

National Strategy for Research and Data on Children's Lives 2011 - 2016



**IMPLEMENTATION REPORT:
ACTION PLAN UPDATE 2012**

**National Strategy
for Research and Data
on Children's Lives
2011 – 2016**

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Department of Children and Youth Affairs

43-49 Mespil Road

Dublin 4

Tel: +353 (0)1 647 3000

Fax: +353 (0)1 667 0826

E-mail: dcyaresearch@dcya.gov.ie

Web: www.dcy.a.ie

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Introduction

This is the first Implementation Report of the National Strategy for Research and Data on Children's Lives, 2011-2016, presenting the progress made on the implementation of the agreed actions in the strategy. Published in November 2011, the strategy was prepared by the Research Unit of the Department of Children and Youth Affairs and sets out a strategic direction and comprehensive action plan for research and data on children's lives in Ireland.

The aim of the National Strategy for Research and Data on Children's Lives is to set out a plan to guide and support the development of research and data around children's lives over the 5-year lifetime of the strategy (2011-2016) and beyond, for the purpose of ensuring children and young people benefit from improved understandings of their lives. In doing so, the strategy works towards the development of a comprehensive and coordinated approach to the collection, compilation and dissemination of research and data on children's lives and facilitates the utilisation of good quality, easily accessible, internationally comparable information about the lives of children in Ireland.

The strategy has 5 objectives, which are:

- to generate a comprehensive and coherent understanding of children's development, preferences, needs and appropriate supports and services;
- to develop research capacity in the area of children's research and data;
- to develop, support and promote good infrastructure in the area of children's research and data;
- to improve monitoring and evaluation of children's services in Ireland at local, national and international level;
- to support a continuum of research and data use within policy and practice settings.

Data gaps and priorities

A forensic and systematic analysis took place in the development of this strategy, one that facilitated the identification of research and data gaps, existing data sources and agreement on priorities for a comprehensive Action Plan. Data gaps and agreed priorities were presented in the strategy according to 5 outcome areas of children's lives, which are based on the National Service Outcomes defined in *The Agenda for Children's Services*, published by the Office of the Minister for Children in 2007. These outcomes state that children will be:

- healthy, both physically and mentally;
- supported in active learning;
- safe from accidental and intentional harm, and secure in the immediate and wider physical environment;
- economically secure;
- part of positive networks of family, friends, neighbours and community, and included and participating in society.

In addition, 4 key issues that cut across research and data needs in all areas of children's lives were identified:

- development of a national strategic approach to information around children's lives;
- improvement of administrative data systems;
- building capacity across all areas of research and data development, particularly analytic capability;
- supporting evidence-informed policy and practice.

Action Plan

The strategy's objectives and associated action areas provided the framework under which actions agreed for implementation were presented. The objectives and action areas, and the type of action envisioned under each action area, are presented in Table 1. Progress on the implementation of these actions to date is presented in Table 2.

Table 1: KEY ACTION AREAS OF THE STRATEGY

Objective A: To generate a comprehensive and coherent understanding of children's development, needs and appropriate supports and services	
Action area	Action types
1. Build and improve both survey and administrative data around children's lives.	<ul style="list-style-type: none"> ■ Expansion of existing survey instruments in terms of population coverage, inclusion of new items, inclusion of additional classificatory variables. ■ New approaches to analysis of existing administrative datasets, e.g. more centralised analysis of locally held data.
2. Support and promote maximum use of existing information.	<ul style="list-style-type: none"> ■ Synthesis of existing material from inspections/reports on services into key messages for service providers. ■ Linkage of administrative datasets to enable tracking of outcomes over time. ■ Analysis of existing quantitative and qualitative data on the impact of policies and practices.
3. Prioritise and inform the generation of new research and data.	<ul style="list-style-type: none"> ■ Development of information systems in areas where deficits currently exist. ■ Increased focus on children as a priority group in existing research programmes. ■ Provision of dedicated funding and resources to research and data collection on children's lives.
Objective B: To develop research capacity in the area of children's research and data	
Action area	Action types
4. Build capacity in the area of children's research and data, with a particular focus on supporting quantitative analysis.	<ul style="list-style-type: none"> ■ Continuation of existing scholarship and placement programmes. ■ Support for mechanisms to provide opportunities for engagement with key datasets and new techniques in analysis for research, policy and practice communities.
Objective C: To develop, support and promote good infrastructure in the area of children's research and data	
Action area	Action types
5. Contribute to and inform national developments around research and data on children's lives. Provide a mechanism for the continued development of appropriate methodologies and concepts in relation to data on children's lives.	<ul style="list-style-type: none"> ■ National initiatives to improve harmonisation of key classificatory variables across data holdings on children's lives. ■ Review of national indicator sets on children's lives. ■ Engagement and cooperation between key agencies in relation to coordination of research and data on children's lives.
6. Develop an overarching governance structure for research around children, including ethical review.	<ul style="list-style-type: none"> ■ Generation of guidance material for research governance. ■ Establishment of structures for increased coordination of data holdings and analysis.

Objective D: To improve monitoring and evaluation of children's services in Ireland at local and national level	
Action area	Action types
7. Develop coherent approaches to evaluation of access to, cost and quality of services, supports and interventions around children's lives.	<ul style="list-style-type: none"> ■ Improved information on services for children and families. ■ Increased reporting on aspects of service quality. ■ Generation of new information on children's usage of and access to services.
Objective E: To support a continuum of research and data use within policy and practice settings	
Action area	Action types
8. Improve awareness, knowledge and understanding of the potential of research and data in policy and practice settings. Contribute to change in attitudes, perceptions and ideas in relation to utilisation of information around children's lives. Provide resources and support for utilisation of research and data in policy and practice.	<ul style="list-style-type: none"> ■ Provision of findings from research and data analysis in the form of key messages for service providers and policy-makers. ■ Improved methods of dissemination to increase access to and use of research and data. ■ Development of strategic approaches to knowledge transfer.

Implementation structure

The strategy contains a detailed Action Plan through which these 5 objectives will be achieved over the lifetime of the strategy. The Action Plan sets out 59 agreed actions, to be undertaken by 23 organisations (*listed below*). Clicking on the numbers after each organisation's name will bring the reader directly to that organisation's specific actions in Table 2.

Index to organisations undertaking agreed actions

Government departments and associated bodies (*arranged alphabetically*)

Central Statistics Office (CSO)	A2
Action Group	C11
Action Group with Department of Social Protection and DCYA with DCYA	C14
	A2 , C2 , C3 , D2
Citizens Information Board	D1
Department of Children and Youth Affairs (DCYA)	
Child and Family Support Agency (new agency)	A3
Childcare Directorate with CSO	C3 , D2
Childcare Directorate with Citizens Information Board	D1
Childcare Directorate with HSE	D2
Child Welfare and Protection Policy Unit	A3
National Children's Strategy Unit	A4
Participation Unit	A5 , D3 , E1
Research Unit	A6 , B1 , C4 , D4 , E2
Youth Affairs Unit	A7 , D5
with CSO	A2 , C2 , C3
with Family Support Agency	A8 , E3
with Department of Social Protection and CSO	C14

Department of Education and Skills	A9
with HSE Crisis Pregnancy Programme	E5
Department of the Environment, Community and Local Government	
Community Division	A12
Housing Section	A12
Department of Health	
Health Promotion Unit	A10
Information Unit	D6
National Advisory Committee on Drugs	A10, C5
Department of Social Protection	
Action Group with DCYA and CSO	C14
Child Income Support Policy Unit	D7
Social Inclusion Division	A11, D7
Family Support Agency	A8, E3
Health Information and Quality Authority	A15, E4
Health Research Board	A16, C6
Health Service Executive	A17, C7
Children and Family Services	A17, D9
Crisis Pregnancy Programme	A18, C8, D10
Crisis Pregnancy Programme with Department of Education and Skills	E5
Health Intelligence Unit	E5
with DCYA	D2
Irish Youth Justice Service (IYJS)	A20, C9
with An Garda Síochána and DCYA	C9
with Probation Service	D11
Libraries Development, Local Government Management Agency	D12
Mental Health Commission	A21
National Council for Curriculum and Assessment	A22
National Council for Special Education (NCSE)	A23, C13, E6, E7

Other public bodies

An Garda Síochána	
Office for Children and Youth Affairs	A13, D8
with IYJS and DCYA	C9
The Arts Council	A1, C1
Irish Sports Council	A19
Action Group	C12
National Disability Authority	
Action Group	A25
Action Group including NCSE	C13, E7
The Probation Service	
with IYJS	D11

Research institutes

Health Promotion Research Centre	A14
National Nutrition Surveillance Centre	A24, C10
with DCYA	C10

Reporting on progress

In the National Strategy for Research and Data on Children's Lives, 2011-2016, the Department of Children and Youth Affairs (DCYA) gave a commitment to publish an annual Implementation Report on progress. This is the first such report and it outlines the progress achieved on individual action items by the end of 2012. The format of the report is similar to that of the Action Plan, with an additional column added which reports the progress made on each action to date. Links to published documents and websites are provided where appropriate. A number of short reports presenting analyses undertaken specifically in fulfilment of action items are available in the Appendices, referenced in Table 2. Specific action items for each of the 23 organisations involved can be easily accessed via the Index above.

Further information

Further information, copies of the National Strategy for Research and Data on Children's Lives *Main Report* and *Summary*, and the background documents prepared during the development of the strategy, can all be accessed at: www.dcy.gov.ie/viewdoc.asp?fn=/documents/Research/ResearchMonitoringProg.htm

The second Implementation Report, providing an update on Action Plan items in 2013, will be published in 2014.

Action Plan Update 2012

Table 2: MONITORING IMPLEMENTATION OF KEY ACTION AREAS

OBJECTIVE A: TO GENERATE A COHERENT UNDERSTANDING OF CHILDREN'S DEVELOPMENT, NEEDS AND APPROPRIATE SUPPORTS AND SERVICES

Action Area 1 = Build and improve both survey and administrative data around children's lives; **Action Area 2** = Support and promote maximum use of existing information; **Action Area 3** = Prioritise and inform the generation of new research and data.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
A1(i)	Arts Council	Arts Council	1	The level of involvement of children and young people in cultural activities and the related impact will be measured.	Relevant collections of data from arts organisations will use harmonised variables allowing for the identification of characteristics of children (0-17 cohort). The 2011 survey of arts organisations will introduce this process.	Standard age groups included in 2011 survey. Proposals to extend initiative agreed by end 2012.	Questionnaire has been standardised as per National Strategy for Research and Data request and data from first cohort (57 Arts Council-funded building-based venues) have been gathered.
A1(ii)	Arts Council	Arts Council	3	There will be increased and better quality information available on children's arts participation and the services supporting this.	The Arts Council will provide dedicated funding to support a research agenda around children's participation in the arts.	Agreement of key priority areas by end 2011. 1st study (or studies) commissioned by end 2012.	Priority areas agreed and first cohort (57 Arts Council-funded building-based venues) has completed the standardised questions.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
A2(i)	Central Statistics Office (CSO)	Central Statistics Office	2	Measures of children's experiences of crime, their perceptions of criminal activity and its impact on their lives will be collected.	The scope of existing data on the PULSE system to further profile child victims of crime will be examined.	Dataset examined and any new measures possible from existing data identified by end 2013.	This topic is being explored. Certain metrics on experiences can be/are being produced. Perception information will not be possible.
A2(ii)	Central Statistics Office (CSO)	Central Statistics Office	3	Factors affecting children's pathways through the education system and their educational outcomes will be better understood.	Analysis of literacy and numeracy status of adults with children and of the link between parental education and occupation, and the educational, employment and skills outcomes of their adult children will be conducted on the data emerging from the Programme for the International Assessment of Adult Competencies.	Exploratory analysis and agreement of outputs by mid-2012. Publication of results by end 2013.	The Programme for the International Assessment of Adult Competencies (PIAAC) data collection was completed at end March 2012, and the final dataset submitted to the Organization for Economic Co-operation and Development (OECD) on 31 May 2012. Scaling of the international data was undertaken by ETS (USA) in Autumn 2012, and scaled country data will be made available to countries for review in January 2013. The date for publication of the national and international reports is 2 October 2013.
A2(iii)	Central Statistics Office (CSO)	Central Statistics Office	3	The role of children and young people as carers will be further investigated.	A detailed analysis profiling those children who report in the 2011 Census that they undertake caring roles will be carried out.	Report published by end 2013.	The Census Division of the CSO will supply tabulations for the report as requested by the DCYA. The DCYA Research Unit will oversee the completion of the report in consultation with the CSO.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
A2(iv)	Central Statistics Office (CSO)	Central Statistics Office	3	The family context in which children live will be described and the related outcomes analysed.	Further analysis will be conducted on existing Census data to provide a full profile of family and household structures and living arrangements for children in Ireland.	Report published by end 2013.	The Census Division of the CSO will supply tabulations for the report as requested by the DCYA. The DCYA Research Unit will oversee the completion of the report in consultation with the CSO.
A2(v)	Central Statistics Office (CSO)	Central Statistics Office	1	Children will be a central focus for statistics on poverty and deprivation.	The CSO will continue and expand existing initiatives around collection and analysis of survey data at the individual level, rather than household level, and analysis of material specific to children.	Publication of report on child poverty based on EU-SILC data by end 2011.	The report Survey of Income and Living Conditions (SILC): Thematic Report on Children 2004-2010 was published in September 2012.
A2(vi)	Central Statistics Office (CSO), with Department of Children and Youth Affairs (DCYA)	Central Statistics Office	2	The extent to which children are victimised by crime will be examined.	Existing data sources on crime will be examined to identify the extent to which children are victims of crime.	Initial report produced by end 2014.	Some statistics are already produced. It should be possible to produce others from the administrative datasets.
A3(i)	Department of Children and Youth Affairs (DCYA)	DCYA Child Welfare and Protection Policy Unit, with HSE/ new Child and Family Support Agency	2	The lives of children in need of protection and in the care of the State, the systems that exist to support them and their progression after their time in care will be better understood.	An analysis and synthesis of key messages from existing reports and literature on children in need of protection and in the care of the State will be carried out.	Report published by mid-2013.	Research is underway and it is expected that the report will be published by mid-2013.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
A3(ii)	Department of Children and Youth Affairs (DCYA)	DCYA Child Welfare and Protection Policy Unit, with HSE/new Child and Family Support Agency	1	Improved information on access to, quality and cost of child protection and welfare services.	A financial model in place to capture the cost of child protection and welfare services and to monitor expenditure and guide resource allocation.	To be addressed in the context of establishment of new Child and Family Support Agency and reported on before end 2013.	A project is being led by the incoming Head of Finance of the new Child and Family Support Agency, in conjunction with a consultancy company. The aim is twofold: (i) to look at the disaggregation of services and associated budgets from the Health Service Executive; (ii) to analyse current financial systems with a view to establishing a system within the Child and Family Support Agency.
A4	Department of Children and Youth Affairs (DCYA)	DCYA National Children's Strategy Unit	2	Early childhood care and education will be the subject of increased reporting and analysis.	Process and intervention evaluations from the Prevention and Early Intervention Programme (PEIP) will be published.	Publication of findings by mid-2014.	A majority of the evaluation reports have reached final draft stage and/or been released, and these are being considered in the context of the new Area-based Approach to Child Poverty Initiative, announced in Budget 2013.
A5(i)	Department of Children and Youth Affairs (DCYA)	DCYA Participation Unit, through the IRC Research Development Initiative	2	The extent to which children's voices are heard in policy and service development, and the impact of this participation will be examined.	A review of literature around participation initiatives and experiences with seldom-heard young people will be conducted.	Report on study available by end 2012.	Draft research completed and findings will be published in 2013.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
A5(ii)	Department of Children and Youth Affairs (DCYA)	DCYA Participation Unit, through the IRC Research Development Initiative	3	The extent to which children's voices are heard in policy and service development, and the impact of this participation will be examined.	An examination of young people's perspectives on existing participation structures will be conducted.	Report on study published by end 2012.	Draft research completed. An additional element to the research was commissioned and has been completed. Findings will be published in 2013.
A6(i)	Department of Children and Youth Affairs (DCYA)	DCYA Research Unit	3	The generation of research and data collection to support policy and practice will be continued under a National Children's Research Programme.	The <i>Growing Up in Ireland</i> study will be continued (resources permitting).	2nd wave of data collection completed for Infant Cohort (at age 3 years) by end 2011 and for Child Cohort (at age 13 years) by mid-2012. Planning for 3rd wave of data collection completed by end 2011. Publication of full set of Phase 1 outputs by end 2013.	2nd waves of data collection for Infant and Child cohorts completed. 3rd wave of data collection for Infant Cohort due to commence in 2013. A full list of publications are available for the infant cohort and the child cohort .

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
A6(ii)	Department of Children and Youth Affairs (DCYA)	DCYA Research Unit	3	The generation of research and data collection to support policy and practice will be continued under a National Children's Research Programme.	A prioritised programme for research on children's lives will be prepared and published.	Publication of programme by mid-2012. 1st research study commissioned by end 2012.	A prioritised research programme and funding opportunities were advertised in May 2012 via the joint Irish Research Council (IRC)/Department of Children and Youth Affairs (DCYA) Research Development Initiative, in partnership with the Department of the Environment, Community and Local Government. 7 studies were funded under this programme in 2012: Volunteer-led Youth Work in Ireland An Examination of Concepts of School Readiness among Parents and Educators in Ireland A Review of Child Abuse Inquiry Recommendations including their Impact on Policy and Practice Examining the impact of the Youth Café Initiative The Commercialisation and Sexualisation of Children in Ireland: An Exploratory Study Seen and not heard? The lived realities of children and young people's participation in Ireland in their homes, schools and communities Children and Estate Regeneration: Unheard Voices

