

KEY PROGRAMME 2005/2006

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EVALUATION REPORT

**PREPARED ON BEHALF
OF
YOUNG ENTERPRISE NORTHERN IRELAND
AND
JUNIOR ACHIEVEMENT IRELAND**

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EXECUTIVE SUMMARY

Overall

1. This report presents a holistic perspective of the programme by exploring the views of a sample of participants, parents and teachers.
2. Based on research evidence for the year 2005/2006, the programme appears to be meeting its objectives at all levels.

The Course and Physical Environment

1. 97% of participants would recommend the programme to their friends.
2. 99% of respondents thought that the programme overall was excellent, very good or good.
3. 96% of participants rated the mix between outdoor and indoor activities as excellent, very good or good.
4. The most enjoyable outdoor activities are the gorge walk, speed boating, sailing, banana boating and bouldering.
5. The least enjoyable activities are walking, camping and orienteering.
6. 98% of participants rated the organisation of the programme as excellent, very good or good.
7. 99% of participants rated the equipment as excellent, very good or good.
8. 91% of participants rated the centre facilities as excellent, very good or good.
9. 93% of participants rated the accommodation as excellent, very good or good.
10. 80% of participants thought that the food was excellent, very good or good.
11. The parents/guardians interviewed were aware of the overall positive experience their children had and were complimentary about the programme staff.
12. The teachers interviewed were very complimentary about the staff, facilities, content and organisation of the programme.

Selected Quotes

Oh it's brilliant. He had a brilliant time, absolutely, he couldn't wait until the next time he was going back, loved every minute.

Parent/Guardian

I'm so impressed by the programme. I can't believe the money that goes into it in this day and age in education where there is nothing for nothing any more. The amount of money that is spent on those kids, the service they get, the attention they get, it's brilliant.

Teacher

I think one of the strengths of the programme is the staff, the KEY programme staff...the amount of time those people give is unreal, they put so much of their effort into it.

Teacher

Self Efficacy

1. The self efficacy benefits of the programme were particularly strong in 2005/06 and stimulated most comment from teachers and parents.
2. After the programme a remarkable 96% of participants strongly agreed or agreed that they were now more motivated and 95% strongly agreed or agreed that they were more confident.
3. The percentage of participants agreeing or strongly agreeing with the statement 'What happens in the future depends on me' increased from 83% to 95%.
4. The percentage of participants agreeing or strongly agreeing with the statement 'I know what I want from life' increased from 65% to 84%.
5. The percentage of participants agreeing or strongly agreeing with the statement 'I feel positive about the future' increased from 73% to 89%.
6. The percentage of participants agreeing or strongly agreeing with the statement 'I have confidence in myself' increased from 67% to 86%.
7. The percentage of participants agreeing or strongly agreeing with the statement 'I have control over the things that happen to me' increased from 70% to 78%.
8. Changes in confidence were particularly pronounced for males.
9. For parents, it was this aspect of the programme that showed most widespread benefits and in some cases they could see quite dramatic changes in their children. Clearly, confidence, independence and communication skills have been enhanced.
10. Teachers saw widespread and in some cases dramatic changes in confidence, responsibility and communication.

Selected Quotes

She'd be quiet but she enjoyed meeting the other children and sharing the room. It's given her that wee bit of independence, having to do things for herself.

Parent/Guardian

His teachers have already commented to me about how his confidence is improving. He wouldn't ask something in class, he wouldn't butt in or whatever, he'd feel a bit stupid maybe but that's changed, he's speaking out now.

Parent/Guardian

Before this he had no friends in school, no one really spoke to him, he didn't speak up, speak out. He's got new friends now, he's making friends in school, people are making more of him...his confidence has soared.

Teacher

I think their social skills improve enormously...they take on challenges they wouldn't have thought they could do themselves and they come back feeling 'wow I did it'. Their esteem is way up.

Teacher

Enterprise Skills and Attitudes

1. There have been improvements in attitudes important to future business start up as well as significant increases in related skills.
2. After the programme 85% of participants compared with 64% at the start would strongly agree or agree that they are good at adapting to new situations.
3. After the programme 78% of participants compared with 56% at the start would strongly agree or agree that they are good at coming up with ideas.
4. After the programme 83% of participants compared with 68% at the start would say that they enjoy responsibility.
5. After the programme 93% of participants compared with 79% at the start believe in the value of risk taking to get what you want.
6. 73% of participants rate their team working skill as high and 63% rate their communication skill as high. These are key linchpin skills important for business start up as well as many other aspects of performance.
7. The numbers of participants who said they would like to run their own business increased slightly from 54% at the start of the programme to 56%.
8. By the end of the programme three times as many participants rated their business start-up abilities as high.
9. Parents thought that the programme had stimulated participants' business interest and increased awareness of the enterprise option. They could not say whether that interest would last or translate into starting a business.
10. Teachers thought the programme had helped develop a business orientation and the mini enterprise project helped to develop unexplored skills.

Selected Quotes

I was very impressed by the mini business. I couldn't believe it when I heard he was running after people to get them to buy!

Parent/Guardian

And they're amazed what they can make from a little bit of work. That's fabulous where they start from scratch and have to come up with an idea, they can see where it's going from stage to stage to stage, they can see the final product, they can sell it and they get the money. It's the process.

Teacher

The same ones who couldn't look at a person at the start, couldn't make eye contact you know completely so shy, the head was down and then you see at the end of the programme they're out there selling things and you're thinking there's no way they're going to sell that, next thing there's money.

Teacher

Peace and Reconciliation

1. 94% of participants after the programme compared with 77% at the start said that they had friends from a different religion.
2. 90% of participants after the programme compared with 82% at the start would not mind if they were taught by a teacher of another religion.
3. After the programme 89% of participants strongly agreed or agreed that they now have a greater understanding of other religions and backgrounds.
4. Parents were very positively disposed to the concept of their children meeting and mixing with people from other religions and backgrounds and some had observed changes in their child's behaviour regarding religious and community differences.
5. Teachers thought this aspect of the programme was very successful because of the highly practical approach to putting participants together in mixed groups. Teachers reported a lot of mixed interaction and friendships created on the programme, some of which appear to be durable over distance. They highlighted the role of emblems both in creating barriers but also stimulating discussion and reflection.

Selected Quotes

They're with other ones they're not normally with as well, they're making new friends from every angle. The fact you know that it's boy/girl, cross community and cross border, they're really well exposed.

Parent/Guardian

The relationships are kept up particularly among the girls, they meet up in Enniskillen, half way and they text each other all the time, that's very good.

Teacher

They hear stories at home and look at the news and they only take snippets of things...and when they actually meet people of different religions, different backgrounds they say, 'they're just like me'. They are more interested and pay more attention...because they now know somebody of a different religion and it becomes personal.

Teacher

I have children from a unionist tradition with me and to see one of my girls wearing a Tyrone jersey to the disco! But she didn't want any photographs of her wearing it to go back home. Her own family wouldn't have approved. There's no fear of the people but the emblems and our history cause some more problems.

Teacher

Career, Education and Training

1. 97% of participants after the programme agree or strongly agree that they can now see a link between doing well at school and getting a good job.
2. 83% of participants after the programme agree or strongly agree that they are likely to pay greater attention to schoolwork and there is less uncertainty about what exams they plan to sit in the near future.
3. After the programme 86% of participants stated that they would do further education or training compared with 74% at the start of the programme.
4. 27% of participants after the programme compared with 14% at the start believed that third level qualifications will be the highest they will achieve.
5. 57% of participants up from 51% believe they will be in college or university in five years time. 15% of participants up from 11% believe they will be on an apprenticeship/training programme.
6. There were dramatic increases in assessment of job search skills.
7. After the programme 91% of participants rated their ability in searching for job opportunities as high or medium compared with 35% at the start.
8. After the programme 92% of participants rated their CV writing skills as high or medium compared with 43% at the start.
9. After the programme 89% of participants rated their interview techniques as high or medium compared with 66% at the start.
10. After the programme, 97% of participants strongly agreed or agreed that they could see more opportunities.
11. After the programme 95% of participants strongly agreed or agreed that they had more ideas about jobs in the future and 93% of participants strongly agreed or agreed that they know how to go about getting the jobs they want.
12. Some parents had seen improvements in clarity and motivation and practical, job seeking skills.
13. Teachers thought KEY had helped equip participants with valuable job seeking skills and attitudes and some new career ideas.

Selected Quotes

He's started talking about engineering. He's always been good with his hands but not that good in school, I was a bit surprised, he was always a bit aimless before.

Parent/Guardian

He says he wouldn't be as shy and he's actually looking forward to going out there getting a wee part time job or whatever. At least he knows what's expected. He came back very positive.

Parent/Guardian

Yeah, normally with my girls it'd be beauty or hair. Some of them now have bigger career ideas, some of them would like to go into film production, even considering business and saying 'I must pay more attention to my options now'.

Teacher

1. INTRODUCTION

This section of the report outlines the objectives of the KEY programme and its content and delivery. Secondly it outlines the objectives, limitations and parameters of this evaluation report.

1.1 KEY Programme and Objectives

The KEY programme is a joint initiative between Young Enterprise Northern Ireland and Junior Achievement Ireland. It aims to reach out to young people aged between 14 and 16 years both unionist and nationalist from areas of social and economic disadvantage in Northern Ireland and the border counties of the Republic of Ireland. The programme involves bringing together young people from marginalised communities on both sides of the border to residential enterprise camps.

The objective of the programme is to redress the disadvantages of children born into marginalised communities by raising their aspirations, teaching them enterprise and entrepreneurial skills, providing a positive business role model and teaching them to recognise and create opportunity.

The clear aim is to help sustain peace and reconciliation, by bringing together young people from different traditions and breaking the cycle of hostility to those of a different political and cultural tradition. The project aims to introduce an innovative and unique programme to children at a critical stage in their development which will help them to shape attitudes to help change their destiny. It is envisaged that these attitude and skills changes will take place in the context of a high quality and innovative learning experience.

1.2 Programme Content and Delivery

The programme involves a combination of indoor and outdoor activities centred on the key themes identified below. The course is delivered by both KEY staff and business volunteers. The key themes covered include:

- ❖ Personal development
- ❖ Motivation
- ❖ Confidence building
- ❖ Career planning
- ❖ Exploration of employment opportunities.
- ❖ The importance of education and training
- ❖ Business creation and enterprise training
- ❖ Peace and reconciliation through outdoor adventure with the focus of leadership qualities and developing a healthy and enjoyable attitude to life.

1.3 Evaluation Objectives

The objective of this evaluation report is to determine whether the objectives of the programme were met in the year 2005/06. A combination of qualitative and quantitative information is gathered at the start and the end of the programme. Thus the evaluation aims to measure aggregate changes in attitude, knowledge and skill.

1.4 Limitations and Parameters of this Report

This report adopts a short term perspective based on a sample of stakeholder groups. The reader should be cognisant of these parameters when interpreting the data.

2. METHODOLOGY

This section of the report outlines the information gathering process used for evaluation purposes. The stakeholders involved are identified and then the evaluation methodology, instruments and administration are outlined.

2.1 Programme Stakeholders

Due to the nature of the programme, three stakeholder groups were identified for the purposes of the evaluation. These groups consist of the participants, their parents and teachers.

2.2 Overall Evaluation Strategy

In line with the proposal to the International Fund for Ireland the project was independently evaluated using a combination of qualitative and quantitative methodologies.

Information was gathered before and after the programme using questionnaires, individual interviews and focus group discussion. Where information has been gathered at the start of the programme, this is referred to as pre test. Where information has been gathered at the end or after the programme it is referred to as post test. The overall evaluation strategy for each stakeholder group is outlined in table 1 below.

Table 1: Summary Table - Evaluation Methods Used

| | Sample | Pre Test Method | Post Test Method |
|--------------------------|-----------------------------------------------------------------------------------------------------------|------------------------|-------------------------|
| Participants | 324 Stratified by <ul style="list-style-type: none">▪ School background▪ Gender | Questionnaire | Questionnaire |
| Parents/Guardians | 9 | N/A | Interview |
| Teachers | 8 | N/A | Focus Group Discussion |

2.3 Sample Size and Population

This section of the report identifies the sample size, population and response rate recorded for each stakeholder group.

Participants

For the purposes of this evaluation in 2005/06, the population can be described as all 900 participants on the programme. In line with the agreement with the International Fund for Ireland, each year the programme intake is divided broadly evenly among Northern Ireland Catholic schools, Northern Ireland Protestant school and Republic of Ireland schools.

It is also divided broadly evenly among male and female participants. A sample of over one third was taken i.e. 324 participants. These participants represented the overall composition of the population in terms of gender and school background. A profile of participants who responded is outlined in the analysis section of this report. Because of tight monitoring by KEY staff and the inclusion of dedicated time for evaluation, the response rates for this group were 100%.

Table 2: Summary Table – Questionnaire Response rates

| | Sample Pre-Test | Returned Pre Test | Response Rate % Pre-Test | Sample Post-Test | Returned Post-Test | Response Rate % Post-Test |
|---------------------|-----------------|-------------------|--------------------------|------------------|--------------------|---------------------------|
| Participants | 324 | 324 | 100 | 324 | 324 | 100 |

Parents/Guardians

In the case of parents and guardians, information was sought from those attending the graduation ceremony in the Europa Hotel, Belfast on May 24 2006. Individual and small group interviews were used to elicit the opinions of a sample of nine parents/guardians. Six females participants were involved, five mothers and one grandmother. Three fathers participated in the interviews. The random sampling method was used with this population and it was thus difficult to control the sample for school background.

Teachers

Given the analytical ability of teachers and the small number involved a focus group discussion was used to elicit their opinions. Eight teachers, two male and six female participated in a focus group discussion on the afternoon of the graduation ceremony in the Europa Hotel, Belfast on May 24 2006.

2.4 Quantitative Research

Questionnaires were designed using relevant indicators from the Life and Times Survey and OECD research. The questionnaires gathered some opinions both before and after the programme in order to track aggregate changes in participants' views. Other information such as an assessment of the programme content was naturally only gathered after the programme.

Questionnaire Format, Structure and Content

The questionnaires were designed specifically for analysis by SPSS (Statistical Package for the Social Sciences) Version 12, which facilitates large scale data sets and multi-dimensional analysis. Some elements of the pre and post test questionnaires were designed to track attitude change and therefore consisted of similar questions to facilitate comparative analysis.

Questionnaire Administration

As in previous years, KEY programme staff took responsibility for the copying, distribution, completion and collection of questionnaires.

2.5 Qualitative Research

Qualitative research in the form of individual and small group interviews as well as a focus group discussion took place at the Graduation Ceremony in the Europa Hotel Belfast on May 24 2006.

Parents/Guardians

Random sampling was used on the morning of the graduation ceremony to select nine parents. They were interviewed in groups with up to two members. Interviews were conducted using a semi-structured instrument. With the permission of the parents, data was audio-recorded. These audio tapes were then transcribed and analysed using the outline view function of Microsoft Word. Themes were identified from the transcripts and representative quotes selected for the evaluation report.

Teachers

Eight teachers, six female and two male, attended the focus group discussion, conducted in a meeting room at the Europa Hotel in Belfast using a semi-structured instrument. With the permission of the teachers, data was video-recorded. The video tape was transcribed and analysed using the outline view function of Microsoft Word. Themes were identified from the transcripts and representative quotes selected for the evaluation report.

2.6 Analysis and Presentation

A thematic approach has been adopted throughout the analysis. These themes originate from the stated objectives of the programme and are;

- ❑ Course and physical environment
- ❑ Self efficacy
- ❑ Enterprise skills and attitudes
- ❑ Peace and reconciliation
- ❑ Career, education and training

For each theme, the views of participants are presented first using frequencies from the pre and post test questionnaires. Tables with the heading '501' are related to the pre test results. Those labelled '502' are related to the post test results. Where appropriate, selected gender and school background cross tabulations of participant responses have been presented. This analysis is followed by the relevant tables. Selected qualitative data from parents and teachers are then presented in order to supplement and contextualise the results from participant questionnaires. Rounded percentage values from the 'valid percent' column of tables have been used in the commentary and analysis. When results are cross tabulated for school background this is based on the KEY classification of a school being either Northern Ireland Catholic, Northern Ireland Protestant or Republic of Ireland.

3. KEY RESEARCH FINDINGS AND ANALYSIS

This section of the report presents and analyses the data from a sample of participants, their parents and teachers. The data represents the participants' own opinions about themselves and the programme as well as their parents and teachers assessments about the participants and the programme. The analysis is at an aggregate level and distinguishes some significant findings by gender or school background. After presenting a profile of the respondents in section 3.1, the analysis is separated into five further sub-sections. Section 3.2 offers feedback on the course and the physical environment, which relates to activities, course length, centre facilities and accommodation. Section 3.3 relates to self-efficacy and therefore tracks the changes in participants' level of motivation and confidence. Section 3.4 relates to the participants' attitude to enterprise and level of enterprise skills. It looks at propensity towards enterprise, perception of skill levels and view of some key enterprising attitudes such as risk taking and responsibility. Section 3.5 explores the peace and reconciliation theme of the programme and once again tracks attitude change amongst participants towards those of other religions. Section 3.6 examines attitudes to career, education and training including attitude to school, intentions to sit exams and to do further training or education

Each section will firstly analyse results from participants followed by tables and cross tabulations of these results. This will be followed by an analysis of results from parents and teachers.

