

Schools Omnibus 2006 (Wave 12)

A Research Study Among 11-16 Year Olds
on behalf of
The Department for International Development



February - May 2006

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Introduction

This report presents the findings from the 2006 Survey of Secondary School Pupils, carried out by the Ipsos MORI Social Research Institute on behalf of the Department for International Development (DFID). The computer tabulations may be found in a separate volume.

Background and Objectives

The overall aim of this study was to gather information regarding school pupils' perceptions of international development. This survey has been carried out every year since 2000 and focuses on the following issues:

- awareness of developing countries; the level of concern over the issues these countries face; and the way in which the information about international development is received;
- awareness of interdependence and the impact that issues affecting developing countries can have on the UK;
- perceptions of how levels of poverty in developing countries can be reduced, and awareness of how individual action can contribute to alleviating these;
- whether and how attitudes towards these issues have changed over time.

Methodology

The sample of schools drawn to take part in the Schools Omnibus comprised 300 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 Ipsos 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. An Ipsos 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 24 February and 18 May 2006. Of the 300 schools approached, 56 declined to participate at the invitation stage (a letter sent to the headteacher), while a further 144 declined during the fieldwork period. In total, 100 schools participated, giving a response rate of 33%. Overall, fully completed questionnaires were obtained from 2,334 pupils, an average of 23 pupils per class.

Data were weighted by gender, age and region. The weights were 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.

Ipsos MORI would also like to thank Rebecca Stringer and Diana Dalton at 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%.

Publication of Data

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

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Fiona Johnson

Rea Robey

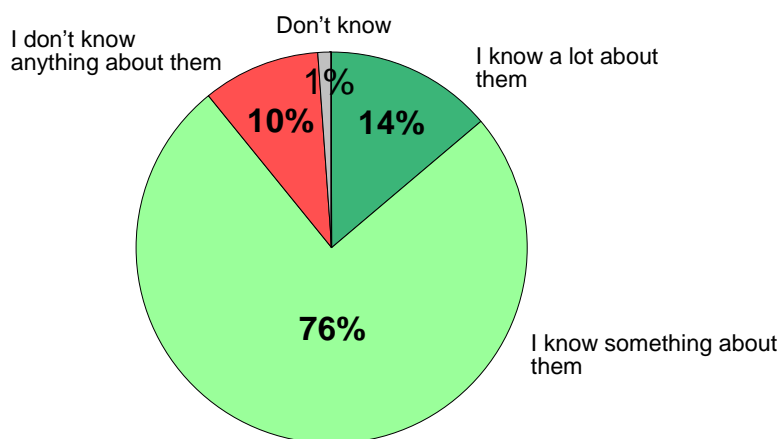
Summary of Findings

Awareness

- Nine in ten secondary school pupils say that they know at least something about developing countries (90%).

Knowledge of developing countries

Q: Which of the following, if any, best describes how much you know about developing countries?



Base: All respondents (2,334)

Source: Ipsos MORI

- This is an improvement on previous years: in both 2005 and 2004 overall awareness was at 87%. Changes in perception can often be linked to events overseas and the extent of media coverage. In 2004, the fieldwork took place during concentrated media interest in Iraq, and in 2005 fieldwork was undertaken in the immediate aftermath of the Asian Tsunami, the scale and gravity of which is likely to have had a considerable impact on children's awareness of the difficulties faced by developing countries.
- The 2006 fieldwork was conducted against the backdrop of the continuing problems in Iraq and Afghanistan, as well as the memory of the mud slide in the Philippines in February. In the months leading up to this year's survey, media coverage of the developing world has been fairly constant, with disasters such as hurricanes in Central America and the Caribbean in Autumn 2005, the earthquake in Pakistan in October and the spread of bird flu, as well as high-profile events such as the G8 Summit in July 2005 producing a steady reminder of predicaments in poorer areas of the world.
- A trend throughout Ipsos MORI's Schools Omnibus data has been for older children to express more knowledge of developing countries than

younger pupils; this theme is continued in 2006, with 14-16 year olds more likely to say they *know a lot* about developing countries than 11-12 year olds (17% compared to 10% respectively). The younger pupils are in turn more likely to say that they *don't know anything* about developing countries (12% compared to 10% overall and 8% of 14-16 year olds). In 2005, 16% of 11-12 year olds had no knowledge of poorer nations; the significant drop of four percentage points over the last year suggests awareness is increasing, and the 2007 schools omnibus will reveal whether this is a continuing trend.

