CHILDREN IN A WORLD OF OPPORTUNITIES

INNOVATIONS IN RESEARCH, POLICY AND PRACTICE

6th Conference of the International Society for Child Indicators

JUNE 28 – 30, 2017

Montreal, Quebec

ABSTRACT BOOK

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CHILDREN IN A WORLD OF OPPORTUNITIES

INNOVATIONS IN RESEARCH, POLICY AND PRACTICE

6th Conference of the International Society for Child Indicators
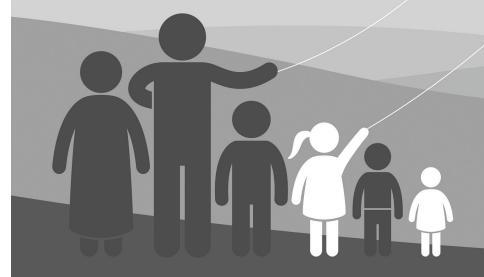**JUNE 28 – 30, 2017**
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Wednesday, June 28

Between Scylla and Charybdis: Navigating the stormy seas of proxy indicators morphing into performance measures

Nico Trocmé

School of Social Work, McGill University

Child indicator researchers are applied health and social scientists who believe that policies and programs for children and youth can be improved through better data.While we understand that most of the indicators that we are able to use are mere proxies for complex and multi-variate concepts, we share an understanding of the potential benefits of using such data in a cautious fashion that move incrementally towards developing an evidence base to inform policy and planning.Yet, as we attempt to carefully navigate the interpretation and limitations of these indicators, we all too often experience the rapid reification of proxies transformed into performance measures that drive programs and services in unintended directions.Building on our experiences with child welfare indicators across Canada, and international examples, this presentation examines the opportunities and dilemmas of developing child indicators to inform policies and programs.

Thursday, June 29

Putting the child first in child health indicators — lessons from Anishinabe children

Nancy Young[1] and Mary Jo Wabano[2]

[1]*School of Rural and Northern Health, Laurentian University,*
[2]*Naandwechige Gamig Wikwemikong Health Centre, Wiikwemkoong Unceded Territory*

Indicators are critical to how we understand child health. Often they are designed from the dominant world view and the perspective of adults. We will discuss the impact of unique lenses in the assessment of vulnerable children. The primary example will be from a collaborative journey to include Aboriginal children's voices in local indicators. We discovered strength in the wisdom of children a focus on wellness. We faced a key challenge –an opportunity for disclosure. What are the ethical responsibilities associated with indicators data? When calculated from administrative data our ethical responsibilities are less apparent. Not knowing does not mean not responsible. The Anishinaabe teachings show a way forward that respects and reflects diverse perspectives, promotes cultural relevance, through a "holistic" approach.

Asking children about their subjective well-being: a cross-cultural perspective

Ferran Casas

Research Institute on Quality of Life, University of Girona

In recent history, researchers have started to ask large samples of children about their experiences of the services they receive and the society they live in—just as we do with adults. After several years of surveying children in different countries, the *Children's* Worlds project has developed several research innovations. We have considered children as key informants and as experts in their own lives. By refining our instruments, wehave been able to more precisely analyse majoritarian trends… yet most trends do not seem to be universal: there is always some exception. This presentation will illustrate cross-cultural variations in children's subjective wellbeing with special attention to bullying. Whereas bullying seriously affects subjective well-being of children in most countries, it is also affected by freedom of choice – particularly during out-of-school time, self-concept, perceptions of safety, and how children feel they are taken into account by adults.

Friday, June 30

The promise of information technology in developing actionable indicators related to child poverty

Claudia Coulton

Jack, Joseph and Morton Mandel School of Applied Social Sciences, Case Western Reserve University

Rapid advances in information technology have the potential to greatly enhance the scope and impact of indicators related to child poverty. Technology can improve data collection and lower cost, allow the conversion of available data into metrics on children in poverty, mine unstructured data for deeper meaning about children's experiences, capture trends in near real time, and deliver indicators in novel formats that can aid decision making. This presentation will identify promising approaches in the application of technology, identify some barriers to technology use in addressing the problems faced by children in poverty, and point to some steps that can be taken to increase the impact of child indicators through technological innovations.

Abstracts for panels and papers are organized by their assigned time in the program. Multi-paper sessions list abstracts as individually submitted. Panels can be identified by the overarching title provided by convenors at submission; individual presentations within each panel follow.

1.1: Child participation in research and action

The impact of participation of children in creating characteristics of a child-friendly city on planning system of Iran

Bahar Manouchehri[1], Julie Rudner[1], Katayoon Alizadeh[2]
[1]La Trobe University, Australia; [2]Islamic Azad University of Mashhad

The Islamic revolution of 1979 in Iran introduced fundamental changes in the educational structure of the country. By the end of Iran-Iraq war in 1988, a new society emerged, which required profound changes in almost all aspects of the nation. So, Iran has seen massive political, economic and social changes that have influenced its people, especially children, because they form a significant proportion of the population in this country. In recent years, many efforts have been taken to promote initiatives to encourage citizen participation, but some of these initiatives have difficulty eliciting the desired level of resident involvement. Importantly, there is a lack of policy regarding children as active participants in the planning process. According to UNICEF children must be given a voice in their communities and have the right to engage in decisions affecting their lives. This is a fundamental component if the country wants to create cities that are child and family friendly. The aim of this research is to engage children in identifying characteristics of child-friendly cities and then evaluate whether the outcomes of the children's tool can educate planners and policy makers about the necessity of children's participation and to influence their professional practice. This research has two main parts. The first part focuses on working with children to identify the characteristics of a child-friendly city, and the second part focuses on the influence of children's engagement on urban planners to emphasize on the participation rights of children. In this study, I present the results from the children's participation stage to selected planners and obtain feedback from them. For the first part of the research the participants comprise 60 school-aged children between 10-12 from one of the low-income neighborhoods of Mashhad city in Iran. In the second part, participants include 32 urban planners from different sectors of the planning system. Interviews, focus groups, drawings and mapping will be conducted with children and interviews and focus groups will be conducted with planners. The results of the data collection are examined from critical approach. Critical theory as the main theoretical lens used to evaluate current approaches in the planning system of Iran. Different aspects of the research with children are analyzed using childhood theory (for the first part which is creating CFC with children), also, citizenship theory and theories of children's participation to provide a framework for children's engagement. The findings of the research indicate that there is no child participation in planning process in Iran and participation of children in this area still remains a controversial issue among planners. Therefore, we can provide a guide for how we might achieve a process oriented toward accepting children's rights-based participation in planning in Iran and indicating that children must be regarded as active social agents capable of changing structures and processes around them.

Bios
Bahar Manouchehri is a PhD candidate of Community Planning and Development at La Trobe University. Her research topic is about the impact of children's engagement on urban planners and also child-friendly cities and participation of children in creating the characteristics of child-friendly cities in Iran. In this regard, she focuses on children's participation, children's rights and concept of citizenship in Iran to criticize the current planning system.

Dr. Julie Rudner explores interactions between policy, place and people, with a particular focus on how children, young people and people from different cultural backgrounds use, view and experience their environments. Her main interest is how we create a 'public knowing' of risk, safety and belonging that supports or limits people's freedom to use public space independently. She seeks to support active citizenship through community participation in planning.

Dr. Katayoon Alizadeh is a university professor and has a Ph.D. in urban geography. Her main interest is urban geography, urban governance and applied digital geography. She is also interested in the construction of knowledge, research methods and the interface between policy and lived experience. Katayoon has teaching background in urban geography, urban planning, tourism industry and GIS. She worked as a researcher in academic environments like York University, Azad University and Research Center of Mashhad City Council.

Opportunities for youth in government care: Innovations in research, policy, and practice

Annie Smith, Maya Peled, Stephanie Martin
McCreary Centre Society, Canada

Background and Purpose

Youth in care have traditionally had little say in the services that affect them. McCreary Centre Society's Youth Research Academy (YRA) trains one cohort of 6-8 youth (aged 16-24) each year. Participants are all currently in government care or have recently transitioned out of care. They are trained to design, deliver, analyze and disseminate research projects of interest to statutory and non-statutory agencies serving youth with experience of the care system. In addition to assisting participants to develop education, employment and life skills, the YRA are developing innovative research projects which are proving valuable to BC and federal agencies.

The YRA have designed and delivered two mixed-methods studies of particular relevance to this conference. The first identified indicators of educational success from the perspectives of youth in and from care (for BC's Office of the Representative for Children and Youth) and the second investigated how residential substance use treatment services could better serve Aboriginal youth (for Federal Youth Justice).

Methods

For both projects, YRA participants conducted a literature review and key informant interviews before finalising their methodology. They then developed in-person and online surveys, and focus group/interview scripts to capture youth's perspectives. Quantitative and qualitative analyses were conducted and the YRA pulled out key findings into a final report for each project.

Results

The educational outcomes project engaged 162 youth with care experience from all regions of the province, while the substance use project engaged youth, service providers and other stakeholders. The peer-led methodology of both projects ensured the perspectives of youth who would usually be hard to reach were captured. Some of the findings challenged assumptions held by policy makers and practitioners and have led to systemic changes. For example, foster parent and social worker training is being adapted based on the results of the educational outcomes study, and providers of residential substance use services are taking concrete steps to make their services more culturally appropriate based on youth's recommendations.

Conclusions and Implications

It is of benefit to youth, to the statutory and non-statutory agencies that serve them, and the research community to offer young people who have traditionally had little voice in the services that affect them the chance to influence policy and practice by learning and applying research skills.

Bios

Annie Smith has been the Executive Director of the McCreary Centre Society since 2006. Based in Vancouver, Canada the Society is best known for its' BC Adolescent Health Survey and is a non-profit organization committed to improving the health of BC youth through community based research, evaluation and youth participation projects. Annie holds a Master's from Harvard and is currently completing her PhD at Sheffield Hallam University.

Maya Peled has a PhD in child-clinical psychology. She is currently the Director of Evaluation at McCreary Centre Society, which is a non-profit research agency in British Columbia, Canada. She is involved in various research projects and evaluations relating to youth mental health and young people's successful transition to adulthood.

Stephanie Martin has led youth engagement initiatives at the McCreary Centre Society since 2007. She develops and facilitates knowledge translation workshops and works with youth and community organizations to use research findings to improve youth health policy and practice in British Columbia. Stephanie has a Bachelor of Arts from the University of British Columbia.

Young people's experiences of parental divorce in England and Turkey

Gozde Burger

University of Bristol, United Kingdom

Background and Purpose

Family is central in children's lives; therefore, experiencing divorce not only has an impact on the parents, but also on the children. Studies on the impact of parental divorce have generally utilised a quantitative paradigm and the majority of these studies have focused on the negative aspects such as stress and its impact on the process of divorce or its aftermath, without taking into account children's self-reported lived experiences. Such studies have further not considered that the experiences of parental divorce may vary depending on the different geographical, political and cultural contexts in which children and young people are living. Therefore, drawing on the perspectives of young people who have experienced parental divorce within England and Turkey, this study aims to explore the following questions: How do young people experience their parents' divorce? What are young people's views of how their parents' divorce has affected them? Are there notable differences in young people's experiences and the perceived effects of divorce on young people in England and Turkey?

Methods

Underpinned by the sociology of childhood and a children's rights based perspective, this study emphasizes young people's (aged 11-16, n=47) voices by utilising semi-structured interviews within two different societal contexts (England and Turkey). During each interview activities were used in order to understand how exactly the participants were affected by and during the divorce processes. The activities included using a timeline, an eco-map and postcards. These helped the young people talk about their experiences, structured the events that were important in their lives (before and after their parents' divorce) and helped make this sensitive topic much easier to discuss.

Results

The data is being analysed inductively using a thematic approach in order to provide informed and culturally sensitive knowledge usable for research, practice and policy. Some tentative themes from the analysis process to date are: belonging, conflict between parents, the way parents treated young people, the changing environment, living arrangements, stigma, acceptance of divorce, adjustment to divorce, support from friends, and finance. Some of the negative consequences of divorce for some participants are; participants' feeling that they are not a family any more, ongoing conflict between parents, violence young people experience from their parents during contact, self-harm, financial difficulties and performing worse at school. Some of the positive consequences of divorce for some participants are: feeling more mature and responsible than peers, no more experience of conflict between parents, less or no abuse, being better off financially, doing better at school, having more freedom to meet their friends and doing the activities they want to do.

Conclusions and Implications

Children's and young people's ability to make choices and decisions, and accordingly, their rights to express their own ideas regarding the changes and events in their lives will be emphasized. This will lead to a discussion about how far children's rights are taken into account in each country and what can be done about shortcomings in this area, in Turkey and England.

Bios
Gözde holds a Bachelor's in Social Work from Hacettepe University (Turkey). She has worked as a research assistant at several Turkish Universities and, after obtaining a scholarship in 2011, she studied a Master's of Research at the University of Bath (UK). At present she is a PhD candidate at the University of Bristol in the School of Policy Studies. Her research topic is 'Young People's Experiences of Parental Divorce in England and Turkey'.

1.2: Children´s concepts of well-being around the world – Comparative perspectives

Children's concepts of well-being around the world – Comparative perspectives (IV.)

<u>Susann Fegter</u>[1], Tobia Fattore[2], Christine Hunner-Kreisel[3], Barbara Brockevelt[4], Shana Shana.Cerny[4], Arbinda Lal Bhomi[5], Colette McAuley[6], Basak Akkan[7], Serra Müderrisoglu[7], Claudia Mock[1]

[1]TU Berlin, Germany; [2]Macquarie University, Australia; [3]University of Vechta, Germany; [4]University of South Dakota, USA; [5]Tribhuvan University, Kathmandu, Nepal; [6]University of Bradford Yorkshire, England; [7]Bogaziçi University, Istanbul, Turkey

Panel organizers: Tobia Fattore, Susann Fegter, and Christine-Hunner-Kreisel

The following is an abstract for a conference panel – one of four (IV.) - titled "Children's concepts of well-being around the world –Comparative erspectives". This proposed panel will provide a platform for presentations for several research partners involved in the ISCI endorsed study "Children's Understandings of Well-Being – Global and Local Contexts" (CUWB).

This research project involves a qualitative investigation into how children conceptualize and experience well-being from a comparative and global perspective. A network of researchers from 22 countries across the globe act as hubs who undertake qualitative fieldwork within their country within the studies' theoretical and methodological framework (see also Fattore, Fegter and Hunner-Kreisel 2015).

The study interrogates from children's perspectives the meanings of well-being and examines how children experience dimensions of well-being. In so doing the importance of local, regional and national social, political and cultural contexts on these meanings and experiences are explored, via a comparative analysis. Questions underlying and guiding our common research are:

- How do children define and experience well-being? What dimensions of well-being are significant to children?
- How do these meanings and experiences relate to national, local, and cultural contexts?
- What key concepts are most important for children (including identifying new domains)?

The innovative potential of the study is that it attempts to provide insights as to whether different dimensions of well-being are identified by children from different national contexts, and if so whether such dimensions are experienced in a similar or different way and what influence local, regional, and/or national contexts play in these experiences. The proposed panel will focus on exploring these comparative dimensions including:

- What are the shared and different topics common across the national groups?
- In which ways are the meanings/concepts that underlie these topics different or shared across national contexts, according to national, local, cultural, and group connected contexts?

Related to this study and the thematic frame of the 6th ISCI conference "Innovations in research" we will present results from our study, highlighting the common empirical and analytical work that focuses on the complex nature of comparative qualitative analysis in this field.

Children's understandings of (urban) well-being: Ideas on an analytical framework from a cultural-theoretical perspective

Susann Fegter and Claudia Mock

Oriented by the Interview Protocol and Notes of the Multi-National Qualitative Study 'Children's Understandings of Well-being - Global and Local Contexts' Stages 1 and 2 (Fattore, Fegter and Hunner-Kreisel 2015), we started working in April 2014 with children aged between 8 to 12 years in a children's leisure center in Berlin/Germany. We worked in two stages. In the first stage, we conducted individual interviews with 7 children involving open questions about important places, people and activities from their perspective. The children were asked to draw or build with blocks their favorite places, people or activities. The interviews were recorded, transcribed and analyzed using a Grounded Theory methodology. In stage 2 we changed the method from the intended group discussion to a participatory observation as part of the circular process following a Grounded Theory approach and adapted the method to the requirements of the field. In this stage 2, we wrote 29 observation field notes and conducted 12 situational interviews with the children.

The aim of the research is to reconstruct children`s understandings of well-being in their cultural and social contexts via a qualitative analysis. The aim of the paper is to present our ideas on the analytical framework that we use to interrogate the data from a cultural-theoretical perspective and to discuss these ideas in the context of current debates and challenges in Childhood Studies and Child Well-being Research:

- What are the heuristics of 'well-being' that we apply for the reconstructive analysis?
- What is our epistemological idea of 'children´s understandings'?
- How do we conceptualize 'the context' in the qualitative analysis?

As an example we will then focus on 'children´s understandings of urban well-being', using a relational concept of space and conceptualizing urban planning programs (that intend to increase life quality by designing public spaces in Berlin) as an 'appellation' in the sense of Butler and as a context of children´s understandings of urban well-being.

Activity participation as a determinant of children's subjective well-being: A US sub-study

Barbara Brockevelt and Shana Cerny

Background and Purpose

This qualitative study explored the role of childhood occupations/activities in the context of an ecological, relationship-based model of children's subjective well-being. Data were gathered through semi-structured interviews of children ages 8-13 years and analyzed using grounded theory methods. Participation in meaningful activity influenced children's subjective experience of social, physical, emotional, and cognitive well-being. Indicators were found within each category of well-being.

This study sought to understand the role of activity participation in the context of an ecological, relationship-based model of children's subjective well-being. Furthermore, the study explored the transactive relationship between children, their contexts, activity participation, and indicators of well-being described by children.

Method

Researchers used an explanatory multiple case study design (Yin, 2003) and coded the data using grounded theory methodology (Corbin & Strauss, 2014). Thirty-two children were interviewed with interviews taking place in the participant's homes. All components of the two-stage protocol described by Fattore, Fegter, and Humner-Kreisel (2014) were administered with exception of the short film exercise.

Results

The results indicate that engagement in meaningful activity contributes to physical, social, emotional, and cognitive well-being, as measured by positive indicators inductively derived through individual interviews with the adolescent participants. Social indicators of well-being included meaningful friendships, family and adult relationships and development of social skills. Children described 14 indicators of emotional well-being resulting from participation in meaningful activity, which included love and support, feelings of joy/happiness, safety, trust, a sense of belonging, flow, pride, freedom, independence and self-reliance, contribution and purpose, self-discovery, inspiration, self-expression, and homeostasis. Physical indicators of subjective well-being included physical health, achievement/competence, and safety. Cognitive indicators included skill development and application of new

knowledge. Children's narratives explained direct and indirect mechanisms by which meaningful activities created and supported their subjective experience of well-being.

Conclusions and Implications

The results of this study support the significance of meaningful activity in child development, health and well-being, and expands our understanding of an ecological, relationship-based model of children's subjective well-being. The resulting model can be used to inform practitioners and policy-makers across education, social, and healthcare systems.

Understanding of Nepali children with disabilities about their own well-being: A cross-case analysis

Arbinda Lal Bhomi and Indra Kumari Bajracharya

Background and Purpose

According to the National Population and Housing Census of 2011, the population of Nepal is 26,494,504 (12,849,041 males and 13,645,463 females) with an annual growth rate of 1.35% (Central Bureau of Statistics, 2011). The census revealed that 1.94% (513,321) of the total population (26,494,504) in Nepal has some kind of disability. By gender, out of total population, 2.18% (280,086) is male and 1.71% (233,235) is female. It further reports that people with physical disability constitutes 36.3% and it is followed by other disabilities such as Blindness/Low Vision (18.5%), Deaf/Hard to hearing (15.4%), Speech problem (11.5%), Multiple Disability (7.5%), Mental Disability (6%), Intellectual Disability (2.9%), and Deaf-Blind (1.8%) (Central Bureau of Statistics, 2011).

In the past , children with disabilities are excluded in most fields and no researches were made to explore their understanding of their own well-being. However, it can be guessed that they would not have felt good. Recently, the governmental and non-governmental organizations are trying to provide opportunities to include those excluded children in different fields. The Constitution of Nepal 2015 (Article 36) has made special provision for people with disabilities and enshrined right to education as a fundamental right with provisions of eight years of free and compulsory basic education, and free education up to secondary level for all; right to free education to people with visual impairment in Braille, and those with hearing impairment and communication and speech disorders in sign language; and right to free tertiary education to citizens with disabilities and economically deprived citizens. In addition, inclusive education with integrated schools was introduced to provide opportunity to children with disabilities to study with normal children. This provision would have a good impact on their understanding of their well-being. Along with the education sector, special provisions were made in the health and rehabilitation sector as well for making children with disabilities as useful citizens who can contribute to nation building. Those recent interventions, children with disabilities would have changed their understanding about their own well-being. In this context, it will be interesting and useful to explore how children with disabilities experience the quality of their lives.

The objectives of the paper are:

- To explore the understanding of Nepali children with physical disability, hearing impairment and visual impairment about their own well-being.
- To investigate how they are changing their perception of their own well-being.
- To make cross-case analysis of perception of children with disabilities in terms of cultural contexts and types of schools (cases of children studying at special schools and integrated schools).

Methods

This paper presents cases of children with physical disability, hearing impairment, and visual impairment studying at special schools and integrated schools and their cross-case analysis. The cases will deal with the understanding of each category of children about their own well-being. To generate information required for this paper, the interview protocol prepared by the coordinators of Multinational Qualitative Study of Children's Well-being will be used.

Thinking through children's spaces: How children conceptualize and contextualize their well-being

Basak Akkan, Pınar Uyan Semerci, Serra Müderrisoglu, and Emre Erdogan

The conceptualization of child well-being and the development of well-being indicators to understand different aspects of children's lives have gained importance both in the academia and the policy circles in the recent years. The theoretical, normative, and methodological developments in the area of childhood have played an important role in the development of child well-being indicators. The new social studies of childhood defines childhood as permanent structural form that is socially constructed at a specific time and space, but also takes shape by the changes in the society. Within this paradigm of childhood, the child is regarded as an active agent who is constructing her life, that is to say constructing her well-being in a social web of relations. Children are recognized as right bearer individuals of the society rather than a peripheral group that society invests in as future adults. Taking the perspective of the child who is the active participant of the research has contributed to the child well-being literature. Today, child well-being as a multidimensional and a contextual understanding of a child's physical conditions, access to education and health, participation, social relations and subjectivity is being used as an analytical tool to give meaning to children's present and future life.

Built on the normative understanding of child's agency, that children are the main actors in constructing their well-being, this article deals with the construction of child well-being in a particular time and space. In this respect, the study is based on a qualitative study carried out with children ages 12-15 in a deprived neighborhood in Istanbul. The research aimed to understand how children give meanings to their well-being through the relations that they build and the resources that they have access to in different spaces that they are engaged in. The research was composed of two pillars: Qualitative study composed of semi-structured in-depth interviews with the children and participatory research through photography. As part of the qualitative fieldwork, the participant child was provided a cardboard with the important places in her/his life, like home, school, and neighborhood (mahalle) written on them. They were asked if they would like to add another place, which usually was added by them. Through the meanings that children attribute to the spaces that they inhabit, they have conveyed their narratives on areas like education, health, relations with the family, friends, teachers, risk and safety, subjective well-being, and other. As part of the second pillar of the research, children from 4th and 7th grade were provided with disposable cameras and were asked to take pictures again in the spaces (home, school, neighborhood, etc.) that they give importance to. The photographs were printed and a focus group was organized where the children talked about their experiences pertaining to the pictures of places that they have taken. The study aimed to understand how children contextualize and conceptualize their well-being in a particular location which will be elaborated throughout the paper.

Children's perspectives on their well-being and the influence of poverty: Results from an English study

Colette McAuley

As part of the Multi-National Qualitative Children's World ISCI Study, over 100 children in Year 6 (11 year olds) in Primary Schools in England were interviewed on three occasions about the factors they viewed as important to their well-being. The children were selected from schools in areas of higher and lower levels of deprivation.

This paper will explore the findings in relation to the influence of poverty on children's perspectives on their well-being and discuss the impact of other significant intervening factors.

Bios
Tobia Fattore is a senior lecturer in the Department of Sociology at Macquarie University, Sydney, Australia. His research focuses on understanding how our everyday experiences are oriented by and orient, social institutions, with research interests in the broad areas of the sociology of childhood, sociology of work and political sociology. He is also one of the coordinating researcher of the multinational qualitative study on "children's understandings of well-being – global and local contexts" (CUWB) with a partial study located in Sydney.

Susann Fegter is a Professor for Historical and General Educational Sciences at the Technische Universität Berlin, Germany, Faculty of Humanities. Her current empirical research is in the broad area of the social contexts and processes of growing up of children and youth, with a specific focus on gender, technology and work. She is currently undertaking a qualitative study on gendered professions with a discourse analysis approach. She is also one of the coordinating researcher of the multinational qualitative study on "children's understandings of well-being – global and local contexts" (CUWB) with a partial study located in Berlin on children´s understandings of urban well-being.

Christine Hunner-Kreisel is a Professor in the field of transculturality and gender at the University of Vechta. Her current research is on childhood and youth, on growing up in migration contexts, both in intersectional perspective and with a focus on family and institutional processes in upbringing and education; Gender relations but with an intersectional perspective in the context of upbringing and education is a further research focus. She is also one of the coordinating researcher of the multinational qualitative study on "children's understandings of well-being – global and local contexts" (CUWB) with a partial study located in Vechta.

Claudia Mock is a research assistant and coordinator of the multinational qualitative study Children´s Understanding of Well-being – Global and Local Contexts (CUWB) in the Department of General and Historical Educational Science at the Technische Universität of Berlin (Germany). She has graduated from the Freie Universität of Berlin with an ethnographic research project on children´s playgrounds in Istanbul (Turkey). Currently she is lecturing at the Cultural Studies Department of Leuphana Universität in Lüneburg (Germany). Her area of research and teaching are the Pedagogical Anthropology, Ethnographic and Qualitative Research from children´s perspective, the Sociology of the body, Visual Research Methods, Performativity, and Urban Sociology.

Barbara L. Brockevelt, PhD, is Chair and Professor of Occupational Therapy at the University of South Dakota. Her research interests include child development, child well-being, autism, sensory and feeding challenges in children, and occupational therapy education.

Shana Cerny, OTD, is Assistant Professor of Occupational Therapy at the University of South Dakota. Her research interests include child well-being, the impact of neuro-developmental delay on development and praxis, infant/child mental health, and human trafficking.

Arbinda Lal Bhomi, is Doctor of Philosophy in Education, Panjab University, Chandigarh, India and is working at Tribhuvan University, Kathmandu, Nepal. He is a Professor of Educational Planning and Management and has experience in well-being research: As such he is Principal Investigator of International Survey of Children's Well-being (Second and Third wave) in Nepal and the Principal investigator of Multinational Qualitative Study of Children's Well-being in Nepal. He is team member of research on Measurement Invariance of Personal Well-Being Index (PWI-8) Across 26 Countries and presented a paper on Well-being from the Perspective of Children in Nepal in the Context of Religious Education at the International and Interdisciplinary Conference Exploring the Global Well-Being of Children and Youth, 9 – 11 July 2015, Technische Universität Berlin, Germany. He is Executive Director at Tribhuvan University and of Research Centre for Educational Innovation and Development for four years. Currently working as Chairperson of Early Childhood Development, Primary Education and Special Needs Education Subject Committee, as Member of Faculty Board of Faculty of Education, as Member of Research Committee of Faculty of Education and as Member of Academic Council of Tribhuvan Unviersity.

Basak Akkan is lecturer at the Graduate Program in MS in Social Policy at Bogaziçi University and affiliated researcher at Social Policy Forum (research center) at Bogazici University. She has completed her MS degree in European Social Policy at LSE and PhD degree-to be completed in 2007, in Interdisciplinary Social Sciences at Utrecht University. She teaches courses on politics of care, childhood and child well-being. Her research interests are gender studies, care policies, childhood, child-well-being, social policies targeting vulnerable groups, social justice theories, and social policy.

Pınar Uyan Semerci is Associate Professor at the Department of International Relations of Istanbul Bilgi University and the director of the Centre for Migration Research at the same university. She teaches courses on political philosophy, comparative politics, social policies, and methodology in social sciences. Her research interests focus on universalism, global justice, human development, capability approach, poverty, migration, collective identity formation, and child "well-being," on which she has various articles, book chapters, reports and edited books.

Serra Müderrisoglu is a Associate Professor at the Psychology Department at Bogaziçi University. She is also the director of the Bogaziçi University Center for Psychological Research and Services. She holds a Master's degree and Ph.D. in Clinical Psychology from Boston University. Her research interests lie at the crossroads between at-risk child development and social policy. She has worked on research and intervention programs for at-risk children.

Emre Erdogan is at the Department of International Relations of Istanbul Bilgi University. He graduated from the Galatasaray Lisesi and from the Political Sciences Department of Bogazici University. He completed his MA and PhD. in the same department. He is working in public opinion and research sector since 1996 and became one of the founders of the Infakto RW (2003), an independent research company. He is an expert on quantitative techniques, sampling and political methodology and the author of numerous papers about political participation, volunteerism, social capital, well-being, foreign policy and public opinion.

Colette McAuley is a Professor, Chair and Head of Department of Social Work and Social Care, Faculty of Social Sciences, University of Bradford, England. For the past twenty-five years, her research and publications have focused on child welfare and well-being. She has a particular interest in children's subjective well-being and the ethical and methodological issues of children's participation in research. Her publications include Child Well-Being: Understanding Children's Lives (2010, with Rose). She has been invited to Guest Edit a Special Issue of Child Indicators Research on International Advances in Child Well-Being: Measuring and Monitoring Subjective Well-Being (2012) and is current Guest Editor (with Rose) for a Children and Youth Services Review Special Issue on Child Welfare and Well-Being: The Impact of Poverty.

1.3: Making all children count

Making all children count: Four methods to improve the representation vulnerable populations

Beth L. Rubenstein[1], Lindsay Stark[1], Jennifer H. Madans[2], Hani Mansourian[3], Joanna Wakia[4]

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With the launch of the new sustainable development goals there is an increased focus on inclusivity and equity and the international community is urged to "leave no one behind." At the same time, it is clear that the evidence base relied on to judge progress against such goals often leaves out many of the world's most vulnerable and hard-to-reach children. This includes children in residential care institutions, homeless children, children with disabilities, and children separated from their families in humanitarian emergencies. It is important to develop reliable methods to enumerate such hard-to-reach populations in order that their needs can be planned for and met. This panel highlights four efforts to develop methods that better capture these categories of children.

All children count: Towards full inclusion of children with disabilities in data collection activities

Jennifer H. Madans

Background and Purpose

Data collection concerning children who are homeless, have disabilities or are in residential care presents significant methodological challenges. In the case of disability, the concept itself is complex involving multiple domains. There are many different definitions of disability and in some cultures, the term carries significant stigma. Disability in children is particularly difficult to assess as children are constantly developing and there is a wide range of what is considered 'normal' development. As a result, statistical information on children with disabilities has been limited and the information available has been of poor quality and not comparable, particularly internationally. An international effort was undertaken to improve the collection of disability statistics, including disability in children, by developing standard, validated question sets that can be used in national statistical systems and other data collections.

Methods

The Washington Group on Disability Statistics, a UN Statistical Commission City Group, and UNICEF partnered to develop and test a short module on childhood disability that could be incorporated into national data collection systems and targeted surveys that focus on children. The module addresses core, universal functional domains of importance to children including sensory, cognitive and psychological functioning, walking, communicating and behavior. The term disability is not used and questions are phrased in a neutral way. In addition, the Washington Group and UNICEF are partnering to develop a survey module on inclusive education that can be used in conjunction with module on disability to address barriers and facilitator of full inclusion of children with disabilities in education.

Results

The child disability module has been extensively tested using cognitive and field test methods in multiple countries throughout the world. The testing of the disability module provides evidence that the question set obtains consistent information across different countries and cultures. Implementation documentation has been developed and workshops are being held to facilitate the use of the new questions.

Conclusions and Implications

The adoption of the child disability module in national and research data collections, and of the inclusive education module when it is finalized, will improve the quality and availability of valid information on disability in children. This information will support policies and programs that will improve the well-being of all children.

Estimating child separation in emergencies: A population-based approach

Hani Mansourian

Background and Purpose

Children who are separated from their families and usual caregivers in natural disasters, conflict and other emergencies face a multitude of risks, including grave threats to their health and well-being. While minimum standards exist to guide organizations in establishing family tracing and reunification programming, there are currently no guidelines for quantifying the overall magnitude of separation in an emergency. Lack of rigorous data on the scale and circumstances of separation in emergencies impedes efforts to fund, design and implement effective programming and policies for affected populations.

Recognizing this gap, the Measuring Separation in Emergency project, an inter-agency initiative linked to the Alliance for Child Protection in Humanitarian Action, developed and piloted an innovative survey method intended to provide a population-based estimation of the point prevalence and basic characteristics of unaccompanied and separated children in the Democratic Republic of the Congo. This is the first known population-based survey to estimate the prevalence of unaccompanied and separated children in an emergency context.

Methods

A household survey was carried out in the conflict-affected North Kivu province to estimate separation subsequent to an attack by the M23 militia group. Separation was tracked in terms of children arriving into the household after the M23 attacks and children who had departed from the household after the recall event without their parent or usual caregiver. Questions were designed to ask about household composition in general before and after the exposure (M23 attack), rather than separated children in particular. This approach was intended to reduce bias in case respondents had an interest in either over- or under-estimating the true number of UASC. As part of the interview schedule,

interviewers used color-coded cards to represent each household member. The cards enabled the respondent to actively participate in the construction of his/her household and helped enumerators overcome communication barriers. Five-hundred and twenty-two households were selected and surveyed. The sample was constructed through a two-stage cluster sampling approach.

Results

Of the 2,197 children living in the respondents' homes at the time of data collection, 8.47% (n=186) were separated children who had newly arrived in the household since the M23 attack. Of the 2,034 children living in the respondents' homes prior to the M23 attack, 5.31% (n=108) children had since departed from the household, resulting in separation from their parents or usual caregivers. Characteristics of children who arrived and children who departed diverged in terms of age, reasons for separation and frequency of accompaniment.

Conclusions and Implications

The findings indicate that this method is easy to use and provides reliable data. Upon further field testing and refining, this approach has the potential to be expanded and replicated in emergency settings to inform funding appeals and programmatic response. The tools and methodology were revised based on the lessons learned in the Democratic Republic of the Congo and are currently being prepared for a second pilot in Haiti following Hurricane Matthew.

National estimation of children in residential care institutions in Cambodia

Beth L. Rubenstein

Background and Purpose

Recently, the Royal Government of Cambodia pledged to reduce the number of children living in residential care institutions nationally, recognizing that children's health and development are optimized in supportive family environments. As part of this initiative, baseline data on the number of children in residential care institutions was collected to illuminate the scope of the issue and serve as a benchmark of future progress. To our knowledge, this is the first time that data on the number of children in residential care has been collected at the national level in a low- or middle-income country.

Methods

Government lists and key informant interviews were used to construct a complete roster of institutions across 24 randomly sampled sites. Census data were collected on institutionalized children in these sites. The rate of children in residential care in the selected communes was calculated using a Poisson model and applied to all districts in Cambodia with at least one reported residential care institution.

Results

There are an estimated 48,775 children living in residential care institutions in Cambodia. There are significantly more boys than girls. The vast majority of children have a living parent and are school-aged. More than half are between 13-17 years of age.

Conclusions and Implications

The findings reveal that the number of children living in residential care institutions in Cambodia is significantly higher than previous government estimates. According to the new estimates, nearly 1 out of every 100 children in Cambodia is currently living in residential care. Additionally, nearly one third of the institutions where these children live do not have a Memorandum of Understanding with Ministry of Social Affairs, and 70% of the institutions were not inspected by the Ministry of Social Affairs in 2014. These findings raise substantial concerns for child health, protection, and national development priorities.

Making the invisible visible: Estimating homeless children in Cambodia and Malawi

Lindsay Stark and Joanna Wakia

Background and Purpose

Understanding the implications of homelessness on children and how to appropriately respond must be grounded in evidence of how many children are experiencing homelessness. Low- and middle-income countries lack reliable evidence to guide their policy-making regarding this population.

Two estimation exercises of homeless children were recently conducted in Cambodia and Malawi to illuminate the scope of the issue, mobilize resources and direct the response.

Methods

In Cambodia, administrative zones across seven cities were purposively selected to cover the main urban areas known to have homeless children. In Malawi, hotspots in two cities were selected. Two complete and independent enumerations of homeless children were attempted in the selected areas. The overlap between the two enumerations was calculated using R computing software and was used to enable a statistical estimation of completeness. This technique is known as capture-recapture. Other important methodological elements of the estimation included the adoption of clear inclusion and exclusion criteria and engagement of experienced street outreach workers for data collection. Acknowledging the vulnerability of the population, each study placed great importance on ethical protocols, including informed consent, age-appropriate procedures, and urgent action guidelines.

Results

In Cambodia, it was estimated that there were 3,545 homeless children under 18 years of age across the seven cities sampled. In the two cities sampled in Malawi, it was estimated there were 430 homeless children under 16 years of age, within a wider population of 4,165 children living and working on the streets. In both countries, more boys than girls were counted, especially in older age categories. The majority of homeless children had living parents and maintained connections with their families. Amongst children who lived outside of family care, most were older boys. It was found that long working hours were a major feature of children's lives on the street. Many children combined work with some school attendance. However, in both settings, children's education and literacy levels were very low.

Conclusions and Implications

To the authors' knowledge, this is the first time that capture-recapture methods have been applied to homeless estimations of this scale in resource-limited settings. Findings suggest the number of homeless children in Cambodia and Malawi is much greater than one would expect if relying on single count data alone and that this population faces many hardships. The findings from these studies also have clear implications for the approach of agencies working with homeless children in Cambodia and Malawi. These include the need for outreach work on the streets to build relationships with children who can be hard-to-reach and the need to appropriately target social services in locations where children are most likely to be found and at a scale that can accommodate the population. Further research is needed to understand what happens to homeless girls as they age and disappear from the population that was enumerated. The pathways and vulnerabilities faced by these uncounted girls, including in regard to sex work, require further illumination.

Bios

Dr. Jennifer H. Madans received her master of science and Ph.D. degrees in sociology at the University of Michigan, and completed a Postdoctoral fellowship in the Department of Epidemiology and Public Health at Yale University. She has served as a lecturer in the Division of Biostatistics and Epidemiology, Department of Community and Family Medicine, Georgetown University School of Medicine and in the Department of Demography at Georgetown.

Hani Mansourian is a senior child protection specialist at UNICEF New York and the global coordinator of the Alliance for Child Protection in Humanitarian Action. Hani has worked with children and refugee populations in development and humanitarian contexts for the past two decades. Hani holds a Master's degree in international affairs and a Bachelor of science in engineering and is currently pursuing a Doctorate in Global Health and Humanitarian Systems at Columbia University.

Beth L. Rubenstein is a Senior Research Associate with the CPC Network. Beth holds a Master of Public Health and a Master of Business Administration from Johns Hopkins University, and is currently a Ph.D. candidate in Columbia University's Department of Epidemiology. She has over ten years of experience working at the intersection of global health research and practice.

Dr. Lindsay Stark is an Associate Professor in Columbia University's Program on Forced Migration and Health. She has over a decade of experience leading applied research on protection of women and children in humanitarian settings. Dr. Stark also currently serves as Principal Investigator and Executive Director of the Child Protection in Crisis (CPC) Learning Network, a consortium of agencies and academic institutions that work together on global learning associated with children in disaster and war settings.

Joanna Wakia is an experienced development worker, specializing in monitoring, evaluation and research of street-connected children's programs. Joanna has 13 years of experience working on children and youth programs across east Africa and in UK. She currently serves as the Monitoring and Research Advisor at the NGO Retrak, where she has been instrumental in developing the model and standard operating procedures for their work with children living on the streets.

1.4: Asset poverty & inequality

Beyond income measures of wellbeing for children: International and cross-national patterns of asset poverty and inequality

David W. Rothwell[1], Timothy M. Ottusch[1], Anne Blumenthal[2], Jennifer K. Finders[1]

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The three papers in this panel contribute to the knowledge base on non-income indicators of child economic wellbeing. In the first paper, the authors estimate the first asset poverty rates for children in Canada and explore how sociodemographic factors shape asset poverty risk. In the second paper, the authors use the new Luxembourg Wealth Study to study the prevalence of child asset poverty in seven countries. They find wide variation in levels of asset poverty and inequalities driven by gender and family structure. Rounding out the panel, the authors study income inequality in the US and the UK. In addition to documenting inequality trends over the past 35 years in each country, they decompose the difference in inequality between the two countries. This panel will be of interest to scholars studying the roles of demographics and social policies in explaining child poverty and inequality.

Dimensions of poverty: Low assets and low income in Canadian households with children

Anne Blumenthal andDavid Rothwell

Background and Purpose

Measuring the wealth-type resources held by families lends important information about the financial security of families. In this presentation, we extend the measurement of child poverty in Canada to include wealth, by defining and presenting two measures of low-assets, or asset poverty. Prior literature highlights that higher asset levels are strongly associated with better outcomes for children and families.

Methods

We examine one cross-section of household and individual level microdata from the 1999 and 2012 Survey of Financial Security (SFS). The SFS is a nationally representative survey of all households in Canada and has the greatest depth of any dataset regarding the assets and liabilities of Canadians. This study follows and expands on the method of asset poverty measurement advanced by Haveman and Wolff (2004). Two binary poverty indicator variables were created based on two types of family-level economic resources: liquid assets (all financial assets, excepting pensions and debts) and net worth (all financial assets, excepting pensions, minus debts). Household level estimates of poverty were weighted by the number of children in the household and aggregated to create nationally representative income and asset child poverty rates. Multivariate logistic regression models were fit, allowing the description of adjusted risks of poverty for socio-demographic groups.

Results

Focusing specifically on the measurement of asset poverty among children, we find that rates of asset poverty are two to three times as large as rates of income poverty. Children living in households with young (18-29) parents had significantly higher financial asset poverty and income rates of child poverty, however the rates of net worth poverty were not substantially larger for younger parents. Child income poverty is relatively low for married families (10.9%) compared to never married families (47.2%). Even for married families, the prevalence of financial asset poverty is high (44.4%, compared to 78.8% for never married families). Both net worth and financial asset poverty rates monotonically decrease with increasing educational attainments of household heads. Multivariate analyses revealed that the presence of children in the household reduced the risk of net worth, financial asset, and income poverty after socio-demographic variables were adjusted for. This finding suggests that higher base level risks for households with children are driven mainly by socio-demographic variables associated with those households, rather than the presence of children alone.

Conclusions and Implications

Although federal and provincial Canadian governments offer asset-building tools, such as child savings accounts for low-income families, the rates of asset poverty call into question the accessibility and practicality of these interventions. Low asset levels in households with children may contribute to increased family stress and poor socio-emotional outcomes for children (Shanks, 2007; Shanks & Robinson, 2013).

The first cross-national estimates of child asset poverty

David Rothwell andTimothy Ottusch

Background and Purpose

Financial and non-financial assets are important to household economic well-being. Assets help families smooth consumption during unexpected economic shocks. A lack of assets may increase family stress and place children in toxic contexts. Through these cumulative disadvantages, lack of assets may negatively affect socio-emotional development, brain development and educational attainment (Shanks and Robinson, 2013). Previous research has defined asset poverty as the condition when household assets are insufficient to meet a defined threshold (Haveman and Wolff, 2004). In this paper we produce the first cross-national prevalence estimates of children living in asset poverty. We also examine the composition of asset poor, and explore how family structure shapes asset poverty risk.

Methods

We used the most recent data from seven countries in the recently released Luxembourg Wealth Study (LWS): Australia (2010) Finland (2013), Greece (2009), Italy (2010), Norway (2013), United Kingdom (2011), and the United States (2013). The combined dataset includes 226,991 observations across the seven countries. The LWS data represent the most comparable set of household survey data on financial assets, debts and net

worth. We operationalize asset poverty at the household level. Asset poverty was operationalized as a net worth value equal to zero or less. Net worth included total assets minus total liabilities. Total assets included non-financial (i.e., real estate) and financial (i.e., savings and financial investments) assets. Liabilities included housing and non-housing outstanding debts. To adjust for household size we equivalized the net worth value by the square root of the household size. National child poverty rates were estimated by weighting the prevalence of poverty for the number of children in the household. Further, we examined family structure by analyzing gender and marital status of the head of the household.

Results

The prevalence of children living in asset poor families varies considerably across countries. The rates ranged from Norway (23%) and the United States (19%) with the highest child asset poverty rates, followed by Finland (9%), Greece (5%), UK (4%), Italy (3%) and Australia (1%). The child asset poverty rate was higher than the individual rate in Greece, Italy, and the United States. Within countries, children in non-married and female-headed families had the highest risk of poverty. The risk gradient of non-married families to the population distribution was largest in Australia and Greece. The risk gradient of female-headed families to the population was largest in Australia, Italy and the US.

Conclusions and Implications

Household assets constitute a distinct indicator for understanding child poverty risk and inequality. Using the best cross-national wealth data available we find a very wide range in the prevalence of children growing up in homes with zero or less net worth. The scattering of English-speaking and Scandinavian nations does not conform to previous typologies of welfare states and poverty (Gornick & Jantii, 2012). Further, the demographic composition of each country based on gender and marriage generates more inequalities in some countries (Greece, Italy, Australia) than others (Norway, UK). Future research is needed to better understand policy determinants of child asset poverty.

The effect of social transfers on income inequality for families with children in the US and UK

Jennifer Finders and David Rothwell

Background and Purpose

Income inequality thwarts upward mobility for children by reducing educational opportunities and lowering future earnings (Cunha et al., 2005). Inequality in the United States is consistently among the highest among high income countries, in part due to its relatively weak system of cash social transfers (Fisher & Smeeding, 2016). Two gaps in the literature motivate this study. First, little is known about how income inequality among families with young children has changed over time. Second, if the US implemented changes to its transfer system, exactly how much inequality could be reduced for families of young children? Based on the levels of current inequality, legal traditions, institutional similarities and historical clustering of welfare states, we choose the UK as a comparison for the US.

Methods

We used 9 waves of data from the Luxembourg Income Study (LIS) for the US and the UK from 1979 to 2013. For each wave and country, we measured inequality with the Gini coefficient at (a) pre-tax and transfer income (i.e., market income) and (b) post-tax and transfer income (i.e., disposable household income). The difference between the two measures is the impact of the social transfer and safety net. The sample was restricted to households with children under age six. Next, we decomposed the gap in disposable household income inequality between the US and UK in 2013 into three components: market income, government transfers and taxes.

Results

Our analysis of the household income distribution among families with young children showed the UK had greater levels of market income inequality during the study period. However, the US had greater levels of disposable household income inequality than the UK across all waves. In 2013, the Gini coefficient for the UK and US was 0.315 and 0.362, respectively, leading to a gap of .047. Our decomposition revealed that the UK social transfer system explained most of that gap. In other words, if the US earnings distribution and tax system remained constant, but it implemented the UK's version of social transfers, income inequality would be reduced by .04 or 82%.

Conclusions and Implications

Countries who spend a larger proportion on social transfers have demonstrated an ability to reduce child poverty (Bradshaw & Huby, 2014). We examined the effect of social transfers on inequality. Income inequality among households with young children has risen in both the US and UK over the past 35 years. Social transfers reduce market inequalities in both countries, but to a much larger degree in the UK. If policies that target families with young children, such as cash allowances and child care credits, were increased in the US, income inequality would decrease by a considerable magnitude. These results are important to consider in light of the US's low intergenerational mobility (Corak, 2016; Yellen, 2014). Future research should investigate how the demographic compositions affect inequality and more carefully specify the policies that have the greatest impact.

Bios

David Rothwell is Assistant Professor of Human Development and Family Studies at Oregon State University and Adjunct Faculty at the McGill School of Social Work. He studies poverty, families and social policy.

Timothy Ottusch is a Ph.D. student in Human Development and Family Studies at Oregon State University. His research interests include college planning, the role of parents and families in the college planning process and higher education. His current research focuses on the role of parents in the college planning process.

Anne Blumenthal is a doctoral student in the Joint Program in Social Work and Sociology at the University of Michigan. Her work focuses on the multi-dimensional experience of child poverty and how families with low resources plan for and support their children.

Jenn Finders is a Ph.D. student in Human Development and Family Studies at Oregon State University. Her research focuses on identifying factors that promote resiliency in young children facing adversity. Specifically, she investigates the extent to which contextual factors in the home, classroom, and neighborhood environments support children's school readiness and long term school success. Jenn is also interested in examining the impacts of interventions, programs, and policies on cognitive and behavioral school readiness.

1.5: Linking pan-Canadian indicators of developmental health with socioeconomic and administrative data

Linking pan-Canadian indicators of developmental health with socioeconomic and administrative data

Magdalena Janus[1], Robert Raos[1], Simon Webb[1], Eric Duku[1], Ayesha Siddiqua[2], Sarah Elizabeth Taylor[1], Marni Brownell[3], Barry Forer[4]

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Indicators of children's developmental health have been collected across Canada for many years with the Early Development Instrument (EDI). These indicators have recently been linked with contextualizing socioeconomic and administrative data to create an accessible database to answer research questions. The database has been used to explore trends in inequalities by comparing developmental health by various subgroups, such as gender and socioeconomic indicators. The database has also been used to examine areas where the relationship between socioeconomic indicators and measures of developmental health may not be as expected. The data were used to monitor the prevalence of special needs, showing the opportunity for adjustment to existing identification and assistance methods. These are a few of the examples of the potential for these data to answer research questions to help inform policy and practices, ultimately better the lives of children.

Creating and enriching a database of developmental health indicators across Canada

Magdalena Janus and Robert Raos

Background and Purpose

Throughout Canada, the developmental health of kindergarten children has been measured with the EDI, a population-level, teacher completed questionnaire. The 103 questions of the EDI provide a broad spectrum of information about children before they enter grade one, forming indicators in five major developmental domains: physical health and well-being, social competence, emotional maturity, language and cognitive development, and communication skills and general knowledge.

The Canadian Neighbourhoods and Early Child Development (CanNECD) study created the first pan-Canadian, population database on child development, by linking EDI data for approximately 98% of 5-6 year-olds with socioeconomic data from customized Census and Taxfiler databases. The newer Canadian Children's Health in Context Study (CCHICS) is building on this by addressing the social determinants of health for children with special health needs by linking in administrative data. The end product allows researchers to monitor national developmental health trends, assess the impact of policy and program changes over time, and advance research into the social determinants of children's health.

Methods

Student-level EDI data were aggregated to geographic units, or neighbourhoods. A standardized methodology was used to create neighbourhoods for all areas of the country to ensure comparability. We calculated aggregate quantitative results for each neighbourhood across the five EDI domains. Social and economic data from the Canadian Census and Taxfiler databases were obtained for each of the defined neighbourhoods. Once matched with aggregate EDI data, the combined database allows for an examination of the impact of social and economic determinants of health and helps to contextualize these developmental health data. This combined dataset is hosted in an accessible data sharing environment, available for further research purposes. Expanding on this, the database has been enriched with administrative data via direct individual linkage or probabilistically matching, where possible, to provide further contextualizing information.

Results

As a result of the wide-spread data collection and careful, systematic matching process, this unique and comprehensive database combining neighbourhood-level child development status, socioeconomic indicators, and administrative data was created. We utilized EDI results from over 670,000 children across Canada, collected for all children at least once and for multiple times in some areas, for 12 provinces/territories from 2004 to 2014. These data were aggregated to 2,058 defined neighbourhoods and paired with over 2,000 socioeconomic indicators and administrative data to begin exploring the relationships among variables.

Conclusions and Implications

With this organized dataset, we expect to engage researchers studying child development and the social determinants of health, by offering an opportunity for them to access this powerful resource to address their own research questions. The findings from the CanNECD Study, CCHICS, and other studies using the linked database have the potential to inform planning decisions and public policy on child developmental health, ultimately bettering the lives of children.

Recent trends in early child development in the Canadian provinces of British Columbia, Manitoba, and Ontario

Simon Webb and Eric Duku

Background and Purpose

This research project linked Canadian EDI data (spanning from 2005 to 2013) to custom-defined neighbourhood-level data from the Canadian census, to investigate the relationship between neighbourhood SES and ECD across the country. We created a new index of neighbourhood socioeconomic status (SES), grounded in theory and based on the evaluation of other similar indices in relation to ECD. This presentation uses the database with the newly constructed SES index to examine and help explain trends in ECD in Canada.

Methods

The EDI was collected for multiple time points over the 2005 to 2013 period for 3 Canadian provinces: Manitoba, British Columbia, and Ontario. The EDI outcomes used included the level of vulnerability (the percentage of children scoring below a set threshold) on each of the five EDI domains and overall vulnerability in a neighbourhood. Data from each of the three provinces were plotted separately, split by gender, SES, and time point and similarities in trend lines were examined between the three provinces. Regression analyses were performed to further validate the findings of the observed trends.

Results

Increasing levels of vulnerability on the Physical Health and Well-Being domain of the EDI and decreasing levels of vulnerability on the Language and Cognitive Development domain were observed for all three provinces. Our results also confirmed findings that have consistently showed that females score less vulnerable than males on all domains of the EDI. Further results suggest that this gender gap has been narrowing between 2005 and 2013 on the Language and Cognitive Development domain in all three provinces investigated. Findings also suggest that the gap in vulnerability rates on the Physical Health and Well-Being domain between the low and high SES neighbourhoods widened in all three provinces between 2005 and 2013.

Conclusions and Implications

The findings in this project show that the trends in ECD in Canada are not uniform among socioeconomic and demographic subgroups. The widening gaps between low and high SES neighbourhoods in the Physical Health and Well-Being domain in particular may be a sign that intervention policies aimed at reducing socioeconomic inequalities should focus more on fostering physical health and well-being outcomes among young children in poor socioeconomic neighbourhoods. The findings warrant a closer look into the factors contributing to the trends identified, and an evaluation of the types of policies which would ameliorate

conditions for the inequalities in the sub-groups identified, particularly for those that the gaps in vulnerability are observed to be increasing over time.

Prevalence and concordance of autism spectrum disorder in children at school entry: Linkages of the Early Development Instrument and Manitoba Administrative Data

Ayesha Siddiqua, Sarah Elizabeth Taylor, Marni Brownell, and Magdalena Janus

Background and Purpose

Having a health disorder such as ASD in early childhood can impact the developmental trajectory of the child. Early identification can facilitate access to information and resources that will assist the family and child to achieve the most optimal developmental outcomes. The Early Development Instrument (EDI) has been used in Manitoba since 2005 and has included the option to identify children that fall on the autism spectrum since 2011. Combining this population-level data with health and educational administrative data provides a powerful opportunity to explore the identification of ASD in Manitoba.

This study aims to determine the concordance of EDI and administrative data when identifying children with ASD in Manitoba. It will examine 1) prevalence rates as determined by the EDI and the administrative data separately, 2) the agreement between the two data sources when identifying cases of ASD, and 3) the instances of disagreement between the data sources.

Methods

EDI data including indication of ASD were collected in Manitoba in academic years 2010-2011 and 2012-2013. Health and education administrative data have been collected on an ongoing basis in Manitoba and are housed through the Manitoba Centre for Health Policy (MCHP). These data include, but are not limited to, prescription information, hospitalization records, and codes for diagnoses.

Results

Results show good concordance between the administrative and EDI data. The administrative data show an overall prevalence rate of ASD in kindergarten at 0.9% (n=229) and the EDI data estimates ASD prevalence at 0.8% (n=191). 58% (n=177) of ASD cases were identified by both the administrative data and the EDI, 37% (n=112) of ASD cases were identified prior to kindergarten only by the administrative data, and 5% (n=14) of cases were identified only by the EDI data.

Conclusions and Implications

The EDI and administrative data in Manitoba show good concordance in identifying children with ASD at school entry. Our investigation takes into consideration details such as the age of first diagnosis and post-kindergarten diagnoses. We also examine associated child vulnerability at school entry as determined by the EDI, which has implications for practices, procedures, and policy surrounding identification and assistance of children with ASD in the school system.

Patterns of actual vs. SES-predicted rates of neighbourhood-level developmental vulnerability across three Canadian provinces

Barry Forer

Background and Purpose

One of the research objectives in our pan-Canadian study of the social determinants of children's developmental health is to identify demographic characteristics associated with "off-diagonal" neighbourhoods. These are communities whose rates of developmental vulnerability are much higher or lower than predicted from their socioeconomic characteristics, consistently over time. In this paper, we examine off-diagonality in the context of our most fundamental demographic characteristic, the province where the children live.

Methods

Three provinces (Ontario, Manitoba, and British Columbia), representing 1,169 neighbourhoods, had childhood vulnerability rates that matched temporally with the two SES time points in 2006 and 2011. Overall vulnerability was measured using the Early Development Instrument. Socioeconomic status was measured using a newly developed SES Index summarizing 10 Census and Income Tax variables. For each of the two time points, SES Index scores were regressed on the overall vulnerability rate. Neighbourhoods were then ranked on the residual scores, which represent the difference between actual and predicted vulnerability rates. For each time point, the neighbourhoods in the top and bottom deciles of residual scores were identified. From these two lists, a final list of off-diagonal neighbourooods was compiled – those that were consistently in either the top or bottom decile.

Results

The end result of the identification process was 26 neighbourhoods consistently much more vulnerable than predicted, and 18 that were consistently much less vulnerable than predicted. Off-diagonality was not distributed proportionally across the three provinces. Despite representing 26% of all neighbourhoods, BC had 23 out of the 26 (88%) of the off-diagonal worse than predicted neighbourhoods. Ontario, with 68% of all neighbourhoods, had 15 of the 18 (83%) of the off-diagonal better than predicted neighbourhoods. Only one of the 75 neighbourhoods in Manitoba made either off-diagonal list.

These patterns reflect, to some extent, provincial differences in the actual vulnerability rates. For example, for neighbourhoods in the highest decile of vulnerability, BC neighbourhoods are strongly over-represented, and Ontario neighbourhoods equally under-represented. For the lowest decile of vulnerability, the disproportionalities are reversed, and less pronounced. The essential pattern seems to be that the off-diagonal worse than predicted neighbourhoods tend to come from the places with the highest vulnerability rates, while the better than predicted neighbourhoods do not tend to come from the least vulnerable places. In BC, 18 of the 23 worse than predicted neighbourhoods were also the most vulnerable places, while in Ontario, 11 of the 15 better than predicted neighbourhoods were not among the least vulnerable places.

Conclusions and Implications

In the context of a pan-Canadian study of the social determinants of childhood developmental health, an examination of off-diagonal neighbourhoods is essential. Available socioeconomic variables, however plentiful, tell only part of the story. Off-diagonal analyses point to those places where future in-depth investigations hold the most promise of understanding other important determinants. This initial foray into off-diagonality demonstrates the fundamental importance of provincial context in a pan-Canadian framework.

Bios

Magdalena Janus, Ph.D. (Cantab) is an Associate Professor at the McMaster University's (Hamilton, Canada) Department of Psychiatry and Behavioural Neuroscience where she holds the Ontario Chair in Early Child Development. Together with the late Dr. Dan Offord, Magdalena developed the Early Development Instrument (EDI), a measure of children's developmental health at school entry. She also serves as a consultant on measurement and indicators of child development with various national and international organizations.

Robert Raos is a Research Associate with the Offord Centre for Child Studies at McMaster University. He specializes in spatial data analysis and has worked on various projects that examine indicators of children's developmental health and socioeconomic measures. Rob has a Bachelor's degree in Geography and Environmental Studies from McMaster University and a Master's degree in Spatial Analysis from Ryerson University.

Simon Webb is a Research Analyst for the Early Development Instrument team at the Offord Centre for Child Studies at McMaster University. With a Master's degree in Economic Policy from McMaster University, Simon specializes in neighbourhood socioeconomic conditions and their relationships to population health outcomes, particularly concerning early child development.

Eric Duku is member of the Offord Centre for Child Studies, the Department of Psychiatry & Behavioural Neurosciences, and an associate member of the Department of Clinical Epidemiology & Biostatistics at McMaster University. He has a background in mathematics, demography, applied statistics and measurement. Eric's research interests include inequalities and measurement challenges in early child development and life-span research with emphasis on autism, healthy developmental status at school entry, and school-based mental health.

Ayesha Siddiqua is currently a PhD candidate in the Department of Clinical Epidemiology and Biostatistics at McMaster University. In 2014, she completed her Master's degree in this department. Her thesis work focused on exploring parents' experiences with services as their children with special needs enter schools in Ontario using a mixed methods approach. Ayesha's research interests include modifiable determinants of health, health services research, big data analytics, health economics, and health policy development.

Sarah Taylor, M.Sc. is a research assistant with the Offord Centre for Child Studies at McMaster University (Hamilton, Canada). Working with the Early Development Instrument (EDI) team at the Offord Centre Sarah is able to use her education in health and social psychology to explore issues of child development and developmental indicators.

Marni Brownell, PhD, is a Professor in the Department of Community Health Sciences, University of Manitoba, Senior Research Scientist at the Manitoba Centre for Health Policy (MCHP), and Scientist with the Children's Hospital Research Institute of Manitoba. She holds the MCHP Endowed Population-Based Child Health Research Award, which along with several national grants supports her research program that uses administrative health and social service databases to examine child health and well-being, with a particular focus on social determinants.

Dr. Barry Forer is a research methodologist specializing in early childhood development and child care. During his 13 years at the Human Early Learning Partnership, his research topics have included: the effect of socioeconomic status on child development, how early vulnerability affects school achievement, and the validity of the Early Development Instrument. His Ph.D. was completed in the Measurement, Evaluation, and Research Methodology program in the UBC Faculty of Education.

1.6: Education processes and academic outcomes

The role of language distance in shaping immigrant students' sense of belonging: Evidence from the Programme for International Student Assessment

Francesca Borgonovi, Mario Piacentini
OECD, France

The paper is based on multiple waves of data from the Programme for International Student Assessment (PISA) a triennial cross-country study on the educational outcomes of 15-year old students. The paper identifies to what extent immigrant students' sense of belonging to their school community is related to the distance between the languages they use at home and the language that is used for instruction purposes at school.

The paper extends current work on the role played by language in facilitating social integration by examining the degree of similarity between the language students speak at home and the language that is used at school, with the hypothesis that is the larger the difference between the two languages, the more difficult social integration will be.

Sense of belonging is measured in PISA through students' self-reports on the degree to which they agree with a series of statements related to social bonding and isolation (e.g. "I feel like I belong to school", "I feel lonely at school"; I make friends easily at school). Students' answers are recorded on a 4 point Likert scale ranging from 1 "strongly agree" to 4 "strongly disagree".

The measure of linguistic distance is developed using the Automatic Similarity Judgement Program developed by the Max Planck Institute of Evolutionary Anthropology. The index measures the degree of dissimilarity between any two pairs of languages identifying differences in pronunciation of words that have the same meaning.

The benchmark models at the student-level test the significance of the relationship between the bilateral linguistic distance measure (defined for each pair of linguistic group and test-administration language which reflects language of instruction) and students' sense of belonging at school, controlling for a rich set of covariates at the student and at the school level. Since linguistic distance is likely to be correlated with other dimensions of cultural differences, the paper will try to isolate the role of language by including additional bilateral variables measuring cultural distance (e.g. a measure of cultural distance based on answers to the World Value Survey).

The importance of linguistic distance as a determinant of integration is also analysed by looking at other indicators of student well-being in PISA 2015, such as students' reports of exposure to different acts of bullying or attitudes towards co-operation. The paper exploits the availability of information on students from the same origin group in different destination countries to identify country-specific integration paths. For example, a lower sense of belonging of Arabic speaking students in country X than in country Y, after accounting for observed differences between the two groups of Arabic students, provides descriptive evidence of an easier integration path in country X. The predicted differences in sense of belonging of students from the same linguistic group in different countries is analysed in relation to different indicators of country- and school-level language policies from PISA and other sources, such as the availability of targeted language support programmes.

Bios
Mario Piacentini is an analyst in the PISA team of the OECD Education Directorate. Before joining PISA, he worked for the Public Governance Directorate and the Statistics Directorate of the OECD, the University of Geneva and the World Bank. Mario led international projects on the measurement of metropolitan areas, inequality, entrepreneurship and trade. He holds a PhD in economics from the University of Geneva, and has peer-reviewed publications on migration, education and trade.

Francesca Borgonovi is Senior analyst in the Directorate for Education and Skills at the OECD where she has been responsible for analytical work on gender and socio-economic disparities in academic achievement; outcomes of migrant and language minority students; and student engagement and motivation in the PISA and the Survey of Adult Skills. Her recent publications include The ABC of Gender Equality in Education and Immigrant Students at School - Easing the Journey Towards Integration.

Resignifying the Muslim/Hindu divide in Detroit public schools: Purdah, Bangladeshi ontologies and the production of global identities

Sunanda Samaddar Corrado
WCCCD, United States of America

Background and Purpose

In the inner city of Detroit, young Bangladeshi women who are unaccustomed to wearing the hijab explore the overlapping centripetal forces of regional practices, globalizing Islamic identities and Bollywood media to demonstrate the several layers of meanings that mitigate choice and representations of the feminine self as both singular and corporate. Examining how Bangladeshi students incorporate the practice of wearing the hijab into their inner-city school extends the examination of purdah from a lens of codified feminine restrictions to describe a social apparatus which has been animating South Asian social discourse for centuries. Enervated by the close proximities of culturally diverse populations, purdah is an embodied site of contestation, a performance of caste and class distinctions with in the South Asian Muslim and Hindu Diaspora.

This two-year ethnographic study followed the strategies Bangladeshi schooling families employed to invest in their children's postsecondary education, work, and marriage.

Methods

The methodology of portraiture is an inductive approach exploring how meaning is produced. Developed for the explicit purpose of understanding institutional agencies, competing or contradictory discourses and experiences are lived problematics, cumulatively resolved by each subject in his or her specific way. Being a Bengali speaking Hindu researcher, portraiture mobilizes the researcher as the nodal point of data collection as well as interpretation. Such a method of interview/research is not predicated upon a formal list of questions, or comparative interviews, but a series of communications and conversations which shape the contours of investigation.

Results

An account of how purdah is practiced in this particular Muslim Bangladeshi high school cohort revealed the several overlapping emic and etic boundaries between various student peer groups and their families, between families and their community, between various transnational Muslim communities in Detroit, mitigating the relationship between families and the school. Women's fashion revealed the uneven terrain of identity politics through consumptive patterns of aesthetic behavior. Viewing the students' educational experience through the lens of purdah, a gendered politic of purity and status becomes apparent. When and how hijabs should be worn, as well as the reasons why they are a site for the reimagining of Muslim life in America. Such pageantry evolves a process of significations by which transnational communities resurrect hierarchical relations of distinctions within a diversity of transnational Muslim ethnicities living in the area.

Conclusions and Implications

Whereas much of the literature has focused on institutional processes of inclusion, how transnational communities surveil the permeability of their own boundaries would invigorate questions of what inclusivity looks like as a social process as opposed to a discursive value. The academic approach to the hijab may be reformulated from a lens of codified feminine restrictions to a viscerally kindled social field in which the singular tastes of women come to represent the corporate efforts of families ensconced within overlapping social fields of status, access, and social recognition.

Bios
Sunanda Samaddar Corrado, PhD., is an adjunct professor of Anthropology for Wayne County Community College School District, Detroit.

Educational outcomes among children and youth Involved with the child welfare system: Promising practices and methodological challenges

Jaime Wegner-Lohin[1,2], Melissa Van Wert[2], Nico Trocmé[1,2]

[1]School of Social Work, McGill University, Canada; [2]Centre for Research on Children and Families, McGill University, Canada

Background and Purpose

The purpose of this paper is to profile approaches to collecting data and monitoring educational outcomes for children involved with the child welfare system. The objectives include: to document promising practices as well as methodological challenges that are involved in conducting research on educational performance in this vulnerable population of young people; and to explore the best approaches for using research to promote positive school experiences and academic outcomes for this group.

Methods

A comprehensive literature review was conducted, including peer-reviewed publications as well as government reports and other grey literature sources. This literature was critically analyzed to obtain an understanding of the various existing methodological approaches to studying educational outcomes for young people involved in child welfare systems in Canada and other jurisdictions.

Results

Various indicators are used to track educational outcomes among children and youth who have received in-home and out-of-home services from the child welfare system. Common indicators include placement in age appropriate grades, academic performance (e.g., grade point average), standardized test scores on reading and math measures, high school graduation rates and post-secondary education enrollment. Sources of information on educational outcomes include teacher ratings, child welfare worker reports, direct testing with children and youth, and administrative data. Most available indicators reflect a point-in-time approximation of educational performance, with few studies using a longitudinal approach and a developmental lens. Despite an increasing number of promising practices in monitoring educational outcomes in child welfare-involved populations, there is still a substantial amount of knowledge to be acquired regarding the relationship between child maltreatment, out-of-home care and academic success. A number of methodological challenges remain which compromise our ability to gain a better understanding of the academic trajectories of these young people. For instance, it is challenging to untangle the effects of maltreatment and child welfare services from the effects of other disadvantages, and access to information is difficult and hindered by the lack of communication across the child welfare and education systems. These challenges impede the ability of policy makers and practitioners to use research findings to address academic difficulties experienced by young people involved in the child welfare system and promote success from the early years through to postsecondary education.

Conclusions and Implications

Continued efforts are needed to understand and respond to the educational needs of maltreated children. Future work must focus on adopting promising practices, while simultaneously addressing barriers to collecting information on education outcomes for children and youth involved with the child welfare system.

Bios

Jaime Wegner-Lohin is a doctoral candidate in the School of Social Work and a member of the Centre for Research on Children and Families at McGill University. Her research interests focus on how early life stress impacts academic functioning and the relationship between child maltreatment, out-of-home care and education outcomes.

Melissa Van Wert is a postdoctoral fellow at the Centre for Research on Children and Families, McGill University, and a member of the Fraser Mustard Institute of Human Development, University of Toronto. Melissa's research focuses on behavioural, emotional, educational and other developmental outcomes of children and youth who are involved in the child welfare system, in particular those who enter out-of-home care.

Nico Trocmé is the Director of the School of Social Work and the Philip Fisher Chair in Social Work at McGill University. Dr. Trocmé led the Canadian Incidence Study (CIS) of Reported Child Abuse and Neglect and the development of a common set of National Outcomes Measures for child welfare across the country. He is currently conducting a research capacity development and knowledge mobilization initiative involving child welfare and Aboriginal service provider agencies in Quebec.

Belonging matters: Learning about friendships and community engagement from youths with disabilities

Rebecca Renwick[1], Debra Cameron[1], Ann Fudge Schormans[2], Jasmine Cowen[1]

[1]University of Toronto, Canada; [2]McMaster University

Background and Purpose

Making and keeping friends are vital to successful development for all youths, including those with IDD. Yet little is known about friendship for youths with IDD and how it might be linked to their broader engagement in community life. What is known about these important aspects of their lives is based mainly on proxy reports by parents, teachers, and service providers. Accordingly, this qualitative research aimed to capture the perspectives of youths themselves and addressed the research question: *What is engaging (or not engaging) in friendship and community life like from the perspectives of youths with IDD?*

Methods

This community-based, constructivist grounded theory study was conducted by a team comprising 3 academic researchers, 3 representatives of community organizations, and 3 youths with IDD. A purposive maximum variation sample of 24 youths (9 females, 15 males), aged 13 to 24 years with various of IDD labels (e.g., autism spectrum, Down Syndrome) and cultural backgrounds was recruited from 2 urban areas in Ontario, Canada. Recruitment occurred through schools and community-based

service organizations using e-mails, flyers, and oral presentations. Participants took part in 3 video-taped interview sessions conducted at separate times in their own homes and self-selected community settings by a trained interviewer. The first 2 interviews were with each youth alone. The third interview included community-based activities identified by each participant and shared with a friend. These video-taped methods permitted inclusion of participants with varying ways of communicating. Interviews followed a semi-structured format including probe questions to promote more in-depth exploration with participants. Questions focused on youths' participation in their communities and their social relationships, particularly friendships. Constructivist grounded theory methods, including multiple iterations of constant comparison within and across interviews, were used to analyze the video data. Multiple strategies for ensuring methodological rigour were also employed.

Results

Analysis revealed a conceptual model with the central construct of Belonging and four conceptual categories (themes), each with sub-categories. The categories associated with Belonging were: *engaging with people like me, engaging in social relationships, negotiating roles in society, and navigating norms and expectations*. Participants' verbatim quotes and researchers' observations of participants' interactions and nonverbal communication as well as contextual information are presented to support each of the categories in the model.

Conclusions and Implications

Results contribute new knowledge and insights about their sense of belonging related to community engagement and friendships from the perspectives of youths with IDD. Results highlight that practitioners and policy developers need to accord more attention to youths' perspectives in developing/enhancing programs, services, and policies for youths with IDD and also offer a guiding conceptual framework for doing so. Directions for future research are also discussed.

Bios
Rebecca Renwick, Ph.D., is a Professor and the Director of the Quality of Life Research Unit in the Department of Occupational Science and Occupational Therapy at the University of Toronto (Canada). Her recent research employs inclusive and participatory methods to study issues related to community and societal engagement by children, youths, and adults labeled as intellectually/developmentally disabled (e.g., community engagement, social relationships, friendships; media representations of people with intellectual and developmental disabilities).

Debra Cameron, Ph.D., is an Assistant Professor in the Department of Occupational Science and Occupational Therapy at the University of Toronto. She has also worked as a clinician for more than 30 years with children and families. Her research interests include global health, parent involvement, and rehabilitation for children with disabilities.

Ann Fudge Schormans, Ph.D., is an Associate Professor in the School of Social Work (McMaster University, Canada). A social work practice background and ongoing activist work informs her teaching and research. Combining inclusive, co-researcher methodologies and knowledge production with arts-informed methods, current projects include explorations into use of city space by people labeled with intellectual disabilities; the intersection of intellectual disability with education, employment and homelessness; parenting experiences and aspirations of people with intellectual disabilities.

Jasmine Cowen, MSc OT (Candidate) has been involved with the Quality of Life Research Unit in the Department of Occupational Science and Occupational Therapy at the University of Toronto since 2012 where she has worked as a co-researcher, interviewer, research videographer, and research assistant. She is currently completing her master's degree in Occupational Therapy.

Academic difficulties among maltreated children

Jane Sanders[2], Melissa Van Wert[1], Nico Trocmé[1], Delphine Collin-Vézina[1], Barbara Fallon[2]
[1]McGill University, Canada, [2]University of Toronto, Canada

Background and Purpose

The purpose of this paper is threefold: (1) understand factors associated with academic difficulties in maltreated children and youth, (2) identify factors that promote academic resilience, and (3) document the academic challenges of maltreated young people entering out-of-home child welfare care.

Method

The Ontario Incidence Study of Reported Child Abuse and Neglect 2013 (OIS-2013) is a provincial study that tracked 5,265 child maltreatment related investigations conducted in a representative sample of 17 child welfare agencies in Ontario in 2013. This analysis focused on a subsample of school-aged children age 4-15 who were victims of physical abuse, sexual abuse, neglect, or emotional maltreatment. The sample was weighted with regionalization and annualization weights to reflect provincial annual estimates (weighted n=18,854). Chi-square and logistic regression analyses were conducted.

Results

Academic difficulties were noted in 31% of substantiated maltreatment investigations (5,878 investigations), meaning that almost one in three maltreated children served by the child welfare system struggled in school. Factors associated with academic difficulties included caregiver risks (public housing receipt, drug abuse, cognitive impairment, lack of social support, mental and physical health issues) and child functioning issues such as depression, ADHD, aggression, and developmental disabilities. In fact, almost all children who struggled academically also struggled with a mental health, developmental, or other functioning problem (94%; 5,505 investigations). Conversely, children who experienced maltreatment but did not show signs of academic difficulties had relatively low rates of developmental and mental health challenges and were more likely to live with caregivers who displayed indicators of socioeconomic advantage (e.g., home ownership) and personal wellbeing (e.g., social support, absence of mental health issues).

An overwhelming majority of young people who had academic difficulties had recurrent involvement with child welfare services (83%; 4,874 investigations). Over half of children entering out-of-home care had academic difficulties (52%; 1,231 investigations),

and investigations noting academic difficulties were almost twice as likely to result in an out-of-home placement when controlling for other clinical concerns (OR=1.95, p=.015).

Conclusions and Implications

For maltreated young people, academic success appears to be closely tied to their global functioning and the level of risk and disadvantage in their families. Children with academic difficulties tend to have recurrent involvement with the child welfare system and enter out-of-home care at higher rates than their maltreated counterparts without academic problems. With such a large proportion of children entering out-of-home care with academic difficulties, targeted interventions are needed to address the educational needs of this vulnerable group. Collaboration between child welfare professionals and educators should be prioritized in order to maximize the integration of services and ensure that appropriate school supports are available to maltreated young people.

Bios

Jane Sanders, MSW, RSW, is a doctoral student at the FIFSW, UofT. Her extensive clinical experience comes with a solid understanding of the application of social work services and mental health strategies within a variety of settings. She is the Research Coordinator for #socialwork, an international study on ICT use among social workers. Jane's dissertation research will examine trauma among students who are expelled. Additional research interests: supervision, social work education, children's mental health, and trauma-informed care.

Melissa Van Wert is a postdoctoral fellow at the Centre for Research on Children and Families, McGill University, and a member of the Fraser Mustard Institute of Human Development, University of Toronto. Melissa's research focuses on behavioural, emotional, educational and other developmental outcomes of children and youth who are involved in the child welfare system, in particular those who enter out-of-home care.

Nico Trocmé is the Director of the School of Social Work and the Philip Fisher Chair in Social Work at McGill University. Dr. Trocmé led the Canadian Incidence Study (CIS) of Reported Child Abuse and Neglect and the development of a common set of National Outcomes Measures for child welfare across the country. He is currently conducting a research capacity development and knowledge mobilization initiative involving child welfare and Aboriginal service provider agencies in Quebec.

Delphine Collin-Vézina is the Director of the Centre for Research on Children and Families at McGill University. A licensed clinical psychologist, Tier II Canada Research Chair in Child Welfare, Associate Professor in the McGill School of Social Work and recently appointed the Nicolas Steinmetz and Gilles Julien Chair in Social Pediatrics in the Department of Pediatrics, Dr. Collin-Vézina has a strong interest in research and clinical topics related to child maltreatment, child sexual abuse, and trauma.

Barbara Fallon is an Associate Professor and the Associate Dean of Research at the Factor-Inwentash Faculty of Social Work at the University of Toronto. Dr. Fallon is also the Factor-Inwentash Chair in Child Welfare and Director of Knowledge Mobilization for the Fraser Mustard Institute for Human Development. Dr. Fallon's research interests include international comparisons of child protection systems and the contribution of worker and organizational characteristics to child welfare decision-making.

1.7: Comparing child-focused Sustainable Development Goals (SDGs) in high-income countries

Comparing child-focused Sustainable Development Goals (SDGs) in high-income countries: Lessons from Innocenti Report Card 14

Dominic John Richardson, Zlata Bruckauf, **Emilia Toczydlowska, Kat Chzhen**
UNICEF Office of Research - Innocenti, Italy

The panel will present three papers detailing the findings of UNICEF Innocenti's Report Card 14 on Children and the Sustainable Development Goals in High-income countries. Together the papers will outline the main findings, research and methods behind Report Card 14, focusing on: headline results and what they mean for policy and research; the conceptual frame used to advance the understanding of how to interpret the SDGs in the life course ecological model of child development; and, the data challenges of indicator development for the report – with a focus on Goal 10 (inequality within and among countries). The panel will highlight the conceptual and methodological innovations throughout.

The first paper briefly introduces the headline findings of Report Card 14, before decomposing the indices by Goal, to discuss the selection of indicators relevant to child-focused goals and targets in the SDG framework. It will elaborate on the development of indicators most relevant to high-income settings, and provide indications of how these interconnect and the implications for policy based on existing research in each field. Where gaps in data exist, these will be highlighted and discussed, as a bridge to paper 2 and 3 on the conceptual frame and methods and challenges in indicator development.

The second paper will elaborate the conceptual frame for the report card, and in doing so will examine the sustainable development goals from a child development and life-course perspective, highlighting different hierarchical and temporal levels of influence between development targets. The purpose of this paper is to stimulate discussion on national SDG agenda based on a comprehensive child-centered framework and provide a tool for national advocacy and policy groups to navigate through SDG targets across sectors and different streams of policy work.

The final paper takes a closer look at the challenge of developing valid and conceptually relevant indicators of child-focused sustainable development goals, that meet the criteria for selection, and are relevant for both high-income countries and are true to the ambitions of the SDGs themselves (and of course, where possible, fully aligned). It will present the 'story' of goal 10 of 'reducing inequality within and among countries', in order to provide a more in-depth reflection on the development of Report Card 14.

The panel will invite two high-level discussants from policy and global SDG data development to discuss the findings of the Report Card in terms of policy responses, and broader efforts to elaborate meaningful monitoring tools in the support of achieving the

SDGs. The panel will be chaired (TBC), and time will be allotted for questions and answers following presentations from the panel and discussants.

Comparing child-focused Sustainable Development Goals (SDGs) in high-income countries: Indicator development and overview for Innocenti Report Card 14

Dominic Richardson

Background and Purpose

In line with the focus of previous Innocenti Report Cards, this study reviews the SDG challenge from the perspective of children. The paper introduces the headline findings of Report Card 14, before decomposing the indices by Goal, to discuss the selection of indicators relevant to child-focused goals and targets in the SDG framework. It will elaborate on the development of indicators most relevant to high-income settings, and provide indications of how this interconnect and the implications for policy based on existing research in each field. Where gaps in data exist, these will be highlighted and discussed, as a bridge to paper 2 and 3 on the conceptual frame and methods and challenges in indicator development.

Methods

By selecting SDGs most relevant to children, using data to illustrate how rich countries compare on these goals, and discussing the main data gaps and data coverage, this work makes an important contribution to assessing what is known about (sets a placeholder for) children-focused SDGs in high-income settings. The main methods around the selection and development of relevant child centred cross-national indicators, their validation and combination into an overarching index will be discussed.

Results

The paper will report headline results for how high-income countries fare on child-focused SDGs indicators in rank order overall, and by relevant constituent goals. Results will be decomposed in selected goals to the indicators level, and results at the indicator level will be discussed, as well as findings related to the validation and representability of selected and rejected indicators.

Conclusions and Implications

The operationalisation of a child-centred or focused set of SDG indicators, and their comparisons cross-nationally is designed to assess the extent to which countries in high-income settings are data ready for this new and universal social progress challenge. By setting down an initial placeholder for where countries stand on child-focused measures, the implications for this work include bringing the SDGs to the attention of high-income country policymakers and practitioners, opening a discussion on the complementary of life course factors and goals within the framework, and highlighting the indicator challenge (and need for better data) faced by the most 'data rich' countries of the world.

Child-centred view on Sustainable Development Goals (SDGs) In high-income countries: A conceptual frame for Innocenti Report Card 14

Zlata Bruckauf

Background and Purpose

The sustainable development agenda (post-2015) has been agreed upon globally through a long political process. For the first time high-income nations take on the role of active and accountable participants while retaining their donor obligations. The practical challenge of implementing this global agenda is in systematic 'domestication' of multiple SDG targets into the context of entrenched national policy agendas while retaining a firm focus on the most vulnerable groups in the society, particularly children.

Children are mentioned in many of the sustainable development targets yet few of the goals are explicitly child-focused. The goal of this paper is to examine the sustainable development goals from a child development and life-course perspective, highlighting different hierarchical and temporal levels of influence between development targets. In doing so it hopes to a) stimulate discussion on national SDG agenda based on a comprehensive child-centeredframework , and b) provide analytical tool for national advocacy and policy groups to navigate through SDG targets across sectors and different streams of policy work.

Methods

This paper uses the ecological system theory (Bronfenbrenner, 1979) and its extension (A Process-Person-Context-Time Model; Bronfenbrenner & Morris, 1998), to understand how a transformative change expected through reaching sustainable development targets can influence child well-being. It highlights the embeddedness of SDG targets related to child outcomes and well-being in the wider socio-economic environment and policy context. Specifically, the paper maps different SDG targets into different social systems or 'levels' such as child outcomes, family resources and relationships, community and neighbourhood, and policies or institutions highlighting the profound impact of the latter on children over the life course.

Results

The paper produces a number of systematic visualisation tools for child-centred SDG framework that are easy to use for advocacy purposes. It also proposes a set of criteria for operationalisation of child-centred SDG approach in high income countries the process of selecting indicators to monitor progress, and shows how this has informed the work of Report Card 14.

Conclusions and Implications

Child-centred view on universal SDGs facilitates the process of 'transformative change' making it easier to advocate for policy development with a strong child-focused investment agenda. It brings to light the key theme of inclusive and sustainable change which leaves no one behind. In doing so it will assist advocacy groups and national stakeholders in their navigation through SDGs with a focus on child well-being, equity and fairness.

A closer look at indicator development for Report Card 14: SDG 10 inequality for children within and among countries

Emilia Toczydlowska

Background and Purpose

The purpose of this paper is to take a closer look at the challenge of developing valid and conceptually relevant indicators of child-focused sustainable developments goals that meet the criteria for selection, and are relevant for both high-income countries and are true to the ambitions of the SDGs themselves. It presents the 'story' of goal 10 of 'reducing inequality within and among countries', in order to provide a more in-depth reflection on the development of Report Card 14. Through reflection on missing populations, and through validation tests, it will estimate the extent to which existing data sources are in themselves suitable for measuring who is left behind.

Methods

Methods presented will include those related to data cleaning and indicator selection and development of monetary and non-monetary comparative measures of inequality at the national level. This involves the use of comparative data sets, income equivalisation, the development of univariate inequality measures, and validation tests (estimates of the effect on non-response – both to and in the surveys used – on the accuracy of inequality estimates).

Results

The paper will report headline results for SDG 10 in Report Card 14, how these indicators were developed, and the results of validation tests (and related adjustments).

Conclusions and Implications

Many existing surveys of household income, cross-national and national, and data collected from children in schools are subject to forms of bias that can result in the underestimation of inequality across many dimensions. Not only that, but in some countries, specific forms of bias, based on excluded or marginalised groups can further exacerbate a key limitation of existing surveys for meeting the designs and ambitions of the SDGs. This paper concludes with recommendations for survey coordinators, and policymakers, seeking to improve the representability of data and indictors designed to capture marginalised groups.

Bios

Dominic Richardson, Senior Education Specialist, UNICEF Office of Research – Innocenti, leads research on education and the measurement of school outcomes. Previously, Dominic worked with OECD Social Policy Division on child well-being, evaluating family policies, and studies of extreme poverty and vulnerability. Dominic has led or co-authored several reports on child well-being including: How's Life for Children? in OECD's 2015 How's Life?, OECD's Doing Better for Children, and UNICEF Innocenti Report Cards 7, 9 and 14.

Kat Chzhenleads the UNICEF Report Card team at the UNICEF Office of Research – Innocenti, having joined from her previous position as a Post-Doctoral Fellow in Quantitative Methods in Social and Political Sciences at the University of Oxford (Nuffield College). Her main research interests are comparative social policy, focusing on poverty, deprivation, and labour market participation. Kat works on two child well-being and equity projects: Innocenti Report Card series and Multiple Overlapping Deprivation Analysis (MODA).

Zlata Bruckaufhas a doctorate in social policy from the University of Oxford (UK), and presently leads the comparative work on inequality of educational outcomes as part of the UNICEF Innocenti Report Card Series. Zlata has worked for the Department of Social Policy and Intervention, University of Oxford, UNICEF Bosnia and Herzegovina, and on USAID, World Bank and other donor funded social protection and research support projects in Russia and Central Asia.

Emilia Toczydlowska, a Social and Economic Policy Consultant at UNICEF's Office of Research – Innocenti, is a member of the team responsible for analysis and production of the UNICEF Report Card series. She holds a Double Master in Public Policy and Human Development (specialization Social Protection Design and Financing) from the United Nations University. Her previous work experience includes working with Luxembourg Institute of Socio-Economic Research (LISER) and United Nations Research Institute for Social Development (UNRISD).

1.8: New data driven approach for identifying policy solutions to improve outcomes for children

A new data driven approach for identifying policy solutions to improve outcomes for children

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The UN Sustainable Development Goals (SDGs) are a tremendous global agreement to make dramatic change happen for children at scale. Achieving these goals will require dramatic action. This panel will highlight unique efforts by two partnering organizations, the WORLD Policy Analysis Center (WORLD) and the Public Policy and Population Health Observatory (3PO), to look at how government action can influence SDGs relevant to children, including SDG 1 (poverty), SDG 3 (health), and SDG 4 (education). WORLD and 3PO have linked quantitative longitudinal information on policies and laws, including those related to education, child marriage, child labor, and parental leave, to household survey outcomes for children. In this panel, researchers from WORLD and 3PO will explore how this linked data can be used to identify priority policy areas for children, assess economic feasibility of policies, and rigorously analyze the impact of laws and policies on outcomes for children.

Evaluating the impact of child labor policy on child health

Oduro Oppong-Nkrumah, Arijit Nandi,
Brice Batomen Kuimi, and Jay S. Kaufman

Background and Purpose

Many countries have implemented policies to restrict child work based on the assumptions that child work is necessarily harmful to children and that policies to restrict child work will result in a reduction in the occurrence of child work. While the deleterious effects of the worst forms of child labor such as child sex work are indisputable, the evidence for a universally harmful effect of all child work is unclear. Further, the effectiveness of policies to curtail child work has not been demonstrated. This study aims to provide evidence to evaluate the above assumptions and guide policy-making regarding child work going forward.

Methods

This project will examine global trends in child labor-related policy, synthesize the current evidence linking child work and health outcomes, and evaluate the effectiveness of child labor-related policy in reducing the occurrence of child work.

These objectives are being tackled in 3 ways:

Child labor policy database: This database uses primary-source legislation from multiple sources to capture data on child labor protection policies, which are then coded in a format that facilitates cross-country research. It will be used to describe global trends in child labor policies, and also inform subsequent analyses by identifying countries that reformed their child labor policies.

Systematic review of the health effects of child work: For this, we are synthesizing evidence relating child work to injuries, harmful workplace exposures and nutritional outcomes from literature published over the past 20 years.

Evaluation of child labor policy: We are conducting a rigorous analysis of the effect of child labor-related policy on the occurrence of child labor in developing countries. First, we are combining national-level data from the child labor policy database to household level data from Demographic and Health Surveys that included information on the prevalence of child work. Second, we are applying a difference-in-differences methodology to estimate the effect of increasing the minimum age of work on the prevalence on child labor.

Results

The child labor policy database has been completed; it provides a nearly two-decade retrospective on the evolution of child labor policies in 121 countries for years between 1995 and 2012. The protocol for the systematic review has been published on PROSPERO and our examination of the literature is underway. We are currently analyzing the impact of child labor on child health in developing countries.

Conclusions and Implications

This project will help fill the need for reliable scientific evidence to guide policy-making on child work.

Paid leave policies and child health: A cross-national perspective

Arijit Nandi, Mohammad Hajizadeh, Sam Harper,
Erin C. Strumpf, Jay S. Kaufman, Deepa Jahagirdar,
Alissa Koski, and Jody Heymann

Background and Purpose

Paid leave, either in the form of maternity leave or gender-neutral parental leave, has the potential to improve child health indicators. For example, it might improve access to pre- and postnatal health services and facilitate health behaviors, such as vaccination and exclusive breastfeeding. In this series of analyses, we provide a cross-national perspective on the potential impact of extending paid leave benefits for new parents on child health indicators, focusing on countries lacking robust maternity and parental leave protections, including several LMICs, as well as the United States.

Methods

Quasi-experimental methods were used to evaluate the impact of extending paid leave benefits on child health and health behaviors. In our study of 20 LMICs, we merged information on the duration of paid maternity leave provided by each country to birth history data collected via the Demographic and Health Surveys to estimate the effect of an increase in maternity leave in the prior year on the child vaccination uptake, child nutrition, and neonatal and infant mortality using a difference-in-differences approach. In our second study, currently underway, we are using a similar approach to analyze the impact of extending paid leave benefits in several US states on health behaviors, including vaccination coverage and breastfeeding, using data from the Current Population Survey and the National Immunization Survey.

Results

In our study of LMICs, we found that extending paid maternity leave benefits was associated with substantial reductions in infant mortality; each additional month of paid maternity was associated with 7.9 fewer infant deaths per 1000 live births (95% confidence interval (CI)=3.7, 12.0), reflecting a 13% relative reduction. These improvements in infant survival may have been explained by improvements in vaccination coverage, although child nutrition was not associated with paid leave. Analyses of reforms occurring in the United States are currently underway and will be compared and contrasted with existing evidence. In these analyses, we also plan to examine whether the health impact of paid leave varies according to children's socioeconomic status.

Conclusion and Implications

There is growing evidence, both in lower- and higher-income contexts, that more generous paid leave policies have the potential to improve child wellbeing.

Prioritization of social determinations of child health outcomes

Bijetri Bose, Willetta Waisath, and Jody Heymann

Background and Purpose

Well-designed laws and policies can go a long way in advancing the wellbeing of children in a country. However, there are numerous policies, targeting diverse range of social determinants, which can be implemented. Although laws and policies in all spheres of life have a role to play in improving the status of children, little is known about their relative impacts on shaping determinants. Given the limits on resources available, it becomes crucial to understand which determinant when invested in can have the biggest impact on children. When assessing countries in their commitment to ensure healthy lives for children, it is important to examine not only whether the steps taken are in the right direction, but also whether the measures are the most efficient ones possible.

Methods

We propose a data-based approach to help prioritize the various determinants of children's health in a country and to then monitor country action based on transparent, and comparable measures of law and policy. Our objective is to identify the social determinants that are significantly associated with better health of children and to prioritize those with the biggest impact on the outcomes. In this article, we focus on two specific indicators of child health – stunting and wasting in children under the ages of five. We use individual-level data from the National Family Health Surveys in India to demonstrate our methodology, where we use a process of elimination to narrow down the list of determinants with the strongest relation to the two outcomes.

Results

Initial results suggest that factors such as completion of secondary education by mothers, their ages of marriage and vaccination of children are some of the most influential drivers of child health in India.

Conclusions and Implications

While India has made definite progress in reducing malnutrition over the years, there is a great deal that remains to be done. With the objective of holding the government accountable, we examine whether India has enacted relevant laws and policies that prioritize the key determinants we identify. Using a data set on rights, laws, and policies in 193 UN member states from the WORLD Policy Analysis Center, we compare the performance of India with other countries. This study's findings highlight the aspects of the legal and policy frameworks of the country that needs attention to promote healthy lives of children.

Economic feasibility of paid family and medical leave: Linking policies to outcomes for child health and wellbeing

Judy Jou, Amy Raub, andJody Heymann

Background and Purpose

Paid family and medical leave policies are instrumental in protecting the health of children by promoting breastfeeding initiation and duration, facilitating childhood vaccination, and allowing parents time to accommodate their children's health needs. When designing leave benefits, however, policymakers must consider not only efficacy, but also economic impact. This study evaluates the economic feasibility of paid leave policies using global indicators for economic performance, with focus on highly-competitive and low-unemployment countries.

Methods

Indicators for paid family and medical leave policies were developed by the WORLD Policy Analysis Center and included available duration of paid maternal, paternal, and child caregiving leave; wage replacement rate during leave; length of tenure contribution required; and financing mechanisms for leave. Data on economic competitiveness were drawn from the World Economic Forum's (WEF) annual global competitiveness reports, while harmonized unemployment rates by country were obtained from OECD Statistics. Countries were considered highly competitive if they ranked among the WEF top 20 for at least 8 of the last 10 years. Low-unemployment countries included those with unemployment rates below the OECD average during the same time. Policy indicators for each country were plotted against average WEF competitiveness scores and unemployment rates from 2006-15. Analyses on unemployment included all 34 OECD member countries as of 2015; those on economic competitiveness included 148 countries ranked by the WEF.

Results

Economic competitiveness and unemployment rates are not significantly correlated with duration of paid leave, wage replacement rate, or tenure requirements for maternal, paternal, and child caregiving leaves. Countries that are highly-competitive, but not low-unemployment, tend to lack policies guaranteeing workers access to paid leave for children's health needs, while countries that are either low-unemployment only or both highly-competitive and low-unemployment tend to have policies guaranteeing either publicly- or employer-financed leave.

Conclusions and Implications

Using global economic and policy indicators, we find no evidence indicating countries' economic performance to be significantly associated with generosity of family and medical leave benefits. These results suggest that provision of generous benefits, such as longer durations of leave, higher wage replacement rates, and low tenure requirements, is not incongruous with strong economic performance. While indicators for child outcomes remain an essential tool for measuring progress, this paper illustrates the importance of data-driven approaches that allow outcomes to be linked to systems-level indicators, which can help policymakers design measures that are both effective at promoting the rights

and interests of children and economically feasible and sustainable in the long term. Moving forward, researchers and practitioners should prioritize the collection and analysis of high-quality, internationally comparable, up-to-date data on global policies for child health and wellbeing.

Bios

Oduro Oppong-Nkrumah is a Queen Elizabeth II Common Threads through the Commonwealth (QES-CTC) Scholar pursuing a PhD in Epidemiology under the supervision of Drs. Jay Kaufman and Ari Nandi. He is a physician and holds a Master of Public Health degree from Harvard University. His interests include epidemiological methods, public health ethics and the evaluation of large-scale interventions.

Arijit Nandi is an Associate Professor jointly appointed at the Institute for Health and Social Policy and the Department of Epidemiology, Biostatistics, and Occupational Health at McGill University. He is primarily interested in understanding the effects of social policies on health and health inequalities in a global context. A former Robert Wood Johnson Health and Society Scholar at Harvard University, Arijit received his PhD from Johns Hopkins Bloomberg School of Public Health.

Brice Batomen Kuimi, PhD Candidate in epidemiology at McGill University and research assistant at the Institute of Health and Social Policy. He has a Master's degree from the Department of Preventive and Social Medicine from Université Laval. He is currently working on child labor and its possible effects on health outcomes, especially injuries.

Jay S. Kaufman is Professor and Canada Research Chair in Health Disparities in the Department of Epidemiology, Biostatistics and Occupational Health at McGill University. He is an editor at the journal Epidemiology, an associate editor at American Journal of Epidemiology, and co-editor of the textbook Methods in Social Epidemiology.

Mohammad Hajizadeh is an Assistant Professor in the School of Health Administration at Dalhousie University. He received his PhD in Economics from the University of Queensland and has held postdoctoral positions at the University of Western Ontario and McGill University. Prior to commencing his PhD studies, he worked as a faculty member at Tabriz University of Medical Sciences for more than three years.

Sam Harper is an associate professor in the Department of Epidemiology, Biostatistics & Occupational Health at McGill University. He is also a member of the McGill University Centre on Population Dynamics and the Montreal Health Equity Research Consortium. His research focuses on understanding population health and its social distribution, with specific interests in measuring health inequalities, global health, demography, cancer epidemiology, causal inference, and ethical issues in public health.

Erin Strumpf is an Associate Professor in the Department of Economics and Department of Epidemiology, Biostatistics and Occupational Health at McGill University. She received her Ph.D. from Harvard University and was a pre-doctoral fellow with the National Bureau for Economic Research and the U.S. National Institute on Aging. Her research focuses on the impact of health and health care policies on spending and health outcomes overall, and in disparities across groups.

Deepa Jahagirdar is a PhD student in Epidemiology at McGill. Her Master's degree in Health, Community and Development at the London School of Economics, where her thesis centred on the impact of social services in an East London Bangladeshi immigrant community. Before joining her PhD, she also worked as analyst with RAND Europe in Cambridge, England. Currently, her research is focused on the potential impact of government food and nutrition policies to prevent ill-health.

Alissa Koski is a Post-Doctoral Scholar at the WORLD Policy Analysis Center. She received her PhD degree from the Department of Epidemiology, Biostatistics, and Occupational Health at McGill University. As a Doctoral Fellow at MACHEquity, she contributed to the application of quasi-experimental research designs to estimate the effects of social policies on maternal and child health. Her current research interests are in women's and maternal health, evaluation of social policy, and demand-side financing initiatives in health care.

Jody Heymann is the Dean of the UCLA Fielding School of Public Health and Founding Director of the WORLD Policy Analysis Center. Dr. Heymann previously held a Canada Research Chair in Global Health and Social Policy at McGill University was on the faculty at Harvard Medical School and the Harvard School of Public Health. Dr. Heymann has authored and edited more than 250 publications, including 17 books, and has received numerous honors, including election to the National Institute of Medicine and the Canadian Academy of Health Sciences.

Bijetri Bose is a Senior Research Analyst at the WORLD Policy Analysis Center. She is an economist with expertise in statistical analysis of social policy using regression and experimental methodologies. She received her BA and MA in Economics in India, and her PhD from the University of Washington, Seattle. Her interest lies in researching data driven solutions to problems related to gender, education, child labor, health and others.

Judy Jou is a Policy Analyst at the WORLD Policy Analysis Center. She received her PhD in Health Services Research, Policy, and Administration from the University of Minnesota. Her research addresses issues related to health policy and politics, social determinants of health, and maternal and child health.

Amy Raub is the Principal Research Analyst of the WORLD Policy Analysis Center and is responsible for the translation of WORLD's comparative policy research on all 193 UN countries to findings for policymakers, citizens, civil society, and researchers. Amy has been deeply involved with the development of WORLD's databases on constitutional rights, laws, and policies since 2008. Amy received her BA in Economics from Rice University and her MS in Economics from The University of Texas at Austin.

Willetta Waisath is a Senior Research Analyst at the WORLD Policy Analysis Center, University of California, Los Angeles, USA.

CONCURRENT SESSIONS 2

2.1: Engaging youth in the development of a Canadian child and youth wellbeing index

Engaging youth in the development of an innovative Canadian child and youth well-being index

Lisa Wolff[1], Bryan Smale[2], Brock Hart[3], Alli Truesdell[4]

[1]UNICEF Canada; [2]University of Waterloo, Canadian Index of Well-being; [3]Overlap Associates, [4]UNICEF Canada

This panel will reflect how an authentic partnership with children and youth and between academic institutions, non-governmental and private organizations is developing an innovative and relevant design of a child and youth well-being index and approaches to gathering data. Understanding children's lives and measuring their well-being necessarily requires the inclusion of their own views about what is important in defining their quality of life – as well as their self-reporting it. Children's sense of their well-being is influenced by a range of personal and contextual circumstances, yet many existing approaches to measurement and sources of data are not sufficiently comprehensive or sensitive. Consequently, policies, programs and investments are developed that are frequently poorly aligned. To generate better evidence and overcome the challenges in doing so, UNICEF Canada and its partners are employing an innovative design thinking approach to develop data not only for and about Canada's children – but also with them.

Building the Canadian index of child and youth well-being

Lisa Wolff and Bryan Smale

Background and Purpose

Using innovative approaches to understand and measure child well-being can help overcome current challenges and support effective policy and program development. Among the approaches we are employing to identify the domains and indicators of child well-being to create a Canadian Index of Child and Youth Well-being and related tools, an authentic partnership engaging children and youth ensures the validity, appropriateness and relevance of domains and indicators reflecting the complex and evolving nature of their well-being. Actively engaging children and youth in the construction and gathering of data and using a Design Thinking approach, UNICEF Canada and its partners, including the Canadian Index of Wellbeing (University of Waterloo), Overlap Associates and the Students Commission of Canada, designing a Canadian Index of Child and Youth Well-being (CY-INDEX): to (1) identify the salient and comprehensive aspects of child and youth well-being to measure, (2) develop new sources of data describing the well-being of Canadian children and youth; and (3) prototype,

test and develop agile solutions revealed by the data with diverse contributors in a new, child-focused Design Studio. Our process demonstrates the importance of engaging children and youth in the development of the index and in innovative data collection methods that better reflect their conceptions of well-being in their daily lives.

Methods

Three primary strategies for compiling information in support of the development of a CY-INDEX are: (1) an environmental scan of existing international, national and regional measurement schemes for child well-being for common themes and indicators; (2) an exploration led by and with children and youth to define the meaning of well-being; and (3) a Design Thinking methodology to ideate, prototype, and test "Wellbot," an innovative approach to collecting data on well-being about and with children. This mixed methods approach with child participation serves to better identify the theoretical and practical parameters defining the most relevant domains and indicators for a Canadian Index of Child and Youth Well-being together with new ways to collect the data by and with children and youth in ways that address common challenges and support positive experiences for them.

Results and Conclusions

The results of this process for constructing and gathering data in support of the CY-INDEX will be highlighted in the panel presentations. The methods and how the various challenges were overcome will be described. Session participants also will have the opportunity to engage interactively with "Wellbot" as an example of how child and youth participation was incorporated directly into the process.

My cat makes me happy: Measuring what matters to child and youth

Alli Truesdell

Background and Purpose

In UNICEF's Index of Child Well-being (2013), young people in Canada rated their well-being and happiness low in relation to other affluent nations. There is much we do not understand behind this barometer of children's sense of well-being. When we began to ask Canadian children and youth what contributes to their sense of well-being, one of the first responses we heard was "my cat makes me happy." Subsequent focus groups with young people often identified a pet as a contributing factor. This is independently substantiated in academic research in other contexts; for instance, a study in Ireland found that children reported the importance of pets to their well-being, which had not been considered previously. Our purpose was not to explore the importance of pets, but rather to explore how data and monitoring of child well-being can take better account of how children frame their own well-being and the contributing conditions, based on the premise that policies, programs and practices can better support child well-being

by using more child-sensitive data in addition to established indicators. We tested an approach to determine how to fill gaps in measuring child and youth well-being by listening to them.

Methods

A multi-stage, mixed-method research project included a literature review and focus groups. The first stage involved a review of reports documenting consultations of more than 25,000 young people in Canada over the past two decades guided by the following research questions:

- How have young people in Canada defined well-being and future aspirations?
- How well are we currently measuring aspects of well-being that are important to young people, and what are the gaps?

We reviewed the Students Commission archive and organizations from across the country contributed reports through invitations, website searches and a grey-literature search targeting specific populations. Of these, 123 were selected based on criteria demonstrating the extent of authentic youth participation. A team of young people reviewed the reports and identified themes defining child and youth well-being. These were compared to major surveys to identify areas of affinity and gaps.

The second stage involved six action workshops with youth across Canada, including First Nations and youth in secure custody, to further develop and test domains and indicators of child and youth well-being. The presentation will outline the process used for the workshops and subsequent online "data parties" where we shared back the findings from the focus groups with a broader national youth constituency to test our interpretation of the findings.

Results and Conclusions

The research findings are a foundation for the development of the Canadian Index of Child and Youth Well-being. Young people in Canada identified domains that are important for their well-being – dominant issues that surface when they have had opportunities to express their views about their lives. These domains articulate quite closely to the UNICEF Index of Child Well-being. However, there are key areas and proposed indicators youth identified that are not measured well, if at all, and which could be developed in surveys and other approaches.

Wellbot: An innovation to gather data with and about young children

Brock Hart

Background and Purpose

In the UNICEF Index of Well-being, Canada falls in the middle among affluent nations, ranking 17 of 29 countries. Canada is also one of the most inequitable, ranking 26 in the UNICEF Index of Child Inequality. Research suggests that countries like Canada with lower overall child well-being have greater inequality among children and greater social and income inequality overall. Inequalities emerge and are visible in the earliest years, and often grow and accumulate. Therefore, focusing on child well-being in the early years can reduce inequality. However, there is very little data available to holistically describe and monitor or guide investment in child well-being in the pre-adolescent years. Most of the data is focused on infant health. A key challenge in gathering data from children and youth is how to interface with them. There are virtually no widespread efforts to understand child well-being from the perspective of young children. UNICEF Canada and Overlap Associates are innovating approaches to better understand and monitor child and youth well-being in Canada. Using a human-centred, design thinking approach, we have engaged children and many other stakeholders to ideate, prototype and test "Wellbot,", an innovation to gather and generate data about young child well-being with children in appropriate ways.

Methods

We employed design thinking, a human-centred process that supports collaboration, creativity and innovation to ideate and test solutions to complex challenges with those affected by and otherwise involved in the challenge. Responding to the challenges, "how might we better engage with young children to better understand their well-being? and "how might we improve data and evidence about child well-being?" we hosted a design lab and one of the prototypes that emerged was "Wellbot," conceived as a friendly, mobile, technology-enabled "robot" that would interact with children and gather insights to better understand how they perceive aspects of well-being, such as nutrition, play, peers, and so on. We prototyped versions of Wellbot with children and other stakeholders, exploring design specifications including how Wellbot would interact with children, what would make Wellbot acceptable to them and to caregivers and other responsible adults, how to share back results that are meaningful to them and useful to researchers and decision-makers, how to proliferate Wellbot across the country, how to adapt Wellbot to cultural and gender differences, and so on.

Results and Conclusions

Our current prototype for Wellbot is a viable approach to interact with children in ways that are age-appropriate, safe and acceptable, and yield important insights about their well-being. It may hold potential to generate statistically robust data, for the Canadian Index of Child and Youth Well-being and for others. We will describe the process used to ideate and test Wellbot, its outstanding challenges and potential to help guide policy, programs, practices and investments for children by addressing knowledge gaps.

Bios
Lisa Wolff is Director, Policy and Education at UNICEF Canada. Collaborating with government, civil society, researchers and private sector partners, Lisa advances children's rights in policy and governance. Lisa is a member of the Board of Directors of PREVNet and the Canadian Coalition for the Rights of Children. She has a Master of Education from the University of Toronto. Lisa received the Queen Elizabeth II Diamond Jubilee Medal from the Governor-General of Canada in 2012.

Bryan Smale, Ph.D., is Director of the Canadian Index of Wellbeing and Professor of Leisure Studies in the Faculty of Applied Health Sciences at the University of Waterloo.

Brock Hart is the co-founder and CEO of Overlap Associates. A recipient of a recent Top 40 Under 40 Award, Brock is considered to be one of Canada's most innovative and creative thinkers, and advises businesses and individuals in the creative and technology industries—helping us understand innovation and how to harness the power of design to solve problems.

Alli Truesdell is the Youth Participation Lead at UNICEF Canada. Alli has extensive youth engagement experience from creating and delivering meaningful and effective positive youth participation approaches, to designing youth-friendly tools, and building relationships with young people across Canada.

2.2: Child well-being and global issues

Differences between Jewish and Arab children in Israel in their overall subjective well-being and satisfaction with life domains

Edna Shimoni[1], Asher Ben-Arieh[2]

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Background and Purpose

The present study focuses on children in Israel, who participated in a large international study of SWB conducted in 2012. This study examines differences in SWB of Jewish and Arab children and gender differences within each ethnic group. Jewish and Arab children are living in the same country and participating in the same educational system. Nevertheless, the settings they live in are embedded in diverse cultural, social and economic contexts which impact their development and SWB.

Methods

This study is based on a survey – a convenient sample of 1,990 students in fourth and sixth grade in Jewish and Arab schools. The dependent variables are divided into four measures of overall SWB. Two are a single-item measure: the first examines children's satisfaction with their life in general (OLS), and the second examines how happy they felt during the two weeks before the survey (HLTW). The others are multi-item measures: a shortened version of Huebner's life satisfaction scale (SLSS-5) and Cummins' Personal Well-Being Index - School Children (PWI-SC9). Independent variables consist of items in four life domains (family, friends, school and neighborhood) and of an emotional domain which contains self-determination rights (participation and autonomy) and self-aspects (as self-image).

Results

The study reveals significant differences in SWB mean scores by nationality. Differences with the largest effect size are focused mostly on family activities, in which Arab children's SWB mean scores are higher than that of Jewish children. Interaction analyses between nationality and gender shows gender differences in overall SWB and in life domains in each ethnic group. In most variables with observed interaction effect, Arab girls gained the highest scores, except in two items: "I feel I have enough freedom to be outside the home without adults" and "I wish I had another life". As opposed to Arab girls, Arab boys had the lowest scores. In addition, Jewish girls had the lowest scores in items relating to self-aspects.

Conclusions and Implications

The contribution of this study is its attempts to enrich the knowledge on children's SWB in Israel, to identify the most contributing factors to children's quality of life, and to have a better understanding of the associations between the life domains and overall SWB from children's point of view.

There is a need to develop unique programs to treat Arab boys' distress, to increase Jewish girls' self-esteem, and to empower Arab girls concerning participation - while maintaining cultural sensitivity.

Bios
Dr. Edna Shimoni, PhD, is a Senior Researcher and is responsible for the production of official statistics regarding the educational system, juvenile delinquency and children at risk, including research, data processing and analysis of administrative files and surveys. Dr. Edna also has a PhD in social work from the Hebrew University of Jerusalem. Dr. Edna's thesis was about associations between children's subjective well-being and interpersonal relationships.

Professor. Ben-Arieh served for 20 years as the associate director of Israel's National Council for the Child. Since 1990 and until 2011 he has been the founding editor-in-chief of the annual "State of the Child in Israel." Professor Ben-Arieh is one of the leading international experts on social indicators, particularly as they relate to child well-being. He initiated and coordinated the International Project "Measuring and Monitoring Children Well-Being," was among the founding members of the International Society for Children Indicators (ISCI). Currently, Professor Ben-Arieh is one of the PIs of the multi-national, multi-million International Study of Children's Well-being (ISCWeB) research project.

Crescere: A longitudinal study to promote the wellbeing of children

Giulia Barbero Vignola, Cinzia Canali

Fondazione Emanuela Zancan onlus, Italy

Background and Purpose

The main goal is to understand how children grow up and develop in the critical transition from childhood to adulthood. The second objective is to identify the factors that promote wellbeing and positive development. The third is to support parents, teachers, social workers, policy makers and all people involved in the developmental tasks of children.

