



Global Student Forum

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# Evaluation of the immediate impact of the GSF2011 National Sixth Form Conference

London, 28<sup>th</sup> June 2011



## The Global Student Forum

Damaris Global Learning

PO Box 200

Southampton

SO17 2DL

Tel: 023 8068 2750

Email: [office@globalstudentforum.org](mailto:office@globalstudentforum.org)



Damaris Global Learning

[www.DamarisGlobalLearning.org](http://www.DamarisGlobalLearning.org)

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Students with their messages for their MPs at the close of the GSF2011 national conference.

This study includes an analysis of the extent to which the conference increased students' confidence to engage with politicians.

# Executive summary

## 1. Introduction

This study analyses the impacts of the GSF2011 National Sixth Form Conference on the 483 students who attended the event on 28<sup>th</sup> June 2011. It is based on the analysis of 451 completed pre-conference survey forms, 423 completed post-conference forms and further feedback written by students on their badges at the close of the event.

## 2. Key findings

The results demonstrate that the conference was effective in giving students a good command of authoritative data. A large majority of students were able to cite correct figures in response to all but one of a range of questions presented by the post-conference questionnaire. On average 14% of students correctly answered these questions before the conference, whereas by the end of the event 68% of students were able to do so. Furthermore, 72% of students reported a positive step-change in their understanding of the reasons for high maternal mortality rates by the end of the event (students were asked before and after the conference to indicate the level at which they agreed that they understood the reasons), and feedback from many students reflected a deepened understanding of the scale, complexity, inequity, causes and effects of the maternal health crisis:

*'I learned about the devastating effects that death during childbirth can cause for not only the woman and baby, but the family and community.'*

*'I learned incredible amounts in the subject area that it has a lot more depth than it may first appear.'*

*'I learned that there is a great deal of inequality between a developed country ... and an LEDC in terms of maternal care.'*

Students generally came to the conference with a concern for maternal health issues, as evidenced by the 90% of respondents agreeing with the statement, *'The health of mothers throughout the world is an important issue for me'*, in the pre-conference questionnaire. The majority also came believing they had a role to play, with 77% beforehand believing they could make a difference. Notwithstanding these high baselines, it is clear that these attitudes were strongly reinforced by students' experiences of the conference. Many students left comments on their badges and post-conference questionnaires to the effect the conference had 'opened their eyes' to the scale of an issue to which they had previously given little thought, and to how they could make a difference. This tallies with the extensive quantitative evidence gathered, which demonstrated that by the close of the conference:

- 99% of students agreed that maternal health was an important issue for them
- 96% of students agreed that there are things that they could do to make a difference
- 94% of students agreed that they felt confident to educate others about global maternal health issues with 68% indicating a positive step-change in the extent of their agreement with this (students were asked before and after the conference to indicate the level at which they agreed that they felt confident in doing this)
- 77% of students agreed that they had confidence to talk to politicians about global issues, with 68% indicating a positive step-change
- 87% of students agreed that they had confidence to use the media to engage a wider audience with global maternal health matters, with 60% indicating a positive step-change

## 3. Conclusions

The GSF2011 National Conference was effective in equipping students with a command of authoritative facts and figures and in deepening students' understanding of the causes, effects and scale of maternal mortality. Furthermore, nearly all students left the conference confident in their ability to share their learning with others, and a very large majority of students also left feeling confident in engaging politicians and sharing their learning with a wider audience through the media. The event also cemented students' belief that they could make a difference and inspired hundreds of pledges, like those cited below, to take action on maternal health issues through the various GSF challenges and opportunities presented by GSF partners.

*'I will be holding workshops in schools and creating a video. I will also write an article to spread the message.'*

*'I will campaign for the rights of women to have access to maternal care - via education and fundraising.'*

*'I will aim to fulfil each of GSF's five challenges so that I individually can make an impact.'*

# Analysis of pre- and post-conference questionnaire responses and student feedback

## 1. Introduction

### (a) Aim

The aim of this study is to analyse the impact upon students of the GSF2011 National Sixth Form Conference on 28<sup>th</sup> June 2011. In particular, it assesses the impact upon students' knowledge and understanding of the factual content underpinning the GSF2011 focus on maternal health, students' perceptions of maternal health issues in relation to themselves, and students' confidence to share their learning with others.

### (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 a post-conference questionnaire. For tracking purposes, each questionnaire was numbered and teachers were asked to ensure that each student completed pre-conference and post-conference questionnaires bearing the same number. Appendices A and B contain the pre-conference and post-conference questionnaires respectively.

Section A of the pre-conference and post-conference questionnaires asked students to give numerical responses to questions covering some of the factual content underpinning the GSF2011 theme. Section B asked students to indicate their level of agreement with a series of statements by choosing from 'strongly disagree', 'disagree', 'neither disagree nor agree', 'agree' and 'strongly agree'. This report uses the term 'step change' to denote where a student indicated a higher level of agreement with a statement in Section B of the post-conference questionnaire, compared with the response to the same statement in the pre-conference questionnaire.

