



Global Student Forum
www.globalstudentforum.org

GSF2010 National Sixth Form Conference

Impacts on students and outcomes in schools



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The Global Student Forum
Damaris Global Learning
PO Box 200
Southampton
SO17 2DL
Tel: 023 8068 2750
Email: office@globalstudentforum.org
www.globalstudentforum.org



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Executive Summary

Introduction

This report assesses the sustained impacts of the GSF2010 National Conference on students and the resultant outcomes in GSF schools, and collates feedback on how GSF can maximise future impacts. It is based on surveys of GSF2010 teachers and students in December 2010.

Impacts upon students' attitudes, perceptions and confidence to engage others

The positive impact of the national conference on students' attitudes, perceptions and confidence has been sustained among those responding to the student survey. Five months after the conference, nearly all respondents continued to agree with statements reflecting a range of attitudes and perceptions associated with a positive engagement with global issues. In particular, 94% of respondents remained confident peer educators in relation to the issues at the heart of GSF2010 (a drop of only two percentage points from the close of the conference). That confidence also extended to engaging politicians for 69% of respondents (compared with 28% prior to the conference and 76% immediately afterwards) and to contributing to the media for 77% of respondents (compared with 28% before the conference and 82% immediately afterwards).

Actions taken by GSF2010 students

By December 2010:

- Each school completing the survey had reached a mean of 780 students through peer education, and 50% of schools surveyed had already exceeded a GSF target of reaching 1,000 students.
- 60% had undertaken fundraising to support international development work, and a further 20% of schools reported that they still had plans to do so.
- 53% of schools surveyed had contacted local media and a further 27% of schools surveyed still had plans to do this. 47% of schools surveyed reported success in obtaining media coverage.
- 60% of schools surveyed reported that their students had been in contact with their MP, and a further 27% of schools intimated that their students still had plans to do this.

The data revealed a high level of activism among GSF students, who believed that their involvement in GSF had directly influenced their decisions in taking a wide variety of actions aimed at tackling poverty.

Feedback on resources and support

The survey showed a very high level of satisfaction with the resources and support provided by GSF, with 96% of students surveyed who had used the Peer Educator DVD rating it as either 'good' or 'excellent'. This satisfaction was echoed by responses to the Teacher Survey such as: "*The resources were of very good quality*", and "*The resources and ideas supplied by GSF are wonderful*".

General feedback

Teachers were overwhelmingly positive in their feedback about the impact of their school's involvement in GSF2010, with comments such as:

"The GSF has changed the lives of the students involved, all of whom are now seeking further opportunities for global leadership."

"Impact on individual students has been amazing."

"It has had a very positive impact. This is our first year and we are very impressed."

Conclusions

The evidence from teacher and student surveys demonstrates that the GSF formula is highly effective at inspiring and equipping students with the resources and confidence to engage peers, politicians and the media, and also at motivating students to take a wide range of actions in relation to the issues explored. A key factor in this formula is the range of resources provided by GSF which are judged by students and teachers to be of high quality. Nevertheless, teachers have identified a range of additional support they would welcome, particularly in relation to the sharing of ideas between schools and in developing students' skills in peer education, which GSF's emerging Alumni scheme and expanding Beacon School programme will provide.

1. Introduction

(a) Purpose

This report assesses the sustained impact of the GSF2010 national conference on students and resultant outcomes in GSF schools, and gathers feedback from teachers and students as to how the Global Student Forum (GSF) can ensure even greater impact in the future.

(b) Methodology

The data for this report has been drawn from two sources:

1. An on-line survey of GSF2010 teachers, undertaken in December 2010 (hereafter referred to as the Teacher Survey) – completed by 30% of GSF 2010 schools.
2. An on-line survey of GSF2010 students, also undertaken in December 2010 (hereafter referred to as the Student Survey) – completed by eight per cent of GSF2010 students representing a total of ten GSF2010 schools.

