

School Children and Development Issues

Schools Omnibus 2004 (Wave 10)

**A Research Study Among 11-16 Year Olds
on behalf of the
Department for International Development (DFID)**



January - March 2004

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Introduction

This report presents findings from the 2004 survey of secondary school pupils, carried out by the MORI Social Research Institute on behalf of the Department for International Development (DFID). The computer tabulations can be found in a separate volume.

Background and Objectives

Part of DFID's strategy to build support for international development is to monitor public attitudes, and this survey among young people is part of that programme. This study is a development from surveys conducted for DFID on MORI's 2000, 2001, 2002 and 2003 Schools Omnibuses, and covers issues such as:

- awareness of developing countries, the level of concern over the issues they face, and how information is received
- awareness of the ways in which the situation facing developing countries can affect the UK
- how, if at all, levels of poverty in developing countries can be reduced, and what can be done on a personal level to help alleviate it
- how attitudes towards these have changed over the last four years

Methodology

The sample of schools comprised 254 middle and secondary state schools in England and Wales. The sampling universe included LEA, voluntary aided/controlled and foundation schools, but excluded special schools and sixth form colleges. This sampling frame was stratified by Government Office Regions (GORs) and within each stratum, schools were selected proportional to the size of the school register, thus producing a nationally representative sample of secondary and middle schools.

The age groups included in the survey were 11-16 year olds in curriculum years 7 to 11. Each school was randomly allocated one of these curriculum years, from which MORI interviewers selected one class at random (using a random number grid) to be interviewed. Interviewing was carried out through self-completion questionnaires with the whole class in one classroom period. A MORI interviewer was present to explain the survey to pupils, to reassure them about the confidentiality of the survey, to assist them in completing the questionnaire, and to collect completed questionnaires. In classes where four or more children were absent during the self-completion session, up to two follow-up visits were arranged to interview absent pupils.

Fieldwork for the study was conducted between 12 January and 12 March 2004. Of the 254 schools approached, 73 declined to participate at the invitation stage (a letter sent to the headteacher) and a further 84 schools refused to participate during the fieldwork period. In total, 97 schools participated, giving a response rate of 38%. Overall, fully completed questionnaires were obtained from 2,303 pupils, an average of 24 pupils per class.

Data are weighted by gender, age and region. The weights are derived from data supplied by the Department for Education and Skills and the Welsh Office. The effect of weighting is shown in the sample profile in the Appendices and in the computer tables.

Acknowledgements

It is clear that schools are increasingly working under great pressure from a number of different sources. They also receive numerous requests to participate in surveys such as this. Consequently, we wish to record our gratitude to the many schools that took part and we are indebted to all pupils and staff who made this survey possible.

MORI would also like to thank DFID for their help and involvement in the project.

Presentation and Interpretation of Data

When interpreting the findings it is important to remember that the results are based on a sample of the maintained school population, and not the entire population. Consequently, results are subject to sampling tolerances, and not all differences between sub-groups are therefore statistically significant. A guide to statistical significance is included in this document.

In tables where percentages do not add up to 100% this is due to multiple answers, to computer rounding, or to the exclusion of 'Don't know' or 'No response' categories. Throughout the tables an asterisk (*) denotes a value greater than zero, but less than 0.5%.

In the main body of the report, the 2004 results are compared with the findings from 2000, 2001 and 2003. The 2002 figures are not included in this report due to the higher proportion of pupils not stating an opinion in this survey. Please see the 2002 report for further details of that year's results.

Publication of Data

As with all our studies, these results are subject to our Standard Terms and Conditions. Any publication of results requires the prior approval of MORI. Such approval will only be refused on the grounds of inaccuracy and misrepresentation.

