



Global Student Forum

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Evaluation of the immediate impact of the GSF2010 National Sixth Form Conference

London, 29th June 2010

Data gathered by Steve Alexander

Data analysed by Professor Clive Osmond

Report prepared by Richard Baker

The Global Student Forum

Damaris Global Learning

PO Box 200

Southampton

SO17 2DL

Tel: 023 8068 2750

Email: office@globalstudentforum.org

www.globalstudentforum.org



Damaris Global Learning

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Executive summary

1. Introduction

This report evaluates the immediate impact of the GSF2010 National Sixth Form Conference on students' engagement with the theme, *Education Beats Poverty*, and on their confidence to act on their learning. It is based on the analysis of 471 completed 'pre-conference' survey forms and 493 completed 'end-of-conference' evaluation forms. With a total registration count of 543 students, these response rates provide an excellent basis for drawing conclusions about the impact on all GSF students.

2. Key findings

(a) Impact on knowledge and understanding

At the end of the conference, more than 85% of delegates (compared with fewer than 22% beforehand) could cite authoritative statistics for the number of children worldwide missing out on primary education, the proportion of these children living in Africa, and the impact that education would have on the earning power of these children. Furthermore, 98% of students left the conference feeling that they understood the complex reasons why many young people miss out on education. Their written feedback also reflected advances in their understanding of the links between poverty and education. For example:

"I learned that poverty and education are intertwined and that we can do something to tackle both to give others freedom and hope – the two things we most take for granted in our lives."

"This was definitely a life-changing day. I don't think I ever fully realised how much of a difference education can make."

(b) Impact on attitudes, perceptions and confidence to engage others

The majority of GSF students came to the GSF2010 national conference already concerned about global poverty but lacking confidence in their ability to engage others in relation to global issues.

By the end of the conference, 96% of students agreed that global poverty is important issue to them, that their daily actions can have a global impact and that their actions can make a positive difference.

At the close of proceedings, 79% felt more confident to educate other people about the importance of education in beating poverty than they did before the event. By this point, 96% were able to agree that they had confidence to do this (compared with only 41% beforehand).

Furthermore, 82% returned to school or college confident about using the media to highlight global issues (compared with only 28% beforehand). And 76% returned confident about engaging politicians on global issues (compared with only 28% beforehand).

The following quotes provide a taster of many students' pledges to act on their learning:

"I will no longer sit back and read about what is happening and how poverty affects people, but I shall make sure, in everything I do, that I do my part in combating poverty."

"I will educate peers at school and try again to set up a branch of a Global Youth Network called 'Hand in Hand' – I have been re-inspired!"

3. Conclusions

A remarkable 96% of students returned to their school or college confident in launching exciting programmes of peer education, and feeling that global poverty is an important issue to them.

Most students left the conference with a greater awareness and understanding of a wide range of issues relating to the achievement of the second Millennium Development Goal. The most significant impact, however, was the real boost given to the confidence of most students to share their learning with others, including their peers and their political representatives, and to use the media in order to engage an even wider audience.

Analysis of 'pre-conference' and 'end-of-conference' questionnaire responses

1. Introduction

(a) Objectives

The aim of this study was to analyse information regarding the impact of the GSF2010 National Sixth Form conference on participants' knowledge, understanding and perceptions of the global issues related to the theme 'Education Beats Poverty', and on their confidence to take appropriate action. Specifically, the survey set out to cover the following issues:

- The extent to which students left the conference with more knowledge and understanding of relevant development issues than they had prior to the event.
- The extent to which the conference helped students to develop the attitudes, perceptions and confidence necessary for taking appropriate action.
- Which aspects of the event students particularly valued, and how students would like to see the event improved.

(b) Methodology

'Pre-conference' questionnaires were distributed to all GSF students by their teachers in advance of the conference. Every student was also asked to complete an 'end-of-conference' questionnaire. For tracking purposes, each questionnaire was numbered and teachers were asked to ensure that each student completed a pre-conference and end-of-conference questionnaire bearing the same number. Appendices A and B contain the 'pre-conference' and 'end-of-conference' questionnaires respectively.

543 students attended the conference. A total of 471 (87%) completed 'pre-conference' survey forms were returned, compared with 493 (91%) completed 'end-of-conference' evaluation forms. The analysis of change in response to each question included those 446 (82%) students who gave a response before and after the conference. These response rates provide an excellent basis for drawing valid conclusions about the impact of GSF on all students.

In addition, students were invited to complete sentences beginning: '*One thing I have learned....*,' and '*One thing I will do*' on their name badges and to hand these in at the end of the conference. Appendix C contains a summary of some of the responses that students submitted in this way.

(c) Acknowledgements

Damaris Global Learning wishes to record its gratitude to all students who completed the questionnaires and to their teachers for facilitating this. Thanks are also due to Clive Osmond, honorary professor of biostatistics at the Medical Research Council (University of Southampton), for advising on methodology and for conducting a thorough analysis of the data, which can be found in Appendix D.

(d) A cautionary note

The tone of this report is extremely positive – and with good reason, for the early signs are that GF2010 had a great impact on nearly all students attending. However, we obviously need to qualify all our findings with the caveat that this report uses only data that was collected before and immediately after the conference. We do not yet know how far the advances in students' attitudes, perceptions and willingness to act will be sustained during the weeks and months after the event. This is of course a matter for ongoing research – which we will be carrying out through the following academic year

2. Findings

(a) Impact on students' knowledge

The evidence gathered from 'end-of-conference' questionnaires suggests that GSF2010 did much to advance the majority of students' knowledge of the issues surrounding the achievement of the second Millennium Development Goal. For five of the eight questions testing students' knowledge at the end of the conference, more than two-thirds of delegates correctly cited the facts and figures they had assimilated during the course of the day. For three of those five questions, more than 85% responded correctly.

Given the specialist nature of the knowledge, it is unsurprising that the 'pre-conference' survey revealed a low baseline of student familiarity with the key facts and figures. Prior to the conference, less than 22% of students knew the number of children worldwide who cannot attend primary school, the percentage of these children living in Africa, and the impact on earnings that comes with every year in education. By the end of the conference, however, more than 85% of students could cite authoritative statistics in response to these questions.

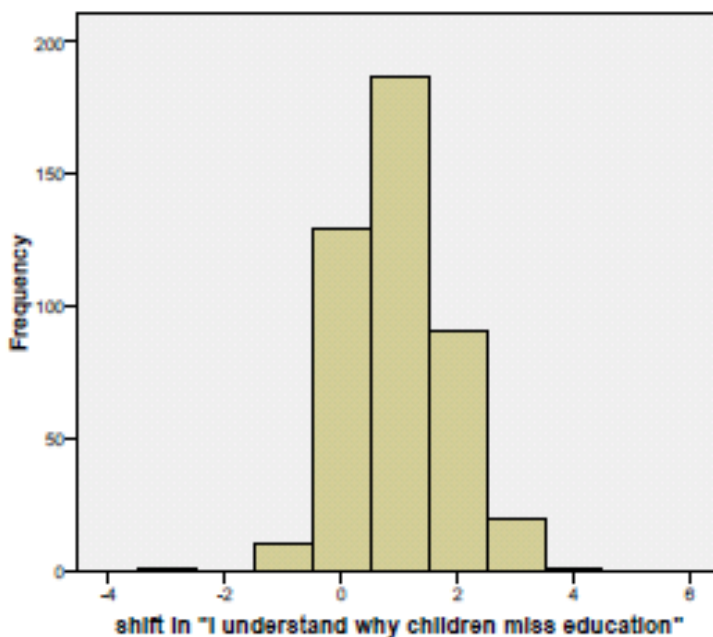
Some key facts and figures appeared to stay with students more than others. The figure of £35 billion was clearly etched in 73% of delegates' minds as being the estimated amount of money needed to finance universal primary education by 2015. Interestingly, the facts and figures that students fared slightly less well in retaining were those relating to reasons why children miss out on education. Nevertheless, 66% left the conference able to cite the percentage of people in the developing world living in absolute poverty (compared with only 5% prior to the conference) – and 56% left knowing that conflict prevents 14 million children attending school (compared with only 2% beforehand).

(b) Impact on students' understanding

Measuring the extent to which the GSF2010 conference programme deepened students' *understanding* of the issues was a more challenging task. The relevant quantitative data is – almost by necessity given the nature of the event - largely limited to students' perceptions of their own understanding.

However, the available data is most encouraging. Figure 1 (below) shows that, during the course of the conference, a large majority of students shifted towards a stronger level agreement with the statement: '*I understand the complex reasons why many young people miss out on education*'.

Figure 1: Shifts in students' responses to the statement: '*I understand the complex reasons why many young people miss out on education*'.



Explanatory notes:

- Students were asked to indicate the response on a continuum that included the options: *Strongly disagree*, *Disagree*, *Neither agree nor disagree*, *Agree*, *Strongly agree*
- 0 = no change,
- Negative figures represent number of places shifted towards 'strongly disagree'.
- Positive figures represent number of places shifted towards 'strongly agree'.

And at the close of the conference, 98% of delegates agreed with the statement: *'I understand the complex reasons why many young people miss out on education'*. Of the 164 delegates who felt unable to agree with this statement at the beginning of the conference, 159 (96%) had changed their minds by the end of the day.

An analysis of the comments made by some delegates on their badges also suggests a high level of cognitive processing with a resultant comprehension of the subject matter:

"This was definitely a life-changing day. I don't think I ever fully realised how much of a difference education can make."

"I learned that there is more to poverty than what meets the eyes. There were many issues that I was totally oblivious to."

"I learned that poverty and education are intertwined and that we can do something to tackle both to give others freedom and hope – the two things we most take for granted in our lives."

"Today I learned from real people the devastation poverty and the lack of education can have."

"I learned that more today than some children do in their lives. Is that fair?"

"I learned that education beats poverty."

(c) Impact on students' attitudes, perceptions and confidence to engage others

The advances in students' knowledge and understanding are pleasing to report, but the real story arguably lies elsewhere. Many observers (not least GSF funders) will be most interested to know what difference that knowledge and understanding makes. After all, feeling informed is one thing; feeling motivated and confident to act on the basis of that knowledge and understanding is quite another. A review of the data in Table 1 (on page 7) reveals that, while most students came to GSF with a high level of concern for the issues, the conference transformed their confidence in their abilities to engage others with their learning and their passion for global justice.

When analysing the shifts that occurred in students' attitudes and perceptions during the day, it is important to note that responses to some of the questions in Section B of the pre-conference questionnaire generated very high baseline scores. Table 1 (on page 7) shows that no fewer than 92% of all respondents either 'agreed' or 'strongly agreed' with the statement: *'Global poverty is an important issue for me.'* Likewise, 94% concurred with the sentiment: *'There are things that people like me can do to help tackle poverty in poorer countries.'* And with 78% agreeing with the statement: *'What I do in my daily life can affect people in other countries,'* most students clearly arrived at the conference with some understanding of how they related to the concept of global interdependence. A possible explanation for these remarkably high baseline results is that many (maybe most?) delegates will have elected to attend GSF2010, and can therefore be reasonably assumed to have done so out of an existing interest in global issues.

Table 1: Changing attitudes and perceptions in relation to global issues and confidence to engage others with these issues.

Statement	% of respondents agreeing or strongly agreeing (pre-conference)	% of respondents agreeing or strongly agreeing (end-of-conference)	% of respondents shifting one or more places towards 'strongly agree' on the agreement spectrum	% of respondents shifting two or more places towards 'strongly agree' on the agreement spectrum	% of the respondents not agreeing prior to the conference who agreed afterwards.
Global poverty is an important issue for me.	92	96	32	1	63
What I do in my daily life can affect people in other countries.	78	96	49	11	87
There are things that people like me can do to help tackle poverty in poorer countries.	94	98	35	3	96
I understand the complex reasons why many young people miss out on education.	63	98	68	25	96
I feel confident explaining to other people how education can lift people and their communities out of poverty.	41	96	79	38	95
I feel confident educating others about global issues that matter to me.	37	93	67	33	92
I feel confident talking to politicians about global issues that matter to me.	28	76	72	36	72
I feel confident contributing to the media to share my knowledge and opinions about global issues with a wider audience.	28	82	74	42	80

While the high baselines for some of the questions in Section B may appear to leave little room for dramatic changes (at least in the direction one would wish to see!), there are at least four noteworthy conclusions to be drawn from the data in Table 1 (on page 7).

- Even for those statements recording a very high level of agreement (i.e. in excess of 75%) before the conference, the percentage of students agreeing had still increased by the end of the day (in most cases to near universal agreement)
- For every statement recording a lower baseline level of agreement (i.e. below 75%) there was a dramatic increase in the percentage of students expressing agreement at the end of the conference.
- There is evidence of some very sizeable shifts in many students' attitudes and perceptions, as recorded on the spectrum of possible responses ranging from 'strongly disagree' to 'strongly agree.' This was true for every statement on the questionnaire, but especially so of statements with a comparatively low baseline score. For the four statements with the lowest baselines - which all concerned students' confidence in engaging others with their learning – 33% or more of students moved two or more places along the spectrum towards 'strongly agree'. The positive shift (as shown in Figures 2 and 3, below) for the statements, *'I feel confident educating others about global issues that matter to me,'* and *'I feel confident talking to politicians about global issues that matter to me'* is particularly pleasing given the GSF focus on peer education and reasoned political engagement.
- Most students who could not express any level of agreement with a given statement at the beginning of the event were either agreeing or strongly agreeing with it by the end. For example, of the 281 students who did not feel confident educating others about global issues beforehand, 259 (92%) went on to change their minds. Also encouraging is the finding that 87% of those not agreeing with the statement: *'What I do in my daily life can affect people in other countries,'* prior to the conference later agreed with it, a finding that implies effective development education.