- In contrast to the trend in previous years, there is no statistically significant difference in overall knowledge between girls and boys. However, boys are more likely than girls to say they *know a lot* about developing countries (16% compared to 11%). This gender difference at the top of the knowledge scale has been found in previous waves of the survey.
- Black and Ethnic Minority pupils (BME) are more likely to express a detailed knowledge of developing countries than white pupils; one in five BME children say they *know a lot* (20%), compared to around one in eight white pupils (13%).

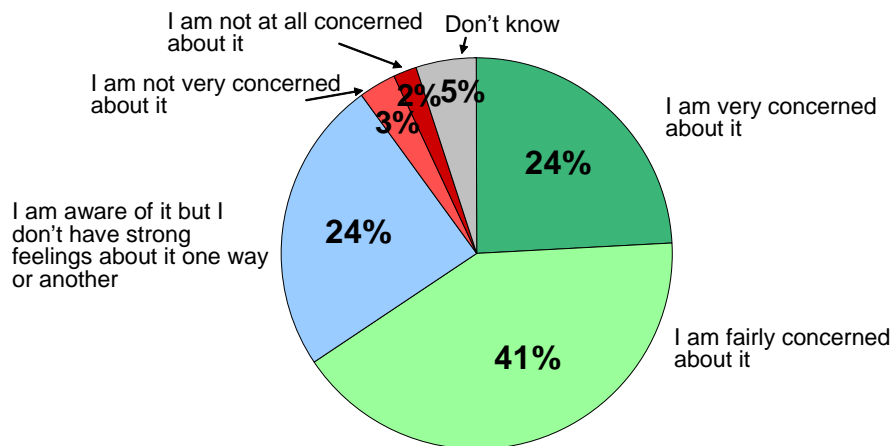
Q Which of the following, if any, best describes how much you know about developing countries?			
	I don't know anything about them	I know something about them	I know a lot about them
<i>Base: All respondents</i>			
Total	10	76	14
Gender of Pupil			
Male	11	73	16
Female	9	80	11
Age of Pupil			
11 years	12	77	10
12 years	12	77	10
13 years	8	79	13
14 years	7	75	17
15-16 years	9	73	18
Ethnic Origin			
White	9	77	13
Black and Minority Ethnic (BME)	11	67	20
<i>Source: Ipsos MORI</i>			

Concern

- The majority of children are worried in some sense about the effects of poverty in the developing world. Two in three pupils (66%) are concerned about the lack of food, basic healthcare and education, with nearly a quarter (24%) feeling *very* concerned. Only two per cent are *not at all* concerned.

Concern for international poverty

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 respondents (2,334)

Source: Ipsos MORI

- 2005 saw a significant nine point increase in concern, and that level has been maintained into 2006 (66% compared to 68% in 2005). In a similar manner to previous trends, the proportion of pupils saying that they are *fairly* concerned has not changed significantly in the last year, but there has been a significant drop in the number of those who say that they are *very* concerned (28% in 2005 compared with 24% in 2006). The simultaneous increase in those saying they are aware but do not have feelings either way (from 21% in 2005 to 24% in 2006) indicates a reversal of the change from neutrality to concern in 2005. Further waves of the survey will confirm whether this marks the start of a trend, or simply a statistical deviation.

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:</i>	%	%	%	%	%
<i>All respondents</i>					
Total	24	41	24	3	2
Gender					
Male	19	39	28	4	4
Female	30	44	19	2	1
Age					
11 years	31	40	17	1	2
12 years	30	41	19	2	2
13 years	24	46	22	2	1
14 years	22	38	29	4	2
15-16 years	18	41	30	4	4
Ethnic origin					
White	22	42	25	3	2
BME	38	37	15	2	3

Source: Ipsos MORI

- As seen in recent years, younger children are more likely to be concerned than older children; 71% of 11-13 year olds are concerned compared with 59% of 14-16 year olds.
- The results also show that, as in previous years, girls are more likely to say that they are concerned about these issues than boys (74% of girls and 58% of boys).
- Children from ethnic minorities are more likely to be concerned about these topics than white children (75% among BME students, compared with 64% among white children). In particular, white children are more prone to have no strong feelings either way (25% compared to 15% of BME children) and BME pupils are more likely to say they are *very* concerned (38% compared with 22% of white pupils).

- This may be linked to the fact that BME pupils tend to know more about developing countries – those who say they *know a lot* are more likely to feel *very* concerned than average (37% compared to 18% who know nothing and 24% overall).

