

Soziale Teilhabe im Lebensverlauf junger Erwachsener

Eine Langzeitstudie

Care Leaver Statistics (CLS) | Participation in the life course of young adults

A long-term study

CLS is the first long-term study in Germany on 'leaving care' of young adults leaving residential child and foster care. Over a period of several years, the long-term study examines the transition of young people between life in a foster family or a residential group or other forms of assisted living and adult life.

The study covers topics such as personal data, social relationships, housing, leisure time, health, school, training and studies, employment and the use of assistance.

The CLS study addresses issues such as:

- How do young people who are in a transition phase live, learn and work?
- How do they organise their daily lives?
- What are their goals and wishes?

At the beginning of the study, 1,000 young people aged 16 to 19 from residential groups and foster families are surveyed. The surveys are repeated annually over a period of seven years. The total of 2,000 participants in the study are randomly chosen from residential child and youth welfare services. This method of selection is necessary so that the results of the CLS study are meaningful for the circumstances of care leavers.

The support of residential child and youth welfare facilities, youth welfare offices, foster child services, foster parents and governing bodies is particularly important for the success of the study. Of course, the top priority is the readiness of young people to be part of the CLS study.

The CLS study will be conducted by a project network consisting of the University of Hildesheim – Institute for Social and Organisational Pedagogy (Universität Hildesheim – Institut für Sozial- und Organisationspädagogik, Hildesheim), the German Youth Institute (DJI – Deutsches Jugendinstitut, München), the Society for Innovative Social Research and Social Planning (GISS – Gesellschaft für innovative Sozialforschung und Sozialplanung, Bremen) and the International Society for Educational Support (IGfH, Internationale Gesellschaft für erzieherische Hilfen, Frankfurt).

Further information is also available at: info@cls-studie.de