Both surveys were sent to teachers and students in all GSF schools, and our sample for each survey consisted of those teachers and students who opted to respond. It would be reasonable, therefore, to expect the results to be representative of impacts and outcomes in schools where there has been a commitment to making the most of GSF but perhaps less so of the minority that have either not followed-up the conference or simply not shared their plans with GSF. That the 30% of schools completing the Teacher Survey are reasonably representative of a majority of the 54 schools that attended the national conference in their follow-up activities is borne out by records of post-conference correspondence between the GSF national coordinator and the 35 GSF schools that have shared details of their GSF plans and progress in one way or another.

(c) Acknowledgement

Global Student Forum wishes to thank all teachers and students who responded to this survey.

2. Impacts upon students' attitudes, perceptions and confidence to engage others

Students attending the national conference were asked to indicate their reactions to a series of statements both prior to the event and at its close. The Student Survey in December 2010 repeated the exercise in order to assess changes over a five-month period. Table 1 shows the percentage of students either 'agreeing' or 'strongly agreeing' with each statement at these three points in time.

Table 1: Students' attitudes, perceptions and confidence to engage others

	% of students agreeing		
	Pre-conference	End of conference	December 2010
Global poverty is an important issue for me.	92	96	94
What I do in my daily life can affect people in other countries.	78	96	80
There are things that people like me can do to help tackle poverty in poorer countries.	94	98	97
I understand the complex reasons why many young people miss out on education.	63	98	94
I feel confident explaining to other people how education can lift people and their communities out of poverty.	41	96	94
I feel confident educating others about global issues that matter to me.	37	93	89
I feel confident talking to politicians about global issues that matter to me.	28	76	69
I feel confident contributing to the media to share my knowledge and opinions about global issues with a wider audience.	28	82	77

For the respondents to the Student Survey, the remarkable shifts observed on the day of the conference in attitudes, perceptions and levels of confidence have been sustained. The fall-off has been minimal, if not negligible, for all but the second statement in the table, and even here the percentage of students giving their assent remains high and above the pre-conference level. Five months after the conference, 94% of students surveyed remained confident peer educators in relation to the issues at the heart of GSF2010 (a drop of only two percentage points). And that confidence also extended to engaging politicians for 69% of students (compared with 28% prior to the conference and 76% immediately afterwards) and to contributing to the media for 77% of students (compared with 28% before the conference and 82% immediately afterwards).

One would not normally expect a one-day conference alone to sustain this level of impact five months on. It seems likely that the GSF challenges issued to students on leaving the conference have played a key role in consolidating and further developing students' engagement with the issues and their confidence to share their understanding of those issues more widely.

3. Actions taken by GSF2010 students

(a) Peer Education

Figure 1 shows the approximate number of young people reached through peer education by GSF students from each of the schools completing the Teacher Survey. By December 2010, 50% of the respondent schools had already exceeded the GSF target of reaching 1000 students. The mean was 780 students per school, assuming a mid-range figure for each response. This is expected to rise further, as GSF schools continue to plan peer education activities. For example, GSF students at Bennett Memorial Diocesan School in Tunbridge Wells plan to stage an event for all Year 7 students at the school on 8th February 2011, while GSF students at the Sir John Lawes School in Harpenden plan to lead a whole-day conference for Year 13 students at the school on 8th March 2011.

Figure 1: Responses to the question: "How many young people have your school's GSF students reached through peer education?"

