THINK IN

on Children's Research and Data

Seminar Report

Acknowledgements

Contents

Introduction

The Limerick Children and Young People's Services Committee (CYPSC), established in 2007, consists of senior level representatives from statutory, community and voluntary agencies[1] that have a remit around delivering services to children and families. Children and Young People's Services Committees follow local authority (city and county council) boundaries and plan and co-ordinate services for children and young people aged between 0 – 24 years in their geographic area. Their role is to enhance interagency co-operation and to realise the five National Outcomes for children and young people, as set out in *Better Outcomes, Brighter Futures the National Policy Framework for Children and Young People, 2014 - 2020:*

- Active and healthy, with positive physical and mental well-being
- Achieving full potential in all areas of learning and development
- Safe and protected from harm
- Economic security and opportunity
- Connected, respected and contributing to their world

The central purpose of a Children and Young People's Services Committee is to ensure effective interagency co-ordination and collaboration to achieve the best outcomes for all children and young people in its area.

CYPSC is charged with improving the well-being and safety of children by supporting and strengthening families, by facilitating collaboration within Limerick services to provide a safe and nurturing environment for all children and by progressing strategic planning and policy in relation to children's services in the city. CYPSC bring together relevant statutory, community and voluntary organisations providing services to children and young people to maximise the reach, coverage and impact of such services through:

- Ensuring that the needs of children and young people are identified and addressed
- Planning and co-ordination of services
- Ensuring effective collaboration and interagency working
- Promoting quality, evidence-informed planning and practice
- Optimising the use of resources
- Promoting best participation practice

[1] Tusla-Child and Family Agency, Health Service Executive, An Garda Síochána, Young Person's Probation, Department of Education and Skills, Limerick City and County Council, Limerick and Clare ETB, Ballyhoura Development, PAUL Partnership, West Limerick Resources, Barnardos, Hospital Family Resource Centre.

To enable the fulfilment of these tasks, Limerick CYPSC has committed to developing a robust evidence-base that will enable a broad-based understanding of the needs, interests, capacities and life experiences of children, young people and families in Limerick and an understanding of the services and supports available currently to children and families. In 2012, Limerick CYPSC published *'How are Our Kids': Experiences and Needs of Children and Families in Limerick City with a Particular Emphasis on Limerick's Regeneration Areas.* Limerick CYPSC also undertook a service mapping exercise at this time.

The "Think-In" is the first step in bringing stakeholders together to build on and update this previous work and to identify how the child and family sector can work together to develop a shared understanding of the needs and experiences of children.

Outline of Event

Ger Brophy, Chair of Limerick CYPSC and Area Manager, Tusla, Mid-West, welcomed the participants and noted that, "Limerick CYSPC recognises the need for high quality data on children and families across Limerick so that we can plan and evaluate our services effectively. It is heartening to see so many people from a diverse range of services here this morning to start this important conversation about what we already know about the needs of children, what we need to know and how we can collectively develop a holistic understanding of the needs of children and families across Limerick."

The morning began with three presentations, which provided an overview of available data from different sources along with the use and limitations of this data. Professor Des McCafferty, Mary Immaculate College, spoke about the relevant data available through the Central Statistics Office (CSO) (Presentation in Appendix 2). Professor James Williams, Economic and Social Research Institute (ESRI) and the Principal Investigator with Growing Up in Ireland, skyped in with an engaging overview of the data available in *Growing Up in Ireland* and how this might serve as a valuable point of comparison to local research and evaluation (Presentation in Appendix 3). Dr. Eileen Humphreys, Limerick City and County Council, closed the first session with a comprehensive discussion of 'Other Data Sources: What is available and How Useful is It?' (Presentation in Appendix 4)

The participants were then invited to self-select into the most relevant "Better Outcomes, Brighter Futures" outcome areas. Members of the Limerick CYPSC Research Sub-group facilitated lively roundtable discussions on three of the five outcome areas: Active and Healthy, with positive physical and mental well-being, Achieving Full Potential in all areas of Learning and Development and Safe and Protected from Harm (chosen based on the primary interests of the participants present).

This "Think-In" was an important first step in developing a shared understanding of how we can use data collectively to improve outcomes for children across Limerick.

THINK IN 3

Summary of Participant Feedback: Indicators and Data Sets

Within each group, participants were first asked to discuss two key questions:

- What are the key indicators that you use to measure outcomes/effectiveness in your work?

- What data do you use as evidence for these indicators?

The number of indicators and data sets used was wide-ranging, reflecting the diversity of the participants. Many agencies and organisations are collecting service specific data. This allows them to capture data on their client group and, in some cases, to assess the impact of the specific service and inform service planning. There was much discussion around the fact that many of the indicators are headline and need to be broken down into more detailed component parts, such as awareness of and access to services; knowledge and skills, and attitudes and practices. Please see the full list of feedback in Appendix 5.

In terms of health, some of the indicators collected relate very clearly to child and/or parental health such as rates of breastfeeding, smoking in pregnancy, birth weights, immunisations and attendance at developmental checks with Public Health Nurses.

In the education sector, The Department of Education and Skills uses a range of indicators: pupil numbers, teachers, types of school, patronage, Gaelscoileanna - subjects taught through Irish; tests and attainment in Primary and Secondary; Participation in third level education. They also use annual schools' surveys and the On-Line Pupil Database. There is information such as Traveller participation, migrants, numbers with English / Irish as a first language; numbers born in Ireland.

DES information is now geo-coded by address which is used in the revised methodology for schools to gain DEIS (Delivering Equality of Opportunity in Schools)[2] status. The 2005 method for designation as DEIS status was very rigid. If schools got the designation, they retained it, whether or not their pupil intake changed. Now there is a new way of identifying schools as qualifying for DEIS status – including area-based measures of disadvantage and data on pupils' addresses.

[2] National programme aimed at addressing the educational needs of children and young people from disadvantaged communities

Inspection reports, from the DES, Tusla and HIQA (Health Information and Quality Authority) were important indications as to whether relevant services were effective or not in meeting the needs of children.

Childcare services collect information through the Programme Implementation Platform (PIP)[3]: Every child on a scheme; level of demand, access to the free pre-school year; whether parents are participating in education and training (subvention scheme); lone parents returning to work; age of starting school; address of child etc. Whether a service is community or private is also recorded, but this is less important now than the quality of services. ECERS[4] (Early Childhood Environmental Rating Scale also used) to assess quality in childcare settings; number of staff trained in Children First[5].