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Summary of Findings

Awareness

- Approaching nine in ten secondary school pupils say they know at least something about developing countries (87%).
- This finding is very similar to last year's result of 88%, the highest since the survey began in 2000. Just as the 2003 fieldwork took place during the build-up to the Iraq war, this year's fieldwork took place at a time of extensive coverage of the allied occupation of post-war Iraq. Such media coverage is likely to have had an impact on people's views of developing countries.
- A theme of MORI's school's omnibus studies for DFID has been that older children are more knowledgeable, aware and interested in developing countries than younger children. This remains the case in 2004 with 15-16 year olds twice as likely to say they know a lot about developing countries than 11 year olds (13% compared with 7%). However, the difference is less marked this year than in 2003 with the proportion of older children who know a lot about developing countries falling from 17% and the proportion of well-informed younger children rising from four per cent.
- Overall, girls and boys have similar levels of knowledge about developing countries; 87% of girls and 86% of boys say they know at least something about developing countries. However, boys are more likely than girls to say they know *a lot* about developing countries (13% v 7%). This gender difference is also something that has been found in previous surveys.

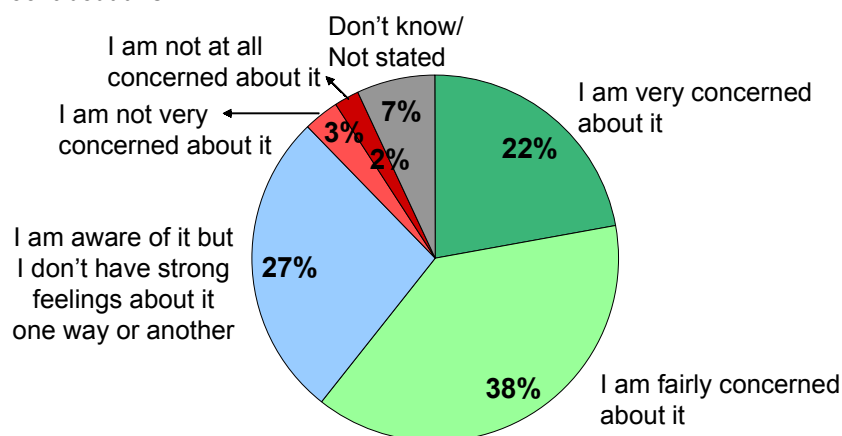
Q Which of the following, if any, best describes how much you know about developing countries?			
	I don't know anything about them	I know something about them	I know a lot about them
<i>Base: All</i>	<i>%</i>	<i>%</i>	<i>%</i>
Gender of Pupil			
Male	12	73	13
Female	12	80	7
Age of Pupil			
11 years	12	80	7
12 years	12	77	10
13 years	10	79	10
14 years	13	75	10
15-16 years	12	74	13
Ethnic Origin			
White	12	78	9
BME	9	69	19

Source: MORI

Concern

- Three in five pupils (60%) are concerned about the living conditions of people in developing countries – lack of food, basic health care and education – with one in five *very* concerned. Only two per cent are not at all concerned.
- There has been a nine point decrease in the proportion of pupils who express concern about these issues over the last year. Looking at this change in more detail we can see that the proportion of people saying they are *fairly* concerned has not changed in the last year, instead those saying they are *very* concerned has fallen and those saying they don't have any strong feelings either way has increased.

Q *In many of these countries there are people who do not have enough to eat, cannot go to school to learn to read and write, or cannot always get basic healthcare. Which of the following, if any, best describes how you feel about this?*



Base: All (2,303)

Source: MORI

- As in last year's survey, younger children are more likely to be concerned than older children, who are more likely to have no strong feelings either way or say they are not concerned.
- The results also show that, as in previous years, girls are more likely to say they are concerned about these issues than boys (69% of girls compared with 52% of boys).
- Children from ethnic minorities are also more likely to be concerned about these topics than white children (72% among BME students, compared with 59% among white children).

