

# IMPACT REPORT: CONFIDENT ME!

2016 - 2020

20  
21



# INTRODUCTION

## CONFIDENT ME!

### ABOUT CONFIDENT ME!

Creative Optimistic Visions (COV) deliver Confident Me! a programme aimed at improving self-confidence and self-esteem. Developed by Maria Huffer, Founding Director of Protective Behaviours Consortium, the course was successfully piloted in 2016 by Stacey-Jade Mason, COV's founder. Subsequently, five additional cohorts participated in Confident Me! between 2016 - 2020. In total, 52 people completed the course.

Confident Me! is underpinned by the principles and practices of the 'Protective Behaviours Process' which creates a safe learning environment and provides participants with an additional skill set to embed learning. The course's ultimate goal is to increase people's abilities to keep themselves and others feeling safe. The course is typically delivered face-to-face, with a strong emphasis on relationships and connection. However, due to the global Coronavirus pandemic, the 2020 cohort participated online.

### ABOUT THIS REPORT

This report provides a summary of the key insights from data collected as part of the Confident Me! course, with a focus on:

- assessing progress towards the key outcomes (skills, confidence, self-esteem, feeling safe)
- drawing out key learning highlights



### ABOUT THE DATA

The report is based on data collected from participants who completed the course between 2016 - 2020. Due to some data gaps in feedback questionnaires, this report draws on completed data from 39 individuals, representing 75% of the total participants..

The data were captured from individual self-reported pre and post questionnaires, which includes questions from the Rosenberg self-esteem tool. A soft skills assessment was also completed for the 2020 cohort, and this data is also included.

Confident Me! data has been primarily used to track individual progress. As a result, this report provides a snapshot of people's perceived progress towards key outcomes, and two semi-structured interviews were also conducted to triangulate some of the findings and provide additional qualitative in-depth insights.

# OUR IMPACT STATS

**Confident Me! has supported  
52 individuals over 5 years.**



**90%**

improved their  
confidence

**69%**

improved their  
communication skills

**92%**

reported  
increased self-  
esteem



**79%**

felt more able  
to set and achieve  
goals

**87%**

felt more able to  
deal with stress



# THE CONFIDENT ME! JOURNEY

## AT THE BEGINNING

- Our data show that typically, when people start the course, they know what confidence is and the importance of having it, but they actually don't feel confident.
- They are also able to acknowledge when they feel stressed, but don't feel able to manage this.
- Meanwhile, whilst they can acknowledge the thoughts and feelings of others in decision-making, they are less able to prioritise their own thoughts and feelings.

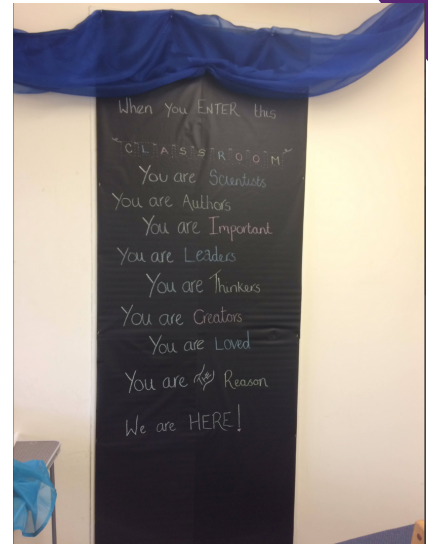


Photo: Introductory course statement

## AT THE END

Although everyone's journey is different, the data show that by the end of the course, everyone who completed it made progress in one or more of these key areas:

- their confidence
- their communication skills
- acknowledging their own thoughts and feelings in decision-making
- ability to deal with stress
- ability to set a plan and achieve goals
- feeling safe

Our findings also show that a small number of individuals experience no change or decreases in some areas (figure 1). Qualitative data suggest that other factors in people's lives can affect how people feel about progress. In particular, it is difficult for people to make progress if their physiological needs such as shelter and food, are not met.

