



# OUR GLOBAL FUTURE

How can schools meet the challenge of change?

## Teachers' Attitudes to Global Learning

An Ipsos MORI Research Study on behalf of DEA

**Ipsos MORI**



Promoting education for  
a just and sustainable world

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

We work to ensure that people in the UK develop an open-minded, global outlook and recognise connections between their lives and global issues such as poverty and climate change. We work to change what people learn and how they learn, through influencing policy and educators' practice. Our present focus is on schools and youth work. Our national network of member organisations and supporters share our conviction that the role of education today is crucial in shaping a better tomorrow.

DEA defines global learning as education that puts 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.



# Teachers' Attitudes to Global Learning

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# Introduction

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This document contains the summary report, computer tabulations and topline results (in the form of a 'marked-up' questionnaire) from the 2008 Teachers Omnibus, carried out by Ipsos MORI. Questions were placed on the survey on behalf of DEA.

## Objectives

The overall aim of this study was to gather information regarding teachers' attitudes to global learning and their confidence in teaching it. Questions asked on behalf of DEA covered:

- Opinions on the importance of teaching about a range of global issues;
- Opinions on how well the current school system provides global learning; and
- Teachers' confidence in addressing global issues such as climate change, interdependence between countries and emerging economies.

## Methodology

The sample comprised 3,991 maintained primary and secondary schools in England and Wales, with probability of selection proportionate to size. Size of school was determined by the number of pupils on roll and was used as a proxy for the number of teachers per institution. This sampling approach was used to ensure that all teachers had an equal chance of participating in the survey. The sampling universe included county, voluntary aided/controlled and foundation schools, but excluded nursery schools, special schools and PRUs, FE and sixth form colleges.

A letter was sent to headteachers informing them that the research was taking place. Interviewers then contacted schools by telephone and attempted to secure an interview with one or more members of staff in each school (depending on the number of times the school was selected). Quotas were set on Government Office Region (GOR), phase (primary or secondary), sex and age to reflect the proportion of teachers in England and Wales known to be in each category. In addition, minimum quotas were set on subject specialism (for secondary teachers), teaching experience and most senior level of responsibility, to ensure that a broad range of teachers was interviewed.

Interviews were conducted between 5 November and 10 December 2008.

At the analysis stage, data were weighted by phase (primary or secondary school), gender and age in order to improve the accuracy of survey estimates. The effect of weighting is shown in the computer tables, which may be found in the appendices.

Questions for DEA were asked of all respondents working in primary and secondary schools in England. In total, 848 respondents in England were interviewed.

## Layout of the report

This report is divided into two sections. The Summary of findings section discusses the main survey findings. Meanwhile, the Appendices contain a copy of the questionnaire marked-up with the overall results, followed by the computer tabulations, with each question tabulated with three pages of demographic variables.

Teachers were asked to rate their agreement on a five-point scale on a number of statements (strongly agree; tend to agree; neither agree nor disagree; tend to disagree; strongly disagree). Figures indicating their agreement (calculated from results for strongly + tend to agree) and disagreement (tend to + strongly disagree) are shown in this report. These combinations are calculated from the raw data: as such, summing the percentages for strongly and tend to agree may give slightly different figures than those shown.

## Publication of data

As with all our studies, findings from this survey are subject to our standard Terms and Conditions of Contract. Any press release or publication (including web-siting) of the findings requires the advance approval of Ipsos MORI. Such approval will only be refused on the grounds of inaccuracy or misrepresentation.

## Acknowledgements

It is clear that staff in 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, Ipsos MORI wishes to record its immense gratitude to the many respondents who took part and made this survey possible.

DEA would also like to thank DFID and the Prime Minister's Talent and Enterprise Taskforce for funding this research.

