

Fawcett ▶▶▶

Equality. It's about time.

Spirit of Women Changemakers Grants

MARCH 2019



FUNDED BY
SPIRIT OF 2012
INVESTING IN HAPPINESS

Foreword

Sam Smethers, CEO Fawcett Society



“Courage calls to courage everywhere, and its voice cannot be denied”: Millicent Fawcett said those words reflecting on the death of suffragette campaigner Emily Wilding Davies in 1913. It remains a powerful rallying call. Through the Spirit of Women Changemakers programme, we wanted to mark the 2018 centenary of first votes for women by securing much-needed funding to support the work of courageous activists, educators, and artists who, are working to continue the suffragists’ legacy.

Just like the suffrage campaigners, our Changemakers were diverse, spread across the country from Edinburgh to Brighton and working amongst a real mix of communities. The issues they worked on were varied too, ranging from a gender-sensitive approach to supporting young women in London who

were at risk of gang activity, to challenging objectification through the lens of disabled people’s experiences. We were particularly excited to see the results of one project which, working with carers from a feminist standpoint, was able to achieve significant progress in their wellbeing and self-perception.

As this report shows, the demand for resources to do this important work was overwhelming, and the impact that our grantees have had is undeniable. It is clear that with a number of small targeted grants, some transformational change has been made possible. We hope that this report will in its own way call out to courageous funders everywhere, and give them the evidence they need to invest in similar work in the future.

Foreword

Debbie Lye, Chief Executive Spirit of 2012



In 2019 there is much to reflect on about how far we've come since some women won the right to vote 100 years ago. At Spirit, we've invested more than £2million in projects that empower young women and girls, including the Changemakers programme with Fawcett, launched two years ago. We're committed to providing the tools and the opportunities to enable girls and young women to be catalysts for change in their own communities, for the benefit of all.

We're very proud of our partnership with Fawcett which, since November 2016, has seen the Changemakers programme stage two conferences in London and Manchester and go on to award grants to seven projects across England, Scotland and Wales. These tackle two gender equality issues

head on: women's objectification, which underlies sexism and holds back body confidence; and the gendering of caring roles, so that care is deemed 'women's work', and is less valuable.

The seven projects funded through Changemakers were positive, diverse and daring. They demonstrated imagination in their approaches to the challenge of tackling objectification and gender stereotypes, and they produced real results. The girls and young women who took part reported better wellbeing as a result: improved self-worth, and a stronger sense of belonging and investment in their communities.

Changemakers provided space and guidance for girls and young women to develop their own solutions to the barriers they face because of their gender. There is still a long way to go in the battle for gender equality. I believe the legacy of this programme will be in the continued engagement its newly energised participants offer in this ongoing fight.

Key Learning

Spirit of 2012 and the Fawcett Society came together to celebrate 2018, the centenary year of when women first got the vote, by funding projects that sought to tackle two very current problems: the objectification of women, and gendered norms around caring. Together we funded seven projects across the country, running over a year up to April 2018. This report explores our learning from that programme.

Demand

100 years from (some) women first getting the vote, it is clear that there is huge demand for funding to challenge gender stereotypes. The Spirit of Women Changemakers grants programme had over 400 applications, with the quality high across the board. Other stakeholders have been eager to engage, from well-known artists to Members of the Scottish Parliament. There is an appetite for this work, and we want to see more of it.

Wellbeing

The project aimed to reach out to people with lower wellbeing and seek to use discussions around gender to raise their wellbeing. We were able to do this – at the outset of the projects, the proportion of individuals taking part in the programme who had high levels of life satisfaction was 30% points lower than across the UK.

Working on objectification and gender issues over a long period of time, with regular participation, seems to have a positive impact on wellbeing. Other factors that seemed to make this work included a focus on self-care, co-production of the workshop content, and creative and social elements. Working at a primary school age using sport as a hook to engage girls seems to be a promising approach too in terms of wellbeing and impacting objectification.

Conversely, an approach employed by Fearless Futures that focused more on hard-hitting discussion of social injustice did not have a positive effect on reported wellbeing – but qualitative evidence

suggests it was valued by participants, and the project's own measures around leadership and confidence were positive.

Intersectionality

It is vital to work intersectionally – projects which combined gender with talking about intersecting dynamics of ethnicity and race, and disability, were more able to reflect participants' lived experiences. Using a feminist framework for discussions about disabled women was effective in two ways – in expanding the discussion around objectification, and in motivating disabled women to take action in their community.

There is media and public appetite for a changed discourse about disabled women. The Disability Wales project was effective at getting significant coverage and political attention to the issue of disabled women's representation in our society.

Practical lessons

When working with young women at risk of gang activity within a specific location, existing interpersonal dynamics can be a risk to a project's effectiveness. Similarly, when working with young women with multiple disadvantages, discussing objectification led to disclosures of abuse and a need to provide follow-up counselling support.

Carers and Caring

The Stills Gallery project was the only one chosen by our panel that focused on changing gendered perceptions of care. But from this small-scale example we found

that carers are eager to engage in feminist discussions and ideas about the value of caring – and a very significant shift in their perceptions about caring can be achieved in this way. Discussing what it means to be a carer, and the value of the role, had a significant impact on the wellbeing of participants – and their confidence in being able to make a difference in their community.

Evaluation

We found that traditional survey-based evaluation can be challenging with young people who are experiencing multiple disadvantage, and an approach based in other ways of feeding back, such as in a group or creative setting, should be used.

Our approach to evaluating perceptions of disabled people, drawing on the Spirit framework, saw some push-back when used with disabled people and their close peers. We tried a different approach with a small number of participants which focused on disabled people's feelings of self- efficacy within the community, which may offer a better alternative.

Conclusions

Funders

- Difficult conversations about gender stereotypes do not necessarily improve wellbeing, but they may do when combined with creative outlets and

sustained engagement.

- Other impacts – on confidence and leadership – may be of interest in work to tackle stereotypes, alongside wellbeing measures.
- From our small-scale work there is evidence that talking to carers about the value of their role from a feminist perspective can have a significant impact on wellbeing and efficacy. We recommend that this is funded and explored more.

Grassroots

- Talking about the impact of gender can be difficult, and messy, for project participants. It is important to consider that from the outset and put appropriate support in place from the bid stage onwards.
- When working with young people who find standard project evaluation difficult to engage with, using the creativity of grassroots organisations to explore new methods will reap benefits.

Fawcett

- We will maintain an intersectional focus to all of our work, including our outreach work in schools and universities – by combining discussions of gender, race, and disability we better reflect young people's lived experiences.
- We will continue to work to promote disabled women in all their diversity and to reflect their experiences in our research and campaigning.



Disability Wales Embolden workshops – Cardiff

Part 1: Introduction

2018 marked a hundred years since some women first won the right to vote in elections to Parliament. While we have made progress, as a society we are at a tipping point – women are still under-represented in positions of power; women earn less than men and face additional economic disadvantages; and women and girls are standing together with male allies to reject misogyny, violence and sexism.

In November 2016, Spirit of 2012 and the Fawcett Society came together to celebrate that centenary, and to advance gender equality, through the launch of the Spirit of Women Changemakers grants programme at conferences in London and Manchester.

The project looked to tackle two challenges facing women across the country:

- The objectification of women, which underlies sexism and holds back body confidence;

- Gendered caring roles – the idea that caring work is only “women’s work”, and that it is less valuable.

We also wanted to see projects that would enhance the wellbeing of participants; which would challenge perceptions of disabled people; and which would contribute to social cohesion.

The projects

Demand for the grants on offer was even



My Big Beating Voice: Art, Suffrage and the Politics of being a Girl of Colour exhibition launch

higher than we had anticipated. Fawcett and our systems partners BE Group received over 689 expressions of interest and 419 proposals at the first stage of the application process, and the quality of them was high across the board. Choosing the seven grants evaluated in this report, aided by our expert panel, was a real challenge.