- Those who say they know a lot about developing countries are much more likely to say they are concerned about the conditions there (74% compared with 42% of those who know nothing). This could suggest that if pupils are given information about developing countries they are likely to become engaged in the subject; although equally the profile of pupils who know a lot is different from those who do not (e.g. the former group is older and more likely to be male). This could also be related to the higher levels of concern among BME students who may have family in the developing world.

Q *In many of these countries there are people who do not have enough to eat, cannot go to school to learn to read and write, or cannot always get basic healthcare. Which of the following, if any, best describes how you feel about this?*

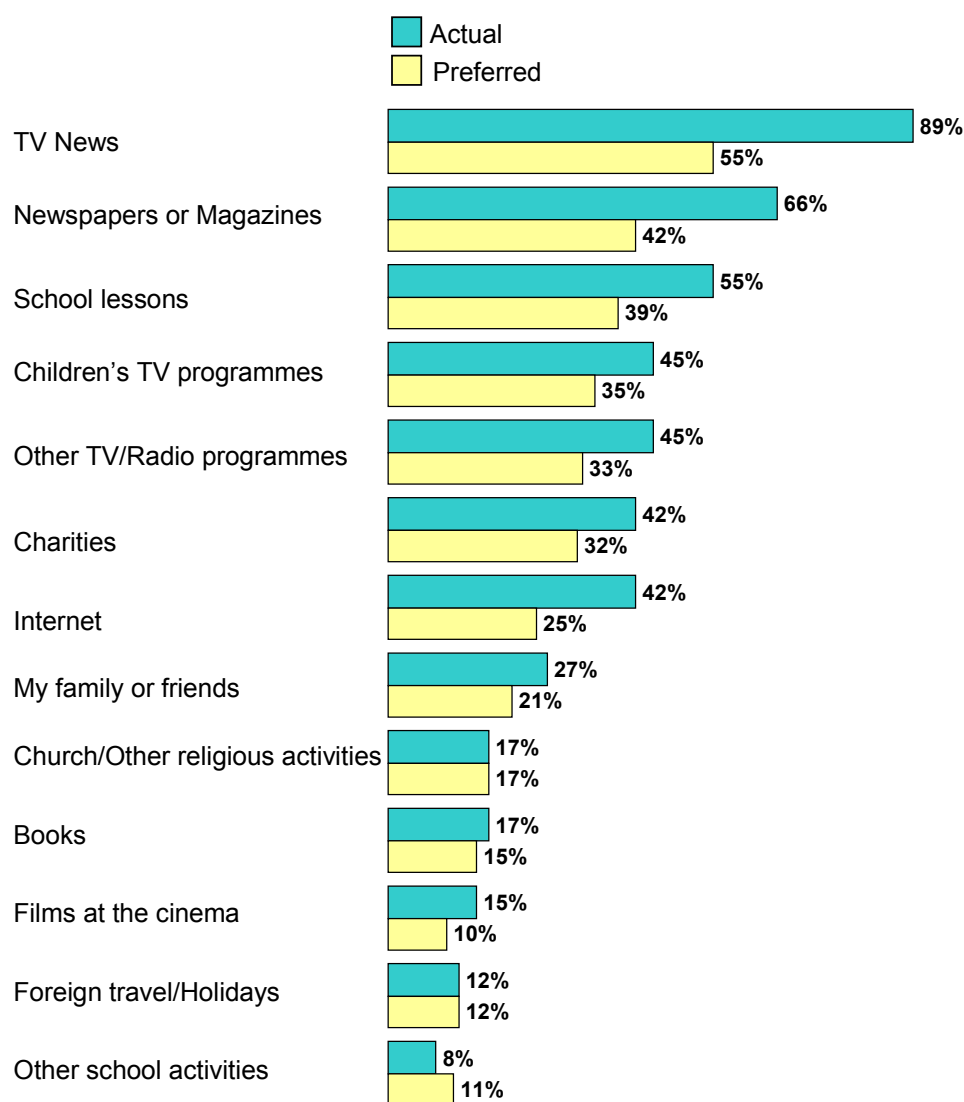
	Very concerned	Fairly concerned	Aware of it but no strong feelings	Not very concerned	Not at all concerned
<i>Base: All</i>	%	%	%	%	%
Total	22	38	27	3	2
Gender					
Male	19	34	32	4	4
Female	25	43	23	2	1
Age					
11 years	30	40	19	3	2
12 years	28	42	20	2	*
13 years	19	39	30	2	4
14 years	17	36	33	4	2
15-16 years	17	36	33	5	3
Ethnic origin					
White	20	39	29	3	2
BME	35	37	16	2	2