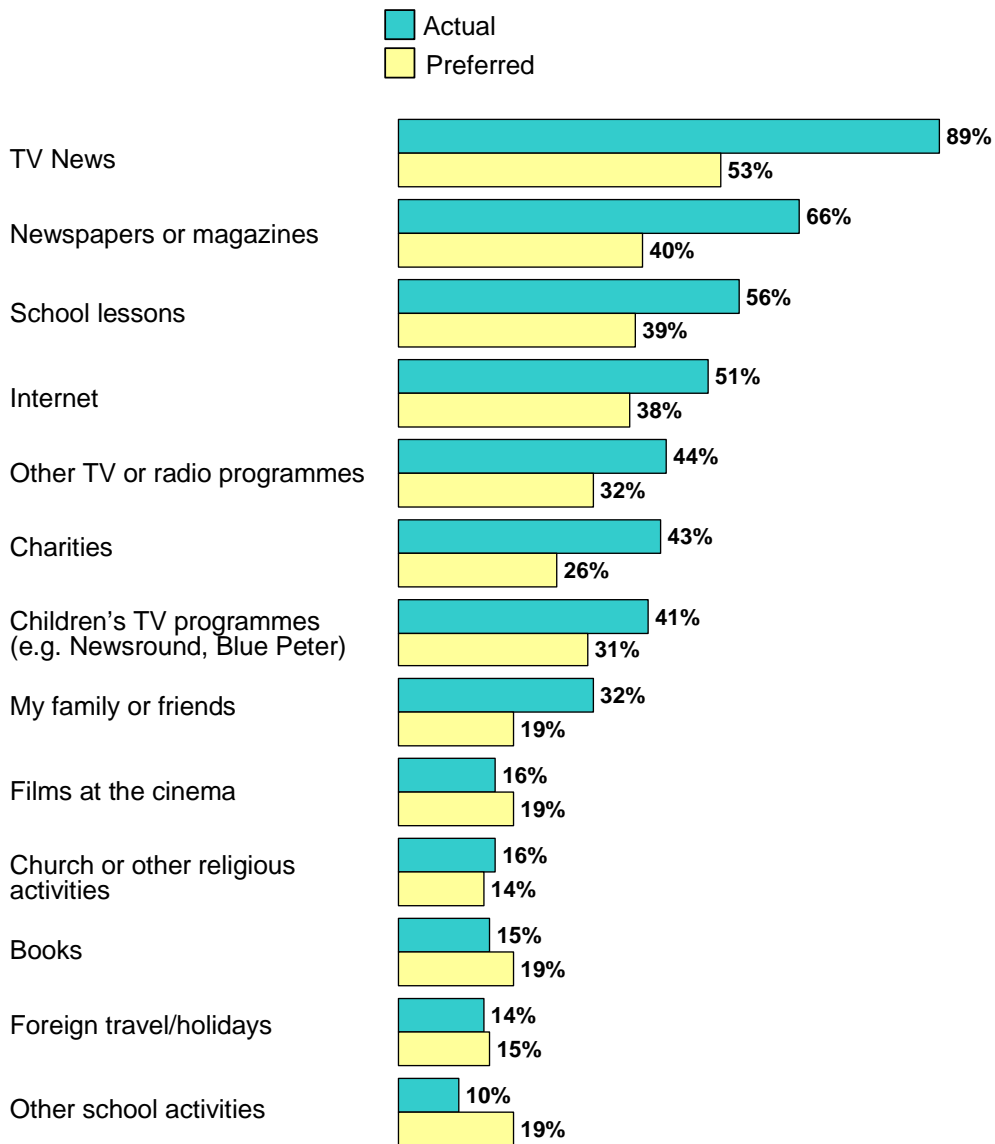
Media

- Most children state that TV news a source of information on developing countries (89%), in line with previous years. Newspapers and magazines are the second most mentioned (66%), followed by school lessons, the internet, other TV and radio programmes, and charities (56%, 51%, 44% and 43% respectively).

