

Attitudes to Shared Education: Findings from the 2018 Young Life and Times and Kids' Life and Times surveys

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Research report



This research report presents findings from the 2018 Northern Ireland Young Life and Times and Kids' Life and Times surveys

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and Kids' Life and Times surveys**



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1. Introduction and policy context

Shared Education

In 2019, only 7 per cent of children in Northern Ireland attend Integrated schools (Controlled Integrated and Grant Maintained Integrated) while 93 per cent attend schools/institutions of another management type¹. Generally, those from a Catholic background attend Catholic maintained schools while most Protestant children and young people attend schools that are either state controlled or voluntary (MAG 2013). This means that children and young people from different community backgrounds have limited contact with each other and, therefore, little opportunity to form friendships across the religious divide. One attempt to address segregation in Northern Ireland has been to introduce Shared Education programmes, which involve collaborative partnerships between existing controlled/Protestant, maintained/Catholic, and Integrated schools to bring pupils together for curriculum-based classes and activities. In its first 'Advancing Shared Education' report to the Northern Ireland Assembly, the Department of Education (DE) states that: 'At its heart, Shared Education brings together Protestant and Roman Catholic children' (pg 5).² Along with integrated education, the report suggests that Shared Education plays a key role in contributing to a more tolerant and shared society in Northern Ireland.

The legislative framework for the implementation of Shared Education is set out in the Shared Education Act (Northern Ireland) 2016³ which places a duty on the Department of Education (DE) '(so far as its powers extend) to encourage, facilitate and promote Shared Education'. The definition of Shared Education set out in the Act is as follows: 'Shared education means the education together of those of different religious belief, including reasonable numbers of both Protestant and Roman Catholic children or young persons; and 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 Advancing Shared Education report (2018), DE highlights the methods that are used to monitor compliance with the Act, including the use of an online questionnaire issued to staff in DE and to the organisations named within the Act. Data from these sources are supplemented by

¹ DE (2019)

www.education-ni.gov.uk/sites/default/files/publications/education/Revised%2029%20April%202019%20-%20enrolments%20at%20schools%20and%20in%20funded%20pre-school%20e....pdf

² DE (2018) www.education-ni.gov.uk/sites/default/files/publications/education/Shared%20Education%20-%20Report%20to%20Assembly%20May%202018_2.pdf

³ <http://www.legislation.gov.uk/nia/2016/20/introduction>

surveys of children and young people including Young Life and Times (YLT) which is an annual survey of 16 year olds and 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 2018 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 2018, it will draw comparisons, where possible, with the 2017 and 2015 YLT and KLT findings and highlight any changes and trends that have occurred. Some of the questions have been changed and new questions added, to reflect the DE focus on those children and young people who have been involved in Shared Education. 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 2018 YLT and KLT surveys. The second section presents findings comparing data from the 2015, 2017 and 2018 surveys. Please note that throughout the report percentages may not add up to 100 due to rounding.

Therefore 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 2018;
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 and 2018.

Summary of key findings from the 2018 KLT and YLT surveys

The key findings from the 2018 surveys were that:

- Forty per cent of YLT and 63 per cent of KLT respondents said they had been involved in Shared Education.
- KLT respondents attending Integrated schools (81%) were most likely to say they had been involved in sharing with other schools.
- Among the YLT respondents, pupils attending Formally Integrated⁴ post-primary schools (69%) were more likely to say they had been involved in Shared Education than their peers attending either secondary (48%) or grammar (32%) schools that are not formally integrated.
- Doing projects with pupils from other schools was the most common activity (67% of YLT and 51% of KLT respondents).
- Whilst very positive overall, YLT respondents enjoyed sharing equipment (88%) with other schools slightly more than doing projects (85%) or having classes (82%). The pattern was similar for KLT respondents.
- Almost one half of KLT (49%) and 43 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.
- Around two thirds of survey respondents (62% KLT and 65% YLT) either strongly agreed or agreed that they were better able to respect the views of other people since taking part in Shared Education.
- In the primary school setting the Lessons and discussion about different groups of people in our society topics the children were most likely to have had in school were gender and disability; least discussed was political opinion.
- Seventy 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 (50%) of them said they have had these lessons and discussion in school only, seven per cent said they have had them in the youth project/centre only, and 12 per cent have had them in both settings.
- The topic YLT respondents had covered most often in both settings was 'people with different religious beliefs'.

⁴ This term refers to schools that have been through a process to have integrated status through choice, rather than those of other management types that may naturally have a mix of religions. 'Formally integrated' schools can also be secondary or grammar school although, in YLT, they are treated as a separate category.

2. Method

Young Life and Times (YLT) survey

YLT is a postal survey conducted annually by ARK among 16 year olds in Northern Ireland (with optional online and phone completion where respondents prefer this). 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 Her Majesty's Revenue and Customs (HMRC). Child Benefit is paid to people bringing up children in the UK. Although the UK government recently introduced means testing for Child Benefit, for the purpose of undertaking the YLT survey, ARK still has access to the addresses of all families in NI who have registered for Child Benefit even if they are no longer entitled to receive it due to their income. Therefore, the CBR provides the opportunity to select a random sample of 16 year olds whose parents have registered for Child Benefit for the YLT survey. Permission to access the addresses of recipients of Child Benefit for the YLT survey was granted to ARK after a statutory instrument and explanatory memorandum was approved by Parliament in Westminster in 2004. Data security and confidentiality are subject to a Memorandum of Understanding (MoU) and a Service Level Agreement (SLA) between HMRC and ARK. HMRC demands the highest standards of data security which form part of the service level agreement between ARK and HMRC.

