Concerned citizens: children and the future.

'I want to run my own future': girl, aged 11.

'I hope that Bin Laden don't bomb Bristol': boy, aged 11.

Introduction

Today's eleven year olds are the adults of tomorrow, the wealth creators and the decision makers about environmental, educational, health and global issues. They stand poised on the cusp of adolescence, ready to go to secondary school: a system which, with the advent of citizenship education, purports to equip them for their future role as active citizens. What is it that these 11 year olds care about? Are they the cynical pre-adolescents the media might have us believe, ready to scowl their way through secondary school or are they optimistic about their future and that of their community, ready and willing to act for change?

Many countries are now grappling with how best to educate their children for the challenges of the 21st century; a century which includes increasing global conflict, social injustice and environmental concerns (Cogan and Derricott, 2000). Education for

citizenship, introduced in England in 2002, states that pupils should learn about 'topical issues, problems and events', rights and responsibilities, democracy and the sustainability of the environment. They should also be actively involved in the life of their school and community, learning skills of participation and responsible action (DfEE/QCA 1999, p139). Recent guidelines on 'Developing the Global Dimension' also advise that children learn about peace and conflict, globalisation, poverty, prejudice and sustainability (DfES, 2005), yet little is known about children's interest in such issues or the extent to which they feel motivated to act for change.

This paper reports on a study which takes as central 'children's capacity to reflect on issues affecting their lives' (Rudduck and Flutter, 2000, p86) and in so doing takes seriously what children have to say about their hopes and fears for the future. The focus is nine to eleven year olds, as primary pupils have received less attention than their secondary counterparts in similar research and yet their aspirations for the future are often fixed by the time they leave primary school (Croll, 2005). This study thus contributes to our knowledge about children's thinking and to the current debate on an appropriate citizenship curriculum for the 21st century.

Images of the future

People's hopes and fears for the future influence what they are prepared to do in the present and what they are prepared to work towards. Hicks (2002) and others have suggested that images of the future are a critical measure of a society's inner well being, acting as a mirror of our times. Ascertaining the views of children towards the future thus

serves as an indicator of their current concerns, beliefs and actions and as well as indicating the role they see for themselves as future citizens.

Research into secondary pupils' concerns for the future shows young people optimistic about their own future but less optimistic about the future for their country. Students in Finland fear that that their country will descend into 'a society of corruption, unemployment, growing environmental problems, drugs and dirty urban centres full of poor people struggling for their livelihood' (Rubin, 2002, p103). Their concerns for the global community are similar to those found amongst Swedish teenagers in an earlier study (Oscarsson, 1996) and centre on poverty and hunger, wars, overpopulation and environmental pollution. Research from Australia reveals that there too many secondary students feel a sense of helplessness and despondency about the problems they think society will have to face in the near future. Some think that 'high-tech' solutions may be found but others are keen to have a more equitable and sustainable world where conflicts are dealt with constructively rather than destructively (Hutchinson, 1996).

There has been little research into primary children's concerns for the future. Our research in 1994 (Hicks and Holden, 1995) indicates that British children aged seven and eleven shared many of the concerns of secondary students but were less cynical and more optimistic. They showed a growing awareness of social and environmental issues and were concerned that their local communities would be affected adversely by increasing violence, unemployment and racism and a lack of facilities for young people. Similar concerns were expressed at a global level, with many children worried about the

possibility of an increasing number of wars. The majority of the children wished to be better informed about these issues and learn more about them at school

The 2004 study

The aim of this study was to build on that undertaken in 1994 so that, ten years on, we could see the extent to which primary children's concerns had changed and build up a comprehensive picture of the hopes and fears of children in 2004 around personal, local and global issues.

The research design

The study involved 425 children aged nine to eleven from seventeen classes in twelve different primary schools drawn from four counties in the South of England. Schools were selected from a cross section of urban and rural environments and a variety of socio-economic backgrounds. Two of the schools were inner city and multi-ethnic to ensure that the voices of both black British children and recently arrived migrants were heard. Four of the twelve schools were those used in the original 1994 survey. In each case all pupils in a year four or year six class were involved.

