

Northern Ireland Care Leavers 2005/06

Year Ending 31 March 2006

Statistical Bulletin

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The purpose of Community Information Branch is to promote effective decision making in children and adult social services by providing quality information and analysis. We collect, analyse, and disseminate a wide range of community information that is used to help monitor the delivery of personal social services policy. Information collected by CIB is used to assess HSS Trust performance, for corporate monitoring, policy evaluation, and to respond to parliamentary / assembly questions. Information is widely disseminated through a number of regular key statistical publications and ad hoc reports details of which are available by clicking on the link below.

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Our Vision and Values

Community Information Branch aims to:

- Provide up-to-date, quality information on children and adult social services and community health;
- to disseminate findings widely with a view to stimulating debate, promoting effective decision-making and improvement in service provision; and
- be an expert voice on social care information

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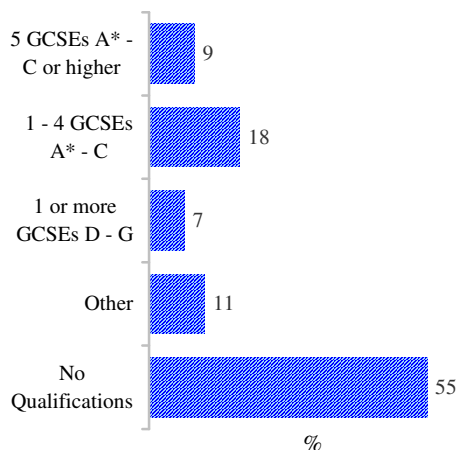
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Summary of Main Findings

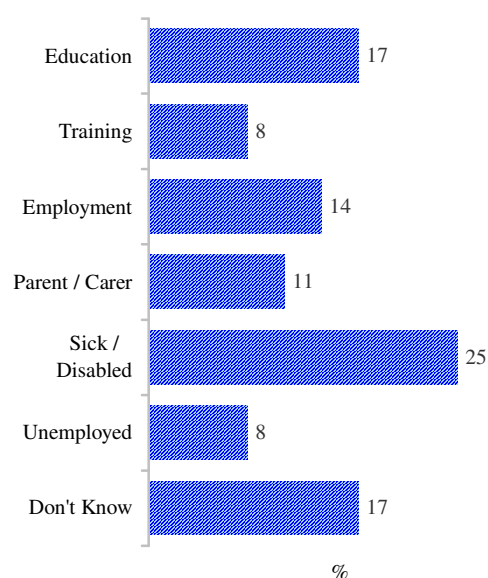
- 107 boys and 113 girls aged 16 & over ceased to be looked after in Northern Ireland during the year ending 31st March 2006. Over a third of these young people had spent more than 5 years in care, and 14% had been looked after for 10 years or more. Two fifths came from the Eastern Board area.
- For the majority of young people who left care in 2005/06, the reason for doing so was because they reached the age of 18, for others it was to return home or to move into supported accommodation.
- There was no improvement in the proportions of care leavers gaining GCSE's. Only 9% of young people left care with 5 or more GCSE's at grade A*-C or higher, and a further 18% left with 1-4 GCSE's grades A*-C. This compares to 14% and 22% respectively of young care leavers gaining these qualifications in 2001/02.
- The proportion of care leavers (9%) achieving 5 or more GCSE's grades A*-C or higher compares very badly with that of all Northern Ireland school leavers, 64% of whom attain these grades.
- Care leavers in Northern Ireland are almost 20 times more likely than school leavers in general to leave without gaining any qualifications. More than half of all young care leavers (55%) left without gaining any qualifications, compared to 3% of all Northern Ireland school leavers¹. The widening gap between these two groups is in part due to improved results in the general school population relative to young care leavers.

Highest Qualification of Young People who left Care in 2005/06



- 47% of care leavers whose economic activity was known were in education, training or employment. Again this compares poorly to that of all 16-18 year olds in Northern Ireland (91%)².
- The unemployment level among these young care leavers was 8%, almost three times the rate among all school leavers in Northern Ireland (3%) in 2005/06¹.

Economic Activity of Young People who left Care in 2005/06



¹ DE, Northern Ireland

² DETI

Background

The information presented in this bulletin derives from the third annual OC1 collection. This survey, along with the OC2 and OC3 collections, reflects the ongoing commitment of DHSSPS and DE to improving educational outcomes for looked after children and care leavers in Northern Ireland.

Care leavers are among the most disadvantaged groups in our society. Research has consistently shown that young people who have been looked after have poor educational attainment and often become unemployed on leaving care; girls are more likely than their peers to become pregnant in their teenage years, and boys to be represented among the prison population. Young care leavers are also more likely than others to become homeless and are at high risk of poverty and social exclusion (SEU, 2003). However, these outcomes can be avoided if young people are given the help and support they need to improve their educational achievement while in public care (Jackson and Martin, 1998) and obtain further education, training or employment on leaving.

Most, if not all, young care leavers will have experienced significant trauma and disturbance in their lives both before, and on entering care. This distress can be sustained while in the care system, through the disruption and instability caused by frequent placement moves, changes of school, absenteeism and exclusions from school. It is important that looked after children are helped to recover from the trauma they have experienced, and emotional problems identified and resolved in their early stages. At the same time however, the importance of educational attainment in their lives should not be undervalued (Bennett, 2002). Indeed, an excellent way of assisting their progress is through encouragement to make the most of their abilities and reach their full potential. School can provide a measure of stability in children's lives in the midst of chaos, and where looked after children and young people are given support to overcome past experiences,

they are often able to achieve in education (Jackson and Thomas, 1999). Successful experiences in school in turn promote resilience (Borland et al, 1998; Stein, 2005) and can lift children out of depression, increase their self esteem and give them renewed hope for the future.

Good academic achievement is also, of course, key to maximising these young people's life chances on leaving care. It vastly improves their opportunities for employment, and so reduces the extent of difficulties and hardships they are faced with, promotes their social inclusion and enhances their prospects of stability and success in later life.

Health and Social Services Boards have themselves demonstrated recognition of the crucial importance of educational success for looked after children through the research that they have carried out, looking at the educational needs, experiences and attainment of these children. These studies (See References, page 23) showed that children in residential care achieve fewer qualifications, on average, than those in foster care. This poorer attainment may be partly due to the fact that these children come from more troubled backgrounds, or have higher levels of disability. However, the researchers found that these children were more likely than those in foster care to have high levels of absenteeism, school suspensions and expulsions, and that they had more limited access to after school clubs, homework clubs and other educational facilities than children in foster care.

The first regional research looking at the education of children in care was the LACE project, carried out by Save the Children, First Key and VOYPIC, and supported by both DHSSPS and DE. The LACE findings were published in the report 'Branded a Problem', and catalogued a number of obstacles to the educational achievement of looked after children. Many had experienced multiple changes in care placement as well as changes in the schools they attended; three quarters had changed schools at least once in addition to the change from primary to

secondary school. High levels of school suspensions and expulsions led to more disruption. The young people themselves felt that they were not made aware of the importance of educational success until it was too late, and that education was therefore not a priority for them, nor was it treated as such in their looked after reviews.

Again, the research found that young people in residential care fared badly compared to those in foster care, with residential staff feeling that they had too many young people in their care to ensure that homework was completed, and to provide a good environment for studying.