3.1 Profile of Respondents

This section presents the biographical data of the evaluation respondents – participants, parents and teachers as well as information on the selection strategies used by participating schools.

Analysis of Results - Participants

The gender profile (table 3) shows that participants are broadly equally divided between male and female at the start of the programme with slightly more females than males.

The age profile of participants (table 4) has changed over the duration of the programme as participants are simply getting older. At the start of the programme the largest number of participants is located in the 14 year old age range. The largest number of participants is located in the 15 year old age range at the end of the programme.

The geographic dispersion of the participants (table 5) is in line with the pre-determined criteria at the start and at the end of the programme, with two thirds of participants from Northern Ireland and the remaining one third from the Republic of Ireland.

The profile of schools involved in the sample (table 6) is broadly in line with the criteria outlined for the entire programme. Participants from Northern Ireland Protestant schools comprise slightly over a third of the sample. Participants for Republic of Ireland comprise slightly under a third of the sample. Participants from Northern Ireland Catholic schools comprise a third of the sample.

The religious background of the participants was ascertained. Interestingly, c.70 % of the sample would classify themselves as being Catholic and c.27% as Protestant. This is despite the fact that 37% of the participants come from schools classified as Northern Ireland Protestant. In contrast with some other years there are a very small number of participants who do not regard themselves as belonging to any religion (table 7).

Table 3: Summary Table – Gender Profile Participants

| | <i>Pre Test Valid Percent</i> | <i>Post Test Valid Percent</i> |
|---------------|-----------------------------------|------------------------------------|
| Male | 46 | 46 |
| Female | 54 | 54 |
| Total | 100 | 100 |
| Missing Cases | 0 | 0 |
| N= | 324 | 324 |

Source: Participants Pre and Post Test Questionnaires KEY Programme 2005/06

Table 4: Summary Table – Age Profile Participants

| | <i>Pre Test Valid Percent</i> | <i>Post Test Valid Percent</i> |
|---------------|-----------------------------------|------------------------------------|
| 14 | 63 | 28 |
| 15 | 34 | 56 |
| 16 | 3 | 16 |
| Total | 100 | 100 |
| Missing Cases | 1 | 0 |
| N= | 324 | 324 |

Source: Participants Pre and Post Test Questionnaires KEY Programme 2005/06

Table 5: Summary Table - Where do you live? Participants

| | <i>Pre Test Valid Percent</i> | <i>Post Test Valid Percent</i> |
|---------------------|-----------------------------------|------------------------------------|
| Northern Ireland | 66 | 66 |
| Republic of Ireland | 34 | 34 |
| Total | 100 | 100 |
| Missing Cases | 1 | 2 |
| N= | 324 | 324 |

Source: Participants Pre and Post Test Questionnaires KEY Programme 2005/06

Table 6: Summary Table – School Background Participants

| | <i>Pre Test Valid Percent</i> | <i>Post Test Valid Percent</i> |
|-----------------------------|-----------------------------------|------------------------------------|
| Northern Ireland-Catholic | 33 | 33 |
| Northern Ireland-Protestant | 37 | 37 |
| Republic of Ireland | 30 | 30 |
| Total | 100 | 100 |
| Missing Cases | 0 | 0 |
| N= | 324 | 324 |

Source: Participants Pre and Post Test Questionnaires KEY Programme 2005/06

Table 7: Summary Table –Religious Profile Participants

| | <i>Pre Test Valid Percent</i> | <i>Post Test Valid Percent</i> |
|-------------------------------|-----------------------------------|------------------------------------|
| Catholic | 69.7 | 70.6 |
| Protestant | 26.9 | 26.3 |
| Do not belong to Any religion | 2.2 | 2.2 |
| Don't Know | .9 | .9 |
| Other | .3 | - |
| Total | 100 | 100 |
| Missing Cases | 0 | 1 |
| N= | 324 | 324 |

Source: Participants Pre and Post Test Questionnaires KEY Programme 2005/06

Feedback from teachers revealed that the schools chose a mixture of students involving some with low academic achievement and behavioural problems such as poor attendance or attitude problems and others with moderate to high academic achievement but who may be experiencing social, self esteem or confidence problems.

Those that need that wee bit of luck and something nice in their lives, if there are difficulties at home or they don't have many friends at school, maybe a very bland existence for them. Then they go there and shine and it's fantastic for them.

Female Teacher 6

The teachers participating in the focus group felt that a mixture of students works better than just one type as they can learn from each other. The boy/girl mix is also important as it can be an important motivator for interaction.

It is good if you have an all girls school and an all boys school, if you have an uneven mix of boys/girls some groups can get left out. That is a reality.
Female Teacher 6

Some parents themselves were aware of the particular benefit of their child having been selected for the programme.

I said to her 'I never got those opportunities when I was at school' and we were so thrilled that she was picked, she was picked to go.
Female Parent/Guardian 1

When he was in primary school, we moved up to Drogheda from Dublin and when he moved up, he got terrible bullying in the primary school, head butted, kicked. So he's always been a little bit reluctant to join in down the years.
Male Parent/Guardian 2

He's a quiet kid, doesn't go out much and he only has a young sister who's four so it meant he had company his own age in the evening which was great for him.
Female Parent/Guardian 5

He was in trouble for a while when he was in first year. Things are much better since then but maybe there was a bit of a hangover of bad attitude to people in the school. I think putting that behind him has been important for him,
Male Parent/Guardian 2

Analysis of Results - Teachers

The group of participants from each school was accompanied by a teacher. Opinions from eight of these teachers were sought. Two male and six female teachers participated. These teachers were broadly representative of the school background types involved in the programme.

Analysis of Results – Parents/Guardians

Opinions from nine parents/guardians were sought. Seven female and two male parent/guardians participated. A convenience sampling approach is used with this group due to the limited time available for interviews. This makes it difficult to control the sample for school background and it is therefore not possible to say it was representative of the participant group as a whole.

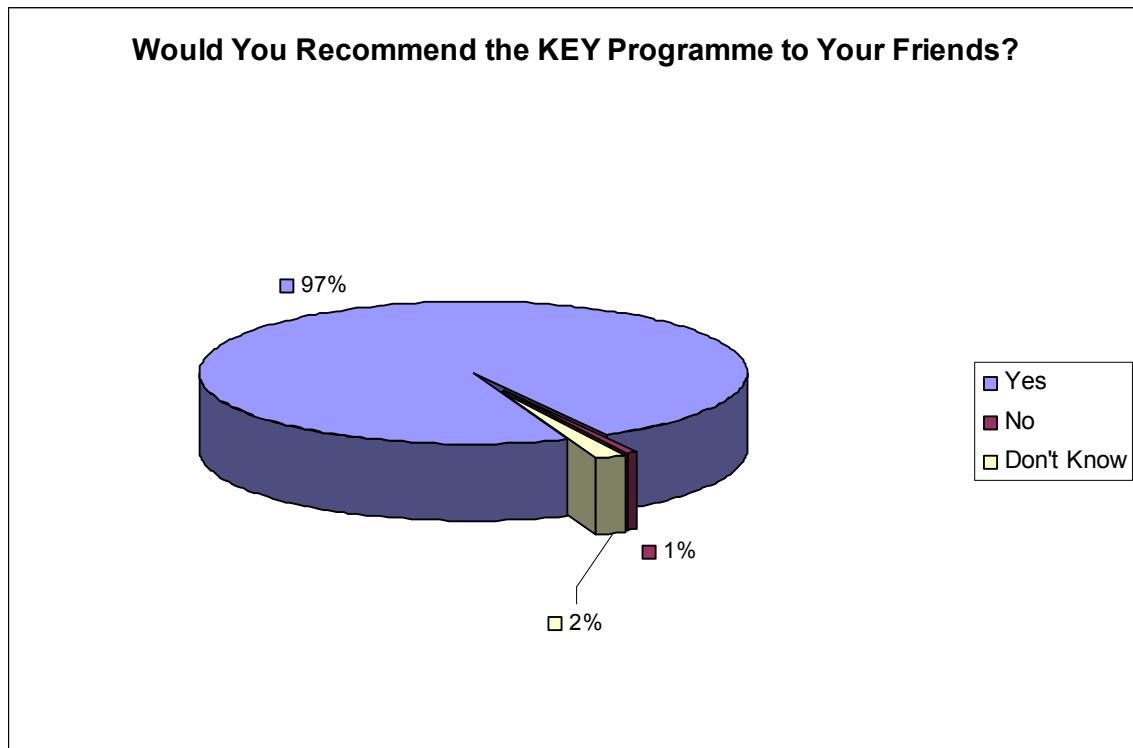
3.2 The Course and Physical Environment

This section presents stakeholder opinion of the programme overall, its content and the physical environment within which it took place. Initially the results from the post test questionnaire given to participants at the end of the programme will be analysed. This will then be supplemented by interview quotes from parents and teachers.

Analysis of Results - Participants

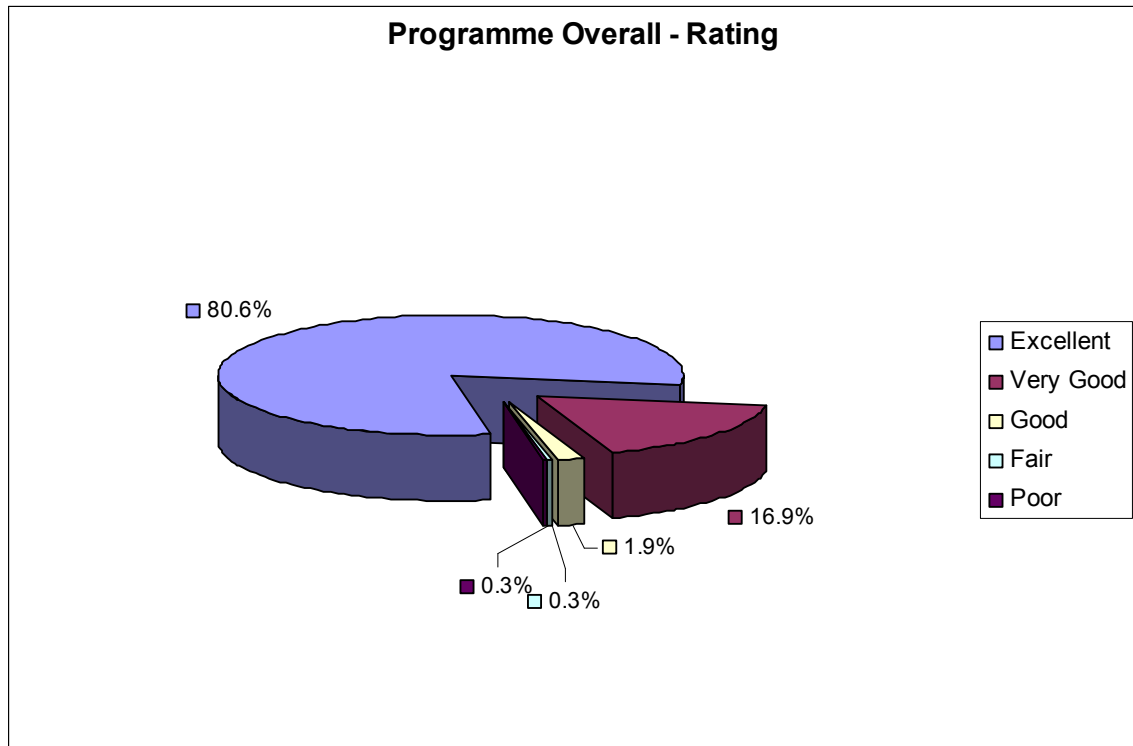
The overall reaction of participants to the programme is extremely positive. 97% of participants would recommend the programme to their friends (chart 1). 99% of respondents thought that the programme overall was either excellent, very good or good (chart 2). Quite clearly the final visit receives the highest rating with 95% of participants rating it as either excellent or very good (table 11). By the end of the programme one would expect participants to be familiar with the programme, its staff and fellow participants. It is suggested that this familiarity increases satisfaction.

Chart 1:



Source: Participants Post Test Questionnaires KEY Programme 2005/06

Chart 2:



Source: Participants Post Test Questionnaires KEY Programme 2005/06

Table 8: Rating Of Visit One Participants

502 Visit One - Rating

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|-----------|---------|---------------|--------------------|
| Valid | Excellent | 195 | 60.2 | 62.5 | 62.5 |
| | Very Good | 70 | 21.6 | 22.4 | 84.9 |
| | Good | 29 | 9.0 | 9.3 | 94.2 |
| | Fair | 14 | 4.3 | 4.5 | 98.7 |
| | Poor | 4 | 1.2 | 1.3 | 100.0 |
| | Total | 312 | 96.3 | 100.0 | |
| Missing | System | 12 | 3.7 | | |
| Total | | 324 | 100.0 | | |

Source: Participants Post Test Questionnaires KEY Programme 2005/06

Table 9: Rating Of Visit Two Participants

502 Visit Two - Rating

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|-----------|---------|---------------|--------------------|
| Valid | Excellent | 189 | 58.3 | 59.4 | 59.4 |
| | Very Good | 87 | 26.9 | 27.4 | 86.8 |
| | Good | 33 | 10.2 | 10.4 | 97.2 |
| | Fair | 7 | 2.2 | 2.2 | 99.4 |
| | Poor | 2 | .6 | .6 | 100.0 |
| | Total | 318 | 98.1 | 100.0 | |
| Missing | System | 6 | 1.9 | | |
| Total | | 324 | 100.0 | | |

Source: Participants Post Test Questionnaires KEY Programme 2005/06

Table 10: Rating Of Visit Three Participants

502 Visit Three - Rating

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|-----------|---------|---------------|--------------------|
| Valid | Excellent | 207 | 63.9 | 65.3 | 65.3 |
| | Very Good | 83 | 25.6 | 26.2 | 91.5 |
| | Good | 23 | 7.1 | 7.3 | 98.7 |
| | Fair | 2 | .6 | .6 | 99.4 |
| | Poor | 2 | .6 | .6 | 100.0 |
| | Total | 317 | 97.8 | 100.0 | |
| Missing | System | 7 | 2.2 | | |
| Total | | 324 | 100.0 | | |

Source: Participants Post Test Questionnaires KEY Programme 2005/06

Table 11: Rating of Visit Four Participants

502 Visit Four - Rating

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|-----------|---------|---------------|--------------------|
| Valid | Excellent | 239 | 73.8 | 81.3 | 81.3 |
| | Very Good | 39 | 12.0 | 13.3 | 94.6 |
| | Good | 10 | 3.1 | 3.4 | 98.0 |
| | Fair | 3 | .9 | 1.0 | 99.0 |
| | Poor | 3 | .9 | 1.0 | 100.0 |
| | Total | 294 | 90.7 | 100.0 | |
| Missing | System | 30 | 9.3 | | |
| Total | | 324 | 100.0 | | |

Source: Participants Post Test Questionnaires KEY Programme 2005/06

When asked to rate the food, accommodation and other physical components of the programme a very positive picture emerges.

80% of participants thought that the food was either good, very good or excellent (table 12). 98% of participants rated the organisation of the programme as either good, very good or excellent (chart 3). 99% of participants rated the teaching equipment as either good, very good or excellent (table 13). 91% of participants rated the centre facilities as either good, very good or excellent (chart 4). 93% of participants rated the accommodation as either good, very good or excellent (table 14).

Equally when rating the content of the programme, a similarly positive impression is evident. 96% of participants rated the mix between outdoor and indoor activities as good, very good or excellent (table 15). The most enjoyable outdoor activities tended to be associated with water including the gorge walk, speed boating, sailing, banana boating and bouldering. 32 participants enjoyed the activities so much they had multiple favourites (chart 5). More traditional outdoor activities such as orienteering, walking and camping were among the least favourite activities however 57 participants were unable to identify a least favourite activity and did not answer the question (chart 6).

In general, participant feedback on content, organisation and resources available on the programme is excellent. It highlights that the 'KEY experience' is of a very high quality.

