

Schools Omnibus 2003 (Wave 9)

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



January - March 2003

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Introduction

This report presents findings from the 2003 Survey of Secondary School Pupils, carried out by Market & Opinion Research International (MORI) 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 and 2002 Schools Omnibus, 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 two years

Methodology

The sample of schools comprised 250 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 15 January and 12 March 2003. Of the 250 schools approached, 79 declined to participate at the invitation stage (a letter was sent to the headteacher requesting school participation) and a further 52 schools refused to participate during the fieldwork period. In total, 119 schools participated, giving a response rate of 48%. Overall, fully completed questionnaires were obtained from 2,494 pupils, at an average of 21 pupils per class.

Data have been 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.

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 2003 results are reported based on all pupils. However, when comparing the 2003 findings with previous years' results, figures are based on all expressing an opinion in both years (i.e., excluding 'don't know' and 'not stated'). This is because findings in the 2002 study were based on those expressing an opinion, as the proportion not giving an opinion in 2002 was higher than anticipated. Please see the 2002 report for further details.

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 would only be refused on the grounds of inaccuracy or misrepresentation.

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Michele Corrado

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Summary of Findings

Awareness

- The MORI survey of secondary school pupils finds that almost nine in ten of all pupils say they know at least something about developing countries (88%).
- This represents a seven point increase since last year¹ and is the highest since the survey began in 2000. It should be noted that the fieldwork for this survey took part in the months of the build-up to the Iraq war (including, for example, the big anti-war march on 15 February). The extensive media coverage of these issues is likely to have had an impact on people's views on developing countries (as, for example, did the Jubilee 2000 campaign the first time we carried out this survey), and this should be borne in mind when interpreting these results.
- As in previous years, older children are more likely to say they know about developing countries than younger children. In particular, older children are more likely to say they know a lot about them (17% of 15-16 years olds compared with four per cent of 11 year olds).
- Girls say they have a greater knowledge of developing countries than boys. Eighty-nine per cent of girls know at least something about developing countries, compared with 86% of boys. However, boys are more likely to say that they know *a lot* about developing countries than girls (12% and 8%), whereas girls are more inclined to say they know *something* about them (81%, compared with 74%).

¹ Based on all those who expressed an opinion in 2002 and 2003.

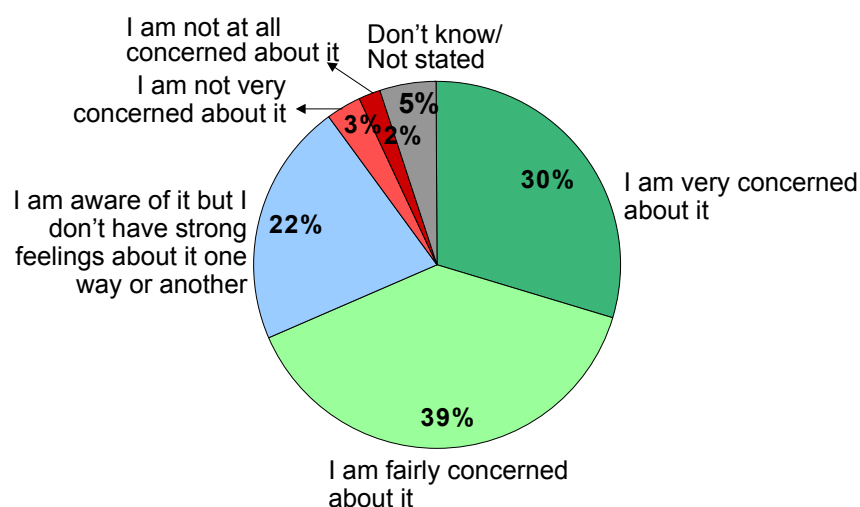
Q Which of the following, if any, best describes how much you know about developing countries?	I don't know anything about them	I know something about them	I know a lot about them
<i>Base: All</i>	%	%	%
Gender of Pupil			
Male	12	74	12
Female	11	81	8
Age of Pupil			
11 years	14	80	4
12 years	16	76	7
13 years	9	81	10
14 years	10	78	11
15-16 years	10	73	17

Source: MORI

Concern

- When asked about their level of concern for conditions such as lack of food, basic health care and education in developing countries, seven in ten (69%) say they are concerned, with three in ten very concerned. Very few say they are not concerned. Among those expressing an opinion, there has been a six point increase in the proportion of pupils who express concern about these issues over the last year (71%, up from 65% in 2002).
- These figures reflect the upturn in awareness and knowledge in this year's survey. Improvements have been made since 2002 and in many cases figures are now on a par with the highs of 2000. Again, although fieldwork was conducted before the war broke out, the build-up to the war no doubt heightened awareness of developing world issues.