Figure 2: Shifts in students' responses to the statement: *'I feel confident educating others about global issues that matter to me.'* See explanatory notes for Figure 1 (page 5).

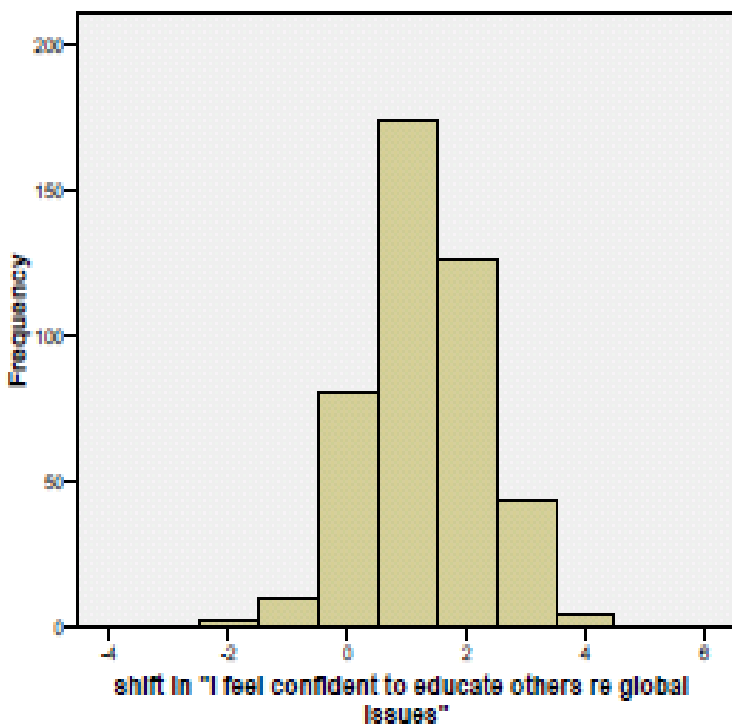
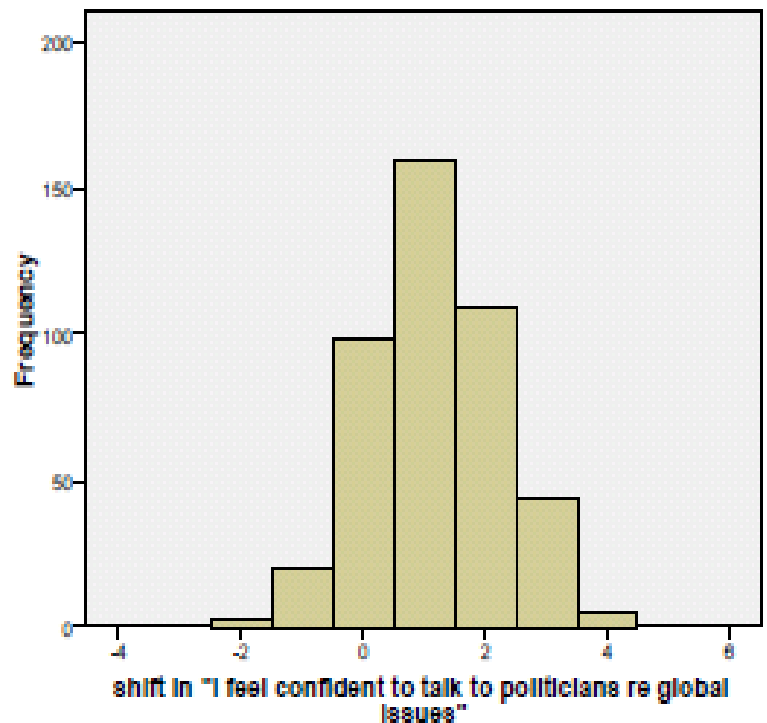


Figure 3: Shifts in students' responses to the statement: *'I feel confident talking to politicians about global issues that matter to me.'* See explanatory notes for Figure 1 (page 5).



(d) Impact on behaviour and actions

A rigorous analysis of the impact of GSF2010 on students' subsequent behaviour and actions lies outside the capability of this part of our evaluation, based as it is on data collected on the day of the national conference. Nevertheless, early indications gathered on the day were promising. Here are just a few of the pledges that students wrote on their badges at the close of the conference:

"I will no longer sit back and read about what is happening and how poverty affects people, but I shall make sure, in everything I do, that I do my part in combating poverty."

"I will definitely go back to my school and actively start campaigning for universal primary education."

"I will now try to be a much more globally conscious and responsible person."

"I will donate £3 a week to World Vision; 1 day's bus money, and on this day I will walk to school instead."

"I will educate peers at school and try again to set up a branch of a Global Youth Network called 'Hand in Hand' – I have been re-inspired!"

(e) Students' highlights and suggestions for improvement

The end-of-conference evaluation form posed open-ended questions inviting students to identify features of the conference they felt were good and also suggestions for improving future events. These were then categorised and analysed for frequency. It seems reasonable to assume that any responses that arose in at least 10% of students' evaluations were highly significant. If 10% consciously identified these features as either good or in need of attention, and made the effort to articulate these on the form, then one suspects that many others might also share these views but for whatever reason did not express them.

The following **'good' features** were identified by at least 10% of students:

- Video clips (21.1%)
- Good speakers (20.5%)
- Variety of speakers expressing different points of view / differing expertise (20.5%)
- Music by Ben Okafor (17.2%)
- The suggestions for many ways in which students can take action (11.4%)
- Interactivity / audience participation (10.5%)
- Workshops (10.1%)

The following **'impacts'** were mentioned by at least 10% of students

- Feel informed, having learnt lots of facts and statistics (35.1%)
- Inspired to take action and make a difference (34.7%).
- Raised awareness of poverty issues (32.5%)
- Promoted understanding of links between poverty and education and / or understanding of the importance of education (15.8%).
- Sense of empowerment / realisation that students can make a difference (14.8%).

The following **suggestions for improvement** were made by at least 10% of students

- Cooler conditions / air conditioning / more time outside of the warm auditorium (14.4%)
- More breaks / longer breaks (14.4%)
- More interactivity / student participation (12.2%)
- Shorten talks / break-up some of the talks (10.1%)

3. Conclusions

On the basis of the available data, and with the caveat that further research is needed on the longer-term impact, the following conclusions can reasonably be drawn:

- (a) Most students came to the GSF2010 national conference already concerned about global issues but lacking confidence in their ability to engage others with these issues.
- (b) The conference considerably advanced students' knowledge of a wide range of issues relating to the achievement of the second Millennium Development Goal and students' understanding of the links between poverty and education. Some 'key facts and figures' particularly resonated with students and captured their attention and imagination.
- (c) Students testified to advances in their understanding of the issues addressed by the conference, with 95% of students leaving the conference feeling that they understood the complex reasons why many young people miss out on education.
- (d) Notwithstanding the high baseline, the conference had a significant impact on students' attitudes towards global issues, implying effective development education. No fewer than 96% of students left the conference agreeing that global poverty is an important issue to them, that their daily actions can have a global impact and that there are actions they can take to make a positive difference.
- (e) The greatest impact was arguably the significant boost given to the confidence of most students to share their learning with others (including their peers and political representatives), and to use the media in order to engage an even wider audience.
- (f) The most popular features of the conference were the quality and variety of speakers, the various video clips, and the contribution of Ben Okafor.
- (g) Students' suggestions for improvement focused mainly on the desire for more comfortable conditions (the event took place in temperatures of approximately 30°C), more break-time, and more opportunities for student interaction and participation.



Appendix A

GSF2010 Pre-conference student survey

We would be very grateful if you could spare a few minutes to complete this questionnaire.
Your responses are anonymous.

Section A: What do you already know?

Please answer **every** question by completing the blank spaces, even if you feel you are just making an 'educated guess' - it is not a test!

- _____ million children worldwide currently miss out on the chance to go to primary school.
- Of all the children in the world missing out on primary school, _____ % of these children live in Africa.
- For every year of their schooling, an educated individual's salary will increase by _____ %.
- The displacement of people by war prevents _____ million children worldwide from attending school.
- _____ million children worldwide are involved in child labour that violates international standards.
- _____ % of the population of the 'developing world' lives on less than £1 per day.
- To achieve universal primary education by 2015 would cost a total of £ _____ billion.
- I think the following UK organisation/charity gives the most aid to developing countries: _____

Section B: What are your attitudes (right now) towards global issues?

For each statement please tick the box that most closely matches your view. There are no right or wrong answers here – we are interested in what you honestly think!

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Global poverty is an important issue for me.					
What I do in my daily life can affect people in other countries.					
There are things that people like me can do to help tackle poverty in poorer countries.					
I understand the complex reasons why many young people miss out on education.					
I feel confident (right now) explaining to other people how education can lift people and their communities out of poverty.					
I feel confident (right now) educating others about global issues that matter to me.					
I feel confident (right now) talking to politicians about global issues that matter to me.					
I feel confident (right now) contributing to the media to share my knowledge and opinions about global issues with a wider audience.					

Continued overleaf – please turn over!

Section C: Have you been involved in any actions on global issues?

Please briefly describe any actions you have taken **in the last year** to make a positive difference in relation to global issues. e.g.: *signed a petition about... / bought or promoted fair-trade goods / wrote to MP about... / raised money for... / Started walking to school instead of going by car to reduce carbon emissions, etc*

Thank you for completing this questionnaire. Please return this now to your teacher who will give it to the GSF team.



Appendix B

GSF2010 End-of-conference student survey

Please take a few minutes to complete this questionnaire as fully as you can before leaving the conference. **Your responses are anonymous.**

Section A: Your knowledge

Let's quickly revisit the questions from earlier so we can see whether the conference has improved your knowledge.

8. _____ million children worldwide currently miss out on the chance to go to primary school.
9. Of all the children in the world missing out on primary school, _____ % of these children live in Africa.
10. For every year of their schooling, an educated individual's salary will increase by _____ %.
11. The displacement of people by war prevents _____ million children worldwide from attending school.
12. _____ million children worldwide are involved in child labour that violates international standards.
13. _____ % of the population of the 'developing world' lives on less than £1 per day.
14. To achieve universal primary education by 2015 would cost a total of £ _____ billion.
8. I think the following UK organisation/charity gives the most aid to developing countries: _____

Section B: Your attitudes to global issues

For each statement please tick the box that most closely matches your view now that you have experienced the conference. Please note: there are no right or wrong answers here – we are interested in what you honestly think!

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Global poverty is an important issue for me.					
What I do in my daily life can affect people in other countries.					
There are things that people like me can do to help tackle poverty in poorer countries.					
I understand the complex reasons why many young people miss out on education.					
I now feel confident about explaining to other people how education can lift people and their communities out of poverty.					
I now feel confident about educating others about global issues that matter to me.					
I now feel confident about talking to politicians about global issues that matter to me.					
I now feel confident about contributing to the media to share my concerns about global issues with a wider audience.					

Continued overleaf – please turn over!

Section C: About your experience of the conference

1. What was good about the conference?

2. What could we do to improve the conference?

3. What impact did the conference have on you?

4. Any other comments:

Thank you for completing this questionnaire. Please return this now to your teacher who will give it to the GSF team.

Appendix C:
Feedback from a few of the students and teachers who attended
Global Student Forum 2010 on 29th June

Name	School	I learned...	I will...	Other
Gabrielle Elliot	Fearnhill Sixth Form College	...So many shocking things about poverty that have inspired me to do anything I can to make a change be it small or huge.	...take everything back home and never take education for granted again.	
Emily Storer	De Lisle Catholic Science College	...so much today, it really has been such a valuable day which I will take with me for the rest of my life.	...no longer sit back and read about what is happening and how poverty affects people, but I shall make sure, in everything I do, that I do my part in combating poverty. Everyone deserves basic human rights and education, without this we cannot move on and learn from each other.	Today has really opened my eyes, I want to go and pass on what I have learnt, to make a difference.
Ellie Byrne	The Blandford School	...more today than some children do in their lives. Is that fair?		
Georgina Day	Bournemouth School for Girls		...go home and spread the word as far as we can. Thank you for this opportunity.	This was definitely a life-changing day. I don't think I ever fully realised how much of a difference education can make.
Rebecca Jinks (teacher)	De Lisle Catholic Science College	...that no matter how much any of us grumble about our lot, we are deeply fortunate. Also, that our young people are open, ready and willing to speak out about issues of importance to them.	...support my GSF students as much as I can.	

Name	School	I learned...	I will...	Other
Carys Jones-Williams	Radyr Comprehensive School	I learnt a lot today. I knew global issues like education were important but I'd never really thought to campaign for them.	...definitely go back to my school and actively start campaigning for universal primary education. We can achieve this, and we will.	
Sylvia Tai	Watford Girls Grammar School			I know that the voices of children in the UK are needed to make the 72 million children who do not go to school be heard.
Ellie Page	Bennett Memorial Diocesan School	...that we as students have the passion and obligation to provide opportunities for all children to have an education.	...inform and encourage my friends to make change.	
Laura Larkin	Bennett Memorial Diocesan School	...that this can't be swept under the carpet and forgotten. In the end, it will end up affecting us all, so why not do something about it now?		
Jacob Lovewell	Dereham Sixth Form College	...my place as a global citizen and had my eyes opened to the suffering of those less fortunate than myself.	- but most importantly I will now try to be a much more globally conscious and responsible person.	
Matthew Streete (teacher)	Wadebridge School		...continue to spread the word in our school.	It is outstanding to see such enthusiasm from our young people for issues that really matter. Adults take note!
Tracey Aughey (Teacher)	Alleyne's High School	...that young people are passionate, creative and have a real sense of what is 'right'	...make sure that they have the chance to inspire others and open the eyes of their peers.	