The seven projects funded through the Spirit of Women Changemakers programme demonstrate the real variety of responses that charities and social enterprises had to the challenge of tackling objectification and gender stereotypes.

From schools workshops to photography projects, using tools from sport to media representations, and working with groups ranging from young carers in Edinburgh to girls at-risk of gang activity in London – the one thing all of the organisations we worked with had in common was their commitment. That variety is reflected in this report. While we look at some data from the programme as a whole, each project tells its own story.

The conferences

Before the projects, this programme brought women together.

The grants programme was launched at the Spirit of Women Changemakers Conferences, held on the 12th November 2016 in London and the 19th November 2016 in Manchester.

Over 350 people attended from diverse backgrounds, with disabled people making up 26% of London attendees and 22% of Manchester attendees, and 14% of attendees across both coming from BME backgrounds.

Attendees came to the conferences empowered, with 90% feeling that they could make a difference in their community; they left even more so, with



54% more attendees in London and 28% more in Manchester strongly agreeing that they could change their communities for the better after the event¹.

People who attended the conferences were more likely to strongly agree that they “understand the challenges and action needed to achieve gender equality” afterward than they were prior.

We hoped that having amazing disabled women on the panel at our events would challenge perceptions of disabled people, and our London event showed that it did, with 49% saying they had a more or much more positive view of disabled people after attending.

“The speakers regarding women of colour, Black Lives Matter and disabilities really opened my eyes to intersectionality so that was good.”

Post-event feedback from conference

“Well if I wasn’t already aggressively feminist, #SpiritOfWomen today has definitely inspire me to smash the patriarchy”

Tweet from conference

¹ The survey was optional and saw 116 at the start in London and 85 at the end, and 59 at the start in Manchester, 56 at the end – a little under half of total attendees

Part 2: The Projects

Amina MWRC & Edinburgh Arts Festival – My Big Beating Voice

My Big Beating Voice saw Amina Muslim Women’s Resource (who focus on BME and Muslim women in Scotland) and Edinburgh Rape Crisis Centre (ERCC) partner to develop a programme of twenty workshops for 22 girls and young Black and minority ethnicity women, primarily from Muslim backgrounds, which were run with two groups – girls from the Young Saheliya project, and girls from Leith Academy.

The workshops aimed to use creative responses to suffrage history to challenge the intersectional discrimination and objectification, encompassing sexism,

racism, and Islamophobia, that ethnic minority women experience today, creating a safe space for discussions of these complex issues.

The project began by gathering the girls’ input on the creative methods they wanted to work with, co-creating the workshop plan with them. The 20 workshops aimed to build self-esteem and the girls’ willingness to use their voices. As well as discussions around self-care, Amina MWRC’s project facilitators used storytelling and movement to explore the stories of the ethnic minority women who played a

Key Lessons

“I’ve never had a chance to talk about women of colour in school, but this project let me say what was on my mind”

Working on objectification and gender issues over a long period of time, with regular participation and a focus on self-esteem and voice, seems to have a positive impact on wellbeing.

The project saw increases in each of the wellbeing measures. Ten out of 16 girls responded seven or above out of ten when asked “Overall, how satisfied are you with your life”, up from eight out of 20 at the baseline (an increase from 40% to 60%). 12 out of 16 responded positively to “Overall, how much do you feel the things you do in your life are worthwhile?”, up from 10 out of 20. Although these are results for a small number of individuals, these suggest a positive impact.

It is vital to work intersectionally – this project was successful because it

combined gender with talking about intersecting dynamics of ethnicity and race, reflecting the girls’ lived experiences. This is illustrated in quotes from the participants:

“I’ve never had a chance to talk about women of colour in school, but this project let me say what was on my mind”

“When they don’t teach us about things women of colour achieved in history, it’s like saying we didn’t make a contribution. And when you don’t teach about the contributions ethnic minority people made or celebrate what we did, it makes it easier to treat us with less value now”

14 out of the 16 participants responding to the endline survey agreed or strongly agreed that “disabled people make an equally valuable contribution to society as non-disabled people” – up from 10 out of 20 beforehand (an increase from 60% to 90%). This suggests another area where an intersectional approach, in addition to the conscientious inclusion of disabled girls, has paid off.

role in the UK suffragette movement, like Sophia Duleep Singh – and international examples like Ida B Wells and Frida Kahlo.

Three of the project's 22 participants had learning difficulties (and identified as disabled people) so the project facilitators wanted to ensure that activities were accessible to them. They identified in the early sessions that movement and mime, and drama and dance, would enable these girls to participate and so these forms were key to the storytelling activities, rather than written analysis.

The girls who participated in the project emerged with a strong sense of the need for recognition of ethnic minority women's stories. They took the insights they had developed over the course of the project to the Scottish Parliament, where in February Leith Academy girls presented their views on the lack of ethnic minority women's representation in the school curriculum.

View the project's website at <https://mybigbeatingvoice.wixsite.com/mybigbeatingvoice>

Blueprint – Safe and Sound

Blueprint 22 work with young people aged 16-25 from Brighton to Bognor, often in areas where young people face multiple disadvantage. Their Safe and Sound project used sixteen weekly workshops to open up a discussion about objectification, with a focus on the experiences of disabled women who research shows are at a greater risk of sexual exploitation.

The participants they engaged with reflected that focus – of the 59 who gave information on their characteristics², 39 (66%) identified as being a disabled person, with ten not identifying as disabled people and ten preferring not to say.

42 were White British, 7 were BAME, and 12 preferred not to give their ethnicity. Most were women, with 11 participants preferring to self-describe their gender.

The themes of the workshops were co-designed with a core group of young women, in line with Blueprint 22's commitment to helping young people to take control. These themes were accompanied by creative activities in order to create a relaxed and conversational environment.

That approach enabled the young women involved to open up about often difficult personal issues, from domestic abuse and abusive relationships to sexual assault. The organisation has used the light that this work shone on those issues to develop their counselling offer, in order to meet the need of those young women – without this project, many of those issues would have remained hidden.

The abuse that many of the young women on the project were experiencing also posed a challenge for delivery of the project – the facilitators had to have frequent contact with the police, an abusive partner tried unsuccessfully to join the organisation in order to exert coercive



² Out of 103 participants

control, and for a number of young women their attendance (or not) at the project was often dictated by a controlling partner. Clearly, this is a group for which the need to discuss issues around the objectification of women is and was urgent.

The project sparked a desire among the young women involved, following discussions about objectification and abuse, to take action, leading to fundraising activity for a local domestic violence charity. The group also worked with a local disabled artist, Alison Lapper MBE, on an art session.

Participant quote: "Before this project started, I didn't know what the word feminism meant, I had kind of heard of it but didn't understand what it means. I still don't know really how feminism affects my day to day life but I know that men and women should have equal pay and that women shouldn't feel unsafe because of who they are or what might happen to them. I want to carry on understanding about this so that I can tell other people what it means and find out how it affects their life in positive ways."

Key Lessons

Traditional survey-based evaluation can be challenging with multiply disadvantaged young people

This project represented a learning experience for Fawcett in terms of evaluation. The young women that Blueprint 22 work with have often had difficult experiences with authority, which meant that the evaluation forms we used were not effective. For the end-line data collection a different approach was tried which saw evaluation questions integrated into a group session. Individual responses were recorded either through games or by observers. This was reported to be slightly more effective by the project facilitators – one of the measures to which baseline responses were (artificially) uniformly positive or negative had more genuine engagement at the end of the project. But the gender equality questions were not really engaged with. This suggests that an approach which combines more co-production of evaluation measures may be worth exploring in such circumstances.

A different approach needs to be taken when exploring issues relating to perceptions of disabled people, with a group where disabled people predominate

We had worked up evaluation measures around perceptions of disabled people alongside Disability Wales, another grantee. However, the questions we asked – whether “disabled people make an equally valuable contribution to society as non-disabled people”, and whether the project caused individuals to have a different view of disabled people – provoked a negative reaction amongst participants.

