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LATVIJA



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LEEDS DEVELOPMENT EDUCATION CENTRE

## Project “Schools as satellites in development education”

(Nr. DCI-NSA ED/2009/202-219)

### Summary of general results of the 2nd survey

#### 1. IMPORTANCE OF AWARENESS ABOUT ISSUES OF INTERNATIONAL DEVELOPMENT

- Majority (91% of survey participants) have assessed as important being informed about international development issues, 61% have assessed it as rather important but 31% as very important. Only 5% have considered irrelevant to be informed about global development issues.
- In comparison with the previous survey there has not been major change regarding this issue, There has slightly decreased the number of those who have given the answer “very important” (by 6%) but it cannot be regarded as sharp drop.
- Those who assessed being aware and informed about global development issues as important, have comparatively more often marked that a) global processes are related to everyone (29%, +13% in previous survey), b) understanding current global processes (21%, +11%), c) to be engaged in global processes (8%, +2%), c) to understand their place in the world (5%, +1%).
- Comparing direct and indirect target group opinions, we can observe that direct target group have assessed it more frequently to be informed and aware about international development issues: 99% direct target group, and 89% indirect target group (and within the direct target group respondents have rated it more often as “very important” (57%, and 42% comparatively)).
- There are significant changes also among teachers’ and students’ target groups, although both of those groups have mostly rated being informed and aware about global development issues as important. More detailed analysis shows that teachers have more frequently answered “very important” (50% and 21%), while pupils have chosen “rather important” (68% and 48%).

#### 2. LEVEL OF BEING INFORMED ABOUT DEVELOPMENT OR GLOBAL EDUCATION

- In total 66% respondents have marked that they have heard something about development or global education, and are well informed. One third (27% respondents) have marked that they are “rather uninformed”: they have heard such definition but don’t know anything more. Eight percent (8%) have marked that they have never heard anything about it.
- Comparing the new data with the previous survey, we can see changes in self-evaluation: the number of those who consider themselves as very well informed has grown by 18%, at the same time by 16% decreased those who answered before “I have heard about it but don’t know much more”.
- There are differences among the direct and indirect target groups: the direct target group has assessed more frequently as being very well informed (66%), while among the indirect target group

those were only 6%.

- Comparing the data with the survey carried out in March 2010, we can see sharp growth of direct target group respondents who consider themselves as “very well informed” (from 1% up to 66%). The data show that the change has occurred within the group, which in March marked the answer that they “ have heard such definition but don’t know anything more”.
- There are minor changes within the indirect target group: there is a slight increase (+6%) of those who marked that they have heard this definition, and have a notion about what it means, and there is a small decrease of those who have heard about it but do not know anything more (-5%).
- There are changes among the teachers' and pupils' self-rated information level: accordingly 3,2 and 2,6 in four point scale. 39% of teachers consider themselves as well informed while only 13% pupils have given the same answer.
- There are considerable changes within the target group of teachers: the number those who rate themselves as being very well informed about development or global education, has grown from 4% up to 39%.
- Also within the pupils' target group there have been major changes: the number of those who consider themselves as very well informed has grown from 4% up to 13%, at the same time causing decrease by 12% in those who have heard about global education but do not know anything more.
- In total the data show that there has been increase in awareness and information level about development or global education issues. Besides general growth in awareness, it can be seen in direct and indirect target groups of teachers.

### **3. AWARENESS OF DEVELOPMENT OR GLOBAL EDUCATION**

- In this survey, respondents were asked to write their own answers what in their mind is development or global education. 32% respondents could not give a precise answer, which is by 10% less than in March, 2010 survey, thus, signifying that the level of information has considerably grown.
- Most frequent answers have been the following: “globalization impact on everyone’s life (20%), opportunities to study in other countries (10%), sustainable approach to life (9%), world’s development (9%), understanding global processes (6%), and extension of mental outlook (5%).
- Respondents within the direct target group have more rarely marked that they do not know anything about development or global education (15%), while among the indirect target group those were 38%.
- Representatives of direct target group have more frequently mentioned such answers as “globalization impact on everyone’s life (30% against 16%), understanding global processes (16% against 2%), extension of mental outlook (13% against 2%), world’s development (13% against 7%).
- Representatives of indirect target group more frequently have mentioned such answers as opportunities to study in other countries (13% against 3%), equal education standards worldwide (45%

against 1%). Those data show that within the direct target group, the level of understanding and information on development or global education, its meaning and content, is higher.

- There are significant changes also in teachers' and pupils' answers. Only 18% among teachers could not give any precise answer, among pupils the number was 40%.
- Teachers more frequently have given such answers as: "globalization impact on everybody's life (38% against 9%), sustainable approach to life (17% against 5%), understanding global processes (12% against 3%), general education (8% against 2%). Pupils more frequently have rated the answer "opportunities to study in other countries" (15% against 3%).