The Youth Work sector collect information on the numbers that engage and are increasingly collecting data from small targeted projects with 7 proximal outcomes[6] (developmental work being developed through the Department of Children and Youth Affairs with the support of the Centre for Effective Services).

There is a need to see how this data can be more widely shared in order to build up a richer picture of the strengths and needs of children in Limerick. It is clear from the discussion that all services are collecting a great deal of data. Often for very specific purposes. It is often not connected or shared, however, and there is scope to explore how this data might inform a shared sense of needs and priorities across the child and family sector.

Outcome 4 (Economic Security and Opportunity) and Outcome 5 (Connected, Respected and contributing to their world) were not addressed directly through the roundtable discussions due to the professional background of the participants. Limerick CYPSC is cognisant that this is a gap that needs to be addressed.

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[3] The Programmes Implementation Platform (PIP) is an online system which streamlines the administrative processes across the three national childcare funding programmes (ECCE, TEC and CCS). Platform developed and managed by Pobal.

[4] Early Child Environmental Rating Scale is designed to assess group programs for preschool-kindergarten aged children, from 2 through 5 years of age. Total scale consists of 43 items.

[5] Children First: National Guidance for the Protection and Welfare of Children (DCYA, 2017) provides guidance to parents, professionals and the general public in identifying and reporting child abuse and welfare concerns.

[6] The DCYA's *Value for Money and Policy Review of Youth Work Programmes* (2014) identified seven "potent mechanisms" for improving short term or proximal outcomes in youth work: communication skills, confidence and agency, planning and problem solving, relationships, creativity and imagination, resilience and determination and emotional intelligence.

Summary of Feedback: Gaps and Deficiencies in Data

Participants were then asked to identify the gaps and deficiencies in the data available currently and to reflect on how these limitations might be addressed. As there was significant overlap across tables, these are grouped collectively with additional information from individual participant feedback also included.

4.1 What are the gaps/deficiencies in the data?

A number of gaps and limitations were identified and these are grouped in to the following categories: Thematic Gaps, Gaps in Availability/Limitations of Data, Systemic Barriers, Knowledge, Skills and Resource Barriers, Barriers in Coordination/Dissemination of Data and Information.

Thematic Gaps:

- Hidden harm (drug and alcohol misuse), homelessness and housing
- People who have lived in regeneration areas [but moved elsewhere]
- Pockets of deprivation in rural areas
- Some gaps in data on children in care and where they have come from
- Indicators on people who will need services the most, e.g. people with addiction issues, with mental health issues or experiencing domestic abuse
- Homeless figures
- Within the housing data, there is a gap in terms of data on families who are engaging which a range of support services which are helping them to maintain their tenancy.
- Information on the needs of children and young people in rural communities
- Understanding the movement of young people so that resources can be appropriately allocated in the right areas

Gaps in Availability/ Limitations of Data:

- The absence of large scale, validated comparative data/studies
- Inter-generational mapping of some sort, to determine the extent of natural supports/ influences
- Lack of availability of current, relevant data in some cases
- Limitations of statistical data–there is a need for context and interpretation.
- "Data" needs to be used to tell the story–help inform policy, resource allocation
- Data isn't used to identify the needs of children but rather is used to plan and review services. There is a need to follow up on developmental outcomes for children and families.
- Verification of data

Systemic Barriers:

- Delay in availability of census data
- Data protection prevents access to school-based and individual data. Data can't be provided for disaggregated groups of schools (e.g. within Limerick City or DEIS schools in Limerick City and County) even though this data is collected
- Data Protection Law/Protocols/sensitivity of data being collected and issue of getting approval from the Office of the Data Protection Commissioner
- Sometimes a lot of data is collected but not used by the services or in evidence-based policy making
- Need to document existing information being gathered by services—how to ensure that it is usable (risk assessments)?
- Need to move away from a deficit or diagnosis-led model. Need to use data in a more proactive way
- Long time lag between the provision of data and its collation into annual reports
- Data from different studies/ sections/departments can't be linked up

Knowledge, Skills and Resource Barriers:

- Keeping ourselves up to date on the services and supports available, new projects, the relevant contact people.
- Knowledge of how to use the data - issues with accessibility and "user-friendly" data
- Sometimes we don't use data properly - need to increase knowledge of how to process/access data; time to access data and read reports
- Training on how to use existing databases
- Tension between delivery of a service and documenting, research and evaluation.
- Capturing qualitative data that will be accepted as evidence by Government Departments
- Knowing what data will make a difference/inform Government Department decisions
- Gathering data for funding submissions - need locally based services for this

Barriers in Coordination/ Dissemination of Data and Information

- Improve the sharing and dissemination of data and results
- Map what work/services/ programmes are being delivered in all areas
- Pulling all plans together locally so services can plan.

And then for some good news...

The Department of Education and Skills data now quite good. Methodologies for gathering, collating (on-line pupil database, school statistics) and analysis of data have improved a lot. A significant body of data is now publicly available.

4.2 How can we address these limitations?

1
Develop a local, collective protocol around data-sharing

2
There is a need to look at where the data we all collect individually goes. Generally we collect data on our own service users to send upwards in our own organisation. It is not always available outside that structure

3
Share information on plans plans being developed in city now across organisations

4
Need proper sharing of information across sectors

5
Develop a data gathering group within an organisation

6
The key limitations are time (resources) and the skills to structure the data and conduct analysis. This applies in all the services. There is so much pressure to deliver the services; there isn't time to focus on analysing data

7
There is also a need for upskilling in relation to data and its analysis.

8
Data protection is important but it may also be an issue "to hide behind" such that
services get off the hook in terms of making use of data in planning and decision making

9
Local Seminars/Lunchtime events

10
Need to address indicators for outcome on economic security and opportunity and connected, respected and contributing to their world.

11
Upskilling of key staff

12
Be creative in presenting data

13
Clarify what data people require an how that can best be gathered and shared

14
Identfiy who can contribute to what and how can it all be pulled together to get a comprehensive picture for the area which all services/sectors can use

15
Training on data collection and more opportunities to network

16
Make better use of statistics

17
Allow relevant staff time to read reports that are created

18
Mapping of who is doing what, where and when

Next Steps

The feedback was then reviewed and analysed by the Limerick CYPSC Research Sub-group and Limerick CYPSC. The following actions were agreed:

Develop a repository of information. This would provide links to relevant information in an easily accessible way. Organise the data in a very user-friendly way and sign post data so that people are guided to the data that they need

Develop a "data dashboard" that tells a simple "story" about what the data tells us about children in Limerick. Behind this, have links to other levels of data (e.g. CSO, Health, Schools)

Identify a few priority areas (e.g. mental health, disability, children from the travelling community) and look at what data is being gathered in those areas and how else it might be used. The feedback suggested that quite a lot of service data was being collected, but it was used for individual service planning rather than being used to assess child outcomes. It was suggested that CYPSC might support the wider use of particular data sets.

