

SUFFRAGETTE CITY EVALUATION REPORT

NAZ LEGACY FOUNDATION

APRIL/MAY 2018

INTRODUCTION

To commemorate 100 years of the 1918 Representation of the People Act, and 90 years since the Amendment of the Representation of the People Act that created equal suffrage between men and women, the Aziz Foundation, National Trust and The National Archives created an immersive experience entitled Suffragette City¹. The Suffragette City experience for school groups comprised of a walking tour, a drama workshop and explored the role of BME hidden heroes in the Suffragette movement, such as Princess Sophia Duleep Singh.

The Naz Legacy Foundation promotes excellence in education and positive integration into British Society. The Naz Legacy Foundation supported 60 school children from three schools to partake in the Suffragette City Experience. The schools, located in different areas of London, fall between the top 10-40% most deprived areas in England.

<i>School</i>	<i>Lower Layer Super Output Area (LSOA) out of 32,844 (1 being most deprived)</i>	<i>Location in the Index of Multiple Deprivation for England (%)</i>
<i>Westminster Academy</i>	1,213	10% most deprived areas
<i>Azhar Academy</i>	9,493	20% most deprived areas
<i>Al Risalah School</i>	12,714	40% most deprived areas

The pupils from these schools are from majority BME backgrounds. One of the schools, Azhar Academy is a girls' school. The teachers from these schools estimate that between 80-100% of the pupils who attended Suffragette City would never normally get the opportunity to visit experiences like this outside of school.

The aim of Naz Legacy Foundation and Suffragette City was to enthuse and enlighten pupils from areas and backgrounds traditionally underrepresented in political history about the Suffragette movement and to inspire them to want to find out more. The experience sought to highlight the role of underrepresented groups in the Suffragette movement.

METHOD

A post-event online survey was administered to all the pupils who experienced Suffragette City. This was distributed via the pupils' school teacher. A combination of closed-questions, scaled-questions and open-ended questions was utilized to garner a wide range of views and provide greater depth to the evaluation.

SAMPLE GROUP

44 pupils completed the evaluation form, this represents a 73% response rate offering a sound basis for analysis. The demographics of the respondents to the online survey are presented below,

¹ Also supported by The Right Hon. Sadiq Khan, Mayor of London and The Right Hon. Matt Hancock MP, Secretary of State for Department for Digital, Culture, Media and Sport.

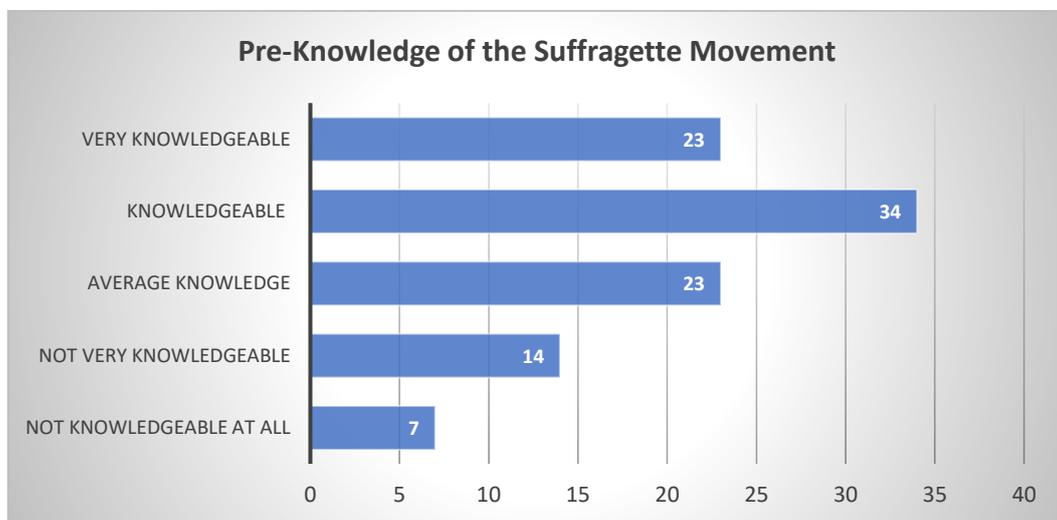
Gender	
Male	17% (n = 7)
Female	83% (n = 35)
Age	
13	23% (n = 10)
14	50% (n = 22)
15	27% (n = 12)
School	
Westminster Academy (co-ed school)	39% (n = 17)
Al Risalah Academy (co-ed school)	41% (n = 18)
Azhar Academy Girls School	20% (n = 9)

RESULTS

The results of the online questionnaire are presented and discussed in the sections below.

