



Global Student Forum  
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# Evaluation of the immediate impacts of the GSF2010 Regional Sixth Form Conferences



**Liverpool Hope University  
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**University of Hull  
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**The Global Student Forum**

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# Executive summary

## 1. Introduction

This report evaluates the immediate impacts of the two GSF2010 Regional Sixth Form Conferences upon students' knowledge, understanding, attitudes, perceptions and capacity to take action in relation to the theme, *Education Beats Poverty*. It is based on the analysis of 190 'pre-conference' survey forms, and 189 'end-of-conference' forms completed by students attending the two conferences. With a total registration count of 214 students across the two events, which both adopted the same format and content, this response rate provides an excellent basis for drawing robust overall conclusions.

## 2. Key findings

### (a) Impacts on knowledge and understanding

The conferences aimed to equip delegates with a command of authoritative key facts and figures. Given the specialist nature of the knowledge, it is unsurprising that the 'pre-conference' survey revealed a very low baseline of student familiarity with the key facts and figures, but the contrast between this low baseline and students' command of these facts and figures at the end of the conferences is striking. The average percentage of students able to cite authoritative statistics for each question posed by the pre-conference survey was 10%. By the end of the conferences, this had risen to 83%.

During the course of the conferences, a large majority (68%) of students shifted towards a stronger level of agreement with the statement, *'I understand the complex reasons why many young people miss out on education'*. These shifts resulted in 97% of students affirming the statement on leaving the conferences.

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

As with the national GSF2010 conference, the majority of GSF students came to the regional events already concerned about global poverty but lacking confidence in their ability to engage others in relation to global issues. At the close of proceedings, 79% felt more confident to educate other people about global issues and about the links between education and overcoming poverty than they did before the event. By this point, 94% felt confident to do this (compared with only 36% beforehand). Furthermore, 82% returned to school or college confident about using the media to highlight global issues (compared with only 27% beforehand). Likewise, 82% also returned confident about engaging politicians on global issues (compared with only 28% beforehand).

### (c) Anticipated impacts on behaviour and actions

The following quotes provide some insight into how the GSF2010 regional conferences helped develop students' sense of agency in relation to the issues:

*"I will create a group to try to make a global impact. We will raise awareness and raise money for Christian Aid."*

*"I am going to talk to my MP and flag up the issue in my school."*

*"I will work with schools in the local area to raise awareness of poverty and what they can do."*

*"I am very interested in doing my part. I hope to do some charity work abroad in my gap year and today has clarified my plans."*

## 3. Conclusions

The results of the research into the immediate impacts of the two regional GSF2010 conferences mirror the findings from the national GSF2010 conference very closely. Virtually all delegates left the conference with a much greater awareness and understanding of a wide range of issues relating to the achievement of the second Millennium Development Goal, with many students personally testifying to this impact. The greatest legacy of the first two GSF regional conferences, however, may well turn out to be the remarkable 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 is to analyse information regarding the impacts upon students of the two GSF2010 Regional Sixth Form conferences. In particular, it assesses impacts upon students' knowledge, understanding and perceptions of the global issues related to the theme 'Education Beats Poverty', and on their confidence to take appropriate action. It also gathers students' own impressions on the most impactful aspects of the conference and how they 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 conferences. 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.

The Liverpool conference was attended by 160 students. A total of 148 (93%) 'pre-conference' survey forms were returned, compared with 137 (86%) completed 'end-of-conference' forms. The analysis of change in response to each question included those 127 (79%) students who gave a response before and after the conference.

The Hull conference was attended by 54 students. Of these, 42 (77%) completed pre-conference survey forms and 52 (96%) completed 'end-of-conference' forms. The analysis of change in response to each question included those 41 (76%) students who gave a response before and after the conference.

This report analyses an amalgamated data set consisting of all responses from both conferences on the basis that the two events shared an almost identical programme, the only differences being in some of the speakers and a couple of workshop options. In total, 190 (89%) 'pre-conference' survey forms, and 189 'end-of-conference' forms were returned across the two events, with 168 (78%) of students completing both. These response rates provide an excellent basis for drawing robust conclusions.

A breakdown of the results for each conference appears in Appendices E, F and G. The differences between the Liverpool and Hull data sets were generally very small, with few significant variations.

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. Appendices C and D present some of the responses submitted in this way.