The conference was attended by 483 students. A total of 451 (93%) pre-conference survey forms and 423 (88%) post-conference survey forms were returned. These response rates provide an excellent basis for drawing robust conclusions. Of the 451 returned pre-conference forms, 349 respondents were female and 87 male, and of the 423 returned post-conference forms, 309 respondents were female and 79 were male (the remainder in each case did not identify their gender). A breakdown of results by gender can be found in Appendix C.

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 D presents some of the responses submitted in this way. Appendix E contains a further selection of comments written by students on their post-conference survey forms in relation to the impact that the conference had upon them.

The full data set generated by the pre-conference and post-conference questionnaires is available on request from Damaris Global Learning (contact details appear on the front page of this report).

### (c) Acknowledgements

Damaris Global Learning wishes to thank all students who participated in the conference 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.

## 2. Findings

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

With the aim of equipping students as peer educators, students were exposed to a wide range of authoritative facts and figures relating to issues surrounding maternal health. The GSF Management Group identified a selection of these to feature in Section A of the pre-conference and post-conference survey questionnaires.

Table 1 (below) presents pre-conference and post-conference data on students' knowledge of these facts and figures. The results demonstrate the conference was highly effective in giving students a good command of authoritative data, with a large majority of students able to cite correct figures in response to each question (with the exception of question 3). Across the seven questions an average of 14% of students were able (either through prior knowledge or guesswork) to cite correct answers before the conference; by the end of the conference, an average of 68% of students gave correct responses. It is worth noting that question 3 is markedly at odds with the other questions, in that it shows a drop in the percentage of correct answers. We are unable to identify reasons for this discrepancy. If question 3 is discounted from the statistics, the average of correct answers across the remaining questions rises to 77%.

**Table 1: Knowledge of key facts and figures**

Key facts (answers sought from students appear in bold type)	% of students citing correct figures	
	Before	After
1. Almost every minute a woman dies because of complications in pregnancy or childbirth. <b>99%</b> of these women live in developing countries.	19	95
2. The fifth Millennium Development Goal aims to reduce the maternal mortality ratio by <b>75%</b> by 2015.	12	93
3. <b>2</b> million children lose their mothers every year because of complications in pregnancy or childbirth.	18	14
4. Girls aged between 15 and 19 years old are <b>2</b> times more likely to die during pregnancy and childbirth than women in their 20s.	9	64
5. Motherless newborns are up to <b>10</b> times more likely to die than those with living mothers.	24	69
6. Annually an estimated £ <b>10</b> billion in potential productivity is lost when mothers and newborns die.	13	63
7. A total annual investment of £ <b>15</b> billion is needed globally to achieve the fifth Millennium Development Goal by 2015.	5	76

It is difficult to measure the precise extent to which the conference deepened students' *understanding* of the issues. However, the surveys did ask students to reflect on how far they felt they understood the reasons as to why so many women in the developing world die in pregnancy and childbirth. Whilst the baseline of students affirming, prior to the conference, that '*I understand the range of reasons why many women in developing countries die in pregnancy and childbirth*' was remarkably high, 72% of respondents nevertheless reported a stronger level of agreement with this statement at the end of the conference than they had done before the event (see Figure 2 on page 8).

This data only tells us so much, of course. Short of setting an examination paper in the subject it is impossible to systematically, objectively and quantifiably assess how far the conference deepened the depth of students' understanding of maternal health issues. However, the qualitative evidence left by students on their badges and post-conference survey forms suggests that there were considerable advances in students' understanding of the scale, complexity and inequity of maternal health issues and of some of the causes and effects of maternal mortality, even if these advances cannot be measured precisely:

*'I learned about the devastating effects that death during childbirth can cause for not only the woman and baby, but the family and community.'*

*'I learned incredible amounts in the subject area [and] that has a lot more depth than it may first appear.'*

*'I learned that there is a great deal of inequality between a developed country such as England and an LEDC in terms of maternal care.'*

*'I learned that the issue of maternal mortality is a shockingly rife and global one. Everyone knows a mother, and this is not just a female issue but a human tragedy.'*

*'I learned how important education is for young women and girls in promoting maternal health, and preventing deaths and suffering.'*

*'I have realised that the pregnancies are not just people being irresponsible but not having the choice or education about the situation.'*

Further evidence of the impact on understanding can be found in Appendices D and E.