Taking into account this feedback, Disability Wales took a different approach in their post-event evaluation which asked further questions about individuals' perceptions of their own ability to make change. Used over the course of a project this approach we think this could be effective at capturing impact.

Nevertheless – working with multiply disadvantaged young people over a long period of time with creative and reflective activities built in seems to have a positive impact on wellbeing.

Numbers of evaluation respondents differed between baseline and endline. But a greater proportion reported high (7-10 on a ten point scale) levels of satisfaction with life at the end of the project than at baseline – moving from ten out of 36 (28%) to 24 out of 59 (41%).

Disability Wales – Embolden



'Embolden: Spirit of Disabled Women' sought to challenge the objectification of disabled women through celebrating alternative narratives to the prevailing stereotypes and myths about disability and gender. Unlike other projects within the Spirit of Women programme, the focus for Embolden was on influencing media perceptions.

The project had three elements. The Embolden Ambassadors awards sought nominations from across Welsh society for D/deaf³ and disabled women who are "breaking stereotypes, achieving great things, and creating positive change." Over a hundred people were welcomed to the Welsh Senedd in Cardiff Bay to hear about the outstanding achievements of eight Welsh D/deaf and disabled women role models, drawn from a longlist of 42 women who were nominated.

The awards ceremony received extensive

coverage, from ITV Wales, and BBC Wales who focused on the story of nominee Sian Preddy, Wales' only Deaf midwife. Other shortlisted nominees included:

- Anastasia Blease, the youngest player ever selected for Wales' wheelchair basketball team, whose story was aired on the main 6pm news.
- Julie Marsh, an early pioneer of the Social Model of Disability and a Disabled People's Movement campaigner
- Barbara Stensland, whose blog about life with MS 'Stumbling in Flats' is read in over 100 countries and who was shortlisted for the 2017 Exeter Story Prize
- Anita Davies, the first woman in blind judo to win European, and World gold medals.

The second element photographed those

³ The term D/deaf is used to describe those who are Deaf (sign language users) and deaf (who are hard of hearing but may lipread and/or use hearing aids and have English as their first language).

eight Welsh deaf and disabled women role models, producing alternative stock images to the often disempowering images used in the media. These high-quality images are now available on a Creative Commons licence designed for widespread use. Individual accessible short films of interviews with each of the Ambassadors were also produced.

Finally, the project ran three workshops across Wales to gather Welsh D/deaf and disabled women's views on how they wanted to be portrayed in the media. This led to the creation of a guide for media organisations to use when reporting on disability or disabled people.

The stock photos produced, examples of which are used in this report, as well as the guide, remain online as a legacy product from the Spirit of Women programme at

www.disabilitywales.org/projects/embolden/

Reporting on Disability: Top Tips for Journalists

- Understand the Social Model of disability
The Social Model makes the important distinction between 'impairment' and 'disability'. An individual with an impairment is disabled by the barriers that exist in wider society, not by the impairment itself.
- Get to know the person and understand their story, as told by them. Disabled people are not a homogenous group. We are individuals with intersectional identities, who want different things in life and need different levels of support.

Key Lessons

"The visibility and representation of disabled women in society is poor and this project has been a great way of showcasing everyday role models."

Politically engaged disabled women already have high levels of confidence in their ability to make a difference in their community – but bringing them together around a purpose can spark more

Of the 26 people who took part in the workshops and responded to the evaluation survey, 12 strongly agreed and 12 agreed that they "can make a difference in the community". But they still felt that the project had moved them from self-efficacy to action, with 19 saying that the project had motivated them to take action in their own lives, as illustrated in the participant quotes below:

"The workshop I attended spurred a group

of us to work with our young people to organise a conference for them in the summer to plan a campaign of their choosing."

"Been invited to share my story for a book being put together by the legacy organization"

There is media and public appetite for a changed discourse about disabled women

Media stories about the project garnered prime-time television media coverage, as well as online and social reach, illustrating the extent of interest in this project. The project was covered by ITV and BBC Wales on television and online, and by BBC2. Social media about the project was successful too – a BBC Facebook post about it garnered almost 1,000 interactions and 288 shares.

"The visibility and representation of disabled women in society is poor and this project has been a great way of showcasing everyday role models."

Emphasise people, not labels

- Don't just produce inspirational stories. Disability is never that crucial that it should create tear-jerking human interest stories about incurable diseases, congenital impairments or severe injury.
- Don't scapegoat An odd dichotomy plagues coverage of disability - disabled people are either inspirations or the scourge of society. Actually, we are all just people who want to have the same freedoms, choice and independence as any other person.
- Be precise with your language. Mistakes are sometimes made with terminology, where the words used demean or misrepresent the experience of disabled people. Avoid pity or language that paints disabled people as helpless or 'sufferers'. Do not use emotional descriptors such as 'unfortunate', 'tragic' and so forth. If you emphasise people, not labels, it is incorrect to use nouns to describe people - such as 'an epileptic', or 'a diabetic'.
- Make sure the interview environment is comfortable So not too noisy, accessible and free from distraction. Ask your

interviewee if they have any access requirements in order to participate in an interview. Remember, disabled people can be experts on topics other than disability!

If the person you are interviewing is with a personal assistant, interpreter or support worker, make sure you talk and listen to the disabled person directly. However, you may need to ask the support worker for help if you don't understand something. Don't assume that anyone accompanying a disabled person is a PA or carer.

- Show disabled people as participants in society. So frequently, images accompany an article on disability that do not accurately reflect the copy or the tone of the article. Stay away from depressing looking, tragic stock images of a person in a wheelchair looking forlorn.
- Use, or be inspired by, our bank of images, case studies and videos Our Embolden Ambassadors are disabled women and girls from across Wales who have challenged stereotypes, created change and achieved success. Each Ambassador has experience of working with the media to share their stories and views on wider disability issues.



Fearless Futures – Project Brave

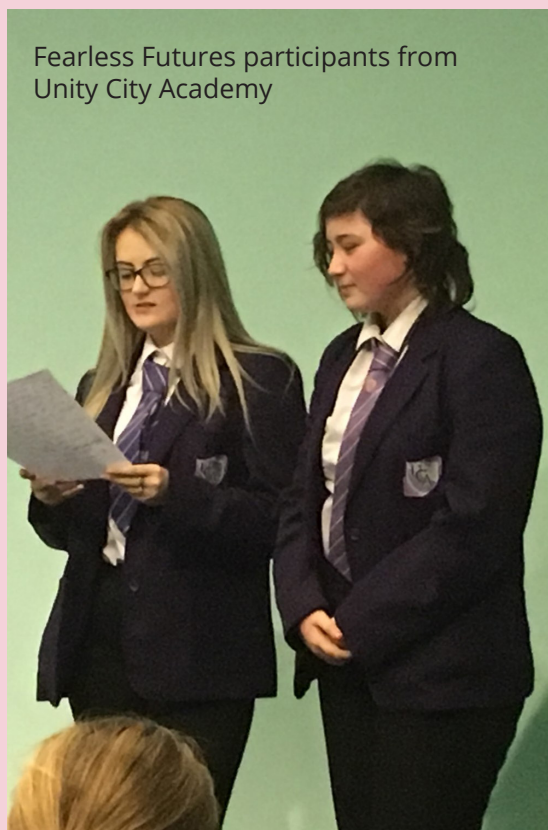
Fearless Futures have been working in schools and other settings since 2014, with the motto "*Unlearn inequality, transform the world*". For their "Project Brave", jointly funded through Spirit of Women Changemakers and the schools they worked in, Fearless Futures brought this approach to two schools in Middlesbrough (Unity City Academy) and Blyth (Blyth Academy), in local authority areas selected because they were amongst the worst areas to be a girl in Plan International UK's State of Girls' Rights in the UK report⁴.

