Children’s Services Planning
Northern Ireland
Outcome Monitoring Report 2010 with Trends 2001 - 2010
<table>
<thead>
<tr>
<th>Contents</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>6 - 8</td>
</tr>
<tr>
<td>Demography</td>
<td>9</td>
</tr>
<tr>
<td>Demographic Profile of Northern Ireland</td>
<td>10</td>
</tr>
<tr>
<td>Demographic Profiles of Areas within Northern Ireland</td>
<td>11</td>
</tr>
<tr>
<td>15 Year Population Projections by Age Band</td>
<td>12</td>
</tr>
<tr>
<td>Migration Statistics</td>
<td>13</td>
</tr>
<tr>
<td>Migration Statistics Map</td>
<td>14</td>
</tr>
<tr>
<td>Estimated Size of A8 Population in 2007</td>
<td>15</td>
</tr>
<tr>
<td>Birthing Trends</td>
<td>16</td>
</tr>
<tr>
<td>Key Messages</td>
<td>17</td>
</tr>
<tr>
<td><strong>Outcomes for Children and Young People</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Healthy</strong></td>
<td>18</td>
</tr>
<tr>
<td>Infant Mortality</td>
<td>19</td>
</tr>
<tr>
<td>Low Birth Weight Rates</td>
<td>20</td>
</tr>
<tr>
<td>Immunisation Rates for MMR at 24 months</td>
<td>21</td>
</tr>
<tr>
<td>Mothers Breastfeeding at Discharge</td>
<td>22</td>
</tr>
<tr>
<td>Percentage Births to Mothers Under 20 Years of Age</td>
<td>23</td>
</tr>
<tr>
<td>Rate of Births to Mothers Under 20 Years</td>
<td>24</td>
</tr>
<tr>
<td>Births to Mothers 13 to 17 Years of Age</td>
<td>25</td>
</tr>
<tr>
<td>Sexually Transmitted Infections under 16– Northern Ireland</td>
<td>26</td>
</tr>
<tr>
<td>Sexually Transmitted Infections 16-19 Northern Ireland</td>
<td>27</td>
</tr>
<tr>
<td>Sexual Experience and Knowledge</td>
<td>28</td>
</tr>
<tr>
<td>Obesity</td>
<td>29</td>
</tr>
<tr>
<td>Children who are Overweight</td>
<td>30</td>
</tr>
</tbody>
</table>
Child Deaths by Suicide
Suicide in the 18-35 Age Group
Child Deaths by Accidents
Cigarette Usage Amongst Young People
Alcohol Usage Amongst Young People

**Enjoying Learning and Achieving**

Children Aged 4-16 years Suspended from School
Children Aged 4-16 years Expelled from School
Key Stage One – English - Percentage of Children Achieving Level 2 or above
Key Stage One – Maths - Percentage of Children Achieving Level 2 or above
Key Stage One – English – Percentage of Children Achieving Level 3 or above
Key Stage One – Maths – Percentage of Children Achieving Level 3 or above
Key Stage Two – English – Percentage of Children Achieving Level 4 or above
Key Stage Two – Maths – Percentage of Children Achieving Level 4 or above
Key Stage Two – English – Percentage of Children Achieving Level 5 or above
Key Stage Two – Maths – Percentage of Children Achieving Level 5 or above
Key Stage Three – English – Percentage of Children Achieving Level 5 or above
Key Stage Three – Maths – Percentage of Children Achieving Level 5 or above
Key Stage Three – Science – Percentage of Children Achieving Level 5 or above
Key Stage Three – English – Percentage of Children Achieving Level 6 or above
Key Stage Three – Maths – Percentage of Children Achieving Level 6 or above
Key Stage Three – Science – Percentage of Children Achieving Level 6 or above
### Contents Cont’d

- Percentage of Young People gaining 5 GCSEs (A-C) or above 55
- Percentage of Young People Leaving School with No GCSEs 56
- Percentage Uptake of Children in Nursery and Reception Classes in Primary Schools, Nursery Schools and PEAGs 57

#### Living in Safety and with Stability 58
- Children on and Re-registered to the Child Protection Register 59-60
- Looked After Children 61
- Children who are Victims of Domestic Violence 62
- Domestic Violence Offences 63
- Young People’s Attitude to Domestic Violence 64
- Children Killed on the Roads and Children Seriously or Slightly Injured on the Roads 65-66
- Anti-Social Behaviour, Personal Safety and Knife Crime 67-68

#### Economic and Environmental Well-being 69
- Children & Young People Living in Overcrowded Accommodation 70
- Number of Families with Children Presenting to the NI Housing Executive as Homeless 71
- Number of Families with Children Awarded as A1 Statutory Homeless 72
- Dependent Children in Families Awarded A1 Statutory Homeless 73
- Number of Young People Aged 16-18 Awarded A1 Statutory Homeless 74
The Northern Ireland Children’s Services Plan 2008-11 (and Review) was produced jointly by the Eastern, Northern, Southern and Western Area Children and Young People’s Committees. These Committees with senior representatives from Statutory, Voluntary and Community organisations, are charged with improving outcomes for vulnerable children. These outcomes are those set out in ‘Our Children and Young People – Our Pledge: - a ten year strategy for children and young people in Northern Ireland 2006-16’ The Office of the First and Deputy First Minister (OFMDFM). These are that all children and young people should be:

Healthy;
Enjoying, learning and achieving;
Living in safety and with stability;
Experiencing economic and environmental well-being;
Contributing positively to community and society; and
Living in a society which respects their rights.

Everyone from Government to local communities has a role to play in helping to reach these goals. Children’s Services Planners and Information Officers have been working with staff from OFMDFM and the Department of Education to design and agree a set of core indicators which will measure the extent to which the collective efforts of everyone involved are achieving the six outcomes.
Introduction

This second Outcome Monitoring Report shows how children and young people in Northern Ireland are doing in relation to the Government’s six outcomes and covers the period 2001 up to 2010. It can already be seen from the trends over time that some indicators show that our children are doing well but others are worrying. The report presents the information collected against agreed indicators for each outcome, providing trend analysis over time and comparison across geographical sectors.

The information is also available in greater detail (Trust, District Council and Electoral Ward areas) on request to Information Managers, Social Care and Children (contact details on page 90), who can also provide information on sources and how the information was collated.

In reviewing progress towards achieving the six outcomes it is essential to be able to measure that progress for our most vulnerable children. In order to do this, the data collected needs to be disaggregated by specific groups of children identified as priority by the Children’s Services Planning process as well as the Section 75 (NI Act 1998) categories. The Children’s Services Plan describes how the core indicators included in this report will be analysed for specific groups of children and complemented by additional indicators. Work is also continuing to ensure the indicators allow us to measure children’s rights and how they are being realised.
Introduction

It was agreed that, although a core set of indicators is yet to be finalised, that information is needed on those indicators that have been agreed to date and which are currently being measured. (The information provided within this report reflects those indicators where data is readily available. Work will continue to develop data sources for all indicators included in the Plan).

The Information collated in this report is already being used by Children’s Services Planning Working Groups, together with needs assessment material collected from agencies, children and young people and communities, in the planning of services. It will inform the work of the new strategic Children’s and Young People’s Partnership set up in January 2011. It is also useful for locality partnerships, who can use it to help them plan better for children in a particular locality.

We are publishing this information as we hope it will be useful for any agency or partnership, at local or Northern Ireland level, in the analysis of how well our Children and Young people are doing, against our agreed outcomes.
The following indicators are included in this chapter to provide information on Population:

- Demographic Profile of Northern Ireland
- Population Statistics of Children and Young People Mid Year Estimates 2009
- 15 Year Population Projections by Age Band
- Migration Statistics Trends
- Migration Statistics Mapped
- Estimated size of A8 Population
- Birthing Trends
- Key Messages
DEMOGRAPHIC HEADLINES

Current population of under 18 year olds in Northern Ireland: 432,814 (Mid-Year Estimates 2009)

This is 24.2% of the total Population in Northern Ireland in 2009

The Southern and Western Areas have the highest percentage of their population aged under 18 years of age (25.8% and 25.7% respectively)

15 year population figures illustrate an over all 3.2% increase in the 0-17 year old population. Significantly there is a 3% decrease in the 15 to 17 population.
## Demographic Profiles of Areas within Northern Ireland

Data Source: Northern Ireland Statistics and Research Agency (NISRA) (Mid-Year Estimates, 2009)

<table>
<thead>
<tr>
<th>Demography</th>
<th>0 to 4 years</th>
<th>5 to 9 years</th>
<th>10 to 14 years</th>
<th>15 to 17 years</th>
<th>Total Under 18 years</th>
<th>Total Population</th>
<th>Under 18 population as a percentage of the total population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern Area</td>
<td>43,898</td>
<td>39,826</td>
<td>43,775</td>
<td>27,964</td>
<td>155,463</td>
<td>679,584</td>
<td>22.88</td>
</tr>
<tr>
<td>Northern Area</td>
<td>30,520</td>
<td>28,701</td>
<td>31,187</td>
<td>18,912</td>
<td>109,320</td>
<td>457,101</td>
<td>23.92</td>
</tr>
<tr>
<td>Southern Area</td>
<td>27,140</td>
<td>23,795</td>
<td>25,101</td>
<td>15,351</td>
<td>91,387</td>
<td>353,908</td>
<td>25.82</td>
</tr>
<tr>
<td>Western Area</td>
<td>20,763</td>
<td>20,067</td>
<td>22,436</td>
<td>13,378</td>
<td>76,644</td>
<td>298,303</td>
<td>25.69</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>122,321</td>
<td>112,389</td>
<td>122,499</td>
<td>75,605</td>
<td>432,814</td>
<td>1,788,896</td>
<td>24.19</td>
</tr>
</tbody>
</table>
**15 Year Population Projections by Age Band**

Data Source: NISRA 2008 Population Projections

### Eastern Area

<table>
<thead>
<tr>
<th>Age Band</th>
<th>0 to 4 Years</th>
<th>5 to 9 Years</th>
<th>10 to 14 Years</th>
<th>15 to 17 Years</th>
<th>0 to 17 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-2.4</td>
<td>6.8</td>
<td>-2.2</td>
<td>-9.3</td>
<td>-1.3</td>
</tr>
</tbody>
</table>

### Northern Area

<table>
<thead>
<tr>
<th>Age Band</th>
<th>0 to 4 Years</th>
<th>5 to 9 Years</th>
<th>10 to 14 Years</th>
<th>15 to 17 Years</th>
<th>0 to 17 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-0.6</td>
<td>5.8</td>
<td>0.9</td>
<td>-1.6</td>
<td>1.3</td>
</tr>
</tbody>
</table>

### Southern Area

<table>
<thead>
<tr>
<th>Age Band</th>
<th>0 to 4 Years</th>
<th>5 to 9 Years</th>
<th>10 to 14 Years</th>
<th>15 to 17 Years</th>
<th>0 to 17 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12.8</td>
<td>28.7</td>
<td>19.6</td>
<td>7.3</td>
<td>17.9</td>
</tr>
</tbody>
</table>

### Western Area

<table>
<thead>
<tr>
<th>Age Band</th>
<th>0 to 4 Years</th>
<th>5 to 9 Years</th>
<th>10 to 14 Years</th>
<th>15 to 17 Years</th>
<th>0 to 17 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-4.2</td>
<td>0.8</td>
<td>-3.4</td>
<td>-3.6</td>
<td>-2.5</td>
</tr>
</tbody>
</table>

### NI

<table>
<thead>
<tr>
<th>Age Band</th>
<th>0 to 4 Years</th>
<th>5 to 9 Years</th>
<th>10 to 14 Years</th>
<th>15 to 17 Years</th>
<th>0 to 17 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.0</td>
<td>10.0</td>
<td>2.8</td>
<td>2.8</td>
<td>3.2</td>
</tr>
</tbody>
</table>
Migration Statistics
Data Source: Home Office; Immigration & Nationality on NINIS

Worker Registration System (WRS) is used to register migrant workers from the 8 Eastern European states or A8 countries that acceded to the EU on May 2004 (A8 Countries are: Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia and Slovenia). WRS data is recorded at the address of the employer rather than residential address (NINIS, 2010).