Sources of information

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 respondents (2,334)

Source: Ipsos MORI

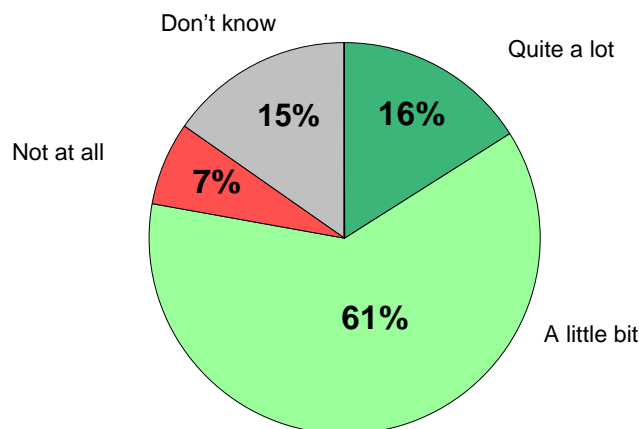
- Children aged 12 years or older are more likely than 11 year olds to mention TV news as a source of information. The youngest age group (11 year olds) have a greater tendency than their older counterparts to cite a broad range of media - children's TV programmes, family and friends, church or other religious activities, books, foreign travel and other school activities.
- 15-16 year olds on the other hand are more likely to cite films at the cinema and are least likely to state they hear about developing countries through children's TV programmes. Meanwhile, those in the middle age group of 12-14 have a greater tendency than other children to mention the internet. Friends and family and church and other religious activities are information sources which tend to be cited by younger school children.
- Pupils were also asked whether they wanted to find out more about what is happening in developing countries and if so, how. As well as being the most widely used, television news continues to be the preferred method of obtaining information about developing countries, with over half of pupils choosing this method (53%). The next five top mentions also follow the order set by actual sources of information.
- Having fallen last year, the proportion of pupils who do not want to find out any more about developing countries has increased, from 13% in 2005 to 17% in 2006.
- The proportion of pupils saying that they find out about developing countries in school lessons continues to rise (from 47% in 2000 to 56% now), after a drop in 2001 and 2002. The proportion saying that they would like to find out what is happening in developing countries in school has dropped slightly (from 41% to 39%) following an increase in 2005, although this is not a statistically significant change. Relatively, school lessons as a source of information are also ranked higher now than in 2000: 6th in 2000, 4th in 2001 and 3rd in 2003-2006 (behind TV news and newspapers and magazines).

Interdependence

- The majority of children say that poverty in developing countries affects people in the UK. Over three-quarters of pupils think it impacts on the UK at least a little (77%), while only a small proportion (7%) says the UK is unaffected. The number of those who state they are unsure remains stable at 15%. This year's findings are very similar to those in previous years, and perception of the effect of developing world poverty on the UK seems to have reached a plateau despite a recent increase in concern.

How much does it affect the UK?

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?



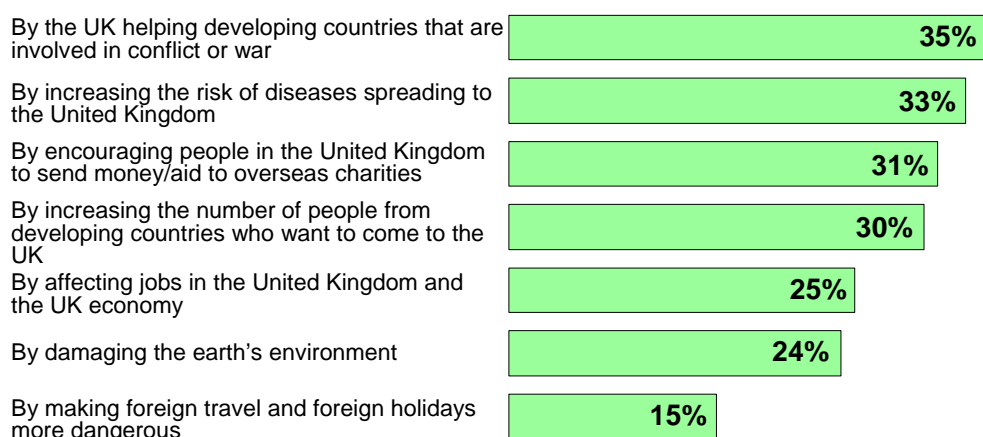
Base: All respondents (2,334)

Source: Ipsos MORI

- As in last year's survey, older children are more likely to believe that poverty in developing countries does not affect people in the UK. One in ten 14-16 year olds believe the UK is not affected, compared with around one in twenty 11-13 year olds.
- Providing assistance to countries involved in war and conflict continues to be seen as the main way in which poverty in developing countries affects the UK (35% of children). Other top mentions include increasing the risk of diseases spreading to the UK, encouraging people in the UK to send money/aid to overseas charities, and increasing the number of people who want to come to the UK (33%, 31% and 30% respectively).