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

Many students left comments on their badges and post-conference questionnaires to the effect the conference had 'opened their eyes' to an issue to which they had previously given little thought, and to how they could make a difference. For example, students said that the conference:

*'Made me realise the importance of an issue I wasn't concerned about before.'*

*'Made you realise how bad the situation was, but that us as individuals can really make a difference because we have a voice and it does matter.'*

*'Helped me to understand the severity of the maternal mortality issue and made me realise how capable we are of taking action and having an impact.'*

*'Gave me a stronger sense to take action – this shouldn't be happening, these young girls are just like us.'*

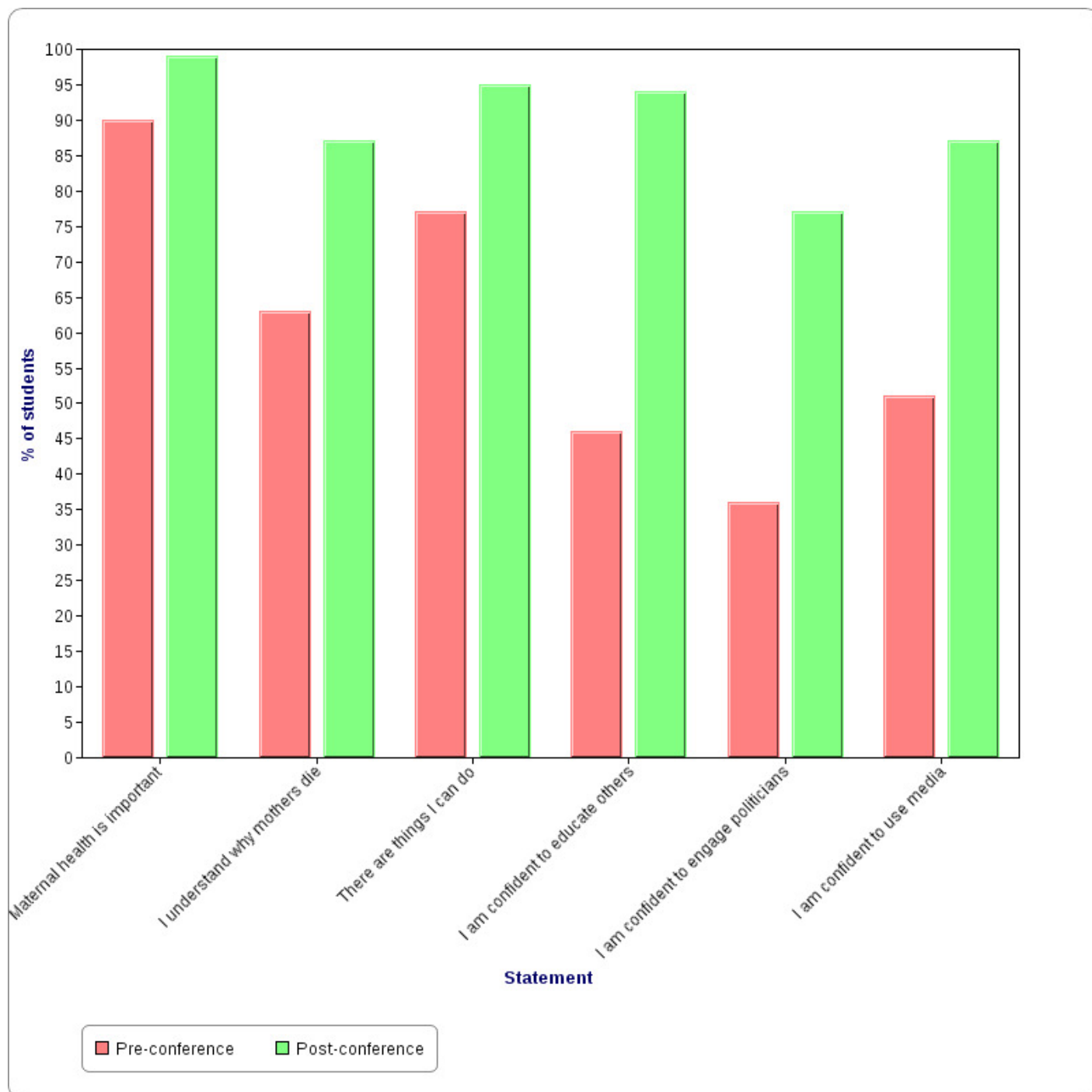
*'Changed the way I viewed my life and the world.'*

Appendix E contains many more similar comments which tally with the extensive quantitative evidence gathered on changes in attitudes and perceptions. Table 2 (below) sets out the percentages of students indicating that they 'agreed' and 'strongly agreed' with statements presented to them in Section B of the pre- and post-conference questionnaires while Figure 1 (on page 7) presents graphically the cumulative data for students either 'agreeing' or 'strongly agreeing'.

