



# Northern Ireland Young Life and Times Survey

## Preview of the 2012 results

- **Dirk Schubotz (YLT Director)**
  - Introduction to YLT and 2012 survey
- **Gillian Robinson**
  - 10 years of monitoring community relations
- **Paula Devine**
  - Community Relations, Equality and Diversity (CRED)
- **John O'Dowd MLA, Minister for Education**
  - Response to the YLT findings
- **Questions**

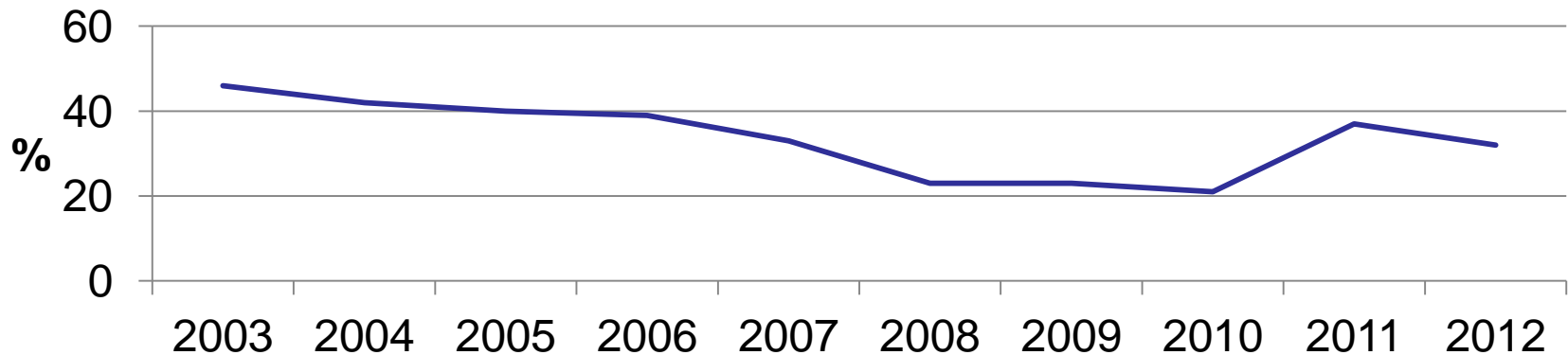


# Sample

- Invited: all young people living in Northern Ireland who receive Child Benefit and celebrated their 16<sup>th</sup> birthday in February and March 2012
- Address files received from HMRC
- **Opt-out letter sent out in Oct 2012**
- Postal questionnaire sent out in November 2012
- Online version of questionnaire
- One follow-up ten days later

## Response rate

- 1,208 responded (response rate 32%)
  - paper completions (86%)
  - online (14%)
- £500 prize draw (5 x £100 cash)



# Subject areas covered

- **Main areas:**

- **Community Relations (including views towards minority ethnic groups)** (funded by OFMDFM)
- **Community relations, equality and diversity in education** (funded by DENI)
- **Shared Education** (funded by NICCY)
- **Attitudes to LGBT issues** (OFMDFM)

