

Equality Commission

FOR NORTHERN IRELAND



Commission Statement on
Equality in Northern Ireland

Education

Summary Report

1 of 6
Areas of Life

May 2024

This is the Equality Commission for Northern Ireland's Statement on Equality in Northern Ireland. This document is a summary of data analysed for the area of life: **Education**. It is one of six documents to highlight the findings from analyses of data, to identify differences in equality outcomes, for a range of population indicators in six areas of life in Northern Ireland. For more details, please refer to our main report on Education.

All six documents, which constitutes parts of the Statement, are drawn from the Commission's Framework for Measuring Equality in Northern Ireland. The Framework was developed through extensive consultation with those interested and representing equality groups in Northern Ireland, and through ongoing engagement for the development of population indicators and sources of evidence. The Framework will enable the Commission to identify differences in equality outcomes and to track those differences over time.

The Statement covers six broad areas of life in Northern Ireland:



Education



Employment



**Participation
in Public life**



**Health and
Social Care**



**Standards of
Living and
Housing**



**Communities that
are Welcoming
and Inclusive**

The outcome areas identified for **Education** are as follows, with the **associated priority areas**:

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.

The places 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.

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

The Indicator and Data Status for the Priority Areas

Attainment in Education:

Data Status: There were 3 Equality Grounds, 1 Characteristic Associated with an Equality Ground, 1 Proxi-Measure for an Equality Ground and 1 Measure of Social Deprivation Analysed; School Leavers Survey; Analytical Services Unit. Department of Education.

This priority area contained **five population indicators**. The **first population indicator** looked at 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). Across all equality groups of pupils, girls, Catholic pupils, Former Newcomer pupils, pupils not entitled to free school meals (FSMs) and pupils with no special education needs (SEN), over performed above the average level of achievement level for GCSEs. Whereas those who were Current Newcomers, those entitled to FSMs and those at SEN Stages 1 and 2 and at SEN Stage 3 underperformed against the overall average level of achievement of 77.7%. This population indicator was examined further by free school meal entitlement, gender and religion brought up in. Catholic girls not entitled to FSMs showed the highest proportion of those obtaining at least 5 GCSE's Grades A* - C, whereas Protestant boys entitled to FSMs had the lowest proportion of this equality grouping obtaining this level of attainment.

The **second population indicator** examined the percentage of school leavers with no GCSEs. In 2020/21, across all equality groups, the percentages of school leavers with no GCSEs were higher for pupils at SEN Stage 3, followed by pupils from minority ethnic groups, pupils at SEN Stage 1-2, current newcomer pupils, and pupils entitled to free school meals (FSMs) in comparison with the other groups of pupils when compared with the overall average proportion of school leavers with no GCSEs of 0.8%.

The **third population indicator** was the percentage of school leavers achieving at least 3+ A-levels A*-C. 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, those with a Catholic background, pupils not entitled to FSMs, and pupils with No SEN. The equality groups underperforming against the overall average level of achievement were boys, those with a Protestant and Other religion backgrounds, Current Newcomers, pupils entitled to FSMs and pupils at SEN Stages 1-2 and Stage 3.

The **fourth population indicator** examined the percentage of school leavers with no qualifications. The findings were very similar to those for school leavers with no GCSEs, with the percentages of pupils from minority ethnic groups, Current Newcomer pupils, pupils with entitlement to FSMs, and pupils at SEN Stages 1-2 and Stage 3 higher than the total percentage of school leavers with no formal qualifications.

The final and **fifth population indicator** for this priority area were the percentages of destination of school leavers (HE, FE, unemployed, employed, training, unknown). Approximately 3 out of 4 school leavers entered institutions of higher education or further education. In 2020/2021, slightly less than half of all school leavers moved into **institutions of higher education**. Girls, Catholics, pupils from ethnic minority groups, pupils not entitled to free school meals and pupils with No SEN 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. Slightly less than one out of three school leavers moved to **institutions of further education** in 2020/2021. Current newcomer pupils, pupils entitled to FSMs and pupils at SEN Stages 1-2 and Stage 3 were more likely to enter institutions of further education after leaving school than that for the overall entry into these institutions. One out of ten school leavers went into **employment**. Boys, Protestants, pupils entitled to FSMs and pupils at SEN Stage 1-2 were more likely to move into this destination than other equality groups and against the overall level of school leavers entering employment. Similarly, one out of ten school leavers moved into training. Pupils at SEN Stages 1-2 and Stage 3 were more likely to move to training, followed by pupils entitled to FSMs, boys, and current newcomer pupils than other equality groups, and when compared to the overall level of school leavers entering training.

Access to Curriculum and Career Paths:

Data Status: 8 Grounds Analysed; FPE of Undergraduate students domiciled from Northern Ireland – 2021/22; Department of Economy (DoE) and Higher Education Statistics Agency (HESA) and 7 Equality Grounds Analyses; Department of Economy - Consolidated Data Return (CDR), CAFRE administration; Youth Training Statistics and Research Branch, Department of Economy

This priority area has **four population indicators**. The **first population indicator** looks at the percentages of young people choosing STEM and non-STEM subjects at tertiary education level, in Higher Education. This population indicator uses **six measures of assessment**. The **first four measures looked at the percentage share compositions** by equality groups for those enrolled in Broad STEM or Not Broad STEM subjects and Narrow STEM or Not Narrow STEM subjects¹. The **final two measures examined the proportions, or rates, of enrolment** by equality groups on to Broad STEM and Narrow STEM subjects. As implied by their titles, Narrow STEM subject classification is a narrow set of STEM subjects, that also form part of the Broad STEM classification of subjects.

¹ 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.

In respect to the percentage shares for those enrolled in Broad STEM subjects, the compositions were similar to the general demographic compositions associated with equality groups within their equality grounds for young people; the majorities of first year, first degree enrolments were students who were female, Catholic, without a disability, single, 18-20 years, heterosexual, and with no dependents. These compositions were also influenced by the high proportions of unknown or not stated or refused classifications; this was particularly apparent for equality ground of religion, whereby 36% of the enrolments were of unknown or not stated classification. When looking at the percentage shares for those enrolled in Narrow STEM subjects, the compositional shares did not change that much from those recorded for Broad STEM subjects, but there was a one noticeable difference. Almost three-quarters of all Narrow STEM first year, first degree enrolments were male students.

In respect to the **proportions of first year, first degree enrolments onto Broad and Narrow STEM subjects** within each equality group, those more likely to enrol on Broad STEM subjects were male students, those from Other religions, students with no known disability, Asian, Black, Chinese and Other ethnicities students, and those who were married, when compared with the overall rate of enrollment of 46%. Those equality groups less like to enroll on Broad STEM subjects were female students, those with No religion, those with a known disability, those who were divorced, those 30 years and over, and those with sexual orientations that were not heterosexual (bisexual; Gay man; Gay woman/Lesbian; and Other), when compared with the overall enrolment rate.

Those more likely to enroll on Narrow STEM subjects were male students, those of No religion, Chinese students, Mixed ethnicity, Asian, and Other ethnicity students, those age 17 years and under, compared with the overall rate of enrolment level of 22%. Those less like to enroll on Narrow STEM subjects were females, all marital statuses other than single students, students aged 25-29, and 30 years and over, gay women / lesbian students and those with young people/children as dependents, compared with the overall rate of enrolment onto Narrow STEM subjects.

The **second population indicator** examined the percentage rates, or proportions of students who enrolled onto Level 4 (Higher Education equivalent) courses in Non-STEM, Broad STEM and Narrow STEM subjects at Further Education colleges. This was also undertaken for those achieving Level 4 qualifications. Furthermore, the composition of students enrolled in Non-STEM, Broad STEM and Narrow STEM Level 4 courses at Further Education colleges was undertaken. This was also undertaken for those achieving Level 4 qualifications.

Sixty-two percent of students seeking to undertake Level 4 courses at Further Education colleges enrolled on to Non-STEM subjects, with 38% enrolling in Broad STEM subjects. Those equality groups most likely to enrol onto Non-STEM subjects were typically older, female, with dependents, married or in civil partnerships, divorced or separated, widowed or gay or lesbian.

Therefore, these equality groups were least likely to enrol in Broad STEM subjects. As Narrow STEM subjects are a component of Broad STEM subjects (in that the Broad STEM category also includes Narrow STEM subjects), the equality groups mentioned above are also less likely to enrol in these subjects. The findings for those achieving Level 4 qualifications were very similar to those for the proportions enrolled in Non-STEM, Broad STEM and Narrow STEM.

In respect to the percentage share composition of students in Non-STEM subjects, the majority of students were 25 years and over, female, with no dependents, no disability, white, single and heterosexual. Those whose religion brought up in was Catholic also represented a greater share of Non-STEM students – just under a half of students brought up a Catholic compared with just under a third being brought up as Protestant. For Broad STEM subjects, those with the greater shares were male, with no dependents, no disability, white, single and heterosexual. Unlike for Non-STEM subjects, all three age categories represented an equal share. The religion brought up in composition was also similar to that shown for Non-STEM subjects. The equality group compositions of Narrow STEM subjects were similar to those for Broad STEM subjects.

The **third population indicator** examined percentage of **participants on apprenticeships – Lower level apprenticeships**.

This population indicator utilises four measures. Other than the expected, in that the majority of those undertaking lower level apprenticeships were white, aged 16-19, single and have no disability, the primary finding was that more males than females enrolled onto these apprenticeships.

The first and second measures examine the compositional share of equality groups within their respective equality grounds. The first measure is of the percentage of participants on apprenticeships – **Enrolments Level 2 - Lower level apprenticeships**. Within their respective equality grounds, the percentage shares of participants enrolled in Level 2 - lower level apprenticeships were the highest for pupils in the age group of 16-19, for male students, for those with no disability, for those with a religion unknown, for those with a white ethnicity, for those with an unknown dependency status and for single participants. The second measure examined the percentage of participants on apprenticeships – **Enrolments Level 2/3 and 3 - Lower level apprenticeships**. For this measure, and within their respective equality ground, the compositions of enrolled students were highest for age group of 16-19, for male students, for those with no disability, for those with a religion unknown, for those with a white ethnicity, for those with an unknown dependency status, and for single participants.

The third and fourth measures examine the proportions within equality groups attaining their qualifications. The **third measure** showed that the proportions of participants, within their equality group, obtaining Level 2 Full Framework qualification in lower level apprenticeships were higher for pupils in the age group of 20-24, for male students, for those with a disability, for Protestants, for those with a white ethnicity for participants with no dependents, and for those with an unknown marital status.

The **fourth measure** highlighted that the proportions of participants, within their equality group, obtaining Level 3 Full Framework qualification in Lower level apprenticeships were higher for pupils in the age group of 20-24, for female students, for those with no a disability, for those with other religion, for those with an ethnicity other than white, for participants with dependents, for those with other than single marital status.

The **fourth population indicator** looked at percentages of **participants on apprenticeships – Higher level apprenticeships**. This indicator had two measures. The **first measure** showed that the percentage shares of participants enrolled in higher level apprenticeships were higher, within their respective equality grounds, for males, for the age group of 19 and under, for those with no dependents, for those with no disability, for those who were white, single, for Catholics and for heterosexuals. The **second measure** showed that the proportions of participants, within their respective equality groups, achieving a higher-level apprenticeships qualification were higher for females, for participants in the age group of 20-24, for those with dependents², for those with no disability, for those who are white, for those with an unknown marital status, for those with no religion stated, and for heterosexuals (89%). However, it should be noted that the proportions obtaining their qualifications within all equality groups were typically between 85% and 90%, and the differences in attainment between the equality groups were essentially marginal.

Education Support:

Data Status: 9 Ground Analysed; Public Opinion Survey of Equality in Northern Ireland – 2023; Equality Commission for Northern Ireland

This priority area has **two population indicators**. The **first indicator** examines the 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'. Across all equality groups, respondents more likely to disagree with the statement were carers, respondents with a disability, separate/divorced respondents, respondents with dependents, non-white respondents, respondents with other or no religion, and respondents of the age group of 50-64, compared with the overall level of disagreement. Within equality grounds, those more likely to disagree with the statement were respondents with a disability compared to those with no disability; those with caring responsibilities compared to those without; those with dependents compared to those without; separated/divorced respondents compared with widowed, single and married/cohabiting and those with other or no religion compared with Catholic and Protestant respondents.

² Dependants 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.

The **second indicator** asks, have you or other members of your immediate or extended family ever experienced bullying or stereotyping in an education setting? As an overview, three percent (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.

Of those who said, 'yes, I have needed additional educational support', across all equality groups, respondents more likely to state that they have needed additional educational support were those with a disability, single respondents, respondents in the age group of 16-29, LGBTQI+ respondents, and Non-white respondents compared with the overall level of three percent. Within equality grounds, those more likely to state they needed additional educational support were those aged 16-29 compared with other age groups; those with a disability compared to those with no disability; single respondents compared to those married/cohabiting, and those separated/divorced.

Bullying and Stereotyping:

Data Status: All 9 Grounds Analysed; Public Opinion Survey of Equality in Northern Ireland - 2023; Equality Commission for Northern Ireland

This priority area has **one performance measure**, that asked respondents, 'Have you or other members of your immediate or extended family ever experienced bullying or stereotyping in an education setting? As an overview, twenty percent of respondents declared that they or [their] partner or child or close relative have experience bullying and stereotyping in an education setting. However, **Eleven percent of respondents said they [themselves] had experienced bullying or stereotyping in an education setting**. A similar proportion of respondents reported that other family members [not themselves] had experienced bullying or stereotyping in an education setting.

Across all equality groups, respondents more likely to declare that they have experienced bullying or stereotyping were those who were LGBTQI+ respondents, respondents describing their ethnicity as Non-white, those with a disability, those aged 16-24, those describing their religion as Other or None, and those who were single, compared with an overall value for individual respondents.

With equality grounds, respondents more likely to say they have experienced bullying or stereotyping were those aged 16-24 compared with other age groups; those with a disability compared with non-disabled respondents; those describing their religion as other / none compared to Protestant and Catholic respondents; those who were LGBTQI+ respondents compared to heterosexual respondents, those who were single compared with those were married / cohabiting, separated/divorced or widowed; and those describing their ethnicity as non-white compared to those describing their ethnicity as White.

Sharing in Education:

Data Status: 2 Equality Grounds, 1 Proxi-Measure for an Equality Ground, 1 Measure Associated to an Equality Ground Analysed; Department of Education Statistics, and 5 Equality Grounds Analysed; Youth Life and Times Survey (YLT); ARK, Queen's University of Belfast and University of Ulster

This priority area has **seven population indicators**. The **first population indicator** looks at percentages of children and young people from different religion/community background, gender, SEN, newcomer status, and FSM by school type in primary schools. As an overview, most primary school pupils attended Controlled and Catholic maintained primary schools, with the remaining in Voluntary, Other Maintained, Controlled Integrated and Grant Maintain primary schools. There were six measures to this population indicator which looked at the equality group compositions of primary schools under different types of management. The key differences were: Controlled and Voluntary schools were mainly comprised of Protestant and Other religion pupils, whereas Catholic Maintained and Other Maintained were primarily comprised of Catholic pupils. The Controlled Integrated and Grant Maintained Integrated schools were more evenly split by the three religion groups. Generally, all school management types were comprised of about a third of pupils entitled to free schools meals with the exception of Voluntary primary schools which had a composition of only one-percent of pupils on free school meals. Voluntary schools also comprised proportionally the fewest Newcomer pupils.

The **second population indicator** looks at percentages of children and young people from different religion/community background, gender, SEN, newcomer status, and FSM by school type in post-primary schools. As an overview, most post-primary school pupils attended Controlled, Voluntary, and Catholic maintained post-primary schools, with the remaining in Other Maintained, Controlled Integrated and Grant Maintained post-primary schools. There were six measures to this population indicator which looked at the equality group compositions of post-primary schools under different types of management. The key differences were: Controlled post-primary schools were mainly comprised of Protestant and Other religion pupils, whereas Voluntary, Catholic Maintained and Other Maintained were primarily comprised of Catholic pupils. The Controlled Integrated and Grant Maintained Integrated schools showed slightly different religion group compositions, whereby just over half of all pupils in Controlled Integrated post-primary schools were from a Protestant background with under twenty percent being of a Catholic background.

Pupils from a Catholic background represented forty percent of those attending Grant Maintained Integrated post-primary schools. Typically, pupils entitled to free school meals represented around 27% to 38% of pupils in post-primary schools. However, those entitled to free school meals were almost half of all pupils in Other Maintained post-primary schools. The Voluntary sector had the lowest percentage share of those entitled to free school meals – fourteen per cent. The Other Maintained sector also had a higher proportion of pupils with SEN; almost four in ten pupils.

The remaining population indicators are from the Young Life and Times Survey and looked at the percentages of children / young people participating in shared education. The **third population indicator** looked at whether children had had classes with pupils from other schools. In 2022, across all equality groups, there were marginally differences among and within equality groups, however young respondents from an ethnic minority were slightly more likely to indicate they “have had classes with pupils from other schools” compared with an overall level participation of approximately fifty percent. The **fourth population indicator** asked pupils if they had done projects with pupils from other schools. Again, there were marginally differences across the equality groups, and when compared with an overall participation level of sixty percent. The **fifth population indicator** examined if pupils had shared sports facilities or equipment, like computers. For this measure, there was slightly more variability between the equality groups, but it was still small with male pupils, pupils with no religion, and pupils with a disability more likely to have done so than compared with an overall level of just over a quarter of all children. The **sixth population indicator** asked children if they had done something else [in respect to shared education]. Again, there were marginal differences, however, the young respondents with no religion, and pupils with a sexual orientation towards the same sex were more likely to have done so compared with the overall level of only five percent. Finally, the **seventh population indicator** examined if children had never taken part in shared education. There were marginal differences, with male pupils and pupils with no religion only slightly more likely to have done so compared with the overall level of forty percent.



Priority Area:

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.

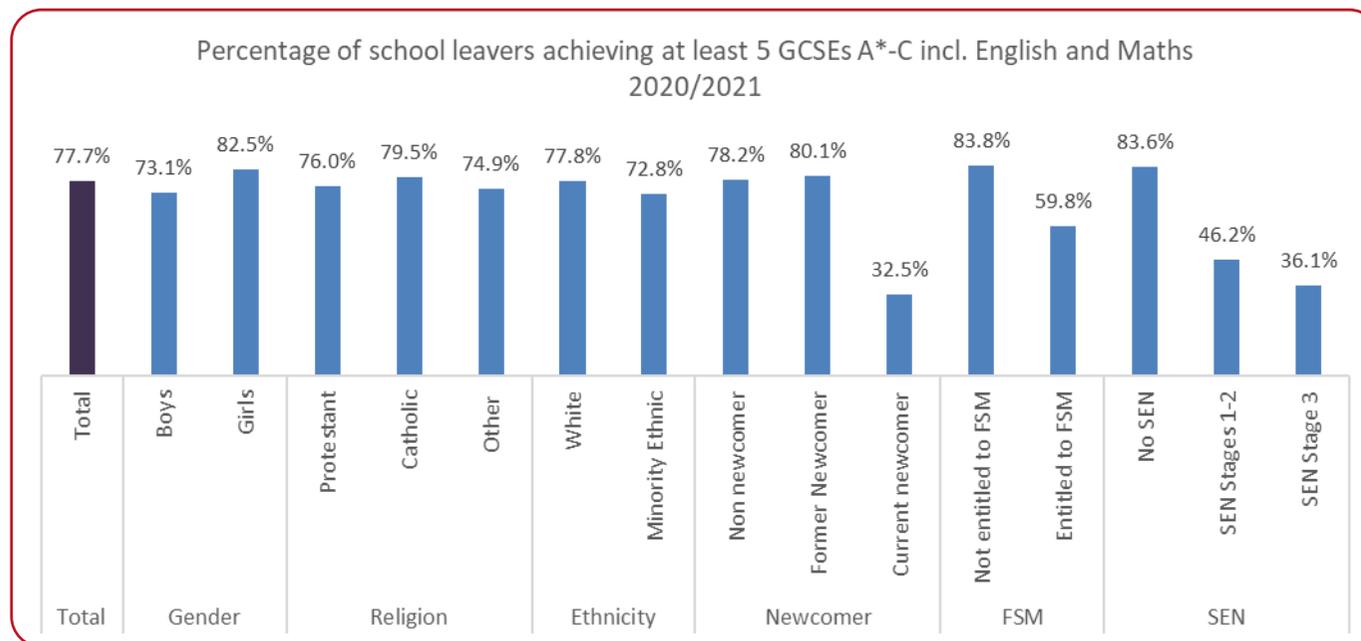
Population Indicator: Percentage of school leavers achieving at least 5 GCSE's Grades A* - C (or equivalent i.e. NVQ Level 2, Functional Skills Level 2, OCN Level 3)

Data Source: School Leavers Survey

Data Provider: Analytical Services Unit. Department of Education.

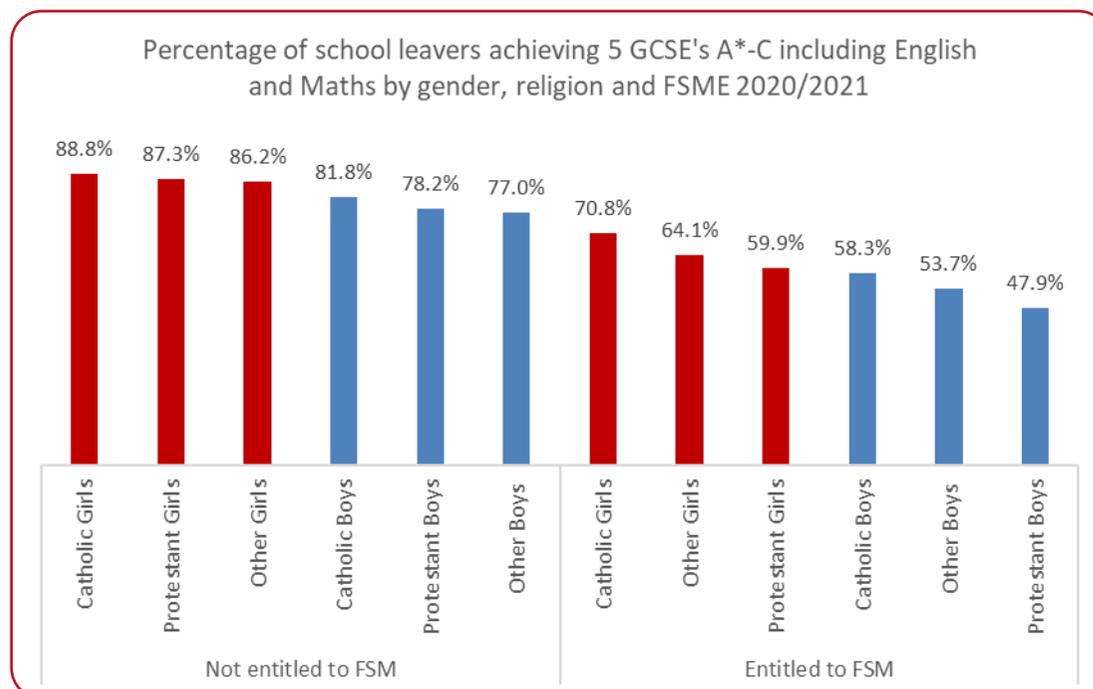
More than three quarters (77.7%) of school leavers achieved at least 5 GCSEs A*- C including English and Maths in 2020/2021.

