

DEVELOPING CHILD RIGHTS-BASED INDICATORS

The following table includes indicators which are rights-based, ie: they

- focus on implementation of the *UN Convention on the Rights of the Child* (UNCRC)
- are intended to assess realisation of UNCRC rights (using ‘the child’ as the ‘unit of assessment’ where possible, rather than ‘the family’ or ‘household’)
- include the full range of childhood, from birth to 18
- are quantitative and qualitative – including the views and experiences of children, young people and parents/carers to evaluate the extent to which children’s rights are being realised, the impacts of policy and practice, perceived quality and appropriateness of service provision, and achievement of intended outcomes
- assess progress on achievement of outcomes over time (ie progressive realisation of rights)
- are dependent on disaggregated data to assess realisation of children’s rights for all children and young people, and for those currently experiencing discrimination, inequalities or disparity in enjoyment of their rights (ie S75 groups and ‘vulnerable’ groups identified in Chapter 3 of the *Regional Children’s Services Plan 2008-2011*). Disaggregated data will enable children’s services to identify specific groups experiencing inequalities and, if necessary, develop affirmative actions for their benefit.

The priorities and core indicators identified in the *Regional Children’s Services Plan* link to the 6 high-level outcomes established for all children and young people in *Our Children and Young People – Our Pledge. A Ten Year Strategy for Children and Young People in Northern Ireland 2006-2016*. Key indicators for S75 and ‘vulnerable’ groups are included in Chapter 3 of the *Regional Children’s Services Plan* and these include the actions required to address inequalities or existing rights violations for each specific group.

The qualitative research noted in this document is intended to focus on children’s lived experiences – to illustrate whether their rights are being realised, current barriers and how these could be addressed. Many of the issues included relate to recommendations made by the UN Committee on the Rights of the Child in its 2008 Concluding Observations.¹ (A separate overview of qualitative research which has been conducted since 2003 is being developed. Including needs assessments, evaluations and qualitative research involving children, young people, parents/carers and professionals, this document will also identify planned research and research that needs to be commissioned over the next 2 years to provide a comprehensive and up-to-date picture of the situation of children in Northern Ireland.)

¹ United Nations Committee on the Rights of the Child (2008) *Concluding Observations. United Kingdom of Great Britain and Northern Ireland*, 20 October 2008, CRC/C/GBR/CO/4

In addition, the general principles of the UNCRC (Article 2: non-discrimination; Article 3: best interests of the child; and Article 12: right of the child to express their views in all matters affecting them and have their views given due weight) need to be incorporated into each of the 6 outcomes. For example, all children and young people have the right of access to education, and legislation in Northern Ireland enables realisation of this right for children aged up to 16. However, this right has historically not been realised by some groups who have experienced unequal access to, or discrimination within, educational provision (eg Traveller children, children in detention, young parents, children with disabilities, children expelled from school). Consequently, specific measures are required to ensure realisation of this right for all – often through targeted intervention or support which is sensitive to the needs of particular groups. The UN Committee on the Rights of the Child (2008, para 25) recommended strengthening awareness-raising and other preventive activities against discrimination and taking all necessary measures to ensure that cases of discrimination against children are effectively addressed (including disciplinary, administrative or penal sanctions). It may be necessary to reform legislation and policies to ensure that the principle of the best interests of the child is adequately integrated in all legislation and policies which have an impact on children (ibid: para 27). Promotion, facilitation and implementation of Article 12 requires ways of working, and establishment of formal mechanisms for children’s participation at regional and local levels (eg School Councils in schools, Youth Forums within youth services, Youth Councils in local government), which enable children to express their views and have these taken into account. It also means ensuring that advocacy and complaint mechanisms have been established in services and institutions working with children, alongside accessible information raising awareness amongst children about the remedies available to them should they feel that their rights have been breached. Systems for monitoring the outcomes of complaints need to include analysis of key issues raised by children and how barriers to realisation of children’s rights have been addressed.