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
A7(i)	Department of Children and Youth Affairs (DCYA)	DCYA Youth Affairs Unit	1	Measures of participation, active citizenship and social capital among children and young people will be developed.	Measures of membership and volunteer activity with youth work organisations will be compiled from existing administrative data, including key classificatory variables such as age, sex and geography. These measures will be reported on annually.	First report by end 2012.	Information in this regard has been collated with the assistance of the DCYA Research Unit. This information will inform the study on volunteer-led youth provision currently being undertaken jointly by the National University of Ireland, Maynooth and University College Cork, as part of the joint Department of Environment, Community and Local Government/ Department of Children and Youth Affairs/Irish Research Council Research Development Initiative 2012.
A7(ii)	Department of Children and Youth Affairs (DCYA)	DCYA Youth Affairs Unit	2	The role of youth work services in contributing to positive outcomes in the areas of youth development and youth support will be examined.	An international literature review on the outcomes for young people arising from involvement in youth work and youth support initiatives will be conducted.	Report published by end 2011.	Systematic mapping of the international literature on youth work outcomes is being finalised and is due for publication and dissemination in early 2013.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
A8	Department of Children and Youth Affairs (DCYA)	Family Support Agency, through the DCYA/IRC Research Development Initiative	2	The impact of economic factors on children and family life, and of formal supports for economic security will be examined.	Four research projects currently underway will assess the scope of existing datasets to be analysed from a family well-being perspective. These will provide insights into the lives of families with children and a basis for further development of family research.	Production of series of reports on the findings of these studies to be completed by June 2014.	<p>Three Irish Research Council studies, jointly funded by the Family Support Agency, published or underway:</p> <ul style="list-style-type: none"> - Family Relationships and Family Well-being: A study of the families of nine year-olds in Ireland (report published January 2013); - Growing Up in a One-Parent Family: Family structure, family well-being and child outcomes (report due in June 2013); - Family Well-being on a Limited Income: A Study of Families living at Risk of Poverty in Ireland (report due in June 2013). <p>Two further studies are due for completion in early 2014:</p> <ul style="list-style-type: none"> - An evaluation of parental social welfare status and their children's psycho-social adjustment and involvement in community and cultural activities. - Working Out? Family strategies in household employment and childcare & impact on child well-being.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
A9(i)	Department of Education and Skills (DES)	Department of Education and Skills	1	Factors affecting children's pathways through the education system and their educational outcomes will be better understood.	Continuation of series of retention rate reports, with inclusion of markers of disadvantage.	Continuation and expansion of existing series of publications based on format of 2011 report.	The report Retention Rates of Pupils in second-level schools: 2005 and 2006 entry cohorts was published in November 2012.
A9(ii)	Department of Education and Skills (DES)	Department of Education and Skills	2	Factors affecting children's pathways through the education system and their educational outcomes will be better understood.	Pilot project on linkage of post-primary pupil database with other educational databases to examine scope for developing comprehensive information about learners studying for FETAC qualifications, using administrative sources of data.	Pilot project completed by mid-2012.	Publication planned for early 2013.
A9(iii)	Department of Education and Skills (DES)	Department of Education and Skills	3	Levels of educational attainment and the factors affecting such attainment will be better understood.	Participation will be continued in national assessment programmes (resources permitting), including the National Assessment of Mathematics and the National Assessment of English Reading.	Report on assessments in 2014.	On target.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
A9(iv)	Department of Education and Skills (DES)	Department of Education and Skills	3	Levels of educational attainment and the factors affecting such attainment will be better understood.	Participation will be continued in international assessment programmes (resources permitting), including Programme for International Student Assessment (PISA), Progress in International Reading Literacy Study (PIRLS) and Trends in Mathematics and Science Study (TIMSS).	Report on PIRLS and TIMSS in 2012. Report on PISA in 2013.	The report Progress in International Reading Literacy Study (PIRLS) and Trends in Mathematics and Science Study (TIMSS) was published in December 2012. A report on the Programme for International Student Assessment (PISA) in 2013 is on target.
A10(i)	Department of Health (DoH)	DoH Health Promotion Unit	2	Improved and increased use of existing research and data on the topic of alcohol and drugs in relation to children's lives.	An anonymised dataset will be made available from the 2011 ESPAD Survey through the Irish Social Science Data Archive.	Dataset lodged by end 2013.	On target.
A10(ii)	Department of Health (DoH)	DoH Health Promotion Unit	3	Information on children's health outcomes and services will be collected, analysed and disseminated.	Continuation of key surveys around children's health, such as ESPAD and HBSC (resources permitting).	Continued data collection in next phase of the relevant surveys.	The Health Behaviour in School-aged Children (HBSC) Survey will be continued until October 2013. The Department of Health is looking into data collection in general.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
A10(iii)	Department of Health (DoH)	DoH National Advisory Committee on Drugs	2	Improved and increased use of existing research and data on the topic of alcohol and drugs in relation to children's lives.	Existing research in relation to children living with parental substance misuse will be explored to identify remaining deficits in knowledge of this topic.	Decision regarding commissioning of future research by Q1 2012.	With the expiry of the mandate of the National Advisory Committee on Drugs (NACD) at the end of 2011, no decision on new research has been made. It is expected that a new NACD will be in place soon.
A11(i)	Department of Social Protection (DSP)	DSP Social Inclusion Division	3	Children will be a central focus for statistics on poverty and deprivation.	The ESRI will conduct an analysis of 2009 EU-SILC survey data, in particular items on child deprivation.	Publication of report by mid-2012.	The report 'Understanding Childhood Deprivation' in Ireland was jointly published by the Department of Social Protection and the Economic and Social Research Institute, at the national conference 'From Child Poverty to Child Well-Being: Lessons from Policy and Practice', 26 April 2012.
A11(ii)	Department of Social Protection (DSP)	DSP Social Inclusion Division	3	Children will be a central focus for statistics on poverty and deprivation.	A 'Social Portrait of People with Disabilities' will profile poverty and social inclusion issues for people with disability and will include prevalence, educational and related data on children as part of the once-off 'Social Portrait' series, which provides relevant data and identifies issues with respect to vulnerable groups at different points in the lifecycle.	Launch of report and associated seminar in September 2011.	Completed. A Social Portrait of People with Disabilities is available online.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
A12(i)	Department of Environment, Community and Local Government (DECLG)	DECLG Housing Section	1	There will be increased standardisation in reporting on children's services and amenities at both national and sub-national level.	Relevant data collections will make increased use of harmonised variables allowing for the identification of characteristics of children (0-17 cohort) across data sources.	Analysis of and reporting on housing data will include outputs relating to children. Options for increasing the level of detail on children through analysis of this data will be further explored.	This drive for more detailed statistics on children has been considered and included where possible. The Assessment of Housing Needs process is one area where we have been able to include improvements to the data relating to children, e.g. dates of birth, breakdown of children in the household. This improved assessment will be conducted in 2013.
A12(ii)	Department of Environment, Community and Local Government (DECLG)	DECLG Community Division	3	The impact of children's physical environment and of local facilities and services on their lives will be investigated.	A dedicated fund will be provided to support research on this topic.	Research/data development priorities agreed and funding of €60,000 provided in 2011 to address these issues.	The first payment of €60,000 was allocated, by agreement, to the joint 2012 Research Development Initiative (RDI). As part of the call for proposals under this RDI, the DCYA Research Unit consulted with the DECLG to establish mutual research priorities. The DECLG advised that the most appropriate area for research with respect to the Local and Community Development Programme/Community Division related to Outcome 5 of the National Strategy for Research and Data on Children's Lives , which states 'children will be part of positive networks of family, friends, neighbours and the community, and included and participating in society'. Consequently, under the 2012 RDI, the DCYA and DECLG co-funded the following research studies of mutual interest:

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
A12(ii) <i>(cont'd)</i>							<ul style="list-style-type: none"> - An examination of the structure of volunteer-led youth work in Ireland and factors affecting volunteerism - Seen and not heard? The lived realities of children and young people's participation in Ireland in their homes, schools and communities - Children and Estate Regeneration: Unheard Voices - Examining the impact of the Youth Café Initiative <p>These research studies commenced on 1 November 2012 and will take approximately one year to complete. On completion, a briefing note will be prepared and circulated by the DCYA.</p>
A13	An Garda Síochána	Office for Children and Youth Affairs	2	Data on children and young people who interact with the youth justice system will be further developed to enable tracking of pathways through the system and outcomes for the children and young people concerned.	Data held on children referred to the Garda Youth Diversion Programme will continue to be reported on annually.	Continuation of annual reports over the period 2011-2016.	The Annual Report of the Committee Appointed to Monitor the Effectiveness of the Diversion Programme 2011 was published in January 2013.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
A14(i)	Health Promotion Research Centre	HBSC Study Team	1	Measures of nutritional behaviours and related outcomes for children and young people will be produced.	Nutritional behaviours and outcomes will be the subject of specialised analysis and publication by the HBSC Survey. Consideration will be given to increasing the level of detail on diet and nutrition to enhance these measures.	Report on relevant items available by end 2012.	A report providing a brief analysis of the 2010 Health Behaviour of School-aged Children Survey data on nutritional behaviours among school children in Ireland has been compiled and submitted to the DCYA. The report is available as Appendix 1: Nutritional Behaviours and Outcomes. A Special Analysis of the HBSC Survey
A14(ii)	Health Promotion Research Centre	HBSC Study Team	1	Measures of physical activity levels among children and young people will be produced.	Physical activity behaviours, including transport choices, will be the subject of analysis and report in the HBSC Survey.	Report on relevant items available by end 2012.	A report providing a brief analysis of the 2010 Health Behaviour of School-aged Children Survey data on physical activity, active travel and exercise among school children in Ireland has been compiled and submitted to the DCYA. The report is available as Appendix 2: Physical Activity and Behaviours. A Special Analysis of the HBSC Survey
A15	Health Information and Quality Authority (HIQA)	Health Information and Quality Authority	2	The lives of children in need of protection and in the care of the State, the systems that exist to support them and their progression after their time in care will be better understood.	A commentary on the findings and recommendations for inspections undertaken of children's residential centres and units managed by the HSE will be produced, with a focus on suitability of facilities in which children and young people in care are placed.	Report produced annually over the period 2011-2016, with first publication at end 2011.	The report A summary of key findings from a sample of 2011 children's residential centres, special care units and foster care services inspection reports was published by HIQA in March 2013.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
A16(i)	Health Research Board (HRB)	Health Research Board	2	The interaction between drug use and youth offending will be described.	ESPAD data will be fully mined to describe drug use and associated problem behaviours, and to profile the young people involved.	Production of report for electronic dissemination within 2 years of release of anonymised dataset for analysis.	The Health Research Board received anonymised 2011 European School Survey Project and Other Drugs (ESPAD) data in October 2012. Analysis of data will begin in 2013.
A16(ii)	Health Research Board (HRB)	Health Research Board	2	Improved and increased use of existing research and data on the topic of drugs in relation to children's lives.	An annual digest of national research in relation to drug use among children and young people will be produced.	Publication of 1st digest by end 2012 and continuation annually thereafter.	To be completed and sent to the DCYA in 2013.
A16(iii)	Health Research Board (HRB)	Health Research Board	2	Increased and coordinated dissemination of existing information on drug misuse among children and young people.	An annual report summarising existing survey data on drug misuse by children and young people will be produced.	First report by end 2012.	To be completed and sent to the DCYA in 2013.
A16(iv)	Health Research Board (HRB)	Health Research Board	2	Increased and coordinated dissemination of existing information on drug misuse among children and young people.	Data from ESPAD and other relevant surveys will be mined to the fullest possible extent and the outputs disseminated in formats customised to the needs of a range of users, including short summaries and key messages.	Production of report for electronic dissemination within 2 years of release of anonymised dataset for analysis.	The Health Research Board received anonymised 2011 European School Survey Project and Other Drugs (ESPAD) data in October 2012. Analysis of data will begin in 2013.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
A16(v)	Health Research Board (HRB)	Health Research Board	2	Services for children and young people with disabilities will be examined in terms of coverage and effectiveness.	Further analysis from the HRB disability databases of data on provision uptake and unmet need for Speech & Language and Occupational therapies for children with special needs will be conducted.	The Annual Report on the disability databases for 2014 will include information on this area.	Data included in the Annual Reports for 2011 (published in 2012) for the National Intellectual Disability Database (NIDD) and the National Physical and Sensory Disability Database (NPSDD).
A16(vi)	Health Research Board (HRB)	Health Research Board	3	Mechanisms to support the development of measures of levels of congenital anomalies and other health conditions in the child population in Ireland will be developed.	Applications focusing on health services and/or population health aspects of children's research will be highlighted and welcomed in publicly funded research calls (e.g. projects, programmes, networks, fellowships).	Number of proposals submitted and number and amount of awards made in this area of children's research by the HRB.	Report submitted to DCYA, including the number and amount of awards made by the Health Research Board for research into the level of congenital anomalies and other health conditions in the child population in Ireland. The report is available as Appendix 3: HRB-funded Research of Congenital Anomalies, other Health Conditions and Mental Health Services for Children in Ireland
A16(vii)	Health Research Board (HRB)	Health Research Board	3	Mechanisms to investigate and report on the nature and level of mental health services being supplied to children and young people in Ireland will be developed.	Applications focusing on health services and/or population health aspects of children's research will be highlighted and welcomed in publicly funded research calls (e.g. projects, programmes, networks, fellowship).	Number of proposals submitted and number and amount of awards made in this area of children's research by the HRB.	Report submitted to DCYA on the number and amount of awards made by the Health Research Board for research into the supply of mental health services for children in Ireland. The report is available as Appendix 3: HRB-funded Research of Congenital Anomalies, other Health Conditions and Mental Health Services for Children in Ireland

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
A17(i)	Health Service Executive (HSE)	HSE Children and Family Services	3	The lives of children in need of protection and in the care of the State, the systems that exist to support them and their progression after their time in care will be better understood.	A review of the needs of children in alternative care with placement patterns showing risk of need of high-intensity input will be conducted. This will inform future service planning for all children in alternative care.	Report published by end 2011.	The <i>Review of Capacity for Alternative Care Services</i> was completed in 2011. It included aftercare, foster carers, private sector services and supported lodgings, and focused in particular on the needs of a cohort of children who met a set of specific case characteristics relating to additional needs in placement. It has been utilised as an internal source document for service planning purposes.
A17(ii)	Health Service Executive (HSE) and an Advisory Steering Committee will support the overall research process	Health Service Executive (HSE)	3	The lives of children in need of protection and in the care of the State, the systems that exist to support them and their progression after their time in care will be better understood.	The HSE will, with young people's consent, conduct a longitudinal study to follow young people who leave care, to map their transition to adulthood (as per Ryan Report, 2009). Representation from young people who have been in care will be included as part of the design phase of the study.	Tendering process to commence in Q1 2012. Design phase to commence in Q3 2012, with study to commence in Q1 2013.	In 2010, the HSE commissioned the National University of Ireland, Galway to scope the breadth of a longitudinal study and to advise on an appropriate model with costings. A literature review was undertaken and a model for the design was proposed with costings. This was completed in November 2011. Following this, the HSE sought funding to support the study as the amounts required were not available from within the HSE budget and the Department of Health was advised that the study could not commence without a defined budget. No additional funding has been provided to support this study at this time and therefore the study has not commenced. The report is available as Appendix 4: A Longitudinal Study of Children who leave Care. Scoping study

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
A18(i)	Health Service Executive (HSE)	HSE Crisis Pregnancy Programme	1	Information systems to report on the sexual health and behaviours of young people in Ireland will be developed.	Consideration will be given to the examination of issues of sexual identity in future research commissioned by the HSE Crisis Pregnancy Programme.	Inclusion of relevant research questions in future funded research. Research reports will be available.	Not yet underway.
A18(ii)	Health Service Executive (HSE)	HSE Crisis Pregnancy Programme	2	Information systems to report on the sexual health and behaviours of young people in Ireland will be developed.	Funding and support will be available for secondary analysis of datasets from the Irish Contraception and Crisis Pregnancy Studies and the Irish Study of Sexual Health and Relationships.	Programme of support for such analysis in place by 2011. Publication of key findings by 2013.	Secondary analysis of datasets complete. Policy briefs currently under development and will be disseminated to stakeholders in 2013.
A18(iii)	Health Service Executive (HSE)	HSE Crisis Pregnancy Programme	3	Information systems to report on the sexual health and behaviours of young people in Ireland will be developed.	A study to examine patterns of service engagement among women experiencing crisis pregnancy will be carried out (subject to funding) by the HSE Crisis Pregnancy Programme, which will include data on females aged under 18 attending services and related outcomes.	Study commissioned in 2012. Report, including relevant data on under 18s, published by 2013.	It is anticipated that this project will be commissioned in 2013.
A18(iv)	Health Service Executive (HSE)	HSE Crisis Pregnancy Programme	3	Information systems to report on the sexual health and behaviours of young people in Ireland will be developed.	A report on the attitudes and decision-making process of adolescent males in relation to unplanned pregnancy will be published.	Publication by end 2011.	Report completed and published in 2012: If I were Jack? Adolescent males' attitudes and decision-making in relation to an unintended pregnancy

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
A18(v)	Health Service Executive (HSE)	HSE Crisis Pregnancy Programme	3	Services and supports for sexual health and relationships and sexual education will be reported on.	A study of sexual health and sexual education service needs among young people in the care of the State will be conducted.	Study commissioned by end 2011. Report available 2013.	In progress.
A19(i)	Irish Sports Council	Irish Sports Council	1	Services and supports for increased physical activity by children and young people will be reported on. The level of involvement of children and young people in sporting activities and the related impact will be measured.	The Irish Sports Council will examine administrative data collection with particular reference to club-based data for the purpose of improving and harmonising data on facilities and services for children and young people.	Identification of key areas for development by end 2013.	During 2013, the Irish Sports Council will work with Sport Northern Ireland to develop the first-ever survey of sports clubs in Ireland. Provision of services and programmes for children and young people will be among the issues to be examined in the survey.
A19(ii)	Irish Sports Council	Irish Sports Council	2	Services and supports for increased physical activity by children and young people will be reported on. The level of involvement of children and young people in sporting activities and the related impact will be measured.	The Irish Sports Council will provide special analyses of the information reported annually by Local Sports Partnerships (resources permitting).	Number of requests received and responded to.	The most recent annual report outlining the activities of the Local Sports Partnership network for 2011 has been published by the Irish Sports Council (ISC) and is available online. No requests have been received by the ISC for additional special analysis on foot of its publication.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
A19(iii)	Irish Sports Council	Irish Sports Council	2	Measures of physical activity levels among children and young people will be produced.	Suitable analysis of this topic will be promoted through publication of results and lodging of data in the appropriate archive from the recent study of sports participation and physical activity among children.	Report published in 2011. Data lodged by September 2011.	Two reports published on foot of this research and both available on Irish Sports Council website: <ul style="list-style-type: none"> - Children's Sports Participation and Physical Activity Study 2010 - Children's Sports Participation and Physical Activity Study 2011 The process to lodge the data with Irish Social Science Data Archive (ISSDA) is still ongoing and is expected to be completed in the coming months.
A19(iv)	Irish Sports Council	Irish Sports Council	2	The impact of the built environment on children's physical activity levels will be assessed.	Data from the above study will be made available to allow examination of the impact of the physical environment and built facilities on young people's participation in physical activity and how the environment can promote increased physical activity.	Data lodged in Irish Social Science Data Archive by September 2011.	Two reports published on foot of this research and both available on Irish Sports Council website: <ul style="list-style-type: none"> - Children's Sports Participation and Physical Activity Study 2010 - Children's Sports Participation and Physical Activity Study 2011 The process to lodge the data with Irish Social Science Data Archive (ISSDA) is still ongoing and is expected to be completed in the coming months.
A19(v)	Irish Sports Council	Irish Sports Council	3	Measures of physical activity levels among children and young people will be produced.	A repeat study on children's physical activity will take place within an appropriate timeframe.	Decision to repeat study taken by end 2012.	Decision to repeat the study has been deferred to 2013 due to budgetary constraints.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
A19(vi)	Irish Sports Council	Irish Sports Council	3	The level of involvement of children and young people in sporting activities and the related impact will be measured. Measures of nutritional behaviours and related outcomes for children and young people will be produced.	Research on children and young people will be prioritised in the Irish Sports Council's research programme.	Identification of key areas for development by end 2012 to inform Irish Sports Council's research programme for 2013-2015. Research on children and young people included in Irish Sports Council's research programme for 2013-2015.	The Irish Sports Council (ISC) commissioned new research using existing datasets in 2012 on transitions into and out of sports participation across the life course. The report, which is being finalised, contains key chapters on transition points in children's participation. The report and its implications for policy are currently being considered by the ISC. The report is expected to be published in the first half of 2013.
A20(i)	Irish Youth Justice Service (IYJS)	Irish Youth Justice Service	3	Data on children and young people who interact with the youth justice system will be further developed to enable tracking of pathways through the system and outcomes for the children and young people concerned.	A study of children's journey into detention (aimed at generating an understanding of similarities and differences between children's pathways to a justice placement in a children's detention school and a welfare placement in a special care unit) will be carried out on a cohort of children admitted to detention in 2011 and with retrospective data.	1st results published by 2014.	In progress. Collation of information completed. On track to be completed by 2014.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
A20(ii)	Irish Youth Justice Service (IYJS)	Irish Youth Justice Service	3	Behavioural patterns in children and young people and related outcomes will be investigated.	A study using action research will be conducted, initially in a number of Garda Youth Diversion Project trial sites, measuring empathy, impulsiveness and pro-social orientation at the start and finish of interventions. Subject to review of the measures obtained, data collection will be extended to all projects.	Initial study in trial sites completed and results disseminated by Q2 2012. Depending on trial results, national roll-out of data collection in 2014.	This action has been modified slightly. The three behavioural outcomes have been inserted as a requirement of all Garda Youth Diversion Projects (GYDPs) from 2013, with a requirement that each GYDP reports progress in each area. These are: <ul style="list-style-type: none"> - improved pro-social behaviour; - improved empathy; - reduced impulsiveness. Work is ongoing with Queen's University Belfast and the Centre for Effective Services to develop a measuring tool for the GYDPs to be piloted in 2013 and rolled out for use by end of the year.
A20(iii)	Irish Youth Justice Service (IYJS)	Irish Youth Justice Service	3	The full range of supports and services available to existing young offenders and their families, and to young people to reduce youth offending, will be profiled.	A research project on levels of compliance with community sanctions and on how systems in the youth justice service have evolved will be conducted.	Publication of findings by end 2015.	Completed. The Irish Youth Justice Service and the Probation Service engaged with Dr. Mairead Seymour from the Department of Social Sciences, Dublin Institute of Technology, to undertake a research project on compliance with community sanctions. The project examined the context of community-based responses to crime for young people and adopted a comparative perspective, drawing on the youth justice system of Canada, England, Ireland and Northern Ireland over a timeframe 1998-2010.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
A20(iii) <i>(cont'd)</i>							<p>The Probation Service was heavily involved in the research, with interviews and focus groups being held with young people and probation officers in Dublin and Cork.</p> <p>Dr. Seymour's findings were published in her book entitled <i>Youth Justice in Context: Community, Compliance and Young People</i> (2012, Routledge, London).</p>
A20(iv)	Irish Youth Justice Service (IYJS)	Irish Youth Justice Service	3	Behavioural patterns in children and young people and related outcomes will be investigated.	A national profile of participants in the Garda Youth Diversion Projects will be generated using standard measures of risk and service need.	Profile compiled at national level by end 2014.	<p>The Youth Level of Service Screening/Case Management Inventory screening tool has now been implemented across all Garda Youth Diversion Projects (GYDPs). This tool comprises a quantitative screening survey of attributes of juvenile offenders and their situations relevant to decisions regarding level of service, supervision and programming. It helps identify the risk to and needs of children at various stages in the criminal justice system. Profiles of service users have been included in a recently released report, Progress Report on GYDPs 2009-2011, and can be collated on a routine basis.</p>

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
A21(i)	Mental Health Commission	Mental Health Commission	3	The impact and effectiveness of mental health services for children and young people will be assessed.	The topic of effectiveness of mental health promotion and awareness programmes in different settings and with different groups of young people, including community and school-based, will be considered for inclusion in future commissioned research.	Mental Health Commission will include a study on this area by December 2016 (resources permitting).	In support of the outcome for A21(i) and A21(ii), the Mental Health Commission: (a) commissioned and published an external report undertaken by Dr. Sally Bonnar, Report for the Mental Health Commission on the Admission of Young People to Adult Mental Health Wards in the Republic of Ireland (b) continued monitoring of Child and Adolescent Mental Health Services (CAMHS), carried out by the Inspector of Mental Health Services and reported on annually .
A21(ii)	Mental Health Commission	Mental Health Commission	3	The impact and effectiveness of mental health services for children and young people will be assessed.	An assessment of the extent to which evidence-based interventions are utilised in child and adolescent mental health services in the context of identified needs and rights of children with mental health problems will be considered for inclusion in future commissioned research.	Mental Health Commission will include a study on this area by December 2016 (resources permitting).	In support of the outcome for A21(i) and A21(ii), the Mental Health Commission: (a) commissioned and published an external report undertaken by Dr. Sally Bonnar, Report for the Mental Health Commission on the Admission of Young People to Adult Mental Health Wards in the Republic of Ireland (b) continued monitoring of Child and Adolescent Mental Health Services (CAMHS), carried out by the Inspector of Mental Health Services and reported on annually .