**Table 2: Students' responses to statements in Section B of the pre-conference and post-conference questionnaires**

Statement	Pre-conference		Post-conference	
	% Agree	% Strongly agree	% Agree	% Strongly agree
The health of mothers throughout the world is an important issue for me.	55	35	39	59
I understand the range of reasons why many women in developing countries die in pregnancy and childbirth.	55	8	35	52
There are things that people like me can do to help improve maternal health globally.	56	21	46	50
I feel confident about educating others about global issues to do with maternal health.	35	11	52	42
I feel confident about talking to politicians about global issues to do with maternal health.	28	8	46	31
I feel confident about using the media to engage a wider audience with global issues to do with maternal health.	40	11	51	36

**Figure 1: Students agreeing or strongly agreeing with statements presented to them**

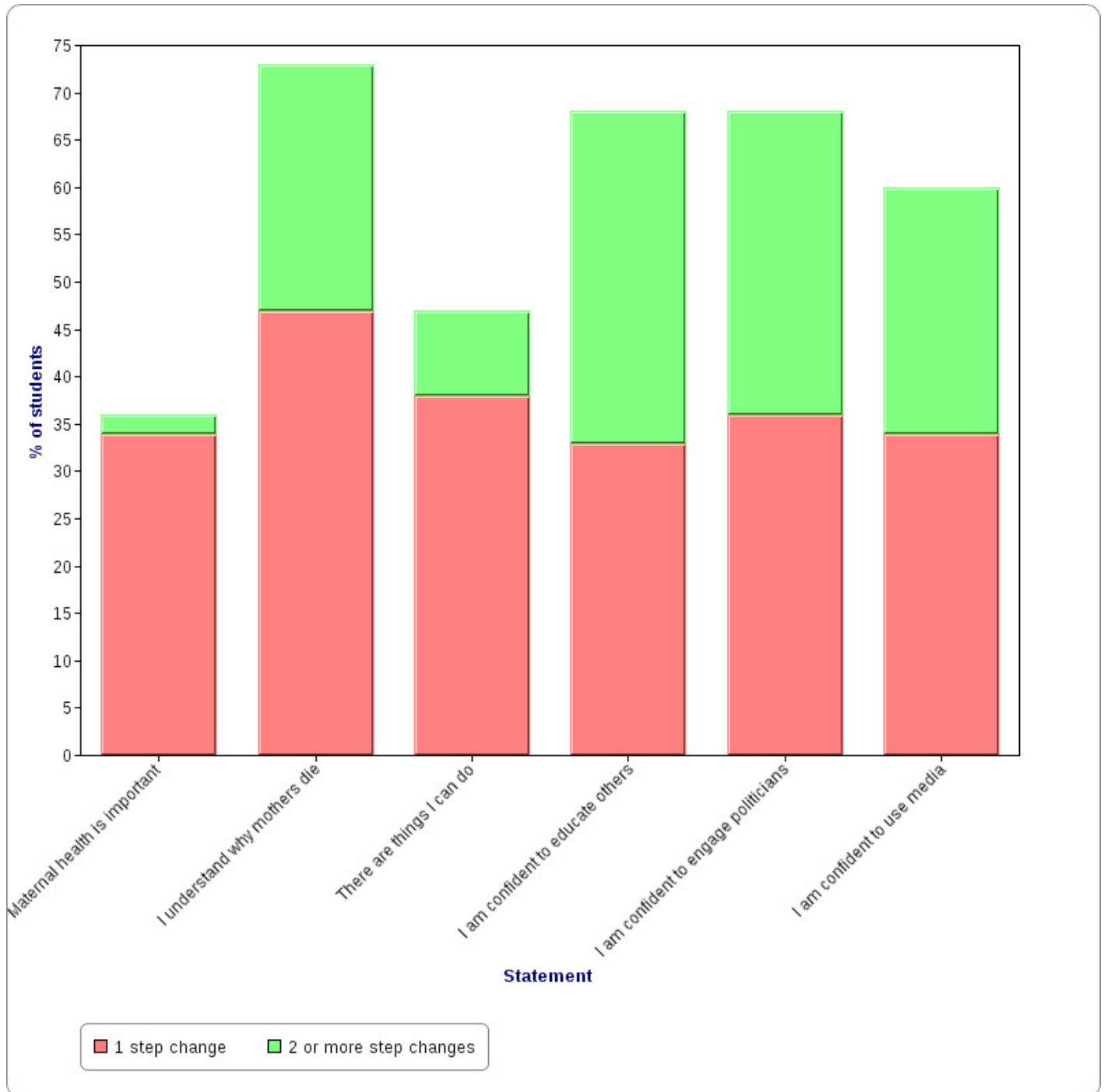


Students generally came to the conference with a concern for maternal health issues, as evidenced by the 90% of respondents agreeing with the statement, *'The health of mothers throughout the world is an important issue for me'*, in the pre-conference survey. This had risen to 99% by the close of the conference, with 59% agreeing strongly, compared with 35% before the event.

There was also a sense of optimism among students arriving at the conference regarding their capacity to make a difference to maternal health issues, with 77% believing that *'There are things that people like me can do to help improve maternal health globally'*. The conference clearly affirmed and reinforced this optimism, for 95% expressed agreement with this statement by the time they left the conference hall. Notwithstanding the high baseline, 48% of students reported a positive step-change in the extent of their agreement, with 50% of all respondents expressing strong agreement at the end of the day (compared to 21% beforehand). The step-changes for all of the statements

are presented graphically in Figure 2, below (see the Methodology section on page 4 for an explanation of how step-changes were measured).