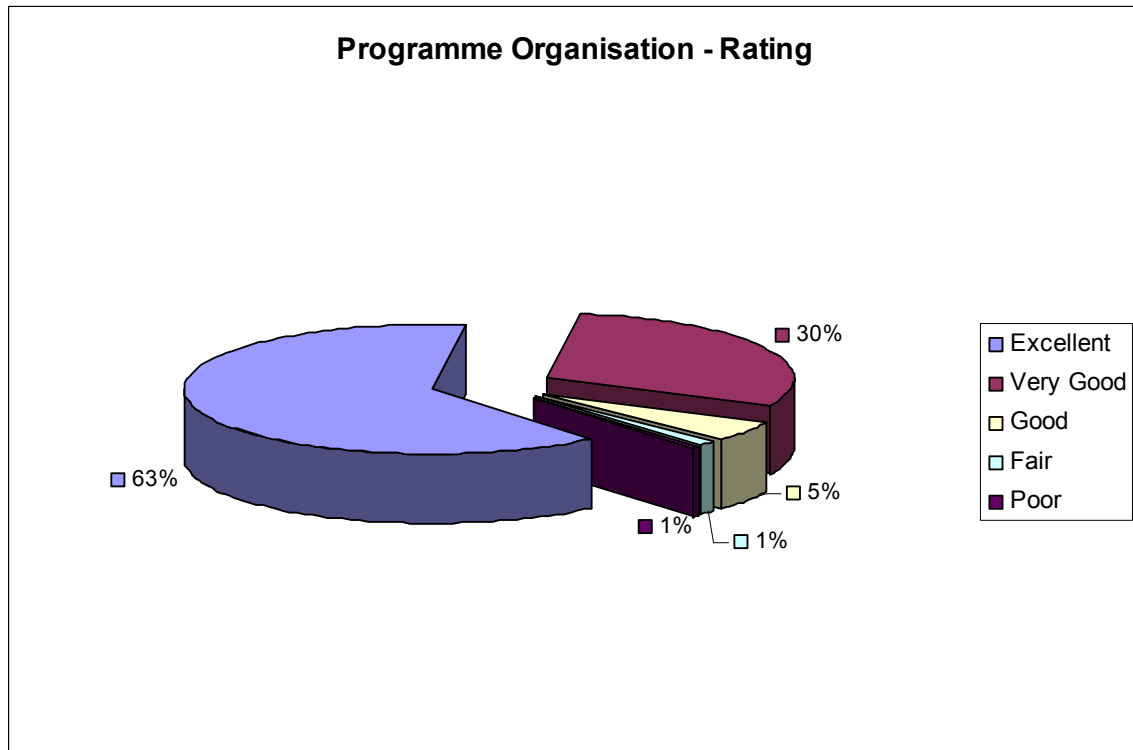
Table 12: Rate The Food Participants

502 Food - Rating

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|-----------|---------|---------------|--------------------|
| Valid | Excellent | 82 | 25.3 | 25.5 | 25.5 |
| | Very Good | 98 | 30.2 | 30.5 | 56.1 |
| | Good | 78 | 24.1 | 24.3 | 80.4 |
| | Fair | 43 | 13.3 | 13.4 | 93.8 |
| | Poor | 20 | 6.2 | 6.2 | 100.0 |
| | Total | 321 | 99.1 | 100.0 | |
| Missing | System | 3 | .9 | | |
| Total | | 324 | 100.0 | | |

Source: Participants Post Test Questionnaires KEY Programme 2005/06

Chart 3:



Source: Participants Post Test Questionnaires KEY Programme 2005/06

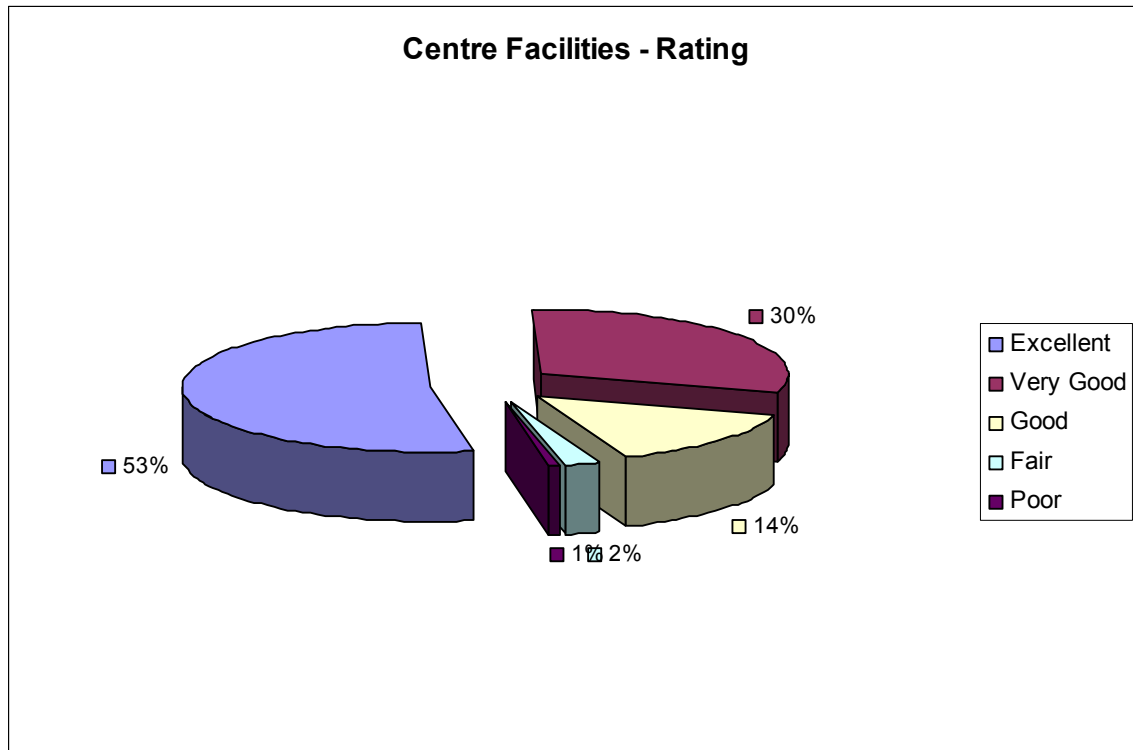
Table 13: Rate The Teaching Equipment Used On The Programme Participants

502 Teaching Equipment - Rating

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid | | | | |
| Excellent | 202 | 62.3 | 63.3 | 63.3 |
| Very Good | 97 | 29.9 | 30.4 | 93.7 |
| Good | 16 | 4.9 | 5.0 | 98.7 |
| Fair | 2 | .6 | .6 | 99.4 |
| Poor | 2 | .6 | .6 | 100.0 |
| Total | 319 | 98.5 | 100.0 | |
| Missing | | | | |
| System | 5 | 1.5 | | |
| Total | 324 | 100.0 | | |

Source: Participants Post Test Questionnaires KEY Programme 2005/06

Chart 4:



Source: Participants Post Test Questionnaires KEY Programme 2005/06

Table 14: Rate the accommodation at the Centre Participants

502 Accommodation - Rating

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|-----------|---------|---------------|--------------------|
| Valid | Excellent | 133 | 41.0 | 41.4 | 41.4 |
| | Very Good | 106 | 32.7 | 33.0 | 74.5 |
| | Good | 58 | 17.9 | 18.1 | 92.5 |
| | Fair | 14 | 4.3 | 4.4 | 96.9 |
| | Poor | 10 | 3.1 | 3.1 | 100.0 |
| | Total | 321 | 99.1 | 100.0 | |
| Missing | System | 3 | .9 | | |
| Total | | 324 | 100.0 | | |

Source: Participants Post Test Questionnaires KEY Programme 2005/06

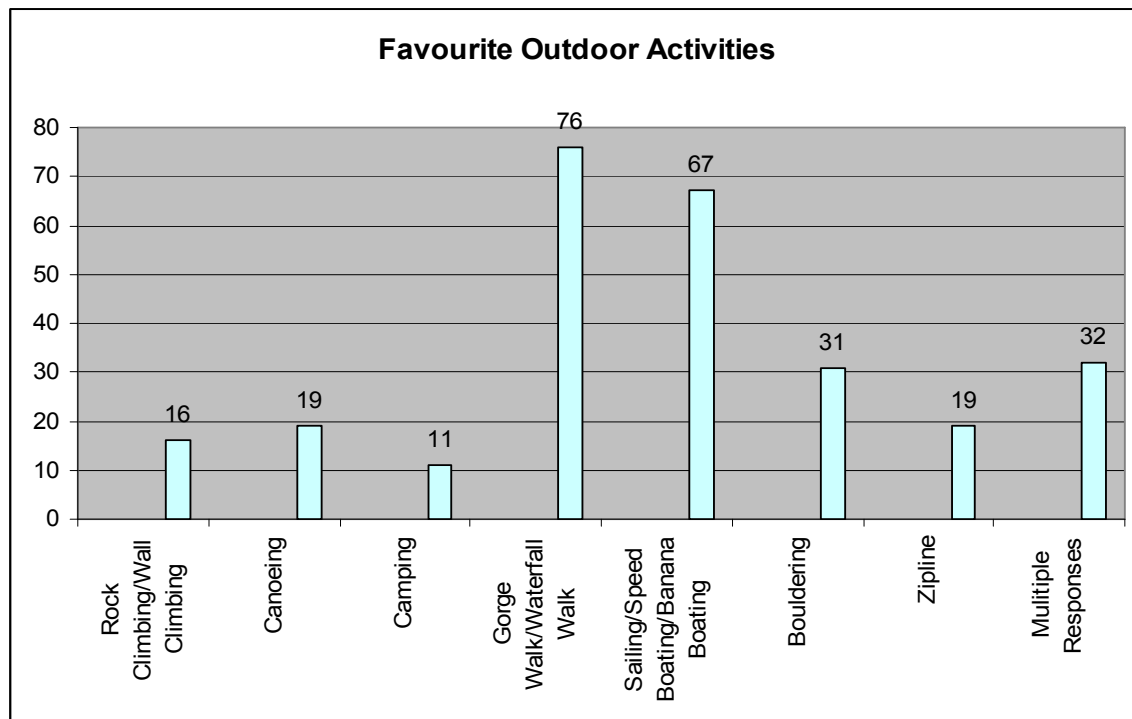
Table 15: Rate The Mix Of Outdoor And Indoor Activities Participants

502 Outdoor/Indoor Activity Mix - Rating

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|-----------|---------|---------------|--------------------|
| Valid | Excellent | 214 | 66.0 | 67.1 | 67.1 |
| | Very Good | 66 | 20.4 | 20.7 | 87.8 |
| | Good | 26 | 8.0 | 8.2 | 95.9 |
| | Fair | 9 | 2.8 | 2.8 | 98.7 |
| | Poor | 4 | 1.2 | 1.3 | 100.0 |
| | Total | 319 | 98.5 | 100.0 | |
| Missing | System | 5 | 1.5 | | |
| Total | | 324 | 100.0 | | |

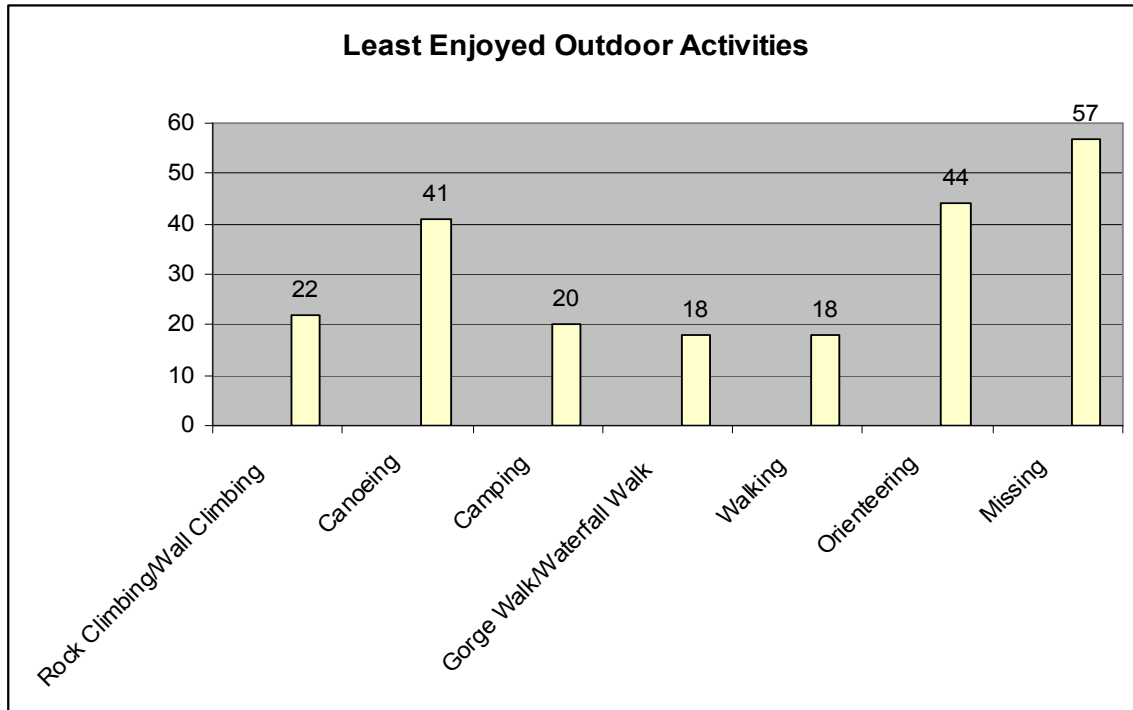
Source: Participants Post Test Questionnaires KEY Programme 2005/06

Chart 5:



Source: Participants Post Test Questionnaires KEY Programme 2005/06

Chart 6:



Source: Participants Post Test Questionnaires KEY Programme 2005/06

Analysis of Results - Parents

Although the parents interviewed had not attended the residentials, they seemed to be very aware of the overall positive experience their children had on the programme. Any apprehensions they had about the first trip away from home for many of the children proved unfounded. Many were complimentary about the dedication and care of the staff who looked after their children.

Yes she enjoyed it, she really enjoyed it, absolutely adored it.
Female Parent/Guardian 1

Oh it's brilliant. He had a brilliant time, absolutely, he couldn't wait until the next time he was going back, loved every minute.
Female Parent/Guardian 2

Well now I actually thought now he'd be homesick...not at all. .
Female Parent/Guardian 2

He wouldn't say anything and then he'd talk for an hour without stopping about it!
Male Parent/Guardian 2

He loved it. They had a great time and I think they were well looked after. He'd no complaints whatsoever, no mishaps.

Female Parent/Guardian 4

The instructors and teachers really interacted with them, they got on so well.

Female Parent/Guardian 5

Analysis of Results - Teachers

All of the teachers interviewed had attended the residentials and were very familiar with all aspects of the programme delivery. They were very complimentary about the staff and organisation of the programme.

I'm so impressed by the programme. I can't believe the money that goes into it in this day and age in education where there is nothing for nothing any more the amount of money that is spent on those kids, the service they get, the attention they get it's brilliant.

Female Teacher 5

I think the whole programme is a lovely blend. The way the programme is organised...it's been a remarkable experience for me...to see them grow, work together and blossom is due to the whole structure of the programme.

Female Teacher 2

I think one of the strengths of the programme is the staff, the KEY programme staff, unreal...the kids idolise them and when their names are mentioned the kids are up cheering them. The amount of time those people give is unreal, they put so much of their effort into it.

Male Teacher 2

This year with budgets we've decided no school trips, nothing at all but the one thing we're keeping is the KEY and we'd to fight for it but it's just too good an opportunity and the staff realise it as well.

Female Teacher 5

3.3 Self Efficacy

This section evaluates the project's objectives to improve the self efficacy of participants. The project aimed to redress the disadvantages of children born into marginalised communities by raising their aspirations and teaching them to recognise and create opportunity. To do this, participants need to feel in control of their lives and possess a sense of confidence in their abilities and motivation to use them. This theme will be analysed using participant responses to indirect and direct questions. Firstly the extent of agreement with self efficacy statements before and after the programme will be compared. Secondly, the participants were also directly asked to identify whether they could see the self efficacy benefits of the programme. In addition, where appropriate, relationships with gender and school background will be drawn. Using both pre and post test questionnaires, significant changes in perception before and after the programme will be highlighted. Quotes collected from parents and teachers will also be presented.

Analysis of Results - Participants

The self efficacy benefits of the programme are particularly evident in 2005/06. Participants were asked before and after the programme to indicate how much they agreed with a range of self efficacy statements. The percentage of participants agreeing or strongly agreeing with the statement 'I know what I want from life' increased from 65% to 84%. The percentage of participants agreeing or strongly agreeing with the statement 'I feel positive about the future' increased from 73% to 89%. The percentage of participants agreeing or strongly agreeing with the statement 'What happens in the future depends on me' increased from 83% to 95%. The percentage of participants agreeing or strongly agreeing with the statement 'I have control over the things that happen to me' increased slightly from 70% to 78%. The percentage of participants agreeing or strongly agreeing with the statement 'I have confidence in myself' increased significantly from 67% to 86%.(tables 16 - 20).

When asked to comment directly on the self efficacy benefits of the programme, perceptions of self efficacy were extremely high. A remarkable 96% of participants strongly agreed or agreed that they were now more motivated and 95% that they were more confident. (tables 21 & 22)

These are extremely positive findings and indicate that feelings of confidence, motivation, responsibility for the future and a positive outlook have increased over the duration of the programme. These are the key dimensions of self-efficacy and it is clear that they are positively affected by participation on the programme.

Self Efficacy and Gender

To further analyse these results, they were cross tabulated on the basis of gender. Summary results are presented below; detailed tables are available in appendix I.

The self efficacy changes are extremely significant overall with relatively few differences between the genders as a result apart from that relating to confidence.

At the start of the programme 60% of females strongly agreed or agreed with the statement 'I have confidence in myself', this moved to 78% by the end. The male's confidence started higher at 76% and moved to a remarkable 95% strongly agreeing or agreeing they had confidence in themselves.

Self Efficacy and School Background

To further analyse these results, they were cross tabulated on the basis of school background. Summary results are presented below; detailed tables are available in appendix I. Again the self efficacy changes are extremely significant overall with relatively few differences between the types of school background apart from that relating to control.

Those from Northern Ireland Protestant schools had the lowest pre programme level strongly agreeing or agreeing 'I have control over the things that happened to me' and showed the largest movement. This indicator went from 68% to 84% for that group. The change was less dramatic for those from the other two school background groups.