#### **4. AWARENESS ABOUT DIFFERENT DEVELOPMENT ISSUES**

- According to respondents' self-evaluation, they are best informed on questions related to climate (79% marked that they are well or very well informed), human rights (77%), migration (72%), international cooperation (63%). Slightly less respondents have marked their self-assessment on information level on international security (60%), influence of globalization on people lives (60%), and environmental sustainability (59%) questions.
- Slightly less than one half of respondents have given low self-assessment regarding such issues as fair trade (42% consider they are not/or not well informed), and sustainable development issues (45%).
- Comparing to survey in March 2010, there has been improvement in level of information among all respondent categories by more than 10%. Most change has occurred within the issues related to migration (+23%), impact of globalization on people lived (+19%) and sustainable development (+18%).
- There are significant changes between direct and indirect target groups in terms of self-assessment. Representatives of the direct target group feel better informed than the representatives of the indirect target group regarding those questions related to sustainable development (accordingly 89% and 36%), impact of globalization on human life (91% and 48%), environmental sustainability (87% and 48%), and migration (94% and 64%).
- Compared to previous survey, we can observe that self-assessment of the direct target group has increased substantially: throughout all questionnaire by more than 20%, which should be considered as significant change. Most of all has grown self-assessment of the direct target group related to sustainable development (+41%), impact of globalization on people live (+47%), environmental sustainability (+46%), migration (+43%), and fair trade (+42%).
- Changes in indirect group are far more less than in majority of categories, and do not exceed 10%. Most significant change is 16%: this is the number by which the level of information on migration has grown. Comparatively also information level on globalization impact on people lives has increased (+9%). There have not been changes in information levels on environmental sustainability, the same as issues related to fair trade and climate.
- Compared to direct and indirect target groups, we can find more similarities in groups of

teachers and pupils, the biggest differences can be found in the following aspects: environmental sustainability (76% and 49%), impact of globalization on people lives (76% and 50%), sustainable development questions (63% and 42%), fair trade (66% and 45%). Most similar answers between the two groups: teachers and pupils were related to climate change (accordingly 80% and 77%).

- Comparing with the survey in March 2010, the level of self-assessment regarding information has grown. The biggest change has occurred in teachers' level of information on globalization impact on people lives (+40%), fare trade (+33%), and migration (+30%).

- Also level of information for pupils has grown but comparatively less if compared to teachers. The biggest increase is in information level on migration (+19%), followed by the level of information in sustainable development issues (+15%).

## **5. OPINION ON INFLUENCE OF PERSONAL ACTIONS ON WORLDWIDE PROCESSES IN GENERAL**

- More than half (63%) respondents consider that their actions do not influence the world in general, 9% consider that their actions do not influence processes in the world at all, 49% consider that their actions do not have significant impact. Only 6% consider that their actions to a large extent influence processes in the world but 36% consider that their actions have some influence.

- Comparing with the previous survey, the changes are non-significant and lie into domain of statistical error. Significantly different are only self-assessments of the direct and the indirect groups: the average is 2,9 and 2,2 correspondingly. 74% of direct and 31% of indirect target groups agreed that their action to some extent or to large extent influence processes in the world. Large portion of indirect target group (57%) consider that their actions do not influence processes in the world.

- Comparing changes with survey in March 2010, we can see that there are significant changes in direct target group: the number within the section of those who are confident that their action impacts the world has grown by 40%.

- At the same time, there are minor changes in the indirect target group, and they are controversial to changes in direct target group, as within the indirect target group the number of those who consider that their actions do not impact processes in the world, has increased by 9%.

- There are slight differences between the mean values of the target groups of teachers and pupils: for teachers those are 2.5 points, and for pupils: 2.3 points. In total there are no large differences between those groups: the total number of those respondents who consider that their action does influence the world to a large extents is approximately equal (86% and 84%).

- Compared to the previous survey period, there are slight changes in teachers' opinions: in October they have marked more frequently the answer "has a material influence" (+11%). There are no changes in pupils' answers.

## **6. ASSESSMENT OF GLOBALIZATION**

- More than half respondents assess globalization positively – 58% assess it rather positively but 9% very positively. At the same time there is comparatively large number of negative assessments: 28% value globalization negatively but 2% very negatively.
- Compared to survey in March, changes are not significant.
- Those who have assessed globalization negatively most frequently mentioned that the identity of small nations is endangered (27%), environment pollution (17%), also rising social problems (11%).
- Those who have assessed globalization positively have mentioned that it provides lots of opportunities (28%), and fosters global cooperation (20%).
- There are no large differences between the direct and indirect target groups in general: the largest difference has been between those who have assessed globalization positively were accordingly 68% and 54%.
- Compared to March survey, there have been slight changes in direct target group regarding attitude towards globalization: there has been increase by 9% of those who consider globalization as something rather positive, and by 4% of those who consider it as something “very positive”. There has been decrease by 10% of those who considered globalization “rather negatively”.
- Teachers have been more pessimistic with regard to globalization than pupils, and have assessed it more frequently “rather negatively” (correspondingly 33% and 23%), but pupils have more frequently assessed it “rather positively” (59% and 56%).
- Compared to results in March, there is a slight change in teachers’ target group: there is increase by 5% of those who have provided answers “very positively”, and by 4% of those who have provided answers “rather positively” in terms of assessing globalization.