PRE-KNOWLEDGE OF THE SUFFRAGETTE MOVEMENT

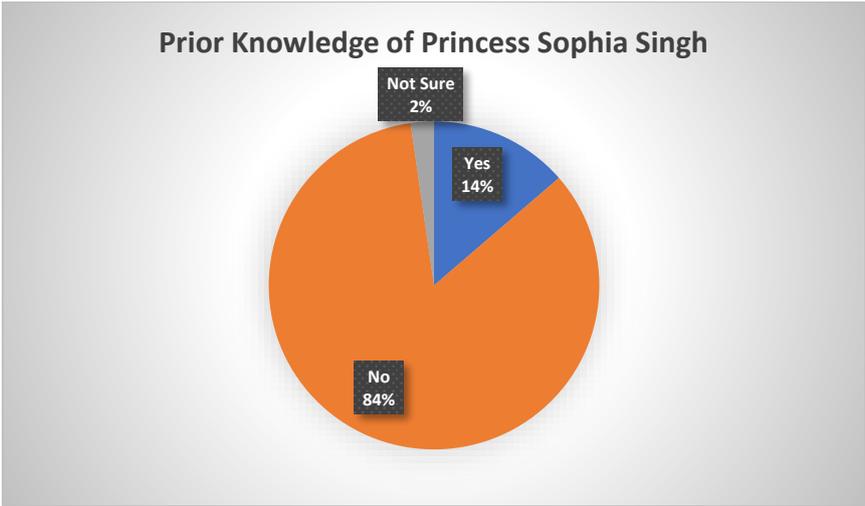
The pupils were asked to rate their pre-knowledge of the Suffragette Movement before attending the Suffragette City Experience. The results are presented in the chart below,



Many of the pupils had studied the Suffragettes at school and felt reasonably confident about their knowledge of the Suffragette movement. Over half felt knowledgeable or very knowledgeable about the Suffragette movement. 21% of the pupils questioned did not feel confident in their prior knowledge, and 23% felt that they had some knowledge. An average of the ratings given by the pupils equates to 6.5 (average knowledge).

PRIOR KNOWLEDGE OF BME SUFFRAGETTES

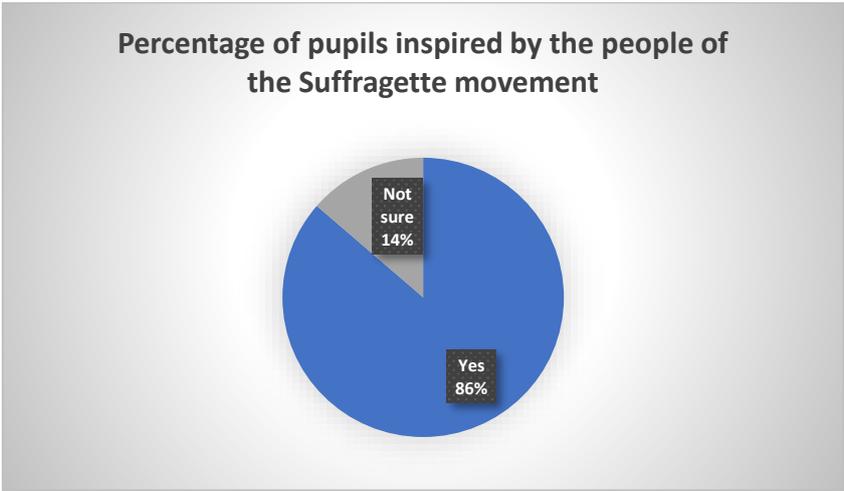
The pupils showed less knowledge of the BME 'hidden heroes' of the Suffragette Movement, for example, Princess Sophia Singh. The chart below demonstrates the pupils' prior knowledge of Princess Singh,



84% of the pupils had not previously heard of the suffragette campaigner Princess Singh and her role in the movement. The Suffragette City experience, therefore, was able to highlight and inform the pupils of the plight of Princess Singh and other BME campaigners.