- **Other topics:**

- **Background questions**
- **Family**



# 2012 Young Life and Times Survey

## Who took part?

# YLT 2012 respondents

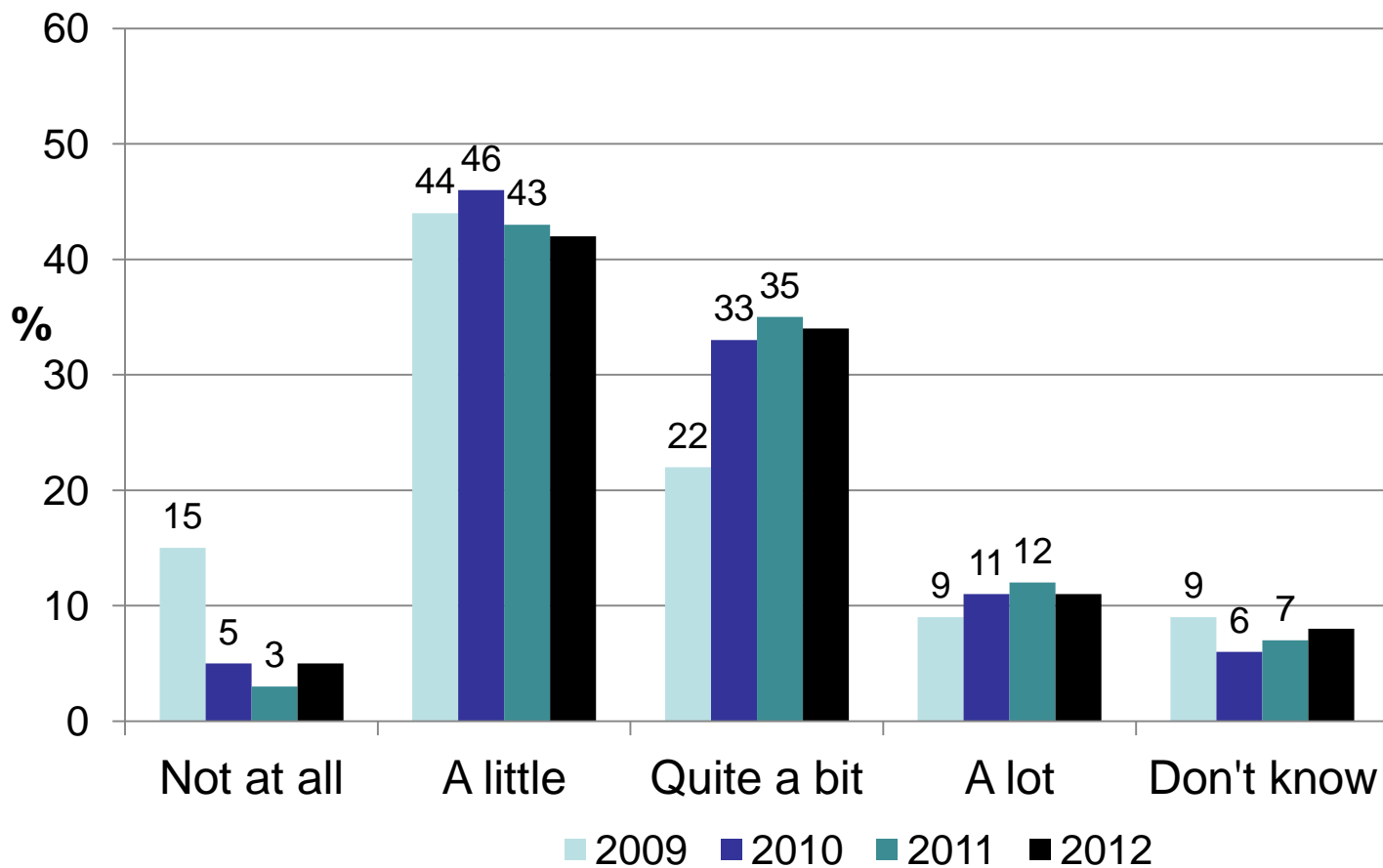
		%
<b>Gender</b>	<b>Male</b>	<b>42</b>
	<b>Female</b>	<b>58</b>
<b>Religion</b>	<b>Catholic</b>	<b>40</b>
	<b>Protestant</b>	<b>38</b>
	<b>Other/no religion</b>	<b>22</b>
<b>Education</b>	<b>Planned integrated</b>	<b>7</b>
	<b>Grammar</b>	<b>48</b>
	<b>Secondary</b>	<b>38</b>
	<b>Other</b>	<b>7</b>



# YLT 2012 respondents

		%
<b>Sexual attraction</b>	<b>Opposite sex attracted</b>	<b>93</b>
	<b>Same/both sex attracted</b>	<b>7</b>
<b>Who respondents lived with</b>	<b>Both their parents</b>	<b>76</b>
	<b>Mother only</b>	<b>19</b>
	<b>Father only</b>	<b>2</b>
	<b>Mother some time, father some time</b>	<b>3</b>
<b>Family financial background</b>	<b>Well off</b>	<b>23</b>
	<b>Average</b>	<b>55</b>
	<b>Not well off</b>	<b>19</b>

# To what extent has the recent economic crisis ('credit crunch') affected you and your family?



- 93% knew someone who is LGB
- % feeling comfortable with LGB person:
  - 24% of those who didn't know LGB, compared with 64% of those who did
  - 44% males, compared with 73% females
- 27% said friends called LGB person names
- 3% said they had done this themselves