### (c) Acknowledgements

Damaris Global Learning wishes to thank all students who participated in the two regional conferences and completed the questionnaires, and 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.

The impacts reported here were made possible by the contributions of many people and organisations to the conferences. Particular thanks go to students and staff of Upton Hall School FCJ and John Leggott College for their part in organising the conferences and to the Centre for International and Development Education at Liverpool Hope University and the University of Hull for hosting the events.

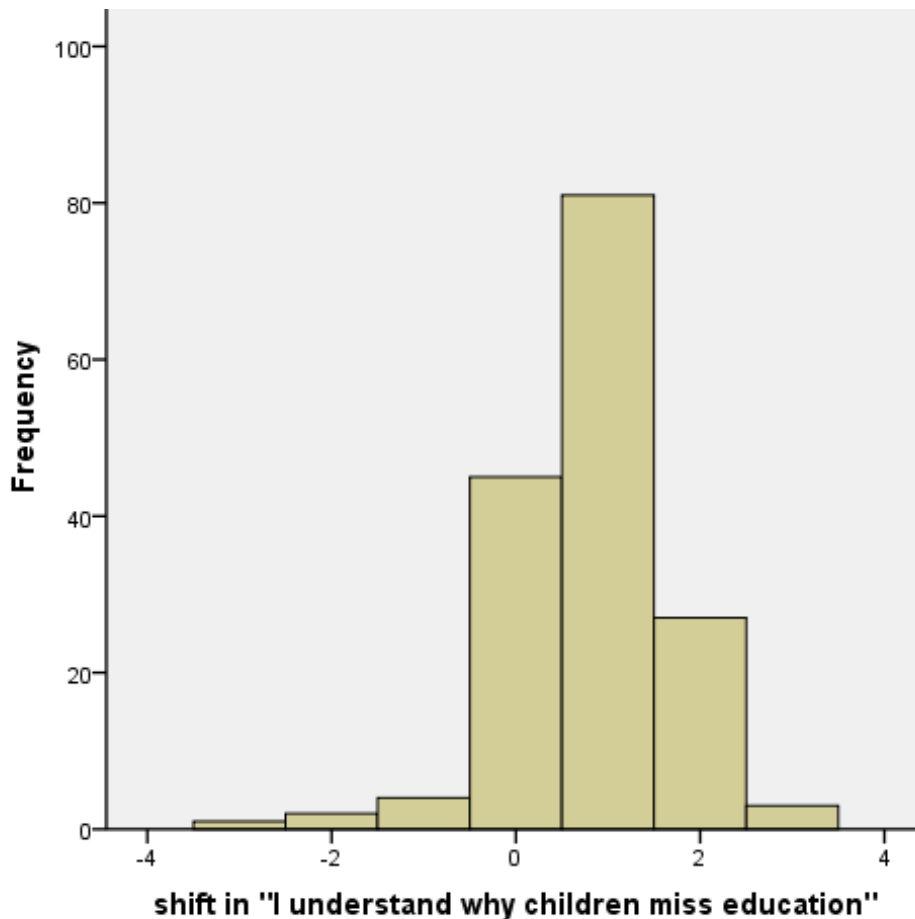
## 2. Findings

### (a) Impacts on students' knowledge and understanding

The conferences aimed to equip delegates with a command of authoritative key facts and figures that communicate the scale of the challenge (e.g. how many children miss out on a primary education and the cost of rectifying this), of the barriers that prevent these children attending school (e.g. conflict, child labour and poverty) and of the benefits of education (e.g. impact on earnings). Given the specialist nature of the knowledge, it is unsurprising that the 'pre-conference' survey revealed a very low baseline of student familiarity with the key facts and figures, but the contrast between these low baselines and students' command of these facts and figures at the close of each event is quite striking. The average percentage of students able to cite authoritative statistics for each question prior to the conferences was 10%. By the end of the conferences, this had risen to 83%.

It is difficult to gauge with precision the extent to which the conferences deepened students' *understanding* of the issues. However, the surveys did ask students to reflect on how far they felt they understood the reasons why so many children miss out on education. The baseline of students affirming that, '*I understand the complex reasons why young people miss out on education*', was remarkably high, which could be a function of either previous engagement with the issues (perhaps through exposure to the Global Campaign for Education's annual 'Send my Friend to School' schools campaign, which is popular with UK schools) or of students simply not knowing what they don't know. Nevertheless, Figure 1 (below) shows that, during the course of the conference, a large majority (68%) of students shifted towards a stronger level of agreement with the statement, '*I understand the complex reasons why many young people miss out on education*'. These shifts resulted in 97% affirming the statement on leaving the conferences.