Table 16: Summary Table - I Know What I Want From Life Participants

| | <i>Pre Test Valid Percent</i> | <i>Post Test Valid Percent</i> |
|-------------------|-----------------------------------|------------------------------------|
| Strongly Agree | 17.2 | 30.5 |
| Agree | 48.1 | 53.9 |
| Disagree | 11.3 | 5.3 |
| Strongly Disagree | 1.6 | 1.6 |
| Don't Know | 21.9 | 8.7 |
| Total | 100 | 100 |
| Missing Cases | 4 | 3 |
| N= | 324 | 324 |

Source: Participants Pre and Post Test Questionnaires KEY Programme 2005/06

Table 17: Summary Table - I Feel Positive About the Future Participants

| | <i>Pre Test Valid Percent</i> | <i>Post Test Valid Percent</i> |
|-------------------|-----------------------------------|------------------------------------|
| Strongly Agree | 20.8 | 39.8 |
| Agree | 52.5 | 48.9 |
| Disagree | 12.3 | 5.6 |
| Strongly Disagree | 1.6 | 1.3 |
| Don't Know | 12.9 | 4.4 |
| Total | 100 | 100 |
| Missing Cases | 6 | 5 |
| N= | 324 | 324 |

Source: Participants Pre and Post Test Questionnaires KEY Programme 2005/06

Table 18: Summary Table - What Happens In the Future Depends On Me Participants

| | <i>Pre Test Valid Percent</i> | <i>Post Test Valid Percent</i> |
|-------------------|-----------------------------------|------------------------------------|
| Strongly Agree | 42.8 | 56.7 |
| Agree | 40 | 38.6 |
| Disagree | 8.4 | 2.5 |
| Strongly Disagree | 1.6 | .6 |
| Don't Know | 7.2 | 1.6 |
| Total | 100 | 100 |
| Missing Cases | 4 | 5 |
| N= | 324 | 324 |

Source: Participants Pre and Post Test Questionnaires KEY Programme 2005/06

Table 19: Summary Table - I Have Control Over the Things That Happen To Me Participants

| | <i>Pre Test Valid Percent</i> | <i>Post Test Valid Percent</i> |
|-------------------|-----------------------------------|------------------------------------|
| Strongly Agree | 15.9 | 24.9 |
| Agree | 54.4 | 53.3 |
| Disagree | 15.6 | 14.52 |
| Strongly Disagree | 2.2 | 1.3 |
| Don't Know | 11.9 | 6 |
| Total | 100 | 100 |
| Missing Cases | 4 | 7 |
| N= | 324 | 324 |

Source: Participants Pre and Post Test Questionnaires KEY Programme 2005/06

Table 20: Summary Table - I Have Confidence in Myself Participants

| | <i>Pre Test Valid Percent</i> | <i>Post Test Valid Percent</i> |
|-------------------|-----------------------------------|------------------------------------|
| Strongly Agree | 16 | 38.2 |
| Agree | 51.3 | 47.3 |
| Disagree | 19.8 | 8.8 |
| Strongly Disagree | 4.1 | 1.6 |
| Don't Know | 8.8 | 4.1 |
| Total | 100 | 100 |
| Missing Cases | 6 | 7 |
| N= | 324 | 324 |

Source: Participants Pre and Post Test Questionnaires KEY Programme 2005/06

Table 21: I am now more motivated Participants

502 I Am More Motivated

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 169 | 52.2 | 52.6 | 52.6 |
| | Agree | 140 | 43.2 | 43.6 | 96.3 |
| | Neither Agree/Disagree | 7 | 2.2 | 2.2 | 98.4 |
| | Strongly Disagree | 5 | 1.5 | 1.6 | 100.0 |
| | Total | 321 | 99.1 | 100.0 | |
| Missing | System | 3 | .9 | | |
| Total | | 324 | 100.0 | | |

Source: Participants Post Test Questionnaires KEY Programme 2005/06

Table 22: I am now more confident Participants

502 I Am More Confident

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 200 | 61.7 | 62.3 | 62.3 |
| | Agree | 105 | 32.4 | 32.7 | 95.0 |
| | Neither Agree/Disagree | 6 | 1.9 | 1.9 | 96.9 |
| | Disagree | 2 | .6 | .6 | 97.5 |
| | Strongly Disagree | 8 | 2.5 | 2.5 | 100.0 |
| | Total | 321 | 99.1 | 100.0 | |
| Missing | System | 3 | .9 | | |
| Total | | 324 | 100.0 | | |

Source: Participants Post Test Questionnaires KEY Programme 2005/06

Analysis of Results - Parents

For parents, it was this aspect of the programme that showed most widespread benefits and in some cases they could see quite dramatic changes in their children. Clearly, confidence, independence and focus have been enhanced over the duration of the programme.

She'd be quiet [but] she enjoyed meeting the other children and all, sharing the room. It's given her that wee bit of independence, having to do things for herself because she was away.

Female Parent/Guardian 1

He'd speak out a lot more about things and everything else he'd come home and sit down and tell us all about it, mixing with people and all.

Male Parent/Guardian 1

My fella has definitely changed; he's just not as moody. He's more confident and he's realised that every child is the same as him, he's not any different. There would have been times when he thought he was very different, but I think he's realised he's just quiet.

Female Parent/Guardian 4

His teachers have already commented to me about how his confidence is improving. He wouldn't ask something in class, he wouldn't butt in or whatever, he'd feel a bit stupid maybe but that's changed, he's speaking out now. A couple of teachers have said that to me, he's come out of himself.

Female Parent/Guardian 5

She would be a bit vague usually and now she's a bit more focused on what she wants to do and a bit more interested in getting herself ready for things which would be a big development.

Female Parent/Guardian 6

I think they've matured in a better way, not looking for us so much.

Female Parent/Guardian 5

The interaction with other children and adults improved communication skills and attitude for a number of children also.

It helped her, it made a big difference, she was saying...now not just about the other children in her school but the other children from the other schools that she had mixed with you know, different names always cropping up and 'that's so and so in this school or that school' really good.

Female Parent/Guardian 1

Many parents seemed to think that the school's and programme's expectations of good behaviour brought out an element of maturity in their children and that the benefits of the programme will be brought back to the school.

The children all took it very serious and they knew they were there to represent their school.

Female Parent/Guardian 4

I think they're an age where they need to bond with their teachers. They're at that in between stage, immature sometimes but they want to be adults and act like adults and I think when they're treated like adults...they were treated like mature kids here.

Female Parent/Guardian 5

They are treated like an adult from the day you go and I know when I was that age it was the thing you fought for 'I'm not a child'.

Female Parent/Guardian 5

They get known from being on the programme and I think it's nice for them back at school walking down the corridor when the principal or vice principal knows your name.

Female Parent/Guardian 5

Analysis of Results - Teachers

Teachers thought that this aspect of the programme yielded some of the most dramatic effects of the programme. Students seem to be more confident, outgoing and responsible. This was the case for the majority of participants ranging across those with low as well as high self efficacy at the start of the programme. Many teachers could identify specific individuals who had developed significantly in this respect.

Huge changes, certainly three children out of the twelve made a very conscious decision to grow up because of KEY...they'd be quite young you know, just the 14 [years] so to see such a growth in them, not just during KEY programme but also in school, they're more involved in things, confidence, speaking up in class, kids that wouldn't have spoken up in class you know.

Female Teacher 1

M---- basically before this had no friends in school, no one really spoke to him, he didn't speak up, speak out. I actually cried when M---- went down the zip line, I was that delighted, I was that proud of him.

He's never done that in his life, he's afraid of heights, he's afraid of everything, he's probably afraid of his own shadow and he got the confidence and he's this new boy. He's got new friends now, he's making friends in school, people are making more of him and realising for four years we've ignored this child, why were we ignoring him, he's actually a really nice kid. His confidence has soared.

Female Teacher 2

One of our pupils had severe problems at home to the point where he left home and lived with someone else ...in school he is using his family background for bad behaviour, not do his work as well. The change in that boy is unreal, he had decided he's going to take charge of his future, he's not going to let that change his future, he can see through the KEY programme what he's capable of, he wants to go out and do it. He was back from the KEY programme and teachers were coming up to me saying 'it's brilliant, he's fantastic, we all know he has his problems but he has decided he will not let them overtake his life in school'. In school he needs to concentrate, to do better, get good grades go on to what he wants to do, before, he was not doing that.

Male Teacher 2

T---- when we first came we did the water activity and oh he moaned and he complained, he moaned and he complained. See after it though he got out of the river a different boy, a different boy 'I want to do it again, I love it'. He just loved it and he's gone back to school a really different child, his confidence elevated to no end, asking out in class, has made new friends, not even the ones he went away with, new ones in school.

Female Teacher 2

I'd one particular boy who was a reading age of maybe 8 or 9 who was there and to see him go up and hug one of the girls, just a natural hug, they wouldn't believe in school that he would do that or take me on for a game of pool.

Female Teacher 6

The change I saw in another troubled child we took was, he is very confrontational but by the end of the programme he was more of a team player, not shouting over everyone, giving his opinion but waiting for others. Teams just used to not work with him in it.

Male Teacher 2

In part these changes are due to the responsible attitude expected of the participants and the opportunities and positive environment afforded by the KEY programme. Those participants who underachieve in the academic environment are given an opportunity to identify other areas of talent which can develop self esteem e.g. outdoor activities and Business Creation Week. For many participants it is a safe and easy environment to engage with others and they are rewarded with praise when they participate in activities. For some participants this can make a pleasant change which has a knock-on effect on behaviour.

When you take them out of a restrictive environment where [they're] seen for want of a better word as a 'failure', bottom class and all of that, they blossom.

Female Teacher 6

But it's the mix up of the going out and going swimming for people who maybe had a fear of water, it's the mixture of both, the mixture of the KEY programme and the skills they learn with the girls and then going out and doing things they never thought they'd be doing like Nightlines and Zip Lines like you mentioned. It's things like that make them think 'I'm well able to do this'.

Male Teacher 1

I think their social skills improve enormously as well as...they take on challenges they wouldn't have thought they could do themselves and they come back feeling 'wow I did it'. Their esteem is way up.

Female Teacher 6

As the KEY programme has been running for a number of years, some teachers this year were able to provide some long term evaluation information on children whose lives continue to be transformed by KEY.

One girl [former participant on KEY] was leaving school and her mummy came up and said thanks for everything, one of the key things was the KEY programme, [she] was very quiet, very helpful but stayed in the background and she was made head girl last year because she just shone. The KEY programme helped her confidence, helped her mature, helped her be responsible, to think long term.

Female Teacher 4

3.4 Enterprise Skills and Attitudes

This section of the report evaluates the programme's objective to increase awareness of the entrepreneurial option as well as teaching some basic enterprise skills. It also examines entrepreneurial attitudes such as view of responsibility and risk taking. Significant changes in awareness, skills and attitudes before and after the programme will be highlighted. In addition, where appropriate, relationships with gender and school background will be drawn. Finally, the findings from interviews with parents and teachers will be presented.

Analysis of Results - Participants

Participants were asked direct questions about their intention to start their own business as well as to rate their ability in some key enterprise skills. As most participants are a number of years away from taking action with regard to enterprise, their entrepreneurial attitudes were also examined. For example, attitudes to responsibility, idea generation and risk taking are important precursors to starting a business. There have been some good improvements in these entrepreneurial attitudes (tables 23-26). In particular, after the programme 85% of participants compared with 64% at the start would agree that they are good at adapting to new situations and 78% at the end compared with 56% at the start strongly agree or agree that they are good at coming up with ideas. 83% of participants at the end compared with 68% at the start strongly agree or agree that they enjoy responsibility. Belief in the value of risk taking to get what you want has risen from 79% at the start to 93% at the end.

These results would suggest that the practical opportunities to practice enterprise on the programme are allowing participants to develop their attitudes and to change their self perception.

The programme also offered participants the opportunity to develop their abilities in some key enterprise skills. The summary table 27 highlights the percentage of participants in the sample who would rate their ability in various areas as high. The most striking results in this section are clearly team working with 73% rating their skill as high and with regard to communication where 63% rated their skill as high. This is very positive as these two particular skills could be regarded as linchpin skills relating directly to many of the other objectives of the programme such as peace and reconciliation and self efficacy. However, the programme's focus on activities directly related to CV writing and interview techniques has yielded the biggest increases in ability. There has been a five fold increase in participants rating their CV writing ability and their interview techniques as high. In addition three times as many participants after the programme rated their business start-up abilities as high.

The numbers of participants who said they would like to run their own business however has increased very slightly from 54% at the start of the programme to 56% by the end (table 28). It seems clear that the KEY programme provides additional information and facts about the difficulties of enterprise which may contribute to a change in the views of uninformed or uncertain participants.

Enterprise Skills/Attitudes and Gender

The relationship between gender and enterprise skills and attitudes was explored by using cross tabulations. Summary results are presented below; detailed tables are available in appendix I.

Although both genders were more likely to believe they were good at coming up with ideas, the males started and finished the programme at a higher level on this indicator. The percentage of males strongly agreeing or agreeing that they were good at coming up with ideas moved from 68% to 86%. The females moved from 47% to 71%.

Enterprise Skills/Attitudes and School Background

The relationship between school background and career/enterprise skills was explored by using cross tabulations. Summary results are presented below; detailed tables are available in appendix I.

Those from Northern Ireland Catholic schools were least likely at the start of the programme to agree or strongly agree 'I am good at adapting to new situations'. This had increased dramatically by the end of the programme – from 57% to 95%.

Table 23: Summary Table - I Enjoy Responsibility Participants

| | <i>Pre Test Valid Percent</i> | <i>Post Test Valid Percent</i> |
|-------------------|-----------------------------------|------------------------------------|
| Strongly Agree | 13.1 | 27 |
| Agree | 54.8 | 56.2 |
| Disagree | 18.2 | 11.2 |
| Strongly Disagree | 4.5 | 1.2 |
| Don't Know | 9.6 | 4.3 |
| Total | 100 | 100 |
| Missing Cases | 10 | 2 |
| N= | 324 | 324 |

Source: Participants Pre and Post Test Questionnaires KEY Programme 2005/06

Table 24: Summary Table - I Am Good At Coming Up with Ideas Participants

| | <i>Pre Test Valid Percent</i> | <i>Post Test Valid Percent</i> |
|-------------------|-----------------------------------|------------------------------------|
| Strongly Agree | 13.4 | 25.2 |
| Agree | 43 | 52.6 |
| Disagree | 32.8 | 17.4 |
| Strongly Disagree | 2.5 | .6 |
| Don't Know | 8.3 | 4 |
| Total | 100 | 100 |
| Missing Cases | 10 | 3 |
| N= | 324 | 324 |

Source: Participants Pre and Post Test Questionnaires KEY Programme 2005/06

Table 25: Summary Table - I Am Good At Adapting to New Situations Participants

| | <i>Pre Test Valid Percent</i> | <i>Post Test Valid Percent</i> |
|-------------------|-----------------------------------|------------------------------------|
| Strongly Agree | 12.8 | 35.9 |
| Agree | 51.3 | 49.4 |
| Disagree | 15.4 | 9.1 |
| Strongly Disagree | 2.6 | .6 |
| Don't Know | 17.9 | 5 |
| Total | 100 | 100 |
| Missing Cases | 12 | 4 |
| N= | 324 | 324 |

Source: Participants Pre and Post Test Questionnaires KEY Programme 2005/06

Table 26: Summary Table - I Think You Have To Take Risks To Get What You Want Participants

| | <i>Pre Test Valid Percent</i> | <i>Post Test Valid Percent</i> |
|-------------------|-----------------------------------|------------------------------------|
| Strongly Agree | 31.3 | 56.1 |
| Agree | 47.7 | 36.4 |
| Disagree | 11.6 | 4.4 |
| Strongly Disagree | 2.3 | .6 |
| Don't Know | 7.1 | 2.5 |
| Total | 100 | 100 |
| Missing Cases | 14 | 3 |
| N= | 324 | 324 |

Source: Participants Pre and Post Test Questionnaires KEY Programme 2005/06

Table 27: Summary Table – Rating of Skill Level as High Participants

| <i>Skills</i> | <i>Pre Test Valid Percent</i> | <i>Post Test Valid Percent</i> |
|---------------------------|-----------------------------------|------------------------------------|
| Working as part of a team | 45.1 | 72.8 |
| Communicating with others | 35.8 | 63.3 |
| CV Writing | 10.9 | 51.6 |
| Personal Goal Setting | 24.6 | 45 |
| Interview Techniques | 8.2 | 39.6 |
| Job Searching | 18.6 | 39 |
| Starting a business | 9.1 | 25.8 |
| Developing a budget | 12.7 | 25.2 |
| N= | 324 | 324 |

Source: Participants Pre and Post Test Questionnaires KEY Programme 2005/06

Table 28: Summary Table - Would you like to run your own business? Participants

| | <i>Pre Test Valid Percent</i> | <i>Post Test Valid Percent</i> |
|---------------|-----------------------------------|------------------------------------|
| Yes | 54.1 | 55.7 |
| No | 15 | 13.3 |
| Don't know | 30.9 | 31 |
| Total | 100 | 100 |
| Missing Cases | 10 | 1 |
| N= | 324 | 324 |

Source: Participants Pre and Post Test Questionnaires KEY Programme 2005/06

Analysis of Results - Parents

Many parents were aware that the mini-company exercise had stimulated their children's' interest and increased awareness of the enterprise option in life. Some found it hard to say whether this interest would last however or whether it would turn into business start-up.

I was very impressed by that [mini business]. I couldn't believe it when I heard he was running after people to get them to buy!