All children were given a questionnaire which retained aspects of the 1994 study to allow comparisons to be made. As with the original study, the focus was on the views of children at a personal, local and global level, as there are often clear distinctions between these perspectives (Toffler, 1974). The first section asked children to write freely about their hopes and fears for their personal future, the future of the local area and the future of

the world. For example, children were asked to 'write here your three main hopes for your own personal future' and given three spaces to do so. The open ended nature of the questions allowed for a variety of responses. Three closed questions asked if they thought life in the future would be better or worse for them personally, for those in their community and for 'people in the world as a whole'. The second section focussed on particular issues: unemployment, violence, prejudice and racism, the environment, poverty and health. The final section focussed on action for change, looking at what organisations children were involved in and what they had learnt about such issues at school. The findings from the first and final sections of the study are reported here.

The data from the questionnaires required two methods of analysis. The responses to the closed questions were entered into an Excel spreadsheet which yielded descriptive statistics showing the percentage of responses to predetermined answers represented by a three point or five point scale. These percentages were compared for gender. The more open questions were first coded for emerging themes and ideas, then represented statistically in terms of the percentage of children that voiced these perceptions. The results were then compared with gender as the variable.

The findings

Children were asked to consider whether their own life would be better, about the same or worse in the future on a five point scale. They were then asked to consider this for people in their local area and for those in other parts of the world.

Table 1 here

As reported above, research shows that secondary pupils appear more optimistic about their own futures than that of other peoples. The primary children reported on here are no different, with the vast majority thinking their life in the future will be either better or much better than it is today. They are still broadly optimistic that life for people in their local community will be the same or better, but are less optimistic about the global future.

The small percentage who think their life in the future will be a 'bit worse' or 'much worse' should not be overlooked. Closer inspection reveals that these are nearly all boys in urban settings and indicates the early awareness these boys have of the potential for things to go wrong in their lives and their need for support.

Personal futures

Given the optimism of the majority of the children about their personal future, what did they think this might hold? Tables 2 and 3 show boys' and girls' responses to open ended questions asking them to give three hopes and three fears for their personal future.

Table 2 here

Table 3 here

Well over three quarters of the children cite hopes which relate to future employment. They either state specifically what they would like to be (vet, doctor, film maker, dancer, artist, policeman) or talk more generally about 'getting a good job'. Many more boys than girls aspire to jobs that are active in some way (stunt man, the army) whereas more girls than boys aspire to professional jobs. There is always the exception, however: one eleven year old girl wants to be a farmer while a nine year old boy wants 'to not join the army' (his emphasis). For some education is a goal in itself with one in six mentioning wanting to go to college or university, pass exams or get good grades.

Six out of ten children mention material possessions. Over half aspire to having 'lots of money' or a nice house, with many also mentioning a 'nice car' or a 'cool car'. Marginally more boys than girls aspire to such possessions. Whilst some children specify particular jobs or possessions they would like, others have aspirations which do not fall into either of these categories. These have been categorised as lifestyle ambitions and include children who want to 'be famous', to 'travel the world' or live outside the UK. It also includes those who want 'to be good', to 'be wise' and to 'make a difference' as well as two boys with religious aspirations: one wants to 'go to Mecca' while the other hopes to 'keep believing in God and Jesus'.

The converse of a good job, achieving your ambitions and material success is a fear of failure or lack of success, mentioned by two thirds of the girls and well over a third of boys. This is usually related to employment (not getting a job or losing a job), not doing well at school, having no home, being in debt or getting into trouble with the police.

The importance of good relationships is evident in the comments relating to both hopes and fears. The former focus on getting married, having a boyfriend/girlfriend, having a family or children whilst fears relate to having no friends, marriage/relationship problems, being unable to have children or members of their family dying. The comments show the importance of such relationships, particularly to girls.