Outcome 6 - ‘Living in a society which respects children’s rights’ - should underpin each of the other outcomes. However, additional actions are required to ensure that this outcome is achieved. Although these actions are not within the remit of children’s services planning, the development, delivery and evaluation of services are likely to be affected by the measures put in place to ensure implementation of the UNCRC in Northern Ireland. These relate to the general measures of implementation (articulated in the UN Committee on the Rights of the Child’s *General Comment No. 5*²) and include:

- incorporating the principles and provisions of the UNCRC into domestic legislation and policy (eg through having a special section in the *Bill of Rights for Northern Ireland* devoted to children’s rights) (UN Committee, 2008: para 11)
- ensuring effective co-ordination of the implementation of the UNCRC, with a well-resourced co-ordinating body in Northern Ireland (ibid: para 13)
- adopting a comprehensive plan of action for implementation of the UNCRC in Northern Ireland, in which special attention is paid to children belonging to the most vulnerable groups. This plan should be developed in co-operation with the public and

² United Nations Committee on the Rights of the Child (2003) *General Comment No. 5 (2003) General measures of implementation of the Convention on the Rights of the Child (arts. 4, 42 and 44, para. 6)*, 27 November 2003, CRC/GC/2003/5

private sectors involved in the promotion and protection of children's rights; be based on a child rights approach; receive adequate budget allocations. Follow-up and evaluation mechanisms should be established to regularly assess progress achieved and identify possible deficiencies (ibid: para 15)

- ensuring that the Northern Ireland Commissioner for Children and Young People is independent; in compliance with the Paris Principles; mandated to receive and investigate complaints from/ on behalf of children concerning violation of their rights; equipped with the necessary human and financial resources to carry out their mandate in an effective and co-ordinated manner so that the rights of all children are safeguarded (ibid: para 17)
- allocating the maximum extent of available resources for implementation of children's rights, with a special focus on eradicating poverty and reducing inequalities – regularly conducting child rights impact assessments to evaluate how the allocation of budget is proportionate to the realisation of policy developments and implementation of legislation (ibid: para 19)
- ensuring that all the provisions of the UNCRC are widely known and understood by adults and children - by including the Convention in the statutory national curriculum and ensuring that its principles and values are integrated into the structures and practice of all schools, and by reinforcing adequate and systematic training of all professional groups working for/ with children (ibid: para 21)
- encouraging the active and systematic involvement of civil society (including NGOs and associations of children) in the promotion and implementation of children's rights – including their participation in the planning stages of policies and co-operation projects, in the follow-up to the Committee's Concluding Observations and in the preparation of the next periodic report (ibid: para 23).

The indicators within this document have been based on the rights contained in UNCRC principles and provisions, the process of reporting to the UN Committee on the Rights of the Child,³ analysis of the UN Committee's 2008 Concluding Observations in relation to implementation of the UNCRC by the UK Government, and guidelines about the form and content of periodic reports to the UN Committee as these include data that should be made available to the Committee as part of the reporting process every 5 years.⁴

³ Haydon, D. (2008) *Northern Ireland NGO Alternative Report*, March 2008, Belfast: Save the Children NI and Children's Law Centre

⁴ United Nations International Human Rights Instruments (2006) *Compilation of Guidelines on the Form and Content of Reports to be Submitted by States Parties to the International Human Rights Treaties. Addendum: General guidelines regarding the form and content of periodic reports to be submitted by States Parties under Article 44, paragraph 1(b) of the Convention*, (Adopted by the Committee at its thirty-ninth session on 3 June 2005), 6 July 2006, HRI/GEN/2/Rev.3/Add.1

Within the 'core indicators' column, indicators
in **green** have been agreed by Children's Services Planners/ Information Officers, representatives of DE and OFMDFM
in **black** have been agreed but sources are not yet available or include surveys/research
in **red** are additional suggestions based on specific rights or information about particular 'vulnerable' groups
noted with an * are indicators included in the 10-year *Strategy for Children and Young People in Northern Ireland*.
References *in italics* are sources agreed by Children's Services Planners/ Information Officers, representatives of DE and OFMDFM.