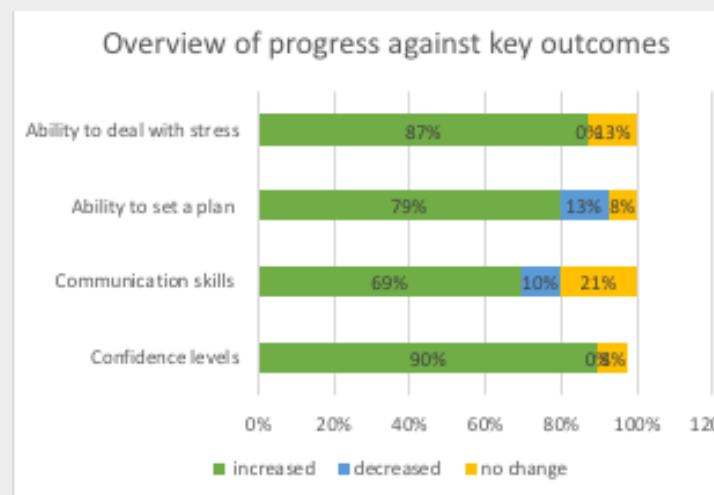


Figure 1: Overview of progress against key Confident Me! outcomes

## KEY LEARNING HIGHLIGHT

To get the most out of the course, peoples' physiological needs must be met.



# WHAT OUR PARTICIPANTS TOLD US



*"I am truly grateful for this course as I had forgotten about myself, my feeling, my self-worth. Living is not a burden, trying so hard to just breathe and living and keep moving is not being alive, it's about feeling and breathing a line with the importance that am still worth whom I am"*

*"I believe it has helped me to achieve what I want ...it helped me to get my self-esteem back to help me boost my confidence and increase learning."*



*"I genuinely feel that I have learnt so much that will improve my life in a positive way. I am already dealing with situations in a different way with better outcomes. Thank you !"*

*"I got so much out of this course; it's helped my family and me."*

# CASE STUDY: DINA

## DINA'S CONFIDENT ME! JOURNEY

When Dina signed up for Confident Me! in 2020, she wanted to take control of her life. Dina was recovering from trauma, including the loss of her father in 2019, and was experiencing bouts of depression. She felt stuck with her feelings, aware that something wasn't right, but couldn't put her finger on what was going on. Wanting to work on herself and avoid medication, Dina started her Confident Me! journey.

Each week Dina participated in weekly calls with others in her cohort. At first she was unsure about how she would feel being part of a group with strangers, but it worked out better than she expected:

*"there was a family atmosphere... I felt really comfortable sharing...we had a laugh and I was sad to finish."*

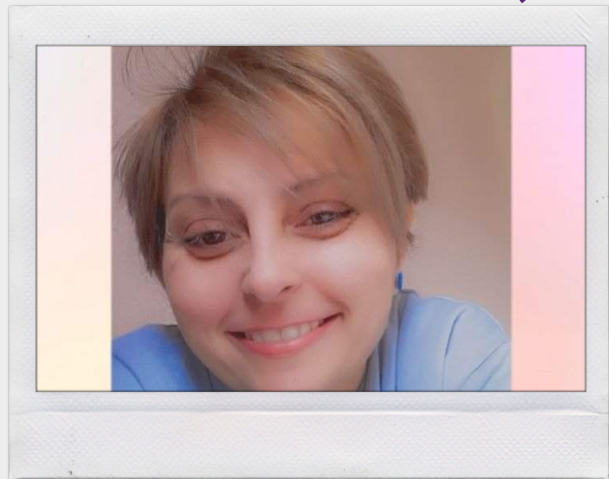
### **The biggest benefits of participating in the course?**

For Dina this was changing her mindset and learning how to say no, so that she could set boundaries for herself. Dina now regularly makes time to do things that she enjoys and she knows what kind of things help keep her feeling safe. Practicing this self-care has enabled Dina to let go of unhealthy behaviours, get on with her life and develop new skills; she has now completed Levels 1&2 of a *Community Interpreting* course.