Health is important to many children. Comments about a desire to lead a healthy life in the future and to 'be fit' are made by a significant minority whilst concerns about ill-health are mentioned by nearly 60% of the children. They worry about dying, getting injured, becoming disabled, starting smoking and being offered or getting involved with alcohol or drugs, with the latter being most often mentioned by eleven year old boys. As one boy said: 'I'm worried that I will be encouraged to do bad things'.

Just under half of the children mention concerns related to being a victim and reflect the vulnerability of children's lives. They worry about being bullied at school, 'getting beaten up', mugged or raped or being the victim of road accidents. The comments from some pupils in an inner-city school reflect their particular world. One worries about 'being taken away', another is scared about leaving her family, not knowing anyone and crying for her brother whilst a third worries about 'people coming for my passport and all that stuff'.

Overall we have a picture of children whose hopes are essentially conservative – focussed on family, work and relationships- but who are well aware of the challenges of the adult world. Girls appear more concerned than boys about maintaining successful relationships and worry more about success and failure. Boys' concerns are more around being a victim whilst some inner city children appear to have additional concerns reflecting their particular circumstances.

Local futures

Table 4 here

Table 5 here

Children's hopes for their local area focus on the facilities they would like. In particular they want more or better shops, more sports facilities and more parks and places to play. Typical are the comments from two nine year olds who want a 'park for bigger children' and 'more places where you can sit and talk without the sound of cars in the background'. Closely allied to the desire for better facilities are hopes for an improved environment where there is less litter, less noise, more trees and wildlife. 'There needs to be grass; it needs to be more quiet' writes an urban girl. Environmental concerns mirror this with fears around increased pollution, more trees being cut down, more graffiti and more litter.

Urban and rural children differ in some of their responses. Two eleven year old girls from a rural area worry about 'farming dying out in the area' and 'that all the countryside will be consumed'. Another rural girl wants 'fox hunting to stay' whilst a boy hopes his

village will not become 'a tourist area'. Urban children are more concerned with the built environment where their fears relate to over development: 'more factories' and more traffic.. Their hopes centre on improvements to their immediate locality: one wants his street 'to become a bit posh', another wants 'no more smells from the drains and less pubs'.

Although the environment and traffic are linked, issues relating to road congestion, traffic accidents and parking are mentioned sufficiently often for traffic to be seen as a distinct theme. It is not just less or slower traffic that the children want, but better transport and roads, safer drivers, more cycling and more pedestrian crossings. One suggests making walking safer by putting 'railings on the pavement so cars won't overtake on the pavement', another hopes for 'speed bumps on our road'. The vulnerability of children as pedestrians and cyclists is evident in their concerns.

Crime and violence is a major issue for many of today's children. A third hope for less violence, less vandalism, less crime and fewer drunks, drug dealers, addicts and gangs. When writing about their fears, three quarters say they are worried about mugging, rape, murder, paedophiles, drunks, drug dealers, gangs, people with knives and guns and those who commit vandalism or 'do graffiti'. Other children fear that the violence they have witnessed on the media will spread to their local area, with one boy being worried about 'terrorists' while another hopes 'that Bin Laden don't bomb Bristol' (his home town).

Linked to crime and violence are concerns about poverty, homelessness and ill health. Two girls worry that in the future 'rich people only could afford houses' and 'people get homeless from drinking and taking drugs'. They hope for more housing or cheaper housing along with 'enough jobs'. Two girls from rural communities want 'a bigger range of jobs so more people can have a nice job near home' and 'cheaper houses for teenagers'.