They worked with 56 girls across both schools, in four small groups over 18 weeks, to develop their courage, critical thinking and leadership to systematically challenge the normalised messages about body image, gender and disability that are present in society. Supported by Spirit of Women, they further developed their curriculum in collaboration with a disability consultant. This enabled them to develop a discussion around the illuminating comparisons and links between the objectification of women, and the way that disabled people are treated in society. The

Poem by City University Academy

Fearless,
Not like a bear or tiger
But being brave enough to live in the
world we do. Told when young that,
That we aren't indestructible,
We're delicate like a daisy
Or withering petal.
But dear those who follow the norm,
Those who shun out the different,
Those who after protest and war still
put others down to raise themselves up.
They aren't fearless.
But we are. And we can be.
We can change their minds.
The minds that praise hate and war
Self-centred thoughts that seek gender
inequality and a white-washed world.
We can be the ones that turn the few to
the many
Making all sexualities, races, religions
and genders visible. So that even those
who are blind can see them
Because we should all be told that:
'Loving yourself in a world that profits
from your self-doubt is a radical act.'

Fearless Futures participants from
Unity City Academy



⁴ Plan UK International (2016), *State of Girls' Rights in the UK*

Key Lessons

“I think all girls should have the opportunity to do something like this because it helps so much in the long run.”

Having conversations about difficult topics, and raising awareness of social injustice, did not have a positive impact on self-reported wellbeing.

Unlike other projects which combined more social and creative activities with discussions, Fearless Futures’ work prioritized hard-hitting conversations about interlocking social injustice. This project did not see a rise in any of the wellbeing measures – but participant quotes below suggest a meaningful impact.

“Because of Fearless Futures, I started to challenge my dad on some of the offensive comments. An example of this is when he makes inappropriate jokes about a woman hosting the football.”

After I pointed out that what he was doing was wrong he did not say another word or started to sing which meant he did not want to talk about it further. This meant he knew I was right. He has not done it since”

“I think all girls should have the opportunity to do something like this because it helps so much in the long run.”

It is possible that the evaluation measures we used did not capture this – Fearless Futures’ own evaluation which looks at metacognition and different measures of leadership found positive results. These included an increase of 50% in self-reported courage in “Speaking or presenting to a lot of people”, and a 61% increase in courage in “Explaining my ideas clearly”. This suggests a different aspect of impact that may be an area of interest to measure in the future, and a lesson for us.

project did not see an improvement in perceptions of disabled people – but then the baseline of this measure was very high, with 43 out of 47 respondents agreeing or strongly agreeing that “Disabled people make an equally valuable contribution to society as non-disabled people”.

In the latter stages of the project the groups of girls took their learning out into their schools, delivering workshops they had collaborated on to younger female peers and working on a creative project.

By opening up discussion about inequalities and equipping girls to be outspoken leaders, Project Brave has had an impact on the school communities.

At the Unity City Academy project’s Awards Ceremony to round off the project – held on the 6th February 2018, exactly 100 years since some women first won the vote – the

groups which Fearless Futures had been working with successfully petitioned the school to purchase more works by women, especially BME and LGBTQI++ authors, for its library. As their vice principal said of the girls who had been through the project:

“We recently took them to a celebration for 100 years since women got the vote and they all stood up and spoke, just off the cuff. They were the only school children who were willing to do that in front of a massive crowd of politicians.

They wrote to their local MP and they managed to get a meeting with him. They’ve started mentoring the younger girls and when they see an injustice they start to act on it. It’s been completely transformational for them.”

The project was also celebrated in an [article in ‘i’news online.](#)

Leap Confronting Conflict – Girl Story

Projects funded through the Spirit of Women Changemakers programme sought to use the act of challenging objectification and gender stereotypes in truly varied environments. For Leap Confronting Conflict, a youth charity which works in conflict management, challenging gender norms and talking about body image were used to work intensively with 8 young women, in two groups, each facing multiple disadvantages and at risk of gang activity.

Through extensive one-on-one interaction and a four-day workshop session with other young women they worked to help them develop a positive self-image and develop healthier relationships.

Leap worked through partner organisations, from Youth Offending

Teams to other charities, to identify young women who would benefit most from the approach. 16 young women had initial one-to-one sessions, but only 8 eventually completed the course. High levels of drop-out had been anticipated by Leap given the environment these young women experience.

For this group of young women, sexual assault and exploitation are terrifyingly normal experiences, with victim blaming and proximity to high status men used as survival strategies given the realities of the world around them.

The project ran up against challenges – in the first round of workshops, existing dynamics between participants meant that a planned residential workshop had

Key Lessons

“Coming to Leap was a step forward for me. I met people in similar situations to my own and realised I wasn’t alone.”

When working with young women at risk of gang activity within a specific location, existing interpersonal dynamics can be a risk.

As outlined above, creating groups who do not have previous knowledge of each other, and come from a range of backgrounds, resulted in a more effective environment for the second round of workshops

Combining Leap’s conflict resolution model with a curriculum informed by realistic discussion of objectification and gender stereotypes seems (with a small group) to result in improvements in wellbeing.

Fatima’s story is illustrative of the young women Leap have worked with. Fatima came to Leap when she was 18 years old, after her mentor suggested she might benefit from their training.

“Before I came to Leap I couldn’t control my reactions and the smallest things would trigger me at home and at work. I had a really short fuse and it led to lots of difficulties for me. Coming to Leap was a step forward for me. I met people in similar situations to my own and realised I wasn’t alone. Everyone had their own story. I took a lot in and shared what I was doing with my family and friends. I’ve learned to change my negative thinking and turn things around.”

Illustrating the positive change that Fatima’s story describes, three of the six respondents to the endline survey reported high levels of life satisfaction, up from a very low one out of eleven at the baseline.

to be curtailed, with more one-to-one work replacing this activity. For Leap this was a learning opportunity, as was the finding that the young women they worked with valued opportunities for in-depth discussion of the issues central to the project. They also found that working with a mix of young women who are higher achievers within a challenging environment, and those who are more vulnerable across the board, was helpful

in creating a supportive and empowering environment.

Leap continue to engage with participants in the project through their wrap-around support, both those who completed the workshops and those who did not.

Read a blog on Huffington Post by the project's Young Women's Worker, Naima, [here](#), and a blog by a Leap graduate [here](#).

Runnymede Trust – She Believes

The Runnymede Trust's #SheBelieves project worked in partnership with the Lewisham Thunder women's basketball team to challenge objectification through sport.

The project introduced disabled and non-disabled sportswomen role models into schools. It then used basketball as a hook to bring girls into a series of personal development workshops on objectification and body confidence.

Across both strands Runnymede worked with over 900 young people to challenge gender stereotypes.

The project delivered gender empowerment assemblies across four schools in Lewisham and Southwark, using diverse images of athletes to challenge body image stereotypes, and interviews with near-peer young England basketball players to challenge gender stereotypes – followed by basketball masterclasses which incorporated wheelchair basketball.

This element of the project was captured in a video which can be seen [here](#).



Key Lessons

"I'm so thankful that you have got me out of my comfort zone and get me to have more confidence than before"

Working to tackle gender stereotypes at an earlier, primary school age, using sport as a hook, seems to be a promising approach.

High positive baseline results (the highest across all measures across the projects) suggest that the young people the project worked with came from a relatively positive place initially – this was one of only two 'mainstream' projects that did not actively recruit from among low-wellbeing groups⁵.

So the relatively small increases in wellbeing measures – from 63 to 70 out of 79 respondents reporting high life satisfaction, and from 59 to 69 respondents reporting high feelings that what they do is worthwhile – are perhaps unsurprising.

But the other project impacts suggest that the approach was effective. A baseline and endline measure of social cohesion found an increase from 53 to 65 girls



saying they could make a difference in their community – up 15% points.

