



Kids' Life and Times (KLT)

Summary of Results

2024



Background

Every year, ARK, a joint initiative between Queen's University Belfast and Ulster University, invites all Primary 7 (P7)-aged children (10/11 years old) from all schools in Northern Ireland to take part in the Kids' Life and Times (KLT) survey. KLT gives them the opportunity to share their opinions and experiences of school, health and wellbeing, their rights, and other important social issues.

This document provides a summary of some key findings from the 2024 survey. More detailed results on specific topics are freely available on the KLT website at www.ark.ac.uk/klt.

The questions on education and children's rights in the 2024 KLT survey were funded by the Department of Education and the Northern Ireland Commissioner for Children and Young People (NICCY).



Who took part in the 2024 KLT survey?

Of the 4360 children from 169 primary schools who responded to KLT:

- **49%** were girls, **49%** were boys and **2%** selected 'neither' or 'do not want to say'.
- **78%** lived with both parents, **12%** with their mum most of the time, **1%** with their dad most of the time and **7%** spent half their time with each parent. **2%** of children said they lived with someone else.
- **14%** of KLT respondents said they had a long-term disability, illness, or medical condition.
- When asked to describe the place where they lived, **53%** said in a city or town, while **35%** said in a village or in the country. **12%** were not sure.



Experiences of school

The majority of children (67%) said they had been mostly happy at primary school, 10% were mostly unhappy and 23% could not decide (Figure 1). Slightly more girls (70%) than boys (67%) said they had been mostly happy at school.

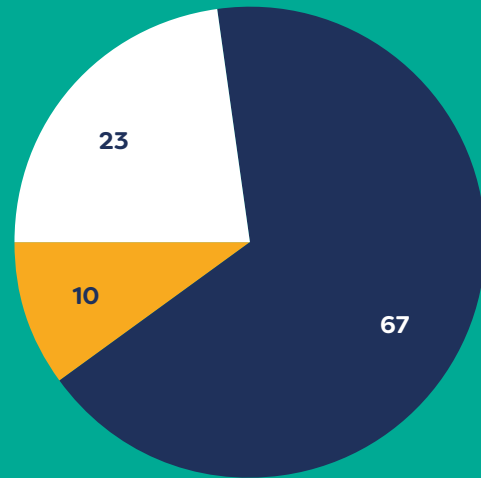


Figure 1:

Would you say you were mostly happy or unhappy at school? (%)