Name	School	I learned...	I will...	Other
Radhira Shourie	The Langley Academy	... how fortunate I am but how other people suffer whilst I take my luxuries for granted.	...work towards that one goal, as I realise that if I don't, there are others who also won't. So this is now the opportunity to 'raise my conscience high and fight a fight.'	
Laura Stocker	Stratton Upper School	...that there is more to poverty than what meets the eyes, There were many issues that I was totally oblivious to.	...try my best to do as much as I can to prevent it.	
Priya Shah	Watford Girls Grammar School	...that sometimes the best way to teach someone about such important global issues is through music – entertaining but leaves an impact in your heart and soul.	...go back to my school and organise an assembly with images, videos and music to leave the greatest impact.	
Anoop Panesar	Watford Girls Grammar School	...that I can help with global issues just by speaking out about it! The effect of speech was never something I thought could make such a big impact – but if more than one person speaks out about the same thing, then it's not just one voice any more and change can happen!	...educate peers at school and try again to set up a branch of a Global Youth Network called "Hand in Hand" – I have been re-inspired!	
Sarah Varnam	Kesteven & Grantham Girls' School	...if we as a global community can aim for one thing and only one it must be for the 'one goal' of universal primary education.	...work to help us to achieve this goal by peer educating and fundraising to raise awareness of this issue.	
Jon Priddle	Tuxford School	...that we can change the world ourselves and we don't have to wait for others to tell us what to do.	...try my best to improve this world.	

Name	School	I learned...	I will...	Other
Angeli Nayyar	The Langley Academy	... Education beats poverty	...I will do anything in my power to help accomplish this.	The Global Student Forum was a true eye-opener to the reality amongst the children of the world.
Madhura Kanade	Farnborough Sixth Form College	...that my voice, one combined with many hundreds, thousands, can speak out and defy and eradicate poverty once and for all.	...attempt to convey this message to as many as possible – SPREAD THE WORD!	
Paul Rebane (teacher)	Radyr Comprehensive School	...that when empowered, young people can make a real difference.		
Hannah Kay	Bishop Luffa School	...we all have a voice and the least we can do is use it!	...make a difference, no matter how small.	
Danielle Pullen	Farnborough Sixth Form College	Poverty and lack of education was always an issue but until today it was only ever in the background, but today I learned from real people the devastation poverty and the lack of education can have.	I want to be involved now, not to turn my back.	
Emilie Wildman	Watford Girls Grammar School		...donate £3 a week to World Vision; 1 day's bus money, and on this day I will walk to school instead.	
Tom Marsyimiw	De Lisle Catholic Science College	...that poverty and education are intertwined and that we <i>can</i> do something to tackle both to give others freedom and hope – the two things we most take for granted in our lives.	...share and spread the message in any way I can.	

Appendix D

Analysis of the raw data, carried out by Professor Clive Osmond

NB The actual raw data is available upon request in a spreadsheet format from:

The Global Student Forum

Damaris Global Learning

PO Box 200

Southampton

SO17 2DL

Tel: 023 80682750

Email: office@globalstudentforum.org

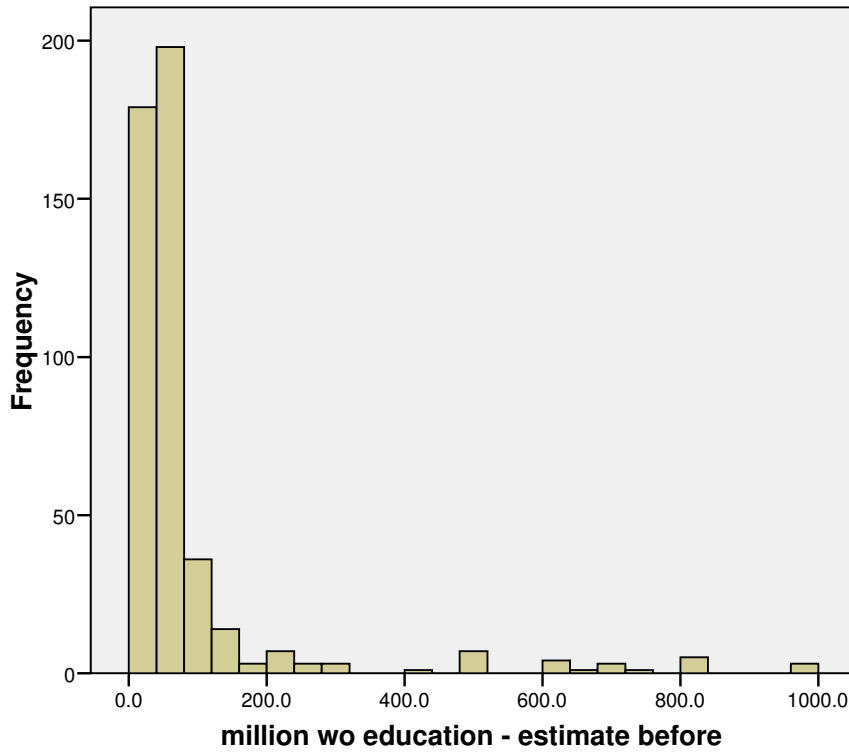
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preform * postform Crosstabulation

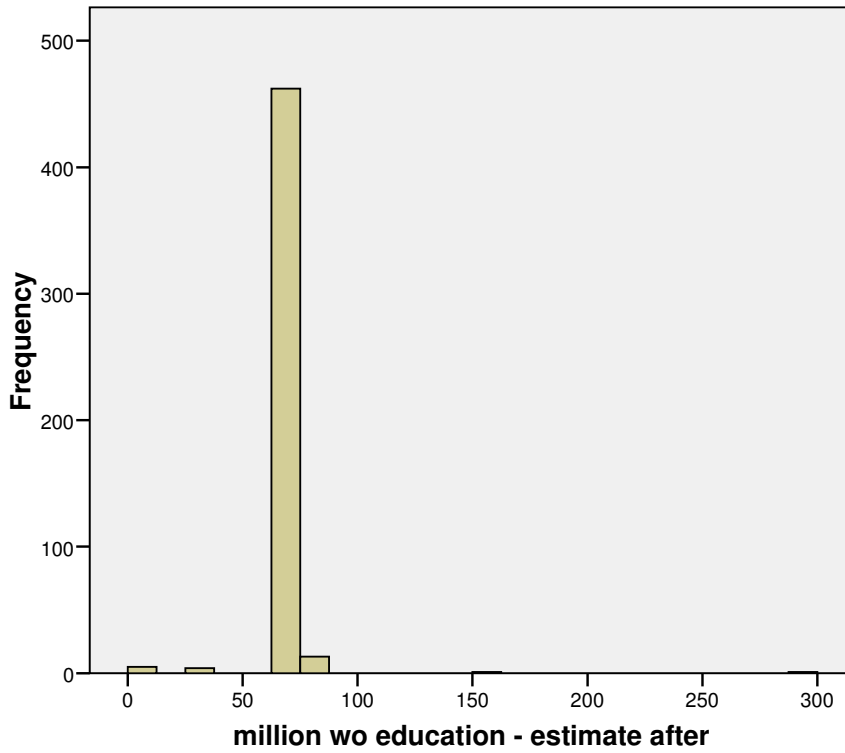
Count

		postform		Total
		not completed	completed	not completed
preform	not completed	0	47	47
	completed	25	446	471
Total		25	493	518

million wo education - estimate before



million wo education - estimate after



a1_preg5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-35	176	34.0	37.6	37.6
	36-71	82	15.8	17.5	55.1
	72	98	18.9	20.9	76.1
	73-144	60	11.6	12.8	88.9
	145+	52	10.0	11.1	100.0
	Total	468	90.3	100.0	
Missing	System	50	9.7		
Total		518	100.0		

a1_postg5

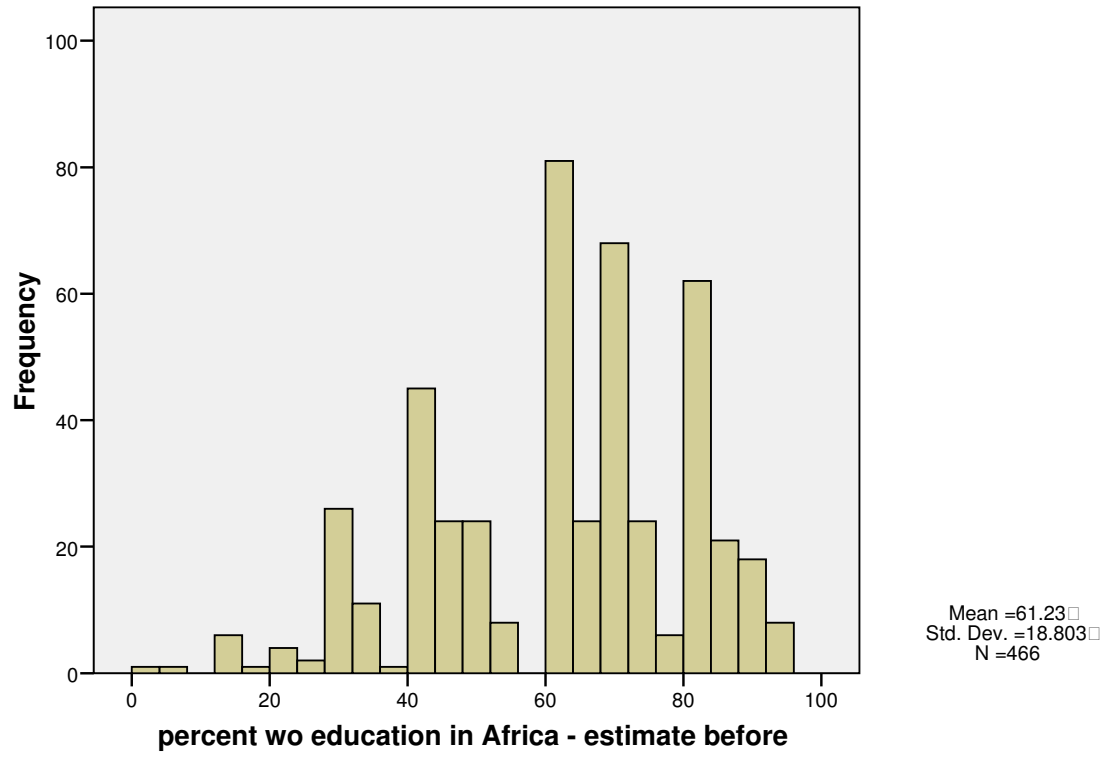
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-35	9	1.7	1.9	1.9
	36-71	8	1.5	1.6	3.5
	72	448	86.5	92.2	95.7
	73-144	19	3.7	3.9	99.6
	145+	2	.4	.4	100.0
Total		486	93.8	100.0	
Missing	System	32	6.2		
Total		518	100.0		

a1_preg5 * a1_postg5 Crosstabulation

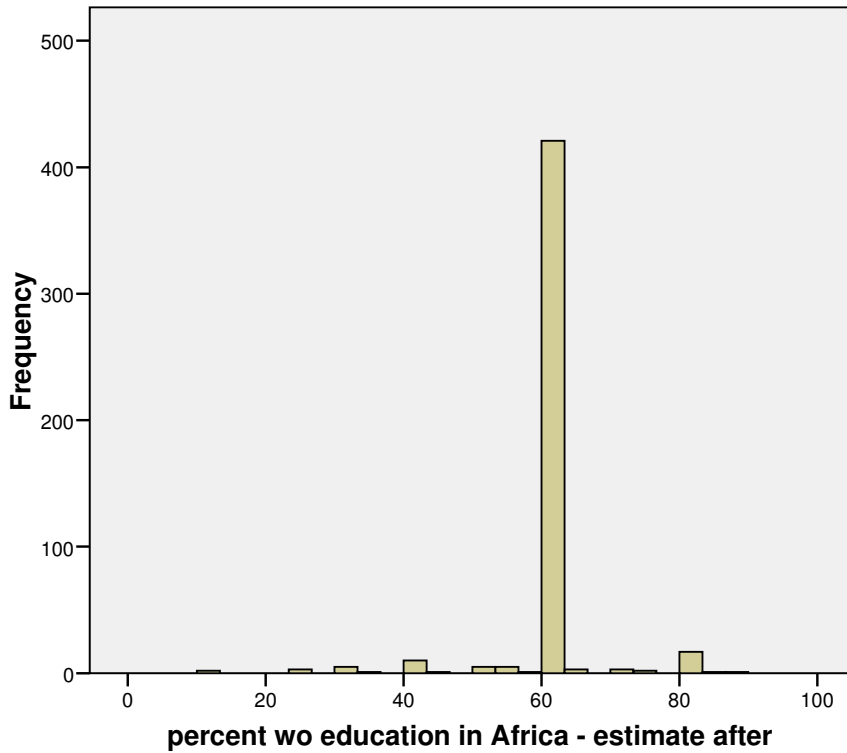
Count

		a1_postg5					Total
		-35	36-71	72	73-144	145+	
a1_preg5	-35	0	3	159	3	1	166
	36-71	2	2	69	3	0	76
	72	0	0	91	2	0	93
	73-144	4	2	44	4	0	54
	145+	3	0	40	3	1	47
Total		9	7	403	15	2	436

percent wo education in Africa - estimate before



percent wo education in Africa - estimate after



Mean =59.63
 Std. Dev. =7.481
 N =481

a2_preg5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-39	53	10.2	11.4	11.4
	40-59	101	19.5	21.7	33.0
	60	78	15.1	16.7	49.8
	61-80	186	35.9	39.9	89.7
	81+	48	9.3	10.3	100.0
	Total	466	90.0	100.0	
Missing	System	52	10.0		
Total		518	100.0		