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
A22(i)	National Council for Curriculum and Assessment (NCCA)	National Council for Special Education	3	Factors affecting children's pathways through the education system and their educational outcomes will be better understood.	Publication of findings from the Post-Primary Longitudinal Study.	Publication of report on experience of students in Senior Cycle education published by end 2011.	Research report From Leaving Certificate to Leaving School: A Longitudinal Study of Sixth Year Students published in 2011.
A22(ii)	National Council for Curriculum and Assessment (NCCA)	National Council for Special Education	3	Factors affecting children's pathways through the education system and their educational outcomes will be better understood.	Study on teachers' experiences of school aspects of <i>Growing Up in Ireland</i> study.	Study commissioned in 2011.	The Primary Classroom Report was launched in January 2012 and published on the websites of the ESRI and NCCA .
A22(iii)	National Council for Curriculum and Assessment (NCCA)	National Council for Special Education	3	Factors affecting children's pathways through the education system and their educational outcomes will be better understood.	Comparative study on international practice in curriculum development produced.	Study commissioned in 2011.	The thematic probe on curriculum specification across countries was completed in April 2011 and was used to inform the development of the new curriculum specification for primary and post-primary schools.
A22(iv)	National Council for Curriculum and Assessment (NCCA)	National Council for Special Education	3	Factors affecting children's pathways through the education system and their educational outcomes will be better understood.	Research paper on diversity and polarisation in the second-level school system produced.	Study commissioned in 2011.	The commissioning of this research was deferred due to prioritisation of extensive work on Junior Cycle development.
A22(v)	National Council for Curriculum and Assessment (NCCA)	National Council for Special Education	3	Factors affecting children's pathways through the education system and their educational outcomes will be better understood.	Research paper on transition from second-level to third-level education produced.	Study commissioned in 2011.	Two research papers were published in 2011: <ul style="list-style-type: none"> - Entry to Higher Education in Ireland in the 21st Century - Application, Selection and Admission to Higher Education: A Review of International Practice

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
A22(vi)	National Council for Curriculum and Assessment (NCCA)	National Council for Special Education	3	Factors affecting children's pathways through the education system and their educational outcomes will be better understood.	Research paper on oral language development in early years, emergent literacy development and elements of an integrated language curriculum produced.	Study commissioned in 2011.	<p>Three research reports to support the new primary language curriculum were launched by Minister Ruairí Quinn in May 2012:</p> <ul style="list-style-type: none"> - Oral Language in Early Childhood and Primary Education (3-8 years) (Sheil <i>et al</i>, 2012, NCCA) - Towards an Integrated Language Curriculum in Early Childhood and Primary Education (3-12 years) (Ó Duibhir and Cummins, 2012, NCCA) - Literacy in Early Childhood and Primary Education (3-8 years) (Kennedy <i>et al</i>, 2012, NCCA) <p>Summaries and podcasts to support access to the key ideas for a broad readership were also published and are available on the NCCA website</p>
A23(i)	National Council for Special Education (NCSE)	National Council for Special Education	2	Information around learning disability and special educational needs will be expanded and harmonised.	The NCSE will continue to analyse and publish data in relation to its activities and will engage with the DCYA on developments in its information systems.	Regular publication of key statistics.	Statistics on the number of Resource Teacher Hours and Special Needs Assistants allocated to Post Primary , Primary and Special Needs schools were published by the National Council for Special Education in June and November 2012.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
A23(ii)	National Council for Special Education (NCSE)	National Council for Special Education	3	The generation of research and data collection to support policy and practice in special education will be continued under the research programme of the National Council for Special Education.	The NCSE's research programme will be continued.	Publication of additional key reports in 2012, 2013 and 2014.	Two new reports were published by the National Council for Special Education in 2012: <ul style="list-style-type: none"> - Measuring Educational Engagement, Progress and Outcomes for Children with Special Educational Needs: A Review - Curriculum and Curriculum Access Issues for Students with Special Educational Needs in Post-Primary Settings: An International Review
A24	National Nutrition Surveillance Centre (NNSC)	National Nutrition Surveillance Centre	2	Services and supports for improved outcomes relating to nutrition and physical activity by children and young people will be reported on.	The NNSC will undertake analysis of existing data from the WHO Childhood Obesity Surveillance initiative around policies and practices in schools in relation to nutrition.	Initial analysis conducted by August 2012. Findings published and circulated to key stakeholders by end 2012.	A report of the analysis of data from the the WHO Childhood Obesity Surveillance Initiative around policies and practices in schools in relation to nutrition circulated by the National Nutrition Surveillance Centre in January 2013. The report is available as Appendix 5: Preliminary analysis of primary school healthy eating and physical activity policies
A25	Action Group	National Disability Authority	3	A methodology for assessing the total cost borne by families in relation to a child's disability will be developed.	A scoping study on determining direct and indirect costs borne by private households or individuals will be conducted.	Scoping study to commence by end 2015.	A study is currently being undertaken on cost of a child with a disability by the Children's Research Network of Ireland and Northern Ireland (CRNINI).

OBJECTIVE B: TO DEVELOP RESEARCH CAPACITY IN THE AREA OF CHILDREN'S RESEARCH AND DATA

Action Area 4 = Building capacity in the area of children's research and data, with a particular focus on supporting quantitative analysis.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
B1(i)	Department of Children and Youth Affairs (DCYA)	DCYA Research Unit, through the IRC Social Policy Research Development Initiative	4	Levels of educational attainment and the factors affecting such attainment will be better understood.	Summer schools to promote increased analysis of existing data on educational attainment will be conducted.	One school completed by end 2011.	Summer school held 19-23 September 2011, 'Maximising the use of existing data sources to inform policy and practice around children's lives' at St. Patrick's College, Drumcondra.
B1(ii)	Department of Children and Youth Affairs (DCYA)	DCYA Research Unit	4	The programme to build capacity for data analysis and research will be continued.	The National Children's Research Fellowship Programme will continue to operate, supporting postgraduate studies through funding and placement opportunities.	Number of studies and placements completed over the period 2011-2016.	<p>3 PhD scholarships awarded in 2011.</p> <p>3 PhD scholarships awarded in 2012.</p> <p>The 2013 Research Scholarship Programme was launched in January 2013. Application forms and the Terms and Conditions of the Programme are available online from www.dcy.a.ie. The closing date for receipt of applications is Tuesday, 16 April 2013.</p> <p>An abstract for each scholarship awarded to date is available here</p> <p>One research placement hosted in 2012.</p> <p>Further details of DCYA Research Placement Programme is available here</p>

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
B1(iii)	Department of Children and Youth Affairs (DCYA)	DCYA Research Unit	4	The programme to build capacity for data analysis and research will be continued.	The DCYA will continue to support and participate in the Children's Research Network for Ireland and Northern Ireland.	Seed funding provided and participation at committee level.	Funding provided by the DCYA to support the work of the Children's Research Network of Ireland and Northern Ireland (CRNINI) in 2011 and 2012. The DCYA Research Unit staff sat on the Conference Organisation Committee for the CRNINI Researching Children's Outcomes Conference, which was held in September 2012.
B1(iv)	Department of Children and Youth Affairs (DCYA)	DCYA Research Unit	4	An improved understanding of factors affecting children's health and well-being will be developed through increased use of existing information sources.	A Summer school to promote increased awareness and capacity for use of information sources on children's health and well-being will be conducted.	One school completed by end 2011.	Funding provided to the Children's Research Network of Ireland and Northern Ireland, and Trinity College Dublin, School of Nursing for the provision of a Summer school held from 28-30 September 2011, 'Quantitative Methodologies in Policy and Practice for Child Health and Well-being'.
B1(v)	Department of Children and Youth Affairs (DCYA)	DCYA Research Unit	4	An improved understanding of factors affecting children's health and well-being will be developed through increased use of existing information sources.	A Summer school to promote increased awareness and capacity for use of information sources on child protection, physical and mental health (including issues relating to suicide) and other aspects of safety and protection for children will be conducted.	One school completed by end 2011.	Funding provided to the Department of Law, University College Cork, to host a Summer school on 12-17 September 2011, 'Keeping Children Safe and Secure in Ireland: Maximising the use of existing data to inform Research, Policy and Practice'.

OBJECTIVE C: TO DEVELOP, SUPPORT AND PROMOTE GOOD INFRASTRUCTURE IN THE AREA OF CHILDREN'S RESEARCH AND DATA

Action Area 5 = Contribute to and inform national developments around research and data on children's lives. Provide a mechanism for the continued development of appropriate methodologies and concepts in relation to data on children's lives; **Action Area 6** = Develop an overarching governance structure for research around children, including ethical review.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
C1(i)	Arts Council	Arts Council	5	There will be increased and better quality information available on children's arts participation and the services supporting this.	Children and young people will form a central focus for research and data review processes of the Arts Council as part of <i>Developing the Arts in Ireland: Arts Council's Strategic Overview 2011-2013</i> .	Relevant changes to data collection and research processes agreed by end 2013.	Following analysis of first cohort (57 Arts Council-funded building-based venues), any relevant changes to data will inform further process.
C1(ii)	Arts Council	Arts Council	5	There will be increased and better quality information available on children's arts participation and the services supporting this.	Harmonisation of key variables in relevant datasets from arts organisations will take place, which will facilitate the identification of children and young people.	2011 data collection constructed to allow identification of the relevant age groups within client base of responding organisations by June 2012.	Completed. Identification of relevant age groups has informed the pilot phase.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
C1(iii)	Arts Council	Arts Council	6	There will be increased and better quality information available on children's arts participation and the services supporting this.	The Arts Council will take a coordinating role across organisations involved in the delivery of arts programmes to children and young people to examine options for improving data on children's arts participation.	Coordination structure/mechanisms established by mid-2012. Development of a detailed plan to better describe this aspect of children's lives by end 2013.	Organisational restructure and staff reductions are underway and likely to impact on timelines and alter resources for overall project plan. More details will be available on this in due course. It is intended to roll out the questionnaire to approximately 250 additional Arts Council-funded organisations and to liaise with the National Cultural Institutions.
C2	Central Statistics Office (CSO) with Department of Children and Youth Affairs	Central Statistics Office	5	Data linkage and analysis of administrative data will be exploited to the full to provide further insights into children's lives.	The Administrative Data Centre will undertake a project examining new pathways for collaboration with the DCYA, exploring options for profiling children's lives from its data holdings and the Person Activity Register.	Initial scoping conducted in 2012. Publication of agreed outputs.	Preliminary discussions held with the Central Statistics Office.
C3(i)	Department of Children and Youth Affairs (DCYA)	DCYA Research Unit	5	Early childhood care and education will be the subject of increased reporting and analysis.	The DCYA will participate in CSO survey liaison groups to further develop survey items on childcare and related issues.	Increase in child-focused measures and outputs in official statistics over the period 2011-2016.	Submission made re. Quarterly National Household Survey module on learning supports in the home. Field work completed and report available in 2013.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
C3(ii)	Department of Children and Youth Affairs (DCYA) Childcare Directorate with Central Statistics Office	DCYA Childcare Directorate	5	Early childhood care and education will be the subject of increased reporting and analysis.	The ECCE database of the DCYA will be supplied to the Administrative Data Centre of the CSO to contribute to increased analysis in this area.	Data supplied annually.	One extract of data has been received by the CSO, which has been added to the CSO data portal and is available internally for analysis purposes.
C4(i)	Department of Children and Youth Affairs (DCYA)	DCYA Research Unit	5	Existing measures and indicator sets will be expanded to reflect the breadth of children's lives.	The national set of child well-being indicators will be reviewed to examine options for new indicators in areas such as play, recreation, volunteering and social capital.	Review completed and recommendations implemented in 2014 report.	Review in progress.
C4(ii)	Department of Children and Youth Affairs (DCYA)	DCYA Research Unit	6	Governance and oversight structures for children's research will be supported.	The DCYA Research Unit will contribute to and support the development of mechanisms for ethical oversight of children's research.	Publication of guidelines for ethics in research involving children by 2012.	The reports Guidance for developing ethical research projects involving children and The Ethics Journey in Children's Research: Checklist were published in 2012. The aim of the guidance is to advise on good practice principles for undertaking research with children.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
C5	Department of Health	National Advisory Committee on Drugs	5	Improved and increased use of existing research and data on the topic of alcohol and drugs in relation to children's lives.	Feasibility study to identify data sources and research methods (including data mining, harmonisation of existing sources and suitable classificatory variables) to provide a baseline indicator of substance misuse among youth at risk and to monitor changes over time.	Commission feasibility study by Q3 2012. Submission of feasibility study report by Q2 2013. Commission of research to establish baseline indicator by Q4 2013. Identification of baseline indicator by Q4 2014. National monitoring report every 4 years thereafter.	With the expiry of the mandate of the National Advisory Committee on Drugs (NACD) at the end of 2011, no decision on new research has been made. It is expected that a new NACD will be in place soon.
C6	Health Research Board (HRB)	Health Research Board	5	Services for children and young people with disabilities will be examined in terms of coverage and effectiveness.	Initiatives will be undertaken to increase the coverage of the HRB disability databases (NIDD and NPSDD), including additional information on levels of participation in different activities.	A report on the coverage of the databases will be conducted and published by end 2016.	In progress.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
C7(i)	Health Service Executive (HSE)	HSE Children and Family Services	5	Information on children in need of protection and in the care of the State and the services they receive will be collected and reported on in a standardised and systematic manner.	<p>A National Child Care Information System will be deployed. This system will record the key activities, such as actions, plans, participants, decisions and outcomes (as defined in the standard social work business processes), from initial contact through to case closure.</p> <p>The system will be capable of being interrogated and analysed to give insight into (child care) service pathways and the key characteristics of children interacting with the care system.</p>	<p>Referral and assessment data will be available from the manual system in 2012 and for Children in Care and other pathways in 2013.</p> <p>The full search and interrogation functions will be available when the ICT system is deployed: referral and assessment from 2014 and for Children in Care and other processes in 2015.</p>	<p>The National Child Care Information System (NCCIS) ICT system will be the central system supporting Child Protection and Welfare case management in Social Work departments. This system will record the key activities, such as actions, plans, participants, decisions and outcomes, from initial contact through to case closure. The system will be capable of being interrogated and analysed to give insight into (child care) service pathways and the key characteristics of children interacting with the care system. The system will generate detailed real-time management information for the service.</p> <p>Tender documents for the NCCIS issued in 2012. Evaluation and selection process and contract discussions with preferred supplier completed later in 2012. NCCIS contract undergoing external review (Peer Review Process). Contract signing early 2013. Configuration and software development of the system to begin 2013 and deployed (in pilot mode initially) later in the year. Full national roll-out (Phase 1) continuing in 2014. Tender evaluation procedure completed and preferred supplier/system selected.</p>

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
C7(i) <i>(cont'd)</i>							External review of the tendering (peer review) - complete. Draft contract - complete. External (peer) review of contract - underway. Draft Project Initiation Document (PID) - prepared for review.
C7(ii)	Health Service Executive (HSE)		5	Information on children's health outcomes and services will be collected, analysed and disseminated.	The HSE will review the utilisation of the Personal Health Record within the delivery of child health services and make a recommendation about its implementation nationally.	Recommendation on implementation by July 2012.	It has been decided that the Personal Health Record (PHR) could not be rolled out without a comprehensive child health information system being put in place. The HSE are looking at the process of setting this system up at present.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
C8	Health Service Executive (HSE)	HSE Crisis Pregnancy Programme	5	Information systems to report on the sexual health and behaviours of young people in Ireland will be developed.	<p>The feasibility of adding a question on crisis pregnancy to national patient registration systems in maternity hospitals will be examined, based on initial discussions with the relevant hospitals and DoH.</p> <p>The feasibility of revising birth notification forms to enable analyses of teenage births by area deprivation indicators will be examined, based on discussions with the relevant Departments and the CSO.</p>	<p>Feasibility of activity examined in 2012.</p> <p>If feasible, question agreed and included on the relevant registration databases/forms by end 2012.</p>	<p>In progress. Both areas are being explored by the UCD Centre for Human Reproduction as part of a wider research project.</p>