# 10 years of monitoring community relations

**Gillian Robinson**

## Overview

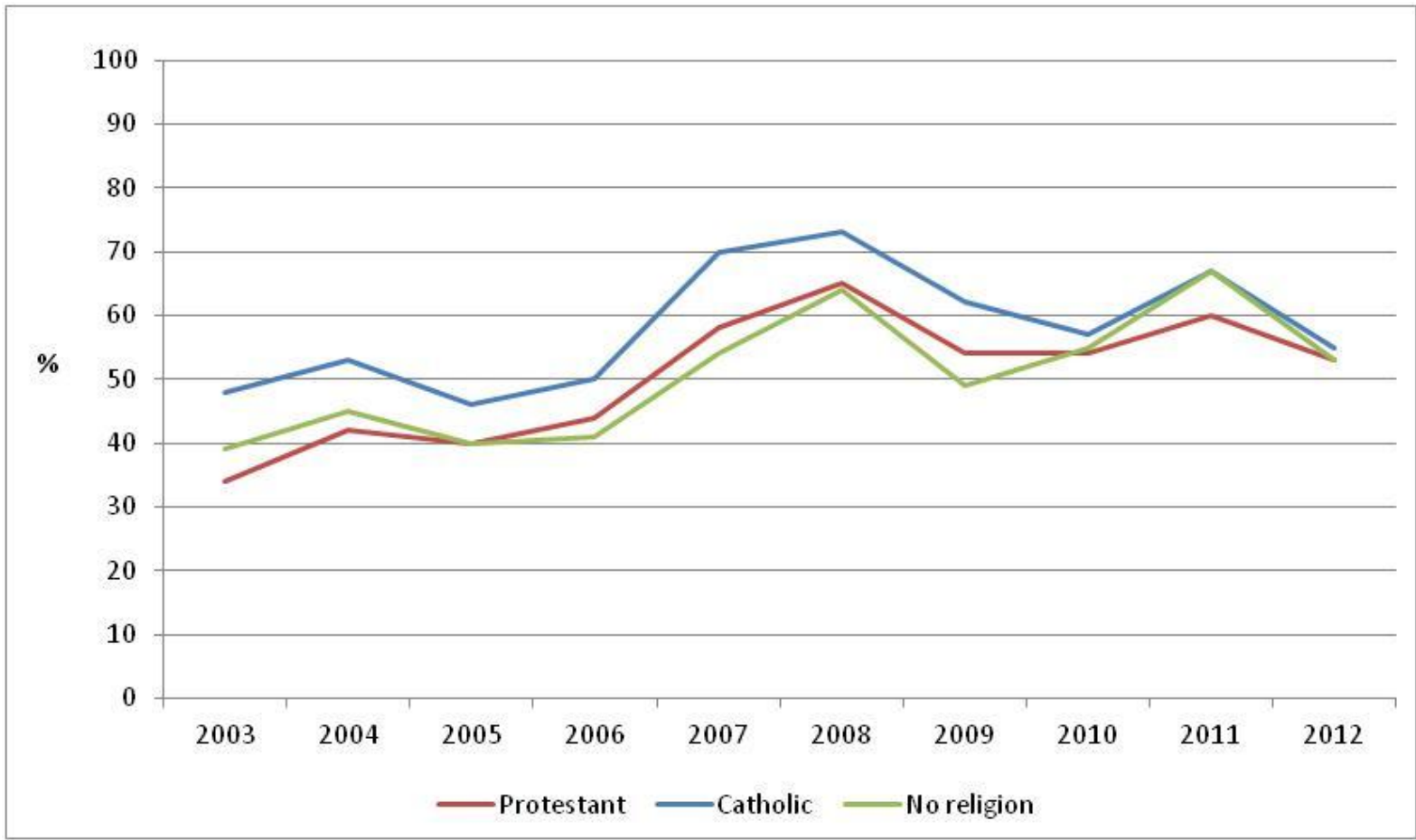
- Unique and valuable Northern Ireland time series
- Since 2003, questions have covered
  - *Perceptions of Relations*
  - *Contact and Mixing*
  - *Identity*
- Number of Research Updates and other publications produced
- So what - if anything - has changed over the 10 years?

## 2003 – what were we saying?

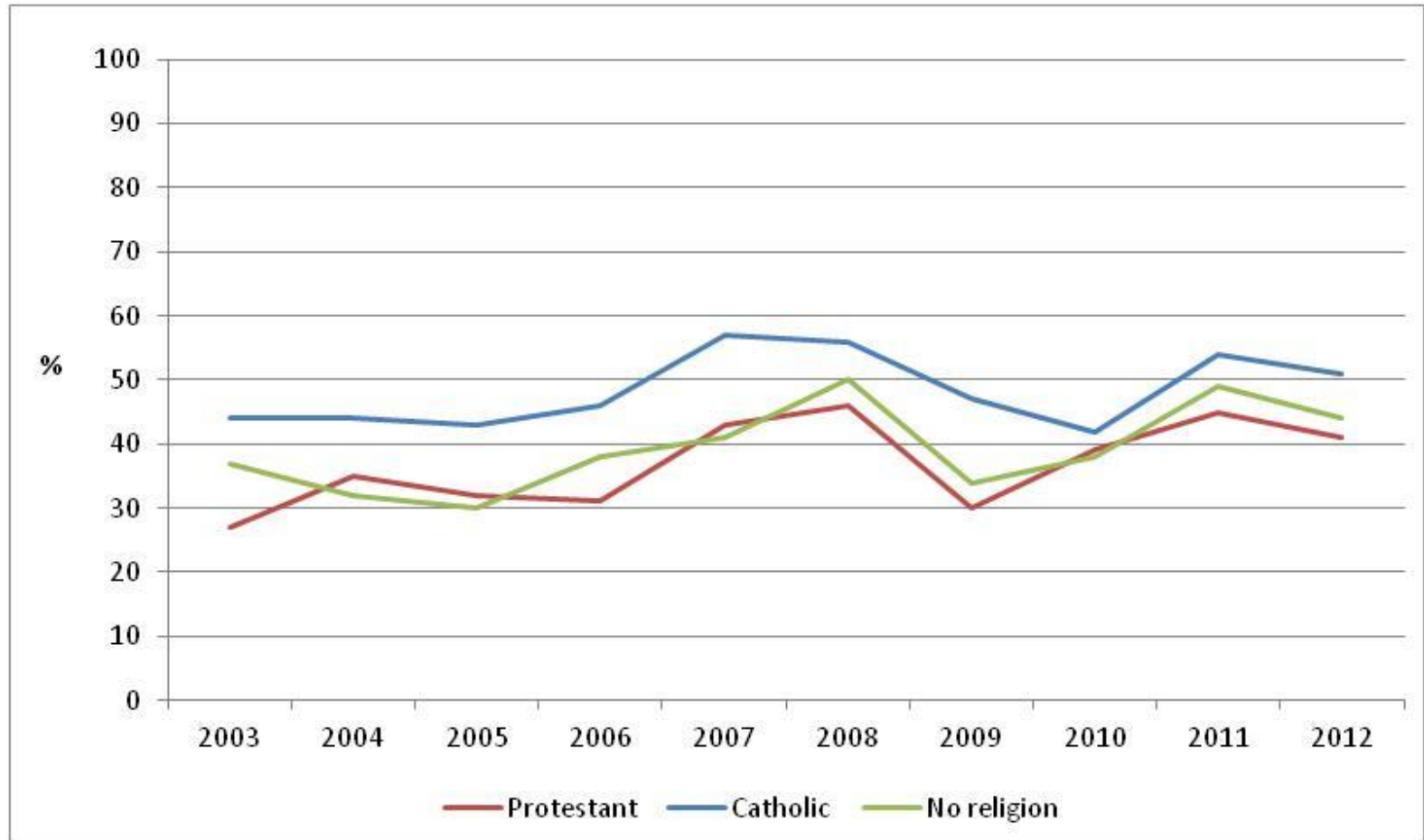
*The results indicate that national and religious identity are important issues in the lives of 16 year olds in Northern Ireland in 2003. However although residential and educational segregation also play a part in their lives, there is evidence to suggest that respondents would prefer more integration in terms of neighbourhoods, schools and workplaces.*

