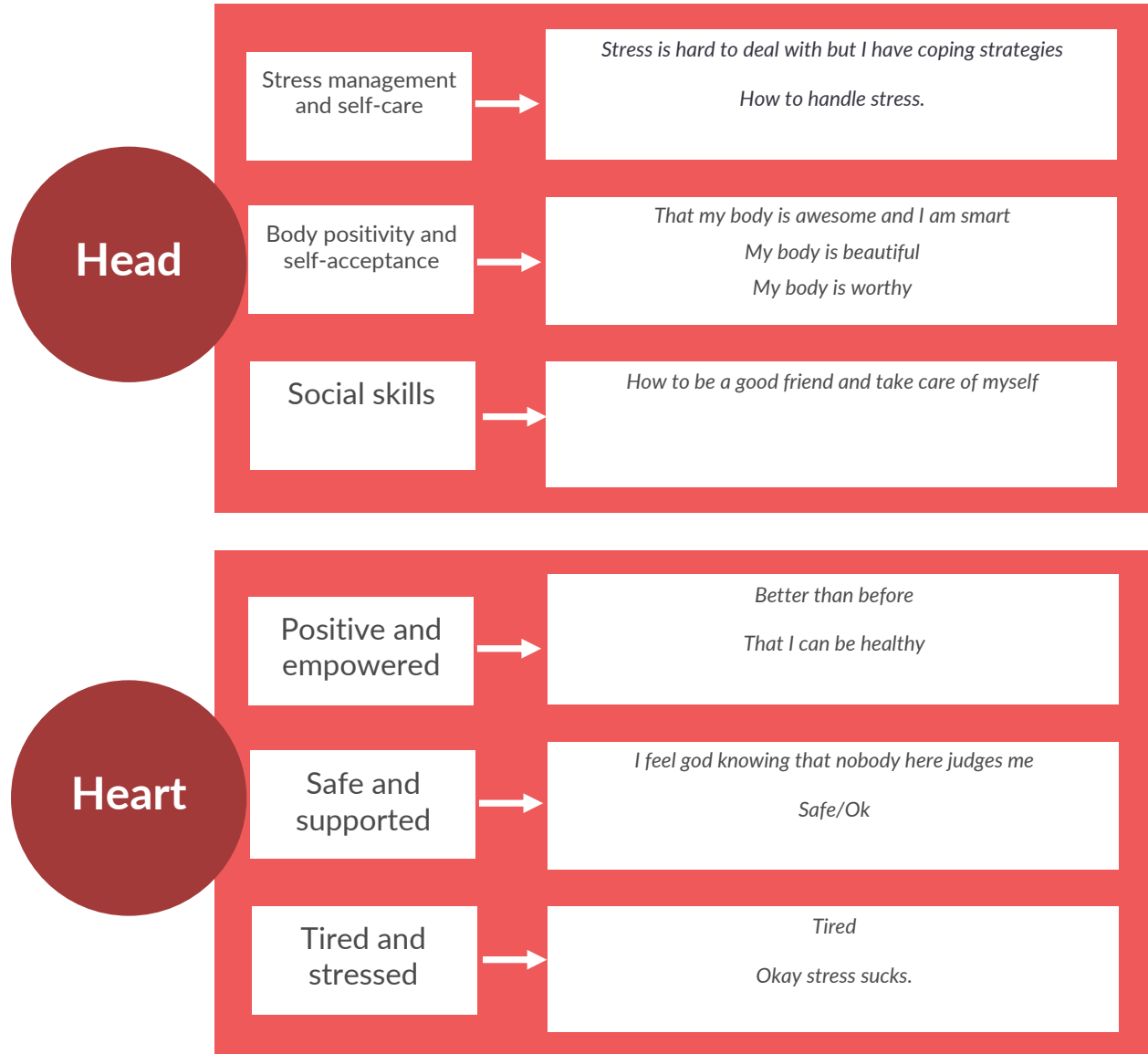
Preparing to Lead

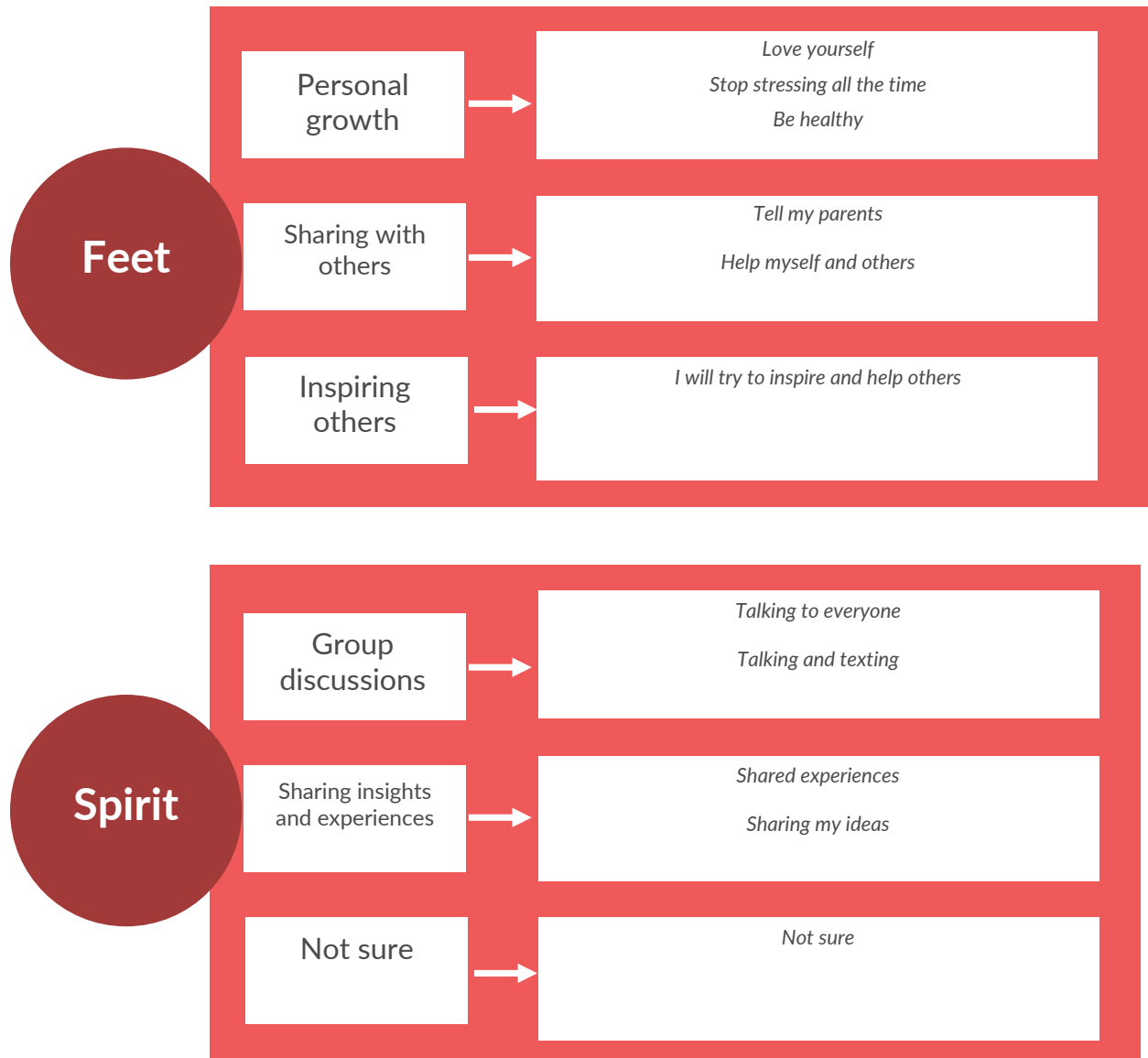


Takeaways for Preparing to Lead

Participants gave relatively high scores for Mind+Body. Similar to GirlSPACE, they generally agreed on the positive impact of the program on lifelong learning and youth generativity, whereas engagement varied greatly. They encountered the same issues with feeling that adults made negative assumptions about them and that their peers did not learn as much from them. Nonetheless, youth felt like the program was beneficial for their personal development and learning journey.