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
C9(i)	Irish Youth Justice Service (IYJS)	Irish Youth Justice Service	5	Data on children and young people who interact with the youth justice system will be further developed to enable tracking of pathways through the system and outcomes for the children and young people concerned.	Existing initiatives between the IYJS and the Garda Youth Diversion Projects around gathering of data, harmonisation of key outcomes and measures will be continued, working towards a national profile of agreed measures. This will include: (a) an agreed logic model approach to annual planning and output monitoring; (b) use of standard risk assessment; (c) use of standard outcome measures; (d) recidivism studies.	Profile of existing projects developed using standardised measures: (a) logic model approach by 2012; (b) standard use of risk assessment by 2012; (c) trial of outcome measures decision on roll-out by 2012. Recidivism study of trial sites and consideration of wider studies (in discussion with An Garda Síochána) by 2012.	(a) Logic model approach implemented across all Garda Youth Diversion Projects (GYDPs) in their December 2012 annual plan applications. (b) Risk assessment implemented across all GYDPs in 2012. (c) Trial of outcome measures will now take place in 2013 as part of the trial and development of an evaluation framework. (d) Recidivism study to be actioned in Youth Justice Action Plan 2013-2017.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
C9(ii)	Irish Youth Justice Service (IYJS) in conjunction with An Garda Síochána and the DCYA Research Unit	Irish Youth Justice Service	5	The full range of supports and services available to existing young offenders and their families, and to young people to reduce youth offending, will be profiled.	Data holdings on supports and services provided by the youth justice system will be reviewed to identify options for greater coordination in compilation and reporting of statistical and other information.	Review of data holdings completed by end 2012.	Irish Youth Justice Service and the Central Statistics Office liaising on improved use of existing juvenile justice data, with assistance of the DCYA Research Unit. Review of data holdings ongoing.
C10(i)	National Nutrition Surveillance Centre (NNSC)	National Nutrition Surveillance Centre	5	Data on childhood body mass index (BMI) will be harmonised and reported on in a consistent and comparable manner.	A review of existing data holdings on childhood BMI will be conducted, resulting in a report on the coverage and comparability of the data. This review will include an examination of the geographical coverage of the data and options for mapping the datasets.	Report on current status of data by February 2013.	The National Nutrition Surveillance Centre (NNSC) was asked to produce a review of existing studies on childhood Body Mass Index (BMI) in Ireland. In October 2012, Safefood published the report Examining Nutrition Surveillance on the island of Ireland , which contained this information. This report was circulated by the NNSC in January 2013.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
C10(ii)	National Nutrition Surveillance Centre (NNSC) with DCYA Research Unit	National Nutrition Surveillance Centre	5	Data on childhood body mass index (BMI) will be harmonised and reported on in a consistent and comparable manner.	The National Nutrition Surveillance Centre (NNSC) and DCYA will consult on the development of appropriate measures relating to children's nutritional outcomes and agree key indicators, including international comparisons and appropriate disaggregation. The NNSC will identify data to populate these indicators based on their review of data sources.	Consultation conducted as part of review of child well-being indicators in 2013. Measures included in 2014 edition of the <i>State of the Nation's Children</i> report.	Review in progress.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
C11	Action Group chaired by Central Statistics Office (CSO)	Department of Children and Youth Affairs	6	A more harmonised approach will be developed across data collections on children's lives.	The CSO will collaborate with the DCYA in the establishment of an interagency group to agree and recommend changes in national data collections to ensure a harmonised approach to data collection on children's lives. This group will be chaired by a CSO official.	Core group established and key data holdings for investigation identified by end 2012. Set of recommendations agreed and circulated to key agencies by end 2014.	This group will be established by the DCYA in 2013.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
C12	Action Group led by Irish Sports Council	Irish Sports Council	5	Measures of physical activity levels among children and young people will be produced.	A review of methodologies for recording physical activity levels will be conducted and recommendations made for reporting on activity levels for the child population, including participation in school-based activity.	Report on review of methodologies will be published by mid-2015.	The Irish Sports Council is currently involved in an intersectoral group (led by the Health Service Executive) which is developing a National Physical Activity Plan for Ireland. The issues of physical activity targets (for adults and children) and the measurement of same is being considered in the context of this plan. A priority within the plan is the development of a robust system for monitoring and tracking participation in physical activity over time across the population, including among children. An expert group will be established to review key issues, including methodologies, around the development of this system. It is expected that this group will be established in 2013.
C13(i)	Action Group led by National Disability Authority and including National Council for Special Education	National Disability Authority	5	Statistical definitions of disability will be harmonised as far as possible across data sources in order to better establish an overall disability prevalence rate, prevalence rates for specified conditions and prevalence rate for sub-groups within the population.	An analysis of disability markers will be undertaken for the purpose of recommending a harmonised set of markers for use with surveys and administrative data.	Report on analysis by July 2014.	The National Disability Authority held preliminary meeting with National Council for Special Education in 2012.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
C13(ii)	Action Group led by National Disability Authority and including National Council for Special Education	National Disability Authority	5	Information around learning disability and special educational needs will be expanded and harmonised.	A review of data holdings on intellectual disability and special educational needs will be conducted and recommendations for use of agreed variables and classifications developed.	Review of existing data holdings completed and recommendations developed and disseminated by end 2014.	The National Disability Authority held preliminary meeting with National Council for Special Education in 2012.
C14	Action Group, with Department of Social Protection and Central Statistics Office	Department of Children and Youth Affairs	5	A comprehensive profile of the living conditions of children in Ireland will be developed.	An examination of existing data on households with children will take place to determine where additional data is required and what are the optimal sources for these data.	Group established by mid-2012. Report with recommendations by end 2013.	This group will be established in 2013.

OBJECTIVE D: TO IMPROVE MONITORING AND EVALUATION OF CHILDREN'S SERVICES IN IRELAND AT LOCAL AND NATIONAL LEVEL

Action Area 7 = Develop coherent approaches to evaluation of access to, cost and quality of services, supports and interventions around children's lives.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
D1(i)	Citizens Information Board (CIB)	Citizens Information Board	7	Information on services available to children, young people and their families will be available in a more centralised structure.	The Citizens Information Board will continue to develop its existing 'life events' approach to ensure an increased focus on children in its online information on service type and availability.	Children and families stream in key information sources by end 2014.	The Citizens Information Board (CIB) has developed a series of life event/life situation streams of information relating to children and families , available at citizensinformation.ie , containing information on rights, entitlements and public services.
D1(ii)	Citizens Information Board and Department of Children and Youth Affairs (DCYA)	Citizens Information Board and DCYA Childcare Directorate	7	Early childhood care and education (ECCE) will be the subject of increased reporting and analysis.	A listing of pre-school services enrolled in the Free Pre-School Year Scheme will be made available online.	Directory available by end 2012.	The Citizens Information Board (CIB) agreed a mechanism with the DCYA Childcare Directorate to link from citizensinformation.ie to up-to-date listings of County Childcare Committees on the DCYA website. citizensinformation.ie currently links to a listing of 33 City or County Childcare Committees , allowing users to find local providers of ECCE places. Information on the provisions under the ECCE are also carried on the website.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
D2(i)	Department of Children and Youth Affairs (DCYA) and Central Statistics Office	DCYA Childcare Directorate	7	Early childhood care and education (ECCE) will be the subject of increased reporting and analysis.	A key set of indicators on ECCE will be developed using existing data sources, such as the Free Pre-School Year Scheme and Quarterly National Household Survey (QNHS) data.	Initial set of indicators agreed and published by end of 2013.	The DCYA has contacted the Central Statistics Office in relation to the inputs needed for this project.
D2(ii)	Department of Children and Youth Affairs (DCYA) and Health Service Executive (HSE)	DCYA Childcare Directorate	7	Early childhood care and education will be the subject of increased reporting and analysis.	A biennial report on key developments in pre-school services will be compiled.	First report produced in 2012.	Annual report produced by Pobal on developments within the early childhood care and education sector provides key statistical information in relation to services funded under DCYA programmes.
D3(i)	Department of Children and Youth Affairs (DCYA)	DCYA Participation Unit	7	Student participation in decision-making in education will be profiled.	An audit of participation in School Council structures will be conducted.	Publication of findings by September 2011.	Audit completed. A 3-page briefing note was published online and in hard copy. The full report, An Audit of Children and Young People's Participation in Decision-Making , was also published and made available online.
	Department of Children and Youth Affairs (DCYA)	DCYA Participation Unit	7	Measures of social capital and active citizenship among children and young people will be developed.	A standardised data collection template will be developed for use nationwide to record the involvement of children and young people in decision-making and advisory structures, such as Comhairlí na nÓg and Dáil na nÓg.	Template designed and in use by end 2013.	Template to be developed as part of the National Policy on children and young people's participation in decision-making during 2013.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
D4(i)	Department of Children and Youth Affairs (DCYA)	DCYA Research Unit	7	Children's outcomes and services will continue to be the subject of monitoring and reporting.	Biennial publication of the <i>State of the Nation's Children</i> report for Ireland and further development of dissemination formats.	Publication of <i>State of the Nation's Children</i> report in 2012, 2014 and 2016.	The fourth biennial report, State of the Nation's Children: Ireland 2012 , was published in March 2013.
D4(ii)	Department of Children and Youth Affairs (DCYA)	DCYA Research Unit	7	Children's outcomes and services will continue to be the subject of monitoring and reporting.	Data to support and inform the work of county Children's Services Committees (CSCs) will be further developed.	Scoping of potential data sources and systems for use by CSCs completed by mid-2012.	A new online resource, the Inventory of Data Sources on Children's Lives , was published in 2012. It is aimed at a range of users, including those involved in research, service planning, service evaluation and policy development and monitoring. Its aim is to promote awareness and increased use of existing data sources on children's lives. Supporting resource material for the Inventory can also be accessed at www.dcy.a.ie A new DCYA-led data mining project, which will use <i>Growing Up in Ireland</i> data to produce county-level reports on children, will be initiated in 2013.
D5(i)	Department of Children and Youth Affairs (DCYA)	DCYA Youth Affairs Unit	7	The role of youth work services in providing quality activities, programmes and supports will be examined.	A qualitative assessment of the role of youth work in the lives of children and young people in Ireland today will be conducted, based on the National Quality Standards Framework (NQS).	Progress reports will be monitored annually, leading to a composite report on the first implementation cycle of the NQS (2011-2013), published by end 2014.	Ongoing.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
D5(ii)	Department of Children and Youth Affairs (DCYA)	DCYA Youth Affairs Unit	7	The role of youth work services in promoting participation and active citizenship will be examined.	Data will be compiled on funding of youth organisations, initiatives and programmes by content area, client group, location and levels of participation.	First report by end 2012.	Information in this regard has been collated with the assistance of the DCYA Research Unit. This will inform the study on volunteer-led youth provision currently being undertaken jointly by the National University of Ireland, Maynooth and University College Cork, as part of the co-funded Irish Research Council/DCYA/Department of the Environment, Community and Local Government Research Development Initiative.
D6	Department of Health (DoH)	DoH Information Unit	7	Information on children's health outcomes and services will be collected, analysed and disseminated.	Existing initiatives to include indicators on child health and health services in Department of Health publications (such as <i>Key Trends</i>) will be continued and expanded.	Child-focused measures included in future <i>Key Trends and Health Statistics</i> publications.	In 2012, Health in Ireland: Key Trends featured an expanded list of child-focused measures. Lifestyle factors such as smoking, alcohol consumption and physical activity of 15-year-olds were included in the publication. Also included for the first time were: trends in medical card numbers for the 0-14 age group; the number of carers under 14; the rate of hospital discharges in the 0-14 age group; children in care statistics; and trends in the number of children registered with the National Physical and Sensory Disability Database and the National Intellectual Disability Database. The Health Statistics publication is published every 3 years, the latest edition being 2011.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
D7(i)	Department of Social Protection (DSP)	DSP Child Income Support Policy Unit	7	The impact and efficacy of formal supports for children experiencing poverty and disadvantage will be assessed.	As part of the implementation of the policy and value-for-money (VfM) review of child income support payments by the Department of Social Protection (November 2010), performance indicators to monitor the effectiveness and efficiency of child income support payments in addressing policy objectives will be developed and published in the Department's Annual Output Statement.	Indicator set published with Department of Social Protection's Annual Output Statement in 2012.	Following on the decision by the Department of Public Expenditure and Reform in 2012 to discontinue the requirement to publish an Annual Output Statement (AOS) and to replace it with a Performance Budgeting report integrated into the Revised Estimates Volume (REV), no AOS was published for 2012. In the 2012 REV , the percentage of the population at risk of poverty rate for 0-17 years of age was published as one of the context and impact indicators along with the indicators for other age groups.
D7(ii)	Department of Social Protection (DSP)	DSP Social Inclusion Division	7	Children will be a central focus for statistics on poverty and deprivation.	Monitoring and review of national poverty targets as set out in <i>Towards 2016</i> and in the National Reform Programme, including a focus on child poverty.	Report on the review of the national poverty target submitted to Government by end 2011. Annual review of progress as part of EU monitoring process in June each year.	Review completed. Policy briefing and supporting documentation on the new National Social Target for Poverty Reduction published in October 2012. This includes a new sub-target for the reduction of child poverty. Work ongoing through 2013 with relevant stakeholders on setting this sub-target and on reporting mechanisms.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
D8	An Garda Síochána	Office for Children and Youth Affairs	7	Data on children and young people who interact with the youth justice system will be further developed to enable tracking of pathways through the system and outcomes for the children and young people concerned.	An exploratory analysis will be conducted of data on children deemed unsuitable for inclusion in the Garda Youth Diversion Projects to examine their pathways and outcomes through the justice system.	Initial analysis conducted by end 2013.	Analysis in progress.
D9(i)	Health Service Executive (HSE)	HSE Children and Family Services	7	Information on children in the care of the State and the services they receive will be collected and reported on in a standardised and systematic manner.	A national set of key performance indicators on the services and supports being provided to children in care will be reported on annually and will be subject to ongoing review and analysis.	Publication in 2011 and annually thereafter.	The existing set of performance indicators and all data items collected and reported by the HSE Children and Family Services has been reviewed and amended in the context of the launch of the new Agency in 2013.
D9(ii)	Health Service Executive (HSE)	HSE Children and Family Services	7	Information on children in contact within the Child Protection System and the services they receive will be collected and reported on in a standardised and systematic manner.	A national set of key performance indicators on the services and supports being provided to children in contact with the Child Protection System will be reported on annually and will be subject to ongoing review and analysis.	Publication in 2011 and annually thereafter.	The existing set of performance indicators and all data items collected and reported by the HSE Children and Family Services has been reviewed and amended in the context of the launch of the new Agency in 2013.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
D10	Health Service Executive (HSE)	HSE Crisis Pregnancy Programme	7	Services and supports for sexual health and relationships and sexual education will be reported on. An assessment of demand for supports needed in relation to crisis pregnancy, both during pregnancy and after the birth, will be conducted.	Current initiatives to report on crisis pregnancy services will be continued and published, including: (a) the availability of mapped data on service provision; (b) publication of a review of supported accommodation services; (c) funding for secondary analysis of datasets from the Irish Contraception and Crisis Pregnancy Studies and the Irish Study of Sexual Health and Relationships.	Continued availability of information. Publication of mapped data and review of supported accommodation by mid-2012. Support for secondary analysis to commence in 2011-2012.	(a) Mapped data report to be published in early 2013. (b) Review of supported accommodation to be published in early 2013. (c) Secondary analysis of crisis pregnancy data has been completed.
D11	Irish Youth Justice Service (IYJS) and the Probation Service	Irish Youth Justice Service and the Probation Service	7	The full range of supports and services available to existing young offenders and their families, and to young people to reduce youth offending, will be profiled.	A practice-based study will be undertaken in partnership with the Probation Service to identify performance outcome measures to be applied to funded community organisations working with young people.	Standard set of outcome measures agreed by 2013.	The report The baseline analysis of the Young Person's Probation Service Projects was published in 2011. It contains strategic proposals intended to improve performance. This study was completed in partnership between the Irish Youth Justice Service and the Probation Service. The report will be reviewed in the context of the Youth Justice Action Plan currently being developed by IYJS.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
D12	Local Government Management Agency (LGMA)	Libraries Development, Local Government Management Agency (LGMA)	7	The level of involvement of children and young people in cultural activities and the related impact will be measured.	Relevant data on the use by children and young people of library services will be compiled and reported on in a standardised way.	Data will be included in the Library Council's annual statistical releases. Regular reports will be published on Library Council's website and related websites.	<p>During the course of 2012, An Chomhairle Leabharlanna (The Library Council) was wound down and its functions transferred to a new unit, Libraries Development, located within the Local Government Management Agency. The website www.library.ie was integrated into the public libraries' website www.askaboutireland.ie and a new mechanism was established on the new Libraries section for compiling and making data available on the use of library services, including those offered to children and young people, in each library authority.</p> <p>The most recent data available (2010) on the use of library services by this user group has been collated and the report is available as Appendix 6: Use of Library Services by Children and Young People</p> <p>Statistics for 2011 are currently being aggregated and will be available within the next few weeks.</p> <p>An information page on the use of library services by children and young people will also be created on the new website, www.askaboutireland.ie, during 2013.</p>

OBJECTIVE E: TO SUPPORT A CONTINUUM OF RESEARCH AND DATA USE WITHIN POLICY AND PRACTICE SETTINGS

Action Area 8 = Improve awareness, knowledge and understanding of the potential of research and data in policy and practice settings. Contribute to change in attitudes, perceptions and ideas in relation to utilisation of information around children's lives. Provide resources and support for utilisation of research and data in policy and practice.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
E1	Department of Children and Youth Affairs (DCYA)	DCYA Participation Unit	8	The lives of children in need of protection and in the care of the State, the systems that exist to support them and their progression after their time in care will be better understood.	Findings from a consultation process with children and young people in the care of the State will be disseminated, with a summary of key messages for policy-makers and service providers.	Report available by July 2011.	The report Listen to Our Voices: Report of consultations with children living in the care of the State was published in July 2011 and launched by the Minister for Children and Youth Affairs. Available online and in hard copy.
E2(i)	Department of Children and Youth Affairs (DCYA)	DCYA Research Unit	8	A strategic approach to dissemination of information on children's lives will be further developed.	The DCYA in association with the Centre for Effective Services (CES) will consider options to develop a more centralised dissemination/ access mechanism for data and research about children in Ireland.	Decision on appropriate mechanism by end 2012.	A review of the DCYA's research and policy dissemination website www.childrensdatabase.ie has been completed. The recommendations arising from the review will be incorporated into the redesign of the website.
E2(ii)	Department of Children and Youth Affairs (DCYA)	DCYA Research Unit	8	A strategic approach to dissemination of information on children's lives will be further developed.	A strategy for knowledge transfer from the <i>Growing Up in Ireland</i> study will be prepared and published.	Publication of strategy by end 2011.	A Knowledge Transfer Report for the Growing Up in Ireland study has been drafted and circulated, and will be finalised in 2013.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
E2(iii)	Department of Children and Youth Affairs (DCYA)	DCYA Research Unit	8	A strategic approach to dissemination of information on children's lives will be further developed.	Findings from each study funded under the National Children's Research Programme will be presented to policy and practice communities in a format that meets their needs.	Production of key findings and briefing notes on each research project. Seminars conducted for key audiences on outputs from National Children's Research Programme.	The first set of briefing notes for the Research Programme and Scholarship Programme were published in 2012 and are available online and in hard copy. Briefing notes from the 2010 Research Development Initiative , co-funded by the Department of Children and Youth Affairs, Department of the Environment, Community and Local Government and the Irish Research Council, will be published in 2013.
E3	Department of Children and Youth Affairs (DCYA)	Family Support Agency	8	The family context in which children live will be described and the related outcomes analysed.	The Family Support Agency will maintain its current database of family-based research and will periodically (resources permitting) canvass the major institutes and agencies to identify new material for inclusion, as well as updating the database with details of new in-house research.	Database updated on annual basis.	Upkeep of this database will transfer to the new Child and Family Support Agency in early 2013. No decision has yet been taken as to who will assume responsibility for database in the new agency.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
E4	Health Information and Quality Authority (HIQA)	Health Information and Quality Authority (HIQA)	8	The lives of children in need of protection and in the care of the State, the systems that exist to support them and their progression after their time in care will be better understood.	A summary of key findings from inspection reports of children's residential centres and foster care services will be produced in order to highlight concerns, good practice and recommendations made following inspections and to identify the key learning points arising.	Report produced annually over the period 2011-2016, with first publication at end 2011.	The report A summary of key findings from a sample of 2011 children's residential centres, special care units and foster care services inspection reports was published by HIQA in March 2013.
E5(i)	Health Service Executive (HSE)	HSE Health Intelligence Unit, in collaboration with stakeholders, will leverage the potential of Health Intelligence Ireland, with a special focus on children's health	8	Available data on children's health and services will be made available to Health Intelligence Ireland for analysis and dissemination.	The Health Intelligence Unit of the HSE will examine (resources permitting) options for exploiting the potential of available information on children's health and services through the use of geographic (Health Atlas) and quality display methodologies (National Quality Assurance Intelligence System) as developed for other clinical domains.	Availability of phased analysis and display modules.	The National Quality Assurance Information System (NQAIS) provides for analysis and display of Hospital In-Patient Episode (HIPE) data, including data relating to paediatric hospital care. The HSE Health Intelligence Team supported analysis that contributed to the decision regarding the site of the new National Children's Hospital. The Team can provide, through the NQAIS system, further novel analysis as requested, for example, in relation to HIPE, general practice prescribing, and regarding other datasets to inform policy and planning decision-making.

