

Attitudes to Shared Education: Findings from the 2020/21 Young Life and Times and Kids' Life and Times surveys

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Research Report



This research report presents findings from the 2020/21 Northern Ireland Young Life and Times and Kids' Life and Times surveys

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Reader Information

Purpose	The purpose of this research report is to present findings about young people's attitudes to Shared Education in Northern Ireland from the 2020/21 Northern Ireland Young Life and Times (YLT) and Kids' Life and Times (KLT) surveys.
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1. Policy context

Shared Education

The legislative framework for the implementation of Shared Education is set out in the Shared Education Act (Northern Ireland) 2016 which places a duty on the Department of Education (DE) '(so far as its powers extend) to encourage, facilitate and promote Shared Education'. The Shared Education Act (NI) 2016 defines Shared Education as the education together of those of:

- (a) different religious belief, including reasonable numbers of both Protestant and Roman Catholic children or young persons; and
 - (b) those who are experiencing socio-economic deprivation and those who are not,
- which is secured by the working together and co-operation of two or more relevant providers.

In the second 'Advancing Shared Education' report produced by DE for the Northern Ireland Assembly, the Minister of Education states that the core purpose of Shared Education is to 'promote good relations and respect for identity, diversity and community cohesion, and contribute to improved educational outcomes' (2020, pg iii).¹ There is a clear commitment to Shared Education by the Northern Ireland Executive as exemplified in its document New Decade, New Approach² (2020, pg 7) which states that 'the Executive will support educating children and young people of different backgrounds together in the classroom'.

To ensure compliance with the Shared Education Act (Northern Ireland) 2016, and assess the impact of Shared Education, DE uses a number of sources, including regularly scheduled surveys of children and young people (DE, 2020). To this end, DE commissions modules of questions on Shared Education in the Young Life and Times (YLT) which is an annual survey of 16 year olds and the Kids' Life and Times (KLT), an annual survey of Primary 7 children aged 10/11 years. This report presents the findings from two modules of questions on Shared Education commissioned by DE and included in the 2020/21 YLT and KLT surveys.

While the main focus of the report is on the experiences and attitudes of children and young people attending education establishments in 2020/21, it will draw comparisons, where possible, with

¹ DE 2020 <https://www.education-ni.gov.uk/sites/default/files/publications/education/Shared%20Education%202nd%20Report%20to%20Assembly%20June%202020.PDF>

² NI Assembly https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/856998/2020-01-08_a_new_decade__a_new_approach.pdf

previous surveys and, in particular, with the 2018 YLT and KLT surveys to highlight any changes and trends that have occurred. The report begins with an overview of the two surveys and the characteristics of the respondents. This is followed by two sections, the first of which presents the findings from the Shared Education and lessons and discussion about different groups of people in our society module that was included in the 2020/21 YLT and KLT surveys. The second section presents findings comparing data from the 2015, 2017, 2018 and 2020/21 surveys. Please note that throughout the report percentages may not add up to 100 due to rounding.

The overall aims of this report are to:

1. Assess the attitudes of children and young people towards Shared Education and lessons and discussion about different groups of people in our society in 2020/21;
2. Compare the views of Primary 7 children (10 and 11 year olds) with their older counterparts (16 year olds);
3. Explore changes in experiences of, and attitudes to, Shared Education in 2015, 2017, 2018 and 2020/21.

Summary of key findings from the 2020/21 KLT and YLT surveys

The key findings from the 2020/21 surveys were that:

- Fifty-three per cent of YLT and 67 per cent of KLT respondents said they had been involved in Shared Education.
- Doing projects with pupils from other schools was the most common activity (81% of YLT and 74% of KLT respondents).
- Whilst very positive overall, YLT respondents enjoyed sharing equipment (82%) with other schools slightly more than doing projects (80%) or having classes (74%). The pattern was similar for KLT respondents (84%, 84% and 75% respectively).
- Over one half of KLT (55%) and 36 per cent of YLT respondents had made at least one close friend from a different religion as a result of taking part in Shared Education.
- Two thirds of YLT respondents (66%) either strongly agreed or agreed that they were better able to respect the views of other people since taking part in Shared Education.
- Over half of KLT and YLT respondents said they were very favourable or favourable about Shared Education (58% KLT and 55% YLT).
- In the primary school setting, the lessons and discussion about different groups of people in our society topic the children were most likely to have had in school was gender; least discussed was political opinion.

- Seventy-one per cent of YLT respondents said they have had lessons and discussion about different groups of people in our society either in school or in their youth project/centre. One half (53%) of them said they have had these lessons and discussion in school only, 10 per cent said they have had them in the youth project/centre only, and 8 per cent have had them in both settings.
- The topics YLT respondents had covered most often in the school setting were ethnicity and disability (80% each). In the youth setting, the topic covered most often was religious beliefs (66%).

2. Method

Young Life and Times (YLT) survey

YLT is a survey conducted annually by ARK among 16 year olds in Northern Ireland and, in 2020/21, was carried out online (with optional phone and paper completion where respondents preferred this). In conjunction with the Centre for Data Digitisation and Analysis (CDDA) at QUB, a customised online survey tool, which complies with university and Her Majesty's Revenue and Customs (HMRC) confidentiality and data security regulations, was designed and utilised for the 2020/21 survey.

Each year, the sample for the YLT survey is taken from the Child Benefit Register (CBR). ARK receives the names and addresses of eligible YLT respondents directly from HMRC. Child Benefit is paid to people bringing up children in the UK. Although the UK government uses means testing for Child Benefit, for the purpose of undertaking the YLT survey, ARK has access to the addresses of all families in NI who have registered for Child Benefit even if they are not entitled to receive it due to their income. Therefore, for the YLT survey, the CBR provides the opportunity to select a random sample of 16 year olds whose parents have registered for Child Benefit.

In March 2021 a Service Level Agreement (SLA) and Memorandum of Understanding (MoU) was signed between ARK and HMRC in relation to the sample provision. Within this agreement ARK laid out the arrangements for the safety and security of the personal data of respondents and included arrangements for a safe transport and storage of the files as well as destruction of the address file after completion of the data collection. Within HMRC, staff turn-over and priority commitments in relation to Brexit, and the challenges in relation to the COVID-19 pandemic, resulted in a delayed delivery of the sample of names and addresses of eligible YLT respondents to ARK. The sample was delivered in the last week of April 2021. The sample for the 2020/21 survey included the names and addresses of 5,000 randomly selected young people in Northern Ireland who celebrated their 16th birthday in April, May or June.

Fieldwork was conducted in May 2021. In the first week of May each potential participant was sent a letter providing information about the survey, including the aims of the project; how to opt-out; GDPR, contact details for the survey team, and the web link for the survey. The letter provided participants with a unique identifier which was required for accessing the survey and they were told that those who completed the survey online by the end of May 2021 would receive a £10 gift voucher. In the second week of May 2021, a reminder letter was sent to all those who had not as yet completed or opted out of the survey. Postal completion was offered as an alternative mode. The

high level of interest in the YLT survey in 2021, and the respective number of questions included, meant that a split survey was required.

After cleaning the dataset received from HMRC (removal of respondents with incomplete or incorrect addresses) 4,999 eligible names remained. Sixty-two initial mailings were returned as 'addressee unknown/gone away'. Eight parents contacted ARK to say that their child was deceased and 16 young people or their parents/carers opted out of completing the survey. This left an overall sample of 4,913 16-year olds. A total of 2,147 young people logged on to the survey with their ID. After removal of the most incomplete responses (i.e. responses where only very few or no questions were completed), 2,069 responses remained. This represents an overall response rate of 42.1%.

Kids' Life and Times (KLT) survey

KLT is an online survey whose target population is all P7-aged children in Northern Ireland. To this end, in addition to pupils attending mainstream primary schools and special schools, KLT targets children who are educated at home. However, given that the focus of the 2020/21 KLT survey was on attitudes towards, and experiences in, school the target population was children attending mainstream and special schools; children educated at home were not included. Approximately 25,450 children from 842 primary schools across Northern Ireland were invited to participate; 2,242 children from 94 schools logged on to the survey representing 9 per cent of children and 11 per cent of schools. This was a much lower response rate than in previous years but was not unexpected given the Covid-19 pandemic and the impact of lock-downs and school closures throughout the fieldwork period. Furthermore, the 2020/21 KLT survey had an over-representation of Catholic Maintained schools when compared to the DE figures (55% and 42% respectively). Conversely, there were fewer schools from the Controlled sector in the KLT sample (39%) than in the figures reported by DE (42%) and no special schools participated in the survey. The figures suggest that there is slightly more bias in the KLT school sample in terms of school management type than has been the case in previous years. One other thing to note was that there was a higher drop-out rate than in previous years; responses declined steadily throughout the survey. The number of children who completed the Shared Education module was approximately 2,170.

Consent to participate in the 2020/21 KLT involved three levels: firstly, the school principal agreed that the school could participate; secondly, a parent or guardian of each P7 pupil within the participating schools received a consent form which they were asked to complete and return to the school if they **did not** wish their child to take part. Thirdly, at the start of the questionnaire, each

child was asked if s/he agreed to take part. Each school is allocated a unique three-digit identification number which is used to identify the school so that the principal can be sent a confidential school report. However, the children are anonymous.