<table>
<thead>
<tr>
<th></th>
<th>2004/05</th>
<th>2005/06</th>
<th>2006/07</th>
<th>2007/08</th>
<th>2008/09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern Area</td>
<td>1,500</td>
<td>2,695</td>
<td>2,825</td>
<td>2,180</td>
<td>1,335</td>
</tr>
<tr>
<td>Northern Area</td>
<td>1,745</td>
<td>2,325</td>
<td>2,385</td>
<td>2,120</td>
<td>1,304</td>
</tr>
<tr>
<td>Southern Area</td>
<td>1,595</td>
<td>2,940</td>
<td>2,990</td>
<td>2,495</td>
<td>1,736</td>
</tr>
<tr>
<td>Western Area</td>
<td>630</td>
<td>1,090</td>
<td>1,065</td>
<td>940</td>
<td>451</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>5,495</td>
<td>9,045</td>
<td>9,270</td>
<td>7,725</td>
<td>4,815</td>
</tr>
</tbody>
</table>

![Number of WRS Registrations in Each Area 2004-2009](image)
Northern Ireland WRS Registrations by local authority of employment per 1,000 resident population
(April 2009 – March 2010)
Estimated Size of A8 Population in 2007
Data Source: NINIS

(A8 Countries are: Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia and Slovenia).
The graph and table shows there has been an upward trend in the numbers of live births in all areas, with the Southern area having the highest percentage increase between 2001 and 2009.
The latest projections for households in Northern Ireland are based on the 2008 population figures. The number of households in Northern Ireland are projected to grow by 44,200 (6%) over the five years 2008-2013 from 688,700 households in 2008 to 738,800 households in 2013. Average households size will fall from 2.53 to 2.47 persons per household.

Projected growth in the number of households is largest in the West and South of Northern Ireland.

In the long term over the period 2008 to 2023 it is projected there will be around 121,700 (+18%) additional households in Northern Ireland. This projected increase is a result of demographic factors such as: Population growth will create 621,100 households; Changing age structure of the population will add 32,300 households; The trend towards one person/smaller households will add 28,599 households.

Just under 4,400 births registered in Northern Ireland during 2009 were the mother was not born in Northern Ireland (18% of all mothers). Just under half (47%) of mothers who were not born in Northern Ireland were born either elsewhere in the UK or Republic of Ireland.

Births to mothers outside the UK and Ireland have risen markedly in recent years from 616 in 1999 to 2,318 in 2009. Within these figures has been a large increase of births to mothers born in the A8 countries. Around 10 babies were born to A8 born mothers in 2001 compared to over 1,100 in 2009. The percentage of births to mothers born outside the UK and Ireland range from 20% in Dungannon to 3% in Larne. Armagh, Belfast, Coleraine, Craigavon Local Government Districts have relatively high percentage of births to mothers born outside the UK and Ireland.
What we want to achieve for all children and young people:-

- Reduced inequalities in health and access to health services;
- Improved mental and emotional well-being by strengthening services and promoting positive attitudes;
- Improved physical and sexual health;
- Young people supported to make healthy lifestyle choices;
- Parents provided with assistance from an early stage to ensure children have a good start in life and are supported into adulthood.

The following indicators are included in this chapter to measure the health of all our children and young people:-

- Infant Mortality
- Low Birth Weight Rates
- Immunisation Rates for MMR at 24 months
- Mothers Breastfeeding at Discharge
- % Births to Mothers Under 20 Years of Age
- Rate of Births to Mothers Under 20 Years of Age
- Births to Mothers aged 13 to 17 Years
- Sexually Transmitted Infections Under 16 in NI
- Sexually Transmitted Infections 16-19 Population in NI
- Sexual Experience and Knowledge
- Obesity
- Children who are Overweight
- Child Deaths by Suicide by HSC Area
- Child Deaths by Suicide in NI by Gender
- Suicide in the 18-35 Age Group by HSC Area
- Suicide in the 18-35 Age Group in NI by Gender
- Child Deaths by Accidents
- Cigarette Usage Amongst Young People
- Alcohol Usage Amongst Young People
**Infant Mortality**

Data Source: NISRA

---

Why is it Important? Infant Mortality Rate (IMR) is defined as the number of deaths of infants, one year of age and younger, per 1000 live births. The infant mortality rate is an important measure of the well-being of infants, children, and pregnant women because it is associated with a variety of factors, such as maternal health, quality and access to medical care, socioeconomic conditions, and public health practices. (Reidpath, Allotey [1])

---

The Story behind the Trends – The Eastern and Western Areas have both had a decrease in their rates of infant mortality while the Northern and Southern have had a slight increase (0.3 and 0.1 per 1,000 live births respectively). In 2008 the district council areas with the highest Infant Mortality Rates were: Strabane 8.8 per 1,000, Newtownabbey 7.5 per 1,000 and Belfast 6.9 per 1,000, while the district councils with the lowest rates were Ballymoney 0, Omagh 1.4 per 1,000 and Magherafelt 1.4 per 1,000 live births. In 2008 Northern Ireland’s Infant Mortality Rate was ranked 11th highest against the 27 European Union Countries.
Low Birth Weight Rates
Data Source: Child Health System (CHS)

Why is it Important?
Low birth weight has been defined by the World Health Organisation (WHO) as weight at birth of less than 2,500 grams (5.5 pounds). Low birth weight is a major determinant of mortality, morbidity and disability in infancy and childhood and also has a long-term impact on health outcomes in adult life. Low birth weight also results in substantial costs to the health sector and imposes a significant burden on society as a whole. (WHO, 2010).

The Story Behind the Trends - Between 2000/01 and 2009/10 the Northern Ireland average shows a general decrease as does the Southern area, while the Northern and Western shows an overall increase over the last ten years. Possible causes of low birth weight in babies are teen mums (especially those younger than 15 yrs old), Multiple birth babies are at increased risk of low birth weight due to prematurity. Also, babies of mums who are exposed to illicit drugs, alcohol and cigarettes are more likely to have low birth weight.
Why is it Important? It is important for children to have this immunisation - when ‘herd immunity’, or the overall number of children immunised, drops there is a real risk of these diseases circulating again as has already been seen in some areas of the UK with potentially serious consequences. (Children First NHS 2010) (3). MMR vaccine protects children against measles, mumps and rubella (German measles). Since MMR was introduced in Northern Ireland in 1998 the number of children catching these diseases has fallen to an all time low. MMR uptake rates in Northern Ireland are the highest in the British Isles.

The Story Behind the Trends – Over the ten year period the Eastern Area has consistently had the lowest percentage uptake of the MMR at 24 months, although there had been a general increase between 2000/01 and 2007/008. The Northern, Southern and Western Areas all showed a downward trend on the percentage of MMR uptake between 2000/01 and 2004/05, and a consistent increase from 2004/05 onwards. This could possibly be inline with the publication of one study of only 12 children carried out several years ago that raised the question of whether the MMR vaccine and autism might be linked. This particular study got a lot of attention in the media. A number of much larger scale studies carried out more recently have not found any connection.
Why is it Important?
There has been significant reliable evidence produced over recent years to show that breastfeeding has important advantages for both infant and mother (Unicef, Baby Friendly Initiative, 2010). Breastfeeding has been widely acknowledged as the best means of giving infants a healthy start to life. Breast milk is age specific and is produced at the correct temperature and without any need for preparation. It not only provides the correct amount and balance of nutrients for optimal growth and development; it also protects against illness. (Breastfeeding Strategy for Northern Ireland, 1999, reviewed in 2010.)

The Story Behind the Trends – all areas show a steady increase in the percentage of mothers breastfeeding at discharge. Over the ten years the Western area have consistently had the lowest percentage of mothers breastfeeding at discharge.
Why is it Important?
Northern Ireland rates of teenage pregnancy are among the highest in Europe. Rates are highest in areas of greatest social and economic deprivation. While some older teenagers may choose to become pregnant, the majority do not. Unplanned pregnancy represents a traumatic interruption to the lifestyles of young parents – they are suddenly forced into the realities and decisions of adulthood, with which they are ill-equipped to cope. (Teenage Pregnancy and Parenthood Strategy and Action Plan 2002-2007)(6).

The Story Behind the Trends – Overall in Northern Ireland the percentage of births to mothers younger than 20 has decreased from 7.4% in 2000/01 to 5.5% in 2010. The Eastern, Northern and Southern Areas have also shown an overall decrease, while the Western area has increased in 2009/10 by 1.1 percent. Notable the percentage of births to mothers under 20 years of age in the Eastern Area has been consistently higher than that for all of Northern Ireland.
Rate of Births to Mothers Under 20 Years of Age

**Why is it Important?** Many young people are successful in adapting to the role of parenthood and have happy healthy children. For too many, however, unplanned teenage pregnancy and early parenthood is associated with poor educational achievement, poor physical and mental health, social isolate and poverty. Efforts to reduce rates of teenage pregnancy must focus on raising the expectations among young people and on equipping them with the confidence and skills to manage relationships. The teenage pregnancy and parenthood strategy and action plan highlights a target of a reduction of 20% in the rate of births to teenage mothers by 2007 (Rate per 1000 women aged 19 years and under.) (The Teenage Pregnancy and Parenthood Strategy and Action Plan 2002-2007)[6].

**The Story Behind the Trends** – The above graph shows that the Eastern Area has had the highest rate of births to mothers under 20 over the ten year period, while the Southern Area, with the exception of 2007/08, has had the lowest rate over the same period. Over the last three years the rate has remained around 16 per 1000 at the Northern Ireland level.
Births to Mothers 13 to 17 Years of Age

Data Source: Child Health System

Why is it Important? There is growing concern among Statutory, Voluntary and Community organisations about the impact of teenage parenthood on the life chances of the young mother and her baby and agreement that concerted action is needed to address the issues around the problem. It is increasingly clear that socio-economic disadvantage can be both a cause and a consequence of teenage parenthood. Socio-economic disadvantaged young people are those most likely to become teenage parents. They then face limited prospects in the areas of education, training and eventually employment. (Myths and Reality: Teenage Pregnancy and Parenthood, DHSSPS, 2000.)(7). The Teenage Pregnancy and Parenthood Strategy, by DHSSPS.(6) stated a target of a reduction of 40% in the rate of births to teenage mothers under 17. (March 2010)

The Story Behind the Trends - The above graph shows that the overall decrease over the ten year period in the Eastern, Northern and Southern Area and in Northern Ireland. The Western Area has experienced an increase in 2008/09.
**Sexually Transmitted Infections**

Data Source: Communicable Disease Surveillance Centre NI

<table>
<thead>
<tr>
<th>Year</th>
<th>Chlamydia</th>
<th>Gonorrhea</th>
<th>Syphilis</th>
<th>Herpes</th>
<th>Warts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>7.4</td>
<td>0</td>
<td>0</td>
<td>1.2</td>
<td>11.1</td>
</tr>
<tr>
<td>2002</td>
<td>8.7</td>
<td>2.5</td>
<td>0</td>
<td>6.2</td>
<td>7.5</td>
</tr>
<tr>
<td>2003</td>
<td>8.8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>11.3</td>
</tr>
<tr>
<td>2004</td>
<td>16.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>11.4</td>
</tr>
<tr>
<td>2005</td>
<td>11.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7.7</td>
</tr>
<tr>
<td>2006</td>
<td>28.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>14.2</td>
</tr>
<tr>
<td>2007</td>
<td>14.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6.6</td>
</tr>
<tr>
<td>2008</td>
<td>17.1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13.2</td>
</tr>
<tr>
<td>2009</td>
<td>10.7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>24.1</td>
</tr>
</tbody>
</table>

**Why is it Important?** Sexual health is an important part of physical and mental health, and contributes to emotional and social well-being. Many factors can adversely affect people’s sexual health including poverty, unemployment, poor education, substance misuse and social exclusion. Young people are the group most at risk of being diagnosed with a Sexually Transmitted Infection (STI). Interventions to promote sexual health among young people and the delivery of high quality, relationship and sexual health education is recommended by the Public Health Agency, Don’t Gamble with Your Sexual Health (2010)(8).

**The Story Behind the Trends** - The graph for the under 16 population from 2001 to 2009 shows that the rate of under 16s with Chlamydia had peaked at 28.5 per 1,000 in 2006 and has since decreased by 17.8 per 1,000 in 2009. Over the same time the rates of warts had increased from 6.6 per 1,000 (lowest rate) in 2006 to 24.1 per 1,000 in 2009. It is important to note firstly that these are rates of new episodes treated at the four GUM clinics in Northern Ireland, and secondly while it is usual practise for GPs to refer patients to the GUM clinics, some may treat the patient directly and are therefore not accounted for here.
Why is it Important? Sexual health is an important part of physical and mental health, and contributes to emotional and social well-being. Many factors can adversely affect people's sexual health including poverty, unemployment, poor education, substance misuse and social exclusion. Young people are the group most at risk of being diagnosed with a Sexually Transmitted Infection (STI). Interventions to promote sexual health among young people and the delivery of high quality, relationship and sexual health education is recommended by the Health Promotion Agency (2008) (9).