This document is intended to provide a basis for further discussion about, and agreement of, child rights-based indicators based on a process involving all relevant stakeholders.

CHILDREN AND YOUNG PEOPLE’S STRATEGY OUTCOME: BEING HEALTHY

REGIONAL CHILDREN’S SERVICES PLAN 2008-2011 PRIORITIES	CORE INDICATORS	QUALITATIVE RESEARCH
Reduced inequalities in health and access to health services	<p>*Infant mortality rate (GRO)</p> <p>*Low birth weight rate (Child Health System)</p> <p>Life expectancy (GRO)</p>	Qualitative research about reasons why children and families do not access available health services (eg mental health, drugs and alcohol, sexual health), factors contributing to and inhibiting use of services, and suggested improvements – by specific groups (eg BME, Travellers, LAC, children in conflict with the law, LGBT young people, children living in poverty)
Improved mental and emotional well-being by strengthening services and promoting positive attitudes	<p>*Number of young people waiting for 1st CAMHS appointment, and length of time waiting (DHSS)</p> <p>% of 11 year olds who report that in the last week they have: never/seldom been in a good mood; never/seldom had fun; very often/ always felt sad; very often/ always felt so bad that they didn’t want to do anything; very often/ always felt lonely; never/seldom been happy with the way they are (Kids Life and Times Survey)</p> <p>% of 16 year olds who report that: in the past year they have suffered from any serious personal, emotional, behavioural or mental health problems for which they felt they needed</p>	Qualitative research to explore the reasons for mental health problems, identify those most at risk, and establish the most appropriate responses for children of different ages and in particular circumstances (eg LAC/ care leavers, children affected by the conflict, children living in poverty, children in conflict with the law) (See: <i>Protect Life. A Shared Vision. The Northern Ireland Suicide Prevention Strategy and Action Plan 2006-2011</i> , DHSSPS, 2006, p12-13)

	<p>professional help; in the past month or year they have seriously thought about taking an overdose or trying to harm themselves but had not actually done so; they have ever deliberately taken an overdose or tried to harm themselves (<i>Young Life and Times Survey</i>)</p> <p>% of Y8 and Y12 pupils who report feeling very good/ very bad about specific issues (including self, school work, friendships, body and looks, how they feel, ability to talk to others, health) (<i>YPBAS</i>)</p> <p>Child (under-18) deaths by suicide (<i>GRO</i>)</p>	
Improved physical health	<p>*Levels of decayed/missing/filled teeth in P1 and P7 children (<i>screening stopped – alternative to be identified</i>)</p> <p>*% of under-18s with type 1 diabetes (<i>Primary Care – systems being developed</i>)</p> <p>*% of under-18s with asthma (<i>Primary Care – systems being developed</i>)</p> <p>*% of P1 and Y8 pupils who are obese (<i>Child Health System, from 2009</i>)</p>	Qualitative research with children, young people and parents about what they consider to be 'healthy', what they do to keep fit and healthy, factors promoting and inhibiting physical health
Improved sexual health	<p>*Diagnostic rate of new sexually transmitted infections to under 16s, and to 16-19 year olds (<i>CDC Unit</i>)</p>	Qualitative research with children and young people to evaluate the appropriateness of sexuality and relationships education provided in school,