Recognition by DHSSPS of the significance of educational achievement in improving life chances for children in care, and in promoting their social inclusion, is demonstrated by the emphasis given in The Children (Northern Ireland) Order 1995, and in the 'Children Matter' report¹ to this issue. In addition The Children (Leaving Care) Act (Northern Ireland) 2002, aims to further support young people on leaving care. It includes provision for a 'pathway plan' to be developed for each young care leaver, and for each one to have a personal advisor who will give help and advice regarding education, training and employment.

In March 2007, the Department issued for consultation 'Care Matters in Northern Ireland – A Bridge to a Better Future', which outlines one of its key policy objectives as improvements to educational outcomes for looked after children.

The information, on which this report is based, derives from the OC1 survey of care leavers aged 16 and over. This survey which is used to inform government targets collects data on the educational achievements and economic activity of young people leaving care. It gathers information on children and young peoples' age, religion, ethnic group, disability, length of time in care, and latest care placement. The collection was introduced in Northern Ireland in 2002, and this bulletin reports on the third survey for the year ending 31st March 2006. Unfortunately it indicates further decline in educational attainment of care leavers in 2005/06 compared with 2001/02. Northern Ireland care leavers are almost 20 times more likely to have no qualifications than school leavers in general, and almost 3 times more likely than other 16-18 year olds to be unemployed.

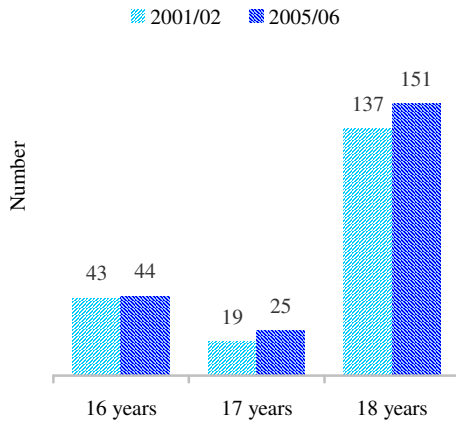
¹ Children Matter – A review of residential child care services in Northern Ireland, SSI, October 1998.

Trust & Board Profile

This report contains information on 220 young people aged 16-18 who left care during the year ending 31 March 2006¹. About 11% more young people left care in 2005/06 than in 2001/02.

The majority (69%) of young care leavers were aged 18 when they left care, but a significant number (31%) were aged 16 or 17. (Figure 1).

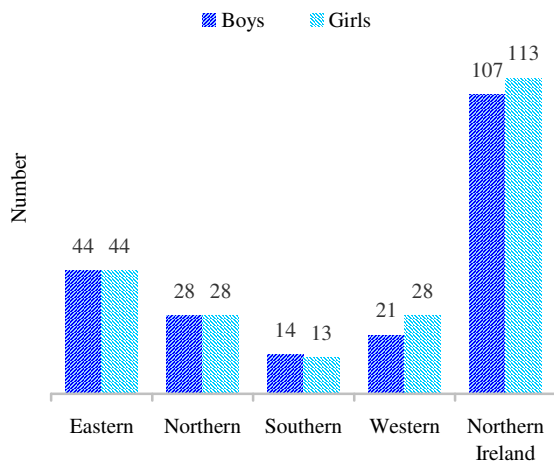
Figure 1
Age Profile



Gender Profile

The numbers of boys and girls aged 16-18 leaving care within HSS Boards were similar.

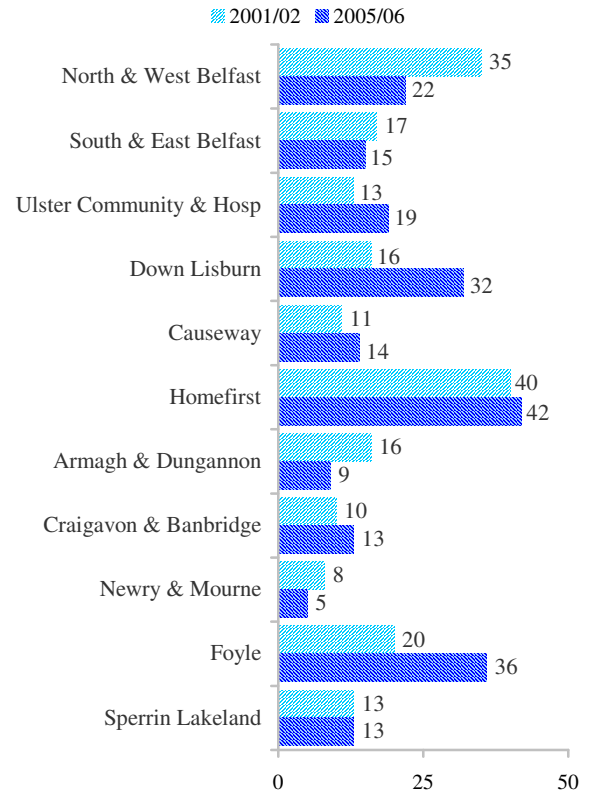
Figure 2
Gender Profile by HSS Board



¹ The OC1 collection covers young people aged 16 & over who left care in Northern Ireland during the year ended 31st March 2006. It excludes those young people who were looked after solely under an agreed series of short-term placements (respite care)

There were almost equal numbers of boys and girls among young care leavers; with two fifths of all care leavers from the Eastern Board. (Figure 2).

Figure 3
HSS Trust Area



The distribution of care leavers across HSS Trusts in 2005/06 was similar to that in 2001/02. The highest numbers of care leavers in 2005/06 were from Homefirst (42), Foyle (36) and Down Lisburn (32)². (Figure 3).

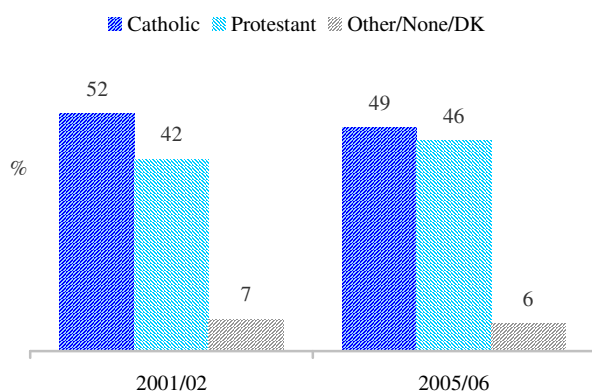
For information, the distribution of care leavers in 2005/06 under the new Trust structures which became operational in April 2007, is detailed in Appendix Figure 1 at the back of this report.

² See Appendix 1 for comparison of OC1 and LA9 returns

Religion and Ethnicity

Information on religion and ethnicity of care leavers is collected for equality monitoring purposes.

Figure 4
Religion Profile



There were slightly more Catholics (49%) than Protestants (46%) among care leavers in 2005/06¹. Since 2001/02, the proportion of Protestant care leavers increased by 4 percentage points, with an almost corresponding decrease in the proportion of Catholic care leavers, which fell by 3 percentage points from 52% to 49%. (Figure 4)

Almost all care leavers in 2005/06, were of white (97%)² ethnic background, which was similar to that in 2001/02 (98%).

Disability

Over 1 in 7 (15%) young care leavers aged 16-18 had disabilities; over 80% had a learning disability and almost 10% had mental health needs. There are no directly comparable figures for Northern Ireland. However, less than 6% of all young people of this age in Northern Ireland have a long-term limiting illness³ and only 3% receive Disability Living Allowance.⁴ These continue to suggest that a disproportionate number of young care leavers are coping with disabilities.

¹ Information on religion was not provided for 10 young people: 7 from Homefirst, 2 from North & West Belfast and 1 from Ulster Community & Hospitals.

² Information on ethnicity was missing for one care leaver from Homefirst.