Source: MORI

Media

- TV news continues to be the main source of information on developing countries for most school children (89%). Newspapers and magazines are second most mentioned (66%), followed by school lessons, children's TV programmes and other TV or radio programmes (55%, 45% and 45% respectively).
- Unlike previous years there is no significant difference between older and younger children in terms of mentioning TV news or newspapers and magazines. However, younger children continue to be more likely to get information from children's TV programmes as well as church or religious activities and books. Those aged 13 years are most likely to cite school lessons (62% compared with 55% overall).

- Q How do you find out what is happening in developing countries?
 Q Would you like to know more about what is happening in developing countries? If so, how?



Base: All (2,303)

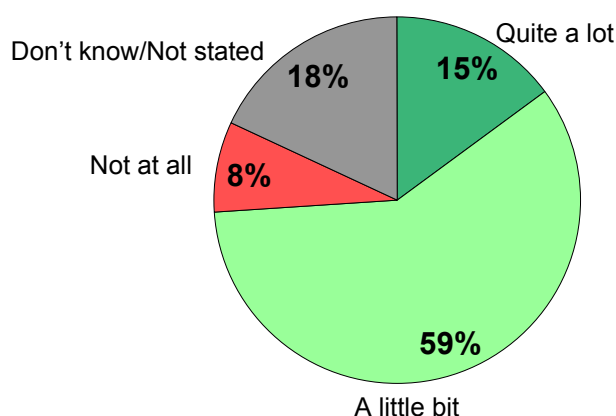
Source: MORI

- Pupils were asked whether they would like to know more about what is happening in developing countries, and if so, how. As well as being the most widely used, TV news continues to be the most preferred method of obtaining information about developing countries with over half choosing this. Also popular are newspapers or magazines and school lessons (42% and 39%).

Interdependence

- The majority of children say that poverty in developing countries affects people in the UK. Three quarters of pupils think it affects the UK at least a little, while only eight per cent say the UK is unaffected, and one in six don't know. The 2004 findings for this question are very similar to previous years.
- Older children are more likely to believe that poverty in developing countries does not affect people in the UK. Eleven per cent of 15-16 year olds believe the UK is not affected, compared with just five per cent of 11 year olds.

Q *Thinking about poverty, which means 'being poor', how much would you say that poverty in developing countries affects people in the United Kingdom? Would you say it affects people in the United Kingdom quite a lot, a little bit or not at all?*



Base: All (2,303)

Source: MORI

- As in 2003, providing assistance to developing countries that are involved in conflict or war is seen as the main way in which poverty in developing countries affects the UK, with two in five children choosing this. Other effects chosen include increasing the number of people from developing countries who want to come to the UK, increasing the risk of diseases spreading to this country and encouraging people in the UK to send money and other aid to overseas charities.