	<p>*Rate/1,000 births to females aged 17 and under (<i>Child Health System</i>)</p>	<p>assess the accessibility of reproductive health services and identify suggested improvements</p>
<p>Young people supported to make healthy lifestyle choices</p>	<p>*% of Y8-Y12 children who have ever drunk alcohol/ been drunk as a proportion of all respondents (<i>YPBAS</i>)</p> <p>*% of Y8-Y12 children who currently smoke as a proportion of all respondents (<i>YPBAS</i>)</p> <p>*% of Y8-Y12 pupils who have used illegal drugs in the past year (<i>YPBAS</i>)</p> <p>*% of P4 (?), Y8 and Y12 children consuming 5 portions of fruit and veg / day (<i>YPBAS</i>)</p> <p>*% of P4 (?), Y8 and Y12 children taking part in sports or other physical activities at least 3-5 times a week (<i>YPBAS</i>)</p>	<p>Qualitative research with children and young people about whether they have received accurate and objective information about toxic substances. If so, whether this information is likely to help them make healthy lifestyle choices</p> <p>Qualitative research with children and young people to identify the causes of substance use, evaluate existing prevention measures and availability of support for those attempting to deal with substance use or dependency</p>
<p>Parents provided with assistance from an early stage to ensure children have a good start in life and are supported into adulthood</p>	<p>Breastfeeding rates at discharge from hospital (<i>Child Health System</i>) and after 6 months (?)</p> <p>*Immunisation rates for MMR at 24 months (<i>Child Health System</i>)</p>	<p>Qualitative research with mothers and relevant health professionals about factors promoting and inhibiting breastfeeding, and support required to maintain breastfeeding</p> <p>Qualitative research with parents/ carers and relevant health professionals about factors supporting and inhibiting immunisation and strategies that could be developed to promote immunisation for MMR</p>

CHILDREN AND YOUNG PEOPLE'S STRATEGY OUTCOME: ENJOYING, LEARNING AND ACHIEVING

REGIONAL CHILDREN'S SERVICES PLAN 2008-2011 PRIORITIES	CORE INDICATORS	QUALITATIVE RESEARCH
Increased access to quality early years services, particularly in rural areas	<p>% of pre-school children accessing a funded pre-school place (DE)</p> <p>% of P1 and P7 children reaching appropriate milestones in speech and language (Speech and Language Service – not yet measurable)</p>	Qualitative research with parents/ carers and relevant professionals about factors inhibiting and contributing to take up of pre-school places
Improved access to education of choice	<p>Number and % of children attending primary and post-primary schools by management type (DE)</p> <p>Number of applications refused for 1st choice preference of primary and post-primary schools, and reasons (?DE)</p>	<p>Qualitative research with children, young people, parents and relevant educational professionals about the impacts of segregated education and measures that could be taken to promote respect for diversity</p> <p>Qualitative research with parents refused 1st choice preference about reasons, perceived impacts and suggested solutions</p>
Improved outcomes for children who are not at school, or are not reaching target attendance rates	<p>Number and % of children in specified age groups with less than 85% attendance - in CSPlan; Attendance rates amongst post-primary pupils in Strategy for Children and Young People (DE)</p> <p>Number and % of 4-16 year olds suspended from school, including reasons (DE)</p>	<p>Qualitative research about reasons for non-attendance, support provided and whether this improved attendance</p> <p>Qualitative research about children's experience of suspension and exclusion processes, including the number of appeals and proportion upheld</p> <p>Qualitative research about children's</p>

	<p>Number and % of 4-16 year olds expelled from school, including reasons (DE)</p> <p>Number of children who received different types of alternative education provision, including reasons (?)</p> <p>Number of children who received specialist support to remain in mainstream education (?)</p> <p>*Number of formerly ‘disengaged’ young people who have re-engaged with education, training or employment (DEL – information not available – Careers Service disengaged statistics?)</p>	<p>experience of educational provision for those at risk of suspension or exclusion, and for those who have been suspended or excluded</p> <p>Qualitative research about children who ‘disengage’ from mainstream education, including reasons, support provided, outcomes in terms of re-engagement with education, training or employment</p>
<p>Improved educational attainment</p>	<p>*% of pupils achieving level 4 or above in Key Stage 2 English (Key Stage assessment)</p> <p>*% of pupils achieving level 4 or above in Key Stage 2 Maths (Key Stage assessment)</p> <p>*% of Y12 pupils who obtain 5 or more GCSEs at grades A* to C or equivalent (Annual exam results)</p> <p>*% of Y12 pupils who obtain 5 or more GCSEs at grades A* to G or equivalent (Annual exam results)</p>	<p>Qualitative research with children, young people and relevant education professionals about factors inhibiting educational attainment and how these could be addressed</p>