Action No.	Implementation structure	Lead organisation	Action area	Outcome area	Activities	Progress indicator	Status at end December 2012
E5(ii)	Health Service Executive (HSE)	HSE Crisis Pregnancy Programme and Department of Education and Skills	8	Services and supports for sexual health and relationships and sexual education will be reported on.	Publication of research report, <i>Use of 'outside visitors' in provision of RSE programmes in post-primary schools.</i>	Report available in late 2011.	This report is undergoing final round of changes and will be available in 2013.
E6	National Council for Special Education (NCSE)	National Council for Special Education	8	Information around learning disability and special educational needs will be expanded and harmonised.	Findings from the longitudinal study of special education provision in Irish schools will be published.	Publication of key findings expected by end 2014.	Interim findings from the longitudinal study were presented at the annual NCSE Research Conference in November 2012. Conference papers are available on the NCSE website .
E7	Action Group led by National Disability Authority and including National Council for Special Education	National Disability Authority	8	Statistical definitions of disability will be harmonised as far as possible across data sources in order to better establish an overall disability prevalence rate, prevalence rates for specified conditions and prevalence rate for sub-groups within the population.	The findings from an analysis of disability markers among existing data sources (see <i>Action C13</i>) and recommendations for improvements will be actively disseminated and promoted among key stakeholders.	Preliminary dissemination of report by July 2015.	Project ongoing. Initial meeting held between the National Disability Authority and the National Council for Special Education in 2012.

APPENDIX 1

NUTRITIONAL BEHAVIOURS AND OUTCOMES

A SPECIAL ANALYSIS OF THE HBSC SURVEY
AS PART OF THE IMPLEMENTATION OF THE
NATIONAL STRATEGY FOR RESEARCH AND
DATA ON CHILDREN'S LIVES, 2011-2016

This report was compiled by
Mary Callaghan and **Saoirse Nic Gabhainn**,
HBSC Ireland, Health Promotion Research Centre,
National University of Ireland, Galway

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DEPARTMENT OF CHILDREN AND YOUTH AFFAIRS

INTRODUCTION

The Health Behaviour in School-aged Children (HBSC) Survey is a cross-national research study conducted in collaboration with the WHO Regional Office for Europe and runs on a 4-year cycle. In 2010, Ireland participated for the fourth time in the HBSC Survey. The overall aims of the study are to gain new insight into, and increase our understanding of, young people's health and well-being, health behaviours and their social context. HBSC collects data on key indicators of health, health attitudes and health behaviours, as well as the context of health for young people. The study is a school-based survey, with information collected from students through self-completion questionnaires in classrooms. HBSC Ireland is funded by the Department of Health. Further information on the international HBSC study can be found at www.hbsc.org.

The most recent HBSC Ireland (2010) dataset comprises 16,060 school children from 3rd Class in primary school to 5th Year in post-primary school. In total, 256 schools across Ireland participated in the survey. The methods employed comply with the international HBSC protocol and are detailed in the national report from the 2010 survey (see www.nuigalway.ie/hbsc/documents/nat_rep_hbsc_2010.pdf).

FOCUS OF THIS REPORT

This short report provides a brief analysis of the 2010 HBSC Survey data on nutritional behaviours among school children aged 10-17 years in Ireland. The questions analysed for school children are presented by age, gender and social class for the following indicators:

- Breakfast consumption - weekdays (see *Tables 1-8*).
- Breakfast consumption - weekends (see *Tables 9-16*).
- Fruit consumption (see *Tables 17-24*).
- Vegetable consumption (see *Tables 25-32*).
- Sweets (candy or chocolate) consumption (see *Tables 33-40*).
- Coke or other soft drinks that contain sugar consumption (see *Tables 41-48*).
- Diet coke or diet soft drink consumption (see *Tables 49-56*).
- Crisps consumption (see *Tables 57-64*).
- Chips/fried potatoes consumption (see *Tables 65-72*).
- Fish consumption (see *Tables 73-80*).
- Eat breakfast with mother or father (see *Tables 81-88*).
- Have evening meal together with mother or father (see *Tables 89-96*).
- Eat snack while watching TV (including videos and DVDs) (see *Tables 97-104*).
- Eat a snack while you work or play on a computer or games console (see *Tables 105-112*).
- Watch TV while having a meal (see *Tables 113-120*).
- Get coke or other drinks that contain sugar from parents if ask (see *Tables 121-128*).
- Get sweets or chocolates from parents if ask (see *Tables 129-136*).
- Get biscuits or pastries from parents if ask (see *Tables 137-144*).
- Get crisps from parents if ask (see *Tables 145-152*).
- In my family, there are rules at meal times that we are expected to follow (see *Tables 153-160*).
- In my family, it is OK for a child to have something else to eat if he/she doesn't like the food being served (see *Tables 161-168*).
- In my family, manners are important at the dinner table (see *Tables 169-176*).
- In my family, we don't have to eat all meals at the kitchen or the dining room table (see *Tables 177-184*).
- Going to school or to bed hungry because there is not enough food at home (see *Tables 185-192*).
- Being on a diet or doing something else to lose weight (see *Tables 193-200*).

FINDINGS

Breakfast consumption - weekdays

Table 1: How often do you usually have breakfast (more than a glass of milk or fruit juice) on weekdays? By gender (%)

	Boys	Girls
I never have breakfast during weekdays	10.6	14.9
1 day	2.6	3.2
2 days	3.1	4.2
3 days	4.2	6.2
4 days	3.7	5.5
5 days	72.5	63.1
Missing (no data supplied)	3.3	2.9
<i>n</i> (sample size)	6,487	6,069

Table 2: How often do you usually have breakfast (more than a glass of milk or fruit juice) on weekdays? By age group (%)

	10-11	12-14	15-17
I never have breakfast during weekdays	5.9	11.8	16.3
1 day	3.6	2.7	3.0
2 days	2.7	3.2	4.4
3 days	3.0	5.2	5.8
4 days	3.7	4.5	5.1
5 days	77.1	69.9	63.7
Missing (no data supplied)	4.0	2.7	1.7
<i>n</i> (sample size)	1,613	6,088	4,499

Table 3: How often do you usually have breakfast (more than a glass of milk or fruit juice) on weekdays? By social class (%)

	SC1-2	SC3-4	SC5-6
I never have breakfast during weekdays	9.9	13.5	15.5
1 day	2.4	2.8	3.5
2 days	2.8	3.7	4.5
3 days	5.1	4.8	6.1
4 days	4.8	4.4	5.0
5 days	72.8	68.3	63.5
Missing (no data supplied)	2.1	2.6	2.0
<i>n</i> (sample size)	4,537	4,363	1,520

Table 4: How often do you usually have breakfast (more than a glass of milk or fruit juice) on weekdays? By gender and age group (%)

	10-11		12-14		15-17	
	Boys	Girls	Boys	Girls	Boys	Girls
I never have breakfast during weekdays	5.3	6.4	9.6	13.9	13.4	19.4
1 day	3.8	3.4	2.4	3.1	2.6	3.5
2 days	3.1	2.2	2.6	3.9	3.7	5.3
3 days	2.9	3.2	4.2	6.3	4.6	7.2
4 days	3.6	3.8	3.5	5.5	4.1	6.2
5 days	76.8	77.4	74.5	65.0	69.8	56.8
Missing (no data supplied)	4.5	3.6	3.1	2.2	1.8	1.6
<i>n</i> (sample size)	797	814	3,132	2,932	2,366	2,118

Table 5: How often do you usually have breakfast (more than a glass of milk or fruit juice) on weekdays? By gender and social class (%)

	SC1-2		SC3-4		SC5-6	
	Boys	Girls	Boys	Girls	Boys	Girls
I never have breakfast during weekdays	8.6	11.4	10.6	16.5	13.0	18.0
1 day	1.8	2.9	2.6	3.0	3.7	3.3
2 days	2.3	3.3	3.0	4.4	4.1	4.9
3 days	3.8	6.4	4.1	5.5	4.5	7.7
4 days	3.9	5.8	3.7	5.1	3.6	6.5
5 days	77.5	68.1	73.0	63.6	68.4	58.3
Missing (no data supplied)	2.1	2.1	3.1	2.0	2.8	1.3
<i>n</i> (sample size)	2,262	2,260	2,245	2,097	760	756

Table 6: How often do you usually have breakfast (more than a glass of milk or fruit juice) on weekdays? By age group and social class (%)

	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
I never have breakfast during weekdays	5.1	5.0	7.5	9.0	12.3	15.1	12.4	18.6	18.4
1 day	3.0	3.9	2.5	2.4	2.3	4.3	2.1	3.2	3.1
2 days	2.1	2.2	3.5	2.7	3.5	2.8	3.1	4.5	6.7
3 days	2.1	3.0	6.0	4.9	5.1	5.7	6.1	4.9	6.5
4 days	3.0	4.5	3.5	4.7	3.7	5.7	5.8	5.0	4.7
5 days	81.4	77.9	75.6	74.5	70.5	64.1	68.9	61.8	59.6
Missing (no data supplied)	3.4	3.5	1.5	1.7	2.5	2.5	1.5	2.0	1.1
<i>n</i> (sample size)	533	597	201	2,113	2,196	724	1,779	1,460	554

Table 7: How often do you usually have breakfast (more than a glass of milk or fruit juice) on weekdays? By age group and social class for boys (%)

BOYS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
I never have breakfast during weekdays	4.9	5.3	8.2	7.6	9.2	13.2	10.7	14.1	14.5
1 day	3.4	3.2	3.1	1.5	2.0	4.9	1.7	3.5	2.5
2 days	2.3	2.1	4.1	2.4	2.7	2.2	2.3	3.6	6.4
3 days	1.1	2.8	8.2	3.8	4.2	4.1	4.5	4.1	3.9
4 days	3.0	3.9	3.1	3.4	3.4	3.8	4.9	3.8	3.2
5 days	81.7	78.1	71.4	79.3	75.3	67.9	74.6	68.6	68.2
Missing (no data supplied)	3.4	4.6	2.0	2.1	3.1	3.8	1.3	2.3	1.4
<i>n</i> (sample size)	263	283	98	1,056	1,136	365	897	773	283

Table 8: How often do you usually have breakfast (more than a glass of milk or fruit juice) on weekdays? By age group and social class for girls (%)

GIRLS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
I never have breakfast during weekdays	5.2	4.8	6.8	10.5	15.5	17.0	14.2	23.5	22.5
1 day	2.6	4.5	1.9	3.3	2.7	3.6	2.6	2.9	3.7
2 days	1.9	2.2	2.9	2.9	4.4	3.4	3.9	5.4	7.0
3 days	3.0	3.2	3.9	6.0	6.0	7.3	7.7	5.9	9.2
4 days	3.0	5.1	3.9	6.1	4.1	7.5	6.8	6.5	6.3
5 days	81.1	77.7	79.6	69.8	65.7	60.1	63.1	54.3	50.6
Missing (no data supplied)	3.3	2.5	1.0	1.3	1.7	1.1	1.6	1.6	0.7
<i>n</i> (sample size)	270	314	103	1,053	1,053	358	879	682	271

Breakfast consumption - weekends

Table 9: How often do you usually have breakfast (more than a glass of milk or fruit juice) on weekends? By gender (%)

	Boys	Girls
I never have breakfast during the weekend	6.4	7.5
I usually have breakfast on only one day of the weekend	12.2	14.9
I usually have breakfast on both weekend days	76.5	74.2
Missing (no data supplied)	4.9	3.4
<i>n</i> (sample size)	6,487	6,069

Table 10: How often do you usually have breakfast (more than a glass of milk or fruit juice) on weekends? By age group (%)

	10-11	12-14	15-17
I never have breakfast during the weekend	4.4	5.9	9.1
I usually have breakfast on only one day of the weekend	9.2	12.6	16.2
I usually have breakfast on both weekend days	81.1	77.4	71.6
Missing (no data supplied)	5.3	4.0	3.1
<i>n</i> (sample size)	1,613	6,088	4,499

Table 11: How often do you usually have breakfast (more than a glass of milk or fruit juice) on weekends? By social class (%)

	SC1-2	SC3-4	SC5-6
I never have breakfast during the weekend	5.5	6.8	8.2
I usually have breakfast on only one day of the weekend	12.9	13.3	15.3
I usually have breakfast on both weekend days	79.1	76.3	73.2
Missing (no data supplied)	2.5	3.6	3.3
<i>n</i> (sample size)	4,537	4,363	1,520

Table 12: How often do you usually have breakfast (more than a glass of milk or fruit juice) on weekends? By gender and age group (%)

	10-11		12-14		15-17	
	Boys	Girls	Boys	Girls	Boys	Girls
I never have breakfast during the weekend	4.5	4.2	5.9	6.0	7.6	10.9
I usually have breakfast on only one day of the weekend	10.7	7.7	11.2	14.2	14.0	18.6
I usually have breakfast on both weekend days	79.3	82.9	77.8	77.0	74.6	68.2
Missing (no data supplied)	5.5	5.2	5.0	2.9	3.8	2.4
<i>n</i> (sample size)	797	814	3,132	2,932	2,366	2,118

Table 13: How often do you usually have breakfast (more than a glass of milk or fruit juice) on weekends? By gender and social class(%)

	SC1-2		SC3-4		SC5-6	
	Boys	Girls	Boys	Girls	Boys	Girls
I never have breakfast during the weekend	5.0	6.1	6.4	7.2	7.2	9.3
I usually have breakfast on only one day of the weekend	11.1	14.7	12.1	14.6	15.4	15.3
I usually have breakfast on both weekend days	80.8	77.3	77.6	75.0	73.7	72.6
Missing (no data supplied)	3.1	1.9	4.0	3.2	3.7	2.8
<i>n</i> (sample size)	2,262	2,260	2,245	2,097	760	756

Table 14: How often do you usually have breakfast (more than a glass of milk or fruit juice) on weekends? By age group and social class (%)

	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
I never have breakfast during the weekend	3.2	4.4	3.5	5.0	5.3	6.9	6.7	9.9	11.6
I usually have breakfast on only one day of the weekend	9.0	8.4	8.5	12.0	12.3	14.2	14.8	16.8	18.8
I usually have breakfast on both weekend days	84.8	83.2	81.6	80.6	78.6	75.4	76.3	70.1	67.9
Missing (no data supplied)	3.0	4.0	6.5	2.4	3.8	3.5	2.2	3.2	1.8
<i>n</i> (sample size)	533	597	201	2,113	2,196	724	1,779	1,460	554

Table 15: How often do you usually have breakfast (more than a glass of milk or fruit juice) on weekends? By age group and social class for boys (%)

BOYS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
I never have breakfast during the weekend	2.7	5.7	4.1	4.6	5.3	6.8	6.0	8.0	8.5
I usually have breakfast on only one day of the weekend	10.3	9.5	9.2	10.3	10.6	14.5	11.9	15.0	18.7
I usually have breakfast on both weekend days	84.0	80.2	81.6	81.7	80.0	74.2	79.3	73.5	70.3
Missing (no data supplied)	3.0	4.6	5.1	3.3	4.1	4.4	2.8	3.5	2.5
<i>n</i> (sample size)	263	283	98	1,056	1,136	365	897	773	283

Table 16: How often do you usually have breakfast (more than a glass of milk or fruit juice) on weekends? By age group and social class for girls (%)

GIRLS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
I never have breakfast during the weekend	3.7	3.2	2.9	5.3	5.3	7.0	7.4	12.2	14.8
I usually have breakfast on only one day of the weekend	7.8	7.3	7.8	13.8	14.2	14.0	17.6	18.9	18.8
I usually have breakfast on both weekend days	85.6	86.0	81.6	79.4	77.2	76.5	73.3	66.1	65.3
Missing (no data supplied)	3.0	3.5	7.8	1.5	3.3	2.5	1.7	2.8	1.1
<i>n</i> (sample size)	270	314	103	1,053	1,053	358	879	682	271

Fruit consumption

Table 17: On how many days a week do you usually eat fruits? By gender (%)

	Boys	Girls
Never	5.5	3.6
Less than once a week	6.5	6.8
Once a week	10.5	9.2
2 – 4 days a week	29.5	25.4
5 – 6 days a week	12.4	13.8
Once a day, every day	14.4	16.7
Every day, more than once	17.2	21.5
Missing (no data supplied)	3.9	3.1
<i>n</i> (sample size)	6,487	6,069

Table 18: On how many days a week do you usually eat fruits? By age group (%)

	10-11	12-14	15-17
Never	3.7	4.3	5.2
Less than once a week	3.9	6.3	8.2
Once a week	7.6	9.7	11.4
2 – 4 days a week	22.1	28.4	28.5
5 – 6 days a week	14.1	13.2	12.6
Once a day, every day	21.4	15.7	13.1
Every day, more than once	22.8	19.1	18.7
Missing (no data supplied)	4.5	3.4	2.3
<i>n</i> (sample size)	1,613	6,088	4,499

Table 19: On how many days a week do you usually eat fruits? By social class (%)

	SC1-2	SC3-4	SC5-6
Never	3.3	4.7	4.8
Less than once a week	5.4	6.7	8.7
Once a week	9.0	10.2	11.3
2 – 4 days a week	26.2	28.9	28.7
5 – 6 days a week	13.7	13.4	12.4
Once a day, every day	16.6	15.4	15.3
Every day, more than once	23.1	18.1	15.7
Missing (no data supplied)	2.7	2.6	3.1
<i>n</i> (sample size)	4,537	4,363	1,520

Table 20: On how many days a week do you usually eat fruits? By gender and age group (%)

	10-11		12-14		15-17	
	Boys	Girls	Boys	Girls	Boys	Girls
Never	5.0	2.3	5.4	3.1	5.8	4.6
Less than once a week	3.8	4.1	6.2	6.4	7.9	8.6
Once a week	7.0	8.2	10.3	9.1	12.5	10.2
2 – 4 days a week	24.6	19.7	30.3	26.5	30.1	26.6
5 – 6 days a week	14.8	13.4	12.0	14.5	12.2	13.1
Once a day, every day	19.7	22.9	14.4	17.1	12.7	13.6
Every day, more than once	19.6	26.0	17.4	20.8	16.6	21.0
Missing (no data supplied)	5.5	3.4	4.0	2.5	2.2	2.3
<i>n</i> (sample size)	797	814	3,132	2,932	2,366	2,118

Table 21: On how many days a week do you usually eat fruits? By gender and social class (%)

	SC1-2		SC3-4		SC5-6	
	Boys	Girls	Boys	Girls	Boys	Girls
Never	4.1	2.6	5.3	4.1	5.7	4.0
Less than once a week	5.3	5.5	6.7	6.6	8.2	9.1
Once a week	10.3	7.6	10.7	9.6	11.4	11.1
2 – 4 days a week	28.8	23.7	31.0	26.8	30.7	26.7
5 – 6 days a week	12.7	14.8	13.5	13.3	11.4	13.5
Once a day, every day	15.5	17.8	14.3	16.7	14.1	16.4
Every day, more than once	20.5	25.5	15.6	20.6	14.3	17.2
Missing (no data supplied)	2.7	2.6	2.8	2.3	4.2	2.0
<i>n</i> (sample size)	2,262	2,260	2,245	2,097	760	756

Table 22: On how many days a week do you usually eat fruits? By age group and social class (%)

	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	3.8	2.5	3.5	2.7	4.5	5.0	3.9	6.0	5.4
Less than once a week	3.0	4.0	6.5	4.7	6.6	8.3	7.0	7.9	9.9
Once a week	5.8	6.9	11.9	8.4	10.2	10.8	10.8	11.8	11.7
2 – 4 days a week	21.4	22.9	22.9	26.9	29.8	30.7	27.2	29.5	28.7
5 – 6 days a week	13.7	15.4	11.4	14.3	13.5	13.4	13.2	12.4	11.4
Once a day, every day	21.6	22.3	21.4	17.3	15.7	14.4	14.1	12.1	14.4
Every day, more than once	25.5	23.3	18.4	23.3	17.2	13.8	22.1	17.7	16.6
Missing (no data supplied)	5.3	2.7	4.0	2.3	2.6	3.7	1.7	2.5	1.8
<i>n</i> (sample size)	533	597	201	2,113	2,196	724	1,779	1,460	554

Table 23: On how many days a week do you usually eat fruits? By age group and social class for boys (%)

