

Equality Commission

FOR NORTHERN IRELAND



Measuring Equality in Northern Ireland

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# Education

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Full Report

1 of 6  
Areas of Life

May 2024

## Introduction

The Equality Commission for Northern Ireland (the Commission) has developed a formal monitoring framework (the Framework) for Measuring Equality in Northern Ireland (MENI). This Framework will enable the Commission to identify differences in equality outcomes and to track those differences over time. This report supports a Commission Statement on Equality in Northern Ireland developed from the Framework.

The Framework identifies six Broad Areas of Life in Northern Ireland, with nine equality Outcome Areas. Each Outcome Area has associated specific Priority Areas with population indicators and sources of evidence. These Sources of Evidence will be used to track and measure change over time.

The six Broad Areas of Life are:



**Education**



**Employment**



**Participation  
in Public Life**



**Health and  
Social Care**



**Standards of  
Living and  
Housing**



**Communities that  
are Welcoming  
and Inclusive**

The Outcome Areas for **Education** are: *'There is equality of opportunity in education'* and *'The place we learn are welcoming and inclusive'*.

The Priority Areas for this broad Areas of Life and two Outcome Areas are:

For *'There is equality of opportunity in education'*:

- **Attainment in Education:** Everyone has equality of opportunity in reaching their potential in education, persistent underachievement is addressed and inequalities in educational attainment related to equality grounds and/or socioeconomic (free school meal) status are addressed.
- **Access to Curriculum and Career Paths:** Everyone has equality of opportunity in the pursuance of a career path of their choice.
- **Education Support:** Everyone has equality of opportunity to access the support they require to achieve their full potential.

For *'The place we learn are welcoming and inclusive'*:

- **Bullying and Stereotyping:** No-one should be subjected to prejudice-based bullying and stereotyping in education.
- **Sharing in Education:** Children and young people are taught together via a shared curriculum in shared classes.

The Population Indicators and the Sources of Evidence are outlined in our Framework.

This report highlights the findings from analyses from of the Sources of Evidence used for this broad Area of Life and is presented as the Commission's Statement on Equality in the Education area of life, for people in Northern Ireland.

Where possible, the findings presented in this report highlight the observable differences across equality groups from the overall values recorded for entire samples of population from surveys and administrative datasets. Furthermore, and where possible, the report also highlights the key differences between equality groups within their respective equality grounds.

The reader is advised to refer to the originating surveys and administrative datasets in respect to each instruments design and methodology.



Priority Area:

## Attainment in Education

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Everyone has equality of opportunity in reaching their potential in education, persistent underachievement is addressed and inequalities in educational attainment related to equality grounds and/or socioeconomic (free school meal) status are addressed.

**Data Source:** School Leavers Survey- Department of Education

**Data Provider:** Analytical Services Unit. Department of Education

 [School leavers | Department of Education \(education-ni.gov.uk\)](https://education-ni.gov.uk)

**Population Indicator:** Percentage of school leavers achieving at least 5 GCSE's Grades A\* - C (or equivalent i.e. NVQ Level 2, Functional Skills Level 2, OCN Level 3)

**Data Source:** School Leavers Survey- Department of Education

**Data Provider:** Analytical Services Unit. Department of Education

The data analysis covers the last three academic years 2018-2019, 2019-2020, 2020-2021. The data set provided excludes special and independent schools, includes equivalent qualifications, includes those who undertook no GCSE examinations or obtained no graded results, includes only those with no qualification of any kind.

### **Definition: Newcomer**

A newcomer is a pupil whose home language is not English or Irish and who may require support in school for this reason.

A newcomer is a pupil who has enrolled in a school but does not have satisfactory language skills to participate fully in the school curriculum and does not have a language in common with the teacher.

The Common European Framework of Reference (CEFR) is the mandatory assessment required by Department of Education (DE) to assess the level of English of all pupils designated as Newcomers to access funding. It is a set of benchmarks for English language acquisition; used to identify what pupils can do, monitor progress and plan for language learning.

CEFR has 4 levels; Pre-A1, A1, A2 and B1 in skill areas of Listening, Reading, Speaking & Writing.

When a pupil has achieved all the benchmarks at B1, across all skill areas, and the pupil is able to participate fully in class, then he/she is no longer considered a newcomer pupil.

**Statistics:** Current Newcomers are those who were still designated by the school as not having sufficient language skills at the point they left the school system (and are therefore more likely to be pupils who joined the NI school system in recent years).

**Definition Former Newcomer**

If the newcomer pupil achieves all the benchmarks at CEFR B1, this demonstrates that he/she has the language skills to participate fully in the curriculum.

**Statistics:** Former Newcomers are pupils who were designated as a Newcomer at some stage during their schooling but were no longer designated as such at the end of their time in the school system.

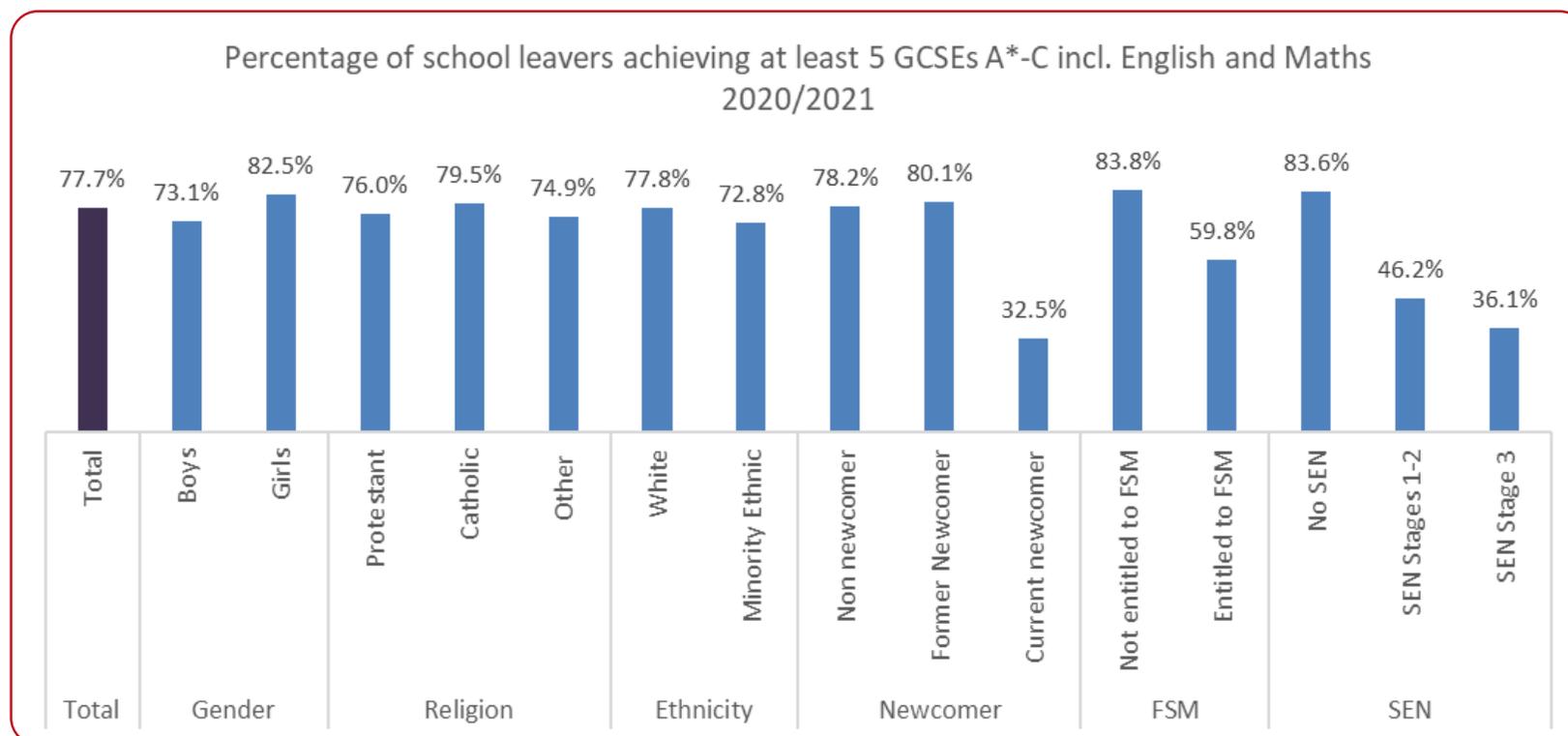
**Definition: Non-newcomer**

A non-newcomer is an indigenous pupil whose home language is English or Irish.

Sources: [Common European Framework of Reference \(CEFR\) | Education Authority Northern Ireland \(eani.org.uk\)](#) (2022)

### Summary Across Equality Groups

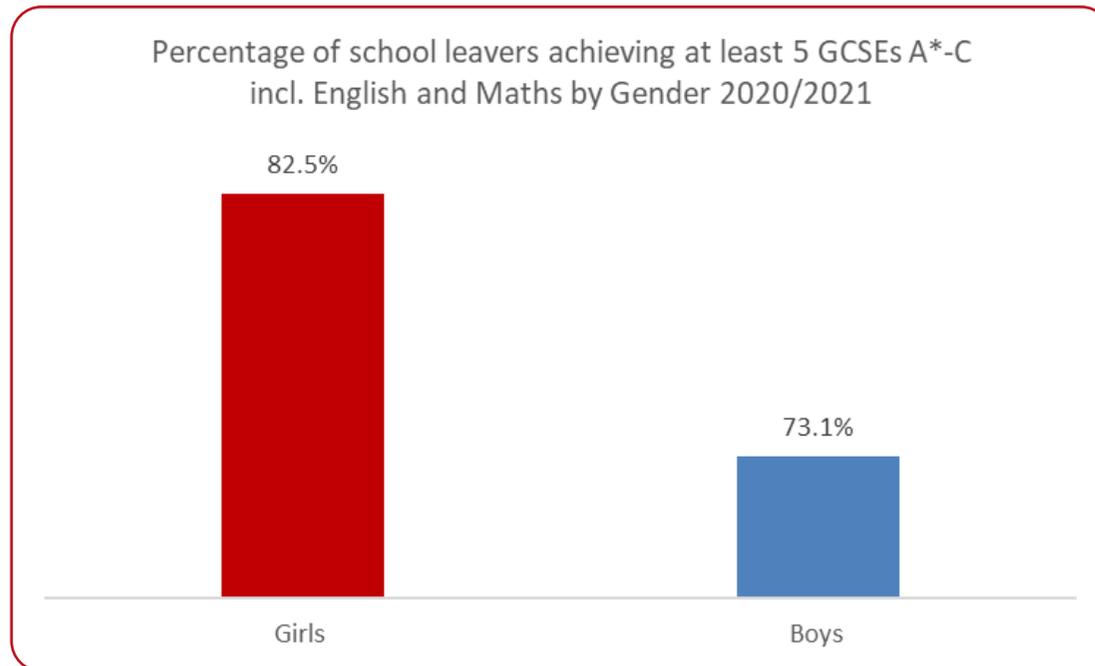
More than three quarters of school leavers achieved at least 5 GCSEs A\*- C including English and Maths in 2020/2021. Across all equality groups of pupils, including those entitled to FSMs (Free Schools Meals entitlement), girls (82.5%), Catholic pupils (79.5%), former newcomer (80.1%), pupils not entitled to school meals (83.8%) and pupils with no special education needs (83.6%) over performed above the average level of achievement level for GCSEs. Whereas, those who we Current Newcomers (32.5%), those entitled to FSMs (59.8%) and those at SEN Stages 1 and 2 (46.2%) and at SEN Stages 3 (36.1%) underperformed against the overall average level of achievement of 77.7% for GCSEs.



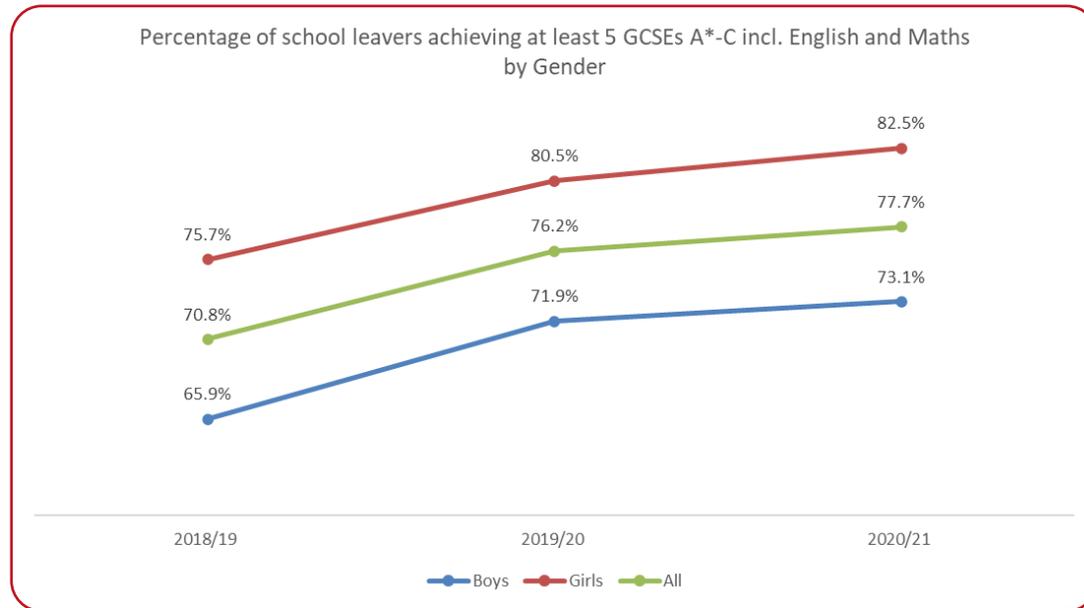
## Gender

**Data Status:** Data is collected, it can be analysed and presented.

In 2020/21, 82.5% of girls achieved at least five GCSEs at grades A\* - C or equivalent including GCSE English and Maths compared with 73.1% of boys, a difference of 9.4 percentage points.



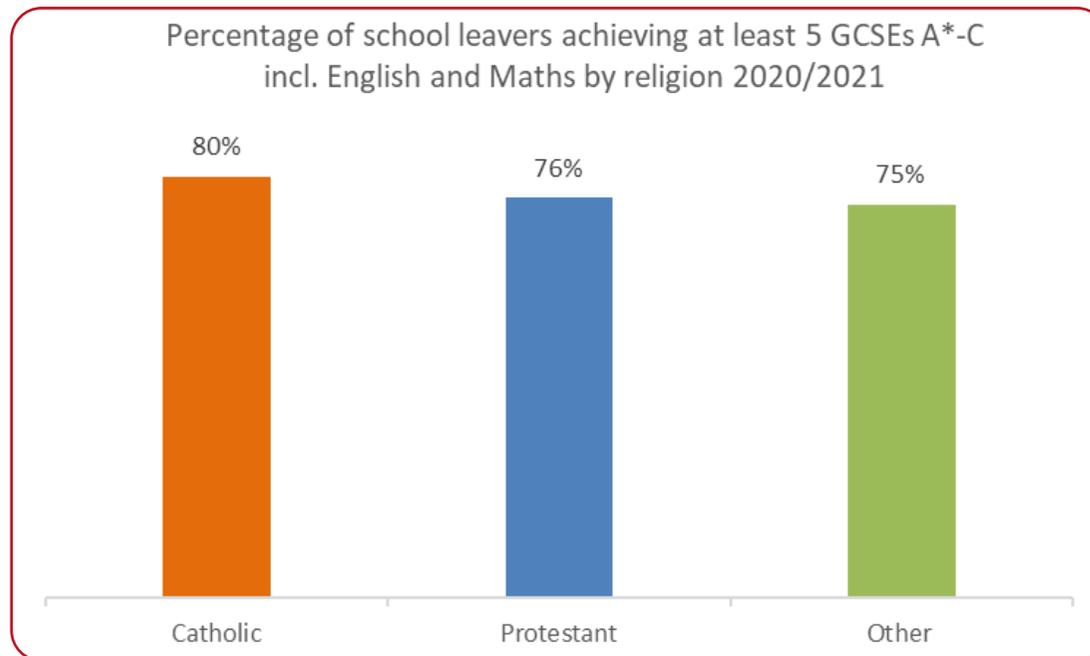
Considering the data since 2018/19, in general, there has been an increase in the percentage of boys and girls achieving at least five GCSEs at grades A\* - C or equivalent including GCSE English and Maths; this has been consistent over the last three years. However, girls have consistently overperformed boys by around ten percentage points, and boys were consistently slightly below the average for the total of pupils achieving these grades during the period of analysis.



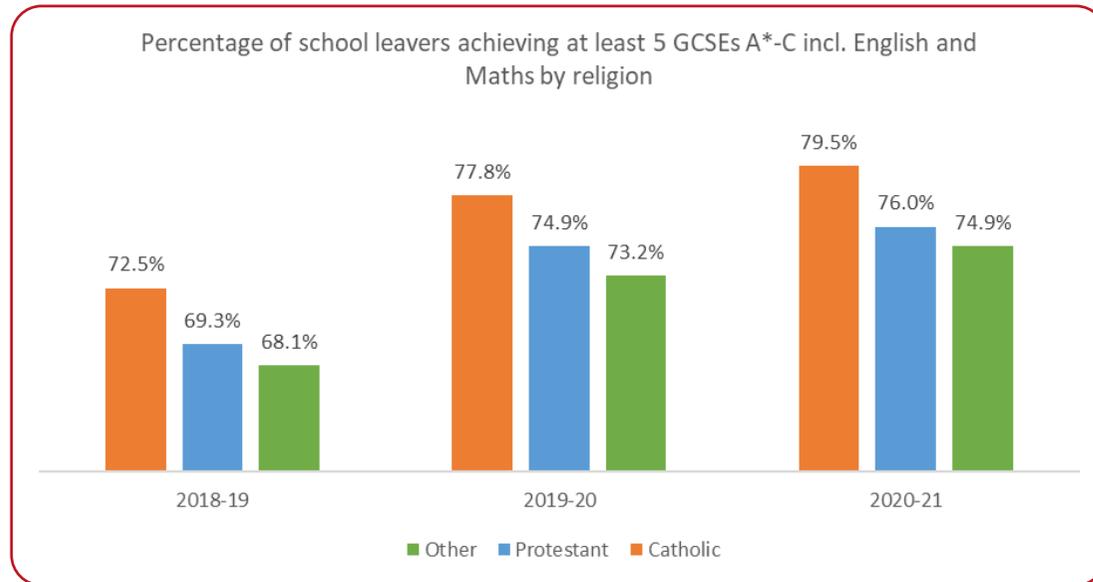
## Religion

**Data Status:** Data is collected, it can be analysed and presented.

School leavers from a Catholic background were slightly more likely to achieve at least five GCSEs at grades A\* - C or equivalent including GCSE English and Maths than school leavers from a Protestant background with a difference of 3.5 percentage points, and with a difference of 4.6 percentage points with school leavers from Other religion backgrounds.



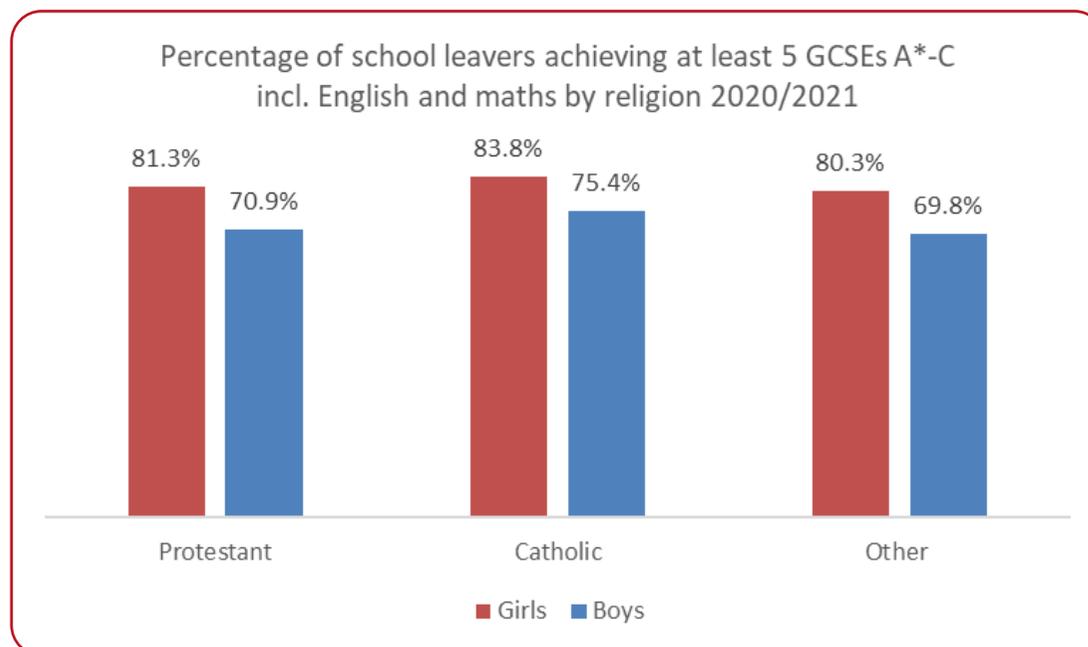
When considering the differences over the last three years of analysis, school leavers from a Catholic religion background marginally overperformed Protestant school leavers and pupils from the Other religion background. Although there had been an increased in the percentages of school leavers achieving at least five GCSEs at grades A\* - C or equivalent including GCSE English and Maths in the last three years for all the religion backgrounds, differences between these groups were persistent.



## Gender and Religion

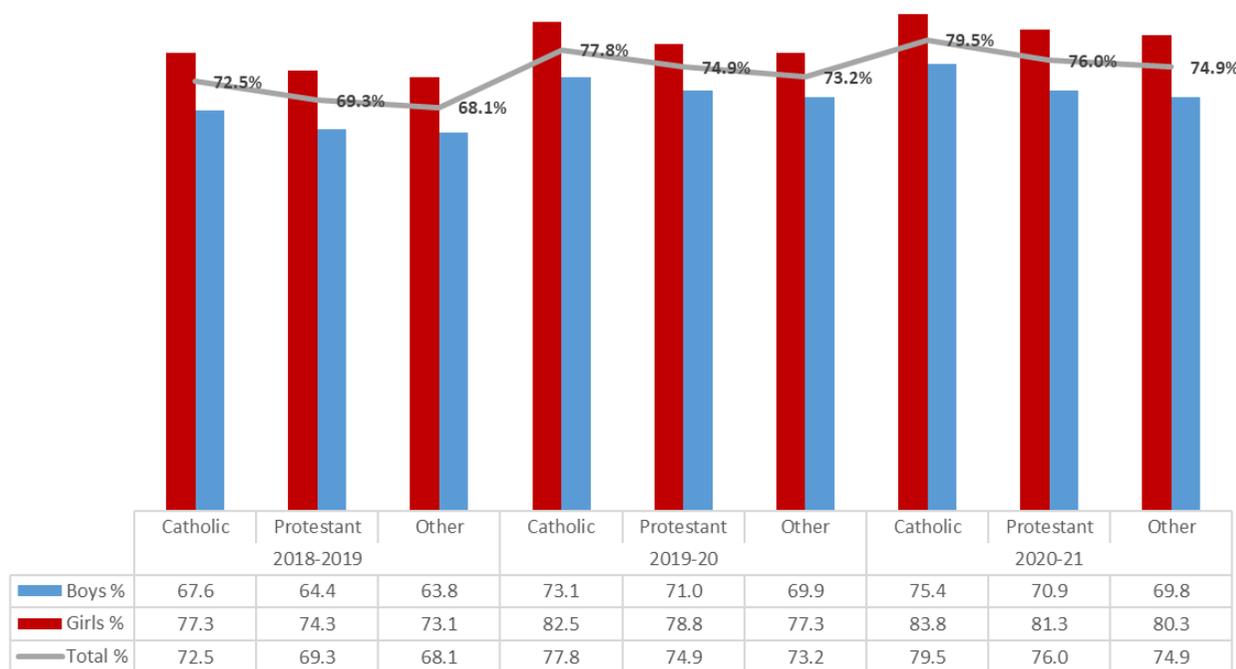
**Data Status:** Data is collected, it can be analysed and presented.

In 2020/21, the proportion of Catholic school leavers with at least five GCSEs at grades A\* - C or equivalent including GCSE English and Maths was 79.5%. The corresponding proportion for Protestant school leavers was 76.0%, a difference of 3.5 percentage points. The achievement of GCSEs at grades A\* - C or equivalent including GCSE English and Maths, also shows a gender gap for both Catholic and Protestant school leavers which has remained consistent since 2018. In 2020/21, the attainment gap for Protestant pupils was of 10.4 percentage points in favour of female Protestant pupils. The attainment gap was 8.4 percentage points between male and female school leavers from Catholic background in favour of girls. Similar differences are evident when comparing female and male pupils from Other backgrounds, where the attainment gap between female and male pupils was over 10 percentage points in favour of girls.



When considering gender and religion together, across all the segments of the analysis for the last three years, it was evident that there was a consistent improvement in the proportions of both Catholic and Protestant pupils achieving at least five GCSEs at grades A\* - C or equivalent including GCSE English and Maths. However, differences remained consistent between girls and boys, with girls overperforming boys from all religion backgrounds. Catholic girls also continued to overperform the total average for all the segments of the analysis. Notably, the percentages of pupils from the Other religion background achieving at least five GCSEs at grades A\* - C or equivalent including GCSE English and Maths remained lower across all segments of religion background.

Percentage of school leavers achieving at least 5 GCSEs A\*-C incl. English and Maths by gender and religion

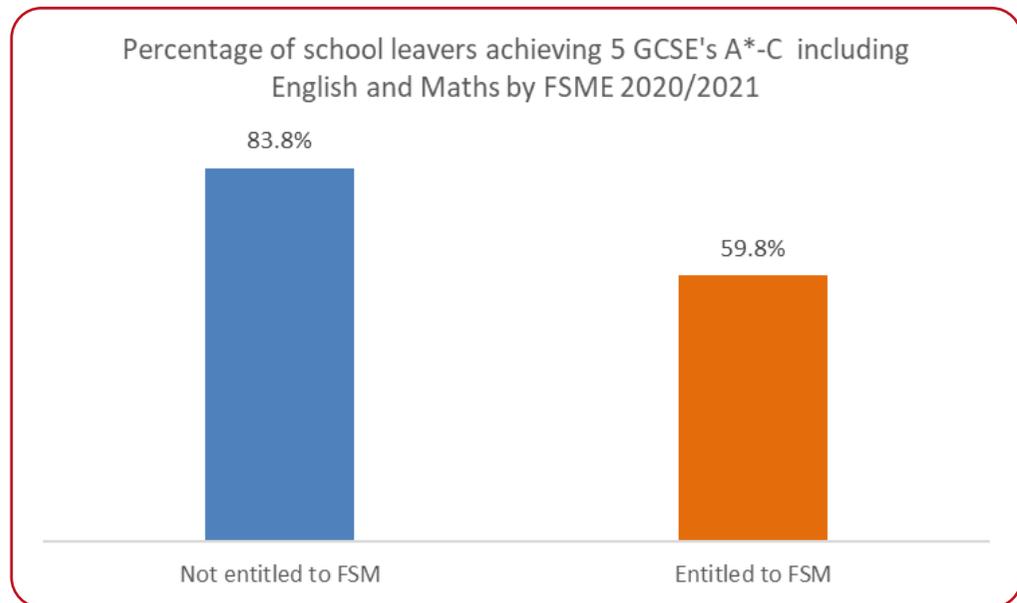


Boys % Girls %

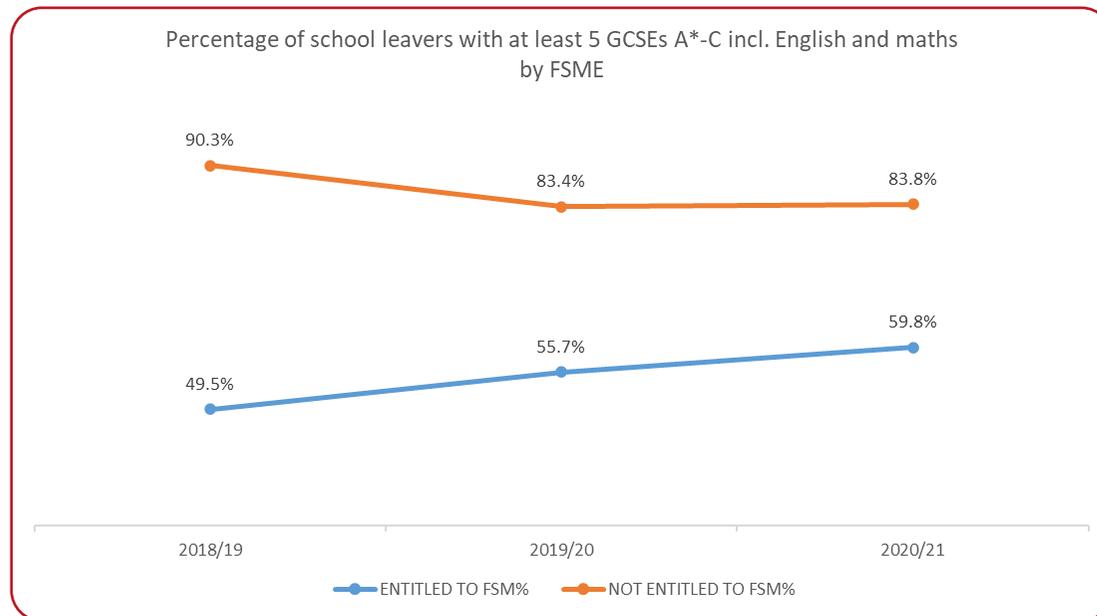
### Free School Meal Entitlement (FSME)

**Data Status:** Data is collected, it can be analysed and presented.

In 2020/21, 83.8% of school leavers not entitled to free school meals achieved at least five GCSEs at grades A\* - C or equivalent (i.e. achieving at level 2 or above) including GCSEs in English and Maths, while 59.8% of those entitled to free school meals achieved these grades. This represented a gap of 24.0 percentage points between these two groups compared.



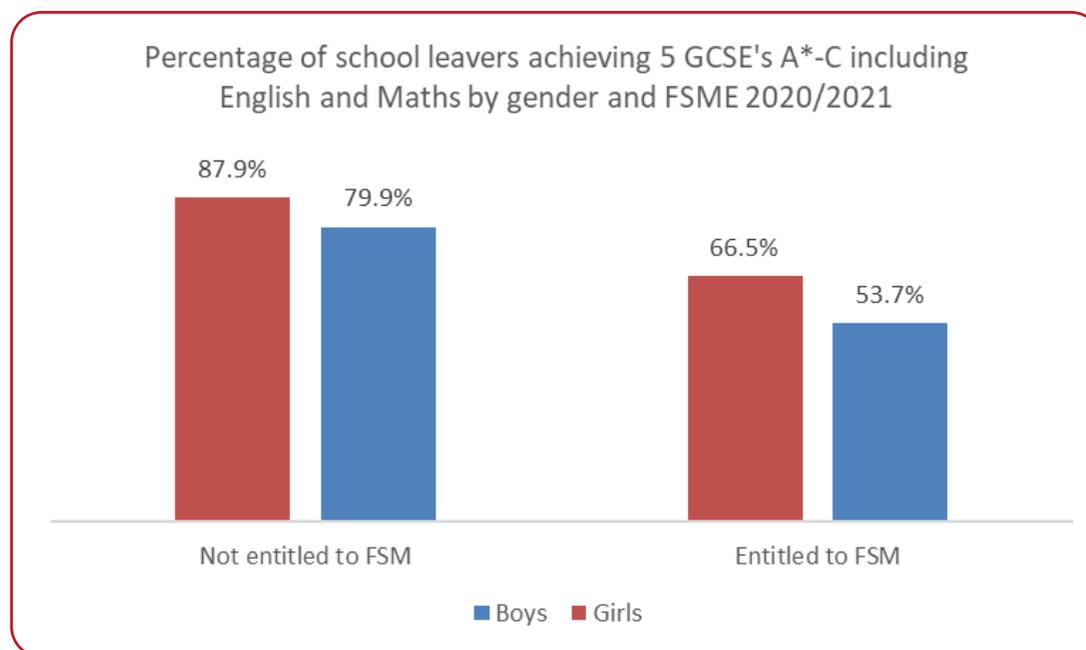
Over the three years of analysis, the attainment gap between school leavers entitled to FSMs and pupils not entitled to FSMs persisted, although there was a consistent reduction in the gap from 40.8 percentage points in 2018/19 to 24 percentage points in 2020/21.



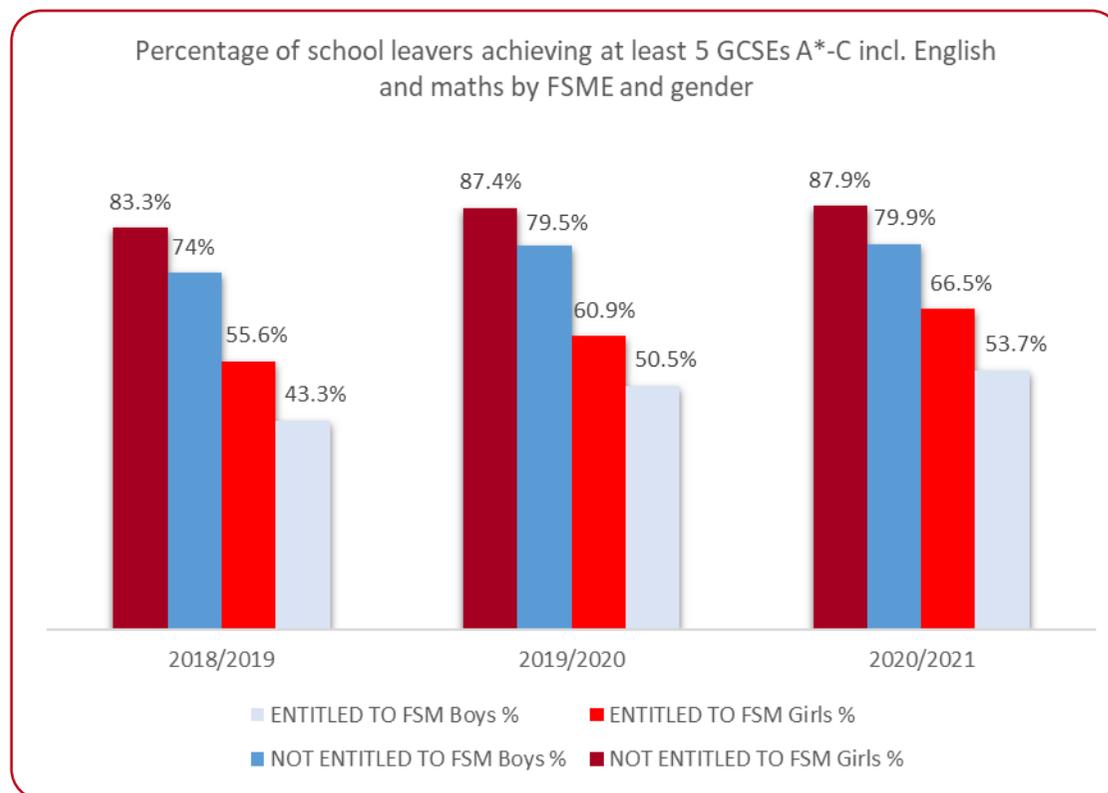
### Free School Meal Entitlement and Gender

**Data Status:** Data is collected, it can be analysed and presented.

The attainment gap between pupils with FSM entitlement and pupils not entitled to FSMs becomes more evident between boys (53.7%) and girls (66.5%) entitled to FSMs with a difference of 12.8 percentage points in 2020-21. Girls not entitled to FSM (87.0%) also overperformed boys not entitled to FSMs (79.9%) when achieving at least five GCSEs at grades A\* - C or equivalent including GCSEs in English and Maths.



Although there had been an increase in the number of pupils entitled to school meals achieving at least five GCSEs at grades A\* - C or equivalent including GCSEs in English and Maths in the last three years of analysis, the attainment gap concerning entitlement to FSMs continued to affect more boys than girls entitled to FSMs. However, the data showed a small reduction on the attainment gap between boys entitled to FSMs (43.3%) and boys not entitled to FSMs (74%) from 30.7 percentage points in 2018-19 to 26.2 percentage points in 2020-21. Similarly, there was also a reduction in the gap from 27.7 percentage points in 2018-19 to 17.3 percentage points in 2020-21 for girls. Boys entitled to free school meals consistently underperformed girls entitled to FSMs, and boys and girls not entitled to FSMs, over the period of analysis.



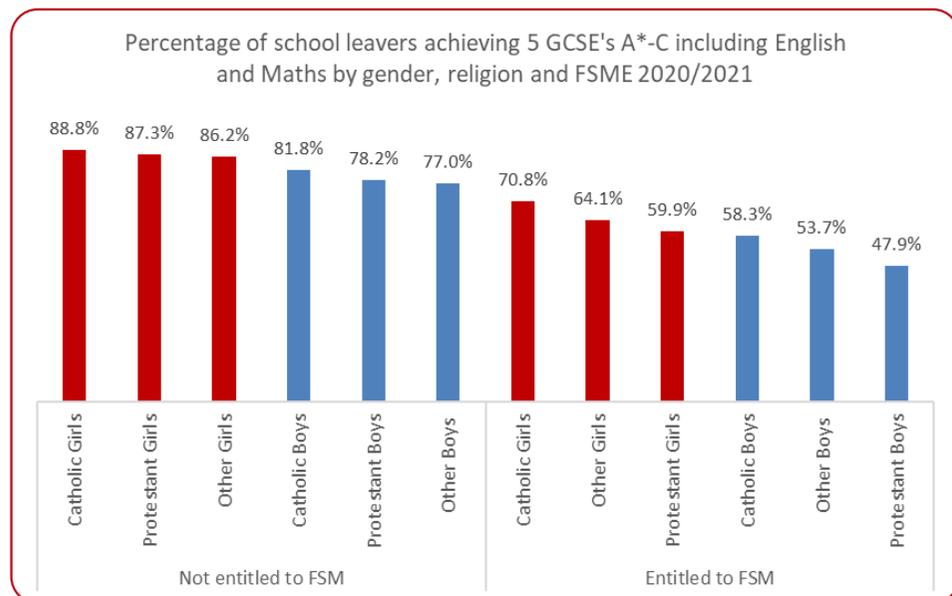
### Free School Meal Entitlement by Religion and Gender

**Data Status:** Data is collected, it can be analysed and presented.

In 2020/21, 47.9% of Protestant boys entitled to free school meals achieved at least five GCSEs at grades A\* - C or equivalent including GCSEs in English and Maths compared with 58.3% of Catholic boys entitled to free school meals. Similarly, 59.9% of Protestant girls entitled to free school meals have achieved at least five GCSEs at grades A\* - C or equivalent including GCSE English and Maths compared with 70.8% of Catholic girls entitled to free school meals.

In 2020/21, differences between Protestant and Catholic boys and girls entitled and not entitled to FSMs, persisted. There was a difference of 30.3 percentage points between Protestant boys not entitled to FSMs (78.2%) and Protestant boys entitled to FSMs (47.9%) who achieved at least five GCSEs at grades A\* - C or equivalent including GCSE English and Maths.

The gap between Catholic girls entitled to FSMs (70.8%) and Catholic girls not entitled to FSM (88.8%) who achieved at least five GCSEs at grades A\* - C or equivalent including GCSE English and Maths was less prominent than the male religion gap, however, there was a difference of 18 percentage points between Catholic girls entitled to and not entitled to FSMs.



The proportions of school leavers entitled to FSMs achieving at least five GCSEs at grades A\* - C or equivalent including GCSE English and Maths increased slightly by 4.1 percentage points from 55.7% in 2019/20 to 59.8% in 2020/21.

Since 2018/19, a greater proportion of Protestant boys entitled to FSMs achieved at least five GCSEs at grades A\* - C or equivalent including GCSEs in English and Maths from 37.9% in 2018/19 to 47.9% in 2020/21, an increase of 10 percentage points. Similarly, the percentage of Catholic boys entitled to FSMs achieved at least five GCSEs at grades A\* - C or equivalent including GCSE English and Maths, increased 6.6 percentage points from 46.7% in 2018/19 to 53.3% in 2020/21.

When compared with 2018/19, a greater proportion of Protestant girls entitled to free school meals achieved this measure in 2020/21, with an increase of 10.9 percentage points (49% in 2018/19 to 59.9% in 2020/21). There was also an increase of 11.8 percentage points for Catholic girls entitled to FSMs (59.4% in 2018/19) achieving at least five GCSEs at grades A\* - C or equivalent including GCSE English and Maths in comparison with 2020/21 (70.8%).

Similar differences were evident and persistent across the three academic years of analysis when comparing pupils from the Other religions with entitlement to FSMs and with those not entitled to FSMs. In 2018/19, the percentage of pupils from the Other religions entitled to FSMs achieving at least five GCSEs at grades A\* - C or equivalent including GCSEs English and Maths was 43.5%, a difference of 33.1 percentage points in comparison with pupils from the Other religion not entitled to FSM (76.6%) with a very small change in 2020/21 where the difference between pupils from the Other religion entitled to FSMs (56.5%) and those not entitled to FSMs (81.4%) was 24.9 percentage points.

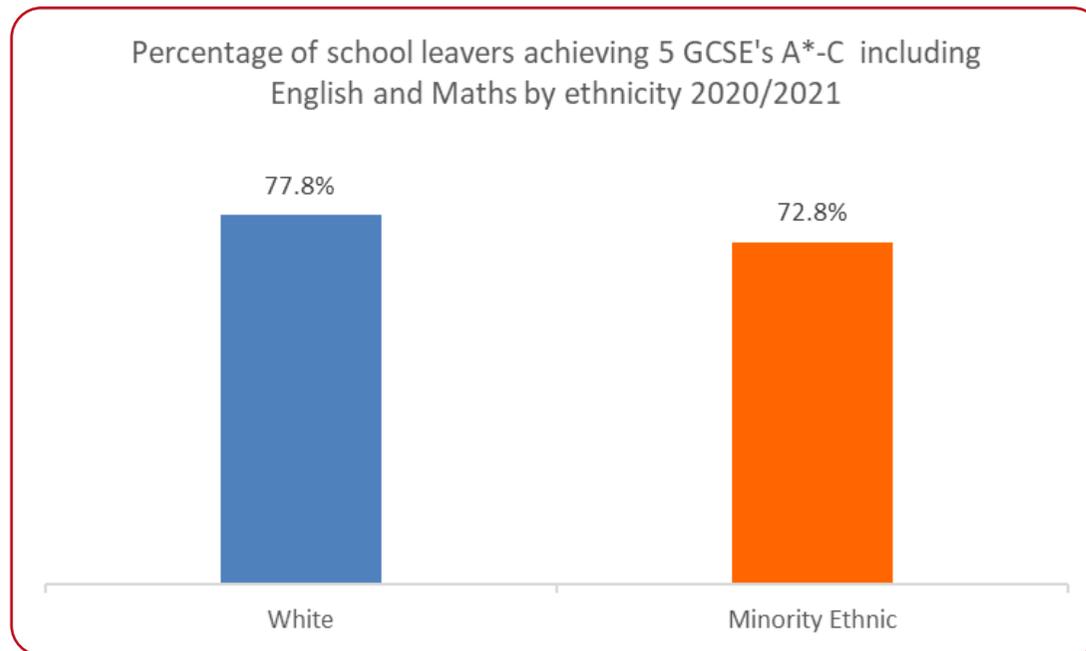
Percentage of school leavers achieving at least 5 GCSEs A\*-C incl. GCSE English and Maths by FSME, gender and religion



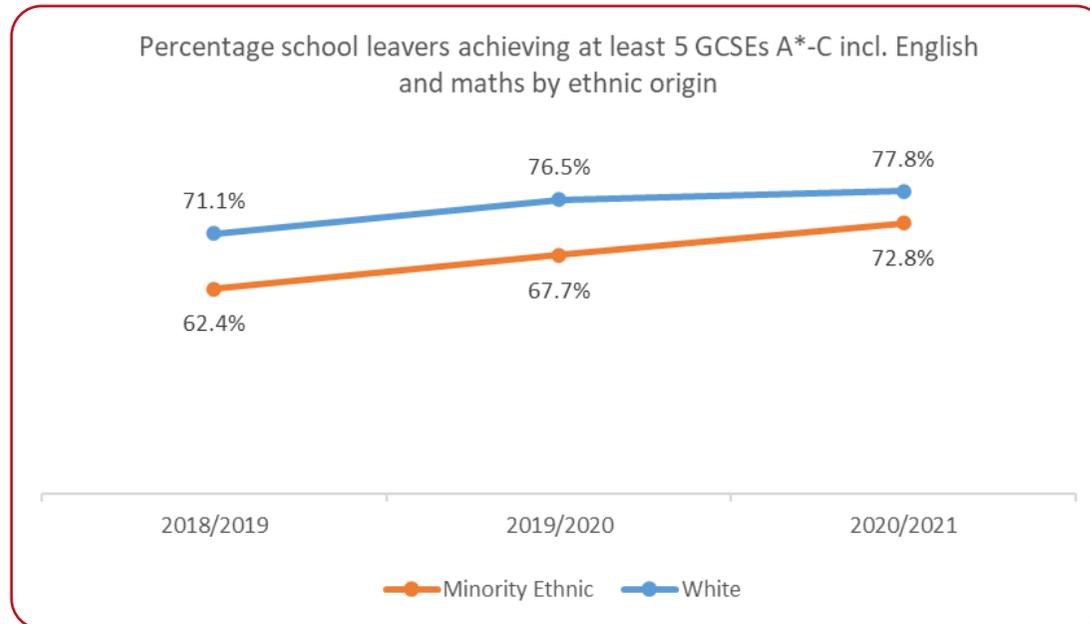
## Ethnicity

**Data Status:** Data is collected, it can be analysed and presented.

In 2020/21, 72.8% of school leavers from ethnic minorities achieved at least five GCSEs at grades A\* - C or equivalent including English and Maths in comparison to 77.8% of white pupils who achieved the same grades.



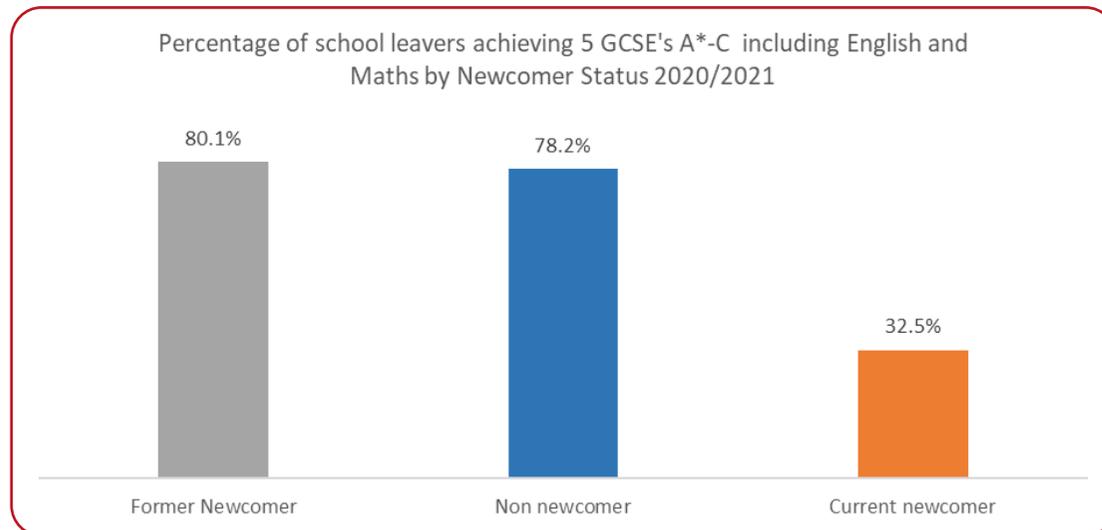
When comparing the percentages of pupils from ethnic minorities achieving at least five GCSEs at grades A\* - C or equivalent including GCSE English and Maths since 2018/19, the data shows that the attainment gap between white and ethnic minority pupils continued to narrow from 8.7 percentage points in 2018/19 to 5 percentage points in 2020/21, a reduction of 3.7 percentage point in three years.



## Newcomer Pupils

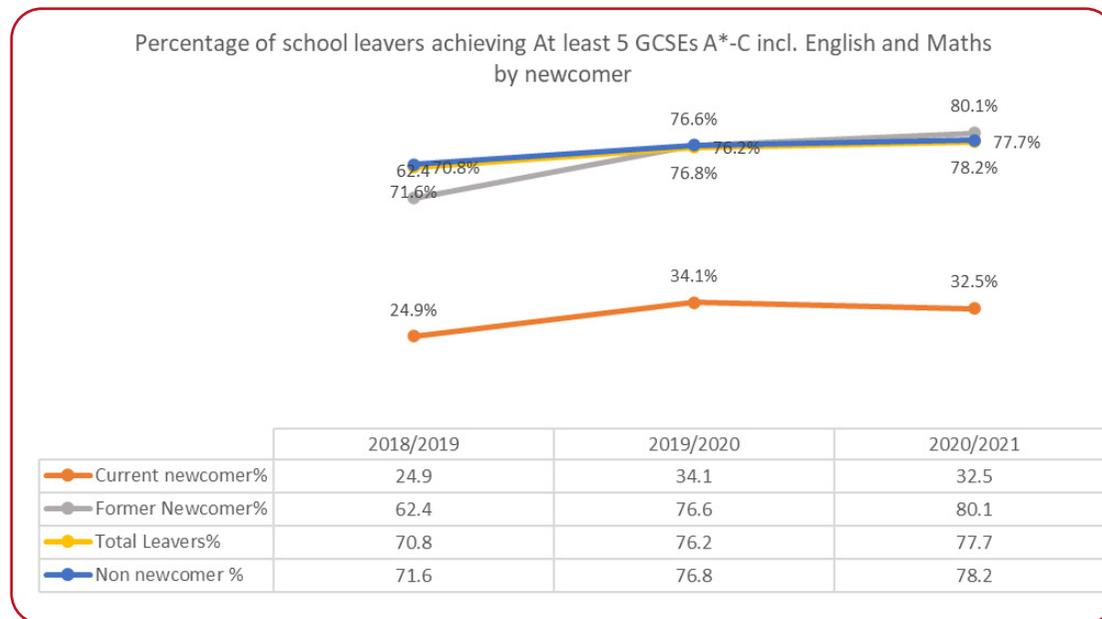
**Data Status:** Data is collected, it can be analysed and presented.

When considering newcomer pupils and non-newcomer pupils achieving at least five GCSEs at grades A\* - C or equivalent including GCSE English and Maths, in 2022-2021 the data indicated a significant attainment gap of 47.6 percentage points between current newcomer (32.2%) and former newcomer (80.1%). Former new commers were performing above the average for the total leavers achieving at least five GCSEs at grades A\* - C or equivalent including GCSE English and Maths and above the percentage of those who are not newcomers (78.2%).



Comparing these figures with the last three years of analysis, since 2018-19 there was a consistent increase in the proportions of former newcomer achieving at least five GCSEs at grades A\* - C or equivalent including GCSE English and Maths. Over the last three years, there was an increase of 8.5 percentage points in former newcomer pupils achieving these grades from 71.6% to 80.1%.

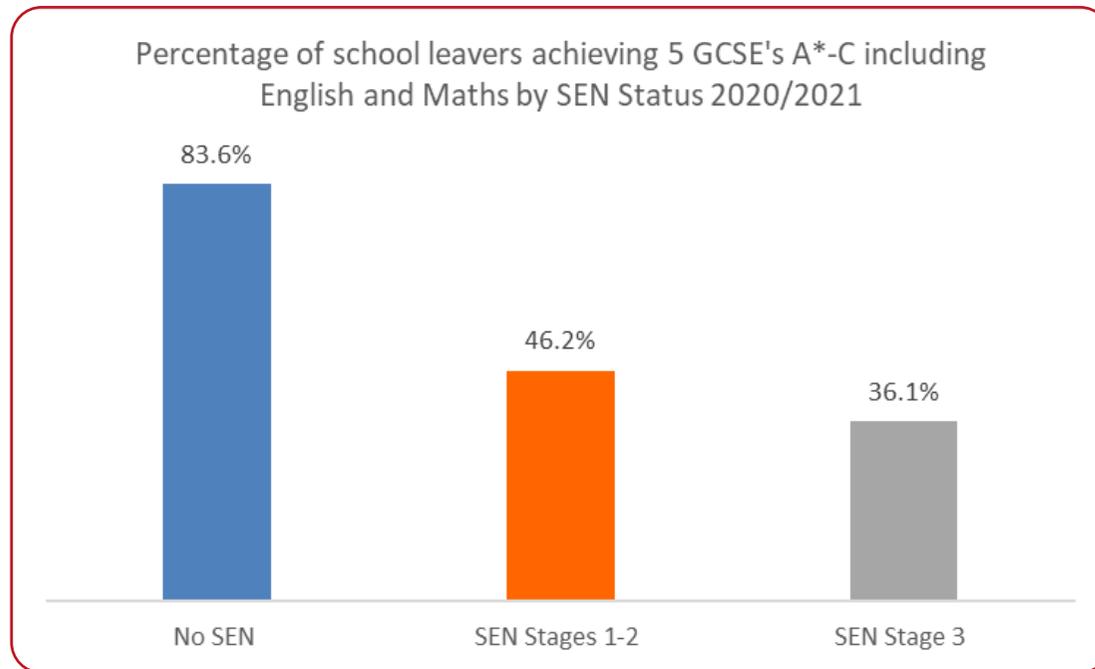
However, current newcomer pupils continued to achieve well below the total percentages for school leavers, but also well below in comparison to former newcomers and non-newcomers achieving at least five GCSEs at grades A\* - C or equivalent including English and Maths. There was also a large difference between current newcomers and former newcomers in that the attainment gap between both groups had increased from 37.5 percentage points in 2018/19 to a gap of 47.9 percentage points in 2020/21.



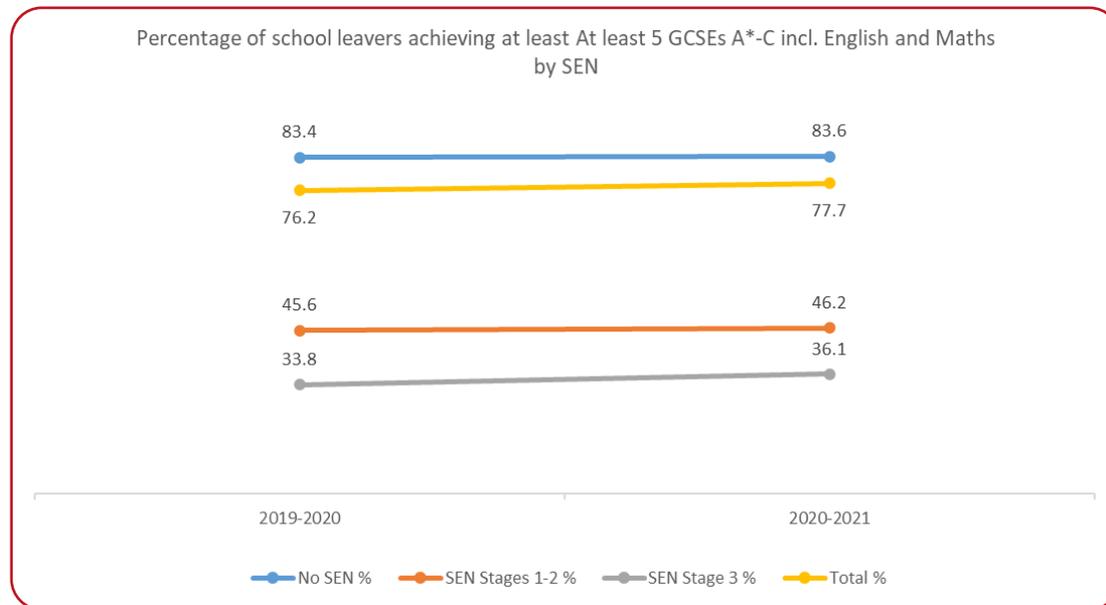
## Special Educational Needs (SEN)

**Data Status:** Data is collected, it can be analysed and presented.

In 2020/21, the percentage of pupils at SEN Stage 1-2 who achieved at least five GCSEs at grades A\* - C or equivalent including English and Maths was of 46.2%, this was 37.4 percentage points below the proportion achieved by pupils with No SEN (pupils not classified at SEN Stages 1 to 3) achieving these grades (83.6%). For pupils with SEN statements, for those at Stage 3, (36.1%) the difference was even higher, at 47.5 percentage point below the proportion achieved by pupils with No SEN.



The attainment gaps between school leavers at SEN Stages 1-2 and Stage 3 and those with No SEN have been persistent for the last two years<sup>1</sup>. Pupils at SEN Stages 1-2 and Stage 3 achieving at least five GCSEs at grades A\* - C or equivalent including English and Maths remained below the total average of school leavers.



<sup>1</sup> Data only available for 2019-2020 and 2020-2021

Education

1 of 6 Areas of Life

**Dependents**

Data Status: Data is not collected.

**Caring status**

Data Status: Data is not collected.

**Political opinion**

Data Status: Data is not collected.

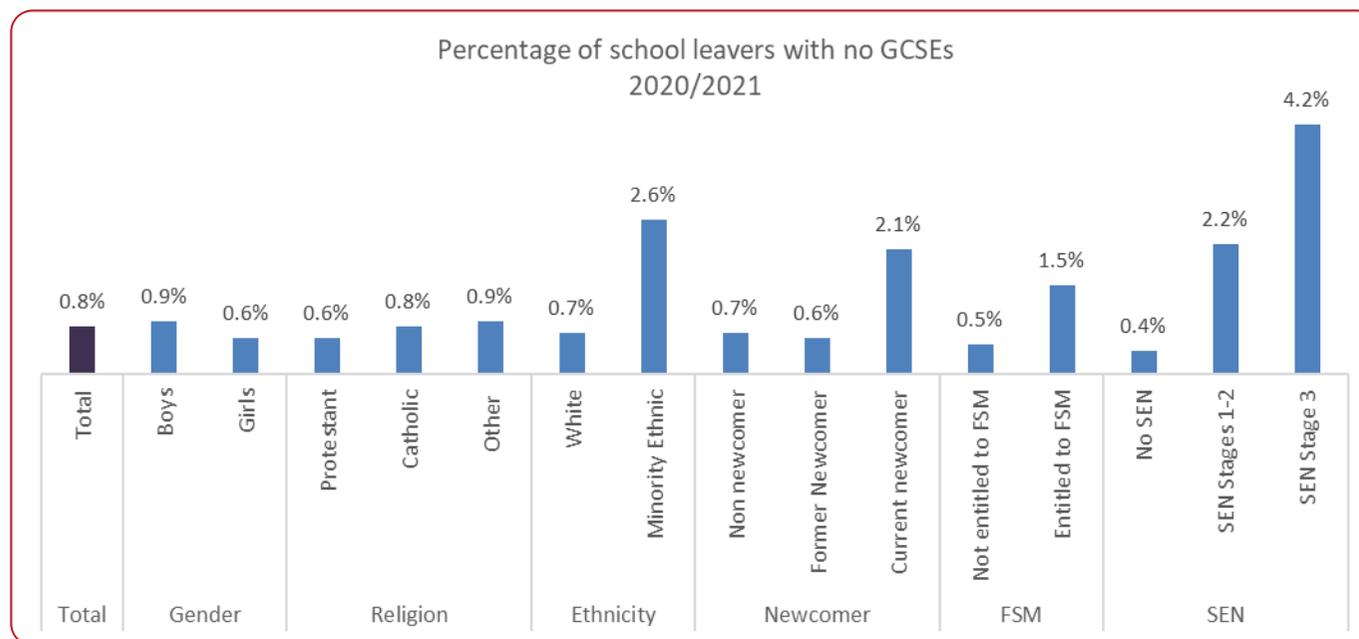
**Population Indicator: Percentage of school leavers with no GCSE's**

**Data Source:** School Leavers Survey- Department of Education

**Data Provider:** Analytical Services Unit. Department of Education

**Summary Across Equality Groups**

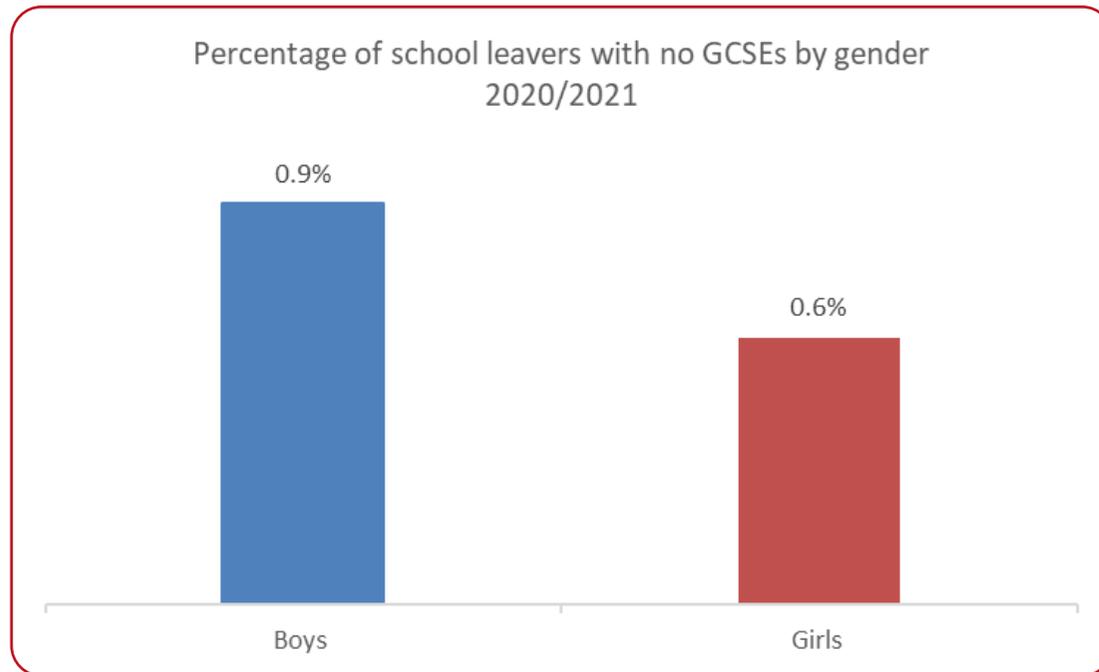
Across all equality groups for pupils, the percentages of school leavers with no GCSEs was substantially higher for pupils at SEN Stage 3 (4.2%), followed by pupils from minority ethnic groups (2.6%), pupils at SEN Stages 1-2, current newcomer pupils (2.1%), and pupils entitled to free school meals (FSMs)(1.5%) in comparison with the other groups of pupils by equality groups, and compared with overall average level of 0.8% of school leavers with no GCSEs.



## Gender

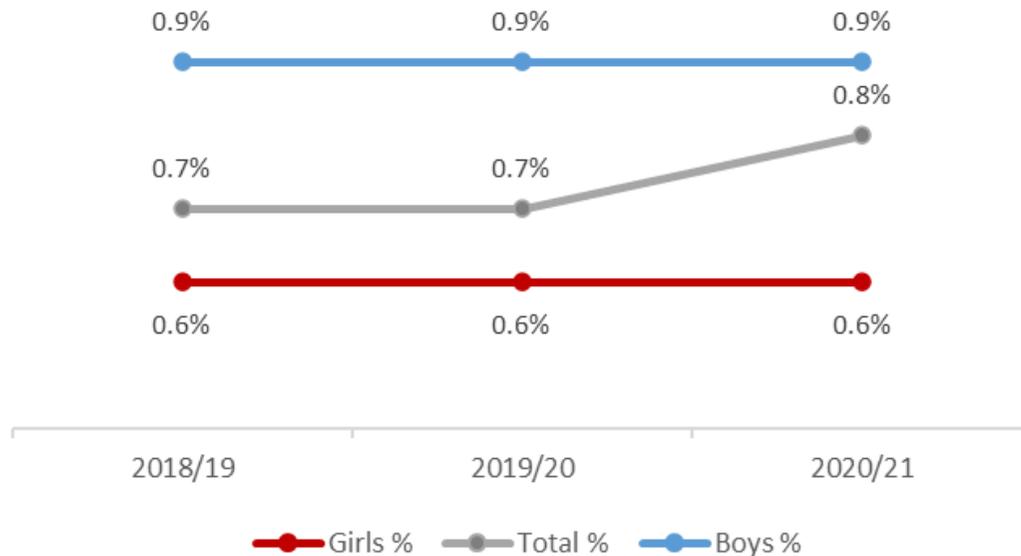
**Data Status:** Data is collected, it can be analysed and presented.

More boys left school in 2020/21 with no GCSEs or equivalent qualifications than girls; this equated to 0.9% of all male school leavers and 0.6% of all female school leavers.



The percentages of boys leaving school with no GCSEs continued to be slightly higher than the percentages of girls leaving school with no GCSEs over the period of analysis. The percentages of pupils leaving school with no GCSEs for female and male school leavers remained the same for the years 2018-2019 and 2019/20 with a marginal increase of 0.1 percentage points in 2020/21.

Percentage of school leavers with No GCSEs by gender

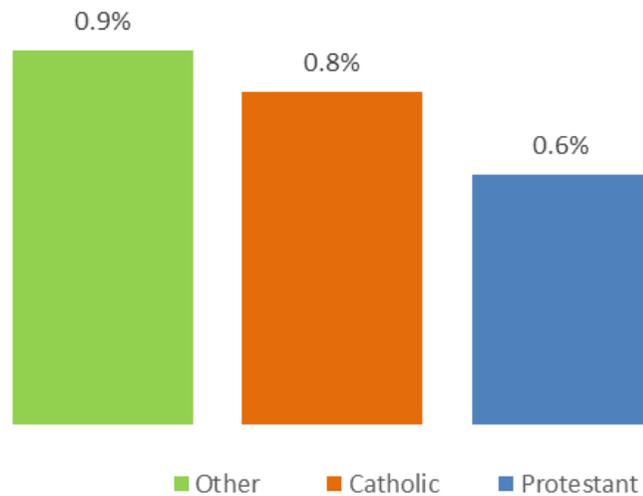


## Religion

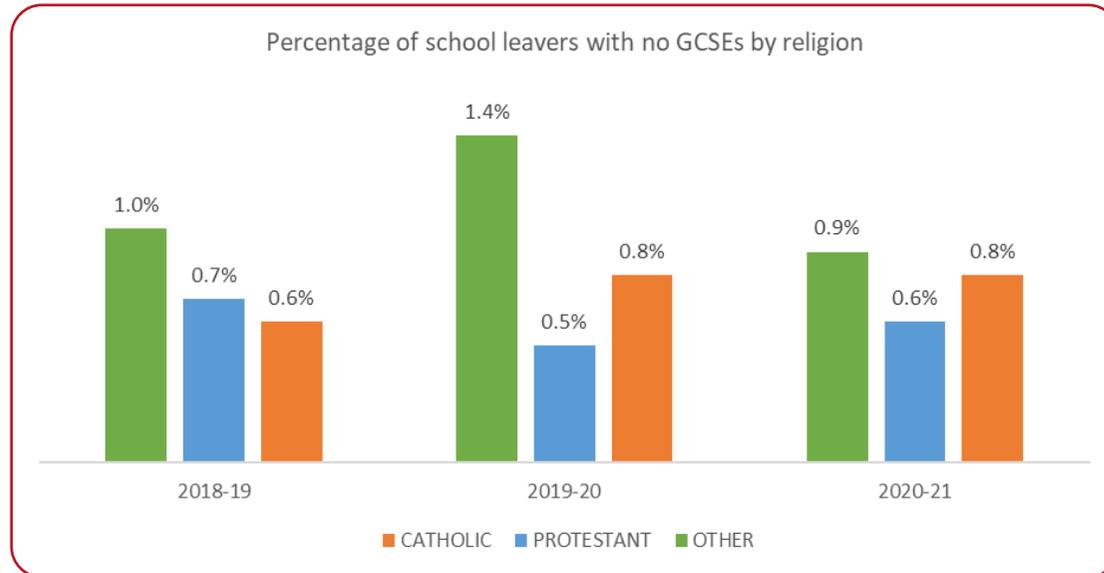
**Data Status:** Data is collected, it can be analysed and presented.

In 2020-2021, differences among school leavers with no GCSEs across the religion backgrounds were marginal. However, pupils from the Other religion backgrounds (0.9%) were slightly more likely to leave school with no GCSE qualifications compared to Catholic (0.8%) and Protestant school leavers (0.6%).

Percentage of school leavers with no GCSEs by religion  
2020/2021



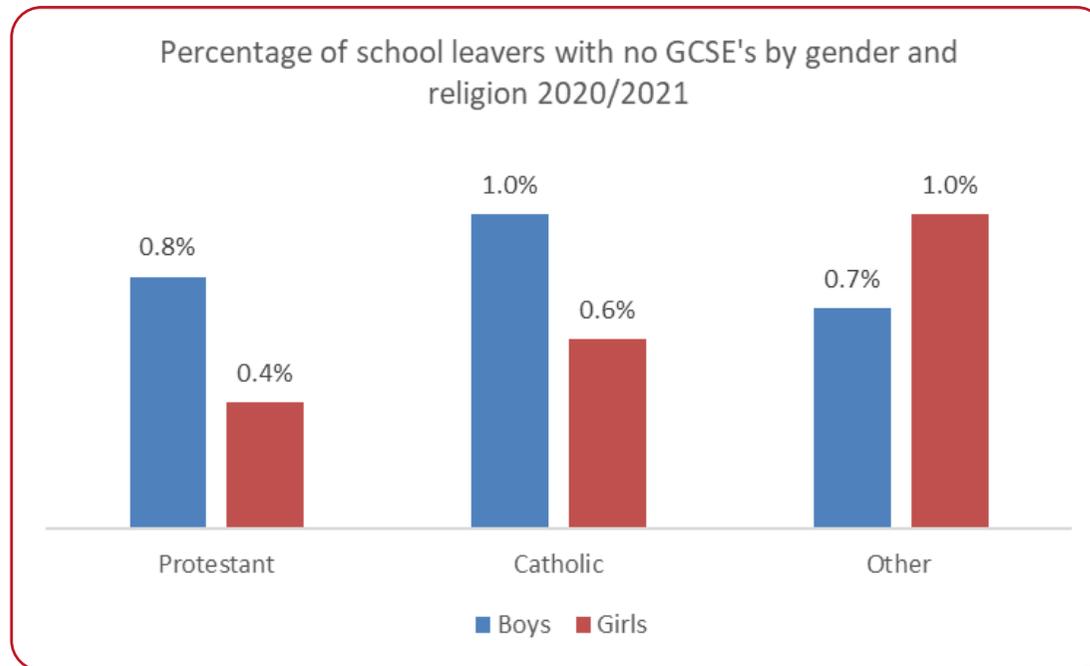
Since 2018-2019, there have been fluctuations in the percentages of school leavers with no GCSEs considering their religion background. Pupils from the Other religion backgrounds remained more likely to leave school with no GCSEs over the three years of analysis compared to Catholic and Protestant school leavers. However, over the last two years there was a slight increase in the percentage of Catholic school leavers with no GCSEs compared to their counterparts from the Protestant religion background.



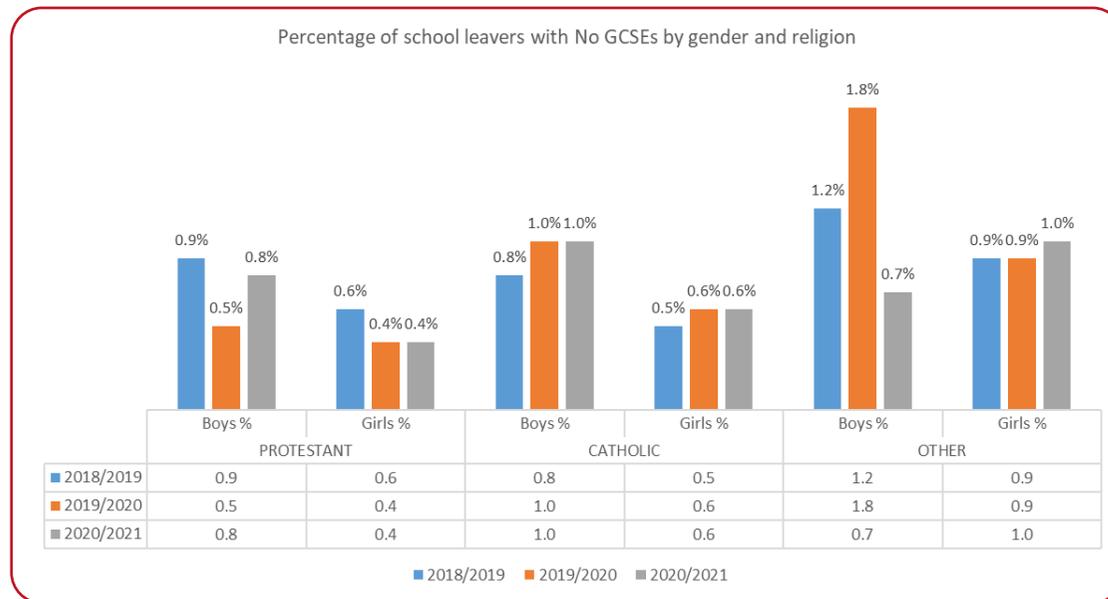
## Religion and gender

**Data Status:** Data is collected, it can be analysed and presented.

When considering the percentage of school leavers with no GCSEs by pupils' gender and religion, in 2020/21, a slightly higher percentage of Catholic boys (1.0%) left school with no GCSEs in comparison with Protestant boys (0.8%). In the same year, 1% of female school leavers from the Other religion backgrounds left school with no qualifications compared to 0.7 males from this group of pupils.



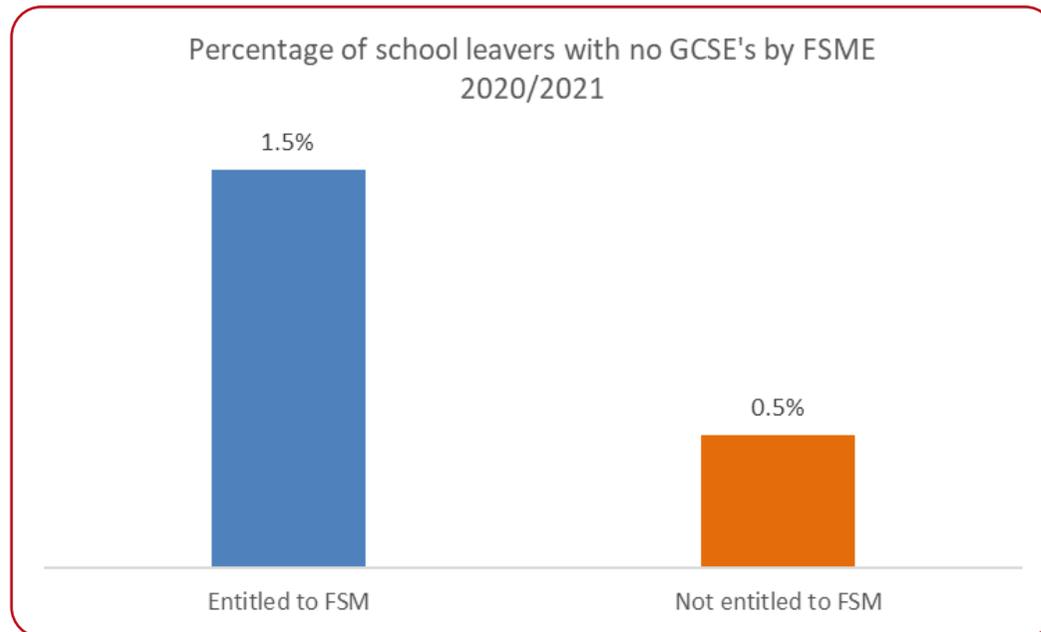
In the last three years, there had been fluctuations in the percentages of Protestant boys leaving school with no GCSEs. Boys from Other religion backgrounds showed the highest level of school leavers with no GCSEs in 2019-2020 (1.8%), but this percentage dropped the following year to 0.7%. Over the last three years, the proportions of Protestant boys leaving school with no GCSEs decreased from 0.9% in 2018/19 to 0.5% but increased again up to 0.3 percentage points (0.8%) in 2020/21. The proportions of girls leaving school with no GCSEs remained stable with little variations across all religion backgrounds for the last three years. Girls from the Other religion backgrounds remained the equality group with the highest percentages of female school leavers with no GCSEs followed by Catholic females' pupils, with Protestant girls remaining as the group with the lowest percentage of school leavers with no GCSEs during 2019/20 and 2020/21.



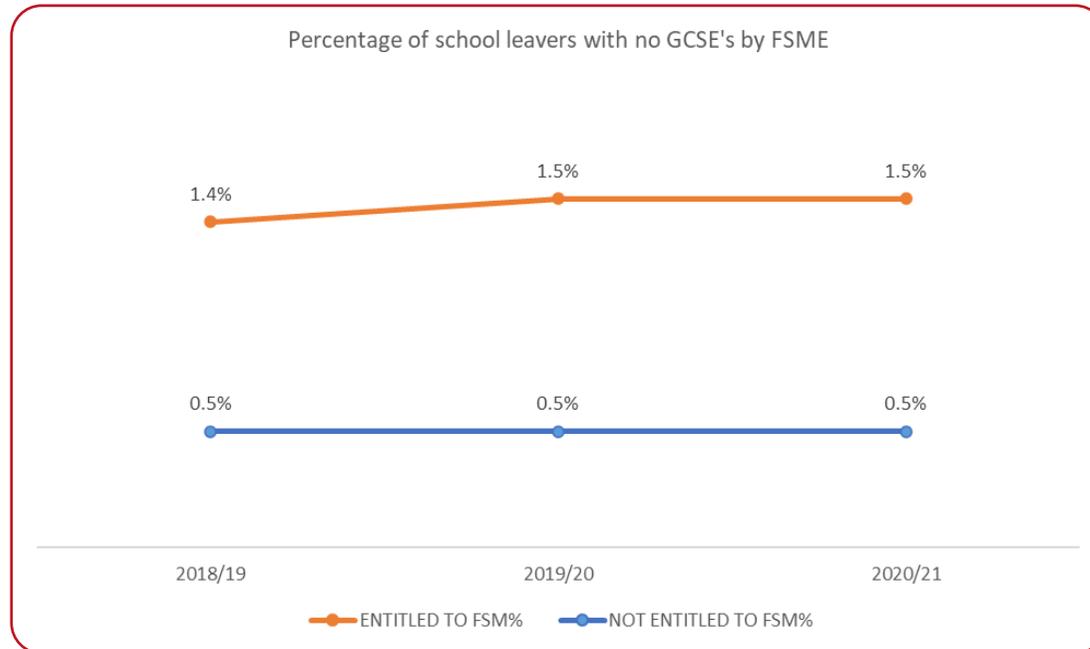
### Free School Meal Entitlement (FSME)

**Data Status:** Data is collected, it can be analysed and presented.

When free school meal entitlement was considered, in 2020/21, 1.5% school leavers entitled to FSMs left school without any GCSEs compared to 0.5% of school leavers who were not entitled to FSMs.



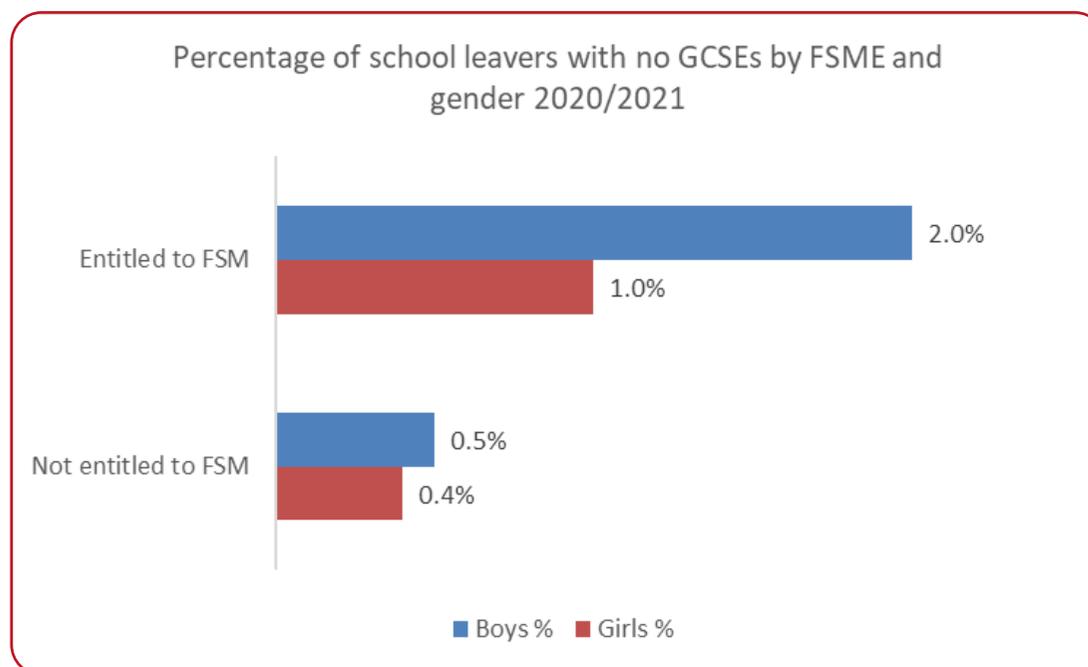
Since 2018/19, the percentages of school leavers with no GCSEs not entitled to FSMs remained the same while the percentages of school leavers entitled to FSMs increased slightly in 2019/20 by one percentage point, but then it stayed at that level in 2020/21.



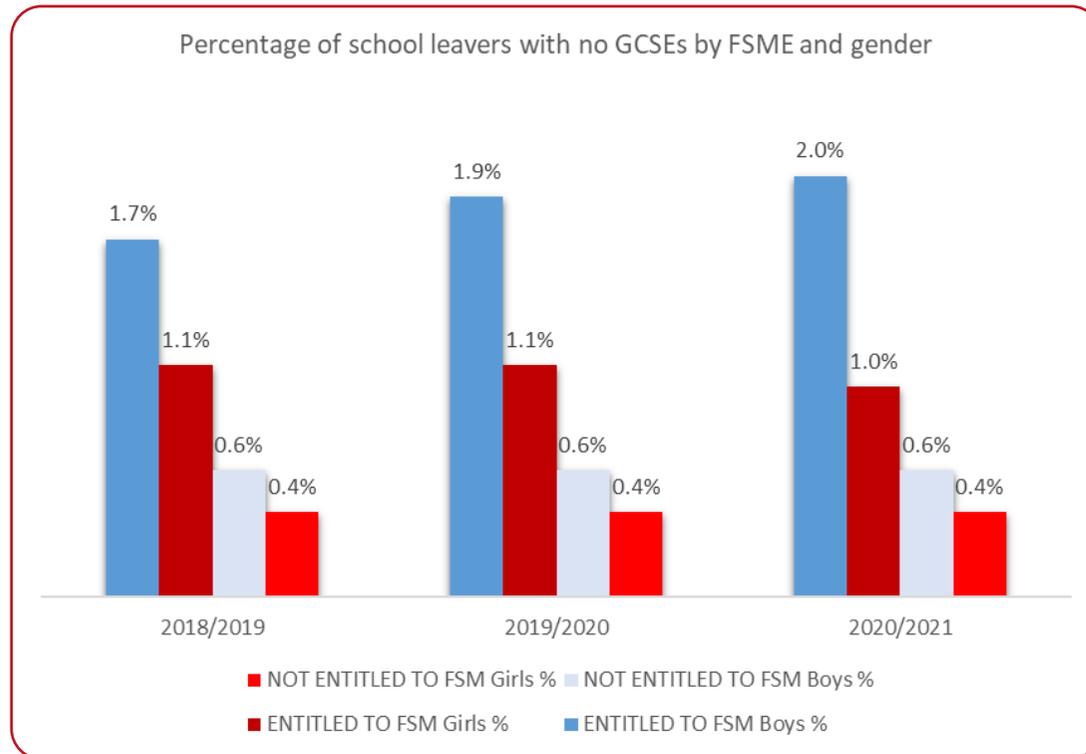
### Free School Meal Entitlement (FSME) and Gender

**Data Status:** Data is collected, it can be analysed and presented.

When considering the percentages of school leavers with no GCSEs by entitlement to FSMs and by gender, in 2020/21, the proportion of boys (2.0%) entitled to school meals who left with no GCSEs was double the proportion of girls entitled to FSMs (1.0%). When comparing the percentage of boys entitled to FSMs (2.0%) and boys not entitled to FSMs (0.5%) leaving school with no GCSEs, there was a difference of 1.5 percentage points. In terms of female pupils, there was a difference of 0.6 percentage points between girls entitled to FSMs (1.0%) and girls not entitled to FSMs who left school with no GCSEs.



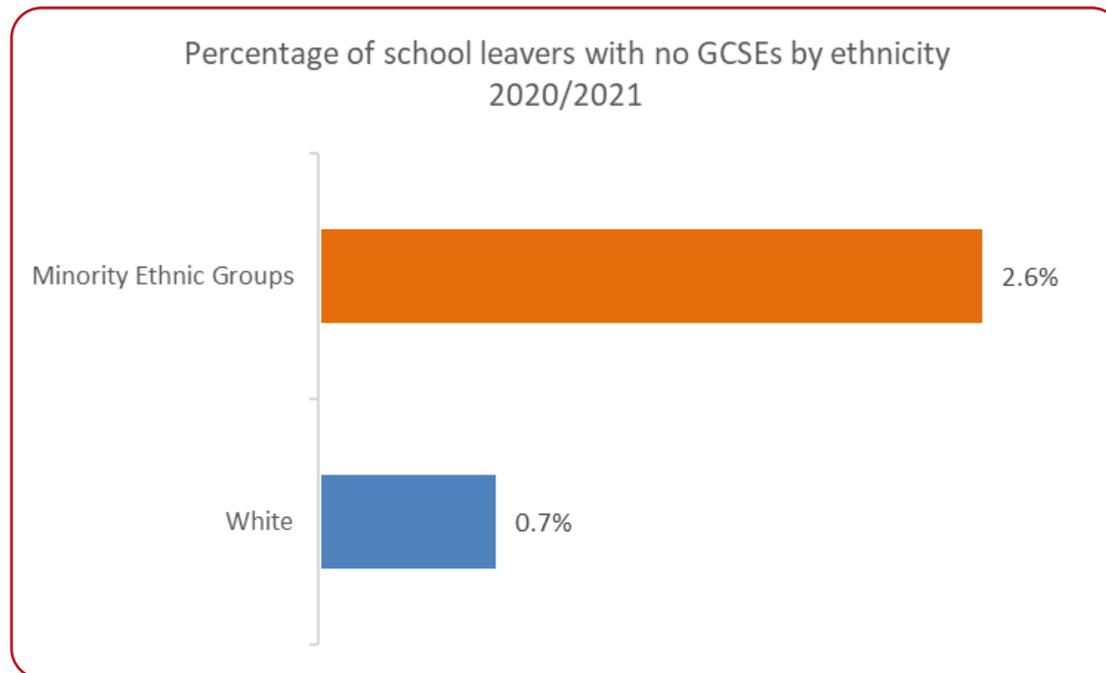
Over the last three years, the proportions of school leavers not entitled to FSMs who left school with no GCSEs remained the same for boys and girls. The percentages of boys entitled to FSMs leaving school with no GCSEs continued to be above all groups and slightly increased from 1.7% in 2019/20 to 2.0% in 2020/21. The percentages of girls entitled to FSMs leaving school with no GCSEs remained the same during the period of analysis with a slight decrease to 1% in 2020/21 in comparison with the two previous years (1.1%).



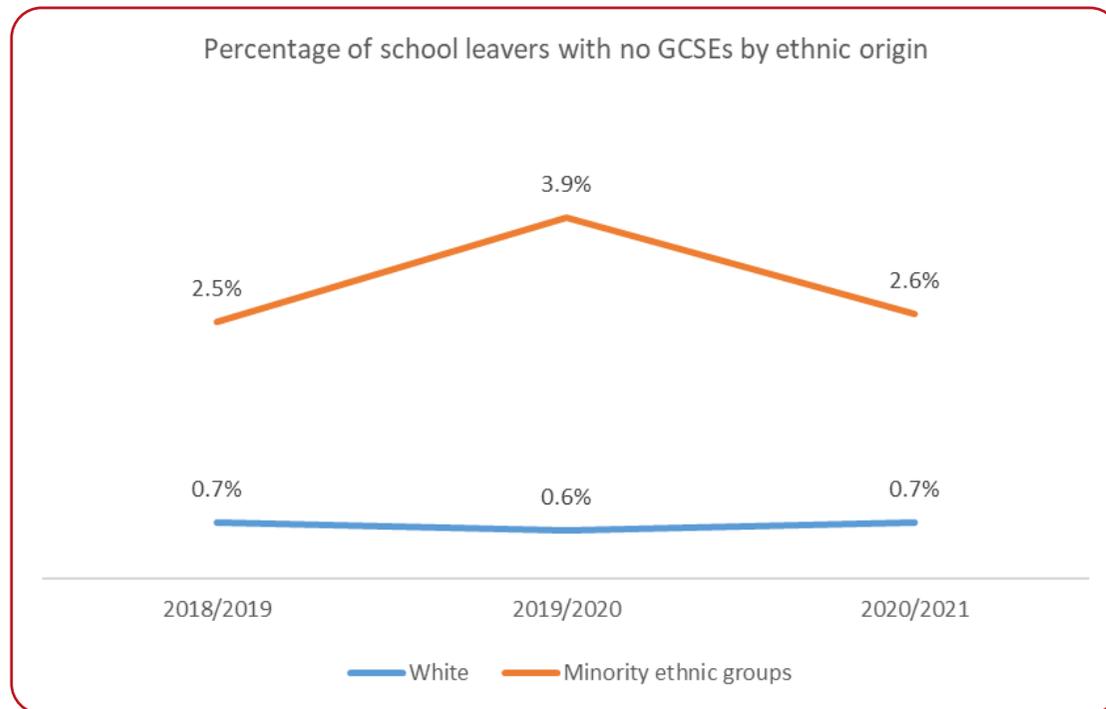
## Ethnicity

**Data Status:** Data is collected, it can be analysed and presented.

The percentage of school leavers with no GCSEs was higher for pupils from ethnic minorities (2.6%) compared to the percentage of white pupils (0.7%) in 2020/21, with a difference of 1.9 percentage points.



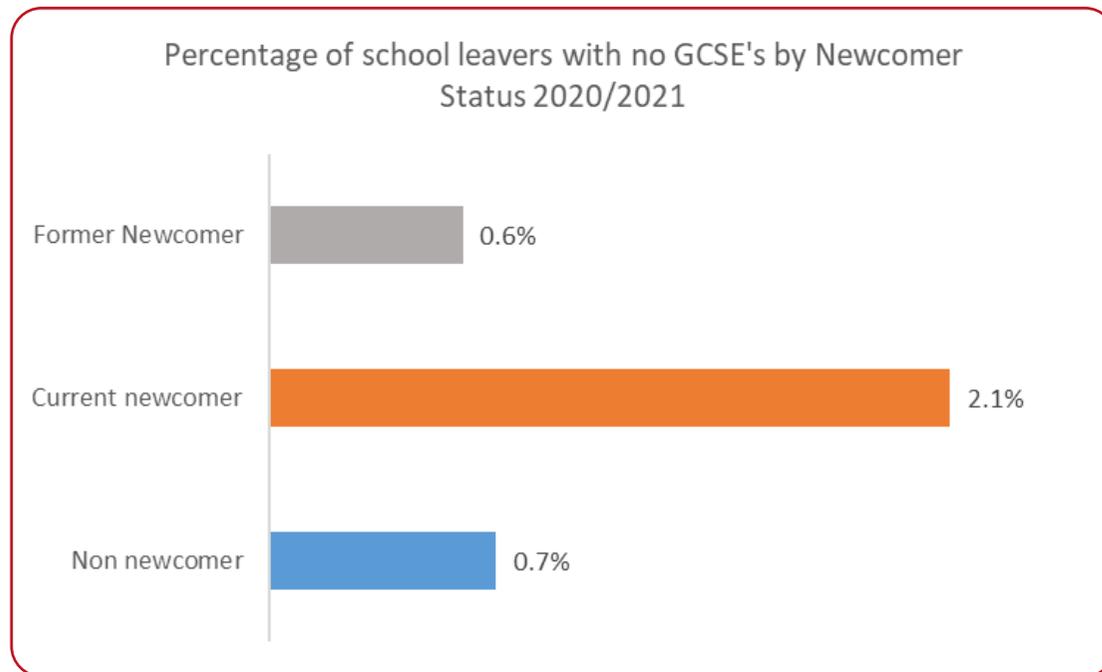
Over the last three years, the percentages for white school leavers with no GCSEs remained stable and below those for school leavers from ethnic minority groups. Conversely, the percentages for school leavers from the ethnic minority group with no GCSEs fluctuated over the period of analysis reaching its highest level in 2019/2020 at 3.9% but then decreased to 2.6% in 2020/21.



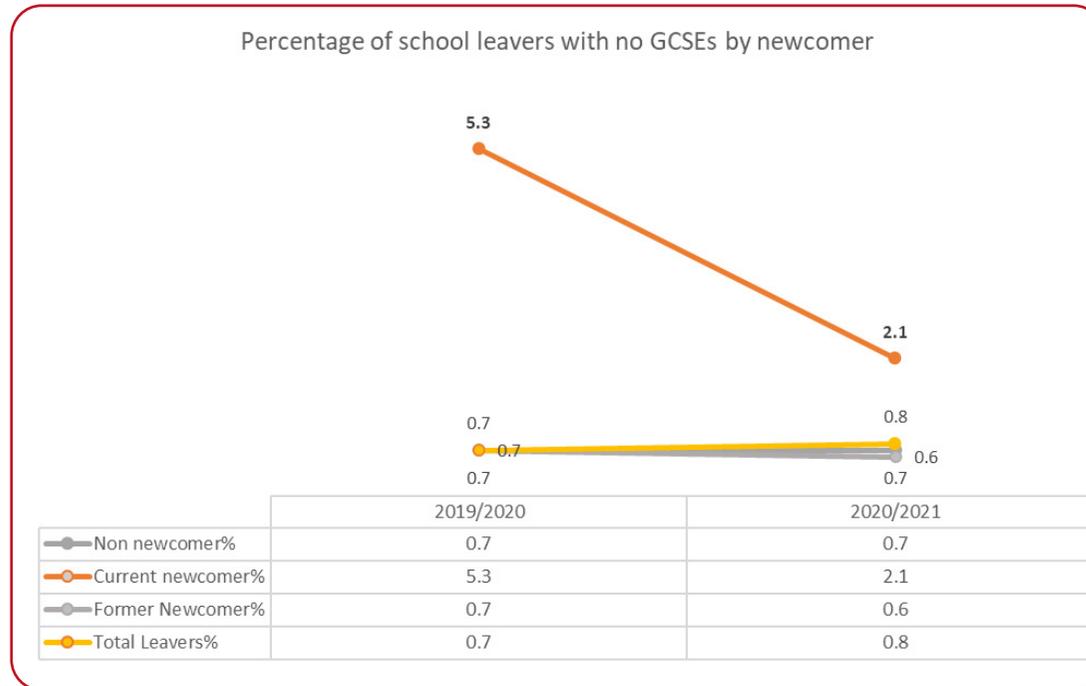
## Newcomer Pupils

**Data Status:** Data is collected, it can be analysed and presented.

When considering the percentages for newcomer and non-newcomer schools leavers with no GCSEs in 2020/21, the data showed that the percentage of current newcomer pupils leaving school with no GCSEs (2.1%) was the highest when compared to the percentages of non-newcomers (0.7%) and former newcomers (0.6%).



Although the percentage of current newcomer pupils leaving school with no GCSEs decreased from 5.3% in 2019/20 to 2.1% in 2020/21, it continues to be above the average of school leavers with no GCSEs<sup>2</sup>.

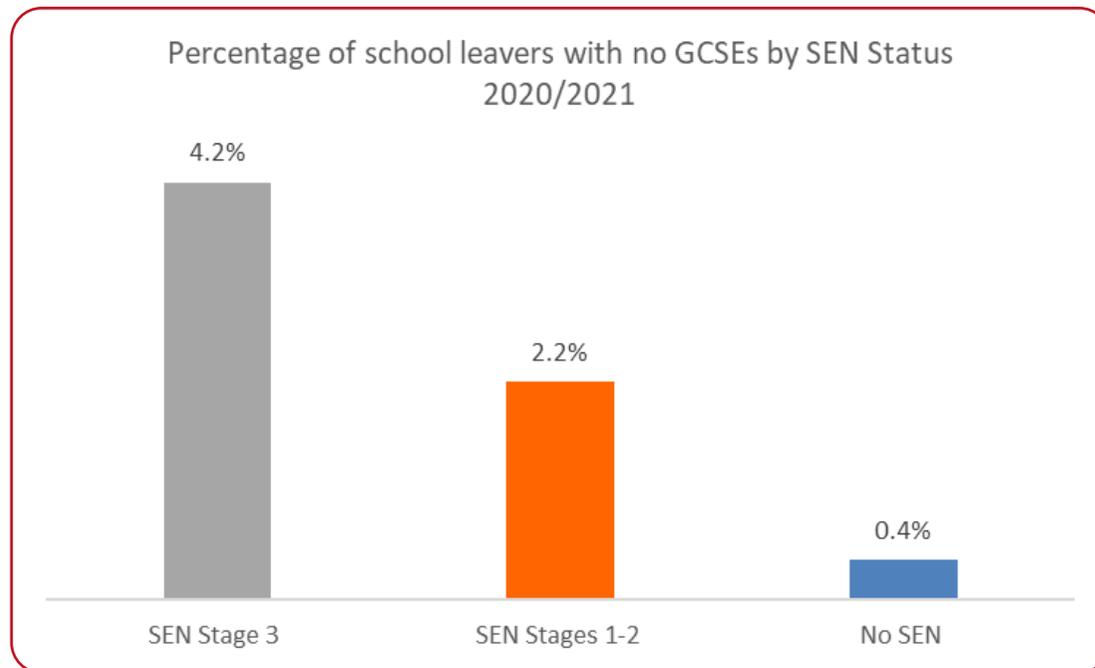


<sup>2</sup> Data not available for the year 2018-2019 due to small numbers and disclosure control applied.

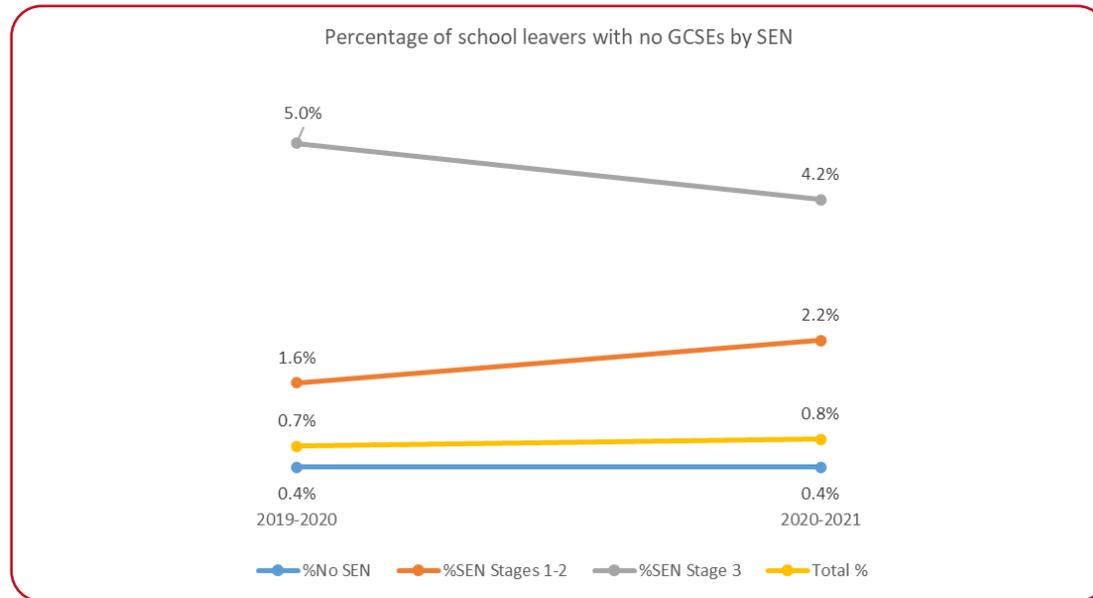
### Special Educational Needs (SEN)

**Data Status:** Data is collected, it can be analysed and presented.

In 2020/21, the percentage of school leavers with no GCSEs was significantly higher for those pupils at SEN Stage 3 (4.2%); a difference of 2 percentage points with pupils with SEN Stages 1-2 (2.2%) and 3.8 percentage points difference with school leavers with No SEN (0.4%).



Between 2019/20 and 2021/21, the percentages of school leavers at SEN Stage 3 with no GCSEs decreased by 0.8 percentage points. Conversely the percentages of school leavers at SEN Stages 1-2 with no GCSEs increased by 0.6 percentage points. In both cases, the percentages of pupils with SEN Stages 1-2 and Stage 3 leaving school with no GCSEs were higher than for those with No SEN<sup>3</sup>.



<sup>3</sup> Data not available for the year 2018/19 due to small numbers and disclosure control applied.

Education

1 of 6 Areas of Life

**Dependents**

Data Status: Data is not collected.

**Caring status**

Data Status: Data is not collected.

**Political opinion**

Data Status: Data is not collected.