Female Parent/Guardian 4

Analysis of Results - Teachers

Teachers identified distinct enterprise benefits of the programme. There was a direct impact by developing a business orientation and the mini enterprise project helped to develop skills that many children did not know they had. Whether this experience would blossom into actual business start-up the teachers found very hard to say but were adamant that enterprise training should be done at this early age. The overall conclusion was that the KEY programme opens up business and enterprise as an option that might otherwise not be explored. This then needs to be reinforced back in school as the children move closer to taking action regarding their careers and futures.

They certainly do learn all about the business and they would get a great insight which they wouldn't have been taught before if they didn't do business studies.

Female Teacher 6

Next year some of my kids might be leaving school and they might never have formal education after that...we don't even have a sixth form, they have to go to grammar school to do A level courses or whatever so this is the last chance in my area to get kids interested in starting their own business.

Male Teacher 2

It is only when they're distributing the money after the selling; they see the money and say 'I thought I was having a bit of fun'.

Male Teacher 1

And they're amazed what they can make from a little bit of work. That's fabulous where they start from scratch and have to come up with an idea, they can see where it's going from stage to stage to stage, they can see the final product, they can sell it and they get the money. It's the process.

Female Teacher 5

Some of them would sell ice to Eskimos. I saw some things and thought they are never in a month of Sundays going to sell them...[and yet] every one of them sold, every single last one.

Male Teacher 1

It wasn't even sympathy. One of my kids who I never would have thought was the smoozing type was up smoozing the older ladies and the women with the prams, brilliant! And they made the sale on that, being personable.

Female Teacher 2

The same ones who couldn't look at a person at the start, couldn't make eye contact you know completely so shy, the head was down and then you see at the end of the programme they're out there selling things and you're thinking there's no way they're going to sell that, next thing there's money.

Female Teacher 5

I think that entire process is fantastic. I think a lot of them are interested in it and can see the process but it would need to be reinforced in school afterwards for it to continue.

Female Teacher 1

3.5 Peace and Reconciliation

This section evaluates the project's objective to sustain peace and reconciliation by breaking the cycle of hostility. Using both pre and post test questionnaires, changes in knowledge of and attitudes towards those of other religions will be compared before and after the programme. Participants are also directly asked if they have more understanding of those from other religions and backgrounds. In addition, where appropriate, relationships with gender and school background will be drawn. Evidence will also be presented from interviews with parents and teachers.

Analysis of Results - Participants

When directly asked after the programme if they had a greater understanding of other religions and backgrounds, 89% of participants strongly agreed or agreed that they had (table 29). The programme has also been clearly successful in creating friendships between those from different religions as 94% of participants after the programme compared with 77% at the start said that they had friends from a different religion (table 30). In addition, we see an increase in openness to connections with those from other religions. After the programme, 90% of participants said they would not mind being taught by a teacher of a different religion, this compares with 82% at the start of the programme (table 31). After the programme, 83% of participants said they would not mind if a relative were to marry someone from a different religion, this compares with 80% at the start of the programme (table 32).

There has been positive movement among all of the peace and reconciliation indicators. These are clearly positive findings suggesting that the programme is meeting its stated objective of breaking the cycle of hostility.

Peace and Reconciliation and Gender

The relationship between gender and peace and reconciliation was explored by using cross tabulations. Summary results are presented below; detailed tables are available in appendix I.

The percentage of males who said that they would not mind if a teacher of a different religion were to teach them increased from 77% to 87%.

The percentage of females who said that they would not mind if a teacher of a different religion were to teach them increased from 86% to 94%.

Peace and Reconciliation and School Background

The relationship between school background and peace and reconciliation was explored by using cross tabulations. Summary results are presented below; detailed tables are available in appendix I.

Those from Northern Ireland Protestant schools both before and after the programme were least likely to mind if they were taught by a teacher of a different religion.

Those from Northern Ireland schools were more likely than those from Republic of Ireland schools to say they had a greater understanding of other religions and backgrounds.

90% of those from Republic of Ireland schools after the programme compared with 83% at the start said they would not mind if a relative married someone from a different religion.

There was relatively little change in this indicator for participant from other school backgrounds.

Table 29: I have a greater understanding of other religions and backgrounds. Participants

502 I Have a Greater Understanding of Other Religions and Backgrounds

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------------|-----------|---------|---------------|--------------------|
| Valid Strongly Agree | 146 | 45.1 | 45.5 | 45.5 |
| Agree | 139 | 42.9 | 43.3 | 88.8 |
| Neither Agree/Disagree | 19 | 5.9 | 5.9 | 94.7 |
| Disagree | 4 | 1.2 | 1.2 | 96.0 |
| Strongly Disagree | 13 | 4.0 | 4.0 | 100.0 |
| Total | 321 | 99.1 | 100.0 | |
| Missing System | 3 | .9 | | |
| Total | 324 | 100.0 | | |

Source: Participants Post Test Questionnaires KEY Programme 2005/06

Table 30: Summary Table – I Have Friends From a Different Religion Participants

| | Pre Test Valid Percent | Post Test Valid Percent |
|---------------|---------------------------|----------------------------|
| Yes | 76.7 | 94.1 |
| No | 16 | 2.5 |
| Don't know | 7.3 | 3.4 |
| Total | 100 | 100 |
| Missing Cases | 11 | - |
| N= | 324 | 324 |

Source: Participants Pre and Post Test Questionnaires KEY Programme 2005/06

**Table 31: Summary Table - Would you mind if a teacher of another religion were to teach you?
Participants**

| | <i>Pre Test Valid Percent</i> | <i>Post Test Valid Percent</i> |
|---------------|-----------------------------------|------------------------------------|
| Mind a lot | 3.8 | 2.5 |
| Mind a little | 6.3 | 3.1 |
| Wouldn't mind | 81.9 | 90.4 |
| Don't know | 7.9 | 4 |
| Total | 100 | 100 |
| Missing Cases | 9 | - |
| N= | 324 | 324 |

Source: Participants Pre and Post Test Questionnaires KEY Programme 2005/06

**Table 32: Summary Table -Would you mind if a relative were to marry someone of a different religion?
Participants**

| | <i>Pre Test Valid Percent</i> | <i>Post Test Valid Percent</i> |
|---------------|-----------------------------------|------------------------------------|
| Mind a lot | 5.7 | 4.6 |
| Mind a little | 7.3 | 6.5 |
| Wouldn't mind | 79.6 | 83 |
| Don't know | 7.3 | 5.6 |
| Total | 100 | 100 |
| Missing Cases | 10 | 1 |
| N= | 324 | 324 |

Source: Participants Pre and Post Test Questionnaires KEY Programme 2005/06

Analysis of Results - Parents

Parents interviewed at the Graduation Ceremony were very positively disposed to the concept of their children meeting and mixing with people from other religions and backgrounds.

My son would [meet people from other areas] but only through friends, mine or my husband's. But he wouldn't go out of his way. They got on brilliant and he talks about the ones he met, good craic.

Female Parent/Guardian 4

They weren't allowed wear their [football] shirts and I think that's a good idea. They could play their sports but they weren't waving them in each other's faces. We would have friends though from both communities so that wouldn't be as issue.

Female Parent/Guardian 4

Some had observed changes in their child's behaviour with those from other religions or in their attitude to cross-community differences. They were very well aware of friendships that had been made during the course of the programme.

They're with other ones they're not normally with as well, they're making new friends from every angle. The fact you know that it's boy/girl, cross community and cross border, they're really well exposed.

Female Parent/Guardian 5

He kept in contact with the people he got to know from different areas and he said it was great craic.

Male Parent/Guardian 1

He loved meeting different kids; he made a few friends, girls and everything. They all became the best of friends and they really missed each other.

Female Parent/Guardian 3

There was never a cross word. If he had an argument he wouldn't go back and he loved it.

Female Parent/Guardian 4

Analysis of Results - Teachers

In the teachers' view, this aim of the programme was very successful because of the highly practical approach to putting participants together in mixed groups. Out of the home and community environment, for some schools this is the only opportunity for participants to mix with young people from other traditions and backgrounds. Teachers reported a lot of mixed interaction and friendships created on the programme, some of which appear to be durable over distance

How they get on with complete strangers so quickly, they open up to them so quickly and they're so comfortable and they really look forward to seeing this group the next time, they really just become more open.

Female Teacher 5

The other thing is the relationships are kept up particularly among the girls, the meet up in Enniskillen, half way and they text each other all the time, that's very good.

Female Teacher 6

The success of KEY in facilitating peace and reconciliation by addressing cross community differences without making it explicit is well described by one teacher.

Sometimes I think it's a lack of knowledge, what they don't know and then when they go away! They hear stories at home and look at the news and they only take snippets of things...and when they actually meet people of different religions, different backgrounds they say, 'they're just like me'. Then they think 'well what does it mean, if they're protestant how are they different to us', they want to learn more. They are more interested and pay more attention, not just asking and not taking it in.

They are different because they now know somebody of a different religion and it becomes personal.

Female Teacher 5

The role of emblems as an initial barrier but also as a stimulant for discussion and understanding was highlighted again this year.

There was a wee issue with flags but it was dealt with, over and done with.

Female Teacher 4

It was sorted by us and the KEY staff, it was a flag on a pillow, they didn't connect the two but once it was explained it was fine

Male Teacher 2

It was an issue that could have gone very sour and it didn't, it was sorted out and didn't appear at the next camp, no bad feelings and I thought that was a real success because that could have been a big disaster.

Female Teacher 4

The exchange of emblems is an important part of the peace and reconciliation process and as in previous years, KEY provides a safe environment for this. There are varying degrees of behaviour transfer back to the home and school environment.

At our first residential there were no emblems of any kind but gradually and comfortably they were introduced and then they were wearing each other's at the disco.

Female Teacher 6

I have children from a unionist tradition with me although I am a nationalist and to see one of my girls wearing a Tyrone jersey to the disco! But however she didn't want any photographs of her wearing it to go back home. She was happy in the environment but the home environment wouldn't have approved in fact her own family wouldn't have approved. I think the pressure would be too much when she'd go back to her own little village now. There's no fear of the people but the emblems and our history cause some more problems.

Female Teacher 6

Where we're from wouldn't be neutral territory for the girls school we met on residential but there's no problem they're still coming up, there's no barrier there.

Male Teacher 2

3.6 Career, Education and Training

This section of the report presents the findings on the participants' attitudes to the future in the short and medium term. Firstly their attitude to school and intentions to sit exams in the near future are examined. Secondly, whether they will do further training or education when they finish school as well as their assessment of the highest qualification they will achieve are reviewed. Finally, as the KEY programme aims to develop job hunting skills, the participants' perception of their skill levels will be presented. Using both pre and post test questionnaires, significant changes will be highlighted. Given the difference in educational systems and awards in Northern Ireland and the Republic of Ireland, some results will be broken down by school background. The results of interviews conducted with parents and teachers will also be presented.

Analysis of Results - Participants

Looking firstly at attitudes to school we see that 83% of participants after the programme agreeing or strongly agreeing that they are likely to pay greater attention to schoolwork (table 33). In addition 97% of participants after the programme agree or strongly agree that they can now see a link between doing well at school and getting a good job (table 34).

In the short term this has translated into some slight changes in the overall intentions to sit examination including less uncertainty about sitting exams (see table 35).

Participants were also asked what they thought would be the highest qualification they would attain. Table 36 shows that 27% of participants after the programme compared with 14% at the start believed that third level qualifications would be the highest they would achieve. 25% at the end compared with 20% at the start believe that A level is the highest they will achieve. There has also been a drop in the uncertainty about this issue. This has been accompanied by increases in the percentage of participants who think they will be in college/university or on an apprenticeship or training programme (table 38). 57% up from 51% believe they will be in college or university in five years time. 15% up from 11% believe they will be on an apprenticeship/training programme.

There was an increase in the number of participants stating that they would do further education or training when they left – 86% at the end of the programme compared with 74% at the start of the programme (table 37).

The largest movement was for participants from Republic of Ireland schools 84% of whom after the programme compared with 69% at the start believed that they would do further education or training (appendix I).

Finally, when examining the skills and attitudes the participants will need to achieve their career goals it is clear that there have been large increases in the

participants' rating of their ability. At the end of the programme 92% rate their CV writing skills as high or medium compared with 43% at the start. 91% of participants would rate their ability in searching for job opportunities as high or medium at the end of the programme compared with 35% at the start. Finally 89% at the end compared with 66% at the start would rate their interview techniques as high or medium (table 39). Added to these reasonably high levels of perceived skill we can observe that the participants think that the programme has helped them to recognise and pursue opportunities. After the programme, 97% of participants strongly agreed or agreed that they could see more opportunities (table 40). 95% strongly agreed or agreed that they had more ideas about jobs in the future (table 41). 93% strongly agreed or agreed that they know how to go about getting the jobs they want (table 42).

In conclusion, added together these findings would indicate that KEY has helped participants to clarify their intentions and reduce uncertainty about exams and qualifications. There have been increases in participants' intentions to do further education and training and their expectations of the qualifications they will receive. There is a high level of agreement among participants that they now have some of key skills necessary to achieve career goals.

**Table 33: I am likely to pay greater attention to my Schoolwork
Participants**

502 I Am Likely to Pay More Attention to School Work

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------------------|-----------|---------|---------------|-----------------------|
| Valid | Strongly Agree | 142 | 43.8 | 44.4 | 44.4 |
| | Agree | 122 | 37.7 | 38.1 | 82.5 |
| | Neither Agree/Disagree | 34 | 10.5 | 10.6 | 93.1 |
| | Disagree | 5 | 1.5 | 1.6 | 94.7 |
| | Strongly Disagree | 17 | 5.2 | 5.3 | 100.0 |
| | Total | 320 | 98.8 | 100.0 | |
| Missing | System | 4 | 1.2 | | |
| Total | | 324 | 100.0 | | |

Source: Participants Post Test Questionnaires KEY Programme 2005/06

**Table 34: I can now see a link between doing well at School and getting
a good job.
Participants**

502 I Can See a Link Between School and Jobs

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------------------|-----------|---------|---------------|-----------------------|
| Valid | Strongly Agree | 217 | 67.0 | 67.6 | 67.6 |
| | Agree | 94 | 29.0 | 29.3 | 96.9 |
| | Neither Agree/Disagree | 4 | 1.2 | 1.2 | 98.1 |
| | Disagree | 2 | .6 | .6 | 98.8 |
| | Strongly Disagree | 4 | 1.2 | 1.2 | 100.0 |
| | Total | 321 | 99.1 | 100.0 | |
| Missing | System | 3 | .9 | | |
| Total | | 324 | 100.0 | | |

Source: Participants Post Test Questionnaires KEY Programme 2005/06

Table 35: Summary Table – Intention do Public Exam in Near Future Participants

| | <i>Pre Test Valid Percent</i> | <i>Post Test Valid Percent</i> |
|-----------------------------|-----------------------------------|------------------------------------|
| A Level | 11.6 | 9.6 |
| GCSE | 47 | 51.7 |
| AS Level | 1.6 | .6 |
| GNVQ | .3 | 1.9 |
| NVQ | .3 | .3 |
| Junior Certificate | 5.0 | 8.4 |
| Leaving Certificate | 21.9 | 22.3 |
| Leaving Certificate Applied | 2.8 | 2.8 |
| None | 2.2 | 1.6 |
| Don't Know | 6.9 | 1.2 |
| Other | .3 | .3 |
| Total | 100 | 100 |
| Missing | 5 | 1 |
| N= | 324 | 324 |

Source: Participants Pre and Post Test Questionnaires KEY Programme 2005/06

Table 36: Summary Table - What is the Highest Qualification you will Achieve? Participants

| | <i>Pre Test Valid Percent</i> | <i>Post Test Valid Percent</i> |
|-----------------------------|-----------------------------------|------------------------------------|
| A Level | 19.8 | 25.1 |
| GCSE | 25.2 | 17.6 |
| AS Level | 1.9 | 2.5 |
| GNVQ | - | 1.2 |
| NVQ | 19 | 2.5 |
| Junior Certificate | .6 | 2.5 |
| Leaving Certificate | 10.1 | 7.4 |
| Leaving Certificate Applied | 3.1 | 1.2 |
| Third level | 13.5 | 26.6 |
| Other | 1.9 | 3.1 |
| None | .3 | |
| Don't Know | 21.7 | 12.7 |
| Total | 100 | 100 |
| Missing | 6 | 1 |
| N= | 324 | 324 |

Source: Participants Pre and Post Test Questionnaires KEY Programme 2005/06

Table 37: Summary Table –Will you do Further Education or Training? Participants

| | <i>Pre Test Valid Percent</i> | <i>Post Test Valid Percent</i> |
|------------|-----------------------------------|------------------------------------|
| Yes | 73.9 | 86 |
| No | 5 | 4.3 |
| Don't Know | 21.1 | 9.6 |
| Total | 100 | 100 |
| Missing | 2 | 2 |
| N= | 324 | 324 |

Source: Participants Pre and Post Test Questionnaires KEY Programme 2005/06

Table 38: Summary Table - What Will You be Doing in Five Years Time Participants

| | <i>Pre Test Valid Percent</i> | <i>Post Test Valid Percent</i> |
|-----------------------------------|-----------------------------------|------------------------------------|
| College/University | 50.6 | 56.5 |
| Apprenticeship/Training Programme | 11.3 | 14.5 |
| Working full-time | 20.1 | 18.2 |
| Working part-time | 5.3 | 1.9 |
| Working in the home | - | .3 |
| Self Employed | 2.5 | 3.7 |
| On the Dole | .3 | .3 |
| Don't Know | 9.7 | 4.6 |
| Total | 100 | 100 |
| Missing | 6 | - |
| N= | 324 | 324 |