The number of girls disagreeing that "how I look is the most important thing about me" increased by 19, from 43 to 62. And a post-project question asking whether the workshops had changed their view of disabled people found that 73% said it had made their view more or much more positive.

As illustrated by participant quotes, using sport as both a hook to draw young people in and engage them in conversations about gender – and as a visible illustration of stereotype-shattering role models – seems to have been effective here.

"I'm so thankful that you have got me out of my comfort zone and get me to have more confidence than before"

The second phase of the project offered a deeper level of engagement. 91 primary school age girls from Perrymount Primary, St Alfege with St Peter's CE Primary, and St Matthew Academy took part in the #SheBelieves wellbeing course, which incorporated age-appropriate discussion about body image and wellbeing with basketball sessions.

The course included discussions of identity and disability within sport, and put an emphasis on celebrating the achievements of all participants.

Runnymede report that integrating the discussion of disability into work on body image was a successful approach – which is

borne out in their evaluation results.

While 62 out of 79 post-project survey respondents (78%) rated their view of disabled people as positive before the project, 58 (73%) also said that the project caused them to have a more or much more positive view of disabled people, building on existing positive views.

The project provided a route for the girls it worked with to Lewisham Thunder through masterclasses at the club, and an additional positive outcome has been a significant growth in their girls' teams and a better understanding among their staff of how to remove barriers to sport that girls face.

Stills Gallery House | Work

The “House | Work” project saw Stills Gallery and Edinburgh Art Festival bring individuals together to explore the gendered perception of caring roles, and the undervaluing of unpaid care. This was the sole project that our panel selected which focussed on this issue, which organisations seemed to find harder to respond to at the application stage than the theme of objectification.

The project was planned in response to an exhibition of new work at Stills by artist [Kate Davis](#) called “Nudes Never Wear Glasses”, which in the artist’s words “questioned how the essential processes we employ to care for others and ourselves could be reimagined”.

The project began with creative taster sessions themed around the exhibition, delivered to seven organisations working with different carers: The Grassmarket Project, Care for Carers, Shakti Women’s Aid, Edinburgh Young Carers Project, Citadel Youth Centre, Young Mums group and a group of single parents.

Then, nine adults with caring responsibilities took part in a six week photography course, learning skills while producing new work that discussed the barriers they face as carers. This work was exhibited as a show (and zine) at Stills, called “Hidden”. Simultaneously a group of young people from Edinburgh Young Carers worked with EAF on a 12 week project, developing photography skills and ideas within images they produced around being “More than a Carer”. Both sets of work were exhibited in April at St. Margaret’s House in Edinburgh.

Key lessons for Stills were around the diversity of unique experiences of caring, and individuals’ desire to be seen as more than “just a carer”. The project provided both a creative outlet and an opportunity for respite – project facilitators fed back

that it was often the only chance for a break that the participant might have in their week. By bringing together diverse carers, they were able to create genuine relationships, which led to more honest work being produced that went outside the expectation that it might be focussed on ‘gritty’ topics.

The project had planned for significant costs around care – but through working with carer organisations they found these could often be covered by individuals’ own support. This project had some of the most diverse participants, with a wide range of ages and ethnicities, and in contrast to other projects 18 (28%) of the 65 participants who shared personal characteristics information were men.

More images and reflections from the project are available at <https://housework2017.wordpress.com/>





Key Lessons

"I'm finding it very interesting and thought provoking. It takes me right away from all my day to day caring worries."

Carers are eager to engage in feminist discussions and ideas about the value of caring – and a significant shift in their perceptions can be achieved in this way

The project saw a wholesale increase in the number of workshop participants who said "Women and men should have equal responsibility for looking after children, or adults who need care", from 6 out of 18 at baseline to all 20 out of 20 at the endpoint of the project. The same numbers of respondents agreed at each stage with the statement "Women and men should have equal responsibility for looking after children, or adults who need care."

"The focus on Housework is naturally very relevant. An imaginative element of the course is that we are encouraged to take creative tasks and exploration into the home thereby bringing positive elements into the challenging home circumstances experienced by many of us."

Discussing what it means to be a carer, and the value of the role, had a significant impact on the wellbeing of participants – and their self-efficacy.

Participants in the workshops had some of the lowest wellbeing of any of the project beneficiaries - and saw the largest increases at the endpoint. Three out of 18 respondents at the baseline had high levels of life satisfaction compared with 13 out of 20 at the endline, with similar changes across each other measure.

This increase in wellbeing, alongside self-confidence instilled by the creative elements of the work, may lie behind the positive change in participants feeling they can make a difference in their community, which rose from six out of 18 to 15 out of 20.

"I'm finding it very interesting and thought provoking. It takes me right away from all my day to day caring worries. My husband is benefiting indirectly too. When he's feeling good he likes to hear what I've been doing and is happy for me..."

"He used to do quite a lot of photography with pupils at school and speaking to him about the course is encouraging him to look at some of his old photos from that time. It's also something interesting for us to talk about together (a lot of time is spent checking on his medication etc and it's so tedious for both of us) His illness has meant that his world has contracted and that can be pretty depressing for him".

Part 3: The Data

Reach

Most of the projects worked closely with a smaller group of individuals, so the core of the project involved in-depth work with 285 individuals. In terms of value for money, this represents a cost of £316 per individual. The projects however had a much wider reach, with over 50,000 people having some verified contact with this work including social media, exhibition attendees, and outreach work. This does not include wider media reach, with a number of projects covered by national or regional media, or the conferences covered earlier in this report. Much of this wider impact was achieved through projects with a social media or exhibition element, such as Amina MWRC's 'My Big Beating Voice', the Stills Gallery 'House | Work' project, and Disability Wales' media-focussed 'Embolden'.

Who they worked with

Project participants were diverse. 81% of attendees responded with their personal characteristics, although some were less open to providing such information – we had reports from projects that in particular where they were working with harder-to-reach young people, many of whom had extensive contact with social services and other institutions, sharing data on their personal characteristics was uncomfortable or intimidating.

Nine out of ten participants in these projects identified as a woman or girl - projects were designed to work with women, so this is not a surprising finding. Of the 6% who were men, almost all came through the Stills Gallery project which had an open format. 4% of participants, all from a project working with younger people, preferred to self-describe outside of a gender binary.

Projects primarily worked with younger

people, with almost half of participants aged 0-14 years old. 29% were aged 15-30, and a remaining 21% were aged 31 or over – with those entirely from the Disability Wales and Stills Gallery projects.

The projects succeeded at the aim of engaging disabled people. 28% of participants said that they identified as being a disabled person, with 59% saying they did not and the remainder preferring not to say. The majority of disabled participants (88%) came through the Disability Wales and Blueprint 22 projects, although all other projects had disabled participants.

Reflecting the younger age range, and the locations (primarily cities and towns), participants were very ethnically diverse compared with national figures. 50% of participants were from a white British background, 17% were from a Black or Black British background, 9% were white-other, 8% had a mixed ethnicity background, and 7% were Asian or Asian British, with the remainder from other groups or preferring not to say.

LGBT people were fairly well represented within the project, with 8% identifying as lesbian or bisexual, and a further 6% self-describing as other than straight – measuring LGBT identity in the wider population is complex, with government estimates ranging from 1.4 percent to 5-7 percent⁶. A little over a quarter of respondents said that they had caring responsibilities, with 9% of participants saying they had a caring role for an adult, 14% for a child, and 3% said they held both caring responsibilities.

Impact

The impact of this project was evaluated along five key themes: wellbeing; perceptions of disability; social cohesion; body confidence and objectification;

⁶ LGBT Foundation, 'Community Leaders: LGB&T population statistics', accessed 8th March 2017 <http://lgbt.foundation/Take-Action/communityleaders/community-leaders-lgbt-population-statistics/>



and gendered attitudes towards caring. Data should be treated as indicative, as not all participants responded to the questionnaires, and there was variation in the participants who responded at the baseline and endline of the projects.