Fieldwork for the 2018 YLT was planned to be undertaken between October and December 2018; however, due to staff turn-over at HMRC and changes in procedures that accompanied the introduction of GDPR, the dataset with the names and addresses of eligible YLT respondents was not released to ARK by HMRC until late January 2019. The delay in the delivery of the dataset from HMRC meant that fieldwork was conducted from the end of January to mid-March 2019. Measures were put in place to make up for the delay. One step was to send out the survey questionnaire alongside the information sheet/opt-out letter - this was done in the last week of January 2019. This mailout contained a letter from the project team, a paper questionnaire and a return envelope with a FREEPOST address. This letter contained a unique identifier (with a check letter) under the address, which was highlighted as "Your identification number". This letter provided information about the survey, including the aims of the project and the three possible methods of completing the questionnaire. Recipients were also advised about the financial incentives, namely, a prize draw for 5 cash prizes of £100 in which everyone who completed the survey would be entered, plus a £10 gift voucher for all who completed online by 8th February 2019. In mid-February 2019, a reminder letter, a second questionnaire and another FREEPOST envelope was posted out to all those 16-year olds who had not responded or opted out of the survey by that stage.

All young people who celebrated their 16th birthday during January, February and March of 2018 were invited to take part in the survey. In 2018, there were 5,152 eligible respondents. These were randomly split into two samples – one receiving a green questionnaire (2,575 – Version 1) and the other a purple questionnaire (2,577 – Version 2). The survey instruments were mailed to potential respondents. Subsequently, 149 initial mailings were returned because the addressee had moved or was unknown at the address provided by HMRC; this left an overall sample of 5,003 eligible respondents. Overall 1,152 completed questionnaires were received by the end of the fieldwork period. This represents a response rate of 23 per cent. As in previous years, the most popular mode of completing the survey remains postal/paper completion.

Kids' Life and Times (KLT) survey

KLT is an online survey whose target population is all P7-aged children in Northern Ireland. In addition to pupils attending mainstream primary schools and special schools, KLT targets children who are in alternative education units and those who are educated at home. The 2018 KLT school survey target included approximately 25,530 children from 852 primary schools across Northern Ireland. 5,300 children from 209 schools took part in the survey representing 21 per cent of children and 25 per cent of schools. 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.

The 2018 KLT survey had a split sample; approximately half the children completed Version A and the other half Version B. The children were randomly assigned to either Version A or Version B when they logged on. All respondents completed the core questions including home and family, happiness and bullying at school. They also all completed the Shared Education module. Half the children completed Version A that included citizenship education and languages in school while the other half completed Version B that included wellbeing and participation in research. Of the 5,300 children who participated in the 2018 KLT, 2697 completed Version A and 2603 completed Version B.

Consent to participate in the 2018 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.

Fieldwork started on 10th December 2018 and was anticipated to end on 15th February 2019. However, at the request of some schools, the deadline was extended by one week to 22nd February 2019. 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. ARK has obtained permission to use characters from 'Bang on the Door', which many children of this age will be familiar with, to make the survey as much fun and interesting to complete as possible. Throughout the design of the questionnaire, the KLT team worked closely 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 YLT and KLT respondents

Two hundred and nine schools took part in the 2018 KLT survey. There were 5,300 respondents and their characteristics are presented in Table 1.

Table 1: Characteristics of respondents to the KLT survey

Background variable	%
Gender	
Boy	50
Girl	50
Who the respondent lives with	
Mum and dad in the same house	78
Mum for all or most of the time	13
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	13
No	72
Don't know	15
Family Affluence Scale	
Low affluence	12
Medium affluence	56
High affluence	32
School type	
Catholic Maintained primary	50
Controlled primary	43
Controlled Integrated primary	3
Grant Maintained Integrated primary	2
Other (including special schools, other maintained)	2
Council Area children attend school	
Antrim and Newtownabbey	8
Ards and North Down	7
Armagh City, Banbridge and Craigavon	12
Belfast	18
Causeway Coast and Glens	5
Derry City and Strabane	8
Fermanagh and Omagh	6
Lisburn and Castlereagh	6
Mid and East Antrim	7
Mid Ulster	9
Newry Mourne and Down	13

Location of school children attend ⁵	
Urban	68
Rural	32

The characteristics of the 1,152 young people who completed the 2018 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 all the figures presented in this report for YLT results are for 492 16 year-olds.

Table 2: Characteristics of respondents to the YLT survey

Background variable	%	
	All	SE Module
Gender		
Female	58	61
Male	40	38
Other (including gender-fluid and transgender)	1	1
Always lived in Northern Ireland		
Yes	92	93
No	8	7
Type of school/college currently (or recently) attended		
Formally Integrated post primary school	6	6
Grammar school (not formally integrated)	52	55
Secondary school (not formally integrated)	29	28
FE College	10	10
Other	2	2
Where the respondent lives		
A big city or outskirts of a city/suburbs	21	20
A small city or town	39	35
A country village or farm or home in the country	39	44
Don't know	1	1
Has physical or mental health condition		
No	84	
Yes, but not limiting	4	
Yes, a little limiting	9	
Yes, limiting	3	
Religious background		
Catholic	40	43
Protestant	25	25
No religion	34	31
Other religion	1	1
Minority ethnic identity (self-assessed)		

⁵ 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>

	Yes	9	9
	No	91	91
Family financial background (self-assessed)			
	Well-off	31	32
	Average well-off	48	48
	Not well-off	17	15
	Don't know	4	5
Sexual attraction			
	Same-sex-attracted	17	14
	Opposite-sex attracted	80	83
	Never sexually attracted to anyone	3	3

Experience of Shared Education

Of the 492 YLT respondents who completed Version 2 of the survey, forty per cent said they had been involved in Shared Education. The figure for KLT was 63 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 Integrated primary schools (81%) were most likely, and those attending Controlled schools (58%), least likely to say they had been involved in sharing with other schools. Among the YLT respondents, pupils attending Integrated schools⁷ (20 respondents) were also more likely to say they had done Shared Education than their peers attending either grammar (non-integrated) (32%) or secondary (non-integrated) (48%) schools⁸. More KLT respondents whose schools were in rural (69%) than urban (60%) areas said they had been involved in Shared Education. Similarly, more YLT respondents living in rural areas said they had done Shared Education (49%) in comparison to their peers from small cities/towns (36%) or big cities/suburbs (26%). Protestants were more likely than their Catholic counterparts or those who said they had no religion to say they had been involved in shared education (46%, 39% and 34% respectively).