Since finishing the course Dina talks passionately about how her life has transformed and how she has also found the courage to share her experiences with others:

*"I want to talk to people and share my story so that it can inspire them"*

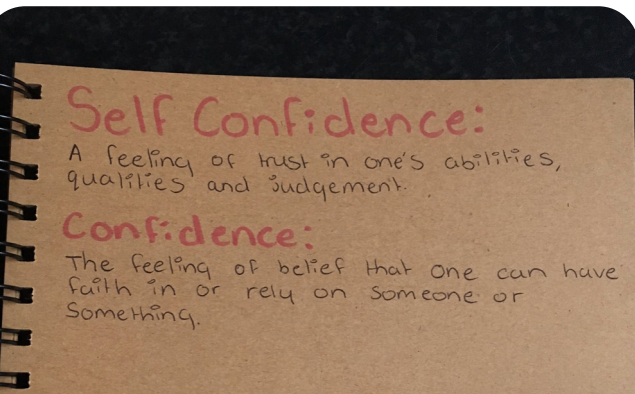
Dina is currently volunteering, looking for work, and considering her options for the future. She is feeling optimistic about what's next; *"I love my life"*.



*"the course made me focus on me...and discover how strong I am...It's one of the best courses I've done"*

*Dina, 2021*

# FOCUS ON: SELF ESTEEM



## HOW WE MEASURE SELF ESTEEM

To measure self-esteem we ask participants to fill in a short questionnaire at the beginning and the end of the course.

Questions are derived from the Rosenberg self-esteem scale, a validated tool widely used in social science research (Rosenberg, 1989)\*. A total score of between 10-40 is given. A score of less than 25 indicates low self esteem.

**76% OF PARTICIPANTS  
LEAVE THE COURSE  
WITH A GOOD SELF-  
ESTEEM SCORE\***

**\*SCORE ABOVE 25**

## WHAT THE DATA TELL US

The majority of course participants have low self-esteem when they start, but by the end the majority have scores that show a significant improvement.

The average Rosenberg score in the beginning was 22, compared with 28 at the end. Typically, people increased their score by 6 points, which demonstrates significant progress.

Only 3 people experienced no change or a decrease in their self-esteem after completing the course. Although they made progress in other areas, such as gaining skills, this didn't translate into increased self esteem. We want to further explore this relationship so that we can better understand the factors that influence self-esteem. We hope this will lead to even bigger improvements to self-esteem for everyone.

## KEY LEARNING HIGHLIGHT

Gaining communication skills, improving stress management and increasing confidence doesn't always translate into increased self-esteem.

\*Rosenberg, Morris. 1989. Society and the Adolescent Self-Image. Revised edition. Middletown, CT: Wesleyan University Press

# FOCUS ON: FEELING SAFE

## THE ULTIMATE GOAL

The ultimate goal of COV is that people are able to keep themselves and others feeling safe. By encouraging people to increase their skills, confidence and self esteem, we think they are more likely to feel safe.

**54% OF  
PARTICIPANTS  
REPORTED  
IMPROVED  
KNOWLEDGE OF  
WHAT TO DO IF  
THEY FELT  
UNSAFE**

## WHAT THE DATA TELL US

Our findings suggest that participating in Confident Me! contributes towards this goal. For example:

- 59% felt more confident knowing the difference between *feeling* safe and *being* safe
- 54% reported improved knowledge of what to do if they felt unsafe
- 36% feel safer than they did at the beginning of the course

The data also show that some people still feel unsafe in the society they live in (56%) and continue to be unsure about what they would do if they felt unsafe (41%). We also know that a range of external factors influence the extent to which someone feels safe and is able to take action if they don't feel safe. As a result we have revised the questions we ask so that we can better understand how effective the Confident Me! course is in helping people feel safe.