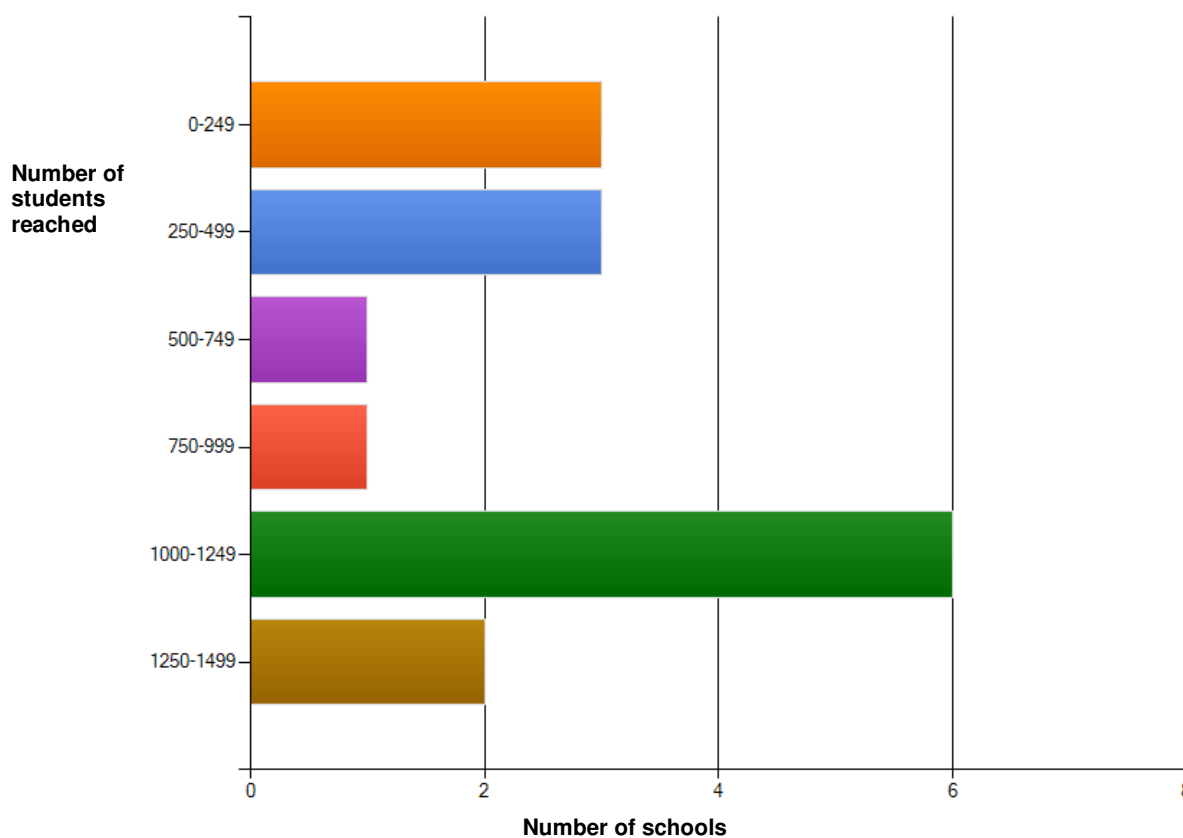