Develop and Deliver a Training and Capacity Building Plan which would upskill the sector in relation to the collection and use of data. The feedback indicated a need for training and capacity building in the use of data.

Use the Limerick CYPSC Quality Assurance Framework (QAF) to support this as the use of data and evidence is identified as a key component of a quality service.

Appendicies

List of Participating Agencies

Tusla

Tusla Education and Welfare Service

HSE

Department of Education and Skills

Limerick Childcare Committee

Limerick Youth Service

Limerick City and County Council

Mary Immaculate College

ABC Start Right

PAUL Partnership

Limerick and Clare Education and Training Board

Barnardos

Presentation from Professor Des McCafferty, Mary Immaculate College

MIC

Children and Young People in the Census of Population

Prof. Des McCafferty
Department of Geography

The Census of Population

- Conducted normally every five years
  - Most recent are 2016, 2011, 2006, 2002, 1996
- Comprehensive coverage
  - Every householder legally obliged to make a return
- High levels of quality assurance
  - Design of enquiry forms
  - Data collection
  - Data compilation
  - Data dissemination
- Very wide-ranging topical coverage – no longer just a 'head count'
- Detailed and exhaustive geographical breakdown

census 2016 RESULTS

Topical Coverage of the Census

- **Demography**
  - Sex
  - Age
  - Marital status
- **Migration / Immigration**
  - Previous residence
  - Place of birth
  - Nationality
- **Culture**
  - Ethnicity
  - Religion
  - Languages spoken
- **Families and households**
  - Size (no of persons)
  - Composition
  - Stage in the family cycle
- **Housing**
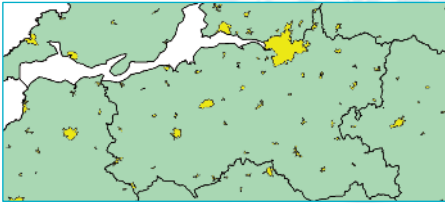 - Size (number of rooms), type, tenure status, age, facilities

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Topical Coverage of the Census (cont'd)

- **Education**
  - Years of formal education
  - Age left education
  - Level attained
  - Qualifications
- **Work and Employment**
  - Principal economic status
  - Industry
  - Occupation
  - Social class
- **Travel Behaviour**
  - Time of departure, mode of travel, duration of journey to work, school or college
  - Car ownership
- **Health and Well-being**
  - Self-assessed health
  - Disability
  - Caring
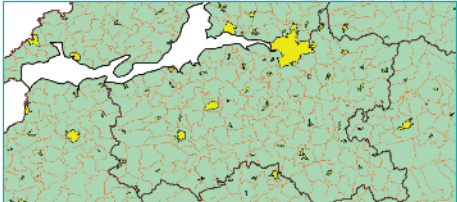- **Other**
  - PC and Internet Access

Geographical Framework for the Census

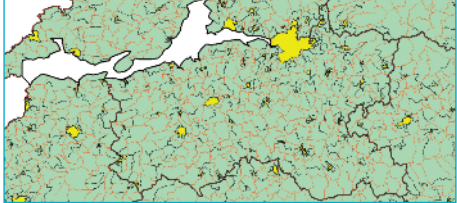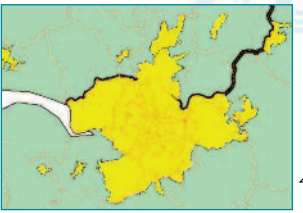| Most commonly used	Also available

• Regional Authority Areas (8)
• Counties and Cities (34)
• Towns
  ▸ Legally defined (85)
  ▸ Settlements (824)
• Electoral Divisions (EDs: 3,409)
• Small Areas (SAs: 18,488)
	• Provinces (4)
	• Dáil Constituencies (40)
	• Local Electoral Areas (171)
	• Garda Areas
	  ▸ Regions (6)
	  ▸ Divisions (28)
	  ▸ Districts (96)
	  ▸ Sub-divisions (563)
	• RC Church Divisions
	  ▸ Dioceses (24)
	  ▸ Dublin Parishes (197)
	• Gaeltacht Areas (7)

Counties and Settlements

Counties, Settlements and EDs

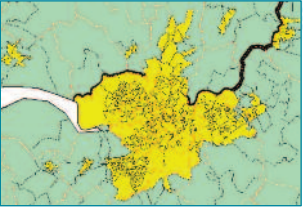
Counties, Settlements, EDs and SAs

Limerick Urban Area: EDs (38)

Average population per ED = 1,503

Limerick Urban Area: EDs (38) and SAs(258)

Average population per SA = 221

Outputs from the Census of Population

1. National Thematic Volumes or "Profiles", e.g. from 2011 census:
   - Profile 2: "Older and Younger"
   - Profile 4: "The Roof over Our Heads"
   - Profile 8: "Our Bill of Health"
   - Data provided at national level with some sub-national breakdown
2. Small Area Population Statistics (SAPS)
   - More detailed, "raw" data, provided for the full range of census geographies down to Small Area level
3. POWSCAR (Place of Work, School or College Census of Anonymised Records)
   - Available to *bone fide* researchers on application to CSO

Using the Thematic Profiles

- Interactive Tables can be formatted and downloaded
- Data are generally compiled for larger units of area
- **Not many tabulations offer *both* an age-related *and* a small area geographical breakdown**
- However, some useful cross-tabulations are available, e.g.,

Profile Number and Title (2011)	Tabulation
1: Town and Country	Persons who have moved residence by age group and county of previous residence
2: Older and Younger	Population by single year of age for each county and city
	Population by age group for each settlement over 1,500 population
5: Households and Families	Population by detailed marital status and age group for each county and city
8: Our Bill of Health	Population classified by age and health status for each county and city

Using the Small Area Population Statistics (SAPS)

- Data provided in the form of "counts"
  - 764 counts per Small Area in 2011 census, e.g.,
    - ☐ Number of females aged 0 years of age
    - ☐ Number of persons with a disability aged 0-14 years
    - ☐ Number of persons aged 5 years+ who travel to work, school or college by bus or coach
- To formulate more useful variables, it is normally necessary to combine two or more counts. e.g.

$$\text{Unemployment Rate} = \frac{N(\text{Unemployed}) + N(\text{Seeking first job})}{N(\text{At work}) + N(\text{Unemployed}) + N(\text{Seeking})} \times 100\%$$