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 (2,494)

Source: MORI

- Younger children are more likely than older children to be concerned, with older children more likely to have no strong feelings either way (14 year olds) or to say they are not concerned (15-16 year olds).
- As in previous years, girls are more likely to say they are concerned about these issues than boys (77% of girls compared with 61% of boys)².
- In addition, again repeating previous years' findings, children from ethnic minorities are more likely to be concerned about these topics than white children (77% among BME students, compared with 68% among white children) and they are less likely to feel indifferent.

² This may partly be because boys are unwilling or embarrassed to say they are concerned about these issues (although a clear majority are still concerned). In any case, this indicates that more effort may need to be put into engaging boys (especially older boys) in this topic than girls.

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	30	39	22	3	2
Gender					
Male	24	36	27	4	4
Female	36	41	18	1	1
Age					
11 years	38	35	15	2	3
12 years	31	43	18	3	1
13 years	28	40	23	3	2
14 years	25	37	29	2	2
15-16 years	27	39	26	3	3
Ethnic Origin					
White	29	39	23	3	2
Non-white	38	39	14	2	2

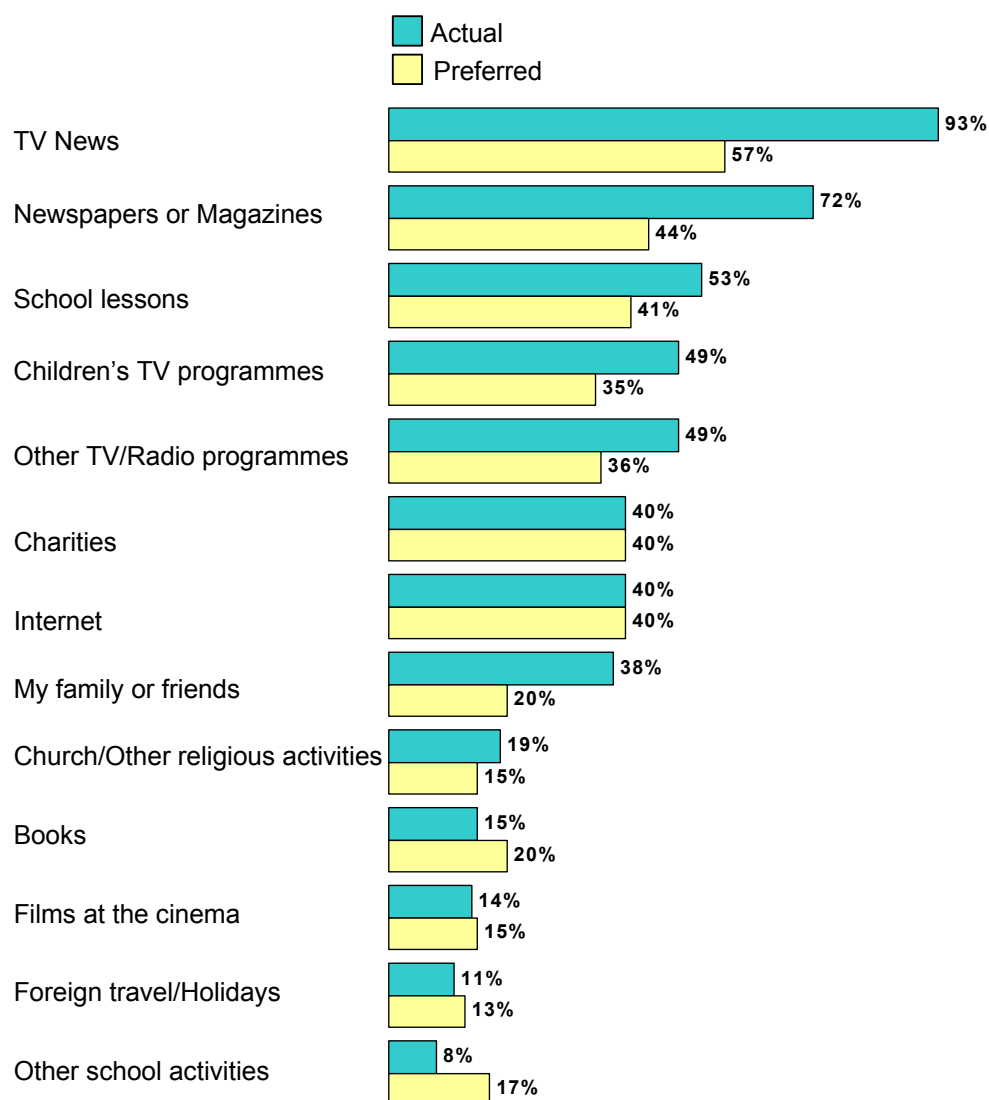
Source: MORI

Media

- TV news continues to be the main source of information on developing countries for most school children (93%). Newspapers and magazines are second most mentioned (72%), followed by school lessons, children's TV programmes and other TV or radio programmes (53%, 49% and 49% respectively).
- As with previous years, older children (14-16) are more likely to get information from TV news, and newspapers and magazines, and children's programmes and the family are relatively more important to younger children. In addition, BME students are more likely to find out what is happening from the internet and their family and friends.