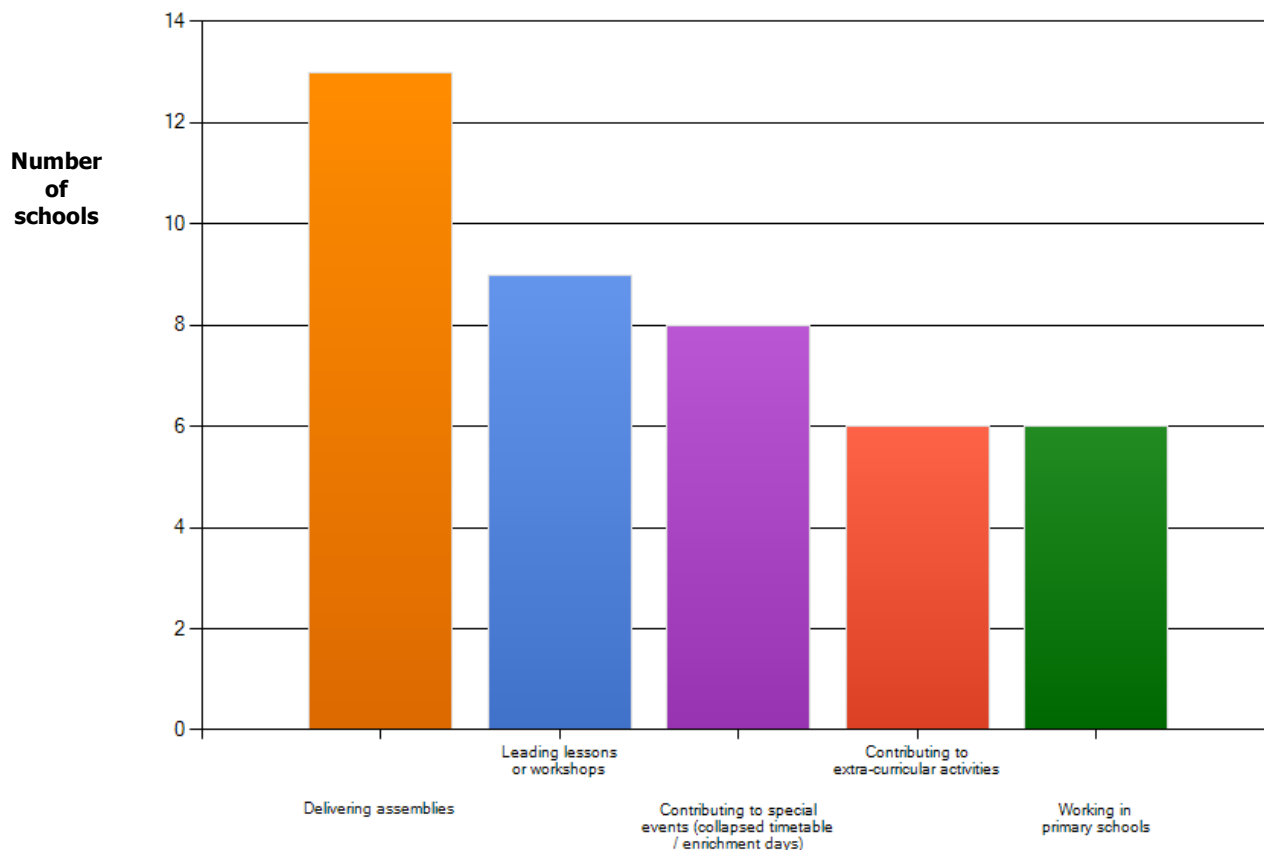