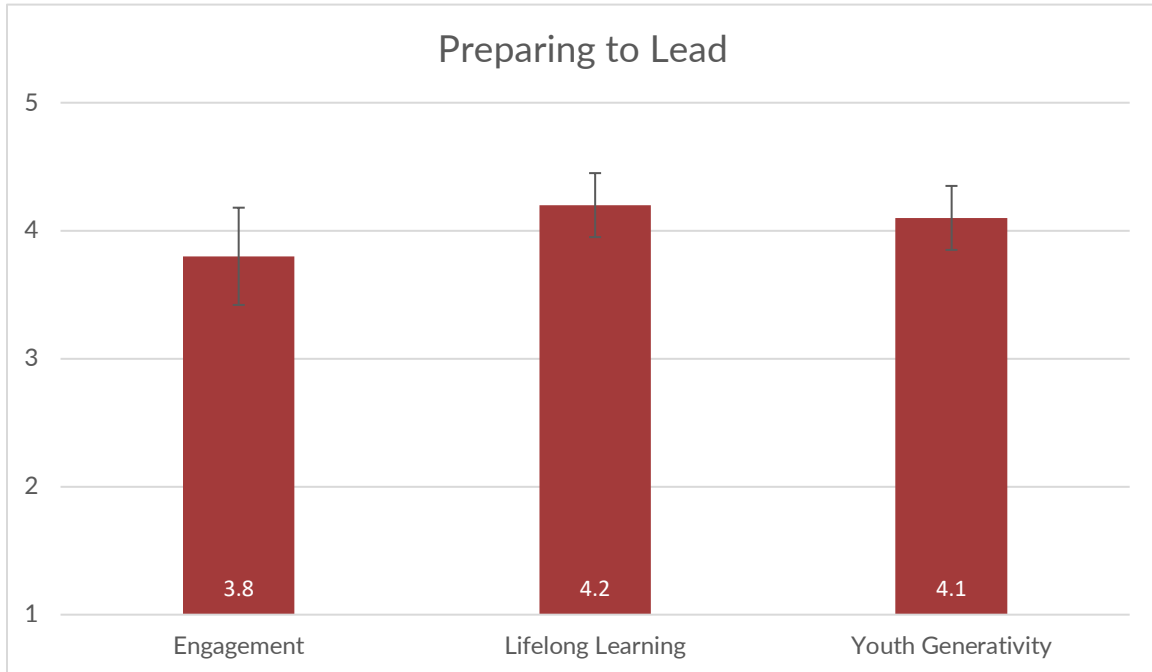
Head, Heart, Feet, Spirit





Results: GirlZone

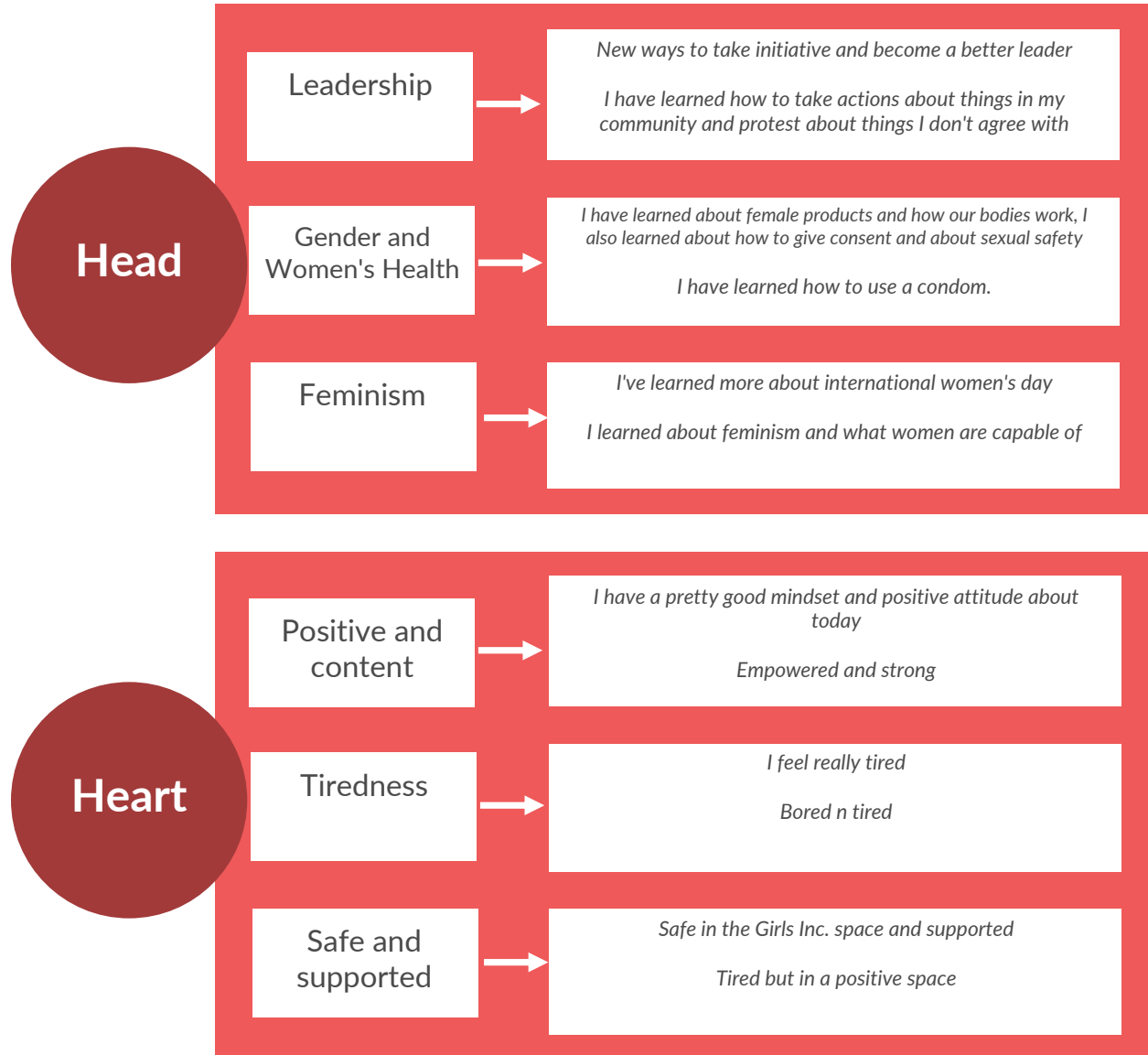
Preparing to Lead



Takeaways for Preparing to Lead

Participants gave high scores for the GirlZone program. The trends from this module are similar as the two previous programs, with youth demonstrating high levels of lifelong learning and youth generativity. However, the lower 'Engagement' scores resulted from participants feeling that they weren't part of the decision-making process, as well as perceiving that adults made negative assumptions about them and that their peers did not learn as much from them as they would like.

Head, Heart, Feet, Spirit





Feet

Sharing and
teaching

Take some pieces of information I've learned and do my best to pass it down to others
I will educate others who don't know and use the information for when I need them

Personal
growth

I will use this to keep me safe physically and mentally
Be proud of being a woman

Social action
and advocacy

Considering some of social action opportunities we talked about as volunteer opportunities
Go into my community and protest with what I don't agree with

Spirit

Group
discussions

I participated today and engaged in the conversation.
asking questions, talking to friends and facilitators