Source: Participants Pre and Post Test Questionnaires KEY Programme 2005/06

Table 39: Summary Table – Rating of Skill Level as High or Medium Participants

| <i>Skills</i> | <i>Pre Test Valid Percent</i> | <i>Post Test Valid Percent</i> |
|----------------------|-----------------------------------|------------------------------------|
| CV Writing | 43 | 92 |
| Interview Techniques | 66 | 89 |
| Job Searching | 35 | 91 |
| N= | 324 | 324 |

Source: Participants Pre and Post Test Questionnaires KEY Programme 2005/06

**Table 40: I can now see more opportunities
Participants**

502 I Can See More Opportunities

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 191 | 59.0 | 59.9 | 59.9 |
| | Agree | 119 | 36.7 | 37.3 | 97.2 |
| | Neither Agree/Disagree | 7 | 2.2 | 2.2 | 99.4 |
| | Strongly Disagree | 2 | .6 | .6 | 100.0 |
| | Total | 319 | 98.5 | 100.0 | |
| Missing | System | 5 | 1.5 | | |
| Total | | 324 | 100.0 | | |

Source: Participants Post Test Questionnaires KEY Programme 2005/06

**Table 41: I now have more ideas about jobs in the future.
Participants**

502 I Have More Ideas About Future Jobs

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 191 | 59.0 | 59.7 | 59.7 |
| | Agree | 114 | 35.2 | 35.6 | 95.3 |
| | Neither Agree/Disagree | 6 | 1.9 | 1.9 | 97.2 |
| | Disagree | 1 | .3 | .3 | 97.5 |
| | Strongly Disagree | 8 | 2.5 | 2.5 | 100.0 |
| | Total | 320 | 98.8 | 100.0 | |
| Missing | System | 4 | 1.2 | | |
| Total | | 324 | 100.0 | | |

Source: Participants Post Test Questionnaires KEY Programme 2005/06

Table 42: I now know how to go about getting the jobs I want. Participants

502 I Know How to Go About Getting the Job I Want

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 197 | 60.8 | 61.6 | 61.6 |
| | Agree | 101 | 31.2 | 31.6 | 93.1 |
| | Neither Agree/Disagree | 11 | 3.4 | 3.4 | 96.6 |
| | Disagree | 3 | .9 | .9 | 97.5 |
| | Strongly Disagree | 8 | 2.5 | 2.5 | 100.0 |
| | Total | 320 | 98.8 | 100.0 | |
| Missing | System | 4 | 1.2 | | |
| Total | | 324 | 100.0 | | |

Source: Participants Post Test Questionnaires KEY Programme 2005/06

Analysis of Results - Parents

When questioned about their child’s orientation towards education, training and careers the parents identified a number of changes. Some of the parents interviewed had detected improvements in clarity and motivation with regard to their child’s interest in staying in school, sitting exams and interest in specific occupations.

She says she’d like to do media studies, she put that down as one of her...all of a sudden it’s come up ‘I would like to do media studies, I would like to be a TV presenter’. And I was asking her what has put that big idea into her head and she says ‘I just want to do it’ I said ‘I’ve never heard you talking about that before’ and she said ‘well nanna I think it’s the KEY programme that’s a part of it too’.

Female Parent/Guardian 1

He’s started talking about engineering. He’s always been good with his hands but not that good in school, I was a bit surprised, he was always a bit aimless before.

Male Parent/Guardian 2

Parents were also very happy with the practical, job seeking skills aspect of the course. They felt that it was a great preparation for later life and had seen changes in their children’s behaviour particularly when preparing for the mock interview.

He went for the interview and he was absolutely brilliant. He really enjoyed all of that part, going and doing .

Male Parent/Guardian 1

He seems more confident and says he wouldn't be afraid of going for an interview, you know he'd be more prepared and he had a good idea of what he's supposed to do.

Female Parent/Guardian 4

He says he wouldn't be as shy and he's actually looking forward to going out there getting a wee part time job or whatever. At least he knows what's expected. He came back very positive.

Female Parent/Guardian 4

He wanted a new blazer and shirt for the interview. Trying to get him out usually...

Female Parent/Guardian 5

One parent thought that just attending the programme itself represented a career advantage.

I think it'll be great for their CVs being on this programme because it's so well known.

Female Parent/Guardian 5

Analysis of Results - Teachers

The teachers were asked to identify the impact of KEY on participant interest in school, potential performance in exams and career focus. They all felt that the career focussed activities had helped to develop a sense of realism about life after school and that KEY had helped equip participants with valuable job seeking skills and attitudes. Some participants were exploring new career ideas following participation on KEY and one had been offered a job directly because of his involvement in KEY.

Well I know we've one guy who got himself a summer job thanks to his involvement in KEY, he was offered a position by the person who interviewed him so he's looking towards the future now, he's interested in graphic design. He's over the moon; his mother is over the moon!

Female Teacher 2

Yeah, normally with my girls it'd be beauty or hair. Sometimes it's a bit deflating to think that a girl at 15 is going to settle for a job where she's only going to get paid £180 a week for the rest of her life unless she going to own her own salon. Some of them now have bigger career ideas, some of them would like to go into film production, even considering business and saying 'I must pay more attention to my options now'.

Female Teacher 2

Again because some of teachers involved in this year's evaluation have been involved with the programme from the start, some valuable long term evaluation evidence emerged. Two teachers were able to highlight the significant effect the KEY programme has had on the careers of former participants.

One of our students four years ago got a place to go to Canada and I put the pictures up and this girl stopped in to look at the photographs and she said to me 'that changed my life' she said 'it has put me onto the course I am following. She is doing a business course in school and she's going on to do a business degree and she said 'that changed my life' and that was three years later, she said 'that was my turning point'.

Female Teacher 5

I know the first year we were on it, the ones we took were targeted as early school leavers and of the eight that were there, seven stayed on to their leaving certificate and there was no way in hell they would have stayed on and it was directly as a result of KEY. Those kids left school last year and I was talking to them and they raved about KEY, some of them still had their CVs, were updating their CVs, stuff they had learned, they kept their books, still using their stuff.

Female Teacher 1

4. SUMMARY AND CONCLUSIONS

This evaluation report has presented the findings from a sample of the participants who participated on the KEY programme 2005/2006 and their parents and teachers. Selected quotes from parents and teachers have been used to supplement and contextualise quantitative results from questionnaires collected from a sample of participants at the start and end of the programme.

The report itself is structured into four parts. The first section introduced the project and briefly outlined the objectives, content and delivery methods used on the programme. The parameters and limitations of this report were also highlighted. The second section explains the methodology strategy used for the stakeholder groups. The third section of the report presents and analyses the evaluation findings. This part of the report was subdivided into a profile of those participating in the evaluation and five thematic sub-sections, which relate directly to the programme's objectives. Finally, this section summarises the report and draws some conclusions.

Feedback on the course content and physical environment was extremely positive overall. Clearly participants enjoyed the programme and results indicate that the programme content, length and mix of activities are appropriate for the cohort group. Feedback on the organisation of the programme, centre facilities, accommodation, food and teaching equipment were all positive. Clearly, this indicates that the programme has achieved its stated objective of providing a high quality learning experience.

The self efficacy theme is explored in the next sub-section of the analysis. The self efficacy benefits seem particularly strong in 2005/06. Key areas of motivation, self confidence, control and a positive approach to the future have increased amongst participants. Participants also are clearer about what they want from life. Parents and teachers commented extensively on this aspect of the programme and observed noticeable improvements overall and transformations with regard to some participants. These results suggest that the programme is meeting its objective to change participants' self perception and attitudes about the future.

The next sub-section explored enterprise skills and attitudes. The results indicate that there have been improvements in attitudes important to future business start up as well as significant increases in related skills. Parents and teachers thought that the programme, particularly the mini enterprise project had stimulated business interest and awareness of the enterprise option and helped participants to develop unexplored skills. These results indicate that the programme has met its objectives of developing key enterprise attitudes and skills and in providing a positive business role model.

In relation to the programme's objective to break the cycle of hostility and sustain peace and reconciliation there have been improvements in both attitudes and behaviour. Participants felt that they had a greater understanding of other religions and backgrounds and that they had more friends from other backgrounds than prior to the programme. There was also a softening of hostility with participants more open to connections with those from other religions. Parents were very positively disposed to the concept of their children meeting. Teachers thought this aspect of the programme was very successful because of the highly practical approach to putting participants together in mixed groups. Teachers reported a lot of mixed interaction and friendships created on the programme, some of which appear to be durable over distance. They highlighted the role of emblems both in creating barriers but also stimulating discussion and reflection. These results are extremely positive and indicate that the programme is meeting its objectives of sustaining peace and reconciliation, by bringing together young people from different traditions and helping to break the cycle of hostility to those of a different political and cultural tradition.

Finally, the career, education and training theme sought to establish any movement in participants' interest in school, intention to sit exams, career direction and job seeking skills. Interest in schoolwork has increased and there was a reduction in uncertainty among participants about whether they intended to sit public examinations in the near future. There have been improvements in participants' expectations of the highest qualifications they will receive and they are more likely to see themselves in university, college or on an apprenticeship or training programme. The programme has also been extremely effective in equipping participants with some important job seeking skills such as CV writing and interviewing. Parents and teachers thought the programme had equipped participants with valuable job seeking skills and attitudes and some new career ideas. These results are very positive and show that the programme is helping participants to raise their aspirations and recognise and create personal opportunities.

In conclusion, this report presents a holistic perspective of the programme by exploring the views of central stakeholder groups. Based on research evidence for the year 2005/2006, the programme appears to be meeting its objectives at all levels.

APPENDIX I

CROSS TABULATIONS

SELF EFFICACY CROSS TABULATIONS

502 I Have Confidence in Myself * 502 Gender Crosstabulation

| | | | 502 Gender | | Total |
|---------------------------------|------------------------------------------|------------------------------------------|------------|--------|--------|
| | | | Male | Female | |
| 502 I Have Confidence in Myself | Strongly Agree | Count | 78 | 43 | 121 |
| | | % within 502 I Have Confidence in Myself | 64.5% | 35.5% | 100.0% |
| | | % within 502 Gender | 53.4% | 25.1% | 38.2% |
| | | % of Total | 24.6% | 13.6% | 38.2% |
| | Agree | Count | 60 | 90 | 150 |
| | | % within 502 I Have Confidence in Myself | 40.0% | 60.0% | 100.0% |
| | | % within 502 Gender | 41.1% | 52.6% | 47.3% |
| | | % of Total | 18.9% | 28.4% | 47.3% |
| | Disagree | Count | 3 | 25 | 28 |
| | | % within 502 I Have Confidence in Myself | 10.7% | 89.3% | 100.0% |
| | | % within 502 Gender | 2.1% | 14.6% | 8.8% |
| | | % of Total | .9% | 7.9% | 8.8% |
| Strongly Disagree | Count | 1 | 4 | 5 | |
| | % within 502 I Have Confidence in Myself | 20.0% | 80.0% | 100.0% | |
| | % within 502 Gender | .7% | 2.3% | 1.6% | |
| | % of Total | .3% | 1.3% | 1.6% | |
| Don't Know | Count | 4 | 9 | 13 | |
| | % within 502 I Have Confidence in Myself | 30.8% | 69.2% | 100.0% | |
| | % within 502 Gender | 2.7% | 5.3% | 4.1% | |
| | % of Total | 1.3% | 2.8% | 4.1% | |
| Total | Count | 146 | 171 | 317 | |
| | % within 502 I Have Confidence in Myself | 46.1% | 53.9% | 100.0% | |
| | % within 502 Gender | 100.0% | 100.0% | 100.0% | |
| | % of Total | 46.1% | 53.9% | 100.0% | |

502 I Have Control Over the Things That Happen to Me * 502 School Category Crosstabulation

| | | | 502 School Category | | | Total |
|------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|-----------------------------------|---------------------------------|------------------------|--------|
| | | | Northern Ireland Protestant | Northern Ireland Catholic | Republic of Ireland | |
| 502 I Have Control Over the Things That Happen to Me | Strongly Agree | Count | 15 | 33 | 31 | 79 |
| | | % within 502 I Have Control Over the Things That Happen to Me | 19.0% | 41.8% | 39.2% | 100.0% |
| | | % within 502 School Category | 13.9% | 28.4% | 33.3% | 24.9% |
| | | % of Total | 4.7% | 10.4% | 9.8% | 24.9% |
| | Agree | Count | 76 | 57 | 36 | 169 |
| | | % within 502 I Have Control Over the Things That Happen to Me | 45.0% | 33.7% | 21.3% | 100.0% |
| | | % within 502 School Category | 70.4% | 49.1% | 38.7% | 53.3% |
| | | % of Total | 24.0% | 18.0% | 11.4% | 53.3% |
| | Disagree | Count | 12 | 16 | 18 | 46 |
| | | % within 502 I Have Control Over the Things That Happen to Me | 26.1% | 34.8% | 39.1% | 100.0% |
| | | % within 502 School Category | 11.1% | 13.8% | 19.4% | 14.5% |
| | | % of Total | 3.8% | 5.0% | 5.7% | 14.5% |
| | Strongly Disagree | Count | 0 | 3 | 1 | 4 |
| | | % within 502 I Have Control Over the Things That Happen to Me | .0% | 75.0% | 25.0% | 100.0% |
| | | % within 502 School Category | .0% | 2.6% | 1.1% | 1.3% |
| | | % of Total | .0% | .9% | .3% | 1.3% |
| Don't Know | Count | 5 | 7 | 7 | 19 | |
| | % within 502 I Have Control Over the Things That Happen to Me | 26.3% | 36.8% | 36.8% | 100.0% | |
| | % within 502 School Category | 4.6% | 6.0% | 7.5% | 6.0% | |
| | % of Total | 1.6% | 2.2% | 2.2% | 6.0% | |
| Total | Count | 108 | 116 | 93 | 317 | |
| | % within 502 I Have Control Over the Things That Happen to Me | 34.1% | 36.6% | 29.3% | 100.0% | |
| | % within 502 School Category | 100.0% | 100.0% | 100.0% | 100.0% | |
| | % of Total | 34.1% | 36.6% | 29.3% | 100.0% | |

ENTERPRISE SKILLS/ATTITUDES CROSS TABULATIONS

501 I am Good Coming up with Ideas * 501 Gender Crosstabulation

| | | | 501 Gender | | Total |
|------------------------------------------|------------------------------------------------|------------------------------------------------|------------|--------|--------|
| | | | Male | Female | |
| 501 I am Good Coming up with Ideas | Strongly Agree | Count | 28 | 14 | 42 |
| | | % within 501 I am Good Coming up with Ideas | 66.7% | 33.3% | 100.0% |
| | | % within 501 Gender | 19.7% | 8.1% | 13.4% |
| | | % of Total | 8.9% | 4.5% | 13.4% |
| | Agree | Count | 68 | 67 | 135 |
| | | % within 501 I am Good Coming up with Ideas | 50.4% | 49.6% | 100.0% |
| | | % within 501 Gender | 47.9% | 39.0% | 43.0% |
| | | % of Total | 21.7% | 21.3% | 43.0% |
| | Disagree | Count | 35 | 68 | 103 |
| | | % within 501 I am Good Coming up with Ideas | 34.0% | 66.0% | 100.0% |
| | | % within 501 Gender | 24.6% | 39.5% | 32.8% |
| | | % of Total | 11.1% | 21.7% | 32.8% |
| | Strongly Disagree | Count | 2 | 6 | 8 |
| | | % within 501 I am Good Coming up with Ideas | 25.0% | 75.0% | 100.0% |
| | | % within 501 Gender | 1.4% | 3.5% | 2.5% |
| | | % of Total | .6% | 1.9% | 2.5% |
| Don't Know | Count | 9 | 17 | 26 | |
| | % within 501 I am Good Coming up with Ideas | 34.6% | 65.4% | 100.0% | |
| | % within 501 Gender | 6.3% | 9.9% | 8.3% | |
| | % of Total | 2.9% | 5.4% | 8.3% | |
| Total | Count | 142 | 172 | 314 | |
| | % within 501 I am Good Coming up with Ideas | 45.2% | 54.8% | 100.0% | |
| | % within 501 Gender | 100.0% | 100.0% | 100.0% | |
| | % of Total | 45.2% | 54.8% | 100.0% | |

502 I am Good Coming up with Ideas * 502 Gender Crosstabulation

| | | | 502 Gender | | Total |
|------------------------------------------|------------------------------------------------|------------------------------------------------|------------|--------|--------|
| | | | Male | Female | |
| 502 I am Good Coming up with Ideas | Strongly Agree | Count | 46 | 35 | 81 |
| | | % within 502 I am Good Coming up with Ideas | 56.8% | 43.2% | 100.0% |
| | | % within 502 Gender | 31.1% | 20.2% | 25.2% |
| | | % of Total | 14.3% | 10.9% | 25.2% |
| | Agree | Count | 81 | 88 | 169 |
| | | % within 502 I am Good Coming up with Ideas | 47.9% | 52.1% | 100.0% |
| | | % within 502 Gender | 54.7% | 50.9% | 52.6% |
| | | % of Total | 25.2% | 27.4% | 52.6% |
| | Disagree | Count | 15 | 41 | 56 |
| | | % within 502 I am Good Coming up with Ideas | 26.8% | 73.2% | 100.0% |
| | | % within 502 Gender | 10.1% | 23.7% | 17.4% |
| | | % of Total | 4.7% | 12.8% | 17.4% |
| | Strongly Disagree | Count | 1 | 1 | 2 |
| | | % within 502 I am Good Coming up with Ideas | 50.0% | 50.0% | 100.0% |
| | | % within 502 Gender | .7% | .6% | .6% |
| | | % of Total | .3% | .3% | .6% |
| Don't Know | Count | 5 | 8 | 13 | |
| | % within 502 I am Good Coming up with Ideas | 38.5% | 61.5% | 100.0% | |
| | % within 502 Gender | 3.4% | 4.6% | 4.0% | |
| | % of Total | 1.6% | 2.5% | 4.0% | |
| Total | Count | 148 | 173 | 321 | |
| | % within 502 I am Good Coming up with Ideas | 46.1% | 53.9% | 100.0% | |
| | % within 502 Gender | 100.0% | 100.0% | 100.0% | |
| | % of Total | 46.1% | 53.9% | 100.0% | |