³ Census 2001

⁴ DSD, August 2006. (3% November 2003).

Special Educational Need

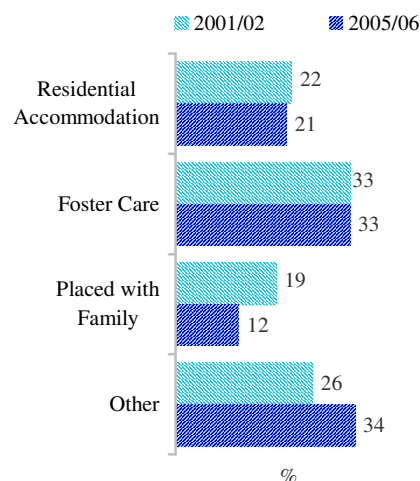
Children have special educational needs if they have a difficulty which calls for specific educational provision to be made for them. Further definitional and background information on this is detailed in the 'Code of Practice on the Identification and Assessment of Special Educational Needs', which is available from the Department of Education for Northern Ireland.

Over 1 in 6 (18%) young people leaving care had received a statement of special educational need. This compares to 27% of all children looked after continuously for one year or more. Around 4% of Northern Ireland school children were covered by a statement of special educational need.⁵

Last Placement Type

Figure 5, shows the last placement types of young care leavers, for both 2005/06 and 2001/02.

Figure 5
Latest Placement Type



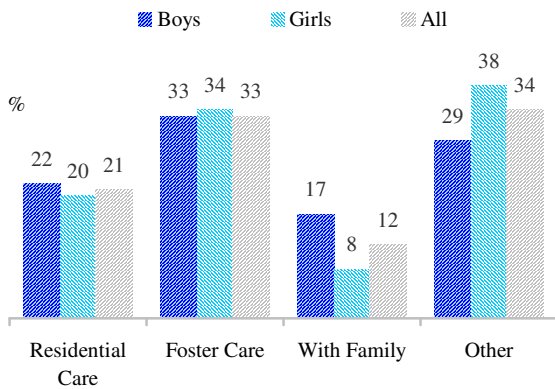
A smaller proportion of care leavers in 2005/06 (12%) than in 2001/02 (19%), had been placed with family immediately prior to leaving care.

In 2005/06, one third had been in foster care, a third in 'Other' placement types, and a fifth had been in residential care.⁶

⁵ DENI School Census 2005/06

⁶ Information on latest placement type was not provided for 1 young person from Homefirst.

Figure 6
Placement Type by Gender

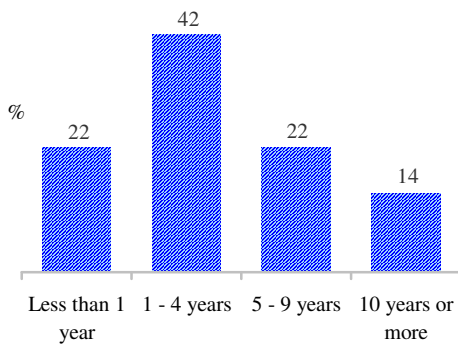


In 2005/06, the proportion of boys (17%) placed with family immediately before leaving care was double that for girls (8%). Almost equal proportions of boys and girls had been in residential care and foster care. (Figure 6).

Most Recent Period in Care

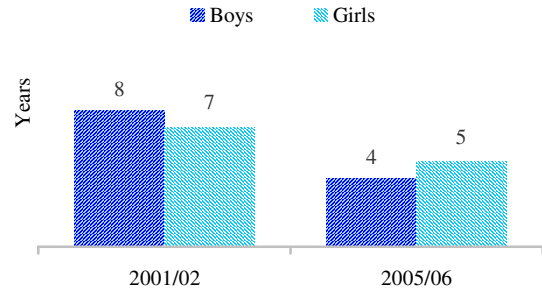
Just over one fifth of young care leavers (22%) had been looked after for less than one year in their latest period in care, and over two fifths (42%) had spent between one and four years in care, a third had been looked after for 5 years or more, and 14% had spent more than 10 years in care. (Figure 7¹).

Figure 7
Length of Most Recent Period in Care



On average boys spent less time than girls in their most recent period of care in 2005/06, and the average length of time in care has fallen for both boys and girls since 2001/02. (Figure 8).

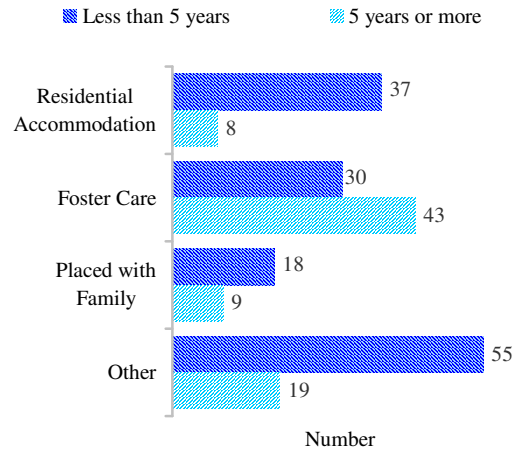
Figure 8
Average Length of Most Recent Period in Care



Young people whose latest period in care lasted less than 5 years, were much more likely to be in residential care, in family placements, and in ‘Other’ placement types, than those whose latest period in care was 5 years or more. (Figure 9).

Of those whose latest period in care was 5 years or more, over half had been fostered prior to leaving care.

Figure 9
Placement Type and Length of Most Recent Period in Care

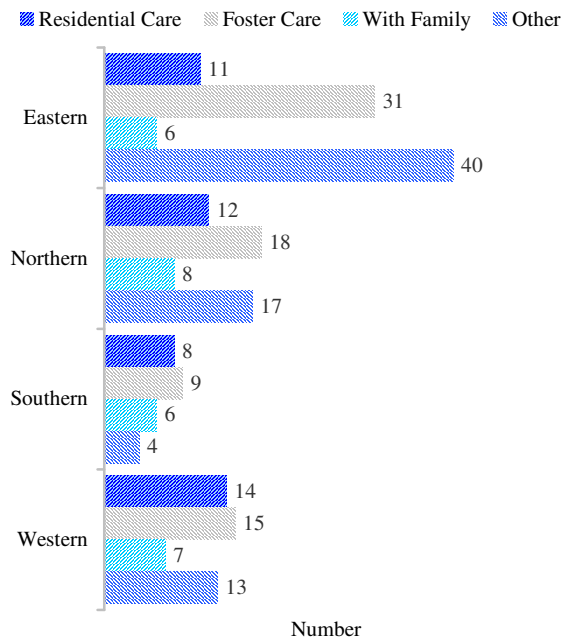


¹ The OC1 collection covers only the latest period in care and does not take account of any previous instances where a child was looked after.

Across HSS Board areas, one third of young people leaving care had been in foster care in their last placement. (Figure 10).

In the Eastern Board over two fifths (40) had been in 'Other' placements, compared with 15% (4) in the Southern Board.