(Paula Devine and Dirk Schubotz, 2004, 'Us and Them', ARK Research Update 28)

**Figure 1: % believing that relations between Protestants and Catholics are better now than 5 years ago, by religion**

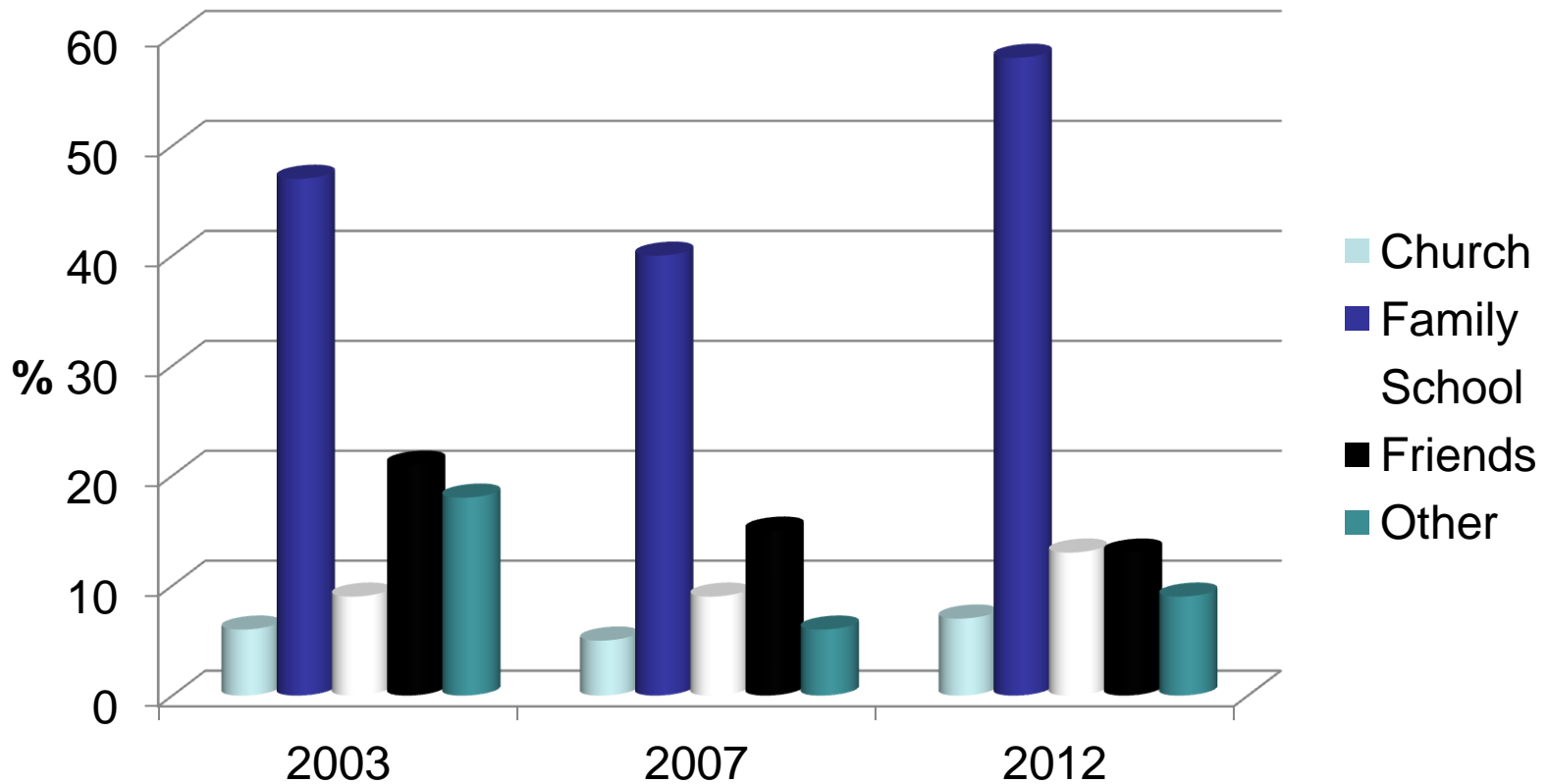


**Figure 2: % believing that relations between Protestants and Catholics will be better in 5 years time, by religion**





**Figure 3: What do you think has been the most important influence on your views about the other religious community?**



## Quotes YLT respondents

*I think that community relations are improving all the time, and the bitterness between communities stems from our ancestors, so we must not allow their views on community relations to be carried onto our children of the future. (2003)*