**Population Indicator: Percentage of school leavers achieving at least 3+ A-levels A\*-C**

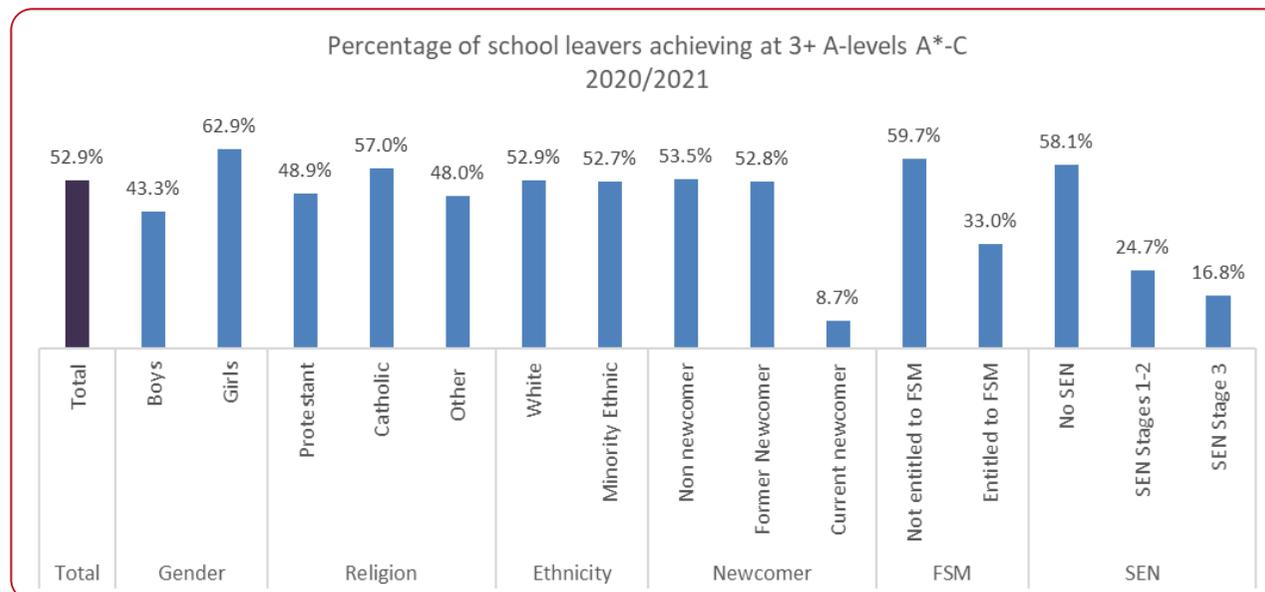
**Data Source:** School Leavers Survey- Department of Education

**Data Provider:** Analytical Services Unit. Department of Education

**Summary Across Equality Groups**

In 2020-21, slightly more than half of all school leavers (52.9%) achieved 3+ A-levels A\*-C. Across the equality groups, those groups overperforming the average overall proportion of school leavers who achieved 3+ A-levels A\*-C were girls (62.9%), those with a Catholic background (57.0%), pupils not entitled to FSMs (59.7%), and pupils with No SEN (58.1%).

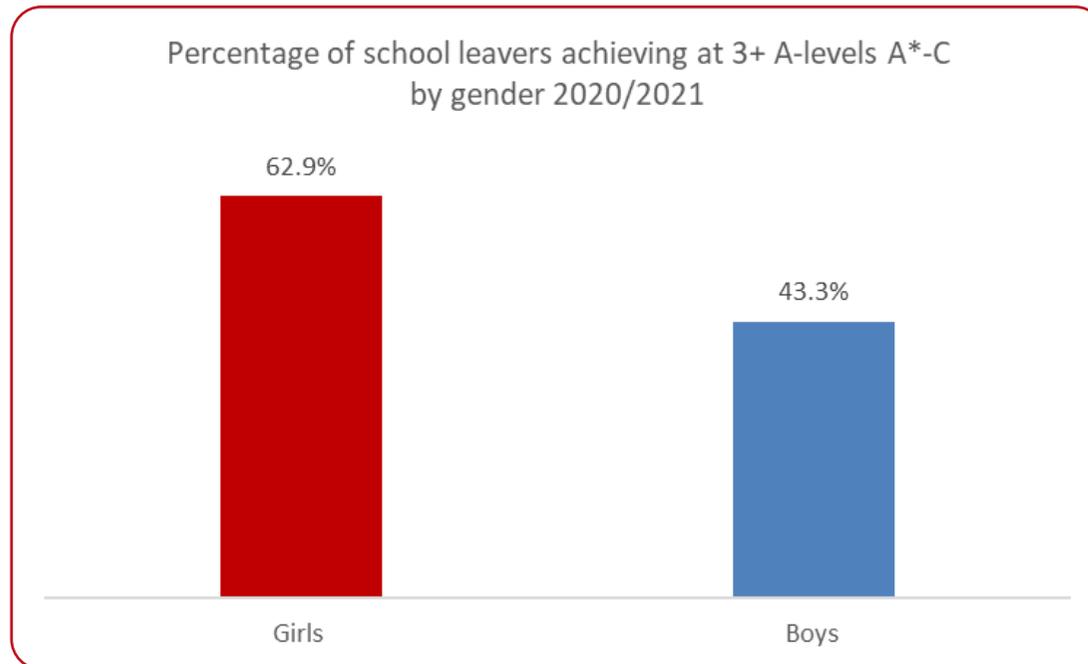
The equality groups underperforming against the overall average level of achievement were boys (43.3%), those with a Protestant (48.9% and Other religion (48.0%) background, current newcomers (8.7%), pupils entitled to FSMs (33.0%) and pupils at SEN Stage 1-2 (24.7% and Stage 3 (16.8%).



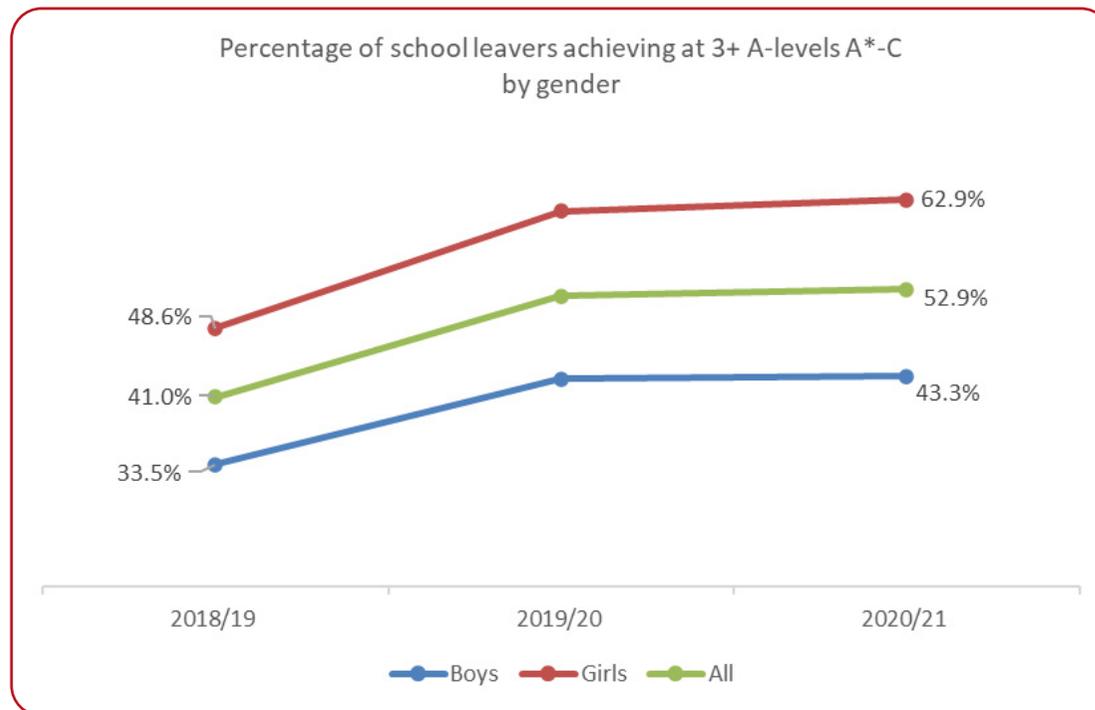
## Gender

**Data Status:** Data is collected, it can be analysed and presented.

In 2020/21, 62.9% of girls achieved 3+ A-levels at grades A\* - C compared with 43.3% of male school leavers; a difference of 19.2 percentage points.



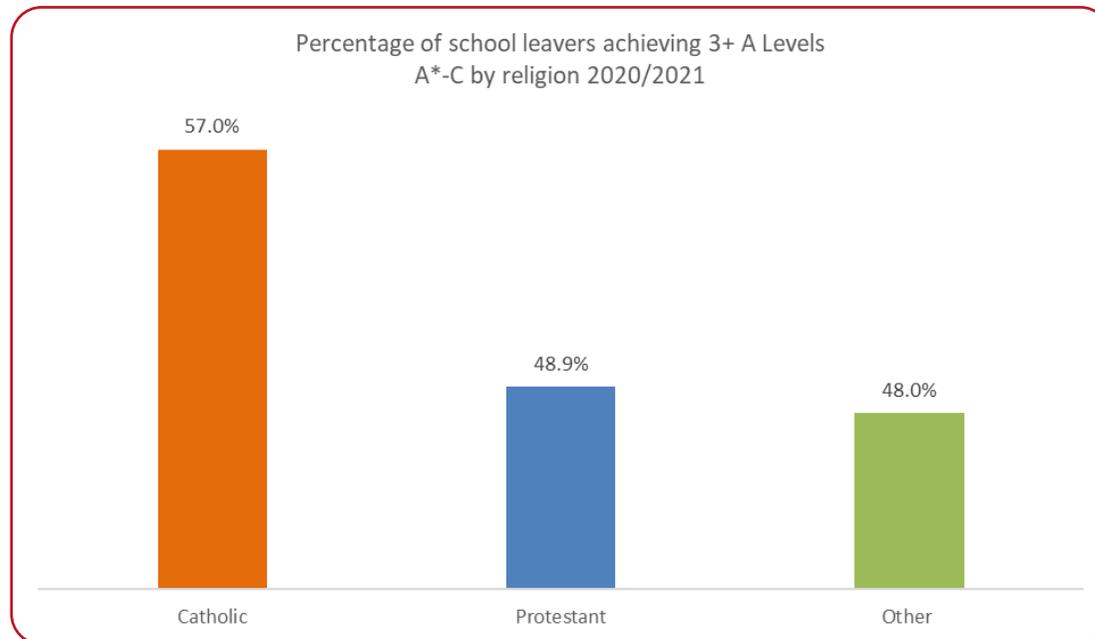
Since 2018, girls have continued to outperform boys in terms of A-level qualifications achieved. While there has been an increase in the percentage of all school leavers achieving 3+ A-levels at grades A\* - C since 2018/19, the gender attainment gaps persisted in the last three years. Attainment by boys remained proportionally below that for girls achieving 3+ A-levels at grades A\* - C or equivalent, and below the total percentage of school leavers achieving these grades. Female school leavers continued to overperform males school leavers achieving 3+ A-levels at grades A\* - C or equivalent and remained above the total percentage over the three years of analysis.



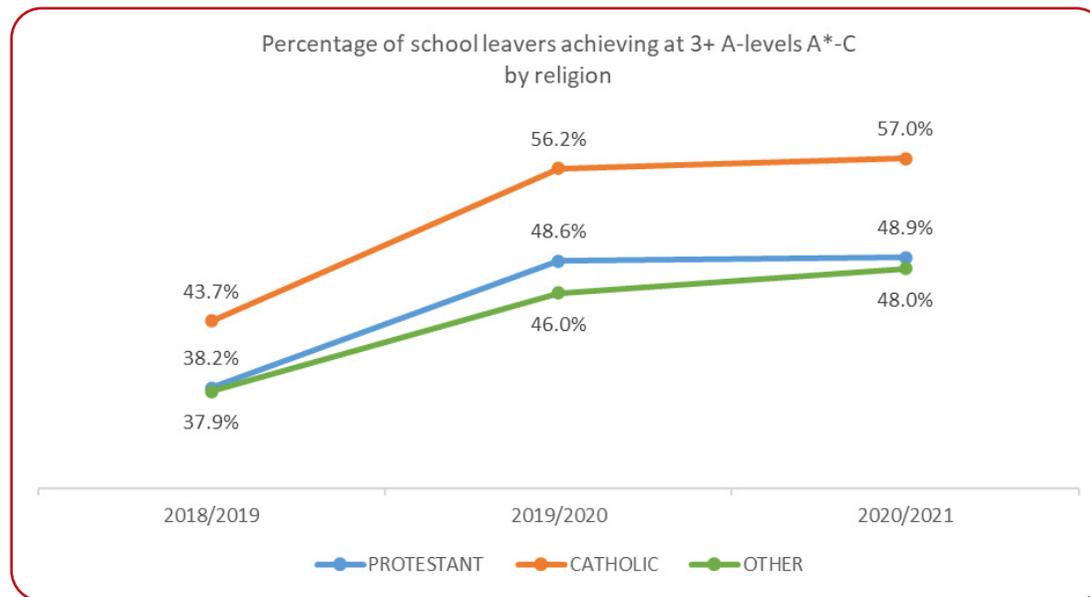
## Religion

**Data Status:** Data is collected, it can be analysed and presented.

When the religious background of pupils was considered, 57.3% of school leavers with a Catholic background achieved 3+ A-levels A\*-C in 2020/21, compared with 48.9% of school leavers with a Protestant background; an attainment gap of 8.4 percentage points. Forty-eight percent of school leavers with Other religion backgrounds achieved 3+ A-levels A\*-C; an attainment gap of 9.3 percentage points with Catholic school leavers.



While there was a significant increase in school leavers achieving A-level grades by all religious backgrounds, the attainment gap persisted between Protestant and Catholic school leavers. The attainment gap between Protestant and Catholic school leavers broadened between 2018/2019 from 5.5 percentage points to 8.2 percentage points in 2020/21. The percentages of school leavers from Other religious backgrounds achieving 3+A-level A\*-C remained below the Catholic and Protestant religion groups but was similar to that of those with a Protestant background.

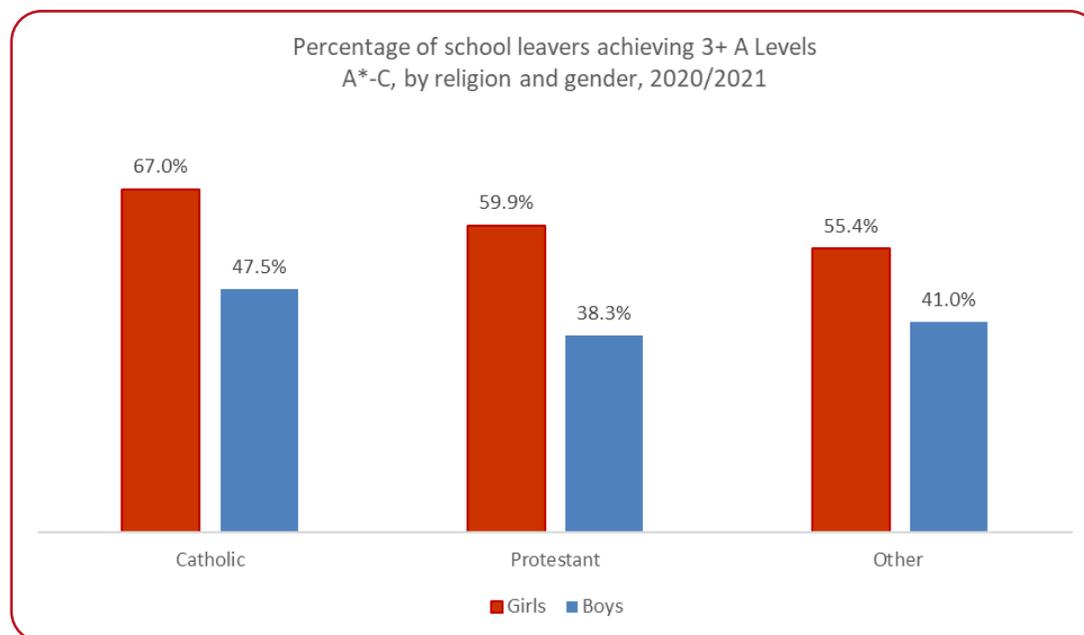


## Religion and Gender

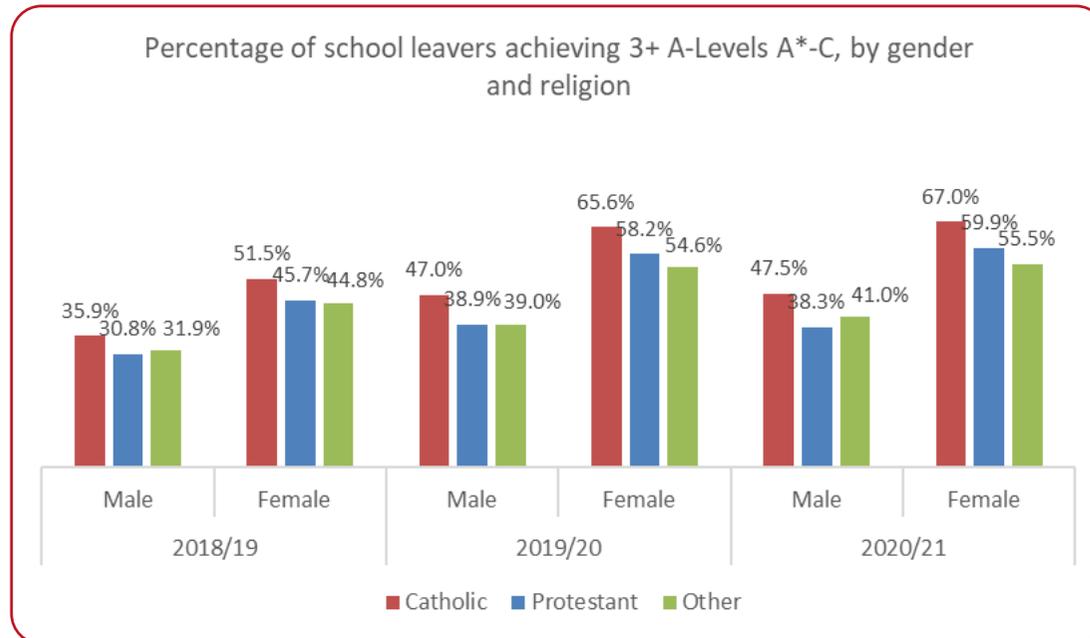
**Data Status:** Data is collected, it can be analysed and presented.

When considering gender and religion of school leavers together, in 2020/21, Catholic boys (47.5%) and Catholic girls (67%) respectively overperformed Protestant boys (38.3%) and Protestant girls (59.9%); with approximate attainment gaps of around 10 percentage points. The proportions of school leavers from Other religious background achieving 3+ A-levels A\*-C were higher for girls (55.4%) than for boys (41.0%); with attainment levels similar to those obtained by Protestant school leavers.

The gender attainment gap was more prominent for Protestant school leavers with a 21.9 percentage point difference between Protestant boys (38.3%) and girls (59.9%). Similarly, female Catholic school leavers (67.0%) overperformed Catholic boys (47.5%) by 19.5 percentage points difference. The gender attainment gap between girls and boys achieving 3+ A-levels A\*-C is also evident in the Other religion group with a difference of 14.4 percentage points in favour of female school leavers.



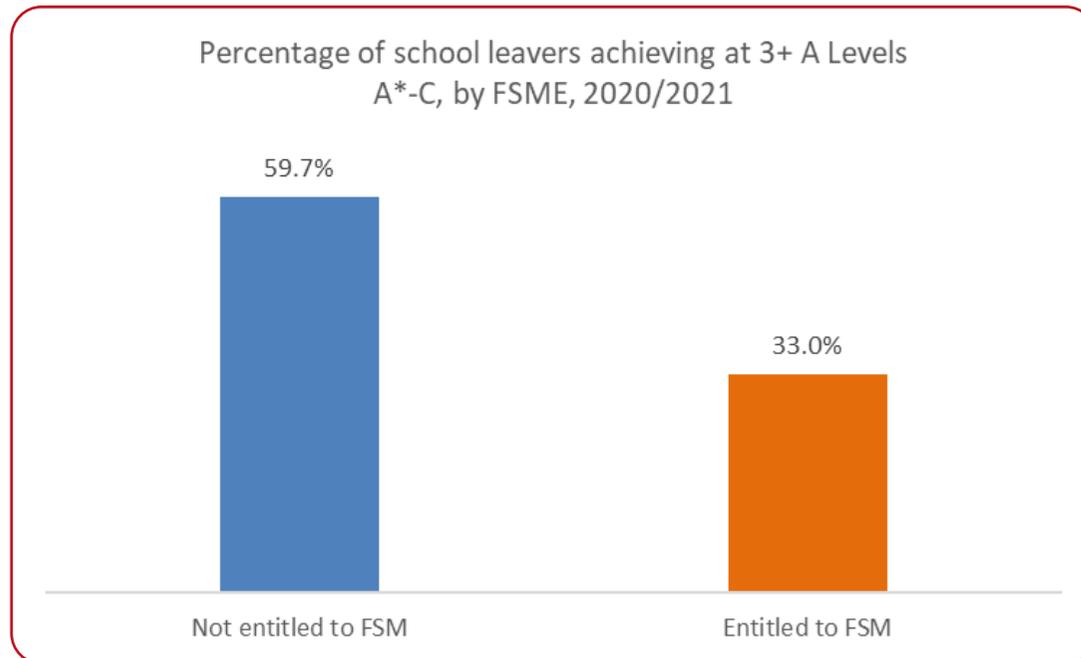
When comparing the percentage of school leavers achieving 3+ A-levels A\*-C by gender and religion together over the last three years of analysis, there was a consistent trend for all religion groups achieving 3+ A-levels A\*-C since 2018/19. Girls from all religious backgrounds outperformed boys in every year. Similarly, Catholic school leavers outperformed Protestant and Other religious backgrounds.



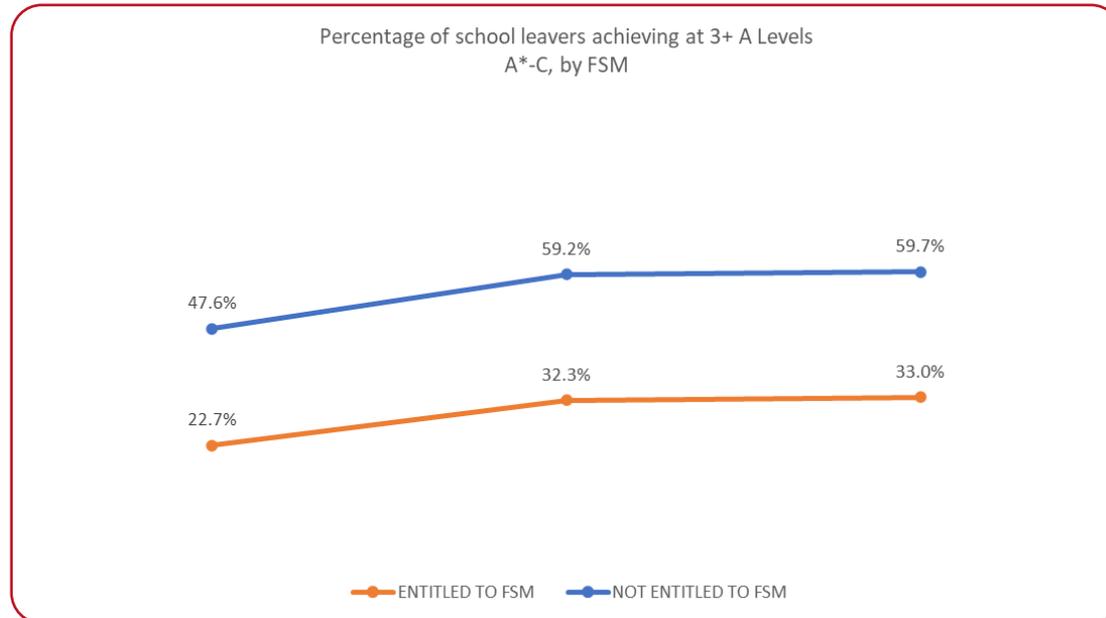
### Free School Meal Entitlement (FSME)

**Data Status:** Data is collected, it can be analysed and presented.

The proportion of pupils achieving 3+ A-levels A\*-C in 2020/21 was higher for those school leavers who were not entitled to FSMs (59.7%), compared with school leavers entitled to FSMs (33%); there was an attainment gap of 26.7 percentage points.



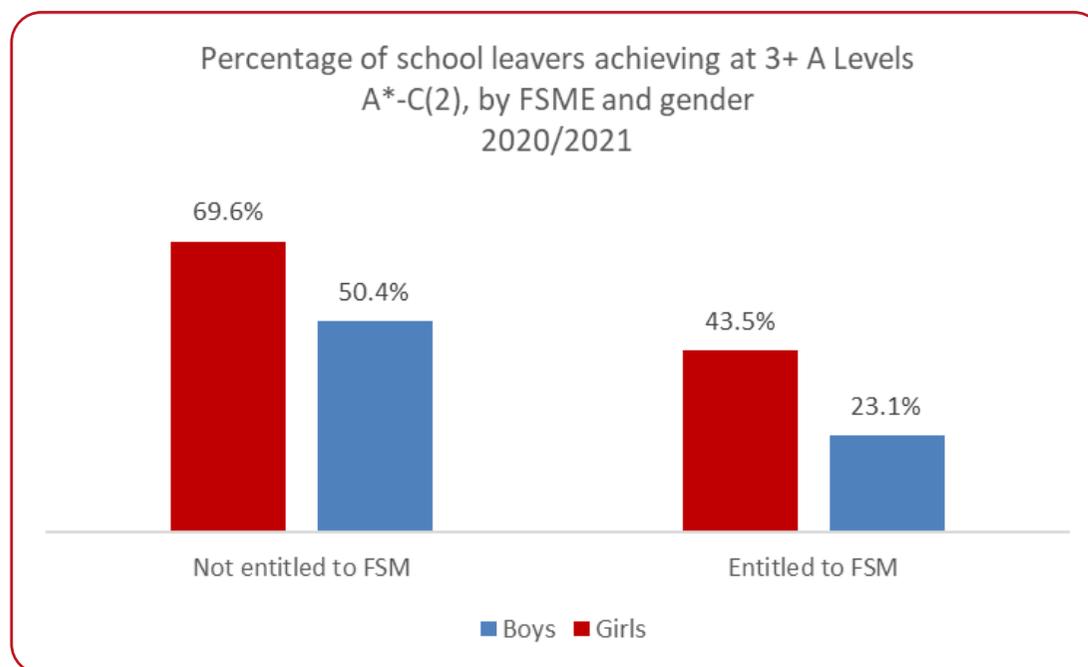
There was an increase in attainment levels over the three years of analysis. The attainment gap between school leavers entitled to FSMs and not entitled to FSMs achieving 3+ A-levels A\*-C was persistent across this period. School leavers not entitled to FSMs consistently overperformed school leavers entitled to FSMs when achieving 3+ A-levels A\*-C. The attainment gap ranged from 24.9 percentage points in 2018/19 to 26.7 percentage points in 2020/21.



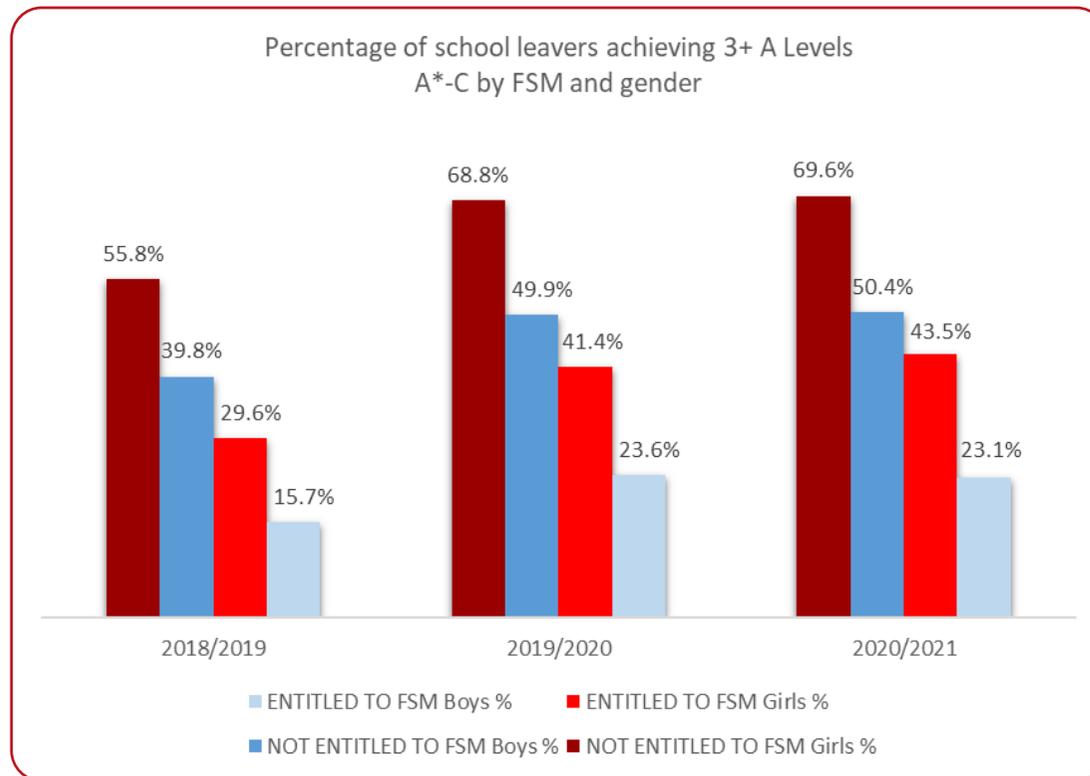
### Free School Meals Entitlement (FSME) and Gender

**Data Status:** Data is collected, it can be analysed and presented.

When gender and entitlement to FSMs were considered together, in 2020/21, both male and female schools leavers not entitled to FSM overperformed both boys and girls entitled to FSMs in respect to achieving 3+ A-levels A\*-C. The percentage of female school leavers not entitled to FSM achieving 3+ A-levels A\*-C was 26.1 percentage points higher than the percentage of female school leavers entitled to FSM achieving the same grades.



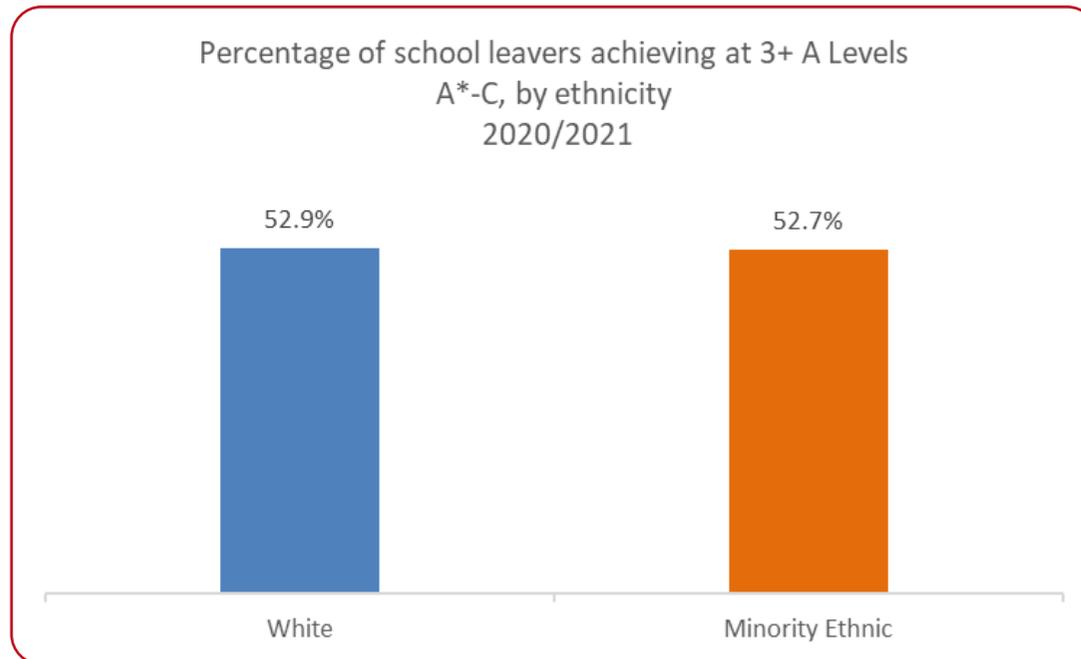
Since 2018/19, both boys and girls entitled to, and not entitled to, FSMs have seen an increase in the percentages of school leavers achieving 3+ A-levels A\*-C. Female school leavers not entitled to FSMs overperformed all other school leavers. However, the increase in attainment was less evident for male school leavers entitled to FSMs with an increase in attainment of 7.4 percentage points between the 2018/19 (15.7%) and 2020/21 (23.1%). Male school leavers not entitled to FSM continue to overperform boys entitled to FSMs with the highest attainment gap of 27.3% reached in 2020/21. Differences among female school leavers entitled to, and not entitled to, FSMs were also persistent. Between 2018/19 and 2020/21, the attainment gap between female school leavers entitled to, and not entitled to, FSMs was around 26-27 percentage points for those achieving 3+ A-levels A\*-C.



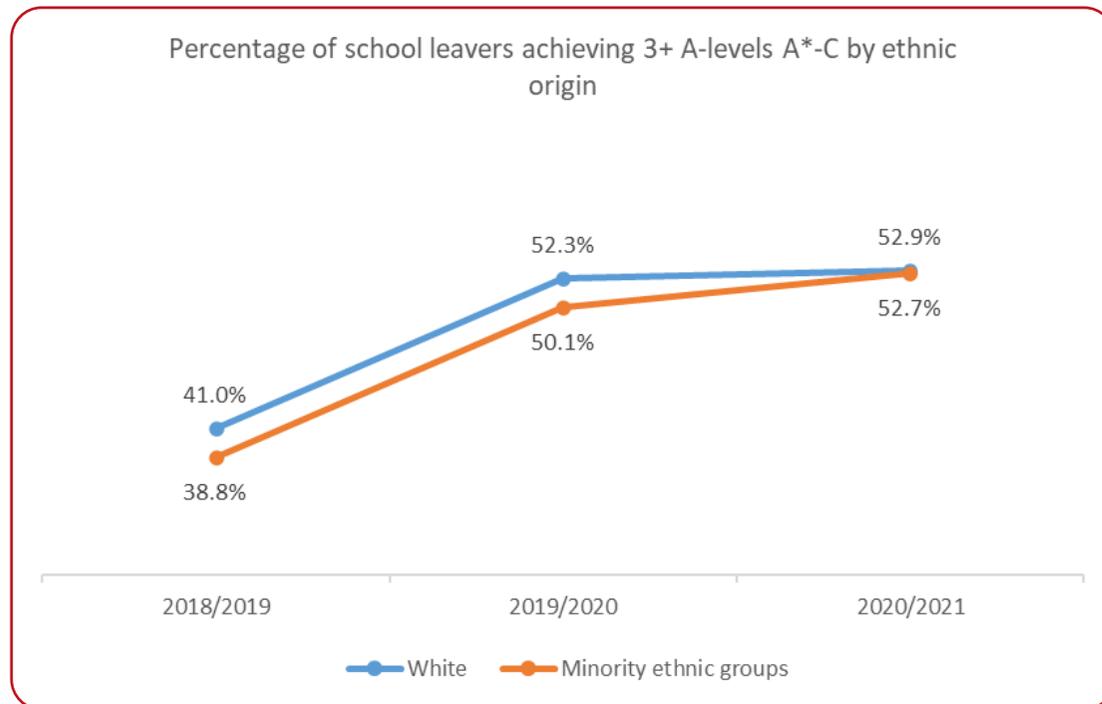
## Ethnicity

**Data Status:** Data is collected, it can be analysed and presented.

In 2020/21, the percentage of school leavers from an ethnic minority achieving 3+ A-levels A\*-C was marginally lower than the percentage of white school leavers achieving the same grades.



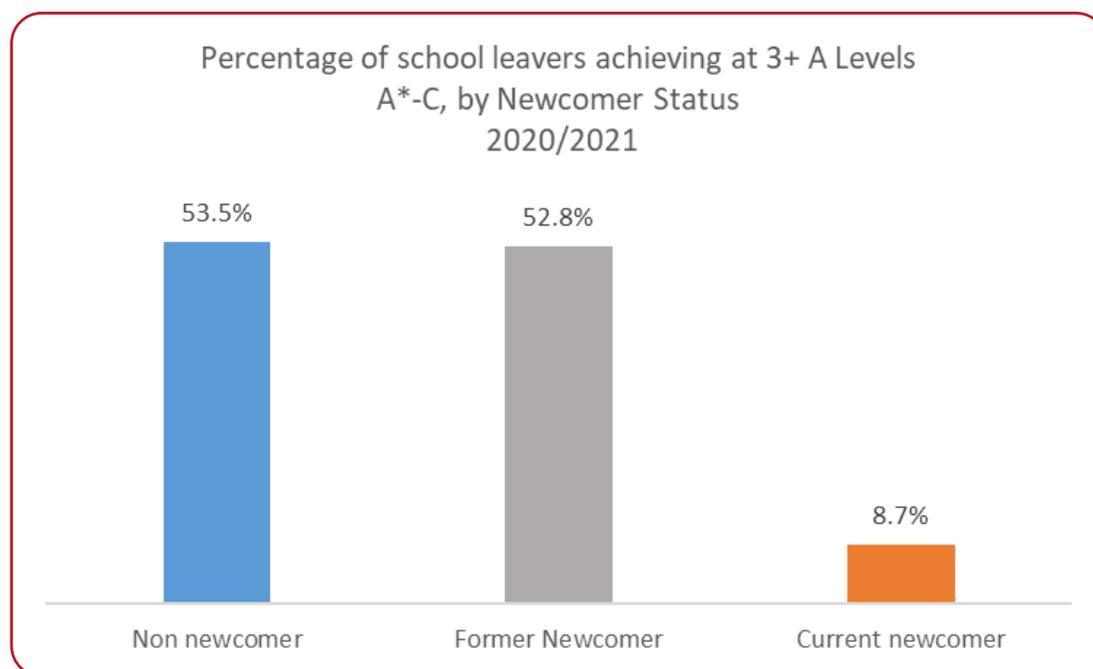
Over the three years of analysis, the percentages of school leavers achieving 3+ A-levels A\*-C from a minority ethnic group remained very close to the percentages of white school leavers achieving the same grades.



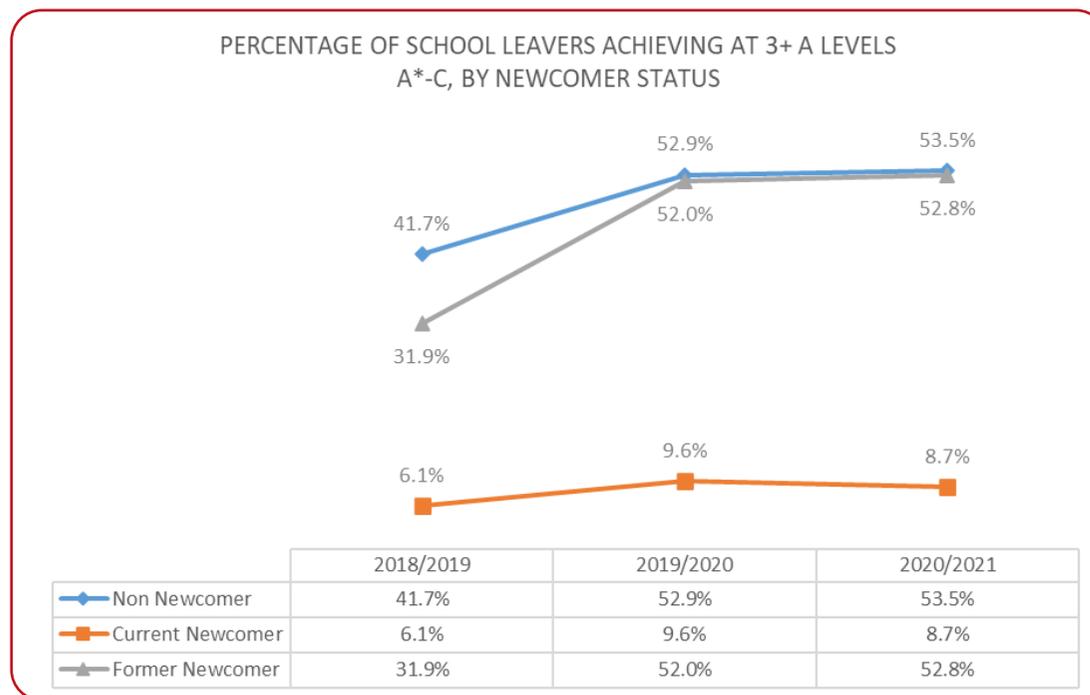
## Newcomer Pupils

**Data Status:** Data is collected, it can be analysed and presented.

When considering school leavers achieving 3+ A-levels A\*-C by newcomer status, in 2020/21, non-newcomer school leavers (53.5%) slightly over performed former newcomer school leavers (52.8%). The attainment gap between school leavers with current newcomer status (8.7%) and non-newcomer and former newcomer school leavers was 44.1 percentage points.



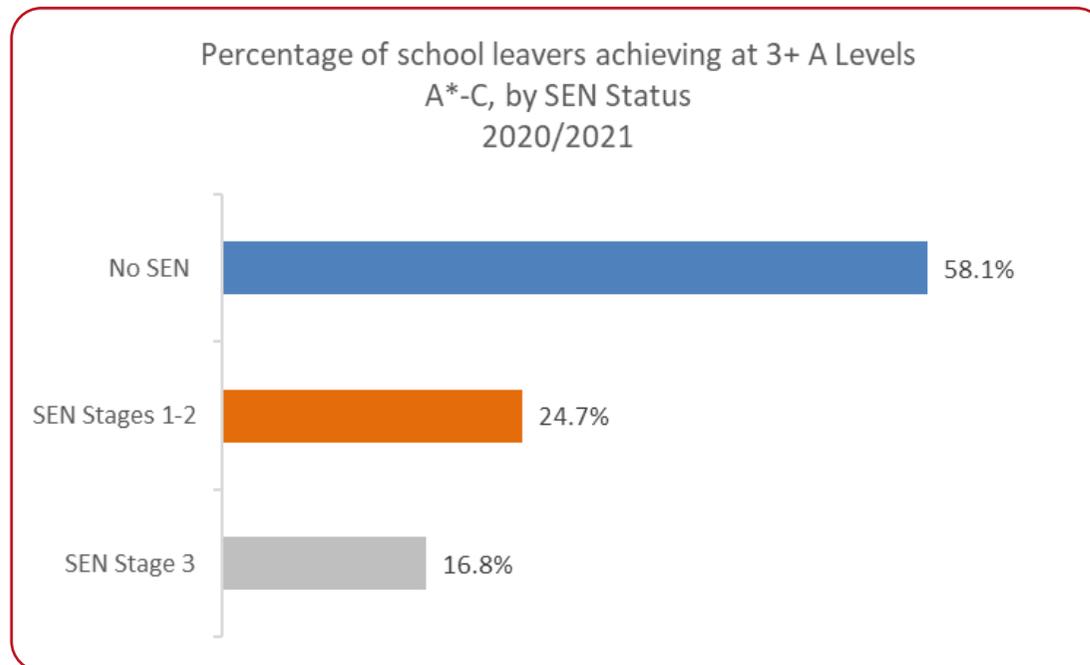
Between 2018/19 and 2020/21, the percentage of former newcomer achieving 3+ A-levels A\*-C increased by 20.9 percentage points from 31.9% to 52.8%, reaching a marginal attainment gap with non-newcomer school leavers of 0.7 percentage points. However, during the same period of analysis current newcomer school leavers continued to underperform non-newcomer and former newcomer school leavers, with very little improvement in the attainment of current newcomer school leavers achieving 3+ A-levels A\*-C (between 6.1% to 8.7% of current newcomers).



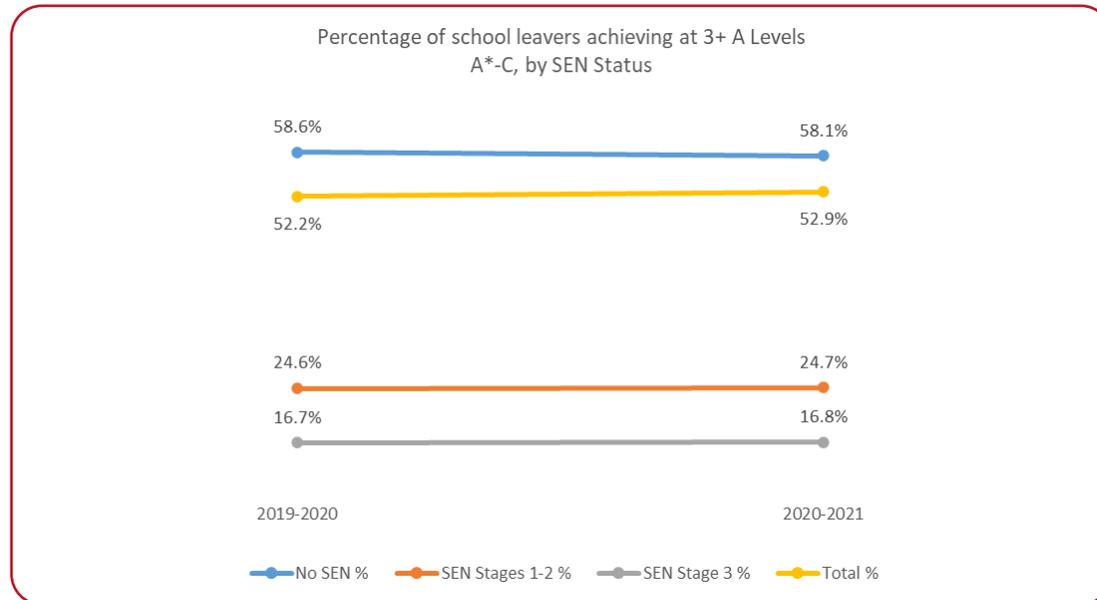
### Special Educational Needs (SEN)

**Data Status:** Data is collected, it can be analysed and presented.

In 2020/21, the percentage of school leavers achieving 3+ A-levels A\*-C with No SEN (58.01%) was 33.4 percentage points higher than the percentage of school leavers at SEN Stage 1-2 (24.7%) and 41.3 percentage points higher than pupils at SEN Stage 3 (those with SEN Statements).



In 2019/20 and 2020/21, the proportions of school leavers with No SEN statements and at SEN Stages 1-2 and Stage 3 achieving 3+ A-levels A\*-C did not vary. Those at SEN Stages 1-2 and SEN Stage 3 continued to remain well below the proportions of school leavers with no SEN statements achieving 3+ A-levels A\*-C.



Education

1 of 6 Areas of Life

**Dependents**

Data Status: Data is not collected.

**Caring status**

Data Status: Data is not collected.

**Political opinion**

Data Status: Data is not collected.

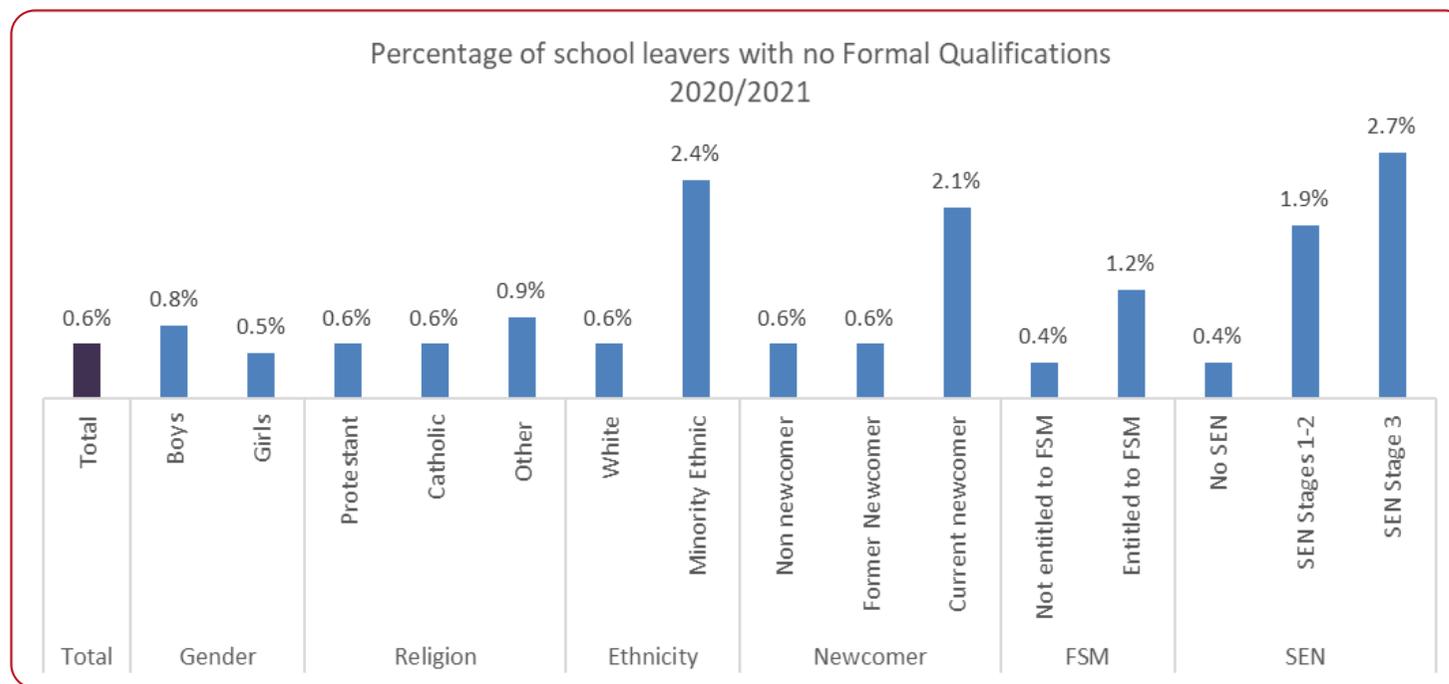
**Population Indicator: Percentage of school leavers with no qualifications**

**Data Source:** School Leavers Survey - Department of Education

**Data Provider:** Analytical Services Unit. Department of Education

**Summary Across Equality Groups**

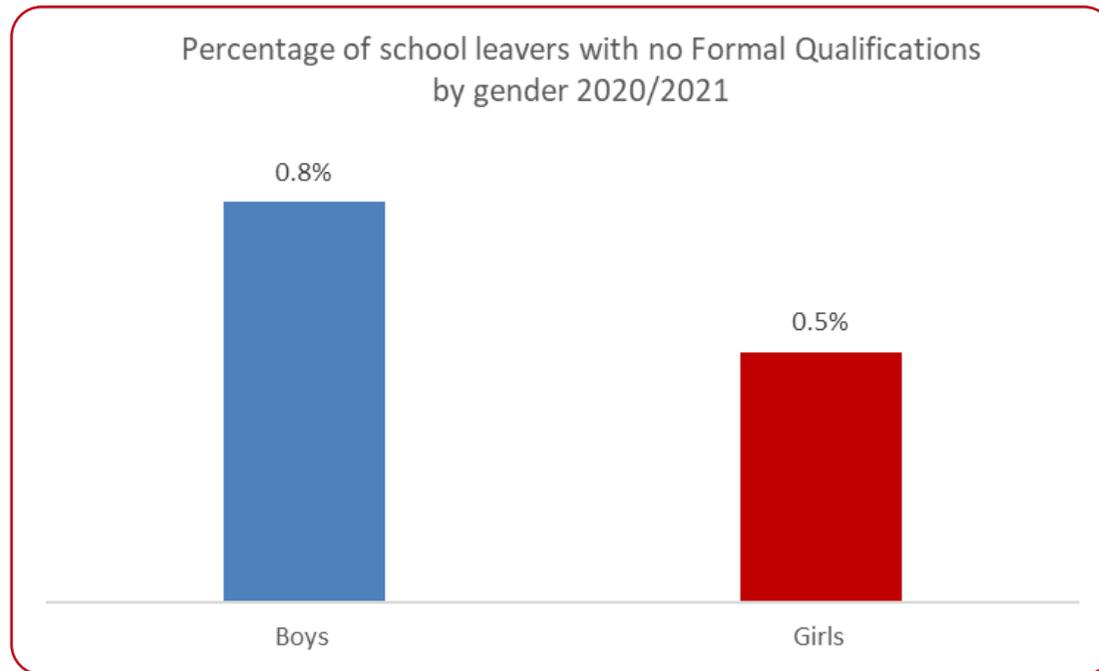
Among the total of school leavers with no qualification in 2020-2021 (0.6%), the percentage of pupils from minority ethnic groups (2.4%), current newcomer pupils (2.1%), pupils with entitlement to FSMs (1.2%), and pupils with special education needs (SEN Stages 1-2, 1.9% and Stage 3, 2.7%) were higher than the total percentage of school leavers with no formal qualifications.



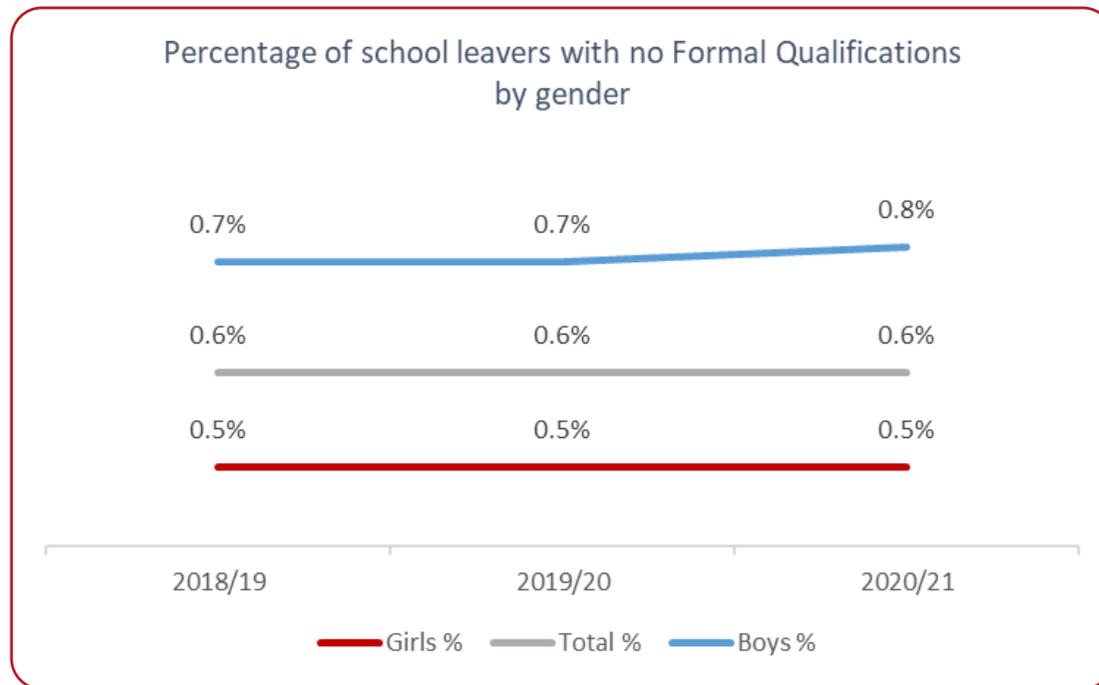
## Gender

**Data Status:** Data is collected, it can be analysed and presented.

The proportions for all pupils who left school without any formal qualifications remained at 0.6% in 2019/20 and 2020/21. The proportions of boys and girls leaving without any formal qualifications in 2020/21 was 0.8% and 0.5% respectively.



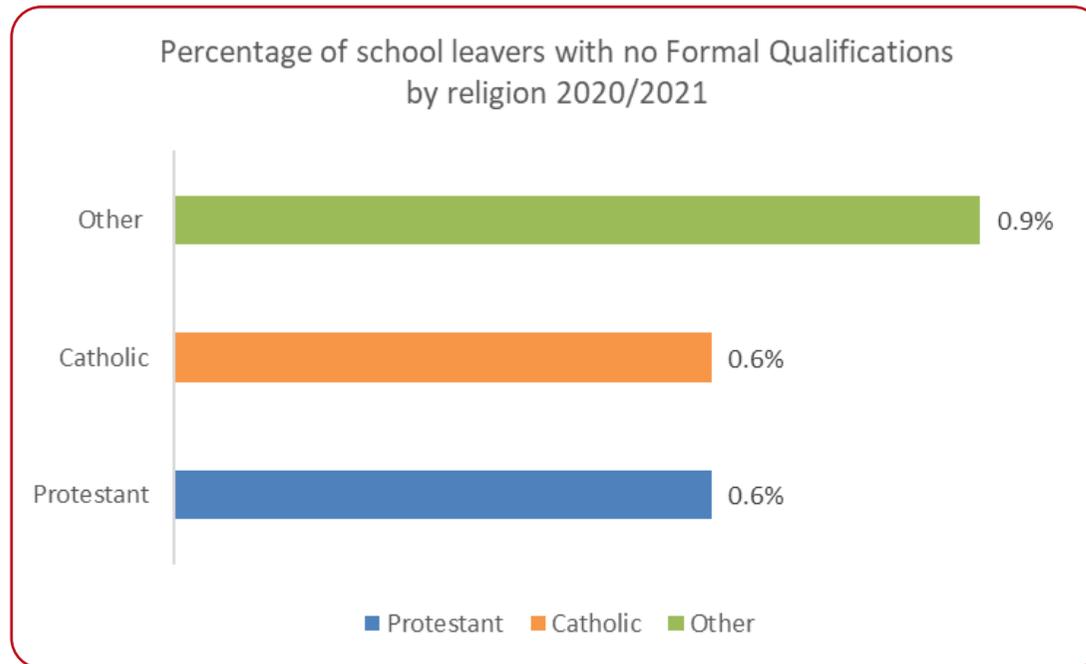
There was no change in the percentages of female pupils leaving school with no qualifications since 2018/19. The percentages of boys (0.6%-0.7%) leaving school with no qualifications continued to stay above the total average (0.6%). This amounted to a 0.2 to 0.3 percentage points difference with female school leavers.



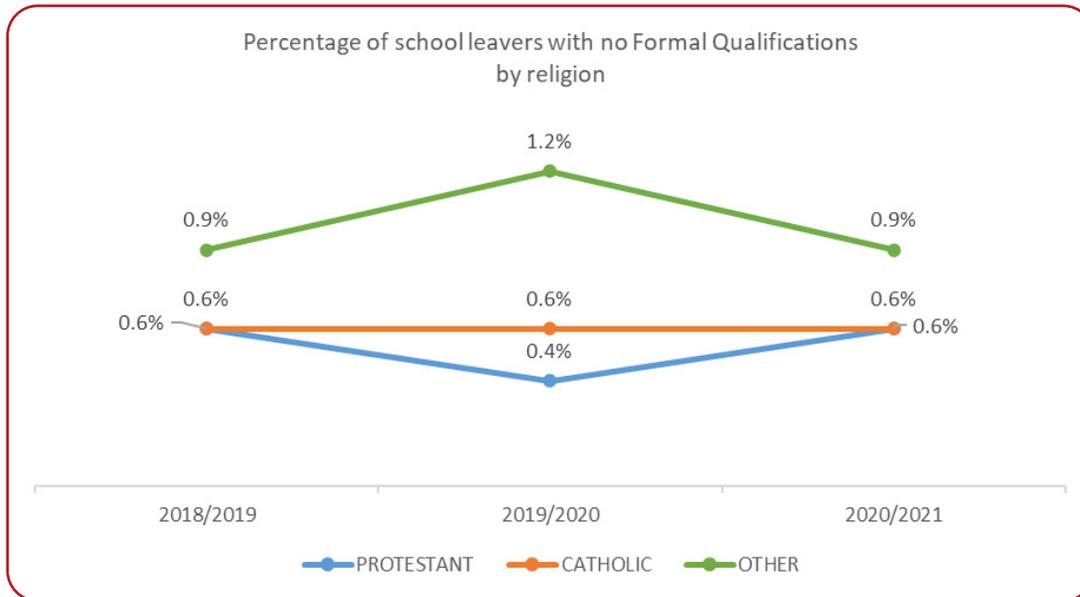
## Religion

**Data Status:** Data is collected, it can be analysed and presented.

In 2020-2021, the percentage of school leavers with no qualification was slightly higher for pupils from Other religion background (0.9%) when compared with Protestant and Catholic school leavers (0.6%).



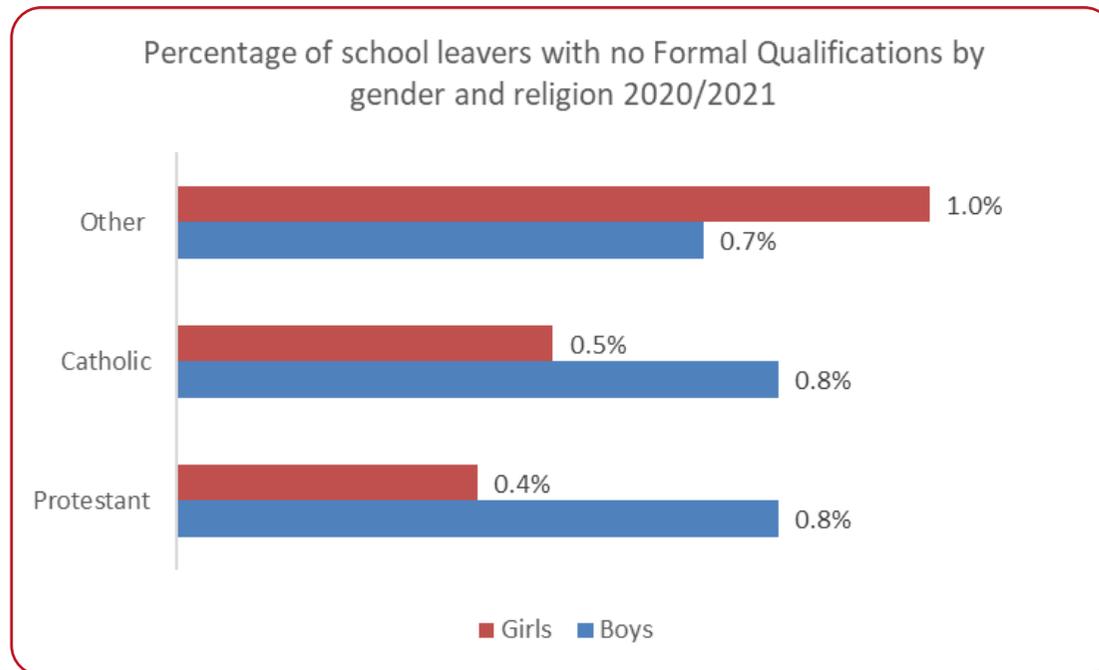
The percentages of school leavers with no qualifications remained relatively low for all the religion groups over the three years of analysis. The percentages of school leavers from Other religion backgrounds remained higher than the percentages of school leavers with no qualifications from Catholic and Protestant backgrounds.



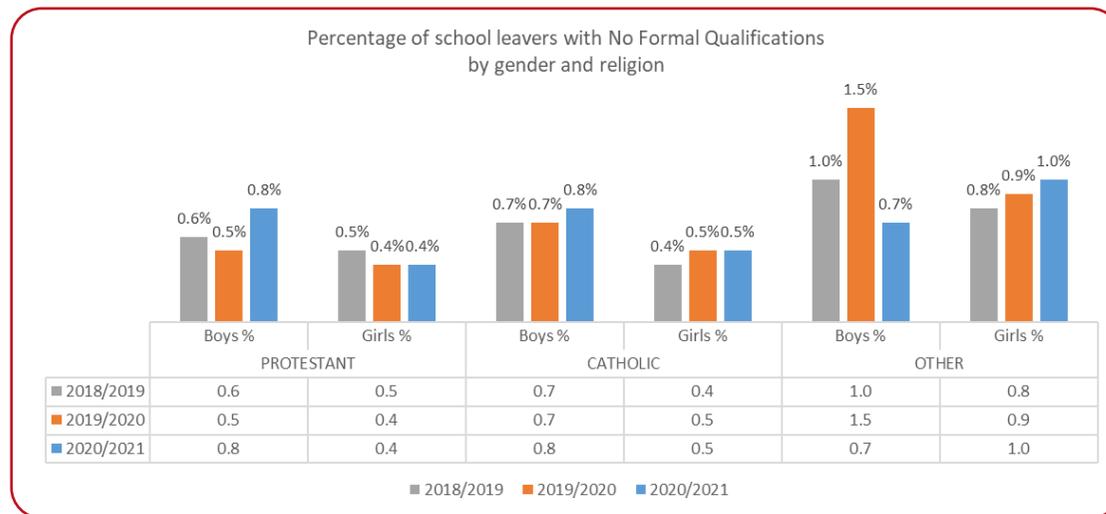
## Gender and Religion

**Data Status:** Data is collected, it can be analysed and presented.

When considering gender and religion together, in 2020/21, there were no differences in the percentages of school leavers with no formal qualifications. However, the percentage of Protestant girls (0.4%) was the lowest, followed by Catholic girls (0.5%) who left school with no formal qualifications. In 2020/21, there was no difference between male pupils from Protestant and Catholic backgrounds (0.8%) who left school with no formal qualifications. On the other hand, more girls (1.0%) than boys (0.7%) from Other religion backgrounds left school with no formal qualification with a difference of 0.3% percentage points.



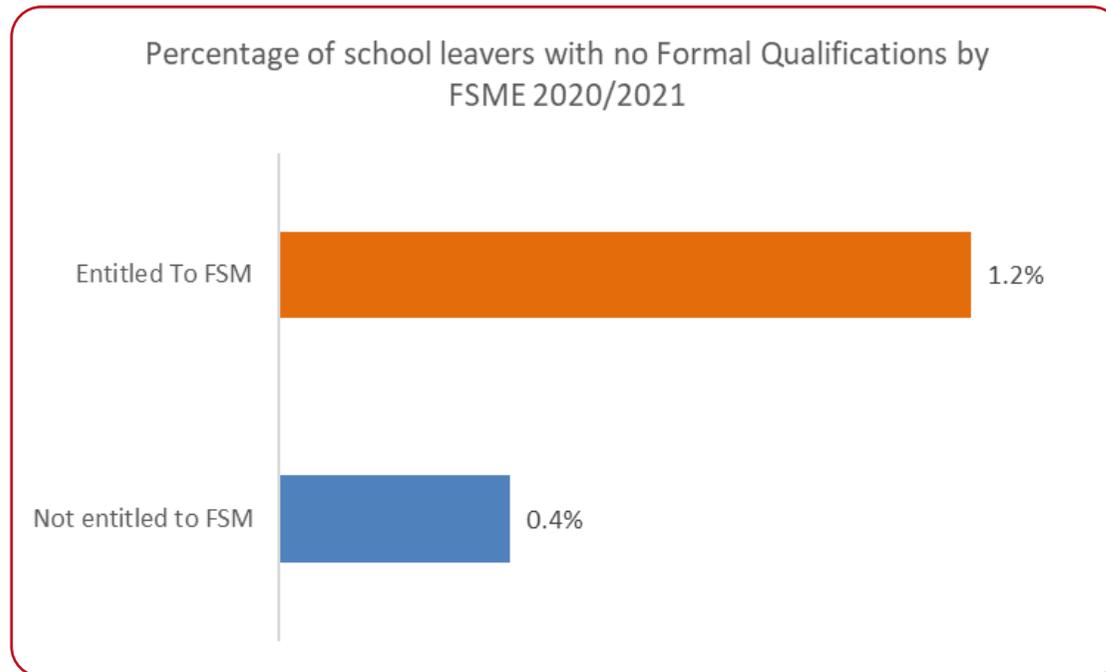
When comparing the percentages of school leavers with no qualifications by gender and religion together over the three years of analysis, there were no large differences. The percentages for boys continued to be higher than the percentages for girls leaving school with no qualifications, with a slight decrease in the percentage of boys leaving school with no qualifications from Other religion backgrounds in 2020/21. The percentages for girls from Catholic and Protestant backgrounds leaving school with no qualifications remained low and stable for over the three years of analysis. Girls from Other religion backgrounds continued to show higher percentages of school leavers with no qualification compared with girls from Protestant and Catholic backgrounds.



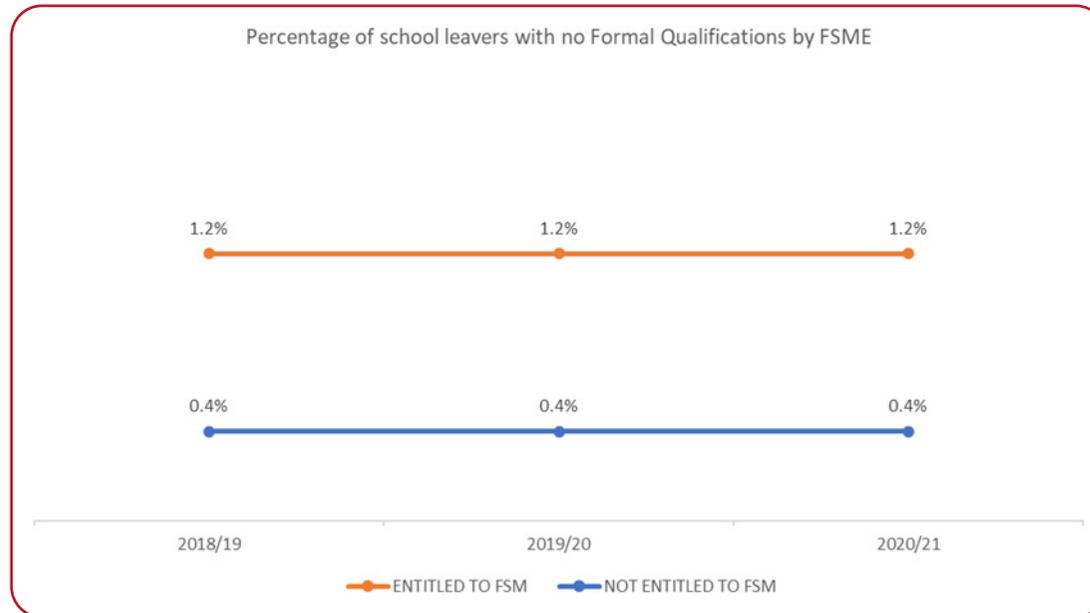
### Free School Meals Entitlement (FSME)

**Data Status:** Data is collected, it can be analysed and presented.

In 2020/21, the percentage of school leavers with no formal qualifications who were entitled to FSMs was 1.2% compared with 0.4% of school leavers not entitled to FSMs, with a difference of 0.8 percentage points.



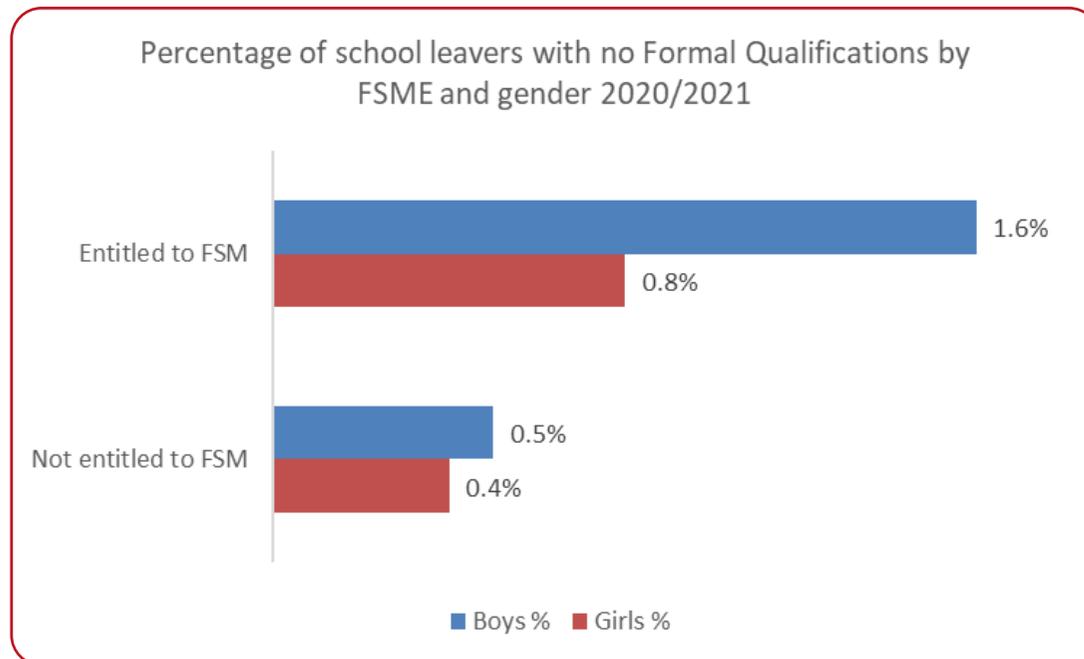
When comparing the percentages of school leavers with no formal qualifications over the period of analysis, there were no changes since 2018/19, with the percentages of school leavers entitled to FSMs with no formal qualifications (1.2%) continuing to be three times higher than the percentages of school leavers not entitled to FSM leaving (0.4%).



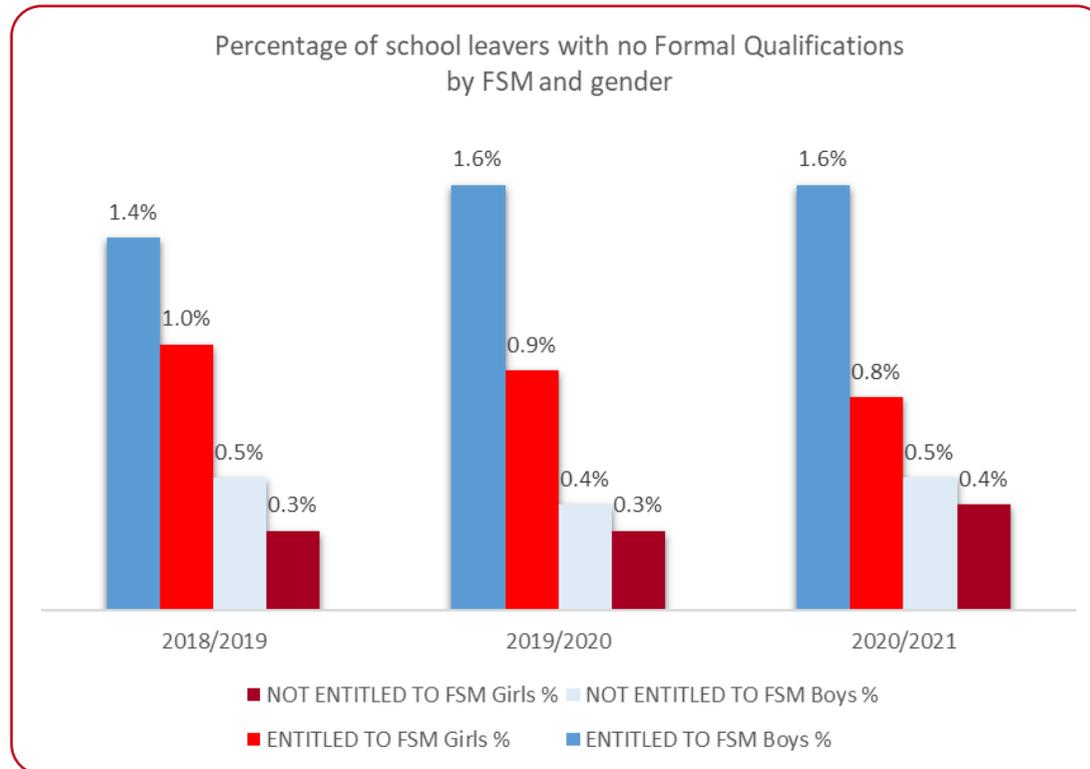
### Free School Meals Entitlement (FSME) and Gender

**Data Status:** Data is collected, it can be analysed and presented.

In 2020/21, the percentage of male school leavers with no formal qualifications entitled to FSMs was 1.1 percentage points higher than male school leavers not entitled to FSMs. Similarly, female pupils entitled to FSMs were more likely to leave school with no qualifications (0.8%) than females school leavers not entitled to FSMs (0.4%).



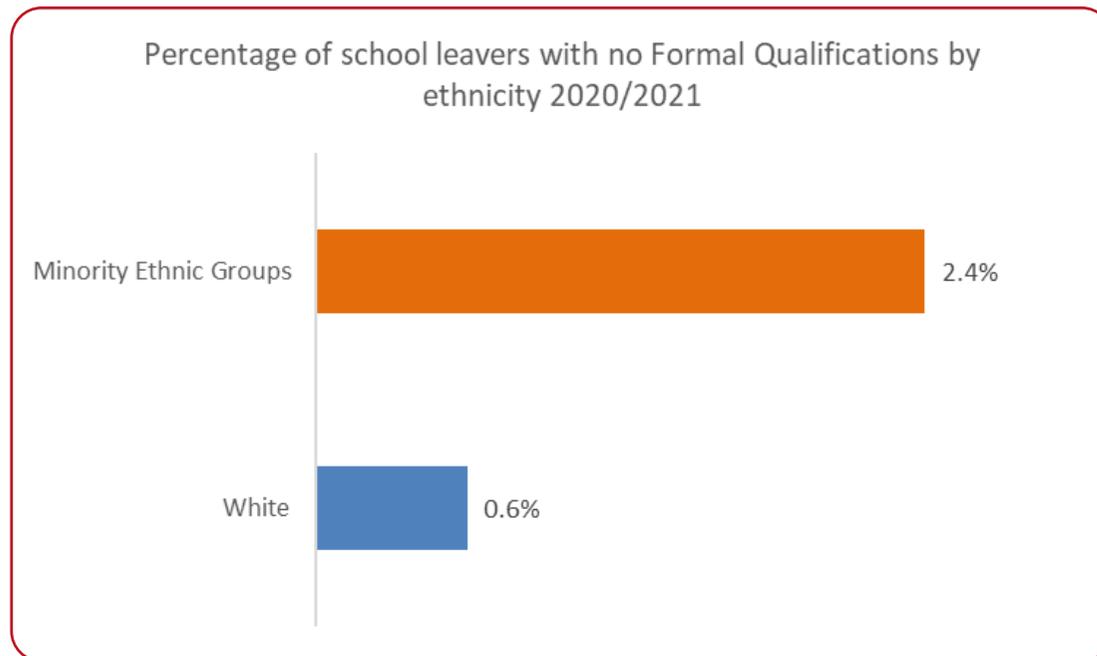
When comparing the percentages of school leavers with no formal qualifications by FSM entitlement and gender over the three-year period of analysis, there were no differences, and the trends remain the same from 2018/19. Boys entitled to FSMs continued to be more likely to leave school with no qualifications than boys not entitled to FSMs. Similarly, girls entitled to FSMs were more likely to leave school with no formal qualifications than girls not entitled to FSMs.



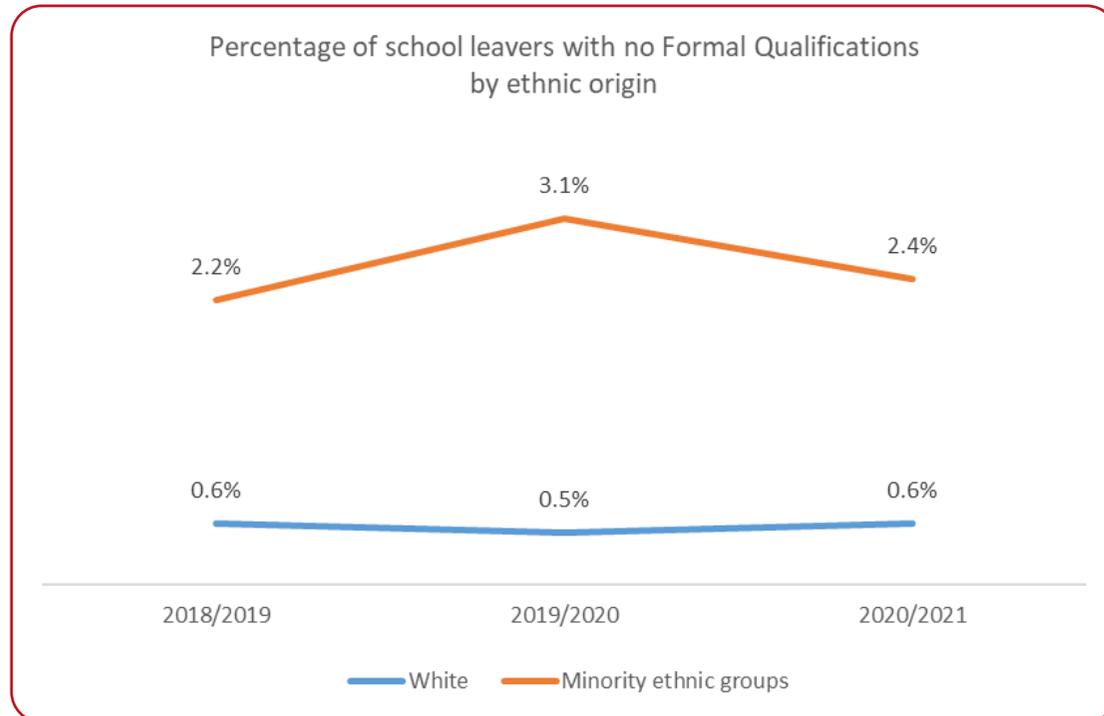
## Ethnicity

**Data Status:** Data is collected, it can be analysed and presented.

The percentage of school leavers from minority ethnic groups with no formal qualifications was four times higher than the percentage of white school leavers with no qualifications in 2020/21.

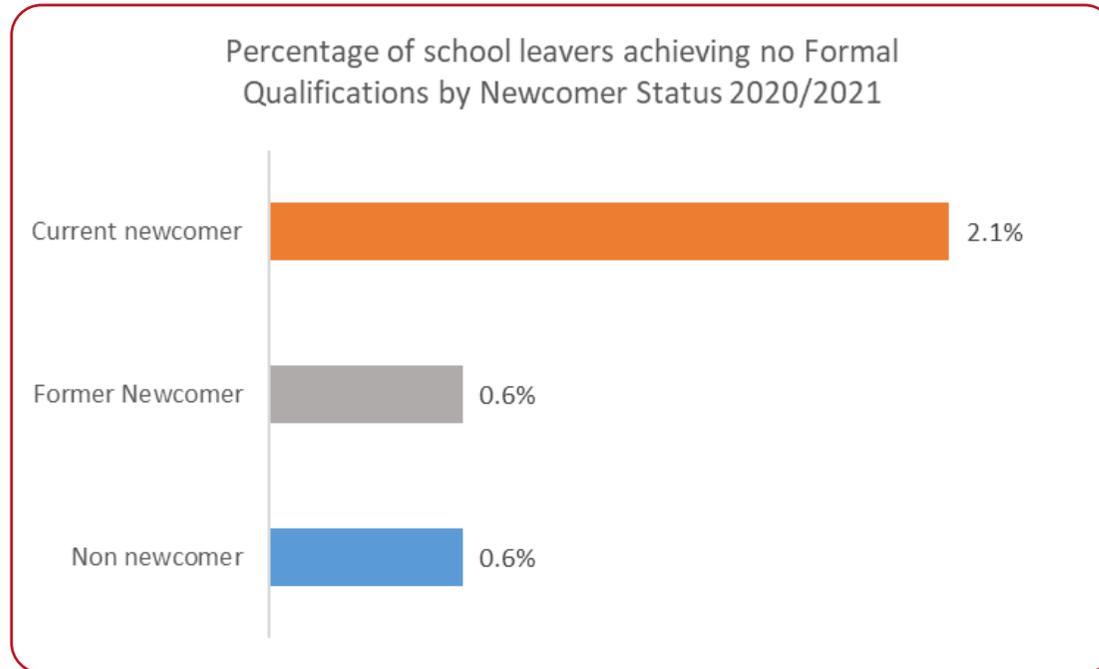


Since 2018/19, the percentages for school leavers from minority ethnic groups with no qualifications fluctuated from 2.2%, then increased to 3.1% in 2019/20 and then dropped again in 2020/21 to 2.4%. Over the last three years of analysis, school leavers from minority ethnic groups continued to be more likely than white pupils to leave school with no qualifications.



### Newcomer Pupils

When school leavers newcomer status was considered, data from 2020/21 indicated that current newcomer school leavers were more likely to leave school with no qualifications (2.1%) and that there was no difference in the percentages of school leavers with no qualifications between non-newcomer (0.6%) and former newcomer (0.6%) school leavers.<sup>4</sup>



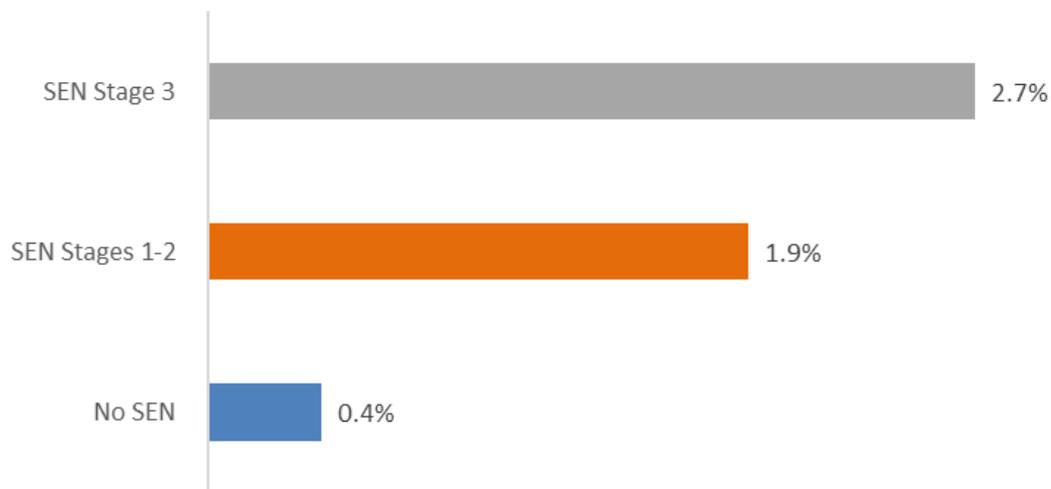
<sup>4</sup> Data not available for the year 2018/19 and 2019/20 due to small numbers and disclosure control applied.

### Special Educational Needs (SEN)

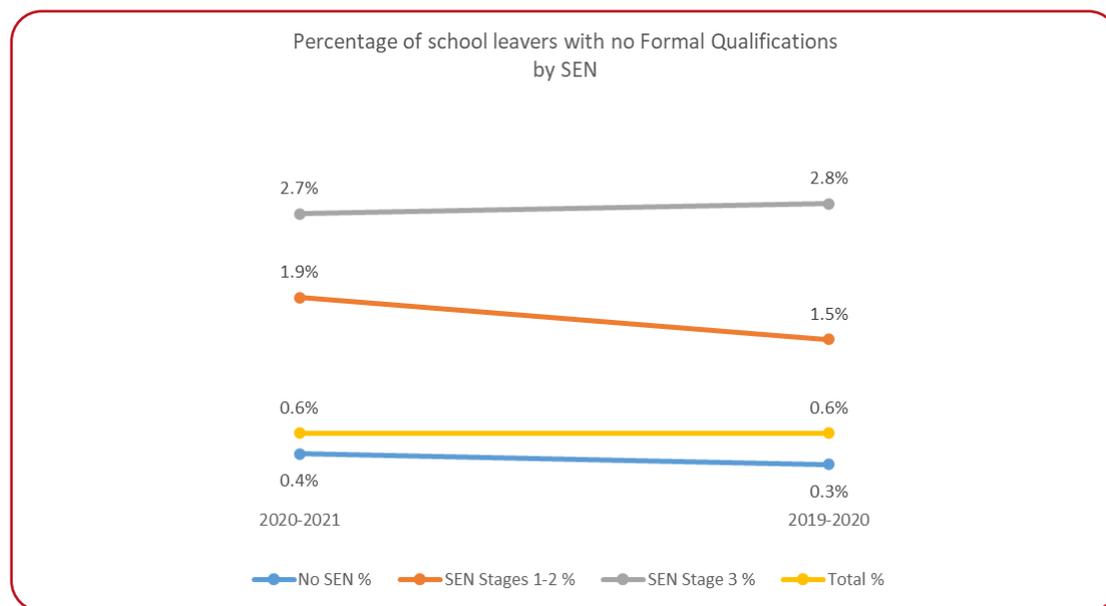
**Data Status:** Data is collected, it can be analysed and presented.

In 2020/21, the proportions of pupils at SEN Stages 1-2 and Stage 3 leaving school with no qualifications were higher than for school leavers with No SEN. Just under three-percent (2.7%) of school leavers at SEN Stage 3 (school leavers who had SEN Statements) left school with no qualifications; a difference of 2.3 percentage points with school leavers with No SEN (0.4%), and a difference of 0.8 percentage points with pupils at SEN Stages 1-2 (1.9%).

Percentage of school leavers with no Formal Qualifications by SEN Status 2020/2021



Over the last two years of the period of analysis, there were no marked changes in the percentages of school leavers at SEN Stage 3 and No SEN leaving school with no qualifications. School leavers at SEN Stage 3 continued to exhibit the highest proportions of their group leaving school with no formal qualifications (2.7% to 2.8%). Whereas, school leavers at SEN Stages 1-2 exhibited lower proportions over the two years, with 1.9% to 1.5% of pupils leaving school with no formal qualifications. School leavers with No SEN were least likely to leave school with no formal qualifications (0.3% to 0.4%).



Education

1 of 6 Areas of Life

**Dependents**

Data Status: Data is not collected.

**Caring status**

Data Status: Data is not collected.

**Political opinion**

Data Status: Data is not collected.

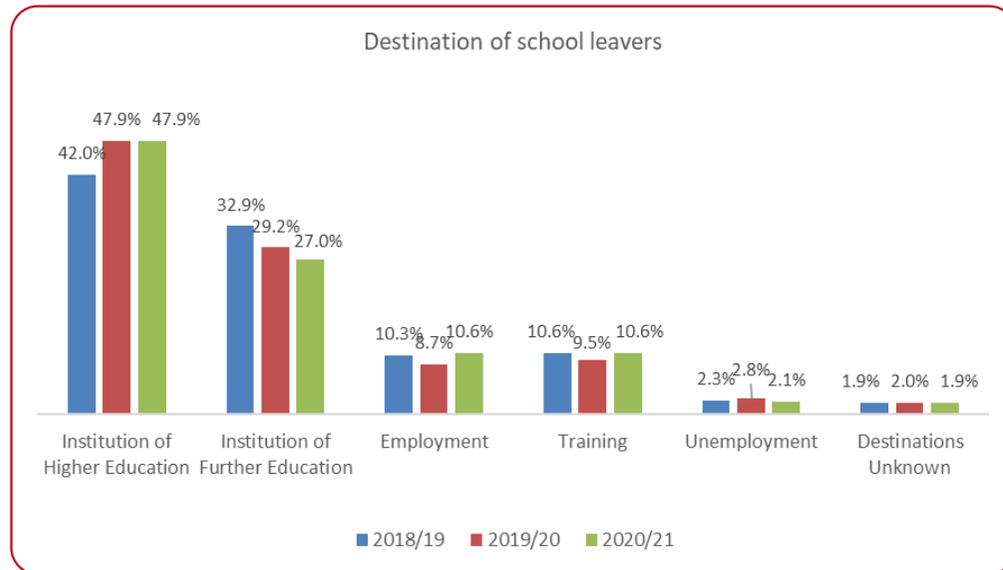
**Population Indicator:** Percentage of destination of school leavers (Higher Education, Further Education, unemployed, employed, training, unknown)

**Data Source:** School Leavers Survey. Department of Education

**Data Provider:** Analytical Services Unit, Department of Education.

**Overall**

In the three years under analysis, there were small increases in the percentages of school leavers going into institutions of higher education<sup>5</sup>, with slightly less than half of all school leavers having this destination in the last two years (47.9%). Conversely, the percentage of all school leavers going into institutions of further education decreased from 32.9% in 2018-2019 to 27% in 2020-2021. The percentage of school leavers moving into employment remained stable at around 10%, with a marginal decrease (8.7%) in 2019-2020. Around one out of ten school leavers (10.6% in both 2018-2019 and 2020-2021 and 9.5% in 2019-2020) went into training<sup>6</sup>.

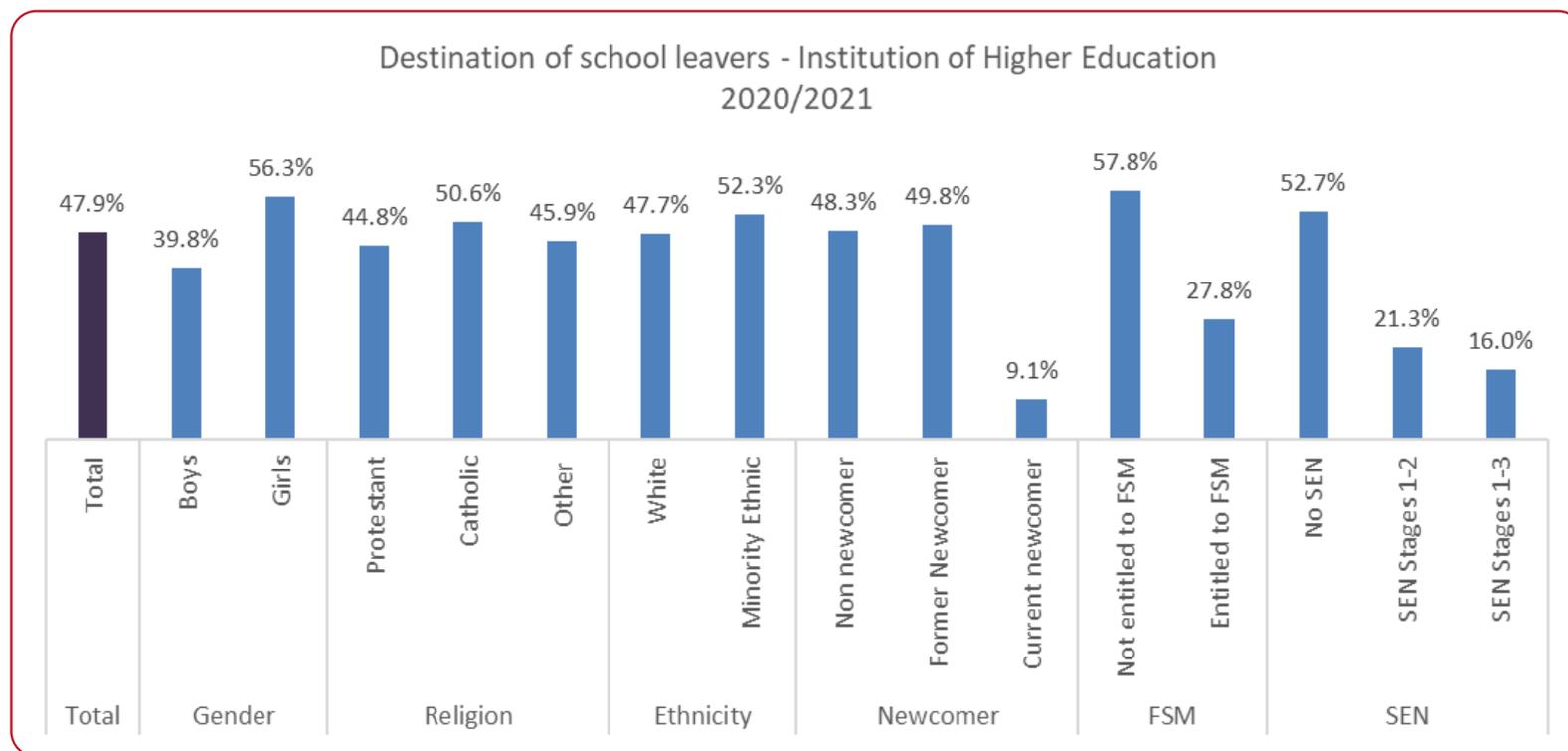


<sup>5</sup> Includes universities and teacher training colleges.

<sup>6</sup> Numbers entering training include those entering the Training for Success programme, operated by the Department for the Economy.

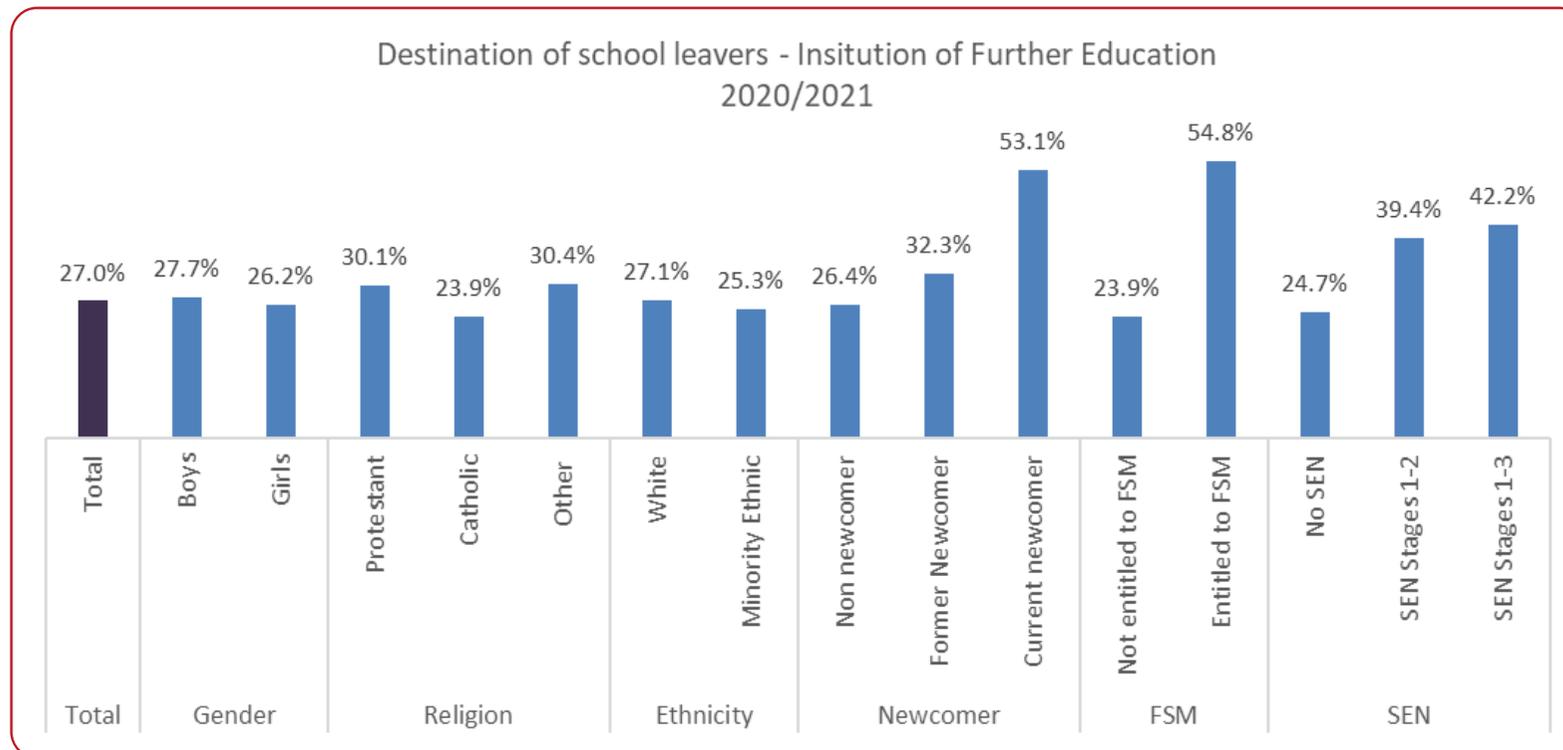
**Summary Across Equality Groups - Destination of School Leavers- Institution of Higher Education, 2020/2021**

In 2020/2021, slightly less than half (47.9%) of all school leavers moved into institutions of higher education. Girls (56.3%), Catholics (50.6%), pupils from ethnic minority groups (52.3%), pupils not entitled to free school meals (57.8%) and pupils with No SEN (52.7%) were more likely to move into this destination when compared with the other equality groups, and the overall proportion of school leavers moving to institutions of higher education.