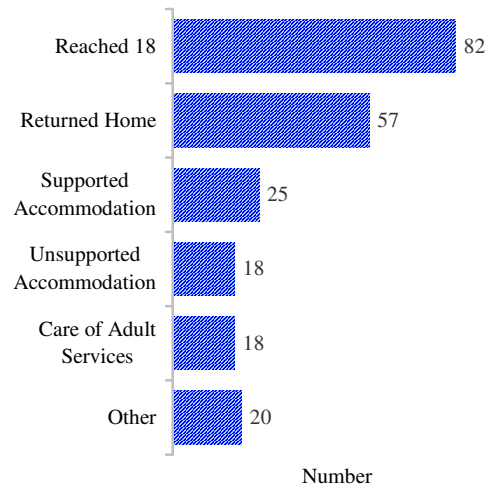
Figure 10
Placement Type and Board Area



Reasons for Leaving Care

For the majority of young people who left care in 2005/06, the reason for doing so was because they reached the age of 18, for others it was to return home or to move into supported accommodation. (Figure 11)

Figure 11
Reason Care Ceased¹

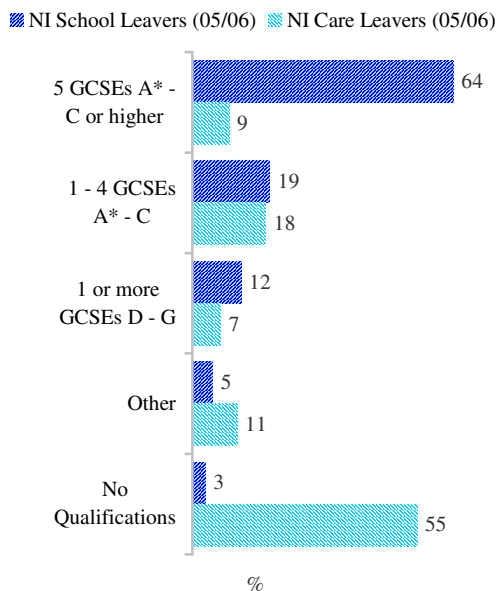


¹ Other reasons include: order discharged/revoked, care taken over by another Trust, transferred to adult services, got married, and refused service

Educational Attainment

Educational achievement is an important predictor of success in later life. Figure 12 shows the educational qualifications of care leavers in 2005/06, compared with those of all Northern Ireland school leavers (2005/06).

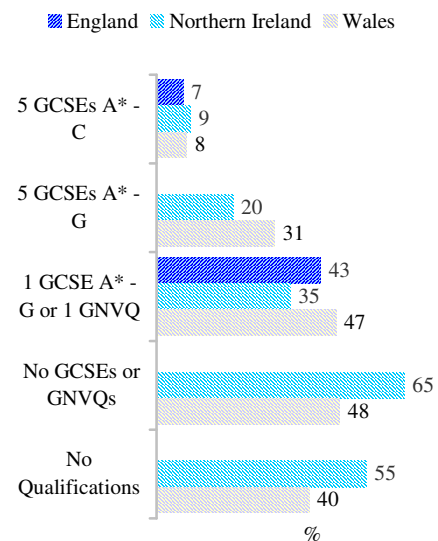
Figure 12
Highest Qualification of Care Leavers¹ & Northern Ireland School Leavers²



There are important distinctions between these two groups of young people³. As in 2001/02, the educational achievement of care leavers remains very poor in comparison with Northern Ireland school leavers. Only 9% left care with 5 GCSE's (grades A*-C) or higher, compared with over three-fifths (64%) of those leaving school, and over half (55%) of care leavers had no qualifications at all, compared to only 3% of Northern Ireland school leavers.

Figure 13, shows the qualifications of Northern Ireland care leavers compared with their English and Welsh counterparts (comparable figures are not available for Scotland).

Figure 13
Qualifications of Care Leavers in Northern Ireland & England



More young care leavers in Northern Ireland achieved GCSE's grades A*-C than those leaving care in England and Wales; 9% of Northern Ireland care leavers had gained 5 or more GCSE's grades A*-C or higher in comparison to 7% of those in England⁴ and 8% in Wales. However, 43% of care leavers left with (at least) 1 GCSE A*-G or 1 GNVQ in England, almost ten percentage points higher than the 35% in Northern Ireland. In Wales, the equivalent proportion was 47%⁵.

Over half (55%) of young care leavers in Northern Ireland left care with no qualifications, which is similar to that in 2001/02 (53%). In 2005/06, in Scotland it was 50%⁶, and in Wales 40%.

¹ Care leavers with statements of special educational need have been excluded from these comparisons

² Qualifications and Destinations of Northern Ireland School Leavers 2005/06

³ See technical notes

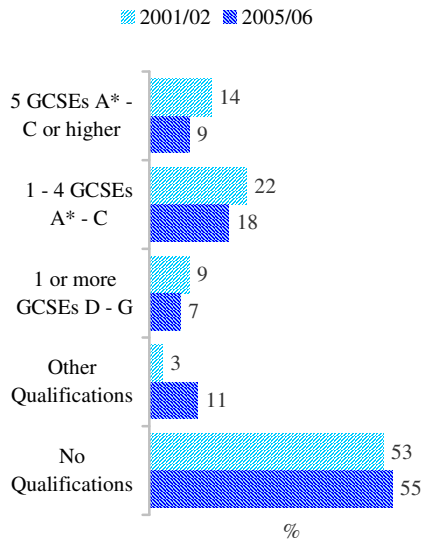
⁴ Children Looked After by Local Authorities Year Ending 31 March 2006. Comparisons with England are not available across all categories.

⁵ Social Service Statistics Wales 2005-06, and Adoptions, Outcomes and Placements for Children Looked After by Local Authorities: year ending 31 March 2006.

⁶ Percentage of children aged 16 or over that ceased to be looked after during 2005/06, with no qualifications at SCQF Level 3 or higher. Source: Looked After Children 2005-06, Scottish Executive.

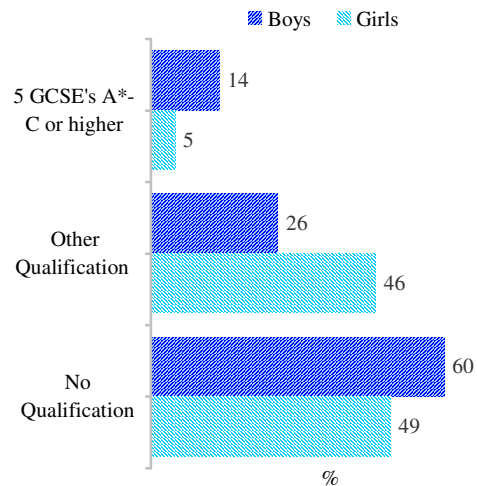
Proportionally, there were fewer young people leaving care with 5 GCSE's A*-C in 2005/06 (9%) in comparison to 2001/02 (14%). There was a similar fall in the proportion achieving 1-4 GCSE's A*-C which dropped from 22% to 18% respectively. The proportion leaving care with 1 or more GCSE's D-G, dropped slightly from 9% in 2001/02, to 7% in 2005/06. (Figure 14).

Figure 14
Care Leavers' Qualifications 2001/02 & 2005/06



A higher proportion of boys (14%) than girls (5%) had obtained 5 or more GCSE's grades A*-C or higher qualifications. However the proportion of girls (46%) who had obtained other qualifications¹ was much greater than the proportion of boys (26%). Three-fifths (60%) of boys had obtained no qualifications at all compared to 49% of girls. (Figure 15).

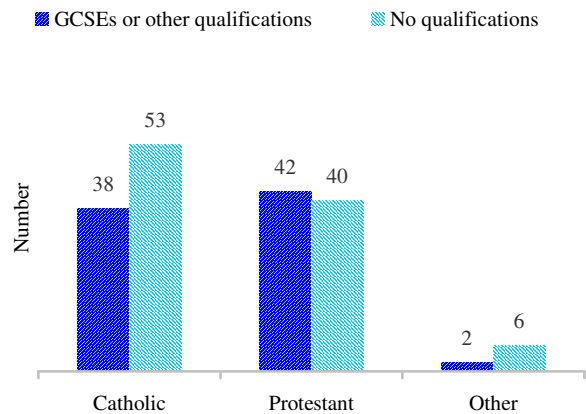
Figure 15
Highest Qualification Achieved by Gender



There was little difference in educational achievement between Catholic and Protestant care leavers, with a slightly higher proportion of Protestants (42%) than Catholics (38%) leaving care with GCSEs or other qualifications.