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 (305)

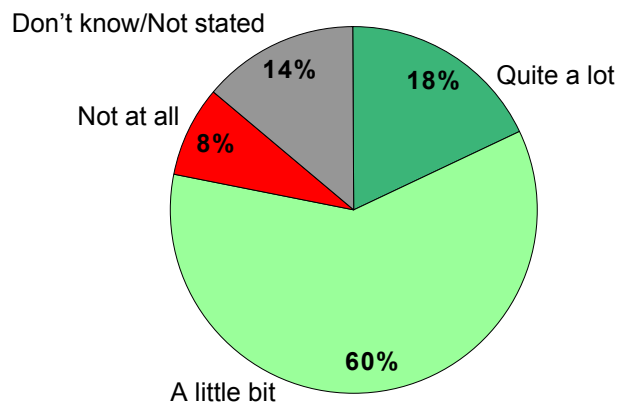
Source: MORI

- 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 is also the most preferred method of obtaining information about developing countries with three in five choosing this. Also popular are newspapers or magazines and school lessons (44% and 41%).
- The proportion of pupils choosing TV news has risen for the third year in a row this year with 59% of pupils (who expressed an opinion) selecting this compared with 45% in 2002 and 38% in 2001. Also on the increase this year is newspapers or magazines and the internet. However, books, other school activities, films at the cinema and foreign travel and holidays are less likely to be chosen this year than in 2002.

Interdependence

- Most children think that poverty in developing countries does affect people in the UK. Around eight in ten believe it affects the UK at least a little, with only eight per cent saying it does not affect people in the UK at all. The proportion of pupils who feel that poverty in developing countries affects the UK has been fairly consistent since 2000.
- Also consistent with previous years is the finding that older children are more likely to say that poverty in developing countries does not affect the UK population at all. Twelve 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?*

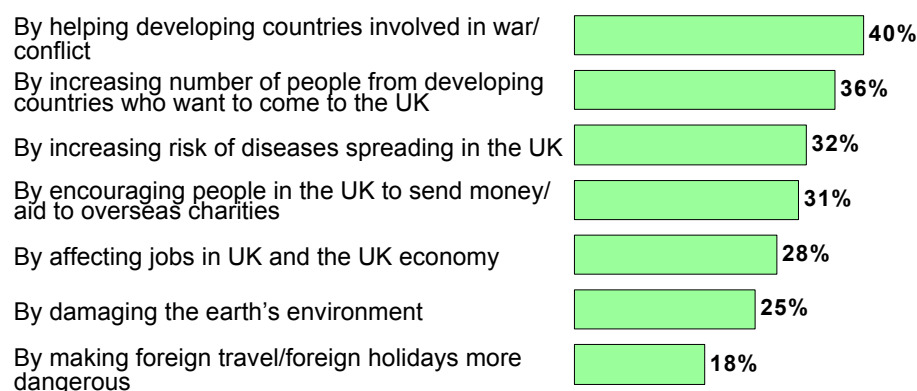


Base: All (2,494)

Source: MORI

- As in 2002, providing help to developing countries involved in war/conflict is seen as the main impact of poverty in the developing world on people in the UK, with two in five pupils 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 disease 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 (2,494)