Across all equality groups of pupils, girls (82.5%), Catholic pupils (79.5%), former newcomer (80.1%), pupils not entitled to free school meals (83.8%) and pupils with no special education needs (SEN) (83.6%) over performed the average level of achievement level for GCSEs. Whereas, those who were 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.



Free School Meal Entitlement by Religion and Gender

In 2021/22, regardless of religion or gender, pupils entitled to free school meals underperformed compared to the overall proportion (77.7%) of school leavers achieving 5 GCSE's A*-C, including English and Maths. For those not entitled to FSMs and regardless of religion, girls (86.2% to 88.8%) outperformed boys (77.0% to 81.8%), and similarly, for those entitled to FSMs, and again regardless of religion, girls (59.9% to 70.8%) outperformed boys (47.9% to 58.3%). Furthermore, for those not entitled to FSMs, Catholic girls (88.8%) outperformed Protestant girls (87.3%) who outperformed Other religion girls (86.2%). This order by religion was repeated for boys not entitled to FSMs. However, for school leavers who were entitled to FSMs, the order by religion changed so that Catholic girls (88.8%) outperformed Other religion girls who outperformed Protestant girls. And similarly, this ordering occurred for boys, so only that only 47.9% of Protestant boys entitled to FSMs achieved 5 GCSE's A*-C, including English and Maths.

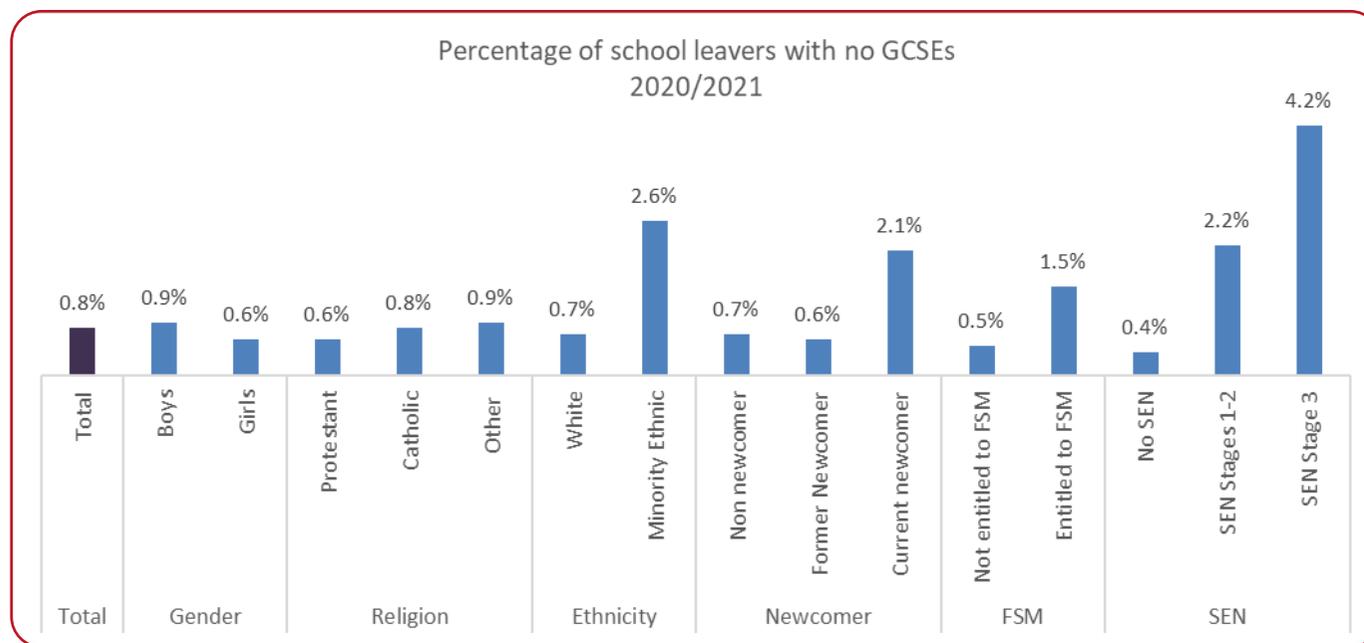


Population Indicator: Percentage of school leavers with no GCSE's

Data Source: School Leavers Survey

Data Provider: Analytical Services Unit. Department of Education.

Across all equality groups for pupils, in 2020/21, the percentages of school leavers with no GCSEs were 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 (2.2%), 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.



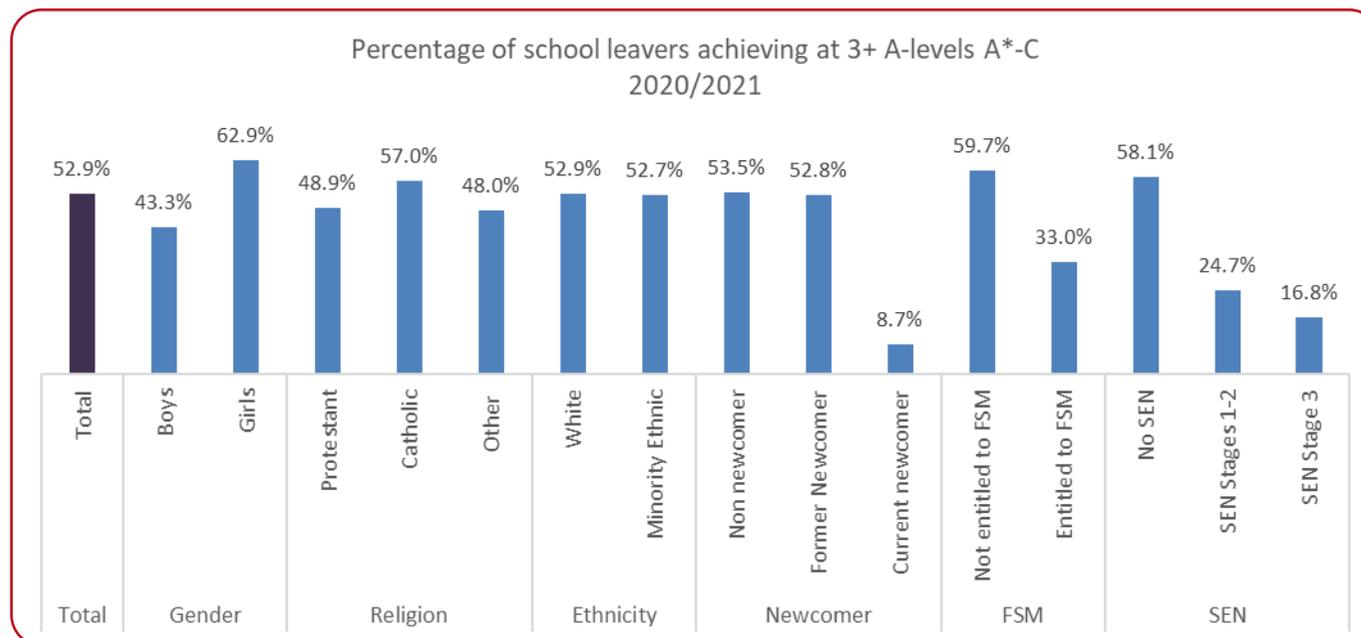
Population Indicator: Percentage of school leavers achieving at least 3+ A-levels A*-C

Data Source: School Leavers Survey

Data Provider: Analytical Services Unit, Department of Education

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%).

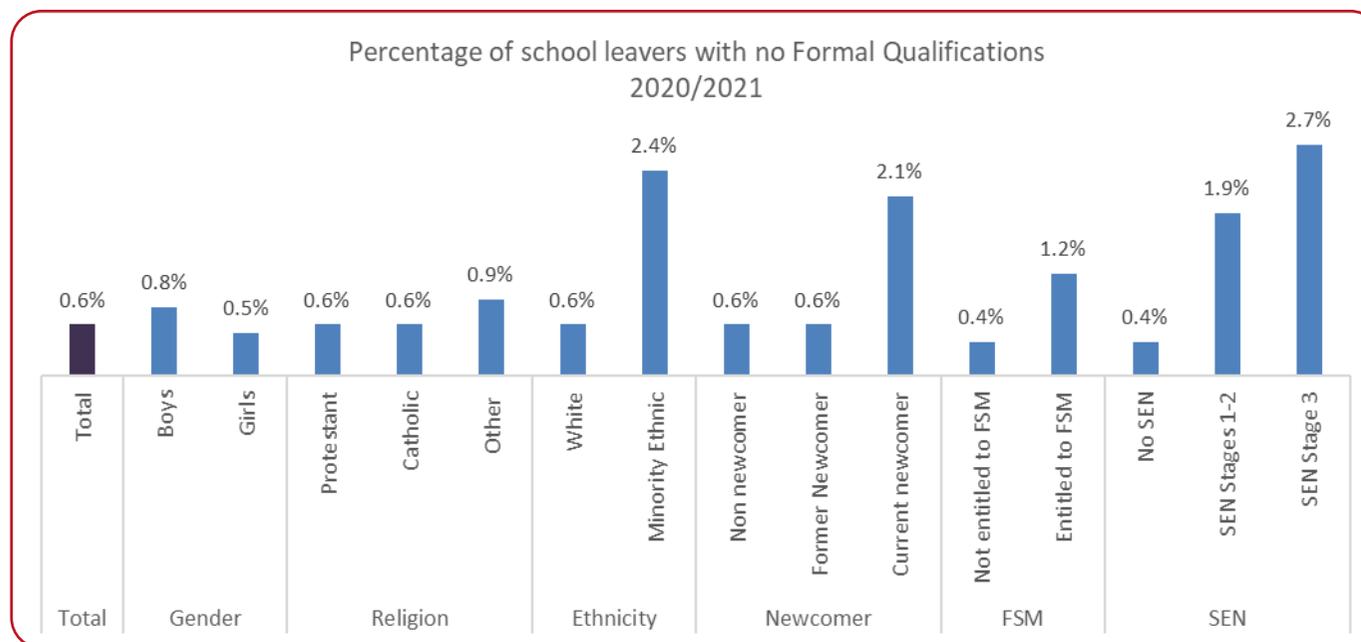


Population Indicator: Percentage of school leavers with no qualifications

Data Source: School Leavers Survey

Data Provider: Analytical Services Unit, Department of Education

Among the total of school leavers with no qualification in 2020-2021 (0.6%), the percentages 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.

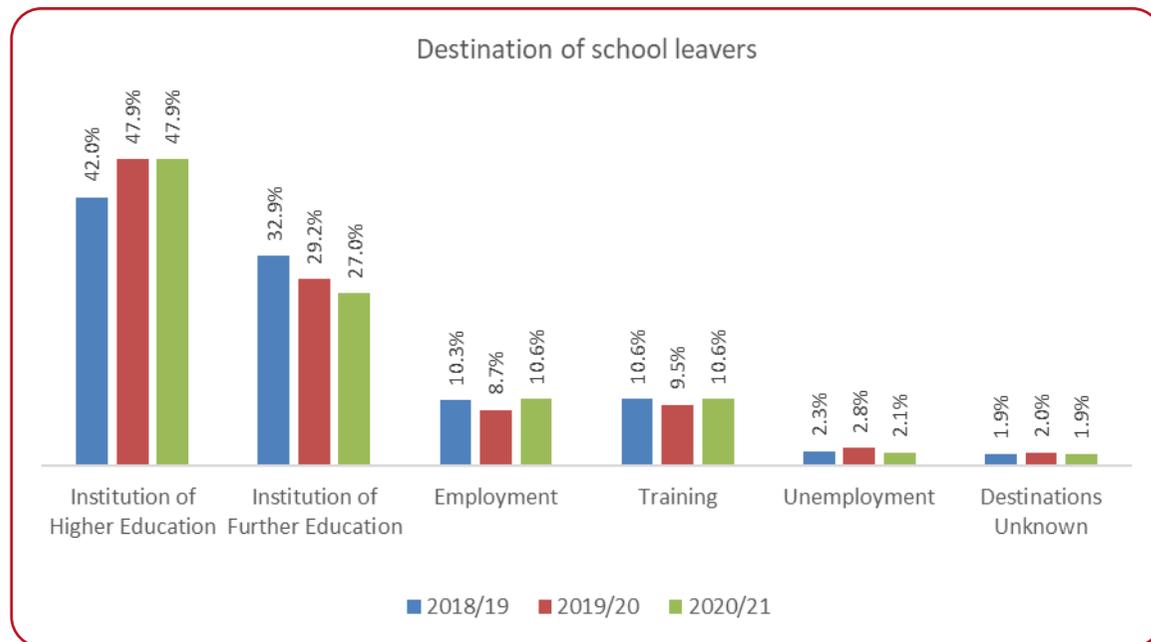


Population Indicator: Percentage of destination of school leavers (HE, FE, unemployed, employed, training, unknown)

Data Source: School Leavers Survey.

Data Provider: Analytical Services Unit, Department of Education.

In the three years under analyses there was a small increase in the percentages of school leavers going into institutions of Higher Education³ with slightly less than half of all school leavers having that 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 to into training⁴.

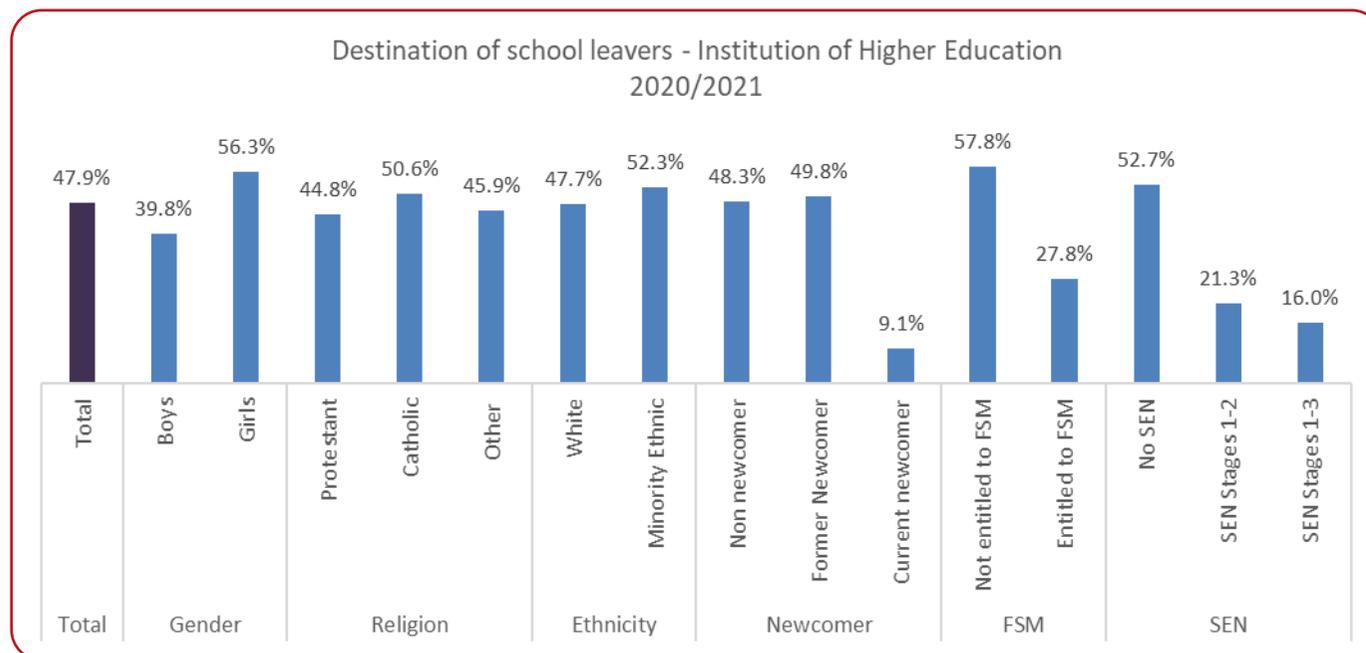


³ Includes universities and teacher training colleges.

⁴ Numbers entering training include those entering the Training for Success programme, operated by the Department for the Economy.

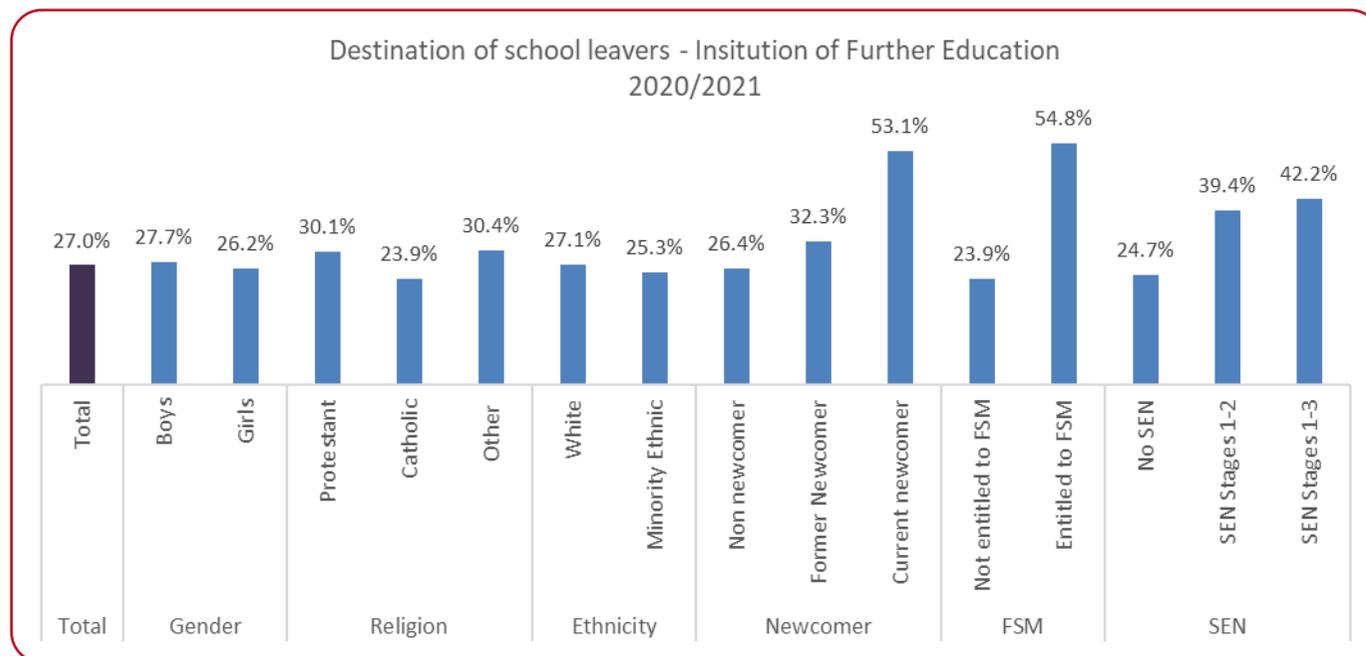
Destination of school leavers - Institution of Higher Education, 2020/2021

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.



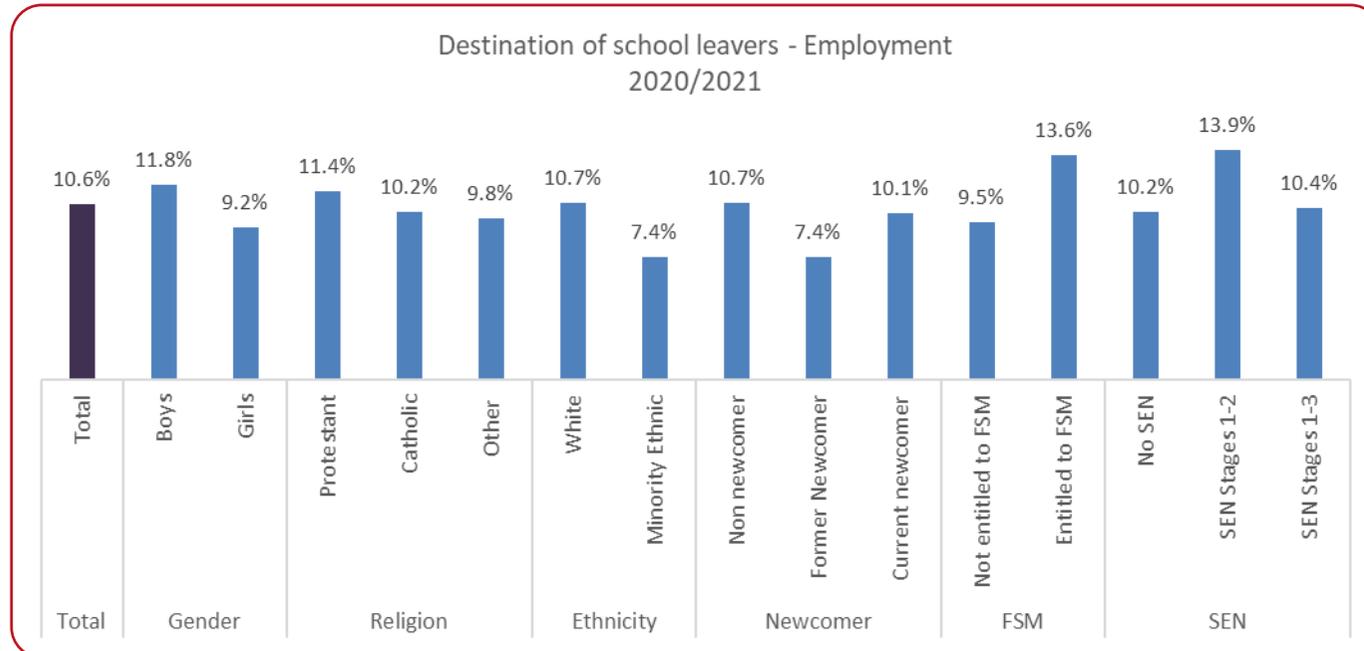
Destination of school leavers- Institution of Further Education, 2020/2021

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 than that for the overall entry into these institutions.



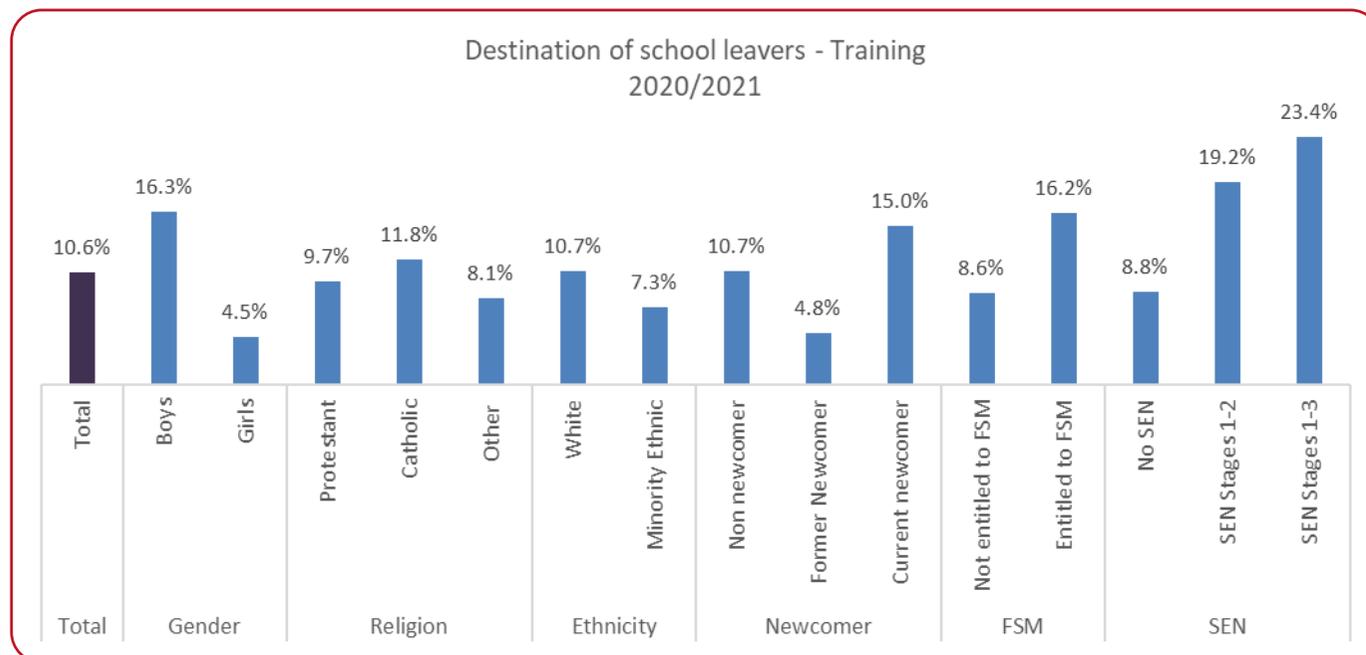
Destination of school leavers – Employment, 2020/2021

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.