**Figure 2: Step-changes in the extent to which students agreed with statements in Section B of the pre-conference and post-conference questionnaires**



Pronounced step-changes in students’ confidence to share their learning with others were even more commonplace, as Table 2 (page 6) and Figure 2 (above) illustrate. Given the pre-eminence of peer education in GSF, it is particularly gratifying to note that 94% of students left the conference confident in their ability to educate other people about maternal health issues (compared with 46% before the conference), with 68% reporting more confidence in doing this after the conference than was the case beforehand. There was a similar increase in confidence to engage politicians: again, 68% of students reported more confidence with this in the post-conference questionnaire than they had done before the conference, resulting in 77% affirming confidence afterwards, compared with just 36%

beforehand. A high baseline for confidence in sharing learning through the media (51% of students in the pre-conference questionnaire) provided less scope for such dramatic increases, but here the change was also highly significant, with 87% of students leaving the conference agreeing with the statement, *'I feel confident about using the media to engage a wider audience with global issues to do with maternal health'*, and 60% agreeing more strongly than they did prior to the conference.

Appendix C contains a disaggregated analysis of the data in Figures 1 and 2 by gender. However, there proved to be no significant differences between the results for male and female students in either the pre-conference or post-conference data.

### **(c) Impact upon behaviour and actions**

A full analysis of the impact of the conference on students' subsequent behaviour and actions will have to wait until a follow-up survey with GSF2011 schools in December 2011, as this report is based only on data collected on the day of the event.

However, if students act upon pledges made at the end of the conference, there will be plenty of positive outcomes to report further down the line. These pledges from students' badges show that the conference clearly cemented an intention to act in many students. Here are just a few of the commitments written by students on their badges at the close of the conference.

*'I will take part and help lead my school's Global Citizenship Day, which raises money for the charity Msaada, and will do everything in my power to give this issue the coverage it deserved.'*

*'I will aim to fulfil each of GSF's five challenges so that I individually can make an impact.'*

*'I will be holding workshops in schools and creating a video. I will also write an article to spread the message.'*

*'I will campaign for the rights of women to have access to maternal care - via education and fundraising.'*

*'I will try my best to spread the knowledge I have gained, to raise awareness and money for this cause and to do anything I can to help end the injustice.'*

*'I will inform others on what I have learnt and hope to do volunteering in Afghanistan, particularly in women's medical care.'*

*'I will ensure that I use my voice to pass on the message shown here. I'm committed to playing my part in the process through working with my own college and schools in the local area.'*

*'I will raise awareness and money for all organisations who directly make a difference. I've been very moved today by all the statistics and footage of the people affected. I want to make a difference too.'*

Appendix D presents further pledges of this kind.

## **3. Conclusions**

The GSF2011 National Conference was effective in equipping students with a command of authoritative facts and figures. Students generally considered that they left the conference with a greater understanding of the issues than they arrived with, and they left plenty of anecdotal evidence at the end of the day to support this conclusion.

Moreover, the conference had a strong impact on students' attitudes towards the issues and especially on their willingness and confidence to act on the learning. The data from pre- and post-conference questionnaires clearly demonstrates that nearly all students left the conference confident in their ability to share their learning with others, and that a very large majority of students also left feeling confident in engaging politicians and sharing their learning with a wider audience through the media. Furthermore, the event inspired hundreds of pledges to take action on maternal health issues through the various GSF challenges and opportunities presented by GSF partners, the outcomes of which will be investigated in a follow-up survey with GSF2011 schools in December 2011.

## Appendix A

### GSF2011 pre-conference student survey

We would be very grateful if you could spare a few minutes to complete this questionnaire. **You do not have to put your name on this form.**

Please indicate your gender (circle as appropriate): Female / Male



#### Section A: What do you already know?

Please answer **every** question by completing the blank spaces with a number, even if you need to guess.

1. Almost every minute a woman dies because of complications in pregnancy or childbirth. \_\_\_\_ % of these women live in developing countries.
2. The fifth Millennium Development Goal aims to reduce the maternal mortality ratio by \_\_\_\_% by 2015.
3. \_\_\_\_ million children lose their mothers every year because of complications in pregnancy or childbirth.
4. Girls aged between 15 and 19 years old are \_\_\_\_ times more likely to die during pregnancy and childbirth than women in their 20s.
5. Motherless newborns are up to \_\_\_\_ times more likely to die than those with living mothers.
6. Annually an estimated £\_\_\_\_ billion in potential productivity is lost when mothers and newborns die.
7. A total annual investment of £\_\_\_\_ billion is needed globally to achieve the fifth Millennium Development Goal by 2015.