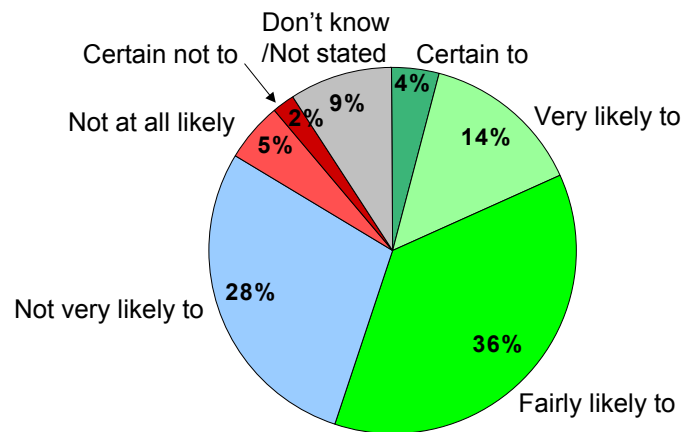
Source: MORI

- With fewer pupils saying 'don't know' this year, all answers are cited more in 2003 than they were in 2002. The biggest rises are helping developing countries that are involved in conflict or war (up 11 points) and increasing the number of people from developing countries who want to come to the UK (up by 10 points).
- Reflecting levels of knowledge, younger children are less likely to be aware of ways in which poverty in the developing world affects the UK (21% of 11 year olds say they don't know, compared with 15% of 15-16 year olds).

Reducing Poverty

- As part of the research, the targets agreed by the world's governments to reduce global poverty were outlined and children were asked their opinions on the likelihood of these targets being met.
- Over half think that the Government is likely to reach its goals of reducing poverty around the world though 'fairly likely' is twice as high as 'very likely' or 'certain to'. One in three say it will not.

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 (2,494)

Source: MORI

- This represents a four point increase since 2002 in the proportion of pupils who think the Government will be successful.
- Younger children are more optimistic about the government achieving its targets than older children, and girls more optimistic than boys.

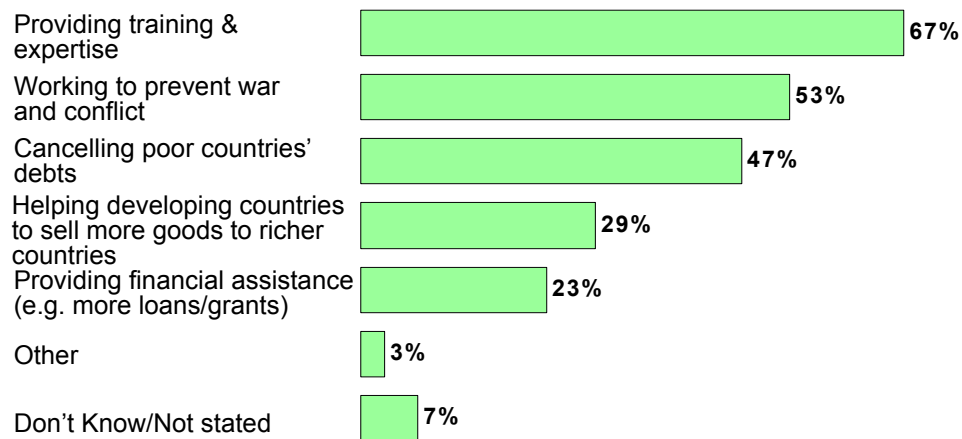
Q *The world's governments want to reduce poverty around the world. By 2015 they want to reduce the number of poor by half; have every child in every country going to primary school; improve basic health for everybody. How likely, if at all, would you say they are to reach these goals?*

	2000	2001	2002	2003
Base: All expressing an opinion	(2,573) %	(2,287) %	(1,896) %	(2,272) %
Certain to	5	5	4	5
Very likely to	11	14	13	15
Fairly likely to	41	39	39	40
Not very likely to	33	31	32	31
Not at all likely to	6	6	7	6
Certain not to	3	5	4	2
Certain/Likely	57	58	56	60
Certain not to/ Not likely	42	42	43	39

Source: MORI

- Approaching seven in ten secondary school pupils feel that 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 (53% and 47% respectively).
- Against the backdrop of this year's events working to prevent war and conflict has risen by four points (although it is still lower than in 2000). However, providing financial assistance, cancelling poor countries' debts and helping developing countries to sell more goods to richer countries have all fallen.