The Story Behind the Trends - The graph shows that the rate of 16-19 year olds with Chlamydia has continuously increased over the nine year period to 334.3 per 1,000 in 2009. The rates for Gonorrhoea and Herpes while much lower that the rates of Chlamydia and Warts has fluctuated over the nine year period. Rates of Warts in 16-19 year old population had increased between 2001 and 2006 and has fluctuated over the next three years. It is important to note firstly that these are rates of new episodes treated at the four GUM clinics in Northern Ireland, and secondly while it is usual practise for GPs to refer patients to the GUM clinics, some may treat the patient directly and are therefore not accounted for here.
Sexual Experience and Knowledge
Data Source: Young Persons’ Behaviour and Attitude Survey, 2007 (YPBAS) (10)

Why is it Important? Young people’s sexual experience and knowledge is important as it relates to teenage pregnancy and STI rates. With proper information and knowledge people are more likely to avoid risky behaviour, use contraception, know what local services are available and be more likely to use them.

Key Findings From the Young Persons’ Behaviour and Attitude Survey 2007 (10)

Sample: 6902 pupils aged 11-16 (Form 1/Year 8 to Form 5/Year 12) from 70 schools selected at random in Northern Ireland

- 75% of the young people surveyed have been in a relationship.
- 9% of sample have had sexual intercourse. Of these 81% had sexual intercourse for the first time between 13 and 15 years of age.
- 35% of the sample had no sexual experience at all.
- 83% of those who have had sexual intercourse used something to prevent pregnancy, the majority using a condom, and 16% using both a condom and the pill.
- 59% said that they would find it easy to get contraception.
- 90% of the year 11 and 12 pupils in the survey (14-16 years of age) knew that HIV was a sexually transmitted infection, while 89% knew AIDS was.
- 30%, 27% and 24% respectively knew that Genital Warts, Syphilis and Hepatitis B are sexually transmitted infections.
Why is it Important? The prevalence of overweight and obesity is assessed by using Body Mass Index (BMI). Currently one in four girls and one in six boys in Primary One are overweight or obese. Many of these children are not as physically active as they should be, nor do they have a healthy, balanced diet, both these issues contribute to levels of obesity. The Chartered Society of Physiotherapy (11) stated “Physiotherapists are very concerned that as a society we are unknowingly putting children at risk of obesity and the development of life-threatening illnesses because people are unaware of the role and importance of physical activity in preserving good health. The growth of sedentary leisure activities, the ‘car culture’, time and financial constraints on busy working parents and our increasing fears about letting young children run around outdoors without adult supervision, have all contributed to the problem.”

The Story Behind the Trends - The above graph shows that whilst the overall percentage in Northern Ireland has decreased between 2003/04 to 2006/07 there was a slight increase in 2007/08 (0.1%). Notably the percentage of primary one pupils who are obese had increased in the Eastern, Northern and Western areas in 2007/08 while in the Southern area this decreased by 1.2%.
**Children who are Overweight**

Data Source: NINIS

**Why is it Important?** “Obesity can impact upon the health of children and young people in a number of levels. It can lead to physical health problems such as high blood pressure, raised blood cholesterol levels and an increased risk of heart disease and diabetes. Overweight children can also suffer from psychological problems such as depression and a lack of self-confidence and self-esteem.” (Health Promotion Agency, 2003). (12)

**The Story Behind the Trends** - The percentage of overweight primary ones in Northern Ireland has fluctuated between 2002/03 and 2007/08. Between 2006/07 and 2007/08 the Southern Area had the largest decrease in the percentage of overweight primary ones (2.9%). The Eastern area has consistently had the lowest percentage over the six year period.
Why is it Important? In all developed countries (except the USA), suicide is the second highest leading cause of death among young people (Maughan, B et al, 2004) (13). There is little evidence as to why people take their own lives. Risk factors for suicide include depression, personality disorder, hopelessness, low self-esteem, bereavement, break-up of a relationship, social isolation, alcohol and drug misuse (DHSSPS, 2006). (14) Due to concerns about the increase in the number of suicides, among young people, this was included in the DHSSPS Priorities for Action, that by March 2011 there should be a reduction by 15% in the number of suicides in NI (DHSSPS, 2008). (15)

*In the UK when reporting deaths from suicide it is conventional to include cases where the cause is classified as “intentional self-harm” or events of “undetermined intent. There may also be a time lag of up to 2 years in the registration of the death as suicide where an inquest is involved”

**2009 figures are provisional at the time this report was compiled (GRO Annual Report will be published 30 November 2010)

The Story Behind the Trends - Firstly it is important to note that the coroners office indicates that the number of suicides recorded is likely to be inaccurate, as in some cases coroners are unwilling to register “death by suicide,” primarily due to respect for the wishes of the family. The graph shows that over the last 10 years the highest number of suicides in the under 18 year old age group were registered in 2008.
**Child Deaths By Suicide**

Data Source: General Register Office

---

**Why is it Important?** In all developed countries (except the USA), suicide is the second highest leading cause of death among young people (Maughan, B et al, 2004) (13). There is little evidence as to why people take their own lives. Risk factors for suicide include depression, personality disorder, hopelessness, low self-esteem, bereavement, break-up of a relationship, social isolation, alcohol and drug misuse (DHSSPS, 2006). (14)

Due to concerns about the increase in the number of suicides, among young people, this was included in the DHSSPS Priorities for Action, that by March 2011 there should be a reduction by 15% in the number of suicides in NI (DHSSPS, 2008). (15)

---

**The Story Behind the Trends** – The graph demonstrates that suicides have been consistently more common among males of this age group.

---

*In the UK when reporting deaths from suicide it is conventional to include cases where the cause is classified as “intentional self-harm” or events of “undetermined intent. There may also be a time lag of up to 2 years in the registration of the death as suicide where an inquest is involved”

**2009 figures are provisional at the time this report was compiled (GRO Annual Report will be published 30 November 2010)**
Suicide in the 18-35 Age Group
Data Source: NISRA

Why is it Important? As previously mentioned “risk factors include depression, alcohol and drug misuse, personality disorder, hopelessness, low self-esteem, bereavement, break-up of a relationship and social isolation. While no specific intervention has been found to be universally effective, it is important that interventions address these risk factors as part of a broader approach to promote mental health and well-being”. (DHSSPS, 2006) (14)

Number of 18-35 year old deaths by Suicide*

*In the UK when reporting deaths from suicide it is conventional to include cases where the cause is classified as “intentional self-harm” or events of “undetermined intent.” **2009 figures are provisional at the time this report was compiled (GRO Annual Report will be published 30 November 2010)

The Story Behind the Trends – The graph shows the number of suicides within the 18 to 35 year old age group. These figures are important to note as there may be connotations for early intervention with the under 18 age group. The graph highlights that over the last 10 years the number of suicides registered within this age group peaked at 107 in 2006. The graph highlights that the Eastern Area has consistently had the highest number of suicides in this age group.
Suicide in the 18-35 Age Group
Data Source: NISRA

Why is it Important? As previously mentioned “risk factors include depression, alcohol and drug misuse, personality disorder, hopelessness, low self-esteem, bereavement, break-up of a relationship and social isolation. While no specific intervention has been found to be universally effective, it is important that interventions address these risk factors as part of a broader approach to promote mental health and well-being”. (DHSSPS, 2006) (14)

*In the UK when reporting deaths from suicide it is conventional to include cases where the cause is classified as “intentional self-harm” or events of “undetermined intent.” **2009 figures are provisional at the time this report was compiled (GRO Annual Report will be published 30 November 2010)

The Story Behind the Trends - The above graph shows the number of suicides within the 18 to 35 year old age group across Northern Ireland broken down by gender. The graph highlights that death by suicide is more common in men of this age group. This is similar to the under 18 population.
**Why is it Important?** The Northern Ireland Executive, in the Programme for Government under the theme “Working for a Healthier People”, gave a commitment to promoting public safety by reducing the number of injuries and deaths caused by accidents at home, at work and on the roads (Investing for Health, 2004) (16). Research carried out by the Department of Trade and Industry (2001) (17) highlighted that residential areas with higher proportions of lower social class and lower income households have higher accident rates.

**The Story Behind the Trends** – It is important to note that not all child deaths caused by accidents are recorded as such, and also that if there is an investigation into the cause of death that this is recorded at the end of the enquiry resulting in limitations to this data. There seems to be a 3 year trend in the Northern Area while the Western Area have the lowest overall number of child deaths by accident.
**Why is it Important?** One of the most common risk taking behaviours among young people is smoking. Every young person who takes up smoking is a potential cancer patient, (Action Cancer 2009) (18). Reducing smoking in young people is a priority in the whole of the UK. The DHSSPS Minister has stated, “My goal is to protect children from smoking...smoking is a life threatening habit and we should do everything we can to reduce its prevalence” (Michael McGimpsey, 2009) (19).

**Key Findings from the Young Persons’ Behaviour and Attitude Survey 2007**

Sample: 6902 pupils aged 11-16 (Form 1/Year 8 to Form 5/Year 12) from 70 schools selected at random in Northern Ireland

- Approximately 25% of the surveyed pupils have smoked tobacco.
- 80% of those who have smoked, first tried it when they were aged 13 or under.
- 16% of year 8 to year 10 pupils (11 to 13 year olds) have smoked, compared with 37% of year 11 and year 12 pupils (14 to 16 year olds).
- 25% of those surveyed pupils who smoke do so everyday.
- A larger proportion of girls; 27% than boys; 21% reported ever having smoked.
- Compared with the YPBAS in 2003 there has been a decrease in the percentage of young people who have smoked (33% in 2003 and 24% in 2007).
Alcohol Usage Amongst Young People

Data Source: Young Persons’ Behaviour and Attitude Survey, 2007

**Why is it Important?** Young people are more vulnerable to suffering physical, emotional and social harm from their own and other people’s consumption of alcohol. There are strong connections between high risk drinking and unsafe sexual behaviour, traffic and other accidents, unintended pregnancy, failure at school and mental health problems (Health Promotion Agency, 2004). The World Health Organisation also highlighted that many young people today have greater opportunities and more disposable income than in the past, and are more vulnerable to increasingly aggressive sales and marketing techniques.

**Key Findings from the Young Persons’ Behaviour and Attitude Survey 2007**

Sample: 6902 pupils aged 11-16 (Form 1/Year 8 to Form 5/Year 12) from 70 schools selected at random in Northern Ireland

- 41% of the year 8 to year 10 (11 to 13 year olds) and 73% of year 11 and 12 (14 to 16 year olds) have taken an alcoholic drink.

- Of those pupils that have tried alcohol, 55% have reported being drunk on at least one occasion.

- Comparisons between the 2003 and 2007 YPBAS show that the proportion of pupils who reported that they have consumed alcohol at some point in their lives has decreased from 59% to 55%.

- There has been no change in the percentage of young people who have reported being drunk between the 2003 and 2007 surveys.
Enjoying, Learning and Achieving

What we want to achieve for all children and young people:

- Increased access to quality early years services particularly in rural areas;
- Improved outcomes for children who are not at school or are not reaching target attendance rates;
- Strengthened services at transition stages from home/preschool/primary/post primary/employment;
- Access to quality play and leisure facilities;
- Parents and carers supported to encourage children to enjoy, learn and achieve.