**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'

When assessing students' understanding of the issues,

however, raw statistics are ultimately of limited value. The qualitative evidence left by students on their badges at the end of the conferences is perhaps more instructive, suggesting a deep engagement with the subject matter among many students:

*"This was a wonderful conference which brought awareness of poverty as a consequence of a lack of education in many people."*

*"I learned just how big a problem uneducated children face, but also that my acts can have an impact."*

*"This conference brought ideas I had rarely thought about to the forefront of my mind."*

*"I learned how education can be the key to beating poverty."*

*"I learned what a great impact education has on a person and community."*

*"I learned how what we do affects other people."*

*"I learned ... ways the education of children can affect lives .e.g. infant mortality rates, etc."*

*"I learned that there are so many other things to sort first, before you can sort the problem you first set out to."*

Further evidence can be found in Appendices C and D.

### **(b) Impacts on students' attitudes, perceptions and confidence to engage others**

A review of the data in Table 1 (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.

Responses to a couple of the questions in Section B of the pre-conference questionnaire generated very high baseline scores. Table 1 (page 7) shows that 85% of all respondents either 'agreed' or 'strongly agreed' with the statement: '*Global poverty is an important issue for me,*' and that 93% concurred with the sentiment: '*There are things that people like me can do to help tackle poverty in poorer countries.*' Thus, students generally came to GSF articulating a concern for the issues and a sense that they had a role to play. Nevertheless, the conferences appear to have won over most of the doubters regarding the personal importance of global poverty, with 96% of respondents leaving the conferences in agreement that global poverty was important to them. And despite the high baseline allowing limited room for movement towards 'strongly agree' on the agreement spectrum for both of the aforementioned statements, 35% of all respondents agreed more strongly with each one afterwards, with the percentage of students 'strongly agreeing' with these statements all but doubling by the close of proceedings (from 26% to 51% for the former statement and from 28% to 54% for the latter).

The next highest baseline score in terms of pre-conference agreement levels was for the statement, '*What I do in my daily life can affect people in other countries,*' with 68% of delegates either agreeing or strongly agreeing. In this case, 56% of respondents indicated a higher level of agreement at the end of the conferences, with 93% agreeing or strongly agreeing, and the percentage of those strongly agreeing more than trebling (from 14% to 42%).

The baseline was much lower for the four statements concerning students' confidence to engage other people with their learning, which is arguably the first step to taking most forms of action. It is here the greatest transformation took place. After the conferences, 94% felt confident educating others about global issues (compared with only 36% beforehand). And whereas only 28% and 27% of students reported confidence in engaging politicians and the media respectively prior to the conferences, these figures had both risen to 82% immediately afterwards. All four of these 'confidence statements' recorded increases of more than five-fold in the percentage of students 'strongly agreeing' with them, with a seven-fold increase in the percentage of students saying they strongly agreed that they had confidence in contributing to the media.

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

	<b>Pre-conference</b> % of respondents saying that they...		<b>End of conference</b> % of respondents saying that they ...		<b>Shift</b> % of respondents shifting towards 'strongly agree' on the agreement spectrum by....*	
	<b>...agree</b>	<b>...strongly agree</b>	<b>...agree</b>	<b>...strongly agree</b>	<b>...one or more places</b>	<b>...two or more places</b>
Global poverty is an important issue for me.	58.9	25.8	45.7	50.5	34.7	6.0
What I do in my daily life can affect people in other countries.	55.6	13.8	49.2	44.1	55.8	11.0
There are things that people like me can do to help tackle poverty in poorer countries.	65.6	27.5	42.4	54.0	34.5	2.4
I understand the complex reasons why many young people miss out on education.	58.3	9.6	42.2	55.1	68.1	18.4
I feel confident explaining to other people how education can lift people and their communities out of poverty.	28.4	7.4	50.8	42.8	78.9	35.5
I feel confident educating others about global issues that matter to me.	28.6	6.9	51.6	42.5	79.2	39.6
I feel confident talking to politicians about global issues that matter to me.	21.6	6.3	48.1	34.2	77.0	45.1
I feel confident contributing to the media to share my knowledge and opinions about global issues with a wider audience.	22.6	4.2	49.7	32.1	77.7	38.5

\* Students were asked to state which of the following positions reflected their views in relation to each statement: 'Strongly disagree', 'disagree', 'neither agree nor disagree', 'agree' and 'strongly agree'.