Girls are more likely than boys to want improved community relations. They mention 'friendly neighbours', 'kinder people' and 'no racism'. Two girls want 'people in my area to apologise when they do something bad' and 'all Muslims to be able to live together in one place'. Some boys also hope for kinder or more understanding people: one wants his area 'to have a better reputation' while another hopes it can become 'more peaceful'. Fears relate to what happens when people don't get on and children don't feel safe. They range from those worried about dangerous dogs and getting lost to the nine year old boy who writes that his fear is for 'the BNP to take power'.

Whilst Table 1 indicates that children are generally optimistic about the future for their local area, their comments indicate a real desire for a better quality of life. They are concerned about issues of social and economic justice, about crime and relationships and about the built and natural environment. There is evidence that the concerns of the adult world have informed these opinions as the children discuss house prices, drugs, crime, racism and increasing urbanisation.

Global futures

Table 6 here

Table 7 here

Children's greatest hopes centre around peace, or an end to wars. In most cases this is a general plea, such as the girl who says simply: 'I want for people from different parts of the world to be united'. In other instances there are specific references to wanting an end to the war in Iraq or the war on terrorism, and to 'finding Bin Laden'. This desire for an end to war is linked to hopes for less violence and crime in general, with children wanting 'less unrestricted gun use especially in America' and no harming of children. Such hopes are reflected in the children's fears: again war is their main concern – this includes wars between countries and fear of terrorists and bomb attacks. Alongside a fear of global violence caused by man, is a fear of natural disaster. Boys in particular worry about earthquakes, tornados, meteorites and flooding.

One third of children hope for an end to world poverty. They want a solution to problems in the developing world and link this with an end to homelessness and hunger. An eleven year old boy suggests 'putting the world's money together and giving Africa water'. There are general fears that 'things will get worse' in the developing world where children worry about an increasing number of poor people, a lack of jobs, overcrowding or overpopulation.

Politics appears as a category for the first time as a result of comments by a small group of eleven year olds. These children hope for 'better governments' who can help eradicate poverty and wars and include nine mentions of wanting either Tony Blair or George Bush to resign. One boy goes further: he hopes that 'Saddam dies, Bush dies, Blair dies'. Another wants 'more freedom' and 'less laws'. Fears linked to politics range from concerns about bad governments, the actions of Bush and Blair and 'Muslim terrorists'.

Just over a third of the children cite hopes which relate to environmental issues. These include less pollution, caring for animals, more recycling and an end to global warming. Boys in particular are optimistic that some of these problems may be solved by new technology. They think there may be 'new inventions' which will help the world, such as 'something to be invented to be used instead of petrol'. They also look forward to 'better cars', 'flying cars' and 'robots to do the housework' although one wonders what will happen if 'the world's technology comes to a standstill and we can't go forwards or backwards'. Fears relating to environmental issues focus on increased pollution, global warming, the destruction of trees, the extinction of animals and the disappearance of the countryside. An eleven year old girl worries that 'the whole world will become a series of never ending cities' and another fears that 'there won't be any land to grow crops'.

Hopes for improved relationships are expressed by more girls than boys and are similar to comments made about the local area. Children want people to be friendlier or happier and want an end to racism (especially in football) and swearing. One girl puts it graphically:

she wants 'people to stop swearing and putting up the middle finger'. A nine year old boy just hopes 'for the world to get more human'.

Concerns about health also mirror those voiced about the local community. The children want less smoking, less drug abuse and healthier people. The older pupils also mention 'more cures' for diseases, including cancer and 'better medicines'. Fears relating to obesity are mentioned by eleven year old boys.

In summary, children's hopes and fears for the world centre on a desire for peace, less violence and less poverty and unemployment. Whilst half are still hopeful that the world will be better in the future, they are less optimistic than they were about the future of their local community. They are concerned about degradation of both the built and natural environment and fear an increase in natural disasters. The beginnings of political literacy are seen in the older children, who demonstrate an emerging awareness of current global issues.

Education and action

We have then, a picture of today's primary children being cautiously optimistic about the future but having very many concerns related to current national and global issues. In the final part of our study we wished to elicit their perceptions about their own role as active citizens and work done in schools.

