



An Indicator Set for



**BETTER  
OUTCOMES  
BRIGHTER  
FUTURES**

The national policy framework  
for children & young people  
2014–2020



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## REPORT AUTHORS

The development of the Better Outcomes, Brighter Futures indicator set has been undertaken by the Research and Evaluation Unit at the Department of Children and Youth Affairs (DCYA), in collaboration with the Centre for Effective Services (CES).

This report, *An Indicator Set for Better Outcomes, Brighter Futures*, was produced by the Research and Evaluation Unit, DCYA. We would like to acknowledge support from the CES in the early stages of the report production.

## ACKNOWLEDGEMENTS

We would like to thank and acknowledge the contribution of all those who have been involved in the design and development of the indicator set, in particular those involved in the implementation structures of Better Outcomes, Brighter Futures, the members of the Expert Advisory Panel, those who participated in the Delphi Process (the method used to develop the set - see section 2.3), as well as the people and organisations who participated in the bilateral consultation process.

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## MINISTER'S FOREWORD

It is my great privilege as Minister for Children and Youth Affairs to launch the report on the indicator set for *Better Outcomes, Brighter Futures, the national policy framework for children and young people 2014–2020*. *Better Outcomes, Brighter Futures* sets out the Government's agenda and its priorities in relation to children and young people up to the age of 24. It represents a whole-of-government effort to improve outcomes for children and young people.

This report presents the set of indicators for children and young people developed for and aligned with *Better Outcomes, Brighter Futures*. This indicator set reflects a broad picture of children's and young people's lives, and will serve as an important resource for all of those involved in policy relating to children and young people. The report identifies and combines data from a range of sources, including administrative, survey and census data. It serves to underline the significant amount of statistical information on children and young people available to us, while also highlighting important gaps and identifying the need for further data development in certain areas.

In addition to the presentation of the *Better Outcomes, Brighter Futures* Indicator set, this report includes recent high-level summary data on each indicator, as well as detailed information on each data source. This is the foundation for further work being undertaken by my Department, which is the ongoing development and publication of a disaggregated dataset capturing detailed data on each indicator by important subgroups of the population. This will support and enable us to track progress across BOBF outcomes and aims, as well as assist in the prioritisation of policy objectives.

I would like to acknowledge the contribution of all those involved in supporting my Department to develop the *Better Outcomes, Brighter Futures* Indicator set, as well as thank all Government Departments, agencies and research organisations involved in the identification and compilation of relevant data.

I welcome the publication of this report and its contribution to our knowledge of the lives of children and young people across the outcomes and aims of *Better Outcomes, Brighter Futures*. It will support our goal of making Ireland one of the best places in the world in which to be a child.

**Dr Katherine Zappone, TD**

*Minister for Children and Youth Affairs*

*September 2017*

## EXECUTIVE SUMMARY

This report presents an indicator set for Better Outcomes, Brighter Futures (BOBF). *Better Outcomes, Brighter Futures: The national policy framework for children and young people 2014–2020* sets out the Government’s agenda and priorities in relation to children and young people up to the age of 24.

This report is the first of a number of planned outputs by the Department of Children and Youth Affairs (DCYA) on the BOBF indicator set. A methodology report that will detail and describe the methodological process used to develop this indicator set will be published later in 2017. Further detailed reporting of the data on each indicator, by different subgroups in the population (where possible), will also be undertaken. This disaggregation of the data will provide more information about variations in outcomes for different groups of children and young people. It is intended to publish these data in an electronic format and to update them over time.

The purpose of the indicator set is to track progress for children and young people aged 0–24 across the five national outcomes outlined in BOBF. While BOBF indicators will not explain how or whether a particular action or commitment in the policy framework has given rise to, or caused, a particular outcome, they are important because they will:

- Help to track progress towards outcomes
- Assist in identifying trends
- Contribute to priority setting or resetting
- Inform policy formulation and service provision
- Provide for international comparisons, where possible.

The methodology used to develop the indicator set has involved a number of phases, including a literature review and compilation of a data inventory; the establishment of, and consultation, with an expert panel; a Delphi process; a review of consultations with children and young people; and bilateral consultations with experts and policy-makers in Government Departments and agencies.

The indicator set covers 70 indicator areas, with between one and four indicators per area. In some cases, more than one indicator is required for an indicator area to ensure coverage of younger and older age groups. In some instances, it has not been possible to identify appropriate data indicators for indicator areas. In these cases, ‘placeholders’ are noted in the report.

For each indicator, data are presented (where available) for the closest time point to the establishment of BOBF in 2014 (Baseline) and for the most recent period available (Most recent).

The indicator set represents a significant resource to support the policy framework and the work of Government Departments and others involved in the implementation of BOBF. It provides a broad picture of:

- How children and young people in Ireland are faring in terms of how active and healthy they are
- The extent to which they are achieving their full potential in learning and development
- How safe and protected they are from harm
- How economically secure they are
- How connected, respected and engaged they are in society.

Examples of some highlights of the indicator set are illustrated in Figure 1.

Figure 1: Better Outcomes, Brighter Futures Indicator Set – some highlights



**Active & healthy,  
physical & mental  
wellbeing**

**In both 2012 and 2015  
17%** of first class pupils were  
categorised as overweight.



**In 2015, 80%**  
of 16–19 year-olds had  
participated in sport in the past week  
– an increase of **4%** from 2013.

**In 2016,  
one in five (20%)**  
of 15–24 year-olds  
smoked daily or  
occasionally.

**Achieving  
full potential  
in all areas of  
learning &  
development**

**In recent years, 90%**  
of all post-primary pupils have  
completed their Leaving Certificate.



**In 2015, 74%** of  
15 year-olds felt  
like they belonged  
at school. This was  
a decrease from  
**79%** in 2012.

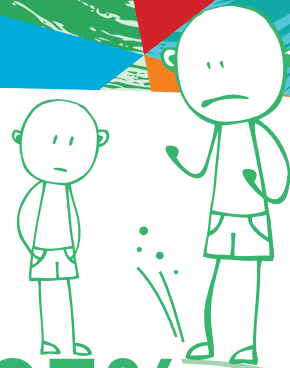


**In 2014,  
47%**  
of 11–17 year-olds  
were happy  
with life.



Safe & protected  
from harm

In 2016, 58%  
of 18–22 year-olds in receipt  
of aftercare were in  
full-time education.



In 2016, more than  
**24,000 children**  
were in receipt of family  
support services.

In 2014 **25%**  
of 11–17 year-olds had  
experienced bullying in school  
in the previous few months  
– an increase from 24% in 2010.

Economic security  
& opportunity

In 2016,  
2,505 0–17 year-olds  
and 765 18–21 year-olds  
experienced homelessness.

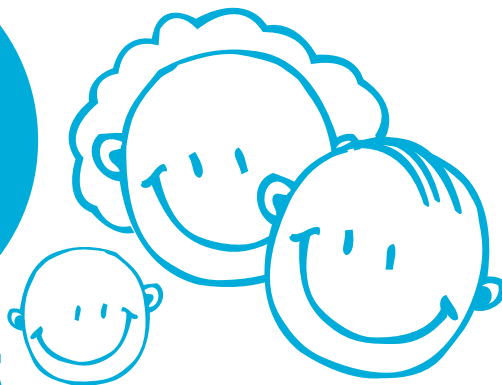


As of 2017, youth unemployment  
(young people aged 20–24 years) stands at 12% – a  
substantial decrease from almost 24% in 2014.

96% of children  
and young people  
have Internet  
access at home.

Connected,  
respected &  
contributing to  
their world

In 2015,  
**73%** of 15 year-olds reported spending  
time just talking with parents – an  
increase of 5% on the 2012 figure.



In 2014,  
13% of young people  
aged between 18 and 24  
years had  
experienced  
discrimination.





# INTRODUCTION

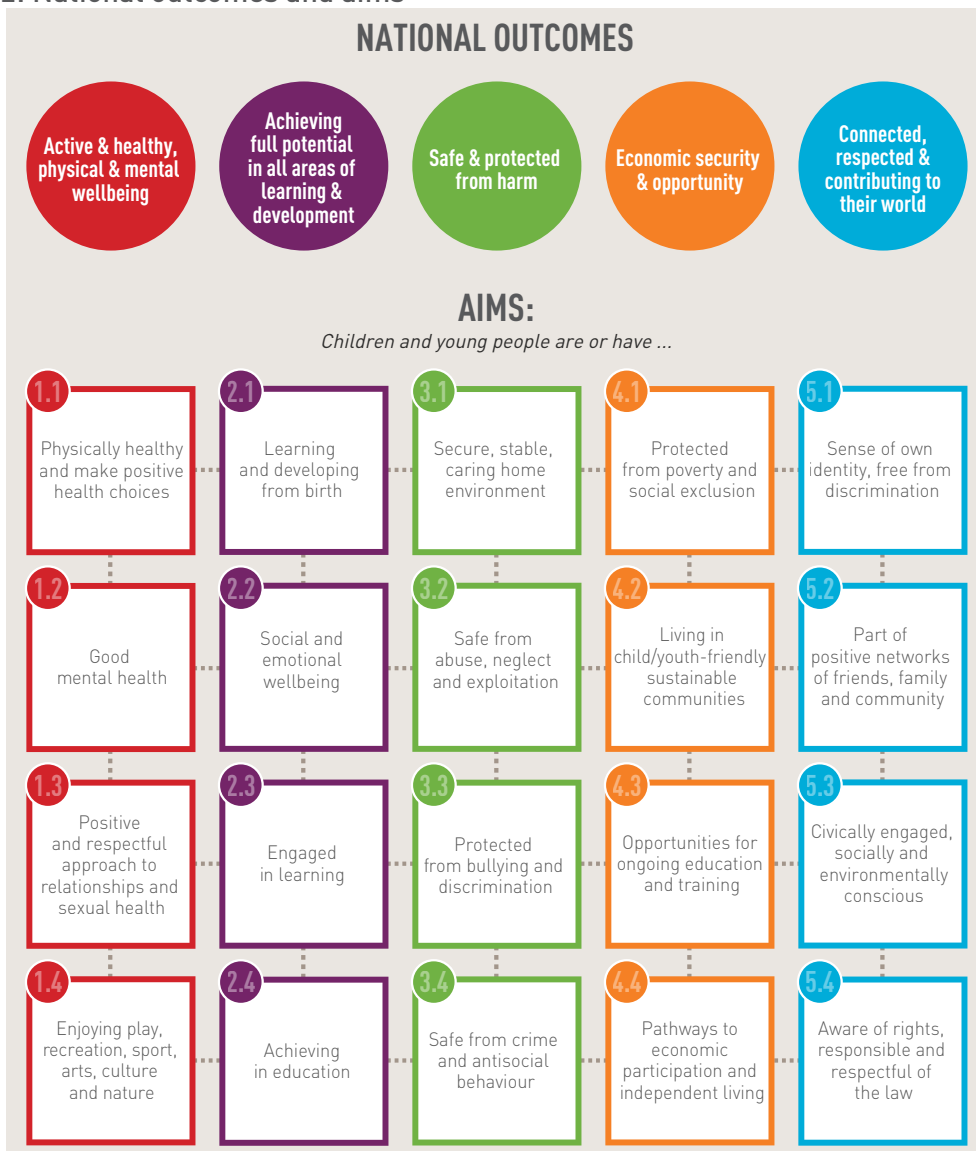
## 1.1 An indicator set for Better Outcomes, Brighter Futures

*Better Outcomes, Brighter Futures: The national policy framework for children and young people 2014–2020* sets out the Government’s agenda and priorities in relation to children and young people up to the age of 24.

**Better Outcomes, Brighter Futures** (BOBF) represents a whole-of-government effort to improve outcomes for children and young people and recognises the shared responsibility of achieving these results, and the importance of doing so within existing resources. It is rooted in the State’s commitments under the United Nations Convention on the Rights of the Child (UNCRC).

BOBF adopts an outcomes approach based on the five national outcomes for children and young people. The outcomes are that children and young people will: be active and healthy; achieve in all areas of learning and development; be safe and protected from harm; experience economic security and opportunity; and be connected, respected and contributing to their world. These outcomes are interconnected and reinforcing, and are supported in each case by four specific aims (see Figure 2).

Figure 2: National outcomes and aims





With a view to achieving a holistic picture of the lives of children and young people, the policy framework included a commitment to develop a set of indicators directly aligned with the outcomes and aims of BOBF.<sup>1</sup> Work on the development of the indicator set has been undertaken by the Research and Evaluation Unit at the Department of Children and Youth Affairs (DCYA), in collaboration with the Centre for Effective Services (CES).

## 1.2 Structure of the report

This report presents the set of indicators for children and young people developed for and aligned with *Better Outcomes, Brighter Futures: The national policy framework for children and young people 2014–2020*. The aim of this indicator set is to track progress for children and young people aged 0–24 years across the five national outcomes outlined in BOBF.

This report is set out as follows:

**Section 1 Introduction** provides a short account of the national policy framework and the context for the development of the Better Outcomes, Brighter Futures indicator set, including an outline of the report structure.

**Section 2 Overview of the BOBF indicator set** provides an outline of the purpose of the set and the process undertaken to develop it. It also includes an overview of each indicator area and indicator by BOBF outcome and aim, an outline of the key features of the set, an overview of the presentation of the indicators and related data, as well as guidance on interpreting the information included in this report.

**Section 3 Key data on children and young people in Ireland** presents key sociodemographic data on children and young people in Ireland. This section includes the most recently available demographic information about children and young people in Ireland to set a context for the indicators.

**Section 4 Better Outcomes, Brighter Futures indicator set** presents the BOBF indicator set. The indicators are presented under the outcomes and aims of BOBF. Aggregate or summary-level data on each indicator are provided and for two time points (where possible) to reflect change over time. Indicators and data presented in this section should be read with reference to, and in conjunction with, Section 2.5 and Section 5.

**Section 5 Indicator definitions and data sources** presents important details on each indicator and data source. It includes (for each indicator) the measure used, the data source, the frequency of data collection, the indicator's relevance to BOBF, and whether the indicator is included in the *State of the Nation's Children* report (2005). Indicators and data presented in Section 4 should be read with reference to, and in conjunction, with Section 2.5 and Section 5.

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<sup>1</sup> According to the BOBF national policy framework, p. 124, 'A comprehensive indicator set to support the measurement of the five national outcomes will be developed in 2014, building on the National Set of Child Well-being Indicators.'

**Appendix** (UNCRC Articles mapped to the five national outcomes) highlights links between the five outcome areas and Articles in the UN Children’s Rights Convention (UNCRC).<sup>2</sup> While the indicator set has been developed specifically as a resource to support the BOBF policy framework, and is not a children’s rights indicator set per se, links to the UNCRC highlight the important relationship between the indicators and the Convention.

### 1.3 Future reporting

The publication of the indicator set for Better Outcomes, Brighter Futures and associated summary data is the first of a number of planned outputs by the Department of Children and Youth Affairs. A methodology report that will detail and describe the methodological process used to develop this indicator set will also be published later in 2017. A summary outline of the methodology used to develop this indicator set is outlined in Section 2.3.

Further detailed reporting of the data on each indicator by different subgroups in the population (where possible) will also be undertaken. This includes, for example, indicator data reported by age, gender, social class or membership of the Traveller community. This disaggregation of the data will provide more information about variations in outcomes for different groups of children and young people. It is intended to publish these data in an electronic format and to update them over time.

Indicators have been developed by DCYA in the context of the *National Strategy on Children and Young People’s Participation in Decision-Making 2015–2020* to measure progress on implementing BOBF commitments on the participation of children and young people in decision-making on issues that affect their lives.<sup>3</sup>

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<sup>2</sup> The UNCRC recognises the specific rights and vulnerabilities of children and promotes greater protection of children around the world. It is a legally binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities. Ireland ratified the Convention in 1992.

<sup>3</sup> [https://www.dcy.gov.ie/viewdoc.asp?fn=%2Fdocuments%2FNational-Strategy%2FFirst\\_Annual\\_Report\\_on\\_Implementation\\_2016.html](https://www.dcy.gov.ie/viewdoc.asp?fn=%2Fdocuments%2FNational-Strategy%2FFirst_Annual_Report_on_Implementation_2016.html)

A large, stylized number '2' is rendered in a lighter shade of green against a darker green background. The number is positioned on the right side of the page, with its top curve extending towards the top right and its bottom curve extending towards the bottom right. The text is centered horizontally and vertically within the upper portion of the '2' shape.

# **OVERVIEW OF THE BOBF INDICATOR SET**

## 2.1 What are indicators?

An indicator provides evidence that a certain condition exists or that certain results have or have not been achieved. In the context of public policy, indicators enable decision-makers to track progress towards the achievement of intended outputs, outcomes, goals, and objectives. Indicators can measure inputs, process, outputs, and outcomes. Effective indicators provide a sense of whether expected results are being achieved. However, they do not explain why results are or are not achieved, links between interventions and outcomes, or actions that should be taken to improve results. Indicators are best used to highlight trends or issues that need further exploration and explanation, rather than to determine success or failure.

## 2.2 The purpose of the BOBF indicator set

The purpose of the indicator set is to track progress for children and young people aged 0–24 across the five national outcomes outlined in BOBF. The indicators included in the BOBF indicator set are aligned with the five national outcomes for children and young people, and help to provide a signal of progress towards achieving these outcomes. While these indicators do not explain how or whether a particular action or commitment on the policy framework has given rise to, or caused, a particular outcome, they are important because they:

- Help track progress towards improving outcomes for children
- Assist in identifying changes and/or trends
- Contribute to priority setting or resetting
- Inform policy formulation and service provision
- Provide for international comparisons, where possible.

The indicator set represents a significant resource to support the policy framework and the work of Government Departments and others involved in the implementation of BOBF. It provides a broad picture of:

- How children and young people in Ireland are faring, in terms of how active and healthy they are
- The extent to which they are achieving their full potential in learning and development
- How safe and protected they are from harm
- How economically secure they are
- How connected, respected and engaged they are in society.

## 2.3 The process used to develop this indicator set

The process used to develop the indicator set adopted and built on the methodology used by the National Children's Office in 2005 to develop a set of child well-being indicators, which have been reported biennially since then in the DCYA *State of the Nation's Children* (SONC) reports.<sup>4</sup>

<sup>4</sup> The biennial *State of the Nation's Children* report is based on the [National Set of Child Well-Being Indicators](#) published in 2005. It has been published every two years since 2006.

While there are some common indicators between the SONC and BOBF indicator sets, there are also a number of key differences between the two sets. The BOBF set is designed to align to the five national outcomes of BOBF and has been developed specifically as a resource to support the ongoing implementation of BOBF and its constituent strategies.<sup>5</sup> The BOBF indicator set covers the age range 0–24 years. This is wider than SONC, which encompasses indicators on child well-being between 0 and 18 years. The BOBF indicator set includes and retains indicator areas (selected for inclusion in the set as part of the development process) where the identification of indicator data has not been possible. (For further information, please see Section 2.4 on the use of ‘placeholders’.) The methodology used to develop the BOBF set was also informed by the approaches undertaken more recently by the Department of Health (DoH) in developing an indicator set aligned to the Healthy and Positive Ageing Outcomes Initiative;<sup>6</sup> and the development of the Healthy Ireland indicator set.<sup>7</sup>

The process of developing this indicator set has encompassed a number of phases, including:

- The data preparation phase, involving a review of literature and other indicator sets; the compilation of an indicator inventory; the identification of potential measures and data sources; and the grouping of indicators into indicator areas.
- The establishment and convening of an expert panel of academics and policy-makers in key areas to provide advice, guidance and feedback on each stage of the process.<sup>8</sup>
- The development and application of selection criteria to help prioritise indicator areas from the inventory for inclusion in a Delphi process. Selection criteria focused on two main requirements: policy relevance and technical merit.
- A Delphi process,<sup>9</sup> which involved a series of surveys of those involved in BOBF governance structures, as well as other experts working in areas relevant to the five BOBF outcome domains. The aim of the Delphi process was to help inform agreement on priority indicator areas.
- A review of findings from children and young people’s consultations undertaken in recent years by DCYA to help identify indicator areas important to children and young people, and to ensure that they were reflected in the final set.

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<sup>5</sup> Better Outcomes, Brighter Futures comprises three constituent strategies in the areas of participation, youth and early years. *The National Youth Strategy (2015–2020)* and the *National Strategy on Children and Young People’s Participation in Decision Making (2015–2020)* were published in 2015. The National Early Years Strategy is currently being drafted.

<sup>6</sup> A joint programme of work between the Department of Health, The Atlantic Philanthropies, the HSE’s Health and Wellbeing Division, and Age Friendly Ireland, to monitor and promote older people’s health and well-being in Ireland.

<sup>7</sup> Ireland’s national framework for action to improve the health and well-being of the people of Ireland.

<sup>8</sup> The Expert Advisory Panel membership included: Professor Mark Morgan (St Patrick’s College), Dr Áine McNamara (Health Service Executive), Professor Michael Rigby (Dublin City University), Dr Helen McAvoy (Institute of Public Health), Professor Trevor Spratt (Children’s Research Centre, Trinity College Dublin), Professor James Williams (Economic and Social Research Institute and Principal Investigator of the Growing Up in Ireland Study), Dr Claire Hickey (Centre for Effective Services), Jim Walsh (Department of Social Protection), Dr Nicola Carr (Queen’s University Belfast), Cormac Halpin (Central Statistics Office), and Professor Dymphna Devine (University College Dublin).

<sup>9</sup> The Delphi technique is a process for achieving consensus across a group of experts through a series of online surveys.

- Bilateral meetings (face to face and by phone) with a range of Government Departments, agencies and experts to consult on indicator areas prioritised by the Delphi process and inform the identification of appropriate data measures for each indicator area.<sup>10</sup>
- The development of draft indicator set, drawing on the outcome of the Delphi process, feedback from the Expert Advisory Panel and bilateral meetings and discussions with Government Departments and agencies.

## 2.4 An overview of the indicator set

The set of indicator areas and indicators aligned with BOBF were determined and agreed through the development process outlined in Section 2.3. The set includes over 100 indicators across 70 indicator areas, with one or more indicator per indicator area. These span the five BOBF outcomes, and the four aims associated with each of these outcomes.

Table 1 provides an overview of the indicator areas included in the BOBF indicator set, organised according to the outcomes and aims of BOBF. All 70 indicator areas and related indicators are presented in a data table in Section 4.

**Table 1: Indicator Set**

Outcome	Aim	Indicator areas	
1. Active and healthy	Aim 1.1: Physically healthy and make positive health choices	1. Breastfeeding 2. Healthy weight 3. Immunisation uptake	4. Physical activity levels 5. Risky health behaviours 6. Mortality rate by cause and age
	Aim 1.2: Good mental health	7. Positive perceived mental health and well-being 8. Self-harm	9. Parental mental health 10. Access to child and adolescent mental health services
	Aim 1.3: Positive and respectful approach to relationships and sexual health	11. Early sexual activity 12. Teenage pregnancy 13. Knowledge about sexual health	
	Aim 1.4: Enjoying play, recreation, sport, arts, culture and nature	14. Participation in sport, leisure and recreational activities 15. Play	16. Screen time

<sup>10</sup> This included meetings and discussions with representatives from: the Department of Education and Skills; the Department of Health; the Department of Social Protection; the Ombudsman for Children’s Office; units within the Department of Children and Youth Affairs; the Department of Justice; COSC (The National Office for the Prevention of Domestic, Sexual and Gender-Based Violence); the National Educational Psychological Service (NEPS); Tusla; Health Service Executive (HSE); the Department of Housing, Planning and Local Government; and the Educational Research Centre, St Patrick’s College.

Outcome	Aim	Indicator areas	
<b>2. Achieving full potential in learning and development</b>	<b>Aim 2.1: Learning and developing from birth</b>	17. Screening for growth and development 18. Quality of pre-school home learning environment	19. Access to speech and language therapy services 20. Achieving expected level of development in communication, language and literacy
	<b>Aim 2.2: Social and emotional well-being</b>	21. Positive self-perception 22. Social and emotional well-being, skills and behaviour	23. Coping with schoolwork load/exam stress
	<b>Aim 2.3: Engaged in learning</b>	24. School attendance 25. Quality of education services 26. Participation in early childhood care and education services	27. School retention (i.e. completion of Leaving Certificate) 28. Experience of transitions 29. School connectedness and enjoyment
	<b>Aim 2.4: Achieving in education</b>	30. Academic achievement in English literacy 31. Academic achievement in maths and science	32. Inequality in academic attainment
<b>3. Safe and protected from harm</b>	<b>Aim 3.1: Secure, stable, caring home environment</b>	33. Households where parental drug abuse or harmful alcohol use occurs 34. Households where domestic violence occurs	35. Access to parent and family support services
	<b>Aim 3.2: Safe from abuse, neglect and exploitation</b>	36. Experience of abuse 37. Access to relevant services in cases of suspected abuse	38. Health and well-being of children and young people in care and aftercare
	<b>Aim 3.3: Protected from bullying and discrimination</b>	39. Experience of discrimination 40. Experience of being bullied	41. Experience of bullying others
	<b>Aim 3.4: Safe from crime and antisocial behaviour</b>	42. Crimes committed on children and young people 43. Levels of offending by children and young people	
<b>4. Economic security and opportunity</b>	<b>Aim 4.1: Protected from poverty and social exclusion</b>	44. Consistent poverty 45. Deprivation	46. Children and young people in jobless households 47. Impact of social welfare transfers on poverty
	<b>Aim 4.2: Living in child/youth-friendly sustainable communities</b>	48. Homelessness 49. Safe play and recreational spaces for children and young people	50. Perception of antisocial behaviour and crime 51. Inadequate housing condition
	<b>Aim 4.3: Opportunities for ongoing education and training</b>	52. Early leavers from education and training 53. Participation in further and higher education and training	54. Computer and Internet access
	<b>Aim 4.4: Pathways to economic participation and independent living</b>	55. Young people not in education, employment or training 56. Young people exiting unemployment	57. Youth employment
<b>5. Connected, respected and contributing to their world</b>	<b>Aim 5.1: Sense of own identity, free from discrimination</b>	58. Discrimination and stigmatisation 59. Experience of sense of freedom	60. Peer acceptance and respect
	<b>Aim 5.2: Part of positive networks of friends, family and community</b>	61. Having at least one caring and consistent adult to confide in 62. Positive parent and family relationships	63. Positive relationships with peers 64. Perceptions of being valued and respected
	<b>Aim 5.3: Civically engaged, socially and environmentally conscious</b>	65. Belief in being able to make a positive contribution to the world 66. Volunteering and altruism	67. 18–24 year-olds who vote in local, regional, national or European elections or referenda
	<b>Aim 5.4: Aware of rights, responsible and respectful of the law</b>	68. Children and young people's awareness of their rights 69. Respect for laws and the judicial process	70. Perception of fairness of the law

The BOBF indicator set has a number of key features:

### The indicator set as a whole

While the BOBF framework facilitated the identification and selection of the indicator areas and indicators by outcome and aim, the indicator set should be considered as a whole. It is noted that several indicators sit equally well as an indicator in more than one outcome or aim.

### The number of indicator areas and indicators

There are 70 indicator areas and over 100 indicators in the BOBF indicator set. A number of factors had a bearing on the high number of indicators included in this set: the wide age range for BOBF spanning 0–24 years; the breadth of policy areas covered under the outcomes and aims of BOBF; and the inclusion of a mix of indicator types (ranging from more objective and clearly defined indicators, such as mortality, to more subjective measures capturing the views of children and young people, such as life satisfaction).

### The use of placeholders

Where it has not been possible to identify appropriate indicator data for an indicator area, a range of markers known as ‘placeholders’, are included in the indicator set. The inclusion of placeholders ensures that areas which were identified as important in the indicator development process, but for which it was difficult to identify available data, were not omitted from the set. The inclusion of placeholders identifies data gaps and highlights the need for further data development in these areas. Reporting on the indicators into the future will encompass a regular review of data, so that new data supporting the inclusion of new indicators can be incorporated into the set over time, either to improve existing indicators or replace placeholders.