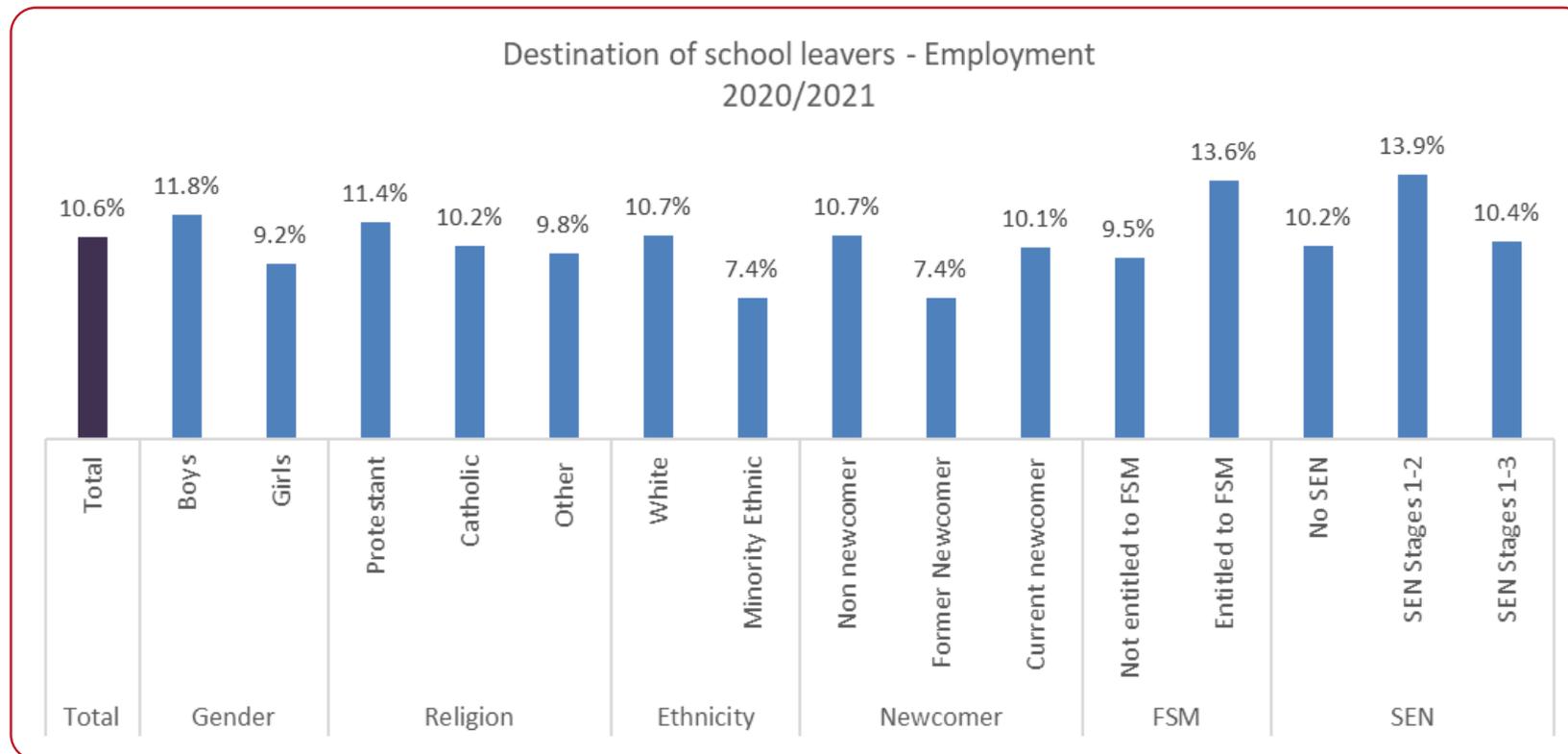
**Summary Across Equality Groups - Destination of School Leavers - Institution of Further Education, 2020/2021**

Slightly less than one out of three school leavers (27.0%) moved to institutions of further education in 2020/2021. Current newcomer pupils (53.1%), pupils entitled to FSMs (54.8%) and pupils with SEN (Stages 1-2, 39.4% and Stage 3, 42.2%) were more likely to enter institutions of further education after leaving school.



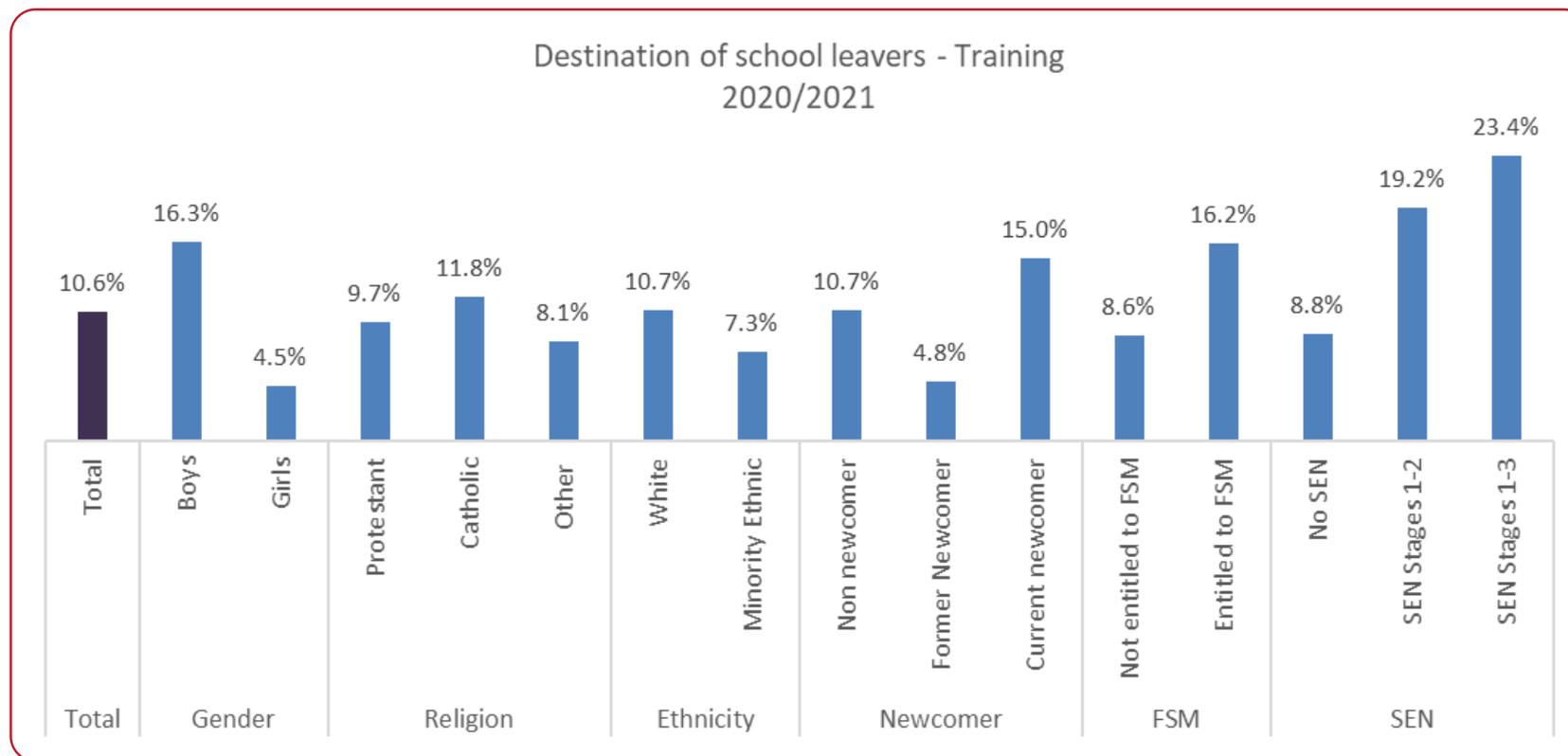
**Summary Across Equality Groups - Destination of School Leavers – Employment, 2020/2021**

In 2020/2021, one out of ten (10.6%) school leavers went into employment. Boys (11.8%), Protestants (11.4%), pupils entitled to FSMs (13.6%) and pupils at SEN Stages 1-2 (13.9%) were more likely to move into this destination than other equality groups, and against the overall level of school leavers entering employment.



**Summary Across Equality Groups - Destination of School Leavers – Training, 2020/2021**

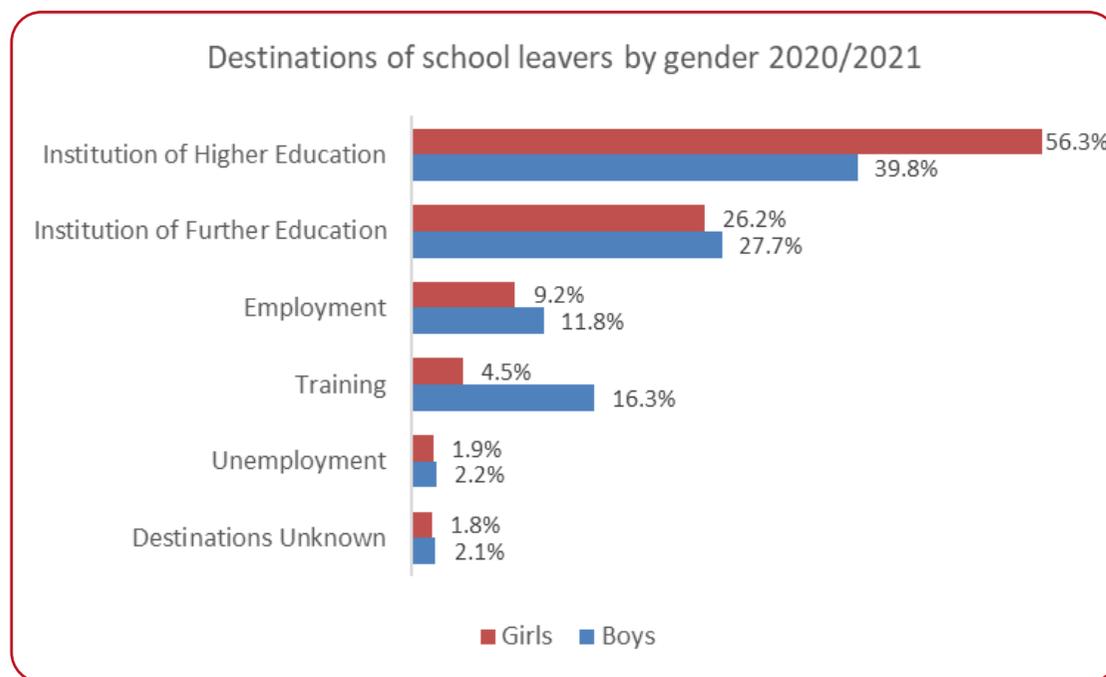
In 2020/2021, one out of ten (10.6%) school leavers moved into training. Pupils at SEN Stages 1-2 (19.2%) and Stage 3 (23.4%) were more likely to move to this destination, followed by pupils entitled to FSMs (16.2%), boys (16.3%), and current newcomer pupils (15.0%) than other equality groups, and when compared to the overall level of school leavers entering this destination.



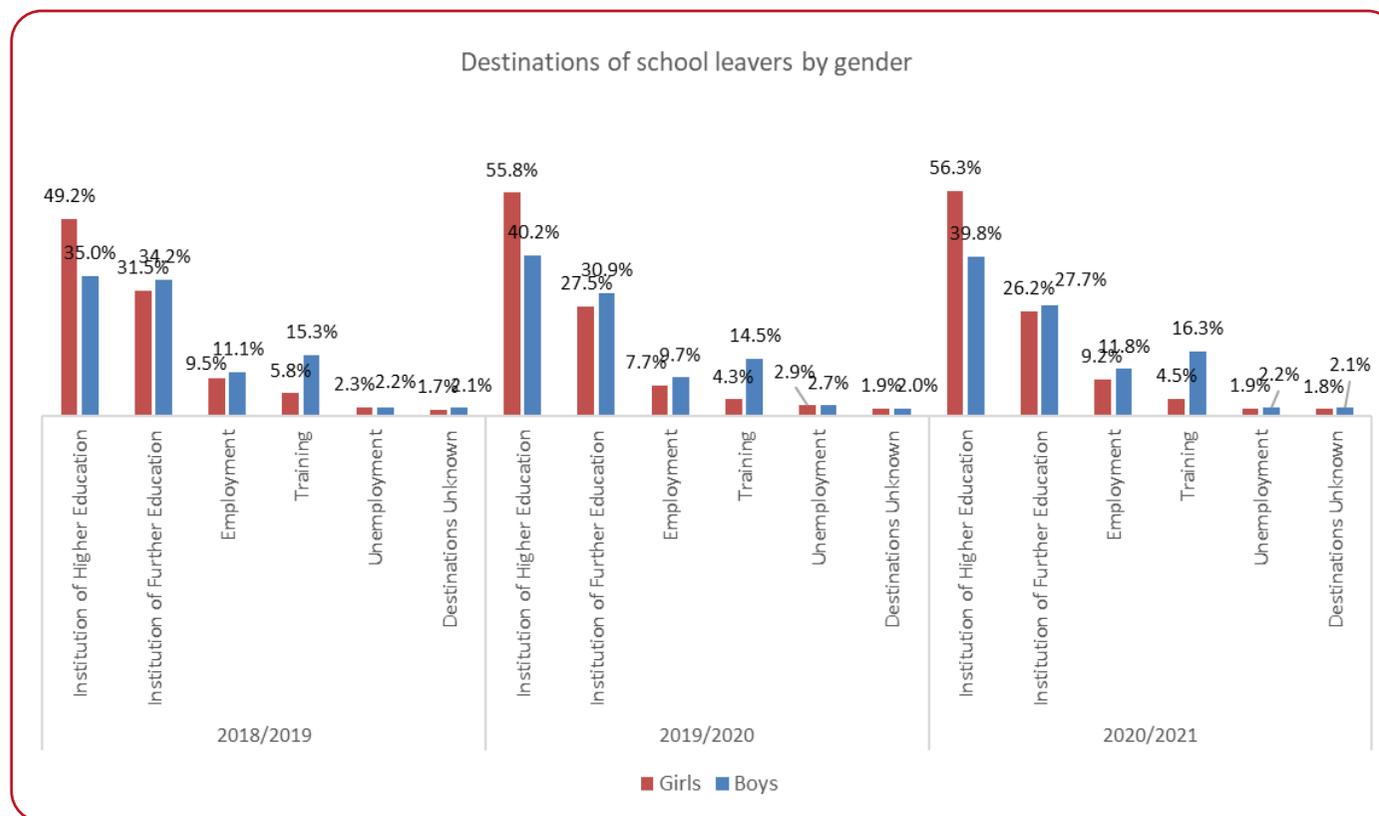
Gender

**Data Status:** Data is collected, it can be analysed and presented.

The proportion of girls continuing to Institutions of Higher Education (56.3%) was higher than that for boys (39.8%). There was a small difference of 1.5 percentage points between boys (27.7%) and girls (26.2%) entering Institutions of Further Education. The proportion of boys (16.3%) entering Training was more than three-times that of girls (4.5%).



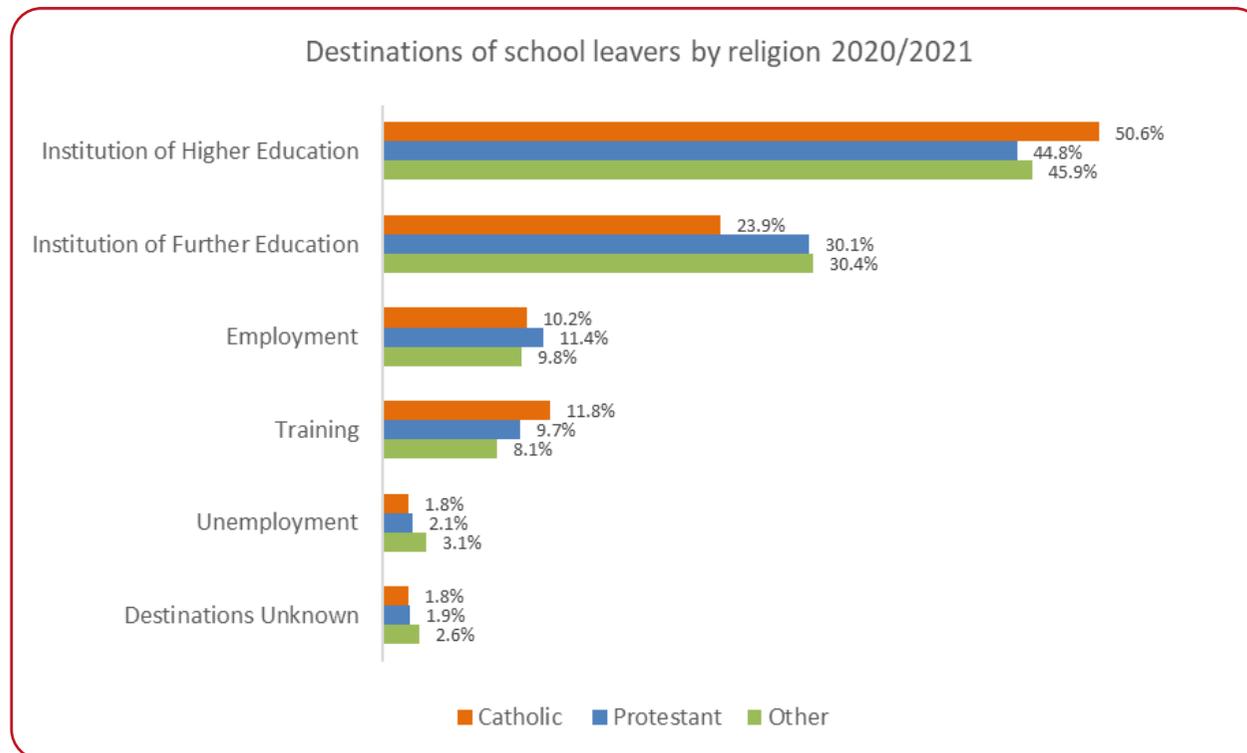
Since 2018-19, the proportion of girls leaving school and entering Institutions of Higher Education was higher than the proportion of boys entering these institutions. The proportions of girls entering Institutions of Higher Education increased from 49.2% in 2019/20 to 56.3% in 2020-21. The percentages of boys entering Institutions of Further education remained higher than the percentages of girls for over the three years of analysis. However, the proportions of boys entering Institutions of Further Education decreased from 34.2% in 2018-19 to 27.6% in 2020-21. Over the three years of analysis, boys continued to be more likely to go to employment after leaving school than girls; typically exhibiting a two-percentage point difference in the likelihood of entering employment. The decrease in the proportions of boys entering Institution of Further Education as a destination after leaving school may be accounted for by proportional increases in training and employment as destinations after leaving school.



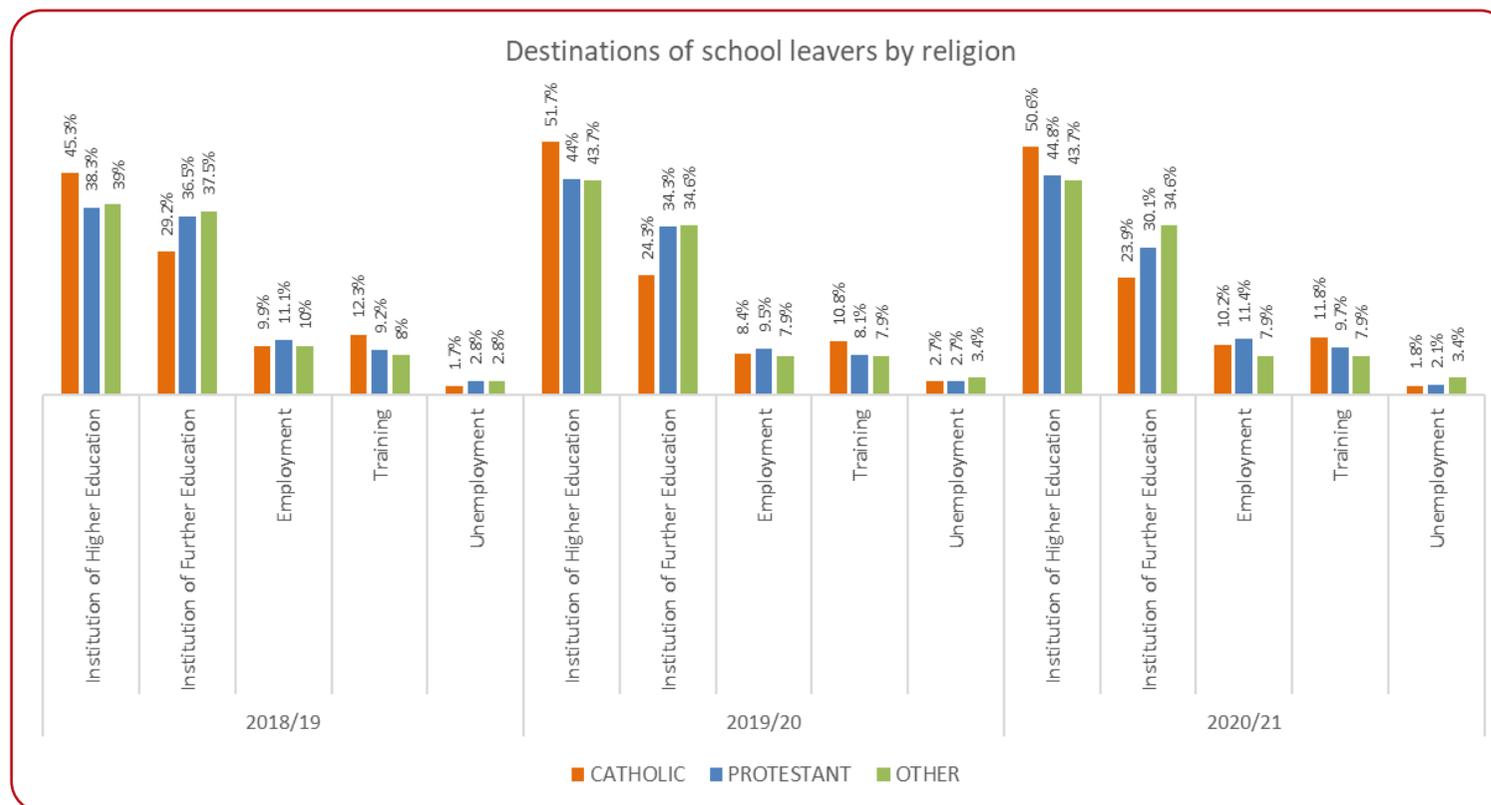
Religion

**Data Status:** Data is collected, it can be analysed and presented.

When religion of the school leaver was considered, in 2020/21, 44.8% of Protestant school leavers entered Institutions of Higher Education compared with 50.6% of Catholic school leavers and 45.9% school leavers from Other religion backgrounds. Catholic school leavers (23.9%) were less likely to enter Institutions of Further Education, this was a difference of around six percentage points when compared with Protestant school leavers (30.1%) and pupils from Other religion backgrounds (30.4%).



Over the three years of analysis, the percentages of pupils entering Institutions of Higher Education remained stable, with the percentages of Catholic school leavers remaining the highest compared to the percentages of school leavers from Protestant and Other religion backgrounds. Conversely, the percentages of school leavers from Protestant and Other religion backgrounds entering Institutions of Further Education were higher than the percentages of Catholic pupils entering Institutions of Further Education; this trend remained over the three years of analysis. There were no marked changes over the period of analysis in the percentages of school leavers getting into employment when considering their religion background.

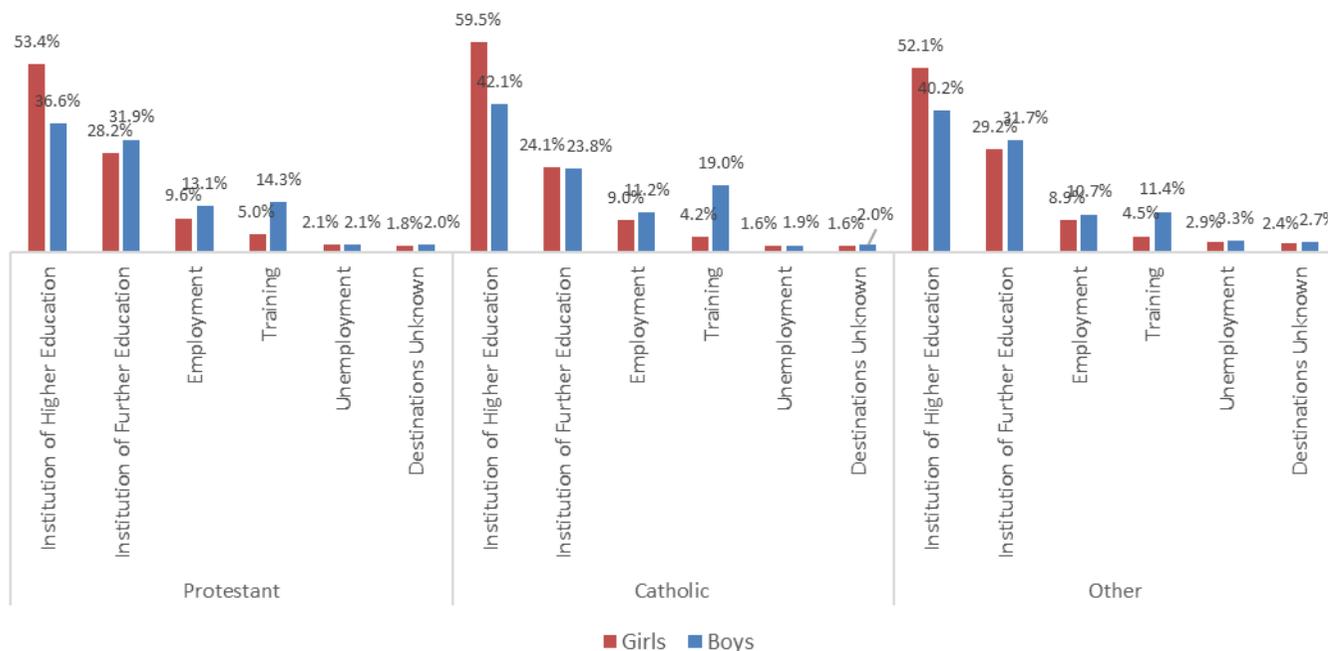


### Religion and Gender

**Data Status:** Data is collected, it can be analysed and presented.

In 2020/2021, Catholic girls (59.5%) and boys (42.1%) were slightly more likely to enter Institutions of Higher Education than Protestant girls (53.4%) and boys (42.1%) and school leavers from Other religion background (female 52.1%) and (male 40.2%). In addition, when looking at boys entering Institutions of Further Education, Protestants (31.9%) and Other (31.7%) religion background were slightly more likely to enter these institutions than Catholic males. The proportion of male school leavers from a Catholic background (19%) entering employment was higher than the proportions of males (13.1%) and females (9.6%) from the Protestant and males (10.7%) and females (8.9%) from Other religion backgrounds. These patterns were evident over the last three years of analysis.

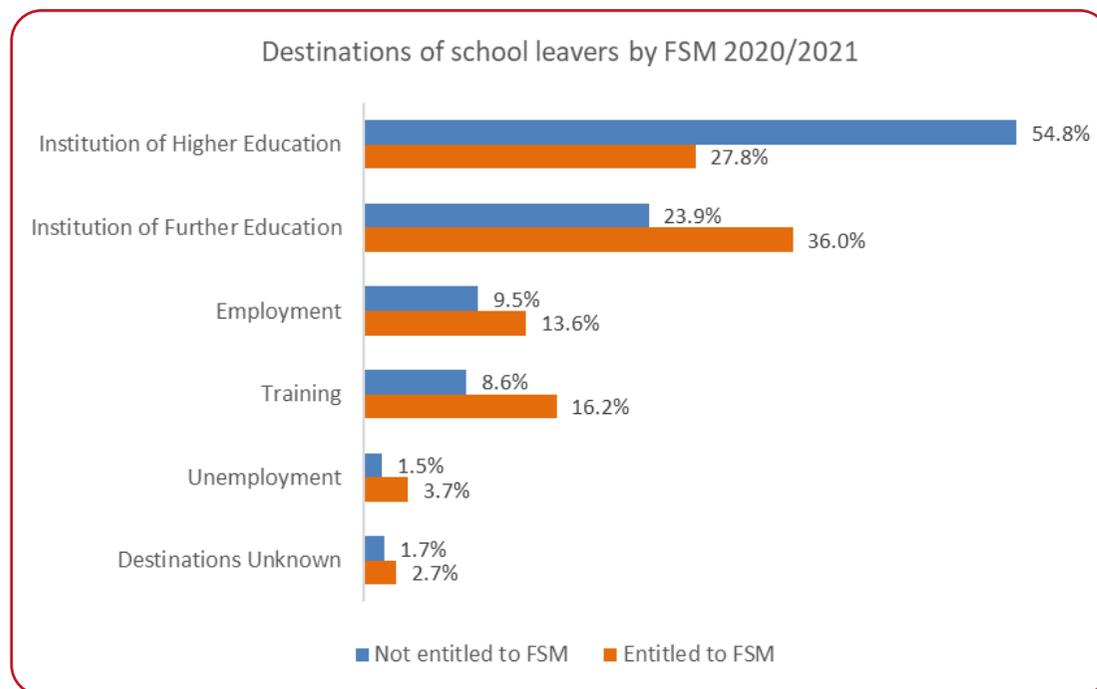
Destination of school leavers by gender and religion 2020/2021



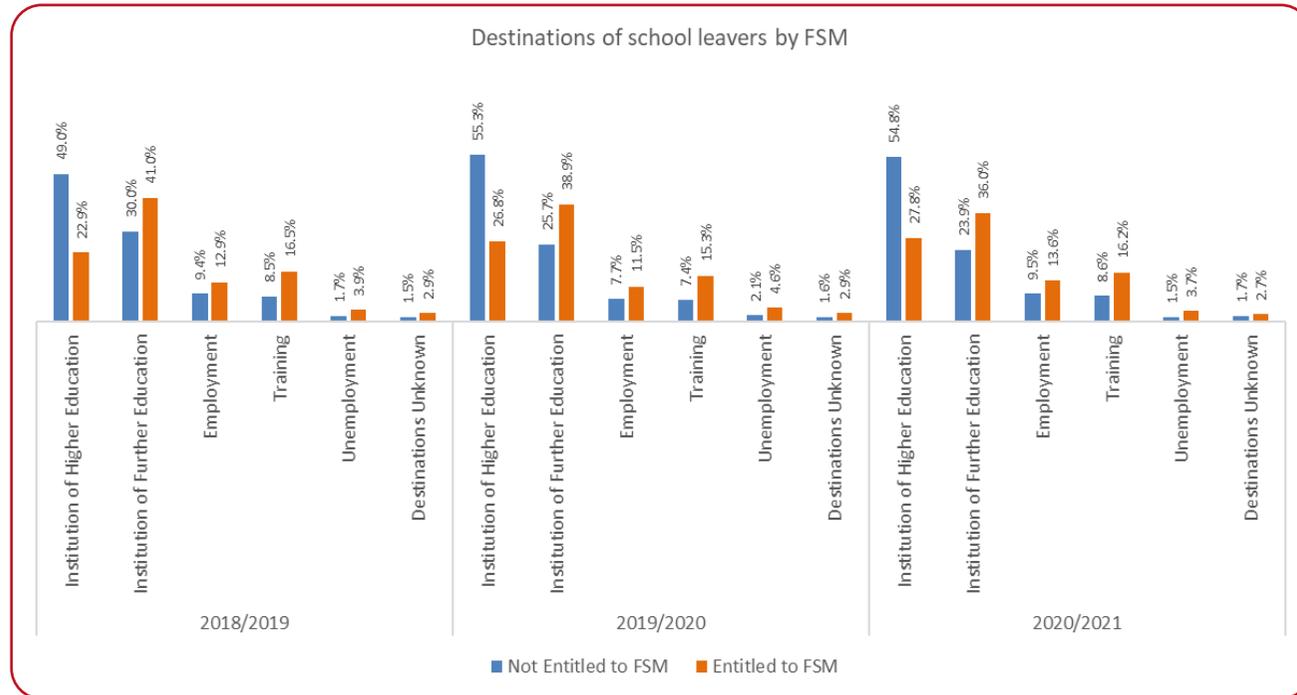
### Free School Meals Entitlement (FSME)

**Data Status:** Data is collected, it can be analysed and presented.

In 2020/21, 78.7% of school leavers not entitled to FSMs were more likely to entering institutions of Higher or Further Education compared with 63.9% of leavers who were entitled to free school meals. School leavers entitled to FSMs were more likely to go into Institutions of Further Education (36.0%) than school leavers not entitled to FSMs (27.8%). Similarly, school leavers entitled to FSMs were more likely to go straight into employment after leaving school (16.2%) than pupils not entitled to FSM (9.5%). The same was true for entry into training.



Since 2018-2019, school leaver destinations followed a similar pattern, where school leavers not entitled to FSMs were more likely to entering Institutions of Higher Education than school leavers entitled to FSMs. Conversely, school leavers not entitled to FSMs were less likely to go to Institutions of Further Education than pupils entitled to FSMs. School leavers entitled to FSMs were also more prone to enter employment and training than school leavers not entitled to FSMs.

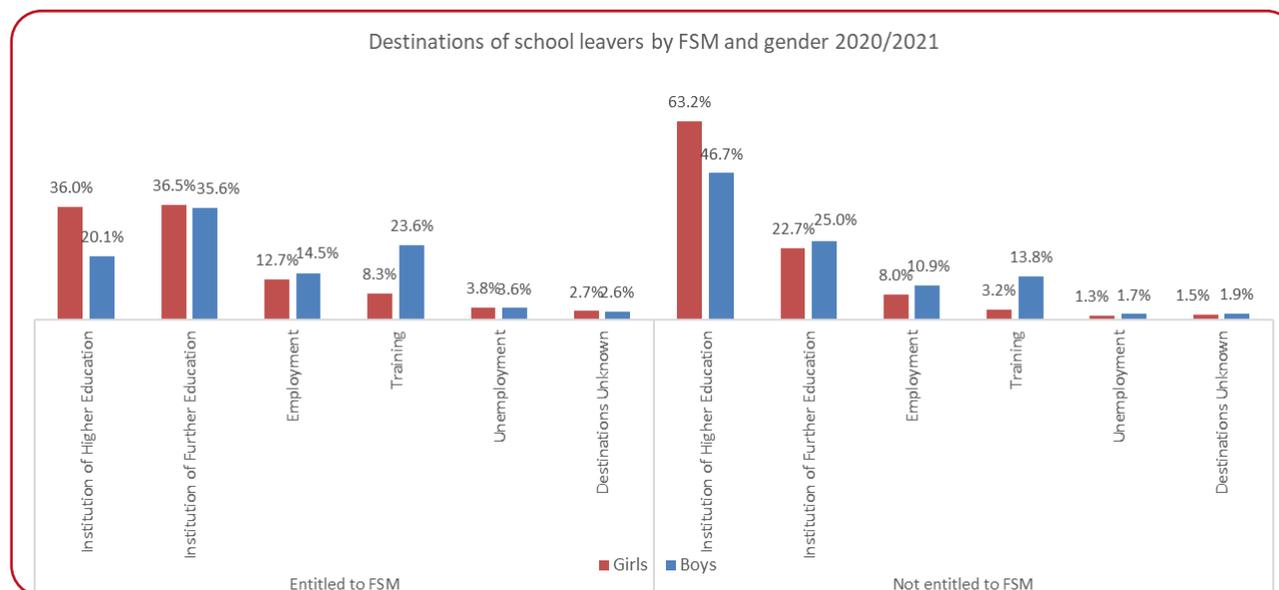


### Free School Meals Entitlement (FSME) and Gender

**Data Status:** Data is collected, it can be analysed and presented.

When comparing the destinations of school leavers by FSM entitlement and gender, in 2020/21, girls were more likely to continue into Institutions of Higher Education after leaving school than boys, particularly girls not entitled to FSMs (63.2%) in comparison with girls entitled to FSMs (36.0%). There was a difference of 26.6 percentage points between boys entitled to FSMs (20.1%) and boys not entitled to FSMs (46.7%) entering Institutions of Higher Education after leaving school.

In 2020/21, the percentage of boys (35.6%) and girls (36.5%) entitled to FSMs who entered Institutions of Further Education was higher than the percentage to boys (25.0%) and girls (22.7%) not entitled to FSMs. Similarly, boys (14.5%) and girls (12.7%) entitled to FSMs were more likely to move into employment after leaving school than boys (10.9%) and girls (8.0%) not entitled to FSMs.

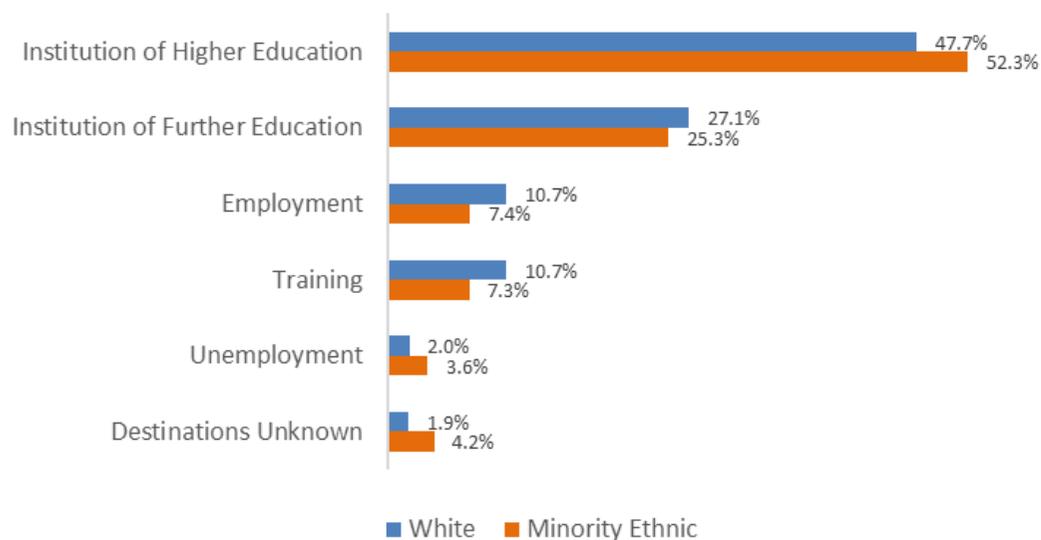


## Ethnicity

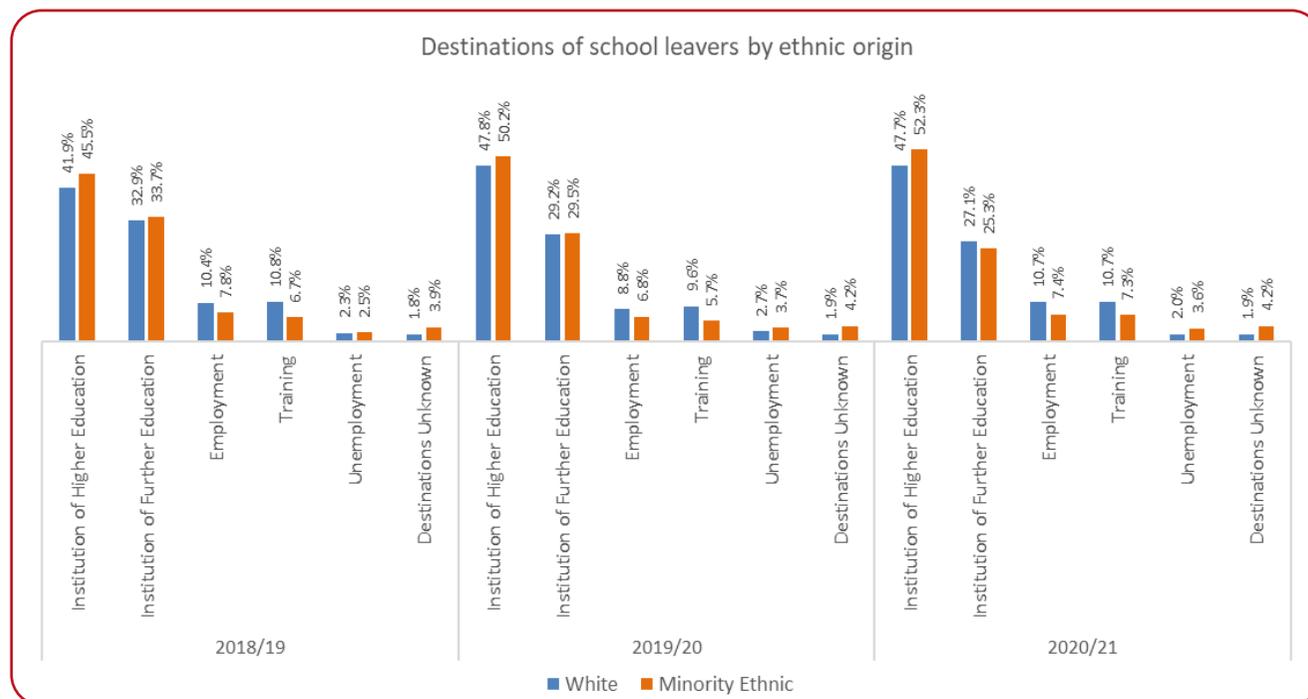
**Data Status:** Data is collected, it can be analysed and presented.

When considering the destinations of school leavers by ethnicity, in 2020/21, pupils from minority ethnic groups were slightly more likely to enter Institutions of Higher Education (52%) than white students (47.7%) with a difference of 4.6 percentage points. Conversely, the percentage of white students (27.1%) entering Institutions of Further Education was marginally higher than the percentage of pupils from ethnic minority groups (25.3%). A similar pattern was shown for white school leavers going into employment and training in higher percentages than school leavers from ethnic minority groups.

Destinations of school leavers by ethnic origin 2020/2021



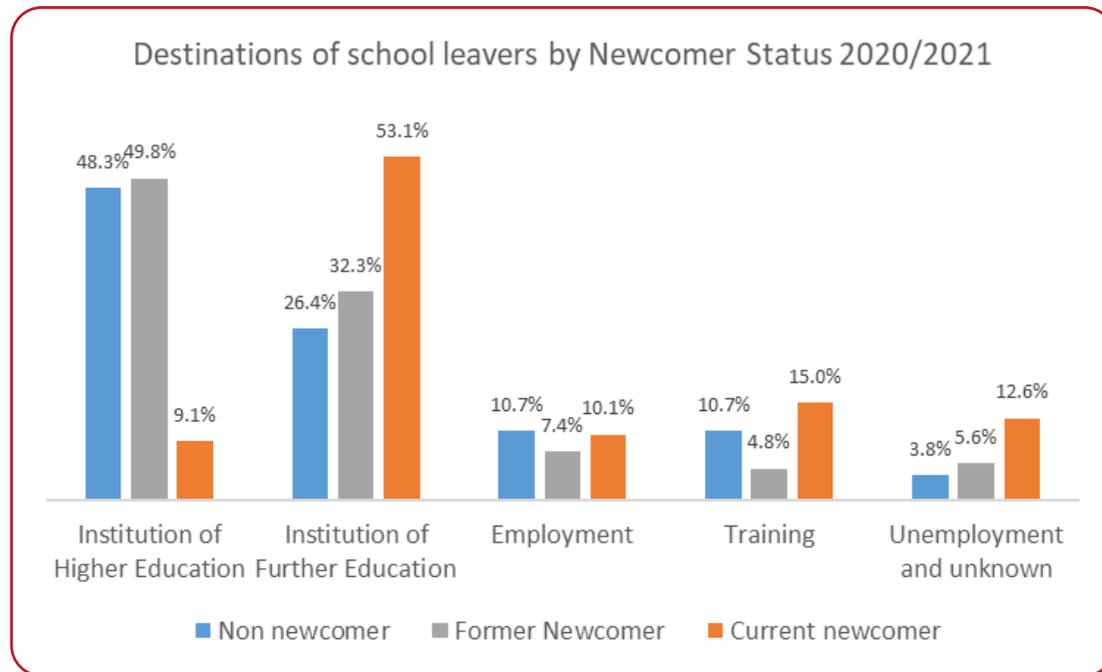
An analysis across the last three years suggests that school leavers from ethnic minorities were more likely to enter Institutions of Higher Education; generally, by around a 3-percentage point difference with white students. Since 2018-2019, white school leavers were slightly less likely to enter Institutions of Further Education than school leavers from an ethnic minority, with a reversal in 2020-2021. When looking at the proportions of school leavers moving into employment, there was a three-year trend of white students being slightly more likely to get into employment than school leavers from an ethnic minority. A similar trend was observed when looking at the number of school leavers moving into training.



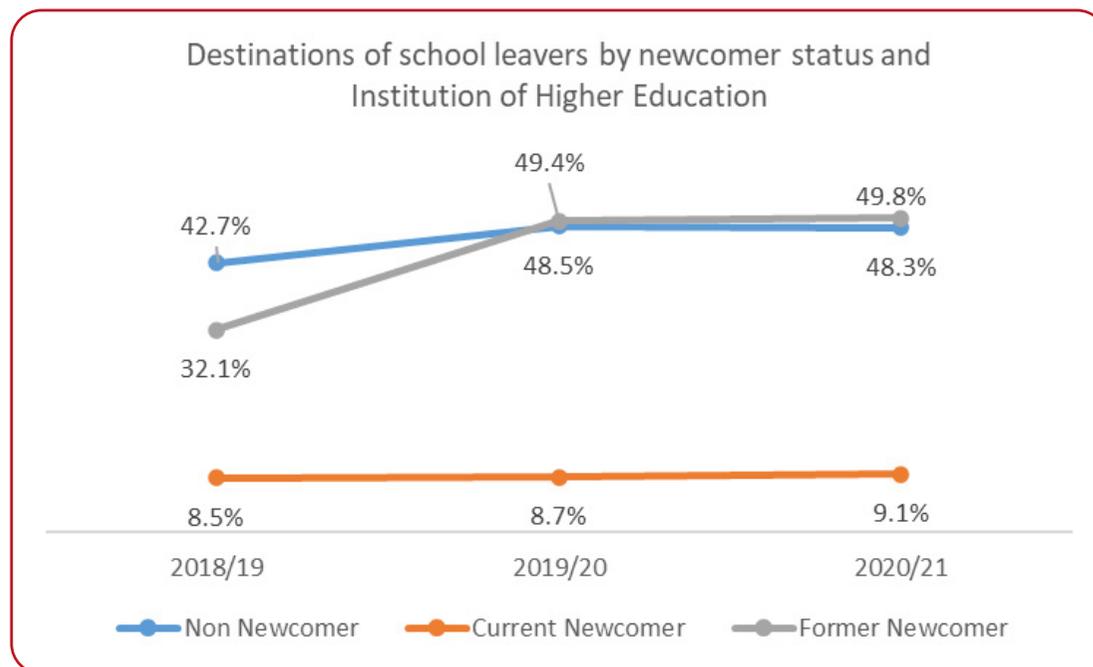
### Newcomer Pupils

**Data Status:** Data is collected, it can be analysed and presented.

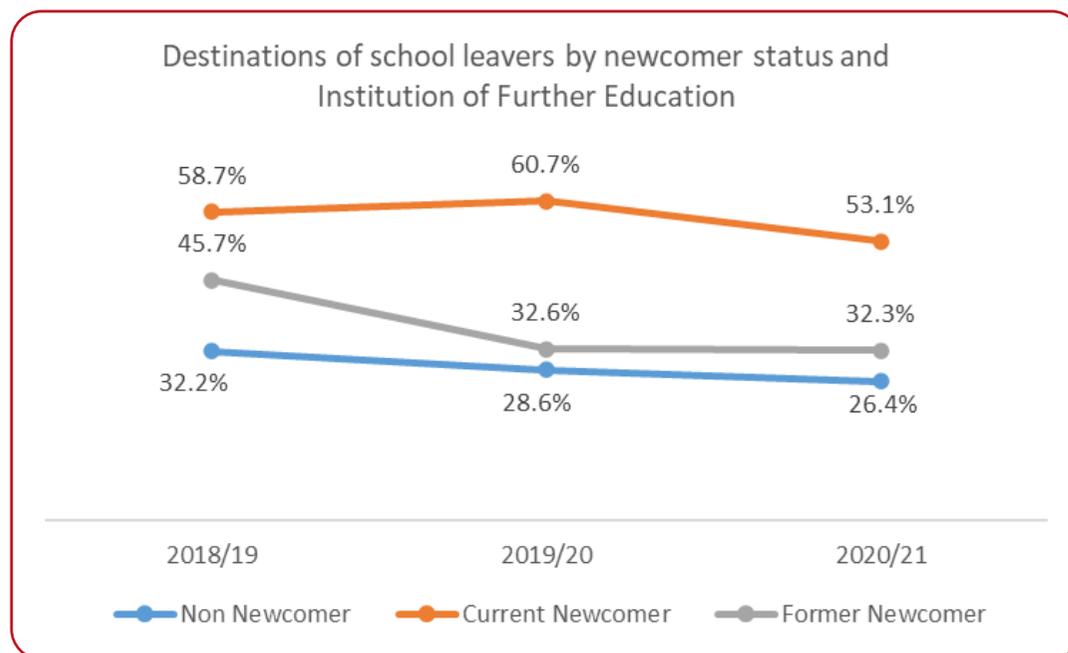
In 2020-21, non-newcomer and former newcomer school leavers were proportionally more likely to entering Institutions of Higher Education than current newcomer school leavers, with a difference in the proportions of around 40 percentage points. Conversely, current newcomer school leavers (53.1%) were more likely to enter Institutions of Further Education compared with former newcomer (32.3%) and non-newcomer (26.4%) school leavers. In terms of employment and training destinations for school leavers, non-newcomers and current newcomers were slightly more likely than former newcomers to move into these destinations.



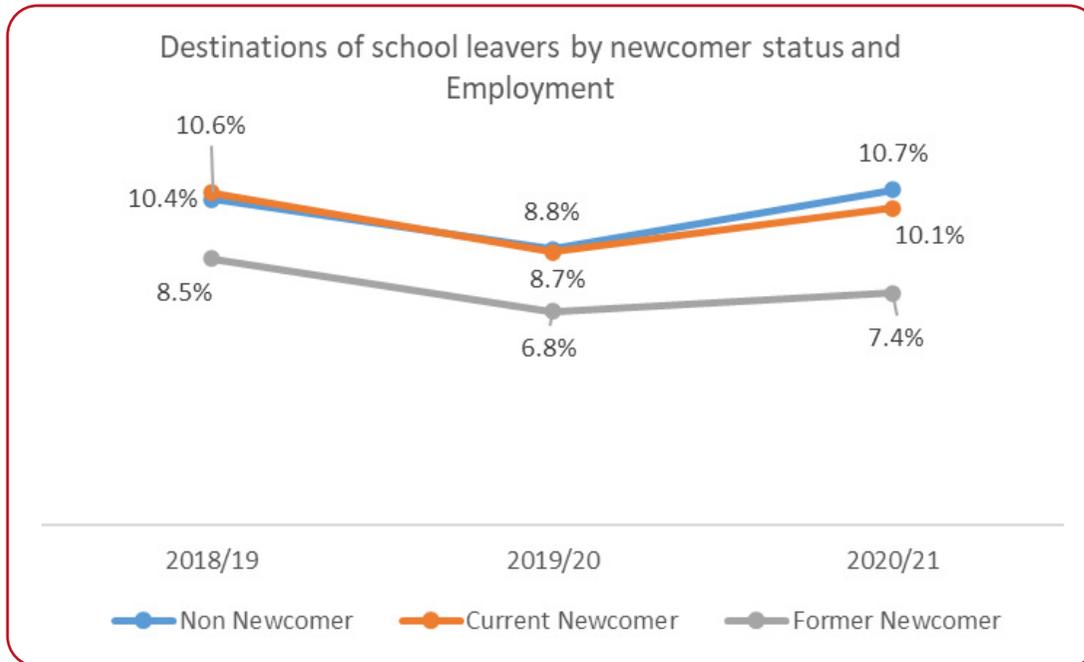
During the period of analysis, the percentage of former newcomer school leavers entering Institutions of Higher Education raised 16.4 percentage points from 32.1% 2018-2019 to 49.4% in 2019/20, and remained at that level in 2020-2021. Since 2019-2020, there were no marked differences between non-newcomer and former newcomer school leavers entering Institutions of Higher Education. The percentages of current newcomer school leavers entering Institutions of Higher Education remained below those of non-newcomer and former newcomer school leavers with around 40 percentage points difference during the period of analysis.



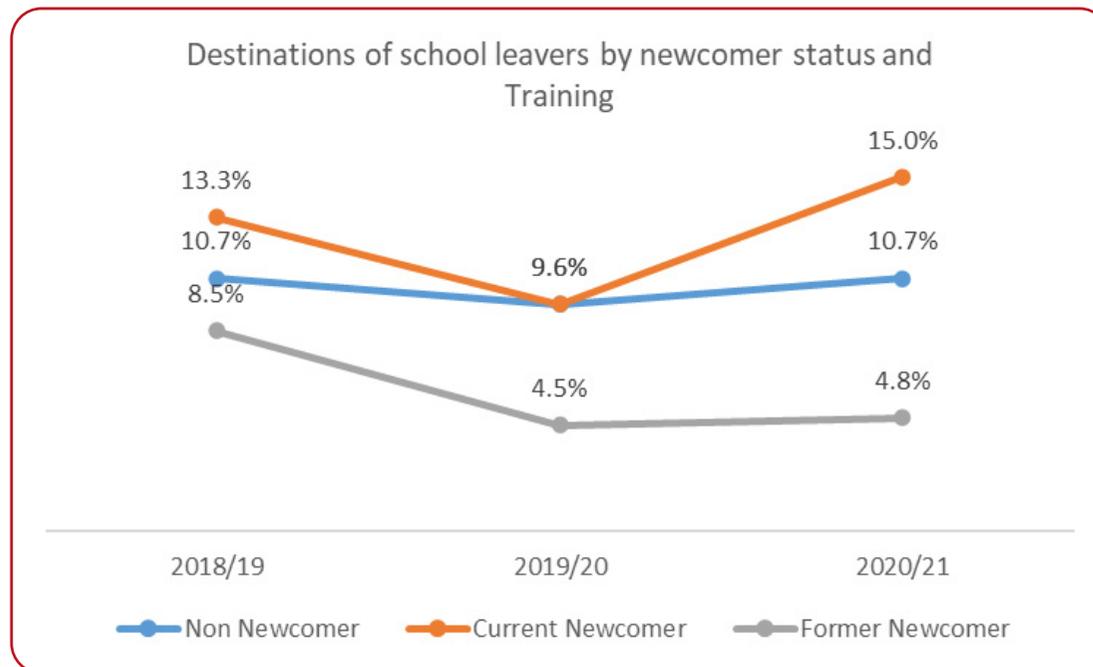
The percentage of current newcomer school leavers entering Institutions of Further Education decreased 7.3 percentage points between 2019-2020 (58.7%) and 2020-2021 (53.1%) but remained above the percentages for non-newcomer and former newcomer school leavers entering Institutions of Further Education. Non-newcomer school leavers were less likely to enter Institutions of Further Education than current newcomer and former newcomer school leavers, although there was a very small difference of around 0.5 percentage points in the later in the last two years of analysis.



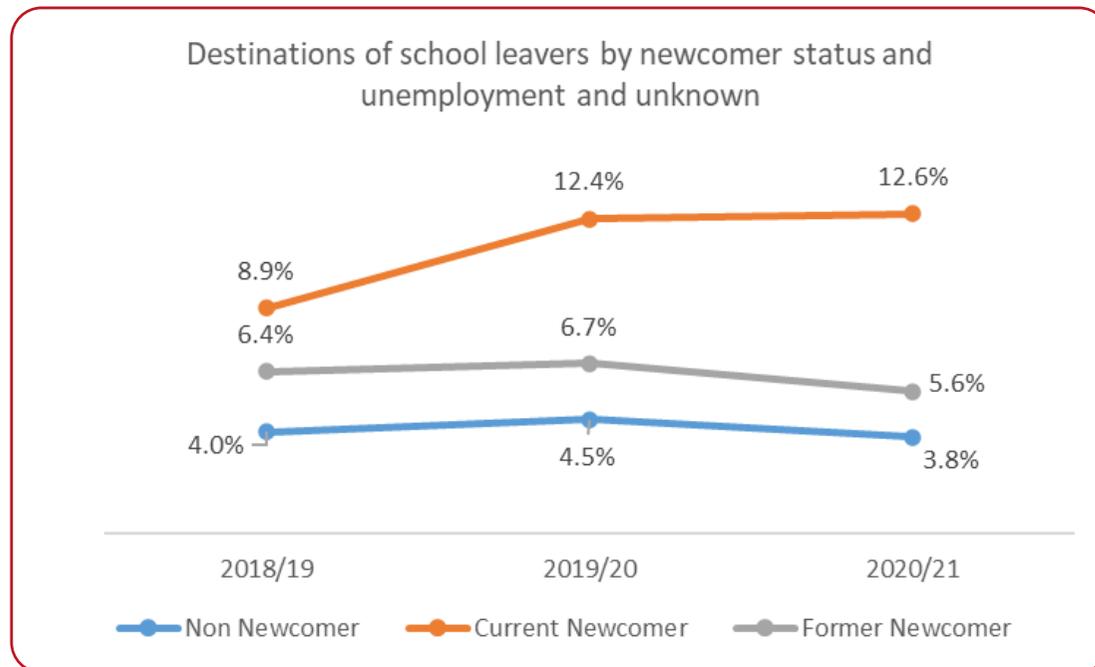
Since 2018/19, the percentages of non-newcomer and current newcomer school leavers entering into employment were similar and consistently higher than the percentages of former newcomer school leavers into this destination.



When comparing the percentages of non-newcomers, former newcomers and current newcomers school leavers going into training as a first destination, the data showed some fluctuations in 2019-2020, with reductions in the percentages of current and former newcomer school leavers going into training, but then an increase the following year of 5.4 percentage points for current newcomer and only a marginal increase for former newcomers. Over three years of analysis, former newcomers remained less likely to go into training than non-newcomer and current newcomer school leavers. There were minimal changes in the percentages of non-newcomer school leavers going into training over the last three years of analysis.



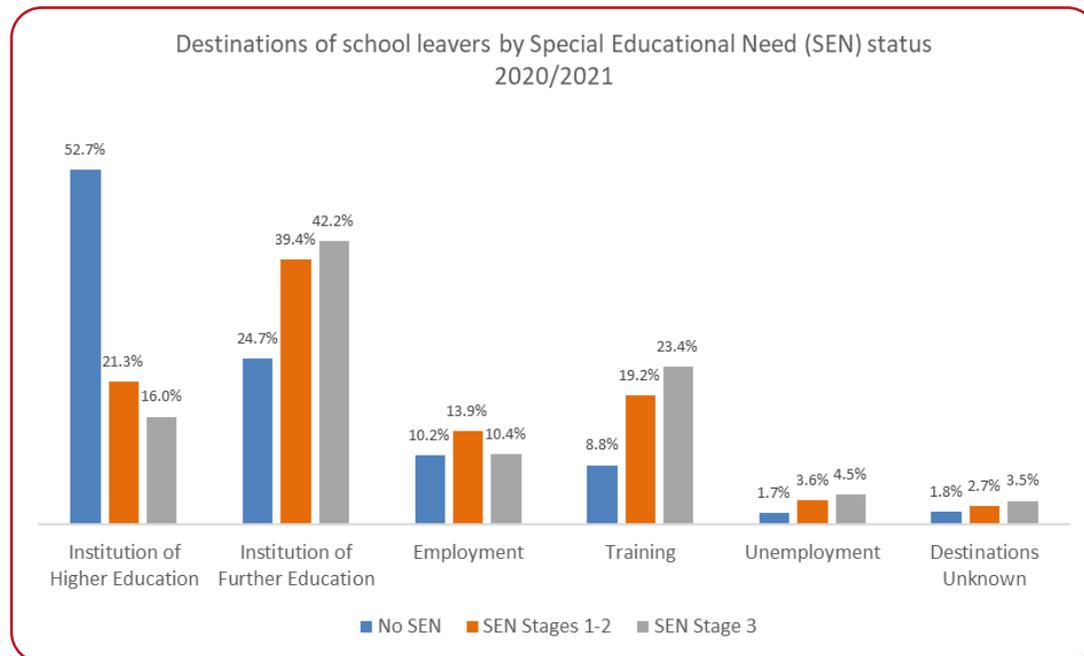
The percentages of school leavers whose destination after school was to be unemployed or with an unknown destination remained stable and low with no changes since 2018-2019 for non-newcomer and former newcomer school leavers. Current newcomer school leavers remained most likely to be unemployed or with a destination unknown.



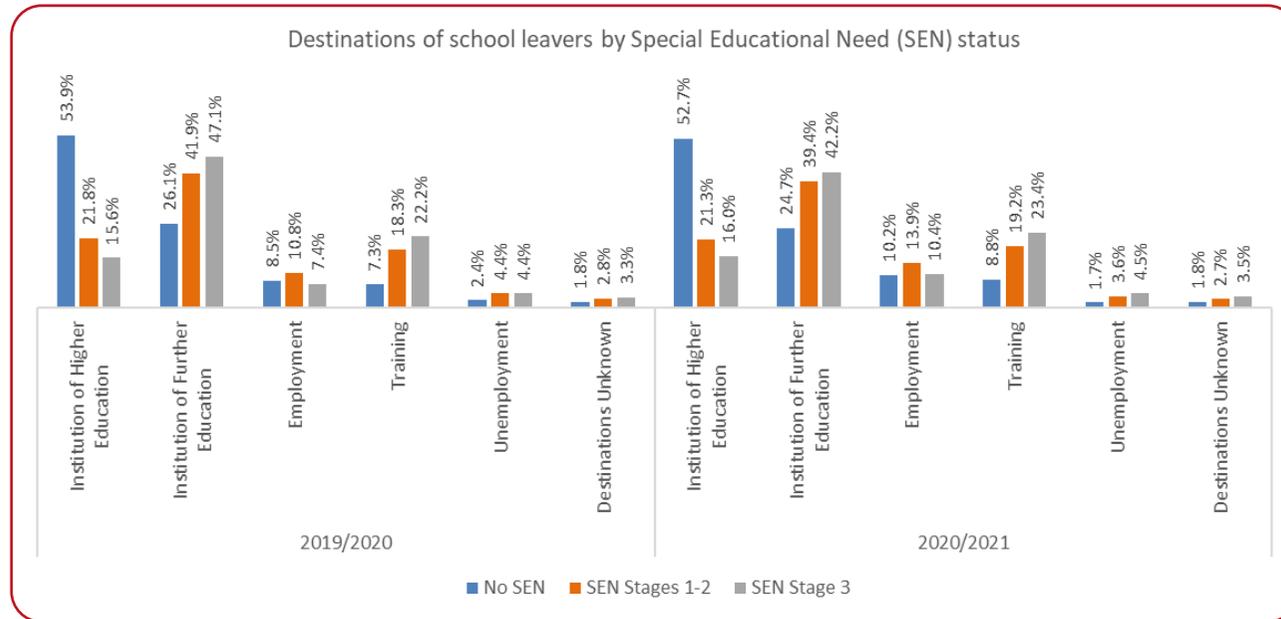
### Special Educational Needs (SEN)

**Data Status:** Data is collected, it can be analysed and presented.

When considering the destinations of school leavers by SEN status, in 2020/21, school leavers with No SEN (52.7%) were more likely to enter Institutions of Higher Education than school leavers at SEN Stages 1-2 (21.3%) and at SEN Stage 3 (pupils with SEN Statements) (16.0%). Conversely, school leavers at SEN Stage 3 (42.2%) were slightly more likely to enter Institutions of Further Education than school leavers with No SEN (24.7%) and school leavers at SEN Stages 1-2 (39.4%). A similar trend was observed with school leavers moving into training, where the percentage of school leavers at SEN Stage 3 was higher by a difference of 4.2 percentage points with school leavers at SEN Stage 1-2 and a difference of 14.6 percentage points with school leavers with No SEN.



When comparing the destination of school leavers with and without SEN there were no marked differences between 2019/20 and 2020/21.



Education

1 of 6 Areas of Life

**Dependents**

Data Status: Data is not collected.

**Caring status**

Data Status: Data is not collected.

**Political opinion**

Data Status: Data is not collected.



Priority Area:

## Access to Curriculum and Career Paths

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Everyone has equality of opportunity in the pursuance  
of a career path of their choice.

**Population Indicator: Percentage of young people choosing STEM and non-STEM subjects at tertiary education level - Higher and Further Education**

**Data Sources:** Higher Education Statistics: Agency (HESA)- Student Record *FPE of Undergraduate students domiciled from Northern Ireland*

Further Education Statistics: Consolidated Data Return (CDR). NI Department of Economy (DoE)

**Data Providers:** Jisc Services Limited and Higher Education Statistics Agency (HESA) for Higher Education Institutions  
Department of Economy (DoE) for Further Education

The data source for this section of analysis was provided by HESA which contains the data of Undergraduate students domiciled from Northern Ireland registered in HEIs across the UK for the years 2020/21 and 2021/22<sup>7</sup>.

 [HESA - Experts in higher education data and analysis](#)

**Population Indicator: Percentage of young people on apprenticeships – Lower level and high level of apprenticeships.**

**Data Source:** Consolidated Data Return (CDR), CAFRE administration system

**Data Provider:** Youth Training Statistics and Research Branch, Department of Economy

The data is provided for the years 2019-20, 2020-21, and 2021-22 and relate to participants who have been on their course 28 days or more. From August 2012, apprenticeships for those aged 25 and over have been restricted to the priority economic sectors needed to rebalance the economy. Age relates to the age of the participant on starting Apprenticeships NI.

 [ApprenticeshipsNI ad hoc tables | Department for the Economy \(economy-ni.gov.uk\)](#)

<sup>7</sup> The data fields provided by HESA include:

Region of HE provider (OU split to home countries) Location of the HE provider, based on the main administration building. Sex - This field records the sex of the student. Continuation status (UNISTATS)The continuation or change in status of the student from one year to the next. Year of study/ first year marker - Indicates that the student is in the first year/other year of their course. Level of study (Postgraduate/ First degree/ Other undergraduate) - Illustrates the study level undertaken by the student. Mode of study (Full-time/ Part-time) - Refers to the method by which the student is being taught i.e. Full-time/Part-time. Ethnicity (full) - The student's ethnicity, applicable to UK domiciled students only. White grouped as Irish Traveller/ Gypsy or Traveller/ Other White. Disability status (marker) - The type of disability that a student has, based on the student's self-assessment. Age of student (grouped) - Age at 31 August in reporting year. Marital status - This field records the marital status of the Northern Ireland domiciled students at providers in Northern Ireland. Sexual orientation (full) - This field records the sexual orientation of the student, on the basis of their own self-assessment. Dependents on entry (NDEPEND) - This field will record whether the student has any dependents (for Northern Ireland domiciled students at providers in Northern Ireland). Religion (RELIGION) - This field describes the religious grouping of Northern Ireland domiciled students at providers in Northern Ireland. Broad STEM Marker - A grouping of Broad STEM subjects: CAH01 medicine and dentistry, CAH02 subjects allied to medicine, CAH05 veterinary sciences, CAH06 agriculture, food and related studies, CAH03 biological and sport sciences, CAH07 physical sciences, CAH09 mathematical sciences, CAH11 computing, CAH10 engineering and technology, CAH13 architecture, building and planning. Narrow STEM Marker - A grouping of Narrow STEM subjects: CAH03 biological and sport sciences, CAH07 physical sciences, CAH09 mathematical sciences, CAH11 computing, CAH10 engineering and technology.

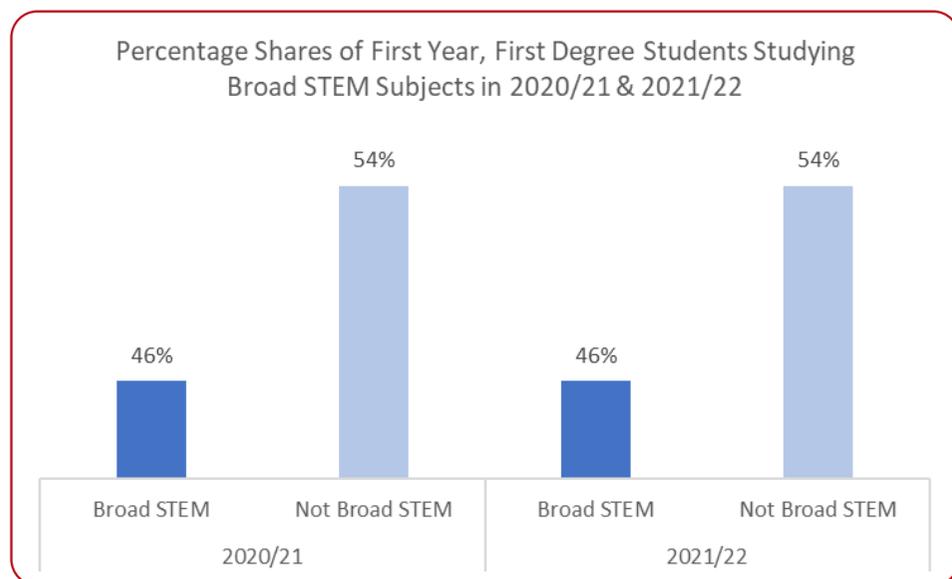
**Population Indicator: Percentage of young people choosing STEM and non-STEM subjects at tertiary education level - Higher Education**

**Data Source:** Higher Education Statistics Agency (HESA)- Student Record FPE of *Undergraduate students domiciled from Northern Ireland*

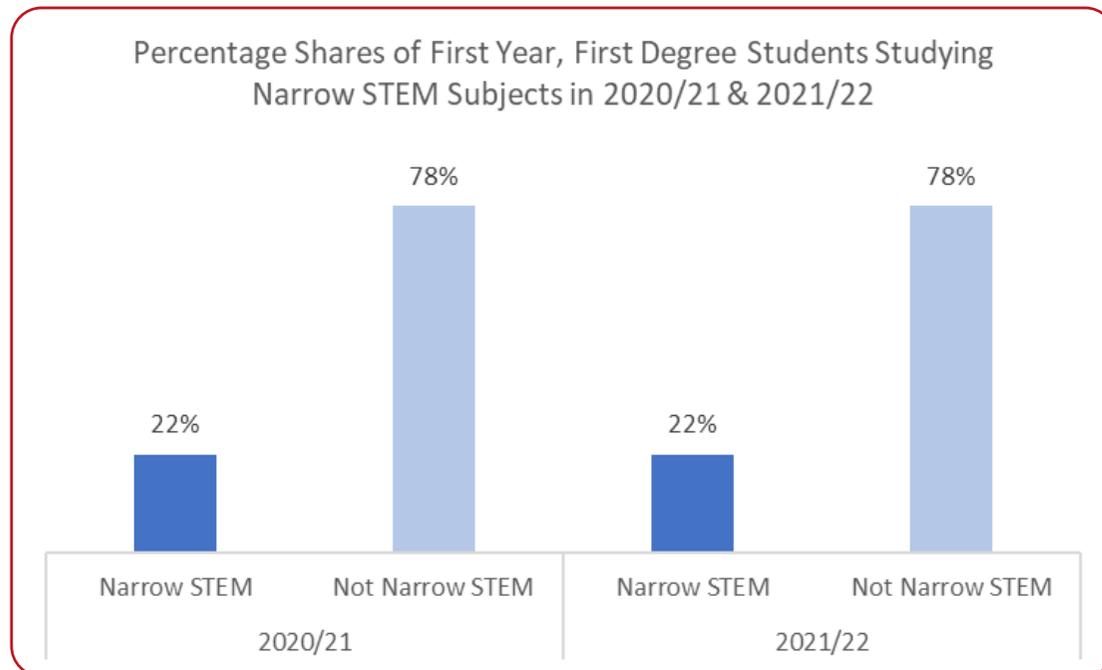
**Data Provider:** Jisc Services Limited and Higher Education Statistics Agency (HESA)

**Overall****Percentage Share of Broad & Narrow STEM Subject**

The percentage share of students from Northern Ireland enrolled at UK Higher Education institutions in Broad STEM subjects was 46%, for two consecutive years. Similarly, there was no change in the percentage share of students who enrolled in Not Broad STEM subjects (54%) during the same period of analysis.

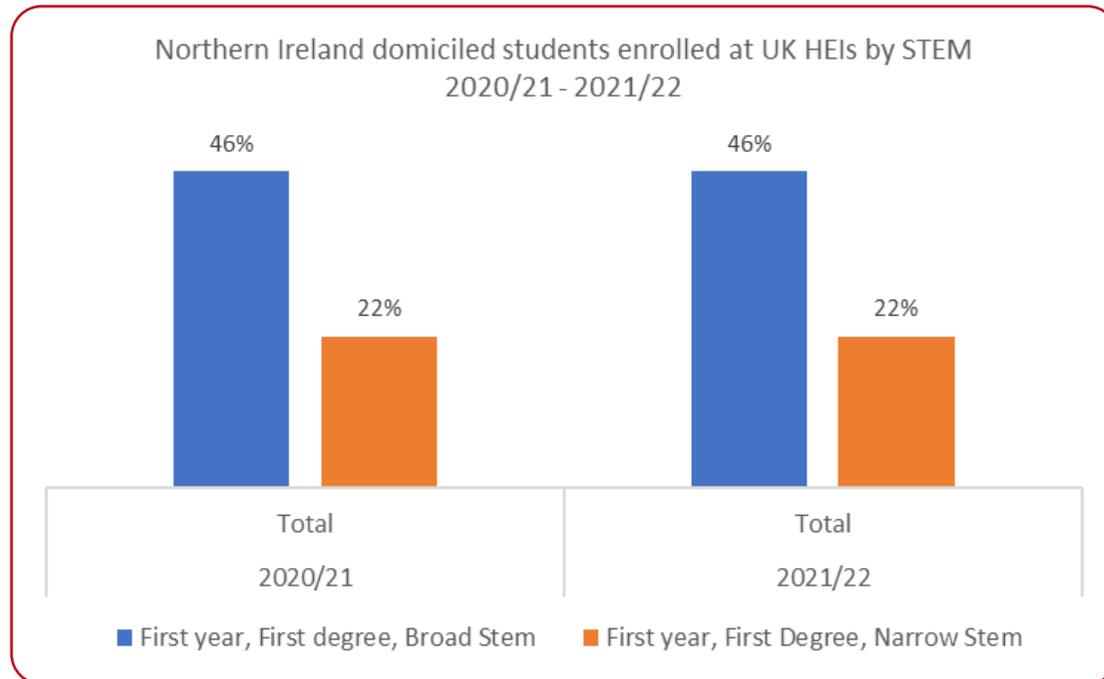


The percentage share of students from Northern Ireland enrolled at UK Higher Education institutions to study Narrow STEM subjects was 22% for two consecutive years, while the percentage share of students enrolled in Not Narrow STEM subjects was over three times higher (78%) for the two-year period of analysis.



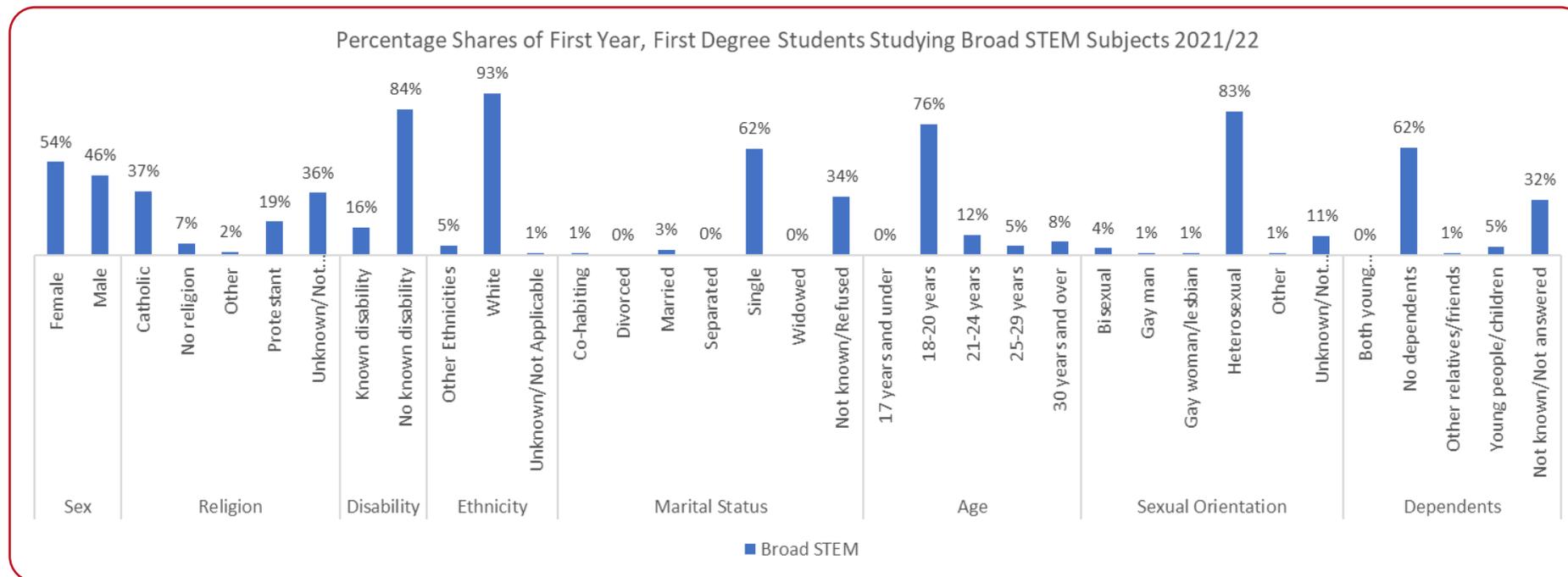
### Rates of Broad and Narrow STEM Subject Enrolment

Forty-six percent (46%) of students from Northern Ireland enrolled at UK Higher Education institutions enrol in Broad STEM subjects. Twenty-two percent (22%) of students enrolled in Narrow STEM subjects; with no variations over the period of analysis. The reader is reminded that the classification of Broad STEM includes all students enrolled in STEM subjects. Therefore, those students enrolled on Narrow STEM subjects are also included in the Broad STEM categorisation.



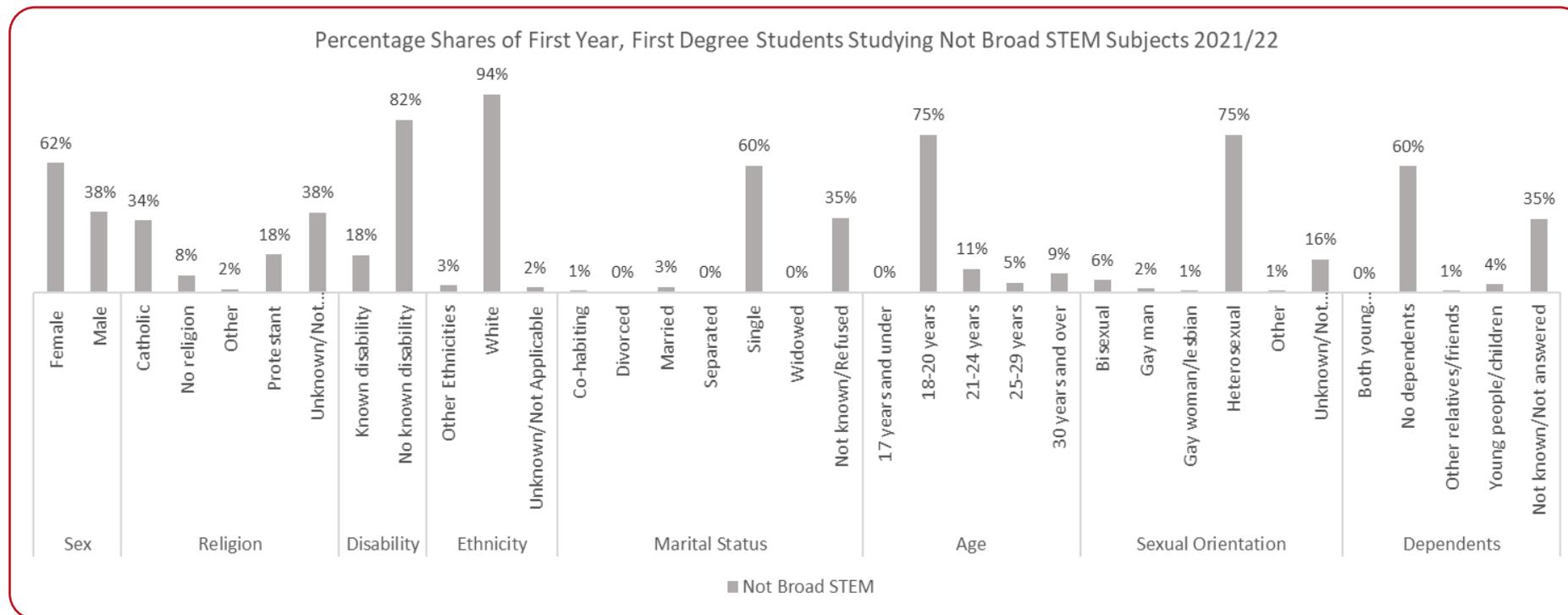
**Summary Across Equality Groups - Percentage Shares of First Year, First Degree Students Studying Broad STEM Subjects at UK Higher Education Institutions, 2021/22**

Within equality grounds, when data was available, the percentage share compositions of first year, first degree students enrolled in Broad STEM subjects were higher for white students (93%) than for other ethnicities (5%) and those with an unknown ethnicity (1%); for students with no known disability (84%) than for those with a known disability (16%); for heterosexual students (83%) than for bisexual (4%), gay man (1%), gay woman/lesbian (1%), other (1%) and students with an unknown sexual orientation (11%); for students in the age group of 18-20 years old (76%) than for students of 21-24 years old (12%), aged 25-29 (5%) and 30 years old and over (8%); for single students (62%) than for those with unknown marital status (34%), married (3%), and cohabiting (1%); for students with no dependents (62%) than for students with dependency status unknown (32%), those with dependents of young people or children (5%) and for others (1%); for Catholics (37%) than for those with No religion (7%), Other (2%), Protestant (19%) and those with a religion unknown (36%); and for female (54%) than for male students (46%).



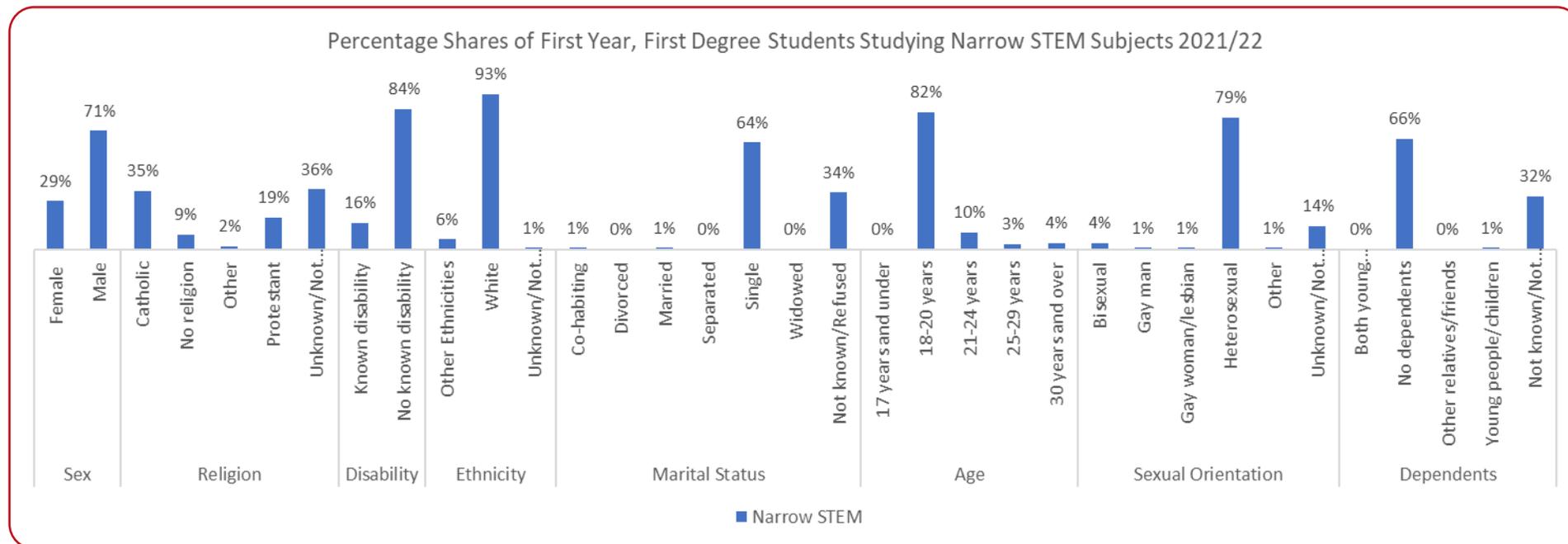
### Summary Across Equality Groups - Percentage Shares of First Year, First Degree Students Not Broad STEM Subjects at UK Higher Education Institutions, 2021/22

Within equality grounds, when data was available, the percentage share compositions of first year, first degree students in Not Broad STEM subjects were higher for white students (94%) than for students of other ethnicities (3%) and those with an unknown ethnicity (2%); for students with not known disability (82%) than for those with a known disability (18%), for heterosexual students (75%) than for bisexual (6%), gay man (2%), gay woman/lesbian (1%), other (1%) and students with unknown sexual orientations (16%); for students in the age group of 18-20 years (75%) than students who were 21-24 years old (11%), 25-29 (5%) and 30 years old and over (9%); for single students (60%) than for those with unknown marital status (35%), married (3%), and cohabiting (1%); for students with no dependents (60%) than for students with dependency status unknown (35%), those with dependents of young people or children (4%) and others (1%); for those with a religion unknown (38%) than for Catholics (34%), those with No religion (8%), Other (2%), and Protestant (18%); and for female (62%) than for male students (38%).



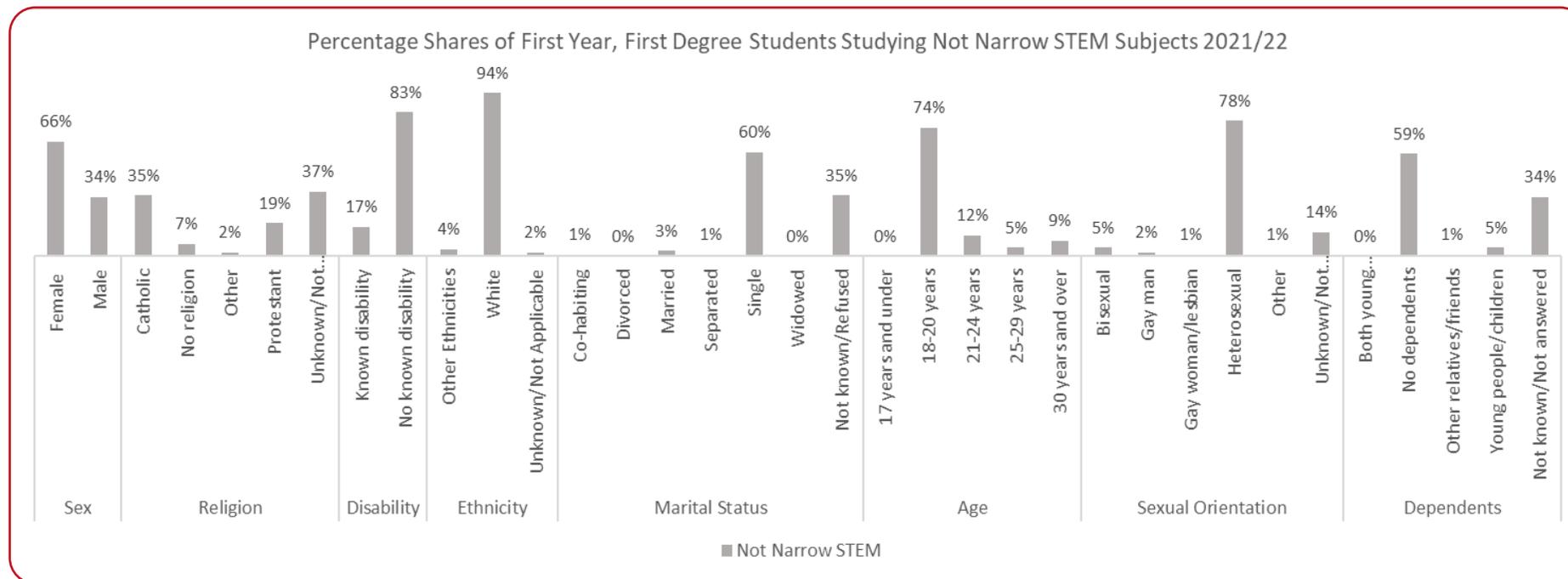
### Summary Across Equality Groups - Percentage Shares of First Year, First Degree Students Narrow STEM Subjects at UK Higher Education Institutions, 2021/22

Within equality grounds, when data was available, the percentage share compositions of first year, first degree students in Narrow STEM subjects were higher for white students (93%) than for students of other ethnicities (6%) and those with an unknown ethnicity (1%); for students with no known disability (84%) than for those with a known disability (16%); for heterosexual students (79%) than for bisexual (4%), gay man (1%), gay woman/lesbian (1%), other (1%) and students with an unknown sexual orientation (14%); for students in the age group of 18-20 years old (82%) than for students of 21-24 years old (10%), 25-29 (3%) and those 30 years old and over (4%); for single students (64%) than for those with unknown marital status (34%), married (1%), and cohabiting (1%); for students with no dependents (66%) than for students with dependency status unknown (32%), and those with dependents of young people or children (1%); for those with a religion unknown (36%) and Catholics (35%), than for those with No religion (9%), Other (2%), and Protestant (19%); and for male (71%) than for female students (29%).



**Summary Across Equality Groups - Percentage Shares of First Year, First Degree Students Not Narrow STEM Subjects at UK Higher Education Institutions, 2021/22**

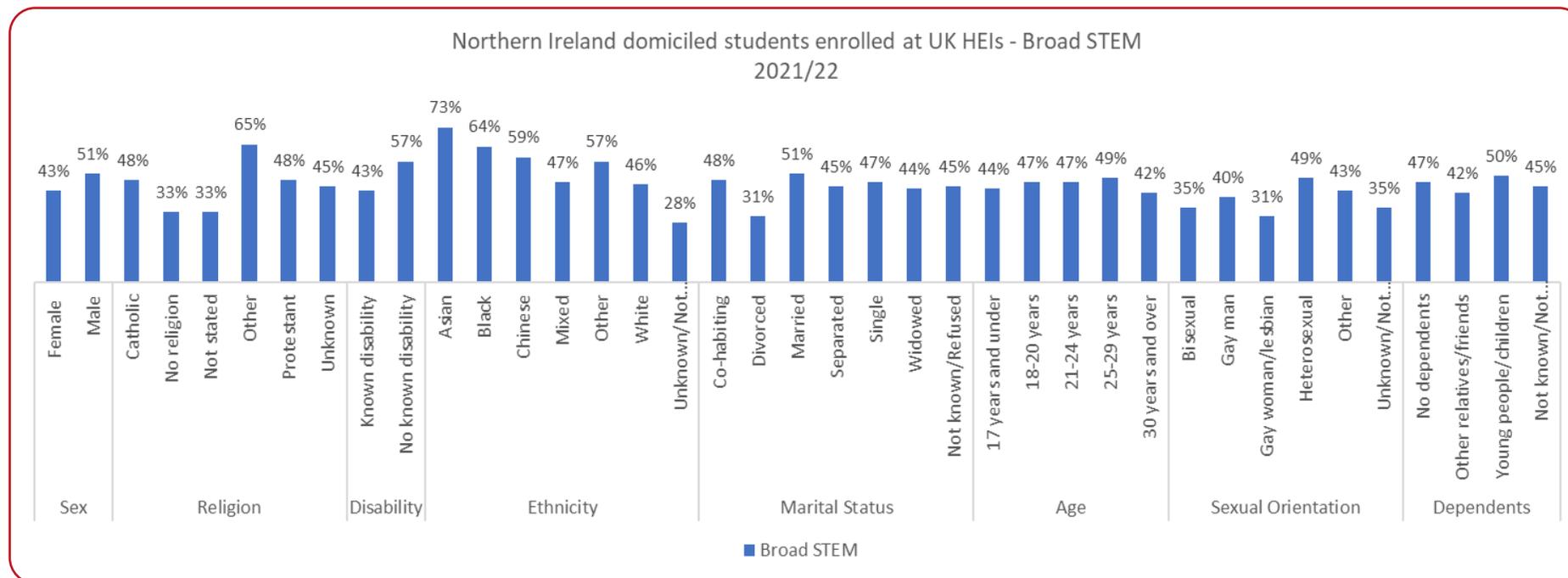
Within equality grounds, when data was available, the percentage share compositions of first year, first degree students in Not Narrow STEM subjects were higher for white students (94%) than for students of other ethnicities (4%) and those with an unknown ethnicity (2%); for students with no known disability (83%) than for those with a known disability (17%); for heterosexual students (78%) than for bisexual (5%), gay man (2%), gay woman/lesbian (1%), other (1%) and students with an unknown sexual orientation (14%); for students in the age group of 18-20 years old (74%) than for students of 21-24 years old (12%), 25-29 (5%) and those 30 years old and over (9%); for single students (60%) than for those with unknown marital status (35%), married (3%), separated (1%) and cohabiting (1%); for students with no dependents (59%) than for students with dependency status unknown (34%), those with dependents of young people or children (5%) and other dependents such as relatives/friends (1%); for those with a religion unknown (37%) and Catholics (35%), than for those with No religion (7%), Other (2%), and Protestants (19%); and for female (66%) than for male students (34%).



**Summary Across Equality Groups – Percentage rate of Northern Ireland domiciled students enrolled at UK HEIs - Broad STEM, 2021/22**

In 2021-22, the overall rate of enrolment onto Broad STEM subjects by Northern Ireland domiciled students enrolled at UK HEIs was 46%. Across equality groups, when data was available, those more likely to enroll on Broad STEM subjects were male students (51%), those from Other religions (65%), students with no known disability (57%), Asian (73%), Black (64%), Chinese (59%) and Other ethnicities (57%) students, and those who were married (51%), when compared with the overall rate of 46%.

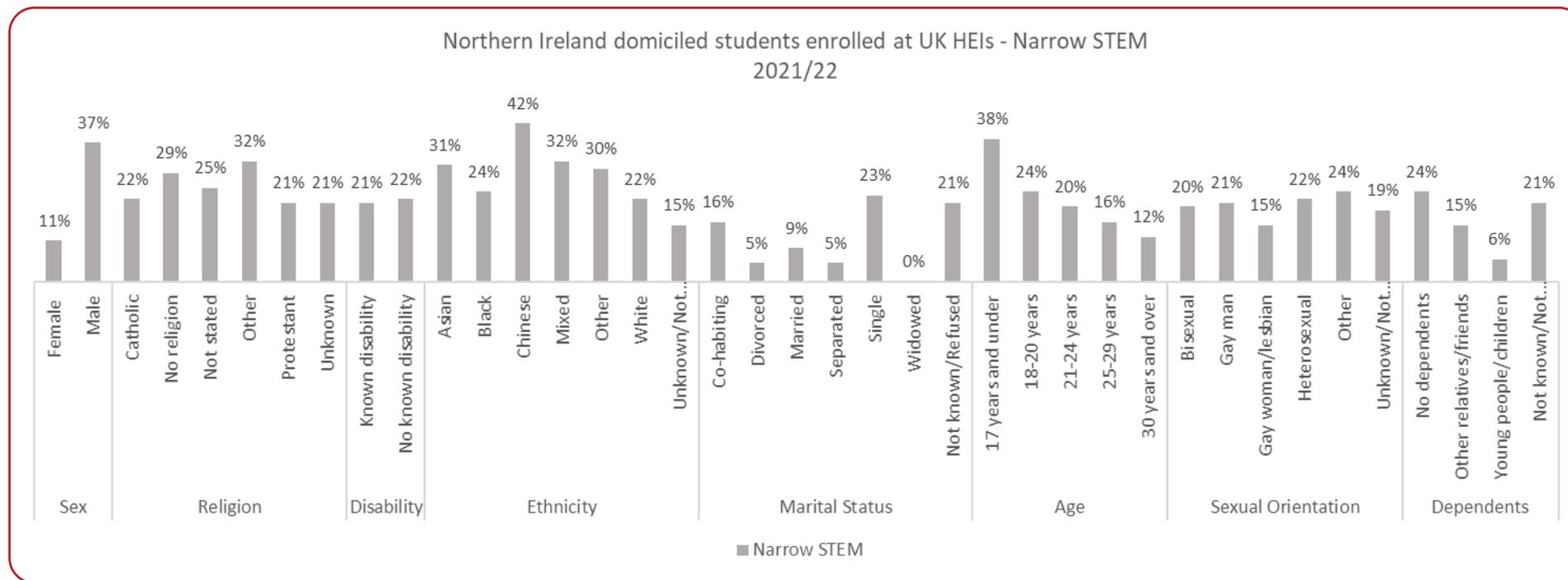
Those equality groups less like to enroll on Broad STEM subjects were female students (43%), those with No religion (33%), those with a known disability (43%), those who were divorced (31%), those 30 years and over (42%), and those with sexual orientations that were not heterosexual (bisexual, 35%; Gay man, 40%; Gay woman/Lesbian, 32%; and Other 43%), when compared with the overall rate of 46%.



**Summary Across Equality Groups – Percentage rate of Northern Ireland domiciled students enrolled at UK HEIs - Narrow STEM, 2021/22**

In 2021-22, the overall rate of enrolment onto Narrow STEM subjects by Northern Ireland domiciled students enrolled at UK HEIs was 22%. Across equality groups, when data was available, those more likely to enroll on Narrow STEM subjects were male students (37%), those of No religions (29%) and Other religion (32%), Chinese students (42%), Mixed ethnicity (32%), Asian (31%), and Other ethnicity (30%) students, those age 17 years and under (38%), compared with the overall rate of enrolment onto Narrow STEM subjects of 22%.

Those less like to enroll on Narrow STEM subjects were females (11%), all marital status other than single students (0% to 16%), students aged 25-29 years (16%) and 30 years and over (12%), gay women / lesbian (15%) students and those with young people/ children as dependents (6%), compared with the overall rate of enrolment onto Narrow STEM subjects of 22%.

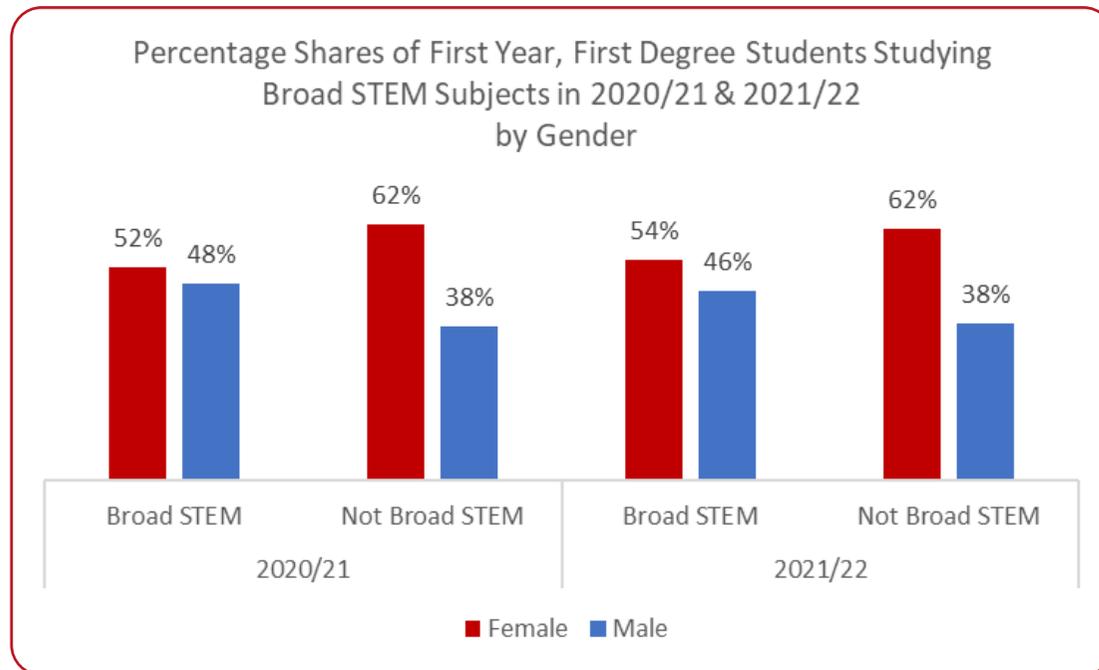


## Gender

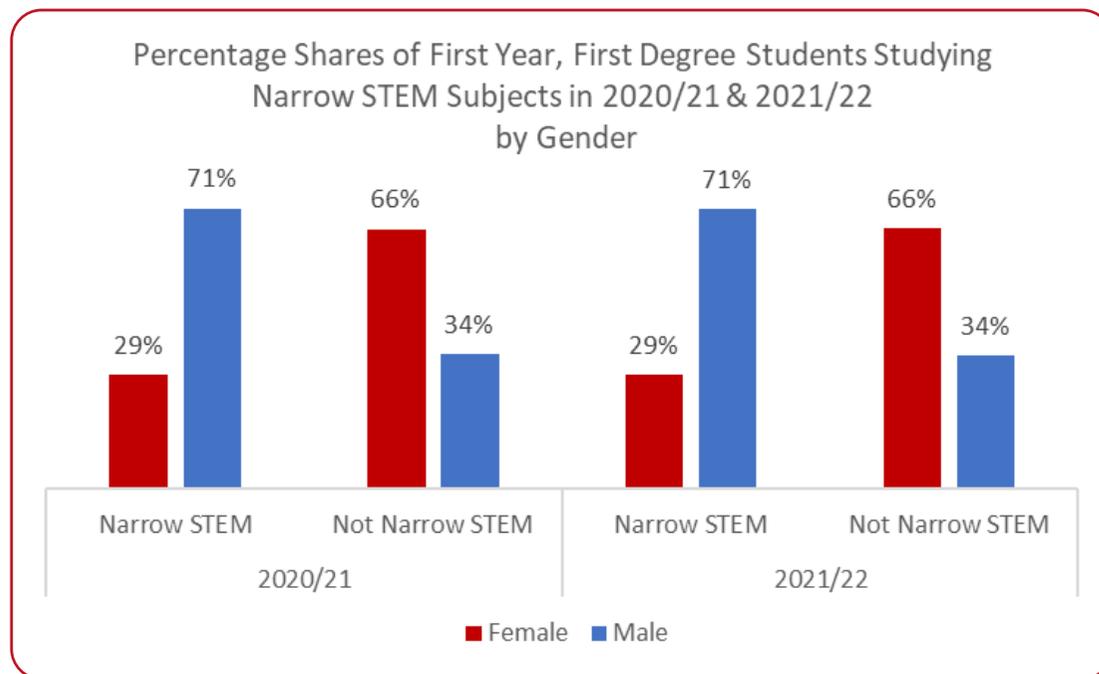
**Data Status:** Data is collected, it can be analysed and presented.