Q *In which of these ways, if any, do you think that high levels of poverty in developing countries can affect us in the United Kingdom? By 'developing countries' we mean countries that are poorer than our own.*



Base: All (2,303)

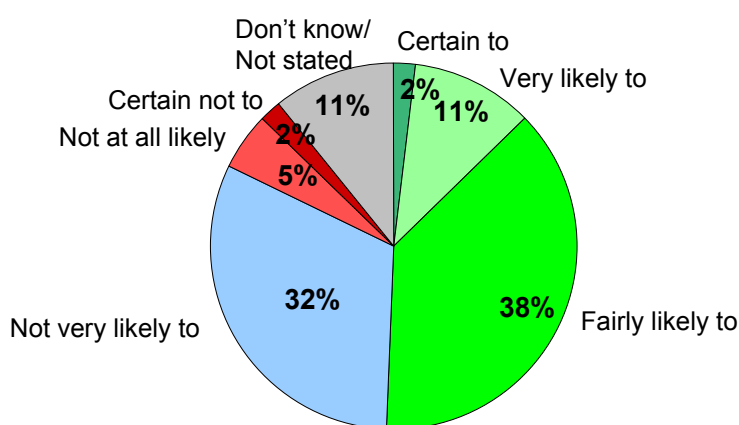
Source: MORI

- Most answers are cited by similar proportions of pupils as in 2003. However, fewer children mention affecting jobs in the UK (down by four points) as well as damaging the earth's environment (down by six points).
- Older children are more likely to mention immigration (39% compared with 26% of 11 year olds) and jobs in the UK (28% compared with 16% of 11 year olds). On the other hand, the environment is chosen more often by younger children (26% compared with 16% of 15-16 year olds).

Reducing Poverty

- As part of the research, the targets agreed by the world's governments to reduce global poverty are outlined and children asked their opinions on the likelihood of these targets being met.
- Around half think that the world's governments are likely to reach the goal of halving world poverty, though the proportion saying 'fairly likely' is three times as high as those saying 'very likely to' or 'certain to'. Two in five say they are unlikely to hit this target.

Q *The world's governments want to reduce poverty around the world. By 2015 they want to reduce the number of poor by half; have every child in every country going to primary school; improve basic health for everybody. How likely, if at all, would you say they are to reach these goals?*



Base: All (2,303)

Source: MORI

- Overall, this represents a three point decrease since 2003 in the proportion of pupils who think the Government will be successful.
- As in previous years, younger children are more optimistic about achieving this target than older children, and girls are more optimistic than boys.

Q *The world's governments want to reduce poverty around the world. By 2015 they want to reduce the number of poor by half; have every child in every country going to primary school; improve basic health for everybody. How likely, if at all, would you say they are to reach these goals?*

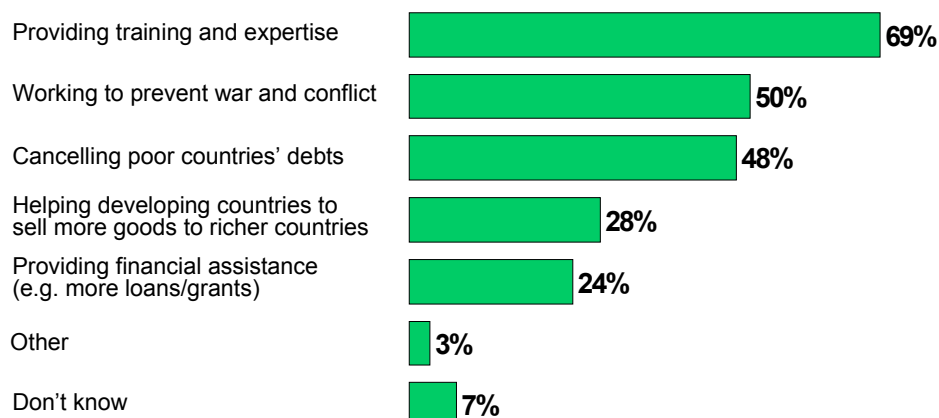
	2000	2001	2003	2004
<i>Base: All</i>	%	%	%	%
Certain to	5	4	4	2
Very likely to	10	11	14	11
Fairly likely to	38	30	36	38
Not very likely to	31	24	28	32
Not at all likely to	6	5	5	5
Certain not to	3	4	2	2
Certain/Likely	53	45	54	51
Certain not to/Not likely	40	33	35	39

Source: MORI

Ways we can Help Developing Countries

- Seven in ten secondary school pupils feel the most important way the Government can help developing countries reduce poverty is by providing training and expertise. This is followed by working to prevent war and conflict and cancelling debt (50% and 48% respectively).
- These findings are very similar to those for 2003. Over the last five years cancelling poor countries debts, working to prevent war and conflict and helping developing countries to sell more goods to richer countries have all fallen (down nine points, seven points and six points respectively). The only aspect to have risen is providing training and expertise (up 11 points since 2000).