Figure 2 shows how GSF students have employed a wide range of approaches to reaching their peers. School assemblies remain the most commonly used method, but timetabled lessons, collapsed timetable and enrichment days, extra-curricular activities and links with primary schools are also widely used. The majority of GSF schools use a combination of these approaches.

Figure 2: Responses to the question: "How did GSF students in your school rise to the GSF peer education challenge?"



(b) Use of the media

By December 2010, 53% of schools surveyed had contacted local media and a further 27% of schools surveyed still had plans to do this. 47% of schools surveyed reported success in obtaining media coverage, with 13% reporting success on more than one occasion. From survey data and correspondence with GSF schools, GSF knows of 17 *student initiated* media stories inspired by the GSF2010 national conference.

(c) Fundraising

Of the schools completing the Teacher Survey, 60% had undertaken fundraising activity as a result of GSF to support international development work, with a mean average of £2,440 raised by each school. This figure is expected to increase during the early part of 2011, with some of those schools planning further activities and a further 20% of schools in the survey reporting that they still had plans to raise funds through GSF. There was considerable variation between schools: Whilst the majority reported sums of under £1500, Blandford School raised £6,000 and Shaftesbury School raised £10,000.

(d) Political engagement

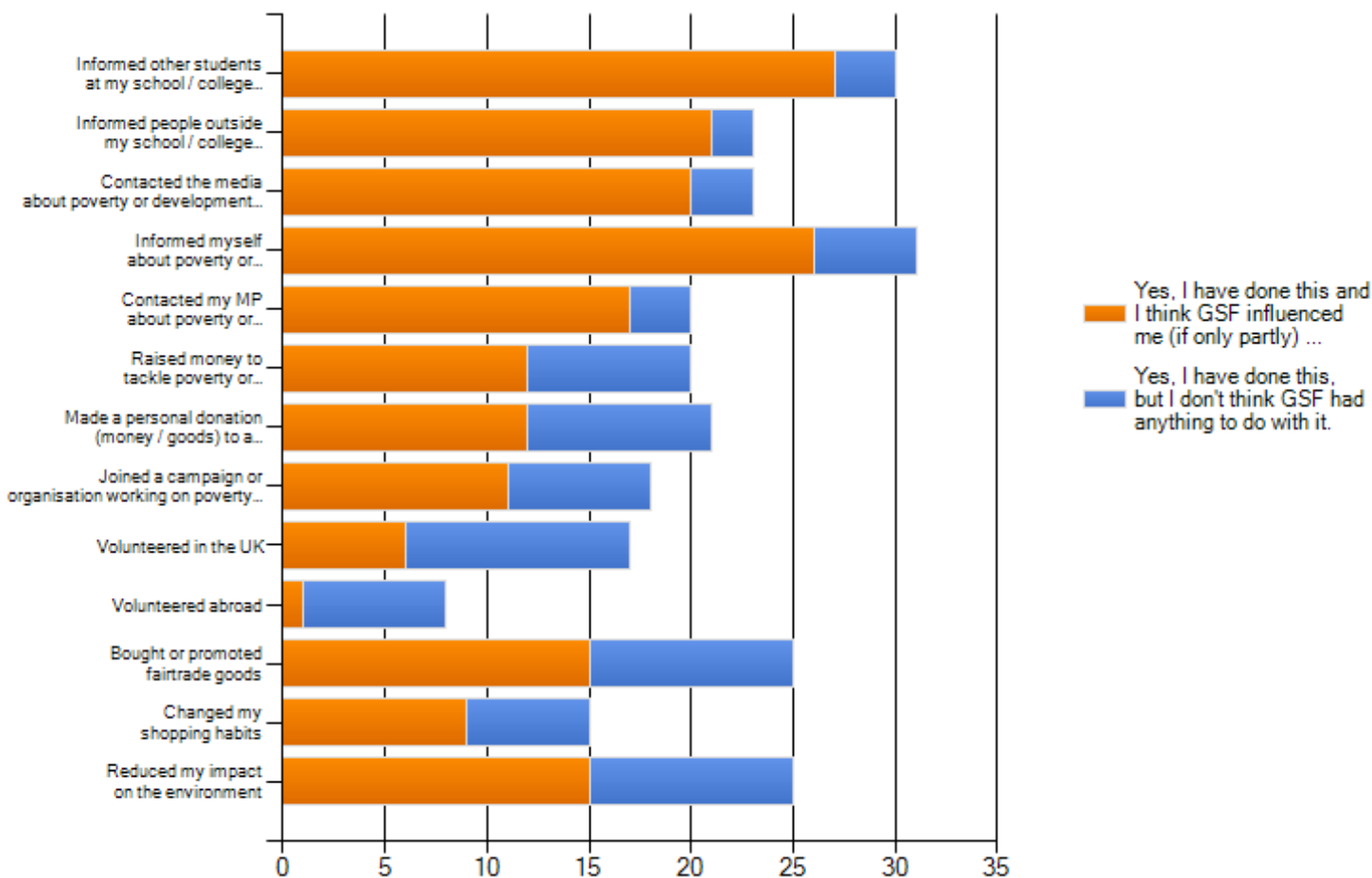
As of December 2010, 60% of schools completing the Teacher Survey reported that their students had been in contact with their MP in relation to the issues they had explored at GSF2010, and a further 27% of schools intimated that they still had plans to do this as they develop GSF activities into 2011.

(e) Other actions undertaken by GSF students

The Student Survey asked respondents to identify actions that they had taken in relation to global issues since the conference and to make a distinction between those they believe they would have undertaken without the influence of GSF and those that were influenced by their GSF involvement. While the limitations of the sample (31 students completed this question) should caution against generalisation for all GSF students, the responses shown in Figure 3 nevertheless suggests a high level of activism among committed GSF students and demonstrates the significance of GSF’s impact on such students’ actions. Whilst the highest responses were to be found around actions that reflected specific GSF challenges such as peer education, fundraising and contacting the media and MPs, the evidence of this survey points to GSF prompting students to take a much wider range of relevant actions. For example, of the 31 students responding to this question, GSF influenced:

- 15 (48%) to purchase or promote fair-trade goods.
- 15 (48%) to reduce their environmental impact.
- 12 (39%) to make a personal donation to organisations working in international development.
- 11 (35%) to join a campaign or organisation working on poverty.
- 9 (29%) to change their shopping habits.
- 6 (19%) to volunteer in the UK.
- 1 (3%) to volunteer abroad.