INSPIRATION

The pupils were asked whether the Suffragette City Experience inspired them. The chart below shows the results of this question,



86% of the respondents felt inspired by the Suffragettes highlighted at the experience. Of those who responded, 'not sure', three were male (equating to 43% within gender), and three were female (equating to 9% within gender). 31 pupils presented an explanation of why they felt inspired. These have been coded using thematic analysis into the following categories,

Theme	For example,	Number of comments (some pupils offered more than one answer)
Courage and Conviction of women	Women didn't give up	11
	Women were brave	
	Women were determined	

Women affecting social change	Women gained us the vote	10
	Women changed things for future generations	
Challenging gender roles	Women are equal to men	4
	Anyone can make a difference	
New Knowledge gained	I learnt new things	7
	I found out interesting things	
Behaviour and Progression	It is good to fight for your rights	3
	Provided Inspiration to fulfil dreams	
	Inspired to find out more about history	
Environment	Inspired by the setting of the exhibition	1
Not inspired		1
No Answer		9

Courage and Conviction

11 of the pupils commented that they had been inspired by the Suffragettes that had shown courage and conviction to the cause. For example, that women were brave, determined and unrelenting in their pursuit of Universal Suffrage. Some of the pupils' comments are presented below:

They were brilliant because they showed me that they really stood for something that will change societies perspective on women and they also showed me that determination gets you somewhere.

(Female, 14, Al Risalah School)

They were determined to have the right to vote

(Male, 15, Westminster Academy)

I have been very inspired because I found out how much people sacrificed everything just for women to be able to vote and how persistent they were. It makes me think that if they could do so much; then we can achieve anything we want as long as we keep on trying and being persistent

(Female, 13, Al Risalah School)

Women Affecting Social and Political Change

10 of the pupils made comments that referred to being inspired by women affecting political and social change for others (and themselves). Some examples from the pupils are given below:

It was really interesting to hear about how brave the women were and what they did for us.

(Female, 13, Westminster Academy)

They improved the rights for women

(Female, 13, Azhar Academy Girls School)

Everything that the women of our past have done just to get the vote is absolutely inspiring and fascinating, it has such a powerful meaning behind it.

(Female, 14, Al Risalah School)

Challenging Gender Roles

4 of the pupils mentioned being inspired by actions that challenge the perceived gender roles (especially of the time). These being, equal rights, equal opportunities and gender (or race) not being a barrier to affecting change. One pupil commented:

They fought hard for the right to vote, enduring many hardships along the way. They stuck firm to their belief, ignoring the words of silly men who viewed women as being unknowledgeable as opposed to being very intellectual.

(Female, 14, Al Risalah School)

They did what they stood for, yet being conceived as minorities.

(Male, 15, Westminster Academy)

because it shows that women are just as strong as men

(Female, 13, Al Risalah School)

New Knowledge Gained

7 of the pupils suggested that they had been inspired by the new knowledge that they had gained from the Suffragette City Experience. Some of the comments are presented below:

I didn't know much before coming to this amazing place full of amazing people

(Female, 13, Al Risalah School)

We had no idea of what to expect and neither were we taught about it (in school), so it really shocked us to learn about it

(Female, 14, Azhar Academy Girls School)

Behaviour and Progression

Some of the pupils suggested that the experience had personally inspired them to effect change. Some of the comments relating to this theme are presented below:

It gave me knowledge about the suffragettes and it gave me inspiration to fulfil my dream

(Female, 15, Westminster Academy)

The experience was very enriching and interesting and has encouraged me to do more activities relating to history

(Female, 15, Westminster Academy)

Other

One pupil was inspired by the environment that the Suffragette city was held in and another pupil who was not sure that they were inspired by the event commented:

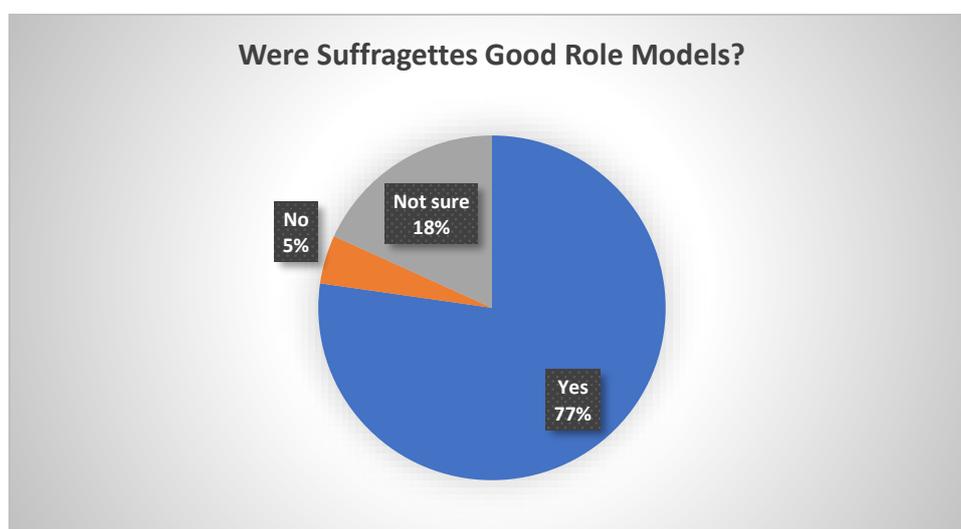
I don't think it inspired me to do anything, but it did give me an insight on equality.

(Male, 14, Westminster Academy)

Of those that gave no response to this question, four were male (57% within gender) and 9 were female (26% within gender). Within this small sample group, this suggests that the female pupils were more inspired by the experience than the male pupils.

ROLE MODELS

It was interesting to pose a question that encouraged critical analysis of the Suffragette movement. The pupils were asked whether the Suffragettes were good role models and to explain their answer. The results are displayed below,



77% of the respondents thought that the Suffragettes were good role models. Of these, 18% ($n=6$) were male pupils and 82% ($n=28$) were female pupils. All of the pupils who responded 'no' to this question were female ($n=2$). 7 females and 1 male were 'not sure' if the Suffragettes were good role models. 28 of the pupils presented explanations for their answers. These were thematically coded and are displayed in the table below,

Theme	Example	Number of comments (some gave more than one answer)
Progression for women (to modern day)	Fought for us	6
	Fought for the vote	
	Achieved the vote for women	
Challenged perceived boundaries for women/BME women	Contributed to equality	3
	Everyone can achieve	
Role models to others	Inspired people to follow them	4

	Provided knowledge and information to others	
Exhibited traits that are inspirational	Determination	7
	Realism	
	Actions louder than words	
General/unclear	i.e. they were good	3
Not Inspirational	Took violent action	5
	Destroyed property	
	Used the wrong methods	

The above table illustrates that most of the comments given related to specific traits that the Suffragettes exhibited that the pupils linked to their image of a role model, e.g. determination, realism and direct action. Other comments referred to the Suffragettes being good role models because of their achievements for women today or/and that they challenged perceived gender and race boundaries of the time. Some pupils commented that the Suffragettes were successful role models to other women at the time. A selection of comments is offered below:

They were good role models for future generations and they make me want to do more for the world.
(Female, 14, Al Risalah School)

They were good role models because they have immensely affected modern societies today. Without them, the rights of women would have taken longer to get and there would be less diversity in the UK

(Female, 15, Westminster Academy)

Five of the pupils provided comments that questioned the methods the Suffragettes used to achieve their aims. These pupils felt that violent, destructive or extreme methods detracted from them being role-models for others. Some examples of the pupils' comments are presented below:

Violence or putting yourself at risk isn't something I'd like to aspire to, but I think that their cause was enough to make me inspired.