#### Section B: What are your attitudes towards global maternal health 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 your honest responses.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The health of mothers throughout the world is an important issue for me.					
I understand the range of reasons why many women in developing countries die in pregnancy and childbirth.					
There are things that people like me can do to help improve maternal health globally.					
I feel confident about educating others about global issues to do with maternal health.					
I feel confident about talking to politicians about global issues to do with maternal health.					
I feel confident about using the media to engage a wider audience with global issues to do with maternal health.					

Thank you for completing this questionnaire.

## Appendix B

### GSF2011 post-conference student survey

We would be very grateful if you could spare a few minutes to complete this questionnaire. **You do not have to put your name on this form.**



**Please indicate your gender (circle as appropriate):** Female / Male

#### Section A: What do you now know?

Please answer **every** question by completing the blank spaces with a number, even if you need to guess.

1. Almost every minute a woman dies because of complications in pregnancy or childbirth. \_\_\_\_ % of these women live in developing countries.
2. The fifth Millennium Development Goal aims to reduce the maternal mortality ratio by \_\_\_\_% by 2015.
3. \_\_\_\_ million children lose their mothers every year because of complications in pregnancy or childbirth.
4. Girls aged between 15 and 19 years old are \_\_\_\_ times more likely to die during pregnancy and childbirth than women in their 20s.
5. Motherless newborns are up to \_\_\_\_ times more likely to die than those with living mothers.
6. Annually an estimated £\_\_\_\_ billion in potential productivity is lost when mothers and newborns die.
7. A total annual investment of £\_\_\_\_ billion is needed globally to achieve the fifth Millennium Development Goal by 2015.

#### Section B: What are your attitudes now towards global maternal health 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 your honest responses.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The health of mothers throughout the world is an important issue for me.					
I understand the range of reasons why many women in developing countries die in pregnancy and childbirth.					
There are things that people like me can do to help improve maternal health globally.					
I feel confident about educating others about global issues to do with maternal health.					
I feel confident about talking to politicians about global issues to do with maternal health.					
I feel confident about using the media to engage a wider audience with global issues to do with maternal health.					

***Please turn over***

## Section C: Your feedback

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

### Analysis of data by gender

(for Section B of pre-conference and post-conference questionnaires)

Statement	Pre-conference		Post-conference		Step-change			
	Agree / strongly agree (%)		Agree / strongly agree (%)		1 step change (%)		2 or more step changes (%)	
	Female	Male	Female	Male	Female	Male	Female	Male
The health of mothers throughout the world is an important issue for me.	92	88	99	98	35	28	2	3
I understand the range of reasons why many women in developing countries die in pregnancy and childbirth.	64	58	99	98	46	50	26	26
There are things that people like me can do to help improve maternal health globally.	77	75	97	92	38	41	9	9
I feel confident about educating others about global issues to do with maternal health.	46	44	95	90	32	40	38	26
I feel confident about talking to politicians about global issues to do with maternal health.	33	45	77	81	35	40	35	21
I feel confident about using the media to engage a wider audience with global issues to do with maternal health.	51	50	90	80	35	30	28	20

## Appendix D

### Selected feedback written on badges at close of conference

Name	School	I learned...	I will...
Shri Vishnari Merugumala	St Francis' College	So many shocking and thought-provoking things! Coming from a developing country myself, I felt just how important it is to bring about change in maternal mortality worldwide.	Inform others on what I have learnt and hope to do volunteering in Afghanistan, particularly in women's medical care.
Taylor Rampton	Sidcot School	Incredible amounts in the subject area that has a lot more depth than it may first appear.	Do my best to achieve the challenges set.
Sophie Yarou	Sir John Lawes School	That there is a great deal of inequality between a developed country such as England and an LEDC in terms of maternal care.	Be holding workshops in schools and creating a video. I will also write an article to spread the message.
Alex Hinsley	King Edward VI, Handsworth	What factors have led to such high maternal mortality in developing countries and what needs to be done to help.	Raise awareness of maternal mortality through peer education.
Jessica Jackson	Haberdashers' Aske's School for Girls	That it is possible for one person to make a big change and encourage others to do the same.	Continue to educate about problems and make people realise that one person can make a massive difference.
Jack Andrews	Bishop Luffa School	How important it is for future generations to become educated and made aware of the consequences that occur when support is not given to those in need.	Educate my peers and develop the ideas I have learnt today.
Nomthandazo Dube	Joseph Chamberlain Sixth Form College	That I can do more than I thought I could do to make change.	Take on the challenge, use my voice and speak against the injustices I have seen and take action in being that change.
Paris Jones	Watford Grammar School for Girls	That the issue of maternal mortality is a shockingly rife and global one. Everyone knows a mother, and this is not just a female issue but a human tragedy.	I will campaign for the rights of women to have access to maternal care - via education and fundraising.
Gabriel Westaway	Sidcot School	How fragile our access to basic human rights is.	Never again take for granted my freedom of thought and when I look at my sister who is studying veterinary science at university I could just as easily be staring at a gravestone.
Alice Mason	Queen Elizabeth's Girls' School	That the dream I have of having lots of children, and the fears of having stretch marks from that, is absolutely nothing to the death which faces many.	Raise awareness and help reduce maternal deaths.