***"the course left me  
thinking about what  
kinds of thing keep me  
safe...If I don't feel safe,  
I know what I can do"***

*Dina, 2020 participant*

## KEY CONCLUSION

Participating in Confident Me! helps some people to feel safe. Although people still experience feeling unsafe, with our help they are more likely to know what they can do to feel safe again.

# 3 LEARNING HIGHLIGHTS

## 1 UNINTENDED BENEFITS

In addition to making progress towards the intended outcomes of Confident Me! presented in this report, the evidence also shows that participants are:

- prioritising themselves and their needs
- taking responsibility for their lives, progressing goals, volunteering, and finding work
- asking for help when they need it

**Recommendation:** collect more qualitative data to understand any positive and negative unintended consequences of participating in Confident Me!

## 2 COMPLEX RELATIONSHIPS

The evidence shows that gaining communication skills, improving stress management and increasing confidence doesn't always translate into increased self-esteem (page 7) or feeling safer (page 8). We also know that to get the most out of the course, people's physiological needs must be met (page 4).

**Recommendation:** further explore the relationship between confidence, self esteem and feeling safe: this to include reviewing 'feeling safe' questions in the pre & post assessments

## 3 COLLECTING SOCIAL IMPACT DATA

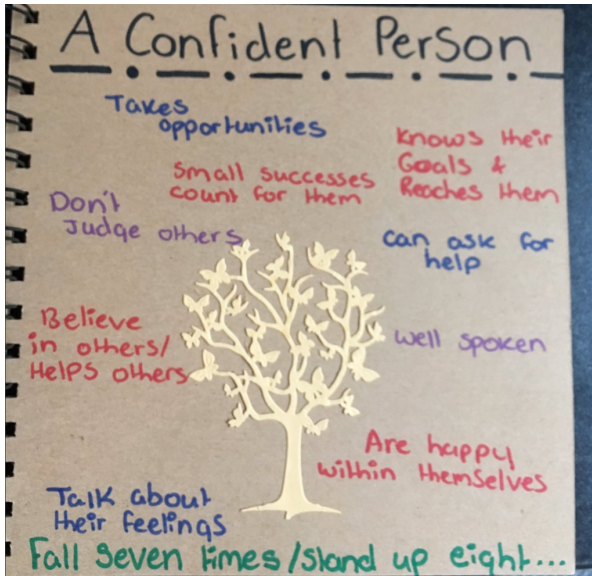
The evidence and learning presented in this report demonstrate the power of collecting data. We also acknowledge that we have experienced some challenges collecting social impact data from all participants, resulting in some data gaps and data quality issues. Collecting data from people who don't complete the course or have low attendance is a particular challenge -this report does not include their experiences. As a result there are potential data biases, which also limits the ability of COV to learn from these experiences.

**Recommendations** to improve data quality:

- add in some questions to pre & post assessments to show how positive changes are connected to participating in Confident Me! – e.g. "as a result of COV, I feel ....."
- consistently collect and store all data in a CRM so that COV has a single data view that is easily accessed, analysed and used
- reflect on reasons for low attendance and why people drop out



# CONCLUSION



## The top 3 benefits of participating in Confident Me!:

1. improved ability to deal with stress
2. increased confidence levels
3. improved ability to set plans to achieve goals

## NEXT STEPS

1. Talk to outreach partners to make sure that we're identifying people who can make the most out of the course
2. Explore relationships between confidence, self esteem and feeling safe
3. Look at what the recommendations (page 9) mean for our Theory of Change, the data we collect and how we collect, store and use it

## ACKNOWLEDGEMENTS

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And finally, a big thank you to all our learners for their courage and commitment to the course.

If you're interested in finding out more, visit <https://www.creativeoptimisticvisions.co.uk>