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## Summary of findings

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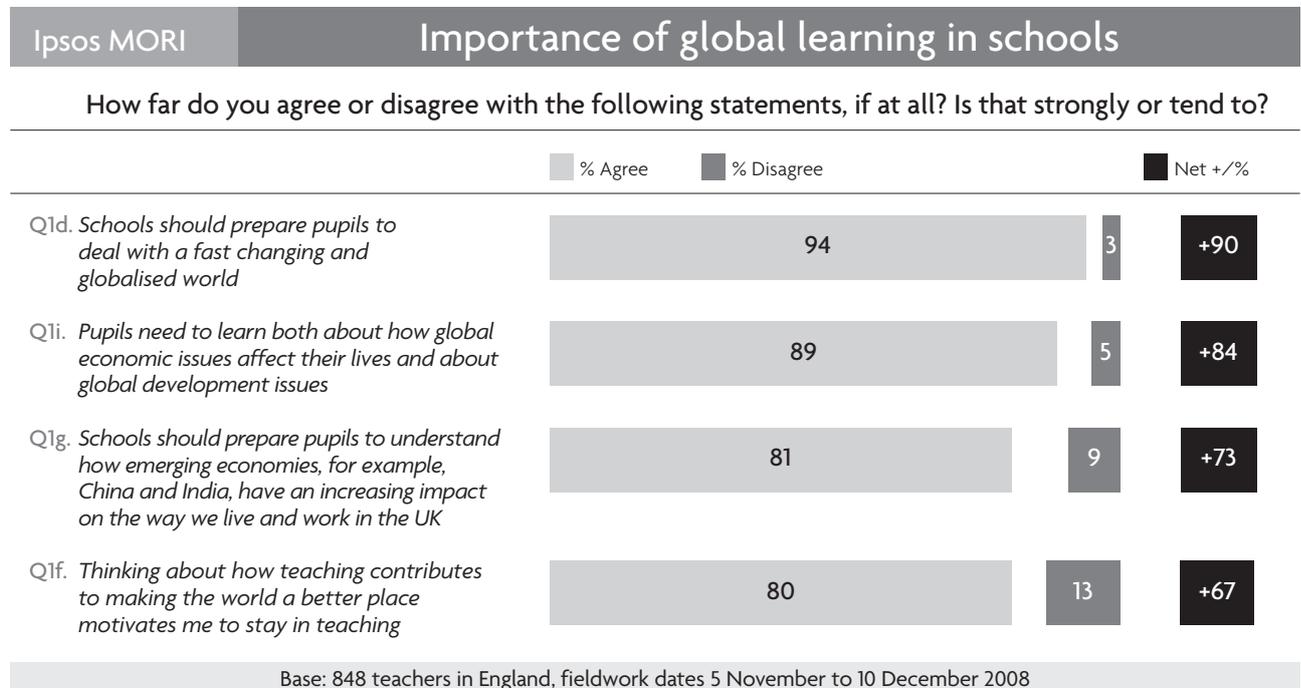
- The vast majority of teachers in England see global learning as an important aspect of teaching in schools: 94% feel that schools should prepare pupils to deal with a fast-changing and globalised world.
- However, there is a large gap between the proportion of teachers who think schools should prepare pupils to deal with a fast-changing and globalised world (94%), and the proportion who believe the current school system actually does this (58%). This gap is even starker comparing the views of teachers by phase: just 53% of secondary school teachers agree the current system prepares pupils well, compared with 62% of primary staff. Overall, almost a third of teachers (31%) disagree that the current school system prepares pupils to deal with a fast changing and globalised world.
- The existence of this gap between 'ideal' and 'actual' may be linked to a lack of confidence amongst practitioners in teaching specific global issues. While teachers express confidence in discussing general global themes - such as supporting pupils to understand the interdependent nature of the world, or the fact that people have different ways of seeing the world - they are less confident in teaching specific issues. For example, only 42% say they are confident in teaching about the impact of emerging economies on life in the UK, even though 81% think schools should do this.
- A high proportion of all teachers (80%) agrees that thinking about how teaching contributes to making the world a better place motivates me to stay in teaching. Younger, less-established teachers (85% of age 34 and younger) are more likely than older colleagues (77% of age 45 and older) to express this view. Agreement with this statement is 10% higher than average amongst teachers in London. Tapping into this sentiment by highlighting and supporting the place of global learning in their day-to-day work may play an important part in attracting people into the profession, and in the retention of teachers in the early stages of their career.



# Main findings

## Views on the importance of global learning

Very encouragingly, the vast majority of teachers in England support global learning in schools. This includes supporting it in principle, as well as agreeing on the need to teach specific global issues.



Please note that rounding may mean that combined aggregates (Strongly + Tend to Agree = all Agree) and net scores<sup>1</sup> are higher or lower than the sum of their parts.

Over nine in 10 (94%) teachers agree that schools should prepare pupils to deal with a fast-changing and globalised world, with over six in ten (64%) strongly agreeing. Furthermore, this sentiment appears to grow with experience - teachers interviewed with over 25 years' experience are more likely to strongly agree (72%) than average<sup>2</sup>.

Perhaps unsurprisingly, agreement is strongest amongst teachers in the sample who specialise in subjects that may more often deal directly with global issues<sup>3</sup>. Teachers in the sample with a specialism in humanities (78%), English (69%) and science (68%) are more likely than maths (49%) and ICT teachers (52%) to 'strongly' agree that schools should prepare pupils for a globalised world.

Eighty-nine percent of teachers agree that pupils need to learn both about how global economic issues affect their lives and about global development issues, with half of all teachers (49%) strongly agreeing. Secondary school teachers are more inclined to agree than those working in the primary sector (94% compared to 85%).

Similarly, 8 in 10 (81%) agree that schools should prepare pupils to understand how emerging economies have an increasing impact on the way we live and work in the UK. Teachers from secondary schools are again more likely to agree than primary school teachers (87% compared to 76%), suggesting that teaching global economic issues may be seen as especially relevant for older pupils.

<sup>1</sup> Net scores are calculated by subtracting the number of agree responses by the number of disagree responses. These scores represent the balance of opinion (whether more agree than disagree).

<sup>2</sup> The Teachers Omnibus sample is not designed to be representative of teachers by length of service and so the findings reported here should be regarded as indicative only.

<sup>3</sup> The Teachers Omnibus sample is not designed to be representative of teachers by subject specialism, and so the findings reported here should be regarded as indicative only.

Among both primary and secondary respondents, this opinion also appears to be more prominent among teaching staff in the sample with managerial responsibilities (86%) - including curriculum co-ordinators, department heads, key stage co-ordinators, deputy headteachers and headteachers - than among classroom and subject teachers (77% agree).