### **(c) Impacts on behaviour and actions**

A rigorous analysis of the impacts of GSF2010 regional conferences 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 each event. Nevertheless, early indications gathered at the close of each conference were promising. Here are just a few of the comments written by students on their badges and evaluation forms at the close of the conference:

*"I will create a group to try to make a global impact. We will raise awareness and raise money for Christian Aid."*

*"Before I came to this conference I had no idea how much of an issue lack of education is. In order to help combat this, I am going to talk to my MP and flag up the issue in my school."*

*"I will definitely be writing to my local MP, as well as fundraising for a subject that I now feel strongly about."*

*"I will take the skills and facts I have learnt today to raise awareness in my school and community."*

*"I will work with schools in the local area to raise awareness of poverty and what they can do."*

*"I will spread some of the facts and information that I have learnt today to try and encourage others to take an interest in this matter."*

*"I will try my best in education and be aware of my actions towards other countries that don't have education as we do. I will try and fight for the millions who don't have education."*

*"I am very interested in doing my part. I hope to do some charity work abroad in my gap year and today has clarified my plans."*

### **(d) 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, the impacts that it had on them and suggestions for improving future events.

The most commonly identified 'good features' and 'positive impacts' were as follows:

- Development of knowledge / awareness (48%)
- Music / Ben Okafor (27%)
- Quality / variety of speakers (25%)
- Development of understanding of importance of education and / or links to poverty (17%)
- Sense of empowerment / realisation one can make a difference (15%)
- Inspiration to take action / make a difference (15%)
- Workshops (14%)
- Debate / discussion / Q & A sessions (13%)
- Fostered appreciation of one's own educational opportunities (6%)

The most commonly identified areas for improvement were as follows:

- More interactivity / participation (25%)
- More / longer breaks (11%)
- Improve workshops – e.g. more interactive / enjoyable / age-relevant / more ideas for taking action (8%)
- Have more or longer workshops (7%)

### **3. Conclusions**

The results of the research into the immediate impacts of the two regional GSF2010 conferences mirror the findings from the national GSF2010 conference very closely.

Many students testified to the impacts that the conference had on their awareness and understanding, and the survey results show that the conferences were remarkably effective at equipping students with a strong command of the key facts and figures underpinning the conference content.

Most students came to the GSF2010 regional conferences already concerned about global issues, and found their interest in such issues, and their sense of agency in relation to these issues, affirmed and reinforced. However, they came lacking the confidence to engage others with their interest and learning. Herein lies one of the greatest (if not the greatest) impacts of the conferences - the remarkable 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.



# 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!

1. \_\_\_\_\_ million children worldwide currently miss out on the chance to go to primary school.
2. Of all the children in the world missing out on primary school, \_\_\_\_\_ % of these children live in Africa.
3. For every year of their schooling, an educated individual's salary will increase by \_\_\_\_\_ %.
4. The displacement of people by war prevents \_\_\_\_\_ million children worldwide from attending school.
5. \_\_\_\_\_ million children worldwide are involved in child labour that violates international standards.
6. \_\_\_\_\_ % of the population of the 'developing world' lives on less than £1 per day.
7. 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: 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.					

## 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.

1. \_\_\_\_\_ million children worldwide currently miss out on the chance to go to primary school.
2. Of all the children in the world missing out on primary school, \_\_\_\_\_ % of these children live in Africa.
3. For every year of their schooling, an educated individual's salary will increase by \_\_\_\_\_ %.
4. The displacement of people by war prevents \_\_\_\_\_ million children worldwide from attending school.
5. \_\_\_\_\_ million children worldwide are involved in child labour that violates international standards.
6. \_\_\_\_\_ % of the population of the 'developing world' lives on less than £1 per day.
7. 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.					