Over half (53%) Catholic care leavers left care with no qualifications, compared with 40% of Protestant care leavers (Figure 16).

Figure 16
Qualifications Achieved by Religion



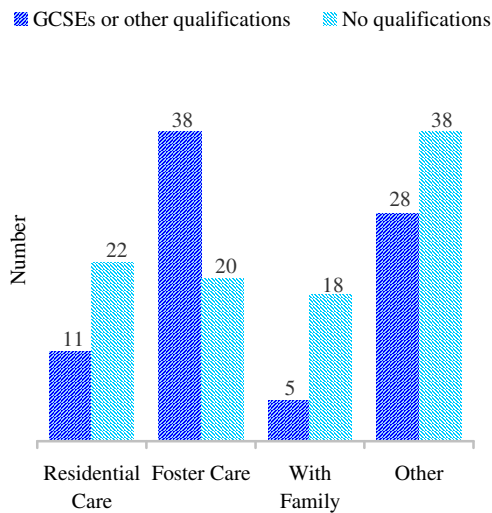
¹ Other Qualifications includes RSA, Pitman and City & Guilds

Young people whose latest placement had been in foster care achieved more or higher GCSE's/GNVQ's than others. (Figure 17).

Almost two thirds (38) of these young people achieved some qualifications, compared with only one third (11) of those in residential care and a fifth (5) of those who had been placed with family.

Almost three fifths of young people whose last placement was 'Other' accommodation left care without any qualifications at all.

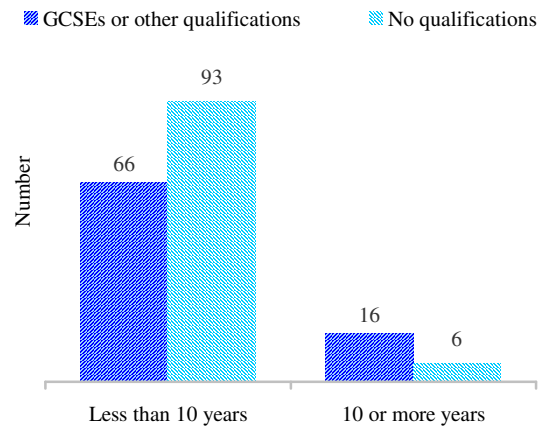
Figure 17
Qualifications Achieved by Latest Placement Type



Length of time in care also appeared to be important in terms of educational achievement.

Children in care for less than ten years tended to do better academically than those in care for ten years or more. For example, of the 82 young people that obtained some GCSE's or other qualifications, 66 (80%) had been in care less than 10 years, compared with 16 (20%) that had been in care for 10 years or longer. However, this difference may have been due to different placement types experienced by these two groups of young people. (Figure 18).

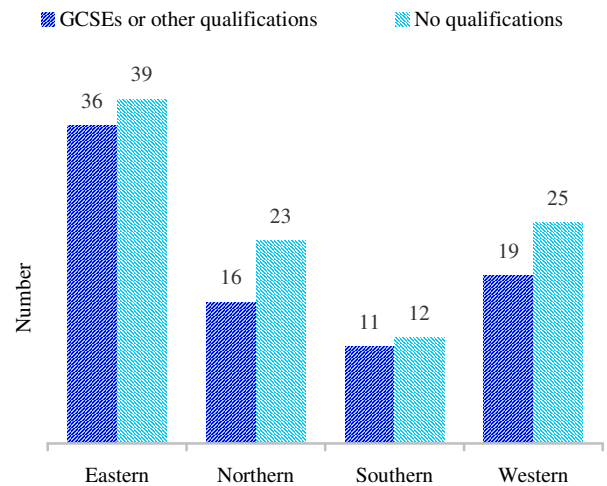
Figure 18
Qualifications Achieved by Length of Time in Care



Almost half of young care leavers from the Eastern and Southern Boards achieved at least one GCSE or other educational qualification.

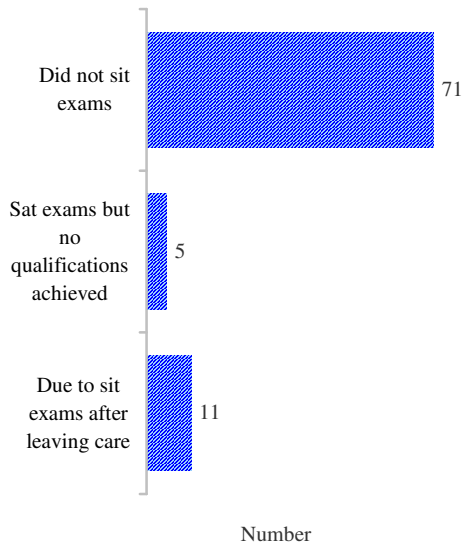
Care leavers from the Northern and Western Boards performed less well academically with 59% and 57% respectively having left care with no educational qualifications. (Figure 19).

Figure 19
Highest Qualification Achieved by HSS Board Area



Most young people who had failed to obtain qualifications had not sat any examinations (Figure 20), even though they had reached the appropriate age to do so. A small number (11) of care leavers were too young to have taken their examinations and still fewer (5) had sat examinations but achieved no qualifications.

Figure 20
Reasons for having No Qualifications

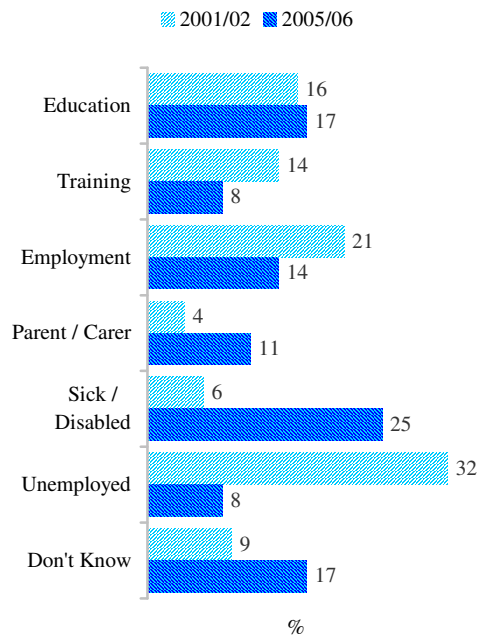


Economic Activity

Figure 21, shows the economic activity of young people that left care in 2001/02, compared to those that left care in 2005/06.

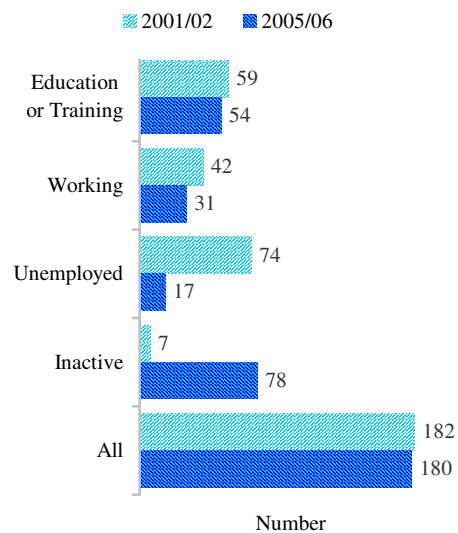
The percentage of care leavers unemployed after leaving care decreased from 32% in 2001/02 to 8% in 2005/06. This decline in unemployment level may in part be explained by an increase in the numbers of economically inactive care leavers. Sick or disabled care leavers increased from 6% in 2001/02 to 25% in 2005/06.