BOYS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	5.7	3.2	4.1	3.4	4.8	6.6	4.5	6.7	5.3
Less than once a week	1.9	5.3	6.1	4.6	6.6	7.4	7.1	7.1	9.9
Once a week	4.9	7.1	8.2	10.2	10.7	10.1	12.2	12.4	13.8
2 – 4 days a week	25.1	22.6	30.6	29.5	32.3	32.1	29.3	31.4	29.3
5 – 6 days a week	14.4	16.6	11.2	12.8	12.9	12.1	12.3	12.9	10.6
Once a day, every day	20.2	20.5	19.4	14.9	15.1	14.5	14.6	11.6	11.0
Every day, more than once	22.1	21.2	13.3	21.6	14.9	12.6	18.8	15.3	17.3
Missing (no data supplied)	5.7	3.5	7.1	3.0	2.7	4.7	1.2	2.5	2.8
<i>n</i> (sample size)	263	283	98	1,056	1,136	365	897	773	283

Table 24: On how many days a week do you usually eat fruits? By age group and social class for girls (%)

GIRLS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	1.9	1.9	2.9	2.1	4.0	3.4	3.4	5.1	5.5
Less than once a week	4.1	2.9	6.8	4.8	6.5	9.2	6.8	8.8	10.0
Once a week	6.7	6.7	15.5	6.5	9.8	11.5	9.4	11.0	9.6
2 – 4 days a week	17.8	23.2	15.5	24.4	27.2	29.3	25.0	27.4	28.0
5 – 6 days a week	13.0	14.3	11.7	15.9	14.2	14.8	14.0	11.9	12.2
Once a day, every day	23.0	23.9	23.3	19.8	16.4	14.0	13.7	12.8	18.1
Every day, more than once	28.9	25.2	23.3	25.0	19.7	15.1	25.4	20.4	15.9
Missing (no data supplied)	4.8	1.9	1.0	1.6	2.4	2.8	2.3	2.6	0.7
<i>n</i> (sample size)	270	314	103	1053	1053	358	879	682	271

Vegetable consumption

Table 25: On how many days a week do you usually eat vegetables? By gender (%)

	Boys	Girls
Never	5.9	5.3
Less than once a week	4.1	3.4
Once a week	6.2	5.1
2 – 4 days a week	22.7	20.0
5 – 6 days a week	19.2	18.3
Once a day, every day	20.0	23.5
Every day, more than once	17.9	20.6
Missing (no data supplied)	4.2	3.7
<i>n</i> (sample size)	6,487	6,069

Table 26: On how many days a week do you usually eat vegetables? By age group (%)

	10-11	12-14	15-17
Never	5.1	5.9	5.5
Less than once a week	3.0	4.2	3.3
Once a week	6.0	5.8	5.2
2 – 4 days a week	20.1	21.2	22.2
5 – 6 days a week	17.7	18.7	19.3
Once a day, every day	23.0	20.4	23.3
Every day, more than once	19.8	19.9	18.2
Missing (no data supplied)	5.1	3.9	2.9
<i>n</i> (sample size)	1,613	6,088	4,499

Table 27: On how many days a week do you usually eat vegetables? By social class (%)

	SC1-2	SC3-4	SC5-6
Never	3.9	6.1	6.8
Less than once a week	2.7	3.5	5.0
Once a week	4.2	6.2	6.6
2 – 4 days a week	20.1	21.8	22.9
5 – 6 days a week	18.9	19.1	19.4
Once a day, every day	24.8	21.6	18.6
Every day, more than once	22.7	18.2	17.1
Missing (no data supplied)	2.6	3.5	3.6
<i>n</i> (sample size)	4,537	4,363	1,520

Table 28: On how many days a week do you usually eat vegetables? By gender and age group (%)

	10-11		12-14		15-17	
	Boys	Girls	Boys	Girls	Boys	Girls
Never	5.9	4.4	6.6	5.1	4.9	6.1
Less than once a week	3.0	3.1	4.9	3.5	3.3	3.4
Once a week	6.6	5.4	6.7	4.9	5.3	5.2
2 – 4 days a week	23.0	17.4	21.8	20.6	23.7	20.6
5 – 6 days a week	18.4	16.8	18.2	19.2	20.8	17.7
Once a day, every day	19.4	26.4	18.4	22.5	22.6	24.2
Every day, more than once	17.8	21.9	18.8	21.2	16.8	19.7
Missing (no data supplied)	5.8	4.5	4.6	3.0	2.6	3.2
<i>n</i> (sample size)	797	814	3,132	2,932	2,366	2,118

Table 29: On how many days a week do you usually eat vegetables? By gender and social class (%)

	SC1-2		SC3-4		SC5-6	
	Boys	Girls	Boys	Girls	Boys	Girls
Never	3.9	3.9	6.4	5.7	6.4	7.1
Less than once a week	3.0	2.5	3.4	3.7	6.1	4.0
Once a week	4.8	3.5	6.7	5.6	7.2	6.1
2 – 4 days a week	21.9	18.3	23.4	20.0	23.4	22.2
5 – 6 days a week	19.5	18.5	20.0	18.2	19.3	19.4
Once a day, every day	23.1	26.6	19.7	23.8	17.1	20.1
Every day, more than once	21.4	24.0	16.7	19.8	16.2	18.1
Missing (no data supplied)	2.4	2.7	3.7	3.2	4.2	2.9
<i>n</i> (sample size)	2,262	2,260	2,245	2,097	760	756

Table 30: On how many days a week do you usually eat vegetables? By age group and social class (%)

	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	5.4	4.5	6.5	3.8	6.3	7.2	3.6	6.4	6.7
Less than once a week	2.1	3.4	2.5	2.6	4.1	6.1	3.1	2.9	4.3
Once a week	3.2	7.0	9.0	4.3	6.3	6.9	4.3	5.9	5.4
2 – 4 days a week	19.7	20.4	22.9	20.0	21.6	23.9	20.3	22.9	21.3
5 – 6 days a week	19.1	17.6	15.4	18.7	19.7	19.3	19.2	18.3	21.3
Once a day, every day	23.5	24.8	20.4	23.8	19.4	17.5	26.8	23.2	19.3
Every day, more than once	22.3	18.8	19.9	24.8	18.9	14.6	20.3	17.3	19.3
Missing (no data supplied)	4.7	3.5	3.5	2.0	3.7	4.4	2.3	3.2	2.3
<i>n</i> (sample size)	533	597	201	2,113	2,196	724	1,779	1,460	554

Table 31: On how many days a week do you usually eat vegetables? By age group and social class for boys (%)

BOYS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	4.9	5.7	8.2	4.0	7.0	7.1	3.5	5.8	5.3
Less than once a week	2.3	3.2	1.0	3.1	4.2	8.2	3.1	2.5	4.9
Once a week	3.8	8.1	9.2	5.1	7.6	7.1	4.7	5.3	6.7
2 – 4 days a week	25.5	22.3	20.4	21.1	22.6	25.2	21.6	25.2	22.3
5 – 6 days a week	20.2	18.0	19.4	19.1	19.5	16.2	20.1	20.2	23.3
Once a day, every day	19.4	20.1	19.4	21.1	17.9	16.2	26.9	22.1	17.0
Every day, more than once	19.8	18.4	16.3	24.0	17.2	14.5	18.5	16.0	18.4
Missing (no data supplied)	4.2	4.2	6.1	2.5	4.1	5.5	1.7	2.8	2.1
<i>n</i> (sample size)	263	283	98	1,056	1,136	365	897	773	283

Table 32: On how many days a week do you usually eat vegetables? By age group and social class for girls (%)

GIRLS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	5.9	3.5	4.9	3.6	5.6	7.3	3.8	7.0	8.1
Less than once a week	1.9	3.5	3.9	2.1	4.0	3.9	3.1	3.4	3.7
Once a week	2.6	6.1	8.7	3.4	4.7	6.7	4.0	6.6	4.1
2 – 4 days a week	14.1	18.8	25.2	18.8	20.6	22.6	18.9	20.2	20.3
5 – 6 days a week	18.1	17.2	11.7	18.4	19.8	22.3	18.3	16.1	19.2
Once a day, every day	27.4	29.0	21.4	26.6	21.2	19.0	26.8	24.3	21.8
Every day, more than once	24.8	19.1	23.3	25.5	20.9	14.8	22.2	18.6	20.3
Missing (no data supplied)	5.2	2.9	1.0	1.6	3.1	3.4	3.0	3.7	2.6
<i>n</i> (sample size)	270	314	103	1,053	1,053	358	879	682	271

Sweets (candy or chocolate) consumption

**Table 33: On how many days a week do you usually eat sweets (candy or chocolate)?
By gender (%)**

	Boys	Girls
Never	1.4	0.9
Less than once a week	4.7	4.0
Once a week	9.9	9.2
2 – 4 days a week	28.6	26.4
5 – 6 days a week	16.4	16.1
Once a day, every day	15.8	18.3
Every day, more than once	15.9	18.5
Missing (no data supplied)	7.3	6.6
<i>n</i> (sample size)	6,487	6,069

**Table 34: On how many days a week do you usually eat sweets (candy or chocolate)?
By age group (%)**

	10-11	12-14	15-17
Never	1.6	1.0	1.1
Less than once a week	6.4	4.3	3.6
Once a week	16.6	9.7	6.7
2 – 4 days a week	27.8	28.5	26.2
5 – 6 days a week	11.3	16.7	17.9
Once a day, every day	16.5	16.6	18.1
Every day, more than once	11.5	16.1	20.8
Missing (no data supplied)	8.2	7.2	5.6
<i>n</i> (sample size)	1,613	6,088	4,499

**Table 35: On how many days a week do you usually eat sweets (candy or chocolate)?
By social class (%)**

	SC1-2	SC3-4	SC5-6
Never	0.9	1.1	1.1
Less than once a week	4.3	4.2	3.9
Once a week	9.5	9.4	9.7
2 – 4 days a week	29.4	27.7	25.9
5 – 6 days a week	18.2	15.7	15.3
Once a day, every day	16.7	18.5	17.8
Every day, more than once	15.6	16.9	20.1
Missing (no data supplied)	5.4	6.6	6.3
<i>n</i> (sample size)	4,537	4,363	1,520

**Table 36: On how many days a week do you usually eat sweets (candy or chocolate)?
By gender and age group (%)**

	10-11		12-14		15-17	
	Boys	Girls	Boys	Girls	Boys	Girls
Never	1.5	1.6	1.2	0.7	1.4	0.9
Less than once a week	6.9	6.0	4.6	4.0	3.8	3.4
Once a week	17.1	16.2	10.2	9.2	7.1	6.1
2 – 4 days a week	29.4	26.3	30.0	26.9	26.4	25.8
5 – 6 days a week	11.0	11.4	16.9	16.5	18.0	17.8
Once a day, every day	14.8	18.2	14.7	18.7	18.1	18.1
Every day, more than once	10.5	12.5	14.7	17.7	19.7	22.1
Missing (no data supplied)	8.8	7.7	7.8	6.3	5.5	5.7
<i>n</i> (sample size)	797	814	3,132	2,932	2,366	2,118

**Table 37: On how many days a week do you usually eat sweets (candy or chocolate)?
By gender and social class (%)**

	SC1-2		SC3-4		SC5-6	
	Boys	Girls	Boys	Girls	Boys	Girls
Never	0.9	1.0	1.3	0.8	0.9	1.2
Less than once a week	4.7	3.8	4.7	3.7	3.8	4.1
Once a week	9.9	9.0	10.3	8.4	8.2	11.4
2 – 4 days a week	30.1	28.7	29.2	26.0	26.4	25.1
5 – 6 days a week	18.5	18.1	15.6	15.8	15.9	14.8
Once a day, every day	16.2	17.3	16.9	20.3	16.7	18.8
Every day, more than once	14.0	17.2	15.5	18.6	21.3	18.8
Missing (no data supplied)	5.7	5.1	6.5	6.4	6.7	5.8
<i>n</i> (sample size)	2,262	2,260	2,245	2,097	760	756

**Table 38: On how many days a week do you usually eat sweets (candy or chocolate)?
By age group and social class (%)**

	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	1.5	0.8	2.5	0.7	0.9	0.6	0.8	1.3	1.3
Less than once a week	4.9	7.9	6.0	4.6	3.9	2.9	3.5	3.4	4.2
Once a week	19.9	15.9	14.4	9.5	9.2	9.9	6.1	6.8	7.6
2 – 4 days a week	27.0	29.8	32.3	31.6	28.1	25.1	27.4	25.8	24.5
5 – 6 days a week	14.1	10.1	6.5	17.9	16.7	16.0	20.1	16.8	17.5
Once a day, every day	16.1	16.2	17.9	15.9	18.4	19.3	18.0	19.6	16.2
Every day, more than once	8.6	12.1	15.4	14.3	16.0	18.5	19.3	20.5	23.6
Missing (no data supplied)	7.9	7.2	5.0	5.4	6.8	7.6	4.6	5.8	5.1
<i>n</i> (sample size)	533	597	201	2,113	2,196	724	1,779	1,460	554

**Table 39: On how many days a week do you usually eat sweets (candy or chocolate)?
By age group and social class for boys (%)**

BOYS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	1.1	1.1	2.0	0.4	1.1	0.5	1.2	1.4	1.1
Less than once a week	4.9	8.8	7.1	5.0	4.4	2.5	3.9	3.8	4.2
Once a week	22.1	16.3	11.2	10.0	10.7	8.2	6.1	7.6	7.1
2 – 4 days a week	25.5	36.4	33.7	32.1	29.8	27.7	28.9	25.9	22.3
5 – 6 days a week	14.8	6.7	6.1	18.4	16.8	16.4	20.1	17.5	18.0
Once a day, every day	14.1	12.7	19.4	15.2	16.3	16.7	18.3	19.0	16.6
Every day, more than once	7.2	11.0	15.3	13.2	13.6	19.7	17.2	19.8	25.8
Missing (no data supplied)	10.3	7.1	5.1	5.8	7.3	8.2	4.3	5.0	4.9
<i>n</i> (sample size)	263	283	98	1,056	1,136	365	897	773	283

**Table 40: On how many days a week do you usually eat sweets (candy or chocolate)?
By age group and social class for girls (%)**

GIRLS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	1.9	0.6	2.9	1.0	0.7	0.6	0.5	1.2	1.5
Less than once a week	4.8	7.0	4.9	4.2	3.3	3.4	3.1	2.9	4.1
Once a week	17.8	15.6	17.5	8.9	7.8	11.7	6.0	5.9	8.1
2 – 4 days a week	28.5	23.9	31.1	31.1	26.4	22.3	25.9	25.7	26.9
5 – 6 days a week	13.3	13.1	6.8	17.5	16.6	15.6	20.3	16.1	17.0
Once a day, every day	18.1	19.4	16.5	16.7	20.6	22.1	17.9	20.4	15.9
Every day, more than once	10.0	13.1	15.5	15.6	18.5	17.3	21.5	21.4	21.4
Missing (no data supplied)	5.6	7.3	4.9	5.0	6.1	7.0	4.9	6.5	5.2
<i>n</i> (sample size)	270	314	103	1,053	1,053	358	879	682	271

Coke or other soft drinks that contain sugar consumption

Table 41: On how many days a week do you usually drink coke or other soft drinks that contain sugar? By gender (%)

	Boys	Girls
Never	6.0	9.6
Less than once a week	14.3	23.0
Once a week	16.5	16.6
2 – 4 days a week	26.0	20.7
5 – 6 days a week	11.4	8.5
Once a day, every day	8.9	6.9
Every day, more than once	13.1	10.9
Missing (no data supplied)	3.9	3.9
<i>n</i> (sample size)	6,487	6,069

Table 42: On how many days a week do you usually drink coke or other soft drinks that contain sugar? By age group (%)

	10-11	12-14	15-17
Never	9.1	6.7	8.4
Less than once a week	22.2	18.1	17.8
Once a week	21.9	17.4	13.1
2 – 4 days a week	19.8	23.3	25.4
5 – 6 days a week	6.5	10.6	10.3
Once a day, every day	5.6	7.5	9.2
Every day, more than once	8.1	12.5	13.0
Missing (no data supplied)	6.7	3.9	2.7
<i>n</i> (sample size)	1,613	6,088	4,499

Table 43: On how many days a week do you usually drink coke or other soft drinks that contain sugar? By social class (%)

	SC1-2	SC3-4	SC5-6
Never	9.0	7.2	5.9
Less than once a week	22.3	18.2	15.2
Once a week	18.6	16.3	14.2
2 – 4 days a week	23.7	24.0	24.8
5 – 6 days a week	8.6	10.6	10.8
Once a day, every day	6.7	8.2	9.9
Every day, more than once	8.3	12.0	15.9
Missing (no data supplied)	2.9	3.6	3.3
<i>n</i> (sample size)	4,537	4,363	1,520

Table 44: On how many days a week do you usually drink coke or other soft drinks that contain sugar? By gender and age group (%)

	10-11		12-14		15-17	
	Boys	Girls	Boys	Girls	Boys	Girls
Never	8.4	9.8	5.2	8.3	6.1	11.0
Less than once a week	18.4	25.9	14.0	22.5	12.9	23.2
Once a week	23.8	20.1	17.5	17.3	12.6	13.7
2 – 4 days a week	21.7	17.9	25.8	20.7	28.4	22.0
5 – 6 days a week	7.8	5.2	11.5	9.8	12.4	8.0
Once a day, every day	5.0	6.3	8.4	6.6	11.1	7.2
Every day, more than once	7.9	8.2	13.6	11.4	14.3	11.7
Missing (no data supplied)	6.9	6.5	4.0	3.5	2.2	3.1
<i>n</i> (sample size)	797	814	3,132	2,932	2,366	2,118

Table 45: On how many days a week do you usually drink coke or other soft drinks that contain sugar? By gender and social class (%)

	SC1-2		SC3-4		SC5-6	
	Boys	Girls	Boys	Girls	Boys	Girls
Never	5.8	12.2	5.9	8.5	4.5	7.3
Less than once a week	17.3	27.3	13.7	23.2	11.8	18.7
Once a week	18.7	18.4	16.9	15.6	13.6	14.9
2 – 4 days a week	27.3	20.1	26.2	21.6	27.1	22.5
5 – 6 days a week	10.5	6.6	12.2	8.9	11.7	9.8
Once a day, every day	8.4	5.0	9.2	7.1	10.0	9.8
Every day, more than once	9.4	7.2	12.7	11.3	17.9	14.0
Missing (no data supplied)	2.6	3.1	3.2	3.8	3.4	3.0
<i>n</i> (sample size)	2,262	2,260	2,245	2,097	760	756

Table 46: On how many days a week do you usually drink coke or other soft drinks that contain sugar? By age group and social class (%)

	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	11.3	8.5	5.0	8.0	6.3	5.0	9.4	7.9	7.2
Less than once a week	24.2	24.3	19.9	23.2	16.8	14.4	20.8	18.0	13.9
Once a week	25.5	20.4	21.9	19.0	17.6	15.7	15.8	12.1	9.7
2 – 4 days a week	18.2	19.4	23.4	23.9	24.7	22.5	25.6	25.0	28.5
5 – 6 days a week	5.8	7.9	5.0	8.8	10.7	13.3	8.9	11.6	9.6
Once a day, every day	3.6	5.7	8.0	6.2	7.5	10.6	8.3	9.9	9.4
Every day, more than once	6.2	7.5	10.4	8.2	12.8	15.2	9.0	12.7	19.3
Missing (no data supplied)	5.3	6.2	6.5	2.8	3.5	3.3	2.1	2.7	2.3
<i>n</i> (sample size)	533	597	201	2,113	2,196	724	1,779	1,460	554

Table 47: On how many days a week do you usually drink coke or other soft drinks that contain sugar? By age group and social class for boys (%)

BOYS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	8.0	9.2	4.1	5.2	4.9	4.7	5.7	6.3	4.2
Less than once a week	21.7	18.4	18.4	17.6	12.7	10.7	15.4	13.7	9.9
Once a week	25.1	25.1	25.5	20.0	17.7	15.6	15.4	12.4	7.4
2 – 4 days a week	23.6	20.5	22.4	26.8	27.3	24.7	29.5	27.3	31.8
5 – 6 days a week	6.8	9.2	5.1	10.7	11.9	12.9	11.3	13.6	12.4
Once a day, every day	3.8	4.9	5.1	7.9	8.8	11.2	10.8	11.1	10.2
Every day, more than once	6.1	7.4	11.2	9.3	13.2	17.3	10.3	13.5	21.6
Missing (no data supplied)	4.9	5.3	8.2	2.6	3.5	3.0	1.7	2.1	2.5
<i>n</i> (sample size)	263	283	98	1,056	1,136	365	897	773	283