**Continues on page 12**

## 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 impacts 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 delegates (Liverpool)**

### **Selected responses written on badges at the close of the conference**

#### **General reflections on the day included:**

"GSF makes you realise that making poverty history is possible through small steps you can take in your own community RIGHT NOW."

*Jesse Hope, Lymm High School*

"Today was a really eye-opening experience, and has left me thinking about how my actions affect the future and the power we have as a generation."

*Saiqa Saruar, Holy Cross College*

"This was a wonderful conference which brought awareness of poverty as a consequence of a lack of education in many people. From this there are many practical applications, which I believe is fantastic!"

*Jessica Franklin, Baines School*

"I'm now more aware of the extent of global poverty and feel that there is a lot that just one person can do."

*Leanne Connor, All Saints Catholic College*

"Before I came to this conference I had no idea how much of an issue lack of education is. In order to help combat this, I am going to talk to my MP and flag up the issue in my school."

*Maisie O'Brien-Butcher, Loreto Grammar School*

"We are the next generation. Today has inspired me deeply, and this inspiration will stay with me for a very long time, and push me through difficult times, and help me as an individual to make a positive change and pass this inspiration on to the younger generation."

*Lana Mahmud, Holy Cross College*

"I have witnessed the strength of youth in the fight for justice."

*Eileen Twomey (Teacher), Loreto Grammar School*

***Continues on page 14***

<b>Name</b>	<b>School / College</b>	<b>'I learnt...'</b>	<b>'I will...'</b>
Jennifer Gordon-Smith	All Saints Catholic College	... that 72 million children worldwide miss out on primary education. Even though I am one person, I can make a difference. Together we can all make a change in the world.	
Hannah Shackelford	The Grange School	... that I can make a difference, as well as learning more about gender inequality when it comes to education and its causes.	... definitely be writing to my local MP, as well as fundraising for a subject that I now feel strongly about.
Callum McLaughlin	Lymm High School	...just how big a problem uneducated children face, but also that my acts can have an impact.	...write to Amaka Beautiful Child and continue to raise awareness for the world's issues.
Sarah Marsland	All Saints Catholic College	...one person can make a difference to eradicate poverty, and that education is a big part in fighting poverty.	...make other people aware of the impacts education can have on poverty.
Laurence Tottle	St Mary's Catholic College	...poverty is not insurmountable.	...be more aware of the origin of products I buy.
Olivia Mulenga	Holy Cross College	...that one person can make a difference. We are HUMANS; we're capable of anything if we put our mind to it. Poverty can be eradicated.	...try to raise awareness about poverty in my community and I will also join a charitable organisation.
Yousef Hyder	The Grange School	...that one person can really make a difference, more than you would expect. Also to ask questions, wondering why people don't have their basic human rights? This conference brought ideas I had rarely thought about to the forefront of my mind.	...try to make a difference by spreading the message, talking to my MP and joining organisations to try to help.
Ailisha Buckley	Upton Hall School FCJ	...that people can't do everything but they can't afford to do nothing.	...teach people what I have learnt to other pupils in my school.
Matt Williams	Cardinal Newman College	...that it only takes two or three words to sometimes sum up what people really feel.	...transform my drama group into looking at these global issues.
Ella Corrigan	Lymm High School	...how unfair our world is towards those who have less.	...take what I have learnt and tell this to as many people in as many different ways I can.

***Continues on page 15***

<b>Name</b>	<b>School / College</b>	<b>'I learnt...'</b>	<b>'I will...'</b>
Charlee White	The Grange School	...that the GSF conference provides young people with a voice to speak out about global poverty.	...and I will continue to speak out and raise awareness on the effect education can have.
Fiona Roberts	The Grange School	...everyone has the power to make a change.	...contact my MP to talk through issues and decide what we can do.
Ellie Rogerson	The Grange School	...that poverty is directly linked to a lack of education and that by working together we can end poverty in our lifetime.	...take the skills and facts I have learnt today to raise awareness in my school and community.
Samira Khan	Accrington Academy	... that what I do in my daily life can affect people in other countries.	...raise awareness and help make a difference.
Faran Cheded	Lymm High School	...how education can be the key to beating poverty.	...teach this message to kids at my school.
Nicole Frith	The Grange School	...that we can't do everything but we must not do nothing. We are all people with more power than we think and if we all make a ripple in a pond, the ripple can become more powerful, like a big wave in the ocean.	
Viki Arthur	Lymm High School	...all about poverty, the way we can help as a group or a school or individually. It wasn't just a lesson for today; it was a lesson for life.	
Irum Bi	Holy Cross College		...create a group to try to make a global impact. We will raise awareness and raise money for Christian Aid.
Ben Whitaker (Teacher)	Accrington Academy	...that justice for all is the foundation for change.	...try to be, and educate others to be, part of the change we wish to see in the world.