Methods

Children are selected through a stratified random sampling from the municipal lists of residents born in 2001. The longitudinal study is carried out through annual surveys. The information is collected through a self-administered questionnaire that children complete autonomously at a computer/tablet. The main themes are: relationships with schoolmates and friends, dialogue with parents and family support, motivation and wellbeing at school,

sport and leisure time, internet and social network, diet, health conditions, use of tobacco, alcohol and drugs, bullying, wellbeing, self-esteem, spirituality, life style and values. Scales and indicators are used to facilitate international comparisons (eg. IPPA Inventory of Parent and Peer Attachment, U-MICS Utrecht-Management of Identity Commitments Scale, AMOS for skills and motivation at school, MSPSS Multidimensional Scale of Perceived Social Support, Big Five Questionnaire, SDQ Strengths and Difficulties Questionnaire, Rosenberg Self-Esteem Scale, Andrews-Withey Faces Scale) and other indicators are created ad hoc. Open questions, that change every year, are useful to better understand how children feel and what they think about key issues. Data are analysed through quantitative and qualitative methods (T-test, ANOVA, regression models, content analyses).

Results

The third wave of data collection is completed. The responses of children paint a positive picture of 11-12 y.o. children: they feel good about themselves, they feel supported by their family and they are able to communicate quite easily with both parents and peers. When children grow up and became 14-15 y.o. (third wave) the level of self-esteem, satisfaction and happiness decrease. Focuses on data highlight the importance of family and the dialogue with parents to support children's confidence and wellbeing. At school the role of teachers is fundamental to promote good relationship in the classroom and to support wellbeing. Children with higher level of wellbeing at school have stronger motivation and achieve better performance.

Conclusions and Implications

The potential of the study is very large in terms of health promotion, risk prevention and education. The results are shared with families, teachers, policy makers and other stakeholders. For children the study is important because it promotes reflective attitude and dialogue. Questions about important issues, such as bullying, relationships with parents and trust in themselves, help children to become "actors" of their lives and "agents" of change. One of them wrote: «Some questions seems absurd but make you understand how you are inside and what you could do better».

Bios

Giulia Barbero Vignola is a researcher at Fondazione Emanuela Zancan (Italy), a centre for research, study and experimentation that operates in the field of social, health and education policies, welfare systems and human services (www.fondazionezancan.it). She's a statistician, specialized in social data analysis, research methodology, sample survey design, longitudinal studies, questionnaires, reports and publications, impact evaluation, social indicators and validation.

Cinzia Canali is a researcher at Fondazione Zancan since 1992. She is specialized in evaluative research, with particular attention to children and family services. She is the president of the International Association for Outcome-based Evaluation and Research on Family and Children's Services IAOBERfcs. She coordinates the multisite project PersonaLab (Personalised Environment for Research on Services, Outcomes and Need Assessment). She is a component of the Transatlantic Forum on Inclusive Early Years (TFIEY).

What are the patterns of relationship between parent and child subjective well-being: An empirical evidence from South Korea

Bong Joo Lee, Min Sang Yoo

Seoul National University, Korea, Republic of (South Korea)

Background and Purpose

In recent years, there has been increasing interest in understanding children's subjective well-being. Many studies have examined what factors affect children's subjective well-being. However, there has been very little empirical research on how parent's subjective well-being is related to that of the child. If there is a relationship, could it be all explained as genetic characteristics? Or are their other environmental factors that affect the relationship between parent and child subjective well-being? The purpose of this study is to fill the gap in the current literature about the relationship between parent and child subjective well-being. More specifically, the study addresses the following research questions: First, what is the relationship between parent and child subjective well-being. Second, what are the factors that mediate the effect of parent subjective well-being on child's subjective well-being?

Methods

We used a unique large data collected from 5,370 matched set of the parent-child survey in South Korea in 2015. We employed hierarchical multiple regression method to examine the effects of parent's subjective well-being on that of the child in the same family. The survey data include the variables on subjective well-being of parent and child along with the contextual factors that are known to affect children's subjective well-being. Dependent variable was children's subjective well-being which composed of life satisfaction (overall happiness, personal well-being index-school children), positive and negative affect (core affect scale). We used the same subjective well-being scale for the parent (except personal well-being index –adult's version). Contextual factors are measured for children's experiences within family, school, and neighborhood.

Results

The results show that parent's subjective well-being (life satisfaction, positive affect, and negative affect) has limited influence on that of the child (life satisfaction, positive affect, and negative affect). R-squares were less than 5% in all three components of SWB. On the other hand, contextual factors (children's experiences in family, school, and neighborhood) showed stronger effects on the child's subjective well-being. The relationships with parents and peers had the strongest effects.

Conclusions and Implications

There is an evidence of intergenerational transmission of subjective well-being. However, the magnitude of the relationship is found to be very weak. The results of the study show that the contextual factors matter more than the parent's disposition in explaining the variance of children's subjective well-being.

Bios

Bong Joo Lee is a Professor of Social Welfare at Seoul National University. He earned his Ph.D. from the School of Social Service Administration at University of Chicago. Before joining to the faculty of SNU, he had taught at Boston University School of Social Work and University of Chicago. His research focuses on child poverty, child welfare, social development, and social service reform issues. He is a co-editor of Child Indicators Research, an international journal on child indicators. He has published many books and papers in domestic and international peer-reviewed journals.

Min Sang Yoo is a lecturer at Seoul National University. He earned his Ph.D. from Seoul National University. His research focuses on child and family policy, child protection policy, and child well-being in Korea. He has engaged in research projects related to child and family social services and child well-being.

Measuring the well-being and rights of children in residential care in Russia

Maia Rusakova[1,2], Veronika Odinokova[1,2]

[1]*Sociological Institute of the Russian Academy of Science, Russian Federation; [2]Stellit", Non-Governmental Organization, Russian Federation*

Well-being and rights of children living in residential care institutions (RCI) is a continuing subject of concern. Usually it is measured through comprehensive official statistical indicators. We believe that it needs to be combined with children's own perspectives. This presentation highlights the project that aimed to develop an innovative methodology to account for children's views in measuring their well-being and rights while they are staying in RCI.

Background and Purpose

Russia is now undergoing a major reform of child welfare system, including reorganization of RCI and deinstitutionalization. Children's participation is now one of major priorities of National Strategy for Action on Children. Well-being and rights of children in RCI are measured through wide range of statistical indicators, showing coverage of children by education, health care, leisure programs, etc. and reported by care institutions and inspection bodies. No information is being collected directly from children. In 2015 a partnership between social scientists, children's ombudsmen, and non-governmental and municipal organizations, providing services for children living in RCI in three Russian regions, initiated a pilot project to develop an instrument and procedures to collect information directly from children in care.

Methods

Using a scientific process and consultation with children, we developed a Well-Being and Rights Questionnaire (WRQ) for use as a self-report measure for children aged 10-17 living in RCI. WRQ captures children's well-being across the following domains: emotional and psychical status, physical activity, safety, relationships with caregivers, other children and relatives, satisfaction with school, satisfaction with conditions within state care institution, participation and awareness about children's rights. A child-friendly layout of the questionnaire was developed. We implemented WRG to interview (individually and in small groups) 517 children aged 10-17 living in 21 residential care institutions in three Russian regions. Challenges of implementation of WRQ were evaluated using observation, oral and written feedback from children and analysis of missing data. Evaluation of validity and reliability of WRQ was conducted by standard statistical methods.

Results

Children gave highly positive feedback on WRQ layout, content and opportunity to be heard. However, analysis of missing data suggested that vulnerable children are likely to give incomplete data, possibly due to the feeling of insecurity in the institutional context. Results indicated that WRQ was highly reliable in terms of internal consistency (coefficient alpha is 0.8). Convergent validity for the WRQ was indicated by significant correlations with Strengths and Difficulties Questionnaire (SDQ). Factor analyses produced a factor structure consistent with theoretical basis of the WRQ. Statistical analysis revealed significant inequality between RCI in terms of children's well-being and rights.

Conclusions and Implications

Project produced a valid and reliable child-friendly methodology. Results provide a reference point for well-being and rights of children living in RCI from their perspective. Practice and policy implications include development of child friendly version of the report, discussions of the results with children and development recommendations for policy and projects, as well as repetition of project on regular basis. This research was done in part by a grant from the Russian Science Foundation (project № 16-18-10372).

Bios

Dr. Rusakova is a sociologist with more than 20 years' experience in studies of deviant behavior (drug abuse, commercial sex) and commercial sexual exploitation of children. During last three years Dr. Rusakova's work is focused on the development of a theoretical framework, measurement instruments and longitudinal approaches to study the well-being of socially disadvantaged children and youth including those living in residential care institutions.

Ms. Veronika Odinokova is a psychologist who works in non-governmental sector and research institutions since 2005. Her experience in child welfare field includes participation in large-scale research projects involving children and young people, where she acquired wide experience from interviewer to project initiator and leader. This work brings extensive opportunity to communicate with children as well as scientists and social workers, and translate research results into practice of NGO Stellit and NGO partners.

2.3: Placement in substitute care and adverse placement trajectories

Placement in substitute care and adverse placement trajectories

<u>Marie-Andrée Poirier</u>[1], Sonia Hélie[2],
Sophie Hébert-Tremblay[2], Melissa Van Wert[3],
Geneviève Page[4], Jane Sanders[5]

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Most youth protection systems are based on the principle that every effort must be made to maintain children in their family environment. However, a significant number of children do not grow up in their family of origin, due to situations that compromise their security or development. The use of placement and adoption is an important part of the continuum of services for children and families in difficulty. The purpose of this symposium is to present research findings that highlight rigorously some contemporary issues in the use of out-of-home placement in the context of child protection. The first part of this symposium will focus on foster children who are most at risk of experiencing a difficult placement trajectory, in terms of instability and reunification breakdown (Hélie). The second paper will provide understanding on the concept of instability and his signification for youth (Hébert). This symposium will then focus on the situation of sub-groups of children particularly affected by substitute care, children with Aggressive and Criminal Behaviour Problems (Van Wert). Finally, the predictors of permanence for children placed in foster-to-adopt families will be addressed (Pagé).

Placement in substitute care and adverse placement trajectories – Placement stability, length of stay in care and type of exit from care: Targeting the most vulnerable children

Sonia Hélie

Background and Purpose

The most recent amendments to the Québec Youth Protection Act establish maximum age-specific durations of stay in care upon which a permanent plan (PP) must be completed to stabilize the living situation of the children placed in substitute care. The purpose of this communication is to examine the type of PP realized, the cumulative time in care before its realization and the sustainability of the PP, for a cohort of children entering the child protection system after the amendments have been implemented.

Methods

The study relies on a representative entry cohort of 2,016 Québec children investigated in 2009 and placed in care before 2012. Children in the cohort are observed for a period varying from 3 to 4 years. Administrative data from all 16 Québec child protection agencies have been used to track placement trajectories. Types of PP considered are: reunification, adoption, tutorship, placing

a child until the age of majority, and preparing for independent living. Child age at the entry in care is grouped as follows: 0-1, 2-5, 6-11 and 12-17.

Results

Overall, the most frequent PP is reunification (52%) and the placement is planed until the legal age of majority (18 years old) for 22% of children. The adoption affects 7% of children and tutorship less than 1%. Preparing for independent living is chosen to 7% of young people aged between 12 and 17 years-old. Some children are at a greater risk of experiencing problematic placement trajectories: young children with high rate of reunification breakdown, children who are waiting a long time to be adopted, as well as adolescents with unstable majority placements, are especially worrisome.

Conclusions and Implications

Recommendations are provided to help the agencies to target their most vulnerable children and to prevent problematic placement trajectories.

Placement in substitute care and adverse placement trajectories – The multiple indicators of instability in placement patterns and their signification for youth: A mixed method research

Sophie T. Hébert

Background and Purpose

Instability has generally been studied through the count of placements experienced by children. Yet, there is many other indicators that can have an instability potential, for instance the unsuccessful exits of placement, the duration of placement, the number of different types of care and the number of social workers. The objective of the presentation is first, to demonstrate the advantage of using a person centered approach to study instability using multiple indicators and second, to show that those different indicators are significant to children themselves.

Methods

This two part study used a mixed method design to multiply point of view about placement instability. If the factual indicators are derived from administrative-data from the files of 315 adolescent girls, 15 women were asked about their placement pattern few years after their definitive exit from care. Latent profile analysis were first conducted and then, semi-structure interview was organized with women from the profiles obtained.

Results

The latent profile analysis lead to three types of placement patterns depending on the accumulation of changes for each indicator. The first, was representing 80.65% of the sample, the second placement pattern was representing 13%, and the third placement pattern was representing 6.37% of the sample. The first, who was called "stable placement pattern" was representing 80.65% of the sample. The second placement pattern (13%) was called "relational instability pattern" and the third placement

pattern (6. 37%) was called "physical instability pattern." Each of the indicators used to trace the placement patterns were then raised by young women few years later. Those instability indicators are each associated with particular cognitions and emotions, usually negative.

Conclusions and Implications

Our finding suggest the necessity to go beyond the simple count of number of placements and to take all cumulative indicators of instability into account.

Placement in substitute care and adverse placement trajectories – Placement in out-of-home care among maltreated children and youth with aggressive and criminal behaviour problems in Ontario, Canada

Melissa Van Wert and Jane Sanders

Background and Purpose

Despite evidence indicating that child welfare interventions are profoundly consequential for maltreated children and youth with behavioural challenges, little is known about how child welfare service providers respond upon identifying aggressive and criminal behaviours in maltreated young people. The purpose of this study is to provide a snapshot of the service response to these vulnerable children and youth, focusing on the decision to place a child in out-of-home care.

Methods

Data from the Ontario Incidence Study of Reported Child Abuse and Neglect 2013 (OIS-2013) were analyzed, focusing specifically on a subsample of 1,446 substantiated maltreatment investigations involving children age four and older. Using chi-square and logistic regression analyses, this paper examined whether there were any differences in placement decisions for maltreated children and youth depending on their aggressive and/or criminal behaviour.

Results

Results indicate that child aggression did not increase the likelihood of placement in out-of-home care for younger children. However, early adolescents displaying aggressive behaviour were significantly more likely to be placed in out-of-home care following the initial investigation, commonly in group homes/residential treatment centres. Overall, 39% of all substantiated investigations that resulted in placement involved an aggressive young person and 10% concerned a youth involved in the justice system.

Conclusions and Implications

A large proportion of children and youth who enter out-of-home care exhibit aggressive and/or criminal behaviours. These behaviours increase the risk of placement disruption and decrease the likelihood of a child ever achieving permanence. Implications for child welfare policy and practice are discussed.

Predictors of permanence for children placed in foster-to-adopt families in Québec

Geneviève Pagé

Background and Purpose

When a child is placed in out-of-home care in Québec, the Youth Protection Act requires that a permanency plan be put into place within a specific timeframe according to the child's age: 12 months if the child is aged 0 to 2 years old, 18 months for 2 to 5 year-olds and 24 months for children aged 6 and older. Permanency plans include: reunification, long-term care, guardianship and adoption. While reunification is always the primary plan, a concurrent planning approach will be used for children for whom the probability of reunification is very low. These children will be placed in foster-to-adopt (FTA) families who agree to 1) foster a child who is highly unlikely to return home and 2) adopt this child if he or she is freed for adoption. This practice aims at reducing the length of time before placement in a permanent family. The purpose of this communication is to examine the factors that may influence 1) the probability of being placed in such a family and 2) the probability of being freed for adoption.

Methods

Using clinical-administrative data from one Youth Center, all the children placed in a foster-to-adopt family between 2003 and 2013 were included in the sample (N=437). Kaplan-Meier survival analysis and Cox regressions were conducted in order to identify predictors of 1) being placed in a FTA family and 2) being freed for adoption.

Results

While children tend to be placed in FTA families quickly after CPS referral (M=12.78 months, SD=17.62), it takes longer for them to be freed for adoption (M=23.95 months, SD=18.11). Predictors of being placed in a FTA family are different for younger (12 months old or less) and older (over 12 months) children. Being placed for reason of abandonment and having a mother with a history of maltreatment increase the probability of being placed in a FTA family for younger children, where as being a girl and having a father with a history of maltreatment increase the probability for older children. Also, the duration of FTA placement and the number of supervised visits with the mother during the FTA placements tend to reduce the probability of the child being freed for adoption.

Conclusions and Implications

The current study adds to the current knowledge on permanence achievement for children placed in out-of-home care who are highly unlikely to return home. The current findings should be taken into consideration in order to improve decision-making as well as clinical practice.

Bios
Marie-Andree Poirier is Professor at the School of Social Work (University of Montreal) and Associated Director of the Research Center – Jeunes en difficulté - CIUSS-Centre Sud de l'Ile de Montréal. Over the past 20 years, she has realised numerous research projects on children in foster care. She leads a research

team aiming at generating knowledge to develop policies and practices that will ensure the well-being and development of children placed or adopted.

Sonia Hélie is an institutional researcher at South Montreal University Health and Social Services Center, she is associate professor at the University of Montreal and at the University of Sherbrooke. She is interested in the epidemiology of child maltreatment, in child protection services and service trajectories and she has developed a well recognized expertise on the use of administrative data.

Sophie Tremblay-Hébert, completing a PhD in psychoeducation at the University of Sherbrooke. Her thesis focused on the placement trajectory of adolescent girls placed in rehabilitation center. She is a postdoctoral fellow at Research Center ¬ Jeunes en difficulté - CIUSS-Centre Sud de l'Ile de Montréal and Esposito[1]s Canada Research Chair in social services for vulnerable children. She is interested in temporary placements and their effect on the stability of children placed out-of-home.

Melissa Van Wert, MSW, PhD, is a postdoctoral fellow at the Centre for Research on Children and Families, McGill University, and a member of the Fraser Mustard Institute of Human Development, University of Toronto. Melissa[1]s research focuses on behavioural, emotional, educational and other developmental outcomes of children and youth who are involved in the child welfare system, in particular those who enter out-of-home care.

Geneviève Pagé is a professor in the Department of Social Work at Université du Québec en Outaouais. She carries different funded research projects on the adoption and parenthood in context of youth protection. She is one of the few social science researchers in Quebec who is interested in these issues. She is the scientific leader of the International Conference on Adoption Research (ICAR-2018) to be held in Montreal.

2.4: Child poverty and subjective well-being: Exploring the links

Child poverty and subjective well-being: Exploring the links (Part 1)

Jose Marquez[1], Gill Main[1], Sabine Andresen[2], Johanna Wilmes[2], Larissa Pople[3]

[1]University of Leeds, United Kingdom; [2]Goethe University of Frankfurt, Germany; [3]The Children's Society, United Kingdom

This panel addresses the links between child poverty and subjective well-being. Child poverty has received longstanding recognition in national and international policy agendas, reflected by the inclusion of ending poverty among the Sustainable Development Goals. Nevertheless, child poverty rates remain unacceptably high in national and global contexts. Well-being has more recently received attention as a focus for social policies, partially in response to the limited associations between well-being and GDP among higher-income countries. Research on the links between child poverty and subjective well-being is in its infancy; this panel brings together recent international research on this subject. This panel is divided into two sessions, the first of which focuses on children's and parents' perspectives on different facets of poverty and well-being, and how we can best explore the links

to influence policy; and the second of which focuses on different aspects and experiences of poverty and how these relate to child subjective well-being.

Panel part 1: Child poverty and subjective well-being: Perspectives and policy

Exploring the links between the generosity and design of distinct public policies and the subjective well-being of socioeconomically disadvantage children: Can governments make their children happier?

Jose Marquez

The last decade has witnessed a growing interest in subjective indicators of child well-being among academics and policy-makers. However, debates about the capacity of exogenous factors to influence subjective well-being (SWB) and, consequently, whether it is amenable by policies seem far from settled. In this respect, although very little is known about the link between social policy and children's SWB, a first exploration reveals an intriguing fact: the lack of a significant association between the share of GDP spent on families and child SWB, in contrast with the rather strong association between the former and objective indicators, as well as between objective and subjective indicators. This might support the argument that policies lack the capacity to influence children's SWB. However, in view of the literature, it might well be the result of this relationship being confounded by mediating factors such as family relationships, health, etc., as well as a consequence of understandings of poverty which focus on adults, rather than children's perceptions of needs.

Whatever the case may be, this matter still remains rather unexplored and we need more research focused on disentangling these relationships. In doing so, this research project will be innovative in looking beyond overall social expenditure levels and using disaggregated data. The project will address the questions of: is there an association between the generosity and design of different social policies and children's SWB? If so, are these relationships direct or confounded by mediating factors? And, thus, can public policy make our children happier? To answer these questions, this project is split in 3 strands. Strand 3 aims to answer this last question based on the implications of strands 1 and 2, which will quantitatively explore the effects that these social policies may have on the SWB of children of the unemployed and the working poor, respectively. Survey data and administrative socioeconomic data will be employed. The focus will be thus on —socioeconomically- disadvantaged children, and the exploration of policy generosity and design will include both cash transfers and services and analyse aspects related to their character – generosity, eligibility, duration, whether they are universal or means tested, etc. – and how they are administered (e.g. by fathers or mothers). Furthermore, together with the use of descriptive statistics, this project will apply different advanced quantitative methods – such as multilevel analysis techniques, fixed effects regression (with clustered standard errors) and ordered logit or tobit models – in comparative research to explore variation in these relationships. The main hypothesis is that differences in each sub-dimension of children's SWB can indeed be traced back to the generosity and design of distinct social policies, revealing mechanisms beyond the direct monetary effect.

Overall, the results of this study will offer insight into which policies are associated with higher SWB for disadvantaged children, which will shed some light upon the potential role of public policy in improving the lives of these children.

Fair shares and families: Children's perspectives on family resource sharing and decision making

Gill Main

This paper presents early findings from the 'Fair Shares and Families' study, which is designed to offer insight into how children understand and contribute to resource and financial decision making within their families; how family socio-economic status relates to resource allocation patterns and practices; and how different patterns of resource allocation, along with socio-economic status, relate to children's subjective well-being. Child poverty is a well-established predictor of poor outcomes during childhood and for the adults children become. It is also high on policy agendas both nationally within the UK, and internationally. Nevertheless, there is a great deal of debate about how best to define and measure child poverty. The most common method of measuring child poverty in rich countries is based on household income, which assumes that resources are equitably shared within households – despite a wealth of research evidence that within households, women often lose out to men, and children's main carers prioritise children's needs over their own. Similarly complex are the links between child poverty and subjective well-being – income-based measures of child poverty tend to find limited associations, but when children's own perceptions of their needs are included in measures of poverty and material well-being, much stronger associations are found. However, despite these findings children's voices are almost entirely absent from most conceptions and measures of child poverty. The purpose of the 'Fair Shares and Families' project is to contribute to the small but growing body of literature which places children's perceptions of their needs and experiences at the centre of understandings of child poverty, and attempts to conceptualise and measure child poverty in a way which incorporates children's perspectives.

'Fair Shares and Families' is a mixed-methods study drawing on ethnographic research with ten UK families (sampled based on one child aged 10-17, but involving siblings, parents and other relevant people in the research), and on a nationally representative longitudinal survey of 1,500 children aged 10-17 in England. At the time of the conference, the ethnographic research will be drawing to a close and the first of three survey waves will be in the field. This paper therefore reports on early findings from the ethnographic strand of the project. The paper offers insights into how children perceive the distribution of resources within their families, their role in decisions around the allocation of resources, and how these relate to their subjective well-being, overall and in the domain of family relationships. An aim of the project is to develop a theoretical model of intra-family sharing which draws on children's, as well as adults', perspectives – this paper will present emerging proposals for such a model based on the qualitative evidence generated by the ethnographic strand of the study, and discuss the issues and challenges involved in translating ethnographic findings into survey questions which will be included in the quantitative strand.

The meaning and scope of poverty for family and child well-being

Johanna Wilmes and Sabine Andresen

Any examination of experiences of deprivation soon reveals how wide-ranging these are. They encompass not only the areas in which deprivation is found but also the exclusion it leads to and the effects on those experiencing it. Experiences of deprivation can depend on gender, generation, or ethnic and cultural background as well as on specific belongings. Therefore, it is necessary to reconstruct experiences of deprivation within the specific frameworks in which they occur – such as the generational order when examining differences between children and adults.

We are going to discuss how parents perceive and evaluate their experiences with deprivation and its major impact on how they put their way of parenting into action. Empirical studies of families living in poverty examine their personal perspectives and experiences as experts on their lives. They explore how parents as well as children experience deprivation in their everyday world and their ideas on what constitutes a "good life." The analysis of the new turn to parenting has to take social contexts of families and parents' socio-economic background into account.

Considering this approach, we will connect parents' perceptions and evaluation of deprivation with findings from studies with children growing up in poverty to be able to trace the meaning and scope of poverty for families. In particular, we take the perspectives of relevant actors as the basis of the analysis. In this case, the relevant actors are decisively the mothers and fathers who live in a family with children, who are doing and living family, while – at the time of the study – being dependent on state transfer payments; that is, exposed to the risk of poverty. We link up with studies defining, assessing, and measuring deprivation with a particular emphasis on the associated research on child poverty. Finally, the entire study is oriented towards a multidimensional concept of child well-being. By understanding family members (adults and children) as experts, we are able to focus on the multiple, structurally determined challenges they face in their everyday lives. So that dimensions of well-being have been formulated that not only take account of subjective experiences and perceptions but also make it possible to describe their structural framing conditions.

Understanding childhoods: Children's perspectives on money and possessions

Johanna Wilmes and Sabrine Andresen

Quantitative research tells us a great deal about the children that are most likely to experience poverty and the range of outcomes that are associated with experiencing childhood poverty. Qualitative research adds important insights from children's perspectives about the impact of poverty on their everyday lives. However, most qualitative research with children has been cross-sectional, providing a snapshot of children's lives rather than an evolving picture of what life is like growing up within the constraints of poverty.

This paper will present early findings from the 'Understanding Childhoods' study, which is a qualitative, longitudinal study of poverty in childhood that follows two cohorts of children – aged

9/10 and 11/12 at the start of the study – through three waves of individual interviews conducted over the course of three years. At the time of the conference, we will have completed the third wave of interviews, and so it will be possible to report on three waves of rich, detailed qualitative data to explore children's changing needs and expectations within the also-changing contexts of home, school and neighbourhood.

This paper will focus on the theme of 'money and possessions' and the meanings that children ascribe to having or not having particular resources, as well as the often complex ways in which resources are acquired. Initial analysis suggests that it is not always the case that poor children do not have the same possessions as their peers. The desire to 'be the same' as friends and to participate in shared activities is one of the most important qualitative insights from children about the experience of poverty. However, the subtleties of what 'having' means to children, and how this can be achieved, is much less understood. Networks of extended family and friends that extend way beyond the household – the narrow unit of analysis that is common to much research on poverty – come into play as important assets and providers of resources. How children negotiate the everyday challenges of living in low-income households are influenced by the existence of these networks, as well as other factors such as children's individual preferences – adaptive or otherwise – and strategies for acquiring money and things.

This analysis will challenge assumptions about resource allocation within low-income households, and offer insights into the factors that may exacerbate or relieve children's experiences of disadvantage, with clear messages for public policy.

Bios
Jose Marquez, *University of Leeds, United Kingdom*
Jose Marquez holds a Bachelor's degree in Economics from the Carlos III University and a MSc in Comparative Public Policy and Welfare Studies from the University of Southern Denmark, where he also worked as a student research assistant in the Centre for Welfare State Research. In October of 2016 he started his PhD studies at the School of Education in the University of Leeds under supervision of Dr. Matt Homer and Dr. Gill Main.

Gill Main, *University of Leeds, United Kingdom*
Gill Main is a University Academic Fellow at the University of Leeds, UK. Her research interests include child poverty and well-being, mixed methods research, and youth transitions from education to the labour market. She is currently Principle Investigator on ESRC-funded project, 'Fair Shares and Families: Children's perceptions of material resource distributions and decision-making within families'. Previously she worked on the UK Poverty and Social Exclusion Survey, and on the Children's Worlds international survey of child well-being.

Professor Sabine Andresen, *Goethe University, Germany*
Sabine Andresen is Professor of Pedagogy and Family Research at Goethe University, Frankfurt. She is board member of the International Society for Child Indicators, PI of the Children's Worlds survey and scientific board member of the Interdisciplinary Centre for Research on Conflict and Violence. In 2016, she became head of the Independent Commission for Reappraisal of Sexual Child Abuse. Her research interests include child well-being and the threats posed by poverty, sexual abuse and precarious circumstances.

Johanna Wilmes, *Goethe University, Germany*
Johanna Wilmes is a doctoral student at Goethe University, Frankfurt and works as a research fellow on the Children's Worlds survey coordinating the study in Germany. In her PhD project, she researched the well-being of children living in "children's homes" in Nepal. Her research interests are in the fields of childhood and family studies, poverty and social inequality.

Larissa Pople, *The Children's Society, United Kingdom*
Larissa Pople is a Senior Researcher at The Children's Society, leading on children's well-being and childhood poverty. Larissa works on a well-being research programme set up over 10 years ago in partnership with the University of York. She has also been involved in setting up a qualitative longitudinal study of poverty in partnership with the University of Bath. Previously, she worked for UNICEF and an Independent Commission on Youth Crime and Anti-Social Behaviour.

2.5: Using qualitative & quantitative methodologies to investigate community-level factors that influence early child development

Using qualitative and quantitative methodologies to investigate community-level factors that influence early child development: Examples of mixed methods research from Australia and Montreal

<u>Sharon Goldfeld</u>[1,2,3], Ilan Katz[4], Tammy Findlay[5], Catherine Dea[6,7], Karen Villanueva[2], Robert Tanton[8], Sally Brinkman[9], Geoff Woolcock[10], Billie Giles-Corti[11], Anna Jones[4], Rachel Robinson[2], Rebecca Roberts[11], Lise Gauvin[7]

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The community platform is a potential point of intervention for better early childhood development (ECD) outcomes through providing strong, healthy communities. Despite increasing global interest in "place-based" strategies from governments and philanthropic agencies, the availability of rigorous approaches to community-level data collection and indicators, underpinned by theory and tested for associations with ECD outcomes, is limited. This panel consists of five presentations that focus on the use of innovative mixed methods research to explore community-level factors influencing ECD in local communities across Australia and Montreal, Canada. The methods and findings from the Kids in Communities Study (KiCS), an Australian mixed-methods investigation of community-level influences on ECD, will be showcased

in the first four presentations. The final presentation proposes the application of KiCS' methodology to better understand modifiable factors influencing developmental vulnerability in Montreal. Together, the panel discusses the measurement and findings of the potential pathways in which communities impact ECD.

The Kids in Communities Study: Using mixed methods to investigate community-level factors influencing early child development

Sharon Goldfeld, Karen Villanueva, Ilan Katz, Robert Tanton, Sally Brinkman, Geoff Woolcock, and Billie Giles-Corti

Background and Purpose

Healthy early development is important for children's ongoing physical, social, and emotional development. To date, early childhood development (ECD) research has focused primarily on individual, family, and school factors, but has largely ignored community-level factors. Given current global policy agendas advocate the need for 'child-friendly', 'liveable' cities, and place-based initiatives, evidence and data are needed to leverage policy change for healthier child development.

The Kids in Communities Study (KiCS) aims to investigate the relationship between community level factors and ECD, in communities of advantage and disadvantage across Australia.

Methods

Site selection: The 2012 Australian Early Development Census (AEDC), a population-wide census of ECD, was used. Twenty-five metropolitan and regional communities (suburbs) in five states and territories were selected based on their diagonality type i.e. those performing better or worse ("off-diagonal"), or as expected ("on-diagonal") on the AEDC relative to their socio-economic profile.

Measures: Community factors were conceptualised within five domains: 1) service; 2) social; 3) socio-demographic; 4) physical environment; and 5) governance. Examples of community factors include: service quality and coordination, social capital, ethnicity, education, proximity and count of parks and local partnerships. *Data collection* occurred in 2014-2016. To measure community-level factors, a mixed methods approach was used. Qualitative methods included stakeholder interviews (n=150), parent and service provider focus groups (n=50), and analysis of policy documents (n=120). Quantitative methods included surveys with general community residents (approximately n=4000) and service providers, mapping of neighbourhood design and local amenities and services, and the use of existing socio-demographic and early childhood education and care administrative data.

Outcome: The 2012 AEDC data assessed children (approximately five years old) on five ECD domains of physical development, social competence, emotional maturity, language, and cognitive development, and general knowledge and communication. Children were scored on each of these domains; those classified as 'developmentally vulnerable' (≤10th percentile) on one or more AEDC domains (DV1) was used as a measure of ECD. There are approximately 2,500 children with AEDC data in the 25 study communities.

Analysis: Descriptive analysis of the qualitative and quantitative data will be undertaken to understand differences or similarities between paired community diagonality types (i.e. on versus off-diagonal), with further multilevel analysis of the quantitative data to further determine community predictors of ECD.

Conclusions and Implications

This study is among the first internationally to explore how communities influence ECD. Study strengths include having qualitative data to complement quantitative findings, and the selection of communities of different geographic (urban/regional) and socio-economic status. Challenges include using a relatively small number of study sites, and the time and resources required for community engagement. Nevertheless, such evidence and data can be used to develop community-based indicators of ECD that can be implemented and utilised to both inform and evaluate local place-based effort.

Multi-method approaches examining the social contribution to community-level factors influencing early childhood development

Ilan Katz, Anna Jones, Sharon Goldfeld, and Karen Villanueva

Background and Purpose

The bulk of child development research has focused on the influence of family and school environments, and has largely ignored the neighbourhood context. However, families live within the local ecology of the community and interact with other community members in the process of children growing up. Factors such as trust in neighbours, feelings of safety, and connectedness to the community can all affect the way parents bring up their children and the children's own experiences of the community and others. However these are subtle processes which require multiple methods to examine in depth. This paper will therefore discuss some of the conceptual and practical challenges in undertaking community research on young children, and will present some preliminary findings on the contribution of social capital and other social processes within communities to ECD.

Methods

Community factors in KiCS were conceptualised within five domains: service, social, socio-demographic, physical environment and governance. Community-level data were collected in the 25 KiCS on- and off- diagonal local communities. The paper will begin with a brief description of the methods and measures used to assess the social domain.

Data collection and measures: The methods include primary quantitative and qualitative data collection as well as secondary analysis of administrative datasets and policy documents. Altogether the project involves bringing together six different methods: GIS mapping, community surveys, interviews with key stakeholders, focus groups with stakeholders and parents (n=25) and document analysis. Analysis: Descriptive statistics for each local community diagonality pair (e.g. off vs. on-diagonal) were computed.

Conclusions and Implications

Mixed method analysis is generally described as involving the 'triangulation' of different types or sources of data. In this study, the analysis involves a number of iterations, bringing together quantitative and qualitative data as well as subjective data and objective data about the communities under study.

The paper will discuss how the team has approached this task and the strengths and weaknesses of this approach. Finally, we will draw lessons for further multi-method research on community level wellbeing of children.

The presentation will then discuss how social factors differ in the four types of communities in the study (on diagonal disadvantaged and advantaged, off diagonal positive and negative). It will then present some preliminary findings and very early conclusions about the specific social factors which are most likely to facilitate and inhibit the wellbeing of young children, and how the social domain interacts with other domains.

How do communities respond to the multi-level policy environment to develop local governance solutions and influence child development outcomes?

Tammy Findlay and Rachel Robinson

Background and Purpose

While child development research tends to focus on the influence of individual, family, and school factors, the focus of governance research has primarily been on structural influences. The KiCS' governance research aims to understand more about how local governance actors respond and adapt to the structures and institutions that make up the multi-level governance environment.

KiCS' aims to investigate the relationship between community level governance factors and ECD, in communities of advantage and disadvantage across Australia and thus to leverage policy change for healthier child development. This presentation will highlight findings from the governance domain research with a focus on the state of Victoria.

Methods

Site selection: Overall, the KiCS research selected twenty five local communities (suburbs) across Australia based on 'diagonality type' i.e. whether they performed better (off-diagonal positive), worse (off-diagonal negative), or 'as expected' (on-diagonal) on the AEDC relative to their socioeconomic status. Two clusters of three communities were examined in the state of Victoria, representing an off-diagonal positive and an off-diagonal negative, each clustered with two adjoining on-diagonal communities.

Data collection and measures: Descriptive statistics for each community were computed. Governance literature was used to develop a framework to guide interviews with community governance actors regarding local forms and influences. Interview data were supplemented by parent focus groups and quantitative information concerning institutional trust and participation. A thematic analysis was conducted to understand the unique ways in which local communities respond to the multi-level governance environment and influence their local situation.

Conclusions and Implications

Based on findings from this multi-method study, this paper identifies and assesses institutional innovations in local early child development, considers local networked governance, and explores the agency of policy actors, including engagement and resistance strategies that enable the development of innovative solutions within the structural and institutional environment. Findings from this study have the potential to influence the future direction of policy where place based governance effort can be better understood and resourced.

Does the physical environment make a difference to early child development?

Karen Villanueva, Billie Giles-Corti, Geoff Woolcock, Rebecca Roberts, and Sharon Goldfeld

Background and Purpose

Given that neighbourhoods are where children spend most time outside of home and school, it is plausible that the physical environment of neighbourhoods, including access to local amenities, impact on child development. Providing opportunities for physical activity, mental and social wellbeing are the cornerstones for good health in early life, but there remains a paucity of evidence about how the physical environment influences ECD. This paper explores physical environment features (neighbourhood design) related to ECD in advantaged and disadvantaged areas identified in the Kids in Communities Study (KiCS). This presentation will highlight some of the findings from the KiCS' physical domain.

Methods

Data collection and measures: Geographic Information Systems (GIS) was used to develop objective physical environment features including local walkability, access to services and public open space, and presence of playgrounds. For each local community, parents of young children participated in focus groups to share their views on physical environment aspects such as public transport access and quality of local parks. Analysis: Descriptive statistics for each local community diagonality pair (e.g. off vs. on-diagonal) were computed. Parent focus groups (n=25) were further analysed to provide an in-depth understanding of differences or similarities between local community diagonality types.

Conclusion and Implications

We argue that linking spatial attributes of the neighbourhood to ECD data is a powerful platform to advance 'neighbourhood effects' research on child development. Understanding how different physical environment features influence ECD is essential to identifying opportunities for community-level intervention. Such evidence has the capacity to inform policy on how best to build healthy neighbourhoods, and develop more effective child development interventions in which the neighbourhood is also considered as a point of influence.

Identifying and sharing evidence for action on built and social environments influencing early childhood development in Montreal neighbourhoods: A blueprint of the methods and mobilisation process

Catherine Dea, Lise Gauvin, and Sharon Goldfeld

Background and Purpose

Evidence cumulating over recent decades shows that built and social environments of local communities may influence early childhood development (ECD). In Montreal, 29% of children that are about to commence compulsory schooling are vulnerable on at least one domain of ECD, compared to 25% in the province of Québec. Strikingly, the proportion of developmentally vulnerable children varies from 13% to 48% across Montreal neighbourhoods. A steering committee composed of public health practitioners, municipal decision-makers and members of an Early Years regional intersectoral roundtable is currently holding meetings to identify community-level targets for intervention among the following: 1- family and child health services; 2-educational childcare and schools; 3-municipal and community services; 4- parks, playgrounds, and green lanes; 5-public transportation, safe walking, and cycling paths; 6-affordable quality housing; 7-crime and safety; 8-sense of belonging and social capital; and 9-neighbourhood socioeconomic characteristics. Data collection and analyses are currently being planned to produce locally-relevant evidence for action. The project aims to:

1. Quantify associations between community-level factors and the prevalence of developmentally vulnerable children in Montreal neighbourhoods by applying a methodology successfully used in the Australian Kids in Communities Study (KiCS).
2. Develop a better understanding of potential targets for action and the needs and preferences of the population regarding modifiable environment factors to better support ECD in Montreal neighbourhoods.

Methods

We propose a mixed methods research design. To produce a quantitative portrait of local communities in Montreal, we will geocode the home addresses of children participating in a population-based survey of ECD. Locations of services, built environment factors, and population socioeconomic characteristics will also be geocoded. The resulting data platform will allow for analysis of associations between local environments and risks of vulnerability in ECD. Qualitative data about population needs and preferences will be collected through interviews and focus groups with various local actors, and through vox pop and photovoice with children and parents. Content analysis and triangulation of quantitative and qualitative data will allow for informing multilevel modelling and identifying targets for action.

Conclusions and Implications

Evidence to be collected under the leadership of the Montreal Public Health Department will be shared in an effort to support community mobilisation around ECD. Two windows of opportunity are anticipated for knowledge transfer and exchange: 1- Dissemination of the 2017 ECD population survey results in Quebec; and 2- Launching of the new City of Montreal's Child Policy. The mobilisation process will also include representatives of Montreal boroughs and philanthropic foundations, Early Years intersectoral local committees, community-based organisations and other field actors such as health practitioners, librarians, primary school teachers and childcare workers.

At the time of submission, external funding opportunities were being sought.

Bios
Panel presenters:
Professor Sharon Goldfeld is a paediatrician and public health physician at the Melbourne Royal Children's Hospital's Centre for Community Child Health (CCCH) and Co-Group Leader of Child Health Policy, Equity and Translation at the Murdoch Childrens Research Institute, Australia. Her research interests are: developing data and indicators, investigating community-based systems change and implementing equity-based, community-based intervention trials focus on projects that keep child health on the policy and political agenda in Australia.

Professor Ilan Katz is the Director of the Social Policy Research Centre, University of New South Wales, Australia. His research interests include parenting, child protection, youth justice, early intervention, prevention and family support, children and communities, social inclusion and child outcomes, comparative child welfare systems, adoption, migration, race and ethnicity and children of parents with mental illness.

Tammy Findlay is a Professor at Mount Saint University, Canada, whose research interests are in the areas of Canadian politics, gender and politics, gender and public policy, intersectionality, social policy, child care, community engagement, multilevel governance, and women's representation. Dr. Findlay values interdisciplinary and community-based research that fosters social change, and has been involved in a variety of university and community service.

Catherine Dea is a specialist physician in Public Health and Preventive Medicine and a clinical adjunct professor at University of Montreal, Canada. She completed a fellowship in London (Institute of Health Equity, UCL) and in Melbourne (Murdoch Childrens Research Institute) in Early Childhood Development. She is now working at the Montreal Public Health Department and her research interests include early childhood indicators, social and built environments, health inequities and global health.

Abstract contributors:
Karen Villanueva is a postdoctoral researcher holding a joint appointment across the Murdoch Children's Research Institute and the McCaughey VicHealth Community Wellbeing Unit at the University of Melbourne. Her research interests focus on how urban neighbourhoods shape child health behaviours and outcomes. She is interested in locational and socio-environmental determinants of children's independent mobility, activity spaces (areas they roam), and early development. She is currently the Project Coordinator of the Kids in Communities Study.

Rachel Robinson is a Project Manager at the Murdoch Children's Research Institute. Rachel has a Master of Arts in Public Policy, and is currently a PhD Candidate at The University of Melbourne School of Social and Political Sciences. Rachel has significant experience working with place-based initiatives and local partnerships

to deliver more integrated and effective early years services. Her expertise primarily contributes to the governance domain of the Kids in Communities Study.

Professor Robert Tanton has a PhD in Economics, and has been at The National Centre for Social and Economic Modelling (NATSEM), University of Canberra since 2005. He was previously at the Australian Bureau of Statistics, conducting small area estimation and creating spatial indices. Robert's main research interest is spatial modelling of economic disadvantage, social disadvantage, educational disadvantage and wellbeing. In the KiCS study, he has been leading the quantitative analysis.

Associate Professor Sally Brinkman is a social epidemiologist with a primary research focus on societies' impact on child development. Sally is the Co-Director of the Fraser Mustard Centre, an initiative between the Telethon Kids Institute and the South Australian Department of Education and Child Development aimed to improve research translation. Internationally, Sally works with Governments and donor organisations (e.g. World Bank, and UNICEF) working with measures of child development for monitoring and evaluation purposes.

Professor Billie Giles-Corti directs the McCaughey VicHealth Community Wellbeing Unit at the University of Melbourne, and leads an NHMRC Centre of Research Excellence in Healthy Liveable Communities, established in 2014. For two decades, she and a multidisciplinary team have been studying the impact of the built environment on health. She has published over 300 articles, book chapters and reports, and by citations, is ranked in the top 1% of researchers in her field globally.

Associate Professor Geoff Woolcock is a Research Fellow at Griffith University's Urban Research Program and is interested in indicators of social sustainability and the factors that influence building child- and youth-friendly communities. His work with large-scale public and private sector organisations concentrates on developing measures of communities' strengths, closely collaborating with local communities. He is the current chair of the Australian Community Indicators Network and is a board director of Partners for Liveable Communities.

Rebecca Roberts is a geographic information system (GIS) analyst at the McCaughey VicHealth Community Wellbeing Unit in Centre for Health Equity at the University of Melbourne. Rebecca has expertise in processing and computing neighbourhood built environment measures and linking them to large-scale health and behavioural datasets.

Anna Jones joined the Social Policy Research Centre, The University of New South Wales in 2013. With a background in speech pathology, she has extensive experience in the health and disability sector in Australia and United Kingdom. Anna has expertise in qualitative and inclusive research methodologies and evaluation design. Anna's research interests include disability and mental health, children and communities, and program and service evaluation.

Professor Lise Gauvin is on Faculty at the School of Public Health at the Université de Montréal and a Researcher and Associate Scientific Director for Population Health Research at the Centre de recherche du Centre Hospitalier de l'Université de Montréal (CRCHUM). Her research focuses on socio-economic, environmental, and individual determinants of involvement physical activity and the reach, acceptability, and impact of interventions to promote physical and prevent eating disorders.

2.6: Indicators for children with neurodisabilities and families in Canada

Identifying indicators for children with neurodisabilities and families in Canada: How best to proceed?

Lucyna Lach[1], Dafna Kohen[2], Rubab Arim[2], Anton Miller[3], Suzanne Tough[4], McDonald Sheila[10], Nora Fayed[5], Eyal Cohen[6], Astrid Guttman[6], Lisa Kitchen[7], David Nicholas[8], Peter Rosenbaum[9], Aline Bogossian[1]

[1]School of Social Work, McGill University, Canada; [2]Health Analysis Division, Statistics Canada; [3]Department of Paediatrics, University of British Columbia; [4]Cumming School of Medicine, University of Calgary; [5]School of Rehabilitation, Queen's University; [6]Department of Pediatrics, University of Toronto; [7]Senior Program Manager/Lead, Complex Care for Kids Ontario; [8]Faculty of Social Work, University of Calgary; [9]Department of Paediatrics, McMaster University; [10]Alberta Health Services

Children with neurodisabilities (e.g. children presenting with functional impairments in mobility, communication, cognition, etc.) represent approximately 9% of Canadian children. There are a limited number of ways in which Canada can use indicators to track the social determinants of life quality of children with neurodisabilities and their families: population-based surveys, administrative data, national clinical registries, cohort studies, and clinical studies. This panel consists of presentations that exemplify 4 of these. strengths and limitations of methods used to identify indicators in the National Longitudinal Survey of Children and Youth in Canada, PopData BC, All Our Babies/Families, and Parenting Matters! will be described and key findings presented.

Using an indicator of neurodevelopmental conditions to examine social determinants of health for families of children with disabilities

Dafna Kohen, Leanne Findlay, Rubab Arim, Jamie Brehaut, and Lucyna Lach

Background Purpose

This paper will describe the work of our interdisciplinary national team of clinicians, pediatricians, epidemiologists, social workers, and psychologists who have used data from the Canadian National Longitudinal Survey of Children and Youth (NLSCY; 1994-2010) to examine the lives of children with Neurodevelopmental (ND) conditions (e.g. cerebral palsy, epilepsy, learning disability, intellectual disability) by providing an overview of 1) how items from a general child survey can be used to identify subpopulations of children such as children who have an (ND) condition, and 2) how a single indicator identifying children with ND conditions has contributed to a body of work that has examined the environments of children with and without ND conditions. For example, children's psychosocial well-being, caregiver health, parenting behaviors, socio-economic conditions, as well as family stress and support.

Methods

The NLSCY began in 1994-95 (Cycle 1) and was repeated biennially until 2008-09 (Cycle 8). The original survey cohort (Cycle 1) included non-institutionalized children between the ages of 0 and 11 years (N=22,831). The initial longitudinal sample for this study included children who were between the ages of 4 and 11 in Cycle 1 (N= 14,426), In total, 852 (11.6%) children were identified with an NDD using cut-off scores on the Health Utilities Index and a categorical listing of diagnoses.

Results

Children with ND conditions have poorer psychosocial outcomes including lower self-esteem, lower prosocial behavior, and poorer peer relationships than children without ND conditions. While many parenting behaviors of children with ND conditions do not differ from the parenting behaviors of healthy children, parents of children with ND conditions report being more ineffective. Differences in parenting behaviors are mediated by social support, such that with the provision of social support parenting behaviors of parents with ND conditions do not differ from the parenting behaviors of children without ND conditions. The mental and physical health of caregivers of children with ND conditions is poorer compared to the health of caregivers of children without ND conditions. While several sources claim higher divorce rates (e.g., 80%) for families of children with ND conditions, our findings indicated that 36% of families of children with ND conditions experience a separation over a period of 10 years.

Conclusions and Implications

Population-based studies that include measures of child and family well-being can be used to describe their status. Overall, their lives are more compromised suggesting that both practice and policy communities must target this more vulnerable group. Knowledge translation efforts to date have engaged stakeholders to reflect on the implications of these findings within their respective roles.

Using administrative data to identify children with neurodevelopmental disabilities and to explore their health care service use

Rubab Arim, Dafna Kohen, Anton Miller, and Lucyna Lach

Background and Purpose

The primary purpose of this study was to make use of administrative data to identify child neurodevelopmental conditions (ND) using a "non-categorical" measurement of child health and to enable a better understanding of health care service use of children with ND compared to children without ND. Two specific research questions were addressed: (1) How can administrative data be used to identify child ND in a way that is neither condition-nor database-specific (i.e., non-categorical)? (2) How can administrative data be used to describe differences in health care service use between groups of children with ND and those without ND?

Methods

Administrative health records for the province of British Columbia (Population Data BC; N=183,041; children aged 6-10 years in 2006) were used to identify child ND. Cross-sectional associations with indicators of health care service use (physician visits, hospital admissions, and medication use), and social determinants of health (community level income and receipt of premium subsidy (assistance program to those in need of financial assistance) were also examined.

Results

Overall, 8% of children were identified with ND. As compared to children without ND, children with ND were more likely to be boys (64% vs. 50%) and receive a premium subsidy (34% vs. 21%). By comparison, children with ND had twice as many physician visits (6% vs. 3%), different specialists (2% vs. 1%), and lab (1% vs. 0.4%) and x-ray (0.2% vs. 0.1%) services. In addition, children with ND were more likely to be hospitalized (4% vs. 1%) and stay longer at the hospital (8% vs. 3%) compared with those without ND. Children with ND also had a higher number of prescriptions (5% vs. 2%), more days dispensed of a prescription medication (85% of days vs. 20% of days), and more prescriptions for different parts of the body (2% vs. 1%) compared with those without NDD.

Conclusions and Implications

This study explored the use of a non-categorical indicator of ND in administrative data. Administrative data can be used to identify children with ND, and as in the present study, provide information about service use and some social determinants of health. Limitations will be discussed including assessments of functional ability and conditions severity. Future research will explore the health and service use of mothers, pattern of service use in other national and provincial administrative data.

Using a longitudinal community cohort approach to identify early indicators of child development problems: The role maternal mental health and context

Sheila McDonald, Jennier Zwicker, and Suzanne Tough

Background and Purpose

Birth cohort longitudinal community-based datasets represent a source of data that allow us to compare the neurobiological and psychosocial environment of children who are eventually identified as having a neurodisability (ND) to those who do not have ND. Measures contained in these studies should be sensitive enough to identify these children, allowing for the comparison of indicators of well-being and the role that they play in the emergence of ND.

The purpose is to describe factors for sub-optimal development as defined by scores 1 SD < mean on 2 or domains of the Ages and Stages Questionnaire (ASQ), or 1SD < mean on the Brief Infant-Toddler Social and Emotional Assessment (BITSEA), especially among those with maternal mental health risks.

Methods

Between 2008-2010, 3200 women were recruited before 25 weeks gestation to the All Our Babies/Families study. Two questionnaires were completed during pregnancy and at 4, 12, 24, 36 and 60 months, data were linked to medical records. Data were collected on pregnancy history, demographics, lifestyle, health care utilization, physical health, mental health, social support, and parenting. Standardized tools for child development included the ASQ and the BITSEA. Data were analyzed using bivariate and regression to identify factors associated developmental problems.

Results

Participants represent the pregnant and parenting population in Calgary. Between 12% and 14% of children scored 1SD below the mean on a single ASQ subscale, and 18% scored at risk on two or more domains described as "ASQ Delayed". The BITSEA identified 13% and 15% of children with social-emotional and behavioral problems respectively.

Compared to other children, 'ASQ Delayed' children and those with delayed social-emotional abilities (BITSEA) were more likely to have a mother who experienced depression or anxiety during pregnancy or before the child was 2 years of age, and were more likely to have a mother who had low social support during pregnancy and through the first 2 years postpartum. Compared to other children, those with behavioral problems (BITSEA) were more likely to have a mother with a history of poor mental health, had experienced abuse, had experienced depression or anxiety during pregnancy and through the first 2 years of life, and had experienced 2 or more stressful life events in the past year.

Children growing up in a home where a mother had poor mental health were protected against developmental problems if the mother reported relationship happiness, higher social support, read or engaged in imitation games with their child, had higher parenting self-efficacy, and had a child who fell asleep within 30 minutes (all Odds Ratios between 2 and 5).

Conclusions and Implications

At two years of age, 18% of children were identified as delayed on two or more developmental domains (ASQ), 13% and 15% were identified with delayed social-emotional abilities or behavioral problems (BITSEA). Maternal mental health, social support, maternal optimism, partner relationship, reading and imitation games, and parenting competency influenced the risk of delay. Routine collection of contextual indicators may identify children at risk of developmental problems early and allow for intervention.

A unifying framework for evaluating a system-wide intervention for children with complex medical needs in the province of Ontario

Nora Fayed, Eyal Cohen, Astrid Guttman, and Lisa Kitchen

Background and Purpose

Children with complex medical needs (CMC) are a growing, high resource use population in Canada. About 0.7% of children are CMC (41,500 in Canada), yet they use a remarkable one-third of all child health resources (~$1.1 billion/year in Canada), accounting for 43% of child deaths, 49% of hospital days, and 75-92% of consumed assistive health technology. A high burden of care has also been placed on their families to assume health management and caregiving roles.

In response to needs of CMC families and their health providers, provincial policy makers funded a coordinated care intervention for CMC. A unifying evaluation strategy needed to be created based on indicators of outcomes within service delivery, child health, and parent health important to CMC families and their care providers.

Methods

A cross-sectional on-line survey was disseminated in partnership with the provincial health care agency. The survey used an existing database of patient-reported outcomes, inductively coded into themes, to assess priority indicators within service-delivery, child health, and parent health. A score of importance, 1.5 standard deviations above the mean for each indicator was stratified according to groups of child age, family structure, duration of medical complexity and geographical region (for patients) as well as setting of service delivery, years of experience, region, and profession (for care providers).

Indicators meeting high priority criteria across all stratified groups were taken for discussion to delphi consensus meeting, which included patient, caregiver and other stakeholder representatives. The criteria for consensus were: i) whether the indicators were ranked as highly important to all CCKO subgroups and ii) indicators for which the stakeholders perceived amenable change.

Results

Ten indicators of service delivery, 14 indicators of child health and 6 indicators of parent health were brought forward to consensus conference based on the responses of 48 CMC families and 86 health providers. Indicators emerging from consensus as a priority for evaluating the intervention for service delivery were: coordination of care among providers; coordination of care between providers and family; and quality and effectiveness of care planning tools. For child health: subjective well-being, emotional health, physical pain, feeding performance, and satisfaction with medical technology and devices. Parent indicators were subjective well-being, general health, energy, fatigue, ability to work, and out of pocket expenses.

Conclusion and Implications

Establishing a unifying framework for evaluation between families and providers was feasible using a combination of survey and meeting consensus methods. Indicators from all three targeted outcomes (service delivery, child health, and parent health) were identified and will provide the basis for evaluating a high stakes CMC intervention.

Parenting Matters! The biopsychosocial context of parenting children with neurodevelopmental disorders in Canada

David Nicholas, Lucyna Lach, Aline Bogossian, and Peter Rosenbaum

Background and Purpose

Clinical datasets can be used to obtain a 'deeper' understanding of the role that various social determinants of health play in the life quality of children with neurodisabilities and their families. Parenting is an indicator of the family environment, a key social determinant. However, relatively little is known about the processes involved in parenting children and adolescents with neurodisabilities (ND). This knowledge gap is particularly problematic given the complex emotional, behavioral and social problems that are either features or correlates of these conditions.

Parents of children with neurodisabilities are sometimes characterized as overprotective and anxious, thereby thwarting their child's independence and quality of life (QofL). The objective of this study is to examine how parent mood, quality of the co-parenting relationship, and parenting behaviour impact the QofL of these children. The study also examined the day-to-day experiences of these families.

Methods

A cross-sectional database of a clinical study, Parenting Matters! contains information on a convenience sample of (n=251) parents of children (ages 4-12) that had children with autism spectrum disorders (n=65), children with cerebral palsy (90), children with global developmental delay (n=49), children with epilepsy (n=23), children with various neurodevelopmental diagnoses that could not be classified into these categories (n=24). We examined a model predicting QofL using demographic, disability-related, parent health, co-parenting relationship and parenting variables. All variables were evaluated using parent report and standardized measures; 3 separate regression analyses were conducted using belonging, being and becoming dimensions of QofL.

Results

All models were significant, predicting 22.1%, 17% and 36.4%% of variance in QofL. Lower income and not having a child with epilepsy were associated with more positive parent evaluation of their child's 'belonging'. Lower income, lower complexity of functional impairments, lower depressive symptom scores and parenting in a manner that promoted child autonomy were associated with better parent evaluations of their child's 'being'.

Having a lower income, having a child with lower complexity of functional impairments, not having epilepsy, having better parent physical health, and parenting in a manner that reflects having comfort with separation from one's child were associated with more positive parent evaluations of who their child was 'becoming'. All predictors were significant at $p<0.05$.

Conclusions and Implications

Parent income, parent physical and mental health and parenting behaviours have an impact on how parents evaluate their child's life quality. However, the variance in life quality predicted specifically by parenting ranges from 5.7% to 13.6%. Parenting programs represent one type of support that is offered to families raising a child with a neurodevelopmental disorder. Parents participating in these programs as well as practitioners promoting them should be hopeful about their impact, but at the same time cautious in making claims about what these programs may achieve.

Bios

Dr. Lucyna M. Lach is an associate professor at the School of Social Work, McGill University. She is co-principal investigator of the Parenting Matters! project funded by the Canadian Institutes of Health Research and more recently is co-leading a project documenting social determinants of health among children with neurodisabilities in Canada.

Dr. Dafna E. Kohen is a Principal Research Analyst in the Health Analysis Division at Statistics Canada and adjunct professor at the Department of Epidemiology and Community Medicine at the University of Ottawa. Trained as a developmental psychologist, Dr. Kohen has research expertise in the use of secondary data to examine policy relevant research in the area of vulnerable populations including Aboriginal health, child health and people with disabilities.

Dr. Rubab G. Arim is a Social Science Researcher in the Health Analysis Division at Statistics Canada. She has expertise in population health research and advanced statistical techniques. Her current research focus includes children and youth with neurodevelopmental disabilities with a particular focus on social determinants of health using secondary data sources.

Dr. Anton R. Miller is a Clinical Associate Professor in the Department of Pediatrics, University of British Columbia, and faculty member in the Centre for Community Child Health Research, BC Research Institute for Children's and Women's Health. His expertise is in the health of children and youth with chronic health conditions and disabilities, and analysis of administrative and prescription databases.

Suzanne Tough MSc, PhD. Suzanne Tough is a Professor in the Cumming School of Medicine at the University of Calgary, Scientific Advisor for PolicyWise and SAGE, a Data Repository initiative to facilitate sharing of research data. Dr. Tough is the Principal Investigator of the All Our Babies/Families longitudinal cohort with 3,200 mother-child pairs. Dr Tough has been recognized through salary awards, an Alumni Award of Excellence and a Global YWCA Women of Vision award.

Dr. Nora Fayed is a Research Associate in the CanChild Centre for Disability Research, a member of the International Society for Quality of Life, and a past Editorial Board Member for the journal Health and Quality of Life Outcomes. She currently leads patient-centred research in partnership with policy makers (Complex Care for Kids Ontario) and not for profit child advocacy agencies.

Eyal Cohen completed his medical training at the University of Toronto in 2000. He trained in paediatrics at SickKids where he was also a chief resident. He came on staff in the Division of Paediatric Medicine in 2005 after working at the Children's Hospital at Westmead in Sydney, Australia and completed an MSc in health research methodology at McMaster University in 2008.

Dr. Astrid Guttmann joined ICES in 2001 as a research fellow, became a scientist in August 2004, a senior scientist in 2010 and the chief science officer in 2014. She is a staff physician in the Division of Paediatric Medicine at the Hospital for Sick Children and an associate professor of Paediatrics with a cross appointment in the Institute for Health Policy, Management and Evaluation at the University of Toronto.

Lisa Kitchen is the Senior Program Manager/Lead for Complex Care for Kids Ontario Strategy nestled in the Provincial Council for Child and Maternal Health.

Dr. David Nicholas is an associate professor in the Faculty of Social Work, University of Calgary. He has lead the clinical study component of the Parenting Matters! project and is co-leading the social determinants of health project with Dr. Lach.

Dr. Peter Rosenbaum is professor in the Department of Pediatrics, McMaster University where he holds the Canada Research Chair in Childhood Disability Research, Dissemination and Mentoring. He is the Co-Founder of the CanChild Centre for Childhood Disability Research and is the nominated principal investigator of the Parenting Matters! project.

Aline Bogossian is a doctoral candidate in the School of Social Work, McGill University. Aline Bogossian is a doctoral candidate in the School of Social Work, McGill University. She was awarded the prestigious Canadian Child Health Clinician Scientist Program fellowship from 2012 – 2016. Her doctoral dissertation is a phenomenological study about fathers of children with neurodisabilities.

Sheila McDonald is a Research Scientist in Alberta Health Services, adjunct assistant professor in the Cumming School of Medicine at the University of Calgary, and Lead Scientist of the All Our Families longitudinal pregnancy cohort. Her program of research focuses on early markers of risk and resilience for child development and intergenerational transmission of maternal early adversity.

Leanne Findlay is a Senior Social Science Researcher with Statistics Canada. Her area of expertise is in healthy child development, with a specific interest in the health of special populations including preschool-aged and Aboriginal children. She is particularly interested in mental health and correlates of positive mental health.

2.7: Youth and adolescence

Development and validation of the youth Violence-Propensity Scale: A tool for scoring violence risk and change among youth in high-violence contexts

Ian Samuel Edelstein

Human Sciences Research Council, South Africa

Background and Purpose

The development of tools to assess risk levels for the potential to commit hostile and instrumental violence among youth remains a priority for researchers and practitioners globally. The lack of youth violence risk measures designed and tested in developing countries and the inconsistency of self-reported violent behaviors in such contexts drive the need for a psychometrically sound, practitioner-friendly instrument for use in the South African context, and beyond. Such an instrument may address issues of zero-reports (for violent offending in a general population sample), skewed distributions, social desirability-conditioned responses, panel testing effects, and, ultimately, provide a means to measure changes in violence-propensity, a critical goal for the violence assessment field. The Violence Propensity Scale (VPS) is a short, 20-item instrument comprised of four sub-scales: attitudes towards gang associations, attitudes towards the use of instrumental violence, deviant peer associations, and self-reported fighting.

Methods

The VPS was administered twice to 318 males aged 12-24 years-old from a general population sample in Khayelitsha, Cape Town, South Africa over a 12 month period. The interview consisted of a 17-section questionnaire administered verbally to the main male study participant by a trained field interviewer and a one-part questionnaire administered to the main participant's primary maternal caregiver. The VPS was developed and tested through exploratory and confirmatory factor analysis (CFA), discriminant validity (sub-scale intercorrelations), and external validity (correlation with subject self-reported violent behaviors and an external assessment, from each of the main study subject's primary maternal caregivers).

Results

CFA fit statistics (chi-squared/d.f.=2.5; CFI=0.92; RMSEA=0.69) confirmed a 20-item, 4-factor solution for the VPS. Standardized coefficients for the VPS subscales were all significant at the p<.001 level, Deviant Peer Associations (β = .41), Pro-Gangs Attitude (β = .87), Pro-Violence Attitude (β = .78), and Physical Fighting (β = .54). Total VPS scale reliability was α=0.88. Significant correlation between the VPS and self-reported violent behavior (r=0.48, p<.001) and an external assessment of risky behavior from the subject's primary maternal caregiver (r=0.38, p<.001) provided initial evidence of external validity.

Conclusions and Implications

This is the first known study to provide confirmatory factor analysis results for a youth violence risk measure for a general population and employ this VPS in prospective, longitudinal study. The VPS is designed to be easily implemented and assessed by youth development practitioners (with non-statistical backgrounds), both to target interventions toward higher-risk youth and to measure changes in violence-risk over time. Further research could substantiate the VPS with other population samples and in the prediction of violent outcomes and changes in violence-risk with longitudinal data. It is believed that such a tool could serve to strengthen the connection between research and practice within the domain of youth violence.

Bios

Dr. Ian Edelstein is a Research Specialist at the Human Sciences Research Council of South Africa. He recently completed his PhD dissertation in Sociology at the University of Cape Town and also holds a Master's Degree in Public Administration/Public Policy and a Certificate of Advanced Studies of Civil Society Organizations from Syracuse University. He has worked extensively in fields of communications (as professional photographer, documentary filmmaker, writer, lecturer, and public affairs specialist) and in the social development sector, where he leads research projects to understand the causes and correlates of youth violence in South Africa and to test the efficacy of structured-leisure violence-interventions.

Risk factors for delinquency after a first intervention of the CPS due to behavior problems

Catherine Pineau-Villeneuve[1,2], Catherine Laurier[1,2,3], Jean-Pierre Guay[1,5], Sonia Hélie[1,2,4]

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Background and Purpose

Among children and youth who have been maltreated, several studies point to the elevated risk of developmental problems such as delinquency and justice system involvement. Since having serious behavioral problems is a sufficient condition to receive child protection services (CPS) in the province of Quebec, it offers the opportunity to focus on this condition and its potential effect on a subsequent Youth Criminal Justice Act (YCJA) involvement. The primary role of CPS is to end an abusive situation and to prevent its recurrence. However, a better understanding of the risk factors that lead to an YCJA involvement would help to identify and to adapt interventions for those at greatest risk of juvenile delinquency. The aim of this communication is to describe the risk of an YCJA event after a first intervention of CPS due to behavioral problems, and to determine the individual and intervention related factors associated with this YCJA involvement.

Methods

Administrative data from 16 youth centers in the province of Quebec has been used. Thus, all children and adolescents who have had their file closed after a first CPS intervention due to behavioral problems between January 1st, 2005 and December 31st, 2009 were observed (N = 6,630). Survival analysis (Kaplan-Meier model) and Cox regression analyzes were performed.

Results

Results indicate that youths in the sample present a 39.7% overall risk of YCJA involvement within the 5-year follow-up period. Boys present higher risk of YCJA involvement than girls, an unsurprising result. It also appears that risk varies by gender and according to the presence of co-occurrence of maltreatment at initial report. Individual risk factors seem to have a greater impact on YCJA involvement than those associated with the CPS intervention. Moreover, recurrences in CPS due to behavioral problems but also because of new information related to child's maltreatment are particularly important since they are strongly associated with future YCJA involvement.

Conclusions and Implications

The particularity of the CPS in the province of Quebec allows supporting children and adolescents because of their own behaviors. This represents a great opportunity, especially because interventions can target them and their family. The results reaffirm the significant differences between boys and girls, but also develop a whole section of the literature still largely unknown. Children and adolescents in CPS because of behavioral problems should be a priority as well as those who have experienced abuse or neglect at home. Particular attention should be paid to these young people as they represent a subgroup at greater risk for developmental problems among the most vulnerable youths.

Bios

Catherine Pineau-Villeneuve is currently a PhD student in Criminology at the University of Montreal. Results presented in this communication are those of her Master's thesis.

Catherine Laurier, PhD is a research scientist with the Research and Expertise Center for Youth in Difficulty at the Montreal Centre-Sud Integrated University Health and Social Services Center (IUHSSC). She is also an affiliated professor at the School of Criminology of the University of Montreal and at the Department of Psychology of the University of Sherbrooke.

Jean-Pierre Guay, PhD, is an aggregated professor at the School of Criminology of the University of Montreal. He is also a research scientist at the Institut Philippe-Pinel de Montréal.

Sonia Hélie, PhD, is a research scientist with the Research and Expertise Center for Youth in Difficulty at the Montreal Centre-Sud Integrated University Health and Social Services Center (IUHSSC). She is also an affiliated professor at the Department of Psychology of the University of Quebec at Montreal and at the School of Social Services of the University of Montreal.

Outcome measurement of group-work programs treating adolescents with sexual behavior problems

Tal Arazi[1], Tali Topilsky[1], Michel Philippov[1], Efi Braver[2]

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The treatment of adolescents with sexual behavior problems (SBP) is probably one of the toughest and most complex challenges social services face. Yet practitioners and researchers often believe that young sexual offenders should not be treated as adult offenders. They see adolescents' misdeeds as a behavioral and cognitive problem rather than a psychological and compulsive one. This assumption had led the Youth Probation Services (YPS) of the Israeli Ministry of Social Services to run a group treatment program that aims to rehabilitate the offenders and stop their deviant behavior. Nevertheless, the need to protect the community from sexual assaults infers that the efficacy of the program has to be carefully monitored. This has indeed been done in the framework of the Outcomes Initiative of the Israeli Ministry of Social Services.

The Outcomes Initiative was designed to sustain outcomes-orientation among managers and practitioners of social services. Outcomes-orientation refers to norms and mechanisms that support results-based planning, ongoing performance evaluation and continuous learning towards services improvement. Moreover, the Outcomes Initiative methodology entails that the measurement tools have to be collaboratively designed by managers, practitioners and evaluators.

YPS took an active part in the Outcomes Initiative and strived to inculcate outcomes-orientation among probation officers. The first stage of that endeavor was the development of a measurement tool to evaluate the outcomes of the group program for adolescents with sexual behavior problems. The tool aimed to support the decision-making processes of the probation officers as well as to assist YPS leadership to shape its policy on the treatment of sexual offenders.

This brought to the fore a series of theoretical, methodological and practical challenges regarding the measurement of the outcomes of social interventions among vulnerable groups. These challenges will be presented in the lecture along with of the strategies adopted to cope with them. In addition, we will present probation officers' assessment on the way the young offenders perceive their deeds, their attitudes regarding sexual offense, and their coping strategies prior and following the participation in the group therapy. These three intermediary indicators were used to assess the treatment's effectiveness. The findings indicate that group interventions for adolescents with SBP succeed in creating positive change in perceptions, attitudes and coping strategies regarding their sexual offence.

Furthermore, we will suggest a conceptual model that explains the variance in the effectiveness of the intervention. The model includes background characteristics of families, additional problems that the offenders may have, and some aspects of the intervention, such as the duration of the participation in the group and meeting deadlines that were found to be related to better outcomes. It was also revealed that casework by the probation officer in combination with the group work significantly improves the boys' achievements.

Bios

Tal Arazi is a senior researcher, head of the Outcomes Division at the Center for Quality Promotion Systems, Myers-JDC-Brookdale Institute. She specializes in promoting outcomes-oriented thinking and practice and evaluation capacity building in social services. She has led research on child maltreatment and taught courses on Law and Ethics in Social Work, Child maltreatment intervention methods and family system. Dr. Arazi holds a MSW (cum laude) and a Ph.D. from Tel Aviv University, Bob Shapell School of Social Work.

Michael Phillppov is a research associate at the Center for Quality Promotion Systems in Myers-JDC-Brookdale Institute. He holds a PhD in Political Science from the Hebrew University in Jerusalem. His current work focuses on the implementation of "results-oriented thinking" in the Israeli public service, by developing applied measurement tools and data analysis methodology. Michael is involved in several projects related to the policy of treating juvenile and adult sex offenders and drugs addicts in Israel.

Tali Bayer-Topilsky is a clinical social-worker and a researcher at Myers-JDC Brookdale Institute in Jerusalem. She is also a lecturer in social-work supervision courses at Bar-Ilan University. Dr. Bayer-Topilsky has strong experience in evaluating intervention-programs for children at risk and for families in dispute. Her research is aimed at increasing the effectiveness of social-welfare services through applied research and by working closely with social-work directors and leaders.

Evidence based practice and youth work: A case study

Bernadine Brady

National University of Ireland, Galway, Ireland

Background and Purpose

Youth work has emerged as a central approach in responding to the needs of disadvantaged young people in society over recent decades. While there is a strong movement in favour of the use of manual based programmes in the arena of social care, there is a view that such programmes are not applicable in the more fluid setting of youth work, which operates informally, using dynamic and organic methods. However, to date, the international debate in relation to this issue has been limited by the absence of research focusing specifically on strategies to implement evidence informed practice in youth work contexts.

The Irish national youth organisation Foróige, which works with over 56,000 young people in Ireland on an annual basis, has developed a range of manualised programmes to support its youth work over recent years. This paper describes the approach taken, analyses the responses of youth workers to the resources and considers the findings in terms of the literature on evidence based and evidence informed practice.

Methods

Qualitative interviews and focus groups were conducted with 53 staff and volunteers in relation to three programmes – Youth Citizenship Programme, REAL U: Relationships and Sexuality Programme and A Life of Choices, a programme developed for use in youth justice projects. A set of themes in relation to youth workers responses to the programmes was identified using thematic analysis (Braun and Clarke, 2006).

Results

Across the three programmes, youth workers expressed the belief that their work was of a higher quality, whereby issues were explored with young people in greater depth and breadth than they had been prior to the introduction of the resources, young people's thinking and perceptions were challenged in new ways and the youth workers understanding of the young people was enhanced through engagement in the programmes.

The approach to programme development taken by Foróige, which can be characterised as evidence informed practice, ensured that youth workers expertise and young people's perspectives were central in the process of programme development, alongside research evidence. This robust and inclusive process of development is arguably the reason why the programmes were so well received by youth workers and young people.

Conclusions and Implications

The conclusion from this paper is that manualised programmes do have a valuable role to play in the varied landscape that makes up youth work. The findings of this research suggest that, to succeed in a youth work setting, programmes should be fun, relevant and flexible, drawing on relevant international research as well as practice wisdom from experienced youth workers in the field.

Bios
Dr. Bernadine Brady is a Lecturer and Senior Researcher at the UNESCO Child and Family Research Centre, School of Political Science and Sociology, National University of Ireland (NUI) Galway. Her publications and research interests are related to themes including youth work, youth mentoring, children's participation and evidence informed practice.

The protective role of staying in the system: A follow-up study of graduates of Juvenile Correctional Facilities in Israel

Yekoutiel Sabah[1,2]**, Miriam Schiff**[2]**, Rinat Cohen Moreno**[3]**, Carole Feldman**[3]

[1]Ministry of Social Affairs; [2]The Hebrew University of Jerusalem-School of Social Welfare; [3]Cental Bureau of Statistics

This study examined the attainments of young adults who graduated from Juvenile Correctional Facilities (JCF's) in Israel. The mission of those facilities is to offer a new opportunity to juvenile delinquents. They seek to reduce juvenile problem behaviors and to facilitate their successful transition back into the community on their path to productive adulthood. They provide treatment and rehabilitative services tailored to the needs of juveniles. This includes therapy, education, recreation, health, assessment, counseling and other intervention services. About 1700 adolescents are referred to JCF's every year in Israel.

Previous efforts to examine the attainments of the graduates relied mostly on self-reports rather than on "hard" data and were conducted a short period (1-3 years) after graduation. This study instead examines a sample of 499 graduates who were born in 1983, lived in a JCF at some point before the age of 18 (average length of stay: 1.3 years) and were 24-25 years old at time of study. Moreover, it uses administrative data provided by Israel Central Bureau of Statistics and compares the attainments of the graduates with those of a group of young adults with similar background characteristics who were not ever placed in JCF's. The comparison group was formed using a Propensity Score Match methodology. More specifically, the study compares between the two groups of young adults in terms of educational achievements, employment and income, involvement in illegal activities, reliance on welfare and more. It also aims to reveal the predictors of positive and negative attainments.

Our findings indicate that JCF's graduates have less formal education and less stable employment. They earned lower incomes, tend to rely more on personal social services and are more involved in criminal activities than the comparison group. Female graduates are much more likely than the females in the comparison group to have an abortion. The involvement of the family in criminal activity was correlated with negative attainments.

However, residential length of stay was a significant predictor of better attainments in young adulthood. It seems therefore that although residing in a JCF does not guarantee a smooth transition to adulthood, a longer stay has a positive impact. Further research is needed to verify that preliminary conclusion since the limitations of this study are significant. It does not include data on military service, an important rite of passage to adulthood in Israel and also lacks data on the therapeutic and other interventions inside JCF's. Personal factors such as motivation and efficacy need also to be added in future research.

Bios
Yekoutiel Sabah is the Head of Research, Planning and Training Senior Division at the Ministry of Social Affairs and Services. He holds a BSW as well as an MA degree from Hebrew University School of Education (cum laude), and a MPA from Harvard University Kennedy School of Government. He is currently writing a PhD thesis at the HU School of Social Work.

2.8: Data-based advocacy in Latin America

Data-based advocacy in Latin America: A tool for change

Florencia Paula Gutierrez[1]**, Mónica Daniela Ramírez García**[2]**, Daniela Diaz Borquez**[3]

[1]Annie E. Casey Foundation, United States of America; [2]Red por los Derechos de la Infancia en México (REDIM) / Network for the Rights of Children in Mexico; [3]Childhood and Adolescence Observatory

Data-based advocacy is a model that incorporates data, strategic communications and effective advocacy to enhance access that children, families and communities to have opportunity. It has been supported by the Annie E. Casey Foundation since 1990 and it has been adapted by child advocacy organization across the

United States and Latin America. Building the capacity of these organizations to do the work is key to ensure that all children have their voice heard. This panel will demonstrate the power of data, the power of communicating that data effectively and the power of using research and data to successfully advocate for policy and programs that improve outcomes for children. Presentations will provide context for the KIDS COUNT data-based advocacy model and it will show how it has been taken up in Chile and Mexico to influence opinions and protect children's rights.

Data-based advocacy in the United States and beyond

Florencia Gutierrez

The Annie E. Casey Foundation has been supporting the KIDS COUNT work and data-based advocacy since 1990. The KIDS COUNT data-based advocacy model brings together data, strategic communications, and effective advocacy to influence policy and program decisions impacting the lives of children. The goal being that all children should have access to opportunity regardless of their race/ethnicity, class or country of origin. This model has been adopted by 53 KIDS COUNT organizations located in 50 states, the District of Columbia, Puerto Rico and the U.S. Virgin Islands. These organizations use the data to improve outcomes for children where they live.

Using this model, network members have been able to achieve large policy victories for children in their states. Together they contributed to 491 new policies and defended 138 policies across a broad spectrum of issues including health, public education, work supports, child welfare, and juvenile justice. These wins equated to $38 billion more dollars for kids and families. More investments and better policies led to improved well-being and access to opportunity. Ensuring that the KIDS COUNT network has the capacity to do this work effectively is key to its success.

In the mid-2000s the model was exported to Latin America by Red por los derechos de la Infancia en México/REDIM. Their interest and work caught the attention of other organizations in the region interested in using the data-based advocacy model to protect children's rights in their countries. Today, organizations in Argentina, Bolivia, Brazil, Chile, Mexico, Nicaragua and Paraguay are using the model to ensure their countries are protecting the rights of children.

This presentation will provide context for the KIDS COUNT work in the United States and Latin America. Followed by examples from organizations in Chile and Mexico that use the data to influence opinions and improve outcomes for children. The panel will demonstrate how the data-based advocacy model is a tool for change.

Chilean Childhood Observatory: The experience of monitoring children rights in an unequal country

Daniela Diaz Borquez

The Chilean Childhood and Adolescence Observatory was created in 2012 with the purpose of establishing closer relationships between academics and civil society in the study and monitoring of children's rights. The Observatory uses a monitoring model approach that incorporates official data provided by the state to inform children and adolescent public policies focused on the protection of the rights of children. The monitoring model includes five dimensions of Children Rights: Education, Health, Family and Social Environment, Rights and Civil Liberties, and Progressive Autonomy.

The Observatory has focused on effectively communicating and disseminating data and information obtained from the state to elevate living conditions and ensure that children and adolescent rights in their country are respected and protected. To this end, the Observatory has disseminated and communicated data through the production of four Children Count Reports (2013, 2014, 2015 and 2016). They have used the information in these reports to address national authorities, policymakers, and civil society organizations that advocate for the rights of children and adolescents.

A board member of the Observatory will display their work and how the Observatory has enhanced their platform and used it to advocate on behalf of Chilean children's rights.

Infancia Cuenta: Measuring to protect children's rights in Mexico

Mónica Daniela Ramírez García

La Infancia Cuenta en México (Kids Count Mexico) is a data-based advocacy model used by advocates, media, and legislators to protect children's rights in Mexico. This project was implemented by the Network for the Rights of Children in Mexico since 2005; its primary goal is to influence policy decisions with data and evidence, so that the Mexican State meets its obligations and that children exercise their rights.

Throughout the years, *la Infancia Cuenta en México* has been modified substantially to meet the needs of a diverse and rapidly changing population. Some of the challenges that are always present are: how to increase accessibility, the user-friendliness, and the interactivity of the information that we generate and share. In this presentation, we will discuss some of our lessons regarding these topics.

Fernando Salas will also explore *la Infancia Cuenta en Mexico* and its accompanying essays. The content of these essays goes hand in hand with the advocacy strategies of the Network for the Rights of Children in Mexico. These publications have played a key role in the adoption of legislative and other measures, such as the adoption of the General Act on the Rights of Children and Adolescents (GARCA) and the establishment of the National System of Comprehensive Protection (NSCP).

This model, along with the experiences and results that have derived from it, have been shared with other Child Rights Organizations in diverse countries of Latin America, such as Brazil, Paraguay, Nicaragua, and Chile. One of the products of these exchanges is a Guide for the Construction of a Child Rights Indicator System. Some copies of this publication will be distributed at the end of this presentation.

Bios

Florencia Gutierrez has worked at the Annie E. Casey Foundation for the past 7 years. In her role as a Senior Research Associate she develops and maintains the KIDS COUNT Data Center. She plays a key role in the production of the KIDS COUNT Data Book and related products and provides technical data and research support to the KIDS COUNT network. She holds two master's degree in Education and Public Policy from the University of Texas-Austin.

Mónica Daniela Ramírez García is affiliated with the Network for the Rights of Children in Mexico (REDIM).

Daniela Diaz Borquez holds a Masters degree in Social Worker and Sociology from the Pontificia Universidad Católica. She is an executive board member of the Childhood and Adolescence Observatory. Daniela is also a professor and researcher of social sciences at the Universidad Central. She has worked on intervention design and in the research and evaluation of social programs in the field of childhood and youth.

3.1: Promising interventions and initiatives

Engaging experiential youth in a youth-led positive mental health research initiative

Maya Peled, Annie Smith, Stephanie Martin

McCreary Centre Society, Canada

Background and Purpose

McCreary Centre Society originally intended to hire three youth with lived experience of mental illness and the mental health system to create a report about promoting positive mental health. However, McCreary decided to rethink this approach and try a new model when 144 applications were received from young people who met the criteria.

Methods

In September 2015, 40 youth who met the criteria were invited to attend a Design Lab to develop their research questions using data from the 2013 BC Adolescent Health Survey. Twenty-eight youth aged 15-24 attended. They were asked to complete an evaluation survey at the end of this session (Time 1).

Between September and December 2015, youth worked in small groups: quantitative data analysts, qualitative analysts, report writers, disseminators (created posters and other visual representations from the report), and facilitators (created a workshop to engage youth with the report findings). Once these activities were complete, the group came back together and selected the key findings for the report. They also completed an evaluation survey which captured outcomes and feedback relating to their experience in the initiative (Time 2).

Results

The majority of youth reported feeling comfortable sharing their thoughts and ideas during the Design Lab (89%); that the environment felt safe (89%); and that they could contribute positively to the project moving forward (93%). All youth indicated they were interested in staying involved in the initiative. Their most common reasons were to gain research skills (89%), to connect with their community (78%), and to participate in a meaningful project (78%).

All 28 youth stayed engaged throughout the initiative. Evaluation surveys completed at the end of the project indicated improvements not only in participants' research skills and confidence conducting research (87%), but also in their sense of well-being (87%), connections to other young people (71%), and connections to the community (53%) which they attributed to their involvement in the project. They all felt they had taken part in a personally meaningful project.

The report created by youth was presented to the Select Standing Committee on Child and Youth Mental Health and has been used by policy makers and practitioners seeking to reduce the barriers to accessing care across British Columbia; in redesigned school curriculum; and by school districts developing a positive mental health strategy.

Conclusions and Implications

Engaging a range of experiential youth in a dynamic research project can not only benefit youth but can also provide policy makers and practitioners with research evidence to improve services and develop policy and practice.

Bios

Maya Peled has a PhD in child-clinical psychology. She is currently Director of Evaluation at McCreary Centre Society, which is a non-profit research agency in British Columbia, Canada. She is involved in various research projects and evaluations relating to youth mental health and young people's successful transition to adulthood.

Annie Smith has been the Executive Director of the McCreary Centre Society since 2006. Based in Vancouver, Canada the Society is best known for its BC Adolescent Health Survey and is a non-profit organization committed to improving the health of BC youth through community based research, evaluation and youth participation projects. Annie holds a Master's from Harvard and is currently completing her PhD at Sheffield Hallam University.

Stephanie Martin has led youth engagement initiatives at the McCreary Centre Society since 2007. She develops and facilitates knowledge translation workshops and works with youth and community organizations to use research findings to improve youth health policy and practice in British Columbia. Stephanie has a Bachelor of Arts from the University of British Columbia.

Dream a World cultural therapy model: Measuring and assessing impact of a resilience promotion and school engagement project for disadvantaged high risk children in Jamaica

Jaswant Guzder[1], Fredrick Hickling[2], Hilary Robertson-Hickling[2], Geoffrey Walcott[2]

[1]Mcgill University, Canada; [2]University of West Indies UWI, Mona, Kingston Jamaica

Background and Purpose

The DAW cultural therapy project has been a research action project beginning in 2005, to address the high levels of violence, abuse, school dropout and high risk behaviours in a post slavery society by working with a Jamaican school based model (proof of concept pilot in 2005 to 2008), to strengthen children from age 8 to 12 with academic failure and disruptive disorders. This mental health model for school aged children was developed in areas

with high stigma and parental resistance to use of mental health intervention, focused on offering a policy innovation of school and teacher based engagement to address lack of prosocial behaviors and academic competence. The DAW model was embraced by the ministry of education in Jamaica after pilot and scale up study (Grand Challenges Funding 2013 to 2015) showed positive indicators of cohorts versus controls.

Methods

Jamaican youth have high rates of violence and dysfunction, with low rates of suicide reflecting collective trauma, poverty and disadvantage particularly in study sites of garrison communities in urban Kingston Jamaica. Quantitative (ASEBA scales, WISC, academic scores, attachment measures) and qualitative methods (child and teacher with focus groups, interviews, art) were used to evaluate impact on selected high risk cohort (100) with matched control (100) in 4 communities. DAW intervention continued for 2.5 years (240 hrs approximately) in a model integrating teachers with therapists working in schools. Literacy promotion and cultural arts based activities engaged team building skills and individual voice and agency.

Results

Indicators of quantitative results showed significant gains in the intervention group vs controls for externalizing symptoms, decrease in ASEBA scales on PTSD, dissociation, attention deficit and OCD, improvement in academics and social competence. Internalizing scales showed less gains and girls appeared to do less well than boys for symptoms. Prosocial behaviors and teacher engagement improved. Parental engagement with schools improved.

Conclusions and Implications

The DAW model was developed to address a large gap in mental health access and engagement in population at high risk with stigma and barriers to mental health access. Policy and intervention must a school based program was informed by social determinants especially poverty, levels of violence and collective trauma that was reflected in high stigma coexisting with high mental health burden emerging in pre-adolescents. Preventive intervention oriented to building capacity in teachers and schools with both literacy, therapy and arts based group work shifted tasks from clinical intervenants with positive results in reducing violence and antisocial behaviors while improving capacity to learn. Political silos and changing the commitment to prevention by family, schools, community and political levels was an unexpected outcome.

Bios

Dr. Jaswant Guzder is a professor at McGill University in the Department of Psychiatry, an Associate at the McGill School of Social Work, and is the Head of Child Psychiatry, Director of Childhood Disorders Day Hospital, Senior Consultant (co-founder of) Cultural Consultation Service and Fellowship Director of Family Residency training at the Jewish General Hospital. Her activities include teaching clinical work, global health projects (mainly Jamaica and India) and research involving high risk children.

Dr. Fredrick W. Hickling, is a professor emeritus of Psychiatry, University of the West Indies. Dr. Hickling is the Executive Director of Uwi Caribbean Institute of Mental Health and substance abuse. Dr. Hickling's research interests - schizophrenia, personality disorder, community psychiatry, and cultural therapy. Dr. Hickling is a Distinguished Life Fellow of the American Psychiatric Association (2009), and Fellow of the Royal College of Psychiatrists UK (2011) and Order of distinction (commander) - the government of Jamaica.

Dr. Hilary Robertson-Hickling is a senior Lecturer in the University of West Indies at Mona, Unit of Behavioural Science, Mona School of Business and Management. Her research interests include Caribbean migration and Diaspora Studies. She has published many book chapters including recent 2016 edited volume That Time in Foreign. Her articles are published in peer reviewed articles, international journals as well as public scholarship in the popular press. Her first book White Squall on the Land was published by Carimensa Press, Kingston and Hope Road Publishers, London UK.

Dr. Geoffrey Walcott is a consultant Psychiatrist in charge of the Community Mental Health Services for Kinston and St Andrew Jamaica. His research interests include Personality Disorder and Community Psychiatry.

Children's care and living arrangement in Eastern and Southern Africa: What are the implications for efforts to strengthen family care and prevent unnecessary separation?

Florence Martin, Garazi Zulaika

Better Care Network, United States of America

Globally, one in every ten children are not living with a biological parent (Martin & Zulaika, 2016). This figure represents a significant percentage of children who are deprived of parental care. Efforts to strengthen the capacity of families to care appropriately for their children and to prevent unnecessary separation are ongoing literally in every region of the world. Policies and services are increasingly seeking to address the driving factors for separation, and ensuring children are able to reintegrate the care of their families or alternative family care, with appropriate support. These efforts are underpinned by decades of research showing the importance for child well-being of growing up in a family and building lifelong attachments with their parents, siblings and relatives. Yet data on children's living arrangements and their care situations are rarely used to inform the policies and services aiming to support their care.

This paper presents a comprehensive regional analysis of children's living arrangement and care situations in 14 countries from Eastern and Southern Africa drawing from data available through the DHS and MICS datasets. It examines the trends and patterns of children's care arrangements within countries and between them. It explores the prevalence and patterns of kinship care and analyses some of the implications for child well-being and programs aimed at strengthening the capacity of parents and families to care appropriately for their children. It discusses the limitations of these data sets and points to some innovative ways in which this information could be improved and used.

Data available for 77 countries under the Demographic and Health Surveys (DHS) and the Multiple Indicators Cluster Surveys (MICS) show that the vast majority of children under 15 not living with either biological parent are living in households headed by a relative (94%). Over 19 million children are living in kinship care in

12 countries in East and Southern Africa. Strikingly, for a region that includes some of the countries with the highest prevalence of HIV/AIDS, almost 90% have at least one parent alive. This is a considerable number of children whose situations and needs, as well as those of their caregivers, need to be better understood and addressed.

Research has shown, for example, that the needs of older caregivers such as grandparents are quite different from the needs of younger caregivers (EveryChild & HelpAge International 2012). Grandparents were found to be more financially vulnerable and also more likely to face health issues, yet less likely to access sources of support (JLICA 2009; Nandy & Selwyn 2013). Packages of services and ways of accessing them may need to be different in contexts where grandparents are the primary caregivers, or where younger caregivers, such as aunts and uncles, siblings and cousins are playing that role. For countries and development actors seeking to support children's care, understanding the trends and patterns of their living and care situations is critical to more effective targeting through access to social services, social protection schemes, and interventions to strengthen parental skills to prevent violence against children.

Bios
Florence Martin is the Director of Better Care Network, an international network of organizations committed to supporting children without adequate family care around the world. Florence is a human rights lawyer and a clinical social worker with over 20 years of experience in child protection in both emergency and development contexts. She holds an MSSW from Columbia University and a Master of Public International Law from the London School of Economics and Political Science.

Garazi Zulaika is an epidemiologist who works as a consultant for Better Care Network. Garazi has an MPH in Epidemiology and Global Health from Columbia University Mailman School of Public Health. She is currently working as an Epidemiology Technical Officer for the Liverpool School of Tropical Medicine.

From management of programmes to governance of complex networks

Laisani Toka Petersen
UNICEF Pacific, Fiji Islands

Background and Purpose

The United Nations adopted results-based management (RBM) in the 1990s to improve the effectiveness of its agencies and achieve better alignment with the national priorities of the partner states. RBM was subsequently mainstreamed as a UNICEF programming tool. For the UNICEF Pacific Child Protection programme, the movement away from small-scale "palliative" projects towards broader systems based solutions launched in 2008 required, in the context of the Pacific Island nations, new legislation, new social services and behavioural change among families and communities. Toward the end of the first programme cycle, thinking about child protection as a system raised questions about how such systems could be monitored and evaluated in a measurable, evidence based way. In 2012-13, UNICEF East Asia and Pacific Region Office (EAPRO) led an initiative to develop a regional set of indicators for system-level measuring and monitoring in child protection – the Child Protection System Governance Indicator Framework (CP GIF).

The aim of this research was to analyze the child protection systems functions in four Pacific Island countries using the CP GIF as a diagnostic tool. The four countries were Fiji, Kiribati, Solomon Islands and Vanuatu. All four countries participated in the 2008 Baseline Assessment of their child protection systems and the CP GIF evaluated their progress.

Methods

The CP GIF describes a child protection system as a matrix of key system functions and key managerial capacities needed to coordinate multiple agents under uncertainty. In each of the four countries, the assessment process was undertaken through key stages which involved consultations with the national partners; exploratory GIF assessments and production of country reports and discussion of findings incorporating feedback.

Results

Progress since the 2008 baseline assessments.

Legislative Systems
All four countries implemented significant legislative changes to establish regulatory frameworks for their child protection systems. Key achievements included introducing framework laws to establish mandatory reporting of child abuse cases clearly defining gatekeeping responsibilities and referral guidelines.

Justice and Social Welfare Systems
Within the justice systems, support to child victims of abuse has been gradually developing although progress has been most challenging in the Solomon Islands.

Community Attitude toward Child Protection
All countries have taken steps in public communications and positive influencing to promote a child safety culture.

Conclusions and Implications

The CP GIF as a diagnostic tool has reflected complex challenges faced by the four island nations. It has helped identify barriers and bottlenecks in each system functions which transform consumed resources (including human, funding and infrastructure) into the system goals. The exploratory GIF findings have been shared with government partners in each respective country and should inform their Child Protection Programme direction in the next programme cycle from 2018-2022.

Bios
Laisani Petersen is a social work graduate from the University of Western Sydney, Australia. She worked for the Social Welfare Department in Fiji for 15 years prior to managing an AusAID funded project, the Pacific Children's Program (PCP) as the Program Manager to build on existing strengths in Fijian communities for the prevention of Violence against Children. The PCP was inherited by UNICEF Pacific since 2006 and Laisani has worked there ever since.

3.2: Violence & mental health

Using the CBCL-DP to examine the role of affect dysregulation in the intergenerational transmission of family violence

<u>Katherine Maurer</u>

McGill University, Canada

Background and Purpose

Preventing ITFV is a crucial task in ending child maltreatment. Only 25-30% of family violence victims become perpetrators of family violence (Smith et al., 2011). Several studies have indicated that for adolescents, affect regulation capacity plays an important role in predicting current and future IPV perpetration (e.g., Penney & Moretti, 2010). Child maltreatment and IPV are highly correlated (Heyman & Smith, 2002). Adolescents are uniquely vulnerable to impairment of self-regulation mechanisms that do not mature until early adulthood. Patterns of affect dysregulation often persist into adulthood (Nader, 2011). Informed by a stress physiology framework, the current study examined affect dysregulation over time as a predictor of physical IPV perpetration in young adulthood.

Methods

The study utilized 3 panels of prospective data from a cohort of 15 year olds (N=338) from the Project on Human Development in Chicago Neighborhoods longitudinal study (Sampson, 2011). The data were comprised of a stratified probability sample of multiple ethnic/racial and socio-economic status categories. Structural equation modeling was employed to test an autoregressive relationship of affect dysregulation over three developmental stages to predict young adult IPV with physical abuse and IPV exposure as the independent variables. Affect dysregulation was measured by a proxy variable of syndrome subscales of the Child Behavior Checklist (CBCL-DP; Bellani, Negri, & Brambilla, 2012), as validated in several prior studies. A version of the Conflict Tactics Scale (Straus, Hamby, & Warren, 2003) was used to measure family violence victimization and young adult IPV.

Results

The affect dysregulation proxy variable was significant autoregressively, tested positively for measurement invariance, and factor loadings were strong in all three waves. Contemporaneously in Wave 3, a one unit increase in affect dysregulation significantly predicted an increase of 8.52 (p<.01) acts of minor and 5.05 (p<.01) acts of severe physical IPV perpetration. Female gender, as a covariate, predicted an additional 1.83 (p<.04) acts of minor and 3.29 (p<.04) acts of severe physical IPV perpetration. Females also scored significantly higher than males in all three subscales of affect dysregulation (Anxious/Depressed, Aggression, Attention Problems) across all three waves.

Conclusions and Implications

The results of the study suggest that affect dysregulation in adolescence persists over time to predict young adult ITFV outcomes, particularly for females. The CBCL-DP (Bellani et al., 2012) holds promise as an indicator of high risk for ITFV. The unexpected findings of higher attention problems for female adolescents merits further study. There is a need for further research on the relationship of affect dysregulation and young adult IPV perpetration. Affect-oriented components are suggested as an essential aspect of a strategy to prevent ITFV perpetration in young adulthood.

Bios

Dr. Katherine Maurer is an Assistant Professor of McGill University School of Social Work and McGill Centre for Child and Family Research. She obtained her Ph.D. from New York University Silver School of Social Work. Her interdisciplinary research focuses on adolescent mental and behavioral health during the transition to adulthood in the context of interpersonal violence and poverty. She is currently conducting a phenomenological study on adolescent self-regulation capacities.

Indicators of need: Behaviour problems among young people who have experienced maltreatment

Melissa Van Wert[1], <u>Jane Sanders</u>[2], Barbara Fallon[2], Nico Trocmé[1]

[1]McGill University, Canada; [2]University of Toronto, Canada

Background and Purpose

The purpose of this paper is to explore the unique characteristics of young people who experience maltreatment and exhibit behaviour problems. Using data from the provincially representative Ontario Incidence Study of Reported Child Abuse and Neglect (OIS-2013), this paper utilizes a developmental lens to determine what distinguishes maltreated young people who exhibit behavior problems from maltreated young people who do not display such problems. As one of the few Canadian studies in this area, this paper also provides an estimate of the extent to which abused and neglected children and youth display behaviour problems in Canada.

Methods

The OIS-2013 included 5,265 investigations drawn from a representative sample of 17 child welfare agencies from across Ontario. In the present analysis, substantiated maltreatment investigations involving boys and girls age zero to 15 were included, resulting in a final sample of 1,837 investigations in which a child welfare worker determined the young person had been victimized. Chi-square, t-test, and logistic regression analyses were conducted using this sample of 1,837 investigations. Weights were applied to generate provincial annual estimates. Aggression was examined in the entire sample, while criminal behaviour was examined only in adolescents.

Results

The findings indicate that 13% of maltreated children and youth served by the Ontario child welfare system exhibited aggression and 6% of maltreated adolescents were involved in the youth justice system. Aggressive children and youth were more likely to experience severe and co-occurring forms of maltreatment and to exhibit indicators of poorer overall wellbeing (e.g., depression, attachment issues, academic difficulties, and intellectual/developmental disabilities). In adolescence, youth exhibiting aggressive and/or criminal behaviour commonly were

investigated because of neglect and more specifically abandonment, meaning their caregivers were no longer willing or able to remain in a caregiving role.

Conclusions and Implications

Maltreated children and youth who exhibit behaviour problems are a unique and high-needs subpopulation served by the child welfare system. Young people who have endured severe experiences of maltreatment and struggle with intensive co-morbid problems (e.g., depression) appear to be at greatest risk of exhibiting aggressive and/or criminal behaviour. The distinct vulnerabilities of these children are apparent from the young age of four years, and appear to only grow more powerful over time. Adolescents who exhibit aggressive and criminal behaviours not only have poorer wellbeing overall but are also at greater risk of being abandoned by their caregivers. Early signs of aggression are clear indicators of poor trajectories in maltreated children, and aggressive and criminal behaviour are indicators of need and vulnerability in maltreated adolescents. Implications for policy and practice are discussed.

Bios

Melissa Van Wert is a postdoctoral fellow at the Centre for Research on Children and Families, McGill University, and a member of the Fraser Mustard Institute of Human Development, University of Toronto. Melissa's research focuses on behavioural, emotional, educational and other developmental outcomes of children and youth who are involved in the child welfare system, in particular those who enter out-of-home care.

Jane Sanders, MSW, RSW, is a doctoral student at the FIFSW, UofT. Her extensive clinical experience comes with a solid understanding of the application of social work services and mental health strategies within a variety of settings. She is the Research Coordinator for #socialwork, an international study on ICT use among social workers. Jane's dissertation research will examine trauma among students who are expelled. Additional research interests: supervision, social work education, children's mental health, and trauma-informed care.

Nico Trocmé is the Director of the School of Social Work and the Philip Fisher Chair in Social Work at McGill University. Dr. Trocmé led the Canadian Incidence Study (CIS) of Reported Child Abuse and Neglect and the development of a common set of National Outcomes Measures for child welfare across the country. He is currently conducting a research capacity development and knowledge mobilization initiative involving child welfare and Aboriginal service provider agencies in Quebec.

Barbara Fallon is an Associate Professor and the Associate Dean of Research at the Factor-Inwentash Faculty of Social Work at the University of Toronto. Dr. Fallon is also the Factor-Inwentash Chair in Child Welfare and Director of Knowledge Mobilization for the Fraser Mustard Institute for Human Development. Dr. Fallon's research interests include international comparisons of child protection systems and the contribution of worker and organizational characteristics to child welfare decision-making.

Peer effects in bullying behavior at school

Marco Ghiani

Boston College, United States of America

Background and Purpose

Bullying at school has been shown to be detrimental for mental health, educational attainments and long-term outcomes on the labor market. This has motivated a number of studies that have tried to understand the determinants of bullying behavior. However, previous empirical works have overlooked the role of social interactions as a determinant of the individual propensity to become a bully. Neglecting social interactions might induce a serious omitted variable bias impairing our understanding of bullying behavior. Moreover, understanding peer effects is crucial as several education policies change the composition of students across schools and classrooms. This work aims at quantifying the role of social interactions in determining the spread of bullying behavior among schoolmates.

Methods

I estimate peer-effects in bullying behavior using a nationally representative cross-section of students from sixth to tenth-grade from the Health Behavior in School-Aged Children (HBSC) 2009-2010 U.S. study. I estimate a structural model of social interactions proposed by Soetevent and Kooreman [Journal of Applied Econometrics 22 (3) (2007)]. The model accounts for self-selection into schools and unobserved school heterogeneity and allows for intra gender differentials in social interactions. The model allows for school-level random effects and controls for a number of individual and school characteristics as well as average exogenous characteristics of one's peers.

Results

I find strong evidence of peer effects, showing that one has stronger preferences for bullying another student when the prevalent behavior in his school tend to be violent. Specifically, the introduction of a bully in a representative school increases by almost 3% the expected percentage of bullies in the school. Reciprocally, the introduction of a non-bully in the school reduces the expected percentage of bullies by 1%. The estimated effect can be considered as a lower bound for the actual effect of social interactions. In particular, social interactions will play a stronger role at the classroom level, where social ties are stronger.

Conclusions and Implications

The analysis suggests that any policy aiming at increasing the degree of heterogeneity in the composition of schools is going to be successful at reducing the prevalence of bullying behavior. Moreover, the impact of such a policy will be amplified by the multiplicative effect of social interactions.

Bios

Marco Ghiani is a PhD student in Economics at Boston College. He holds an MA in Economics from Boston College. Prior to that, he obtained two MAs in Economics from the Collegio Carlo Alberto (Moncalieri) and the University of Turin. His research interests lie in the fields of Economics of Education, Public Health and Policy Evaluation.

The impact on children of gender violence on their mother. Lessons learned from applied research

Carme Montserrat, Ferran Casas

University of Giona, Spain

Background and Purpose

The impact on children of gender violence is a phenomenon that has been studied very little from the perspective of those involved, starting with the children themselves. Aimed at gaining greater awareness of the impact of gender violence on children and on the mother-child relationship, and identifying important elements in the understanding and intervention in the recovery process, both in relation to the child and to the mother and the mother-child relationship, applied research, commissioned by Barcelona City Council, was conducted and completed in 2015.

Method

A mixed methodological research design was implemented consisting of, in the first place, a secondary analysis of existing data from the City Council database for the 1995-2013 period, analysing 2,579 cases of mothers who had sought help, 272 of whom had been provided protection in shelters, and 357 cases of children who had received support. Secondly, a quantitative study based on a questionnaire directed at mothers, young people and practitioners. A sample was obtained of 339 mothers, 44 young people, and 157 professionals, from social services, the child protection system and from services dealing specifically with gender violence. Thirdly, a qualitative study based on focus groups with children, young people, mothers, practitioners as well as interviews conducted with young people and parents, which included the participation of 40 children, 9 mothers, 6 fathers and 24 professionals.

Results

The main results of this research relate to: a) the characteristics of the population receiving support, which does not stand out as a distinguishable sub-group, except in regard to the mothers' low employment rate and low income; b) the effects on children often severe, long-lasting and detected late by welfare services; c) different coping strategies used by children to handle situations of violence; d) generally speaking, a lack of direct intervention with the children themselves to offer them the support they would need; e) difficulties being a mother (and father) in situations of gender violence and great discrepancies between social service professionals and mothers as to parenting capacity; f) serious difficulties in repairing the damage done; g) lack of available treatment for the father and difficult father-child relationships; h) difficulties in bringing about change in the treatment provided to the mother and divergence of opinions between mothers and practitioners; i) the debate surrounding the issue of shelters for women and children; j) the absence of a results evaluation system for interventions and policy-making; and finally, k) the level of satisfaction of mothers with the support received and the very different level of satisfaction of the professionals who provide care.

Conclusions and Implications

Based on the results, suggestions have been put forward for professional interventions, policy-making and research. Proposals are presented ranging from early detection to results evaluation and treatment that involves the direct participation of the child.

Bios

Dr Carme Montserrat is tenured professor in the Faculty of Education and Psychology and a member of the ERIDIqv Research Team (on Childhood, Adolescence, Children's Rights and their Quality of Life www.udg.edu/eridiqv) within the Research Institute on Quality of Life (IRQV. www.udg.edu/irqv) at the University of Girona.

Dr Ferran Casas is emeritus professor and coordinator of the ERIDIqv Research Team (on Childhood, Adolescence, Children's rights and their Quality of Life. www.udg.edu/eridiqv) within the Research Institute on Quality of Life (IRQV. www.udg.edu/irqv) at the University of Girona.

Understanding children's constructions of 'self' in the context of everyday violence in Kingston, Jamaica

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[1]Division of Social & Transcultural Psychiatry, McGill University, Canada; [2]Caribbean Institute of Mental Health and Substance Abuse (CARIMENSA), Kingston, Jamaica

Background and Purpose

For children living in conditions of ongoing violence, poverty and systemic oppression, understanding of the 'self' is an important indicator impacting the development of a child's self-concept and their overall well-being. In Jamaica, a long history of slavery and colonization continues today in the form of social inequity, poverty and violence and has come to impact the policies and forms of care and social programming in dealing with vulnerable children.

Methods

This study was conducted as a sub-study of a larger evaluation project called "Dream-A-World," and utilized a child participatory framework to explore children's constructions of and meanings assigned to the 'self' in relation to their ideas of vulnerability and well-being. The study took place within an inner-city community of Kingston, Jamaica, where focus group discussions, body mapping exercises and GIS community mapping, were conducted with 28 children between eight and twelve years old.

Results

Stemming from these discussions, themes of social connectedness, family relationships and children's spaces were identified as key influences affecting a child's concept of 'self' and the ways in which they make meaning and act as agents in mediating forces between violence and its impact.

Conclusions and Implications

The paper will discuss the significance of these findings for the development of appropriate indicators influencing the early environments of vulnerable children, and for important considerations for educational and intervention programmes and policies aimed at children and youth.

Bios
Nicole D'souza is a 4th year doctoral candidate in the Division of Social & Transcultural Psychiatry at McGill University. Her doctoral research seeks to understand the relationship between violence and mental health outcomes for at-risk, inner city primary school children living in Kingston, Jamaica who are exposed to daily forms of violence. Prior to her doctoral research, she completed a Master's in Psychiatry at McGill, and a Bachelor's of Science in Psychology at the University of Toronto.

3.3: Wellbeing of children in care

Responding to the well-being of children in care and adult care leavers

Elizabeth Fernandez[1], Jung-Sook Lee[2]
[1]The University of New South Wales, Australia; [2]The University of New South Wales, Australia

Background and Purpose

People who have lived in child welfare institutions and other substitute care as children are known to have suffered substantial maltreatment and disadvantage in their life course. There has been significant attention internationally towards identifying the impact of historical systems abuse of children and young people and efforts towards investigation and redress of such abuse. This research explores the range of experiences and long term outcomes for those who experienced institutional and foster care between the years 1939-1989.

The study was designed to explore care leavers trajectories in care and post care; identify factors in their past or present experiences that are protective or accentuate risks; and assess current support needs and ways to respond to them to enhance favourable outcomes.

Methods

The study, undertaken over 2015/2016, uses a mixed methods approach comprising surveys, in-depth interviews and focus groups. The sample includes 671 survey respondents, 92 participants in interviews and 77 participants in focus groups. Cohorts included in sample are Members of the Stolen Generations (Indigenous peoples), Child Migrants and Forgotten Australians.

Results

This paper will discuss the research findings on the relationship between experiences in care and adult care leavers' current wellbeing with respect to physical and mental health, financial wellbeing, and social and emotional wellbeing. The extent to which wellbeing outcomes differ by age at entry into care, types of care experienced, length of time in care, number of placements in care, contact maintained with family while in care, abuse and maltreatment experienced in care, and experiences of transitioning from care will be discussed. For example, results indicate that people who experienced instability and maltreatment in care had generally worse outcomes in various domains of current wellbeing. Compared to their counterparts, they experienced higher levels of financial hardship, housing difficulties and lower levels of psychological wellbeing, educational achievement and employment outcomes. These trends from survey data are complemented with findings from qualitative interviews and focus groups which identify critical points in care leavers' lives, and events that have contributed to the development of both positive and negative life outcomes, and their perceptions of mechanisms of redress.

Conclusions and Implications

The implications of the findings for the development of responsive interventions to enhance current and future well-being of this population and for responding to children who are currently in care, and who will transition out of care in the future, will be elaborated.

Bios
Elizabeth Fernandez (PhD) conducts research on child poverty, pathways and outcomes for children in care, early intervention and family support and reunification of separated children. Currently she leads a national study of the long-term outcomes of care leavers. Recent books include Theoretical and Empirical Insights into Child and Family Poverty (Fernandez et al, 2015); Accomplishing Permanency: Reunification Pathways and Outcomes for Foster Children (Fernandez 2012). She is a Board Member of the International Society for Child Indicators (ISCI).

A comparison of substance use, subjective wellbeing and interpersonal relationships among young people in foster care and private households: A cross sectional analysis of the School Health Research Network survey in Wales

Sara Jayne Long
Cardiff University, United Kingdom

This paper reports on data from the 2015 School Health Research Network (SHRN) survey in Wales, UK. While developed largely to monitor population trends, this is the first large-scale survey in Wales to analyse well-being outcomes for vulnerable minority populations such as youth in foster care. In addition to initial empirical findings, this talk will discuss plans to develop SHRN as an infrastructure for monitoring outcomes for looked after young people (LAYP), and development and evaluation of interventions to improve their wellbeing. This submission relates to the following themes: Child-focused indicators of social trends, policies, and child wellbeing; Child poverty, inequality, and child welfare research; and three sub-themes: Physical and mental health, Subjective wellbeing and Care arrangements.

Background and Purpose

In 2015, 1.8% of young people in Wales were in local authority care; three-quarters in foster care (FC). LAYP have significantly poorer health outcomes than their peers, including higher rates of substance misuse. It is likely that these associations are in part explained by psychological and sociological processes associated with pre-care experiences, or entry to care, which influence young people's formation of healthy social relationships. This study investigated the association of living in FC with substance use and subjective wellbeing in Wales in 2015, and examined whether these associations are attenuated by the perceived quality of interpersonal relationships.

Methods

A cross-sectional, school-based self-completion health behaviour and lifestyle questionnaire was conducted among 87 schools who were part of the School Health Research Network (SHRN) in 2015 (n=32,479 pupils). This included measures of living arrangements, subjective wellbeing and substance use (smoking, drinking and cannabis use). Associations of living in foster care (vs living with one or both parents) with substance use, wellbeing, quality of relationships with peers and teachers, and experiences of dating violence were analysed using logistic regression models. Subsequently, variables on relationship variables were entered into these models. We hypothesised that the association of living in foster care with substance use and wellbeing would diminish after adjustment for relationship variables.

Results

Young people in FC were more likely to report substance misuse (OR=3.72, 95% CI 2.30, 6.00), poorer subjective well-being (RR=1.72, 95% CI 1.20, 2.46), poorer relationships with peers (RR=1.88, 95% CI 1.23, 2.88) and teachers (RR=1.83, 95% CI 1.31, 2.56), and having experienced bullying (OR=1.80, 95% CI 1.38, 2.35) and dating violence (OR=1.66, 95% CI 1.13, 2.43). The association with substance use remained significant, though was attenuated after accounting for relationship variables. The association with subjective wellbeing became non-significant after adjustment.