### Percentage Shares of Broad & Narrow STEM Subject by Gender

The percentage shares for female students enrolled in Broad STEM subjects were higher (52% in 2020/21 and 54% in 2021/22) than for male students (48% in 2020/21 and 46% in 2021/22). Similarly, female students (62%) represented the larger percentage share of students enrolled in Not Broad STEM subjects; male students represented 38% of those enrolled in Not Broad STEM subjects. There was no variation in the percentage shares of female and male students over the two years of analysis.

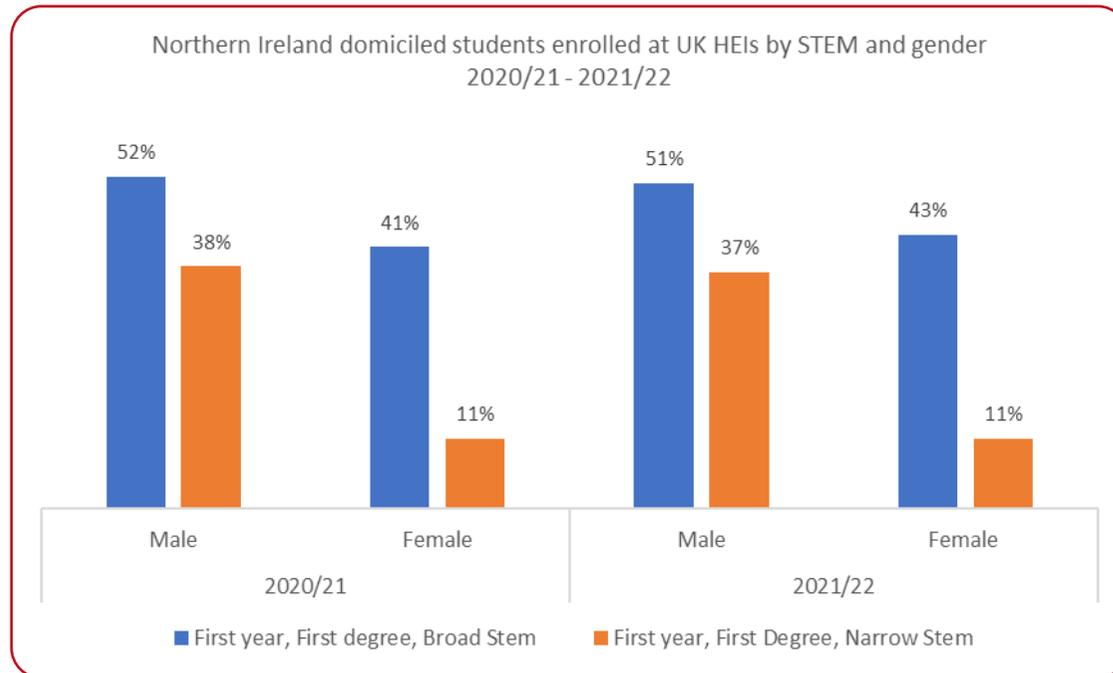


Among students enrolled in Narrow STEM subjects for the period of analysis, the percentage share of students in Narrow STEM subjects was higher for male students (71%) than for female students (29%) with no variations over the two-year period. Conversely, the percentage share of female students (66%) enrolled in Not Narrow STEM subject was higher than the percentage share of males (34%) with no changes over the period of analysis.



**Rate of Broad and Narrow STEM Subject Enrolment by Gender**

Among Northern Ireland domiciled students enrolled in UK institutions of higher education in 2020/21, the percentage of male students (52%) to enrol onto Broad STEM subjects was eleven percentage points higher than the percentage of female students to do so (41%). Conversely, the percentage of male students (38%) to enrol onto Narrow STEM subjects was more than three times higher than for female students (11%). This trend remained very similar in the following year in 2021/22.



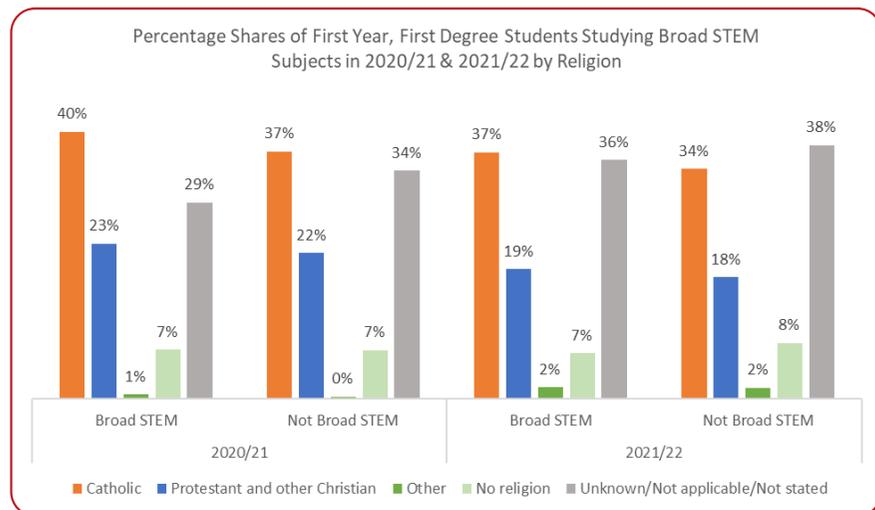
## Religion

**Data Status:** Data is collected, it can be analysed and presented.

### Percentage Share of Broad & Narrow STEM Subjects by Religion

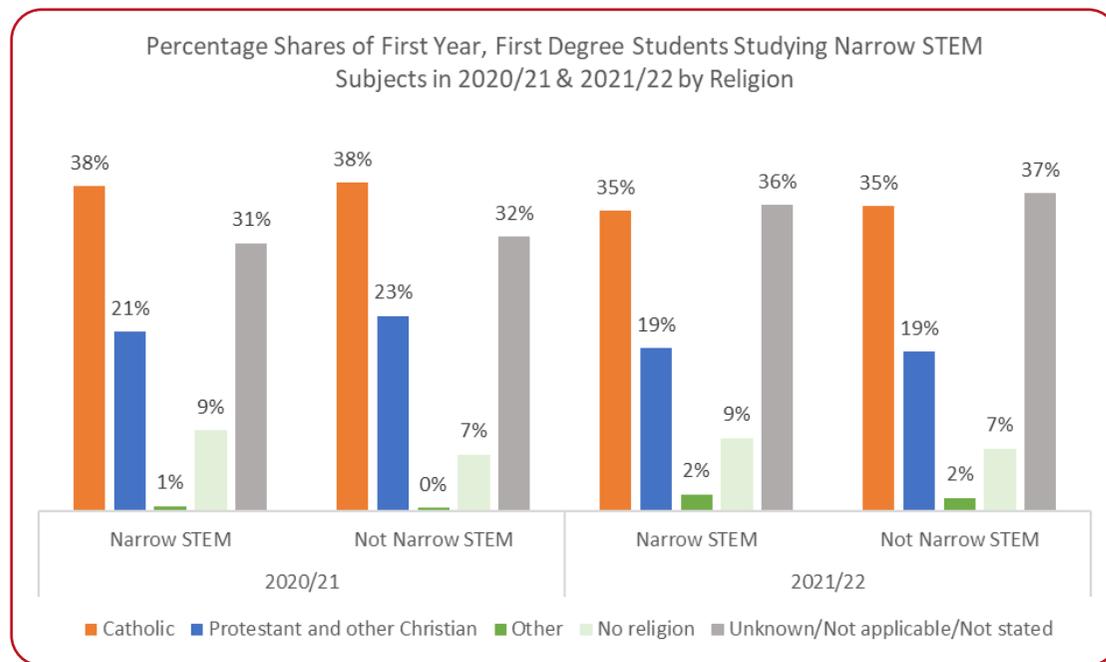
In 2020/21, the Catholic percentage share (40%) of those studying Broad STEM subjects was eleven percentage points higher than the percentage share for students with unknown or not stated religion (29%), followed by the percentage share of Protestants (23%), those with no religion (7%) and other religions (1%). The same trend was observed for those studying Not Broad STEM subjects in the same year; the percentage share for Catholics (37%) was slightly higher than the percentage share for students with unknown religion or not stated (34%), followed by lower percentage shares for Protestants (22%), and for those with no religion (7%).

In comparison with the previous year, in 2021/22, there was a small decrease of three percentage points in the proportion of Catholics (37%) studying Broad STEM subjects. Similarly, there was a marginal decrease of four percentage points in the Protestant percentage share (19%) of those studying Broad STEM subjects. Conversely, there was an increase of seven percentage points in the unknown or not stated religion percentage share for students studying Broad STEM subjects. A similar trend occurred in the Catholic (34%) and Protestant (18%) percentage shares of those studying Not Broad STEM subjects.



In 2020/21, the Catholic percentage share (38%) of students studying Narrow STEM subjects was seven percentage points higher than the percentage share of those with unknown/not applicable/not stated religion (31%), seventeen percentage points higher than the percentage share of Protestants (21%) and twenty-nine percentage points higher than those with no religion (9%) followed by those with Other religion (1%). A similar trend was evident among those studying Not Narrow STEM subjects with very little variation amongst religion groups.

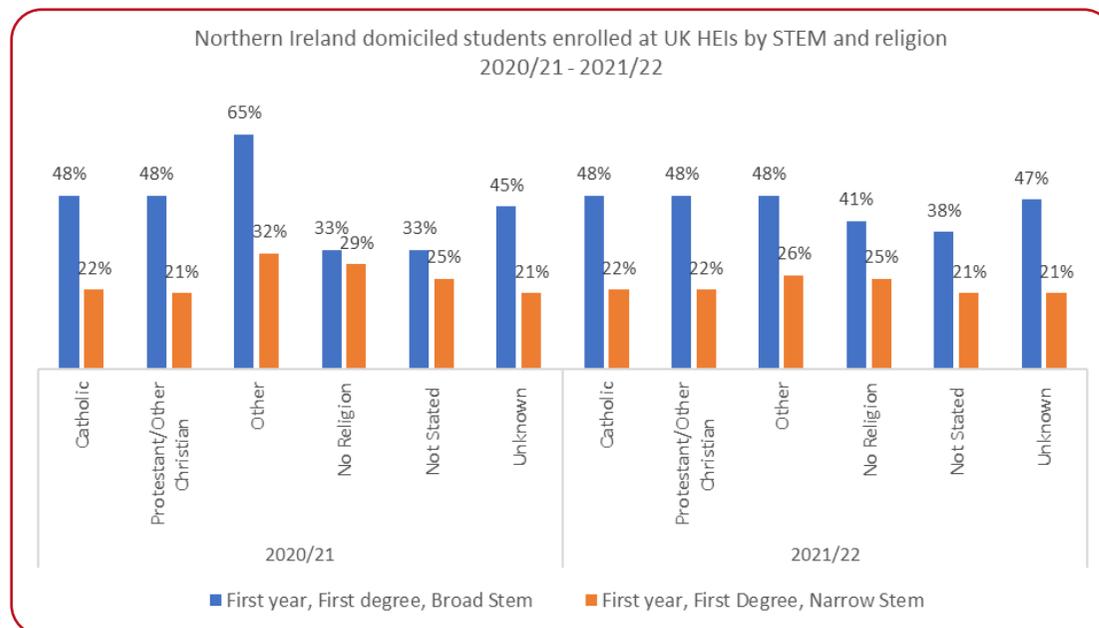
In 2021/22, there were small variations in relation to the previous year in respect to the percentage share compositions of those studying Narrow STEM subjects who were of Unknown/Not Applicable/Not Stated religion (36%) which increased by five percentage points in comparison to the percentage share of Catholics (35%) which decreased by three percentage points. Similarly, the percentage share for Protestants (19%) studying Narrow STEM subjects decreased by two percentage points in relation to the previous year. A similar trend is observed among those studying Not Narrow STEM subjects with very little variation among religion groups.



### Rate of Broad and Narrow STEM Subject Enrolment by Religion

The proportion of those from Other religions (65%) enrolled on Broad STEM subjects was higher than the proportions of Catholics (48%), Protestant or other Christians (48%), those with Unknown religion (45%), No religion (33%) and Not Stated religion (33%). These figures showed little or no variation in the following year, except for the proportions of students with Other or No religions enrolling on to Broad STEM subjects; in 2020/21, there was a drop from 65% of those with Other religions enrolling on Broad STEM subjects to 48%, and a small increase of eight percentage points of those with No religion (41%).

In 2020/21, the proportions of Northern Ireland domiciled students from different religious backgrounds enrolled in Narrow STEM subjects in their first year, for their first degree at UK institutions of Higher Education, were highest for students from Other religions (32%), followed by students with No religion (29%) and those with No Stated religion (25%). Around a quarter of Catholic (22%), Protestant or other Christian (21%) students and those with an Unknown religion (21%) were less likely to enrol on Narrow STEM subjects. The following year, 2021/22, presented the same trend with very little or no variation among the different religion groups.

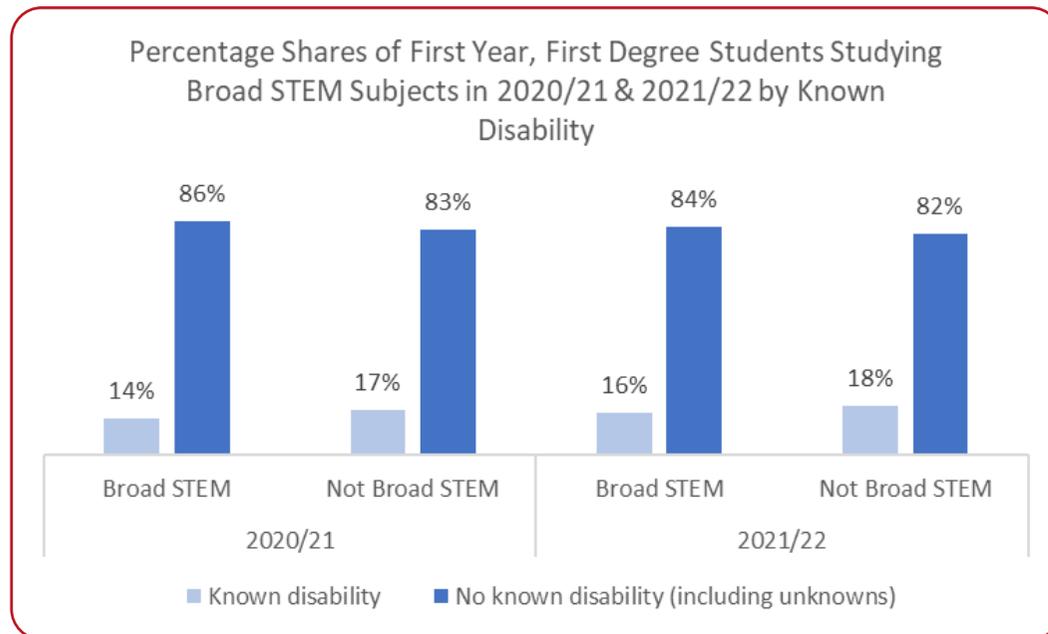


## Disability

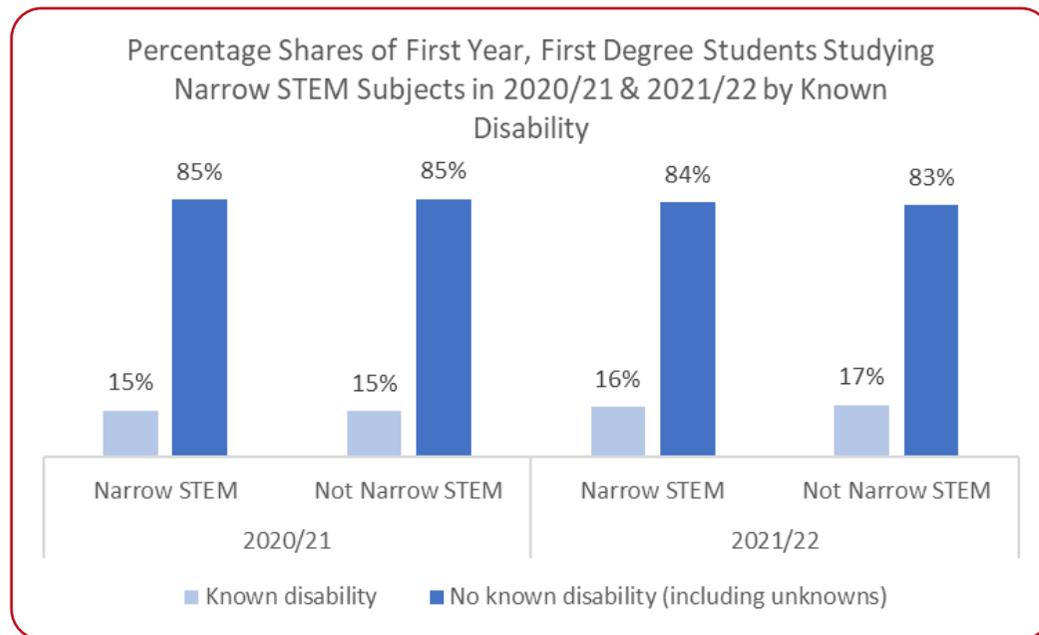
**Data Status:** Data is collected, it can be analysed and presented.

### Percentage Share of Broad & Narrow STEM Subjects by Disability

The percentage share of students with a no known disability (86%) studying Broad STEM subjects in 2020/21 was higher than for those with a declared disability (14%). This trend was also observed among students with a declared disability (17%) and those with a no known disability (83%) studying Not Broad STEM subjects. In 2021/22, there was little variation in the percentage shares of students with a no known disability and those with a declared disability studying Broad STEM and Not Broad STEM subjects with the previous year.



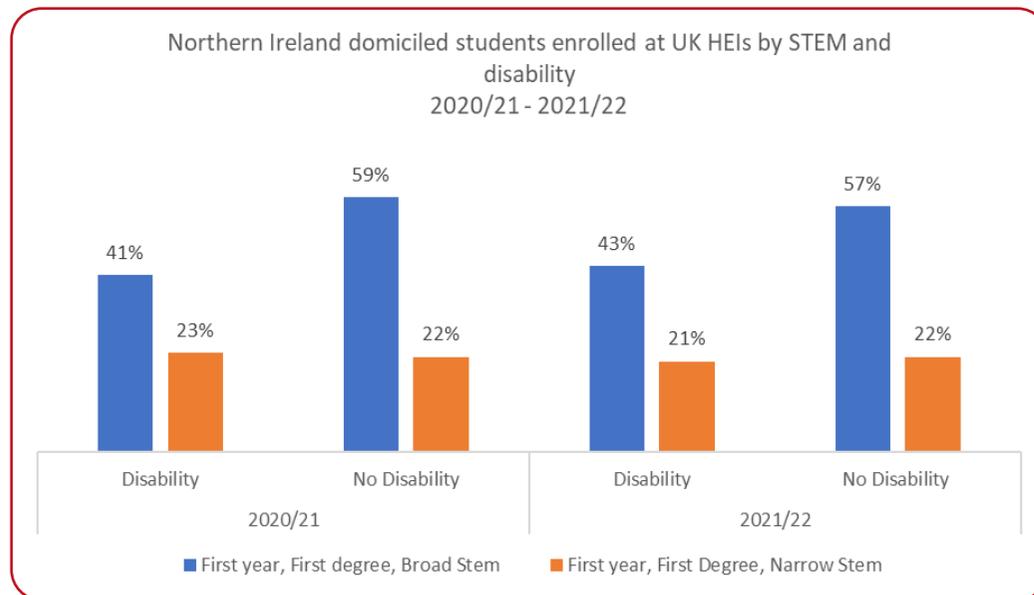
In 2020/21, the percentage share of students in their first year, on their first degree, studying Narrow STEM subjects was higher for those with a no known disability (85%) than for those with a declared disability (15%). The same trend was observed among those with a no known disability (85%) and those with a declared disability (15%) studying Not Narrow STEM subjects. In the following year, 2021/22, the percentage shares for those with a no known disability and those with a declared disability, enrolled on Narrow and Not Narrow STEM subjects remained stable, with very little variation.



**Rate of Broad and Narrow STEM Subject Enrolment by Disability**

In 2020/21, the proportion of students with no known disability (59%) to enrol on Broad STEM subjects was higher than the proportion of those with a declared disability (41%). This trend remained in 2021/22, with small variations for those with no known disability (57%) and students with a known disability (43%) who enrolled in Broad STEM subjects.

Over the two years period of analysis around a fifth of students with a known disability (23% in 2020/21 and 21% in 2021/22) and those with no known disability (22% in 2020/21 and 2021/22) enrolled onto Narrow STEM subjects.

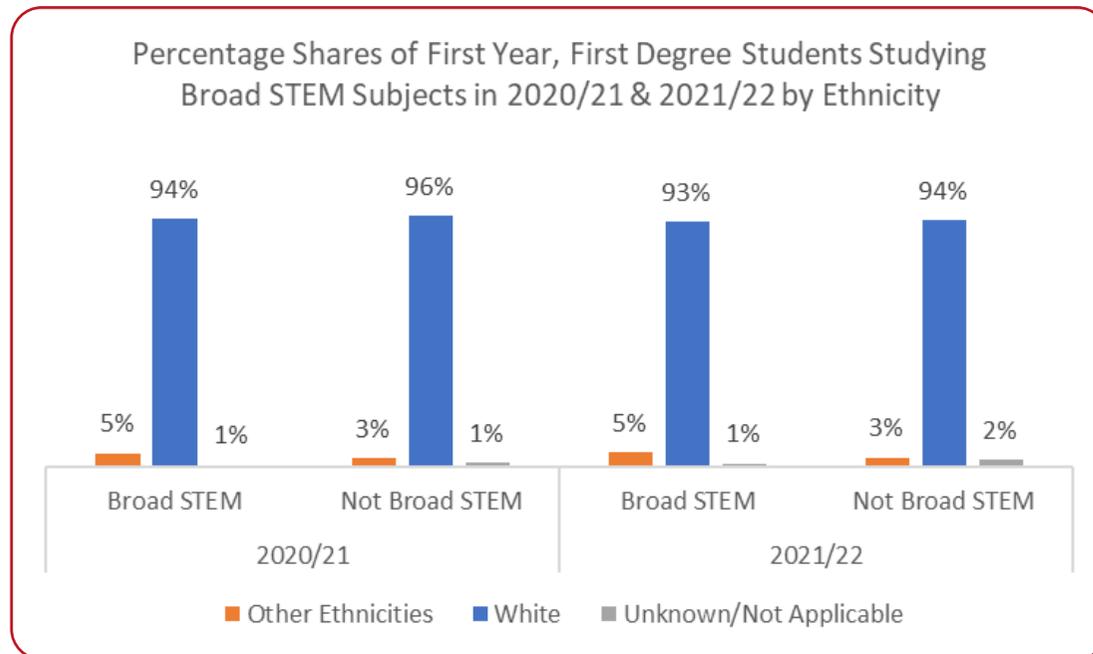


**Ethnicity**

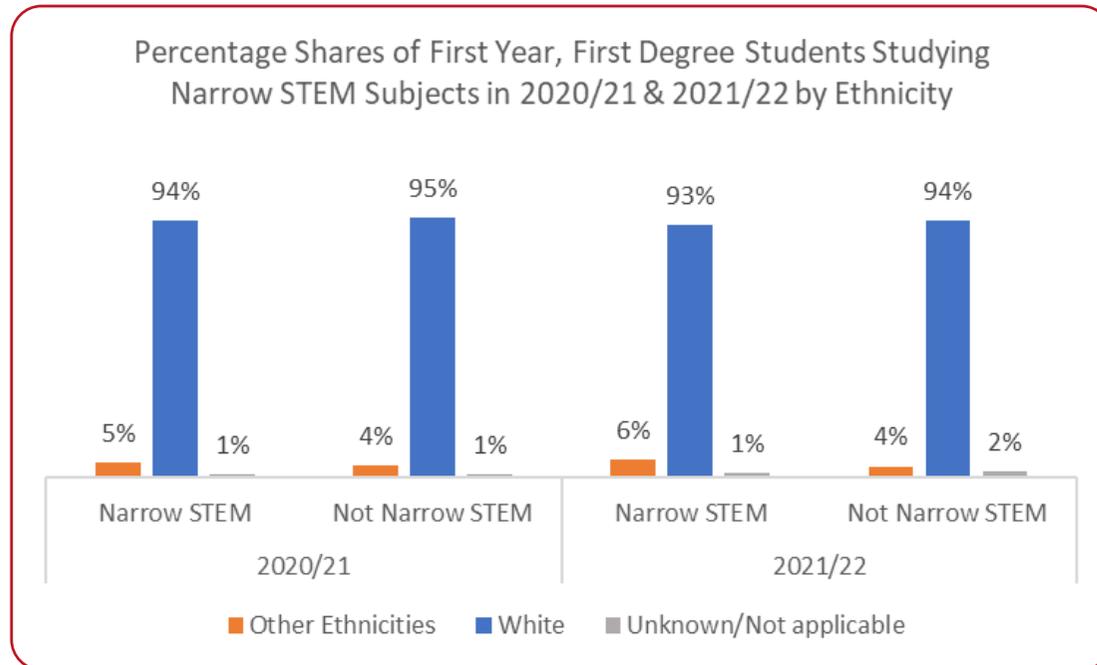
**Data Status:** Data is collected, it can be analysed and presented.

**Percentage Share of Broad & Narrow STEM Subjects by Ethnicity**

The percentage share of students in their first year, of their first degree, studying Broad STEM subjects was higher for students with white ethnicity (with around 95%) than for students with other ethnicities (around 5%) or those with unknown ethnicity (around 1%). This finding was consistent over the two years of analysis. A similar trend was observed among those studying Not Broad STEM, with minor variations over the two-year period of analysis.



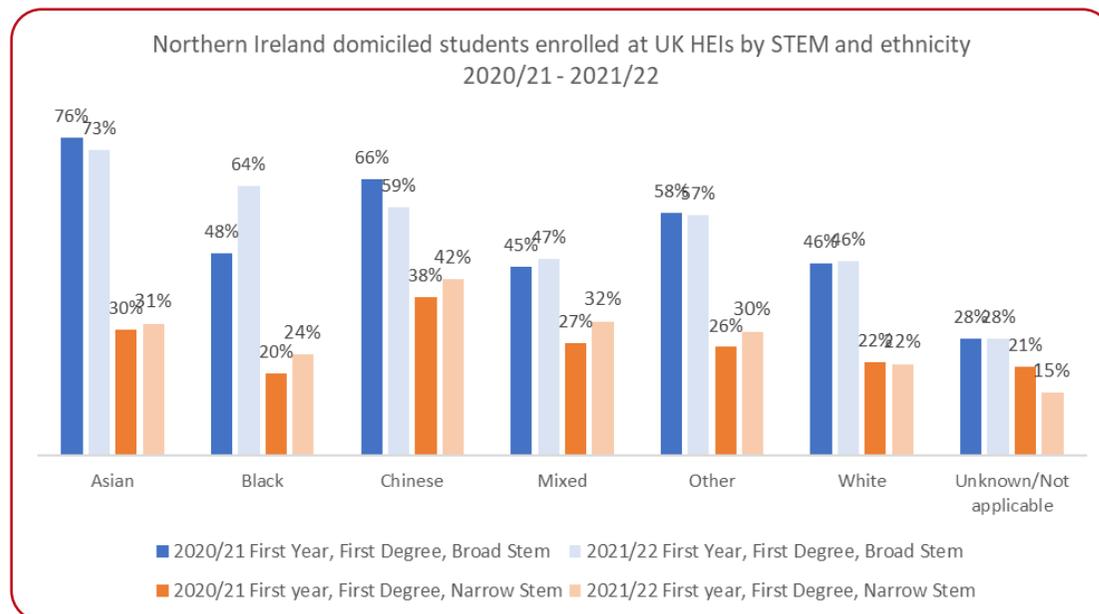
Similarly, the percentage share of students in their first year, of their first degree, studying Narrow STEM subjects was higher for students with white ethnicity (with around 94%) than for students with other ethnicities (around 5%) or those with unknown ethnicity (around 1%). Again, this was consistent over the two years of analysis. A similar trend was observed among those studying Not Narrow STEM subjects, with minor variations over the two-year period of analysis.



### Rate of Broad and Narrow STEM Subject Enrolment by Ethnicity

Over the two years of analysis, the proportions of Asian students enrolled onto Broad STEM subjects were the highest, when compared against those for other ethnicity groups, (76% in 2020/21 and 73% in 2021/22), followed by proportions of Chinese students (66% in 2020/21 and 59% in 2021/22), students with other ethnicity (58% in 2020/21 and 57% in 2021/22), and black students (48% in 2020/21 and 64% in 2021/22). The ethnicities with the lower proportions of students enrolling on to Broad STEM subjects were White students (46% in 2020/21 and 46% in 2021/22) and students with a mixed ethnicity (45% in 2020/21 and 47% in 2021/22).

For two consecutive years, the proportions of Chinese students enrolled onto Narrow STEM subjects were the highest (38% in 2020/21 and 42% in 2021/22). However, there were increases in the proportions of Asian students (from 30% in 2020/21 to 31% in 2021/22), Black students (from 20% in 2020/21 to 24% in 2021/22), students with Mixed ethnicity (from 27% in 2020/21 to 32% in 2021/22), and students with Other ethnicity (from 26% in 2020/21 to 30% in 2021/22) enrolled in Narrow STEM subjects.

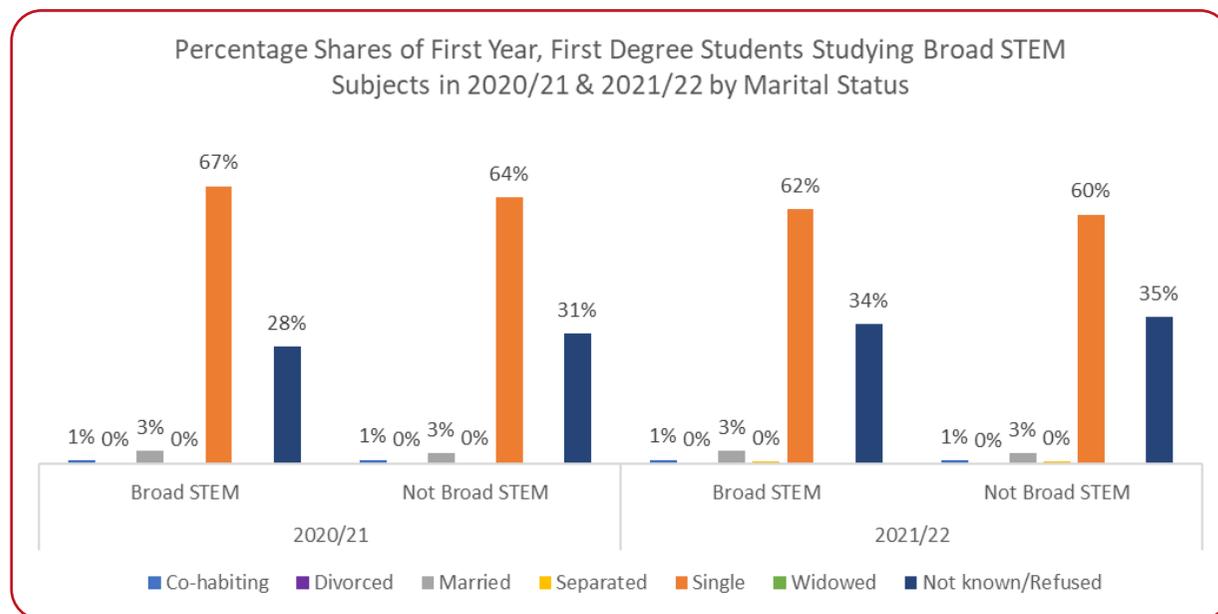


**Marital status**

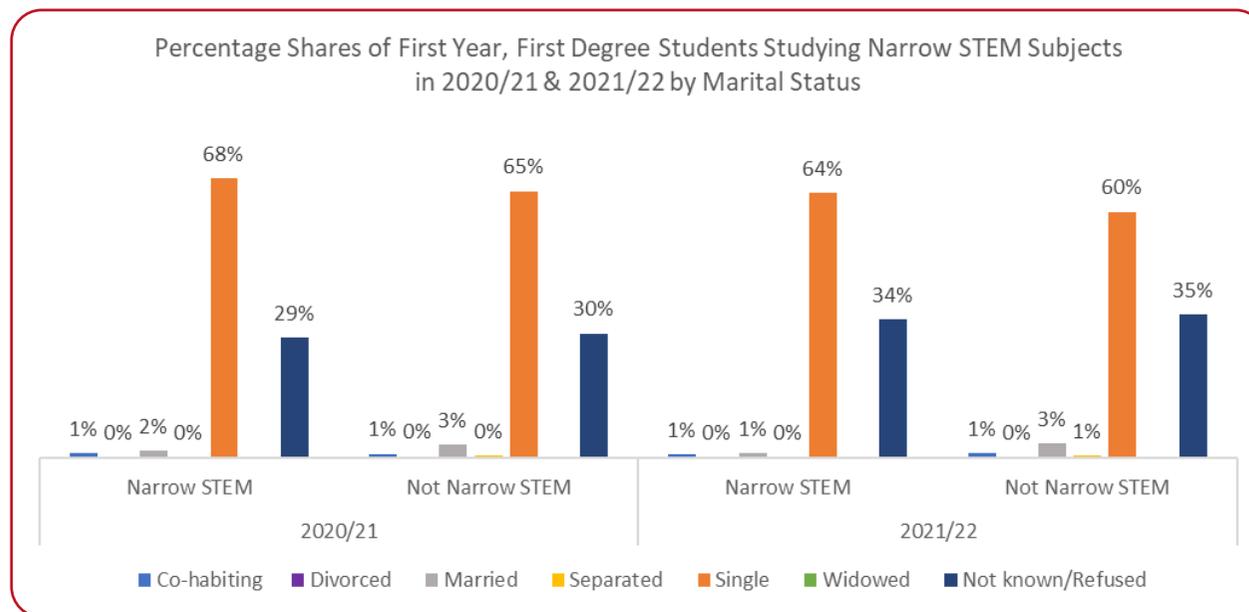
**Data Status:** Data is collected, it can be analysed and presented.

**Percentage Share of Broad & Narrow STEM Subjects by Marital Status**

Among first year, first degree students enrolled in Broad STEM subjects, the percentage share of single students (67%) was higher than the percentage share of students with marital status Unknown/Refused (28%), Married (3%) and Cohabiting (1%). This trend was also evident in the percentage shares for students enrolled in Not Broad STEM subjects with small differences between the two years period of analysis.



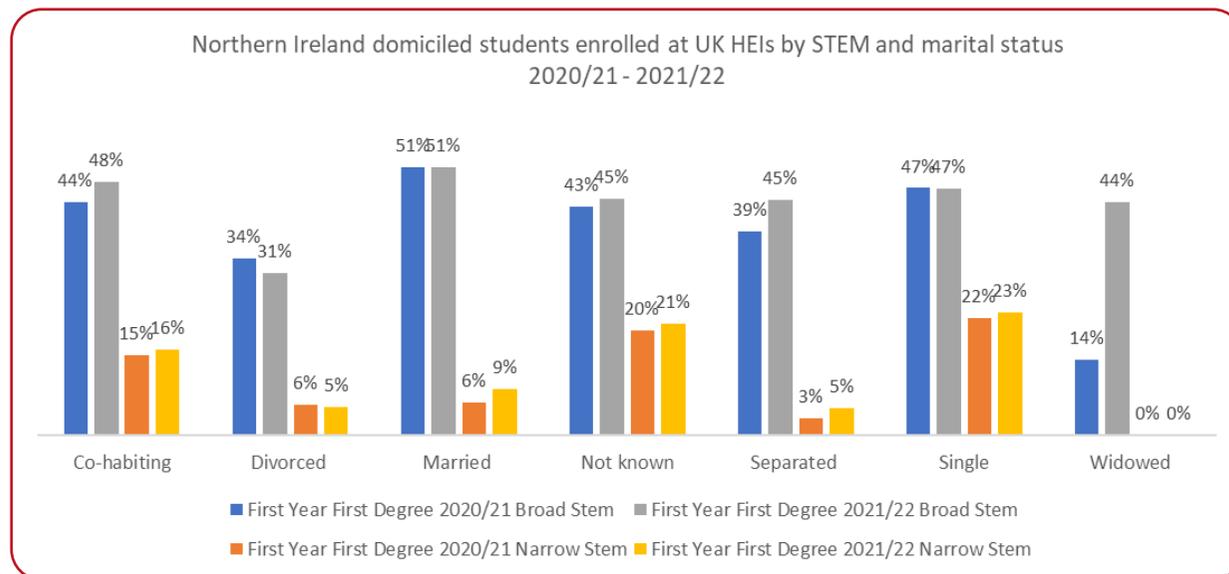
In 2020/21 the percentage shares of students enrolled in Narrow STEM subjects were higher for single students (68%) than for students with an Unknown (29%), married (2%) and cohabiting (1%) marital statuses. A similar trend was observed with the percentage shares of single students (65%), unknown marital status (30%), married (3%) and cohabiting (1%) enrolled in Not Narrow STEM subjects. These percentages share varied marginally the following year.



### Rate of Broad and Narrow STEM Subject Enrolment by Marital Status

In 2020/21, among Northern Ireland domiciled students enrolled in UK HEIs, the proportion of married students (51%) enrolled on to Broad STEM subjects was slightly higher than the proportions of single students (47%), followed by cohabiting students (44%), those students with an unknown marital status (43%), separated (39%), divorced (34%) and widowed (14%). This trend remained the following year, except from the percentage of widowed students which increased in 2021/22 from 14% to 44%.

Over the two-year period of analysis, there was little variation on the proportions of students enrolled in Narrow STEM subjects. The equality groups with higher proportion of students enrolled onto Narrow STEM subjects were single students (22% in 2020/21 and 23% in 2021/22), then students with unknown marital status (20% in 2020/21 and 21% in 2021/22) in comparison with students cohabiting (15% in 2020/21 and 16% in 2021/22), married students (6% in 2020/21 and 9% in 2021/22), divorced (6% in 2020/21 and 5% in 2021/22) and separated (3% in 2020/21 and 5% in 2021/22).

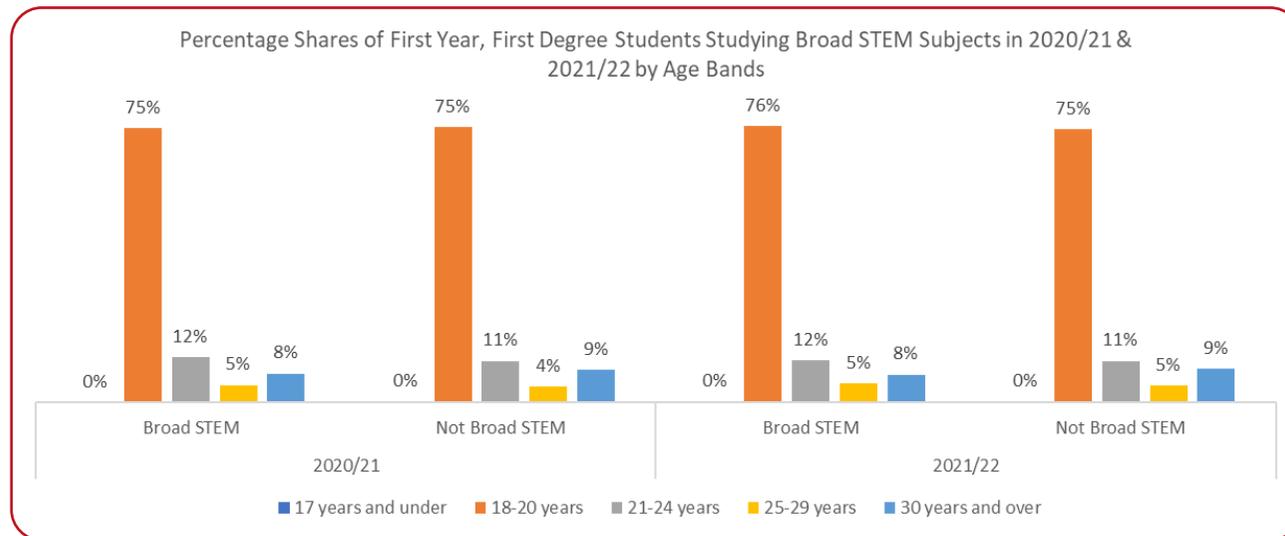


Age

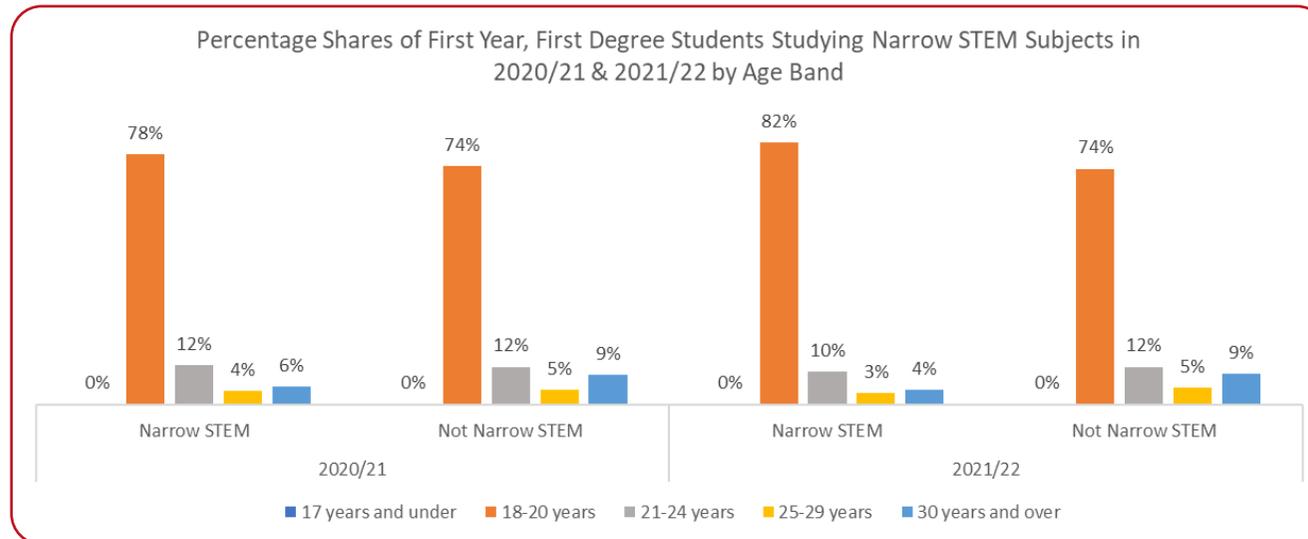
**Data Status:** Data is collected, it can be analysed and presented.

**Percentage Share of Broad & Narrow STEM Subjects by Age**

The percentage share of first year, first degree students enrolled in Broad STEM subjects was higher for students in the age group of 18-20 years olds (75% in 2020/21 and 76% in 2021/22) than the other age groups of 21-24 years old (12% in 2020/21 and 2021/22), students of 25-29 years old (5% in 2020/21 and in 2021/22) and students of over 30 years old (8% in 2020/21 and in 2021/22). A very similar trend was observed among students of different age groups enrolled in Not Broad STEM subjects with a marginal variation in the percentage shares of the age groups during the two-year period of analysis.



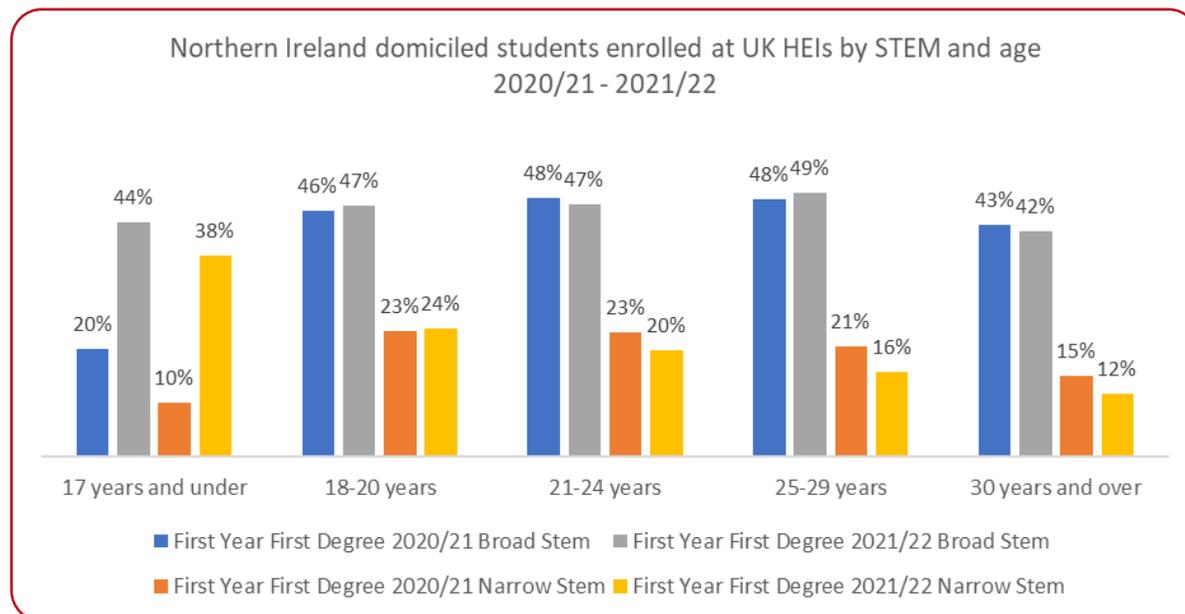
Among first year, first degree students enrolled in Narrow STEM subjects, the percentage shares of students in the age group of 18-20 years olds (78% in 2020/21 and 82% in 2021/22) is almost seven times higher than the other age groups of 21-24 years old (12% in 2020/21 and 10% in 2021/22), students of 25-29 years old (4% in 2020/21 and 3% in 2021/22) and students of over 30 years old (6% in 2020/21 and 4% in 2021/22). A very similar trend is observed among students of different age groups enrolled in Not Narrow STEM subjects with no variation in the percentage share of the age groups during the two-year period of analysis.



### Rate of Broad and Narrow STEM Subject Enrolment by Age

The proportion for students in the age group of 21-24 (48% in 2020/21 and 47% in 2021/22) of Northern Ireland domiciled students enrolled at UK HEIs enrolled on Broad STEM subject was slightly higher than those in the age group of 25-29 (48% in 2020/21 and 49% in 2021/22) those in the age groups of 18-20 years old (46% in 2020/21 and 47% in 2021/22), 30 years and over (43% in 2020/21 and 42% in 2021/22) and students in the age group of 17 years old and under (20% in 2020/21 and 44% in 2021/22).

The proportions of those in age group of 17 years old and under enrolled in Narrow STEM subjects experienced a large increase from 10% in 2020/21 to 38% in 2021/22. Around a quarter of students in the age group of 18-20 enrolled in Narrow STEM subjects (23% in 2020/21 and 24% in 2021/22). The percentage of students in the age groups of 21-24 (23% in 2020/21 and 20% in 2021/22), 25-29 (21% in 2020/21 and 16% in 2021/22), and 30 years old and over (15% in 2020/21 and 12% in 2021/22) enrolled in Narrow STEM subjects presented small decreases between 2020/21 and 2021/22.

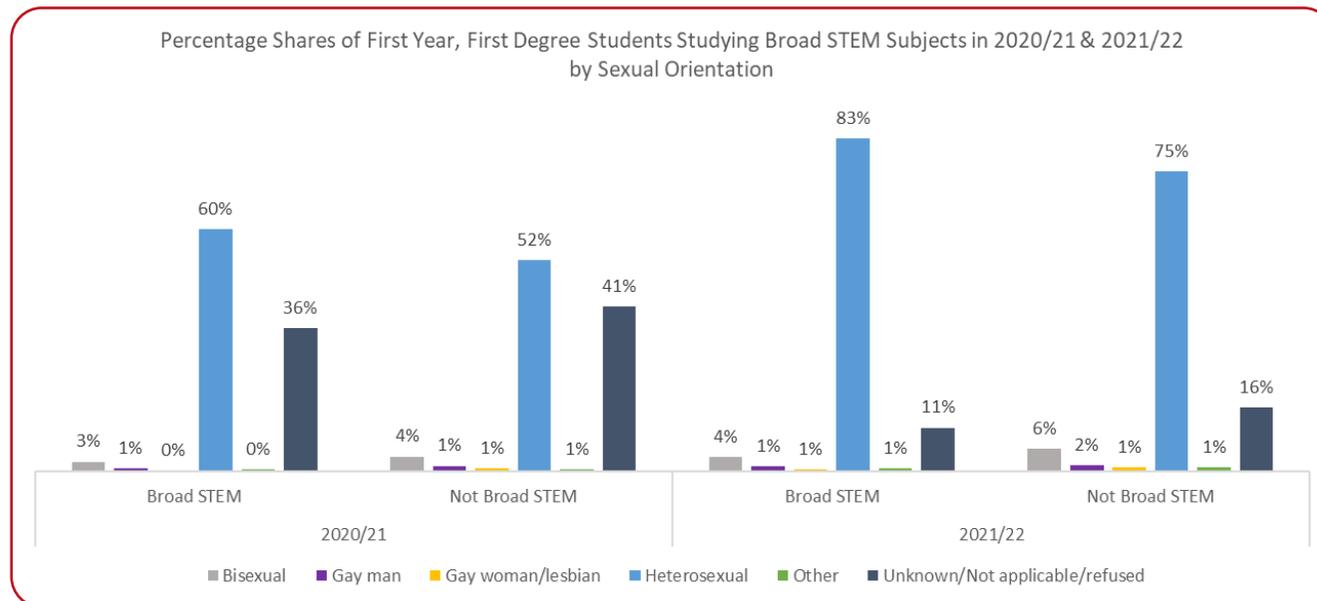


**Sexual orientation**

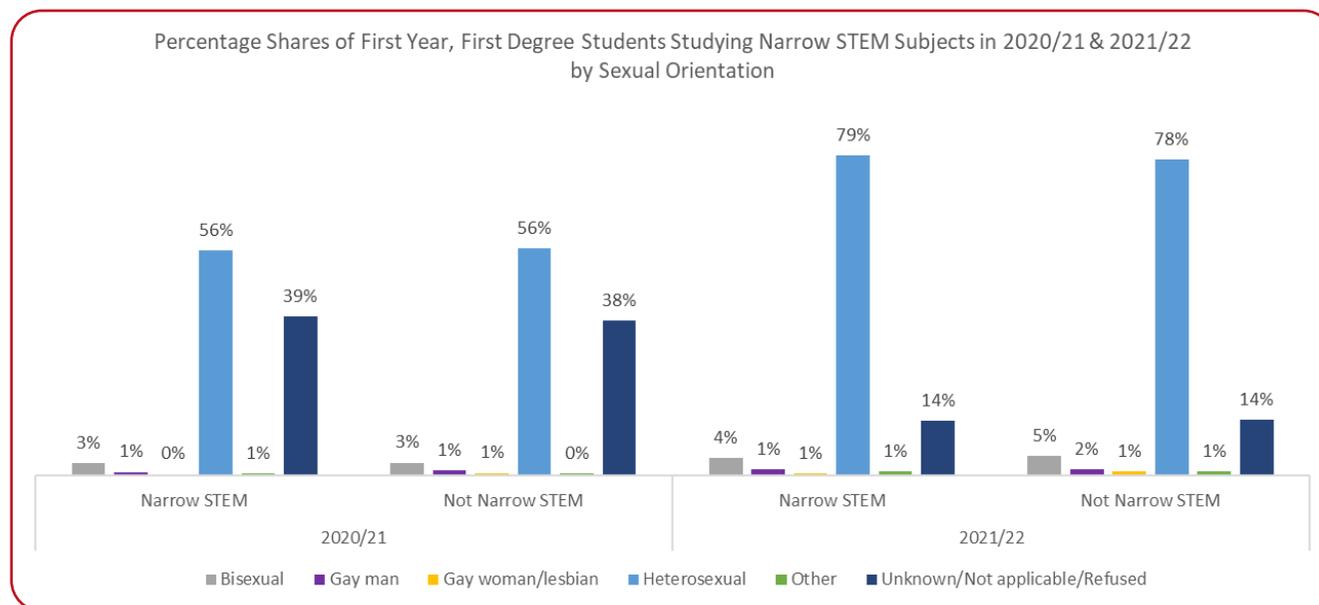
**Data Status:** Data is collected, it can be analysed and presented.

**Percentage Share of Broad & Narrow STEM Subjects by Sexual Orientation**

In 2020/21, the greater percentage share composition of first year, first degree students studying Broad STEM subjects was for Heterosexual students at 60%, with the percentage share of students with an Unknown sexual orientation at 36%. The percentage share for students with other sexual orientations were for Bisexual (3%) and Gay man (1%). However, the percentage share of Heterosexual students (83%) doing Broad STEM subjects increased by twenty-three percentage points in 2021/22, while the percentage shared of those with an Unknown sexual orientation (11%) decreased by twenty-five percentage points. A similar trend was evident among students undertaking Not Broad STEM subjects with similar variations over the two-year period of analysis.



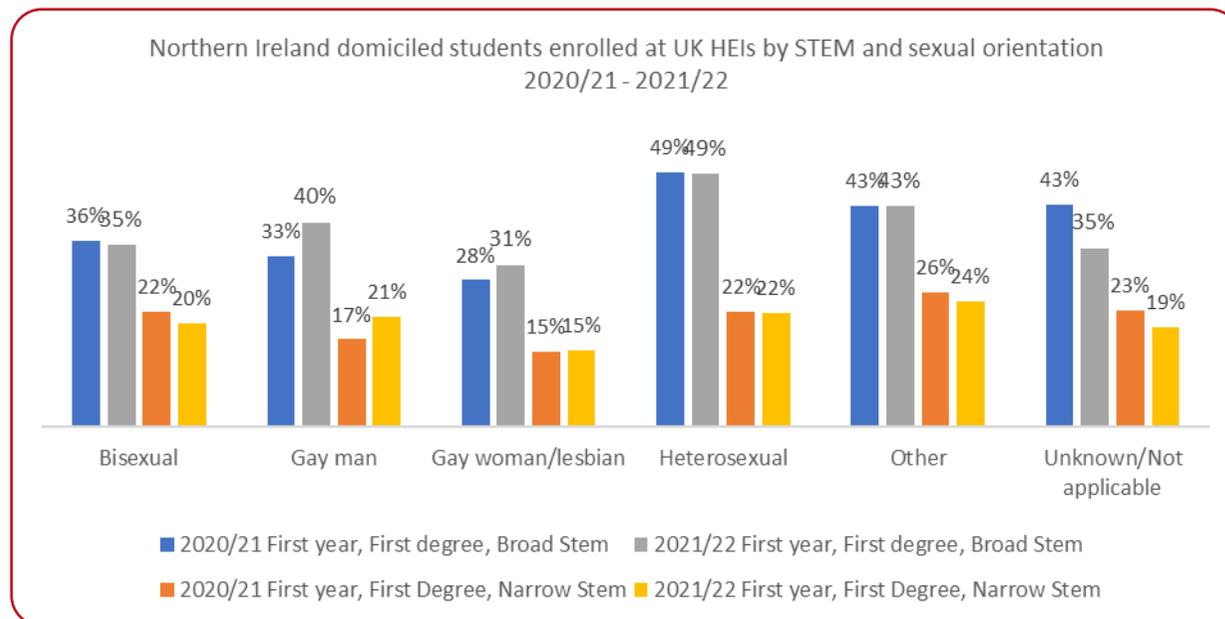
In 2020/21, the percentage share composition of first year, first degree students studying Narrow STEM subjects was higher for Heterosexual students (56%) than for students with an Unknown sexual orientation (39%). The percentage share for students with other sexual orientations were: For Bisexual students (3%), Gay man (1%) and Other (1%). However, the percentage share of Heterosexual students (79%) doing Narrow STEM subjects increased by twenty-three percentage points in 2021/22, while the percentage shared of those with an Unknown sexual orientation (14%) decreased by twenty-five percentage points the same year. A similar trend was evident among students undertaking Not Narrow STEM subjects with similar variations over the two-year period of analysis.



**Rate of Broad and Narrow STEM Subject Enrolment by Sexual Orientation**

The proportion of Heterosexual (49% in 2020/21 and 2021/22) Northern Ireland domiciled students at UK HEIs studying Broad STEM subjects was the highest in comparison with students with Other sexual orientations (43% in 2020/21 and 2021/22), students with an Unknown sexual orientation (43% in 2020/21 and 35% 2021/22), Gay man (33% in 2020/21 and 40% in 2021/22), Bisexual students (35% in 2020/21 and 2021/22) and Gay woman/Lesbian (28% in 2020/21 and 31% in 2021/22).

The Proportion of students with Other sexual orientation (26% in 2020/21 and 24% in 2021/22) students enrolled on Narrow STEM subjects was slightly higher than the proportion of Heterosexual students (22% in 2020/21 and 2021/22), Bisexual students (22% in 2020/21 and 20% in 2021/22) and students with an Unknown/not applicable sexual orientation (23% in 2020/21 and 19% in 2021/22). The lowest proportion of students enrolled in Narrow STEM subjects was for Gay man (17% in 2020/21 and 21% in 2021/22) and for Gay woman/Lesbian (15% in 2020/21 and 2021/22).

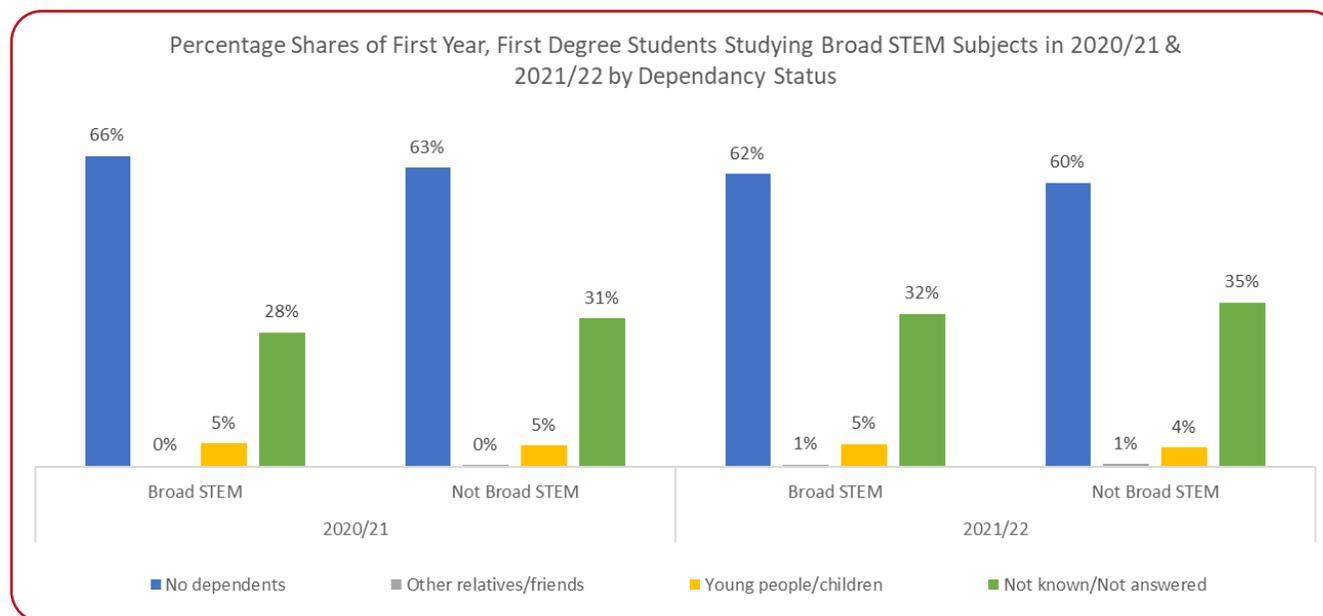


### Dependency status

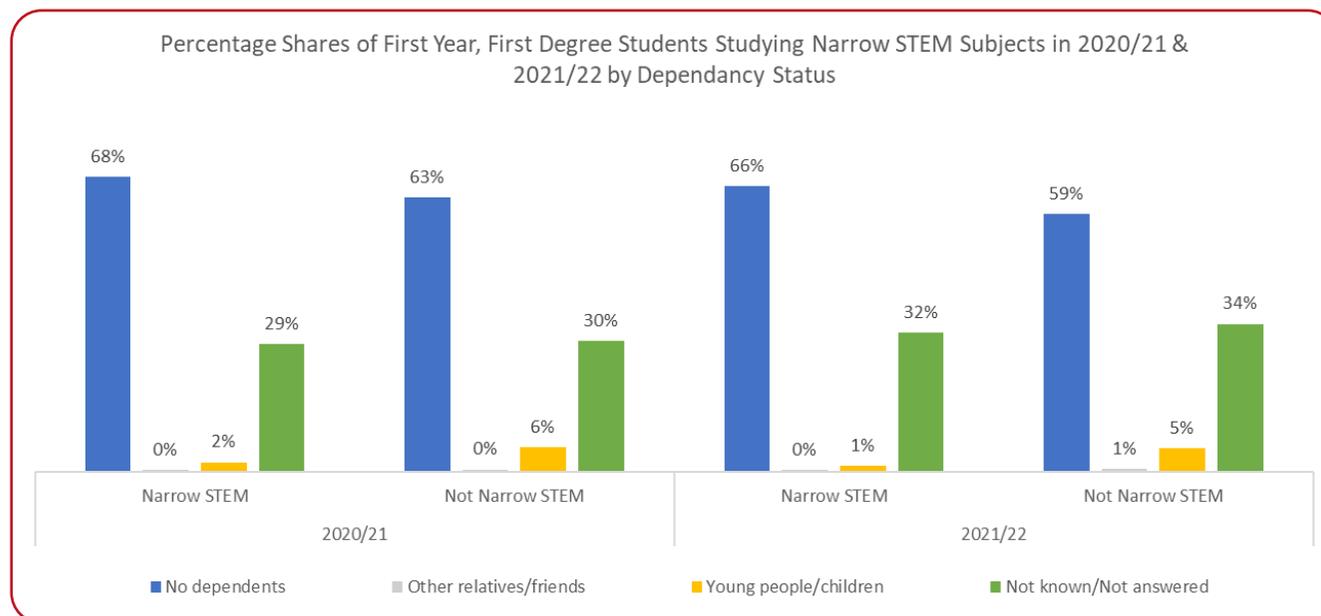
**Data Status:** Data is collected, it can be analysed and presented.

#### Percentage Share of Broad & Narrow STEM Subjects by Dependency Status

Among first year, first degree students the percentage share composition of those studying Broad STEM subjects with no dependents was 66% in 2020/21 and 60% in 2021/22. Whereas the percentage share of students with not known/not answered dependency status was 28% in 2020/21 and 32% in 2021/22. The percentage share for those with dependents of young people or children was 5% (for both years). Similarly, among students studying Not Broad STEM subjects, the majority of them were students with no dependents (63% in 2020/21 and 60% in 2021/22), followed by students with not known/not answered dependency status (31% in 2020/21 and 35% in 2021/22) and a very small percentage share of students with dependents of young people/children (5% in 2020/21 and 4% in 2021/22).

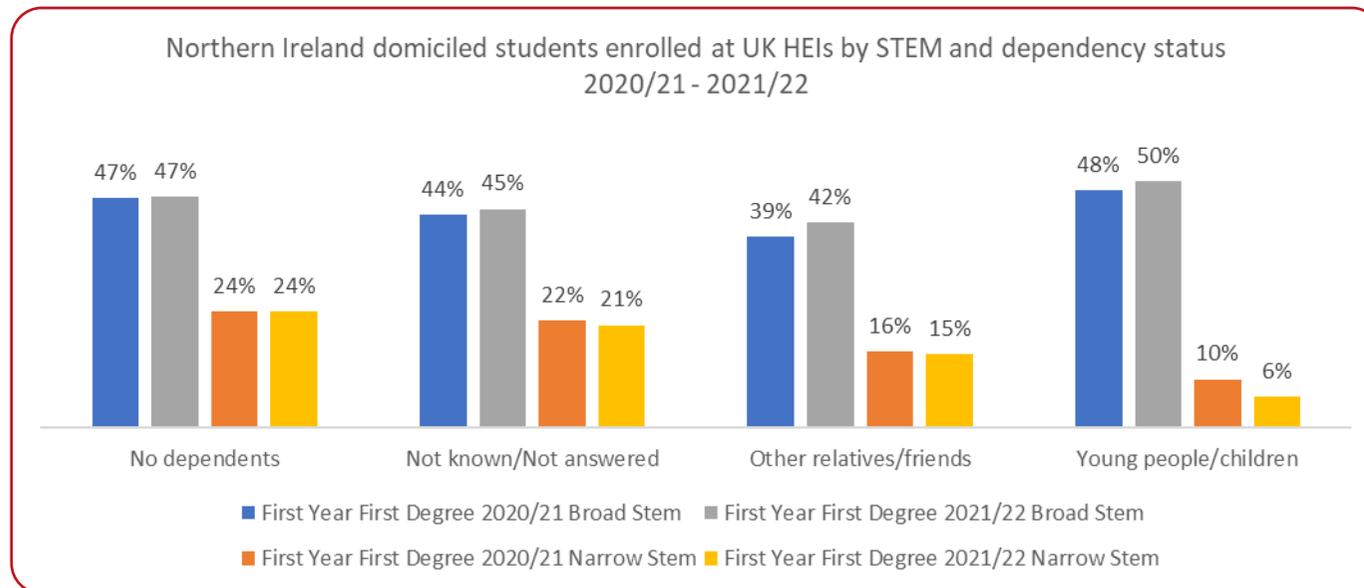


The larger percentage share of first year, first degree of students studying Narrow STEM subjects was for students with no dependents (68% in 2020/21 and 66% in 2021/22), in comparison with students with not known/not answered dependency status (29% in 2020/21 and 32% in 2021/22) and those with dependents of young people/children (2% in 2020/21 and 1% in 2021/22). A similar trend is observed among those studying Not Narrow STEM subjects, where the percentage share of those with no dependents (63% in 2020/21 and 59% in 2021/22) was higher than the percentage share of students with not known/not answered dependency status (30% in 2020/21 and 34% in 2021/22) and those with dependents of young people/children (6% in 2020/21 and 5% in 2021/22).



**Rate of Broad and Narrow STEM Subject Enrolment by Dependency Status**

The proportion of students with dependents of young people/children (48% in 2020/21 and 50% in 2021/22) who enrolled in Broad STEM subject was slightly higher than the proportions of students with no dependents (47% in 2020/21 and 2021/22), followed by students with an unknown/not answered dependency status (44% in 2020/21 and 45% in 2021/22) and those with dependents of other relatives/friends (39% in 2020/21 and 42% in 2021/22). About a quarter of students with no dependents (24% in 2020/21 and 2021/22) enrolled in Narrow STEM subjects, with students of an unknown/not answered dependency status (22% in 2020/21 and 21% in 2021/22) being more likely to study Narrow STEM subjects than students with dependents of other relatives/friends (6% in 2020/21 and 15% in 2021/22) and those with dependents of young people/children (10% in 2020/21 and 6% in 2021/22).



**Population Indicator: Percentage of students choosing STEM and non-STEM subjects at tertiary education level - Further Education**

**Data Source:** Consolidated Data Return (CDR). NI Department of Economy (DoE)

**Data Provider:** Department of Economy (DoE)

- Percentage of students enrolled on Level 4 course (equivalent to Higher Education courses) in Broad STEM, Narrow STEM and Non-stem subjects at Further Education colleges.
- Percentage of students achieving Level 4 qualifications (equivalent to Higher Education courses) in Broad STEM, Narrow STEM and Non-STEM subjects at Further Education colleges.

**Population Indicator: Percentage of students enrolled on Level 4 course (equivalent to Higher Education courses) on Broad STEM, Narrow STEM and Non-stem subjects at Further Education colleges**

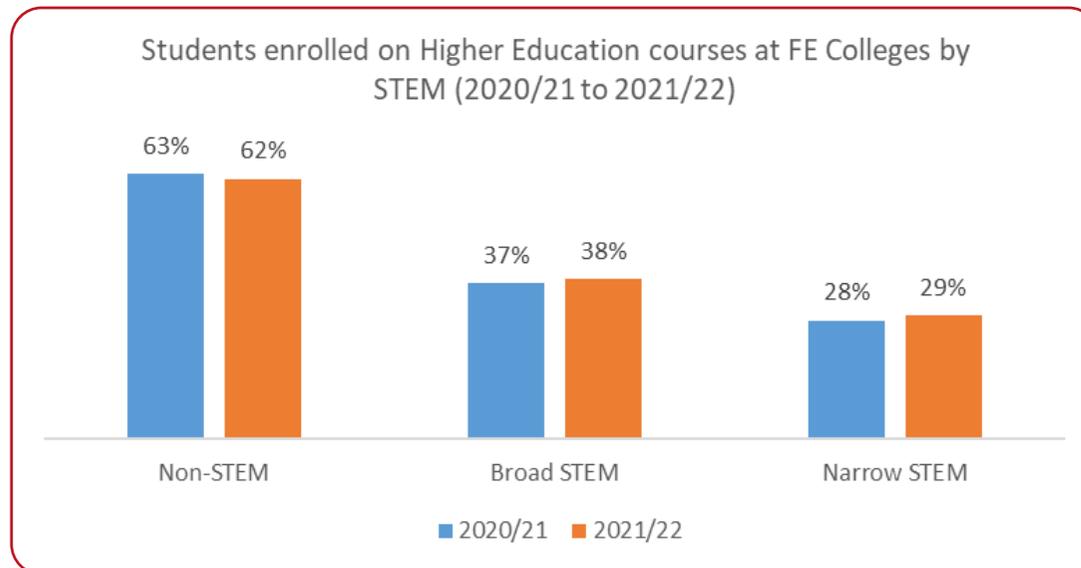
**Data Source:** Consolidated Data Return (CDR). NI Department of Economy (DoE)

**Data Provider:** Department of Economy (DoE)

**Overall**

**Percentage rate of students enrolled on Level 4 courses (equivalent to Higher Education courses) on Broad STEM, Narrow STEM and Non-STEM subjects at Further Education colleges**

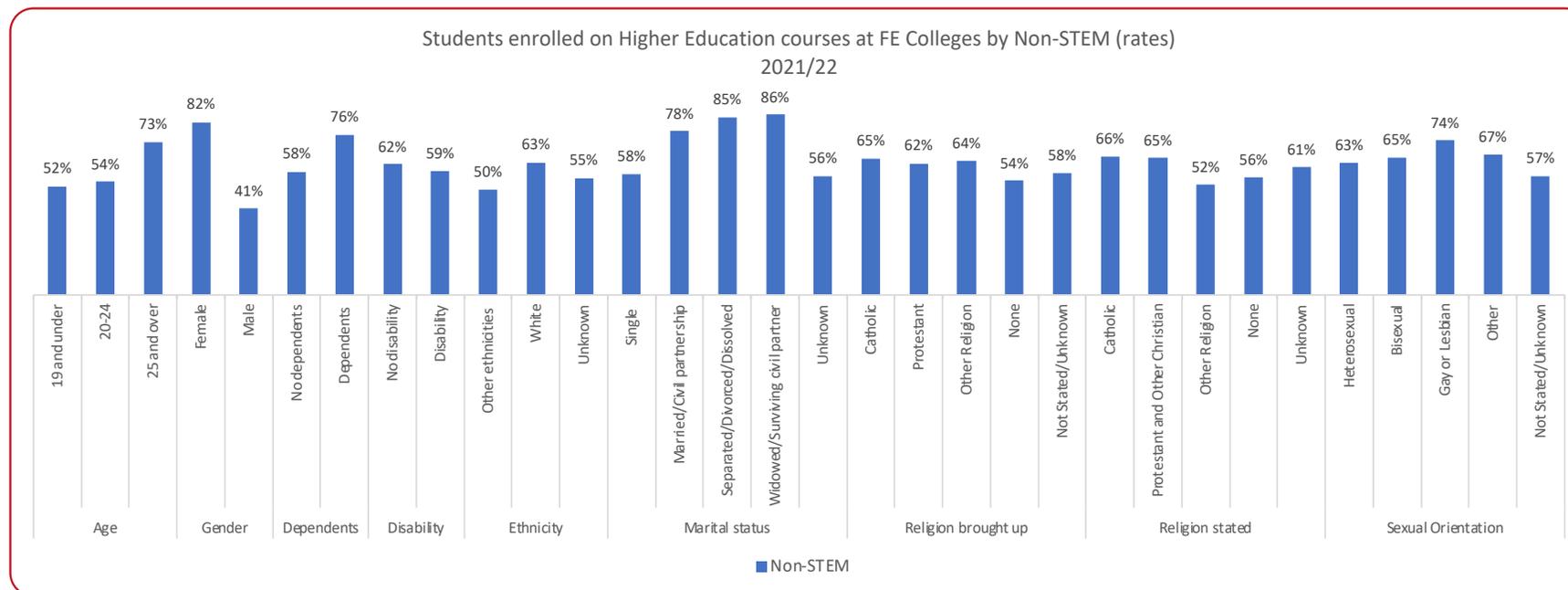
In 2020/21, around six out of ten students enrolled on higher education courses at Institutions of Further Education undertook Non-STEM subjects (63%); with just over a third of students enrolled in Broad STEM subjects (37%) and less than three out of ten (28%) of students enrolled in Narrow STEM subjects. In the following year, 2021/22, there were marginal differences of around one percentage point to this pattern with a very small decrease in the proportions of students enrolled in Non-STEM subjects.



**Summary Across Equality Groups – Percentage rate of students enrolled on Level 4 courses (equivalent to Higher Education courses) in Non-STEM subjects at Further Education colleges, 2021/22**

In 2021-22, 62% of all students enrolled in Non-STEM subjects on Level 4 courses at Further Education colleges; in other words, an overall enrolments rate of 62%. Across the equality groups, where data was available, those students more likely to enroll in Non-STEM subjects were students who were in separated/divorced/dissolved relationships (85%), who were widowed/surviving civil partnership (86%), married/civil partnership (78%), students with dependents (76%), gay and lesbian students (82%), female students (68%) and those aged 25 years and over (73%).

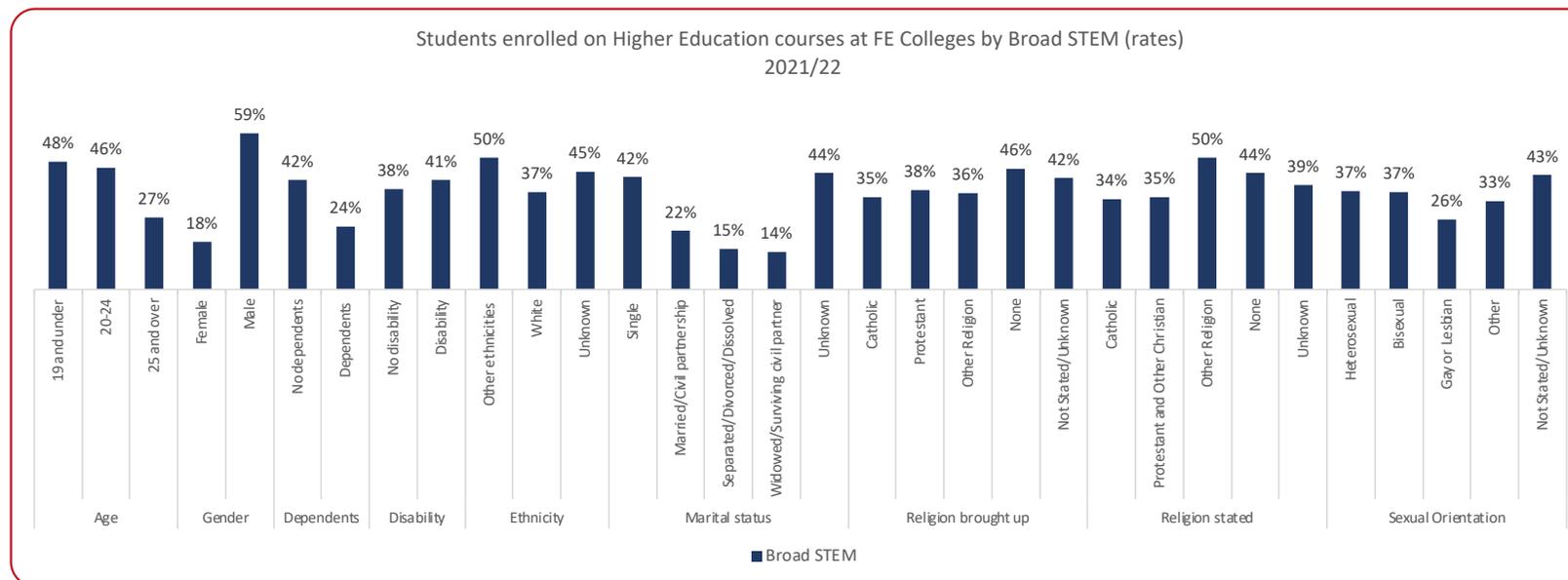
Those less likely to enroll in Non-STEM subjects were male students (41%), students from other ethnicities (50%)(those who were not white or of unknown ethnicity), students in the age group of 19 and under (52%), and students with Other Religion as their stated religion (52%).



**Summary Across Equality Groups – Percentage rate of students enrolled on Level 4 courses (equivalent to Higher Education courses) in Broad STEM subjects at Further Education colleges, 2021/22**

In 2021-22, the overall rate of enrolment in Broad STEM subjects on Level 4 course at Further Education colleges was 38%. Across the equality groups, where data was available, those more likely to enroll in Broad STEM subjects were male (59%), students with Other ethnicities (those who were not white or of unknown ethnicity) (50%), students with an Other Religions (50%), students in the age group of 19 and under (48%) and students in the age group of 20-24 (46%), and those stated None as their religion brought up in (46%).

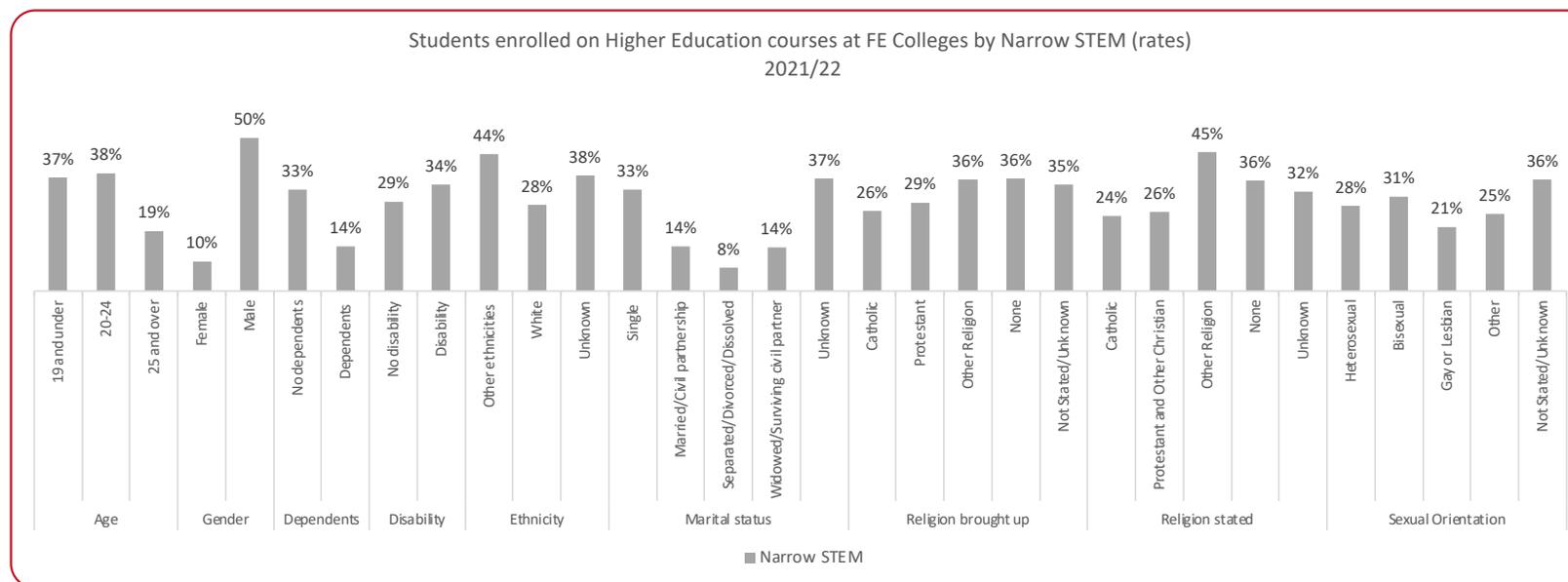
Students less likely to enroll in Broad STEM subjects were those who were widowed/surviving civil partnership (14%), separated/divorced/dissolved students (15%), those who were married or in a civil partnership (22%), female students (18%), students with dependents (24%), gay or lesbian students (26%) and those 25 years and above (27%).



**Summary Across Equality Groups – Percentage rate of students enrolled on Level 4 courses (equivalent to Higher Education courses) in Narrow STEM subjects at Further Education colleges, 2021/22**

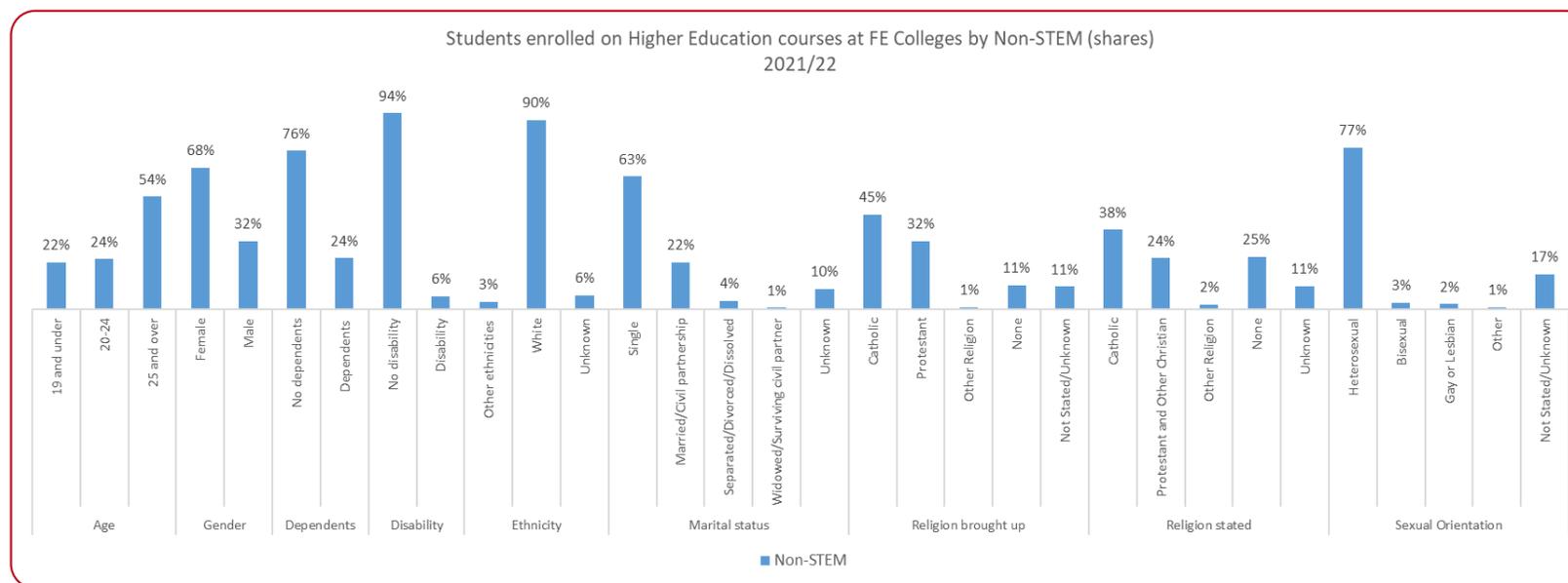
In 2021-22, the overall rate of enrolment onto Narrow STEM subjects was 29%. Across the equality groups, where data was available, those more likely to enroll in Narrow STEM subjects were male (50%), students with other religion stated (45%), students with other than white ethnicities (44%) and students with an ethnicity unknown (38%), students in the age group of 20-24 (38%), and students in the age group of 19 and under (37%),

Students less likely to enroll in Narrow STEM subjects were separated/divorced/dissolved (8%), widowed/surviving civil partner (14%), married/civil partnership (14%), students with dependents (14%), and female students (10%).



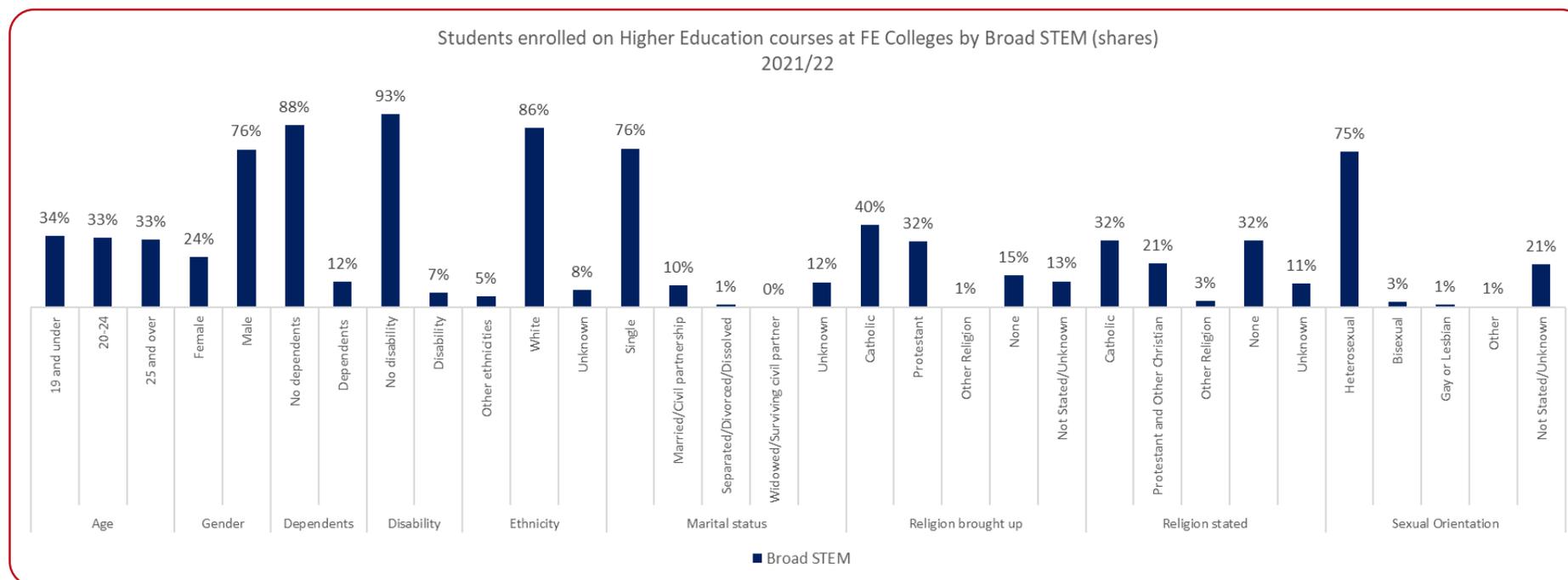
**Summary Across Equality Groups – Percentage share of students enrolled on Level 4 courses (equivalent to Higher Education courses) in Non-STEM subjects at Further Education colleges, 2021/22**

In 2021/22, within equality grounds, when data was available, the percentage share compositions of students enrolled on Level 4 (Higher Education) courses in Further Education colleges, and in Non-STEM subjects, were substantially higher for students with no disability (94%) compared with students with a disability (6%); for white students (90%) compared with students with other ethnicities (3%); for heterosexual students (77%) in comparison with bisexual students (3%), gay/lesbian (2%) and students with other sexual orientations (1%); for students with no dependents (76%) in comparison with students with dependents (24%); for female students (68%) in comparison with male students (32%); for single students (63%) in comparison with widowed/surviving civil partner (1%), separated/divorced/dissolved (4%), unknown (10%) and married/civil partnership (22%), and for students in the age group of 25 and over (54%) in comparison with students of the age groups of 19 and under (22%) and 20-24 (24%).



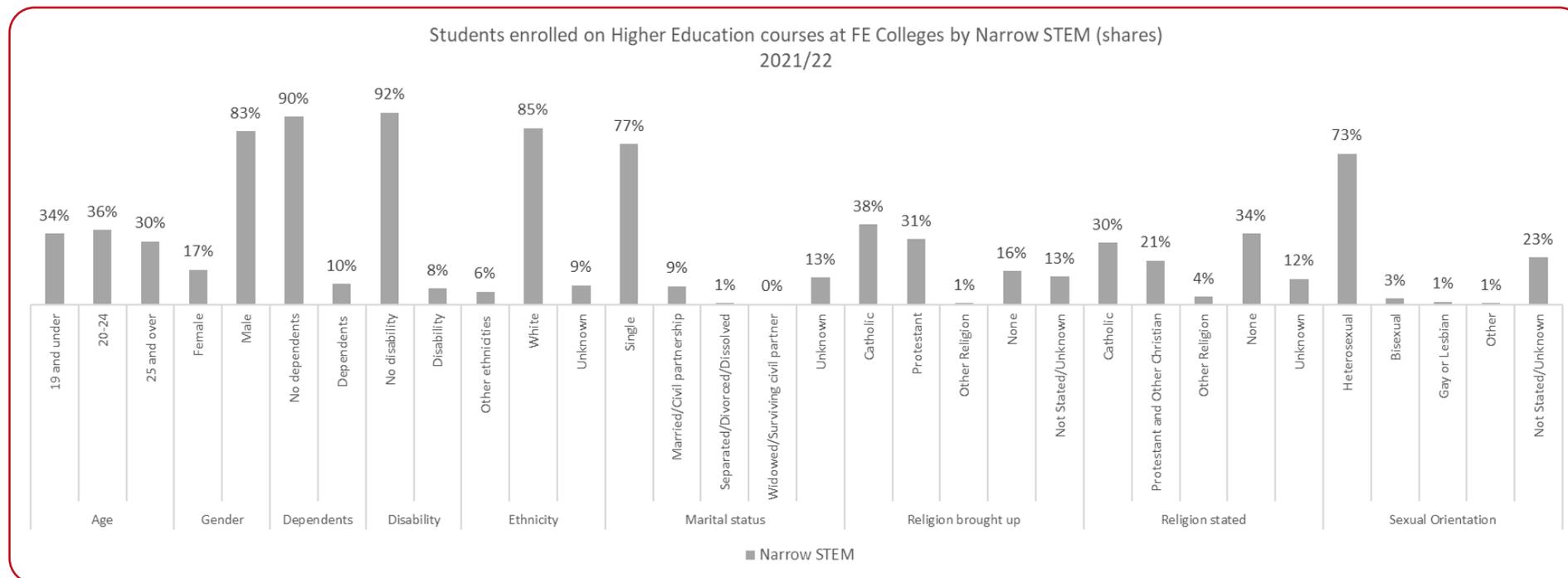
**Summary Across Equality Groups – Percentage share of students enrolled on Level 4 courses (equivalent to Higher Education courses) in Broad STEM subjects at Further Education colleges, 2021/22**

In 2021/22, within equality groups, when data was available, the percentage share compositions of students enrolled on Level 4 (Higher Education) courses in Further Education colleges, and in Broad STEM subjects, were substantially higher for students with no disability (93%) compared with students with a disability (7%), for students with no dependents (88%) in comparison with students with dependents (12%); for white students (86%) compared with students with other ethnicities (5%); for male students (76%) in comparison with female students (24%); for heterosexual students (75%) in comparison with bisexual (3%), gay/lesbian (1%) and students with other sexual orientations (1%); for single students (76%) in comparison with separated/divorced/dissolved (1%), unknown (12%) and married/civil partnership (10%); and for Catholic (40%) and Protestant (32%) students in comparison with students with other religions (1%) and unknown (12%) as their religion brought up in.



**Summary Across Equality Groups – Percentage share of students enrolled on Level 4 courses (equivalent to Higher Education courses) in Narrow STEM subjects at Further Education colleges, 2021/22**

In 2021/22, within equality grounds, when data was available, the percentage share compositions of students enrolled on Level 4 (Higher Education) courses in Further Education colleges, and in Narrow STEM subjects, were substantially higher for students with no disability (92%) compared with students with a disability (8%); for students with no dependents (90%) in comparison with students with dependents (10%); for white students (85%) compared with students with other ethnicities (6%) and unknown (9%); for male students (83%) in comparison with female students (17%); for single students (77%) in comparison with separated/divorced/dissolved (1%), unknown (13%) and married/civil partnership (9%), and for heterosexual students(73%) in comparison with bisexual (3%), gay/lesbian( 1%) and other sexual orientations (1%) and not stated or unknown sexual orientation (23%).



Age

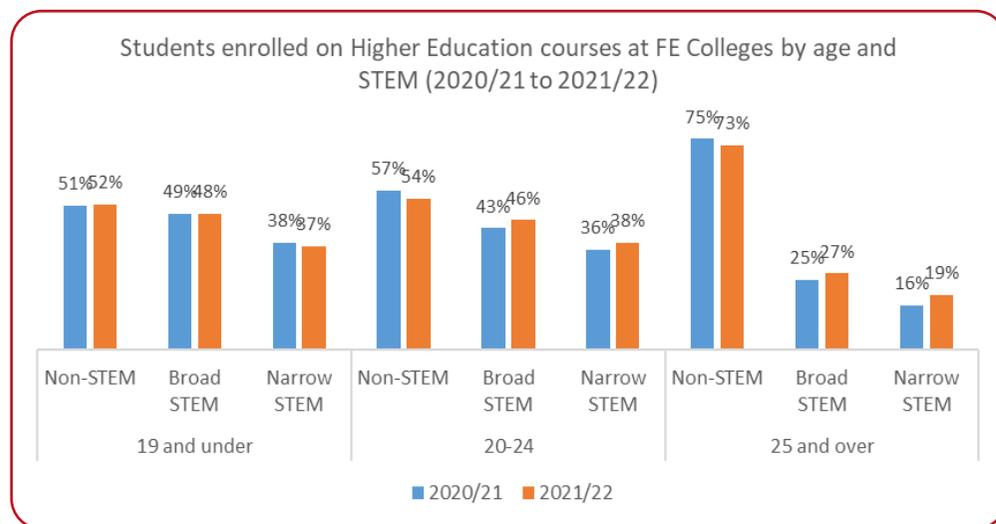
**Data Status:** Data is collected, it can be analysed and presented.

**Percentage rate of students enrolled on Level 4 courses (equivalent to Higher Education courses) at Further Education colleges by age and STEM**

Students in the age group of 25 and over (75% in 2020/21 and 73% in 2021/22) were more likely to be enrolled in Non-STEM subjects than students in the age groups of 19 and under (51% in 2020/21 and 52% in 2021/22) and also the 20-24 age group (57% in 2020/21 and 54% in 2021/22).

Those students in the age group of 19 and under (49% in 2020/21 and 48% in 2021/22) were slightly more likely to be enrolled in Broad STEM subjects than students in the age group of 20-24 (43% in 2020/21 and 46% in 2021/22), and almost twice as likely than students in the older age group of 25 and over (25% in 2020/21 and 27% in 2021/22).

There was a similar trend among students enrolled in Narrow STEM subjects with minor differences between the percentage of students in the age group of 19 and under (38% in 2020/21 and 37% in 2021/22) and students in the age group of 20-24 (36% in 2020/21 and 38% in 2021/22). Students in the older ages group 25 and over (16% in 2020/21 and 19% in 2021/22) were almost half as likely to be enrolled in Narrow STEM subjects compared to the other age groups.

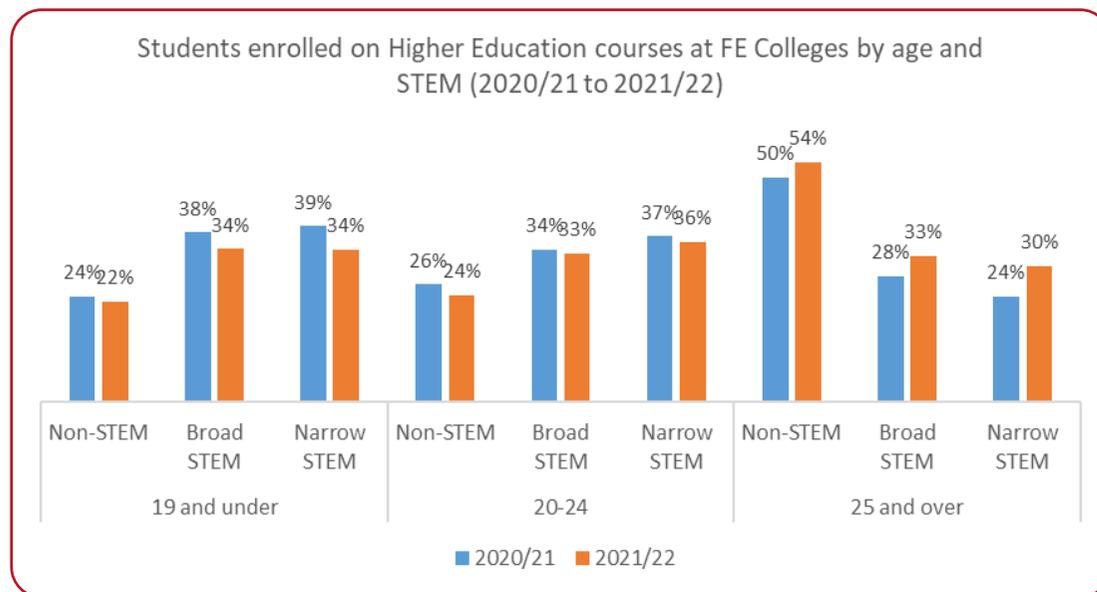


**Percentage share of students enrolled on Level 4 courses (equivalent to Higher Education courses) at Further Education colleges by age and STEM**

Those in the age group of 25 and over (50% in 2020/21 and 54% in 2021/22) comprise the greater percentage share of students enrolled in Non-STEM subjects; with almost twice the percentage share of students in the age group 20-24 years old (26% in 2020/21 and 24% in 2021/22) and those in the 19 and under age group (24% in 2020/21 and 22% in 2021/22).

All three age groups represented roughly a third of the percentage share of enrolled in Broad STEM subjects; with students in the age group of 19 and under (38% in 2020/21 and 34% in 2021/22) and the age group of 20-24 (34% in 2020/21 and 33% in 2021/22) demonstrating a slightly higher percentage shares than those from the age group of 25 and over (28% in 2020/21 and 33% in 2021/22).

Similarly, the percentage shared of students enrolled in Narrow STEM subjects were higher for students in the age groups of 19 and under (39% in 2020/21 and 34% in 2021/22) and 20-24 years (37% in 2020/21 and 36% in 2021/22) when compared to the percentage share of students age group of 25 and over (24% in 2020/21 and 30% in 2021/22).

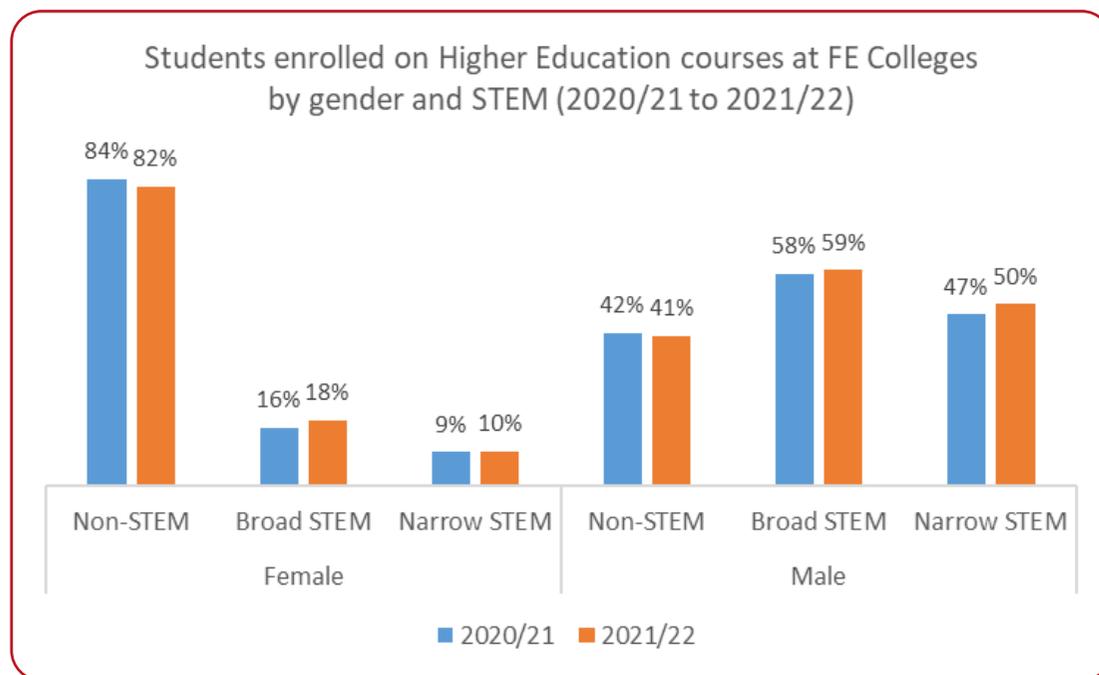


**Gender**

**Data Status:** Data is collected, it can be analysed and presented.

**Percentage rate of students enrolled on Level 4 courses (equivalent to Higher Education courses) at Further Education colleges by gender and STEM**

Female students were more than twice as likely to be enrolled in Non-STEM subjects (84% in 2020/21 and 82% in 2021/22) than male students (42% in 2020/21 and 41% in 2021/22). Conversely, male students were over three times more likely to be enrolled in Broad STEM subject (58% in 2020/21 and 59% in 2021/22) than were female students (16% in 2020/21 and 18% in 2021/22). These gender differences were also evident in the percentage rates of male students (47% in 2020/21 and 50% in 2021/22) enrolled in Narrow STEM subjects, which were also three times higher than the proportions of female students enrolled in Narrow STEM subjects (9% in 2020/21 and 10% in 2021/22).

