

Measuring the progress of children's rights in Scotland

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Outline

- ▶ What can data from children tell us?
- ▶ Indicators: structural, process and outcome
- ▶ Why this is increasingly important
- ▶ Where Scotland's strengths lie
- ▶ Where Scotland needs to do more
- ▶ Change the language (monitoring...)

Equal protection from violence...

- ▶ Question from Growing Up in Scotland (2012 - sweep 7) when 94% of children are 7 years old and 6% are 8 years old (3,353 children in total)

**My parents smack me
when I have done
something wrong**

Who is more/less likely to be 'smacked'

- ▶ Boys?
- ▶ Girls?
- ▶ Low socioeconomic status?
- ▶ High socioeconomic status?

- ▶ Let's have a look shall we...

	Boys		Girls	
	No poverty	Poverty	No poverty	Poverty
My parents smack me when I have done something wrong				
Never				
Sometimes				
Often				
Always				

	Boys		Girls	
	No poverty	Poverty	No poverty	Poverty
My parents smack me when I have done something wrong				
Never	45.7	41.8	49.5	41.1
Sometimes				
Often				
Always				

Source: Growing Up in Scotland (2012 - sweep 7)

	Boys		Girls	
	No poverty	Poverty	No poverty	Poverty
My parents smack me when I have done something wrong				
Never	45.7	41.8	49.5	41.1
Sometimes				
Often				
Always				

Source: Growing Up in Scotland (2012 - sweep 7)

	Boys		Girls	
	No poverty	Poverty	No poverty	Poverty
My parents smack me when I have done something wrong				
Never				
Sometimes	33.5	33.1	37.3	37.7
Often				
Always				

	Boys		Girls	
	No poverty	Poverty	No poverty	Poverty
My parents smack me when I have done something wrong				
Never				
Sometimes	33.5	33.1	37.3	37.7
Often				
Always				

Source: Growing Up in Scotland (2012 - sweep 7)

	Boys		Girls	
	No poverty	Poverty	No poverty	Poverty
My parents smack me when I have done something wrong				
Never				
Sometimes				
Often	9.0	9.7	6.2	8.5
Always				

Source: Growing Up in Scotland (2012 - sweep 7)

	Boys		Girls	
	No poverty	Poverty	No poverty	Poverty
My parents smack me when I have done something wrong				
Never				
Sometimes				
Often	9.0	9.7	6.2	8.5
Always				

Source: Growing Up in Scotland (2012 - sweep 7)

	Boys		Girls	
	No poverty	Poverty	No poverty	Poverty
My parents smack me when I have done something wrong				
Never				
Sometimes				
Often				
Always	11.8	15.4	7.2	12.7

Source: Growing Up in Scotland (2012 - sweep 7)

	Boys		Girls	
	No poverty	Poverty	No poverty	Poverty
My parents smack me when I have done something wrong				
Never				
Sometimes				
Often				
Always	11.8	15.4	7.2	12.7

Source: Growing Up in Scotland (2012 - sweep 7)

	Boys		Girls	
	No poverty	Poverty	No poverty	Poverty
My parents smack me when I have done something wrong				
Never	45.7	41.8	49.5	41.1
Sometimes	33.5	33.1	37.3	37.7
Often	21%	25%	13%	21%
Always				

Source: Growing Up in Scotland (2012 - sweep 7)

Let's think about data...

- ▶ Can we quantify children's rights?
- ▶ Misunderstanding of what is trying to be measured?
- ▶ Indicators add value to qualitative assessments, they do not replace them.
- ▶ Qualitative and quantitative data and evidence can be complementary.

Indicators: structural, process and outcome

- ▶ **Structural indicators** focus on the nature of domestic law in relation to a specific right (e.g. a new Act on equal protection from assault would provide this)
- ▶ **Process indicators** measure duty bearers' ongoing efforts to transform their rights commitments into the desired results. This involves indicators that continuously assess the policies and specific measures taken by the duty bearer to implement its commitments in practice.
- ▶ **Outcome indicators** capture the attainments made for individuals and groups in the enjoyment of rights (e.g. the GUS smacking question)
- ▶ a process indicator links, through a conceptual or an empirical relationship, a structural indicator to its corresponding outcome indicator.
- ▶ The use of indicators depends on the availability of relevant and reliable data.