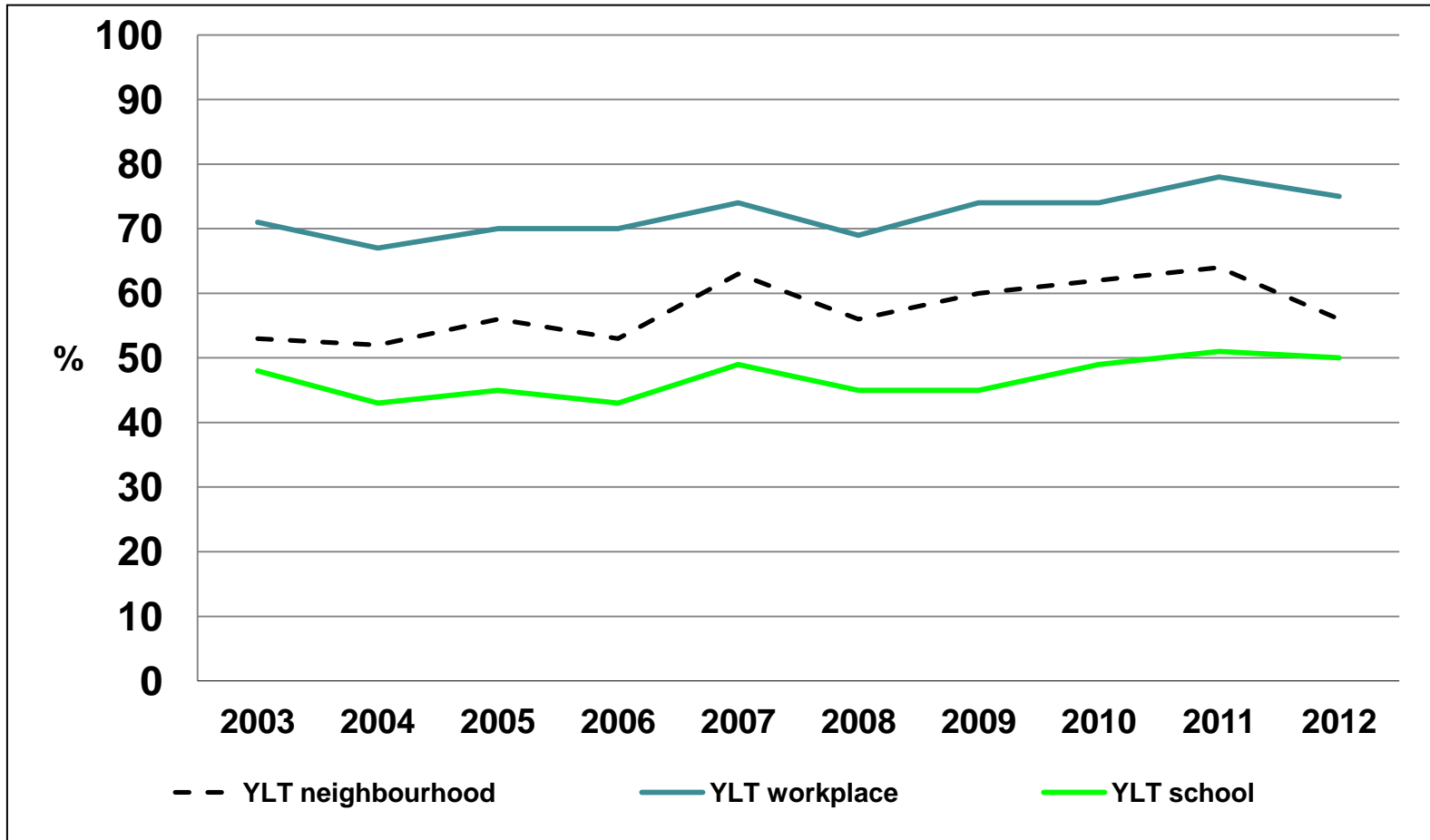
*I don't think relations between Catholics and Protestants will ever really improve because religious prejudices are passed down from parents to their children. Religious hatred is not a natural thing; it is not in-born, it is created by people. (2007)*

*I believe sectarianism among people my age would be due to their parents passing their bias[ed] opinions down through the generations. (2012)*