Availability of Census 2016 Data

Currently (March 2017): Preliminary Results

To come in 2017:

Date	Output	Date	Output
6 April	Summary Results – Part 1	10 August	Homeless Persons
20 April	Housing in Ireland	31 August	Commuting
11 May	Population Distribution and Movements	21 Sept	Migration and Diversity
15 June	Summary Results – Part 2	12 Oct	Irish Travellers, Ethnicity and Religion
6 July	Age Profile	2 Nov	Health, Disability and Carers
20 July	Small Area Population Statistics POWSCAR	23 Nov	Education, Skills and the Irish Language
27 July	Households and Families	14 Dec	Employment, Occupations and Industry

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SAPS Related to Children and Young People

SAPS Theme	Item Counted	Categories (Number of categories)
Sex, Age and Marital Status	Males and females	Each year of age, 0 to 19 (2 x 20)
	Males and females	Age group 20-24 (2)
Families	Children	Families of 2, 3, 4, 5 and 6+ persons (5)
	Families with all children aged under 15 years	Families with 1, 2, 3, 4 and 5+ children (5)
	Families with all children aged over 15 years	Families with 1, 2, 3, 4 and 5+ children (5)
	Families with children aged both under and over 15 years	Families with 1, 2, 3, 4 and 5+ children (5)
	All families	Families with 1, 2, 3, 4 and 5+ children (5)

SAPS Related to Children and Young People (cont'd)

SAPS Theme	Item Counted	Categories
Families (cont'd)	Families consisting of couples with children	All children under 15, all over, some under and over (3)
	Families consisting of lone mothers with children	All children under 15, all over, some under and over (3)
	Families consisting of lone fathers with children	All children under 15, all over, some under and over (3)
	All families	All children under 15, all over, some under and over (3)
	Children in families consisting of couples with children	All children under 15, all over, some under and over (3)
	Children in families consisting of lone mothers with children	All children under 15, all over, some under and over (3)
	Children in families consisting of lone fathers with children	All children under 15, all over, some under and over (3)
	Children in all families	All children under 15, all over, some under and over (3)

SAPS Related to Children and Young People (cont'd)

SAPS Theme	Item Counted	Categories
Families (cont'd)	Families	Age group of youngest child: 0-4, 5-9, 10-14, 15-19, 20+ (5)
	Persons	Age group of youngest child: 0-4, 5-9, 10-14, 15-19, 20+ (5)
	Families	Stage in the family cycle (8, including pre-school, early school, adolescent etc)
	Persons	Stage in the family cycle (8, including pre-school, early school, adolescent etc)
Households	Households	Household composition (15 categories, including lone father with children, lone mother with children)
Principal Status	Males and Females	Students, Looking for first job (2 x 2)
Education	Males and females	Still at school (2)
Disability	Persons with a disability	Age 0-14, 15-24 (2)

Why Use the SAPS?

- Comprehensive, quality-assured dataset
- Easily accessible – available on-line as CSV files
- Extremely fine-grained geographical breakdown, especially in urban areas
- Permits detailed comparisons between areas at a wide-range of spatial scales…
- …and over time
- Availability of boundaries allows for mapping using standard GIS applications e.g., QGIS, MapInfo, ArcMap
- SAPMAP visualisation tool available on-line at http://census.cso.ie/sapmap/
- **Can provide valuable contextual information on children and young people and help to "triangulate" other studies**

Limitations of the SAPS

- **Restricted data on children and young people: relatively few tabulations by age**
- Data are in raw form as "counts". In order to derive meaningful variables or indicators, a degree of manipulation is necessary, demanding some skills in working with large datasets
- SAPS allow profiling of areas, not individuals, families or households
- Area boundaries don't often correspond to 'real' community boundaries
- Five-year interval means that data may be outdated at time of use, especially in times of rapid change
- SAPS not available until 15 months after census

Presentation from Professor James Williams, ESRI

Overview of Growing Up in Ireland

Limerick Children and Young People's Services Committee

James Williams

3rd March 2017

What is *Growing Up in Ireland?*

Longitudinal study, of two "cohorts" of children and young people

"**Child Cohort**" - recruited at 9 years of age, with parents/guardians; other significant carers; teacher and school principal

"**Infant Cohort**" - recruited at 9 months of age, with parents/guardians and other significant carers

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Content

❖ overview on the background and objectives of *Growing Up in Ireland (GUI)*

❖ to summarise the study's scale, scope, content and coverage

❖ consider how *Growing Up in Ireland* can provide an input to evidence-informed policy

❖ provide a framework for local area studies

Data Sweeps

Child Cohort

(2007/08) **9-year-olds – 8,500**

(2011/12) **13-year-olds**

(2015/16) **17/18-year-olds**

(2018) **20-year-olds**

Infant Cohort

(2008/09) **9-month-olds – 11,100**

(2010/11) **3-year-olds**

(2013) **5-year-olds**

(2015/16) **7/8-years-olds** (*postal*)
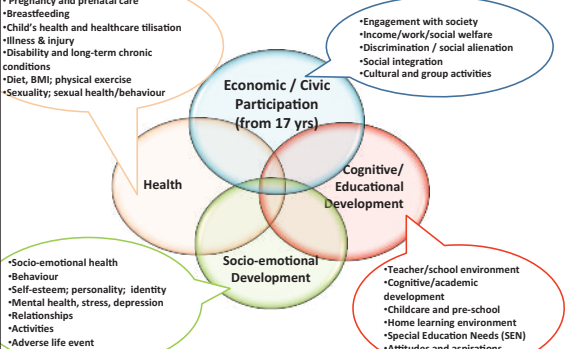
(2017/2018) **9-year-olds**

Background to *Growing Up in Ireland*

❖ *Growing Up in Ireland (GUI)* began in **2006**. Funded until end **2019**

❖ funded by the Department of Children and Youth Affairs with a contribution from The Atlantic Philanthropies

❖ overseen and managed by the DCYA in conjunction with the CSO and an inter-departmental Project Team and Steering Group

❖ implemented by a consortium of researchers led by ESRI and Trinity College

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Domains, themes and topics

• Pregnancy and prenatal care
• Breastfeeding
• Child's health and healthcare tilisation
• Illness & injury
• Disability and long-term chronic conditions
• Diet, BMI; physical exercise
• Sexuality; sexual health/behaviour

• Engagement with society
• Income/work/social welfare
• Discrimination / social alienation
• Social integration
• Cultural and group activities

Economic / Civic Participation (from 17 yrs)