Figure 21
Economic Activity 2001/02 & 2005/06



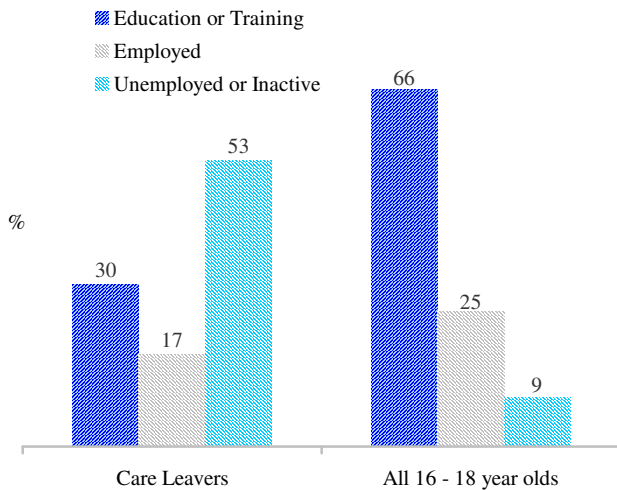
Economic activity was not known for one fifth (17%) of young care leavers. The findings in the remainder of this section relate only to those for whom economic activity was reported.

Figure 22
Economic Activity on Leaving Care



Of those young people for whom information was recorded, 31 (17%) were working, and 54 (30%) were in education or training. However 78 (43%) were economically inactive because of caring responsibilities or sickness and 17 (9%) were unemployed. (Figure 22).

Figure 23
Economic Activity of Care Leavers and all 16-18 year olds¹

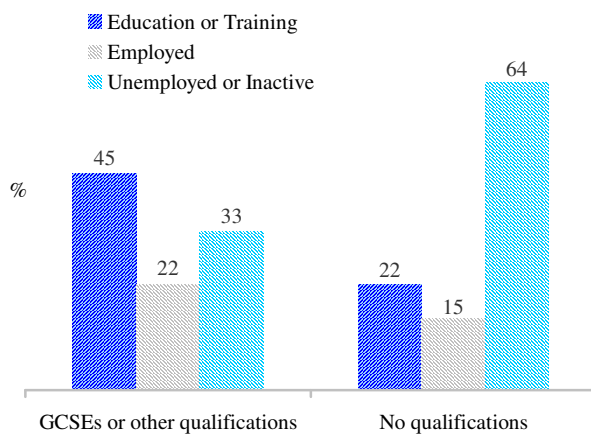


Economic activity amongst young care leavers compared less favourably with that for young people of similar age; for example, one quarter (25%) of those aged 16-18 years were employed, eight percentage points higher than the 17% of young care leavers.

In terms of education and training, more than double the proportion of those aged 16-18 (66%) were in education or training, relative to young care leavers (30%).

Care leavers were almost six times more likely to be unemployed or inactive than those aged 16-18 years. (Figure 23)².

Figure 24
Economic Activity and Educational Achievement¹



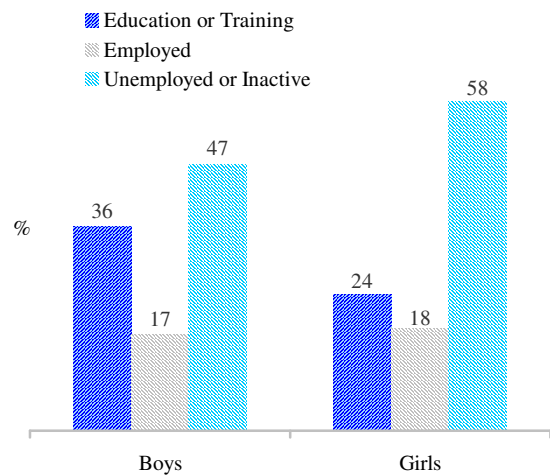
¹ Excluding care leavers with a statement of SEN because of a learning disability and those whose economic activity was not known

² DETI, Northern Ireland

Of those who had obtained qualifications, almost half were in education or training, with just over a fifth employed. The distribution was very different for care leavers with no qualifications; almost two-thirds of these young people were unemployed or inactive; only 15% were employed and 22% were in education or training. (Figure 24).

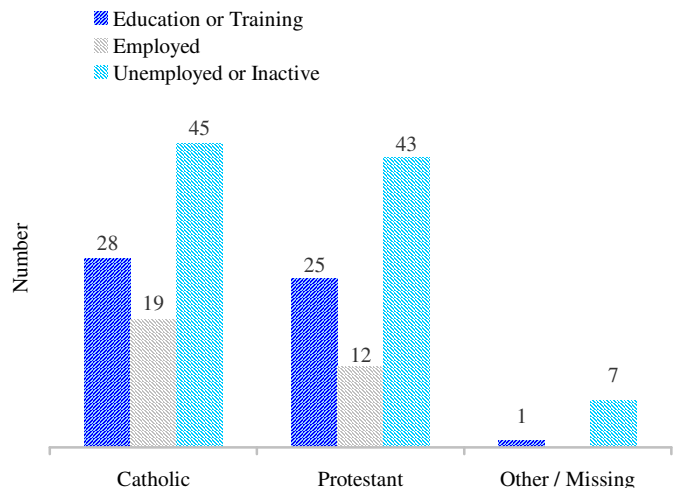
Boys who had left care were much more likely than girls to be in education or training. (Figure 25). A similar proportion of boys and girls were employed, however there were more girls unemployed or inactive than boys.

Figure 25
Economic Activity by Gender¹



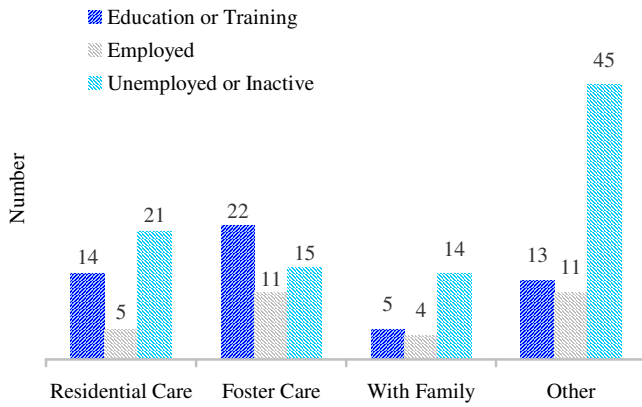
There was similar numbers of Catholic and Protestant care leavers in education or training. (Figure 26).

Figure 26
Economic Activity by Religion¹



Young people whose last placement had been foster care again appeared to be at an advantage in terms of economic activity on leaving care. The majority were in education, training or employment. (Figure 27).