Conclusions and Implications

The analyses are consistent with the hypothesis that the associations of FC with substance use and life satisfaction are partially explained by poorer quality social relationships. Mental health interventions, and interventions to reduce substance in FC should include a focus on healthy social relationships. Large scale, longitudinal studies are required to investigate the relationship between being in care and health, educational and social outcomes. The SHRN survey will be repeated in 2017 with an expanded sample, and will be modified to better capture outcomes for vulnerable populations such as LAYP.

Bios

Dr. Sara Long is a mixed-methods Research Associate at the Centre for the Development and Evaluation of Complex Public Health Interventions (DECIPHer) and the Children's Social Care and Research Development Centre (CASCADE), both at Cardiff University, Wales, UK. Sara currently specialises in research among young vulnerable populations but has a wider interest in health improvement research.

Using the wise mind: Building relational competency in transition age foster youth through adapted dialectical behavior therapy

<u>Krysta Esquivel</u>[1], Kristina Halmai[1], Sophia Lee[2]

[1]YMCA of San Diego County Youth and Family Services;
[2]Harder+Company Community Research

In 2011, the YMCA of San Diego County developed the Connections project, a federally funded five-year research study serving youth ages 17-21 transitioning out of foster care. The project studied an innovative way to improve practices and outcomes for youth involved in the child welfare system. The project adapted evidence-based practices to improve youth's relational competency and successful transition to adulthood. The findings can inform policies that impact the transition age at-risk youth population, as well as inform practitioners that work with this population.

Although most transition age foster youth (TAY) can access training on hard skills, success relies on relational skills that are often underdeveloped amongst TAY who had less access to, or consistency from, the familial relationships through which children typically learn these skills. Therefore, they need additional support to maintain healthy relationships. The YMCA developed their approach of focusing on relational competencies based on decades of experience and observations of the youth they worked with; though they could teach youth how to find housing or employment, the sustainability of the housing or employment depended on relationships with roommates or employers. Without the skills to maintain positive relationships, youth were frequently kicked out of their housing or losing their jobs. This realization led the YMCA to develop the framework tested through the Connections project. They hypothesized that by building their relational competency, youth would have stronger permanent connections which would improve their performance in school, work and life.

Participants attended one-on-one coaching and wellness classes with peers during which they learned and practiced skills based on Dialectical Behavior Therapy, a therapy proven effective in helping individuals manage overwhelming emotions through cognitive-behavioral techniques for emotional regulation and mindfulness. Coaches modeled healthy relationships with the youth and provided safe secure connections while guiding the youth through difficult relational situations. Youth completed assessment tools at regular time points to allow for analysis of changes over time in areas including emotion regulation, empathy, resiliency, engagement in high risk behaviors, quantity and quality of relationships and more. Qualitative data was also collected through focus groups with youth and interviews with staff.

Findings include that youth engaged in Connections displayed an increase in their emotion regulation, social conduct, resiliency, and the quantity and quality of their relationships. They also displayed a decrease in their engagement in high risk behaviors. Youth were also more likely to be employed or enrolled in school and had a higher wage and higher level of education after participation in Connections.

Though the original funding ended in 2016, the YMCA sustained additional funding from the federal government to continue the program through 2020 and is sharing their findings with others who work with vulnerable youth populations in order to transform and enhance the way social agencies approach this work. The Connections approach can easily be incorporated into any

work with this population. This formative evaluation has paved the way for more rigorous studies around the need for and impact of relational competency among at-risk youth populations.

Bios

Krysta Esquivel, MSW, is the Associate Executive Director at the YMCA of San Diego Youth and Family Services. She was an integral part of the development of Connections using experience gained over a 14 year career serving foster and former foster youth in a variety of settings. She has spent much of her career in residential settings and is dedicated to enhancing the field of knowledge in regards to relational competency development among at-risk youth.

Kristina Halmai, LMFT, oversees the clinical component of the Connections project and created the intervention curriculum based on the DBT model. Kristina worked for several years at an emergency shelter for teens and families in crisis and a transitional living program for former foster females. She has extensive knowledge and experience using evidence-based models and creating curriculum for organizations and staff.

Sophia Lee, MSW, directs the evaluation and research component of the Connections project. She conducts research and consulting services for non-profit, government and philanthropic organizations locally and nationwide with Harder+Company Community Research. Sophia developed the research plan, identified the outcome tools and works closely with the YMCA to guide the research design and protocols, as well as analyze the results and disseminate the findings.

3.4: Multidimensional perspectives on child poverty

Child poverty in Latin America: A multidimensional perspective

Monica Pinilla Roncancio, Sandra Garcia Jaramillo, Catalina Gonzalez Uribe, Amy Ritterbusch

Universidad de los Andes, Colombia

Background and Purpose

Only the study conducted by UNICEF and ECLAC (2010) has analysed using a comparative perspective the levels of poverty of children in LA. Moreover, still there is not a consensus of how child poverty should be measured, aspect that increases the contribution of this research. The objective of this paper is to design and to calculate a child-based multidimensional poverty index (CMPI) for Latin American (LA) countries. Although some studies in LA have aimed to calculate the levels of multidimensional poverty for children and adolescents, there is still a lack of information related to this topic in the region and no study to date has proposed a comparable CMPI for the region.

Methods

This study proposes a two stage multi-method design. First, in order to identify key dimensions and deprivation definitions for children and adolescents, we conduct 30 semi-structured interviews with international experts and policy makers. In addition, we will incorporate findings from previous studies on the perceptions on poverty of children and adolescents in Latin America. Next, using the latest available data MICS, we will implement the Alkire-Foster methodology to design and estimate a multidimensional poverty index for children and adolescents in at least seven LA countries, with a Multiple Indicator Cluster Survey (MICS) in the last ten years.

Results

The preliminary results revealed that there is a lack of information associated with how children and adolescents perceive poverty. In addition, even though there is consensus related to the importance of including dimensions such as health and education in a child based poverty measure; there is still a lack of agreement on how aspects related to children's development should be included and if the measure should consider indicators for all age groups (e.g. education for children younger than 3). Moreover, in the case of LA countries only a limited number of data sources have included a large number of questions for children in all age ranges. This aspect is a huge limitation for the analysis of important dimensions such as recreation and family relationships. This is a work in progress and the results of the second stage still need to be analysed.

Conclusions and Implications

Child poverty is an important topic in the policy agenda in LA, however, there is not a consensus of which dimensions and indicators to include in a CMPI in the region.

Bios

Monica Roncancio is a postdoctoral researcher at Universidad de los Andes; she has a PhD in Social Policy from University of Birmingham, UK. She has been working as a researcher with Oxford Poverty and Human Development Initiative for the last two years and she has more than 7 years of experience in the analysis of vulnerable groups and poverty. Her main research interests are poverty, inequality, disability and social inclusion.

Sandra Garcia is associated professor in the School of Government at Universidad de los Andes, she has more than 15 years of experience working in topics related to poverty, education and health inequalities and impact evaluation. She worked as PI in a study funded by the UNICEF, with the objective to develop a multidimensional poverty measure for children and adolescents in Colombia. Sandra has a PhD in Social Policy from Columbia University.

Catalina González Uribe s associated professor at the School of Medicine at Universidad de los Andes. She has more than 10 years of experience in the design and evaluation of research projects working with urban and rural communities. Her major research interest are the analysis of health inequalities in access to sexual and reproductive health services. Catalina has a PhD in Epidemiology and Public Health University Collage of London.

Amy Ritterbusch has a Doctorate from the Policy and International Relationships Department from Florida International University, Miami, FL. She teaches qualitative methods and participative methods at Universidad de los Andes. Her major research interest are participative research methods, with marginalized populations in Colombia. Amy has participated in projects using mixed methods to analyze topics such as poverty, drug addiction and forced displacement of LGBT individuals.

Multidimensional child poverty in Latin America: A measurement proposal from a social rights-based approach and implications on social policy

Yedith Betzabé Guillén-Fernández

University of Bristol, United Kingdom

Background and Purpose

This study states that there is a need to create a scientific multidimensional child poverty measurement, linked to a comprehensive social policy, based upon children's social rights, with the purpose to eradicate child poverty in Latin America.

The United Nations and several scholars have acknowledged that child poverty and deprivation means the violation of children's rights. The 1989 UN Convention on the Rights of the Child (UNCRC) has established obligations to the State, the society and families in order to guarantee protection and care for the child's well-being. The countries in Latin America that have ratified the UNCRC convention have also adopted general laws or childhood codes. Therefore, all children are entitled to the provisions stated in the UNCRC convention and children's rights are fully applicable in their domestic sphere, and so, social policies can be designed universally.

This research also states that children's entitlements have been seen only as part of their family unit, but children are citizens with their own social rights, and should be entitled to access public services and participate in the benefits provided by their societies. The child-rights approach represents a holistic view, for the design and implementation of antipoverty policies, not only to avoid children sinking into poverty, but also to eradicate child poverty and deprivation.

The research question posed in this enquiry is: What is the objective criteria to find the multidimensional child poverty measurement, for the estimation of social deprivation indicators and low income, to eradicate child poverty in Latin America?

Methods

A multidimensional child poverty measurement is proposed in this study, based on a social rights-based approach, which will also give the basis to implement a broader social policy for children living in social deprivation and low income.

A confirmatory factor analysis (CFA) is carried out to define not only the prevalence of children living in multidimensional poverty, but also to evaluate how many child poverty dimensions there are in the studied countries. The CFA model has also solved the debate concerning the union and intersection approaches to poverty, through a valid and reliable combination of low income and deprivation dimensions. The analysis used appropriate micro data surveys, to identify children's social deprivations for Mexico and Chile, as case studies. These countries are chosen because the UNCRC was ratified and they also show diverse strategies, regarding the implementation of social policy.

Results

This research has shown that whereas the prevalence of child multidimensional poverty represents more than a half of the child population in Mexico, Chile shows a lower prevalence, which also presents a comprehensive social policy scheme to tackle child poverty, in comparison to Mexico. Therefore, the study reveals that the multidimensional child poverty measurement implies the implementation of universal social policies for the eradication of poverty, because the minimum income estimated to live decently is also conceptually and empirically considered as a social right.

Bios
Yedith is a PhD candidate in Social Policy, University of Bristol. Her PhD dissertation is entitled 'Multidimensional Poverty Measurement from a Relative Deprivation Approach: A Comparative Study between the United Kingdom and Mexico'. She wrote the CROP paper entitled: 'Derechos del niño: un marco para la construcción de políticas sociales y erradicación de la pobreza en América Latina y el Caribe'. She was a research fellow at CLEAR Mexico and at the ADI South Korean Institute.

How many and who are the poor in upper-middle income countries. The case of Argentina

Jorge Paz[1], Sebastián Waisgrais[2]

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Background and Purpose

Though a general acknowledgment exists regarding the advantages that child-welfare measurement through multidimensional methods offers (Thorbecke, 2007; UNICEF, 2011), the cutting points (thresholds) implicit in the methodology are still object of significant debates (de Neubourg et al., 2013). Both the dimensions for the measurement and the definition of specific thresholds are far from being suitable approaches to be applied in upper-middle income countries. Added to this are the considerations regarding the size of households, their composition, as well as scale economies present within the households when monetary poverty is analyzed (Newhouse, 2016).

The present study seeks to implement robustness tests focused on traditional child poverty measurements by incomes and multidimensional child poverty, when changes are applied in the size and composition of the households (equivalence scales), scale economies within the households, poverty lines for each indicator (including monetary variables), ponderations, dimensions and multidimensional thresholds (k). This analysis is crucial when the effect of child-poverty-eradication policies is discussed, mainly considering the goals and targets established by the SDGs.

Method

Data on Argentina from two sources are used: Multiple Indicator Cluster Survey (Round 4) and Permanent Household Survey 2016 (latest available). Traditional monetary poverty measurements are obtained: incidence rate and gap, and multidimensional: incidence and intensity of deprivations, as well as multidimensional poverty indexes (M0). Sensitivity analysis of monetary poverty is carried out considering a variation range of ± 10% of threshold, while the multidimensional measurement is evaluated using a k value ranging from 15 to 35% of the total deprivations, resulting irrelevant applying higher thresholds. MICS survey allows computing synthetic measurements using 10 dimensions and 28 indicators, therefore the 15% value accounts for an absolute threshold range between 1.5 and 9.8 indicators.

Results

Monetary and multidimensional poverty profiles are developed with several deprivation thresholds in both cases. Results show high responsiveness to the changes in the threshold selected, mainly with multidimensional measurements. The incidence of the monetary poverty reaches 48%, computed using scale equivalence and without scale economy corrections. In addition, multidimensional poverty, using a k=15 is around 30.2% out of the total population of children.

Conclusions and Implications

High sensitivity in the results is observed explained by the decisions regarding the choice of thresholds. Given that the MODA methodology is used for multidimensional poverty, the first cutting point is not evaluated in terms of sensitivity but just the second. Working on the sensitivity to the changes in equivalence scales and on the assumptions on scale economies present in the households is still pending.

In the case of monetary poverty the values are so close to the modal, that marginal changes produce high variations in the estimated value. Regarding multidimensional poverty, not existing reasons for the selection of a second cutting point, the decision on the selection of the correct threshold belongs to the researcher. Nevertheless, the implications are crucial since there is a high degree of reaction implicit in the standard measurements.

Bios

Jorge Paz is Ph.D. in Economics. He works as a researcher at the National Council for Scientific and Technical Research. He is a Professor at the University of Salta, member of the National Transfer Accounts Project, Center for the Economics and Demography of Aging, University of California in Berkeley and has a membership of the Population and Health Studies Program, East-West Center. He has published books, over 30 papers in journals and 10 chapters in edited volumes.

Sebastian Waisgrais is PhD in Economics from the Public University of Navarra. He obtained the World Bank Joint Japan Graduate Scholarship Program and in 2001 the Phelan Fellowship Program from ILO Geneva. Since 2008 he is responsible for Monitoring, Evaluation and Public Policies at UNICEF Argentina. Has worked as a teacher and researcher at several universities and published papers in national and international journals.

3.5: Early childhood development and education

The Montreal-Melbourne project: An international comparison of Early Childhood Development outcomes across two metropolitan areas

Catherine Dea[1,2]**, Lise Gauvin**[2,3]**, Sharon Goldfeld**[4,5,6]
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[5]*Royal Children's Hospital, Australia;* [6]*Murdoch Children's Research Institute, Australia*

Background and Purpose

Early Childhood Development (ECD) is an important indicator of population health. Investments in ECD have been shown to be highly valuable and cost-effective in developing human capital in all societies. Determinants of ECD take root in families, but developmental outcomes are also influenced by environments and policies. At the municipal level, there is growing interest among policy makers regarding how to improve health and quality of life for families and children. For instance, the City of Montreal recently released its new Child Policy with the aim of better meeting developmental needs of children. This study is an initial collaborative project between University of Montreal (Canada) and University of Melbourne (Australia) aimed at sharing experience in promoting ECD gleaned from each other's context. The project objectives are:

> 1- to compare ECD outcomes between the metropolitan areas of Montreal and Melbourne, as measured by the Early Development Index (EDI);
> 2- to compare patterns of disparities in ECD as a function of sex, demographic, and socioeconomic characteristics across the two cities.

Methods

This study is based on two population surveys among children in their first year of schooling in Montreal and Melbourne in 2012. Both surveys used the Early Development Index (EDI) to measure ECD across five domains: 1-Physical Health/Well-Being; 2-Social Competence; 3-Emotional Maturity; 4-Language/Cognitive Development; and 5-Communication Skills/General Knowledge. To allow for meaningful comparisons, Montreal's dataset was re-analysed using the Australian vulnerability cut-offs.

Results

We observed that children living in Melbourne showed superior outcomes than those in Montreal for all EDI indicators except Physical Health/Well-Being. The proportion of children categorised as vulnerable in at least one domain was 26.8% in Montreal vs. 19.2% in Melbourne. The largest differences across the two areas were observed for Emotional Maturity (11.5% vs. 6.9%) and Language/Cognitive Development (13.0% vs. 5.8%). Many risk factors for poorer ECD outcomes were similar in Montreal and Melbourne: boys, immigrants, and children who do not speak

the language of the majority at home. In regards to area-level deprivation, findings point to a strong social gradient with lowest proportions of vulnerability observed in the least deprived areas and highest in the most deprived areas in both cities. Furthermore, inequality gaps in Melbourne were larger than in Montreal for the vast majority of indicators involving comparisons across sex, immigrant status, home language and area-level deprivation.

Conclusions and Implications

This international comparison of ECD outcomes at the metropolitan level points to intriguing similarities and differences in Montreal and Melbourne. Further investigations involving comparisons of environmental factors and policies may allow for testing hypotheses to explain differences across the two areas.

Bios
Catherine Dea is a specialist physician in Public Health and Preventive Medicine and a clinical adjunct professor at University of Montreal, Canada. She completed a fellowship in London (Institute of Health Equity, UCL) and in Melbourne (Murdoch Childrens Research Institute) in Early Childhood Development. She works at the Montreal Public Health Department and her research interests include early childhood indicators, social and built environments, health inequities and global health.

Supporting integrated early childhood services: An ECD review for South Africa

Katharine Jane Hall

Children's Institute, University of Cape Town, South Africa

Background and Purpose

A National Integrated Early Childhood Development Policy was approved in December 2015. Its implementation requires commitment from government sectors to work together. The project is about using indicators to monitor and inform the implementation of policy.

In the absence of any integrated data on early childhood services, the study set out to collate available survey and administrative data to populate indicators related to an Essential Package for children. The ECD Review is designed as a practical tool: its purpose is to provide accessible information on a set of indicators related to the five components of the Essential Package, so that policy makers and practitioners in ECD-related sectors can approach their work with a strong sense of the continuum of interrelated services.

Methods

The Essential Package for young children consists of five components:

- Maternal and child health;
- Nutritional support for pregnant women, mothers and children;
- Support for primary caregivers;
- Social services and social assistance;
- Stimulation for early learning.

The Review was a simple but powerful exercise: it entailed secondary analysis of national datasets and the compilation of statistics from administrative data systems, including the Education Management Information System and the District Health Information System and the social grants database. Data were organised and presented thematically in line with the domains of the Essential Package, with a strong focus on spatial differences and on trends over time.

Results

The review yielded useful findings for planning and implementation of services. Some point to opportunities for linking services to compound positive effects: The share of births in health facilities increased from 66% in 2002 to 86% in 2014, and child immunisation rates increased from 70% to 90%. Every contact point is an opportunity to screen, support, and deliver additional services.

Some findings point to severe blockages or constraints: 29% of poor children under 6 years in SA suffer from stunting; access to early learning remains very unequal.

There were surprising wins: The share of new mothers receiving follow up care after giving birth rose from 5% to 74% over a 6-year period.

There are important areas where data are simply unavailable. For example, there are no reliable data on the delivery of child protection services despite high levels of physical and sexual abuse and abandonment faced by young children in SA.

Conclusions and Implications

The purpose of the study was to provide an accessible resource for programme implementers in the health, education and social development sectors, as responsibility for ECD is shared. Future prospects include a three-yearly review update, linked to the cycle of the Medium Term Expenditure Framework, and the development of an integrated administrative data system for early childhood.

Bios
Katharine Hall is a senior researcher at the Children's Institute, University of Cape Town. Her research is mainly in the areas of child poverty, inequality and social policy. She has a strong interest in household form, migration, and processes of urbanisation. She coordinates Children Count, a project that monitors the situation of children in South Africa through child-centred analysis of national household surveys. She is a standing committee member of ISCI.

A quasi-experimental, longitudinal study of the effects of primary school readiness interventions

Andres Gouldsborough, Emrul Hasan

Plan International Canada, Canada

Background and Purpose

Rigorous evidence and systematically documented experience with school readiness interventions and the early grades of primary school is currently lacking. LEARN will ultimately help to build the evidence base on interventions that work. Two school

readiness models and the formal 9-month government-implemented pre-primary programming will each be contrasted with a non-treatment control group. While the school readiness interventions are not expected to be as effective as the full pre-primary program, they may be effective enough at boosting school readiness and Grade 1 achievement to warrant investment as a cost-effective stopgap measure until universal pre-primary becomes available.

Methods

This quasi-experimental study, with some randomized control elements adapted for data collection and analysis, is designed as a cohort study that tracks groups of targeted and non-targeted students over time (approximately 1,800 children). The main child-level assessment instrument used in this research is the MOES/World Bank MELQO learning assessment tool, administered at baseline, mid-term and end line. This approach allows LEARN to compare how school ready the targeted and non-targeted students were as they began primary school, how gains were sustained over Grade 1 and into the start of Grade 2, and how they compare with children participating in the formal government-implemented pre-primary program.

Results

The root causes research and needs analysis, stakeholder consultations and intensive program design work that comprised the LEARN project's inception period entailed critical reflection on gaps and opportunities in the education sector, as well as the best approaches to take in pursuit of strengthened evidence and quality assurance in the education sector. This experience of implementing complex research in a rural setting will also generate key lessons to help strengthen programming and the future implementation of child-centered research methodologies. Baseline data collection started in September 2016 and final results will be available in the last quarter of 2018.

Conclusions and Implications

Early childhood is a critical stage of development that underpins children's future learning and well-being. LEARN will not only make important contributions to the evidence base of effective models in the area of early childhood development needed to drive policy reforms, but will also offer lessons learned and considerations for the application of RCTs in challenging environments.

Bios

M. Emrul Hasan is currently working as the Vice President of Program Effectiveness and Quality at Plan International Canada, with a program portfolio of over 400 million dollars. Emrul has led the development of the Program Effectiveness Unit at Plan Canada responsible for rolling out sophisticated and comprehensive research, monitoring and evaluation frameworks, and knowledge management strategies in 21 countries. Emrul is academically trained in Finance, Economics, Trade and Accounting and has provided services to ADB, UNDP, UNWFP, EU, Plan, CGAP/the World Bank, DFATD, DFID and numerous organizations in 25 countries. Emrul is a J-PAL trained randomized control trial practitioner, CGAP trainer in Microfinance, and a Certified Service Provider in market research.

Andres Gouldsborough has more than ten years of international development experience, including six years in developing countries. He is currently a Senior Monitoring and Evaluation Advisor at Plan International Canada, where he specializes in the design and roll out of Monitoring, Evaluation, Research and Learning (MERL) initiatives and systems that support evidence-based practice for improving programming quality and effectiveness. He holds a Master's degree in Local Economic Development and a Bachelor's degree in Economics.

Predictors of early child development in Nepal: A multilevel analysis

Rayhan Sk, Rakesh Mishra, Anuradha Banerjee
Jawaharlal Nehru University, India

Background and Purpose

A child is born with the window of opportunity and the entire life of his/her depends on that. But, this opportunity is not being grabbed equally and universally. According to the United Nations Children's Fund, 2013, 7.6 million children under age of 5 die each year worldwide. More than 25 times that number – over 200 million children – survive, but do not reach their full potential. As a result, their countries have an estimated 20% loss in adult productivity. What children experience during the early years sets a critical foundation for their entire life course. This is because of early childhood development strongly influences basic learning, school success, economic participation, social citizenry, and health (WHO, 2007). Therefore, this study tried to investigate the factors influencing the early child development and to estimate the variations in child development by the child level, household level and ecological region level in Nepal.

Methods

Data for this study has been taken from the Nepal Multiple Indicator Cluster Survey (MICS, 2014). This study covered 2,279 children aged 36-59 months. A 10-item module was used to calculate the early child development index (ECDI). Some selected factors of each hierarchy level are taken as explanatory variables to identify the factors contributing to the early child development. Multilevel logistic regression has been employed to estimate the variations in child development across the hierarchy levels and factors of these level.

Results

Results show that overall 64.44% of children aged 36-59 months are developmentally on track. But this percentage varies substantially across the individual child, household and ecological region level factors. In Model 1, empty model, it is observed that 8.6%, 22.3% and 69.2% variation in ECD lies at ecological regions, households at child level, respectively. In the conditional model, Model 2, after adding the child level characteristics, it is found that child`s age, sex, siblings and nutritional status are significantly associated with their childhood development. In Model 3, after adding the quality of care and household characteristics, it is observed that child level factors are consistently influencing the ECD except for nutritional status. At the same time, this model also demonstrates that indicators of quality of care and household factors are the potential predictor of early child development. Among household factor, wealth index is the strongest significant factor.

Conclusions and Implications

Children living in poverty is the main reason for their low level of early childhood development. Therefore, special attention needs to be paid for the children who are living in poverty. Besides, father`s role in early childhood development is more important than mother and others. Thus, fathers and mothers should be encouraged to engage in various activities with their children. Furthermore, the government should distribute the children`s book for children, which could increase the early child development as children`s book is a highly significant factor of ECD in this study. Moreover, a special policy on early child development needs to be accepted for children at national level which could lead to prosperous future for the children and their country.

Bios

Mr. Rayhan Sk is a PhD. Research Scholar at Jawaharlal Nehru University, New Delhi, India. He has submitted his M.Phil. Dissertation entitled "Correlates of Caesarean Section Delivery in West Bengal - An Analysis Based on DLHS-3" in 2015. He has participated in two international conferences (APA2015, Malaysia and ICBD2015, Tanzania) as a paper presenter.

3.6: Indigenous children

For Kahnawa'kehró:non: Integrating culture into child welfare practice within a First Nations community

Jennifer Suzanne Nutton

McGill University, Canada

Background and Purpose

The forced removal of Indigenous children from their communities under the residential school system, during the Sixties Scoop and the current overrepresentation of Indigenous children in out-of-home care has severed bonds between generations of Indigenous children and their families, land and cultural identity in Canada. Responding to this cultural genocide, the Truth and Reconciliation Commission of Canada put forth Calls to Action including the recommendation for provincial and territorial governments and Indigenous communities to develop culturally appropriate child welfare practices for Indigenous children and families. However, there is a lack of understanding about what it means for child welfare practices to be culturally appropriate for Indigenous children and families. This study explores child welfare practice at a First Nations child and family services agency in Quebec, Canada, in order to understand what service providers identify as constituting culturally appropriate practice and how they integrate culture into service delivery.

Methods

This is a participatory action research study in which both researcher and First Nations community members are involved in a process of co-constructing innovative research processes. For example, this research incorporates indigenous methodologies (e.g., use of storytelling and traditional language), and is guided by the principles of First Nations Ownership, Control, Access and Possession (OCAP®). Participants include 21 services providers involved with providing services to First Nations children and families where there has been a report of child neglect or abuse. Data was collected using indigenous methodologies and analyzed using Giorgi's (2009) phenomenological reduction.

Results

Preliminary findings suggest that integrating culture into child welfare practice from the perspective of service providers is less about skills and services and more about the opportunity, in their work, to integrate culture in themselves, which then could be translated into their engagement with clients and co-workers. Thus, integrating culture into practice is a way of being, feeling and relating for workers, not necessarily a specific skill to learn or service to provide.

Conclusions and Implications

The hope is this research will assist in the development of a culturally appropriate and community based model of child welfare practice that best meets the unique needs of the children and families of Kahnawá:ke. Disseminating the findings that emerge from this study could also be of great benefit to other Indigenous communities as they could adapt ways of integrating culture into practice from a First Nations perspective rather than from Western approaches, which are likely to be less culturally appropriate. Further research should focus on the aspects of culture that can act as protective factors for child welfare workers to be able to serve their clients in a culturally appropriate way. Further research should also focus on indigenous methodologies as a best practice for research with First Nations.

Bios

Jennifer Nutton is a PhD Candidate at McGill University and has been working on participatory action research projects with mainstream and Indigenous child welfare agencies in Quebec, Canada since 2011. Jennifer has worked with child welfare systems since 2005 including as a training coordinator under a federally funded grant to develop and deliver child welfare training in Nevada, USA. Her research interests include culture and child welfare practice and Indigenous child welfare research and policy.

Recurrence of child protection investigation and substantiation of maltreatment: Risk factors for Indigenous and non-Indigenous children

Mireille De La Sablonnière-Griffin[1], Tonino Esposito[2], Delphine Collin-Vézina[1]

[1]McGill University, Canada; [2]Université de Montréal, Canada

Background and Purpose

Preventing the recurrence of child maltreatment is at the heart of child protection services (CPS) mandates. Looking at indicators of recurrence of maltreatment, such a new substantiation following a case closure, helps understand whether the services offered by CPS were able to ensure that children did not experience a recurring event of maltreatment. This presentation will examine the risk factors associated to a recurring event of maltreatment, defined as a new CPS investigation and new substantiation of maltreatment following case closure, for Indigenous and non-Indigenous

children investigated by one child protection agency in the province of Quebec. The agency, set in a remote and northern region in which about 12% of the child population is Indigenous, conducts over a quarter of all maltreatment investigations regarding Indigenous children in Quebec.

Methods

Longitudinal clinical administrative child protection data for all children who experienced case closure between 2002 and 2013 by this child protection agency (n=3,081) were used to examine the risk of recurrence for Indigenous and non-Indigenous children using survival analysis. An advisory committee, composed of researchers, managers and workers from the mainstream child protection agency, and managers from delegated First Nations child protection agencies in the region, provides guidance and support in interpreting the findings.

Results

Indigenous children account for 42% of all cases closed between 2002 and 2013 in the region studied. They experienced recurrence of substantiated maltreatment (within 12 months of case closure) at a higher rate than non-Indigenous children (16.2% vs 11.4%), and a higher proportion of Indigenous children experienced recurrence twice (i.e. three service episodes with CPS; 38% vs 29%). Beyond the descriptive results, preliminary results of the longitudinal hazard models suggest that Indigenous children receiving services for neglect, and those aged under 2 or between 10 and 13 at case closure are more at risk of experiencing recurrence.

Conclusions and Implications

The findings of this study suggest promising ways of ensuring that a supportive structure is in place to support child protection intervention to prevent recurrence of maltreatment. Further policy and practice implications of these findings will be discussed in light of the current Canadian context of overrepresentation of Indigenous children in Canada, the Calls to action released by the Truth and Reconciliation Commission, and the recent Canadian Human Rights Tribunal ruling on First Nations child welfare, and within the provincial and regional context of CPS delivery to Indigenous children.

Bios
Mireille De La Sablonnière-Griffin is a PhD candidate in the School of Social Work at McGill University and holds a Master of Social Work. She is a member of the Centre for Research on Children and Families since 2008, where she has acted as a research assistant and project coordinator. Her doctoral research focuses on recurrence of child protection involvement and maltreatment for Indigenous and non-Indigenous children in a northern, remote region of the province of Quebec.

Dr. Delphine Collin-Vézina is the Director of the Centre for Research on Children and Families at McGill University. She is a licensed clinical psychologist, Tier II Canada Research Chair in Child Welfare, Associate Professor in the McGill School of Social Work and recently appointed the Nicolas Steinmetz and Gilles Julien Chair in Social Pediatrics in the Department of Pediatrics. Her program of research focuses on child maltreatment, child sexual abuse, trauma, and health and social services.

Dr. Tonino Esposito is an Assistant Professor at University of Montreal and Adjunct Professor at McGill University, and holds a Tier II Canada Research Chair in social services for vulnerable children. His research focuses on the well-being of maltreated children in out-of-home care and ways of building participatory and applied community-based research using clinical-administrative and population data in order to plan and evaluate their programs and services.

Support and services for children in OOHC and their and carers: Findings from the Pathways of Care Longitudinal Study

Ilan Barry Katz, Christine Louise Eastman
University of New South Wales, Australia

Background and Purpose

Children in out-of-home care have high needs which often require access to a range of health, education and community services. Those with higher vulnerability generally need more services. However little is known about access to services for different groups of people, and even less about the relationship between service use and outcomes. Furthermore carers also use informal and formal supports.

This presentation reports on three waves of the Pathways of Care Longitudinal Study. A large scale prospective longitudinal study of children and young people entering out of home care in New South Wales for the first time on final children's court orders in an 18 month period. The study examines children's developmental outcomes – safety, health, socio-emotional well-being and cognitive/learning ability, identifying the factors that influence developmental outcomes in care.

Multiple data sources allow for comparisons with the general population through record linkage, standardised measures and validated questions.

Methods

The presentation will examine access to services for children, looking at different sub groups including age cohorts, Aboriginal and cultural and linguistically diverse backgrounds, type of care (kinship and foster care) and geography (metropolitan, regional). The paper will link the children's level of vulnerability with access to services, and track service access over the first three waves (18 month intervals) of the study. A particular focus of the paper will be the children and carers' engagement with caseworkers, who play a key role in facilitating access by children to appropriate services. The presentation will examine the perceived quality of the caseworker/child and caseworker/carer relationships; the consistency of casework provision, including changes in caseworker and frequency of contact; and the links between casework provision, service access and changes in the child's wellbeing over the two waves of data collection. The presentation will conclude with the key policy and practice implications of this analysis and the limitations of the study.

Sample: *Administrative data:* Child protection and OOHC placements (n=4,126), In-depth interview data: Children & carers (n=1,789). W1 n=1,285, W2 n=1,200, *On-line surveys,* Caseworkers, teachers (childcare/school) (n=2,828). *Data collection and measures: Analysis:* Changes in wellbeing over 3 waves.

Results

[note that these are based on waves 1 and 2, further findings will be available for the conference]. Overall children in the sample had higher needs than children in the general population, a finding consistent with the literature. Children who are more vulnerable tend to use more services, and service use drops off as children spend more time in care. This is due to ageing and possibly also to settling down in the care placement. Aboriginal children had similar levels of access to services compared to other groups. Foster carers were able to access higher levels of formal and informal support for themselves compared to kinship carers. Children in regional and remote areas faced greater barriers accessing services than those in metropolitan areas.

Bios

Ilan Katz is a professor at the Social Policy Research Centre at UNSW Australia. He researches in a wide range of social policy areas particularly child welfare and children's wellbeing.

3.7: Children in Africa and the Middle East

Cause for research, policy and practice innovations? The realities of opportunities among asylees in the Middle East and North Africa (MENA) region

Jose Azoh
Investigación & Acción, A.C., Mexico

Background and Purpose

Many national and international actors are committed to funding and implementing social policies to avert losing generations, given the civil war which has left Syria in ruins. Deterrents to the welfare of the forcibly displaced, however, remain a cause for concern in their host countries. Are new windows of opportunity really opening? The objectives of this presentation are twofold. Firstly to provide a description of the world of opportunities children are living in, and secondly, to invite a debate related to the stream of child poverty, inequality, and child welfare research, along with critical reviews of directions in innovating.

Methods

The paper is essentially based on secondary data derived from diverse sources. Among them were studies drawing on quantitative data from large-scale surveys of refugees and migrants in MENA, child welfare and poverty, extensive research on economic and social policies by a unit from the World Bank, and data published by the UNICEF, a United Nations authority for children.

Results

If it is a fact that a substantive range of welfare related opportunities is made available to asylees, another part of the picture is that this world of opportunities is not the same for all. For many of this fast growing population, opportunities have been shrinking, and for some they have been lost, and even simply denied. Both parents and children have unmet protection needs, and work to support their families. Being a United Nations High Commissioner (UNHCR) registered refugee can make a difference in housing conditions, education, health care, and food security. Host countries have their own share of poor, water scarcity, and resilience issues. However, they have shown a lot of solidarity and generosity towards the asylees whose influx is ceaseless, and sometimes massive. Not all host countries are legally bound to accept refugees on their territories, and donor fatigue is a real fact. Clearly detailed measures of child poverty and disparities in education, health, nutrition, and child social protection have been performed in a variety of studies (collaborative research, national programs, international partnership), generating a wealth of information. There is a lot to learn from and build upon in terms of innovation.

Conclusions and Implications

Measuring may not be what is really puzzling, and there is a paradoxical situation regarding the rhetoric about asylees. How to achieve economic inclusion and self-reliance, and at the same time be provided a significant restricted access to legal paid work and related benefits? How can families out of work and/or in work poverty yield generations of educated, healthy and wealthy children? In addition to living below the poverty line, their demography is characterized by a stateless status for their children. Therefore, a focus on the barriers to accessing basic and so much needed opportunities, and making the most of them, appears very important to mitigate the jeopardy of child welfare.

Bios

Jose Azoh is a social scientist with academic teaching and field-work experience (in both urban and rural areas), and is currently collaborating in the not-for-profit sector. The author, an independent researcher, has keen research interests in social, natural, and health issues, and is located in northeastern Mexico (state of Nuevo Leon).

Forced migration and education: What issues for children of refugees in Africa?

Ignace Edgar Mbom
Institut de Formation et de Recherche Démographiques (IFORD), Cameroon

Despite the many advances in the last century in education, education remains a key development challenge in Africa. In many of these states including those in West and Central, is still struggling to get all children. Meanwhile, this part of the world for decades plagued many security crises that have made it a land of humanitarian emergencies. Indeed, the crises in Mali (2011), Central Africa (2012) and Nigeria (2012) with its branches in Cameroon, Chad and Niger, have forced thousands of families to leave their homes fly the refugee status sharing international assistance in neighboring countries. The movements that generate these crises have corollaries including the abandonment of the way to school

for thousands of children in school often before. Lack of reliable and operational information, the needs of refugee children in school enrollment are little known and documented. Yet they are essential for the actions of assistance and protection. This article attempts to provide some elements of appreciation from the data on the situation of children who sought refuge in five West African countries and Central Burkina Faso, Cameroon, Niger, Nigeria and Chad. The schooling of refugee and internally displaced children is here addressed in two dimensions: the level of education and the main reasons for non-enrollment of children in their host countries.

Data from this study are on the one hand, of survey on the situation of women and girls face the threat of Boko Haram sect carried out in 2015 in Cameroon, Niger, Nigeria and Chad sponsored and funded by UN WOMEN and that can highlight the refugee children of school proportions. On the other hand there is the series of surveys on the profiling of CAR refugees in Cameroon (2014), Malian refugees in Niger (2015) and Burkina Faso (2016) and Internally Displaced Persons (IDPs) in Chad (2008). These surveys, commissioned and funded by United Nations agencies, used to assess the propensity of households to enroll all their children, relevant indicator within the framework of Education For All.

The analysis of these data allows only describe the overall trends by country and reveals that the enrollment of refugee and IDP in Central Africa and West is relatively assured. Reception conditions have improved levels of education compared to the initial situation. However, performance remains below the EFA goals and major disparities between countries. These results challenge the host governments and humanitarian partners to continue their efforts we reach EFA, not only in the general population but also among refugees and IDPs. For non-school children are potential targets recruitment by terrorist groups operating in these regions (Al Qaeda, Boko Haram, Ansar Dine). Their schooling may help to prevent such a tragedy.

Bios

Master degree in demography obtained at the Institute of Training and Demographic Research (IFORD) of the University of Yaounde 2 (Cameroon), Ignace MBOM work in the field of population and development is particularly interesting to protection issues. Expert in gender and vulnerable population, it is IFORD research assistant and has led several studies on profiling of refugees and sexual violence and gender-based in West and Central Africa.

Child protection situation and response monitoring in humanitarian contexts

Hani Mansourian[1], Layal Sarrouh[2]

[1]UNICEF; [2]Independent Consultant

Background and Purpose

Within the global humanitarian community, child protection in emergencies is defined as the *"prevention of and response to abuse, neglect, exploitation, and violence against children."* The humanitarian contexts in which child protection in emergencies actors operate, such as the ongoing conflicts in South Sudan and Syria or disasters such as the earthquakes in Haiti and Nepal, are operationally challenging and limited in their resources. An identified need exists for stronger, more robust mechanisms to monitor child protection issues in such contexts, as well as to monitor the responses mounted to address them, all the while considering the realities of operational and resource constraints.

Methods

The Monitoring Toolkit seeks to provide practitioners with tools that can be easily contextualized in order to strengthen the systematic collection and analysis of data on violations committed against children; and/or, to provide improved methods for monitoring the existing response. These two approaches can be used in tandem or individually.

The toolkit was developed through a review of the literature and documentation of existing monitoring tools and mechanisms, a review of current practice across differing humanitarian contexts, and piloting in current large-scale humanitarian emergencies for testing and improvement. The work has been guided by an advisory group of experts.

Results

Currently, two pilots of the Toolkit are underway: One in South Sudan, and a nascent pilot is being established for child protection work in Syria. While results are still pending, the challenges faced in monitoring child protection issues in these two contexts, particularly given the lack of physical access to some areas due to security reasons, the instability and volatility of the environments, and the remote programming approaches being used, are immense. Despite such challenges, data has been collected from multiple partners across South Sudan on the situation of children as well as on the quality and coverage of programs.

Conclusions and Implications

It is anticipated that the monitoring systems elaborated with use of the toolkit will assist in providing data on the realities and needs of children and the quality of humanitarian responses. The application of the outcomes and learning from these two pilots is intended to strengthen and to inform child protection in emergencies responses globally. Identification of additional contexts for use and application of the toolkit is currently underway.

Bios

Hani is a senior child protection specialist at UNICEF New York and the global coordinator of the Alliance for Child Protection in Humanitarian Action. Hani has worked with children and refugee populations in development and humanitarian contexts for the past two decades. Hani holds a Master's degree in international affairs and a Bachelor of science in engineering and is currently pursuing a doctorate in Global Health and Humanitarian Systems at Columbia University.

Layal T. E. Sarrouh is an independent consultant with ten years' experience with the UN and NGOs in global and country-specific child protection technical, research, and advocacy capacities. Her work has focused on humanitarian contexts with conflict-affected populations in West Africa and the Middle East, where she was most recently based. Layal holds a Master in Public Health from the Program on Forced Migration and Health at Columbia University, and an honours degree in Psychology from Queen's University.

Emotional consequences of war and the refugee conditions on South Sudanese children in Adjumani refugee settlement

Maxi Mbidde Ssenyondo[1], Lawrence Luzinda[2], Irene Nakonde[3]

[1]Crusade for Environmental Awareness Agency (CEAA)-Mubende, Uganda, Uganda; [2]Grassland Uganda (GU)-Mukono, Uganda; [3]Makerere University, Kampala, Uganda

Background and Purpose

This paper presents the results of an exploratory study on the psychosocial effects of the war situation and subsequent flight on South Sudanese children who were compared to a group of Ugandan children who did not have these experiences of war and flight.

Method

Independent variables such as socio-demographic variables and traumatic events and daily life stress, the dependent variable psychological consequences — according to parents and children themselves—as well as the influence of the mediating factors of social support and coping behavior were surveyed.

Results

Results showed that Sudanese refugee children had experienced significantly more traumatic events and suffered more daily hassles than the Ugandan comparison group. They were less satisfied with the social support they received. At the same time, they used more coping modes. Compared to Ugandan children, the Sudanese reported significantly more PTSD-like complaints, behavioral problems, and depressive symptoms.

Conclusions and Implications

War traumatic conditions disrupt children's social conditions and retard their growth potentials leading to withdrawal and neglect. PTSD conditions' manifestation is twice more likely to appear between girl children than boy children.

Bios

Maxi Mbidde Ssenyondo a Research Fellow currently working at Crusade for Environmental Awareness Agency (CEAA). He has expertise in social sector planning from Makerere University - Uganda. He has twelve years of experience in issues pertaining to climate change and Disaster risk reduction. He has written several publications such as "Emotional consequences of war and the refugee conditions on South Sudanese Children in Adjumani refugee settlement."

Exploring child rights implementation in Africa: What is working well, what is not?

Yehualashet Mekonen Abegaz

The African Child Policy Forum (ACPF), Ethiopia

Most studies targeting children focus on outcome indicators with limited emphasis on process-related issues which have significant impact on outcomes. By focusing on process-related issues, this article aims to identify bottlenecks and contribute to enhancing effectiveness of child rights implementation efforts and achieve better child wellbeing outcomes.

Background and Purpose

While there is commendable improvement in service delivery to children in Africa, inadequacy of implementation of child rights is manifested in the huge numbers of children who die needlessly of preventable causes; are experiencing abuse and exploitation; are malnourished and deprived of healthcare and early childhood services. Despite such realities, however, very limited studies are carried out on process-related issues.

The article argues that there are various opportunities in the areas of policy, governance, technological innovations and development cooperation that can be tapped to fix the problems and thereby improve the life situation of children, particularly the most vulnerable groups who are often missed-out from mainstream programmes.

The article provides an overview of current efforts by African governments to translate legal and policy commitments into effective actions that benefit children. It explores institutional, systemic and budgetary factors contributing to the prevailing gap in implementation. It aims to promote measures to fill this gap. It also seeks to contribute to the attainment of the global child-focused Sustainable Development Goals (SDGs).

Methods

The article benefited from an intensive data collection initiative that involved both primary and secondary sources. In addition to in-depth case studies undertaken in five countries (Egypt, Guinea-Bissau, Nigeria, Senegal and Tanzania) on their implementation practices targeting children, extensive review of treaty body resources was made and Africa-wide statistics on the state of children was gathered to complement the analyses. These rich data and information were used in the analysis to identify strengths and weaknesses in implementation practices.

Results

The main findings of the article are that government structures responsible for child rights implementation across Africa are overwhelmed with multiple mandates, and most suffer from severe capacity limitations. Inadequate budgets and shortages of human resources in particular have affected their performance. Coordination of programmes targeting children are not also happening and that the accountability mechanisms in place are not functional. A combination of all of these factors has contributed to a significant failure in fulfilling the special needs for care and protection of children.

Conclusions and Implications

The way government bodies responsible for children's affairs are structured and organised currently has left them with limited authority and capacity to undertake their mandate of effectively implementing children's rights. The problem is even worse at lower administrative levels. Most are at risk of downward spiral where they are given multiple mandates without commensurate budget and then labelled as ineffective.

African governments need to take concrete measures to build the capacity of government bodies mandated to implement and coordinate child rights at all levels. Accountability systems need to also be strengthened through investing in data collection, enhancing monitoring, and empowering independent human rights institutions and the media.

Bios
Yehualashet Mekonen is the Head of the African Child Observatory at the African Child Policy Forum (ACPF). He has authored and co-authored numerous papers, articles and reports focusing on issues related to children's rights and wellbeing. He developed an approach for measuring government's performance in realising child rights and wellbeing, called the Child-friendliness Index. This composite Index is being used as a main component of ACPF's flagship publication - the African Report on Child Wellbeing.

3.8: Child indicators to promote and advocate for social change

Growing Up NYC: Using indicators to improve outcomes for New York City children, aged 0-24

Chansi Renee Powell Petzold, Benita Miller, <u>Sola Amusan</u>
NYC Office of the Mayor, United States of America

Growing Up NYC is a tool that showcases NYC's original approach to using child-focused indicators to guide development of government agencies' policies, initiatives, and investments to promote child wellbeing for babies, children and young adults aged 0-24, specifically pertaining to: physical and mental health, social and emotional growth, education, and ability to enter the adult work force.

The positive outcomes that the Cabinet's 24 agencies achieve to better the lives of the 3 million babies, children, and young adults who live in NYC are typically recorded in an isolated manner that in turn reduces opportunities to better coordinate City programs and identify overlapping agency initiatives. The City – as a collective of its agencies – thus has no data-driven sense of how well it is moving the needle (or not) towards making NYC a better and safer place for children to grow and develop. To address this, on an annual basis, the Cabinet will use the *Growing Up NYC* tool to measure the City's collective progress towards meeting designated indicators that promote child wellbeing. The Cabinet will also work with agencies to then determine the most effective interventions needed that may not currently exist.

The Cabinet organized *Growing Up NYC* around a set of indicators determined to promote child safety and wellbeing from age 0-24. The indicators are structured according to the six transitional periods in a child's life—birth, pre-school, Kindergarten, pre-teen years, adolescence, and emerging adulthood. A few indicators outside of this structure span all ages across the age spectrum.

The Cabinet culled its indicators from its City agencies and a number of other sources that were able to surface trends and provide direction to policy-makers. The Cabinet also developed these indicators after hundreds of hours of meetings, visits, and focus groups with families and communities all across NYC to ensure the initial indicators developed reflected New York parent and children's input as well.

Since the Children's Cabinet launched the *Growing Up NYC* Policy Framework in October 2016, the Cabinet does not yet have findings to report.

In mid 2017, the Cabinet will analyze 2015 baseline administrative data that informed *Growing Up NYC* indicators (reflecting the 2014-2015 period) and compare it against the 2016 data it will have collected to chart the City's progress during the 2015-2016 period. This exercise will allow the Cabinet to:

- chart trends, areas of progress, and/or areas for improvement,
- empower agencies to use the data to align their work to reflect the City's understanding of services needed to promote outcomes for children aged 0-24, and
- strategically shape the Cabinet's priorities for upcoming fiscal years

In crafting *Growing Up NYC*, the Cabinet discovered that not all transitional periods for ages 0-24 have an associated indicator, primarily because the City has not tracked data in that particular area and age range. The Children's Cabinet will work in subsequent years to develop research studies with agencies to develop and track indicators that represent areas with gaps.

Bios
Benita Miller is the Executive Director of the NYC Children's Cabinet. Miller identifies strategic opportunities for collaboration across 24 Cabinet agencies that work to promote outcomes for NYC children. Miller was formerly Deputy Commissioner for the Division of Family Permanency Services in the NYC Administration for Children's Services where she led work to ensure the wellbeing and permanency of children in foster care. She previously worked as a Staff Attorney for the Family Court Division of the Legal Aid Society.

Chansi Powell is the Policy Advisor of the NYC Children's Cabinet. She assists the Executive Director in the development and implementation of the Cabinet's policy initiatives. She formerly worked at the Vera Institute of Justice, in its Center on Youth Justice where she managed Vera's partnership with local and national juvenile justice agencies. She also worked for the Carter Center's Democracy Program, conducting legal research and drafting reports on international legal standards implicated during elections in post-conflict nations.

Children's rights and European migrant crisis: Insights from legal and political science perspectives

Aida Kisunaite

Kazimieras Simonavicius university, Lithuania

One of the aims of the European union is to promote and protect children's rights in its external and internal policies. Currently the EU has adopted a three-track approach on children's well-being and address: (i) specific issues like violence against children (ii) children's rights and needs through specific themes like education, social welfare and health as well as (iii) increasing mainstreaming of children's rights as one of the cross-cutting issues. The Integrated Child Protection Systems (ICPS) approach aiming to protect children from all forms of violence has been on the EU agenda since 2012 and has received significant institutional attention in the last years combining it with various EU funding programs.. Protection of children's right when children are more vulnerable due to economic, social, political factors or health conditions is another field of EU's attention and has been approached by various policy documents. The more comprehensive approach to the promotion and protection of children's rights and the recent shift in governance from a state-centered model to a collaborative one, in which governance is co-produced by a wide range of actors at the level of the state and supranationally have called for an application of a mainstreaming mechanism to the promotion and protection of children's rights. However recent European migrant crisis with unprecedented high migrant flows, which began in 2015, has called for additional and immediate actions in EU's response and policies. The main objective of this study is to access whether the EU has taken effective policy actions from children's rights perspective and to emphasize main challenges in decision making for actions in protecting children's rights. My hypothesis is that the unexpected events such as migrant crisis illustrates limitations of the EUs supranational power and its role as one of the world's leading human rights protectors and promoters. The study design is based on interdisciplinary research methods applicable in legal and political science studies. I conduct documentary analysis applicable to European legislation and literature review analyzing academic articles, text books on children's rights in the EU from political discourse perspective. The data on the legislative issues is being analysed using teleological interpretation i.e. when legislative provisions are interpreted in the light of the purpose, values, legal, social and economic goals these provisions aim to achieve. The results show that supranational (transnational) legal order has children's rights protection and European migration an asylum regal regulations have serious shortcomings and unresolved issues such as conflicting priorities, which have to be balanced in accordance to international legal order. The conclusion is that children's rights protection in the context of migration flows requires global actions because even supranational system such as the EU is not capable yet to fulfill this task without its partners. This suggests that more efforts have to be focused not only on global migration governance but also on global efforts to implement the principle of the child's best interests.

Bios

Dr. Aida Kišūnaitė is Dean of Law faculty, Kazimieras Simonavičius university (Vilnius, Lithuania). She holds a PhD (2014) in "Political systems and Institutional Change" by the IMT (Institutions, Markets, Technologies) Institute for Advanced Studies, Lucca, Italy. She also has degree in Law (Vilnius university, Lithuania) and degree in European studies (Hamburg university).

The Belgian National Child Rights Indicators – Specific surveys on children in migration and children in conflict with the law. "Make them count, all of them."

Karen Van Laethem, Catherine Péters

National Commission for the Rights of the Child, Belgium

Background and Purpose

The United Nations Committee for the Rights of the Child persistently recommends data collection on the implementation of the Convention on the Rights of the Child. Conscious of the importance of statistical data in this area, the Belgian National Commission on the Rights of the Child (NCRC) issued 40 National Child Rights Indicators in 2016 (D'hondt & Péters, 2016). Whilst the main objective of this endeavour was to better the implementation of children's rights in Belgium by monitoring their effectiveness, with a particular focus on the most vulnerable children; an important finding was that these children often "escaped" every form of data collection. Either because they are not targeted by existing surveys, or because no study explores their particular situation(s). Lack of information is however also source of information. If "what gets measured, gets done," the opposite could also be true. Children indeed live in "a world of opportunities," but only if research, policy and practice take *all of them* into account.

In order to (partially) address this lack of data, the NCRC is carrying out two specific surveys. Based on the existing Child Rights Indicators, this research aims to assess the effectiveness of children's rights for children (i) in migration and (ii) in conflict with the law. As the research on children in conflict with the law will be carried out summer 2017, our presentation will focus on children in migration.

Methods

The project will be carried out by means of self-administered questionnaires on tablets, developed on the basis of existing international surveys also used for the Child Rights Indicators (PISA, HBSC) and on questions tailored to the specific situation of the target group(s).

In total, approximately 1000 children aged 12 to 18, selected through cluster sampling in special classes welcoming newly arrived foreign minors, will participate in this research. Two stratifications will be applied: one at the provincial level; the other to take the urban / rural specificities into account. Specific attention will be paid to free and informed participation and privacy protection.

Results

Preliminary results will be available end of May 2017.

Conclusions and Implications

The specific surveys described will however not suffice to fill all gaps. This first experience could thus allow to fine-tune the methodology in light of forthcoming research. As data is still lacking with regards to other groups of children as well (children in their early childhood, disabled children, etc.), these could be the focus of complementary investigation.

The Child Rights Indicators are still in their early childhood. Nevertheless they have the potential to fuel political and societal debate and to contribute towards more targeted public policies for children's rights. The Child Rights Indicators will be annexed to the fifth and sixth combined Belgian periodic report to the United Nations Committee for the Rights of the Child.

Bios

Karen Van Laethem is the President of the Belgian National Commission on the Rights of the Child. She formerly worked for the Office of the United Nations High Commissioner for Human Rights and for the United Nations Stabilization Mission in Haiti. Ms. Van Laethem also performed extensive human rights research for the Research Foundation – Flanders at the Free University of Brussels. She is co-author of a textbook on international human rights law.

Catherine Péters works for the Belgian National Commission on the Rights of the Child. In this capacity she co-authored the Commission's project and publication on National Child Rights Indicators "Make them count". She formerly worked as monitoring & evaluation officer for the Belgian Development Agency in Rwanda. Ms. Péters holds degrees in Sciences and Political Sciences, specialized in human rights and successfully completed additional certificates in children's rights and data sciences.

Combining administrative data at multiple governmental levels to improve indicators

Robert M Goerge

Chapin Hall at the University of Chicago, United States of America

Background and Purpose

Linked administrative data systems greatly increase our ability to generate actionable information about policies at a relatively low cost because they provide richer information on outcomes across domains and give researchers and government officials a single access point to relevant data held by others. Understanding the educational outcomes of foster children or the employment outcomes of children with disabilities, for example, has been facilitated by linking of disparate datasets.

Methods

But the full potential of these systems has not yet been realized. Much of the activity around linked data occurs within a particular level of government—most often a city, county or state. This limits the richness of the data in at least two ways. First, important data may simply not be available at the level at which the data is being linked. For example, it is often necessary to access federal data in the United States to understand the use of disability assistance.

Second, children and families are mobile and their long-term outcomes may occur outside of the level at which one is interested. For example, a child may go to school in a particular city, but go to post-secondary education or get a job in another location. Therefore, rigorous longitudinal analysis of outcomes requires accessing data beyond the city or state level.

Another example exists around the linking evaluation data of interest to other datasets held at the national level. This can dramatically increase evidence-building capacity, creating use-cases that demonstrate the value of the federal data for local purposes.

Results

The combination of data from multiple levels of government is required to create indicators that are more reliable, valid, or accurate relative to the underlying construct to be measured.

Conclusions and Implications

Government policymakers and program managers at the Federal, state, and local levels are under increasing pressure to ensure that their programs are achieving better results at lower cost. In many programs serving vulnerable children and their families, policymakers and managers lack access to information about program outcomes and to evaluations that can inform policy decisions and strategies for improvement. One significant barrier to the availability of evidence is lack of access to key data sets that can reliably measure important outcomes for program participants. This paper will address the challenges of this in places where a comprehensive system of data cutting across levels of government does not exist.

Bios

Robert Goerge is a Senior Research Fellow at Chapin Hall at the University of Chicago with more than 30 years of research focused on improving the available data and information on children and families., His work provides high-quality information to policymakers to improve the programs serving children and their families. He is co-chair of ISCI.

Online reporting with indicators and maps for monitoring of violence against children at the local level in Turkey

Adem Arkadas-Thibert, Özkan Yildiz

International Children's Center (ICC), Turkey

Background and Purpose

In Turkey, ratification of the Convention on the Rights of the Child (CRC) has been followed up with weak reforms. Therefore, full realization of the CRC is still far from being a reality. In order to facilitate better realization of the CRC, International Children's Center (ICC) and the Partnership Network to Prevent Violence against Children (PNPVAC, a network of 76 local/national NGOs) decided to focus on the accountability and responsiveness of the public service systems. For improving the collection, monitoring and analysing of data while contributing to policy dialogue about VAC at the local level, ICC developed two online reporting tools with indicators on VAC monitoring for NGOs at a local level through use of a map of Turkey and a secure three-tier reporting tool in partnership with UNICEF Turkey and PNPVAC.

Methods

Several articles of the CRC especially articles 19, 34 and 37 and guiding principles of the CRC as well as general comments 8 and 13 provided direction in development of a framework of indicators and subsequent reporting tools.

A mixed methodology was employed in developing these tools. Along with literature reviewed, several workshops and consultation meetings were conducted to gain insight and obtain guidance in developing tools with the representatives of PNPVAC, with experts from different disciplines and with 25 children in three groups at an education park of a member NGO.

The three basic human rights obligations of the States (respect, protect, fulfil) corresponding to three indicator clusters (structural, process and outcome) also by underlining four fundamental steps to be taken within each cluster (prevention, intervention and protection, accountability and redress and rehabilitation) used to develop three levels of reporting: individual case reporting, two-tier location base reporting one on a map of Turkey (also to be used by children to report VAC) and one in summary form of state of VAC in their town, and a system to upload existing published or unpublished reports about VAC at the local or national level.

Results

Members of the PNPVAC used the tools and filed over 90 reports and over 620 reports on map. Based on these local and national evidence, NGO reports on VAC were written and submitted to the UN Committee on the Rights of the Child and The Special Representative of the UN Secretary General on VAC. The recommendations provided to Turkey therefore were both local NGO driven and created a case for NGOs in Turkey to link local to international for policy advocacy to end VAC.

Conclusions and Implications

Online reporting tools used by CSOs at the local level as a contribution to a national report on violence against children (VAC) constitutes an innovation in participatory research for an evidence based policy advocacy in practice by small local civil society organisations (CSOs) in resource and data poor environments, such as in Turkey.

Bios
Adem studied International Relations, Political Science and Public Administration as well as Economic and Social Demography and Theory and Practice of Human Rights in the UK and Turkey. He worked with the Organisation for Security and Cooperation in Europe (OSCE) in Bosnia and Herzegovina, the United Nations' Refugee Agency in Turkey, Association for Solidarity with Asylum Seekers and Migrants, Children's Legal Centre in the UK. Since November 2004, he has been serving at the ICC as Head of Human/Child Rights running child rights advocacy initiatives. He is a member of the board at the Child Rights International Network. His main areas of interest are monitoring the implementation of human rights normative framework including the Convention on the Rights of the Child and human rights impact assessment.

Ozkan Yildiz is a computer engineer and a volunteer of International Children's Center's Human/Child Rights Programme. He developed the user interfaces of the reporting tools.

4.1: GlobalChild: A comprehensive child rights monitoring platform

GlobalChild: A comprehensive child rights monitoring platform, combining the indicators framework with Informational Technology, to enhance child health & development

<u>Ziba Vaghri</u>[1], Lisa Wolff[2], Sue Bennett[3], Christian Whalen[4], Sara Austin[5]

[1]University of Victoria, Canada; [2]UNICEF Canada; [3]University of Ottawa, Canada; [4]New Brunswick Office of the Child and Youth Advocate, Canada; [5]Children First Canada

Paper 1

Ziba Vaghri

Background and Purpose

United Nations Convention on the Rights of the Child (CRC) is the main human rights treaty providing international standards, but also accountability, for the fulfillment of children's rights. The Convention stipulates a monitoring system for all 196 countries that have ratified the CRC and places the international obligation on countries to write periodic reports (every 5 years) to the Committee on the Rights of the Child (the Committee, hereafter) as the monitoring body of the Convention.

Reporting on CRC remains a challenge for most countries. For example, in Canada, despite our leading role in the development of the CRC and its early ratification, our reporting has been unsatisfactory. The Committee has indicated that we need to "…strengthen and centralize mechanisms to compile and analyze systematically disaggregated data …" Additionally, Canada's reports are not submitted in a timely manner and its last report was reviewed over a decade after the previous one. This project proposes to address these issues by creating GlobalChild (GC), a comprehensive platform to facilitate CRC monitoring and implementation by the use of indicators.

GC builds upon the expertise of a large team of national and international scholars. It is founded on a decade of work with the UN Committee, and will continue to be conducted under the auspices of the UN Committee.

Methods

GlobalChild will be a comprehensive tool comprised of indicator sets that are clustered under 9 categories, mirroring the 9 reporting guidelines of the Committee (civil rights, child protection, …). Each indicator set of each cluster is designed to verify the state of a specific right and will be comprised of 3 sets of Indicators:

1) structure related indicators to verify the commitments made by the governments to a given right (e.g. policies);

2) process-related indicators, will examine the processes (e.g. programs/initiatives) through which the state acts upon those commitments (e.g. programs);

3) and outcome-related indicators, designed to capture the changes experienced by the children.

In addition to providing a fully contextualized database available to researchers, and different levels of government for internal (e.g budgetary allocation) and external purposes, GC will address consistent weaknesses in CRC reporting by facilitating a comprehensive report writing in a timely manner.

This presentation will provide an overview of GlobalChild, its history, structure, and role in enhancing the state of child development and promoting research in the areas of child development and child rights.

Conclusions and Implications

GlobalChild will: a) assist the state parties to the CRC to take efficient inventory of their capacities in support of children's rights, and b) capture the impact of these capacities on children's health and development. GlobalChild will take an inventory of the efforts of the governments (in the forms of policies and processes) in fulfilling children's rights and will examine them vis a vis the outcome data on children's health and development. By doing so, it will present an innovative way for an ongoing review of the policies/programs and their impact on children.

Tracking the child-related indicators of the Sustainable Development Goals

Lisa Wolff

Background and Purpose

The United Nations Convention on the Rights of the Child (CRC) describes the comprehensive conditions for child well-being and makes them entitlements with accountability. It forms the fundamental basis for different approaches to measuring and monitoring the state of children, at any scale. UNICEF is at the forefront in research and advancing practice in this area. GlobalChild is a new initiative, originating in Canada but with the aim to support all governments and stakeholders to measure and report implementation of the CRC. UNICEF Canada will draw on new frontiers in UNICEF's international research together with our domestic efforts to innovate new approaches to measure child and youth well-being as a partner in the development of Global Child. This presentation will offer new insights to incorporate measurement of the Sustainable Development Goals (SDGs) in monitoring and reporting on the CRC through GlobalChild.

Methods

GlobalChild will develop human rights based indicator sets clustered under the 9 reporting guidelines for the CRC. One of three indicator categories is outcome-related indicators. This presentation will present a mapping exercise linking CRC articles to the SDGs and draw on UNICEF research for Innocenti Report Card 14 to propose outcome indicators that link the CRC to the SDGs through GlobalChild. This will help align CRC reporting and SDG reporting, promoting a collective and comprehensive approach to monitoring progress for children at national and international scales.

Conclusions and Implications

Articulating the SDGs with GlobalChild through outcome indicators will assist the signatories of CRC to take efficient inventory of their progress in support of children's rights and their global SDG commitments and facilitate comprehensive data collection to make evidence-informed policies and generate comprehensive reports.

Enhancing the state of child protection through monitoring the structures and processes required for prevention of violence against children

Sue Bennett

Background and Purpose

Child protection is at the heart of the UN Convention of the Child (CRC) recognizing that children, because of their developmental status, require special protection measures. Article 19 of the CRC covers the obligations of State Parties to the Convention towards the identification and multi-sectoral management and treatment of all forms of violence towards children.

The Committee on the Rights of the Child (the Committee) have interpreted Article 19 in General Comment 13 (GC13) - The Right of the Child to Freedom from All Forms of Violence - which was adopted by the Committee in 2011. GC 13 institutes a child rights-based approach to child protection and the Committee encourages a paradigm shift to understand and apply Article 19 within the Convention's overall perspective on securing children's rights to survival, dignity, well-being, health and development, participation and non-discrimination.

GC13 embodies and champions strong support for proactive primary prevention, promotion of good child care, and a commitment to secure the rights and well-being of all children. GC13 articulates the first UN-related 'official' definition of a 'child rights-based approach.'

Methods

GlobalChild will develop indicator sets for the child protection category of the CRC Reporting Guidelines which will include structure, process and outcome related indicators. A review of existing global child protection indicators and monitoring tools will be conducted with recognition of the importance of alignment of the newly created child rights indicators with those of the Sustainable Development Goals relating to violence against children (i.e., Goals: 16.2, S.2, S.3, 8.7, 4.7).

Conclusions and Implications

Child protection practices and systems have been judged to be generally inadequate and, in some cases, destructive. It is widely recognized that business as usual—more of the same—will not do. GlobalChild child protection indicators and monitoring tools have the potential to promote a worldwide reformulation of child protection priorities, policies, and practices by virtue of the infusion of a child rights approach. They can be a mechanism for framing and promoting the transformational change needed – for a genuine paradigm shift for the benefit of all children everywhere.

GlobalChild: An ongoing and systematic assessment of the impact of policies and processes on children's lives

Christian Walen

Background and Purpose

In 2011 the Child and Youth Advocate's Office in New Brunswick published a new Road-Map to child rights implementation. Since that time the Province has made important progress in child rights implementation, by methodically following the advice of the UNCRC in its General Comments and Concluding Observations. Proper data monitoring of child rights and well-being has been a cornerstone of this strategy and has allowed and supported the implementation of other general measures of implementation such as:

- The development of Child Rights Impact Assessment processes and various levels of decision-making;
- The encouragement of child and youth engagement practices;
- The development of Coordinating Frameworks and strategic plans for the better enforcement of specific rights of children such as the Right to Play and the Right to be free from harm and violence;
- The establishment of an interdepartmental committee on children and youth to coordinate and integrate services to children and youth;
- The roll-out of diverse child rights education, awareness and training programs; and
- The development of child rights champions and amplifiers within professional associations and at the community level.

The purpose of this presentation is to demonstrate how good child rights and well-being monitoring practices are foundational blocks in supporting various general measures of child rights implementation. The author will present and outline the New Brunswick Child Rights and Well-being Framework, its genesis and development and its impact on child rights implementation in the Province and in Canada. Subsequently, the paper will focus on the improvements and limitations that have arisen over seven years of child rights monitoring and how these lessons learned can and will inform the development of GlobalChild as a universal child rights monitoring and reporting tool.

Methods and Results

The paper will draw upon feedback from key stakeholders in child rights research policy and practice in New Brunswick and from a sampling of their peers in Canadian jurisdictions. This feedback will be collected through a combination of online survey instruments and standardized telephone interviews. The feedback will be collated and analyzed in the context of the Office of the Child and Youth Advocate's own reporting processes through Annual State of the Child reports and Annual reports over the past ten years.

Conclusions and Implications

As New Brunswick continues to move forward on its journey of child rights implementation, creating more level playing fields and equal opportunities for all children in the Province it will seek to collaborate with the research team leading the GlobalChild initiative and will pilot the French Global Child instrument thereby facilitating its roll-out nationally and in other parts of the Francophone world.

Systematic data collection; an enabling factor for NGO engagement in holding governments accountable to children

Sara Austin

Background and Purpose

Canadians are living under a misconception: that the kids are alright. Given Canada's ranking as the 5th most prosperous nation in the world, it is surprising and disturbing to discover that our children are not reaping the benefits. When it comes to the well-being of children, Canada sits in the underwhelming middle spot of 17 out of 29 affluent nations. Canada lags behind the usual suspects in Scandinavia, and more surprisingly behind less prosperous countries such as the Czech Republic, Portugal and the UK. There hasn't been measurable change in over a decade, and our children deserve much better.

The statistics are staggering:

- 1 in 6 Canadian children lives in poverty; this jumps to 1 in 4 aboriginal children;
- 1.15 million Canadian children are at risk of getting nothing to eat before school;
- 1 in 7 people using shelters in Canada are children.

In spite of these grim figures, there is reason to have hope. Canadians believe that kids deserve the best opportunities in life, and they are willing to invest in giving children a flying start. And it's clear that investing in children is good for the wellbeing of our nation: $1 invested in the early years of a child's life can save up to $9 in future spending in the health care system.

The challenge is clear:

- Children are not the priority they need to be.
- Getting there requires a fresh approach.
- We need to translate shared concern into collective action.

Children First Canada has a bold plan to create a national movement that will improve the lives all Canadian children. Our bold vision is that, together, we can make Canada the best place in the world for kids to grow up. We are working in partnership with Canada's leading children's charities, kids' hospitals, research institutes, corporations, and community leaders to make this vision a reality for Canada's children.

Methods

Raise Awareness: We conduct research to understand the problems facing children, and share that information with Canadians and with the government. We also raise awareness by engaging Canadians in high profile events and through traditional media and social media.

Empower Children: We engage children and youth, listen to them, and build their knowledge and skills to be effective advocates, to influence change within their families, communities and at a national level.

Develop Policy Solutions: We translate research into practical policies and capitalize on or create windows of opportunity, so we are ready with the right solution at the right time.

Build Will: We meet with policymakers and build political will to act in the best interest of children. We partner with children's charities, children's hospitals, research institutes and corporations that donate funds and volunteer hours to children's charities. We commission public opinion research, generate buzz on social media and shine a spotlight through traditional media, to get Canadians talking about what matters to kids.

Take Action: We celebrate what's working for kids and challenge what isn't. We make it easier to choose solutions that work for kids through direct advocacy, mobilizing partners and concerned Canadians through social media and traditional media, and publicly recognizing policymakers who stand up for kids.

Through the aforementioned methods, we will assist GlobalChild in gathering data that will help inform the approach being used to assist State parties to the CRC to take inventory of their capacity to support children's rights, and specifically to measure the impact on children's health and development.

Conclusions and Implications

We see an opportunity to harness existing data and to generate new compelling research, and to publish these findings in a compelling way in order to act as a catalyst for change by raising awareness and building political will to shift public policies. Moreover, we see an opportunity through GlobalChild to assist and support State parties to the CRC in taking inventory of their capacities and measuring the impact on children's health and development.

Bios
Dr. Ziba Vaghri is an Assistant Professor at UVIC and the PI of the CIHR-Funded GlobalChild project. Ziba has served over 2 decades in different areas of child health/well-being from research to development and advocacy. Ziba is a Global Health Researcher with a wide array of child development promoting activities and a strong track record with various UN agencies, including the United Nations Committee on the Rights of the Child.

Lisa Wolff is Director, Policy and Education at UNICEF Canada. Collaborating with government, civil society, researchers and private sector partners, Lisa advances children's rights in policy and governance. Lisa is a member of the Board of Directors of PREVNet and the Canadian Coalition for the Rights of Children. She has a Master of Education from the University of Toronto. Lisa received the Queen Elizabeth II Diamond Jubilee Medal from the Governor-General of Canada in 2012.

Dr. Sue Bennett is a Professor of Pediatrics at the University of Ottawa and Director of Social Pediatrics at the Children's Hospital of Eastern Ontario. Her clinical with maltreated children/ youth spans almost three decades. She conducts research and education on child maltreatment and child rights for multidisciplinary professionals at local, national and international levels. Sue has been a councilor with the International Society for Prevention of Child Abuse and Neglect (ISPCAN) since 2008.

Christian Whalen, Deputy Advocate and Senior Legal Counsel, New Brunswick Office of the Child and Youth Advocate, is the Founding Director of the Université de Moncton Summer Course on Children's Rights and has practiced as a human rights lawyer for 25 years. He has received the CBA's John Tait Award of excellence as a public sector counsel and the Child Rights Champion Award from the Canadian Coalition on the Rights of the Child.

Sara L. Austin is a passionate champion for the rights of children, with 20 years of experience in the charitable sector. She is the Founder and President/CEO of Children First Canada, a new non-profit organization dedicated to the protection and empowerment of Canada's children. Sara is also a Faculty member of Mount Royal University's Centre for Child Well-Being, and a member of Canada's Child Rights Academic Network.

4.2: Caregiver well-being and parenting interventions

Child neglect: The participation of families as an act of resistance in the institutional context

Vicky Lafantaisie[1], Carl Lacharité[2]
[1]Université du Québec en Outaouais, Canada;
[2]Université du Québec à Trois-Rivières

In recent years, a new way of understanding situations of child neglect, based on an ecosystemic theory and consistent intervention practices using a participatory model, have emerged. This presentation focuses on the implementation of this innovative approach which seeks to legitimize the point of view of children and parents within the child welfare services.

Child welfare interventions are mainly based on a medical model, promoting a posture of authority while giving a passive role to families. This hierarchical relationship does not give much consideration to the parents' and children's point of view in the assessment of their situation, the elaboration of the intervention plan and the evaluation of the effects on them. About 10 years ago, a new paradigm of intervention advocating the involvement of parents and children in the intervention was introduced in Québec youth protection system. Considering the fact that professionals still use interventions rooted in a medical model which is at odds with this new paradigm, we propose to: 1) analyze the effects that the introduction of this new approach has on intervention practices, and 2) explore the institutional mechanisms underlying the exclusion of families' perspective in the assessment and intervention processes.

Grounded on an institutional ethnography approach, this study aims to describe the social organization that structures the professional practices in the child welfare system. The researchers have been immersed in different ways in this system for a significant period of time; these several lived experiences serve as a basis for this study. In addition to these experiences, we collected systematics data through three methods: 1) observation of five meetings of frontline workers and families, 2) interviews with eight workers and three clinical supervisors, and 3) analysis of texts, documents and guidelines that have been identified by professionals as important references for their work; this analysis involved an in-depth examination of the ideologies promoted in the texts and aimed at mapping the way the texts participate to the organization of the relationships between families and professionals.

Findings highlight how actual practices in child welfare are still anchored in a medical model. Results suggest that texts and institutional mechanisms (e.g., templates of intervention plan, rules and procedures, clinical supervision frameworks) regulate the social relations among families and workers. These practices include the translation of the voice of children and parents into institutional language. This "institutional capture" makes invisible their everyday experiences and creates a gap between families' lived worlds and workers' description of their situation.

This type of social organization is corrosive of families' perspectives from the institutional reports on their situation, but also limits the autonomy of professionals in the implementation of a participatory approach. However, we observed that within this context some workers and supervisors are engaged in acts of resistance (e.g., centration on the experiences of people, production of dialogical descriptions, reflexive posture) enabling a co-construction of knowledge with families. Further enquiries should look at the factors that make it easier for professionals and families to adopt a critical stance towards institutional expectations.

Bios
Vicky Lafantaisie is an assistant professor at the Department of Psychoeducation and Psychology at Université du Québec en Outaouais. Her work focuses on the ecosystemic factors involved in situations of child neglect and on the development of empowerment-based practices of research and intervention.

Carl Lacharité is a full professor at the Department of Psychology at Université du Québec à Trois-Rivières. The areas of his expertise include child neglect, parenting practices in socially impoverished environments, and institutional responses to children in need.

Effectiveness of a parent-training program on the path of families involved with child protective services for child neglect

Isabelle-Ann Leclair Mallette[1], Marie-Josée Letarte[1], Sonia Hélie[2], Roxanne Sicotte[1]

[1]Université de Sherbrooke, département de psychoéducation;
[2]Centre de recherche Jeunes en difficulté – Centre intégré universitaire de santé et de services sociaux du Centre-Sud-de-l'Île-de-Montréal

Many challenges emerge when it comes to evaluating the effectiveness of child welfare programs. This study offers an interesting and realistic example of a program evaluation using clinical administrative data. The results of this innovation in child welfare research could have great impact on practices.

Background and Purpose

Each year in Canada, 4.8 children out of 1000 are victims of child neglect. Since parenting practices are often deteriorated in such contexts, parents involved with child protective services (CPS) are frequently offered/ordered to participate in parent-training programs (PTP). PTP aims to improve parenting practices to ultimately prevent child maltreatment recidivism.

This study aims to evaluate if participation to the PTP Incredible Years, implemented in a child welfare agency in Montreal since 2003, has an influence on the duration of the CPS involvement, the risk of out-of-home placement, the chance of reunification and the risk of recidivism. The study also describes fidelity of implementation of this PTP.

Methods

Data comes from the clinical administrative database of the child protection agency. Effectiveness of the PTP is assessed for the 297 children followed by CPS for neglect whose parents have participated in Incredible Years between 2007 and 2015. The control group consists of 297 children followed by CPS for neglect whose parents have not participated in the PTP. Control subjects were matched with PTP subjects using the propensity score method, which improves the comparability of groups by reducing selection bias. Cox proportional hazards regression models (with IY as a time-dependent covariate) are used to compare both groups on the odds: (1) of seeing their CPS involvement end (indicating that the security/development of the child is no longer endangered); (2) of going into out-of-home placement; (3) of being reunited with their family (after placement); (4) of having a substantiated report (recidivism).

Fidelity of implementation of PTP is described for 38 groups based on four components: dosage (number of session offered), adherence (methods delivery by facilitators), participation (participants' presence and engagement) and quality (participants' satisfaction). The evaluation of fidelity increases the validity of the study.

Results

After parental participation in PTP, children have greater odds of seeing their involvement with CPS end faster (OR = 1.58; p = 0.00) than children from the control group. They also have smaller odds of being in out-of-home placement (OR = 0.35; p = 0.00). However, the difference between the odds of reunification (OR = 1.35; p = 0.06) and substantiated report (OR = 1.10; p = 0.59) for PTP

and control group is not significant. The degree of fidelity implementation varies between moderate (61% to 74 %) to high (≥75%) for most of the indicators representing dosage, adhesion, participation and quality.

Conclusions and Implications

This study suggests the effectiveness of Incredible Years to prevent out-of home placement for families followed by CPS for neglect, and to rapidly end their involvement with CPS. The benefits of using administrative data for program evaluation are discussed.

Bios
Isabelle-Ann Leclair Mallette is a doctoral student in psychoeducation. After obtaining her Bachelor's degree in psychology, she facilitated parent-training programs with vulnerable parents. During that period, she returned to school at Université de Sherbrooke. Under the direction of Marie-Josée Letarte and Sonia Hélie, she focuses on the effectiveness of Incredible Years, implemented with neglectful parents involved with child protective services.

Caregiver physical health issues and maltreatment: Findings from the Ontario Incidence Study of Reported Child Abuse and Neglect 2013

Barbara Fallon[1], Melissa Van Wert[2], Kate Allan[1]
[1]University of Toronto, Canada; [2]McGill University, Canada

Background and Purpose

Parent health is intimately connected to the ability to provide for the needs of the child and therefore is an important indicator for child well-being. Research has identified a link between health problems in adulthood and adverse experiences across the life course including early trauma and socioeconomic disadvantage (Almeida et al., 2005; Danese et al., 2009), factors that also increase the risk of abusive or neglectful parenting behaviours (Pears & Capaldi, 2001).

While research has explored the influence of child physical health issues on maltreatment dynamics, few studies have examined the impact of parental health problems on abusive and neglectful caregiving. The purpose of this analysis is to explore the characteristics of child welfare investigations involving caregivers with physical health issues and to determine whether these families are more likely to receive services.

Methods

Using a sample of 5,265 maltreatment-related investigations from the Ontario Incidence Study of Reported Child Abuse and Neglect 2013, we conducted descriptive and bivariate chi-square analysis to explore the characteristics of investigations involving a caregiver with physical health issues. Regionalization and annualization weights were applied to generate annual provincial estimates resulting in a total weighted sample of 125,281 investigations. Logistic regression was used to predict transfer to ongoing services.

Results

Seven percent (an estimated 8,187 investigations) of maltreatment-related investigations noted physical health problems for the primary caregiver. Most of these caregivers with physical health issues were biological parents (89% or an estimated 7,299 investigations), while 7% were grandparents (an estimated 572 investigations).

Caregiver physical health issues commonly co-occurred with other risk factors including mental health issues, substance abuse, cognitive impairments, few social supports, and a history of foster care/group home. In addition, caregivers with physical health issues were more likely to live in conditions of socioeconomic disadvantage. Children of caregivers with physical health problems struggled with issues including depression, attachment issues, intellectual/developmental disabilities, and academic difficulties. Over one-third of investigations involving a caregiver with physical health issues focused on allegations of neglect (35% or an estimated 2,831 investigations), and over one-quarter of investigations involved a concern about the risk of future maltreatment (26% or an estimated 2,101).

Caregiver physical health issues significantly predicted the decision to transfer an investigation to ongoing child welfare services (OR=1.42, p<.001). However, several other case characteristics more strongly predicted this decision, including caregiver mental health issues (OR=3.074, p<.001), few social supports (OR=2.92, p<.001), and previous investigations (OR=1.94, p<.001). These risk factors likely operate in concert to increase the likelihood that a family will receive services.

Conclusions and Implications

Caregivers with physical health issues tend to live in the context of a constellation of individual and structural risk factors. Despite the association between physical health issues and other risks, investigating workers appear to attend more closely to other indicators of need when deciding whether to transfer to ongoing services. Physical health issues may be an indicator of a history of trauma and disadvantage and should be carefully considered alongside other risks. Implications for policy and practice will be discussed.

Bios
Kate Allan is a doctoral student at the Factor-Inwentash Faculty of Social Work and Manager of the Vaccine Hesitancy Study at the Fraser Mustard Institute for Human Development. Her research interests focus on the intersection between social work and health, specifically the decision-making process of parents regarding routine childhood vaccination. Kate has a keen interest in the interplay between psychosocial factors and physical health.

Melissa Van Wert is a postdoctoral fellow at the Centre for Research on Children and Families, McGill University, and a member of the Fraser Mustard Institute of Human Development, University of Toronto. Melissa's research focuses on behavioural, emotional, educational and other developmental outcomes of children and youth who are involved in the child welfare system, in particular those who enter out-of-home care.

Dr. Barbara Fallon is an Associate Professor and the Associate Dean of Research at the Factor-Inwentash Faculty of Social Work at the University of Toronto. Dr. Fallon is also the Factor-Inwentash Chair in Child Welfare and Director of Knowledge Mobilization for the Fraser Mustard Institute for Human Development. Dr. Fallon's research interests include international comparisons of child protection systems and the contribution of worker and organizational characteristics to child welfare decision-making.

The correlation between poor health care and socio-economic status among children in the rural settings of northern Uganda

Skyler Jayden Dembe[1], Brasio Lwanga[2]
[1]Green World Uganda (GWU), Masaka, Uganda; [2]Makarere University, Kampala, Uganda

Background and Purpose

Few studies have been done to assess socioeconomic inequities in health in African countries. We sought evidence of inequities in health care by sex and socioeconomic status for young children living in a poor rural area of Northern Uganda.

Methods

In a baseline household survey in Uganda early in the implementation phase of integrated management of childhood illness (IMCI), we included cluster samples of 2006 children younger than 5 years in four rural districts. Questions focused on the extent to which caregivers' knowledge of illness, care-seeking outside the home, and care in health facilities were consistent with IMCI guidelines and messages. We used principal components analysis to develop a relative index of household socioeconomic status, with weighted scores of information on income sources, education of the household head, and household assets.

Results

1026 (52%) of 1968 children reported having been ill in the 2 weeks before the survey. Caregivers of 415 (41%) of 1014 of these children had sought care first from an appropriate provider. 71 (26%) caregivers from families in the wealthiest quintile knew 2 danger signs compared with 48 (20%) of those from the poorest (p=0·03 for linear trend across quintiles) and wealthier families were more likely to bring their sick children to a health facility (p=0·02). Their children were more likely than poorer children to have received antimalarials, and antibiotics for pneumonia (p=0·0001 and 0·0048, respectively).

Conclusions and Implications

Care-seeking behavior is worse in poorer than in relatively rich families, even within a rural society that might easily be assumed to be uniformly poor.

Bios
Dembe Skyler Jayden is a writer and a public health specialist interested in Ugandan health issues. He is a Director of Research and Development at Green World Uganda (GWU), a community based organization dealing in health and other related programmes like Water, Sanitation and Hygiene (WASH). Dembe specialized in social sciences and public health striving to mobilize communities in these issues.

What representation of fatherhood in a social institution?

Aziz Essadek[1,3], Adèle Assous[2,4], Ségolène Payan[1]

[1]IRFASE (Institut de Recherche et de Formation à l'Action Sociale de l'Essonne), France; [2]Université Sorbonne Paris Diderot - Paris 7, France; [3]Association Olga Spitzer, France; [4]Hôpital Necker enfants malades, France

The 1970 law changes paternal authority into parental authority. Since the adoption of the International Convention on Children's Rights by France in 1989, this authority can be shared with any legal representative. These legislative developments have generated a change in the role of the father and lead us to ask ourselves, what position is now given to the father when the environment in which the child is brought up is seen as failing or abusive?

This research shows that in France the position of fathers in social institutions working with abused children, is still based on past representations of the absent father or the deprival of education, which has an impact on the abused children.

This is put into context by looking at the historical background of the legal evolution of the role of fathers. A population-based study, conducted in 2015, with 796 children in a service judicial measured the educational assistance in an open environment; it was noted that fathers are abusive towards their children.

76% of parents are separated. When children are raised by single parents, 33.7% are raised by their mother and 3.92% by their father. If 83.02% of mothers maintain regular contact with their children, more than half of the fathers (55.87%) also maintain contact.

This study shows that the representations of fathers in institutions are confined to abandonment or violent positions, which are no longer reflective of today's reality. This results in a lesser presence of fathers with children and in institutions. Two reasons seem to generate this. 1) A narcissistic flaw in fathers related to legal and social disintegration of the image and the father's recognition. 2) The many changes in the father's place in society and the family generate losses of benchmarks for institutions, then difficulties in working with both children's parents.

Bios
Aziz Essadek is a teacher researcher at the IRFASE (Institute of Research and Education for Social Work of the Essonne), he worked in a child protection service.

Adèle Assous is Associate Professor, Paris Diderot University at Sorbonne Paris Cité, and she also works in a child psychiatry department at the University Hospital Necker-Enfants-Malades.

Ségolène Payan is a teacher researcher at the IRFASE (Institute of Research and Education for Social Work of the Essonne), it also works with adults in precarious situations.

4.3: Child neglect and lack of supervision

Child neglect and lack of supervision: Issues in definition and measurement

Mónica Ruiz-Casares[1], Irene Beeman[1], Katrina Cherney[1], Barbara A. Morrongiello[2], Vandna Sinha[1], Tonino Esposito[3]

[1]McGill University; [2]University of Guelph; [3]University of Montreal

Child maltreatment is a global phenomenon and neglect is often the most common type of maltreatment. Existing studies on the consequences of neglect link it to serious physical, cognitive, and socio-emotional harm. Inadequate or lack of supervision is among the most common types of neglect. Although there are a number of caregiver behaviours usually considered problematic (e.g., not watching a child closely enough), what behaviours and circumstances constitute appropriate care and supervision vary across social, cultural, and historical contexts. Lack of consensus on the definitions of neglect and supervisory neglect significantly hampers the advancement of research in this area and the development of standards for measuring neglect throughout childhood. Presenters in this panel engage with these definitions and provide illustrations from studies using a diversity of methods and population groups.

"Geographies of care": Child supervision through a cultural lens

Mónica Ruiz-Casares, Irene Beeman, and Katrina Cherney

Background and Purpose

Adequate supervision is crucial for the prevention of childhood injuries, sexual abuse, and antisocial behaviour as well as for the provision of emotional caring that is part of good parenting. In Canada, lack of supervision is the most frequent type of neglect, and it represents 15% all substantiated maltreatment cases. Distinct patterns of independence giving and other cultural norms call for consideration of the specificities of the ethno-cultural background of families. The purpose of this qualitative study is to develop a better understanding of caregivers, children, and professionals' views on (in)adequate supervision across diverse cultural and socioeconomic groups in Quebec and the extent to which professionals' assessment of lack of supervision reflects diverse cultural norms.

Methods

Focus groups are being conducted with (a) ethno-culturally diverse caregivers and young people in family-based care and (b) community leaders and service providers in education, health, youth protection and the police working with ethno-culturally diverse families in urban and rural locations across Quebec. Themes and subthemes are extracted for each transcribed focus group, and then compared across all groups to generate cross-cultural typologies of (in)adequate supervision and support, and risk assessment approaches.

Results

Participants shared their experiences and perspectives on what constitutes (in)adequate child care and supervision, practices used to support caregivers of children, and criteria used to evaluate risk and safety in their communities of origin (migrants) and across generations. These contrasted with practices currently observed among families in Quebec as well as with criteria used by professionals to substantiate cases of supervisory neglect.

Conclusions and Implications

The results of this study will be useful to advance scholarly understandings of (in)adequate child supervision from the perspective of ethno-culturally diverse caregivers and children as well as the criteria used by professionals to assess risk and support in the context of different socio-cultural norms. Findings will be useful to develop effective policy guidelines and family support programs by providing insight on a range of (in)adequate childrearing practices among ethno-cultural minorities. This in turn can lead to more accurate reporting of supervisory neglect cases.

What constitutes 'adequate supervision'? Issues in defining and measuring supervisory neglect

Barbara Morrongiello

Background and Purpose

Despite the fact that injuries generally have been declining over the past 20 years, they remain the leading cause of preventable deaths to youth (1-19 years) in Canada. Importantly, estimates indicate that up to 91% of these events could be prevented by changing behavior and/or the environment. Given young children have a limited understanding of hazards and injury risks, keeping them safe is the responsibility of caregivers. Although caregivers can be optimistically biased to assume injuries will not occur to their child, research reveals that if caregivers acknowledge they have a responsibility to keep their children safe, then they address it by using three strategies. These include: removing access to hazards (e.g., 'childproofing' the home), teaching safety rules that they then expect youngsters to follow, and providing supervision. Research shows that parents use these strategies to varying degrees, and injuries often result when they depend on a strategy that is inappropriate for a child's developmental level or the situational context. The most effective of these strategies, across developmental stages and environmental contexts, is supervision. Why then do many parent not provide 'adequate' supervision? And what exactly constitutes 'adequate' supervision? When does inadequate supervision constitute 'supervisory neglect'? These are some of the questions to be addressed in this presentation.

Results

Drawing on research findings, this presentation will provide a conceptual framework for how we should define and measure caregiver supervision. Consideration will be given to how 'supervision' differs from 'monitoring', and the significance of these differences for caregivers' behaviours and children's well-being. A discussion of the challenges of defining 'adequate' supervision and possible ways to address these issues will be provided.

A selective review of some key findings relating supervision to childhood injuries will be presented, including – what patterns of supervision are most effective to prevent injury, how supervision is complicated by context, and differences in the supervision needs for boys and girls.

Conclusion and Implications

Defining and measuring supervisor neglect is a complicated issue.

Throughout the presentation, implications for defining and measuring supervisory neglect will be discussed. It is expected that the question period will evoke a lively discussion of these important issues.

Understanding 'Risk of Neglect' in the Quebec child protection system

Vandna Sinha and Tonino Esposito

Background and Purpose

The Canadian child welfare system increasingly focuses on cases involving chronic challenges to child development and family functioning rather than urgent child protection concerns. This shifting focus is exemplified by the extension of child welfare mandates to include 'risk investigations', in which focus on concerns about a serious risk of future maltreatment rather than allegations/suspicions that a child already experienced maltreatment. In Quebec, a 2007 amendment to Youth Protection Act directly linked risk investigations to the concept of neglect, allowing workers to identify the primary concern in an investigation as being 'serious risk of neglect'. The merging of these two categories is particularly relevant for First Nations children: nationally, the pronounced overrepresentation of First Nations children is driven primarily by risk of maltreatment and neglect investigations. But, little is currently known about the risk of neglect cases; we examine the risk of neglect cases involving First Nations and non-Aboriginal children in order to better understand the scale and nature of risk of neglect cases.

Methods

We draw on analyses of the secondary clinical-administrative child protection data drawn from the "Gestion fondée sur les indicateurs de suivi clinique" (GFISC) project dataset. The GFISC data set includes 12 years of case level data from 16 mainstream and 16 First Nations agencies. The GFISC dataset documents the service trajectories of 151,034 children, tracking them for 3 years following investigation and placement, and for 1 year following case closure. The secondary analyses of the GFISC project dataset were produced in collaboration with the First Nations of Quebec and Labrador Health and Social Services Commission, the Quebec Ministry of Health and Social Services, the Institut national d'excellence en santé et en services sociaux, and university researchers.

Results

Overall, neglect was the primary concern in 64% of retained reports involving First Nations children and more than half of neglect cases the primary concern was risk of neglect (34% of all retained reports). In contrast, neglect was the primary concern in 41% of reports involving non-Aboriginal children and risk of

neglect was the primary focus in 1/2 of all neglect cases (16%). In comparison with other neglect categories, a higher proportion of risk of neglect cases involved findings that a child's safety or development had been compromised, child welfare court, ongoing services, and out of home care.

Conclusions and Implications

For both First Nations and non-Aboriginal children, risk of the neglect cases involved more extended and intrusive interventions than cases in which there was an allegation or suspicion that a child had already been neglected. These results highlight the need for greater understanding of the ways in which child welfare workers interpret and identify serious risk of neglect.

Bios

Mónica Ruiz-Casares, PhD is Associate Professor in the Division of Social and Transcultural Psychiatry, and Associate Faculty at the Centre for Research on Children and Families and the School of Social Work at McGill University. She is also a Researcher at SHERPA—University Institute in Montreal. She leads mixed-methods studies on child wellbeing across cultures, particularly regarding parent-child separation and ethical and methodological issues in research with and by young people.

Irene Beeman, MSW, is a project coordinator in the Centre for Research on Children and Families at McGill University. She holds a Master's degree in Social Work from McGill University and a B.A. in Sociology from the University of Kansas. Irene's research interests include exploring topics of sexuality, intimate relationships, parenting, and child development through gender and cultural lenses. She also does community work in the areas of sexual, reproductive and relationship health.

Katrina Cherney, MSW, is a doctoral student at the School of Social Work at McGill University and member of the Centre for Research on Children and Families. She studies various dimensions of inequality, with a specific focus on the intersections between poverty and education.

Barbara A. Morrongiello, PhD, C.Psych. is a Professor in Psychology at the University of Guelph. She holds a Canada Research Chair in Child and Youth Injury Prevention and has recently completed a 5 year term as Scientific Officer at the Institute of Gender, Sex, and Health at CIHR. She is passionate about applying evidence to prevent injuries to children and her recently developed program entitled "Supervising for Home Safety" does just that and can be delivered in community settings.

Vandna Sinha, PhD is an Assistant Professor in the School of Social Work at McGill University. Her research focuses on the impact of social policies on children's access to services, and on the abilities of marginalized families and communities to care for children. Much of her research focuses on service disparities for First Nations children.

Tonino Esposito, PhD is an Assistant Professor in the School of Social Work at the University of Montreal and the Canada Research Chair in Social Services for Vulnerable Children and Families. His research focuses on the well-being of maltreated children in out-of-home care and ways of building child welfare agencies capacity to analyze clinical-administrative and population data.

4.4: Child poverty and subjective well-being: Exploring the links

Child poverty and subjective well-being: Exploring the links (Part 2)

<u>Gill Main</u>[1], Gwyther Rees[2], Oliver Nahkur[3], Dagmar Kutsar[3], Sunsuk Kim[4], Sehee Lim[5]

[1]University of Leeds, United Kingdom; [2]University of York, United Kingdom; [3]University of Tartu, Estonia; [4]Korea National University of Transportation, South Korea; [5]Seoul Cyber University, South Korea

This panel addresses the links between child poverty and subjective well-being. Child poverty has received longstanding recognition in national and international policy agendas, reflected by the inclusion of ending poverty among the Sustainable Development Goals. Nevertheless, child poverty rates remain unacceptably high in national and global contexts. Well-being has more recently received attention as a focus for social policies, partially in response to the limited associations between well-being and GDP among higher-income countries. Research on the links between child poverty and subjective well-being is in its infancy; this panel brings together recent international research on this subject. This panel is divided into two sessions, the first of which focuses on children's and parents' perspectives on different facets of poverty and well-being, and how we can best explore the links to influence policy; and the second of which focuses on different aspects and experiences of poverty and how these relate to child subjective well-being.

Panel Part 2: Child poverty and subjective well-being: Facets and experiences

To what extent are children's family socio-economic circumstances in early and mid-childhood associated with their subjective well-being at 11 years old?

Gwyther Rees

This paper will focus on the extent to which children's subjective well-being varies according to childhood family socio-economic circumstances. It addresses two key conference themes – (a) child-focused indicators of social trends, policies and child well-being, and (b) child poverty, inequality and child welfare research; and links two sub-themes (c) poverty, deprivation, material well-being and inequality, and (d) subjective well-being. A key challenge for research on children's subjective well-being is to identify why some children are more or less happy or satisfied with their lives than others. Cross-sectional analysis in the UK has shown that children's current levels of subjective well-being are only weakly associated with current household income. Child-centred indicators of material deprivation show a larger association. However there is a lack of longitudinal research on this topic (in the UK and internationally) so it is not known how family socio-economic factors earlier in childhood may affect children's subjective well-being. Research on other topics such as cognitive development, educational attainment and mental

health problems has shown substantially poorer than average outcomes for children who experience persistent poverty. The lack of similar longitudinal research on children's subjective well-being is a major evidence gap.

The question which the paper addresses is: To what extent are children's family socio-economic circumstances in early and mid-childhood associated with their subjective well-being at 11 years old? To answer this question the analysis utilises data from the Millennium Cohort Study – a large-scale nationally representative study of children born in the UK in 2000 to 2001. Over 13,000 children were still in the study at the age of 11. Data is available across five survey waves when children were nine months old and three, five, seven and 11 years old. The analysis involves using summary indicators of economic circumstances across these waves as independent variables to predict child subjective well-being (life satisfaction, happiness and sadness) at the age of 11 using linear and logistic regression models. Initial results indicate that family income during childhood, including persistent income poverty, is only weakly predictive of children's subjective well-being at the age of 11. This is surprising given the strong associations between persistent poverty and other child outcomes noted above. Further analysis on other measures of family socio-economic circumstances is currently in progress.

This analysis fills a major evidence gap in research on children's subjective well-being. It provides important new evidence on the extent to which childhood material disadvantage is linked with later subjective well-being. If family economic circumstances throughout childhood have little impact on subjective well-being then (a) this clearly differentiates subjective well-being from other childhood outcomes; (b) it suggests that early childhood interventions in this area may not improve later subjective well-being; and (c) research to understand variations in child subjective well-being needs to focus on alternative explanations.

Children's interpersonal relationships destructiveness potential and their mental well-being: Multilevel regression analysis based on International Survey of Children's Well-Being 12-year olds' data

Oliver Nahkur

In this paper I am interested in children's mental well-being and in factors that may help to explain it. One such factor can be the children's quality of interpersonal relationships, including interpersonal violence. In 2016, the author introduced a new country level interpersonal violence measure – Societal Index of Interpersonal Destructiveness (SIID) – in the journal Social Indicators Research. Interpersonal destructiveness expands the concept of interpersonal violence to include 3 destructive conflict management strategies – avoidance, accommodation and competition. SIID is measuring the level of interpersonal destructiveness indirectly, by factors that predispose or may be the result of destructiveness in interpersonal conflicts or relationships.

In this paper, I apply the concept of interpersonal destructiveness, SIID's indirect measurement approach and operational structure to the research field of child well-being, treating child's mental well-being as a consequence of their interpersonal destructiveness. As the level of consequences of interpersonal destructiveness should be higher when the level of prerequisites increase, it is assumed that different interpersonal destructiveness prerequisites, like economic insecurity, poor relationship climate etc., can explain the children's mental well-being. Using the International Survey of Children's Well-Being 12-year olds' wave 2 data collected in 2013-2014 from 17 countries, I compute the individual score to each of the interpersonal destructiveness prerequisites sub-dimensions to all children in Algeria, Argentina, Columbia, Estonia, Ethiopia, Germany, Israel, Malta, Nepal, Norway, Poland, Romania, South Africa, South Korea, Spain, Turkey and United Kingdom. For example, the sub-dimension economic insecurity is measured by question asking about frequency a child worry about how much money his/ her family has, and sub-dimension poor relationship climate by question asking about to what extent a child feels himself/ herself lonely. Child mental well-being is measured by Russell's Core Affect scale. To explain children's mental well-being, I also use country level indicators. Among other results, multilevel regression analysis reveals that the children's economic insecurity explains their poor mental well-being a great extent. Thus it is important to tackle the problem of child poverty to enhance children's mental well-being.

Poor childhood: Insights into job migration of parents as a poverty alleviation strategy from the children's perspectives

Dagmar Kutsar

In 2014, 21.6% of Estonia's population lived in relative poverty and 6.3% in absolute poverty. 20% of all children below 18 years of age lived in households with resources below the relative poverty line. More often these children live in households of three or more children, in lone parents' households and households with unemployed members (Statistics Estonia 2016) however, these factors cumulate: poor children can live in a big family with multiple children and with lone parent who has no job.

The presentation revisits different "faces" of poverty that impact children's wellbeing: subjective, psychological, interpersonal and developmental. Parents are struggling with poverty by applying a number of strategies. In this presentation children's perspectives are analysed related to job migration of parents, spread in Central and Eastern Europe to more well-off countries with the aim of finding a job and securing their family with decent income. However, there are many cases where children are left back home with their grandparents, close family friends or all alone. According to 2nd Round of the ISCWeB Study that was funded by the Jacobs Foundation, 22% of twelve year old children in Estonia have experienced one or both parents' absence from their daily lives due to parent(s) transnational commuting between home and job. The Survey revealed lower wellbeing level among children who had experienced parental job migration compared to those without this experience. The presentation will discuss the transnational job migration of parents as a familial poverty alleviation

strategy in terms of costs paid with wellbeing of children and 'good' parenting. Besides data from ISCWeB study the presentation will draw data from a small-scale study about children's attitudes concerning the transnational job migration of parents, from qualitative interviews with children left them behind by both job-migrating parents, and fathers who commute transnationally between job and home. The presentation will demonstrate how transnational job migration can activate new "faces" of poverty in children's lives.

The effects of housing poverty on subjective well-being: A study of South Korea

Se Hee Lim and Sunsuk Kim

This study investigates the impacts of housing poverty on the subjective well-being of children and identifies how housing poverty affects the child's subjective well-being by mediating the effects of family relationships and peer relationships which previous studies have found are strongly related with children's subjective wellbeing.

Good quality housing is essential to child development but studies on the effects of housing poverty on children have been limited. Moreover, previous studies on housing poverty have focused on the quality of housing or on sub-minimum standard housing conditions, and neglected the importance of expenditure on housing. In this sense, this study expanded the concept of housing poverty, from previous notions of housing quality, by including housing expenditure.

We apply data which are derived from the Korea Welfare Panel Study (KOWEPS). We analysed KOWEPS data for 512 children in the 7th wave of the survey and combined the households and individuals using the children's supplemental survey from the 1st, 4th and 7th KOWEPS. This study applied Structural Equation Model (SEM) to analyse the effect of housing poverty on the subjective well-being of children.

The results show that housing poverty has significant negative effects on the child's subjective well-being. To be more specific, sub-minimum standard housing conditions including inadequate house size and inadequate facilities has negative effects on children's relationships with family members directly, and also has negative effects on the child's subjective well-being indirectly. The greater the proportion of income a household spends on housing-related expenditure, the less the effect on child's subjective well-being directly.

This study also shows the effects of housing expenditure as well as sub-minimum standard housing on children and constructed the theoretical model of housing poverty. Moreover, this study suggests the necessity of interventions to alleviate housing poverty for children and families and lays the groundwork for housing poverty policies in Korea.

Bios

Gwyther Rees, *University of Cardiff, United Kingdom*
Gwyther Rees is an Honorary Research Fellow at the Social Policy Research Unit, University of York, UK. He is one of the core group of researchers leading the Children's Worlds project – an international survey of children's lives and well-being. Gwyther's main research areas are child well-being and child maltreatment. He was formerly Research Director at The Children's Society, UK where he developed, with the University of York, a national research programme on children's subjective well-being.

Oliver Nahkur, *University of Tartu, Estonia*
Oliver Nahkur is a PhD candidate in sociology and Junior Research Fellow in the Chair of Social Policy, Institute of Social Studies, University of Tartu. His doctoral dissertation focuses on the construction, validation and application of a new social indicator – Societal Index of Interpersonal Destructiveness (SIID) – that could be regularly used to compare interpersonal violence in different societies. He is also interested in the effect of children's interpersonal destructiveness on their well-being.

Dagmar Kutsar, *University of Tartu, Estonia*
Dagmar Kutsar is Associate Professor of Social Policy at the University of Tartu, Estonia. Her research interests are related to family, childhood, and welfare research and policies. She is a Board member of the International Society for Child Indicators (ISCI) and a principal researcher of an international survey Children's Worlds.

Sunsuk Kim, *Korea National University of Transportation, South Korea*
Sunsuk Kim is Associate Professor of Social Welfare at Korea National University of Transportation. She earned her Ph.D. from the Department of Social Welfare at Seoul National University. Before joining to the faculty of KNUT, she had worked at the Research Institute for Social Science in Seoul National University as a Senior Researcher. Her research focuses on child poverty, child rights, child subjective well-being and child welfare.

Sehee Lim, *Seoul Cyber University, South Korea*
Sehee Lim is Assistant Professor of Social Welfare at Seoul Cyber University. She received her Ph.D. from the School of Social Welfare at Seoul National University. Before joining to the faculty of SCU, she was a senior researcher at the Research Institute for Social Science in Seoul National University, before that, she worked at the Korea Institute for Health and Social Affairs as a research assistant. Her research focuses on child poverty, housing poverty and inequality.

4.5: What's new in the field of measuring early child development

What's new in the field of measuring early child development: methodological and empirical advances in the context of new Sustainable Development Goals (SDGs)

__Magdalena Janus__[1], Eric Duku[1], Ashley Gaskin[1], Linda Platas[2], Patricia Kariger[3], Melissa Gladstone[4], Gill Lancaster[5], Gareth McCray[5], Tarun Dua[6], Vanessa Cavallera[6], Sally Brinkman[7], Lauren Pisani[8], Amy Jo Dowd[8], Jonathan Seiden[8], Sharon Wolf[9]

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One of the new Sustainable Development Goals (SDG #4), endorsed in 2015, explicitly focuses on education for all children, and identifies a target to reach: "By 2030, ensure that all girls and boys have children's access to quality early childhood development, care and pre-primary education (Target 4.2)". Consequently, there is a growing body of efforts around the measurement of early child development and learning at a population level globally and regionally, keeping the relevance to the Target 4.2 requirements. Population-level measures are not limited to a single aspect of development and allow for a holistic approach. Repeated data collections over time allow monitoring children's developmental status over time. This panel will provide an update on five population measures of child development: the EDI, MELQO, WHO 0-3, the eHCI, and the IDELA. Presentations will include most recent applications and use, lessons from local adaptations, and reliability and validity results.

Development status at kindergarten measured by the EDI in the context of reforming the early education in Kyrgyzstan

Ashley Gaskin, Eric Duku, and Magdalena Janus

Background and Purpose

The Kyrgyz Republic is undergoing a comprehensive restructuring of pre-primary education, with a goal of reaching more children prior to entry into Grade One in order to improve their school readiness. An expansion is planned for Community-Based Kindergartens, to successfully reach large groups of children who otherwise would not have had access to preschool education. The Kyrgyz Early Education Project (KEEP) was initiated to accomplish these goals. In order to monitor the progress of the reform, it is crucial to understand child development status at baseline.

The main objective of this study was to establish validity of the Early Development Instrument (EDI) adapted for use in the Kyrgyz Republic in both official languages (Kyrgyz and Russian) and to ensure its appropriateness for use as a baseline assessment of children's developmental status at school entry.

Methods

The adaptation and testing of the EDI was done in two phases. An adaptation workshop with educators representing both official languages and Kyrgyz national organizations was carried out in the spring of 2014. This was followed by a small-scale pilot study, preliminary data, and reporting. Following the results from the pilot study, further adaptations were made to the instrument, and a pre-baseline study designed. Data collection was carried out in November/December 2015, following a teacher information/training session. The children for whom the teachers completed the EDI had started school in September, and attended kindergarten 3 hours per day, 5 days a week. Data were reviewed and the response patterns on items in the EDI and the domain scores were examined. To establish the psychometric characteristics of the EDI in the Kyrgyz Republic, internal consistency for each domain of the EDI was examined. Domain scores and vulnerability on the EDI were also examined by age, gender and family characteristics to establish external validity.

Results

The adapted EDI used in the Kyrgyz Republic on 3146 children demonstrated similar robust distributions, psychometric properties, and association patterns with demographic characteristics as in other developed and developing countries. Mean EDI domain scores were higher for females compared to males, older children scored higher than younger children, and children of mothers who completed higher levels of education scored higher than children of mothers with less than secondary education. In addition, analysis of the different language groupings found that children attending Russian language classes had higher scores on EDI domains than children in Kyrgyz language classes.

Conclusions and Implications

Our study demonstrated that the Kyrgyz Republic EDI has adequate validity to be used in the baseline assessment for the evaluation of the reform of community-based kindergartens. The exploration of the response patterns on the items indicated areas for focused improvement in training and quality control. Further work on investigating family-based correlates of children's development is ongoing.

Measuring Early Learning Quality and Outcomes (MELQO) project

Linda M. Platas

Background and Purpose

The Measuring Early Learning Quality and Outcomes (MELQO) project was initiated in 2014 by UNESCO, UNICEF, World Bank, and Brookings Institution to support feasible, accurate, and useful measurement in low- and middle-income countries. The MELQO Direct Assessment was developed in response to the Sustainable Development Goals, specifically Target 4.2, which concerns early

childhood development. The need for such an instrument was demonstrated by policy-makers' concerns about school readiness and whether children are developmentally on track when school begins. The instrument includes a set of direct assessment tasks relevant across contexts for children aged 3- to 6-years-of-age in the following domains: language, literacy, mathematics, executive functioning, and fine motor. The MELQO Direct Assessment has been piloted in six countries and has been used at the national level in three, providing support for validity and reliability. Use of the instrument at population level can inform ministries of education on children's knowledge and skills at the start of formal schooling. In addition, the tool has implications for informing research on development in ways that have heretofore been absent.

This presentation will provide contexts for the implementation of the MELQO Child Development and Learning tools in six countries, highlighting the progress from instrument development to large-scale assessment. Cross-country validity and reliability will be discussed for five of these countries in which data is currently available.

Methods

A variety of statistics tests were performed on data from Kenya, Lao PDR, Mongolia, Sudan, and Tanzania. These included correlations between tasks within domains and across domains, IRT, Cronbach's alpha, item-total correlations, and ANOVAs.

Results

Preliminary results provide initial evidence that across countries, mathematics items perform similarly in that as children get older, their ability to perform these tasks increases, showing a developmental progression. In analyses on the language and literacy tasks, correlations commonly supported by research were found (Beed & Edmiaston, 2007; Goswami, 2011; Ibrahim, Eviatar & Aharon-Peretz, 2007). This and previous IRT analyses of such data suggest that, generally speaking, all of the tasks contribute to the domains of language and literacy. These correlations range from r = .17 to .76 (p < .01). Considerable research has illustrated positive correlations between executive function and mathematics skills (Bull & Scerif, 2001; Clarke et al., 2013). The MELQO includes tasks in both of these domains, providing an opportunity to explore these relationships, a much needed area of research in low-income and cross-cultural settings. Results from ongoing analyses on this relationship will be presented.

Conclusions and Implications

Much of extant research on school readiness comes from high income countries. The development of this tool, and its implementation in low- and middle-income countries offers a unique opportunity to examine children's performance on these tasks across disparate areas of the globe and expand our knowledge of children's development in a variety of geographic, economic, linguistic, and cultural contexts.

WHO population-based assessment of children aged 0-3 years in low- and middle-income countries

Magdalena Janus, Patricia Kariger, Melissa Gladstone, Gill Lancaster, Gareth McCray, Tarun Dua, and Vanessa Cavallera

Background and Purpose

The United Nation's 2030 Sustainable Development Goals aim to promote equity across various dimensions (including health and well-being, education, and economic growth) requires appropriate benchmarks to provide clear evidence of developmental progress of children under the age of three. Currently, there are no low-cost, cross-culturally validated, simple to implement tools that can be used in low as well as high income settings, particularly for the youngest age range.

The main objective of this study was to recommend a set of items, valid cross-culturally (countries and ethnic groups), and across settings (rural/urban, low-income/middle-income), for population-level assessment of developmental status for children under three years of age.

Methods

The items were developed using a conceptual process and empirical identification of instruments measuring development for children under three, either originated in low- and middle-income (LAMI) countries or used in more than one LAMI country, and detailed statistical analyses of the items. We acquired 14 databases from 10 countries, using 7 instruments, with a total of 23,635 children 0-3 years of age. Logistic regression curves in relation to age were created and further reviewed, using parameters such age specificity, item reliability, item validity, ease of use/feasibility, and expert-rated importance. Approximately 110 items spanning the 0 to 3 years age range were selected in domains of: fine and gross motor development, expressive and receptive language, and socio-emotional. A detailed implementation protocol for testing was designed and has been implemented in three countries: Malawi, Pakistan, and Brazil. Testing includes interview with parents and direct assessment of children, as well as focus groups with caregivers and professionals.