Until suitable data sources to support the selection and inclusion of indicators in certain indicator areas are identified or become available, placeholders will include most relevant available data (where possible), for example, data from once-off, infrequent or longitudinal surveys, such as special modules in the Quarterly National Household Surveys (QNHSs) or Growing Up in Ireland (GUI). In the case of some placeholders, it has not been possible to identify any relevant data source. There are three types of placeholders in this report, as shown in Table 2.

**Table 2: Types of placeholders**

Placeholder type	Description
Type 1	Placeholders for which there are no data
Type 2	Placeholders for which there are useful regular data, but more appropriate or relevant data may be in development
Type 3	Placeholders for which there are useful data from once-off, infrequent or longitudinal surveys, such as special modules in the QNHS or GUI, the national longitudinal study of children in Ireland



## The use of Growing Up in Ireland data

Growing Up in Ireland – the National Longitudinal Study of Children in Ireland focuses on developmental trajectories of the same children over time rather than on trends in the child population. For this reason, Growing Up in Ireland (GUI) is not the most suitable data source for inclusion in an indicator set.

In addition to providing data for placeholders, as shown in Table 2, analysis of GUI data can provide critical insights into the factors associated with particular outcomes for children and young people. More detailed analysis can be undertaken, using GUI data, to support interpretation and explanation and thus contribute to a better understanding of why there may be changes in certain indicators over time.

## 2.5 The presentation of the indicator set and related data

The BOBF indicator set represents a significant resource to support the implementation of the policy framework. The contextual sociodemographic data presented in Section 3 set out a range of key statistics for the population of children and young people in Ireland aged 0–24, drawn from Census of Population data. Section 4 presents the Better Outcomes, Brighter Futures indicator set. It also reports data (where available) for each indicator at aggregate or summary level. It includes data for two time points (where possible), the most recently available data for each indicator (Most recent) and for the closest earlier time point to the establishment of BOBF in 2014 (Baseline).<sup>11</sup> The BOBF indicator set is presented under each BOBF outcome and aim. For each indicator, the following information is presented:

1. A summary definition of each indicator
2. The age range to which the indicator corresponds
3. Data for the closest time point to the establishment of BOBF in 2014 (Baseline)
4. Data for the most recent period available (Most recent)
5. Change in the data between the baseline and the most recently available period is represented in a simple graphical format and is categorised as detailed in Table 3.

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<sup>11</sup> Baseline data are presented for each indicator at an aggregate level for 2014, or most recently available, to coincide with the establishment of BOBF in 2014. Data prior to 2014 are included only where 2014 data are not available or where 2014 data are the most recent data available. In these cases, data from an earlier point are presented as the baseline (e.g. data from the Health Behaviour in School-aged Children (HBSC) study are only available for 2010 and 2014). 2015 data are included in a small number of instances where no data are available prior to 2015.

**Table 3: Change in the data between the baseline and the most recently available period**

Change	Meaning	
↑	Data increasing	By 1% or more
↓	Data decreasing	By 1% or more
≈	Data show broadly constant or no significant movement/relatively static	No change/less than 1% change
N/A (not applicable)	Insufficient data available to determine a change	Only one data point available, or data points are not strictly comparable over time

Indicators and summary data presented in Section 4 should be read in conjunction with the detailed information on each indicator and associated data sources presented in Section 5, and with reference to the points outlined below. Further consideration and analysis of each indicator and past data trends are required to determine if change is meaningful. Readers should note the following points when interpreting the data:

**Table 4: Reading the indicator data - some considerations**

- This report provides aggregate figures for the indicators. Data are not broken down by gender, socioeconomic status, geographic location, etc. Aggregated data may mask important differences between subgroups. For example, in some cases data are reported for a broad age group (e.g. 0–24 years). Data and changes over time in data may mask important differences between ages. Disaggregated data will be reported where possible in the next phase of this project.
- Changes over time are indicated in the ‘Change’ column, where data have changed by 1% or more over the period shown. Changes indicated in the ‘Change’ column refer only to differences between the baseline data and most recent data. Further consideration and analysis of each indicator and past data trends are required to consider if, and the extent to which, change is meaningful.
- Data for the indicators presented are collected at different intervals. Thus, data presented under ‘Baseline’ and ‘Most recent’ columns include data from different years and spanning different time intervals. For example, some data are collected annually and other data every five years. Therefore, changes in the data reflect change over different years and across different periods, depending on the frequency of data collection.
- In some cases, data are expressed as absolute numbers rather than as percentages of the population or relevant subsamples. Changes in numbers should be considered in the context of the underlying population change, with particular attention being paid to changes over longer periods, where there may be larger changes in the underlying population. Change has been applied to the values presented in the indicator, regardless of whether the indicator is in absolute numbers terms or in percentage terms.

- The data supporting this indicator set have been provided by a range of data providers and come from a variety of data sources. Each data provider has verified the accuracy of the data in this report. Criteria for selecting the data for the indicators included the requirement for frequently collected, transparent and internationally comparable data, where possible. It is noted that quality assurance of the data beyond that undertaken by the data provider was not part of the process in the development of this indicator set.
- Indicators serve as a signal as to whether expected results are being achieved. They enable decision-makers to assess progress towards the achievement of desired outcomes. However, they do not answer questions about why and how results are achieved, or actions that should be taken to improve results. Indicators are best used to point to results that need further exploration and explanation, rather than as definitive assessments of success or failure.



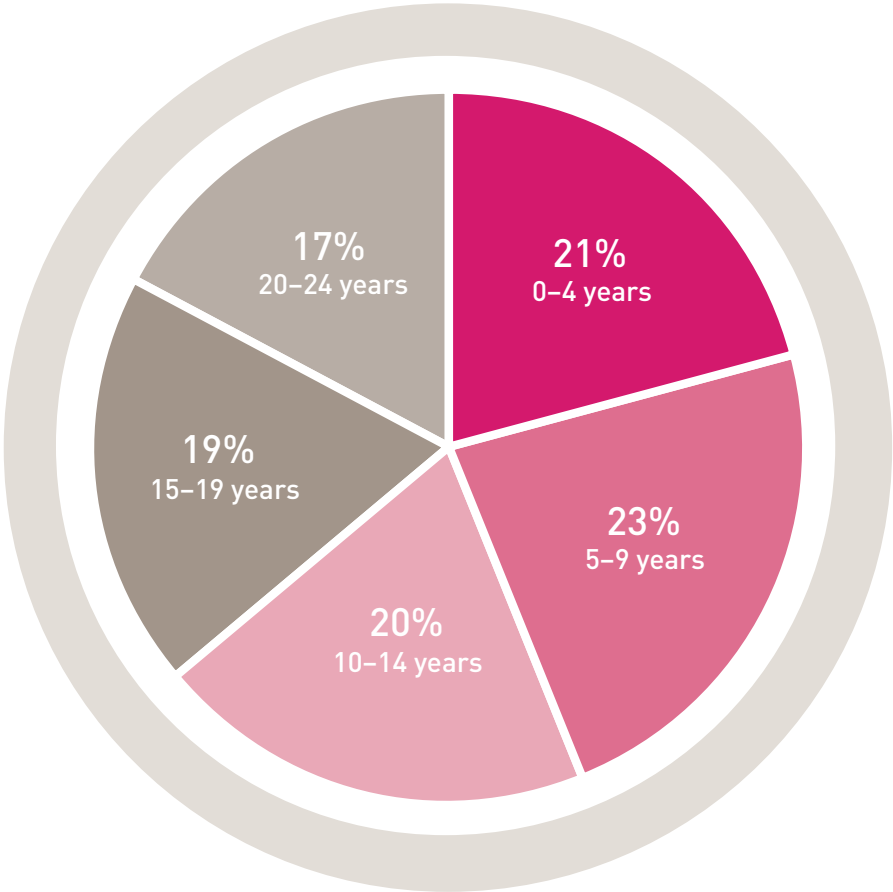
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# **KEY DATA ON CHILDREN AND YOUNG PEOPLE IN IRELAND**

The contextual sociodemographic data presented in this section set out a range of key statistics for the population of children and young people in Ireland aged 0–24, drawing in the main from Census of Population data. These population subgroups will form the basis for future, detailed and disaggregated reporting of data on each indicator. This refers, for example, to the reporting of indicator data by age, gender, social class or membership of the Traveller community. Future reporting of each indicator at a disaggregated or subgroup level will provide additional information about variations in key indicators for different subgroups of the population of children and young people. It is intended to publish these data in a electronic format and to update it over time.

In 2016, there were 1,583,004 children and young people aged 24 and under living in Ireland.<sup>12</sup> This represented a third of the total population. Of these, 51% were male and 49% were female.

**Figure 3: 2016 population by age group**



<sup>12</sup> CSO Census 2016 Summary Results – Part 1.

Table 5: Children and young people in Ireland – key data

	Age range	Baseline year	Most recent year	Change <sup>13</sup>	
<b>Demographic data – Census of Population<sup>14</sup></b>					
<b>Population</b>	0–24 years	1,559,840	1,583,004	↑	
	0–14 years	979,590	1,006,552	↑	
	0–17 years	1,148,687	1,190,502	↑	
	15–24 years	580,250	576,452	≈	
	18–24 years	411,153	392,502	↓	
			2011	2016	
<b>Of which, the (i) number and (ii) percentage of the population in that age group<sup>15</sup> that are</b>					
<b>Members of the Traveller community</b>	0–24 years	(i) 18,018	(i) 18,186	≈	
		(ii) 1.2%	(ii) 1.1%	≈	
		2011	2016		
<b>Non-Irish nationals</b>	0–14 years	(i) 78,569	(i) 65,641	↓	
		(ii) 8.0%	(ii) 6.5%	↓	
			2011	2016	
	15–24 years	(i) 68,187	(i) 62,048	↓	
(ii) 11.8%		(ii) 10.8%	↓		
		2011	2016		
<b>Disabled or have long-lasting conditions or difficulties</b>	0–24 years	(i) 97,571	(i) 112,551	↑	
		(ii) 6.3%	(ii) 7.1%	≈	
		2011	2016		
<b>Children and young persons as carers<sup>16</sup></b>	0–17 years	(i) 6,449	(i) 6,108	↓	
		(ii) 0.6%	(ii) 0.5%	≈	
	18–24 years	(i) 7,784	(i) 7,039	↓	
		(ii) 1.9%	(ii) 1.8%	≈	
		2011	2016		
<b>Living in a one-parent household<sup>17</sup></b>	0–17 years	(i) 202,444	(i) 196,008	↓	
		(ii) 17.6%	(ii) 16.5%	↓	
		2011	2016		

↑ Data increasing   ↓ Data decreasing   ≈ Data show broadly constant or no significant movement/relatively static

N/A Insufficient data available to determine a change/data not strictly comparable over time

Each indicator should be read in conjunction with sections 5 (indicator definitions and data sources) and 2.5 (the presentation of the indicator set and related data section).

<sup>13</sup> Note that the changes are based on the differences between the baseline data and the most recent time point. For example, the number of persons aged 0–24 years with a disability increased by more than 1% between the 2011 and 2016 Censuses of Population. However, as the population aged 0–24 years also increased between 2011 and 2016, the number of persons with a disability as a percentage of all persons aged 0–24 years increased by less than 1%.

<sup>14</sup> CSO Census of Population 2011 and 2016 data.

<sup>15</sup> Data are presented as the percentage of the population in certain age groups where actual Census of Population figures exist and not for periods in between.

<sup>16</sup> People providing regular unpaid personal help for a friend or family member with a long-term illness, health problem or disability.

<sup>17</sup> Percentages calculated as a percentage of all children aged 0–17 years living in private households.

	Age range	Baseline year	Most recent year	Change <sup>13</sup>
<b>Other key demographic data</b>				
Enrolment of full-time students <sup>18</sup>	(i) First level	(i) 544,696	(i) 558,314	↑
	(ii) Second level (excludes PLC)	(ii) 372,296	(ii) 352,257	↓
	(iii) Post Leaving Certificate Programme (PLC)	(iii) 33,089	(iii) 31,969	↓
	(iv) Third level	(iv) 173,649 2014/2015	(iv) 180,076 2016/2017	↑
In care <sup>19</sup>	0–17 years	6,463 2014 Quarter (q) 4	6,258 2016 Quarter (q) 4	↓
In receipt of aftercare services <sup>20</sup>	18–23 years	1,685 2014 q4	1,880 2016 q4	↑
Registered on National Intellectual Disability Database (NIDD) <sup>21</sup>	0–19 years	10,160 End 2014	10,236 End 2015	≈
Registered on the National Physical and Sensory Disability Database (NPSDD) <sup>22</sup>	0–24 years	6,128 End 2014	4,315 End 2015	↓
Prevalence of special education needs among nine year-olds <sup>23</sup>	Nine year-olds	25% 2011		N/A
Separated children seeking asylum placed in care <sup>24</sup>	(i) Referrals	(i) 97 2014	(i) 126 2016	↑
	(ii) Placed in care	(ii) 86 2014	(ii) 82 2016	↓
Applications for refugee status from unaccompanied minors <sup>25</sup>	0–17 years			
	(i) number (ii) % of total number of applications received in that year	(i) 30 (ii) 2% 2014	(i) 33 (ii) 1% 2015	↑ ↓
Residents in direct provision <sup>26</sup>	24 years and under	1,584 Dec 2015	1,596 Dec 2016	≈

↑ Data increasing   ↓ Data decreasing   ≈ Data show broadly constant or no significant movement/relatively static

N/A Insufficient data available to determine a change/data not strictly comparable over time

Each indicator should be read in conjunction with sections 5 (indicator definitions and data sources) and 2.5 (the presentation of the indicator set and related data section).

<sup>18</sup> Refers to enrolments in institutions aided by the DES only.

<sup>19</sup> Tusla *Integrated Performance and Activity Report, Q4 2014 and Q4 2016*.

<sup>20</sup> Tusla *Integrated Performance and Activity Report, Q4 2014 and Q4 2016*. The Child and Family Agency provides leaving and aftercare services for young people, which are responsive and relevant to each young person's circumstances under Section 45 of the Childcare Act 1991. All young people who have had a care history with the agency are entitled to an aftercare service. Services are provided based on assessment of need, age, and the length of time the young person was in care.

<sup>21</sup> *Annual Report of the National Intellectual Disability Database Committee 2015*.

<sup>22</sup> *Annual Report of the National Physical and Sensory Disability Database Committee 2015*.

<sup>23</sup> See Banks and McCoy (2011) *A Study on the Prevalence of Special Educational Needs*. National Council for Special Education, Research Report No. 9.

<sup>24</sup> Referrals to Tusla's Team for Separated Children Seeking Asylum 2015.

<sup>25</sup> Office of the Refugee Applications Commissioner (ORAC), *Annual Report – 2015*.

<sup>26</sup> *Reception and Integration Agency Department of Justice and Equality Annual Report 2015*.



**BETTER OUTCOMES,  
BRIGHTER FUTURES  
INDICATOR SET**

This section presents the BOBF indicator set in its entirety. Please note that the second column of the following outcome tables provides a short description of each indicator. The full definition of each indicator is available in Section 5.

Each indicator should be read in conjunction with Section 5 (indicator definitions and data sources) and Section 2.5 (the presentation of the indicator set and related data section).

## Outcome 1: Active and healthy

Indicator area	Indicator	Age range	Baseline	Most recent	Change
<b>Aim 1.1: Physically healthy and make positive health choices</b>					
<b>1. Breastfeeding</b>	Breastfeeding (exclusively) on discharge	Infants	46.3% 2014	47.7% 2015	↑
	Breastfeeding at three months		35.5% 2015	38.8% 2016	↑
<b>2. Healthy weight</b>	Low birthweight	Infants	5.6% 2014	5.7% 2015	≈
	Overweight and obesity (children)	First class (7 years)	16.8% 2012	16.9% 2015	≈
	Overweight and obesity (young people)	15–24 years	29% 2015		N/A
<b>3. Immunisation uptake</b>	Meningitis C immunisation rate	<24 months	88%	87%	↓
	MMR immunisation rate		93% 2014	92% 2016	↓
<b>4. Physical activity levels</b>	Optimum physical activity (children)	11–17 years	23.7% 2010	23.1% 2014	≈
	Optimum physical activity (young people)	15–24 years	46% 2015		N/A
<b>5. Risky health behaviours</b>	Smoking monthly or more frequently (children)	11–17 years	12.3% 2010	8.3% 2014	↓
	Ever used alcohol (children)	11–17 years	48.3% 2010	37.3% 2014	↓
	Cannabis use in last year (children)	11–17 years	9.0% 2010	7.9% 2014	↓
	Ever used other illicit drugs (children)	15, 16 years	14.6% 2011	16.6% 2015	N/A
	Ever used new psychoactive drugs (children)	15, 16 years	7% 2015		N/A
	Current smokers (young people)	15–24 years	19% 2015	20% 2016	↑
	Binge drinking (young people)	15–24 years	58% 2015	54% 2016	↓
	Any illegal drug (including cannabis) use (i) ever used (ii) used in last year	15–24 years	i) 27.3% (ii) 15.1% 2010/11	i) 28.6% (ii) 18.7% 2014/15	N/A N/A

↑ Data increasing   ↓ Data decreasing   ≈ Data show broadly constant or no significant movement/relatively static  
N/A Insufficient data available to determine a change/data not strictly comparable over time

Each indicator should be read in conjunction with sections 5 (indicator definitions and data sources) and 2.5 (the presentation of the indicator set and related data section).

Indicator area	Indicator	Age range	Baseline	Most recent	Change
6. Mortality rate by cause and age	Perinatal mortality		6.3 per 1,000 2013	6.2 per 1,000 2014	≈
	Mortality by cause (i) total (ii) by suicide	0–24 years	(i) 545 (ii) 59 2014	(i) 438 (ii) 48 2016	↓ ↓
<b>Aim 1.2: Good mental health</b>					
7. Positive perceived mental health and well-being	Percentage displaying optimal levels of mental health (young people)	15–24 years	21% 2015	16% 2016	↓
	High life satisfaction (children)	11–17 years	75.4% 2010	74.5% 2015	≈
8. Self-harm	Self-harm per 100,000	5–24 years	264 2014	269 2015	↑
9. Parental mental health	Placeholder Type 3 <sup>27</sup> – Parental mental health GUI, whether child’s mother has ever been treated by medical professional for clinical depression, anxiety or nerves	9 months–5 year cohort	12.7% 2008–2009	23.4% 2013	↑
		9–13 year cohort	13.8% 2007	19.9% 2011–2012	↑
10. Access to mental health services	Received an assessment for mental health services (children and adolescents) within three months	≤18 years	67.0% 2014	67.0% 2015	≈
<b>Aim 1.3: Positive and respectful approach to relationships and sexual health</b>					
11. Early sexual activity	Sexual activity – ever had sex (adolescents)	15–17 years	27.2% 2010	26.8% 2014	≈
12. Teenage pregnancy	Births to teenagers	<18 years	278 2014	211 2016	↓
13. Knowledge about sexual health	Condom use – most recent occasion (adolescents)	15–17 years	79.5% 2010	71.6% 2014	↓
	Condom use – most recent occasion (young people)	17–24 years	66% 2015	61% 2016	↓
	(i) Sexually transmitted infections (STIs) (excludes HIV) (ii) HIV diagnoses (where sexually transmitted)	15–24 years	(i) 4,521 (ii) 35 2014	(i) 4,721 (ii) 26 2016	↑ ↓
		Comfortable talking about sexuality (adolescents)	15–17 years	75.6% 2014	

↑ Data increasing   ↓ Data decreasing   ≈ Data show broadly constant or no significant movement/relatively static

N/A Insufficient data available to determine a change/data not strictly comparable over time

Each indicator should be read in conjunction with sections 5 (indicator definitions and data sources) and 2.5 (the presentation of the indicator set and related data section).

<sup>27</sup> Refer to data source. Data presented for GUI represent the same group of children as they grow and develop over time.

Indicator area	Indicator	Age range	Baseline	Most recent	Change
<b>Aim 1.4: Enjoying play, recreation, sport, arts, culture and nature</b>					
<b>14. Participation in sport, leisure and recreational activities</b>	Engage in hobbies weekly or more frequently	11–13 years	<b>93.7%</b> 2014		<b>N/A</b>
	Sports participation in the past week (young people)	16–19 years 20–24 years	<b>75.9%</b> <b>65.6%</b> 2013	<b>80.3%</b> <b>67.6%</b> 2015	<b>↑</b> <b>↑</b>
<b>15. Play</b>	Play with family (children)	11–13 years	<b>35.5%</b> 2014		<b>N/A</b>
<b>16. Screen time</b>	High daily Internet use (more than six hours per day)	15 years	<b>3.4%</b> 2012	<b>13.6%</b> 2015	<b>↑</b>

↑ Data increasing   ↓ Data decreasing   ≈ Data show broadly constant or no significant movement/relatively static

**N/A** Insufficient data available to determine a change/data not strictly comparable over time

Each indicator should be read in conjunction with sections 5 (indicator definitions and data sources) and 2.5 (the presentation of the indicator set and related data section).

## Outcome 2: Achieving full potential in learning and development

Indicator area	Indicator	Age range	Baseline	Recent	Change
<b>Aim 2.1: Learning and developing from birth</b>					
<b>17. Screening for growth and development</b>	Developmental screening at 10 months	Infants up to 10 months	92.1% 2015	93.3% 2016	↑
<b>18. Quality of pre-school home-learning environment</b>	Pre-school learning activity at home (i) numeracy activities (ii) literacy activities	Pre-primary school/pre-first class in primary school	(i) 66% (ii) 50% 2011	(i) 60% (ii) 57% 2015	N/A N/A
<b>19. Access to speech and language therapy services</b>	Waiting more than 52 weeks for speech and language therapy (i) assessment (number waiting and percentage of all waiting) (ii) treatment (number waiting and percentage of all waiting)	0–17	(i) 313 2.3%  (ii) 1,082 12.7% July 2016	(i) 308 2.8%  (ii) 397 5.2% April 2017	↓ ≈ ↓ ↓
<b>20. Achieving expected level of development in communication, language and literacy</b>	Placeholder Type 1		not available		N/A
<b>Aim 2.2: Social and emotional well-being</b>					
<b>21. Positive self-perception</b>	Happy with the way they are	11–17 years	56.4% 2010	54.4% 2014	↓
	Body image: think they are: (i) too fat (ii) too thin	11–17 years	(i) 28.4% (ii) 12.5% 2010	(i) 28.5% (ii) 12.8% 2014	≈ ≈
<b>22. Social and emotional well-being, skills and behaviour</b>	Very happy with life at present	11–17 years	50.2% 2010	46.9% 2014	↓
	Placeholder Type 3 – Early <sup>27</sup> Social and emotional well-being, skills and behaviour	5 years	7.98 2013		N/A
	Average scores on the Strengths and Difficulties Questionnaire (SDQ)	9–13 year cohort	8.0 2007	7.1 2011–2012	N/A
	Proportion with probable mental health problems	15–24 years	10% 2015	12% 2016	↑
<b>23. Coping with schoolwork load/exam stress</b>	Schoolwork pressure	11–17 years	39.2% 2010	43.5% 2014	↑
	Placeholder Type 1 – Exam stress		not available		N/A

↑ Data increasing   ↓ Data decreasing   ≈ Data show broadly constant or no significant movement/relatively static

N/A Insufficient data available to determine a change/data not strictly comparable over time

Each indicator should be read in conjunction with sections 5 (indicator definitions and data sources) and 2.5 (the presentation of the indicator set and related data section).

Indicator area	Indicator	Age range	Baseline	Recent	Change
<b>Aim 2.3: Engaged in learning</b>					

Indicator area	Indicator	Age range	Baseline	Recent	Change
24. School attendance	Absent from school 20 days or more (primary)	Primary pupils	10.4% <small>2013/2014</small>	11.1% <small>2014/2015</small>	≈
	Percentage of student days lost – primary	Primary pupils	5.4% <small>2013/2014</small>	5.6% <small>2014/2015</small>	≈
	Absent from school 20 days or more (post-primary)	Post-primary students	15.4% <small>2013/2014</small>	16.2% <small>2014/2015</small>	≈
	Percentage of student days lost – post-primary	Post-primary students	7.5% <small>2013/2014</small>	7.7% <small>2014/2015</small>	≈
25. Quality of education services	Average class size (primary school)	Primary pupils	24.9 <small>2014</small>	24.7 <small>2016</small>	≈
	Percentage of early childhood care and education (ECCE) services that meet higher capitation criteria	N/A	46% <small>2014</small>	48% <small>2016</small>	↑
26. Participation in early childhood care and education services	Participation in pre-primary education	3 years	46%	46%	≈
		4 years	57% <small>(in primary 37%)</small>	56% <small>(in primary 36%)</small>	
		5 years	3% <small>(in primary 99%)</small> <small>2013</small>	3% <small>(in primary 98%)</small> <small>2014</small>	
27. School retention (i.e. completion of Leaving Certificate)	Leaving Certificate retention rates	School-leaving age	90.1% <small>2007 entry cohort</small>	90.2% <small>2009 entry cohort</small>	≈
28. Experience of transitions	Placeholder Type 3 <sup>27</sup> – Positive transitions				N/A
	(i) Did not complain about school (transition to primary school) – mother’s perception	5 years	(i) 73.3% <small>2013</small>		
	(ii) Percentage who agree or strongly agree to settling into secondary school – mother’s perception/child’s perception	13 years	(ii) 93.5%/ 89.9% <small>2011–2012</small>		
29. School connectedness and enjoyment	Like being in school	10 years	74% <small>2011</small>	79% <small>2015</small>	↑
	Feel like they belong at school	15 years	79.7% <small>2012</small>	73.3% <small>2015</small>	↓
	Feel like an outsider at school	15 years	9.1% <small>2012</small>	16.7% <small>2015</small>	↑
<b>Aim 2.4: Achieving in education</b>					

↑ Data increasing   ↓ Data decreasing   ≈ Data show broadly constant or no significant movement/relatively static

N/A Insufficient data available to determine a change/data not strictly comparable over time

Each indicator should be read in conjunction with sections 5 (indicator definitions and data sources) and 2.5 (the presentation of the indicator set and related data section).

Indicator area	Indicator	Age range	Baseline	Recent	Change
30. Academic achievement in English literacy	The percentage of second class and sixth class students performing at Level 3 or above in the National Assessments of English Reading (literacy levels primary)				
	(i) second class	7–9 years;	(i) 35% 2009	(i) 45.5% 2014	↑
	(ii) sixth class	11–13 years	(ii) 35%	(ii) 43.9%	↑
	The mean scores of students on the OECD-PISA Reading Literacy Scale (reading literacy levels post-primary)	15 years	523 2012	521 2015	≈
31. Academic achievement in maths and science	The percentage of second class and sixth class students performing at Level 3 or above in the National Assessments of Maths (numeracy levels primary)				
	(i) second class	7–9 years;	(i) 35% 2009	(i) 47.2% 2014	↑
	(ii) sixth class	11–13 years	(ii) 35%	(ii) 42.1%	↑
	The mean scores of students on the OECD-PISA Mathematics Literacy Scale (mathematical literacy levels post-primary)	15 years	501 2012	504 2015	≈
	The mean scores of students on the OECD-PISA Scientific Literacy Scale (scientific literacy levels post-primary)	15 years	522 2012	503 2015	↓
32. Inequality in academic attainment	Placeholder Type 2 – School completers progressing directly to	School completers			
	(a) further education from		(a)	(a)	
	(i) DEIS schools		(i) 27.1%	(i) 26.7%	≈
(ii) non-DEIS schools		(ii) 18.0%	(ii) 17.4%	≈	
(b) higher education from		(b)	(b)		
(i) DEIS schools		(i) 24.2%	(i) 25.8%	↑	
(ii) non-DEIS schools		(ii) 49.1%	(ii) 50.9%	↑	
	Placeholder Type 2 – Non-progression rates of new entrants to third level	New entrants to third level	16% 2012/2013	15% 2014/2015	↓

↑ Data increasing   ↓ Data decreasing   ≈ Data show broadly constant or no significant movement/relatively static

N/A Insufficient data available to determine a change/data not strictly comparable over time

Each indicator should be read in conjunction with sections 5 (indicator definitions and data sources) and 2.5 (the presentation of the indicator set and related data section).