a2_postg5

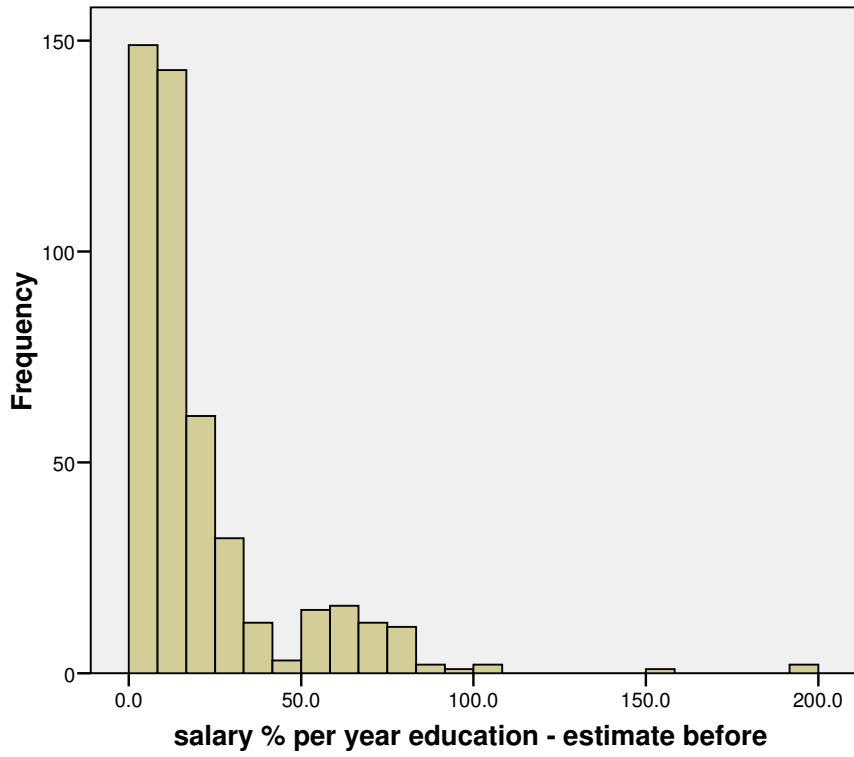
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-39	11	2.1	2.3	2.3
	40-59	22	4.2	4.6	6.9
	60	420	81.1	87.3	94.2
	61-80	26	5.0	5.4	99.6
	81+	2	.4	.4	100.0
	Total	481	92.9	100.0	
Missing	System	37	7.1		
Total		518	100.0		

a2_preg5 * a2_postg5 Crosstabulation

Count

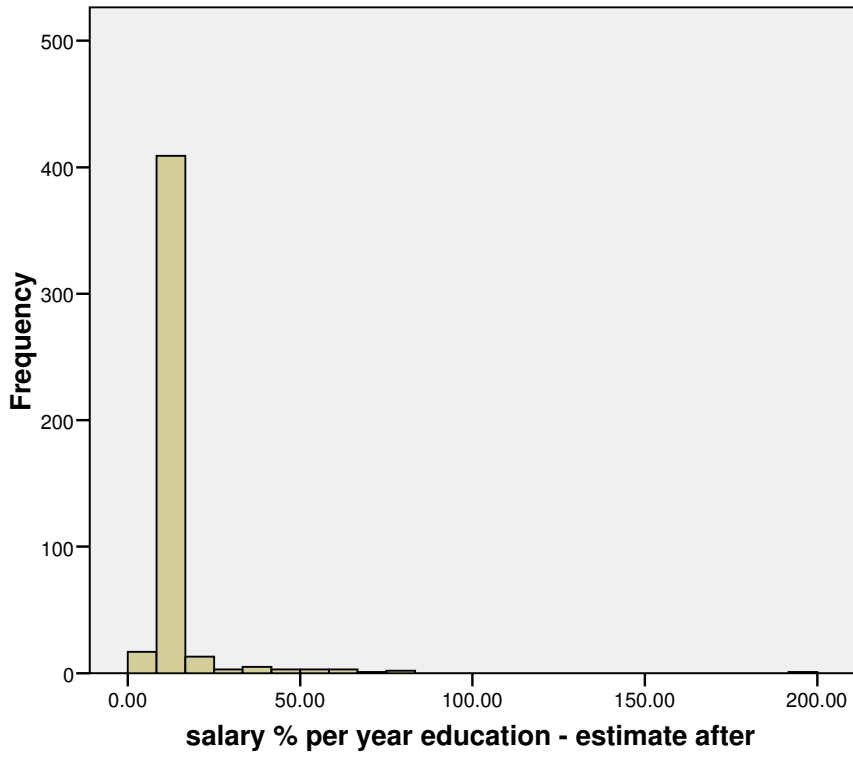
		a2_postg5					
		-39	40-59	60	61-80	81+	Total
a2_preg5	-39	4	1	41	1	0	47
	40-59	0	5	88	2	0	95
	60	2	4	61	4	0	71
	61-80	3	8	146	12	1	170
	81+	2	2	37	4	1	46
Total		11	20	373	23	2	429

salary % per year education - estimate before



Mean =20.3
Std. Dev. =24.608
N =462

salary % per year education - estimate after



a3_preg5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-4	76	14.7	16.5	16.5
	5-9	74	14.3	16.0	32.5
	10	101	19.5	21.9	54.3
	11-20	101	19.5	21.9	76.2
	21+	110	21.2	23.8	100.0
	Total	462	89.2	100.0	
Missing	System	56	10.8		
Total		518	100.0		

a3_postg5

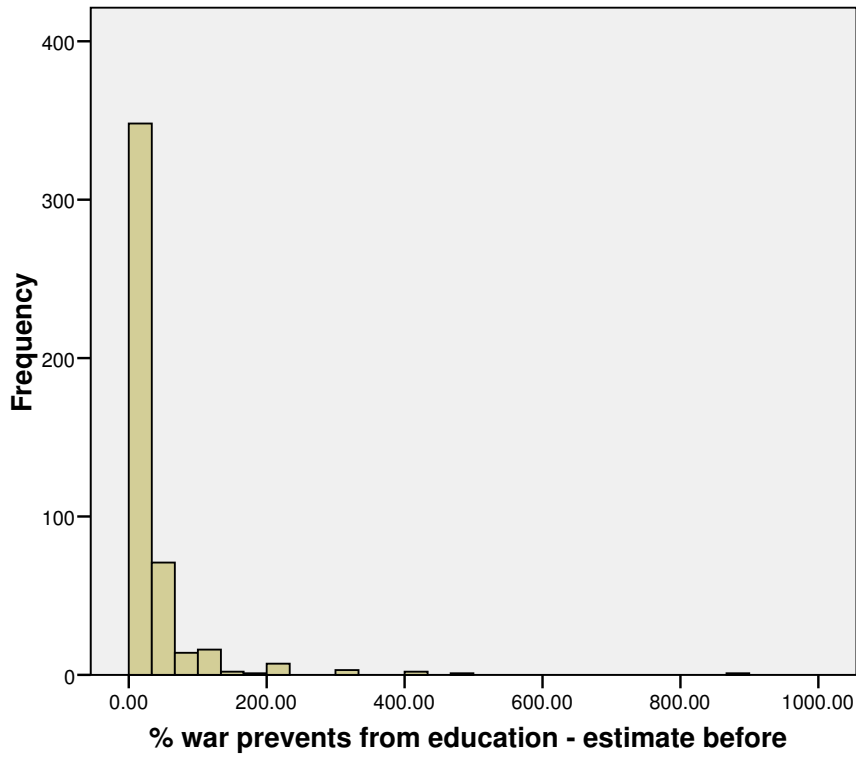
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-4	13	2.5	2.8	2.8
	5-9	4	.8	.9	3.7
	10	399	77.0	86.7	90.4
	11-20	22	4.2	4.8	95.2
	21+	22	4.2	4.8	100.0
	Total	460	88.8	100.0	
Missing	System	58	11.2		
Total		518	100.0		

a3_preg5 * a3_postg5 Crosstabulation

Count

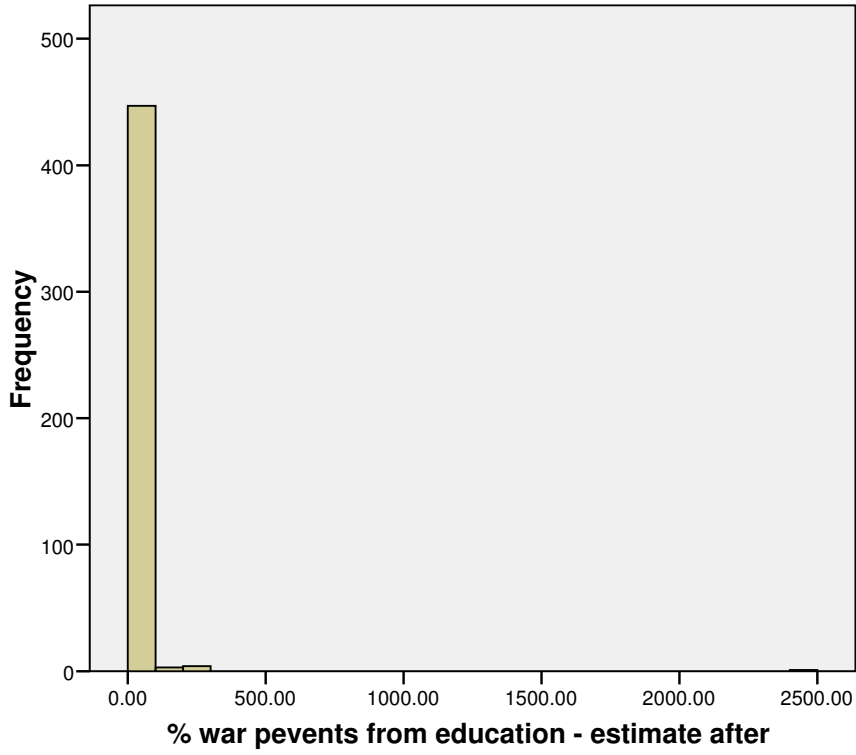
		a3_postg5					Total
		-4	5-9	10	11-20	21+	
a3_preg5	-4	2	0	59	3	3	67
	5-9	3	2	59	1	2	67
	10	1	0	80	4	3	88
	11-20	1	0	83	8	1	93
	21+	1	0	82	4	13	100
Total		8	2	363	20	22	415

% war prevents from education - estimate before



Mean =32.74
Std. Dev. =65.497
N =466

% war pevents from education - estimate after



Mean =25.95
Std. Dev. =119.304
N =455

a4_preg5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-6	123	23.7	26.4	26.4
	7-13	96	18.5	20.6	47.0
	14	7	1.4	1.5	48.5
	15-28	81	15.6	17.4	65.9
	29+	159	30.7	34.1	100.0
	Total	466	90.0	100.0	
Missing	System	52	10.0		
Total		518	100.0		

a4_postg5

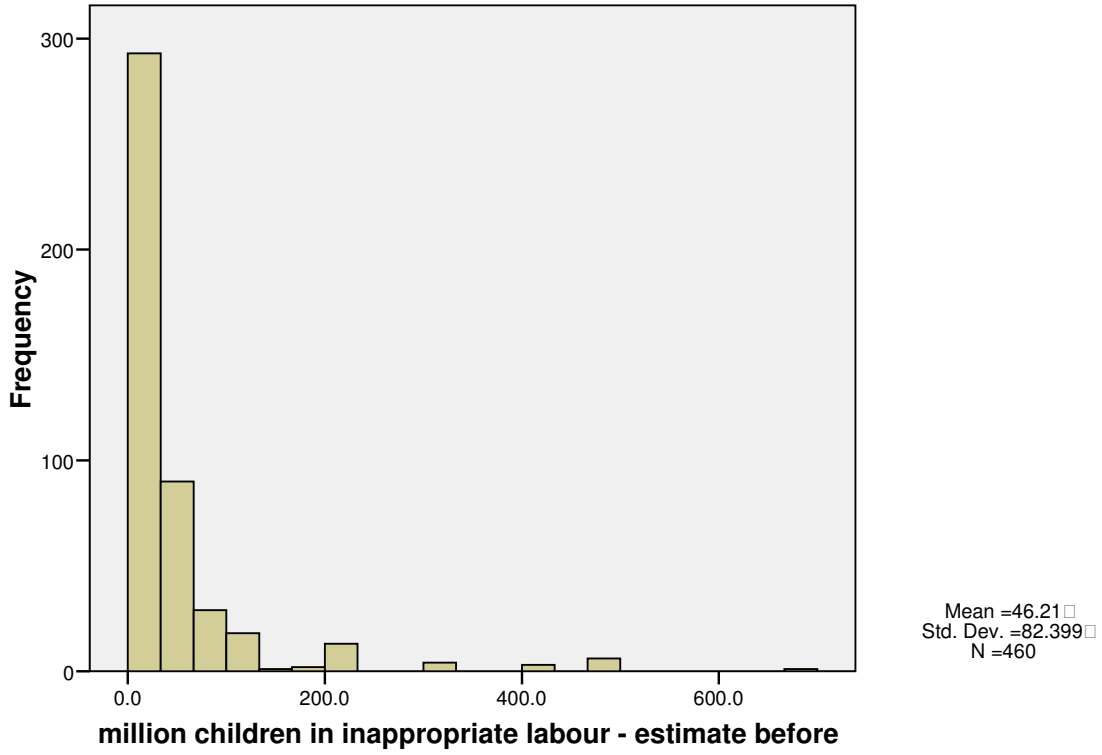
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-6	46	8.9	10.1	10.1
	7-13	36	6.9	7.9	18.0
	14	255	49.2	56.0	74.1
	15-28	37	7.1	8.1	82.2
	29+	81	15.6	17.8	100.0
	Total	455	87.8	100.0	
Missing	System	63	12.2		
Total		518	100.0		