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.





Priority Area:

Access to Curriculum and Career Paths

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

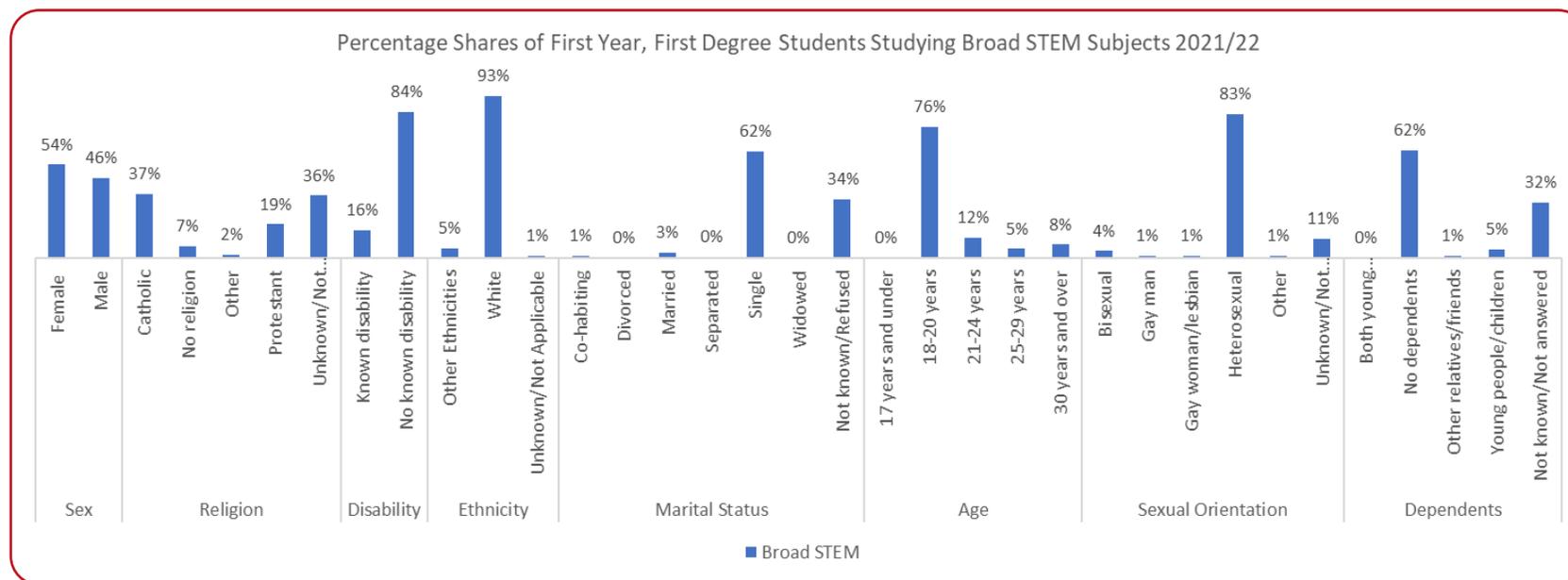
Population Indicator: Percentage of young people choosing STEM and non-STEM subjects at tertiary education level - Higher and Further Education

Data Source: FPE of Undergraduate students domiciled from Northern Ireland

Data Provider: Department of Economy (DoE) and Higher Education Statistics Agency (HESA)

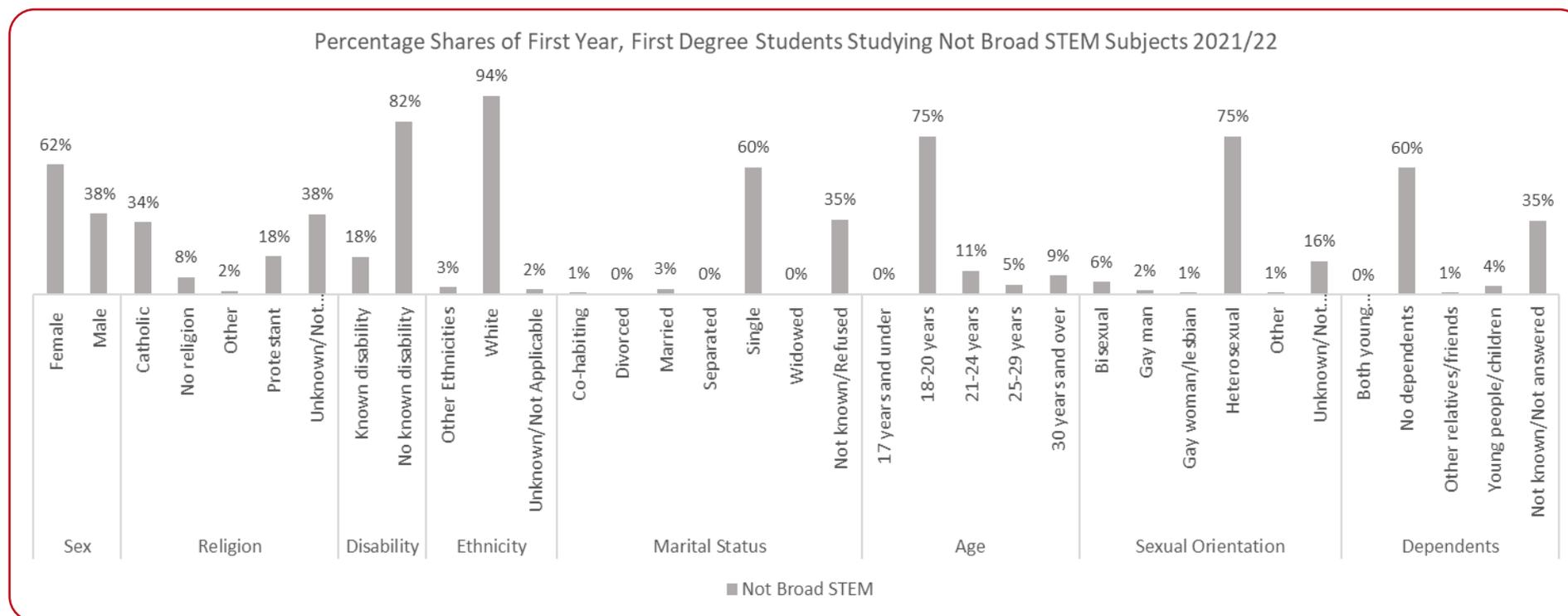
Percentage Shares of First Year, First Degree Students Studying Broad STEM Subjects 2021/22

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%).



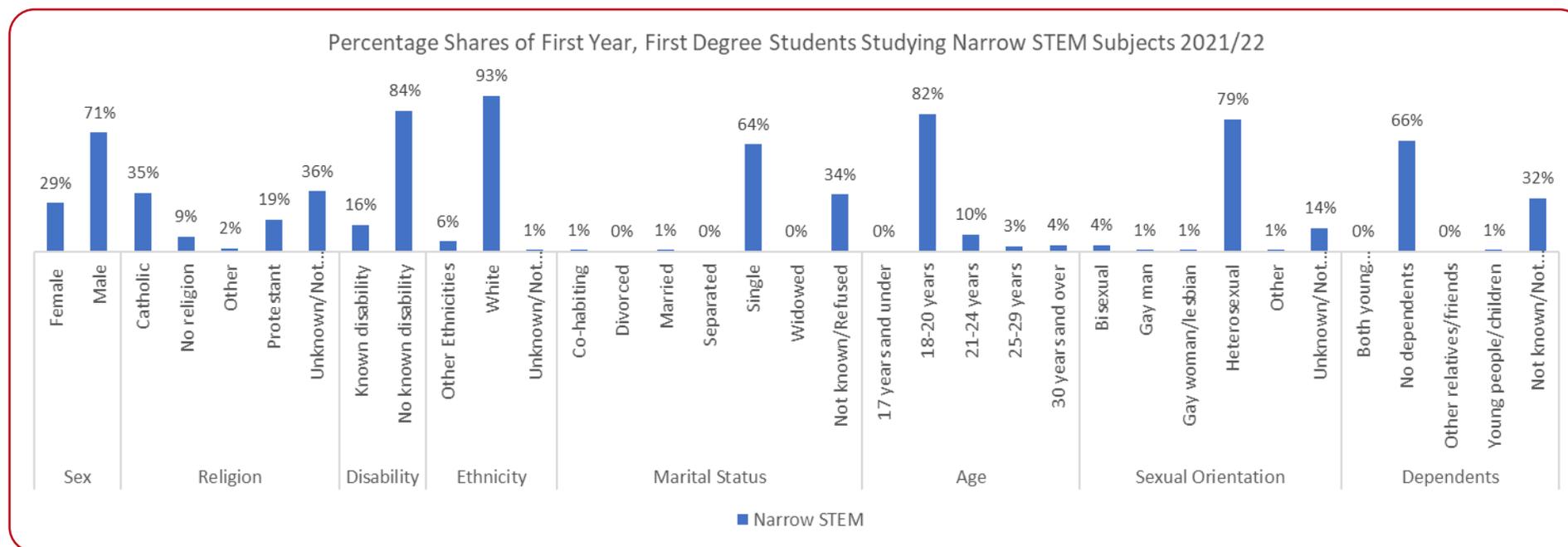
Percentage Shares of First Year, First Degree Students Not Broad STEM Subjects 2021/22

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 no 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 old (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%).



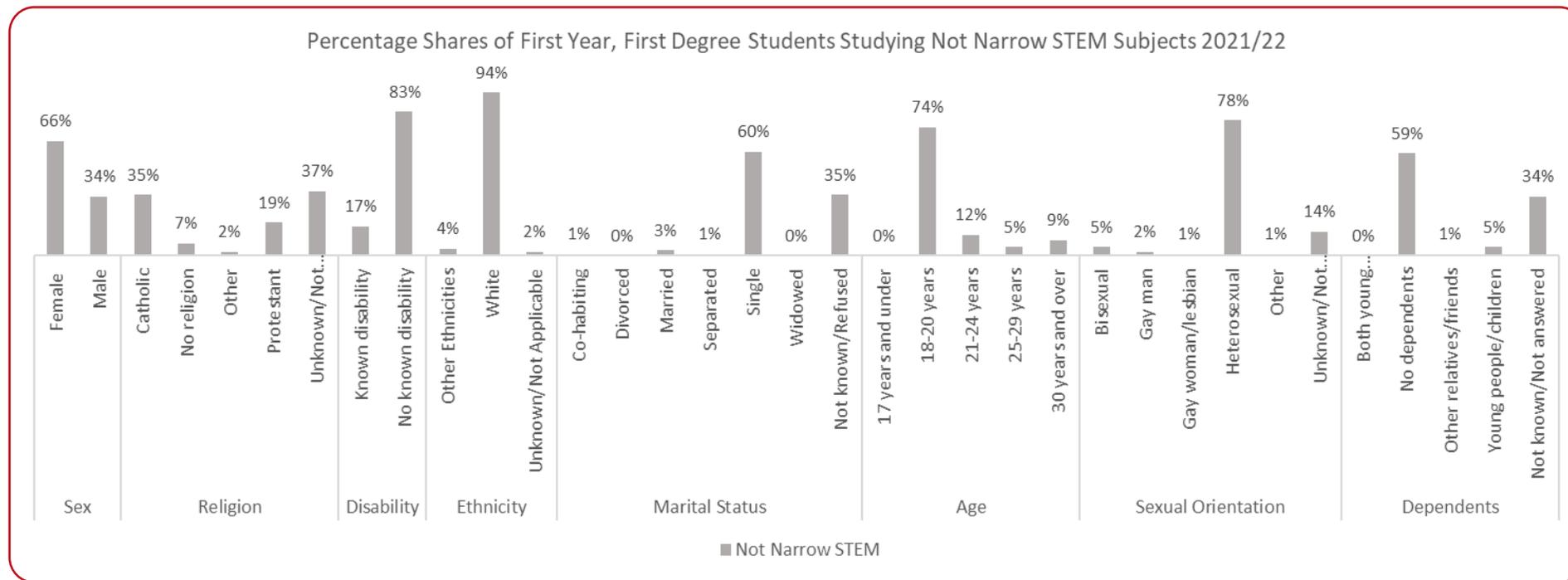
Percentage Shares of First Year, First Degree Students Narrow STEM Subjects 2021/22

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%).



Percentage Shares of First Year, First Degree Students Not Narrow STEM Subjects 2021/22

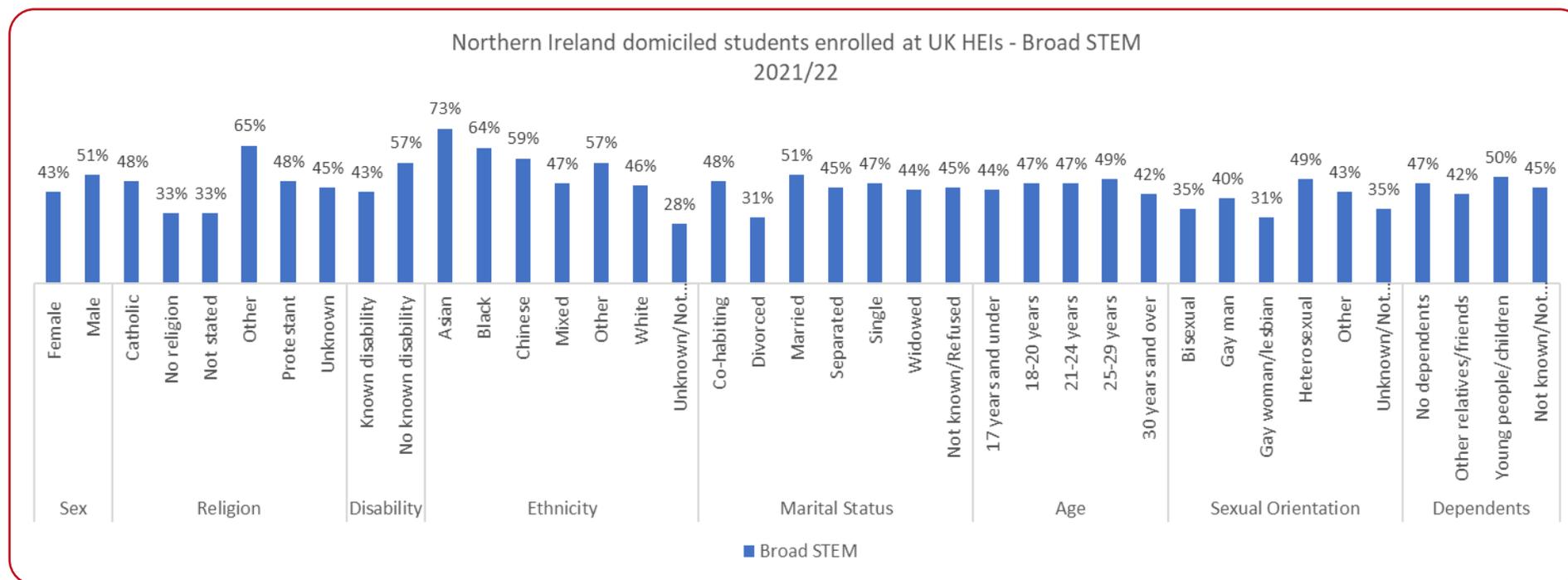
Within equality grounds, when data was available, the percentage share compositions of first year, first degree students in Not Narrow STEM subjects were higher for white students (94%) than for students of other ethnicities (4%) and those with an unknown ethnicity (2%); for students with no known disability (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%).



Percentage rates 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%.

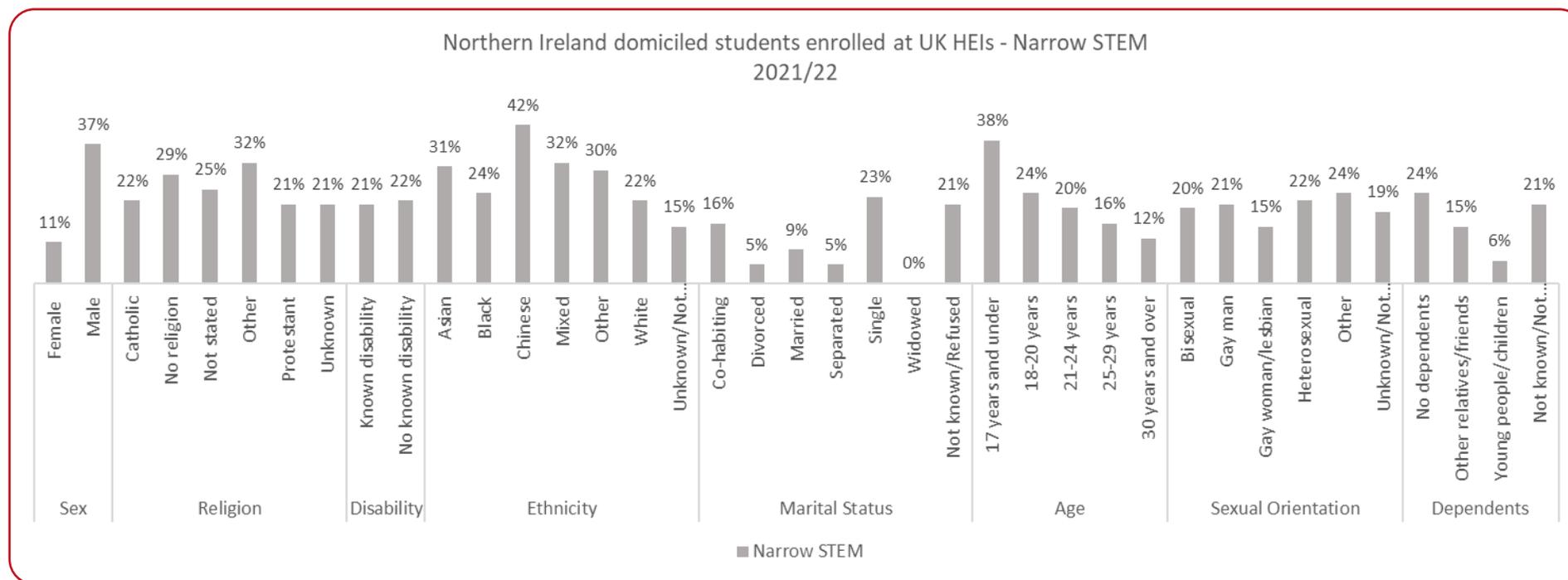
Those equality groups less like to enroll on Broad STEM subjects were female students (43%), those with No religion (33%), those with a known disability (43%), those who were divorced (31%), those 30 years and over (42%), and those with sexual orientations that were not heterosexual (bisexual, 35%; Gay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



Percentage rates 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 religion (29%) and Other religions (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 statuses 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%.



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

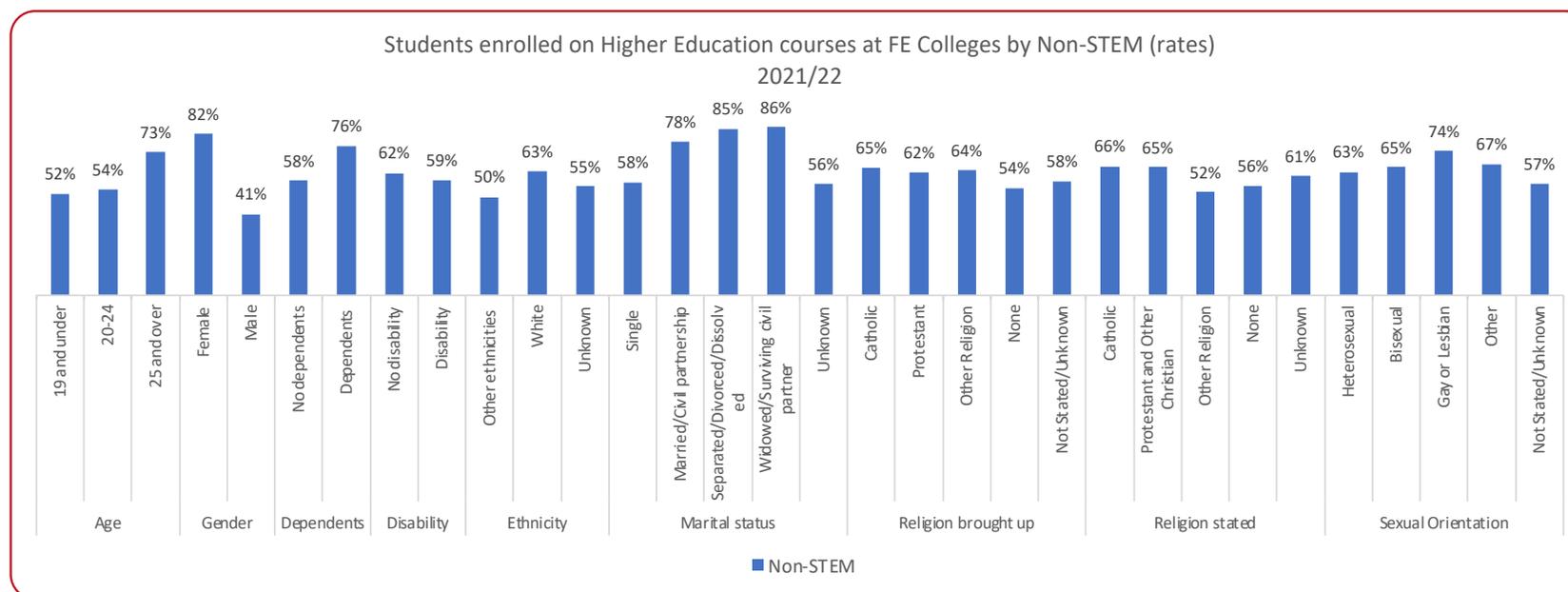
Data Source: Consolidated Data Return (CDR), CAFRE administration system

Data Provider: Department of Economy (DoE)

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 enrolment 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 (74%), female students (82%) and those aged 25 years and over (73%).

