



# OUR GLOBAL FUTURE

How can education meet the challenge of change?

## Young People's Experiences of Global Learning

An Ipsos MORI Research Study on behalf of DEA

**Ipsos MORI**



Promoting education for  
a just and sustainable world



# Young People Omnibus 2008 (Wave 14)

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A Research Study Among 11-16 Year Olds on behalf of DEA

July 2008



# Contents

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<b>Introduction</b>	<b>3</b>
Objectives	3
Methodology	3
Acknowledgements	3
Presentation and Interpretation of Data	4
Publication of Data	4
<b>Summary of Findings</b>	<b>5</b>
Experiencing global learning at school	6
Importance of experiencing global learning at school	7
Attitudes to global issues	8
How does experiencing global learning change attitudes?	10
<b>Appendices</b>	<b>14</b>
Sample Profile	14
List of Local Education Authorities by Government Office Region	15
Statistical Reliability	15
Letter to Schools	17



# Introduction

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This report presents findings from the 2008 Survey of Secondary School Pupils, carried out by Ipsos MORI Social Research Institute on behalf of DEA. The computer tabulations can be found in a separate volume (see [www.dea.org.uk](http://www.dea.org.uk)).

## Objectives

The overall aim of this study was to gather information regarding school pupils' perceptions of global issues. Specifically, the survey set out to cover the following key issues:

- Whether pupils are experiencing global learning in school;
- Whether pupils feel it is important to experience global learning at school; and
- Whether pupils believe they have an impact on the world, and whether they do take action to make the world a better place.

## Methodology

The sample of schools drawn to take part in the Young People Omnibus comprised 315 middle and secondary state schools in England. 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 Region (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 11th January and 28th March 2008. Of the 315 schools approached, 39 declined to participate at the invitation stage (a letter sent to the headteacher), while a further 194 declined during the fieldwork period. In total, 82 schools participated, giving a response rate of 26%. Overall, fully completed questionnaires were obtained from 1,955 pupils, an average of 24 pupils per class.

Data are weighted by gender, age and region. The weights were derived from data supplied by the Department for Children Schools and Families. 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 Helen Young and Hetan Shah at DEA 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 and misrepresentation.

*@Ipsos MORI/32063*

*Checked & Approved:*

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*Fiona Johnson*

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*Ali Ziff*



## Summary of Findings

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- Over 50% of students say they have experienced global learning in school since September 2007, while a slightly larger proportion see global learning as important. Over three – quarters of pupils for example, think it is important that schools help pupils understand what people can do to make the world a better place (78%).
- There appears to be a demand for global learning, with more pupils believing global learning is important than actually experience it in school. Findings suggest that there are a proportion of young people who are not experiencing global learning in school; one in five (19%) for example, say they have not discussed news stories from around the world at all in school.
- Findings suggest that global learning has an impact: those who have experienced global learning in school are keen to understand more about the problems in the world, as well as being more likely than average to believe that what they do in their daily lives can affect those in other countries and that people like them have the ability to make a difference. These more informed pupils also appear to be more open to people of different backgrounds than those who have not experienced global learning in school, and more likely than average to say that they try to do things to make the world a better place. Those who have not experienced global learning in school, are less likely than those who have to be keen to learn more about problems in the world and to believe that they can do things to make the world a better place.
- Two thirds of school children feel that they can do something to make the world a better place (66%), while around two in five (42%) believe that what they do in their daily life affects people in other countries.
- Half (50%) of pupils think it is a good idea to have people of different backgrounds living in the same country together. Around three in ten (28%) are neutral or unable to give a response, while 14% disagree that it is a good idea. Those who have thought about news stories from around the world from different points of view are more likely to think it is a good idea (66% vs. 50%).
- 22% of young people say they would prefer to make the world a better place than earn a high salary, whilst nearly twice as many (39%) say that making money is more important to them.

## Experiencing global learning at school

Pupils were asked about whether or not they have experienced global learning in school since - September 2007.