	<p>*% of Y12 pupils gaining any GCSEs or equivalent (<i>Annual exam results</i>)</p> <p>% of Y12 pupils leaving school with no qualification (<i>DE</i>)</p> <p>*% of Y14 pupils achieving 3+ A levels at grades A to C or equivalent (<i>Annual exam results</i>)</p> <p>*% of school leavers who move to further and higher education (<i>School Leavers Survey</i>)</p>	
<p>Successful provision of careers guidance programme to post-primary schools</p> <p>*CSP/ OFMDFM/ DE agreed indicator</p>	<p>*Proportion of Y12 pupils accessing careers guidance programmes (<i>DEL Destination Stats</i>)</p> <p>% of Y8 and Y12 pupils who report satisfaction with advice about subject choices from careers teachers, other teachers and careers advisors (<i>YPBAS</i>)</p>	<p>Qualitative research with post-primary pupils about whether they consider the careers guidance programmes provided were useful and informed their choices</p>
<p>Strengthened services at transition stages from home/preschool/primary/post primary/employment</p>		<p>Qualitative research about the issues affecting children approaching/ during transitions and how these might be addressed</p>
<p>Access to quality play and leisure facilities</p>	<p>*Number and % of children in specified age groups participating in Creative Youth Partnerships (<i>DCAL</i>)</p> <p>*% of P4 (?), Y8 and Y12 pupils who take part in sport at least once a week (<i>YPBAS</i>)</p>	<p>Qualitative research about whether children and young people have access to safe, inclusive play and leisure facilities in their local communities, positive elements of existing provision, difficulties and how these could be addressed</p>

	<p>*% of P4 (?), Y8 and Y12 children who say they enjoy taking part in physical activity or sports (YPBAS)</p> <p>*% of P4 (?), Y8 and Y12 pupils who go to the public library at least monthly (YPBAS)</p> <p>*% of P4 (?), Y8 and Y12 pupils who agree that public libraries provide an important service to people (YPBAS?)</p> <p>*% of P4 (?), Y8 and Y12 pupils who state they enjoy seeing exhibitions and displays at museums (YPBAS)</p> <p>*% of P4 (?), Y8 and Y12 pupils who attended an Arts performance at least once in the last year (YPBAS)</p> <p>*% of P4 (?), Y8 and Y12 pupils who state they would feel out of place in an art gallery (YPBAS)</p> <p>*% of 4-18 year olds who participate in out of school youth activities (DE)</p>	<p>Qualitative research about the types of play, leisure, recreational, cultural and art activities that children of different ages would like to engage in, whether these are available in their local communities, and factors contributing to or inhibiting access to these activities</p> <p>Qualitative research with children and young people about their access to public space, whether they experience restrictions on their freedom of movement and peaceful assembly. If so, how, who by, what do they consider to be the impacts of such restrictions and potential solutions</p>
<p>Parents and carers supported to encourage children to enjoy, learn and achieve</p>		<p>Qualitative research with parents and carers about how they currently encourage their children to enjoy, learn and achieve; what support they think would be helpful and how this could best be provided</p>

CHILDREN AND YOUNG PEOPLE’S STRATEGY OUTCOME: LIVING IN SAFETY AND WITH STABILITY

REGIONAL CHILDREN’S SERVICES PLAN 2008-2011 PRIORITIES	CORE INDICATORS	QUALITATIVE RESEARCH
<p>Children and young people feel and are safe and secure in their homes and in their communities</p>	<p>Number of under-18s recorded as victims of domestic violence (PSNI)</p> <p>Number of under-18s affected by domestic violence (PSNI – not yet measurable)</p> <p>Number of deaths amongst under-18s, including category of each death (GRO) (to include: *Number of under-18s killed in traffic accidents (PSNI); *Number of under-18s who die as a result of accidents – under Healthy outcome in Strategy for Children and Young People (GRO); Number of under-18s who die as a result of crime or other forms of violence (?PSNI)</p> <p>% of Y8 and Y12 pupils who have been a victim of: being bullied, being knocked down by a car or other vehicle, theft, having their belongings damaged, being threatened by paramilitaries, being called names/ harassed, being assaulted, being threatened or hurt by someone with a knife (YPBAS)</p>	<p>Qualitative research with children and young people about whether they feel safe in their own home and know who they could contact if they feel unsafe</p> <p>Qualitative research with children and young people about what helps them feel safe at home and in their communities; current issues affecting their safety at home/ in their communities and how these could be addressed; support required and how this could be provided</p> <p>Qualitative research about use of harmful devices (such as Taser guns and AEPs) against under-18s, including who was targeted, reasons and outcomes</p>