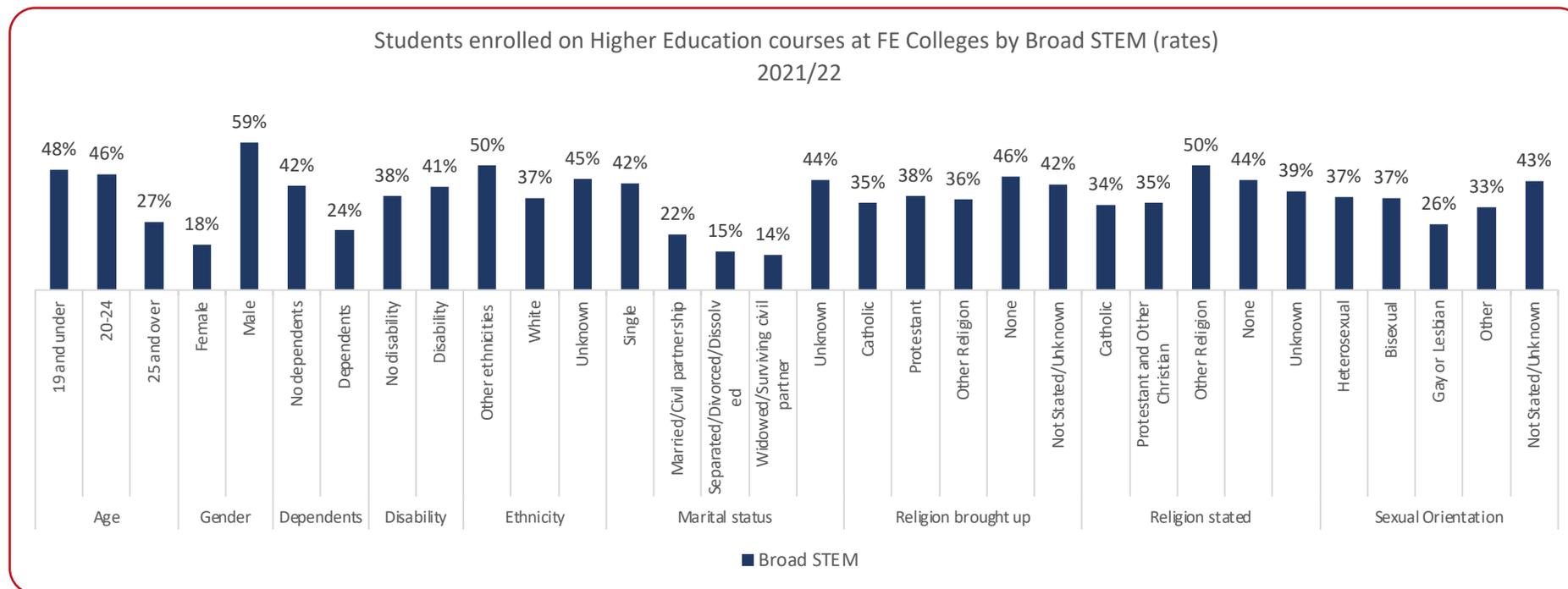
Those less likely to enroll in Non-STEM subjects were male students (41%), students from other ethnicities (50%)(those who were not white or of unknown ethnicity), students in the age group of 19 and under (52%), and students with Other Religion as their stated religion (52%).



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 courses 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 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 who stated None as their religion brought up in (46%).

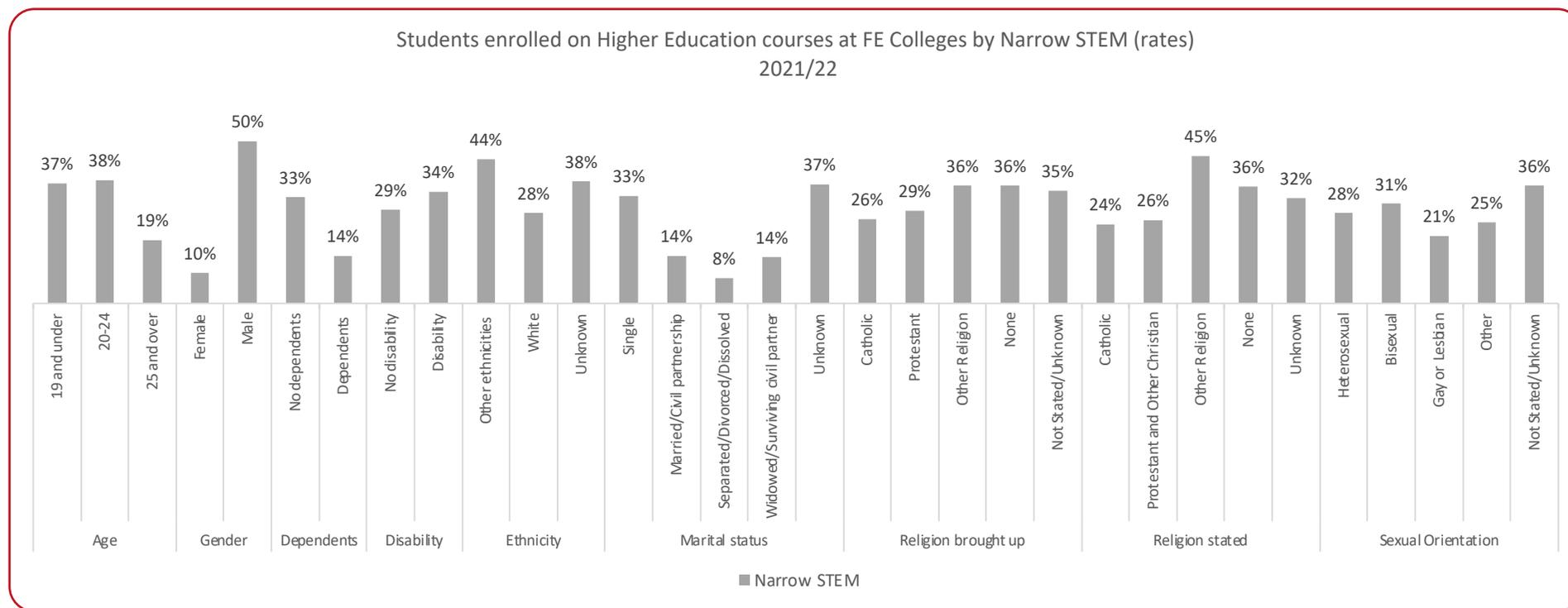
Students less likely to enroll in Broad STEM subjects were those who were widowed/surviving civil partnership (14%), separated/divorced/dissolved students (15%), those who were married or in a civil partnership (22%), female students (18%), students with dependents (24%), gay or lesbian students (26%)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



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

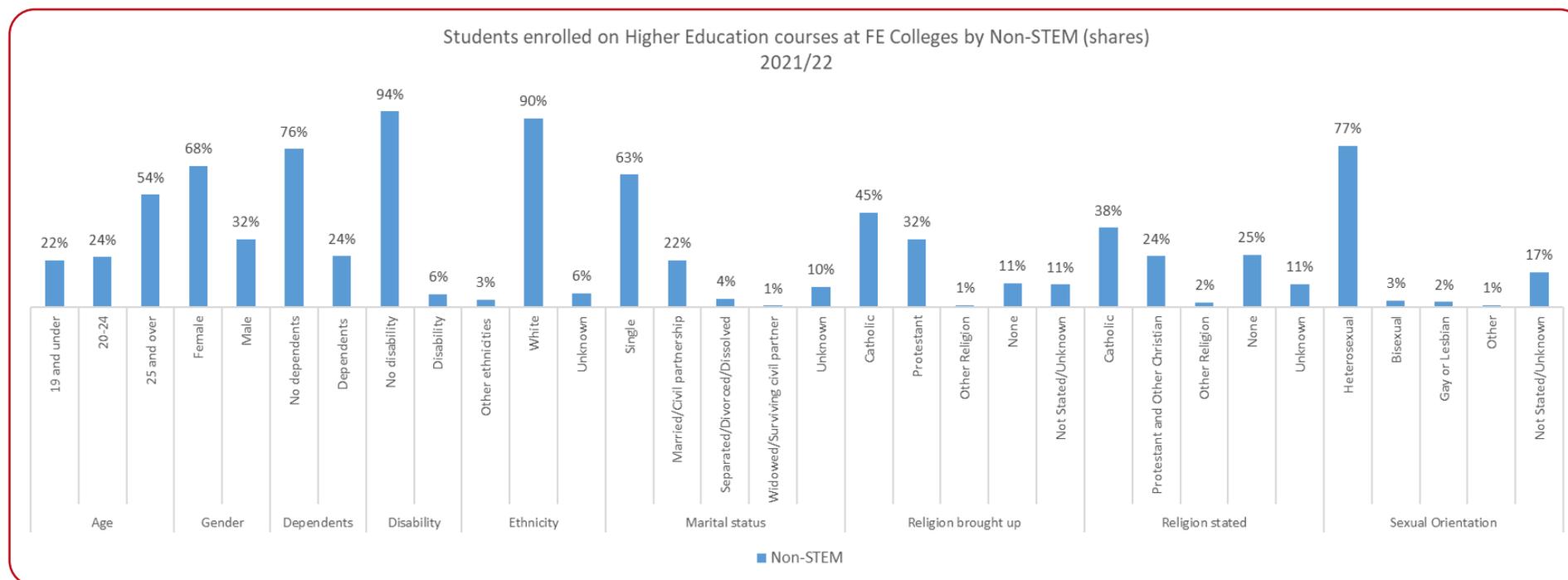
In 2021-22, the overall rate of enrolment onto Narrow STEM subjects was 29%. Across the equality groups, where data was available, those more likely to enroll in Narrow STEM subjects were male (50%), students with other religion stated (45%), students with other than white ethnicities (44%) and students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



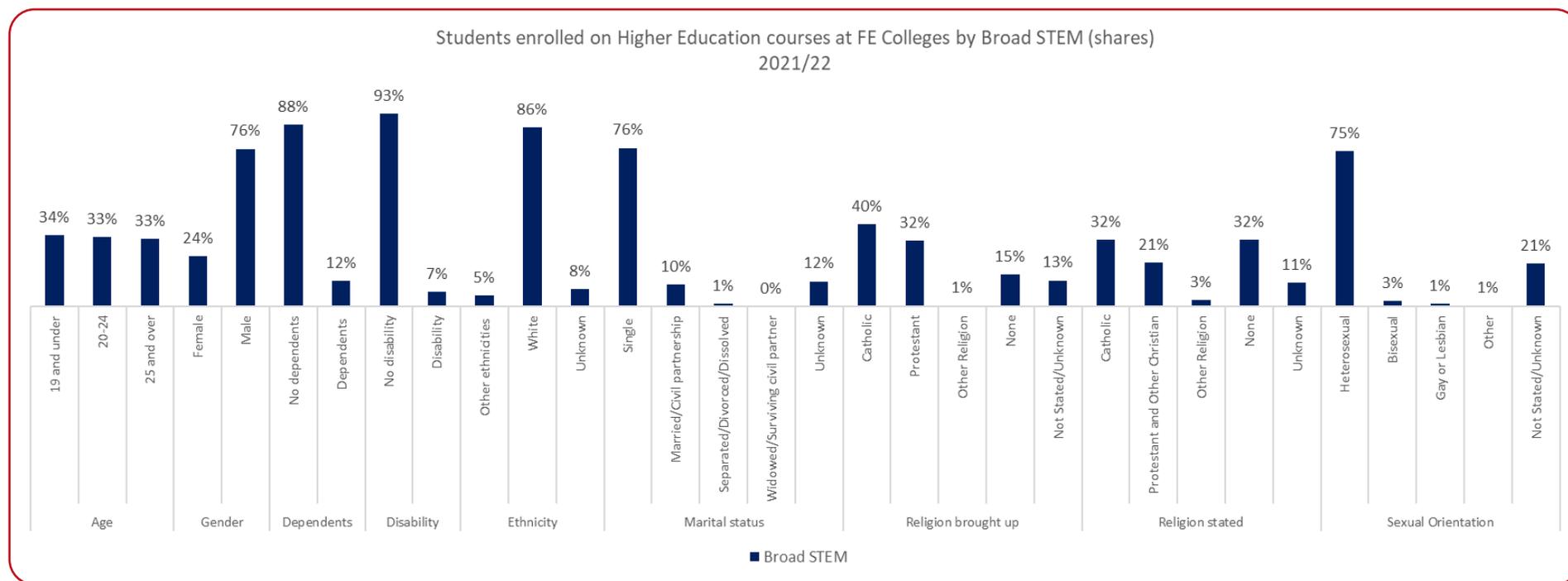
Percentage share of students enrolled on Level 4 courses (equivalent to Higher Education courses) in Non-STEM subjects at Further Education colleges, 2021/22

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%) students, 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%).



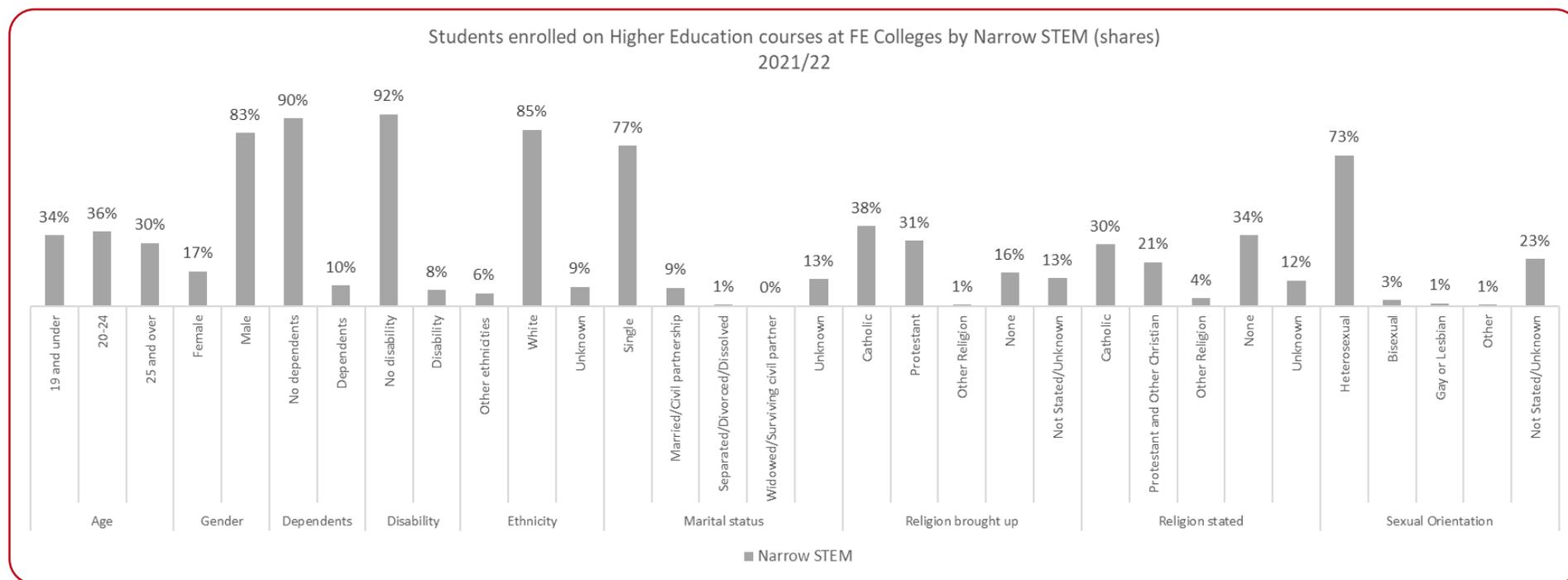
Percentage share of students enrolled on Level 4 courses (equivalent to Higher Education courses) in Broad STEM subjects at Further Education colleges, 2021/22

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.



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%) students, and for heterosexual students (73%) in comparison with bisexual (3%), gay/lesbian (1%) and other sexual orientations (1%) and those who did not state or who were of an unknown sexual orientation (23%).



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

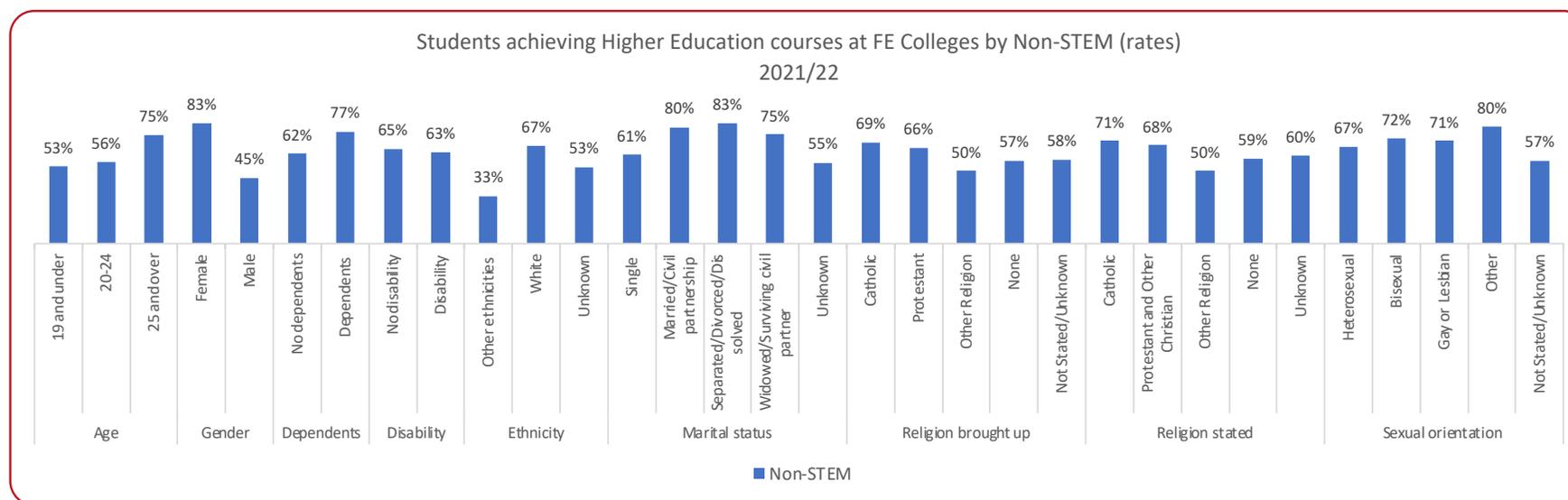
Data Source: Consolidated Data Return (CDR), CAFRE administration system

Data Provider: Department of Economy (DoE)

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. 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%).

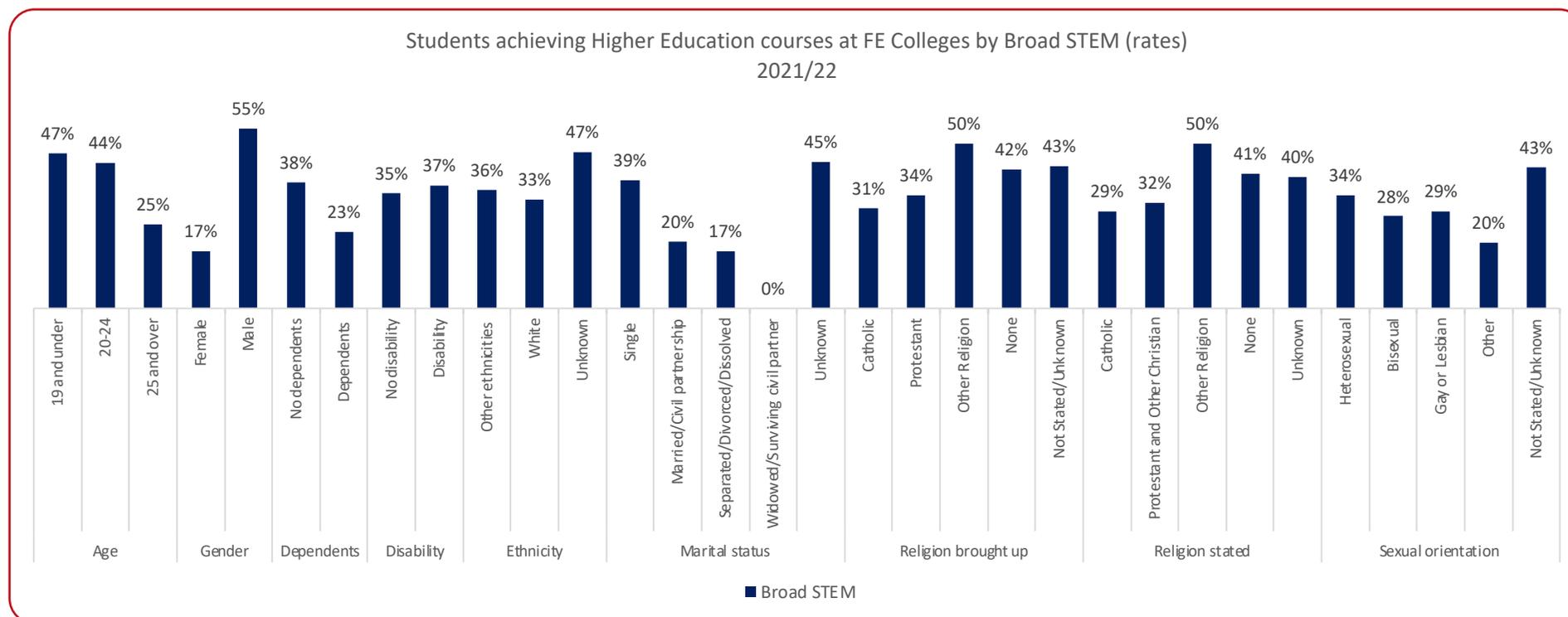
Those less likely to achieve a Level 4 qualification in a Non-STEM subjects were students with no religion brought up in (57%), student with other ethnicities (33%), students with an ethnicity unknown (53%), male students (45%), students who stated their religion as Other (50%), students with Other as a 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%).



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, 35% of all students achieved Level 4 qualifications in Broad STEM subjects. 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 as unknown (45%).

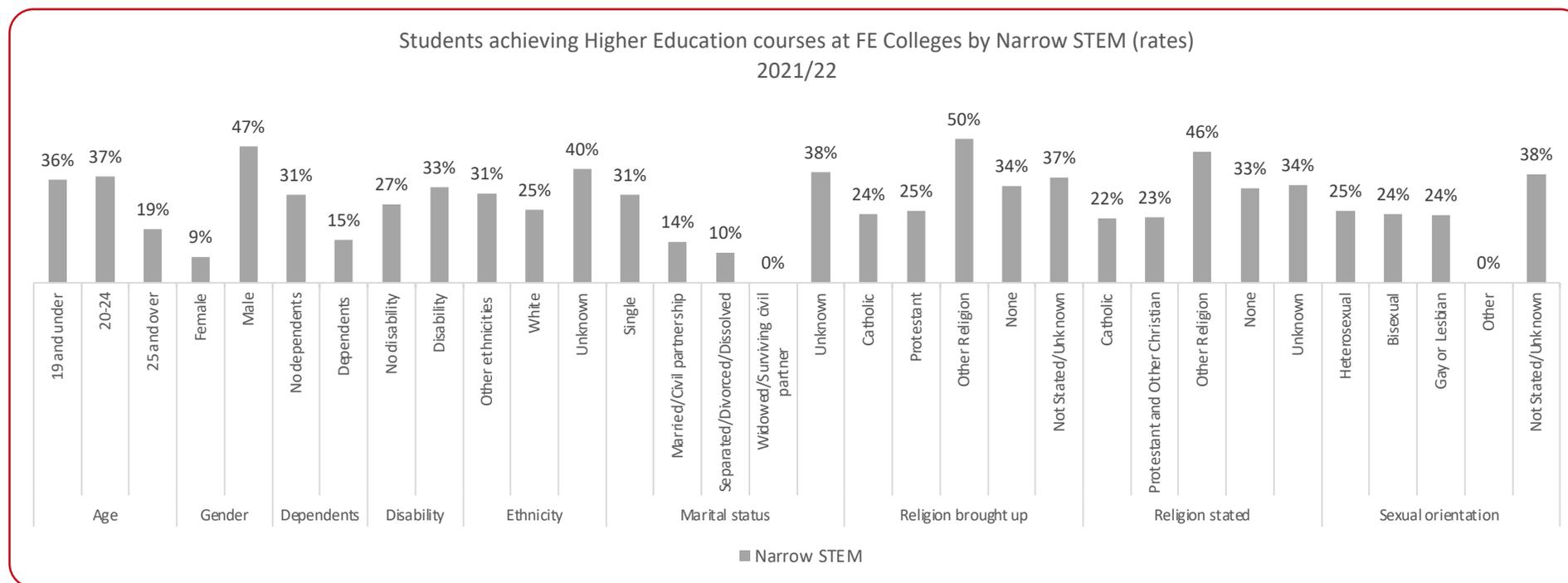
Students less likely to achieve qualifications in Broad STEM subjects were female students (17%), those who were widowed/surviving civil partner (0%), separated/divorced/dissolved (17%), those who were married/civil partnership (20%), students with a No Religion as their religion brought up in (15%), 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%).