Figure 3: Actions taken by students following the GSF2010 National Conference



Number of students taking the action (out of the 31 who answered this question)

4. Feedback on resources and support

The Student Survey showed a very high level of satisfaction with the resources and support provided by GSF, with 96% of students surveyed who had used the Peer Educator DVD rating it as either 'good' or 'excellent'. This satisfaction was echoed by responses to the Teacher Survey such as: "*The resources were of very good quality*"; "*The resources and ideas supplied by GSF are wonderful*"; and "*GSF has been very helpful*". With the exception of one student who felt that the Peer Educator DVD was 'poor', there was no negative feedback from students or teachers on the resources or support provided by GSF. Teachers were asked to identify any additional support that their school would welcome, and the full set of teacher responses can be grouped as follows:

No additional support needed

- "Not sure more support is necessary: the resources and ideas supplied by GSF are wonderful."
- "The support is fine. They need to go for it themselves and the conference fires them up....."

Resources and training

- "Availability of celebrities for help with raising awareness."
- "More assembly lesson resources and training."
- "Public speaking training."
- "Perhaps something to enable them to train others to be peer educators."
- "Extra time with the workshops on the day of the conference."

Fundraising

- "More ideas for charities and fundraising."
- "Ideas on fundraising events that have worked in other schools and that do not disrupt lessons so more likely to be approved."
- "Reminders to keep going."

Communications and sharing of ideas

- "Schools are such busy places it can be difficult for a teacher to keep the momentum going. If there was someone that could email the lead student or maybe a 'buddy' from another school that has established their GSF activities?"
- "Regular email updates to them directly from GSF."
- "Direct contact by email giving ideas and asking them how things are progressing. A visit to the school."
- "A few more practical ideas on the actual day and a chance to speak to other students about what has been done in the past."
- "Students have indicated that a list of peer education ideas that have worked in other schools would be useful."
- "Better networking with other local schools involved."
- "Unsure, maybe just more stories of how other schools are doing things."
- "Help with ideas for raising support and lesson ideas for older students and how we can involve the community."
- "Students have asked about the possibility of smaller scale regional meetings - just for those who attended the conference in order to share ideas and maintain focus."

Financial

- "A cheaper location for the conference - London is very expensive for us to get to."
- "Financial support for the transport to London."
- "As an all inclusive Upper school we are really struggling to get the funding we need for this conference. The school really does recognise how important this is in regards to relationships with local middle schools and the like, but with belts tightening all round this year, we will be very hard pushed to fund it again."

Other

- "Provide specific links with organisations here and abroad."
- "More support with planning meetings with outside agencies."
- "Opportunities for further development/leadership after they have left school."

5. General feedback from teachers

The final question in the Teacher Survey requested any additional feedback on the impact of GSF and on the appropriateness or otherwise of any of the GSF challenges. Responses were as follows:

- "The GSF has changed the lives of the students involved, all of whom are now seeking further opportunities for global leadership."
- "Impact on individual students has been amazing (students generally viewed as less engaged with enrichment activities have developed their role and skills within wider school community) and raised profile of political issues within 6th form."
- "It has had a very positive impact. This is our first year and we are very impressed."
- "Assemblies and lessons have been positively received."
- "The headmaster is very keen to support GSF and we will be following up with various activities other than those mentioned."
- "It has been an excellent focus for our students."
- "It's been really useful in this our third year of attending and I think we've made a bit of a breakthrough in terms of getting students to do things. It has been a catalyst for reinvigorating a dormant link with a school in Zambia and we now feel, because of GSF, that we are in an exciting position in terms of being able to take that link forward."
- "GSF have been very helpful, really for my school it is planning it within the curriculum, the teacher involved has left and I have not made GSF a priority. I think I will need to plan it into the department Improvement plan and have time allocated to work on the various projects."
- "The resources were of very good quality."
- "Great conference as always."
- "Attended all GSF conferences since the first Make Poverty History - fantastic."