Fieldwork started on 12th October 2020 and was anticipated to end on 29th January 2021. However, due to the need for social distancing in schools as a result of Covid-19, and the restrictions this placed on accommodating completion of the survey by the children, a number of schools requested an extension to the survey fieldwork. Therefore, the survey remained open until 26th February 2021. A dedicated telephone line was set up so that principals or parents could contact the survey team for more information and a PDF version of the questionnaire was made available on the KLT website. The online questionnaire was designed and administered by the ARK team. Throughout the design of the questionnaire, the KLT team worked closely with the funders of the survey and with C2KNI which is the organisation responsible for the provision of an ICT-managed service to all schools in Northern Ireland. When the child logged on and confirmed that s/he wanted to take part, they were asked to enter the three-digit school identification number or their seven-digit DE number. When the code was entered, the full name and address of the school appeared on the screen, and the child confirmed that this was the correct school before progressing with the survey. No further identification codes or names of children were required. The questionnaire took about 20 minutes to complete and each question had a 'Skip' option which the children could use if they did not want to answer it.

Presentation of results: statistical significance and effect size

Data from survey samples are subject to sampling error (see Appendix 1 for further details) which means that some differences between groups (such as males and females) and over time (from one survey year to the next) may have occurred by chance rather than representing real differences. To test for this, statistical analyses have been carried out and the results reported at the 5% level of probability – this means that where a difference between groups or across survey years is found to be statistically significant ($p < 0.05$) we can be 95% confident that this is a real difference and has not occurred by chance. Throughout this report, statistically significant results have been identified using an asterisk (*) in the tables. However, in surveys with very large sample sizes, even small differences in percentages can be statistically significant while not having much 'practical' or 'real-world' significance. To address this, effect sizes are also presented. An effect size is a measure of how important the difference between groups actually is: large effect sizes (0.80 and above) mean the difference is important while small effect sizes (less than 0.20) mean the difference is not important (Cohen 1988).

3. Results

Demographic characteristics of KLT and YLT respondents

Ninety-four schools took part in the 2020/21 KLT survey. There were 2,242³ respondents and their characteristics are presented in Table 1.

Table 1: Characteristics of respondents to the KLT survey

Background variable	%
Gender	
Boy	49
Girl	51
Who the respondent lives with	
Mum and dad in the same house	80
Mum for all or most of the time	10
Dad for all or most of the time	1
Half of the time with mum and half with dad	6
Someone else	2
Has long-term illness or disability	
Yes	12
No	71
Don't know	17
Family Affluence Scale	
Low affluence	12
Medium affluence	59
High affluence	29
School type	
Catholic Maintained primary	61
Controlled primary	35
Controlled Integrated primary	1
Grant Maintained Integrated primary	2
Other (including special schools, other maintained)	1
Council Area children attend school	
Antrim and Newtownabbey	7
Ards and North Down	6
Armagh City, Banbridge and Craigavon	18
Belfast	9
Causeway Coast and Glens	2
Derry City and Strabane	4
Fermanagh and Omagh	6
Lisburn and Castlereagh	8
Mid and East Antrim	7
Mid Ulster	15
Newry Mourne and Down	18

³ As noted, approximately 2,170 children participated in the Shared Education module.

Location of school children attend ⁴	
Urban	66
Rural	34

The characteristics of the 2,069 young people who completed the 2020/21 YLT survey are presented in Table 2. However as this was a split sample, and approximately half the respondents completed the Shared Education module, their characteristics are presented alongside. Please note that the figures presented in this report for YLT results are for 1,049 16 year-olds.⁵

Table 2: Characteristics of respondents to the YLT survey

Background variable	%	
	All	SE Module
Gender		
Female	43	42
Male	56	57
Other (including gender-fluid and transgender)	1	1
Always lived in Northern Ireland		
Yes	92	91
No	8	9
Type of school/college currently (or recently) attended		
Formally Integrated post primary school	6	5
Grammar school (not formally integrated)	43	45
Secondary school (not formally integrated)	47	47
FE College	1	1
Other	3	2
Where the respondent lives		
A big city or outskirts of a city/suburbs	22	22
A small city or town	42	43
A country village or farm or home in the country	34	33
Don't know	2	3
Has physical or mental health condition		
No	84	86
Yes, but not limiting	3	3
Yes, a little limiting	8	7
Yes, limiting	5	4
Religious background		
Catholic	35	34
Protestant	21	20
No religion	41	43

⁴ The Urban/Rural indicator used in this report is taken from the Department of Education's database of schools. The definition is based on the 2015 NISRA Report 'Review of the Statistical Classification and Delineation of Settlements'. Within this definition, settlements with a population of over 5000 are deemed urban and those with less than 5000 are deemed rural.
<https://www.nisra.gov.uk/sites/nisra.gov.uk/files/publications/review-of-the-statistical-classification-and-delineation-of-settlements-march-2015%20%281%29.pdf>

⁵ The exception is for one question asking whether the respondent had ever done CRED which was asked in both modules.

Other religion	2	2
Minority ethnic identity (self-assessed)		
Yes	12	11
No	88	89
Family financial background (self-assessed)		
Well-off	33	32
Average well-off	48	48
Not well-off	11	11
Don't know	8	8
Sexual attraction		
Same-sex-attracted	20	23
Opposite-sex attracted	74	72
Never sexually attracted to anyone	5	5

Experience of Shared Education

Just over half (53%) of YLT respondents who completed the Shared Education module said they had been involved in Shared Education. The figure for KLT was 67 per cent.⁶ There were some differences in relation to the type of school the respondents attended across both surveys. As Table 3 shows, P7 children attending Integrated⁷ primary schools (76%) were most likely, and those attending Controlled schools (65%), least likely to say they had been involved in sharing with other schools. Among the YLT respondents, more pupils attending Secondary schools (non-integrated) and Formally integrated schools (57% and 56% respectively) said they had done Shared Education than their peers from grammar (non-integrated) schools (49%). Slightly more KLT respondents whose schools were in urban (68%) than rural (65%) areas said they had been involved in Shared Education. In contrast, more YLT respondents living in rural areas said they had done Shared Education (57%) in comparison to their peers from small cities/towns (54%) or big cities/suburbs (46%). Similar percentages of young people who were Protestant, Catholic or said they had no religion took part in Shared Education (55%, 54% and 53% respectively).

Table 3: Whether respondents have been involved in Shared Education, by demographic characteristics

	%	
	Yes	No
Ever taken part in Shared Education?		
KLT	67	33
YLT	53	47
School type (KLT)		
Catholic Maintained	67	33
Controlled	65	35
Integrated	76	24
School type (YLT)*		
Grammar not formally integrated	49	51
Secondary not formally integrated	57	43
Formally Integrated post primary	56	44
Location of school (KLT)		
Urban	68	32
Rural	65	35

⁶ 27 YLT and 69 KLT respondents did not answer the question.

⁷ The number of respondents attending integrated schools was 67 children, therefore no further analysis will be presented.

The most common response from the 37 YLT respondents who provided information on other shared activities was school trips (16 respondents). Other activities included choirs, sporting events and competitions; some of their quotes are presented below:

'Different schools coming together to learn about business.'

'The project was a shared education choir among 4 different schools.'

'Went on a trip, went to see stadiums, went to tourist attractions.'

'Took part in competitions with other schools.'

Friendships and empathy as a result of Shared Education

Respondents were asked about the number of close friends they had made who were from a different religion to themselves as a result of taking part in Shared Education. They were also asked whether they felt better able to respect the views of other people since taking part in Shared Education.⁸ Table 5 shows that just over one half (55%) of KLT respondents and 36 per cent of YLT respondents said they had made at least one close friend from a different religion as a result of taking part in Shared Education.

Table 5: Number of close friends from a different religion made as a result of Shared Education

Close friends from a different religion	YLT %	KLT %
None	44	29
One	6	14
2-4	22	27
5-9	4	8
10 or more	4	6
I don't know the religion of the friends I made	11	7
I don't know how many close friends I made	10	8
Total	100	100

⁸ Due to technical difficulties, responses to this question were not recorded for KLT respondents.

Two thirds of YLT respondents (66%) either strongly agreed or agreed that they were better able to respect the views of other people since participating in Shared Education (Table 6).

Table 6: Better able to respect the views of others as a result of Shared Education

	YLT %
Strongly agree	28
Agree	38
Neither agree nor disagree	25
Disagree	3
Strongly disagree	1
I don't know	4
Total	100

Whether respondents liked or disliked doing projects, sharing classes or sharing facilities

Children and young people who said they had done projects, had classes, and shared equipment with other schools were asked how much they had liked or disliked these activities. Overall, respondents to both surveys were generally very positive about taking part in all three activities (Table 7).

Table 7: How respondents felt about sharing activities with other schools

	% saying liked it a lot or a little	
	YLT	KLT
Doing projects with other schools	80	84
Having classes with other schools	74	75
Sharing equipment/facilities with other schools	82	84

What respondents liked or disliked about other aspects of Shared Education

In addition to asking the respondents who had done Shared Education about three specific activities – doing projects, sharing classes and sharing facilities – they were also presented with a list of other things that they might have done and liked or disliked (Table 8). Of the respondents who said they had done each activity, it was clear that among both groups, the activities that were liked the most were being with children and young people who had a different ethnic background to them (95% KLT and 92% YLT), being with children and young people who had a different religious background to them (88% KLT and 90% YLT) and doing classes they did not normally get to do at their own school (88% KLT and 90% YLT). While still positive, the aspect of sharing they liked least was being taught by different teachers (72% KLT and 67% YLT).

Table 8: Activities respondents liked a lot or liked a little

	% saying liked it a lot or a little	
	YLT	KLT
Being taught by different teachers	67	72
Travelling to a different school	78	80
Doing classes we don't normally get to do at our school	90	88
Learning new things with pupils from another school	82	81
Making new friends	84	88
Being with young people (YLT)/children (KLT) who are a different religion to me	90	88
Being with young people who have a different ethnic background (YLT)/children who have a different skin colour or who speak a different language than me (KLT)	92	95
Being with young people who are a different social class to me (YLT)/children who are richer or poorer than me (KLT)	89	87

Personal Development and Mutual Understanding (PDMU)

Respondents to the KLT survey were asked whether they had lessons on PDMU as part of Shared Education. As Table 9 shows, 43 per cent said they had lessons on PDMU as part of Shared Education, 8 per cent had not and 49 per cent said they could not remember.