Sharing insights
and experiences

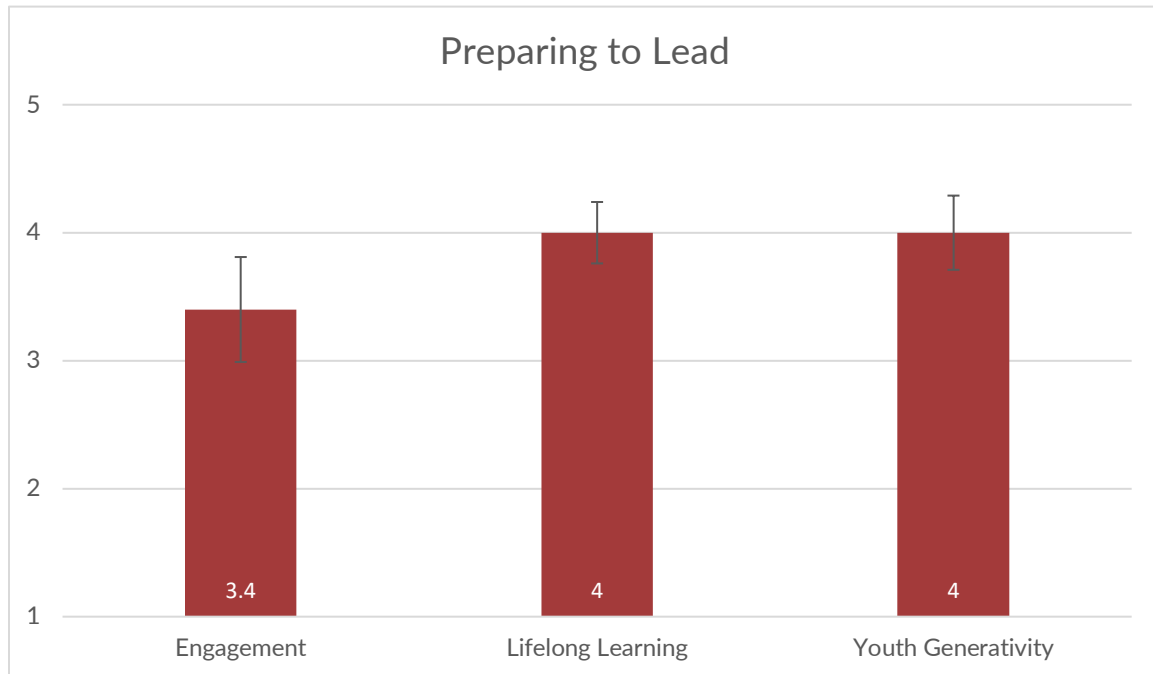
I shared personal stories
I said hi to them and texted them, also by sharing stories

Sharing
positive vibes

I connect to the amazing vibes

Results: Allies in Action

Preparing to Lead



Takeaways for Preparing to Lead

Participants gave relatively higher scores for Allies in Action. The trends from this module were consistent as the rest of the programs. Similarly, the program fostered youth's growth and development into community leaders and resilient adults. However, participants felt left out of the decision-making process, that adults made negative assumptions about them and that their peers only learned a little bit from them.

Head, Heart, Feet, Spirit

Head

Relationships and communication



I learned about relationships

I have learned to respect, think and relate to others mindsets

Gender and Women's Health



*I have learned more about the female and male body
I learned how to properly discuss, put on and remove a condom. I learned about the risk of using oil based lube.*

Feminism and empowerment



*I learned how to express myself through my talent and I learned how to be confident
I learned that I can do anything as a girl.*