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

	%	
	Yes	No
Ever taken part in Shared Education?		
KLT	63	37
YLT	40	60
School type (KLT)*		
Catholic Maintained	65	35
Controlled	58	42
Integrated	81	19
School type (YLT)*		
Grammar not formally integrated	32	68
Secondary not formally integrated	48	52
Formally Integrated post primary <i>(presented as numbers due to small sample size)</i>	20 respondents	9 respondents

⁶ 8 YLT and 7 KLT respondents did not answer the question

⁷ There were only 29 YLT respondents attending Integrated schools so the numbers are reported rather than percentages

⁸ As it is not possible to know what type of school respondents who currently attend FE colleges went to previously their data for school type have not been included in the table.

Location of school (KLT)**		
Urban	60	40
Rural	69	31
Location of respondent's home (YLT)*		
Big city/suburbs	26	74
Small city or town	36	64
Country	49	51
Religion of respondents (YLT)		
Catholic	39	61
Protestant	46	54
No religion	34	66

*p<0.001; **p<0.05; Effect sizes range from 0.09 to 0.22 (small)

Of those who said they had been involved in Shared Education, in both surveys the most common shared activity was doing projects (YLT 67% and KLT 51%) (Table 4).

Table 4: Activities respondents have done with pupils from other schools

	YLT %	KLT %
I have had classes with pupils from other schools	50	34
I have done projects with pupils from other schools	67	51
I have used or shared sports facilities or equipment, like computers with pupils from other schools	40	34
Something else	12	24

Exploring the open-ended question in KLT showed that the 'other' main activities mentioned by the primary school children were playing sports together and going on trips and residential outings with other schools. Figure 1 presents a word cloud showing the main responses from KLT – the larger the word in the 'cloud', the more times this was mentioned by survey respondents.

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	42	38
One	9	14
2-4	18	22
5-9	9	7
10 or more	7	6
I don't know the religion of the friends I made	10	6
I don't know how many close friends I made	5	8
Total	100	100

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

	YLT %	KLT %
Strongly agree	29	22
Agree	36	40
Neither agree nor disagree	27	16
Disagree	5	3
Strongly disagree	2	2
I don't know	-	16
Total	100	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 positive about all three activities with YLT respondents slightly more positive than their KLT counterparts, especially in relation to sharing classes (82% and 75% respectively) (Table 7).

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

	% saying liked it a lot or liked it a little	
	YLT	KLT
Doing projects with other schools	85	84
Having classes with other schools	82	75
Sharing equipment/facilities with other schools	88	85

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 making new friends (87% KLT and 93% YLT) and being with children and young people who had a different ethnic background to them (91% KLT and 93% YLT). While still positive, the aspect of sharing they liked least was being taught by different teachers (74% KLT and 73% YLT).

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

	% saying liked it a lot or liked it a little	
	YLT	KLT
Being taught by different teachers	73	74
Travelling to a different school	70	80
Doing classes we don't normally get to do at our school	89	86
Learning new things with pupils from another school	87	80
Making new friends	93	87
Being with young people (YLT)/children (KLT) who are a different religion to me	90	83
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)	93	91
Being with young people who are a different social class to me (YLT)/children who are richer or poorer than me (KLT)	91	80

Personal Development and Mutual Understanding (PDMU)

Respondents to the 2018 KLT survey were asked whether they had lessons on PDMU as part of Shared Education. As Table 9 shows, 44 per cent of KLT respondents said they could not remember, 39 per cent said yes and the rest said no (17%).

Table 9: Lessons on PDMU as part of Shared Education

	KLT %
Yes	39
No	17
I can't remember	44
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 45 per cent had not. Just over one quarter (26%) 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	45
I can't remember	26
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 (54%) of KLT and 70 per cent of YLT respondents said they were very favourable or favourable. Only a minority in both surveys were very unfavourable and many more of the younger children said they did not know (18% KLT) compared to their older counterparts (4% YLT).

Table 11: How respondents felt overall about Shared Education

	YLT %	KLT %
Very favourable	26	18
Favourable	44	36
Neither favourable nor unfavourable	23	20
Unfavourable	3	4
Very unfavourable	<1	4
I don't know	4	18
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 favourable, and reflecting the views expressed by them in the earlier question about what they would like or dislike about sharing, the main reason given by those in favour was making new friends (Figure 2).

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'm a person who likes to stay with the people I know, I don't like having to be with others and I don't like having to talk to them.'

'It is a different school so I do not know the pupils and felt a bit embarrassed.'

'You can't talk about the things you would normally talk about in school like Gaelic.'

'I think we could do all the things on our own and we wouldn't have to interact with other children so we would always be happy doing the things. When we do go with other schools we are excited because it's almost always fun to do but I don't feel comfortable hanging out with the other school because I don't know them they don't go to activities I do or anything like that.'

'I'm so used to my school so it was really hard to get used to even though it wasn't like I was moving school. I didn't like getting taught by other teachers because I'm pretty shy and it takes me a while to build confidence to talk to people. I liked making the friends and I liked the projects but I didn't like getting taught things we didn't learn about.'

Some of the comments from the small number of YLT respondents who were not in favour of Shared Education included the following:

'I feel that it is a good idea in theory but in practice it does not always work out as too much emphasises was put on our differences e.g. religion rather than our similarities. It would be better if the activities were carried out on neutral ground as having them occur on the school sites can induce tribalist feelings.'

'It's pointless and a waste of time because everyone stays in their own friend group.'

'Didn't like sharing classes, would rather have the teachers we have in our school!'

'It has never left an impact on me.'

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 YLT respondents were more positive than their younger counterparts (51% and 43% respectively) although over one third in each survey said they did not know.