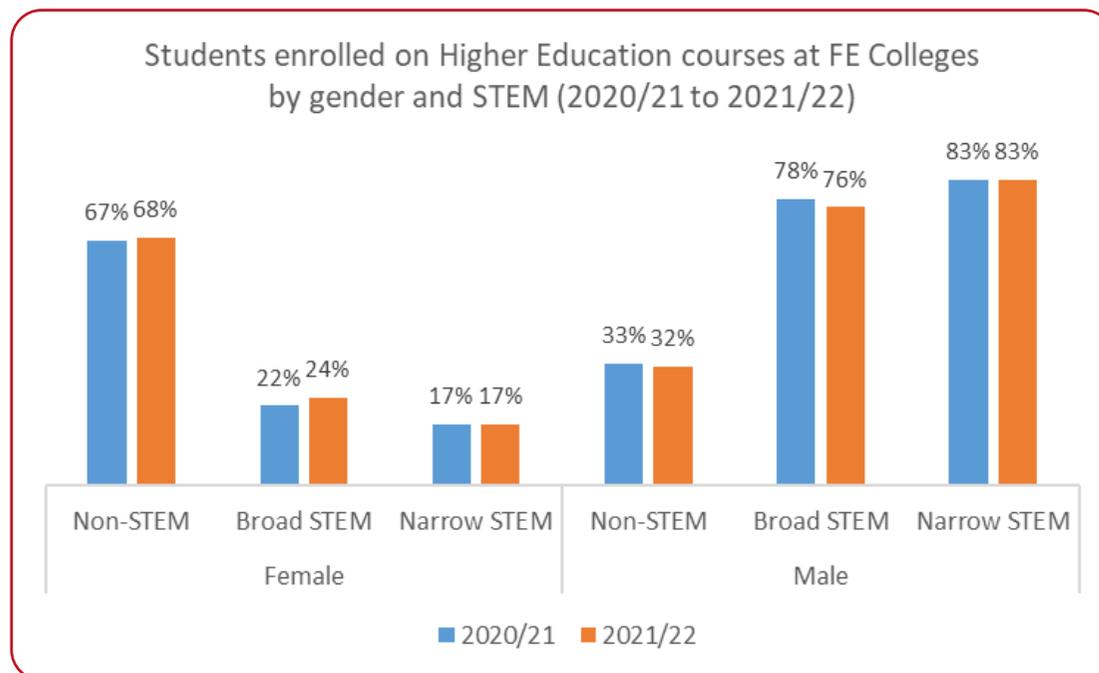


**Percentage share of students enrolled on Level 4 courses (equivalent to Higher Education courses) at Further Education colleges by gender and STEM**

When looking at the percentage shares of students enrolled in Non-STEM subject, proportionally, there were twice as many female students (67% in 2020/21 and 68% in 2021/22) than there were male students (33% in 2020/21 and 32% in 2021/22) undertaking these subjects.

Of those undertaking Broad STEM subjects, there were three times more male students (78% in 2020/21 and 76% in 2021/22) than there were female students enrolled in these subjects (22% in 2020/21 and 24% in 2021/22).

Furthermore, the percentage share of males students enrolled in Narrow STEM subjects (83% in 2020/21 and in 2021/22) was four times higher than the percentage of female students undertaking these subjects (17% in 2020/21 and in 2021/22).



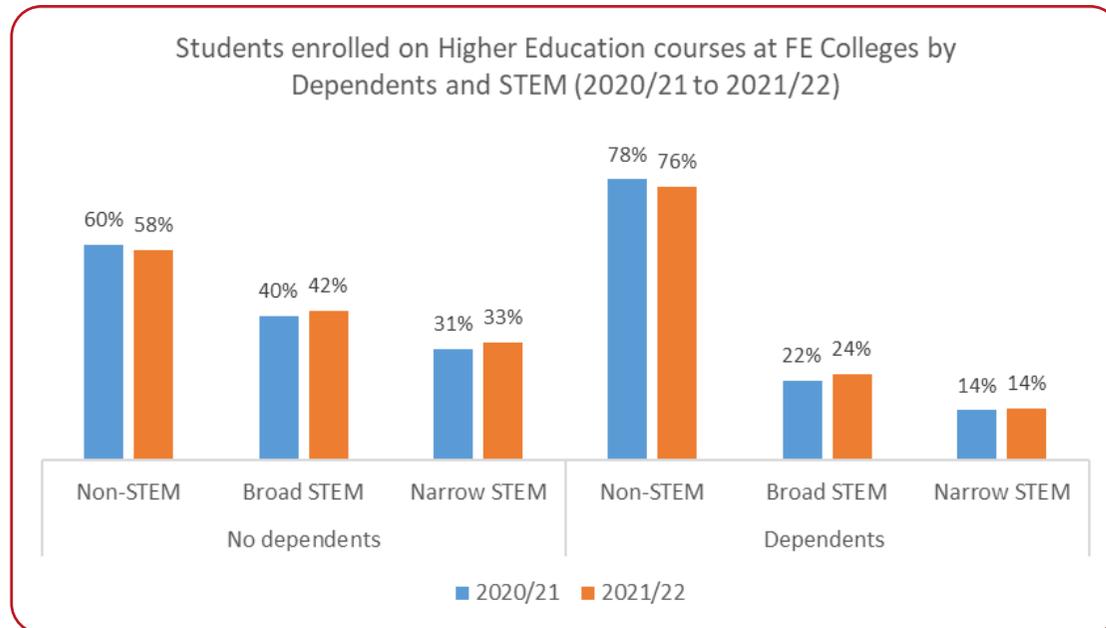
**Dependents**

**Data Status:** Data is collected, it can be analysed and presented.

**Percentage rate of students enrolled on Level 4 courses (equivalent to Higher Education courses) at Further Education colleges by dependents and STEM**

Almost eight out of ten students with dependents (78% in 2020/21 and 76% in 2021/22) enrolled in Non-STEM subjects in Higher Education courses at Further Education colleges. Whereas around sixty percent of students with no dependents enrolled in Non-STEM (60% in 2020/21 and 58% in 2021/22).

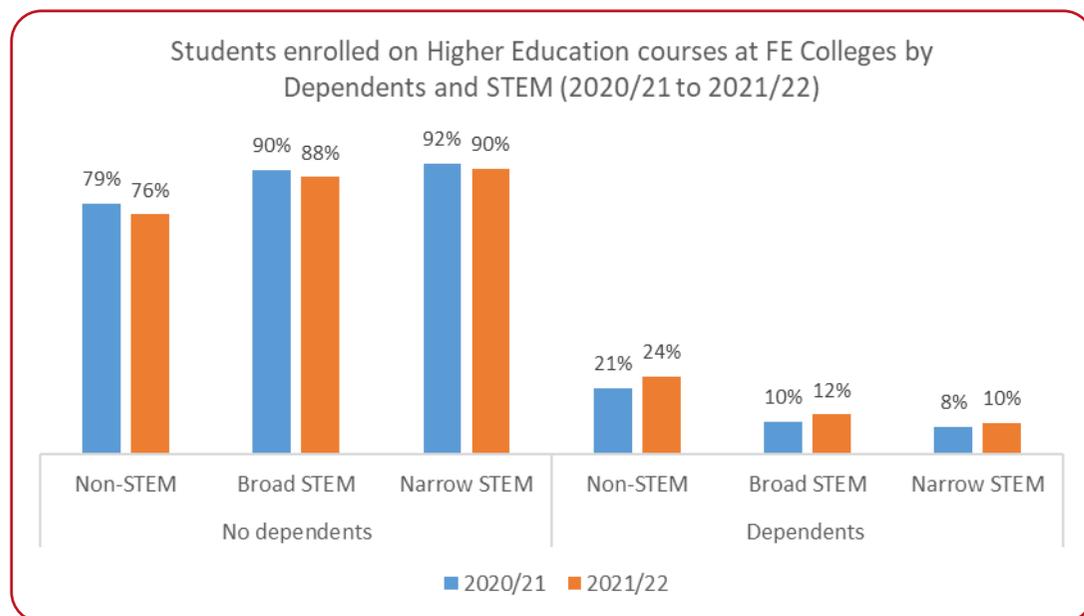
Students with no dependents were twice more likely to enrol in Broad STEM subjects (40% in 2020/21 and 42% in 2021/22) than students with dependents (22% in 2020/21 and 24% in 2021/22). Similarly, the proportions of students with no dependents (31% in 2020/21 and 33% in 2021/22) enrolled in Narrow STEM subjects were twice that exhibited by students with dependents (14% in 2020/21 and in 2021/22).



**Percentage share of students enrolled on Level 4 courses (equivalent to Higher Education courses) at Further Education colleges by dependents and STEM**

The percentage shares of students enrolled in Non-STEM subject were around three times higher for students with no dependents (79% in 2020/21 and 76% in 2021/22) than for students with dependents (33% in 2020/21 and 32% in 2021/22).

Among students enrolled in Broad STEM subjects, almost nine out of ten were students with no dependents (90% in 2020/21 and 88% in 2021/22), therefore, only one in ten students in Broad STEM subjects were with dependents (10% in 2020/21 and 12% in 2021/22). Similarly, the percentage shares of students with no dependents (92% in 2020/21 and 90% in 2021/22) enrolled in Narrow STEM subjects were nine times higher for students with dependents (8% in 2020/21 and 10% in 2021/22).

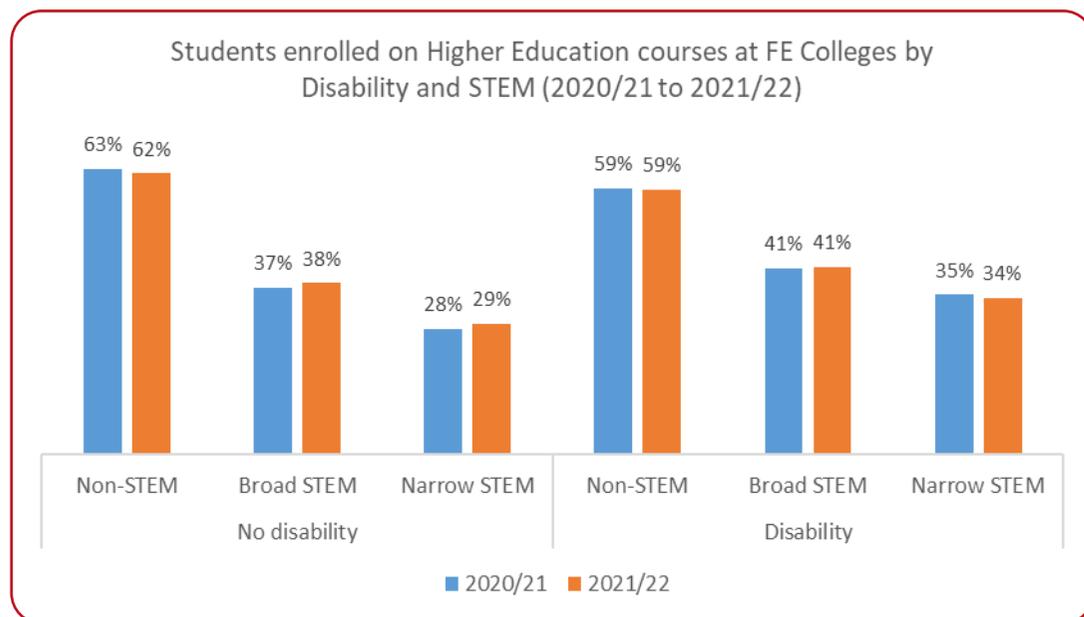


**Disability**

**Data Status:** Data is collected, it can be analysed and presented.

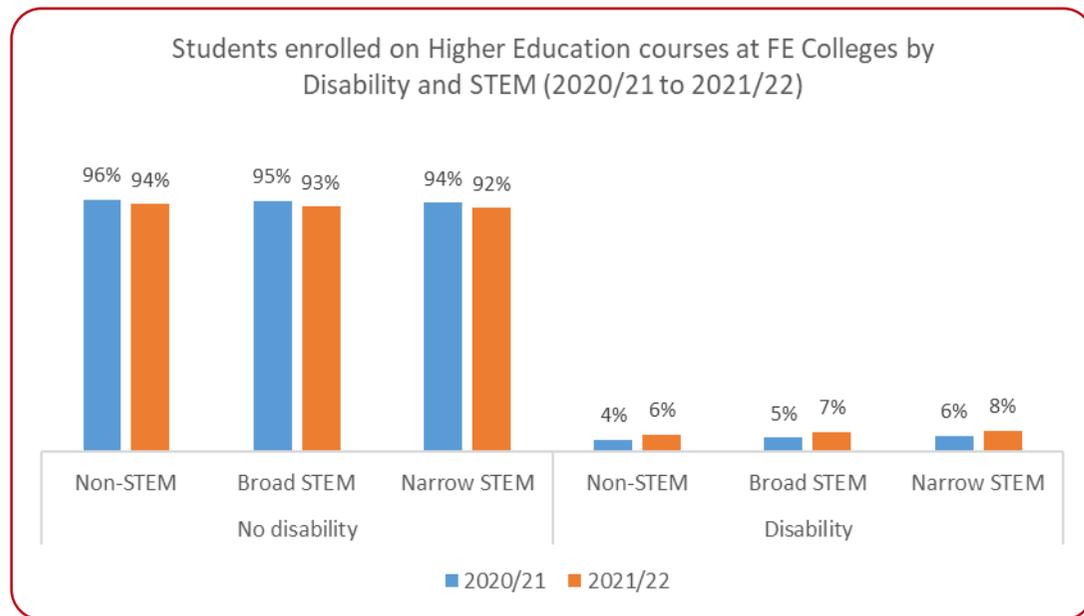
**Percentage rate of students enrolled on Level 4 courses (equivalent to Higher Education courses) at Further Education colleges by disability and STEM**

There were minor differences in the rates of enrolment for students with no disability (63% in 2020/21 and 62% in 2021/22) and those with a disability (59% in 2020/21 and 59% in 2021/22) on to Non-STEM subjects. Similarly, around four out of ten students with disability (41% in 2020/21 and in 2021/22) and those without a disability (37% in 2020/21 and 38% in 2021/22) enrolled in Broad STEM subjects. Differences were also small between the rates of enrolment for students with a disability (35% in 2020/21 and 34% in 2021/22) and those with no disability (28% in 2020/21 and 29% in 2021/22) in Narrow STEM subjects.



**Percentage share of students enrolled on Level 4 courses (equivalent to Higher Education courses) at Further Education colleges by disability and STEM**

The percentage shares for students with no disability enrolled in Non-STEM (96% in 2020/21 and 94% in 2021/22), Broad STEM (95% in 2020/21 and 93% in 2021/22) and Narrow STEM (94% in 2020/21 and 92% in 2021/22) subjects were more than nine times higher than the percentage shares for students with a disability (4% in 2020/21 and 6% in 2021/22), Broad STEM (5% in 2020/21 and 7% in 2021/22) and Narrow STEM (6% in 2020/21 and 8% in 2021/22).



**Ethnicity**

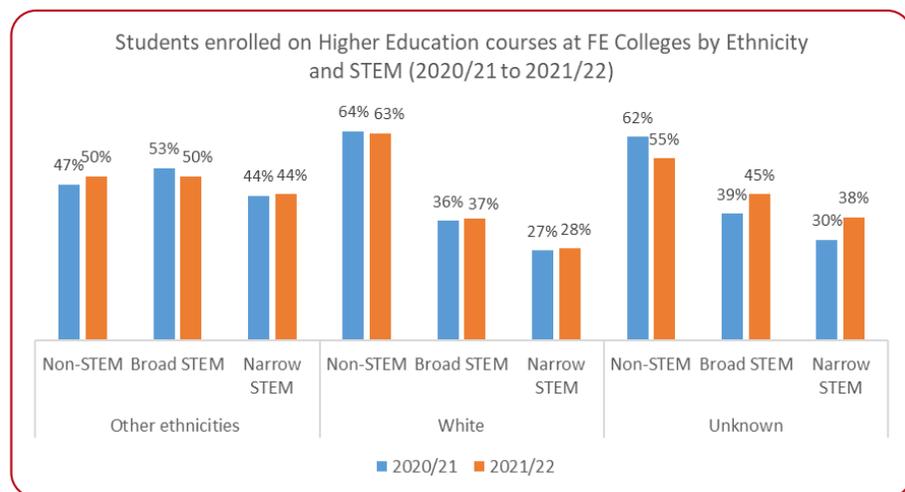
**Data Status:** Data is collected, it can be analysed and presented.

**Percentage rate of students enrolled on Level 4 courses (equivalent to Higher Education courses) at Further Education colleges by ethnicity and STEM**

The proportions of white students (64% in 2020/21 and 63% in 2021/22) enrolled in Non-STEM subjects were slightly higher than the rates for students with an unknown ethnicity (62% in 2020/21 and 55% in 2021/22), and around ten percentage points higher than the rates for students with other ethnicities (47% in 2020/21 and 50% in 2021/22).

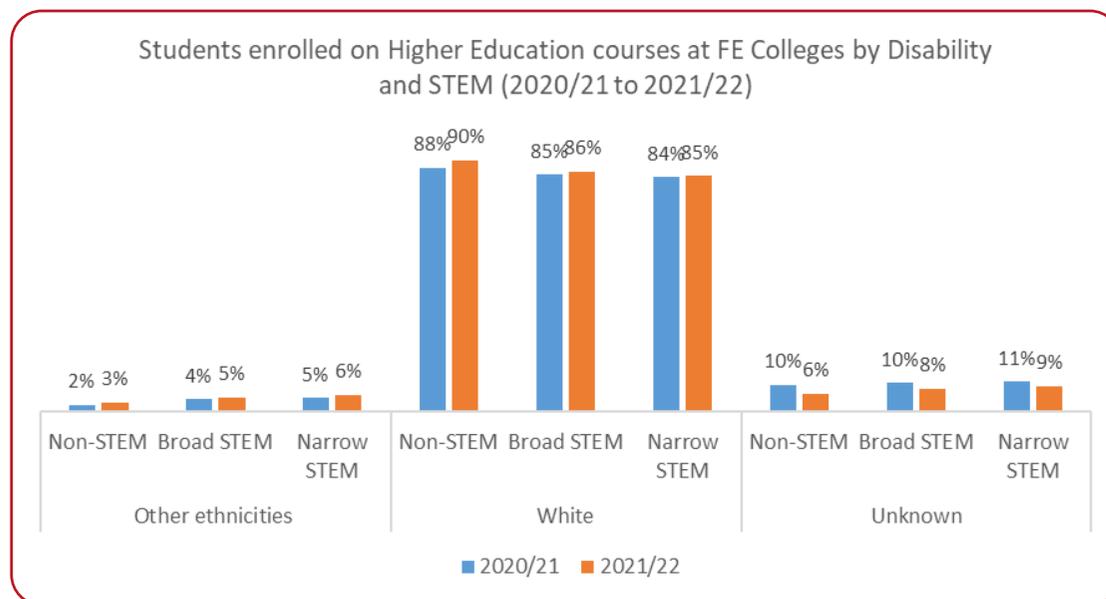
The proportions for students with other ethnicities (53% in 2020/21 and 50% in 2021/22) enrolled in Broad STEM subjects were around fifteen percentage points higher than those for white students (36% in 2020/21 and 37% in 2021/22) and students with an unknown ethnicity (39% in 2020/21 and 45% in 2021/22).

The percentage rates for students of other ethnicities (44% in 2020/21 and in 2021/22) enrolled in Narrow STEM subjects were around ten percentage points higher compared to students with an ethnicity unknown (30% in 2020/21 and in 38% in 2021/22) and around twenty percentage points higher when compared to those for white students (27% in 2020/21 and 28% in 2021/22).



**Percentage share of students enrolled on Level 4 courses (equivalent to Higher Education courses) at Further Education colleges by ethnicity and STEM**

When looking at the compositions of students enrolled on Non-STEM Higher Education subjects at Further Education colleges, white students represented the majority of those enrolled in these subjects (88% in 2020/21 and 90% in 2021/22). The findings were very similar in respect to the shares for white students enrolled on Broad STEM (85% in 2020/21 and 86% in 2021/22), and Narrow STEM (84% in 2020/21 and 85% in 2021/22) subjects. Therefore, the percentage shares for students with an unknown ethnicity (around 10% for Non-STEM, Broad STEM and Narrow STEM) and students of other ethnicities (around four and five percent for Non-STEM, Broad STEM and Narrow STEM) were substantially lower.



**Marital Status**

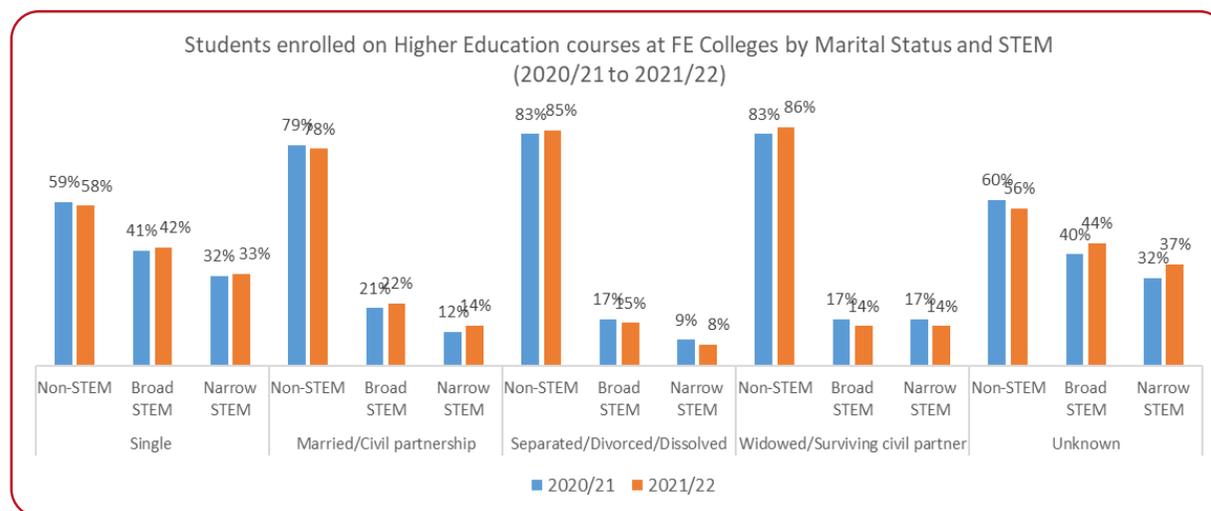
**Data Status:** Data is collected, it can be analysed and presented.

**Percentage rate of students enrolled on Level 4 courses (equivalent to Higher Education courses) at Further Education colleges by marital status and STEM**

In respect to marital status, those more likely to be enrolled on Non-STEM subjects were those who were widowed/surviving civil partner students (83% in 2020/21 and 86% in 2021/22), separated/divorced/dissolved students (83% in 2020/21 and 85% in 2021/22) and married/civil partnership (79% in 2020/21 and 78% in 2021/22). Those less likely to enrol in Non-STEM subjects were single students (59% in 2020/21 and 58% in 2021/22) followed by students with unknown marital status (60% in 2020/21 and 56% in 2021/22).

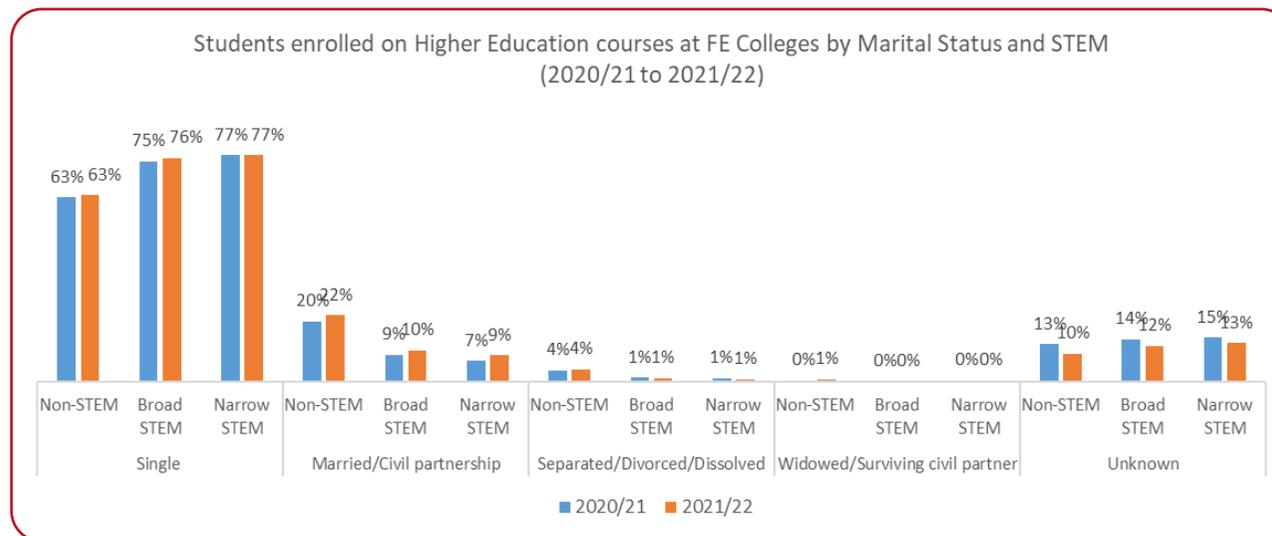
Single students (41% in 2020/21 and 42% in 2021/22) and those with unknown marital status (40% in 2020/21 and 44% in 2021/22) were more likely to be enrolled in Broad STEM subjects than those who were separated/divorced/dissolved students (17% in 2020/21 and 15% in 2021/22), widowed/surviving civil partner students (17% in 2020/21 and 14% in 2021/22) and married/civil partnership (21% in 2020/21 and 22% in 2021/22).

Students with unknown marital status (32% in 2020/21 and 37% in 2021/22) and single students (32% in 2020/21 and 33% in 2021/22) were more likely to be enrolled on Narrow STEM subjects than separated/divorced/dissolved students (9% in 2020/21 and 8% in 2021/22), married/civil partnership students (12% in 2020/21 and 14% in 2021/22) and widowed/surviving civil partner students (17% in 2020/21 and 14% in 2021/22).



**Percentage share of students enrolled on Level 4 courses (equivalent to Higher Education courses) at Further Education colleges by marital status and STEM**

Single students represented the greater shares of those enrolled in Narrow STEM (77% in 2020/21 and in 2021/22), Broad STEM (75% in 2020/21 and 76% in 2021/22) and Non-STEM (63% in 2020/21 and in 2021/22) subjects. Whereas, those who were married/civil partnership (Non-STEM 20% in 2020/21 and 22% in 2021/22; Broad STEM 9% in 2020/21 and 10% in 2021/22 and Narrow STEM 7% in 2020/21 and 9% in 2021/22); with an unknown marital status (Non-STEM 13% in 2020/21 and 10% in 2021/22; Broad STEM 14% in 2020/21 and 12% in 2021/22 and Narrow STEM 15% in 2020/21 and 13% in 2021/22), and who were separated/divorced/dissolved relationships (Non-STEM 4% in 2020/21 and in 2021/22; Broad STEM and Narrow STEM 1%) represented a minority of those enrolled in all three STEM subject categories.



### Religion brought up in

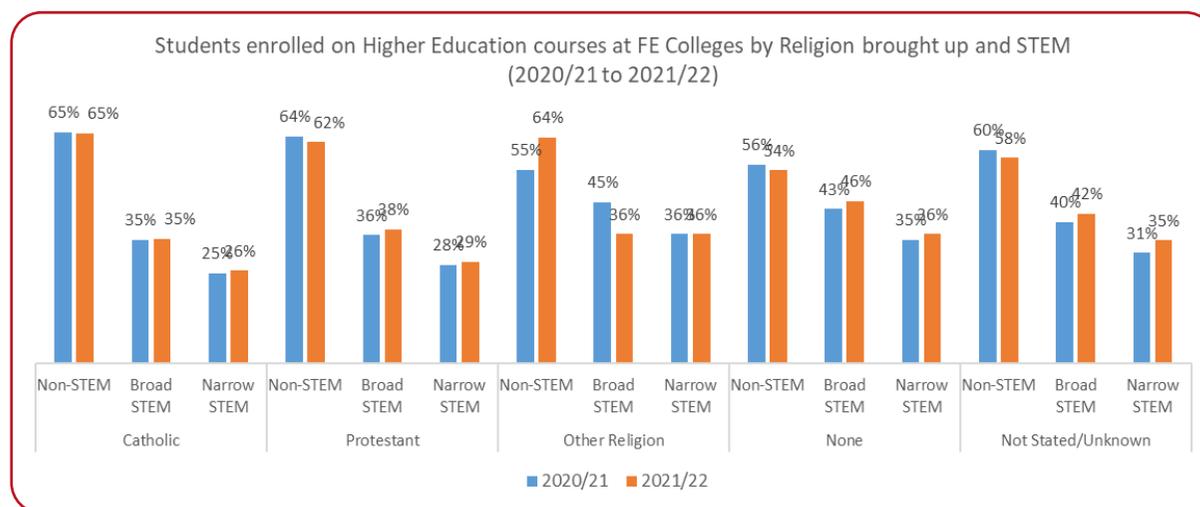
**Data Status:** Data is collected, it can be analysed and presented.

#### Percentage rate of students enrolled on Level 4 courses (equivalent to Higher Education courses) at Further Education colleges by religion brought up in and STEM

The proportions of Catholic (65% in 2020/21 and in 2021/22) and Protestant (64% in 2020/21 and 62% in 2021/22) students enrolled in Non-STEM subjects were slightly higher than the proportions of students who did not state a religion brought up in (60% in 2020/21 and 58% in 2021/22), students of Other Religions (55% in 2020/21 and 64% in 2021/22), and those with No Religion (56% in 2020/21 and 54% in 2021/22).

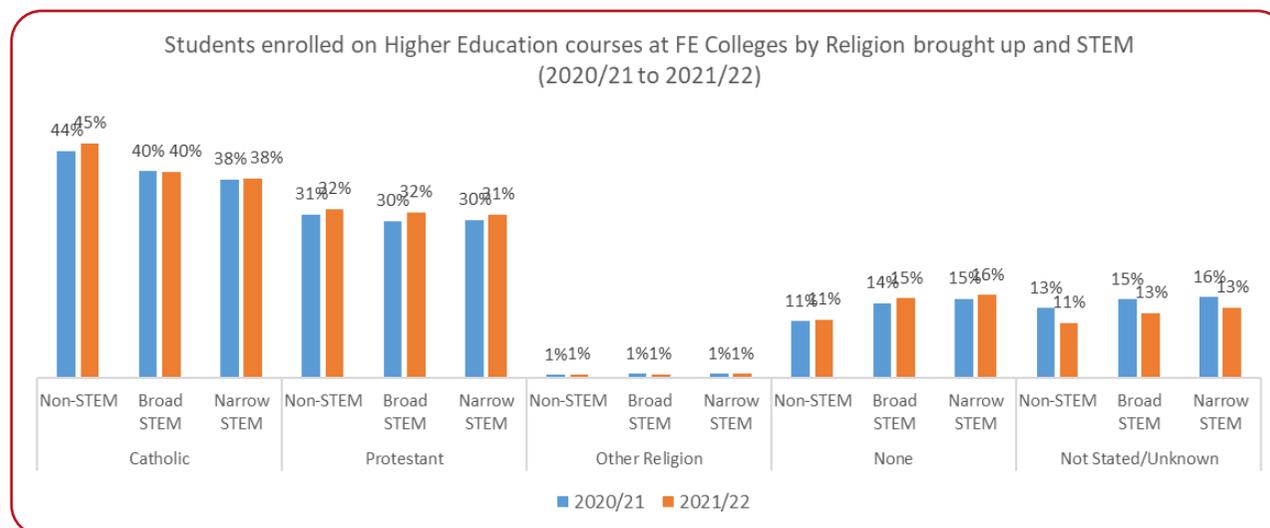
Around four out of ten students of Other Religions (45% in 2020/21 and 36% in 2021/22), those with No Religion (43% in 2020/21 and 46% in 2021/22) and students who did not state a religion brought up in (40% in 2020/21 and 42% in 2021/22) enrolled in Broad STEM subjects. Catholic (35% in 2020/21 and in 2021/22) and Protestant students (36% in 2020/21 and 38% in 2021/22) were less likely to be enrolled on a Broad STEM subject.

Around a third of students with Other Religions (36% in 2020/21 and in 2021/22), those with No Religion (35% in 2020/21 and 36% in 2021/22) and students who did not state a religion brought up in (31% in 2020/21 and 35% in 2021/22) enrolled in Narrow STEM subjects. While slightly over a quarter of Catholic (25% in 2020/21 and 26% in 2021/22) and Protestant (28% in 2020/21 and 29% in 2021/22) students enrolled in Narrow STEM subjects.



**Percentage share of students enrolled on Level 4 courses (equivalent to Higher Education courses) at Further Education colleges by religion brought up in and STEM**

The percentage share of Catholics enrolled in Non-STEM (44% in 2020/21 and 45% in 2021/22) was around ten percentage points higher than the percentage share of Protestant students (31% in 2020/21 and 32% in 2021/22). These proportions were around four times higher than those for students with No Religion (11% in 2020/21 and 12% in 2021/22), students who did not state a religion brought up in (13% in 2020/21 and 11% in 2021/22), and for students with Other Religions (1% both years). A similar trend was observed across the different religion brought up categories in respect to the percentage shares of students enrolled in Broad STEM and Narrow STEM subjects.



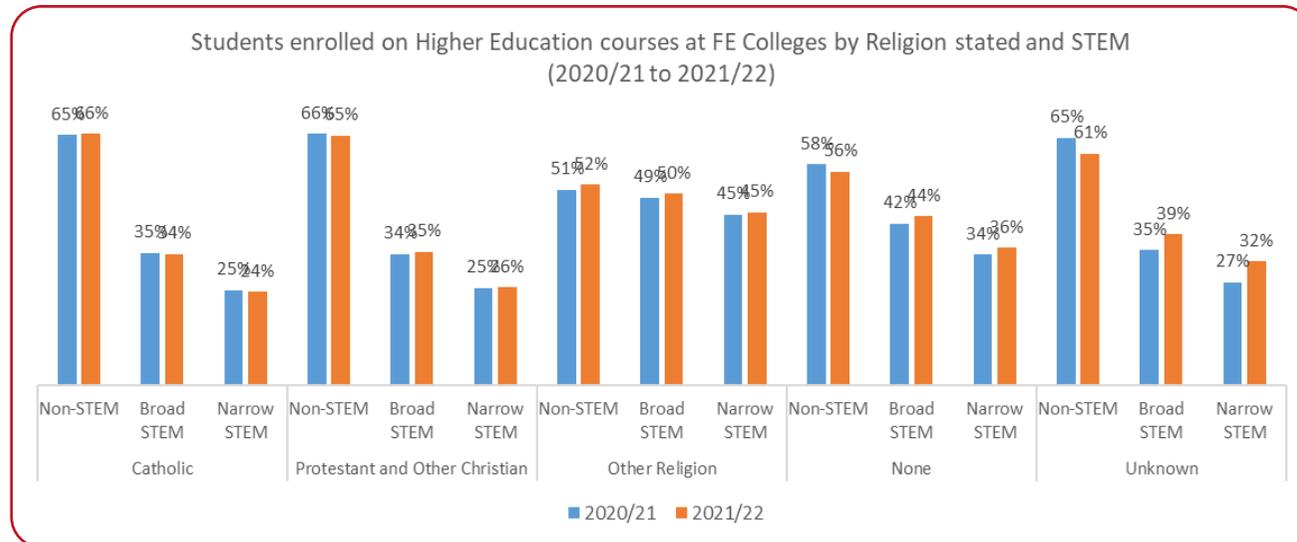
Religion stated

**Data Status:** Data is collected, it can be analysed and presented.

**Percentage rate of students enrolled on Level 4 courses (equivalent to Higher Education courses) at Further Education colleges by religion stated and STEM**

Around two thirds of Catholic (65% in 2020/21 and 66% in 2021/22), Protestant (66% in 2020/21 and 65% in 2021/22), and those students with an unknown religion (65% in 2020/21 and 61% in 2021/22), enrolled in Non-STEM subjects. Where students with No Religion (58% in 2020/21 and 56% in 2021/22) and students with Other Religion (51% in 2020/21 and 52% in 2021/22) exhibited lower rates of enrolment.

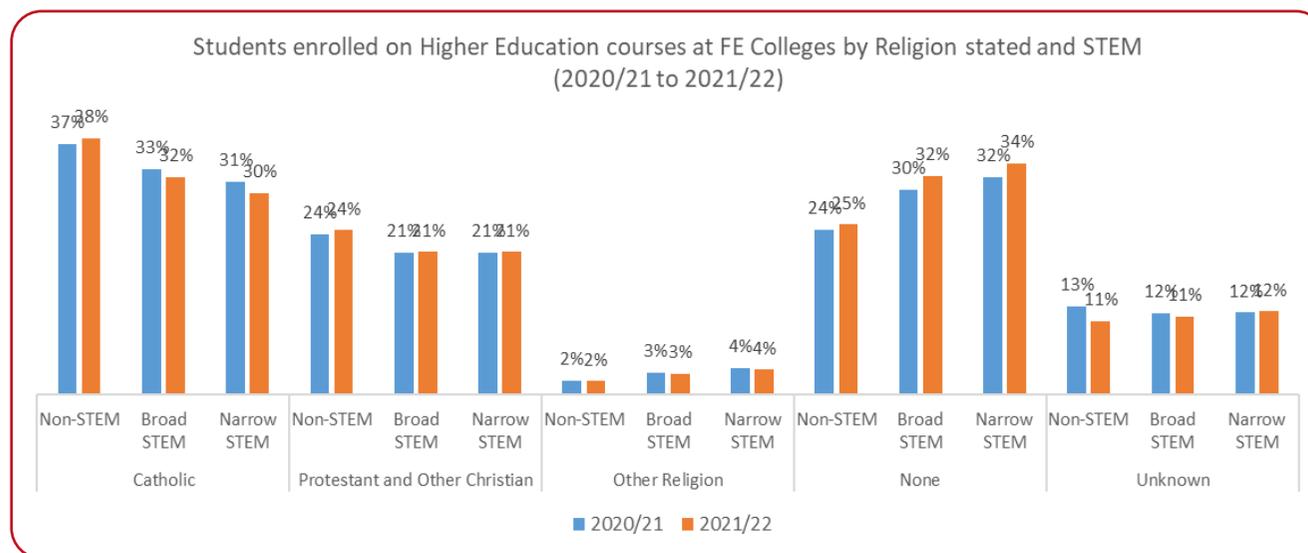
Conversely, students with Other Religion (49% in 2020/21 and 50% in 2021/22) were more likely to enrol in Broad STEM subjects than students with No Religion (42% in 2020/21 and 44% in 2021/22), those students with an unknown religion (35% in 2020/21 and 39% in 2021/22), and Catholic and Protestant students (around 35% in 2020/21 and 34% in 2021/22).



**Percentage share of students enrolled on Level 4 courses (equivalent to Higher Education courses) at Further Education colleges by religion stated and STEM**

Catholic students represented just over a third of students enrolled in Non-STEM subjects (37% in 2020/21 and 38% in 2021/22). Whereas, Protestant students (24% in 2020/21 and in 2021/22), and those with No Religion (24% in 2020/21 and 25% in 2021/22) represented about a quarter each of students enrolled on Non-STEM subjects. Students of Other Religions (2% in 2020/21 and in 2021/22) and those of an Unknown religion (13% in 2020/21 and 11% in 2021/22) had the lowest percentage shares of students enrolled in Non-STEM subjects.

Catholic students (33% in 2020/21 and 32% in 2021/22) and students with No Religion (30% in 2020/21 and 32% in 2021/22) had the highest proportions of students enrolled in Broad STEM subjects. Protestant students (21% in 2020/21 and in 2021/22) represented about a fifth of students enrolled in Broad STEM subjects, whereas those with an Unknown religion (12% in 2020/21 and 11% in 2021/22) and students with Other Religion (3% in 2020/21 and in 2021/22) represented about ten percent or less of students enrolled in Broad STEM subjects. The same trend was observed among students enrolled in Narrow STEM, with Catholic (31% in 2020/21 and 30% in 2021/22) students and students with No Religion (31% in 2020/21 and 30% in 2021/22) represented with higher shares than the other religion stated groups.



### Sexual Orientation

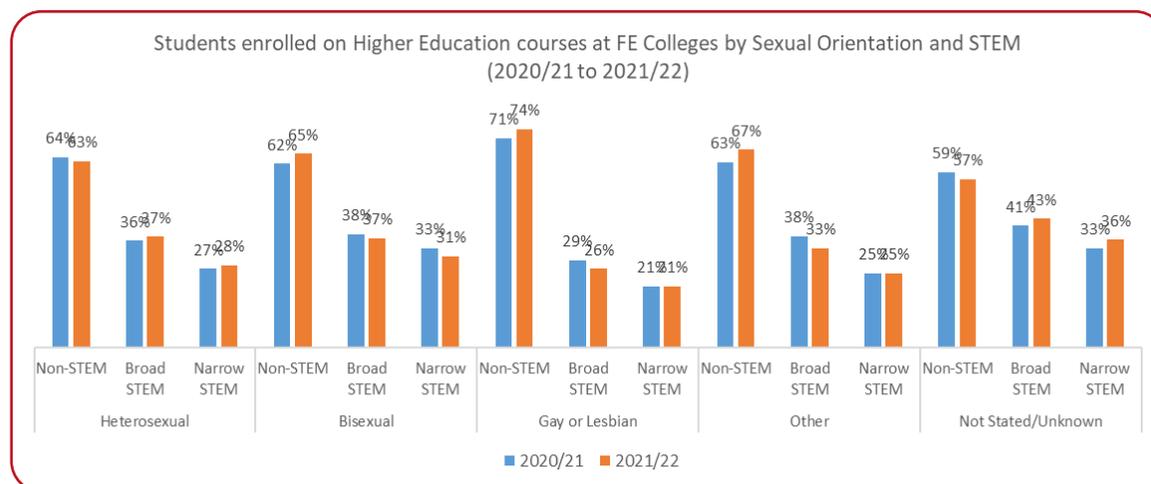
**Data Status:** Data is collected, it can be analysed and presented.

#### Percentage rate of students enrolled on Level 4 courses (equivalent to Higher Education courses) at Further Education colleges by sexual orientation and STEM

Around seven out of ten gay or lesbian students (71% in 2020/21 and 74% in 2021/22) enrolled in Non-STEM subjects compared to about six in ten heterosexual (64% in 2020/21 and 63% in 2021/22), bisexual (62% in 2020/21 and 65% in 2021/22), students with other sexual orientations (63% in 2020/21 and 67% in 2021/22), and students with not stated/unknown sexual orientation (59% in 2020/21 and 57% in 2021/22).

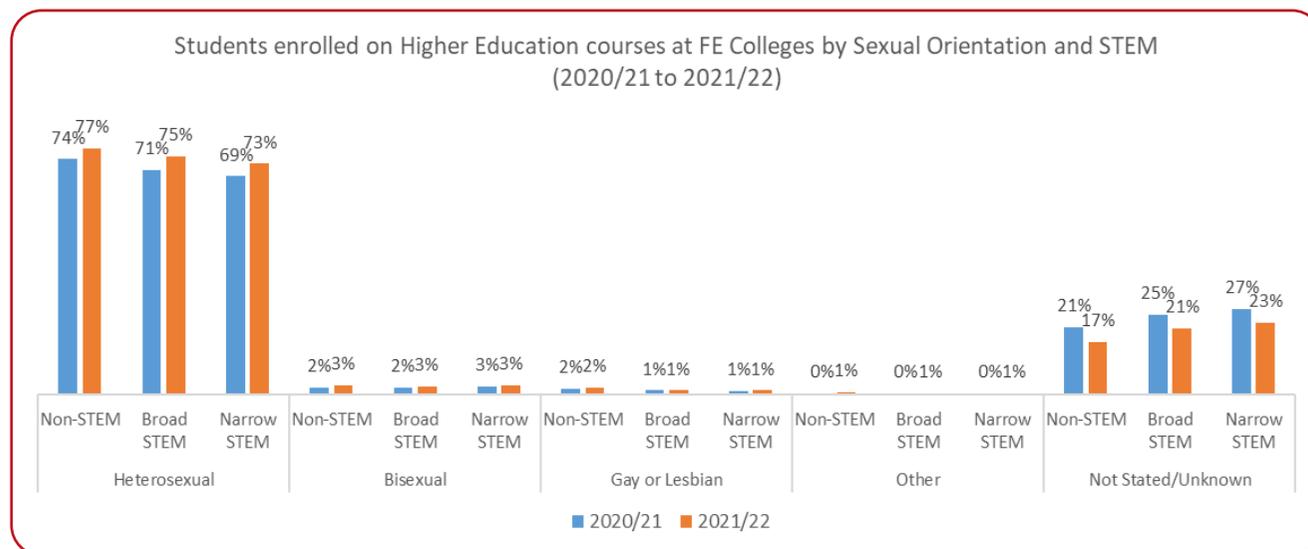
Conversely, students with not stated/unknown sexual orientation were slightly more likely to enrol in Broad STEM subjects (41% in 2020/21 and 43% in 2021/22) than heterosexual students (36% in 2020/21 and 37% in 2021/22), bisexual (38% in 2020/21 and 37% in 2021/22), those with other sexual orientation (38% in 2020/21 and 33% in 2021/22), and gay or lesbian (21% in 2020/21 and in 2021/22).

Students with a sexual orientation as not/stated and unknown (33% in 2020/21 and 36% in 2021/22) and bisexual students (33% in 2020/21 and 31% in 2021/22) were more likely to be enrolled in Narrow STEM subjects than heterosexual students (27% in 2020/21 and 28% in 2021/22), gay or lesbian students (21% in 2020/21 and in 2021/22) and students with other sexual orientations (25% in 2020/21 and in 2021/22).



**Percentage share of students enrolled on Level 4 courses (equivalent to Higher Education courses) at Further Education colleges by sexual orientation and STEM**

The percentage shares for heterosexual students enrolled in Non-STEM (74% in 2020/21 and 77% in 2021/22), Broad STEM (71% in 2020/21 and 75% in 2021/22) and Narrow STEM (69% in 2020/21 and 73% in 2021/22) subjects were three times higher than those for students with not stated/unknown sexual orientation. Bisexual, gay or lesbian students and students with other sexual orientation represented very small proportions (less than three percent) of each STEM subject category.



**Caring status**

Data Status: Data is not collected.

**Political opinion**

Data Status: Data is not collected.

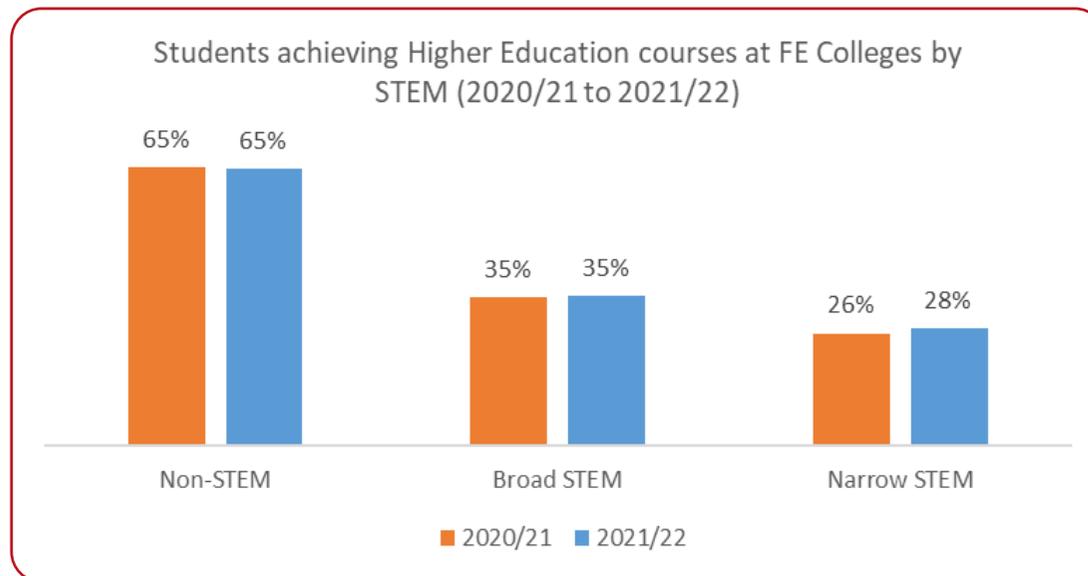
**Population Indicator: Percentage of students achieving Level 4 qualification (equivalent to Higher Education courses) in Broad STEM, Narrow STEM and Non-STEM subjects at Further Education colleges**

**Data Source:** Consolidated Data Return (CDR). NI Department of Economy (DoE)

**Data Provider:** Department of Economy (DoE)

**Overall****Percentage rate of students achieving Level 4 (equivalent to Higher Education achievement) qualifications in Broad STEM, Narrow STEM and Non-STEM subjects at Further Education colleges**

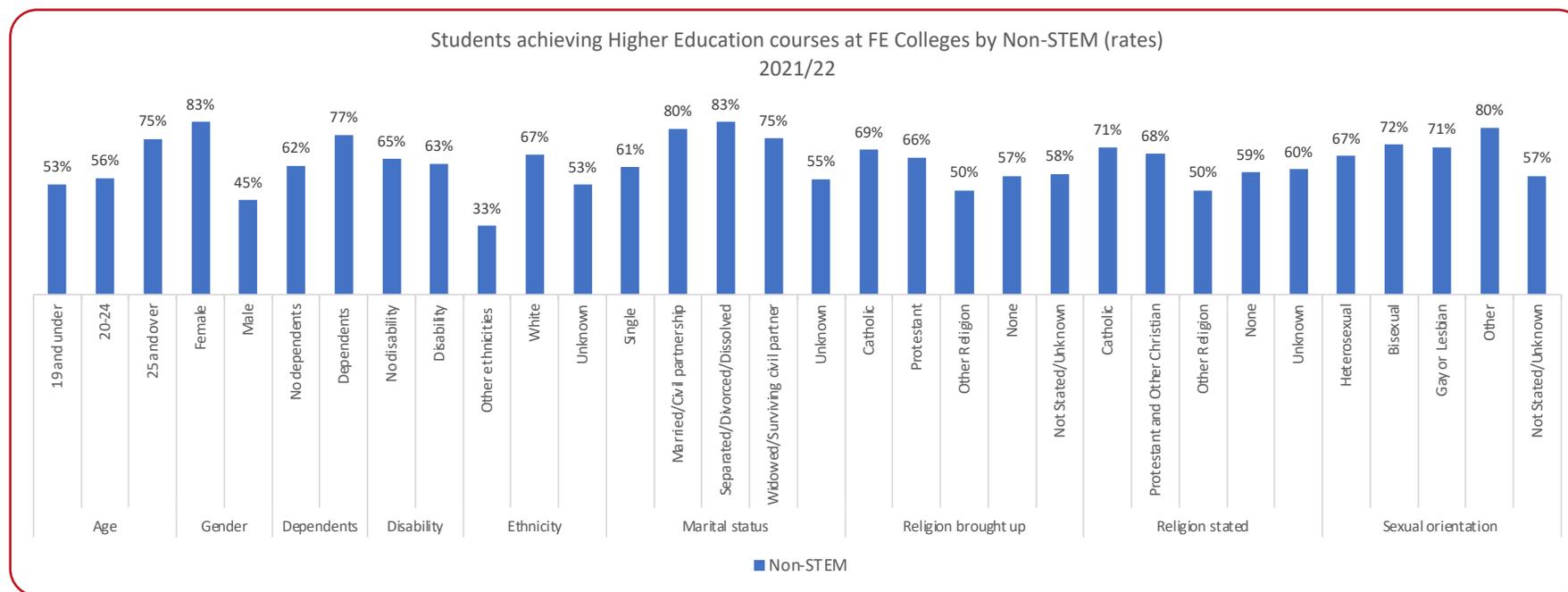
During the period of analysis, 2020/21 and 2021/22, around six out of ten students achieved Level 4 qualifications at Further Education colleges in Non-STEM subjects (65%). Just over a third of students achieved Level 4 qualifications in Broad STEM subjects (35%). Just over a quarter of students achieved the same qualifications in Narrow STEM subjects (26% in 2020/21 and 28% in 2022).



**Summary Across Equality Groups – Percentage rate of students achieving Level 4 (equivalent to Higher Education courses) qualifications in Non-STEM subjects at Further Education colleges, 2021/22**

In 2021-22, 65% of all students achieved Level 4 qualifications in Non-STEM subjects. In other words, the overall rate of achievement of Non-STEM subjects was 65%. Across the equality groups, where data was available, those more likely to achieve qualifications in Non-STEM subjects were students in separated/divorced/dissolved relationships (83%), female students (83%), married/civil partnership (80%), students with other as sexual orientation (80%), students with dependents (77%), widowed/surviving civil partner (75%), students in the age group of 25 and over (75%), Bisexual students (72%), gay or lesbian students (71%) and students who stated their religion as Catholic (71%).

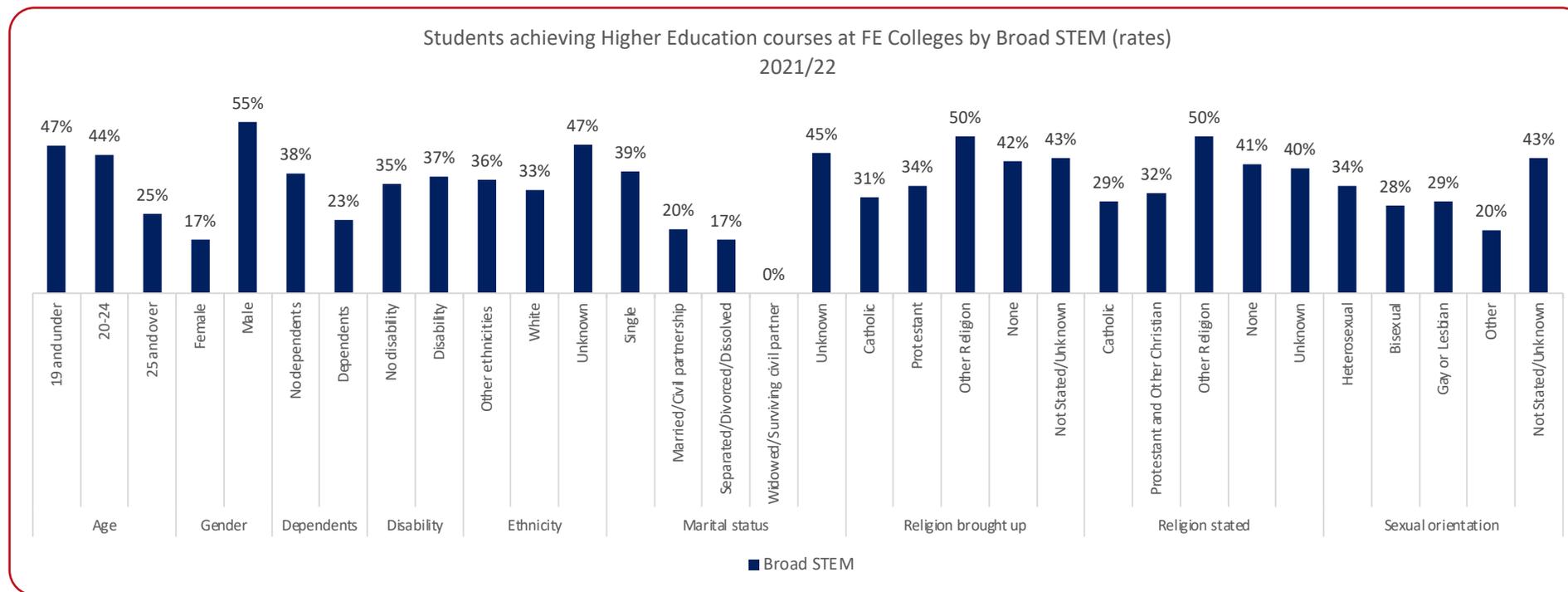
Those less likely to achieve a Non-STEM subjects were student with no religion brought up in (57%), student with other ethnicities (33%), students with an ethnicity unknown (53%), male students (45%), students who stated their religion as Other (50%), students with Other religion brought up in (50%), those with a religion stated as no religion (59%), students in the age group of 19 and under (53%), students in the age group of 20-24 (56%), students with a marital status unknown (55%), and those with a sexual orientation not stated/unknown (57%).



**Summary Across Equality Groups – Percentage rate of students achieving Level 4 (equivalent to Higher Education courses) qualifications in Broad STEM subjects at Further Education colleges, 2021/22**

In 2021-22, the overall rate of achievement in Broad STEM subjects was 35%. Across the equality groups, where data was available, those more likely to achieve qualifications in Broad STEM subject were male students (55%), students with Other Religion as their religion stated and religion brought up in (50% both), students with unknown as an ethnicity (47%), students in the age group of 19 and under (47%), students in the age group of 20-24 (44%), and students with a marital status unknown (45%).

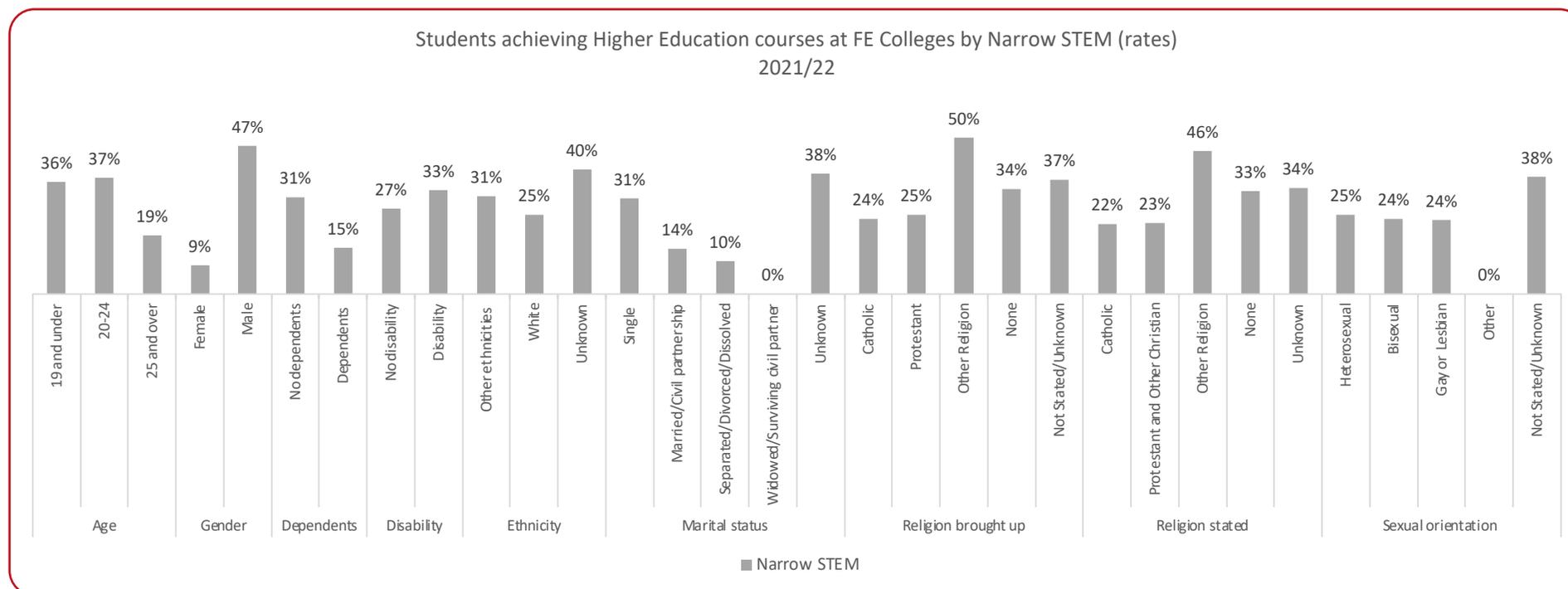
Students less likely to achieve qualifications in Broad STEM subjects were female students (17%), those widowed/surviving civil partner (0%), separated/divorced/dissolved (17%), married/civil partnership (20%), students with a No Religion as their religion brought up in (15%), students with dependents (23%), students in the age group of 25 and over (25%), students with a sexual orientation not stated/unknown (20%), and bisexual students (28%).



**Summary Across Equality Groups – Percentage rate of students achieving Level 4 (equivalent to Higher Education courses) qualifications in Narrow STEM subjects at Further Education colleges, 2021/22**

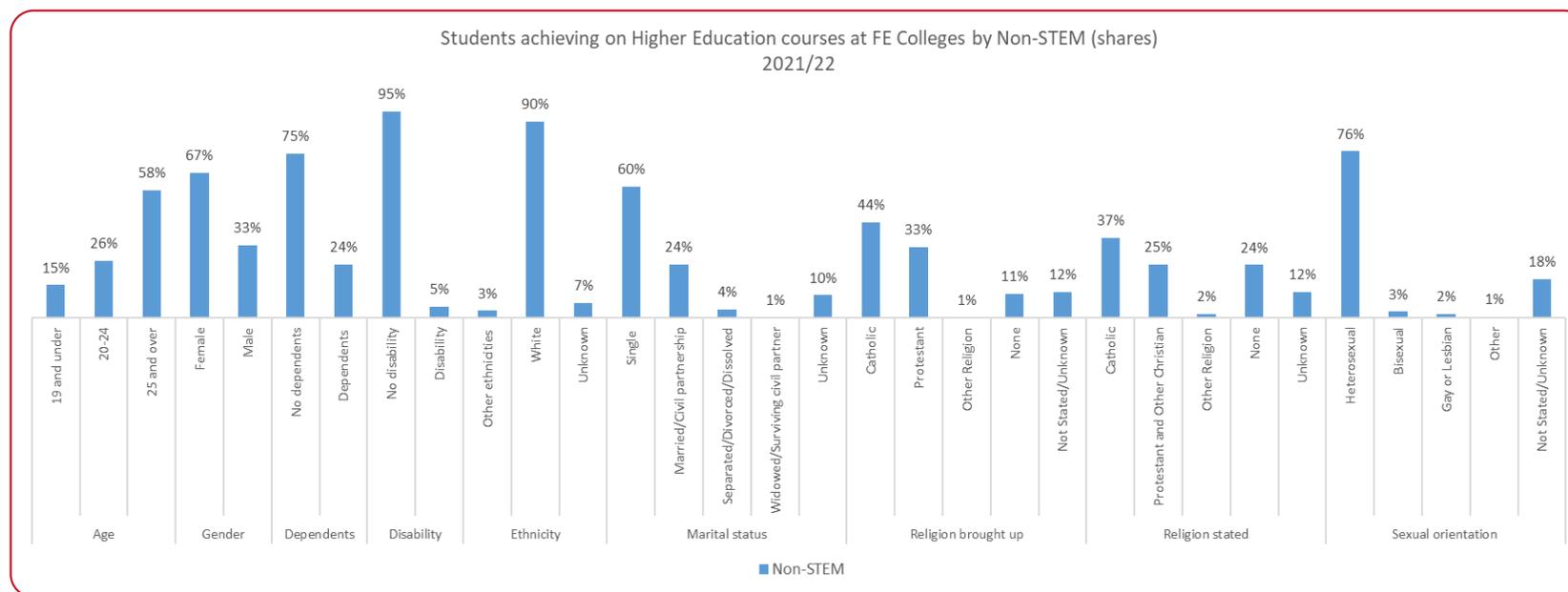
In 2021-22, the overall rate of students achieving qualifications in Narrow STEM subjects was 28%. Across the equality groups, where data was available, those more likely to achieve qualifications in Narrow STEM subjects were students with Other Religions and their religions brought up in (50%), students who stated that their religion was an Other Religion (46%), students with an unknown ethnicity (40%), students with an unknown/not stated sexual orientation (38%), and students with an unknown marital status (38%),

Students less likely to achieve qualifications in Narrow STEM subjects were widowed/surviving civil partner (0%), students with other sexual orientation (0%), female students (9%), separated/divorced/dissolved (10%), married/civil partnership (14%), students with dependents (15%), and students with No Religion as the religion they were brought up in (16%).



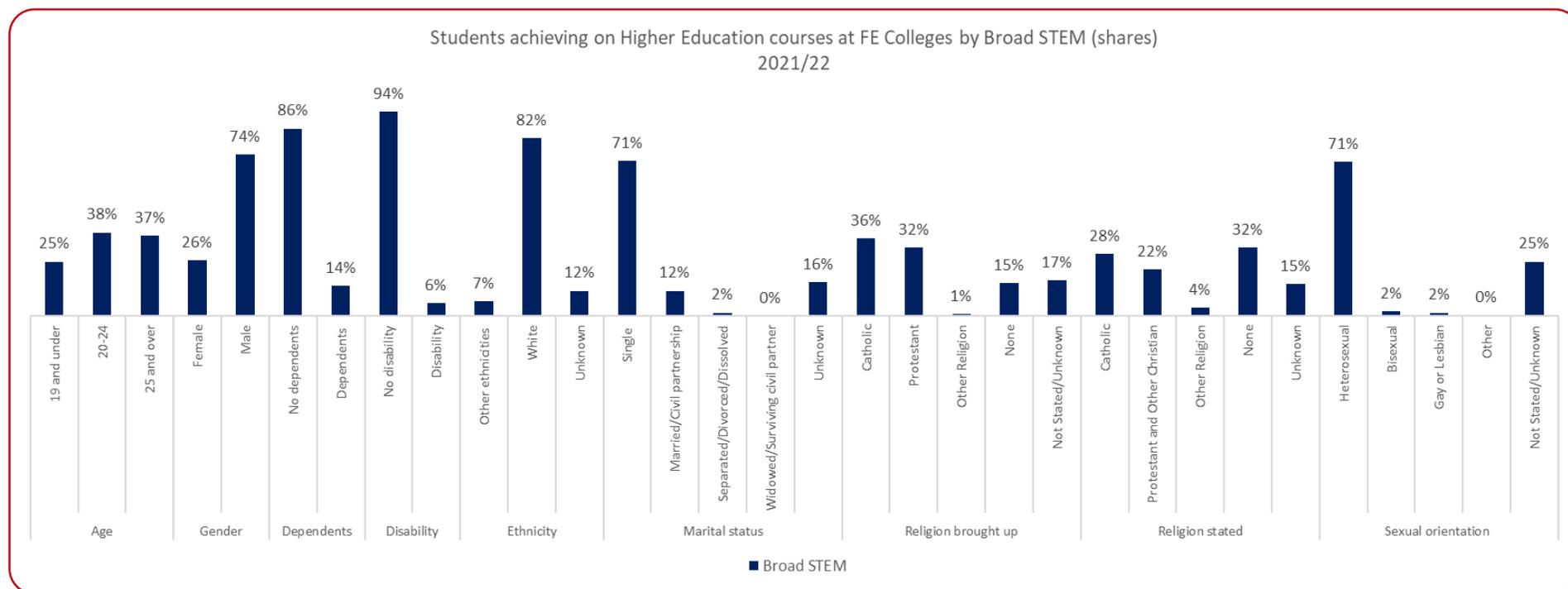
**Summary Across Equality Groups – Percentage share of students achieving Level 4 (equivalent to Higher Education courses) qualifications in Non-STEM subjects at Further Education colleges, 2021/22**

In 2021/22, within equality grounds, where data was available, the percentage share compositions of students achieving Level 4 (Higher Education) qualification in Further Education colleges, and in Non-STEM subjects were substantially higher for students with no disability (95%) compared with students with a disability (5%); for white students (90%) compared with students with other ethnicities (3%); for heterosexual students (76%) in comparison with bisexual (3%), gay/lesbian( 2%) and other sexual orientations (1%); for students with no dependents (75%) in comparison with students with dependents (24%); for female students (67%) in comparison with males students (33%); for single students (60%) in comparison with widowed/surviving civil partner (1%) separated/divorced/dissolved (4%), unknown (10%) and married/civil partnership students (24%); and for students in the age group of 25 and over (58%) in comparison with students of the age groups of 19 and under (15%) and 20-24 (20%).



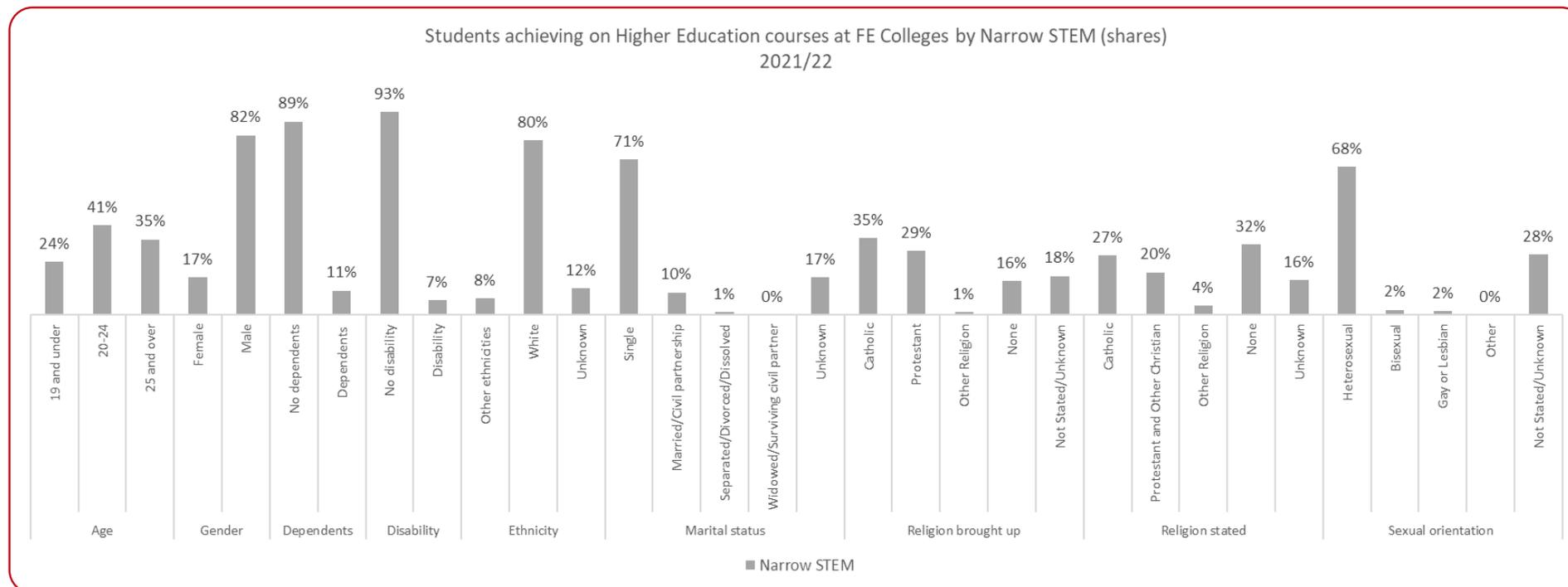
**Summary Across Equality Groups – Percentage share of students achieving Level 4 (equivalent to Higher Education courses) qualifications in Broad STEM subjects at Further Education colleges, 2021/22**

In 2021/22, within equality grounds, where data was available, the percentage share compositions of students achieving Level 4 (Higher Education) qualifications in Further Education colleges, and in Broad STEM subjects, were substantially higher for students with no disability (94%) compared with students with a disability (6%); for students with no dependents (86%) in comparison with students with dependents (14%); for white students (82%) compared with students with other ethnicities (7%) and unknown (12%); for male students (74%) in comparison with female students (26%), for heterosexual students (71%) in comparison with bisexual (2%), gay/lesbian( 2%) and other sexual orientations (0%); for single students (71%) in comparison with separated/divorced/dissolved (2%), unknown (16%) and married/civil partnership (12%); and for Catholic (36%) and Protestants (32%) in comparison with students with other religion (1%) none (15%) and unknown (12%) as religion brought up in.



**Summary Across Equality Groups – Percentage share of students achieving Level 4 (equivalent to Higher Education courses) qualifications in Narrow STEM subjects at Further Education colleges, 2021/22**

In 2021/22, within equality grounds, when data was available, the percentage share composition of students achieving Level 4 (Higher Education) qualifications in Further Education colleges, and in Narrow STEM subjects, were substantially higher for students with no disability (93%) compared with students with a disability (7%); for students with no dependents (89%) in comparison with students with dependents (11%); for white students (80%) compared with students with other ethnicities (8%) and unknown (12%); for male students (82%) in comparison with female students (17%); for single students (71%) in comparison with separated/divorced/dissolved (1%), unknown (17%) and married/civil partnership (10%), and for heterosexual students (68%) in comparison with bisexual (2%), gay/lesbian( 2%) and other sexual orientations (0%) and not stated or unknown sexual orientation (28%).



Age

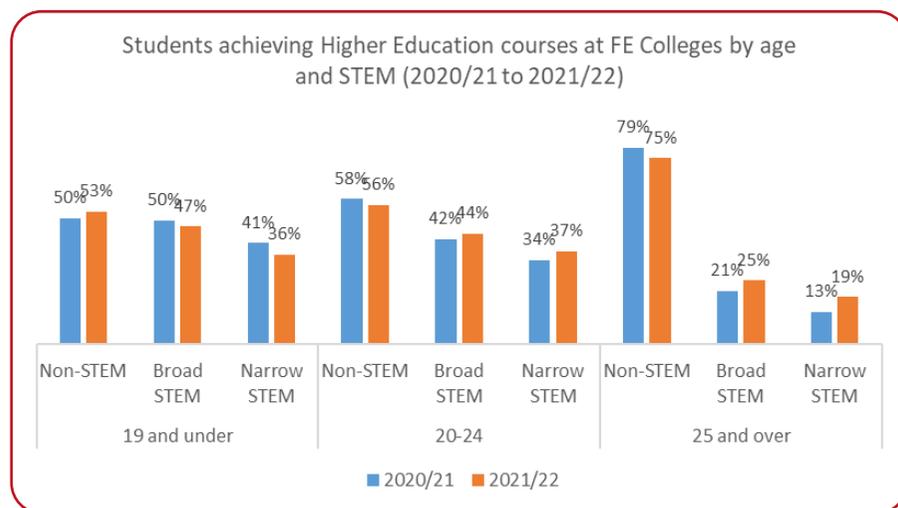
**Data Status:** Data is collected, it can be analysed and presented.

**Percentage rate of students achieving Level 4 (equivalent to Higher Education courses) qualifications at Further Education colleges by age and STEM**

Students in the age group of 25 and over were more likely to achieve a Level 4 qualifications in Non-STEM subjects than students in the younger age groups. Over three quarters of students in the age group of 25 and over (79% in 2020/21 and 75% in 2021/22) achieved Level 4 qualifications in Non-STEM subjects whereas just over a half of students in the age groups of 19 and under (50% in 2020/21 and 53% in 2021/22) and students in the age group of 20-24 (58% in 2020/21 and 56% in 2021/22) achieved Level 4 qualifications in Non-STEM subjects.

Students in the age group of 19 and under (50% in 2020/21 and 47% in 2021/22) were more likely to achieve a Level 4 qualifications in Broad STEM subjects than students in the age groups of 20-24 (42% in 2020/21 and 44% in 2021/22) and 25 and over (21% in 2020/21 and 25% in 2021/22).

There were minor differences in the proportions of students aged 19 and under (41% in 2020/21 and 36% in 2021/22) and 20-24 (34% in 2020/21 and 37% in 2021/22) achieving Level 4 qualifications Narrow STEM subjects. However, the proportions of students in the older age group, 25 and over (13% in 2020/21 and 19% in 2021/22) achieving Level 4 qualifications in Narrow STEM subjects were appreciably lower than for the younger age groups.

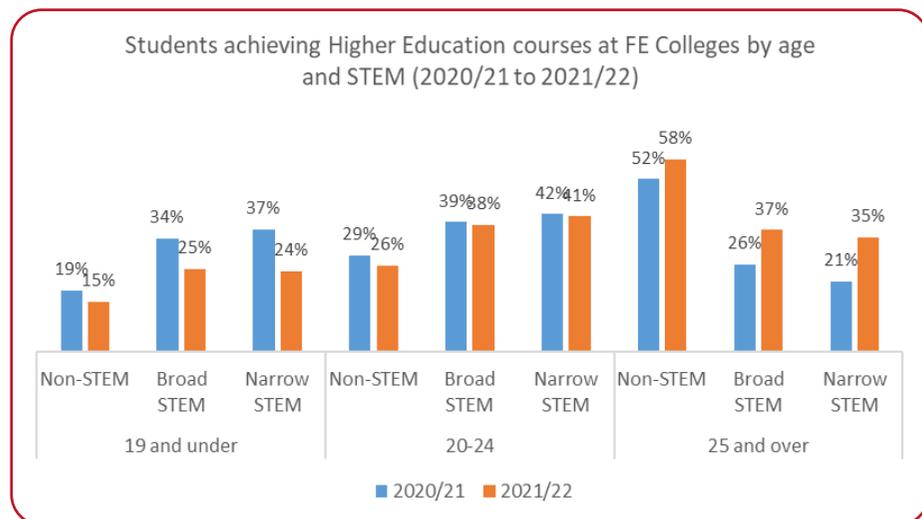


**Percentage share of students achieving Level 4 (equivalent to Higher Education courses) qualifications at Further Education colleges by age and STEM**

Over half of all students achieving Level 4 qualifications in Non-STEM subjects were in the age group of 25 and over (52% in 2020/21 and 58% in 2021/22). Whereas, between a fifth to a quarter of all students achieving a Level 4 qualifications in Non-STEM subjects were in the age group 20-24 years old (29% in 2020/21 and 26% in 2021/22). Those in the age group 19 and under (19% in 2020/21 and 15% in 2021/22) represented less than one fifth of all students achieving Level 4 qualifications in Non-STEM subjects.

Among those students who achieved Level 4 qualifications in Broad STEM subjects, those in the age group of 20-24 (39% in 2020/21 and 38% in 2021/22) comprised the greater proportions. Students in the age group of 19 and under (34% in 2020/21 and 25% in 2021/22) represented between a quarter to a third of all students achieving these Broad STEM qualifications, as did the age group of 25 and over (26% in 2020/21 and 37% in 2021/22).

Similarly, the percentage shares of students achieving Level 4 qualifications in Narrow STEM subjects were higher for students in the age group of 20-24 (42% in 2020/21 and 41% in 2021/22). There was a substantial difference of seventeen percentage points difference during the year 2022 between those aged 20-24 and those aged of 19 and under (37% in 2020/21 and 24% in 2021/22). The percentage shares for students in the age group of 25 and over was between a fifth to a third of all students that achieved Level 4 qualifications in Narrow STEM subjects (21% in 2020/21 and 35% in 2021/22). There was great variability in the percentage share compositions of the younger and older age groups between the years 2020/21 and 2021/22, that were not evident in the 20-24 age group – this was true for all three STEM categories.



## Gender

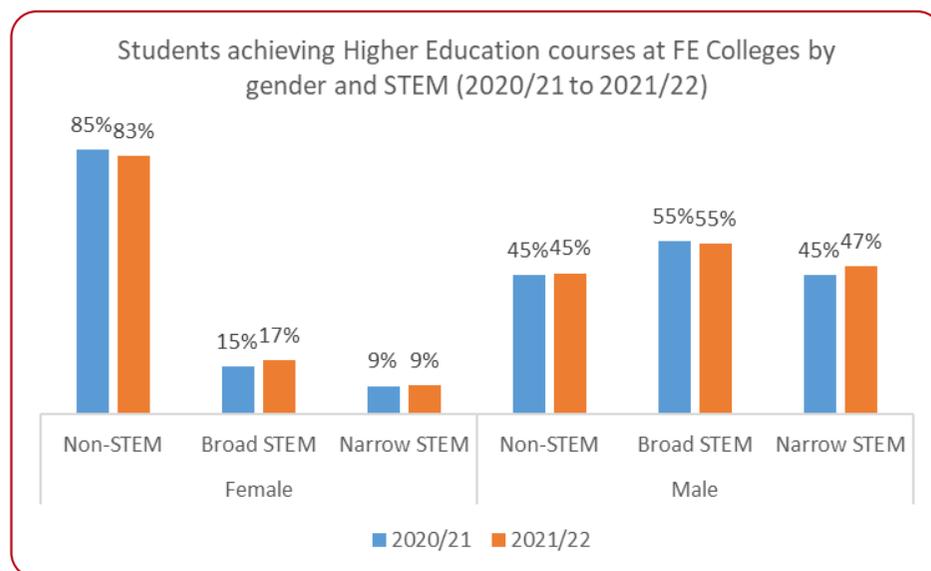
**Data Status:** Data is collected, it can be analysed and presented.

### Percentage rate of students achieving Level 4 (equivalent to Higher Education courses) qualifications at Further Education colleges by gender and STEM

The percentage rate, or proportion, of female students achieving Level 4 qualifications in Non-STEM subjects (85% in 2020/21 and 83% in 2021/22) was almost the double the rate of male students achieving Non-STEM subjects (45% in 2020/21 and in 2021/22).

Conversely, the proportions of male students (55% in 2020/21 and in 2021/22) achieving Level 4 qualifications in Broad STEM subjects were more than three times higher for female students (15% in 2020/21 and 17% in 2021/22).

These gender differences were also evident in the percentage rates of male students achieving Level 4 qualifications in Narrow STEM subjects. The proportions of male students achieving Level 4 qualifications in Narrow STEM subjects (45% in 2020/21 and 47% in 2021/22) were almost five times higher than the proportions of female students achieving the same qualifications (9% in 2020/21 and in 2021/22).

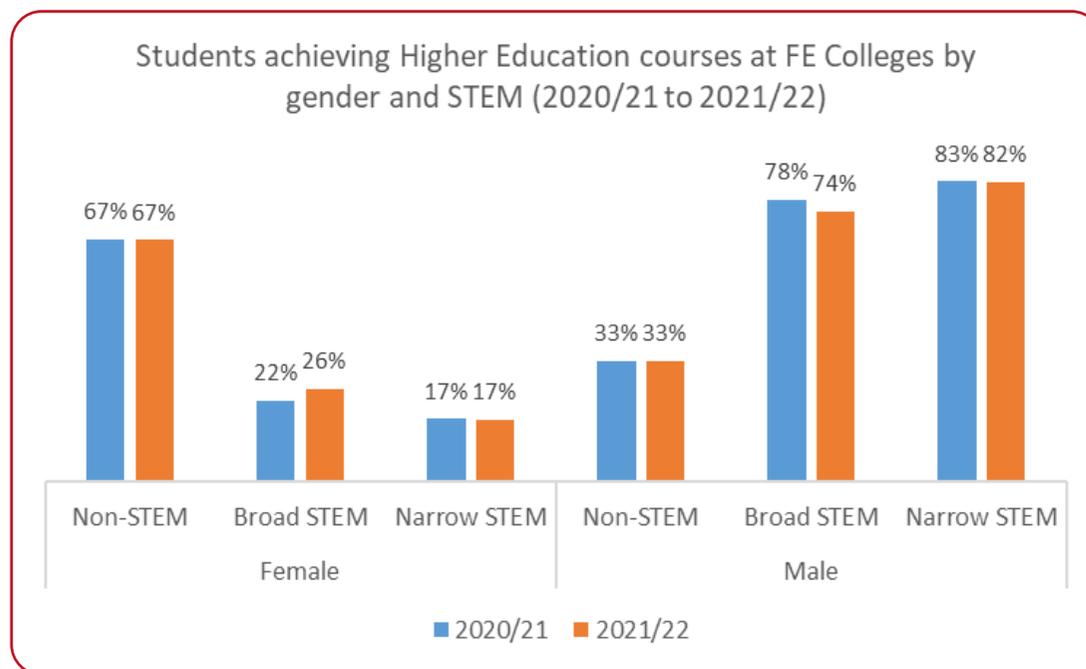


**Percentage share of students achieving Level 4 (equivalent to Higher Education courses) qualifications at Further Education colleges by gender and STEM**

The majority of students achieving all students achieving Level 4 qualifications in Non-STEM subjects were female (67% in 2020/21 and in 2021/22); male students represented a third of these students in both years (33% in 2020/21 and in 2021/22).

Conversely, the percentage shares for students achieving Level 4 qualifications in Broad STEM subjects were three times higher for male students (78% in 2020/21 and 74% in 2021/22) than the percentage shares for female students (22% in 2020/21 and 26% in 2021/22).

A similar trend with substantial gender differences was evident in the percentage shares for those achieving Level 4 qualifications in Narrow STEM subjects, with male students (83% in 2020/21 and 82% in 2021/22) representation four times higher than that for female students (17% in 2020/21 and in 2021/22).



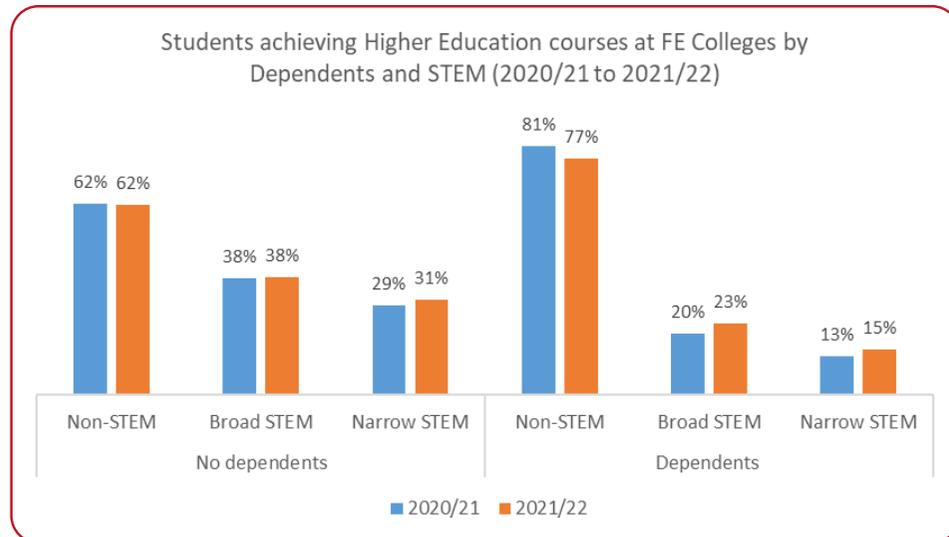
**Dependents**

**Data Status:** Data is collected, it can be analysed and presented.

**Percentage rate of students achieving Level 4 (equivalent to Higher Education courses) qualifications at Further Education colleges by dependents and STEM**

Around eight out of ten students with dependents (81% in 2020/21 and 77% in 2021/22) achieved Level 4 qualifications in Non-STEM subjects at Further Education colleges. There was around twenty percentage points difference with students with no dependents achieving Level 4 qualifications in Non-STEM subjects (62% in 2020/21 and in 2021/22).

Students with no dependents were twice more likely to achieve Level 4 qualifications in Broad STEM subjects (38% in 2020/21 and in 2021/22) than students with dependents (22% in 2020/21 and 23% in 2021/22). Similarly, the percentage rates of students with no dependents (29% in 2020/21 and 31% in 2021/22) achieving Level 4 qualifications in Narrow STEM subjects were double the percentage rates of students with dependents achieving the same qualifications (13% in 2020/21 and 15% in 2021/22).

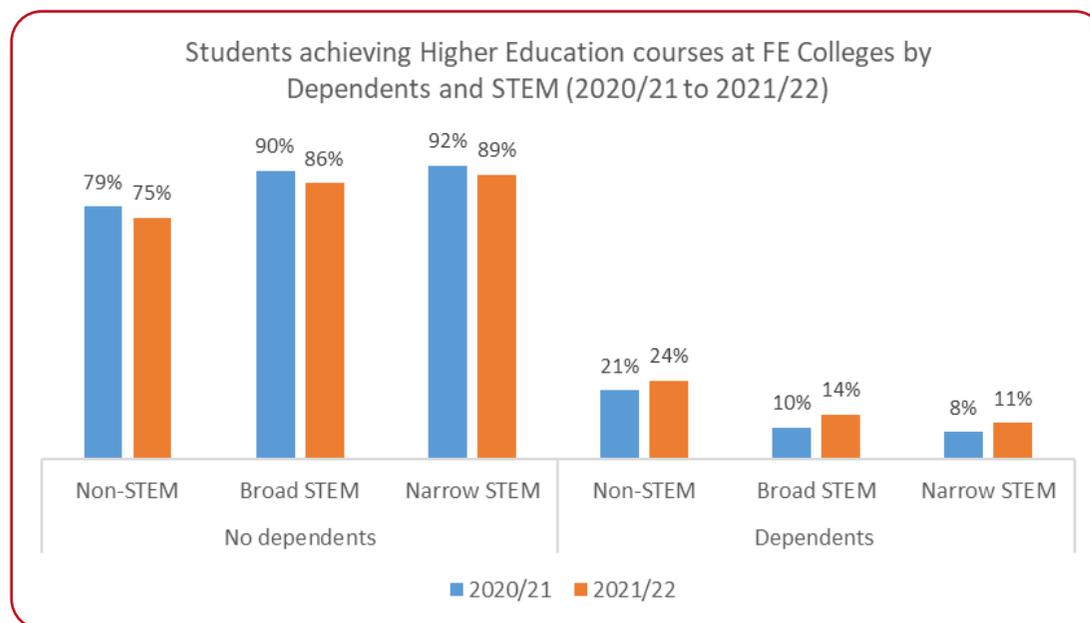


**Percentage share of students achieving Level 4 (equivalent to Higher Education courses) qualifications at Further Education colleges by dependents and STEM**

The majority of all students achieving Level 4 qualifications in Non-STEM subjects had no dependents. The percentage shares for students with no dependents achieving Level 4 qualifications in Non-STEM subjects (79% in 2020/21 and 75% in 2021/22) were around three times higher for students with no dependents compared with shares for students with dependents (21% in 2020/21 and 24% in 2021/22).

Among students achieving Level 4 qualifications in Broad STEM subjects, almost nine out of ten students had no dependents (90% in 2020/21 and 86% in 2021/22), with only one in ten students having dependents (10% in 2020/21 and 14% in 2021/22).

Similarly, for students achieving Level 4 qualifications in Narrow STEM, ninety percent of students had no dependents (92% in 2020/21 and 89% in 2021/22) with only approximately ten percent of students were with dependents (8% in 2020/21 and 11% in 2021/22).



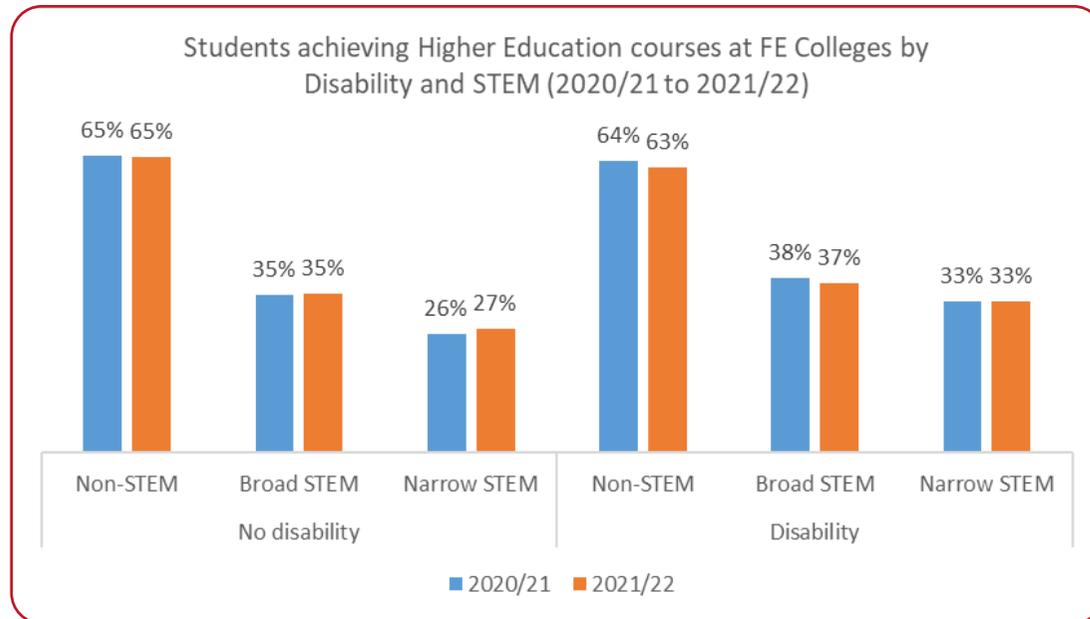
**Disability**

**Data Status:** Data is collected, it can be analysed and presented.

**Percentage rate of students achieving Level 4 (equivalent to Higher Education courses) qualifications at Further Education colleges by disability and STEM**

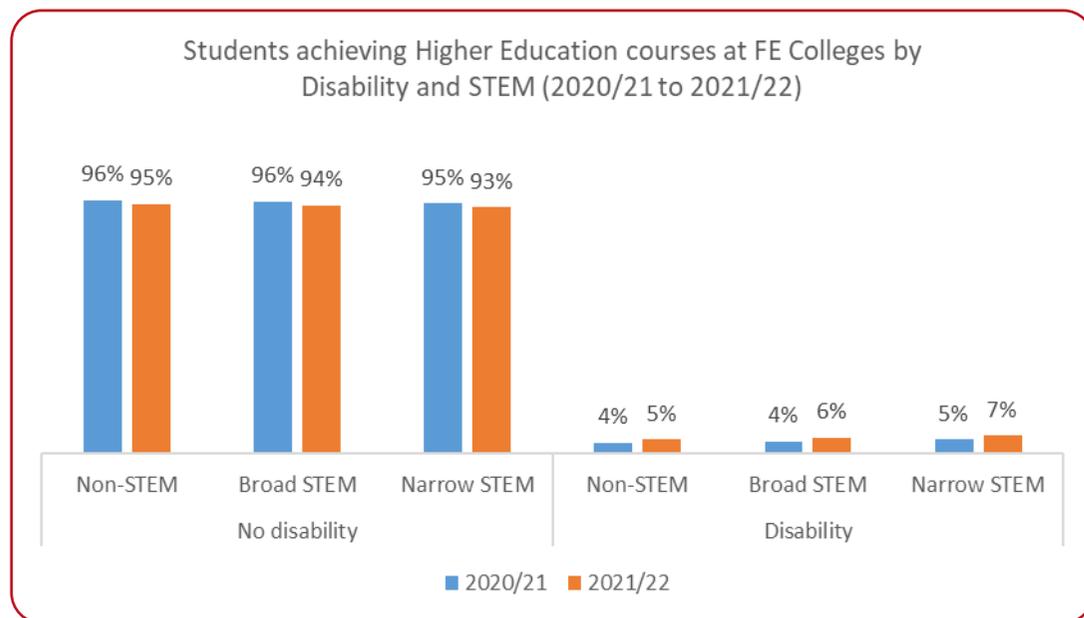
There were minor differences in the percentage rates of students with and without a disability achieving Level 4 qualifications in Non-STEM subjects. Approximately sixty-five percent of those with no disability (65% in 2020/21 and in 2021/22) and those with a disability (64% in 2020/21 and 63% in 2021/22) achieved Level 4 qualifications in Non-STEM subjects.

Slightly less than four out of ten students with disability (38% in 2020/21 and 37% in 2021/22) and those without a disability (35% in 2020/21 and in 2021/22) achieved Level 4 qualifications in Broad STEM subjects. However, students with a disability (33% in 2020/21 and in 2021/22) were slightly more likely to achieve Level 4 qualifications than those with no disability (26% in 2020/21 and 27% in 2021/22) in Narrow STEM subjects.



**Percentage share of students achieving Level 4 (equivalent to Higher Education courses) qualifications at Further Education colleges by disability and STEM**

Of all students achieving Level 4 qualifications in Non-STEM subjects, those with no disability (96% in 2020/21 and 95% in 2021/22) represented the vast majority of students. Those with no disability also represented the respective majorities of all students achieving Level 4 qualification in Broad STEM (96% in 2020/21 and 94% in 2021/22) and Narrow STEM (95% in 2020/21 and 93% in 2021/22) subjects..



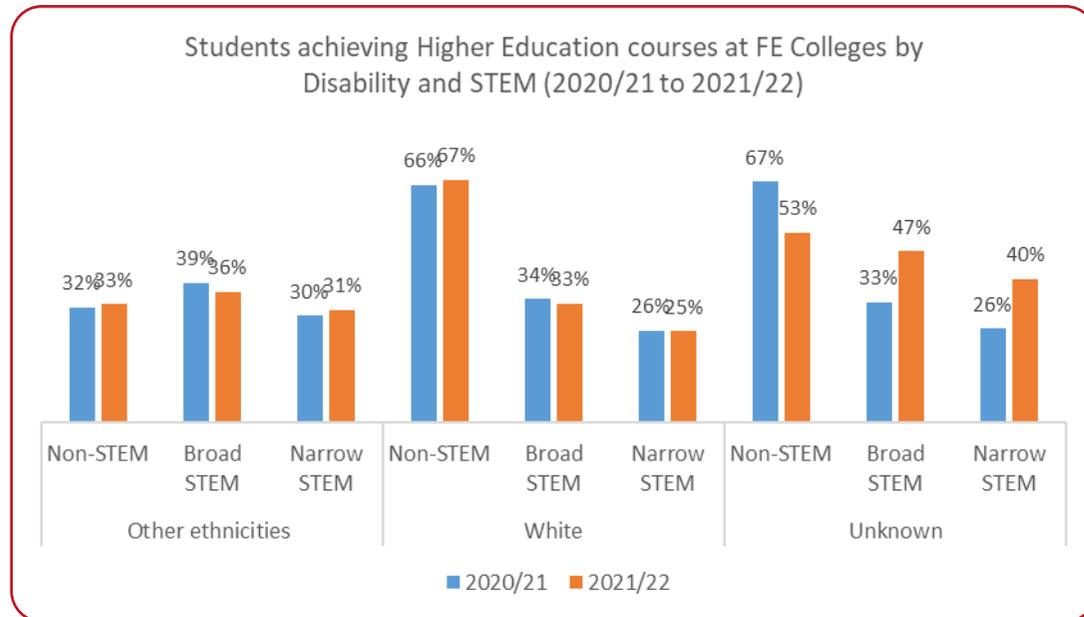
**Ethnicity**

**Data Status:** Data is collected, it can be analysed and presented.

**Percentage rate of students achieving Level 4 (equivalent to Higher Education courses) qualifications at Further Education colleges by ethnicity and STEM**

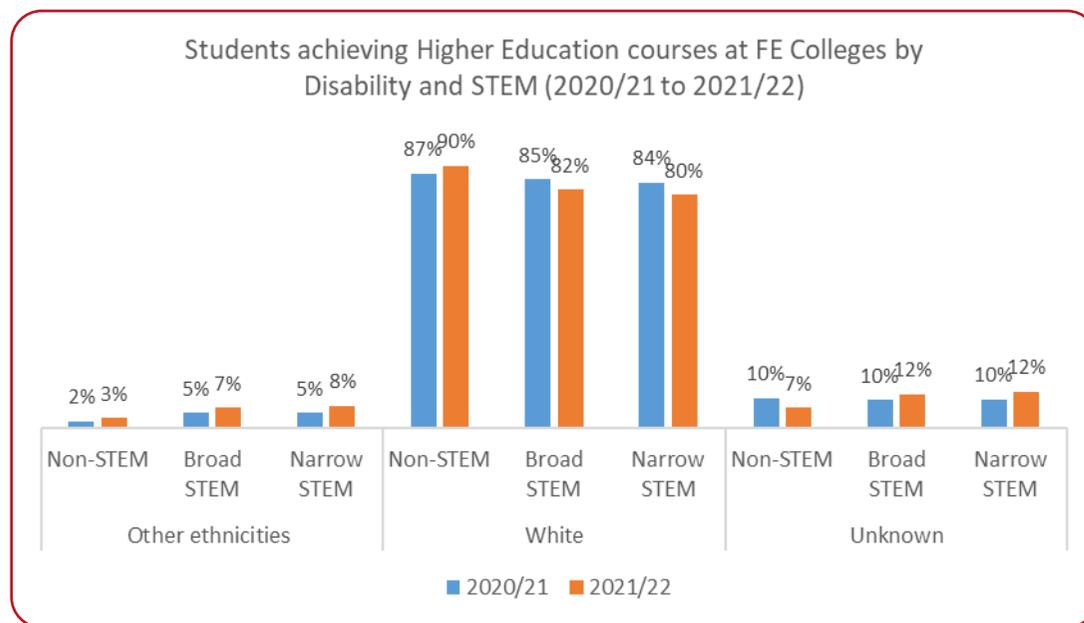
The proportions of white students (66% in 2020/21 and 67% in 2021/22) achieving Level 4 qualifications in Non-STEM subjects were similar to the percentage rates of students with an unknown ethnicity (67% in 2020/21 and 53% in 2021/22). However, the proportions of students with other ethnicities (32% in 2020/21 and 33% in 2021/22) achieving Level 4 qualifications in Non-STEM subjects were half the rates achieved by white students.

Conversely, the proportions of students with other ethnicities (39% in 2020/21 and 36% in 2021/22) achieving Level 4 qualifications in Broad STEM subjects were slightly higher than the percentage rates of white students (34% in 2020/21 and 33% in 2021/22) and the percentage rates of students with an unknown ethnicity (33% in 2020/21 and 47% in 2021/22) with a major difference in 2022.