The following indicators are included in this chapter to measure enjoying, learning and achieving of all our children and young people:

- Children Aged 4-16 years Suspended from School
- Children Aged 4-16 years Expelled from School
- Key Stage One English - Percentage of Children Achieving Level 2 or above
- Key Stage One Maths - Percentage of Children Achieving Level 2 or above
- Key Stage One English – Percentage of Children Achieving Level 3 or above
- Key Stage One Maths – Percentage of Children Achieving Level 3 or above
- Key Stage Two English – Percentage of Children Achieving Level 4 or above
- Key Stage Two Maths – Percentage of Children Achieving Level 4 or above
- Key Stage Two English – Percentage of Children Achieving Level 5 or above
- Key Stage Two Maths – Percentage of Children Achieving Level 5 or above
- Key Stage Three English – Percentage of Children Achieving Level 5 or above
- Key Stage Three Maths – Percentage of Children Achieving Level 5 or above
- Key Stage Three Science – Percentage of Children Achieving Level 5 or above
- Key Stage Three English – Percentage of Children Achieving Level 6 or above
- Key Stage Three Maths – Percentage of Children Achieving Level 6 or above
- Key Stage Three – Science – Percentage of Children Achieving Level 6 or above
- Percentage of Young People gaining 5 GCSEs (A-C) or above
- Percentage of Young People Leaving School with No GCSEs
- Percentage Uptake of Children in Nursery and Reception Classes in Primary Schools, Nursery Schools and PEAGs
Children Aged 4-16 years *Suspended* from School

Data Source: Department of Education

**Why is it Important?** Reducing truancy and exclusions levels are an important part of Government social inclusion policy. Young people who attend school regularly are more likely to get the most they can out of their time at school, and therefore more likely to achieve their potential, and less likely to take part in anti-social or criminal behaviour (www.literacytrust.org.uk, 2009). (1)

**The Story Behind the Trends** - The percentage of pupils suspended over the past seven years has fluctuated in each of the boards. SEELB has risen from a low of 1.06% in 2006/07 to 1.84% in 08/09. The percentage of pupils suspended has tended to be higher in the BELB than in other Board Areas. The Northern Ireland figure has fallen from 1.92 to 1.7 over the last four years.
Why is it Important? Reducing truancy and exclusions levels are an important part of Government social inclusion policy. Young people who attend school regularly are more likely to get the most they can out of their time at school, and therefore more likely to achieve their potential, and less likely to take part in anti-social or criminal behaviour (www.literacytrust.org.uk ,2009). (1)

The Story Behind the Trends - Having remained steady at 0.02 between 2003 and 2007, the Northern Ireland figure dropped to 0.01 for 2008 and 2009. The SELB reached a peak of 0.04% in 2003/04, while the NEELB reached a peak of 0.04% in 2004/05. The percentage of pupils expelled reduced across NI in the 07/08 and 08/09 years.
Key Stage One - ENGLISH

Percentage of Children Achieving Level 2 or above

Data Source: Department of Education

Why is it Important? English has 3 attainment targets: Talking & Listening; Reading and Writing. At Level 2, pupils engage in conversation and show a willingness to talk and to listen. Pupils read both silently and aloud a range of simple texts with some independence and understanding. In their writing, they show a sense of simple structure and organisation, on occasion using complete sentences (www.deni.gov.uk, 2009).

The Story Behind the Trends - The NI average has remained steady over the past 8 years fluctuating between 94% and 94.9%. Both SELB and WELB are consistently below the NI average as well as BELB the last three years whilst the NEELB and SEELB are consistently above the NI average.

Key Stage ONE
Years 3-4
Ages 7 to 8
Expected Average Ability Level – 2 or above

<table>
<thead>
<tr>
<th>Year</th>
<th>BELB</th>
<th>NEELB</th>
<th>SEELB</th>
<th>SELB</th>
<th>WELB</th>
<th>NI</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000/2001</td>
<td>95.2</td>
<td>95.2</td>
<td>96</td>
<td>94.4</td>
<td>93.1</td>
<td>94.8</td>
</tr>
<tr>
<td>2001/2002</td>
<td>94.4</td>
<td>95.1</td>
<td>95.7</td>
<td>94.1</td>
<td>93.6</td>
<td>94.6</td>
</tr>
<tr>
<td>2002/2003</td>
<td>93.5</td>
<td>95.7</td>
<td>96</td>
<td>94.2</td>
<td>93.7</td>
<td>94.7</td>
</tr>
<tr>
<td>2004/2005</td>
<td>95.4</td>
<td>95.3</td>
<td>95.9</td>
<td>94</td>
<td>93.7</td>
<td>94.9</td>
</tr>
<tr>
<td>2005/2006</td>
<td>95.2</td>
<td>95.9</td>
<td>95.2</td>
<td>94</td>
<td>94.2</td>
<td>94.9</td>
</tr>
<tr>
<td>2006/2007</td>
<td>93.6</td>
<td>95.4</td>
<td>95.7</td>
<td>94.4</td>
<td>92.7</td>
<td>94.5</td>
</tr>
<tr>
<td>2007/2008</td>
<td>92.7</td>
<td>94.7</td>
<td>95.4</td>
<td>93.2</td>
<td>93.3</td>
<td>94</td>
</tr>
<tr>
<td>2008/2009</td>
<td>93.8</td>
<td>95.5</td>
<td>95.3</td>
<td>93.6</td>
<td>93.9</td>
<td>94.5</td>
</tr>
</tbody>
</table>

Excludes Special & Independent Schools.
Due to industrial action, Key Stage 1 assessment results for 2001/02 are incomplete. Approximately 10% of schools did not submit Key Stage 1 results. Due to industrial action, Key Stage 1 assessment results for 2003/04 are unavailable.
Key Stage One - MATHS

Percentage of Children Achieving Level 2 or above

Data Source: Department of Education

Why is it Important? Maths has 5 attainment targets: Processes in Mathematics; Number; Measures; Shape & Space and Handling Data. At Level 2, pupils read, write and order whole numbers up to at least 100 and begin to show some understanding of place value. They know the most commonly used units in length, weight, capacity and time. They can name common 2D shapes. They understand right and left turns. They collect information and record it in simple tables, block graphs and diagrams (www.deni.gov.uk, 2009). (2)

The Story Behind the Trends - The NI average has remained steady over the past 8 years fluctuating between 94.6% and 95.6%. Both SELB and WELB are consistently below the NI average whilst NEELB is consistently above the NI average.

Key Stage ONE
Years 3-4
Ages 7 to 8
Expected Average Ability Level – 2 or above

Excludes Special & Independent Schools.
Due to industrial action, Key Stage 1 assessment results for 2001/02 are incomplete. Approximately 10% of schools did not submit Key Stage 1 results. Due to industrial action, Key Stage 1 assessment results for 2003/04 are unavailable.
Key Stage One - ENGLISH
Percentage of Children Achieving Level 3 or above
Data Source: Department of Education

Why is it Important? English has 3 attainment targets: Talking & Listening; Reading and Writing. At Level 3, pupils listen with increasing concentration in a range of contexts. In discussion, they make contributions and ask questions and show understanding of the main points. Pupils read aloud with some fluency from familiar material. Familiar and important words are spelt correctly and sentences are punctuated independently with basic accuracy. Handwriting is accurately formed and consistent in size (www.deni.gov.uk, 2009).

The Story Behind the Trends - The NI average has shown steady improvement over the past 8 years increasing from 35.5% to 41.7%. Both SELB and WELB are consistently below the NI average whilst the NEELB and SEELB and BELB are consistently above the NI average.

Key Stage ONE
Years 3-4
Ages 7 to 8
Expected Average Ability Level – 2 or above

Excludes Special & Independent Schools.
Due to industrial action, Key Stage 1 assessment results for 2001/02 are incomplete. Approximately 10% of schools did not submit Key Stage 1 results. Due to industrial action, Key Stage 1 assessment results for 2003/04 are unavailable.
Key Stage One - MATHS

Percentage of Children Achieving Level 3 or above

Data Source: Department of Education

Why is it Important? Maths has 5 attainment targets: Processes in Mathematics; Number; Measures; Shape & Space and Handling Data. At Level 3, pupils solve problems involving addition, subtraction and multiplication (involving numbers up to 1,000) and those that involve division in practical situations. They recognise and understand simple fractions. They read times on the analogue clock and the date from a calendar. They identify lines of symmetry in simple 2-D shapes. They extract and interpret information presented in simple tables and lists (www.deni.gov.uk, 2009). (2)

The Story Behind the Trends - The NI average has risen from 42.4% in 2000/01 to 47.8% in 2008/09. SELB, BELB and WELB are consistently below the NI average whilst the NEELB and SEELB are consistently above the NI average.

Key Stage ONE

Years 3-4
Ages 7 to 8
Expected Average Ability Level – 2 or above

Excludes Special & Independent Schools.
Due to industrial action, Key Stage 1 assessment results for 2001/02 are incomplete. Approximately 10% of schools did not submit Key Stage 1 results. Due to industrial action, Key Stage 1 assessment results for 2003/04 are unavailable.

<table>
<thead>
<tr>
<th></th>
<th>BELB</th>
<th>NEELB</th>
<th>SEELB</th>
<th>SELB</th>
<th>WELB</th>
<th>NI</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000/01</td>
<td>42.2</td>
<td>48.4</td>
<td>51.3</td>
<td>35.4</td>
<td>33.6</td>
<td>42.4</td>
</tr>
<tr>
<td>2001/02</td>
<td>40.5</td>
<td>48.7</td>
<td>52.4</td>
<td>35.5</td>
<td>38.1</td>
<td>42.8</td>
</tr>
<tr>
<td>2002/03</td>
<td>42.7</td>
<td>48.8</td>
<td>52.4</td>
<td>39.1</td>
<td>41.6</td>
<td>45.1</td>
</tr>
<tr>
<td>2004/05</td>
<td>42.9</td>
<td>48</td>
<td>53.2</td>
<td>40.3</td>
<td>38.9</td>
<td>44.9</td>
</tr>
<tr>
<td>2005/06</td>
<td>42.9</td>
<td>49.1</td>
<td>55.5</td>
<td>42.5</td>
<td>41.7</td>
<td>46.7</td>
</tr>
<tr>
<td>2006/07</td>
<td>43.1</td>
<td>48.2</td>
<td>52.6</td>
<td>41</td>
<td>37.3</td>
<td>44.8</td>
</tr>
<tr>
<td>2007/08</td>
<td>46.1</td>
<td>48.2</td>
<td>55.6</td>
<td>42.5</td>
<td>39.4</td>
<td>46.5</td>
</tr>
<tr>
<td>2008/09</td>
<td>45</td>
<td>49.5</td>
<td>55.9</td>
<td>45.6</td>
<td>40.8</td>
<td>47.8</td>
</tr>
</tbody>
</table>

Enjoying, Learning and Achieving
Key Stage Two - ENGLISH

Percentage of Children Achieving Level 4 or above

Data Source: Department of Education

Why is it Important? English has 3 attainment targets: Talking & Listening; Reading and Writing. At Level 4, pupils talk with increasing confidence and listen attentively. They develop ideas, describe events and show the beginnings of an ability to explain their views and opinions. They read, independently, a range of texts and talk about interests and preferences. Pupils compose independently. The writing demonstrates an ability to use appropriate form and style and shows an awareness of audience. The pupils' handwriting is swift and legible (www.deni.gov.uk, 2009).

The Story Behind the Trends - The NI average has risen from 72.8% in 2000/01 to 80.1% in 2008/09. While all areas have shown an improvement over this period, the proportion of children achieving Level 4 or above in Key Stage 2 English is substantially lower in BELB than elsewhere in NI.

Key Stage TWO
Years 5-7 Ages 9 to 11
Expected Average Ability Level – 4 or above

<table>
<thead>
<tr>
<th>Year</th>
<th>BELB</th>
<th>NEELB</th>
<th>SEELB</th>
<th>SELB</th>
<th>WELB</th>
<th>NI</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000/2001</td>
<td>65.1</td>
<td>74.3</td>
<td>75.9</td>
<td>75.2</td>
<td>72</td>
<td>72.8</td>
</tr>
<tr>
<td>2001/2002</td>
<td>65.1</td>
<td>77.1</td>
<td>75.8</td>
<td>76.8</td>
<td>72.8</td>
<td>73.9</td>
</tr>
<tr>
<td>2002/2003</td>
<td>66</td>
<td>77.3</td>
<td>78.1</td>
<td>78.7</td>
<td>75.6</td>
<td>75.6</td>
</tr>
<tr>
<td>2004/2005</td>
<td>68.3</td>
<td>77.9</td>
<td>80.4</td>
<td>79</td>
<td>75.2</td>
<td>76.6</td>
</tr>
<tr>
<td>2005/2006</td>
<td>70.1</td>
<td>78.6</td>
<td>79.9</td>
<td>80.3</td>
<td>78.6</td>
<td>78</td>
</tr>
<tr>
<td>2006/2007</td>
<td>69.7</td>
<td>79.6</td>
<td>81.6</td>
<td>79.3</td>
<td>77.2</td>
<td>78</td>
</tr>
<tr>
<td>2007/2008</td>
<td>72.8</td>
<td>78.4</td>
<td>82.6</td>
<td>80.2</td>
<td>78.5</td>
<td>78.8</td>
</tr>
<tr>
<td>2008/2009</td>
<td>72.5</td>
<td>80.8</td>
<td>83.1</td>
<td>81.3</td>
<td>80.6</td>
<td>80.1</td>
</tr>
</tbody>
</table>

Excludes Special & Independent Schools.
Due to industrial action, Key Stage 2 assessment results for 2001/02 are incomplete. Approximately 9% of schools did not submit Key Stage 2 results. Due to industrial action, Key Stage 2 assessment results for 2003/04 are unavailable.
**Key Stage Two – MATHS**

*Percentage of Children Achieving Level 4 or above*

Data Source: Department of Education

---

**Why is it Important?** Maths has 5 attainment targets: Processes in Mathematics; Number; Measures; Shape & Space and Handling Data. At Level 4, pupils understand and use numbers with up to 2 decimal places. They find perimeters of simple shapes, find areas by counting squares and volumes by counting cubes. They know the 8 points of the compass and understand clockwise and anticlockwise. They represent and interpret data using a range of graphs, tables, and diagrams (www.deni.gov.uk, 2009).