In line with this trend, older and more experienced teachers are more likely to concur that pupils should learn about the impact of emerging economies on the UK. Whereas only 73% of those with 1-5 years' experience agree with this statement, 90% of those who have been teaching for over 25 years agree.

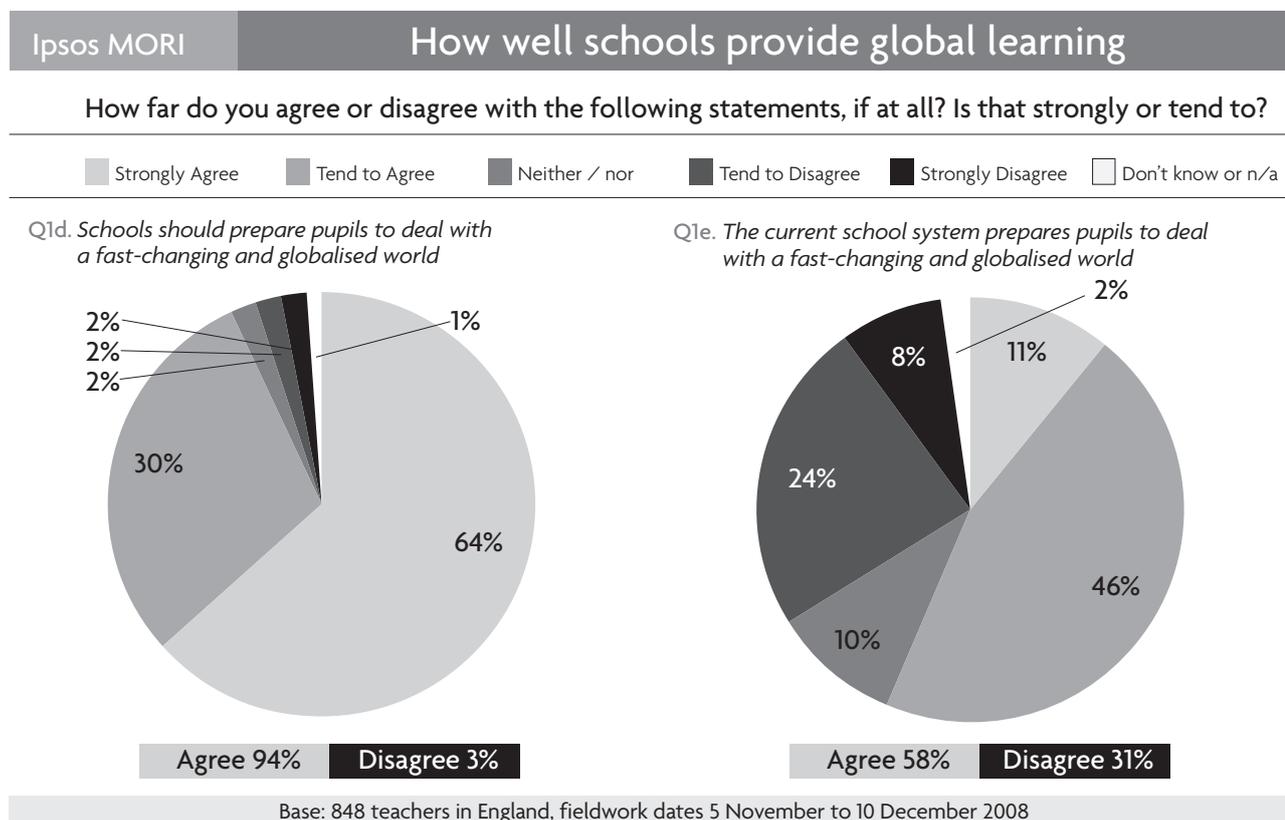
A high proportion of all teachers (80%) agree that thinking about how teaching contributes to making the world a better place motivates me to stay in teaching. The balance of opinion is more positive among primary than secondary school teachers (+70% and +64% net agreement scores, respectively), with the most positive responses among those interviewed teaching foundation/reception years (+80%) and Key Stage 1 (+76%).

In particular, this motivation appears to be an important factor for teachers in the sample with 10 years' experience or less, who show a considerably higher net agreement than those who have been teaching for 11 years or more<sup>4</sup>. The sentiment is most prevalent among newly qualified teachers (+82% net agree) and among teachers with 1-5 years' experience (+73% net agree), suggesting that highlighting and supporting the place of global learning in their day-to-day work could play an important part in attracting people into the profession, and in the retention of teachers in the early stages of their career.

It is worth noting that the balance of agreement with this statement is higher than average amongst teachers in London (+77% versus +67%).

## The implementation of global learning in schools

Three in five teachers (58%) believe that the current school system prepares pupils to deal with a fast-changing and globalised world, although a sizable minority (31%) disagrees. This is in contrast to the high proportion of teachers who regard the globalised world as an important issue for schools (94%), and suggests they feel more could be done to prepare pupils to live in a global world.