Table 9: Lessons on PDMU as part of Shared Education

	KLT %
Yes	43
No	8
I can't remember	49
Total	100

Learning for Life and Work/Citizenship

Respondents to the YLT survey were asked whether they had lessons on Learning for Life and Work/Citizenship as part of Shared Education; 29 per cent said they had and 40 per cent said they had not. Almost one-third (31%) said they could not remember (Table 10).

Table 10: Lessons on Learning for Life and Work/Citizenship as part of Shared Education

	YLT %
Yes	29
No	40
I can't remember	31
Total	100

How respondents feel overall about Shared Education

The children and young people who had done Shared Education were asked how they felt about sharing classes, doing projects, or sharing equipment with other schools and, as Table 11 shows, over half of KLT and YLT respondents said they were very favourable or favourable (58% KLT and

55% YLT). Only a minority in both surveys were very unfavourable and more of the younger children said they did not know (15% KLT) compared to their older counterparts (8% YLT).

Table 11: How respondents felt overall about Shared Education

	YLT %	KLT %
Very favourable	15	19
Favourable	40	39
Neither favourable nor unfavourable	28	20
Unfavourable	5	4
Very unfavourable	3	3
I don't know	8	15
Total	100	100

Respondents were given an open-ended question and asked why they were in favour or not in favour of sharing with other schools. Among KLT respondents who said they were in favour, the main reasons were meeting new people who were different to them, making new friends and that sharing was fun as demonstrated in the quotes below and in Figure 2.

'I am in favour because I enjoy meeting with other children and I like making new friends.'

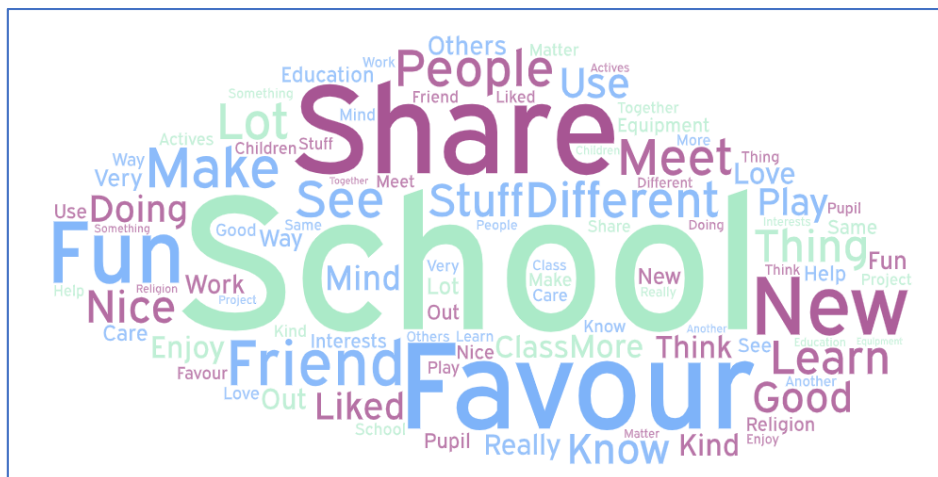
I am in favour in sharing with other schools because I feel it is important to understand people with different backgrounds and cultures and it also helps me work with them and even make new friends.'

'I am in favour of sharing other schools because it gives us a chance to learn with people that aren't like us and I don't agree with different religion learning apart I think all children should learn together.'

'I am in favour because i can get to know other people that you never knew before, you can make new friends that are from around the world.'

'I am in favour of sharing with other schools because I got to understand other peoples point of view of things and made a lot of new friends.'

Figure 2: KLT survey open-ended responses to why in favour of sharing with other schools



As in previous years, many of the KLT respondents who were not in favour of sharing said it was because they did not know the other children, that they felt awkward or uncomfortable or they thought the other children might be different to them. Some of their comments included the following:

'I did not favour sharing with other schools because I don't know anyone from the other school and didn't really enjoy the activities.'

'Because I do not really think they are like me, they are a little different than me.'

'I did not know the people I was working with and wasn't familiar with how they did different things I like sticking to one routine most of the time.'

'I don't really like doing shared education because in my opinion it's not much more than our school and sometimes even just boring but we also have to drive all the way to another school.'

A few respondents made reference to Covid-19 and were concerned about germs:

'Covid'

'I like my school bubble and don't want to get germs from other schools.'

Among YLT respondents, the main reasons given by those in favour of Shared Education were around inclusivity and breaking down barriers. This is demonstrated in the word cloud in Figure 3 and in some of the quotations provided below:

'I think having shared education is incredibly important as it breaks down barriers and makes us young people more understandable to other opinions and points of views, it also gives us more opportunities to make new friends and meet new people that may be different to us.'

Views of respondents who had not experienced Shared Education

Respondents who said they had not taken part in Shared Education were asked if they would like to be involved. As Table 12 shows, similar percentages of respondents in KLT (40%) and YLT (37%) said they would like to be involved in Shared Education although two in five respondents in each survey said they did not know (40% KLT and 41% YLT).

Table 12: Whether respondents would like to be involved in Shared Education

	YLT %	KLT %
Yes	37	40
No	22	20
I don't know	41	40
Total	100	100

Whether respondents would mind or not mind doing a project with children from schools with particular characteristics

All respondents were asked whether they would mind or not mind doing a project with a range of schools with different characteristics – ‘Suppose a group of children from another school were coming to do a project with your class. Would you mind if they were from these kinds of schools?’ YLT respondents were, overall, more positive than KLT respondents about doing projects with pupils from other schools regardless of the characteristics of the school presented in the survey questions (Figures 4 and 5). For both groups of respondents, it was the age of the pupils that appeared to matter most: the 16 year olds were least likely to want to do projects with primary school children (59% would not mind at all) while the reverse was true for the P7s; they were least likely to want to do projects with pupils from a secondary school (39% would not mind at all).

Figure 4: How much KLT respondents would mind or not mind doing a project with children from schools with particular characteristics

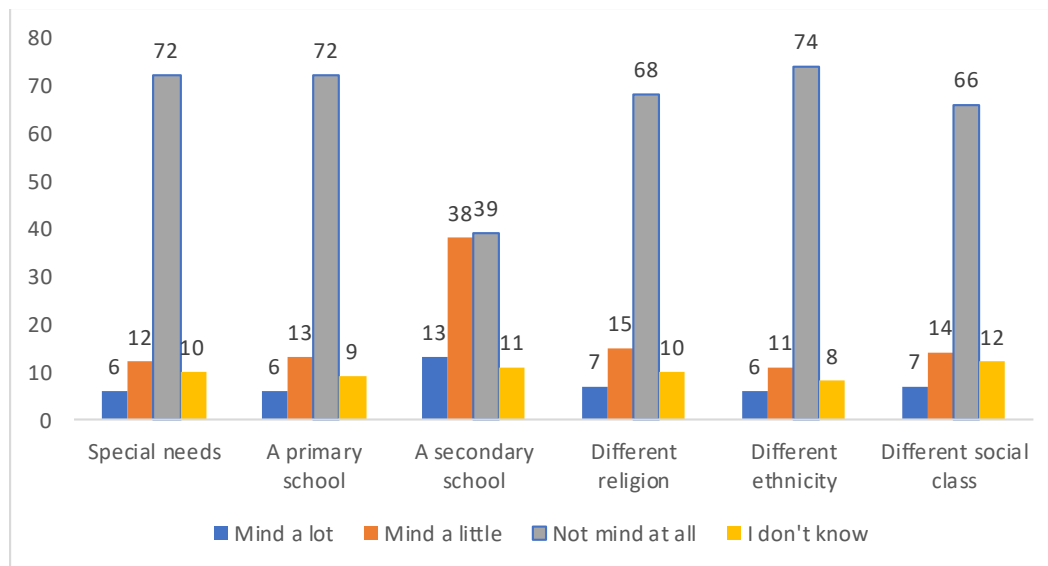
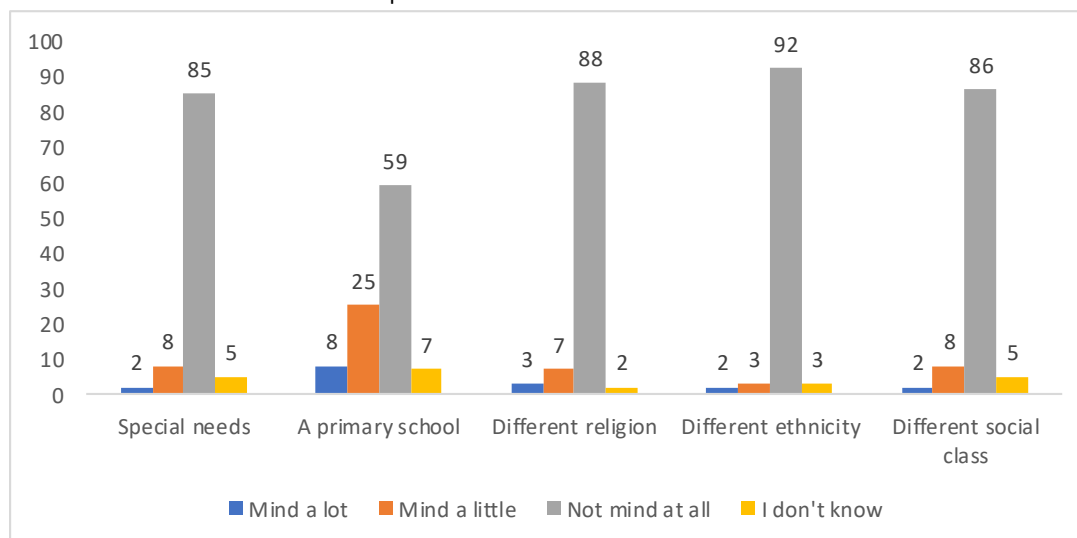


Figure 5: How much YLT respondents would mind or not mind doing a project with children from schools with particular characteristics



Whether KLT respondents would mind or not mind doing a project with children from schools with particular characteristics, by whether or not they have taken part in Shared Education

Table 13 shows that KLT respondents who have done Shared Education were slightly less positive overall than those who had not done Shared Education about sharing with children from all the schools with different characteristics presented in the survey. They were more likely to say they 'would mind a lot', and less likely to 'not mind at all'. The differences were statistically significant for

schools with the following characteristics - special needs, primary school, ethnicity; however, all the effect sizes were small.