Just over two-thirds of pupils (67%) say they have discussed what people can do to make the world a better place in school, with one in five (21%) overall saying they do so a lot. Just 16% of students say they have not covered this in school. There are some demographic factors that impact on how likely students are to have discussed what people can do to make the world a better place in school:

- BME students are more likely than average to say they have discussed this issue a lot in school (28% vs. 21% on average).
- By contrast, students in years 10 and 11 are more likely to say they have not discussed this issue in school (27% and 22% respectively). The finding that students in more senior years are less likely to have experienced global learning in school emerges quite strongly throughout, suggesting that perhaps curriculum choices and exam pressure for older students prevents these sorts of discussions in class.

Again, around two-thirds of pupils (65%) have discussed news stories from around the world in school, with just over one in ten (11%) overall saying they do so a lot. Almost one in five (19%) say they have not discussed new stories from around the world *at all*.

- Pupils in Year 11 (72%) are more likely than average to have discussed news stories from around the world, while those in Year 10 are more likely to say they have not discussed this in school (26%).

Although two-thirds of pupils have discussed news stories from around the world in school, fewer (52%) say they have thought about these news stories from different points of view. Indeed, more than a quarter of pupils (26%) say they have not thought about it at all in school.

- Boys (55%) are more likely than girls (50%) to say they have discussed news stories from around the world from different points of view in school.
- As the least likely of all year groups to have discussed news stories from around the world, it is unsurprising that Year 10 pupils are also least likely to have thought about such stories from different points of view – around two-fifths (38%) of Year 10 pupils say they have not done this at all in school.
- White pupils are more likely than BME pupils to say they have not discussed this at all in school (27% vs. 20%).

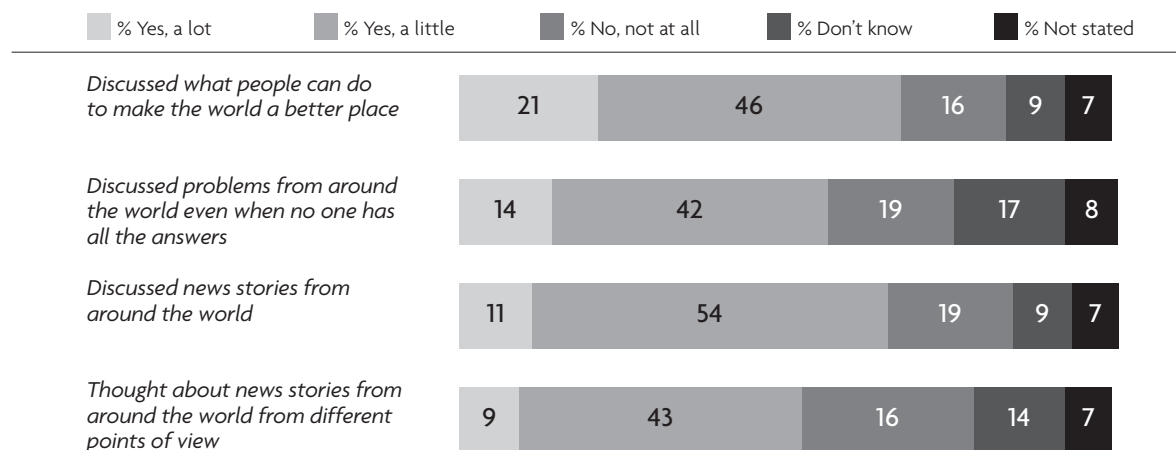
Discussing problems from around the world even when no one has all the answers is something that 56% of pupils say they have done in school, while one in five (19%) have not. Furthermore a significant proportion (17%) are not sure whether they have done this in school or not, perhaps an indication that the idea of discussing problems even when there are no solutions is somewhat unusual to them. There are sub-group differences on this issue relating to age:

- Older children aged 15-16 are more likely than average to say they have had this discussion in school (63%), as are white pupils (58%).
- Pupils who attended school in an urban area are more likely to say they have discussed problems even when no one has all the answers than those whose school is in a rural area (57% vs. 46%).
- Younger pupils in Year 7 are more likely than average to say they do not know if they have discussed problems even when no one has all the answers (24% vs. 17% on average).
- In London, a lower proportion than average (45%) say they discussed problems from around the world even when no one has all the answers. Those in the West Midlands (63%), North West (59%), South West (57%) and South East (60%) are significantly more likely than those in London to have done so.