Health

Cognitive/ Educational Development

Socio-emotional Development

• Socio-emotional health
• Behaviour
• Self-esteem; personality; identity
• Mental health, stress, depression
• Relationships
• Activities
• Adverse life event

• Teacher/school environment
• Cognitive/academic development
• Childcare and pre-school
• Home learning environment
• Special Education Needs (SEN)
• Attitudes and aspirations
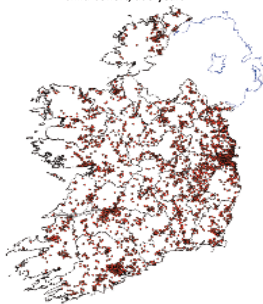
Objectives of *Growing Up in Ireland*

❖ to establish what is **typical and normal** in the lives of children and young people in Ireland

❖ to establish the effects of **early child experiences on later life** – the longitudinal piece

❖ to obtain **children's views** and opinions on their lives

❖ to adopt a '**whole-child**' perspective across all domains of their lives

❖ to provide input to **evidence-informed policies and services** for children and families

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Growing Up in Ireland sample

Child Cohort, at 9 years

Infant Cohort, at 9 months

❖ Very large, representative samples
❖ National level data

Main Informants in Child Cohort

Informants	9 years	13 years	17 years	20 years (2018)
Child / Young Person	√	√	√	√
Primary Caregiver	√	√	√	√
Secondary Caregiver	√	√	√	
Non-resident Parent (Postal)	√	√	√	
Other Main Caregiver (Postal)	√			
School Principal	√	√	√	
Teacher-on-self	√			
Teacher-on-Child	√			

Main Informants in Infant Cohort

Informants	9 mths	3 yrs	5 yrs	7 yrs (Postal)	9 yrs (2017)
Child / Young Person	√	√	√		√
Primary Caregiver	√	√	√	√	√
Secondary Caregiver	√	√	√		√
Non-resident Parent	√	√	√		√
Other Main Caregiver	√	√			
School Principal			√		√
Teacher-on-self			√		√
Teacher-on-Child			√		√

Informing Policy

❖ Major significance in terms of evidence-informed policy development and interventions in areas such as:

Family and the home
- parenting
- family structures & supports
- parental leave
- childcare
- non-resident parents
- parental lifestyles
- financial circumstances/recession
- work-life balance
- etc.

Physical health
- from ante-natal period
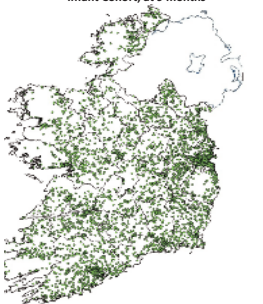- breastfeeding
- health, illness, disability
- healthcare utilisation
- etc.

Informing Policy

Socio-emotional well-being and behaviour
- peer relationships
- self-concept
- depression
- stress
- self-harm
- adolescent risky behaviours
- sexual activity
- etc.

Cognitive development / education
- pre-school
- school readiness
- school transitions
- supports in education system
- home-learning environment
- role of school & resources
- teaching methods & classroom management
- curriculum development
- SEN
- etc.

Examples of reports

❖ Some examples of in-depth reports in key areas: (all on website)
- ➢ The Lives of 9-Year-olds
- ➢ Development From Birth to Three Years
- ➢ Dynamics of Child Economic Vulnerability and Socio-emotional Development
- ➢ How Families Matter for Social and Emotional Development of 9 year old Children
- ➢ Overweight and Obesity Among 9-Year-Olds
- ➢ Influences on 9-year-olds' Learning Environment: Home, School and Community
- ➢ Maternal Health Behaviours and Child Growth in Infancy
- ➢ Parenting and Infant Development
- ➢ Mothers' Return to Work and Childcare Choices for Infants in Ireland

❖ Also, summary Key Findings' reports on each phase of the project

CHERISHING ALL THE CHILDREN EQUALLY?
Ireland 100 years on from the Easter Rising
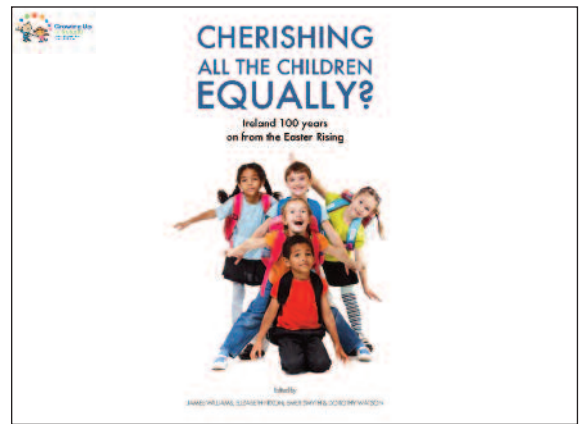
Accessing the data

❖ All micro-level data available on **anonymised** basis – to protect identity of respondents

❖ Two types of data files
- ➢ **A**nonymised **M**icrodata **F**ile (AMF)
- ➢ **R**esearcher **M**icrodata **F**ile (RMF)

❖ AMF available from the Irish Social Science Data Archive (ISSDA)

http://www.ucd.ie/issda/data/growingupinirelandgui/

❖ RMF available on request from CSO/DCYA

Overview

❖ *Growing Up in Ireland* provides very rich data on all aspects of child's life – at a national level

❖ local area data not available BUT....

❖ the study can be used to contextualise any local area studies to assess how children in those studies are faring relating to national population

❖ Data workshops run regularly by *GUI* Study Team - attend and see how accessible the data are – next one scheduled for 3rd May

❖ Lots of technical and substantive reports and 'Key Findings' produced, published papers in Journals and *Cherishing All the Children Equally?*

http://www.growingup.ie/index.php?id=83

Thank you

http://www.growingup.ie

Slide 1

What other sources of data are available & useful?