Table 13: How much KLT respondents would mind or not mind doing a project with children from schools with particular characteristics, by whether or not they have taken part in Shared Education

	% saying							
	Would mind a lot		Would mind a little		Would not mind at all		Don't know	
Mind or not mind sharing with children.....	Has done Shared Education	Has not done Shared Education	Has done Shared Education	Has not done Shared Education	Has done Shared Education	Has not done Shared Education	Has done Shared Education	Has not done Shared Education
With special needs**	7	4	12	12	73	72	8	12
From primary school***	8	2	14	12	70	76	9	10
From a secondary school	13	12	39	35	38	40	10	13
From a different religion	8	5	15	15	67	69	9	11
From a different ethnicity***	7	3	11	12	73	78	9	8
From different social class	8	5	14	14	66	68	12	13

*p<0.05; **p<0.01; ***p<0.001 Effect sizes range from 0.080 to 0.112 (small)

Attitudes towards a shared campus school

A shared campus school was defined in the 2020/21 KLT and YLT surveys in the following way:

'A SHARED EDUCATION CAMPUS is where two (or more) schools share one building or where there are facilities in each school building which both schools use. One school would usually have mostly pupils from a Catholic background and the other school would usually have pupils mostly from a Protestant background and they would share classes and facilities with each other.'

In light of this definition, respondents to YLT and KLT were asked whether they would like their school to be part of a shared education campus. Over one third of both YLT (38%) and KLT (37%) said they would (Table 14). However, a high percentage of respondents to both surveys said they

did not know whether they would like their school to be part of a shared campus or not (44% KLT and 38% YLT). Table 15 shows that respondents who had been involved in Shared Education were more likely to say they would like their school to be part of a shared campus than those who had not – especially among KLT respondents.

Table 14: Whether respondents would like school to be part of a shared campus school

	YLT %	KLT %
Yes	38	37
No	24	19
I don't know	38	44
Total	100	100

Table 15: Whether respondents would like school to be part of a shared campus school, by whether or not been involved in Shared Education

Like school to be part of shared campus?	YLT %		KLT*** %	
	Has done shared Education	Has not done Shared Education	Has done shared Education	Has not done Shared Education
Yes	41	34	42	28
No	24	26	17	22
I don't know	35	40	41	50
Total	100	100	100	100

***p<0.001; Effect size 0.138 (KLT) (small)

The children and young people were asked if their school was part of a single building shared campus whether they thought there should be one entrance; one uniform; a shared bus; a shared sports hall, and shared dining facilities. The option selected most often by KLT respondents was shared sports facilities (62%) followed by shared dining facilities (53%). Least popular among the P7 respondents was a shared bus with 36 per cent of children ticking that option (Figure 6). Similarly, as Figure 7 shows, YLT respondents were most likely to say there should be shared sports facilities (76%), followed by shared dining facilities (74%) and least likely to say a shared bus (64%).

Figure 6: KLT survey attitudes to shared campus

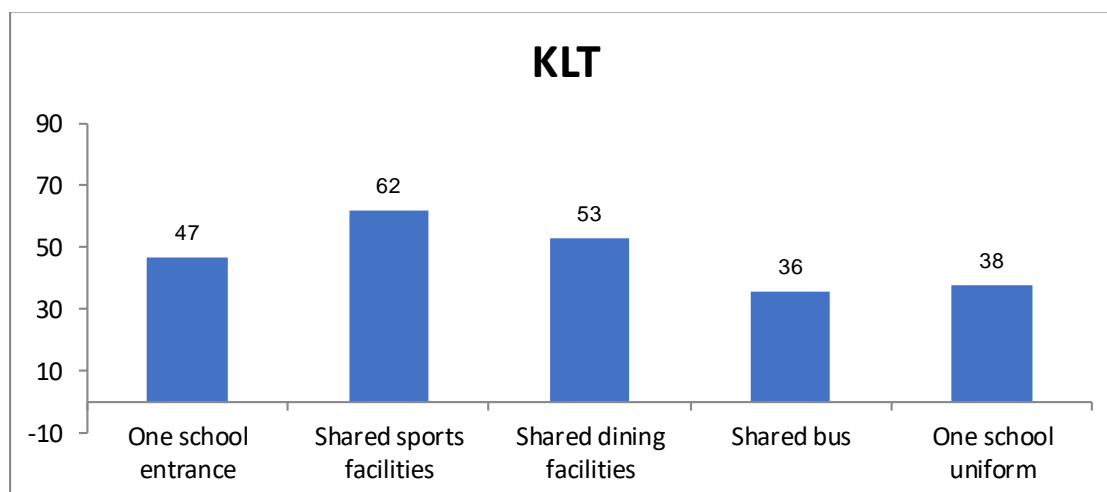
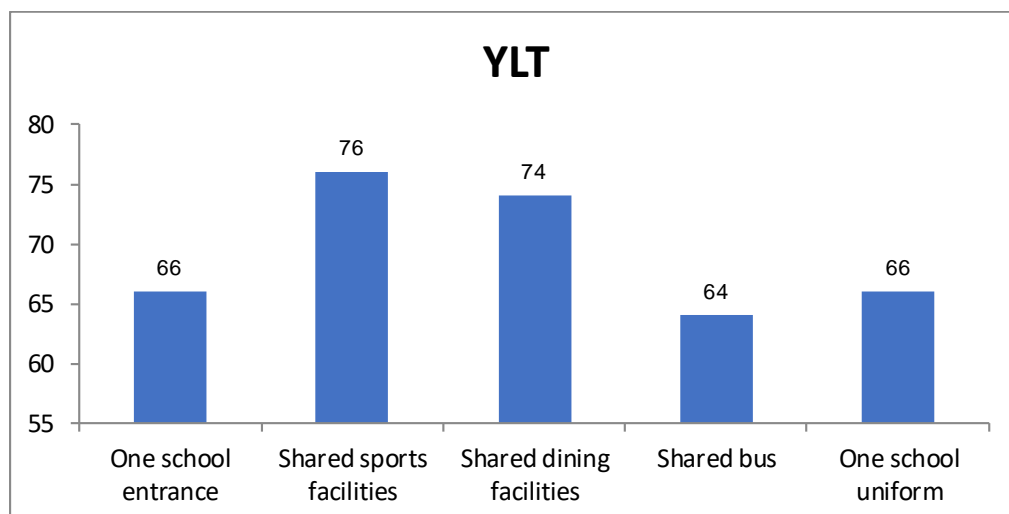


Figure 7: YLT survey attitudes to shared campus



Whether respondents would like or not like a shared campus school – open-ended
The respondents were given an open-ended question that asked what they would like or dislike about a shared campus school. Their responses are presented in Figures 8 and 9. As these word clouds show, for both KLT and YLT, many children and young people mentioned that they would like the opportunity to meet new people and make new friends. However, some were concerned about the potential size of the school, the possibility of bullying, and that it might highlight differences across groups.

Questions on these lessons and discussion have been included in YLT since 2012 and generally show that they have had a positive influence on young people’s perceptions of most of the Section 75 groups: gender, age, people with or without a disability, sexual orientation, marital status, race, religious belief, political opinion and persons with or without dependents. In contrast, the first time the questions were asked in KLT was in 2017 and the questions were repeated in 2018 and again in 2020/21. The respondents were asked whether they had lessons and discussions about different groups in school. Reflecting their age, they were not asked about sexual orientation, marital status or people with dependents and the definition they were given is as follows:

*‘In **your school** you might have lessons and discussions about the different groups of people living in our society and about treating people fairly and with respect. As a result of being involved in any of these activities in **your school** do you think your attitude towards any of the following groups has changed or has stayed the same?’*

Respondents who feel they have not had Lessons and discussion in school about different groups of people in our society (KLT)

Table 16 shows the percentages of KLT respondents that feel they have not had lessons and discussion in school about different groups of people in our society. The two Section 75 groups that KLT respondents were least likely to say they had discussed in school were political opinion (15% had not done this) and religious beliefs (14% had not done this). In contrast, only seven per cent said they had not any lessons or discussions on gender.

Table 16: Percentage of KLT respondents who feel they have not had lessons and discussion about different groups of people in our society

	Have not had lessons and discussion on this topic (%)
People with different religious beliefs	14
People from different ethnic groups	9
People of different ages (older and younger people/children)	10
Girls and boys	7
People with a disability and those without a disability	9
People with different political opinions	15

As Table 17 shows, across all Section 75 groups asked in KLT, more respondents who had not done Shared Education said they had not had lessons and discussion in school about different groups of people in our society than their peers who had done Shared Education although the differences were relatively small. The largest difference in percentages was for 'people with different religious beliefs' (12% and 18% respectively). In terms of school types, respondents who attended Controlled primary schools were more likely to say they had not had lessons and discussion on all six groups although, once again, the differences were relatively small (Table 18).