Table 8 here

Most children think that they can do either a little or a lot to make the world a better place, with girls being more cautious in their response. When asked what they actually do, their responses fall into three broad categories:

a) environment

This is by far the largest category with all children naming an action they do in relation to this. Examples (in order of number of mentions) are:

- not dropping litter/picking up litter

- recycling

- saving energy (e.g. switching off lights)

- walking./cycling to school

- planting trees

The older children tend to be more specific in their suggestions, such as 'sharing lifts to school' or 'buying stuff with less packaging' rather than the more general 'look after the environment' from the nine year olds.

a) action and campaigns

One third of children say they are involved in campaigns or fundraising, usually linked to work at school. They talk about fundraising for Oxfam, Christian Aid, Comic Relief, Blue Peter, Children in Need and cancer charities. One boy says he has sent clothes to Iraq, others take action by writing to local councillors or Members of Parliament.

b) relationships

This category encompasses all comments relating to fostering good relationships between people and is particularly mentioned by girls. There are very many references to 'helping people' and 'being kind' as well as 'not fighting'. Some children talk about 'making new children from other countries welcome' and 'treating people the way you want to be treated'.

Table 9 here

When asked how much they have actually learnt at school about global issues, well over half say they have learnt 'a little', with just over a third claiming to have learnt 'a lot'. Very few say they have learned nothing. However, all think that it is important that they do learn about these things, as two boys explain:

It's important 'cause otherwise you can't do anything about it

Say we didn't know anything about wars…, then, like, as Josh said, it's your future and you wouldn't know what to do or how to handle it.

Comparison with 1994 cohort

There are many similarities between these children in 2004 and their counterparts ten years ago, but also some interesting differences. Firstly, optimism about their personal

futures is similar, with three quarters of children in both decades thinking that life will be better. In both decades, children show similar levels of concern about health and education, but children in 2004 are more likely to cite specific aspirations in terms of jobs and material possessions.

With regard to their community, both cohorts share similar levels of concern about the environment, prosperity (housing/jobs) and traffic, but the 2004 children are more likely to mention facilities for young people and much more likely to worry about crime, violence, alcohol and drug abuse. They appear to be less concerned about homelessness than children ten years ago.   Global hopes and fears are almost identical: a desire for world peace, the alleviation of poverty and an improved environment are the three main hopes of children in both decades. Children in 2004, however, are more likely to link the solution to global problems to the actions of politicians than their 1994 counterparts.

What is also noticeable is that there does seem to have been a shift in coverage of global issues at school. In 1994 20% said they had learnt nothing about these issues, compared to just 4% now. It would appear that children are more involved now in action for change, with one third claiming to be involved in fundraising or campaigns, compared to just one in ten in 1994.

The reasons for these differences are unclear. It may be that lower levels of unemployment and homelessness in 2004 compared with 1994 have influenced the children's responses about their local area, whereas media coverage of global conflict and

disasters (including poverty/famine) has been consistent over the decade. The greater coverage of topical and global issues in school in 2004 may reflect a broadening of the curriculum, including the introduction of citizenship education in 2002 and the production of many teaching resources on global issues (notably from Oxfam, Save the Children and UNICEF). Similarly the greater level of participation of children in this decade may reflect greater environmental awareness and the growth of campaigns such as Comic Relief and Drop the Debt. The emergence of political comments may reflect a new interest in politics among British pupils in the aftermath of 9/11 and the Iraq War (Guardian, 2005).

Gender differences

In 1994 it appeared that neither the socio-economic background of the school (rural or urban) nor the ethnic background of the child generated any noticeable impact on the nature of their responses. In contrast gender revealed more marked differences. Eleven year old boys were far more likely than girls to aspire to the 'good life' (74% c.f. 52%) and 'a good job' (61% c.f. 48%) whereas girls of that age were twice as likely to mention relationships (family, partners, friends). When discussing possible futures, boys were more likely to see technology as providing the answer, whilst girls favoured environmental solutions (Holden, 1997).