Results

As expected, items in the motor and language areas demonstrated relatively clear logistic regression curves in the three-pilot sample. However, unexpected consistencies across countries were also observed. Variation among countries was recorded in terms of when children started acquiring specific skills; as well as in the level of difficulty parents and professionals experienced with the items.

Conclusions and Implications

Considering the strong conceptual and empirical background for our project, the final set of items was expected to have robust psychometric properties, and the empirical data confirm this expectation. The results of our study indicate that it is possible to measure child development for very young children reliably across countries, but guidelines have to be provided for accurate adaptation and translation of items.

The early Human Capability Index (eHCI)

Sally Brinkman

Background and Purpose

The early Human Capability Index (eHCI) is a relatively new holistic measure of early child development for children aged 3 through to 5 years.

Methods

The early Human Capability Index was initially developed for Tonga, and has now also been used in Samoa and Tuvalu as a developmental census of all children aged 3-5 years across their islands. In the Pacific, parents completed the instrument either themselves in conjunction with a local health nurse, or with early childhood teachers if the children were attending ECE. In China, the eHCI has been used in a survey sample approach through household interviews with caregivers, and in some counties the data has been collected through early childhood centres by local teachers. In Laos the instrument has been used within a larger household survey to help evaluate a large scale early childhood education initiative.

Results

The flexibility allowed to adapt the instrument to local language, culture and context as well as the flexible methods of data collection has helped to garner local support, adoption and ownership, however there are challenges associated to maintain reliability and international comparability.

Conclusions and Implications

The eHCI was been developed primarily for monitoring and evaluation purposes, and as such, sensitivity to change and predictive validity of later outcomes have been the key attributes of interest. The pros and cons of the methodological flexibility will be discussed.

IDELA: Making the measurement of early learning and development possible across low- and middle-income countries

Lauren Pisani, Amy Jo Dowd, Jonathan Seiden, and Sharon Wolf

Background and Purpose

International Development and Early Learning Assessment (IDELA) was developed with an aim to support continuous program improvement across Save the Children's numerous country sites, to increase accountability among ECD initiatives globally, and to offer data and evidence about children's learning and development across countries that can help governments and global actors bring successful ECD programs to scale. Since its public release in 2014, the IDELA has been used for evaluations by Save the Children and numerous partner organizations in 33+ countries. IDELA is a holistic, rigorous, open source assessment that is easily adapted and used in different national and cultural contexts.

Recent studies using global indicator data have clearly shown the need for more attention and support for ECD programs that better support children's early learning and development, but little is known about what programs are, actually the most effective, especially for the world's neediest children. This paper will present an overview of the IDELA development and validation as well as recent evidence collected by Save the Children and global partners to investigate which ECD approaches are most impactful for children in LMICs.

Methods

IDELA was designed for use in low- and middle-income countries with both rigor and feasibility as priorities. Development began in 2011 with an extensive literature review of existing tools, followed by qualitative and quantitative testing in multiple sites across 15 countries which resulted in a direct child assessment which measures development and learning for children ages 3.5 – 6.5 in four core domains: motor, literacy, numeracy and social-emotional development. New York University's Global TIES for Children has completed a construct validity study which builds on the previous reliability work completed by Pisani et al., and is currently undertaking a cross-country measurement invariance analysis to assess for item comparability across different countries.

Results

Save the Children and NYU's validation work found strong empirical support for the conceptual structure of IDELA, such that the tool measures children's holistic development as well as four unique domains of development. Results from NYU's current study which is replicating the construct validity study in Ethiopia using datasets from Afghanistan, Bolivia, Uganda, and Vietnam to test for cross-cultural item invariance will be presented. Finally, analysis of recently collected IDELA evidence from ongoing ECD programs finds 1) the most vulnerable children are not enrolled in ECD programs, 2) quality learning environments in school and at home matter for positive development, and 3) alternative ECD programs are needed to address the large inequities that exist in children's early learning abilities.

Conclusions and Implications

Discussion of results will be framed around Sustainable Development Goal 4, which stipulates that "no education target should be considered met unless met by all." Thus, striving to improve the wellbeing of children overall is a noble goal, but is insufficient in itself. Currently ECD programming overwhelmingly supports wealthier, majority language/ethnicity, or urban children more so than poorer, minority, or rural children. Thus, the proliferation of support for these programs could exacerbate existing inequities. Being able to identify existing gaps is the first step to resolving them.

Bios

Magdalena Janus, Ph.D. is an Associate Professor at the McMaster University's (Hamilton, Canada) Department of Psychiatry and Behavioural Neuroscience where she holds the Ontario Chair in Early Child Development. Together with the late Dr. Dan Offord, Magdalena developed the Early Development Instrument (EDI), a measure of children's developmental health at school entry. She also serves as a consultant on measurement and indicators of child development with various national and international organizations.

Eric Duku is member of the Offord Centre for Child Studies, the Department of Psychiatry & Behavioural Neurosciences, and an associate member of the Department of Clinical Epidemiology & Biostatistics at McMaster University. He has a background in mathematics, demography, applied statistics and measurement. Eric's research interests include inequalities and measurement challenges in early child development & life-span research with emphasis on autism, healthy developmental status at school entry, and school-based mental health.

Ashley Gaskin is a program manager at the Offord Centre for Child Studies, the Department of Psychiatry & Behavioural Neurosciences. She manages and co-ordinates the national and international implementations of the EDI.

Linda M. Platas is an assistant professor at San Francisco State University, teaching courses in child development and public policy. Her primary areas of research are measurement development, teacher education, and the formation of early childhood public policy. She has served as an international expert on early mathematics and literacy development, and worked as a consultant for UNESCO, the World Bank and other non-governmental organizations, as well as served on many technical and policy advisory groups.

Patricia Kariger, Ph.D. is a developmental psychologist specializing in assessing child development in US, Africa, South and Southeast Asia, and Latin America. She has worked on nutrition, health and early education evaluations. Dr. Kariger is part of a World Health Organization (WHO) team developing a population-level tool for children under three years of age. She currently is a Research Associate in the School of Public Health, University of California, Berkeley.

Dr Melissa Gladstone is a Senior Lecturer in Neurodevelopmental Paediatrics at the University of Liverpool who has worked for over 15 years in African settings on creating and validating tools to assess development of children. She studies both interventions to support children with developmental delay and disability in the early years as well as outcome measures to assess neurodevelopment and disability in cross cultural contexts.

Gillian Lancaster is Professor of Medical Statistics at Keele University's Institute of Primary Care and Health Sciences. Her research scopes many medical and social applications, with a specific interest in methodology for developing Patient Reported Outcome Measures and assessment tools for use on children and young people (e.g. Alder Hey Triage Pain score, EARLI, MDAT, ADNAT, CLCF). She is also Editor in Chief of the new BioMed Central Journal Pilot and Feasibility Studies.

Gareth McCray completed his PhD at Lancaster University in late 2014. He is currently working in the Institute of Primary Care and Health Sciences at Keele University. His current research includes modeling child development trajectories in developing countries and creating and deploying subset selection algorithms to assemble items into tests based on concurrent measures of the intended construct.

Tarun Dua is a Coordinator in the World's Health Organization Headquarters in the Department of Mental Health and Substance Abuse and the focal point for neurological disorders in the organization. Currently, she leads the WHO project on population-based assessment of early child development. She is a member of the WHO Secretariat for the newest (2016) Lancet Series on early child development; and for establishing research priorities for early child development.

Vanessa Cavallera, M.D is a child neurologist and psychiatrist with a Master's in Public Health. She conducted clinical work at Besta Neurological Institute in Italy, and evaluations of early childhood development programmes for different NGOs. She currently consults for the Mental Health and Substance Abuse at the World Health Organization in Geneva where she works on indicators to measure early child development and approaches for scaling up programmes.

Sally Brinkman is an epidemiologist and the Director of the Fraser Mustard Centre, an initiative of the Telethon Kids and the Department of Education and Child Development in South Australia. With over 100 publications, Sally is also an Associate Professor at the Universities of Western Australia and Adelaide. Internationally, Sally consults to various Governments and donor organisations working to monitor and evaluate policy and programs to enhance child health and development.

Lauren Pisani Gorman has seven years of diverse experience working in education, as well as a Master's Degree in Education from Stanford University. Lauren has been instrumental in the development of the International Development and Early Learning Assessment (IDELA). Lauren's work appears frequently in conference presentations as well as peer-reviewed academic journals, and she is currently pursuing a PhD in Education from the University College of London.

Amy Jo Dowd is the Senior Director of Education Research at Save the Children and as such, leads Save the Children U.S.'s research initiatives for children from birth through adolescence. Amy Jo holds an Ed.D. from Harvard University.

Jonathan Seiden is a Research Specialist at Save the Children and focuses on supporting impact evaluations of early learning programs in low and middle income countries. Jonathan holds a Master's Degree in International Education Policy from Harvard University.

Sharon Wolf is an Assistant Professor at Penn GSE. She studies the social and environmental determinants of child development and inequalities using both basic and applied research methods. Prior to joining the faculty at Penn GSE, Dr. Wolf was a postdoctoral research scientist at the Global TIES for Children research center at New York University (NYU) and a National Poverty Fellow with the Institute for Research on Poverty at the University of Wisconsin-Madison, where she was in residence at the US Department of Health and Human Services. She received her Ph.D. in Applied Psychology with a concentration in Quantitative Analysis from NYU. Dr. Wolf was a recipient of the American Psychological Foundation Elizabeth Munsterberg Koppitz Graduate Fellowship in Child Psychology, and the Institute of Education Sciences Predoctoral Interdisciplinary Research Training Fellowship.

4.6: Recent advances in Child Poverty measurement

Recent advances in Child Poverty measurement: Subjective, environmental, and material well-being in a world of opportunities

Enrique Delamonica[1], Alberto Minujin[2], Charles Nzuki[1], Gustave Nébié[3], Ismael Cid-Martinez[2], Roberto Rivero[4]

[1]UNICEF, Nigeria; [2]New School for Social Research and Equity for Children; [3]UNICEF Western and Central Africa Regional Office; [4]UNICEF Bolivia

The panel consists of five papers providing new ways of understanding and measuring Child Poverty, rooted in the actual practice of UNICEF's efforts to eliminate it. Nevertheless, the panel concentrates on research and methodological innovations.

The first paper contrasts intra-urban disparities to the depth and severity of Child Poverty in selected countries across regions. The second one, using novel evidence from Western Africa analyzes how to choose dimensions, simultaneously show all possible multiple deprivations, and correlate Child Poverty with other Child Rights violations.

The third paper tackles long-term trends in urban and rural Child Poverty and U5MR in Kenya, accompanying the analysis in the first paper. The fourth one applies the Bolivian "Good Living" approach to incorporate environmental and subjective/spiritual deprivations, complementing the criteria to choose dimensions in the second paper.

The final paper describes the evolution of Child Poverty measurement in three stages (monetary, material, and subjective deprivations). Their diverse conceptual and theoretical foundations are highlighted along with suggestions on how to integrate them. An analytical framework is provided for the research innovations introduced in all four papers.

Child Poverty and urban disparities in Africa, Asia and Latin America

Alberto Minujin

The ten largest cities in developing countries are in Brazil, India, Indonesia, Mexico, Nigeria, and Philippines. While some of these countries are highly urbanized, some are not. Children in urban areas, on average, enjoy better conditions than children in rural areas. However, there are millions of children in urban areas struggling to overcome poverty, without proper access to the "urban advantage."

In this context, it is vital to gather information to understand Child Poverty and the inequalities affecting children that exist within urban areas. This knowledge will be crucial for promoting and designing public policies to reduce Child Poverty inequities among children. Although there is a large amount of quantitative analysis on the gaps between urban and rural areas, inequities within cities is still an area that requires further exploration.

The objective of this paper is to present some results obtained from national household surveys, Multiple Indicators Cluster Surveys and Demographic and Health Surveys carried out between 2008 and 2013. These surveys provide information to describe intra-urban inequalities affecting children and adolescents in terms of access to social services and the full realization of their rights as well as in terms of Child Poverty and the measures of disparity associated with it (i.e. depth and severity of Child Poverty) in these six countries.

Based on a recently developed way to assess and combine information about housing characteristics, income level and parents' educational status, children were classified as living in three groups: highly deprived, moderately deprived or non-deprived households. Relative and absolute gaps for several well-being indicators (e.g. health or education) were analysed according to their incidence among children living in highly deprived and non-deprived households. The three measures of Child Poverty (incidence, depth, and severity) were also estimated separately for these groups.

The results show that in most countries the intra-urban disparities are larger than urban-rural ones. Also, children in highly deprived urban households fare worse than the average rural child. However, the depth and severity of Child Poverty seems to be higher among rural than urban children. Thus, the issue is not whether urban or rural children are worse off but rather that the level, type, and distribution of well-being and Child Poverty is different in each context. Given the relative size of urban and rural populations, and the fact that many local/municipal governments have plenty of authority to design and implement policies, these results show the importance of focusing on highly deprived urban children. As the political and social dynamics in these areas is different both from the national average and rural populations, differentiated urban- and rural-specific policies are needed.

Child Poverty in Western and Central Africa: Innovative measurements and recent trends

Gustave Nébié

Since the beginning of the century, following on pioneer studies carried out on behalf of UNICEF, there has been a groundswell of analysis and estimation of Child Poverty both in developing and developed countries. Nevertheless, systematic time-trend analysis across countries, in particular in the developing world, is rare.

Thus, firstly, the purpose of this paper is to fill this gap for Western and Central Africa, the region with the highest levels of Child Poverty, by providing the most recent estimates of Child Poverty and building a time series spanning the last 10-15 years. Secondly, another objective of the paper is to provide evidence on the relationship between child poverty and other aspects of well-being and child rights in order to illustrate the inequities suffered by children in the region.

These themes and objectives of the paper are pursued by applying a methodology which has been tried and tested throughout the world for over ten years: a multi-dimensional approach based on rights that constitute poverty (i.e. those where the deprivation of children is clearly linked to the lack of material goods and services). Clearly, this means that many rights violations which do

not constitute poverty are not included. Nevertheless, one of the major contributions of the paper, is that these are cross-tabulated with Child Poverty measurement.

For example, results of the paper show that cross-national correlations link child poverty to mortality in the under-fives, as well as teenage pregnancy rates. The correlation between child poverty and child marriage is also shown to be strong, particularly for girls under the age of 15 years. Similar analysis (including within country correlations and their evolution through time) with violence, birth registration, and child labour are also explored, and show disparities between richer and poorer children could be more easily addressed if these issues (which are not clearly related to material deprivation) had been included as indicators of Child Poverty.

Another research and measurement innovation in this paper is the relationship between Child Poverty and household asset wealth. In addition, the simultaneous deprivations along all dimensions of Child Poverty is shown in a novel histogram-type graph.

The paper concludes with some suggestions for further research.

Child Poverty and under five mortality: Urban-rural differentials and trends in Kenya, 1997-2014

Charles Nzuki

Social science research has mainly applied the Wealth Index or income/consumption shortfall to the poverty line in explaining the influence of poverty on the demographic aspects of mortality, fertility and migration. As such, social scientists have analysed neonatal and post-neonatal mortality among children using the traditional measures of monetary adult poverty or wealth status based on the presence of assets in the household rather than the multidimensional relative deprivations approach of measuring incidence, depth and severity of Child Poverty.

With more recent knowledge, wider acceptance and adoption of the multidimensional approach as an objective methodology of measuring the extent and the depth of Child Poverty, the first novel issue in this study is to fill in the above gap in knowledge in the case of Kenya. We use the relative deprivation theory to establish the influence of the extent and depth of Child Poverty on the urban and rural differentials in infant and child mortality in Kenya over a period of two decades.

Using Kenya Demographic Health Survey (KDHS) data from the 1990s through 2014, trends in Child Poverty are estimated. These data have never been analysed like this before. Then these trends are compared to the under-five mortality trends. We show that there exists a strong statistical positive correlation between urban-rural differentials in deaths among U5 children and severity of child poverty as measured by deprivations of food, health, nutrition, safe drinking water and sanitation, shelter, education, and information and classified as: not deprived, moderate and severely deprived. Furthermore, the paper also offers some suggestions to the discussion of establishing nationally acceptable child deprivation thresholds for Kenya, a third innovative contribution of this paper.

The study recommends that concerted efforts should be made and geared towards implementing policies and programmes that address the access to basic social services, especially water, sanitation, nutrition, education and information in order to reduce the high infant and child mortality in the high mortality areas of Kenya. These could be strengthening the social safety nets and other social protection programmes that address the plight of the poor, especially among the rural communities.

Child Poverty, the environment, and "Good Living"

Roberto Rivero

Children in Bolivia suffer some of the highest levels of deprivation in the Latin American region. Their fate is tied to that of their families and the communities in which they live. These are, in turn, dependent on the geographic characteristics and the social and natural context in which they reside, work, and consume. In recent years, the government has addressed the fundamental challenge of finding practical policies to devise consumption, distribution, and production patterns that address poverty in general and Child Poverty in particular.

This has been done taken into account the underlying intellectual matrix that underpins public policy in Bolivia: the idea of "Good Living." "Good Living" is premised in (a) valuing life, (b) searching for balance between individual wellbeing and the wellbeing of the community, and (c) reach harmony between human beings and the environment.

Accordingly, as part of the concept of 'Good Living', Child Poverty is understood as consisting of three distinct segments. These segments are: material, social, and spiritual. Material poverty corresponds to living conditions and access to basic social services. Social poverty is related to the emphasis on individualism to the detriment of community values. Spiritual poverty can be found in consumerism, discrimination, and xenophobia.

This definition, clearly addresses various dimensions of equity and provokes innovations in the understanding and measurement of Child Poverty. While rooted in philosophical traditions emanating from Andean cultures, there are conceptual linkages to the European literature on Deep Ecology and Bhutan's Happiness Index. These conceptual connections are explored in this paper before tackling the fundamental issue of measuring Child Poverty with a "Good Living" perspective, i.e. capturing its three segments.

While all three segments are important, the government has been concentrating its efforts to tackle material poverty in recent years. Thus, the paper offers a brief discussion of the feedback loops (synergy) between economic growth, poverty reduction, environmental sustainability, and social development. The foundation of this model is that certain types of jobs (e.g. associated with investments in education, health, environmental sanitation, etc.) lead to higher individual/family/community income at the same time that they contribute to preserve and protect the communities and the natural environment in which they live.

Finally, the paper describes some policies, based on a concrete country experience, which contribute to sustainable, equitable development and concomitantly to Child Poverty reduction. Value-adding employment promotes environmental sustainability and social development. These jobs, engaging in value adding

activities, combined with redistribution, promote "Good Living" and eliminate poverty among families and their children both directly (addressing the material deprivations and lack of basic social services captured in the multidimensional measurement of Child Poverty) and indirectly (through better living conditions, improved communal relations, and stronger communion with nature).

The paper answers the following two inter-related question: How can jobs that simultaneously provides personal satisfaction and communal bonding, creates value added to the economy, and protects the communion between humans and nature be created? How are these developments effectively channeled to reduce Child Poverty in its material, social, and spiritual domains?

Child Poverty: Monetary, multi-dimensional, and subjective

Ismael Cid-Martinez and Enrique Delamonica

In this paper the evolution of Child Poverty measurement is described in order to articulate three interrelated propositions. First, given advances (both theoretical and empirical) in recent years, it is possible to delineate three stages of poverty (and concomitantly Child Poverty) analysis. The second one is that each of these three stages rely on different approaches, methodologies, and even world-views. Finally, although distinct and providing relevant information for different aspects of poverty (or perhaps "expanding" the meaning of poverty), the three can be easily combined in order to provide a holistic view of Child Poverty within a singular analytical framework.

The paper is structured around each of these three propositions. First, a review outlining and explaining the monetary, multi-dimensional (basic needs or material deprivations), and subjective/capabilities poverty is offered. While the first two are more established and well-known, the third one may include various strands of literature which have not been so widely accepted. Thus, this section explores in a bit more detail the contributions of what could be called "third generation" Child Poverty measurement. These include the domains and indicators found in the discussion of Time poverty, the Capabilities Approach, subjective poverty, social and communal deprivations, the Happiness Index Approach, spiritual poverty, and environmental deprivation.

Secondly, based on the description in the first part, it is established that these three approaches rely on distinct concepts, theoretical approaches, and philosophical foundations. Consequently, they should be measured separately and with different indicators. It is also highlighted that as additional domains and dimensions are included (the various "types" of non-monetary, non-material deprivations), the concept of poverty is less clear for policy-maker and lay persons who usually associate poverty to "not having money or material resources."

Thirdly, and partly to respond to the challenge of expanding the meaning of poverty described in the second section, a practical and innovative suggestion is made on how to integrate these diverse approaches to obtain an all-encompassing Child Poverty measure. Simply put, each "type" of poverty can (and should) be measured separately (with its own indicators, properly selected based on the theoretical underpinning of the "type" of poverty being measured) and only afterwards cross tabulated. Examples from countries where some "types" of poverty have been combined along these lines are presented to illustrate this general principle.

Two further points are made in this section to describe an analytical framework that captures the analysis of material and non-material poverty. One is that by cross tabulating monetary, multi-dimensional (material deprivation), and subjective Child Poverty prevents the occurrence of a "mashup" index. Secondly, by clearly separating and estimating independently the various "types" of Child Poverty, it is possible to perform correlation analysis among them (and among each of them and other Child Rights violations which are not included under Child Poverty).

The arguments are summarized in the conclusions. It is highlighted that the kind of analysis outlined in this paper is required to guide, design, and evaluate policies to eliminate Child Poverty.

Bios
Alberto Minujin, director of Equity for Children, teaches at the Graduate Program on International and Public Affairs at the New School. Combining academics and practice, he published many books and articles on social policy, poverty, and human rights. He was Regional Adviser for Social Policy, Monitoring and Evaluation (UNICEF, Latin America), programme coordinator (UNICEF, Argentina), and deputy director of the National Statistical Office (Argentina). He taught at many universities in Latin America and Europe.

Gustave Nébié Regional, Economic Adviser (UNICEF West and Central Africa), was Chief Social Policy (UNICEF Mali) Inter-Regional Adviser (Department of Economic and Social Affairs, UNDESA), and Senior Economist (UNDP). Before joining the UN, he worked at the Central Bank of West African States and was Director of Economic Studies and Planning (Ministry of Finance, Burkina Faso). He holds a PhD (Economics - Paris Dauphine) and MA (Public Administration - National School of Administration, ENA, Paris).

Charles Nzuki is the Chief of UNICEF Enugu Office (Nigeria)` and responsible for formulation, development and implementation of programmes for child rights in survival, development and child protection. He is also leading social policy dialogue to reduce gender inequalities and promote social inclusion in Southeastern Nigeria. A social scientist and public policy analyst, he was educated at the University of Nairobi in Kenya. He has conducted research in demography and has co-authored papers on epidemiology.

Roberto Rivero, is an economist working at UNICEF Bolivia since 2006. He has contributed to develop the digital platform "Knowledge Station for Children's Rights" and has coordinated the "Report Zero: Children's Rights in Bolivia 2013". His main area of expertise is Public Policy and Knowledge Management. Before joining UNICEF he was at the Economic and Social Policy Analysis Unit of the Ministry of Planning and a Senior Advisor at the Ministry of Autonomy.

Ismael Cid-Martinez is a Ph.D. student (Economics Department, New School for Social Research), focusing on development and social policy. He serves as research assistant for the American Sociological Association. He has worked as research assistant for the Schwartz Center for Economic Policy Analysis and for Equity for Children. He was also a summer associate for UNICEF (Latin America Regional Office, Nigeria), the National Academy of Social Insurance, and the Social Security Advisory Board.

Enrique Delamonica (Chief, Social Policy and Gender Equality, UNICEF Nigeria; CROP Fellow) has over 20 years of experience working on child poverty, social protection, the impact of macro-economic trends on child welfare, socioeconomic disparities, child rights, and financing social services. He has written several books and articles on social policy and economic development. He has taught economics, policy analysis, statistics, and research methods at Columbia University, the New School, and Saint Peter's College (New Jersey).

4.7: The meaning and measurement of children's subjective well-being

Children's subjective well-being in Africa: A comparative analysis across three countries

Shazly Savahl[1], Habib Tiliouine[2], Ferran Casas[3], Sabirah Adams[1], Heidi Witten[1], Elizabeth Benninger[1]

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Background and Purpose

Recent trends in child well-being research have shown a substantial advancement in studies investigating children's subjective well-being (SWB). This advancement has raised questions concerning the measurement of SWB and the extent to which various measures can be compared across countries and diverse cultures. With a dearth of empirical data on cross-cultural comparisons, the validation of existing measures and cross-cultural comparisons and adaptations, have been identified as a critical course of action. The current study contributes to this process – it aims to report on children's SWB in three African countries (Algeria, Ethiopia, and South Africa), using two multiple item measures of SWB (the context-free Students' Life Satisfaction Scale and the domain-specific Personal Well-Being Index-School Children). Within this process the study further aims to test the structural validity of these measures and to ascertain its cross-country comparability.

Methods

Data from the second wave of the International Survey on Children's Well-Being were used; and includes a randomly selected sample of 3394 children between the ages of 11-12 from Algeria (Provinces of El Bayedh, Oran, and Tlemcen), Ethiopia and South Africa (Western Cape Province). Located within the goodness of fit theoretical framework, confirmatory factor analysis and structural equation modelling was used to test the overall fit structure, while multi-group confirmatory factor analysis was used to test measurement invariance.

Results

The results show appropriate fit structure for the individual models, with metric and scalar factor invariance tenable across the three countries for the Students' Life Satisfaction Scale and partial scalar invariance obtained for four items on the Personal Well-Being Index-School Children. The Algerian sample scored significantly higher on both SWB measures than Ethiopia and South Africa. Appropriate fit structure was obtained for the combined model and for the structural model, indicating adequate convergent validity with the single item Overall Life Satisfaction. Metric and partial scalar invariance was tenable for the structural model, suggesting cross-country comparability for correlations, regressions and means.

Conclusions and Implications

The overall findings suggest that the two measures are appropriate for use with children from the three countries and that meaningful comparisons can be made between the three countries.

Bios

Shazly Savahl (Ph.D.) is a senior lecturer and research psychologist in the Department of Psychology at the University of the Western Cape, Cape Town, South Africa. His research interests include ideology, childhood, child well-being, and child indicators. He is currently engaged in research on children's well-being through various local and international research projects, and publications, and is the leading author on children's subjective well-being in South Africa.

Habib Tiliouine (Ph.D.) is Professor and Head founder of the Laboratory of Educational Processes & Social Context (Labo-PECS) of the University of Oran (2001). His research interests include well-being research, child development and education, education reform and management and quality of life in Islamic societies. He edited with Richard Estes: 'The state of Social Progress of Islamic Societies' (Springer, 2016, about 700 pages). He has more than 40 published works in English, Arabic and French, and 30 years' experience in university undergraduate and postgraduate teaching. He received the 2015 'Research Fellow Award' of The International Society for Quality-of-Life Studies for his contributions.

Ferran Casas (Ph.D.) is emeritus professor and coordinator of the ERIDIqv Research Team (on Childhood, Adolescence, Children's rights and their Quality of Life. www.udg.edu/eridiqv) within the Research Institute on Quality of Life (IRQV. www.udg.edu/irqv) at the University of Girona.

Sabirah Adams (Ph.D.) is a research psychologist and currently a lecturer and postdoctoral researcher in the Department of Psychology at the University of the Western Cape, Cape Town, South Africa. Her research interests include children and nature interactions, environmental sustainability, and participatory research with children.

Heidi Witten is a Research Psychology intern in the Department of Psychology at the University of the Western Cape. Her research interests include children's well-being, and childhood.

Elizabeth Benninger is a research psychologist and a community practitioner. She completed her M.A. in Psychology with a specialization in Community Psychology from Antioch University, Los Angeles. In 2013 she was awarded the Rotary International Global Grant Scholarship and is currently completing her doctoral degree in Psychology at the University of the Western Cape. Her research interests include child well-being, child participation, and community mental health promotion. She has additionally worked for a number of non-profit organizations and NGOs within both the United States and South Africa which specifically focus on improving the well-being of children within communities challenged by high levels of poverty and violence.

Individual- and country-level predictors of children's subjective well-being in 14 countries

Jarod T. Giger[1], **Lisa A. Newland**[2], **Michael J. Lawler**[2], **Soonhee Roh**[2], **Barbara Brockevelt**[2], **Amy Schweinle**[2]

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[2]*The University of South Dakota*

Background and Purpose

While early studies examined a variety of objective wellbeing indicators across a variety of countries, several gaps in the well-being literature remain. First, the earlier studies of well-being focused on objective (adult perspective) as opposed to subjective (child perspective) measures. Discrepancies in adult and child perspectives suggest that children's subjective well-being (SWB) should be considered. Second, many studies have examined negative as opposed to positive indicators of well-being. Third, indicator studies report on a limited number of populations and countries, primarily western and European samples; greater worldwide representation is needed. Fourth, there is a need for a more robust examination of children's perspectives of the contextual factors operating at multiple layers of their environment, and the connections between contextual factors and SWB. The Children's Worlds: International Survey of Children's Well-Being (ISCWeB, http://isciweb.org) was designed to address these gaps in research, and was used in this study. The following research questions guided the study: 1) How much variation in children's SWB (life satisfaction and self-image) is attributable to child-level (person and microsystem) versus country-level (macro) factors? 2) What is the influence of child-level factors on children's SWB? 3) What is the influence of country-level factors on SWB, when controlling for child-level factors?

Methods

Participants included 9-14-year-old children (n = 25,906), from 14 countries (Algeria, Brazil, Canada, Chile, England, Israel, Nepal, South Africa, South Korea, Spain, Romania, Rwanda, United States, and Uganda). Children completed the Children's Worlds survey (Wave 1), a self-report measure of contextual and SWB indicators. The validity and reliability of the Children's Worlds survey measures are established across a variety of international samples (see e.g. Casas & Rees, 2015; Dinisman & Rees, 2014). Specifically, scales have shown strong internal consistency, test-retest reliability, and construct validity. Multilevel modeling was used to predict children's SWB (life satisfaction and self-image) at two levels, child (age, gender, home context, family relationships, peer relationships, school context, teacher relationships and neighborhood quality) and country (GDP and income inequality or Gini index).

Results

First, a null, or no predictor model, was specified to estimate variation in SWB between countries. Second, more complex models were estimated by sequentially adding blocks of child-level variables and checking model fit using AIC. Finally, country-level factors were added. Intercepts varied significantly across countries. Also, the majority of variance in children's SWB was attributed to child-level rather than country-level factors. Country-level factors did not strongly predict SWB but marginally improved model fit. Life satisfaction was predicted by all factors except Gini index; self-image was predicted by all factors but teacher relationships, GDP and Gini.

Conclusions and Implications

Children's SWB was more strongly predicted by their person variables (age, gender) and immediate contexts (home, family, peer, school, teacher, and neighborhood) than by country-level economic indicators. These findings provide important policy and advocacy suggestions for improving child well-being globally.

Bios

Jarod T. Giger, Ph.D., is an Assistant Professor of Social Work at the University of Kentucky. His research interests include child well-being, health disparities and technology applications in social work.

Lisa A. Newland, PhD., is a Professor of Human Development at the University of South Dakota. Her research interests include child well-being, parent-child relationships and developmental outcomes, intergenerational transmission of attachment, unique contributions of mother and father involvement, marital relationship and co-parenting implications for child attachment, and interactions between home and school settings.

Michael J. Lawler, Ph.D., is Dean and Professor, School of Health Sciences. He has over 30 years of experience as a social work practitioner, educator, and researcher. His research interests include parent-child relationships, human development, transfer of learning, child well-being, child welfare, juvenile justice, foster care, inter-agency data sharing, public health, forensic psychology, American Indian health.

Soonhee Roh, MSW, PhD., is an Assistant Professor, School of Health Sciences, University of South Dakota. Her research areas include positive aging, translational health research; cancer screening disparity in underserved minority populations; social/cultural determinants of health; cancer survivorship and culturally tailored intervention strategies; health literacy and its link to health disparity; and global health, child well-being, and American Indian health.

Barbara L. Brockevelt, PhD., OTR/L, FAOTA, is Chair and Professor of Occupational Therapy at the University of South Dakota. Her research interests include child development, child well-being, autism, sensory and feeding challenges in children, and occupational therapy education.

Amy Schweinle, Ph.D., is Professor and Chair of Counseling and Psychology in Education at the University of South Dakota. Her research focuses on the role of motivation in students' lives.

A phenomenological exploration of children's well-being: Freedom and choice in children's lives

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Background and Purpose

According to the United Nations Convention on the Rights of the Child, children have basic human rights and freedoms, including freedom of expression, thought, movement, and association. However, children's freedom and choices are restricted by adults within social institutions, which may limit their agency and well-being. While some studies have examined the nature and

extent of children's freedom within specific age groups (freedom generally increases with age), no study to date has examined children's conception of freedom, and the links between freedom and children's subjective well-being. The purpose of this phenomenological study was to explore: 1) children's perceptions of freedom and well-being and 2) contexts and people that support or hinder children's freedom and well-being.

Method

Following IRB approval, data were collected from 22 children ages 8 to 12 (8 males, 14 females, from a variety of racial and SES backgrounds) living in three Midwestern states in the U.S. Children participated in semi-structured interviews that included a mapping exercise for children to illustrate the people, places, and things that are important in their life. Individual interviews were conducted by trained research assistants following an interview protocol. Transcripts were analyzed in several steps, using a phenomenological approach outlined by Creswell (2013) that included identifying and coding significance statements, inductively clustering codes into themes, and articulating the meaning of themes and patterns across themes. Each transcript was coded by at least two researchers to assess reliability of coding, and discrepancies were identified and discussed until consensus was reached.

Results

Analyses revealed six themes. Children desired and appreciated: 1) *Freedom of Choice:* choices in their lives regarding spending money, media, activities, and clothing, 2) *Freedom of Space and Place:* space or places where they had physical and psychological freedom, including a bedroom, playroom, or areas in which they could engage in activities where they felt free, 3) *Freedom of Movement and Activity:* activities that allowed for freedom of movement including outdoor activities, sports, and less-structured school activities, 4) *Freedom of Time Use:* times when they decide how to use their time, including holidays, summers, weekends, and unstructured time, 5) *Freedom of Expression:* activities that allow them freedom of expression including creative and communication experiences, and 6) *Freedom of Privacy:* freedom to obtain privacy including space to be alone and opportunities to keep their thoughts and ideas private. Analyses also revealed that freedom was either supported or undermined by particular people (e.g. teachers, parents, siblings, cousins, coaches, peers), contexts (e.g. outdoor, home, and school settings), and times (e.g. summer, weekends).

Conclusions and Implications

Children clearly articulated the ways in which freedom and choice impact their well-being. Future research and practice should compare findings from this sample with other samples worldwide, and explore ways in which children's freedom and well-being can be mutually supported.

Bios
Lisa Newland, PhD., is a Professor of Human Development at the University of South Dakota. Her research interests include child well-being, parent-child relationships and developmental outcomes, intergenerational transmission of attachment, unique contributions of mother and father involvement, marital relationship and co-parenting implications for child attachment, and interactions between home and school settings.

Diana Coyl-Shepherd, Ph.D. is a Professor of Child Development at California State University, Chico. Her research interests include parent-child and romantic attachment relationships, children's well-being and developmental outcomes associated with family, peer, and school contexts, generative fathering, trauma and its implications for relationships, and relational and contextual resiliency.

Children's well-being in the UK: Measuring what matters to children using the UK National well-being framework of indicators

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Background and Purpose

The UK's Office for National Statistics (ONS) 'Measuring National Well-being' Programme aims to measure how we are doing – as individuals, as communities and as a nation, and how sustainable this is for the future. A new set of 31 objective and subjective measures of children's well-being have been developed which will enable the UK to monitor the well-being of children on a routine basis with a view to informing policy.

In 2010 the Measuring National Well-being Programme was set up with an aim to monitor and report 'how the UK as a whole is doing these days' by developing a set of indicators. Children's well-being needs to be measured in a different way to adults resulting in the development of a set of 31 children-specific indicators. These measures reflect the aspects of children's lives that are important to them and have the greatest effect on their well-being. Using these measures, we have been able to build a more detailed picture of the key factors affecting well-being such as family relationships and mental health and are now starting to produce bespoke analysis of particular relevance to policy.

Methods

In 2011, the ONS ran a national debate on well-being to help identify what matters to people and from this we developed a National Well-being Framework of 41 measures across 10 domains. Using this framework, we developed a set of 31 children-specific well-being measures across 7 out of the 10 domains. Measures had to go beyond a focus of childhood as a preparation for adulthood and address the present lives of children in their childhoods. Furthermore, the measures had to respect children's fundamental basic human rights as a person rather than a passive unit of analysis. Measures were sourced from a variety of surveys including the UK Household Longitudinal Survey (Understanding Society), which has a nationally representative sample of 40,000 households with around 4,000 children aged under 16 years; and The Children's Society's household survey, which is the only national (GB) survey to ask the ONS personal well-being questions of children.

Results

ONS are now updating the results of the children's well-being measures annually. Whilst high levels of personal well-being and positive relationships with parents are reported, the proportion of children who report being bullied frequently and having symptoms

of mental ill-health are cause for concern. More in depth analysis has shown that children who use social media excessively have lower levels of well-being.

Conclusions and Implications

The children's well-being framework we have developed and the regular updates from our measures provide a solid platform to understand what impacts our children's well-being. From this we can use a targeted approach to working towards improving it by informing and responding to policy needs. We are continuing to explore ways in which to improve measurement including using time use survey data to accurately determine children's device use in addition to working collaboratively with key partners such as the Children's Society.

Bios

Claire Shenton is a Senior Research Officer at the Office for National Statistics and is the topic lead on Children and Young People's Well-being. She has worked at ONS for 8 years and during this time has worked on topic areas of equalities (including ethnic group, national identity, language and religion), personal well-being and economic well-being.

Rachel O'Brien is a Senior Analyst at the Office for National Statistics and leads a team producing analysis on social well-being. She has worked at ONS for 8 years mainly on the topic areas of equalities and well-being. She previously spent 10 years working as an Economist in various UK Government Departments on health and labour market policy.

Rachel Beardsmore is currently Head of Environmental Accounts at the Office for National Statistics. She has worked at ONS for 16 years in both economic and social statistics and worked on the development and analysis of the Children's Well-being framework over the last three years.

Taking a system-wide approach to measuring the wellbeing of Australian school students

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Background and Purpose

Schools and education systems are increasingly being expected to help support the wellbeing of their students, as well as teaching the academic skills of literacy and numeracy. While many schools measure student wellbeing as part of initiatives to monitor and improve the wellbeing of their students, this is rarely done in a consistent way across the whole school system or even across school districts. Indeed, in many countries the only systematic, population wide data collected on school students is their performance on standardised tests of academic achievement, such as the National Assessment Program in Literacy and Numeracy (Australia) and the Pan-Canadian Assessment Programme (Canada). In this paper, we describe the findings from an ongoing project to collect indicators of student wellbeing from Australian school children using a system-wide approach.

Methods

In 2013, an initial pilot collected wellbeing data on about 5,000 Grade 6 students across the state of South Australia. Since 2014, all schools within the state (Government, Catholic and Independently run schools) have been invited to participate in an annual wellbeing survey for students in Grade 6, 7, 8 and 9 at no cost to the schools.

Results

A total of 94,667 students have completed the student wellbeing survey between 2013 and 2016. School participation within Government schools has increased markedly over time from 153 schools in 2014 (29% participation) to 469 schools in 2016 (90% participation). School participation rates in Catholic and Independent schools have remained low (≤ 20%). At the student level, participation rates have remained consistent over time ranging from 80-86%. In the most recent 2016 student wellbeing collection, a total of 43,093 students completed a revised instrument and reports on student wellbeing were delivered to 500 schools.

Conclusions and Implications

While the system-wide collection of wellbeing information has been an overall success, it has been necessary to refine the wellbeing instrument to better meet the needs of the Department, and a refined instrument was trialed in 2016. The student wellbeing collection has become embedded within the government school system as a standard annual collection, and schools utilise their student wellbeing data alongside their academic achievement data for school planning. Student wellbeing data has been linked to academic achievement and school readiness data through internal linkages, and this data has been explored to help inform policies and practice within the education system.

Bios

Dr Tess Gregory is a Senior Research Fellow in the Fraser Mustard Centre, a partnership between the Telethon Kids Institute and the South Australian Department for Education and Child Development aimed to inform evidence-based decision making and research translation. Dr Gregory holds a Bachelor of Mathematics and Computer Sciences and a PhD in Psychology from the University of Adelaide. Dr Gregory's current research focuses on using population level data on children's health and wellbeing, including the Australian Early Development Census and the Middle Years Development Instrument, to inform policy and practice.

Sally is an epidemiologist and the Co-Director of the Fraser Mustard Centre, an initiative of the Telethon Kids and the Department of Education and Child Development in South Australia. With over 100 publications, Sally is also an Associate Professor at the Universities of Western Australia and Adelaide. Internationally, Sally consults to various Governments and donor organisations working to monitor and evaluate policy and programs to enhance child health and development.

4.8: How to leverage data to influence policy

How to leverage data to influence policy

François Lagarde[1], Fannie Dagenais[1], Laura Speer[2], Gwyther Rees[3]

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Childhood indicators have the potential to ignite public dialogue and influence policy-making. However, these outcomes are unlikely to happen through the simple dissemination of data. Clear public opinion and policy objectives need to be established. In addition, systematic, regular and state-of-the-art advocacy as well as communications approaches need to be designed, delivered and monitored. Three initiatives will be featured: 1) The Early Childhood Observatory, Lucie and André Chagnon Foundation, Canada; 2) KIDS COUNT, Annie E. Casey Foundation, USA; 3) Children's Worlds, Children's Society, England. Participants will discuss opportunities and challenges as well as best advocacy and communications practices for optimizing the use of early childhood data to influence public opinion and encourage the adoption of effective policies to improve children's well-being and development.

The Early Childhood Observatory, Lucie and André Chagnon Foundation

Fannie Dagenais

How can data be conveyed in language that is at once clear, compelling and accessible to decision-makers? How can public opinion be informed on early childhood issues? How can new actors of influence such as the business community be empowered and mobilized? And finally, how can public dialogue be nurtured around early childhood in order to foster the emergence of potential solutions, while also preserving the credibility of data?

These are the challenges addressed by the Early Childhood Observatory, a project launched by the Lucie and André Chagnon Foundation with the mission of helping to ensure that very young children are given priority in Quebec's social and political agenda.

To fulfill this mission, the Observatory first and foremost maintains a watch on early childhood issues. This function essentially involves creating and continually updating a scorecard of the most reliable and relevant data on the development and well-being of 0-5 year olds in Quebec and on the environments in which they are growing up.

Once consolidated, this data nurtures a second function that exclusively consists of informing public opinion on the most significant challenges facing our young children's development and well-being. This function of informing public opinion represents the Observatory's greatest challenge, requiring a combination of rigorous data and creative communication strategies that will be able to capture attention and raise awareness among intended audiences: the general public, influential actors and political decision-makers. The Observatory's actions are also aimed at sparking reflection and dialogue among various societal actors on early childhood issues.

To meet these goals, the Observatory publishes contextualized analysis stemming from its scorecard and creates opportunities for dialogue in which the representatives of targeted audiences are invited to share their thoughts with a view to coming up with potential solutions. The Observatory also leverages major communication strategies in order to extend this dialogue beyond the boundaries of the early childhood community and into public space. This requires close collaboration with the scientific community, actors in the field, and specialists in the areas of communication, scientific popularization and knowledge transfer. The Observatory must unite all of these actors around one common goal: to foster informed decision-making in the area of early childhood in Quebec.

Since its inception, the Observatory has published a first annual overview of young children in Quebec and has stimulated public dialogue on issues such as social inequalities, young children's development and maltreatment. The presenter will present achievements and lessons learned over the course of these two first years of activities.

KIDS COUNT, The Annie E. Casey Foundation

Laura Speer

The Annie E. Casey Foundation has been supporting the KIDS COUNT work and data-based advocacy since 1990. The work began at a time when data on children was very limited and hard to attain. The *KIDS COUNT Data Book* was the first publication that compiled key indicators to measure child well-being at the national and state-level. The goal of this work was to ensure that policymakers made informed decisions on issue impacting children. In the early 1990s, we set-out to develop the KIDS COUNT network, which today is present in all 50 states the District of Columbia, Puerto Rico, and the US Virgin Islands. These child advocacy organization use data to advocate on behalf of children in their states.

The KIDS COUNT data-based advocacy model brings together data, strategic communications and effective advocacy to influence policy and program decisions impacting the lives of children. The goal being: all children have access to opportunity regardless of their zip code, their race/ethnicity, gender or country of origin. This model has been adapted by organizations in Latin America who have adapted the model to ensure the protection of children's rights.

The presenter will describe the experience of KIDS COUNT and how the data-based advocacy model has influenced public opinion and how it has led to improved outcomes for children in United States and Latin America.

The Children's Society

Gwyther Rees

In the UK, The Children's Society and the University of York have collaborated for over a decade on a national programme of research on children's subjective well-being. This programme began in 2005 with a questionnaire-based consultation with young people about their ideas of subjective well-being and the factors that they thought helped and hindered having a good childhood. Based on this consultation, and other qualitative work, a survey

questionnaire was developed covering children's views and experiences of a wide range of aspects of their lives. Since 2008, a series of nationally representative surveys have been undertaken by children aged 8 to 17, and local surveys have also been carried out in a number of geographical areas. Over 60,000 children have participated in the national surveys and many thousands more in local surveys. This is one of the most extensive single-country programmes of research on this topic undertaken globally.

For the last five years, The Children's Society has published an annual Good Childhood Report, summarizing the latest statistics and trends on children's subjective well-being in the UK and the findings from the research programme. The reports gain widespread media coverage and generate substantial public debate. The findings have been widely cited in the UK and have been used by government agencies, which includes the Office for National Statistics. Meanwhile, the local area surveys have helped schools and local authorities to identify priorities to improve the lives of children in their area.

The presenter will describe some of the key findings from the research programme and provide illustrative examples of how these have had an impact and influence at local and national levels in the UK.

Bios
François Lagarde, M.A., has held the position of Vice-President, Communications, since 2012. He is responsible for orienting, managing and ensuring the synergy of all communication strategies used by the Foundation in connection with its philanthropic investments. He also advises the President and other members of the Executive on public affairs and other strategic issues. François Lagarde is also an adjunct professor in the School of Public Health at the University of Montreal, where he teaches social marketing.

Fannie Dagenais is Director of the Early Childhood Observatory, a project launched by the Lucie and André Chagnon Foundation. Her duties include managing communications campaigns that target decision-makers, influential actors, and the general public in order to help ensure early childhood is given a more prominent place in the media as well as in government and institutional priorities. She holds a master's degree in nutrition, and has spent the past 12 years working in the social and health sectors.

Laura Speer is the associate director for policy reform and advocacy and has primary responsibility for the national KIDS COUNT project. Having spent a number of years doing state- and local-level child advocacy work, Speer is now a key liaison and resource person for the KIDS COUNT network of state advocates.

Laura has a bachelor's degree in economics and a master's degree in public administration.

Gwyther Rees is an Honorary Research Fellow at the Social Policy Research Unit, University of York, UK. He is one of the core group of researchers leading the Children's Worlds project – an international survey of children's lives and well-being. Gwyther's main research areas are child well-being and child maltreatment. He was formerly Research Director at The Children's Society, UK, where he developed, with the University of York, a national research programme on children's subjective well-being.

CONCURRENT SESSIONS 5

Thursday, June 29   *1:30 pm to 3:00 pm*

5.1: The New Brunswick Child Rights and Wellbeing Framework

The New Brunswick Child Rights and Wellbeing Framework: A model for evidence based practice and child rights implementation

Christian Robert Colin Whalen[1], Candice Ashley Pollack[2], Gavin Kotze[1]

[1]New Brunswick Child and Youth Advocate's Office, Canada;
[2]ACCESS Open Minds NB, Université de Moncton

Several practice innovations in New Brunswick have recently allowed for significant progress in child and youth rights implementation and wellness. Integrated Service Delivery has been identified as a national and global best practice in meeting the needs of complex needs youth. The NB Diversion model has had significant success in dramatically reducing the number of youth in closed custody, ACCESS Open Minds NB is leading a national transformation in mental health service delivery to young Canadians and the provincial Strategy for the Prevention of Harm to Children and Youth is a coordinating framework for the implementation of Article 19 and the child's right to be protected from violence in all its forms.

The presentation will demonstrate how evidence informed practices and good child rights and well-being monitoring practices are foundational in improving the lives of children. The authors will outline each of the above programs and explain how they are supported by the New Brunswick Child Rights and Well-being Framework.

Integrated service delivery – measuring success in breaking down the silos of care

Christian Walen

Background and Purpose

Since the Advocate's 2008 Reports *Connecting the Dots* and the *Ashley Smith Report*, the Province of New Brunswick has been on a path of service transformation premised upon wrap-around and integrated approaches to child-care, targeting children with complex needs at the apex of care, but using early intervention approaches that are broad based and benefit the full spectrum of needs moving beyond team approaches to intervention, to engaging youth, families and communities in recovery pathways, taking a one child one file approach, identifying and supporting children with increasing intensity of needs from birth to adulthood. The program is premised upon a child's right to equal access to health and educational services, to appropriate alternative forms of care and prevention of custodial approaches in cases where a child's

misconduct requires social, educational or clinical interventions. The program has been recognized as a national best practice by policy-makers in several Canadian jurisdictions.

This panel presentation will focus on how the lense of child rights is being incorporated into the provincial roll-out of ISD and how the measures and indicators of success are incorporated into and are being monitored through the Child Rights and Well-being Framework

Methods and Results

The ISD approach piloted two linguistically and geographically diverse regions of the province from 2010 to 2012, which has resulted in a dramatic decrease and virtual elimination of wait times for access to mental health services, a reduction in requests for assessment, and more rapid connection with intervention services at the right level of intensity. It has also contributed to the rapid decline in rates of youth in closed custody within the Province, by redirecting from the custodial youth population, youth whose needs could best be addressed through clinical and social service interventions. Following the pilot evaluations, the Province has rolled out the program to have of the school communities in the Province in September 2016 and plans to be operation in all other regions by the fall of 2018.

Conclusions and Implications

Beyond the success of the Program and the anticipated cost savings to the Province in the medium to long term, ISD has incredible potential as a broad-based service intervention, to empower children and young people on pro-social pathways of recovery through self-advocacy and knowledge of their own rights and to change the culture of service delivery in the Province from needs based approaches to rights respecting ones.

ACCESS Open Minds-NB and the Strategy for the Prevention of Harm to Children and Youth

Candice Pollack

Background and Purpose

This second panel presentation will again address the subtheme of mental health, but will also touch upon those of maltreatment, violence, care arrangements, poverty, deprivation, sexual identity, and gender orientations as well as participation and children's voices. The presentation will first discuss the catalyst role that the *Child Rights and Well-Being Framework* has played in the creation of the *Strategy for the Prevention of Harm for Children and Youth*. The ongoing monitoring of the rights of children and how their implementation has translated into the lived realities of children and youth in New Brunswick sparked a common undertaking by policymakers, academics, community organizations, and young people in developing a Strategy to better implement Article 19 of the UNCRC and address the various harms that research was telling us children were facing.

Secondly, this presentation will provide background into the ACCESS Open Minds New Brunswick research project, and the child's rights based research methodology. The initiative is using to effect authentic and meaningful transformation in youth mental health services in the province.

Both the Strategy and the ACCESS Open Minds initiative draw their inspiration from the success of the ISD program, from the collective impact and networked approaches to Child and Youth service delivery that it has spawned and from the continuing monitoring and gap analysis made possible through the Annual State of the Child reports and Child Rights and Well-being Framework, and especially the 2013 Report: *Children in Caring Communities: From Knowledge to Responsibility*.

Methods and Results

This presentation will emphasize how the child's right to be heard under article 12 has informed the research design and methodology of both the Strategy and the ACCESS Open Minds research initiative. It will also discuss how systems level changes, such as these, are best evaluated not through RCT processes, but through improved outcomes in relation to reported indicators of resiliency, combining protective factors and risk factors such as those reported in the Child Rights and Well-being Framework.

Conclusions and Implications

While both of these initiatives are in the early stages of implementation, it will be interesting to monitor and evaluate the relative success of the proposed program interventions in relation to their emphasis on child and youth voice and participation.

The NB Youth Diversion Model: New approaches to addressing youth crime in fulfillment of Articles 37 & 40 of the UNCRC and our promises to children

Gavin Kotze

Background and Purpose

In the summer of 2015, the Office of the Child and Youth Advocate, as an independent child rights institution, produced a comprehensive report that brought forward long-standing and repeated concerns due to failings in the province's youth criminal justice system. These concerns arose from police, court and incarceration being used in a criminalizing, dehumanizing and alienating process to deal with youths who would be more effectively served by provision of supports in our health care, child protection and education systems. One of the ten recommendations in that report was a call for better data-monitoring, analysis and dissemination processes in order to ensure effective evidence-based decisions are being made in youth criminal justice matters. The youth criminal justice system is one that involves multiple areas of youths' lives, and one that requires a holistic approach to crime prevention, rehabilitation and reintegration into communities. The Child Rights and Well-being Framework provides a comprehensive picture of the lives of children and youth and is a means by which targeted efforts in crime prevention can be best identified and measured.

As part of a general crime reduction initiative involving several government Ministries and involving experts in civil society, a Youth Diversion Model has been established for practice to better accord with youth rights under the Youth Criminal Justice Act, Charter of Rights and Freedoms, and UN Convention on the Rights of the Child. The Office of the Child and Youth Advocate insists that this Youth Diversion Model be guided by the Child Rights and Well-being Framework.

Methods and Results

This ISCI conference presentation will explain how data monitoring for rights in the youth criminal justice system is achieved by means of the Child Rights and Well-being Framework, how the Framework influences policy and practice, and what progress has been made to date.

Conclusions and Implications

The concept of how the youth criminal justice system is impacted by, and in turn impacts, various other systems including education, health and child welfare, is only beginning to be understood and addressed by government in New Brunswick. The newly developed Youth Diversion Model is at present merely a skeletal sketch of what it can be. The realization that child rights require holistic application is now taking hold across government Ministries in the province. There is a willingness within government to utilize child rights and well-being indicators in youth crime prevention. It is a nascent and burgeoning practice that holds great promise for the implementation of child and youth rights.

While each of the programs and interventions has shown some success or promise in improving children's lives using Child Rights based approaches and careful data monitoring and reporting practices, more work remains to be done to ascertain the collective impact of these several initiatives and to weave them together into a cohesive plan for child rights implementation. Is the overarching policy direction in New Brunswick still needs based rather than rights based and what are the advantages of one approach or the other?

Bios
Christian Whalen, Deputy Advocate and Senior Legal Counsel, New Brunswick Office of the Child and Youth Advocate, is the Founding Director of the Université de Moncton Summer Course on Children's Rights and has practiced as a human rights lawyer for 25 years. He has received the CBA's John Tait Award of excellence as a public sector counsel and the Child Rights Champion Award from the Canadian Coalition on the Rights of the Child.

Candice Ashley Pollack graduated with a Bachelor of Laws (LL.B.) and a Bachelor of Civil Law (B.C.L.) from McGill University in 2015. During her time at McGill, she co-founded the Canadian Student's Association for Children's Rights, which is currently active in four universities across two provinces. She continues to sit as the Chair of their Board of Directors. Candice was admitted to the Law Society of New Brunswick in the spring of 2016 after articling with the Office of the Child and Youth Advocate, and is now the Manager of Stakeholder Engagement for ACCESS Open Minds New Brunswick.

Gavin Kotze is a practicing member of the New Brunswick bar. He is presently Director of Systemic Advocacy for the provincial Child and Youth Advocate. In that capacity, he has led many reviews of systems and services that impact children and youth. He is also an instructor of various courses in the Human Rights Program at Saint Thomas University. Mr. Kotze is the past Chair of the Child and Youth Law Section of the Canadian Bar Association, New Brunswick branch. He is currently Vice-Chair of the Constitutional and Human Rights Law Section of the CBA-NB. He is also a member of the national Canadian Bar Association sub-committee on the UN Convention on the Rights of the Child.

5.2: Children´s concepts of well-being around the world – Comparative perspectives

Children's concepts of well-being around the world – Comparative perspectives (II.)

Tobia Fattore[1], Susann Fegter[2], Christine Hunner-Kreisel[3], Ashley Stewart-Tufescu[4], Elizabeth Huynh[4], Robert Chase[5], Javier Mignone[5], Dagmar Kutsar[6], Liis-Marii Mandel[6], Kadri Soo[6], Lisa A. Newland[7], Gabrielle A. Strouse[7], Daniel J. Mourlam[7], Vinod Chandra[8], Ravinder Barn[9], Mònica González-Carrasco[10], Cristina Vaqué[11], Sara Malo[11], Gemma Crous[10], Ferran Casas[10]

[1]Macquarie University, Sydney, Australia; [2]Technische Universität Berlin, Berlin, Germany; [3]Universität Vechta, Vechta, Germany; [4]School of Health Sciences & Community Services, Red River College, Winnipeg, Canada; [5]University of Manitoba, Winnipeg, Canada; [6]University of Tartu, Tartu, Estonia; [7]University of South Dakota, USA; [8]Lucknow University, Lucknow, India; [9]Royal Holloway, University of London, London, UK; [10]Universitat de Girona, Girona, Spain; [11]Universitat de Vic, Vic, Spain

Panel organizers: Tobia Fattore, Susann Fegter, and Christine-Hunner-Kreisel

The following is an abstract for a conference panel - two of four (II.) - titled "Children's concepts of well-being around the world - Comparative perspectives". This proposed panel will provide a platform for presentations for several research partners involved in the ISCI endorsed study "Children's Understandings of Well-Being – Global and Local Contexts."

This research project involves a qualitative investigation into how children conceptualize and experience well-being from a comparative and global perspective. A network of researchers from 22 countries across the globe act as hubs who undertake qualitative fieldwork within their country within the studies' theoretical and methodological framework (see also Fattore, Fegter and Hunner-Kreisel 2015).

The study interrogates from children's perspectives the meanings of well-being and examines how children experience dimensions of well-being. In so doing the importance of local, regional and national social, political and cultural contexts on these meanings and experiences are explored, via a comparative analysis. Questions underlying and guiding our common research are:

- How do children define and experience well-being? What dimensions of well-being are significant to children?
- How do these meanings and experiences relate to national, local, and cultural contexts?
- What key concepts are most important for children (including identifying new domains)?

The innovative potential of the study is that it attempts to provide insights as to whether different dimensions of well-being are identified by children from different national contexts, and if so whether such dimensions are experienced in a similar or different way and what influence local, regional, and/or national contexts play in these experiences. The proposed panel will focus on exploring these comparative dimensions including:

- What are the shared and different topics common across the national groups?
- In which ways are the meanings/concepts that underlie these topics different or shared across national contexts, according to national, local, cultural, and group connected contexts?

Related to this study and the thematic frame of the 6th ISCI conference "Innovations in research" we will present results from our study, highlighting the common empirical and analytical work that focuses on the complex nature of comparative qualitative analysis in this field.

Exploring the everyday lives of children in Winnipeg, Canada: Methodological considerations and preliminary findings from a mixed-method study of children's subjective well-being

Ashley Stewart-Tufescu, Elizabeth Huynh, Robert Chase, and Javier Mignone

Background and Purpose

By many measures, Canada is a country of opportunity and security, wealth and well-being, yet when compared to other nations with similar resources, Canada lags behind with notable deficiencies in child health and well-being. Many of these deficiencies are attributed to differences in the social determinants of health (Raphael, 2014). To understand the social determinants of child health, there is a need to move beyond a reliance on traditional indicators of health, and to examine children's perceptions of subjective well-being.

The aim of this study is to explore children's perceptions of subjective well-being, including an examination of the key domains of children's everyday lives.

Methods

A mixed-method study was conducted in two phases. Phase I piloted the Children's Worlds: International Survey of Subjective Well-being (ISCWeB) with 450 school-aged children (8-12 years of age) attending child-care programs in Winnipeg, Canada. Phase II of the study was conducted in partnership with the international Children's Understanding of Well-being-Global and Local Contexts research project. In Phase II, 21 school-aged children participated in semi-structured, task-oriented individual interviews to explore

perceptions of subjective well-being and an examination of the key domains of children's everyday lives including school, home, neighbourhood, friends, and self. The interviewer conducted a task-based 45 minute session using the Life Story BoardTM , a game-like, pictorial, and tactile interview tool.

Results

Phase I of the ISCWeB Canadian pilot reported high rates of bullying in schools, low satisfaction with school, poor relationships with teachers, low knowledge and understanding of child rights, and high rates of anxiety-related behaviours. Phase II results suggest that children felt positive about school, so long as they believed that teachers were supportive, and listened to their ideas and concerns. Children who experienced bullying did not feel equipped to resolve these challenges, and felt uncertain about where to find help. Across all domains, children who felt listened to by parents, teachers, and friends, were children who discussed having had the right amount of satisfaction and freedom over their lives.

Conclusions and Implications

These findings have important implications for decision-markers, community-leaders and child-serving professionals committed to improving child health and well-being.

'A school-for-wellbeing' in Estonia: Children's explorations

Dagmar Kutsar, Liis-Marii Mandel, and Kadri Soo

A child's mental health and wellbeing in school, as an issue, was recently raised by Layard and Hagell (2015). They have developed the concept of 'schools-for-wellbeing' and believe that "… our schools should become as concerned with the well-being of children as they are with their academic performance" (p.108). Moreover, there are high-level discussions taking place, regarding improving the European Educational Space, organized by the Working Group on the Quality of Childhood, at the European Parliament as well as the recently launched International Positive Education Network.

The international Children's Worlds Study (2013/2014) revealed big differences across countries, regarding whether children like to go to school as an indicator of school-related subjective wellbeing. The analysis showed a general crowding out trend of 'liking school' during four years of schooling (the survey captured assessments of 8-, 10- and 12 years old schoolchildren in 16 countries worldwide). The highest crowding-out tendencies from the group of liking school were found in Poland, Spain, Romania, and Estonia while Ethiopia and Nepal were the outliers, with an opposite trend observed there: the group of children who very much liked going to school was crowding-in when 10- and 12 year old children's assessments were compared.

The current presentation is aimed to mediate children's explorations about the sources of subjective wellbeing in school environment. More specifically, the presentation will focus on children's ideas about how to make schools better places for them. The data are drawn from a qualitative study among 55 students from grade six (as an average 12 years old) in both, urban and rural schools in Estonia. Semi-structured focus group interviews, mapping exercise, and the magic wand method were applied by

the data collection. The study followed the protocol designed in the frames of the international qualitative study 'Children's Understandings of Well-being - Global and Local Contexts.'

The study revealed that children could draw critical aspects in school life that reduces their subjective well-being in school thus gives us some explanation of the critical attitude of children in Estonia concerning their school experiences and crowding out tendencies from the liking school group. However, children also see school as a place where children's well-being here and now could be valued equally with obtaining knowledge. The presentation will draw a picture about a school-for-wellbeing for children as they see it and discuss the duality of the scholarly success and subjective wellbeing of children in education.

Exploring children's subjective well-being in the U.S.: The role of digital and print media in children's lives

Lisa A. Newland, Gabrielle A. Strouse, and Daniel J. Mourlam

As digital technologies and media have become more integrated into children's lives, it is important to consider their role in supporting children's well-being, relative to traditional print media. Despite calls for increased research on children's self-reported well-being and the factors that support well-being (e.g. Dinisman et al., 2015), more work is needed regarding media and well-being. In this mixed methods study, data were collected from 22 children (8-12 years) in the U.S, using a semi-structured individual interview protocol and concept map exercise (children were asked to draw a map of what is important to them). Children also completed the Children's Worlds (ISCWeB) survey, a self-report measure of their subjective well-being (http://www.isciweb. org/Default.asp). Interview transcripts were analyzed using a phenomenological approach, which included 1) identifying and coding significance statements, 2) inductively clustering codes into themes, and 3) articulating theme meanings and patterns. To ensure reliability, at least two researchers coded each transcript. Discrepancies were negotiated until consensus was reached. One overarching theme emerged: children considered both media formats important to their well-being. Approximately equal numbers of children drew and described digital and print media during the concept map exercise and the semi-structured interview. Six sub-themes were identified. Under three of the themes, digital and print media appeared to play similar roles. Children viewed both types of media as rewarding and meaningful. Children also stated that both media types contributed to positive mood and life satisfaction. Finally, both types of media played a role in children's self-acceptance. Under the other three themes, children saw digital and print media as playing different roles in their subjective well-being. Children reported that digital media (but not print media) helped them connect with family and peers, providing the opportunity to feel supported, connected, happy, and to practice conflict management. Second, children reported that digital media gave them autonomy by providing them opportunities to make choices, express their preferences, and experience some level of freedom and independence (while this was not a predominant theme in regards to print media). Finally, children mentioned that both print and digital media helped them build competence and skills, but in unique ways. Children overwhelmingly reported

viewing books as tools for learning and building generalizable knowledge. On the other hand, children stated that digital media provided them opportunities to build digital media skills, such as getting better at video games. The next step will be to utilize children's responses on the quantitative measures to group children by levels of subjective well-being. Transcripts will be recoded (by group) to check for similarities and differences in themes for children reporting higher versus lower well-being. In summary, digital and print media seem to play similar but also differentiated roles in children's well-being. The shift to greater inclusion of digital technologies in children's home and school lives offers some unique opportunities for positive impact on well-being, such as through connecting them to others, giving them autonomy, and helping them feel safe and secure, but print media continues to play an important and unique role in children's lives.

Schooling and children's subjective well-being in the digital age: A case study of Indian children

Vinod Chandra and Ravinder Barn

Children's subjective well-being is an under-researched area particularly in developing countries. Huebner (2004) has done considerable amount of research to focus on subjective well-being of children and young people. Three dimensional model of subjective well-being among children was initially used to understand children's experience of their own life/world

(Huebner 1991, Huebner and Dew 1996). It measures the positive affect, negative affect, and life satisfaction. Some scholars have tried to differentiate between children's 'well-becoming' in the school and 'well-being' in the school settings (Ben-Arieh 2008, Qvortrup 1999). The existing research found that there is an adult centric perspective to understand and promote children's well-being in the school settings and resultantly the subjective understanding of children's own well-being is missing out in the full account. To explore the children's account of their own well-being in the school, the present study has been planned to find out what children experience in terms of available opportunities, parents and teachers' expectations, and their socio-cultural identities in the school. In the age of digitalization a special focus has been given to understand children's subjective well-being with reference to digital technologies such as smart phones, computers, internet, and other digital gadgets. Two schools were selected in the city of Lucknow (India) where students come from middle income group families. Total of sixty children of both sexes in equal number from age group 12-17 years were chosen for the study. The central issue was to examine their subjective well-being, so self-report methods have been engaged for data collection. In-depth qualitative interviews and focus group interviews with non-participant observation have also been conducted for data collection. The main focus of investigation was school climate (eg. academic support, student-teacher relationship, school connectedness, order and discipline, academic performance and satisfaction) and children's understanding of relationship and their identity (eg. 'real' versus 'virtual' relationship in social space, inter-generational conflict of identity, ownership of their own childhood, etc.) The central argument of this research is that Indian children assert themselves in the school settings which is a direct result of their awareness of subjective well-being. In the process of doing this they utilize the digital technologies and exert for constructing their own identities.

A qualitative approach to a longitudinal study about subjective well-being of Catalan children

Mònica González-Carrasco, Cristina Vaqué, Sara Malo, Gemma Crous, and Ferran Casas

Background and Purpose

It is increasingly common to find qualitative-based research used to determine the reasons why children and adolescents consider certain domains of their life especially important to their subjective well-being (SWB) (e.g. Nic Gabhainn, & Sixsmith 2006; Camfield et al. 2009; Navarro 2011; Malo et al. 2012; Coombes et al. 2013). The range of methods used in this respect has also been widening.

However, in none of the qualitative studies to our knowledge, has children's and adolescents' higher or lower level of SWB been considered a relevant factor when exploring their opinions on SWB. They have also rarely considered either whether these opinions and evaluations change with time or depending on the technique used to collect data (individual interview versus focus group).

Our concern is that studying the perceived contributing factors (positive and negative) to SWB suggested by participants with lower and higher SWB scores will provide us with different explanations regarding what SWB is from the point of view of children and adolescents themselves. Analysing information from a temporal perspective will increase knowledge on changes occurring in SWB as well as comparing results obtained through two types of techniques may help researchers to have more reasons upon which to base their election when studying SWB from a qualitative viewpoint.

Methods

Data belong to a longitudinal study in which the SWB of 940 students was studied through a period of a two-years time. Participants were between 9 and 16 years old and came from 15 schools and high schools in the province of Girona (Catalonia, North-East of Spain). Ten focus groups and nine individual interviews were conducted twice during two consecutive academic years to the same group of children and adolescents. Thematic content analysis (Saldaña, 2009) was applied to the information gathered and, thereafter, different categories were formulated to classify the information. Those categories were related to interpersonal relationships, health, leisure activities, school, and personal issues.

Results

Participants classified as having lower SWB posed more emphasis on negative aspects compared to their counterparts with higher SWB, such as non-being helped or listened to. Some categories only emerge one of the years the study took place such as the importance of having material things. Focus groups seem to stimulate the emergence of a wider variety of topics compared to individual interviews.

Conclusions and Implications

Exploring whether children's evaluations of SWB change with time, and according to their level of SWB and the type of instrument through which information is obtained can potentially help us to broaden our understanding of adolescents' SWB by bringing previously unknown aspects to light that are not so much detectable through quantitative methodology or by qualitatively analysing information globally. Results can be very helpful in order to formulate more personalised interventions to promote SWB.

Bios

Tobia Fattore is a senior lecturer in the Department of Sociology at Macquarie University, Sydney, Australia. His research focuses on understanding how our everyday experiences are oriented by and orient, social institutions, with research interests in the broad areas of the sociology of childhood, sociology of work, and political sociology. He is also one of the coordinating researchers of the multinational qualitative study on "children's understandings of well-being – global and local contexts" (CUWB) with a partial study located in Sydney.

Susann Fegter is a Professor for Historical and General Educational Sciences at the Technische Universität Berlin, Germany, Faculty of Humanities. Her current empirical research is in the broad area of the social contexts and processes of growing up of children and youth, with a specific focus on gender, technology, and work. She is currently undertaking a qualitative study on gendered professions with a discourse analysis approach. She is also one of the coordinating researchers of the multinational qualitative study on "children's understandings of well-being – global and local contexts" (CUWB) with a partial study located in Berlin on children´s understandings of urban well-being.

Christine Hunner-Kreisel is a Professor in the field of transculturality and gender at the University of Vechta. Her current research is on childhood and youth, on growing up in migration contexts, both in intersectional perspective and with a focus on family and institutional processes in upbringing and education. Gender relations but with an intersectional perspective in the context of upbringing and education is a further research focus. She is also one of the coordinating researchers of the multinational qualitative study on "children's understandings of well-being – global and local contexts" (CUWB) with a partial study located in Vechta.

Ashley Stewart-Tufescu is a faculty member in the Department of Early Childhood Education, School of Health Sciences and Community Services at Red River College, Winnipeg, Canada. She has expertise in children rights and child protection, particularly violence prevention through respecting human rights.

Dagmar Kutsar, PhD, is Associate Professor of Social Policy at the Institute of Social Studies in the University of Tartu in Estonia. Her research interests are related to family, childhood, and welfare research and policies. She is a Board member of the International Society for Child Indicators (ISCI) and a principal researcher of Children's Worlds study and the qualitative study 'Children's Understandings of Well-being - Global and Local Contexts.'

Kadri Soo, MA, is a lecturer and doctoral student in the Institute of Social Studies in the University of Tartu in Estonia. The topic of her dissertation is related with child abuse and gender-based violence in youth. She is the coordinator of ISCWeB fieldwork of the third round in Estonia.

Liis-Marii Mandel, MA, works as a social pedagogue in a small rural school in Estonia. She studied children's subjective wellbeing in school environment in her Master's study and is currently making attempts to promote children's ideas of a school-for-wellbeing in this school.

Lisa Newland, PhD., is a Professor of Human Development at the University of South Dakota. Her research interests include child well-being, parent-child relationships and developmental outcomes, intergenerational transmission of attachment, unique contributions of mother and father involvement, marital relationship and co-parenting implications for child attachment, and interactions between home and school settings.

Gabrielle Strouse, PhD., is an Assistant Professor of Human Development and Educational Psychology at the University of South Dakota. Her research focuses on young children's learning from media. She studies how and when young children struggle to learn from different types of media (e.g., books, videos, apps) and ways to support children's learning and the transfer of information from one context to another.

Daniel Mourlam, EdD., is an Assistant Professor of Curriculum and Instruction at the University of South Dakota. His research interests include technological, pedagogical, and content knowledge development; faculty technology development; children's technology skills and teacher education; and yearlong student teaching.

Vinod Chandra is Associate Professor of Sociology in J N Post Graduate College of Lucknow University, Lucknow. Dr. Chandra is an established childhood researcher with a long-standing specialization in the study of child labour, child abuse and neglect. He was editorial advisor of "Handbook of Child Well Being" published by Springer in five volumes in 2014. He has published 6 books on Children and Youth and his latest book titled "Childhood Realities: Working and abused children" has been published from Kalpaz Publications, Delhi in March 2016.

Ravinder Barn Ravinder Barn is Professor of Social Policy at Royal Holloway, University of London. She is the author or editor of eight books and over 100 journal papers or book chapters. Ravinder writes on gender, ethnicity, child and youth welfare, and criminal justice. Her research on child welfare and migrant groups is highly regarded nationally and internationally. Her latest book, published by Oxford University Press, analyses child welfare systems in 11 countries to promote theoretical and empirical understandings of contemporary concerns surrounding globalisation, migration, and child rights.

Dr. Mònica González-Carrasco is tenured assistant professor in the Department of Psychology at the University of Girona and coordinator of the ERIDIqv Research Team (on Childhood, Adolescence, Children's rights and their Quality of Life. www.udg.edu/eridiqv) within the Research Institute on Quality of Life (IRQV. www.udg.edu/irqv) at the University of Girona. She participates in the Children's Worlds international project and other research related to children's and adolescent's subjective well-being (Researcher ID: H-2581-2012).

Dr. Cristina Vaqué is lecturer in the Dietetics and Nutrition studies, University of Vic-Central. She is PhD in Psychology and food. Her research area is about food and well-being, and interventions to promote food habits and health. She is the author of some scientific publications, and has participated in some scientific projects and congresses related to this and to quality of life.

Dr. Sara Malo is lecturer in the Department of Psychology, Faculty of Education and Psychology. She is PhD in Psychology. Her main research area is about the audio-visual media use between adolescents and adults, and the subjective well-being. She has collaborated as a researcher in more than 15 competitive projects. She is author and co-author of 6 books. She has authored articles in English published in reviews cited in the SSCI (Researcher ID: D-8524-2011).

Gemma Crous is a PhD candidate from the Department of Psychology at the University of Girona. Her background is in Psychology (BA) and in Youth and Society (MS). In 2013 Gemma joined the ERIDIQV research team and in 2015 she received a funding from the Spanish Government to be able to do the thesis. She is studying in depth of young people's psychological well-being. She is also interested in subjective well-being, children's rights, youth policies and social exclusion.

5.3: Measuring the strength of child protection and family welfare systems

Measuring the strength of child protection and family welfare systems: Novel attempts to measure systems strength and to determine outcomes for children at population level

Mark Canavera[1], Sarah Meyer[2], Pia Vraalsen[3]

[1]CPC Learning Network; [2]Columbia University, United States of America; [3]Child Frontiers

Over the past decade, the international child protection and family welfare community has firmly shifted to a "systems paradigm," moving away from project- and target-specific interventions towards integrated frameworks for the delivery of services and supports to children and their families. Despite this normative shift, clear conceptualization and measurement of a "systems approach" to child protection and family welfare remain a work in progress. This panel will seek to share some of the latest efforts to measure child protection and family welfare systems in international settings, including efforts to measure system processes, systems strengthening endeavors, and outcomes for children and families. It will also seek to draw on lessons from the health sector, where measurement of health systems and impacts of child health are further developed, and which may be able to inform the child protection and family welfare sector.

Development of an index to measure child protection system strength in refugee settings: Conceptual and practical considerations

Sarah Meyer and Lindsay Stark

Background and Purpose

This project, "Measuring Impact Through a Child Protection Index" ["the CPI Study"], developed and tested a methodological approach to assess child protection system strength in refugee settings. Children are exposed to violence, exploitation, abuse, and neglect in refugee settings. UNHCR's 2012 *Framework for the Protection of Children* forms the basis of priority interventions to address child protection risks for refugee children. The *Framework* "marks an institutional shift from mainly targeting categories of children at risk towards a systems approach to protecting children" (UNHCR 2012). CPC Learning Network researchers developed the Child Protection Index [CPI] as part of an effort to develop, pilot, and refine measurement methods for child protection system strength in refugee settings.

Methods

The CPI was developed based on key benchmarks within UNHCR's *Framework*. Researchers tested the feasibility and interpretability of findings from the CPI through field studies in Rwanda (Kiziba refugee camp) and Uganda (Adjumani and Kiryandongo refugee settlements). Researchers developed items to measure presence of components of the child protection system across three areas: services, utilization of services (as a proxy for quality), and policies and procedures.

Results

Key strengths of the CPI include that core components are drawn from a foundational policy document in the field of child protection in refugee settings, identifies and operationalizes key building blocks of the child protection systems, and develops clear and simple items that, taken together, constitutes these building blocks. Limitations include availability of data for all indicators in the CPI in refugee settings; sensitivity of the CPI score to weighting which is not consensus-based, and weaknesses in the measure of utilization as a proxy for services. The basis of the CPI in the Framework delineates the boundaries of a child protection system based on organizational practice, whereas findings from the CPI Study indicate the need to account for multiple and overlapping influences on child protection outcomes, including caregiver and household-level influences.

Conclusions and Implications

In comparison to systems measurement in different fields, for example, health systems, measurement of child protection systems is nascent. The CPI contributes to the field of measurement methods for child protection, seeking to assess the overlapping and interlinked components of a system, capture the influence of change over time, and ascertain impacts of system-strengthening on reduced child protection risks and improved well-being for refugee children.

Measuring child protection systems at decentralized level in Senegal: Building grounded indicators for population-based measurement

Mark Canavera, Yasmine Anwar, Mohamadou Sall, Katherine Muldoon, and Courtney Clark

Background and Purpose

The emergence of national "Violence Against Children" surveys in countries around the world has created new momentum for generating rigorous, replicable, population-based data about the various forms of abuse and exploitation that children face. These surveys have undoubtedly galvanized political support for protecting children in countries around the world and begun to fill a crucial gap in the global evidence base. Despite the importance of these surveys, however, some child protection policymakers and practitioners have noted that they are extremely costly, that they currently represent cross-sectional (rather than longitudinal) data, that they provide national-level data rather than data that policymakers are likely to use at a sub-national level, and that they do not paint a comprehensive picture of the child protection system in a given setting. This presentation will feature work that the CPC Learning Network at Columbia University has undertaken in collaboration with UNICEF's West and Central Regional Office, UNICEF's Senegal office, and the government of Senegal to address some of these concerns by creating a cost-effective measurement framework for the strength of the child protection system at decentralized level.

Methods

Working closely together with stakeholders from all of these entities, we designed a framework to collect data about five areas that, taken together, provide a relatively comprehensive picture of child protection systems functioning in a way that includes not only system "inputs"— e.g., the resources required to run the child protection system — but also outcomes for children. The five categories for measurement are: policies, legislation, standards, and budget allocations; coordination structures; human resources; services; and grounded outcomes.

Results

In the presentation, we will focus strongly on the grounded outcomes, which represent one of the measurement framework's real innovations. Building up indicators from ethnographic interviews, we designed outcome indicators around child protection outcomes (including physical abuse, sexual abuse, and emotional abuse as well as child labor) and social norms (including norms about violence against children) that were contextually grounded in the community realities of two departments in Senegal: Pikine, a periurban suburb of Dakar, and Kolda, a rural department in the country's southeast. Surveys conducted in each department in June 2016 fed into the overall measurement framework and represent a cost-effective, comprehensive path forward for decentralized measurement of child protection systems' strength.

Conclusions and Implications

This project sought to create a method that national and regional governments could use to track the strength of inputs into their child protection and family welfare systems as well as population-based outcomes for children. The project is creating a model not only for Senegal but also for other low-income countries in the West Africa region and beyond.

Adapting to learn, learning to adapt: Overview of and considerations for child protection systems strengthening in emergencies

Pia Vraalsen, Hannah Thompson, Alexander Krueger, and Tina Fischer-Sell

Background and Purpose

Despite growing support for child protection systems strengthening framework, how to conceptualize and implement this approach in practice remains an area of ongoing discussion and learning. Within the broader global discussion about the nature and scope of child protection systems, a line of inquiry has emerged examining how efforts to strengthen national child protection systems have adhered in humanitarian settings. Humanitarian responses create arenas in which representatives of the international community —represented primarily by United Nations agencies and international organizations — have significant interaction with national governments and emergency-affected populations. They represent, therefore, an opportunity to probe the extent to which there is shared understanding and appreciation of what "systems strengthening" means to various actors and how such efforts should be undertaken.

Methods and Results

This presentation will share learning on child protection systems strengthening from areas recently or currently affected by armed conflict and natural disaster. Drawing upon qualitative research that was conducted in five emergency settings between 2012 and 2015 as well as through interviews with global-level actors and thought-leaders, it will synthesize the considerations that humanitarian practitioners should bear in mind as they design and implement humanitarian responses that seek to strengthen national or local child protection systems.

Conclusions and Implications

In asking, "What does systems thinking mean for child protection in emergencies?" this presentation will share guiding questions, key considerations, and actions to explore. Given the focus on the ISCI conference, it will also ask the important question, "What indicators should humanitarian actors measure to determine if their efforts have strengthened, weakened, or bypassed national and local child protection systems?"

Bios

Sarah Meyer Sarah Meyer, PhD, MPhil, is an assistant professor in clinical population and family health at the Mailman School of Public Health at Columbia University. She has extensive experience managing and leading research projects focused on migration, child protection, and mental health in humanitarian and low-income settings. Her PhD research focused on migration and mental health on the Thailand-Burma border, and she has led qualitative and quantitative training and data collection in Cambodia, Rwanda, Uganda, and Thailand. She is currently the co-investigator on a joint study between the CPC Learning Network and UNHCR, on measuring child protection in refugee settings. She has led evaluations of mental health and psychosocial support for UNHCR and the Interagency Standing Committee Reference Group on mental health and psychosocial support. She has presented her research in academic and policy settings in Geneva, Kolkata, Lisbon, Salzburg, Oxford and Melbourne. Sarah received a PhD in International Health from Johns Hopkins School of Public Health, a certificate in Applied Mental Health Research from Johns Hopkins, an MPhil in Development Studies from the University of Oxford and a BA from Monash University.

Mark Canavera, MA, MPP, is the Associate Director of the CPC Learning Network, an entity housed at the Columbia University's Mailman School of Public Health which convenes academics, policymakers, and practitioners to promote innovative research, nurture communities of learning, and build the next generation of researchers and advocates for children and families worldwide. In this role, he coordinates research and advocacy efforts on children's protection, care, health, and development; he serves as the co-chair of the Building the Evidence Interest Group of the Global Social Service Workforce Alliance and the Task Force on Systems Strengthening and Disaster Risk Reduction for the global Child Protection Working Group. His current research focuses on effective means to strengthen the global social service workforce in low- and middle-income countries as well as efforts to strengthen national child protection systems through emergency response efforts. Mark came to the CPC Learning Network after many years working as a humanitarian aid and development worker in West Africa. He also launched and served as the founding coordinator of the Community Child Protection Exchange, an online initiative to improve the level of knowledge and understanding around community-based child protection mechanisms and national child protection systems. He has worked in over 20 countries with a variety of agencies, including Save the Children, UNHCR, Oxfam, Terre des hommes, AVSI, and Child Frontiers. His work has spanned former child soldier reintegration in northern Uganda, small arms control in Senegal, girls' education promotion in Burkina Faso, and child welfare system reform in Côte d'Ivoire, Niger, Benin, and Cameroon. He holds Master's degrees in Peace Studies from Notre Dame and Public Policy from Harvard.

Pia Vraalsen is an associate of Child Frontiers based in Nairobi, Kenya. She has extensive experience of child protection in complex emergencies, natural disasters and developing country contexts in the Middle East, Africa, as well as South and South East Asia. Pia started her career managing UNICEF child protection emergency programs in countries affected by natural disasters and civil conflict (South Sudan, Indonesia, Pakistan, Sierra Leone). In these roles, she documented lessons learned from emergency response, contributed to preparedness planning, designed interagency assessment frameworks and established monitoring and tracing mechanisms in IDP camps. In 2014 she led a mapping of UNRWA's child protection systems and strategies in Gaza, West Bank, Lebanon, Syria and Jordan. Pia is the Child Frontiers focal point in the global Child Protection Working Group and has been involved in its different working groups, including the Child Protection Systems Taskforce, Case Management Taskforce and Capacity Building Taskforce. As well as her continuing focus on child protection in emergencies, Pia has recently been involved in a qualitative study on violence against children in Bhutan and the mapping of the child and family welfare system in Lao PDR. Since joining the Child Frontiers team in 2010, Pia has been actively involved in other initiatives such as a global study on the mitigating effects of child protection systems in disaster situations and a review of the child protection sub-cluster in Afghanistan.

5.4: Multidimensional perspectives on child poverty

Material well-being, quality of relationships and children's emotional and behavioural well-being in Hong Kong

Maggie K.W. Lau[1], Jonathan Bradshaw[2], David Gordon[3]
[1]*City University of Hong Kong, Hong Kong S.A.R. (China);*
[2]*University of York;* [3]*University of Bristol*

Background and Purpose

This paper aims to explore variations in children's emotional and behavioural well-being by their socio-demographic characteristics and social relationships in Hong Kong. Specifically, this paper has two objectives: (1) to present evidence on child-reported material deprivation index derived from survey data – thereby addressing the limitations in traditional approach to adult-derived child poverty measures; and (2) to examine prevalence and associated factors of children's problem behaviours using self-administered Strengths and Difficulties Questionnaire (SDQ).

Methods

The analyses were based on the representative survey derived from school-aged children between 10 and 17. The survey data is part of the first wave of the Strategic Public Policy Research (SPPR) project – 'Trends and Implications of Poverty and Social Disadvantages in Hong Kong: A Multi-disciplinary and Longitudinal Study' conducted between May 2014 and July 2015.

Face-to-face interviews were conducted with 2282 individuals aged 18 or over. Children aged 10 to 17 in the sampled household were invited to complete child questionnaires. This paper used a sample of 783 school-aged children who have completed the SDQ for further analyses.

Results

Regression analysis was used to explore the relative effects of material well-being and social relationships, and children's emotional and behavioural problems. The study produced evidence that child-reported indicators of material deprivation contributed more to explaining variations in problem behaviours of Hong

Kong children compared to adult-reported income poverty measures. The standardised regression coefficients suggested that among those variables that contributed statistically significantly to explaining variations in problem behaviours of Hong Kong children were school work pressure, experience of being bullied and perceived positive relationships with family, teachers (e.g. being respected and treated fairly at home and school) and friends.

Conclusions and Implications

The empirical findings of this study have important implications for current policy and future research development. Findings imply the prominence of children's voices for services and programmes developed for children which can better suit their needs. Problem behaviours of Hong Kong children associated with risk factors (e.g. negative perceived quality of relationships, experience of being bullied and school work pressure) are significantly important for policy interventions. Financial and social support should be prioritized to children who are in disadvantaged socio-economic positions.

Bios

Maggie K.W. LAU is Assistant Professor in the Department of Public Policy at the City University of Hong Kong.

Jonathan BRADSHAW is Emeritus Professor of Social Policy in the Department of Social Policy and Social Work at the University of York, UK.

David Gordon is Professor of Social Justice and the Director of the Townsend Centre for International Poverty Research at the University of Bristol, UK.

Harmonizing MDCP with MDP in Viet Nam: Issues, challenges, solutions

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Background and Purpose

Since 2006, the Multi-dimensional Child Poverty (MDCP) has been used as a tool for monitoring child poverty in Viet Nam. It builds on the recognition that child poverty are inherently multi-dimensional concepts that affect children in a variety of different dimensions of wellbeing. In 2016, the Government of Viet Nam officially endorsed the Multi-Dimensional Poverty Index (MDP) for targeting poor households. The index is currently used both to monitor poverty trends and as a targeting tool.

The aim of the study is to contribute to improving the design of the MDP to make it more sensitive to the needs and characteristics of vulnerable children. It also analyzes global trends in multidimensional child poverty measurement to update the MDCP. These results will be contrasted with the results of the MDP to identify groups of vulnerable children that might be missed by the current and revised MDP. The paper also examines key issues and challenges associated with harmonization of the MDCP with national MDP.

Methods

The 2011 Alkire Foster (AF) method will be used to construct the MDCP index based on the existing MDCP indicators used since 2006. Unlike for monetary poverty and the MDP, it allows revealing poverty among children within the same household. The rationale for this approach is that disadvantage increases in a non-linear fashion with the number of deprivations affecting each child, making it relevant to identify the distribution of deprivations within the population. In addition, the AF method is used in the household level MDP of Viet Nam and in the Multiple Overlapping Deprivations Analysis (MODA) developed by UNICEF for international comparisons of child poverty. Furthermore, the paper suggests additional indicators that can be included in the MDP to improve its targeting performance vis-a-vis vulnerable children.

One of the main constraints in constructing a multidimensional poverty index is the availability of reliable data to measure the various aspects of child wellbeing. To reflect these constraints, this paper proposes three different indices: (i) Immediately Applicable Index (based on VHLSSS dataset); (ii) Improved Index (based on the MICS and DHS datasets); and (iii) Ambitious Index (does not start from existing data, but uses a bespoke survey.)

Results

The study should contribute to discussion on a better coverage of social protection programme for the most vulnerable children. The estimated indices are intended to be used exclusively for the purpose of monitoring and analyzing child poverty in Viet Nam. When devising an index for targeting of social protection programmes, a number of additional constraints and technical specificities will have to be considered. In this regard, the study offers several methodological solutions, including a roadmap highlighting the key milestones and approaches required for the next steps for MDCP and MDP adjustment and harmonization. This roadmap of policy support will be provided to the Government of Viet Nam over the coming years as part of the effort to reform and streamline the social protection system to improve its efficiency.

Bios

Thi Ngo Truong is the director of Poverty Reduction Department, Ministry of Labour, War Invalids and Social Affairs of Viet Nam.

Cuong Nguyen Viet is a National Expert of the Mekong Development Research Institute.

Sebanstian Silva Leander is a Consultant of UNICEF Viet Nam (Oxford Policy Management).

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Children in poverty: Trends, consequences and responses

Elizabeth Fernandez

The University of New South Wales, Australia

Background and Purpose

There is increasing awareness of the impact of poverty and social disadvantage and the need to respond to the poorest groups who are the most difficult to reach, and who are the focus of child welfare services. Poverty is the result of many overlapping dimensions of deprivation and non-fulfilment of children's rights making its influence felt in every aspect of a child's life. Apart from the harm done to children through a lack resources for full social participation, their education, health and general wellbeing are seriously compromised. Poverty affects children's mental and physical health, their access to education and their adult outcomes.

Methods

This presentation will examine trends in relation to the extent and intensity of child poverty in the international context. It will highlight the development of comprehensive approaches to define, identify and measure poverty that go beyond financial deprivation, and capture direct and indirect effects of child poverty. Three composite methods to measure child poverty will be presented to illustrate the multiple aspects of deprivation and wellbeing captured in the assessment of poverty. Trends from theoretical literature and empirical research that explore the associations between child poverty, education, health and wellbeing, and maltreatment will be discussed.

Results

The impact of poverty is experienced in different and unique ways in the life course, particular groups being disproportionally affected by poverty and disadvantage. The experience of, and exposure to poverty is perceived to be dynamic with consequences for children likely to be influenced by timing, developmental stage and context including family, school and neighbourhood. Impoverished environments experienced by children affect developmental outcomes and have a continuing impact on later years. The vulnerabilities of youth in the transition to adulthood arising from economic disadvantage and family stress are well documented. The dynamic interplay between poverty and maltreatment and the over representation of socio-economically disadvantaged families in child protection and out of home care systems, and the role of stress factors in parenting in impoverished environments will be highlighted.

Bios

Elizabeth Fernandez (PhD) conducts research on child poverty, pathways and outcomes for children in care, early intervention and family support and reunification of separated children. Currently she leads a national study of the long-term outcomes of care leavers. Recent books include Theoretical and Empirical Insights into Child and Family Poverty (Fernandez et al, 2015); Accomplishing Permanency: Reunification Pathways and Outcomes for Foster Children (Fernandez 2012). She is a Board Member of the International Society for Child Indicators (ISCI).

Measuring child disadvantage from a social determinants perspective

Sharon Goldfeld[1,2,3]**, Meredith O'Connor**[2,3]**, Amanda Kvalsvig**[2,4]**, Anita Kochanoff**[5]**, Dan Cloney**[2,6]**, Fiona Mensah**[1,2,3]**, Gerry Redmond**[7]**, Hannah Badland**[8]**, Katrina Williams**[1,2,3]**, Sue Woolfenden**[9]**, Sarah Gray**[2]

[1]The Royal Children's Hospital Melbourne, Australia; [2]Murdoch Childrens Research Institute; [3]Department of Paediatrics, The University of Melbourne; [4]Health Promotion Agency, New Zealand; [5]Brotherhood of St Laurence; [6]Australian Council for Educational Research; [7]School of Social and Policy Studies, Flinders University; [8]Melbourne School of Population and Global Health, The University of Melbourne; [9]The Sydney Children's Hospital Network

Background and Purpose

Child health and developmental inequities exist in all countries, including Australia. The accurate measurement of disadvantage in the child population is fundamental to growing a robust evidence base on modifiable policy leverage points for change. Categorisations based on socio-economic status or income poverty alone may substantially underestimate the extent and experience of disadvantage in childhood. The aim of this study is to conceptualise and test a multidimensional framework of relative disadvantage for Australian children, covering domains of population (including socio-economic characteristics), geography (community characteristics), disease (child and caregiver ill-health), and risk factors (at both family and child levels), which aligns with the social determinants perspective.

Methods

Growing Up in Australia: the Longitudinal Study of Australian Children (LSAC) is a nationally representative sample of two cohorts of Australian children, including the birth (B) cohort of 5,107 infants, which commenced in May 2004. This analysis focuses on family reported data characterising disadvantage at 4-5 years of age. Academic performance was routinely assessed in schools in the Australian National Assessment Program – Literacy and Numeracy (NAPLAN) in the third grade of primary school at age 8-9. The mean across children's scores in reading, writing, spelling, grammar and punctuation was taken as an indicator of general academic progress. We conducted a Bayesian confirmatory factor analysis based on established social determinants theories to develop an empirical model of disadvantage in children at 4-5 years of age. The predictive validity of the model of disadvantage was then tested by examining the association of each of the identified factors with academic achievement using generalised linear models.

Results

The model comprising four latent factors of Population (10 indicators), Geography (3 indicators), Disease (3 indicators), and Risk Factor (14 indicators) was found to provide a better fit than alternative models. Correlations between the four factors were relatively low, ranging from $r = .10$ to $r = .76$, indicating that they were related but unique. Scale reliability was acceptable with Cronbach's alpha (α) estimates in the range 0.63 to 0.84. The model also exhibited strong predictive validity: each factor independently predicted children's academic performance at 8-9 years. For example, a one

unit increase in the Population factor was associated with almost a full standard deviation decrease in academic performance (b = -64.50, 97.5%CI = -75.14, -53.85).

Conclusions and Implications

We have presented a theoretically informed and empirically tested framework of child disadvantage that is well suited for exploring social gradients. The resulting measure shows solid psychometric properties and solid evidence of predictive validity. Capturing the complexity of many social determinants enhances the ability of policymakers to develop concrete strategies to address existing child health inequities. Given the ubiquity of child inequities, we expect the results to be of high relevance for other countries.

Bios

Professor Sharon Goldfeld is a paediatrician and public health physician at the Royal Children's Hospital's Centre for Community Child Health (CCCH) and Co-Group leader of Child Health Policy, Equity and Translation at the Murdoch Childrens Research Institute. Her research program is made up of complementary and cross-disciplinary streams of work focused on investigating, testing and translating sustainable policy relevant solutions that eliminate inequities for Australia's children

Dr Meredith O'Connor is an educational and developmental psychologist specialising in the interface between education and healthy development over the life course, with an emphasis on practice- and policy-relevant research. She is currently a Senior Research Officer at Murdoch Childrens Research Institute, where she uses population data from the Australian Early Development Census (AEDC) to explore ways in which schools can promote children's optimal developmental outcomes.

Dr Amanda Kvalsvig has a dual background in clinical paediatrics and epidemiology. She is a Senior Researcher at the Health Promotion Agency (New Zealand) and her main research focus is the impact of disadvantage in early childhood. Current interests include housing and child health, and early determinants of child wellbeing.

Dr Anita Kochanoff is a developmental psychologist and a Senior Research Fellow at the Research and Policy Centre, Brotherhood Of St Laurence, Melbourne. She has conducted policy-relevant research in both the United States and Australia on the effects of poverty on families with young children, in particular children's early development and school readiness. She has evaluated early education and care programs, parenting interventions and family literacy programs at the local, state and national levels.

Dr Dan Cloney is a Research Fellow at the Australian Council for Educational Research. His expertise is in early education, cognitive development, and academic achievement. His most current work focuses on the potential for high-quality early childhood education and care programs to narrow SES-related development gaps.

Dr Fiona Mensah is a Postdoctoral Fellow at the Murdoch Children's Research Institute and Royal Children's Hospital. Her research interests include child health inequalities, development in the context of social disadvantage and family adversity and the relationships with access to health and developmental services. Her work focuses on epidemiological studies of families and children's development and health including the Longitudinal Studies of Australian Children, the Early Language in Victoria Study and the Maternal Health Study.

Gerry Redmond is Associate Professor at the School of Social and Policy Studies, Flinders University. The main focus of his research is measurement of, and analysis of policies relating to young people's well-being and disadvantage in Australia and in other countries, with a particular focus on rights, and young people's own perspectives on their well-being.

Dr Hannah Badland is a Senior Research Fellow at The University of Melbourne. Her research examines associations between health and wellbeing and the urban environment. In parallel she is developing and testing theoretical frameworks to identify ecological associations with the social determinants of health and inequities. This work falls under the umbrella of livability, where Dr Badland is developing a series of policy-relevant built environment indicators to test these associations.

Professor Katrina Williams is a paediatrician and public health physician who has worked and trained in Darwin, Sydney, London and Melbourne. Katrina is the APEX Chair of Developmental Medicine, University of Melbourne and Director, Developmental Medicine Royal Children's Hospital. Katrina is also an Honorary Research Fellow, Murdoch Children's Research Institute and Honorary Fellow, Deakin Child Study Centre. Her current work includes clinical care, service development, research and evidence synthesis and translation.

Associate Professor Sue Woolfenden is a consultant community paediatrician in Community Child Health and Integrated Care at Sydney Children's Hospital Network as well as Conjoint Associate Professor at the University of New South Wales. Her key research areas are addressing child health and health care inequities and their impact on children's health, developmental and well being trajectories

Dr. Sarah Gray is a developmental psychologist and postdoctoral researcher specializing in cognitive development and learning in early childhood. She is currently a Research Assistant at Murdoch Childrens Research Institute where her work focuses on understanding and addressing inequities in child development.

5.5: Developing valid, reliable & relevant population-level measures of early childhood and adolescence

The challenges and successes of developing valid, reliable and practically relevant population-level measures of early childhood and adolescence

Martin Guhn[1], Barry Forer[1], Alisa Almas[1], Lori G. Irwin[1], Anne Gadermann[1,2], Meghan Wagler[1], Kimberly Schonert-Reichl[1], Melanie Hientz[1]

[1]Human Early Learning Partnership, School of Population and Public Health, University of British Columbia, Vancouver, BC, Canada; [2]Centre for Health Evaluation and Outcomes Sciences, Providence Health Care Research Institute, Vancouver, BC, Canada

The panel participants will discuss learnings from the development of three measures — The Toddler Development Instrument (TDI), The Childhood Experiences Questionnaire (CHEQ), and The

Middle Development Instrument (MDI) — as part of our Human Development Program of Research at the Human Early Learning Partnership. Each of the three measures is at a different stage in its development such that all three measures have provided learnings that contribute greatly to the others in an iterative process. A combination of population-level item selection, pilot study analyses, focus groups, and one on one interviews have contributed to the development of each measure. We have also worked together with key community stakeholders throughout development, evaluation, and revision of the measures. The researchers will discuss their unique approach to ensuring that these measures are valid and reliable and have relevance for their populations served. This panel will explore the themes of child indicators of well-being as well as innovations in research methods, with a subtheme of early childhood and adolescent development and education.

The challenges and successes of developing a parent-report tool focusing on the developmental competencies and contexts of toddler-age children

Barry Forer and Martin Guhn

Background and Purpose

HELP's Human Development Program of Research focuses on trajectories of children's developmental competencies and contexts, from before birth through adolescence. Given our population-based orientation, the ultimate goal is a developmental monitoring system for all children in British Columbia, and which capitalizes on natural opportunities wherever possible. The Toddler Development Instrument (TDI), our 18-month developmental monitoring tool-in-development, adds a critical early time point in our trajectories research that has been missing until now.

Methods

The methodology for drafting the TDI items was informed by two main purposes. The first was to include constructs (and associated items) that have been shown empirically to be most highly associated with developmental health at kindergarten age. We modelled data from two current longitudinal studies of child development for this purpose.

The second intended purpose of the TDI was to use parallel items about toddler-age children's experiences to those included in the CHEQ and the MDI. These items cover areas such as nutrition, sleep, and early learning/child care. This information makes it possible, through data linkage, to monitor these influences over time.

Using a first draft of the TDI with these items, 12 focus groups were held across the province from spring 2015 to spring 2016. Participants included both parents and service providers from the early childhood and health sectors. Each was asked to go through the draft instrument, rate each item in terms of clarity and perceived importance, and make suggestions about the tool. The draft TDI items were iteratively revised throughout the year-long focus group process.

Results

After statistical modeling of the longitudinal data, and consulting with a research advisory group including the Principal Investigators of those studies, we identified a set of candidate items for the TDI. Contextual constructs (e.g., perceived parental impact, maternal depression) tended to be stronger influences on development at kindergarten than were developmental characteristics. These items, along with the "parallel" items, made up the focus group-ready draft.

The end result of the focus group process was a reasonably compact instrument with good face validity, ready for pilot implementation. The current version of the TDI is composed of 47 items, covering nine areas: background information, child development, health-related behaviours and resources, community resources, the neighbourhood, family context and social support, parenting beliefs and practices, parent/caregiver wellbeing, and demographics.

Conclusions and Implications

The next stage in TDI development is to conduct pilot implementations in different communities across the province from fall 2016 to spring 2017. The sites of the implementations, and modes of connecting with parents of toddlers, will vary by community, and will reflect local community expertise and circumstances. At the end of this next stage, we will have learned what does and doesn't work in terms of implementation. We will also have pilot data that can be analyzed for the purposes of fine-tuning the instrument, in anticipation of the official launch of the final TDI throughout the province.

Illuminating the challenges and successes of developing a parent-report tool focused on early childhood experiences

Melanie Hientz, Meghan Wagler, Lori Irwin, and Alisa Almas

Background and Purpose

There is a dearth of population-level data related to the quality and nature of children's experiences in their early environments; however, research has shown that these early environments shape the developing child. The authors have developed the Childhood Experiences Questionnaire (CHEQ), a population-level parent-report measure of Kindergarten children's early experiences. This presentation will describe the processes related to development and validation of the tool.

Methods

The CHEQ was developed by an interdisciplinary team of child development researchers in collaboration with parents and community stakeholders through a systematic, iterative, multi-phased process. Instrument development was guided by a theoretical framework used to determine relevant constructs of interest and to identify valid and reliable items currently used in population instruments. Items were tested for face validity through focus group evaluation. Psychometric properties were examined using data from 4 pilot studies. Prior to their children entering

Kindergarten, 763 parents completed the paper version of the CHEQ during pilot studies 1 through 3, and 277 parents completed the electronic version of the CHEQ during pilot study 4.

Results

Analyses of pilot data across 4 studies shows the CHEQ to be a reliable, internally consistent, valid instrument. Furthermore, data from various domains on the CHEQ has been found to predict children's teacher-reported skills and competencies later in the Kindergarten year. Individual feedback from pilot work showed the instrument to be easy to administer and complete in a short time period, while still providing a breadth of data for end users.

Conclusions and Implications

The CHEQ is a valid and reliable instrument for the assessment of children's experiences prior to Kindergarten, as reported by parents. Throughout the development process, we have found that a well-planned, flexible, multi-phased process was necessary and valuable. This work has implications for those in both research and practical areas of child development, as we will discuss challenges faced as well as insights gained throughout our process.

The Middle Years Development Instrument: Measuring child wellbeing and social contexts at a population-level

Martin Guhn, Anne Gadermann, and Kimberly Schonert-Reichl

Background and Purpose

Psychometrically sound and developmentally appropriate measures to monitor children's wellbeing are necessary to identify children's needs and prioritize their wellbeing in schools and communities. The MDI is a student self-report measure for students in grades 4 to 7 to collect data about children's social-emotional development and physical health and wellbeing, connectedness, school experiences, and after school time use. The MDI is used by school-community-university partnerships to collect data at a population level, so that schools and communities can translate MDI findings into actions that promote children's wellbeing.

The purpose of this presentation is to illustrate the research-to-action project that led to the collaborative creation of the MDI in partnership between researchers, community leaders and educators, to present population-level findings, and to illustrate knowledge translation activities.

Methods

We describe the theoretical framework, selection of survey items, the validation and implementation of the MDI, and successful knowledge translation activities. Final selection and validation of the MDI items involved in a multi-stage consultation and piloting phase with children, educators, parents/guardians, youth program providers, and an interdisciplinary research team.

We will also describe how MDI data are mapped at neighborhood levels, and how summary findings are disseminated via community and school district reports, to inform community- and school-based initiatives aimed at fostering children's wellbeing and health.

Results

Using MDI pilot data, the factor structure of MDI scales was tested using exploratory and confirmatory factor analyses and the patterns of correlations among scales were examined. Results indicate strong psychometric properties of the MDI scales, providing evidence for the factor structure, reliability, and convergent and discriminant validity. Also, MDI results correlate with early childhood indicators and socioeconomic context factors in theoretically expected patterns. To date, MDI data have been collected at population levels for over 50,000 children in British Columbia. We show district maps that illustrate the large variability in wellbeing outcomes and social context factors. We share examples of how schools and communities have used findings to discuss priorities, enhance existing programs, and inform new initiatives.

Conclusions and Implications

The MDI is a population-level student survey that allows us to map variability of child wellbeing and social context factors, and is thus uniquely positioned to contribute to knowledge mobilization and translation of research evidence into initiatives in schools and communities. A remaining challenge is to create a data collection and dissemination model that is sustainable, maintains scientific rigor, and is aligned with other priorities in education and health sectors.

Bios

Dr. Barry Forer is a research methodologist specializing in early childhood development. His research includes, the effect of socioeconomic status on child development, how early vulnerability affects school achievement, and the validity of the EDI. His PhD was completed in the Measurement, Evaluation, and Research Methodology program at the University of British Columbia.

Meghan Wagler is the CHEQ Implementation Coordinator at the Human Early Learning Partnership, School of Population and Public Health, University of British Columbia. Meghan completed her MSc in Population and Public Health with a specialization in Global Health at Simon Fraser University. She has worked on various population health research projects in Canada and Mongolia and has been involved with the CHEQ project since May 2016.

Dr. Martin Guhn is Assistant Professor at the Human Early Learning Partnership, School of Population and Public Health, University of British Columbia, and National Research Lead of the Forum on Early Child Development Monitoring, supported by the Lawson Foundation. His training includes a PhD in Human Development, and degrees in Psychology and Music. His research focuses on social, cultural, and socio-economic influences on child development, health, wellbeing, and education.

Melanie Hientz is the CHEQ/EDI Coordinator at the Human Early Learning Partnership, School of Population and Public Health at the University of British Columbia. Melanie completed her MA in Geography and Environmental Studies at Carleton University. She has worked in the areas of research and evaluation in Ottawa, Saint John and most recently in Vancouver since joining the HELP team in March 2017.

5.6: Children in care

Supporting the education outcomes of children in care

Brian Hill, Colleen Ellis, Jenny Cartwright, Jessica Spurling
Office of the Representative for Children and Youth, BC, Canada

Background and Purpose

Supporting the Education Outcomes of Children in Care aims to understand how well children and youth in care in British Columbia are currently being supported in their education outcomes and how these supports can be improved.

The key objectives of this project are:

- To update administrative measures regarding education outcomes of children in care.
- To assess how the education planning and monitoring of children in care is being supported through communication, coordination and collaboration between stakeholders.
- To identify current practices and strategies that promote positive education outcomes for children in care, including practices and strategies informed by research.

Methods

This project includes two components: (1) an analysis of administrative data from the BC Ministry of Education regarding education outcomes of children and youth in care; and (2) survey and focus group data from key stakeholders, producing both qualitative and quantitative data. Stakeholders include school staff, social workers, foster parents, and youth formerly or currently in care. Online surveys were administered to random samples of stakeholders through their relevant professional organizations. Frequency analysis of quantitative responses and a thematic analysis of qualitative responses were performed on survey data.

The project includes frequent consultations with leadership of relevant stakeholder groups such as the BC Teachers Federation, the Federation of Foster Parents Associations etc., including discussions surrounding initial findings. Our analyses include a focus on supports for Aboriginal children and youth in care as well as children and youth in care with special needs.

Results

Analyses are currently underway. The planned public report of this project will be summative in nature, presenting mainly high level results. Our proposed ISCI presentation will include a more in-depth discussion of unpublished findings that will be of interest to the ISCI audience.

Conclusions and Implications

The project aims to positively influence policy discussions, decisions, and practices aimed at improving the education outcomes of children and youth in government care. It will culminate in a public report (estimated release March 2017) that will make recommendations on how current education supports can be improved. The primary audiences of the report will be government, stakeholders in the education sector and the general public. It is our hope that collaboration with stakeholders throughout the project will serve to contextualize our findings, as well as aid in the crafting of recommendations that will drive meaningful change in the lives of children and youth in care.

Bios

Jenny Cartwright was born in Victoria BC and educated in the UK, where she obtained her Masters degree in Crime, Law & Society. After returning to Canada she worked as a Research Coordinator in Community Health & Epidemiology at Dalhousie University (Halifax, NS) before moving back to the west coast in 2015. Currently she is a Research Officer (Monitoring) with the BC Representative for Children and Youth, an Independent office of the BC Legislature.

Jessica Spurling is a Research Officer (Monitoring) with the BC Representative for Children and Youth (RCY). Jessica has a background in education and learning, particularly in the area of literacy development. She has worked previously as a high school English teacher and holds an MA in Educational Psychology with a focus on special education. Prior to joining RCY, she worked as the coordinator of the Centre for Outreach Education at the University of Victoria.

Improving data on children in alternative care in Europe and Central Asia

Lori Bell
UNICEF, Regional Office for Europe and Central Asia, Geneva

Monitoring the numbers of children cared for under different alternative care options, the availability and quality of community based services, and the proportion and characteristics of children still cared for in formal institutional settings allows us to evaluate how successful national efforts have been promoting child care reforms.

The presentation will focus on the TransMonEE initiative that supports the consolidation and analysis of data from over 20 countries in Europe and Central Asia (ECA) on, amongst other indicators, children in alternative care. These data (from administrative sources) - covering children left without parental care, in residential and family-type care and adoptions - are disaggregated by sex, age groups and disability status as much as possible. UNICEF supports countries to share information on the tools and methods they use to collect data on children in alternative care.

In 2016, UNICEF prepared a synthesis report that highlighted the progress but also the challenges to cross-country comparisons of data on this topic - based on country analytical reports submitted by 21 National Statistical Offices in the ECA region. Emerging issues discussed in the report which will be presented at the conference include the need to collect "early warning" data (on children at risk of separation), tackling the data deserts (e.g. children in informal kinship care and on duration of stay of children in alternative care), how to take advantage of data digital innovations, and how to know more about the characteristics and wellbeing of children in alternative care. With regards to this last, the presentation will briefly describe methodological work being undertaken by UNICEF in the measurement of child functional impairment - important because today in the ECA region, the majority of children left behind in formal residential care are known to be children with disabilities.

Initiated by UNICEF in the early 90s to systematically monitor indicators of child well-being as well as their economic and social determinants in Eastern Europe and Central Asia, TransMonEE has become a unique regional database on children – which is used for research, advocacy and decision-making and to track the progressive realization of child rights. Such administrative data can be usefully triangulated with survey data (e.g. from UNICEF supported Multiple Indicator Cluster Surveys) to better understand, for example, risk factors related to a child's separation from his/her family, the characteristics of different groups of children found in different forms of alternative care, and child well-being outcomes under different care options - towards designing more appropriate policies and approaches that are in the best interests of children.

The experience with TransMonEE in Europe and Central Asia, including lessons learned, can be used by other regions to start/strengthen similar databases with a particular focus on children in alternative care. UNICEF has recently started collecting data on two indicators globally: children in residential care and children in foster care, but there is a lot to do be done to improve the quality, comparability and coverage of data.

Bios
Lori Bell is a Regional Advisor for UNICEF in Europe and Central Asia and provides support to countries in the region to monitor child rights through surveys, administrative data systems and special research efforts. A Canadian, she is an alumni of McGill University (MSc. Epidemiology and Biostatics 1996) and has worked for over 2 decades in humanitarian and development cooperation in Asia, Africa and Eastern Europe.