a4_preg5 * a4_postg5 Crosstabulation

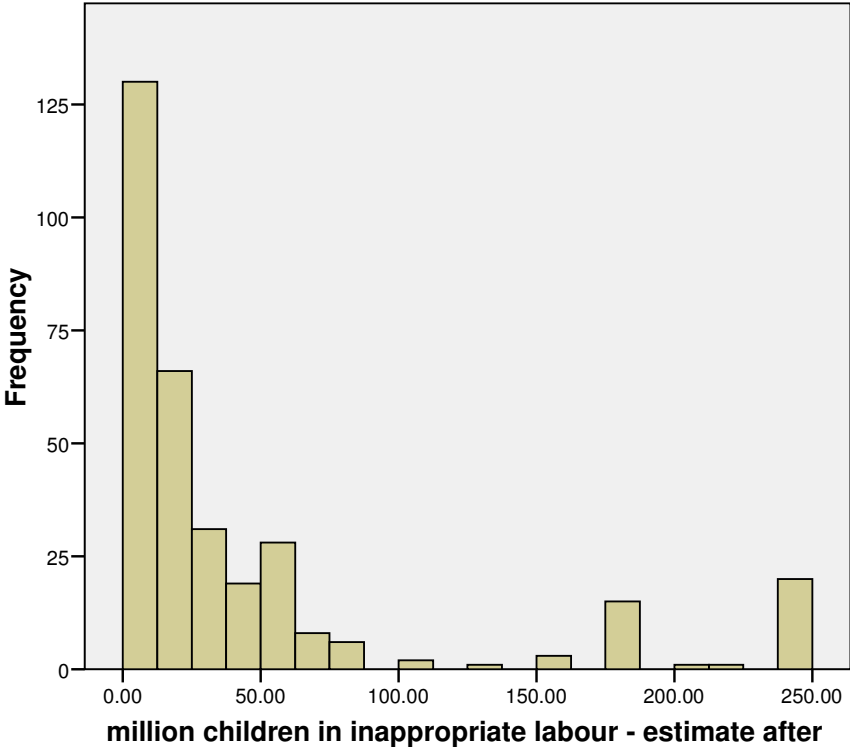
Count

		a4_postg5					
		-6	7-13	14	15-28	29+	Total
a4_preg5	-6	17	9	63	5	11	105
	7-13	8	8	46	9	16	87
	14	2	0	0	0	0	2
	15-28	2	3	49	4	15	73
	29+	14	11	79	13	25	142
Total		43	31	237	31	67	409

million children in inappropriate labour - estimate before



million children in inappropriate labour - estimate after



a5_preg6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-5	87	16.8	18.9	18.9
	6-10	83	16.0	18.0	37.0
	11-20	82	15.8	17.8	54.8
	21-40	64	12.4	13.9	68.7
	41-80	94	18.1	20.4	89.1
	81+	50	9.7	10.9	100.0
	Total	460	88.8	100.0	
Missing	System	58	11.2		
Total		518	100.0		

a5_postg6

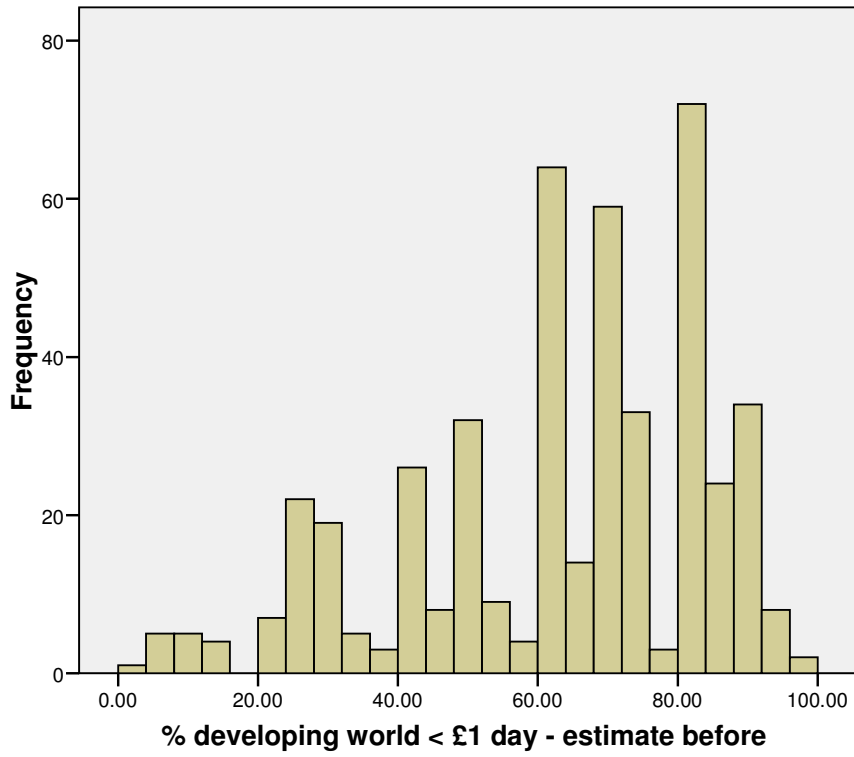
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-5	59	11.4	17.8	17.8
	6-10	55	10.6	16.6	34.4
	11-20	75	14.5	22.7	57.1
	21-40	52	10.0	15.7	72.8
	41-80	47	9.1	14.2	87.0
	81+	43	8.3	13.0	100.0
	Total	331	63.9	100.0	
Missing	System	187	36.1		
Total		518	100.0		

a5_preg6 * a5_postg6 Crosstabulation

Count

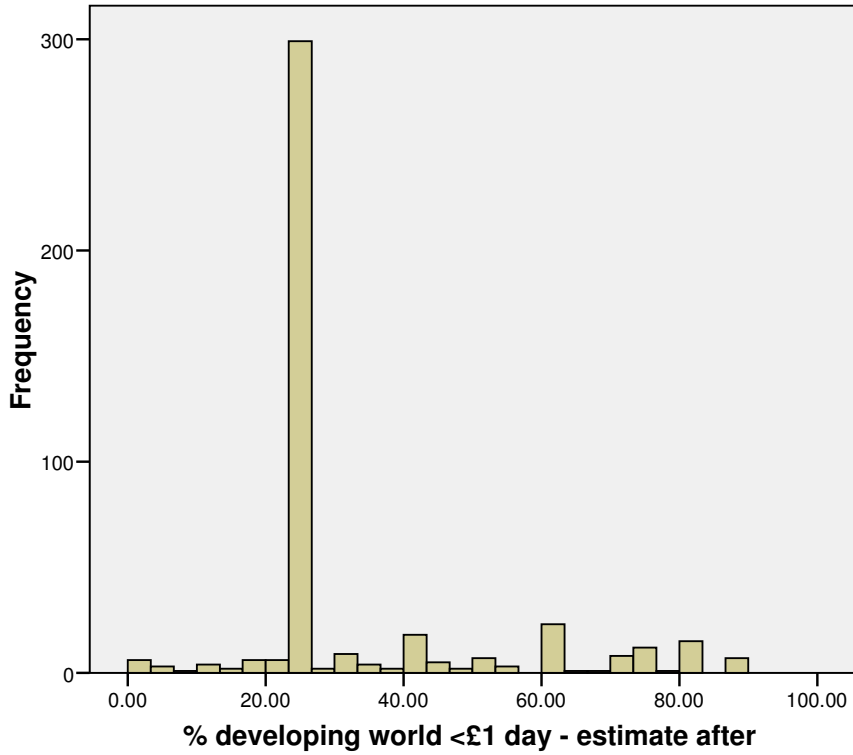
		a5_postg6						
		-5	6-10	11-20	21-40	41-80	81+	Total
a5_preg6	-5	12	13	12	3	6	6	52
	6-10	14	4	12	12	5	3	50
	11-20	7	9	14	11	7	4	52
	21-40	6	8	13	8	7	8	50
	41-80	9	9	18	10	10	10	66
	81+	5	9	5	4	4	6	33
Total		53	52	74	48	39	37	303

% developing world < £1 day - estimate before



Mean =62.24
Std. Dev. =21.466
N =463

% developing world <£1 day - estimate after



a6_preg5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-12	11	2.1	2.4	2.4
	13-24	11	2.1	2.4	4.8
	25	21	4.1	4.5	9.3
	26-50	93	18.0	20.1	29.4
	51+	327	63.1	70.6	100.0
	Total	463	89.4	100.0	
Missing	System	55	10.6		
Total		518	100.0		

a6_postg5

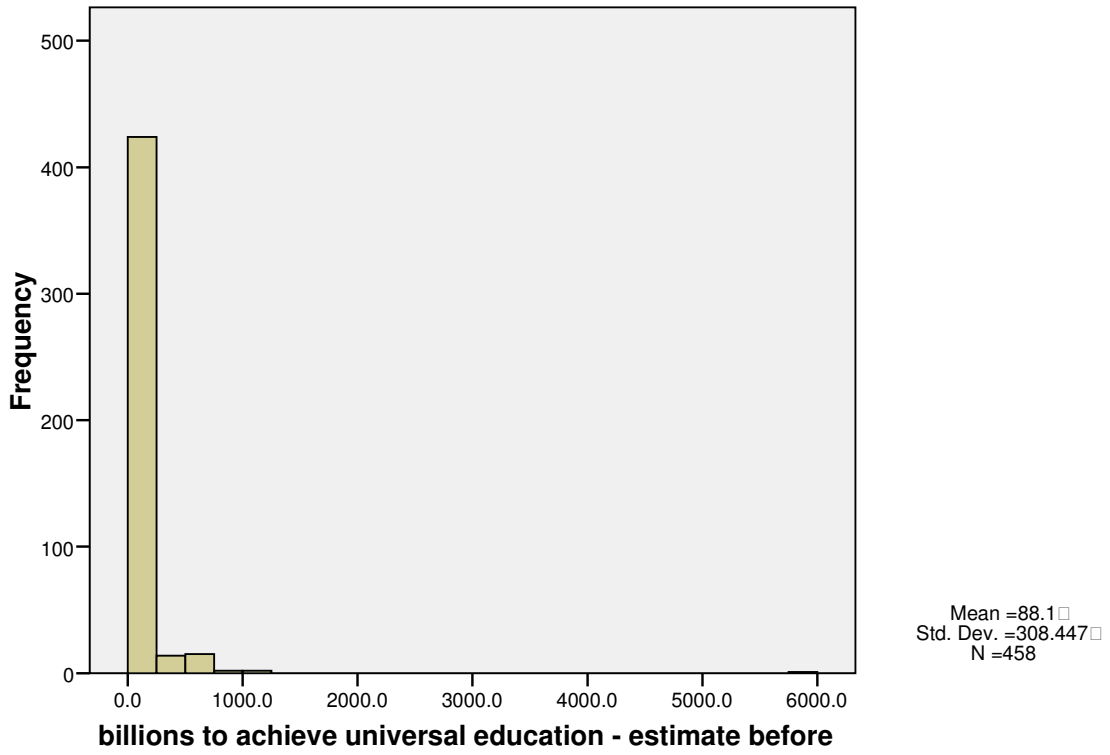
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-12	14	2.7	3.1	3.1
	13-24	16	3.1	3.6	6.7
	25	297	57.3	66.4	73.2
	26-50	49	9.5	11.0	84.1
	51+	71	13.7	15.9	100.0
Total		447	86.3	100.0	
Missing	System	71	13.7		
Total		518	100.0		

a6_preg5 * a6_postg5 Crosstabulation

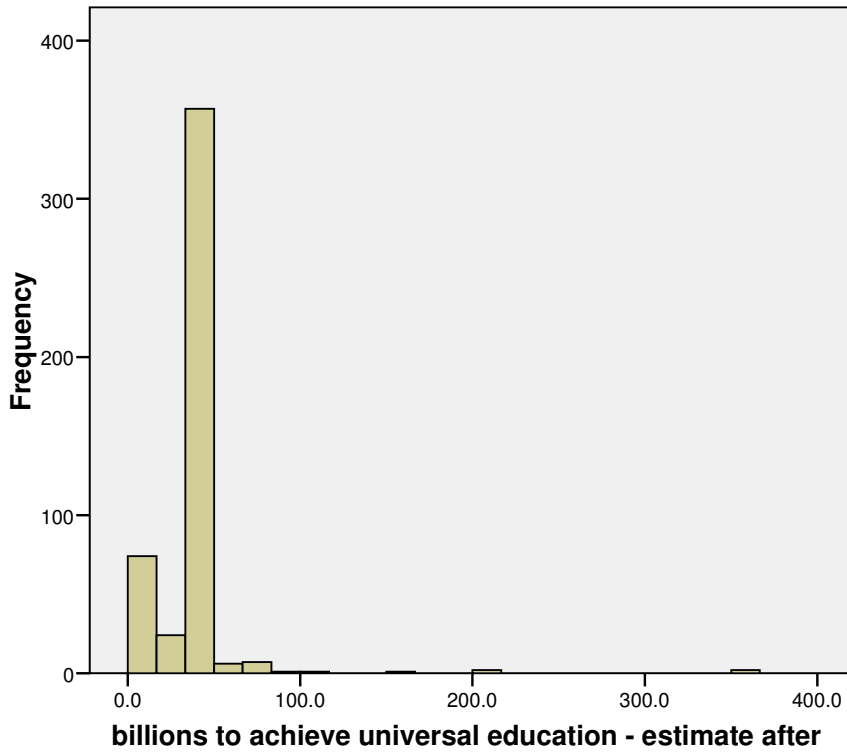
Count

		a6_postg5					
		-12	13-24	25	26-50	51+	Total
a6_preg5	-12	1	1	3	2	3	10
	13-24	0	0	5	3	3	11
	25	2	0	12	0	1	15
	26-50	1	3	54	10	9	77
	51+	9	10	200	29	42	290
Total		13	14	274	44	58	403

billions to achieve universal education - estimate before



billions to achieve universal education - estimate after



a7_preg5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-16	182	35.1	39.8	39.8
	17-34	74	14.3	16.2	56.0
	35	8	1.5	1.8	57.8
	36-70	68	13.1	14.9	72.6
	71+	125	24.1	27.4	100.0
	Total	457	88.2	100.0	
Missing	System	61	11.8		
Total		518	100.0		

a7_postg5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-16	74	14.3	15.6	15.6
	17-34	24	4.6	5.1	20.6
	35	347	67.0	73.1	93.7
	36-70	17	3.3	3.6	97.3
	71+	13	2.5	2.7	100.0
	Total	475	91.7	100.0	
Missing	System	43	8.3		
Total		518	100.0		

a7_preg5 * a7_postg5 Crosstabulation

Count

		a7_postg5					
		-16	17-34	35	36-70	71+	Total
a7_preg5	-16	36	7	116	2	4	165
	17-34	6	5	51	4	3	69
	35	1	1	4	0	0	6
	36-70	4	4	52	1	2	63
	71+	12	4	85	10	2	113
Total		59	21	308	17	11	416

n a8_pre

- 156 Oxfam
- 79 Christian Aid
- 66 Unicef
- 19 Red Cross
- 15 Water Aid
- 14 CAFOD
- 9 Comic Relief
- 9 Government
- 8 World Vision
- 7 Save the Children
- 6 Children in Need
- 6 Fair Trade
- 4 Action Aid
- 4 Amnesty International
- 3 Africa
- 3 Damaris
- 3 Msaada
- 2 Shelter Box
- 2 Tearfund
- 1 Cancer Research
- 1 CARE international
- 1 Compassion
- 1 Farm Africa
- 1 Gift Aid
- 1 Global Care
- 1 Heart Foundation
- 1 Islamic Aid
- 1 Make Poverty History
- 1 Nation Aid