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

	YLT %	KLT %
Yes	51	43
No	12	17
I don't know	36	41
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 school types and pupils – ‘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 type of school (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 (75% 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 (50% 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

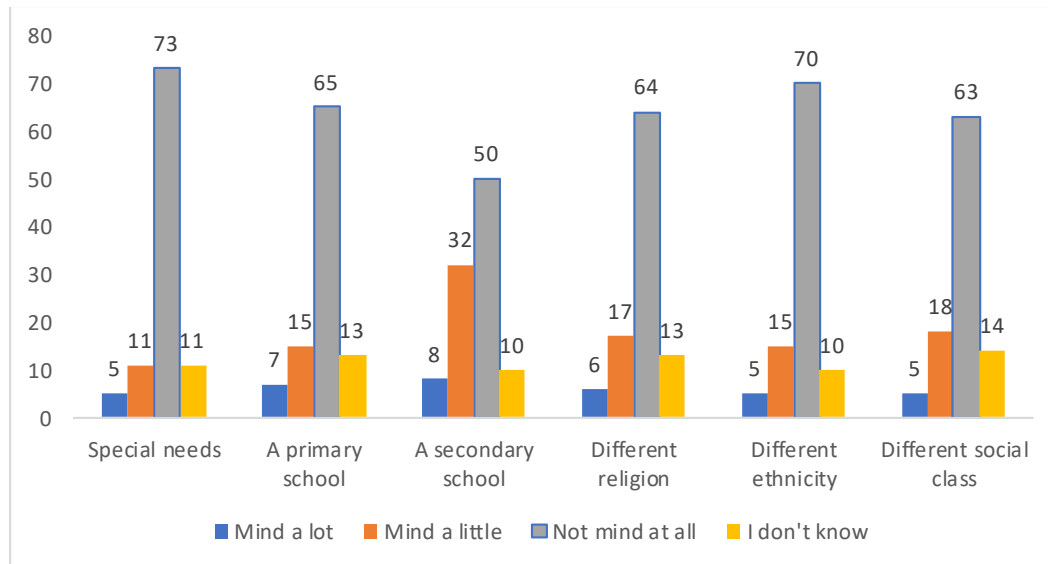
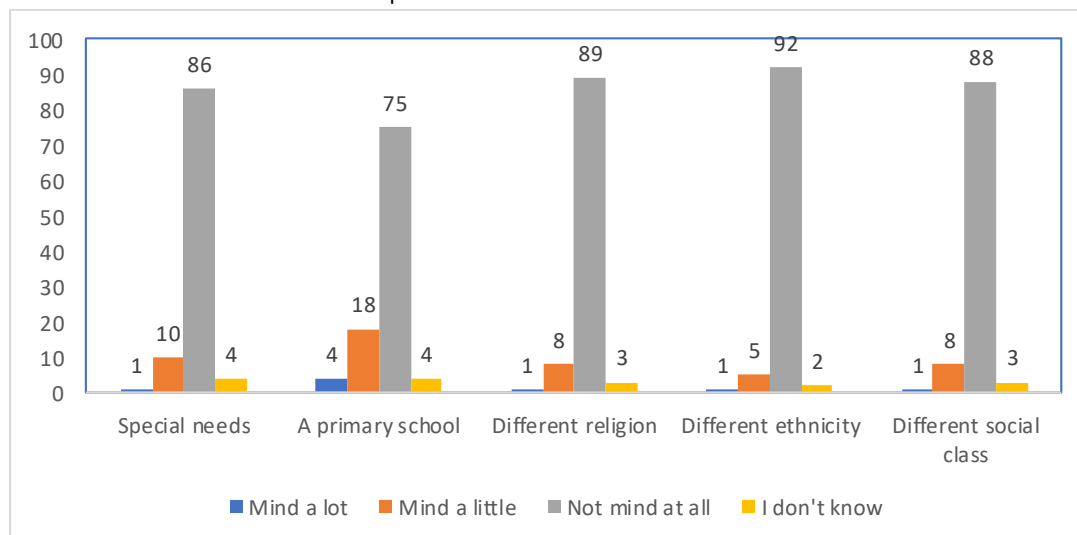


Figure 5: How much YLT respondents would mind or not mind doing a project with children from schools with particular characteristics



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 different types of schools 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 five of the

school types (the exception was for a secondary school with older children); however, 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

Mind or not mind sharing with children.....	% saying							
	Would mind a lot		Would mind a little		Would not mind at all		Don't know	
	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**	6	4	11	11	72	75	11	11
From primary school***	8	4	15	16	63	68	14	12
From a secondary school	8	7	32	32	49	51	10	10
From a different religion **	7	5	17	18	64	65	13	12
From a different ethnicity***	6	3	16	14	67	75	11	8
From different social class**	5	5	18	16	62	66	15	12

*p<0.05; **p<0.01; ***p<0.001 Effect sizes range from 0.048 (Religion, Social Class) to 0.091(Ethnicity) (small)

Attitudes towards a shared campus school

A shared campus school was defined in the 2018 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 (36%) 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 (39% YLT and 41% KLT). 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 YLT respondents.

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

	YLT %	KLT %
Yes	38	36
No	22	24
I don't know	39	41
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

	YLT*		KLT*	
	%		%	
Like school to be part of shared campus?	Has done shared Education	Has not done Shared Education	Has done shared Education	Has not done Shared Education
Yes	45	34	37	34
No	22	23	23	24
I don't know	33	43	39	43
Total	100	100	100	100

*p<0.05; Effect sizes 0.041 (KLT) and 0.11 (YLT) (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 (48%) followed by shared dining facilities (41%). Least popular among the P7 respondents was a shared bus with 28 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 (75%), followed by shared dining facilities (73%). In contrast to their younger counterparts, the young people taking part in YLT were least likely to say there should be one school uniform (59%).