Q Governments and other organisations try to help developing countries to reduce poverty in a number of ways. Which, if any, of the following do you think are most important?

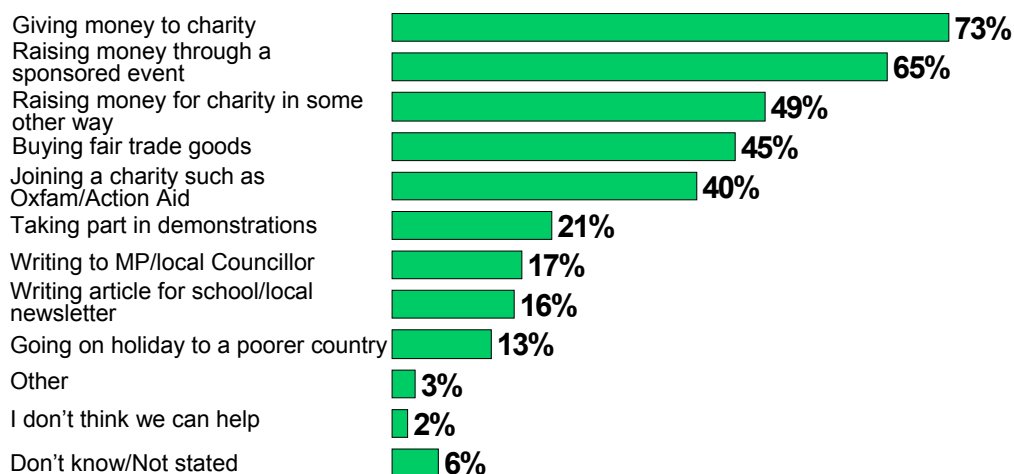


Base: All (2,303)

Source: MORI

- When asked if they and their families can do anything to help people in poorer countries, 48% say they can, compared with 20% who say they cannot. These results are very similar to 2003.
- Girls are more positive about the effect they can personally have; 53% say they can contribute, compared with 44% of boys.
- As in all previous years, giving money to charity is the most commonly cited way in which school children feel they could help people in poorer countries (73%). This finding is very similar to 2003.
- Other ways of raising money for charity are also popular; raising money for charity through a sponsored event is mentioned by 65% of pupils, while raising money for charity in some other way is mentioned by 49%.

Q How do you think you can help people in poorer countries, if at all?



Base: All (2,303)

Source: MORI

Conclusion

Overall, pupils' attitudes and opinions towards developing countries are fairly consistent with those of last year, with a majority feeling informed and concerned. Approaching nine in ten secondary school pupils say they know at least something about developing countries (87%). However, the proportion concerned about the basic conditions in these countries has fallen by nine points (to 60%) since 2003. Understanding of the interdependence of developed and developing worlds remains high, with three quarters of pupils understanding that poverty in developing countries affects people in the UK. Encouragingly, 7 in 10 pupils feel that they or their family can make a personal contribution to helping people in poorer countries and just over half of the pupils are optimistic that the world's governments will achieve the Millennium Development Goals by 2015.