**Percentage share of students achieving Level 4 (equivalent to Higher Education courses) qualifications at Further Education colleges by ethnicity and STEM**

The percentage shares for white students (87% in 2020/21 and 90% in 2021/22) achieving Level 4 qualifications in Non-STEM subjects at Further Education colleges were substantially higher than for those from other ethnicities and those of unknown ethnicities. Similarly, white students represented the majority shares of those achieving Level 4 qualification in Broad STEM (85% in 2020/21 and 82% in 2021/22), and Narrow STEM (84% in 2020/21 and 80% in 2021/22) subjects. Those students with an unknown ethnicity (around 10% for Non-STEM, Broad STEM and Narrow STEM) and students of other ethnicities (less than eight percent) achieving Level 4 qualifications in all STEM subjects represented a minority of students.



**Marital Status**

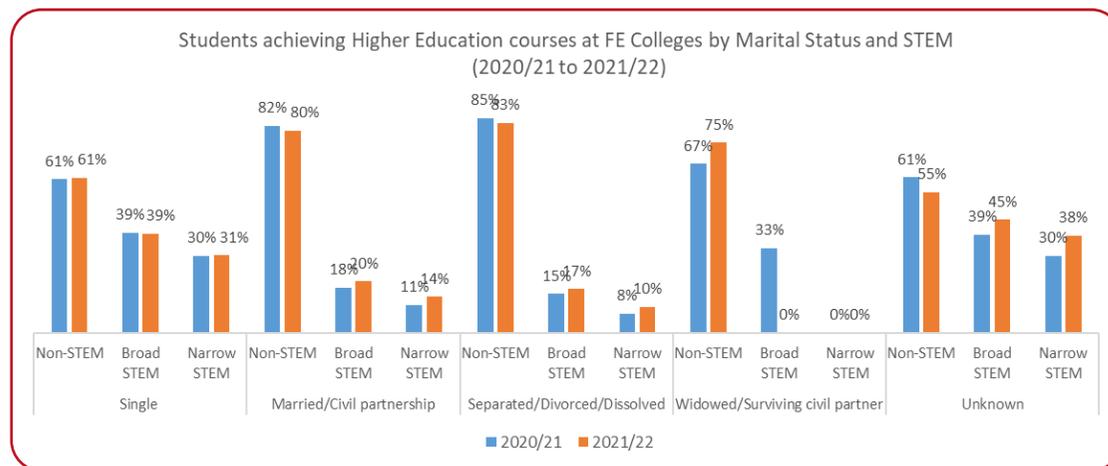
**Data Status:** Data is collected, it can be analysed and presented.

**Percentage rate of students achieving Level 4 (equivalent to Higher Education courses) qualifications at Further Education colleges by marital status and STEM**

Those students more likely to achieve Level 4 qualifications in Non-STEM subjects during the period of analysis were those who were separated/divorced/dissolved students (85% in 2020/21 and 83% in 2021/22) and those who were married/civil partnership (82% in 2020/21 and 80% in 2021/22). Those less likely to achieving Level 4 qualifications in Non-STEM subjects were widowed/surviving civil partner students (67% in 2020/21 and 75% in 2021/22), single students (61% in 2020/21 and in 2021/22) followed by students with unknown marital status (61% in 2020/21 and 55% in 2021/22).

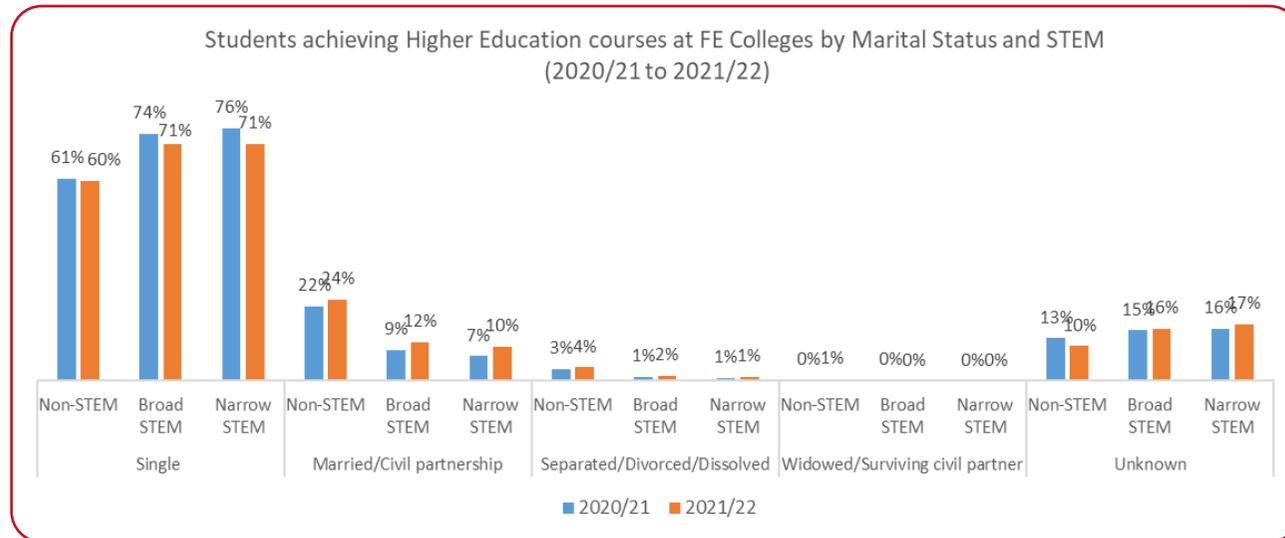
The proportions of single students (39% in 2020/21 and in 2021/22) and those with an unknown marital status (39% in 2020/21 and 45% in 2021/22) achieving Level 4 qualifications in Broad STEM were higher than for those who were separated/divorced/dissolved students (15% in 2020/21 and 17% in 2021/22), widowed/surviving civil partner students (67% in 2020/21 and 75% in 2021/22) and married/civil partnership (18% in 2020/21 and 20% in 2021/22).

The percentage rate for students achieving qualifications in Narrow STEM was higher for those with unknown marital status (30% in 2020/21 and 38% in 2021/22) and single students (30% in 2020/21 and 31% in 2021/22) than for separated/divorced/dissolved students (8% in 2020/21 and 10% in 2021/22), married/civil partnership students (11% in 2020/21 and 14% in 2021/22) and widowed/surviving civil partner students (0% in 2020/21 and in 2021/22).



**Percentage share of students achieving Level 4 (equivalent to Higher Education courses) qualifications at Further Education colleges by marital status and STEM**

The percentage shares for students achieving Level 4 qualifications in all STEM subject categories were substantially higher for single students achieving qualifications (Narrow STEM - 76% in 2020/21 and 71% in 2021/22; Broad STEM - 74% in 2020/21 and 71% in 2021/22; and Non-STEM - 61% in 2020/21 and 60% in 2021/22) in comparison with married/civil partnership (Non-STEM - 22% in 2020/21 and 24% in 2021/22; Broad STEM - 9% in 2020/21 and 12% in 2021/22; and Narrow STEM - 7% in 2020/21 and 10% in 2021/22); students with an unknown marital status (Non-STEM - 13% in 2020/21 and 10% in 2021/22; Broad STEM - 15% in 2020/21 and 16% in 2021/22; and Narrow STEM - 16% in 2020/21 and 17% in 2021/22), and separated/divorced/dissolved students (Non-STEM - 3% in 2020/21 and 4% in 2021/22; Broad STEM and Narrow STEM – both 1%).



### Religion brought up in

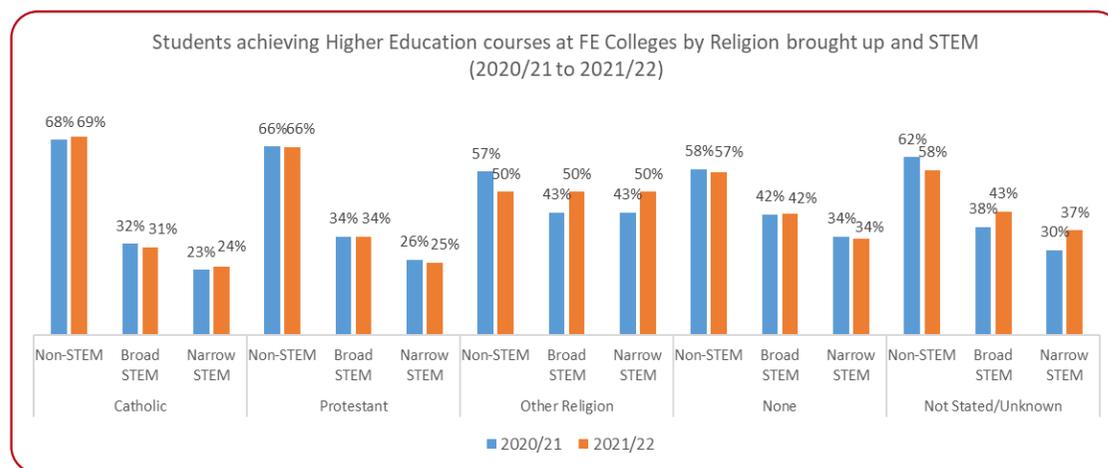
**Data Status:** Data is collected, it can be analysed and presented.

#### Percentage rate of students achieving Level 4 (equivalent to Higher Education courses) qualifications at Further Education colleges by religion brought up in and STEM

The proportions of Catholic (68% in 2020/21 and 69% in 2021/22) and Protestant (66% in 2020/21 and in 2021/22) students achieving Level 4 qualifications in Non-STEM subjects were slightly higher than the proportions of students who did not state a religion brought up in (62% in 2020/21 and 58% in 2021/22), students of Other Religions (57% in 2020/21 and 60% in 2021/22), and those with No Religion (57% in 2020/21 and 50% in 2021/22).

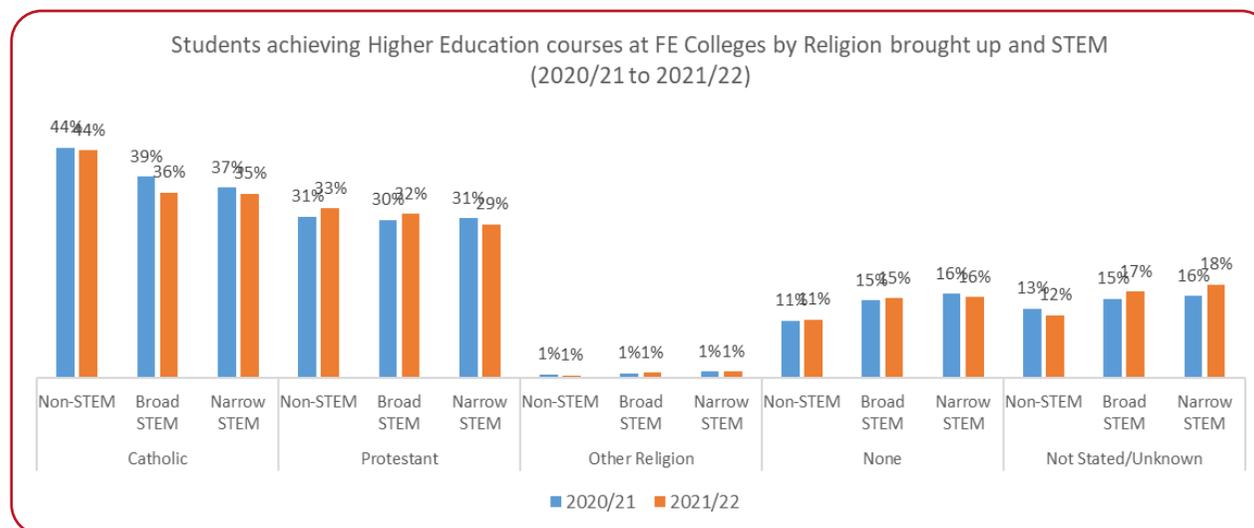
More than four out of ten students with Other Religions (43% in 2020/21 and 50% in 2021/22), those with No Religion (42% in 2020/21 and in 2021/22) and students who did not state a religion brought up in (38% in 2020/21 and 43% in 2021/22) achieved Level 4 qualifications in Broad STEM subjects. Whereas, at around ten percentage points lower the percentage rates of Catholic (32% in 2020/21 and 31% in 2021/22) and Protestant (34% in 2020/21 and in 2021/22) students achieving level 4 qualifications in Broad STEM subjects were lower.

Similarly, students with Other Religions (43% in 2020/21 and 50% in 2021/22), those with No Religion (34% in 2020/21 and in 2021/22) and students who did not state a religion brought up in (30% in 2020/21 and 37% in 2021/22) were slightly more likely to achieve Level 4 qualifications in Narrow STEM than Catholic (23% in 2020/21 and 24% in 2021/22) and Protestant (26% in 2020/21 and 25% in 2021/22) students.



**Percentage share of students achieving Level 4 (equivalent to Higher Education courses) qualifications at Further Education colleges by religion brought up in and STEM**

Of those students achieving Level 4 qualifications in Non-STEM subjects, Catholic students (44% in 2020/21 and in 2021/22) represented the greater shares; these were around ten percentage points higher the Protestant student percentage shares (31% in 2020/21 and 33% in 2021/22). The Catholic shares were also around four times higher than the shares for students with No Religion (11% in 2020/21 and in 2021/22) and students who did not state a religion brought up in (13% in 2020/21 and 12% in 2021/22), and those with Other religions (1% both years). Similarly, the same compositional trends were observed across the religion brought up in groups for those who achieved Level 4 qualifications in Broad STEM and Narrow STEM.



### Religion stated

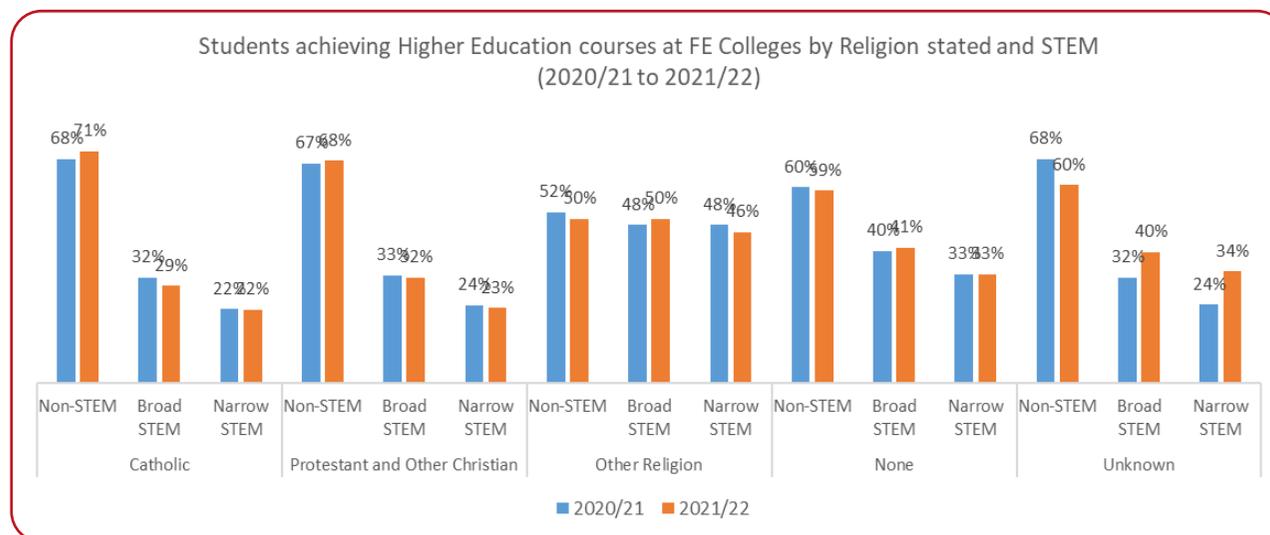
**Data Status:** Data is collected, it can be analysed and presented.

#### Percentage rate of students achieving Level 4 (equivalent to Higher Education courses) qualifications at Further Education colleges by religion stated and STEM

Around two thirds of Catholic (68% in 2020/21 and 71% in 2021/22), Protestant students (67% in 2020/21 and 68% in 2021/22) and those with an unknown religion (68% in 2020/21 and 60% in 2021/22) achieved Level 4 qualifications in Non-STEM subjects with a small difference with students with No Religion (60% in 2020/21 and 59% in 2021/22) and more than fifteen percentage points difference with students with Other Religions (52% in 2020/21 and 50% in 2021/22).

Students with Other Religions (48% in 2020/21 and 50% in 2021/22) were slightly more likely to achieved Level 4 qualifications in Broad STEM subjects than student with No Religion (40% in 2020/21 and 41% in 2021/22), those students with an unknown religion (32% in 2020/21 and 40% in 2021/22), and Catholic and Protestant students (around 32% in 2020/21 and 29% in 2021/22).

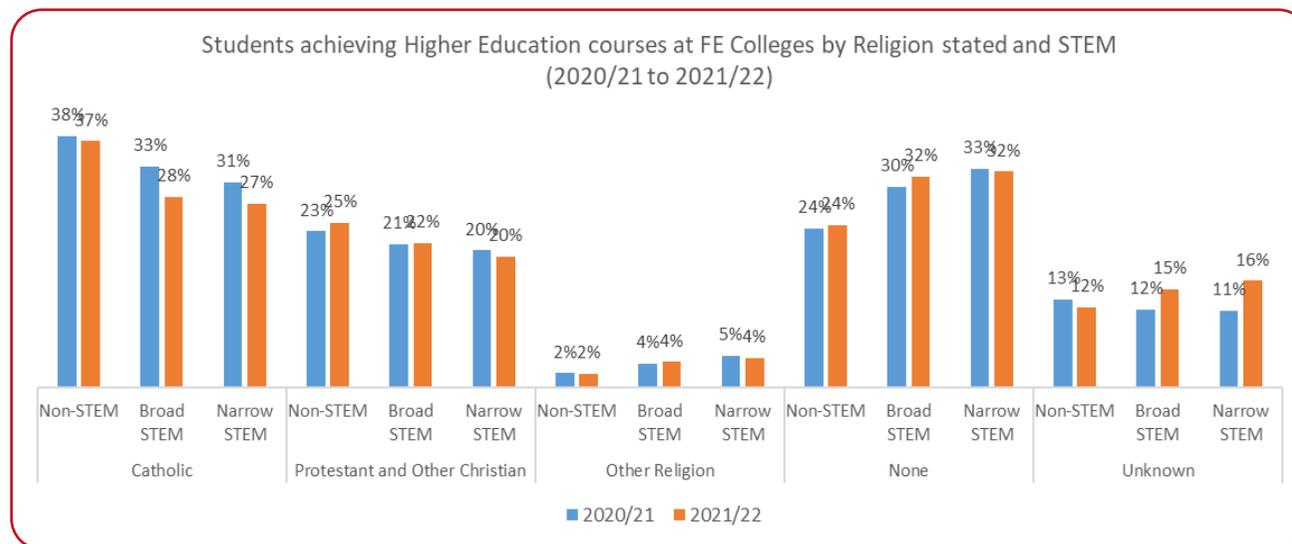
Students with Other religions were more likely to achieve Level 4 qualifications in Narrow STEM subjects (48% in 2020/21 and 46% in 2021/22) than Protestant (24% in 2020/21 and 23% in 2021/22), Catholic (22% in 2020/21 and in 2021/22) students, those with a religion unknown (24% in 2020/21 and 34% in 2021/22) and those with No Religion stated (33% in 2020/21 and in 2021/22).



**Percentage share of students achieving Level 4 (equivalent to Higher Education courses) qualifications at Further Education colleges by religion stated and STEM**

Catholic students (38% in 2020/21 and 37% in 2021/22) represented the greater percentage share of all students achieving Level 4 qualifications in Non-STEM subjects. The Catholic student share was around ten percentage points higher than the percentage shares for Protestant students (23% in 2020/21 and 25% in 2021/22) and those with No Religion (24% in 2020/21 and in 2021/22). Students of Other Religions (2% in 2020/21 and in 2021/22) had the lowest percentage shares of students achieving Level 4 qualifications in Non-STEM subjects.

Catholic students (33% in 2020/21 and 28% in 2021/22) and students with No Religion (30% in 2020/21 and 32% in 2021/22) exhibited higher percentage shares of those achieving Level 4 qualifications in Broad STEM subjects than Protestant students (21% in 2020/21 and 22% in 2021/22), those with an unknown religion (12% in 2020/21 and 15% in 2021/22) and students with Other Religions (4% in 2020/21 and in 2021/22). Similar compositional trends were observed among students achieving Level 4 qualifications in Narrow STEM subjects.



### Sexual Orientation

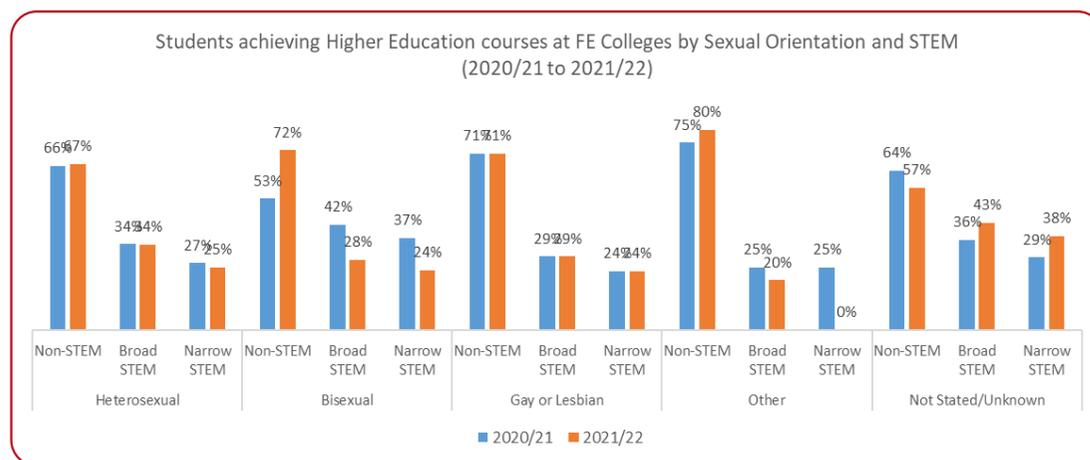
**Data Status:** Data is collected, it can be analysed and presented.

#### Percentage rate of students achieving Level 4 (equivalent to Higher Education courses) qualifications at Further Education colleges by sexual orientation and STEM

More than seven out of ten students with Other sexual orientations (75% in 2020/21 and 80% in 2021/22), as well as those who were gay or lesbian students (71% in 2020/21 and in 2021/22), achieved Level 4 qualifications in Non-STEM subjects. In comparison, heterosexual students (66% in 2020/21 and 67% in 2021/22), students with not stated/unknown sexual orientation (64% in 2020/21 and 57% in 2021/22) and bisexual students (53% in 2020/21 and 72% in 2021/22) were less likely to achieve Level 4 qualifications in Non-STEM subjects.

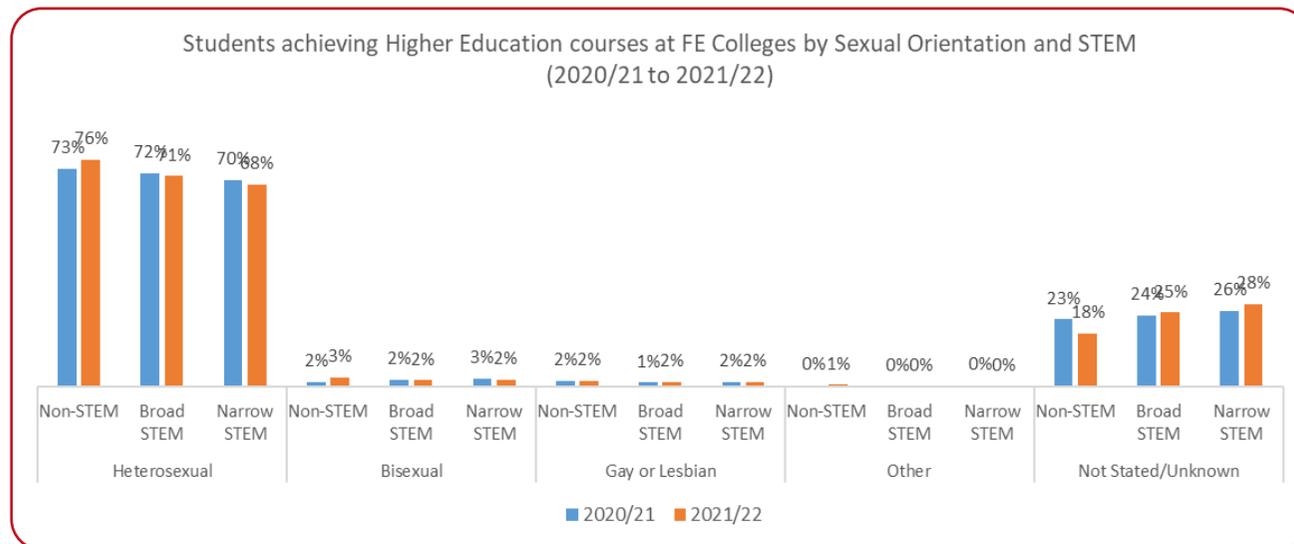
Conversely, bisexual students (42% in 2020/21 and 28% in 2021/22) were slightly more likely to achieve Level 4 qualifications in Broad STEM subjects in comparison with students with not stated/unknown sexual orientation (36% in 2020/21 and 43% in 2021/22) and heterosexual students (34% in 2020/21 and in 2021/22). Less likely to achieve Level 4 qualifications in Broad STEM subjects were gay or lesbian students (29% in 2020/21 and in 2021/22), and those with Other sexual orientations (25% in 2020/21 and 20% in 2021/22).

Among students, students with a sexual orientation as not/stated and unknown (29% in 2020/21 and 38% in 2021/22) and bisexual students (37% in 2020/21 and 24% in 2021/22) were more likely to achieve Level 4 qualifications in Narrow STEM subjects than gay or lesbian students (29% in 2020/21 and in 2021/22), heterosexual students (27% in 2020/21 and 25% in 2021/22), and students with Other sexual orientations (25% in 2020/21 and in 2021/22).



**Percentage share of students achieving Level 4 (equivalent to Higher Education courses) qualifications at Further Education colleges by sexual orientation and STEM**

The percentage share of heterosexual students achieving qualifications in Non-STEM (73% in 2020/21 and 76% in 2021/22), Broad STEM (72% in 2020/21 and 71% in 2021/22) and Narrow STEM (70% in 2020/21 and 68% in 2021/22) was three times higher than the percentage shares for students with not stated/unknown sexual orientation and more than seven times higher that observed for Bisexual, gay or lesbian and students with Other sexual orientations achieving qualifications in all STEM categories.



**Caring status**

Data Status: Data is not collected.

**Political opinion**

Data Status: Data is not collected.

**Population Indicator: Percentage of participants on apprenticeships – Lower level apprenticeships.**

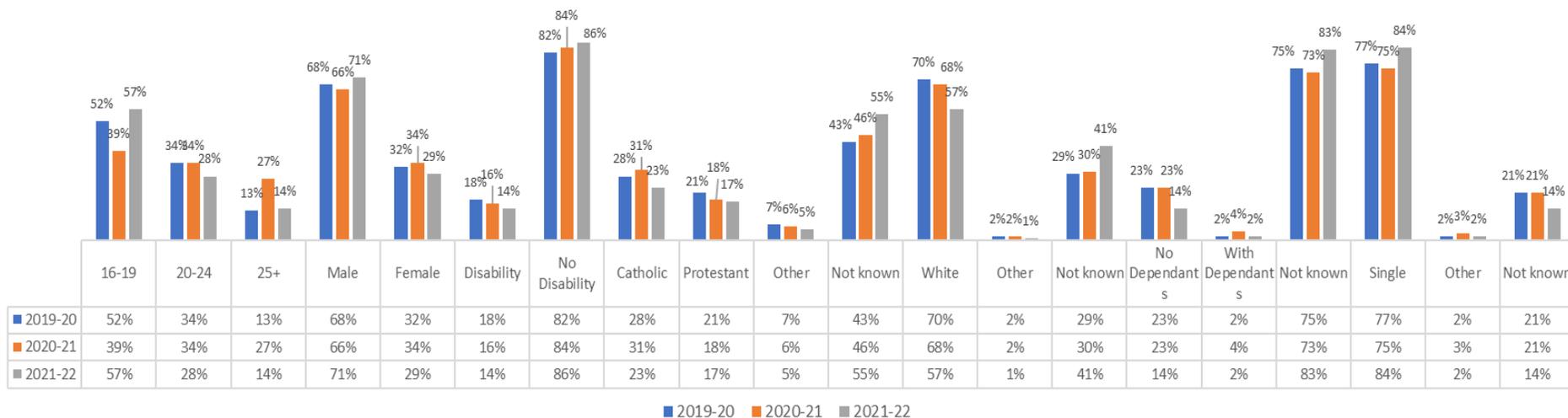
**Data Source:** Consolidated Data Return (CDR), CAFRE administration system

**Data provider:** Youth Training Statistics and Research Branch, Department of Economy

**Summary Across Equality Groups - Percentage of participants on apprenticeships – Enrolments Level 2 - Lower level apprenticeships.**

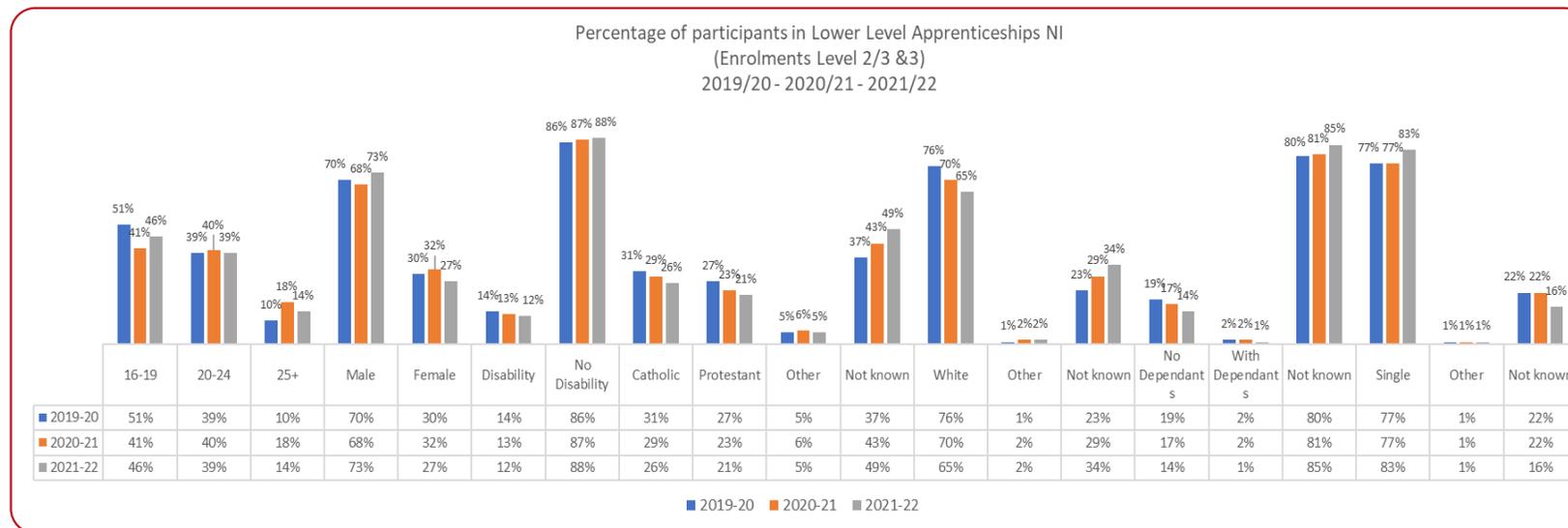
In 2021-22, the percentage shares of participants enrolled in Level 2 - lower level apprenticeships were higher for pupils in the age group of 16-19 (57%) in comparison with the group of 20-24 (28%) and 25+(14%); for male students (71%) in comparison with female students (29%); for those with no disability (86%) compared with those with a disability (14%); for those with a religion unknown (55%) in comparison with Catholics (23%) Protestants (17%) and those with other religion (5%); for those with a white ethnicity (57%) in comparison with those with an ethnicity unknown (41%) and those with an ethnicity other than white (1%); for those with an unknown dependency status (83%) in comparison with participants with no dependents (14%) and those with dependents (2%); for single participants (84%) in comparison with those with an unknown marital status (14%) and other than single (2%). When comparing across the three-year period of analysis, the last year trend of the percentage share on participants enrolled in Level 2, lower-level apprenticeship for each of the equality groups, where data was available, remained very similar in 2019-20 and 2020-21.

Percentage of participants in Lower Level Apprenticeships NI  
(Enrolments Level 2)  
2019/20 - 2020/21 - 2021/22



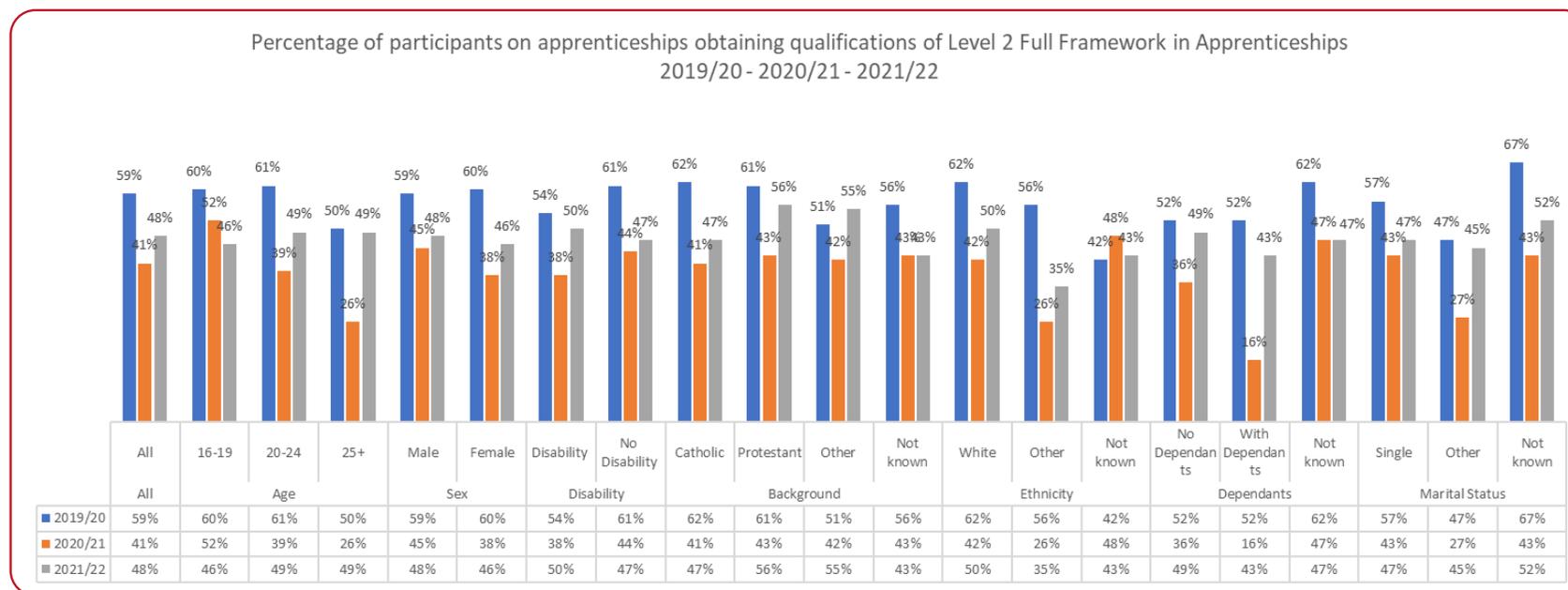
**Summary Across Equality Groups - Percentage of participants on apprenticeships – Enrolments Level 2/3 and 3 - Lower level apprenticeships**

In 2021-22, the percentage shares of participants enrolled in Level 2/3 and 3 - lower level apprenticeships was higher for pupils in the age group of 16-19 (46%) in comparison with the group of 20-24 (39%) and 25+(14%); for male students (73%) in comparison with female students (27%); for those with no disability (88%) compared with those with a disability (12%); for those with a religion unknown (49%) in comparison with Catholics (26%) Protestants (21%) and other (5%); for those with a white ethnicity (65%) in comparison with those with an ethnicity unknown (34%) and those with an ethnicity other than white (2%); for those with an unknown dependency status (85%) in comparison with participants with no dependents (14%) and those with dependents (1%); for single participants (83%) in comparison with those with an unknown marital status (16%) and those who are other than single (1%). When comparing across the three-year period of analysis, the last year trend of the percentage share on participants enrolled in Level 2/3 and 3 lower-level apprenticeship for each of the equality groups, where data is available, remained very similar in 2019-20 and 2020-21.



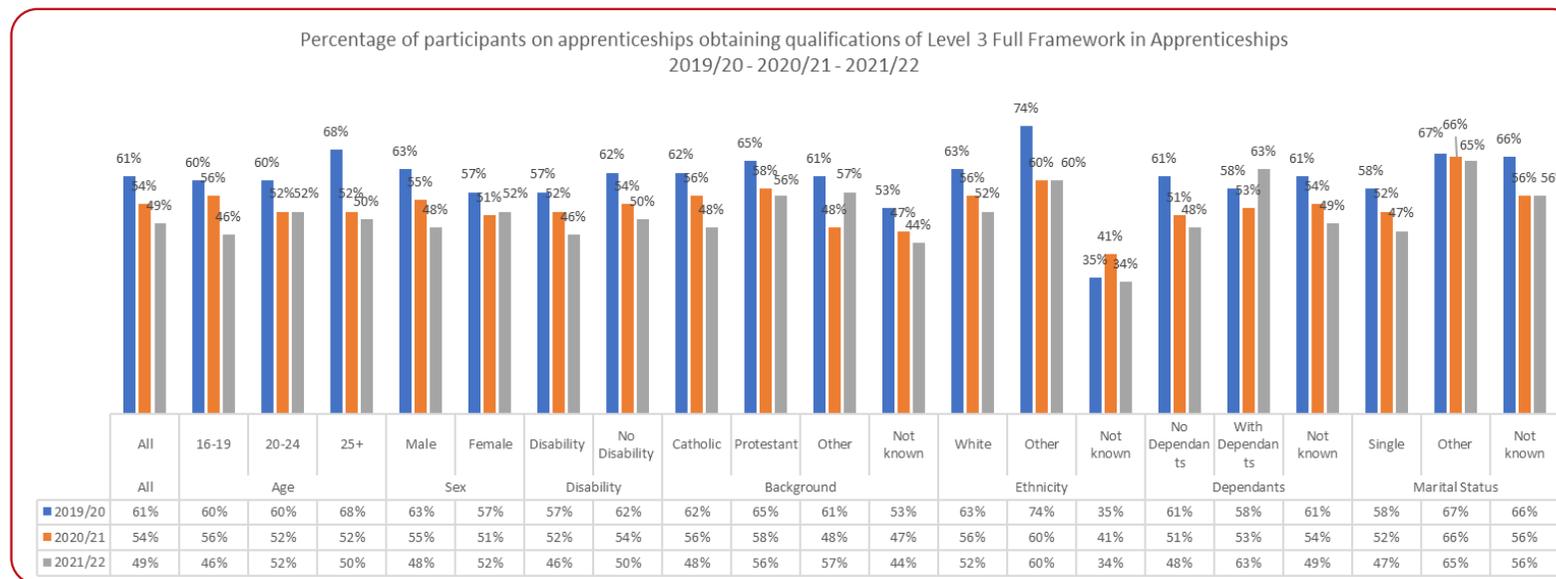
**Summary Across Equality Groups - Percentage of participants on apprenticeships – Qualifications obtained Level 2 Full framework- Lower level apprenticeships**

In 2021-22, the percentages of participants obtaining Level 2 Full Framework qualification in lower level apprenticeships were higher for pupils in the age group of 20-24 (49%) and 25+(49%) in comparison with the group 16-19 (46%); for male students (48%) in comparison with female students (46%); for those with a disability (50%) compared with those with no disability (47%); for Protestants (56%) in comparison with those with other religion (55%), Catholics (47%), and unknown (43%); for those with a white ethnicity (50%) in comparison with those with an ethnicity unknown (43%) and those with an ethnicity other than white (35%); for participants with no dependents (49%) in comparison with those with an unknown dependency status (47%) and those with dependents (43%); for those with an unknown marital status (52%) in comparison with single participants (47%) and other than single (45%). When comparing across the three-year period of analysis, there has been a decrease in the percentage of participants obtaining Level 2 Full Framework qualification in lower-level apprenticeships from 59% in 2019-20 to 41% in 2020-21 and 48% in 2021-22. The last year trend of the percentage share for each of the equality groups where data is available remained very similar in 2019-20 and 2020-21 for the grounds of ethnicity and marital status but varied across the grounds of age, gender, disability, and dependency.



**Summary Across Equality Groups - Percentage of participants on apprenticeships – Qualifications obtained by level 3 Full Framework - Lower level apprenticeships**

In 2021-22, the percentages of participants obtaining Level 3 Full Framework qualification in lower level apprenticeships were higher for pupils in the age group of 20-24 (52%) in comparison with the group of 25+(50%), 16-19 (46%); for female students (52%) in comparison with male students (48%); for those with no a disability (50%) compared with those with a disability (46%); for those with other religion (57%) in comparison with Protestants (56%), Catholics (48%) and those with an unknown religion (44%); for those with an ethnicity other than white (60%) in comparison with those with white ethnicity (52%) and those with an ethnicity unknown (34%); for participants with dependents (63%) in comparison with those with an unknown dependency status (49%) and those with no dependents (48%); for those with other than single marital status (65%) in comparison with those with an unknown marital status (56%) and single participants (47%). When comparing across the three-year period of analysis, there has been a decrease in the percentage of participants obtaining Level 3 Full Framework qualification in lower-level apprenticeships from 61% in 2019-20 to 54% in 2020-21 and 49% in 2021-22. The last year trend of the percentage share for each of the equality groups where data is available remained very similar in 2019-20 and 2020-21 for the grounds of ethnicity, disability and marital status but varied across the grounds of age, gender, and dependency.



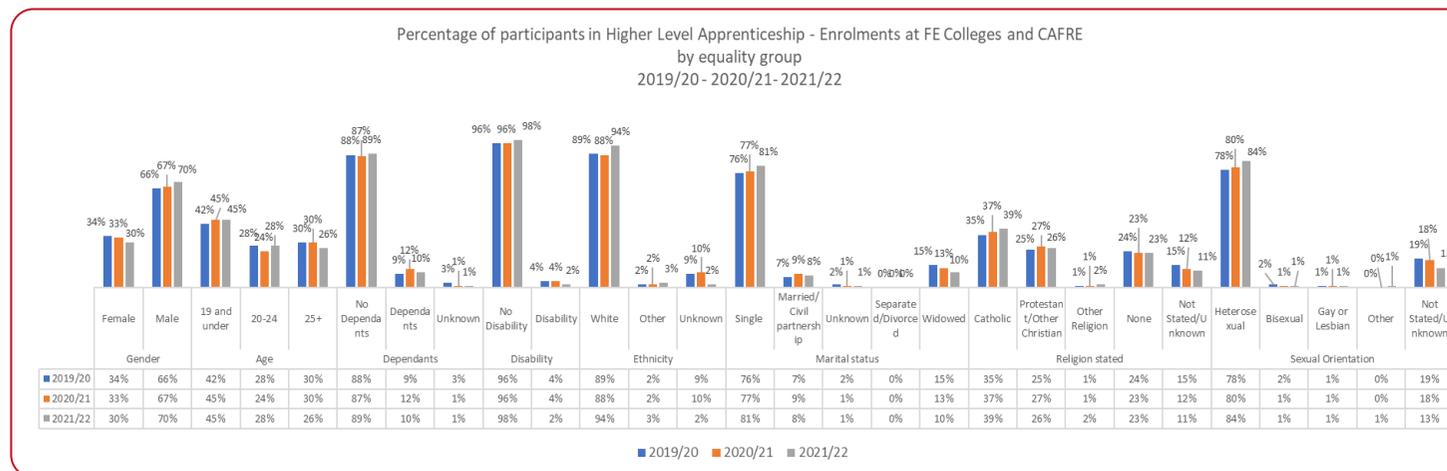
**Population Indicator: Percentage of participants on apprenticeships<sup>8</sup> – Higher level apprenticeships.**

**Data Source:** Department of Economy - Consolidated Data Return (CDR), CAFRE administration system

**Data provider:** Youth Training Statistics and Research Branch

**Summary Across Equality Groups - Percentage of participants on apprenticeships – Percentage of participants Enrolment<sup>9</sup> in Higher level apprenticeships**

In 2021-22, the percentage shares of participants enrolled in higher level apprenticeships were higher for male (70%) in comparison with female students (30%); for the age group of 19 and under (45%) in comparison with participants in the age group of 20-24 (28%) and 25+ (26%); for those with no dependents (89%) in comparison with those with dependents (10%) and those with dependent status unknown (1%); for those with no disability (98%) in comparison with those with a disability (2%); those are white (94%) in comparison with those whit other ethnicity (3%) and those with an unknow ethnicity (2%); single (81%) in comparison with widowed (10%), married/civil partnership (8%), and those with an unknown marital status (1%); for Catholics (39%) in comparison with Protestant and other Christian (26%), those with no religion (23%), those with not stated religion (11%) and those with other religion (2%)<sup>10</sup>; and for heterosexuals (84%) in comparision with those with a sexual orientation not stated/unknown (13%), gay or lesbian (1%), bisexual (1%) and other sexual orientation (1%). The last year trend of the percentage share for each of the equality groups where data is available remained very similar in 2019-20 and 2020-21.



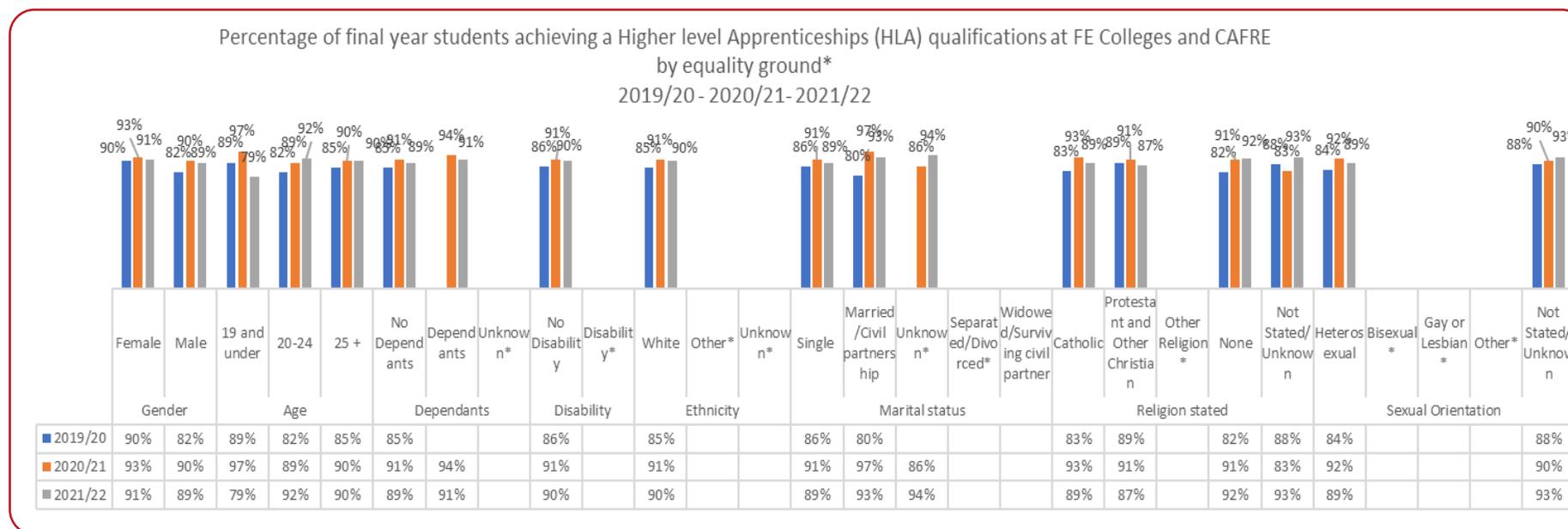
8 HLA at FE College data is a subset of FE data.

9 HLA starts are in first year of a Higher-Level Apprenticeship programme.

10 Religion brought up in is supplied by the student as the religion, religious domination or body they were brought up in.

**Summary Across Equality Groups - Percentage of participants on apprenticeships – Qualifications obtained<sup>11</sup> – higher level apprenticeships<sup>12</sup>**

In 2021-22, the percentages of participants achieving a higher-level apprenticeships qualification were higher for female (91%) in comparison with male (89%); for participants in the age group of 20-24 (92%) in comparison with those in the age group of and 25+ (90%) and 19 and under (79%); for those with dependents<sup>13</sup> (91%) in comparison with those with no dependents (89%); for those with no disability (90%); for those who are white (90%); for those with an unknown marital status (94%) in comparison with those who are married/civil partnership (93%); for those with no religion stated (93%) in comparison with Catholics (89%) Protestant and other Christian (87%), and those with no religion stated (92%), and for heterosexuals (89%) in comparison with those with a sexual orientation not stated/unknown (93%). The last year trend of the percentage for each of the equality groups, when data is available, remained very similar in 2019-20 and 2020-21.



11 Those in their final year, who have completed the course and subsequently fully achieved an HLA are regarded as final year achievements.  
 12 \* Denotes those equality grounds where disclose control has been applied due to low numbers recorded. Percentages based on fewer than 22 students have been suppressed.  
 13 Dependents is derived from 3 fields: Dependent Adult field - indicates whether the individual has indicated they have responsibility for one or more Dependent adults. The Dependent Children field - indicates whether the individual has indicated they have responsibility for dependent children, and Dependant person with a disability field - indicates whether the individual has indicated they have responsibility for one or more persons with a disability.



Priority Area:

## Education Support

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Everyone has equality of opportunity to access the support they require to achieve their full potential

**Population Indicator:** Percentage of people who feel everyone has access to education support to achieve their full potential.

**Data Source:** Public Opinion Survey of Equality in Northern Ireland - 2023

**Data Provider:** Equality Commission for Northern Ireland

The data considered for the analysis of this section is gathered from the first year of MENI questions included in the Equality Commission's Public Opinion Survey of Equality in Northern Ireland – 2023, with a sample of 1023 individuals over 16+ covering:

- On a scale of 1 to 5 (where 1 is strongly agree and 5 is strongly disagree) to what extent do you agree or disagree with the following statement? *'In general, everyone in Northern Ireland has access to the educational support they need to achieve their full potential'*
- Have you or other members of your immediate or extended family ever required additional support to access equality of opportunity in education?



[ECNI - Public opinion survey - Equality in Northern Ireland \(equalityni.org\)](https://equalityni.org)

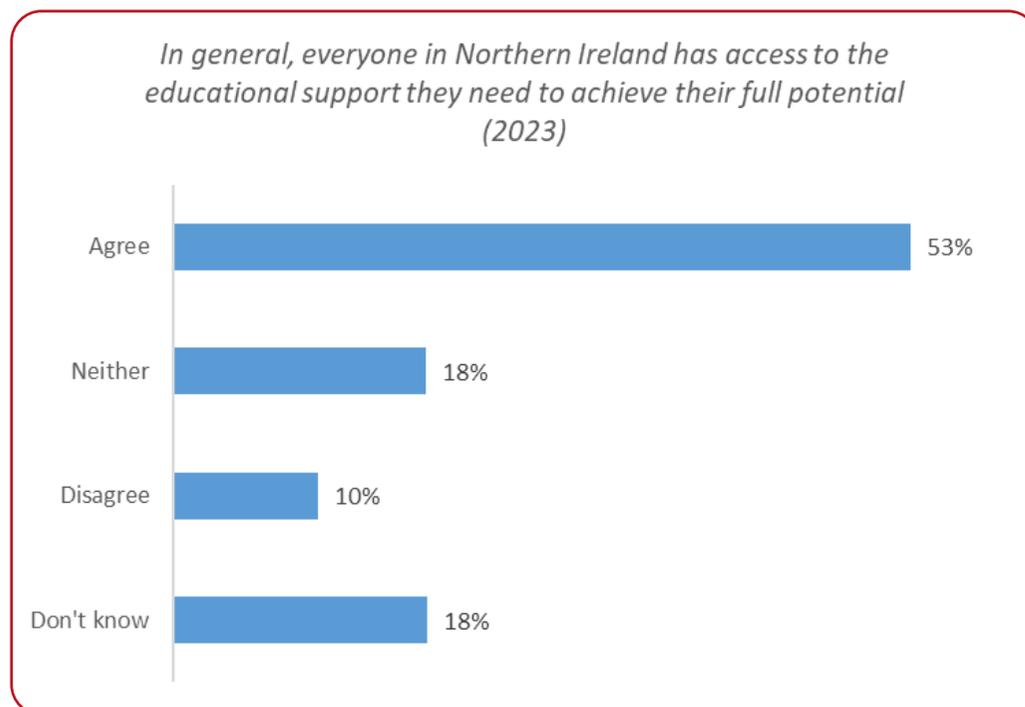
**Population Indicator:** Percentage of people who feel everyone has access to education support to achieve their full potential - Percentage of people who agree/disagree with the statement *'In general, everyone in Northern Ireland has access to the educational support they need to achieve their full potential'*

**Data Source:** Public Opinion Survey of Equality in Northern Ireland - 2023

**Data Provider:** Equality Commission for Northern Ireland

### Overall<sup>14</sup>

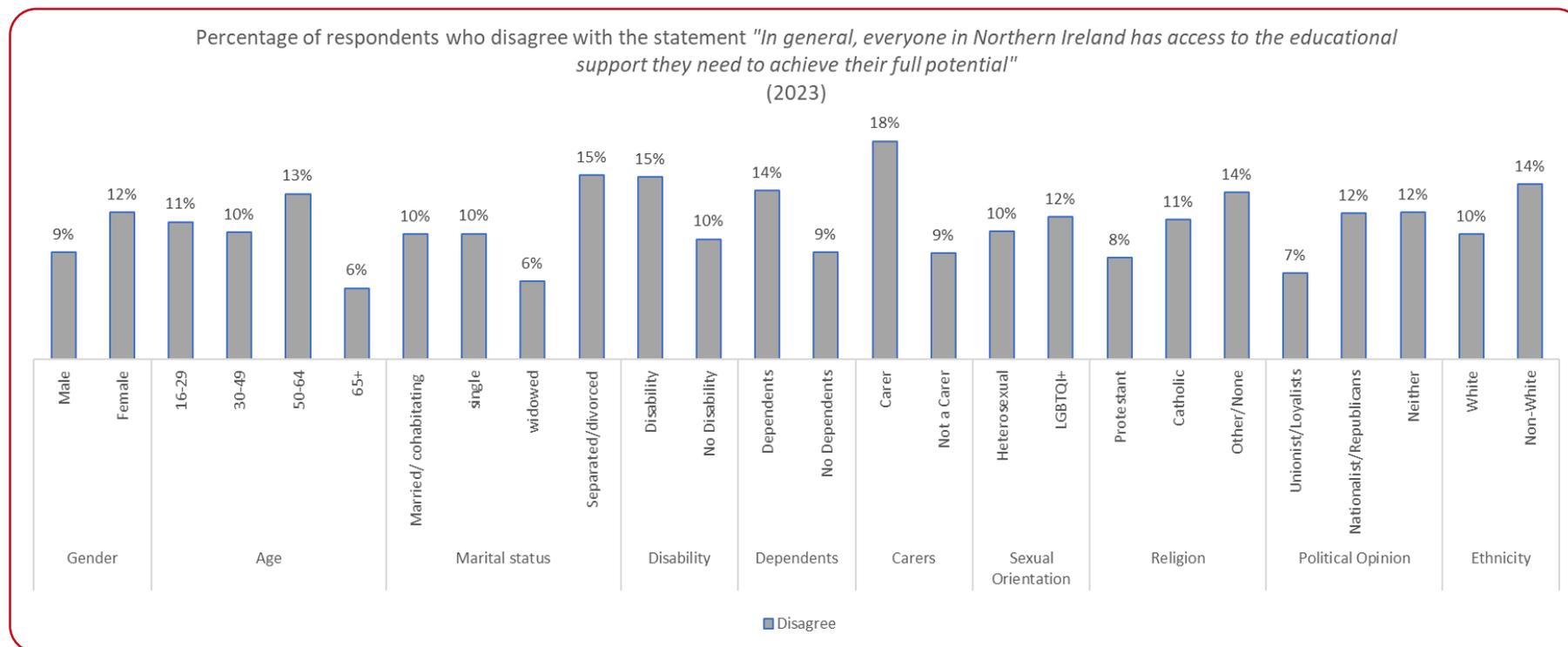
More than half of the respondents (53%) agreed with the statement "In general, everyone in Northern Ireland has access to the educational support they need to achieve their full potential". One in ten respondents disagreed with the statement (10%) with the same proportions of respondents stating that they neither agree nor disagree or don't know (18%).



<sup>14</sup> As part of the ECNI Public Opinion survey respondents were asked to think about equality of opportunity in terms of educational support. For the purposes of the survey, educational support was defined as the availability of educational services and resources to assist pupils and students in their learning process.

**Summary Across Equality Groups<sup>15</sup>**

Across all equality groups, respondents more likely to disagree with the statement “In general, everyone in Northern Ireland has access to the educational support they need to achieve their full potential” were Carers (18%), respondents with a disability (15%), Separate/divorced respondents (15%), respondents with dependents (14%), non-white respondents (14%), respondents with other or no religion (14%) and respondents of the age group of 50-64 (13%) compared with the overall level of disagreement of 10%.

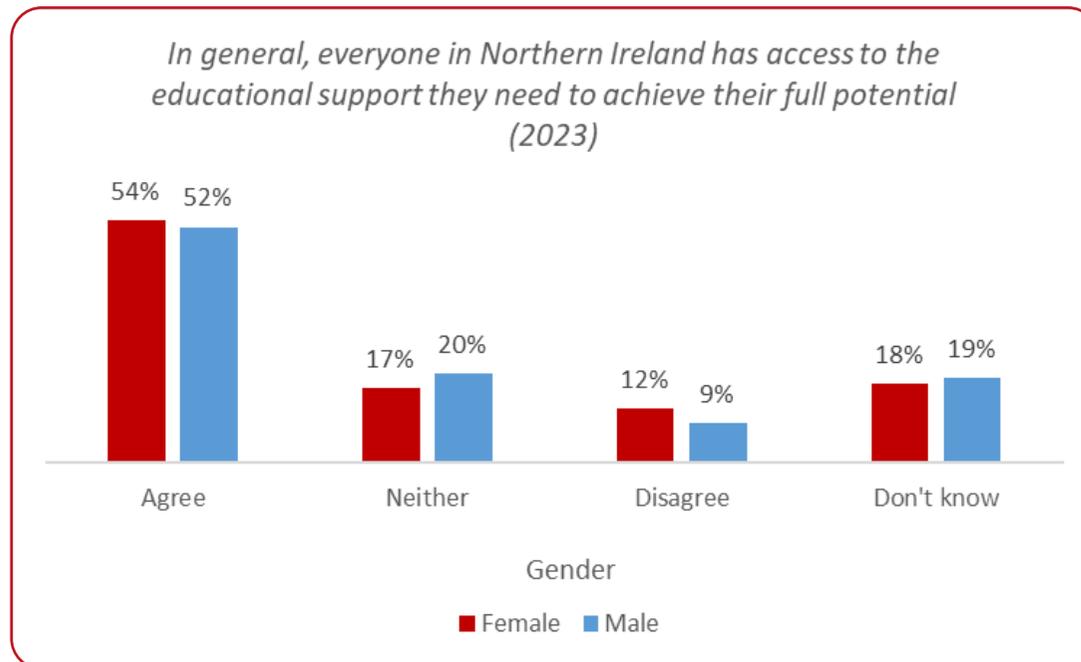


<sup>15</sup> There were a number of statistically significant differences: Those more likely to disagree with the statement were respondents with a disability (15%) compared to those with no disability (10%); those with caring responsibilities (18%) compared to those without (9%); those with dependents (14%) compared to those without (9%); separated / divorced respondents (15%) compared with widowed (6%), single (10%) and married/cohabiting (10%) and those with other or no religion (14%) compared with Catholic (11%) and Protestant respondents (8%).

## Gender

**Data Status:** Data is collected, it can be analysed and presented.

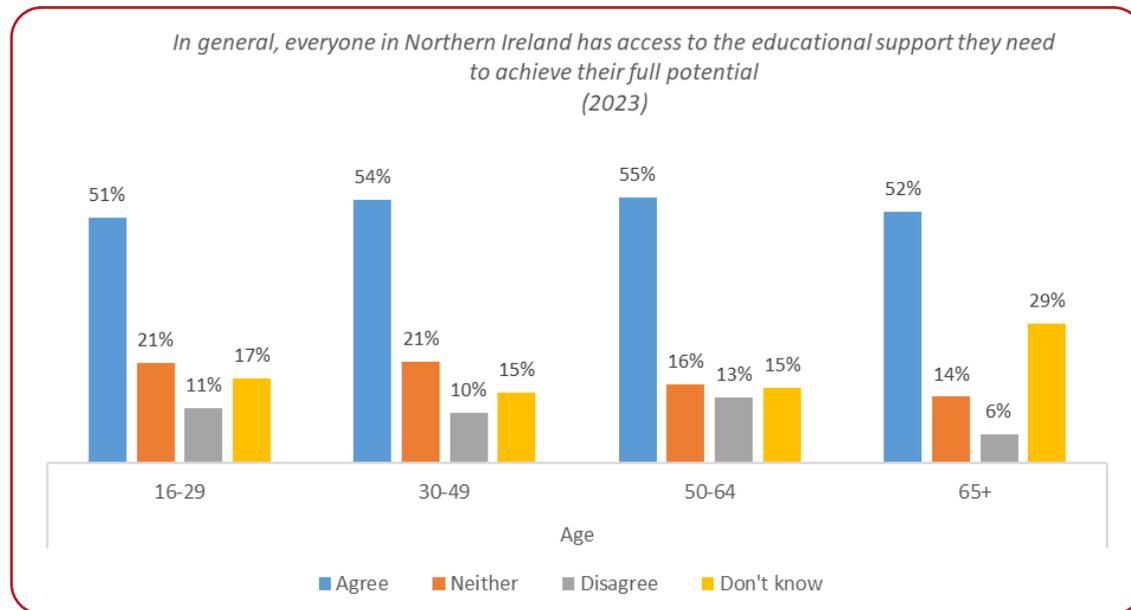
Among respondents, the proportions of those who agreed with the statement “In general, everyone in Northern Ireland has access to the educational support they need to achieve their full potential” were similar between female (54%) and male (52%) respondents. However, the percentage of female respondents (12%) who disagreed with the statement was higher than the percentage of male respondents (9%). There were marginal differences between female (18%) and male (19%) respondents who said they don’t know if agree or disagree with the statement and between female (17%) and male (20%) who said they neither agree nor disagree with the statement.



Age

**Data Status:** Data is collected, it can be analysed and presented.

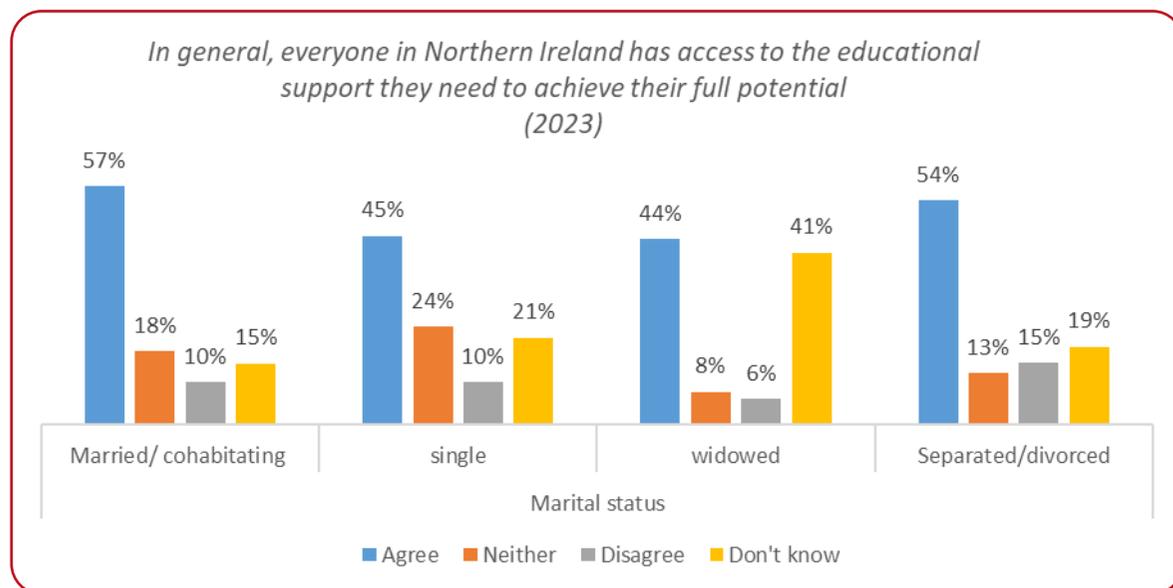
In general, more than half of all the age groups agreed with the statement “In general, everyone in Northern Ireland has access to the educational support they need to achieve their full potential”. Respondents in the group age between 30-49 (54%) and 50-64 (55%) were slightly more likely to agree with the statement than the other age groups. Among those who disagreed with the statement there were marginal differences across the age groups of 16-29 (11%), 30-49 (10%) and 50-64 (13%) with respondents of the age group of 65+ less likely to disagree (6%), but around twice more likely to say they don’t know (29%) in comparison with the other age groups.



**Marital Status**

**Data Status:** Data is collected, it can be analysed and presented.

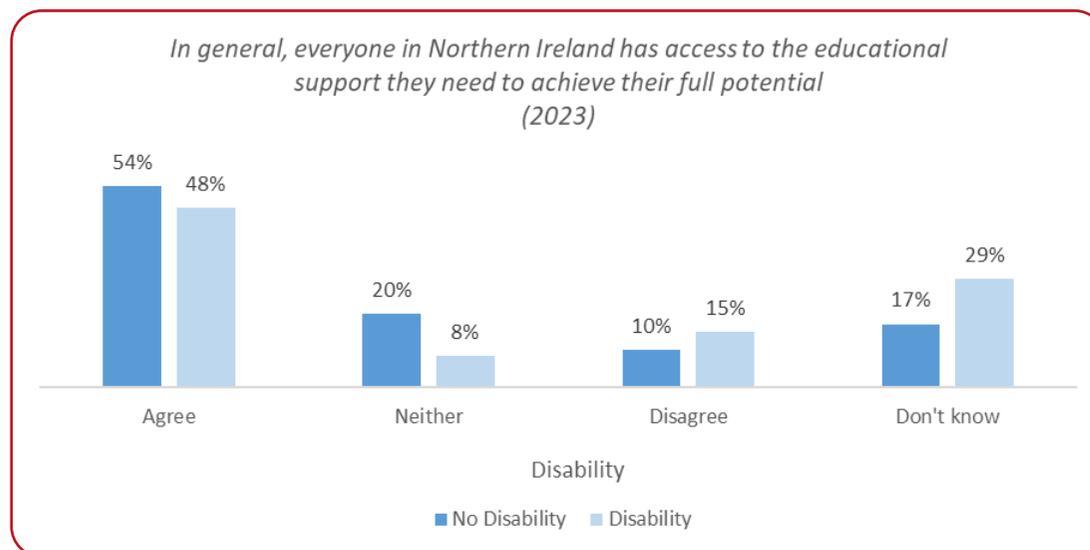
Respondents who are married/cohabiting (57%) were more likely to agree with the statement “In general, everyone in Northern Ireland has access to the educational support they need to achieve their full potential” compared with those separated or divorced (54%), those who are single (45%) and those who are widowed (44%). Separated/divorced respondents (15%) were about twice as likely to disagree than widowed respondents (6%) and with differences of about five percentage points with married/cohabiting (10%) and single (10%) respondents who were of the same view. About a quarter of single respondents (24%) stated they neither agree nor disagree with the statement and were more likely to say this response than married/cohabiting (18%), widowed (8%) and separated/divorced (13%). Four out of ten widowed respondents (41%) said that they don’t know and were about twice as likely than to state this answer than single respondents (21%) and those who were separated/divorced (19%).



## Disability

**Data Status:** Data is collected, it can be analysed and presented.

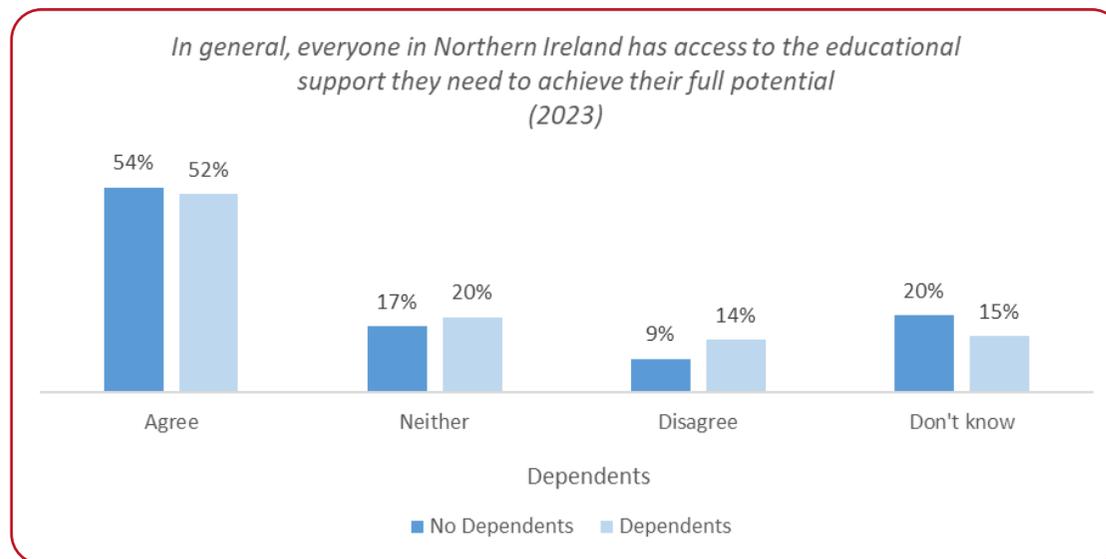
Those with no disability (54%) were more likely to agree with the statement “In general, everyone in Northern Ireland has access to the educational support they need to achieve their full potential” than those with a disability (48%). Respondents who declared a disability (15%) were more likely to disagree with the statement than those without a disability (10%). Respondents with no disability (20%) were over twice more likely to say they neither agree nor disagree than respondents with a disability (8%). Conversely, respondents with a disability were about as twice as likely (29%) to state they don’t know if they agree or disagree with the statement in comparison with respondents without a disability (17%).



## Dependency Status

**Data Status:** Data is collected, it can be analysed and presented.

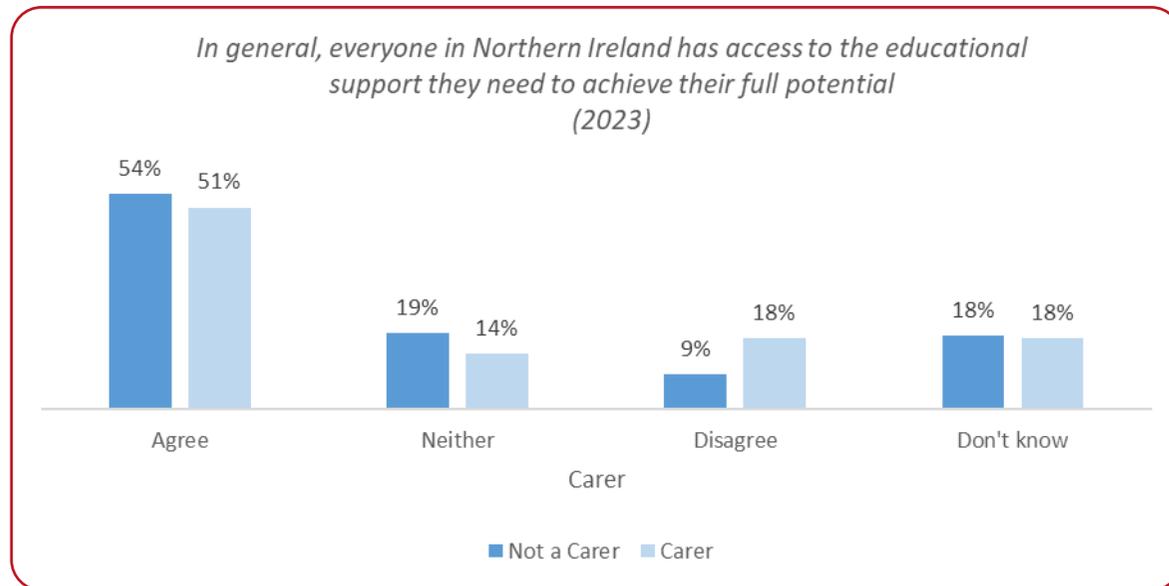
While there were no differences in the level of agreement with the statement “In general, everyone in Northern Ireland has access to the educational support they need to achieve their full potential” among those with dependants (52%) and those with no dependants (54%), those with dependants (20%) were slightly more likely to neither agree nor disagree with the statement than respondents with no dependants (17%). Similarly, those with dependants are more inclined to indicate they disagree (14%) with the statement in comparison with those with no dependants (9%).



**Career Status**

**Data Status:** Data is collected, it can be analysed and presented.

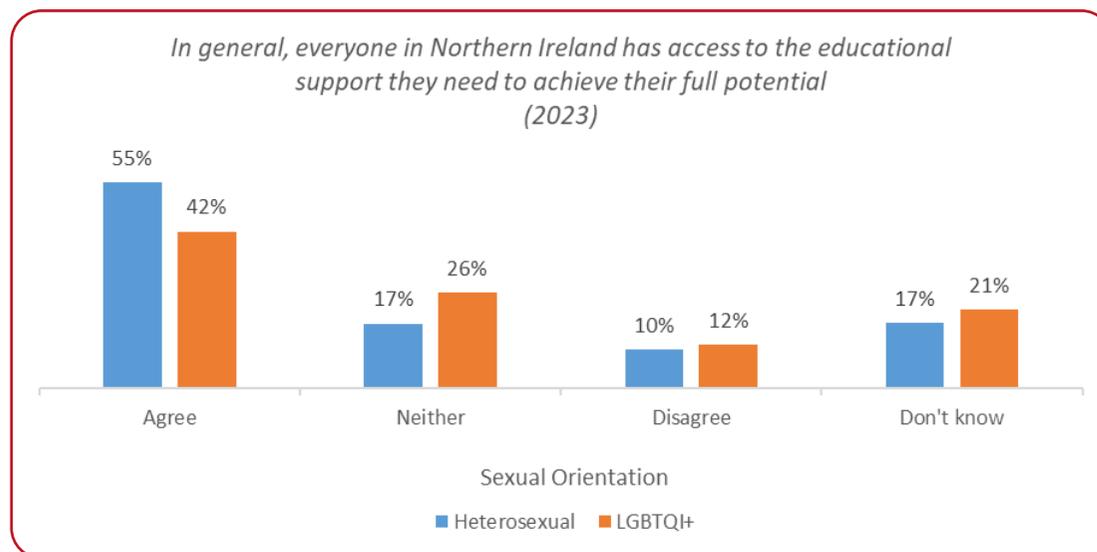
Differences on the level of agreement with the statement “In general, everyone in Northern Ireland has access to the educational support they need to achieve their full potential” were very small between respondents who are carers (51%) and those who are not (54%). However, among those who disagreed with the statement, respondents with caring responsibilities (18%) were twice as likely to disagree with the statement than those who are not carers (9%).



## Sexual Orientation

**Data Status:** Data is collected, it can be analysed and presented.

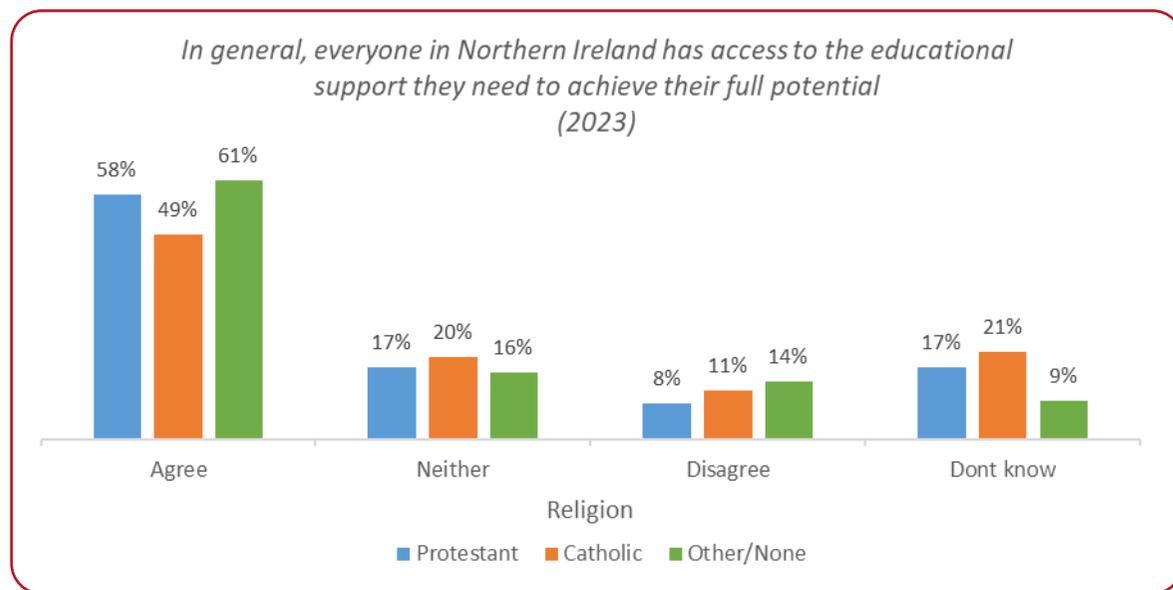
In terms of sexual orientation, there was a difference of 13 percentage points between heterosexual (55%) and LGBTQI+ respondents (42%) who agreed with the statement “In general, everyone in Northern Ireland has access to the educational support they need to achieve their full potential”. This difference was also evident among those who neither agreed nor disagreed with the statement, where LGBTQI+ (26%) respondents were more likely to say neither by eight percentage points in comparison with heterosexual respondents (17%). There were small differences were evident between LGBTQI+ respondents (12%) and heterosexual respondents (10%) disagreeing with the statement.



Religion

**Data Status:** Data is collected, it can be analysed and presented.

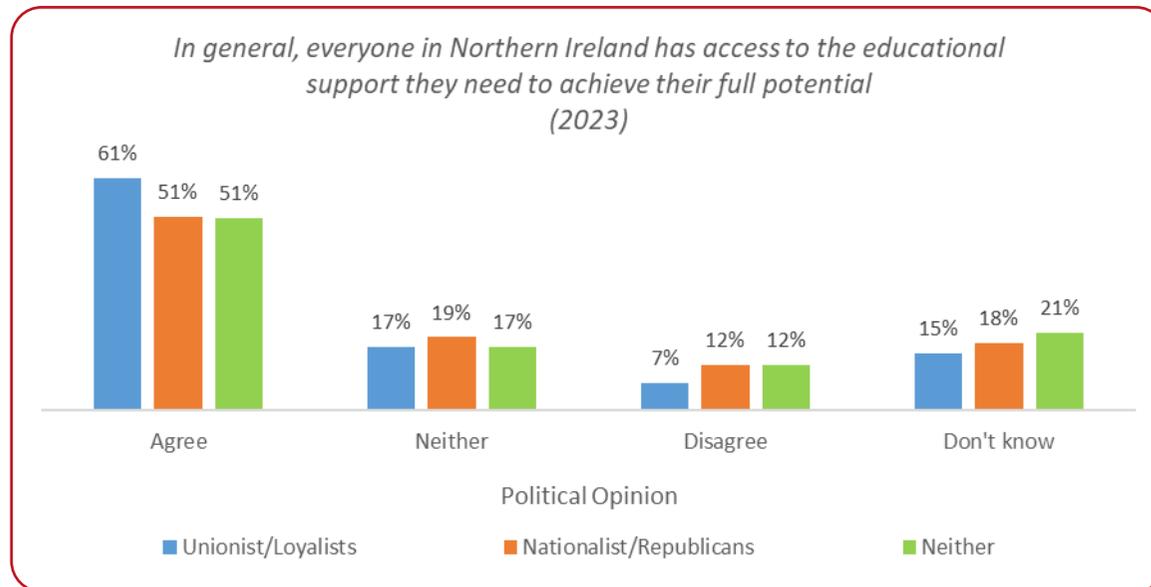
Respondents who declared Other or None religion (61%) were slightly more likely than Protestant respondents (58%) to agree with the statement “In general, everyone in Northern Ireland has access to the educational support they need to achieve their full potential”. Catholic respondents (49%) were less likely to agree with the statement with a difference of twelve percentage points with those with Other or No religion, and ten percentage point difference with Protestant respondents. Among those who disagreed with the statement, respondents with Other or No religion (14%) were more inclined to state this answer than Catholics (11%) and Protestants (8%).



**Political Opinion**

**Data Status:** Data is collected, it can be analysed and presented.

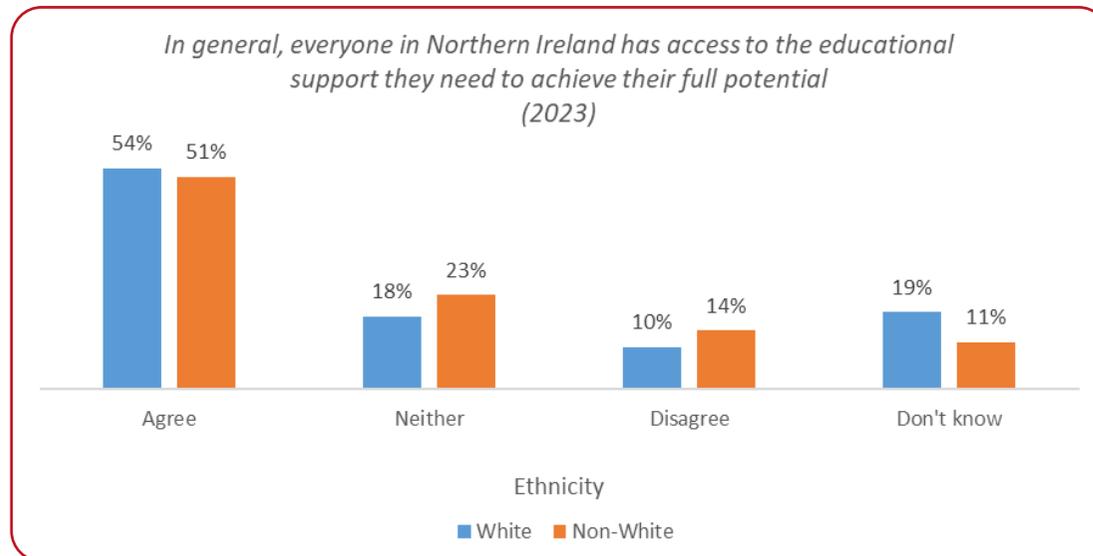
There was a ten-percentage point difference between Unionist/Loyalists (61%) and Nationalist/Republicans respondents (51%) and those who declared Neither political opinion (51%) who agreed with the statement. Minor differences were evident between Nationalist/Republicans (12%) and those with Neither political opinion (12%) and Unionist/Loyalists (7%) declaring that they disagree with the statement.



## Ethnicity

**Data Status:** Data is collected, it can be analysed and presented.

In terms of ethnicity, there were no notable differences between White (54%) and Non-white (51%) respondents in relation to agreeing with the statement. However, Non-white respondents (23%) were slightly more likely to neither agree nor disagree than White respondents (18%), and this difference was also evident with Non-white respondents (14%), who are also as likely to disagree with the statement, than White respondents (10%).



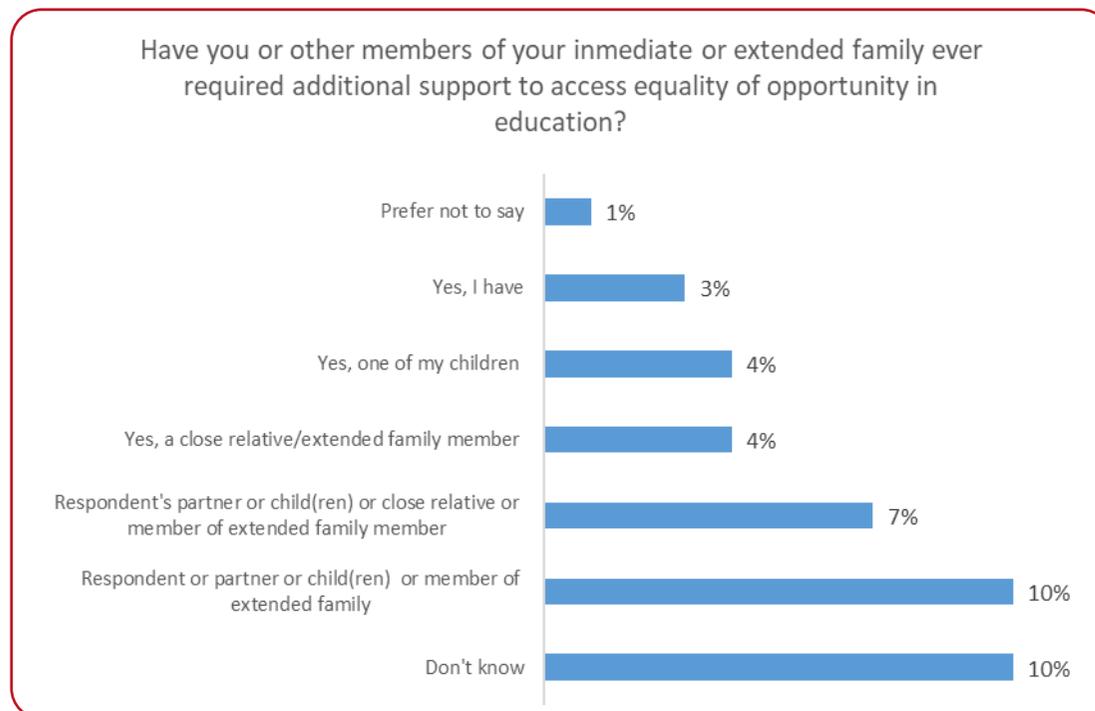
**Population Indicator:** Percentage of people who feel everyone has access to education support to achieve their full potential - *Have you or other members of your immediate or extended family ever required additional support to access equality of opportunity in education?*

**Data Source:** Public Opinion Survey of Equality in Northern Ireland - 2023

**Data Provider:** Equality Commission for Northern Ireland

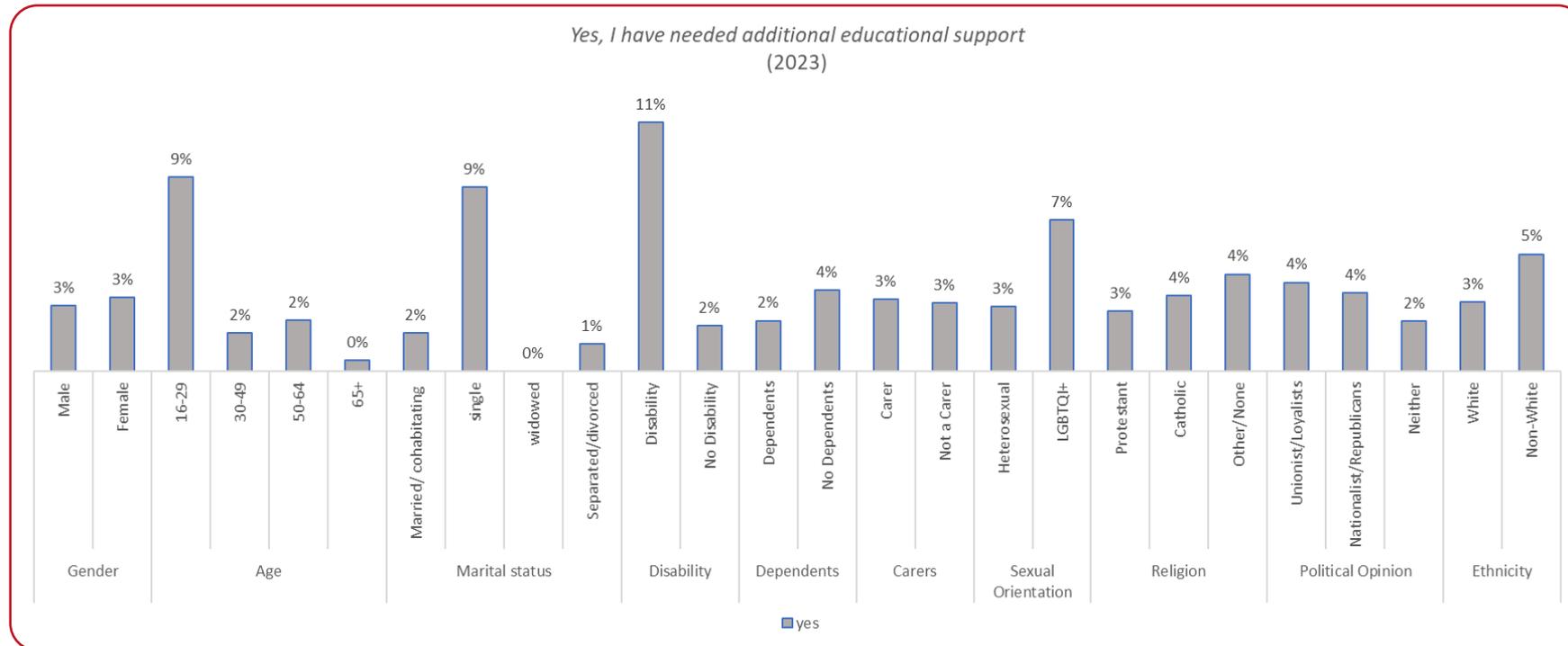
### Overall

The chart below shows that 3% of respondents said that they needed additional support to access equality of opportunity in education (their children, 4%; a close relative or family member of their extended family, 4%). One in ten respondents (10%) reported that either they or a family member needed additional support to access equality of opportunity in education. Ten percent said they didn't know, and 1% preferred not to say. Seven percent (7%) said that their partner or child(ren) or a close relative or extended family member needed additional support to access equality of opportunity in education.



**Summary Across Equality Groups<sup>16</sup>**

Across all equality groups, respondents more likely to state that they have needed additional educational support were respondents with a disability (11%), single respondents (9%), respondents in the age group of 16-29 (9%), LBGTQI+ respondents (7%) and Non-white respondents (5%) compared with the overall level of 3%.

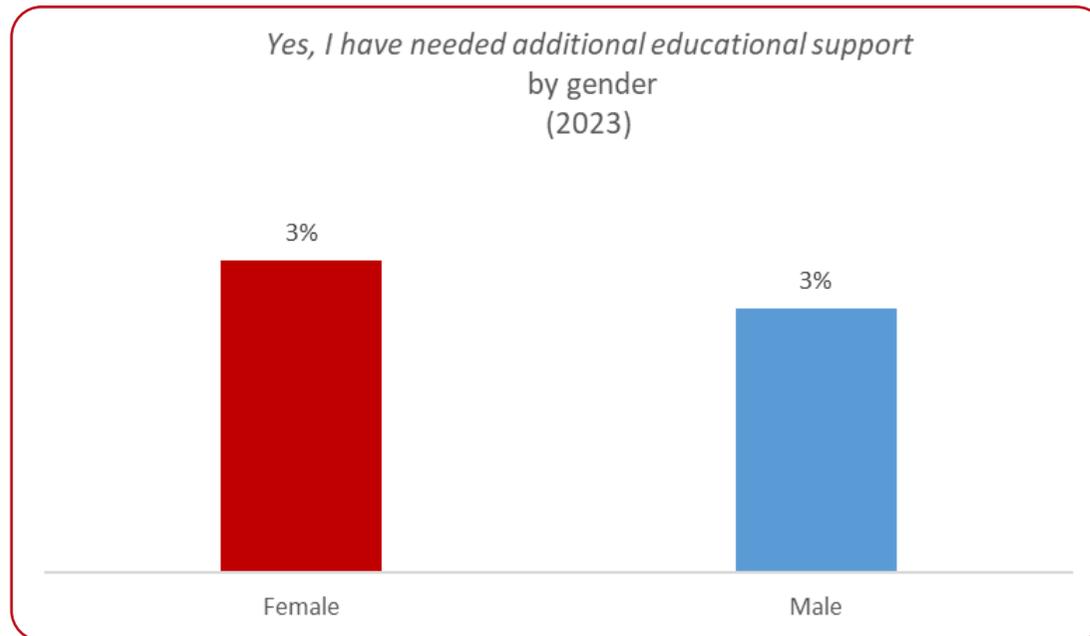


16 There were a number of statistically significant differences: Those more likely to state they needed additional educational support were those aged 16-29 (9%) compared with other age groups (30-49, 2%; 50-64, 2%); those with a disability (11%) compared to those with no disability (2%); single respondents (9%) compared to those married/cohabiting (2%), and those separated/divorced (1%).

**Gender**

**Data Status:** Data is collected, it can be analysed and presented.

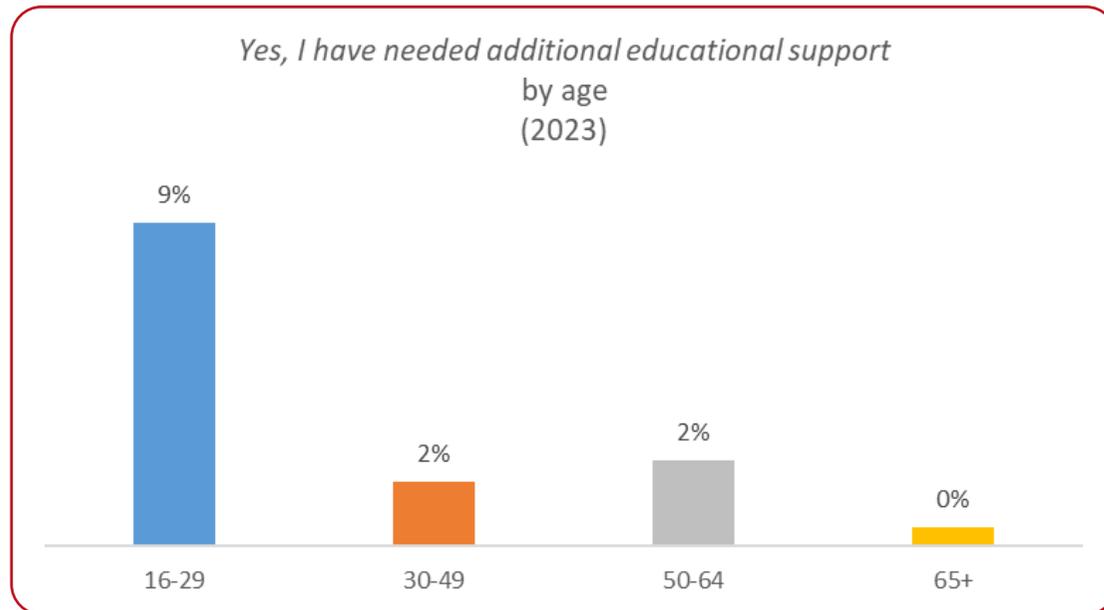
There were no differences in the proportions of male (3%) and female (3%) respondents who declared that they have required additional educational support.



## Age

**Data Status:** Data is collected, it can be analysed and presented.

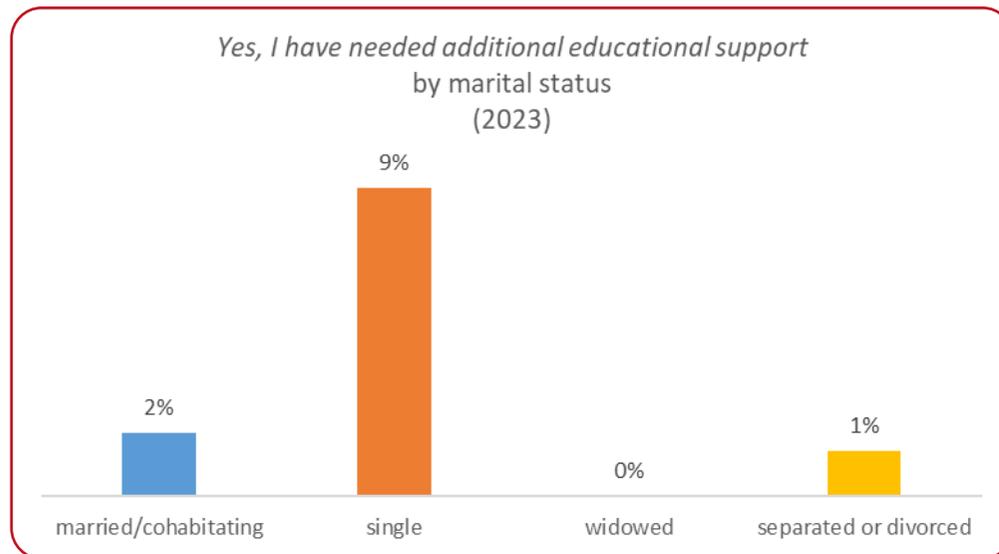
Respondents from the younger age group (9%) were more likely to report they have required additional educational support than respondents from the 30-49 group (2%) and respondent on the age range of 50-64 (2%).



### Marital status

**Data Status:** Data is collected, it can be analysed and presented.

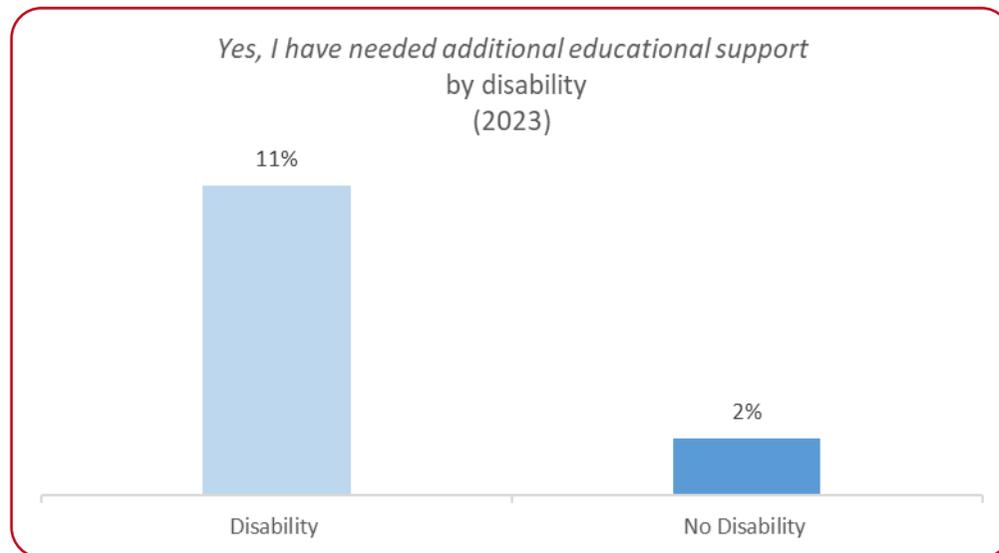
The percentage for single respondents (9%) was the highest percentage among those declaring that they have required additional education support in comparison with respondents who are married or cohabiting (2%) and separated or divorced (1%).



## Disability

**Data Status:** Data is collected, it can be analysed and presented.

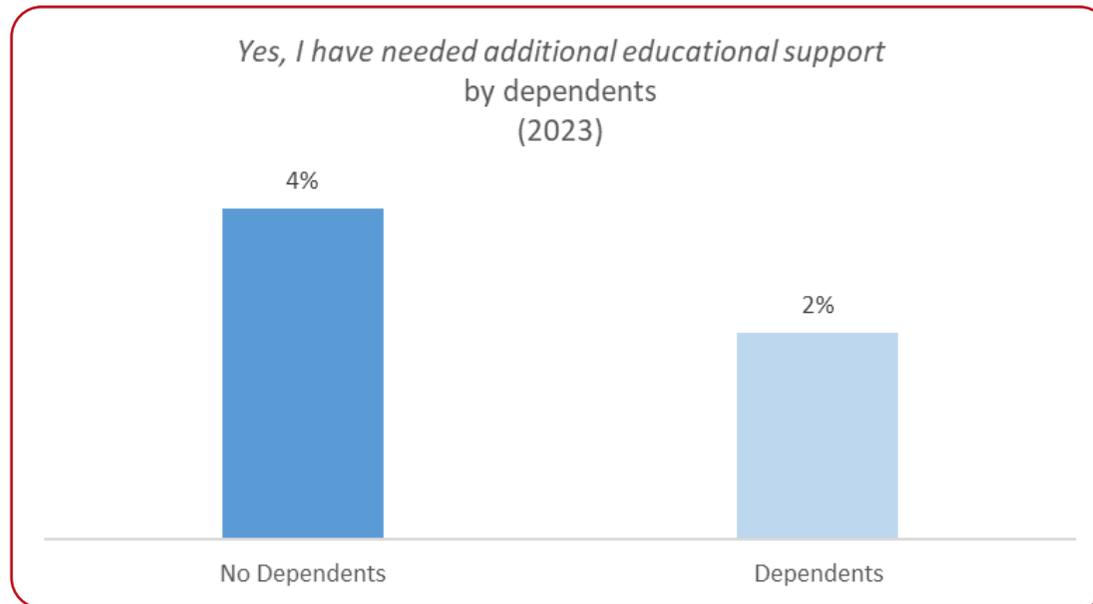
There were substantial differences between respondents with a disability (11%) and those with no disability (2%) who declared they required additional educational support. Respondents with a disability are more than five times more likely to declare they have required the support in comparison with those who do not have a disability.