501 I am Good at Adapting to New Situations * 501 School Category Crosstabulation

| | | | 501 School Category | | | Total |
|---------------------------------------------|------------------------------------------------------|------------------------------------------------------|-----------------------------------|---------------------------------|------------------------|--------|
| | | | Northern Ireland Protestant | Northern Ireland Catholic | Republic of Ireland | |
| 501 I am Good at Adapting to New Situations | Strongly Agree | Count | 11 | 16 | 13 | 40 |
| | | % within 501 I am Good at Adapting to New Situations | 27.5% | 40.0% | 32.5% | 100.0% |
| | | % within 501 School Category | 10.4% | 14.2% | 14.0% | 12.8% |
| | | % of Total | 3.5% | 5.1% | 4.2% | 12.8% |
| | Agree | Count | 62 | 48 | 50 | 160 |
| | | % within 501 I am Good at Adapting to New Situations | 38.8% | 30.0% | 31.3% | 100.0% |
| | | % within 501 School Category | 58.5% | 42.5% | 53.8% | 51.3% |
| | | % of Total | 19.9% | 15.4% | 16.0% | 51.3% |
| | Disagree | Count | 12 | 20 | 16 | 48 |
| | | % within 501 I am Good at Adapting to New Situations | 25.0% | 41.7% | 33.3% | 100.0% |
| | | % within 501 School Category | 11.3% | 17.7% | 17.2% | 15.4% |
| | | % of Total | 3.8% | 6.4% | 5.1% | 15.4% |
| | Strongly Disagree | Count | 3 | 3 | 2 | 8 |
| | | % within 501 I am Good at Adapting to New Situations | 37.5% | 37.5% | 25.0% | 100.0% |
| | | % within 501 School Category | 2.8% | 2.7% | 2.2% | 2.6% |
| | | % of Total | 1.0% | 1.0% | .6% | 2.6% |
| Don't Know | Count | 18 | 26 | 12 | 56 | |
| | % within 501 I am Good at Adapting to New Situations | 32.1% | 46.4% | 21.4% | 100.0% | |
| | % within 501 School Category | 17.0% | 23.0% | 12.9% | 17.9% | |
| | % of Total | 5.8% | 8.3% | 3.8% | 17.9% | |
| Total | Count | 106 | 113 | 93 | 312 | |
| | % within 501 I am Good at Adapting to New Situations | 34.0% | 36.2% | 29.8% | 100.0% | |
| | % within 501 School Category | 100.0% | 100.0% | 100.0% | 100.0% | |
| | % of Total | 34.0% | 36.2% | 29.8% | 100.0% | |

502 I am Good at Adapting to New Situations * 502 School Category Crosstabulation

| | | | 502 School Category | | | Total |
|---------------------------------------------|------------------------------------------------------|------------------------------------------------------|-----------------------------------|---------------------------------|------------------------|--------|
| | | | Northern Ireland Protestant | Northern Ireland Catholic | Republic of Ireland | |
| 502 I am Good at Adapting to New Situations | Strongly Agree | Count | 33 | 40 | 42 | 115 |
| | | % within 502 I am Good at Adapting to New Situations | 28.7% | 34.8% | 36.5% | 100.0% |
| | | % within 502 School Category | 31.1% | 33.6% | 44.2% | 35.9% |
| | | % of Total | 10.3% | 12.5% | 13.1% | 35.9% |
| | Agree | Count | 59 | 57 | 42 | 158 |
| | | % within 502 I am Good at Adapting to New Situations | 37.3% | 36.1% | 26.6% | 100.0% |
| | | % within 502 School Category | 55.7% | 47.9% | 44.2% | 49.4% |
| | | % of Total | 18.4% | 17.8% | 13.1% | 49.4% |
| | Disagree | Count | 4 | 16 | 9 | 29 |
| | | % within 502 I am Good at Adapting to New Situations | 13.8% | 55.2% | 31.0% | 100.0% |
| | | % within 502 School Category | 3.8% | 13.4% | 9.5% | 9.1% |
| | | % of Total | 1.3% | 5.0% | 2.8% | 9.1% |
| | Strongly Disagree | Count | 1 | 1 | 0 | 2 |
| | | % within 502 I am Good at Adapting to New Situations | 50.0% | 50.0% | .0% | 100.0% |
| | | % within 502 School Category | .9% | .8% | .0% | .6% |
| | | % of Total | .3% | .3% | .0% | .6% |
| Don't Know | Count | 9 | 5 | 2 | 16 | |
| | % within 502 I am Good at Adapting to New Situations | 56.3% | 31.3% | 12.5% | 100.0% | |
| | % within 502 School Category | 8.5% | 4.2% | 2.1% | 5.0% | |
| | % of Total | 2.8% | 1.6% | .6% | 5.0% | |
| Total | Count | 106 | 119 | 95 | 320 | |
| | % within 502 I am Good at Adapting to New Situations | 33.1% | 37.2% | 29.7% | 100.0% | |
| | % within 502 School Category | 100.0% | 100.0% | 100.0% | 100.0% | |
| | % of Total | 33.1% | 37.2% | 29.7% | 100.0% | |

PEACE AND RECONCILIATION CROSS TABULATIONS

502 Feelings about Teacher from a Different Religion * 502 School Category Crosstabulation

| | | | 502 School Category | | | Total |
|---------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------|-----------------------------------|---------------------------------|------------------------|--------|
| | | | Northern Ireland Protestant | Northern Ireland Catholic | Republic of Ireland | |
| 502 Feelings about Teacher from a Different Religion | Would Mind a Lot | Count | 2 | 2 | 4 | 8 |
| | | % within 502 Feelings about Teacher from a Different Religion | 25.0% | 25.0% | 50.0% | 100.0% |
| | | % within 502 School Category | 1.9% | 1.7% | 4.2% | 2.5% |
| | | % of Total | .6% | .6% | 1.2% | 2.5% |
| | Would Mind a Little | Count | 1 | 6 | 3 | 10 |
| | | % within 502 Feelings about Teacher from a Different Religion | 10.0% | 60.0% | 30.0% | 100.0% |
| | | % within 502 School Category | .9% | 5.0% | 3.1% | 3.1% |
| | | % of Total | .3% | 1.9% | .9% | 3.1% |
| | Wouldn't Mind | Count | 101 | 106 | 86 | 293 |
| | | % within 502 Feelings about Teacher from a Different Religion | 34.5% | 36.2% | 29.4% | 100.0% |
| | | % within 502 School Category | 93.5% | 88.3% | 89.6% | 90.4% |
| | | % of Total | 31.2% | 32.7% | 26.5% | 90.4% |
| | Don't Know | Count | 4 | 6 | 3 | 13 |
| | | % within 502 Feelings about Teacher from a Different Religion | 30.8% | 46.2% | 23.1% | 100.0% |
| | | % within 502 School Category | 3.7% | 5.0% | 3.1% | 4.0% |
| | | % of Total | 1.2% | 1.9% | .9% | 4.0% |
| Total | Count | 108 | 120 | 96 | 324 | |
| | % within 502 Feelings about Teacher from a Different Religion | 33.3% | 37.0% | 29.6% | 100.0% | |
| | % within 502 School Category | 100.0% | 100.0% | 100.0% | 100.0% | |
| | % of Total | 33.3% | 37.0% | 29.6% | 100.0% | |

501 Feelings about a Relative Marrying Someone from a Different Religion * 501 School Category Crosstabulation

| | | | 501 School Category | | | Total |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------|---------------------------------|------------------------|--------|
| | | | Northern Ireland Protestant | Northern Ireland Catholic | Republic of Ireland | |
| 501 Feelings about a Relative Marrying Someone from a Different Religion | Would Mind a Lot | Count | 8 | 9 | 1 | 18 |
| | | % within 501 Feelings about a Relative Marrying Someone from a Different Religion | 44.4% | 50.0% | 5.6% | 100.0% |
| | | % within 501 School Category | 7.6% | 7.7% | 1.1% | 5.7% |
| | | % of Total | 2.5% | 2.9% | .3% | 5.7% |
| | Would Mind a Little | Count | 8 | 8 | 7 | 23 |
| | | % within 501 Feelings about a Relative Marrying Someone from a Different Religion | 34.8% | 34.8% | 30.4% | 100.0% |
| | | % within 501 School Category | 7.6% | 6.8% | 7.6% | 7.3% |
| | | % of Total | 2.5% | 2.5% | 2.2% | 7.3% |
| | Wouldn't Mind | Count | 83 | 91 | 76 | 250 |
| | | % within 501 Feelings about a Relative Marrying Someone from a Different Religion | 33.2% | 36.4% | 30.4% | 100.0% |
| | | % within 501 School Category | 79.0% | 77.8% | 82.6% | 79.6% |
| | | % of Total | 26.4% | 29.0% | 24.2% | 79.6% |
| Don't Know | Count | 6 | 9 | 8 | 23 | |
| | % within 501 Feelings about a Relative Marrying Someone from a Different Religion | 26.1% | 39.1% | 34.8% | 100.0% | |
| | % within 501 School Category | 5.7% | 7.7% | 8.7% | 7.3% | |
| | % of Total | 1.9% | 2.9% | 2.5% | 7.3% | |
| Total | Count | 105 | 117 | 92 | 314 | |
| | % within 501 Feelings about a Relative Marrying Someone from a Different Religion | 33.4% | 37.3% | 29.3% | 100.0% | |
| | % within 501 School Category | 100.0% | 100.0% | 100.0% | 100.0% | |
| | % of Total | 33.4% | 37.3% | 29.3% | 100.0% | |

502 Feelings about a Relative Marrying Someone from a Different Religion * 502 School Category Crosstabulation

| | | | 502 School Category | | | Total |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------|---------------------------------|------------------------|--------|
| | | | Northern Ireland Protestant | Northern Ireland Catholic | Republic of Ireland | |
| 502 Feelings about a Relative Marrying Someone from a Different Religion | Would Mind a Lot | Count | 5 | 7 | 3 | 15 |
| | | % within 502 Feelings about a Relative Marrying Someone from a Different Religion | 33.3% | 46.7% | 20.0% | 100.0% |
| | | % within 502 School Category | 4.6% | 5.8% | 3.2% | 4.6% |
| | | % of Total | 1.5% | 2.2% | .9% | 4.6% |
| | Would Mind a Little | Count | 9 | 8 | 4 | 21 |
| | | % within 502 Feelings about a Relative Marrying Someone from a Different Religion | 42.9% | 38.1% | 19.0% | 100.0% |
| | | % within 502 School Category | 8.3% | 6.7% | 4.2% | 6.5% |
| | | % of Total | 2.8% | 2.5% | 1.2% | 6.5% |
| | Wouldn't Mind | Count | 87 | 97 | 85 | 269 |
| | | % within 502 Feelings about a Relative Marrying Someone from a Different Religion | 32.3% | 36.1% | 31.6% | 100.0% |
| | | % within 502 School Category | 80.6% | 80.8% | 89.5% | 83.3% |
| | | % of Total | 26.9% | 30.0% | 26.3% | 83.3% |
| Don't Know | Count | 7 | 8 | 3 | 18 | |
| | % within 502 Feelings about a Relative Marrying Someone from a Different Religion | 38.9% | 44.4% | 16.7% | 100.0% | |
| | % within 502 School Category | 6.5% | 6.7% | 3.2% | 5.6% | |
| | % of Total | 2.2% | 2.5% | .9% | 5.6% | |
| Total | Count | 108 | 120 | 95 | 323 | |
| | % within 502 Feelings about a Relative Marrying Someone from a Different Religion | 33.4% | 37.2% | 29.4% | 100.0% | |
| | % within 502 School Category | 100.0% | 100.0% | 100.0% | 100.0% | |
| | % of Total | 33.4% | 37.2% | 29.4% | 100.0% | |

502 I Have a Greater Understanding of Other Religions and Backgrounds * 502 School Category Crosstabulation

| | | | 502 School Category | | | Total |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------|---------------------------------|------------------------|--------|
| | | | Northern Ireland Protestant | Northern Ireland Catholic | Republic of Ireland | |
| 502 I Have a Greater Understanding of Other Religions and Backgrounds | Strongly Agree | Count | 48 | 60 | 38 | 146 |
| | | % within 502 I Have a Greater Understanding of Other Religions and Backgrounds | 32.9% | 41.1% | 26.0% | 100.0% |
| | | % within 502 School Category | 45.3% | 50.4% | 39.6% | 45.5% |
| | | % of Total | 15.0% | 18.7% | 11.8% | 45.5% |
| | Agree | Count | 48 | 47 | 44 | 139 |
| | | % within 502 I Have a Greater Understanding of Other Religions and Backgrounds | 34.5% | 33.8% | 31.7% | 100.0% |
| | | % within 502 School Category | 45.3% | 39.5% | 45.8% | 43.3% |
| | | % of Total | 15.0% | 14.6% | 13.7% | 43.3% |
| | Neither Agree/Disagree | Count | 5 | 5 | 9 | 19 |
| | | % within 502 I Have a Greater Understanding of Other Religions and Backgrounds | 26.3% | 26.3% | 47.4% | 100.0% |
| | | % within 502 School Category | 4.7% | 4.2% | 9.4% | 5.9% |
| | | % of Total | 1.6% | 1.6% | 2.8% | 5.9% |
| | Disagree | Count | 2 | 1 | 1 | 4 |
| | | % within 502 I Have a Greater Understanding of Other Religions and Backgrounds | 50.0% | 25.0% | 25.0% | 100.0% |
| | | % within 502 School Category | 1.9% | .8% | 1.0% | 1.2% |
| | | % of Total | .6% | .3% | .3% | 1.2% |
| Strongly Disagree | Count | 3 | 6 | 4 | 13 | |
| | % within 502 I Have a Greater Understanding of Other Religions and Backgrounds | 23.1% | 46.2% | 30.8% | 100.0% | |
| | % within 502 School Category | 2.8% | 5.0% | 4.2% | 4.0% | |
| | % of Total | .9% | 1.9% | 1.2% | 4.0% | |
| Total | Count | 106 | 119 | 96 | 321 | |
| | % within 502 I Have a Greater Understanding of Other Religions and Backgrounds | 33.0% | 37.1% | 29.9% | 100.0% | |
| | % within 502 School Category | 100.0% | 100.0% | 100.0% | 100.0% | |
| | % of Total | 33.0% | 37.1% | 29.9% | 100.0% | |