Table 17: Percentage of KLT respondents who feel they have not had lessons and discussion about different groups of people in our society, by whether or not they have taken part in Shared Education

	Have not had lessons and discussion on this topic (%)
People with different religious beliefs	
Has done Shared Education	12
Has not done Shared Education	18
People from different ethnic groups	
Has done Shared Education	8
Has not done Shared Education	11
People of different ages (older and younger people/children)	
Has done Shared Education	10
Has not done Shared Education	12
Girls and boys	
Has done Shared Education	6
Has not done Shared Education	9
People with a disability and those without a disability	
Has done Shared Education	8
Has not done Shared Education	11
People with different political opinions	
Has done Shared Education	14
Has not done Shared Education	17

Table 18: Percentage of KLT respondents who feel they have not had lessons and discussion about different groups of people in our society, by school type

	KLT
	Have not had lessons and discussion on this topic (%)
People with different religious beliefs	
School Type	
Catholic Maintained	13
Controlled	18
People from different ethnic groups	
School Type	
Catholic Maintained	8
Controlled	13
People of different ages (older and younger people/children)	
School Type	
Catholic Maintained	10
Controlled	11
Girls and boys	
School Type	
Catholic Maintained	6
Controlled	8
People with a disability and those without a disability	
School Type	
Catholic Maintained	9
Controlled	10
People with different political opinions	
School Type	
Catholic Maintained	14
Controlled	19

Respondents who feel they have had lessons and discussion in school about different groups of people in our society (KLT)

For KLT respondents who indicated that they have had lessons and discussion in school about different groups of people in our society, Table 19 shows whether or not they have changed their attitude as a result. Very few children said the lessons and discussion had made them feel more negative towards particular groups. While all groups of people in society benefitted from more positive attitudes from the children, a higher proportion of children expressed more positive attitudes towards people with and without a disability (61%) and people from different ethnic groups (57%). Where children indicated that their attitude had not changed it is not clear, however, whether the children's attitudes were already positive or negative towards any of these groups before having lessons and discussion in school about different groups of people in our society.

Table 19: Whether or not KLT respondents' attitudes have changed as a result of lessons and discussion about different groups of people in our society

	More positive (%)	Attitude has not changed (%)	More negative (%)
People with different religious beliefs	47	48	4
People from different ethnic groups	57	41	3
People of different ages (older and younger people/children)	47	49	4
Girls and boys	48	50	2
People with a disability and those without a disability	61	36	3
People with different political opinions	37	54	9

Table 20 shows that a slightly higher percentage of children who had done Shared Education said they had become more positive than their peers who had not done Shared Education in relation to all of the Section 75 groups as a result of having lessons and discussion in school. The differences were statistically significant for all six groups. Once again, however, where children indicated that their attitude had not changed it is not clear whether they were already positive or negative towards any of these groups before having had lessons and discussion in school.

Table 20: Whether or not KLT respondents' attitudes have changed as a result of lessons and discussion about different groups of people in our society, by whether or not they have taken part in Shared Education

	More positive (%)	Attitude has not changed (%)	More negative (%)
People with different religious beliefs *			
Has done Shared Education	49	47	4
Has not done Shared Education	43	51	6
People from different ethnic groups **			
Has done Shared Education	59	38	3
Has not done Shared Education	51	46	2
People of different ages (older and younger people/children)**			
Has done Shared Education	49	48	3
Has not done Shared Education	42	53	5
Girls and boys**			
Has done Shared Education	49	48	2
Has not done Shared Education	44	55	1
People with a disability and those without a disability*			
Has done Shared Education	63	35	2
Has not done Shared Education	57	39	4
People with different political opinions ***			
Has done Shared Education	40	50	9
Has not done Shared Education	29	62	9

*p<0.05; **p<0.01; ***p<0.001 (Effect sizes range from 0.061 to 0.111 (small))

There were statistically significant differences between the type of primary school children attended and their attitudes towards four of the section 75 groups as a result of having lessons and discussion in school: religion, ethnicity, gender and political opinion. As Table 21 shows, children who attended Controlled schools were less likely to say their attitudes had become more positive towards people with different religious beliefs, people from different ethnic groups, gender and people with different political opinions. Ten per cent of children attending Catholic Maintained and 8 percent attending Controlled schools said they had become more negative towards people with different political opinions since having lessons and discussion about different groups of people in our society.

Table 21: Whether or not KLT respondents' attitudes have changed as a result of lessons and discussion about different groups of people in our society, by school type

	More positive (%)	Attitude has not changed (%)	More negative (%)
People with different religious beliefs***			
School Type			
Catholic Maintained	50	46	4
Controlled	41	53	6
People from different ethnic groups**			
School Type			
Catholic Maintained	60	37	2
Controlled	50	46	3
People of different ages (older and younger people/children)			
School Type			
Catholic Maintained	48	48	4
Controlled	45	52	4
Girls and boys***			
School Type			
Catholic Maintained	52	46	2
Controlled	42	56	2
People with a disability and those without a disability			
School Type			
Catholic Maintained	63	34	3
Controlled	58	39	2
People with different political opinions**			
School Type			
Catholic Maintained	39	50	10
Controlled	32	60	8

* p<0.05; **p<0.01; ***p<0.001 Effect sizes range from 0.088 to 0.099 (small)

Lessons and discussion about different groups of people in our society (YLT)

All YLT respondents (N=2069)⁹ were asked about lessons and discussions about different groups of people in our society they may have had in school or in their youth project or youth centre. The definition they were given is as follows:

'School and youth work are required to help young people to have a better understanding of diversity in our society and to promote the equal treatment of different groups. There are many different ways that this can be done, including discussions, subjects taught in school (for example, Learning for Life & Work or Religious Education), taking part in sports with people from other communities, either through school or a youth group, learning about other communities in a youth group and through shared classes with other schools.'

Just over half (53%) of the young people taking part in YLT said they have had lessons and discussion about different groups of people in our society in school only, 10 per cent said they had them in their youth project or youth centre only, and eight per cent have had them in both settings. Twenty-nine per cent of YLT respondents said they had not done any lessons and discussion about different groups of people in our society either in school or in their youth setting (Table 22).

Of the 1,207 young people who have had lessons and discussion about different groups of people in our society in school (either school only or both school and youth project), almost one half (49%) said they had had them as part of Shared Education, 46 per cent had had them but not as part of Shared Education and 5 per cent had covered them in both.

Table 22: Whether YLT respondents have had lessons and discussion about different groups of people in our society or not

YLT		
	%	(n)
School only	53	(1050)
Youth project only	10	(198)
Both school and youth project	8	(157)
Neither	29	(566)

The young people who took part in the Shared Education module were asked a series of follow-up questions and, therefore, the responses in the next sections relate to a total of 1,049 respondents. Of these, 648 respondents said they have had lessons and discussion about different groups of

⁹ 98 respondents did not answer the question.

people in our society (either in school only, or in school and as part of their youth project). The topics they had covered most often in the school setting were 'people from different ethnic groups' and 'people with a disability and those without a disability (both 80%). Least likely to be discussed in the school setting was 'people with dependents and those without' (62%). The topics covered most in the youth setting, reported by the 199 respondents who said they have had lessons and discussion about different groups of people in our society in both their school and youth setting, were religious beliefs (66%) and people of different ages (64%). In youth settings, the topic least likely to have been discussed were in relation to 'people who are single, cohabiting, married or divorced' (44%). Across all topics, fewer respondents reported that they have had lessons and discussion about different groups of people in our society in their youth setting compared to the school setting (Table 23).

Table 23: Whether YLT respondents have had lessons and discussion about different groups of people in our society in their school/youth group for specific Section 75 groups

	% saying SCHOOL has done (N=648)	% saying YOUTH CENTRE has done (N=199)
People with different political opinions	71	58
People with different religious beliefs	78	66
People from different ethnic groups	80	63
People of different ages (older and younger people)	69	64
People who are single, cohabiting, married or divorced	66	44
People with different sexual orientations	67	53
Men and women	76	61
People with a disability and those without a disability	80	61
People with dependents (e.g. children) and those without	62	50
People with, and those without, caring responsibilities	68	52

As Table 24 shows, across all Section 75 groups, there was little difference between YLT respondents who had done Shared Education and those who had not in relation to whether they said they had not had lessons and discussion in school about different groups of people in our society.

Table 24: Percentage of YLT respondents' who feel they have not had lessons and discussion about different groups of people in our society in school, by whether or not they have taken part in Shared Education

	Have not had lessons and discussion on this topic IN SCHOOL (%)
People with different political opinions	
All	27
Has done Shared Education	26
Has not done Shared Education	28
People with different religious beliefs	
All	20
Has done Shared Education	21
Has not done Shared Education	18
People from different ethnic groups	
All	18
Has done Shared Education	20
Has not done Shared Education	16
People of different ages (older and younger people)	
All	29
Has done Shared Education	29
Has not done Shared Education	28
People who are single, cohabiting, married or divorced	
All	32
Has done Shared Education	35
Has not done Shared Education	27
People with different sexual orientations	
All	31
Has done Shared Education	33
Has not done Shared Education	27
Men and women	
All	22
Has done Shared Education	23
Has not done Shared Education	19

People with a disability and those without a disability	
All	18
Has done Shared Education	20
Has not done Shared Education	17
People with dependents (e.g. children) and those without	
All	35
Has done Shared Education	37
Has not done Shared Education	33
People with caring responsibilities and those without caring responsibilities	
All	30
Has done Shared Education	29
Has not done Shared Education	32

YLT respondents who said they have had lessons and discussion about different groups of people in society were asked whether they felt more positive towards any of the Section 75 groups as a result of what was taught or discussed in their school or youth setting. As Table 25 shows, the majority said they felt just as favourable now as they did before towards all the groups. The figures ranged from 72 per cent for marital status to 64 per cent for religious beliefs. The young people were most likely to say they had become more favourable in respect of religious beliefs and disability (both 30%). Overall, very few respondents said they had become more unfavourable towards any of the groups. Sexual orientation was the Section 75 group that respondents were most likely to say they still held unfavourable views about after their lessons and discussion (9%), followed by people with different political opinions (8%).