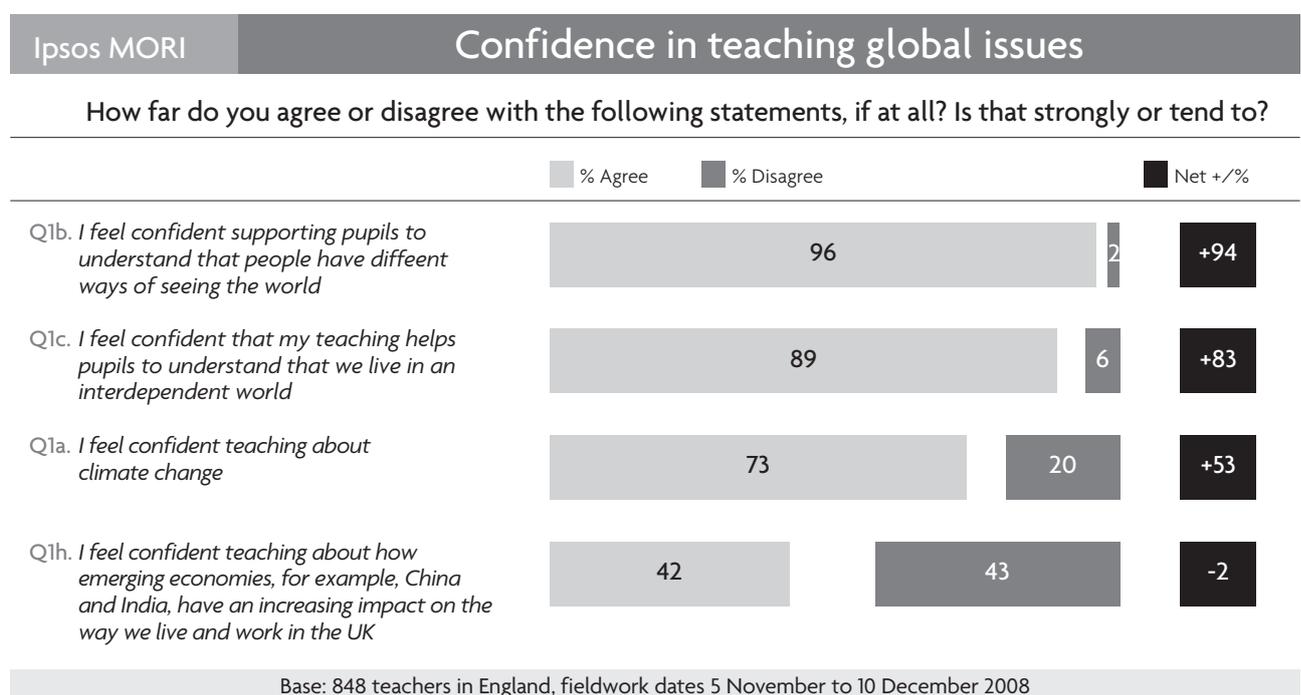


Please note that rounding may mean that combined aggregates (Strongly + Tend to Agree = all Agree) and net scores are higher or lower than the sum of their parts.

Notably, secondary school teachers are less confident than primary school teachers in the current system, with just 53% agreeing and 35% disagreeing (compared to 62% and 28% respectively in primary schools). Newly qualified teachers in the sample are substantially more positive than average (78% agree compared to 58%)<sup>5</sup>, as are humanities teachers interviewed, who may be more likely than other colleagues to teach these global issues (70% agree)<sup>6</sup>.

## Confidence in teaching global issues

That teachers do not yet think global learning has been implemented enough in schools might be linked to a lack of confidence in teaching specific global issues. Although teachers say they are confident in their ability to introduce pupils to broad global themes, such as the fact that people may have differing points of view on a subject and the interdependent nature of the world, they are less certain about being able to teach specific global issues, such as climate change and the impact of emerging economies on life in the UK.



Please note that rounding may mean that combined aggregates (Strongly + Tend to Agree = all Agree) and net scores are higher or lower than the sum of their parts.

An overwhelming majority (96%) of teachers feel confident supporting pupils to understand that people have different ways of seeing the world. Seven in 10 (70%) strongly agree with this statement. This outlook is most established among teachers over 55, four in five (78%) of whom strongly agree. However, in terms of teaching experience, both newly qualified teachers and those with over 25 years' experience in the sample are more likely to strongly agree (81% and 74% respectively)<sup>7</sup>.

Nine in 10 teachers (89%) feel confident that their teaching helps pupils to understand that we live in an interdependent world, with half of all teachers (50%) strongly agreeing. Once again, those with over 25 years' teaching experience interviewed are more likely to strongly agree (58%)<sup>8</sup>.

The perceptions gap between, on the one hand, the high number of teachers who express confidence in teaching about global issues, and on the other, the markedly lower number who agree the current school system prepares pupils to deal with a fast changing and globalised world is one that might warrant further investigation, since it suggests that other factors may be acting as a barrier to more effective practice.