Why this is (increasingly) important

- ▶ How do/will we know that things are changing?
- ▶ In the part one reporting duties under the Children and Young Persons Act, from April 2017 there is a requirement on local authorities to report every three years (retrospectively) on what they have done to implement the UNCRC locally.
 - ▶ However, there is no mention of indicators/outcomes, no baseline report and no baseline data.
 - ▶ If the first report occurs in 2020, that would act as a baseline and we will not know if anything has changed until 2023.
 - ▶ If there is no standardised procedure, different local authorities can feasibly report on different things, which will potentially give us a patchy picture across Scotland.
- ▶ It is also important in order to progress the UN Committee's 2016 Concluding Observations (and to measure the extent to which we progress them).

Why this is (increasingly) important

- ▶ There are other Scottish Government policy and legislation that can and do dovetail with children's rights in Scotland. Measuring and monitoring can be developed across these, eg:
 - ▶ Scotland was the first country to sign up to the Sustainable Development Goals. Through this we have 17 goals to achieve by 2030, including such goals as: end poverty, end hunger, ensure healthy lives and promote well-being, and ensure inclusive and equitable quality education, amongst others.
 - ▶ Scotland's National Performance Framework comprises 55 economic, social and environmental indicators and targets which provide a broad measure of national and societal wellbeing, some of which pertain to children.
 - ▶ GIRFEC and the SHANARRI indicators
 - ▶ the new Child Poverty Bill, which, when enacted, is likely to have an end date for reaching certain targets of 2030. Could children's rights be used as a framework for monitoring and reporting on child poverty?

Why this is (increasingly) important

- ▶ We need the development of indicators to measure and monitor change in children's outcomes in relation to children's rights, eg in children's health, economic situation, education, participation, living conditions and the enjoyment of civil rights.
- ▶ This is not just:
 - ▶ a tick box exercise
 - ▶ for accountability (but that too)
 - ▶ to ensure implementation (but that too)
 - ▶ to ensure monitoring (but that too)
- ▶ It's to know we are making a difference and things are changing
- ▶ Governments often collate basic aggregated data, there is a need for disaggregated data down to the level of individual children and groups of children.

Where Scotland's strengths lie

- ▶ Data Linkage:
 - ▶ Unique identifier - Community Health Index (CHI) number (since 1956)
 - ▶ SQA number
- ▶ We can link to health and education data, including prescriptions and hospital stays
- ▶ High quality, rigorous data available
- ▶ We should make better use of existing children and young people's surveys

A selection of Scotland's data

- ▶ Growing up in Scotland
- ▶ Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS)
- ▶ Health Behaviours in School-aged Children (HBSC) Survey
- ▶ Millennium Cohort Study (UK-wide with Scottish boost)
- ▶ Programme for International Student Assessment (PISA)
- ▶ Attainment and school leaver destinations
- ▶ Children Looked After Survey (CLAS) (linked by SQA not by CHI)
- ▶ Scottish Survey of Literacy and Numeracy
- ▶ Edinburgh study of youth transitions and crime
- ▶ Childline data
- ▶ And so on...

Where Scotland needs to do more

- ▶ We need a new cross-sectional survey of children and young people for Scotland.
- ▶ This could be an addition to Growing Up in Scotland, a cross-sectional element to complement the longitudinal nature of the study.
- ▶ This could be done as an extension to existing adult surveys, eg the Scottish Health Survey or the Scottish Household Survey.
- ▶ We could pay for questions in Ipsos-Mori's omnibus 'Young People in Scotland Survey' series?
- ▶ Indicators could be devised based on the cluster areas of the UNCRC
- ▶ Important to ask children and young people directly.

Last thoughts

- ▶ Change the language?
- ▶ Not very encouraging.
- ▶ Rather than ‘monitoring’ could we think in terms of ‘supporting’?
- ▶ In my experience of data, people often don’t know what’s out there, nor do they have the time/skills/resources to explore data.
- ▶ How can we change that?
- ▶ How can we support local authorities and civil society to make greater use of existing data?
- ▶ How can we encourage the Scottish Government to collect the right type of data?
- ▶ How can we persuade everyone of the need to use data to support the implementation and track the progress of children’s rights in Scotland?