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## Experiencing global learning in school

Q1 This year (since Sept 2007) have you done any of the following at school?



Base: Young people aged 11-16 in compulsory education in England (1,955), Fieldwork dates 11th Jan - 29th March 2008

## Importance of experiencing global learning at school

A large majority of pupils (82%) think that it is important for schools in general to help their pupils get on well with people of different backgrounds, with more than half (52%) overall stating that this is very important. Only seven per cent believe that this is unimportant.

- Girls are more likely than boys to feel that schools helping pupils to get on well with people of different backgrounds is important (87% vs. 76%).
- BME students are more likely than White students to think that this issue is very important (59% vs. 50%).

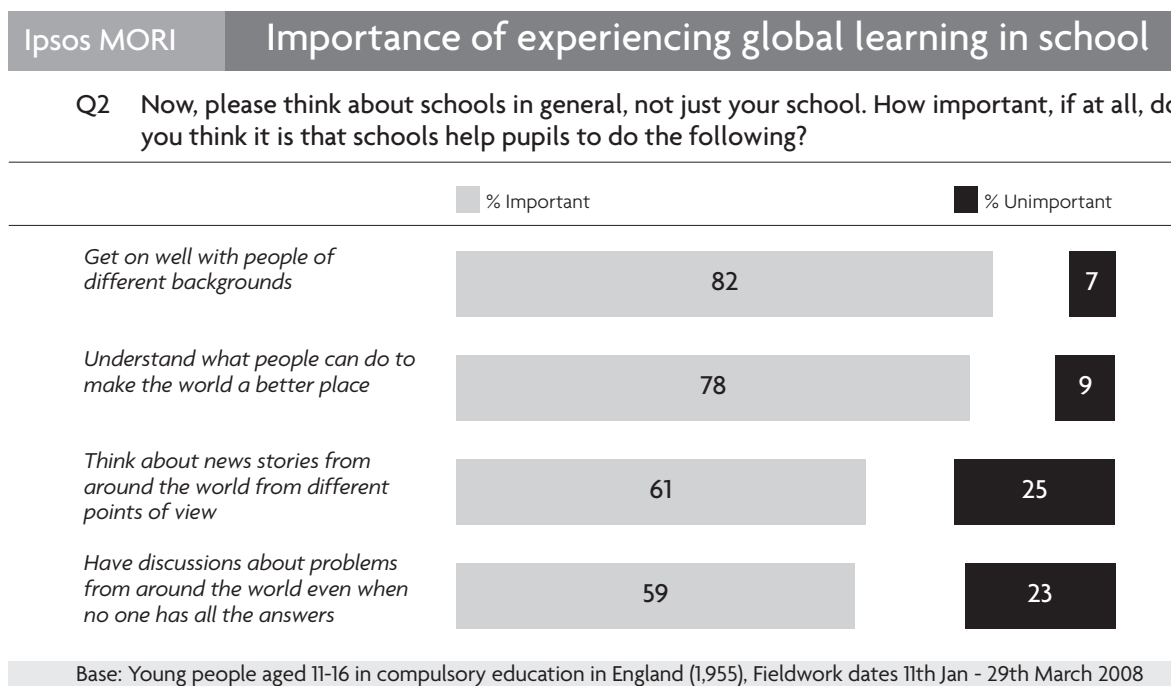
Over three-quarters (78%) of pupils think it is important that schools help pupils understand what people can do to make the world a better place. This figure is 11 percentage points higher than the proportion of pupils who claim to discuss what people can do to make the world a better place in their school, which indicates there is un-met demand to learn about this issue. This could therefore be an area that schools place more emphasis on.