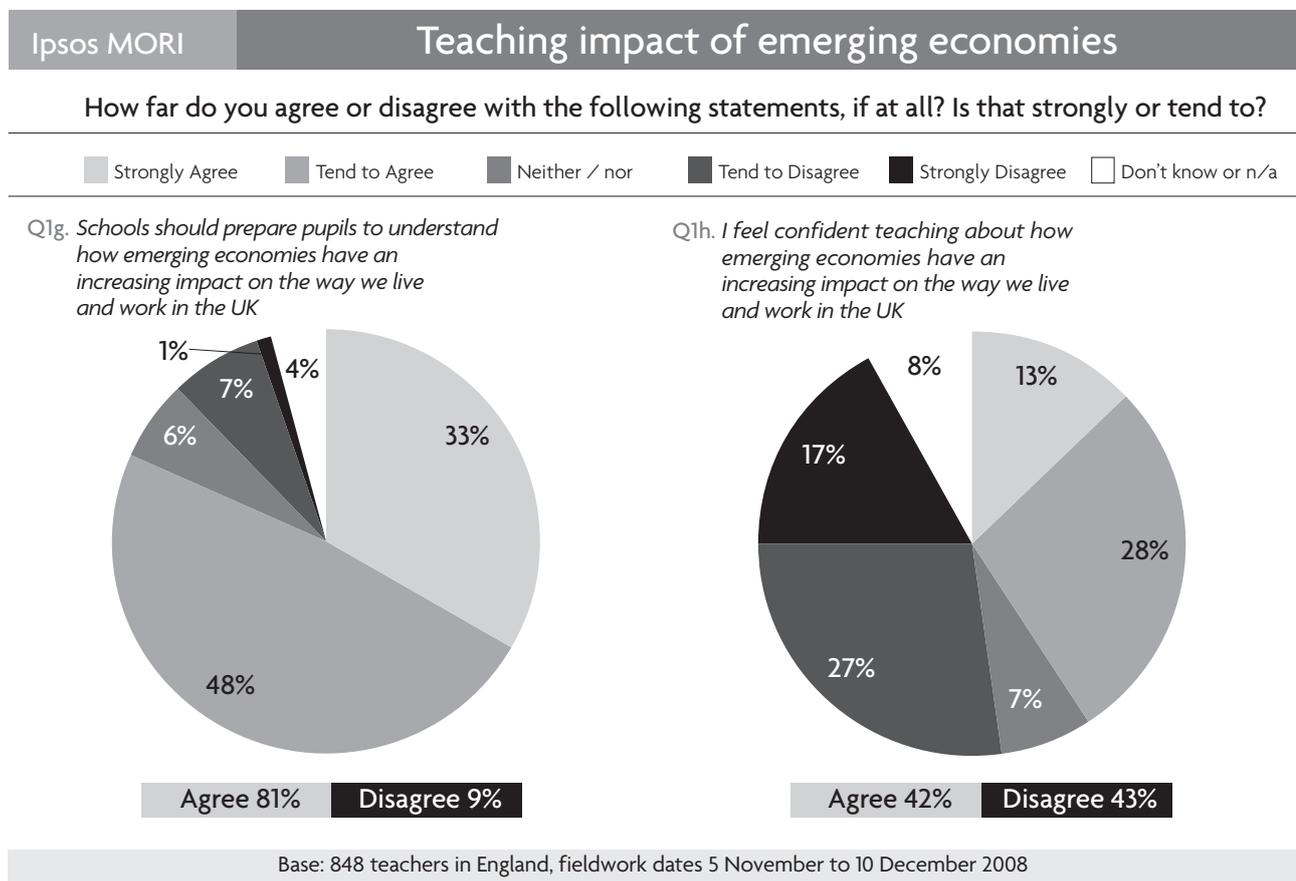
<sup>5</sup> See Note 2; indicative finding - small base size for NQTs

<sup>6</sup> See Note 3. <sup>7</sup> See Note 2. <sup>8</sup> See Note 2.

Despite high overall confidence in promoting different ways of seeing the world and interdependence, there is once more a disparity between subjects where these issues are more directly applicable and those where they are less so. Maths (56%) and ICT (64%) teachers in the sample are less likely to strongly agree that they can confidently support pupils to understand that people have different ways of seeing the world compared to teachers specialising in humanities (80%), English (74%) and science (71%). Similarly, maths and ICT teachers interviewed are less inclined to strongly agree that they are confident teaching interdependence (39% and 37% respectively) than humanities teachers (65%) and science teachers (56%)<sup>9</sup>.

Overall, the majority of teachers (73%) feel confident teaching about climate change, but are more equivocal on this issue compared to others, with just 39% strongly agreeing with the statement, and one in five overall (20%) disagreeing. There is also a marked difference between phases - although 82% of primary school teachers agree they can teach climate change confidently, just 63% of secondary school teachers agree. (However, among secondary-level science teachers in the sample, 95% agree that they could teach the issue confidently, including over 4 in 10 (82%) who strongly agree.)

Less positively, only 42% of teachers feel confident teaching about how emerging economies have an increasing impact on the way we live and work in the UK, while 43% disagree with this. Again, this contrasts highly with the proportion of teachers who think schools should teach this issue (81%).



Please note that rounding may mean that combined aggregates (Strongly + Tend to Agree = all Agree) and net scores are higher or lower than the sum of their parts.

Confidence in teaching about the impact of emerging economies appears to be higher amongst secondary teachers (46% agree compared to 37% of their primary colleagues), and amongst humanities teachers (61%)<sup>10</sup>.

<sup>9</sup> Indicative finding: small base sizes for ICT and humanities specialisms.

<sup>10</sup> See Note 3.