Table 48: On how many days a week do you usually drink coke or other soft drinks that contain sugar? By age group and social class for girls (%)

GIRLS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	14.4	8.0	5.8	10.5	7.7	5.3	13.3	9.7	10.3
Less than once a week	26.7	29.6	21.4	28.9	21.5	18.2	26.3	22.9	18.1
Once a week	25.9	16.2	18.4	17.9	17.7	15.9	16.2	11.9	12.2
2 – 4 days a week	13.0	18.5	24.3	20.9	21.8	20.4	21.5	22.4	25.1
5 – 6 days a week	4.8	6.7	4.9	6.9	9.5	13.7	6.6	9.2	6.6
Once a day, every day	3.3	6.4	10.7	4.7	6.2	10.1	5.8	8.5	8.5
Every day, more than once	6.3	7.6	9.7	7.1	12.3	13.1	7.7	12.0	17.0
Missing (no data supplied)	5.6	7.0	4.9	3.0	3.3	3.4	2.6	3.4	2.2
<i>n</i> (sample size)	270	314	103	1,053	1,053	358	879	682	271

Diet coke or diet soft drinks consumption

**Table 49: On how many days a week do you usually drink diet coke or diet soft drinks?
By gender (%)**

	Boys	Girls
Never	34.8	30.5
Less than once a week	21.3	24.6
Once a week	12.8	13.6
2 – 4 days a week	12.7	12.5
5 – 6 days a week	4.8	5.6
Once a day, every day	3.5	3.8
Every day, more than once	4.1	4.9
Missing (no data supplied)	6.0	4.4
<i>n</i> (sample size)	6,487	6,069

**Table 50: On how many days a week do you usually drink diet coke or diet soft drinks?
By age group (%)**

	10-11	12-14	15-17
Never	27.2	31.1	36.9
Less than once a week	25.4	23.1	22.0
Once a week	16.1	14.0	11.0
2 – 4 days a week	13.1	12.9	12.0
5 – 6 days a week	4.5	5.4	5.2
Once a day, every day	3.0	3.5	4.1
Every day, more than once	3.9	4.8	4.4
Missing (no data supplied)	6.8	5.2	4.4
<i>n</i> (sample size)	1,613	6,088	4,499

**Table 51: On how many days a week do you usually drink diet coke or diet soft drinks?
By social class (%)**

	SC1-2	SC3-4	SC5-6
Never	34.7	31.6	32.7
Less than once a week	26.3	22.3	20.7
Once a week	12.8	14.1	12.3
2 – 4 days a week	12.1	13.1	12.5
5 – 6 days a week	4.1	5.8	5.8
Once a day, every day	3.3	3.7	3.8
Every day, more than once	3.0	4.5	6.1
Missing (no data supplied)	3.8	4.9	6.1
<i>n</i> (sample size)	4,537	4,363	1,520

**Table 52: On how many days a week do you usually drink diet coke or diet soft drinks?
By gender and age group (%)**

	10-11		12-14		15-17	
	Boys	Girls	Boys	Girls	Boys	Girls
Never	26.2	28.1	32.3	29.7	41.1	32.2
Less than once a week	23.0	27.8	22.0	24.3	19.9	24.3
Once a week	17.3	15.0	13.5	14.6	10.2	11.9
2 – 4 days a week	14.2	12.2	13.2	12.5	11.5	12.6
5 – 6 days a week	4.1	4.5	4.9	6.0	5.0	5.5
Once a day, every day	2.9	3.2	3.5	3.6	3.8	4.4
Every day, more than once	4.0	3.8	4.5	5.2	3.7	5.1
Missing (no data supplied)	8.3	5.4	6.0	4.1	4.8	4.0
<i>n</i> (sample size)	797	814	3,132	2,932	2,366	2,118

**Table 53: On how many days a week do you usually drink diet coke or diet soft drinks?
By gender and social class (%)**

	SC1-2		SC3-4		SC5-6	
	Boys	Girls	Boys	Girls	Boys	Girls
Never	36.1	33.1	33.8	29.2	34.3	31.1
Less than once a week	24.7	28.0	20.7	24.0	18.9	22.5
Once a week	12.7	13.0	13.9	14.4	12.0	12.6
2 – 4 days a week	12.0	12.1	13.8	12.4	13.0	11.9
5 – 6 days a week	4.0	4.1	5.3	6.3	5.0	6.6
Once a day, every day	3.5	3.2	3.3	4.1	3.4	4.2
Every day, more than once	2.8	3.1	3.7	5.4	6.2	6.1
Missing (no data supplied)	4.2	3.4	5.5	4.1	7.1	5.0
<i>n</i> (sample size)	2,262	2,260	2,245	2,097	760	756

**Table 54: On how many days a week do you usually drink diet coke or diet soft drinks?
By age group and social class (%)**

	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	28.9	27.0	25.9	33.6	29.7	31.2	37.4	36.7	36.5
Less than once a week	31.1	23.8	21.9	27.2	22.2	19.5	24.1	21.4	22.2
Once a week	15.4	17.4	16.9	13.7	15.4	12.4	11.2	11.0	10.3
2 – 4 days a week	10.7	14.1	15.4	12.3	13.3	13.1	12.1	12.3	10.8
5 – 6 days a week	3.0	5.2	4.0	3.8	6.0	6.8	4.7	5.9	5.2
Once a day, every day	2.6	3.5	2.5	3.3	3.4	4.3	3.8	4.1	3.4
Every day, more than once	3.2	3.5	5.0	2.7	5.0	6.8	3.1	4.3	5.8
Missing (no data supplied)	5.1	5.5	8.5	3.5	5.0	5.9	3.6	4.3	5.8
<i>n</i> (sample size)	533	597	201	2,113	2,196	724	1,779	1,460	554

Table 55: On how many days a week do you usually drink diet coke or diet soft drinks? By age group and social class for boys (%)

BOYS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	26.6	28.3	20.4	34.3	30.7	33.2	40.5	40.9	39.9
Less than once a week	29.3	19.1	22.4	25.9	21.4	17.5	22.3	20.3	19.4
Once a week	17.5	19.8	17.3	12.8	15.3	12.9	11.0	9.7	8.8
2 – 4 days a week	12.5	15.5	17.3	12.1	14.5	12.6	12.0	11.8	12.4
5 – 6 days a week	2.7	4.6	3.1	3.6	5.8	6.0	4.9	4.9	4.6
Once a day, every day	2.3	3.2	4.1	4.1	2.9	3.6	3.3	3.8	3.2
Every day, more than once	3.8	3.5	4.1	2.9	3.5	7.7	2.3	4.0	4.9
Missing (no data supplied)	5.3	6.0	11.2	4.3	5.8	6.6	3.6	4.7	6.7
<i>n</i> (sample size)	263	283	98	1,056	1,136	365	897	773	283

Table 56: On how many days a week do you usually drink diet coke or diet soft drinks? By age group and social class for girls (%)

GIRLS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	31.1	25.8	31.1	32.9	28.6	29.1	34.1	32.0	32.8
Less than once a week	33.0	28.0	21.4	28.5	23.0	21.5	25.8	22.7	25.1
Once a week	13.3	15.3	16.5	14.4	15.6	12.0	11.4	12.3	11.8
2 – 4 days a week	8.9	12.7	13.6	12.5	12.1	13.7	12.3	12.9	9.2
5 – 6 days a week	3.3	5.7	4.9	4.1	6.3	7.5	4.4	7.0	5.9
Once a day, every day	3.0	3.8	1.0	2.5	3.9	5.0	4.3	4.5	3.7
Every day, more than once	2.6	3.5	5.8	2.5	6.6	5.9	4.0	4.7	6.6
Missing (no data supplied)	4.8	5.1	5.8	2.7	4.0	5.3	3.6	3.8	4.8
<i>n</i> (sample size)	270	314	103	1,053	1,053	358	879	682	271

Crisps consumption

Table 57: On how many days a week do you usually eat crisps? By gender (%)

	Boys	Girls
Never	8.5	7.4
Less than once a week	20.3	24.3
Once a week	21.3	19.8
2 – 4 days a week	25.6	24.3
5 – 6 days a week	9.2	9.2
Once a day, every day	5.9	6.7
Every day, more than once	4.9	4.8
Missing (no data supplied)	4.1	3.5
<i>n</i> (sample size)	6,487	6,069

Table 58: On how many days a week do you usually eat crisps? By age group (%)

	10-11	12-14	15-17
Never	6.7	6.8	9.6
Less than once a week	25.7	21.6	22.0
Once a week	25.4	21.6	17.8
2 – 4 days a week	21.7	25.4	25.7
5 – 6 days a week	6.3	9.4	10.2
Once a day, every day	5.0	6.4	6.8
Every day, more than once	3.5	4.8	5.3
Missing (no data supplied)	5.8	3.9	2.6
<i>n</i> (sample size)	1,613	6,088	4,499

Table 59: On how many days a week do you usually eat crisps? By social class (%)

	SC1-2	SC3-4	SC5-6
Never	8.6	8.3	6.3
Less than once a week	26.1	21.4	19.5
Once a week	21.8	19.9	20.1
2 – 4 days a week	23.5	26.5	26.6
5 – 6 days a week	8.7	9.4	10.2
Once a day, every day	5.7	6.5	7.3
Every day, more than once	3.1	4.4	6.9
Missing (no data supplied)	2.6	3.6	3.2
<i>n</i> (sample size)	4,537	4,363	1,520

Table 60: On how many days a week do you usually eat crisps? By gender and age group (%)

	10-11		12-14		15-17	
	Boys	Girls	Boys	Girls	Boys	Girls
Never	6.9	6.5	7.3	6.4	10.5	8.6
Less than once a week	22.6	28.6	20.1	23.4	19.9	24.3
Once a week	27.7	23.2	22.1	21.2	18.7	16.8
2 – 4 days a week	22.1	21.4	25.6	25.1	26.5	24.7
5 – 6 days a week	6.4	6.0	9.5	9.3	9.9	10.6
Once a day, every day	4.9	5.0	6.0	6.8	6.3	7.3
Every day, more than once	3.0	4.1	4.9	4.7	5.6	4.9
Missing (no data supplied)	6.4	5.2	4.4	3.1	2.5	2.6
<i>n</i> (sample size)	797	814	3,132	2,932	2,366	2,118

Table 61: On how many days a week do you usually eat crisps? By gender and social class (%)

	SC1-2		SC3-4		SC5-6	
	Boys	Girls	Boys	Girls	Boys	Girls
Never	8.8	8.4	8.9	7.5	6.7	5.8
Less than once a week	24.6	27.7	18.9	24.0	18.3	20.6
Once a week	22.6	20.8	20.8	18.9	19.6	20.5
2 – 4 days a week	23.6	23.4	27.4	25.7	27.9	25.4
5 – 6 days a week	9.3	8.1	9.6	9.1	9.9	10.4
Once a day, every day	5.2	6.2	6.3	6.8	5.9	8.7
Every day, more than once	3.5	2.6	4.0	4.9	7.6	6.2
Missing (no data supplied)	2.3	2.8	4.0	3.1	4.1	2.2
<i>n</i> (sample size)	2,262	2,260	2,245	2,097	760	756

Table 62: On how many days a week do you usually eat crisps? By age group and social class (%)

	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	7.7	6.4	5.0	7.6	7.4	4.4	10.0	9.8	7.8
Less than once a week	29.3	25.0	26.4	26.0	20.5	18.0	25.4	21.8	19.1
Once a week	27.4	24.8	23.9	22.7	21.0	21.5	19.4	16.0	17.0
2 – 4 days a week	19.1	23.3	23.4	23.8	26.8	28.5	24.2	27.6	25.8
5 – 6 days a week	6.4	4.9	6.5	8.6	9.9	10.1	9.6	10.3	12.3
Once a day, every day	3.6	6.5	5.5	5.7	6.4	7.9	6.2	6.6	7.4
Every day, more than once	2.6	3.7	4.5	2.9	4.1	6.6	3.4	5.3	8.1
Missing (no data supplied)	3.9	5.5	5.0	2.7	3.9	3.0	1.9	2.4	2.5
<i>n</i> (sample size)	533	597	201	2,113	2,196	724	1,779	1,460	554

Table 63: On how many days a week do you usually eat crisps? By age group and social class for boys (%)

BOYS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	7.2	6.7	6.1	7.7	7.9	4.7	10.5	10.7	8.1
Less than once a week	25.9	22.3	23.5	25.0	18.2	17.8	23.7	19.4	17.0
Once a week	31.2	28.3	22.4	22.4	22.0	21.4	20.8	16.7	16.6
2 – 4 days a week	20.2	23.3	22.4	23.6	26.8	30.1	24.3	29.6	27.2
5 – 6 days a week	5.3	5.3	9.2	9.8	10.4	8.5	10.1	9.7	12.4
Once a day, every day	4.2	6.0	4.1	5.3	6.5	6.8	5.2	6.1	5.7
Every day, more than once	2.3	1.4	6.1	3.4	3.8	6.6	4.0	5.3	9.5
Missing (no data supplied)	3.8	6.7	6.1	2.8	4.3	4.1	1.2	2.5	3.5
<i>n</i> (sample size)	263	283	98	1,056	1,136	365	897	773	283

Table 64: On how many days a week do you usually eat crisps? By age group and social class for girls (%)

GIRLS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	8.1	6.1	3.9	7.5	6.8	4.2	9.4	8.8	7.4
Less than once a week	32.6	27.4	29.1	27.1	23.1	18.2	27.1	24.5	21.4
Once a week	23.7	21.7	25.2	22.8	19.9	21.8	17.9	15.4	17.3
2 – 4 days a week	18.1	23.2	24.3	23.9	26.8	26.8	24.1	25.4	24.4
5 – 6 days a week	7.4	4.5	3.9	7.5	9.3	11.7	9.0	11.0	12.2
Once a day, every day	3.0	7.0	6.8	6.2	6.4	8.9	7.2	7.3	9.2
Every day, more than once	3.0	5.7	2.9	2.4	4.4	6.7	2.7	5.4	6.6
Missing (no data supplied)	4.1	4.5	3.9	2.7	3.3	1.7	2.6	2.2	1.5
<i>n</i> (sample size)	270	314	103	1,053	1,053	358	879	682	271

Chips or fried potatoes consumption

Table 65: On how many days a week do you usually eat chips or fried potatoes? By gender (%)

	Boys	Girls
Never	4.7	5.0
Less than once a week	20.1	26.7
Once a week	30.2	31.0
2 – 4 days a week	25.9	22.8
5 – 6 days a week	7.4	5.1
Once a day, every day	3.1	2.4
Every day, more than once	3.3	2.2
Missing (no data supplied)	5.2	4.8
<i>n</i> (sample size)	6,487	6,069

Table 66: On how many days a week do you usually eat chips or fried potatoes? By age group (%)

	10-11	12-14	15-17
Never	4.5	4.5	5.5
Less than once a week	23.3	23.7	22.6
Once a week	31.4	31.9	29.3
2 – 4 days a week	21.1	23.0	27.5
5 – 6 days a week	6.2	6.3	6.4
Once a day, every day	3.0	2.9	2.6
Every day, more than once	3.2	2.8	2.5
Missing (no data supplied)	7.3	5.0	3.6
<i>n</i> (sample size)	1,613	6,088	4,499

Table 67: On how many days a week do you usually eat chips or fried potatoes? By social class (%)

	SC1-2	SC3-4	SC5-6
Never	5.0	4.9	4.5
Less than once a week	28.1	21.7	19.0
Once a week	31.5	31.7	30.5
2 – 4 days a week	22.5	25.6	26.0
5 – 6 days a week	5.4	6.5	7.8
Once a day, every day	2.0	2.7	3.6
Every day, more than once	1.6	2.6	3.6
Missing (no data supplied)	3.8	4.4	5.1
<i>n</i> (sample size)	4,537	4,363	1,520

Table 68: On how many days a week do you usually eat chips or fried potatoes? By gender and age group (%)

	10-11		12-14		15-17	
	Boys	Girls	Boys	Girls	Boys	Girls
Never	4.9	4.2	4.7	4.2	4.7	6.3
Less than once a week	19.7	26.9	20.4	27.4	19.5	26.0
Once a week	31.1	31.6	31.9	32.0	28.8	29.8
2 – 4 days a week	22.2	20.1	23.7	22.2	30.1	24.7
5 – 6 days a week	7.5	4.9	7.3	5.2	7.4	5.2
Once a day, every day	3.3	2.7	3.2	2.5	3.0	2.2
Every day, more than once	3.4	2.8	3.4	2.1	3.0	2.0
Missing (no data supplied)	7.9	6.8	5.3	4.4	3.5	3.8
<i>n</i> (sample size)	797	814	3,132	2,932	2,366	2,118

Table 69: On how many days a week do you usually eat chips or fried potatoes? By gender and social class (%)

	SC1-2		SC3-4		SC5-6	
	Boys	Girls	Boys	Girls	Boys	Girls
Never	4.5	5.5	5.1	4.5	3.3	5.7
Less than once a week	23.9	32.5	18.6	25.0	17.5	20.6
Once a week	31.4	31.5	32.2	31.3	28.8	32.1
2 – 4 days a week	24.8	20.1	26.5	24.6	27.8	24.2
5 – 6 days a week	7.2	3.7	7.5	5.4	9.2	6.5
Once a day, every day	2.5	1.6	3.1	2.3	3.8	3.3
Every day, more than once	2.3	0.9	2.6	2.6	3.8	3.3
Missing (no data supplied)	3.4	4.2	4.4	4.3	5.8	4.2
<i>n</i> (sample size)	2,262	2,260	2,245	2,097	760	756

Table 70: On how many days a week do you usually eat chips or fried potatoes? By age group and social class (%)

	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	5.1	4.4	3.5	3.9	4.9	4.1	6.2	5.1	5.2
Less than once a week	28.7	22.3	18.4	28.9	22.7	18.2	27.3	19.9	18.8
Once a week	30.6	34.8	34.3	32.9	33.3	30.8	30.5	28.8	30.0
2 – 4 days a week	21.2	21.1	22.9	21.1	23.3	25.4	24.1	30.4	27.3
5 – 6 days a week	4.5	5.5	8.0	5.3	6.4	8.1	6.0	6.8	7.8
Once a day, every day	2.1	2.0	4.5	2.3	2.8	3.7	1.7	2.9	3.2
Every day, more than once	2.6	3.0	3.0	1.5	2.7	3.5	1.5	2.3	3.8
Missing (no data supplied)	5.3	6.9	5.5	4.1	4.0	6.1	2.8	3.8	4.0
<i>n</i> (sample size)	533	597	201	2,113	2,196	724	1,779	1,460	554

Table 71: On how many days a week do you usually eat chips or fried potatoes? By age group and social class for boys (%)

BOYS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	4.9	5.7	1.0	3.9	5.4	3.6	5.0	4.5	3.9
Less than once a week	26.6	17.0	18.4	24.8	19.5	15.1	21.6	17.7	19.1
Once a week	32.3	37.5	29.6	33.0	33.7	29.6	29.9	29.4	29.0
2 – 4 days a week	20.2	22.6	26.5	22.3	23.9	27.7	28.9	31.6	26.9
5 – 6 days a week	5.7	5.3	10.2	7.0	7.4	10.1	7.8	7.6	8.1
Once a day, every day	1.9	1.8	5.1	2.7	3.3	3.6	2.6	3.4	3.9
Every day, more than once	2.7	3.2	4.1	2.5	2.7	3.0	2.0	2.1	4.9
Missing (no data supplied)	5.7	7.1	5.1	3.9	4.1	7.4	2.2	3.8	4.2
<i>n</i> (sample size)	263	283	98	1,056	1,136	365	897	773	283

Table 72: On how many days a week do you usually eat chips or fried potatoes? By age group and social class for girls (%)