## Figure 4: Religious and National Identity

	%					
	2003		2007		2012	
	Cath	Prot	Cath	Prot	Cath	Prot
<b>British</b>	<b>4</b>	<b>52</b>	<b>2</b>	<b>47</b>	<b>4</b>	<b>62</b>
<b>Irish</b>	<b>78</b>	<b>3</b>	<b>80</b>	<b>3</b>	<b>73</b>	<b>1</b>
<b>Ulster</b>	<b>1</b>	<b>10</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>2</b>
<b>N Irish</b>	<b>17</b>	<b>33</b>	<b>15</b>	<b>42</b>	<b>18</b>	<b>33</b>

## Figure 5: Support for integration



## 2012 YLT Findings

- The optimism of cross-community relations has decreased again in 2012
- Cross-community projects were seen to be very important to our 16 year olds

(Paula Devine, 2013, 'Into the Mix', ARK Research Update 83)

## **YLT 2003-2012 Conclusion**

- There was an increase in the proportion of respondents who believe that relationships between Protestants and Catholics are better now than 5 years ago, but this has declined in recent years.
- The complex issue of identity has fluctuated over the years, particularly for the Protestant community.
- Continued evidence of the desire of 16 year olds to live in a shared society.
- The time series affords an opportunity to examine trends and to note that values change relatively slowly, while some attitudes are affected by the social and political context of the day.



# Community Relations, Equality and Diversity (CRED)

**Paula Devine**

- Improving relations between communities by:
  - educating children and young people to develop self-respect and respect for others
  - promoting equality and working to eliminate discrimination
  - providing formal and non-formal education opportunities to build relationships with those of different backgrounds and traditions



## Measuring CRED success

- Want indicators to measure effectiveness over time
- Previous research (eg YLT, Young Persons Behaviour and Attitudes Survey) useful, but focus mainly on community relations
- But need to capture full extent of CRED policy, ie Section 75 groups

## What is it?

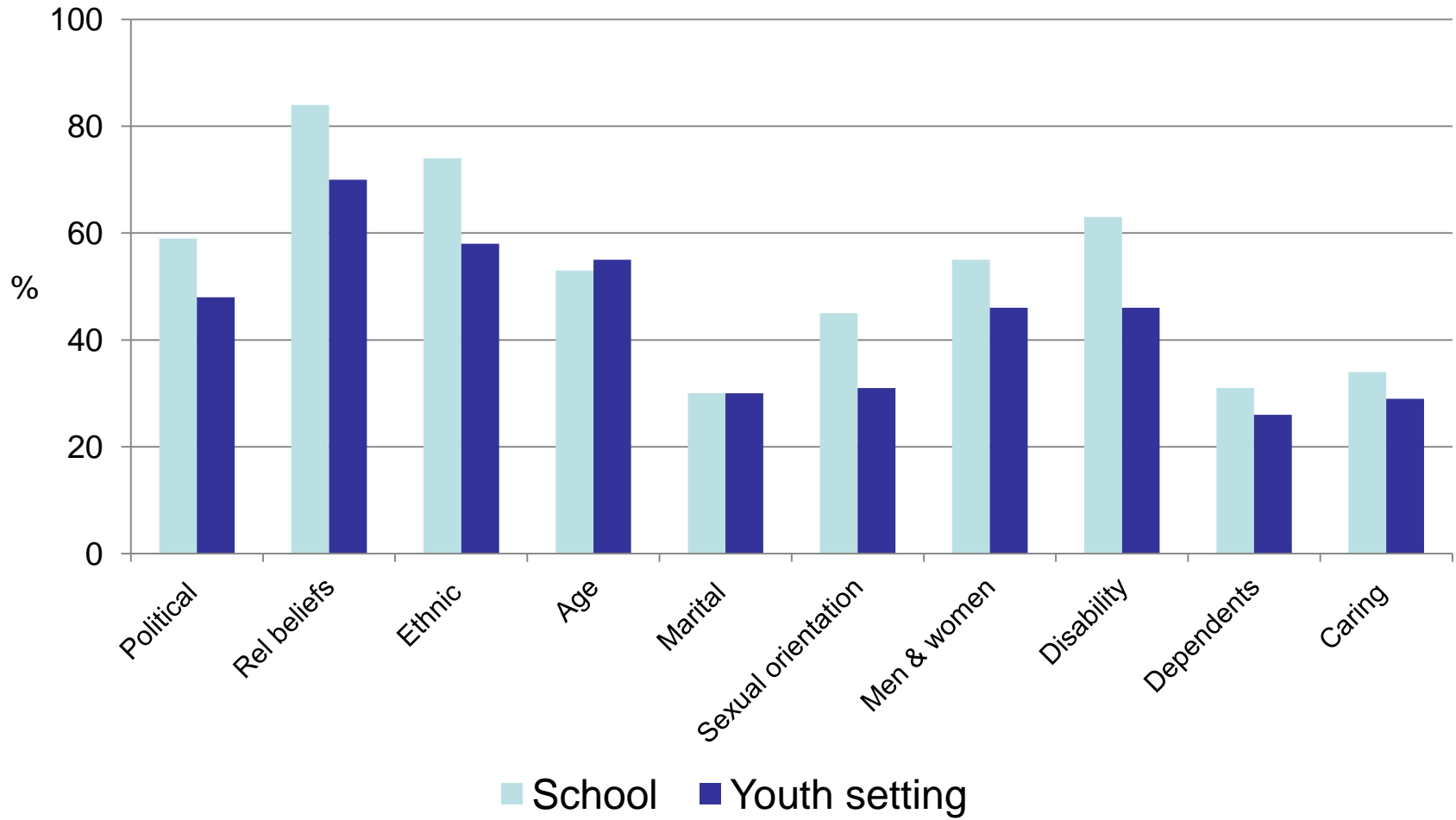
*Education and youth work are supposed to encourage understanding of particular groups in society and promote the equal treatment of different groups. This can be done through exchange programmes, discussions, workshops, lessons or videos.*