- The proportion of those believing schools should help pupils understand what people can do to make the world a better place increases among pupils in Year 11 (82% vs. 76% in Year 7), those whose school is in a more affluent area (82% vs. 72% in more deprived areas) and girls (81% vs. 75% of boys).
- Almost twice as many Year 10 students than average disagree with the statement (17% vs. 9 per cent).

Around three in five students (61%) believe that it is important for schools to help pupils think about news stories from around the world from different points of view, while one quarter (25%) disagree. Again, the proportion of pupils who think it is important to think about this issue, is higher than the proportion who say they do this in class (52%).

- Older pupils in Year 11 (66%), girls, and those whose school is in a more affluent area (64% in both cases) are more likely than average to agree that this is important.
- In line with the other findings, Year 10 students are most likely to disagree that this is important (38%).
- White students are also more likely to disagree that this issue is important when compared to BME students (26% disagree compared to 20%), and they are also less likely to say they have done this in class.

It is important that schools help pupils to discuss problems from around the world even when nobody has all the answers according to 59% of 11-16 year olds surveyed in England. Less than a quarter of pupils (23%) hold the opposite view. Once again pupils in Year 11 (67%) and girls (63%) are more likely than average to see this as important.



## Attitudes to global issues

Two-thirds (66%) of the 11-16 year olds we spoke to in secondary schools in England believe there are things people like them can do to make the world a better place. In particular:

- Girls (69%) and White pupils (67%) are more likely than average to believe they can make the world a better place.
- Just 5% disagree that they can make a difference. Older students in Years 10 (8%) and 11 (9%) are more likely to disagree

Only a tiny minority of five per cent disagree, with 15% remaining neutral on the subject.

As well as believing they can make the world a better place, more than half (55%) of young people are keen to understand *why* there are problems in the world, while nine per cent say they do not want to understand. One in five (21%) do not offer an opinion either way.

- Girls and pupils in Year 7 (60% respectively) are more likely than average to want to understand about problems in the world
- Pupils who go to school in more deprived areas are also more likely to express an interest in understanding these problems than those in more affluent areas (57% vs. 49%). This finding is in contrast to the fact that those in deprived areas are less likely than those in more affluent areas to think they can make a difference (60% vs. 68% respectively).]
- Nine per cent disagree that they want to understand. Boys (12%) and Year 11 pupils (13%) are less concerned, with a higher than average proportion disagreeing with the statement, while once again, White pupils are more likely to disagree than BME pupils (10% vs. six per cent).

The belief that there are things they can do to make the world a better place, and a desire to understand why the world faces such problems is reinforced with actions by 53% of pupils, who say they actually try

to do things to make the world a better place. However, this is lower than the 66% who believe there are things people like them can do to make the world a better place) Indeed, one in ten (10%) say that they do not try to do such things, and almost a quarter (23%) are unsure whether they do try.

- Younger pupils in Year 7 (62%) and girls (57%) are more likely than average to say they try to make the world a better place.
- Older pupils in Year 10 (17%) and 11 (15%) are more likely to say they do nothing.

Around half of pupils (51%) say they are worried about what they hear in news stories from around the world. Just over one in ten (13%) are not worried by this, while a larger proportion (21%) say they are neutral.

- More girls than boys express concern about new stories they hear from around the world (58% vs. 45%).
- Pupils in Year 11 are more likely than average to claim that they don't worry about what they hear in news stories from around the world (20%).
- White pupils are more likely than BME pupils to say they do not worry about what they hear on the news (15% vs. seven per cent).

Pupils were asked whether they agreed or disagreed that it is a good idea to have people of different backgrounds living in the same country together. Half of young people agree that it is a good idea, while around three in ten (28%) are neutral on the issue or don't know. Fourteen per cent disagree that it is a good idea. Interestingly, the proportion of those who agree it is a good idea to have people of different backgrounds living in the same country together is lower than the 82% of pupils who think it is important for schools to help them get on with people from different back grounds. Ethnicity and region most heavily impact on differing views on this subject:

- Black (76%) and Asian (66%) pupils are significantly more likely than average, and more likely than White pupils (47%), to believe it is a good idea to have people of different backgrounds living together, as are those who go to school in London (63%).
- In contrast, White students and pupils who go to school in Yorkshire and Humberside are more likely than average to disagree that it is a good idea (16% and 20% respectively).