(Male, 14, Westminster Academy)

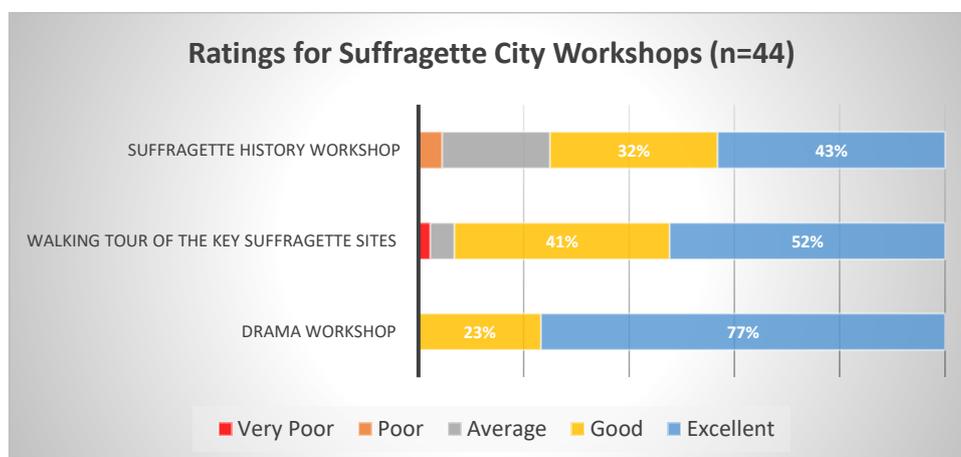
They used wrong methods to get their message across, although there were good supporters, their ways of showing this was wrong. They used violence they were extreme.

(Female, 14, Azhar Academy Girls School)

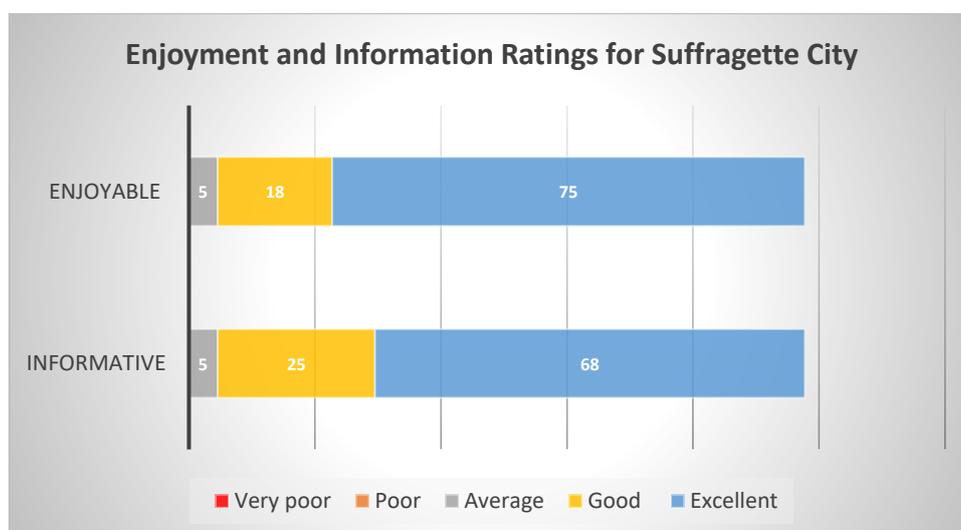
The comments from the pupils demonstrate that they are able to reflect on and assess the actions of the Suffragettes. Many pupils showed that they were able to critically engage with the history presented to them at Suffragette City.

RATINGS FOR SUFFRAGETTE CITY

The pupils were asked to rate the three experiences that comprised the Suffragette City Experience. The results are presented in the chart below,



The Drama workshop which covered voting and personalities of the Suffragette movement was the most highly rated of the workshops with 100% rating it 'good' or 'excellent'. 93% of the pupils rated the walking tour presented by the National Trust as 'good' or 'excellent'. 75% of the pupils rated the Suffragette History workshop presented by the National Archives as 'good' or 'excellent'. Comments from the pupils highlight that they valued the interactive, immersive and 'different' experiences that brought history 'to life' (see below).



93% of the respondents were confident that the Suffragette City Experience was enjoyable and informative (rating 'good' or 'excellent'). 100% of the respondents felt that it was important or very important that the Naz Legacy Foundation provides them with opportunities to engage in activities like Suffragette City. 18 pupils offered explanations of why it was important for them to experience opportunities, some explanatory comments are presented below:

It gives us knowledge about the history of particular people and their hardships which can help us or other people who might have beliefs or ideologies that differ from others. It can give them confidence and inspiration.