Limerick Children & Young People's Services Committee – Data "Think In"
3rd March 2017, Limerick

Dr. Eileen Humphreys, Research. Social Development Directorate, Limerick City & County Council

Comhairle Cathrach + Contae Luimnigh
Limerick CITY & COUNTY COUNCIL

Slide 2

Active & healthy: physical & mental well-being

- National Peri-natal Reporting System
  - Birthweight: number & % low birthweight / occupation of mother
  - Breastfeeding rates (age / occupation of mother)
- Hospital In-Patient Enquiry System (HIPE)
  - Discharges of children (residing in county) – rate per 1,000
  - Age, gender, principal diagnosis
  - Discharged with diagnosis of external causes of injury or poising
  - 10-17 years presenting to A&E following deliberate self-harm (above county level)
- National Suicide Research Foundation – Registry of Deliberate Self-Harm www.nsrf.ie
- National Cancer Registry www.ncri.ie
- National Intellectual Disability & Physical & Sensory Disability Databases

Note: Text in Red, data collected but not reported at local (county level)

- How to interpret?
  - Comparative framework (e.g., other counties / more urbanised / rural... range)
  - Trends (time series)
  - Limitations – hospital-based / undiagnosed - not-presenting ?/ point in time... Level of disaggregation...
- Positive well-being?
  - Sport & physical activity studies (administered thro schools)

Slide 3

Sources of data: focus on outcomes for children & young people (families)

1. Active & healthy, with both physical & mental well-being
2. Achieving full potential in all areas of learning and development
3. Safe & protected from harm
4. Economic security and opportunity
5. Connected, respected & contributing to the world
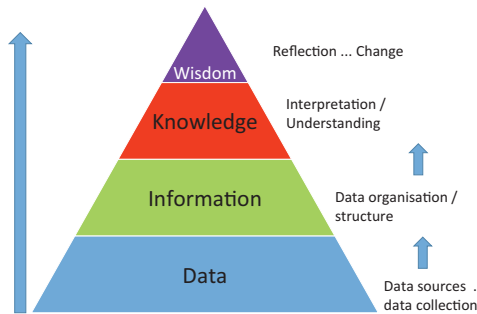
Administrative & other sources of data

Limitations

Slide 4

Achieving..all areas of learning & development
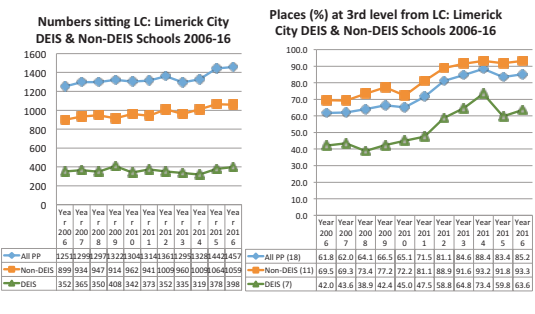
- Early Years
  - County Childcare Committee
    - Lists, numbers, sector ...
  - Pobal Annual Survey
    - Places (FT/PT, sessional...), vacancies ... Qualification base..
- Primary & Secondary Schools
  - DES Statistics (via CSO)
    - Schools lists, pupils, teachers ... Patronage (DEIS)
    - Trends
- School Attendance / School Absence
  - Education & Welfare Office (TUSLA)
  - County level
  - Urban / Rural; DEIS / Non-DEIS; School type

Note: Text in Red, data collected but not reported at local (county) level

- DES reports
  - *Retention rates* to JC & LC/LCA & cohort
    - DEIS/Non-DEIS (national)
    - Early Leavers – What next? Series
    - Destinations ... (national picture)
  - % 18-24 year olds with at most lower second level & not in education training (EU2020 indicator – Regional Level, **QNHS series**)
  - Attainment (Education Research Centre)
- Transitions
  - Places - 3rd level – CAO (www.schooldays.ie)
- Further Education & Training – QQI qualification (SOLAS – SLMRU – Annual Reports – Regional level data – demographics not reported...
- Third Level - Higher Education Authority – www.hea.ie
  - Institution level & sector (U, IoT, College)
  - Access – socio-disadvantaged groups
  - Drop-out (1st to second year)

Slide 5

Data: Collection, organisation & how to use data

- Wisdom — Reflection ... Change
- Knowledge — Interpretation / Understanding
- Information — Data organisation / structure
- Data — Data sources ... + data collection

Slide 6

Educational transition – 3rd level places, 2006-16

Numbers sitting LC: Limerick City DEIS & Non-DEIS Schools 2006-16

	Year 2006	Year 2007	Year 2008	Year 2009	Year 2010	Year 2011	Year 2012	Year 2013	Year 2014	Year 2015	Year 2016
All PP	1251	1299	1297	1322	1304	1314	1361	1295	1328	1442	1457
Non-DEIS	899	934	947	914	962	941	1009	960	1009	1064	1059
DEIS	352	365	350	408	342	373	352	335	319	378	398

Places (%) at 3rd level from LC: Limerick City DEIS & Non-DEIS Schools 2006-16

	Year 2006	Year 2007	Year 2008	Year 2009	Year 2010	Year 2011	Year 2012	Year 2013	Year 2014	Year 2015	Year 2016
All PP (18)	61.8	62.0	64.1	66.5	65.1	71.5	81.1	84.6	88.4	83.4	85.2
Non-DEIS (11)	69.5	69.3	73.4	77.2	72.2	81.1	88.9	91.6	93.2	91.8	93.3
DEIS (7)	42.0	43.6	38.9	42.4	45.0	47.5	58.8	64.8	73.4	59.8	63.6

Slide 7

Database: information on children's lives (DCYA)

- http://www.dcya.gov.ie/inventory-of-data-sources-on-childrens-lives/

1. Administrative databases
   - Comprehensive list - descriptive & how to access
   - Example – Post-Primary School Database
   - www.education.ie
2. Cross-sectional surveys & census
3. Longitudinal studies

A41 Post-Primary Pupil Database

Slide 8

Safe & protected from harm

- Children in care (Tusla)
  - Number, rate per 1,000 (HSE Region, LHO, CHO)
  - Gender, placement ...
- Youth Services
  - Clubs (locations), programmes / funding including Garda Youth Diversion
- Offending & Risk of Offending
  - Number of offenders (before the courts, in YPP) – wider area Limerick Clare, Tipperary, North Kerry

Note: Text in Red, data collected but not reported at local (county) level

- Annual Report of Committee Appointed to Monitor Effectives of Diversion Programme (*Trends*)
  - Referrals by Garda Region & Division (no. referrals & no. children)
  - Case decisions – e.g. Unsuitable, informal caution.. Restorative caution
  - Gender, age profile, offence type
- *Reported* Crime Data (PULSE/AGS)
  - Categories & sub-categories of offences
  - Region, Division & Garda Station levels
- Anti-Social Behaviour Orders

Crime: % change in reported offences, Limerick Division 2007-2015

Increase in sexual offences or increase in reporting of sexual offences?