A comparison with the 2004 data reveals some interesting changes. The gap between the number of boys and girls hoping for a good job and material possessions has narrowed to such an extent (5% and 6% difference respectively) that we can now talk about boys and

girls being similarly concerned about their future employment and material well being. There are still more boys than girls who see technology as providing a solution to the world's problems and more girls with environmental concerns, but again the gap is closing. What has not changed, however, is girls' focus on relationships. As in 1994, girls are still much more likely than boys to hope for good friends, family and partners and to want improved relationships in their community and in the world at large. They are more likely to cite the forming of positive relationships as a means of acting for change.

More than twenty years ago Gilligan maintained that girls' and women's concerns centred on the importance of intimacy, relationships and care (Gilligan 1982). It seems that this tenet still holds true, but what is different is girls' equal desire for material and employment success. Arnot claims that many young women 'have started to uncouple themselves from the clutches of family life and a life of caring service to take control of their own lives whilst men appear to be holding onto traditional masculine identities in work and domestic spheres' (2004; p5). The findings from this research would indicate that girls do indeed aspire to take control of their lives- as epitomised by the girl who says 'I want to run my own future'- but that they are still holding on to the traditional female areas of relationships and caring.   The smaller percentage of boys mentioning relationships suggests that either this is still not a legitimate area about which they can express concern, or that relationships are indeed less important to them than employment or material success. In 1994 Mac an Ghaill recognised the need for schools to give boys more time and space to explore what it is to be a boy in today's society. It would appear that this is still the case, but the degree of concern shown by girls about personal failure

indicates that they too need time to discuss the roles and responsibilities of women in the 21st century.

Conclusion

Children in 2004 share many of the same concerns as those in 1994 but appear to have more opportunities to learn about global issues at school and more opportunities to participate in action for change. This is not a cause for complacency, however, as over half the children still say they have only learned 'a little' at school about such issues and wish to be better informed. All children have very real concerns about the future at personal, local and global levels, concerns which echo those expressed by secondary pupils elsewhere (Rubin, Hutchinson op cit). However, they are more positive than their secondary counterparts about the future and their own role in bringing about change.

What then can we learn from listening to these children? First and foremost, what they have to say dispels any notion of childhood innocence. Children are aware of many of the challenges of our times as they speak about the dangers of drugs, violence, racism and the possibility of personal failure. The local community is not something 'out there', it is the backcloth to their very existence. Indeed children appear to be a mirror for the local community as they talk about what works and what needs improving. The media has also brought the global community to their doorstep and all children, whether from inner-city London or rural Devon, are aware of world conflict, environmental challenges and economic inequalities. Their hopes and fears very much relate to major national and

world events in 2004: hence the numerous references to terrorism, Iraq, Bush, Blair and Bin Laden. Again, this puts paid to the notion of primary children living in ignorance of global events and issues.

Whilst the children in this study share many of the same hopes and fears, we must not ignore the voices of minority groups who may have something different but important to tell us. Some inner city boys are fearful for their personal futures, in contrast to the optimism of the majority, and some have particular insights based on first hand experiences of recent migration and conflict. This is endorsed by Claire's work (2001) into inner-city children's understanding of the effects of poverty and migration on their own lives and reminds us of the importance of including the voice of such children in research. As noted above, there are also gender differences and it would appear that there is still work to be done with both boys and girls around relationships and roles. This accords with Arnot's call for a new conceptualisation of citizenship education where the transformation of the family, women's contribution to the development of society and gender equality are included (Arnot 2004).