(Female, 15, Westminster Academy)

It is important because we need to, and we should, know about our past and take part in events such as this one to help us understand.

(Female, 14, Al Risalah School)

I find it important to learn about our past so that we as a whole can learn from our actions.

(Male, 14, Westminster Academy)

THE VALUE OF SUFFRAGETTE CITY

The pupils were asked to describe, in their own words, their experience of the Suffragette City Experience. 44 pupils responded to this question, the responses have been coded into three main themes, these are set out in the table below,

Theme	Example	Number of comments (some pupils gave more than one)
Knowledge and Understanding	Learnt something new	32
	Interesting	
	Informative	
	Positive insight into the cause	
Enjoyment, Inspiration and creativity	It was fun/great/amazing/wonderful	42
	It was inspiring	
	It was immersive/engaging	
Behaviour and Progression	It was different/Challenging/eye-opening	9
	I want to do it again	
	I would recommend to others	

The pupils responded positively to this question with answers that reflected the Generic Learning Outcomes: 'Enjoyment, Inspiration and creativity', 'Knowledge and Understanding' and 'Behaviour and Progression'. These are discussed below.

Enjoyment, Inspiration and Progression

Affective learning is said to engage the emotional and motivational needs of an individual aiding the learning process². Expressing enjoyment and engagement in an activity is an important marker for developing 'a flow' in learning. Below are some comments by the pupils that relate to affective learning:

It was an amazing experience and we learnt a lot about their history. The ways in which they made it look real was great. It really helped to actually put us in their shoes because we could see everything much better. Overall, I wish I could go again.

(Female, 14, Azhar Academy)

My experience at Suffragette city was amazing as I was having fun but also learning new things at the same time.

(Female, 15, Westminster Academy)

² Csikszentmihalyi, M. and Hermanson, K. (1995) Intrinsic learning in museums: why does one want to learn? in Hooper-Greenhill, E, ed. 1999 The Educational Role of the Museum. London: Routledge, 146-160.

I found Suffragette city very informative and loved the experience of getting to see how the Suffragette/suffragist stood up for the women's rights. I would recommend it to other schools and for Al-Risalah school (my school) to take the girls there again. Everything was brilliant, and I enjoyed every activity and especially liked the role-playing of being Suffragettes also the Suffragette badge making was fun as well. I would like to thank everyone who made the experience as real as it could be.

(Female, 14, Al Risalah School)

The above comments demonstrate how the pupils were interactively engaged in the activities presented at Suffragette City. This was both enjoyable, but also linked to learning, empathising and reflecting on important figures from women's history.

Knowledge and Understanding

Many of the pupils felt that they had gained new knowledge as a result of the Suffragette City experience. Some comments relating to this are presented below:

It was very informative, and I learnt things about the suffragettes which I did not know about before.

(Female, 14, Azhar Academy)

I loved the trip and it improved my knowledge on the suffragettes

(Female, 13, Al Risalah School)

It was very informative yet extremely entertaining, talking about unknown heroes and showing what amazing things they did

(Male, 15, Westminster Academy)

The above comments again demonstrate the link between entertainment and learning and the value of this for the pupils.

Behaviour and Progression

Nine comments related to wanting to repeat the experience or recommend it to others. Some comments suggested that the experience had inspired them or helped in their understanding of school work:

I personally thought that this trip was amazing, I would definitely recommend this trip to other years I really enjoyed it thank you very much

(Female, 13, Al Risalah School)

Suffragette City was so great, and I love how everything was so incredibly informative with the work we were doing for history. It really helped with our lessons, a whole LOT.