Figure 6: KLT survey attitudes to shared campus

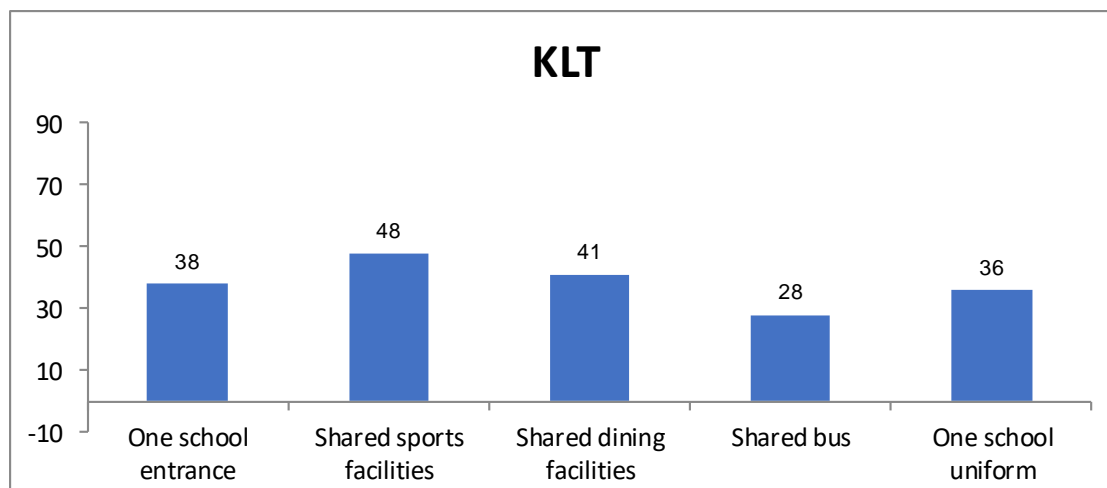
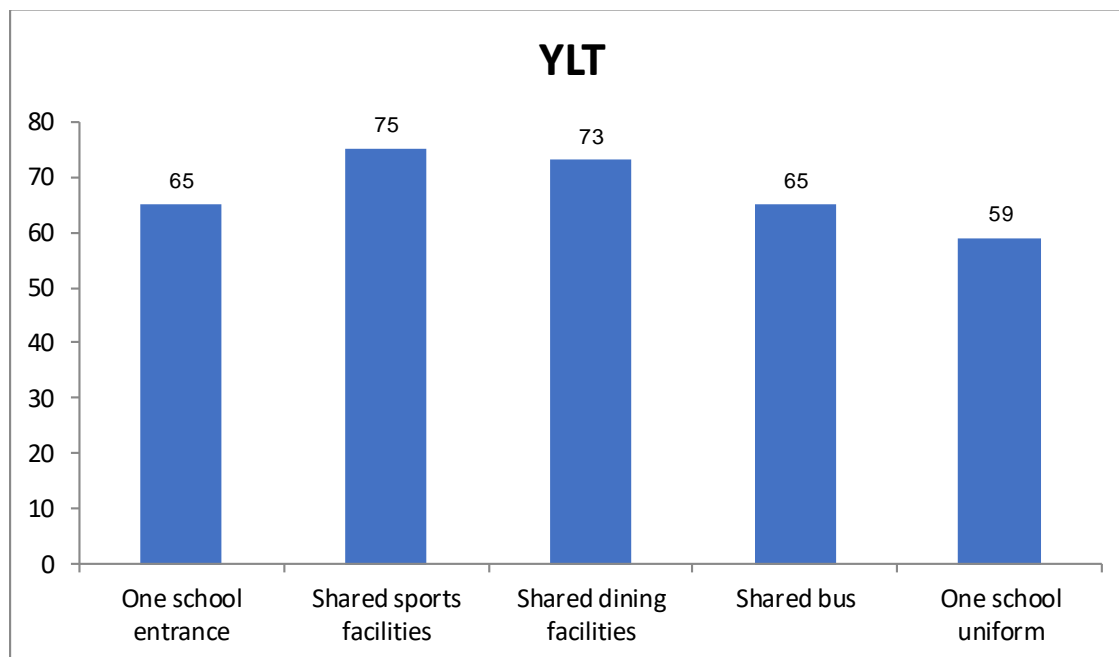


Figure 7: YLT survey attitudes to shared campus



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, the word ‘like’ appears more often than the word ‘dislike’ which reflects the results presented above. 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.

Lessons and discussion in school about different groups of people in our society
Children and young people have lessons and discussion in school about different groups of people in our society. This is delivered under the Community Relations Equality and Diversity in Education policy, which was developed by the Department of Education and launched in 2011. The aim of the policy is to contribute to improving relations between communities by educating children and young people to develop self-respect and respect for others, by providing children and young people, in formal and non-formal education settings, with opportunities to build relationships with those of different backgrounds and traditions.

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. 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 (23% had not done this) and religious beliefs (20% had not done this). In contrast, only eleven per cent said they had not any lessons or discussions on gender and 12 per cent had not had any lessons on people with, and those without, a disability.

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	20
People from different ethnic groups	15
People of different ages (older and younger people/children)	15
Girls and boys (KLT)/Men and Women (YLT)	11
People with a disability and those without a disability	12
People with different political opinions	23

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. The largest difference in percentages was for 'people with different religious beliefs' (17% and 24% 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 five of the six groups (the exception was gender – equal with those attending Integrated schools) when compared with children from Integrated and Catholic maintained schools (Table 18). The largest difference in percentages was for 'people with different religious beliefs'; 22 per cent of respondents from Controlled schools had not had lessons and discussion on this topic compared with 15 per cent of those from Integrated schools.

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	17
Has not done Shared Education	24
People from different ethnic groups	
Has done Shared Education	14
Has not done Shared Education	17
People of different ages (older and younger people/children)	
Has done Shared Education	13
Has not done Shared Education	17
Girls and boys	
Has done Shared Education	10
Has not done Shared Education	12
People with a disability and those without a disability	
Has done Shared Education	11
Has not done Shared Education	14
People with different political opinions	
Has done Shared Education	21
Has not done Shared Education	26

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	18
Controlled	22
Integrated	15
People from different ethnic groups	
School Type	
Catholic Maintained	14
Controlled	17
Integrated	12
People of different ages (older and younger people/children)	
School Type	
Catholic Maintained	14
Controlled	15
Integrated	14
Girls and boys	
School Type	
Catholic Maintained	10
Controlled	11
Integrated	11
People with a disability and those without a disability	
School Type	
Catholic Maintained	12
Controlled	13
Integrated	10
People with different political opinions	
School Type	
Catholic Maintained	23
Controlled	24
Integrated	17