Family preservation and socioeconomic disparities: A longitudinal multilevel analysis

Tonino Esposito
University of Montreal, Canada

Background and Purpose

Although poverty and lack of social support services are well established risk factors for child maltreatment far less is known about the effects that preventative social services and poverty reduction policies have on child protection service trajectories. The province of Quebec has been one of the most socially progressive jurisdictions in North America, offering an array of poverty reduction and family support services, ranging from universal free health care, subsidized public child care, and a very progressive income tax redistribution system. Despite these policies, socioeconomic disadvantages continue to be important risk factors for child maltreatment and subsequent child protection services within the province. While socioeconomic disadvantages in the province have been previously found to be influential on out-of-home placements, this study measures the impact that regional disparity in socioeconomic vulnerabilities and preventative social services spending has on reunification for children placed in out-of-home care.

Methods

This study uses a multilevel longitudinal research design that draws data from three sources: (1) longitudinal administrative data from Quebec's child protection agencies; (2) 2006 and 2011 Canadian Census data; and, (3) intra-province health and social service spending data. The clinical population studied consists of all children (N = 29, 040) placed in out-of-home care for the first time between April 1, 2002 and March 31, 2010, and followed for a minimum of 18 months from their initial out-of-home placement. In this study, family reunification is the dependent variable, while covariates examined at the child level include, age at placement, ethno-racial background, gender, reason for investigation, number of investigations, source of the referral, and request for youth criminal justice services. Socioeconomic disadvantages and preventative funding for health and social services are examined at the regional level across 166 community health and social service territories in the province.

Results

Preliminary multilevel hazard results suggest that regional disparities in socioeconomic vulnerabilities and lack of preventative funding for health and social services contribute to the decreased likelihood of reunification. Specifically, poverty and a lack of preventative spending account for over forty percent of the variation in the likelihood of reunification for children aged less than 5 years, and over twenty percent for children 5 to 11 years at initial placement. Whereas for older children primarily investigated for behavioural problems, socioeconomic disadvantages and preventative social service spending did not significantly explain variations in the likelihood of reunification.

Conclusions and Implications

Although Quebec provides a range of preventative services to support vulnerable families, socioeconomic and a lack of preventative social services spending continue to matter as that they predict the placement trajectories of children in out-of-home care. This study testifies to the need to expand efforts to ensure that a supportive structure – integration of community partners and preventative social services needed to support child protection intervention – is in place in order to be proactive in addressing the challenges faced by vulnerable families and not reactive to family difficulties.

Bios
Dr. Tonino Esposito is an Assistant Professor at University of Montreal and Adjunct Professor at McGill University, and holds a Tier II Canada Research Chair in social services for vulnerable children. His research focuses on the well-being of maltreated children in out-of-home care and ways of building participatory and applied community-based research using clinical-administrative and population data in order to plan and evaluate their programs and services.

Children in out-of-home care and their subjective well-being

Joan Llosada-Gistau[1], Carme Montserrat[2], Ferran Casas[3]
[1]Generalitat de Catalunya, Spain; [2]University of Girona;
[3]University of Girona

Background and Purpose

In Spain the children placed out-of-home represent a rate of 500 per 100,000 children. According to the type of placement, 38% are in residential care, 46% in kinship care and 16% in foster care (not

relatives). The aim of this study is to provide a more detailed study of subjective well-being (SWB) among children in care and analyse the type of placement in greater depth and how it correlates with several explanatory variables. In addition this study includes how variables related to the protection system can affect the SWB of children in care in Catalonia (Spain).

Methods

The questionnaire of the International Survey of Children's Well-Being (ISCWeB) used in more than 15 countries under the Children's Worlds project was adapted for children in care aged 12-14 years old. The questionnaire used responses grouped into the following thematic sections: personal information, home and people you live with, money and possessions, friends and other people, the area where you live, school, free time, your life, how you feel about yourself, more about you, your home, and the questionnaire itself. It includes three psychometric scales on SWB: the Overall Live Satisfaction (OLS), the Students Life Satisfaction Scale (SLSS) and the Personal Well-Being Index—School Children (PWI-SC7). The questionnaire was sent to all children in care in Catalonia aged 12-14 (N=1198) and 58 % responded (700). Multiple regressions have been used to explore which factors are related to children's subjective well-being according to type of placement. There was also an open question and a categorical content analysis was done.

Results

Results pointed out that children in kinship care and non-kinship-care reported better SWB in all life domains than those in residential care. Variables as type of placement, the agreement with their placement, the relationship with mothers, satisfaction with the school, with their friends, with the use of time and the internet, may have an influence on their SWB, as well as gender and age. In addition, variables such as the number of placements, the amount of time spent in the last placement, the fact of having suffered a failed foster placement and the satisfaction with carers, educators and children in the residential home affect also their SWB.

Conclusions and Implications

These findings represent an important step towards understanding the key factors that should be addressed in order to improve the lives of children in care and consequently issues related to the public care system.

Bios

Joan Llosada-Gistau from the Welfare Department (Government of Catalonia – Spain) is a PhD Student in the Research Institute of Quality of Life (University of Girona).

Dr Carme Montserrat is tenured professor in the Faculty of Education and Psychology and a member of the ERIDIqv Research Team (on Childhood, Adolescence, Children's Rights and their Quality of Life www.udg.edu/eridiqv) within the Research Institute on Quality of Life (IRQV. www.udg.edu/irqv) at the University of Girona.

Dr Ferran Casas is emeritus professor and coordinator of the ERIDIqv Research Team (on Childhood, Adolescence, Children's rights and their Quality of Life. www.udg.edu/eridiqv) within the Research Institute on Quality of Life (IRQV. www.udg.edu/irqv) at the University of Girona.

Using administrative data to improve a foster caregiver network

Emily Rhodes, Jennifer Haight

Chapin Hall at the University of Chicago, United States of America

Background and Purpose, and Methods

The process began with Necco leadership asking about how the agency recruits caregivers, the characteristics of their homes (e.g. license type, race and income), how long caregivers stay with the agency, and what kinds of outcomes they achieve for children and youth. To address those questions, researchers converted Necco's raw administrative data into a longitudinal file summarizing the trajectory of foster homes from application to exit. The construction of these caregiver analytic files followed best practices in measurement, adhering to the four principles highlighted in a forthcoming journal article that articulates essential elements of integrating administrative data into systematic efforts to improve child welfare outcomes (Lery, Haight, and Alpert 2016).[ii]

Results, Conclusions and Implications

The resulting analytic tool can be used to make more strategic, evidence-based decisions about how children are placed in care arrangements. The caregiver file provides feedback on longitudinal trends in where and how caregivers are recruited, critical events the home experiences, and outcomes achieved by children placed in their care. This information increases Necco's knowledge of their foster care system, enabling them to make more informed programmatic and operational decisions about developing their caregiver network. For example, this information may be used to make critical decisions about how to target resources for recruiting caregivers that can best serve an agency's child population based on level of care (e.g. therapeutic), location, and demographics. Preliminary descriptive information is summarized in a report for Necco (Haight, Rhodes, and Weiss 2016), while on-going analysis will focus on retention effectiveness and the attributes of caregivers associated with strong outcomes.

[i] Established in 1996 by the Necco family, the agency provides foster care and related services in four states (Kentucky, Ohio, West Virginia, and Georgia) and serves more than 3,000 clients per year.

[ii] 1. The process of improvement starts with a question; 2. Converting data to evidence requires discipline; 3. The continuous quality improvement cycle demands evidence at each stage; and 4. Certain techniques for arranging and analyzing data can maximize evidence yield.

Bios

Emily Rhodes is an Associate Researcher at Chapin Hall at the University of Chicago. Her work currently focuses on helping human services providers use administrative data for continuous quality improvement (CQI). Emily also has experience with quantitative and qualitative program evaluation of human services programs, and is currently studying a federally funded randomized control trial (RCT) of supportive housing for families involved in the child welfare system.

Jennifer M. Haight is a Senior Researcher at Chapin Hall at the University of Chicago. She has worked extensively with public and private child welfare agencies, helping them use administrative data to evaluate and structure continuous program improvements

as well to implement and monitor performance contracts. She is the local evaluator on two federally funded child welfare demonstration grants, and is an instructor of Advanced Analytics for Child Welfare Administration.

5.7: Education rights and interventions

School-based intervention for energy-balance related behavior change in Chinese school children

Liubai Li, Yiming Cheng, Nan Wang, Ziyao Ding

Peking University, People's Republic of China

Background and Purpose

Obesity constitutes a grave threat to the health and well-being of Chinese children and adolescents. Energy-balance related behaviors (i.e., unhealthy eating, physical activity and sedentary behaviors, etc.) in Chinese children are not well-defined and intervention model is yet established.

To identify modifiable risk factors of energy-balance related behaviors in Chinese schoolchildren, and to test the effects of a school-based 5-1-1-0 behavior change intervention model for weight control.

Methods

We used a cross-sectional study and a six-month school-based parallel controlled trial in the study during 2012 and 2013.

1) A cross-sectional study: we designed a structured questionnaire for collecting information relating energy-balance related behaviors and their underlying personal, psychosocial and environmental factors, children's confidence and readiness for behavior change in 7200 Chinese 6-18-year children in three provinces.

2) A parallel controlled trial: we designed and tested the effectiveness of a intervention package in child behavior change with a set of 5-1-1-0 intervention message in a six-month parallel controlled trial. The average age of the 193 recruited overweight children (62.2% were boys, BMI (kg/m2): 24.2 ±3.7) were 11.1 (±2.2) years. Nutrition and physical activity intervention components with a 5-1-1-0 message (take five servings of fruits and vegetables per day, take at least one hour of intensive PA, reduce screen time to one hour or less, and limit sugar drinks to 0ml per day) were combined with behavior change theories. A handout was provided for behavior monitoring, and school teachers implemented intervention activities to children (3.0 hrs) and parents (1.0-2.0 hrs) in the intervention schools. The control schools were provided intervention components six-months later.

Results

Risk factors for healthy eating (big portion size, inadequate intake of fruits, vegetables, milk, and nuts, as well as breakfast skipping and eating out), insufficient physical activity (23.8% met the recommendation), and longer sedentary time were identified as main risks for child overweight and obesity. The underlying personal, psychosocial and environmental factors played important role in behavior change. Most participants including overweight and obese children were with positive attitudes towards weight control (61%-92%), whereas they were with less knowledge (20.1%-46.6%) and behaviors (11.3%-33.7%) relating healthy lifestyles. The intervention reduced BMI increase by 0.8kg/m2 in overweight children, and increased knowledge, attitude, and behaviors towards healthy eating, physical activity and sedentary behaviors six months later.

Conclusions and Implications

Children urgently need professional direction in weight control as well as social and environmental support for keeping a healthy weight. 5-1-1-0 message is effective in weight control in Chinese overweight children.

Bios

Dr. Liubai Li, MD., PhD., Associate Professor in Peking University (Institute of Child & Adolescent Health), works in school health and nutrition, obesity and injury prevention, healthy eating and physical activity promotion. (MD., Peking University; PhD., The University of Tokyo; a visiting scholar of The University of Pittsburgh and Stanford University). She is a committee member of National School Feeding Program and Work Group of Child Injury Prevention.

The School Health Research Network: Embedding a data and partnership infrastructure for health improvement planning and evaluation at multiple system levels

Graham Moore, Gillian Hewitt, Joan Roberts, Adam Fletcher, Simon Murphy

DECIPHer, School of Social Sciences, Cardiff University, United Kingdom

Background and Purpose

Schools are complex systems, interacting with wider education and health systems. Schools' influence on adolescent health is recognised, but developing complex health behaviour interventions that target multiple system levels across health and education requires timely data to identify priorities and sustainable relationships to co-produce intervention designs. The School Health Research Network is a strategic partnership including Public Health Wales and Welsh Government. It brings together schools, policy-makers, practitioners and researchers and is establishing a data infrastructure and building sustainable relationships to meet health information needs and co-produce school health interventions.

Methods

Two-yearly student health and school environment surveys underpin the data infrastructure. Their content is guided by policy, practice and school data needs and data are shared directly with schools for health action planning. Year-round engagement activities build relationships with schools and local health practitioners as a foundation to co-produce new complex intervention designs.

Results

Eighty-seven secondary schools received a 2016 Student Health and Wellbeing Report and the 2015/16 dataset (>32,000 students) contains nationally representative, policy-relevant data that is available to partners for national surveillance and policy development. Thirteen new studies are supported by the Network and addressing priorities identified in survey data and by schools, e.g. self harm.

Conclusions and Implications

The health data infrastructure is producing timely data to support complex intervention development and health planning at multiple system levels. Sharing data in formats suited to different audiences is proving an effective engagement strategy which is strengthening relationships within the Network that underpin co-produced health behaviour research.

Bios
Graham Moore is Deputy Director of the Centre for Development & Evaluation of Complex Interventions (DECIPHer), Cardiff University and a Senior Lecturer in Social Sciences & Health. His research focuses primarily on three core areas i) methodology for developing and evaluating complex interventions, ii) impacts of school based interventions on socioeconomic inequalities in health iii) trends in young peoples exposure to tobacco and impacts of tobacco control legislation.

Gillian Hewitt is a Research Associate in DECIPHer, responsible for overseeing the design and delivery of the School Health Research Network survey.

Joan Roberts previously worked as a secondary school teacher, and now works within DECIPHer as the School Health Research Network manager.

Adam Fletcher is Director of Y Lab, Cardiff University, and in a previous role in DECIPHer, played a central role in establishing the School Health research Network.

Simon Murphy is Director of DECIPHer.

The ease of art and the disease of maths: Implications for teaching

Olusola Teresa Ariba[1], Kakoma Luneta[2]

[1]*University of Johannesburg, South Africa; [2]University of Johannesburg, South Africa*

The future of any given society is determined by the emotional and mental wellbeing of her young generation. Mathematics is the keystone for all science subjects. Scholars have identified its critical role in technological advancement, globalization, innovation and witty inventions. Also, it has been associated with aiding the development of logical reasoning and analytical thinking skills which amidst others is needed for effective participation and functionality in the society. Regrettably, it is a subject noted for causing anxiety in learners irrespective of the age, sex, culture and race. It is dreaded in most schools particularly in Nigeria having adverse effect on the emotional and mental health of learners. Various research works with an endless list of publications have been carried out and written on mathematical anxiety and learning. There seems to be no other subject in learning associated with anxiety and phobia that can coequal with mathematics. Arts,

on the contrary is based on fun, feelings and emotions possessing intrinsic qualities of creating excitement in all learning. It has far reaching influence in penetrating different domains without creating distortion or gaps. Consequently, this paper seeks to create opportunities for learners particularly in our contemporary setting to enjoy mathematics.

The main research question guiding the study is to what extent can visual arts enhance the learning of mathematics? The aim of the study is therefore to explore the ease of visual arts to aid the learning of Mathematics. The study is qualitative in nature, based on Dewey (constructivism) approach to education where curriculum integration and active learning experiences for learners are emphasized. Purposive sampling technique was used in selecting the respondents who participated in the study. This was made up of twenty- three learners in primary one in a government (public) school. The selection was based on the schools readiness to participate in the study. Data collection procedure included participatory observation (video graphics). Arts was integrated into the scheme of work on mathematics, by using the skills and content of arts to teach mathematics. Five major themes emerged from the study using Weisner's 1988 definition on well-being as a state of mind and feeling produced by participating in routines and activities. The findings revealed that mathematics can be enjoyed and craved for. Learners were excited, motivated and wanted only to do Mathematics.

By taking cognisance of the way and manner children learn, the ease (fun) of arts can be used to eliminate the dis-ease (rigidity) in Mathematics. However, management of time and class orderliness remains a challenge in successful implementation. Further research can be carried out to identify topics in the Arts that will be most effective in teaching the different sub sections in Mathematics.

Bios
Ariba Olusola is a PhD student at the University of Johannesburg, South Africa. She is interested in fostering Mathematical creativity in children using the Arts.

Professor Kakoma Luneta is a senior lecturer in the department of Childhood Education. He is a specialist in Mathematics teacher education-Training of mathematics teachers in instructional approaches, error analysis, problem solving and critical thinking. He designs and conducts professional development and mentor-ship programmes. He is passionate and keenly interested in action research in Mathematics classroom.

Index of implementation of child rights in education

Radovan Cicvaric, Jelena Zunic, Nevena Vuckovic Sahovic, Aleksandra Vignjevic Kalezic, Ivana Savic, Gorica Colic, Zorica Trikic, Jelena Vranjesevic
Uzice Child Rights Centre, Serbia

Index of Implementation of Child Rights in Education is an instrument used to assess progress made in implementing child rights in the educational system. It contains a list of the standards and indicators that need to be achieved to ensure full respect of the rights of the child within educational system according to the provisions of the Convention on the Rights of a Child and international commitments that derives from ratification of this treaty.

This document identifies standards and measures needed for full respect of the child rights, systematizes them, so that the duty bearers could carry out an assessment of achievement in an efficient way within their responsibilities and scope of work and have a clear overview of what needs to be done in order to implement international commitments. It contains 425 indicators for both policy makers in education (system/policy level) and those related to schools and educational institutions (grass root level).

The need for creation of such an instrument has derived from the conclusions and results of several surveys conducted in recent years that tells us that duty bearers in education do not have enough knowledge and skills on child rights and that they do not understand the concept of child rights sufficiently, so they needed practical support for their in-depth understanding and implementation in practice. Creating a document that would in a systematic and practical way clarify the requirements regarding the respect of child rights to the duty bearers in the educational system, imposed itself as a logical solution.

The Index can be used as self-assessment tool as well as tool for external evaluation. It is also valuable learning tool as it guides users through complex matters of child rights. The Index is primarily intended for use in primary schools in Serbia and other Balkan states. For the most part, it can be applied in secondary schools and kindergartens, as well. Index uses check lists as assessment instrument and to document the process. Based on assessment it guides users to develop action plan for overcoming the gaps and obstacles identified.

The Index is designed for actors in the educational system. This includes education policy makers, teachers, educators, school managements, inspection services, school administration, institutes and centers for development of education, but also children and parents. However, it can be used by independent parties, such as civil society organizations and researchers.

Index has been applied in Serbia and Macedonia so far. Bearing in mind that the Index contains indicators arising from the Convention on the Rights of the Child, and thus has supremacy over the national legislation, so with no or minor modifications, the Index can be applied in the educational systems of all other states that signed and ratified the Convention. We believe that introduction of this tool at this Conference could be of great importance and interest to wide audience of professionals working on child rights throughout the world. The document is available in Serbian and English language.

Bios
Radovan Cicvaric graduated at Teacher's Training University in Kragujevac (Serbia) in 1994 and on Master studies on child rights in 2010 in University of Novi Sad (Serbia) gaining the title Master of Child Rights. He has over 15 years of experience in working on protection of child rights. Currently he is Director of Uzice Child Rights Centre (NGO). On this document he was team leader and expert for policy level indicators.

Jelena Zunic, Master of methodical and didactic science, currently at PhD studies theme: Education for children's rights. She works at Uzice Center for Child Rights as Program director since 1998. Extensive experience in the implementation of projects in the field of child rights in education, participatory methods, Montessori pedagogy. A member of numerous professional associations.

Nevena Vuckovic Sahovic, PhD in child rights, member of UN Committee on the Rights of a Child 2003- 2009, currently works as professor on UNION University in Belgradee, Serbia. On this document she was engaged as external consultant expert.

Jelena Vranjesevic, PhD in psychology currently works as professor on Teacher's Training University in Belgrade. On this document she was engaged as expert for child participation indicators.

Ivana Savic, Master of Child Rights, works for the Office of Ombudsman of Republic of Serbia. On this document she was engaged as expert for access to education indicators.

Aleksandra Kalezic Vignjevic, pedagogue, works in the Ministry of Education of Republic of Serbia. On this document she was engaged as expert for indicators related to protection of children from violence, abuse and neglect.

Zorica Trikic, psychologist, works in NGO Center of Interactive Pedagogy Belgrade, on this document she was engaged as expert for non discrimination indicators.

Gorica Colic, attorney of law, works at the Office of Commissioner for Protection of Equality of Republic of Serbia. On this document she was engaged as expert for non discrimination indicators.

Is there a tension between projects of self and collective orientations? An analysis of young people's pursuit of the neo-liberal ideal in the context of poverty and marginalisation

Gerry Redmond[1], Gabriella Zizzo[1], Jennifer Skattebol[2]
[1]Flinders University, Australia; [2]University of NSW, Australia

Background and Purpose

This paper explores young people's perspectives on family and education. It aims to highlight tensions between young people's pursuit of the neo-liberal ideal of capital accumulation (through engagement in education), and whether this can conflict with their worries about, and feelings of responsibility for, family members. The paper examines the extent to which young people's project of self – their desire to further their education and accumulate human capital, is deflected by their collective orientation – the extent to which they pay attention to the needs and concerns of other family members.

Methods

This is an integrated mixed-method study. Quantitative data are drawn from a large scale national survey of wellbeing among 8-14 year old Australians (N=5,440). The survey instrument was informed by extensive in-depth interviews and focus groups with nearly 100 young people. These survey data are used to develop alternative structural equation models with two latent constructs – engagement in school (representing their project of self), and worries about family members getting hurt or into trouble (representing their collective orientation) – explained by both latent constructs (parental cultural capital and family cohesion), and manifest variables (material deprivation, number of people respondent is close to, family member with disability, mental

illness or drug/alcohol addiction, caring responsibilities). In-depth interview data with young people are used to explore some of the dynamics associated projects of self and collective orientations.

Results

The best fitting structural equation model (RMSEA=0.031; CLI=0.991; TLI=0.990) shows that engagement in school is positively associated with parental cultural capital and family cohesion, and negatively associated with material deprivation and having family members with mental illness or with drug/alcohol addiction. Worries about family members on the other hand are positively associated with caring responsibilities for family members who are disabled or ill, or experiencing mental illness/depression or drug/alcohol addiction, as well as with higher levels of material deprivation, but negatively associated with parental cultural capital. The extent to which young people feel responsibility for family members with health concerns is underlined in in-depth interviews, where many young people emphasised their caring roles. On the other hand, many young people who did not have family members with health concerns talked about the importance to them of doing well in school.

Conclusion and implications

Policies supporting young people's engagement in education and human capital accumulation need to acknowledge the priority that many give to supporting family as the most important institution in their lives. This priority is amplified in the case of young people living in contexts of poverty and marginalisation, where returns to investment in human capital are often seen as highly uncertain.

Bios
Gerry Redmond is Associate Professor at the School of Social and Policy Studies, Flinders University. The main focus of his research is measurement of, and analysis of policies relating to young people's well-being and disadvantage in Australia and in other countries, with a particular focus on rights, and young people's own perspectives on their well-being.

Jen Skattebol, Senior Research Fellow SPRC, conducts policy relevant research related to the lives of children, young people and their families. She has expertise in the design of methodologies sensitive to the politics of marginalisation, and incorporating educational and capacity building elements in research design. She has experience teaching in early childhood and primary settings and spent 10 years as a teaching academic in the School of Education at the University of Western Sydney.

Dr Gabriella Zizzzo is a Research Associate at the School of Social and Policy Studies, Flinders University, Australia. She has been working on the Australian Child Wellbeing Project since 2015, where she is conducting qualitative research with marginalised young people. She has a PhD in sociology from the University of Adelaide, Australia.

5.8: National- and systems-level indicators of child welfare

The epidemiology of child sexual abuse: An analysis of definitions used in prevalence studies and recommendations to advance the field

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Both international and national communities have acknowledged the urgent need to do more to prevent and respond appropriately to cases of child sexual abuse. Despite the increasing awareness of the impact of sexual abuse on victims' health and well-being, this issue has yet to be fully acknowledged as a societal matter that requires extensive prevention and intervention. We hypothesize that this field does not receive full recognition, due in part to a lack of agreement on what should legally and socially be considered under the umbrella term of child sexual abuse. While some experiences are universally disapproved and condemned (e.g. parent-child incest), the fast-growing four-decade scholarship on child sexual abuse has shown the wide diversity of experiences labelled as child sexual abuse in research, legislation and public discourse. To this end, the current endeavour was undertaken to review how the dimensions of 'child', 'sexual' and 'abuse' have been articulated in contemporary epidemiology research, and to offer recommendations for child sexual abuse definitions to bring consistency to how we conceptualize and measure this utmost important social issue. We conducted a systematic review of prevalence studies published between 2000 and 2015. These studies were retrieved using the reference lists of the most recent systematic reviews and meta-analyses on child sexual abuse prevalence (Barth et al., 2012; Pereda et al., 2009; Stoltenborgh et al., 2011) and of the Australia Royal Commission Into Sexual Abuse, as well as through manual searches in scholarly databases (PsycInfo, PubMed, Web of Science) using a wide range of keywords. The review yielded 132 studies. Two independent raters coded study variables, focusing on how the dimensions of 'child and youth', 'sexual' and 'abuse' were articulated in the definitions. Findings revealed that prevalence research has taken place in a wide range of social contexts across all continents, although primarily in the U.S. and, more broadly, in Western countries. Regarding years of publication, most epidemiology research on child sexual abuse was published between 2000 and 2007, suggesting a decline in the attention to child sexual abuse epidemiology research over time. Findings confirmed the wide - and concerning - diversity of definitions used throughout studies. The concept of 'child and youth' was either implied and vague ('being a victim before puberty') or defined as an event that occurred before a specific age that ranged from age 12 to 24. The 'sexual' nature of the acts differed tremendously across definitions from specific terms ('were you exposed to genitals'), to broad account ('were you sexually abused'). The 'abusive' nature of the experiences was not often included in child sexual abuse definitions. In particular, the relationship with perpetrator and the age difference between

victims and abusers were not weighing heavily in these definitions. In conclusion, the field of sexual abuse is clearly awaiting a well-agreed upon definition that recognizes the complexity of experiences, yet offers a common language to inform practice, policy and epidemiology research. Finding one agreed upon definition may prove challenging, yet recommendations to move the field forward emerged out of this analysis.

Bios

Dr. Delphine Collin-Vézina is the Director of the Centre for Research on Children and Families at McGill University. She is a licensed clinical psychologist, Tier II Canada Research Chair in Child Welfare, Associate Professor in the McGill School of Social Work and recently appointed the Nicolas Steinmetz and Gilles Julien Chair in Social Pediatrics in the Department of Pediatrics. Her program of research focuses on child maltreatment, child sexual abuse, trauma, and health and social services.

Towards an index: The process of developing a national study of child abuse and neglect in Israel

Tal Arazi, Rachel Szabo-Lael, Brachi Ben Simon

Myers-JDC-Brookdale Institute, Israel

Child abuse and neglect is a multi-faceted and complex social problem that is not easily identified nor treated. Moreover, it is difficult to estimate its occurrence due to the lack of an agreed definition and to the multiplicity of measurement tools. In many countries, there are no trustworthy national databases on child abuse and neglect. Such is the case in Israel, where there has been no attempt to pool the existing data into a combined, comprehensive and reliable database. The development of the new child abuse and neglect index is intended to address this lacuna.

In May 2015 the Mehalev (Hebrew acronym for preventing child abuse and neglect) project was launched in order to develop new interventions aimed at reducing and preventing child abuse and neglect. In this framework, The Myers-JDC-Brookdale Institute was asked to develop a national index to be used to monitor child abuse and neglect. The index will also assist policy makers to initiate and evaluate social programs and to allocate resources. It is hoped that the index will also focus public attention on the issue and place it on the national agenda.

The first step was the establishment of a multi-disciplinary steering committee wherein methodological and professional issues were studied, discussed and resolved. Those issues include the different definitions of abuse and neglect used in Western countries, the pros and cons of prevalent data-gathering methods and the reliability of existing Israeli relevant databases.

We will present those participatory learning processes and the decisions we made collaboratively while developing the index. We will elaborate on the following issues:

(1) The choice of definitions that facilitate comparisons between countries
(2) The use of existing infrastructures to enhance feasibility and reduce costs
(3) The merging of different existing databases

We will also present the preliminary procedure of the index that will be implemented among a sample of Israeli children.

Bios

Tal Arazi is a senior researcher, head of the Outcomes Division at the Center for Quality Promotion Systems, Myers-JDC-Brookdale Institute. She specializes in promoting outcomes-oriented thinking and practice and evaluation capacity building in social services. She has led research on child maltreatment and taught courses on Law and Ethics in Social Work, Child maltreatment intervention methods and family system. Dr. Arazi holds a MSW (cum laude) and a Ph.D. from Tel Aviv University, Bob Shapell School of Social Work.

Rachel Szabo-Lael is a senior researcher at the Center for Children and Youth at the Myers-JDC-Brookdale institute. She has a B.A (cum laude) in social work, a M.A (cum laude) and a Ph.D. in political science from the Hebrew University of Jerusalem. She specializes in the evaluation of policies and services for children and youth at risk. For the past eight years she was leading research on those subjects at Myers-JDC-Brookdale Institute.

Brachi Ben Simon is a researcher in the Center for Children and Youth at the Myers-JDC-Brookdale institute. She has M.A in cultural studies from Hebrew University of Jerusalem. The main areas of her work include evaluation of programs for youth at risk and evaluation of policy and social services for children at risk.

Using intergovernmental platforms to promote data collection on children and adolescents in Latin America and the Caribbean

Vicente Teran[1], Eva Prado[2]

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Background and Purpose

A recent review made by UNICEF shows that data availability for over half of child-related SDG indicators is either too limited or of poor quality, leaving governments without the information they need to accurately address challenges facing millions of children, or to track progress towards achieving the SDGs.

Despite the strong capacity in matters of statistics in most of the countries in Latin America and the Caribbean, significant data gaps still remain when it comes to monitoring the situation of children. UNICEF supports governments to collect high-quality, standardized and disaggregated data on children, with a focus on the most disadvantaged and excluded.

Method

In order to improve the collection and analysis of statistics on children, UNICEF LAC RO spearheaded in the Statistical Conference of the Americas (SCA) the creation of a Working Group on Statistics on Children and Adolescents. The SCA is the Economic Commission for Latin America and the Caribbean (ECLAC) subsidiary body aimed at supporting the progress of policies on statistics and statistical activities in the countries of the region. All National Statistical Offices (NSOs) of the region are part of this subsidiary body.

This Working Group is co-chaired by INEC (Panama NSO) and INEGI (Mexico NSO) and has members of another 9 more NSOs. UNICEF LAC Regional Office functions as the technical secretariat of the group and as such provides regular assistance and supports

in the formulation of data-related projects, the organization of meetings and conferences and the identification of possible venues for funding.

Results

The work undertaken by the group represents an important step towards ensuring that countries regularly collect internationally comparable and appropriately disaggregated data on children. Over the last years, the group has made substantive progress in highlighting existent data gaps in the region and in promoting data collection using comparable and harmonize methodologies.

The work plan of the group for 2016-2017 responds to the challenges posed by the monitoring framework of the 2030 Agenda and the SDGs. This plan focuses on promoting horizontal cooperation, strengthening administrative data systems and promote a more effective dissemination and use of child related data.

Conclusions and Implications

This working group has become an excellent platform for UNICEF advocacy efforts to promote increased investment in data collection on children. Most of the 11 countries that participate in the group have increased the production of children indicators since the group was created, with many countries conducting child-focused surveys using standardized methodologies. Today we have more data on children in the region than any time before. The goal is to increase this availability even more to track adequately the new 2030 agenda and do not leave any child uncounted, because every child counts.

Bios
Vicente is a Social Researcher with a Master on International Humanitarian Aid by Deusto University in Spain. He is currently the Monitoring Specialist for UNICEF LAC Regional office as well as the regional coordinator of the Multiple Indicator Cluster Survey (MICS) program for Latin America and the Caribbean. Over the last four years he has supported data collection and analysis of the situation of children and adolescents in 22 countries through MICS and other household surveys. He also holds the technical secretariat of the Working Group on Children and Adolescents Statistics that belongs to the Statistical Conference of the Americas (SCA-ECLAC). Previously, he worked for UNICEF in Haiti and the Regional Office for the Middle East and North Africa based in Jordan. He has more than 15 years of professional experience in monitoring and evaluation working for UNICEF, the WHO collaborating Centre for Research on the Epidemiology of Disasters (CRED) based in Brussels, the FC Barcelona Foundation and the private sector.

On the road to uniform child maltreatment surveillance data for Switzerland

Andreas Jud
Lucerne University of Applied Sciences and Arts, Switzerland

Background and Purpose

Switzerland lacks uniform and therefore comparable data on the institutionally identified and supported victims of child maltreatment. Without uniform data, we do not know how well our system works and if the most vulnerable are identified and served. While field workers and administrators are generally welcoming the goal of a uniform national data collection on child maltreatment, many agencies will be hesitant to complete lengthy questionnaires in addition to a partially similar documentation for the agency, the canton and umbrella organizations.

Methods

To overcome work burden as a major threat to agency participation and to guarantee acceptance of study aims by practice, an ongoing project has addressed the issues in several steps: First, a process to develop shared definitions and operationalization of child maltreatment between research and practice had been initiated. Second, administrators, policy-makers and frontline staff had been included in developing a minimum data set, least common denominator variables that are shared between different agencies in the social, health and penal sector. Third, the invitation for agencies to participate in the first national incidence study on child maltreatment had been accompanied by support letters from stakeholders and opinion leaders at the federal and cantonal level. Finally, to decrease workload for participating agencies, anonymous excerpts from the agencies' internal documentation of cases are uploaded to a secured web-infrastructure and adapted to fit the minimum data set's operationalization.

Results

So far, an excellent participation rate of 88% of sampled agencies has been reached. Agency data have been uploaded by child protective authorities/services and sentinel agencies including police corps, prosecution offices, interdisciplinary child protection teams (at hospitals) and victim aid agencies. Representatives of agencies across different sectors and cultural regions of Switzerland much appreciated the approach of valuating a mutual research-practice-relationship.

Conclusions and Implications

Low work burden for participating agencies, a practice-validated study design, support by opinion leaders, constant and reciprocal exchanges with agency representatives are quintessential to achieve a high participation rate in incident studies of child maltreatment. The excellent representativeness of this first nationwide Swiss agency survey on all forms of child maltreatment will allow for identifying gaps in service provision and recommendations to counter these gaps.

Bios
Andreas Jud, Ph.D., contributes for more than a decade to the growing empirical knowledge base on child protection and child maltreatment epidemiology. He is currently staff at Lucerne University of Applied Sciences and Arts, School of Social Work, and heads several research projects on decision-making in Swiss child protective services, e.g. on reporting alleged child maltreatment, standardized assessment, enacting child protection orders, etc. An SNSF-sponsored scholarship at Montreal's McGill University launched his international career with conceptual and empirical output on different child protection systems. Both nationally and internationally, he is strongly advocating for an improved epidemiological data collection on legal, health and social services responses to child maltreatment. As an editor of a WHO toolkit on this topic (Jud, Jones, & Mikton, 2015), he has rallied internationally renowned experts for the cause.

6.1: Children with disabilities

RIGHTS: Rights Impacting chanGe for cHildren with disabilities in the Society

__Keiko Shikako-Thomas__

School of Physical and Occupational Therapy, McGill University, Canada

Background and Purpose

The UN Convention on the Rights of Persons with Disabilities affirms the rights of people with disabilities to "live in dignity, with equal rights and opportunities," while the Convention on the Rights of the Children states that all children should be treated equally and afforded special protection.

The primary objective of the RIGHTS project is to identify indicators that can contribute to the use of rights-based approaches to disability policy development and service delivery and to develop participatory action research approach methodologies for children with disabilities and other key stakeholders. The understanding of rights-based indicators can ultimately help ensure that policies are made on the basis of equal access to rights and improve both the quality and reach of supportive services and policies and programmes in public health.

Methods

Multi-disciplinary scoping review of the research literature to identify the evidence of rights-based approaches for children with disabilities. Stakeholder consultation (grassroots and community organizations, parents of children with disabilities, and children and youth with disabilities) to both disseminate and enlighten these findings with concrete life stories, and to validate and rank the importance of these approaches in the lived experiences of disability and advocacy in Canada. Purposeful sampling strategy to probe the meanings and implications of identified evidence-based approaches through in-depth semi-structured interviews. Children and youth with a range of disabilities will be engaged through participatory methodology (i.e. photovoice). The policy forum will include the elaboration of policy briefs, strategic inquiries, and face to face deliberative dialogue with policymakers.

Results

183 articles were retained for the literature review. The three most salient emerging themes in the literature included: 1) Inclusion (social inclusion and inclusive education), 2) Participation (participation in public life and participation in leisure activities, and 3) Family support Solutions were identified for each one of these themes. 87 (partial results) Grassroots community groups and 15 (partial results) parents and families have consulted through an ongoing electronic survey. We continue to consult with parents through in-depth interviews and consultation with other stakeholders. Each stakeholder group consulted utilizing best practices tailored to their particular needs, can translate their voices and experiences for considerations in matters affecting them.

Conclusions and Implications

The use of evidence-based approaches and rights-respecting solutions, enlightened by the real lived experiences of stakeholder can contribute to the development of policy indicators that are based on matters that both comply with international policy treaties and provide guidance for the development of programs and policies at multiple jurisdictional levels. Stakeholder engagement including underserved populations, and knowledge translation from research evidence to policy and practice is key to identifying indicators that should be recommended in policy development.

Bios

Dr. Keiko Shikako Thomas holds the Canada Research Chair in Childhood Disability: Participation and Knowledge Translation and is an Assistant Professor at the School of Physical and Occupational Therapy at McGill University. She is the Principal Investigator of several research projects in the Participation and Knowledge Translation in Childhood Disabilities lab at the Center for Interdisciplinary Research of the Greater Montreal (CRIR), and the Knowledge Translation lead in the CHILD-BRIGHT SPOR. Her research focuses on the promotion of healthy living, inclusion and participation for children with disabilities, engaging stakeholders through participatory methodology to inform policymaking and research evidence.

Using disabled children's childhood studies to develop rights indicators

__Tillie Curran__

University of the West of England, United Kingdom

Background and Purpose

This paper asks how disabled children's childhood studies can inform the development of child rights indicators. The use of child development and the medical model of disability is generally justified on the grounds that they enable us to identify children's needs and plan early intervention, yet disabled children have continued to experience segregation and inequality in all areas of life and into adulthood. This paper introduces disabled children's childhood studies (DCCS) as an alternative approach. DCCS demand a shift away from the concerns of service providers and the view that disabled children have 'problems.' Rather DCCS sees disabled children as having childhoods and the right to (re)imagine their futures beyond the limits imposed on them by the requirements to meet the mythical norms of child development (Curran and Runswick-Cole 2013; Runswick-Cole, Curran and Liddiard 2017 in press). The principles of child rights indicators, such as participation and the joint use of qualitative and quantitative data, suggests a synergy and opportunity to attend to disabled children's rights and also question the normative frameworks used to underpin them across child populations locally and globally.

Methods

This paper draws on a selection of disabled children's childhood studies that use auto-ethnography and co-production methodology. These studies are underpinned by three principles: questioning normalcy to step away from deficit assumptions that perpetuate inequality; development of ethical research approaches that position the voice and experiences of disabled children at the centre of the inquiry; and location of geopolitical context to critique imperial relations of dominant discourses.

Results

Research concerned with existing opportunities to exercise rights provides an alternative starting point to the deficit discourse that has dominated professional practices. Beginning with disabled children's childhoods we begin with outcomes as experienced by children, young people and families, hear about the impact of process (effort) and consider the effectiveness of commitment at the structural level in operationalising child rights indicators. The analysis shows the importance of networks of disabled children, young people, parents, allies, professionals and academics continuing to question of normative assumptions through open dialogue around ethics and developing co-production processes. Participatory activism, the 'process' (efforts), are key to avoid an approach that repeats the "typically developing" mantra and collects data that not only shows inequality for disabled children but, arguably, contributes to that inequality.

Conclusions and Implications

Child rights indicators depend on opportunities for questioning and co-production, and these opportunities depend on support and activism necessary to challenge and bring about change. Disabled children's childhood studies are not designed as data to indicate child rights but they could be with further linking across networks of disabled children and their allies involved in both quantitative and qualitative research inquiry.

Bios
Tillie Curran, senior lecturer in social work, is part of an international group of disabled young people, academics and activists developing disabled children's childhood studies re-orientating the focus from professional concerns to their experiences and imagined futures.

Project Chunauti- a model of intervention for rehabilitation and social re-integration of orphaned children with intellectual disabilities

Sarita Shankaran
The Tata Institute of Social Sciences, India

Background and Purpose

The Bombay High Court initiated a suo moto Public Interest Litigation seeking response from the State Government of Maharashtra on the death and abuse of children in 2010. Project Chunauti, started in 2012, under the supervision of the court with the purpose of rehabilitation and re-integration of these children and other children below the age of 18 (a total of 93 children), in a Mumbai-based institution.

This model is now being replicated in 19 institutions in Maharashtra, reaching out to over 1000 intellectually challenged children.

Methods

The Project Chunauti is based on a unique model working with children with intellectual disabilities. Aimed at empowering children with intellectual disabilities to understand abuse in its various forms, overcome the trauma of being abused and exploited by their caregivers and work towards rehabilitation and social re-integration.

The process involved working with multiple stakeholders at various levels. Counseling and therapy was aimed at a process of healing. Life skills education was adapted and conducted to help children understand abuse, develop skills to prevent abuse, develop inter-personal and social skills, plan for their future and set goals. Formal as well as informal education was imparted. Indicators were developed for each intervention to monitor progress and a comprehensive care plan was developed for each child.

The involvement of the judiciary has lead to the review and strengthening of the existing standards of care, policies and schemes for persons with disability and improves access to orphan, institutionalized persons with disability.

Results

1. Several indicators were developed for the first time through this project, in the absence of precedence.
2. Abuse has long-lasting effects on children, particularly those living institutions.
3. The IQ test is not a conclusive summary of the child's abilities. Intellectually challenged children who are a part of this project show improved IQs and social behavior when provided with the right kind of inputs that challenge their intellect.
4. Children with mild and moderate IQs can be independent and de-institutionalized; but there is limited effort toward social re-integration.

Conclusions and Implications

This intervention has provided us with a glimpse of what the children can achieve if provided the opportunity to do so. Standards for institutional care, rehabilitation and social re-integration for intellectually challenged children have been set which are being adapted into the policies by the Government.

Bios
Ms. Sarita Shankaran is a trained Social Work, working in the area of Child Rights for 18 years. She has worked on various child protection issues especially with regard to children living in the red light districts of Mumbai. Her areas of focus have been rehabilitation and social integration of children in difficult circumstances. Ms. Shankaran has also contributed to several policy-level initiatives and worked with the Government on framing laws and policies for children.

Parents coaching for families of children suspected of neurodevelopmental disability to foster parent-child interactions and parental well-being

Audrée Jeanne Beaudoin[1], Guillaume Sébire[2], Mélanie Couture[1]

[1]Université de Sherbrooke, Canada; [2]McGill University, Canada

Background and Purpose

Knowing that interventions for children suspected of neurodevelopmental disabilities, including autism spectrum disorder (ASD), are most effective when offered as early as possible, interventions that are tailored to very young children presenting early difficulties in social interaction or communication is needed. Parents coaching may be a useful way to support developmental and functional outcomes in vulnerable young children and to bring benefits to the whole family by improving the parents' sense of competence, empowerment, and efficacy. The study aims to assess the effects of a 12-week parent coaching intervention for families having a toddler with a suspicion of ASD on 1) parent-child interactions and 2) parental well-being.

Methods

A multiple measures pre-experimental study was conducted with 19 children with a suspicion of ASD aged between 15 and 30 months and at least one of their parents. Parent-child dyads participated in the 12 weekly parents coaching sessions. Quantitative data (parent-child interactions and parental well-being) were collected at four time-points; before waitlist (T0), pre-intervention (T1), post-intervention (T2), and three-month follow-up (T3) and analyzed using Wilcoxon signed-rank tests. Qualitative data was collected through an interview with a subset of 6 parents, presenting various sociodemographic characteristics.

Results

Quantitative data shows significant improvement in parents' use of strategy and parent-child interactions during the intervention phase (T1 – T2), but no significant change before (T0 – T1) or after intervention (T2 – T3). Regarding parental well-being, no significant changes were noted in parental well-being at any time points. Qualitative analyses highlighted the importance of family-centered care, including understanding each family and child and adapting the intervention to each family's unique characteristics.

Conclusions and Implications

This study shows promising results on proximal outcomes (parents' use of strategies and parent-child interactions). Knowing so, parent-mediated interventions may be an interesting alternative to increasing timely access to interventions, especially before children has any diagnosis, and thus very few services. An experimental study is currently in progress to validate preliminary results and explore children developmental outcomes.

Bios
Audrée Jeanne Beaudoin is an occupational therapist and a Ph.D. candidate at Université de Sherbrooke (Canada). Audrée Jeanne's research interests include early intervention, family-centered care, and coaching in occupational therapy.

Guillaume Sébire is a pediatric neurologist and director of Neurology in the McGill Pediatrics Department. Doctor Sébire's research focuses on the causes of severe handicaps such as cerebral palsy and of learning disabilities and behavioral disorders such as autism.

Mélanie Couture is an occupational therapist and a professor at Université de Sherbrooke (Canada). Pr Couture's research focuses on social participation, early identification of neurodevelopmental disabilities and early intervention.

6.2 Children´s concepts of well-being around the world – Comparative perspectives

Children's concepts of well-being around the world – Comparative perspectives (I.)

Fattore Tobia[1], Fegter Susann[2], Christine Hunner-Kreisel[3], Sabirah Adams[3], Shazly Savahl[3], Jan Mason[4], Lise Mogensen[4], Daniel Stoecklin[5], Andrea Lutz[5], Habib Tiliouine[6], Ahmed Mekki[6], Malika Meherzi[6], Kyle Jackson[7]

[1]Macquarie University, Sydney, Australia; [2]Technische Universität Berlin, Berlin, Germany; [3]Universität Vechta, Vechta, Germany; [4]Western Sydney University, Sydney, Australia; [5]Université der Genève, Geneva, Switzerland; [6]Université d'Oran, Oran, Algeria; [7]University of the Western Cape, South Africa

Panel organizers: Tobia Fattore, Susann Fegter, Christine Hunner-Kreisel

The following is an abstract for a conference panel – one of four (I.) – titled "Children's Concepts of Well-Being around the world – Comparative Perspectives." This proposed panel will provide a platform for presentations for several research partners involved in the ISCI endorsed study "Children's Understandings of Well-Being – Global and Local Contexts."

This research project involves a qualitative investigation into how children conceptualize and experience well-being from a comparative and global perspective. A network of researchers from 22 countries across the globe act as hubs who undertake qualitative fieldwork within their country within the studies theoretical and methodological framework (see also Fattore, Fegter and Hunner-Kreisel 2015).

The study interrogates from children's perspectives the meanings of well-being and examines how children experience dimensions of well-being. In so doing the importance of local, regional and national social, political and cultural contexts on these meanings and experiences are explored, via a comparative analysis. Questions underlying and guiding our common research are:

- How do children define and experience well-being? What dimensions of well-being are significant to children?
- How do these meanings and experiences relate to national, local and cultural contexts?
- What key concepts are most important for children (including identifying new domains)?

The innovative potential of the study is that it attempts to provide insights as to whether different dimensions of well-being are identified by children from different national contexts, and if so whether such dimensions are experienced in a similar or different way and what influence local, regional and/or national contexts play in these experiences. The proposed panel will focus on exploring these comparative dimensions including:

- What are the shared and different topics common across the national groups?
- In which ways are the meanings/concepts that underlie these topics different or shared across national contexts, according to national, local, cultural and group connected contexts?

Related to this study and the thematic frame of the 6th ISCI conference "Innovations in research" we will present results from our study, highlighting the common empirical and analytical work that focuses on the complex nature of comparative qualitative analysis in this field.

Children's representations of nature using photovoice and community mapping: Perspectives from South Africa

Sabirah Adams, Shazly Savahl, Tobia Fattore, and Kyle Jackson

The aim of the study was to explore children's representations and perceptions of natural spaces using photovoice and community mapping. The sample consisted of 28 children between the ages of 12 to 14 years residing in urban and rural communities in the Western Cape, South Africa. Data were collected by means of a series of six focus group interviews (three photovoice discussion groups and three community mapping discussion groups). For the 'photovoice missions', children were provided with a 28-exposure disposable camera and given one week to complete their 'missions'. Braun and Clarke's (2006) six step thematic analysis protocol was followed to analyse the data. Three key themes emerged, namely safe spaces in nature, unsafe spaces in nature and children's favourite places in nature. Socio-economic status (SES) was found to be a determining factor in how children make sense of natural spaces. Children from low SES communities indicated being more constricted in their mobility, and were unable to access to safe natural spaces in comparison to the children from the middle SES community. It is recommended that an expedient starting point would be to work towards and build environmentally and child friendly communities for children, with children as key contributors in the planning process using a child participation framework.

Including children with disability or chronic illness in child well-being research: Methodological considerations

Lise Mogensen and Jan Mason

Background and Purpose

It is increasingly important to understand how children with disability and chronic illness experience well-being, and to locate their perspectives on well-being within the broader context of their lives. As a result of improved health care, more children are surviving severe and chronic conditions which in the past may have led to premature death. While there is evidence that some children are able to transcend challenges and achieve well-being in their lives, for many children, achieving a reasonable quality of life with chronic illnesses or disability can be challenging and problematic. The conditions in which children are growing up with illness or disability, and the meanings children attribute to these experiences in terms of their own well-being, must be better understood to inform educational programs, health care provisions and policies. On these premises, this research project is designed to understand how health and well-being is experienced in everyday context and how these meanings and experiences relate to living with disability and chronic conditions.

Methods

In this paper we will briefly outline some of the qualitative data collection methods that have been designed to allow for flexibility and the abilities and preferences of individual children. We will describe how in our project we are using purposive sampling of children with disability or chronic illness (aged 8-14 years) and their parents/carers, where appropriate, to identify those who are willing to participate in the study. Data collection involves collaboration with community organisations and two or more contacts. The strategies include workshops/interview recordings, profiling and mapping activities, task-oriented craft activities, film making and photography by children, as well as facilitated discussion.

Results and Conclusions

Our results will draw on our findings in terms of issues we confront and how we are responding in being inclusive of children with chronic illness and disabilities in participative research on child health and well-being. We will draw from our progress to date, lessons learned, conclusions and implications for child well-being indicator development and policy making based on such findings.

A new method for studying children's understandings of well-being

Daniel Stoecklin and Andrea Lutz

The subjective understandings of any phenomenon as it is experienced by any social actor can only partially be communicated to researchers. Several barriers linked to language, social positions, cultural codes, individual skills, and other factors, impede full acknowledgement and understanding of the actor's meaning-making and accounts of experience. This is even more so when adults interview children. Therefore, some innovative methods to lessen the effect of these barriers are currently explored.

One of them is the method called "kaleidoscope of experience" (Stoecklin, 2008). It has been used in Switzerland, in an exploratory phase of a project under elaboration, with the aim of better understanding children's understanding of their well-being. This participative method bases on a recursive model of action – the "actor's system" (Stoecklin, 2013) – that highlights the dynamics of well-being as a phenomenon evolving as much because of objective factors as within the subjective appraisal by the actors. The latter is so far under-researched in the strand of research on well-being (Ben-Arieh 2005, 2008, Ben-Arieh et al. 2006), and the present paper is therefore a contribution to the international project on Children's Understanding of Well-Being (Fattore/Fegter/Hunner-Kreisel, 2015). The "kaleidoscope method" puts a particular emphasis on the identification of the dimensions of well-being and corresponding sets of indicators that are relevant in children's views. These dimensions and indicators can be identified through "sensitizing concepts" (Blumer, 1969), that act as directions to look at, like motivations, images of self, activities, relations and values. The links between these dimensions highlight the recursive dynamics of well-being. This allows to understand children's functionings as "modes of action" that are more or less adapted to "modes of domination" (Weber, 1978). Children's subjective sense of well-being is a feeling stemming from this adaptation, while children are not necessarily conscious of the factors conducive to it. This participative method allows children to include themselves in a reflexive view and therefore in the analysis of the dimensions and indicators of their well-being. This focus on the subjective appraisal of well-being can then relate to socio-economic variables in order to see the regularities between these factors and children's subjective understandings of well-being. The theory of structuration (Giddens, 1979, 1984), is used to highlight the recursive nature of social practices, both constraining and habilitating, and avoid the trap of purely deterministic or interpretative approaches. The method therefore gains insights of the diachronic nature of well-being, highlighting the social and individual factors, and their interplay, that favor or on the contrary restrict the feeling of well-being. Hence, an important asset of the method is that it allows specifying well-being as a social construction, based on factors that are more or less converting material resources into subjective well-being. The method is especially indicated for international comparisons and hence the development of a grounded theory of children's subjective well-being.

Children's well-being and their perspectives on safety and neighbourhood in Algeria

Habib Tiliouine, Ahmed Mekki, and Malika Meherzi

The contemporary field of the study of child well-being is continuously changing. It is progressively recognising children as crucial and competent informants around issues regarding their own lives and their specific living environments. Also important is the increasing recognition within this research paradigm of the role of communities and neighbourhoods as contexts which shape children's well-being. The emergence of reports related to children's well-being from not only Western and English speaking countries, but also other low and middle income societies call to further examining how these contexts determine children's lives.

Our paper will focus on using a qualitative approach to examine issues related to children's feelings of safety and security within their particular environments and neighbourhoods in many places of the 2nd largest city in Algeria, Oran. Field work has been conducted by trained researchers using semi-structured interviews and small group (4 to 5 children) discussions. On the whole, 60 children belonging to different age groups (8, 10 and 12 years) participated in data collection.

We expect that the results will shed some light on the theoretical and practical issues in relation to how to improve children's lives in a yet developing country.

Bios
Tobia Fattore is a senior lecturer in the Department of Sociology at Macquarie University, Sydney, Australia. His research focuses on understanding how our everyday experiences are oriented by and orient, social institutions, with research interests in the broad areas of the sociology of childhood, sociology of work and political sociology. He is also one of the coordinating researcher of the multinational qualitative study on "children's understandings of well-being – global and local contexts" (CUWB) with a partial study located in Sydney.

Christine Hunner-Kreisel is a Professor in the field of transculturality and gender at the University of Vechta. Her current research is on childhood and youth, on growing up in migration contexts, both in intersectional perspective and with a focus on family and institutional processes in upbringing and education; Gender relations but with an intersectional perspective in the context of upbringing and education is a further research focus. She is also one of the coordinating researcher of the multinational qualitative study on "children's understandings of well-being – global and local contexts" (CUWB) with a partial study located in Vechta/Germany.

Susann Fegter is a Professor for Historical and General Educational Sciences at the Technische Universität Berlin, Germany, Faculty of Humanities. Her current empirical research is located in the broad area of the social contexts and processes of growing up of children and youth, with a specific focus on gender, technology and work. She is currently undertaking a qualitative study on gendered professions with a discourse analysis approach. She is also one of the coordinating researcher of the multinational qualitative study on "children's understandings of well-being – global and local contexts" (CUWB) with a partial study located in Berlin on children´s understandings of urban well-being.

Shazly Savahl is a senior lecturer and research psychologist in the Department of Psychology at the University of the Western Cape, Cape Town, South Africa. His research interests include ideology, childhood, child well-being, and child indicators. He is currently engaged in research on children's well-being through various local and international research projects, and publications, and is the leading author on children's subjective well-being in South Africa.

Sabirah Adams is a research psychologist and currently a lecturer and postdoctoral researcher in the Department of Psychology at the University of the Western Cape, Cape Town, South Africa. Her research interests include children and nature interactions, environmental sustainability, and participatory research with children.

Tobia Fattore is a senior lecturer in the Department of Sociology at Macquarie University, Sydney, Australia. His research focuses on understanding how our everyday experiences are oriented by and orient, social institutions, with research interests in the broad areas of the sociology of childhood, sociology of work and political sociology.

Jan Mason is Emeritus Professor at the Western Sydney University, where she was Foundation Professor of Social Work. She was also Foundation Director of the Childhood and Youth Policy Research Unit and then the Social Justice and Social Change Research Centre. Jan's early career in the New South Wales Department of Community Services, informs her academic work which focuses on linking theory, policy and practice on children's issues.

Lise Mogensen is a researcher and medical educator at the Western Sydney University. Lise has experience in researching with disadvantaged communities and using inclusive qualitative research methods with children with disabilities. She has a particular interest in the health and well-being of children and young people and raising awareness of disability issues. Her research also includes projects on diagnosis and identity, student well-being and support in medical education, instrument development and program evaluation.

Daniel Stoecklin is Associate Professor in Sociology, at the Centre for Children's Rights Studies of the University of Geneva (Switzerland). His areas of research and teaching are the sociology of childhood, children's rights, children in street situations, children's participation, children's capabilities, and children's well-being. His record of collaborations counts several NGOs, the Council of Europe and administrations in Switzerland.

Andrea Lutz is research and teaching assistant at the Centre for Children's Rights Studies and a PhD candidate at the Departement of Sociology of the University of Geneva. His main research interests are children's well-being, health and obesity.

Habib Tiliouine is Professor and Head founder of the Laboratory of Educational Processes & Social Context (Labo-PECS) of the University of Oran (2001). His research interests include well-being research, child development and education, education reform and management and quality of life in Islamic societies. He edited with Richard Estes: 'The state of Social Progress of Islamic Societies' (Springer, 2016, about 700 pages). He has more than 40 published works in English, Arabic and French, and 30 years' experience in university undergraduate and postgraduate teaching. He received the 2015 'Research Fellow Award' of The International Society for Quality-of-Life Studies for his contributions.

Ahmed Mekki is assistant Professor at the Department of educational Sciences, University of Oran2, Algeria. His research interests include Vocational Education, Well-being at work settings and e-learning. Mekki obtained his Post graduate Diploma in industrial Education and training from Manchester University in 1979 ; his Master's Degree in Social Science Research in Education from Keele University in1981, UK . He obtained his Doctorate in 2007 from the University of Oran in Psychology. Since, he teaches at postgraduate and undergraduate levels at Oran University. His recent publications fall within the area of Educational Psychology. He occupied many posts of responsibility at the University level since 1985. He masters English, French and Arabic and Spanish.

Meherzi Malika is practicing clinical psychologist and teaching assistant at the Department of Psychology, University of Oran2, Algeria. Malika has submitted recently her doctorate on the theme of 'Time perspectives and procrastination in Algerian postgraduate students' to the University of Oran. She worked as Clinical Psychologist in the Psychiatric Hospital of Oran (1995 to 1997) and the General Surgery Services in the Hospital of Oran (1997-2000). Then, took many leadership positions in the large Insurance Algerian Company until 2011. Since then, she devoted most of her time to Clinical psychology research and teaching at the University of Oran. Her published works deal with time use and well-being and methodological issues in qualitative research.

6.3: Longitudinal & multilevel studies on health & inequality

Income effects on child life satisfaction: Longitudinal evidence from England

Gundi Knies

University of Essex, United Kingdom

Background and Purpose

The happiness research with adults suggests that people are happier the more income they have. Empirical evidence that examines how family income and the experience of poverty affect children's happiness is scarce and tends to be based on small, often school-based samples, is cross-sectional, and, like many studies, lacks high quality measures of income. In addition, income effects on child happiness may be difficult to identify: parents tend to protect their children from the effects of economic hardship, and younger children may not be aware of their economic circumstances. Following up on previous research that examined cross-sectional associations between material well-being and child life satisfaction in England, the purpose of this research is to examine the longitudinal associations between income and happiness observed in a large nationally representative study of children living in England.

Methods

Using data from interviews with 9,859 children aged 10-15 who took part in the first five waves of Understanding Society, a longitudinal household panel study representative of the UK population in 2009 (subject to weighting), we examine longitudinally the relationships between child life satisfaction and family economic circumstances, including household income and material deprivation. We report longitudinal associations and estimate micro-economic random effects happiness models on the basis of over 22k person-year-observations and control for as much heterogeneity as possible.

Results

We find that there is a strong positive association between family income and life satisfaction at each point in time (i.e. the period 2009-2014), and across the observed age range. These associations hold when we look at changes in income. However, there is no association between changes in family income and child life satisfaction for children below age 12. Children aged 12 to 15 are unhappier as their family income reduces and happier as it increases.

Conclusions and Implications

The research provides longitudinal evidence that family income affects children's life satisfaction. In contrast to research on structural outcomes, this research suggests that policy interventions should focus on families with older children as part of the national wellbeing programme.

Bios

Gundi Knies is a Research Fellow at ISER and a member of the Understanding Society team. She is a trained Sociologist, Social Policy Analyst and Economist. Her research interests include life satisfaction, income distribution and poverty, as well as neighbourhood effects analysis and she has published high-impact research on these and other topics, including with a focus on young people.

Neighbourhood effects on child life satisfaction: Longitudinal evidence from England

Gundi Knies

University of Essex, United Kingdom

Background and Purpose

The idea that where people live can have an effect on their life chances over and above the effect of their individual characteristics has been the focus of much scientific inquiry across disciplines since the 1990s. Neighbourhoods are places where people interact with one another, offering opportunities for learning from peers and role models but also placing limits on behaviours and aspirations; they provide access to services such as schools, shops and workplaces. A plethora of empirical studies have shown neighbourhood effects on structural outcomes and life satisfaction. The UK Good Childhood Report 2016 reported that children with noisy neighbours are less satisfied with life but longitudinal evidence is needed to establish causality. The purpose of this research is to explore whether there are neighbourhood context effects on children's life satisfaction.

Methods

We use data from the first five waves of Understanding Society, a longitudinal household panel study representative of the UK population in 2009 (subject to weighting). The Study includes interviews with 9,859 children aged 10-15, providing more than 22k person-year-observations. We linked the child-level data with information collected in interviews with adult members in their household and with time-varying information about the neighbourhoods in which they live. This design allows us to disentangle individual effects from neighbourhood context effects and the effects of moving to a different neighbourhood. We provide detailed information about the children's neighbourhoods and estimate multivariate micro-economic random effects happiness models. The modelling strategy absorbs as much heterogeneity in happiness scores as possible and addresses empirical challenges for the identification of neighbourhood effects.

Results

Preliminary findings suggest that there are satisfaction gaps for children who live in comfortable middle class communities whilst children living in economically challenged communities are happier. Children are also happier when they live in neighbourhoods with a greater share of income-deprived children. Whilst the findings may appear counterintuitive, they are in line with the life satisfaction that suggests that relative income and status matter for well-being.

Conclusions and Implications

The research provides preliminary longitudinal evidence that children's life satisfaction is impacted by where they live. The results pose interesting challenges for policy-makers as responses to deprived neighbourhoods may not have the desired positive impacts on child satisfaction given the effect is relative.

Bios

Gundi Knies is Research Fellow at ISER and member of the Understanding Society team. She is a trained Sociologist, Social Policy Analyst and Economist. Her research interests include life satisfaction, income distribution and poverty, as well as neighbourhood effects analysis and she has published high-impact research on these and other topics, including with a focus on young people.

The relation of early childhood economic and health conditions to the health of children at age 8 years in a Taiwan birth cohort study

Wan-Lin Chiang, Tung-liang Chiang

National Taiwan University, Taiwan, Republic of China

Background and Purpose

Early economic conditions and early health play pivotal roles in building health potential and shaping health outcomes in later life. However, few studies have considered these two factors simultaneously to examine their influence on later health of children. Therefore, we aimed to investigate the effect of early childhood economic and health conditions in the first 5 years of life on their health at age 8 years in Taiwan.

Methods

Data for the analysis came from the Taiwan Birth Cohort Study, a nationally representative sample of 17,853 children who completed the five waves of interview surveys between 2005 and 2013. We combined two factors—early child poverty and early child health—to use as an indicator of early childhood economic and health conditions. Children were grouped into four groups according to the indicator: early poverty and early poor health, never poverty and early poor health, early poverty and always good health, and never poverty and always good health. The health of children at age 8 was divided into good health and fair/poor health. Multivariate logistic regression was used to examine the relationship between early childhood economic and health conditions and child health at age 8, adjusting for current poverty status and characteristics of children and mothers.

Results

Of the 17,853 children, 12.2% were in the early poverty and early poor health group, 34.7% in the never poverty and early poor health group, 11.4% in the early poverty and always good health group, and 41.7% in the never poverty and always good health

group. Children in the early poverty and early poor health group were 5.4 times (95% CI: 4.7–6.2) more likely to have poorer health at age 8 than those in the never poverty and always good health group. We also found that the never poverty and early poor health group (OR = 4.6, 95% CI: 4.1–5.0) and the early poverty and always good health group (OR = 1.2, 95% CI: 1.03–1.5) were more likely to have poorer health compared to the never poverty and always good health group. In addition, current poverty status had a limited impact on children's health at age 8 (OR = 1.3, 95% CI: 1.1–1.4).

Conclusions and Implications

Poor health with poverty during children's early years can have the most detrimental effect on their later health. Poor health without poverty in early life is also a powerful predictor of bad health. Governments should invest in children's early life to protect them from poverty and poor health. Furthermore, future research should be conducted to clarify why early poor health matters more on the later health of children than early poverty.

Bios
Wan-Lin Chiang is currently a PhD candidate in Institute of Health Policy and Management at the National Taiwan University under Professor Tung-liang Chiang. Her doctoral work focus on the topic of child poverty and child health. She holds MS in Public Health and BS in Nursing both from the National Cheng Kung University.

Tung-liang Chiang is Professor and former Dean of the College of Public Health, National Taiwan University. Dr. Chiang obtained his doctoral degree of science in health policy and management at Johns Hopkins School of Public Health in 1984. His primary research interest has focused on health equity and health care reforms.

The significance of social capital in the health behaviour of young people

Andreas Klocke, Sven Stadtmueller
Frankfurt University, Germany

Background and Purpose

The paper addresses the impact of poverty on health and health behaviour of young people. Here the concept of social capital will be introduced and it will be analysed, if social capital is related to the health of young people independent of their households' material resources. The significance of social capital will be analysed using panel data in order to identify its causal effects on the health and health behaviour of young people.

Methods

Data from the German survey "Health Behaviour and Injuries in School-Age – A Panel Study 2013-2020" will be used. The Panel Survey started 2014/15 with the age cohort 11 years old. Data from the first three waves will be analyzed, N ≈ 10.000 per wave.

An index of "social capital" consisting of quality of child-parent relationships, school climate and neighbourhood is introduced. Poverty is constructed according to the Family Affluence Scale (FAS). In multivariate modelling it will be analysed in which way social capital works and if it has a causal effect on health, health behaviour and injuries in young people.

Results

Findings show that there is a clear effect of poverty on health behaviour of young people. The concept of social capital will be adapted and it can be shown, that the possession of social capital works in a strong positive way, independently from the FAS scale. Furthermore the panel data show that social capital has a clear causal effect on the health behaviour of young people.

Conclusions and Implications

The paper concludes, that for the health development of poor children and adolescents it is on foremost importance, to build up and stimulate social networks and resources (social capital), rather than concentrating solely on financial aid.

Bios
Andreas Klocke is Professor in Sociology and head of the Research Centre on Demographic Change at Frankfurt University, Germany. In 2017 he is a visiting scholar at the European University Institute at Florence (I), where he worked on social capital in childhood and adolescence. His main areas of research are social inequalities and poverty, youth, health and demography.

Sven Stadtmüller is Senior Researcher at the Research Centre on Demographic Change at Frankfurt University and at GESIS – Leibniz-Institute for the Social Sciences, Mannheim. His main areas of research are demography, injuries and health behaviour of adolescents, and methods and statistics of social science research.

6.4: Adolescent well-being and mental health

Adolescent mental health: What determines consequences for everyday life?

Curt Hagquist
Karlstad University, Sweden

Background and Purpose

Since most school surveys on adolescent mental health mainly rely on symptoms, commonly labeled as "subjective complaints" and reported as frequencies, requests are repeatedly made for epidemiological data on functional impairment. A recently published study shows that the shape of the trend patterns stay about the same even when measures of impairment are taken into account. Similar to the trend issue, social determinants of mental health need to be examined considering functional impairment. The purpose of this study is to analyse the association of gender and family residency with consequences of mental health problems. A specific research question concerns if the patterns of determinants are similar among different contexts.

Methods

The study uses questionnaire data on adolescent mental health collected in 2009 in a nationwide survey by Statistics Sweden. In the present study only data from grade 9 students (15 years old) are used. 90 255 grade 9 students participated in the survey and the response rate was 80 per cent. Only questions included in the impact supplement of the Strengths and Difficulties

Questionnaire (SDQ) are used. The study sample comprises those who responded yes on the initial question "Overall, do you think that you have difficulties in one or more of the following areas: emotions, concentration, behaviour or being able to get on with other people?" This group comprised a total of 33711 students.

The outcome measures comprise four sub-questions "Do the difficulties interfere with your everyday life in the following areas? Home Life; Friendships; Classroom Learning; Leisure Activities" with four response categories: "Not at all; Only a little; Quite a lot; A great deal." These four outcome measures were analysed using multinomial logistic regression with a focus on the association with type of family residency and gender, controlling for country of birth, perceived economic resources and perceived child-parent relations.

Results

The results show discrepant patterns across the four domains analysed. Friendship and Leisure activities show no associations with Family residency, while the odds for difficulties were significantly higher for boys than for girls. In contrast, Home life and Classroom learning were clearly associated with higher odds for a great deal of difficulties for those in non-intact families except for those living in alternate residency (joint physical custody). For gender, girls showed higher odds on Home life while there was no gender difference for Classroom learning.

Conclusions and Implications

The study clearly indicates that the impacts of gender and family residency vary across contexts. Obviously, students living with only one, or mainly one, parent seem to be more vulnerable than those living with both parents or in alternate residency. Also the lack of patterns, or reversed pattern, across genders is noticeable. While the study partly contradicts and nuance previous studies on determinants of mental health symptom, it also confirms that perceived mental health problems may affect adolescents' everyday life.

Bios
Curt Hagquist is Professor of Public Health and director of the Centre for Research on Child and Adolescent Mental Health at Karlstad University, Sweden. He is a trained social worker and has a PhD in Social Work. Curt is also the Principal Investigator of the research program "The impacts of changed living conditions on child and adolescent mental health," which is funded by the Swedish Research Council for Health, Working Life and Welfare during 2013-2018.

Adolescent well-being: An exploratory study of racially and culturally diverse groups in London

<u>Ravinder Barn</u>[1], Jo Pei Tan[2]

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[2]*Manchester Metropolitan University, United Kingdom*

Background and Purpose

Research studies document that one in ten children and young people, in the UK, experience a wide range of mental health problems (ONS 2004, Young Minds 2013). Research evidence also points to a strong link between mental well-being and other issues of public concern such as family disruption, educational failure, substance misuse, juvenile crime, self-harm and eating disorders. Given the extensive amount of time children and young people spend in schools, these settings are considered to be vital in the provision of adequate services to address key issues and concerns (McGorry et al 2013, Faizal et al 2014). The notion of democratisation in the access of services via school settings is regarded as particularly important. In recognition of key stakeholders as democratic assets, this study helps promote understanding of the school community via a documentation of adolescent, parent and teacher perceptions. Based on self-reported concerns among adolescents, the study identifies risk and protective factors.

Methods

The study employed a mixed-methods approach with a racially and culturally diverse group of adolescents (aged 11-14) in six secondary schools in London. Key research measures including the Strengths and Difficulties Questionnaire (SDQ), Harter Self-Concept Scale, and Rosenberg's Self-Esteem Scale were employed in the quantitative research design whilst a qualitative approach helped explore perceptions about well-being in the context of risk and resilience. A total of 519 adolescents contributed to the study, and focus group interviews with young people (41), parents (10) and teachers/nurses/counsellors (12) provided key insights into relevant issues and concerns. SPSS analysis involving Pearson's correlation, Analysis of Variance (ANOVA), t-tests, and a series of multivariate analysis was conducted to determine the unique predictors of psychological well-being (mental health and self-esteem). A thematic analysis was carried out on the qualitative data to identify significant areas of concern.

Results

Our findings show that positive school satisfaction, religiosity, life in general and relationship with parent were all related to positive mental health and self-esteem. In addition, higher level of perceived stress was not associated with positive mental health and ethnic identification was moderately associated with positive mental health. In general, there were no significant gender differences. However, there were some differences in regards to religion and ethnicity. Qualitative findings identify some key areas for attention including transition from primary to secondary school, school support structures, and home-school liaison.

Conclusions and Implications

Research evidence suggests that young people respond better to interventions which are preventive at root, are 'normalised' and encompass opportunities to strengthen and develop protective and resilience factors, particularly confidence, self-esteem, empathy, creativity, achievement and pro-social behaviour. The well-being of young people is crucial for later resilience in adulthood. School-based interventions need to embed local stakeholder concerns in the framework of democratisation.

Bios
Ravinder Barn is Professor of Social Policy in the School of Law. She is the author or editor of eight books and over 100 journal papers or book chapters. Ravinder writes on gender, ethnicity, child and youth welfare, and criminal justice. Her research on child welfare and migrant groups is highly regarded nationally and internationally. Her latest book, published by Oxford University

Press, analyses child welfare systems in 11 countries to promote theoretical and empirical understandings of contemporary concerns surrounding globalisation, migration, and child rights.

Health complaints and school pressure among teenagers in three countries: Exploring gender differences

Fiona Brooks[2], **Gerry Redmond[1]**, **Irene Garcia-Moya[3]**, **Carmen Moreno[3]**

[1]*Flinders University, Australia;* [2]*University of Technology, Sydney, Australia;* [3]*University of Seville, Spain*

Background and Purpose

This paper compares pressure from schoolwork as reported by 13-14 year old boys and girls in Australia, England and Spain, and its relationship to health complaints. Three hypotheses are examined:

- First, that girls experience greater pressure from schoolwork than boys, and that this pressure has is more strongly associated with reports of health complaints among girls than among boys;
- Second, that teacher support matters – both boys and girls who report having a teacher who cares about them report lower levels of pressure, and lower health complaints;
- Third, that differences in levels of pressure reported by students across the three countries are associated with differences in their respective education systems, especially with respect to assessment and testing regimes.

Methods

This study uses data from the International Health Behaviour in School Aged Children survey in England and Spain (conducted on 11-15 year old students), and the Australian Child Wellbeing Project survey (conducted on 9-14 year olds). All three surveys are designed to be nationally representative. Sub-samples of 13-14 year olds from each country were compared (Australia: N=3,487; England: N=1,125; Spain: N=1,954). Students in all three countries were asked identical questions about school pressure and health complaints (headache, stomach-ache, feeling nervous or irritable, etc.), and similar questions about teacher caring. High levels of health complaints are understood to be an indicator of stress. Logistic regression was used to examine the association between four categories of pressure ('not at all' to 'a lot'), and a binary variable representing a high level of health complaints. An indicator for family affluence was added as a control.

Results

In all countries, pressure from schoolwork is strongly associated with health effects for both boys and girls, but especially for girls. However, students who reported that their teacher cared about them experienced lower levels of health complaints, even if they also reported a lot of pressure. This appeared to be the case irrespective of cultural system and school context.

Conclusion and Implications

It appears that teacher connectedness may be a protective health asset, especially for female students across different educational systems and cultural contexts. The issue of why girls experience worse health outcomes associated with school pressure needs further investigation, for example, whether it may be associated with gendered normative expectations.

Bios

Fiona Brooks (BA, PhD) is Professor of Public Health at UTS and Associate Dean Research. Since 2008 she has been Chief Investigator for England on the WHO Health Behaviour in School-aged Children study (HBSC). This international cross sectional study in 45 countries is concerned with the social determinants of young people's health and well-being. Her work has been funded by the ESRC, DH and the EU (Horizon 2020 and Marie Curie), as well as local government and charities.

Gerry Redmond is Associate Professor at the School of Social and Policy Studies, Flinders University. The main focus of his research is measurement of, and analysis of policies relating to young people's well-being and disadvantage in Australia and in other countries, with a particular focus on rights, and young people's own perspectives on their well-being.

Irene Garcia-Moya, PhD in Psychology, has worked as Teaching and Research Staff at the University of Seville (Spain) since 2010. Her PhD examined the importance of family and other developmental contexts for the development of a strong sense of coherence during adolescence and she has been awarded the 'University of Seville Extraordinary PhD Prize' for her PhD work in the field of Social and Legal Sciences. Her main research areas are salutogenesis and the contributions of family and school relationships to young people's wellbeing.

Dr. Carmen Moreno is the Principal Investigator (PI) of the Spanish HBSC study. Dr. Moreno is a Professor at the Department of Developmental and Educational Psychology of the University of Seville. Member of the HBSC International Family Culture Focus Group and the Positive Health Focus Group.

Adapting a UK deprivation index for Canadian adolescents

Annie Smith[1], **Gill Main[2]**

[1]*McCreary Centre Society, Canada;* [2]*University of Leeds, UK*

Background and Purpose

Despite being consistently ranked as one of the world's best places to live, British Columbia's child poverty rate exceeds the Canadian average, and 1 in 5 children grow up in poverty in the province (a rate which has not changed in 19 years). Yet the province's largest and most well respected adolescent health survey (BC AHS) has consistently failed to capture data that reflects this depth of poverty. Previously validated but ultimately unsuccessful items used on the survey have tapped parental income, parental education, parental employment, material possessions, household overcrowding, and exposure to experiences such as family vacations and access to dental care. The complex geographical and cultural makeup of the province have contributed to none of these measures establishing reliable estimates of child poverty or deprivation at the population level.

It is considered unlikely that a more reliable measure of poverty will be found. The work of Main and Bradshaw (2012) in the UK confirms that some deprived children and youth live in families which are not income poor, and some non-deprived children live

in families which would be considered income poor. Therefore, measuring deprivation is key. The deprivation index developed by Main (2012) was found to explain more of the variation in children's subjective well-being than traditional measures of family poverty.

This research seeks to establish if the Child Deprivation Index developed by Main can be adapted for use in a culturally diverse province over twice the size of the UK, where a significant segment of the population lives in rural or remote communities.

Methods

A 10 item deprivation index was developed based on data provided by UK children aged 8-16 who participated in focus groups. The Index asks respondents whether they lacked items or experiences (e.g., branded trainers, monthly day trips, pocket money), and if so whether they wanted these or not.

A similar methodology has been adapted for use in BC, and input from various sub-populations of youth across the province has been captured.

Results

Focus groups with British Columbia youth aged 12-19 have captured their perspective of material deprivation. Focus groups will continue through the autumn in diverse communities and the Index will be piloted in the winter. Some examples of material deprivation have been consistently reported at each focus group conducted to date, including a lack of both indoor and outdoor shoes, and using sports equipment provided by certain companies.

Conclusions and Implications

As in the UK, the value of a child-derived measure of children's material deprivation has been confirmed in a North American context. Canadian youth are able to provide information about deprivation and its effect on subjective well being which would not be captured with a traditional measure of family poverty or through adult informants.

Bios

Annie Smith, *Executive Director, McCreary Centre Society, Canada* Annie Smith has been the Executive Director of the McCreary Centre Society since 2006. Based in Vancouver, Canada the Society is best known for its BC Adolescent Health Survey and is a non-profit organization committed to improving the health of BC youth through community based research, evaluation and youth participation projects. Annie holds a Master's from Harvard and is currently completing her PhD at Sheffield Hallam University.

Gill Main, *University of Leeds, United Kingdom* Gill Main is a University Academic Fellow at the University of Leeds, UK. Her research interests include child poverty and well-being, mixed methods research, and youth transitions from education to the labour market. She is currently the Principle Investigator on ESRC-funded project, 'Fair Shares and Families: Children's perceptions of material resource distributions and decision-making within families.' Previously she worked on the UK Poverty and Social Exclusion Survey, and on the Children's Worlds international survey of child well-being.

6.5: Systems and simulations

Meeting data needs for multi-sector interventions: System innovation lessons from Zimbabwe

Jane Muita, Samson Muradzikwa, Sifiso Chikandi
UNICEF, Zimbabwe

Background and Purpose

Multi-sector interventions while recognised as offering great potential to overcome 'wicked problems' such as stunting, poverty, and inequality among other, are also notoriously difficult to operationalise. Efforts in the 1970s are largely regarded as having failed. Despite this observation, multi-sector interventions are at the centre of the global effort to reduce stunting. With better understanding of past failures has emerged guidance on the requirements for success. Central to this guidance is collaborative planning, sectoral implementation and collective review. Such a process requires multi-sector data that shape understanding of the problem and its drivers, enable vertical and horizontal coordination, track of functionality of horizontal coordination structures, and provide community level feedback on sectors performances. Such data must be near-real time to inform timely corrective action, coordination and accountability.

Methods

UNICEF Zimbabwe has, in support of Zimbabwe's effort to address stunting facilitated the development and operationalisation of a data system that provides data that meets the multiple data needs for a coordinated multi-sector response.

Results: Despite its infancy, operationalisation of the data system shows much promise and has revealed weaknesses requiring improvement of the data system as well as sector technical capacities to design effective interventions. Beyond the start-up costs, the collection of data has not imposed substantial additional costs.

Conclusions and Implications

With careful consideration of the multiple data needs of management systems for multi-sector interventions, the prospects for success can be improved through early detection, corrective action and the use of periodic survey data for validation purposes and identification of flaws in the theory of change. Such data systems combining lead and lag indicators, functionality information and community feedback could be useful for other areas, particularly those requiring multi-sector intervention and coordination.

Bios

Sam Muradzikwa is the Chief of Social Policy & Research at the United Nations Children's Fund (UNICEF) in Zimbabwe. He joined UNICEF in 2012 after working for five years at the Development Bank of Southern Africa (DBSA) where he held the post of Chief Economist & Strategist. Sam has published widely in the field of general economics, public finance, development and infrastructure and was a senior academic at the University of Cape Town for 6 years, before joining the DBSA.

Jane Muita is the Deputy Representative at UNICEF – Zimbabwe. A paediatrician by training, Jane has taught at universities, conducted research on stunting and provides leadership across a number of UNICEF programme areas.

Sifiso Chikandi has a background in agricultural economics, strategic management, results-based management, programme design and evaluation. He has supported policy designs and operationalisation. He has a keen interest in the design of management decision support systems.

In the face of limited resources and extreme violence how does research on quality care translate to better opportunities for children

Meghan Elise López[1], Karen Spencer[2], Kathryn Whetten[3]

[1]*Whole Child International, El Salvador;* [2]*Whole Child International, USA & UK;* [3]*Duke University*

Whole Child International with Duke University, the Universidad Centro Americana, El Salvador, the Inter-American Development Bank and the Government of El Salvador have collaboratively worked for the past two years to evaluate the quality of care that vulnerable children receive in 204 government run child care and orphanage settings, their development, and the socio-emotional wellbeing of caregivers both in the care setting and at home. This nationwide study is an innovative effort in Latin-America as Whole Child works closely with the government child welfare agency to pilot programs to elevate the quality of care. Where there has been much regional focus on interventions in early childhood there has been little evaluation of the quality of these programs and whether they are making a difference in children's development.

El Salvador is facing the most dangerous period it its history, surpassing the violent civil war from 1980-1992. The level of violence, due largely to gangs and organized crime stepping into the post civil war and natural disaster (Hurricane Mitch in 1998, Earthquake 7.7 in 2001) void, has also resulted in epic migration internally and externally. The economics of the country are highly stratified, but currently there are approximately 41% of all children aged 0-6 living in poverty.

The public system of care for children in El Salvador serves approximately 10,000 children. Aside from the limited availability of services, the country does not have a comprehensive evaluation of the quality of care of the centers, or child development beyond anthropomorphic measures that serve this vulnerable population.

The main intervention question has been how to improve child development and wellbeing through sustainable multi-level integrated programming in the face of limited resources and extreme violence.

The base line evaluation has been rigorously conducted with the IRB approval of 4 universities as a randomized control trial where the control group receives the intervention on a delay, ensuring that all of the vulnerable children do receive intervention. The intervention has been conducted in close collaboration with the government beginning with a 5 month university certificate program for high level decision makers in which 11 government institutions participated; an 8 month technical course for practitioners; then a 9 month training for direct care giving staff and on-site technical assistance, mentoring and problem solving.

The baseline assessment of children was especially notable for the low national averages in development (cognitive 73.5, linguistic 83.5; motor 90) as shown by the BDI-2. The ethnographic findings related to personal, community and historic experiences of violence were also significant.

In the face of limited resource for children's programs and child welfare in settings where there are other urgent needs for the government to address, research and implementation of evidence based practice is ever more essential. There is more study needed to address confounding factors especially the issue of violence, but the possibility with more information is to change the way countries invest in early childhood programming, potentially addressing problems of violence and migration at their root.

Bios

Karen Spencer founded Whole Child International in 2004 with the aim of improving the quality of care for vulnerable children worldwide. Karen is a member of the Clinton Global Initiative, where Whole Child's 2009 Clinton Global Initiative Commitment to Action was held up as an example of how to tackle an intractable global problem at CGI's Annual Meeting on September 24, 2009. In September 2015, she was elected an Ashoka Fellow for her innovative work as a social entrepreneur by the Ashoka Foundation, which honored her for identifying and filling a gap in care for orphans and vulnerable children.

Meghan Elise López is a Board-Certified Family Nurse Practitioner and Adjunct Faculty at Johns Hopkins University School of Nursing who has worked in international program development and management for more than 15 years. Meghan has published in peer-reviewed journals such as Perspectives in Infant Mental Health and Infants & Young Children, as well as authoring, and editing, Whole Child's tool for assessment of the quality childcare in limited-resource settings (WCI-QCUALS), its university course reader, and its direct caregiver training program.

Kathryn Whetten is a Professor of Public Policy and Global Health with additional appointments in Community and Family Medicine and Nursing. She is the Director of the Center for Health Policy and Inequalities Research which is part of the Duke Global Health Institute. Whetten is the Research Director of the Hart Fellows Program. Whetten's work focuses on the understanding of health disparities in the US and around the globe.

Translating population surveys results to inform public policy making on early child health and development in Mexico

Eva Prado[1], Filipa de Castro[2]

[1]*UNICEF, Mexico;* [2]*National Institute of Public Health, Mexico*

Background and Purpose

In Mexico, as in other LMIC, children face many challenges, including poverty, malnutrition, and adverse environmental and social contexts which undermine their developmental potential. ECD is increasingly being recognized as relevant for national programs in Mexico, yet it has limited visibility compared to other public-health and development priorities. During the last years, the National Institute of Public Health (INSP) in Mexico has led a consolidated agenda focused on generating and translating evidence to inform public policy making related to ECD. A recent

framework analysis of the issues shaping political priority for ECD in our country has identified that its complexity and the lack of credible indicators are two of the major obstacles preventing it from getting the deserved attention.

Methods

Within this research agenda, INSP in collaboration with UNICEF implemented during 2015 the Multiple Indicator Cluster Survey (MICS), which generated statistically robust and internationally comparable indicators including a series of ECD indicators, raised for the first time in Mexico. MICS is a probabilistic, multi-stage, cluster, household survey.

Results

The survey's results show that children in poor households face multiple vulnerabilities and present several impaired outcomes in early child health, development, and wellbeing. For instance, a substantive proportion of Mexican children, especially in economically deprived contexts, have inadequate cognitive skills for their age, and have limited access to stimulating activities and materials. At national level, only 24% of children aged 3 to 4 years have adequate language and cognitive development, and 27% do not have children's books at home. In poor households, more than 50% of children do not have children's books at home and receive no parental stimulation through book reading or storytelling. Additional analysis by INSP's research team showed that shared book reading is associated with adequate language and cognitive development, especially, among 3-year old children in low-SES households in urban areas. Risk ratios for adequate language and cognitive development were significantly higher [RR=1.76, p=0.05] when an adult in the household reported reading to the child in the previous three days, even after adjusting for child sex.

Conclusions and Implications

Public health, which operates in the interface between research and action, is a privileged base from which to promote the utilization of developmental indicators to improve the lives of children and their families. Thus, a crucial and final step in our strategy is the translation of the gathered evidence to promote priority and prompt application at policymaking level, through dedicated data analysis and dissemination materials. Suggestions for further research are planned with a focus on analyzing MICS results for children under five who benefit from the conditional cash transfer programme Prospera.

Bios

Filipa de Castro PhD is a professor and researcher at the Centre for Population Health Research, National Institute of Public Health in México. She is a clinical psychologist, with a PhD from Essex University and a post-doc from the Child Study Center at the Yale School of Medicine. Dr. de Castro leads a research agenda on early child development, which includes the implementation of surveys and the design of scalable and sustainable interventions at population level.

Eva Prado is Monitoring and Evaluation Officer in UNICEF Mexico. She has a Master of Arts degree in International Relations from the University of Amsterdam and a Bachelor's Degree in International Relations from the Universidad de las Américas-Puebla. She has worked for more than 15 years in social development issues occupying different positions in the Government of Mexico, mainly at the Ministry of Social Development and the conditional cash transfer programme Oportunidades (Prospera).

Achieving progress towards SDG's in Europe: Policies that work to reduce child poverty – microsimulation approach

Emilia Toczydlowska
UNICEF, Italy

Sustainable Development Goal 1 takes on the issue of poverty and calls for an end to the problem in all its manifestations. Child poverty remains an issue in the developed world with estimated 1 in 8 children living in relative monetary poverty. Poverty risks in childhood can have lifelong effects with negative impacts on health, nutrition or education. Recognizing and responding to child poverty is the first priority and it is imperative that governments make a commitment to eliminat poverty. Reducing child poverty will have positive impact on a broader set of child well-being outcomes as it will address root causes and drivers of many issues such as poor health or poor school performance. As such, reducing poverty is likely to have positive spillover effects by improving progress on other SDGs through increasing the odds in the favour of meeting targets with relation to health, nutrition or education. The paper identifies policy reforms that contribute to lowering of child poverty rates in order to illustrate policy examples that can be helpful in reaching SDG's on poverty. It answers the question on what policy reforms have helped in mitigating effect of crisis on children and lowering child poverty and what countries can learn in order to achieve progress towards these SDGs. It does so by using microsimulation technique to assess the impact of policy reforms among selected European countries. Policy reforms are taken from the exemplary countries with lowering trend in anchored child poverty rates such as Czech Republic, Poland and Finland and applied to the countries illustrating increase in child poverty. This allows for an assessment of the policy options. Rise in child poverty is caused by many intertwined factors such as changes at the level of households or changing trends in country economy. The focus is placed on separating out the effects of policy design itself from the impact of a country's recent economic performance. The paper is unique as it is a first attempt to argue for child centred policy response to SDG's. It combines research on policy to inform practical approach to SDGs; hence it is well suited with the conference theme.

Bios

Emilia Toczydlowska is a Social and Economic Policy Consultant at UNICEF's Office of Research – Innocenti. She is a member of the team responsible for analysis and production of UNICEF Report Card on child well-being in rich countries. She holds Double Master in Public Policy and Human Development with specialization in Social Protection Policy Design and Financing from United Nations University. Her previous experience includes time spent in Luxembourg Institute of Socio-Economic Research (LISER) and United Nations Research Institute for Social Development (UNRISD).

6.6: Role of children subjective well-being

The role of children in the social services. Do we aim for child-friendly services?

Carme Montserrat, Ferran Casas

University of Giona, Spain

Background and Purpose

From 2013 to 2015 applied research was conducted in the Basic Social Services (BSS) in Barcelona, which explored direct actions taken by social services professionals with children and their families, analysed the experience of children who have been service users, and identified, with reference to the results, any aspect of the service or organisation which indicated a change or improvement in the situation of the child at risk.

Methods

A mixed methodological research design was implemented, consisting of: (1) a secondary analysis of the Barcelona city council data base from 1986 to 2013; (2) a quantitative study based on a questionnaire directed at Barcelona social service workers (N= 225); (3) a qualitative study based on in-depth interviews conducted with children and families receiving support in 5 social service centres, and 3 discussion groups held with professionals (N=30), and finally, (4) a social service users satisfaction survey (N=401, 281 adults, 120 children/adolescents).

Results

Results of this research indicate that child participation in basic social services, when their cases are dealt with, is scarce and the child's case often continues to be discussed without the child being present. Among children and adolescents, it is not considered normal to seek help from social services; they do not tend to tell their friends and using these services is seldom encouraged by their parents. Social service workers recognise that they have difficulties to explain to children what social services are. Social service centres are above all conceived for adults. Professionals rarely deal directly with children, but in contrast, often evaluate their cases on the basis of information received from other services. Difficulties were also recognised by the social service professionals to clearly inform the child or adolescent about the objectives of their intervention.

Conclusions and Implications

Results also provided important information about some aspects of work methodologies and techniques used with children and their families, the role played by professionals, team work and networking, as well as some aspects relevant to outcomes evaluation. Recommendations have been made for improvement in relation to child participation, intervention methodology and results evaluation; important to bear in mind for their practical and political implications.

Bios

Dr. Carme Montserrat is tenured professor in the Faculty of Education and Psychology and a member of the ERIDIqv Research Team (on Childhood, Adolescence, Children's Rights and their Quality of Life www.udg.edu/eridiqv) within the Research Institute on Quality of Life (IRQV. www.udg.edu/irqv) at the University of Girona.

Dr. Ferran Casas is emeritus professor and coordinator of the ERIDIqv Research Team (on Childhood, Adolescence, Children's rights and their Quality of Life. www.udg.edu/eridiqv) within the Research Institute on Quality of Life (IRQV. www.udg.edu/irqv) at the University of Girona.

How do the educational values of children influence the relationship between their social background and children's commitment to learning and scholastic activities in the after-school hours?

Frederick de Moll

Goethe University Frankfurt am Main, Germany

Background and Purpose

Recent literature in childhood research concerned with social stratification and educational opportunities has called for more attention to the role that children's agency and their unsupervised activities play in educational outcomes. For example, there is evidence that children's attitudes towards school influence test scores over and above social background characteristics and can thus alleviate disadvantages in family resources (Smyth, Whelan, McCoy, Quail & Doyle, 2010). Similarly, de Moll and Betz (2016) found that children's academic attitudes not only depend on social class but also on children's own practices without adult supervision.

However, these studies have not yet taken into account what motivates children to spend their free time with educational activities rather than play and hang out with peers. Hence, the reasons why children voluntarily engage in educational out-of-school activities remain unclear. The paper proposes that children's educational values offer a viable explanation for their commitment to afternoon activities like learning and reading.

Two research questions are addressed: The first question asks whether children's educational values influence how often they engage in unsupervised educational activities in the after-school hours, e.g. writing a diary and continued learning after homework is done. Second, the analysis focuses on whether children's values moderate the known effects of structural resources on their commitment to out-of-school educational activities.

Methods

The study (EDUCARE – "Childhood education and care from the perspective of policy makers, professionals in kindergartens and primary schools, parents and children") makes use of cross-sectional questionnaire data that were collected in two major German cities in 2012 and 2013. N = 986 children (7–12 years old) were asked to report on their engagement in various activities in the after-school hours. Children's values were measured in three dimensions: appreciation of traditional virtues, valuing

educational excellence, and their beliefs about the purpose of school. In addition, children's parents (n = 503) provided information on social background characteristics, e.g. household income. The data are analyzed using regression models with interaction terms for family resources and children's values.

Results

Preliminary findings show that the extent to which children value educational excellence is related to their commitment to educational activities. Surprisingly, children in less privileged families place a higher value on excellence and virtuousness, which affects how they spend their time after school.

Conclusions and Implications

The findings support the notion of children's values as a means of mitigating structural disadvantages in their lives. Children's values concerning education and other areas of daily life should be included in childhood research more often as they help explain how children influence their opportunities in life, especially in the face of adverse circumstances. Based on this research, education policy should give disadvantaged children more opportunities to live by their values and interests, e.g. by providing free educational material.

Bios
Frederick de Moll is a research associate at Goethe University Frankfurt, Germany. After graduating in education sciences from the University of Wurzburg, he moved to Frankfurt to work in a research project on social inequality in early and middle childhood (EDUCARE – "Childhood education and care from the perspective of policy makers, professionals in kindergartens and primary schools, parents and children"). His doctoral dissertation focused on educational inequality, family life and children's dispositions towards elementary school.

Intergenerational transmission of non-cognitive skills: A study using school absences data

Wladimir Zanoni
Chapin Hall at the University of Chicago, United States of America

Our research proposes a new approach to study intergenerational transmission of non-cognitive skills using school administrative data. The study uses school administrative data to study a key aspect of child well-being (that of non-cognitive skills) directly connected of key topics of interest for the society, such as understanding causes of inequality and examining factors that impact the development of children skills.

The study of non-cognitive skills is receiving a great deal of attention, as work from several disciplines shows that those skills consolidate early on, and are highly predictive of (and potentially cause) a number of adult outcomes including educational attainment, criminal behavior, employment, earnings and health status.

Yet we know very little about how parents transfer those non-cognitive skills to their children. Do children of parents with high levels of non-cognitive skills also develop high levels of non-cognitive skills? In this paper we develop a theoretical model and advance an innovative approach to answer how, and in what degree are non-cognitive skills of parents transferred to children.

Our approach departs from the observation that the agent causing school absences changes dynamically from parents to children along the school going years. While parents are responsible for taking their kids to school in early years, children become responsible for attending classes as they age.

We estimate coefficients of intergenerational correlation that are based on a variance decomposition of the longitudinal dynamics of the school absences measure. Our approach isolates traits of non-cognitive skills revealed by the school absences measure, as first exerted by parents, and then by youth.

The empirical analysis uses administrative data from Chicago Public Schools (CPS). We selected the 2014-2015 cohort of ninth graders (N=25K), and followed them retrospectively up until their second grade (school year 2007-2008). When proxies for cognitive skills and levels of effort reflected in the task of attending school are independently held constant for parents, and then for children, the residual variations in unexcused school absences in the second and ninth grades proxy for non-cognitive skills of parents and children correspondingly. Coefficient estimates of regression parameters linking those residuals are presented as intergenerational correlation coefficients that measure the degree of transference of non-cognitive skills from parents to children.

The findings presented have implications for both science and educational policy. We contribute to a better understanding of the process of intergenerational transmission of agency from parents to children and its effect on social behavior. Our research can be framed as part of the research program that studies the process through which children purposely develop the capacity to shape their own lives and circumstances; that is, the study of the development of human agency. From a policy perspective, the findings of this research are important for the design of educational interventions that aim at preemptively reducing school absenteeism. Targeting those interventions efficiently along the school career requires thinking about personal responsibility. Timing the process through which children develop agency on this behavior, as we have done in this research, is a fundamental input for policy design.

Bios
Wladimir Zanoni is a Senior Researcher at Chapin Hall and Fellow of the Harris School of public policy (both at the University of Chicago). His research involves the use of administrative data to study the impact of settings, programs and policies on low income children and youth.

The development of material deprivation and social exclusion measures for Israeli 12-year olds: Lessons learned and association with children's subjective well-being

Daphna Gross-Manos
Case Western Reserve University, United States of America

This study presented ties together two research fields pertaining to children's lives. The first is the area of child poverty and material disadvantage, and the second is the study of children's happiness and subjective well-being (SWB). The association between these areas has rarely been studied among children, perhaps because of the almost exclusive use of household income as a proxy for

the economic situation, which has major limitations, especially for children. The study aimed to fill this gap by examining this association from children's perspective. To achieve this aim we used data from 12-year olds in the first wave (2012) of the International Survey of Children's Well-Being (ISCWeB). Our sample included 1,081 participants from 15 different schools, Jews and Arabs.

The study involved three phases. The first phase developed two measures that proxy for household's economic deprivation. The child-material deprivation measure was developed from five focus groups with 10–12-year-old children that produced a tool which was later finalized in the ISCWeB questionnaire. The social exclusion measure was developed using existing items from the ISCWeB. Both measures were proved to be valid and reliable in a series of statistical tests. In the second phase, given that child SWB measures are relatively new, we tested them for use in the Israeli context for the first time, translated into Arabic and Hebrew. We focused on five different SWB measures and compared their applicability, finding only one of them performing less well. The third phase used these measures to test the association of material deprivation and social exclusion with SWB, controlling for demographic variables, and comparing the associations by nationality, gender, family type, and birth country.

The findings point that, as expected, both material deprivation and social exclusion are negatively associated with children's SWB and contribute significantly to explaining its variance. A child who was both materially deprived and socially excluded was up to 40 times more likely to be unhappy than a child who was neither. Moreover, controlling for demographic variables, we found that social exclusion had a much larger contribution to SWB than material deprivation. It seems that material goods matter less to children than their feelings toward their surrounding area, such as the quality of services they receive, their sense of safety, and their school environment.

We further found there was a difference in the importance of material deprivation and social exclusion for SWB by nationality and gender. These differences point to the effects of culture and socialization in forming children's conception of SWB. Last, we conclude with the study's implications for the general discussion on the relation of economic situation and happiness, as well as to social policy; mainly in providing tools for setting priorities and helping direct resources to where they are most needed.

Bios
Daphna Gross-Manos earned her PhD from the Hebrew University. Her studies focus on the measurement of material deprivation and social exclusion in children and their association with subjective well-being, both in Israel and cross-nationally. Now a post-doc fellow at CWRU supported by the Haruv Institute, she specializes in child maltreatment measurement in the neighborhood context. Daphna is the managing editor of the Child Indicators Research journal.

6.7: School-age children, education and development

Developmental disparities between urban and rural children in China

Lijun Chen, Fred Wulczyn
Chapin Hall at the University of Chicago, United States of America

Background and Purpose

The plight of migrant children and left-behind children has caused great concern for policy researchers in China and internationally. However, most prior studies are constrained by limited sample sizes and regional extent. Based on a nationally representative family survey data, our study will examine all major domains of the child wellbeing, including socioemotional wellbeing, cognitive development and education. We will compare the outcomes of urban children with those of migrant children, rural left-behind children and rural children in intact families. We will also study the family and community factors that may be associated with the developmental disparities.

Based on prior studies and our preliminary analysis, we put forward the following hypotheses:

1. Urban children have an advantage in all domains of wellbeing over all other groups of children.
2. Left-behind children are especially disadvantaged in physical health and socioemotional development due to parental absence.
3. Migrant children should do better than other rural children, especially in cognitive and educational outcomes, due to their access to opportunities in urban areas.
4. Family economic resources, parent's education and parenting styles should play an important role in explaining the disparities in the wellbeing of these children.

Methods

Our study includes all 8990 children (0 to 15 years old) from the 2010 Child Family Panel Studies survey data. Survey analysis procedures for complex survey data are adopted. Bivariate analysis and multiple regression models are used to compare the different groups of children in their developmental outcomes and identify the individual, family and community factors contributing to variations in their outcomes.

Results

Our preliminary analysis reveal glaring disparities in most indicators of wellbeing between urban and rural children, and, in certain indicators, between urban and migrant children, and between rural left-behind children and children of intact families. Results from our regression analysis point to the importance of parenting behavior in promoting child wellbeing.

Conclusion and Implication

The glaring disparity in the wellbeing of rural and urban children calls for concerted efforts by central and local governments in China to make sweeping and targeted policies and intervention programs to promote the healthy development of all children. The key recommendations underline the importance of abolishing the exclusionary policies and practices in many urban areas against migrant workers and their children and giving migrant children equal access to public schools and other services. We also advocate for government commitment to proper education and schooling of children in rural areas.

Bios

Lijun Chen, Ph.D., is a senior researcher with Chapin Hall at the University of Chicago. Lijun Chen's research interests include the development and well-being of vulnerable children in both developed and developing countries, and the analysis and evaluation of government policies and intervention programs for promoting child wellbeing. He is proficient in statistical modeling and analysis of longitudinal and survival data, and has worked extensively with different survey and administrative data sets on children.

Fred Wulczyn, Ph.D., is a Senior Research Fellow at Chapin Hall. He is the 2011 recipient of the James E. Flynn Prize for Research and a recipient of the NAPCWA's Peter Forsythe Award for leadership in public child welfare. In 2014, he was elected to the American Academy of Social Work and Social Welfare. He is lead author of Beyond Common Sense: Child Welfare, Child Well-Being, and the Evidence for Policy Reform (Aldine, 2005).

Canadian and Persian children's moral evaluations of modesty lies

Atiyeh Shohoudi Mojdehi, Farzad Rajabieshayan, Victoria Talwar

McGill University, Canada

Moral judgment implies the evaluation of certain behaviors and situations by relating them to moral requirements imposed by the social-historical background of the individual. It is formed through social learning and a critical acquisition of the behavioral models promoted by society. Lying is a common social phenomenon; it occurs regularly in various social contexts for a multitude of purposes (Talwar, & Lee, 2010). Children develop their understanding of lie-telling through a combination of social experiences and cognitive development. From a very young age, children are socialized, to be, honest, and truthful in most social contexts (Smith, 2006). Different cultures may categorize untruthful statements differently depending on specific social contexts (Fu & Xu, 2001). Children in non-Western cultures differentially view lying in different social contexts, and their views about lying in certain situations may differ from those of their Western counterparts (Oyserman & Coon, 2002). Evidence concerning these issues is significant, not only for the continuing theoretical debate regarding the universality or cultural specificity of moral development (Boyd, 2003), but also for understanding how macro characteristics of a culture affect children's acquisition of social conventions and moral values (Yau, 2003). Moreover, the possibility of social and motivational factors influencing children's moral evaluations of different types of lies is supported by cross-cultural findings

(Lee & Cameron, 2008). Cross-cultural studies of morality have remarked on the complexity and diversity of values to be found across time and space (Lee, Xu, Fu, Cameron & Chen, 200; Talwar & Lee, 2008). Previous research has suggested that there may be cultural differences in moral evaluations of different types of lies, with collectivist societies, in particular, China. With the exception of China, no other collectivist cultures have been studied in the context of moral evaluations. In particular, cultural differences may exist for situations where social conventions of being "modest" may affect lie-telling. According to many scholars (Wan, 1982), modesty is a major part of East Asian cultural traditions, and both children and adults are encouraged to be "unsung heroes" by minimizing their personal achievements. This ongoing study is examining both Canadian and Persian children's (N = 100, ages 5, 7, 9, 11 years old) moral evaluations of lie and truth-telling. Children are read several stories about a fictional character who tells a lie or truth and are asked to provide ratings on a (6 -point Likert) scale. Using "Multinomial logistic regression with repeated measurements." preliminary results suggest that there are highly significant age differences in Persian children's ratings of modesty lies ($p < 0.0001$). As age increased, among Persians lying about one's own good deeds became increasingly positive, whereas truth-telling about good deeds became less positive; for Canadian children, lying about good deeds was negative, and truth-telling about a good deed was positive and no significant difference over age groups was found ($p=0.1883$). Overall, results suggest that children's ratings about the acceptability of lie–telling may vary across age and culture according to social conventions and norms.

Bios
Dr. Victoria Talwar is a Canada Research Chair (II) and an Associate Professor at McGill University. She has been working in the area of developmental psychology for over fifteen years with an emphasis on social-cognitive development.

Improving gender responsiveness in the classroom: Measuring the effectiveness of an integrated teacher training approach in Mozambique

Emrul Hasan, Andres Gouldsborough

Plan International Canada, Canada

Background and Purpose

Recent literature and debates in the education sector point to gaps and weaknesses in existing methods, resources and toolkits on gender responsive pedagogical approaches. In response, Plan International Canada has developed a child-centered Gender Responsive Pedagogy Teacher Training (GRPTT) package. The GRPTT takes a unique approach both in its content and delivery modality.

The purpose of the research, which is being funded by Dubai Cares, is to assess the effectiveness of Plan's enhanced GRPTT approach in fostering gender responsive learning environments through its Apoio para Melhores Oportunidades para Raparigas (AMOR) Project in Mozambique. Teachers that are trained on the GRPTT package are expected to recognize the unique challenges and barriers that girls and boys face in accessing and completing

school, and to respond by using child-friendly teaching practices that provide equal opportunities for both boys and girls to learn and thrive at school.

Methods

The study uses a mixed-methods approach that includes surveys, classroom observations, focus group discussions and analysis of secondary data collected from the treatment and comparison groups before and after program implementation. The same methods will be used at baseline and endline, allowing for the identification of the average intervention effect using a difference-in-difference estimation. Five treatment schools and five comparison schools will be selected at random for inclusion in the study. This approach is an improvement over existing studies that are at times fraught with methodological limitations and rely heavily on qualitative approaches.

Results

Baseline data collection started in October 2016 and endline data collection will occur one year later, following the implementation of the GRPTT package in treatment schools. The study is expected to show that exposing teachers to gender responsive teaching during training can facilitate learner empowerment in classrooms and challenge the stereotypical societal expectations of boys and girls. Beyond the study findings, the research will be a demonstration of the application of a quasi-experimental evaluation design to the education sector and will generate methodological lessons in evaluating complex change that can be applied to future research.

Conclusions and Implications

Evidence-based gender-responsive teacher training programs can lead to more gender equitable education systems that go well beyond the scope of the AMOR project. The research represents an opportunity for governments, donors and NGOs to generate similar initiatives that build on the lessons learned through AMOR and the evaluative process itself.

Bios
M. Emrul Hasan is currently working as the Vice President of Program Effectiveness and Quality at Plan International Canada, with a program portfolio of over 400 million dollars. Emrul has led the development of the Program Effectiveness Unit at Plan Canada responsible for rolling out sophisticated and comprehensive research, monitoring and evaluation frameworks, and knowledge management strategies in 21 countries. Emrul is academically trained in Finance, Economics, Trade and Accounting and has provided services to ADB, UNDP, UNWFP, EU, Plan, CGAP/the World Bank, DFATD, DFID and numerous organizations in 25 countries. Emrul is a J-PAL trained randomized control trial practitioner, CGAP trainer in Microfinance, and a Certified Service Provider in market research.

Andres Gouldsborough has more than ten years of international development experience, including six years in developing countries. He is currently a Senior Monitoring and Evaluation Advisor at Plan International Canada, where he specializes in the design and roll out of Monitoring, Evaluation, Research and Learning (MERL) initiatives and systems that support evidence-based practice for improving programming quality and effectiveness. He holds a Master's degree in Local Economic Development and a Bachelor's degree in Economics.

Impact of a community-based literacy program that supports success for young children

Eun Koh[1], Kimberly Stauss[2], Charlene Johnson[2]
[1]*The Catholic University of America, United States of America;*
[2]*University of Arkansas, United States of America*

Background and Purpose

In 2015 in the United States, Arkansas was ranked 44th in overall child well-being indicators. Particularly, it was reported that 7 in 10 Arkansas fourth graders don't read proficiently at their grade level, and the significantly larger gap of permanence was noted among children of racial minority and those from low income families. In response, a community-based initiative was implemented that offers a summer reading retention program and intensive tutoring support for young children who are not reading at their grade level. The study investigated the impact of this intervention using a mixed methods design.

Methods

The program in this study offers tutoring services at the school and a summer camp at the community church for children who read below their grade level. Students at this school are predominantly Black and approximately 86% of them are eligible for free/reduced-price school lunch. Before the program was implemented, only 26% of the 3rd graders met or exceeded expectations in literacy.

To investigate the impact of the program, the research team examined the reading scores for 152 students who participated in the program. The students' reading scores at the beginning and the end of the school year were compared, utilizing descriptive and bivariate analyses. The team also conducted qualitative interviews and focus groups with 13 tutors and school personnel. The interviews and focus groups were audio-recorded and transcribed. The researchers independently read and coded the transcribed interviews and focus groups, identifying the emerging, consistent themes.

Results

The study found that among the 152 students served by the program, 55% graduated from the program, implying that they had achieved the grade-level reading proficiency by the end of the school year. Only 1% of the students experienced no improvement in their reading scores. From the qualitative interviews and focus groups, the following themes were identified: increase in students' performance, interest and confidence in reading, increase in students' positive behaviors, special bonding between students and tutors, and a sense of pride and honor in students. Also, it was noted that the tutors' commitment and consistency, and the commitment of different stakeholders were critical in the program's effectiveness.

Conclusions and Implications

The study showed the benefits of additional resources/support for young students who may struggle with their reading abilities, especially considering many challenges they encounter in their environments. The study also highlighted the importance of collaboration among multiple stakeholders in the success of the program. Future research should explore long-term effects of the program. Also, strategies and policies that can help sustain the program effects should be explored, particularly since these children are likely to experience challenges in maintaining their reading abilities due to instability in their environments.

Bios

Eun Koh is an assistant professor at the National Catholic School of Social Service, The Catholic University of America. Her main areas of research focus is on services and policy for children and families, including those involved in the child welfare system and those affected by poverty. As a strong advocate of translational research, she has participated in multiple community-based research projects, in collaboration with non-profit, or governmental agencies at local and state levels.

Kimberly Stauss is in her eleventh year at the School of Social Work, University of Arkansas. Throughout her tenure, Dr. Stauss has focused on the evaluation of community, and the understanding of the complex knowledge within specific organizations and marginalized communities. Her area of research has also involved program development for incarcerated women and adolescent teen pregnancy prevention. She has received approximately $400,000 from private foundations to provide community-based participatory research and assessment support.

Charlene Johnson Carter is an associate professor of education at the University of Arkansas where she has taught foundation courses focusing on development, culture, and psychology of teaching and learning. Her research focuses on the implications of culture and ethnicity for early adolescent development and educational processes. Using a strength-based approach, she has worked with varied communities to facilitate their involvement ensuring their voices are heard in educational processes and decisions regarding its students.

CONCURRENT SESSIONS 7

7.1: Monitoring children's participation in child protection

How can we monitor children's participation in contexts of child protection? Part I

Kay Tisdall[1], Thaila-Paige Dixon-Eeet[2], Tara Collins[3], Mandi Mayhew[3]

[1]University of Edinburgh; [2]York University; [3]Ryerson University

In accordance with the conference theme, this panel presentation will present innovative findings in research, policy, and practice from the International and Canadian Child Rights Partnership (ICCRP) on how to monitor children's participation within the context of child protection. Child welfare and protection is an essential priority for policy and programming and the United Nations Convention on the Rights of the Child affirms that children must participate in shaping decisions that affect them. However, the vast majority of child protection services in the world embrace a 'top down' approach to defining and codifying policies and practices governing children's rights. However, if children contribute to understandings of their situations through participation, the process and results will benefit the child protection activities specifically and children's rights more generally. The ICCRP involves 7 academic institutions, 10 international and national non-government organizations (NGOs), independent provincial human rights institutions, and research institutes in four countries. This two-part panel will discuss the implications of the Partnership's latest findings about monitoring and indicators. In part I, the contributing authors will identify and discuss: children's participation dilemmas, how child participation is informing the research process to date, and findings from the literature review.