## Outcome 3: Safe and protected from harm

Indicator area	Indicator	Age range	Baseline	Recent	Change
<b>Aim 3.1: Secure, stable, caring home environment</b>					
33. Households where parental drug abuse or harmful alcohol use occurs	Placeholder Type 1 – Parental drug abuse or harmful alcohol use		not available		N/A
34. Households where domestic violence occurs	Placeholder Type 2 – Children receiving domestic violence services	0–18 years	3,424 2013	3,383 2015	↓
35. Access to parent and family support services	Receiving family support services	(i) Children (ii) Families	(i) 20,141 (ii) 15,192 2014	(i) 24,217 (ii) 16,806 2016	↑ ↑
<b>Aim 3.2: Safe from abuse, neglect and exploitation</b>					
36. Experience of abuse	At risk of harm	0–17 years	1,354 2015		N/A
37. Access to relevant services in suspected cases of abuse	In need of a social worker: (i) open cases (ii) percentage of open cases awaiting the allocation of a social worker	0–17 years	(i) 27,967 (ii) 30.5% 2014	(i) 25,034 (ii) 21.6% 2016	↓ ↓
38. Health and well-being of children and young people in receipt of an aftercare support	Young people in receipt of aftercare in full-time education	18–22 years	58% 2014	58% 2016	≈
	Three or more care placement moves in a year	0–17 years	2.1% 2015	2.7% 2016	≈
	Placement type (i) foster care (ii) residential (iii) other	0–17 years	(i) 93% (ii) 5% (iii) 2% 2014	(i) 93% (ii) 5% (iii) 2% 2016	≈ ≈ ≈
<b>Aim 3.3: Protected from bullying and discrimination</b>					
39. Experience of discrimination on the basis of race, ethnicity, gender, age, civil/family status, sexual orientation, membership of the Traveller community, religion, or disability status	Placeholder Type 3 – Experience of discrimination (young people)	18–24 years	13% 2010	13% 2015	≈
	Placeholder Type 1 – Experience of discrimination (children)		not available		N/A
40. Experience of being bullied	Being bullied in school in past couple of months	11–17 years	23.9% 2010	25.1% 2014	↑
41. Experience of bullying others	Bullying others in school in past couple of months	11–17 years	16.8% 2010	13.4% 2014	↓

↑ Data increasing   ↓ Data decreasing   ≈ Data show broadly constant or no significant movement/relatively static  
 N/A Insufficient data available to determine a change/data not strictly comparable over time

Each indicator should be read in conjunction with sections 5 (indicator definitions and data sources) and 2.5 (the presentation of the indicator set and related data section).



Indicator area	Indicator	Age range	Baseline	Recent	Change
<b>Aim 3.4: Safe from crime and antisocial behaviour</b>					
<b>42. Crimes committed on children and young people</b>	Placeholder Type 3 – Percentage of households with children and young people aged 24 and under that were victims of crime	N/A	8.1%	7.6%	≈
<b>43. Levels of offending by children and young people</b>	Referrals to Garda Youth Diversion Programme	<18 years	9,991 2014	9,807 2015	↓
	(i) in juvenile detention (a) Children Detention School (b) Irish Prison Service	10–17 years	(i) (a) 106 (b) 109 2014	(i) (a) 139 (b) 40 2016	↑ ↓
	(ii) on Young Persons Probation		(ii) 242 2014	(ii) 210 2016	↓

↑ Data increasing   
 ↓ Data decreasing   
 ≈ Data show broadly constant or no significant movement/relatively static

**N/A** Insufficient data available to determine a change/data not strictly comparable over time

Each indicator should be read in conjunction with sections 5 (indicator definitions and data sources) and 2.5 (the presentation of the indicator set and related data section).

## Outcome 4: Economic security and opportunity

Indicator area	Indicator	Age range	Baseline	Recent	Change
<b>Aim 4.1: Protected from poverty and social exclusion</b>					
44. Consistent poverty	Consistent poverty	0–14 years	11.2%	10.5%	≈
		15–24 years	14.3%	15.7%	↑
45. Deprivation	Deprivation	0–14 years	35.3%	31.3%	↓
		15–24 years	34.4%	31.0%	↓
46. Children and young people in jobless households	Jobless households	0–17 years	16.2%	13.3%	↓
47. Impact of social welfare transfers on poverty	Impact of social transfers in reducing the at-risk of poverty rate	0–14 years	56.8%	55.4%	↓
		15–24 years	39.7%	41.1%	↑
<b>Aim 4.2: Living in child/youth-friendly sustainable communities</b>					
48. Homelessness	Homelessness (children)	0–17 years	880	2,505	↑
	Homelessness (young people)	18–24 years	477	765	↑
49. Safe play and recreational spaces for children and young people	Places to spend free time	11–17 years	50.1%	59.7%	↑
50. Perception of antisocial behaviour and crime	Feeling safe	11–17 years	90.8%	89.1%	↓
51. Inadequate housing condition	Inadequate housing condition (children)	0–17 years	15.0%	15.0%	≈
	Inadequate housing condition (young people)	18–24 years	17.3%	16.4%	≈
<b>Aim 4.3: Opportunities for ongoing education and training</b>					
52. Early leavers from education and training	Lower secondary education or equivalent at most	18–24 years	6.9%	6.3%	≈
53. Participation in further and higher education and training	See indicator 32 at Aim 2.4				
54. Computer and Internet access	Internet access at home – Percentage of households with children who had Internet access	N/A	92%	96%	↑
<b>Aim 4.4: Pathways to economic participation and independent living</b>					
55. Young people not in education, employment or training (NEET)	Not in employment, education or training	15–24 years	15.2%	13.0%	↓
56. Young people exiting unemployment	Exiting unemployment	18–24 years	60,600	55,200	↓

↑ Data increasing   ↓ Data decreasing   ≈ Data show broadly constant or no significant movement/relatively static

N/A Insufficient data available to determine a change/data not strictly comparable over time

Each indicator should be read in conjunction with sections 5 (indicator definitions and data sources) and 2.5 (the presentation of the indicator set and related data section).

Indicator area	Indicator	Age range	Baseline	Recent	Change
57. Youth employment	Unemployment	20–24 years	23.8% 2014	12.0% 2017	↓
	Percentage of employed with temporary contracts	15–24 years	28.7% 2010	27.4% 2016	↓

↑ Data increasing   
 ↓ Data decreasing   
 ≈ Data show broadly constant or no significant movement/relatively static

N/A Insufficient data available to determine a change/data not strictly comparable over time

Each indicator should be read in conjunction with sections 5 (indicator definitions and data sources) and 2.5 (the presentation of the indicator set and related data section).

## Outcome 5: Connected, respected and contributing to their world

Indicator area	Indicator	Age range	Baseline	Recent	Change
<b>Aim 5.1: Sense of own identity, free from discrimination</b>					
58. Discrimination and stigmatisation	Placeholder Type 3 – Experience of discrimination (young people)	18–24 years	13% 2010	13% 2014	≈
	Placeholder Type 1 (indicator 39 in 3.3)		not available		N/A
59. Experience of sense of freedom	Placeholder Type 1 – Sense of freedom		not available		N/A
60. Peer acceptance and respect	Feeling comfortable with friends	15 years	68.9% 2014		N/A
<b>Aim 5.2: Part of positive networks of friends, family and community</b>					
61. Having at least one caring and consistent adult in whom children and young people can confide	Placeholder Type 3 <sup>27</sup> – A caring and consistent adult in whom to confide Percentage who would talk to about a problem to (i) Mum (ii) Dad (iii) teacher (iv) friend (v) grandparent	9 years	(i) 89.9% (ii) 61.2% (iii) 28.5% (iv) 28.9% (v) 7.3% 2007	N/A	N/A
	Placeholder Type 3 – Someone to rely on in case of need	16–24 years	98.6% 2013	N/A	N/A
62. Positive parent and family relationships	Spend time just talking with parents	15 years	67.9% 2012	73.4% 2015	↑
63. Positive relationships with peers	High level of support from peers	11–17 years	55.0% 2014	N/A	N/A
	Placeholder Type 3 – High satisfaction with their personal relationships	16–24 years	56.4% 2013	N/A	N/A
64. Perceptions of being valued and respected	Placeholder Type 1		not available	N/A	N/A

↑ Data increasing   
 ↓ Data decreasing   
 ≈ Data show broadly constant or no significant movement/relatively static

N/A Insufficient data available to determine a change/data not strictly comparable over time

Each indicator should be read in conjunction with sections 5 (indicator definitions and data sources) and 2.5 (the presentation of the indicator set and related data section).

Indicator area	Indicator	Age range	Baseline	Recent	Change
<b>Aim 5.3: Civically engaged, socially and environmentally conscious</b>					
65. Belief in being able to make a positive contribution to the world	Placeholder Type 1		not available		N/A
66. Volunteering and altruism	Placeholder Type 3 – Volunteering (young people)	15–24 years	16.8% 2013		N/A
67. 18–24 year-olds who vote in local, regional, national or European elections or referenda	Placeholder Type 3 – Percentage of young persons who voted in previous general election	18–24 years	62% 2011		N/A
<b>Aim 5.4: Aware of rights, responsible and respectful of the law</b>					
68. Children and young people's awareness of their rights	Placeholder Type 1		not available		N/A
69. Respect for laws and the judicial process	Placeholder Type 1		not available		N/A
70. Perception of fairness of the law	Placeholder Type 3 – Trust in the legal system (young people)	18–24 years	4.9 out of 10 2011		N/A

↑ Data increasing   
 ↓ Data decreasing   
 ≈ Data show broadly constant or no significant movement/relatively static  
**N/A** Insufficient data available to determine a change/data not strictly comparable over time

Each indicator should be read in conjunction with sections 5 (indicator definitions and data sources) and 2.5 (the presentation of the indicator set and related data section).



**INDICATOR DEFINITIONS  
AND DATA SOURCES**

This section provides details on each of the indicators included in the BOBF indicator set, including information on the measure used, the data source, the frequency of data collection and the indicator's relevance to BOBF.

## Outcome 1: Active and healthy

### Aim 1.1: Physically healthy and make positive health choices

1. Breastfeeding	
<b>Indicators:</b>	
(i) Percentage of babies who were breastfed exclusively on discharge	
(ii) Breastfeeding rate at Public Health Nurse (PHN) visit at three months	
<b>Sources</b>	National Perinatal Statistics Reports and Health Service Executive Performance Reports
<b>Information on source</b>	The National Perinatal Reporting System (NPRS) is the principal source of data on perinatal events (referring to the time before and after birth). The information collected includes data on pregnancy outcomes (with particular reference to perinatal mortality and important aspects of perinatal care), and descriptive social and biological characteristics of mothers giving birth. Annual reports are published on the Healthcare Pricing Office (HPO) website: <a href="http://www.hpo.ie">www.hpo.ie</a>  The Health Service Executive (HSE) Performance Reports provide an overall analysis of key performance data from divisions in the HSE, including Mental Health, Social Care, Primary Care, and Health and Wellbeing, as well as Finance and HR. The data reported are based on key performance indicators outlined in the current National Service Plan. For more information, see <a href="http://hse.ie/eng/services/publications/performance-reports/">http://hse.ie/eng/services/publications/performance-reports/</a>
<b>Information on indicator</b>	Data are recorded at the time of discharge from hospital or by a midwife attending a domiciliary birth and categorised as exclusive or partial breastfeeding. Breastfeeding exclusively refers to instances where the infant has received only breast milk from his or her mother, or expressed breast milk.  At three months, PHNs document breastfeeding rates in their records.
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises the benefits to children of improving breastfeeding rates among mothers and commits to raise breastfeeding and vaccination rates in line with international norms (pp. 52 and 58).
<b>Age range</b>	Infants
<b>Frequency of reporting</b>	Annually
<b>Included in <i>State of the Nation's Children</i> report</b>	Yes
2. Healthy weight	
<b>Indicator: Percentage of total live births classified as low birthweight (less than 2,500 grams)</b>	
<b>Source</b>	National Perinatal Statistics Report
<b>Information on source</b>	The National Perinatal Reporting System (NPRS) is the principal source of data on perinatal events (referring to the time before and after birth). The information collected includes data on pregnancy outcomes (with particular reference to perinatal mortality and important aspects of perinatal care), and descriptive social and biological characteristics of mothers giving birth. Annual reports are published on the Healthcare Pricing Office (HPO) website: <a href="http://www.hpo.ie">www.hpo.ie</a>
<b>Information on indicator</b>	The World Health Organization (WHO) defines low birthweight as less than 2,500 grams. <sup>28</sup> Low birthweight is classified regardless of gestational age.

<b>Relevance to BOBF</b>	Although low birthweight is not specifically referenced in BOBF, it is associated with a range of outcomes, including child development.
<b>Age range</b>	Infants
<b>Frequency of reporting</b>	Annually
<b>Included in <i>State of the Nation's Children</i> report</b>	Yes
<b>Indicator: Percentage of children overweight or obese</b>	
<b>Source</b>	<a href="#">The Childhood Obesity Surveillance Initiative</a>
<b>Information on source</b>	The World Health Organization (WHO) Childhood Obesity Surveillance Initiative (COSI) is an international collaborative study involving 35 countries. In Ireland, the COSI survey is funded by the Health Service Executive (HSE) and conducted by the National Nutrition Surveillance Centre (NNSC) at University College Dublin. For more information, see <a href="http://www.ucd.ie/npsc/currentresearch/childhoodobesitysurveillanceinitiative/">http://www.ucd.ie/npsc/currentresearch/childhoodobesitysurveillanceinitiative/</a>
<b>Information on indicator</b>	COSI classifies the age- and sex-specific Body Mass Index (BMI) cut-off points of the International Obesity Task Force. These cut-off points correspond to the adult cut-off points of 25–29 for overweight and 30 or more for obesity. BMI is a measure of a person's body fat calculated by dividing weight in kilograms by height in metres squared.
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises obesity as a significant challenge and has a particular focus on disrupting the emergence of poor outcomes, such as diet-related non-communicable diseases arising from childhood overweight and obesity (p. xii).
<b>Age range</b>	First class pupils (mostly seven year-olds, but also includes some six year-olds)
<b>Frequency of reporting</b>	Every three years
<b>Included in <i>State of the Nation's Children</i> report</b>	Yes
<b>Indicator: Percentage of young people overweight or obese</b>	
<b>Source</b>	<a href="#">Healthy Ireland Survey</a>
<b>Information on source</b>	Healthy Ireland is the national framework for action to improve health and well-being of people living in Ireland. The Healthy Ireland Survey (HIS) is an annual face-to-face survey with individuals aged 15 and over, and commenced in 2015. The survey covers a wide variety of health topics. Reports on the HIS can be accessed on the Department of Health website: <a href="http://health.gov.ie/healthy-ireland/">http://health.gov.ie/healthy-ireland/</a>
<b>Information on indicator</b>	The HIS classifies overweight as a Body Mass Index (BMI) of between 25 and 29 inclusive, and obesity as a BMI of 30 or more.
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises obesity as a significant challenge and has a particular focus on disrupting the emergence of poor outcomes such as diet-related non-communicable diseases arising from childhood overweight and obesity (p. xii).
<b>Age range</b>	15–24 years
<b>Frequency of reporting</b>	Annually
<b>Included in <i>State of the Nation's Children</i> report</b>	No

3. Immunisation uptake	
<b>Indicator:</b> (i) Percentage of children at 24 months who have had the third dose of meningitis C (MenC) vaccine (ii) Percentage of children who have had the first dose of measles, mumps and rubella (MMR) vaccine	
<b>Source</b>	Health Protection Surveillance Centre
<b>Information on source</b>	The Health Protection Surveillance Centre (HPSC) is Ireland’s specialist agency for the surveillance of communicable diseases. Each Health Service Executive (HSE) area provides the HPSC with quarterly immunisation uptake data for their area and for each of the Local Health Offices (LHOs) in their area. The HPSC collates these data to produce the statistics for immunisation uptake. Reports are available here: <a href="http://www.hpsc.ie/Publications/">http://www.hpsc.ie/Publications/</a>
<b>Information on indicator</b>	This indicator reports on the uptake of the third dose of meningitis C (MenC3) by 24 months of age. This indicator reports on the uptake of one dose of the measles, mumps and rubella (MMR) vaccine by 24 months.
<b>Relevance to BOBF</b>	BOBF notes that the Government commits to raise vaccination rates in line with international norms (p. 58).
<b>Age range</b>	Up to 24 months old
<b>Frequency of reporting</b>	Quarterly
<b>Included in <i>State of the Nation’s Children</i> report</b>	Yes

4. Physical activity levels	
<b>Indicator: Percentage of 15–24 year-olds meeting the national physical activity guidelines (at least 30 minutes a day of moderate activity 5 days a week or 150 minutes per week)</b>	
<b>Source</b>	Healthy Ireland Survey (HIS)
<b>Information on source</b>	Healthy Ireland is the national framework for action to improve health and well-being of people living in Ireland. The Healthy Ireland Survey (HIS) is an annual face-to-face survey with individuals aged 15 and over and commenced in 2015. The survey covers a wide variety of health topics. Reports on the HIS can be accessed on the Department of Health website: <a href="http://health.gov.ie/healthy-ireland/">http://health.gov.ie/healthy-ireland/</a>
<b>Information on indicator</b>	The short form of the International Physical Activity Questionnaire (IPAQ) is used to measure physical activity and physical activity is classified into ‘low’, ‘moderate’, and ‘high’ categories. Various interpretations of IPAQ can be used, but for the purposes of HIS, those categorised as ‘high’ are considered to meet minimum physical activity requirements.
<b>Relevance to BOBF</b>	The Government commits to complete and implement the National Physical Activity Plan; support the full implementation of the schools’ Physical Education Programme; and encourage the Active Schools Flag Initiative (p. 58). BOBF notes that the Government recognises the value of strong social networks developed through involvement in youth, sporting and cultural activities in providing stability in times of transition, which are particularly important for vulnerable young people (pp. 35 and 53).
<b>Age range</b>	15–24 years
<b>Frequency of reporting</b>	Annually (commenced in 2015)
<b>Included in <i>State of the Nation’s Children</i> report</b>	No



<b>Indicator: Percentage who report meeting the national physical activity guidelines (at least 60 minutes of moderate to vigorous physical activity (MVPA) daily)</b>	
<b>Source</b>	Health Behaviour in School-aged Children
<b>Information on source</b>	Health Behaviour in School-aged Children (HBSC) is a World Health Organization (WHO) collaborative cross-national study. It asks children and young people aged 11–17 about their health and well-being, social environments and health behaviours within their social context – home, school, and with family and friends. It is a school-based survey, with data collected through self-completion questionnaires administered by teachers in the classroom every four years. The HBSC Ireland team is based at the Health Promotion Research Centre, National University of Ireland, Galway. The latest Ireland reports are available at <a href="http://www.nuigalway.ie/hbhc/">http://www.nuigalway.ie/hbhc/</a> and the international reports are available at <a href="http://www.hbhc.org">www.hbhc.org</a>
<b>Information on indicator</b>	Young people are asked to report the number of days over the past week in which they were physically active for a total of at least 60 minutes. Moderate to vigorous physical activity (MPVA) is defined as any activity that increases the heart rate and makes the person out of breath for some of the time.
<b>Relevance to BOBF</b>	The Government commits to complete and implement the National Physical Activity Plan; support the full implementation of the schools' Physical Education Programme; and encourage the Active Schools Flag Initiative (p. 58). BOBF notes that the Government recognises the value of strong social networks developed through involvement in youth, sporting and cultural activities in providing stability in times of transition, which are particularly important for vulnerable young people (pp. 35 and 53).
<b>Age range</b>	11–17 years
<b>Frequency of reporting</b>	Every four years
<b>Included in <i>State of the Nation's Children</i> report</b>	No

## 5. Risky health behaviours

### Indicator: Percentage of children who report smoking tobacco monthly or more frequently

<b>Source</b>	Health Behaviour in School-aged Children
<b>Information on source</b>	Health Behaviour in School-aged Children (HBSC) is a World Health Organization (WHO) collaborative cross-national study. It asks children and young people aged 11–17 about their health and well-being, social environments and health behaviours within their social context – home, school, and with family and friends. It is a school-based survey, with data collected through self-completion questionnaires administered by teachers in the classroom every four years. The HBSC Ireland team is based at the Health Promotion Research Centre, National University of Ireland, Galway. The latest Ireland reports are available at <a href="http://www.nuigalway.ie/hbhc/">http://www.nuigalway.ie/hbhc/</a> and the international reports are available at <a href="http://www.hbhc.org">www.hbhc.org</a>
<b>Information on indicator</b>	Participants are asked the following question: 'How often do you smoke tobacco at present?' The response options are: 'Every day', 'At least once a week, but not every day', 'Less than once a week' and 'I do not smoke'. Participants who say 'less than once a week' are interpreted as smoking at least once a month. Responses were recoded into: 'Smoking monthly or more frequently', 'No' and 'Yes'.
<b>Relevance to BOBF</b>	BOBF notes that the Government commits to address the high rate of premature and risky alcohol consumption, use of illicit drugs and the incidence of smoking among young people through a combination of legislative, regulatory and policy mechanisms (p. 57).
<b>Age range</b>	11–17 years
<b>Frequency of reporting</b>	Every four years
<b>Included in <i>State of the Nation's Children</i> report</b>	No

Indicator: Percentage of children who report that they have ever had an alcoholic drink	
Source	<a href="#">Health Behaviour in School-aged Children</a>
Information on source	Health Behaviour in School-aged Children (HBSC) is a World Health Organization (WHO) collaborative cross-national study. It asks children and young people aged 11–17 about their health and well-being, social environments and health behaviours within their social context – home, school, and with family and friends. It is a school-based survey, with data collected through self-completion questionnaires administered by teachers in the classroom every four years. The HBSC Ireland team is based at the Health Promotion Research Centre, National University of Ireland, Galway. The latest Ireland reports are available at <a href="http://www.nuigalway.ie/hbsc/">http://www.nuigalway.ie/hbsc/</a> and the international reports are available at <a href="http://www.hbsc.org">www.hbsc.org</a>
Information on indicator	The figures presented for 2010 and 2014 come from a question where participants were presented with a list of alcoholic drinks and asked how often they drank any of them. The list comprised beer (Guinness, lager), wine, spirits/liquor (vodka, whiskey, shots, brandy), alcopops (Bacardi Breezer, Smirnoff Ice), cider (Bulmers, Scrumpy) and any other drink that contains alcohol. Those who reported that they had never drunk any of these are reported here as having never had an alcoholic drink. Participants were asked: 'On how many days (if any) have you drunk alcohol in your lifetime?' Response options were: 'Never', '1–2 days', '3–5 days', '6–9 days', '10–19 days', '20–29 days' and '30 days (or more)'. Responses were recoded into: 'Ever had an alcoholic drink', 'No' and 'Yes'. In 2014 a new question (referred to in comments) was also asked of participants: 'On how many days (if any) have you drunk alcohol in your lifetime?' Response options were: 'Never', '1–2 days', '3–5 days', '6–9 days', '10–19 days', '20–29 days' and '30 days (or more)'. Responses were recoded into: 'Ever had an alcoholic drink', 'No' and 'Yes'.
Relevance to BOBF	BOBF notes that the Government commits to address the high rate of premature and risky alcohol consumption, use of illicit drugs and the incidence of smoking among young people through a combination of legislative, regulatory and policy mechanisms (p. 57).
Age range	11–17 years
Frequency of reporting	Every four years
Included in <i>State of the Nation's Children</i> report	Yes
Indicator: Percentage of children who report using cannabis in the last 12 months	
Source	<a href="#">Health Behaviour in School-aged Children</a>
Information on source	Health Behaviour in School-Aged Children (HBSC) is a World Health Organization (WHO) collaborative cross-national study. It asks children and young people aged 11–17 about their health and well-being, social environments and health behaviours within their social context – home, school, and with family and friends. It is a school-based survey, with data collected through self-completion questionnaires administered by teachers in the classroom every four years. The HBSC Ireland team is based at the Health Promotion Research Centre, National University of Ireland, Galway. The latest Ireland reports are available at <a href="http://www.nuigalway.ie/hbsc/">http://www.nuigalway.ie/hbsc/</a> and the international reports are available at <a href="http://www.hbsc.org">www.hbsc.org</a>
Information on indicator	Participants are asked: 'Have you ever taken cannabis (hashish, grass, pot) in the last 12 months?' Response options are: 'Never', '1–2 days', '3–5 days', '6–9 days', '10–19 days', '20–29 days' and '30 days (or more)'. Responses were recoded into: 'Cannabis use last 12 months', 'No' and 'Yes'.
Relevance to BOBF	BOBF notes that the Government commits to address the high rate of premature and risky alcohol consumption, use of illicit drugs and the incidence of smoking among young people through a combination of legislative, regulatory and policy mechanisms (p. 57).
Age range	11–17 years
Frequency of reporting	Every four years
Included in <i>State of the Nation's Children</i> report	No

<b>Indicator: Percentage of children who have ever used illicit drugs on at least one occasion</b>	
<b>Source</b>	European School Survey Project on Alcohol and Other Drugs (ESPAD)
<b>Information on source</b>	The main purpose of the European School Survey Project on Alcohol and Other Drugs (ESPAD) project is to collect comparable data on substance use among students of the same age in as many European countries as possible. Data are collected via school surveys among students turning 16 during the year of the data collection, following a common methodology across participating countries. A handbook describing methodology and reporting procedures facilitates the collection of comprehensive and comparable data. ESPAD surveys have been performed every fourth year since 1995. The ESPAD reports are available on the project website: <a href="http://www.espad.org">www.espad.org</a>
<b>Information on indicator</b>	Participants are asked to indicate if they have used illicit drugs other than cannabis or hashish on at least one occasion. This refers to the use of illicit substances, such as ecstasy, cocaine, heroin, amphetamines, methamphetamines, crack, magic mushrooms, LSD, anabolic steroids, and Gamma Hydroxybutyrate (GHB). The 2015 question also included inhalants, and pills with alcohol, on this list. Hence, the data in the two years reported are not strictly comparable.
<b>Relevance to BOBF</b>	BOBF notes that the Government commits to address the high rate of premature and risky alcohol consumption, use of illicit drugs and the incidence of smoking among young people through a combination of legislative, regulatory and policy mechanisms (p. 57).
<b>Age range</b>	15–16 years
<b>Frequency of reporting</b>	Every four years
<b>Included in <i>State of the Nation's Children</i> report</b>	No
<b>Indicator: Percentage of children who have ever used new psychoactive substances on at least one occasion</b>	
<b>Source</b>	European School Survey Project on Alcohol and Other Drugs (ESPAD)
<b>Information on source</b>	The main purpose of the European School Survey Project on Alcohol and Other Drugs (ESPAD) project is to collect comparable data on substance use among students of the same age in as many European countries as possible. Data are collected via school surveys among students turning 16 during the year of the data collection, following a common methodology across participating countries. A handbook describing methodology and reporting procedures facilitates the collection of comprehensive and comparable data. ESPAD surveys have been performed every fourth year since 1995. The ESPAD reports are available on the project website: <a href="http://www.espad.org">www.espad.org</a>
<b>Information on indicator</b>	ESPAD defines new psychoactive substances (NPS) as 'substances that imitate the effects of illicit drugs such as cannabis or ecstasy and are sometimes called 'legal highs', 'ethnobotanicals' or 'research chemicals' and can come in different forms (herbal mixtures, powders, crystals or tablets)'. Participants are asked how often they had used NPS in their life, with the response categories ranging from '0' to '40 or more'. Prevalence of any use of NPS relates to use on at least one occasion. NPS are those which imitate the effects of illicit drugs, sometimes called 'legal highs'.
<b>Relevance to BOBF</b>	BOBF notes that the Government commits to address the high rate of premature and risky alcohol consumption, use of illicit drugs and the incidence of smoking among young people through a combination of legislative, regulatory and policy mechanisms (p. 57).
<b>Age range</b>	15–16 years
<b>Frequency of reporting</b>	Every four years
<b>Included in <i>State of the Nation's Children</i> report</b>	No

Indicator: Percentage of young people who smoke daily or occasionally (i.e. current smokers)	
Source	Healthy Ireland Survey
Information on source	Healthy Ireland is the national framework for action to improve health and well-being of people living in Ireland. The Healthy Ireland Survey (HIS) is an annual face-to-face survey with individuals aged 15 and over and commenced in 2015. The survey covers a wide variety of health topics. Reports on the HIS can be accessed on the Department of Health website: <a href="http://health.gov.ie/healthy-ireland/">http://health.gov.ie/healthy-ireland/</a>
Information on indicator	Smoking prevalence as measured by Healthy Ireland includes both daily and occasional smokers.
Relevance to BOBF	BOBF notes that the Government commits to address the high rate of premature and risky alcohol consumption, use of illicit drugs and the incidence of smoking among young people through a combination of legislative, regulatory and policy mechanisms (p. 57).
Age range	15–24 years
Frequency of reporting	Annually
Included in <i>State of the Nation's Children</i> report	No
Indicator: Prevalence of heavy episodic drinking (percentage of young people who report drinking six or more standard drinks in a single session)	
Source	Healthy Ireland Survey
Information on source	Healthy Ireland is the national framework for action to improve health and well-being of people living in Ireland. The Healthy Ireland Survey (HIS) is an annual face-to-face survey with individuals aged 15 and over and commenced in 2015. The survey covers a wide variety of health topics. Reports on the HIS can be accessed on the Department of Health website: <a href="http://health.gov.ie/healthy-ireland/">http://health.gov.ie/healthy-ireland/</a>
Information on indicator	The HIS defines heavy episodic drinking as drinking six or more standard drinks in a single drinking occasion. This is the definition used for the Government's policy approach to alcohol. It is also a World Health Organization indicator and a European Core Health Indicator.
Relevance to BOBF	BOBF notes that the Government commits to address the high rate of premature and risky alcohol consumption, use of illicit drugs and the incidence of smoking among young people through a combination of legislative, regulatory and policy mechanisms (p. 57).
Age range	15–24 years
Frequency of reporting	Annually
Included in <i>State of the Nation's Children</i> report	No
Indicator: Percentage of young persons with (i) last year prevalence and/or (ii) lifetime prevalence of any illegal drug	
Source	National Advisory Committee on Drugs and Alcohol – Drug Prevalence Survey
Information on source	The National Advisory Committee on Drugs and Alcohol – drugs prevalence survey was commissioned by the National Advisory Committee on Drugs (NACD) in Ireland and the Public Health Information and Research Branch (PHIRB) within the Department of Health, Social Services and Public Safety (DHSSPS) in Northern Ireland. The main focus of the survey was to obtain prevalence rates for key illegal drugs, such as cannabis, ecstasy, cocaine and heroin on a lifetime (ever used), last year (recent use), and previous month (current use) basis. Similar prevalence questions were also asked of alcohol, tobacco, and other drugs (e.g. tranquillisers). Attitudinal and demographic information was also sought from respondents.