Despite the fact that young people, on the whole, believe there are things they can do to make the world a better place, they are less certain that what they do in their daily life affects people in other countries, with only 42% holding this belief.

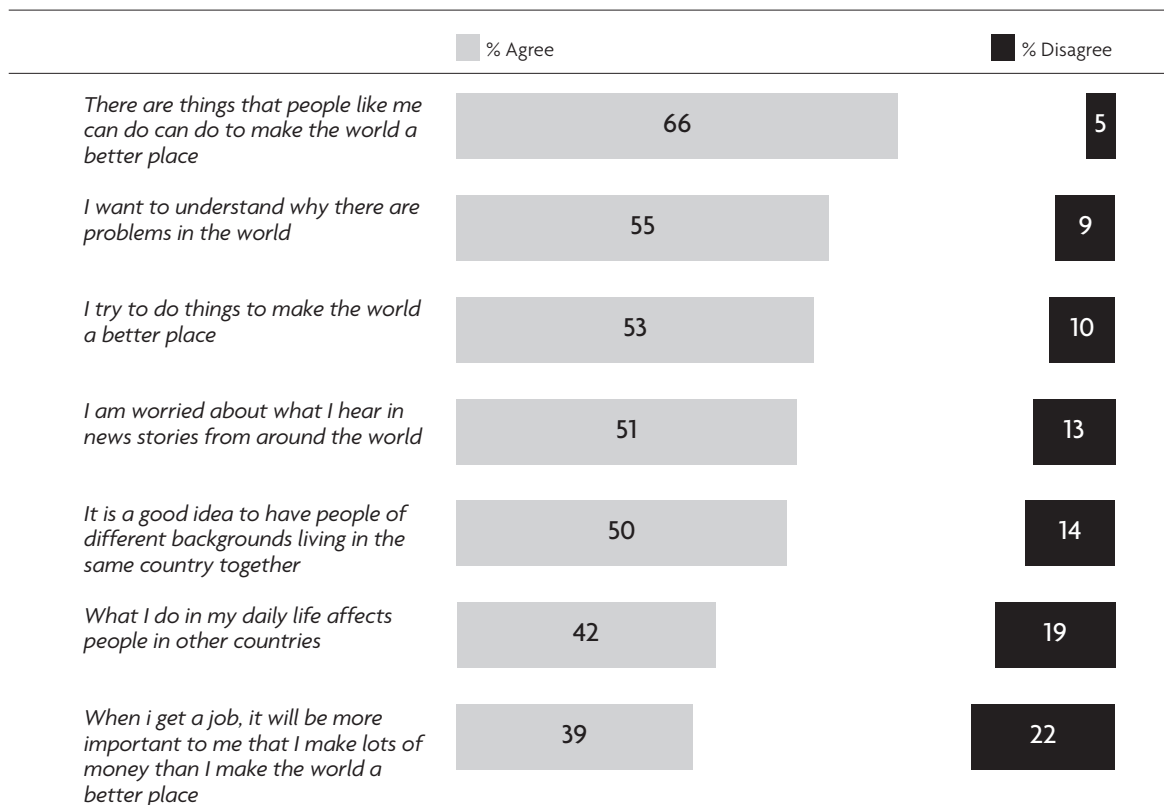
One in five (19%) disagrees that their daily lives can impact on other countries, while a similar proportion (21%) are not sure either way.

- Disagreement is highest among those in Years 10 and 11 (26%) which relates to the fact that they are also more likely than average to disagree that people like them can make a difference, and that they try to do things to make the world a better place.

When considering whether their future career should focus on making them money or making a positive impact on the world, more than a third of young people (39%) say that making money would be more important to them. Just over one in five (22%) disagree, and say they would prefer to make the world a better place than earn a high salary. One quarter (25%) do not offer an opinion either way.