**The Story Behind the Trends** - The proportion of children achieving Level 4 or above in Key Stage 2 Maths is substantially lower in BELB than elsewhere in NI. WELB also falls consistently below the Northern Ireland average. However, all Board areas have shown steady improvement over the past 8 years. This is in line with the NI average which has risen from 75.7% in 2000/01 to 81.3% in 08/09.

**Key Stage TWO**

Years 5-7  Ages  9 to 11
Expected Average Ability Level – **4 or above**

---

**KEY STAGE TWO Maths - Percentage Achieving Level 4 or above**

<table>
<thead>
<tr>
<th>Year</th>
<th>BELB</th>
<th>NEELB</th>
<th>SEELB</th>
<th>SELB</th>
<th>WELB</th>
<th>NI</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000/2001</td>
<td>67.8</td>
<td>77.7</td>
<td>79.2</td>
<td>78.6</td>
<td>73.4</td>
<td>75.7</td>
</tr>
<tr>
<td>2001/2002</td>
<td>68.5</td>
<td>79</td>
<td>79.3</td>
<td>80.3</td>
<td>76.5</td>
<td>77</td>
</tr>
<tr>
<td>2002/2003</td>
<td>70.3</td>
<td>79.8</td>
<td>80.6</td>
<td>81</td>
<td>77.4</td>
<td>78.2</td>
</tr>
<tr>
<td>2004/2005</td>
<td>71.5</td>
<td>80.8</td>
<td>82.1</td>
<td>81.3</td>
<td>77</td>
<td>79</td>
</tr>
<tr>
<td>2005/2006</td>
<td>72.8</td>
<td>80.9</td>
<td>81.7</td>
<td>82.5</td>
<td>79.7</td>
<td>80</td>
</tr>
<tr>
<td>2006/2007</td>
<td>72.2</td>
<td>81</td>
<td>82</td>
<td>81.8</td>
<td>77.9</td>
<td>79.5</td>
</tr>
<tr>
<td>2007/2008</td>
<td>74.4</td>
<td>80.9</td>
<td>83.2</td>
<td>83.1</td>
<td>79.6</td>
<td>80.6</td>
</tr>
<tr>
<td>2008/2009</td>
<td>74.6</td>
<td>82.4</td>
<td>83.5</td>
<td>83.2</td>
<td>80.5</td>
<td>81.3</td>
</tr>
</tbody>
</table>

Excludes Special & Independent Schools.

Due to industrial action, Key Stage 2 assessment results for 2001/02 are incomplete. Approximately 9% of schools did not submit Key Stage 2 results. Due to industrial action, Key Stage 2 assessment results for 2003/04 are unavailable.
Why is it Important? English has 3 attainment targets: Talking & Listening; Reading and Writing. At Level 5, pupils talk with confidence and listen in a range of contexts. In discussion, they pay close attention to what others say, ask questions to develop ideas and structure their contributions to take account of others’ views. Pupils read a range of texts, talk and write about their interests and preferences, drawing on an increasing range of appropriate vocabulary. Pupils’ writing is varied and interesting (www.deni.gov.uk, 2009).

The Story Behind the Trends - The NI average has shown steady improvement over the past 8 years increasing from 19.8% to 29.1%. BELB, SELB and WELB are consistently below the NI average whilst the NEELB and SEELB are consistently above the NI average.

Key Stage TWO
Years 5-7
Ages 9 to 11
Expected Average Ability Level – 4 or above

KEY STAGE TWO English -
Percentage Achieving Level 5 or above

2000/2001: BELB 20.5, NEELB 22.6, SEELB 24.6, SELB 14.1, WELB 17.6, NI 19.8
2001/2002: BELB 20, NEELB 24, SEELB 25, SELB 17.6, WELB 18.4, NI 20.8
2006/2007: BELB 24.4, NEELB 25, SEELB 31.9, SELB 23, WELB 25.4, NI 26
2008/2009: BELB 26.3, NEELB 29.5, SEELB 34.4, SELB 26.6, WELB 28, NI 29.1

Excludes Special & Independent Schools.
Due to industrial action, Key Stage 2 assessment results for 2001/02 are incomplete. Approximately 9% of schools did not submit Key Stage 2 results. Due to industrial action, Key Stage 2 assessment results for 2003/04 are unavailable.
Key Stage Two – MATHS
Percentage of Children Achieving Level 5 or above
Data Source: Department of Education

Why is it Important? Maths has 5 attainment targets: Processes in Mathematics; Number; Measures; Shape & Space and Handling Data. At Level 5, pupils understand the relationship between simple fractions and percentages. They understand and use terms such as square, cube and prime numbers. Pupils understand and use scale in the context of maps and drawings. They calculate areas of squares, rectangles and right angle triangles. They interpret graphs and diagrams, and draw conclusions (www.deni.gov.uk, 2009). (2)

The Story Behind the Trends - The NI average has risen from 37.7% in 2000/01 to 41.8% in 2008/09. While all areas have shown improvement over this period, SEELB is consistently above the NI average.

Key Stage TWO
Years 5-7
Ages 9 to 11
Expected Average Ability Level – 4 or above

Excludes Special & Independent Schools.
Due to industrial action, Key Stage 2 assessment results for 2001/02 are incomplete. Approximately 9% of schools did not submit Key Stage 2 results. Due to industrial action, Key Stage 2 assessment results for 2003/04 are unavailable.
Key Stage Three - ENGLISH

Percentage of Children Achieving Level 5 or above

Data Source: Department of Education

Why is it Important? English has 3 attainment targets: Talking & Listening; Reading and Writing. At Level 5, pupils talk with confidence and listen in a range of contexts. They begin to develop the ability to justify and sustain argument and opinions. Pupils begin to talk about the perceived intentions of authors in texts and to give personal responses, supporting these with reference to the text. Pupils’ writing is varied and interesting. Vocabulary choices are imaginative and words are used precisely (www.deni.gov.uk, 2009). (2)

The Story Behind the Trends - The NI average has increased from 71.8 in 2000/01 to 78.9 in 2008/09. While there have been fluctuations, all Board areas have shown considerable improvement over the last 3 years.

Key Stage THREE
Years 8-10
Ages 12 to 14
Expected Average Ability Level – 5 or above

<table>
<thead>
<tr>
<th>Year</th>
<th>BELB</th>
<th>NEELB</th>
<th>SEELB</th>
<th>SELB</th>
<th>WELB</th>
<th>NI</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000/01</td>
<td>70.4</td>
<td>72.7</td>
<td>72.4</td>
<td>73.5</td>
<td>69.7</td>
<td>71.8</td>
</tr>
<tr>
<td>2001/02</td>
<td>74.1</td>
<td>72.7</td>
<td>71.2</td>
<td>74.2</td>
<td>71.8</td>
<td>72.9</td>
</tr>
<tr>
<td>2002/03</td>
<td>70.9</td>
<td>72.7</td>
<td>72.1</td>
<td>71.9</td>
<td>73.5</td>
<td>72.2</td>
</tr>
<tr>
<td>2003/04</td>
<td>71.3</td>
<td>72</td>
<td>71.9</td>
<td>72.1</td>
<td>72.5</td>
<td>72.1</td>
</tr>
<tr>
<td>2004/05</td>
<td>72</td>
<td>75</td>
<td>71.8</td>
<td>75.1</td>
<td>72.2</td>
<td>73.3</td>
</tr>
<tr>
<td>2005/06</td>
<td>72.8</td>
<td>75</td>
<td>73.1</td>
<td>77.7</td>
<td>70.9</td>
<td>74.1</td>
</tr>
<tr>
<td>2006/07</td>
<td>80.2</td>
<td>77.3</td>
<td>75</td>
<td>82.3</td>
<td>75.5</td>
<td>78.2</td>
</tr>
<tr>
<td>2007/08</td>
<td>80.4</td>
<td>77.9</td>
<td>77.5</td>
<td>81.7</td>
<td>77.9</td>
<td>79.2</td>
</tr>
<tr>
<td>2008/09</td>
<td>79.5</td>
<td>77.6</td>
<td>76.8</td>
<td>82.1</td>
<td>77.9</td>
<td>78.9</td>
</tr>
</tbody>
</table>

Excludes Special & Independent Schools. Data for Key Stage 3 is based on Key Stage 3 Tests. KS3 tests were made non-compulsory in 2005/06. KS3 results from then onwards refer to Assessments. Key Stage 3 Test results were unavailable for a small number of schools for 2003/04.
**Key Stage Three - MATHS**

*Percentage of Children Achieving Level 5 or above*

Data Source: Department of Education

---

**Why is it Important?** Maths has 5 attainment targets: Processes in Mathematics; Number; Algebra; Shape; Space and Measures and Handling Data. At Level 5, pupils extend their understanding of the relationships between place values, using this to multiply and divide numbers with up to 2 decimal places by 10, 100, and 1000. They follow sets of instructions to generate a sequence. Pupils understand congruence of 2-D shapes. They insert and interrogate data in a computer database (www.deni.gov.uk, 2009).

---

**The Story Behind the Trends** - The NI average has increased from 68.9 in 2000/01 to a peak of 77.3 in 2008/09. While there have been a lot of fluctuations all Board areas have shown improvement over this period.

---

**Key Stage THREE**

Years 8-10
Ages 12 to 14
Expected Average Ability Level – **5 or above**

---

Excludes Special & Independent Schools. Data for Key Stage 3 is based on Key Stage 3 Tests. KS3 tests were made non-compulsory in 2005/06. KS3 results from then onwards refer to Assessments. Key Stage 3 Test results were unavailable for a small number of schools for 2003/04.
Key Stage Three - SCIENCE

Percentage of Children Achieving Level 5 or above

Data Source: Department of Education

Why is it Important? Science has 4 attainment targets: Experimental and Investigative Science; Living Organisms and Life Processes; Materials and their Uses; and Physical Processes. At Level 5, pupils design fair tests to answer questions that arise from their work in science. Pupils assign organisms to their major groups and understand the main stages in a life cycle. Pupils understand the physical properties of gases and relate these to everyday uses. Pupils understand the meaning of temperature (www.deni.gov.uk, 2009). (2)

The Story Behind the Trends - The NI average has increased from 67.2 in 2000/01 to a peak of 71.7 in 2006/07. While there have been some fluctuations, all Board areas with the exception of SEELB, have shown improvement over this period.

Key Stage THREE
Years 8-10
Ages 12 to 14
Expected Average Ability Level – 5 or above

KEY STAGE THREE Science - Percentage Achieving Level 5 or above

<table>
<thead>
<tr>
<th>Year</th>
<th>BELB</th>
<th>NEELB</th>
<th>SEELB</th>
<th>SELB</th>
<th>WELB</th>
<th>NI</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000/2001</td>
<td>65.5</td>
<td>69.9</td>
<td>66.2</td>
<td>69.7</td>
<td>63.8</td>
<td>67.2</td>
</tr>
<tr>
<td>2001/2002</td>
<td>67.1</td>
<td>67.8</td>
<td>66</td>
<td>70.5</td>
<td>67.4</td>
<td>67.9</td>
</tr>
<tr>
<td>2002/2003</td>
<td>65.8</td>
<td>70</td>
<td>67.1</td>
<td>70.7</td>
<td>67.3</td>
<td>68.3</td>
</tr>
<tr>
<td>2003/2004</td>
<td>69.9</td>
<td>70.2</td>
<td>68.7</td>
<td>70.1</td>
<td>69.2</td>
<td>70.1</td>
</tr>
<tr>
<td>2004/2005</td>
<td>67.9</td>
<td>70.8</td>
<td>68.7</td>
<td>71.7</td>
<td>68.5</td>
<td>69.6</td>
</tr>
<tr>
<td>2005/2006</td>
<td>67.7</td>
<td>71</td>
<td>68.4</td>
<td>72</td>
<td>69.9</td>
<td>69.9</td>
</tr>
<tr>
<td>2006/2007</td>
<td>70.7</td>
<td>73.6</td>
<td>67.3</td>
<td>74.3</td>
<td>70.7</td>
<td>71.7</td>
</tr>
</tbody>
</table>

Excludes Special & Independent Schools. Data for Key Stage 3 is based on Key Stage 3 Tests. Key Stage 3 Test results were unavailable for a small number of schools for 2003/04. KS3 tests were made non-compulsory in 2005/06. KS3 results from then onwards refer to Assessments. KS3 is unavailable from 2007/08 because many schools did not submit results.
Why is it Important? English has 3 attainment targets: Talking & Listening; Reading and Writing. At Level 6, pupils are beginning to adapt their talk to the demands of a range of different contexts and audiences with increasing confidence. In reading and discussing a range of texts, pupils identify different layers of meaning and comment on their significance. Pupils’ writing often engages and interests the audience. Ideas are sustained, developed and show some originality (www.deni.gov.uk, 2009).