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 our 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 (58%), people with different religious beliefs (50%) and people from different ethnic groups (49%). 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	50	45	5
People from different ethnic groups	49	47	3
People of different ages (older and younger people/children)	45	51	4
Girls and boys	40	58	3
People with a disability and those without a disability	58	40	2
People with different political opinions	31	60	9

Table 20 shows that a slightly higher percentage of children who had not done Shared Education said they had become more positive than their peers who had done Shared Education in relation to five of the Section 75 groups (people with different religious was the exception) as a result of having lessons and discussion in school. The differences were statistically significant for three groups: ethnicity, age and disability although the effect sizes were small (0.04). 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	50	45	5
Has not done Shared Education	49	46	5
People from different ethnic groups*			
Has done Shared Education	48	48	4
Has not done Shared Education	51	46	3
People of different ages (older and younger people/children)*			
Has done Shared Education	43	52	4
Has not done Shared Education	48	49	4
Girls and boys			
Has done Shared Education	38	59	3
Has not done Shared Education	42	56	3
People with a disability and those without a disability*			
Has done Shared Education	56	41	3
Has not done Shared Education	60	38	2
People with different political opinions			
Has done Shared Education	31	60	9
Has not done Shared Education	32	60	8

*p<0.05 (Effect size 0.04 (small))

There were statistically significant differences between the type of primary school children attended and their attitudes towards five of the section 75 groups as a result of having lessons and discussion in school: religion, ethnicity, age, disability and political opinion. As Table 21 shows, children who attended Controlled schools were least likely to say their attitudes had become more positive towards people with different religious beliefs, people from different ethnic groups, people with a disability and those without a disability, and people with different political opinions. Conversely,

children who attended Integrated primary schools were least likely to say their attitudes had become more positive towards people of different ages. None of the percentage differences were large, however, as reflected in the small effect sizes which ranged from 0.04 to 0.06. Nine per cent of children attending Catholic Maintained and 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	53	43	4
Controlled	45	49	6
Integrated	54	41	6
People from different ethnic groups***			
School Type			
Catholic Maintained	53	44	3
Controlled	46	50	4
Integrated	47	52	1
People of different ages (older and younger people/children)**			
School Type			
Catholic Maintained	48	48	4
Controlled	42	53	5
Integrated	41	56	3
Girls and boys			
School Type			
Catholic Maintained	41	56	3
Controlled	38	59	3
Integrated	38	61	1
People with a disability and those without a disability*			
School Type			
Catholic Maintained	60	37	3
Controlled	55	42	2
Integrated	56	43	2

People with different political opinions*			
School Type			
Catholic Maintained	33	58	9
Controlled	29	62	9
Integrated	32	63	5

* p<0.05; **p<0.01; ***p<0.001 Effect sizes range from 0.04 to 0.06 (small)

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

YLT respondents 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.'

One half (50%) 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, seven per cent said they had them in their youth project or youth centre only, and 12 per cent have had them in both settings. Of the 306 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), the majority said they had not had them as part of Shared Education (68%), 27 per cent had them as part of Shared Education and the remaining 4 per cent had covered them in both. Thirty 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).

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

YLT		
	%	(n)
School only	50	(247)
Youth project only	7	(36)
Both school and youth project	12	(59)
Neither	30	(150)

Of the 306 young people who have had lessons and discussion about different groups of people in our society (either in school only, or in school and as part of their youth project but were being asked to focus on the school setting only), the topic they had covered most often in school was 'people with different religious beliefs' (81%) followed by 'people from different ethnic groups' (80%). Least likely to be discussed in the school setting was 'people with dependents and those

without' (53%). The topics covered most in the youth setting, reported by the 95 respondents who have had lessons and discussion about different groups of people in our society in both their school and youth setting, were also religious beliefs (78%) and ethnicity (77%). In youth settings, the topics least likely to have been discussed were in relation to 'people with dependents and those without' and 'people with, and those without, caring responsibilities (both 47%). 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. The two, very slight, exceptions were 'people with different sexual orientations' and 'people of different ages' (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=306)	% saying YOUTH CENTRE has done (N=95)
People with different political opinions	70	60
People with different religious beliefs	81	78
People from different ethnic groups	80	77
People of different ages (older and younger people/children)	67	68
People who are single, cohabiting, married or divorced	55	48
People with different sexual orientations	55	56
Men and women	77	66
People with a disability and those without a disability	78	65
People with dependents (e.g. children) and those without	53	47
People with, and those without, caring responsibilities	57	47

As Table 24 shows, across all Section 75 groups, more YLT 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. The largest difference in percentages was for 'people with a disability and those without a disability' (28% and 15% respectively).

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 religious beliefs	
All	19
Has done Shared Education	17
Has not done Shared Education	20
People from different ethnic groups	
All	20
Has done Shared Education	18
Has not done Shared Education	21
People of different ages (older and younger people/children)	
All	33
Has done Shared Education	28
Has not done Shared Education	38
Girls and boys (KLT)/Men and Women (YLT)	
All	23
Has done Shared Education	20
Has not done Shared Education	25
People with a disability and those without a disability	
All	22
Has done Shared Education	15
Has not done Shared Education	28
People with different political opinions	
All	30
Has done Shared Education	25
Has not done Shared Education	34
People who are single, cohabiting, married or divorced	
All	45
Has done Shared Education	39
Has not done Shared Education	50
People with different sexual orientations	
All	45

Has done Shared Education	40
Has not done Shared Education	48
People with dependents (e.g. children) and those without	
All	47
Has done Shared Education	41
Has not done Shared Education	52
People with caring responsibilities and those without caring responsibilities	
All	43
Has done Shared Education	37
Has not done Shared Education	48

YLT respondents who said they have had lessons and discussion about different groups of people in our 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 76 per cent for marital status to 63 per cent for religious beliefs and ethnic groups. The young people were most likely to say they had become more favourable in respect of disability (35%) followed by people from different ethnic groups (34%). 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 (5%), followed by people with different political opinions (4%).