- 1 NSPCA
- 1 NSPCC
- 1 Plan International
- 1 Samaritans
- 1 Sports Relief
- 1 World Development Fund

Number of cases read: 35 Number of cases listed: 35

n a8_post

- 139 Christian Aid
- 129 World Vision
- 47 1 Goal
- 28 Oxfam
- 24 UK Aid
- 14 Government
- 9 GSF
- 8 Unicef
- 6 Save the Children
- 4 Africa
- 3 CAFOD
- 2 Gift Aid
- 2 UNESCO
- 1 Comic Relief
- 1 Fair Trade
- 1 Global Care
- 1 Red Cross
- 1 Salvation Army
- 1 Water Aid
- 1 World Aid

Number of cases read: 20 Number of cases listed: 20

b1_pre

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	.4	.4	.4
	disagree	4	.8	.9	1.3
	neither agree nor disagree	31	6.0	6.7	7.9
	agree	264	51.0	56.7	64.6
	strongly agree	165	31.9	35.4	100.0
	Total	466	90.0	100.0	
Missing	System	52	10.0		
Total		518	100.0		

b1_post

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	.8	.8	.8
	disagree	2	.4	.4	1.2
	neither agree nor disagree	12	2.3	2.4	3.7
	agree	193	37.3	39.4	43.1
	strongly agree	279	53.9	56.9	100.0
	Total	490	94.6	100.0	
Missing	System	28	5.4		
Total		518	100.0		

b1_pre * b1_post Crosstabulation

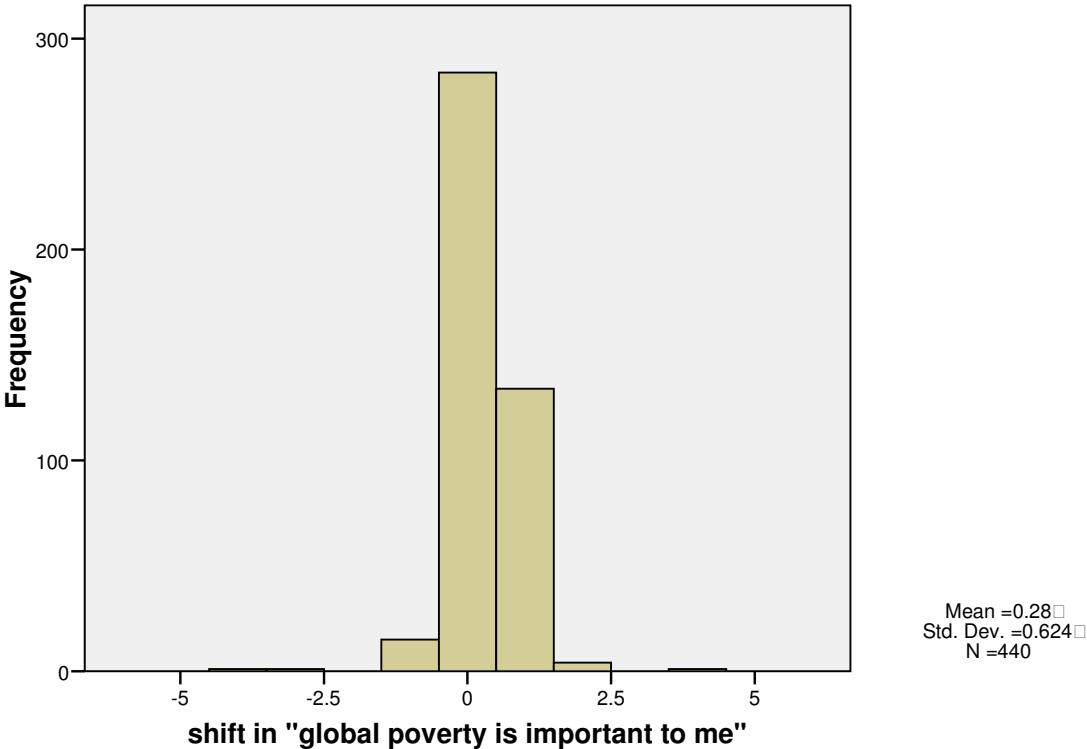
Count

		b1_post					Total strongly disagree
		strongly disagree	disagree	neither agree nor disagree	agree	strongly agree	
b1_pre	strongly disagree	1	0	0	0	1	2
	disagree	0	1	1	2	0	4
	neither agree nor disagree	0	1	9	18	2	30
	agree	1	0	1	132	115	249
	strongly agree	1	0	0	13	141	155
Total		3	2	11	165	259	440

b1steps

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	drop 4	1	.2	.2	.2
	drop 3	1	.2	.2	.5
	drop 1	15	2.9	3.4	3.9
	no change	284	54.8	64.5	68.4
	gain 1	134	25.9	30.5	98.9
	gain 2	4	.8	.9	99.8
	gain 4	1	.2	.2	100.0
	Total	440	84.9	100.0	
Missing	System	78	15.1		
Total		518	100.0		

Histogram



b2_pre

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	.4	.4	.4
	disagree	27	5.2	5.8	6.2
	neither agree nor disagree	76	14.7	16.2	22.4
	agree	280	54.1	59.8	82.3
	strongly agree	83	16.0	17.7	100.0
	Total	468	90.3	100.0	
Missing	System	50	9.7		
	Total	518	100.0		

b2_post

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	.6	.6	.6
	disagree	2	.4	.4	1.0
	neither agree nor disagree	16	3.1	3.3	4.3
	agree	238	45.9	48.5	52.7
	strongly agree	232	44.8	47.3	100.0
	Total	491	94.8	100.0	
Missing	System	27	5.2		
Total		518	100.0		

b2_pre * b2_post Crosstabulation

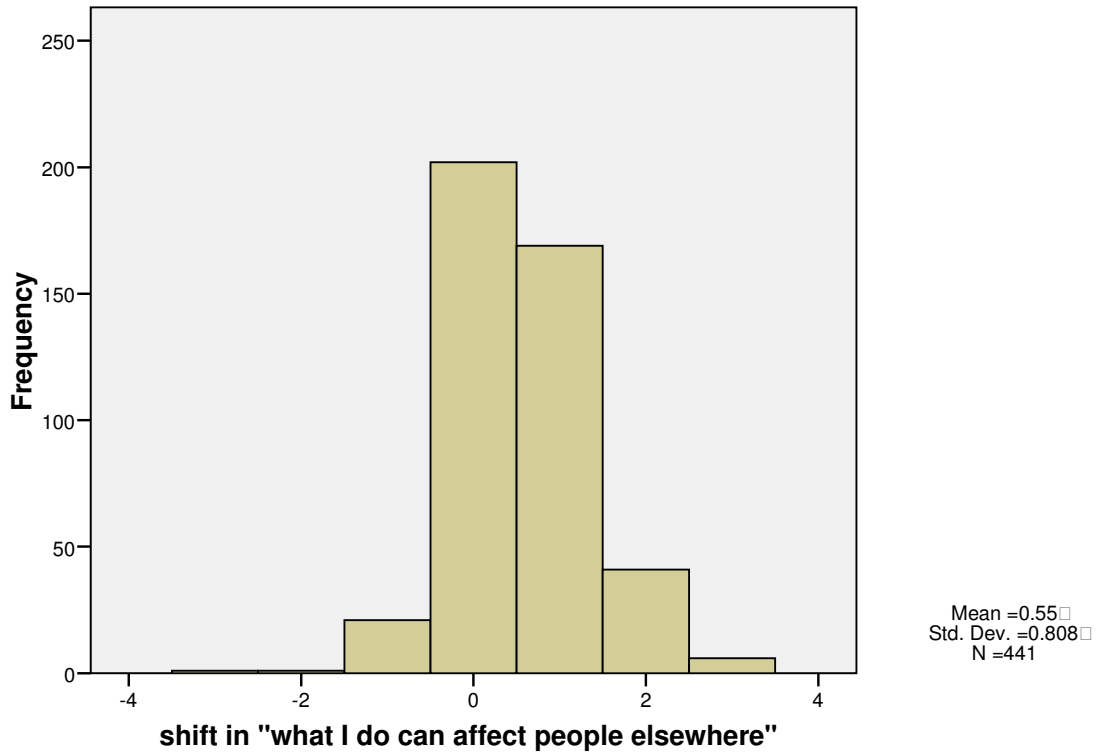
Count

		b2_post					Total strongly disagree
		strongly disagree	disagree	neither agree nor disagree	agree	strongly agree	
b2_pre	strongly disagree	1	0	0	1	0	2
	disagree	0	0	3	19	5	27
	neither agree nor disagree	1	1	6	41	22	71
	agree	0	0	5	132	125	262
	strongly agree	0	1	0	15	63	79
Total		2	2	14	208	215	441

b2steps

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	drop 3	1	.2	.2	.2
	drop2	1	.2	.2	.5
	drop 1	21	4.1	4.8	5.2
	no change	202	39.0	45.8	51.0
	gain 1	169	32.6	38.3	89.3
	gain 2	41	7.9	9.3	98.6
	gain 3	6	1.2	1.4	100.0
	Total	441	85.1	100.0	
Missing	System	77	14.9		
Total		518	100.0		

Histogram



b3_pre

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	.4	.4	.4
	disagree	3	.6	.6	1.1
	neither agree nor disagree	23	4.4	5.0	6.0
	agree	263	50.8	56.7	62.7
	strongly agree	173	33.4	37.3	100.0
Total		464	89.6	100.0	
Missing	System	54	10.4		
Total		518	100.0		

b3_post

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	.8	.8	.8
	neither agree nor disagree	5	1.0	1.0	1.8
	agree	186	35.9	37.9	39.7
	strongly agree	296	57.1	60.3	100.0
	Total	491	94.8	100.0	
Missing	System	27	5.2		
Total		518	100.0		

b3_pre * b3_post Crosstabulation

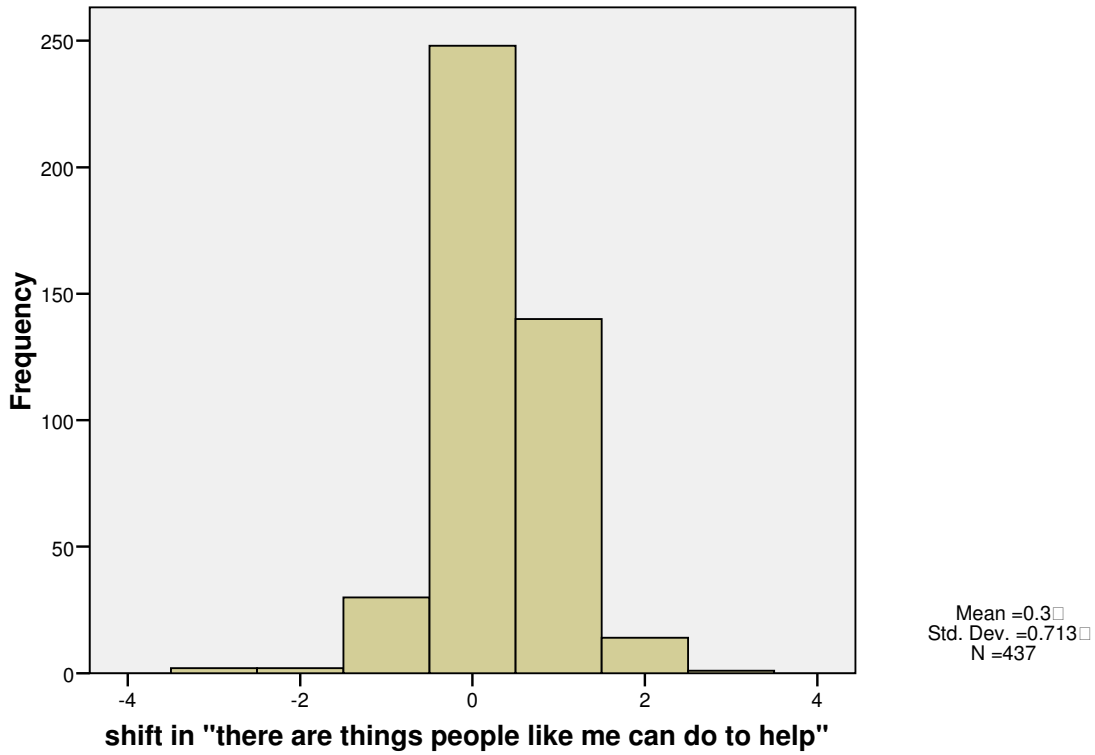
Count

		b3_post				Total strongly disagree
		strongly disagree	neither agree nor disagree	agree	strongly agree	
b3_pre	strongly disagree	1	0	1	0	2
	disagree	0	0	3	0	3
	neither agree nor disagree	0	0	12	11	23
	agree	2	2	113	128	245
	strongly agree	0	2	28	134	164
Total		3	4	157	273	437

b3steps

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	drop 3	2	.4	.5	.5
	drop2	2	.4	.5	.9
	drop 1	30	5.8	6.9	7.8
	no change	248	47.9	56.8	64.5
	gain 1	140	27.0	32.0	96.6
	gain 2	14	2.7	3.2	99.8
	gain 3	1	.2	.2	100.0
	Total	437	84.4	100.0	
Missing	System	81	15.6		
Total		518	100.0		