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

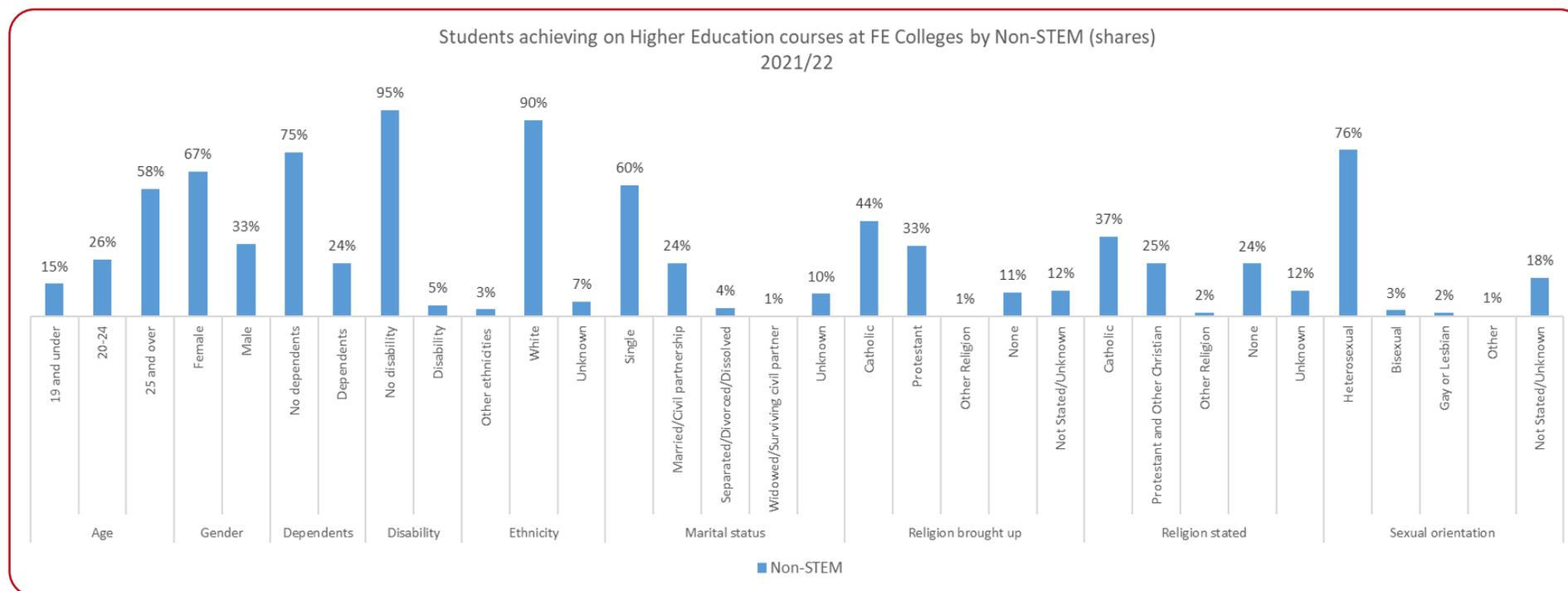
In 2021-22, 28% of all students achieved Level 4 qualifications in Narrow STEM subjects. Across the equality groups, where data was available, those more likely to achieve qualifications in Narrow STEM subjects were students with Other Religions and their religions brought up in (50%), students who stated 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%), those who were separated/divorced/dissolved (10%), or married/civil partnership (14%), students with dependents (15%), and students with No Religion as the religion they were brought up in (16%).



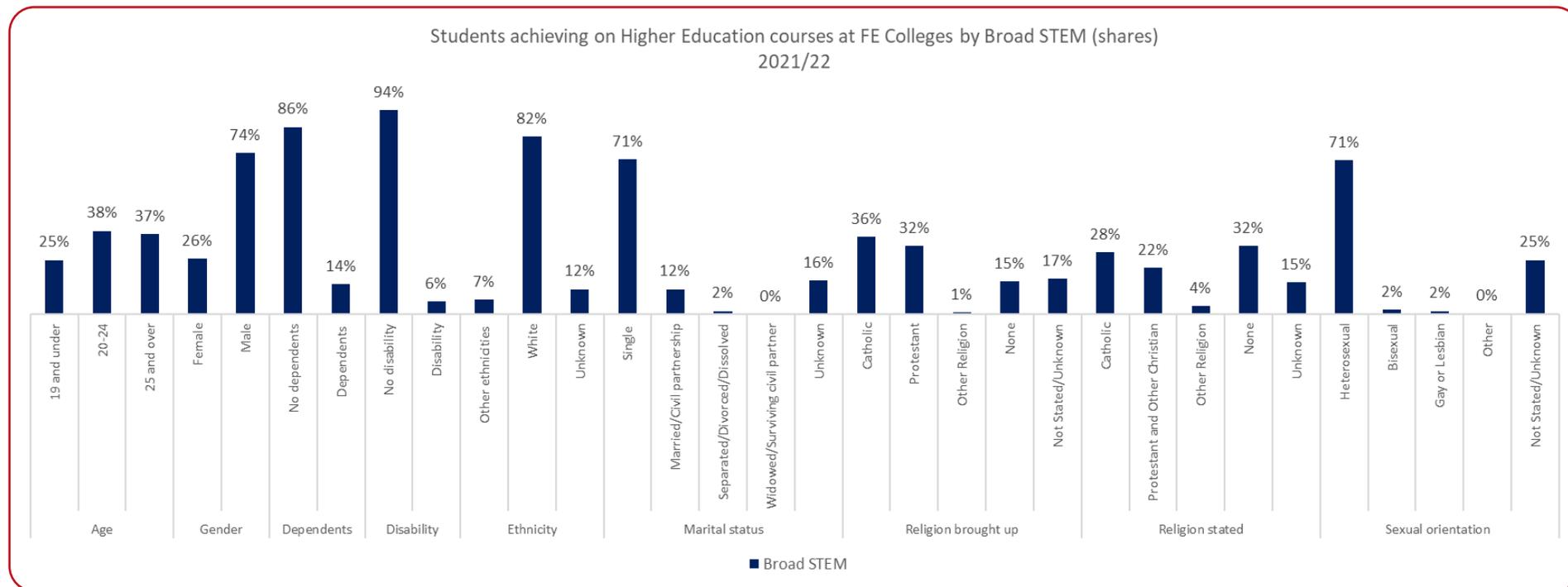
Percentage share of students achieving Level 4 (equivalent to Higher Education courses) qualifications in Non-STEM subjects at Further Education colleges, 2021/22

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 (26%).



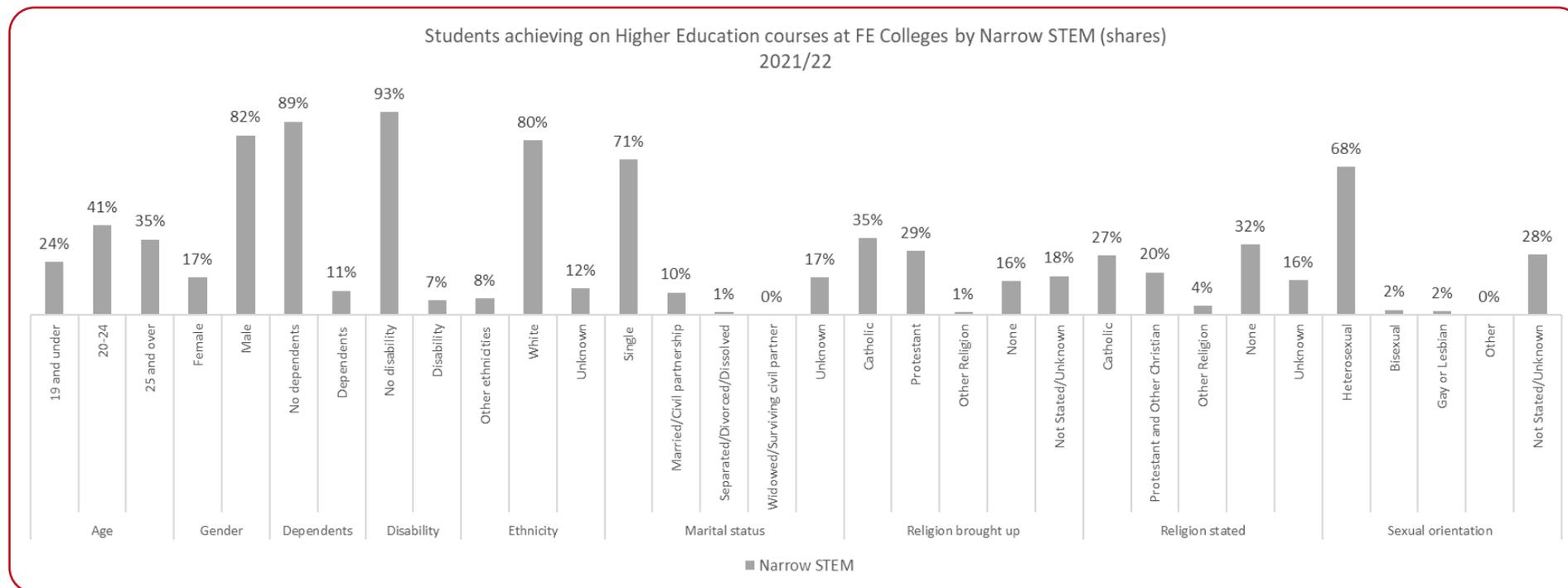
Percentage share of students achieving Level 4 (equivalent to Higher Education courses) qualifications in Broad STEM subjects at Further Education colleges, 2021/22

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 ethnicities (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%) students, those with an unknown marital status (16%) and those who were married/civil partnerships (12%); and for Catholic (36%) and Protestant students (32%) in comparison with students with other religions (1%), none (15%) and unknown (12%) as religion brought up in.



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%).



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

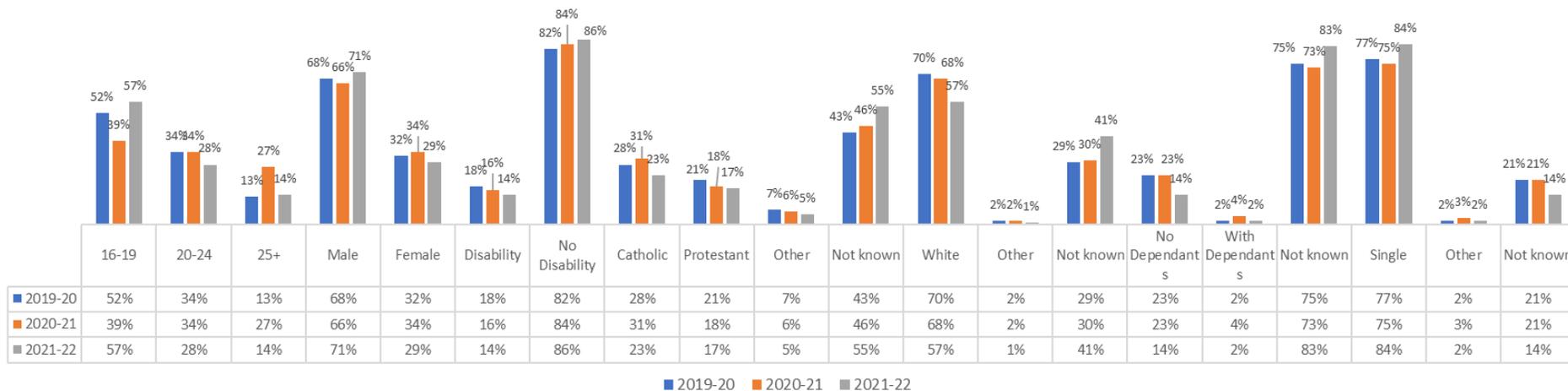
Data Source: Consolidated Data Return (CDR), CAFRE administration system

Data provider: Youth Training Statistics and Research Branch, Department of Economy (DoE)

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.

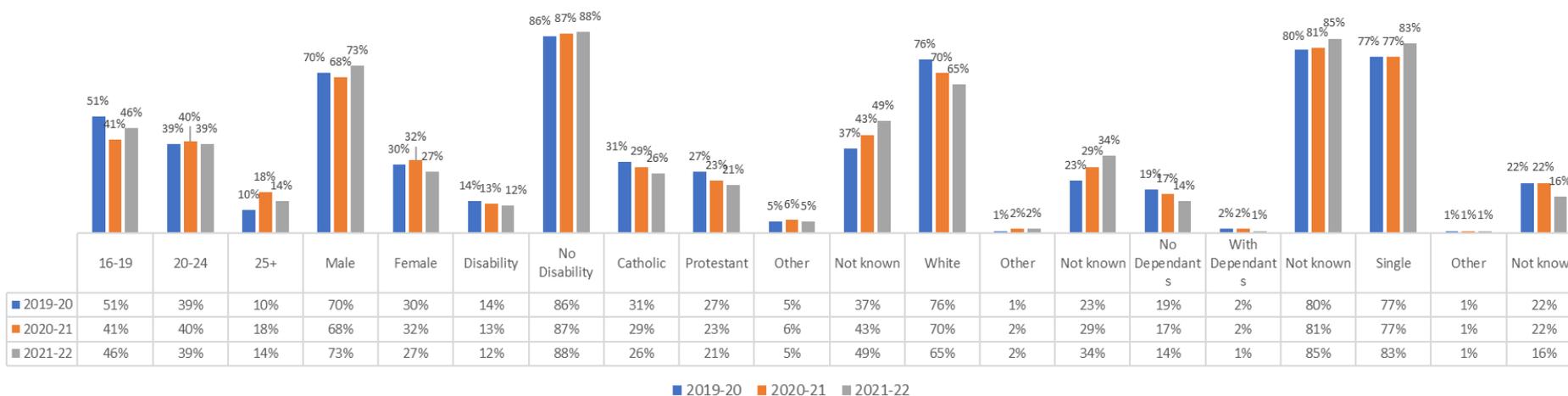
Percentage of participants in Lower Level Apprenticeships NI
(Enrolments Level 2)
2019/20 - 2020/21 - 2021/22



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 years trend of the percentage shares on participants enrolled in Level 2/3 and 3 lower-level apprenticeship for each of the equality groups, where data was available, remained very similar in 2019-20 and 2020-21.

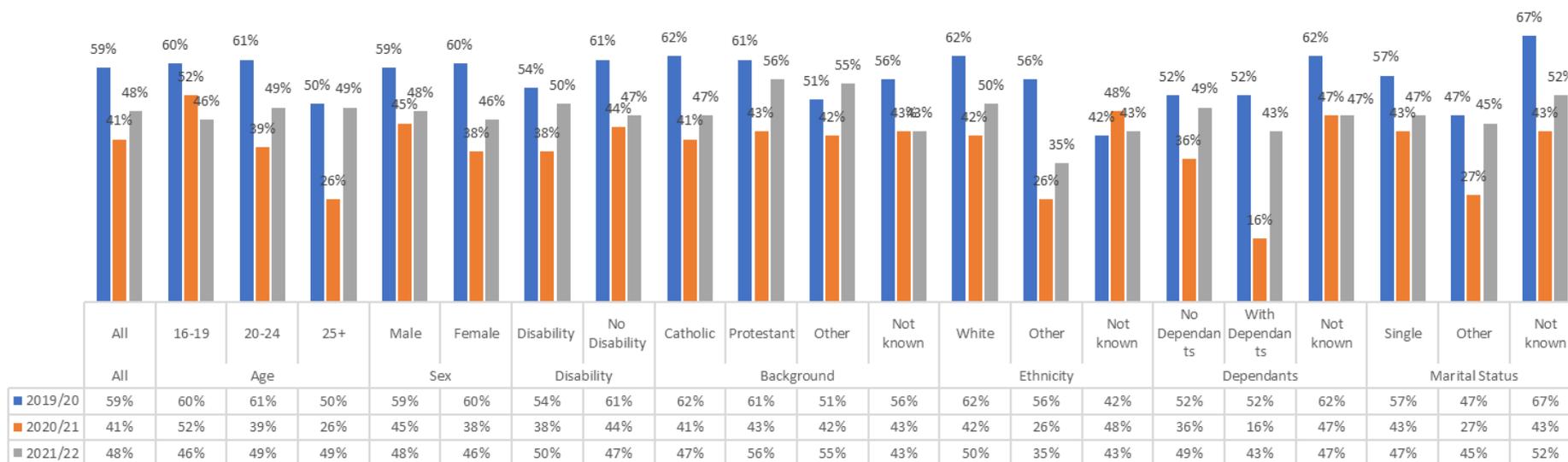
Percentage of participants in Lower Level Apprenticeships NI
(Enrolments Level 2/3 & 3)
2019/20 - 2020/21 - 2021/22



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%) as a religion; 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 dependants (49%) in comparison with those with an unknown dependency status (47%) and those with dependants (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 qualifications 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.

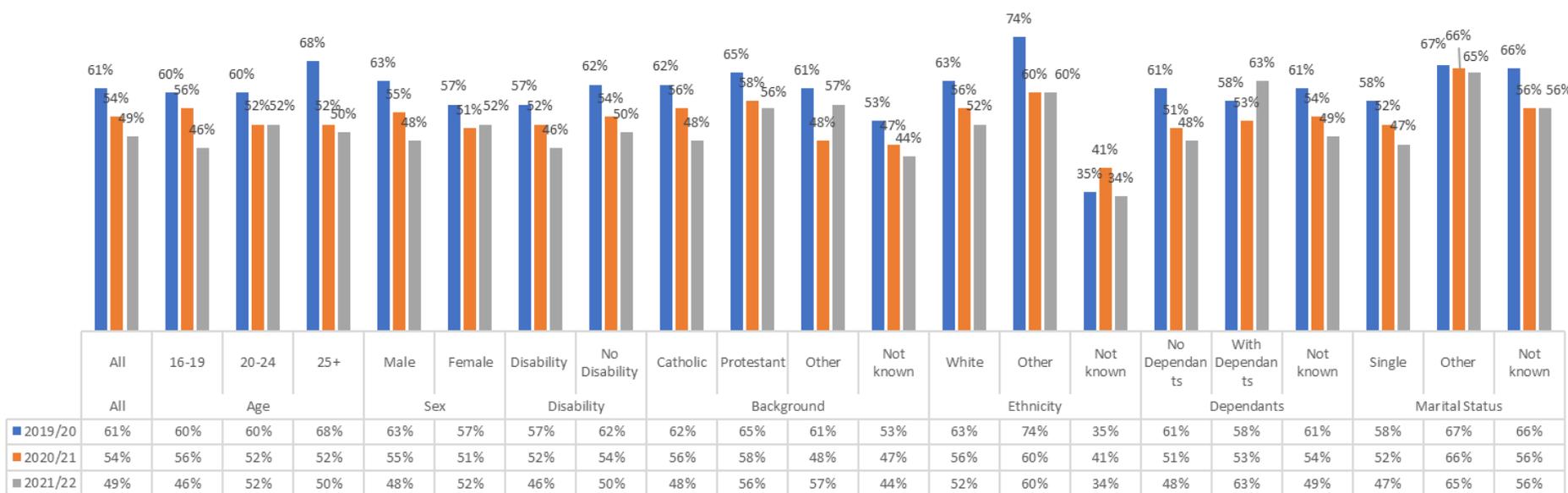
Percentage of participants on apprenticeships obtaining qualifications of Level 2 Full Framework in Apprenticeships 2019/20 - 2020/21 - 2021/22



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 shares for each of the equality groups where data was 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.

Percentage of participants on apprenticeships obtaining qualifications of Level 3 Full Framework in Apprenticeships
2019/20 - 2020/21 - 2021/22



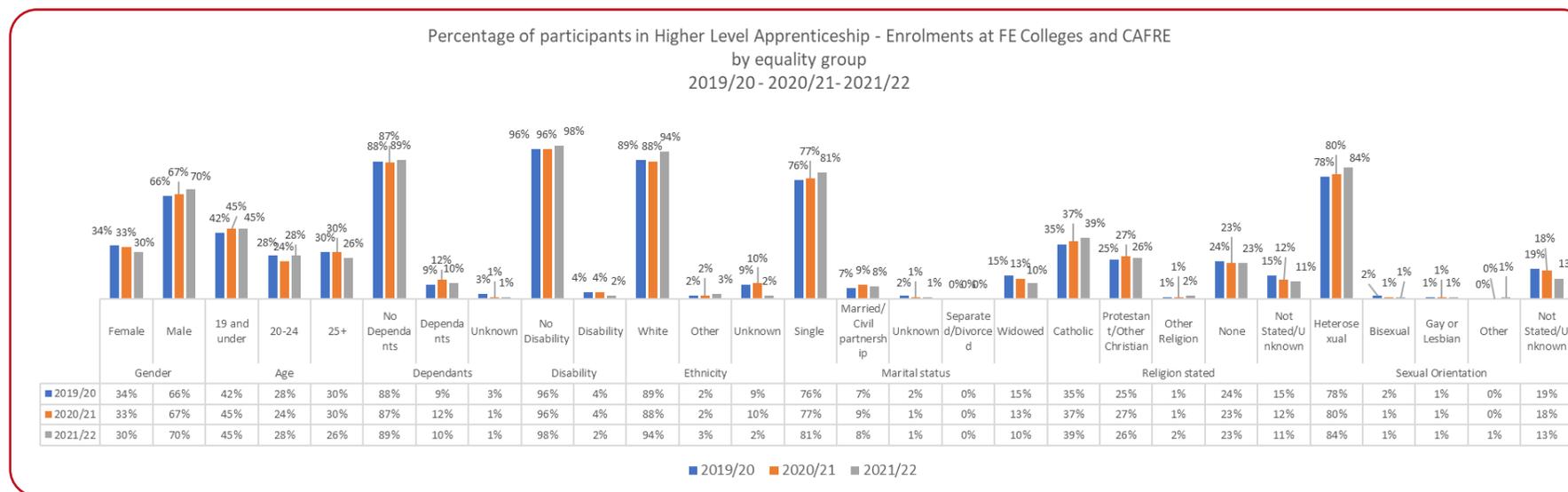
Population Indicator: Percentage of participants on apprenticeships⁵ – Higher level apprenticeships.