Appendices

Sample Profile

	Number	Unweighted %	Weighted %
Total	2,303	100	100
Gender of Pupils			
Male	1,189	52	51
Female	1,114	48	49
Age of Pupils			
11	220	10	19
12	424	18	19
13	511	22	19
14	465	20	19
15	469	20	16
16	214	9	8
Year of Pupils			
7	389	17	26
8	468	20	19
9	502	22	20
10	503	22	18
11	441	19	17
Ethnic Origin			
White	2,001	87	88
BME	294	13	12
Household Composition			
Two parents in household	1,774	77	77
Single parent in household	467	20	20
Sibling in household	1,957	85	85
Work Status of Household			
Two parents work	1,198	52	52
One parent works	792	34	34
No parent works	313	14	14
Region			
London	274	12	11
South East	368	16	16
South West	251	11	9
North East	83	4	5
North West (incl. Merseyside)	389	17	14
Eastern (incl. Anglia)	287	13	10
East Midlands	212	9	8
West Midlands	189	8	11
Yorkshire & Humberside	152	7	10
Wales	98	4	6

Source: MORI

List of Local Education Authorities by Government Office Region

Eastern: Bedfordshire, Cambridgeshire, Essex, Hertfordshire, Luton, Norfolk, Peterborough, Southend, Suffolk, Thurrock.

East Midlands: Derby, Derbyshire, Leicester, Leicestershire, Lincolnshire, Northamptonshire, Nottingham, Nottinghamshire, Rutland.

London: Barking, Barnet, Bexley, Brent, Bromley, Camden, Croydon, Ealing, Enfield, Greenwich, Hackney, Hammersmith and Fulham, Haringey, Harrow, Havering, Hillingdon, Hounslow, Islington, Kensington and Chelsea, Kingston on Thames, Lambeth, Lewisham, Merton, Newham, Redbridge, Richmond upon Thames, Southwark, Sutton, Tower Hamlets, Waltham Forest, Wandsworth, Westminster.

North East: Darlington, Durham, Gateshead, Hartlepool, Middlesbrough, Newcastle upon Tyne, North Tyneside, Northumberland, Redcar & Cleveland, South Tyneside, Stockton-on-Tees, Sunderland.

North West (incl. Merseyside): Blackburn, Blackpool, Bolton, Bury, Cheshire, Cumbria, Halton, Knowsley, Lancashire, Liverpool, Manchester, Oldham, Rochdale, St Helens, Salford, Sefton, Stockport, Tameside, Trafford, Warrington, Wigan, Wirral.

South East: Bracknell Forest, Brighton and Hove, Buckinghamshire, East Sussex, Hampshire, Isle of Wight, Kent, Medway, Milton Keynes, Newbury, Oxfordshire, Portsmouth, Reading, Slough, Southampton, Surrey, West Berkshire, West Sussex, Windsor and Maidenhead, Wokingham.

South West: Bath and North-East Somerset, Bournemouth, Bristol, Cornwall, Devon, Dorset, Gloucestershire, Isles of Scilly, North Somerset, Plymouth, Poole, Somerset, South Gloucestershire, Swindon, Torbay, Wiltshire.

Wales: Anglesey, Blaenau Gwent, Bridgend, Caerphilly, Cardiff, Carmarthenshire, Ceredigion, Conwyn, Denbighshire, Flintshire, Gwynedd, Merthyr Tydfil, Monmouthshire, Neath Port Talbot, Newport, Pembrokeshire, Powys, Rhondda Cynon Taff, Swansea, Torfaen, Wrexham, Vale of Glamorgan.

West Midlands: Birmingham, Coventry, Dudley, Herefordshire, Sandwell, Shropshire, Solihull, Staffordshire, Stoke-on-Trent, Telford and Wrekin, Walsall, Warwickshire, Wolverhampton, Worcestershire.

Yorkshire and Humberside: Barnsley, Bradford, Calderdale, Doncaster, East Riding of Yorkshire, Kingston-upon-Hull, Kirklees, Leeds, North East Lincolnshire, North Lincolnshire, North Yorkshire, Rotherham, Sheffield, Wakefield, York.