## Subject specialism

*The Ipsos MORI Omnibus is in its seventh year and has never included citizenship within its demographic classification of humanities as a subject specialism. The following section of the report is to highlight issues relating to citizenship teachers which do not appear in other, subject-specific conclusions within this report. This should not be taken as implying that global learning is not important across the curriculum.*

Over three in five teachers (64%) are involved in teaching citizenship lessons. However, considerably fewer secondary practitioners report an involvement in teaching citizenship than primary practitioners (44% versus 84%).

Overall, those interviewed who teach citizenship lessons tend to be more favourable to aspects of global learning. They are more likely to support preparing pupils to deal with a fast-changing and globalised world than those who have no role in teaching citizenship lessons (+92 net agree compared to +87 for those not involved) and are more inclined to strongly agree that thinking about how teaching contributes to making the world a better place motivates them to stay in teaching (44% compared to 37% strongly agree).

When considering secondary schools alone - where fewer teachers are involved in teaching citizenship lessons - the difference in attitudes is visible across a wider range of issues. As well as being more motivated by global learning and being more decisive on the need to prepare pupils to deal with a fast-changing world, teachers surveyed who teach citizenship lessons are also more likely to strongly agree than those who do not that schools should prepare pupils to understand how emerging economies have an increasing impact on the way we live and work in the UK (46% strongly agree compared to 35% for those not involved) and that pupils need to learn both about how global economic issues affect their lives and about global development issues (61% strongly agree compared to 50%).

In addition to being more in favour of global learning in schools, teachers involved in citizenship lessons are more confident in their ability to teach it than those not involved. They are more confident teaching about climate change (78% agree compared to 64% for those not involved) and more inclined to agree that the current school system prepares pupils to deal with a fast changing and globalised world (60% compared to 54%). Furthermore, they are more likely to strongly agree that they are confident supporting pupils to understand that people have different ways of seeing the world (73% compared to 65% for those not involved) and confident that their teaching helps pupils to understand that we live in an interdependent world (54% compared to 44%).

## Attitudes of headteachers and deputy headteachers<sup>11</sup>

In line with subject teachers and other teachers, headteachers and deputy headteachers are overwhelmingly in favour of encouraging global learning, with over nine in 10 of those we surveyed agreeing that schools should prepare pupils to deal with a fast-changing and globalised world (96%, compared with 94% across all teachers) and seven in 10 'strongly' agreeing (71%, compared with 64% across all teachers). Indeed, they are more convinced than classroom/subject teachers in the sample that pupils need to learn both about how global economic issues affect their lives and about global development issues - 95% agree with this statement, compared to 87% of classroom/subject teachers. This finding suggests that schools are willing to implement global learning at a whole-school/management level, not only among individual teachers.

Also noteworthy is the fact that headteachers and deputy headteachers feel more confident than classroom/subject teachers interviewed teaching about climate change (81% agree compared to 74%) and teaching about how emerging economies have an increasing impact on the way we live and work in the UK (52% compared to 39%).

<sup>11</sup> Please note that the views expressed by headteachers and deputy headteachers in the Teachers Omnibus sample are not necessarily representative of the views of all headteachers and deputy headteachers. The Teachers Omnibus sample is not designed to be representative of teachers by level of seniority and so the findings reported here should be regarded as indicative only.



# Appendices

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## Marked-up questionnaire

- Results are based on 848 telephone interviews with primary and secondary teachers in England, conducted between 5th November and 10th December 2008
- Data are weighted by phase, gender and age to the known profile of teachers in England.
- Results are based on all respondents unless otherwise stated.
- Where results do not sum to 100, this may be due to multiple responses, computer rounding or the exclusion of don't know/not stated categories.
- Where appropriate we have included combination figures in bold font (e.g. 'agree' as an aggregation of 'strongly' and 'tend to' agree). These are calculated from the raw figures and therefore the individual components may sum to +/-1% of the aggregate figure due to rounding.
- An asterisk (\*) represents a value of less than one per cent, but greater than zero.

DEA1. How far do you agree or disagree with the following statements, if at all?

	Strongly agree %	Tend to agree %	Neither agree nor disagree %	Tend to disagree %	Strongly disagree %	Don't know /NA %
a) I feel confident teaching about climate change	39	34	4	13	7	3
b) I feel confident supporting pupils to understand that people have different ways of seeing the world	70	26	1	1	1	*
c) I feel confident that my teaching helps pupils to understand that we live in an interdependent world	50	38	3	4	2	2
d) Schools should prepare pupils to deal with a fast changing and globalised world	64	30	2	2	2	1
e) The current school system prepares pupils to deal with a fast changing and globalised world	11	46	10	24	8	1
f) Thinking about how teaching contributes to making the world a better place motivates me to stay in teaching	41	39	6	10	3	*
g) Schools should prepare pupils to understand how emerging economies, for example, China and India, have an increasing impact on the way we live and work in the UK	33	48	6	7	1	4
h) I feel confident teaching about how emerging economies, for example, China and India, have an increasing impact on the way we live and work in the UK	13	28	7	27	17	8
i) Pupils need to learn both about how global economic issues affect their lives and about global development issues	49	41	3	4	2	2

Base: All teachers in England (848)

## DEA2. Do you have any involvement in delivering citizenship lessons in your school?

	%
Yes	64
No	36
Don't know/ Can't remember	-

Base: All teachers in England (848)