## Dependents

**Data Status:** Data is collected, it can be analysed and presented.

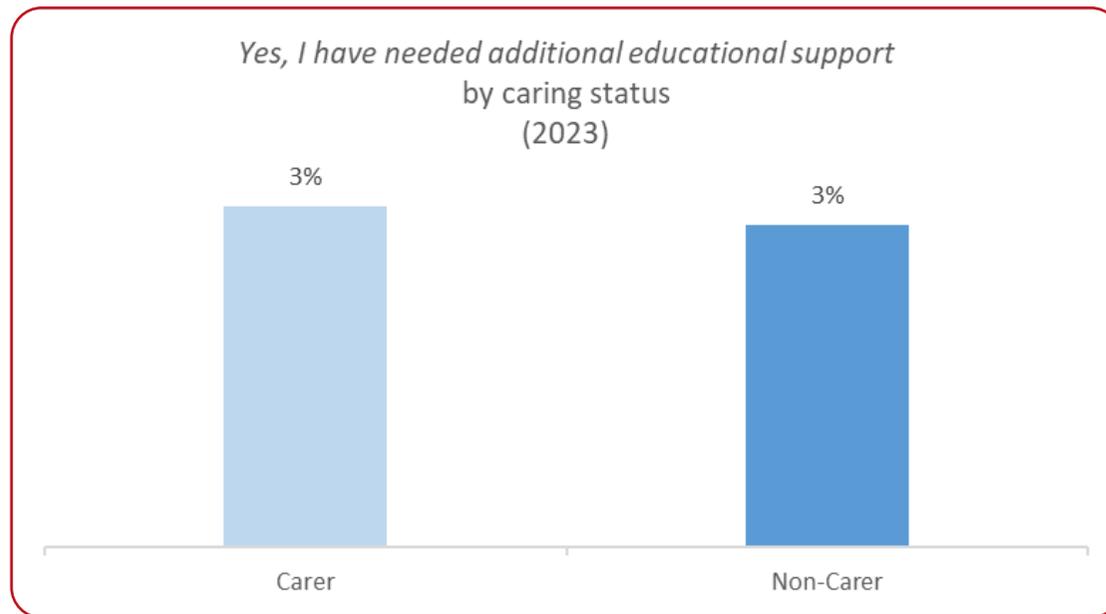
There were no substantial differences between those with dependents (4%) and those without (2%) who declared they have required additional support. However, respondents with no dependents were slightly more likely to declare they have required the support.



### Caring status

**Data Status:** Data is collected, it can be analysed and presented.

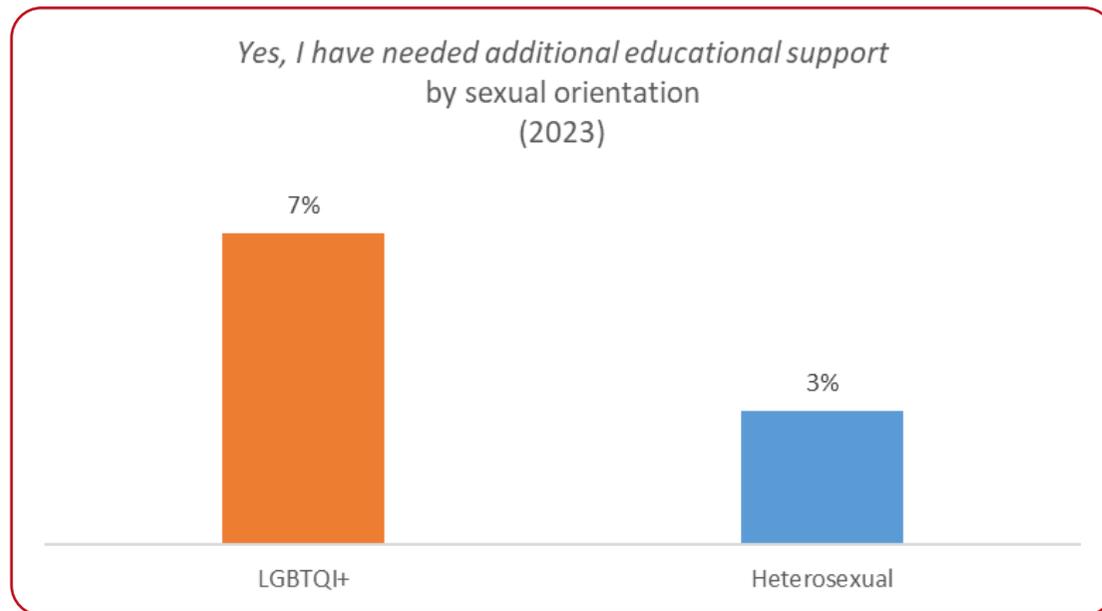
Differences between respondents with caring responsibilities (3%) and those without (3%), who declared they have required additional educational support are marginal.



## Sexual orientation

**Data Status:** Data is collected, it can be analysed and presented.

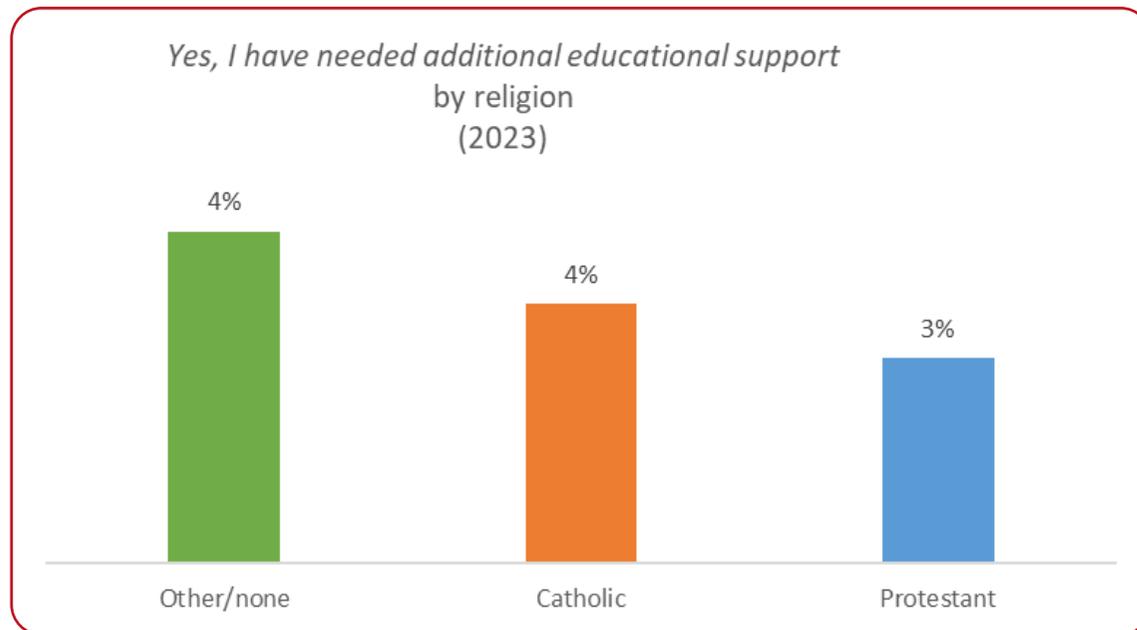
The proportion of LGBTQI+ respondents (7%) who declared they have needed additional educational support were more than double that for heterosexual respondents (3%).



## Religion

**Data Status:** Data is collected, it can be analysed and presented.

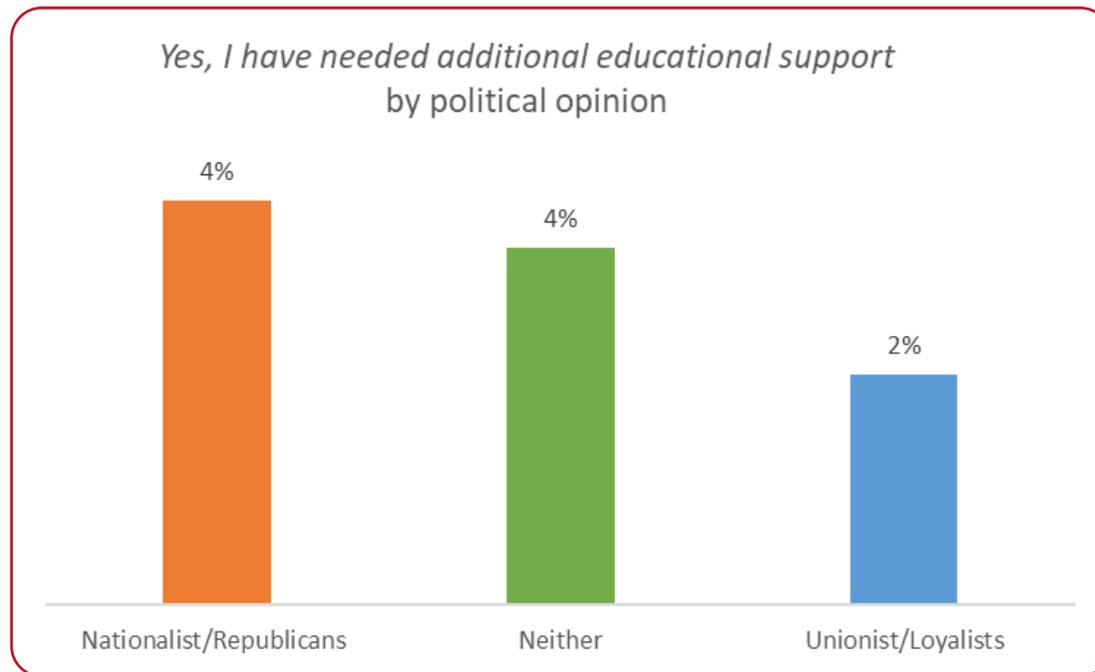
While there were marginal differences between respondents from all religion groups in terms of having needed additional educational support, respondents who declared Other or No religion (4%) were slightly more likely than Catholic (4%) and Protestant (3%) respondents to say that they required the additional educational support.



## Political Opinion

**Data Status:** Data is collected, it can be analysed and presented.

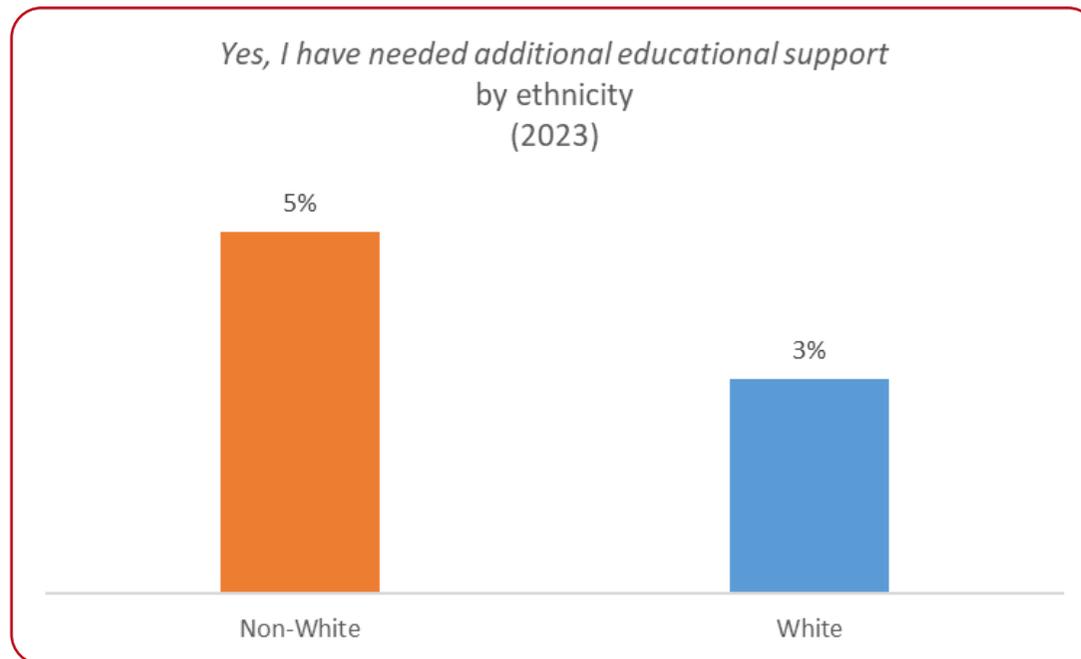
There were marginal differences between Nationalist/Republicans and those of a Neither political opinion (both 4%) who declared they have required additional educational support, in comparison with and Unionist/Loyalist respondents (2%).



## Ethnicity

**Data Status:** Data is collected, it can be analysed and presented.

The percentage of Non-white respondents (5%) who declared they have required additional educational support is slightly higher by two percentage points than the percentage of White respondents (3%) who have declared they needed the support.





Priority Area:

## **Bullying and Stereotyping**

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**No-one should be subjected to prejudice-based bullying and stereotyping in education**

**Population Indicator:** Percentage of children, participants or adults in education who have experienced bullying in an education setting.

**Data Source:** Public Opinion Survey of Equality in Northern Ireland - 2023

**Data Provider:** Equality Commission for Northern Ireland

The data considered for the analysis of this section is gathered from the first year of MENI questions included in the Equality Commission's Public Opinion Survey of Equality in Northern Ireland – 2023, with a sample of 1023 individuals over 16+ covering:

**DEFINITION OF BULLYING.** Bullying can be defined as behaviour that is usually repeated by one or more persons intentionally to hurt, harm or adversely affect the rights and needs of another or others.

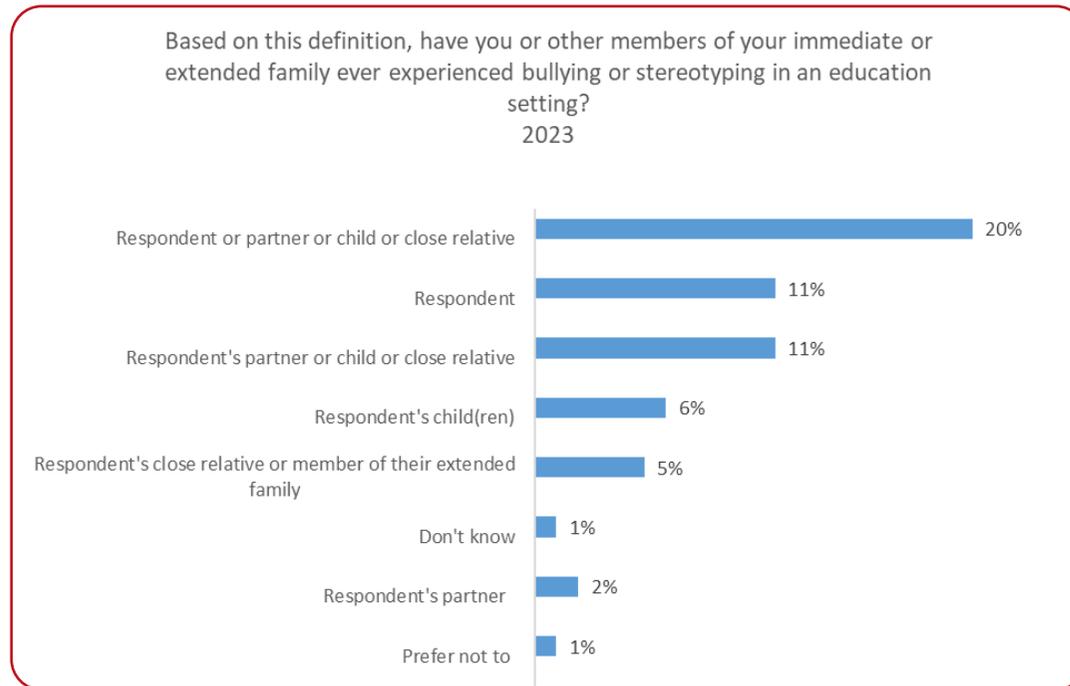
- Based on this definition, have you or other members of your immediate or extended family ever experienced bullying or stereotyping in an education setting?



[ECNI - Public opinion survey - Equality in Northern Ireland \(equalityni.org\)](https://equalityni.org)

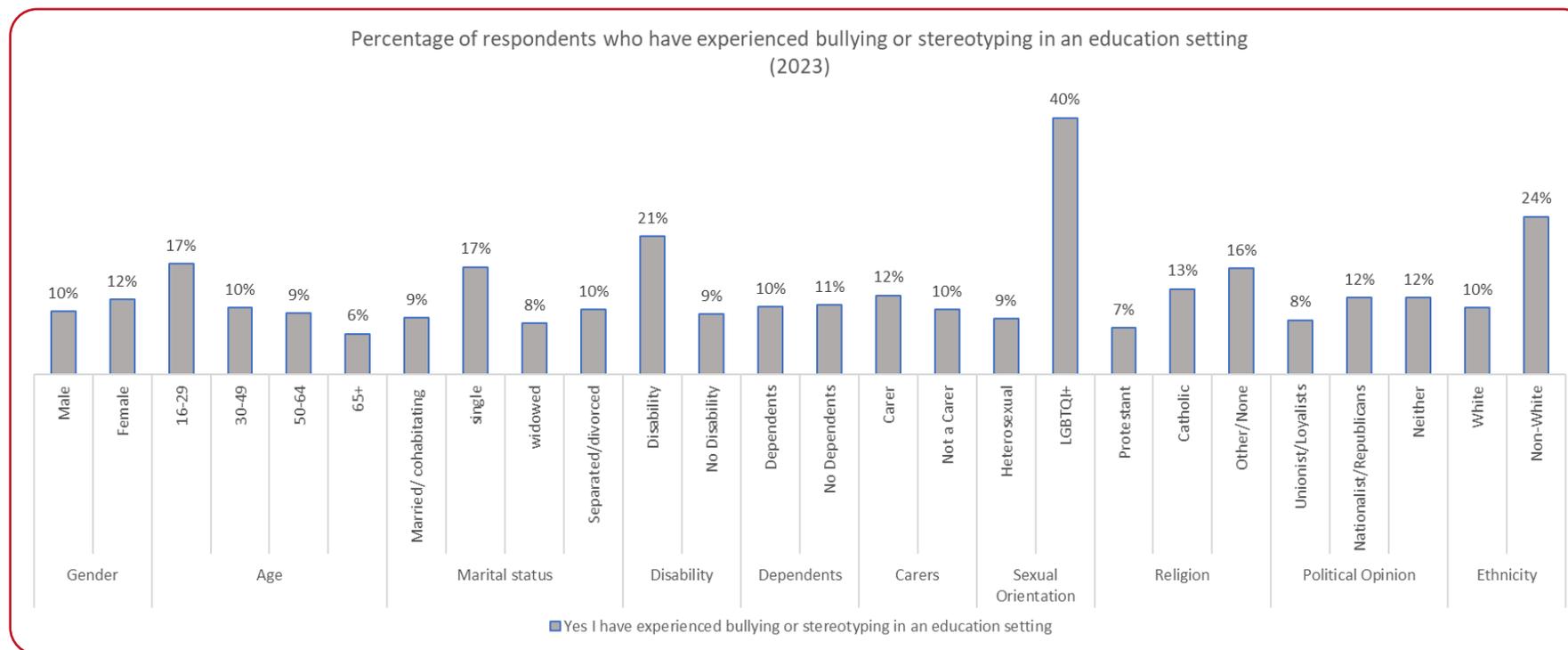
**Overall**

When asked about bullying and having experienced bullying 20% of respondents declared that they or partner of child or close relative have experience bulling and stereotyping in an education setting. 11% of respondents said they had experienced bullying or stereotyping in an education setting. A similar proportion of respondents 11% reported that other family members had experienced bullying or stereotyping in an education setting.



**Summary Across Equality Groups<sup>17</sup>**

Across all equality groups, respondents more likely to declare they have experienced bullying or stereotyping were those who were LGBTQI+ respondents (40%), respondents describing their ethnicity as Non-white (24%), those with a disability (21%), those aged 16-24 (17%), those describing their religion as Other or None (16%), and those who are single (17%) compared with an overall value of 11%.

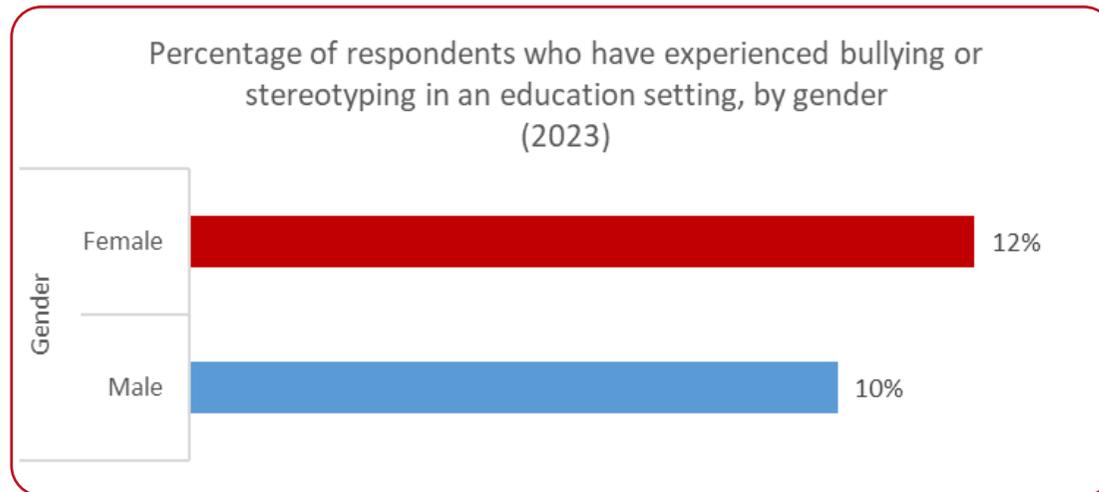


17 There were a number of statistically significant differences: respondents more likely to say they have experienced bullying or stereotyping were those aged 16-24 (17%) compared with other age groups (30-49: 10%; 50-64:9%; 65+: 6%); those with a disability (21%) compared with non-disabled respondents (9%); those describing their religion as other / none (16%) compared to Protestant (7%) and Catholic (13%) respondents; those who are LGBTQI+ respondents (40%) compared to heterosexual respondents (9%), those who are single (17%) compared with those who are married / cohabiting (9%), separated / divorced (10%) or widowed (8%); and those describing their ethnicity as Non-white (24%) compared to those describing their ethnicity as White (10%).

## Gender

**Data Status:** Data is collected, it can be analysed and presented.

Female respondents (12%) were more likely to declare that they had experienced bullying or stereotyping in an education setting than male respondents (10%).

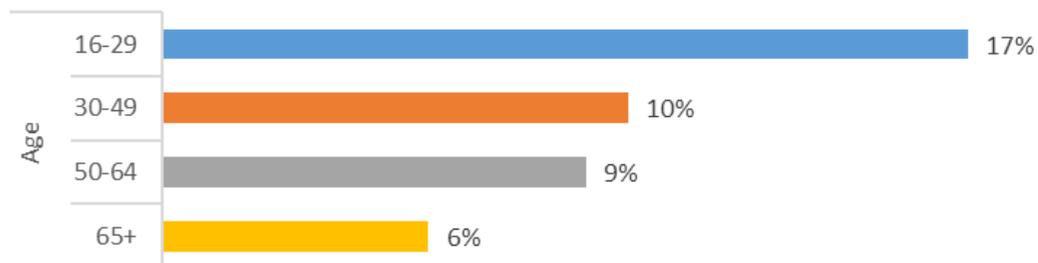


## Age

**Data Status:** Data is collected, it can be analysed and presented.

Respondents of the group age of 16-29 (17%) were the most likely to state they have experienced bullying or stereotyping in an educational setting compared with one in ten respondents of the age group of 30-49 (10%) and respondents of the age group of 50-64 (9%). Less likely to report having experienced bullying were respondents of the age group of 65+ (6%).

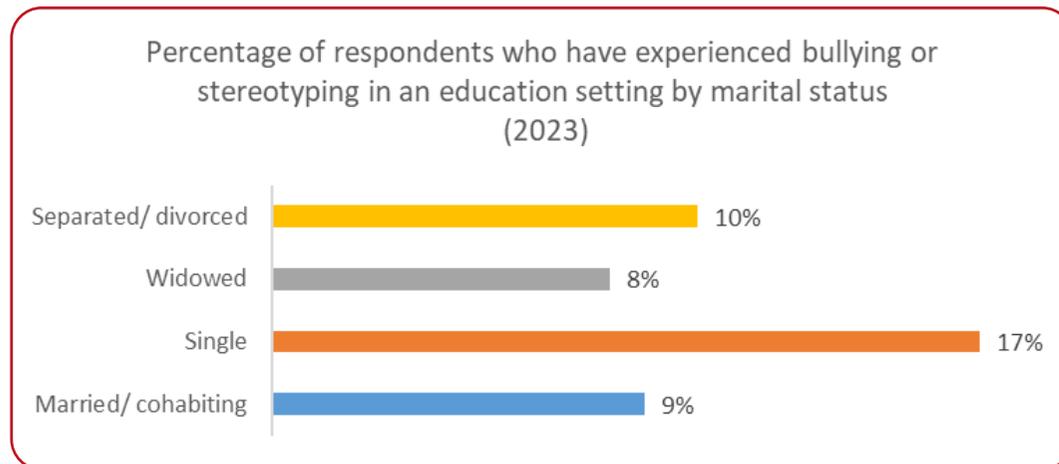
Percentage of respondents who have experienced bullying or stereotyping in an education setting by age (2023)



## Marital status

**Data Status:** Data is collected, it can be analysed and presented.

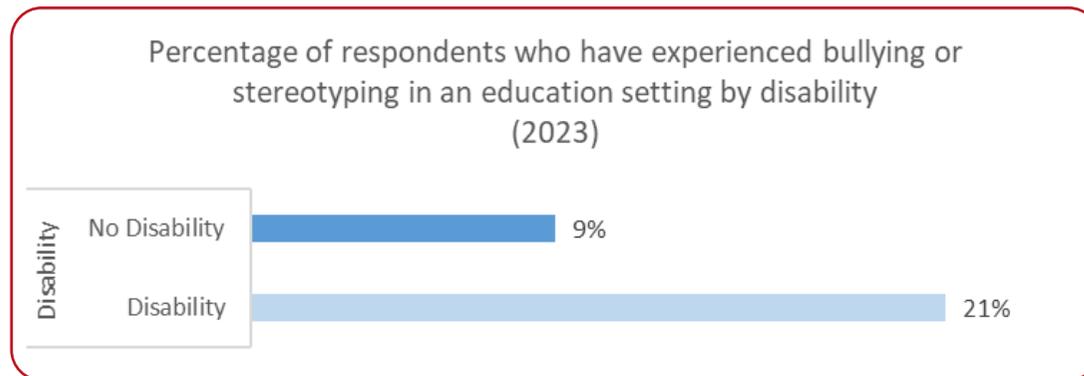
Single respondents (17%) were more likely to state that they have experienced bullying or stereotyping in an educational setting than separated/divorced (10%), married/cohabiting (9%) and widowed (8%).



## Disability

**Data Status:** Data is collected, it can be analysed and presented.

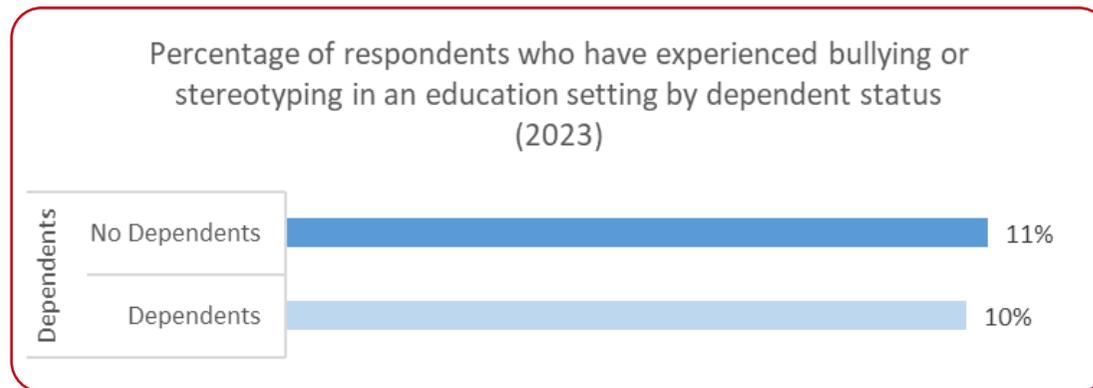
More than twice as many respondents with a disability (21%) than those without (9%) declared that they have experienced bullying or stereotyping in an educational setting



### Dependents status

**Data Status:** Data is collected, it can be analysed and presented.

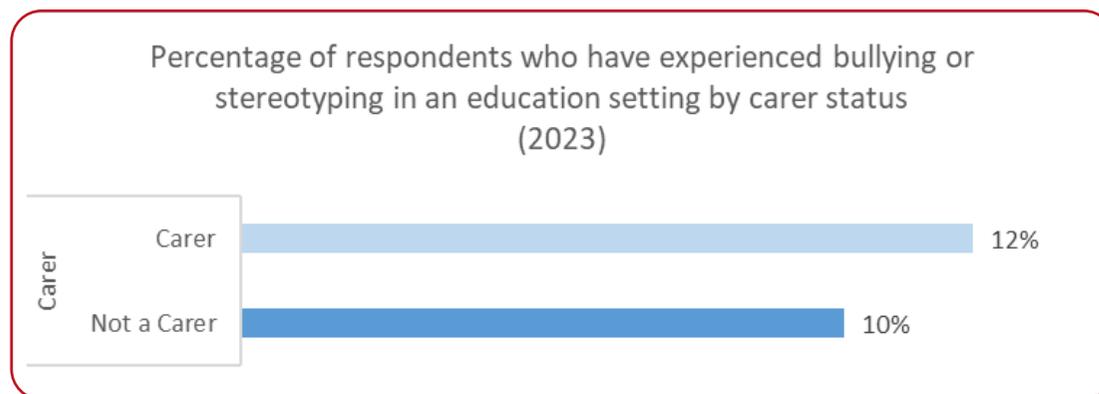
There were marginal differences between respondents with dependents (10%) and those without dependents (11%) who declared they have experienced bullying or stereotyping in an educational setting.



### Carer status

**Data Status:** Data is collected, it can be analysed and presented.

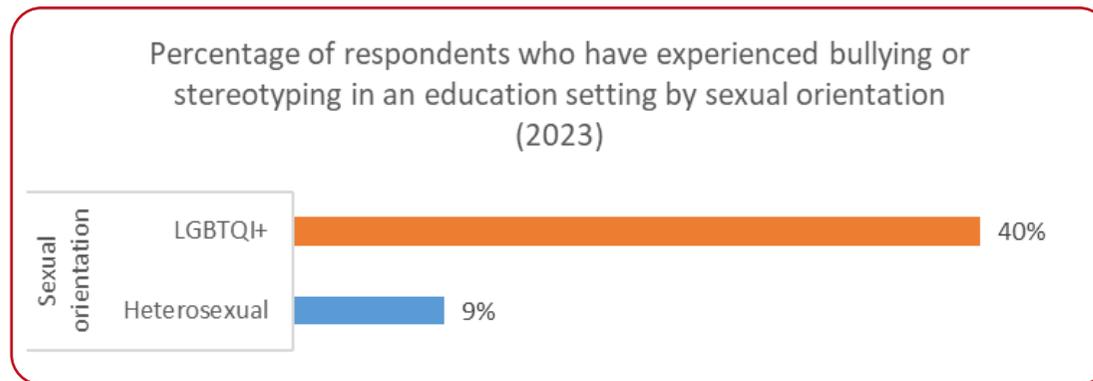
The percentage of respondents with carer responsibilities (12%) who declared they have experienced bullying or stereotyping in an educational setting was slightly higher than for respondents who were not carers (10%).



## Sexual Orientation

**Data Status:** Data is collected, it can be analysed and presented.

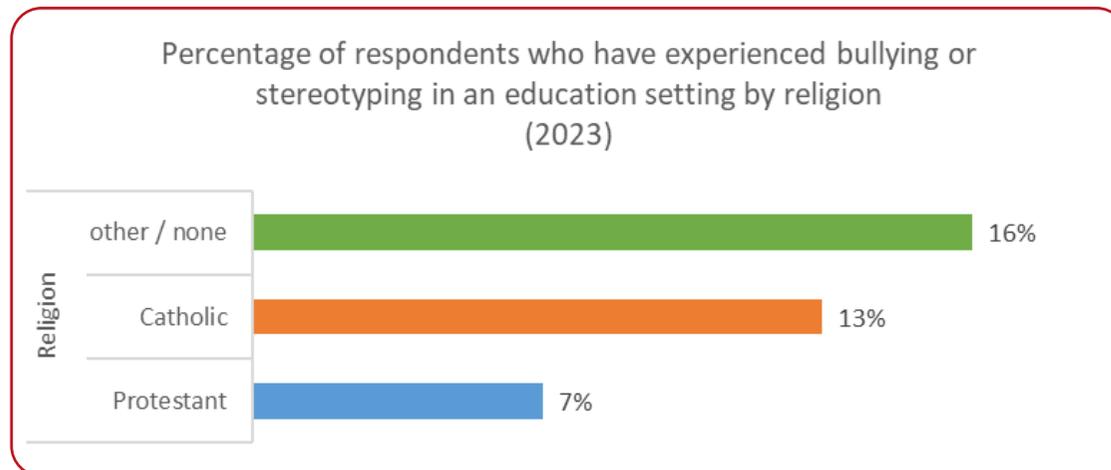
LGBTQI+ respondents (40%) were four times more likely to declare that they have experienced bullying or stereotyping in an educational setting than heterosexual respondents (9%).



## Religion

**Data Status:** Data is collected, it can be analysed and presented.

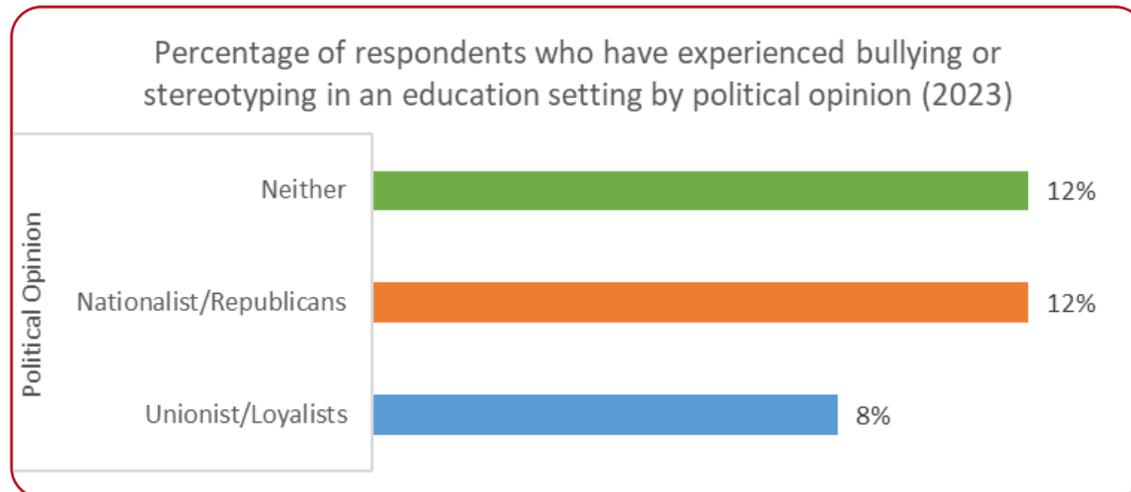
Respondents with Other or No religion (16%) were more inclined to state that they have experienced bullying or stereotyping in an educational setting than Catholic respondents (13%), with a substantial difference of more than twice as many as Protestant respondents (7%).



## Political Opinion

**Data Status:** Data is collected, it can be analysed and presented.

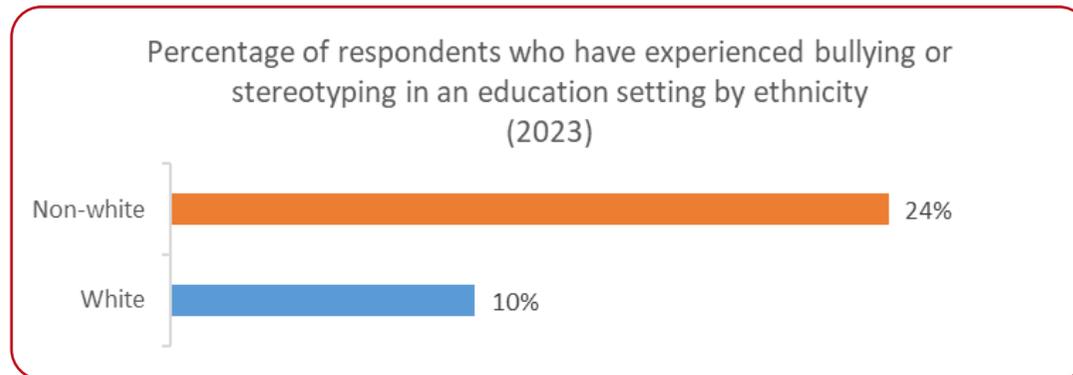
Those with Neither political opinion (12%) and Nationalist/Republicans (12%) were more likely to declare they have experienced bullying in comparison with Unionist/Loyalist respondents (8%).



## Ethnicity

**Data Status:** Data is collected, it can be analysed and presented.

The percentage of respondents who declared they have experienced bullying or stereotyping in an educational setting was more than double for Non-white (24%) respondents than for White respondents (10%).





Priority Area:

## Sharing in Education

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Children and young people are taught together via a shared curriculum in shared classes

**Population Indicator:** Percentage of children and young people from different religion/community background, gender, SEN, newcomer status, and FSM by school type in primary and post-primary school

**Data Source:** NI school census

**Data Provider:** Department of Education Statistics

 [School enrolments | Department of Education \(education-ni.gov.uk\)](#)

**Population Indicator:** Percentage of Children /young people participating in Shared Education

**Data Source:** Young Life and Times (YLT) Survey

**Data Provider:** ARK Queens University- Ulster University

 [YLT | ARK - Access Research Knowledge](#)

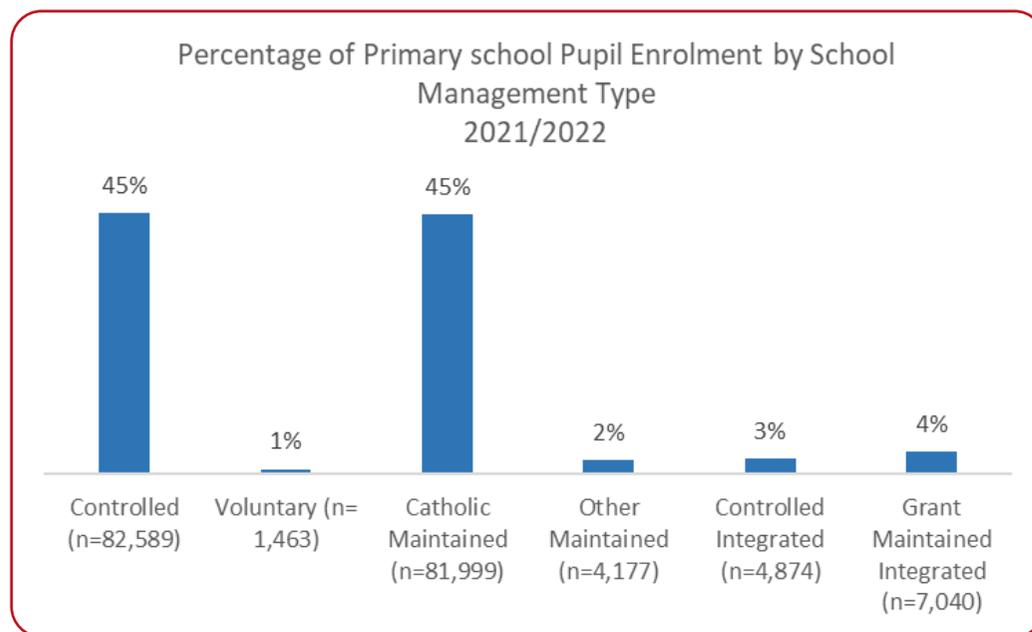
**Population Indicator:** Percentage of children and young people from different religion/community background, gender, SEN, newcomer status, and FSM by school type in primary and post-primary school - *Primary school*

**Data Source:** NI school census

**Data Provider:** Department of Education Statistics

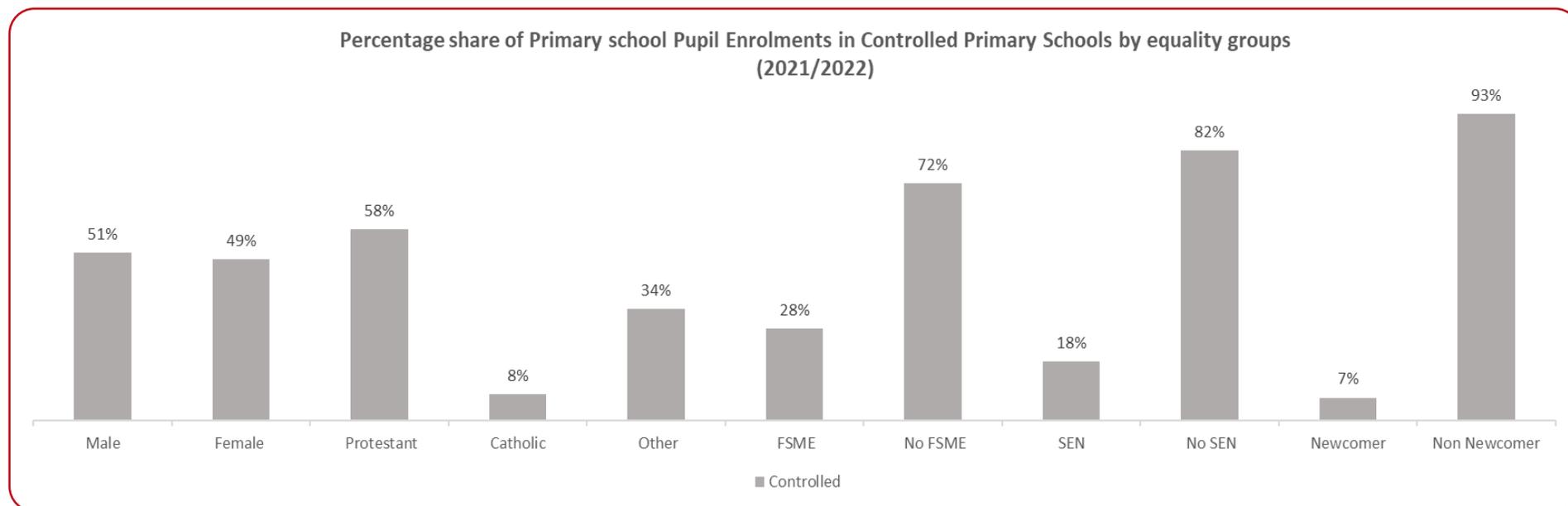
**Overall**

In the academic year of 2021/2022, most primary school pupils attended Controlled (45%) and Catholic maintained (45%) primary schools. Four out of ten pupils (4%) attended GMI (Grant Maintained Integrated Primary Schools), three percent of pupils (3%) attended Controlled Integrated Primary schools, two percent (2%) attended other maintained primary schools and one percent of pupils attended voluntary primary schools.



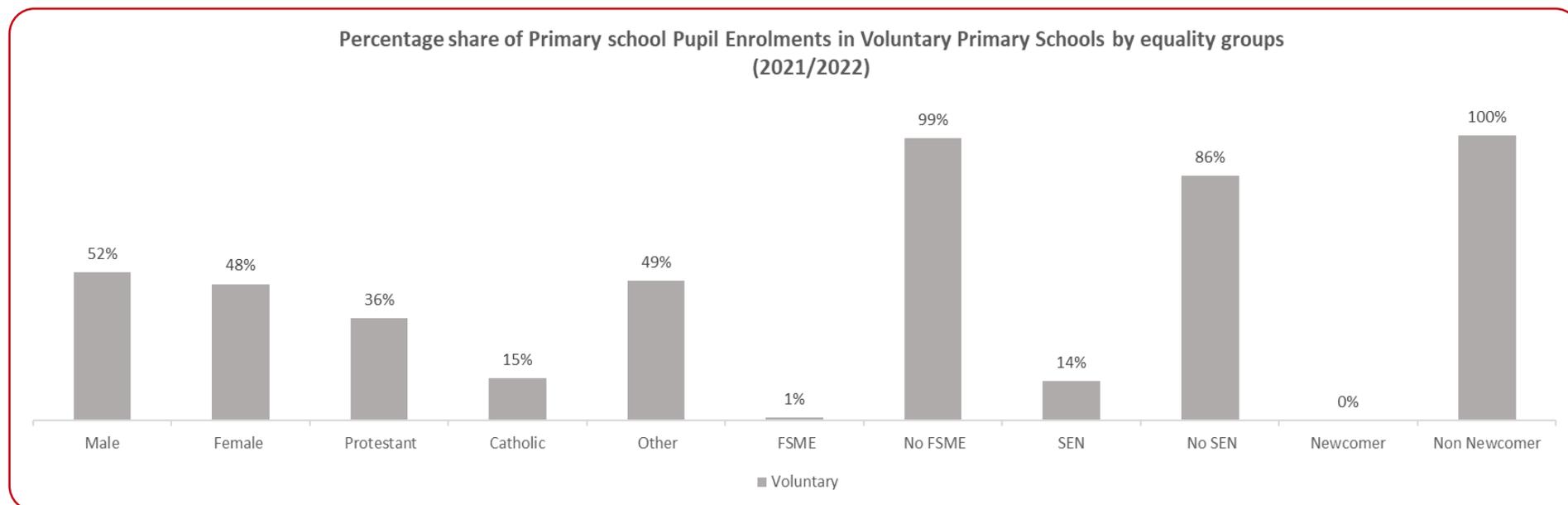
**Summary Across Equality Groups – Percentage shares of primary school enrolments in Controlled primary schools by equality groups**

Across the equality groups, the highest percentage shares of pupils enrolled in **Controlled** primary schools in 2021/2022 was for male pupils (51%) in comparison with female pupils (49%), Protestant (58%) in comparison with Catholic (8%) and Other religion (34%) pupils, pupils not entitled of FSMs (72%) in comparison with pupils entitled to FSMs (28%), pupils with No SEN (82%) in comparison with pupils with SEN (18%), and non-newcomer pupils (93%) in comparison with Newcomer pupils (7%).



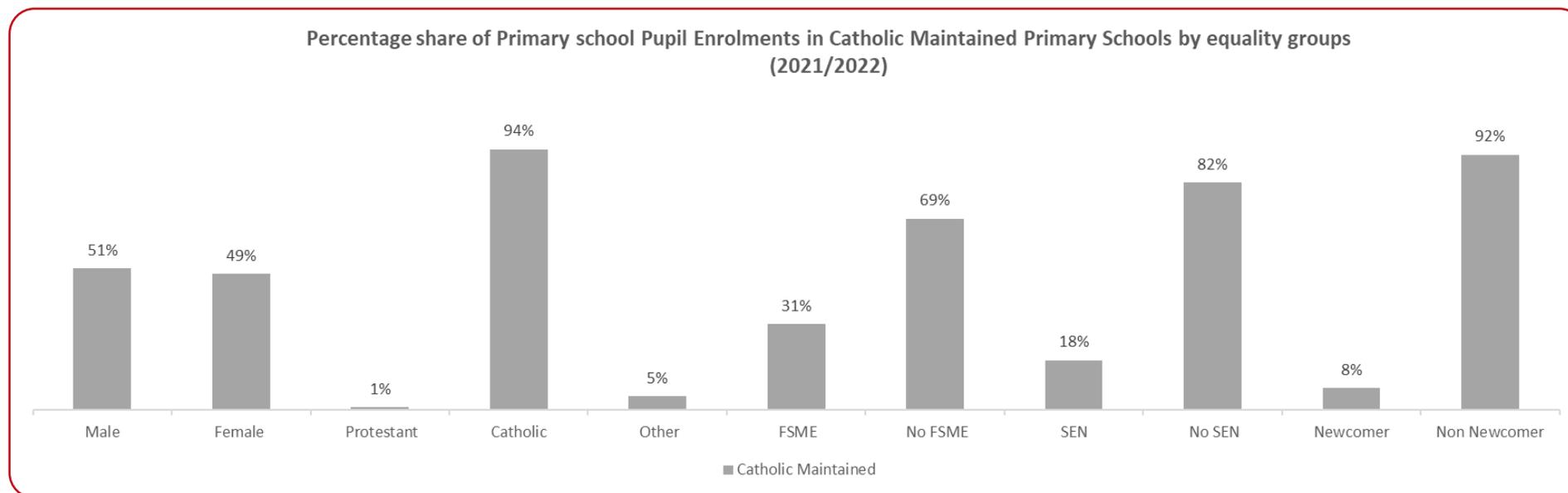
**Summary Across Equality Groups - Percentage shares of primary school enrolments in Voluntary primary schools by equality groups**

Across the equality groups, the highest percentage shares of pupils enrolled in **Voluntary** primary schools in 2021/2022 was for male pupils (52%) in comparison with female pupils (48%), pupils with Other or No religion (49%) in comparison with Protestant (36%) and Catholic (15%) pupils, pupils not entitled of FSMs (99%) in comparison with pupils entitled to FSMs (1%), pupils with No SEN (86%) in comparison with pupils with SEN (0%), and Non-newcomer pupils (100%) in comparison with Newcomer pupils (0%).



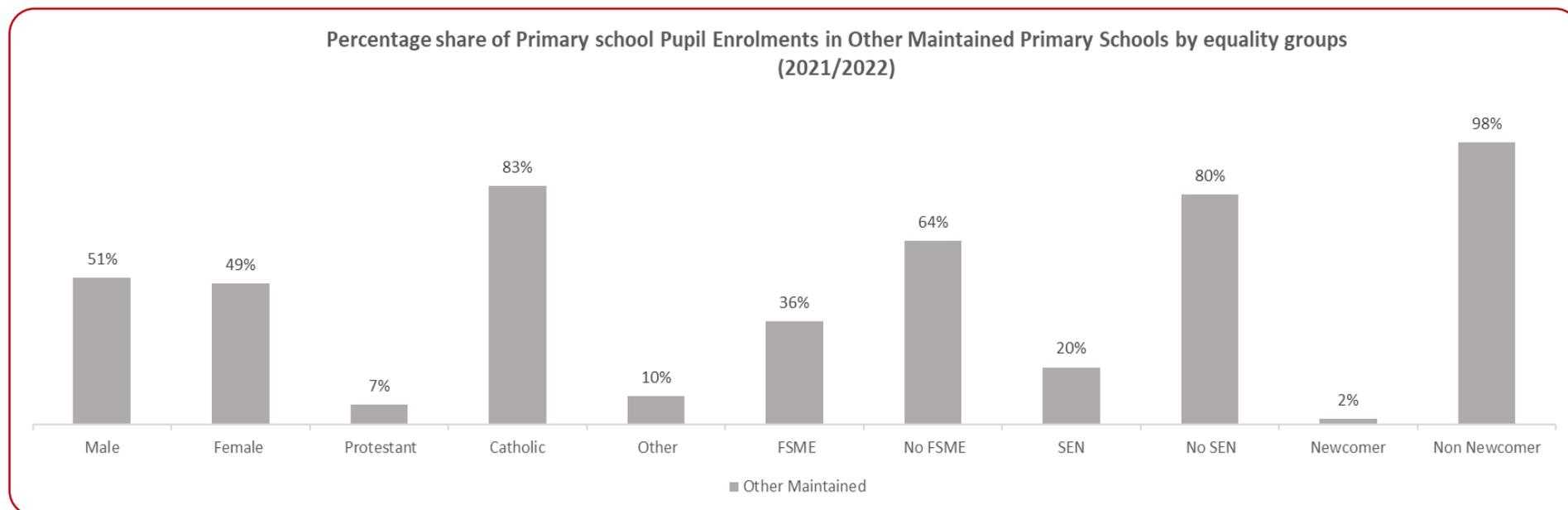
**Summary Across Equality Groups - Percentage shares of primary school enrolments in Catholic Maintained primary schools by equality groups**

Across the equality groups, the highest percentage shares of pupils enrolled in **Catholic Maintained** primary schools in 2021/2022 were for male pupils (51%) in comparison with female pupils (49%), Catholic pupils (94%) in comparison with Protestant (1%) and Other religion (5%) pupils, pupils not entitled of FSMs (69%) in comparison with pupils entitled to FSMs (31%), pupils with No SEN (82%) in comparison with pupils with SEN (18%), and Non-newcomer pupils (92%) in comparison with Newcomer pupils (8%).



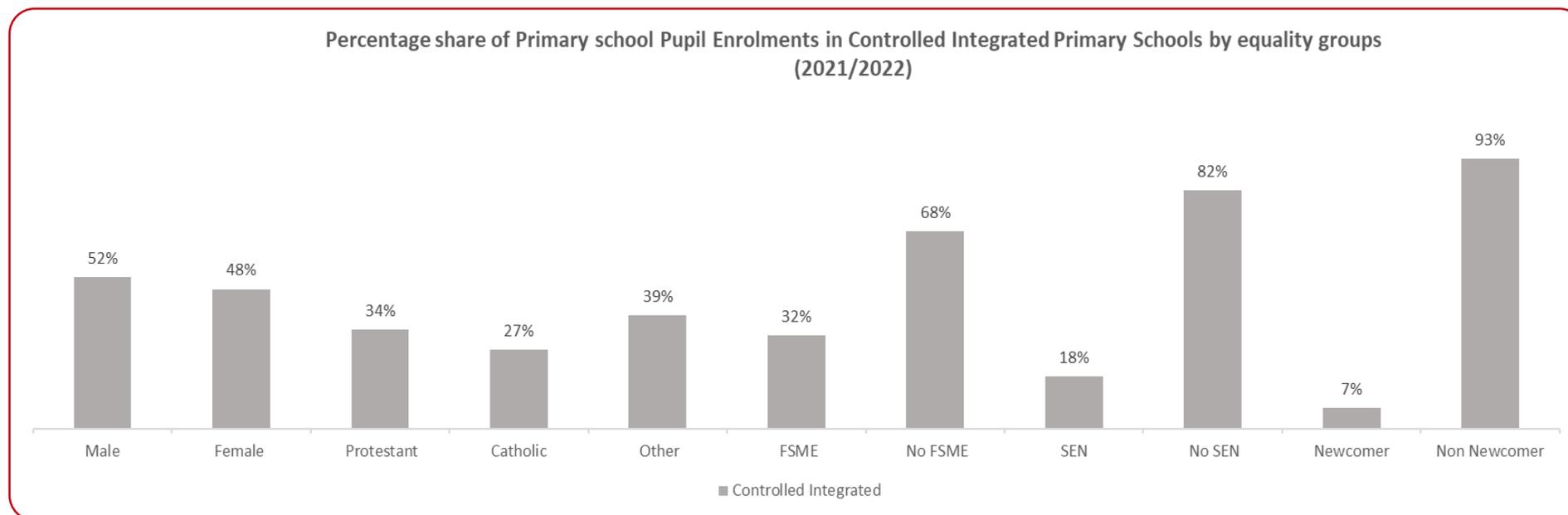
**Summary Across Equality Groups - Percentage shares of primary school enrolments in Other Maintained primary schools by equality groups**

Across the equality groups, the highest percentage shares of pupils enrolled in **Other Maintained** primary schools in 2021/2022 were male pupils (51%) in comparison with female pupils (49%), Catholic pupils (83%) in comparison with Protestant (7%) and Other religion (10%) pupils, pupils not entitled of FSMs (64%) in comparison with pupils entitled to FSMs (36%), pupils with No SEN (80%) in comparison with pupils with SEN (20%), and Non-newcomer pupils (98%) in comparison with Newcomer pupils (2%).



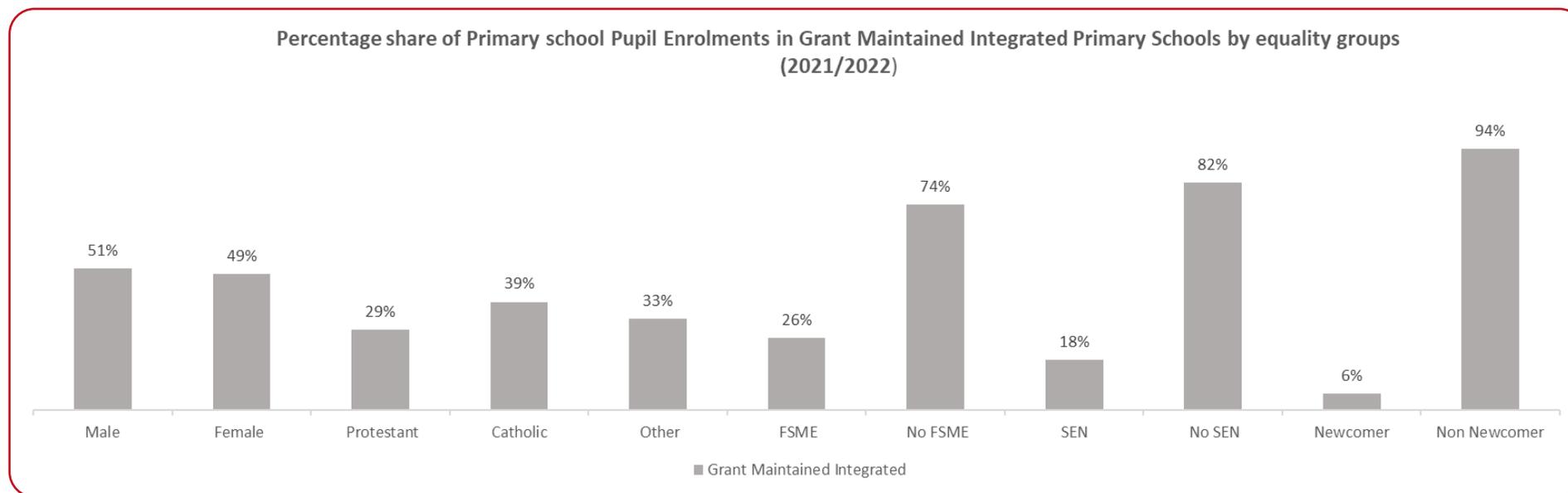
**Summary Across Equality Groups - Percentage shares of primary school enrolments in Controlled Integrated primary schools by equality groups**

Across the equality groups, the highest percentage shares of pupils enrolled in **Controlled Integrated** primary schools in 2021/2022 were for male pupils (52%) in comparison with female pupils (48%), Other religion (39%) pupils in comparison with Protestant (34%) and Catholic (27%) pupils, pupils not entitled of FSMs (68%) in comparison with pupils entitled to FSMs (32%), pupils with No SEN (82%) in comparison with pupils with SEN (18%), and Non-newcomer pupils (93%) in comparison with Newcomer pupils (7%).



**Summary Across Equality Groups - Percentage shares of primary school enrolments in Grant Maintained Integrated primary schools by equality groups**

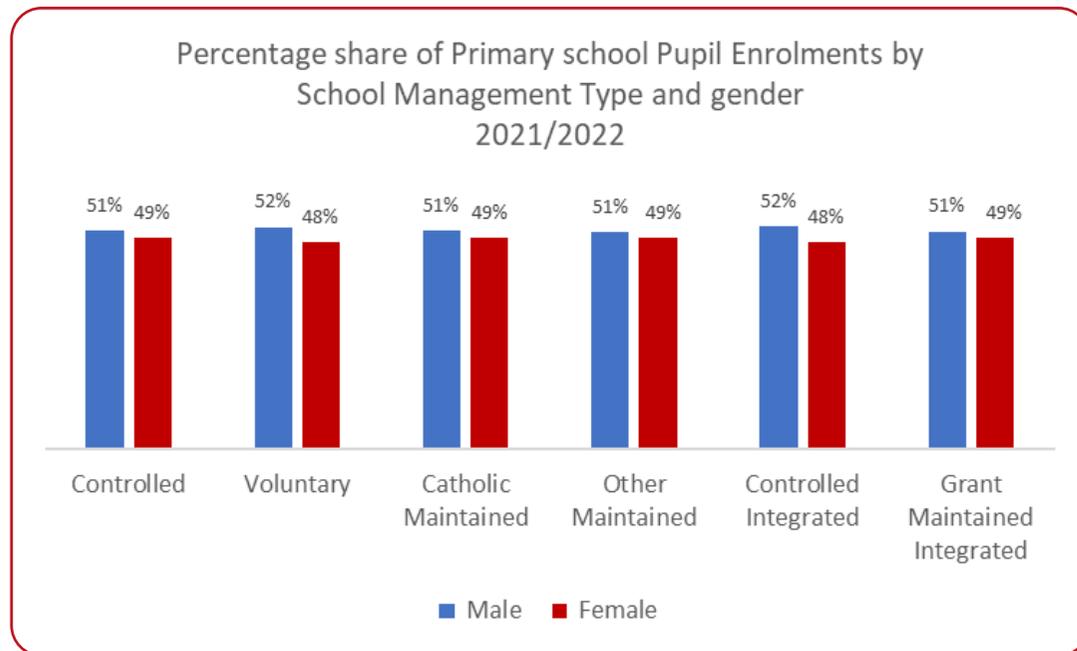
Across the equality groups, the highest percentage shares of pupils enrolled in **Grant Maintained Integrated** Primary schools in 2021/2022 were male pupils (51%) in comparison with female pupils (49%), Catholic (39%) in comparison with pupils from Other religion (33%) and Protestant (29%) pupils, pupils not entitled of FSMs (74%) in comparison with pupils entitled to FSMs (26%), pupils with No SEN (82%) in comparison with pupils with SEN (18%), Non-newcomer pupils (94%) in comparison with Newcomer pupils (6%).



Gender

**Data Status:** Data is collected, it can be analysed and presented.

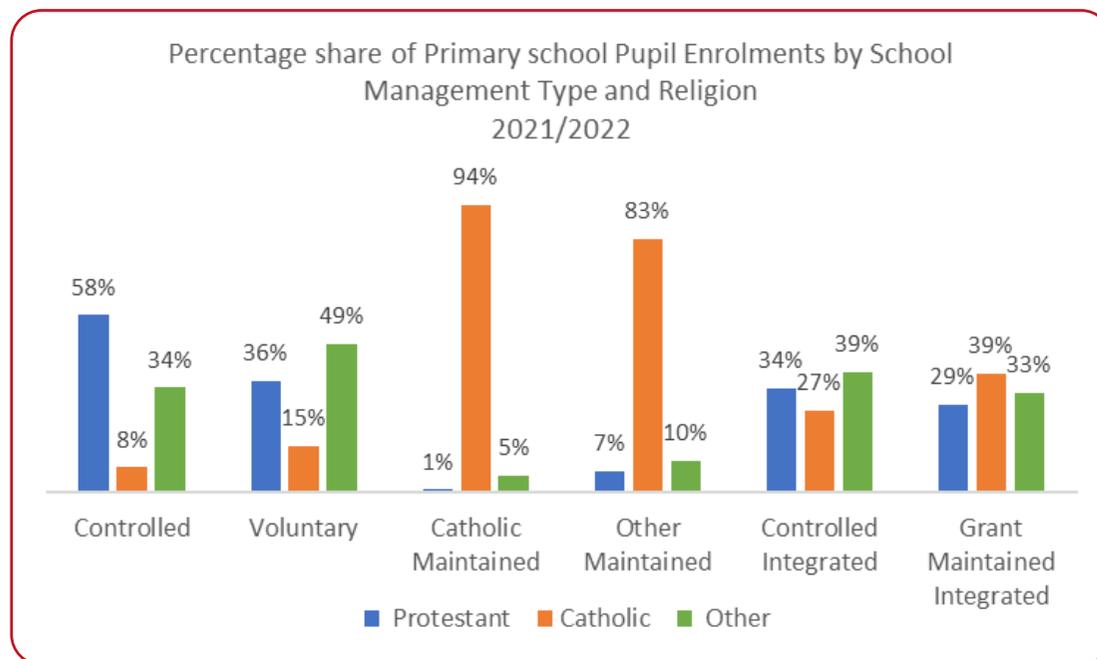
There were no substantial differences in the percentage shares of female and male pupils enrolled in primary schools by school management type. The percentages of male pupils in all type of management schools were slightly over the percentages of female pupils.



### Religion

**Data Status:** Data is collected, it can be analysed and presented.

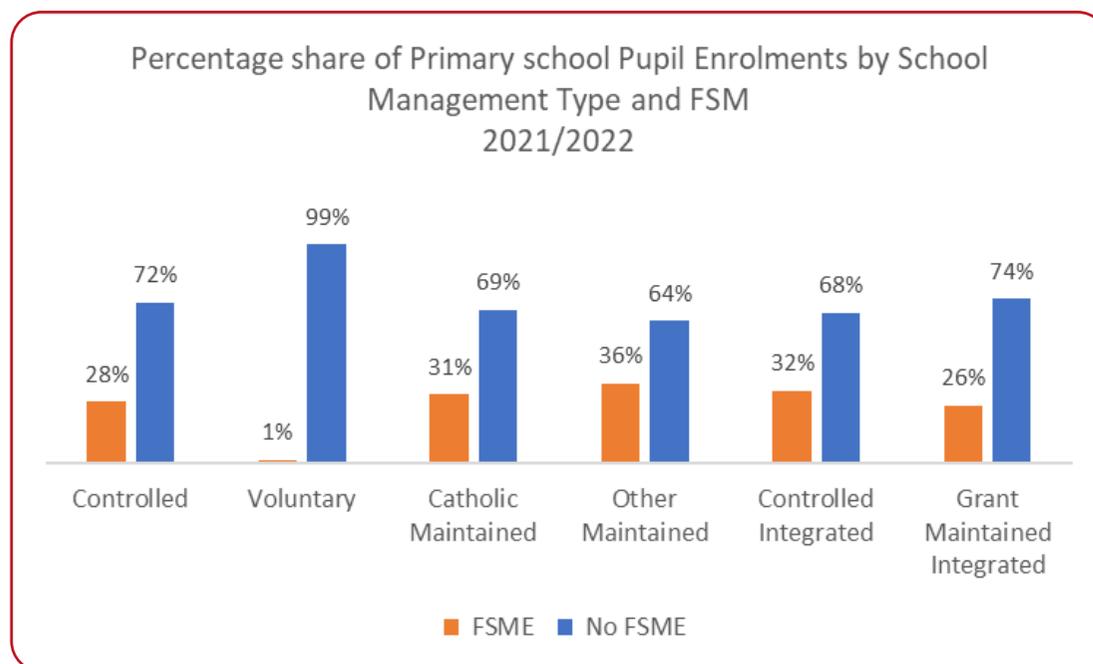
Across all the school management types, there were considerable differences in the religion background percentage share compositions of the pupils. The data showed that the percentage share of protestants pupils (58%) enrolled in controlled schools was higher than the percentage share of Catholics (8%). A similar trend was evident in Voluntary schools where the percentage share of Protestants (36%) was more than double that of Catholics (15%). Primary Catholic Maintained schools present the opposite trend, where the percentage share of Catholic pupils (94%) was substantially higher than the percentage share of Protestant pupils (1%) and pupils from Other or No religion (5%). Similarly, in Other Primary Maintained schools, the percentage share of Catholic pupils (83%) was also remarkably higher than the percentage shares of Protestant pupils (7%) and pupils from Other religion (10%). The proportion of pupils from Catholic, Protestant and Other religion in Primary Controlled Integrated and Grant Maintained Integrated schools was more balanced than the other schools management types.



### Free School Meals Entitlement (FSME)

**Data Status:** Data is collected, it can be analysed and presented.

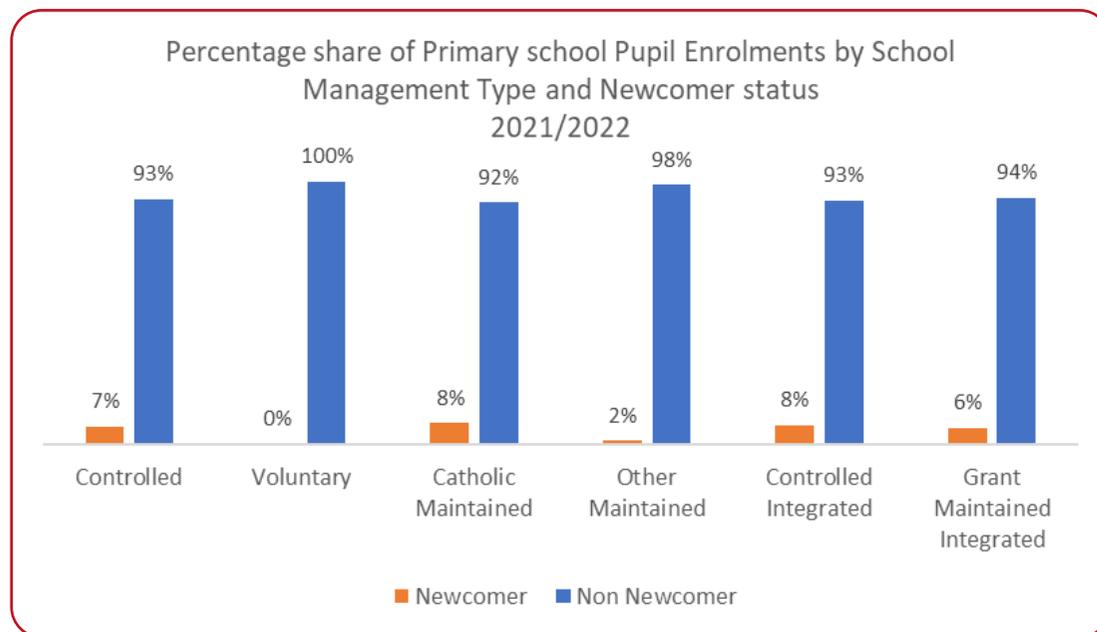
When considering the intake of primary school pupils by FSME, except Voluntary primary schools, all primary school management types had similar percentage shares of pupils entitled to FSMs with the highest percentage in Other Maintained (35.9%) and the lowest at the Grant Maintained Integrated (26%).



**Newcomer Status**

**Data Status:** Data is collected, it can be analysed and presented.

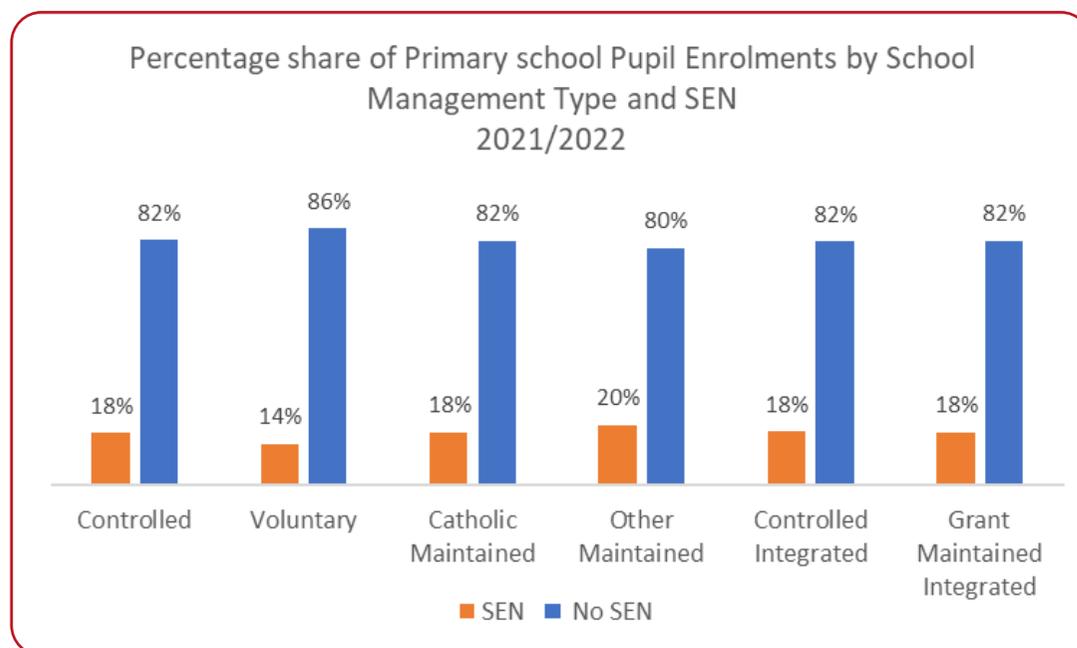
The percentage shares of newcomer pupils in primary schools of all management types remains lower than the percentage shares of non-newcomer pupils but this is more evident in Voluntary (0.4%) and Other Maintained (2%) primary schools in comparison with Catholic Maintained (8%) and Controlled integrated (8%) schools which had the highest intakes of newcomer pupils followed by Controlled (7%) and Grant Maintained integrated (6%) primary schools.



### Special Educational Needs (SEN)

**Data Status:** Data is collected, it can be analysed and presented.

The percentages share of pupils with special education needs (SEN) in Other maintained primary schools (20%) was slightly higher than the percentage shares of pupils with SEN in Controlled, Catholic maintained, Controlled Integrated and Grant maintained Integrated (18% for all). Voluntary schools had the lowest percentage share of pupils with SEN (14%) of all primary schools management types.



Education

1 of 6 Areas of Life

**Dependents**

Data Status: Data is not collected.

**Caring status**

Data Status: Data is not collected.

**Political opinion**

Data Status: Data is not collected.

**Population Indicator:** Percentage of children and young people from different religion/community background, gender, SEN, newcomer status, and FSM by school type in primary and post-primary school - *Post Primary schools*

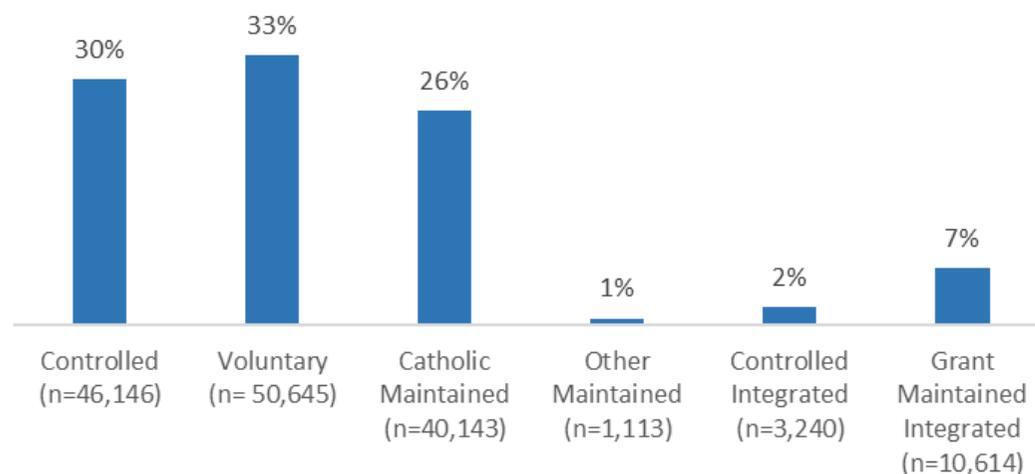
**Data Source:** NI school census

**Data Provider:** Department of Education Statistics

### Overall

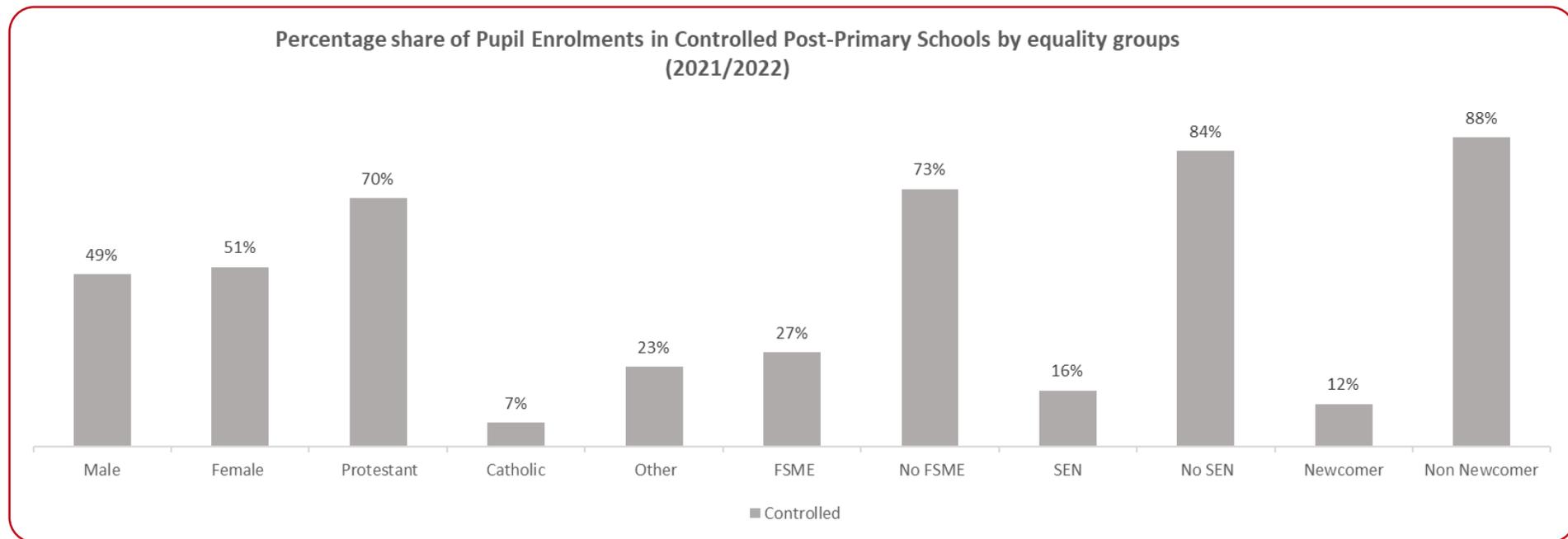
In the academic year 2021/2022, similar proportions of pupils were enrolled in Voluntary (33%) and Controlled (30%) post-primary schools. Slightly over a quarter of pupils were enrolled in Catholic Maintained post-primary schools (26%). The percentage of pupils who attended Grant Maintained Integrated schools was 7%, while 2% attended Controlled Integrated schools and 1% attended Other Maintained post-primary schools.

Percentage of Post-Primary school Pupil Enrolment by School Management Type  
2021/2022



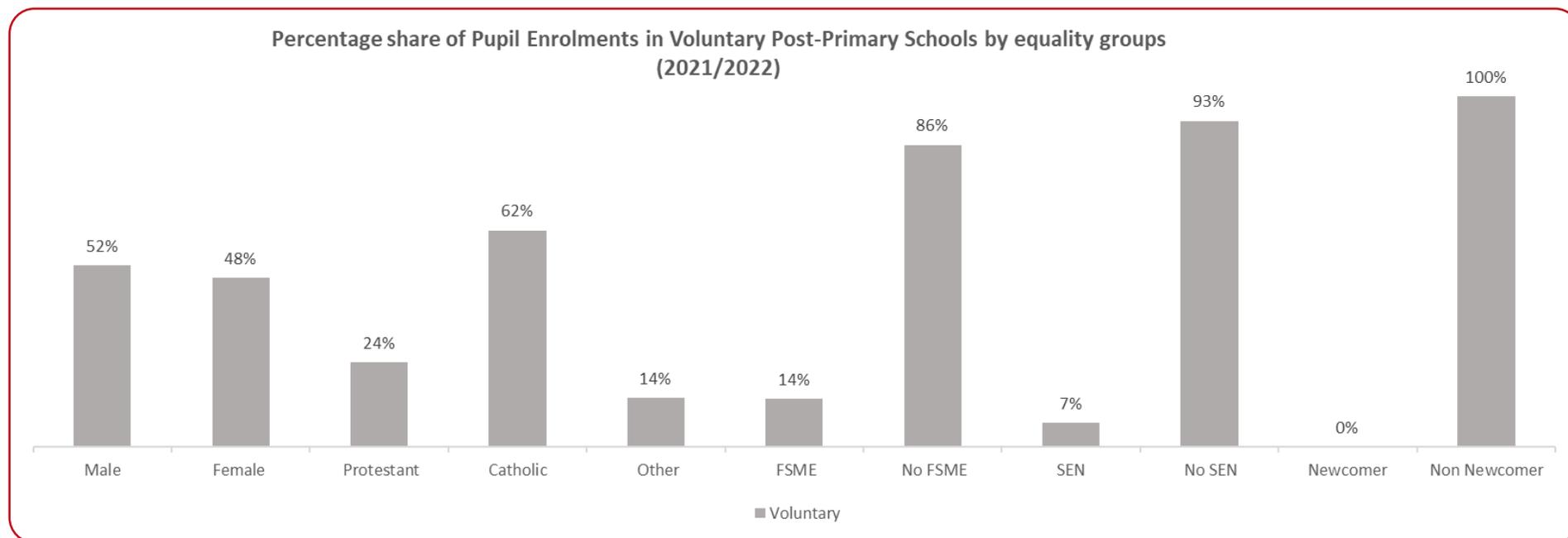
**Summary Across Equality Groups - Percentage shares of post-primary school enrolments in Controlled post-primary schools by equality groups**

Across equality groups, the highest percentage shares of pupils enrolled in **Controlled** Post-Primary schools in 2021/2022 were for female pupils (51%) compared with male pupils (49%), Protestant (70%) pupils compared with Other religion (23%) and Catholic (7%) pupils, pupils not entitled of FSMs (73%) in comparison with pupils entitled to FSMs (27%), pupils with No SEN (84%) in comparison with pupils with SEN (16%), and Non-newcomer pupils (84%) in comparison with Newcomer pupils (12%).



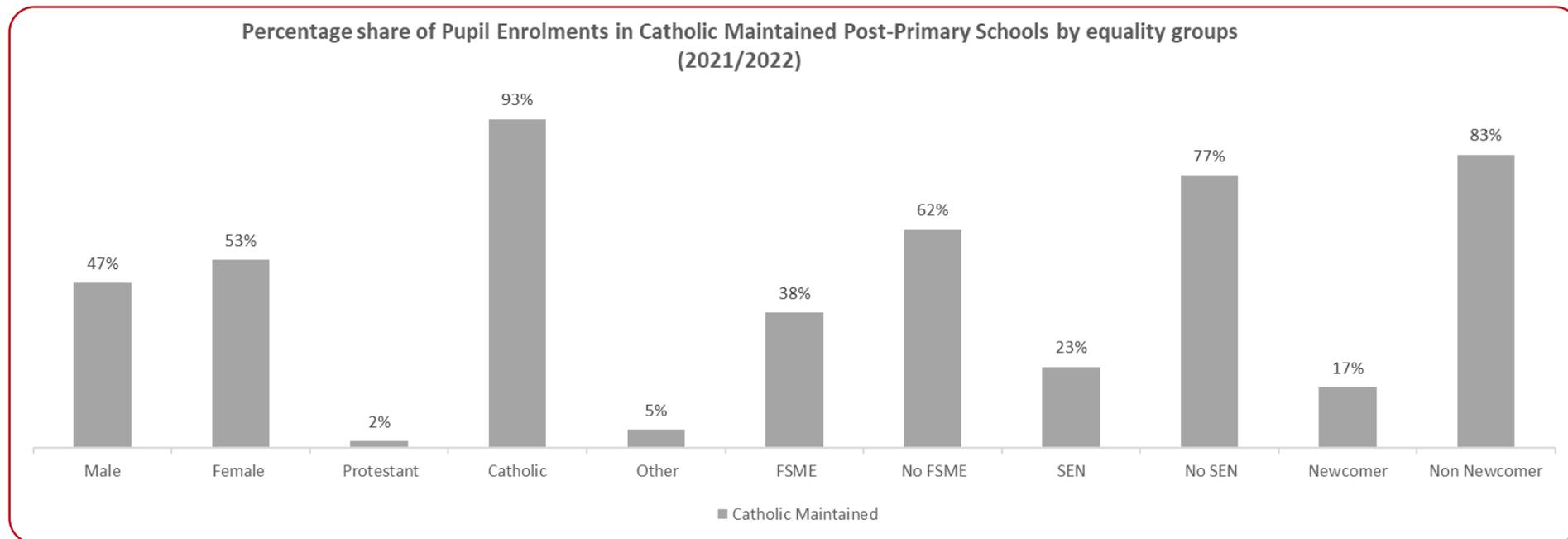
**Summary Across Equality Groups - Percentage shares of post-primary school enrolments in Voluntary post-primary schools by equality groups**

Across the equality groups, the highest percentage shares of pupils enrolled in **Voluntary** Post-Primary schools in 2021/2022 were for male pupils (52%) in comparison with female pupils (48%), Catholic (62%) pupils compared with Protestant (24%) and Other religion (14%) pupils, pupils not entitled of FSMs (86%) in comparison with pupils entitled to FSMs (14%), pupils with No SEN (93%) compared with pupils with SEN (7%), and Non-newcomer pupils (100%) in comparison with Newcomer pupils (0%).



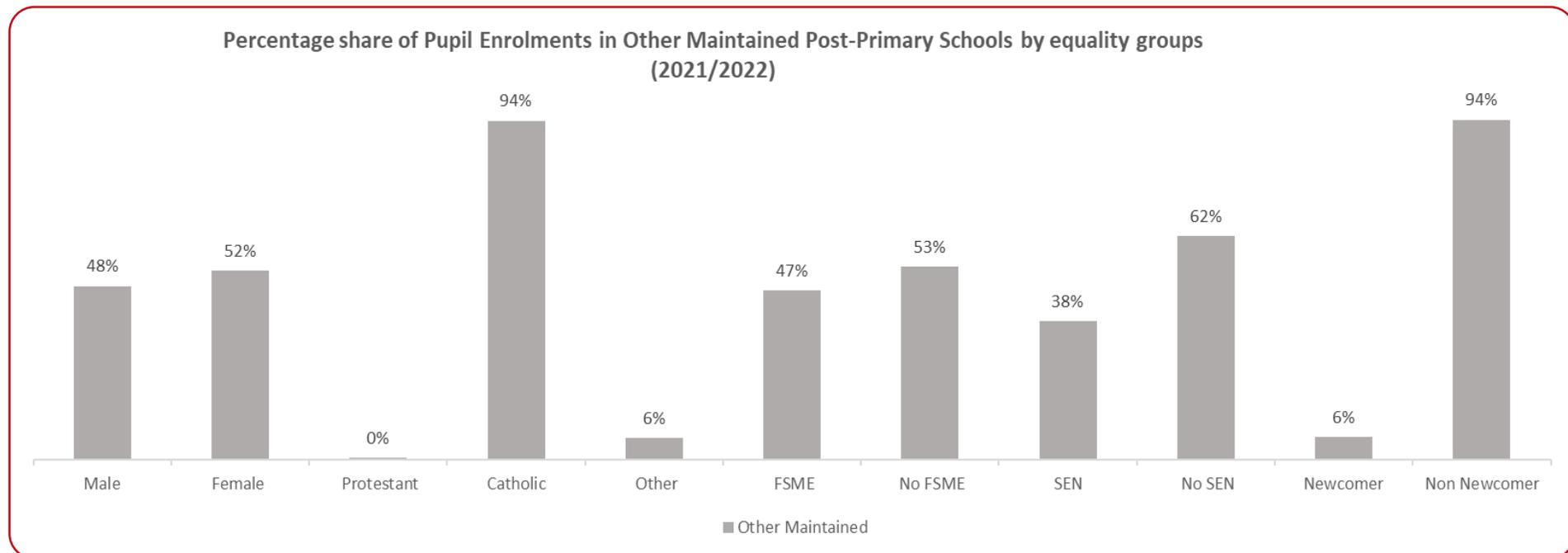
**Summary Across Equality Groups - Percentage shares of post-primary school enrolments in Catholic Maintained post-primary schools by equality groups**

Across equality groups, the highest percentage shares of pupils enrolled in **Catholic Maintained** Post-Primary schools in 2021/2022 were for female pupils (53%) in comparison with male pupils (47%), Catholic (93%) pupils in comparison with Protestant (2%) and Other religion (5%) pupils, pupils not entitled of FSMs (62%) in comparison with pupils entitled to FSMs (38%), pupils with No SEN (77%) in comparison with pupils with SEN (23%), Non-newcomer pupils (83%) in comparison with Newcomer pupils (17%).



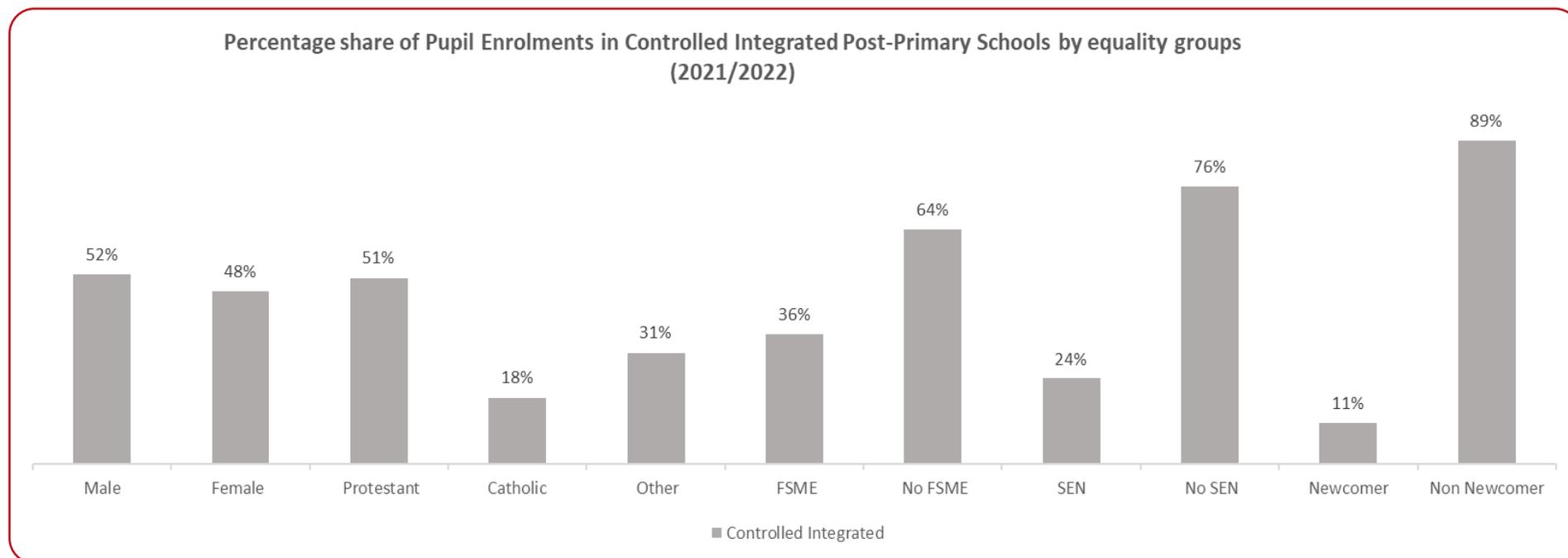
**Summary Across Equality Groups - Percentage shares of post-primary school enrolments in Other Maintained post-primary schools by equality groups**

Across equality groups, the highest percentage shares of pupils enrolled in **Other Maintained** Post-Primary schools in 2021/2022 were for female pupils (52%) in comparison with male pupils (48%), Catholic (92%) pupils in comparison with Protestant (0%) and Other religion (6%) pupils, pupils not entitled of FSMs (53%) in comparison with pupils entitled to FSMs (47%), pupils with No SEN (62%) in comparison with pupils with SEN (38%), and Non-newcomer pupils (94%) in comparison with Newcomer pupils (6%).



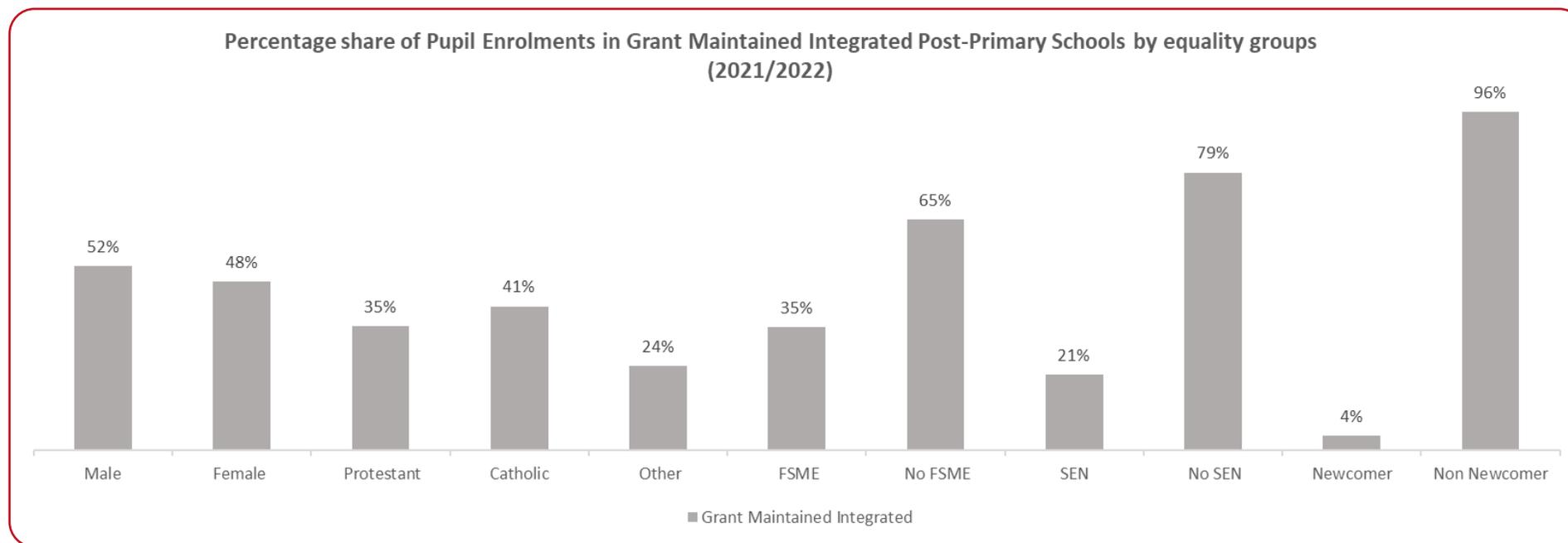
**Summary Across Equality Groups - Percentage shares of post-primary school enrolments in Controlled Integrated post-primary schools by equality groups**

Across equality groups, the highest percentage shares of pupils enrolled in **Controlled Integrated** Post-Primary schools in 2021/2022 were for male pupils (52%) in comparison with female pupils (48%), Protestant (51%) pupils in comparison with Other religion (31%) and Catholic (18%) pupils, pupils not entitled of FSMs (64%) in comparison with pupils entitled to FSMs (36%), pupils with No SEN (76%) in comparison with pupils with SEN (24%), and Non-newcomer pupils (89%) in comparison with Newcomer pupils (11%).



**Summary Across Equality Groups - Percentage shares of post-primary school enrolments in Grant Maintained Integrated post-primary schools by equality groups**

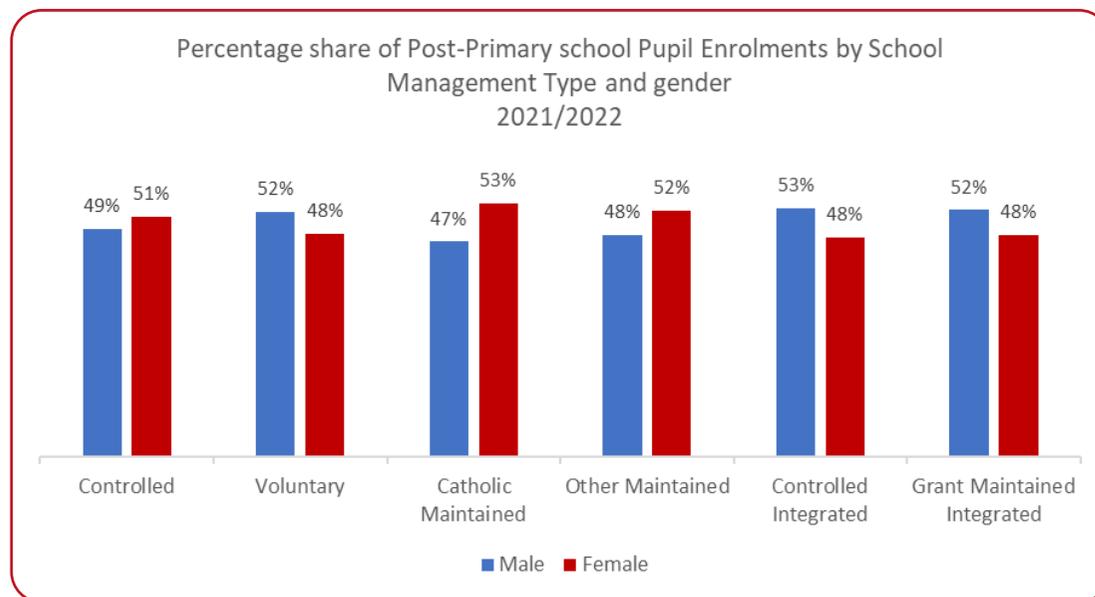
Across equality groups, the highest percentage shares of pupils enrolled in **Grant Maintained Integrated** Post-Primary schools in 2021/2022 were for male pupils (52%) in comparison with female pupils (48%), Catholic (41%) pupils in comparison with Protestant pupils (35%) and pupils from Other religions (24%), pupils not entitled of FSMs (65%) in comparison with pupils entitled to FSMs (35%), pupils with No SEN (79%) in comparison with pupils with SEN (21%), and Non-newcomer pupils (96%) in comparison with Newcomer pupils (4%).



Gender

**Data Status:** Data is collected, it can be analysed and presented.

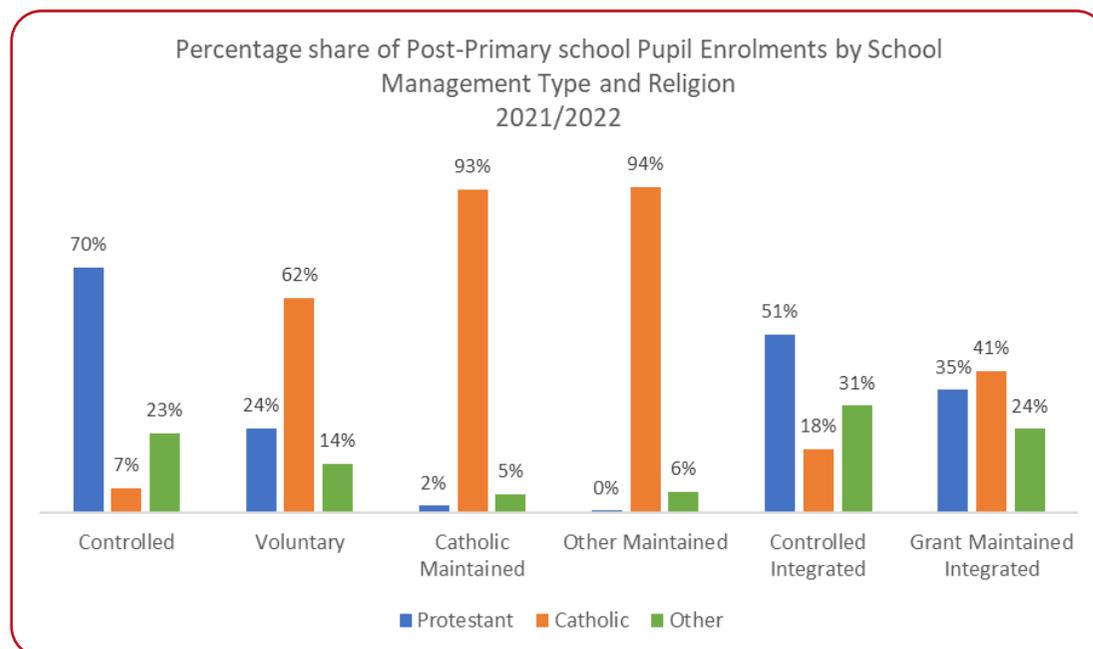
In 2021-2022, the percentage shares of male and female pupils in post-primary schools were relatively proportional in by all types of school management. A slightly difference was evident in Controlled integrated (53%), Voluntary (52%), and Grant Maintained Integrated (52%) where the intake of male pupils was slightly higher than in the rest of the school management types. Conversely, the percentage of girls was higher in Catholic Maintained (53%), Other Maintained (52%) and Controlled (51%) schools.



## Religion

**Data Status:** Data is collected, it can be analysed and presented.

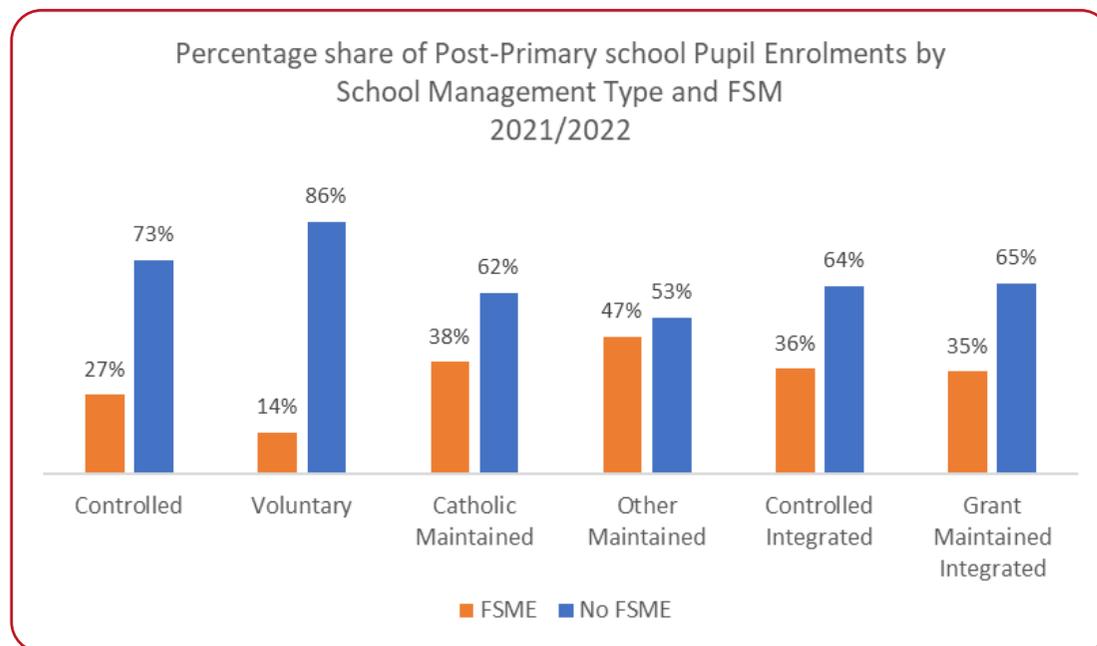
In the academic year 2021/2022, the percentage shares of Protestant pupils in Catholic Maintained (2%) and Other Maintained (0.4%) post-primary school was marginal in comparison with the percentage of Catholic pupils in these schools (93% and 94%) and in comparison, with the percentage shares of Catholic pupils in Controlled (7%) where most pupils were Protestant (70%) followed by pupils from Other religion background (23%). The percentage shares of Catholic pupils was also higher in Controlled integrated (18%) where half of the pupils were from a Protestant background (51%) and from Other religion backgrounds (31%). Grant Maintained Integrated schools had a more balanced intake of pupils in terms of religion background, as 35% were Protestant, 41% Catholic, with 24% of pupils from Other religion backgrounds.