The Story Behind the Trends - WELB has remained consistently below the NI average and although there have been fluctuations, all Boards have shown improvement in rates over the last three years. SELB recorded a peak figure of 57% in 2006/07.

Key Stage THREE
Years 8-10 Ages 12 to 14
Expected Average Ability Level – 5 or above

Excludes Special & Independent Schools. Data for Key Stage 3 is based on Key Stage 3 Tests. KS3 tests were made non-compulsory in 2005/06. KS3 results from then onwards refer to Assessments. Key Stage 3 Test results were unavailable for a small number of schools for 2003/04.
Key Stage Three - MATHS
Percentage of Children Achieving Level 6 or above
Data Source: Department of Education

Why is it Important? Maths has 5 attainment targets: Processes in Mathematics; Number; Algebra; Shape; Space and Measures and Handling Data. At Level 6, pupils understand and calculate with numbers up to 3 decimal places. They represent and use simple functions and interpret graphs from real situations. Pupils recognise and use rotational symmetry. They distinguish between, and are able to find, the mean, median and mode of discrete data (www.deni.gov.uk, 2009). (2)

The Story Behind the Trends - The NI average has increased from 46.4% in 2000/01 to 52.1% in 2008/09. All areas have shown good improvement over the last 9 years. SEELB has remained consistently below the NI average.

Key Stage THREE
Years 8-10
Ages 12 to 14
Expected Average Ability Level – 5 or above

Excludes Special & Independent Schools. Data for Key Stage 3 is based on Key Stage 3 Tests. KS3 tests were made non-compulsory in 2005/06. KS3 results from then onwards refer to Assessments. Key Stage 3 Test results were unavailable for a small number of schools for 2003/04.
**Key Stage Three - SCIENCE**

**Percentage of Children Achieving Level 6 or above**

Data Source: Department of Education

**Why is it Important?** Science has 4 attainment targets: Experimental and Investigative Science; Living Organisms and Life Processes; Materials and their Uses and Physical Processes. At Level 6, pupils demonstrate a competence in practical skills, such as in the selection of appropriate apparatus and in the precision with which they make their observations and measurements. Pupils know and understand the differences between plant and animal cells. Pupils extend their knowledge of classification to explain the differences between elements, compounds and mixtures (www.deni.gov.uk, 2009). (2)

**The Story Behind the Trends** - The NI average has increased slightly from 41.1% in 2000/01 to 43.9% in 2006/07. There has been a lot of fluctuations across the boards over the last 7 years. SEELB and WELB have remained consistently below the NI average.

**Key Stage THREE**

Years 8-10 Ages 12 to 14

Expected Average Ability Level – **5 or above**

---

Excludes Special & Independent Schools. Data for Key Stage 3 is based on Key Stage 3 Tests. Key Stage 3 Test results were unavailable for a small number of schools for 2003/04. KS3 tests were made non-compulsory in 2005/06. KS3 results from then onwards refer to Assessments. KS3 is unavailable from 2007/08 because many schools did not submit results.
Percentage of Young People gaining 5 GCSEs (A-C) or Above

Data Source: Department of Education

Why is it Important? GCSE stands for General Certificate of Secondary Education. GCSEs are the main qualification taken by 14-16 year olds. You can take GCSEs in a wide variety of academic and ‘applied’ (work related) subjects. GCSEs are highly valued by schools, colleges and employers. Obtaining GCSEs lead to a number of routes, mainly work, further study or an Apprenticeship. Most Universities will ask for 5 GCSEs grades A-C, including English and Maths (as well as A Levels or equivalent qualifications) (www.deni.gov.uk, 2009). (3)

The Story Behind the Trends - The percentage of young people gaining 5 GCSEs (A-C) has risen from 58% in 2000/01 to 70% in 2008/09. All Education Board areas have followed this trend.

Note: The 2002/03 School Leavers Survey was abandoned due to problems with the schools’ administrative system.

<table>
<thead>
<tr>
<th>Year</th>
<th>BELB</th>
<th>WELB</th>
<th>NEELB</th>
<th>SEELB</th>
<th>SELB</th>
<th>NI</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000/01</td>
<td>62.80%</td>
<td>56.10%</td>
<td>58.20%</td>
<td>54.10%</td>
<td>58.20%</td>
<td>58.00%</td>
</tr>
<tr>
<td>2001/02</td>
<td>63.10%</td>
<td>58.30%</td>
<td>57.60%</td>
<td>53.90%</td>
<td>60.10%</td>
<td>58.70%</td>
</tr>
<tr>
<td>2003/04</td>
<td>63.30%</td>
<td>61.70%</td>
<td>59.40%</td>
<td>56.20%</td>
<td>62.50%</td>
<td>60.70%</td>
</tr>
<tr>
<td>2004/05</td>
<td>66.90%</td>
<td>64%</td>
<td>61.30%</td>
<td>58.00%</td>
<td>64.10%</td>
<td>63.00%</td>
</tr>
<tr>
<td>2005/06</td>
<td>68.80%</td>
<td>64%</td>
<td>62.70%</td>
<td>59.50%</td>
<td>65.30%</td>
<td>64.20%</td>
</tr>
<tr>
<td>2006/07</td>
<td>69.20%</td>
<td>63.40%</td>
<td>63.50%</td>
<td>60.50%</td>
<td>66.30%</td>
<td>64.70%</td>
</tr>
<tr>
<td>2007/08</td>
<td>71.70%</td>
<td>65.70%</td>
<td>66.20%</td>
<td>62.60%</td>
<td>67.50%</td>
<td>66.90%</td>
</tr>
<tr>
<td>2008/09</td>
<td>75.80%</td>
<td>69.90%</td>
<td>69.30%</td>
<td>66.10%</td>
<td>69.40%</td>
<td>70.10%</td>
</tr>
</tbody>
</table>
**Why is it Important?** GCSE stands for General Certificate of Secondary Education. GCSEs are the main qualification taken by 14-16 year olds. You can take GCSEs in a wide variety of academic and ‘applied’ (work related) subjects. GCSEs are highly valued by schools, colleges and employers. Obtaining GCSEs lead to a number of routes, mainly work, further study or an Apprenticeship. Most Universities will ask for 5 GCSEs grades A-C, including English and Maths (as well as A Levels or equivalent qualifications) (www.deni.gov.uk, 2009).

**The Story Behind the Trends** - The percentage of young people leaving school with no GCSEs in NI has fallen from 5.8% in 2000/01 to 2.9% in 2008/09. All Education Board areas have followed this trend with the exception of BELB which have seen a slight increase.

*Note: The 2002/03 School Leavers Survey was abandoned due to problems with the schools’ administrative system.*
Why is it Important? The Pre-School Education Expansion Programme (PEAG), which is an important element both of the Department of Education’s strategy for tackling low and under-achievement and of the Government's Childcare Strategy, is designed as a partnership between the statutory and voluntary/private sectors. In order to utilise and build upon the learning that has taken place in the home and its immediate environment, pre-school education should provide children with a rich variety of play activities and other experiences in a stimulating and challenging environment. The focus should be to allow children to learn without experiencing a sense of failure (www.deni.gov.uk, 2009). (4)

The Story Behind the Trends - The uptake rate has increased from 78.5% in 2001/02 to 85.9% in 2007/08. BELB and WELB have consistently had a higher uptake rate than the NI average.
Living in Safety and with Stability

What we want to achieve for all children and young people:-

- Children and young people to feel and be safe and secure in their homes and in their communities;
- Improved outcomes for children at risk of abuse;
- Access to family support services appropriate to age and location;
- Support for families at risk of being homeless;
- To be free from bullying.

The following indicators are included in this chapter to measure all our children and young people living in safety and with stability:-

- Children on the Child Protection Register
- Children Re-registered to the Child Protection Register
- Looked After Children
- Children who are Victims of Domestic Violence
- Domestic Violence Offences
- Young People’s Attitude to Domestic Violence
- Children Killed on the Roads
- Children Seriously or Slightly Injured on the Roads
- Anti-Social Behaviour, Personal Safety and Knife Crime
**Why is it Important?** Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings; in a family, an institutional or community setting, by those known to them, or more rarely by a stranger. There are different types of abuse and a child may suffer more than one of them (DHSSPS, Co-operating to Safeguard Children, 2003). (1) Not all children who are subjected to abuse are known to Social Services.

**The Story Behind the Trends** - At 31 March 2009, there were 2,488 children on child protection registers in Northern Ireland, an increase of 20% (417) from 2008 (2,071). Of the 2,488 children, 60% had been registered for less than one year, with 7% registered for 3 years or longer. Figures on child protection registers record the child protection process not the number of children who are abused and are, therefore, likely to underestimate the extent of abuse.
Why is it Important? Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings; in a family, an institutional or community setting, by those known to them, or more rarely by a stranger. There are different types of abuse and a child may suffer more than one of them (DHSSPS, Co-operating to Safeguard Children, 2003). (1) Not all children who are subjected to abuse are known to Social Services.

The Story Behind the Trends - During 2008/09 there were 290 children re-registered. Neglect is the most common category of abuse, with 50% assessed to be at risk of neglect. Figures on child protection registers record the child protection process not the number of children who are abused and are, therefore, likely to underestimate the extent of abuse.
**Looked After Children**

Data Source: Children Order Statistical Bulletin, DHSSPS

---

**Why is it Important?** The DHSSPS (Care Matters, March 2007) states that Looked After Children (LAC) is one of the most vulnerable and disadvantaged groups in society. In comparison to non Looked After Children their outcomes are poorer, including poorer educational attainment and much higher rates of unemployment. LAC are also more likely to have a statement of Special Education Needs and to experience school suspensions and/or expulsions. Girls are more likely than their peers to have a teenage pregnancy; boys are more likely to receive a caution or a conviction than their peers. Detailed work on recording indicators above has been carried out.

**The Story Behind the Trends** - At 31 March 2009, there were 2,463 LAC in Northern Ireland, an increase of 1% (30) from 2008 (2,433). Of the 2,463 looked after children, 65% were in foster care, 19% were placed with family, 13% were in residential care and 3% were in other placement types. 23% had been in care for less than 1 year; with 10% in care for 10 years or longer (DHSSPS, 2009).

---

**Looked After Children per 1000 population aged 0-17 years**

<table>
<thead>
<tr>
<th>Year</th>
<th>Eastern Area</th>
<th>Northern Area</th>
<th>Southern Area</th>
<th>Western Area</th>
<th>Northern Ireland</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001/02</td>
<td>6.7</td>
<td>4.9</td>
<td>3.4</td>
<td>5.9</td>
<td>5.4</td>
</tr>
<tr>
<td>2002/03</td>
<td>6.6</td>
<td>5.2</td>
<td>3.2</td>
<td>5.9</td>
<td>5.5</td>
</tr>
<tr>
<td>2003/04</td>
<td>6.9</td>
<td>4.8</td>
<td>4.0</td>
<td>6.2</td>
<td>5.7</td>
</tr>
<tr>
<td>2004/05</td>
<td>7.2</td>
<td>4.9</td>
<td>4.4</td>
<td>5.8</td>
<td>5.8</td>
</tr>
<tr>
<td>2005/06</td>
<td>7.1</td>
<td>4.6</td>
<td>4.3</td>
<td>5.4</td>
<td>5.6</td>
</tr>
<tr>
<td>2006/07</td>
<td>7.0</td>
<td>4.5</td>
<td>3.8</td>
<td>5.5</td>
<td>5.5</td>
</tr>
<tr>
<td>2007/08</td>
<td>7.3</td>
<td>4.6</td>
<td>4.0</td>
<td>5.5</td>
<td>5.6</td>
</tr>
<tr>
<td>2008/09</td>
<td>7.4</td>
<td>4.8</td>
<td>4.1</td>
<td>5.5</td>
<td>5.7</td>
</tr>
</tbody>
</table>
**Why is it Important?** Domestic Violence affects people of every class, age, race, disability and sexuality (NSPCC, 2009). (4) Domestic violence is not restricted to physical violence but sometimes it is more subtle and also involves psychological, verbal, sexual, financial and emotional abuse. Children are very much the silent victims of domestic violence. They may witness it or be subject to it but often their voices are not heard (Tackling Violence at Home, 2005). (5)

**The Story Behind the Trends** - Figures show fluctuation from year to year over all four areas, however in the last two years the number of child victims have increased. The statistics presented are based on incidents reported to and recorded by the PSNI and it is recognised that these statistics are an underestimation of the number of child victims.
### Why is it Important?