## Demographics

### Sex

	%
Male	25
Female	75

### Age

	%
24 or below	4
25 - 34	30
35 - 44	25
45 - 54	25
55 or above	15

### Phase

	%
Primary	51
Secondary	49

### GOR

	%
NE	4
NW (including Merseyside)	13
Yorkshire and Humberside	10
East Midlands	9
West Midlands	13
East of England	11
London	14
SE	15
SW	11

**QD1 How many years' teaching experience do you have?**

	%
NQT/in first year of teaching	6
1-5 years	18
6-10 years	20
11-15 years	17
16-25 years	18
Over 25 years	22

**QD2 Please can you tell me which of the following best describes your current professional role?**

	%
Supply Teacher	*
Classroom or Subject Teacher	27
Class Teacher with special curricular or non-curricular responsibilities	27
Cross school responsibilities without a class teaching role	1
Deputy/Assistant Head of Department, or Deputy/Assistant Curriculum Co-ordinator	4
Head of Department or subject, or Curriculum Co-ordinator	24
Advanced Skills Teacher	*
Deputy/Assistant Head of Year, or Deputy/Assistant Key Stage Co-ordinator	1
Head of Year, or Key Stage Co-ordinator	3
Deputy/Assistant Headteacher/Principal (including acting)	8
Headteacher/Principal (including acting)	5
Other	1

**QD3 Can you tell me the Key Stages of the pupils you teach?**

	%
Foundation/Early Years/Nursery/Reception	13
Key Stage 1	22
Key Stage 2	35
Key Stage 3	45
Key Stage 4	45
Post 16	27

**QD4 Please can you tell me your subject specialism?  
I'm interested in knowing about the subject you spend (or used to spend) most of your time delivering?**

	%
English	22
Maths	24
Science	21
ICT	2
Design & Technology	3
Humanities (History and Geography)	8
Modern Foreign Languages	4
Art/Music/PE/Citizenship	6
Other	11

Base: All secondary teachers in England (384)

**QD5 If you consider yourself to have a subject or curriculum specialism, could you please tell me what it is?**

	%
English or literacy	21
Maths or numeracy	17
Science	8
ICT	8
Design & Technology	1
Humanities (History and Geography)	7
Modern Foreign Languages	3
Art/Music/PE/Citizenship	13
Other	15
Don't consider myself to have a subject/ curriculum specialism	8
Don't know	-

Base: All primary teachers in England (464)

**QD6 Please can you tell me which teaching union you belong to, if any?**

	%
Association for School and College Leaders (ASCoL)/ Secondary Heads Association (SHA)	2
Association of Teachers and Lecturers (ATL)	13
National Association of Headteachers (NAHT)	8
National Association of Schoolmasters/Union of Women Teachers (NASUWT)	28
National Union of Teachers (NUT)	41
Professional Association of Teachers (PAT)	1
University and College Union (UCU)	-
Other	2
Not a union member	5
Prefer not to say	1
Don't know	*

**Computer tabulations**

The accompanying tables set out the findings from the study. They present the number of respondents, expressed as percentages, giving a response to each question and are analysed against a breakdown of other key questions to show which types of teacher have given each response.

Each table contains:

- the wording of the question and the question number;
- headings for the downbreak categories;
- headings for the crossbreak categories;
- a description of who answered each question;
- the number of respondents in each crossbreak who answered the question (the base); and
- total figures.

**The downbreaks**

The downbreaks are listed down the left-hand side of each table and include the range of all possible responses to a particular question. They include all the pre-coded responses that were available to the respondent.

Where percentages do not sum to 100%, this may be due to computer rounding, the exclusion of 'don't know' categories, or multiple responses. An asterisk (\*) denotes a value of less than 0.5%, but not zero.

Some tables also include combination scores. These are literally combined responses to two or more response categories on the same "side" of a scale. For example, very satisfied and fairly satisfied gives a combination score of "satisfied".

Net scores are also provided. This reduces the findings for each question to a single figure in every column. The net score is calculated by subtracting the negative score from the positive score. For example, if 65% are satisfied and 20% dissatisfied, then the "net satisfied" score is +45 points.

## The crossbreaks

The crossbreaks (or cross-tabs) are found across the top of the table as column headings. The crossbreaks include:

- Weighted total;
- Phase (Primary, Secondary);
- Sex of teacher (Male, Female);
- Age of teacher (24 or below, 25-34, 35-44, 45-54, 55 or above);
- Government Office Region (North East, North West incl. Merseyside, Yorkshire and Humberside, East Midlands, West Midlands, Eastern, London, South East, South West, Wales);
- Country (England, Wales);
- Years' teaching experience (NQT/in first year of teaching, 1-5 years, 6-10 years, 11-15 years, 16-25 years, Over 25 years);
- Secondary teachers only Subject specialism (English; Maths; Science; ICT; Humanities; Modern Foreign Languages; Other)
- Most senior level of responsibility (Classroom Teacher/Subject Teacher/Form Tutor; Curriculum Co-ordinator/Assistant Head of Department/Head of Department; Key Stage Co-ordinator/ Assistant Head of Year/Head of Year; Assistant/Deputy Headteacher incl. acting; Headteacher incl. acting);
- Key Stage(s) taught (Foundation/Early Years/Nursery/Reception; KS1; KS2; KS3; KS4; Post-16)
- Trade Union membership (Yes, No)
- Unweighted total.