## Appendix D: Feedback from delegates (Hull)

### Selected responses written on badges at the close of the conference

#### General reflections on the day included:

***"I found today very inspiring."***

*Emily Bell, Caistor Grammar School*

***"Excellent day – great to see my International Baccalaureate students identify ways in which they could become involved in this project."***

*Kate Harding (Tutor), Hull College*

Name	School / College	'I learnt...'	'I will...'
Hannah Malton	Hull College	...what a great impact education has on a person and community.	...never take my education for granted again.
Sophia Eggleston	Pocklington School	...so much about our world. I thought I was up-to-date on current affairs, but these figures were mind-blowing.	... go straight back to my school with an attempt to deliver the same message.
Dan Lunness	Huddersfield New College	...that poverty is a much greater issue that needs to be tackled.	...write more songs to help inform people of the problems in the world, thanks to Ben's inspiring story.
Oliver Blow	Caistor Grammar School	...that any person, regardless of their background, can do great things for humanity.	...be prepared to help those around the world who are not given basic primary education.
Alice Kaye	Caistor Grammar School	...that small everyday decisions can have an impact on a global scale and that poverty can be defeated if we work together.	...work with schools in the local area to raise awareness of poverty and what they can do.
Sam Vickers	Oasis Academy Immingham	...that we take our education for granted.	...take it more seriously from now on.
Laura Dean	Driffield School	...how what we do affects other people.	... run an assembly with other people at my school about what we learnt today.
Georgia Oddell	Pocklington School	...about extreme injustices, especially those concerning education in poorer countries.	...attempt to educate those around me about what I have learnt today.
Georgina Gamble	Caistor Grammar School	...that one person can always make a difference, particularly through education, no matter how big the problem is.	...take away everything I have heard today, notably Ben's story because what he has experienced and what he does is so inspiring. I want to be able to empower people in the same way.
Seamus Graham	Hull College	...that my actions can easily affect people, not just near to me, but on the other side of the world.	...put this knowledge to good, right and proper use.

***Continues on page 17***

<b>Name</b>	<b>School / College</b>	<b>'I learnt...'</b>	<b>'I will...'</b>
Ingrid Walker	Caistor Grammar School	...that I am not alone in my desire to tackle the global issues discussed today.	...never lose my determination.
Martin England	Hull College	...that I can have a bigger impact on the world than I thought.	...make a big difference.
Nathan Waddell	Pocklington School	...that there is a way to combat global poverty.	...spread the message about the aims of GSF.
Louise Morrison	Driffield School	...that together we can tackle poverty and the lack of education by making our voices heard and standing up for what we believe.	...no longer take the education I receive for granted, and I will do my bit towards achieving '1GOAL'.
Holly Reed	Driffield School	...every person's actions count, and contribute to helping education beat poverty.	...try my best in education and be aware of my actions towards other countries that don't have education as we do. I will try and fight for the millions who don't have education.
Alice Robinson	Driffield School	...that we are the small axe chipping away at a large tree. If we keep fighting and stay strong, the tree will eventually fall.	...fight harder to raise the idea that education is what fights poverty.
Megan Williams	Driffield School	... the effect a small group can have on improving a vast number of lives.	...let others know how they can help.
Zak Branchette	Pocklington School	... there are unacceptable problems across the world. Whilst at first these difficulties may seem unable to be eradicated, it is undoubtedly possible to do so.	...spread the message!
Ryan Bartram	Driffield School	... the extent of the problem of child soldiers and the problems they face being integrated back into society.	...endeavour to raise awareness of the main issues raised in the conference, especially the importance of education.
Melissa Martinson	Driffield School	...that there are so many other things to sort first, before you can sort the problem you first set out to.	...spread some of the facts and information that I have learnt today to try and encourage others to take an interest in this matter.
Sara Salem	Caistor Grammar School	... in which ways the education of children can affect lives e.g. infant mortality rates, etc.	
Shane Linford (Teacher)	Oasis Academy, Immingham	... that doing something small locally can make a big difference globally.	...be part of the small axe that chops down the big tree.
Jan McNiven (Teacher)	Oasis Academy, Immingham	...more about world poverty and what 'ordinary' people can do.	...spread the word so that more can help.