Although most incidents of Domestic Violence (DV) are reported by an adult, it is important to note that violence in the family cannot be kept hidden from the children. Children will often witness the violence, be aware of the tense atmosphere, suffer as a victim themselves or suffer in the aftermath of the violence (Women's Aid, 2009). Exposure to DV can have very damaging long-term effects on a child’s mental health, sense of identity and ability to form relationships. Research highlights that the effects of DV are amplified for pre-schoolers, who are completely dependent on parents for all aspects of their care and may therefore witness greater amounts of violence than older children (Holt, Buckley & Whelan, 2008). 

### The Story Behind the Trends

Figures show fluctuation from year to year over all four areas, however over the last three years the number of offences have increased in both the Southern and the Western Area. In both the Eastern and the Northern area the number of incidents have decreased in 2007/08 – 2008/09 with an increase of incidents across all 4 areas in 2009/10.
Young People’s Attitude to Domestic Violence

Data Source: YPBAS 2007, DHSSPS Sample: 6902 pupils aged 11 – 16 (Form1/Year8 – Form 5/Year12), from 70 schools selected randomly throughout NI. (8)

---

The Story Behind the Trends

- 11% of pupils in years 11 and 12 think boyfriends who hit girlfriends once deserve a second chance in the relationship.
- 14% think that husbands who hit wives once deserve a second chance in the relationship.
- 17% of pupils in years 11 and 12 think it is okay for a man to hit his girlfriend/wife if she has slept with someone else.
- 30% of pupils in years 11 and 12 think girlfriends who hit boyfriends once deserve a second chance in the relationship.
- 28% of pupils in years 11 and 12 think wives who hit husbands once deserve a second chance in the relationship.
- 37% of pupils in years 11 and 12 think it is okay for a woman to hit her boyfriend/husband if he has slept with someone else.

---

Living in Safety and with Stability
Why is it Important? Road traffic deaths make up 41% of all child deaths, the majority of these children are pedestrians and cyclists and not car occupants. By changing children’s exposure to risk as pedestrians these death rates decline, but may lower exercise and fitness levels and restrict the child’s independence (Unicef, 2001). (9) Social and economic factors play a part in child road injuries. Research has shown that children from social class V are five times more likely to be killed as pedestrians than those from class I (Child Accident Prevention Trust, 2009). (10)

The Story Behind the Trends - Figures show fluctuation from year to year across all areas. In 2009 there were 9 children killed on the roads within Northern Ireland, a decrease of 55% since 2001.
**Children Seriously or Slightly Injured on the Roads**

**Data Source:** PSNI

---

### Why is it Important?

Road traffic deaths make up 41% of all child deaths, the majority of these children are pedestrians and cyclists and not car occupants. By changing children’s exposure to risk as pedestrians these death rates decline, but may lower exercise and fitness levels and restrict the child’s independence (Unicef, 2001). Social and economic factors play a part in child road injuries. Research has shown that children from social class V are five times more likely to be killed as pedestrians than those from class I (Child Accident Prevention Trust, 2009).

---

### The Story Behind the Trends -

Figures show fluctuation from year to year across all areas with overall trends from 2001 showing a decrease. In 2009 there were 1424 children injured on the roads within Northern Ireland, a decreased by 33% since 2001.

---

### Number of 0 – 17 year olds seriously or slightly injured on the Roads

<table>
<thead>
<tr>
<th>Year</th>
<th>Eastern Area</th>
<th>Northern Area</th>
<th>Southern Area</th>
<th>Western Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>902</td>
<td>498</td>
<td>396</td>
<td>345</td>
</tr>
<tr>
<td>2002</td>
<td>835</td>
<td>448</td>
<td>317</td>
<td>356</td>
</tr>
<tr>
<td>2003</td>
<td>735</td>
<td>386</td>
<td>314</td>
<td>286</td>
</tr>
<tr>
<td>2004</td>
<td>643</td>
<td>341</td>
<td>283</td>
<td>269</td>
</tr>
<tr>
<td>2005</td>
<td>490</td>
<td>285</td>
<td>235</td>
<td>257</td>
</tr>
<tr>
<td>2006</td>
<td>597</td>
<td>390</td>
<td>230</td>
<td>198</td>
</tr>
<tr>
<td>2007</td>
<td>555</td>
<td>368</td>
<td>253</td>
<td>244</td>
</tr>
<tr>
<td>2008</td>
<td>569</td>
<td>306</td>
<td>241</td>
<td>271</td>
</tr>
<tr>
<td>2009</td>
<td>591</td>
<td>335</td>
<td>269</td>
<td>229</td>
</tr>
</tbody>
</table>
Why is it Important? Qualitative surveys give us more in-depth information on the views children and young people hold.

- 87% of the sample population feel very or quite safe in the area that they live and 66% of pupils are not very or not at all worried about their safety going into their nearest town/city centre at night.

- 51% thought that rubbish or litter lying around was a very or fairly big problem in their area while the respective percentages for other types of anti-social behaviour were: vandalism, graffiti or deliberate damage to property (39%), people being rowdy or drunk in public places (39%) and gangs of other people looking for trouble (37%).

- In relation to their own personal safety, 52% are worried about having things stolen from them that they are carrying / wearing, 44% are worried about having their belongings damaged/deliberately broken, 44% are worried about being knocked down by a car or other vehicle, 42% are worried about being threatened / hurt by someone with a knife and 42% are worried about being sexually or physically abused.
In the last 12 months, 16% of pupils have been bullied, 15% have been called names/harassed for some reason other than their religion, race or skin colour, 10% of pupils have had their belongings damaged/deliberately broken and 10% of pupils have had things stolen from them that they were carrying/wearing.

In the same time period, 52% of surveyed pupils have seen someone else being bullied, 29% of pupils witnessed someone else being called names/harassed for some other reason, 28% have witnessed someone else being called names/harassed because of their religion, 27% have witnessed someone else having belongings damaged/deliberately broken and nearly a quarter (24%) have seen someone else having things stolen.

12% of pupils have carried a knife as a weapon. Of these, 4% have used a knife to injure someone and 18% have used a knife to threaten someone. Out of the 63 pupils who have used a knife to threaten someone 37 have done so somewhere outside (e.g. park, street) whilst 21 did so at home. Of those who carry a knife, 49% do so to help them feel safer.
Economic and Environmental Well-being

What we want to achieve for all children and young people:

- Improved outcomes for children who live in poverty;
- Access to safe, quality play areas;
- To live in homes that do not fail decent standards;
- To achieve economic stability and independence.

The following indicators are included in this chapter to measure the economic and environmental wellbeing of all our children and young people:

- Children and Young People Living in Overcrowded Accommodation
- Number of Families with Children Presenting to NI Housing Executive as Homeless
- Number of Families with Children Awarded as A1 Statutory Homeless
- Dependent Children in Families Awarded A1 Statutory Homeless
- Number of Young People Aged 16-18 Awarded A1 Statutory Homeless
- Families with Dependent Children Living in Temporary Accommodation
- Number of Children Living in Temporary Accommodation
- Percentage of Children Living in Relative Low Income Poverty
- Percentage of Children Living in Absolute Low Income Poverty
- Percentage of Children who are Dependents of Claimants of Jobseeker’s Allowance
- Percentage of Children who are Dependents of Claimants of Income Support
- Percentage of Lone Parent Families Claiming Jobseeker’s Allowance
- Percentage of Lone Parent Families Claiming Income Support
- Key Points
### Why is it Important?
Living in overcrowded accommodation can have a devastating effect on families. If a home is overcrowded it can affect health and educational attainment and can impact negatively on life chances (Full House, Shelter 2005).

### The Story Behind the Trends -
The percentage of young people living in overcrowded accommodation has been decreasing across all areas since 2007/08 with the Western District seeing a slight increase in the last year. The higher percentage of children and young people affected by overcrowding continues to be within the Eastern District.

### Children and Young People Living in Overcrowded Accommodation

**Data Source:** Northern Ireland Housing Executive (NIHE)

<table>
<thead>
<tr>
<th>Year</th>
<th>Eastern District</th>
<th>Northern District</th>
<th>Southern District</th>
<th>Western District</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002/03</td>
<td>0.9</td>
<td>0.3</td>
<td>0.1</td>
<td>0.3</td>
</tr>
<tr>
<td>2003/04</td>
<td>0.9</td>
<td>0.3</td>
<td>0.2</td>
<td>0.3</td>
</tr>
<tr>
<td>2004/05</td>
<td>2.1</td>
<td>0.9</td>
<td>0.6</td>
<td>0.8</td>
</tr>
<tr>
<td>2005/06</td>
<td>2.3</td>
<td>0.9</td>
<td>1.1</td>
<td>1.3</td>
</tr>
<tr>
<td>2006/07</td>
<td>2.4</td>
<td>1.3</td>
<td>1.3</td>
<td>1.4</td>
</tr>
<tr>
<td>2007/08</td>
<td>2.6</td>
<td>1.5</td>
<td>1.5</td>
<td>1.5</td>
</tr>
<tr>
<td>2008/09</td>
<td>2.5</td>
<td>1.3</td>
<td>1.5</td>
<td>1.2</td>
</tr>
<tr>
<td>2009/10</td>
<td>2.4</td>
<td>1.1</td>
<td>1.3</td>
<td>1.3</td>
</tr>
</tbody>
</table>
Why is it Important? A number of different personal and social factors can contribute towards people becoming homeless. These may include any of the following:

**Individual Factors**: including drug and alcohol misuse; lack of qualifications; lack of social support; debts, especially mortgage or rent arrears; poor physical and mental health; relationship breakdown; and getting involved in crime at an early age.

**Family Background**: including family breakdown and disputes; sexual and physical abuse in childhood or adolescence; having parents with drug or alcohol problems; and previous experience of family homelessness.

**Institutional Background**: including having been in care; the armed forces; or in prison (Shelter 2009). (2)

---

The Story Behind the Trends - Trends show the number of families with children presenting to NIHE as homeless has decreased in the last year. Waiting lists peaked in 2008, with families seeing the biggest fall, due possibly to increased choice available in private rented market (mixed tenure estates in more desirable areas, white goods included, not stigmatised as social housing), this also resulted in a higher number of social properties becoming available for re-let so reducing waiting lists.
Why is it Important?
Homeless people suffer high levels of stress from their lack of control over their housing situation, combined with high levels of poverty and often poor living conditions. They often also feel very isolated, especially when temporary accommodation is provided at a distance from the household’s local community and friends (Shelter 2009). (2)

The Story Behind the Trends -
Similar to those presenting as homeless the number awarded homeless has been decreasing since 2008 again due to Waiting lists peaked in 2008, with families seeing the biggest fall, due possibly to increased choice available in private rented market (mixed tenure estates in more desirable areas, white goods included, not stigmatised as social housing), this also resulted in a higher number of social properties becoming available for re-let so reducing waiting lists.
Why is it Important? Children are frightened, insecure, or worried about the future as a result of their homelessness. There is evidence among homeless children of mood swings, nervousness and bad tempers, bed-wetting and disturbed sleep patterns (Where's home? Children and homelessness in Bristol, Shelter, London, 2002). (3)

The Story Behind the Trends – Overall Belfast District continues to have the most children in families awarded A1 statutory homeless. As with previous two charts, all areas have seen a decrease over the last year.
**Number of Young People Aged 16-18 Awarded A1 Statutory Homeless**

Data Source: NIHE

**Why is it important?** Many people only associate homelessness with sleeping on the streets. The reality is that the vast majority of homeless people are families or single people who are not ‘sleeping rough’. Some may be staying with relatives and friends on a temporary basis. Others live in temporary accommodation, such as bed and breakfast, hotels, hostels, night shelters and refuges. For many, this means living in poor quality accommodation that is detrimental to their health and well-being (Shelter 2009). (2)

---

**Number of Young People aged 16-18 Awarded A1 Statutory Homeless**

<table>
<thead>
<tr>
<th>Year</th>
<th>Belfast District</th>
<th>Northern District</th>
<th>South East District</th>
<th>Southern District</th>
<th>Western District</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002/03</td>
<td>39</td>
<td>15</td>
<td>23</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>2003/04</td>
<td>46</td>
<td>29</td>
<td>23</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>2004/05</td>
<td>40</td>
<td>30</td>
<td>24</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>2005/06</td>
<td>48</td>
<td>30</td>
<td>22</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>2006/07</td>
<td>37</td>
<td>23</td>
<td>19</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>2007/08</td>
<td>36</td>
<td>31</td>
<td>21</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>2008/09</td>
<td>43</td>
<td>25</td>
<td>24</td>
<td>5</td>
<td>31</td>
</tr>
<tr>
<td>2009/10</td>
<td>16</td>
<td>13</td>
<td>14</td>
<td>0</td>
<td>9</td>
</tr>
</tbody>
</table>