## Participation in CRED

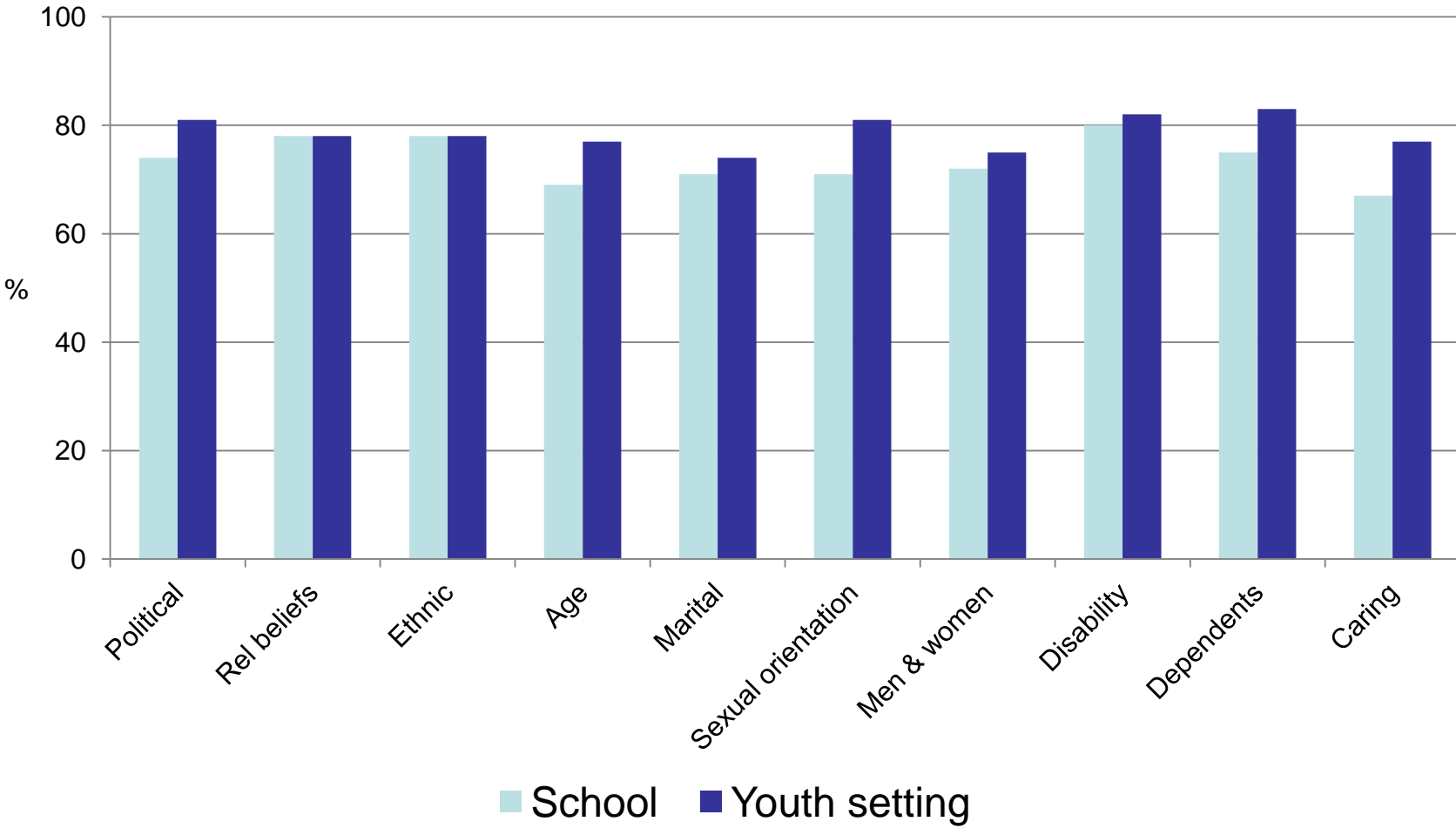
	%	
	All respondents	CRED participants
School only	40	57
Youth project/club	10	14
School and youth project/club	20	29
Not at all	30	-

Integrated schools (68%), grammar (61%)  
secondary (57%)