<b>Information on indicator</b>	Prevalence rates for 'any illegal drugs' refers to the reported use of one or more of the following: amphetamines, cannabis, cocaine powder, crack, ecstasy, heroin, LSD, magic mushrooms, poppers or solvents. Any illegal drug refers to cannabis, ecstasy, cocaine powder, magic mushrooms, amphetamines, poppers, LSD, new psychoactive substances, mephedrone, solvents, crack, heroin. New psychoactive substances were included in this category for 2014/2015 following the Criminal Justice (Psychoactive Substances) Act 2010, hence the data for the two years reported are not strictly comparable. Lifetime prevalence refers to the percentage of the sample that reported ever having used the named drug at the time they were surveyed. People who record lifetime prevalence may or may not be currently using the drug. Nor should lifetime prevalence be interpreted as meaning they have necessarily used a drug over a long period, or that they will use the drug in the future.
<b>Relevance to BOBF</b>	BOBF notes that the Government commits to address the high rate of premature and risky alcohol consumption, use of illicit drugs and the incidence of smoking among young people through a combination of legislative, regulatory and policy mechanisms (p. 57).
<b>Age range</b>	2014/2015 data – 15+, data prior to 2014/2015 – 15–64
<b>Frequency of reporting</b>	Every four years
<b>Included in <i>State of the Nation's Children</i> report</b>	No

## 6. Mortality rate by cause and age

### Indicator: Perinatal mortality rate

<b>Source</b>	<a href="#">National Perinatal Reporting System</a>
<b>Information on source</b>	The National Perinatal Reporting System (NPRS) is the principal source of data on perinatal events (referring to the time before and after birth). The information collected includes data on pregnancy outcomes (with particular reference to perinatal mortality and important aspects of perinatal care), and descriptive social and biological characteristics of mothers giving birth. Annual reports are published on the Healthcare Pricing Office (HPO) website: <a href="http://www.hpo.ie">www.hpo.ie</a>
<b>Information on indicator</b>	The Perinatal Mortality Rate (PMR) is calculated as follows: number of stillbirths and early neonatal deaths x 1,000/total number of live births and stillbirths. Rates are calculated on total live births and stillbirths (weighing >=500g). The Adjusted Perinatal Mortality Rate (Adjusted PMR) excludes all stillbirths and deaths due to congenital anomalies.
<b>Relevance to BOBF</b>	BOBF commits to strengthen prenatal and antenatal supports around the mother (p. 58).
<b>Age range</b>	Pregnancy, delivery and up to seven completed days after birth
<b>Frequency of reporting</b>	Annually
<b>Included in <i>State of the Nation's Children</i> report</b>	No

### Indicator: Deaths by cause and age (including suicide)

<b>Source</b>	<a href="#">Central Statistics Office - Vital Statistics</a>
<b>Information on source</b>	The Central Statistics Office (CSO) publishes the annual <i>Vital Statistics Yearly Summary</i> , including data on births, marriages and deaths in Ireland. Every birth, marriage and death occurring in Ireland must be registered with the General Register Office. The details of these death registrations are compiled into statistical reports by the CSO, acting on behalf of the Minister for Social Protection. The data presented in this report are based on the date of registration of the death. Data based on year of occurrence are also published by the CSO. For more information, see <a href="http://www.cso.ie/en/statistics/birthsdeathsandmarriages/">http://www.cso.ie/en/statistics/birthsdeathsandmarriages/</a>
<b>Information on indicator</b>	Every death occurring in Ireland is registered with the General Register Office and the details of these death registrations are reported on by the CSO, including information on cause of death.

<b>Relevance to BOBF</b>	BOBF recognises that the incidence of self-harm and suicide among children and young people is of significant concern. The Government commits to a number of actions including implementing 'A Vision for Change' – the national strategy for mental health services in Ireland – and ensuring equity of access to child and adolescent mental health services (pp. 57–58). Also referenced is the general commitment that children be healthy and active.
<b>Age range</b>	0–24 years
<b>Frequency of reporting</b>	Quarterly
<b>Included in <i>State of the Nation's Children</i> report</b>	Yes

### Aim 1.2: Good mental health

<b>7. Positive mental health and well-being</b>	
<b>Indicator: Optimal levels of positive mental health, based on Energy and Vitality Index (EVI)</b>	
<b>Source</b>	<a href="#">Healthy Ireland Survey</a>
<b>Information on source</b>	Healthy Ireland is the national framework for action to improve health and well-being of people living in Ireland. The Healthy Ireland Survey (HIS) is an annual face-to-face survey with individuals aged 15 and over and commenced in 2015. The survey covers a wide variety of health topics. Reports on the HIS can be accessed on the Department of Health website: <a href="http://health.gov.ie/healthy-ireland/">http://health.gov.ie/healthy-ireland/</a>
<b>Information on indicator</b>	The HIS collects data on mental health using the Energy and Vitality Index (EVI). Respondents indicate on a six-point scale from 'all of the time' to 'none of the time' the extent to which they felt 'full of life', 'calm and peaceful', have 'lots of energy' and have been a 'happy person' in the previous four weeks. The index comes from the RAND 36-Item Short Form Survey (SF-36), a widely used health-related quality of life survey instrument. The indicator refers to the percentage with an EVI score equal to or over one standard deviation of the mean.
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises that children and young people need support to build and develop protective factors, such as emotional resilience, having a sense of self-esteem, as well as an ability to address risk factors such as tackling bullying (p. 54).
<b>Age range</b>	15–24 years
<b>Frequency of reporting</b>	Annually
<b>Included in <i>State of the Nation's Children</i> report</b>	No
<b>Indicator: Percentage of children who report high life satisfaction</b>	
<b>Source</b>	<a href="#">Health Behaviour in School-aged Children</a>
<b>Information on source</b>	Health Behaviour in School-aged Children (HBSC) is a World Health Organization (WHO) collaborative cross-national study. It asks children and young people aged 11–17 about their health and well-being, social environments and health behaviours within their social context – home, school, and with family and friends. It is a school-based survey, with data collected through self-completion questionnaires administered by teachers in the classroom every four years. The HBSC Ireland team is based at the Health Promotion Research Centre, National University of Ireland, Galway. The latest Ireland reports are available at <a href="http://www.nuigalway.ie/hbsc/">http://www.nuigalway.ie/hbsc/</a> and the international reports are available at <a href="http://www.hbsc.org">www.hbsc.org</a>

<b>Information on indicator</b>	Life satisfaction is considered a useful indicator of subjective well-being and a global assessment of one's life. It is suggested here as a placeholder indicator for positive mental health, although it is acknowledged that it is likely to encompass more than mental health. The HBSC team is currently examining other possible measures with a view to having a more explicit and robust measure of mental health for HBSC 2018; and this may provide an improved indicator to replace the current placeholder. Young people are asked to rate their life satisfaction using a visual scale called the Cantril ladder. This scale has 11 points (0–10); the top of the ladder (10) indicates the best possible life and the bottom (0), the worst. Scores are coded into 'Low life satisfaction' (0–6) and 'High life satisfaction' (7–10).
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises that children and young people need support to build and develop protective factors, such as emotional resilience, having a sense of self-esteem, as well as an ability to address risk factors such as tackling bullying (p. 54).
<b>Age range</b>	11–17 years
<b>Frequency of reporting</b>	Every four years
<b>Included in <i>State of the Nation's Children</i> report</b>	Yes

## 8. Self-harm

### Indicator: Rate of self-harm among children and young people

<b>Source</b>	<a href="#">National Self-Harm Registry</a>
<b>Information on source</b>	The National Self-Harm Registry Ireland is a national system of population monitoring for the occurrence of self-harm. The Registry collects data based on persons presenting to hospital emergency departments as a result of an episode of self-harm. This is defined by the Registry as an act with non-fatal outcome in which an individual deliberately initiates a non-habitual behaviour, that without intervention from others will cause self-harm, or deliberately ingests a substance in excess of the prescribed or generally recognised therapeutic dosage, and which is aimed at realising changes that the person desires via the actual or expected physical consequences. For more information, see <a href="http://www.nsr.ie/statistics/3063-2/">http://www.nsr.ie/statistics/3063-2/</a>
<b>Information on indicator</b>	The rate of self-harm is based on persons presenting to hospital emergency departments as a result of self-harm. Self-harm rates are calculated based on the number of persons resident in the relevant area who have engaged in self-harm, irrespective of whether they were treated in that area or elsewhere. Crude and age-specific rates per 100,000 population are calculated by dividing the number of persons who have engaged in self-harm (n) by the relevant population figure (p) and multiplying the result by 100,000, i.e. $(n/p) * 100,000$ .
<b>Relevance to BOBF</b>	BOBF notes that the Government commits to implementing 'A Vision for Change' as it relates to children and young people, in particular to improving access to early intervention youth mental health services and coordination of service supports, with a focus on improving mental health literacy and reducing incidents of self-harm and suicide (p. 57).
<b>Age range</b>	0–24 years
<b>Frequency of reporting</b>	Monthly and published yearly
<b>Included in <i>State of the Nation's Children</i> report</b>	Yes

9. Parental mental health	
<b>Indicator: Placeholder<sup>29</sup> Type 3 – Whether child’s mother has ever been treated by medical professional for clinical depression, anxiety or nerves</b>	
<b>Source</b>	<a href="#">Growing Up in Ireland</a>
<b>Information on source</b>	Growing Up in Ireland is the national longitudinal study of children in Ireland mainly funded by the Department of Children and Youth Affairs and being carried out by a team of researchers at the Economic and Social Research Institute (ESRI) and Trinity College Dublin. The study was established in 2006 and follows the progress of two groups of children: 8,000 nine year-olds (child cohort) and 10,000 nine month-olds (infant cohort). For more information, see <a href="http://www.esri.ie/growing-up-in-ireland/">http://www.esri.ie/growing-up-in-ireland/</a>
<b>Information on indicator</b>	The indicator presents the percentage of mothers of the children in the GUI study who have ever been treated by a medical professional for clinical depression, anxiety or nerves.
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises the need to support parents of young children early on, to ensure the establishment of quality parent-child relationships. This includes supporting parents with their own mental health (p. 66).
<b>Age range</b>	9 months and 5 years (9 month cohort); 9 and 13 years (9 year-old cohort)
<b>Frequency of reporting</b>	Ad hoc
<b>Included in <i>State of the Nation’s Children</i> report</b>	No

10. Access to mental health services	
<b>Indicator: Percentage waiting less than three months to be seen by Child and Adolescent Mental Health Services (CAMHS)</b>	
<b>Source</b>	<a href="#">Health Service Executive Performance Reports</a>
<b>Information on source</b>	The Health Service Executive (HSE) Performance Reports provide an overall analysis of key performance data from divisions in the HSE, including Mental Health, Social Care, Primary Care, and Health and Wellbeing, as well as Finance and HR. The data reported are based on key performance indicators outlined in the current National Service Plan. For more information, see <a href="http://hse.ie/eng/services/publications/performance-reports/">http://hse.ie/eng/services/publications/performance-reports/</a>
<b>Information on indicator</b>	Wait time refers to the number of weeks/months from the point at which the referral (including re-referred cases) is received by a member of the Child and Adolescent Mental Health Services (CAMHS) Community Mental Health Team to the day the assessment takes place.
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises that having early diagnosis and access to support services in a timely manner is of critical importance. Services need to be integrated around the needs of the child or young person, and transitions between child and adult services need strengthening (p. 54).
<b>Age range</b>	0–18 years
<b>Frequency of reporting</b>	Monthly
<b>Included in <i>State of the Nation’s Children</i> report</b>	No

<sup>29</sup> See section 2.4 on the use of placeholders.



## Aim 1.3: Positive and respectful approach to relationships and sexual health

11. Early sexual activity	
<b>Indicator: Percentage who report having ever had sex</b>	
<b>Source</b>	<a href="#">Health Behaviour in School-aged Children</a>
<b>Information on source</b>	Health Behaviour in School-aged Children (HBSC) is a World Health Organization (WHO) collaborative cross-national study. It asks children and young people aged 11–17 about their health and well-being, social environments and health behaviours within their social context – home, school, and with family and friends. It is a school-based survey, with data collected through self-completion questionnaires administered by teachers in the classroom every four years. The HBSC Ireland team is based at the Health Promotion Research Centre, National University of Ireland, Galway. The latest Ireland reports are available at <a href="http://www.nuigalway.ie/hbsc/">http://www.nuigalway.ie/hbsc/</a> and the international reports are available at <a href="http://www.hbsc.org">www.hbsc.org</a>
<b>Information on indicator</b>	Young people aged 15–17 years old are asked: ‘Have you ever had sexual intercourse?’ Response options are: ‘No’ and ‘Yes’.
<b>Relevance to BOBF</b>	BOBF notes that the Government commits to complete and implement a National Sexual Health Strategy as a strategic framework for the sexual health and well-being of the population, ensuring access for young people to age-appropriate information and services about relationships and sexual health (p. 58).
<b>Age range</b>	15–17 years
<b>Frequency of reporting</b>	Every four years
<b>Included in <i>State of the Nation’s Children</i> report</b>	Yes
12. Teenage pregnancy	
<b>Indicator: Number of births registered to mothers aged 17 and under</b>	
<b>Source</b>	<a href="#">Central Statistics Office – Vital Statistics</a>
<b>Information on source</b>	The Central Statistics Office (CSO) publishes the annual <i>Vital Statistics Yearly Summary</i> including data on births, marriages and deaths in Ireland. Every birth, marriage and death occurring in Ireland must be registered with the General Register Office. The details of these death registrations are compiled into statistical reports by the CSO, acting on behalf of the Minister for Social Protection. The data presented in this report are based on the date of registration of the birth. Data based on year of occurrence is also published by the CSO. For more information, see <a href="http://www.cso.ie/en/statistics/birthsdeathsandmarriages/">http://www.cso.ie/en/statistics/birthsdeathsandmarriages/</a>
<b>Information on indicator</b>	Data refer to all live births in Ireland to mothers aged 17 and under.
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises that some young people become parents and such ‘teen parents’ may need additional supports to access education, employment and housing, and to support their own parenting (p. 27).
<b>Age range</b>	0–17 years
<b>Frequency of reporting</b>	Monthly
<b>Included in <i>State of the Nation’s Children</i> report</b>	Yes

13. Knowledge about sexual health	
<b>Indicator: Percentage who have ever had sex and report using a condom</b>	
<b>Source</b>	<a href="#">Health Behaviour in School-aged Children</a>
<b>Information on source</b>	Health Behaviour in School-aged Children (HBSC) is a World Health Organization (WHO) collaborative cross-national study. It asks children and young people aged 11–17 about their health and well-being, social environments and health behaviours within their social context – home, school, and with family and friends. It is a school-based survey, with data collected through self-completion questionnaires administered by teachers in the classroom every four years. The HBSC Ireland team is based at the Health Promotion Research Centre, National University of Ireland, Galway. The latest Ireland reports are available at <a href="http://www.nuigalway.ie/hbsc/">http://www.nuigalway.ie/hbsc/</a> and the international reports are available at <a href="http://www.hbsc.org">www.hbsc.org</a>
<b>Information on indicator</b>	Participants who indicate that they had ever had sexual intercourse are subsequently asked the following question: 'The last time you had sexual intercourse, did you or your partner use a condom?' Response options are: 'No', 'Yes' and 'Don't know'. In 2010 the response options were 'I have never had sexual intercourse', 'Yes' and 'No'. Hence, there is slight variation in the question between the two time points.
<b>Relevance to BOBF</b>	BOBF notes that the Government commits to complete and implement a National Sexual Health Strategy as a strategic framework for the sexual health and well-being of the population, ensuring access for young people to age-appropriate information and services about relationships and sexual health (p. 58).
<b>Age range</b>	15–17 years
<b>Frequency of reporting</b>	Every four years
<b>Included in <i>State of the Nation's Children</i> report</b>	No
<b>Indicator: Percentage reporting condom usage on most recent occasion of sex</b>	
<b>Source</b>	<a href="#">Healthy Ireland Survey</a>
<b>Information on source</b>	Healthy Ireland is the national framework for action to improve health and well-being of people living in Ireland. The Healthy Ireland Survey (HIS) is an annual face-to-face survey with individuals aged 15 and over and commenced in 2015. The survey covers a wide variety of health topics. Reports on the HIS can be accessed on the Department of Health website: <a href="http://health.gov.ie/healthy-ireland/">http://health.gov.ie/healthy-ireland/</a>
<b>Information on indicator</b>	Respondents aged 17 and over complete a questionnaire on issues relating to sexual health, including condom use.
<b>Relevance to BOBF</b>	BOBF notes that the Government commits to complete and implement a National Sexual Health Strategy as a strategic framework for the sexual health and well-being of the population, ensuring access for young people to age-appropriate information and services about relationships and sexual health (p. 58).
<b>Age range</b>	17–24 years
<b>Frequency of reporting</b>	Annually
<b>Included in <i>State of the Nation's Children</i> report</b>	No

Indicator: (i) Number of sexually transmitted infection notifications and (ii) HIV diagnoses (where sexually transmitted)	
Source	Computerised Infectious Disease Reporting, Health Protection Surveillance Centre
Information on source	Computerised Infectious Disease Reporting (CIDR) is an information system developed to manage the surveillance and control of notifiable infectious diseases in Ireland. CIDR is a shared national information system for the CIDR partners (the former health boards, the Health Protection Surveillance Centre (HPSC), the Food Safety Authority of Ireland, the Food Safety Promotion Board and the Department of Health). All information in the CIDR is held in a single shared national information repository. Data are published in weekly, six monthly and annual reports by the HPSC. For more information, see <a href="http://www.hpsc.ie/CIDR/">http://www.hpsc.ie/CIDR/</a>
Information on indicator	(i) This indicator captures the number of sexually transmitted infections (STIs) notified via the CIDR, including: chancroid, chlamydia trachomatis, gonorrhoea, lymphogranuloma inguinale, herpes simplex virus (genital), lymphogranuloma venereum (LGV), syphilis and trichomoniasis.  (ii) This indicator captures the annual number of new HIV diagnoses (where sexually transmitted) notified to CIDR. The increase from 2015 to 2016 is mostly due to increase in gonorrhoea.
Relevance to BOBF	BOBF notes that the Government commits to complete and implement a National Sexual Health Strategy as a strategic framework for the sexual health and well-being of the population, ensuring access for young people to age-appropriate information and services about relationships and sexual health (p. 58).
Age range	15–24 years
Frequency of reporting	Weekly, six-monthly, annually
Included in <i>State of the Nation's Children</i> report	No
Indicator: Percentage who report feeling comfortable talking about their sexuality	
Source	Health Behaviour in School-aged Children
Information on source	Health Behaviour in School-aged Children (HBSC) is a World Health Organization (WHO) collaborative cross-national study. It asks children and young people aged 11–17 about their health and well-being, social environments and health behaviours within their social context – home, school, and with family and friends. It is a school-based survey, with data collected through self-completion questionnaires administered by teachers in the classroom every four years. The HBSC Ireland team is based at the Health Promotion Research Centre, National University of Ireland, Galway. The latest Ireland reports are available at <a href="http://www.nuigalway.ie/hbhc/">http://www.nuigalway.ie/hbhc/</a> and the international reports are available at <a href="http://www.hbhc.org">www.hbhc.org</a>
Information on indicator	Participants are asked the question: 'Are you comfortable talking about your sexuality?' Response options are: 'No', 'Yes' and 'Don't know'. This item was developed by children as part of the DCYA consultation with Comhairle na nÓg and is only asked in the Irish survey. The question was first introduced in 2014.
Relevance to BOBF	BOBF notes that the Government recognises that all children and young people need to be supported in addressing issues that impact on sexual well-being, such as stigma, homophobia, gender, ability/disability, mental health, alcohol and drugs (p. 55).
Age range	15–17 years
Frequency of reporting	Every four years
Included in <i>State of the Nation's Children</i> report	No

## Aim 1.4: Enjoying play, recreation, sport, arts, culture and nature

14. Participation in sport, leisure and recreational activities	
<b>Indicator: Percentage who report they engage in their hobbies weekly or more frequently</b>	
<b>Source</b>	<a href="#">Health Behaviour in School-aged Children</a>
<b>Information on source</b>	Health Behaviour in School-aged Children (HBSC) is a World Health Organization (WHO) collaborative cross-national study. It asks children and young people aged 11–17 about their health and well-being, social environments and health behaviours within their social context – home, school, and with family and friends. It is a school-based survey, with data collected through self-completion questionnaires administered by teachers in the classroom every four years. The HBSC Ireland team is based at the Health Promotion Research Centre, National University of Ireland, Galway. The latest Ireland reports are available at <a href="http://www.nuigalway.ie/hbhc/">http://www.nuigalway.ie/hbhc/</a> and the international reports are available at <a href="http://www.hbhc.org">www.hbhc.org</a>
<b>Information on indicator</b>	Participants are asked how frequently they engaged in hobbies. The question was first introduced in 2014.
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises that play, sports and recreation are an immensely important part of the lives of children and young people, and are highly valued by them (p. 56).
<b>Age range</b>	11–13 years
<b>Frequency of reporting</b>	Every four years
<b>Included in <i>State of the Nation's Children</i> report</b>	No
<b>Indicator: Percentage participating in sport in the past seven days</b>	
<b>Source</b>	<a href="#">Irish Sports Monitor</a>
<b>Information on source</b>	The Irish Sports Monitor (ISM) provides information on active participation in sport and recreational walking, club membership, volunteering and attendance at sporting events, as well as information about walking and cycling for transport. For more information, see <a href="http://www.sportireland.ie/Research/Irish-Sports-Monitor-Annual-Report-2015/">http://www.sportireland.ie/Research/Irish-Sports-Monitor-Annual-Report-2015/</a>
<b>Information on indicator</b>	Survey respondents are asked about their participation in all activities (excluding walking) 'Undertaken for exercise, recreation or sport', including 'Personal exercise, such as swimming, dancing or jogging, as well as all forms of sporting activity, indoor or outdoor, whether undertaken in an organised setting or casually with family or friends'. It does not set any minimum threshold on the level of exertion required in order for a particular activity to be considered a sport; however, this is measured separately for each activity. The survey asks respondents about their activity over the past seven days and interviews are spread over the course of a 12-month period, in order to account for seasonal variations in sports participation.
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises that play, sports and recreation are an immensely important part of the lives of children and young people, and are highly valued by them (p. 56).
<b>Age range</b>	16–24 years
<b>Frequency of reporting</b>	Every two years
<b>Included in <i>State of the Nation's Children</i> report</b>	No

15. Play	
<b>Indicator: Percentage of children who report that their family plays with them always or often</b>	
<b>Source</b>	<a href="#">Health Behaviour in School-aged Children</a>
<b>Information on source</b>	Health Behaviour in School-aged Children (HBSC) is a World Health Organization (WHO) collaborative cross-national study. It asks children and young people aged 11–17 about their health and well-being, social environments and health behaviours within their social context – home, school, and with family and friends. It is a school-based survey, with data collected through self-completion questionnaires administered by teachers in the classroom every four years. The HBSC Ireland team is based at the Health Promotion Research Centre, National University of Ireland, Galway. The latest Ireland reports are available at <a href="http://www.nuigalway.ie/hbsc/">http://www.nuigalway.ie/hbsc/</a> and the international reports are available at <a href="http://www.hbsc.org">www.hbsc.org</a>
<b>Information on indicator</b>	Participants are asked: 'Does your family play with you?' Response options are: 'Always', 'Often', 'Sometimes' and 'Never'. Responses were recoded into: 'Always/Often' and 'Sometimes/Never'. The question was first introduced in 2014.
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises that play, sports and recreation are an immensely important part of the lives of children and young people, and are highly valued by them (p. 56).
<b>Age range</b>	11–13 years
<b>Frequency of reporting</b>	Every four years
<b>Included in <i>State of the Nation's Children</i> report</b>	No
16. Screen time	
<b>Indicator: Percentage of students using the Internet for more than six hours per day outside of school, during school days</b>	
<b>Source</b>	<a href="#">Programme for International Student Assessment (PISA)</a>
<b>Information on source</b>	The Programme for International Student Assessment (PISA) is a project of the Organisation for Economic Co-operation and Development (OECD) that aims to measure how well students, at age 15, are prepared to meet the challenges they may encounter in future life, including education. PISA takes place every three years and assesses student skills and knowledge in the three domains of reading literacy, mathematics and science. In Ireland, PISA is managed by the Educational Research Centre (ERC) on behalf of the Department of Education and Skills (DES). The assessments in schools are administered by external test administrators, comprising inspectors from the DES and representatives of the ERC. National reports and publications are available at <a href="http://www.erc.ie/pisa/">http://www.erc.ie/pisa/</a> and international reports and publications are available at <a href="http://www.oecd.org/pisa/aboutpisa/">http://www.oecd.org/pisa/aboutpisa/</a>
<b>Information on indicator</b>	Participants are asked: 'During a typical weekday how long do you use the Internet outside of school?'
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises the increasing prominence of technology in children's and young people's lives and its role in forming and maintaining friendships (p. 102). It also recognises the importance of opportunities to be active and live healthy lives (p. 53).
<b>Age range</b>	15 year olds
<b>Frequency of reporting</b>	Every three years
<b>Included in <i>State of the Nation's Children</i> report</b>	No