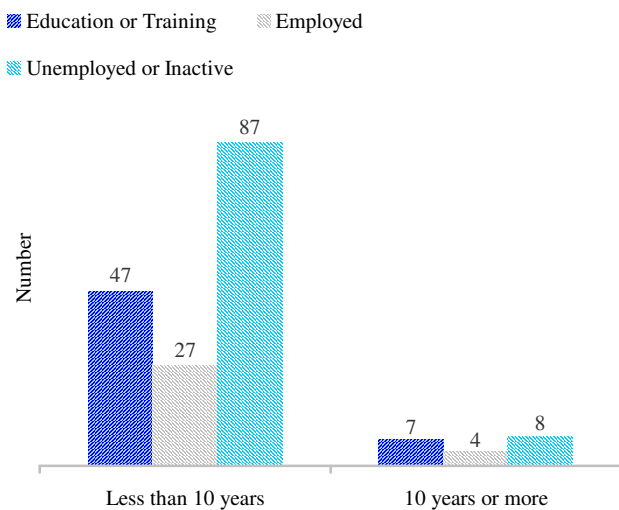
Figure 27
Economic Activity by Latest Placement Type¹



Almost half of those who had been in residential homes were also in education, training or employment. Those who had been placed with family or in ‘Other’ types of placements fared less well; with the majority of these being unemployed or inactive.

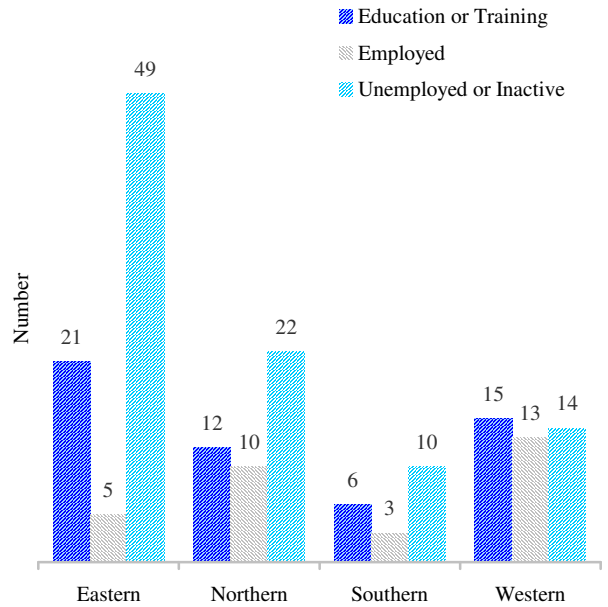
Over half (87) of those who had been looked after for less than 10 years were unemployed or inactive. (Figure 28).

Figure 28
Economic Activity by Length of Time in Care¹



¹ Excluding those whose economic activity was unknown

Figure 29
Economic Activity by HSS Board¹



Two-thirds of care leavers in the Western Board were in education, training or employment, compared with approximately half in the Northern and Southern Boards.

In the Eastern Board however, almost two thirds (65%) of care leavers were unemployed or inactive, even though they had similar or higher levels of qualifications to those in other Boards.

Appendices

Table 1 **Comparison of OC1 and LA9 Returns for (2005/06)**

Table 2 **Missing Information**

Figure 1 **New HSC Trusts**

Table 1 OC1 and LA9 Returns 2005/06¹

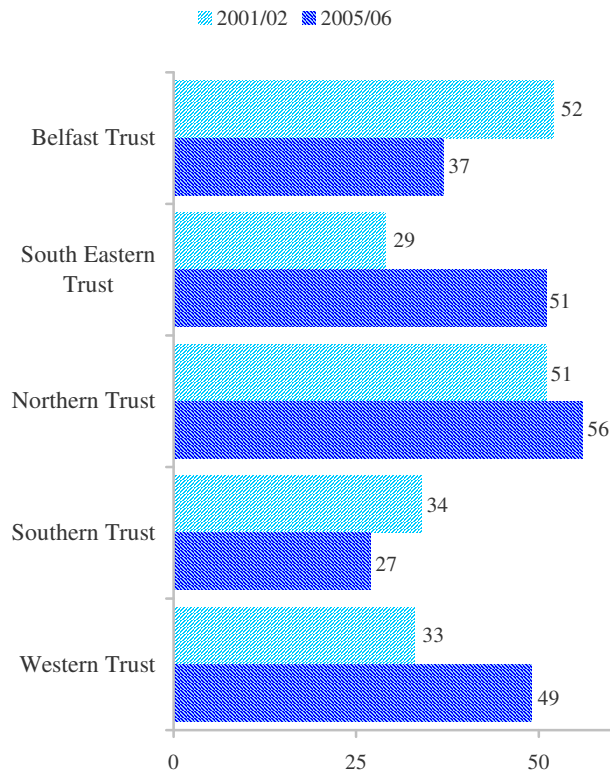
Trust	OC1 Y/E March 06	LA9 Y/E March 06
North and West Belfast	22	22
South and East Belfast	15	50
Ulster Community and Hospitals	19	27
Down Lisburn	32	34
Causeway	14	17
Homefirst	42	44
Armagh and Dungannon	9	12
Craigavon and Banbridge	13	20
Newry and Mourne	5	3
Foyle	36	35
Sperrin Lakeland	13	24
Total	220	288

¹ The OC1 and LA9 returns relate to the same group of care leavers during the period from 1st April 2005 to 31st March 2006. As part of the validation process Trusts were asked by CIB to account for relatively large differences between the numbers of children counted in these two returns. Trusts reported that these differences were administrative and/or computer errors that occurred at the times these returns were collated.

Table 2 **Missing Information**

	Religion	Ethnicity	Disability	Last Arrangement	Economic Activity	Total items missing
North and West Belfast	2	-	-	-	-	2
South and East Belfast	-	-	-	-	-	0
Ulster Community and Hospitals	1	-	-	-	-	1
Down Lisburn	-	-	-	-	-	0
Causeway	-	-	-	-	-	0
Homefirst	7	1	1	1	2	12
Armagh and Dungannon	-	-	-	-	1	1
Craigavon and Banbridge	-	-	-	-	-	0
Newry and Mourne	-	-	-	-	-	0
Foyle	-	-	-	-	-	0
Sperrin Lakeland	-	-	-	-	-	0
Total	10	1	1	1	3	16

Figure 1 New HSC Trusts



Technical Information

Missing Information

In the first year of this collection, some Health and Social Services Trusts found it difficult to obtain some or all of the information requested. This led to long delays in returning data, and possibly to some Trusts under-recording the educational achievement of young people leaving their care. It was hoped that data quality and timeliness of returns would improve with each year of the survey, and there was a marked improvement in coverage for almost all questions in 2005/06, with the total number of missing items falling to 16 from 76 in 2002/03.

Comparisons

Throughout this report, comparisons are made between care leavers and school leavers in general. These findings should be interpreted with caution, as they are comparisons of two different cohorts of children. Care leavers in Northern Ireland tend to be older, on average, than school leavers in general. However, they are also more likely to have experienced trauma and disruption in their lives, to be disabled, and/or to have received statements of special educational need, than the majority of school leavers. In comparisons of educational achievement, results for care leavers who have received statements of special educational need due to learning disabilities have been excluded.

A second reason that findings regarding care leavers should be treated with caution is that the numbers in each year are relatively small. This means that apparent differences may sometimes simply reflect random variations in populations for particular years or groups. Further collections of information will facilitate more reliable estimates from a larger pool of data.

References

Bennett, N (2002) 'Improving educational outcomes for looked after children', QMW Public Policy Seminar, June 2002

Borland, M, Pearson, C, Hill, M, Tisdall, K and Bloomfield, I (1998) 'Education and care away from home', Scottish Council for Research in Education

Stein, M, (2005) 'Resilience and young people leaving care Overcoming the odds', University of York, Joseph Rowntree Foundation

Jackson, S and Martin, P 'Surviving the care system; education and resilience', Journal of Adolescence 1998, 21, 569-583

Jackson, S and Thomas, M (1999) 'What works in creating stability for looked after children', Barnardo's

Social Exclusion Unit (2003) 'A Better Education for children in care'.