**The Story Behind the Trends** - There has been a decrease in all areas over the last year, with the possible drop due to increased choice available in the private rented market and also support from Housing Benefit for higher private sector rents.
Families with Dependent Children Living in Temporary Accommodation

Why is it Important? When people are forced to move into temporary accommodation, their health suffers. The uncertainty of their situation, often combined with poor living conditions, impacts both physically and mentally on homeless individuals and families. (Sick and Tired; The impact of temporary accommodation on the health of homeless families, Shelter, 2004) (4)

The Story Behind the Trends - There are much higher numbers of families with children living in temporary accommodation in the Belfast District with all areas showing increases year on year with the exception of the Southern Areas which decreases slightly in 2009/10.
Number of Children Living in Temporary Accommodation

Data Source: NIHE

Why is it Important? Children living in poor, temporary or overcrowded conditions are more likely to have respiratory problems, to be at risk of infections, and have mental health problems. Housing that is in poor condition, temporary or overcrowded also threatens children’s safety. The impact on children’s development is both immediate and long term; growing up in poor housing has been found to have a lasting impact on a child’s health and well-being throughout their life. (Chance of a Lifetime: the impact of bad housing on children’s lives, Shelter, 2006) (5)

The Story Behind the Trends - There are higher numbers of children living in temporary accommodation in the Belfast District. All areas have seen an increase over the last year with exception of Belfast and the Southern District seeing slight decreases.
### Why is it Important?
Relative poverty lines are based on the view that poverty should be assessed in relation to (relative to) the standard of living in a country. The measure is specifically designed to show whether the poorest families are keeping pace with the growth of incomes in the economy as a whole. (NI Assembly 2008) (6)

### The Story Behind the Trends
The Western area has seen a significant rise in children living in relative low poverty over the last year, and is now above the Northern Ireland average alongside the Southern area. The groups with the highest poverty risk are: Ethnic minorities and migrant workers; Travellers; young people, especially aged 16-18, lone parent families; families of ex-prisoners; people with low or no educational qualifications; long term unemployed; people living in disadvantaged communities; people living in border areas. (Northern Ireland Anti Poverty Network) (7)

### Percentage of Children Living in Relative Low Income Poverty

<table>
<thead>
<tr>
<th>Year</th>
<th>Belfast &amp; South East Area</th>
<th>Northern Area</th>
<th>Southern Area</th>
<th>Western Area</th>
<th>Northern Ireland</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002/03</td>
<td>24</td>
<td>26</td>
<td>26</td>
<td>30</td>
<td>27</td>
</tr>
<tr>
<td>2003/04</td>
<td>21</td>
<td>29</td>
<td>23</td>
<td>37</td>
<td>27</td>
</tr>
<tr>
<td>2004/05</td>
<td>21</td>
<td>19</td>
<td>25</td>
<td>36</td>
<td>25</td>
</tr>
<tr>
<td>2005/06</td>
<td>22</td>
<td>25</td>
<td>38</td>
<td>36</td>
<td>29</td>
</tr>
<tr>
<td>2006/07</td>
<td>22</td>
<td>22</td>
<td>29</td>
<td>20</td>
<td>23</td>
</tr>
<tr>
<td>2007/08</td>
<td>23</td>
<td>30</td>
<td>19</td>
<td>39</td>
<td>27</td>
</tr>
<tr>
<td>2008/09</td>
<td>21</td>
<td>25</td>
<td>29</td>
<td>38</td>
<td>27</td>
</tr>
</tbody>
</table>
**Percentage of Children Living in Absolute Low Income Poverty**

Data Source: Family Resource Survey

**Why is it Important?** Absolute low income poverty is measured using a fixed or set poverty line. For example, the fixed poverty line for a couple with two children was set at £270 per week which was 60% of the ‘average’ (or median) weekly income in 2006/07. (NI Assembly 2008) (6)

**The Story Behind the Trends** – The Western Area has seen a significant rise in children living in absolute low income poverty in 2007/08 and 2008/09, with the Southern Area showing an increase in 2008/09. Both the Western and Southern Areas are above the NI average.
Percentage of Children who are Dependents of Claimants of Jobseekers Allowance

Data Source: Social Security Agency

Why is it Important? Jobseeker’s Allowance replaced Unemployment Benefit and Income Support for unemployed people. It is payable to people under pensionable age who are available for, and actively seeking, work of at least 40 hours a week. Children who experience poverty, especially persistently, are at higher risk of encountering difficulties for example, health problems, developmental delays and behaviour disorders and they are also more likely to fall into low income themselves in adulthood (Kornberger et al. 2001, Finnie and Bernard 2004) (8).

The Story Behind the Trends - All areas have seen an increase over the last two years in the percentage of children who are dependents of Claimants of JSA. A possible reason for this increase could be a result of lone parents moving from Income Support to Jobseeker’s Allowance due to entitlement ceasing. The higher percentage of children are in the Western Area.
**Why is it Important?** An individual whose income, from all sources, is below the minimum level set by Government is entitled to Income Support. Income Support is normally claimed by people who are aged 16 or over, not working 16 hours or more (and/or with a partner working less than 24 hours) and not required to be available for full-time employment. Children growing up in low income families may be ‘learning to be poor’ from an early age as diminished expectations of what their parents can afford lead them to scale down their hopes and aspirations for the future. (Kornberger et al. 2001, Finnie and Bernard 2004). (8)

**The Story Behind the Trends**

Trends overall have been decreasing steadily year on year across all areas. A possible reason for this decrease could be a result of lone parents moving from income support to Jobseeker’s Allowance due to entitlement ceasing. The Western area has the highest percentage of children who are dependents of claimants of income support.
**Why is it Important?** According to the most recent figures for Northern Ireland, over one quarter (28%) of families with dependent children are now headed by lone parents (NISRA, 08/09, Annual Abstract of Statistics), compared to just under one quarter (24.5%) in Great Britain. Most lone parents are women. While Northern Ireland’s overall unemployment rate (4.6%) compares favourably with Great Britain (5.5%), long-term unemployment is much worse in Northern Ireland where a quarter of claimants have been unemployed for at least 2 years (Department for Social Development, 2007).

### Economic and Environmental Wellbeing

#### The Story Behind the Trends
All areas have seen a significant increase in the percentage of lone parents claiming JSA. A possible reason for this increase could be a result of lone parents moving from income support to Jobseeker’s Allowance due to entitlement ceasing under new regulations that were introduced in December 2008.
Why is it Important? Children living in lone parent families and families claiming Income Support have less experience of handling their own money than other children: they are less likely to receive regular pocket money and are less likely to get part-time jobs. Children in lone-parent or Income Support families have much lower expectations about their future careers than their peers. They are more likely than other youngsters to want jobs that require few qualifications and little training, and they are less likely to aspire to attaining professional qualifications or occupations. (Small expectations: Learning to be poor? Jules Shropshire and Sue Middleton, 1999) (11)

The Story Behind the Trends - The Eastern and Western Areas have the highest % of lone parent families claiming Income Support with the Northern Area seeing a slight increase in the last year.
In 2006-07, the average number of persons per household in Northern Ireland was 2.6. The Rural West had the highest provincial average at 2.9 persons, whilst the Belfast Metropolitan Urban Area (henceforth referred to as the BMUA) averaged only 2.4 persons.

The Rural West had the highest proportion of households consisting of four or more persons.

The Rural East had the highest proportion of households without children whilst the Rural West had the lowest proportion.

The highest proportion of single parent families was found in the Urban East whilst the lowest was found in the Rural East.

The Urban West had the highest proportion of households in receipt of any income related benefit whilst the Rural East had the lowest proportion.

The Rural West had the highest proportion of households in receipt of any non-income related benefit, whilst the Belfast Urban Area and Rural East had the lowest proportion.

In 2006-07, the Rural East region had the lowest proportion of households in the social rented sector whilst the highest proportion of households in this sector was found in the Urban West.

The Rural East had the lowest proportion of households in privately rented accommodation whilst the Urban West had the highest proportion.

The Rural East had the highest proportion of owner-occupier households.

The Urban region was consistently the highest scoring of the three regions on all of the deprivation indicators used.

The Urban West had the highest proportion of households scoring on each of the deprivation indicators, whilst the Rural East had the lowest proportion in all but one.
Making a Positive Contribution

What we want to achieve for all children and young people:

- That children and young people are valued by society and their communities;
- Increased opportunities for volunteering in community and voluntary work;
- Access to leisure activities involving young people in their design and delivery;
- A preventative and early intervention approach to youth offending.

The following indicators are included in this chapter to measure if all our children and young people are making a positive Contribution:

- Participation in Youth Activities
- Volunteering
Participation in Youth Activities

Why is it important? Youth work is a vital non-formal educational process of personal and social development, through which young people can develop their knowledge, understanding, attitudes, confidence and personal and inter-personal skills. Young people have the right to expect that it will be accessible, affordable, high quality and flexible to meet changing needs and a changing environment (Youth Council NI Strategy 05-08). (1)

The Story Behind the Trend - The proportion of young people who participate in Youth Activities, across each of the areas, has remained relatively consistent over the last few years, with slightly higher levels of involvement in the Eastern Area.

Note: There may be double counting as a young person can be a member of more than one Group.
The YLT survey is undertaken annually and uses the Child Benefit Register as a random sample frame. In 2009 all 16 year olds living in Northern Ireland who celebrated their birthday in February or March received a letter at their home address and were invited to take part in the survey. The survey was completed by 857 respondents on paper or online.

**Motivation for Volunteering by gender and financial background**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Gender</th>
<th>Financial background</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>I wanted to improve things / help people</td>
<td>59</td>
<td>68</td>
</tr>
<tr>
<td>I wanted to meet people / make friends</td>
<td>39</td>
<td>44</td>
</tr>
<tr>
<td>The cause was really important to me</td>
<td>19</td>
<td>25</td>
</tr>
<tr>
<td>My friends/family also volunteered</td>
<td>32</td>
<td>34</td>
</tr>
<tr>
<td>I thought it would give me a chance to learn new and/or use existing skills</td>
<td>55</td>
<td>62</td>
</tr>
<tr>
<td>I was asked to help</td>
<td>49</td>
<td>40</td>
</tr>
<tr>
<td>It helps me to get on in my career and build up my CV</td>
<td>67</td>
<td>77</td>
</tr>
<tr>
<td>It’s part of my religious belief or philosophy of life to help people</td>
<td>24</td>
<td>23</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>
3. Children First, MMR Immunisation Advice 2010 - http://www.childrenfirst.nhs.uk/families/experts/m/MMR_vaccine.html
9. Sexually Transmitted infections and Young People In the United Kingdom, Health Promotion Agency 2008 - http://www.hpa.org.uk/Publications/InfectiousDiseases/HIVAndSTIs/0807STIsyoungpeopleinUK2008/
15. DHSSPS Priorities for Action - http://www.dhsspsni.gov.uk/index/hss/priorities_for_action.htm
Bibliography – Enjoying, Learning and Achieving

1. Suspension and Expulsion from Schools - www.literacytrust.org.uk, 2009
2. Key Stages - www.deni.gov.uk 2009
3. GCSEs - www.deni.gov.uk 2009

Bibliography – Living in Safety and with Stability

Bibliography – Economic and Environmental Well Being

1. Overcrowded Accommodation – Full House, Shelter 2005 –
   http://england.shelter.org.uk/__data/assets/pdf_file/0004/39532/Full_house_overcrowding_effects.pdf
2. Homeless Factors – Shelter 2009 –
   http://england.shelter.org.uk/housing_issues/tackling_homelessness/What-causes_homelessness
4. Sick and Tired; The impact of temporary accommodation on the health of homeless families, Shelter 2004 –
5. Chance of a Lifetime; the impact of bad housing on children’s lives, Shelter 2006 –
11. Small Expectations; Learning to be poor? Jules Shropshire and Sue Middleton 1999 –

Bibliography – Making a Positive Contribution

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valerie Maxwell</td>
<td>Information Manager</td>
<td>Social Care and Children</td>
</tr>
<tr>
<td></td>
<td>HSCB</td>
<td>Tower Hill, Armagh</td>
</tr>
<tr>
<td></td>
<td></td>
<td>028 37 414602</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:Valerie.Maxwell@hscni.net">Valerie.Maxwell@hscni.net</a></td>
</tr>
<tr>
<td>Tommy Doherty</td>
<td>Information Manager</td>
<td>Social Care and Children</td>
</tr>
<tr>
<td></td>
<td>HSCB</td>
<td>15 Gransha Park, Londonderry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>028 71860086</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:Tommy.Doherty@hscni.net">Tommy.Doherty@hscni.net</a></td>
</tr>
</tbody>
</table>