Heart

Happy and excited



*I feel happy because I had a good week
I'm excited*

Tired and stressed



*I feel kinda drained (tired)
I feel good but sometimes I feel stressed*

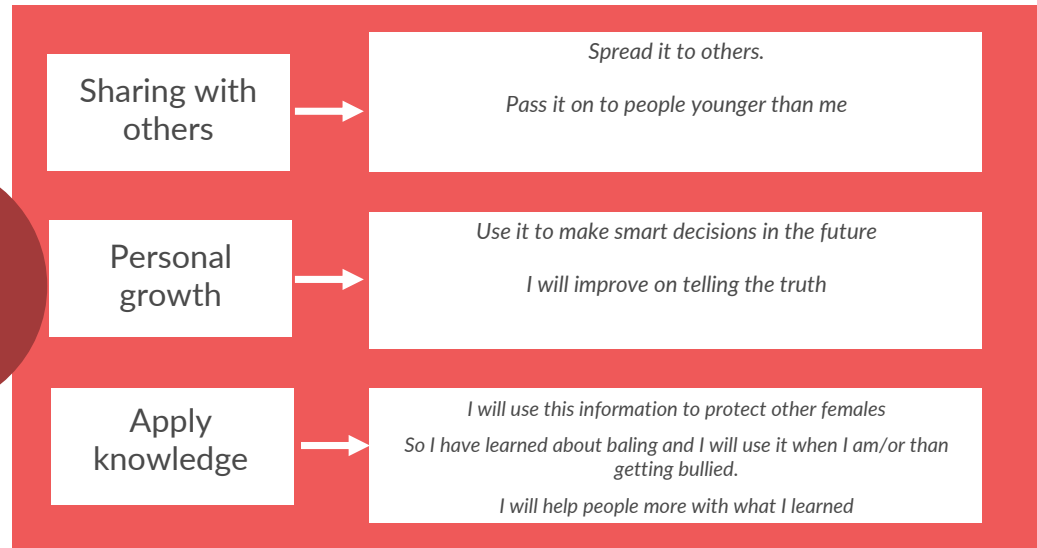
Mixed emotions



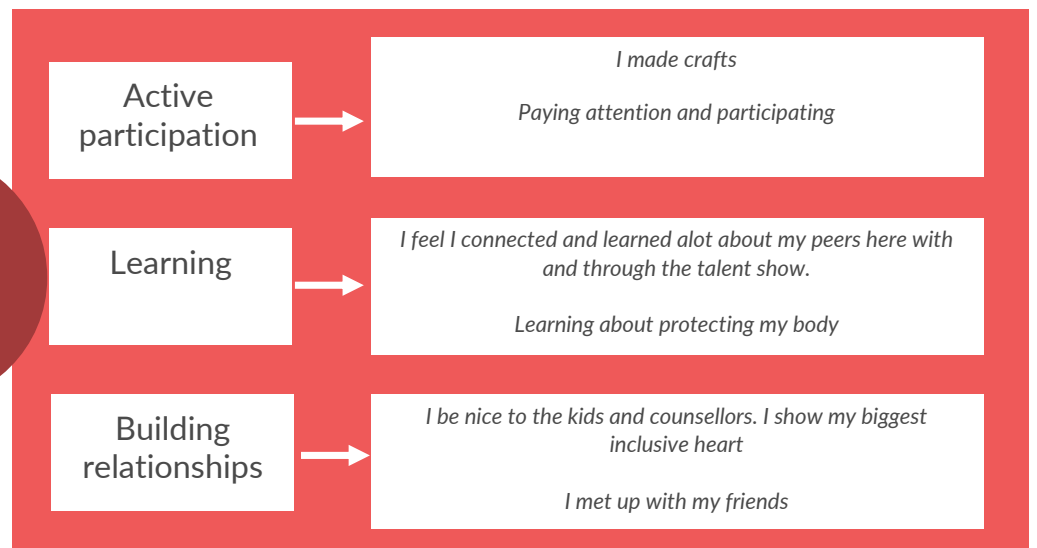
*I feel a bit sad because we aren't doing girls inc anymore
I feel today went well despite a few distractions. The lesson was taught and we all got to look and feel condoms.*



Feet



Spirit



Discussion

The purpose of this report was to capture the outcomes and impacts of Girls Inc. of Durham on young girls and women. Participants shared their thoughts and experiences through the Preparing to Lead and Head, Heart, Feet, Spirit modules from the Sharing the Stories tools. They assessed four programs: GirlSPACE, Mind+Body, GirlZone and Allies in Action.

Based on the Preparing to Lead module, participants felt more resilient and better community leaders though all four programs. Participants generally agreed on the positive impact of the programs on lifelong learning and youth generativity. However, engagement levels highly varied with some participants feeling left out of the decision-making process and/or not adequately heard or valued. Hence, participants felt more resilient and better community leaders however, program staff may need to focus more on ensuring youth voices are heard and addressed.

According to the Head, Heart, Feet, Spirit module, participants gained valuable knowledge on effective leadership, Black history, cultural awareness, gender and women's health, and personal growth and self-care. Many of them expressed feeling happy and empowered whereas some mentioned feeling tired or drained, suggesting that the programs may have been engaging but potentially exhausting. Nonetheless, participants connected through active participation through discussions, sharing their experiences, and building relationships with other participants. They were inspired to spread awareness about the knowledge they gained and apply it in their lives for personal growth and self-improvement.

Overall, Girls Inc. of Durham successfully empowered young women to become healthy, educated, self-confident, independent adults as well as strong leaders in their community. They effectively imparted knowledge about leadership for social change. However, we recommend putting more focus on youth engagement and ensuring youth are included in the decision-making process. Moreover, facilitating the evaluation tools before and after the programs would result in a more accurate assessment of the impacts of Girls Inc. of Durham programming.

Conclusion

Girls Inc. of Durham was successful in empowering young women to become strong leaders and take action on social change. Moreover, their holistic approach to female development was highly effective in equipping girls to navigate gender, economic, and social barriers that will allow them to become healthy, educated, and independent adults. This report demonstrated the importance of providing young women with a pro-girl environment where they can discover and develop their inherent strengths and receive support through long-term mentor relationships.