How developing country poverty affects the UK

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 respondents (2,334)

Source: Ipsos MORI

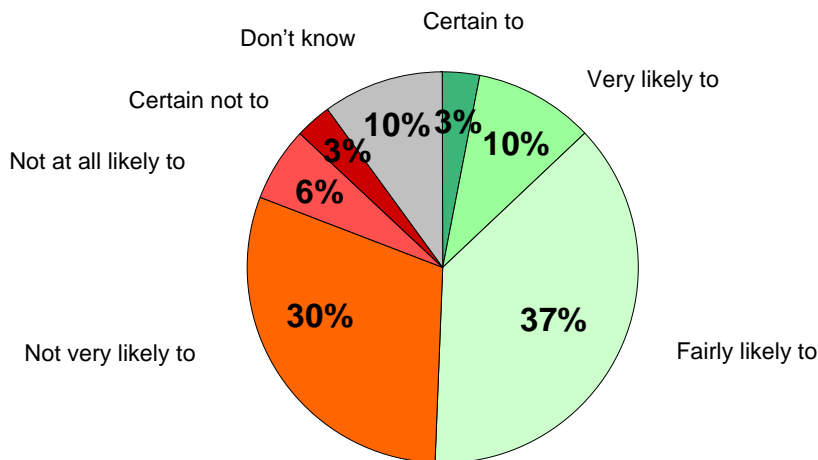
- Similar to 2005, older children are more likely to mention immigration (40% of 15-16 year olds compared with 21% of 11 year olds), and jobs in the UK (28% of 15-16 year olds compared to 21% of 11 year olds) as well as making foreign travel more dangerous (18% of 15-16 year olds compared to 10% of 11 year olds). On the other hand, risk of disease and damage to the environment are more often cited by the 12-13 age group (37% and 28% of 12-13 year olds compared with 29% and 19% of 15-16 year olds respectively).
- Girls are more prone to cite helping countries involved in conflict or war (37% compared to 32% of boys), whereas boys are more likely to mention UK jobs and the increasing danger to foreign travel (28% and 18% of boys versus 22% and 13% of girls respectively).
- In addition to the 12-13 age group, damage to the environment is also more likely to be mentioned by BME pupils (29% compared to 23% of white children).

Reducing Poverty

- Confidence in the world's governments to reduce poverty has remained steady over the last few years; half of pupils think that they are likely to reach the poverty goals by 2015 (50% compared to 52% in 2005). Similar to 2005, the majority of those feeling success is likely fall into the *fairly likely* group; this response is almost three times as high as those saying *very likely* or *certain to*. Again in line with 2005, one in ten say they are *not at all likely* or *certain not to* hit this target (9%).

World government targets

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



Base: All respondents (2,334)

Source: Ipsos MORI

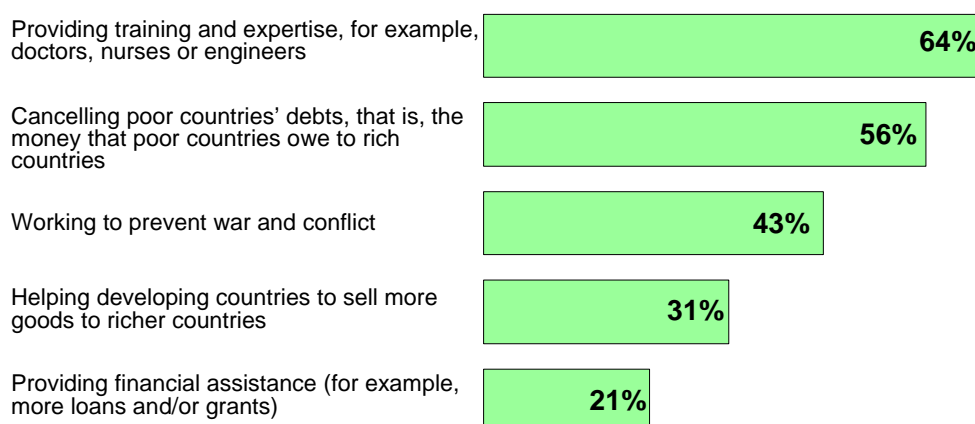
- As in previous years, girls are more optimistic than boys, and on the whole, younger children are more positive than older children.
- BME children are considerably more likely to be optimistic about the chance of success, with 60% of BME pupils saying it is likely, compared to 48% of white children. Those in urban areas are also more convinced that the world's governments will reach their goals, although this may be due to the fact that BME students tend to be found in urban rather than rural areas.