■ Mostly happy ■ Mostly unhappy ■ I cannot decide

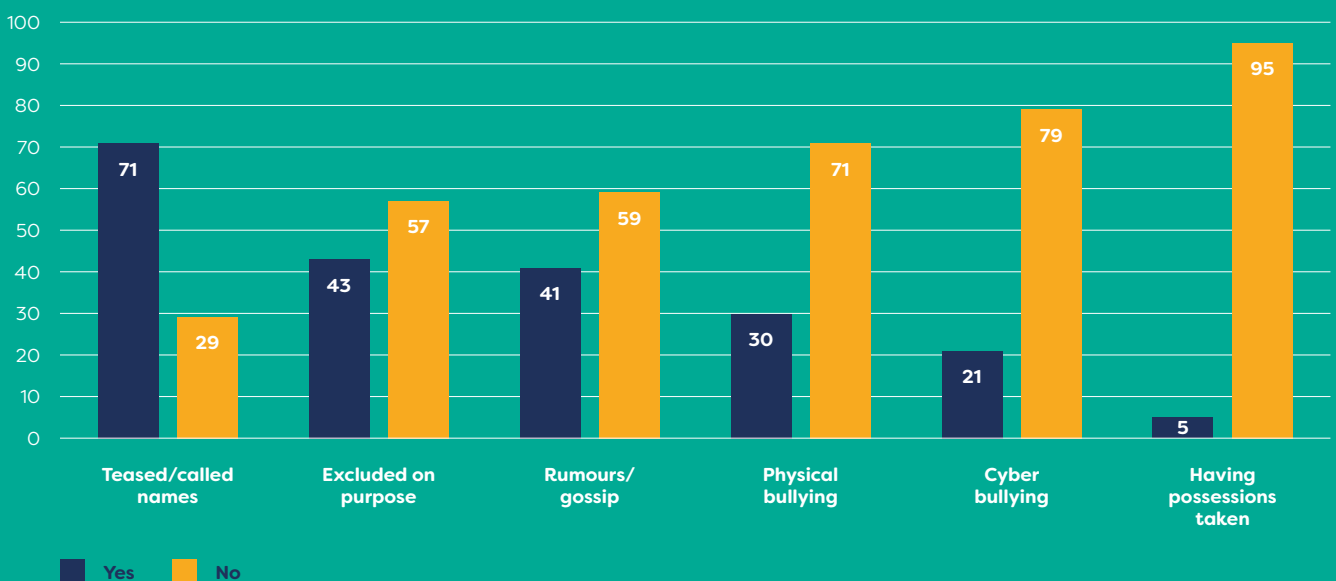
Bullying

One third (33%) of P7 children said they had been bullied in school, 49% had not been bullied and 18% said they did not know. Slightly more girls (35%) than boys (31%) had experienced bullying. Of those who had been bullied, the most common type of bullying experienced

was being teased or called hurtful names (71%), followed by being left out of things on purpose (43%) (Figure 2). Approximately one fifth of children (21%) said they had experienced cyber bullying, for example, through mobile phones, social media, or online games.

Figure 2:

Type of bullying experienced (%)



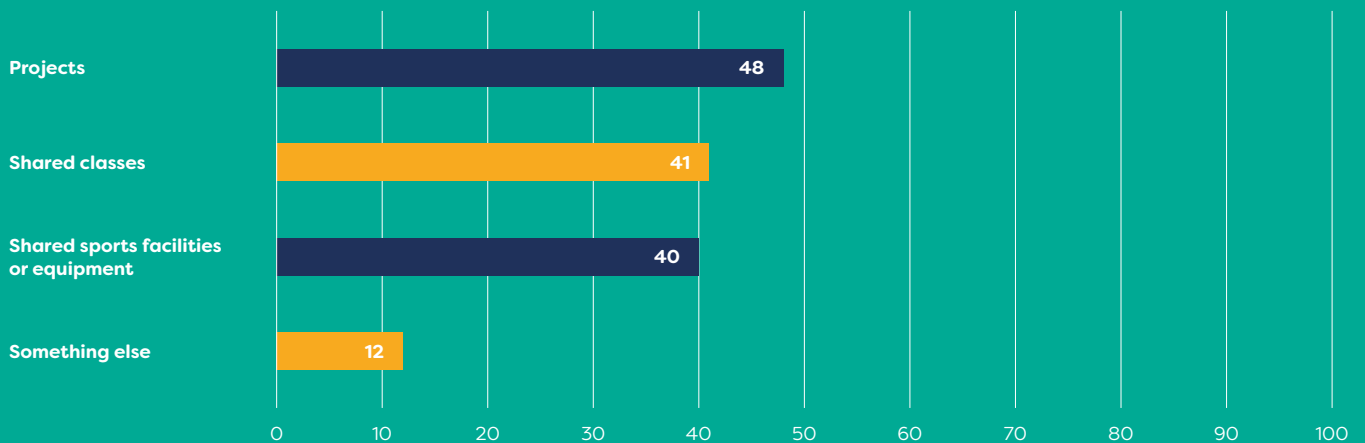
Shared Education

Shared Education involves schools getting together with other schools where pupils are from a different religion. KLT respondents were asked if they had ever taken part in Shared Education and 62% said they had. As Figure 3 shows, the most common activity was doing

projects with pupils from other schools (48%), followed by classes with pupils from other schools (41%). Two in five (40%) P7 children had shared sports facilities or equipment with pupils from other schools and 12% had done something else.

Figure 3:

What Shared Education activities have you taken part in? (%)



Children who said they had done projects, had classes, and shared equipment with other schools were asked how much they had liked or disliked these activities. Table 1 shows

that sharing sports facilities and computers or equipment was the most popular activity among these P7s with 84% saying they liked it a lot or a little.

Table 1:

How much did you like or dislike doing any of the following? (%)

	%	
	Liked	Disliked
Sharing classes	73	27
Doing projects together	77	23
Sharing sports facilities and computers or equipment	84	16



All respondents who had done Shared Education were presented with a list of other things they might have done as part of sharing with other schools and asked how much they liked or disliked each one they had done. As Table 2 shows, of those who had done each

activity, the one they liked best was being with children who had a different skin colour or spoke a different language to them (92%). Being taught by different teachers was the least popular option (70%).