Table 25: Whether or not YLT respondents' attitudes have changed as a result of lessons and discussion about different groups of people in our society

	Favourable		Unfavourable	
	More favourable (%)	No change – as favourable as I was (%)	No change – as unfavourable as I was (%)	More unfavourable (%)
People with different political opinions	23	68	8	1
People with different religious beliefs	30	64	6	1
People from different ethnic groups	29	65	5	1
People of different ages (older and younger people)	22	70	7	1
People who are single, cohabiting, married or divorced	21	72	6	1
People with different sexual orientations	24	66	9	2
Men and women	23	71	5	1
People with a disability and those without a disability	30	65	5	<1
People with dependents (e.g. children) and those without	23	71	5	1
People with, and those without, caring responsibilities	26	69	5	1

As Table 26 shows, a higher percentage of YLT respondents who had done Shared Education said they had become more favourable towards all of the Section 75 groups as a result of having lessons and discussion about different groups of people in our society than their peers who had not done Shared Education. However, more of those who had not done Shared Education said they had not changed in their opinion: they were still as favourable as they were before having lessons and discussion. Overall, very few young people responding to YLT said they were more unfavourable

towards all the Section 75 groups following lessons and discussion about different groups of people in our society regardless of whether they had done Shared Education or not.

Table 26: Whether or not YLT respondents' attitudes have changed as a result of lessons and discussion about different groups of people in our society, by whether or not they have taken part in Shared Education

Attitudes towards people.....	Favourable %				Unfavourable %			
	More favourable		No change – as favourable as I was		No change – as unfavourable as I was		More unfavourable	
	Has done Shared Education	Has not done Shared Education	Has done Shared Education	Has not done Shared Education	Has done Shared Education	Has not done Shared Education	Has done Shared Education	Has not done Shared Education
With different political opinions	25	19	66	71	8	8	1	1
With different religious beliefs	33	24	60	69	6	6	1	1
From different ethnic groups	31	25	62	70	6	5	1	<1
Of different ages (older and younger people/children)	26	16	67	75	6	8	1	1
Who are single, cohabiting, married or divorced	24	18	70	75	6	5	<1	1
With different sexual orientations	29	16	62	72	8	10	2	1
Men and women	27	18	67	77	5	5	1	1
With a disability and those without a disability	32	27	62	69	5	4	<1	<1

People with dependents (e.g. children) and those without	26	19	69	75	5	6	1	<1
People with, and those without, caring responsibilities	28	22	66	73	5	4	<1	1

Shared Education experience 2015, 2017, 2018 and 2020/21

This section presents findings from the questions on Shared Education that were asked in 2015, 2017, 2018 and 2020/21 in both YLT and KLT. The question was worded in the same way in 2015, 2018 and 2020/21¹⁰. In 2020/21, the figure for the percentage of respondents involved in Shared Education for both YLT and KLT was higher than in 2018 and the differences were statistically significant (Table 27).

There has been an increase in the percentages of respondents saying they have done projects and shared facilities among YLT respondents between 2018 and 2020/21; however, there has been a very slight decrease in relation to sharing classes (Table 27). As the table shows, there has been an increase in the percentages of KLT respondents saying they have done projects, had classes and shared facilities with other schools.

Table 27: Whether respondents have been involved in Shared Education, and have done particular activities in 2015, 2017, 2018 and 2020/21

	%							
	YLT				KLT			
	2015	2017	2018	2020/21	2015	2017	2018	2020/21
Has been involved in SE	51	72	40	53*	58	69	63	67**
Has done projects with pupils from other schools	69	70	67	81	56	50	51	74
Has had classes with pupils from other schools	55	60	50	48	34	41	34	64
Has used or shared sports facilities or equipment, like computers	38	48	40	52	44	33	34	56
Has done something else	6	4	12	4	28	24	24	14

*Difference between 2018 and 2020/21 statistically significant: $p < 0.01$; Effect size 0.11 (small)

**Difference between 2018 and 2020/21 statistically significant: $p < 0.05$; Effect size 0.04 (small)

There were very few differences between 2018 and 2020/21 in the percentages of survey respondents saying they would mind 'a lot' or 'a little' sharing with different types of schools and

¹⁰ In 2015, 2018 and 2020/21 there was a filter question asking whether the respondents had ever done shared activities while in 2017 the questions on sharing were asked as a 'tick all that apply', with one option being 'I have not done anything like this'.

pupils (Table 28). One notable difference is that more YLT respondents in 2020/21 than in 2018 said they would mind sharing with a primary school (34% and 22% respectively) and the difference was statistically significant; however, the effect size was small. Similarly, in 2020/21, more KLT respondents (50%) said they would mind sharing with a secondary school than their counterparts in 2018 (40%) and this difference was statistically significant; however once again, the effect size was small.

Table 28: Mind or not mind sharing with children from schools with particular characteristics 2015, 2017, 2018 and 2020/21

	% saying would mind sharing with other schools 'a lot or a little'							
	YLT				KLT			
	2015	2017	2018	2020/21	2015	2017	2018	2020/21
Primary school near this school	26	26	22	34*	25	30	22	19
A school for children with special needs or disabilities	14	16	11	10	22	21	16	18
A secondary school for older children	n/a	n/a	n/a	n/a	46	43	40	50**
A school where most of the children are a different religion to you	14	13	9	10	34	30	23	22
A school where most of the young people are a different ethnic background to you	n/a	9	6	5	n/a	27	20	21
A school where most of the young people are a different social class to you	n/a	12	9	10	n/a	n/a	23	17

*Difference between 2018 and 2020/21 statistically significant: $p < 0.001$; Effect size 0.117 (small)

**Difference between 2018 and 2020/21 statistically significant: $p < 0.001$; Effect size 0.091 (small)

Involvement in lessons and discussion about different groups of people in our society 2012 to 2020/21 (YLT)

As Table 29 shows, the percentage of YLT respondents saying they had taken part in lessons and discussion about different groups of people in our society in their school or youth setting has increased marginally from 70 per cent in 2018 to 71 per cent in 2020/21 although the difference is not statistically significant.

Table 29: Involved in lessons and discussion about different groups of people in our society 2012 to 2020/21 (YLT)¹¹

	2012	2014	2016	2017	2018	2020/21
	%	%	%	%	%	%
School only	40	46	51	48	50	53
Youth project only	10	10	5	6	7	10
Both school and youth project	20	16	23	19	12	8
Neither	30	27	20	27	30	29

*Difference between 2018 and 2020/21 not statistically significant

¹¹ In 2018 and 2020/21, YLT respondents were asked 2 questions about having lessons and discussion about different groups in our society in school – part of/not part of Shared Education and these responses have been added together in the table.

4. Conclusions

Overall, the evidence from the 2020/21 YLT and KLT surveys suggests that, as in previous years, the majority of children and young people are positive about Shared Education with pupils from other schools. They particularly like the fact that sharing enables them to make new friends, mix with those from different backgrounds to themselves; enhance learning opportunities, and have access to a wider range of activities and subjects than they would otherwise have.

While the attitudes to taking part in Shared Education in 2020/21 are generally similar to the findings from the 2018 survey the most notable difference is the increase (13 percentage points) in the percentage of YLT respondents saying they had taken part in Shared Education. This difference was statistically significant. Similarly, in 2020/21, the figure for KLT respondents saying they had been involved in Shared Education increased by 4 percentage points, a difference that was statistically significant. However, the effect sizes were low.

Among respondents to both surveys, the activity that was liked the most was being with children and young people who had a different ethnic background to them. While still positive, the aspect of sharing they liked least was being taught by different teachers.

KLT and YLT respondents were asked if they had taken part in lessons and discussion about different groups of people in society in their school (and/or youth setting in YLT). The majority (around 85% in KLT and 70% in YLT) said they had. Children and young people who had been involved in Shared Education were more likely to say they had taken part in lessons and discussion about different groups of people in society than their counterparts who had not been involved in Shared Education. A higher percentage of YLT respondents who had done Shared Education said they had become more favourable towards all of the Section 75 groups as a result of having lessons and discussion about different groups of people in society than their peers who had not done Shared Education. Similarly, a higher percentage of KLT respondents who had done Shared Education said they had become more positive than their peers who had not done Shared Education in relation to all Section 75 groups they had discussed in school. However, where KLT respondents indicated that their attitude had not changed it is not clear whether they were already positive or negative towards any of these groups before having had lessons and discussion about different groups of people in society in school.

The findings from the 2020/21 surveys showed that, overall, only a minority of respondents who had done Shared Education said they were very unfavourable towards sharing classes, doing projects, or sharing equipment with other schools. Over half of respondents to both surveys said they said they were mostly favourable or favourable towards Shared Education (58% KLT and 55% YLT).

5. References

Cohen, J. (1988) *Statistical Power Analysis for the Behavioral Sciences*. New York, NY: Routledge Academic.

6. Appendices

Appendix 1: Response rates and representativeness of KLT and YLT

KLT survey

There were 852 schools with P7-age pupils on the database provided by DE and, of these, 94 participated in the KLT survey, representing 11% of schools. The highest response rate was from Catholic Maintained schools (15%) and no Independent or special schools participated in the 2020/21 KLT (Table A1). This was a much lower response rate than in previous survey years (usually over 20%) but was not unexpected given the Covid-19 pandemic and the impact of lock-downs and school closures throughout the fieldwork period.