## Outcome 2: Achieving full potential in learning and development

### Aim 2.1: Learning and developing from birth

17. Screening for growth and development	
<b>Indicator: Percentage of children reaching 10 months who have had their developmental exam before 10 months</b>	
<b>Source</b>	Health Service Executive
<b>Information on source</b>	The Health Service Executive (HSE) Performance Reports provide an overall analysis of key performance data from Divisions in the HSE, including Mental Health, Social Care, Primary Care, and Health and Wellbeing, as well as Finance and HR. The data reported are based on key performance indicators outlined in the current National Service Plan. For more information, see <a href="http://hse.ie/eng/services/publications/performance-reports/">http://hse.ie/eng/services/publications/performance-reports/</a>
<b>Information on indicator</b>	This is a key performance indicator collected and reported on monthly by the HSE. It measures the percentage of children reaching 10 months within the reporting period who have had their Child Development Health Screening (7–9-month developmental check) on time. This screening is performed by Public Health Nurses (PHNs).
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises the crucial role of the PHN and General Practitioner (GP) in providing primary care and supporting parents to ensure that their children are healthy and developing appropriately, including through immunisation programmes and health and development screening (p. 51).
<b>Age range</b>	Infants up to 10 months
<b>Frequency of reporting</b>	Monthly
<b>Included in <i>State of the Nation's Children</i> report</b>	Yes
18. Quality of pre-school home learning environment	
<b>Indicator: Percentage of children whose parents reported often engaging in literacy and numeracy activities with them before they started school (e.g. singing songs, reading books, playing with blocks)</b>	
<b>Source</b>	Trends in International Maths and Science Study (TIMSS) and Progress in Reading Literacy Study (PIRLS)
<b>Information on source</b>	Trends in International Maths and Science Study (TIMSS) is an international assessment of mathematics and science with fourth class (primary school) and second year (secondary school) students, conducted every four years since 1995. Progress in Reading Literacy Study (PIRLS) is an international study of fourth class pupils' reading literacy, conducted every five years since 2001. Ireland first took part in PIRLS in 2011 and in TIMSS in 1995. PIRLS and TIMSS are projects of the International Association for the Evaluation of Educational Achievement (IEA), an independent, international cooperative of research institutions and government research agencies. In Ireland, the Educational Research Centre (ERC) manages the implementation of TIMSS on behalf of the Department of Education and Skills (DES). For more information, see <a href="http://www.erc.ie/studies/timss/">http://www.erc.ie/studies/timss/</a> and <a href="http://www.erc.ie/studies/pirls/">http://www.erc.ie/studies/pirls/</a>
<b>Information on indicator</b>	Parents rate the frequency with which they engaged in a variety of literacy and numeracy activities with their child before he/she started school. Activities included reading books, talking about daily activities, playing with a number of toys, and playing with building blocks or construction toys. Parents are categorised as engaging in early literacy and numeracy activities 'often' on the basis of their averaged engagement across these activities. The 2011 data refer to activities before the child started primary school, whereas the 2015 data refer to before the child started first class in primary school, so the data points are not strictly comparable.
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises that a supportive home learning environment is positively associated with children's early achievements and well-being, and influences social mobility (p. 27).
<b>Age range</b>	2011 prior to starting primary school/2015 prior to starting first class
<b>Frequency of reporting</b>	TIMSS every four years and PIRLS every five years
<b>Included in <i>State of the Nation's Children</i> report</b>	No

19. Access to speech and language therapy	
<b>Indicator: 0-17 year olds on speech and language therapy waiting lists - number and percentage on lists for (i) assessment or (ii) treatment for more than 52 weeks</b>	
<b>Source</b>	<a href="#">Health Service Executive Performance Reports</a>
<b>Information on source</b>	The Health Service Executive (HSE) Performance Reports provide an overall analysis of key performance data from Divisions in the HSE, including Mental Health, Social Care, Primary Care, and Health and Wellbeing, as well as Finance and HR. The data reported are based on key performance indicators outlined in the current National Service Plan. For more information, see <a href="http://www.hse.ie/eng/services/Publications/performance-reports/">http://www.hse.ie/eng/services/Publications/performance-reports/</a>
<b>Information on indicator</b>	This indicator is a key HSE Performance Indicator on the percentage of people waiting for speech and language therapy assessment and/or treatment for more than 52 weeks. Data are collected and reported at aggregate level for all age groups in monthly HSE performance reports. Clients aged 18 years and over are excluded. Data included are recorded for July 2016 and April 2017. Data for the 0-17 year-old age group have only been available since July 2016.
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises that early intervention initiatives aim to address the early indicators of developing problems and to support a trajectory to more positive outcomes (p. 29).
<b>Age range</b>	0-17 years
<b>Frequency of reporting</b>	Monthly. However, data for the 0-17 age group are only available from July 2016 onwards.
<b>Included in <i>State of the Nation's Children</i> report</b>	No
20. Achieving expected level of development in communication, language and literacy	
<b>Indicator: Placeholder<sup>29</sup> Type 1</b>	
<b>Source</b>	
<b>Information on source</b>	
<b>Information on indicator</b>	
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises that early intervention initiatives aim to address the early indicators of developing problems and to support a trajectory to more positive outcomes (p. 29).
<b>Age range</b>	
<b>Frequency of reporting</b>	
<b>Included in <i>State of the Nation's Children</i> report</b>	

## Aim 2.2: Social and emotional well-being

21. Positive self-perception	
<b>Indicator: Percentage who report feeling happy with the way they are</b>	
<b>Source</b>	<a href="#">Health Behaviour in School-aged Children</a>
<b>Information on source</b>	Health Behaviour in School-aged Children (HBSC) is a World Health Organization (WHO) collaborative cross-national study. It asks children and young people aged 11–17 about their health and well-being, social environments and health behaviours within their social context – home, school, and with family and friends. It is a school-based survey, with data collected through self-completion questionnaires administered by teachers in the classroom every four years. The HBSC Ireland team is based at the Health Promotion Research Centre, National University of Ireland, Galway. The latest Ireland reports are available at <a href="http://www.nuigalway.ie/hbsc/">http://www.nuigalway.ie/hbsc/</a> and the international reports are available at <a href="http://www.hbsc.org">www.hbsc.org</a>
<b>Information on indicator</b>	Participants are asked: 'Thinking about the last week, have you been happy with the way you are?' Response options are: 'Never', 'Seldom', 'Quite often', 'Very often' and 'Always'. Responses were recoded into: 'Happy with the way you are', 'Yes' (including 'Very often' and 'Always') and 'No' (including 'Never', 'Seldom' and 'Quite often').
<b>Relevance to BOBF</b>	BOBF recognises that good mental health is the most important aspect of children and young people's social and cognitive development (pp. 53–54).
<b>Age range</b>	11–17 years
<b>Frequency of reporting</b>	Every four years
<b>Included in <i>State of the Nation's Children</i> report</b>	Yes
<b>Indicator: Percentage who think they are either (i) too fat or (ii) too thin</b>	
<b>Source</b>	<a href="#">Health Behaviour in School-aged Children</a>
<b>Information on source</b>	Health Behaviour in School-aged Children (HBSC) is a World Health Organization (WHO) collaborative cross-national study. It asks children and young people aged 11–17 about their health and well-being, social environments and health behaviours within their social context – home, school, and with family and friends. It is a school-based survey, with data collected through self-completion questionnaires administered by teachers in the classroom every four years. The HBSC Ireland team is based at the Health Promotion Research Centre, National University of Ireland, Galway. The latest Ireland reports are available at <a href="http://www.nuigalway.ie/hbsc/">http://www.nuigalway.ie/hbsc/</a> and the international reports are available at <a href="http://www.hbsc.org">www.hbsc.org</a>
<b>Information on indicator</b>	Young people are asked about how they perceive their body. Response options range from much too thin to much too fat.
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises that young people, especially young girls, are particularly vulnerable to negative self-image and media pressure surrounding body image. It is therefore important to promote safe and healthy body image and self-worth (p. 54). Body image also emerged as a key theme in Government consultations with children and young people to help inform policy.
<b>Age range</b>	11–17 years
<b>Frequency of collection</b>	Every four years
<b>Included in <i>State of the Nation's Children</i> report</b>	No



22. Social and emotional well-being, skills and behaviour	
<b>Indicator: Percentage who report being very happy with their lives at present</b>	
<b>Source</b>	Health Behaviour in School-aged Children
<b>Information on source</b>	Health Behaviour in School-Aged Children (HBSC) is a World Health Organization (WHO) collaborative cross-national study. It asks children and young people aged 11–17 about their health and well-being, social environments and health behaviours within their social context – home, school, and with family and friends. It is a school-based survey, with data collected through self-completion questionnaires administered by teachers in the classroom every four years. The HBSC Ireland team is based at the Health Promotion Research Centre, National University of Ireland, Galway. The latest Ireland reports are available at <a href="http://www.nuigalway.ie/hbsc/">http://www.nuigalway.ie/hbsc/</a> and the international reports are available at <a href="http://www.hbsc.org">www.hbsc.org</a>
<b>Information on indicator</b>	Participants are asked: 'In general how do you feel about your life at present?' The response options are: 'I feel very happy', 'I feel quite happy', 'I don't feel very happy' and 'I'm not happy at all'. Responses were recoded into: 'Very happy' and 'Not happy'. This is a national item, asked only in Ireland.
<b>Relevance to BOBF</b>	BOBF recognises that good mental health is the most important aspect of children and young people's social and cognitive development (pp. 53–54).
<b>Age range</b>	11–17 years
<b>Frequency of reporting</b>	Every four years
<b>Included in <i>State of the Nation's Children</i> report</b>	Yes
<b>Indicator: Placeholder<sup>29</sup> Type 3 - Average Score on the Strengths and Difficulties Questionnaire (SDQ)</b>	
<b>Source</b>	Growing Up in Ireland
<b>Information on source</b>	Growing Up in Ireland is the national longitudinal study of children in Ireland mainly funded by the Department of Children and Youth Affairs and being carried out by a team of researchers at the Economic and Social Research Institute (ESRI) and Trinity College Dublin. The study was established in 2006 and follows the progress of two groups of children: 8,000 nine year-olds (child cohort) and 10,000 nine month-olds (infant cohort). For more information, see <a href="http://www.esri.ie/growing-up-in-ireland/">http://www.esri.ie/growing-up-in-ireland/</a>
<b>Information on indicator</b>	The Strengths and Difficulties Questionnaire (SDQ) assesses behavioural and emotional adjustment and comprises five subscales: prosocial, emotional difficulties, conduct difficulties, hyperactivity, peer problems. A total difficulties score is obtained by summing scores across the four deficit-focused scales (i.e. all except the prosocial behaviour scale), giving a score between 0 and 40. The SDQ is psychometrically well validated with good internal consistency and reliability. It has a robust factor structure and produces scores that are stable over time. Lower scores indicate lower levels of socioemotional difficulties. An average score in excess of 14 (reflecting the threshold for the top decile of the distribution) could be taken as a non-clinical indication of a child being in a potentially problematic zone at 9 and 13 years. The SDQ is best used to investigate changes over time at the level of the individual child or to examine underlying characteristics and processes associated with high scores.
<b>Relevance to BOBF</b>	BOBF recognises that good mental health is the most important aspect of children and young people's social and cognitive development (pp. 53–54).
<b>Age range</b>	5 years (9 month-old cohort); 9 and 13 years (9 year-old cohort)
<b>Frequency of reporting</b>	Ad hoc
<b>Included in <i>State of the Nation's Children</i> report</b>	No

Indicator: Percentage with probable mental health problem on the Mental Health Index 5 (MHI-5)	
Source	<a href="#">Healthy Ireland Survey</a>
Information on source	Healthy Ireland is the national framework for action to improve health and well-being of people living in Ireland. The Healthy Ireland Survey (HIS) is an annual face-to-face survey with individuals aged 15 and over, and commenced in 2015. The survey covers a wide variety of health topics. Reports on the HIS can be accessed on the Department of Health website: <a href="http://health.gov.ie/healthy-ireland/">http://health.gov.ie/healthy-ireland/</a>
Information on indicator	The Mental Health Index 5 (MHI-5) is used to collect data on mental health. Respondents indicate the extent to which they have experienced indicators of more negative aspects of mental health such as being 'a very nervous person', feeling 'downhearted and blue', 'worn out', 'tired' and 'so down in the dumps that nothing could cheer you up'. The index comes from the RAND 36-Item Short Form Survey (SF-36), a widely used health-related quality of life survey instrument. Total scores range from 0–100, where lower scores are indicative of greater psychological distress. Respondents with scores falling at or below 56 are categorised as having a 'probable mental health problem' (PMHP).
Relevance to BOBF	BOBF notes that the Government recognises that there is a myriad of factors that can impact on a child or young person's mental health, both positively and negatively. Children and young people need support to build and develop protective factors, such as emotional resilience, having a sense of self-esteem, good social networks and participation in community, as well as an ability to address risk factors such as tackling bullying (p. 54).
Age range	15–24 years
Frequency of reporting	Annually
Included in <i>State of the Nation's Children</i> report	No

### 23. Coping with school workload/exam stress

#### Indicator: Percentage who feel pressurised by schoolwork

Source	<a href="#">Health Behaviour in School-aged Children</a>
Information on source	Health Behaviour in School-aged Children (HBSC) is a World Health Organization (WHO) collaborative cross-national study. It asks children and young people aged 11–17 about their health and well-being, social environments and health behaviours within their social context – home, school, and with family and friends. It is a school-based survey, with data collected through self-completion questionnaires administered by teachers in the classroom every four years. The HBSC Ireland team is based at the Health Promotion Research Centre, National University of Ireland, Galway. The latest Ireland reports are available at <a href="http://www.nuigalway.ie/hbsc/">http://www.nuigalway.ie/hbsc/</a> and the international reports are available at <a href="http://www.hbsc.org">www.hbsc.org</a>
Information on indicator	Participants are asked: 'How pressured do you feel by the schoolwork you have to do?' Response options are: 'Not at all', 'A little', 'Some' and 'A lot'. Responses were recoded into: 'Yes' (including 'Some' and 'A lot') and 'No' (including 'Not at all' and 'A little') and this indicator captures the proportion coded as 'Yes'.
Relevance to BOBF	BOBF notes that the Government recognises the importance of engaging and inspiring children and young people in learning early on, and for schools to instil a love of learning, to achieve good educational outcomes (p. 67).
Age range	11–17 years
Frequency of reporting	Every four years
Included in <i>State of the Nation's Children</i> report	No

Indicator: Placeholder <sup>29</sup> Type 1 – Exam stress – data will be available from December 2019	
Source	<a href="#">Programme for International Student Assessment (PISA)</a>
Information on source	The Programme for International Student Assessment (PISA) is a project of the Organisation for Economic Co-operation and Development (OECD) that aims to measure how well students, at age 15, are prepared to meet the challenges they may encounter in future life, including education. PISA takes place every three years and assesses student skills and knowledge in the three domains of reading literacy, mathematics and science. In Ireland, PISA is managed by the Educational Research Centre (ERC) on behalf of the Department of Education and Skills (DES). The assessments in schools are administered by external test administrators, comprising inspectors from the DES and representatives of the ERC. National reports and publications are available at <a href="http://www.erc.ie/studies/pisa/">http://www.erc.ie/studies/pisa/</a> and international reports and publications are available at <a href="http://www.oecd.org/pisa/aboutpisa/">http://www.oecd.org/pisa/aboutpisa/</a>
Information on indicator	This indicator was developed for PISA 2018. It was administered in the PISA Field Trial in 2017. Data from PISA 2018 Main Study will be available in December 2019.
Relevance to BOBF	Exam stress is not specifically referenced in BOBF, but emerged as a key theme in consultations held with children and young people to help them inform the development of Government policy. <sup>30</sup> Exam stress and heavy study workloads were identified as contributing to sedentary and unhealthy lifestyles.
Age range	15–17 years
Frequency of reporting	First data will be available in December 2019
Included in <i>State of the Nation's Children</i> report	No

### Aim 2.3: Engaged in learning

24. School attendance (e.g. absenteeism, suspensions, expulsions)	
Indicator: Percentage of primary school children who are absent from school for 20 days or more in the school year and percentage of student days lost for primary schools (non-attendance)	
Source	<a href="#">Tusla School Attendance Data</a>
Information on source	Each recognised school in the State is obliged to submit an Annual Attendance Report (AAR) to the Educational Welfare Services within Tusla, the Child and Family Agency, on the levels of attendance at the end of each academic year. For more information, see <a href="http://www.tusla.ie/services/educational-welfare-services/information-for-schools-inc-absence-reporting/reporting-absenteeism">http://www.tusla.ie/services/educational-welfare-services/information-for-schools-inc-absence-reporting/reporting-absenteeism</a>
Information on indicator	The number of students who are absent 20 days or more is calculated based on school attendance data collated and analysed by Tusla. Students who are absent for 20 days or more are referred to Educational Welfare Services. The percentage of student days lost is expressed as a percentage of N student/days, the maximum attendance that is possible.
Relevance to BOBF	BOBF notes that how children perform at school is a key determinant of their future success: education is a proven route out of poverty and is vital to improving children's life chances (p. 67).
Age range	4–12 years
Frequency of reporting	Annually
Included in <i>State of the Nation's Children</i> report	Yes (percentage of primary school children who are absent from school for 20 days or more in the school year)

<sup>30</sup> <https://www.dcy.gov.ie/viewdoc.asp?Docid=1582&CatID=13&mn=&StartDate=01+January+2011>

Indicator: Percentage of post-primary school children who are absent from school for 20 days or more in the school year and percentage of student days lost for post-primary schools (non-attendance)	
Source	<a href="#">Tusla School Attendance Data</a>
Information on source	Each recognised school in the State is obliged to submit an Annual Attendance Report (AAR) to the Educational Welfare Services within Tusla, the Child and Family Agency, on the levels of attendance at the end of each academic year. For more information, see <a href="http://www.tusla.ie/services/educational-welfare-services/information-for-schools-inc-absence-reporting/reporting-absenteeism">http://www.tusla.ie/services/educational-welfare-services/information-for-schools-inc-absence-reporting/reporting-absenteeism</a>
Information on indicator	The number of students who are absent 20 days or more is calculated based on school attendance data collated and analysed by Tusla. Students who are absent for 20 days or more are referred to Educational Welfare Services. The percentage of student days lost is expressed as a percentage of N student/days, the maximum attendance that is possible.
Relevance to BOBF	BOBF notes that how children perform at school is a key determinant of their future success: education is a proven route out of poverty and is vital to improving children’s life chances (p. 67).
Age range	12–18 years
Frequency of reporting	Annually
Included in <i>State of the Nation’s Children</i> report	Yes (percentage of post-primary school children who are absent from school for 20 days or more in the school year)

## 25. Quality of education services

### Indicator: Average class size in primary schools

Source	<a href="#">Department of Education and Skills Education</a>
Information on source	The Department of Education and Skills (DES) produces data on average class size on an annual basis. These data are also provided to the Organisation for Economic Co-operation and Development (OECD) for inclusion in their annual publication <i>Education at a Glance</i> , which covers indicators on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries. For more information, see <a href="http://www.oecd.org/education/skills-beyond-school/education-at-a-glance-19991487.htm">http://www.oecd.org/education/skills-beyond-school/education-at-a-glance-19991487.htm</a> Country profiles for Ireland and key facts are published by the DES and can be found here: <a href="https://www.education.ie/en/Publications/Statistics/International-Statistical-Reports/">https://www.education.ie/en/Publications/Statistics/International-Statistical-Reports/</a>
Information on indicator	The figure is calculated by dividing the number of students enrolled in mainstream classes by the number of classes.
Relevance to BOBF	BOBF notes that how children perform at school is a key determinant of their future success. The current Programme for Government notes a commitment to ‘reduce primary school class size’ [Department of the Taoiseach, 2016, p. 87 <sup>31</sup> ]
Age range	4–12 years
Frequency of reporting	Annually
Included in <i>State of the Nation’s Children</i> report	No

<sup>31</sup> Department of the Taoiseach (2016). *A Programme for a Partnership Government*, Dublin: Stationery Office. Retrieved from [http://www.merrionstreet.ie/MerrionStreet/en/ImageLibrary/Programme\\_for\\_Partnership\\_Government.pdf](http://www.merrionstreet.ie/MerrionStreet/en/ImageLibrary/Programme_for_Partnership_Government.pdf)

<b>Indicator: Percentage of pre-school services delivering the Early Childhood Care and Education (ECCE) Programme that meet higher capitation criteria</b>	
<b>Source</b>	<b>Programmes Implementation Platform (PIP)</b>
<b>Information on source</b>	The Programmes Implementation Platform (PIP) is an administrative data source managed by Pobal on behalf of the Department of Children and Youth Affairs.  Pre-school services are contracted by the State to provide the Early Childhood Care and Education (ECCE) Programme on the basis of meeting a number of criteria, including staff qualification. These data are not publicly available.
<b>Information on indicator</b>	The indicator is calculated as the number of services in receipt of higher capitation as a percentage of the total number of services with an ECCE contract for the academic year. A higher capitation rate is available to pre-school services on a session-by-session basis. This is awarded where the pre-school leader who delivers the ECCE Programme meets the following criteria: <ul style="list-style-type: none"> <li>• Holds a DCYA Early Years Recognised Qualification deemed to meet the contract requirement for ECCE Room Leader (Higher Capitation)</li> <li>• Has three years' paid work experience in the sector.</li> </ul> In addition, all pre-school assistants in the service must hold a relevant major award in childcare or early education (minimum Level 5 or equivalent). Services must also ensure that they have enough appropriately qualified staff present for each ECCE session they are submitting for higher capitation.
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises that the early foundations for academic achievement are laid by quality care and education access in the early years (p. 68 and p. 70).
<b>Age range</b>	Three to five and a half years
<b>Frequency of reporting</b>	Annually
<b>Included in <i>State of the Nation's Children</i> report</b>	Yes
<b>26. Participation in early childhood care and education services</b>	
<b>Indicator: Percentage of 3–5 year-olds participating in formal early care and education services</b>	
<b>Source</b>	<a href="#">OECD Education at a Glance Indicators</a>
<b>Information on source</b>	The OECD Education at a Glance Indicators provide data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries. For more information, see <a href="http://www.oecd.org/education/skills-beyond-school/education-at-a-glance-19991487.htm">http://www.oecd.org/education/skills-beyond-school/education-at-a-glance-19991487.htm</a> Country profiles for Ireland and key facts are published by the Department of Education and Skills and can be found here: <a href="https://www.education.ie/en/Publications/Statistics/International-Statistical-Reports/">https://www.education.ie/en/Publications/Statistics/International-Statistical-Reports/</a>
<b>Information on indicator</b>	Early childhood education, or pre-primary education, is defined by the OECD as the initial stage of organised instruction, designed primarily to introduce very young children to a school-like environment. Enrolment rates are based on the total number of enrolments as a proportion of the population, regardless of whether students are full time or part time. Figures for specific ages may sum to more than 100% due to rounding and to differences in timing of the enrolment data versus the single year of age population estimates. Data on participation do not encompass any information on the quality of provision. These data cover children in Early Start programmes, ECCE schemes and Community Childcare Subvention programmes. The data refer to State-supported programmes and do not include children who are in early education services that are exclusively funded by their parents/guardians.
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises the value of quality early childhood care and education in supporting children's early cognitive, social and emotional development, capacities that are critical for effective learning, and enable inequalities to be addressed early on to ensure that children are ready for school (p. 66).
<b>Age range</b>	3–5 years
<b>Frequency of reporting</b>	Annually
<b>Included in <i>State of the Nation's Children</i> report</b>	No

27. School retention	
Indicator: Retention rates to Leaving Certificate of pupils in second-level schools	
Source	<a href="#">The Department of Education and Skills - Retention Rates of Pupils in Second-Level Schools</a>
Information on source	The Department of Education and Skills collates and reports on data from school-based returns. Data on retention rates are based on a detailed analysis of the records held in the Department's Post-Primary Pupils Database (PPPDB) for the cohort of entrants to the first year of the Junior Cycle in a particular year. For more information, see <a href="http://www.education.ie/en/Publications/Statistics/Statistical-Reports/Other-Statistical-Reports.html">http://www.education.ie/en/Publications/Statistics/Statistical-Reports/Other-Statistical-Reports.html</a>  Data are also available on the Education statistics Database at <a href="http://www.cso.ie/px/pxeirestat/pssn/des/homepagefiles/des_statbank.asp">http://www.cso.ie/px/pxeirestat/pssn/des/homepagefiles/des_statbank.asp</a>
Information on indicator	For a given entry cohort, the rate of retention at second level refers to the percentage of entrants to the Junior Cycle in a given year who completed second level with a Leaving Certificate. Rates are adjusted for emigration and transfer to non-aided second-level schools, but not for transfer to other destinations (e.g. Youthreach). The year refers to year of entry to first year of the Junior Cycle. The 2009 entry cohort refers to pupils who sat their Leaving Certificate in 2015 or 2016. The 2007 entry cohort refers to pupils who sat their Leaving Certificate in 2013 or 2014.
Relevance to BOBF	BOBF notes that the Government commits to implement strategies to improve school engagement and reduce incidences of suspensions and expulsions and early school-leaving (p. 69).
Age range	School-leaving age
Frequency of reporting	Annually
Included in <i>State of the Nation's Children</i> report	Yes
28. Experience of transitions	
Indicator: Placeholder <sup>29</sup> Type 3 – Experience of transitions	
Source	<a href="#">Growing Up in Ireland</a>
Information on source	Growing Up in Ireland is the national longitudinal study of children in Ireland mainly funded by the Department of Children and Youth Affairs and being carried out by a team of researchers at the Economic and Social Research Institute (ESRI) and Trinity College Dublin. The study was established in 2006 and follows the progress of two groups of children: 8,000 nine year-olds (child cohort) and 10,000 nine month-olds (infant cohort). For more information, see <a href="http://www.esri.ie/growing-up-in-ireland/">http://www.esri.ie/growing-up-in-ireland/</a>
Information on indicator	The indicator presents data on the mother's perception of the five year-old's transition to primary school, and on both the mother and child's perception of the 13 year-old's transition to post-primary school.
Relevance to BOBF	BOBF commits to researching and adopting strategies to strengthen transitions through the educational system (into primary, from primary to second level, from second level into higher or further education, employment or, in the case of early school-leavers, to Youthreach), including ensuring coherency of curriculum approach, school connections and promoting in-school practices such as the adoption of peer-to-peer support programmes (p. 71).
Age range	5 years, 13 years
Frequency of reporting	Ad hoc
Included in <i>State of the Nation's Children</i> report	No