- Boys (42%) and pupils aged 15-16 (43%) are more likely than average to be focused on money
- Conversely, girls are more likely than average to disagree that making money will be more important to them than making the world a better place (25% vs. 22%).

Q3 Now thinking about the world in general, how much do you agree or disagree with the following things?



Base: Young people aged 11-16 in compulsory education in England (1,955), Fieldwork dates 11th Jan - 29th March 2008

## The relationship between responses: How does experiencing global learning change attitudes?

### Experiencing global learning in school

Pupils who have thought about news stories from around the world from different points of view in school, are more likely than average to have experienced other global learning in school, including: discussing news stories from around the world (94% vs. 65% on average), discussing what people can do to make the world a better place (87% yes vs. 67% on average) and discussing problems from around the world even when no one has all the answers (84% yes vs. 56% on average).

This is also the case for those who have discussed what people can do to make the world a better place and problems from around the world even when no one has all the answers; if pupils have discussed one of these issues in school, they are more likely than average to have discussed each of the other issues as well.

### Importance of experiencing global learning in school

Young people who have experienced global learning in school are more likely than average to believe that it is important that schools help pupils to understand global issues. By contrast those who have not experienced global learning in school are more likely to feel that this is unimportant.

For example, young people who have discussed what people can do to make the world a better place, are more likely than average to think it is important that schools help pupils to understand what people can do to make the world a better place (94% vs. 78%) and think about news stories from around the world from different points of view (78% vs. 61%).



Those who have not discussed what people can do to make the world a better place in school are twice as likely than average to say that it is unimportant for schools to help pupils get on well with people from different backgrounds (14% vs. seven per cent)

Those who hold the belief that there are things people like them can do to make the world a better place are also more likely than average to appreciate the importance of schools helping pupils to learn about a range of global issues. Around nine in ten (92%) young people with this belief think it is important that schools help pupils get on with people from different backgrounds (compared to 82% on average), while those who do not believe there are things they can do to make the world a better place are far more likely than average to think it is unimportant that schools help pupils do this (23% vs. seven per cent on average).

On average, 82% of young people think that schools should help pupils to get on with people of different backgrounds. This rises to 95% for those who have thought about news stories from around the world from different points of view.

## Attitudes to global issues

Experiencing global learning at school appears to shape young peoples' attitudes to global issues in general. Those who have experienced global learning at school are more likely to:

- Feel there is something they can do to make the world a better place;
- Appreciate that what they do in their daily lives can affect those in other countries;
- Want to understand more about the problems in the world;
- Be more open to those from different backgrounds; and
- Want to do something to make the world a better place

We go on to discuss each in detail below;

Young people who have discussed problems from around the world even when no one has all the answers are more likely than average to believe there are things people like them can do to make the world a better place (81% vs. 66% on average and 62% among those who have not discussed problems from around the world even when no one has all the answers), that what they do in their daily life affects people in other countries (56% vs. 42% on average and 39% among those who have not had this discussion), to say that they try to do things to make the world a better place (69% vs. 53% on average and 49% among those who have not had the discussion), that they want to understand why there are problems in the world (72% vs. 55% on average and 52% among those who have not had the discussion), to worry about what they hear in news stories from around the world (66% vs. 51% on average and 47% among those who have not had the discussion), and that it is a good idea to have people of different backgrounds in the same country living together (65% vs. 50% on average vs. 51% among those who have not had the discussion).

Those who have not discussed problems from around the world even when no one has all the answers are more likely than average to disagree there are things people like them can do to make the world a better place (nine per cent vs. five per cent), that what they do in their daily life affects people in other countries (24% vs. 19%), that they try to do things to make the world a better place (15% vs. 10%), that they want to understand why there are problems in the world (17% vs. nine per cent), that they worry about what they hear in news stories from around the world (21% vs. 13%), and that it is a good idea to have people of different backgrounds in the same country living together (20% vs. 14%) overall. They are also more likely than average to say that earning money will be more important to them than making the world a better place (45% vs. 39% on average).