- 13 ,Public order and other social code
- 12 ,Damage to property and to the
- 11 ,Weapons and Explosives Offences
- 10 ,Controlled drug offences
- 09 ,Fraud, deception and related
- 08 ,Theft and related offences
- 07 ,Burglary and related offences
- 06 ,Robbery, extortion and hijacking
- 05 ,Kidnapping and related offences
- 04 ,Dangerous or negligent acts
- 03 ,Attempts/threats to murder,
- 02 ,Sexual offences
- 01 ,Homicide offences

(x-axis: -80.0, -60.0, -40.0, -20.0, 0.0, 20.0, 40.0)

Data: Collection, organisation & how to use data

- Wisdom — Reflection ... Change
- Knowledge — Interpretation / Understanding (context, comparison)
- Information — Data organisation / Structure (construction of indicators)
- Data — Data sources (limitations) ... + data collection

Offences associated with youth crime: Limerick Division (2007-2015)

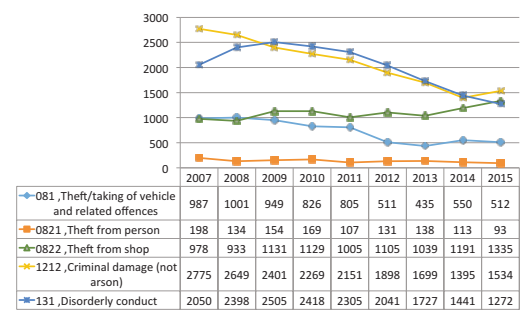|	2007	2008	2009	2010	2011	2012	2013	2014	2015
081 ,Theft/taking of vehicle and related offences	987	1001	949	826	805	511	435	550	512
0821 ,Theft from person	198	134	154	169	107	131	138	113	93
0822 ,Theft from shop	978	933	1131	1129	1005	1105	1039	1191	1335
1212 ,Criminal damage (not arson)	2775	2649	2401	2269	2151	1898	1699	1395	1534
131 ,Disorderly conduct	2050	2398	2505	2418	2305	2041	1727	1441	1272

Issues: Administrative Data

- Administrative datasets – data publicly available
- Data within services …. access … sharing across agencies problematic
- Lowest level of aggregation – Typically county level or (old) city / county in the case of Limerick
- Descriptive rather than analytical (but can be used …)
- Understanding of the statistics (to guide construction of indicators)
- Variations by factors of interest (national /regional level research)
- Quantification … (e.g., of the size of a target population)
- Comparisons – average situation – benchmarking with others
- Lists of services…. Mapping (access)
- Start conversations ….
- Inform - research agenda on issues of interest + research design
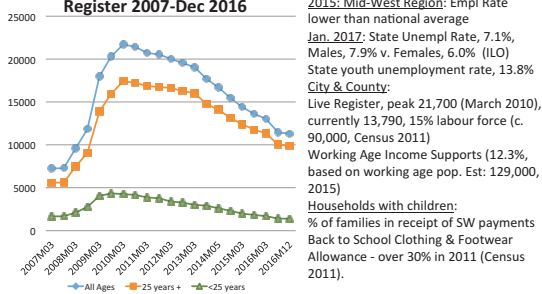
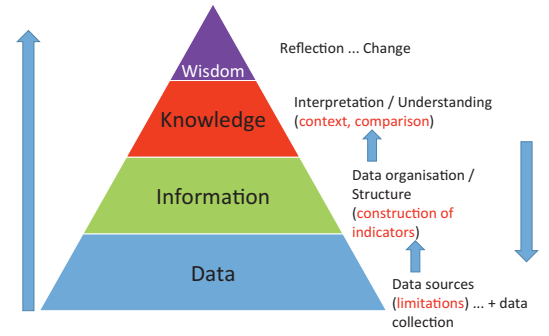## Economic Security & Income

- Employment rate, labour force participation rate, unemployment rate, NEET rate, economically inactive...
  - Regional level data (QNHS)
  - Definitions, age group (15-64; 20-70 years) & methodological approach to measurement
- Live Register (monthly) – under & over 25s; gender; duration on LR
  - SW benefits due to unemployment / under-employment
  - Reported by SW office (where recipient "signs on")
  - www.cso.ie

  Note: Text in Red, data collected but not reported at local (county) level

- SW – Annual Statistical Reports (from 2011) – categories of SW payments www.welfare.ie
  - Working Age Income Supports
    - Jobseekers Allowance / Jobseekers Benefit, One Parent Family Payment …
    - Recipients as % Working Age population
  - Working Age Employment Supports – e.g. BTWEA, RSS, CE, Tús
  - Child Benefit – Number of Recipients, Children
    - Family Income Supplement
    - Back to School Clothing & Footwear (e.g., as a % of CB recipients)
    - Rent Supplement – Short & Long-term recipients
- Housing
  - Number & characteristics of qualified households "housing waiting list" – Annual
  - Rental Accommodation Scheme (Dept)
  - Rent Supplement (DSP) … Housing Assistance Payment
  - Overlap in numbers… Housing Waiting List / HAP

Unemployment / under-employment

Limerick City & County: Live Register 2007-Dec 2016

(Legend: All Ages, 25 years +, <25 years)

2015: Mid-West Region: Empl Rate lower than national average

Jan. 2017: State Unempl Rate, 7.1%, Males, 7.9% v. Females, 6.0% (ILO) State youth unemployment rate, 13.8%

City & County:
Live Register, peak 21,700 (March 2010), currently 13,790, 15% labour force (c. 90,000, Census 2011)
Working Age Income Supports (12.3%, based on working age pop. Est: 129,000, 2015)

Households with children:
% of families in receipt of SW payments Back to School Clothing & Footwear Allowance - over 30% in 2011 (Census 2011).

Full List of Feedback from Participants

2.1 Outcome area: Active and Healthy

What are the key indicators that you use to measure outcomes/effectiveness?

At the broad level, health and well-being indicators were being gathered in the following areas (this is reflective of the views of those present so is not an exhaustive list):

- breastfeeding (uptake & retention)
- housing
- travel patterns (link between childhood obesity and mode of travel to school)
- parental confidence
- smoking in pregnancy
- birth weights
- attendance at/engagement with developmental checks
- Immunisation
- engagement with EY services
- transition to primary school.

There was much discussion around the fact that those indicators are headline and need to be broken down into more detailed component parts, such as awareness of services and access to same, knowledge and skills, and attitudes and practices.

What data do you use as evidence for these indicators?

The main data being gathered:

- Administrative (attendance sheets, in-house pre and post questionnaires, number of DNAs (Do Not Attend) etc.)
- Census (basic demographic profiles)
- SDQs (Strength and Difficulty Questionnaires)
- Parental Stress Scales
- Barnardos is currently in the process of developing its own national database.