We have a situation, then, where children are aware of the world around them based on their lived experiences. They are concerned about the future, but are often only partially informed and want to know more. If we are to build on children's knowledge and concerns, we need to give more time in the primary curriculum to such issues. We need to listen to what children have to say, acknowledge their concerns and help them access information so that they can make sense of complex issues. This suggests more time

spent on Personal, Social and Health Education (PSHE) so that personal hopes and fears can be acknowledged and discussed, and more time for Citizenship Education to enable local and global issues to be thoroughly explored. Teachers of citizenship in secondary schools need to build on the knowledge and understanding that children bring from their primary schools around such issues and on their desire to act for change.

The concerns of children around violence and conflict indicate that this area needs particular attention. It may be that some of children's anxieties around violence and crime are media imposed and that there is work to be done on helping them distinguish between myth and reality (e.g. danger from paedophiles). Davies suggests strategies which relate to both local and global conflict. She advocates teaching the skills of conflict resolution and the background to global conflicts at the same time as teaching what she terms 'interruptive democracy', where pupils learn how to intervene in practices which continue injustice (Davies, 2004). Linked to this is the need for children to learn about local and global organisations working to end conflict and injustice and the part they themselves can play.

The vast majority of eleven year olds appear to be optimistic, keen for information and wanting to play a part in creating a better future. The challenge for both primary and secondary schools, therefore, is to listen to what these young people have to say, acknowledge their concerns and provide them with the knowledge and skills to make sense of our increasingly complex world. This may mean rethinking what we teach and

how we teach it as we accept that children are not empty vessels waiting to be filled but citizens who bring their own experience, energy, hopes and fears into the classroom.

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Tables

Response	Personal	Local	Global
Much better	39	19	20
A bit better	36	33	28
About the same	14	29	23
A bit worse	6	15	13
Much worse	4	3	9
No response	1	1	7

Table 1: life in the future

(percentage of children giving each response. N=425)

	Boys	Girls	Total
Employment	82	77	79
Material possessions	63	57	60
Relationships	42	66	53
Lifestyle ambitions	33	46	39
Education	13	19	16
Health	12	16	14

Table 2: Hopes for their personal futures

(percentage of children mentioning these hopes. N=425)

(Note: Because children could name up to three hopes or fears, the percentages in Tables

2 - 5 total more than 100%.)

	Boys	Girls	Total
Ill health	60	56	58
Failure	42	67	54
Relationships	27	60	43
Being a victim	45	37	41

Table 3: Fears for their personal futures

(percentage of children mentioning these fears. N=425)

	Boys	Girls	Total
Facilities	59	70	64
Environment	44	54	48
Crime and violence	34	40	37
Poverty	19	23	21
Community relations	12	23	18
Traffic	16	15	16

Table 4: Hopes for their local area

(percentage of children mentioning these hopes. N=425)

	Boys	Girls	Total
Crime and violence	84	68	76
Environment	29	35	32
Community issues	20	22	21
Poverty	13	17	15
Ill health	8	18	13
Disasters	8	6	7

Table 5: Fears for their local area

(percentage of children mentioning these fears. N=425)

	Boys	Girls	Total
Peace/ absence of war	64	64	64
Environment	38	33	36
Poverty	29	37	33
Crime and violence	26	26	26
Relationships	16	28	22
Health	14	11	13
Technology	13	5	9
Politics	5	5	5

Table 6: Hopes for the future of the world

(percentage of children mentioning these hopes. N=425)

	Boys	Girls	Total
War	61	62	61
Disasters	35	25	33
Environment	24	38	31
Poverty	12	17	14
Violence and crime	14	10	12
Health	7	13	10
Politics	1	5	3

Table 7: Fears for future of the world

(percentage of children mentioning these fears. N=425)

	Boys	Girls	Total
A lot	44	37	41
A little	43	56	49
Nothing	13	6	9

Table 8: What can you do to make the world a better place?

(percentage of children giving each response. N=425)

	Boys	Girls	Total
A lot	38	37	37
A little	57	59	58
Nothing	4	3	4

Table 9: How much have you learnt about global issues at school?

(percentage of children giving each response. N=425)