Pupils who have thought about news stories from around the world from different points of view are also more positive than average. They are more likely to believe there are things people like them can do

to make the world a better place (79% vs. 66% on average and 66% among those who have not thought about new stories from around the world from different points of view), that what they do in their daily life affects people in other countries (51% vs. 42% on average and 39% among those who have not thought about news stories), to say that they try to do things to make the world a better place (72% vs. 53% on average and 49% among those who have not thought about news stories), that they want to understand why there are problems in the world (76% vs. 55% on average and 55% among those who have not thought about news stories), that they worry about what they hear in news stories from around the world (69% vs. 51% on average and 50% among those who have not thought about news stories), and that it is a good idea to have people of different backgrounds in the same country living together (66% vs. 50% on average and 49% among those who have not thought about news stories). However, those who have thought about news stories from different points of view are more likely than average to agree that when they get a job, making money will be more important to them than making the world a better place (50% vs. 39%).

Those who have *not* thought about news stories from around the world from different points of view are, by contrast, less positive. They are more likely than average to disagree that there are things people like them can do to make the world a better place (seven per cent vs. five per cent), that what they do in their daily life affects people in other countries (26% vs. 19%), that they try to do things to make the world a better place (14% vs. 10%), that they want to understand why there are problems in the world (14% vs. nine per cent), that they are worried about what they hear in news stories from around the world (18% vs. 13%), and that it is a good idea to have people of different backgrounds in the same country living together (19% vs. 14%) overall. However, although they have not experienced this global learning in school, they are more likely than average to disagree that when they get a job, making money will be more important to them than making the world a better place (26% vs. 22% on average).

Young people who have discussed what people can do to make the world a better place in school, are more positive than average, believing that there are things people like them can do to make the world a better place (85% vs. 66% on average and 59% among those who have not discussed what people can do), that what they do in their daily life affects people in other countries (59% vs. 42% on average and 36% among those who have not had the discussions), to say that they try to do things to make the world a better place (69% vs. 53% on average and 44% among those who have not had the discussion), that they want to understand why there are problems in the world (74% vs. 55% on average and 50% among those who have not had the discussion), that they are worried about what they hear in news stories from around the world (69% vs. 51% on average and 43% among those who have not had the discussion), and that it is a good idea to have people of different backgrounds in the same country living together (63% vs. 50% on average and 46% among those who have not had the discussion).

Pupils who have *not* discussed what people can do to make the world a better place are more likely than average to disagree that there are things people like them can do to make the world a better place (10% vs. five per cent), that what they do in their daily life affects people in other countries (27% vs. 19%), that they try to do things to make the world a better place (19% vs. 10%), that they want to understand why there are problems in the world (16% vs. nine per cent), that they are worried about what they hear in news stories from around the world (20% vs. 13%), and that it is a good idea to have people of different backgrounds in the same country living together (24% vs. 14% on average).

Pupils who say they believe there are things that people like them can do to make the world a better place, tend to have a more positive attitude than average with regard to global issues as a whole. They are more likely to believe that what they do in their daily life affects people in other countries (55% vs. 42% on average and 17% among those who do not believe there are things people like them can do to make the world a better place), to say that they try to do things to make the world a better place (68% vs. 53% on average and 19% among those who do not believe there are things they can do), that they want to understand why there are problems in the world (69% vs. 55% on average and 35% among those who do not believe there are things they can do), that they are worried about what they hear in news stories from around the world (63% vs. 51% on average and 36% among those who do not believe there



are things they can do), and that it is a good idea to have people of different backgrounds in the same country living together (62% vs. 50% on average and 38% among those who do not believe there are things they can do). Those who do believe there are things they can do are both more likely than average to agree (41% vs. 39%) and to disagree (26% vs. 22%) that when they are older, making money will be more important to them than making the world a better place. However, those who do not believe there are things they can do are far more likely than those who do, to believe money will be more important than making the world a better place in their future career (66% vs. 41% respectively).