Ways to Help Developing Countries

- When asked to state the most important ways to help developing countries, almost two-thirds of secondary school pupils feel that providing training and expertise is a major method. This is followed by cancelling debt and working to prevent wars and conflict (56% and 43% respectively). Overall, the children have prioritised the methods in the same order as 2005.

Ways to help

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 respondents (2,334)

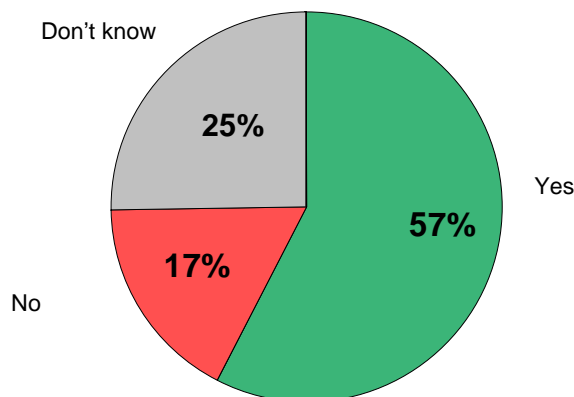
Source: Ipsos MORI

- When asked if they and their families can do anything to help people in poorer countries, 57% say they can, compared to 17% who say they cannot. 2005 saw a ten point increase in those who feel that they can help, mirroring an increase in awareness and concern which was attributed partly to the Asian Tsunami. In 2006, perceived ability to help personally is in line with 2005, but the proportion of children saying they cannot do anything personally has increased slightly (up by three percentage points)¹.

¹ Although this is a small change, it is statistically significant.

Ability to help personally

Q: Do you think that you personally, or your family, can do anything to help people in poorer countries, or not?



Base: All respondents (2,334)

