

# Be Her Lead



PILOT PROGRAMME 2019

IMPACT REPORT

# MISSION & CONTEXT

Be Her Lead is a non-profit social enterprise that empowers women in teaching to build resilience and raise the aspirations of girls in their schools. We do this by training female teachers to lead bespoke workshops targeted at teenage girls.

The context for this mission is a society in which the wellbeing of teenage girls is reportedly worsening, and gender inequality is still perpetuated within our education system. For more detail about our mission and the problems we aim to tackle, please refer to our Theory Of Change in the Appendix to this report.



## SELECTION

Our programme is designed for female students who are in need of extra support to reach their full potential. In spring term 2019, we worked with 11 state-funded schools across 7 London boroughs, all serving disadvantaged communities. 27 female-identifying teachers received training and delivered a minimum of 6 workshops for 130 female-identifying students.

Teachers on the programme were encouraged to work with the pastoral team at their school and consider their own school context to identify suitable students. The sample size of students for our pilot included the following demographics:

- 31% on Pupil Premium
- 56% spoke English as an additional language
- 66% from BAME backgrounds

## AIMS

We aim to make a positive difference in the lives of female students long-term by supporting them to:

- Improved wellbeing and mental health
- Confidently work towards aspirations
- Access a range of ambitious opportunities

In addition, we aim to support the career development and wellbeing of female teachers participating in the programme. Crucially, we view the programme as a springboard for longer-term change in school communities.

## IMPACT SUMMARY

- Qualitative feedback suggests that the programme can boost confidence and wellbeing for students; **9 out of 10 students would recommend the programme** to peers.
- Be Her Lead demonstrated potential to enable teachers to support students wellbeing more effectively, with **our teacher training scoring a 97% satisfaction rate**.
- **90% of schools have chosen to continue running Be Her Lead** after its official completion. This suggests that the programme can act as a catalyst for long-term impact in schools.

# IMPACT ON STUDENTS

## CONFIDENCE

"The programme has helped me socialise more and I no longer feel scared to make mistakes. For example, in class when I think I know the answer to a question, I attempt it rather than being scared that I might get it wrong."

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Student Participant, Villiers High School

"I feel more like I now that I'm not the only one who is unconfident and struggling, and that there are other people that feel the same"

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Student Participant,  
Twyford Church Of England School

"It's made me feel a little more confident knowing that there are other girls who feel the same as me, which is amazing because I've always just been anxious my whole life and to now feel even the slightest bit confident is mind-blowing"

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Student Participant, Logic Studio School

## RESILIENCE AND WELLBEING

"It made me realise that I need to take more care of myself in order to have more motivation for other aspects of life and in order to not stress as much."

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Student Participant, Greenford High School

"It's a safe space where you can spill all of your worries"

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Student Participant, Reach Academy Feltham

"This has helped me to see that all the girls in the school aren't actually different from me [...] it's helped us become closer to each other in some way"

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Student Participant, Logic Studio School

"It's something that I look forward to every week"

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Student Participant, Uxbridge High School

**9 out of 10** students would recommend the programme to their peers



**89%**

of students reported a positive experience of the programme

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"It is the best thing that the school has ever organised to help different girls in different ways and also to show the power that they have to overcome their inner fears."

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Student Participant, Villiers High School



# IMPACT ON TEACHERS

## PERSONAL DEVELOPMENT

"While focusing on empowering my girls I have empowered myself. By raising and focusing on issues that I am passionate about, it has helped me to articulate my thoughts and believe in them and myself."

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"It was helpful in bringing out the parts of my personality which aren't usually as apparent with teaching normal lessons - a more 'human' side"

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"The programme has supported and developed so many of my thoughts and feelings and ideas regarding gender equality in schools - and has made me even more passionate about empowering our girls."

## BUILDING RELATIONSHIPS

"Before I had never appreciated exactly how much I enjoyed really getting to know my students."

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"I have really enjoyed forming bonds with the students which I would otherwise struggle to form."

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"I've enjoyed getting to know the girls as people not just as students in my classroom. It has been such a highlight to see them developing into strong, empowered young women."

## WIDER NETWORK

"It has given our students insight into the lives and careers of women who live and work outside of the local community. It is great exposure to the wider world."

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"The training was all so amazingly organised and brilliantly thoughtful. So wonderful to be in this network, feel very lucky!"

# 10 out of 11

of participating schools are continuing to run Be Her Lead in the new academic year, with many teachers planning to consolidate and expand the programme in their schools.

Two Be Her Lead groups have formed collaborations with local primary schools to support Year 6 transition, and others have integrated the programme into the wider curriculum or PSHE programmes.




# 97%

satisfaction rate from our teacher training days, which were held at London's Feminist Library.

Highlights of our training included a National Theatre workshop on using drama to build confidence, and a panel discussion featuring writer and broadcaster Yassmin Abdul Magied.





"The whole process has been so easy and very self-explanatory. It is the highlight of my week. I've absolutely loved running it."

Teacher participant, Twyford Church Of England School

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## REFLECTIONS

We commissioned an independent evaluation to understand the impact of the workshops on the students who participated, which focused on measuring an impact on resilience and confidence. Our independent evaluators commented that quantifying impact at this stage was unlikely due to the small sample size. However, it enabled us to refine our model and build our capacity for measuring impact which we look forward to building on next year.

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## LOOKING AHEAD

Going forward, we plan to improve our impact measurement to measure outcomes associated with building a safe space, strong relationships, and a community, as the qualitative feedback from the pilot showed that participants highly valued these aspects of the programme.

Given our emphasis on using the Be Her Lead as a springboard for sustainable change, and the limitations inherent to measuring impact on students after only 6 weeks, we are reviewing ways in which we can monitor longer-term impact on students, teachers and school communities.

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## FIND OUT MORE

Applications for teachers who wish to be part of our 2020 spring or summer programmes are now open via our website. We work with state-funded schools serving disadvantaged communities. Teachers can apply to lead our programme in their schools either directly, or through a referral from their school's Senior Leadership Team.

If you have further questions about our impact measurement or want to find out more about our programme, please email [hello@beherlead.com](mailto:hello@beherlead.com).

## BE HER LEAD: THEORY OF CHANGE