Statistical Reliability

The respondents to the questionnaire are only samples of the total “population”, so we cannot be certain that the figures obtained are exactly those we would have if everybody had been interviewed (the “true” values). We can, however, predict the variation between the sample results and the “true” values from a knowledge of the size of the samples on which the results are based and the number of times that a particular answer is given. The confidence with which we can make this prediction is usually chosen to be 95% - that is, the chances are 95 in 100 that the “true” value will fall within a specified range. The table below illustrates the predicted ranges for different sample sizes and percentage results at the “95% confidence interval”.

Size of sample on which survey results is based	Approximate sampling tolerances applicable to percentages at or near these levels		
	10% or 90%	30% or 70%	50%
	±	±	±
100 interviews	6	9	10
500 interviews	3	4	4
1,000 interviews	2	3	3
2,303 interviews (<i>Schools Omnibus</i>)	1	2	2

Source: MORI

For example, with a sample of 2,303 where 30% give a particular answer, the chances are 19 in 20 that the “true” value (which would have been obtained if the whole population had been interviewed) will fall within the range of plus or minus 2 percentage points from the sample result.

When results are compared between separate groups within a sample, different results may be obtained. The difference may be “real”, or it may occur by chance (because not everyone in the population has been interviewed). To test if the difference is a real one - i.e. if it is “statistically significant”, we again have to know the size of the samples, the percentage giving a certain answer and the degree of confidence chosen. If we assume “95% confidence interval”, the differences between the two sample results must be greater than the values given in the table overleaf:

Size of sample compared	Differences required for significance at or near these percentage levels		
	10% or 90%	30% or 70%	50%
100 and 100	8	13	14
250 and 100	7	11	12
500 and 250	5	7	8
500 and 500	4	6	6
1,000 and 500	3	5	5
1,000 and 1,000	3	4	4
1,500 and 1,000	2	4	4

Source: MORI

Letter to Schools

Name
Address 1
Address 2
Address 3
Postcode

December 2003

Dear

MORI National Schools Omnibus

MORI has been commissioned by a range of public and voluntary sector organisations to undertake a large-scale survey of pupils in compulsory secondary education (aged 11 to 16) throughout England and Wales. The survey will aim to discover what pupils think about a number of educational and social issues, including for example, higher education, transport, the law and criminal offences and developing countries.

I am writing to ask you for your school's participation in this important survey, due to begin on Monday 12th January 2004. Your school is one of 500 randomly selected to produce a nationally representative sample of schools in England and Wales. We aim to keep disruption to the school routine to an absolute minimum by randomly selecting **only one class** to participate. During one school period a MORI interviewer will attend the class, explain the survey process and hand out a self-completion questionnaire. She/he will be on hand to answer any queries and will then collect the completed questionnaires at the end of the session.

Participation in the survey is completely confidential and your school and pupils will not be revealed to the organisations who have commissioned the survey, nor identified in any analysis.

The survey is due to start on 12th January and continue until 5th March 2004. We are extremely conscious of the heavy demands currently placed on pupils and teachers. We are therefore anxious to stress that **all the administration connected with the survey will be carried out by representatives from MORI**. As a thank you for taking part, participating schools will receive a Social Sciences/Humanities resource pack to assist with the planning and teaching of modules relating to market or social research.

A MORI interviewer will be contacting you in the near future and will be able to explain the process to you in more detail. In the meantime, we would be grateful if you could complete the enclosed fax-back reply form to let us know whether or not you would be able to take part in the study.

I should stress that MORI will endeavour not to contact your school again in the current school year.

I very much hope that your school is able to take part in the study. A summary of the findings will be available on the MORI web site (www.mori.com/schoolsomnibus) after the survey has been completed. If you have any queries or would like any further information, please do not hesitate to contact Abbie Nicholas, Helen Shaw or myself at MORI on 020 7347 3000.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Jane Stevens', with a long horizontal flourish extending to the right.

Jane Stevens
Director of Schools Omnibus

Marked-Up Questionnaire