Notes:

(1) These studies were mentioned in the 'Northern Ireland Care Leavers 2001/02':

Northern Health and Social Services Board (November 2001) 'Audit of the education experiences and attainments of children and young people in Foster Care in the NHSSB area'

Department of Education (February 2003) 'Report of a survey of the Education Welfare Service in Northern Ireland, February 2003'

Southern Health and Social Services Board (June 2000) 'The educational needs of looked after children in the Southern Health and Social Services Board Area (March 2001) 'The educational needs of looked after children residential care in the Southern Health and Social Services Board Area'

Save the Children, First Key, VOYPIC (2202) 'Branded a Problem?'

Department of Education (February 2003) 'Report of a survey of the Education Welfare Service in Northern Ireland'

OC1 Sample Questionnaire

Form OC1

Department of Health, Social Services & Public Safety
An Roinn Sláinte, Seirbhísí Sóisialta agus Sábháilteachta Poiblí

2005/2006

Educational Qualifications of Care Leavers

Complete one of these forms for each young person aged 16 or over who ceased to be looked after by your Trust at any time between 1 April 2005 and 31 March 2006 inclusive.

1 Trust name:

2 SOSCARE number:

--	--	--	--	--	--

3 Sex: **Male**
(Please tick as appropriate) **Female**

4 Date of birth:

d	d	m	m	y	y	y	y

5 Date of start of latest period of care:

d	d	m	m	y	y	y	y

6 Date ceased to be looked after:

d	d	m	m	y	y	y	y

7 Reason ceased being looked after:
(Please tick as appropriate for every young care leaver, including those who left care on their 18th birthday)

- Adopted**
- Died**
- Care taken over by another Trust
 (including authorities outside Northern Ireland)**
- Returned home to live with parents/relatives**
- Moved into supportive accommodation**
- Moved into accommodation providing no formalised
 advice/support**
- Transferred to care of adult social services**
- Reason unknown**
- Episode ceased and new episode began on
 same day or next day**
- Other**

If 'Other', please specify below

.....

8 Young person's religion:
(Please tick as appropriate)

- Catholic**
- Protestant**
- Other Religion**
- No denomination**
- Don't know**

9. Has the child a disability according to the definition for the register of children with a disability, i.e. has an illness or difficulty and needs extra help to take part in activities around them in the way they would like and in the way other children of the same age do, respecting individual culture and **circumstances?**

- (see guidance notes for fuller, formal definition) Yes
- No

If 'Yes', please state main disability type

- Visually disabled
- Hearing impaired
- Physically disabled
- Learning disabled
- Mental health disability
- Other (*please specify below*)
- Not known

If 'other', please specify

.....

10 Did the child reside in another Trust area immediately before this period in care?
(Please tick as appropriate)

- Yes**
- No**

If 'Yes', please specify Trust in which child previously resided

.....

11 To which of the following ethnic groups does the young person belong?
(Please tick as appropriate)

- White (excluding Traveller)**
- Chinese**
- Irish Traveller**
- Indian**
- Pakistani**
- Bangladeshi**
- Black Caribbean**
- Black African**
- Black Other**
- Mixed Ethnic Group**

Please specify

Other Ethnic Group

--

Please specify

Don't know

--

12 Does the young person have any dependants?

Yes

No

If 'Yes', please enter the number of dependants

13 What was the last placement arrangement for the young person prior to leaving care?

- Secure accommodation
- Residential accommodation
- Placed for adoption with former foster carers
- Placed for adoption with others
- Foster care with relatives/friends (emergency)
- Foster care with relatives/friends (approved)
- Foster care with others
- Placed with parents (or person with parental responsibility)
- Independent living with formal support
- Independent living without formal support
- Other accommodation (please specify below)
-
- ...

14. Did the child's placement change during the 12 months prior to leaving care (or if looked after for less than 12 months, during the total time he or she was looked after)?

Yes

No

14 a) If 'Yes', how many placement changes occurred during this time?

15 What was the young person's legal status immediately before leaving care?

- Police protection in Board/Trust accommodation (Article 23)
- Child assessment Order (Article 62)
- Emergency Protection Order (Article 63)
- Accommodated under Article 21
- Interim Care Order (Article 57)
- Care Order (Article 50 or 59)
- Deemed Care Order (Paras 11 and 30 of Sch 8)
- Freed for adoption and looked after by Board/Trust
- Other (please specify below)
-

16 Date of last statutory review:

d	d	m	m	y	y	y	y
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

16a Method of participation of young person in last statutory review:

- Attended and spoke for him or herself**
- Attended and an advocate spoke on his or her behalf**
- Attended and conveyed views non-verbally**
- Attended and did not contribute**
- Did not attend but briefed advocate to speak**
- Did not attend but sent views (e.g. in writing, by phone)**
- Did not attend and views not conveyed to the review**
- Other**

If 'Other', please specify below

.....

17 Date of previous statutory review (if within year before leaving care):

d	d	m	m	y	y	y	y
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

17a Method of participation of young person in previous statutory review:

- Attended and spoke for him or herself
- Attended and an advocate spoke on his or her behalf
- Attended and conveyed views non-verbally
- Attended and did not contribute
- Did not attend but briefed advocate to speak
- Did not attend but sent views (e.g. in writing, by phone)
- Did not attend and views not conveyed to the review
- Other

If 'Other', please specify below

.....

18 At any time during the last school year (September 2004 - June 2005) was the young person covered by a statement of special educational need?
 (Please tick as appropriate)

Yes
 No

If 'Yes', please state briefly the reason(s) for the statement

.....

If 'Yes' to question 18, go to question 20

19. At any time since beginning school, has the young person been covered by a statement of special educational needs?
 (Please tick as appropriate)

Yes
 No

If 'Yes', please state briefly the reason(s) for the statement:

.....

20. Young person's qualifications on ceasing to be looked after:

Number of GCSEs at grade A* to C:

--	--

Number of GCSEs at grade D to G:

--	--

Number of NVQs:

--

Number of GNVQs:

--

Number of 'A' levels:

--

**Number of other educational
or vocational qualifications:**

--	--

If 'Other qualifications', please specify below

.....

.....

If no qualifications recorded,

21 Reason for having no qualifications on ceasing to be
looked after:
(Please tick as appropriate)

Not applicable (at least one qualification recorded above)

--

Due to sit exams later in year

--

Sat at least one exam but obtained no qualifications

--

Health condition or disability prevented sitting exams

--

Did not sit exams, other reason (please specify below)

--

.....

.....

22 What is the young person's activity at present?

(Please tick as appropriate)

- | | |
|---|--------------------------|
| Not known | <input type="checkbox"/> |
| Full time further education | <input type="checkbox"/> |
| Part-time further education | <input type="checkbox"/> |
| Higher education | <input type="checkbox"/> |
| Full time training | <input type="checkbox"/> |
| Part-time training | <input type="checkbox"/> |
| Full time employment with planned training | <input type="checkbox"/> |
| Full time employment with no planned training | <input type="checkbox"/> |
| Part-time employment | <input type="checkbox"/> |
| Parent - full-time carer | <input type="checkbox"/> |
| Other full-time carer | <input type="checkbox"/> |
| Unemployed as a result of ill-health or disability | <input type="checkbox"/> |
| Unemployed for other reason | <input type="checkbox"/> |

**This is the end of the questionnaire.
Thank you for your cooperation.**