Table A1: Response rates, by school management type

	Number of eligible schools (Population)	Number of schools (KLT sample)	Response rate %
Controlled	357	37	10
Catholic Maintained	357	52	15
Controlled Integrated	22	1	4
Grant Maintained Integrated	23	2	9
Voluntary	11	1	9
Other Maintained	27	1	4
Special ¹²	33	0	0
Independent	12	0	0

A comparison of the sample of schools taking part in KLT with the school types having P7s in Northern Ireland is presented in Table A2. As can be seen, the 2020/21 KLT survey had an over-representation of Catholic Maintained schools when compared to the DE figures (55% and 42% respectively). Conversely, there were fewer schools from the Controlled sector in the KLT sample (39%) than in the figures reported by DE (42%). The figures suggest that there is slightly more bias in the KLT school sample in terms of school management type than has been the case in previous years.

¹² Please note that of the 33 Special schools with P7 pupils, DE figures record 31 as Controlled, 1 as Catholic Maintained and 1 as Other Maintained.

Table A2: Comparison of the schools taking part in KLT with all schools with P7s in Northern Ireland

	Schools DE %	Schools KLT %
Controlled	42	39
Catholic Maintained	42	55
Controlled Integrated	3	1
Grant Maintained Integrated	3	2
Voluntary	1	1
Other Maintained	3	1
Special	4	0
Independent	1	0

There were approximately 25,450 P7-age children. This figure was compiled using the numbers of P6-age pupils from the DE database (June 2020) who at the time of the survey would be in P7. In total 2,242 children logged on to the survey, a response rate of approximately 9 percent. Reflecting the response rate for schools, fewer children participated in the 2020/21 KLT survey than in previous years (usually around 18%).

Table A3 compares the gender of KLT respondents with the overall figures from the DE database. Slightly more girls than boys participated in the 2020/21 KLT survey.

Table A3: Response, by gender (KLT)

	DE figures %	KLT %
Boys	51	49
Girls	49	51

YLT survey

After cleaning the dataset received from HMRC, i.e. removal of respondents with incomplete or incorrect addresses, 4,999 eligible names remained. Sixty-two initial mailings were returned as 'addressee unknown/gone away'. Eight parents of 16 year olds got in touch to let us know that their child had deceased. Sixteen young people or their parents/carers opted out of completing the survey. This left a sample of 4,913 16-year olds (Table A4). 2,147 young people logged onto the survey platform with their ID. After removal of the most incomplete responses (i.e. responses where only very few or no questions were completed) 2,069 responses remained. This represents an overall response rate of 42 percent.

Table A4: Response rate (YLT)

	All	
Delivered sample	5000	
	Number	
Ineligible address removed	1	
Addressee unknown/Return to sender	62	
Deceased	8	
Opted out/Unable to complete	16	
	N	%
Base	4913	100
Logged on	2147	43.7
Removed (incompletes)	78	1.6
Total/Response rate	2,069	42.1

School type

It is not possible to accurately compare the figures for YLT with school population figures given that some respondents are in College or have left the education system. However, of the 2,048 YLT respondents who were attending (or last attended) school (and provided information), 43% attended grammar schools and 57% attended secondary schools (including integrated schools). These figures accurately reflect the number of Year 12s reported by DE for 2020/21 (42% and 58% respectively).¹³

Gender

As Table A5 shows, the YLT sample has more female (60%) than male (39%) respondents than would be expected given the gender breakdown of people aged 16 years old (49% and 51% respectively) in the general population in Northern Ireland¹⁴

Table A5: Response, by gender (YLT)

	Mid-year estimates for 16-year olds in NI %	YLT %
Males	51	43
Females	49	56
Other	-	1

¹³ Year 12 data extracted from the School level Post-primary enrolment data <https://www.education-ni.gov.uk/publications/school-enrolment-school-level-date-202021> Accessed 18 June 2021

¹⁴ NISRA: 2018 Mid-year population estimates <https://www.nisra.gov.uk/publications/2019-mid-year-population-estimates-northern-ireland>. Accessed 18 June 2021

Weighting

Non-response bias in surveys is sometimes addressed by weighting the data. This can be done for variables for which the actual proportion of people in the target population is known. For KLT and YLT, gender and school type attended are such examples. Therefore, for the KLT survey (as shown in Tables A2 and A3) as the sample is fairly representative of gender and school management type, weighting is not done.

The 2020/21 YLT survey is representative of 16 year olds in terms of school type but not gender; there is an over-representation of females. However, due to the complexity of weighting, and the effects that creating weights to address non-response in some variables can have on other variables, the academic approach is to use caution when creating weights for non-response. For example, it is known that people with certain sensory disabilities or with complex needs are more likely to opt out of the survey; however, people with physical disabilities may be over-represented – we cannot be sure. Even if several weight factors are applied to correct for some variables, non-response bias may still not be fully addressed. Therefore, the YLT data are not weighted. The issues associated with weighting for non-response are explained in Point 5.4 of this document produced by the National Centre for Research Methods: <http://www.restore.ac.uk/PEAS/nonresponse.php>.

Sampling Errors and Confidence Limits

When a sample is selected at random from a population, it is not possible to be 100 per cent certain that the findings derived from the sample reflect real differences in that population as a whole – there will always be error. An estimate of the amount of error which is due to sampling can be calculated using the following formula:

$$\text{Where the standard error for a percentage, } p, = \pm \sqrt{\frac{p \times (100 - p)}{n}}$$

and where n is the size of the sample.

Using this formula, it is possible to create the sampling errors associated with percentages in YLT and KLT. To calculate a confidence interval for the population percentage the following formula is used:

$$95\% \text{ confidence interval} = p \pm (1.96 * se(p))$$

This means that if 100 samples were drawn from the populations of 16 year olds, and of P7 pupils, then 95 of them would produce an estimate for the percentage, p, within this confidence interval.

Table A6 presents some examples of the confidence intervals associated with KLT and Table A7 presents some examples from YLT.

Table A6: Sampling Errors (KLT)

	% (p)	Standard error of (p) (%)	95% Confidence interval ±
Ever been involved in any Shared Education (n=2173)			
Yes	66.9	1.01	1.98
No	33.1	1.01	1.98
Would you like your school to be part of a shared education campus? (n=2144)			
Yes	37.4	1.04	2.05
No	18.7	0.84	1.65
I don't know	44.0	1.15	2.25

Table A7: Sampling Errors (YLT)

	% (p)	Standard error of (p) (%)	95% Confidence interval ±
Ever been involved in Shared Education (n=1022)			
Yes	52.8	1.56	3.06
No	47.2	1.56	3.06
Would you like your school, or the school you last attended to be part of a shared education campus? (n=1021)			
Yes	37.9	1.52	2.97
No	24.5	1.34	2.64
I don't know	37.6	1.51	2.97

Statistical significance of change in Shared Education (KLT and YLT) and lessons and discussion in school about different groups of people in our society (YLT) 2018 and 2020/21

Shared Education

As the percentages of children and young people who said they had done Shared Education increased between 2018 and 2020/21 confidence intervals have been calculated to provide an estimate of the margin of error for the two years using the formula below.

$$\text{SE for difference between 2 sample percentages} = \sqrt{(\text{SE Sample 1})^2 + (\text{SE Sample 2})^2}$$

The YLT figure increased from 40 per cent in 2018 to 53 per cent in 2020/21. The 95% confidence interval for the difference in the two percentages (53%-40% = 13%) is 7.68 to 18.32. A chi-squared test indicates that there is a statistically significant difference between the two percentages (Chi-squared=22.55, df=1, p<0.001). The effect size is small (0.12).

The KLT figure increased from 63 per cent in 2018 to 67 per cent in 2020/21. The 95% confidence interval for the difference in the two percentages (67%-63% = 4%) is 1.64 to 6.36. A chi-squared test indicates that there is a statistically significant difference between the two percentages (Chi-squared=7.03, df=1, p<0.01). The effect size is small (0.04).

This means that the estimates from YLT and KLT across the two survey years have not occurred by chance and represent a real difference in terms of the percentage of children and young people saying they had been involved in Shared Education 2018 and 2020/21.

Lessons and discussion about different groups of people in our society (YLT)

Similarly, as the percentage of young people who said they have had lessons and discussion in school about different groups of people in our society rose very slightly from 70 per cent to 71 per cent, confidence intervals have also been calculated. The 95% confidence interval for the difference in the two percentages (71%-70% = 1%) is -3.52% to 5.52%. A chi-squared test indicates that there is no statistically significant difference between the two percentages (Chi-squared=0.190, df=1, p>0.05).

Appendix 2: KLT questions on Shared Education and Lessons and discussion about different groups in our society

The next few questions are about how you feel about doing classes or projects or sharing facilities with other schools where pupils are from a different religion.

Q1. Sometimes primary schools get together with other schools **where pupils are from a different religion**. Pupils might go to another school to use the computers or swimming pool, or to do classes or projects with the pupils from the other school. **This is called Shared Education**. Have you done anything like this?

Yes	1	Please skip to Q3
No	2	Please go to next question

Q2. Would you like to be involved in Shared Education?

Yes	1	Please skip to
No	2	Please skip to Q10
I don't know	3	Please skip to Q10

Q3. Please click on all the things you have done.

I have had classes with pupils from other schools	1
I have done projects with pupils from other schools	1
I have used or shared sports facilities or equipment, like computers with pupils from other schools	1
Something else, please type in what you did with pupils from other schools	1

Q4. How much do you agree or disagree with the following statement:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	I don't know
Since taking part in Shared Education, I am better able to respect the views of others.	1	2	3	4	5	6

Q5. Since taking part in Shared Education, how many close friends have you made with children who are a different religion to you in the other school(s)?