Wellbeing

The impact projects had on participants' wellbeing was evaluated using the Office for National Statistics' four established measures⁷, which ask about life satisfaction, whether "the things you do are worthwhile", and about happiness and anxiety yesterday.

Participants were asked questions on a 0-10 scale at the beginning and end of their interaction, which ranged from a day-long

project to an 18 week course. A single question was used for brief interactions, which is reported in the text of this report rather than in the graphs. The nature of the interaction is detailed below:

- **Amina MWRC:** 20 workshops over five months, delivered with 20 individuals
- **Blueprint 22:** 16 workshops over six months delivered with 103 individuals
- **Disability Wales:** three one-day workshops delivered with 43 individuals
- **Fearless Futures:** two thirteen-week courses of workshops delivered with 56 individuals
- **Leap CC:** two four-day intensive workshops, with significant one-to-one engagement before and afterwards, delivered with 11 individuals
- **Runnymede Trust:** two-month personal development courses in three primary schools, delivered with 91 individuals
- **Stills Gallery:** a six-week photography course with nine adults and a 12 week course with 12 young carers, delivered with 65 individuals

The project aimed, in line with Spirit's priorities and Fawcett's, to reach out to girls and women with lower wellbeing and seek to use discussions around gender to raise their wellbeing. In the first of these aims the programme can certainly be deemed to have been effective

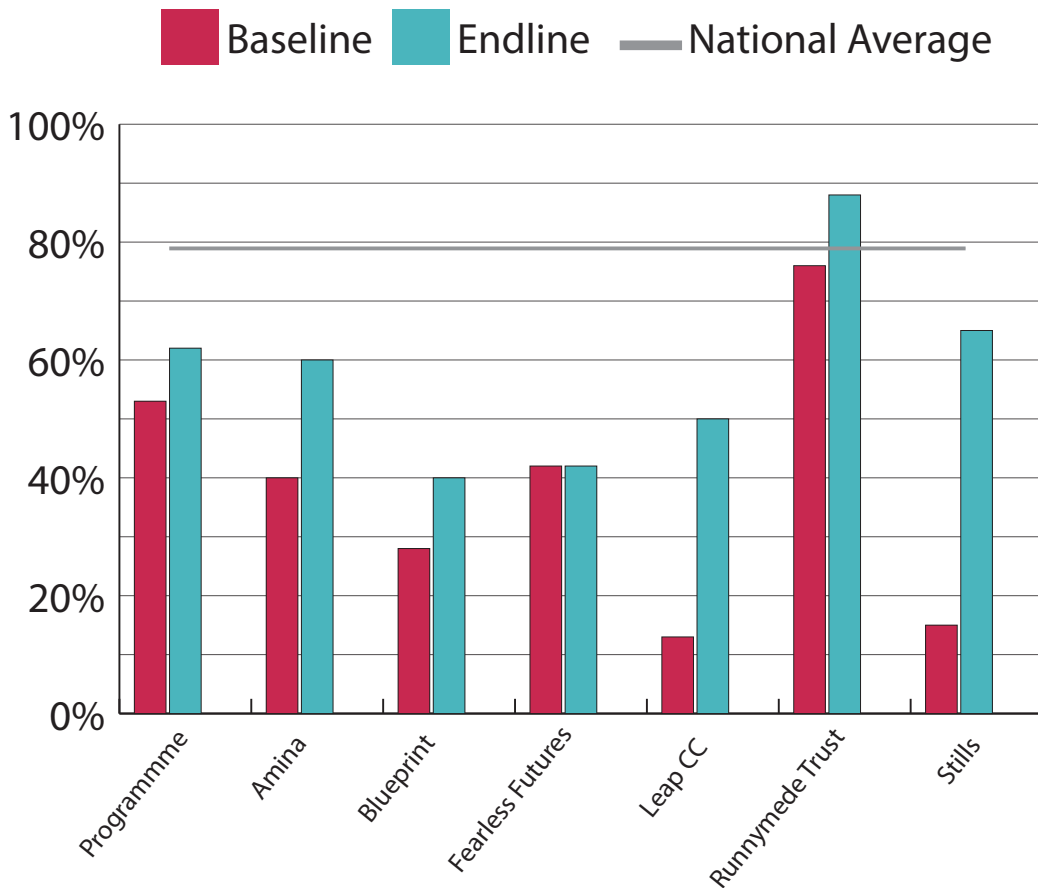
The national baseline measure for high levels of wellbeing (people responding 7-10 on a 0-10 scale) in the children's dataset is 79% for life satisfaction and 75% for feeling that life is worthwhile⁸. Amongst adults it is 82% and 84% on average⁹. This compares with a programme average of 54% on each measure at the baseline.

⁷ Office for National Statistics (2018), 'Measures of National Well-being Dashboard', accessed at <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/articles/measuresofnationalwellbeingdashboard/2018-04-25>

⁸ Office for National Statistics (2018), 'Children's Well-being Measures' <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/datasets/childrenswellbeingmeasures>

⁹ Office for National Statistics (2018), 'Estimates of personal well-being from the Annual Population Survey (APS): for UK and constituent countries in the UK, year ending March 2012 to year ending December 2017', <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/datasets/headlineestimatesofpersonalwellbeing>

Figure 1: Wellbeing - Satisfaction with Life



Baseline n=195 respondents, endline n = 223 respondents

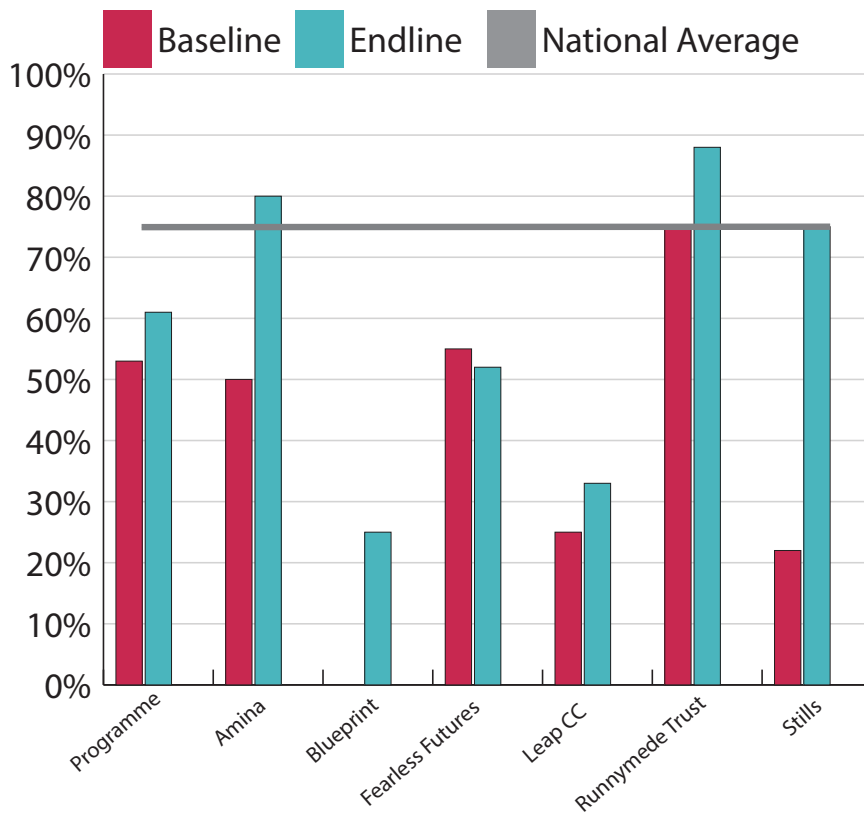
As Figure 1 shows, the programme overall saw a small increase in respondents rating their life satisfaction highly (7-10 on a 0-10 scale), up 8% points from a base of 54% over the course of participants' interaction. This varied from a 48% point increase for Stills to a flat position for Fearless Futures (figure 1). Feelings that the things a participant does are worthwhile similarly slightly increased overall by 7% points from a base of 54% – again with wide variations from a 53% point increase at Stills to smaller increases or slight decreases among other project participants.