	% of Y8 and Y12 pupils who feel safe in the area in which they live (YPBAS? – focus on safety while travelling to school)	
Improved outcomes for children at risk of abuse	<p>Rate of children aged 0-17 on the Child Protection Register (DHSS)</p> <p>Number and % of children in specified age groups registered on the Child Protection Register during the past year and on 31st March, including reasons (ie category of abuse) (DHSS)</p> <p>*Number of re-registrations on the Child Protection Register during the year (DHSS)</p>	<p>Qualitative research about the number and type of restraints used against children in educational settings, health settings, residential care, secure care and custody, including reasons and outcomes</p> <p>Qualitative research about children identified as ‘trafficked’, including support provided and outcomes</p>
Access to family support services appropriate to age and location	<p>% of parents/carers receiving parental education and support relating to different age ranges (PFA target for Trusts re family support interventions)</p> <p>% of parents/ carers receiving specific advice about positive parenting (Children and Young People Funding Package)</p>	<p>Qualitative research with parents/ carers who received parental training and support about whether this led to improvements in their relationships with their children and ability to effectively parent; whether it increased their use of non-violent forms of discipline</p> <p>Qualitative research with parents/carers to evaluate current availability of family support, identify the most effective forms of material assistance and other support (eg about nutrition, child development, housing, benefits and finances) for parents of children of different ages and in particular circumstances, and suggest improvements to existing provision</p>

<p>To be free from bullying</p>	<p>*% of P6 and Y9 pupils who have recently been bullied (<i>DE research 'Bullying in Schools'</i>)</p> <p>*% of P6 and Y9 pupils who have bullied another pupil (<i>DE research 'Bullying in Schools'</i>)</p> <p>% of 11-16 year olds who have been bullied (<i>YPBAS</i>)</p>	<p>Qualitative research with children and young people in primary and post-primary schools to explore their involvement in the development and evaluation of school anti-bullying policies which deal with all types of bullying (including racist, sexist, disablist and homophobic bullying) and strategies to tackle bullying and violence in school; perceived effectiveness of policy and practice; additional measures required</p> <p>Qualitative research about whether/ how primary and post-primary schools use teaching about human rights, peace, tolerance and respect to tackle bullying and violence in schools</p>
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CHILDREN AND YOUNG PEOPLE’S STRATEGY OUTCOME: EXPERIENCING ECONOMIC AND ENVIRONMENTAL WELL-BEING

REGIONAL CHILDREN’S SERVICES PLAN 2008-2011 PRIORITIES	CORE INDICATORS	QUALITATIVE RESEARCH
<p>Reduction in numbers of children living in absolute and relative low income poverty</p>	<p>*% of children living in absolute low income poverty (<i>Family Resource Survey</i>)</p> <p>*% of children living in relative low income poverty (less than 60% median) (<i>Family Resource Survey</i>)</p> <p>*% of children living in materially deprived and low income households (<i>Family Resource Survey</i>)</p> <p>Rates of children who are dependents of claimants of JSA, including rate of lone parent claimants (<i>Social Support Agency</i>)</p> <p>Rates of children who are dependents of claimants if IS, including rate of lone parent claimants (<i>Social Support Agency</i>)</p> <p>Number of parents/carers who receive different types of material assistance (<i>?Social Support Agency emergency grants</i>)</p>	<p>Qualitative research with children, young people and parents/carers about the causes of poverty, the impacts of poverty, and the support required by children and families living in poverty</p>