### Free School Meals Entitlement (FSME)

**Data Status:** Data is collected, it can be analysed and presented.

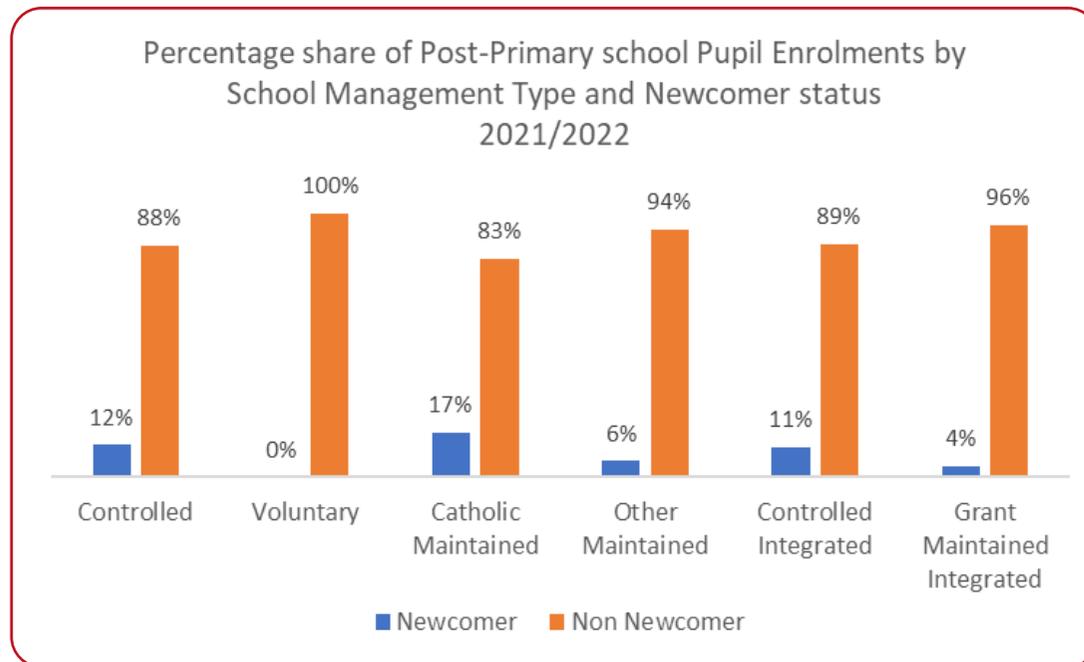
Over the academic year of 2021-2022, the percentage shares of post-primary school pupils entitled to FSMs was the highest (47%) in Other Maintained post primary schools followed by Catholic Maintained schools (38%), Controlled integrated (36%) and Grant Maintained Integrated (35%). The lower intake of pupils entitled to FSMs was in Voluntary post primary schools (14%), followed by Controlled post primary schools (27%).



**Newcomer Status**

**Data Status:** Data is collected, it can be analysed and presented.

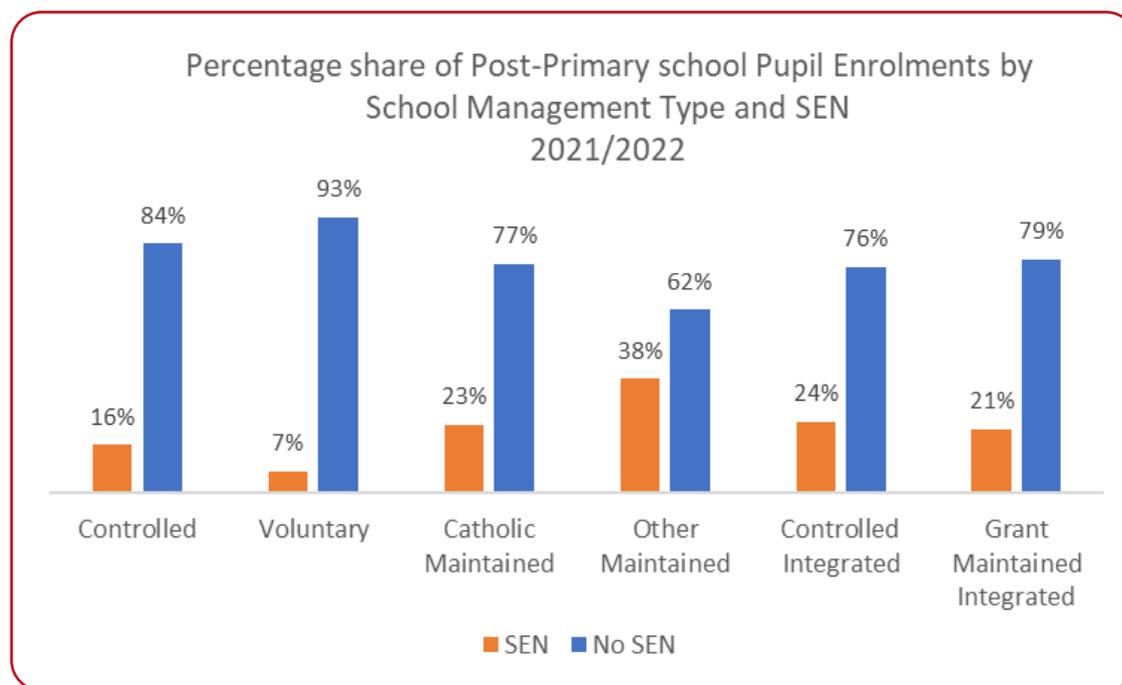
In 2021-2022, the percentage shares of newcomer pupils were higher in Catholic Maintained schools (17%), followed by Controlled (12%) and Controlled Integrated (11%) schools. There were not newcomer pupils in Voluntary schools, and there were marginal percentages of newcomer pupils in Grant Maintained Integrated (4%) and Other Maintained (6%) post primary schools.



### Special Educational Needs (SEN)

**Data Status:** Data is collected, it can be analysed and presented.

During the academic year of 2021/2022, Other Maintained post-primary schools had a higher percentage share of pupils with SEN (38%), than Controlled Integrated (23%), Catholic Maintained (23%) and Grant Maintained Integrated (21.4%) schools. The lowest percentage shares of SEN pupils were in Voluntary (7%) and Controlled (16%) post-primary schools.



Education

1 of 6 Areas of Life

**Dependents**

Data Status: Data is not collected.

**Caring status**

Data Status: Data is not collected.

**Political opinion**

Data Status: Data is not collected.

**Population Indicator: Percentage of children / young people participating in Shared Education**

**Data Source:** Young Life and Times Survey (YLT)

**Data Provider:** ARK, Queen's University of Belfast and Ulster University

The data source for the measures of this priority area is the Young Life and Times survey for the years 2019, 2020/21 and 2022. The survey included the question **Have you ever been involved in shared education?** With the following options for responses:

- Yes, I have had classes with pupils from other schools.
- Yes, I have done projects with pupils from other schools.
- Yes, I have shared sport facilities or equipment, like computers.
- Yes, I have done something else.
- No, I have never taken part in shared education.

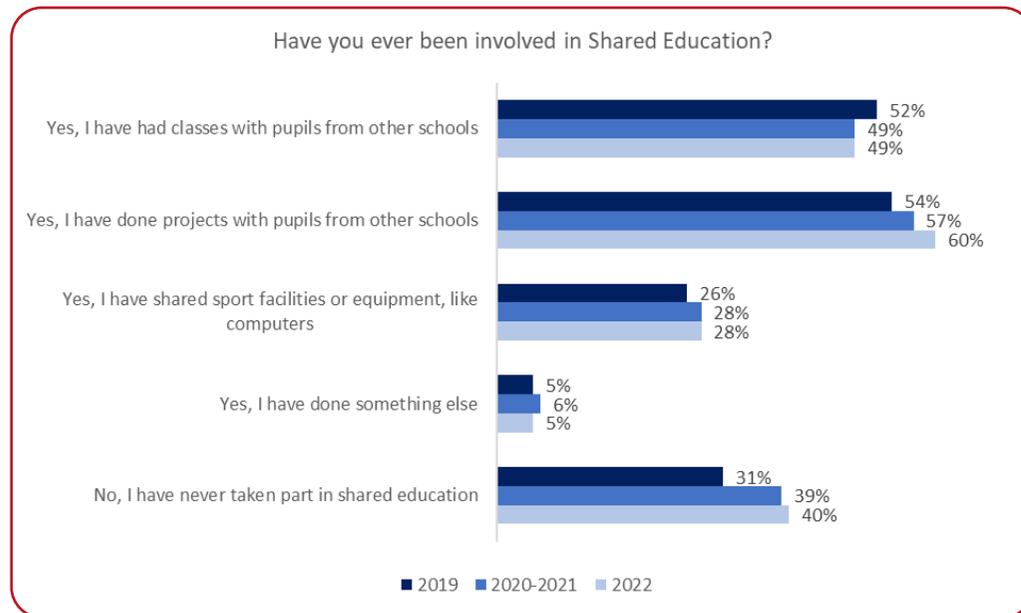
The responses for each option are analysed separately and disaggregating the data when available by: Gender, religion, disability, sexual orientation, and ethnicity for the last three years of the survey 2019, 2020/2021, and 2022<sup>18</sup>.

It is important to note that there are no significant differences across equality groups as participation and involvement in Shared Education is random due to the way Shared Education is organised (usually whole classes take part in shared programmes/ partnerships), for this reason any differences across equality grounds presented here need to be taken with caution.

<sup>18</sup> The Young Life and Times (YLT) Survey records the attitudes and opinions of 16 year old in Northern Ireland about the issues that concern them. This annual survey has been running since 2003.

**Overall**

Across the three years of analysis there has been little variation on the level of involvement of young people in shared education. Around six out of ten respondents had declared they have done projects with pupils from other schools with marginal differences year by year. About half of respondents of the survey stated they have been involved in classes with pupils from other schools, with a small increase in 2022. Less than a third of respondents stated they have shared sports facilities or equipment like computers. Around 6% have said they have done something else and three (31% in 2019) to four (40% in 2022) out of ten said they have never taken part in shared education.



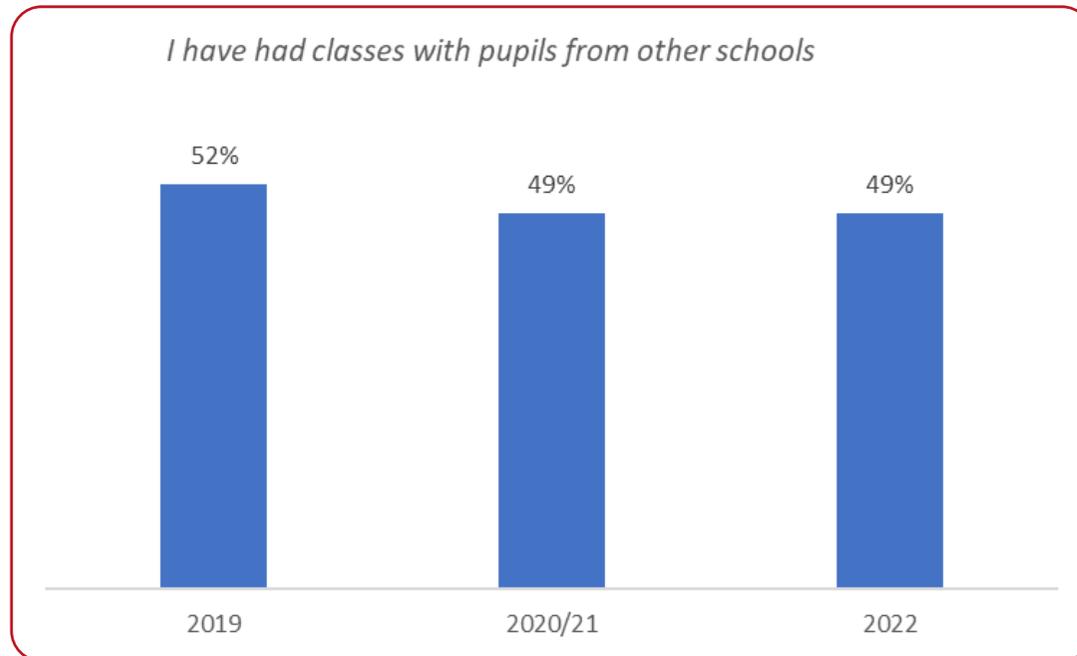
**Population Indicator:** Percentage of Children / Young People Participating in Shared Education - *Yes, I have had classes with pupils from other schools.*

**Data Source:** Young Life and Times Survey (YLT)

**Data Provider:** ARK, Queen's University, Belfast and Ulster University

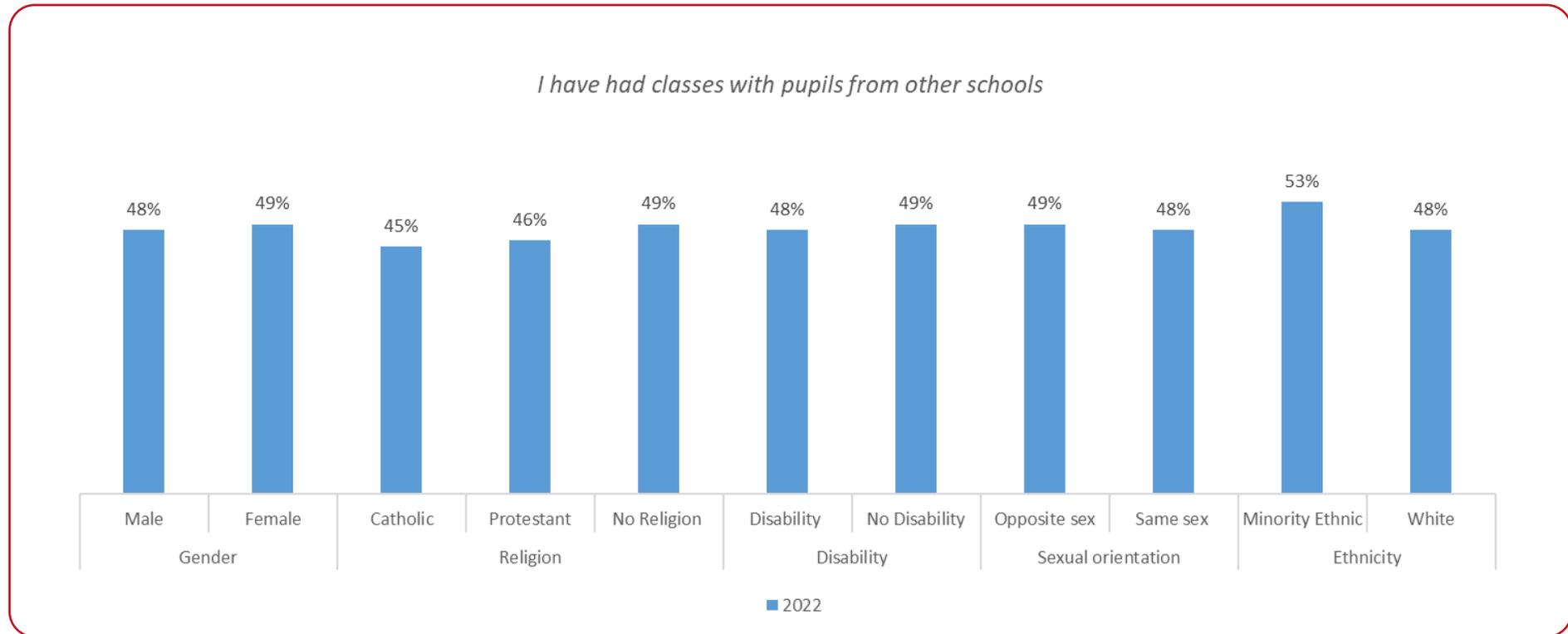
### Overall

The percentage of young people who declared they have had classes with pupils from other schools remained stable over the period of analysis at around 50% with a slight decrease in 2020/21 and 2022.



**Summary Across Equality Groups**

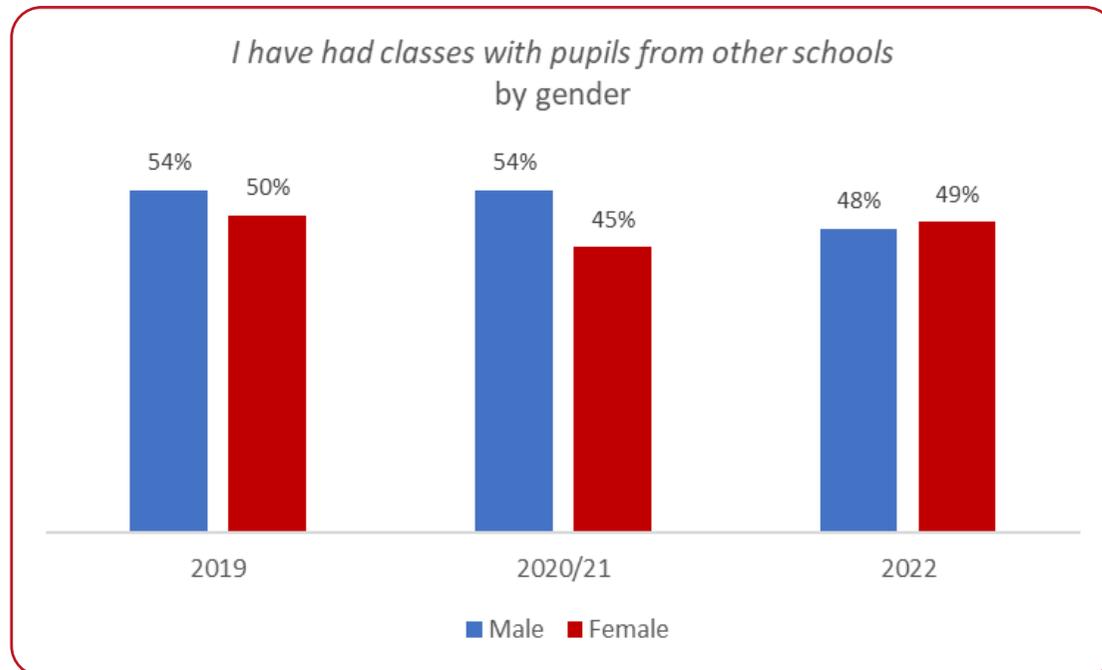
In 2022, across all equality groups, there were marginally differences among and within equality groups, however young respondents slightly more likely to indicate they “have had classes with pupils from other schools” were pupils from an ethnic minority (53%) compared with an overall level of 49%.



## Gender

**Data Status:** Data is collected, it can be analysed and presented.

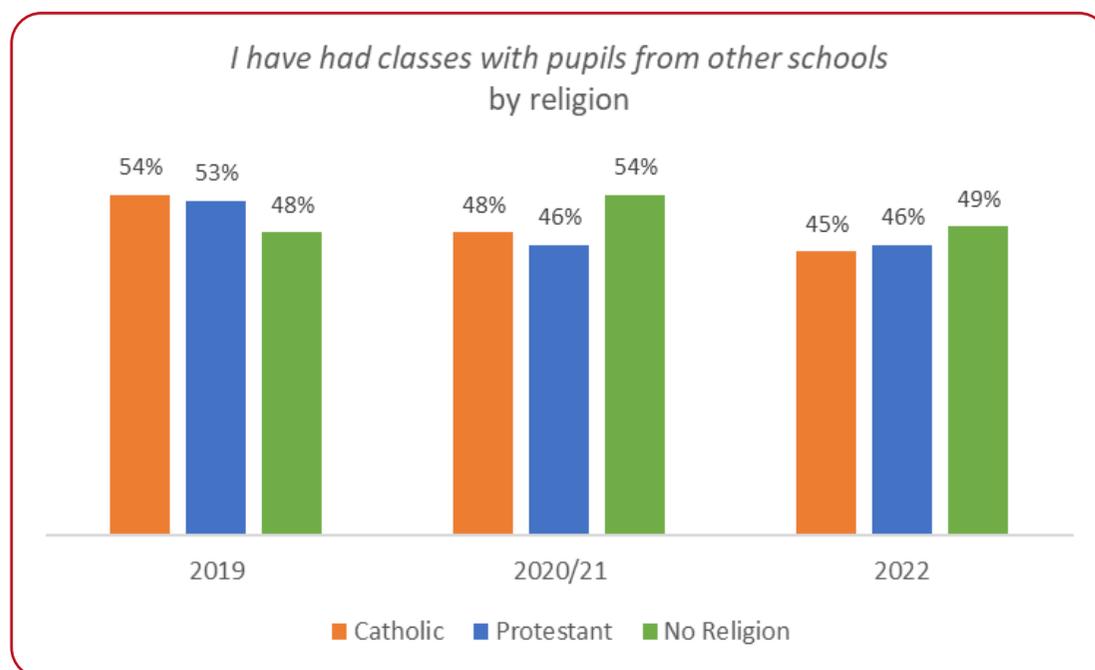
During the period of analysis, there were minor differences between female and male pupils who indicated they “have had classes with pupils from other schools”. Male respondents were slightly more likely to state that they had had classes with pupils from other schools (54% in 2019 and 2020/21). However, in 2022, there was a very small increase in the percentage of young females (49%) who declared having had classes with pupils from other schools creating a difference of one percentage point with male pupils (48%).



## Religion

**Data Status:** Data is collected, it can be analysed and presented.

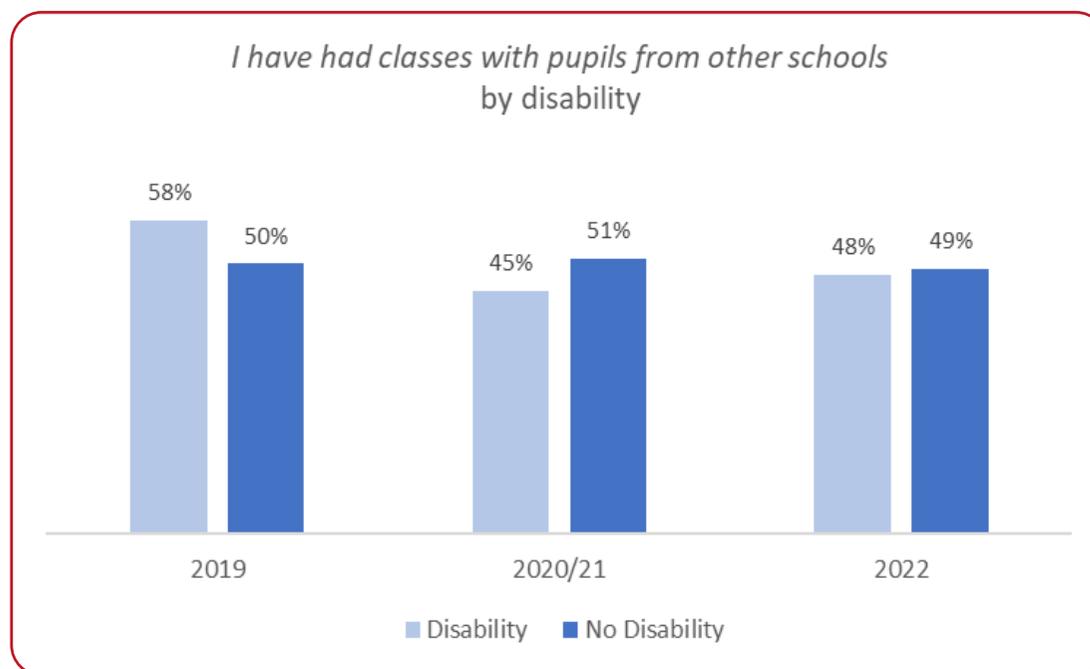
In terms of religion, there were no substantial differences between Catholic, Protestant and pupils with No religion who declared that they “have had classes with pupils from other schools”. However, since 2019, the percentage of Catholics and Protestants declaring that they had shared classes decreased slightly while the percentage of pupils with No religion increased, the trend remained in 2022.



## Disability

**Data Status:** Data is collected, it can be analysed and presented.

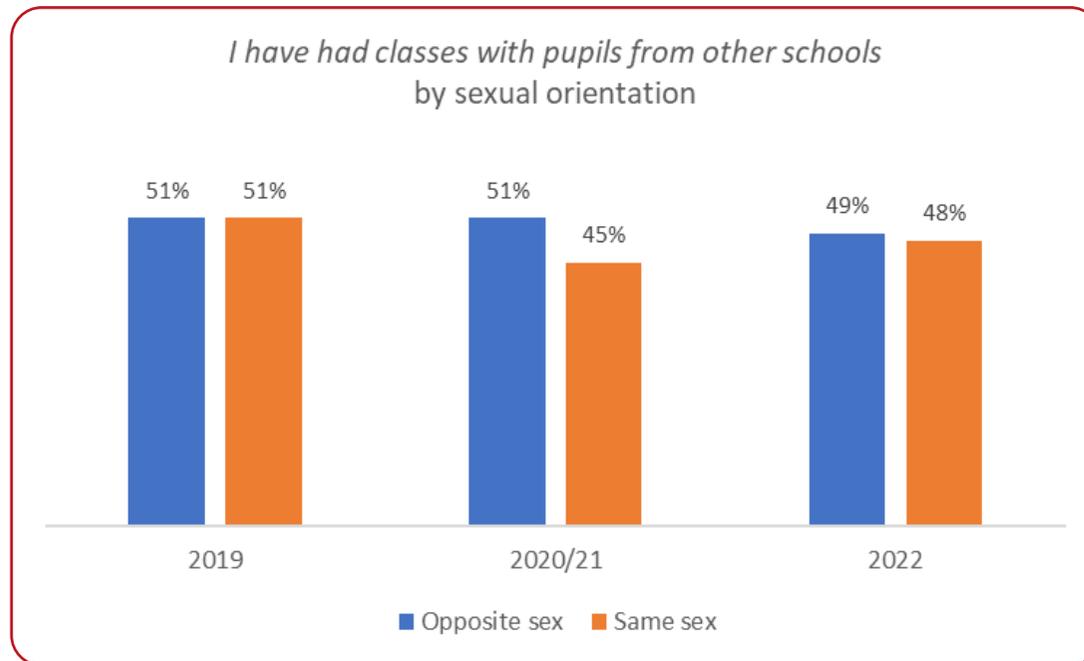
In 2019, the percentage of young respondents who said they “have had classes with pupils from other schools” was eight percentage points higher for young people with disability (58%) than for those with no disability (50%). However, in 2020/21, this percentage decreases by thirteen percentage points for those without disabilities (45%) and increased slightly to those with disability (51%). In 2022, the difference between young respondents with and without disability was minimal (1pps).



## Sexual Orientation<sup>19</sup>

**Data Status:** Data is collected, it can be analysed and presented.

In general, differences among young people who had declared they “have had classes with pupils from other schools”, were marginal when considering the sexual orientation of respondents. In 2019, young respondents with a sexual orientation towards opposite sex and those toward same sex accounted for 51% who those who said they had classes with other schools. The percentages of those with a sexual orientation towards same sex (45%) who declared they had classes with pupils from other schools decreased by six percentage points in 2020/21. There was a marginal difference between the two groups of only one percentage point in 2022.

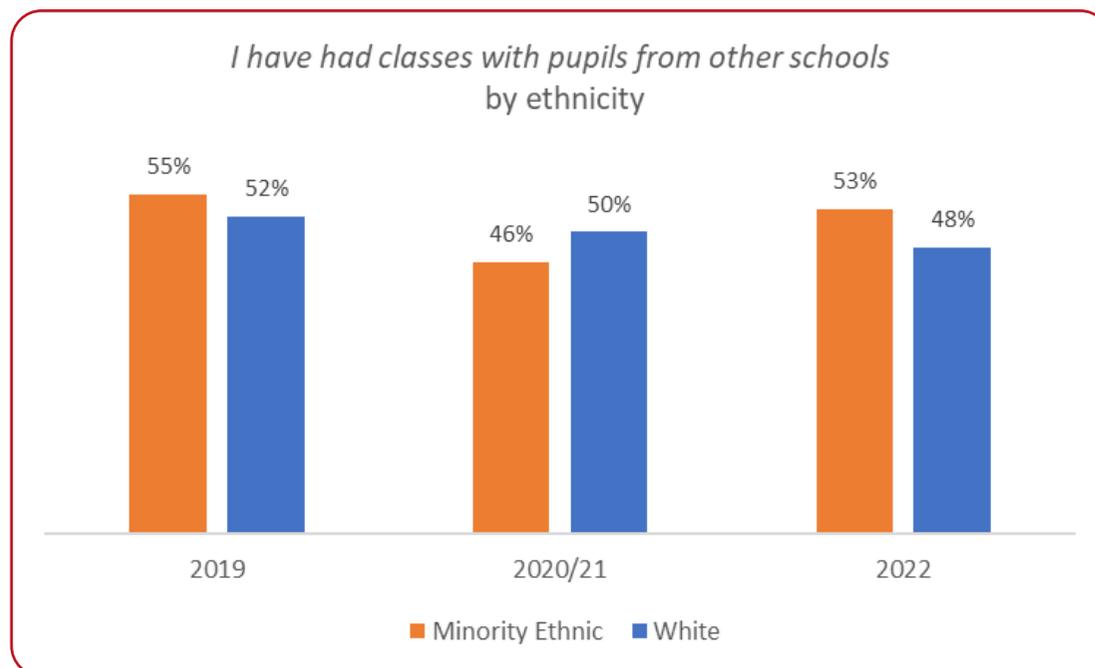


<sup>19</sup> The YLT survey measure sexual orientation via a sexual attraction question and is broken down into a binary variable: opposite sex attracted versus same-sex attracted. The code as 'same-sex attracted' include anyone who has at least once been sexually attracted to someone of the same sex.

## Ethnicity

**Data Status:** Data is collected, it can be analysed and presented.

Over the period of analysis, there were no substantial differences between young white respondents and pupils from minority ethnic groups who declared they “have had classes with pupils from other schools”. In 2019, pupils from a minority ethnic group (55%) were slightly more likely to say they had classes compared to white pupils (52%). These percentages reversed in 2020/21, when white pupils (50%) were four percentage points more likely to declared they have had classes with pupils from other schools in comparison with young respondents from an ethnic minority (46%). In 2022, it was young respondents from an ethnic minority group (53%) who were more likely to have had shared classes with pupils in other schools.



Education

1 of 6 Areas of Life

**Dependents**

Data Status: Data is not collected.

**Caring status**

Data Status: Data is not collected.

**Political opinion**

Data Status: Data is collected but not available.

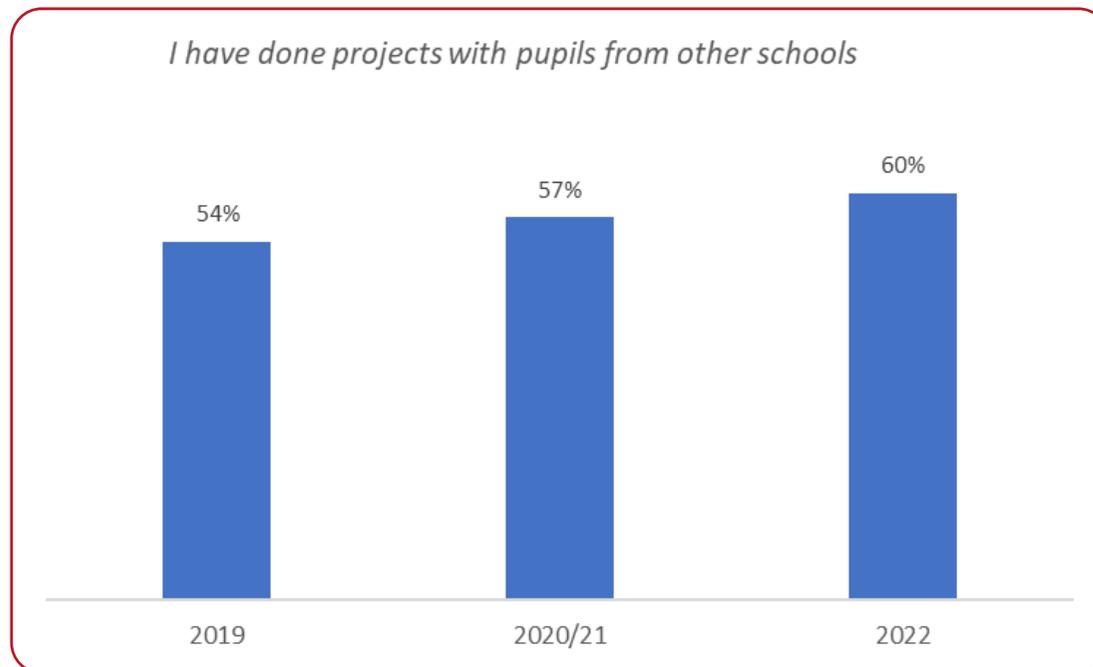
**Population Indicator: Percentage of Children / Young People Participating in Shared Education - Yes, I have done projects with pupils from other schools**

**Data Source:** Young Life and Times Survey (YLT)

**Data Provider:** ARK, Queen's University, Belfast and Ulster University

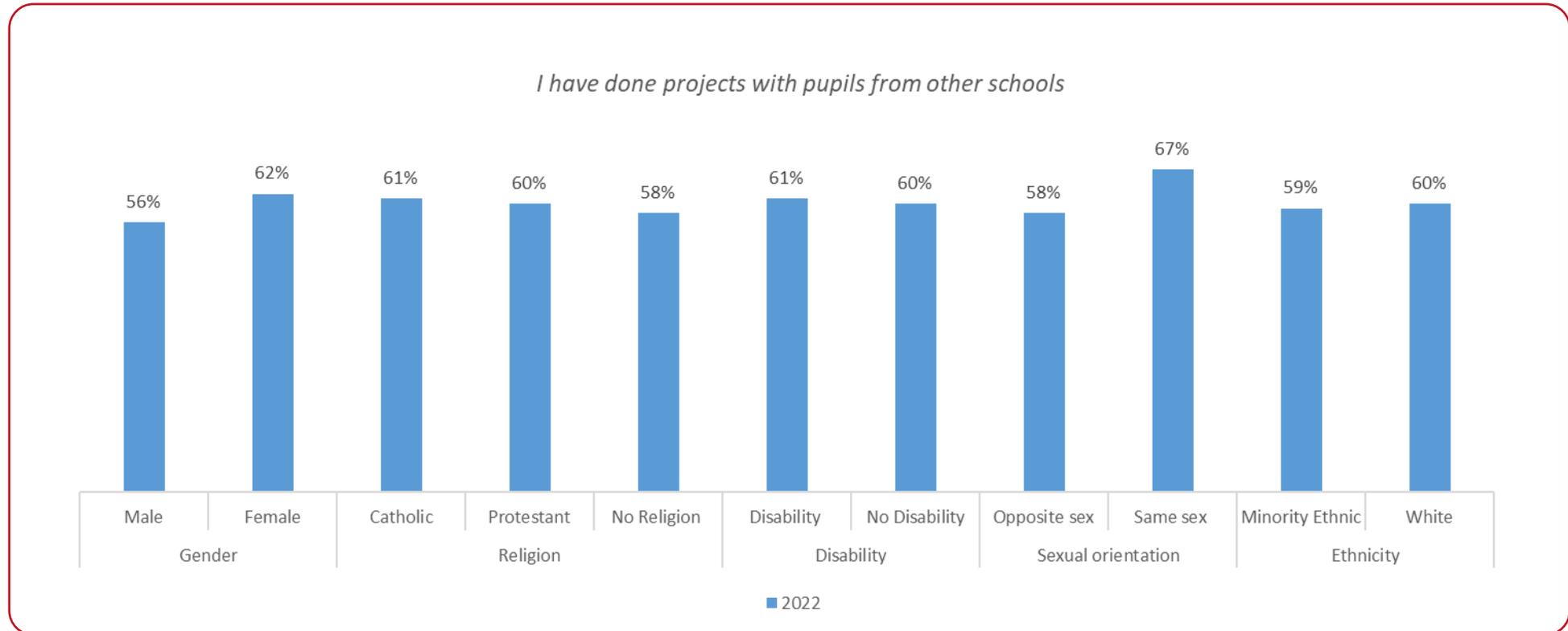
**Overall**

The percentage of young people who declared they “have done projects with pupils from other schools” increased by three percentage points from 2019 (54%) to 2020/2021 (57%), and then in 2022, there was an increase of another three percentage points (60%).



**Summary Across Equality Groups**

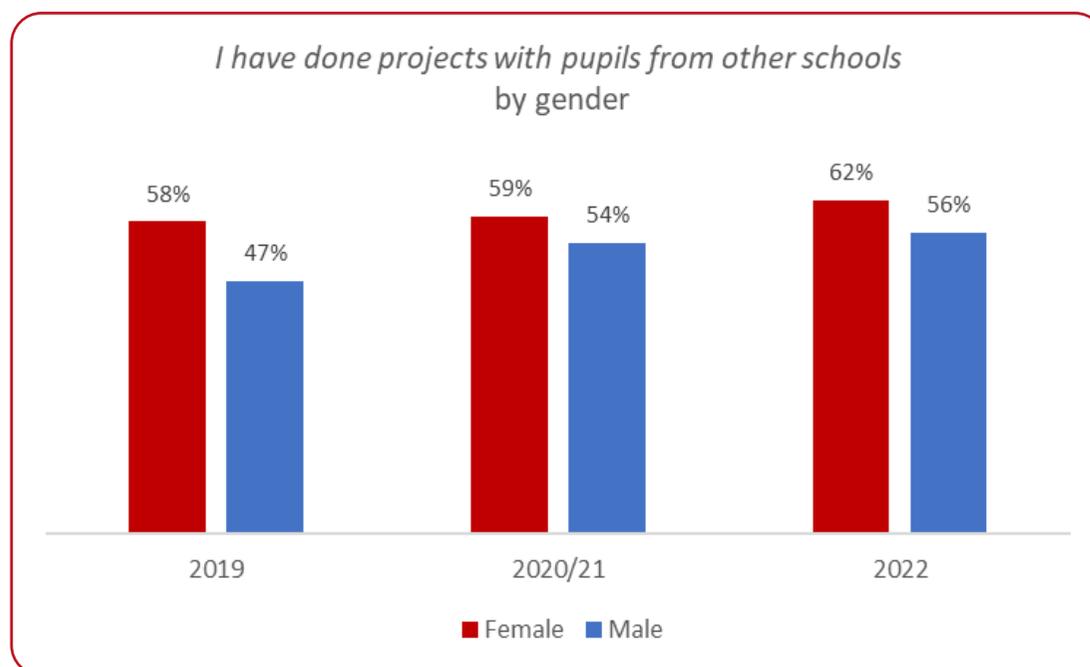
In 2022, across all equality groups, there were marginally differences, however, young respondents slightly more likely to state “I have done projects with pupils from other schools” were female pupils (62%), Catholic pupils (61%), pupils with a disability (61%), and pupils with a sexual orientation towards the same sex (67%) compared with an overall participation level of 60%.



## Gender

**Data Status:** Data is collected, it can be analysed and presented.

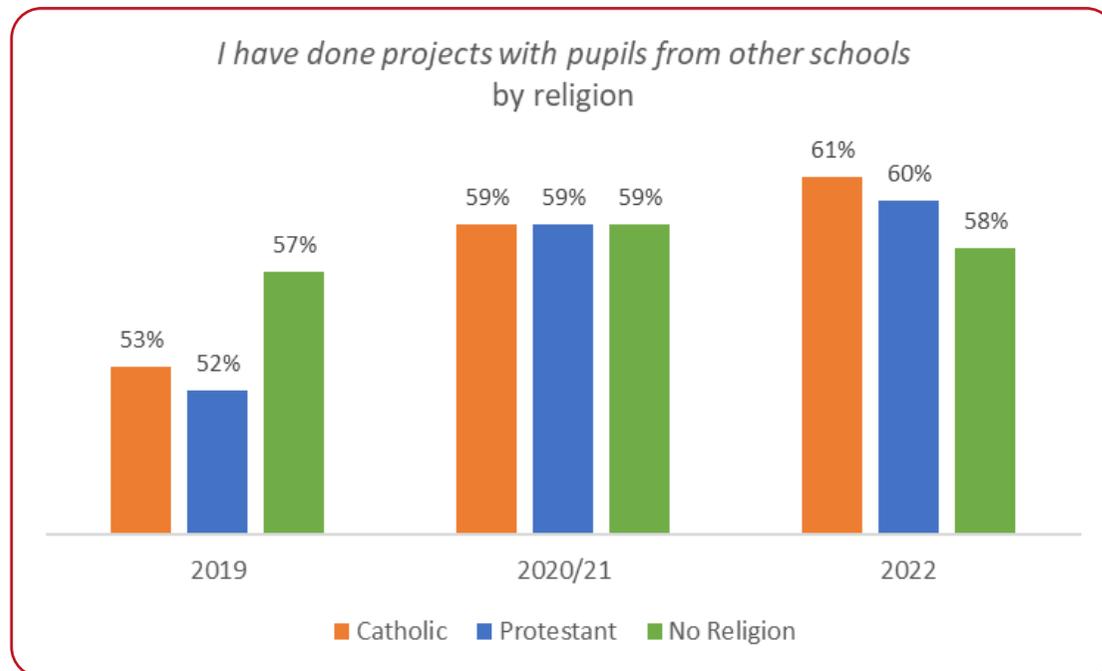
Over the three-year period of analysis, the percentage of young females who said “I have done projects with pupils from other schools” remained slightly higher (58% in 2019 and 59% in 2020/21) than the percentage of young males (47% in 2019 and 54% in 2020/21). In 2022, this percentage marginally increased to 62% for young females, and to 56% for young males.



## Religion

**Data Status:** Data is collected, it can be analysed and presented.

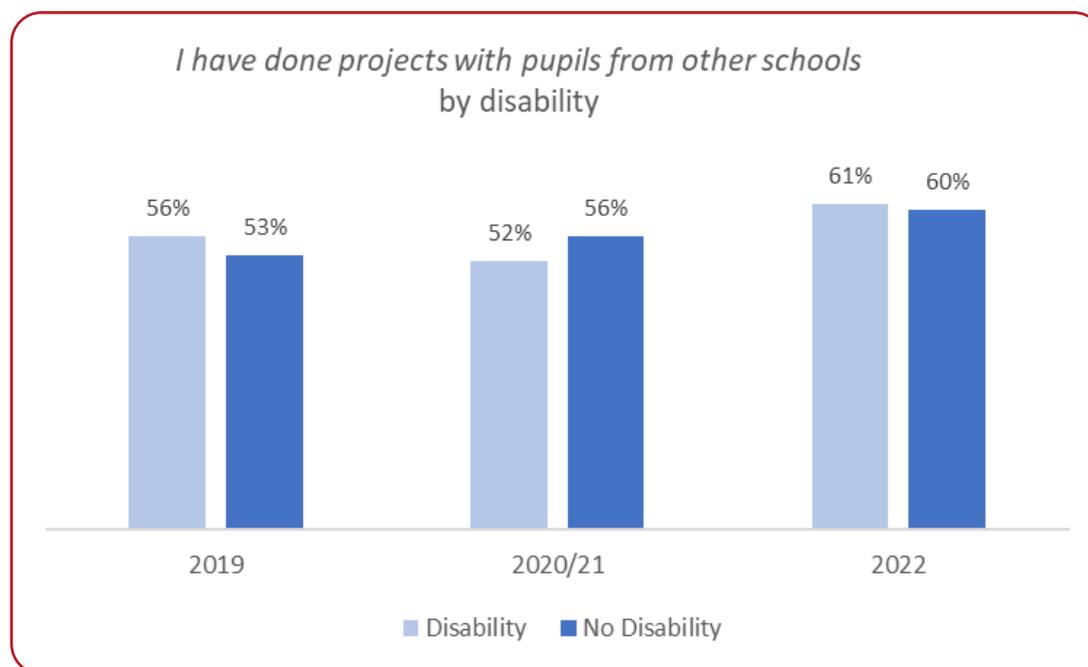
Over the period of analysis, there were no substantial differences in the proportions of young Catholic, Protestant and those with No religion who stated, “I have done projects with pupils from other schools”. In 2019, pupils with No religion (57%) were slightly more likely to say they have done projects, than Catholic (53%) and Protestant (52%) pupils. In 2020/21, there were no differences. In 2022, there were marginal differences among pupils from different religion backgrounds.



## Disability

**Data Status:** Data is collected, it can be analysed and presented.

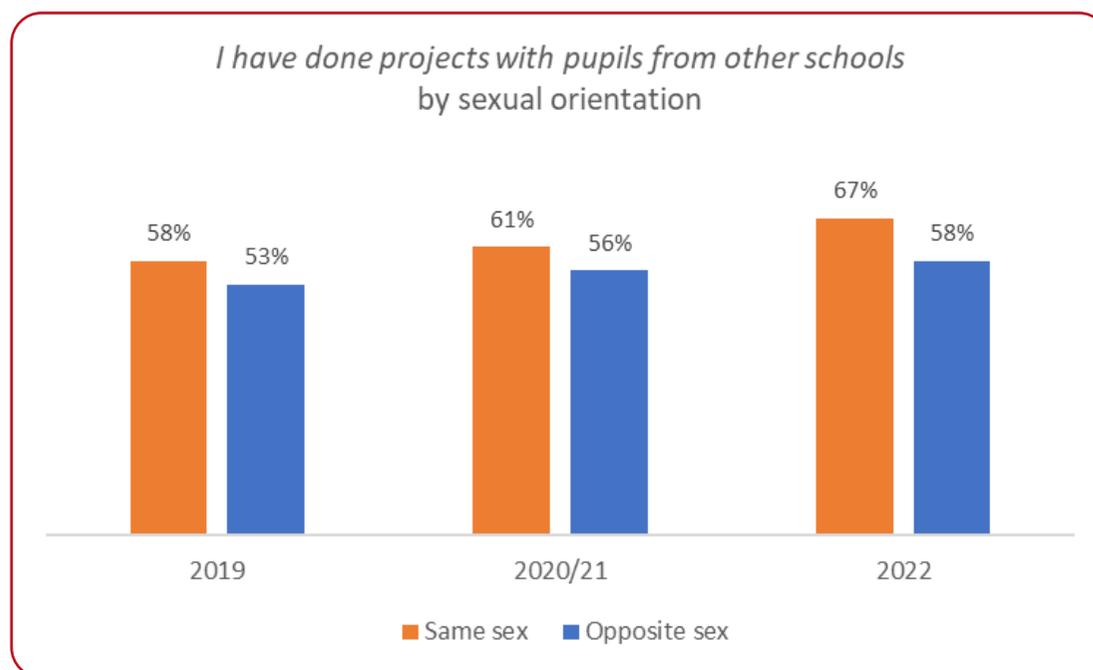
In 2019, the proportion of young respondents who indicated “I have done projects with pupils from other schools” was slightly higher for young people who declared having a disability (56%) compared with those without a disability (53%). In 2020/21, pupils without disabilities (56%) were marginally more likely to say they have done projects with pupils from other schools than pupils with disabilities (52%). However, in 2022, the proportions of both respondents with and without disability marginally increased but with no substantial differences between them (61% and 60% respectively).



## Sexual orientation

**Data Status:** Data is collected, it can be analysed and presented.

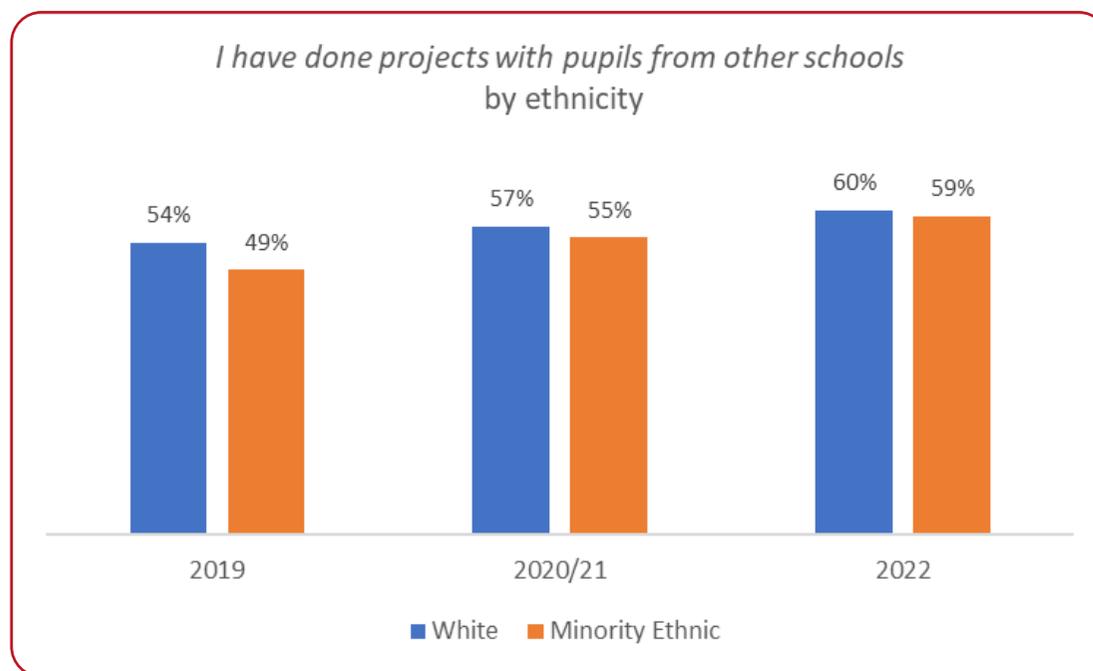
Over the three years period of analysis, young respondents with a sexual orientation towards people of same sex were slightly more likely to say “I have done projects with pupils from other schools” than young respondents with a sexual orientation towards the opposite sex. The differences between pupils with a same sex and opposite sex sexual orientation who declared they have done projects with pupils from other schools widened. In 2019, there was five-percentage point difference between young people with a sexual orientation toward the same sex (58%) and those towards an opposite sex (53%). However, in 2022, despite an overall proportional increase in those stating that they had done projects with pupils from other schools, the percentage difference between the two equality groupings increased to eleven percentage points (67% and 58% respectively).



## Ethnicity

**Data Status:** Data is collected, it can be analysed and presented.

In general, over the period of analysis there were marginal differences between white pupils and those from a minority ethnic background who stated “I have done projects with pupils from other schools”. However, white pupils (54% in 2019, 57% in 2020/21, and 60% in 2022) were marginally more likely to say they have done projects with pupils from other schools than pupils from an ethnic minority (49% in 2019, 55% in 2020/21, and 59% in 2022).



Education

1 of 6 Areas of Life

**Dependents**

Data Status: Data is not collected.

**Caring status**

Data Status: Data is not collected.

**Political opinion**

Data Status: Data is collected but not available.

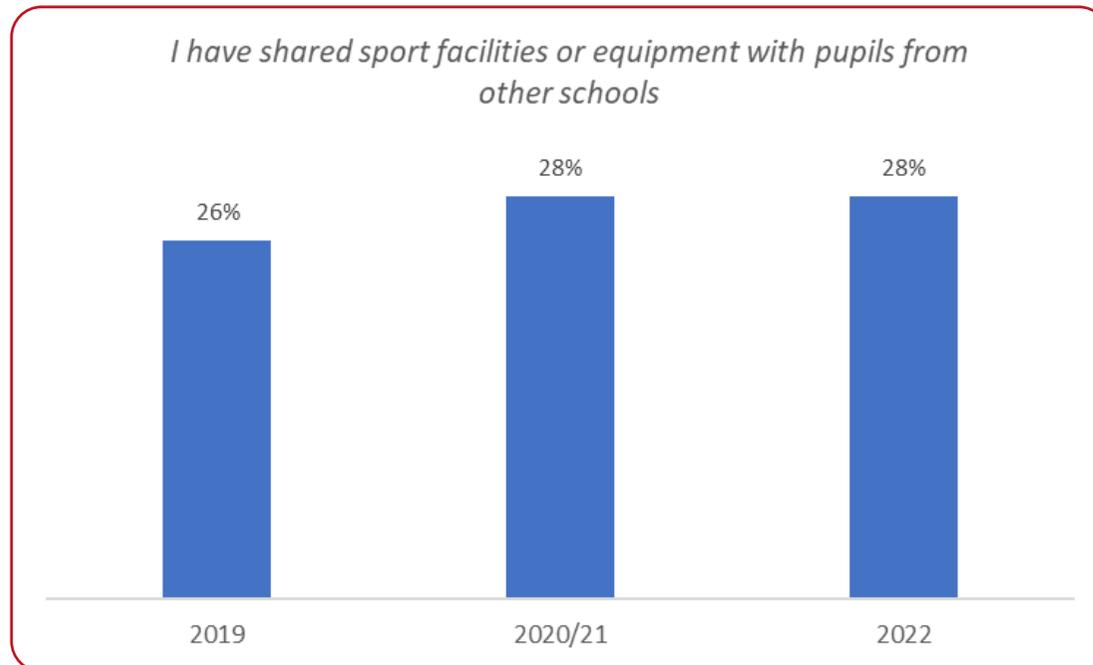
**Population Indicator:** Percentage of Children / Young People Participating in Shared Education - *Yes, I have shared sport facilities or equipment, like computers*

**Data Source:** Young Life and Times Survey (YLT)

**Data Provider:** ARK, Queen's University, Belfast and Ulster University

### Overall

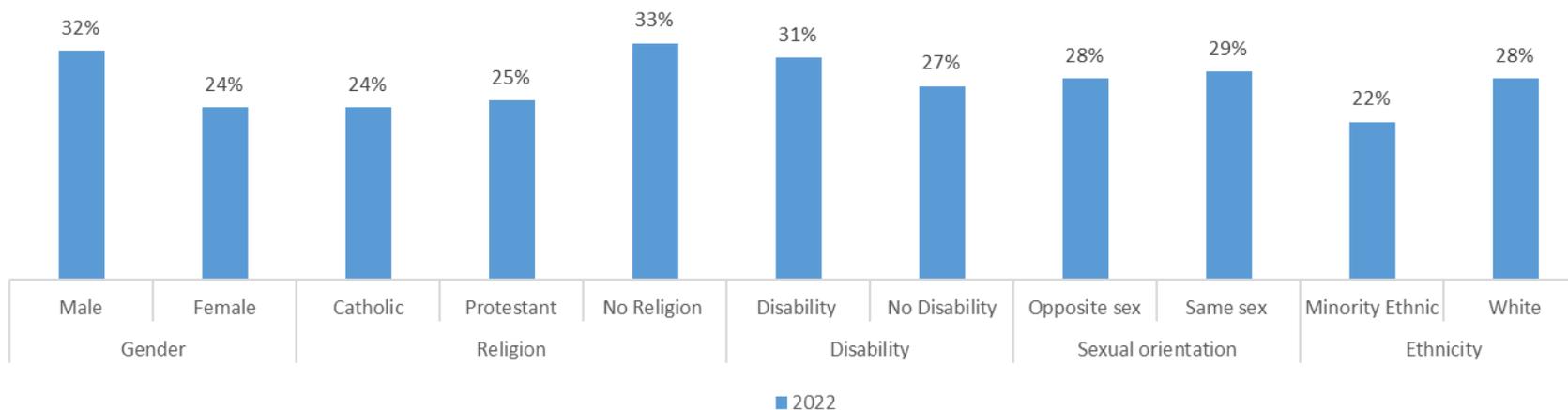
Less than a third of young respondents declared they had shared sport facilities or equipment with pupils from other schools over the three years of analysis. Although this percentage increased slightly from 2019 (26%) by two percentage points in 2020/21 (28%), it has remained the same the following year.



### Summary Across Equality Groups

In 2022, across all equality groups, there were small differences among and within equality groups, however young respondents slightly more likely to state “I have shared sport facilities or equipment with pupils from other schools” were male pupils (32%), pupils with no religion (33%), and pupils with a disability (31%) compared with an overall level of 28%.

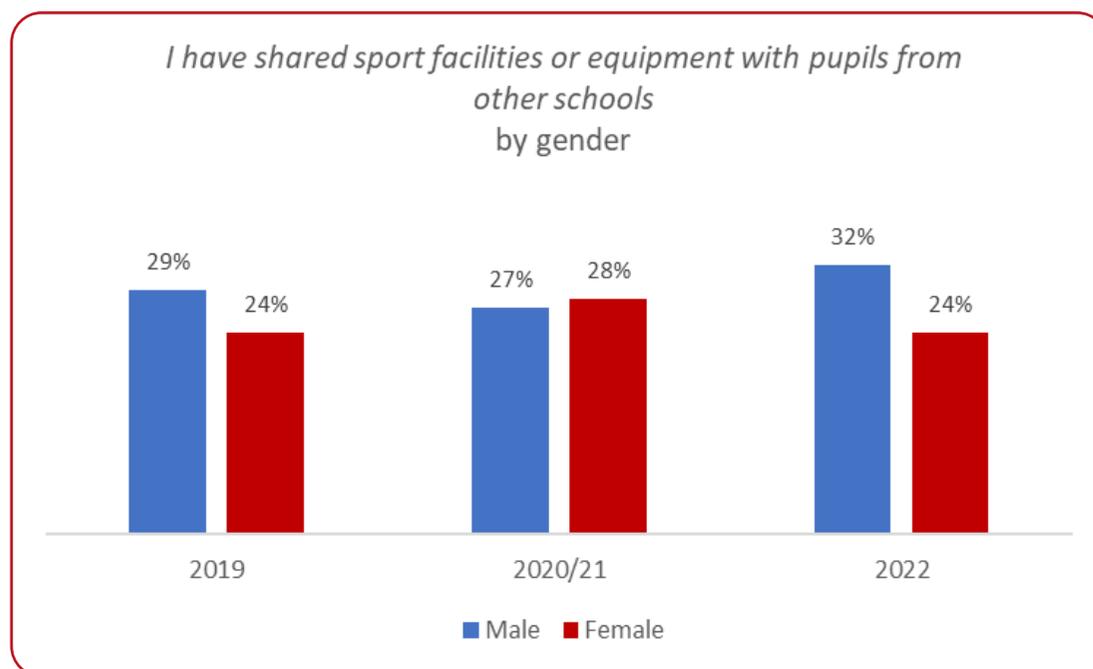
*I have shared sport facilities or equipment with pupils from other schools*



## Gender

**Data Status:** Data is collected, it can be analysed and presented.

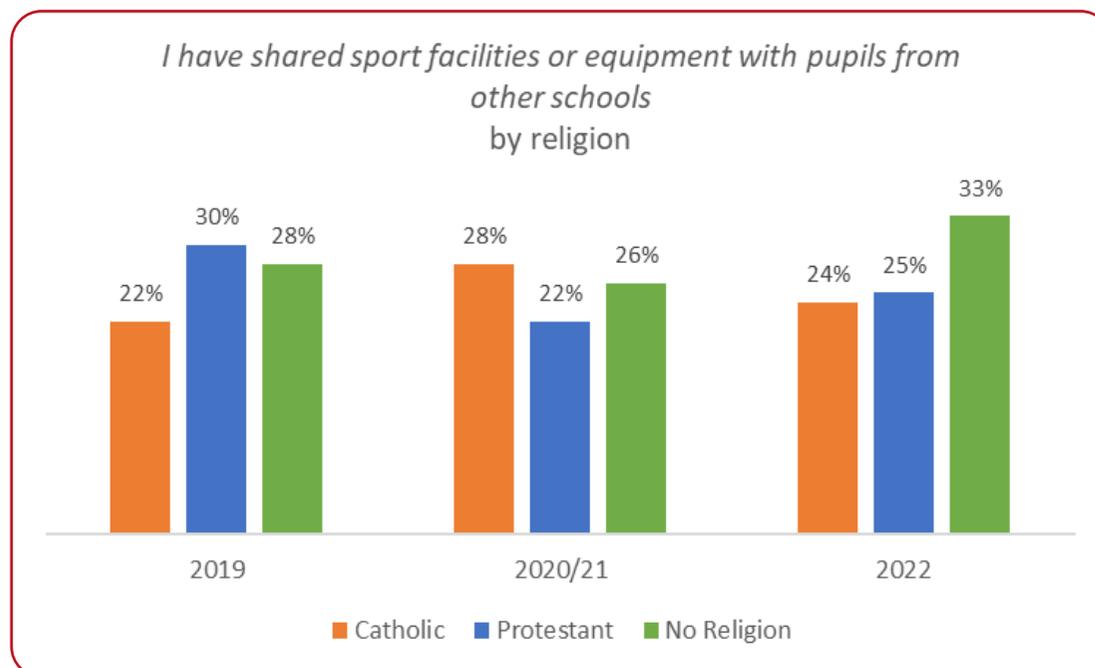
Over the three years of analysis, around a third of male young respondents declared “I have shared sport facilities or equipment with pupils from other schools” while around a quarter of female pupils expressed the same view. The percentage of males engaging in this area of shared education was slightly higher than the percentage of young females in 2019 (males 29% and females 24%), with a small increase in the percentage of females who declared having shared sports facilities and equipment with pupils from other schools (28%) in comparison with males (27%) in 2020/21. Differences between young females and males engaging in this area of shared education widened to eight percentage points in 2022 (males 32% and females 24%).



## Religion

**Data Status:** Data is collected, it can be analysed and presented.

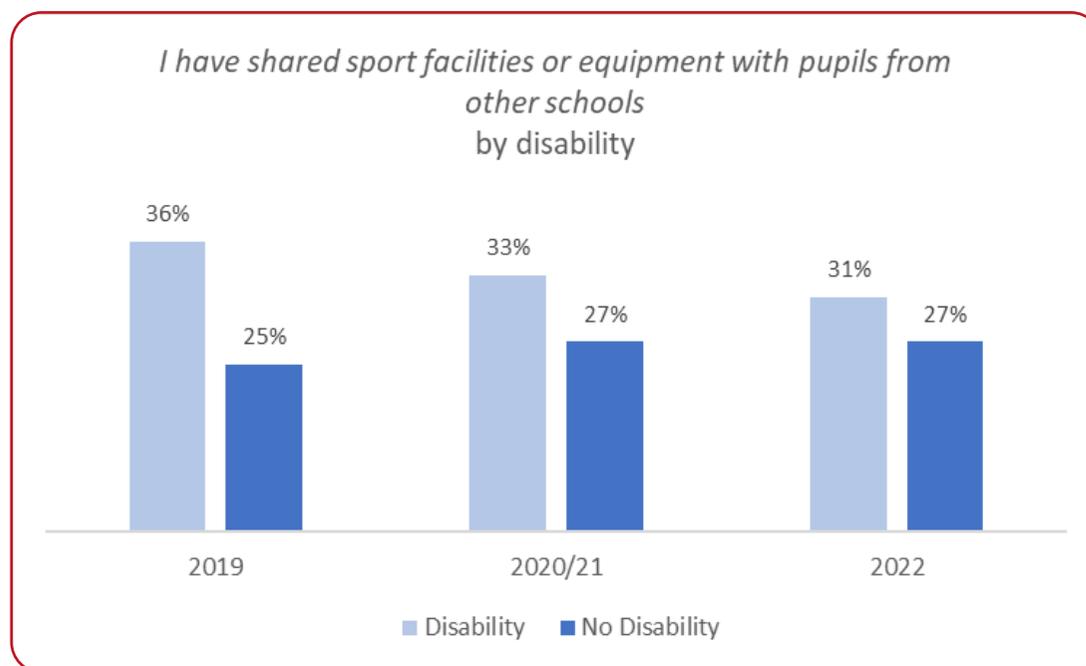
The percentages of young respondents who declared “I have shared sport facilities or equipment with pupils from other schools” fluctuated during the period of analysis for all the religion groups. In 2019, Catholics (22%) were less likely to say this response while Protestants (30%) were most likely to participate in this type of shared education activity followed by pupils with no religion (28%). However, the following year (2020/21), it was the opposite, with the majority of young respondents who declared having shared sport facilities with pupils from other schools being of a Catholic (28%) background followed by Protestants (22%) and respondents with No religion (26%). In 2022, these percentages shifted again, with young respondents of No religion (33%) the most likely to engage in this type of shared education activity, exhibiting a difference of nine percentage points with Catholic respondents (24%) and eight percentage points with Protestant respondents (25%).



## Disability

**Data Status:** Data is collected, it can be analysed and presented.

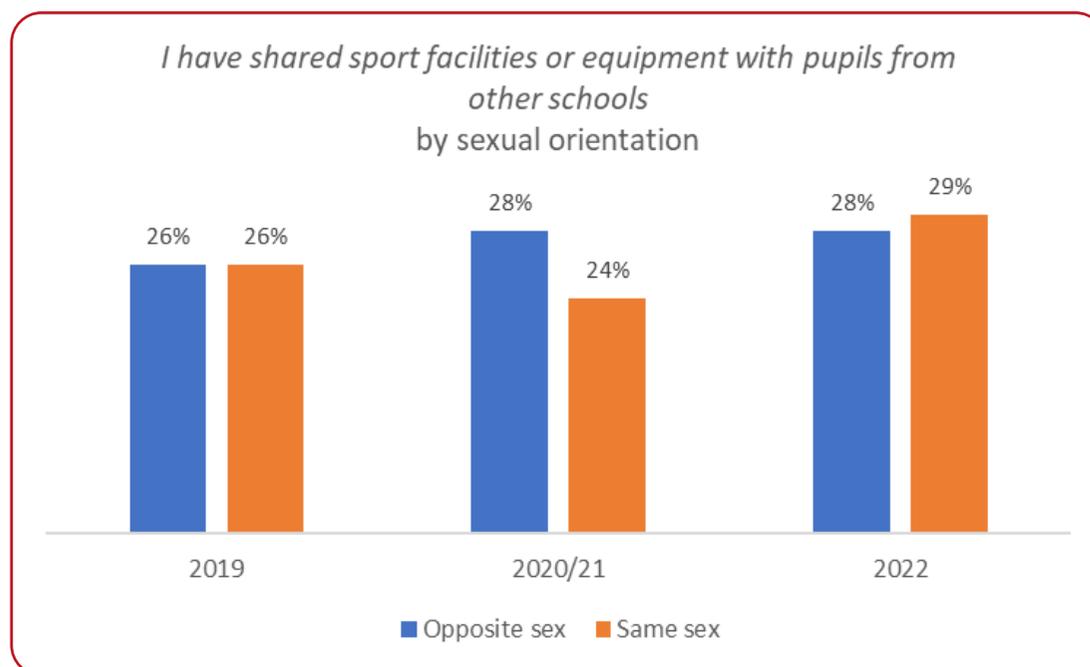
Differences among young respondents with and without a disability who said “I have shared sport facilities or equipment with pupils from other schools” were evident in all the three years of the period of analysis. In 2019, there was a difference of eleven percentage points between respondents with a disability (36%) and those with no disability (25%). This difference decreased down to a six percentage point difference between respondents with disability (33%) and without (27%) in 2020/21, and then to four percentage points in 2022 (31% for respondents with disability and 27% for those without a disability).



## Sexual Orientation

**Data Status:** Data is collected, it can be analysed and presented.

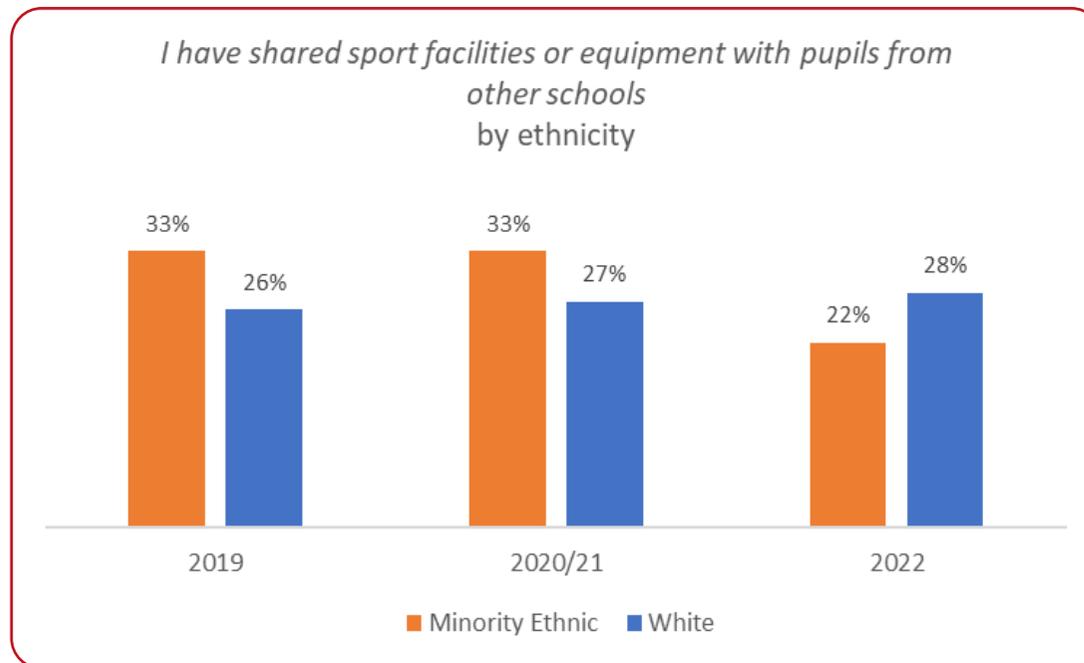
In 2019, there were no differences between young respondents with a sexual orientation towards the opposite sex and those towards the same sex (both 26%) who stated “I have shared sport facilities or equipment with pupils from other schools”. However, the following year, 2020/21, a small difference was observed between pupils with a sexual orientation towards the opposite sex (28%) and those towards the same sex (24%). This trend shifted slightly in 2022, when young respondents with sexual orientation towards same sex were more likely to engage in this type of share education activity (29%) than respondents with a sexual orientation towards the opposite sex (28%).



## Ethnicity

**Data Status:** Data is collected, it can be analysed and presented.

Young respondents from a minority ethnic background (33% in 2019 and 26% in 2020/21) were more likely to declare “I have shared sport facilities or equipment with pupils from other schools” than white respondents in the first two years observed (26% in 2019 and 27% in 2020/21). However, this trend shifted in 2022, white respondents (28%) were more likely to say they have participated in this type of shared education activity than respondents from an ethnic minority group (22%).



Education

1 of 6 Areas of Life

**Dependents**

Data Status: Data is not collected.

**Caring status**

Data Status: Data is not collected.

**Political opinion**

Data Status: Data is collected but not available.

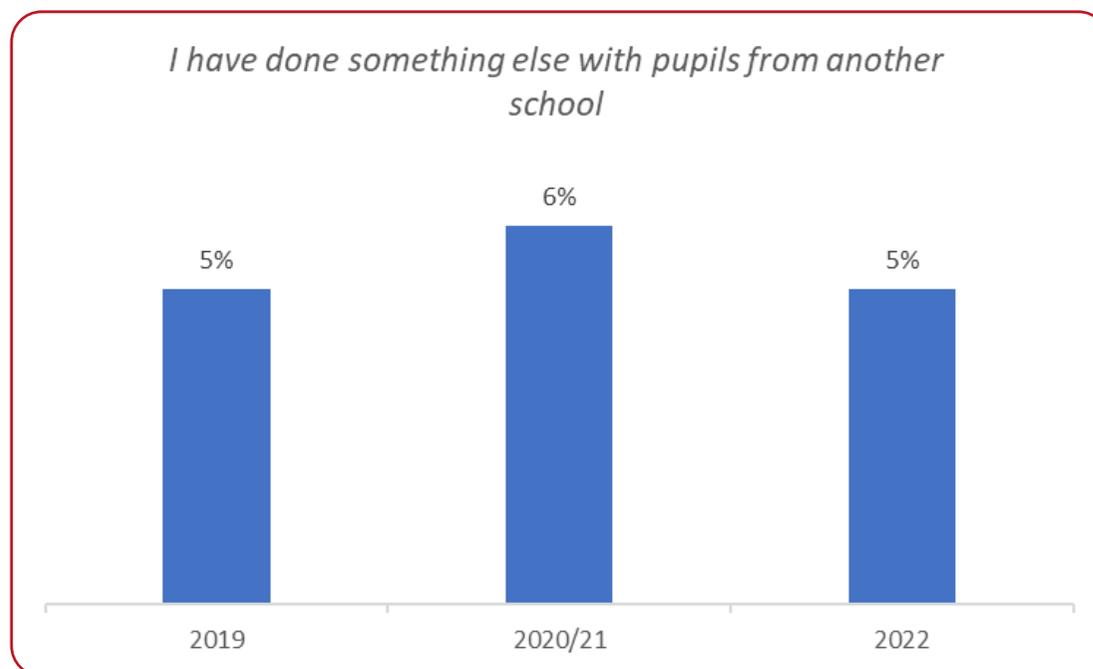
**Population Indicator:** Percentage of Children / Young People Participating in Shared Education - *Yes, I have done something else.*

**Data Source:** Young Life and Times Survey (YLT)

**Data Provider:** ARK, Queen's University, Belfast and Ulster University

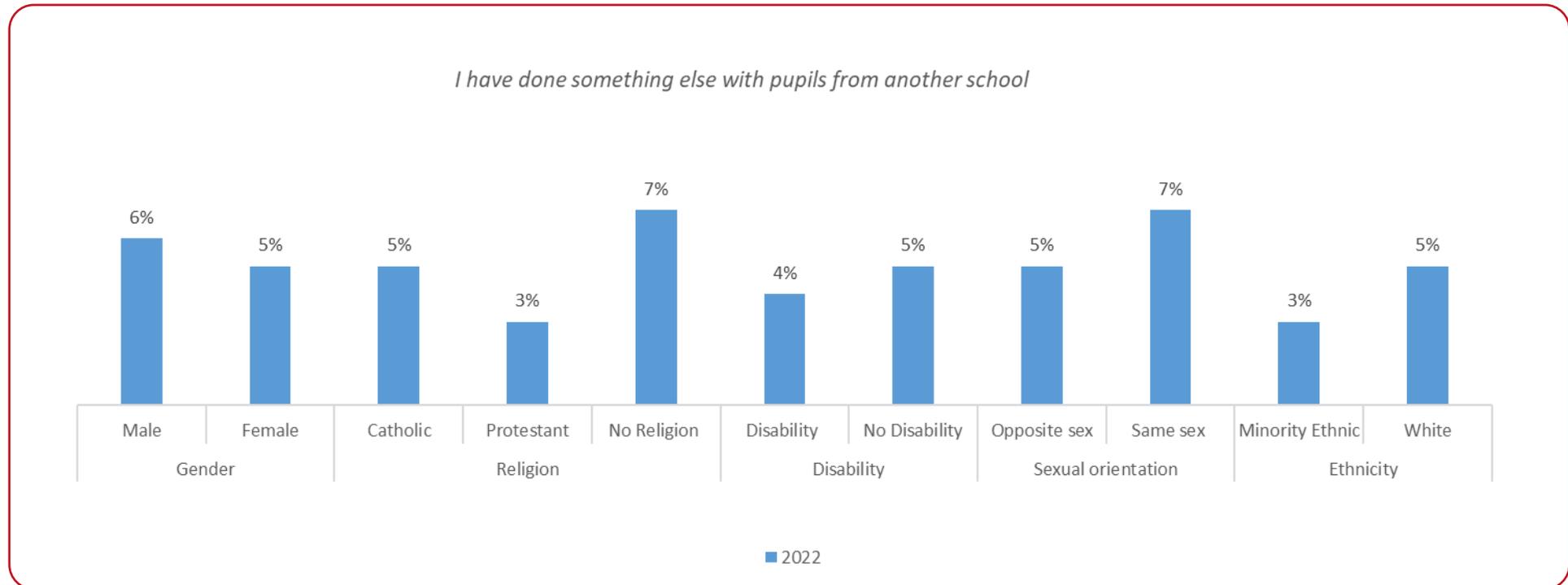
### Overall

A small percentage of young respondents (around 5%) indicated they “have done something else with pupils from another school” with marginal variations over the period of analysis.



**Summary Across Equality Groups**

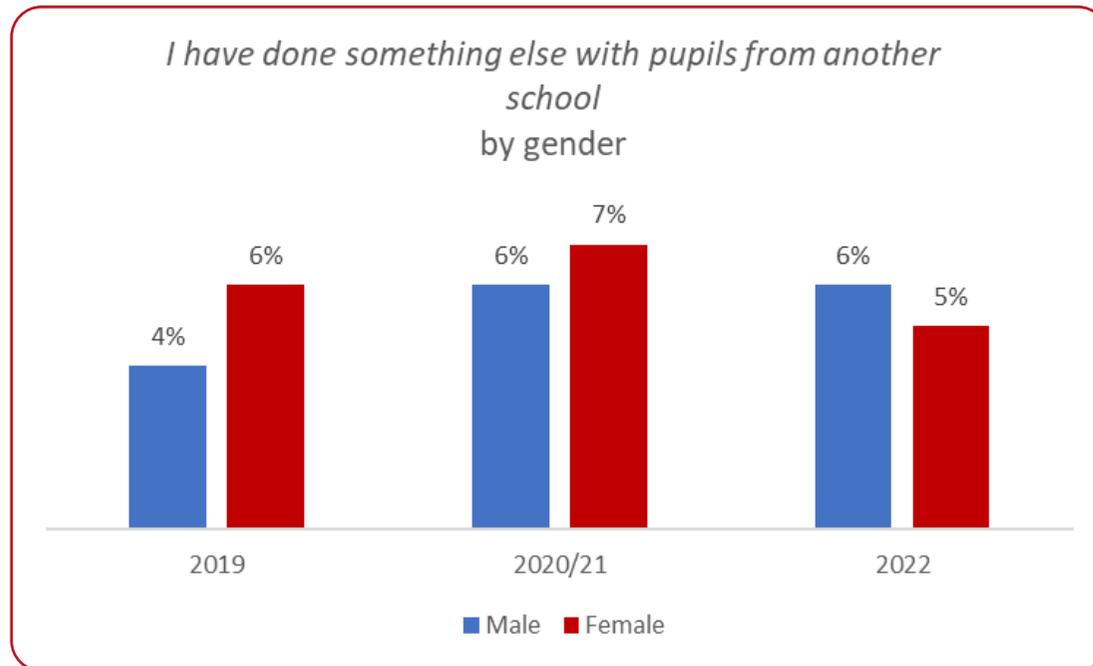
In 2022, across all equality groups, there were marginal differences, however, the young respondents slightly more likely to state “I have done something else with pupils from another school” were pupils with no religion (7%), and pupils with a sexual orientation towards the same sex (7%) compared with the overall level of 5%.



## Gender

**Data Status:** Data is collected, it can be analysed and presented.

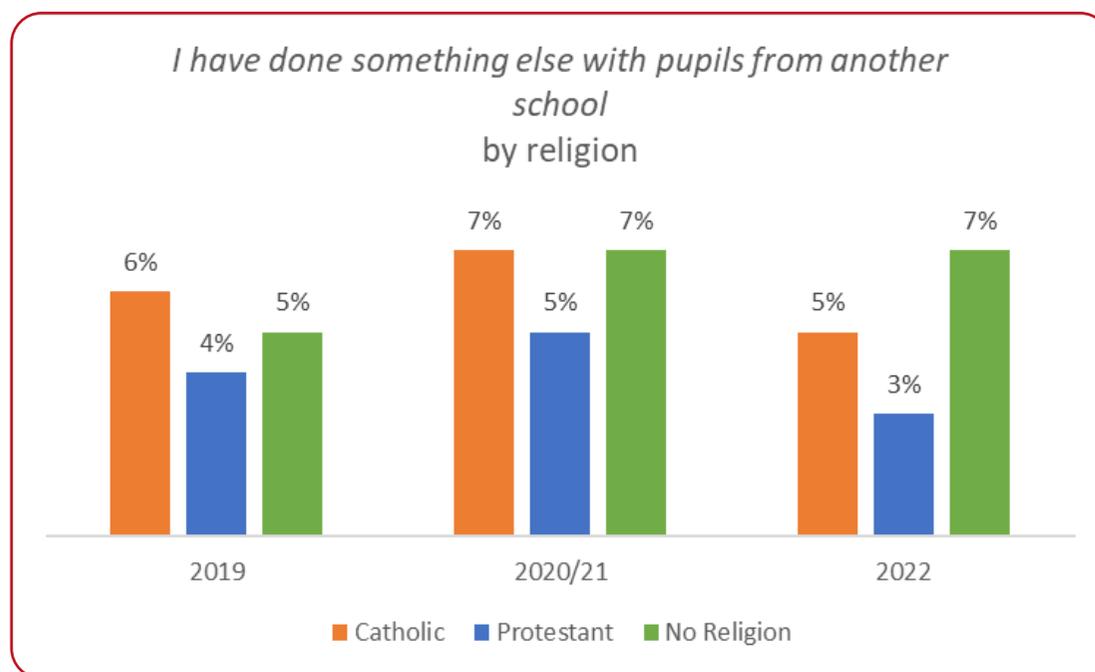
Over the three years of analysis, there were marginal differences in the small percentage of pupils who said “I have done something else with pupils from another school” between female and male respondents.



## Religion

**Data Status:** Data is collected, it can be analysed and presented.

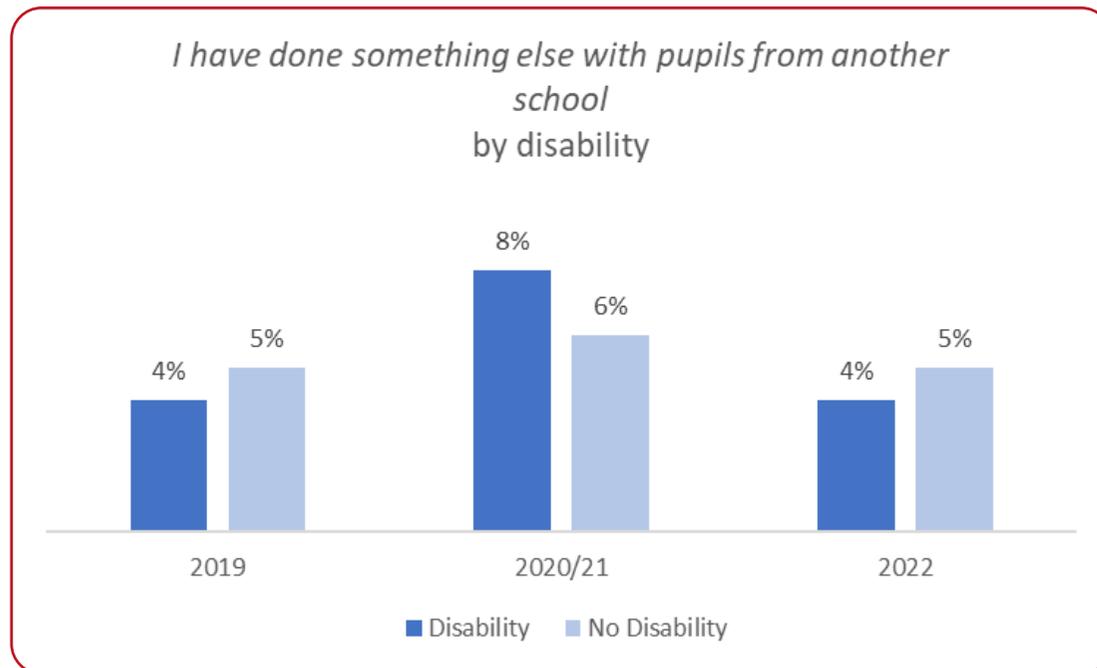
Among the small percentage of young respondents who declared “I have done something else with pupils from another school” the differences were marginal, with those with No religion (between 5% and 7%) and Catholics (between 5% and 7%) slightly more likely to say this response in the last two years of analysis than Protestant young people (between 3% and 5%).



## Disability

**Data Status:** Data is collected, it can be analysed and presented.

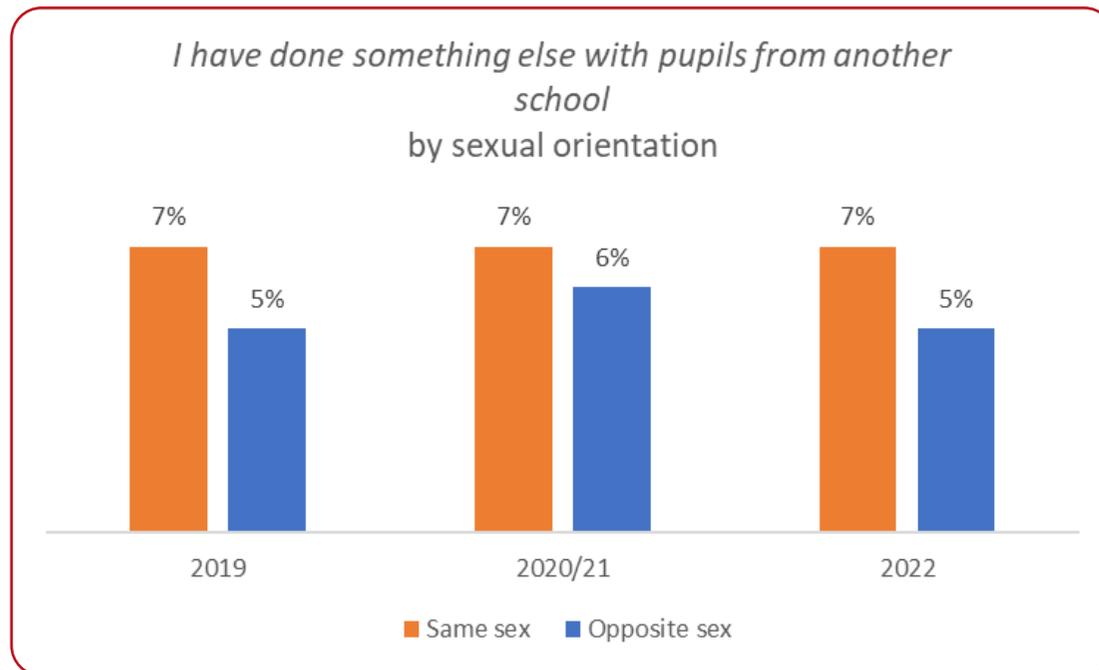
Over the last three years of analysis, differences between pupils with a disability and those without it who declared “I have done something else with pupils from another school” were marginal.



## Sexual Orientation

**Data Status:** Data is collected, it can be analysed and presented.

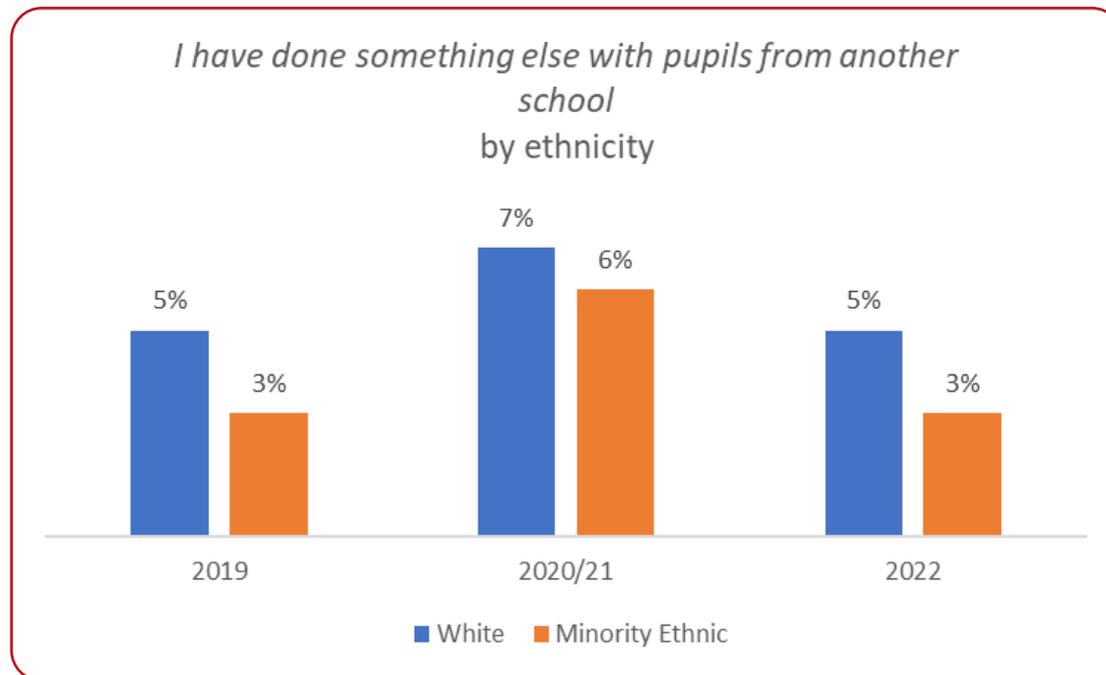
There were slight variations on the small percentage of young respondents who said “I have done something else with pupils from another school” and slim between pupils with a sexual orientation towards the same sex or towards the opposite sex.



## Ethnicity

**Data Status:** Data is collected, it can be analysed and presented.

Among the small percentage of young respondents who stated they “have done something else with pupils from another school” there were marginal changes over the period of analysis and differences were marginal between white and respondents from a minority ethnic.



Education

1 of 6 Areas of Life

**Dependents**

Data Status: Data is not collected.

**Caring status**

Data Status: Data is not collected.

**Political opinion**

Data Status: Data is collected but not available.

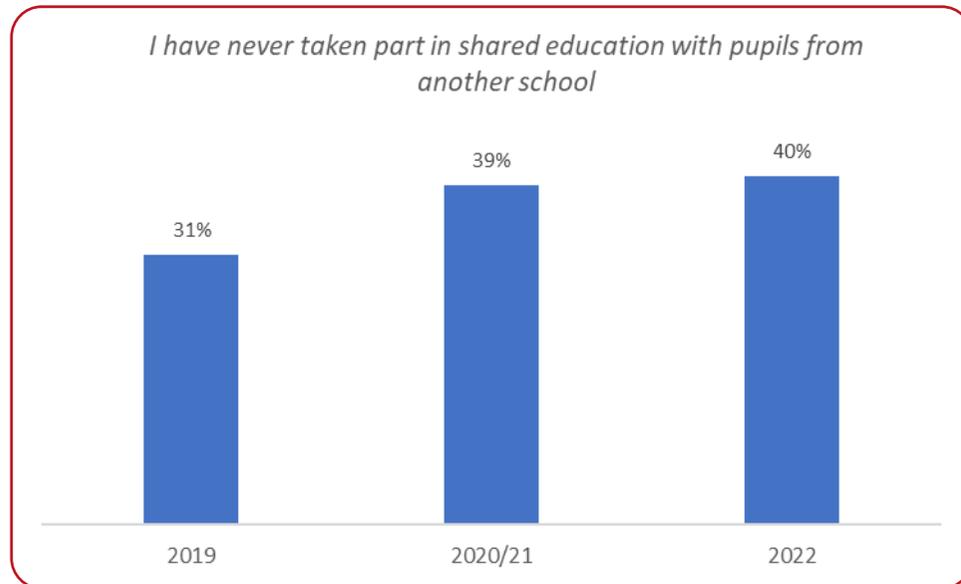
**Population Indicator:** Percentage of Children / Young People Participating in Shared Education - *No, I have never taken part in shared education.*

**Data Source:** Young Life and Times Survey (YLT)

**Data Provider:** ARK, Queen's University, Belfast and Ulster University.

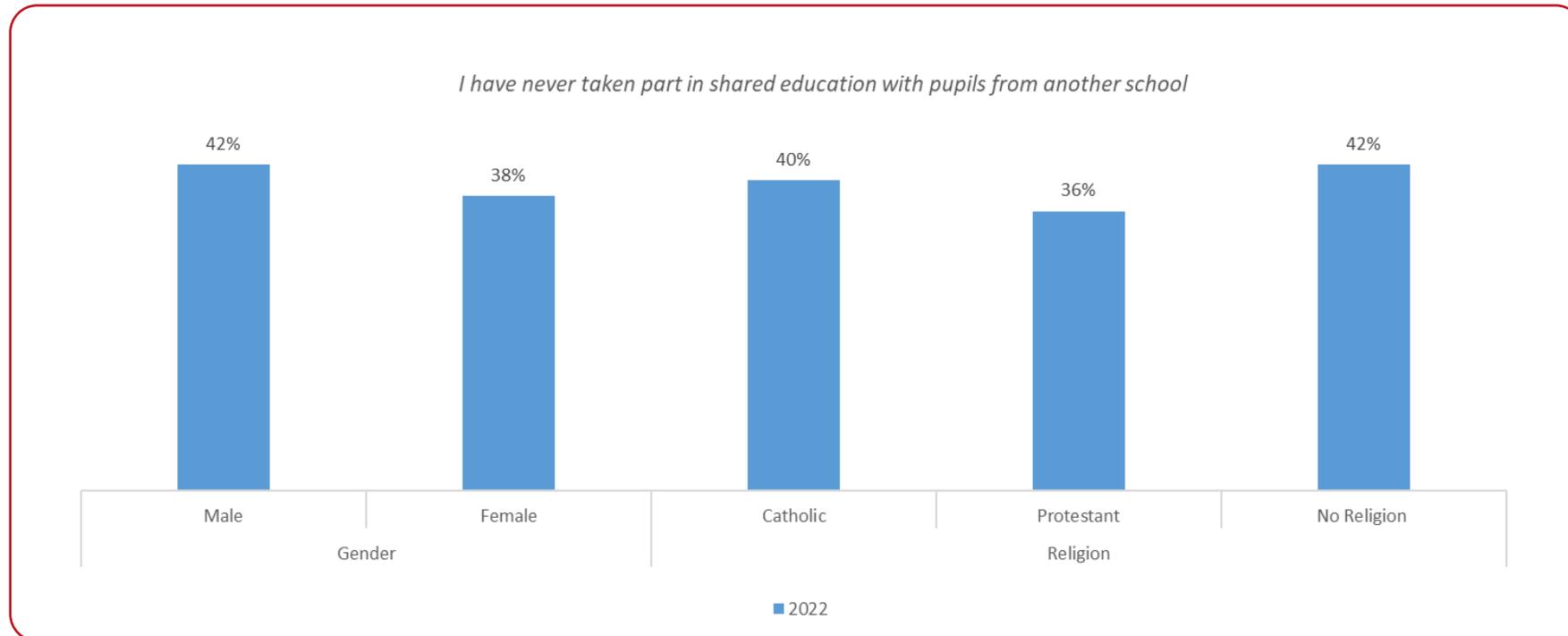
### Overall

In 2019, slightly less than a third of young respondents said, "I have never taken part in shared education with pupils from another school". This percentage increased by eight percentage points in 2020/21 to 39% and then another percentage point in 2022 (40%).



**Summary Across Equality Groups**

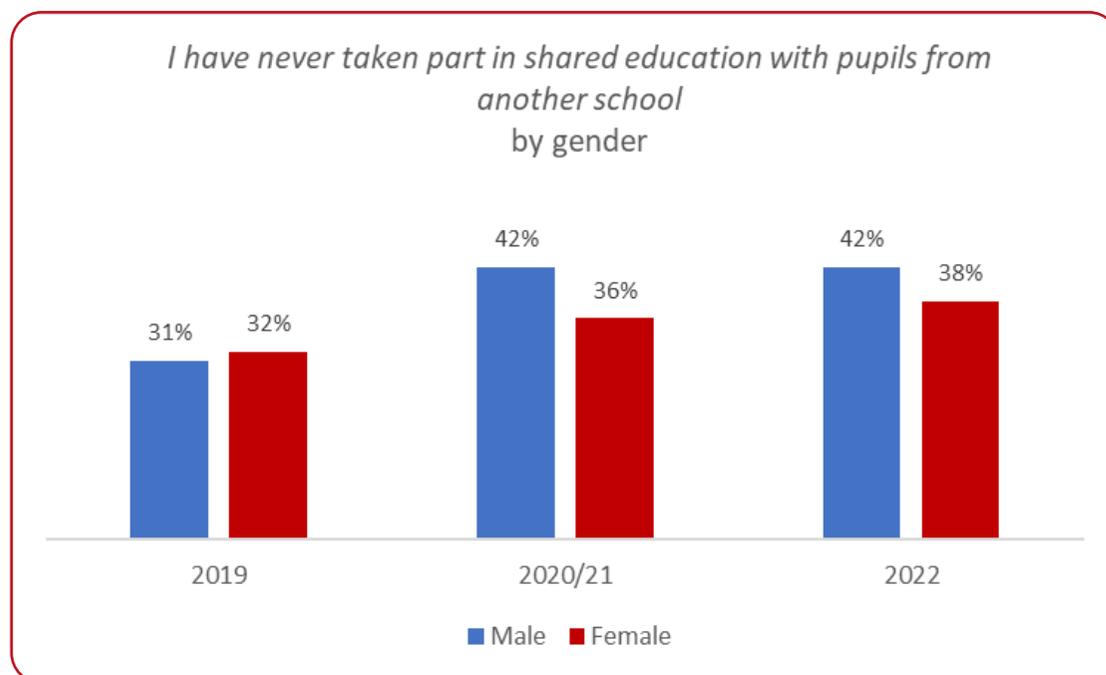
In 2022, across all equality groups where data was available, there were marginal differences, however young respondents slightly more likely to state “I have never taken part in shared education with pupils from another school” were male pupils (42%) and pupils with no religion (42%) compared with the overall level of 40%.



## Gender

**Data Status:** Data is collected, it can be analysed and presented.

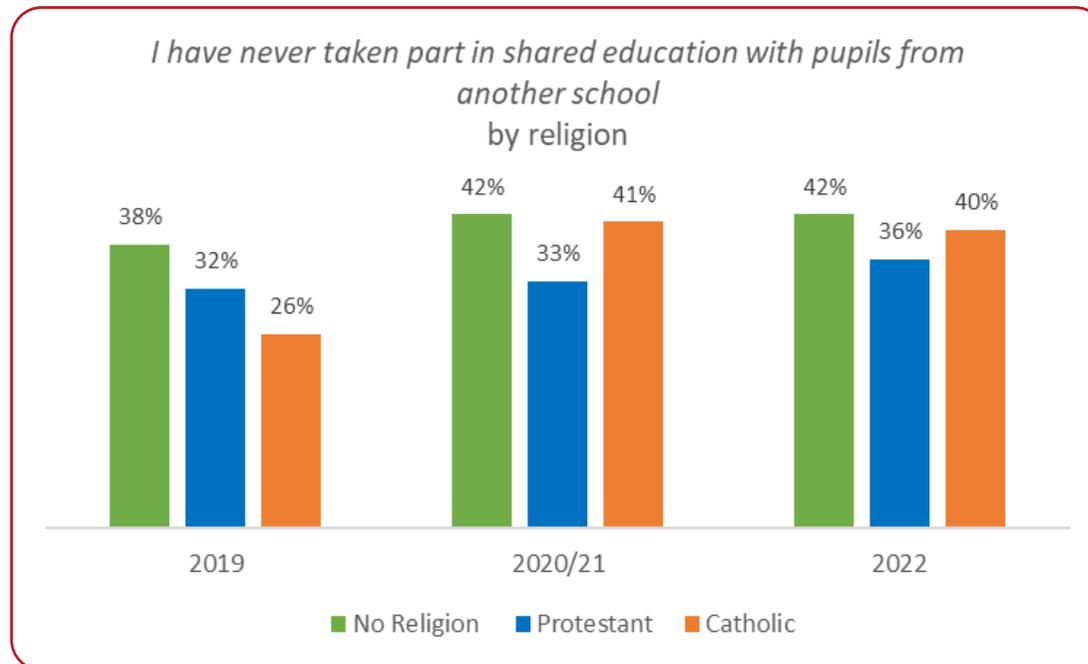
Differences among male (31%) and female (32%) respondents who declared that they have never taken part in shared education with pupils from other schools were marginal in 2019. In the following year, the difference widened to six percentage points where males (42%) were more likely to declare that they have not engaged in shared education in comparison with female respondents (36%). The proportion of males remained the same in the following year, while the percentage of females increased to 38%.



## Religion

**Data Status:** Data is collected, it can be analysed and presented.

Over the period of analysis, there was a trend for around 40% of young respondents with No religion to be more likely to declare they “have never taken part in shared education with pupils from other schools”, than Catholic and Protestant respondents. In 2019, Catholic respondents (26%) were less likely to state they have never engaged in shared education activities followed by Protestants (32%). Conversely, the following year, in 2020/21, the percentage of Catholics (41%) increased by 15 percentage points while the percentage of Protestant respondents marginally change to 33%. This trend remained almost the same in 2022.



Education

1 of 6 Areas of Life

**Disability**

Data Status: Data collected not available for this measure.

**Dependents**

Data Status: Data is not collected.

**Caring status**

Data Status: Data is not collected.

**Sexual Orientation**

Data Status: Data collected but not available for this measure.

**Political opinion**

Data Status: Data is collected but not available.

**Ethnicity**

Data Status: Data collected but not available for this measure.



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