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	25	70	4	1
People with different religious beliefs	33	63	3	1
People from different ethnic groups	34	63	2	1
People of different ages (older and younger people/children)	23	74	3	1
People who are single, cohabiting, married or divorced	21	76	3	0
People with different sexual orientations	27	67	5	2
Men and women	23	74	2	0
People with a disability and those without a disability	35	64	1	1
People with dependents (e.g. children) and those without	26	73	1	0
People with, and those without, caring responsibilities	29	69	1	0

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

	Favourable %				Unfavourable %			
	More favourable		No change – as favourable as I was		No change – as unfavourable as I was		More unfavourable	
Attitudes towards people.....	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	29	21	67	73	4	4	<1	1
With different religious beliefs	38	28	59	67	3	3	<1	2
From different ethnic groups	41	29	56	68	3	2	<1	1
Of different ages (older and younger people/children)	25	20	71	76	3	3	1	1
Who are single, cohabiting, married or divorced	23	19	74	78	3	3	<1	1
With different sexual	32	23	61	71	6	5	1	2

orientations								
Men and women	26	21	72	77	2	3	-	-
With a disability and those without a disability	40	30	58	68	1	1	1	1
People with dependents (e.g. children) and those without	30	22	68	77	2	1	<1	1
People with, and those without, caring responsibilities	36	24	62	75	1	1	1	<1

Shared Education experience 2015, 2017 and 2018

This section presents findings from the questions on Shared Education that were asked in 2015, 2017 and in 2018 in both YLT and KLT. The question was worded in the same way in 2015 and 2018 but differently in 2017 therefore the results should be treated with some caution⁹. In 2018, the figure for the number involved in shared education for both YLT and KLT was lower than in 2017; however, for KLT the direct comparison between 2015 and 2018 showed a rise. In contrast, fewer young people participating in the 2018 YLT said they had been involved in Shared Education than their peers in either 2015 or 2017 (Table 27).

There has been a decrease in the percentages of respondents saying they having done projects, had classes or shared facilities among YLT respondents between 2017 and 2018. Among the KLT respondents there has been a very slight increase in the percentages saying they have done projects and shared facilities between 2017 and 2018; however, the percentages saying they have done projects, had classes or shared facilities fell between 2015 and 2018 (Table 27).

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

	%					
	YLT			KLT		
	2015	2017	2018	2015	2017	2018
Has been involved in Shared Education	51	72	40*	58	69	63**
Has done Shared Education and has done projects with pupils from other schools	69	70	67	56	50	51
Has done Shared Education and has had classes with pupils from other schools	55	60	50	34	41	34
Has done Shared Education and has used or shared sports facilities or equipment, like computers	38	48	40	44	33	34
Has done Shared Education and has done something else	6	4	12	28	24	24

*Difference between 2017 and 2018 statistically significant: $p < 0.001$; Effect size 0.33 (moderate)

**Difference between 2017 and 2018 statistically significant: $p < 0.001$; Effect size 0.09 (small)

⁹ In 2015 and 2018 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'.

There was a slight fall between 2015, 2017 and 2018 in the percentages of survey respondents saying they would mind 'a lot' or 'a little' sharing with different types of schools and pupils (Table 28). As in 2015 and 2017, KLT respondents taking part in the 2018 survey were more likely than their YLT counterparts to say they would mind sharing with pupils from a different religious background to them although the figure has fallen between 2017 and 2018 (30% and 23% respectively).

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

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

Involvement in lessons and discussion about different groups of people in our society 2012 to 2018 (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 fallen from 73 per cent in 2017 to 70 per cent in 2018, although the difference is not statistically significant.

Table 29: Involved in lessons and discussion about different groups of people in our society 2012 to 2018 (YLT)¹⁰

	2018*		2017		2016		2014		2012	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
School only	50	(247)	48	(276)	51	(515)	46	(397)	40	(473)
Youth project only	7	(36)	6	(35)	5	(51)	10	(82)	10	(116)
Both school and youth project	12	(59)	19	(107)	23	(231)	16	(135)	20	(236)
Neither	30	(150)	27	(152)	20	(204)	27	(243)	30	(350)

* Difference between 2017 and 2018 not statistically significant

¹⁰ In 2018, 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 2018 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 2018 are generally similar to the findings from the 2015 and 2017 surveys the most notable difference is the decrease in the percentage of YLT respondents saying they had taken part in Shared Education. However, a note of caution is that the questions differed across the three years: direct comparisons can be made between 2015 and 2018 which shows a fall of eleven percentage points in the number of young people saying they had done Shared Education. This difference was statistically significant. Similarly, in 2018, the figure for KLT respondents saying they had been involved in Shared Education was lower than in 2017; however, the direct comparison between 2015 and 2018 when the question was exactly the same, showed a rise.

In 2018, for the first time, survey respondents were asked whether they had made any close friends, from a different religion, as a result of taking part in Shared Education. The findings showed that 49 per cent of KLT and 43 per cent of YLT respondents said they had made at least one close friend, from a different religion. The respondents were also asked whether they felt better able to respect the views of other people since taking part in Shared Education and around two thirds of both KLT and YLT respondents either strongly agreed or agreed that they had.

Among respondents to both surveys, the activities that were liked the most were making new friends and 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 our society in their school (and/or youth setting in YLT). The majority (around 70% in both surveys) 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 our 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 our society than their peers who had not done Shared Education. In contrast, a slightly higher percentage of KLT respondents who had not done Shared Education said they had become more positive than their peers who had done Shared Education in relation to five of the 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 our society in school.

The findings from the 2018 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 KLT respondents, and almost three quarters of their YLT counterparts, said they were mostly favourable or favourable towards Shared Education.

5. References

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

Ministerial Advisory Group (2013) '*Advancing shared education*'. Available at:

<http://www.paulconnolly.net/publications/index.html>

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, 209 participated in the survey, representing 25% of schools. The highest response rate was from Catholic Maintained schools (28%) and no Independent schools participated in the 2018 KLT (Table A1).