Name	School	I learned...	I will...
Dhyanesh Patel	Radyr Comprehensive School	That I have the voice to help shape the future.	Begin to change my outlook to combat the injustice.
Hadi Ali	Featherstone High School	To speak up for the voiceless.	Try to make a change any way I can to help the cause. It only takes one person to make a difference.
Hannah Morgan	Bournemouth School for Girls	Of the plight and suffering of many women and girls in the developing world. Of the risks and danger of childbirth for them, and of the loss and pain of the babies and family they leave behind.	Try my best to spread the knowledge I have gained, to raise awareness and money for this cause and to do anything I can to help end the injustice.
Laura Balcombe	St. Francis' College	That maternal mortality is an issue that needs much greater attention globally than it has had in the past. And that we, the students, have the power to make a difference and a lasting impact.	Use my voice and opportunities, both of which I am lucky to have, to raise awareness of this crucial issue.
Catriona Watson	Farnborough Sixth Form	We are not fighting the unknown. We are fighting for mothers to be heard.	Use my power as an individual to communicate a hidden issue.
Emily Sym	The Blandford School	How much the general public don't know about the issues facing women in other countries. How much we can all do to help.	Look at these issues with more concern and make my voice heard.
Eleanor Wooldridge	Luckley-Oakfield School	That there is more suffering in the world, suffering of women who have no escape from their situation, than I could have ever imagined. It isn't fair and something needs to be done.	Try my hardest to help those women to either get out of their situations or help them in their situations, so that these needless deaths can stop and they can get the basic healthcare they need and deserve.
Becky Walters	Elizabethan High School	That speaking out and using my voice can make huge changes in society.	Do something; because actions speak louder than words. I will make a stand.
Susanna Crocker-Buqué	Worthing College	That although it is difficult to achieve our goals, we personally are able to influence the lives of others substantially.	Encourage the message of individual action so that more people may become involved and we can make a significant change.
Steven Harris	Wadebridge School	That I am lucky to have my Mum.	Not take life or my Mum for granted.
Rosie Anstead	Worthing College	Just how severe the problem is and how unjust this really is. I was shocked that a woman dies every minute during childbirth.	Ensure that I use my voice to pass on the message shown here. I'm committed to playing my part in the process through working with my own college and schools in the local area.

Name	School	I learned...	I will...
Beth Parkes	Cheslyn Hay Sport & Comm. High	About something that wasn't even on my radar. An important issue that NEEDS addressing.	Do my best to educate my peers and act to stop the injustices that are occurring.
Ruby Mulvaney	Hanham High School	The devastation caused due to the lack of healthcare available for pregnant women in the developing world.	Take these facts and experiences and share them with others.
Chris Georgiou	John Leggott College	The seriousness of the situation of mothers dying whilst giving birth, especially in developing countries.	Peer educate students at my former secondary/grammar school and college, to spread the information and to get my voice heard.
Alisha Powell	Hanham High School	Maternal mortality is a serious, devastating issue that needs action NOW! It's not brought to the attention of the public enough and can't continue to be sidelined.	Try my very hardest to make a difference. And make it known that this can no longer continue.
Hannah Lester	Dereham Sixth Form College	How real and how serious the problem is, and how governments aren't doing enough to fulfil their promise to help.	Increase and encourage awareness of the issues.
Serena Terparia	Featherstone High School	How, shockingly, almost every minute a woman dies because of complications in pregnancy or childbirth.	Share my knowledge of how many young girls and women die leaving newborns motherless. I will campaign for change to be made.
Olivia Caputa	Tuxford School	That women in developing countries don't have the help and treatment that they deserve during the most vulnerable time in their lives.	Raise awareness and money for all organisations who directly make a difference. I've been very moved today by all the statistics and footage of the people affected. I want to make a difference too.
Emily-Rose Athey	Newcastle College	That no matter how small, every individual can make a difference.	Go out and share my inspiration with others.
Molly Dyas	Bournemouth School for Girls	Nobody can do everything, but everyone can do something.	Show that mothers deserve to live.
Jack Green	Shaftesbury School	The shocking fact that 99% of maternal mortality occurs within the developing world.	Take part and help head my school's Global Citizenship Day, which raises money for the charity Msaada, and will do everything in my power to give this issue the coverage it deserved.
Hannah Cox	Bishop Luffa School	How important education is for young women and girls in promoting maternal health, and preventing deaths and suffering.	Pass this message on to many of my peers and to the wider community, to increase understanding of global issues and what can be done to save these women.