29. School connectedness and enjoyment	
<b>Indicator: Percentage who report liking being in school</b>	
<b>Source</b>	Trends in International Maths and Science Study (TIMSS) and Progress in Reading Literacy Study (PIRLS)
<b>Information on source</b>	Trends in International Maths and Science Study (TIMSS) and Progress in Reading Literacy Study (PIRLS) is an international assessment of mathematics and science with fourth class (primary school) and second year (secondary school) students, conducted every four years since 1995. PIRLS is an international study of fourth class pupils' reading literacy, conducted every five years since 2001. Ireland first took part in PIRLS in 2011 and in TIMSS in 1995. PIRLS and TIMSS are projects of the International Association for the Evaluation of Educational Achievement (IEA), an independent, international cooperative of research institutions and government research agencies. In Ireland, the Educational Research Centre (ERC) manages the implementation of TIMSS on behalf of the Department of Education and Skills (DES). For more information, see <a href="http://www.erc.ie/studies/timss/">http://www.erc.ie/studies/timss/</a> and <a href="http://www.erc.ie/studies/pirls/">http://www.erc.ie/studies/pirls/</a>
<b>Information on indicator</b>	Participants indicated the extent to which they liked being in school with the following response options: 'Agree a lot', 'Agree a little', 'Disagree a little', 'Disagree a lot'. This indicator reflects the percentage of participants who agreed 'a lot' or 'a little' that they liked being in school.
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises the importance for a child or young person to have a sense of belonging within school and the community, and the fact that schools and youth organisations play an invaluable role in building inclusion, supporting them to feel part of their community and creating stability in their lives (p. 68).
<b>Age range</b>	10 year-olds
<b>Frequency of reporting</b>	TIMSS every four years and PIRLS every five years
<b>Included in <i>State of the Nation's Children</i> report</b>	No
<b>Indicator: Percentage who agree/strongly agree that they feel like they belong at school</b>	
<b>Source</b>	Programme for International Student Assessment (PISA)
<b>Information on source</b>	The Programme for International Student Assessment (PISA) is a project of the Organisation for Economic Co-operation and Development (OECD) that aims to measure how well students, at age 15, are prepared to meet the challenges they may encounter in future life, including education. PISA takes place every three years and assesses student skills and knowledge in the three domains of reading literacy, mathematics and science. In Ireland, PISA is managed by the Educational Research Centre (ERC) on behalf of the Department of Education and Skills (DES). The assessments in schools are administered by external test administrators, comprising inspectors from the DES and representatives of the ERC. National reports and publications are available at <a href="http://www.erc.ie/pisa/">http://www.erc.ie/pisa/</a> and international reports and publications are available at <a href="http://www.oecd.org/pisa/aboutpisa/">http://www.oecd.org/pisa/aboutpisa/</a>
<b>Information on indicator</b>	In PISA, sense of belonging to school is assessed by asking students to indicate their levels of agreement with six statements. A mix of positively worded and negatively worded statements is included. Two statements are selected for inclusion: 'I feel like I belong at school' and 'I feel like an outsider (or left out of things) at school'.
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises the importance for a child or young person to have a sense of belonging within school and the community, and the fact that schools, and youth organisations, play an invaluable role in building inclusion, supporting them to feel part of their community and creating stability in their lives (p. 68).
<b>Age range</b>	15 year-olds
<b>Frequency of reporting</b>	Every three years
<b>Included in <i>State of the Nation's Children</i> report</b>	No

Indicator: Percentage of 15 year-olds who feel like an outsider at school	
Source	Programme for International Student Assessment (PISA)
Information on source	The Programme for International Student Assessment (PISA) is a project of the Organisation for Economic Co-operation and Development (OECD) that aims to measure how well students, at age 15, are prepared to meet the challenges they may encounter in future life, including education. PISA takes place every three years and assesses student skills and knowledge in the three domains of reading literacy, mathematics and science. In Ireland, PISA is managed by the Educational Research Centre (ERC) on behalf of the Department of Education and Skills (DES). The assessments in schools are administered by external test administrators, comprising inspectors from the DES and representatives of the ERC. National reports and publications are available at <a href="http://www.erc.ie/pisa/">http://www.erc.ie/pisa/</a> ; international reports and publications are available at <a href="http://www.oecd.org/pisa/aboutpisa/">http://www.oecd.org/pisa/aboutpisa/</a>
Information on indicator	In PISA, sense of belonging to school is assessed by asking students to indicate their levels of agreement with six statements. A mix of positively worded and negatively worded statements is included. Two statements are selected for inclusion: 'I feel like I belong at school' and 'I feel like an outsider (or left out of things) at school'.
Relevance to BOBF	BOBF notes that the Government recognises the importance for a child or young person to have a sense of belonging within school and the community, and the fact that schools, and youth organisations, play an invaluable role in building inclusion, supporting them to feel part of their community and creating stability in their lives (p. 68).
Age range	15 year-olds
Frequency of reporting	Every three years
Included in <i>State of the Nation's Children</i> report	No

## Aim 2.4: Achieving in education

30. Academic achievement in English literacy	
Indicator: Percentage of second class and sixth class students performing at English Literacy Level 3 or above in the National Assessments of English Reading and Mathematics	
Source	National Assessments of English Reading and Mathematics
Information on source	The National Assessments of English Reading and Mathematics are conducted by the Educational Research Centre (ERC) and administered by class teachers to representative samples of over 8,000 pupils in second and sixth classes in 150 primary schools. The assessments are implemented in schools, under the supervision of inspectors of the Department of Education and Skills. Reports can be found here: <a href="http://www.erc.ie/studies/namer">http://www.erc.ie/studies/namer</a>
Information on indicator	For each class assessed (i.e. second class and sixth class), children are assigned to reading proficiency levels (below 1; 1; 2; 3 and 4). The National Strategy to Improve Literacy and Numeracy <sup>32</sup> sets a target of increasing the percentage of primary children performing at Levels 3–4 by at least 10 percentage points for both second and sixth classes between 2011 and 2020. This indicator provides feedback on the progress that has been achieved in reaching this target. The year 2009 was the first national assessment in the current series. The percentages at each level were set at both grade levels (second and sixth); these were 35% at or above Level 3. In subsequent years, these percentages vary, based on how pupils performed, as the cut-off points are the same from assessment to assessment. For each domain at each grade level, the same underlying scale is used (performance in 2014 was projected onto the 2009 scale using item response theory (IRT) modelling).
Relevance to BOBF	BOBF notes that the Government recognises that developing good literacy and numeracy skills, including digital literacy skills, among all children and young people is fundamental to the life chances of each individual and essential to the quality and equity of society. Improving literacy and numeracy standards is an urgent national priority (p. 68).

<sup>32</sup> Department of Education and Skills (2011) *Literacy and Numeracy for Life: The National Strategy to Improve Literacy and Numeracy Among Children and Young People 2011–2020*. Dublin: Department of Education and Skills.



<b>Age range</b>	7–9 years and 11–13 years
<b>Frequency of reporting</b>	Every five years
<b>Included in <i>State of the Nation's Children</i> report</b>	No
<b>Indicator: The mean scores of 15 year-old students on the OECD-PISA Reading Literacy Scale</b>	
<b>Source</b>	<a href="#">Programme for International Student Assessment (PISA)</a>
<b>Information on source</b>	The Programme for International Student Assessment (PISA) is a project of the Organisation for Economic Co-operation and Development (OECD) that aims to measure how well students, at age 15, are prepared to meet the challenges they may encounter in future life, including education. PISA takes place every three years and assesses student skills and knowledge in the three domains of reading literacy, mathematics and science. In Ireland, PISA is managed by the Educational Research Centre (ERC) on behalf of the Department of Education and Skills (DES). The assessments in schools are administered by external test administrators, comprising inspectors from the DES and representatives of the ERC. National reports and publications are available at <a href="http://www.erc.ie/pisa/">http://www.erc.ie/pisa/</a> and international reports and publications are available at <a href="http://www.oecd.org/pisa/aboutpisa/">http://www.oecd.org/pisa/aboutpisa/</a>
<b>Information on indicator</b>	Rather than assessing mastery of curricular content, PISA assesses 'real-life literacy' skills. This entails the assessment of knowledge and skills that students may need for effective participation in society. Students are required to exhibit competence in locating information, understanding (representing literal meaning and generating inferences), and to evaluate and reflect on texts, including an assessment of quality and credibility, and detecting and handling conflict. Student performance in PISA is reported in terms of statistics such as mean scores and measures of distributions of achievement, which allow for comparisons against other countries and subgroups. Please note: the OECD averages for 2012 and 2015 were 496 and 493 respectively.
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises that developing good literacy and numeracy skills, including digital literacy skills, among all children and young people is fundamental to the life chances of each individual and essential to the quality and equity of society. Improving literacy and numeracy standards is an urgent national priority (p. 68).
<b>Age range</b>	15 year-olds
<b>Frequency of reporting</b>	Every three years
<b>Included in <i>State of the Nation's Children</i> report</b>	Yes

### 31. Academic achievement in maths and science

**Indicator: The percentage of second class and sixth class students performing at Maths Level 3 or above in the National Assessments of English Reading and Mathematics**

<b>Source</b>	<a href="#">National Assessments of English Reading and Mathematics</a>
<b>Information on source</b>	The National Assessments of English Reading and Mathematics are conducted by the Educational Research Centre (ERC) and administered by class teachers to representative samples of over 8,000 pupils in second and sixth classes in 150 primary schools. The assessments are implemented in schools, under the supervision of inspectors of the Department of Education and Skills. Reports can be found here: <a href="http://www.erc.ie/studies/namer">http://www.erc.ie/studies/namer</a>
<b>Information on indicator</b>	For each class assessed (i.e. second class and sixth class), children are assigned to mathematic proficiency levels (below 1; 1; 2; 3 and 4). The National Strategy to Improve Literacy and Numeracy <sup>33</sup> sets a target of increasing the percentage of primary children performing at Levels 3–4 by at least 10 percentage points at both second and sixth classes between 2011 and 2020. The indicator provides feedback on the progress that has been achieved in reaching this target. 2009 was the first national assessment in the current series. The percentages at each level were set at both grade levels (second and sixth); these were 35% at or above Level 3. In subsequent years, these percentages vary, based on how pupils performed, as the cut-off points are the same from assessment to assessment. For each domain at each grade level, the same underlying scale is used (performance in 2014 was projected onto the 2009 scale using item response theory (IRT) modelling).

<sup>33</sup> DES (2011). *Literacy and Numeracy for Learning and Life: The National Strategy to Improve Literacy and Numeracy Among Children and Young People 2011-2020*. Dublin: Department of Education and Skills.

<b>Relevance to BOBF</b>	BOBF notes that the Government recognises that developing good literacy and numeracy skills, including digital literacy skills, among all children and young people is fundamental to the life chances of each individual and essential to the quality and equity of society. Improving literacy and numeracy standards is an urgent national priority (p. 68).
<b>Age range</b>	7–9 years and 11–13 years
<b>Frequency of reporting</b>	Every five years
<b>Included in <i>State of the Nation's Children</i> report</b>	No

**Indicator: The mean scores of 15 year-old students on the OECD-PISA Mathematics Literacy Scale**

<b>Source</b>	<a href="#">Programme for International Student Assessment (PISA)</a>
<b>Information on source</b>	The Programme for International Student Assessment (PISA) is a project of the Organisation for Economic Co-operation and Development (OECD) that aims to measure how well students, at age 15, are prepared to meet the challenges they may encounter in future life, including education. PISA takes place every three years and assesses student skills and knowledge in the three domains of reading literacy, mathematics and science. In Ireland, PISA is managed by the Educational Research Centre (ERC) on behalf of the Department of Education and Skills (DES). The assessments in schools are administered by external test administrators, comprising inspectors from the DES and representatives of the ERC. National reports and publications are available at <a href="http://www.erc.ie/pisa/">http://www.erc.ie/pisa/</a> and international reports and publications are available at <a href="http://www.oecd.org/pisa/aboutpisa/">http://www.oecd.org/pisa/aboutpisa/</a>
<b>Information on indicator</b>	The PISA mathematical literacy scale assesses the capacities of students to analyse, reason and communicate ideas effectively as they pose, formulate, solve and interpret mathematical problems in a variety of situations. Student performance in PISA is reported in terms of statistics such as mean scores and measures of distributions of achievement, which allow for comparisons against other countries and subgroups. Please note: the OECD averages for 2012 and 2015 were 494 and 490 respectively.
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises that developing good literacy and numeracy skills, including digital literacy skills, among all children and young people is fundamental to the life chances of each individual and essential to the quality and equity of society. Improving literacy and numeracy standards is an urgent national priority (p. 68).
<b>Age range</b>	15 years old
<b>Frequency of reporting</b>	Every three years
<b>Included in <i>State of the Nation's Children</i> report</b>	Yes

**Indicator: The mean scores of students on the OECD-PISA Scientific Literacy Scale**

<b>Source</b>	<a href="#">Programme for International Student Assessment (PISA)</a>
<b>Information on source</b>	The Programme for International Student Assessment (PISA) is a project of the Organisation for Economic Co-operation and Development (OECD) that aims to measure how well students, at age 15, are prepared to meet the challenges they may encounter in future life, including education. PISA takes place every three years and assesses student skills and knowledge in the three domains of reading literacy, mathematics and science. In Ireland, PISA is managed by the Educational Research Centre (ERC) on behalf of the Department of Education and Skills (DES). The assessments in schools are administered by external test administrators, comprising inspectors from the DES and representatives of the ERC. National reports and publications are available at <a href="http://www.erc.ie/studies/pisa/">http://www.erc.ie/studies/pisa/</a> and international reports and publications are available at <a href="http://www.oecd.org/pisa/aboutpisa/">http://www.oecd.org/pisa/aboutpisa/</a>
<b>Information on indicator</b>	The PISA scientific literacy assessment items required students to explain phenomena scientifically, evaluate and design scientific enquiry, and to interpret data and evidence scientifically. Student performance in PISA is reported in terms of statistics such as mean scores and measures of distributions of achievement, which allow for comparisons against other countries and subgroups. Please note: the OECD averages for 2012 and 2015 were 501 and 493 respectively.
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises that developing good literacy and numeracy skills, including digital literacy skills, among all children and young people is fundamental to the life chances of each individual and essential to the quality and equity of society. Improving literacy and numeracy standards is an urgent national priority (p. 68).

Age range	15 years
Frequency of reporting	Every three years
Included in <i>State of the Nation's Children</i> report	Yes

### 32. Inequality in academic attainment

#### Indicator: Placeholder<sup>29</sup> Type 2 – Percentage of students enrolled in DEIS and non-DEIS schools progressing to third-level education

Source	<a href="#">Department of Education and Skills Statistical Reports</a>
Information on source	<i>School Completers – What Next?</i> was the first in a series of annual reports by the Department of Education and Skills (DES) which track school-leavers a year after they leave school. Following the publication of the National Statistics Board report titled <i>The Irish Statistics System: The Way Forward and Joined Up Government Needs Joined Up Data</i> , in December 2011, the Department of Education and Skills took the initiative to explore the potential of data matching to fill current data gaps. The tracking was carried out using data matching and was also supplemented with estimations for other destinations for which individualised data were not available.
Information on indicator	Data on progression to further and higher education are based on an analysis of students on the Post-Primary Pupils Database who were enrolled in post-primary schools. The focus is those pupils who were enrolled in post-primary schools in a particular academic year, but were not enrolled in one of these schools one year later. These pupils, using a unique personal identifier, are tracked to other data sources that are available. Data exclude non-HEA (Higher Education Authority) third-level institutions and further education programmes other than the Post Leaving Certificate (PLC) programme.
Relevance to BOBF	BOBF notes that the Government recognises the importance of supporting young people on low incomes to access and remain in third-level education (p. 92).
Age range	School-leaving age
Frequency of reporting	Ad hoc
Included in <i>State of the Nation's Children</i> report	No

#### Indicator: Placeholder<sup>29</sup> Type 2 – Non-progression rates of new entrants to third level

Source	<a href="#">A Study of Progression in Irish Higher Education 2013/14 to 2014/15</a>
Information on source	This report by the Higher Education Authority examines successful participation and progression in Irish higher education institutions. This quantitative study reports the findings of an analysis of a cohort of full-time first-year undergraduate new entrants from 1 March 2014 to 1 March 2015 in their enrolled institution. The main analysis of the report draws from data returned by HEA-funded institutions to the Student Record System (SRS) and examines the issue of non-progression across a range of fields of study, National Framework of Qualifications (NFQ) levels (6-8), and institutions.
Information on indicator	The indicator presents the percentage of all full-time first-year undergraduate cohort new entrants who were not enrolled the following year. Students who repeated a year, or who changed course or programme type within their original institution, were identifiable and are grouped with those deemed to be still present. For the purposes of the report, only student data pertaining to full-time undergraduates (NFQ levels 6-8) were analysed. Data refer to non-progression rates among full-time new entrants to HEA-funded institutions only.
Relevance to BOBF	BOBF notes that the Government recognises the importance of supporting young people on low incomes to access and remain in third-level education (p. 92).
Age range	0-24 years
Frequency of reporting	Annually
Included in <i>State of the Nation's Children</i> report	No

## Outcome 3: Safe and protected from harm

### Aim 3.1: Secure, stable, caring home environment

33. Households where parental drug abuse or harmful alcohol use occurs	
<b>Indicator: Placeholder<sup>29</sup> Type 1 – Parental drug abuse or harmful alcohol use</b>	
Source	
Information on indicator	
Relevance to BOBF	BOBF notes that the Government recognises the importance of supporting parents to provide a safe and secure, stable and caring home environment for their children (p. 77).
Age range	
Frequency of reporting	
Included in <i>State of the Nation's Children</i> report	
34. Households where domestic violence occurs	
<b>Indicator: Placeholder<sup>29</sup> Type 2 – Number of children who receive direct support and/or accommodation from a domestic violence service each year</b>	
Source	SAFE Ireland
Information on source	SAFE Ireland is a national social change agency working on domestic violence in Ireland, and works in close collaboration with 40 frontline domestic violence services across communities in Ireland. SAFE Ireland collates administrative data on domestic violence service statistics annually. For more information, see <a href="http://www.safeireland.ie/knowledge-centre/our-publications/">http://www.safeireland.ie/knowledge-centre/our-publications/</a>
Information on indicator	SAFE Ireland collates administrative data on the number of children receiving direct support and/or accommodation from domestic violence service statistics annually. Data are based on administrative data compiled by SAFE Ireland. An Garda Síochána is currently working to improve the quality of data collected on domestic violence. It is anticipated that Tusla, the statutory body with responsibility for domestic, sexual and gender-based violence services, will have data on this later in 2017.
Relevance to BOBF	BOBF notes that the Government recognises the importance of supporting parents to provide a safe and secure, stable and caring home environment for their children (p. 77). It also commits to introducing consolidated and reformed domestic violence legislation to address all aspects of domestic violence, threatened violence and intimidation, in a manner that provides protection to victims (p. 81).
Age range	0–18 year-olds
Frequency of reporting	Annually
Included in <i>State of the Nation's Children</i> report	No

35. Access to parent and family support services	
Indicator: Number of children and families in receipt of family support services	
Source	Tusla, the Child and Family Agency
Information on source	Tusla, the Child and Family Agency is the dedicated State agency responsible for improving well-being and outcomes for children. Tusla produces quarterly integrated performance and activity reports providing updates on Tusla services. These reports are structured around key performance and activity measures included in its annual Business Plan. It also produces an annual report on the adequacy of its child care and family support services. For more information and links to the reports, see <a href="http://www.tusla.ie/publications">http://www.tusla.ie/publications</a>
Information on indicator	Tusla records the number of children and families in receipt of family support services. Family support is a style of work and a wide range of activities that strengthens positive informal social networks through community-based programmes and services. The main focus of these services is on early intervention, with the aim to promote and protect the health, well-being and rights of all children, young people and their families. At the same time, particular attention is given to those who are vulnerable or at risk.
Relevance to BOBF	BOBF notes that the Government recognises the importance of supporting parents to provide a safe and secure, stable and caring home environment for their children (p. 77). Data are estimates and not strictly comparable across time points. Please refer to data source. Family support is a style of work and a wide range of activities that strengthens positive informal social networks through community-based programmes and services. The main focus of these services is on early intervention, with the aim to promote and protect the health, well-being and rights of all children, young people and their families. At the same time, particular attention is given to those who are vulnerable or at risk.
Age range	N/A
Frequency of reporting	Monthly
Included in <i>State of the Nation's Children</i> report	No

### Aim 3.2: Safe from abuse, neglect and exploitation

36. Abuse	
Indicator: Total number of children at the end of the reporting period currently listed as ACTIVE (i.e. at ongoing risk of significant harm) on the Child Protection Notification System (CPNS)	
Source	Tusla, the Child and Family Agency
Information on source	Tusla, the Child and Family Agency is the dedicated State agency responsible for improving well-being and outcomes for children. Tusla produces quarterly integrated performance and activity reports providing updates on Tusla services. These reports are structured around key performance and activity measures included in its annual Business Plan. It also produces an annual report on the adequacy of its child care and family support services. For more information and links to the reports, see <a href="http://www.tusla.ie/publications">http://www.tusla.ie/publications</a>
Information on indicator	The Child Protection Notification System (CPNS) records the number of children who are the subject of a child protection plan, agreed at a child protection conference.
Relevance to BOBF	BOBF notes that the Government recognises that all forms of neglect, abuse, exploitation of or violence towards a child are unacceptable, and that the State has a duty to act to protect and support the child (p. 78).
Age range	0–17 years
Frequency of reporting	Quarterly
Included in <i>State of the Nation's Children</i> report	No

37. Access to relevant services in suspected cases of abuse	
Indicator: (i) Number of open cases and (ii) percentage of open cases of children awaiting the allocation of a social worker	
Source	Tusla, the Child and Family Agency
Information on source	Tusla, the Child and Family Agency is the dedicated State agency responsible for improving well-being and outcomes for children. Tusla produces quarterly integrated performance and activity reports providing updates on Tusla services. These reports are structured around key performance and activity measures included in its annual Business Plan. It also produces an annual report on the adequacy of its child care and family support services. For more information and links to the reports, see <a href="http://www.tusla.ie/publications">http://www.tusla.ie/publications</a>
Information on indicator	The number of open cases refers to instances where Tusla has identified an individual child as being in need of a social work service. Tusla also reports on the percentage of open cases allocated and awaiting allocation to a social worker.
Relevance to BOBF	BOBF notes that the Government recognises that all forms of neglect, abuse, exploitation of or violence towards a child are unacceptable, and that the State has a duty to act to protect and support the child (p. 78).
Age range	0–17 years
Frequency of reporting	Quarterly
Included in <i>State of the Nation's Children</i> report	No
38. Health and well-being of children and young people in care and aftercare	
Indicator: Percentage of young people in receipt of aftercare in full-time education	
Source	Tusla, the Child and Family Agency
Information on source	Tusla, the Child and Family Agency is the dedicated State agency responsible for improving well-being and outcomes for children. Tusla produces quarterly integrated performance and activity reports providing updates on Tusla services. These reports are structured around key performance and activity measures included in its annual Business Plan. It also produces an annual report on the adequacy of its child care and family support services. For more information and links to the reports, see <a href="http://www.tusla.ie/publications">http://www.tusla.ie/publications</a>
Information on indicator	All young people who have had a care history with the agency are entitled to an aftercare support. The amount provided is based on assessment of need, age and length of time the young person was in care. Data reported include all those who availed of support for full-time education up to and including 22 years of age. Data on those in training are not yet collected. The wording of this metric prior to 2015 may have resulted in persons aged 23 also being included in some instances; thus, data may not be strictly comparable across years. Tusla currently reports data on those in education, but not those in training.
Relevance to BOBF	BOBF notes that the Government commits to ensure that all young people leaving care, detention or residential disability settings are adequately prepared, and supported to negotiate the system and transition to stable independent living, further education, training or employment (p. 94).
Age range	18–22 years
Frequency of reporting	Quarterly
Included in <i>State of the Nation's Children</i> report	No

Indicator: Percentage of children in care on their third or more care placement within 12 months	
Source	Tusla, the Child and Family Agency
Information on source	Tusla, the Child and Family Agency is the dedicated State agency responsible for improving well-being and outcomes for children. Tusla produces quarterly integrated performance and activity reports providing updates on Tusla services. These reports are structured around key performance and activity measures included in its annual Business Plan. It also produces an annual report on the adequacy of its child care and family support services. For more information and links to the reports, see <a href="http://www.tusla.ie/publications">http://www.tusla.ie/publications</a>
Information on indicator	The number of children in care in their third or more placement within the previous 12 months is used as a proxy for placement stability. In 2016, of all children in foster care, 27% were in relative foster care and 66% were in general foster care.
Relevance to BOBF	BOBF notes that continuity and stability in family relationships strongly contribute to an individual's well-being and social stability, and are especially powerful for children (p. 77).
Age range	0–18 years
Frequency of reporting	Annually
Included in <i>State of the Nation's Children</i> report	No

### Aim 3.3: Protected from bullying and discrimination

#### 39. Experience of discrimination on the basis of race, ethnicity, gender, age, civil/family status, sexual orientation, membership of the Traveller community, religion, or disability status

##### Indicator: Placeholder<sup>29</sup> Type 3 – Percentage of 18–24 year-olds who experienced discrimination

Source	Central Statistics Office – Quarterly National Household Survey Special Module on Equality
Information on source	A questionnaire on equality was included in the Quarterly National Household Survey (QNHS) in the three months from July to September 2014 (Quarter 3). The questionnaire referred to discrimination experienced in the two years previous to that time. An equality module was also included on the QNHS in the fourth quarter of 2010 and 2004. However, it should be noted that in 2009 the QNHS moved from seasonal to calendar quarters. Therefore, the 2004 survey was conducted from September to November. The QNHS began in September 1997, replacing the annual April Labour Force Survey (LFS). The purpose of the survey is the production of quarterly labour force estimates and occasional reports on special social topics. The survey meets the requirements of Council Regulation (EC) No. 577/98, adopted in March 1998, which requires the introduction of quarterly labour force surveys in EU member states. For more information, see <a href="http://www.cso.ie/en/qnhs/">http://www.cso.ie/en/qnhs/</a>
Information on indicator	A special module on equality included in the QNHS asked about respondents' experience of discrimination in the previous two years, based on the nine grounds defined in Irish equality legislation. The term discrimination refers to this legal definition only. The 2010 data refer to the fourth quarter. The 2014 data refer to the third quarter.
Relevance to BOBF	BOBF notes that the Government recognises that all forms of bullying and discrimination are unacceptable and must be challenged in schools, youth organisations, communities, at work or online, and the State has a duty to ensure that its laws, policies and practices do not discriminate (p. 79).
Age range	18–24 years
Frequency of reporting	Ad-hoc module – conducted in 2004, 2010 and 2014
Included in <i>State of the Nation's Children</i> report	No

Indicator: Placeholder <sup>29</sup> Type 1 – Percentage of 0–17 year-olds who experienced discrimination	
Source	
Information on indicator	
Relevance to BOBF	BOBF notes that the Government recognises that all forms of bullying and discrimination are unacceptable and must be challenged in schools, youth organisations, communities, at work or online, and the State has a duty to ensure that its laws, policies and practices do not discriminate (p. 79).
Age range	0–17 years
Frequency of reporting	
Included in <i>State of the Nation's Children</i> report	No

#### 40. Experience of being bullied

##### Indicator: Percentage of 11–17 year-olds who reported being bullied in school in the past couple of months

Source	<a href="#">Health Behaviour in School-aged Children</a>
Information on source	Health Behaviour in School-aged Children (HBSC) is a World Health Organization (WHO) collaborative cross-national study. It asks children and young people aged 11–17 about their health and well-being, social environments and health behaviours within their social context – home, school, and with family and friends. It is a school-based survey, with data collected through self-completion questionnaires administered by teachers in the classroom every four years. The HBSC Ireland team is based at the Health Promotion Research Centre, National University of Ireland, Galway. The latest Ireland reports are available at <a href="http://www.nuigalway.ie/hbhc/">http://www.nuigalway.ie/hbhc/</a> and the international reports are available at <a href="http://www.hbhc.org">www.hbhc.org</a>
Information on indicator	Participants are asked the question: 'How often have you been bullied at school in the past couple of months?' Responses options are: 'I have not been bullied at school in the past couple of months', 'It has only happened once or twice', 'Two or three times a month', 'About once a week' and 'Several times a week'. Responses were recoded into: 'No' and 'Yes'.
Relevance to BOBF	BOBF notes that the Government recognises that bullying is a behavioural problem that affects the lives of thousands of school children and their families. The humiliation, fear, frustration, social isolation and loss of self-esteem which children experience when bullied results in absenteeism from school, poor or deteriorating schoolwork, personality changes, illness, depression and sometimes suicide (p. 79).
Age range	11–17 years
Frequency of reporting	Every four years
Included in <i>State of the Nation's Children</i> report	Yes