(Female, 14, Al Risalah School)

It was an amazing, inspiring experience I learned a lot and learnt about the background of the suffragist and suffragettes

((Female, 13, Al Risalah School)

PROVIDING NEW EXPERIENCES AND ADDING VALUE

Teachers from the three participating schools provided written feedback on the Suffragette City experience. All of the teachers provided positive feedback and felt that the experience had provided a new experience for the pupils that they would not normally have the opportunity to access. The experience also provided transferable knowledge that could be used in future classroom lessons. A teacher from Westminster Academy School commented:

Diversity day offered our students a unique and engaging educational experience. They gained a much greater appreciation of the work of the Suffragettes. Firstly, the students placed the work of the suffragettes in Historical context with the interactive source analysis. Secondly, the Historical walk placed the work suffragettes and 'suffragette city' in an important spatial context. Finally, the drama workshop was very effective in encouraging the students to understand the commitment and motivations of the suffragettes. The group of Year 10's who attended thoroughly enjoyed the day. The students continued to develop their knowledge of the Suffrage movement in History classes and the following month attended the unveiling of the statue of Millicent Fawcett in Parliament Square. I believe the day will have a lasting impact on the students involved.

Comments from the supporting teacher at Azhar Academy confirmed the value of the experience:

Students from Azhar Academy Girls School were very fortunate to have embarked on the Suffragette experience thanks to the Naz Legacy Foundation. Eighty percent of the students have no connection with the National Trust before (...). The students were thoroughly overwhelmed and greatly appreciated being given the opportunity to attend the workshops

SOCIAL MEDIA AND SUPPORTER COMMENTS

Naz Legacy Foundation Social media metrics show increased views, retweets and 'likes' immediately after the Suffragette City Experience. A video was produced that summarised the experience and this was broadcast on YouTube and has already received 296 views³. The social media metrics are as follows:

Social Media	Views	Likes	Shares/Retweets
Naz Legacy Facebook	543 views	12 likes	12 shares
Naz Legacy Twitter	17,600 views	149 likes	129 retweets
YouTube Video	296 views	5 likes	-
TOTAL	18,439 views	166 likes	141 shares/retweets

Twitter evidenced the most activity, with retweeting from the Secretary of State for Culture Matt Hancock, Education Permanent Secretary, Jonanthan Slater and, the Times Educational Supplement; in addition, MP cross-party support was noted with retweets from Kate Osamor, Rushanara Ali, Yasmin Qureshi, Ed Davey, Caroline Lucas, Rosena Allin-Khan. Furthermore, Twitter saw 228,600 impressions within 30 days of the event.

A message of support for the event came from The Right Honourable Matt Hancock (Secretary of State for Digital, Culture, Media and Sport):

It is incredibly important that young people from all backgrounds take up the chance to enjoy the fantastic culture London offers. In the centenary year of

³ Video made by Junction 15 Productions
(<https://www.youtube.com/watch?v=9yB4GJen6ks&feature=youtu.be>).

women's suffrage, it is vital to remember the role played by all suffragettes in winning millions of women the right to vote. I welcome the excellent work that Naz Legacy Foundation is doing to help ensure that young people today learn about our shared past and are also given positive role models to emulate in their future.

A further message of support was received from The Right Honourable Sadiq Khan (Mayor of London):

As we mark 100 years since the first woman secured the right to vote, I am pleased to support the Naz Legacy Foundation as they enable young Londoners to discover the history of the fight for gender equality. This year, through my #BehindEveryGreatCity campaign, I want to celebrate the achievements of women and girls in London, but also make a call for action that I hope will make gender equality a reality in our city.

FOLLOW-UP EVENTS

The Naz Legacy Foundation organised a further event for some of the pupils from Westminster Academy to attend the unveiling of a statue of Millicent Fawcett in Parliament Square, Westminster, London. This historic occasion marked the first-ever statue of a woman in Parliament square. In attendance were The Prime minister Teresa May, The Mayor of London, Sadiq Khan, Relatives of Millicent Fawcett and the campaigner Caroline Criado-Perez amongst others. The photo below shows the Westminster Academy pupils with the Turner prize-winning Artist Gillian Wearing and the great-niece of Millicent Fawcett.



In June, eighteen pupils from Westminster Academy also attended a further National Archives event that focused on exploring documents that related to significant historical figures from underrepresented groups, such as Noor Inayat Khan. Twelve of these pupils had attended two or more events supported by the Naz Legacy Foundation. Most of these pupils would be classed as infrequent visitors to museum, archives and galleries (56% suggested that they would only visit 1-2 times per year).