Table A1: Response rates, by school management type

	Number of eligible schools (Population)	Number of schools (KLT sample)	Response rate %
Controlled	363	88	24
Catholic Maintained	364	101	28
Controlled Integrated	22	6	27
Grant Maintained Integrated	23	4	17
Voluntary	11	3	27
Other Maintained	27	5	18
Special	33	2	6
Independent	9	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 largest difference across school management types was for Catholic Maintained schools; KLT had 5.6 percentage points more Catholic Maintained schools than the school types with eligible P7s in the DE database.

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

	Schools DE %	Schools KLT %
Controlled	42.6	42.1
Catholic Maintained	42.7	48.3
Controlled Integrated	2.6	2.9
Grant Maintained Integrated	2.7	1.9
Voluntary	1.3	1.4
Other Maintained	3.2	2.4
Special	3.9	1.0
Independent	1.1	0

There were 25,561 P7-age children on the database provided by DE. In total 5300 logged on to the survey, a response rate of approximately 21 per cent. Table A3 compares the gender of KLT respondents with the overall figures from the DE database. Slightly more girls than boys participated in the 2017 KLT survey.

Table A3: Response, by gender (KLT)

	DE figures %	KLT %
Boys	51	49
Girls	49	51

YLT survey

As Table A4 shows, there were 5152 eligible respondents; half received a purple questionnaire (which included the Shared Education module) and the other half received a green questionnaire. Overall 1152 completed questionnaires were received by the end of the fieldwork period. This represents a response rate of 23 per cent.

Table A4: Response rates, by questionnaire type (YLT)

	Green Questionnaire		Purple Questionnaire (Shared Education Module)		All	
	Number	%	Number	%	Number	%
Questionnaires sent out	2575		2577		5152	
Addressee unknown/Return to sender	68		81		149	
Opted out/Unable to complete	8		9		17	
Base	2,499	100	2,487	100	4,986	100
Paper	353	14	393	16	746	15
Online	307	12	99	4	406	8
Total/Response rate	660	26	492	20	1,152	23

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, the 2018 YLT survey has more respondents who attended (or last attended) grammar schools (52%) than would be expected given the figure reported by DE for Year 12s for 2017/18 (43%)¹¹.

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 Ireland¹²

¹¹ Year 12 data extracted from the School level Post-primary enrolment data <https://www.education-ni.gov.uk/publications/school-enrolments-school-level-data-201718>. Accessed 28 June 2019

¹² NISRA: 2018 Mid-year population estimates <https://www.nisra.gov.uk/publications/2018-mid-year-population-estimates-northern-ireland>. Accessed 28 June 2019

Table A5: Response, by gender (YLT)

	Mid-year estimates for 16-year olds in NI %	YLT %
Males	51	40
Females	49	58
Other	-	1

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 YLT survey is not representative of 16 year olds in terms of gender and school type with an over-representation of females and pupils who attended grammar schools. 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 \pm
Ever been involved in any Shared Education (n=5293 ¹³)			
Yes	62.6	0.66	1.30
No	37.4	0.66	1.30
If you were in a shared campus school do you think you would like it or not? (n=5269 ¹⁴)			
Yes	35.9	0.66	1.29
No	23.5	0.58	1.44
I don't know	40.6	0.68	1.33

¹³ 7 KLT respondents did not answer the questions on whether they had been involved in Shared Education

¹⁴ 31 KLT respondents did not answer this question

Table A7: Sampling Errors (YLT)

	% (p)	Standard error of (p) (%)	95% Confidence interval ±
Ever been involved in Shared Education (n=484 ¹⁵)	39.7	2.22	4.35
Yes	39.7	2.22	4.35
No	60.3	2.22	4.35
Would you like your school, or the school you last attended to be part of a shared education campus? (n=482 ¹⁶)			
Yes	38.4	2.22	4.35
No	22.4	1.90	3.72
I don't know	39.2	2.22	4.36

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) 2017 and 2018

Shared Education

As the percentages of children and young people who said they had done Shared Education fell between 2017 and 2018 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 fell from 72 per cent in 2017 to 40 per cent in 2018. The 95% confidence interval for the difference in the two percentages (72%-40% = 32%) is 26.14 to 37.55. A chi-squared test indicates that there is a statistically significant difference between the two percentages (Chi-squared=109.05, df=1, p<0.001). The effect size is moderate (0.32).

The KLT figure fell from 69 per cent in 2017 to 63 per cent in 2018. The 95% confidence interval for the difference in the two percentages (69%-63% = 6%) is 4.12 to 7.87. A chi-squared test indicates that there is a statistically significant difference between the two percentages (Chi-squared=38.93, df=1, p<0.001). The effect size is small (0.09).

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 2017 and 2018.

¹⁵ 6 YLT respondents did not answer the questions on whether they had been involved in Shared Education

¹⁶ 10 YLT respondents did not answer this question

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 fell very slightly from 73 per cent to 70 per cent, confidence intervals have also been calculated. The 95% confidence interval for the difference in the two percentages (73%-70% = 3%) is -2.46% to 8.48%. A chi-squared test indicates that there is no statistically significant difference between the two percentages (Chi-squared=1.15, 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.

Q21. 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 Q23
No	2	Please go to next question

Q22. Would you like to be involved in Shared Education?

Yes	1	Please skip to Q30
No	2	Please skip to Q30
I don't know	3	Please skip to Q30

Q23. 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

Q24. 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

Q25. 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

Q26. 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

Q27. 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

Q28. 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 Q30

Q29. Why are you in favour of or not in favour of sharing with other schools? (Please type below.) S

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ALL RESPONDENTS

Q30. 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.

Q31. Would you like your school to be part of a Shared Education Campus?

Yes	1
No	2
I don't know	3

Q32. 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

Q33. 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

Q34. What do you think you would like or dislike about a shared campus? SECCOMM

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Q35. 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)

- 1
 2
 3
- Yes 1
 No 2
 I can't remember 3

7. How do you generally feel about Shared Education?

(Please tick ONE box only)

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

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	<input type="checkbox"/> 1	<input type="checkbox"/> 1

responsibilities

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