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

Data provider: Youth Training Statistics and Research Branch, Department of Economy (DoE)

Percentage of participants on apprenticeships – Percentage of participants Enrolment⁶ in Higher level apprenticeships

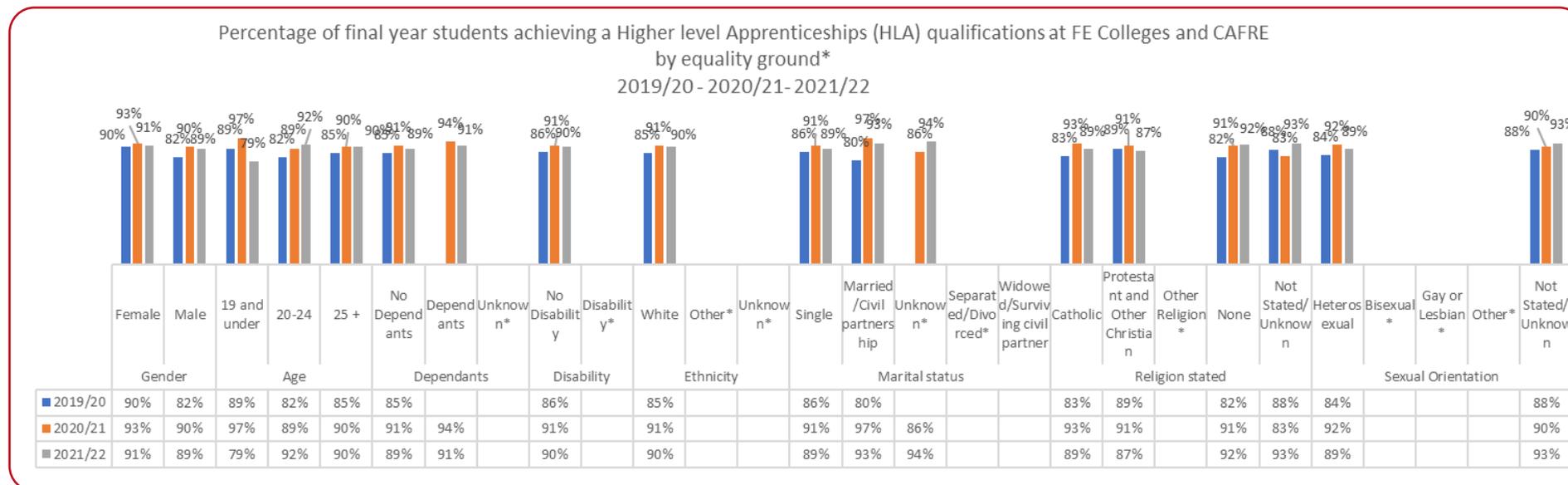
In 2021-22, the percentage shares of participants enrolled in higher level apprenticeships were higher for male (70%) in comparison with female students (30%); for the age group of 19 and under (45%) in comparison with participants in the age group of 20-24 (28%) and 25+ (26%); for those with no dependents (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 who were white (94%) in comparison with those white other ethnicity (3%) and those with an unknown ethnicity (2%); single students (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 an other religion (2%)⁷; and for heterosexuals (84%) in comparison with those with a sexual orientation not stated/unknown (13%), gay or lesbian (1%), bisexual (1%) and other sexual orientations (1%). The last year trend of the percentage share for each of the equality groups where data was available remained very similar in 2019-20 and 2020-21.



5 HLA at FE College data is a subset of FE data.
 6 HLA starts are in first year of a Higher-Level Apprenticeship programme.
 7 Religion brought up in is supplied by the student as the religion, religious domination or body they were brought up in.

Percentage of participants on apprenticeships – Qualifications obtained⁸ – higher level apprenticeships⁹

In 2021-22, the proportions of participants, within their respective equality groups, achieving a higher-level apprenticeships qualification were higher for females (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 dependents¹⁰ (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 was available, remained very similar in 2019-20 and 2020-21.



8 Those in their final year, who have completed the course and subsequently fully achieved an HLA are regarded as final year achievements.

9 * 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.

10 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

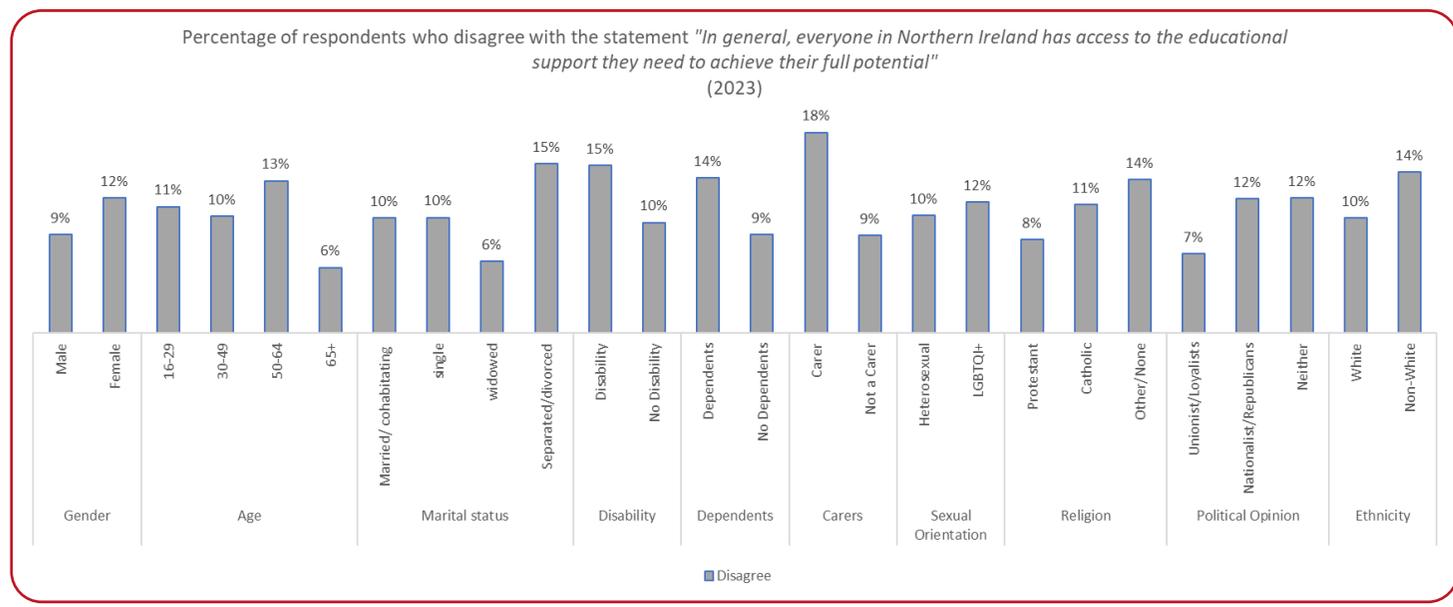
Everyone has equality of opportunity to access the support they require to achieve their full potential.

Population Indicator: Percentage of people who feel everyone has access to education support to achieve their full potential - 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 - 2023¹¹

Data Provider: Equality Commission for Northern Ireland

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%), separated/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%. Within equality grounds, 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%) respondents and those with other or no religion (14%) compared with Catholic (11%) and Protestant respondents (8%).



11 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.

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?*

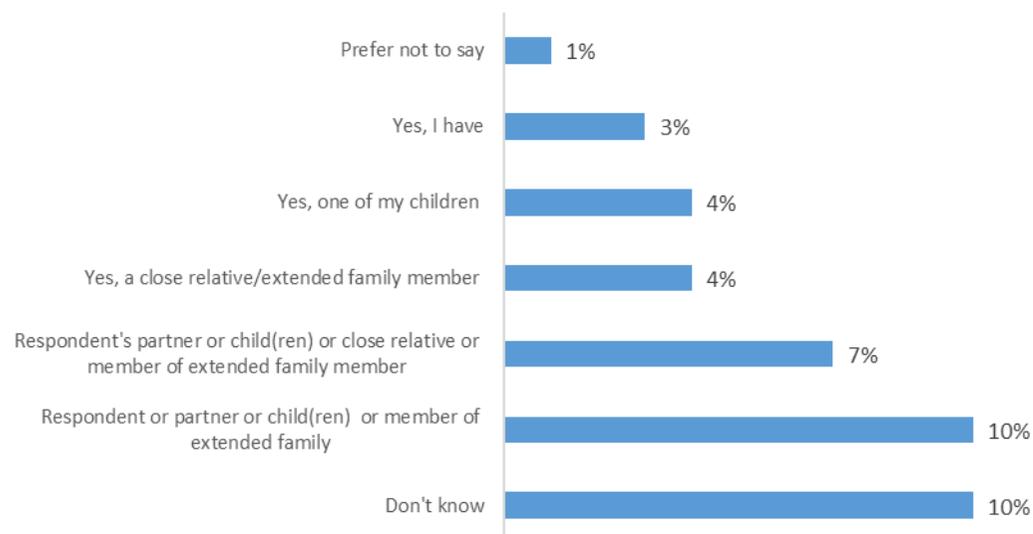
Data Source: Public Opinion Survey of Equality in Northern Ireland - 2023

Data Provider: Equality Commission for Northern Ireland

Overview

The chart below shows that three-percent (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.

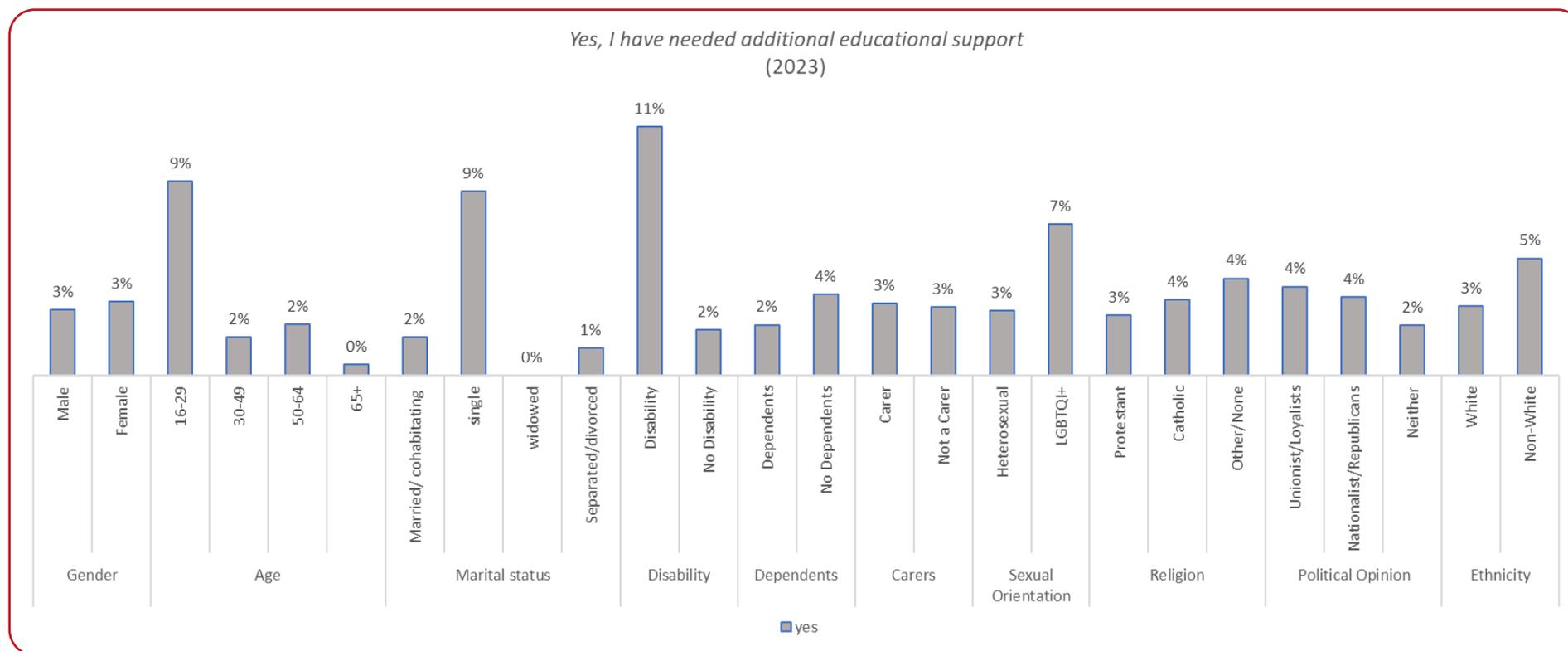
Have you or other members of your immediate or extended family ever required additional support to access equality of opportunity in education?



Yes, I have needed additional educational support

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%.

Within equality grounds, those more likely to state that 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%).





Priority Area:

Bullying and Stereotyping

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.

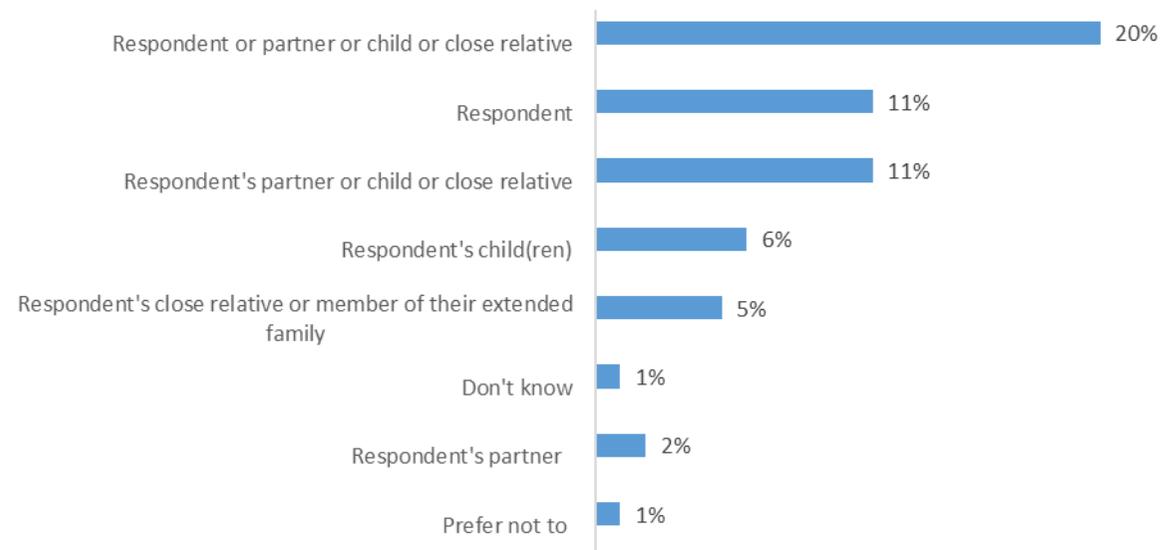
Data Source: Public Opinion Survey of Equality in Northern Ireland - 2023

Data Provider: Equality Commission for Northern Ireland

Overview

When asked about bullying and having experienced bullying, 20% of respondents declared that they or partner or child or close relative have experience bullying and stereotyping in an education setting. Eleven percent 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.

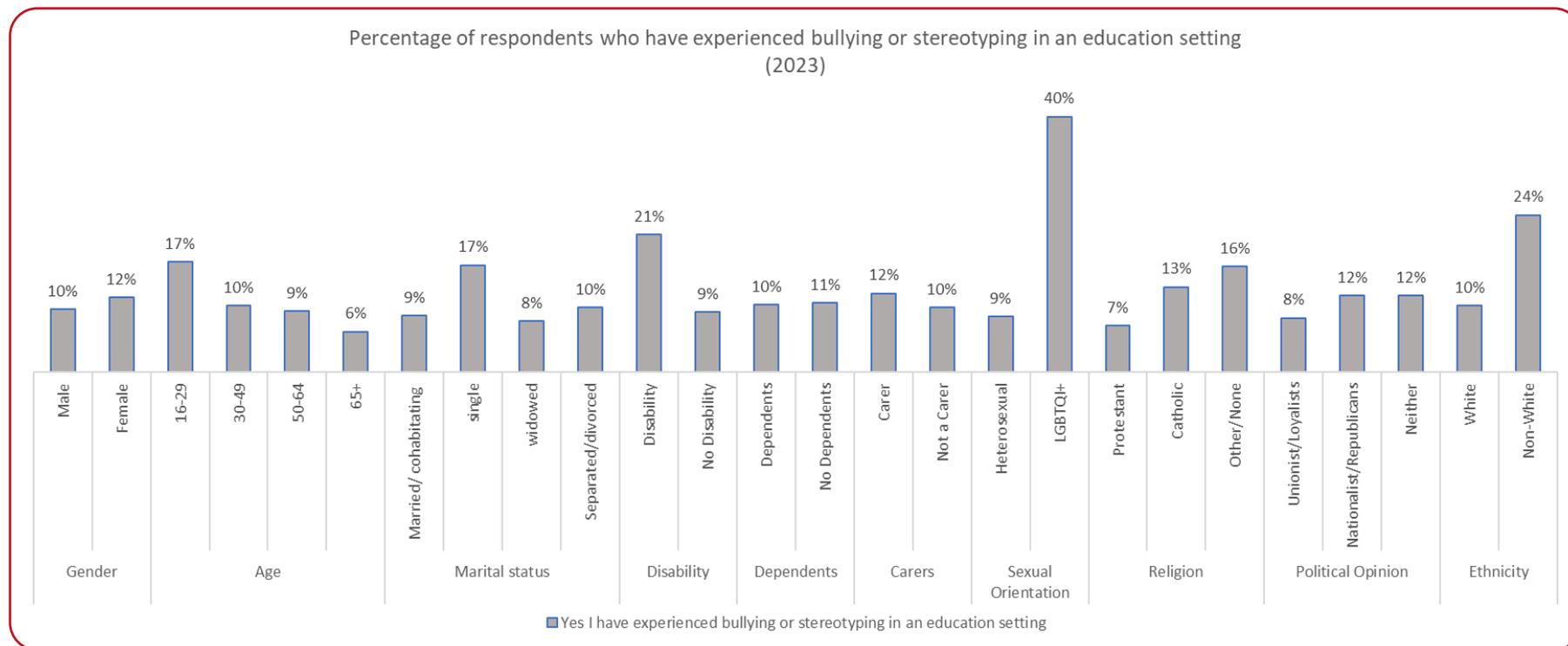
Based on this definition, have you or other members of your immediate or extended family ever experienced bullying or stereotyping in an education setting?
2023



Percentage of respondents who have experienced bullying or stereotyping in an education setting

Across all equality groups, respondents more likely to declare that 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 were single (17%) compared with an overall value of 11%.

Within equality grounds, 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 were LGBTQI+ respondents (40%) compared to heterosexual respondents (9%); those who were single (17%) compared with those who were 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%).





Priority Area:

Sharing in Education

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

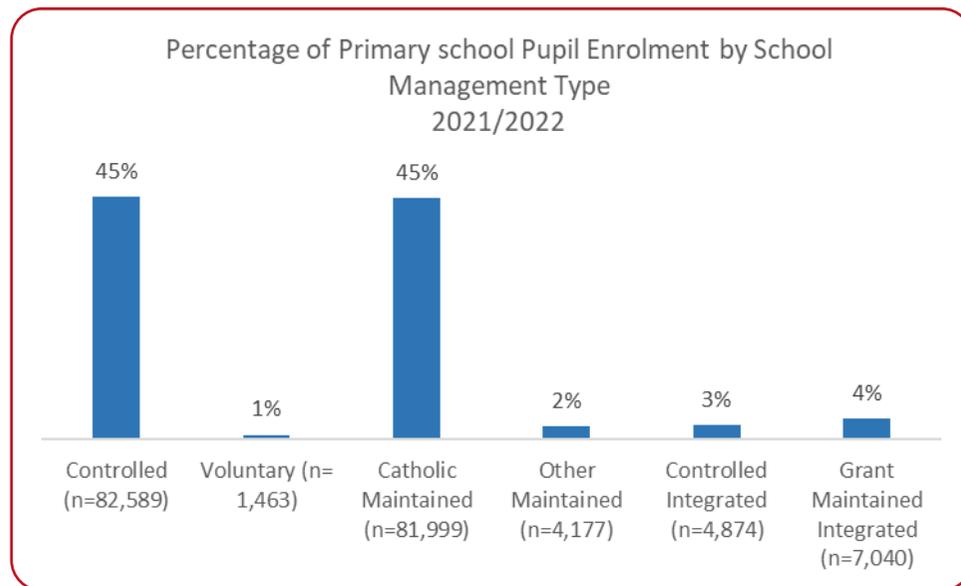
Population Indicator: Percentage of children and young people from different religion/community background, gender, SEN, newcomer status, and FSM by school type in primary and post-primary school - *Primary school*

Data Source:

Data Provider: Department of Education

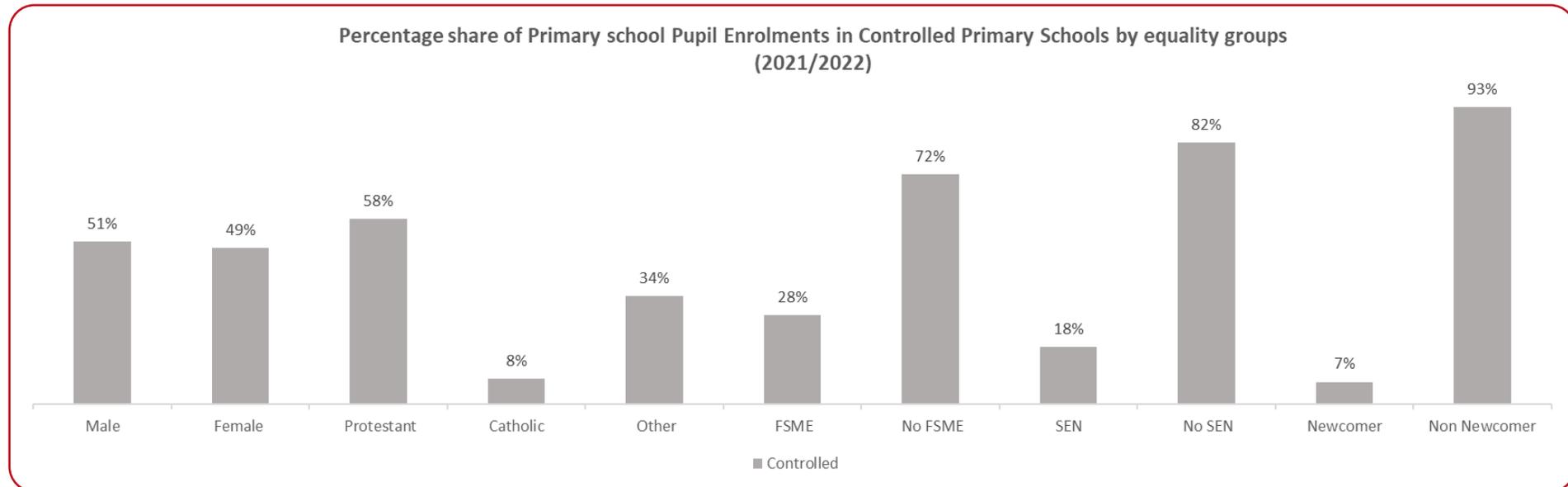
Overview

In the academic year of 2021/2022, most primary school pupils attended Controlled (45%) and Catholic maintained (45%) primary schools. Four percent of pupils (4%) attended Grant Maintained Integrated (GMI) 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.