<p>Improved outcomes for children who live in poverty</p>	<p>Infant mortality rates for those born to parents living in the most economically deprived wards, compared to general population (<i>DHSSPS Health Inequalities Report</i>)</p> <p>Number of births to under-18s amongst those living in the most economically deprived wards, compared to rates for under-18s generally (<i>DHSSPS Health Inequalities Report</i>)</p> <p>% of children entitled to free school meals gaining no qualifications compared with general population (<i>DE</i>)</p> <p>% of school leavers entitled to free school meals who continued into Further or Higher Education compared with general population (<i>DE</i>)</p>	<p>Qualitative research about access to nearby safe play areas for children and young people, comparing access amongst those living in the most economically deprived wards with access amongst the general population</p>
<p>Support for families at risk of being homeless</p>	<p>% of under-18s living in overcrowded accommodation (<i>NIHE</i>)</p> <p>*Number of families with children under 18 presenting as homeless (<i>NIHE</i>)</p> <p>Number of families with children under 18 awarded as homeless (<i>NIHE</i>)</p> <p>Number of dependent children in families awarded as homeless (<i>NIHE</i>)</p> <p>*Number of families with children living in temporary accommodation (<i>NIHE</i>)</p>	<p>Qualitative research with parents/carers and young people about the reasons for homelessness, and support required to reduce the likelihood of homelessness occurring</p>

	<p>Number of under-18s living with their families in temporary accommodation (NIHE)</p> <p>Number of 16-17 year olds living independently in temporary accommodation (NIHE)</p> <p>Number of 16-17 year olds presenting as, and awarded as, homeless (NIHE)</p>	
To live in homes that do not fail decent standards	<p>% of children living in overcrowded accommodation (NIHE)</p> <p>*Number of under-18s living in homes which fail the decent homes standard (Housing Conditions Survey)</p>	Qualitative research with children and young people about the impacts of living in poor quality accommodation, including on their health, social/ family life, education
To achieve economic stability and independence		Qualitative research with young people about the impacts of discriminatory wage rates and restrictions on employment for under-18s

CHILDREN AND YOUNG PEOPLE'S STRATEGY OUTCOME: CONTRIBUTING POSITIVELY TO COMMUNITY AND SOCIETY

REGIONAL CHILDREN'S SERVICES PLAN 2008-2011 PRIORITIES	CORE INDICATORS	QUALITATIVE RESEARCH
That children and young people are valued by society and their communities	<p>% of Y8 and Y12 children reporting positive representation of children and young people in the media (?)</p> <p>% of adults reporting positive attitudes towards young people (?Census; District Policing Partnership surveys)</p> <p>Number of local community planning processes (eg Neighbourhood Renewal Partnerships, local community plans) that involve young people (?Councils)</p>	<p>Qualitative research about young people receiving awards (eg 'Youth Achievement', 'ELB Celebration of Youth', 'Mayor's Awards') and the impacts of recognition of their achievements</p> <p>Qualitative research analysing proportion of media coverage within one week presenting positive images of, and stories about, children and young people compared with the proportion of negative images and stories</p> <p>Qualitative research with children and young people to explore whether they feel valued in their communities and by society, reasons for their perceptions, how negative representations and assumptions could be challenged</p> <p>Qualitative research with children and young people about mechanisms established to promote children's participation (eg Forums, Networks And Councils) to evaluate whether they include 'hard to reach' groups, are participative, and lead to positive changes for children</p>
Increased opportunities for volunteering in community and voluntary work	*% of 4-18 year olds who participate regularly in voluntary and community	Qualitative research with children and young people about what encourages or

	work (<i>Youth Service</i>)	inhibits their involvement in volunteering; what could be done to increase volunteering opportunities; support required by those volunteering; how their contributions could be recognised
Access to leisure activities involving young people in their design and delivery	Number and % of youth clubs involving children and young people in Youth Forums, Youth Committees or other structures intended to promote participation (? <i>Youth Council for NI</i>)	Qualitative research with children and young people about their involvement in the design and delivery of leisure activities