Table 2:

How much did you like or dislike doing any of the following? (%)

	%	
	Liked	Disliked
Being taught by different teachers	70	30
Travelling to a different school	77	23
Learning new things with pupils from another school	75	25
Doing classes we normally don't get to do at our school	88	12
Making new friends	85	15
Being with children who are a different religion to you	83	17
Being with children who have a different skin colour or who speak a different language than you	92	8
Being with children who are richer or poorer than you	84	16

When asked if they were better able to respect the views of others since taking part in Shared Education, 65% of respondents agreed or strongly agreed and only 4% disagreed or strongly disagreed (Table 3). Approximately

one in ten (13%) did not know. While similar proportions of boys and girls agreed or strongly agreed with the statement, twice as many boys as girls disagreed or strongly disagreed.

Table 3:

Since taking part in Shared Education, I am better able to respect the views of others (%)

	%		
	Boys	Girls	All
Strongly agree or agree	64	65	65
Neither agree nor disagree	17	18	18
Strongly disagree or disagree	6	3	4
I don't know	12	14	13



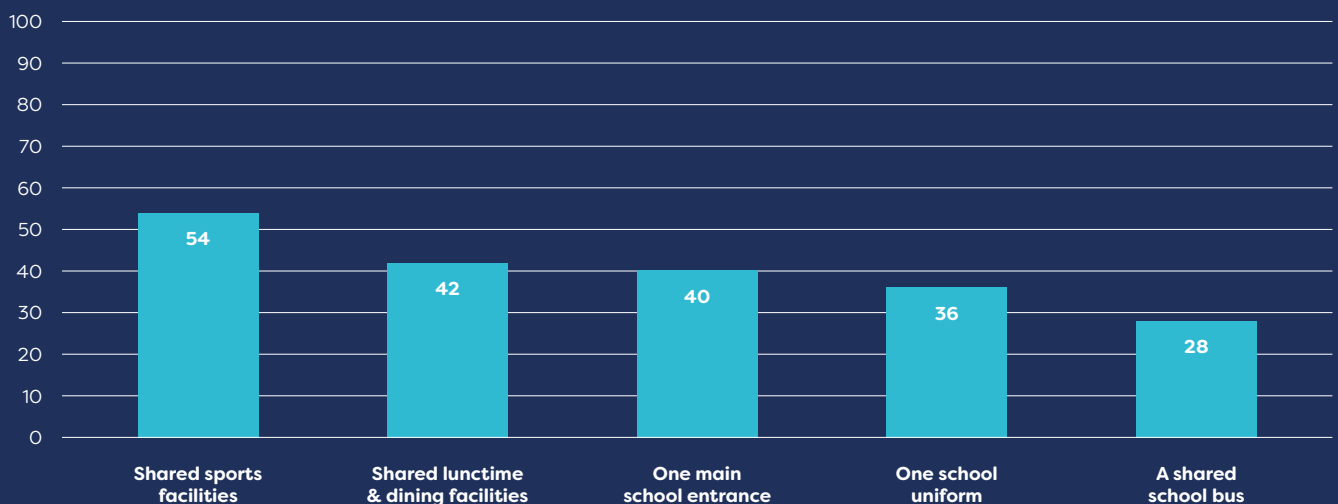
Shared Education Campus

A Shared Education Campus is where two (or more) schools share one building or where there are facilities in each school building which both schools use. KLT respondents were asked if they would like their school to be part of a Shared Education Campus. Just over one quarter (27%) said they would like their school to be part of a Shared Education Campus, 28% would not and 45% did not know.

Figure 4 shows the popularity of various options for a Shared Education Campus. The most popular choice was shared sports facilities (54%), followed by shared lunchtime and dining facilities (42%) and one main school entrance (40%). One school uniform (36%) and a shared school bus (28%) were somewhat less popular.