The only negative or constructive feedback related to the Media Partnership Challenge and the cost of travel to the National Conference. This was as follows:

- "We struggled with the media challenge aspect of this year. We felt the song was initially too long and as there was very little repetition, it was hard to find a catchy bit for the students to hook onto to write their song. We were intending on doing this with each of the workshops the students run, but it is not really working - we even enlisted the help of the music department."
- "Our students don't usually respond to the media challenges as they don't appeal unless you have a particular interest in that kind of media."
- "We did feel last year's [Media Partnership Challenge] competition was more inspiring than this year's which had an impact on the work produced."
- "It would be good if the conference started a bit later so that we could buy off-peak travel tickets which would be a lot cheaper."

6. Conclusions

The evidence of the teacher and student surveys demonstrate that the GSF formula is highly effective at inspiring and equipping students with the resources and confidence to engage peers, politicians and the wider community, and at motivating students to take a wide range of actions in relation to the issues explored. A key factor in this formula is the range of resources provided by GSF which are judged by students and teachers to be of high quality. Nevertheless, teachers have identified some forms of additional support they would welcome, particularly in relation to stronger communications between GSF and students and sharing of ideas, and, to a lesser extent, building students' capacities as peer educators and meeting financial costs of involvement in GSF. These are needs that GSF plans to meet through its emerging Alumni scheme and expanding Beacon School programme.

Appendix A: Teacher Survey (December 2010)

1. What is the name of your school or college?

	Response Count
	16
<i>answered question</i>	16

2. How have your GSF students risen to the GSF Peer Education Challenge?

Answer Options	Response Percent	Response Count
Delivering assemblies	81.3%	13
Leading lessons or workshops	56.3%	9
Contributing to special events (collapsed timetable / enrichment days)	50.0%	8
Contributing to extra-curricular activities	37.5%	6
Working in primary schools	37.5%	6
Other (please specify)		4
<i>answered question</i>		16

3. How many young people have your students reached through peer education?

Answer Options	Response Percent	Response Count
0-249	18.8%	3
250-499	18.8%	3
500-749	6.3%	1
750-999	6.3%	1
1000-1249	37.5%	6
1250-1499	12.5%	2
1500-1749	0.0%	0
1750-1999	0.0%	0
2000+	0.0%	0
<i>answered question</i>		16

4. What additional support from GSF would help your students become even more effective and confident peer educators?

	Response Count
	15
<i>answered question</i>	15

5. Have your students or staff at your school or college contacted local media in relation to any aspect of your school's involvement with GSF?

Answer Options	Response Percent	Response Count
Yes	53.3%	8
No	20.0%	3
We're still planning to do this	26.7%	4
<i>answered question</i>		15

6. Has your school succeeded in getting media coverage of any aspect of your GSF involvement?

Answer Options	Response Percent	Response Count	
Yes - on one occasion	33.3%	5	
Yes - on two or more occasions	13.3%	2	
Not yet	53.3%	8	
<i>answered question</i>			15

7. If you answered yes to the previous question, please name any newspapers, radio stations, TV programmes or websites which covered the story:

	Response Count	
	7	
<i>answered question</i>		7

8. Have your students embarked upon any fundraising activity in response to the GSF fundraising challenge?

Answer Options	Response Percent	Response Count	
Yes	60.0%	9	
No	20.0%	3	
We're still planning to do this	20.0%	3	
<i>answered question</i>			15

9. If you answered yes to question 8, please tell us how much money has been raised:

	Response Count	
	9	
<i>answered question</i>		9

10. If you answered yes to question 8, which organisation(s) is your school or college supporting with the money raised?

	Response Count	
	9	
<i>answered question</i>		9

11. Please tell us of any additional support your school or college needs in order to respond to the GSF fundraising challenge:

Answer Options	Response Count	
	9	
<i>answered question</i>		9

12. Have your students been in contact with their MP (at any time) regarding the issues they have explored through GSF?

Answer Options	Response Percent	Response Count	
Yes	60.0%	9	
No	13.3%	2	
We are still planning to do this	26.7%	4	
<i>answered question</i>			15