Conceptualising participation

Kay Tisdall

What 'counts' as children and young people's participation? To develop robust indicators and to be able to monitor them, the underlying concepts need to be well-based, understandable, and sufficiently agreed upon by the range of stakeholders (Collins 2008). Within children and young people's participation, considerable debate remains on how to conceptualise children and young people's participation theoretically and how to address familiar challenges such as tokenism and lack of impact (Percy-Smith 2015). Such issues are particularly salient when children and young people's participation is considered within child protection services, where children and young people are often perceived as vulnerable, at risk, and in crisis. In such situations, adult concerns about children's welfare can overwhelm recognition of children's participation.

The Convention on the Rights of the Child is a touchstone within the field of children and young people's participation, internationally. On the basis of this, participation indicators have been developed to assist monitoring and evaluation. For example, the

Council of Europe [1] has issued a Child Participation Assessment Tool, for states to self-assess and monitor, with 10 basic indicators. At an organisational level, Lansdown and O'Kane have prepared a series of booklets [2], which include advice on how to monitor and evaluate children's participation.

This paper will consider such indicators, and learning from the International and Canadian Child Protection Partnership's first year, to interrogate critically the underlying conceptualisations of participation. The paper will bring in theoretical resources, such as vulnerability (Fineman 2013), relational conceptualisations of agency (Wyness 2015), and 'transformative' participation (Teamey and Hinton 2014), to consider the strengths and weaknesses of the current framing. The paper will look to opportunities for developing the conceptual underpinnings of children and young people's participation, in order to better develop indicators and subsequent monitoring.

Involving children and youth in research: Monitoring child participation in children's protection

Thaila-Paige Dixon Eeet

The International and Canadian Child Rights Partnership (ICCRP) necessarily includes children's participation. Children's participation is not only about consulting them as part of the research. Young people can and should also help inform how the research is understood and done. In addition, after children participate, there needs to be accountability to the young people who can reflect and respond to how the research is conducted and reported. Consequently, our partnership includes a Child and Youth Advisory Committee and a Child and Youth Participation Coordinator.

The Child and Youth Advisory Committee is essential to our research project for many reasons. First, it facilitates a project on the importance of child participation. Second, it identifies what it means for children and youth to participate. Research about children and youth can only make sense if we include the most important key actors: children and youth themselves. The Child and Youth Advisory committee provides input from their unique perspectives to the rest of the research team. As a result, we can ensure that the project is not perpetuating traditional consultations with young people in research. Our project is providing a platform of inclusion in the research process and results.

As Child and Youth Participation Coordinator, my role in the project is to facilitate the Child and Youth Advisory Committee, and to maintain the relationship with the rest of the research team. It is my responsibility to make sure that children and youth are being heard and that the project is sufficiently and actively communicating with the Advisory Committee.

As part of a child rights-based approach to research, it is essential to respect child and youth participation in research about child protection. Youth who have grown up in the child welfare/protection system often feel as though they have no control over their own lives. Their workers, guardians, and other adults in their lives

are constantly making decisions about what is best for them with little to no input from the young people themselves. Youth have been long time participants in fundamental change pertaining to the child welfare system, however it has been said that many do not feel as though they are being given the adequate platform to represent themselves, or they feel as though they are being tokenized. It is important that youth are involved in decisions that pertain to them, and are provided with a sense of agency rather than feeling powerless.

Instead of researchers thinking that they know best about how to learn from children and youth, they could be asking different questions including involving young people in developing those questions. It is essential that research about monitoring young people directly involve children and youth. This presentation will provide the rationale and details about how this is done in the ICCRP.

Findings from the literature: Monitoring children's participation in child protection

Tara Collins, Mandi Mayhew, and Irene Rizzini

As the most successful human rights treaty ever ratified by 196 countries (UNTC, 2015), the United Nations (UN) Convention on the Rights of the Child (CRC) (UN, 1989) affirms the child's rights to protection and to participation. The CRC inspired our International and Canadian Child Rights Partnership's working definition of child protection: Children have the human right to protection from violence, abuse, neglect, and exploitation, and more generally to support from all sectors in realizing all of their rights and freedoms. Special measures are required for children who are particularly at risk, including those with disabilities, in the care of the state or institutionalized, refugees, those who are sexually exploited, and others. As the UN Committee on the Rights of the Child defines, children's participation involves: "ongoing processes, which include information-sharing and dialogue between children and adults based on mutual respect, and in which children can learn how their views and those of adults are taken into account and shape the outcome of such processes" (2009: 5). Accordingly, in relation to child protection, young people should be seen "as survivors and active participants in creating solutions, not just as victims and problems" (UNICEF 2009: 5).

Consistent with the conference title: "Children [are] in a world of opportunities," this presentation addresses the question of what the scholarly and grey literature states about monitoring children's participation in child protection. It is argued that children's participation is not fully appreciated or practiced in monitoring of child protection efforts. For instance, practical challenges to children's participation are pertinent including: tokenism (where children's views have no influence on decisions); lack of appropriate feedback to children; and failure of institutional structures and adult decision-makers to adapt and involve vulnerable children meaningfully in all stages of the protection spectrum from assessment to rehabilitation (Cook 2008; Blanchet-Cohen & Cook 2012; Hart 2008; Rizzini et al. 2013). We will share some current conceptualisations of, and approaches to monitoring child participation in international child protection. We will also identify strengths, weaknesses and gaps to support innovations in research, policy, and practice. This presentation will conclude with the identification of some implications for monitoring and child indicators.

How can we monitor children's participation in contexts of child protection? Part II

Philip Cook[1], Tara Collins[2], Lucy Jamieson[3], Laura Wright[4]
[1]International Institute for Child Rights and Development (IICRD), affiliated with Royal Roads University; [2]Ryerson University; [3]Children's Institute, University of Cape Town; [4]Right To Play International & Royal Roads University

In accordance with the conference theme, this panel presentation will present innovative findings in research, policy and practice from the International and Canadian Child Rights Partnership (ICCRP) on how to monitor children's participation within the context of child protection. Child welfare and protection is an essential priority for policy and programming and the United Nations Convention on the Rights of the Child affirms that children must participate in shaping decisions that affect them. However, the vast majority of child protection services in the world embrace a 'top down' approach to defining and codifying policies and practices governing children's rights. However, if children contribute to understandings of their situations through participation, the process and results will benefit the child protection activities specifically and children's rights more generally. The ICCRP involves 7 academic institutions, 10 international and national non-government organizations (NGOs), independent provincial human rights institutions, and research institutes in four countries. This two-part panel will discuss the implications of the Partnership's latest findings about monitoring and indicators. In part II, the contributing authors will identify and discuss: the findings from the key informant interviews; and insights to date about South Africa and China.

Strengthening accountability to children's right to protection and well-being – An international child protection and participation research partnership

Philip Cook and Tara Collins

Child welfare and protection is an essential priority for policy and programming in Canada and beyond. The United Nations Convention on the Rights of the Child (CRC) affirms that children must have a voice in shaping national and regional laws, policies, and programs governing their welfare. However, the vast majority of child protection services in the world – including in Canada – embrace a "top down" approach to defining and codifying policies and practices governing child rights that excludes children's meaningful participation in protection policy and program development and ongoing monitoring of accountability. Ryerson University along with academic partners in Canada, South Africa, Brazil and Scotland is undertaking a 3 year research initiative to strengthen accountability to child participation in protection services. The partnership's three research objectives are: (1) To identify current conceptualizations of monitoring child participation in international child protection via document analysis and key informant interviews; (2) To clarify context-specific realities, challenges, and successes of monitoring participation in child protection and develop recommendations for effective measurement from case study research via fieldwork in Canada, Brazil, China, and South Africa; (3) To analyze the connections between children's participation and child protection outcomes. A literature review of

academic and "grey" literature was conducted, and key informant interviews were carried out with 10 leading child rights as the first phase of the research. Specific analysis focused on a global, regional and national scan of child protection policy and program gaps and good practices, with an emphasis on children's meaningful engagement in protection services from prevention, to early intervention, crisis management, rehabilitation and ongoing monitoring and evaluation. Emergent themes were also analysed in relation to child rights international norms and standards, including indicators used in CRC General Comment 13 (child protection from violence) and General Comment 12 (children's meaningful participation), as well as global indicators of child well being. The results of this research will be presented and discussed and next stages of the research will be shared.

Measuring participation in South Africa

Lucy Jamieson

South Africa has made strong commitments to realise children and young people's right to participate by ratifying the United Nations Convention on the Rights of the Child (CRC),[i] and the African Charter on the Rights and Welfare of the Child (African Charter).[ii] These commitments are also enshrined in domestic law, for example, the Children's Act and its accompanying regulations and norms and standards integrate participation into every aspect of decision-making concerning children and young people's daily care and in governance processes in the child protection system. Additionally, the National Plan of Action for children seeks to promote participation in multiple settings.[iii] Despite calls for the government to ensure that children meaningfully participate in public decision-making at all levels and in the monitoring and implementation of key laws and policies[iv] national monitoring frameworks do not include participation indicators.

Collins argues that 'the quality of the qualitative information would improve if monitored individuals – the subjects of the rights under investigation – could contribute to the monitoring process.'[v] Involving children in monitoring would have the double benefit of giving effect to children and young people's right to participate whilst assessing if participation is happening on a daily basis. Opportunities exist for this kind of monitoring but have not yet been explored in South Africa.

The International and Canadian Child Protection Partnership brings together academics and practitioners in the Global North and the Global South to better understand the conceptual underpinnings of children and young people's participation, in order to develop comparative indicators to monitor children's participation in different contexts. This paper will present some of the preliminary findings from the partnership's baseline research in South Africa. The paper will present the analysis of the review of administrative data and interviews with key stakeholders in South Africa. It will shed light on some of the practical challenges to monitoring participation in key decisions that affect children and critically assess if it would be possible to apply tools developed in the Global North for example the Child Participation Assessment Tool,[vi] issued by the Council of Europefor states to self-assess and monitor.

[i] Office of the High Commissioner of Human Rights (1989) *Convention on the Rights of the Child. UN General Assembly Resolution* 44/25. Geneva: United Nations. [Hereafter CRC]
[ii] Secretary General of the Organisation of the African Union (1990) *African Charter on the Rights and Welfare of the Child, OAU Doc.* CAB/LEG/24.9/49. Addis Ababa: OAU. [Hereafter African Charter]
[iii] National Plan of Action for Children *in South Africa* (Pretoria: Department of Women, Children and People with Disabilities 2012).
[iv] Committee on the Rights of the Child (2016). *Concluding observations on the second periodic report of South Africa. CRC/C/ZAF/CO/2.* 30 September 2016. (paras 28, 32, 38, 42, 54, 58 and 64).
[v] T. M. Collins 'The Significance of Different Approaches to Monitoring: A Case Study of Child Rights' *The International Journal of Human Rights* 12, no.2: 168.
[vi] Council of Europe (2016) Child Participation Assessment Tool https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016806482d9

Measuring children's participation in protection through play: China case study

Laura Wright and Philip Cook

Globally, never before has there been such formal support of children and young people's meaningful participation, nor have there been so many attempts to make it a reality (Butler & Teamey, 2014). Despite this support, institutional structures and adult decision makers have not been able to engage in a paradigm shift in order to involve children meaningfully, effectively and sustainably (White & Choudhury, 2007, Tisdall, 2014). Children's participation in their own protection can improve these protection efforts through clarifying children's specific needs and collaboratively finding solution (Sinclair, 2004). This presentation will build off the findings of the Social Sciences in Humanities Research (SSHCR) funded 2015 *Facilitating International Child Participation in Child Protection Conference*, which highlighted current ethical, legal, political and practical tensions and priorities affecting the field, as well as the newly launched International and Canadian Child Rights Partnership (ICCRP) that delves into how to monitor children's participation within the context of child protection, 74.8% of children (under 16 years) in China suffer from violence, and the migration of population increases the risk of children and weakens the protection function of family and community (Jingqi, 2015). The oral participatory presentation will operate from a sociology of childhood, social ecological, and child rights framework and focus on the intrinsic and instrumental value of play for children's meaningful participation in child protection in a Right To Play Child Protection Systems Strengthening research and practice program in China (Burghardt, 2005). The presentation will include preliminary results of action research conducted in collaboration with children and youth on protection issues they experience in their schools and community in Luo Ning County and Zhang Jiagang City. The presentation will conclude with an introduction to a comprehensive case study on measuring children's participation in child protection taking place in 2017 as part of the International and Canadian Child Rights Partnership (ICCRP) 3 year research project.

Bios

Kay Tisdall is Professor of Childhood Policy and Co-Director of the Centre for Research on Families and Relationships (http://www.crfr.ac.uk/), at the University of Edinburgh. She is Programme Director of the MSc in Childhood Studies (http://www.sps.ed.ac.uk/pgtcs). She has longstanding policy and research interests on children and young people's involvement in decision-making. She has recent articles on such topics within Children's Geographies, Global Childhoods, International Journal of Children's Rights, and International Journal on Human Rights.

Thaila-Paige Dixon Eeet is a student at York University currently working towards her degree in sociology. She has been a youth advocate within the child welfare system of Ontario, Canada for many years, providing a perspective that stems from her own experience as a youth who was raised within the child welfare system. Most of the work she does involves youth in care as well as youth justice. She was invited to the youth preparatory meeting and as a presenter and participant at the "Facilitating Child Participation in International Child Protection" conference held in October 2015 in Toronto, Canada. Afterwards, she contributed to the development of the funding proposal and since then, has continued to be heavily involved in the process. Being a part of International and Canadian Child Rights Partnership is important to her as she believes it is crucial for youth to be included if we hope to one day create adequate fundamental change within child welfare.

Tara M. Collins is Associate Professor in the School of Child & Youth Care at Ryerson University in Toronto, Canada. She has a Ph.D. from the University of London and has worked on international human rights since 1996. Her professional experience includes work for: universities in Canada and Ireland; Canadian federal government and Parliament; and a national non-governmental organization. Research interests include child and youth participation, child protection, monitoring, and rights-based approaches.

Mandi Mayhew is a graduate student in the Child and Youth Care program at Ryerson University in Toronto, Canada. She obtained a Bachelor of Arts degree in Child and Youth Care at Ryerson University as a part-time student while working full-time in residential care. She graduated from George Brown College Child and Youth Worker program in 2008 also in Toronto, Canada. She has hands on experience volunteering in Beijing, China working with street youth. She is very passionate about youth engagement and children's rights, especially looking at how we can transform our current systems to value youth participation so to provide them with authentic ways of contributing to the design and structure of services, policies, and programs.

Irene Rizzini, PhD is Professor and researcher at the Pontifical Catholic University of Rio de Janeiro (PUC, Department of Social Work) and Founding Director (1984) of the International Center for Research and Policy on Childhood (CESPI). She is the President of Childwatch International Research Network and serves as member of the editorial board of several journals, including Childhood: a Global Journal of Child Research and the International Journal of Social Welfare.

Dr. Philip Cook is the founder and present Executive Director of the International Institute for Child Rights and Development (IICRD), affiliated with Royal Roads University. He has taught, conducted research and developed numerous program and policy design on child rights and child protection in diverse global, regional and national contexts for 25 years.

Dr. Tara M. Collins is Assistant Professor in the School of Child & Youth Care at Ryerson University in Toronto, Canada. She has a Ph.D. from the University of London and has worked on international human rights since 1996. Her professional experience includes work for: universities in Canada and Ireland; Canadian federal government and Parliament; and a national non-governmental organization. Research interests include child and youth participation, child protection, monitoring, and rights-based approaches.

Lucy Jamieson is a senior researcher at the Children's Institute, (http://www.ci.org.za/), at the University of Cape Town. She is co-covenor of the Child Rights and Child Law course (http://www.ci.org.za/child-rights-education). She has longstanding policy and research interests on children and young people's participation and child protection systems. Laura Wright is the Global Child Protection Specialist for Right To Play International. She holds a MEd in Sociology and Equity Studies in Education, from the Ontario Institute School of Education and is a MA Global Leadership candidate, Royal Roads University. Her research interests include: children and youth`s meaningful participation, leadership, non-formal education, and child protection. She is an active member of the International Child Protection Network of Canada, International Child Safeguarding in Sport Founders Group, and the International and Canadian Child Rights Partnership (ICCRP).

7.2: Children´s concepts of well-being around the world – Comparative perspectives

Children's concepts of well-being around the world – Comparative perspectives (III.)

Tobia Fattore[1], Susann Fegter[2], Christine Hunner-Kreisel[3], Stella März[3], Doris Bühler-Niederberger[4], Patricia Easton Hevia[5], Jaime Alfaro Insunza[6], Lorena Ramírez Casas del Valle[7], Gabriel Urzúa Vera[7], Verónica Monreal Álvarez[8], Francisca Valdebenito Acosta[9]

[1]*Macquarie University, Australia;* [2]*Technische Universität Berlin, Germany;* [3]*University of Vechta, Germany;* [4]*Bergische Universität Wuppertal, Germany;* [5]*Latin American Organization of Intermediate Goverments, Chile;* [6]*School of Psychology, Universidad del Desarrollo, Santiago, Chile;* [7]*School of Psychology, Universidad Central, Santiago, Chile;* [8]*School of Psychology, Universidad Catolica, Santiago, Chile;* [9]*School of Medicine, Universidad de Chile, Chile*

Panel organizers: Tobia Fattore, Susann Fegter, and Christine-Hunner-Kreisel

The following is an abstract for a conference panel - three of four (III.) – of "Children's concepts of well-being around the world –Comparative perspectives". This proposed panel will provide a platform for presentations for several research partners involved in the ISCI endorsed study "Children's Understandings of Well-Being – Global and Local Contexts."

This research project involves a qualitative investigation into how children conceptualize and experience well-being from a comparative and global perspective. A network of researchers from 22 countries across the globe act as hubs who undertake qualitative fieldwork within their country within the studies' theoretical and methodological framework (see also Fattore, Fegter and Hunner-Kreisel 2015).

The study interrogates from children's perspectives the meanings of well-being and examines how children experience dimensions of well-being. In so doing the importance of local, regional and national social, political and cultural contexts on these meanings and experiences are explored, via a comparative analysis. Questions underlying and guiding our common research are:

- How do children define and experience well-being? What dimensions of well-being are significant to children?
- How do these meanings and experiences relate to national, local, and cultural contexts?
- What key concepts are most important for children (including identifying new domains)?

The innovative potential of the study is that it attempts to provide insights as to whether different dimensions of well-being are identified by children from different national contexts, and if so whether such dimensions are experienced in a similar or different way and what influence local, regional and/or national contexts play in these experiences. The proposed panel will focus on exploring these comparative dimensions including:

- What are the shared and different topics common across the national groups?
- In which ways are the meanings/concepts that underlie these topics different or shared across national contexts, according to national, local, cultural and group connected contexts?

Related to this study and the thematic frame of the 6th ISCI conference "Innovations in research" we will present results from our study, highlighting the common empirical and analytical work that focuses on the complex nature of comparative qualitative analysis in this field.

Qualities of childhoods and qualities of social contexts – Towards a heuristic scheme

Doris Bühler-Niederberger

Childhood studies due to their actor oriented theoretical approach and their child friendly research methods provide rich and valuable insights into qualities of childhoods as children themselves perceive them and into the ways children react to and cope with what they take to be more or less favorable aspects of their childhoods. In doing this, childhood studies focus qualities of childhoods which concern children's well-being and not only their well-becoming. The results of such studies reveal a wide variety of childhoods with specific qualities. However, up to now there are few systematic attempts to interconnect such variations with contextual variables. Quite at the opposite educational sociology provides a lot of insights into the relevance of structural context variables for childhood qualities, however focusing on well-becoming only and remaining oblivious about children's perspective. This paper is an attempt to combine an actor oriented and a structural approach and to search systematically for the interconnection between context variables on the one hand and qualities of childhoods as perceived by the children themselves on the other.

This attempt is based on (1) data from the qualitative study CUWB (Children's Understanding of Well-Being) and therefore profited from research instruments as Tobia Fattore developed them. It includes several other data sources as well: (2) short essays of university students in four countries looking back onto their childhood and assessing their respective qualities among other by comparing their own childhood with the childhoods as their parents told to have lived them (sample sizes between 50 to 100 students per country); (3) a qualitative and quantitative longitudinal study of school children in Germany. In this way, multiple comparisons can be made: in the intergenerational dimension and by comparison between countries and between different groups in the respective countries (according to social class, migration background, gender, religion, etc.).

While the heterogeneity of the data sources obliges to the uttermost caution in drawing conclusions, it proves as well to be a chance and gives insight into the multitude of perspectives towards childhood as a part of the own Bios and hence as constituting one's self. A broad range of childhood qualities and of qualities of their contexts comes to the fore. As to the qualities of childhoods there are strong variations concerning the asymmetry of gender and generation and according to the amount of family obligations the children are expected to fulfill. Childhoods may e.g. be categorized rather as "projects of self-realization" or rather as "projects of adopting strongly predefined obligations." In both cases the overall quality may be judged to be positive or rather mixed, although central institutions of childhood like parenthood, family life, school – while being in both cases important – have an entirely different meaning. As to the contextual variables the possibilities and paths of upwards mobility as they are given for a certain group in certain historical phases are crucial. A heuristical scheme of context and childhood variables will be presented.

Meanings of well-being of Chilean children from different social contexts: A comparative analysis

Jaime Alfaro Insunza, Lorena Ramírez Casas del Valle, Gabriel Urzúa Vera, Verónica Monreal Álvarez, Patricia Easton Hevia, and Francisca Valdebenito Acosta

Our main issue is to contribute to the children's subjective well-being research field, analysing principal meanings of well-being in children related to their satisfaction with their lives in different contexts such as family, school, friends, neighbourhood, and themselves.

Well-being, as subjective production, can be understood as a social construction, culturally settled which develops and transforms dynamically at social-cultural context.

We define cultural meanings as analysis units integrated in opinions, evaluations, valuations, and perceptions associated to daily experiences which mediate the relationship with cognitive process associated to the well-being experience, the satisfaction or dissatisfaction, as well these meanings are legitimate and accepted part of the social-cultural context of the children.

In this qualitative research, 77 children aged 10 to 14 years old (41 girls and 36 boys) participated from different cities and of different social-cultural level in Chile.

As principal results, we can appreciate that the meanings of well-being are associated to the relationship with the others and to their affective support, so that children can generate actions lead to their autonomy. On the other hand, the cultural meanings that organize satisfaction or dissatisfaction are related to feel safe, have contact with nature having daily spaces with individual liberty, and finally, children satisfaction is related with the expectation of personal achievements according to social and family standards. A comparative analysis is relevant because most of these meanings will change between different social-cultural contexts studied in Chile.

Children's understanding of well-being: Making inequality visible

Christine Hunner-Kreisel and Stella März

The central goal of the project is to examine children's concepts of well-being in different national and local contexts, and to analyze and compare them within a transnational framework. The project seeks to widen existing — primarily quantitative — research on children's well-being through a qualitative approach that focuses squarely on children's own perspectives on well-being. Within a participatory research framework this approach examines how children conceive well-being within the local contexts in which they live.

So far we have asked 18 children in different local settings (foster home, girls' group/youth center, school/day care, and Arabic Class/mosque). With the exception of the mosque, these were individual conversations. To analyze the data, we followed Grounded Theory Methodology (Strauss & Corbin 1990) and at the same time we used the procedure suggested by Winker and Degele (2009) in their book Intersektionalität – Zur Analyse sozialer Ungleichheit [Intersectionality: On the analysis of social inequality]. In terms of methodology and social theory we are interested in the question how relations of inequality mutually constitute each other. With regard to our project this means whether and how experiences of inequality are reflected in reconstructions of notions of well-being. In the first step, we reconstructed such notions from the interviews. Then we looked how different categories are interrelated and how such interrelations may be related to local contexts. The structural category of generation appears in all interviews (girls' group, home, school, mosque), suggesting that being a child means occupying a subordinate position that justifies inequality in terms of social participation and ability to act (see Alanen 2009; Qvortrup 2012). We found that generation constituted structural relations of power and domination in particular ways.

At the conference, we want to present our first empirical results of our research and illustrate our analysis of the data with a main focus on the question of how to make inequality visible. With respect to our analysis and its results we can say, that to some extent the interviews with the 18 children allow the reconstruction of shared, central concepts of well-being. However, the concepts also show context-specific emphases and differences. These differences emerge from the data in symbolic representations of inequality relations and their connections with different structural categories. This becomes particularly clear in an intersectional analysis of the data on concepts of well-being in the foster home and in the mosque. While in the context of mosque, recognition as one central concept of well-being is closely related to family and achievements. In the foster home, too, recognition plays an important role, but here is particularly associated with older children (boys) and recognition as being "already big". In the foster home the interview data show an absence of anything like a person's guaranteed status. Instead, the interviewees need to exert extra effort to produce their status as a socially valued person. Recognition at symbolic levels is entwined with the need to refute stereotypical attributions to children who grow up in a home.

Bios

Tobia Fattore is a senior lecturer in the Department of Sociology at Macquarie University, Sydney, Australia. His research focuses on understanding how our everyday experiences are oriented by and orient, social institutions, with research interests in the broad areas of the sociology of childhood, sociology of work and political sociology. He is also one of the coordinating researchers of the multinational qualitative study on "children's understandings of well-being – global and local contexts" (CUWB) with a partial study located in Sydney.

Susann Fegter is a Professor for Historical and General Educational Sciences at the Technische Universität Berlin, Germany, Faculty of Humanities. Her current empirical research is in the broad area of the social contexts and processes of growing up of children and youth, with a specific focus on gender, technology and work. She is currently undertaking a qualitative study on gendered professions with a discourse analysis approach. She is also one of the coordinating researcher of the multinational qualitative study on "children's understandings of well-being – global and local contexts" (CUWB) with a partial study located in Berlin on children´s understandings of urban well-being.

Christine Hunner-Kreisel is a Professor in the field of transculturality and gender at the University of Vechta. Her current research is on childhood and youth, on growing up in migration contexts, both in intersectional perspective and with a focus on family and institutional processes in upbringing and education. Gender relations but with an intersectional perspective in the context of upbringing and education is a further research focus. She is also one of the coordinating researcher of the multinational qualitative study on "children's understandings of well-being – global and local contexts" (CUWB) with a partial study located in Vechta.

Doris Bühler-Niederberger is Professor of Sociology at Wuppertal University, Germany. Her research interests include growing up in twentieth- and twenty-first-century in different countries. In her research, she studies the variety of childhoods and their public and private conditions: national and international political processes on the one side and families' attempts to realize their ambitions and strategies on the other side. She has been a board member and president of ISA RC 53 'Sociology of Childhood'.

Jaime Alfaro Insunza, School of Psychology Universidad del Desarrollo, Santiago, Chile.

Lorena Ramírez Casas del Valle, School of Psychology Universidad Central, Santiago, Chile.

Gabriel Urzúa Vera, School of Psychology Universidad Central, Santiago, Chile.

Verónica Monreal Álvarez, School of Psychology Universidad Catolica, Santiago, Chile

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Francisca Valdebenito Acosta, School of Medicine Universidad de Chile.

Stella März is research assistant and doctoral student at the institute of Social Work, Education and Sports Sciences of the University of Vechta in the field of transculturality and gender. Her main research interests are children's well-being, especially from a poststructuralist perspective, childhood and intersectionality, as well as childhood and social inequality.

7.3: Child welfare data initiatives across Canada

Child welfare data initiatives across Canada 1

Tonino Esposito[2], Nico Trocmé[1], Catherine Roy[1], Barbara Fallon[3], Tara Black[3], Bryn King[3], Vandna Sinha[1], Mireille De la Sablonniere Griffin[1], Marni Brownell[4], Bruce MacLaurin[5], Diane Thompson[6], Wright Martin[7]

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Child welfare services is one of the fastest growing social service delivery sectors in Canada, yet we know very little about the children and families involved in them. We know even less about the long-term outcomes of these services. Readily available child welfare data have not been used to generate the longitudinal information required to understand the dynamics and outcomes of child welfare services. Most provinces, for example, do not track high-school graduation rates for youth who grow up in foster care. Few child protection jurisdictions in Canada are capable of estimating what proportion of investigated children are placed over time, let alone whether these children are making developmental progress. Currently, there are no longitudinal Canada-wide statistics on children and youth served by child welfare for reasons of maltreatment. This means that many questions regarding a population living in circumstances of extreme vulnerability remain unanswered. Understanding how to better inform effective prevention and intervention efforts for abused and neglected children and their families requires comprehensive longitudinal data on this social problem. In recent years, provincial and territorial child welfare data initiatives have been ongoing, providing insights into some of the gaps identified previously and allowing a better understanding of trends over time and across child welfare jurisdictions. However, competing priorities, limited resources, and provincial and territorial reforms continue to complicate our ability to provide a longitudinal Canada-wide perspective on the child welfare needs for abused and neglected children and their families. The purpose of this panel is to advance our understanding of child welfare service trajectories across Canada and discuss common interest in expanding current data initiatives for tracking outcomes for children and families receiving child welfare services at the national level. Longitudinal child welfare service statistics for the provinces of Quebec, Ontario, Manitoba, and Alberta will be presented along with the results of two secondary data initiatives examining the overrepresentation of First Nations children in child welfare and the influence of socioeconomic disparities on regional variations in out-of-home placement in Quebec. Strategies towards increased collaboration and research alliances across provincial and territorial jurisdictions will also be discussed.

Panel – Part 1: Child welfare information systems in four Canadian provinces

Part 1 of this panel is dedicated to the presentation of child welfare data initiatives in four provinces namely Ontario, Manitoba, Alberta and British Columbia. The purpose of this panel is to advance our understanding of child welfare service trajectories across Canada and discuss common interest in expanding data initiatives for tracking outcomes for children and families receiving child welfare services at the national level. Teams of researchers and provincial/territorial analysts will present examples of the work they have been doing in their jurisdictions to better understand the needs, services and outcomes for children, youth, and families involved with child welfare.

Ontario Child Abuse and Neglect Data system

Barbara Fallon, Tara Black, and Bryn King

The Ontario Child Abuse and Neglect Data System (OCANDS) is the first data system in Ontario to longitudinally track children and their families involved with the child welfare system. OCANDS extracts administrative data from participating child welfare agencies and standardizes these data to better understand the trajectories of children and their families across their involvement with the system. The primary purpose of OCANDS has been to calculate "Service Performance Indicators" (SPIs) for participating child welfare agencies, which are informed by the National Outcomes Matrix (NOM). We have partnered with a selected group of agencies to utilize their OCANDS data to better assess the longitudinal experiences of children, adolescents, and families who are served by child welfare agencies in Ontario and to document differences across ethno-racial category, age, maltreatment type, and level of risk. We will describe the process of developing and disseminating these data and present selected results of these analyses.

Administrative data from Manitoba

Marni Brownell

Data sources linked include health (hospital, physician visit, pharmacare), child welfare information (age of entry into care, time in care, legal status), education (enrolment and assessments), and socioeconomic information (receipt of income assistance, and area-level census information). Using population level data for educational outcomes (e.g., Grade 7 math assessments for almost 60,000 children were examined between school years 2007/08 through 2011/12), comparisons in performance were made between children in care, children receiving protection services

within their homes, and children from the general population not involved in children welfare services, while adjusting for factors such as SES, developmental disabilities and mental disorders.

The use of administrative data in Alberta: A varied approach

Diane Thompson and Bruce MacLaurin

Using the NOM as the basis to analyze administrative data on the experience of children in the child intervention system over time. This approach uses the data retrospectively to look at the impact of legislative, policy and practice shifts on the experiences of children. The use of real time administrative data use, how a change in legislation lead to the use of administrative data as a management accountability tool to influence caseworker practice in child intervention. The influence of the Canadian and Alberta Incidence Studies on practice in Alberta-what the administrative system doesn't tell us.

Child welfare information systems and performance management in British Columbia

Martin Wright

How performance management in BC looks at the whole Child Welfare System, but enables regions to focus on their specific challenges. Examples will be drawn from how BC measures the performance of the overall Child Welfare system and then drills-down into more detail to identify specific challenges. How this past performance, in the context of determining factors, impacts regional target setting to achieve a provincial target will be discussed using the example of permanency.

Child welfare data initiatives across Canada 2

Tonino Esposito[2], Nico Trocmé[1], Catherine Roy[1], Barbara Fallon[3], Tara Black[3], Bryn King[3], Vandna Sinha[1], Mireille De la Sablonniere Griffin[1], Marni Brownell[4], Bruce MacLaurin[5], Diane Thompson[6], Martin Wright[7]

[1]School of social work, McGill University, Canada; [2]Ecole de service social, Université de Montréal, Canada; [3]School of social work, University of Toronto; [4]Department of Community Health Sciences, University of Manitoba; [5]University of Calgary; [6]Office of the Statutory Director Human Services Government of Alberta; [7]Ministry of Children and Family Development, British Columbia

Child welfare services is one of the fastest growing social service delivery sectors in Canada, yet we know very little about the children and families involved in them, and even less about the long-term outcomes of these services. Readily available child welfare data have not been used to generate the longitudinal information required to understand the dynamics and outcomes of child welfare services. Most provinces, for example, do not track high-school graduation rates for youth who grow up in foster care. Few child protection jurisdictions in Canada are capable of estimating what proportion of investigated children are placed over time, let alone whether these children are making developmental progress. Currently, there are no longitudinal Canada-wide statistics on children and youth served by child welfare for reasons

of maltreatment. This means that many questions regarding a population living in circumstances of extreme vulnerability remain unanswered. Understanding how to better inform effective prevention and intervention efforts for abused and neglected children and their families requires comprehensive longitudinal data on this social problem. In recent years, provincial and territorial child welfare data initiatives have been ongoing, providing insights into some of the gaps identified previously and allowing a better understanding of trends over time and across child welfare jurisdictions. However competing priorities, limited resources, and provincial and territorial reforms continue to complicate our ability to provide a longitudinal Canada-wide perspective on the child welfare needs for abused and neglected children and their families. The purpose of this panel is to advance our understanding of child welfare service trajectories across Canada and discuss common interest in expanding current data initiatives for tracking outcomes for children and families receiving child welfare services at the national level. Longitudinal child welfare service statistics for the provinces of Quebec, Ontario, Manitoba and Alberta will be presented along with the results of two secondary data initiatives examining the overrepresentation of First Nations children in child welfare and the influence of socioeconomic disparities on regional variations in out-of-home placement in Quebec. Strategies towards increased collaboration and research alliances across provincial and territorial jurisdictions will also be discussed.

Panel - Part 2: The use of clinical-administrative child welfare data in partnership research with service agencies

This panel will present the results of two Quebec province-wide data initiatives and discuss how clinical-administrative child welfare data has been used in partnership research with service agencies. The panel will build on these, as well as on the morning presentations to make a comparative synthesis of child information systems, analytic infrastructure and engagement structure, currently in place in Canada.

Collaborating to analyze Child Welfare Indicators for First Nations children in Quebec

Vandna Sinha and Mireille de la Sablonnière-Griffin

Background and Purpose

This presentation is based on an intersectoral collaboration between the First Nations of Quebec and Labrador Health and Social Services Commission, the Quebec Ministry of Health and Social Services, the Institut national d'excellence en santé et en services sociaux, and university researchers. The collaboration has focused on documenting the child welfare trajectories of First Nations children living in Quebec. The project addresses a clear gap in existing knowledge – extending far beyond the front-end indicators and point in time counts of children in care that have dominated discussion of the pronounced and persistent overrepresentation of First Nations children in child welfare systems in Canada.

Methods

Secondary clinical-administrative child protection data drawn from the "Gestion fondée sur les indicateurs de suivi clinique" project dataset, includes case level data from 16 mandated mainstream and data from 16 delegated First Nations agencies. This dataset, which includes 12 years of data, was used to document the service trajectories of children investigated by child protection. Children (n= 151,034) were tracked for 3 years following investigation and placement, and for 1 year following case closure. Examined indicators included: substantiation, ongoing services, court-ordered measures, youth criminal justice involvement, out-of-home care, entrustments, placement change, family reunification, time in care and recurrence of maltreatment.

Results

First Nations children in Quebec were overrepresented at the point of First contact with child welfare agencies. This overrepresentation was compounded with each examined indicator. Overall, the out of home care rate for First Nations children was 7.9 times greater than the rate for non-Aboriginal children and the rate of maltreatment recurrence was 9.4 times greater. The disparity in both out of home of home care and maltreatment recurrence rates grew over time; the growth in First Nations out of home care was driven by placements in non-accredited settings (e.g. kinship care).

Conclusions and Implications

The results of this study highlight the need for additional research on the post-investigation stage accumulation of overrepresentation for First Nations children and, for particular attention to patterns of family reunification, reunification breakdown and recurrence of maltreatment. The collaboration around this study provides a strong foundation for future research, and serves as a model that might be used to facilitate stakeholder examination of First Nations child welfare trajectories in other jurisdictions.

Out-of-home placement and socioeconomic and funding disparities: A multilevel analysis

Tonino Esposito

Background and Purpose

Although poverty and lack of social support are well established risk factors for child maltreatment far less is known about the extent to which the provision of social services or poverty reduction policies might mitigate this relationship. The province of Quebec has been one of the most socially progressive jurisdictions in North America, offering an array of poverty reduction and family support services, ranging from universal free health care, subsidized public child care, and a very progressive income tax redistribution system. Despite these policies, socioeconomic disadvantages continue to be important risk factors for child maltreatment and subsequent out-of-home placement within the province. Beyond the influence of neighborhood socioeconomic disadvantages already demonstrated in a previously published provincial longitudinal analysis, this study exams the extent to which regional disparities in neighborhood socioeconomic vulnerabilities and health and social service funding impact the risk of placement, after controlling for individual-level risk factors and regional latent differences in delivery of child protection services.

Method

This study uses a multilevel longitudinal research design that draws data from three sources: (1) longitudinal administrative data from Quebec's child protection agencies, (2) 2006 Canadian Census data and (3) intra-province health and social service spending data. The clinical population studied consists of all children (N = 127,181) investigated for maltreatment for the first time between April 1, 2002 and March 31, 2010, followed for a minimum of 18 months from their initial child maltreatment investigation. Out-of-home placement is the dependent variable in this study. Covariates examined at the first level include age at initial investigation, ethno-racial background, gender, reason for investigation, number of investigations, source of the referral and request for youth criminal justice services. Regional neighbourhood socioeconomic disadvantages and public funding for health and social services are examined at the second level.

Results

This study suggests that broader regional disparities in neighborhood socioeconomic vulnerabilities and a relative lack of funding for health and social services contribute to the increased risk of placement for younger children. Specifically, this study revealed that neighborhood socioeconomic disadvantages and funding for services account for close to fifty percent of the variation in regional placement rates for younger children investigated primarily because of neglect and parents' high-risk lifestyle. Whereas for older children investigated primarily for behavioural problems – neighborhood socioeconomic disadvantages and funding for services did not significantly explain variations in regional placement rates.

Conclusions and Implications

Although Quebec provides a range of preventative services to support vulnerable families, socioeconomic and funding factors continue to matter to the extent that they predict the removal and placement of young children in out-of-home care. In this context, this study suggests promising ways of ensuring that a supportive structure, integrating community partners and services needed to support child protection intervention, is in place in order to be proactive in addressing family difficulties.

Comparative synthesis of child information systems, analytic infrastructure and engagement structure, as well as with a broad discussion

Nico Trocmé

Using information provided by the presenters of panel 1, a comparative synthesis of child information systems, analytic infrastructure and engagement structure will be presented. The aim of this last presentation of the day is to create a forum for discussion between participants that hopefully will promote the establishment of new and improved strategies towards increased collaboration and research alliances across provincial and territorial jurisdictions will also be discussed.

Dr. Tonino Esposito is an Assistant Professor at University of Montreal and Adjunct Professor at McGill University, and holds a Tier II Canada Research Chair in social services for vulnerable children. His research focuses on the well-being of maltreated children in out-of-home care and ways of building participatory and applied community-based research in child welfare using clinical-administrative and population data in order to plan and evaluate programs and services.

Nico Trocmé is the Director of the School of Social Work and the Philip Fisher Chair in Social Work at McGill University. He is the principal investigator for the Canadian Incidence Study (CIS) of Reported Child Abuse and Neglect (1993, 1998, 2003 & 2008), the lead researcher for a Federal-Provincial-Territorial initiative to develop a common set of National Outcomes Measures in child welfare, directs the Canadian Child Welfare Research Portal, and is conducting a research capacity development and knowledge mobilization initiative involving child welfare and Aboriginal service provider agencies in Quebec.

Catherine Roy is an associate member of the McGill School of social work. She has gained valuable experience in program development, implementation and evaluation, working both in academic and governmental agency settings. Her work and interest center around vulnerable children and their families, more specifically on how to promote optimal child development and healthy family relationships, building on evidence-based practices and policies.

Vandna Sinha is an Assistant Professor in the School of Social Work at McGill University. Her research focuses on the impact of social policies on children's access to services, and on the abilities of marginalized families and communities to care for children.

Mireille De La Sablonnière-Griffin is a PhD candidate in the School of Social Work at McGill University and holds a Master of Social Work. She is a member of the Centre for Research on Children and Families since 2008, where she has acted as a research assistant and project coordinator. Her doctoral research focuses on recurrence of child protection involvement and maltreatment for Indigenous and non-Indigenous children in a northern, remote region of the province of Quebec.

Dr. Barbara Fallon is currently the Principal Investigator of the Ontario Incidence Study of Reported Child Abuse and Neglect (OIS) 2013. She was the Director of the Canadian Incidence Study of Reported Child Abuse and Neglect 2008 (CIS-2008) and managed two previous cycles of the study. She has also managed other national child welfare research projects.

Dr. Tara Black received her PhD and MSW at the University of Toronto, and Bachelor of Science degree from Queen's University. She has worked for over ten years in various capacities including positions at youth treatment centres, front-line child protection, and co-manager for the 2008 Canadian Incidence Study of Reported Child Abuse and Neglect (CIS-2008). Dr. Black is currently part of the OCANDS (Ontario Child Abuse and Neglect Data Systems) team at the University of Toronto.

Bryn King is an Assistant Professor at the Factor-Inwentash Faculty of Social Work, University of Toronto and an Affiliated Researcher at the Children's Data Network, University of Southern California. At the broadest level, Dr. King's research focuses on the well-being of older children and youth in the child welfare system. More specifically, she is interested in utilizing population-level linked administrative data to assess the likelihood, risk factors, and outcomes of adolescent parenting, delinquency and criminal justice involvement, and behavioral health challenges within this population.

Marni Brownell, PhD, is a Professor in the Department of Community Health Sciences, University of Manitoba and Senior Research Scientist at the Manitoba Centre for Health Policy. She will present key findings from a study using linked administrative datasets to examine educational outcomes for children in care in Manitoba.

Bruce MacLaurin is an Assistant Professor at the Faculty of social work at the University of Calgary. He is currently the primary investigator on "Service Outcomes for Children and Youth Referred to Out-Of-Home Care," a three-year study for the Alberta Centre for Child, Family and Community Research.

Diane Thompson is manager for practice measurement at the Office of the Statutory Director, Human Services, Government of Alberta.

Martin Wright is a M.Sc. in Economics from the University of Wales, Cardiff. He is Executive Director, Modelling, Analysis, and Information Management at the Ministry of Children and Family Development in British Columbia, Canada. He leads a team dedicated to using information and evidence to strengthen practice and policy and ultimately towards better outcomes for vulnerable children and youth. This includes performance management, research and evaluation, business intelligence and policy that improves access to information while protecting the privacy of clients.

7.4: Multidimensional poverty and the Sustainable Development Goals

Monitoring children's stake in the Sustainable Development agenda

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Background and Purpose

The definition and application of the 17 new SDG's opens the opportunity to identify specific child indicators for monitoring progress towards the SDGs. It invites the construction of new sets of indicators for low-, middle- and high- income countries and the design of instruments and methodologies to use innovations in child indicators to emphasise the importance of children in Sustainable Development. The set of goals comprising the 2015 Sustainable Development Goals (SDGs) aims at reducing or ending vulnerabilities and inequalities for all people. Children today are among the most vulnerable population subgroups in almost all societies, and yet will be the primary economic actors to carry out any sustainable development agenda in the long-term. This

supported by a wealth of existing literature on the multidimensionality of children's needs to optimise their developmental capacities and achieve sustainable livelihoods across societies.

Methods

Many of the 17 SDGs define their sub-targets in child-specific languages, while others implicitly refer to children as one of the main targeted groups in the population. This paper reviews all SDGs in this perspective; it discusses the child-specific targets in the SDGs as well as the implicit child related targets in the other SDG's as the basis for defining a methodology that would be able to cover most of the child-related targets in the SDG's.

Results

While covering all child aspects in the SDGs in one single framework is found to be too ambitious, a unifying framework to encompass most of them is developed alongside with guidelines for measuring the indicators in an internally and externally consistent way to allow for effective monitoring and tracking of progress towards achieving the SDGs with a child-focus. The achievement of the SDGs for children is inseparable from the achievement of the SDGs overall - the two are inextricably linked and hence monitoring positive progress in one invariably enhances the other.

Conclusions and Implications

The findings recommend that combined interactions between sector-specific goals or interventions are greater than the sum of separate interventions, and promote synergistic relationships between interagency collaborators, as well as an enhanced capacity of public actors for integration of child-specific social protection programmes. The paper concludes with the development of a research agenda aiming at making and keeping the children's stake in Sustainable Development well defined and traceable.

Bios

Former Chief of Social and Economic Policy research at the UNICEF Innocenti Research Centre, Dr. Chris de Neubourg is a social protection and policy expert who has held multiple professorships in the field of public policy, economics, and management at Tilburg University, Maastricht University, and Harvard University among others. Chris recently leads projects related to child-focused social protection, using Multiple Overlapping Deprivation Analysis, a methodology he developed at UNICEF, for measuring child poverty in numerous countries across the globe.

Julia Karpati is a specialist in social policy analysis with a concentration in child-sensitive social protection, whose research, academic and working experiences span several continents. A graduate from Maastricht University and PhD candidate at Tilburg University, her recent research as a fellow with EPRI and SPRI focuses on quantitative childhood and household poverty analyses using national datasets in partnership with UNICEF country offices in Botswana, Tajikistan, Lao PDR, State of Palestine, Mongolia, Cambodia and Republic of Kosovo.

Child poverty and child poverty measurement and monitoring in the context of SDGs 1.1 and 1.2

Julia Karpati[1,2], Chris de Neubourg[1,2]
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Background and Purpose

Operationalising SDGs 1.1 and 1.2 require explicitly for child poverty and deprivation indicators to be identified and used. This provides an opportunity to advance innovations in using child indicators, while taking into consideration the local context. The post-2015 development agenda as anchored by the SDGs broadly aims to eradicate poverty, reduce inequalities and extend the benefits of sustainable economic development to all, particularly the poorest and most vulnerable populations among which are children. Focusing on children's wellbeing in poverty research requires measuring children's monetary poverty (SDG 1.1) and children's multidimensional, non-monetary poverty (SDG 1.2). Achieving these SDG sub-targets therefore set development challenges in terms of designing the most suitable indicators for measuring both monetary and multidimensional poverty for children. The former has a long tradition measuring child poverty as the absolute number or the percentage of children living in households below a defined poverty line. Measuring multidimensional poverty (SDG 1.2) is less well developed especially when children are concerned.

Methods

This paper discusses the data- and indicator selection criteria needed to measure multidimensional poverty among children. In addition to assessing the suitability and standards such indicators must meet to match the needs of a baseline figure for SDG1 monitoring, this paper reviews the recent practices in this research area and provides empirical examples of several low and upper-middle income countries to propose how indicators measuring children's multidimensional poverty can be used to monitor SDG 1.1 and 1.2 for children.

Results

The study proposes two indicators that comprehensively measure respectively SDG1.1 – monetary child poverty headcount rate and SDG1.2 – multidimensional child poverty headcount rate. The former reveals the rate of children living in poor households in a population and therefore helps monitor progress towards achieving the first SDG. This measure is necessarily complemented by the multidimensional child poverty headcount rate (MCPR) given the wealth of poverty dynamics and inequalities that can be learned through the combined applications of both indicators rather than either one on its own using national datasets, to accurately and effectively target the reduction of poverty in all its forms. Both indicators can be complemented by derivative figures indicating the overall incidence and intensity of deprivation among children.

Conclusion and Implications

Eliminating either type of poverty alone risks omitting a group of children who are considered to be poor according to either of these definitions, and therefore exacerbating inequities. Cases of national studies where the rate of children's monetary poverty tends to fall far below the rate of multidimensional poverty best illustrate this. Both indicators are therefore important for targeting and monitoring progress for poverty eradication to meet needs essential to children's development, which is ultimately essential to the sustainable development of all nations. For children, achieving all 17 SDGs is inter-related. The representation of nearly all SDGs in both proposed SDG1.1 and SDG1.2 indicators, as far as the parameters and relevant datasets allow, therefore enhances the value of these indicators for baseline monitoring from now until 2030.

Bios

Former Chief of Social and Economic Policy research at the UNICEF Innocenti Research Centre, Dr. Chris de Neubourg is a social protection and policy expert who has held multiple professorships in the field of public policy, economics, and management at Tilburg University, Maastricht University, and Harvard University among others. Chris recently leads projects related to child-focused social protection, using Multiple Overlapping Deprivation Analysis, a methodology he developed at UNICEF, for measuring child poverty in numerous countries across the globe.

Julia Karpati is a specialist in social policy analysis with a concentration in child-sensitive social protection, whose research, academic and working experiences span several continents. A graduate from Maastricht University and PhD candidate at Tilburg University, her recent research as a fellow with EPRI and SPRI focuses on quantitative childhood and household poverty analyses using national datasets in partnership with UNICEF country offices in Botswana, Tajikistan, Lao PDR, State of Palestine, Mongolia, Cambodia and Republic of Kosovo.

Measuring children's deprivations in low-, middle- and high- income countries

Anaïs Dangeot[1,2], Nesha Ramful[1,2], Julia Karpati[1,2], Chris de Neubourg[1,2]

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[2]*Tilburg University – TIAS, Netherlands*

Background and Purpose

Research into child deprivations and child multidimensional poverty has become more important over the last decade. The initial innovations in Child Indicators and their application in countries across the globe, have now raised questions and suggest answers on how to make the next step in identifying and applying child indicators that are contextualised specifically for low-, middle- and high- income countries.

Methods

Ever since Alkire and Foster published their seminal work on multidimensional poverty followed by UNICEF launching the Multiple Overlapping Deprivation Analysis (MODA) as a unifying instrument for studying multidimensional poverty among children, many attempts have been made to measure child deprivations as the inputs for the MCPR (Multidimensional Child Poverty Rate) and MCPI (Multidimensional Child Poverty Index). This paper bypasses the discussion about the adequacy of MCPR/MCPI and focuses instead on the measurement of deprivations among children. The paper rests on the unavoidable tension between the universality of the rights of children, as expressed in the Convention on the Rights of the Child, and the context in which these rights are taking form at least when measuring levels of deprivations among children. In fact, what constitutes deprivation in Finland does not always correspond to the nationally accepted definitions of child deprivation in Thailand or Guinée, for example.

Results

Based on their empirical studies in 24 low- and middle- income countries and in the Member States of the European Union, the authors summarised the challenges in measuring child deprivation emphasising both the conceptual and measurement issues. It was found that the deprivation in each right of the child can be considered as a sum of different elements. For instance, when measuring the realisation of rights based on the provision of services, the supply of the latter, its take up by targeted populations and its quality are, ideally, all to be considered. In addition, the realisation of such rights does not imply the independent co-existence of each of these elements but rather an increasing relevance of each of them in time. Therefore, based on the previous example, once supply of essential services is secured, taken up by concerned individuals become necessary, followed by the need to ensure the quality of the provided services.

Conclusion and Implications

Undoubtedly, deprivations among children must be measured differently depending on the country of residence of the child. However, the challenge remains on defining that acceptable level of difference of contextuality to avoid the misreporting of deprivations arising from unsuitable indicators. There is also a pressing need for data sources that cater for shifts in elements to be focused on when defining deprivations specially in rapidly developing countries.

Bios

Anaïs Dangeot specialises in social protection as a graduate from University of Mauritius and a PhD candidate at Tilburg University. She is a fellow with EPRI and SPRI, carrying out quantitative studies on poverty and broader social policy. She has mainly been involved in studies on Ebola and children and making use of the Multiple Overlapping Deprivation Analysis (MODA) methodology applied to children and adults in various countries including Laos, Botswana, Democratic Republic of Congo, Bénin, Togo, amongst others.

Nesha Ramful is a social scientist specializing in quantitative and qualitative studies in the fields of child wellbeing, poverty analysis and social protection. She is a fellow with EPRI and SPRI. She has a MSc. from the University of Mauritius, where she also lectures, and is a PhD candidate at Tilburg University. She has been researching in West Africa with UNICEF on multidimensional child deprivation analyses and the impact of Ebola on children in Liberia, Sierra Leone and Guinea.

Julia Karpati is a specialist in social policy analysis with a concentration in child-sensitive social protection, whose research, academic and working experiences span several continents. A graduate from

Maastricht University and PhD candidate at Tilburg University, her recent research as a fellow with EPRI and SPRI focuses on quantitative childhood and household poverty analyses using national datasets in partnership with UNICEF country offices in Botswana, Tajikistan, Lao PDR, State of Palestine, Mongolia, Cambodia, and Republic of Kosovo.

Former Chief of Social and Economic Policy research at the UNICEF Innocenti Research Centre, Dr. Chris de Neubourg is a social protection and policy expert who has held multiple professorships in the field of public policy, economics, and management at Tilburg University, Maastricht University, and Harvard University among others. Chris recently leads projects related to child-focused social protection, using Multiple Overlapping Deprivation Analysis, a methodology he developed at UNICEF, for measuring child poverty in numerous countries across the globe.

Multidimensional child poverty in Europe

David Gordon[1], Roukaya Ibrahim[1], Hector Najera[1], Ann-Catherine Guio[2], Marco Pomati[3], Shailen Nandy[3]

[1]University of Bristol, United Kingdom; [2]Luxembourg Institute of Socio-Economic Research; [3]University of Cardiff, United Kingdom

On the 17th of June 2010, the European Union agreed to a poverty reduction target *"to lift at least 20 million people out of the risk of poverty and exclusion" by 2020, based upon a new multidimensional poverty measure; "defined as the number of persons who are at risk-of-poverty and exclusion according to three indicators (at-risk-of poverty; material deprivation; jobless household), leaving Member States free to set their national targets on the basis of the most appropriate indicators."*

Similarly, in September 2015 the governments of the world agreed to 17 Sustainable Development Goals (SDG) which are designed to guide global social policy in all countries (including the industrialised countries) over the next fifteen years. Goal 1.2 represents the first ever global agreement to reduce multidimensional child poverty i.e. *'by 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions."*

This paper will review the 'state-of-the-art' in multidimensional child poverty measurement and suggest an analytical framework and methodological protocol for ensuring robust, theory based and policy relevant measurement. This research has important implications for the selection of an optimum sub-set of potential indicators of child poverty and suggests ways in which multidimensional child poverty might be conceptualised and measured in a consistent and comparable manner in Low, Middle and High income countries. It will draw upon the experiences of the Poverty and Social Exclusion in the United Kingdom (PSE) project which was the largest project of its kind ever to take place in the UK (for details see http://www.poverty.ac.uk/) and recent work for Eurostat.

The paper will emphasise the importance of collecting data on the living conditions of children and the need to ensure that the realities of children's' lives are adequately captured by theoretical models of multidimensional poverty. It will also discuss methods for testing measurement equivalence when comparing multidimensional child poverty results in different countries i.e. how can you be sure that a child poverty indicator is measuring the same phenomena in two different countries?

Bios
Professor David Gordon is an ISCI Board Member and Director of the Townsend Centre for International Poverty Research at the University of Bristol, UK. He has written and edited over a hundred books, papers and reports on poverty, inequality and social exclusion, social justice and social policy.

Measurement and socio-demographic determinants of Child Multidimensional Poverty in Senegal

Bouba Housseini[1], Idrissa Ouili2

[1]OPHI, University of Oxford, United Kingdom; [2]High Institute for Population Sciences, University of Ouagadougou, Burkina Faso

Background and Purpose

The target 1.2 of the Sustainable Development Goals (SDGs) is to reduce at least by half the proportion of men, women and *children of all ages* living in *poverty in all its dimensions* according to national definitions (UN 2015). If poverty affects social groups differently, its most devastating effects are on children, to whom it poses a great threat by affecting their education, health, nutrition and security (UNICEF 2015). Understanding the components of child poverty and the factors that influence them is crucial and even necessary for achieving the goal of poverty eradication.

Methods

In light of these, the objectives of this paper are twofold. It aims i) to construct and analyze a Child-focused Multidimensional Poverty Index (C-MPI) for Senegal using the Alkire-Foster Methodology (Alkire and Foster 2011) and ii) to investigate and estimate the determinants of child multidimensional poverty with a focus on the role of the number of children (family size), and mother's characteristics (education and employment). To link the child poverty measure to family size and mother's characteristics, our empirical specification takes into account the endogeneity of the family size. We adopt an instrumental variable approach that uses the presence of twins as an instrument for family size. Our analysis uses a sample of 21,437 children aged 0 to 17 years from the Senegal's Demographic and Health Survey (DHS) 2014.

Results

Preliminary results show that 47% of children in Senegal are multidimensionally poor. These poor children are deprived on average in 45% of the weighted indicators of poverty analyzed. This leads to a C-MPI value of 0.22. We also observe a heterogeneous distribution of child multidimensional poverty for urban and rural areas and across the four geographical regions of the country. In terms of poverty composition, education is the dimension that contributes the most to the C-MPI. Findings of the second part of the paper suggest a positive causal impact of the number of children on child multidimensional poverty. Mother's characteristics are also strongly associated to child multidimensional poverty. Indeed, we find a negative relation between mother's education and child poverty; and, a positive relation between unskilled activities of mother and child poverty. Finally, we don't find evidence that parents take into account their children wellbeing in their fertility decision.

Conclusions and Implications

Our child poverty measurement results show the different facets of simultaneous deprivations the poor children face in Senegal. This comprehensive and detailed assessment of child poverty provides useful insights for public policies to fight child poverty, in particular for the targeting of the most disadvantaged and vulnerable children, and the monitoring and evaluation of child-oriented socioeconomic programmes. Results from the analysis of the determinants of child poverty do confirm (using a multidimensional poverty measure) the benefits to reinforce actions towards the demographic transition in Africa; more educated women with better participation in the labor market would mean low fertility, better investments on children and consequently low child multidimensional poverty and a better future for all.

Bios

Bouba Housseini is currently a Research Officer at the Oxford Poverty and Human Development Initiative (OPHI), University of Oxford. His research interests include welfare economics, demographic economics and applied econometrics. He holds a Ph.D. in Economics from Laval University in Canada and a M.Sc. in Statistics from Institut National de Statistique et d'Économie Appliquée (INSEA) in Morocco. He has also previously taught Development Economics in undergraduate and graduate programmes at Laval University.

Idrissa Ouili completed doctoral studies in Economics in University of Montreal (Canada) and is an Assistant Professor at the High Institute for Population Sciences from the University of Ouagadougou in Burkina Faso. His research interests include methods to assess the determinant and inequality of well-being and their effects on education, health and family planning in both developing and developed countries.

7.5: Reintegration of children into families

Reintegration of children into families: Developing research methodologies and M&E frameworks

Jini Roby[1], Spencer James[1], Katie Januario[2], Delia Pop[3], Lopa Bhattacharjee[4], Ann Kuligowska[4]

[1]*Brigham Young University, United States of America;* [2]*Catholic Relief Services, United States of America;* [3]*Hope and Homes, UK;* [4]*RISE Learning Network*

This panel will present the Learning Project on Monitoring and Evaluation of reintegration and present the Monitoring and Evaluation Toolkit being developed under the leadership of the RISE Learning Network with the engagement of 23 organizations across Latin America and Caribbean, sub-Saharan Africa and South and Central Asia. The toolkit addresses approaches, methods, tools, results, indicators and resources to provide suggestions of how organizations could collect M&E data with, from, and about the children and adolescents they work with.

The panel will also present two recently completed research studies on reintegration, and a review of the reintegration efforts in Rwanda. A study conducted by Catholic Relief Services in Zambia, will discuss findings and rare insights gleaned by both quantitative and qualitative methods with youth and caregivers in institutions, care leavers, families, and community leaders. The second study from Brigham Young University will highlight the comparative findings of children and youth who have been reintegrated vs. remaining in care institutions in Ghana, using standardized instruments as well as structured interviews with 359 youth and their caregivers. The Rwanda experience in deinstitutionalization and reintegration outcomes will also be shared along with lessons learned.

Implications of the M&E Toolkit and other standard measures in future reintegration research will be discussed.

Reunification of children from institutions to families: Findings from a mixed methods research project in Ghana

Spencer James and Jini Roby

Background and Purpose

Under Ghana's Care Reform Initiative, children in residential care facilities (RCFs) are to be reintegrated into family based care with their families of origin, with kin, or with other families. Recent government estimates suggest 90% of the children living in residential care facilities (RCF) in Ghana have at least one living parent (Frimpong-Manso, 2014). This paper will discuss the findings of a research project to learn about the process and comparative outcomes of the reintegrated children compared to their counterparts remaining in institutions.

Methods

Data comes from a sample of 359 children and youth (aged 8-19) currently living in and around the Greater Accra, Ashanti, and Brong-Ahafo regions of Ghana. In 2014-2015, data on approximately 200 children (institutionalized group=IG) were collected in 13 orphanages and these same orphanages were asked to identify children who had been recently reunited (reunified group=RG) with their family for a period between 6 and 12 months. In the reintegrated group, the sample size is 159 children and youth (with the possibility of increasing by 12 before the ISCI conference). The quantitative data were collected by administration of internationally validated and standardized instruments such as the Child Status Index (CSI), the Strengths and Difficulties Questionnaire (SDQ), and the Child Hope Scale. For the qualitative portion, care givers and reunified children were administered in-depth structured interviews, exploring the response of extended family, neighbors and other neighborhood children regarding reintegration; care at the institution; and the child's current needs. Other topics included: who initiated the reintegration, assessment and follow-up services.

Results

Quantitative findings, using a propensity scoring approach, statistically significant differences were found in the total SDQ score (IG=16.9, RG=21.7;p=.001); three items on the CSI: access to protection services (IG=3.52,RG=3.13;p=.01), school attendance (IG=3.23,RG=2.71;p=.001), and access to sufficient food (IG=3.81,RG=3.35;p=.001). They also showed higher levels of hope, approaching significance. Qualitative findings suggested

that there was not a master plan for reintegration at the national or district levels, there was not a set of criteria by which children are chosen for reintegration, and decisions and processes were left largely up to the RCF directors. Only a handful of families had been invited to discuss reunification plans ahead of receiving the children back, and even fewer had received any type of support services or follow-up visits or calls.

Conclusions and Implications

As a result, on many indicia of child well-being, reunified children are lagging behind on education and food sufficiency. However, they demonstrate a higher level of hope for the future. The reunification process clearly needs to be stepped up. Linking families to services and following up on reunified children are critical missing pieces.

Factors related to the placement into and reintegration of children from Catholic-affiliated residential care facilities in Zambia

Katie Januario

Background and Purpose

To support recent child care reform efforts in Zambia, Catholic Relief Services conducted formative research to better understand and document the factors related to children's placement in Catholic-affiliated residential care facilities (CARCF) in Zambia, as well as perceptions around reintegration and leaving care.

Methods

The study was designed to seek both quantitative and qualitative data at the individual, family, and community levels. Quantitative data collection obtained information about facilities; including their staffing, operating structures and the services they provided children in care, to learn more about their families, ages, reasons for placement, etc. A series of qualitative interviews was conducted among a range of individuals in ten communities. Quantitative and qualitative data were gathered from community leaders, facility directors, caregivers, parents, and youth which offered insight into CARCF in Zambia and surrounding communities.

Results

Top reasons for placing children in CARCF were: 1) poverty (primarily resulting in the inability to afford school fees and/or food insecurity); 2) death of a parent; 3) disability or chronic illness of the child in care; 4) abuse, maltreatment, or neglect; 5) disability or chronic illness of a household member; and 6) caregivers' inability to cope with rebellious behaviors displayed by children and youth.

From interviews with facility directors (n=15) and care leavers (n=40), data indicated that reintegration planning was not standard practice at residential care facilities. Reintegration or transition from care was described by care leavers as a process that was primarily instigated by aging out of the facility or by completing their education with little to no psychosocial support provided by the facility, government social welfare department or other community agencies. Community leaders (n=40) and caregivers who had placed a child into care (n=30) stated that employment and income were needed to support reintegration as well as assistance with school fees and supplies.

Conclusions and Implications

Notwithstanding the limitations, the study contributes to a small but growing literature on residential care facilities and the placement of children in to such facilities in Zambia. When asked what would be needed to reintegrate children with their families, the most common needs cited by caregivers with children in care and community leaders were economic and education support. Only a few caregivers stated that they had discussed reintegration plans with facility staff, and care leavers also did not appear to have formal reintegration preparation, with many stating that the decision to live on their own was agreed upon. CRS recommends working with facilities to better prepare young people for independent life as well as working with communities to help develop a social support structure that supports care leavers.

This research demonstrated that CARCF are not homogenous; the facilities have adopted a range of service delivery models, target different populations, and vary in size and scope. The planning process will take a comprehensive view of the inter-related effects of change, and help facilities anticipate unintended consequences, in recognition that maintaining their current status quo may not be possible in the context of changing national policies and guidelines. The findings from this study will be used to inform future programming by CRS and others, including the Government of Zambia, Catholic partners, and key stakeholders aimed at preventing placement of children into facilities, strengthening families, and reintegrating children back into family-based care.

RISE monitoring and evaluation Toolkit and the Learning Project on monitoring and evaluation of reintegration

Lopa Bhattacharjee and Anna Kuligowska

Background and Purpose

In 2015, Family for Every Child, Retrak and the International Centre: Researching Child Sexual Exploitation, Violence and Trafficking, University of Bedfordshire, came together to lead the implementation of the RISE Learning Network. The project promotes and facilitates learning on Recovery and Reintegration (R&R) approaches that improve outcomes for children and adolescents affected by sexual exploitation (CSE). The RISE Learning Network is built on three regional learning hubs in Latin America and the Caribbean, sub-Saharan Africa and South and Central Asia.

The RISE Learning Network facilitates three learning projects, one of which focuses on monitoring and evaluation (M&E) of reintegration. To compile available learning, including approaches, methods, tools, results, indicators and resources on M&E of reintegration, the RISE Monitoring and Evaluation of Reintegration Toolkit has been developed to provide suggestions of how organizations could collect M&E data with, from and about the children and adolescents they work with. The Toolkit helps to guide organizations in improving their work to assist and support children and young people in their reintegration back into families and communities. The toolkit remains a work in progress as new examples are added by practitioners for practitioners.

Method

From August 2016 the RISE Learning Network has been building and facilitating a community of learning (CoL) as part of its learning project on M&E, with the engagement of 23 organizations across the three regions of the project. The RISE Learning Network facilitates webinars, online trainings, peer mentoring support, the sharing of resources on the RISE Learning Network's website. It then updates the Toolkit, based on these new areas of learning. Organizations participating in the M&E learning project lead in identifying learning themes and training needs, and ways to strengthen the Toolkit.

Results, Conclusions, and Implications

- Although at a very early stage, the following can be already highlighted:
- The pragmatic nature of the Toolkit and CoL allows organizations to 'choose' a certain approach and / or method based on their work context, and the resources available to create the evidence base.
- The Toolkit is relevant for a variety of organizations, including those that are community-based and that may be new to M&E, as well as those that have M&E mechanisms in place but are looking for new effective methodologies to better capture evidence and learning.
- The CoL and the Toolkit is facilitating discussions to define what successful reintegration is in practice and effectively monitor it, to ensure children remain safe and protected in their families and communities. This is expected to further generate an understanding of successful reintegration, at the global and regional levels.
- The design of the CoL allows the Toolkit to be used as a capacity building tool for organizations to strengthen their existing M&E tools and also to develop an overall M&E framework to measure the outcomes in children's reintegration through their work.

Factors leading to the successful prevention of separation and the reintegration of children from institutions into family and community based care. A review of practice and outcomes in 4 countries in Eastern Europe and East Africa

Delia Pop

Background and Purpose

To support child care reform efforts in Bulgaria, Moldova, Rwanda and Uganda, Hope and Homes for Children conducted a series of evaluations to better understand and document the factors related to the successful reintegration of children from institutional care facilities into family and community based care. Family strengthening interventions aimed at preventing children's separation from their families were also evaluated to identify success factors.

Methods

The evaluations were designed to seek both quantitative and qualitative data at the individual, family, and community levels. Quantitative data collection obtained information about the circumstances of separation and/or placement in institutional care including recorded reasons for separation, age, development, as well as the type of placement recommended, the support provided to prepare the transition (children and families), the support provided post-placement and the length of time, etc. A series of interviews and focus groups were conducted with parents, carers, children, social workers and other care professionals in each country to identify attitudes and practices relevant to the transition of children from institutional care to family and community based care and the prevention of separation for children at risk.

Results

- The main risk factors that lead to child institutionalization are quite similar with those experienced by families at risk of separation, especially the material difficulties encountered by families, lack of a stable source of income, lack of appropriate living conditions, lack of a stable place to live in, families with only one parent, neglect of own children, incapacity to educate the children, children with disabilities and/or weak health conditions of parents.
- Support provided to children and families at risk of separation across 6 areas of the quality of life of these families: living conditions, family and social relationship, behaviour, health, education and household economic status, led to improvements across all targeted areas, status or even progress being maintained after the intervention concluded.
- Targeted support across the same 6 areas: living conditions, family and social relationships, health, education, and behaviour led to the successful transition of children from institutions into family and community based care.

Conclusions and Implications

Notwithstanding the limitations, the study contributes to a small but growing literature on the transition of children from institutional care to family and community based care and on the prevention of separation and family strengthening. A key finding is the substantial improvement in cognitive and social development of the children who were supported to leave the institutions. When asked which area of intervention provided most critical support, parents and carers at risk of separation, identified the importance of bespoke emergency support and the support offered to strengthen and/or rekindle family and social relationships.

This research demonstrates that whilst there are specific contextual factors leading to children being institutionalized, across all 4 countries, a number of risk factors are present across all socio-cultural and economic contexts. These factors – income insecurity, lack of or unsecure housing, single parent families, families with large numbers of children, families lacking external social supports, health issues experienced by parent and/or children and lack of basic services – are responded inadequately with institutional care which leads to further negative outcomes for children, whilst families are left behind without the support required.

Targeted support to addressing such factors, leads to children being prevented from separation and families becoming more resilient. In addition it is necessary to address cultural perceptions of parenting roles, which are a major factor contributing to the placement young children in institutional care in the case of maternal death.

Bios

Jini L. Roby (JD, MSW, MS) is a former child welfare worker and child rights attorney, serving since 1998 as professor of social work at Brigham Young University in the U.S. Her research includes care arrangements for children, including reintegration of children from care institutions. Jini has published and consulted widely on these and other child welfare and social work topics.

Spencer L. James, Ph.D., is assistant professor in the School of Family Life at Brigham Young University. He studies how family relationships shape child outcomes both internationally and domestically. He also studies contemporary trends in marriage and cohabitation, specifically on how people form, maintain, and dissolve long-term romantic relationships.

After serving a combined four years as a Jesuit Volunteer working with Native American children and as a Peace Corps Volunteer in Mozambique, Katie Januario, MSW, decided to change her career as a commercial designer for over 10 years and work towards improving the lives of children throughout the world. She currently works with Catholic Relief Services in Zambia as a research coordinator and program manager on orphans and vulnerable children interventions.

Over the last 18 years, Delia Pop, M.D., provided technical assistance to government agencies, NGOs and other professionals in Europe, Africa and Latin America to reform child protection systems. Delia is the co-chair of the Geneva Working Group on Children Without Parental Care and the President of the Executive Committee for Child Rights Connect. Delia is the co-author of a number of publications focused on deinstitutionalization of children's services, family strengthening and alternative family care. She is an experienced trainer and practitioner who worked with children and families.

7.6: Child health indicators and interventions

Examining childhood disability in developing economies and identify gaps to guide future research

Anne Nandawula[1], Peter Ekwiri[2]

[1]*Rural - Urban Environment Agency (RUEA), Kyotera, Uganda;*
[2]*Makarere University, Kampala, Uganda*

Background and Purpose

Childhood disability affects millions of children around the world, most of whom are in low- and middle-income countries. Despite the large burden on child development, family life, and economics, research in the area of childhood disability is woefully inadequate, especially from low- and middle-income countries. The objective of this review was to generate information about current knowledge on childhood disability in low- and middle-income countries and identify gaps to guide future research.

Methods

Electronic databases were searched by using specific search terms related to childhood disability in developing countries. The Cochrane Library was also searched to identify any similar reviews. Whole texts of articles that met study criteria were scrutinized for information regarding research method, screening tools, epidemiology, disability-related services, legislation, and prevention and promotion activities. Quantitative and qualitative information was collated, and frequency distributions of research parameters were generated.

Results

Eighty articles were included in the review (41 from low-income countries). Almost 60% of the studies were cross-sectional; case-control, cohort, and randomized, controlled trials accounted for only 15% of the studies. Of the 80 studies, 66 focused on epidemiologic research. Hearing (26%) and intellectual (26%) disabilities were the commonly studied conditions. The Ten Questionnaire was the most commonly used screening tool. Information on specific interventions, service utilization, and legislation was lacking, and study quality generally was inadequate. Data on outcomes of morbidities, including delivery complications and neonatal and early childhood illness, is particularly lacking.

Conclusions and Implications

With this review we identified potential gaps in knowledge, especially in the areas of intervention, service utilization, and legislation. Even epidemiologic research was of inadequate quality, and research was lacking on conditions other than hearing and intellectual disabilities. Future researchers should not only address these gaps in current knowledge but also take steps to translate their research into public health policy changes that would affect the lives of children with disabilities in low- and middle-income countries.

Bios

Anne Nandawula completed her Master's of Science Degree in Environment and Natural Resources from Makerere University in October 2009. She has extensive experience working with Rural - Urban Environment Agency (RUEA) as a research Advisor for three years and a programme Coordinator for two years.

Information on the health and well-being of children and young people: The needs of practitioners across Europe

Sara McQuinn, Anthony Staines
Dublin City University, Ireland

Background and Purpose

Children are born and raised in a complex environment, in which many factors - physical, social, and mental, can influence their health and well-being. Public health policies which focus on the interests and well-being of CYP have a direct impact on the quality of their lives, their rights, and their opportunities. Thus, it is essential to have comparable, up-to-date and reliable information when making such policies. This work forms part of the European

Commission BRIDGE Health (**BR**idging **I**nformation and **D**ata **G**eneration for **E**vidence-based **Health** policy and research) project which aims to prepare the transition towards an integrated EU-Health Information System (HIS) for both public health and research purposes. Our focus is on information surrounding the health and well-being of CYP, from conception to the age of 24. Our study aims to review the extent and value of a range of possible sources of data across Europe, whilst exploring ways on how to make more effective use of this information.

Methods

An online questionnaire was disseminated in January 2016, aimed at health professionals who work on the health and well-being of CYP. Mixed-method Analysis; Quantitative results were analyzed using statistical software, R, and qualitative findings using thematic analysis.

Results

294 replies from over 35 countries, mostly researchers (44%) and worked within a University/Third Level Institution. More CYP health and well-being databases held national level data than local data. The most common type of routine data used was immunization (31%). 89% use research studies as a source of information. 61% usually access this via the internet/web. 10% report not having 'easy' access to information. When asked how to make data more effective, six major themes emerged; improving information infrastructures, creating legal frameworks to allow for open access data, strengthening I.T. and e-health, improving the quality and quantity of data, establishing agreed key performance indicators and increasing awareness of the health and well-being of CYP.

Conclusions and Implications

Missing and incomplete data (especially surrounding that of marginalized groups, e.g. migrants), fragmented, diverse and unsustainable health information structures, and administrative data reporting results mainly from the perspective of the adult, makes simple questions about the experiences of CYP hard to answer and poses a major challenge to policy-makers. Increased sharing of information within and between countries is key, and the governance of access to this data needs to be addressed. Policy making is seldom driven by local data as there is little access to local information, despite that most issues affecting CYP health and well-being are local.

There has been limited work on how best to specifically measure or monitor CYP health and well-being at a European Level. Complimentary to the CHILD (Child Health Indicators of Life and Development) project, we have adopted their philosophy, and favour a holistic approach. Further research into identifying key performance indicators is needed.

Bios

Sara McQuinn, 23, Irish, Research Postgraduate Student at the School of Nursing and Human Sciences, Dublin City University, Ireland. BSc (Honours) in Public Health and Health Promotion from University College Cork (UCC), Ireland. Research Experience from Internship at the World Health Organization - Europe Copenhagen, and from working as a research assistant in the Public Health and Epidemiology Department at UCC, Ireland.

Anthony Staines, Irish, married with 2 children. Started out as a neonatal paediatrician, moved into public health, and academic epidemiology. After an MSc in Epidemiology at the London School, and a PhD on spatial epidemiology in Leeds, worked at Imperial with SAHSU. Moved back to Dublin in 1997 to UCD, and set about developing research activity in Public Health including work on injuries, infectious disease, and cancer. Latterly Anthony has worked on child public health, health information systems, the social costs of illness, blood transfusion policy, including stock management, multiple myeloma, and the financing of primary care.

An innovative school based sexual reproductive health and rights program: Measuring the outcomes in rural South Africa

<u>Najma Shaikh</u>, Ashraf Grimwood, Geoff Fatti
Kheth impilo, South Africa

Background and Purpose

Southern Africa remains the global epicenter of HIV disease with youth most affected. Youth in SA experience poor access to HIV and SRH&R services and this contributes to the disproportionate burden of HIV disease and a huge unmet need. This study evaluates the outcomes of an innovative school-based service-linked SRH&R for adolescents in a district experiencing multiple deprivation and high HIV prevalence.

Methods

A prospective cohort of 1258 learners were followed over the period July 2014-Aug2015. The intervention comprised of information, education, counselling and referral to a youth-friendly SRH&R clinic or social-protection services. The school team consisted of social workers, social auxiliary workers and nurses. Cross-sectional survey data at baseline & post intervention and cohort data was analyzed using *Stata 11*. Univariate, bivariate and logistic regression analysis was undertaken. Factors associated with condom/ femidom use at the last sexual encounter were estimated using a logistic regression.

Results

The learners came largely from households that were female-headed (70%), food insecure (33%) and relied on state social grants (87%). Almost two-thirds (58%) came to school hungry and tired (42%) and felt unsafe walking/commuting to school (20%). There was a significant improvement in learners' basic knowledge around HIV/AIDS, but there remained myths and uncertainty around cure and treatment. The uptake of counseling in HIV prevention increased significantly, reaching 71%. There was an overall 80% uptake of SRH&H program and 90% of these were self-initiated. 36% of the male learners received VMMC, 40% HCT uptake, and 55 of learners on antiretroviral Therapy. Logistic regression analysis examining determinants of barrier protection at last sexual intercourse showed that being female (OR=0.5; 95% CI:0.0-0.9), aged <15 years (OR=0.32;95% CI: 0.12-0.82), or having 5 or more partners (OR=0.4;95% CI:0.2-0.9) significantly decreased the odds of using barrier methods. Notably, a clinic reported as being youth-friendly increased the odds (OR=2.7 ;95 CI 1.5-4.7). Notably, adequate knowledge on condoms or other barrier methods for safe sex was not significantly associated with an uptake at the last sexual contact.

Conclusions and Implications

Learners faced multiple barriers such as geographic access, socio-economic, and nutritional disadvantage. However, the high service uptake which was largely self-initiated, highlights that their unmet needs can be addressed through innovative youth-friendly integrated health and welfare services. These findings suggest the need for rapid policy translation and implementation of an integrated school health policy which allows for the provision of school-based prevention services such as condoms distribution and HCT with the linkage and referral to the YFC services.

Bios

Dr. Najma Shaikh. MCHD, MPH, Dip Health Management is an Infectious Disease Epidemiologist and obtained an MPH at Columbia University, as a post-doctoral Fogarty Fellow in 1994. She was awarded the Oliver Tambo Fellowship for public health leadership. She worked as a Senior Specialist and headed the Epidemiology Unit of Western Cape Health department. She has worked as an academic, researcher and health manager previously. Currently, she is the Epidemiologist for Kheth'Impilo – a national NGO that provides HIV prevention, treatment, care and support on behalf of the South African government.

Dr. Ashraf Grimwood, MBChB, MPH, is an HIV clinician, Public Health professional and the Chief Executive Officer of Kheth'Impilo, a non-profit organization that supports the South African Department of Health with Public Health innovations and Health Systems Strengthening. Previously, he was the Deputy Director of the South African Vaccine Action campaign as well as Director of the HIV Research Unit, BMS Secure the Future. He has authored 30 peer-reviewed publications as well as numerous conference presentations.

Dr. Geoffrey Fatti, MBChB (UCT), MPH is an epidemiologist and a medical doctor, and has been involved in HIV-related clinical health studies for 13 years. Since 2008, he has worked for Kheth'Impilo, a non-profit organization He is involved with health systems research related to HIV care, treatment and prevention. Previously, he worked as a clinical researcher at the Lung Clinical Research Unit, University of Cape Town. He has authored 22 peer-reviewed publications and >60 conference presentations.

The importance of kin in protecting the health of children in Nairobi

Shelley Clark[1], Sangeetha Madhavan[2], Caroline Kabiru[3]

[1]McGill University, Canada; [2]University of Maryland, USA;
[3]African Population and Health Research Center, Kenya

Background and Purpose

Children living in the urban slum areas of sub-Saharan Africa have some of the highest rates of morbidity and mortality in the world. In an environment with limited public provision of health care, poor sanitation, pervasive poverty, and high unemployment, single mothers depend on the financial and instrumental support from family members to help maintain their children's health. This study addresses three main questions:

1) Does the number of kin who provide either financial support or child care matter for children's overall health?
2) Does it matter which kin member (i.e. fathers, grandparents, aunts, etc.) offers support?
3) Does support from co-residential family members matter more than support from non-residential kin?

Methods

In May 2015, we interviewed 462 single mothers who reported about the support received from over 5,000 kin members using the KST. In January 2016, we re-interviewed 92% of these mothers to assess changes in kin support and child health. Using random and fixed effects models, we assess how the number, type, and location of kin affects children's overall health.

Results

We find that both financial and child care support from kin enhance children's overall health, but that having support from three or more family members is necessary for significant improvement. In addition, contrary to previous findings, we show that it is the financial support and child care given by fathers, rather than maternal grandmothers that has the largest beneficial effect on children's well-being. Lastly, support from kin living outside the household is at least as important as support from co-residential kin in ensuring that children have good overall health.

Conclusions and Implications

These findings illustrate the vital role of kin, particularly fathers, in shielding children from the adverse effects of poverty and environmental risks and highlight the importance of health research that takes into account their contributions. Policy maker should not only recognize the acute vulnerabilities of children of single mothers living in slum areas, but also foster greater involvement from non-residential fathers.

Bios

Shelley Clark is a professor in the department of Sociology at McGill University, the founding Director on the Centre on Population Dynamics, and holds a Canadian Research Chair in Youth, Gender, and Global Health. Much of her previous research examined how adolescents in sub-Saharan Africa make key transitions to adulthood in the midst of an on-going HIV/AIDS epidemic. Her current research explores the implications of single motherhood on women's poverty and children's health in Kenya. Prof. Madhavan is an Associate Professor at the University of Maryland and Caroline Kabiru is a Senior Research Associate at the African Population and Health Research Center.

Does child restraint legislation equally reduce child occupant injuries in different ethnic groups? The case of Jews and Arabs in Israel

Jose Ignacio Nazif-Munoz, Rony Blank-Gomel

McGill University, Canada

Background and Purpose

Child Restraint Legislation (CRL) is used in almost half of the countries in the world. Yet, findings regarding the effectiveness of CRLs are mixed. Evidence from Canada, USA and Norway have suggested positive results, while the enactment of this law in Japan did not register a significant change. The current study estimates the benefits of the Israeli CRL, enacted in November 2004. We extend the efforts of previous studies by accounting how ethnic groups are differently affected by this reform.

Methods

We evaluated the impact of the Israeli CRL using an interrupted time–series design, whereby the series is divided by the intervention into 2 periods, pre-intervention and post-intervention. We examined two ethnic groups of young vehicle occupants who were injured in vehicle collisions in Israel between January 2003 and January 2010: (1) Jewish children (aged 0-4, 5-9 and 0-9) and (2) Arabic children (aged 0-4, 5-9 and 0-9). We control for time, unemployment and gas consumption.

Results

The results show a monthly reduction of 1.5% (95% CI 0.3% to 2.6%; P=0.015) in the Jewish group in death and injury rates among children aged 0-4, a reduction of 2.5% (95% CI 0.6% to 4.37% P=0.008) among children aged 5-9, and a reduction of 1.89% (95% CI 0.57% to 3.19 % P=0.000) for both age groups combined. In contrast, there was no association between the CRL and traffic and fatality injury variation in the Arab group. Gradual effects for Arab children (aged 0-4, 5-9 and 0-9) were negative but not significant at the P< 0.05.

Conclusions and Implications

This study is the first to analyze the effects of CRL on ethnic groups. Our findings support recent recommendations by the World Health Organization to promote the enactment of CRLs. However, they also suggest that specific efforts should be introduced to address cultural differences within national populations.

Bios

José Ignacio Nazif-Muñoz, PhD is a Steinberg Global Health Postdoctoral Fellow in the Institute of Health and Social Policy at McGill University. His doctoral thesis Inequity on the roads was awarded the 2016 Arts Insight Dissertation Award for the best dissertation of 2015 in the Social Sciences at McGill. He works on examining the effects of global transport child policies on child occupant injuries and fatalities across countries with focus on Brazil, Chile and Israel.

Rony Blank-Gomel is a PhD Candidate in the department of sociology, McGill University. He is interested in expert knowledge, risks, and state-society relations, and has examined these themes in the fields of traffic safety and social work.

Effects of yeast selenium on CD4 T cell count and WAZ of non-institutionalized HIV type 1 positive children at Orongo Widows and orphans in Nyanza Kenya

Samwel Boaz Otieno

Government Of Kenya, Kenya

Background and Purpose

Multi drug resistance HIV has emerged rendering the current conventional treatment of HIV ineffective. There is a need for new treatment regime which is cheap, effective and not prone to resistance development by HIV.

Methods

In a randomized clinical study of 68 HIV positive children 3 – 15 years to asses the efficacy of yeast selenium in HIV/AIDS patients, 50µ yeast selenium was administered to 34 children while in matched control of 34 were put on placebo. Blood samples and weight of the both groups which were taken every 3 months intervals up to 6 months, were analyzed by ELIZA for CD4T cells, the data was analyzed by SPSS version 16, WAZ scores were analyzed by Epi Info version 6.

Results

No significant difference in age { $\chi2$ (1, 62) =0.03, p =0.853}, cause of morbidity between test and controls { $\chi2$ (1, 65) = 5.87, p= 0.015} and on condition of foster parents { $\chi2$ (1,63) = 5.57, p= 0.0172} was observed. Children on selenium showed progressive improvement of WAZ and significant difference at six months {F (5,12) = =5.758, P=0.006}, and weight gain of up to 4.1 kilograms in six months, and significant CD4 T cell count increase t = -2.943,p< 0.05 compared to matched controls t = -1.258 p> 0.05. CD4 T cell count increased among all age groups on test 3-5years (+ 267.1), 5-8 years (+200.3) 9-15 years (+71.2) cells/mm3 and in matched controls a decrease 3-5 years(-71),5-8 years (-125) and 9-13years (-10.1)cells/mm3. No significant difference in CD4 T cell count between boys {F (2, 32) = 1.531 p= 0.232} and between boys {F (2, 49) = 1.040, p= 0.361} on test and between boys and girls {F (5, 81) = 1.379, p= 0.241} on test. Similarly no significant difference between boys and girls were observed {F (5, 86) = 1.168, p= 0.332}. In the test group there was significant positive correlation β =252.23 between weight for age (WAZ), and CD4 T Cell Count p=0.007, R2= 0.252, F< 0.05. In matched controls no significant correlation between weight gain and CD4 T cell count change was observed at six months p > 0.05. No positive correlation β =-138.23 was observed between CD4T Cell count, WAZ, p=0.934, R2 =0.0337 F >0.05. Majority (96.78%) of children on test either remained or progressed to WHO immunological stage I.

Conclusions and Implications

From this study it can be concluded that yeast Selenium is effective in slowing the progress of HIV 1 in children from WHO clinical stage I by improving CD4 T cell count and hence the immunity.

Bios

Samwel Boaz Otieno holds Master Of Public Health and Doctor of Philosophy in Public Health Epidemiology both from Kenyatta University Kenya. He is working in HIV/AIDS Control program in

Public Sector in Kenya. His specialization is on Effect Of Selenium on HIV progression in HIV infected children in resource limited setting.

7.7: Improving child nutrition

Agroecosystem based spatial child under nutrition in East Gojjam zone: A five arm comparative cross sectional study

Zewdie Aderaw Alemu[1], Ahmed Ali Ahmed[2]

[1]Debre Markos University, Ethiopia; [2]Addis Ababa University, Ethiopia

Background and Purpose

Ethiopia has the highest rates of child under nutrition in Sub-Saharan Africa which varies on geographical location. This may be linked with different factors, including Agroecosystem of the area. However, except surveys that tried to identify the magnitude and predictors of child under nutrition, there were no Agroecosystem based comparative studies in the country.

The study aimed to compare child under nutrition across different Agroecosystems in East Gojjam Zone, Amhara Region, Ethiopia.

Methods

A five arm comparative cross sectional study was used among 3108 under five children. Data were collected on socio demographic variables, child anthropometric indices and geographical location using hand held Geographical Positioning system at household level. Data were entered using EPI Info version 3.5 and exported to WHO Antro, SaTScan, Arc map 10.1 and SPSS 20 for further analysis.

Results

In East Gojjam Zone, 39.0%, 18.7% and 12.22% of children were stunted, underweight and wasted, respectively. The result of this study illustrated nonrandom distribution of child under nutrition across different Agroecosystem. The highest prevalence of child wasting (15.9%) was observed in the Sinan District (Agroecosystem five) and highest magnitude of child underweight (22.9%) and stunting (42.4%) were observed in Dejene District (Agroecosystem one). The detailed SaTScan spatial analysis result indicated that sample clusters taken from the Sinan District (Agroecosystem one) were identified as the most likely (primary) cluster for child wasting (LLR = 15.74, p < 0.001) and child under weight (LLR = 23.16, p < 0.001). Sample clusters taken from Dejene District (Agroecosystem five) were identified as the second most likely (statistically significant secondary cluster) for child wasting (LLR = 14.84, p < 0.001) and underweight (LLR = 16.97, p < 0.001). Child stunting did not show a statistical significant difference among clusters based the SaTScan detailed spatial analysis.

Conclusions and Implications

High prevalence of child under nutrition with nonrandom distribution was observed across different Agroecosystems. Higher prevalence of underweight, wasted and stunted children were observed from the most highest and lowest land area Agroecosystems. Therefore, taking Agroecosystem characteristics in to consideration, nutrition sensitive and specific interventions should be designed to prevent and control child undernutrition. Also, further research should be designed to assess temporal patterns and identify contextual factors that create spatial variation of child under nutrition.

Bios
Zewdie Aderaw Alemu was born in 1984 in Ethiopia. He graduated with his first Degree in Environmental health from Debub University and second degree in public health from University of Gondar. Currently, he is a staff of Debre Markos University, public health department and attending his PhD in public health epidemiology with a research focus on Spatial analysis of food insecurity and child nutritional status in Ethiopia. He has more than 10 publications on known international journals.

Does planning of births affect childhood undernutrition? Evidence from demographic health surveys of select south Asian countries

Md. Juel Rana, Srinivas Goli

Jawaharlal Nehru University, India

The problem of childhood undernutrition is deeply rooted in Sub-Saharan African and South Asian countries. The prevalence of child underweight in South Asia is even higher than the Sub-Saharan countries. On the other hand, child marriage rate and the unmet need for family planning are very high in South Asian countries. Child undernutrition triggers much of the morbidity and mortality in the developing world. Undernutrition was recognised as the cause of about one-third of all deaths among under-five children. It also restricts the intellectual and neurological development and economic productivity. Undernourished children are also more prone to the infections that lead to losing the energy and immunity. Therefore, many international institutions committed to reducing the pervasiveness of childhood undernutrition. For instance, the sixty-fifth World Health Assembly targeted to reduce maternal and child undernutrition by 2025, while recently adopted Goal-2 of the Sustainable Development Goals aiming for ending the undernutrition by 2030.

In this study, we sought to work on the hypothesis that planning for timing, spacing and limiting of births improves child malnutrition especially stunting and underweight. Family Planning facilitates women to plan the timing, spacing and limiting of births. Well planning of births in countries with high birth rates has the potential to reduce undernutrition. We assessed the association between the planning of births and the levels of child undernutrition. We used recent Demographic and Health Survey data from four South Asian countries (viz. India [2005-6], Bangladesh [2011], Nepal [2011] and Pakistan [2012-13]). Binary logistic regression models were employed to estimate the adjusted percentage of stunting and underweight by select independent factors. Findings suggest that after controlling other socioeconomic factors, children of birth order 1 with >24 months of spacing between marriage and first birth had lower risk of stunting (20%, p<0.01) and underweight (14%, p<0.05) respectively than other scenarios of planning of births.

Thus, the integration of family planning services and maternal and child health programmes that can be equally beneficial for mothers and their children. For instance, childbearing during the adolescent period is simply a lack of planning for the timing of births. The adolescent childbearing restricts the post-menarcheal linear and ponderal growth among teenagers during the window of opportunity to grow up. As a result, the motherhood during adolescence leads to a greater chance of experiencing poor pregnancy and delivery outcomes such as Intrauterine Growth Restriction, Premature Births and Low Birth Weight. Hence, the planning of births in terms of birth interval and birth order affect the growth of their children in the uterus as well as in the early period of the life, both directly and indirectly. Therefore, planning of births emerges as an important bio-demographic approach to eradicate childhood undernutrition especially in developing region like South Asia.

Bios

Md. Juel Rana is a PhD research scholar working in Population Studies at Centre for the Study of Regional Development, School of Social Sciences, Jawaharlal Nehru University, New Delhi. His M. Phil. research work was on "Linkage between family planning and nutritional status of women and their children in select south Asian countries." His research interest are issues regarding family planning and health.

Srinivas Goli is an Assistant Professor of Population Studies at Jawaharlal Nehru University (JNU), New Delhi. He is teaching Fertility Studies Family Demography and Quantitative Methods in Social Science Research at JNU. His research deals with Formal Demography, Family Demography, Inequalities in Health, Nutrition and Gender status and its Social Determinants. He has been working on modelling of fertility, mortality and health transition and convergence across the states and social groups in India.

How does household income influence child nutritional health? An empirical analysis of the Chinese case

Yichao Wu

Southeast University, People's Republic of China

Background and Purpose

Child nutritional health has always been a research focus and an essential indicator reflecting children's health and living conditions in developing countries, as adequate food and nutrition are essential for children's physical and mental health. This study investigates how household income and other individual and family factors influence child nutritional status.

Methods

The Chinese Health and Nutrition Survey data are used to analyze changing patterns of child malnutrition status, and to compare the gap between genders, rural and urban areas, etc. The CHNS data selected samples from nine provinces including Guangxi, Guizhou, Heilongjiang, Hunan, Henan, Hubei, Jiangsu, Liaoning and Shandong and in nine waves including 1989, 1991, 1993, 1997, 2000, 2004, 2006, 2009 and 2011. It selected samples using a multistage and random cluster sampling procedure. Children's nutritional status is measured using the anthropometric failure

indicators such as stunting and underweight, and the WHO new child growth standards is used in this paper as the reference at specific age and gender.

Results

The findings in this paper include three aspects. First of all, the headcount ratio of undernourished children in both stunting and underweight has declined over years from 1991 to 2009 in China, and the inequality among stunted and underweighted children has been alleviated as well. Second, regional disparity in child nutritional status was significant, and the economic growth was a key driver to improve the nutritional conditions of the poor children. Furthermore, this paper also employs the stepwise logistic regression models to illustrate the influencing mechanisms of family income and other factors on child nutrition, and finds that household income affects child nutritional status significantly through the mechanisms of community, household, parental and individual factors.

Conclusions and Implications

The declining malnutrition rate is closely associated with the child-focused social welfare policies. Since the beginning of 1990s, the Chinese Government has issued a series of policies to protect children's rights. Moreover, the regional disparity in malnutrition status of children implies that the government should give higher policy priority to addressing child malnutrition in rural areas of China, and more effort should be made by the government to improve the nutritional condition in less developed provinces.

Bios

Dr. Yichao Wu now works in the School of Economics and Management in Southeast University, China, and his research area includes the human capital investment of children, education, child well-being, poverty, and social and economic policy analysis.

Stunting is associated with food diversity while wasting with food insecurity among under-five children in East and West Gojjam Zones of Amhara Region, Ethiopia

Motbainor Begosew

Gamby College of Medial Sciences, Ethiopia

Background and Purpose

Food insecurity has detrimental effects in protecting child undernutrition. This study sought to determine the level of child undernutrition and its association with food insecurity.

Methods

A community based comparative cross-sectional study design involving multistage sampling technique was implemented from 24th of May to 20th of July 2013. Using two population proportion formula, a total of 4110 randomly selected households were included in the study. Availability of the productive safety net programme was used for grouping the study areas. A multiple linear regression model was used to assess the association between food insecurity and child malnutrition. Clustering effects of localities were controlled during analysis.

Results

Stunting (37.5%), underweight (22.0%) and wasting (17.1%) were observed in East Gojjam zone, while 38.3% stunting, 22.5% underweight, and 18.6% wastes for the West Gojjam zone. Food insecurity was significantly associated with wasting (β = - 0.108, P < 0.05). Food diversity and number of meals the child ate per day was significantly associated with stunting (β = 0.039, P < 0.01) and underweight (β = 0.035, P < 0.05) respectively. Residential area was the significant predictor of all indices.

Conclusions and Implications

The magnitude of child undernutrition was found to be very high in the study areas. Food insecurity was the significant determinant of wasting. Food diversity and number of meals the child ate per day were the significant determinants of stunting and underweight respectively. Child nutrition intervention strategies should take into account food security, dietary diversity, and carefully specified with regard to residential locations. Addressing food insecurity is of paramount importance.

Bios

Motbainor Begosew Achenef is a lecturer and researcher at different universities. Currently, Motbainor is a PhD fellow at Addis Ababa University in Public Health focused on epidemiology.

Professor Alemayehu Worku is a Professor of Public health and biostatistics at Addis Ababa University.

Dr. Abera Kumie is an Associate professor of epidemiology at Addis Ababa University.

Harsh child undernourishment in the rural areas of Karamoja region in North-Eastern Uganda

Denis Kawuku[1], Evans Ntamb[2], Betty Nabatanzi[2], Job Matano Musoke[3]

[1]Research International Development Agency (RIDA)-Mukono, Uganda; [2]Nkozi University, Masaka, Uganda; 3Green World Uganda

Background and Purpose

The magnitude of child malnutrition including severe child malnutrition is especially high in the rural areas of the Karamoja region. The aim of this qualitative study is to describe the social context of malnutrition in a rural part of the Karamoja region and explore how some households succeed in ensuring that their children are well-nourished while others do not.

Methods

This study is based on participant observation, key informant interviews, group discussions and in-depth interviews with four households with malnourished children and four with well-nourished children. The study applied social field theory to link individual child nutritional outcomes to processes at local level and to the wider socio-economic environment.

Results

We identified four social fields that have implications for food security and child nutritional outcomes: 1) household size and composition which determined vulnerability to child malnutrition, 2) inter-household cooperation which buffered scarcity of labour in peak seasons and facilitated capital accumulation, 3) the village associated with usufruct rights to land, and 4) the local NGO providing access to agricultural support, clean drinking water and health care.

Conclusions and Implications

Households that participated in inter-household cooperation were able to improve food and nutrition security. Children living in households with high pressure on productive members were at danger of food insecurity and malnutrition. Nutrition interventions need to involve local institutions for inter-household cooperation and address the problem of social inequalities in service provision. They should have special focus on households with few resources in the form of land, labour and capital.

Bios

Kawuku Denis studied at Makerere University Faculty of Agriculture and holds a master's degree in Agro-forestry from 1990 to 1993 with extensive experience in Global warming and climate variability from 1990 to-date now working as a Knowledge development manager at Research International Development Agency (RIDA). His research interest has been integrating agricultural systems for efficient productivity in farmers' adaptive behavior to climatic change.

Effect of climatic variability on childhood diarrhea and its high-risk periods in northwestern parts of Ethiopia

Muluken Azage Yenesew[1], Abera Kumie[2], Alemayehu Worku[3], C. Bagtzoglou C. Bagtzoglou[4], Emmanouil Anagnostou[5]

[1]Bahir Dar University, Ethiopia; [2]Addis Ababa University, Ethiopia; [3]Addis Ababa University, Ethiopia; [4]University of Connecticut, USA; [5]University of Connecticut, USA

Background and Purpose

Climate change in Ethiopia is already evident in a number of ways. Climate variability as a result of climate change will be one of the public health challenges to control infectious diseases in the future, particularly in the low-income communities of sub-Saharan Africa.

The aim of this study was to investigate the effect of climate variability on childhood diarrhea and identify high risk periods of diarrheal diseases.

Methods

The study was conducted in all districts located in three Zones (Awi, West and East Gojjam) of Amhara Region in northwestern parts of Ethiopia. Monthly childhood diarrhea cases for 24 months (from July 2013 to June 2015) reported to each district health office from the routine surveillance system were used for the study. Climate variability (temperature, rainfall and humidity) for each district was extracted from satellite precipitation estimates and global atmospheric reanalysis. The space-time permutation scan statistic was used to identify high risk periods of childhood diarrhea. A time-series negative binomial regression was used to investigate the relationship between cases of childhood diarrhea and climate variables. Statistical analyses were conducted using SaTScan program and StataSE v. 12.

Results

A total of 217,734 cases of childhood diarrhea were reported during the study period. The monthly average incidence rate of childhood diarrhea was 11.4 per 1000 (95%CI 10.8-12.0) with significant variation between males [12.5 per 1000 (95%CI 11.9 to 13.2)] and females [10.2 per 1000 (95%CI 9.6 to 10.8)]. The space-time permutation scan statistic identified the most likely high risk period of childhood diarrhea between March and June 2014 located in Huletej Enese district of East Gojjam Zone. The center of the high-risk period was at 11.080369 N, 37.534226 E and its radius was 0 km. In this most likely high risk period, 4,838 observed cases occurred during a 4-month period when 1830.9 cases were expected to occur. Multivariable negative binomial regression results show that monthly average temperature and monthly average rainfall were positively associated with the rate of childhood diarrhea, whereas the relative humidity was negatively associated with the rate of childhood diarrhea.

Conclusions and Implications

This study found that the most likely high risk period is in the beginning of the dry season. Climatic factors have an association with the occurrence of childhood diarrhea. Therefore, childhood diarrhea prevention and control strategy should consider local weather variations to improve programs on childhood diarrhea.

Bios
Muluken Azage Yenesew is a PhD student at Addis Ababa University with water and Public health track and Muluken has more than 16 peer reviewed article published in international journals.

8.1: System response to meet the needs of all learners

The 21st century organization: Advancing system response to meet the needs of all learners

Mitchell Colp, John Laing, Kristy McConnell

Rocky View Schools

Rocky View Schools (RVS) cultivates 21st century competencies in students so they can be successful in today's challenging world. They have embarked towards becoming a 21st century organization who can meet the needs of all learners through innovative practice and research. This presentation showcases three unique ways in which RVS is transforming practice: 1) Flexible Pathways to Success was a research project that aimed to leverage technology to support students with cognitive exceptionalities in inclusive learning settings; 2) The Attendance Innovation Campaign aims to educate communities as to the importance of attendance, empower schools to use data, and provide timely intervention through a tiered response model; 3) Enhanced Mental Health Supports provides a specialized service to support school staff working with students who have significant and complex underlying mental health challenges.

Advancing education by leveraging technology in meaningful ways

Kristy McConnell

The Flexible Pathways to Success: Technology to Design for Diversity research project aimed to identify key factors that contributed to the implementation of educational technologies in inclusive Junior High classrooms to support students with diverse cognitive abilities. Rocky View Schools (RVS) was one of five school jurisdictions across Alberta that participated in the project. Within RVS, Chestermere Lake Middle School focused on using technology to support students with executive function challenges, while Muriel Clayton Middle School looked to utilize technology in meaningful ways to engage highly-abled learners.

RVS was interested in how this project would inform universal learning environments. We now understand that at the foundation to supporting students with technology an understanding of individual student learner profiles. For example, in order to target the compensation of executive function and the engagement of gifted learners, our work needs to be anchored in the theoretical underpinnings common to both learner profiles. Additionally, learning a variety of educational technologies alongside assistive technologies was necessary to bridge our understandings of the learner profiles with how the technologies could be utilized. Being exposed to these technologies was not enough. It was important to have the time to 'play' with each tool and trial them for ourselves before trialing them in the classroom with our students.

Utilizing pedagogical resources that allow for reflective and critical practice provided us with the ability to determine the effectiveness of implementing technological tools to support each student. Within this project, the professional learning opportunities provided were essential in providing us the time and opportunity to engage in reflective practice. Understanding the profiles of each student, having the ability to learn and try various educational and assistive technology tools, and basing our teaching practice in pedagogy that supports student achievement, provided the foundation for an inclusive learning environment.

The research data that was provided at key points throughout the project validated the path we had committed to. The improved achievement and self-direction that has been observed in our students has affirmed the efforts put forth by our team members and allowed us to see that the flexible path has led to success. Now that the research portion of this project has finished, we have begun to spread what we have learned to other schools. Six schools have been chosen within Rocky View to further the work that was started.

Please access our RVS YouTube video that showcases the work of this project from the following link: http://tinyurl.com/flexpaths

Advancing education by innovating school attendance practices

Mitchell Colp

It is well-documented that attending school on a regular basis is critical to the positive development of children into contributing members of society. The empirical literature showcases how students with problematic levels of absenteeism, missing ≥10% instructional days, are at an increased likelihood for high school dropout, substance abuse, self-harm, mental health challenges, marital discord, vocational underachievement, economic deprivation, and incarceration. Recent studies document that approximately 10-15% of students demonstrate problematic absenteeism and, if these prevalence rates are accurate for Alberta, 65,000 to 100,000 students would be at significant risk for these negative future outcomes. Students who experience chronic stressors, such as socioeconomic disadvantage, are at an increased risk for school absenteeism, and they represent a specific population who would greatly benefit from innovative proactive and reactive interventions to address barriers to regular attendance. To understand this issue in more depth, Rocky View Schools (RVS) launched an internal study and uncovered that approximately 4000 students were affected by problematic absenteeism, which had represented 22% of the entire student body. It was also revealed that schools in lower socioeconomic areas experienced significantly higher rates of school absenteeism. Recognizing the prevalence of absenteeism in RVS and its detrimental impact of positive student development, the Attendance Innovation Campaign was launched and received an anonymous donation of $312,000 to help students and families in economic need. The Attendance Innovation Campaign aims to educate communities as to the importance of attendance,

empower schools to utilize data to monitor and improve practice, and eliminate barriers to student attendance through a system of tiered interventions. The campaign is being piloted at four schools in and surrounding Airdrie, Alberta - R. J. Hawkey Elementary School (K-4), Muriel Clayton Middle School (5-8), W. H. Croxford High School (9-12), and Beiseker Community School (K-12). This innovative approach was expected to increase attendance rates, improve academic achievement, decrease discipline occurrences, and boost school engagement across its four pilot schools. The techniques, resources, and preliminary results will be shared during this presentation so that participants have concrete steps to improve forward and address student attendance and promote overall student success.

Please access our RVS YouTube video that showcases the work of the Attendance Innovation Campaign at: http://tinyurl.com/attendancecampaign

Advancing education by adopting a targeted mental health response

John Laing

More than 800,000 children and youth in Canada experience significant mental health concerns. Mental health represents a notable barrier to the academic and social functioning of students in schools. In fact, with severe cases, mental health challenges prevent students from attending school on a regular basis and can lead to compounding academic and social-emotional challenges over time. Recognizing that the majority of children will not receive mental health support from community providers for a variety of reasons, it is critical that alternative environments and methods be explored to meet their needs. Schools represent one environment where children and youth spend the much of their daily lives and it provides a unique opportunity for mental health programming. The recently released Mental Health Strategy for Canada is clear in highlighting the importance of schools as being an integral component of effective mental health service delivery. This report echoes the link between mental health and achievement and recommends for the implementation of comprehensive school health initiatives that promote the mental health of all students. Providing mental health programming in schools offers many advantages. First, schools provides a novel setting for children to access mental health supports which otherwise may not have been accessed in the greater community. Second, universal mental health programming facilitates the early identification of difficulties as they emerge and has the potential to maximize positive mental health development for all students. Finally, the implementation of empirically-supported mental health promotion and prevention programming in schools is associated with improved social-emotional and behavioural functioning, academic achievement, school attendance, student engagement, and overall cost savings. Over the past number of years, provincial, national, and international initiatives have emerged in support of school-based mental health programming and Rocky View Schools (RVS) has also championed this movement. The Enhanced Supports for Mental Health (ESMH) program is a RVS initiative that was specifically designed to support students with significant mental health concerns to meet their academic potential through a multidisciplinary service delivery approach. The program utilizes evidence-based mental health treatment, including family intervention, as well as academic programming to foster increased personal coping strategies and academic growth. The program is based on a holistic approach to meet the needs of the student and family by adhering to wraparound principles when developing academic and mental health programming, including alignment to community resources. This presentation will share preliminary results regarding the divisional, school, and student-level success and transformational process, and outline barriers to implementing a comprehensive school-based mental health model.

Bios
Dr. Mitchell Colp is a seasoned researcher and statistical consultant with experience in the fields of education, psychology, and medicine. In his role as Project Lead of the Attendance Innovation Campaign, Dr. Colp manages the implementation of a tiered intervention model for absenteeism within Rocky View Schools and collaborates with local, national, and international bodies on advocacy and redesign initiatives.

John Laing is a registered provisional psychologist with Rocky View Schools (RVS). As part of his role with RVS John champions the implementation of mental health supports across the division. In addition to his role with RVS, John provides mental health services to children, youth and caregivers through a private psychology clinic. Prior to his time at RVS John spent several years working in residential treatment centres supporting youth who were experiencing significant mental health symptoms.

Kristy McConnell is a registered psychologist with Rocky View Schools. Previous to her work as a school psychologist, Kristy was a special education teacher and provided counselling services at an employee and family assistance Program. Kristy was the Project Lead for the Flexible Pathways to Success project and is currently the Campaign Catalyst for the Attendance Innovation Campaign in Rocky View Schools.

8.2: Child well-being in context

Multiple levels of influence on children's wellbeing: The neighborhood role

Laura Migliorini, Tatiana Tassara, Nadia Rania
University of Genoa, Italy

Background and Purpose

Literature shows the significance of neighborhood context to child and adolescent well-being and health. Beside this, however, emerges a plurality of conceptualizations of health and well-being, and the utility to deepen this research area by referring to the subjective well-being. Moreover, researchers highlight the need to consider a multi-level perspective to understand the role of the context of residence on the subjective wellbeing of people.

The survey was realized in Liguria, a north-west Italian Region, where there are about 125,000 children aged between 5 and 14 years. In this territory, within the same macro cultural context many factor may have influence on how children and adolescent perceive and evaluate different residential aspects. In particular, the neighborhoods of Genoa, the main city in the Region in terms of population density, are different growing environments for several aspects, such as poverty, material well-being, migratory situation, the economic and relational support for the family.

Objective of the present work is to explore to what extend the place of residence of children is related to perceptions and evaluations of children and adolescents about the place itself, and to their subjective well-being. The main purpose relates to the possible identification of the neighborhood risk and protection factor for subjective well-being.

Methods

In order to understand the role of the place of residence, specifically of the neighborhood, on the subjective well-being, will be used individual-level indicators derived from the ISCWeB questionnaires, and neighborhood-level indicators derived from the analysis of secondary data and supported by literature.

To obtain a representative group of respondents a multistage, stratified, random sampling of schools was realized. A total of 108 schools joined the project, and around 3,000 children aged from 8 to 12 years old participated to the survey from October 2015 to June 2016.

Results

Data analysis will be realized with SPSS-18 and will entail, aside from descriptive and correlational statistics, tests for the comparison of sample means to analyze differences between neighborhoods.

Conclusion and Implications

The present work wish to highlight the role of the context for children's subjective well-being, and to suggest that subjective well-being outcomes may also be defined in an ecological way. Knowing that the limits and resources of the place of resident are implicated in the development of children and adolescents, could be useful to local administrations in implementing subjective well-being promotion programs and interventions.

Bios

Laura Migliorini is Associate Professor of Social Psychology at University of Genoa (Italy) since 2006; where she teaches Community Psychology Method and Technique and Family Relation Psychology. Her research interests are in the fields of community and intercultural psychology, acculturation and migration processes, family psychology, well-being and quality of life.

Tatiana Tassara is a PhD student at the Doctoral School in Social Sciences, PhD Program "Intercultural relationships and processes" – Department of Education Sciences, University of Genoa. Among his research interests, in particular, parenthood, perinatal period, well-being and migration.

Nadia Rania is Assistant Professor in Social Psychology since 2005 at the Department of Education Sciences. She teaches Methods and Techniques of Group Intervention. Her topics of interest include: family relationships; migration patterns and processes of acculturation; well-being and quality of life in adolescence; intercultural processes and migrations.

Microsystems family, school and neighborhood influence on subjective well-being of children and adolescents Chileans

Denise Oyarzún Gómez

Universidad Autónoma de Chile

Background and Purpose

The lives of children and adolescents pass through different microsystems, each with a specific influence on their well-being. The analysis of the contribution of microsystems family, school and neighborhood, is a subject that has been little studied internationally, especially in the Latin American context and represents a gap in research about the influence of these microsystems on subjective well-being (SWB). The research aims to analyze the influence of microsystems family, school and neighborhood on subjective well-being of children and adolescent Chileans through the respective systems of selected indicators.