## Appendix E:

### Knowledge of key facts and figures (Liverpool and Hull)

(answers sought from students appear in bold type)

Key facts (answers sought from students appear in bold type)	% of students giving correct answers					
	HULL		LIVERPOOL		COMBINED	
	Before	After	Before	After	Before	After
1. <b>72 million</b> children worldwide currently miss out on the chance to go to primary school.	0	70.6	11.6	94.2	8.9	87.8
2. Of all the children in the world missing out on primary school, <b>60%</b> of these children live in Africa.	28.2	79.2	21.8	92.7	23.2	89.2
3. For every year of their schooling, an educated individual's salary will increase by <b>10%</b> .	29.3	96.1	18.7	95.6	21.1	95.7
4. The displacement of people by war prevents <b>14 million</b> children worldwide from attending school.	0	63.4	0.7	56.1	0.6	57.9
5. <b>215 million</b> children worldwide are involved in child labour that violates international standards.	n/a	n/a	n/a	n/a	n/a	n/a
6. <b>25%</b> of the population of the 'developing world' lives on less than £1 per day.	0	63.2	2.2	81.0	1.7	76.8
7. To achieve universal primary education by 2015 would cost a total of <b>£35</b> billion.	2.4	82.0	1.4	95.4	1.7	91.7

## Appendix F: Changes in attitudes and perceptions in relation to global issues and confidence to engage others with these issues - Liverpool.

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
Global poverty is an important issue for me.	81.1	95.6	36.5	7.9
What I do in my daily life can affect people in other countries.	69.0	94.4	52.5	11.5
There are things that people like me can do to help tackle poverty in poorer countries.	93.2	95.6	33.0	3.2
I understand the complex reasons why many young people miss out on education.	67.6	97.0	70.5	20.5
I feel confident explaining to other people how education can lift people and their communities out of poverty.	35.1	94.1	76.0	36.8
I feel confident educating others about global issues that matter to me.	34.7	94.8	79.0	40.3
I feel confident talking to politicians about global issues that matter to me.	25.7	85.2	81.6	48.0
I feel confident contributing to the media to share my knowledge and opinions about global issues with a wider audience.	24.3	83.0	76.8	40.0

## Appendix G: Changes in attitudes and perceptions in relation to global issues and confidence to engage others with these issues – Hull.

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
Global poverty is an important issue for me.	97.6	98.0	29.3	0
What I do in my daily life can affect people in other countries.	66.7	94.3	65.9	9.8
There are things that people like me can do to help tackle poverty in poorer countries.	92.9	98.1	39.0	0
I understand the complex reasons why many young people miss out on education.	69.1	98.1	61.0	12.2
I feel confident explaining to other people how education can lift people and their communities out of poverty.	38.1	92.4	87.9	31.8
I feel confident educating others about global issues that matter to me.	38.1	92.1	80.0	37.5
I feel confident talking to politicians about global issues that matter to me.	35.7	75.0	63.4	36.6
I feel confident contributing to the media to share my knowledge and opinions about global issues with a wider audience.	35.7	78.8	80.4	34.1

## Appendix H: Changes in attitudes and perceptions in relation to global issues and confidence to engage others (Liverpool and Hull combined).

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
Global poverty is an important issue for me.	84.7	96.2	34.7	6.0
What I do in my daily life can affect people in other countries.	68.4	94.1	55.8	11.0
There are things that people like me can do to help tackle poverty in poorer countries.	93.1	96.2	34.5	2.4
I understand the complex reasons why many young people miss out on education.	67.9	97.3	68.1	18.4
I feel confident explaining to other people how education can lift people and their communities out of poverty.	35.8	93.6	78.9	35.5
I feel confident educating others about global issues that matter to me.	35.5	94.1	79.2	39.6
I feel confident talking to politicians about global issues that matter to me.	27.9	82.3	77.0	45.1
I feel confident contributing to the media to share my knowledge and opinions about global issues with a wider audience.	26.8	81.8	77.7	38.5