Histogram



b4_pre

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	.6	.6	.6
	disagree	56	10.8	12.0	12.6
	neither agree nor disagree	112	21.6	24.0	36.6
	agree	251	48.5	53.7	90.4
	strongly agree	45	8.7	9.6	100.0
	Total	467	90.2	100.0	
Missing	System	51	9.8		
Total		518	100.0		

b4_post

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	.8	.8	.8
	neither agree nor disagree	5	1.0	1.0	1.8
	agree	214	41.3	43.6	45.4
	strongly agree	268	51.7	54.6	100.0
	Total	491	94.8	100.0	
Missing	System	27	5.2		
Total		518	100.0		

b4_pre * b4_post Crosstabulation

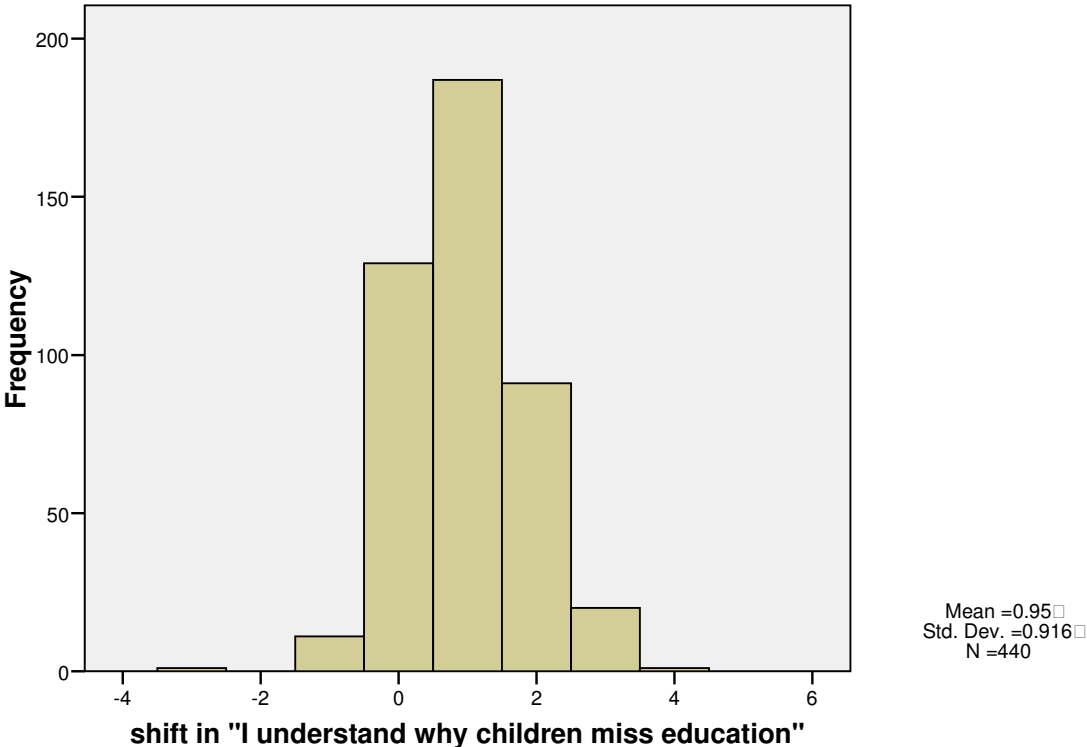
Count

		b4_post				Total strongly disagree
		strongly disagree	neither agree nor disagree	agree	strongly agree	
b4_pre	strongly disagree	1	0	1	1	3
	disagree	1	0	33	19	53
	neither agree nor disagree	0	3	47	58	108
	agree	1	2	96	140	239
	strongly agree	0	0	8	29	37
Total		3	5	185	247	440

b4steps

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	drop 3	1	.2	.2	.2
	drop 1	11	2.1	2.5	2.7
	no change	129	24.9	29.3	32.0
	gain 1	187	36.1	42.5	74.5
	gain 2	91	17.6	20.7	95.2
	gain 3	20	3.9	4.5	99.8
	gain 4	1	.2	.2	100.0
	Total	440	84.9	100.0	
Missing	System	78	15.1		
Total		518	100.0		

Histogram



b5_pre

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	13	2.5	2.8	2.8
	disagree	100	19.3	21.6	24.4
	neither agree nor disagree	163	31.5	35.1	59.5
	agree	161	31.1	34.7	94.2
	strongly agree	27	5.2	5.8	100.0
	Total	464	89.6	100.0	
Missing	System	54	10.4		
Total		518	100.0		

b5_post

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	.8	.8	.8
	disagree	2	.4	.4	1.2
	neither agree nor disagree	12	2.3	2.4	3.7
	agree	250	48.3	50.9	54.6
	strongly agree	223	43.1	45.4	100.0
	Total	491	94.8	100.0	
Missing	System	27	5.2		
Total		518	100.0		

b5_pre * b5_post Crosstabulation

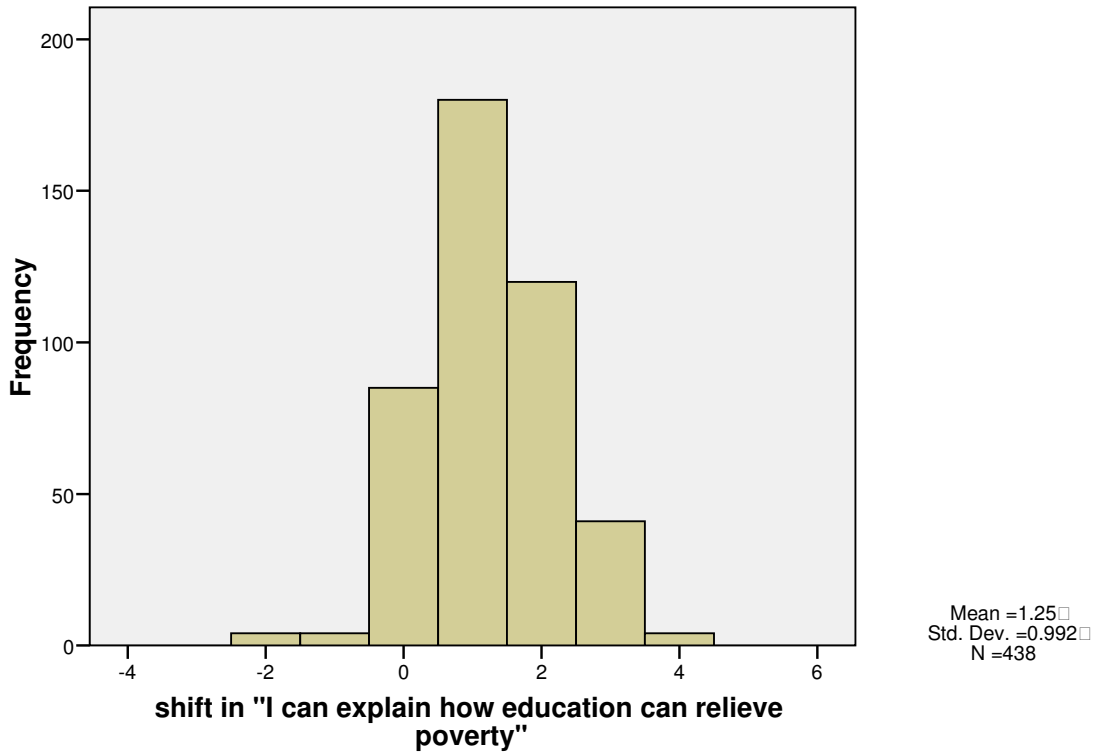
Count

		b5_post					Total
		strongly disagree	disagree	neither agree nor disagree	agree	strongly agree	strongly disagree
b5_pre	strongly disagree	1	0	0	8	4	13
	disagree	0	1	4	59	33	97
	neither agree nor disagree	2	0	4	86	61	153
	agree	0	1	0	61	90	152
	strongly agree	0	0	1	4	18	23
Total		3	2	9	218	206	438

b5steps

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	drop2	4	.8	.9	.9
	drop 1	4	.8	.9	1.8
	no change	85	16.4	19.4	21.2
	gain 1	180	34.7	41.1	62.3
	gain 2	120	23.2	27.4	89.7
	gain 3	41	7.9	9.4	99.1
	gain 4	4	.8	.9	100.0
	Total	438	84.6	100.0	
Missing	System	80	15.4		
Total		518	100.0		

Histogram



b6_pre

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	15	2.9	3.2	3.2
	disagree	117	22.6	25.1	28.3
	neither agree nor disagree	164	31.7	35.1	63.4
	agree	146	28.2	31.3	94.6
	strongly agree	25	4.8	5.4	100.0
	Total	467	90.2	100.0	
Missing	System	51	9.8		
Total		518	100.0		

b6_post

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	.6	.6	.6
	disagree	4	.8	.8	1.4
	neither agree nor disagree	27	5.2	5.5	6.9
	agree	252	48.6	51.4	58.4
	strongly agree	204	39.4	41.6	100.0
	Total	490	94.6	100.0	
Missing	System	28	5.4		
Total		518	100.0		

b6_pre * b6_post Crosstabulation

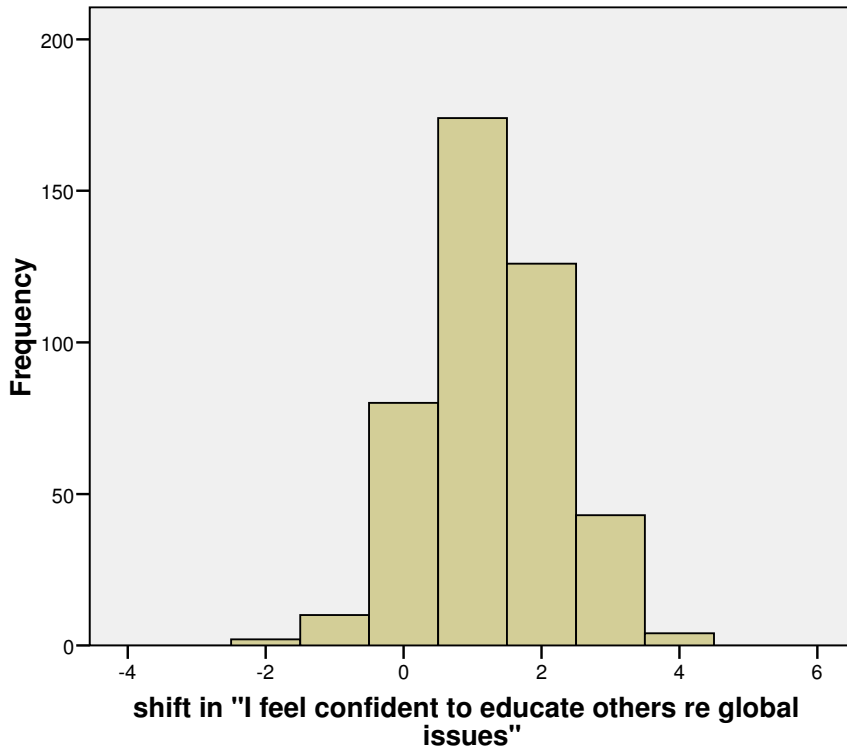
Count

		b6_post					Total
		strongly disagree	disagree	neither agree nor disagree	agree	strongly agree	strongly disagree
b6_pre	strongly disagree	1	0	1	9	4	15
	disagree	0	3	7	70	34	114
	neither agree nor disagree	1	0	9	87	55	152
	agree	0	1	4	51	80	136
	strongly agree	0	0	0	6	16	22
Total		2	4	21	223	189	439

b6steps

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	drop2	2	.4	.5	.5
	drop 1	10	1.9	2.3	2.7
	no change	80	15.4	18.2	21.0
	gain 1	174	33.6	39.6	60.6
	gain 2	126	24.3	28.7	89.3
	gain 3	43	8.3	9.8	99.1
	gain 4	4	.8	.9	100.0
	Total	439	84.7	100.0	
Missing	System	79	15.3		
Total		518	100.0		