Feelings of “happiness yesterday” did not see a positive change overall, with a 12%

point decrease from 57% responding positively. This was driven by changes in two of the projects, Blueprint 22 and Fearless Futures. As detailed in Part 2, the evaluation process was complex with Blueprint 22, which may lie behind the reduction, but equally the survey measure is sensitive to potential issues or events that are external to the project that may have affected participants' responses.

We asked the ONS' final question, about anxiety, to only a few of the projects – the ONS does not recommend using the measure with children under 16 in all cases. This saw a positive change overall of 31% points, with large improvements

Figure 2: Wellbeing – Things I Do Are Worthwhile



Baseline n = 188 respondents, endline n = 223 respondents

of 60% points at Amina MWRC and 54% at Stills, both of whose programmes had a sustained period of interaction focusing on a positive and efficacy-building approach to a complex issue (the relationship between gender, ethnicity, and representation; and gendered caring roles).

Overall, we took two key lessons from the evaluation of wellbeing across the project. Firstly, that sustained participation in the projects with social and creative elements seemed to have a positive impact on wellbeing. Secondly, that work around gendered perceptions of care which is targeted at carers appears to carry the possibility of making a very significant impact on wellbeing, although this is based on one small-scale project.

Perceptions of disability

The project aimed to understand how and where work on gender inequality can also challenge perceptions of disabled people. Working with projects that had expertise in this area, we designed a measure, an agree/disagree Likert scale asked before and after the project, on the statement, “Disabled people make an equally valuable contribution to society as non-disabled people”. A question asking whether views of disabled people were positive or negative, and had changed, was used where interactions were brief.

Participants in the Blueprint 22 project, 38% of whom identified as a disabled person and the rest of whom had extensive interactions with disabled people in their

peer group, objected to the premise of the question. This suggests a measurement challenge when looking to address (presumably negative) perceptions of disability, amongst disabled people or their close peers. For this reason participants in Disability Wales' projects were not asked the question.

Among other projects which did ask, and for whom the majority of participants were non-disabled people, the project had a moderate positive impact, increasing the proportion of respondents who agreed or strongly agreed by 14% points from a fairly high base of 72%. This was driven by large increases at the Amina MWRC and Stills projects. Amina MWRC incorporated disabled women as role models within their

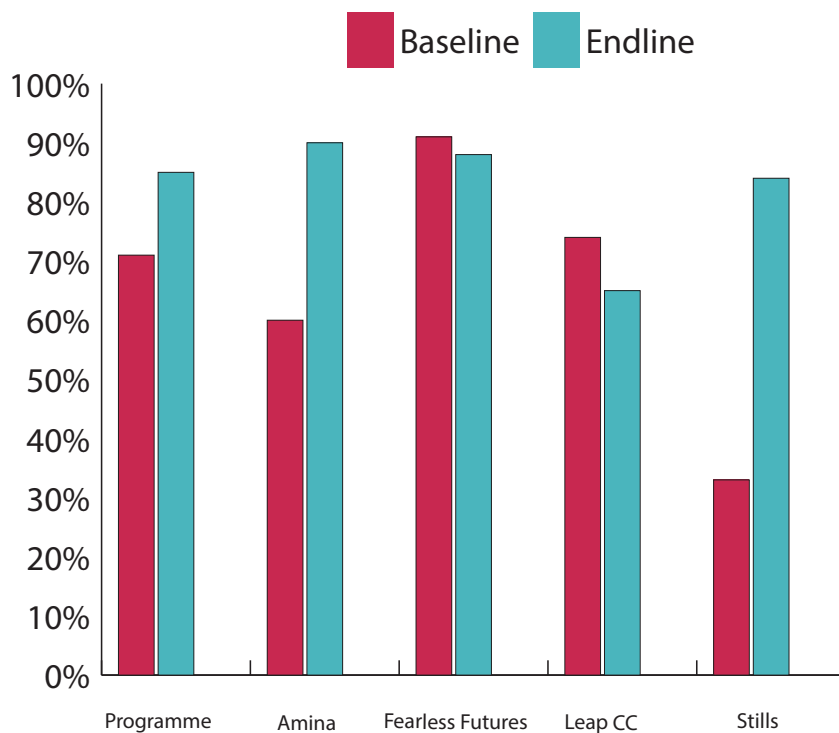
discussion of ethnic minority women in suffrage and women's rights campaigns; ideas around care for disabled people were key to Stills' workshops.

Social cohesion

A single measure, a scale measuring agreement or disagreement with the statement "I can make a difference in my community" was used to evaluate whether projects enhanced efficacy, a key part of active social cohesion.

Perceptions of individuals' efficacy were similarly fairly high at the start of the project, with 68% of participants strongly agreeing or agreeing with the statement. Across all project participants there was a

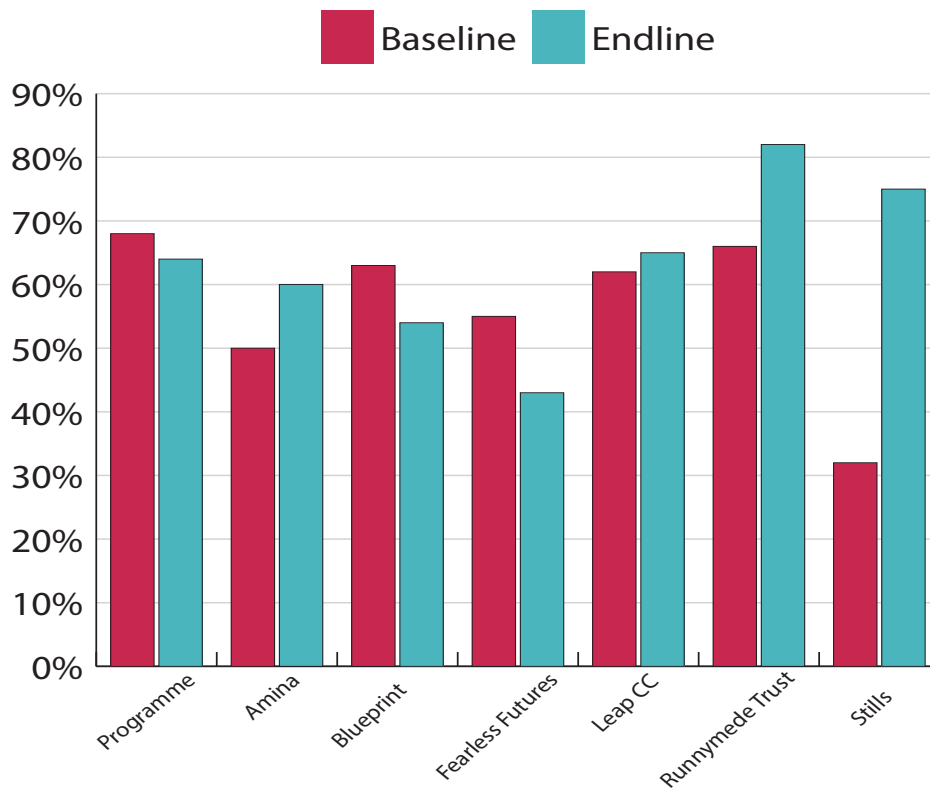
Figure 3: Perceptions of Disabled People



"Disabled people make an equally valuable contribution to society as non-disabled people"

Baseline n = 93 respondents, endline n = 85 respondents

Figure 4: Social Cohesion



“I can make a difference in my community”

Baseline n = 182 respondents, endline n = 223 respondents

very small 3% point fall in the proportion of people who agreed or very strongly agreed that they could make a difference in their community. The only project recording a large improvement was Stills, where participants came into the project with just 33% (six out of 18 participants) having high levels of belief in their ability to make a difference.