13. Please describe any other ways in which GSF could better support you and your students to make the most of the GSF experiences in school or college:

Answer Options	Response Count
	9
<i>answered question</i>	9

14. Please provide any further feedback you wish to on the impact of GSF in your school or college, or the appropriateness of any of the GSF challenges and support available:

Answer Options	Response Count
	15
<i>answered question</i>	15

Appendix B: Student Survey (December 2010)

1. What is the name of your school or college?

Answer Options

Response Count

43

answered question

43

2. What are your attitudes 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!

Answer Options	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Response Count
Global poverty is an important issue for me.	1	0	2	10	23	36
What I do in my daily life can affect people in other countries.	1	1	5	19	10	36
There are things that people like me can do to help tackle poverty in poorer countries.	1	0	0	18	17	36
I understand the complex reasons why many young people miss out on education.	1	0	2	19	14	36
I feel confident explaining to other people how education can lift people and their communities out of poverty.	0	2	1	22	11	36
I feel confident educating others about global issues that matter to me.	0	1	3	17	15	36
I feel confident talking to politicians about global issues that matter to me.	0	2	10	15	9	36
I feel confident contributing to the media to share my knowledge and opinions about global issues with a wider audience.	1	1	7	19	8	36

3. Have you taken any of the following actions since your participation in the Global Student Forum conference on 29th June? Please tick all that apply. Please note: if you think GSF partly or fully influenced you to take the action, tick the first column. If you think GSF had nothing to do with you taking this action, please tick the second column.

Answer Options	Yes, I have done this and I think GSF influenced me (if only partly) to do it.	Yes, I have done this, but I don't think GSF had anything to do with it.	Response Count
Informed other students at my school / college about development issues	27	3	30
Informed people outside my school / college about development issues	21	2	23
Contacted the media about poverty or development issues (or GSF)	20	3	23
Informed myself about poverty or development issues	26	5	31
Contacted my MP about poverty or development issues	17	3	20
Raised money to tackle poverty or development issues	12	8	20
Made a personal donation (money / goods) to a charity working on poverty or development issues	12	9	21
Joined a campaign or organisation working on poverty or development issues	11	7	18
Volunteered in the UK	6	11	17
Volunteered abroad	1	7	8
Bought or promoted fairtrade goods	15	10	25
Changed my shopping habits	9	6	15
Reduced my impact on the environment	15	10	25
Other (please specify)			3

answered question

31

4. How many young people did members of your GSF group directly peer educate (e.g. through workshops, assemblies, lessons or other peer education activities)?

Answer Options	Response Percent	Response Count	
0-249	20.7%	6	
250-499	17.2%	5	
500-749	10.3%	3	
750-999	27.6%	8	
1000-1249	6.9%	2	
1250-1499	10.3%	3	
1500-1749	3.4%	1	
1750-1999	0.0%	0	
2000+	3.4%	1	
<i>answered question</i>			29

5. How would you rate the general usefulness of the resources on the GSF Peer Educator DVD?

Answer Options	Response Percent	Response Count	
I don't know - I never looked at it	17.2%	5	
Poor	3.4%	1	
OK	0.0%	0	
Good	48.3%	14	
Excellent	31.0%	9	
<i>answered question</i>			29

6. Which parts of the Peer Educator DVD did you find useful? (please tick all the sections that you found useful)

Answer Options	Response Percent	Response Count	
5 minute guides to the issues	44.0%	11	
5 minute stories	56.0%	14	
Films	68.0%	17	
10 minute 'tell a friend' ideas and resources	36.0%	9	
20 minute assembly resources	40.0%	10	
40 minute workshop / lesson activities	56.0%	14	
Guidance on getting involved with Christian Aid and World Vision	24.0%	6	
<i>answered question</i>			25

7. Any other comments about the Peer Educator DVD?

Answer Options	Response Count	
	2	
<i>answered question</i>		2

8. What else do you feel that you need in order to become an even more confident and effective peer educator?

Answer Options	Response Count	
	3	
<i>answered question</i>		3