Histogram



b7_pre

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	37	7.1	7.9	7.9
	disagree	146	28.2	31.3	39.3
	neither agree nor disagree	153	29.5	32.8	72.1
	agree	103	19.9	22.1	94.2
	strongly agree	27	5.2	5.8	100.0
	Total	466	90.0	100.0	
Missing	System	52	10.0		
Total		518	100.0		

b7_post

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	5	1.0	1.0	1.0
	disagree	25	4.8	5.1	6.1
	neither agree nor disagree	87	16.8	17.8	23.9
	agree	236	45.6	48.2	72.0
	strongly agree	137	26.4	28.0	100.0
	Total	490	94.6	100.0	
Missing	System	28	5.4		
Total		518	100.0		

b7_pre * b7_post Crosstabulation

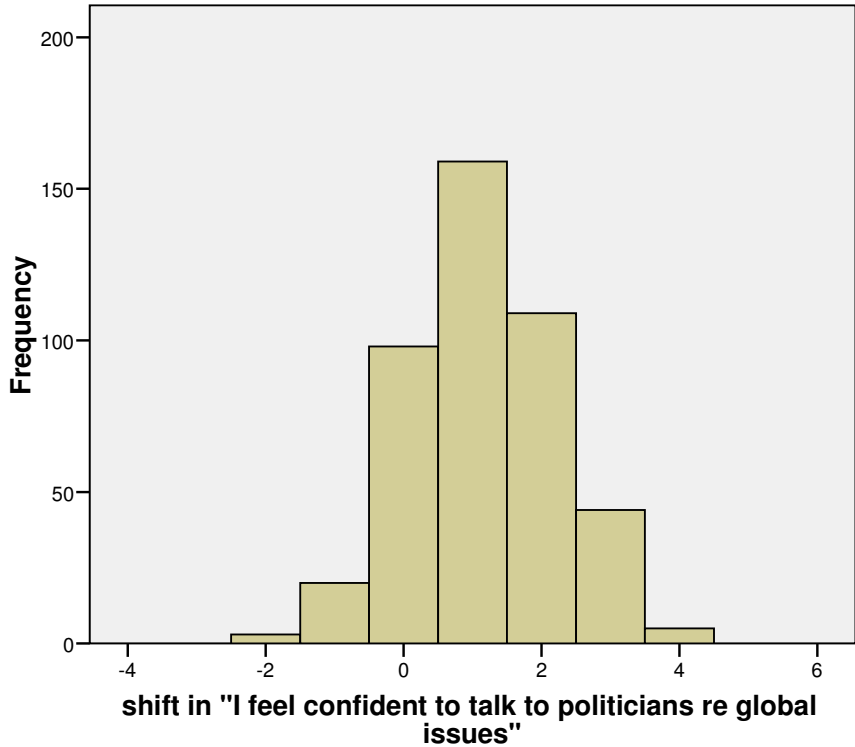
Count

		b7_post					Total
		strongly disagree	disagree	neither agree nor disagree	agree	strongly agree	strongly disagree
b7_pre	strongly disagree	2	7	10	13	5	37
	disagree	2	11	32	61	31	137
	neither agree nor disagree	0	2	23	83	38	146
	agree	0	1	7	47	37	92
	strongly agree	0	0	2	9	15	26
Total		4	21	74	213	126	438

b7steps

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	drop2	3	.6	.7	.7
	drop 1	20	3.9	4.6	5.3
	no change	98	18.9	22.4	27.6
	gain 1	159	30.7	36.3	63.9
	gain 2	109	21.0	24.9	88.8
	gain 3	44	8.5	10.0	98.9
	gain 4	5	1.0	1.1	100.0
	Total	438	84.6	100.0	
Missing	System	80	15.4		
Total		518	100.0		

Histogram



b8_pre

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	28	5.4	6.0	6.0
	disagree	153	29.5	32.8	38.8
	neither agree nor disagree	155	29.9	33.2	71.9
	agree	109	21.0	23.3	95.3
	strongly agree	22	4.2	4.7	100.0
	Total	467	90.2	100.0	
Missing	System	51	9.8		
Total		518	100.0		

b8_post

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	5	1.0	1.0	1.0
	disagree	11	2.1	2.2	3.3
	neither agree nor disagree	70	13.5	14.3	17.6
	agree	256	49.4	52.2	69.8
	strongly agree	148	28.6	30.2	100.0
	Total	490	94.6	100.0	
Missing	System	28	5.4		
Total		518	100.0		

b8_pre * b8_post Crosstabulation

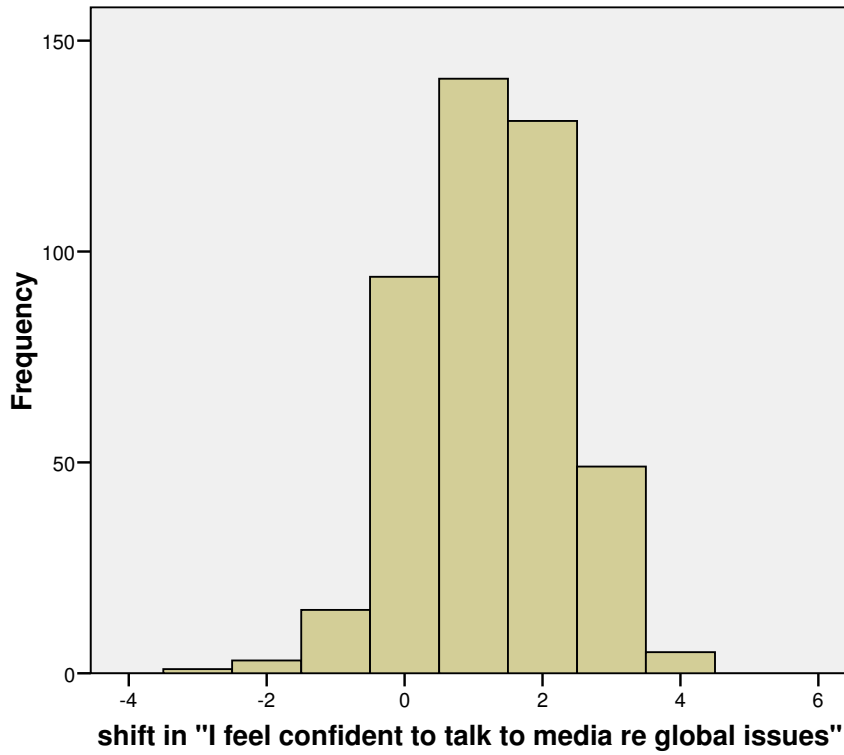
Count

		b8_post					Total
		strongly disagree	disagree	neither agree nor disagree	agree	strongly agree	strongly disagree
b8_pre	strongly disagree	2	1	8	12	5	28
	disagree	1	6	19	81	37	144
	neither agree nor disagree	0	1	23	83	42	149
	agree	1	1	6	52	38	98
	strongly agree	0	0	2	7	11	20
Total		4	9	58	235	133	439

b8steps

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	drop 3	1	.2	.2	.2
	drop2	3	.6	.7	.9
	drop 1	15	2.9	3.4	4.3
	no change	94	18.1	21.4	25.7
	gain 1	141	27.2	32.1	57.9
	gain 2	131	25.3	29.8	87.7
	gain 3	49	9.5	11.2	98.9
	gain 4	5	1.0	1.1	100.0
	Total	439	84.7	100.0	
Missing	System	79	15.3		
Total		518	100.0		

Histogram



gsum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	115	24.4	24.4	24.4
	1	90	19.1	19.1	43.5
	2	105	22.3	22.3	65.8
	3	103	21.9	21.9	87.7
	4	31	6.6	6.6	94.3
	5	18	3.8	3.8	98.1
	6	5	1.1	1.1	99.2
	7	4	.8	.8	100.0
	Total	471	100.0	100.0	

g1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not mentioned	279	59.2	59.2	59.2
mentioned	192	40.8	40.8	100.0
Total	471	100.0	100.0	

g2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not mentioned	275	58.4	58.4	58.4
mentioned	196	41.6	41.6	100.0
Total	471	100.0	100.0	

g3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not mentioned	300	63.7	63.7	63.7
mentioned	171	36.3	36.3	100.0
Total	471	100.0	100.0	

g4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not mentioned	422	89.6	89.6	89.6
mentioned	49	10.4	10.4	100.0
Total	471	100.0	100.0	

g5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not mentioned	449	95.3	95.3	95.3
mentioned	22	4.7	4.7	100.0
Total	471	100.0	100.0	

g6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not mentioned	417	88.5	88.5	88.5
mentioned	54	11.5	11.5	100.0
Total	471	100.0	100.0	

g7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	445	94.5	94.5	94.5
	mentioned	26	5.5	5.5	100.0
	Total	471	100.0	100.0	

g8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	436	92.6	92.6	92.6
	mentioned	35	7.4	7.4	100.0
	Total	471	100.0	100.0	

g9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	465	98.7	98.7	98.7
	mentioned	6	1.3	1.3	100.0
	Total	471	100.0	100.0	

g10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	425	90.2	90.2	90.2
	mentioned	46	9.8	9.8	100.0
	Total	471	100.0	100.0	

g11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	424	90.0	90.0	90.0
	mentioned	47	10.0	10.0	100.0
	Total	471	100.0	100.0	

g12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	434	92.1	92.1	92.1
	mentioned	37	7.9	7.9	100.0
	Total	471	100.0	100.0	

h1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	320	64.9	64.9	64.9
	mentioned	173	35.1	35.1	100.0
	Total	493	100.0	100.0	

h2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	333	67.5	67.5	67.5
	mentioned	160	32.5	32.5	100.0
	Total	493	100.0	100.0	

h3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	456	92.5	92.5	92.5
	mentioned	37	7.5	7.5	100.0
	Total	493	100.0	100.0	

h4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	469	95.1	95.1	95.1
	mentioned	24	4.9	4.9	100.0
	Total	493	100.0	100.0	

h5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	415	84.2	84.2	84.2
	mentioned	78	15.8	15.8	100.0
	Total	493	100.0	100.0	

h6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	420	85.2	85.2	85.2
	mentioned	73	14.8	14.8	100.0
	Total	493	100.0	100.0	

h7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	322	65.3	65.3	65.3
	mentioned	171	34.7	34.7	100.0
	Total	493	100.0	100.0	

h8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	468	94.9	94.9	94.9
	mentioned	25	5.1	5.1	100.0
	Total	493	100.0	100.0	

h10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	392	79.5	79.5	79.5
	mentioned	101	20.5	20.5	100.0
	Total	493	100.0	100.0	

h11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	414	84.0	84.0	84.0
	mentioned	79	16.0	16.0	100.0
	Total	493	100.0	100.0	

h12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	455	92.3	92.3	92.3
	mentioned	38	7.7	7.7	100.0
	Total	493	100.0	100.0	

h13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	476	96.6	96.6	96.6
	mentioned	17	3.4	3.4	100.0
	Total	493	100.0	100.0	

h14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	456	92.5	92.5	92.5
	mentioned	37	7.5	7.5	100.0

Total	493	100.0	100.0
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h15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	483	98.0	98.0	98.0
	mentioned	10	2.0	2.0	100.0
	Total	493	100.0	100.0	

h16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	451	91.5	91.5	91.5
	mentioned	42	8.5	8.5	100.0
	Total	493	100.0	100.0	

h17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	408	82.8	82.8	82.8
	mentioned	85	17.2	17.2	100.0
	Total	493	100.0	100.0	

h18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	389	78.9	78.9	78.9
	mentioned	104	21.1	21.1	100.0
	Total	493	100.0	100.0	

h19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	441	89.5	89.5	89.5
	mentioned	52	10.5	10.5	100.0
	Total	493	100.0	100.0	

h20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	479	97.2	97.2	97.2
	mentioned	14	2.8	2.8	100.0
	Total	493	100.0	100.0	

h21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	457	92.7	92.7	92.7

mentioned	36	7.3	7.3	100.0
Total	493	100.0	100.0	

h22

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not mentioned	473	95.9	95.9	95.9
mentioned	20	4.1	4.1	100.0
Total	493	100.0	100.0	

h23

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not mentioned	468	94.9	94.9	94.9
mentioned	25	5.1	5.1	100.0
Total	493	100.0	100.0	

h24

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not mentioned	437	88.6	88.6	88.6
mentioned	56	11.4	11.4	100.0
Total	493	100.0	100.0	

h25

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not mentioned	443	89.9	89.9	89.9
mentioned	50	10.1	10.1	100.0
Total	493	100.0	100.0	

j1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	422	85.6	85.6	85.6
	mentioned	71	14.4	14.4	100.0
	Total	493	100.0	100.0	

j2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	448	90.9	90.9	90.9
	mentioned	45	9.1	9.1	100.0
	Total	493	100.0	100.0	

j3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	422	85.6	85.6	85.6
	mentioned	71	14.4	14.4	100.0
	Total	493	100.0	100.0	

j4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	460	93.3	93.3	93.3
	mentioned	33	6.7	6.7	100.0
	Total	493	100.0	100.0	

j5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	485	98.4	98.4	98.4
	mentioned	8	1.6	1.6	100.0
	Total	493	100.0	100.0	

j6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	433	87.8	87.8	87.8
	mentioned	60	12.2	12.2	100.0
	Total	493	100.0	100.0	

j7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	443	89.9	89.9	89.9
	mentioned	50	10.1	10.1	100.0
	Total	493	100.0	100.0	

j8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	470	95.3	95.3	95.3
	mentioned	23	4.7	4.7	100.0
	Total	493	100.0	100.0	

j9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	482	97.8	97.8	97.8
	mentioned	11	2.2	2.2	100.0
	Total	493	100.0	100.0	

j10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	464	94.1	94.1	94.1
	mentioned	29	5.9	5.9	100.0
	Total	493	100.0	100.0	

j11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	466	94.5	94.5	94.5
	mentioned	27	5.5	5.5	100.0
	Total	493	100.0	100.0	

j12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	465	94.3	94.3	94.3
	mentioned	28	5.7	5.7	100.0
	Total	493	100.0	100.0	

j13

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	not mentioned	486	98.6	98.6	98.6
	mentioned	7	1.4	1.4	100.0
	Total	493	100.0	100.0	

j14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	484	98.2	98.2	98.2
	mentioned	9	1.8	1.8	100.0
	Total	493	100.0	100.0	

j15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	489	99.2	99.2	99.2
	mentioned	4	.8	.8	100.0
	Total	493	100.0	100.0	

j16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not mentioned	461	93.5	93.5	93.5
	mentioned	32	6.5	6.5	100.0
	Total	493	100.0	100.0	