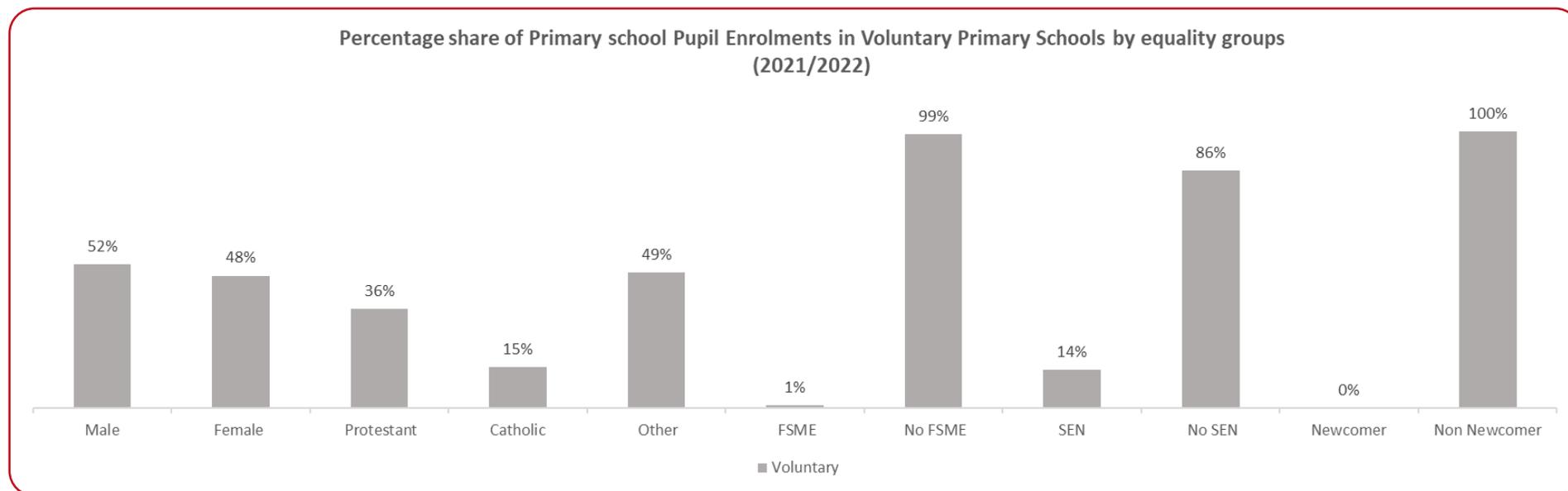
Percentage shares of primary school enrolments in Controlled primary schools by equality groups

Within equality grounds, the highest percentage shares of pupils enrolled in **Controlled** primary schools in 2021/2022 were 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%).



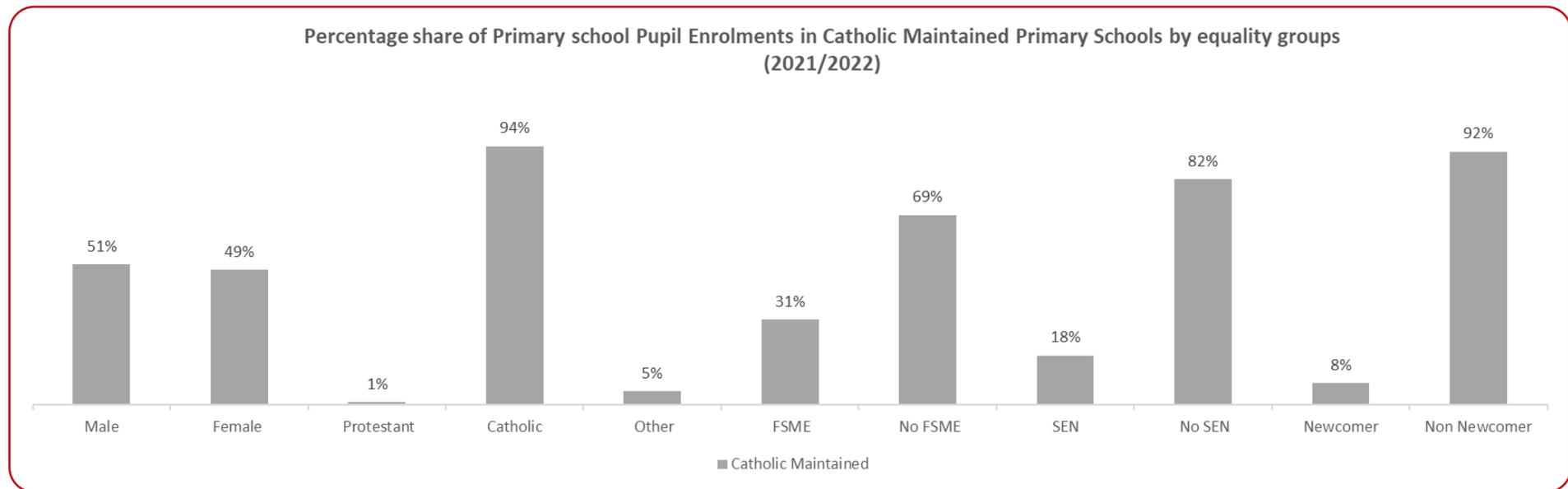
Percentage shares of primary school enrolments in Voluntary primary schools by equality groups

Within equality grounds, the highest percentage shares of pupils enrolled in **Voluntary** primary schools in 2021/2022 were 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 (14%), and Non-newcomer pupils (100%) in comparison with Newcomer pupils (0%).



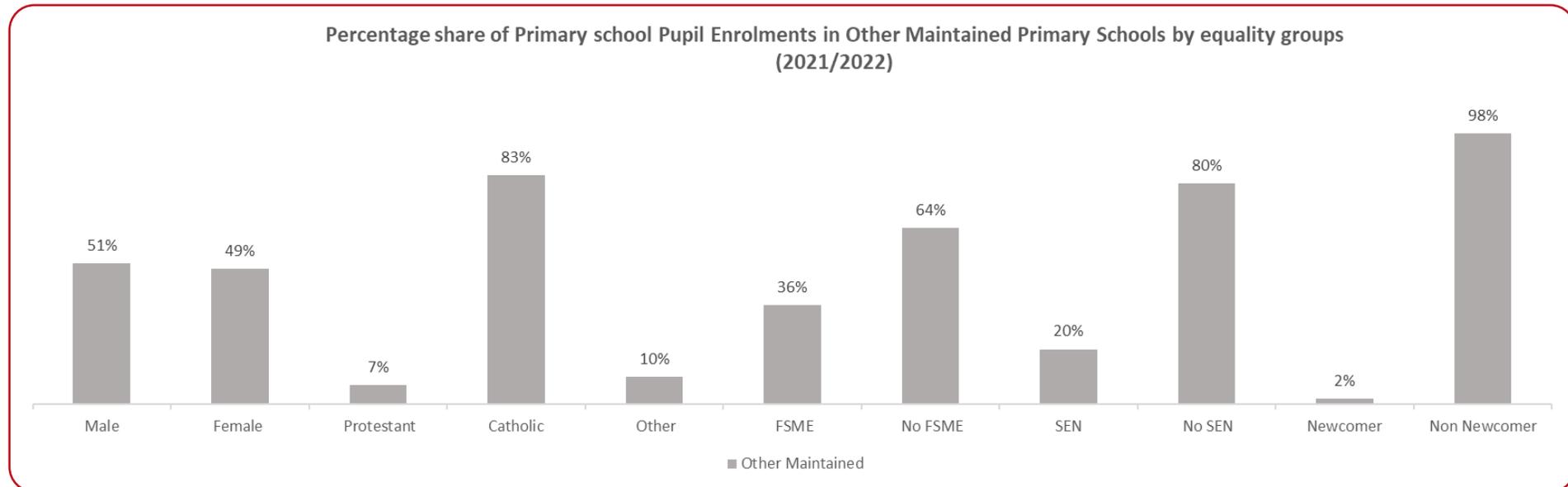
Percentage shares of primary school enrolments in Catholic Maintained primary schools by equality groups

Within equality grounds, 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%).



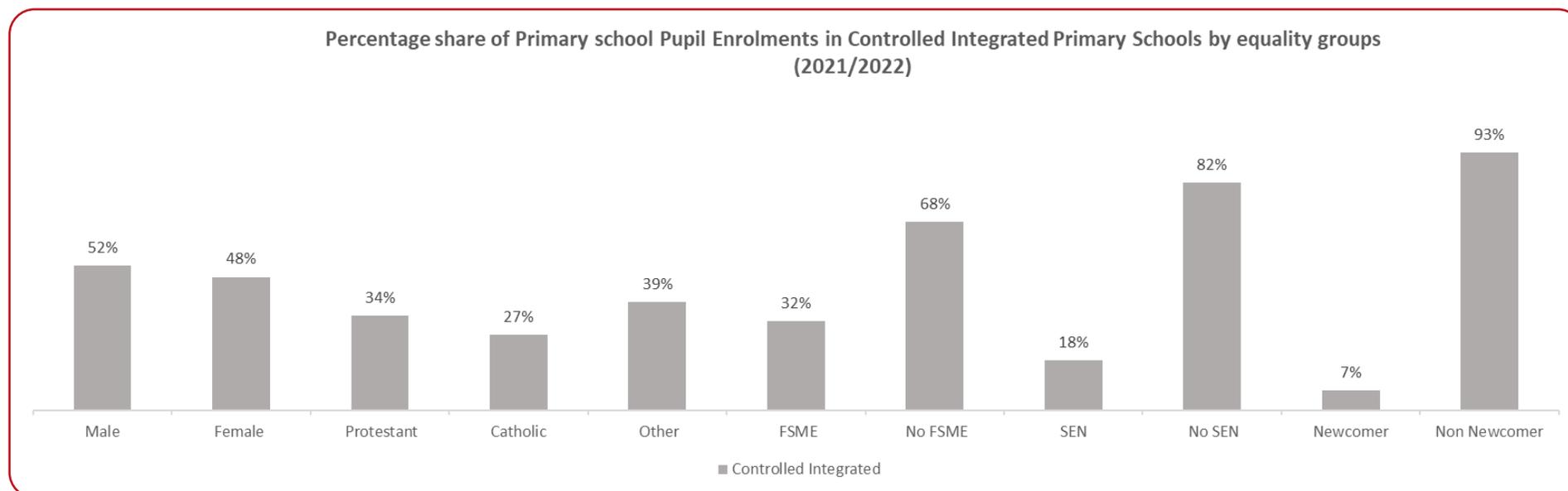
Percentage shares of primary school enrolments in Other Maintained primary schools by equality groups

Within equality grounds, 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%).



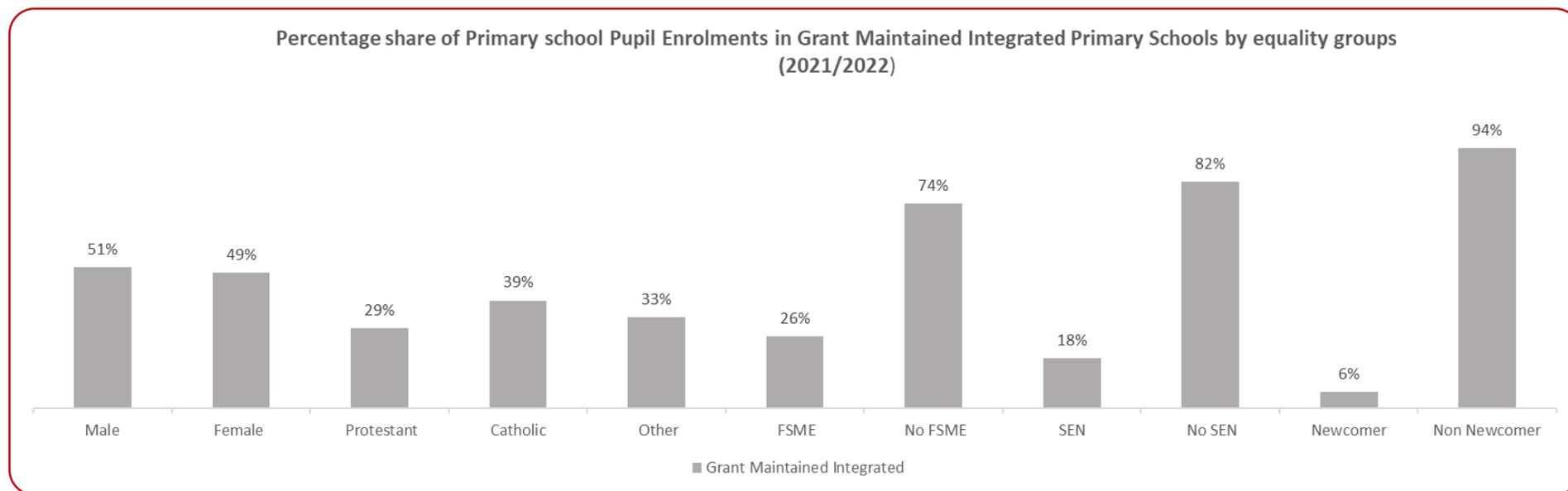
Percentage shares of primary school enrolments in Controlled Integrated primary schools by equality groups

Within equality grounds, 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%).



Percentage shares of primary school enrolments in Grant Maintained Integrated primary schools by equality groups

Within equality grounds, 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%).



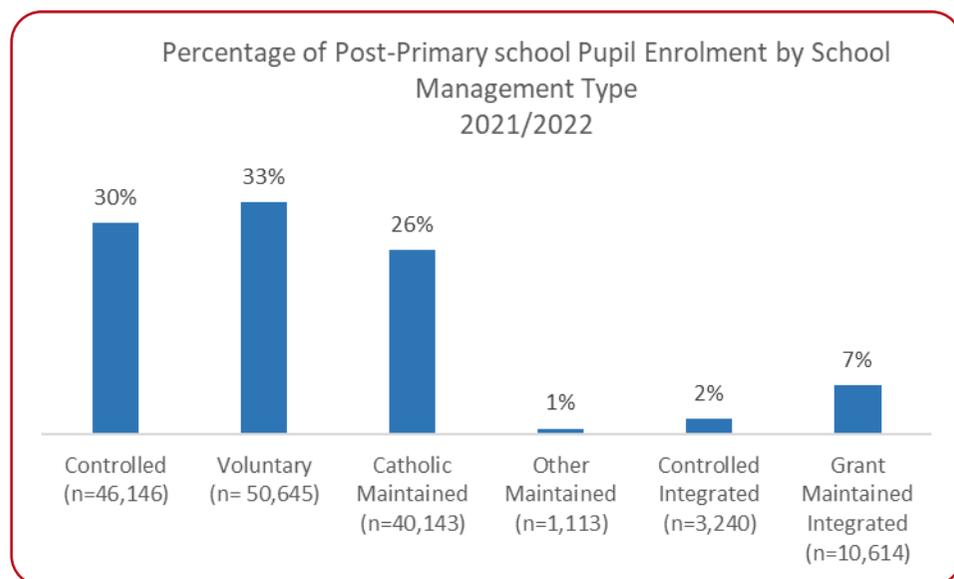
Population Indicator: Percentage of children and young people from different religion/community background, gender, SEN, newcomer status, and FSM by school type in primary and post-primary school - *Post Primary schools*

Data Source:

Data Provider: Department of Education

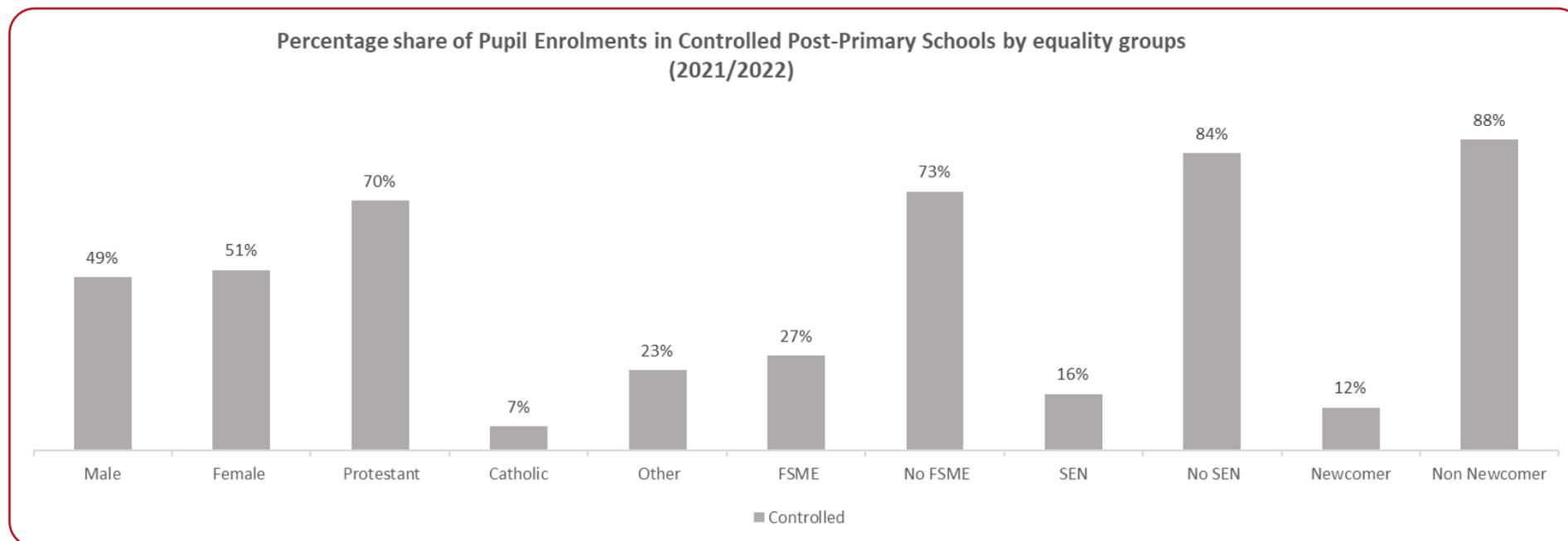
Overview

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.



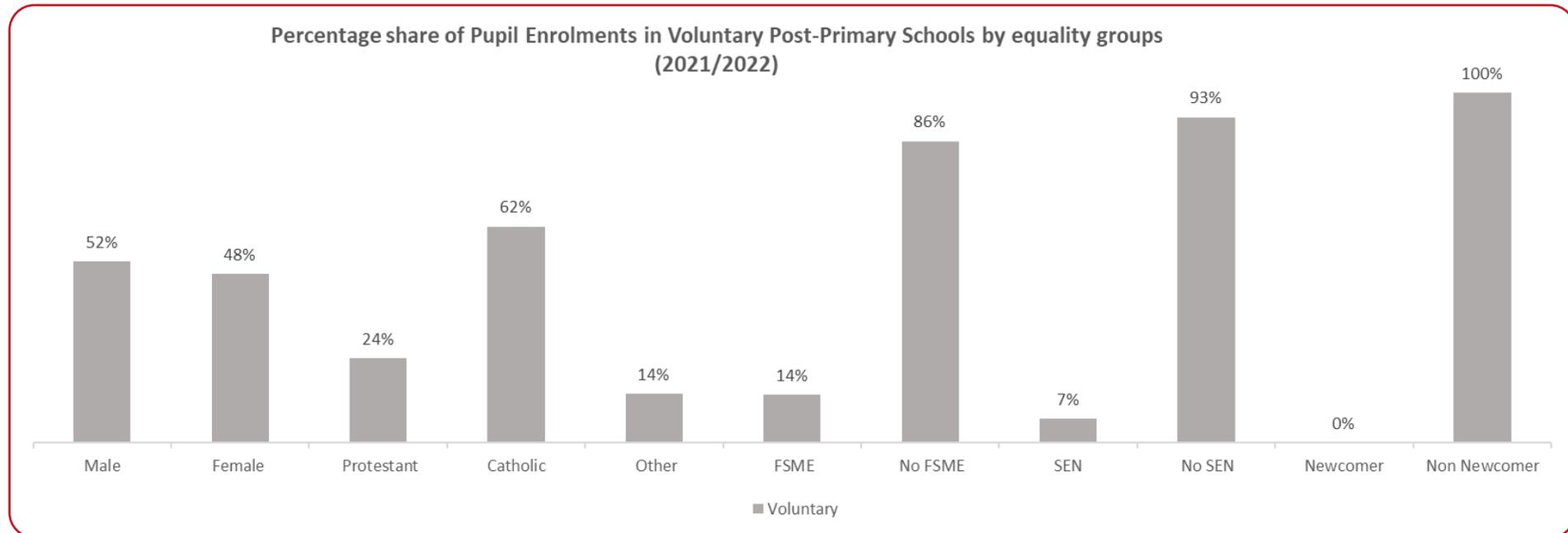
Percentage shares of post-primary school enrolments in Controlled post-primary schools by equality groups

Within equality grounds, 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%).



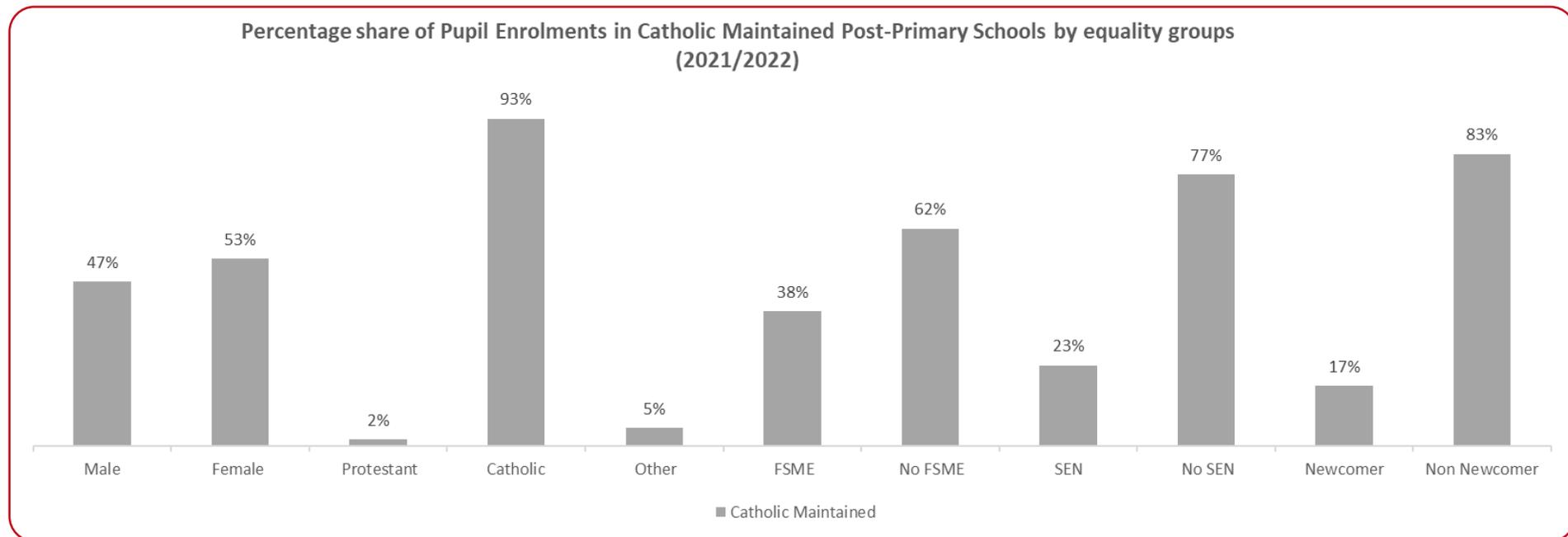
Percentage shares of post-primary school enrolments in Voluntary post-primary schools by equality groups

Within equality grounds, 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%).