None	1
1	2
2-4	3
5-9	4
10 or more	5
I don't know how many close friends I made	6
I don't know what religion the friends I made are	7

Q6. How much did you like or dislike doing any of the following? Please click one answer on each line.

	Liked it a lot	Liked it a little	Did not like it very much	Did not like it at all	I did not do this
Sharing classes	1	2	3	4	5
Doing projects together	1	2	3	4	5
Sharing sports facilities and computers or equipment	1	2	3	4	5
Being taught by different teachers	1	2	3	4	5
Travelling to a different school	1	2	3	4	5
Learning new things with pupils from another school	1	2	3	4	5
Doing classes we normally don't get to do at our school	1	2	3	4	5
Making new friends	1	2	3	4	5
Being with children who are a different religion to you	1	2	3	4	5
Being with children who have a different skin colour or who speak a different language than you	1	2	3	4	5
Being with children who are richer or poorer than you	1	2	3	4	5

Q7. Did you have lessons on Personal Development and Mutual Understanding (PDMU) as part of Shared Education? These lessons might include topics such as Similarities and Differences, Friendships, All about Me, Living in Our Community

Yes	1
No	2
I can't remember	3

Q8. Overall, how did you feel about sharing classes, projects or equipment with other schools?

Very favourable	1	
Favourable	2	
Neither favourable nor unfavourable	3	
Unfavourable	4	
Very unfavourable	5	
I don't know	6	Please skip to Q10

Q9. Why are you in favour of or not in favour of sharing with other schools? (Please type below.)

ALL RESPONDENTS

Q10. Suppose a group of children from another school were coming to do a project with your class. Would you mind if they were from these kinds of schools? Please click one answer on each line.

	I would mind a lot	I would mind a little	I would not mind at all	I don't know
A primary school near this school	1	2	3	4
A school for children with special educational needs or disabilities	1	2	3	4
A secondary school for older children	1	2	3	4
A school where most of the children are a different religion to you	1	2	3	4
A school where most of the children are richer or poorer than you	1	2	3	4
A school where most of the children have a different skin colour or speak a different language than you	1	2	3	4

A SHARED EDUCATION CAMPUS is where two (or more) schools share one building or where there are facilities in each school building which both schools use. One school would usually have mostly pupils from a Catholic background and the other school would usually have pupils mostly from a Protestant background and they would share classes and facilities with each other.

Q11. Would you like your school to be part of a Shared Education Campus?

Yes	1
No	2
I don't know	3

Q12. If your school was on a Shared Education Campus, do you think it should have the following....

(Click all that apply)

One main school entrance	1
Shared sports facilities	1
Shared lunchtime and dining facilities	1
A shared school bus	1
One school uniform	1

Q13. If you were in a shared campus school do you think you would...

Like it a lot	1
Like it a little	2
Not like it at all	3
I don't know	4

Q14. What do you think you would like or dislike about a shared campus?

--

Q15. In **your school** you might have lessons and discussions about the different groups of people living in our society and about treating people fairly and with respect. As a result of being involved in any of these activities in **your school** do you think your attitude towards any of the following groups has changed or has stayed the same? (Please click one answer on each line)

	I am more positive towards them	My attitude to them has not changed	I am more negative towards them	I have not had any lessons or discussions about this topic
People with different religious beliefs	1	2	3	4
People who have a different skin colour or speak a different language to you	1	2	3	4
People of different ages (older and younger people/children)	1	2	3	4
Girls and boys	1	2	3	4
People with a disability and those without a disability	1	2	3	4
People with different political opinions	1	2	3	4

Appendix 3: YLT questions on Shared Education and lessons and discussion about different groups of people in our society

SHARED EDUCATION encourages schools to work together and partner with other schools where the pupils are from a different religious background, to include both Protestant and Catholic pupils. Such sharing has to take place on a **REGULAR AND CONTINUED BASIS** over the academic year. It cannot just be a joint Christmas concert or joint sports day. To count as Shared Education pupils might, for example, have classes or do projects with pupils from another school, or share computers or sports facilities on a regular basis.

1. Have you ever been involved in Shared Education?

- Yes 1 (Please go to the next question)
- No 2 (Please skip to Question 9)

2. Please tick ALL the things you have done

- I have had classes with pupils from other schools 1
- I have done projects with pupils from other schools 1
- I have used or shared sports facilities or equipment, like computers 1
- Something else (*Please write in*) 1
-

3. How much do you agree or disagree with this statement: Since taking part in Shared Education, I am better able to respect the views of others (*Please tick ONE box only*)

- | | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | I don't know |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |

4. Since taking part in Shared Education, how many close friends have you made with young people who are a different religion to you in the other school(s)? (*Please tick ONE box only*)

- None 1
- 1 2
- 2-4 3
- 5-9 4
- 10 or more 5
- I don't know how many close friends I made 6
- I don't know what religion the friends I made are 7

5. How much did you like or dislike doing each of the following *(Please tick ONE box in EACH row)*

	Liked it a lot	Liked it a little	Did not like it very much	Did not like it at all	I did not do this
Sharing classes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Doing projects together	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Sharing sports facilities and computers or equipment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Being taught by different teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Travelling to a different school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Learning new things with pupils from another school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Doing classes we normally don't get to do at our school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Making new friends	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Being with young people who are a different religion to me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Being with young people who are a different ethnic background to me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Being with young people who are a different social class to me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Something else, please write in	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

6. Did you have lessons on Learning for Life and Work/Citizenship as part of Shared Education?

(Please tick ONE box only)

- Yes
 1
 No
 2
 I can't remember
 3

7. How do you generally feel about Shared Education?

(Please tick ONE box only)

- Very favourable
 1
 Favourable
 2
 Neither favourable nor unfavourable
 3
 Unfavourable
 4
 Very unfavourable
 5
 I don't know
 6 *Please skip to Question 10*

8. Please explain below why you are in favour or not in favour of Shared Education? (Please write below) PLEASE SKIP TO Q10

9. Would you like to be involved in Shared Education?

- ✓
- Yes 1
- No 2
- I don't know 3

10. Suppose a group of young people from another school/college were coming to do a project with your class, would you mind if they were from these types of schools?

(Please tick ONE box in EACH row)

	I would mind a lot	I would mind a little	I would not mind at all	I don't know
A school for young people with special educational needs or disabilities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
A primary school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
A school where most of the young people are a different religion to you	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
A school where most of the young people are a different ethnic background to you	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
A school where most of the young people are a different social class to you	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

A SHARED EDUCATION CAMPUS is where two (or more) schools share one building or where there are facilities in each school building which both schools use. One school would usually have mostly pupils from a Catholic background and the other school would usually have pupils mostly from a Protestant background and they would share classes and facilities with each other.

11. Would you like your school, or the school you last attended, to be part of a Shared Education Campus? (Please tick ONE box only)

- ✓
- Yes 1
- No 2
- I don't know 3

12. If your school was on a Shared Education Campus, do you think it should have the following:

(Please tick ALL that apply)

- ✓
- | | | |
|--|--------------------------|---|
| One main school entrance | <input type="checkbox"/> | 1 |
| Shared sports facilities | <input type="checkbox"/> | 1 |
| Shared lunchtime and dining facilities | <input type="checkbox"/> | 1 |
| A shared school bus | <input type="checkbox"/> | 1 |
| One school uniform | <input type="checkbox"/> | 1 |

13. What do you think you would like or not like about being part of a Shared Education Campus?

(Please write in below)

School and youth work are required to help young people to have a better understanding of diversity in our society and to promote the equal treatment of different groups. There are many different ways that this can be done, including discussions, subjects taught in school (for example, Learning for Life & Work or Religious Education), taking part in sports with people from other communities, either through school or a youth group, learning about other communities in a youth group and through shared classes with other schools.

14. Have you ever done any of the activities highlighted in the paragraph above?

(Please tick ALL that apply)

- ✓
- | | | |
|---|--------------------------|--------------------------------------|
| Yes, in school as part of 'Shared Education' | <input type="checkbox"/> | 1 |
| Yes, in school, but not as part of 'Shared Education' | <input type="checkbox"/> | 1 |
| Yes, in a youth project or youth centre | <input type="checkbox"/> | 1 |
| No, not in school or a youth project or youth centre | <input type="checkbox"/> | 1 <i>(Please go to next section)</i> |

15. And do you think that your school or your youth project or youth centre has encouraged understanding and promoted equal treatment for the following groups through these activities? *(Please tick ALL that apply in EACH column)*

	Your School	Your youth project or youth centre
People with different political opinions	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with different religious beliefs	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People from different ethnic groups	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People of different ages (older and younger people/children)	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People who are single, cohabiting, married or divorced	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with different sexual orientations	<input type="checkbox"/> 1	<input type="checkbox"/> 1
Men and women	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with a disability and those without a disability	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with dependents (e.g. children) and those without	<input type="checkbox"/> 1	<input type="checkbox"/> 1

People with caring responsibilities and those without caring responsibilities 1 1

I have never attended a youth project or youth centre 1

16. As a result of being involved in any of these activities in your school or youth centre or youth project do you now feel more favourable, more unfavourable or just the same regarding equal treatment of the following groups? (Please tick ONE box in EACH row)

	I feel more favourable than I did before	No change - I feel just as favourable now as I did before	No change - I feel just as unfavourable now as I did before	I feel more unfavourable now than I did before
People with different political opinions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
People with different religious beliefs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
People from different ethnic groups	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
People of different ages (older and younger people/children)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
People who are single, cohabiting, married or divorced	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
People with different sexual orientations	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Men and women	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
People with a disability and those without a disability	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
People with dependents (e.g. children) and those without	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
People with caring responsibilities and those without caring responsibilities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4