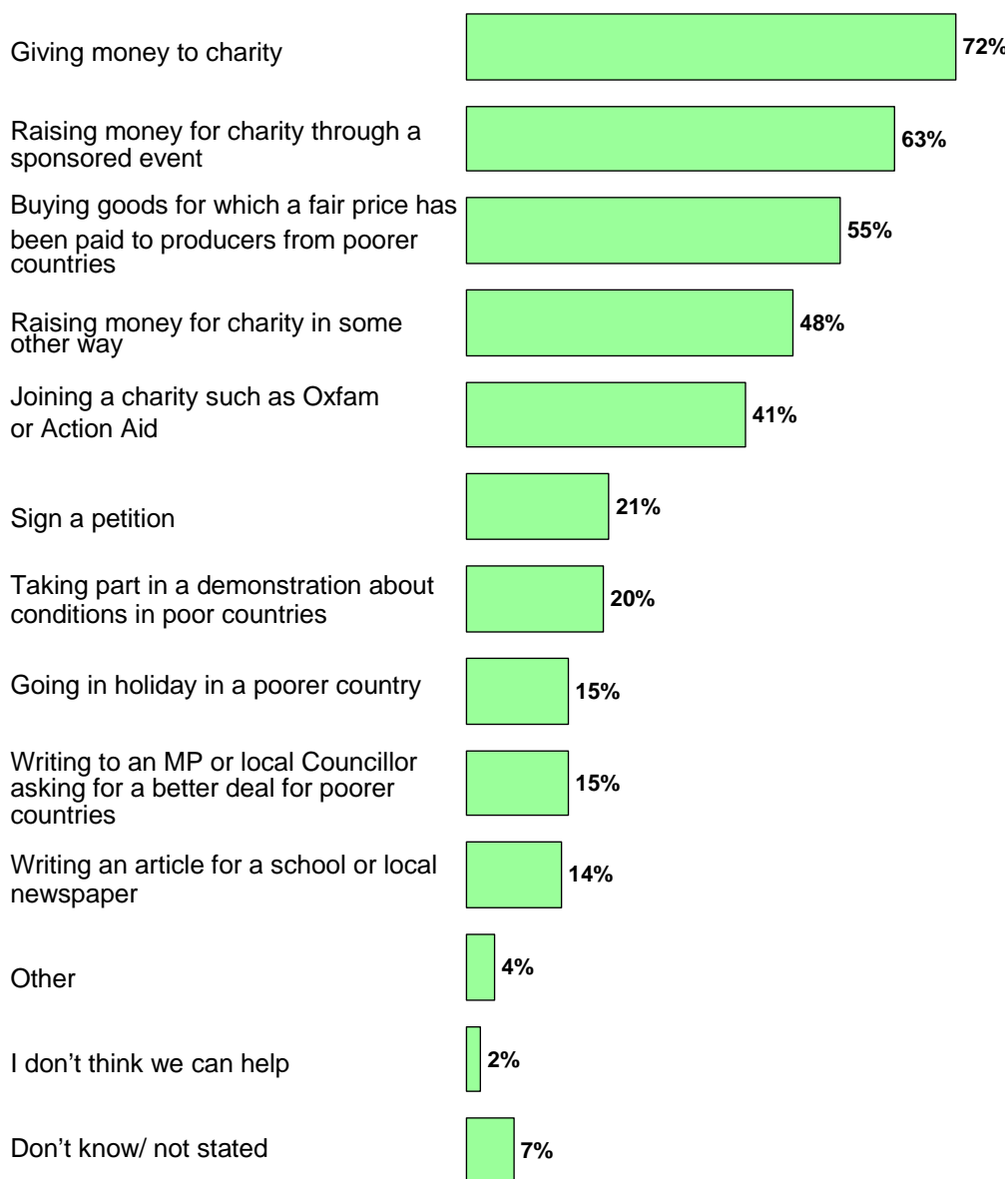
Source: Ipsos MORI

- As with last year's findings, boys are more negative than girls about the effect they can personally have: 20% say they cannot contribute, compared to 14% of girls.
- Older pupils are also less confident, with 23% saying they or their family cannot assist poorer nations, compared to only 9% of 11 year olds. A similar pattern is seen between BME and white children (64% of BME pupils feel they can help, versus 56% of white children) as well as rural and urban areas (64% of rural children, versus 56% of urban children)².
- As in all previous years, giving money to charity (72%) is the most commonly cited way in which school children feel they can help people in poorer countries. Although there has been a four per cent decrease since 2005, the proportion of pupils selecting this option is still 16 percentage points higher than in 2002.
- Raising money through a sponsored event is also popular, with 63% of pupils mentioning this. 2006 has seen a significant increase in the proportion citing the purchase of fair trade goods: 55% of children recognise it as a way they can help, compared to 46% in 2005. These options are followed by raising money for charity in some other way and joining a charity, which are mentioned by 48% and 41% respectively.

² As mentioned previously, as BME children tend to live in urban rather than rural areas, the ethnicity/area impact may well be linked.

How to help personally

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



Base: All respondents (2,334)

Source: Ipsos MORI

- In general, older children are more likely to feel they can help through buying fair trade goods, whereas the younger pupils tend to mention writing to an MP or Councillor or writing for a school or local newspaper as actions they could take.

Conclusions

This year's study has shown overall positive attitudes among secondary school children towards developing countries. Awareness continues to rise, with a significant three point increase since 2005, and at the same time concern has remained at a high level after a large increase last year. In the 2005 report, improvements in awareness and raised levels of concern were attributed at least partly to the 'Tsunami effect' after the Boxing Day disaster; however this year's data suggests that the effect has not been temporary. While this could be due to continued news coverage of the developing world, further waves of the study will tell whether it represents a longer term shift in perceptions.

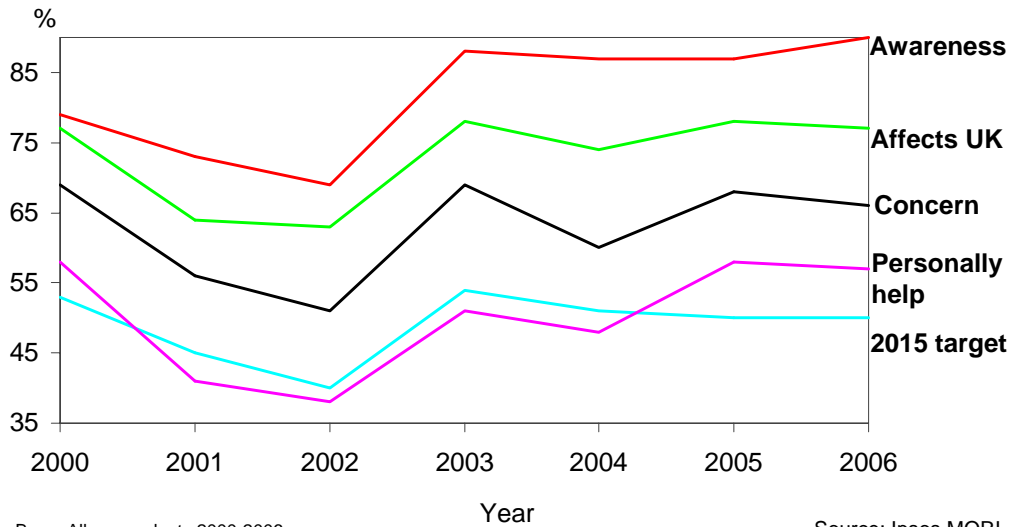
The results also show that the perception that pupils can personally help people in poorer countries has remained stable at the high level set in 2005, although there has been a small increase in those saying they cannot help. In line with other measures of perception, children's understanding of the interdependence between developing and developed nations has reached a stable level since 2005, with the UK's involvement in conflicts and war, and the risk of disease comprising the top two ways in which poorer countries are felt to affect it. Once again, news coverage clearly plays an important role in shaping these responses, with the ongoing Iraq and Afghanistan war and the threat of bird flu taking prominent positions in the news.