Impact of the follow-up Events

The overall impact of attending two or more of the events was captured in a follow-up questionnaire administered by the class teacher. The results demonstrated that 89% of the pupils who attended two or more of the events felt inspired to find out more about some of the issues and topics covered by the events. The same number felt that attending the events had increased their knowledge and understanding of the topics covered. 83% of the pupils felt confident that attending the events had increased their interest in history. One pupil commented:

"These events have made me understand more about the history and understand lots about individuals like Millicent Fawcett"

Another pupil demonstrated how the events had encouraged a new interest in history:

"It has opened my eyes to a more interesting side of history"

The experiences increased interest in politics for over half of the pupils and, for just under half the events, helped them to understand their school work better. 48% of the pupils were inspired to attend more places like those they visited with the Naz Foundation with family and friends.

For one pupil the experiences directly related to behavioural progression:

"Attending these events made me rethink about my potential career choice in the future. Events like these are extremely interesting I really enjoy them"

Another pupil suggested that attending the events have been:

"Useful in learning history in school. Encourage my political knowledge"

These results, although from a small sample group, are significant because they show the potential for events like these to both highlight underrepresented and unexplored areas of history and to inspire further interest by covering events that may be more relatable to the pupils.

CONCLUSIONS

Approximately 85% of the pupils in attendance would not normally have access to events like Suffragette city outside of school. The Naz Legacy Foundation was able to support unique experiences for these pupils that sought to expand their knowledge of women's suffrage and inspire them to want to find out more.

Suffragette City was able to inspire and enthuse most of the school pupils in learning about the history of the Suffragette movement. The exhibition highlighted some 'hidden heroes' of the movement which the majority of the pupils had been previously unaware.

The immersive experiences (drama workshop) were the most popular with the pupils. The pupils linked the interaction and enjoyment of the experiences with their learning; it provided some evidence of affective and cognitive learning. The female pupils were more likely to have been inspired by the individual Suffragette stories, but there was evidence to suggest that some of the male pupils had been inspired by the movement overall and what it had achieved. Inspiration was linked to three central themes: Courage and Conviction; women (and BME women) affecting social and political change; and challenging perceived gender roles for women. These emergent themes demonstrate that the pupils were able to isolate specific traits and achievements that are still important in affecting social change today.

The importance of role models has been seen, 'as a way of motivating individuals to perform novel behaviours and inspire them to set ambitious goals. In occupational settings, this is especially true for

members of underrepresented or stigmatised groups'⁴. 77% of the pupils concluded that the Suffragettes were good role models. The explanatory responses given by the pupils reflected the Suffragettes progressing equality for women by gaining universal suffrage, challenging perceptions of gender (and BME) roles in society and showing dogged determination. The pupils were also able to demonstrate some critical reflection in being able to question the methods and approach used by some Suffragettes. Within this small sample group, the male pupils were proportionally more likely to suggest that the Suffragettes were role models than the female pupils (but this included Suffragettes being role-models for others, not only for themselves). There was evidence that, through inspiration and role modelling, the experience provided a link between what happened in the past and what young people can achieve and aspire to in the future.

The value of the experience to the pupils was overwhelmingly positive and their responses linked to constructive developments in knowledge and understanding of Suffragette history. Enjoyment and inspiration (connected to learning) were also highlighted in the comments describing their experience at Suffragette City. Overall, the Suffragette City experience provided an immersive, enjoyable and informative experience for the pupils that raised awareness of aspirational figures that many of the pupils had not been conscious of before.

The Follow-up events of attending the unveiling of the Millicent Fawcett statue in Parliament square and attending the National Archives day demonstrated further evidence of key learning outcomes, principally encouraging knowledge and understanding. Furthermore, evidence of changes in attitudes towards the study of history together with inspiring career progression was also evidenced. It was notable that many of the pupils questioned felt that attending the events had inspired them to find out more about some of the issues raised during the three trips. Although this is a small sample group, this shows the potential for these events to encourage intrinsic learning amongst the attendees.

⁴ MORGENTHAU, T, RYAN, M AND PETERS, K (2015). The Motivational Theory of Role Modelling: How Role Models Influence Role Aspirants' Goals. Review of General Psychology. December 2015.