Methods

A crossover design with data from the International Survey on Children's Well-Being [ISCWeB] is used. The sample is 1392 students between 10 and 13 years olds of urban type schools (municipal, subsidized and private) of the regions Metropolitan, Valparaíso and Biobío of Chile. The instruments used are: Students' Life Satisfaction Scale (SLSS), General Domain Satisfaction Index (GDSI) and Questionnaire items ISCWeB.

Results

The results show high average scores observed in the scales of subjective well-being and indicators of microsystems family, school and neighborhood. Correlations between the scales of subjective well-being are significant, high or moderate and positive. Adequate psychometric properties of SLSS-5 and GDSI versions are observed. Using Structural Equations Modelling (SEM), Model 1 appropriate adjustment indicators (CFI = .955, RMSEA = .035, SRMR = .033) with a significant positive factors influence are school relationships, satisfaction with family, satisfaction / relations neighborhood, family relationships on life satisfaction (SLSS-5) of Chilean students, accounting for 41% of the variance. Through multi-group SEM comparability correlations, regressions and means between types of schools is checked. In the group of students from municipal schools, satisfaction with life (SLSS-5) is explained positively and significantly by 36% for satisfaction/relations neighborhood, satisfaction with family and family relationships. In the group of students attending subsidized schools, satisfaction with life was explained by 50%, by school relationships, satisfaction with family and satisfaction/relations neighborhood. In the group of students from private schools no factor explain satisfaction with life.

Conclusions and Implications

The implications of the research allow differential interventions of SWB to be proposed for primary school children in Chile. Municipal and subsidized schools should be focusing on actions to enhance or improve various indicators of satisfaction and relations of microsystems family, school and neighborhood.

Bios

Denise Oyarzún Gómez is a PhD candidate and has a Master of Science in Social Psychology. Denise's research interests are in children, subjective well-being and children's rights.

Influence of neighborhood collective efficacy on subjective well-being of youth in Taiwan

Shu-Chen Wang, Yu-Wen Chen

National Taiwan University, Taiwan, Republic of China

Background and Purpose

This paper investigates factors related to adolescent's subjective well-being, special focus is on the issue related to neighborhood collective efficacy. Though people aged 12 to 18, also called as adolescents or youth in many countries, are considered as children, but issues related to their well-being are often ignored in related studies. Previous research indicated that spatial inequity and the neighborhood clustering effect can have influence on the subjective well-being of children and youth. In Taiwan, the shrinking household sizes and limited family support also indicated that the design of related programs and policies at the community level is important to promote youth well-being. On the basis of the above rationale, this paper aims to investigate the effect of neighborhood collective efficacy on the subjective well-being of youth in Taiwan, after controlling for the influence of personality, family, and school variables.

Methods

Data used in this study were from the Taiwan Youth Project (TYP) collected in 2000, conducted by the Institute of Sociology, Academia Sinica in Taiwan. The sample consisted of 5,541 seventh and ninth graders (aged 13 and 15). They were randomly selected from two counties (one urban, and the other rural). Self-administered questionnaires were used to collect data. The measurement of young people's perceived neighborhood collective efficacy included mutual trust and the shared willingness of residents to help each other. Subjective well-being is a person's overall evaluation of life and life satisfaction is the cognitive component of subjective well-being. A person who experiences higher level of life satisfaction will have higher level of well-being. So, the measurement of subjective well-being in this paper is composited of 9 items (including academic performance, relationship with friends, father, mother, teachers, family economic status, appearance, figure, gender).

Results

Cluster analysis was used to categorize two type of subjective well-being level in order to identify homogenous group of case: one is prone to be satisfied with, and the other is unsatisfied with their life. Logistic regression analyses were conducted to examine the factors of neighborhood collective efficacy and other controlling factors on subjective well-being of youth. The logistic regression results indicated that gender, family income, a sense of self-worth, health condition, and neighborhood mutual aid, are significant factors on their subjective well-being. However, it also discovered that some of significant factors is different in the seventh and ninth graders sample and is worth to further discuss.

Conclusions and Implications

In sum, this study supports the hypotheses that neighborhood collective efficacy had influence on young people's subjective well-being. It provides implications for youth work and social policies at the community level, so that the subjective well-being of youth can be improved.

Bios

Shu-Chen Wang is a doctoral student of Department of Social Work, National Taiwan University. She is interested in research of the factors associated with children and youth's development and subjective wellbeing, and with major concerns about the influence of family and community location and resources on their SWB.

Dr. Yu-Wen Chen is a professor and chair of the department of social work, as well as the associate Dean of Social Sciences College, National Taiwan University. Her research work focuses on child and youth welfare. She is particularly interested in issues related to youth in residential care, and programs as well as policies promoting rights of children and youth.

Correspondences between household-level risk factors and child well-being in low-income countries

Shireen Assaf, Thomas William Pullum

The Demographic and Health Surveys Program, ICF, United States of America

Background and Purpose

Household risk factors and living arrangements can have a powerful influence on the well-being of children. Programs intended to improve the conditions of children in developing countries sometimes assess need in terms of "vulnerability," potentially indicated if the child has lost one or both parents, if the child is not living with a biological parent, and if the child lives in a household in which no adult has any formal education. This research supplements those indicators with other information about household-level vulnerability such as crowding and age structure. In addition, community level factors are incorporated in the analysis to take into account poverty and the proportion of adults in the cluster who are educated. It is expected that children will experience worse outcomes if they are any type of orphan, if they do not live with both parents, if they live in a household that has no educated female adults, high crowding and high youth dependency. Children are expected to experience worse outcomes if they live in a community with a low proportion of educated female adults, low nighttime lights and high cost/time distance to a major city.

Methods

We investigate the association of these risk factors with nine outcomes in four domains using 30 Demographic and Health Surveys. The outcomes and domains are the following:

Nutrition: Stunted, underweight, wasted, any anemia (stunting, wasting, and any anemia for children less than five; underweight (based on BMI) and any anemia for girls age 15-17);

Health care: No care-seeking sought in a health facility for ARI or fever symptoms (for children less than five);

Schooling: Not in school (children age 5-14);

Child protection: Teenage fertility and first sex before 15 (for girls age 15-17); no birth registration (for children under five).

Logistic regressions are estimated for each outcome and each survey. A meta-analysis is performed for all the surveys. Forest plots are produced to represent the odds ratios. The overall effect summarize the effect from each category of each variable.

Results

The overall effects for the surveys show that most of the significant findings are in the expected direction, especially for the outcomes of stunting, no care-seeking sought for ARI symptoms, no birth registration, teenage fertility and sex before age of 15. Wasted, any anemia in children, no school and underweight had at least one variable category that departed significantly from the expected direction. No variables were found to predict significantly any anemia in girls age 15-17 years.

Conclusions and Implications

With few exceptions, children who have at least one parent that died or do not live with their parents are more likely to experience bad outcomes compared to children with both parents alive or who live with both parents. In addition, children experienced worse outcomes if they lived in households considered vulnerable or in a community with a low proportion of educated females, a low nighttime nights and high cost/time distance to a major city. The findings can provide guidance for programs to improve child outcomes and to identify children, households and communities with high risk.

Bios
Shireen Assaf is on the analysis team at The Demographic and Health Surveys Program, a project of the United States Agency for International Development. She has authored several reports and facilitates analysis workshops in countries where the DHS is implemented. Dr. Assaf has a Ph.D. in Statistics and an M.S. in Population Health.

Thomas W. Pullum is the Director of Research at DHS. He joined the DHS staff in 2011, following a lengthy career in academia, primarily at the University of Texas at Austin. Current interests include statistical demography, the measurement of maternal mortality, and the determinants of child well-being. Dr. Pullum has a Ph.D. in sociology from the University of Chicago.

Examining child supervision in rural and urban Lao People's Democratic Republic

José Ignacio Nazif-Muñoz[1], Mónica Ruiz-Casares[1,2]

[1]McGill University; [2]SHERPA—University Institute in Montreal

Background and Purpose

This presentation examines the prevalence and factors associated with child supervision in Laos. More specifically it explores the extent under which children under five years old are left either unsupervised or under the care of another child younger than 10 years old. We also focus on the rural-urban tension in order to identify how this dichotomy may indicate differences across and within provinces.

Methods

Demographic and socioeconomic data for women aged 15 - 49 years, men aged 15-49 and children aged 0-5 and provincial data were extracted from Lao's Multiple Indicator Cluster Survey for 2011-2012 (MICS4) (n = 10,508). Multi-level Poisson regressions were performed to determine the number of days a child under fiver years of age was left unsupervised or under the care of another child younger than 10 years of age. The following independent variables were examined: sex and age of the child, child's mother education, child's father education, household wealth, number of individuals living in the household between 15 and 49 years old, and place of residence (urban versus rural). Interactions effects between rurality and provinces were also introduced to assess differences across and within provinces.

Results

Province was a significant factor in explaining variation in both variables, confirming the need of analyzing this phenomenon with a multi-level approach. Large discrepancies between urban and rural populations were found. Children living in rural areas were more than five times more likely to be unsupervised than children living in urban settings (incidence rate ratio, IRR 5.41; 95% CI:1.84-15.92), and children living in rural areas were nearly twice more likely to be left under the care of another child than children living in urban settings (IRR 1.94; 95% CI:1.30-2.31). Age was also a common factor in explaining variation in both dependent variables.

Conclusions and Implications

This study is one of the first to analyze cross sectional data regarding child supervision in a low-income country. Rurality is the most important factor in explaining variation in children home alone or with another young child and therefore policies that aim at facilitating child care arrangements for children under five years of age should consider this particular type of setting in order to increase children's protection.

Bios
José Ignacio Nazif-Muñoz, PhD is a Steinberg Global Health Postdoctoral Fellow in the Institute of Health and Social Policy at McGill University. His doctoral thesis Inequity on the roads was awarded the 2016 Arts Insight Dissertation Award for the best dissertation of 2015 in the Social Sciences at McGill. He works on examining the effects of global transport child policies on child occupant injuries and fatalities across countries with focus on Brazil, Chile and Israel.

Mónica Ruiz-Casares, PhD is Associate Professor in the Division of Social and Transcultural Psychiatry, and Associate Faculty at the Centre for Research on Children and Families and the School of Social Work at McGill University. She is also a Researcher at SHERPA—University Institute in Montreal. She leads mixed-methods studies on child wellbeing across cultures, particularly regarding parent-child separation and ethical and methodological issues in research with and by young people.

8.3: Children's well-being, age and gender

Subjective well-being decreasing with age: New research on children over 8

Ferran Casas, González-Carrasco Mònica

University of Girona, Spain

Background and Purpose

There is cumulative evidence in the scientific publications that SWB appears to decrease with age in most countries during a part of the period corresponding to childhood and adolescence. However, many different psychometric scales have been used by researchers in different countries, and very little research has been developed with the same instrument in a set of countries at the same time. Additionally, it is still unclear if this decreasing trend starts at same age in diverse cultural contexts. Up to now, most research evidence is for the age range 12 to 16. The purpose of this study is to contribute with new evidence about the evolution of SWB at ages younger than 12, taking into account the potential diverse sensitivities of different psychometric scales to capture the changes because of age.

Methods

Using the Children's Worlds second wave international database, the evolution of SWB from the age of 8 until the age of 12 is analysed in 15 countries, using 4 different Subjective Well-Being (SWB) psychometric scales – 3 multi-item and 1 single-item. The comparability of scales among age groups is tested by means of Multi-group Structural Equation Modelling.

Results

Our results lend strong support to the hypothesis that the SWB decreasing-with-age trend starts at around 10 years of age in most countries, or even earlier in a few, and not at puberty, as previous research appeared to suggest. The four psychometric scales used here reveal a decrease between the 10 and the 12-year-old group, which is significant in most countries, including when the pooled overall sample is used. Notable discrepancies appear in the results displayed by the different SWB psychometric scales in a considerable number of countries, although they are fairly similar in many others.

Conclusions and Implications

When researching children's SWB, our results do not support those of some other authors who have analysed adult scores with single-item and multi-item SWB scales and state that they perform very similarly (Cheung & Lucas, 2014). In our review of the scientific research in this field, we identified 13 different psychometric scales that have so far been used as indicators of SWB in studies reporting decreasing-with-age trend, but on the basis of our results it is not surprising that some studies have not identified the decreasing-with-age trend. The cumulative evidence that this trend appears in most countries has very relevant practical implications for childhood policies and for practitioners working with children. In any evaluation design a baseline identifying this trend is needed in order not to miss-understand the impact of any social intervention or policy.

Bios
Dr Ferran Casas is emeritus professor and co-coordinator of the ERIDIqv Research Team (on Childhood, Adolescence, Children's rights and their Quality of Life. www.udg.edu/eridiqv) within the Research Institute on Quality of Life (IRQV. www.udg.edu/irqv) at the University of Girona. He is member of the Children's Worlds international project coordinator team. He is co-editor of the Handbook of Child Well-Being, published by Springer.

The Satisfaction with Life Scale adapted for Children: Measurement invariance across gender and over time

Martin Guhn, Tavinder Ark, Scott Emerson, Kimberly Schonert-Reichl, Anne Gadermann

University of British Columbia, Canada

Background and Purpose

Using measures of subjective wellbeing in research that attempts to understand group differences and developmental changes over time assumes that subjective wellbeing can be measured in the same way across groups and over time. In other words, the underlying conceptual structure of the latent variable of subjective wellbeing is assumed to be measurement invariant. The objective of the present paper was to examine measurement invariance with regard to gender and over time on the SWLS-C. The SWLS-C is a self-report measure, which is frequently used to assess the cognitive component of subjective wellbeing, satisfaction with life, in children in middle childhood and young adolescence.

Methods

The sample consisted of 4,026 elementary school students in British Columbia, Canada, who responded to the SWLS-C in grade 4 ($M_{(age)}$=9.3, SD=0.6; 48.9% girls) and approximately 3 years later in grade 7 as part of school district-wide implementations of a larger survey. The SWLS-C is an adaptation of the Satisfaction with Life Scale, by simplifying the item wording and the response format to a 5-point Likert-type response scale. We used multi-group confirmatory factor analyses and repeated-measures confirmatory factor analysis to examine measurement invariance across (i) gender (boys versus girls) at age 9 (grade 4), (ii) gender at age 12 (grade 7), (ii) age (Grade 4 versus Grade 7) for all children, (iv) age for girls, and (v) age for boys. We used a means and variance adjusted weighted-least squares estimation method to accommodate the ordinal distributions of the SWLS-C items.

Results

Factor loadings and thresholds were measurement invariant in all models. In the gender comparisons, residual measurement invariance was found in grade 4 and grade 7. In the analyses over time (grade 4 to grade 7), residual invariance held for the girls, but did not hold when analysing all children or boys only.

Conclusions and Implications

The findings suggest that SWLS-C mean scores can be meaningfully compared across gender, whereas caution should be used when comparing SWLS-C mean scores over time.

Bios

Dr. Martin Guhn is Assistant Professor at the Human Early Learning Partnership, School of Population and Public Health, University of British Columbia, and National Research Lead of the Forum on Early Child Development Monitoring, supported by the Lawson Foundation. His training includes a PhD in Human Development, and degrees in Psychology and Music. His research focuses on social, cultural, and socio-economic influences on child development, health, wellbeing and education.

Dr. Tavinder K. Ark is the Director of Data Management and Analytics at the Human Early Learning Partnership. In this role, Tavinder applies her cognitive, psychometric and statistical training in overseeing population level data collected on children across BC and Canada. Her research interests include studying the impact of rater variance in performance-based assessments, the use and application of generalizability theory, structural equation modeling and machine learning on population level data.

Scott Emerson is an MSc student at the University of British Columbia's School of Population and Public health, and a Research Assistant with the Human Early Learning Partnership. His master's thesis examines the measurement invariance of the Satisfaction with Life Scale adapted for Children across various ethno-cultural background groups. His research interests include social epidemiology, quality of life, immigration, and individual differences.

Dr. Schonert-Reichl is a Professor and Director of the Human Early Learning Partnership at the University of British Columbia. Her research focuses on understanding the factors that promote children's empathy, altruism, and resiliency. She is the recipient of the 2015 Joseph E. Zins Distinguished Scholar Award for outstanding research on social and emotional learning, and the Confederation of University Faculty Associations BC's Career Achievement Award for contributions to the community beyond the academy through research.

Dr. Anne Gadermann is an Assistant Professor at the Human Early Learning Partnership, School of Population and Public Health, University of British Columbia and Research Scientist at the Centre for Health Evaluation and Outcomes Sciences, Providence Health Care Research Institute. Anne's research focuses on examining the social determinants of physical and mental health and wellbeing in populations across the lifespan, including children and youth and individuals who are homeless or vulnerably housed.

Subjective well-being between 9 and 16 years of age: Gender differences in a 4-year longitudinal study

Ferran Casas, **González-Carrasco Mònica**
University of Girona, Spain

Background and Purpose

Up to now very few longitudinal studies have been developed on the evolution of SWB among children younger than 12. The up-to-now scarce research available suggests that evolution of SWB during this age period follows clearly different patterns depending on gender. The purpose of this study is to contribute with new evidence to the understanding of the evolution of SWB from 9 to 16 years of age according to gender.

Methods

The evolution of the SWB of 5 cohorts of children aged 9-14 during 4 years follow up (final ages 13-17) is analysed. The Overall Life Satisfaction (OLS) single-item scale and the BMSLSS (Seligson et al., 2003) multi-item psychometric scale are used as indicators of SWB. Structural Equation Models and Latent Curve Analysis are used to analyse data obtained.

Results

Scores on OLS scale do not seem to have a strong influence on the scores one year later in any of the data collections. However, SWB scores based on domains satisfaction do have a direct influence on next years' scores, both on the OLS and on each domain satisfaction. A decline in the levels of SWB is observed for both boys and girls with the two SWB scales administered. Taken globally, that is, with no differentiation by cohort, statistically significant differences are only detected through the multi-item domain-based scale corresponding to the second year of data collection, girls' means being lower. This reinforces previous findings in which differences between boys and girls were detected in some specific domains more than in SWB in general – and only in some occasions (Casas et al., 2007).

Conclusions and Implications

Specific domain-based evaluation seem to have a more visible and direct impact in children's overall life satisfaction from one year to the next, than overall abstract evaluations. The pattern of the decreasing-with age trend of SWB appears to be clearly different according to gender. Different patterns have been found in this decline for boys and girls, the decline being more marked and presumably longer-lasting among girls. This means that girls' homeostatic system is probably more sensitive to external variations and that a relationship exists between earlier changes occurring in girls in the physical and cognitive domains and their specific pattern of SWB. The finding by Llosada-Gistau et al. (2015) and Tomyn et al. (2015) of gender differences in global SWB but only in samples considered at risk, girls scoring lower than boys, would reinforce this idea. It is hypothesized that both biological (hormonal influence) and cultural factors (differences in social standards for boys and girls) underlie girls' greater sensitivity. More research is needed to establish how these lower levels of SWB experienced by females in adolescence transform into higher levels in adult life. These findings have very relevant practical implications for childhood policies and for practitioners working with children which aim to be gender-sensitive.

Bios

Dr Ferran Casas is emeritus professor and co-coordinator of the ERIDIqv Research Team (on Childhood, Adolescence, Children's rights and their Quality of Life. www.udg.edu/eridiqv) within the Research Institute on Quality of Life (IRQV. www.udg.edu/irqv) at the University of Girona. He is member of the Children's Worlds international project coordinator team. He is co-editor of the Handbook of Child Well-Being, published by Springer.

Children's participation in housework: Is there a case of sex-typing? Evidence from International Survey of Childrens' Well-Being (ISCWeb)

Zlata Bruckauf, Gwyther Rees

UNICEF Office of Research Innocenti, United Kingdom

Background and Purpose

This paper will examine the potential case of 'sex typing'- assigning gender roles according to sex, based on gender difference in children's participation in housework across 11 OECD and EU member states. It attempts to explain gender differences and the extent of children's participation in housework through family need (H1) and family socialization (H2). It also investigates whether participation in housework is linked to levels of participation in educational and leisure activities, including whether this varies by gender; and how children's participation in housework relates to their sense of their family and overall well-being.

Methods

This paper draws on the second wave of Children's Worlds, the International Survey of Children's well-being (ISCWeB). Using multivariate logistic regression, we examine factors influencing boys' and girls' participation in housework at ages 8, 10 and 12. These factors include family structure, material deprivation and parental employment.

Results

In all countries studied substantially more girls report daily participation in housework than boys. Gender difference is not fixed across ages. While in some countries it peaks at age 12, in Norway and the United Kingdom, the countries with traditionally more gender egalitarian views, the disparity declines between ages 8 and 12. The extent to which the socio-economic factors considered predict variations in participation in housework, and interact with gender also varies between countries. Results will also be presented on the associations between participation in housework and participation in other activities; and between participation in housework and children sense of family and overall well-being (analysis of these aspects is currently being undertaken).

Conclusions and Implications

Understanding the timing and extent of sex-typing of children would inform the SDG implementation process by drawing attention to the important role of family in shaping gender egalitarian attitudes towards and among children. Finding common patterns of sex- typing and their determinants across countries from the point of children complements national studies of children's participation in housework helping to formulate policy responses at the regional or global level.

Bios
Zlata Bruckauf is a researcher working on UNICEF Innocenti Report Card Series. She is leading a cross-national comparative work on inequality of educational outcomes. Her research interests also include child poverty, family dynamics and parenting. Prior to joining Innocenti, she carried out research for the Department of Social Policy and Intervention, University of Oxford and UNICEF Bosnia and Herzegovina on child poverty and deprivation. She also worked on USAID, WB and other donor funded social protection and research support projects in Russia and Central Asia. She has a doctorate degree in social policy from the University of Oxford (UK), and a master in international development policy from Duke University (USA).

Contextual predictor's of children's subjective well-being in Botswana

Layani Humagadi Makwinja, Lisa Newland, **Mejai B. M. Avoseh, Harry Freeman**

University of South Dakota, United States of America

Background and Purpose

Botswana is a complex, collectivist society that is rapidly growing and undergoing economic, political and social challenges related to clashes between modernization and traditional values. In that process, the generational differences between grandparents, parents and children is widening. Children are being raised in different homes, neighborhoods, and school environments than their parents were. The education system in Botswana is divided between state and private schools that are structured quite differently. Education quality and academic outcomes differ between state and private schools, largely due to differences in economic resources. Given the rapid changes in home, neighborhood, and school settings in Botswana, examining multiple contextual predictors of children's SWB is essential to understanding how we can best support and improve children's lives.

Methods

This cross-sectional, correlational study of children's SWB in Botswana included children between ages 8 and 16 (n = 1005). Children completed an adapted version of Children's World Survey, which is a self-report measure of SWB and contextual indicators (there are three versions of the survey, distributed by child age). In this study three SWB indicators were measured: life satisfaction, mental health and self-image. Contextual factors included in this study were home and family, life and neighborhood, school and peer factors. The contextual factors were indicators of relationship quality as well as environmental quality across various contexts. Measures were used to answer two broad questions: 1) what factors predict children's SWB in Botswana? And 2) do patterns of prediction differ for children in state versus private schools?

Results

For the full sample, life satisfaction was predicted by all of the contextual indicators, while for mental health, neighborhood quality and teacher relationships were not predictive. For self-image, parent involvement and teacher relationship were not predictive. Patterns of prediction varied for the state and private school subgroups. Even so, family relationships were most predictive, and teacher relationships least predictive of SWB, across all three groups (entire sample, state school students only, and private school students only). While SES was not measured in this study, children attending state schools generally come from lower SES families, and teacher relationships were moderately predictive of child mental health in state schools, suggesting that teachers may play different roles in SWB depending on school type.

Conclusions and Implications

The findings from this study have important implications for schools, family practitioners, and policy makers in Botswana. Findings mirror those of other recent studies suggesting that child SWB is complex and impacted by a variety of relationships and environments, which should be taken into account when making policy changes that support children.

Bios

Layani Makwinja, M.A., is a Ph.D. candidate in the Division of Counseling and Psychology in Education at the University of South Dakota, with an emphasis on Human Development and Education Psychology. Her interests include child well-being, teacher-child relationships, the implications of the home and school environments on child development, and the effects of school settings on child motivation and cognitive development.

Lisa Newland, Ph.D., is a Professor of Human Development at the University of South Dakota. Her research interests include child well-being, parent-child relationships and developmental outcomes, intergenerational transmission of attachment, unique contributions of mother and father involvement, marital relationship and co-parenting implications for child attachment, and interactions between home and school settings.

Mejai B.M. Avoseh, Ph.D., is a Professor of Adult and Higher Education at the University of South Dakota. His research interests include international and global education, comparative education, adult education; indigenous/non- western perspectives in education, diversity and social justice issues in education, multi-cultural education, and philosophical frameworks.

Harry Freeman, Ph.D., is a Professor of Human Development at the University of South Dakota. His interests include child, adolescent and young adult attachment, connections between filial and romantic attachment, father attachment, cross cultural differences in attachment, socio-emotional development during the adolescent transition, Evolutionary psychology and research methods.

8.4: Public spending and children's health

Rethinking Public Finance for Children (PF4C): Monitoring for results

Diego Angemi
UNICEF, Uganda

UNICEF Uganda in action: Linking budgetary outputs and children's outcomes to improve service delivery for children

Background and Purpose

Uganda's social sectors have traditionally relied heavily on donor funding, but as budget support declined in recent years, there was heightened urgency to achieve better value for money with existing public resources.

Methods

In 2014, UNICEF Uganda initiated a close partnership with the Budget Monitoring and Accountability Unit (BMAU) of the Uganda Ministry of Finance, Planning and Economic Development with a view to develop a framework to monitor the effective development of national programmes affecting children by tracking decentralized allocations across three priority sectors, including education, health and water. This new approach is called "Rethinking Public Finance for Children: Monitoring for Results" and involves looking more closely at budget trends at the regional level as well as capturing the impact of public investments on social outcomes, e.g. on school completion rates, antenatal care visits or improved water source functionality. Much of the information that has been generated has shown that poor outcomes are not necessarily the result of insufficient inputs, but oftentimes the lack of complementary investments such as social protection.

Results

The framework was integrated in BMAU's workflow and serves as a platform to monitor the delivery of national programmes affecting children across the three priority sectors. It continues to generate new information on budget performance, which is helping to enhance transparency around the budget and ultimately to identify and remove implementation bottlenecks for improved service delivery. In the words of the Permanent Secretary / Secretary to the Treasury, this initiative marks a new era in Government's effort to assess the effective delivery of basic services, and provides a significant contribution in reshaping the future of equity based financing in Uganda by strengthening Government's current monitoring systems – moving beyond an accountability trail for budgetary resources to a system of tracking service delivery performance and impact.

Bios

Chief, Social Policy and Advocacy (UNICEF, Uganda)
Diego Angemi is a seasoned economist with over 15 years of diverse experience in research and policy analysis. Diego's areas of expertise include poverty and vulnerability analysis, and the design and implementation of national development plans, in addition to various aspects of public financial management (i.e. budget formulation, execution, monitoring and reporting), and aid effectiveness.

Public spending on children and adolescents in Peru: Methodology and follow-up

Lisset Arrascue Rosales
UNICEF, Peru

Achieving progress in the fulfillment of children's rights means that resources, especially public resources, are available and allocated in a sufficient, timely and equitable manner. Then, we need to know, with a high level of detail, how much, how and where resources are spent.

In 2013, UNICEF in Peru, along with the Peruvian Government and other counterparts from the civil society participating in the National Roundtable on Poverty Reduction (Mesa de Concertacion para la Lucha contra la Pobreza), developed an innovative tool – called "taxonomy" – to track public spending on children at the national and subnational level. This tool links budget allocations

and expenditures to specific public policy objectives and allows for a breakdown of child-focused public investment by sector, age group, children´s rights, a level of government and place of residence, among other disaggregation criteria. This tool is already available on the Peruvian government websites and UNICEF Peru's one as well, in an interactive and accessible platform.

While both the previous and current national governments prioritized social inclusion and poverty reduction, clear funding gaps remain when it comes to child protection and participation. Subnational budgets have increased significantly in the last decade but there is still a limited technical and institutional capacity for developing evidence-based public policies, able to reach the most disadvantaged children.

In this context, the taxonomy provides both the public sector and the civil society with an objective methodological tool to quantify and monitor public expenditure directly or indirectly labeled for Peruvian children and adolescents. The taxonomy allows a deeper level of analysis, by linking the allocation of resources with progress indicators and goals set by each budgetary program and making visible funding gaps such as those previously mentioned.

The value-added of the taxonomy has been publicly recognized. Hence, the taxonomy has been used in advocacy strategies for advancing the children's right agenda. In 2015, the Peruvian Congress passed a law that states that the allocation of public resources to the National Plan of Action for Children and Adolescents (PNAIA 2012-20121) should be considered as a national interest issue and it should receive, therefore, preferential attention by the decision makers in both the Executive and the Legislative Branches. Furthermore, having a monitoring methodology on public spending for children could be used in a wider scope, for social and media advocacy purposes, but most importantly to provide children and adolescents with concrete, accessible and reliable information, so they can use it to demand the fulfillment of all their rights by themselves.

Bios

Lisset Arrascue Rosales is an economist working at United Nation Children Fund (UNICEF- Peru) and an independent social researcher. Her general research interests are in the fields of policies, economic and international development. She has contributed to the realization of publications related to public budget for children. She is experienced in working with the Ministry of Economy in Peru and have participated in the National Roundtable on Poverty Reduction as consultant member with the aim of advocating the rights of the most excluded.

Child health inequalities in India: Measuring progress towards equity

Mohammad Zahid Siddiqui

Jawaharlal Nehru University, India

Background and Purpose

Over the period the average improvement in child health indicators for India was remarkable. However, global focus on distributional dimension of health status draws researcher's attention across the world to quantify the volume of health inequalities, especially among vulnerable population such as children. In India few studies have attempted to quantify child health inequalities across the states and socio-economic groups. However, critical component still missing from those studies is whether, over the period these inequalities across the states and socio-economic groups becoming more similar or dissimilar. This provides a foundation to quantify the volume of convergence or divergence in child health and child health inequalities in India.

Methods

In this study we have used two principal and widely accepted data sources from India. 1) Data from Sample Registration System (SRS; 1971-2009) was used to assess the convergence in averages of child mortality indicators; absolute and relative dispersion in child mortality indicators. 2) National Family Health Survey (NFHS; 1992-2006) data was used to estimate socio-economic inequalities in key child health indicators such as children full immunization converge and children underweight. Dispersion Measure of Mortality (DMM) and Gini coefficients measures were used to assess the absolute and relative dispersion in child mortality indicators across the states during 1971-2009. We have also tested both sigma and convergence hypotheses to asses the convergence in child health and health inequalities across the states and socio-economic groups. Inequality of Opportunity Index (D-index) was estimated to make the need assessment for future prospects of convergence in child health.

Results

DMM estimates shows continued convergence in absolute dispersion for selected child mortality indicators. However, relative dispersion estimates in terms of Gini coefficients provides evidences for divergence in recent period. The findings of absolute and conditional convergence suggest the reduction in gaps for average child health status across the states. Sigma convergence estimates suggest the deviation in child health inequalities was more in recent period than previous. Inequality of Opportunity Index suggests that there is still the gap of 23% in IMR, 31% in Immunization and 35% in underweight at to be reduced to bring all the population sub-groups of India to fall on line of equality and to make complete convergence in child health across these groups.

Conclusions and Implications

Analyses provide evidences for convergence in averages of child health indicators. Findings also support the convergence in absolute deviations of child health indicators. However, convergence estimates in relative dispersion and socio-economic inequalities in selected child health indicators support the divergence for recent periods.

Findings foster convergence measures as the novel tools for assessing and monitoring the progress in averages and inequalities in child health indicators. Convergence in child health and health inequalities not only reflect equity sense across the states, regions and socio-economic groups but an effective summary measure of overall (socio-economic and health) progress. It is important to use an effective health monitoring tool such as convergence in the countries with huge divergent destinies of progress within the country.

Bios
Mohammad Zahid Siddiqui is a Research Scholar of Population Studies at Jawaharlal Nehru University, New Delhi. His broader area of research are deals with Inequalities in Income, Health, Wealth, Nutrition and Socio-religious status and its Social Determinants with specific focus on older, women and children. He was involved in projects on inequalities of socio-economic, health, nutrition and education in Women and Children among socio-religious groups in India.

Does cash transfer program improve children's health outcomes? Early evidence from a randomized controlled trial in Cameroon

Soazic Elise Wang Sonne

United Nations University-MERIT, Netherlands, The

Over the last decade, Cash transfer programs have increasingly become an instrument of poverty reduction in developing countries especially in Latin America and South East Asia but also in Sub Saharan Africa. If most of Conditional Cash Transfer (CCT) or Unconditional Cash Transfer (UCT) interventions results revealed a positive effect on common welfare outcomes indicators such as Schooling attendance, Consumption, Food security, Production, Multidimensional Poverty Index (MPI), etc.; few have looked at whether those transfers may have an impact on children health outcomes especially in the context of Middle or Central Africa where Randomized Controlled Trials are sparse. Moreover, few studies have move beyond the solely assessment of whether the transfer program works in enhancing under five years old anthropometrics to understand the mechanisms through which that happens but also for which specific gender of children and under what conditions the impact is observed.

Using the first ever Randomized Control Trial impact Evaluation data from Cameroon, this paper aims at assessing the impact of the Cash Transfer Program on Weight for Height and Height for Age Z score of under five years old children by considering women's intra-household decision making as a potential mediator. It also aims at performing a moderation analysis to see whether children living in village located closer to the epicenter of the Terrorist Islamic Group ' BOKO HARAM' are having lower health outcomes than their peers.

Preliminary results revealed that the cash transfer program significantly improved the Height for Age Z Score of under five years old children through an increased level of intra-household women's decision making. It also shows that children living in village closer to the BOKO HARAM epicenter have lower health outcomes than their peers.

Bios
Elise is a PhD research fellow at UNU-MERIT. She holds a BA and a Msc in Statistics and Applied Economics from The Sub-regional Institute of Statistics and Applied Economics of Central Africa in Yaoundé, Cameroon and a MSc in Program Evaluation from the University of Rennes 1 (France). Her research interest encompasses technology adoption, children's health, gender, conflict, applied econometrics, impact evaluation and transparency in social sciences. She is a current 2016 NYU-Global TIES fellow.

8.5: Child Indicators Research Journal: Reviewer meets reviewed

Asher Ben-Arieh[1], Bong Joo-Lee[2], Christine Hunner-Kreisel[3], Esther Otten[4]

[1]Haruv Institute and the School of Social Work and Social Welfare at the Hebrew University of Jerusalem; [2]Seoul National University, Republic of South Korea; [3]University of Vechta, Germany; [4]Springer

Since its creation in 2008, Child Indicators Research, the official Journal of the International Society for Child Indicators (ISCI), has become a source of high quality, policy impact and rigorous scientific papers. The journal offers a unique, applied perspective by presenting a variety of measurements and indicators of children's well-being and their usage within multiple domains and social policy regimes, and in diverse cultures. This session will provide delegates with an opportunity to learn more about the scope and vision of this international, peer-reviewed quarterly and ask questions to the Editors-in-Chief and the journal's Senior Publishing Editor.

Bios
Asher Ben-Arieh served for 20 years as the associate director of Israel's National Council for the Child. Since 1990 and until 2011 he has been the founding editor-in-chief of the annual "State of the Child in Israel." Professor Ben-Arieh is one of the leading international experts on social indicators, particularly as they relate to child well-being. He initiated and coordinated the International Project "Measuring and Monitoring Children Well-Being," was among the founding members of the International Society for Children Indicators (ISCI). Currently, Professor Ben-Arieh is one of the PIs of the multi-national, multi-million International Study of Children's Well-being (ISCWeB) research project. He is a co-editor of *Child Indicators Research*, an international journal on child indicators.

Bong Joo Lee is a Professor of Social Welfare at Seoul National University. He earned his Ph.D. from the School of Social Service Administration at University of Chicago. Before joining to the faculty of SNU, he had taught at Boston University School of Social Work and University of Chicago. His research focuses on child poverty, child welfare, social development, and social service reform issues. He has published many books and papers in domestic and international peer-reviewed journals. He is a co-editor of *Child Indicators Research*, an international journal on child indicators.

Christine Hunner-Kreisel is a Professor in the field of transculturality and gender at the University of Vechta. Her current research is on childhood and youth, on growing up in migration contexts, both in intersectional perspective and with a focus on family and institutional processes in upbringing and education; Gender relations but with an intersectional perspective in the context of upbringing and education is a further research focus. She is also one of the coordinating researcher of the multinational qualitative study on "children's understandings of well-being – global and local contexts" (CUWB) with a partial study located in Vechta.

Esther Otten is Senior Publishing Editor with Springer and liaison with the International Society for Child Indicators in regard to its official journal, Child Indicators Research. She is responsible for Springer's publication list in Quality of Life Studies and Well-being Research, which includes child well-being, child maltreatment and child development.

8.6: Child well-being and academic achievement

Social competence and academic competence: Which one is more important for South Korean children's subjective well-being?

Juyeon Lee[1], Changyong Choi[2]

[1]University of California, Berkeley; [2]Seoul National University

Background and Purpose

Both social and academic competence have been found to be important predictors of children's well-being and healthy development. In Korean school settings, however, social competence is much less valued than academic competence, which is viewed as the sole primary purpose of education. This study aims to examine the effects of social competence and academic competence on Korean children's subjective well-being (SWB), mediated through their satisfaction with school. Specifically, we focus on comparing direct, indirect, and total effects of social competence and academic competence.

Methods

We analyzed the 10- and 12-year-old South Korean data (N=5,371) of the ISCWeB. The two SWB indicators, life satisfaction and positive affect, were measured by Huebner's SLSS (1991) and Cohen's core affect (2009). Social competence was measured by nine self-report items (e.g. ability to respect, listen to, cooperate with others, etc.) developed by Lippman et al. (2014). Academic competence was measured by self-reported level of achievement in Korean, mathematics, and English as well as overall achievement. School satisfaction was measured by six items (e.g. satisfaction with school experience, life as a student, etc.). Grade, gender, and low-income status were included as control variables. The research model was examined using Structural Equation Modeling approach. Significance of effects was tested by bootstrapping method.

Results

The research model showed acceptable fit ($\chi 2(425)=8167$, p<.05, CFI=.937, RMSEA=.059, 90% CI[.058, .060]). The squared multiple correlation estimates suggested that this model explained a fair amount of variances in school satisfaction (.344), LS (.594) and PA (.565).

The direct effects of social competence on LS (β=.117) and PA (β=.150) were both positively significant at .001 level, whereas the direct effects of academic competence on LS (β=.011, p=.363) and PA (β=-.056, p<.001) were either insignificant or negative. The indirect effects of social competence through school satisfaction on LS (β=.322) and PA (β=.315) as well as those of academic competence on LS (β=.110) and PA (β=.107) were all significant. The total effects of social competence on LS (β=.440, p<.01) and PA (β=.464, p<.01) were larger than those of academic competence on LS (β=.120, p<.01) and PA (β=.052, p<.01).

Conclusions and Implications

Although both social and academic competence had positive effects on SWB through school satisfaction, the direct, indirect and total effects of social competence on SWB were stronger than those of academic competence. These findings suggest that social competence is more, or at least not less, important than academic competence for Korean children to be happy in their school lives and overall lives. This study calls for social intervention to appreciate the importance of social competence and to promote it for all Korean children to become happier.

Bios

Juyeon Lee is a first-year PhD student in School of Social Welfare at UC Berkeley. She earned her BA and MA degree in Social Welfare from Seoul National University. Her research interests focus on prosocial development and socio-emotional well-being in childhood. She is also interested in developing effective strategies to promote children's social and emotional competence in universal school-based prevention practices.

Changyong Choi is a doctoral student of Social Welfare at Seoul National University, South Korea. He earned his Master's degree from the Department of Social Welfare at Seoul National University. His research interests are in child welfare, children's subjective well-being, positive development and medical social welfare.

Subjective well-being and school achievement: A follow up study with 8 year olds in Algeria

Habib Tiliouine

University of Oran2, Algeria, Algeria

Despite the large number of recent international publications examining the subjective well-being (SWB) of children, very few researches have specifically addressed SWB at a young age. The present paper uses a follow-up design to explore stability and change in SWB ratings of 8 year old children (Time 1, Sept. 2013) through to 11 years (Time 2, April 2016) using the ISCWEB (isci-web.org) questionnaires, knowing that these latter covered a variety of life domains and demographic information. The study attempts also to link SWB ratings of the sample to their results in the Primary School National Exams (June 2016). The sample subjects are 578 children (54.7% girls), taken from 17 schools.

Initial analyses of this follow-up study have been highly revealing. The following aspects should be underlined:

1. None of the studied aspects have shown an increase with age.
2. Satisfaction with family life, school experience, health, appearance, safety, and teacher relationships domains have been consistently stable across surveys regardless of gender.
3. Satisfaction with life, happiness, material possessions, friends, time use, local area, freedom, and classmates decreased in Time 2 for the whole sample. But this trend was not significant in males, in life satisfaction, material possessions, and classmates. In females, it was not significant in material possessions.
4. Individual domain items have shown that teacher relationships decreased more for males than for females, but there have been patterns in the other direction for satisfaction with Life, and classmates relationships.

Analyses concerning the relationship of these ratings to school achievement are yet to be completed. On the whole the results will be discussed on the light of cross-sectional and the few follow-up international research.

Bios

Habib Tiliouine is Professor and Head founder of the Laboratory of Educational Processes & Social Context (Labo-PECS) of the University of Oran (2001). His research interests include well-being research, child development and education, education reform and management and quality of life in Islamic societies. He edited with Richard Estes: 'The state of Social Progress of Islamic Societies' (Springer, 2016, about 700 pages). He has more than 40 published works in English, Arabic and French, and 30 years' experience in university undergraduate and postgraduate teaching. He received the 2015 'Research Fellow Award' of The International Society for Quality-of-Life Studies for his contributions.

Developmental change of the impact of material deprivation and academic achievement on South Korean children's subjective well-being

Changyong Choi

Seoul National University, South Korea

Background and Purpose

Recently, research interest on child-centered and positive indicators such as happiness, SWB have been increased (Ben-Arieh, 2008; UNICEF, 2013; Rees & Main, 2015). A phenomenon revealed by these studies is the decrease of SWB by ages. However the underlying mechanism is not identified yet (Casas, 2016).

Life satisfaction is an indicator of SWB, cognitive evaluation of experiences and conditions of life (Diener, 1994). Researchers have claimed that economic status and academic achievement impact largely on children's peer relationship and furtherly life satisfaction. However, age differences of the relationship among them have not been examined.

This research aims to identify the developmental change of mechanism of SWB among South Korean children. It investigates the impact of academic achievement and material deprivation on life satisfaction, and the mediating role of peer relationship. Also, age differences between 5th grade (aged-10) and 1st grade of middle school (aged-12) are examined.

Methods

The subsample of 10 and 12-year-old (N=4,772) of the 2013 South Korean data of the International Survey of Children's Well-Being (ISCWeB) is utilized in this study.

Life satisfaction is measured by Student's Life Satisfaction Scale (SLSS) (Huebner, 1991). Academic achievement is measured by self-reported achievement in Korean, mathematics, English and overall achievement. Material deprivation is measured by Child Material Deprivation Index (CMDI) (Main & Bradshaw, 2012). Peer relationship is measured by two items, 'I have enough friends', and 'My friends are nice to me'. Gender is controlled in this model.

The research model is examined with Structural Equation Modeling. Multiple group analysis is employed to understand the differential relationships of key variables by age groups. The significance of indirect effects is tested using the bootstrapping method.

Results

The model fit indices suggest an acceptable model fit (χ2=754.922; df=92, p<.05), RMSEA=.037 (.035-.040), CFI=.983). Also, the measurement equivalence ($\Delta\chi$2=7.122; df=7, p=.416) shows the appropriateness of data for multiple group analysis.

The direct coefficients are statistically significant (p<.05, standardized coefficients of aged 10/12) with both age groups. Academic achievement is positively associated with peer relationship (.278/.198) and SLSS (.148/.188), and CMDI is negatively associated with peer relationship (-.159/-.142) and SLSS(-.106/-.151). Peer relationship impacts significantly on SLSS (.485/.409). Indirect effects of both groups are all statistically significant.

Also, according to the critical ratio for difference indices, the structures are different between age groups. The two coefficients, academic achievement to peer relationship and material deprivation to SLSS, are significantly different.

Conclusions and Implications

Life satisfaction is the cognitive evaluation of life experience and condition so that it reflects what one thinks important on one's life. Academic achievement and economic affluence are socially approved asserts in Korean society. According to the results, the direct effects of material deprivation and academic achievement on life satisfaction itself expand as children grow up, and impacts of them on peer relationship is larger at age 10. These results would be discussed with socialization process of Korean children.

Bios

Changyong Choi is a doctoral student of Social Welfare at Seoul National University, South Korea. He earned his Master's degree from the Department of Social Welfare at Seoul National University. His research interests are in child welfare, children's subjective well-being, positive development and medical social welfare.

The interplay between school and home location and its impact on children's subjective well-being

Mònica González-Carrasco, Ferran Casas, Ferran Viñas, Sara Malo, Gemma Crous

University of Girona, Spain

Background and Purpose

Urban vs rural contexts where children live have been compared for different child outcomes. However, the impact of varying aspects such as age, gender or the fact of living within the same context as the school is yet to be explored. The aim is to determine the extent to which children's subjective well-being (SWB) and their perception of a child-friendly school vary according to age, gender and the fact of living in the same context as the school or not.

Methods

The study was carried out from representative Spanish samples of 8, 10 and 12-year-olds (N = 3,708) selected through a multistage cluster sampling. SWB was measured through the OLS (Overall Life Satisfaction single-item scale), and a modified version of the SLSS (Students' Life Satisfaction Scale) and the BMSLSS (Brief Multidimensional Student's Life Satisfaction Scale), while the perception of a child-friendly school was assessed through three indicators belonging to the Children's Worlds Project (www.isci-web.org/). In order to determine whether interactions existed among home location, school context, gender and age group, a MANOVA analysis for complex sampling was performed to explain the scores for the three SWB indices and the three indicators of a child-friendly school.

Results

The results obtained demonstrate that the interplay between context and SWB and other school-related variables appears to be more complex than previously thought when the combination of home location and school environment is considered simultaneously. The results show that a match between home and school context is associated with both medium levels of SWB and perceptions of a child friendly-school in the three age groups. Whereas no interactions between age, gender, school context and home location contribute to explaining overall life satisfaction, some do contribute to explaining the other two SWB scales and three indicators of a child-friendly school.

Conclusions and Implications

The results obtained suggest that the interaction between home location and school environment should be considered simultaneously for policy-making related to childhood. They also contribute to instigating a possible debate regarding the multiple possibilities that exist when studying the influence of different settings on children and adolescent's SWB and how these vary according to the child's age and gender.

Bios

Dr Mònica González-Carrasco is tenured assistant professor at the University of Girona and co-ordinator of the ERIDIqv Research Team (on Childhood, Adolescence, Children's rights and their Quality of Life. www.udg.edu/eridiqv) within the Research Institute on Quality of Life (IRQV. www.udg.edu/irqv) at the University of Girona. She participates in the Children's Worlds international project and other research related to children's and adolescent's subjective well-being (Researcher ID: H-2581-2012).

Dr Ferran Casas is emeritus professor and co-ordinator of the ERIDIqv Research Team. He is member of the Children's Worlds international project co-ordinator team. He is co-editor of the Handbook of Child Well-Being, published by Springer.

Dr Ferran Viñas is associate professor in the Department of Psychology, Faculty of Education and Psychology and member of the ERIDIQV research team within the University of Girona's Research Institute on Quality of Life. He is PhD in Psychology (PhD extraordinary award). His main research area is about personality, child and adolescent psychopathology and positive psychology. He has authored several articles published in scientific Journals cited in the SSCI (Research ID: H-3934-2011) and some books.

Dr Sara Malo is lecturer in the Department of Psychology, Faculty of Education and Psychology. She is PhD in Psychology. Her main research area is about the audio-visual media use between adolescents and adults, and the subjective well-being. She has collaborated as a researcher in more than 15 competitive projects. She is author and co-author of 6 books. She has authored articles in English published in reviews cited in the SSCI (Researcher ID: D-8524-2011).

Gemma Crous is a PhD candidate from the Department of Psychology at the University of Girona. Her background is in Psychology (BA) and in Youth and Society (MS). In 2013 Gemma joined the ERIDIQV research team and in 2015 she received a funding from the Spanish Government to be able to do the thesis. She is studying in depth young people's psychological well-being. She is also interested in subjective well-being, children's rights, youth policies and social exclusion.

CONCURRENT SESSIONS 9

Friday, June 30 *1:30 am to 3:00 pm*

9.1: Research constructs & methods to accord mothers and children in poverty as equally agents

Research constructs and methods to accord mothers and children in poverty as equally agents

Esther C L Goh, Kheng Leng Tok, Avelene Li Xin Tan, **Chelsea Jiayun Cheang**
National University of Singapore, Singapore

Theoretical constructs according mothers and children as equally agent – A relational perspective

Esther C L Goh

This paper presents the potential benefits of utilizing relational research constructs proposed by the Social Relational Theory (SRT) to study children and parents' dynamics in poor and multi-stressed families. In SRT, parents and children are considered to interact as human agents within a system of culturally embedded social relationships. Unlike mechanical systems whose components are inert, and are unable to change unless some external force is applied, the dialectical system comprising parents and children is composed of elements that are inherently active and self-organizing, and has the potential to change independently of external forces. Being an open-ended dialectical framework, SRT facilitates discovery by not imposing findings from past studies on the current population. This framework is dynamic as it treats both children and parents as agents in long-term relationship contexts, and considers contradictions, conflicts between the working models of parents and children, as inevitable. The conceptual tools provided by SRT make possible observations as to whether such dialectical dynamics are kept at bay or if they bring about qualitative changes in the parent-child-environment dynamics, as well as observations of the changes in the working models of the families as units in adapting to the social ecologies. In addition to the novelty of illuminating the adaptive working models of multi-stressed families, it is also innovative by providing an analytical frame that will foster the discovery of *Trajectory Equifinality Models*. The principle of equifinality means that in open systems a given end state can be reached by many potential paths (Bertalanffy, 1968). Hence, organic adaptive processes of multi-stressed families are not predetermined static traits, but instead the many pathways to positive adaptations can be distilled.

An exploratory study on the characteristics of parent-child relationship among low-income families that promote children's academic success

Tok Kheng Leng and Esther C L Goh

A high proportion of children from low-income families do not succeed academically. Yet, despite the challenges presented by their constrained socioeconomic situations, some children defy the odds to perform well in school – a phenomenon known as academic resilience. Current research is clear that parents play an important role in enabling academic resilience in children, but is silent on (1) what constitutes a strong parent-child relationship and (2) the role of children in achieving academic success. This study aims to provide insights on the characteristics of parent-child relationships that promote academic success in children from low-income families. Guided by the positive deviance methodology, this study also hopes to unpack the strategies used by children of low-income families to excel in their academics. Six parent-child dyads (n = 12) participated in this study. Mothers and children from low-income families whose children were excelling in their studies are interviewed. Data were grouped into themes and analysed, guided by the Social Relational Theory framework. It was found that strong parent-child relationships constitute mutuality and transparency. The discussion highlights that this strong parent-child relationship creates interesting dynamics; on one hand, it empowers low-income parents to actively generate strategies to be involved in their children's education; on the other, it grants children a sense of agency to think of strategies to overcome challenges and achieve academic success. Strategies used by parent and child to enable child's academic success are also uncovered. These strategies can help other children from low-income families to achieve academic resilience and excel academically.

Dynamics of low-income mothers supporting their children succeed academically: Insights from diary method

Avelene Li Xin Tan and Esther C L Goh

This research explores the relational dynamics between mothers and children from low-income families who exhibit positive deviance in academic achievement. These mothers employ clever parenting strategies that foster a sense of agency in their child and in so doing, prime them for academic success despite experiencing financial limitations and other stressors on a daily basis. Due to the outstanding outcome experienced as compared to their counterparts, these mother-child dyads are deemed 'positive deviants'. Qualitative methods have been utilised to examine strategies used by mothers with children aged 10-12 years of age who do well in their studies. These included an audio diary method to capture contextualized insights of the relationship contexts through

the recording of daily interactions and conflict. Semi-structured interviews were also conducted after the audio diary process to clarify and supplement the data. The development of interview guide was informed by Social Relational Theory which views both mother and child as active agents in the relationship. The findings unpack the daily-thought processes and methods of coping (with stress and conflict) by these mothers. Moreover, the findings inform other mothers from low-income families whose children are not coping as well in their academics. The findings from this study are relevant in the design of Social Work intervention with mothers from low-income homes on adaptive practices for mother-child interactions.

Accessing poor children's success stories through diary methods

Chelsea Jiayun Cheang and Esther C L Goh

Many studies have explored the effects of poverty on the educational outcomes of children, but few approach this topic from the lens and perspective of the child. Even for studies that explore the parent-child interactions from both perspectives, most are based on cross-sectional designs that failed to capture the intricacies of specific and daily interactions. This study aims to bridge the gap of understanding the above phenomenon through examining the child-parent relationship dynamics, from the perspective of children from poor homes, despite challenges, still manage to excel academically. Guided by the Social Relational Theory (SRT), a bidirectional model that view parent and child as equal agents, 12 children from low-income families and excelled in school performance were invited to participate in this study. Participants kept an audio diary which allows more accurate depiction of daily incidences. This method enables access to contexualized insights of the children's experiences in their day-to-day living. This was complemented by pre-post audio diary semi-structured interviews. The study was useful in unpacking daily-thought processes and perceptions of the child regarding the parent-child relationship through focusing on critical incidences such as moments of stress, conflicts as well as intimate moments that provide windows to explore the relational contexts in their families that facilitates their academic resilience. The results of this would be useful to inform interventions with other children from low-income families to help them achieve positive academic results as well as providing insights to improve dynamics between child-parent relationships of other similar families.

Bios

Esther Goh is an associate professor of the Department of Social Work, National University of Singapore.

Tok Kheng Leng is a final year Bachelor of Social Work Student in the National University of Singapore.

Avelene Li Xin Tan is a final year Bachelor of Social Work Student in the National University of Singapore.

Chelsea Jiayun Cheang is a final year Bachelor of Social Work Student in the National University of Singapore.

9.2: Social media and wellbeing

Revisiting factors associated with screen time among French school-aged children

Marcus Ngantcha[1], Eric Janssen[1], Emmanuelle Godeau[2], Virginie Ehlinger[2], Thibault Gauduchon[1], Olivier Le-Nezet[1], Stanislas Spilka[1]

[1]French Monitoring center for Drugs and Drug Addiction, France;
[2]UMR1027 Inserm - Paul Sabatier University, Toulouse, France

Background and Purpose

Spending a lot of time using media has been demonstrated to be related with harmful consequences especially among children. Given that media have entirely been integrated in children's world, it seems relevant to understand harmful consequences that may affect children's well-being. However, harmful consequences associated with screen time and others factors are not always considered through a multidimensional approach, which is more realistic and appropriate. This study aims to investigate simultaneously associations of principal factors and harmful consequences related with screen time among French students.

Methods

The population analyzed in this study was 13 to 15 years–old students living in France. Data was collected through the Health Behavior in School-aged Children (HBSC) survey organized in 2014 (N= 3720 students). After a quick description of average time spent behind the TV, game console and computer; unadjusted associations were handled through a Rao-Scott test. A structural equation model was conducted in order to examine associations between different factors and screen-time along with harmful consequences in children's well-being. Tests were significant at 0.05 threshold in a bilateral fashion.

Results

Globally, students reported spending approximately 3 hours per day behind each media. Spending more than 2 hours behind each of those three media was associated with: lower life satisfaction (Cantril scale) for TV and Computer; less physical activity for TV and game; highly active school bullying as well as grade repetition for each media. In SEM analysis, social and economic status (SES) was the most important predictor of ST. Weak health condition was related to ST. Educational environment considered as one of the harmful consequence was sharply impacted by ST. These results are consonant with results demonstrated in the literature.

Conclusions and Implications

This study suggests that even in simultaneous analysis on different dimensions ST remained associated with some harmful consequences on students' well-being. The main implication is to sensitize parents and stakeholders to limit the time spent behind each media as well as to intensify the control to help them monitor their screens' utilization. It should be noted that the difficulty to measure the total time spent using any media (because of concomitant media use) should encourage the utilization of other measurements such as off-line time.

Bios

Marcus Ngantcha is a statistician working for the French monitoring Center for Drugs and Drug Addiction within the survey and statistical analysis department. He has been involved in several cross-sectional studies focusing on teenagers. He is interested mostly by addiction with and without substances among teenagers and statistical tools in social epidemiology.

Eric Janssen is a demographer, PhD, and has been working at the French Monitoring Centre on Drugs and Drug Addictions during the past ten years. His fields of interests are substance use among adolescents, problematic substance uses and methodological related issues, such as statistical modeling to estimate the size of elusive, hard-to-reach populations.

Emmanuelle Godeau is a public heath medical doctor and holds as well a social anthropology PhD. She is the medical advisor of the regional representative of the Ministry of Education and a senior researcher at UMR1027 Inserm - Paul Sabatier University, Toulouse.

She is the French principal investigator of the Health behavior in school-aged children (HBSC/OMS) since 2000. Her domains of research are health behaviors (mainly risk behaviors) as well as inclusive education.

Virginie Ehlinger is a statistician researcher at UMR1027 Inserm - Paul Sabatier University, Toulouse. She is involved in the French part of Health behavior in school-aged children (HBSC) mainly in the analysis and valorization of data. Her domains of research are health behaviors among teenagers, social epidemiology of drugs and drug addiction.

Thibault Gauduchon is a statistician working at the French Monitoring Centre on Drugs and Drug Addictions. His field of interest is the geographic analysis of substance uses among adolescents.

Olivier Le-Nézet is statistician and has been working at the French Monitoring Centre on Drugs and Drug Addictions within the survey and statistical analysis department during the past ten years. He is involved in organization of survey and valorizing research results. His fields of interests are substance use among adolescents and adults.

Stanislas Spilka is the head of survey and statistical analysis department at the French Monitoring Centre on Drugs and Drug Addictions. He has been involved in survey's organization over 15 years especially among teenagers. He is interested in substance use among adolescents, drugs consumption measurement tools, geographic analysis and methodological related issues.

Asking the right questions, sharing the right answers: Addressing youth cyber safety in a changing digital world

Stephanie Martin, Annie Smith, Maya Peled
McCreary Centre Society, Canada

Background and Purpose

Cyberbullying and the use of the Internet for sexual exploitation have become cause for concern in British Columbia and across Canada. This follows several high-profile cases which resulted in the suicides of young women in BC and the criminalization of other youth. In response to rising concern and community interest, the McCreary Centre Society added items about safe and unsafe Internet use on the 2013 BC Adolescent Health Survey (BC AHS), and engaged in knowledge translation and dissemination activities with young people in BC.

The BC AHS is a population-based survey completed by nearly 30,000 youth aged 12-19 in BC's public schools every five years. Previous versions of the BC AHS asked youth about whether they had contact with someone unsafe online and whether they had been a victim of cyberbullying. Following province-wide consultations, new items were added to better capture the growing impact of the Internet and social media on the wellbeing of youth. Examples included questions about the use of a cell phone for bullying and sexting, as well as about perpetrating cyberbullying.

Methods

Following analyses of the social media data from the BC AHS, a knowledge dissemination workshop was developed in partnership with school districts and a local non-profit focused on safe online practices. Four workshops were held with 55 diverse youth aged 13-18 to share the findings, gain insight into the data, and discuss ideas to address youth cyber safety in BC. Participants were then supported to develop digital media projects relating to the survey findings.

Results

BC AHS data analysed for this project suggests that youth who are meaningfully engaged in school and community activities are less vulnerable to risky online behaviour, and are less likely to report negative mental health outcomes if they are victimized. By sharing these and other findings, the project raised awareness of the importance of these connections and provided practical opportunities for young people to engage in such activities.

Students spent six months designing projects to further share the data, and to engage hard-to-reach youth in the discussion. The projects, which include graphic novels, infographics, and a film are now being shared independently, as well as alongside a workshop toolkit developed as part of the project which has been used by schools and youth-serving agencies to increase social media literacy and safety among BC youth.

Conclusions and Implications

This project highlights the importance of increasing public awareness about cyber safety and finding ways to connect young people with positive peers, school, family, and community. Knowledge dissemination and translation can serve as tools to increase knowledge and skills among young people, as well as to promote the positive connections that are protective in their lives. Engaging youth in research design and dissemination also ensures that technology-related data is relevant for use in a changing digital world.

Bios
Stephanie Martin has led youth engagement initiatives at the McCreary Centre Society since 2007. She develops and facilitates knowledge translation workshops and works with youth and community organizations to use research findings to improve youth health policy and practice in British Columbia. Stephanie has a Bachelor of Arts from the University of British Columbia.

Annie Smith has been the Executive Director of the McCreary Centre Society since 2006. Based in Vancouver, Canada the Society is best known for its' BC Adolescent Health Survey and is a non-profit organization committed to improving the health of BC youth through community based research, evaluation and youth participation projects. Annie holds a Master's from Harvard and is currently completing her PhD at Sheffield Hallam University.

Maya Peled has a PhD in child-clinical psychology. She is currently Director of Evaluation at McCreary Centre Society, which is a non-profit research agency in British Columbia, Canada. She is involved in various research projects and evaluations relating to youth mental health and young people's successful transition to adulthood.

Gender differences in subjective well-being in the UK and possible explanations for these

Larissa Pople[1], Gwyther Rees[2]

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[2]University of York, United Kingdom

Background and Purpose

This paper will focus on the gender differences in subjective well-being that have been found for children in the UK, and propose some plausible explanations for these. There is an accumulation of evidence showing that there is a particular and worsening problem of low well-being among older girls in the UK, particularly in terms of how they feel about themselves and their lives as a whole, which needs to be better understood. The international *Children's Worlds* study revealed that lower levels of well-being amongst older girls in the UK for aspects of self (body, appearance and self-confidence) were not observed in all participating countries, although a number of other high-income countries had similar patterns. These findings combine to show that gender differences in well-being vary across time and place, are not inevitable and therefore could potentially be changed. If we are to do something about them, however, we need to better understand what might be causing them. The UK findings have generated considerable media and public debate and various hypotheses to explain them have been suggested – such as the growth of social media use and different rates of bullying according to gender.

Methods

This paper will adopt a mixed-methods approach in two stages. First we will analyse qualitative data that we have gathered through focus groups with secondary school age girls generate plausible explanations for gender differences in well-being, including happiness with appearance.

Second, we will seek to assess the empirical support for the explanations developed from this qualitative analysis, and for the hypotheses that have been generated through the public debate. We will make use of relevant secondary data available from two UK longitudinal studies – the Millennium Cohort Study and the Understanding Society survey – and from the Children's Society's research programme on children's subjective well-being. This data will enable us to explore the extent to which factors such as social media use, bullying, children's gender attitudes, and other issues identified through the qualitative research can explain the observed gender differences in subjective well-being.

Results

Results are not yet available.

Conclusions and Implications

This analysis will generate new insights into the reasons for gender differences in children's subjective well-being. The findings are highly relevant in light of UN Sustainable Development Goals 5 and 3 regarding gender equality and health and well-being respectively. We expect to identify messages for public policy in the UK about what actions could be taken to improve the well-being of older girls. Additionally, as similar gender patterns have been observed in other high-income countries, we expect that the findings will potentially have a broader relevance internationally.

Bios

Larissa Pople is a Senior Researcher at The Children's Society, leading on children's well-being and childhood poverty. Larissa works on a well-being research programme set up over 10 years ago in partnership with the University of York. She has also been involved in setting up a qualitative longitudinal study of poverty in partnership with the University of Bath. Previously, she worked for UNICEF and an Independent Commission on Youth Crime and Anti-Social Behaviour.

Gwyther Rees is an Honorary Research Fellow at the Social Policy Research Unit, University of York, UK. He is one of the core group of researchers leading the Children's Worlds project – an international survey of children's lives and well-being. Gwyther's main research areas are child well-being and child maltreatment. He was formerly Research Director at The Children's Society, UK where he developed, with the University of York, a national research programme on children's subjective well-being.

Cyberbullying and adolescents' subjective well-being: The role of peer context

Yu-Chen Lin

National Taipei University of Education, Taiwan, Republic of China

Background and Purpose

The increasing use of electronic media communication has made adolescents more vulnerable to cyberbullying attacks. The purposes of this study were to explore the relationship between cyberbullying and subjective well-being of adolescents and to determine whether this relationship was explained by their peer context.

Methods

Data were obtained from a 2016 school-based survey. In total, 4959 eligible and consent students aged 11-15 years in Taiwan completed a modified WHO Health Behaviour in School-Aged Children (HBSC) questionnaire. Two types of cyberbullying were measured including message and picture. Indicators of subjective well-being were life satisfaction, self-rated health, physical and

psychological health complaints and Warwick-Edinburgh Mental Well-being Scale. Indicators of peer context were perceived peer support and electronic media contact with friends. Regression analyses tested relations between social demographic variables, cyberbullying, peer context and subjective well-being.

Results

9.9% of 11-15 year olds in Taiwan reported being cyberbullied via text messages at least once while 6.3% of them had been cyberbullied via pictures. The cyberbullying victimization experiences were negatively associated with life satisfaction, mental well-being and self-rated health, and positively associated with physical and psychological health complaints. Hierarchical regression analysis found that these associations were partially mediated by perceived peer support but not electronic media contact with friends.

Conclusions and Implications

There is a negative relationship between cyberbullying victimization experience and adolescent subjective well-being. This association may be accounted for by the quality of perceived peer support.

Bios
Dr. Yu-Chen Lin is an Associate Professor in the Department of Education at the National Taipei University of Education, Taiwan. Her research interests include diet, physical activity and obesity; spirituality, happiness and mental well-being; and social determinants of health and health behaviour among children and adolescents. She is currently the principal investigator of HBSC Linked Project, Taiwan.

9.3: Methodological and process challenges in evaluation

What is good monitoring and evaluation? Applications in the Isibindi model

Nicia de Nobrega

National Association of Child Care Workers, South Africa

Civil Society organizations are required to report to various stakeholders due to the nature of their work, be it donors, beneficiaries, government departments or other implementing partners. In relation to implementing programmes for children, the expectations have related to the number of children reached and services provided. However, the outcomes of such services which is critical for advocating for better services is not always central in a Monitoring and Evaluation (M&E) system.

Although there are shifts in focusing for impact in reporting, M&E systems may have yet to develop indicators that are easily and routinely able to measure whether child wellbeing has changed. Basic child counts are important, but the outcomes linked to change need to be linked to indicators for ensuring a good M&E system exists. This has been shown in monitoring child wellbeing through the Isibindi model.

The National Association of Child Care Workers (NACCW) implements the Isibindi Model providing holistic services to orphaned and vulnerable children. Community members receive accredited training as child and youth care workers enabling poorly-resourced communities to develop local care and prevention services. CYCWs record the services and information on each child they service every month after the child is enrolled. As a result, the following overall child wellbeing indicators have been recorded at baseline and monthly to indicate the situation of the child and comparisons made on the change of wellbeing at the start and the end of a given period.

- School attendance is recorded monthly to show whether a child attended school;
- Grade progression is converted into a desirable state if the child's current grade is higher than the previous year;
- If the child is HIV positive, this is converted into desirable if the child does not need ARVs or if the child is on ARVs. Further, children with a negative status is noted as desirable and a sub-indicator shows that a child's situation is converted into desirable if the child (or their caregiver) knows their HIV status;
- If the child eats regularly, this is converted into desirable if the child is recorded as eating three meals a day;
- Social assistance records whether a child received a social grant during the month and converts into desirable if a child support grant, foster care grant or care dependency grant is received;
- Abuse records whether rape, other sexual abuse or other abuse has been reported for the child, and is converted into undesirable if any abuse was reported.

Sites which implement the model are provided with data on the change in wellbeing informing service delivery. The wellbeing indicators are compared to show areas of need for using data efficiently to target areas where change is not apparent. The system is simple and the indicators are tracked monthly on one page, thus complex data tables do not have to stem from complicated systems. The purpose as shown through the application of a simple M&E system is to ensure measuring change in wellbeing is central to any system to guide implementation and policy.

Bios
Ms. Nicia de Nobrega graduated with a Master's in Research Psychology from the University of Cape Town in 2010 and has been involved in monitoring, evaluation and research with the National Association of Child Care Workers (NACCW) from 2012. She is currently managing the M&E department at NACCW and is exploring the application of routine monitoring and programme evaluation for impact in the best interest of children and youth through programme implementation.

How CPS workers make decision on risk assessment and case substantiation: Is it an objective or subjective reasoning?

Li-Chen Cheng

National Taiwan University, Taiwan, Republic of China

Background and Purpose

Child protection service has been a newly developed system in Taiwan since 1993. The incidences of reported child abuse and neglect cases has been fast growing in the past few years due to more public awareness. A reliable and valid risk assessment is important for CPS workers during substantiation investigation. CPS workers in Taiwan are required to use a set of assessment tools to identify children more likely to be harmed again in the future. Using tools in investigation is presumed to be objective in risk assessing hoping to lessen human errors, and hoping to make precise decision on case substantiation. However, risk assessment and case substantiation are normally involved in a process of subjective reasoning of judgement and decision. The study aims to examine how CPS workers make decision on risk assessment and case substantiation.

Methods

The CPS administration data on risk assessment was provided by a CPS office in one particular county in Taiwan. A total of 2,142 cases reported in a particular year were investigated. In considering sampling efficiency, only 607 cases among the risk assessed were, stratified randomly sampled, included in analysis. And a qualitative approach was used to collect in-depth interview data from the CPS workers in that office inquiring about their inconsistent decisions between risk levels and case substantiation.

Results

Results showed that only 28 percent of the sampled cases assessed were substantiated as child abuse case for further service provision. And only 20 percent of investigated children were rated as having the middle and highest risk levels. When cross tabling case substantiation and risk levels, most assessed cases were appropriately judged and substantiated in a consistent manner. For example, children with highest level of risk were most likely to be substantiated, and vice versa. But, 80 cases were risk assessed and substantiated in an inconsistent manner. For example, 20 cases were rated as in middle to highest risk levels but were not substantiated as cases in need of services to reduce risks of future harm. Moreover, logistic regression analysis was used to compare the relative predicting power among indicators in case substantiation. Results indicated that an item regarding the overall risk level, compared to other indicators, showed the strongest predicting power on case substantiation. In-depth interview data indicated that some CPS workers tended to make an overall decision on case substantiation before completing risk assessment forms. They suggested some other important indicators should be included and some items in the tools should be more clearly defined.

Conclusions and Implications

Results indicated that CPS workers tended to make decision on risk assessment and case substantiation mainly based on their subjective reasoning process. Implications on cognitive training and scale design in CPS risk assessment are included.

Bios

Dr. Li-Chen Cheng is currently professor of the Department of Social Work in National Taiwan University. Between 1979 and 1990, she worked as a family social worker at Taipei Family Helper Project of Chinese Children's Fund (CCF). And in 1995, she received a Ph. D. degree from the Brown School of Social Work of Washington University at St. Louis. Her areas of research interest include poverty issues related to female headed families, policy issues related to assets-building welfare theory and family social work. Her regular teaching courses include social work with families, poverty and social work, and intervention research.

The interRAI 0-3: Using a comprehensive measurement system to identify and intervene on the needs of young children

Jo Ann Marie Iantosca, Janell A. Klassen, Shannon L. Stewart

Western University, Canada

Background and Purpose

International initiatives have begun to address the need for assessments and service planning regarding the developmental and mental health needs of infants, toddlers, and preschoolers. Collaborating with a panel of international experts across 36 countries, the interRAI 0-3 assessment has been developed for addressing the developmental and mental health needs of young children and their families. The interRAI 0-3 assessment is one of several assessments in the interRAI Child and Youth Suite of assessments which now provides longitudinal assessment and monitoring from birth to 18 years old improving continuity of care regarding the needs, functioning, and strengths of children and their families. The interRAI 0-3 assessment is a multifaceted assessment for young children and their families that addresses numerous domains such as pregnancy and early life indicators, developmental milestones, child temperament, behavioural concerns, medical information, stress and trauma, family and social relations, and prevention and service utilization. Specifically, the interRAI 0-3 assessment supports preventative and early intervention planning for children and their families based on assessment and monitoring as well as the use of fifteen evidence informed collaborative action plans which describe the issue and provide detailed steps to intervention. Additionally, interRAI is host to a sizeable international database of de-identified data from agencies who use the interRAI suite of instruments as their standard of care, now able to track individuals from across the lifespan.

Methods

The construction efforts for the interRAI 0-3 have been completed, and a pilot of the instrument is ongoing. Validation methods, including the criterion measures and method of analysis regarding the interRAI 0-3 scales will be discussed.

Results

Although data collection for the pilot study is underway to validate the interRAI 0-3, face validity was established by experts from the interRAI consortium after multiple levels of review. A small data set has been collected from the pilot study and has not yet been analyzed.

Conclusions and Implications

This coordinated and comprehensive assessment approach takes a life course perspective rather than a sector-specific, age-limited approach to service provision. Large scale high quality data from the interRAI 0-3 will contribute vastly to data-driven decisions regarding preventative and intervention service supports by policy makers, as has been the case with other interRAI assessments. The ultimate goal of the interRAI 0-3 however, is to improve early identification of developmental and mental health needs of young children in order to enhance Canadian and international service system initiatives, with local implications for health care, social services, and education.

Bios

Jo Ann Iantosca is a PhD Candidate under the supervision of Dr. Shannon Stewart in the Applied Psychology Program at Western University, and full-time Professor in the School of Early Childhood Education at Seneca College. She is completing her dissertation on the construction and validation of the interRAI 0-3 assessment. She intends to investigate the risk and protective factors of infants, toddlers and preschoolers using the interRAI 0-3.

Janell Klassen is a PhD Candidate under the supervision of Dr. Shannon Stewart in School and Applied Child Psychology at Western University. She plans to investigate resiliency factors and barriers associated with education among young children. Janell just completed her Masters of Counselling Psychology with Dr. Stewart examining harm behaviours exhibited by clinically referred adolescents in Ontario, Canada.

How to survey 10 to 12 year olds? Lessons learned from a pilot study

Mette Løvgren

Oslo and Akershus University College of Applied Sciences, Norway

Pilot studies are rarely reported in detail, leaving the process of piloting a black box in many studies. In this paper, we present the results from the piloting of a questionnaire to children aged 10-12 years and discuss difficulties that we identified with common used methods of measurement in survey research and how we resolved them. The questionnaire included questions on, among other things, welfare at home and in school, use of social media and nutrition habits. The aim of the questionnaire is to map how children are doing as well as what they are doing, at school and outside of school. We piloted the questionnaire using two parallel methods: group interviews as well as analysis of the dataset structure. 207 children in the relevant age groups partook in the pilot study. By providing a detailed account of the process of piloting, lessons learned and how we dealt with them, we hope to solidify the methodological grounds on which children survey research take place.

Bios

Mette Løvgren works as a researcher at Norwegian Social Research. She has a PhD in Professional Studies from the Centre for the Study of Professions at Oslo and Akershus University College. She is currently involved in projects about violence and sexual abuse through NOVA's Domestic violence research program, as well as projects on child welfare and development of questionnaires.

9.4: Multidimensional perspectives on child poverty

Unconditional cash transfer and child multidimensional poverty: Evidence from Malawi

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Substantial progress has been made in reducing poverty in general, but the situation remains of concern regarding children. By 2030, the target date for the Sustainable Development Goals, UNICEF estimates that 167 millions of children will live in poverty and nine out of ten children in extreme poverty will live in sub-Saharan Africa (UNICEF, 2016). Ending poverty in all its forms everywhere will likely not be reached if this trend continues. This situation provides a strong motivation to find appropriate policy responses. Pro-poor targeted cash transfers are an increasingly popular policy instrument to address poverty and economic inequalities. In addition to being perceived as cost-effective, the attractiveness of cash transfers operate at scale and reach millions of beneficiaries (Honorati et al., 2015).

There is a growing literature on the use of cash transfers in anti-poverty policy (Subbarao et al., 1997; Fiszbein and Schady, 2009). However, these studies define poverty by using income measure or a dashboard of indicators. In the past decades improvement have been made in the measurement of multidimensional (MD) poverty. In particular, measures of child MD poverty have been developed starting with the 'Bristol method' (Gordon et. al 2003), and then with the Multiple Overlapping Deprivation Approach (MODA) developed by UNICEF (De Neubourg et al., 2012). Children experience poverty in a different way than adults, as many of the goods and needs needed for a child are public. Therefore, a MD measure is appropriate for child poverty.

We investigate the impact of Government of Malawi's unconditional cash transfer program on child multidimensional poverty. We leverage rich evaluation data from a three-year cluster-randomized controlled trial conducted from 2014 to 2016. To define the poverty measure, we use MODA methodology. The MODA methodology presents several advantages as it concentrates on the child, rather than the household and adopts a life-cycle approach. In particular, we will use the national definition of child MD poverty, constructed in 2015 by UNICEF in consultations with government and local partners. The measure was built using the Integrated Household Panel Survey of 2013. The majority of

the information used in the construction of the Malawi MODA is available in the evaluation of the program, providing a unique opportunity to test the impact of a national social protection policy on a nationally defined measure of child MD poverty.

This analysis will contribute to the literature in several ways. First, by examining measures of non-income poverty among the cash transfer beneficiary group and comparison to national statistics, the analysis will provide useful information to understand how targeting mechanisms in Malawi have included or excluded vulnerable groups by different metrics. In addition, it will be the first analysis we are aware of that investigates if cash transfers are able to reduce child MD poverty, thus contributing to our understanding of how interventions may improve non-income poverty measures, or similarly what barriers may be responsible for lack of impact. Results will inform future research as well as program design for the Government of Malawi and in similar settings.

Bios

Idrissa Ouili completed doctoral studies in Economics in University of Montreal (Canada) and is assistant professor at the High Institute for Population Sciences from the University of Ouagadougou in Burkina Faso. His research interests include methods to assess the determinant and inequality of well-being and their effect on education, health and family planning in both developing and developed countries.

Lucia Ferrone is a Social Policy Consultant at the UNICEF Office of Research – Innocenti, her work focuses primarily on the analysis of child poverty using the Multidimensional Overlapping Deprivation Analysis (MODA), both in low and middle-income countries. Previous to joining Innocenti she completed a Ph.D. in Development Economics focusing on migration and children's educational outcomes.

Amber Peterman is a Social Policy Specialist at the UNICEF Office of Research – Innocenti and focuses on impact evaluations of cash transfer programs, primarily in sub-Saharan Africa with an emphasis on adolescent wellbeing and safe transitions to adulthood. Amber previously worked as an Assistant Professor at UNC Chapel Hill and as a Research Fellow at the International Food Policy Research Institute (IFPRI) in Washington DC., Kampala and Dakar. Amber obtained her PhD in Public Policy with focus on international maternal and child health from UNC Chapel Hill.

Sudhanshu (Ashu) Handa is Lawrence I. Gilbert Distinguished Professor of Public Policy at UNC Chapel Hill and previously Chief of Social and Economic Policy Unit at the UNICEF Office of Research – Innocenti. Ashu leads the Transfer Project, a consortium of researchers, implementers and donors interested in evidence generation of large-scale unconditional cash transfers in sub-Saharan Africa. Ashu is a development Economist with experience living and working in a variety of developing settings.

Setting a baseline for Sustainable Development Goal 1.2: Child multidimensional poverty in the European Union

Yekaterina Chzhen, Zlata Bruckauf, Emilia Toczydlowska
UNICEF Office of Research, Italy

Background and Purpose

The new universal Sustainable Development Goals (SDGs) call for "reducing at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions" by 2030. Since few European Union (EU) countries have already adopted an official national multidimensional (MD) child poverty measure for monitoring progress towards the SDGs, we construct and evaluate a child-specific MD poverty measure using data for 31 countries from the most recent thematic material deprivation module of the European Union Statistics on Income and Living Conditions (EU-SILC) 2014.

Methods

The proposed measure can be used both for national and EU-wide SDG monitoring without replacing either national or EU-wide indices of material deprivation. Following UNICEF's rights-based approach to MD child poverty measurement (Gordon et al 2003; UNICEF 2007; de Neubourg et al 2012), we define dimensions of child deprivation drawing upon the Convention on the Rights of the Child (CRC) (1989). We use data from the EU-SILC to operationalise seven key dimensions of child well-being: nutrition, basic needs (clothing), education, educational resources, leisure activities, social activities, information access and quality of housing. Each dimension is constructed using two indicators, which are combined using the union approach. Although the material deprivation module contains 13 items related to children's access to resources and activities, children are not interviewed themselves: household members provide information on their behalf. Child-specific items refer to children age 1-15, apart from the two items related to school education that apply to school-age children only. If one child in the relevant age category lacks an item, all children in the household are flagged as lacking this item.

Results

There is substantial variation in the distribution of the MD child poverty rates across 31 European countries. At the cut-off of two or more dimensions out of seven, the MD poverty rate ranges from the low of 10% in Switzerland to the high of 86% in Romania. While fewer than one in five children are MD poor in Nordic countries as well as in Belgium and the Netherlands, at least one in two children are MD poor in Italy, Slovakia, Hungary and Bulgaria. Between one in five and one in three children are MD poor in countries like Germany, Austria, Luxembourg, Ireland, Estonia, Slovenia, France, Spain and the UK. The rest of the countries, including Cyprus and Greece, have MD child poverty rates between 33% and 50%. The MD child poverty headcount is not significantly correlated with the relative income poverty rate for children under 16 (those in households with disposable incomes below 60% of the national median), but it is significantly negatively correlated with GDP per capita.

Bios

Kat Chzhen has joined the Unicef Office of Research - Innocenti in February 2013 after two and a half years as a Post-Doctoral Fellow in Quantitative Methods in Social and Political Sciences at the University of Oxford (Nuffield College). She has completed her PhD in Social Policy & Economics at the University of York in 2010. She has ten years of experience in applied quantitative social science research at universities and international organisations. Her main research interests are in the areas of comparative social policy, focusing on the interplay between government policies and individual level outcomes, such as poverty, deprivation, and labour market participation. Kat is currently working on two projects on child well-being and equity: Innocenti Report Card series and Multiple Overlapping Deprivation Analysis (MODA).

Zlata Bruckauf is a researcher working on UNICEF Innocenti Report Card Series. She is leading a cross-national comparative work on inequality of educational outcomes. Her research interests also include child poverty, family dynamics and parenting. Prior to joining Innocenti, she carried out research for the Department of Social Policy and Intervention, University of Oxford and UNICEF Bosnia and Herzegovina on child poverty and deprivation. She also worked on USAID, WB and other donor funded social protection and research support projects in Russia and Central Asia. She has a doctorate degree in social policy from the University of Oxford (UK), and a master in international development policy from Duke University (USA).

Emilia Toczydlowska is a Social and Economic Policy Consultant at UNICEF's Office of Research – Innocenti. She is a member of the team responsible for analysis and production of UNICEF Report Card on child well-being in rich countries. She holds Double Master in Public Policy and Human Development with specialization in Social Protection Policy Design and Financing from United Nations University. Her previous experience includes time spent in Luxembourg Institute of Socio-Economic Research (LISER) and United Nations Research Institute for Social Development (UNRISD).

Dynamics of multi-dimensional poverty among children in Ethiopia: Evidence using longitudinal data of children from Young Lives Study

Tassew Woldehanna Kahsay

Addis Ababa University, Ethiopia

The use of the multi-dimensional approach is even crucial to study child wellbeing given the multiplicity of dimensions the lack of which could have lifelong implications. Cognizant of the multi-dimensionality of children's wellbeing, this study assesses the extent of deprivation in these dimensions and explores how they interact to affect the overall wellbeing of children. In addition, the study builds on the multidimensional wellbeing of children to develop an indicator for the dynamics of poverty. The study also investigates the determinants of the multidimensional poverty and poverty transitions.

For analytical purposes, the study adopts the Multiple Overlapping Deprivations Analysis (MODA) method to develop multidimensional wellbeing indicator using the 4 rounds of data from the young live study collected from 3000 children from 2002 to 2013 from in four regions and Addis Ababa. The data was collected from two cohorts of children with different age groups. The study presented the percentage of children deprived in health, nutrition, education, information, shelter, sanitation and access to safe water. In addition, percentage of children deprived with different frequencies of deprivations was discussed. The statistics were also presented for gender and type of residence sub groups along with distribution of children into different groups of poverty status. The descriptive statistics were further enriched with qualitative analysis of the different dimensions of the MODA and how they interact with each other. The econometric analysis included a set of pooled regression and fixed effects estimations on the deprivations count using Poisson estimation. A multinomial logit estimation of poverty transitions was also undertaken.

The results of the analysis show that the human capital of a household proxy by its average education endowment has a negative effect on multiple overlapping deprivations of children. Children living in urban areas were found to be deprived in less dimensions than children in rural areas. On the other hand, children whose households have experienced idiosyncratic shocks such as death of livestock or the loss of employment have greater deprivations than children coming from households that have not had such an experience. Some of the household composition variables were also found to increase multiple overlapping deprivations. The size of land owned by households and credit were also found to have an effect.

The study showed higher that human capital endowment reduces the probability of being in transient poverty or in chronic poverty. Moreover, children coming from a household that has experienced illness of a member were also found to have greater probability of being in the two poverty transition categories.

The results of the study indicate the emphasis that needs to be given to household human capital endowment, particularly education, which is found to reduce children's experience of overlapping deprivations and the persistence of poverty. A long term plan to increase the education endowment of households will help improve children's wellbeing. The effect of socio-economic shocks on children's deprivations and poverty transitions also call for increased access to insurance schemes to shield children from worsening wellbeing.

Bios

Professor Tassew Woldehanna is Professor of Economics at Addis Ababa University and Principal investigator of Young Lives, an international study of childhood poverty following 12, 000 children in four countries. He is a development economist conducting research in child welfare, poverty and inequality, employment, micro and small-scale enterprise development and food security. He has published several book chapters and article in peer review journals. Currently, he is Principal Investigator of Young Lives,

Comparing the extent and levels of child poverty in China based on income and multidimensional deprivation approach

Di Qi

Hohai University, China, People's Republic of

Background and Purpose

Based on China Family and Panel Study Survey (CFPS) conducted in the year of 2014, this paper adopts the income and the multidimensional deprivation approach to empirically analyse the extent and levels of child poverty in China.

Methods

The Minimum Living Security Standard (MLSS) poverty line produced by the provincial government separately in the urban and rural areas was used to estimate the child poverty rate by the income approach. While under the multidimensional deprivation approach, five dimensions with in total twenty deprivation indicators that could reflect the actual living standards were selected to measure the extent of multidimensional poverty among Chinese children. These five dimensions include the dimension of child health, child nutritional status, the dimension of education, child care and protection as well as children's access to basic facilities at the household level that are vital for children's survival and development.

Results

The results show, there is almost no significant difference in the child income poverty rate between rural and urban areas, whereas the multidimensional poverty rate of rural and urban children has significant disparities as measured using the multidimensional deprivation approach, no matter their performance in the single deprivation indicator or the aggregated deprivation index. The estimated results at the provincial level also indicate that the income approach could not accurately measure the extent and levels of child poverty. The results using the multidimensional poverty measures show that the disparities among children in China existed in a variety of areas including nutritional status, the early educational levels, the extent of care and protection from parents and caregivers, the social protection levels and the deprivation in access to basic facilities at the household level.

Conclusions and Implications

This indicates that, there're multiple vulnerabilities and disadvantages faced by poor children in China beyond the household income, which will severely affect children's development of capabilities. To achieve the goal of minimizing the gaps between poor and non-poor children and helping poor children out of poverty, the government should consider measuring child poverty using the multidimensional deprivation approach and regularly monitoring the extent and levels of child poverty as well as the progress in child poverty reduction. In addition, a comprehensive strategy of social assistance and security should be implemented to help address multiple disadvantages faced by the poor children.

Bios

Di Qi graduated from the University of Bristol, UK before coming to work as lecturer in the school of public administration at the University of Hohai in Nanjing, China. Qi got her PhD in social policy in Bristol and her research interests include child poverty, deprivation and social exclusion, social assistance and security.

9.5: Developing child indicators

Developing child rights indicators through a longitudinal study to improve child care in India

Kiran Modi

Udayan Care, India

Background and Purpose

It was noted that often, children and their voices are not heard by the management of care homes. To address this, in 2013, a longitudinal study was initiated with the aim of developing an evidence based indicators on rights of children under its care. Titled as 'Assess the Needs of Children in Care' (QANCC), this study aims to understand and assess the basic/ fundamental, emotional, educational and interpersonal needs of the children aged 10-18 years under its care program. It evaluates the extent to which the needs are being met from the perspectives of the children themselves. Each year the voices of children are considered and analysed to feed into the management and care system of the Ghar programs across four states of India.

Methods

The study is an investigative analysis of the met and unmet needs of children from their own point of view and to study the pattern of children's met and unmet needs longitudinally over the last five years. The questionnaire of this study is a self-made tool with 28 questions in accordance to the parameters covering basic fundamental needs, emotional needs, interpersonal needs and the educational needs of the children with a 5 point rating scale. The methodology used is convenient purposive sampling technique with children who have lived minimum of 6 months at Udayan Ghars.

Results

The result of the five-year (2011-2015) longitudinal study indicates that, on an average 75.5 % of the children residing at Udayan Ghars, feel that their needs are met, which is further stratified in the following area: 88% of the children feel their basic fundamental needs are met, 74% of the children feel their educational needs are met, 75% of the children feel that their Intra-personal needs are met, and 68% children feel their emotional needs are also met.

Conclusions and Implications

The study has given a voice to all children to participate in their decisions and enhanced their ability to give opinions and suggestions on issues that impact them. This is now contributing in improving the standards of care at Udayan Ghars and making the care program truly child participatory.

Bios
Dr. Kiran Modi is the Founder Managing Trustee of Udayan Care, which ensures Child Rights by providing nurturing family homes to orphaned and abandoned children; higher education to under-privileged girls; and the dignity of self reliance by livelihood trainings and employment opportunities to youth, and inculcates in them the desire to give back to society.

A doctorate in American Literature from IIT Delhi, Dr. Modi is a person of varied experience in several fields, including the media and has also been a founding member of several other trusts, working for the disadvantaged, including children's theatre and health; as well the academic journal "Institutionalised Children: Explorations and Beyond," a journal focused on alternative care of children out of home care. Advocating Child Rights, she has been responsible for organizing many trainings, consultations, national and international conferences on alternative care. She has also presented papers in international conferences.

Recipient of many prestigious awards, Dr. Kiran Modi continues to strive towards ensuring the rights of the underprivileged with the same zeal and passion as she started out decades back.

Developing child indicators in Indonesia

Ihsana Sabriani Borualogo, Petra Hoelscher
UNICEF Indonesia

Background and Purpose

Indonesia has been a front runner in its strong commitment to implement the Sustainable Development Goals. This calls for a new approach to monitoring disparities in child well-being that goes beyond routine administrative and household survey data and that takes into account the voices of children themselves. UNICEF is providing technical support to the Government of Indonesia to develop such monitoring tools. UNICEF is partnering with Bandung Islamic University to develop the child well-being index in West Java.

The child well-being index will combine data from children through the international survey on children's well-being' and traditional indicators from regular household surveys. Therefore, the preliminary concept and methodology for the child well-being index in the West Java province will be developed in collaboration with National Bureau of Statistics (BPS) and other relevant ministries at national and province levels. The results of this index could bring a new perspective on how government and stakeholders think about children and plan programmes and interventions.

Methods

Indonesia is highly decentralised with 33 provinces and more than 500 districts. West Java is one of the most populated provinces with about eight million children aged 5-14 years. The province counts 27 districts. The survey will be representative at district level. The sample will include about 33,000 children in school, in age groups of 8, 10, and 12 years, selected through the cluster random sampling method.

The try out had been conducted in two districts in West Java to tested the draft of wave 3 questionnaires of the child well-being survey. The try out meant to get the ideas about children under-standing of the draft of wave 3 questionnaires and to get some suggestions from children on the wording of the draft of wave 3 questionnaires. FGD had been used on try out as well as observa-tion of the students during the test.

Results

The try out results will be explained on here. There were 425 samples, data were collected from 6 elementary schools in two districts. We tested the time needed on data collection, which was about 2 hours. The observation of the students during the test showed that mostly students understood the questionnaires. They gave some ideas on wording the items and we changed some wording based on their suggestions. We have sent the result suggestions to ISCI, which has been accepted for revised version of the wave 3 questionnaires.

Conclusion and Implications

The child well-being survey is an innovative tool that is particu-larly well-timed in Indonesia with the Government's commitment to implement the SDGs at both national and sub-national level. The SDGs call for participatory approaches for monitoring SDG implementation, and UNISBA and UNICEF have the opportunity to set an example on how to collect data from children, and to provide more insight into their well-being. The draft of wave 3 questionnaires were well tested and can be used to collect data in Indonesia on three age groups (8, 10, 12 years).

Bios
Ihsana Sabriani Borualogo is a lecturer in The Faculty of Psychology in Universitas Islam Bandung in Bandung, Western Java, Indonesia. She is interested in cross-cultural psychology studies, especially on child well-being, resilience, value systems, and issues on devel-opmental psychology. In 2012, she had an opportunity to go to Tilburg University, Netherlands for a sandwich-like program and did research supervised by Professor Fons van de Vijver. She fin-ished her doctorate study in Padjadjaran University in Bandung on July 2014. She is now the chief of child well-being survey in Indonesia, which is a collaboration work between Universitas Islam Bandung and UNICEF Indonesia.

A framework for guiding the development of indicators from findings on a child standpoint on well-being

Tobia Fattore[1], Jan Mason[2]
[1]Macquarie University, Australia; [2]Western Sydney University, Australia

Background and Purpose, and Methods

We will briefly outline our use of qualitative methodology, informed by standpoint theory and how findings based on fore-grounding children's knowledge and experiences challenge adultcentric approaches to defining child well-being. The focus on 'real' children as 'knowers' meant that as researchers we had to focus on the complexity of children's lived experiences, both in our analysis of the data and in our reporting of findings.

Results

Here we will overview the findings we drew from our research, as they relate to the dimensions of agency, security and the self and the domains of leisure, economic well-being and health. We will present indicator concepts upon which child well-being indicators can be developed, drawn from a reconstruction of a child standpoint on well-being, derived from our qualitative research. These concepts have been organised according to the prominent domains and dimensions of well-being, framing areas of children's experiences, as prioritised in our reconstruction of children's understandings and experiences of well-being.

Conclusions and Implications

In describing the implications of our findings/conclusions we draw attention to the fact that we stopped short of developing specific, concrete indicators, arguing that these can only be developed as relevant to specific temporal and cultural contexts. We discuss the fact that while there will be commonalities for children across time and place as a consequence of their generational positioning, our child well-being research is situated in a particular historical, social and cultural context and that this has implications for the development of policies to further child well-being, beyond a particular context.

Bios
Tobia Fattore is a Lecturer in the Department of Sociology, Macquarie University. As well as his on-going research in the sociological basis of children's well-being, his work also includes a study of children's work in developed economies. He is currently a coordinating researcher on the multi-national qualitative study Children's Understandings of Well-being - Global and Local Contexts and has recently published Children's Understandings of Well-Being: Towards a child standpoint (Springer) with Jan Mason and Elizabeth Watson.

Jan Mason is Emeritus Professor at the Western Sydney University, where she was Foundation Professor of Social Work and Foundation Director of first, the Childhood and Youth Policy Research Centre and then of the Social Justice and Social Change Research Centre. Jan's early career in the New South Wales Department of Community Services, informs her academic work's focus on linking theory, policy and practice on children's issues.

9.6: Education outcomes of children with disabilities

Educational trajectories of children with neurodisabilities in Canada

Mariane Sentenac, Lucyna Lach, Genevieve Gariepy, Frank Elgar

McGill University, Canada

Disability is one of the least visible but one of the most potent factors in education marginalization. Excluding youth with disabilities from educational and employment opportunities has high social and economic costs.

The principle of inclusive education is recognised as instrumental for fully participating in society. However, children with disabilities are still less likely to attend school and graduate, and access to higher levels of education. Children with neurodisabilities (ND) face a range of difficulties at school, and we hypothesized that educational trajectories of children with ND can take different directions according to the result of the interaction of the children with the environment. In this study, we aimed to examine key outcomes of the educational trajectory of children with and without ND, and to investigate additional disparities in education achievement due to their socioeconomic background.

We used data from the National Longitudinal Survey of Children and Youth, a Canadian representative cohort, to examine high school (HS) completion, postsecondary education (PSE) enrolment and completion of children, with and without ND, aged 10-11 years in 1994-1995 followed until 24-25 years old. Data were collected from parents and children. We performed separate discrete-time survival analysis to investigate the effect of having a NDD on the three outcomes (HS completion, PSE access, and PSE completion), and we tested the potential effect modifier of the socioeconomic status.

Among the 2,488 respondents aged 10-11 years at baseline, we identified 12.0% children with ND. We found that children with ND were 70.2% to complete HS and 45.4% to complete PSE compared to 93.9% and 64.5% respectively, among children without ND. Contrary to HS completion and PSE access, the chance for students with ND to complete PSE was significantly different according to the SES level of the family. We estimated that students with ND living in low-SES families had around 50% lower chance to complete PSE, between 22 and 25 years, compared to students with ND from high-SES families.

Over the two decades, inclusive practices have significantly increased allowing students with disabilities to receive education in mainstream settings. However, children with ND still experience barriers in their environment that limit their opportunities to achieve at school. The mediating pathways explaining the impact of the socioeconomic background on academic achievement of youth with ND should be investigated. Future researches should examine the role of parent expectations and the access to assistive technologies as a way to improve participation and success in high education of children with ND. The underlying meaning of inclusion is to allow equity in providing the way to each learner, to have the same opportunities to success.

Bios
Mariane Sentenac is epidemiologist and postdoctoral fellow (Institute for Health and Social Policy). Her area of expertise is disability and chronic condition in childhood and adolescence. She is interested in the modifiable environmental factors that have an impact on children's quality of life and participation.

Lucyna Lach is an Associate Professor in the School of Social Work. She has a special interest in health-related quality of life and parenting of children with chronic health conditions and disabilities

Geneviève Gariépy is a postdoctoral research fellow at McGill University's Institute for Health and Social Policy. She received her PhD in epidemiology for her work in social epidemiology, mental health and chronic illnesses. Her current research focuses on the social and structural determinants of mental health and

well-being in adolescents, in part through collaboration with the WHO Health Behavior in School-aged Children study. Dr Gariépy's work is supported in part by a CIHR Postdoctoral Fellowship.

Frank Elgar received a PhD in psychology and he is Associate Professor (Institute for Health and Social Policy/Department of Psychiatry). His work focuses on links between income inequality, social capital and population health and the effects of financial stress and parental mental illness on child health outcomes.

Developmental outcomes of children with special needs from kindergarten to middle childhood

Anne Gadermann[1], Brenda Poon[1], Anat Zaidman-Zait[1,2], Verena Rossa-Roccor[1], Martin Guhn[1]

[1]University of British Columbia, Canada; [2]Tel-Aviv University

Background and Purpose

Relative to typically developing peers, children with special needs are at higher risk for challenges that may impact their ability to perform well in school (Bethell et al., 2012). Physical, sensory, behavioural and social-emotional special needs may also impede children's social adjustment and relationships (Kam et al., 2004). Previous cross-sectional studies provided snapshots of children with special needs' developmental outcomes using small samples of children with particular types of special needs. There is limited information from population-based longitudinal studies regarding the wellbeing of children across a spectrum of special needs. This study draws from a longitudinal population-level database in BC, Canada, and compares developmental outcomes for children with various special needs. We hypothesized that (a) children with special needs have lower profiles on developmental domains in kindergarten than children without and that there will be distinct patterns of outcomes depending on the type of disability; and (b) children with special needs have more challenges in social relationships in grade 4 compared to children without and that there will be differences depending on the type of disability.

Methods

The sample included 11,202 children (48.3% female). Children were in kindergarten at time 1 (Mage=5.5 years) and in grade 4 at time 2 (Mage=9.5 years). This study focused on comparing developmental outcomes of children without and with different special needs: physical (n=110), visual (n=62), hearing (n=95), speech (n=637), emotional problem (n=432), behavior problem (n=493) and autism (n=62). Developmental outcomes at time 1 were obtained via kindergarten teacher ratings on the Early Development Instrument (EDI; Janus & Offord, 2007), which includes scales on children's social competence, emotional maturity, cognitive development, physical health and wellbeing, and communication skills; and reports on known special needs. Data at time 2 were obtained via student self-report on the Middle Years Development Instrument on connectedness with peers and adults (Schonert-Reichl et al., 2012). First, we compared developmental outcomes at kindergarten for children without and with different special needs, using the standardized scores of the five EDI domains as outcome variables. Second, we examined whether children's special needs status predicted their connectedness to peers and adults in middle childhood using multilevel regression (school as grouping variable), controlling for demographics.

Results

Compared to typically developing peers, children with special needs had lower developmental outcomes in kindergarten and distinct profiles depending on type of special need. Children with special needs reported lower connectedness with adults and peers compared to children without special needs in grade 4, except for children with autism and physical disability who reported higher connectedness to adults at school.

Conclusions and Implications

Our findings indicate that special needs are associated with developmental challenges in kindergarten and social challenges in middle childhood. This underlines the importance of early facilitation of peer interaction and social-skill building at the classroom level and beyond, focusing on prioritized supports depending on the type of special needs.

Bios

Dr. Anne Gadermann is an Assistant Professor at the Human Early Learning Partnership, School of Population and Public Health, University of British Columbia and Research Scientist at the Centre for Health Evaluation and Outcomes Sciences, Providence Health Care Research Institute. Anne's research focuses on examining the social determinants of physical and mental health and wellbeing in populations across the lifespan, including children and youth and individuals who are homeless or vulnerably housed.

Dr. Brenda Poon is an Assistant Professor with the Human Early Learning Partnership (HELP), School of Population and Public Health, University of British Columbia. Brenda completed her doctorate in special education and her post-doctoral fellowship in population and public health. Her research interests include: community systems of coordinated service delivery and supports for children and their families, developmental trajectories of children with special needs, and early identification and early intervention for children with special needs.

Verena Rossa-Roccor, MD, is a researcher at the School of Population and Public Health at the University of British Columbia. With a clinical background in adult and child and youth psychiatry, she is especially interested in developmental aspects and social determinants of mental health in children and youth.

Dr. Anat Zaidman-Zait is an Assistance Professor at the Department of School Counseling and Special Education, Tel-Aviv University, Israel and Affiliate scholar at the Human Early Learning Partnership, University of British Columbia, Canada. Her research focused on psychosocial aspects of childhood disability, parent well-being and resilience, stress and coping processes among families of children with disabilities, quality of life of children who are deaf and hard of hearing and their parents, and family-centred care.

Dr. Martin Guhn is Assistant Professor at the Human Early Learning Partnership, School of Population and Public Health, University of British Columbia, and National Research Lead of the Forum on Early Child Development Monitoring, supported by the Lawson Foundation. His training includes a PhD in Human Development, and degrees in Psychology and Music. His research focuses on social, cultural, and socio-economic influences on child development, health, wellbeing, and education.

The challenge to measure school experience and health behaviors of student with chronic conditions in self-administered questionnaires in class

Emmanuelle Godeau[1,2]**, Mariane Sentenac**[3]**, Dibia Pacoricona**[2]**, Virginie Ehlinger**[2]

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Background and Purpose

In line with an international dynamic of inclusive education, the number of students with disabilities into mainstream schools in France has greatly increased. Beside satisfactory numbers, the life experience of students with chronic conditions now deserves to be considered, including their health behaviors and school experience. Self-administered questionnaires in class are a good way to capture this data, after a careful adaptation process.

In 2014, France has conducted an experimental survey attached to the international Health behaviors in school-aged children (HBSC) survey collecting data on health, health behavior and school experience among high-school students with chronic conditions, schooled either individually into mainstream classes, or collectively in special units (Local inclusive education Unit, ULIS). In most cases, students enrolled in ULIS present cognitive disorders.

Methods

After a literature review, an adapted version of the questionnaire (shortened, simplified, illustrated, etc.) has been iteratively developed with students with chronic conditions, their teachers and other specialized staff. The final simplified questionnaire was administered to 700 ULIS students with cognitive disorders (mean-age 14.2), after parental consent. Meanwhile, 7023 sampled college students completed a self-administered standardized anonymous questionnaire in class (mean-age 13.5), of which 1005 reported a chronic condition and 286 that it affected their school participation (mean age 13.5).

Results

Students enrolled in regular classes reporting a chronic condition altering their school participation differ from their able-bodied peers: lower life satisfaction, higher rates of victims of bullying, lower rates of positive perceived health and higher repetition rates. Meanwhile, ULIS students tend to give higher responses in all measured areas, including higher rates of bullying victimization. Substance use differs as well with the condition of students and the substance.

Conclusions and Implications

It appears that health behaviors and life satisfaction of students with chronic conditions differs from that of their able-bodied peers, in different ways between those schooled individually in mainstream classes and those schooled collectively in ULIS. Those findings, directly collected from students with chronic conditions, were collected among those with cognitive disorders (in ULIS) for the first time in France in such a wide national sample. They show that under certain conditions it is possible and worth to collect self-reported data from students with chronic conditions and that it could inform targeted prevention programs, or at least allow general programs to match their specific needs.

Bios

Emmanuelle Godeau is a public heath medical doctor and holds as well a social anthropology PhD. She is the medical advisor of the regional representative of the Ministry of Education and a senior researcher at UMR1027 Inserm - Paul Sabatier University, Toulouse. She is the French principal investigator of the Health behavior in school-aged children (HBSC/OMS) since 2000. Her domains of research are health behaviors (mainly risk behaviors) as well as inclusive education.

Mariane Sentenac is a postdoctoral researcher. She received her a PhD in epidemiology. Her work focuses on the evaluation of inclusive education policies in examining indicators related to the quality of the schooling of children with disabilities and chronic conditions.

Dibia Liz Pacoricona is a pediatrician. She has obtained a master degree in Epidemiology and joined the research unit UMR1027 Inserm - Paul Sabatier University, Toulousein 2013. Her research interests involve children and adolescents with disabilities and chronic conditions.

Virginie Ehlinger is a biostatistician. She joined the research unit UMR1027 Inserm - Paul Sabatier University, Toulouse in 2007. Her current projects focus on perinatal health, child's disability, health and health behaviour of adolescents.

About education of disabled: An analysis of non-schooling participation of children with disabilities in Cameroon

Ignace Edgar Mbom, Honore Mimche

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Education is an important aspect in the life of societies; it is the basis on which each community will rely on to build up and rebuild for the transmission of values to future generations. Over the centuries, education has taken divergent social and institutional forms that make it still difficult to define. In Cameroon as elsewhere in Africa, education remains a major challenge for States, families and communities. Despite many strategies used by these stakeholders to ensure the right of education for all children, data from the general population census (2005) in Cameroon have shown that only 69.9% of children with disabilities go to school. Children with disabilities therefore remain undereducated, despite efforts made by the State and we still know little about educational strategies for families for children with disabilities. Which disabled children does or does not educates in households? How acts the children family status, characteristics of household heads, household structure, housing conditions, labour need for domestic and productive purposes? So the question of the determinants of schooling for children with disabilities helps to examine the factors related to access and retention in school that is to say schooling factors. In view of the above, this study attempts from an explanatory approach to analyze the non-schooling of disabled children. The problematic of this study is therefore based on questions on

levels and trends of school attendance of children with disabilities in Cameroon, profiles of children with disabilities not attending school, factors that explain the school non-attendance of these children from 2001 to 2011.

The data used are from the Cameroonian household surveys and Demographic and Health Surveys. The descriptive and explanatory methods (logistic regression) were used to achieve our aims.

It emerges from this study that, whatever the observation year, nearly one in two children with disabilities not going to school. Profile meanwhile indicates that disabled children not attending school are, essentially, mentally disabled, are from low living standards households, live with householders aged 60 and older, are from uneducated couples living and working in rural area Analyzes indicate that the age of the child, type of disability, the standard of living of the household, number of children under five in the household, household size, employment status of child, educational level of parents, sex of the household head, his status and relationship of the child with the head of household explain the school non-enrolment of children with disabilities.

Thus, given the positive effects of education in improving the living conditions of populations, the Government of Cameroon has among others, set up a school infrastructure program adapted to all social strata and classes, fund and support inclusive education in order to facilitate access to education for disabled children from the age of 6 years, but also those of households in low living standards. It is also important to conduct research on the impact of social representations of disability on academic life course of children with disabilities.

Bios

Master degree in Demography, Ignace MBOM is Gender and Vulnerable Populations Expert. He works in the field of population and development as Assistant researcher at IFORD and led several studies on refugees and sexual violence and gender-based in the Sahel region.

Ph.D in Sociology of population and development achieved in the Department of Sociology and Anthropology at the University of Yaounde I (Cameroon). He works in the field of population and development as:

- Teacher/Lecturer at the University of Yaounde 2;
- Director of Research for Development Cooperation and Technical Support

The inclusive school in Portugal: The perspective of teachers, families and key actors

José Nogueira

ISCTE - Lisbon University, Portugal

Since the World Conference on Special Needs Education (UNESCO), in 1994, the paradigm of "Education for All" has been consolidated: to provide education for children and youth with disabilities in the regular education system. In the last years, Portugal implemented significant policies to ensure that all children with disabilities, including those with autism, have access to a quality education in the mainstream public education system.

Reference schools for autism structured units of education based on the TEACCH method were created and implemented within the regular system.

This study is based on new data exploration of a recent quantitative study concerning the impact of public schools on the quality of life of children with autism their families (Nogueira et al. 2014) complemented with data obtained by qualitative methods. A survey was administered to a sample of 300 households with children/youth with autism. In addition, information was also obtained by interviews and focus groups with professionals, teachers and other stakeholders. Quantitative data were analyzed using SPSS and qualitative data was studied through content analysis.

The main domains of the analysis are: i) the access to the public education system; ii) families satisfaction about the inclusion process; ii) the resources and players; iii) the training of educators and the adequacy of the methods; and iv) the strengths and weaknesses of Portuguese inclusive school model.

The results show that, in last year (2016) almost all students with autism attended regular schools.

In Portugal, the students with Special Education Needs are entitled to: i) curricular adaptations and individual educational programs; ii) priority in enrolment; iii) individual transition plan; iv) personalized educational support; v) support technologies and vi) adapted evaluation.

This study shows that while nearly thirty percent of students with autism only attend regular classes, seventy percent have support through the specialized units operating in public schools.

In general, the families are not satisfied with the number of hours of specialized support, with the number of specialized therapists and teachers and with the number of hours the child spends in the regular classroom. On the other hand, the surveyed households are mostly satisfied with the attitudes of teachers and their involvement in the search for solutions.

In conclusion, we can say that Portugal has inclusive education policy and provides a range of supports for students with Special Educational Needs. Despite advances in the legal framework, it is recognized that gaps persist in its application. Some mainstream schools have lack of human and technical resources.

The children with severe autism spend a short time with regular school class. Most of the time is spent in specific units. The study shows a prevalence of "medical model," but the main problem is the school's transition to working life. What happens when schooling ends? What is the role of the inclusive school if the society is still not inclusive?

Bios

José Miguel Nogueira (29/11/1967), degree in Sociology, PhD student in Public Policies at ISCTE – Lisbon University. José is an expert, researcher and advisor in social and disabilities policies. Having worked in various agencies of the central Portuguese government, especially in area of studies of social security policies, namely in the field of children's rights and disabilities. José s currently Head of Cabinet of Secretary of State for Inclusion of Persons with Disabilities.

9.7: Research design and measurement

Measuring child well-being in Bangladesh: Are self-reported measures of well-being reliable and valid?

Haridhan Goswami[1], M. Ibrahim Khalil[2], Bijoy Krishna Banik[3]

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Background and Purpose

The growing recognition of children and young people's rights for having a good childhood and good future life chances, coupled with the injunction from the New Sociology of Childhood to consult with children and young people as active agents have resulted in an increasing number of studies on children and young people's well-being at national and international levels. However, developing reliable and valid measures of well-being suitable for comparative study is still considered as one of the major challenges for research with children and young people from different countries. This paper discusses the limitations and advantages of some measures of well-being using data from a pilot survey in Bangladesh—one of the developing countries in South Asia. This pilot study is administered as part of the preparation for conducting the 3rd Wave of the Children's Worlds International Survey on Children's Well-Being (ISCWeB) in Bangladesh. This paper focuses on the reliability and validity of both overall and domain specific measures of well-being.

Methods

Data for this paper are obtained from 315 primary and secondary school children (aged between 8 and 15 years) living in three large cities in Bangladesh. Exploratory factor analysis is carried out to examine the factor structure of the multiple-item measures of overall and domain specific well-being. Then Cronbach's Alpha is computed to examine the reliability of the scales. Finally, convergent, discriminant and criterion validity of the scales are assessed by testing the relations of these scales with other theoretically relevant variables e.g., age, gender, satisfaction with health, pro-social behaviour, emotional symptom, and self-esteem.

Results

The five-point five-item scale was found to have good reliability in measuring overall satisfaction of Bangladeshi children's lives. The multi-item scales measuring children's relationships with friends, family, and satisfaction with school, and local area also had good reliability. Although these scales were found to have reasonably good degree of validity for measuring children's overall and domain specific well-being in Bangladesh, there is room for further improvement of each of those measures.

Conclusions and Implications

These findings are discussed in the context of previous empirical studies on child well-being carried out in both developing and developed countries. Suggestions for future comparative research are also put forward.

Bios

Haridhan is the Principal Investigator of the 3rd Wave of Children's Worlds survey in Bangladesh. He has expertise in quantitative methods especially in survey design, testing reliability and validity of data collection instruments, multivariate analysis of data, and research with children and young people and their subjective well-being. Haridhan is providing expert advice on quantitative methods, research with children and young people, and subjective well-being to a European Commission funded project called MYWEB (Measuring Youth Well-Being) (http://fp7-myweb.eu/).