CAREER, EDUCATION AND TRAINING CROSS TABULATIONS

501 Intention to do Public Exam in Near Future * 501 School Category Crosstabulation

| | | | 501 School Category | | | Total |
|------------------------------------------------------------------|--------------------------------|---------------------------------------------------------------|-----------------------------------|---------------------------------|------------------------|--------|
| | | | Northern Ireland Protestant | Northern Ireland Catholic | Republic of Ireland | |
| 501 Intention to do Public Exam in Near Future | No | Count | 2 | 2 | 3 | 7 |
| | | % within 501 Intention to do Public Exam in Near Future | 28.6% | 28.6% | 42.9% | 100.0% |
| | | % within 501 School Category | 1.9% | 1.7% | 3.2% | 2.2% |
| | | % of Total | .6% | .6% | .9% | 2.2% |
| A Level | A Level | Count | 12 | 24 | 1 | 37 |
| | | % within 501 Intention to do Public Exam in Near Future | 32.4% | 64.9% | 2.7% | 100.0% |
| | | % within 501 School Category | 11.3% | 20.2% | 1.1% | 11.6% |
| | | % of Total | 3.8% | 7.5% | .3% | 11.6% |
| GCSE | GCSE | Count | 78 | 71 | 1 | 150 |
| | | % within 501 Intention to do Public Exam in Near Future | 52.0% | 47.3% | .7% | 100.0% |
| | | % within 501 School Category | 73.6% | 59.7% | 1.1% | 47.0% |
| | | % of Total | 24.5% | 22.3% | .3% | 47.0% |
| AS Level | AS Level | Count | 3 | 2 | 0 | 5 |
| | | % within 501 Intention to do Public Exam in Near Future | 60.0% | 40.0% | .0% | 100.0% |
| | | % within 501 School Category | 2.8% | 1.7% | .0% | 1.6% |
| | | % of Total | .9% | .6% | .0% | 1.6% |
| GNVQ | GNVQ | Count | 1 | 0 | 0 | 1 |
| | | % within 501 Intention to do Public Exam in Near Future | 100.0% | .0% | .0% | 100.0% |
| | | % within 501 School Category | .9% | .0% | .0% | .3% |
| | | % of Total | .3% | .0% | .0% | .3% |
| NVQ | NVQ | Count | 1 | 0 | 0 | 1 |
| | | % within 501 Intention to do Public Exam in Near Future | 100.0% | .0% | .0% | 100.0% |
| | | % within 501 School Category | .9% | .0% | .0% | .3% |
| | | % of Total | .3% | .0% | .0% | .3% |
| Junior Certificate | Junior Certificate | Count | 1 | 0 | 15 | 16 |
| | | % within 501 Intention to do Public Exam in Near Future | 6.3% | .0% | 93.8% | 100.0% |
| | | % within 501 School Category | .9% | .0% | 16.0% | 5.0% |
| | | % of Total | .3% | .0% | 4.7% | 5.0% |
| Leaving Certificate | Leaving Certificate | Count | 0 | 11 | 59 | 70 |
| | | % within 501 Intention to do Public Exam in Near Future | .0% | 15.7% | 84.3% | 100.0% |
| | | % within 501 School Category | .0% | 9.2% | 62.8% | 21.9% |
| | | % of Total | .0% | 3.4% | 18.5% | 21.9% |
| Leaving Certificate Applied | Leaving Certificate Applied | Count | 0 | 1 | 8 | 9 |
| | | % within 501 Intention to do Public Exam in Near Future | .0% | 11.1% | 88.9% | 100.0% |
| | | % within 501 School Category | .0% | .8% | 8.5% | 2.8% |
| | | % of Total | .0% | .3% | 2.5% | 2.8% |
| Other | Other | Count | 0 | 1 | 0 | 1 |
| | | % within 501 Intention to do Public Exam in Near Future | .0% | 100.0% | .0% | 100.0% |
| | | % within 501 School Category | .0% | .8% | .0% | .3% |
| | | % of Total | .0% | .3% | .0% | .3% |
| Don't Know | Don't Know | Count | 8 | 7 | 7 | 22 |
| | | % within 501 Intention to do Public Exam in Near Future | 36.4% | 31.8% | 31.8% | 100.0% |
| | | % within 501 School Category | 7.5% | 5.9% | 7.4% | 6.9% |
| | | % of Total | 2.5% | 2.2% | 2.2% | 6.9% |
| Total | Total | Count | 106 | 119 | 94 | 319 |
| | | % within 501 Intention to do Public Exam in Near Future | 33.2% | 37.3% | 29.5% | 100.0% |
| | | % within 501 School Category | 100.0% | 100.0% | 100.0% | 100.0% |
| | | % of Total | 33.2% | 37.3% | 29.5% | 100.0% |

502 Intention to do Public Exam in Near Future * 502 School Category Crosstabulation

| | | | 502 School Category | | | Total |
|------------------------------------------------------------------|--------------------------------|---------------------------------------------------------------|-----------------------------------|---------------------------------|------------------------|--------|
| | | | Northern Ireland Protestant | Northern Ireland Catholic | Republic of Ireland | |
| 502 Intention to do Public Exam in Near Future | No | Count | 1 | 2 | 0 | 3 |
| | | % within 502 Intention to do Public Exam in Near Future | 33.3% | 66.7% | .0% | 100.0% |
| | | % within 502 School Category | .9% | 1.7% | .0% | .9% |
| | | % of Total | .3% | .6% | .0% | .9% |
| A Level | A Level | Count | 16 | 15 | 0 | 31 |
| | | % within 502 Intention to do Public Exam in Near Future | 51.6% | 48.4% | .0% | 100.0% |
| | | % within 502 School Category | 14.8% | 12.5% | .0% | 9.6% |
| | | % of Total | 5.0% | 4.6% | .0% | 9.6% |
| GCSE | GCSE | Count | 84 | 83 | 0 | 167 |
| | | % within 502 Intention to do Public Exam in Near Future | 50.3% | 49.7% | .0% | 100.0% |
| | | % within 502 School Category | 77.8% | 69.2% | .0% | 51.7% |
| | | % of Total | 26.0% | 25.7% | .0% | 51.7% |
| AS Level | AS Level | Count | 0 | 2 | 0 | 2 |
| | | % within 502 Intention to do Public Exam in Near Future | .0% | 100.0% | .0% | 100.0% |
| | | % within 502 School Category | .0% | 1.7% | .0% | .6% |
| | | % of Total | .0% | .6% | .0% | .6% |
| GNVQ | GNVQ | Count | 4 | 2 | 0 | 6 |
| | | % within 502 Intention to do Public Exam in Near Future | 66.7% | 33.3% | .0% | 100.0% |
| | | % within 502 School Category | 3.7% | 1.7% | .0% | 1.9% |
| | | % of Total | 1.2% | .6% | .0% | 1.9% |
| NVQ | NVQ | Count | 1 | 0 | 0 | 1 |
| | | % within 502 Intention to do Public Exam in Near Future | 100.0% | .0% | .0% | 100.0% |
| | | % within 502 School Category | .9% | .0% | .0% | .3% |
| | | % of Total | .3% | .0% | .0% | .3% |
| Junior Certificate | Junior Certificate | Count | 0 | 1 | 26 | 27 |
| | | % within 502 Intention to do Public Exam in Near Future | .0% | 3.7% | 96.3% | 100.0% |
| | | % within 502 School Category | .0% | .8% | 27.4% | 8.4% |
| | | % of Total | .0% | .3% | 8.0% | 8.4% |
| Leaving Certificate | Leaving Certificate | Count | 0 | 12 | 60 | 72 |
| | | % within 502 Intention to do Public Exam in Near Future | .0% | 16.7% | 83.3% | 100.0% |
| | | % within 502 School Category | .0% | 10.0% | 63.2% | 22.3% |
| | | % of Total | .0% | 3.7% | 18.6% | 22.3% |
| Leaving Certificate Applied | Leaving Certificate Applied | Count | 0 | 0 | 9 | 9 |
| | | % within 502 Intention to do Public Exam in Near Future | .0% | .0% | 100.0% | 100.0% |
| | | % within 502 School Category | .0% | .0% | 9.5% | 2.8% |
| | | % of Total | .0% | .0% | 2.8% | 2.8% |
| Other | Other | Count | 1 | 0 | 0 | 1 |
| | | % within 502 Intention to do Public Exam in Near Future | 100.0% | .0% | .0% | 100.0% |
| | | % within 502 School Category | .9% | .0% | .0% | .3% |
| | | % of Total | .3% | .0% | .0% | .3% |
| Don't Know | Don't Know | Count | 1 | 3 | 0 | 4 |
| | | % within 502 Intention to do Public Exam in Near Future | 25.0% | 75.0% | .0% | 100.0% |
| | | % within 502 School Category | .9% | 2.5% | .0% | 1.2% |
| | | % of Total | .3% | .9% | .0% | 1.2% |
| Total | Total | Count | 108 | 120 | 95 | 323 |
| | | % within 502 Intention to do Public Exam in Near Future | 33.4% | 37.2% | 29.4% | 100.0% |
| | | % within 502 School Category | 100.0% | 100.0% | 100.0% | 100.0% |
| | | % of Total | 33.4% | 37.2% | 29.4% | 100.0% |

501 Highest Qualification I Will Get * 501 School Category Crosstabulation

| | | | 501 School Category | | | Total |
|--------------------------------------|-----------------------------|-----------------------------------------------|-----------------------------|---------------------------|---------------------|--------|
| | | | Northern Ireland Protestant | Northern Ireland Catholic | Republic of Ireland | |
| 501 Highest Qualification I Will Get | A level | Count | 27 | 35 | 1 | 63 |
| | | % within 501 Highest Qualification I Will Get | 42.9% | 55.6% | 1.6% | 100.0% |
| | | % within 501 School Category | 25.2% | 30.2% | 1.1% | 19.8% |
| | | % of Total | 8.5% | 11.0% | .3% | 19.8% |
| GCSE | GCSE | Count | 42 | 36 | 2 | 80 |
| | | % within 501 Highest Qualification I Will Get | 52.5% | 45.0% | 2.5% | 100.0% |
| | | % within 501 School Category | 39.3% | 31.0% | 2.1% | 25.2% |
| | | % of Total | 13.2% | 11.3% | .6% | 25.2% |
| AS Level | AS Level | Count | 4 | 2 | 0 | 6 |
| | | % within 501 Highest Qualification I Will Get | 66.7% | 33.3% | .0% | 100.0% |
| | | % within 501 School Category | 3.7% | 1.7% | .0% | 1.9% |
| | | % of Total | 1.3% | .6% | .0% | 1.9% |
| NVQ | NVQ | Count | 5 | 1 | 0 | 6 |
| | | % within 501 Highest Qualification I Will Get | 83.3% | 16.7% | .0% | 100.0% |
| | | % within 501 School Category | 4.7% | .9% | .0% | 1.9% |
| | | % of Total | 1.6% | .3% | .0% | 1.9% |
| Junior Certificate | Junior Certificate | Count | 1 | 0 | 1 | 2 |
| | | % within 501 Highest Qualification I Will Get | 50.0% | .0% | 50.0% | 100.0% |
| | | % within 501 School Category | .9% | .0% | 1.1% | .6% |
| | | % of Total | .3% | .0% | .3% | .6% |
| Leaving Certificate | Leaving Certificate | Count | 0 | 3 | 29 | 32 |
| | | % within 501 Highest Qualification I Will Get | .0% | 9.4% | 90.6% | 100.0% |
| | | % within 501 School Category | .0% | 2.6% | 30.5% | 10.1% |
| | | % of Total | .0% | .9% | 9.1% | 10.1% |
| Leaving Certificate Applied | Leaving Certificate Applied | Count | 0 | 1 | 9 | 10 |
| | | % within 501 Highest Qualification I Will Get | .0% | 10.0% | 90.0% | 100.0% |
| | | % within 501 School Category | .0% | .9% | 9.5% | 3.1% |
| | | % of Total | .0% | .3% | 2.8% | 3.1% |
| Third Level Qualification | Third Level Qualification | Count | 4 | 11 | 28 | 43 |
| | | % within 501 Highest Qualification I Will Get | 9.3% | 25.6% | 65.1% | 100.0% |
| | | % within 501 School Category | 3.7% | 9.5% | 29.5% | 13.5% |
| | | % of Total | 1.3% | 3.5% | 8.8% | 13.5% |
| Other | Other | Count | 3 | 0 | 3 | 6 |
| | | % within 501 Highest Qualification I Will Get | 50.0% | .0% | 50.0% | 100.0% |
| | | % within 501 School Category | 2.8% | .0% | 3.2% | 1.9% |
| | | % of Total | .9% | .0% | .9% | 1.9% |
| Don't Know | Don't Know | Count | 20 | 27 | 22 | 69 |
| | | % within 501 Highest Qualification I Will Get | 29.0% | 39.1% | 31.9% | 100.0% |
| | | % within 501 School Category | 18.7% | 23.3% | 23.2% | 21.7% |
| | | % of Total | 6.3% | 8.5% | 6.9% | 21.7% |
| None | None | Count | 1 | 0 | 0 | 1 |
| | | % within 501 Highest Qualification I Will Get | 100.0% | .0% | .0% | 100.0% |
| | | % within 501 School Category | .9% | .0% | .0% | .3% |
| | | % of Total | .3% | .0% | .0% | .3% |
| Total | Total | Count | 107 | 116 | 95 | 318 |
| | | % within 501 Highest Qualification I Will Get | 33.6% | 36.5% | 29.9% | 100.0% |
| | | % within 501 School Category | 100.0% | 100.0% | 100.0% | 100.0% |
| | | % of Total | 33.6% | 36.5% | 29.9% | 100.0% |

502 Highest Qualification I Will Get * 502 School Category Crosstabulation

| | | | 502 School Category | | | Total |
|--------------------------------------------|--------------------------------------------------|--------------------------------------------------|-----------------------------------|---------------------------------|------------------------|--------|
| | | | Northern Ireland Protestant | Northern Ireland Catholic | Republic of Ireland | |
| 502 Highest Qualification I Will Get | A level | Count | 39 | 42 | 0 | 81 |
| | | % within 502 Highest Qualification I Will Get | 48.1% | 51.9% | .0% | 100.0% |
| | | % within 502 School Category | 36.4% | 35.0% | .0% | 25.1% |
| | | % of Total | 12.1% | 13.0% | .0% | 25.1% |
| | GCSE | Count | 28 | 29 | 0 | 57 |
| | | % within 502 Highest Qualification I Will Get | 49.1% | 50.9% | .0% | 100.0% |
| | | % within 502 School Category | 26.2% | 24.2% | .0% | 17.6% |
| | | % of Total | 8.7% | 9.0% | .0% | 17.6% |
| | AS Level | Count | 3 | 5 | 0 | 8 |
| | | % within 502 Highest Qualification I Will Get | 37.5% | 62.5% | .0% | 100.0% |
| | | % within 502 School Category | 2.8% | 4.2% | .0% | 2.5% |
| | | % of Total | .9% | 1.5% | .0% | 2.5% |
| | GNVQ | Count | 3 | 1 | 0 | 4 |
| | | % within 502 Highest Qualification I Will Get | 75.0% | 25.0% | .0% | 100.0% |
| | | % within 502 School Category | 2.8% | .8% | .0% | 1.2% |
| | | % of Total | .9% | .3% | .0% | 1.2% |
| | NVQ | Count | 3 | 5 | 0 | 8 |
| | | % within 502 Highest Qualification I Will Get | 37.5% | 62.5% | .0% | 100.0% |
| | | % within 502 School Category | 2.8% | 4.2% | .0% | 2.5% |
| | | % of Total | .9% | 1.5% | .0% | 2.5% |
| | Leaving Certificate | Count | 0 | 3 | 21 | 24 |
| | | % within 502 Highest Qualification I Will Get | .0% | 12.5% | 87.5% | 100.0% |
| | | % within 502 School Category | .0% | 2.5% | 21.9% | 7.4% |
| | | % of Total | .0% | .9% | 6.5% | 7.4% |
| Leaving Certificate Applied | Count | 0 | 0 | 4 | 4 | |
| | % within 502 Highest Qualification I Will Get | .0% | .0% | 100.0% | 100.0% | |
| | % within 502 School Category | .0% | .0% | 4.2% | 1.2% | |
| | % of Total | .0% | .0% | 1.2% | 1.2% | |
| Third Level Qualification | Count | 10 | 18 | 58 | 86 | |
| | % within 502 Highest Qualification I Will Get | 11.6% | 20.9% | 67.4% | 100.0% | |
| | % within 502 School Category | 9.3% | 15.0% | 60.4% | 26.6% | |
| | % of Total | 3.1% | 5.6% | 18.0% | 26.6% | |
| Other | Count | 4 | 2 | 4 | 10 | |
| | % within 502 Highest Qualification I Will Get | 40.0% | 20.0% | 40.0% | 100.0% | |
| | % within 502 School Category | 3.7% | 1.7% | 4.2% | 3.1% | |
| | % of Total | 1.2% | .6% | 1.2% | 3.1% | |
| Don't Know | Count | 17 | 15 | 9 | 41 | |
| | % within 502 Highest Qualification I Will Get | 41.5% | 36.6% | 22.0% | 100.0% | |
| | % within 502 School Category | 15.9% | 12.5% | 9.4% | 12.7% | |
| | % of Total | 5.3% | 4.6% | 2.8% | 12.7% | |
| Total | Count | 107 | 120 | 96 | 323 | |
| | % within 502 Highest Qualification I Will Get | 33.1% | 37.2% | 29.7% | 100.0% | |
| | % within 502 School Category | 100.0% | 100.0% | 100.0% | 100.0% | |
| | % of Total | 33.1% | 37.2% | 29.7% | 100.0% | |

502 Will do Further Education or Training When I Leave School * 502 School Category Crosstabulation

| | | | 502 School Category | | | Total |
|---------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|-----------------------------------|---------------------------------|------------------------|--------|
| | | | Northern Ireland Protestant | Northern Ireland Catholic | Republic of Ireland | |
| 502 Will do Further Education or Training When I Leave School | Yes | Count | 90 | 107 | 80 | 277 |
| | | % within 502 Will do Further Education or Training When I Leave School | 32.5% | 38.6% | 28.9% | 100.0% |
| | | % within 502 School Category | 83.3% | 89.9% | 84.2% | 86.0% |
| | | % of Total | 28.0% | 33.2% | 24.8% | 86.0% |
| | No | Count | 6 | 6 | 2 | 14 |
| | | % within 502 Will do Further Education or Training When I Leave School | 42.9% | 42.9% | 14.3% | 100.0% |
| | | % within 502 School Category | 5.6% | 5.0% | 2.1% | 4.3% |
| | | % of Total | 1.9% | 1.9% | .6% | 4.3% |
| | Don't Know | Count | 12 | 6 | 13 | 31 |
| | | % within 502 Will do Further Education or Training When I Leave School | 38.7% | 19.4% | 41.9% | 100.0% |
| | | % within 502 School Category | 11.1% | 5.0% | 13.7% | 9.6% |
| | | % of Total | 3.7% | 1.9% | 4.0% | 9.6% |
| Total | Count | 108 | 119 | 95 | 322 | |
| | % within 502 Will do Further Education or Training When I Leave School | 33.5% | 37.0% | 29.5% | 100.0% | |
| | % within 502 School Category | 100.0% | 100.0% | 100.0% | 100.0% | |
| | % of Total | 33.5% | 37.0% | 29.5% | 100.0% | |