Figure 4:

If your school was on a Shared Education campus, do you think it should have the following... (%)



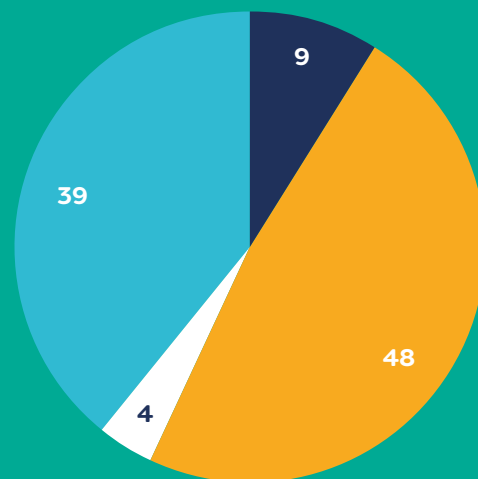
Children's rights

The United Nations Convention on the Rights of the Child (UNCRC) is an important agreement set up in 1989 and signed by 196 countries who have promised to protect children's rights. In Northern Ireland, the person responsible for protecting and promoting children's rights is the Commissioner for Children and Young People (NICCY). Very few KLT respondents (17%), were

aware of the UNCRC and only 13% had heard of NICCY. Just under half (48%) of children taking part in KLT knew that the Commissioner's only role is to protect and promote the rights of children and young people in Northern Ireland while 39% said they did not know what NICCY does (Figure 5).

Figure 5:

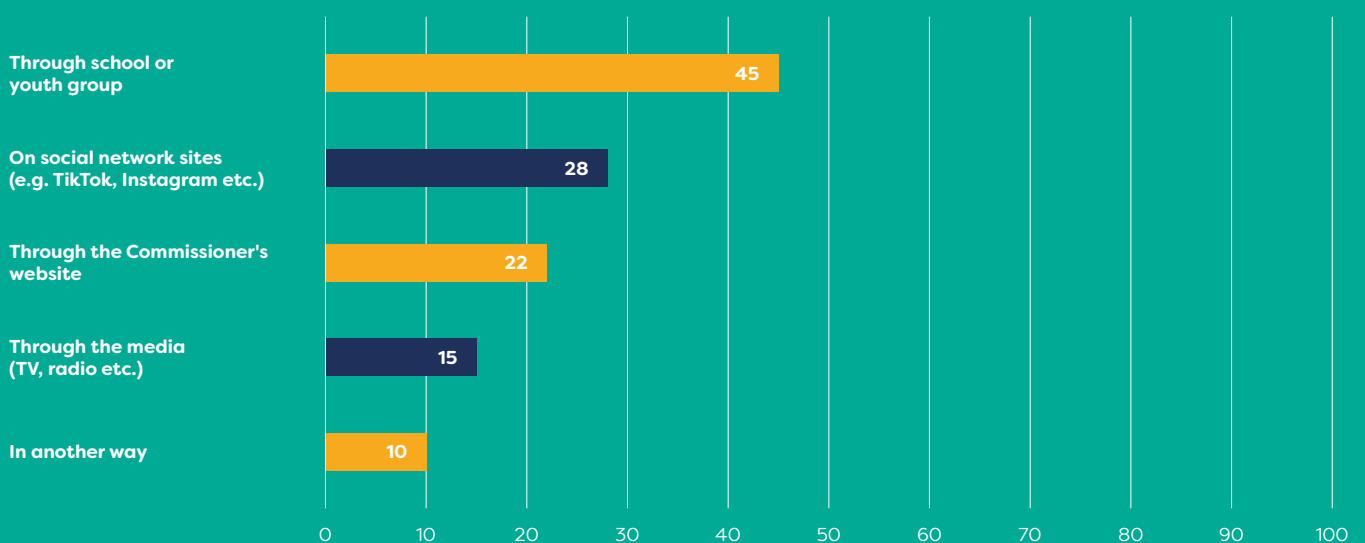
What do you think the Children's Commissioner does? (%)



As shown in Figure 6, the most popular method for children to receive information from NICCY is through a school or youth group (45%), followed by social networking sites (28%), the NICCY website (22%) and the media (15%).

Figure 6:

How would you prefer to get information from the Commissioner? (%)



Access to technology

The majority (87%) of P7 children taking part in KLT had their own mobile phone. As Table 4 shows, 84% of respondents used the Internet on their mobile phone at least once every day while 13% used it at least once or twice every week.