41. Experience of bullying others	
Indicator: Percentage of 11–17 year-olds who report bullying others in school in the past couple of months	
Source	<a href="#">Health Behaviour in School-aged Children</a>
Information on source	Health Behaviour in School-aged Children (HBSC) is a World Health Organization (WHO) collaborative cross-national study. It asks children and young people aged 11–17 about their health and well-being, social environments and health behaviours within their social context – home, school, and with family and friends. It is a school-based survey, with data collected through self-completion questionnaires administered by teachers in the classroom every four years. The HBSC Ireland team is based at the Health Promotion Research Centre, National University of Ireland, Galway. The latest Ireland reports are available at <a href="http://www.nuigalway.ie/hbsc/">http://www.nuigalway.ie/hbsc/</a> and the international reports are available at <a href="http://www.hbsc.org">www.hbsc.org</a>
Information on indicator	Participants are asked the question: ‘How often have you taken part in bullying another student(s) at school in the past couple of months?’ Response options are: ‘I have not bullied another student(s) at school in the past couple of months’, ‘It has only happened once or twice’, ‘Two or three times a month’, ‘About once a week’ and ‘Several times a week’. Responses were recoded into: ‘No’ and ‘Yes’.
Relevance to BOBF	BOBF notes that the Government recognises the need to support children and young people perpetrating bullying behaviour and to understand the impact of their behaviour and change their ways (p. 79).
Age range	11–17 years
Frequency of reporting	Every four years
Included in <i>State of the Nation’s Children</i> report	No

### Aim 3.4: Safe from crime and antisocial behaviour

42. Crimes committed on children and young people	
Indicator: Placeholder <sup>29</sup> Type 3 – Households with children aged 24 and under classified by whether they experienced crime	
Source	<a href="#">Central Statistics Office – Quarterly National Household Survey Special Module on Crime and Victimization</a>
Information on source	The Quarterly National Household Survey (QNHS) is a quarterly survey of 26,000 households conducted by the Central Statistics Office (CSO) in Ireland. The survey is also conducted by national statistical institutes across Europe and data are centrally processed by Eurostat. It is designed to produce quarterly labour force estimates that include measures of employment and unemployment. Special modules on different social topics are also conducted each quarter. For more information, see <a href="http://www.cso.ie/en/qnhs/">http://www.cso.ie/en/qnhs/</a>
Information on indicator	A Crime and Victimization module included in the QNHS asked respondents about experiences in the previous 12 months. Households were classified by whether they experienced crime.
Relevance to BOBF	BOBF notes that children and young people should feel safe within their community and be protected and diverted from being drawn into antisocial and criminal activity (p. 79).
Age range	N/A
Frequency of reporting	Ad hoc
Included in <i>State of the Nation’s Children</i> report	No

43. Levels of offending by children and young people	
<b>Indicator: Number of individual children referred to the Garda Youth Diversion Programme</b>	
Source	Irish Youth Justice Service
Information on source	The Irish Youth Justice Service (IYJS) is responsible for leading and driving reform in the youth justice area. It collects and publishes data on Garda Youth Diversion Projects, Young Person’s Probation, Anti-Social Behaviour Orders, juvenile crime, and children in detention. For more information, see <a href="http://iyjs.ie/en/IYJS/Pages/Publications">http://iyjs.ie/en/IYJS/Pages/Publications</a>
Information on indicator	When a child (under 18 years of age) is responsible for a crime, they are either prosecuted or referred to the Garda Youth Diversion Programme. Following referral, children are assessed by a Juvenile Liaison Officer (JLO) and a decision is made as to whether they receive an informal caution, a formal caution, a restorative caution, no further action, or are deemed unsuitable for the diversion programme. This indicator on the number referred to the programme provides the best estimate of offending by children.
Relevance to BOBF	BOBF notes that the Government recognises the success of Garda Youth Diversion Projects in diverting ‘at risk’ young people from crime and a criminal record and re-engaging them with a belief in their own potential (p. 80).
Age range	Under 18 years of age
Frequency of reporting	Annually
Included in <i>State of the Nation’s Children</i> report	Yes
<b>Indicator: (i) Number in juvenile detention and (ii) number on Young Persons Probation</b>	
Source	Irish Youth Justice Service and The Probation Service
Information on source	<p>The Irish Youth Justice Service operates as an executive office located in the Department of Children and Youth Affairs. It has responsibility for leading and driving reform in the area of youth justice. It is staffed by officials from the Department of Children and Youth Affairs and the Department of Justice and Equality. The Irish Youth Justice Service aims to improve the delivery of youth justice services and reduce youth offending. This challenge is met by focusing on diversion and rehabilitation involving greater use of community-based interventions and the promotion of initiatives to deal with young people who offend. Providing a safe and secure environment for detained children and supporting their early reintegration back into the community is also a key function <a href="http://iyjs.ie/en/IYJS/Pages/Publications">http://iyjs.ie/en/IYJS/Pages/Publications</a></p> <p>Political responsibility for the Prison System in Ireland is vested in the Minister for Justice and Equality. The Irish Prison Service operates as an executive agency within the Department of Justice and Equality. The Irish Prison Service is committed to providing safe and secure custody, dignity of care and rehabilitation to prisoners for safer communities.</p> <p>The Probation Service is an agency within the Department of Justice and Equality. It plays an important role in helping to reduce the level of crime and to increase public safety by working with offenders to help change their behaviour and make good the harm done by crime. It is the lead agency in the assessment and management of offenders in the community.</p>
Information on indicator	<p>(i) This indicator includes the number of young people committed following a remand period and the number of young people remanded not followed by a committal order in a given year. Individuals may be counted more than once.</p> <p>(ii) This indicator conveys the number of young people who have committed an offence and are in receipt of Young Person’s Probation services.</p>
Relevance to BOBF	BOBF notes that the Government commits to complete the reforms of the Children Detention Schools, monitoring outcomes for children in and post-detention, and ensuring that a robust independent inspection, complaints and investigation system operates within the Children Detention Schools (p. 82).
Age range	10–17 years
Frequency of reporting	Annually
Included in <i>State of the Nation’s Children</i> report	No

## Outcome 4: Economic security and opportunity

### Aim 4.1: Protected from poverty and social exclusion

44. Consistent poverty rate	
<b>Indicator: Children and young people in consistent poverty (i.e. a combined income and deprivation measure)</b>	
<b>Source</b>	Central Statistics Office – Survey on Income and Living Conditions
<b>Information on source</b>	The Survey on Income and Living Conditions (SILC) is a household survey conducted by the Central Statistics Office (CSO). It covers a broad range of issues in relation to income and living conditions. It is the official source of data on household and individual income and provides a number of key national poverty indicators. For more information, see <a href="http://www.cso.ie/en/silc/">http://www.cso.ie/en/silc/</a>
<b>Information on indicator</b>	This is a measure of poverty that takes account of the household's living standards as well as the household size, composition and total income. Persons are regarded as being in consistent poverty if their income is below 60% of the median income (i.e. at-risk-of-poverty) and they are deprived of at least 2 out of the 11 items on the basic deprivation list because they could not afford them (i.e. not by choice).
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises that poverty, substandard housing and social exclusion have a significant impact on a person's life outcomes, and efforts must be made to reduce the arising inequalities (p. 87). It commits to set a national child-specific social target to lift over 70,000 children out of consistent poverty by 2020 – a reduction of at least two-thirds of the 2011 level (p. 93).
<b>Age range</b>	0–17 years (children) 15–24 years (young people)
<b>Frequency of reporting</b>	Annually
<b>Included in <i>State of the Nation's Children</i> report</b>	Yes
45. Deprivation	
<b>Indicator: Children and young people experiencing deprivation</b>	
<b>Source</b>	Central Statistics Office – Survey on Income and Living Conditions
<b>Information on source</b>	The Survey on Income and Living Conditions (SILC) is a household survey conducted by the Central Statistics Office (CSO). It covers a broad range of issues in relation to income and living conditions. It is the official source of data on household and individual income and provides a number of key national poverty indicators. For more information, see <a href="http://www.cso.ie/en/silc/">http://www.cso.ie/en/silc/</a>
<b>Information on indicator</b>	People are regarded as experiencing basic deprivation if they live in a household deprived of 2 or more of the 11 basic deprivation items because they could not afford them (i.e. not by choice).
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises that poverty, substandard housing and social exclusion have a significant impact on a person's life outcomes, and efforts must be made to reduce the arising inequalities (p. 87).
<b>Age range</b>	0–17 years (children) 15–24 years (young people)
<b>Frequency of reporting</b>	Annually
<b>Included in <i>State of the Nation's Children</i> report</b>	No

**46. Children and young people in jobless households**

**Indicator: Percentage of children living in jobless households i.e. where no member of the household is working**

<b>Source</b>	Central Statistics Office – Labour Force Survey/Quarterly National Household Survey
<b>Information on source</b>	The Labour Force Survey (LFS) is a quarterly survey of 26,000 households conducted by the Central Statistics Office (CSO) in Ireland. The survey is also conducted by national statistical institutes across Europe and data are centrally processed by Eurostat. It is designed to produce quarterly labour force estimates that include measures of employment and unemployment. Special modules on different social topics are also conducted each quarter. The LFS replaced the QNHS in Ireland in January 2017. For more information, see <a href="http://www.cso.ie/en/methods/labourmarket/labourforcesurvey/aboutthelabourforcesurvey/">http://www.cso.ie/en/methods/labourmarket/labourforcesurvey/aboutthelabourforcesurvey/</a> and <a href="http://www.cso.ie/en/qnhs/">http://www.cso.ie/en/qnhs/</a>
<b>Information on indicator</b>	The indicator is calculated as the percentage of persons aged 0–17 who are living in households where no one is in employment. This includes joblessness due to illness, disability or low work intensity.
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises that poverty, substandard housing and social exclusion have a significant impact on a person’s life outcomes, and efforts must be made to reduce the arising inequalities (p. 87).
<b>Age range</b>	0–17 years
<b>Frequency of reporting</b>	Annually
<b>Included in <i>State of the Nation’s Children</i> report</b>	No

**47. Indicator area: Impact of social welfare transfers on poverty**

**Indicator: The impact of social transfers in reducing the at-risk-of-poverty rate in percentage terms (excluding pensions)**

<b>Source</b>	Central Statistics Office – Survey on Income and Living Conditions
<b>Information on source</b>	The Survey on Income and Living Conditions (SILC) is a household survey conducted by the Central Statistics Office (CSO). It covers a broad range of issues in relation to income and living conditions. It is the official source of data on household and individual income and provides a number of key national poverty indicators. For more information, see <a href="http://www.cso.ie/en/silc/">http://www.cso.ie/en/silc/</a>
<b>Information on indicator</b>	The impact of social transfers within income is measured by the percentage reduction, in relative terms, in the at-risk-of-poverty rate as a result of social transfers (excluding pensions). This indicates the poverty reduction effect of social transfers. Social transfers include unemployment and old-age benefit, children or family-related allowances, housing allowances and other social transfers such as survivors, sickness or disability benefits.
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises that poverty, substandard housing and social exclusion have a significant impact on a person’s life outcomes, and efforts must be made to reduce the arising inequalities (p. 87).
<b>Age range</b>	0–17 years
<b>Frequency of reporting</b>	Annually
<b>Included in <i>State of the Nation’s Children</i> report</b>	No

## Aim 4.2: Living in child/youth-friendly sustainable communities

48. Homelessness	
<b>Indicator: Number of children in families in emergency accommodation</b>	
Source	Pathway Accommodation and Support System (PASS)
Information on source	The Pathway Accommodation and Support System (PASS) is an online system that generates official homelessness data. It captures details of individuals in State-funded emergency accommodation and arrangements overseen by local authorities. It does not include data on individuals in domestic violence refuges or direct provision. As it refers to children in families, it does not include children living out of the family home. The system provides 'real-time' information on homeless presentation and bed occupancy. For more information, see <a href="http://www.housing.gov.ie/housing/homelessness/other/homelessness-data">http://www.housing.gov.ie/housing/homelessness/other/homelessness-data</a>
Information on indicator	The data produced capture details of children in families in State-funded emergency accommodation – arrangements that are overseen by local authorities. It does not include data on individuals in domestic violence refuges or direct provision. As it refers to children in families, it does not include children living out of the family home. Data, which refer to December of each year, also refer to numbers in emergency accommodation.
Relevance to BOBF	BOBF notes that the Government recognises the lifelong negative consequences for a child if his or her family is homeless, or in substandard or unstable housing or accommodation, and the need for affordable, good-quality housing for all children and young people (p. 91).
Age range	0–17 years
Frequency of reporting	Monthly
Included in <i>State of the Nation's Children</i> report	No
<b>Indicator: Number of 18–24 year-olds in emergency accommodation</b>	
Source	Pathway Accommodation and Support System (PASS)
Information on source	The Pathway Accommodation and Support System (PASS) is an online system that generates official homelessness data. It captures details of individuals in State-funded emergency accommodation – arrangements that are overseen by local authorities. It does not include data on individuals in domestic violence refuges or direct provision. As it refers to children in families, it does not include children living out of the family home. The system provides 'real-time' information on homeless presentation and bed occupancy. For more information, see <a href="http://www.housing.gov.ie/housing/homelessness/other/homelessness-data">http://www.housing.gov.ie/housing/homelessness/other/homelessness-data</a>
Information on indicator	The data produced capture details of individuals in State-funded emergency accommodation – arrangements that are overseen by local authorities. The information does not include data on individuals in domestic violence refuges or direct provision.
Relevance to BOBF	BOBF notes that the Government recognises the lifelong negative consequences for a child if his or her family is homeless, or in substandard or unstable housing or accommodation, and the need for affordable, good-quality housing for all children and young people (p. 91).
Age range	18–24 years
Frequency of reporting	Monthly
Included in <i>State of the Nation's Children</i> report	No

49. Safe play and recreational spaces for children and young people	
Indicator: The percentage of children who report that there are good places in their area to spend their free time	
Source	<a href="#">Health Behaviour in School-aged Children</a>
Information on source	Health Behaviour in School-aged Children (HBSC) is a World Health Organization (WHO) collaborative cross-national study. It asks children and young people aged 11–17 about their health and well-being, social environments and health behaviours within their social context – home, school, and with family and friends. It is a school-based survey, with data collected through self-completion questionnaires administered by teachers in the classroom every four years. The HBSC Ireland team is based at the Health Promotion Research Centre, National University of Ireland, Galway. The latest Ireland reports are available at <a href="http://www.nuigalway.ie/hbsc/">http://www.nuigalway.ie/hbsc/</a> and the international reports are available at <a href="http://www.hbsc.org">www.hbsc.org</a>
Information on indicator	Participants are asked if there are good places to spend their free time (e.g. leisure centre, parks, shops). Response options are: 'Strongly agree', 'Agree', 'Neither agree nor disagree', 'Disagree' and 'Strongly disagree'. Responses were recoded into: 'Agree', 'Neither agree nor disagree' and 'Disagree'. This item is only asked in Ireland. The indicator refers to those who agreed.
Relevance to BOBF	BOBF notes that the Government recognises that every child should be able to live and grow up in a safe, healthy, sustainable and child-friendly environment that supports his or her developmental and learning needs (p. 91).
Age range	11–17 years
Frequency of reporting	Every four years
Included in <i>State of the Nation's Children</i> report	Yes
50. Perception of antisocial behaviour and crime	
Indicator: Percentage who report that they feel safe (always or most of the time) in the area where they live	
Source	<a href="#">Health Behaviour in School-aged Children</a>
Information on source	Health Behaviour in School-aged Children (HBSC) is a World Health Organization (WHO) collaborative cross-national study. It asks children and young people aged 11–17 about their health and well-being, social environments and health behaviours within their social context – home, school, and with family and friends. It is a school-based survey, with data collected through self-completion questionnaires administered by teachers in the classroom every four years. The HBSC Ireland team is based at the Health Promotion Research Centre, National University of Ireland, Galway. The latest Ireland reports are available at <a href="http://www.nuigalway.ie/hbsc/">http://www.nuigalway.ie/hbsc/</a> and the international reports are available at <a href="http://www.hbsc.org">www.hbsc.org</a>
Information on indicator	Participants are asked to reply to the statement: 'Generally speaking, I feel safe in the area where I live'. Response options are: 'Always', 'Most of the time', 'Sometimes' and 'Rarely or never'. Responses were recoded into: 'No' (which included 'Sometimes' and 'Rarely') and 'Yes'. This item is only asked in Ireland.
Relevance to BOBF	BOBF notes that the Government recognises that every child should be able to live and grow up in a safe, healthy, sustainable and child-friendly environment that supports his or her developmental and learning needs (p. 91).
Age range	11–17 years
Frequency of reporting	Every four years
Included in <i>State of the Nation's Children</i> report	Yes

**51. Inadequate housing condition****Indicator: Percentage of population aged 0-17 years living in a dwelling with a leaking roof, damp walls, floors or foundation, or rot in window frames or floor**

<b>Source</b>	EU Statistics on Income and Living Conditions
<b>Information on source</b>	The EU Statistics on Income and Living Conditions, abbreviated as EU-SILC, is the reference source for comparative statistics on income distribution and social inclusion in the European Union (EU). It is used for policy monitoring within the open method of coordination (OMC). The reference population in EU-SILC includes all private households and their current members residing in the territory of the countries at the time of data collection. For more information, see <a href="http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:EU_statistics_on_income_and_living_conditions_(EU-SILC)">http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:EU_statistics_on_income_and_living_conditions_(EU-SILC)</a>
<b>Information on indicator</b>	Inadequate housing condition is assessed by the percentage of the total population living in a dwelling with a leaking roof, damp walls, floors or foundation, or rot in window frames or floor.
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises the lifelong negative consequences for a child if his or her family is homeless or in substandard or unstable housing or accommodation, and the need for affordable, good-quality housing for all children and young people (p. 91).
<b>Age range</b>	0–17 years
<b>Frequency of reporting</b>	Collected annually, reported on a request basis
<b>Included in <i>State of the Nation's Children</i> report</b>	No

**Indicator: Percentage of population aged 18–24 years living in a dwelling with a leaking roof, damp walls, floors or foundation, or rot in window frames or floor**

<b>Source</b>	EU Statistics on Income and Living Conditions
<b>Information on source</b>	The EU Statistics on Income and Living Conditions, abbreviated as EU-SILC, is the reference source for comparative statistics on income distribution and social inclusion in the European Union (EU). It is used for policy monitoring within the open method of coordination (OMC). The reference population in EU-SILC includes all private households and their current members residing in the territory of the countries at the time of data collection. For more information, see <a href="http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:EU_statistics_on_income_and_living_conditions_(EU-SILC)">http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:EU_statistics_on_income_and_living_conditions_(EU-SILC)</a>
<b>Information on indicator</b>	Inadequate housing condition is assessed by the percentage of the total population living in a dwelling with a leaking roof, damp walls, floors or foundation, or rot in window frames or floor.
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises the lifelong negative consequences for a child if his or her family is homeless or in substandard or unstable housing or accommodation, and the need for affordable, good-quality housing for all children and young people (p. 91).
<b>Age range</b>	18+
<b>Frequency of reporting</b>	Annually
<b>Included in <i>State of the Nation's Children</i> report</b>	No

### Aim 4.3: Opportunities for ongoing education and training

52. Early leavers from education and training	
<b>Indicator: Percentage of 18–24 year-olds with at most lower secondary education, and not in further education or training</b>	
Source	EU Labour Force Survey
Information on source	The European Labour Force Survey (EU-LFS) is a large household sample survey providing quarterly results on labour participation of people aged 15 and over, as well as on persons outside the labour force. In Ireland, the data are collated by the Central Statistics Office (CSO) through the Quarterly National Household Survey (QNHS). For more information, see <a href="http://ec.europa.eu/eurostat/web/microdata/european-union-labour-force-survey">http://ec.europa.eu/eurostat/web/microdata/european-union-labour-force-survey</a>
Information on indicator	Early leavers from education and training denotes the percentage of the population aged 18–24 having attained, at most, lower secondary education and not involved in further education or training. The indicator refers to the percentage of young people with, at most, lower secondary education who have not received any education or training (formal nor non-formal) in the four weeks preceding the survey.
Relevance to BOBF	BOBF notes that the Government recognises that there is a strong correlation between educational attainment, employment and future earnings (p. 91).
Age range	18–24 years
Frequency of reporting	Quarterly
Included in <i>State of the Nation's Children</i> report	No
53. Progression/equity of access to tertiary education	
<b>Indicator: Percentage of students enrolled in DEIS and non-DEIS schools progressing to third-level education</b>	
Source	Department of Education and Skills Statistical Reports
Information on source	<i>School Completers – What Next?</i> was the first in a series of annual reports by the Department of Education and Skills (DES) which track school-leavers a year after they leave school. Following publication of the National Statistics Board report titled <i>The Irish Statistics System: The Way Forward and Joined Up Government Needs Joined Up Data</i> in December 2011, the DES took the initiative to explore the potential of data matching to fill current data gaps. The tracking was carried out using data matching and was also supplemented with estimations for other destinations for which individualised data were not available.
Information on indicator	Data on progression to further and higher education are based on an analysis of students on the Post-Primary Pupils Database who were enrolled in post-primary schools. The focus is those pupils who were enrolled in post-primary schools in a particular academic year, but were not enrolled in one of these schools one year later. These pupils, using a unique personal identifier, are tracked to other data sources that are available. Data exclude non-HEA third-level institutions and further education programmes other than the Post Leaving Certificate (PLC) programme.
BOBF	BOBF notes that the Government recognises the importance of supporting young people on low incomes to access and remain in third-level education (p. 92).
Age range	School-leaving age
Frequency of reporting	Ad hoc
Included in <i>State of the Nation's Children</i> report	No



<b>Indicator: Placeholder<sup>29</sup> Type 2 – Non-progression rates of new entrants to third level</b>	
<b>Source</b>	<a href="#">A Study of Progression in Irish Higher Education 2013/14 to 2014/15</a>
<b>Information on source</b>	This report by the Higher Education Authority examines successful participation and progression in Irish higher education institutions. This quantitative study reports the findings of an analysis of a cohort of full-time first-year undergraduate new entrants from 1 March 2014 to 1 March 2015 in their enrolled institution. The main analysis of the report draws from data returned by HEA-funded institutions to the Student Record System (SRS) and examines the issue of non-progression across a range of fields of study, National Framework of Qualifications (NFQ) levels (6-8), and institutions.
<b>Information on indicator</b>	The indicator presents the percentage of all full-time first-year undergraduate cohort new entrants who were not enrolled the following year. Students who repeated a year, or who changed course or programme type within their original institution, were identifiable and are grouped with those deemed to be still present. For the purposes of the report, only student data pertaining to full-time undergraduates (NFQ levels 6-8) were analysed. Data refer to non-progression rates among full-time new entrants to HEA-funded institutions only.
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises the importance of supporting young people on low incomes to access and remain in third-level education (p. 92).
<b>Age range</b>	0-24 years
<b>Frequency of reporting</b>	Annually
<b>Included in <i>State of the Nation's Children</i> report</b>	No

#### 54. Computer and Internet access

##### Indicator: Percentage of households with dependent children with access to the Internet at home

<b>Source</b>	<a href="#">Central Statistics Office – Information and Communication Technology (ICT) Household Survey</a>
<b>Information source</b>	The annual ICT Household Survey by the Quarterly National Household Survey (QNHS) contributes to the EU requirement under Regulation (EC) No. 808/2004 of the European Parliament and of the Council of 21 April 2004 concerning Community statistics on the information society (OJ L143, 30.04.2004, p. 49). The QNHS began in September 1997, replacing the annual April Labour Force Survey (LFS). The purpose of the survey is the production of quarterly labour force estimates and occasional reports on special social topics. The ICT Household Survey is conducted in Quarter 1 as part of the QNHS. The annual ICT Household Survey is one of the special module subjects that make up the ad-hoc module surveys appended onto the main QNHS Labour Force Survey.
<b>Information on indicator</b>	Households represent all private households with at least one occupant aged 16-74. There must be a desktop or portable computer permanently in the home in order to be considered as having access to the Internet at home.
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises the prominent role of technology in children's and young people's lives (p. 102).
<b>Age range</b>	0-24 years
<b>Frequency of reporting</b>	Annually
<b>Included in <i>State of the Nation's Children</i> report</b>	No

#### Aim 4.4: Pathways to economic participation and independent living

55. Young people not in education, employment or training (NEET)	
<b>Indicator: Young people neither in employment nor in education and training (NEET)</b>	
Source	<a href="#">EU Labour Force Survey</a>
Information on source	The European Labour Force Survey (EU-LFS) is a large household sample survey providing quarterly results on labour participation of people aged 15 and over, as well as on persons outside the labour force. In Ireland, the data are collated by the Central Statistics Office (CSO) through the Quarterly National Household Survey (QNHS). For more information, see <a href="http://ec.europa.eu/eurostat/web/microdata/european-union-labour-force-survey">http://ec.europa.eu/eurostat/web/microdata/european-union-labour-force-survey</a>
Information on indicator	The indicator on young people neither in employment nor in education and training (NEET) corresponds to the percentage of the population of a given age group and sex not employed and not involved in further education or training (formal nor non-formal) in the four weeks preceding the survey. A note of caution is that the NEET indicator includes subgroups who may not be actively seeking work, education or training due to caring responsibilities or a disability.
Relevance to BOBF	BOBF notes that the Government recognises that unemployment, in particular long-term unemployment, has a negative impact on young people, not only in terms of economic independence but also on their self-confidence and mental health (p. 92). It commits to develop and implement an action plan to support youth employment (p. 94).
Age range	15–24 years
Frequency of reporting	Quarterly
Included in <i>State of the Nation's Children</i> report	No
56. Young people exiting unemployment	
<b>Indicator: Number of young people exiting unemployment to take up employment, education or training</b>	
Source	<a href="#">Department of Social Protection</a>
Information on source	The Department of Social Protection (DSP) began collecting existing administrative data on young people exiting unemployment for EU reporting purposes. Exits are categorised as entering into employment, education and traineeships. Numbers who became inactive (e.g. moved to another social welfare payment that is not subject to activation) and who went to unknown destinations are also recorded. Exits are flow data (individuals move in and out of the Youth Guarantee phase) averaged monthly and then added together to produce an end of year total. <a href="http://ec.europa.eu/social/main.jsp?catId=1161&amp;langId=en&amp;intPagId=3339">http://ec.europa.eu/social/main.jsp?catId=1161&amp;langId=en&amp;intPagId=3339</a>
Information on indicator	The DSP collects administrative data on the number of young people exiting unemployment and their destinations, including employment, education or training. Exits are flow data averaged monthly and then added together to produce an end of year total.
Relevance to BOBF	BOBF notes that the Government recognises that unemployment, in particular long-term unemployment, has a negative impact on young people, not only in terms of economic independence but also on their self-confidence and mental health (p. 92). It commits to develop and implement an action plan to support youth employment (p. 94).
Age range	18–24 years
Frequency of reporting	Annually
Included in <i>State of the Nation's Children</i> report	No