# Coverage of CRED topics



# More positive attitudes, in general

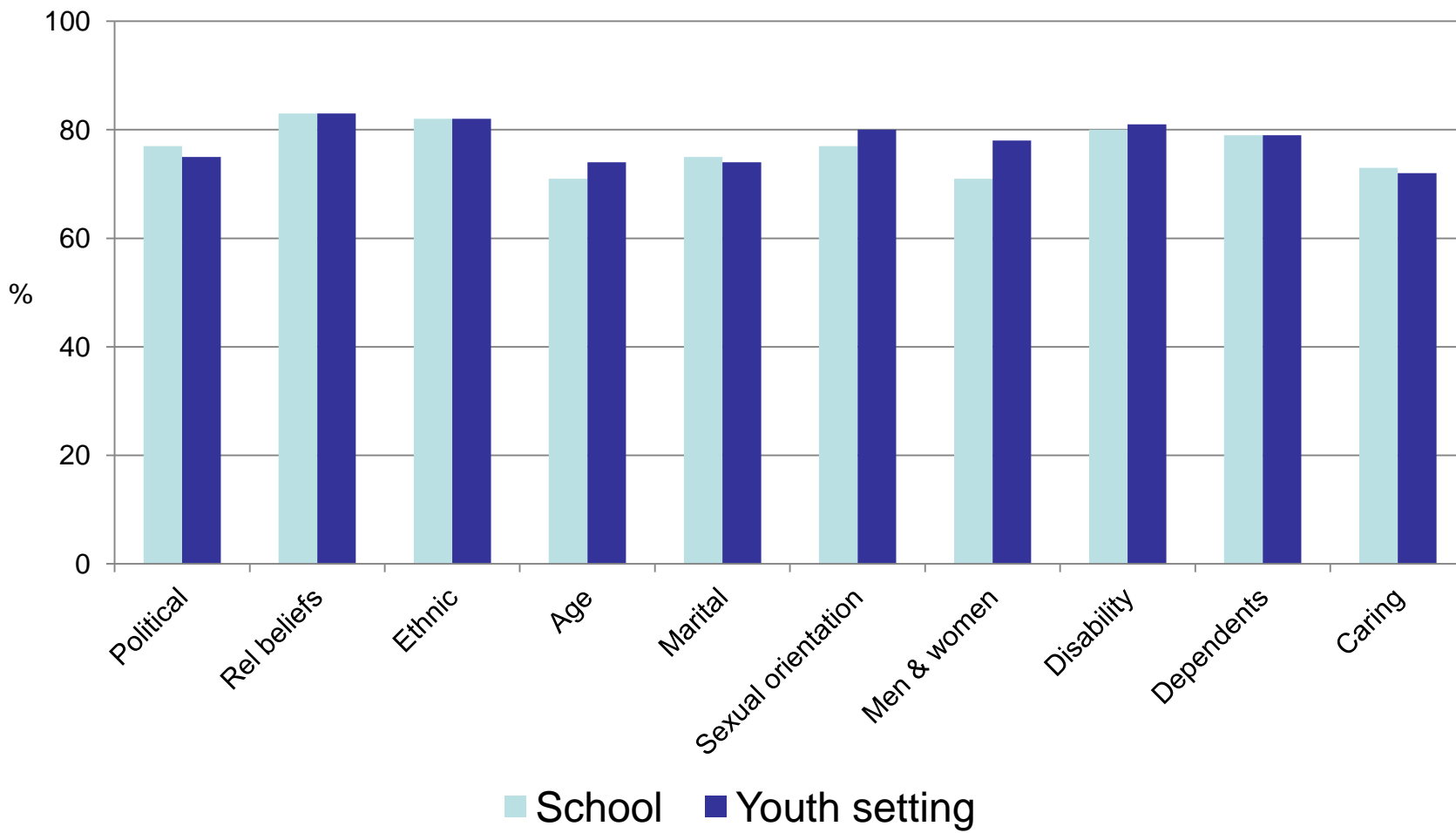




# YLT

Northern Ireland  
YOUNG LIFE & TIMES

## More positive attitudes, respondent



## So what?

- The majority of young people participate in CRED, and these seem effective

But ...

- Some topics are covered almost universally: are other topics too controversial, seen as less important locally or not fit into school ethos?
- CRED activities seem more effective in youth settings: is this due to appropriate training, more confidence, more relevance or different activities among youth workers?

**John O'Dowd MLA  
Minister for Education**

**Response to the YLT findings**



# Questions

## What's next?

- All results and publications online  
[www.ark.ac.uk/ylt](http://www.ark.ac.uk/ylt)
  - 2 Research Updates (Shared Education; Community Relations)
  - Occasional paper (CRED)
- 2013 Survey (mental health, financial wellbeing)
- Edited book (early 2014)
- Teaching dataset (2003-2012)

# Northern Ireland by numbers: student learning from surveys



Coming soon! New teaching resources

***2003-12 Young Life and Time surveys***

***2012 Northern Ireland Life and Times survey***

Resources include: new teaching datasets, accessible technical reports and teaching guidelines for instructors.

If you are interested in utilising these new resources in your teaching, please check out the ARK website, or contact the team:

Emma Calvert ([e.calvert@qub.ac.uk](mailto:e.calvert@qub.ac.uk)), School of Sociology, Social Policy & Social Work, QUB  
Paula Devine ([p.devine@qub.ac.uk](mailto:p.devine@qub.ac.uk)), Deputy Director, ARK



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**Thank you!**

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