## **7. INTEREST TO WORLDWIDE PROCESSES**

- Majority (80-90%) follow information in their own location and Latvia: in their own location and Latvia there are 34% and 28% who follow the information on worldwide processes, while 46% and 58% follow the most important information.
- On regular basis for all information follow 20% but to most important information follow 54% respondents.
- There is slightly smaller interest on processes in other places of the world: only slightly more than one tenth (1/10) of respondents follow the information about processes in Europe and in the world, and 58% follow just the most important information.
- Compared to March survey, there has been slight change in interest – decreased interest about one’s own location (-7%), and region (-4%) but has increased about processes in Europe (+4%) and elsewhere (+5%).
- There are differences between the direct and indirect target groups: in total representatives of the

direct target group follow more actively to information in their own location, Latvia and the world in general. The largest difference is regarding interest on worldwide processes: 64% of indirect and 90% of direct target group representatives do follow this information.

- Compared to March survey, there has been small increase in interest about events in the world among direct target group (+12%), while there have been no changes in other groups.
- There are several changes also in indirect group: compared to previous survey there has been decrease by 10% in indirect target group on one's own locality, by 5% on region's, but increased by 5% on events in Europe.
- There are differences between the teachers' and pupils' target groups: 93% teachers and just 64% pupils follow information in their region. There is also large difference with regard to interest on local events: 96% teachers, and 70% pupils follow this information. There is also difference about interest on events in Latvia between those two groups: 94% teachers, and 81% pupils follow this information.
- Compared to March survey, there are changes in two issues among the teachers' target group: in October by 6% more teachers have marked that they are interested in events in Europe, and by 10% more have rated that they are interested in processes in the world.
- There are bigger changes in pupils' target group than in teachers'. There is growth by 4% of those who are interested in events in Latvia, by 7% of those interested in the European Union, and by 10% decrease in those interested in their location.

## **8. IMPORTANCE OF VALUES ASSESSMENT**

- In total majority assessed that values presented in the questionnaire are rather or very important. The most positive assessment was given to such values as cooperation (62%), sustainability (48%). Interestingly, that the value „equality” was comparatively less valued.
- Representatives of the direct target group more often than those of indirect target group have assessed sustainability (99% of direct and 79% indirect target group representatives).
- There are changes also within teachers' and pupils' assessments. The most equal assessment has been „cooperation”, as 100% of teachers and 92% of pupils have regarded it as important.

## **9. PRACTICE OF SUSTAINABILITY SECURING ACTIVITIES**

- In total there is comparatively small number of respondents who do sustainable actions in their everyday life. Most frequently respondents have noted that they are saving electricity (31% do it regularly, 36% do it frequently), save water (21% and 38%).
- Less than one half (1/2) of respondents practice other activities: 45% regularly choose environmentally friendly products and goods, 38% sort garbage according to its type. Such activities as delivering batteries to special delivery points, and possibly rare use of personal car practice

minority of respondents (35% and 32%).

- Representatives of the direct target group more frequently do activities that ensure sustainability. This is well seen analyzing that 59% of direct target group deliver batteries to special delivery points, while only 27% of indirect group do it. When it comes to possibly rare use of personal car, 38% of direct and 30% choose not to do it.
- There are differences also between the teachers' and pupils' target groups: teachers practice sustainable actions more rarely than teachers.

## **10. NECESSITY TO INCREASE SCOPE OF EDUCATION IN SCHOOLS ABOUT WORLDWIDE PROCESSES**

- Teachers were asked to assess when it is the best to start teaching children and pupils about the processes in the world. Comparatively largest part 42% considered that it should be started already in nursery school while 38% considered that it should be done in primary school while 11% - in highschool.
- There are significant changes between the direct and indirect target groups: 73% of direct target group consider that it should be done in nursery school while 46% of indirect target group consider it should be done in primary school.
- There are similar differences also between teachers and students: 71% teachers consider that it should be done in nursery school already, while 45% consider it should be done in primary school.

## **11. SOURCES OF OBTAINING INFORMATION ABOUT PROCESSES IN THE WORLD**

- About processes in the world most of the respondents find out from internet (46% and 21%), second most frequent source is TV (36% and 38% accordingly). Much rarely information is obtained at school (15% and 12%), journals and magazines (9% and 15%) and radion (8% and 15%).
- The same as respondents in general, also direct and indirect target groups obtain information mostly from internet and television.