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?*



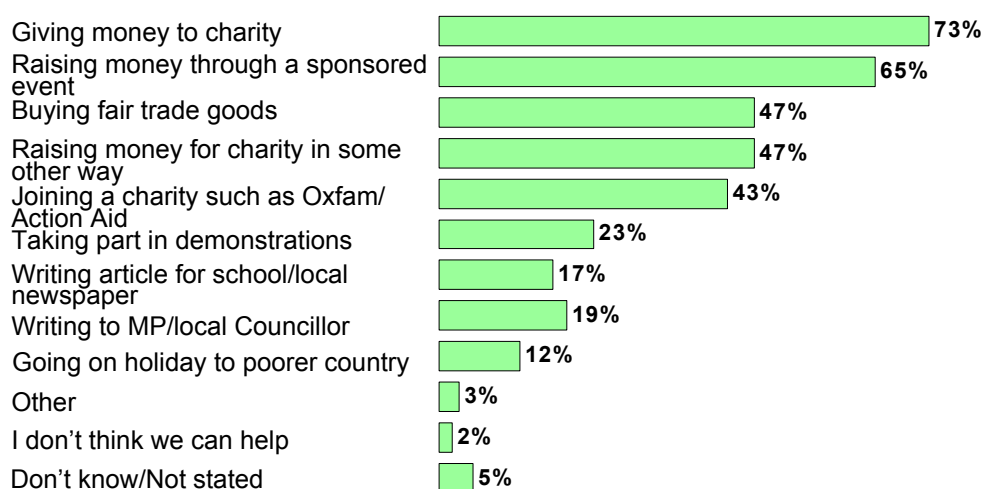
Base: All (2,494)

Source: MORI

- When asked if they and their families can do anything to help people in poorer countries, 51% say they can, compared with 19% who say they cannot.
- Compared with the 2002 figures, this year's results represent an increase in optimism. 72% say they can help in 2003 (based on all answering), compared with 66% in 2002. Though positive, this does not quite match the high of 76% recorded in 2000.
- Girls are slightly more optimistic about the effect they can personally have; 53% say they can contribute, compared with 49% 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%). However, the proportion of children mentioning this has fallen slightly since 2002.

- 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 47%. Buying fair trade goods is also mentioned by 47% (although this is lower than in any previous year).
- More political actions such as taking part in a demonstration or writing to an MP are less popular. However, in light of the anti-war demonstrations (the largest of which took place during fieldwork), those choosing taking part in a demonstration has risen from last year (although is still lower than in 2000 and 2001).

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



• Base: All (2,494)

Source: MORI

Conclusion

There have been some very encouraging signs in young people's awareness of developing countries, no doubt bolstered by the activity leading up to the Iraq War. Reflecting this, levels of concern for basic conditions in developing countries have also risen (from an already fairly high base). Once again, most young people feel poverty in the Third World does affect people in the UK. Regarding the possible attainment of the Millennium Development Goals over half think the Government is likely to reach its goals of reducing poverty around the world, representing a four point increase on 2002. However, strength of feeling on this is lacking: twice as many young people say 'fairly likely'; than 'very likely' or certain to. Furthermore, one in three are sceptical, believing that these goals will not be realised.

Appendices

Sample Profile

	Number	Unweighted %	Weighted %
Total	2,494	100	100
Gender of Pupils			
Male	1247	50	51
Female	1247	50	49
Age of Pupils			
11	287	12	19
12	494	20	19
13	527	21	19
14	542	22	19
15	452	18	17
16	192	8	7
Year of Pupils			
7	507	20	27
8	531	21	21
9	513	21	17
10	547	22	20
11	396	16	15
Ethnic Origin			
White	2214	89	88
Non-white	273	11	11
Household Composition			
Two parents in household	1943	78	77
Single parent in household	481	19	20
Sibling in household	2126	85	85
Work Status of Household			
Two parents work	1384	55	55
One parent works	776	31	31
No parent works	334	13	14
Area			
Rural	396	16	13
Urban	1619	65	67
Region			
London	191	8	9
South East	331	13	18
South West	222	9	9
North East	90	4	5
North West (incl. Merseyside)	247	10	14
Eastern (incl. Anglia)	424	17	10
East Midlands	280	11	8
West Midlands	291	12	11
Yorkshire & Humberside	174	7	10
Wales	244	10	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
2,494 interviews (<i>Schools Omnibus</i>)	1	2	2

Source: MORI

For example, with a sample of 2,494 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 2002

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, careers, the law and criminal offences, and business.

I am writing to ask you for your school's participation in this important survey, due to begin on Wednesday 15th January 2003. 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 **one class only** to participate in the survey during one school period. During that 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 15th January and continue until 12th March 2003. 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.**

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, Claire Tyrrell, 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