Participants in the one-day Disability Wales campaign toolkit planning sessions also rated highly on this measure, with 24 out of 26 (92%) agreeing or strongly agreeing. Coming from this high level of perceived capability to make a difference, when asked after the event 19 out of 26 (73%) still agreed or strongly agreed that the project had motivated them to take action in their

own life, an additional question that was added for this project.

Body confidence and objectification

For projects tackling objectification, we asked two questions depending on the audience and area of work. Firstly, we asked respondents to say “If a woman wears a short skirt and goes out on her own late at night, or gets drunk, and is sexually assaulted is she totally to blame, partly to blame, or never to blame?” Secondly we asked participants to agree or disagree with “How I look is the most important thing about me”.

These were new measures, as the existing literature on measures for perceptions of

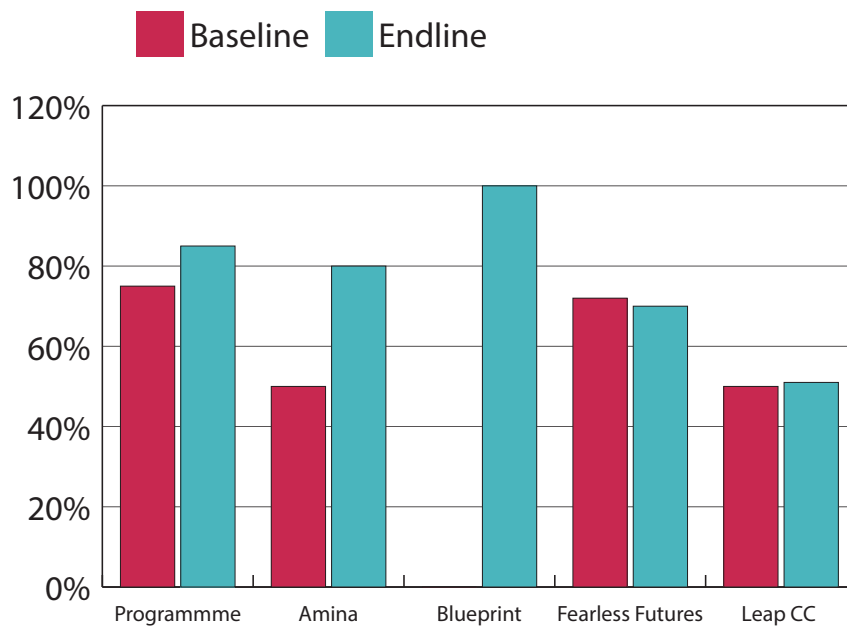
body image, particularly in a mainstream setting rather than a therapeutic one, is limited. We measured the impact projects had on objectification through the question about victim blaming. National survey evidence collected by Fawcett found 70% of women aged 18-24 (the closest comparator to most of our participants) said that a woman was “never” to blame in response to the statement.¹⁰

Our participants started from a higher baseline of 77% in comparison, which may reflect that actually many participants were younger than 18, and may reflect a

time lag between our national data from late 2015 and the timings of this project. We still saw an overall 8% point increase in positive responses.

This was concentrated in two projects, Amina MWRC and Blueprint 22. Discussion with the latter suggests that a changed approach to evaluation (as outlined above, the project moved to group-based evaluation which saw more engagement with the question) is likely to account for the significant change in views expressed, so that improvement may not reflect real change.

Figure 5: Objectification and Victim Blaming

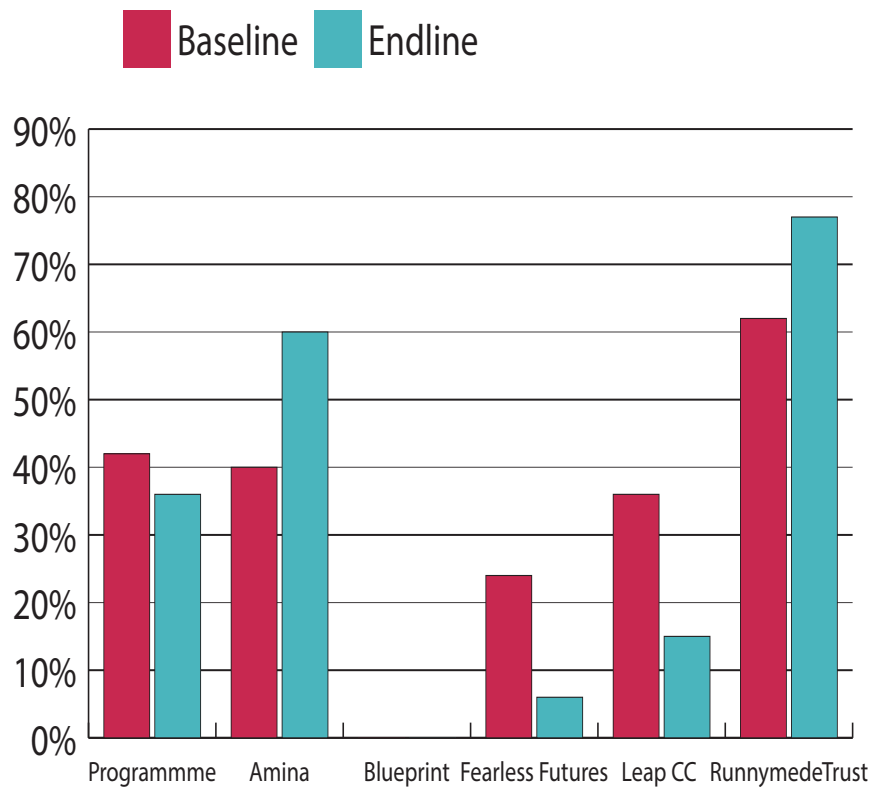


“if a woman goes out late at night, wearing a short skirt, gets drunk and is then the victim of a sexual assault, is she to blame?”

Baseline n = 111 respondents, endline n = 124 respondents

¹⁰ Hannah Taafe (2017), *Sounds Familiar?*, Fawcett Society

Figure 6: Self-Reported Body Image



How I look is the most important thing about me

Baseline n = 154 respondents, endline n = 203 respondents

Projects varied in the impact they had on responses to the question around self-image, with Amina MWRC and Runnymede Trust participants seeing improvements of 20% points and 16% points,¹¹ and Fearless Futures and Leap CC seeing a fall in positive responses (although with very small numbers in the case of Leap), and no overall change.

We had feedback from projects that discussions around responding to this question were very much set in the different contexts it was asked, which suggests that it is not a stable measure – for example, among Leap CC participants, ideas about the girls own value given

the multiple challenges they faced were complex.

Existing literature was explored extensively prior to this project for an alternative measure, and it does not appear that anyone has a right answer yet. A longer question which suggests other ways to define a person’s value in opposition to objectification-based systems might be a route to explore for other projects looking to analyse their impact in this area.

Gendered attitudes toward caring

To evaluate the impact that the two projects which focussed on this area had,

¹¹ Of 16 and 79 participants respectively

we asked participants to agree or disagree, before and after the projects, with two statements: "Unpaid care for children or adults should be valued as highly by society as paid work," and, "Women and men should have equal responsibility for looking after children, or adults who need care."

Two projects asked these questions, Leap CC (of a small number of participants) and Stills Gallery, for whom this was the focus of their work. Leap saw all participants agree with both statements by the end of the project, but due to lower endline numbers of respondents we cannot draw many conclusions from this change.

Stills Gallery saw a marked improvement. Among the 18 participants who attended the workshops and responded to the baseline survey, just a third agreed with each of the two statements, which chimes with the low feelings of efficacy they also described. It is clear that the care work that made up a significant part of their activity was not something they had been led to value. By the project close, this had changed to 100% agreement with the statement. This suggests that, albeit with a small group, working with carers, in this case through art, to challenge the gendered attitudes to care that persist in our society can be transformative.

Leap Confronting Conflict session





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