57. Youth employment	
<b>Indicator: Unemployment rate among 15–24 year-olds in the labour force</b>	
Source	Central Statistics Office – Labour Force Survey/Quarterly National Household Survey
Information on source	The Labour Force Survey (LFS) is a quarterly survey of 26,000 households conducted by the Central Statistics Office (CSO) in Ireland. The survey is also conducted by national statistical institutes across Europe and data are centrally processed by Eurostat. It is designed to produce quarterly labour force estimates that include measures of employment and unemployment. Special modules on different social topics are also conducted each quarter. The LFS replaced the Quarterly National Household Survey (QNHS) in Ireland in January 2017. For more information, see <a href="http://www.cso.ie/en/methods/labourmarket/labourforcesurvey/aboutthelabourforcesurvey/">http://www.cso.ie/en/methods/labourmarket/labourforcesurvey/aboutthelabourforcesurvey/</a> and <a href="http://www.cso.ie/en/qnhs/">http://www.cso.ie/en/qnhs/</a>
Information on indicator	Estimates on monthly unemployment rates are calculated based on data in the Live Register, which is used to disaggregate the LFS/QNHS unemployment data into a monthly series. To correct for seasonal patterns, data are seasonally adjusted. The 2017 data refer to the first quarter. The 2014 data refer to the second quarter.
Relevance to BOBF	BOBF notes that the Government recognises that unemployment, in particular long-term unemployment, has a negative impact on young people, not only in terms of economic independence but also on their self-confidence and mental health (p. 92). It commits to develop and implement an action plan to support youth employment, including the EU Youth Guarantee, and having regard to the development of the Comprehensive Employment Strategy for People with Disabilities and how it applies to those young people under 25 years of age (p. 94).
Age range	15–24 years
Frequency of reporting	Monthly
Included in <i>State of the Nation's Children</i> report	No
<b>Indicator: Percentage of employed 15–24 year-olds with temporary contracts</b>	
Source	EU Labour Force Survey
Information on source	A questionnaire on equality was included in the Quarterly National Household Survey (QNHS) in the three months from July to September 2014 (Quarter 3). The questionnaire referred to discrimination experienced in the two years previous to that time. An equality module was also included on the QNHS in the fourth quarter of 2010 and 2004. However, it should be noted that in 2009 the QNHS moved from seasonal to calendar quarters. Therefore, the 2004 survey was conducted from September to November. The QNHS began in September 1997, replacing the annual April Labour Force Survey (LFS). The purpose of the survey is the production of quarterly labour force estimates and occasional reports on special social topics. The survey meets the requirements of Council Regulation (EC) No. 577/98, adopted in March 1998, which requires the introduction of quarterly labour force surveys in EU member states.
Information on indicator	In the EU LFS, a job is defined as temporary if employer and employee agree that its end is determined by objective conditions such as a specific date, the completion of a task or the return of another employee who has been temporarily replaced (usually stated in a work contract of limited duration).
Relevance to BOBF	BOBF notes that young people want to work and secure employment, to pursue a career and contribute to society. It purports that the best guarantee of economic security is a well-paid, secure job (p. 92).
Age range	15–24 years
Frequency of reporting	Quarterly
Included in <i>State of the Nation's Children</i> report	No

## Outcome 5: Connected, respected and contributing to their world

### Aim 5.1: Sense of own identity, free from discrimination

58. Discrimination and stigmatisation	
<b>Indicator: Placeholder<sup>29</sup> Type 3 – Percentage of 18–24 year-olds who experienced discrimination</b>	
<b>Source</b>	Central Statistics Office – Quarterly National Household Survey Special Module on Equality
<b>Information on source</b>	A questionnaire on equality was included in the Quarterly National Household Survey (QNHS) in the three months from July to September 2014 (Quarter 3). The questionnaire referred to discrimination experienced in the two years previous to that time. An equality module was also included on the QNHS in the fourth quarter of 2010 and 2004. However, it should be noted that in 2009 the QNHS moved from seasonal to calendar quarters. Therefore, the 2004 survey was conducted from September to November. The QNHS began in September 1997, replacing the annual April Labour Force Survey (LFS). The purpose of the survey is the production of quarterly labour force estimates and occasional reports on special social topics. The survey meets the requirements of Council Regulation (EC) No. 577/98, adopted in March 1998, which requires the introduction of quarterly labour force surveys in EU member states. For more information, see <a href="http://www.cso.ie/en/qnhs/">http://www.cso.ie/en/qnhs/</a>
<b>Information on indicator</b>	A special module on equality included in the QNHS asked about respondents' experience of discrimination in the previous two years, based on the nine grounds defined in Irish equality legislation. The term discrimination refers to the legal definition only.
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises that all forms of bullying and discrimination are unacceptable and must be challenged in schools, youth organisations, communities, at work or online, and the State has a duty to ensure that its laws, policies and practices do not discriminate (p. 79).
<b>Age range</b>	18–24 years
<b>Frequency of reporting</b>	Ad-hoc module – carried out in 2004, 2010 and 2014
<b>Included in <i>State of the Nation's Children</i> report</b>	No
59. Experience of sense of freedom	
<b>Indicator: Placeholder<sup>29</sup> Type 1 – Sense of freedom</b>	
<b>Source</b>	
<b>Information on indicator</b>	
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises the importance of children and young people being supported to know and develop their own identity, having opportunities to explore life and build diverse experiences.
<b>Age range</b>	
<b>Frequency of reporting</b>	
<b>Included in <i>State of the Nation's Children</i> report</b>	

60. Peer acceptance and respect	
Indicator: The percentage of boys and girls who report always feeling comfortable being themselves while with friends	
Source	Health Behaviour in School-aged Children
Information on source	Health Behaviour in School-aged Children (HBSC) is a World Health Organization (WHO) collaborative cross-national study. It asks children and young people aged 11–17 about their health and well-being, social environments and health behaviours within their social context – home, school, and with family and friends. It is a school-based survey, with data collected through self-completion questionnaires administered by teachers in the classroom every four years. The HBSC Ireland team is based at the Health Promotion Research Centre, National University of Ireland, Galway. The latest Ireland reports are available at <a href="http://www.nuigalway.ie/hbsc/">http://www.nuigalway.ie/hbsc/</a> and the international reports are available at <a href="http://www.hbsc.org">www.hbsc.org</a>
Information on indicator	Participants are asked: 'Do you feel comfortable being yourself while with your friends?' Response options are: 'Always', 'Often', 'Sometimes' and 'Never'. Responses were recoded into: 'Always feeling comfortable being themselves', 'Yes' and 'No'. This is a national item, developed by children as part of the DCYA consultation with Comhairle na nÓg. The question was first introduced in 2014.
Relevance to BOBF	BOBF notes that the Government recognises that friendships are essential for the psychological, emotional and social development of children and young people. They allow them to learn how to relate to others and about reciprocity, social standing and power (p. 101).
Age range	Data reported in this report are for 15 year-olds. Data are collected for 13–17 year-olds
Frequency of reporting	Every four years
Included in <i>State of the Nation's Children</i> report	No

## Aim 5.2: Part of positive networks of friends, family and community

61. Having at least one caring and consistent adult in whom children and young people can confide	
Indicator: Placeholder <sup>29</sup> Type 3 – Percentage of nine year-olds who report they have a caring and consistent adult to confide in	
Source	Growing Up in Ireland
Information on source	Growing Up in Ireland is the national longitudinal study of children in Ireland mainly funded by the Department of Children and Youth Affairs and carried out by a team of researchers at the Economic and Social Research Institute (ESRI) and Trinity College Dublin. The study was established in 2006 and follows the progress of two groups of children: 8,000 nine year-olds (child cohort) and 10,000 nine month-olds (infant cohort). For more information, see <a href="http://www.esri.ie/growing-up-in-ireland/">http://www.esri.ie/growing-up-in-ireland/</a>
Information on indicator	Respondents are asked: 'If you had a problem who would you talk to about it?' and given a list of people to select from (multiple answers are allowed). The full list is Mum, Dad, Mum's Partner, Dad's Partner, Teacher, Friends, Grandparent, Aunt/Uncle, Sibling, Cousin, Other Relative.
Relevance to BOBF	BOBF notes that the Government recognises the importance of having 'one good adult' in a young person's life, and that children and young people need positive role models and positive relationships with older adults. This is particularly important for children and young people in care (p. 54).
Age range	Nine year-olds
Frequency of reporting	Ad hoc
Included in <i>State of the Nation's Children</i> report	No

Indicator: Placeholder <sup>29</sup> Type 3 – Percentage of 16–24 year-olds who report they have someone to rely on in case of need	
Source	EU Survey on Income and Living Conditions Ad-hoc Module
Information on source	The EU Statistics on Income and Living Conditions, abbreviated as EU-SILC, is the reference source for comparative statistics on income distribution and social inclusion in the European Union (EU). It is used for policy monitoring within the open method of coordination (OMC). The reference population in EU-SILC includes all private households and their current members residing in the territory of the countries at the time of data collection. For more information, see <a href="http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:EU_statistics_on_income_and_living_conditions_(EU-SILC)">http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:EU_statistics_on_income_and_living_conditions_(EU-SILC)</a>
Information on indicator	The availability of social support refers to one's potential to ask for help (any kind of help: moral, material or financial) from any relatives, friends or neighbours, whether the person needs it or not. Only relatives and friends (or neighbours) who do not live in the same household are considered.
Relevance to BOBF	BOBF notes that the Government recognises that children and young people need support to build and develop protective factors, such as emotional resilience, having a sense of self-esteem, good social networks and participation in community, as well as an ability to address risk factors, such as tackling bullying (p. 54).
Age range	16–24 years
Frequency of reporting	Ad hoc
Included in <i>State of the Nation's Children</i> report	No

## 62. Positive parent and family relationships

Indicator: The percentage of children aged 15 who report that their parents spend time just talking with them several times a week

Source	Programme for International Student Assessment (PISA)
Information on source	The Programme for International Student Assessment (PISA) is a project of the Organisation for Economic Co-operation and Development (OECD) that aims to measure how well students, at age 15, are prepared to meet the challenges they may encounter in future life, including education. PISA takes place every three years and assesses student skills and knowledge in the three domains of reading literacy, mathematics and science. In Ireland, PISA is managed by the Educational Research Centre (ERC) on behalf of the Department of Education and Skills (DES). The assessments in schools are administered by external test administrators, comprising inspectors from the DES and representatives of the ERC. National reports and publications are available at <a href="http://www.erc.ie/pisa/">http://www.erc.ie/pisa/</a> and international reports and publications are available at <a href="http://www.oecd.org/pisa/aboutpisa/">http://www.oecd.org/pisa/aboutpisa/</a>
Information on indicator	Participating children are asked via a self-reported questionnaire to indicate how frequently their parents spend time just talking with them.
Relevance to BOBF	BOBF notes that the Government recognises that parents are the foundation for good child outcomes and have significant influence, particularly in the early years of children's lives (p. 27).
Age range	15 year-olds
Frequency of reporting	Every three years
Included in <i>State of the Nation's Children</i> report	Yes

63. Positive relationships with peers	
Indicator: The percentage of children who report feeling high levels of support from peers	
Source	Health Behaviour in School-aged Children
Information on source	Health Behaviour in School-aged Children (HBSC) is a World Health Organization (WHO) collaborative cross-national study. It asks children and young people aged 11–17 about their health and well-being, social environments and health behaviours within their social context – home, school, and with family and friends. It is a school-based survey, with data collected through self-completion questionnaires administered by teachers in the classroom every four years. The HBSC Ireland team is based at the Health Promotion Research Centre, National University of Ireland, Galway. The latest Ireland reports are available at <a href="http://www.nuigalway.ie/hbsc/">http://www.nuigalway.ie/hbsc/</a> and the international reports are available at <a href="http://www.hbsc.org">www.hbsc.org</a>
Information on indicator	Peer support is measured using the Multidimensional Scale of Perceived Social Support (MSPSS). Young people are asked if they perceive that their friends really try to help them, that they can count on them when things go wrong, if they have friends with whom they can share their sorrows and joys, and if they can talk to them about their problems. Response options range from ‘Very strongly disagree’ to ‘Very strongly agree’. The question was first introduced in 2014.
Relevance to BOBF	BOBF notes that the Government recognises that during adolescence, young people learn how to form safe and healthy relationships with friends, parents, teachers and romantic partners. Peers, in particular, play a big role in identity formation, but relationships with caring adults (including parents, teachers, youth workers, mentors or coaches) are also important for adolescent development (p. 55).
Age range	11–17 years
Frequency of reporting	Every four years
Included in <i>State of the Nation's Children</i> report	No
Indicator: Placeholder <sup>29</sup> Type 3 – Percentage of 16–24 year-olds reporting high satisfaction with their personal relationships	
Source	EU Survey on Income and Living Conditions (EU-SILC) Ad-hoc Module
Information on source	The EU Statistics on Income and Living Conditions, abbreviated as EU-SILC, is the reference source for comparative statistics on income distribution and social inclusion in the European Union (EU). It is used for policy monitoring within the open method of coordination (OMC). The reference population in EU-SILC includes all private households and their current members residing in the territory of the countries at the time of data collection. For more information, see <a href="http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:EU_statistics_on_income_and_living_conditions_(EU-SILC)">http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:EU_statistics_on_income_and_living_conditions_(EU-SILC)</a>
Information on indicator	Respondents are asked to rate their satisfaction with their personal relationships. Personal relationships cover all possible relationships with, for example, relatives, friends, or colleagues from work. Respondents are asked to make a broad, reflective appraisal of all areas of their personal relationships in a particular point in time. The question asked focuses on how people are feeling ‘these days’ rather than specifying a longer or shorter time period. The intent is not to obtain the current emotional state of the respondent, but to receive a reflective judgement on their level of satisfaction.
Relevance to BOBF	BOBF notes that the Government recognises that during adolescence, young people learn how to form safe and healthy relationships with friends, parents, teachers and romantic partners. Peers, in particular, play a big role in identity formation, but relationships with caring adults (including parents, teachers, youth workers, mentors or coaches) are also important for adolescent development (p. 55).
Age range	16–24 years
Frequency of reporting	Ad hoc
Included in <i>State of the Nation's Children</i> report	No

64. Perceptions of being valued and respected	
Indicator: Placeholder <sup>29</sup> Type 1	
Source	
Information on indicator	
Relevance to BOBF	
Age range	
Frequency of reporting	
Included in <i>State of the Nation's Children</i> report	

### Aim 5.3: Civically engaged, socially and environmentally conscious

65. Belief in being able to make a positive contribution to the world	
Indicator: Placeholder <sup>29</sup> Type 1	
Source	
Information on indicator	
Relevance to BOBF	BOBF notes that the Government recognises that young people need opportunities to engage in meaningful civic discourse which contributes to policy-making. This requires effective ways to draw on children's views, locally, nationally and internationally. The success of policies needs to be tested in terms of what children and young people think and experience (p. 102).
Age range	
Frequency of reporting	
Included in <i>State of the Nation's Children</i> report	

66. Volunteering and altruism	
Indicator: Placeholder <sup>29</sup> Type 3 – Percentage of persons aged 15–24 years who volunteered, and number of hours volunteered	
Source	Central Statistics Office – Quarterly National Household Survey, special module on Volunteering
Information on source	A module on volunteering and a separate pilot module on subjective well-being were included in the Quarterly National Household Survey (QNHS) in the three months from July to September 2013 (Quarter 3). The QNHS began in September 1997, replacing the annual April Labour Force Survey (LFS). The purpose of the survey is the production of quarterly labour force estimates and occasional reports on special social topics. The survey meets the requirements of Council Regulation (EC) No. 577/98, adopted in March 1998, which requires the introduction of quarterly labour force surveys in EU member states.
Information on indicator	The definition of volunteering used is 'unpaid non-compulsory work, that is, time individuals give without pay to activities performed either through an organisation or directly for others outside their own home'. Each respondent is asked to list up to 10 different types of volunteering activity in which they were involved over the previous four weeks. The hours were calculated per volunteering occupation and then aggregated to reflect all the volunteering hours which each respondent spent volunteering over the previous four-week period. These hours are annualised using a multiplier of 13. No adjustment is made for any seasonal effects.



<b>Relevance to BOBF</b>	BOBF notes that the Government recognises that all children and young people need and deserve the chance to make a difference – in their families, schools, communities, nation and world. This occurs through exposure to models of caring behaviour, awareness of the needs of others, a sense of personal responsibility to contribute to the larger society and opportunities for volunteering, leadership and service (p. 102).
<b>Age range</b>	15–24 years
<b>Frequency of reporting</b>	Once-off data collection
<b>Included in <i>State of the Nation's Children</i> report</b>	No

#### 67. 18–24 year-olds who vote in local, regional, national or European elections or referenda

##### Indicator: Placeholder<sup>29</sup> Type 3 – Self-reported voting turnout of 18–24 year-olds in 2011 General Election

<b>Source</b>	Central Statistics Office Quarterly National Household Survey, Special Module on Voter Participation
<b>Information on source</b>	A module on the topic of voter participation and abstention in the 2011 general election was included in the Quarterly National Household Survey (QNHS) in the second quarter (April to June) of 2011. The QNHS began in September 1997, replacing the annual April Labour Force Survey (LFS). The purpose of the survey is the production of quarterly labour force estimates and occasional reports on special social topics. The survey meets the requirements of Council Regulation (EC) No. 577/98, adopted in March 1998, which requires the introduction of quarterly labour force surveys in EU member states.
<b>Year</b>	2011
<b>Information on indicator</b>	The question asked was 'Did you vote in the most recent general election?'
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises that young people need opportunities to engage in meaningful civic discourse that contributes to policy-making (p. 102).
<b>Age range</b>	18–24 years
<b>Frequency of reporting</b>	Ad hoc (was previously asked in 2002)
<b>Included in <i>State of the Nation's Children</i> report</b>	No

### Aim 5.4: Aware of rights, responsible and respectful of the law

#### 68. Children and young people's awareness of their rights

##### Indicator: Placeholder<sup>29</sup> Type 1

<b>Source</b>	
<b>Further information</b>	
<b>Relevance to BOBF</b>	BOBF notes that the Government recognises that the State has an obligation to protect and promote children's rights, and to ensure the fulfilment of those rights. A child or young person must be made aware of his or her rights and there must be mechanisms through which they can affirm those rights (p. 103).
<b>Age range</b>	
<b>Frequency of reporting</b>	
<b>Included in <i>State of the Nation's Children</i> report</b>	

69. Respect for laws and the judicial process	
Indicator: Placeholder <sup>29</sup> Type 1	
Source	
Information on indicator	
Relevance to BOBF	BOBF notes that the Government recognises that some young people’s behaviour leads to their involvement in the youth justice system and that targeted supports are needed (p. 103).
Age range	
Frequency of reporting	
Included in <i>State of the Nation’s Children</i> report	

70. Perception of fairness of the law	
Indicator: Placeholder <sup>29</sup> Type 3 – Average rating of young people’s trust in the legal system	
Source	EU Survey on Income and Living Conditions Ad-hoc Module
Information on source	The EU Statistics on Income and Living Conditions, abbreviated as EU-SILC, is the reference source for comparative statistics on income distribution and social inclusion in the European Union (EU). It is used for policy monitoring within the open method of coordination (OMC). The reference population in EU-SILC includes all private households and their current members residing in the territory of the countries at the time of data collection. For more information, see <a href="http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:EU_statistics_on_income_and_living_conditions_(EU-SILC)">http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:EU_statistics_on_income_and_living_conditions_(EU-SILC)</a> The ad-hoc module was included in 2011.
Information on indicator	Participants are asked to rate their trust in the legal system on a scale of 0 to 10 (0 means ‘No trust at all’ and 10 means ‘Complete trust’). The term legal system refers to the entire system for interpreting and enforcing the laws, and not to a specific legal entity within the country.
Relevance to BOBF	BOBF notes that the Government commits to work with children and young people to help them contribute to their own community and safety, ensuring a positive relationship between An Garda Síochána, children and young people (p. 105).
Age range	16–24 years
Frequency of reporting	Ad hoc (was included in 2011)
Included in <i>State of the Nation’s Children</i> report	No

**APPENDIX: UNCRC ARTICLES MAPPED  
TO THE FIVE NATIONAL OUTCOMES**

The Universal Declaration of Human Rights (UDHR) sets out the human rights of all individuals – children, young people, adults and older people. Flowing from the Universal Declaration, nine treaties have been developed to focus on specific themes – the Convention on the Rights of the Child (UNCRC) is one of these treaties: others focus on women, disability and racism. The UNCRC is a legally binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of his or her race, religion or abilities. Ireland ratified the Convention in 1992. The Articles of the UNCRC are informed and underpinned by the General Comments of the UN Committee on the Rights of the Child and its Concluding Observations in Respect of Ireland.

The UNCRC expresses the rights of the Universal Declaration in child-specific language; provides additional protections to children given their particular vulnerability; and takes into account that the fulfilment of their rights is often dependent on the actions of others, such as parents. The UNCRC defines ‘a child’ as anyone under the age of 18 years. There is no equivalent UN Convention on ‘Youth’. Consequently, BOBF has adopted the UNCRC as its guide, but, where relevant, draws from the UDHR. It should be noted that the UNCRC is legally binding under international law, and Ireland has an obligation under international law to respect, protect and fulfil children’s rights under the UNCRC. The UDHR is a Declaration, which means that it is not legally binding.

Article 5 of the UNCRC recognises that Parties shall respect the responsibilities, rights and duties of parents to provide appropriate direction and guidance in the exercise by the child of rights recognised in the present Convention, in a manner consistent with the evolving capacity of the child. This also applies, where applicable, to members of the extended family or community (as provided for by local custom), legal guardians, or other persons legally responsible for the child. However, Article 4 notes that the State is the key duty-bearer with regard to realising the rights of children set out under the UNCRC. It is important to note the indivisible, interdependent and interrelated nature of children’s rights under the UNCRC.

The UNCRC Articles mapped against the five national BOBF outcomes are presented in Table 6. The aim of mapping the Articles against the BOBF outcomes is to assist policy-makers in informing the prioritisation of objectives and to support due consideration of children’s rights under the UNCRC.

The UNCRC Articles are listed as follows:<sup>34, 35</sup>

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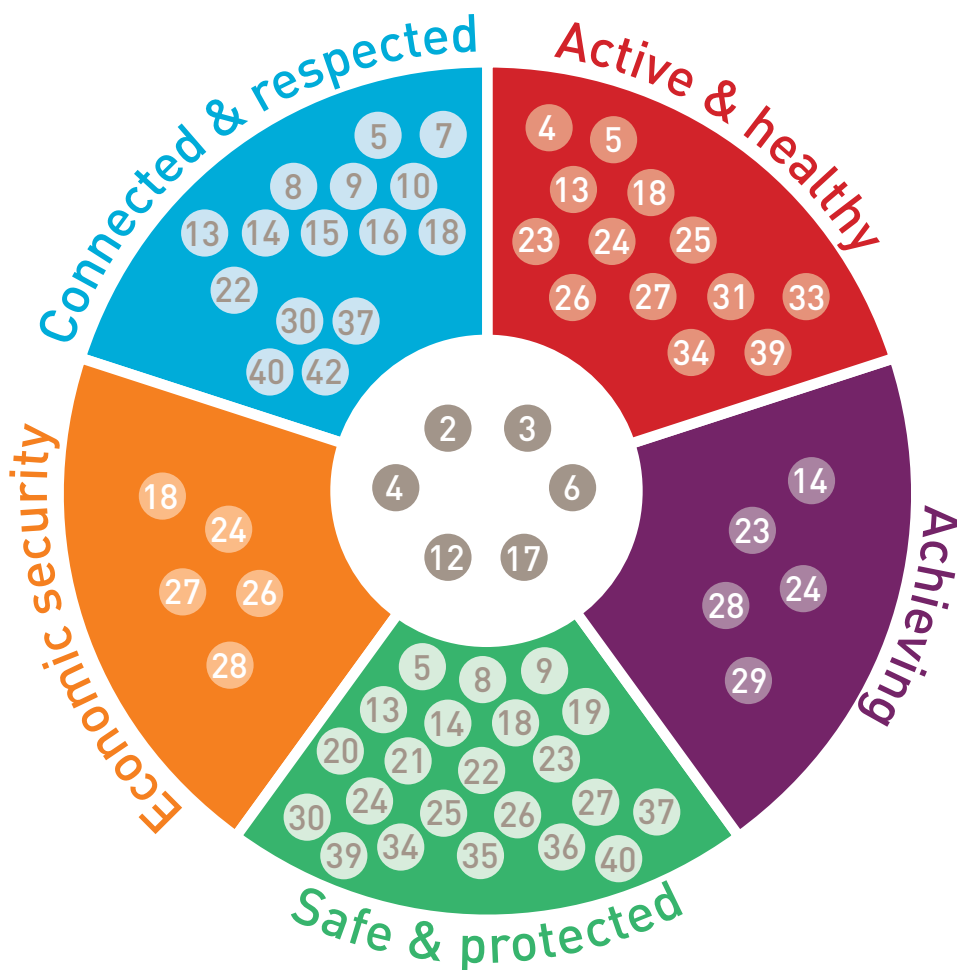
<sup>34</sup> The status of Universal Declaration of Human Rights (UDHR) is a Declaration and therefore not legally binding. By contrast, the UN Convention of Human Rights of the Child is binding under international law.

<sup>35</sup> Articles 42 to 54 relate to the monitoring and implementation of the UNCRC and are not directly related to this indicator set.

**Table 6: UNCRC Articles 1–41**

Article 1: Definition of a child	Article 21: Adoption
Article 2: Non-discrimination	Article 22: Refugee children
Article 3: Best interests of the child	Article 23: Children with a disability
Article 4: Implementation of rights	Article 24: Health and health services
Article 5: Parental guidance and the child's evolving capacities	Article 25: Periodic review of placement
Article 6: Survival and development	Article 26: Social security
Article 7: Name and nationality	Article 27: Standard of living
Article 8: Preservation of identity	Article 28: Education
Article 9: Separation from parents	Article 29: Aims of education
Article 10: Family reunification	Article 30: Children of minorities or indigenous peoples
Article 11: Illicit transfer and non-return	Article 31: Leisure, recreation and cultural activities
Article 12: The child's opinion	Article 32: Child labour
Article 13: Freedom of expression	Article 33: Drug abuse
Article 14: Freedom of thought, conscience and religion	Article 34: Sexual exploitation
Article 15: Freedom of association	Article 35: Sale, trafficking and abduction
Article 16: Protection of privacy	Article 36: Other forms of exploitation
Article 17: Access to appropriate information	Article 37: Torture and deprivation of liberty
Article 18: Parental responsibilities	Article 38: Armed conflicts
Article 19: Protection from abuse and neglect	Article 39: Rehabilitative care
Article 20: Protection of children without families	Article 40: Administration of juvenile justice
	Article 41: Respect for existing standards

Figure 4: UNCRC Articles mapped to the five national outcomes<sup>36</sup>



The following Articles did not map directly onto the five national outcomes:

- Article 1: Definition of a child (this did not map directly, as the indicator set also covers those aged 18 and over)
- Article 11: Illicit transfer and non-return
- Article 32: Child labour
- Article 38: Armed conflicts
- Article 41: Respect for existing standards refers to specific actions. Article 41 refers to specific actions by State Parties not covered by the indicator set.

However, these actions do not conflict with the aims, objectives or content of the indicator set.

<sup>36</sup> The Articles represented in the centre of Figure 4 are applicable to all five outcomes. The Articles represented in each of the outcomes may be represented in more than one outcome, but not all five.

The UNCRC Articles can be grouped or clustered as follows:

- General measures of implementation (Article 4)
- General principles (Articles 2, 3, 6 and 12)
- Civil rights and freedoms (Articles 7, 8 and 13–17)
- Violence against children (Articles 19, 24, 28, 34, 37 and 39)
- Family environment and alternative care (Articles 5, 9–11, 18, 20–21, 25 and 27)
- Disability, basic health and welfare (Articles 6, 18, 23–24, 26–27 and 33)
- Education, leisure and cultural activities (Articles 28–31)
- Special protection measures (Articles 22, 30, 32–33, 35–37, 38–40).

The groupings of UNCRC Articles mapped against the five national BOBF outcomes are presented in Figure 5.<sup>37</sup>

Figure 5: Clusters of UNCRC Articles mapped to the five national outcomes



<sup>37</sup> The clusters of Articles represented in the centre of Figure 5 are applicable to all of the five outcomes. The clusters of Articles represented in each of the outcomes may be represented in more than one outcome, but not all five.

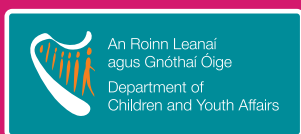












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