Young people who disagree that there are things people like them can do to make the world a better place are also more likely than average to disagree that what they do in their daily life affects people in other countries (58% vs. 19%), that they try to do things to make the world a better place (54% vs. 10%), that they want to understand why there are problems in the world (38% vs. nine per cent), that they are worried about what they hear in news stories from around the world (41% vs. 13%), and that it is a good idea to have people of different backgrounds in the same country living together (35% vs. 14% on average). They are significantly more likely than average to agree that making money will be more important to them than making the world a better place when they get a job (66% vs. 39% on average).

# Appendices

## Sample Profile

Total	Number	Unweighted %	Weighted %
<b>Gender of Pupils</b>			
Male	1006	51	51
Female	949	49	49
<b>Age of Pupils</b>			
11	295	15	19
12	450	23	19
13	361	18	19
14	303	15	19
15	346	18	15
16	200	10	9
<b>Year of Pupils</b>			
7	564	29	31
8	367	19	16
9	344	18	20
10	273	14	14
11	407	21	18
<b>Ethnic Origin</b>			
White	1666	85	82
BME	285	15	18
<b>Household Composition</b>			
Two parents in household	1497	77	77
Single parent in household	429	22	22
Sibling in household	1640	84	85
<b>Work Status of Household</b>			
Two parents work	1212	62	61
One parent works	529	27	28
No parent works	214	11	11
<b>Region</b>			
London	105	5	10
South East	192	10	18
South West	222	11	10
North East	199	10	5
North West (incl. Merseyside)	248	13	15
Eastern (incl. Anglia)	337	17	11
East Midlands	191	10	9
West Midlands	194	10	11
Yorkshire & Humberside	267	14	11

## 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, Middlesborough, 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.

### 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
1,955 interviews (Young People Omnibus)	1	2	2

Source: Ipsos MORI

For example, with a sample of 1,955 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 below:

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,

December 2007

Ipsos MORI ID:

Dear TITLE SURNAME,

### Ipsos MORI National Young People Omnibus 2008

Ipsos 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, global issues, entry into higher education and internet usage.

I am writing to ask you for your school's participation in this important survey, due to begin on the 11th January 2008. 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 an Ipsos 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 an Ipsos MORI Young People 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 on the 11th January and continue until early March 2008. 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 Ipsos 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.

An Ipsos MORI interviewer will be contacting you in the near future 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 Ipsos 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 Ipsos MORI web site ([www.ipsos-mori.com/youngpeopleomnibus](http://www.ipsos-mori.com/youngpeopleomnibus)) after the survey has been completed. If you have any queries or would like any further information, please do not hesitate to contact Ali Ziff, Amy Lee or myself at Ipsos MORI on 020 7347 3000.

Yours sincerely



Adél Várnai

Ipsos MORI Young People Omnibus Director



## DEA is an education charity that promotes global learning.

Our national network of member organisations and supporters share our conviction that the role of education today is crucial in shaping a better tomorrow.

For learners and society to prosper in a world which faces issues such as global poverty, climate change and racial and religious tensions, DEA believes that every young person should benefit from global learning. This means that education should put learning in a global context, fostering:

- critical and creative thinking
- self-awareness and open-mindedness towards difference
- understanding of global issues and power relationships, and
- optimism and action for a better world.

We work to change both what people learn and how they learn, through influencing policy and improving educators' practice. Our focus is on schools and global youth work.

This research is specifically about schools.

[www.dea.org.uk](http://www.dea.org.uk)  
[www.globaldimension.org.uk](http://www.globaldimension.org.uk)

DEA is a registered charity (no. 291696) and a company limited by guarantee (no. 1737830)



This report presents findings from the 2008 Survey of Secondary School Pupils, carried out by Ipsos MORI Social Research Institute on behalf of DEA.

The study gathered information regarding school pupils' perceptions of global issues, in particular:

- Whether pupils are experiencing global learning in school;
- Whether pupils feel it is important to experience global learning at school; and
- Whether pupils believe they have an impact on the world, and whether they do take action to make the world a better place.