Viewing the results in this way can highlight any notable differences in the responses of these different types of respondent. Cross tabulations can also be used to show relationships to different questions.

## Bases

The 'base' is the number of respondents answering the question.

## Confidence intervals

When interpreting the findings, it is important to remember that the results are based on a sample of teachers working in the maintained primary and secondary school sectors, and not the entire population. Because a sample, rather than the entire population, was interviewed the percentage results are subject to sampling tolerances - which vary with the size of the sample and the percentage figure concerned. For example, for a question where 50% of the respondents in a (weighted) sample of 2,000 respond with a particular answer, the chances are 95 in 100 that this result would not vary more than 2.2 percentage points, plus or minus, from the result that would have been obtained from a census of the entire population (using the same procedures). An indication of approximate sampling tolerances for the Teachers Omnibus is given in the table below.

Sample size	Approximate sampling tolerances applicable to percentages at or near these levels		
	10% or 90% ±	30% or 70% ±	50% ±
384 ( <i>number of secondary school respondents</i> )	3	4.6	5
464 ( <i>number of primary school respondents</i> )	2.7	4.2	4.5
848 ( <i>number of respondents</i> )	2	3.1	3.4
500	3	4	4
800	2	3	3
1,000	2	3	3

Source: Ipsos MORI

Strictly speaking the tolerances shown here apply only to random samples; in practice good quality quota sampling has been found to be as accurate.

Tolerances are also involved in the comparison of results between different parts of the sample, and between two different samples. A difference must be of at least a certain size to be statistically significant (i.e. a real, not just apparent, difference). The following table is a guide to the sampling tolerances applicable to comparisons between sub-groups.

	Differences required for significance at or near these percentages		
	10% or 90% ±	30% or 70% ±	50% ±
Size of sample on which survey result is based			
384 and 464 ( <i>number of secondary versus primary phase respondents</i> )	5	7	7
232 and 616 ( <i>number of male versus female respondents</i> )	5	8	8
1,000 and 1,000	3	4	4
800 and 800	3	5	5
500 and 500	4	6	6
250 and 250	5	8	9

Source: Ipsos MORI

Caution should be exercised when comparing percentages derived from base sizes of 99 respondents or fewer, and particularly when comparing percentages derived from base sizes of 50 respondents or fewer. In the reporting that follows, percentages which derive from base sizes of 50-99 respondents should be regarded as indicative. Where bases fall below 50 respondents, we give actual numbers (Ns), not percentages.

### Interpreting the data

When interpreting the data, it is often helpful to start with the overall picture and then look at specific details. Look first at the total column, decide whether there appears to be anything particularly interesting and look to see whether anything is different to what you had expected. Then look at the rest of the table. Are there any major differences between sub-groups? Are things similar where you expected to find differences? Where there are significant differences between sub-groups, these are highlighted with the use of letters on the computer tabulations.

## Advance letter to schools

NAME

ADDRESS

ADDRESS

ADDRESS,

December 2008

Ipsos MORI ID:

Dear TITLE SURNAME,

### Ipsos MORI Teachers Omnibus: Listening to the Views of Teachers

Over the next couple of weeks, Ipsos MORI will be conducting the latest wave of its regular Teachers Omnibus survey to explore the opinions and experiences of a representative sample of teachers in maintained primary and secondary schools in England and Wales. The survey will be taking place between Tuesday 4th November and Tuesday 2nd December.

We'll be asking questions on behalf of a number of organisations in a single telephone interview lasting about 15 minutes. At the end of the interview, we'll be happy to reveal who these organisations are, but please be assured that only organisations with a legitimate interest in teachers' views on educational policy, resourcing and practice can place questions on the survey. For example, clients on last year's Teachers Omnibus included the National Audit Office, the Training and Development Agency for Schools and the Sutton Trust.

We extend full confidentiality to all respondents so that they can speak frankly, and all reporting is done in aggregate form.

Over the next couple of weeks, your school may receive a call from one of our telephone interviewers. If so, the interviewer will ask to speak either to you, your deputy or to be put directly through to the staffroom (depending on the type of teacher we need to interview). This isn't Ipsos MORI's typical approach to research in schools, but we've adopted it for this particular survey so that all teachers have a random, equal chance of taking part.

If a teacher agrees to participate in an interview, we can do it 'there and then' or arrange a more convenient time to call back. However, if neither you nor your staff wish to participate in the research, there is no need for you to contact us in advance to let us know: please just tell our interviewer when they call.

We very much appreciate any help that you or your colleagues can provide.

Yours sincerely,

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This report presents findings from the 2008 Teachers Omnibus, carried out by Ipsos MORI Social Research Institute on behalf of DEA.

The study gathered information regarding teachers' attitudes to global learning and their confidence in teaching it, in particular:

- Opinions on the importance of teaching about a range of global issues;
- Opinions on how well the current school system provides global learning; and
- Teachers' confidence in addressing global issues such as climate change, interdependence between countries and emerging economies.

This report complements our 2008 report, 'Young People's Experiences of Global Learning' ([www.dea.org.uk/research](http://www.dea.org.uk/research))

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ISBN: 978-1-900109-34-5

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

Designed by Davies Batt

Printed by Swallow House Group

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

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a just and sustainable world