Name	School	I learned...	I will...
Rebecca Yu	Shaftesbury School	That I hold the key of making an impact to the world. Time is ticking, and we must race it. There are lots of ways to make the difference, through education, fund-raising etc. The only thing I have to remember is never stop or give up, because it's people that we are saving.	Get involved in more fund-raising events in local community as well as planning what to do with the money raised carefully. I will educate the children in my school about the situations that mothers and young girls face in developing countries.
Rachel Thompson	The Grange School	That women throughout developing countries are forced to give up their lives because their government does not provide them with basic aid during pregnancy.	Aim to fulfil each of GSF's five challenges so that I individually can make an impact.
Sarah Cottingham	Kesteven and Grantham Girls' School	The huge impact we can make in developing countries just by raising our voice.	Do all I can to raise help and awareness for this cause.
Priya Bhatti	King Edward VI Handsworth School	About a global issue that so many people are unaware of. It is pleasing to know that I can truly make a difference to a situation that women like me find themselves in, but I am so lucky and blessed to be where I am and make a change.	I will try to educate where possible in a way that touches other people.
Esme Myers	Sir John Lawes School	About the devastating effects that death during childbirth can cause for not only the woman and baby, but the family and community.	Try to ensure that during my lifetime the number of women unnecessarily losing their lives dramatically decreases.
Tracey Falzon (teacher)	Farnborough Sixth Form college	That GSF inspires young people.	Help to support the students champion the GSF messages on maternal mortality.
Paul Rebane (teacher)	Radyr Comprehensive School	That young people have a voice and that they are brave enough to use it – not all young people are as bad as they are often painted.	Use what I have learnt today to help spread the word.
Katie Taylor (teacher)	Thomas Hardy School	The power and possibilities of young people.	Work with them to make changes.

## Appendix E

### Feedback on impact via post-conference student survey

This is a selection of responses given to the question in Section C of the post-conference student survey which asked: 'What impact did the conference have on you?'

- "Brought to light the issue – hard hitting and moving."
- "Made me appreciate how lucky I am to have my Mum. If everyone makes the effort we can change the future."
- "A strong impact."
- "It gave me an insight to the problem."
- "Makes me want to help/make a change."
- "Opened my eyes to the problems."
- "MASSIVE! Learnt that I can do stuff to help."
- "I got interested in the issue. I would like to help and be in contact with GSF."
- "I want to go and teach others about mortality rates and how there are solutions."
- "I feel that I have gained more confidence to help and assist others in this cause."
- "Told me that anybody can make a difference. It doesn't take much to get involved and help."
- "Made me realise I am fortunate to be living in a country where help for me will be gained immediately and the help is modern and effective. The conference made me grateful but also made me acknowledge how others should also be fortunate like me and deserve it more than me."
- "Made you realise how bad the situation was, but that us as individuals can really make a difference because we have a voice and it does matter."
- "Made me realise how we take our country for granted. Made me understand how far just a little help from each individual can reach."
- "I value my mother more and the struggle women go through to bring life into the world."
- "It helped me to understand how I can make change for example by equipping me with skills to help educate others. Now also have factual knowledge of the situation, rather than estimates."
- "It made me realise the importance of an issue I wasn't concerned about before."
- "Makes me want to go out and do what I can to help improve devastating conditions in developing countries."
- "I realised how much influence one person could have and it really pushes me to make a difference."
- "It was very powerful as I had no idea quite how huge the problem was with easy to understand solutions (no expensive drugs/incurable diseases)."
- "Helped me to understand the severity of the maternal mortality issue and made me realise how capable we are of taking action and having an impact."
- "Very powerful and upsetting – makes you want to do something."
- "Shocked me."
- "Very powerful."
- "Gave me a stronger sense to take action – this shouldn't be happening, these young girls are just like us."
- "Not to take your mother for granted. Life is very precious."
- "A great deal, but in all honesty it was a bit too long."
- "I have realised that the pregnancies are not just people being irresponsible but not having the choice or education about the situation."
- "Realise how big the issue is and its effects, relate it to myself, want to do more."

- “It made me sure of speaking in public and made me want to motivate other people into doing something to make the world a better place.”
- “Made me think about a topic I never knew was such a travesty.”
- “Made me think more about failing health care in the developing world, and about how lucky we are in the West.”
- “Making me realise the extent of the issue and its relevance. Making me humanise those involved.”
- “A minor one, because you failed to address or link this issue enough to others, acted as if this is THE most important world issue.”
- “Opened my eyes, made me realise that loads of people are affected by this problem. IT IS UNFAIR.”
- “I know more about the problems and will think more about the solutions.”
- “Made me realise there are more important issues.”
- “Made me realise how little we know about third world countries and how we could help.”
- “Surprised me at the extent of problems.”
- “I feel my eyes have opened to an issue I didn’t really have a clue on. I feel more aware.”
- “Made me feel that more effort needs to be put in to stop mothers dying.”
- “It changed the way I viewed my life and the world.”