Only 1% of respondents said they never use the Internet on their mobile phone and less than 1% did not have access to the Internet on their mobile phone.

Table 4:

How often do you use the Internet on your mobile phone?

	%
Almost every day	84
At least once or twice every week	13
At least once every month	1
Less often than once a month	1
Never	1
I don't have the internet on my mobile phone	<1

Most (98%) KLT respondents had been taught about staying safe online in the past year and, as shown in Figure 7, 45% said their parents or carers knew a lot about what they were doing on the Internet. Very few children (3%) thought

their parents or carers knew nothing at all about their online activities. Girls (49%) were more likely than boys (40%) to say they thought their parents or carers knew a lot about what they were doing on the Internet.

Figure 7:

How much do you think your parent/carer knows about what you do on the Internet? (%)

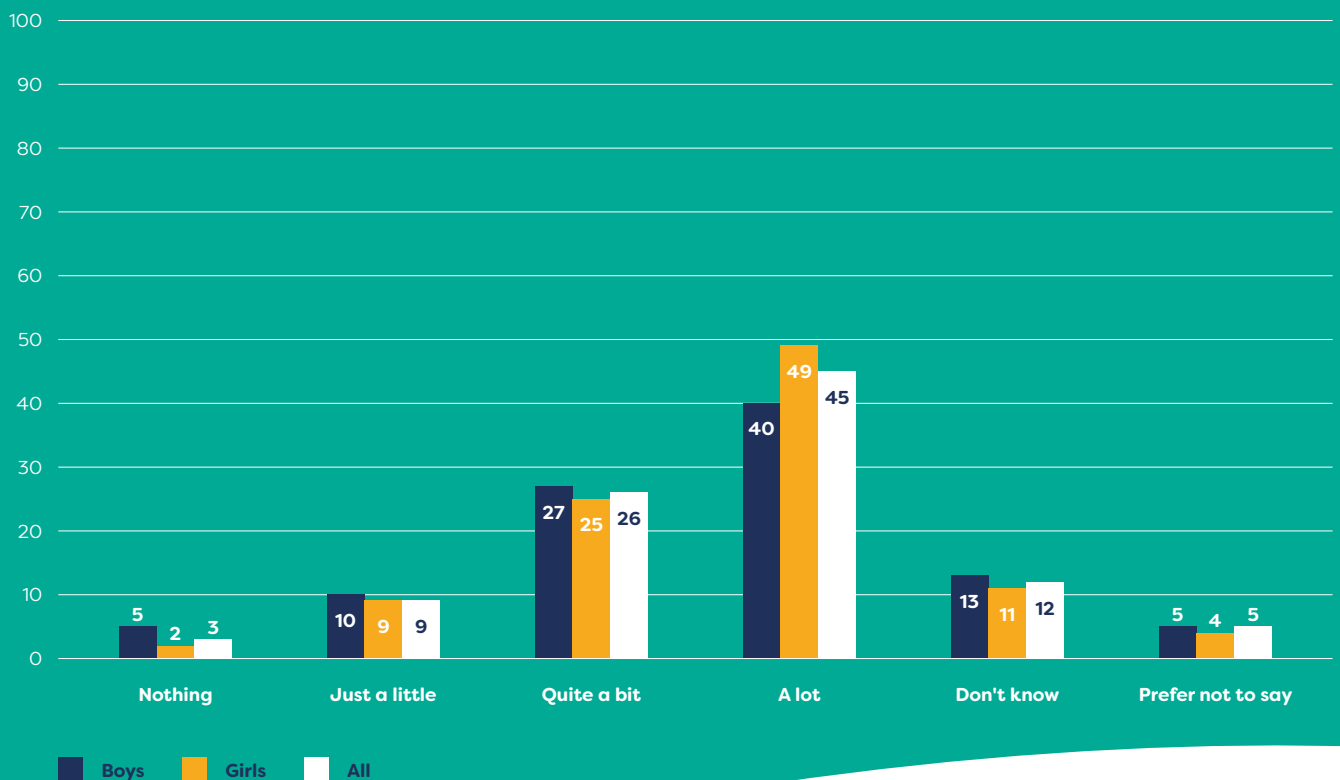
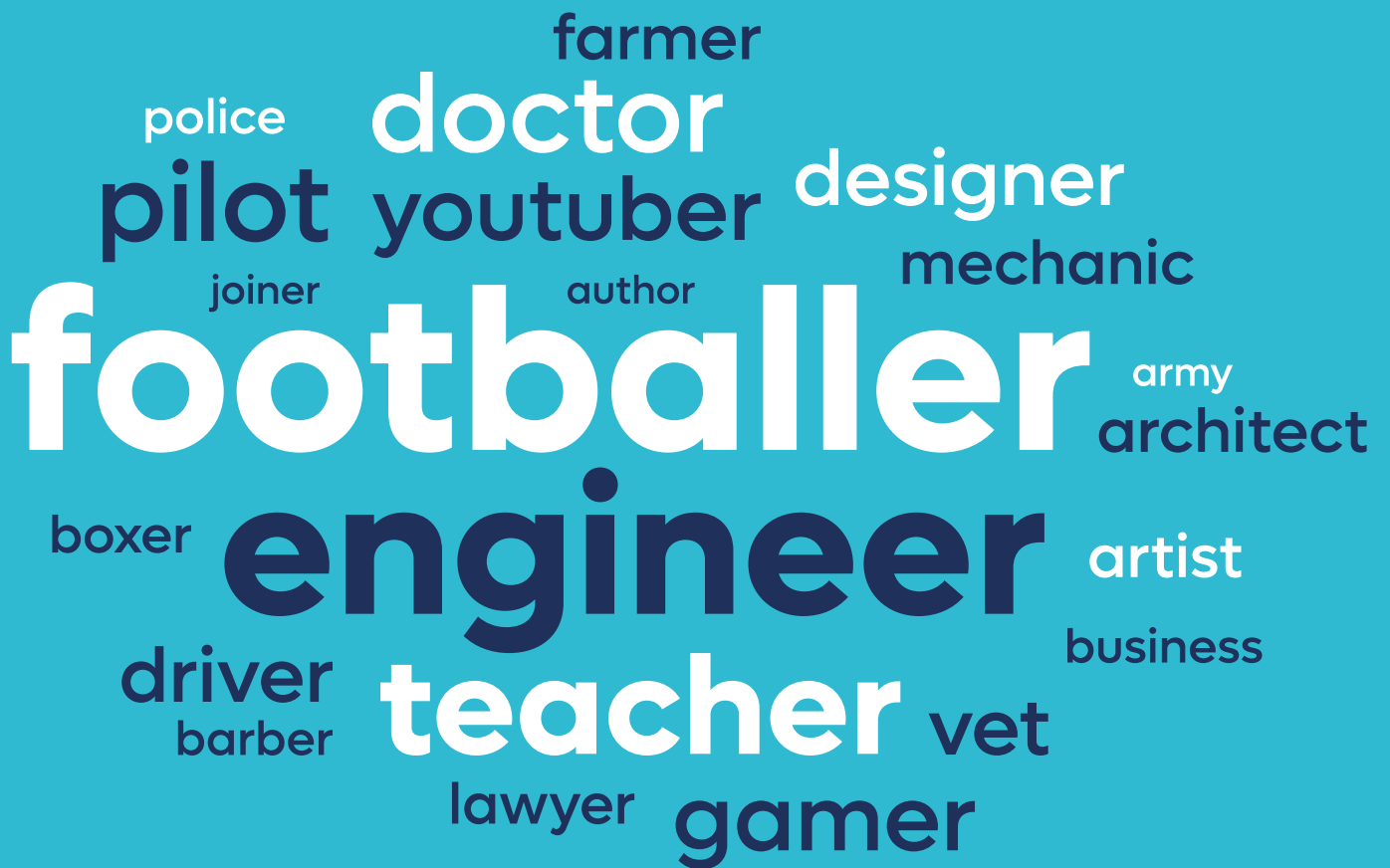


Figure 9:

What job would you like to do when you grow up (boys)?



**For further information
about KLT please contact:**

Dr Katrina Lloyd
ARK
School of Social Sciences,
Education and Social Work
Queen's University Belfast
Belfast BT7 1NN

t. 028 90 975962
e. k.lloyd@qub.ac.uk

www.ark.ac.uk/klt