M. Ibrahim Khalil is one of the co-investigators of the 3rd Wave of Children's Worlds survey in Bangladesh. He is expert in qualitative research methods. He carries out research with the climate vulnerable people especially cyclone disaster and environmental refugees. He is interested in issues relating to children and young people especially ethnic minorities and marginalized people.

Professor Bijoy Krishna Banik is the Co-Investigator of the 3rd Wave of Children's World survey in Bangladesh. He has expertise in qualitative methods especially in content and in-depth analysis and research on health issues. Banik has published a number of articles relating to human development, in particular health issues of the marginal people. He is providing expert opinion on the formation of national health policy in Bangladesh.

Giving voice and choice to children: Q methodology as a capability measure

Ines Meier

Rutgers University, United States of America

Background and Purpose

The study used Sen's (1999) capability approach as a theoretical framework to gain an understanding of children's well-being. Using this framework is novel in several ways: first, it applied the capability approach to a consideration of children in which children are treated as independent agents; second, it applied this child-centered capability approach to a consideration of education in the U.S.A; and third, this was the first study in the U.S. that used the capability approach for the evaluation of middle-school children.

Methods

The study used Q methodology, a mixed method, as a measure that aligned well with the capability approach. It offered a measure that fostered agency and participation, it allowed for individual viewpoints to be heard and expressed, and it also created group viewpoints.

35 children ages 9-14 from two neighboring counties in New Jersey were directly involved in the research process in two ways. First, six children (recruited through snowball sampling) participated in the construction of the measure used to assess capabilities to ensure that the measure is in their voice. These children were interviewed on their thoughts about valued opportunities. These thoughts were then converted into "statement cards" and a 45 card Q sort was established.

Second, children in the same age range participated directly as respondents. Participants then used the Q Sort, rank-ordered the statements in a forced distribution, and discussed their choices.

Data was analyzed using a principal components analysis to extract the major sources of common variance among all ratings. PQ method (a program designed for Q methodology analysis) then allows for a Varimax factor rotation, which uncovered 3 factors.

Results

Results showed distinct views on capabilities and well-being: for some, sociality and security were most important, some sought equality and freedom of choice, while only a few were concerned with learning and basic living. Used in an educational setting, this new capability measure can effectively uncover what choices in opportunities are valued, what capabilities need to be fostered, and what capabilities need to be made available in order to foster the well-being of children.

Conclusions and Implications

Since current measurements of education do not tell us much about what choices in opportunities are important to children or if education creates valued opportunities, this study lays the groundwork for establishing a participatory measure to understand how American school children perceive their capabilities and to provide a tool for future evaluations in educational contexts.

Future research could include asking teachers to complete a Q sort with the statements used by children (a pilot study has already been concluded) to determine the degree by which adults understand children's views. A Q sort could also function as a cross-checking tool for policy makers to investigate whether implemented policies (such as, fostering or changing views on opportunities and education) have the desired impact.

Bios
Ines Meier holds a MA in Psychology and a PhD in Childhood Studies. She has over 20 years of experience in educational testing, developing and administering standardized tests. Currently, Ines teaches in the Psychology department at Rutgers University, works as an independent program evaluator of educational programs, and continues her research on children's wellbeing.

Psychometric properties of versions on the subjective well-being scales: SLSS and PWI-SC in Chilean school children

Denise Oyarzún Gómez
Universidad Autónoma de Chile

Background and Purpose

The psychometric properties of scales of cognitive component of subjective well-being (life satisfaction) are based mainly on studies with samples limited to geographical regions like the United States, Canada and Australia. More recently, research has begun in Latin American countries. The objective of the research is to determine the psychometric properties of the two multi-item SWB (SLSS and PWI-SC) scales and select the versions with better properties.

Methods

A crossover design with data from the International Survey on Children´s Well-Being [ISCWeB] is used. The sample is 1392 students between 10 and 13 of urban type establishments (municipal, subsidized and private) of the regions Metropolitan, Valparaíso and Biobío of Chile. The instruments used are: Students' Life Satisfaction Scale (SLSS) and Personal Well-being Index—School Children (PWI-SC).

Results

With 23 AMOS structural equation models (SEM) with both scales are made. The results of Confirmatory Factor Analysis (CFA) three versions of SLSS show that SLSS-7 and SLSS-4 rates goodness of fit are not in the ranges considered acceptable by the scientific literature. Instead, SLSS-5 shows good adjustment rates in CFI = .985, SRMR = .063 and RMSEA = .019 moderate. AFC shows a structure of a factor with standardized factor loadings ranging from .80 ("I have a good life") and .37 ("I wish I had another life"). An acceptable level of internal reliability was observed (α=.70). AFC PWI-SC, CFI = .984, RMSEA = .041 (C.I. 0.028 to 0.054) and SRMR = .024 show very good values. Provided evidence for only one single factor solution with standardized factor loadings between .38 and .73 fluctuate, being the item with the highest burden "the things we want to be good" and with lower loads "your health" and "all things you have." An acceptable level of internal reliability was observed (α=.76).

Conclusions and Implications

The implications of the research show that SLSS-5 and PWI-SC are psychometrically valid and prompt action to manage its short list of items to students from 8 to 18 years in diagnosis and intervention context of health and education in Chile.

Bios
Denise Oyarzún Gómez is a PhD candidate and has a Master of Science in Social Psychology. Denise's research interests are in children, subjective well-being and children's rights.

A qualitative approach to a longitudinal study about subjective well-being of Catalan children

Mònica González-Carrasco[1], Cristina Vaqué[2], Sara Malo[1], Gemma Crous[1], Ferran Casas[1]
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Background and Purpose

It is increasingly common to find qualitative-based research used to determine the reasons why children and adolescents consider certain domains of their life especially important to their subjective well-being (SWB) (e.g. Nic Gabhainn, & Sixsmith 2006; Camfield et al. 2009; Navarro 2011; Malo et al. 2012; Coombes et al. 2013). The range of methods used in this respect has also been widening.

However, in none of the qualitative studies to our knowledge, has children's and adolescents' higher or lower level of SWB been considered a relevant factor when exploring their opinions on SWB. They have also rarely considered either whether these opinions and evaluations change with time or depending on the technique used to collect data (individual interview *versus* focus group).

Our concern is that studying the perceived contributing factors (positive and negative) to SWB suggested by participants with lower and higher SWB scores will provide us with different explanations regarding what SWB is from the point of view of children and adolescents themselves. Analysing information from a temporal perspective will increase knowledge on changes occurring in SWB as well as comparing results obtained through two types of techniques may help researchers to have more reasons upon which to base their election when studying SWB from a qualitative viewpoint.

Methods

Data belongs to a longitudinal study in which the SWB of 940 students was studied through a period of two-year's time. Participants were between 9 and 16 years old and came from 15 schools and high schools in the province of Girona (Catalonia, North-East of Spain). Ten focus groups and nine individual interviews were conducted twice during two consecutive academic years to the same group of children and adolescents. Thematic content analysis (Saldaña, 2009) was applied to the information gathered and, thereafter, different categories were formulated to classify the information. Those categories were related to interpersonal relationships, health, leisure activities, school and personal issues.

Results

Participants classified as having lower SWB posed more emphasis on negative aspects compared to their counterparts with higher SWB, such as non-being helped or listened to. Some categories only emerge one of the years the study took place such as the importance of having material things. Focus groups seem to stimulate the emergence of a wider variety of topics compared to individual interviews.

Conclusions and Implications

Exploring whether children's evaluations of SWB change with time, and according to their level of SWB and the type of instrument through which information is obtained can potentially help us to broaden our understanding of adolescents' SWB by bringing previously unknown aspects to light that are not so much detectable through quantitative methodology or by qualitatively analysing information globally. Results can be very helpful in order to formulate more personalised interventions to promote SWB.

Bios

Dr. Mònica González-Carrasco is tenured assistant professor in the Department of Psychology at the University of Girona and coordinator of the ERIDIqv Research Team (on Childhood, Adolescence, Children's rights and their Quality of Life. www.udg.edu/eridiqv) within the Research Institute on Quality of Life (IRQV. www.udg.edu/irqv) at the University of Girona. She participates in the Children's Worlds international project and other research related to children's and adolescent's subjective well-being (Researcher ID: H-2581-2012).

Dr. Cristina Vaqué is lecturer in the Dietetics and Nutrition studies, University of Vic-Central. She is PhD in Psychology and food. Her research area is about food and well-being, and interventions to promote food habits and health. She is the author of some scientific publications, and has participated in some scientific projects and congresses related to this and also to quality of life.

Dr. Sara Malo is lecturer in the Department of Psychology, Faculty of Education and Psychology. She is PhD in Psychology. Her main research area is about the audio-visual media use between adolescents and adults, and the subjective well-being. She has collaborated as a researcher in more than 15 competitive projects. She is the author and co-author of 6 books. She has authored articles in English published in reviews cited in the SSCI (Researcher ID: D-8524-2011).

Gemma Crous is a PhD candidate from the Department of Psychology at the University of Girona. Her background is in Psychology (BA) and in Youth and Society (MS). In 2013 Gemma joined the ERIDIQV research team and in 2015 she received a funding from the Spanish Government to be able to do the thesis. She is studying in depth young people's psychological well-being. She is also interested in subjective well-being, children's rights, youth policies and social exclusion.

Dr. Ferran Casas is emeritus professor and coordinator of the ERIDIqv Research Team. He is member of the Children's Worlds international project coordinator team. He is co-editor of the Handbook of Child Well-Being, published by Springer.

Challenges in conducting cross-national surveys among children and young people in developing countries: Lessons learned from Bangladesh

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Background and Purpose

There is a growing interest among social scientists on cross-national comparative studies in general and research on children's and young people's well-being in particular. It is well recognised that cross-national surveys among children and young people have a number of methodological and practical challenges. However, these challenges become more evident and complex if the survey is to be conducted in a developing country where the research infrastructure is less established. This paper features some of those challenges that we faced whilst conducting a pilot survey among children and young people in Bangladesh.

Methods

The pilot study, administered among 315 children aged 8 to 15 years living in three large cities in Bangladesh, is conducted as part of the preparation for conducting the 3rd Wave of the Children's Worlds International Survey on Children's Well-Being (ISCWeB) in Bangladesh. During the four-week long pilot, each researcher maintained a diary listing key challenges that they encountered and strategies they used to overcome them. Data from three diaries—one for each location—are used to prepare this paper.

Results

The key challenges are described under three broad categories: challenges for the study due to its cross-national feature, challenges for the study because of its involvement with children and young people and challenges for the study because of conducting in a country with less established research infrastructure. Low cost, great enthusiasm and cooperation from children and gatekeepers including schools and parents/guardians were some of the key advantages of conducting such surveys in a developing country like Bangladesh.

Conclusions and Implications

This paper contributes to research, policy and practice in administering child well-being surveys in developing countries like Bangladesh and other western countries by stimulating methodological debates and identifying key challenges for cross-cultural research.

Bios
Haridhan is the Principal Investigator of the 3rd Wave of Children's World survey in Bangladesh. He has expertise in quantitative methods especially in survey design, testing reliability and validity of data collection instruments, multivariate analysis of data, and research with children and young people and their subjective well-being. Haridhan is providing expert advice on quantitative methods, research with children and young people, and subjective well-being to a European Commission funded project called MYWEB (Measuring Youth Well-Being) (http://fp7-myweb.eu/).

Professor Bijoy Krishna Banik is one of the Co-Investigators of the 3rd Wave of Children's World survey in Bangladesh. He has expertise in qualitative methods especially in content and in-depth analysis and research on health issues. Banik has published a number of articles relating to human development, in particular health issues of the marginal people. He is providing expert opinion on the formation of national health policy in Bangladesh.

M. Ibrahim Khalil is one of the Co-Investigators of the 3rd Wave of Children's Worlds survey in Bangladesh. He is expert in qualitative research methods. He carries out research with the climate vulnerable people especially cyclone disaster and environmental refugees. He is interested in issues relating to children and young people especially ethnic minorities and marginalized people.

1. Early-life income inequality and adolescent health and well-being

<u>Frank J. Elgar[1]</u>, Geneviève Gariépy[1], Torbjørn Torsheim[2], Candace Currie[3]

[1]*McGill University, Montreal, Canada; [2]University of Bergen, Bergen, Norway; [3]University of St. Andrews, St. Andrews, Scotland*

Background and Purpose

A common refrain about links between income inequality and poor health is that inequality intensifies social hierarchies, increases stress, erodes social and material resources that support health, and subsequently harms health. The evidence supporting these causal pathways is limited by cross-sectional, ecological studies and a scarcity of developmental analyses. The purpose of our study was to address the knowledge gap using a quasi-longitudinal design.

Methods

Using pooled, multilevel data from the WHO Health Behaviour in School-aged Children study, we examined lagged, cumulative, and trajectory associations between early-life income inequality and adolescent health and well-being. Psychosomatic symptoms and life satisfaction were assessed in surveys of 11- to 15-year-olds in 40 countries between 1994 and 2014. These data were linked to national Gini indices of income inequality for every life year from 1979 to 2014.

Results

he results showed that exposure to income inequality from 0 to 4 years uniquely predicted psychosomatic symptoms and lower life satisfaction after controlling lifetime mean income inequality, national per capita income, family affluence, age, and cohort and period effects. Income inequality from 5 to 9 years also related to symptoms and to low life satisfaction in females. Cumulative income inequality exposures from birth through to age 10 related to more symptoms and lower life satisfaction. Finally, individual trajectories in early-life inequality (i.e., linear slopes in Gini indices from birth to 10 years) related to fewer symptoms and higher life satisfaction, indicating that earlier exposures mattered more to predicting adolescent health and wellbeing.

Conclusions and Implications

These results help to establish the antecedent-consequence conditions in the association between income inequality and health and suggest that both the magnitude and timing of income inequality in early life have developmental consequences that manifest in reduced health and well-being in adolescence. Growing up in economically unequal settings has lasting implications for future population health.

Bios

Frank Elgar is an Associate Professor of Psychiatry at McGill University's Institute for Health and Social Policy and holds the Canada Research Chair in Social Inequalities in Child Health. He trained in developmental psychology and worked in government and university settings in Canada and Britain. His research examines social and structural determinants of adolescent health, focusing on inequality and material deprivation.

Geneviève Gariépy is a postdoctoral research fellow at McGill University's Institute for Health and Social Policy. She received her PhD in epidemiology for her work in social epidemiology, mental health, and chronic illnesses. Her current research focuses on the social and structural determinants of mental health and well-being in adolescents, in part through collaboration with the WHO Health Behavior in School-aged Children study. Dr Gariépy's work is supported in part by a CIHR Postdoctoral Fellowship.

Torbjørn Torsheim is a professor of psychometrics and quantitative research methods in the Department of Psychosocial Science, University of Bergen. His main research interests include measurement using survey methods, with particular attention to health inequalities and behavioural addictions.

Candace Currie is a professor in the School of Medicine at the University of St. Andrews and Director of the WHO Collaborating Centre for International Child and Adolescent Health Policy. She was the International Coordinator of the WHO Health Behaviour in School-aged Children from 1995 to 2015. Her research interests include social inequalities in adolescent health and puberty and health.

2. How multidimensional methodology allows us to understand changes in child poverty over time

<u>Erika Hansen Strand[1]</u>, Ricardo Aparicio[2]

[1]*UNICEF Mexico; [2]CONEVAL (National Council for the Evaluation of Social Development Policy), Mexico*

Background and Purpose

Mexico is the first country to adopt a multidimensional poverty measurement methodology based on social rights, as its official poverty measurement. By law, this measurement is the responsibility of an autonomous institution with technical prestige called CONEVAL (The National Council for Social Policy Evaluation). Given that poverty affects children disproportionately in Mexico, and indigenous children with even greater intensity, it is an urgent policy priority to measure child poverty with as much detail and disaggregation as possible in order to improve the response of social policies. If the underlying causes of poverty are not addressed in a timely manner, child poverty can result in irreversible consequences for those affected, which will likely be passed on to future generations.

Methods

UNICEF and CONEVAL propose presenting a paper on their joint work to measure child poverty using Mexico's multidimensional measurement for three years since this methodology was adopted: 2008, 2010 and 2012. CONEVAL and UNICEF would present the changing composition of child poverty over time, comparing the dimensions of child poverty with those of the adult

population and, when possible, breaking down the dimensions of child poverty into different age groups to show how multidimensional methodology can better inform policy responses and pinpoint thematic and population gaps in social policy.

Results

For example, from 2008 to 2010, child poverty remained constant overall, but the increased coverage of a universal health insurance scheme was able to in some ways offset decreased income of households with children. Similarly, child poverty remained relatively constant from 2010 to 2012, however extreme child poverty decreased. Finally, the paper will show how this mapping of child poverty has improved analysis of social program coverage and exposed important coverage gaps.

Conclusions and Implications

We conclude the multidimensional measurement is particularly useful to identify changes in child poverty composition over time, and better suited to direct policy responses than simple income measures.

Bios

Erika Strand is the Chief of Social Policy for UNICEF Mexico, providing technical assistance on public finance for children, multidimensional poverty analysis and recommendations on early childhood development policies that reduce the disparities that children face from birth. She has worked in Honduras, Egypt and Madagascar, for the US Government, UNICEF and the World Bank, respectively. She earned her Master degree in International Development (MPA/ID) from the Kennedy School of Government at Harvard University and a BA in French Literature from Cornell University.

3. The development of friendly environment-monitoring indicators for the children in Taiwan

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Background and Purpose

This study (funded by Ministry of Science and Technology and Ministry of Health and Welfare) followed the guidelines for developing international environmental indices to develop the system of "Child-friendly environmental monitoring indicators (Child FEMI)" specific to the Taiwan context.

Methods

The process of developing the Child FEMI contained 3 stages. The first stage included systematic literature reviews in 6 domains: living participation, family, education, medical service, welfare support, and environmental hazards. Related literature was searched from social science and medical databases, and governmental official websites. The 2nd stage was a local expert survey (expert validity) by Delphi methods with 3-4 rounds until consensus attained. The 3rd stage was a triangulation process by local or international experts, children, and caregivers. The indicators developed in this study were linked to the international environmental indices and formulated operational definitions. The development of indicators also considered a comprehensive developmental perspective (including child and adolescent life, health, education, family and welfare), age stratum (fetus to adolescence), different population (typical development, minority, and individuals with disabilities), and expert consensus.

Results

The first stage yielded over 30,000 studies for each domain in recent 20 years with related searching key words. Over 10 large international projects or indicator systems were found to be the base of synthesizing the studies for systematic reviews. The 2nd stage reached local expert consensuses with culturally appropriate opinions with the operational definitions of the indicators. The 3rd stage made the final version of Child FEMI with the triangulation from international experts, children, and caregivers. The indicators with operational definitions were formulated.

Conclusions and Implications

The child-friendly environment indicators have been considered culturally and contextually appropriate for Taiwanese children. Item bank of these evidence-based indicators with comprehensive operational definitions provided will inform future national surveys and the formulation of child environment monitoring system in Taiwan.

Bios

Ai-Wen Hwang, PhD, PT is Associate Professor at Graduate Institute of Early Intervention, Chang Gung University, Tao-Yuan, Taiwan. She has served at the child developmental center and child assessment center in Taiwan over 15 years. She is also one of the members of Task Force of Disability Eligibility System in Taiwan. Her research interests are early intervention, child environment and participation, research, ICF/ICF-CY, developing developmental screening test and measures, and disability evaluation system in Taiwan.

Chia-Feng Yen, PhD is Associate Professor at Department of Public Health, Tzu-Chi University, Hualien City, Taiwan. She had served at the Chung-Hua Foundation for Persons with Intellectual Disabilities in Taiwan 6 years. She is also one of the members of Task Force of Disability Eligibility System in Taiwan. Her research interests are health policy for people with disability, long-term care and health welfare, ICF research, developing disability evaluation system in Taiwan.

Lin-Ju Kang, PT, PhD, is Assistant Professor at Graduate Institute of Early Intervention, Chang Gung University, Tao-Yuan, Taiwan. She had clinical practice as well as teaching experiences in the field of pediatric physical therapy. Her research areas are early intervention, family-centered care, children's participation and environment based on the ICF/ICF-CY model. Her current projects focus on the investigation of family-professional partnership in early intervention, and participation of preschool children with disabilities.

Shinmin Wang, PhD, is Assistant Professor at Department of Human Development and Family Studies, National Taiwan Normal University, Taiwan. Her research areas are in the cognitive

processes of working memory, attention, and reading. In particular, she focuses on cognitive and linguistic factors, such as development of memory, executive function and language, that have an impact on children's learning outcomes. Her current research projects focus on the exploration of the cognitive factors in preschool that may be used to predict subsequent word learning outcomes of children at school age.

Chia-Jung, Hsieh, PhD is Assistant Professor at Department of Public Health, Tzu-Chi University, Taiwan, Hualien City, Taiwan. She conducted a series of research topics on environmental epidemiology. She mainly focused on maternal exposures to environmental hazards during pregnancy and child health.

Han-Shu Hsieh, M.Ed., is an assistant of Dr. Ai-Wen Hwang at the Graduate Institute of Early Intervention, Chang Gung University, Tao-Yuan, Taiwan. Her undergraduate major was mass-communication, but she majored in Special Education for her Master degree. After graduation, she wants to combine media and education in Taiwan. Her research interests are special education, early intervention, and the educational philosophy concept of advocacy in Taiwan.

4. School start time matters to the physical and mental health of adolescents

<u>Genevieve Gariepy</u>, Frank Elgar

Institute for Health and Social Policy, McGill University, Canada

Background and Purpose

There is mounting evidence that a later school start time benefits the sleep, academic performance, and safety of adolescents, but its impact on mental and physical health remains largely unknown. This study examined whether a later school start time was associated with fewer physical and psychological symptoms among a representative sample of adolescents in Canada.

Methods

We collected information on school start times from 362 schools that participated in the 2014 Canadian Health Behaviour in School-aged Children survey (n=29,635 students; ages 10-18). We examined complaints of physical and psychological symptoms from a validated symptom checklist (headaches; stomach aches; backaches; felt dizzy; felt depressed; irritable; nervous; difficulties falling asleep). We used random-effects regression models and examined non-linearity using splines and dummy variables. We controlled for differences in grade, family affluence, rurality, latitude, and province in all models.

Results

School start times ranged from about 8:00 to 9:30 a.m. We found a non-linear threshold effect between school start time and physical and mental health symptoms. Starting classes at 9:00 a.m. or later, compared to earlier, related to lower odds of reporting headaches (OR 0.91, 95% CI 0.84, 0.98), stomach aches (0.88, 95% CI 0.80, 0.97), feeling dizzy (0.84, 95% CI 0.75, 0.92), depressed (0.93, 95% CI 0.84, 1.02), irritable (0.90, 95% CI 0.84, 0.97), nervous (0.93, 95% CI 0.87, 0.99), and having sleeping difficulties (0.89, 95% CI 0.84, 0.95) once a week or more.

Conclusions and Implications

This study adds to the evidence that delaying school start time benefits the health and outcomes of adolescents. Delaying start time to later than 9:00 a.m. may however be required to achieve physical and mental health improvements among youths. Further research and intervention studies on school start time later than 9:00 a.m. are needed.

Bios

Geneviève Gariépy is a postdoctoral research fellow at McGill University's Institute for Health and Social Policy. She received her PhD in epidemiology for her work in social epidemiology, mental health and chronic illnesses. Her current research focuses on the social and structural determinants of mental health and well-being in adolescents, in part through collaboration with the WHO Health Behavior in School-aged Children study. Dr Gariépy's work is supported in part by a CIHR Postdoctoral Fellowship.

Frank Elgar is an Associate Professor of Psychiatry at McGill University's Institute for Health and Social Policy and holds the Canada Research Chair in Social Inequalities in Child Health. He trained in developmental psychology and worked in government and university settings in Canada and Britain. His research examines social and structural determinants of adolescent health, focusing on inequality and material deprivation.

5. Developing the model of welfare support indicators for children in Taiwan

Hui Ju Pai[1], <u>Chia-Feng Yen</u>[1], Ai-Wen Hwang[2,3], Lin-Ju Kang[2,3], Shinmin Wang[4], Chia-Jun Hsieh[1], Han-Shu Hsieh[2]

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Background and Purpose

This study aimed at developing the Welfare Support Indicators (WeSI), which is one of the sub-projects of "Child-friendly environmental monitoring indicators (Child FEMI)" in Taiwan," (funded by Ministry of Science and Technology and Ministry of Health and Welfare) following the guidelines for developing international environmental indices. This study provides the model of developing the culturally appropriate and internationally comparable welfare support indicators for children in Taiwan.

Methods

The WeSI in Taiwan was developed from April 2016 to May 2017. The development of the WeSI was threefold: (1) Systematic reviews in welfare support issues to find evidence, (2) Delphi methods to reach expert consensus, and (3) Cross-validation with triangulation to make the system culturally appropriate and international comparable. The database of systematic reviews contains PUBMED, MEDLINE, EBSCO SocINDEX, Web of Science and Huso retrieved from 1996 to 2016. For systematic reviews, the keywords clusters were "child related" (e.g., infant, child, teenager or adolescent), "welfare supports related" (e.g., welfare system,

social security, welfare policy, violence), and "indicators related" (e.g., indicator, index). Other information from government (official published) or from websites was retrieved as well. For Delphi methods, a 3-round of survey was conducted with the consensus from local expert, including social workers of government's departments of child welfare and professionals in the fields of child and family care. The cross-validation was conducted by a triangulation process with the participants of local and international experts, Taiwanese children, and caregivers.

Results

A total of 70,060 studies were searched out from PUBMED and MEDLINE, 3,718 studies from EBSCO SocINDEX with Full Text, 57,630 studies from Web Of Science, but zero from Huso. Forty-six surveys which were officially published or free on the websites were founded from Taiwan government during 1996 to 2016. These documents of surveys are the local information supporting the initial step of developing the WeSI. The initial indicators of welfare support have been developed, and the experts reached a consensus on the 3 rounds of Delphi methods. The WeSI was finalized of with triangulation process.

Conclusions and Implications

The system of WeSI in Taiwan would provide a reference for developing surveys to monitoring the children's environment. The nationwide databank based on the WeSI collected in the future are expected to be culturally appropriate and internationally comparable.

Bios

Hui Ju Pai, B.S is a Master student in Tzu-Chi University Public Health Master Class, Hualien City, Taiwan. She graduated from Department of Public Health, Tzu-Chi University in June, 2016. Her minor is Teacher Educational Program of Taiwan. Her research interests are children education and health promotion in Taiwan.

Chia-Feng Yen, PhD is Associate Professor at Department of Public Health, Tzu-Chi University, Hualien City, Taiwan. She had served at the Chung-Hua Foundation for Persons with Intellectual Disabilities in Taiwan 6 years. She is also one of the members of Task Force of Disability Eligibility System in Taiwan. Her research interests are health policy for people with disability, long-term care and health welfare, ICF research, developing disability evaluation system in Taiwan.

Ai-Wen Hwang, PhD, PT is Associate Professor at Graduate Institute of Early Intervention, Chang Gung University, Tao-Yuan, Taiwan. She has served at the child developmental center and child assessment center in Taiwan over 15 years. She is also one of the members of Task Force of Disability Eligibility System in Taiwan. Her research interests are early intervention, child environment and participation, research, ICF/ICF-CY, developing developmental screening test and measures, and disability evaluation system in Taiwan.

Lin-Ju Kang, PT, PhD, is Assistant Professor at Graduate Institute of Early Intervention, Chang Gung University, Tao-Yuan, Taiwan. She had clinical practice as well as teaching experiences in the field of pediatric physical therapy. Her research areas are early intervention, family-centered care, children's participation and environment based on the ICF/ICF-CY model. Her current projects focus on the investigation of family-professional partnership in early intervention, and participation of preschool children with disabilities.

Shinmin Wang, PhD, is Assistant Professor at Department of Human Development and Family Studies, National Taiwan Normal University, Taiwan. Her research areas are in the cognitive processes of working memory, attention, and reading. In particular, she focuses on cognitive and linguistic factors, such as development of memory, executive function and language, that have an impact on children's learning outcomes. Her current research projects focus on the exploration of the cognitive factors in preschool that may be used to predict subsequent word learning outcomes of children at school age.

Chia-Jung, Hsieh, PhD is Assistant Professor at Department of Public Health, Tzu-Chi University, Taiwan, Hualien City, Taiwan. She conducted a series of research topics on environmental epidemiology. She mainly focused on maternal exposures to environmental hazards during pregnancy and child health.

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6. Cluster analysis of Ethiopian children (6-60 months of age) living in extreme poverty in Jimma town of Ethiopia: Using Denver-II subscales

Wende Clarence Safari, Berhanu Nigussie Worku, Teklu Gemechu Abessa, Liesbeth Brückers, Marita Granitzer
Hasselt University, Belgium.

Background and Purpose

Child development consists of several interdependent domains, including language, sensory-motor, cognitive, and social-emotional. Fundamentals for lifelong development of children are laid during the first five years of life. Thus, it is vital to assess children during this vulnerable period in order to determine their status of development and setup interventions in case they do not develop optimally. This is vital particularly for children who live in poverty since they are more exposed to multiple risks, including; malnutrition, poor health, and unstimulating home environments, which are likely to affect their development. Within this context, the goals of the current analysis are: (1) to investigate if Ethiopian children who live in extreme poverty comprise a homogeneous group in terms of developmental profile, and (2) to determine what factors predict the subgroup a child belongs to, in case of non-homogeneity (heterogeneity) in developmental profile.

Methods

Children were assessed using the Denver-II sub-scales (personal-social, language, fine motor and gross motor), which were adapted to the local cultural context of Jimma, Ethiopia. The latent class cluster analysis was used to investigate population heterogeneity by utilizing finite mixture multivariate normal densities. The obtained subgroups of heterogeneity population were labelled as latent classes/clusters. The Bayesian Information Criterion (BIC) was used to compare multiple models and identify the optimum number of clusters.

Results

Of the 819 children studied, three clusters of children were identified and labelled as Delayed Developmental Group, Questionable Developmental group and Normal Developmental Group. Compared to Normal Group, children in the Delayed Group had smaller values of personal-social, language and gross motor performance ratios. Moreover, children in this group showed a significant increase in stunting as they grew older. The Questionable Developmental Group showed delay in language and gross motor development. Further, younger and stunted children were more likely to be in this group, compared to the Normal Group. In contrast, the Normal Group showed normal development based on all domains of Denver-II test. Older and non-stunting children are more likely to be in this group.

Conclusion and Implications

The latent class cluster analysis provided an effective method of finding three clusters in the data based on Denver-II sub-scales. Findings suggested that children of younger age and who have stunted growth are more likely to be in the Delayed and Questionable Developmental Groups as compared to the Normal Group. Furthermore, children with poor performance in terms of personal social, gross motor and language are also more likely to be in that group. If the problem won't be addressed, especially in the context of extreme poverty, its effects will affect tomorrow's workforce. Therefore, it is important to identify developmental delays early so that interventions can minimize the effects of the problem.

There should be strong emphases in the children's health policies and interventions during early childhood development. Moreover, policies should focus more on the improved nutrition and psychosocial stimulation; and be implemented especially in extreme poverty areas.

Bios
Wende Clarence Safari: Graduate of Master's of Science in Statistics (Biostatistics), University of Hasselt, Belgium.

Dr. Berhanu Nigussie Worku: REVAL Rehabilitation Research Center, Biomedical Research Institute, Faculty of Medicine and Life Sciences, Hasselt, Belgium.

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Prof. dr. Liesbeth Brückers: Center of Statistics, Hasselt University, Belgium.(Internal supervisor of Wende Safari during Master thesis).

7. Social protection policy in promoting human development outcomes: The cash transfer program for orphans and vulnerable children in Kenya

Joyce Njeri Marangu
Aga Khan University

Children and families are continually undergoing changes which demand for dynamic and flexible policies, services and practices. Meeting dynamic needs of children and families through social protection contributes to ensuring all children get an equal opportunity to achieve their potential and lead healthy, fulfilled and productive lives. Growing recognition of innovative forms of social protection such as cash transfers as an effective strategy to meet needs of vulnerable populations has led to their adoption both in policy and practice. This is particularly relevant in the face of persistent poverty exacerbated by HIV/AIDS, responsible for some 15 million orphans in sub-Saharan Africa. The cash transfer for orphans and vulnerable children (CT-OVC) in Kenya seeks to provide for the basic needs of OVC and promote their human development outcomes through expanding the freedoms that people value and have reason to value.

The objective of this study was to determine the value attached by recipients of the CT-OVC to capabilities in the four dimensions of health, education, social life and play; and the extent to which the programme enhances achieved functionings in these dimensions. It utilized a quasi-experimental design and applied both qualitative and quantitative methods for data collection and analysis. Specific research questions were 1) Do the recipients of the CT-OVC value capabilities within the four key dimensions? 2) Is there an association between participation in the CT-OVC and the attainment of functionings in the four dimensions? 3) What are participants' perceptions of the programme?

The target population included OVC, caregivers, family members, and programme implementers. A total of 200 respondents were drawn for the study through random sampling (100 each from the intervention and comparison groups). A survey questionnaire was administered to the 200 children. In-depth interviews involved 2 caregivers, 2 implementers and 2 community members drawn through purposive sampling.

T-tests and chi-square tests were used to examine statistical differences between functionings in the intervention and control groups. Correlation analysis determined whether there was an association between participation in the programme and achieved functionings. For qualitative data, in-depth exploration of the responses gathered from interviews, organized around themes such as perceived impact, was used to gauge participants' perception of the program.

Results indicated that OVC consider capabilities in the dimensions of social life, education, health and play to be of high importance in their lives. The intervention group scored higher in the attainment of capabilities in all four dimensions investigated. Kendall's tau correlation coefficient showed a strongly positive association between participation in the CT-OVC programme and two of the dimensions: education and play. There was a moderately positive association between participation and the other two dimensions

of health and social life. Perceptions from participants further indicated positive effects on human development outcomes of children through the programme.

The study concludes that children value capabilities in all four dimensions and that participation in the CT-OVC is associated with improved human development outcomes. Policies that target children made vulnerable by poverty and HIV/AIDS could integrate cash transfers to promote their overall wellbeing.

Bios

Joyce is a dynamic social and economic development researcher currently involved in research on Early Childhood Development (ECD) at the Institute for Human Development, Aga Khan University. She holds an M.A in Development Studies from the University of the Western Cape and an M.A in Development Management from Ruhr University Bochum. Her research interests include social policy, child poverty and wellbeing, and early childhood development.

8. Child supervision in low- & middle-income countries: Results from a mixed-methods study

Mónica Ruiz-Casares[1], Youssef Oulhote[2], Emmanuelle Bolduc[1], Viet Anh Tran[3], Anne-Sara Briand[1]

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Background and Purpose

Lack of adequate supervision is a prominent child development and protection issue. It is a risk factor for child injuries, antisocial and risky behaviors, poorer school performance, and other negative developmental outcomes. Attributes of the child, the caregiver, and the environment influence risk in cases of inadequate supervision. Research evidence on non-adult supervision is limited in low- and middle-income countries. This global mixed-methods study included analysis of [population-based data from] household surveys and interviews with professionals in the participating countries. The purpose was to document the prevalence, determinants, and perceived outcomes of non-adult supervision on children under five years of age across LMICs.

Methods

Items pertaining the supervision of children under 5 years of age and their households were extracted from Multiple Indicator Cluster Surveys (MICS). Descriptive statistics were computed for socio-demographic variables, by country, for children unsupervised by adults, with cluster sampling and weights applied; comparisons were performed using Chi-square or t tests. Multivariate logistic regression explored associations between home alone and covariates of interest and a zero inflated poisson regression/negative binomial regression was used to assess home alone as a continuous variable. Semi-structured interviews were conducted with 50 child development and protection professionals in participating countries and regions to interpret national/regional results and to identify contextual factors influencing child care and supervision locally.

Results

Thousands of children are left home alone or under the supervision of other children in LMICs. Overall, higher prevalence was found in Sub-Saharan Africa and South Asia. Children aged 3 years and older, boys, and children in rural areas were generally more likely to be left unsupervised. Nonetheless, factors associated with use of non-adult care varied significantly across countries and time periods. Additional factors provided as plausible explanation of results are not included in current measures and need to be explored by other means.

Conclusions and Implications

MICS provides valuable information to monitor child supervision of young children in LMICs. Internationally comparable population-based information, however, needs to be complemented with qualitative studies to capture context-specific determinants and outcomes. Information on child supervision is critical to inform the development of suitable policies and interventions to enhance child development and protection.

Bios

Mónica Ruiz-Casares, PhD is Associate Professor in the Division of Social and Transcultural Psychiatry, and Associate Faculty at the Centre for Research on Children and Families and the School of Social Work at McGill University. She is also a Researcher at SHERPA—University Institute in Montreal. She leads mixed-methods studies on child wellbeing across cultures, particularly regarding parent-child separation and ethical and methodological issues in research with and by young people.

Youssef Oulhote, PhD is Research Fellow at the Harvard School of Public Health (USA). His research focuses on the impact of environmental exposures on children's neurodevelopment and immune system as well as methodological aspects to investigate the joint effects of environmental exposures and socio-economic context on early child development.

Emmanuelle Bolduc, MBA is a M.Sc. Student in Social and Transcultural Psychiatry at McGill University and Parc Extension Site Coordinator of the ACCESS Canada project, a Canada-wide research network using research evidence to support young people with all forms of mental illness. She is engaged in research projects in youth mental health and cross-cultural psychology.

Viet Anh Tran, MSc is Statistician at the University Hospital Sainte-Justine in Montreal. He has strong statistical analysis knowledge and skills and ample experience performing statistical analysis on projects concerning health and development issues of ethno-culturally diverse populations.

Anne-Sara Briand is an MDCM Student at the McGill Faculty of Medicine.

9. From caseworkers' actions to collaboration in child protective services: A longitudinal examination

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Background and Purpose

Parents' engagement in child protective services during out of home placement has been associated with many benefits: child abuse and neglect reports diminution, parents' therapeutic goals achievement, family reunification, well-being enhancement for both parents and children. Parents and caseworkers' collaboration during the intervention is a crucial aspect of this engagement, essential for the benefits to emerge. However, in an involuntary intervention context like most of the child protective services, collaboration is difficult to establish. Indeed, clients are often mistrustful about the process, the caseworker and the services offered, finding it authoritarian and intimidating. Some caseworkers' practices could reduce parents' resistance and reticence. Indeed, if the caseworker involves the parent in the decision-making process, explains clearly the intervention goals, his role and what is expected from the parent, collaboration tends to reach higher levels. Thus, this study aims to investigate temporal relations between caseworkers' practices and parent-caseworker collaboration in child protective services.

Methods

123 parents from Quebec, Canada, having at least one child placed out of home were recruited by child welfare agencies. They took part in two telephonic interviews (T1, T2). Caseworkers' practices and collaboration have been evaluated at T1 and T2 by a French version of the Parental Engagement Questionnaire (Alpert & Britner, 2009), in which validation has been conducted by our team. The original questionnaire was designed to capture two dimensions: (1) the degree to which parents perceive their caseworker to be doing family-focused actions (« caseworkers' practices », e.g. My caseworker encourages me to share my point of view.) and (2) the degree to which parents feel empowered, respected, understood, and supported («collaboration », e.g. I feel respected as a parent by my caseworker.).

Results

Cross-lagged longitudinal analysis has been conducted to investigate directionality of the relations between caseworkers' practices and collaboration. Results reveal collaboration at T2 is strongly predicted by caseworkers' practices at T1. Practices at T1 could adequately predict practices at T2. Collaboration at T1 was not significantly associated with caseworkers' practices nor with collaboration at T2. As caseworkers' practices seem to be stable over time, collaboration shows more variability.

Conclusions and Implications

Results suggest that one is the consequence of the other: some actions performed by the worker could lead to an improved collaboration from the parent, who would become more confident and trustful. Efforts should then be made to ensure these family-focused skills are emphasized in child welfare agencies' staff training. Thus, now that more is known about how collaboration develops and is related to caseworkers' actions, future studies should focus on clarifying its links with intervention outcomes in order to maximise benefits.

Bios

Dorothée Charest Belzile is a PhD student (Psychology, clinical and research) at Université Laval, Quebec, Canada. She holds a B.Sc. (Psychology, Honours) from Université du Québec à Montréal. She has strong interest in child abuse and neglect and child protective services, specifically clinical interventions offered in this context. She is also interested in knowledge transfer. Her doctoral research focuses on parental engagement process during out of home placement.

Sylvie Drapeau is a Professor Titular at Université Laval. She is affiliated to JEFAR Research Center and Centre jeunesse de Québec – Institut universitaire. In the last 20 years, she conducted research on youths and families. She is particularly interested in resiliency, psychosocial adaptation in at-risk situations and conflict among families. She also elaborates and evaluates clinical programs addressed to vulnerable families and youths.

Hans Ivers holds a PhD in quantitative psychology and completed complementary classes in mathematics and statistics. He works as a statistic and methodology consultant for many research centers and laboratories in Quebec, Canada and thus has developed an expertise in many subdomains of psychology. He is also involved in teaching, student supervision and scientific paper redaction.

10. Investigating pathways to behavioural problems in children of teen, optimal age, and advanced age mothers in Canada: A longitudinal study

Theresa H.M. Kim[1], Jennifer Connolly[2], Michael Rotondi[1], Hala Tamim[1]

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Background and Purpose

Behavioural problems in the first five years of life can lead to long-term consequential problems such as delinquency, violence and substance use, and may have adverse effects on families, school, and the child's well-being. Incorporating maternal age in studies related to child development is emphasized. The objective was to investigate three comprehensive models guided by Bronfenbrenner's ecological theory to explore the longitudinal pathways that lead to later behavioural problems in 4-5 year-old children of teen, optimal age, and advanced age mothers.

Methods

This was a longitudinal analysis of the National Longitudinal Survey of Children and Youth. Primiparous mothers were grouped into: teen (15-19 years), optimal age (20-34 years), and advanced age (35 years and older). Using Bronfenbrenner's theoretical framework, the behavioural problem was the main outcome measured at the individual level when the child became 4-5 years of age. The predictors were examined when the child was 0-1 year, and 2-3 years old and were fitted within each of the systematic levels

(micro, meso, macro, exo) of the framework. Structural equation modeling (SEM) was conducted separately for the three maternal groups.

Results

Total of 4,787 mothers was analyzed. Children of teen mothers were found to have higher levels of hyperactivity-inattention, physical aggression, and indirect aggression than children of optimal age and advanced age mothers, and the differences were significant. In all three groups, neighbourhood quality significantly predicted socioeconomic status (SES), and SES significantly predicted depression. The pathways from the microsystem differed among the three groups. In the teen mother group, only greater depression resulted in greater behavioural problems for the child (unstandardized paths 0.037 (SE=0.018), p=0.038). In the optimal age mother group, greater depression resulted in greater likelihood of child behavioural problems (unstandardized paths 0.027 (SE=0.006), p<0.001); and parenting resulted in lower behavioural problems in the child (unstandardized paths -1.045 (SE=0.145), p<0.001). In the advanced age group, only parenting predicted lower behavioural problems (unstandardized paths -0.496 (SE=0.174), p=0.005). Generally, all three models resulted in a good fit.

Conclusions and Implications

The pathways from the mesosystem/microsystem to child behavioural problems differed among the three groups. Parenting was an important factor that predicted child behaviour directly in children of older mothers; and maternal depression was a key predictor of child behaviour in children of teen mothers. Our results highlight the importance of developing targeted interventions (i.e., parenting interventions and support for maternal depression) that are feasible and scalable to reduce behavioural problems in children of teen, optimal age, and advanced age mothers.

Bios

Theresa Kim is a PhD candidate in the School of Kinesiology and Health Science at York University, specializing in Epidemiology and Psychology. Her main research interests are in maternal and child health, specifically on maternal depression, parenting styles, maternal social support, and child behavioural problems. Her current doctoral research focuses on investigating how maternal age (especially advanced age mothers) plays a role in identifying the pathways to behavioural problems in preschool aged children.

Dr. Jennifer Connolly is a Professor of Clinical-Developmental Psychology at York University. Her research examines social development in adolescence, and especially peer groups, friendships and romantic relationships. In addition to studying normal growth patterns, she studies dating violence and youth at risk. Current projects examine dating violence, relationship break-ups and relationship resilience among youths in Child Protective Services.

Dr. Rotondi is an Assistant Professor in the School of Kinesiology and Health Science at York University. Dr. Rotondi's principal research objective is the development and application of statistical techniques to problems in kinesiology, the health sciences, and epidemiology. Specific research areas include the design and analysis of studies using respondent-driven sampling, interobserver agreement studies, and cluster randomized trials.

Dr. Hala Tamim is an Associate Professor in the School of Kinesiology and Health Science at York University. Her research interests are in the areas of maternal and child health, adolescents' health risk behaviours, and evaluation of trauma care. Research topics included c-section, consanguinity and adverse pregnancy outcomes, breastfeeding, pre-conceptional folic acid intake, asthma among children, passive smoking, respiratory diseases, and weight control measures.

11. Vulnerability and protective factors associated with children's physical health outcomes

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Background and Purpose

Resilience has generally been understood as positive coping and adaptation despite stress and adversity and as a buffer against stress. Researchers examining resilience have typically focused on children's psychological resilience because of the well-established impact of stress on children's mental health. However, although it has also been well-established that high levels of stress can impact children's physical health, their physical health has received little attention in resilience research. To test this multi-system construct of resilience, two random-effect meta-analyses were conducted to determine the influence of protective and vulnerability factors on children's physical health in adverse experiences.

Methods

A systematic review of the psychology, social work, and health sciences literature was conducted using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines (Moher et al., 2009). Two authors independently screened results, assessed the risk of bias, and extracted the data for analysis. Two overall Pearson r family effect sizes were conducted using the DerSimonian-Laird random-effects model: one effect size for protective factors and one for risk factors. Two meta-regressions were also conducted to determine whether the type of health domain (i.e., physiological, sleep behaviour, or overall health, for both protective and risk factors) and level of the environment (i.e., individual- or family-level) explained any of the variance in effect size across studies.

Results

After the search and review process, 14 studies were included for review, with 12,772 child and adolescent participants (age range 5-20 years) in total across the studies. Protective factors were organized according to individual-level factors (e.g., high mental toughness) and family-level factors (e.g., family climate) and vulnerability factors were similarly organized. Protective factors had a moderate effect of .474 (z = 2.90, p = 0.004, k = 6, 95% CI = 0.17 to 0.70) and vulnerability factors had a small-moderate effect of .195 (z = 2.55, p = 0.011, k = 7, 95% CI = 0.05 to 0.34) on health measures across domains of physiological, sleep behaviour, and overall health. The type of health measure moderated the effect size for vulnerability factors, but not for protective factors. These findings suggest that protective factors may be associated with an environment that encourages children to thrive, as apparent by their physical health.

Conclusions and Implications

Broadly, these results suggest that a strengths-based approach to interventions may have a greater influence on children's health resilience than interventions taking a harm-reduction approach. A possible area for future interventions is to cultivate protective factors in children, and also to consider the environmental levels targeted through intervention. Overall, the results of this review and meta-analysis can be used to guide the methodological design of future studies on childhood resilience and to inform clinical practice with children and adolescents.

Bios

Jennifer Lavoie is a doctoral student in Human Development in the Department of Educational and Counselling Psychology at McGill University. Her research work investigates children's adaptive and non-adaptive behaviour as it relates to their overall development.

Dr. Liane Pereira is an Assistant Professor of Psychology at Central Washington University in Seattle, WA. Dr. Pereira has graduate degrees in Mental Health Counselling and Educational Psychology which she combines with years of experience as a secondary school teacher to explore the relationship between educational and mental health outcomes.

Dr. Victoria Talwar is a Canada Research Chair (II) and Associate Professor in the Department of Educational and Counselling Psychology at McGill University. Her research is in the area of children and adolescent's social-cognitive development in relation to (mal) adaptive development. She has published numerous articles including in Psychological Science, Developmental Review, Child Development, and Developmental Psychology.

12. Nipping in the bud: Preventing poverty through age-specific measurement and coordinated action

Gaspar Fajth, Daphne Francois

UNICEF East Asia and the Pacific Regional Office (Bangkok)

Background and Purpose

The paper addresses the issue that existing poverty concepts, measurement and reporting practices tend to capture the manifestation rather than the genesis of human deprivation. As a result, interventions address the symptoms of poverty rather than its causes. The paper proposes an innovative approach towards poverty alleviation, that shifts the focus from *curing* the symptoms of missed early investments towards *making* those investments, as early as possible. To do so, it explores how poverty gets ingrained in human assets and how statistics can help preventing a vicious cycle of poverty.

Methods

The paper reviews recent scientific evidence of brain research and its implications for optimal design and timing of policies as well as for poverty measurement. It then reviews existing data and methods in the light of their suitability to help "nip poverty in the bud."

Results

The paper finds that early childhood lends itself best to reducing the risk of falling into poverty in adulthood - by strengthening cognitive human capital, leading to improved skills, enhanced labour productivity and increased active life expectancy. Remedial action focusing on population-wide poverty, while important, does not seem to have the same efficiency and capacity to spawn a virtuous cycle.

Conclusions and Implications

Based on these findings, the paper proposes the development of an integrated statistical framework to underpin policies "nipping poverty in the bud." It makes concrete suggestions how such a framework could be developed in a coordinated fashion and support the provision of an integrated set of age-specific interventions that have the potential to ward off human deprivation and prevent poverty later in life.

Bios

Gaspar Fajth is currently the Regional Adviser, Social Policy and Economic Analysis at UNICEF's East Asia and Pacific Regional Office in Bangkok. Previously he worked with UNICEF at the Eastern and Southern Africa Regional Office, at UNICEF Headquarters as well as at UNICEF Innocenti Research Centre in Florence. As Chief of Social and Economic Policy Analysis in New York, he launched UNICEF's Global Study on Child Poverty and Disparity covering nearly 50 countries in four continents. Prior to joining UNICEF, as an economist by training Mr. Fajth was Head of Department of Standards of Living and Human Resource Statistics at the Hungarian Central Statistical Office in Budapest.

Daphne Francois is currently working as a consultant with the Social Policy and Economic Analysis Section at UNICEF's East Asia and Pacific Regional Office. Previously she worked as a junior researcher with Maastricht Graduate School of Governance in the Netherlands as well as with the International Labour Organization in Geneva. Her expertise concentrates in the area of social protection and poverty measurement, with geographical experience gathered mainly in Central Asia as well as East Asia and the Pacific. She possesses a Master's Degree in Public Policy and Human Development obtained at Maastricht University.

13. An ecological approach to explaining international variation in adolescent physical health: The role of culture, environment and policy

Dom Weinberg, Gonneke Stevens

Utrecht University, The Netherlands

Background and Purpose

Adolescent physical activity is necessary for short- and long-term physical and mental health, leading the World Health Organization (WHO) to recommend the accumulation of at least 60 minutes of moderate- to vigorous-intensity physical activity [MVPA] daily. Yet globally 84% of adolescent girls and 78% of boys aged 11-17 were insufficiently physically active in 2010.

There is substantial variation in adolescent MVPA across and within countries. An ecological dynamics approach provides a useful framework for understanding this variation. Ecological models incorporate influences at multiple levels, including intra-personal, interpersonal, physical environment (built and natural) and policy. Research into correlates of physical activity has thus far prioritised psychological, biological, and interpersonal variables, while less attention has been paid to environmental, policy, and global factors, perhaps due to the absence of high quality macro indicators that could be used as national-level variables. However, research has identified indicators which are available, so this study includes variables which can illuminate how cultural norms, features of the social, natural and built environment, and policies pertaining to education and transport can impact on physical activity. The research will also add to the evidence on how these political, societal and cultural factors mitigate or contribute to health inequalities, by considering their impact on MVPA in different socio-economic (SES) groups.

Methods

This cross-sectional study will use data from the 2013/2014 Health Behaviour in School-Aged Children (HBSC) study, which covers large representative samples of 11-, 13- and 15-year-olds in 40 countries (approximately 5,000 in each). It provides data on their health and well-being, social environments and health behaviours, including a measure of participation in MVPA and a measure of socioeconomic level. National indicators will be collated from sources including the European Health Interview Survey, the European Social Survey and national policy documents. The data is structured hierarchically with variables at both the individual and the country levels, so a multi-level regression model will be run.

Results and Conclusions

The research has not yet been conducted, but will be completed by May 2017 in order to be submitted for the author's Master's degree. The study is expected to add to our understanding of correlates and determinants of physical activity, potentially contributing to effective global prevention of non-communicable diseases.

Bios

Dom Weinberg is a Research Master's student in DaSCA (Development and Socialisation in Childhood and Adolescence) at Utrecht University. After completing a Bachelor's in Philosophy, Politics and Economics at Oxford University, Dom spent over five years working in policy and programme development for the National Council for Voluntary Youth Services (NCVYS) - the independent national membership body for voluntary organisations that work with and for young people in England.

14. Imbalances in human resources for health: A cross-national, multilevel study of adolescent health outcomes and disparities

Kira E Riehm[1,2], Frank J Elgar[1,2]

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Background and Purpose

Health care systems are a robust determinant of health, and the availability of human resources for health is of particular importance. However, the distribution of the health workforce is highly imbalanced in terms of geographical location, skill mix, and institutional setting. The unequal distribution of human resources may contribute to health inequalities between socioeconomic groups both within and across countries, but this hypothesis has not been tested in adolescents. The objectives of this study are to examine (1) the relationship between the density of human resources for health and self-reported health status in adolescents and (2) the extent to which the density of human resources for health related to socioeconomic inequalities in adolescent health. We hypothesised that adolescents living in countries with a greater density of human resources for health will have better average health but also wider gaps in adolescent health inequality between socioeconomic groups

Methods

This study is a cross-sectional, multilevel analysis of individual and country data. Individual data on self-reported health and socioeconomic status are drawn from the 2014 Health Behavior in School-aged Children (HBSC) study, which is a cross-national survey of well-being, social environments and health behaviors in adolescents in 44 countries. Country data are drawn from the WHO Global Health Observatory data repository, the World Income Inequality Database, and the OECD Family Database. We test the fit of multilevel regression models of health, predicted by individual factors and country-level determinants, and cross-level interactions of human resources and SES to examine the association between human resources and health inequalities between socioeconomic groups.

Results

Results are forthcoming.

Conclusions and Implications

This study fills important gaps in the current literature on the social determinants of adolescent health, human resources for health, and socioeconomic inequalities in health. The results have

implications for policy efforts aimed at ensuring an equitable distribution of human resources for health both within and across countries.

Bios

Kira Riehm is a student in the Master's of Psychiatry program at McGill University. She is interested in barriers to mental health care and the social determinants of mental health in adolescents, and hopes to address these in the future as a researcher in public health and health services. Kira completed her Bachelor's degree at McGill University in honours psychology and social studies of medicine.

Frank Elgar is a developmental psychologist with research expertise in social inequalities in health and school and family influences on child mental health. He has worked in university and government settings in Canada and the UK, including the Cardiff Institute for Society, Health and Ethics (Cardiff University), Welsh Assembly Government, University of Manitoba's Department of Family Social Sciences, and Carleton University's Department of Psychology.

15. Prevalence and geographical variation of anxious behaviour and comorbidity problems in children at school entry using teacher-reported population-level data over time in Ontario

Sarah Elizabeth Taylor[1], Magdalena Janus[1], Eric Duku[1], Rob Raos[1], Robert J. Coplan[2]

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Background and Purpose

There are limited data that elaborate on the effects of comorbidities on children's developmental health and the variance at different census geography levels of geography. Having a health disorder such as anxiety can negatively impact the developmental trajectory of a child and the addition of comorbidities can make this impact more severe.

This study aims to expand on previous work by including comorbidities of anxiety across Ontario geographies. We will analyze the variance, including comorbidities, at each geographical level.

Methods

EDI data were collected in cycles between 2004 and 2015 in Ontario. Teachers complete the EDI for each child in their classroom. Data are collected for all publicly-funded schools. The database includes data on a sub-scale identifying anxious behaviours. The specific diagnoses of children's health disorders are included in the database from 2010 onwards. Thus, analysis of comorbidities is possible for 5 years of data. The EDI-based outcome measures include vulnerability: a child scoring below the baseline 10th percentile boundary, on each of the five 5 EDI domains (Physical health and well-being, Social competence, Emotional maturity, Language and cognitive development, Communication skills and general knowledge). Due to the population-level collection, the EDI data are linked to census geography levels – dissemination areas (DA), census subdivisions (CSD) and census divisions (CD). Multilevel analysis is used due to the nesting of children within different geographical levels, and standard deviations are used to estimate variance.

Results

There are 11990 children with anxious behaviour identified in the EDI data from 2004-2015, 178 are identified with a diagnosis of anxiety between 2010 and 2015, and of these children with a diagnosis 139 have a comorbidity as indicated in Section D of the EDI Special Concerns and Problems. Children with anxious behaviours are vulnerable on more than one EDI domain 82.5% of the time compared to the population average of 30.5%. Children with anxiety disorders are vulnerable on one domain 59.6% of the time, and 74.2% of children with comorbidities are vulnerable on at least one domain.

Conclusions and Implications

Children with anxious behaviour and diagnoses anxiety face challenges when entering the typical school system. Having a comorbidity can add to these challenges. Being able to explore the impact on developmental health for children with anxiety and comorbidities opens opportunities to improve practices, procedures and policies to better support these children. Our work also examines the differences in variance at various levels of census geography to further inform research and policy.

Bios

Sarah Taylor, M.Sc. is a research assistant with the Offord Centre for Child Studies at McMaster University (Hamilton, Canada). Working with the Early Development Instrument (EDI) team at the Offord Centre. Sarah is able to use her education in health and social psychology to explore issues of child development and developmental indicators.

Magdalena Janus, Ph.D. (Cantab) is an Associate Professor at the McMaster University's (Hamilton, Canada) Department of Psychiatry and Behavioural Neuroscience where she holds the Ontario Chair in Early Child Development. Together with the late Dr. Dan Offord, Magdalena developed the Early Development Instrument (EDI), a measure of children's developmental health at school entry. She also serves as a consultant on measurement and indicators of child development with various national and international organizations.

Eric Duku is member of the Offord Centre for Child Studies, the Department of Psychiatry and Behavioural Neurosciences, and an associate member of the Department of Clinical Epidemiology and Biostatistics at McMaster University. He has a background in mathematics, demography, applied statistics and measurement. Eric's research interests include inequalities and measurement challenges in early child development and life-span research with emphasis on autism, healthy developmental status at school entry, and school-based mental health.

Rob Raos is a Research Associate with the Offord Centre for Child Studies at McMaster University. He specializes in spatial data analysis and has worked on various projects that examine indicators of children's developmental health and socioeconomic measures. Rob has a Bachelor's degree in Geography and Environmental Studies from McMaster University and a Master's degree in Spatial Analysis from Ryerson University.

Robert J. Coplan is a Professor in the Department of Psychology at Carleton University and Director of the Pickering Centre for Research in Human Development. His research examines the interplay between children's socio-emotional development and developmental psychopathology, with a particular focus on the development and implications of shyness, social withdrawal, and social anxiety in childhood and adolescence.

16. Moderately preterm birth as an important indicator of child well-being later on

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Background and Purpose

Because they seem healthy compared with EP infants at birth and need little or no medical support in the neonatal period, it is generally thought that MP children do not encounter long-term developmental problems. However, the few studies that have examined the development of MP children show inconsistent results. Some studies suggest that MP preschoolers do not present more cognitive, motor, or behavioral problems than their full-term peers (Nepomnyaschy et al., 2012; Morag et al., 2013), whereas others studies have found that MP children have poorer outcomes early in life than full-term children in cognitive and behavioral domains (de Jong et al., 2015; Potijk et al., 2015). Using a population-based cohort study representative of the children of the province of Quebec, the present study aimed to compare MP children with full-term peers on behavioral outcomes during preschool years.

Methods

This study is part of the *Québec Longitudinal Study of Child Development* (QLSCD). The sample includes 86 MP children and 1812 full-term children of 4 years of age and their parents. Several aspects of child functioning (i.e. hyperactivity, inattention, emotional problems, anxiety, separation anxiety, aggressive behaviors, prosocial behaviors, opposition, timidity, victimization, and social withdrawal) were measured with an adaptation of the Child Behavior Checklist (Achenbach & Edelbrock, 1983), the Preschool Behavior Questionnaire (Behar & Stringfield, 1974), and the Children's Behavior Questionnaire (Rutter, 1967), all completed by the mothers. A Multivariate Analysis of Covariance (MANCOVA) was performed to compare the two groups on each behavioral outcome while controlling for gender and family socioeconomic status.

Results

MP children scored significantly higher than full-term children on measures of hyperactivity (F=7.60, p=0.01), inattention (F=3.92, p=0.05), separation anxiety (F=4.99, p=0.03) and proactive aggression (F=9.22, p=0.00).

Conclusions and Implications

At age 4, MP children present more behavioral problems than full-term children in several domains. This study suggests that MP birth is an important indicator of child well-being later on and highlights the importance of elaborating early interventions in order to reduce the developmental risk associated with MP birth.

Bios
Sabrina Faleschini is a PhD candidate in psychology at Laval University under the supervision of Pr. Célia Matte-Gagné. She currently studies the development of early behavior problems in preterm children. She has worked on many research projects in the field of child development and social integration of people with disabilities. Her research interests are centered on the development of children born preterm.

Celia Matte-Gagné is an assistant professor at Laval University's School of Psychology and a regular researcher at the Research Unit on Children's psychosocial maladjustment (GRIP). She currently works on parental practices in a longitudinal perspective. Her research interests are the cognitive and social-affective development of children as well as parental practices.

Richard E. Tremblay is the founder of the Research Unit on Children's psychosocial maladjustment (GRIP) and professor emeritus at Montreal University. He worked on longitudinal studies for more than 30 years and he received many prestigious prizes. His research interests range broadly in the field of developmental psychopathologies in children.

Michel Boivin is a full professor at Laval University's school of Psychology and the director of Laval University's branch of the Research Unit on Children's psychosocial maladjustment (GRIP). He is titular of Canada's research chair on child development and also director of the Institute of Genetic, Neurobiological, and Social Foundations of Child Development at Tomsk State University (Russian Federation). His current work bears on the genetic and environmental influences on children's behavior problems by means of twin designs and genetic association designs. His research interests cover the topics of child adjustment, behavior, and relationship early in life.

17. Alexithymia, a new predictor of behavior problems of sexually abused children

Cyndi Boisjoli, Amélie Tremblay-Perreault, Martine Hébert

Université du Québec à Montréal, Canada

Understanding the factors underlying victims of CSA adaptation is at the core of current scientific studies. The term alexithymia has been created to refer to the difficulty to identify and express one's emotions (Sifneos, 1973) and appears to be an innovative, yet understudied, avenue for research. Recently, alexithymia has been found to contribute to the development of internalized and externalized problems in the children of the general population (Brown, Fite, Stone, & Bortolato, 2016 ; Di Trani et al., 2013). Additionally, it is fairly prevalent among adult survivors of CSA (Güleç, Altıntaş, İnanç , Bezgin, Koca, & Güleç, 2013). However, the few studies examining alexithymia in victims of CSA have relied on adult participants and were retrospective. This research

aims to explore the possible relationship between alexithymia and behavior problems in school-age victims of CSA after controlling for sociodemographic variables and sexual abuse characteristics. A total of 213 children were recruited in different sites providing specialized help for sexual abuse victims and their families. Data concerning the abuse was gathered through the History of Victimization Form (Parent & Hébert, 2006). The Child Behavior Checklist (CBC: Achenbach & Rescola, 2001) and the Children's Alexithymia Measure (Way et al., 2010), filled by the parent, were used to respectively assess child behavior problems and alexithymia levels. Regression analysis revealed that alexithymia significantly predicted all CBC subscales in addition to internalized, externalized and behavior problems. More precisely, anxiety (β = .499, p < .001), withdrawal (β = .580, p < .001), somatization (β = .316, p < .001), relational difficulties (β = .462, p < .001), thought problems (β = .489, p < .001), attention problems (β = .466, p < .001), delinquency (β = .414, p < .001) and aggressive behavior (β = .461, p < .001). These models explained between 12.1% and 36.1% of the variance of the behavior problems subscale. The findings underline the importance of evaluating alexithymia to target children displaying persisting adaptive problems. Moreover, the results could contribute to improve interventions and treatments for victims of CSA by implementing intervention modules in emotion recognition. Future research should rely on longitudinal data and consider other variables which could affect alexithymia, such as attachment security and other interpersonal traumas.

Bios

Cyndi Boisjoli is a special care counselor at the Centre Jeunesse de Lanaudière and a second year doctoral student in psychology at the Université du Québec à Montréal supervised by Martine Hébert. Her thesis focuses on the influence of alexithymia on the adaptation and trajectories of school-age victims of sexual abuse.

Amélie Tremblay-Perreault is a first year doctoral student in psychology at the Université du Québec à Montréal under the supervision of Martine Hébert. She plans on writing her thesis on the factors that influence peer revictimization among sexually abused children, and she is particularly interested in studying the impact of self-blame.

Martine Hébert is a professor at the Department of Sexology at l'Université du Québec à Montréal. Her research focuses on sexual abuse against children and dating violence among adolescents and young adults. She is also interested in the evaluation of intervention and prevention programs.

18. Positive and negative emotion in social media: Associations with substance use among ethnic-minority, emerging adult males

__Alethea Desrosiers[1], Vera Vine[2], Trace Kershaw[1]__

[1]*Yale School of Public Health, United States of America;*
[2]*University of Pittsburgh*

Background and Purpose

Substance use remains widespread among emerging adults (ages 18-25) in the United States and is particularly problematic for ethnic-minority males because they are more likely to experience adverse consequences from substance use. Investigating the role of emotionality might be especially relevant for understanding substance use behaviors. Though some studies suggest that high negative and low positive emotion is associated with greater substance use, there is virtually no research examining this among ethnic-minority, emerging adults or assessing emotion through methods other than self-report. Considering the wide use of social media in this population, text analysis of emotion communicated via text messages and Facebook might provide a valuable alternative to self-report. Therefore, this study seeks to examine associations between positive and negative emotion and substance use severity among ethnic-minority emerging adult males using linguistic indicators of emotion obtained through texts and Facebook.

Methods

Participants were 119 emerging adult men recruited for a social network study in a Northeastern city. A time-location approach based on ethnographic/epidemiological assessments was used to recruit initial network members. Snowball sampling was used to recruit friends of participants. Participants were asked to accept a "follow" request from a dummy profile account on their social networking site profile. For this study, we used self-report data from 6-month follow-up because text and Facebook data were collected during the entire 6-month period. Substance use severity was measured using an index score calculated from 17 items assessing problems related to substance use. The Linguistic Inquiry Word Count (LIWC2015) was used to obtain means for positive and negative emotion in texts and Facebook. Generalized estimating equations (GEE) were used to construct a series of models examining whether positive and negative emotion predicted substance use severity.

Results

Participants were 79% Black/African-American and 22.7% Hispanic/Latino, with a mean age of 20.34 (SD=1.70). The most frequently endorsed substance was marijuana (80.0%). Results of GEE showed that more negative emotion texts were significantly associated with greater substance use severity (B=.51, p<.005). More positive emotion texts was marginally associated with less substance use severity (B=-.13, p=.07). No significant associations were found between either negative or positive emotion in Facebook posts and substance use. Analysis of negative emotion sub-categories (anger, sadness, and anxiety) in text messages showed that higher anger texts was significantly associated with greater substance use severity (B=.51, p<.05).

Conclusions and Implications

Study findings suggest that more negative emotion and less positive emotion communicated through text messages are related to greater substance use severity in emerging adult, ethnic-minority males. Additionally, linguistic analysis of emotion in text messages might be a viable alternative to self-report assessments of emotion. Future studies might employ additional methodologies to better establish temporality, such as ecological momentary assessment, and in larger samples of emerging adults. Findings have important implications for developing substance use screening and intervention programs using social technologies.

Bios

Alethea Desrosiers, Ph.D. is an affiliate of Yale School of Public Health and Visiting Scientist at Harvard School of Public Health. Her research program focuses on emotion regulation, stress, and substance use among adolescents and young adults and on prevention intervention development using social technologies.

Vera Vine, Ph.D., is a postdoctoral fellow at the University of Pittsburgh, department of psychology. Her research program focuses on emotional clarity and its relationship to emotion regulation and psychopathology in clinical and community populations.

Trace Kershaw, Ph.D., is a professor at Yale School of Public Health. His research centers on the integration of sexual, reproductive, and maternal-child health and on studying the role of social networks and social technologies on health risk behavior among adolescents and emerging adults.

19. Exploring child supervision in cultural context: A scoping study

<u>Irene Beeman</u>[1], Diana Miconi[2], Jesse Beatson[3], Emilie Robert[4], Monica Ruiz-Casares[1,5]

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Background and Purpose

This review aims to explore and map existing literature on child supervision in low- and middle-income countries (LMIC), focusing on the possible influence of cultural context on child supervision-related beliefs and practices. The review was shaped by the following research questions: 1) what do we know about child supervision practices across ethno-cultural groups? and 2) what are the beliefs/practices and facilitators/barriers regarding child supervision by caregivers in LMIC?

Methods

A scoping review was conducted. Articles were gathered from 7 electronic databases using a set of keywords the research team compiled through an iterative process. The screening of articles for inclusion/exclusion involved several stages: title and abstract screening, full-text screening, and full-text data extraction, so that articles were only included in the final set if they provided empirical data or original analysis on childcare or parenting in LMIC related to the supervision or monitoring of children aged 0-18. Once the screening stages were completed, the remaining final set of articles was subsequently analysed and coded using Nvivo software to identify emergent themes regarding the main study outcomes, child supervision typology, barriers and facilitators to adequate supervision, and child-rearing beliefs and practices as they relate to the specific ethno-cultural context.

Results

The database searches identified 745 articles including keywords pertaining to child supervision. The multi-stage screening process resulted in a final set of 50 empirical articles. Relatively few studies were found exploring child supervision practices in LMIC. Findings reveal diverse ways in which child supervision is conceptualized and practiced depending on factors such as ethno-cultural context and the age of the child. Findings point to the ethno-cultural, socioeconomic, and political factors shaping child supervision practices in LMIC countries as well as consequences of different types and levels of supervision on children's physical and emotional wellbeing.

Conclusions and Implications

This review helps map what is known about child supervision in different cultural contexts in LMIC. Findings point to potential gaps in existing literature in exploring the diversity of meanings and practices of child supervision in diverse cultural contexts and/or inconsistency in child supervision-related terminology among researchers and across disciplines globally. This research contributes to a more culturally-informed understanding of the concept of adequate child supervision and of child wellbeing as it relates to supervision, and helps inform critical thinking around the appropriateness of standard child indicators for use with diverse populations.

Bios

Irene Beeman, MSW, is a project coordinator in the Centre for Research on Children and Families at McGill University. She holds a Master's degree in Social Work from McGill University and a B.A. in Sociology from the University of Kansas. Her research interests include exploring topics of sexuality, intimate relationships, parenting, and child development through gender and cultural lenses. She also does community work in the areas of sexual, reproductive and relationship health.

Diana Miconi, PhD, is a clinical psychologist and doctoral researcher in Developmental and Transcultural Psychology at the University of Padova (Italy). Her research interests include the investigation of potential asset and protective factors able to promote immigrant youths' socio-emotional adjustment. She is currently attending a training in psychoanalytic observational studies at the Tavistock Clinic (UK), specializing in clinical interventions with at risk children and their families.

Jesse Beatson, MSc, is a JD student at Osgoode Hall Law School at York University in Toronto (Canada). He completed his Master's thesis in Psychiatry at McGill University, and received his BSc in Psychology from the University of Toronto. He has presented and published his work in Canada and internationally on subjects such as migrant worker policy, post-conflict mental health, and refugee healthcare access.

Emilie Robert, PhD, is a Canadian Institutes of Health Research (CIHR) Postdoctoral Fellow at SHERPA University Institute in Montreal. She has an expertise in Realist Evaluation and collaborates with the World Health Organization, international academic and policy institutions to carry out global health research aimed at improving health systems.

Mónica Ruiz-Casares, PhD is Associate Professor in the Division of Social and Transcultural Psychiatry, and Associate Faculty at the Centre for Research on Children and Families and the School of Social Work at McGill University. She is also a Researcher at SHERPA—University Institute in Montreal. She leads mixed-methods studies on child wellbeing across cultures, particularly regarding parent-child separation and ethical and methodological issues in research with and by young people.

20. Attachment disorders during childhood: Preliminary data on the validation of the ETRADD-Q

Sebastien Monette[1,4], **Maude Archambault**[1], **Miguel Terradas**[3,4], **Chantal Cyr**[1,4], **Sophie Couture**[2,4]

[1]*Université du Québec à Montréal (UQAM);* [2]*Université de Montréal;* [3]*Université de Sherbrooke;* [4]*Centre de recherche et d'expertise Jeunes en difficulté*

Background and Purpose

RAD and DSED are two diagnostic entities that have undergone a major overhaul in the latest DSM-5 (APA, 2014). Not only are these diagnoses among the least studied of the DSM, they seem most prevalent among children cared for by child protective services (CPS): 20% are in foster care (Lehmann et al., 2013) and 60% are in rehabilitation centers (Kay & Green, 2013). Such evidence suggests that RAD and DSED are the most prevalent mental health disorders in children in out-of-home care. These disorders have been associated with severe social functional deficits, which can be of the same intensity as symptoms of the autism spectrum disorder (Kay & Green, 2013). Actual instruments exist to measure the RAD-DSED, but all have significant limitations (e.g. none are updated for DSM-5, none have normative data, etc.).

In the current study, we developed and assessed the validity of the ETRADD-Q (Early trauma related and dysregulation disorders questionnaire), a new instrument designed to assess the presence and severity of RAD-DSED symptoms in school-age children (6-12 years old). The questionnaire contains 45 items about the child's behavior and response options for each statement on a Likert scale in 4 points (0=not true, 1=a little true, 2= pretty much true, 3=very true). Scales for DSED are: 1) Interaction with strangers and 2) Social disinhibition. For RAD, scales are: 1) Attachment capacity impairment, 2) Low emotional and social responsiveness, and 3) Relational unpredictability.

Methods

The ETRADD-Q was completed by children's caregivers, which were recruited from two samples: 1) parents of the normative population and; 2) foster parents or educators (for children in rehabilitation centers). The ETRADD-Q was administered twice (test-retest reliability) and other questionnaires were used to cross-examine convergent and divergent validity, that is, the Relationship problem questionnaire (RPQ. Minnis et al, 2009), the CAPA-RAD (Minnis et al, 2009) and the Conners Comprehensive behavior rating scale (CBRS. Conners, 2008).

Results

Preliminary results (n = 30) indicate that the scales of ETRADD-Q have good reliability (high internal consistency and test-retest correlations). Scales of the ETRADD-Q correlate more strongly with conceptually related-scales of the RPQ and CAPA-RAD, which support the convergent validity; and correlate more weakly with scales of the Conners CBRS, which support divergent validity.

Conclusions and Implications

The ETRADD-Q will certainly lead to more research on the prevalence of RAD-DSED among children in out-of-home care and will ultimately contribute to provide more appropriate services for children with RAD-DSED, in terms of therapeutic intervention, type of out-of-home care and legal guidance.

Bios

Sébastien Monette (Ph.D.-Psy.D.) is a neuropsychologist and an associate professor of psychology at UQAM. He has developed expertise in ADHD, disruptive disorders and RAD-DSED. He is the author of the ETRADD-Q.

Maude Archambault is an undergraduate student in psychology at UQAM. She is interested in attachment and works as a research assistant in the laboratory of Dr. Cyr.

Miguel Terradas (Ph.D.) is a professor of psychology at University of Sherbrooke and a clinical psychologist. He has developed expertise on RAD-DSED, mentalization and psychotherapy.

Chantal Cyr (Ph.D.) is a professor of developmental psychology at UQAM, a clinical psychologist and researcher at CREJD. She has developed expertise in attachment of vulnerable and high-risk children, as well as in attachment-based interventions.

Sophie Couture (Ph.D.) is an associate professor of criminology at Université de Montréal and a researcher at CREJD. She has developed expertise in impulsivity, risk taking and neurobiological mechanisms.

21. Engagement into treatment: Comparing immigrants and non-immigrants in Youth Mental Health Services

Emmanuelle Bolduc

McGill University, Canada

Background and Purpose

It is well known that there are barriers to access to mental health care for youth and their families, and even more so for ethno-cultural communities. Access to care pertains to both being able to enter services and getting the treatment. Therefore, the process of engagement into treatment is also an integral part of service accessibility. This study is informed by previous quantitative results obtained from the same sample, which showed an overall good engagement in services among a majority of youth, but fewer immigrants considered engaged in services in comparison to non-immigrants. The research question of our study is therefore: *how* and *why* is there a difference in terms of engagement between immigrant and non-immigrant in Youth Mental Health Services. The objective of this study is to (1) document the process of engagement into mental health care for both immigrant and non-immigrant youth, within a primary care setting using a collaborative care model, and (2) explore the main individual, familial, social and institutional characteristics involved in the process of engagement.

Methods

This study uses a qualitative methodology and multi-informants approach. This presentation is based on data obtained through semi-structured interviews, from which verbatim pertaining to engagement is extracted. Subjects (n=90 or 30 triads) are practitioners, parents and youth aged between 6 and 17 years old who have been referred to or have requested mental health services in primary care institutions in Montreal, Quebec. The study used a purposeful sampling. The participants have been referred to the study by their practitioners. Interviews' verbatims are transcribed and analysed using thematic analysis. The narratives of the three informants (practitioner, youth, family) are compared in terms of convergences, complementarities and divergences. The summary of the entire semi-structured interviews is used to contextualize the data. Individual, familial and social and institutional characteristics are taken into consideration.

Results

The study will identify individual, familial, social and institutional factors that could explain the difference of engagement between immigrants and non-immigrants in Youth Mental Health Services. Furthermore, we expect to find patterns and conditions leading to either a strong or a weak engagement of youth and their families in services.

Conclusions and Implications

This presentation will allow addressing the complex and multi-factorial influences regarding engagement of youth and their families of ethno-cultural communities into youth mental health services, more particularly in a primary care setting. By identifying factors and conditions involved in the engagement process, this study aims to contribute to the optimization of mental health care structures and policies that effectively reach youth and families and foster their full engagement.

Bios

Emmanuelle Bolduc is a M.Sc. student in Social and Transcultural Psychiatry at McGill University and is also engaged in research projects in youth mental health and cross-cultural psychology. She holds a B.A. in Psychology (2010) and an MBA specialized in International Development and Humanitarian Action (2012) from Université Laval. Over the last few years, she also gained professional experience in the public and the humanitarian fields, particularly in Central America and the Middle-East.

22. Defining social well-being of children and youth: A systematic literature review

Daphne Kann-Weedage, Erik Jan de Wilde

Netherlands Youth Institute, Netherlands, The

Social well-being is a crucial component of general well-being. Despite a common awareness of this importance, a common clear definition of social well-being still lacks. Furthermore, a variety of related concepts that are measured differently circulates. In this paper we address the following questions:

(1) What definitions of social well-being are given?

(2) What are the defining characteristics of social well-being according to these definitions?

(3) How is social well-being measured?

(4) How is all this specifically for children and youth?

To answer these questions, a systematic review of studies defining and measuring social well-being in English peer-reviewed journals was conducted with searches in seven electronic databases. Studies were included that used data pertained to the individual (human) level, where 'social' refers to interactions between individuals and with a described definition of social well-being, whether directly formulated or described through indicators or measurement.

Each included study was put through a critical and extensive view to derive (a.o.) the following data: the definition, operationalization and indicators of social well-being; study population; psychometric properties of the questionnaire (if any); and subjective or objective measurements. Besides this, content analysis was performed. The content scoring was performed by two researchers.

Results indicate that social well-being is a commonly used but inconsistently defined term. It is most often characterized by subjective measures asking respondents about feeling supported, joining activities and their relation to family or friends. When narrowed down to children, youth and their parents, this slightly differs: mainly subjective measures, asking for family and friends, joining activities, and belonging. In total, 81 different questionnaires of social well-being were found. Of these, 23 questionnaires were developed for children and/or their parents. Furthermore, various studies use questions recorded in national health surveys or other longitudinal surveys, or questions used from international modules. Other studies use questions that do not stem from existing questionnaires, surveys or modules. A few studies remain purely theoretical.

A definition of social well-being is proposed based on this systematic review: "A measure of the reciprocal interaction between a person and the social environment. Describing whether and to what degree individuals function well in their social lives and the individual's appraisal of their social relationships, how others react to them, and how they interact with social institutions and community."

Bios

Daphne Kann-Weedage, M.Sc. is trained as a pedagogue, and is currently preparing her thesis on youth social well-being and cost-effectiveness at Groningen University. She is a researcher at the Netherlands Youth Institute.

Erik Jan de Wilde, Ph.D. is trained as a psychologist and works at the Netherlands Youth Institute as an expert in monitoring.

23. Spatial differentiation of child subjective well-being in Europe

Tomasz Strózik[1], Dorota Strózik[1], Gwyther Rees[2]

[1]Poznań University of Economics and Business, Poland;
[2]University of York, UK

Background and Purpose

Taking into account disproportions in the regional development of Europe, it is necessary to indicate the most important areas determining differentiation of well-being of the youngest in particular countries, to undertake activities allowing to eliminate the diagnosed differences and to monitor the effects of those activities.

It is common to consider similarities between groups of countries based on historical, economic and cultural contexts. One widely-cited typology based on welfare regimes was proposed by Esping-Andersen, and has been developed and extended by other writers. However these kinds of typologies do not usually consider children's perspectives. We wish to explore whether it is possible to identify groupings of countries in Europe with similarities in children's experience of childhood and their subjective well-being; and how these groupings compare with existing typologies based on other information.

Methods

The paper will utilise data from Wave 2 of the Children's Worlds survey – an international study of children's lives and well-being. This wave has gathered data from over 60,000 children aged 8 to 12 in 19 countries worldwide. This includes 10 European countries which represent a range of contexts, including different welfare regimes according to the Esping-Andersen typology. The countries are: Spain, Italy, Malta, Romania, Estonia, Poland, Finland, Norway, Germany and the UK. The survey asked children about their experiences of childhood and their subjective well-being across a wide range of domains of life – for example, family relationships, friendships, school and time use. The analysis will proceed using selected multidimensional comparative analysis methods which allow to explore groupings of countries based on children's responses across different aspects of life covered in the survey.

Results

We have not yet completed the analysis. However, initial findings suggest that there are discernible groupings of countries within Europe in terms of different aspects of life. We expect the results to demonstrate how children's lives are similar or different across European countries and also to propose a typology of countries derived from the analysis.

Conclusions and Implications

The paper will contribute a unique child-centred perspective to thinking about typologies and categorisations of countries within Europe. Conclusions will be drawn about the extent to which the groupings derived from the analysis relate to existing typologies and to objective macro indicators available at a country level. A proposed comparison between countries grouped on the basis of multidimensional child subjective well-being could be a useful guide to where child-centred policy attention is particularly needed and could improve the ability to design cross-national practices, which could encourage the development of joint programmes, focused on improving a range of aspects of children's lives.

Bios

Tomasz Strózik is an Assistant Professor in the Department of Business Activity in the Faculty of Commodity Science at the Poznań University of Economics and Business, Poland. He is a member of a team responsible for the Polish part of the Children's Worlds project. Tomasz's main research area is child and youth well-being.

Dorota Strózik is an Assistant Professor in the Department of Statistics and Demography in the Faculty of Economics at the Poznań University of Economics and Business, Poland. She is a member of a team responsible for conducting the Children's Worlds Survey in Poland. Dorota's main research areas are child well-being and family disintegration.

Gwyther Rees is an Honorary Research Fellow at the Social Policy Research Unit, University of York, UK. He is one of the core group of researchers leading the Children's Worlds project – an international survey of children's lives and well-being. Gwyther's main research areas are child well-being and child maltreatment. He was formerly Research Director at The Children's Society, UK where he developed, with the University of York, a national research programme on children's subjective well-being.

24. Correlates of school readiness outcomes for participants of pre-primary education in the state of São Paulo, Brazil

Danusha Vinoraj[1], Magdalena Janus[2], Eric Duku[2], Eduardo Marino[3]

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Background and Purpose

Support of a life course approach to development is based on Human Capital Theory, where education is a determinant of poverty, long-term growth, per capita income, and income inequality within and between countries. Accordingly, school readiness has gained traction as a strategy by which countries can reduce learning and equity gaps, and promote the full developmental potential of young children.

This paper aims to understand how socioeconomic status (SES) and participation in early childhood education (ECE) have impacted children's school readiness overall and in particular early learning, as measured by the Early Development Instrument (EDI). It addresses whether 1) a socioeconomic gradient exists for early learning vulnerability rates, 2) vulnerability for school readiness is associated with an inequality of opportunity (ECE participation), and 3) particular contextual factors can account for variance in outcomes observed on the basis of ECE participation.

Methods

EDI data were collected across seven sites in the state of São Paulo, Brazil in 2011. Additional contextual variables, such as indicators of socioeconomic status (SES), family status, and ECE participation were also recorded during collection. EDI-based measures were used to investigate the association between demographic variables, ECE participation, and early learning outcomes. EDI domain mean scores and vulnerabilities were explored in relation to child characteristics (i.e. age and gender), and municipality level variables (i.e. primary caregiver, participation in social welfare (Bolsa Família), SES, number of household members, and ECE participation). Univariate analysis of variance (UNIANOVA) was also used to identify the effect of demographic variables and ECE participation on EDI outcomes. Identical analyses were performed for a second implementation conducted in 2015 to understand change over time.

Results

Our findings confirm evidence from other investigations, which show a socioeconomic gradient for early learning outcomes. Contrary to evidence in western populations, children that participated in an ECE program performed worse than those who did not in the learning domains of Social Competence and Emotional Maturity in 2011, and Physical Health and Well-being, Emotional Maturity, and Language and Cognitive Development in 2015. SES had a significant effect on domain scores and vulnerability rates by ECE participation for all EDI domains. Primary caregiver, participation in social welfare, and number of household members were also found to have a significant effect on mean scores and vulnerability rates by ECE participation for some EDI domains.

Conclusions and Implications

Our investigation indicates that, at least in these two communities, participation in ECE was not associated with better outcomes for children, and opens potential for a more detailed investigation of quality of ECE that could inform policy and practice.

Bios

Danusha Vinoraj completed a Master's of Science in Global Health with a specialization in Globalization and Development at McMaster University. During this time, she worked at the Offord Centre for Child Studies with the EDI team, where she was able to merge two of her research interests: the social determinants of child health and international development.

Magdalena Janus, Ph.D. (Cantab) is an Associate Professor at the McMaster University's (Hamilton, Canada) Department of Psychiatry and Behavioural Neuroscience where she holds the Ontario Chair in Early Child Development. Together with the late Dr. Dan Offord, Magdalena developed the Early Development Instrument (EDI), a measure of children's developmental health at school entry. She also serves as a consultant on measurement and indicators of child development with various national and international organizations.

Eric Duku is member of the Offord Centre for Child Studies, the Department of Psychiatry and Behavioural Neurosciences, and an associate member of the Department of Clinical Epidemiology & Biostatistics at McMaster University. He has a background in mathematics, demography, applied statistics and measurement. Eric's research interests include inequalities and measurement challenges in early child development & life-span research with emphasis on autism, healthy developmental status at school entry, and school-based mental health.

Eduardo Marino is the Program Manager of Fundação Maria Cecilia Souto Vidigal, a Brazilian Family Foundation focused on early childhood development. He earned his Master's degrees in Business Administration from the University of São Paulo, Brazil, and holds a Bachelor's in Animal Science from State University of São Paulo. He has over 20 years of experience in evaluating social programs, with expertise in the areas of sustainability, environmental conservation, and early child development programs.

25. Lie-detection: Does confidence equal skill?

Donia Tong, Joshua Wyman, Ida Foster, Jennifer Lavoie, Victoria Talwar

McGill University, Canada

The current study falls under the theme of child welfare research, and addresses the subthemes of mental health and maltreatment. It seeks to provide a rationale for why lie-detection training is necessary for professionals who interview children in legal settings.

It is important for professionals who work with children to be able to assess the veracity and accuracy of their reports. However, research suggests that adults may have difficulty detecting true accounts from false accounts and this may vary depending on the type of report (e.g., Bond & DePaulo, 2006). For instance, people are equally likely to believe or disbelieve eyewitness denials of a transgression; however, they are more likely to believe eyewitness accusations of a crime, regardless of the veracity of such claims (Levine, Kim, & Blair, 2010). In cases of child abuse, children's testimonies may be the sole evidence; thus, if the eyewitness provides false statements pertaining to the abuse that go undetected, innocent people could either be falsely convicted or the abuse could continue. Evaluating the factors involved in adults' decision-making when assessing different types of true and false reports will contribute toward increasing accuracy rates and avoiding the aforementioned outcomes. The current study examined whether adults' (ages 18 to 26; *N* = 118) confidence in their ratings of children's credibility and their previous experiences with children are associated with their lie-detection abilities.

Adults watched two videos of children (ages 6 to 11, *N* = 32) providing one of four types of testimonies involving an alleged theft: (1) falsely denying the theft; (2) falsely accusing another of stealing; (3) truthfully denying the theft; and (4) truthfully accusing another of the theft. Afterwards, adults rated the credibility of each child's disclosure, and their confidence in their ratings. They also answered a questionnaire regarding their experiences with children in the past.

The biggest differences in accuracy rates were for the false accusation (36.7% correct) and true accusation (73.8% correct) conditions. Adults detected false (59.3% correct) and true (48.3% correct) denials around chance level. Adults' confidence levels did not predict the accuracy of their credibility ratings. The type of testimony children provided had no effect on adults' confidence levels, despite the different lie-detection accuracy rates for each type of testimony, $\chi^2(3)$ = 18.308, *p* <.001. Adults' experiences with children were not related to accuracy rates.

These findings indicate that neither confidence nor experience with children enhances adults' lie-detection abilities. Moreover, adults are unaware of their biases toward believing accusations, regardless of the veracity of those statements. The results of this study support the notion that lie-detection training is necessary for professionals who work with children in legal settings. Improving their abilities to differentiate between true and false testimonies will help end cases of child abuse, increase rightful convictions, and the feasibility of using child eyewitnesses. Future research should investigate ways of refining current lie-detection training techniques, such as statement analysis methods, to increase their efficacy when evaluating the credibility of child eyewitness statements.

Bios

Donia Tong is a first-year Master's student in the School and Applied Child Psychology program at McGill University. Donia is interested in research about methods and factors that differentiate children's true and false disclosures. She has been with the Talwar Child Development Lab since 2013 and is continuing on with the lab for her graduate studies.

Joshua Wyman is completing his PhD in School and Applied Child Psychology at McGill University. Joshua has undergraduate degrees in Psychology and Criminal Justice, and is interested in studying children's eyewitness testimonies. For his PhD dissertation, Joshua is studying the predictors of children's true and false testimonies about crimes they witness.

Ida Foster is a second-year PhD student in the School and Applied Child Psychology program at McGill University. Ida has a Bachelor of Arts (Honours) degree in Psychology from Concordia University. She completed her Master's Thesis in 2015, which focused on the effects of interviewer gender on the veracity of children's eyewitness testimonies. Her dissertation research focuses on children's lie-telling behaviours.

Jennifer Lavoie is a PhD student in Human Development in the Department of Educational and Counselling Psychology at McGill University. Jennifer's research focuses on the developmental trajectory of children's use of deception, exploring factors differentiating between normative and deviant deceptive behaviors. She also studies children's information-sharing preferences and applied methods of promoting honest disclosures.

Dr. Victoria Talwar is a Canada Research Chair (II) and an Associate Professor at McGill University, working in the area of developmental psychology with an emphasis on social-cognitive development. Her research interests include children's verbal deception, children's moral development, theory-of-mind understanding and behaviour; children's expressive display rule knowledge and behaviour.

26. Theory of change and data: A reminder based on stunting and Multiple Indicator Cluster Survey Data

Samson Muradzikwa, Sifiso Chikandi
UNICEF, Zimbabwe

Background and Purpose

The focus on results has as one of its underpinning principles the articulation of theories of how change happens (Theory of Change – ToC). Constructing such theories of change often is a challenge often requiring not just the creation of logically sound causal and change pathways but also the integration of knowledge from evidence based interventions (EBI). When developed and assumed to be sound, the ToC forms the basis of programme design. ToCs developed at broad generic level often fail to provide guidance on different pathways for different communities and population sub-groups. Yet, data for understanding the critical pathways for different population sub-groups is readily available from surveys and studies such as the Multiple Cluster Indicator Survey (MICS). This poster presentation will show how when data from MICS is applied to a generic ToC for the reduction of stunting the critical pathways for bringing about change differ between different locations and between population sub-groups within locations. Sensitivity to such changes is critical to ensuring programmes are responsive to equity issues as well as to the identification of data gaps that could be addressed through inclusion of additional questions in surveys.

Methods

Development of a locally informed theory of change for the reduction of stunting and application of MICS data to illustrate differences in pathways for change between different wealth groups.

Results

When applied to a generic theory of change for stunting, MICS data shows commonality in issues to be addressed by wealth groups but differences in the order of priority of the issues by wealth group.

Conclusions and Implications

Logically sound theories of change without the application of data face the risk of missing the differences in pathways for population sub-groups. This is needed to apply data to theories of change as well as adjusting data collection to meet the requirements of theories of change.

Bios

Sam Muradzikwa is the Chief of Social Policy & Research at the United Nations Children's Fund (UNICEF), in Zimbabwe. He joined UNICEF in 2012 after working for five years at the Development Bank of Southern Africa (DBSA) where he held the post of Chief Economist & Strategist. Sam has published widely in the field of general economics, public finance, development and infrastructure and was a senior academic at the University of Cape Town for 6 years, before joining the DBSA.

Sifiso Chikandi has a background in agricultural economics, strategic management, results-based management, programme design and evaluation. He has supported in policy design and operationalisation. He has a keen interest in the design of management decision support systems. He is a strategy consultant for UNICEF.

27. Strengthening decentralized data utilization and accountability: Technology as an entry point

Jane Muita, Sifiso Chikandi

UNICEF, Zimbabwe

Background and Purpose

Data from periodic surveys allows for the identification of problems and prioritisation of geographic locations. Local level actions require local level data. Beyond knowledge on prioritisation and targeting data, managing a multisector intervention requires that the data be such that it can inform the interventions of different sectors. To hold sectors to account, reports from sectors about having made interventions are not enough. Data on problem drivers that immediately reflect the effects of the actions of sectors are required. When investment has been made in community capacity and communities understand what is required to improve their situation, communities can express support requirements and provide feedback on the match between their support needs and sector interventions as well as on the quality of support received. These different types of data must be actively utilised and sectors held to account at various levels of decision-making. These processes in turn require data on functionality (meeting as frequently as expected and doing the right thing).

Methods

Support was provided to the design and operation of a data system to support management of a multi-sector response to stunting. The poster will show how an integrated data system and supporting tools is using data to challenge decentralised structures to formulate locally-relevant responses to the drivers of stunting including through support to community actions.

Results

By making the processes visible and part of formal reporting, the system is contributing to vertical accountability and is expected to contribute to improved sector practices (policies and investments) in support of community needs.

Conclusions and Implications

Processes of accountability can be made visible and be tracked over time. This overcomes some of the weaknesses in keeping track of aggregating qualitative accountability information.

Bios
Jane Muita is the Deputy Representative at UNICEF – Zimbabwe. A paediatrician by training, Jane has taught at university, conducted research on stunting and provides leadership across a number of UNICEF programme areas.

28. Family structure, economic outcomes and perceived change in economic well-being in India

Swastika Chakravorty

Jawaharlal Nehru university, India

Background and Purpose

India with 1.21 billion people constitutes as the second most populous country in the world, while children represents 39% of total population of the country. The figures show that the larger number of about 29% constitutes children in the age between 0-5 years. Prior studies have found family's role in the developmental, emotional and cognitive growth of a child to be profoundly important. The relationship that family structure affects a child's development is a well-established one. This paper explores the possibility of reverse causality i.e., whether the presence of children and other dependents affects the overall family's economic outcome and whether it is the demographic characteristics (sex, age) of these dependents in the family that are more important. Considering the economic roles of various age group members in the family, adopting a more comprehensive meaning of family becomes a necessity.

Methods

For our aim, we use the household data from India Human Development Survey (IHDS) II. In this study, we have used two different dependent variables and a single explanatory variable, i.e., family structure with several controlled variables. The first dependent variable represents the actual wealth status of the families and the second dependent variable is the assessment of family head response on the improvement in its economic status and his self-rated current wealth status. This study used bivariate analyses and uses multivariate statistical models to examine the adjusted effects of family structure on actual (Objective) and self-rated economic status (Subjective). Order logit and probit estimates have been computed in order to supplement the results of the bivariate analysis and to establish a direction to the relationship between the dependent and independent variables proposed in this paper.

Results

The findings suggest that family structure and size makes a huge difference in their economic outcomes. Mostly the families with single residence (adult or older), families with female children and smaller families operate under disadvantaged economic environment compared to their counterparts. There is a considerable difference between families that consist of adults with male children and adults with female children where the families with female are in the economically disadvantaged group. This female disadvantage continues across the life span as presence of female members irrespective of their age shows negative influence on the economic outcomes of the family in both objective and subjective measures.

Conclusions and Implications

The analysis provides evidences that family structure and size plays a pivotal role in determining both objective and subjective economic outcomes. It is observed that both very small families (Single Person households) and families with dependents (Elder or children) undergo economic disadvantage. But the more intriguing finding is whereas economic disadvantage is uniform across small families irrespective of age and gender, such factors play an important role in determining the economic outcomes of larger families. Such findings can be explained through literature dealing with the socioeconomic and cultural context of India.

Bios

Swastika Chakravorty is a Research Scholar of Population Studies at Jawaharlal Nehru University, New Delhi. Her broader area of research deals with Family Demography, Marriage Markets, Inequalities in Income, Health, Wealth, Nutrition and Socioreligious status and its Social Determinants with specific focus on older, women and children. She was involved in the NUHM projects for child health with the MoHFW in India.

29. Correlates of national (youth) suicide rates

Erik Jan de Wilde, Daphne Kann-Weedage

Netherlands Youth Institute, Netherlands, The

In an earlier paper, an inverse relation was found between youth suicide rates and well-being rankings. This paper will focus on trends in (youth) suicide rates and correlates with national characteristics in OECD-countries as expressed by various socio-demographic data and well-being outcomes from the databases of the New Economics Foundation, the OECD, Eurostat and the World Bank. Data will be presented on suicide trends in the period 1960-2015. Focusing on the Netherlands, individual cause of death-data from will be presented to address how youth suicide correlated with socio-demographic characteristics during the last 15 years.

Suicide rates throughout Europe have converged during the last 50 years, with the Eastern European countries and Baltic states lagging in this trend. These trends seem highly related to socio-economic circumstances and general health care quality in these countries as expressed by life expectancy.

Especially in Dutch migrant populations, youth suicide rates have risen during the last 15 years. The amount and quality of supportive relations appears to have a substantial correlation with national suicide rates. This will be discussed in relation to Durkheim's earlier theories on suicide and modern-day followers.

A special emphasis will be put on policy implications. While most suicide prevention efforts focus on improving (mental) health care and recognizing people at risk, social policy changes may have a further significant impact. In many western countries, the decrease in social structure coincides not surprisingly with increasing suicide rates among adults and the young. We will make a case for social policy prevention of (youth) suicide.

Bios

Erik Jan de Wilde, Ph.D. is trained as a psychologist and works at the Netherlands Youth Institute as an expert in monitoring. He studied emotional development and self-harm in adolescence since the eighties.

Daphne Kann-Weedage, M.Sc. is trained as a pedagogue, and is currently preparing her thesis on youth social well-being and cost-effectiveness at Groningen University. She is a researcher at the Netherlands Youth Institute.

30. The influence of poverty on child labour in the lower quintile households in Uganda

Rogermaxi Ddungu[1], Robertson Mbidde[1], Muyiyi Carol[2]

[1]*Global Initiative Uganda (GIUI), Masaka, Uganda, Uganda;*
[2]*Faculty of Social Sciences, Makerere University, Kampala, Uganda*

Background and Purpose

Children forced out of school and into labour to help their families to make ends meet are denied the opportunity to acquire the knowledge and skills needed for gainful future employment, thereby perpetuating the cycle of poverty in the family. Child labour therefore not only violates children's rights, but also has consequences for social development in Uganda. This study therefore sought to investigate the impact of child domestic labour on child poverty in Uganda.

Methods

The study employed an exploratory qualitative case study design. Data collection methods included semi-structured interviews and document analysis. Child domestics, parents and social workers were purposively sampled for study. Snowball was also applied to locate children.

Results

The results of the study showed that children who engage in domestic work come from households affected by HIV/AIDS, and families whose income and education levels are very low. Child domestic employment perpetuates child poverty, resulting in cycle of poverty among children and their families because it deprives children of schooling opportunities and lifelong skills which they can use to fight poverty. Inadequate government legislation poses a challenge to address child poverty and protect the rights of children against child labour and abuse.

Conclusions and Implications

In order to address poverty and other vulnerabilities that lead children to engage in domestic work, child-sensitive social protection policies and poverty alleviation programmes should be devised by the Ugandan government.

Bios

Ddungu Rogers has had rich experience in social research and long span of experience in Climatic variability especially in the Sub – Saharan region. Ddungu is working with Millennium Climatic Change Support Initiative (MCCSI), Masaka – Uganda as Programme quality officer. He has offered himself to the cause of investigating issues of climate variability and its effects on vulnerable populations in many dimensions including social, economic, and environmental contexts.

31. The role of smallholder farmers' perception on climate change effects and variability on crop production: The case of farmers in Gqumashe village, in the Eastern Cape of South Africa

Loquitur Maka, Ikponmwosa David Ighodaro
University of Fort Hare, South Africa

Climate is one of the most important factors associated with agricultural productivity and climate change affects agriculture in numerous ways. The aim of this study was to examine farmer's perceptions on the effects of climate change and variability on crop production using the case of farmers in Gqumashe village, Eastern Cape, South Africa. The survey research design method was adopted for the study, and information collected from 50 respondents form the basis of discussion. According to findings, farmers in the study area claimed awareness (90%) of changes and variability associated with climate in their area, suggesting the ever increasing rate of the problem nowadays, and they perceive it as detrimental to agricultural production in their area. In line with literature view on causes of climate change, 54% population of farmers perceive that natural causes are responsible for climate change and variability, while 44% say human activities are the causes. Amongst all coping strategies with climate change problems, 60% population of farmers suggested that the use of indigenous knowledge is a more pragmatic way of coping with such changes in climate. Examples of coping strategies, as suggested by farmers are: crop rotation; change in time of farm operation; increase of irrigation; promoting climate change awareness and education; working together with other farmers; introducing new crop cultivars; use of different planting dates; as well as the promotion of crop diversification. The suggestion therefore is that, farmers' education in the study area needs improvement. Also, extension services to farmers need to improve, as 68% farmers claimed no assistance from extension, and 84% rated services from extension as poor. More so, farmers need more education on improved agricultural techniques and technologies that mitigate change and variability, as insufficient knowledge on new technologies is the basic reason why most farmers still prefer their local methods despite availability of more improved techniques for agricultural production.

Bios
Loquitur Maka joined the University of Fort Hare in 2012 and her passion was always to change other people's lives in a form of research hence she choose Agricultural Extension in order to disseminate information to emerging farmers in order to help them become better farmers in graduating to commercial farming and maximise their profits.

Dr Ighodaro is one of the Universities researchers in the department of Economics, Extension and Rural Development. He has published a number of articles and one them include an publication in The Journal of Agricultural Science, volume 5 issue 5, 2013, titled "The Impact of Soil Erosion on Agricultural Potential and Performance of Sheshegu Community Farmers in the Eastern Cape of South Africa.

32. Children in Germany, 4th World Vision Child Study

<u>Dilan Çınar</u>
Goethe University Frankfurt Germany, Germany

What does it mean to be a child growing up in Germany? Childhood as a topic has been theorized interdisciplinary and discussed worldwide, but usually from an adult perspective. Therefore, there is a significant gap in the knowledge about the realms of children's experience and their personal perceptions. The *World Vision Child Studies*, originated in 2007 fill this gap and continues to acknowledge children as experts of their own lives and experiences.

The *World Vision Child Studies* have been conducted three times (published in 2007, 2010 and 2013) and yielded findings generated by children themselves concerning **child well-being, child poverty (such as experiences with deprivation), the social implications of migrant background for children, and children's sense of justice**. Child well-being is conceptualized with multiple dimensions related to objective and subjective indicators. Findings of the last surveys clearly show that children connect their well-being with participation and agency. The children that participated at the surveys indicated how much their self-efficacy depends on the possibility to have a say in their own living environment. Child well-being requires a well-balanced blend of care and freedom. This also involves giving children the chance to take advantage of available opportunities of influence and to create their style of life.

They constitute quantitative (questionnaire) as well as qualitative surveys (explorative interview and network analysis) and carry methodical conviction through triangulation of research methods. By doing so, they have facilitated the vision of children's living environment from a child-centered perspective.

Based on the multidimensional conceptualization of child well-being, child poverty is understood as experiences with deprivation. There is particularly a lack of consistent nexus between quantitative and qualitative data in the field. Our triangulated findings on child poverty indicate an urgent social problem in Germany, despite its strong economic situation and social welfare strategies. Child poverty in Germany can be very diverse and is characterized by limited financial options of parents and confined participation at social and cultural activities. Child and family poverty risk factors include the following: being unemployed, being a single parent, having a migration background, holding fear of failure and low skilled labor or low levels of educational attainment or background.

Since children have linked poverty to (in)justice, we draw on children's sense of justice and focus on their ideas of a "good life."

Every fourth child that lives in Germany has a migration background; their family migration history has a strong effect on their experiences of growing up in Germany. Therefore, we included those social implications in our survey.

For the following *World Vision Child Study* these topics will be augmented by the inclusion situation of refugees hoping for shelter in all over Europe, but especially in Germany. *We additionally intend to find out how children perceive the German refugee situation and to what extent they are confronted with the societal challenges of integration of refugees.*

The *World Vision Child Studies* traditionally aim to provide children growing up with their own voices that need and deserve to be heard.

Bios
Dilan works as a research fellow at Goethe University of Frankfurt and coordinates the qualitative survey of the 4th World Vision Child Studies for 2018. Her research interests cover childhood and family studies, migration and ethnic identity, poverty and social inequality.

33. The undercount of young children in the U.S. Census in international perspective

William P. O'Hare

O'Hare Data and Demographic Services LLC, United States of America

There is growing evidence that young children have a high net undercount in the U.S. Decennial Census and that net undercount rate has been increasing. Three key patterns are evident in the U.S. data. First, there has been a relatively high net undercount of children under age 5. Second, the net undercount for young children is higher than the net undercount for older children. Third, young children have a higher net undercount than any other age group. Data from several other countries are examined to see if the patterns seen in the U.S. relative to the net undercount of young children are also seen in other countries. Examination of data from several other countries indicates that most have experienced a net undercount of young children and that young children typically have higher net undercount rates than older children. However, in most other countries, young children are not the age group with the highest net undercount. In most countries, young adults have the highest net undercount rates. Some thoughts about why young children are undercounted in censuses are offered.

Bios
William O'Hare has a PhD from Michigan State University. He ran the KIDS COUNT program at the Annie E. Casey Foundation for many years. He is a professional demographer who has worked closely with the U.S. Census Bureau including a 2-year stint (2011-2013) as a research fellow at the Census Bureau. He served on Census Bureau advisory committees prior to the 2000 and 2010 Censuses. He authored a book that was published in 2015 titled, "The Undercount of Young Children in the U.S. Decennial Census."

34. The complexity of child labor

Josue Sauri

Autonomous University of Mexico City, Mexico

Current Child Labor Policies focus on the issue treating it as a lineal problem, addressing it as the main cause of school dropouts, therefore affecting the development of children, since low education levels are highly related to poverty and deprivation of rights.

However, in Mexico, data from the Child Work Module (CWM) collected by the National Institute of Statistics and Geography[1] since 2007, suggest otherwise. According to the CWM of 2013[2], at age 14, the legal age for working established by the Work Federal Law[3], occupation rates are at 13.6% while school dropout rates are at 8.6%, and by the age 17, occupation rates are at 27.5% while school dropout rates are at 31.4%. Furthermore, reasons for work before age 14 have 59.3% of answers in work for pleasure or learning a job, while work for economic needs stands at 32.5%, after age 14, reasons for pleasure or learning drops to 30% while work for economic reason grows to 60%.

In the other hand, just 5.2% of children below age 14 are identified to dropout school because of work, while the same is true for 13.2% for children above 14 years old. Main reasons for dropping out of school are lack of interest or skill that stands at 37% in children above 14 years old and 13.7% below work age, followed by lack of economic income with 20.1% of children above 14 years old and 24.1% below work age.

These results from the Child Work dynamic indicate that there is no real correlation between child work and school dropout. Parting from this hypothesis, this paper presents a summary of the third chapter of the research thesis presented for obtaining the Master Degree in Complexity Science at the Autonomous University of Mexico City[4], which explores the dynamic of the variables from the CWM using complexity tools to model relationships in data networks, analyzing these interactions on a Boolean Network.

The model extracts thirteen variables from the CWM database making a correlation analysis and configures those variables into the Boolean Network, establishing the interaction relationships with a lineal regression model between variables and other statistical results of the data. This configurations results into 8 attractors on the Boolean Network that are then analyzed and categorized to match different dynamics of child work, identifying the properties that result in Child Labor and comparing to those that suggest a healthier dynamic of Child Work.

With the results of the Boolean Network, the population measured on the CWM is classified into the network's attractors to probe the hypothesis of the research, suggesting that policies that treat the Child Work issue as a linear problem are doomed to fail.

[1] INEGI by its name in Spanish, Instituto Nacional de Estadística y Geografía

[2] Last module published at the time of writing of this abstract

[3] Before 2013 reform, that ups legal age of work to 15 years old.

[4] Procedure in progress at the time of writing of this abstract

Bios
Josue Sauri majored in Actuary Science at the National Autonomous University of Mexico and recently obtained his Master Degree in Complexity Science at the Autonomous University of Mexico City. He has devoted his professional life to public policy analysis, starting with his involvement in the indicators report 'Kids Count Mexico', from 2010 to 2012. He has continued his work in social analysis of public policies at a couple of government institutions that attend public welfare.

35. The effects of public and private health care spending on child mortality in developing countries

Md. Juel Rana

Jawaharlal Nehru University, India

Though, many developing countries made significant progress in achieving Millennium Development Goals (MDG), 4 of which is a reduction in child mortality to one-third by 2015, still numerous countries are lagging behind. In the post-2015 development agenda, the Sustainable Development Goals (SDGs) have the healthy lives to all. Numbers of studies examined the linkage between health expenditures and health outcomes and child mortality in particular, but this study evaluates the effects of public and private health care spending on child mortality in developing countries.

The study used the panel data of two different time points *viz.* 1995 and 2013 for 146 developing countries collected from the World Bank, World Development Indicators. Pearson's correlation coefficients were estimated to understand the bivariate association between child mortality and its correlates. During the multivariate modelling, Breusch-Pagan LM test and Housman's specification test were executed to select the appropriate panel data regression model and finally the random effects models were fitted for the analyses.

The findings suggest that controlling the effects of other factors, the total health care spending has a significant effect on reducing child mortality in the developing countries (β=-0.99, p<0.10). Individually, only public health care spending is significantly associated with child mortality (β=-1.31, p<0.1) but the private spending has no significant effects alone. The public spending as a percentage of total health care expenditure is also significantly associated with child mortality (β=-0.10, p<0.1).

The findings from Random Effects models suggest that the total health care spending including both public and private is significantly associated with reduced child mortality. The public health care spending alone has significant effects on child mortality while the private spending individually does not have, rather it becomes supplementary of the public spending for health outcomes. The public spending on health care in both absolute and relative forms reduce the risk of child mortality. The public health care spending provides universal and equitable health coverage, but the private sector denies the poor. It is due to high out-of-pocket payment in private health care sector while public sector incorporates the poor. Hence, the universal accessibility in health care system translates into better health outcome. The public financing in health care system should be increased and the role of private sector in health care system should carefully be fixed so that universal and equitable health care utilisation across different income groups irrespective of their paying ability could be addressed which will result in the better health outcome in general and reduced child mortality, particularly in developing countries.

Bios

Md. Juel Rana is a PhD research scholar working in Population Studies at Centre for the Study of Regional Development, School of Social Sciences, Jawaharlal Nehru University, New Delhi. His M. Phil. research work was on "Linkage between family planning and nutritional status of women and their children in select south Asian countries". His research interest are issues regarding family planning and health.

36. Designing child neglect indicators

Masoomeh Maarefvand, Sara Noruzi

University of Social Welfare and Rehabilitation Sciences, Iran, Islamic Republic of

Background and Purpose

Child neglect is the most common type of child abuse. There is a pattern of failing to provide for a child's basic needs such as not receiving adequate food, clothing, health, or supervision. Neglect incidence and prevalence study is a complicated process. Therefore, usually there is no access to specific information about it. The purpose of this study is designing child neglect indicators in social, health and educational levels.

Methods

This research conducted in a Delphi method. From 65 experts and activists in children's area, which Delphi form has been sent for them, 35 experts stated the suggestion about research topics (child neglect indicators and formulas). In the first round, panelists were asked to declare their satisfaction with the proposed indicators and method of calculation from 0 to 10 and in the second round they were asked to express their satisfaction with the designed indicators according to the obtained results in the first round.

Results

More than 90% of participants agreed with the proposed indicators (M=9/77 and SD=0/78) in the first round. In the second round, three proposed formulas for calculating child neglect was confirmed (M=9/77 and SD=0/78).

Conclusions and Implications

Three designed health, education and social indicators could be shown child neglect in Iran if information and its data gathering methods have the time and tool reliability. In future studies, an indicator with the ability of measurement of psychological neglect in addition to other dimensions could be designed.

Bios

Masoomeh Maarefvand is the assistant professor at University of Social Welfare and Rehabilitation Sciences. Her research interests are child protection and substance use treatment and relapse prevention.

Sara Noruzi is a PhD student of social work at University of Social Welfare and Rehabilitation Sciences.