In terms of the best ways to assist developing countries, providing training and expertise was regarded as the principal method, followed by cancelling their debts; increased levels of loans and grants receive the lowest priority. This demonstrates pupils' understanding that sustainable solutions to poverty cannot come purely from financial aid, and may reflect the influence of recent campaigns such as Make Poverty History and the Live 8 concert.

Television is the most widely used and preferred source of information on developing countries for most school children. This also means that television is an effective medium to reach children of all ages, for example, through television awareness campaigns, or educational programmes. School lessons are also an important way for children to broaden their understanding and interest in developing countries; they are now the third most mentioned source compared to being sixth in 2000.

While children do seem engaged with international development, they remain split on whether the world's governments can do enough to meet their 2015 targets. Confidence remains steady at the level set in the last few years, but the majority fall into the *fairly likely to or not very likely to* camps. More action needs to be taken - or awareness of the action that has been taken needs to be better raised - before they will be convinced either way.

2000-2006 Trends



Looking back over the past six years, there has been an impressive increase in all the main measures, particularly in 2002-2003 and again in 2004-2005. This year, many of the findings have reached a plateau, with only incremental changes either way. It will be interesting to see which direction these attitudes will take in 2007; the findings will undoubtedly continue to be influenced by world events, charity campaigns and the emphasis of the global dimension in the school curriculum and wider school activities.

Appendices

Sample Profile

	Number	Unweighted %	Weighted %
Total	2,334	100	100
Gender of Pupils			
Male	1,184	51	51
Female	1,150	49	49
Age of Pupils			
11	197	8	19
12	538	23	19
13	597	26	19
14	431	18	19
15	404	17	17
16	167	7	7
Year of Pupils			
7	517	22	30
8	595	25	20
9	492	21	19
10	430	18	18
11	300	13	13
Ethnic Origin			
White	2,043	88	87
BME	280	12	13
Household Composition			
Two parents in household	1,812	78	78
Single parent in household	479	21	20
Sibling in household	1,989	85	86
Work Status of Household			
Two parents work	1,482	64	64
One parent works	621	27	27
No parent works	231	10	10
Region			
London	157	7	8
South East	404	17	18
South West	243	10	9
North East	134	6	5
North West (incl. Merseyside)	224	10	14
Eastern (incl. Anglia)	236	10	10
East Midlands	204	9	8
West Midlands	271	12	11
Yorkshire & Humberside	256	11	10
Wales	205	9	6

Source: Ipsos 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
2,334 interviews (<i>Schools Omnibus</i>)	1	2	2

Source: Ipsos MORI

For example, with a sample of 2,334 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: Ipsos MORI

Letter to Schools

NAME
ADDRESS
ADDRESS
ADDRESS,
ADDRESS,

January 2006

ID NUMBER

Dear TITLE SURNAME,

MORI National Schools Omnibus 2006

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, international development, local democracy and young people's rights.

I am writing to ask you for your school's participation in this important survey, due to begin the week commencing 20th February 2006. Your school is one of 300 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. Each pupil will be given a MORI Schools Omnibus pen, in order to complete the survey, but also as a thank you for taking part.

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 around the 20th February and continue until 5th May 2006. 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 resource pack to assist with the planning and teaching of modules relating to citizenship issues.

A MORI interviewer will be contacting you in the near future and 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 Amy Lee, Adél Várnai or myself at MORI on 020 7347 3000.

Yours sincerely



Jane Stevens

MORI Schools Omnibus Director