CHILDREN AND YOUNG PEOPLE’S STRATEGY OUTCOME: LIVING IN A SOCIETY WHICH RESPECTS THEIR RIGHTS

REGIONAL CHILDREN’S SERVICES PLAN 2008-2011 PRIORITIES	CORE INDICATORS	QUALITATIVE RESEARCH
<p>Children, young people and their families participating in the planning and commissioning of all services – Participation Strategy</p>	<p>Number and % of primary and post-primary schools with an independent School Council (?)</p> <p>% of Y8 and Y12 pupils who report that their school has a School Council, and who think that the Council is an effective way for pupils to put their views across (YPBAS)</p> <p>Number and % of youth clubs with Youth Committees/ Forums (?)</p> <p>Number and % of district councils with Youth Councils (?)</p> <p>% of Y8 and Y12 pupils who report that they feel they have the chance to give their views about issues that affect them, and think that their views are listened to (YPBAS)</p> <p>% of Y8 and Y12 pupils who give their views to specific individuals/ groups (eg parents, teachers, health professionals, politicians, civil servants, youth workers, school council, organisations that help children and young people) (YPBAS)</p>	<p>Qualitative research with children, young people, and parents/ carers about their involvement in the planning, development and evaluation of children’s services, whether they felt their views were respected/ acted on, and their suggested improvements re participation in service planning and commissioning</p>

Initiate child rights benchmarking		
Equal access and take up of services across the Section 75 groups – to address in particular unequal access related to disability, gender, minority ethnic status and sexual orientation		
Address the impact of rurality on equal access		
Training on rights for children, parents and staff in all agencies	<p>Legislative reform to ensure that the UNCRC is included in the statutory primary and post-primary school curriculum (?)</p> <p>% of P4, Y8 and Y12 children who report that they have heard of the UNCRC (YPBAS)</p> <p>% of P4, Y8 and Y12 children who have received education about human rights, children's rights and the UNCRC as part of the school curriculum (?)</p> <p>% of P4, Y8 and Y12 children who report that the principles and values of the UNCRC were part of the structures and everyday practice in their school (?)</p>	<p>Qualitative research with parents/carers receiving services about whether they have received information about children's rights. If so, whether/ how this information had positively changed their relationships with their children</p> <p>Qualitative research with staff in professions working for/with children (eg law enforcement officials, judges and magistrates, immigration officials, teachers, health personnel, social workers, personnel in child-care institutions) about whether they have received initial and/or in-service training about human rights, children's rights and the UNCRC. If so, whether/ how this information has informed their work with children and young people</p> <p>Qualitative research with staff in professions working with children about whether they have received guidance and codes of conduct which refer to children's rights and the UNCRC. If so, whether/ how</p>

		this has affected their practice
Address inequalities in budget spend on children compared to other UK areas	<p>Proportion of Government spend on children across all departments</p> <p>% of personal and social services budget spent on children under 18 in Northern Ireland (compared with the proportion spent in Scotland, Wales and England) (NICCY/ Save the Children)</p> <p>Personal and social services expenditure (£) per 0-17 year old in Northern Ireland (compared with expenditure in Scotland, Wales and England) (NICCY/ Save the Children)</p> <p>Spend per child in pre-school, primary and post-primary school (£) in Northern Ireland (compared with spend per school child in Scotland, Wales and England) (?Save the Children)</p>	
Information systems which enable the collection and analysis of disaggregated data (using Section 75 categories and the 'vulnerable groups' identified in Chapter 3 of the <i>Regional Children's Services Plan</i>)	Disaggregated data relating to each indicator will highlight groups experiencing inequalities and disparity in realisation of their rights. This information will be used to inform determination of future priorities and allocation of budgets at regional and local levels. It will also inform development of indicators for specific 'vulnerable' groups	
Promotion of UNCRC rights through dissemination of the 2008 Concluding Observations of the UN Committee on the		Qualitative research with service managers and practitioners about whether they have heard about the UN

Rights of the Child		Committee's 2008 Concluding Observations. If so, whether/ how these have informed policy and practice in their area of work
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