2.2 Outcome Area: Safe and Secure

The feedback from this group focused on the data collected by each individual agency present (this is reflective of the views of those present so is not an exhaustive list):

- **Barnardos:** Uses their own family specific indicators but which align under the National Outcomes, which are tracked every six weeks based on worker observations. They are qualitative and quantitative e.g. family composition, profiles of service users, initial needs. They fall under headings such as 'living' and 'safety' etc.
- **Limerick City and County Council/Housing:** We use a 'housing needs assessment' – how many people have a housing need? It is quantitative and goes to the Department [of Housing, Planning, Community and Local Government]. Have data on family composition, geography.
- **Tusla:** A range of standard indicators are used, e.g., Number of children in care and in different types of care; Number of referrals to child protection; Number of mandated reports; Number of foster carers; Number in aftercare; data re allegations and complaints. Data is available quarterly but at Midwest regional level.
- **Limerick Childcare Committee:** Indicators linked to childcare settings – e.g. type, numbers in different programmes, number of funded places, number of parent and toddler groups, etc. Much of it is not publicly available. Number of settings, staff, and qualification levels is publicly available. Also use ECERS[1] (Early Childhood Environmental Rating Scale) to assess quality in childcare settings. Staff trained in using ECERS quality assessment tool. It gives a baseline report on quality and shows how improvements can be made. Limerick Childcare committee has started using it in recent years and have linked it to Siolta[2] and Aistear[3]. Limerick Childcare Committee is starting to gather data on overall trends, percentages etc. Childcare Committee also collected data on number of staff trained in Children First[4].

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[1] Early Child Environmental Rating Scale is designed to assess group programs for preschool-kindergarten aged children, from 2 through 5 years of age. Total scale consists of 43 items.

[2] The National Quality Framework for Early Childhood Education

[3] The Early Childhood Curriculum Framework

[4] Children First: National Guidance for the Protection and Welfare of Children [2011] provides the national guidance for the protection and welfare of children in Ireland. The guidance is a roadmap to help parents, professionals, organisations and the general public to identify and report child abuse and welfare concerns.

2.3 Outcome Area: Achieving Full Potential in all areas of learning and development

A broad range of agencies including the Childcare Community, HSE Speech and Language Service, Department of Education and Skills (DES), Schools and Education Welfare and Youth Services contributed in the discussion under this outcome area. There was a broad range of responses with disparate indicators and data sets identified. Some services noted that regular inspections and inspection reports were important indications as to whether their service was effective or not in meeting the needs of children.

What are the key indicators that you use to measure outcomes/effectiveness
(this is reflective of the views of those present so is not an exhaustive list)?

- Tusla Inspections and DES Inspection tell us how services are performing; environmental rating scales

- Limerick Childcare Committee: Childcare services collect information through the Programme Implementation Platform (PIP)[5]. Every child on a scheme; level of demand, access to the free pre-school year; whether parents are participating in education and training (subvention scheme); lone parents returning to work; age of starting school; address of child etc. Record sector of childcare service - community / private - but this is less important now than the quality of services.

- Youth Work: reports from youth projects, numbers that engage (in past); now small targeted projects with 7 proximal outcomes[6] (developmental work being developed through the Department of Children and Youth Affairs with the support of the Centre for Effective Services)

- Tusla: Developing strategy on child and youth participation strategy locally and ensuring the voice of the child comes to the fore (based on the Lundy Model of participation[7]; Queens University)

- Tusla Education Welfare Service: Use identified indicators: school absence rate (% days lost through absence), % absent for 20 days or more, % suspended; % expelled – to follow up with individual families (from school level). It is also used in school planning – e.g., to inform the planning of the Home School Community Liaison (HSCL) service and School Completion programme (SCP).

- DES: Pupil numbers, teachers, types of school, patronage, Gaelscoileanna - subjects taught through Irish; tests and attainment in Primary and Secondary; Participation in third level education – statistics from the Higher Education Authority; Have annual schools' survey and now the On-Line Pupil Database; Have information including Traveller participation, migrants, facts from on-line database including English / Irish as a first language, whether born in Ireland; Now geo-code pupils by address. This has been used in the revision of the methodology to gain DEIS (Delivering Equality of Opportunity in Schools)[8] status. The 2005 method for designation as DEIS status was very rigid. If schools got the designation, they retained it, whether or not their pupil intake changed. Now there is a new way of identifying schools as qualifying for DEIS status – including area-based measures of disadvantage and data on pupils' address.

- Early Childhood: Have hospital discharge records (birth weight, breastfeeding on discharge), and data from routine developmental checks – 7/9 month, 18 month checks. Breastfeeding is also recorded in developmental checks (orange book).

What data do you use as evidence for these indicators?

- Youth Work - 7 proximal tools - Youth Strategy

- Progression Data: attendance levels; attainment; retention; progression

- Proscribed Outcomes Garda Diversion: Decreasing impulsivity; Increase in empathy; increase in pro-social behaviour

- DES: Indicators on attainment are collated by the Education Research Centre on behalf of DES for primary schools. These are presented in aggregate form and by categories including DEIS/Non-DEIS, school patronage / types, urban rural; Data on school retention and early leaving now available and published as annual report. Data is used at policy level and at school level in school planning and development of school policies (e.g., literacy plan, numeracy plan...). Detailed data is not available at school level or local city / county level, even though collected from school level.

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[5] The Programmes Implementation Platform (PIP) is an online system which streamlines the administrative processes across the three national childcare funding programmes (ECCE, TEC and CCS). Platform developed and managed by Pobal.

[6]

[7] This model provides away of conceptualizing Article 12 of the UN Convention on the Rights of the Child, which is intended to focus on educational decision-makers on the distinct, albeit interrelated, elements of the provision. The four elements have a rational chronological order: Space: Children must be given safe, inclusive opportunities to form and express their view; Voice: Children must be facilitated to express their view; Audience: The view must be listened to; Influence: The view must be acted upon, as appropriate.

[8] National programme aimed at addressing the educational needs of children and young people from disadvantaged communities.

- **Speech and Language Therapy:**

  Data is collected for each child and this can generate many indicators of child development. The idea is to maximise development potential of each child. We don't collect information however on the parenting environment. Children can be doing really well at 7/9 month check and then not meeting milestones at 18 month check. Not looking for explanation of why – drawing on parenting environment. It would be useful to get insights to parent interaction with child. Data are used for referrals to services – not for analysis of health of the population of children.

- **Early Years Services:**

  Generate lots of data but don't really use it to generate analysis of well-being of children. It is used more to track access to services - such as free pre-school year.

THINK IN