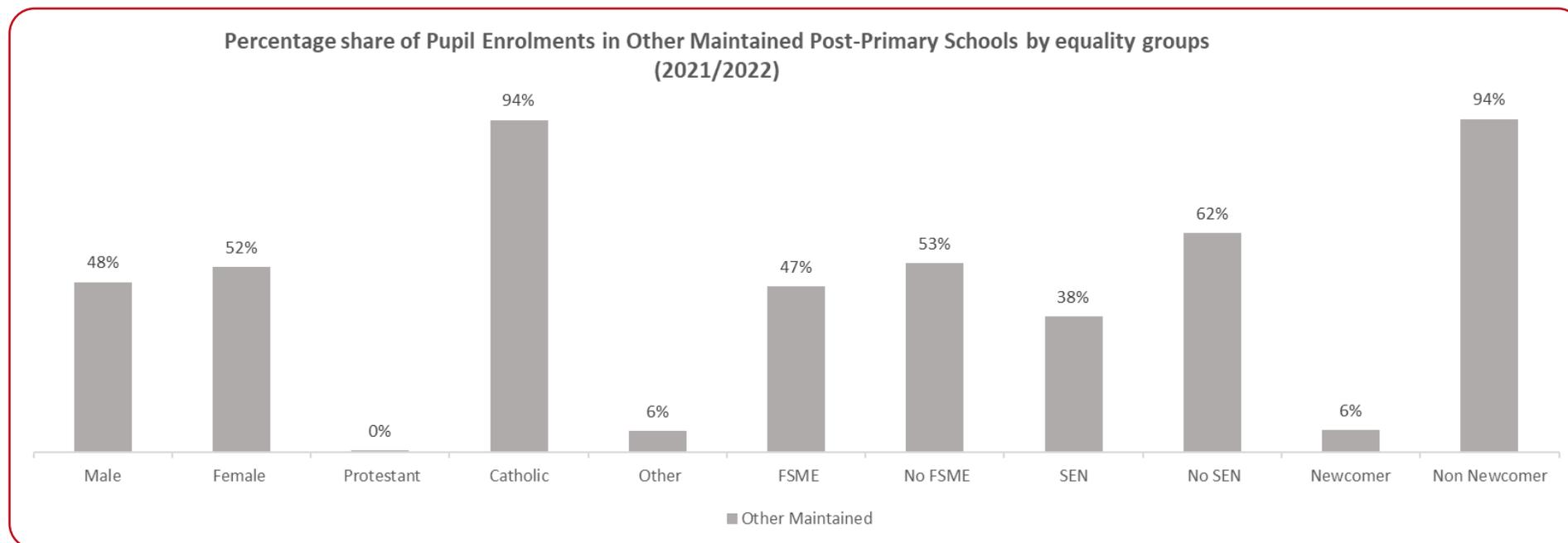
Percentage shares of post-primary school enrolments in Catholic Maintained post-primary schools by equality groups

Within equality grounds, 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%).



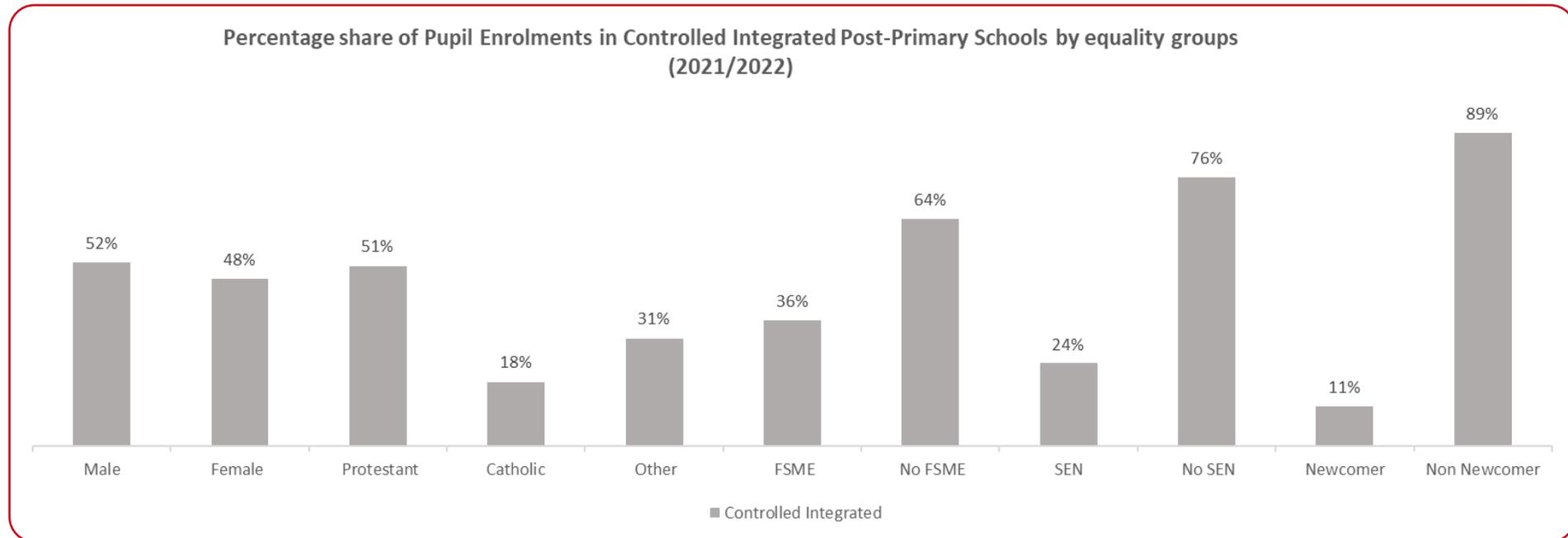
Percentage shares of post-primary school enrolments in Other Maintained post-primary schools by equality groups

Within equality grounds, 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%).



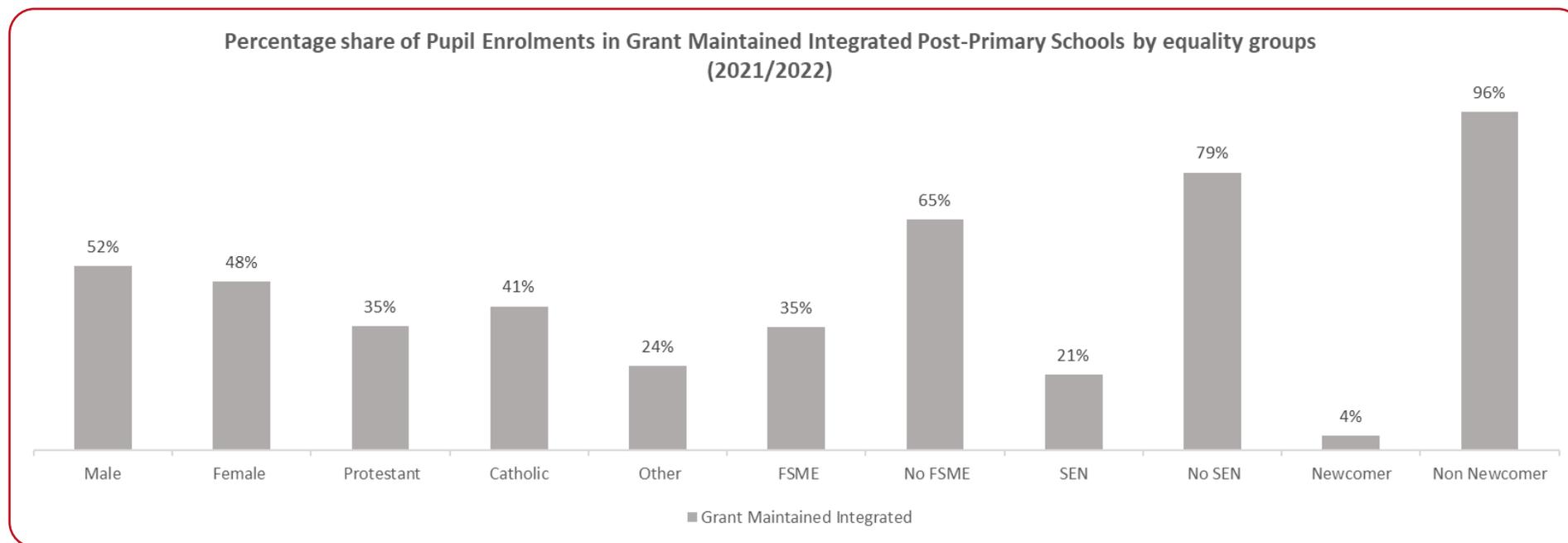
Percentage shares of post-primary school enrolments in Controlled Integrated post-primary schools by equality groups

Within equality grounds, 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%).



Percentage shares of post-primary school enrolments in Grant Maintained Integrated post-primary schools by equality groups

Within equality grounds, 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%).

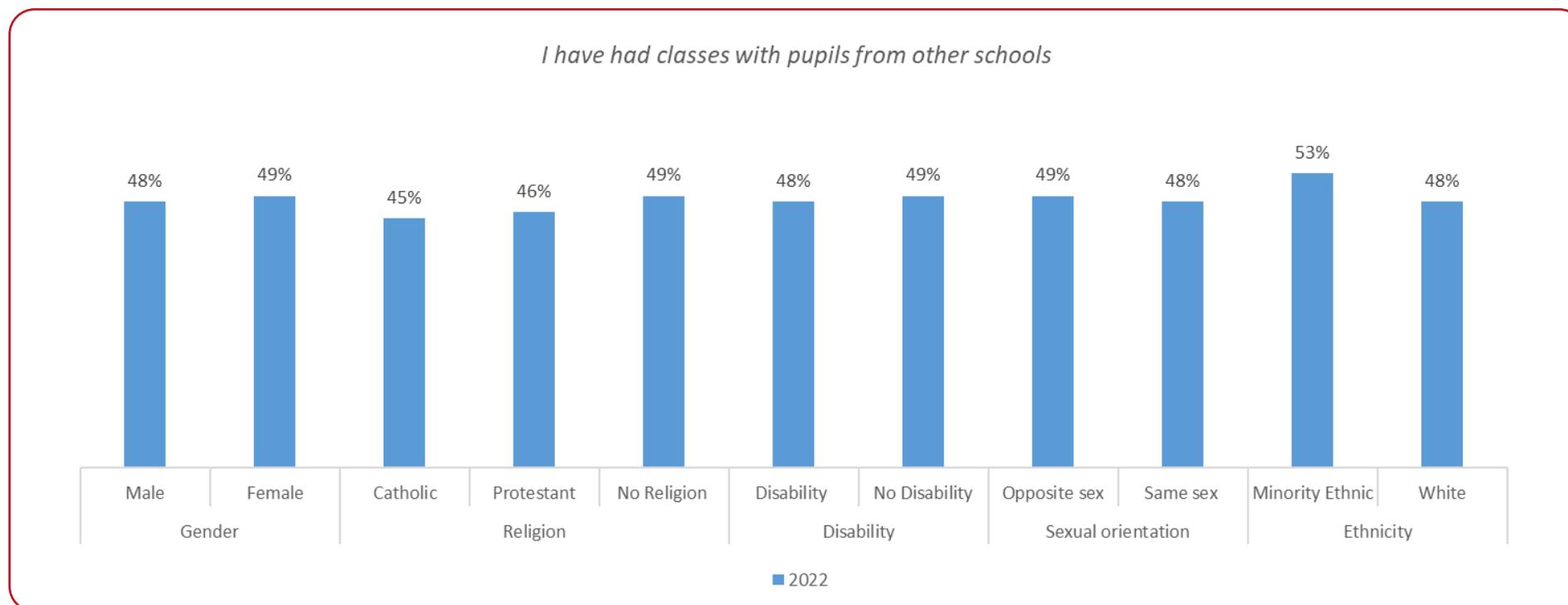


Population Indicator: Percentage of Children / Young people participating in Shared Education - Yes, I have had classes with pupils from other schools.

Data Source: Youth Life and Times Survey (YLT)

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

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%.

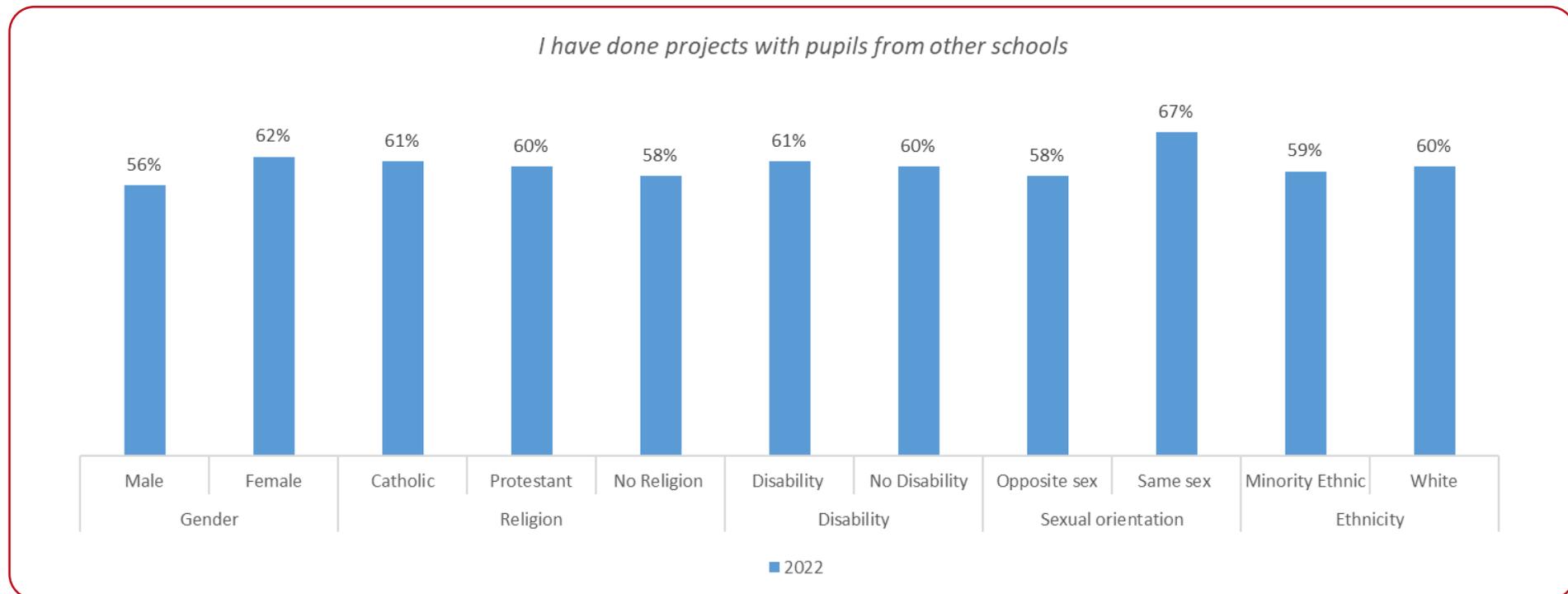


Population Indicator: Percentage of Children / Young People Participating in Shared Education - Yes, I have done projects with pupils from other schools

Data Source: Young Life and Times Survey (YLT)

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

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%.



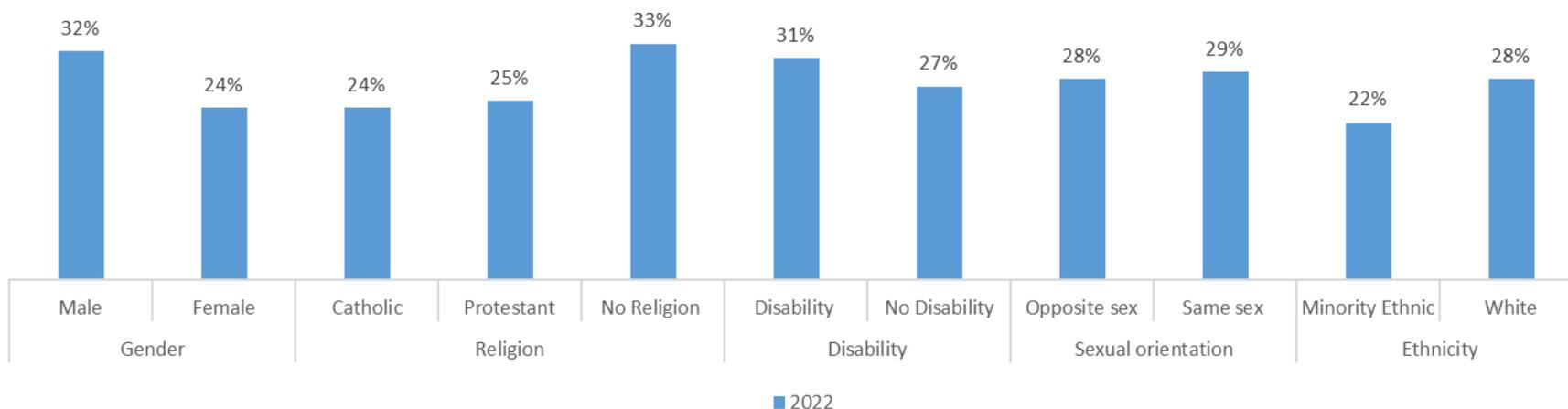
Population Indicator: Percentage of Children / Young People Participating in Shared Education - Yes, I have shared sport facilities or equipment, like computers

Data Source: Young Life and Times Survey (YLT)

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

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

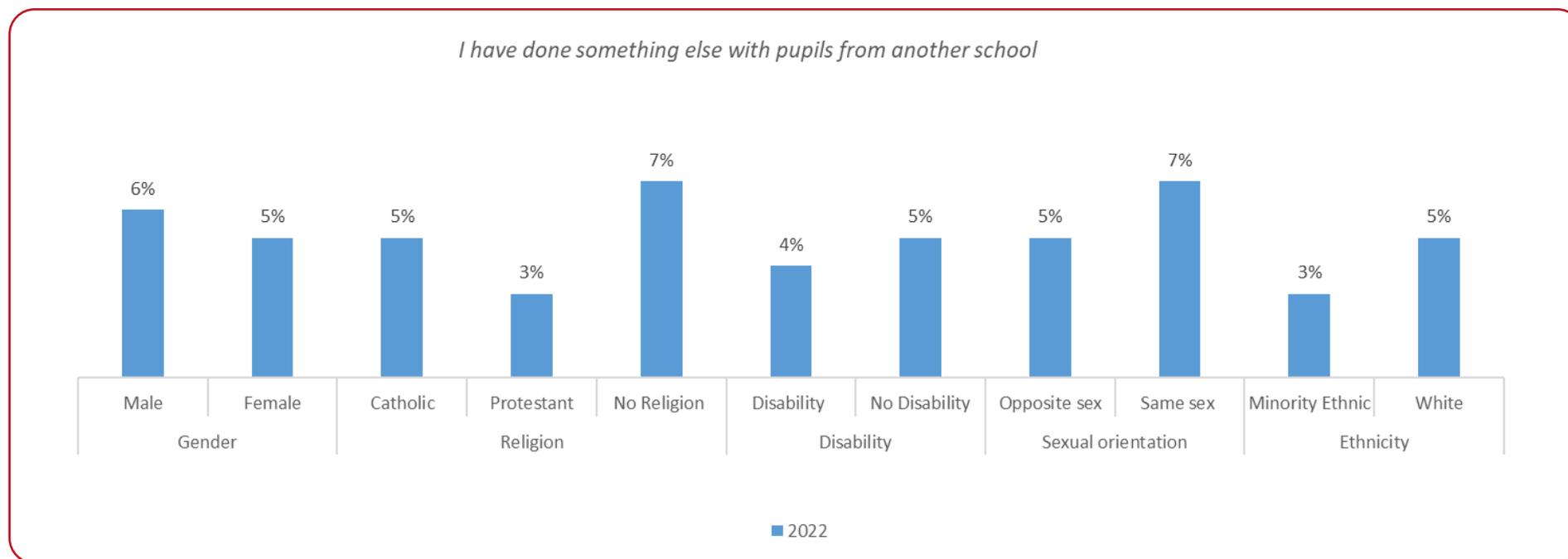


Population Indicator: Percentage of Children / Young People Participating in Shared Education - Yes, I have done something else.

Data Source: Young Life and Times Survey (YLT)

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

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%.

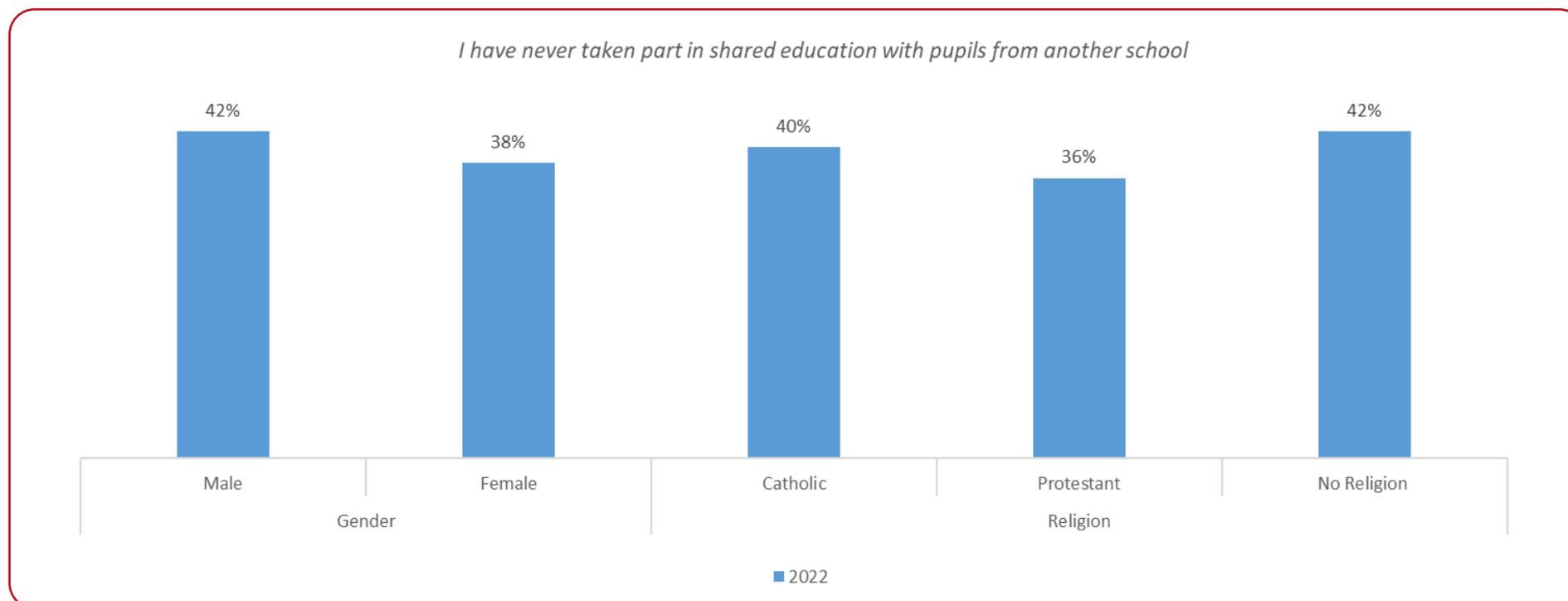


Population Indicator: Percentage of Children / Young People Participating in Shared Education - *No, I have never taken part in shared education.*

Data Source: Young Life and Times Survey (YLT)

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

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%.





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