GIRLS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	5.2	3.2	5.8	3.9	4.3	4.7	7.3	5.6	6.6
Less than once a week	30.7	27.1	18.4	33.0	26.3	21.5	33.0	22.3	18.5
Once a week	28.9	32.5	38.8	32.9	33.0	32.1	31.1	28.3	31.0
2 – 4 days a week	22.2	19.7	19.4	19.8	22.7	23.2	19.3	29.0	27.7
5 – 6 days a week	3.3	5.7	5.8	3.5	5.2	6.1	4.1	5.9	7.4
Once a day, every day	2.2	2.2	3.9	2.0	2.3	3.9	0.9	2.5	2.6
Every day, more than once	2.6	2.9	1.9	0.5	2.7	3.9	0.9	2.5	2.6
Missing (no data supplied)	4.8	6.7	5.8	4.4	3.6	4.5	3.4	4.0	3.7
<i>n</i> (sample size)	270	314	103	1,053	1,053	358	879	682	271

Fish consumption

Table 73: On how many days a week do you usually eat fish? By gender (%)

	Boys	Girls
Never	22.0	29.3
Less than once a week	23.3	22.8
Once a week	28.3	26.6
2 – 4 days a week	15.9	13.2
5 – 6 days a week	3.4	2.6
Once a day, every day	1.4	1.0
Every day, more than once	1.7	1.1
Missing (no data supplied)	3.9	3.4
<i>n</i> (sample size)	6,487	6,069

Table 74: On how many days a week do you usually eat fish? By age group (%)

	10-11	12-14	15-17
Never	23.6	26.1	25.6
Less than once a week	24.1	22.3	24.0
Once a week	26.1	27.3	28.3
2 – 4 days a week	13.7	14.8	14.8
5 – 6 days a week	4.3	3.1	2.5
Once a day, every day	1.5	1.4	0.8
Every day, more than once	1.5	1.4	1.3
Missing (no data supplied)	5.3	3.6	2.6
<i>n</i> (sample size)	1,613	6,088	4,499

Table 75: On how many days a week do you usually eat fish? By social class (%)

	SC1-2	SC3-4	SC5-6
Never	22.1	27.0	28.6
Less than once a week	23.8	23.1	21.8
Once a week	30.2	27.6	27.0
2 – 4 days a week	16.4	14.0	13.4
5 – 6 days a week	3.0	2.7	3.4
Once a day, every day	1.1	1.0	1.6
Every day, more than once	1.0	1.5	1.5
Missing (no data supplied)	2.5	3.1	2.7
<i>n</i> (sample size)	4,537	4,363	1,520

Table 76: On how many days a week do you usually eat fish? By gender and age group (%)

	10-11		12-14		15-17	
	Boys	Girls	Boys	Girls	Boys	Girls
Never	20.5	26.7	22.9	29.7	21.6	30.1
Less than once a week	25.6	22.6	22.1	22.5	24.1	23.7
Once a week	25.7	26.4	28.5	26.0	29.1	27.6
2 – 4 days a week	13.8	13.6	15.7	13.7	16.8	12.5
5 – 6 days a week	5.1	3.4	3.6	2.5	2.8	2.2
Once a day, every day	2.1	0.9	1.6	1.3	1.1	0.6
Every day, more than once	1.5	1.5	1.7	1.2	1.8	0.8
Missing (no data supplied)	5.6	4.9	3.9	3.1	2.7	2.5
<i>n</i> (sample size)	797	814	3,132	2,932	2,366	2,118

Table 77: On how many days a week do you usually eat fish? By gender and social class (%)

	SC1-2		SC3-4		SC5-6	
	Boys	Girls	Boys	Girls	Boys	Girls
Never	18.7	25.6	22.9	31.5	24.5	32.7
Less than once a week	24.1	23.5	23.5	22.7	21.7	22.1
Once a week	30.7	29.7	28.9	26.4	30.0	23.9
2 – 4 days a week	17.9	14.8	15.9	12.1	13.9	12.8
5 – 6 days a week	3.7	2.3	2.7	2.7	3.8	2.9
Once a day, every day	1.5	0.6	1.1	0.8	1.3	2.0
Every day, more than once	1.2	0.8	1.7	1.2	1.8	1.2
Missing (no data supplied)	2.1	2.7	3.3	2.6	2.9	2.4
<i>n</i> (sample size)	2,262	2,260	2,245	2,097	760	756

Table 78: On how many days a week do you usually eat fish? By age group and social class (%)

	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	19.3	24.3	29.9	22.5	27.5	29.0	22.3	27.8	26.7
Less than once a week	26.1	25.0	18.9	23.0	21.5	22.7	24.5	24.3	22.6
Once a week	30.4	26.1	28.4	29.6	28.3	25.4	31.0	27.3	28.5
2 – 4 days a week	14.3	13.1	15.4	17.2	14.4	11.6	16.1	13.8	15.2
5 – 6 days a week	4.1	4.5	2.0	2.9	2.9	3.5	2.6	1.7	3.2
Once a day, every day	0.8	1.3	2.0	1.3	1.0	2.5	0.8	0.7	0.5
Every day, more than once	0.9	1.7	1.5	1.1	1.4	1.8	0.9	1.5	1.3
Missing (no data supplied)	4.1	4.0	2.0	2.4	2.9	3.6	1.8	2.9	2.0
<i>n</i> (sample size)	533	597	201	2,113	2,196	724	1,779	1,460	554

Table 79: On how many days a week do you usually eat fish? By age group and social class for boys (%)

BOYS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	15.2	21.9	26.5	19.6	22.9	24.9	18.4	23.3	23.3
Less than once a week	27.8	26.9	20.4	22.1	21.4	23.3	25.6	25.1	19.8
Once a week	28.9	24.4	34.7	30.8	30.5	27.7	31.1	27.9	32.2
2 – 4 days a week	15.6	14.1	11.2	18.5	16.3	11.8	18.1	15.9	17.0
5 – 6 days a week	5.3	4.9	3.1	3.8	3.0	3.8	3.2	1.7	3.9
Once a day, every day	1.5	1.8	1.0	1.8	1.1	2.2	1.2	0.9	0.4
Every day, more than once	1.5	1.8	–	1.2	1.7	2.2	1.0	1.9	2.1
Missing (no data supplied)	4.2	4.2	3.1	2.3	3.2	4.1	1.3	3.2	1.4
<i>n</i> (sample size)	263	283	98	1,056	1,136	365	897	773	283

Table 80: On how many days a week do you usually eat fish? By age group and social class for girls (%)

GIRLS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	23.3	26.4	33.0	25.5	32.6	33.2	26.4	33.0	30.3
Less than once a week	24.4	23.2	17.5	24.0	21.7	22.1	23.0	23.3	25.5
Once a week	31.9	27.7	22.3	28.3	26.1	23.2	30.9	26.5	24.7
2 – 4 days a week	13.0	12.1	19.4	16.0	12.3	11.5	14.1	11.4	13.3
5 – 6 days a week	3.0	4.1	1.0	2.0	2.8	3.1	2.0	1.8	2.6
Once a day, every day	–	1.0	2.9	0.8	1.0	2.8	0.5	0.4	0.7
Every day, more than once	0.4	1.6	2.9	0.9	1.1	1.4	0.8	1.0	0.4
Missing (no data supplied)	4.1	3.8	1.0	2.6	2.4	2.8	2.3	2.5	2.6
<i>n</i> (sample size)	270	314	103	1,053	1,053	358	879	682	271

Breakfast together with mother or father

Table 81: How often do you have breakfast together with your mother or father? By gender (%)

	Boys	Girls
Never	25.3	25.7
Less than once a week	10.7	12.0
1 – 2 days a week	22.1	23.6
3 – 4 days a week	10.4	10.2
5 – 6 days a week	9.3	9.7
Every day	20.5	17.4
Missing (no data supplied)	1.6	1.4
<i>n</i> (sample size)	6,487	6,069

**Table 82: How often do you have breakfast together with your mother or father?
By age group (%)**

	10-11	12-14	15-17
Never	16.1	22.8	32.6
Less than once a week	6.8	10.4	14.1
1 – 2 days a week	21.1	23.4	22.9
3 – 4 days a week	10.8	11.4	9.1
5 – 6 days a week	10.8	9.6	9.0
Every day	32.0	21.0	11.4
Missing (no data supplied)	2.4	1.3	0.9
<i>n</i> (sample size)	1,613	6,088	4,499

**Table 83: How often do you have breakfast together with your mother or father?
By social class (%)**

	SC1-2	SC3-4	SC5-6
Never	23.1	25.5	26.5
Less than once a week	11.8	10.8	12.8
1 – 2 days a week	22.1	24.0	23.9
3 – 4 days a week	11.5	10.1	10.7
5 – 6 days a week	11.2	9.6	8.4
Every day	19.4	18.8	17.1
Missing (no data supplied)	0.9	1.1	0.7
<i>n</i> (sample size)	4,537	4,363	1,520

**Table 84: How often do you have breakfast together with your mother or father?
By gender and age group (%)**

	10-11		12-14		15-17	
	Boys	Girls	Boys	Girls	Boys	Girls
Never	15.7	16.5	22.9	22.6	31.7	33.7
Less than once a week	6.6	7.0	9.5	11.4	13.7	14.6
1 – 2 days a week	21.5	20.8	22.8	24.1	21.7	24.3
3 – 4 days a week	11.8	10.0	10.9	12.1	9.6	8.5
5 – 6 days a week	9.7	11.9	9.4	9.8	9.3	8.7
Every day	31.7	32.2	23.2	18.8	13.2	9.4
Missing (no data supplied)	3.0	1.7	1.3	1.1	0.9	0.8
<i>n</i> (sample size)	797	814	3,132	2,932	2,366	2,118

**Table 85: How often do you have breakfast together with your mother or father?
By gender and social class (%)**

	SC1-2		SC3-4		SC5-6	
	Boys	Girls	Boys	Girls	Boys	Girls
Never	22.8	23.4	24.3	26.6	27.2	25.9
Less than once a week	12.0	11.5	10.3	11.4	10.1	15.3
1 – 2 days a week	21.0	23.3	23.9	24.4	22.4	25.4
3 – 4 days a week	11.1	11.9	10.6	9.6	12.2	9.1
5 – 6 days a week	10.5	11.9	9.3	10.0	9.9	6.9
Every day	21.8	17.1	20.3	17.2	17.6	16.7
Missing (no data supplied)	0.8	1.0	1.3	0.8	0.5	0.7
<i>n</i> (sample size)	2,262	2,260	2,245	2,097	760	756

**Table 86: How often do you have breakfast together with your mother or father?
By age group and social class (%)**

	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	15.8	15.2	15.4	20.4	22.5	24.7	28.2	34.4	32.3
Less than once a week	6.0	8.9	4.0	10.1	9.9	12.4	15.2	12.9	16.2
1 – 2 days a week	19.1	21.3	24.4	22.4	26.1	22.9	22.9	22.5	24.7
3 – 4 days a week	12.6	11.2	11.9	13.0	10.4	11.7	9.8	9.3	9.6
5 – 6 days a week	11.4	11.7	11.4	11.6	9.3	8.0	10.6	8.8	8.1
Every day	33.2	29.8	32.3	21.7	20.6	19.2	12.6	11.4	8.7
Missing (no data supplied)	1.9	1.8	0.5	0.8	1.2	1.0	0.6	0.7	0.4
<i>n</i> (sample size)	533	597	201	2,113	2,196	724	1,779	1,460	554

**Table 87: How often do you have breakfast together with your mother or father?
By age group and social class for boys (%)**

BOYS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	14.4	14.1	12.2	20.0	21.3	26.6	28.3	32.2	32.9
Less than once a week	5.3	9.2	4.1	10.7	9.0	9.0	15.2	12.5	13.8
1 – 2 days a week	19.4	21.9	27.6	21.8	25.4	21.6	20.6	22.8	20.8
3 – 4 days a week	14.8	12.0	13.3	11.6	10.7	12.9	9.5	9.8	11.7
5 – 6 days a week	11.4	9.5	11.2	10.0	9.5	9.6	10.6	8.8	10.2
Every day	32.3	30.4	31.6	25.2	23.0	19.5	15.3	12.9	10.2
Missing (no data supplied)	2.3	2.8	-	0.7	1.2	0.8	0.6	0.9	0.4
<i>n</i> (sample size)	263	283	98	1,056	1,136	365	897	773	283

**Table 88: How often do you have breakfast together with your mother or father?
By age group and social class for girls (%)**

GIRLS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	17.0	16.2	18.4	20.8	23.6	22.9	28.0	36.8	31.7
Less than once a week	6.7	8.6	3.9	9.5	11.0	15.9	15.2	13.2	18.8
1 – 2 days a week	18.9	20.7	21.4	23.0	27.1	24.3	25.4	22.1	28.8
3 – 4 days a week	10.4	10.5	10.7	14.4	10.2	10.6	10.2	8.7	7.4
5 – 6 days a week	11.5	13.7	11.7	13.2	9.1	6.4	10.6	8.9	5.9
Every day	34.1	29.3	33.0	18.2	18.0	19.0	9.9	9.8	7.0
Missing (no data supplied)	1.5	1.0	1.0	0.9	1.0	0.8	0.7	0.4	0.4
<i>n</i> (sample size)	270	314	103	1,053	1,053	358	879	682	271

Evening meal with mother or father

**Table 89: How often do you have an evening meal together with your mother or father?
By gender (%)**

	Boys	Girls
Never	7.6	6.3
Less than once a week	5.7	6.0
1 – 2 days a week	10.5	10.9
3 – 4 days a week	12.5	12.3
5 – 6 days a week	16.0	16.1
Every day	45.5	46.6
Missing (no data supplied)	2.1	1.8
<i>n</i> (sample size)	6,487	6,069

**Table 90: How often do you have an evening meal together with your mother or father?
By age group (%)**

	10-11	12-14	15-17
Never	5.6	6.2	8.4
Less than once a week	4.8	5.6	6.4
1 – 2 days a week	9.8	10.5	11.4
3 – 4 days a week	10.3	11.2	14.7
5 – 6 days a week	12.8	15.8	17.9
Every day	53.4	49.2	40.2
Missing (no data supplied)	3.3	1.5	0.9
<i>n</i> (sample size)	1,613	6,088	4,499

**Table 91: How often do you have an evening meal together with your mother or father?
By social class (%)**

	SC1-2	SC3-4	SC5-6
Never	5.0	6.7	8.0
Less than once a week	4.9	5.9	6.3
1 – 2 days a week	11.1	10.1	11.8
3 – 4 days a week	13.0	12.3	13.2
5 – 6 days a week	17.6	16.6	15.0
Every day	47.1	47.0	44.8
Missing (no data supplied)	1.2	1.4	0.9
<i>n</i> (sample size)	4,537	4,363	1,520

**Table 92: How often do you have an evening meal together with your mother or father?
By gender and age group (%)**

	10-11		12-14		15-17	
	Boys	Girls	Boys	Girls	Boys	Girls
Never	6.8	4.4	6.7	5.6	9.0	7.9
Less than once a week	5.0	4.7	5.2	6.0	6.3	6.4
1 – 2 days a week	9.3	10.2	10.7	10.2	10.7	12.3
3 – 4 days a week	11.4	9.2	11.3	11.1	14.8	14.6
5 – 6 days a week	11.9	13.6	15.6	16.1	18.3	17.5
Every day	51.2	55.7	48.9	49.8	40.1	40.4
Missing (no data supplied)	4.4	2.2	1.5	1.2	1.0	0.8
<i>n</i> (sample size)	797	814	3,132	2,932	2,366	2,118

**Table 93: How often do you have an evening meal together with your mother or father?
By gender and social class (%)**

	SC1-2		SC3-4		SC5-6	
	Boys	Girls	Boys	Girls	Boys	Girls
Never	5.7	4.3	7.3	6.0	7.4	8.6
Less than once a week	4.9	4.9	5.4	6.5	6.1	6.5
1 – 2 days a week	10.5	11.8	10.1	10.2	13.0	10.7
3 – 4 days a week	13.3	12.7	12.5	12.2	12.9	13.6
5 – 6 days a week	17.5	17.8	17.1	16.2	15.3	14.8
Every day	46.7	47.5	46.1	48.0	44.5	45.0
Missing (no data supplied)	1.4	1.0	1.5	1.1	0.9	0.8
<i>n</i> (sample size)	2,262	2,260	2,245	2,097	760	756

**Table 94: How often do you have an evening meal together with your mother or father?
By age group and social class (%)**

	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	4.7	4.7	6.0	4.2	6.0	7.7	6.1	8.7	8.7
Less than once a week	3.4	5.0	3.5	4.9	5.6	6.1	5.4	6.8	7.0
1 – 2 days a week	9.4	10.1	14.9	10.9	9.7	11.6	12.0	10.8	11.0
3 – 4 days a week	9.8	11.2	8.5	11.0	11.6	13.3	16.0	13.3	15.0
5 – 6 days a week	12.6	13.2	15.4	17.4	16.5	13.1	19.2	18.4	17.3
Every day	57.4	53.9	50.2	50.8	49.1	47.1	40.4	41.3	40.4
Missing (no data supplied)	2.8	1.8	1.5	0.9	1.5	1.1	0.8	0.8	0.5
<i>n</i> (sample size)	533	597	201	2,113	2,196	724	1,779	1,460	554

**Table 95: How often do you have an evening meal together with your mother or father?
By age group and social class for boys (%)**

BOYS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	5.3	6.0	5.1	4.2	6.4	6.8	7.7	8.9	8.1
Less than once a week	3.8	4.2	5.1	4.6	4.9	5.5	5.6	6.3	6.4
1 – 2 days a week	8.0	10.2	20.4	11.5	9.8	11.8	10.1	10.2	12.4
3 – 4 days a week	11.0	13.1	8.2	11.5	11.7	14.2	16.1	13.1	13.4
5 – 6 days a week	12.5	12.0	12.2	17.4	16.3	13.4	18.5	20.6	19.1
Every day	55.5	51.6	46.9	50.0	49.4	46.8	40.8	39.8	8.1
Missing (no data supplied)	3.8	2.8	2.0	0.9	1.5	1.4	1.2	1.0	–
<i>n</i> (sample size)	263	283	98	1,056	1,136	365	897	773	283

**Table 96: How often do you have an evening meal together with your mother or father?
By age group and social class for girls (%)**

GIRLS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	4.1	3.5	6.8	4.1	5.4	8.7	4.6	8.4	9.2
Less than once a week	3.0	5.7	1.9	5.1	6.4	6.7	5.2	7.2	7.7
1 – 2 days a week	10.7	9.9	9.7	10.4	9.5	11.5	14.0	11.4	9.6
3 – 4 days a week	8.5	9.6	8.7	10.5	11.6	12.3	15.8	13.6	16.6
5 – 6 days a week	12.6	14.3	18.4	17.4	16.9	12.8	20.0	16.0	15.5
Every day	59.3	56.1	53.4	51.6	48.9	47.5	40.0	43.0	40.2
Missing (no data supplied)	1.9	1.0	1.0	0.9	1.3	0.6	0.3	0.4	1.1
<i>n</i> (sample size)	270	314	103	1,053	1,053	358	879	682	271

Eat a snack while watching TV

**Table 97: How often do you eat a snack while you watch TV (including videos and DVDs)?
By gender (%)**

	Boys	Girls
Never	7.1	4.7
Less than once a week	14.0	16.0
1 – 2 days a week	22.2	24.3
3 – 4 days a week	20.3	20.4
5 – 6 days a week	11.4	11.1
Every day	22.8	21.3
Missing (no data supplied)	2.2	2.2
<i>n</i> (sample size)	6,487	6,069

**Table 98: How often do you eat a snack while you watch TV (including videos and DVDs)?
By age group (%)**

	10-11	12-14	15-17
Never	7.5	5.7	5.6
Less than once a week	18.8	15.5	13.1
1 – 2 days a week	25.7	24.4	21.0
3 – 4 days a week	17.3	20.5	21.4
5 – 6 days a week	11.1	10.6	12.7
Every day	16.2	21.6	25.0
Missing (no data supplied)	3.3	1.7	1.1
<i>n</i> (sample size)	1,613	6,088	4,499

**Table 99: How often do you eat a snack while you watch TV (including videos and DVDs)?
By social class (%)**

	SC1-2	SC3-4	SC5-6
Never	6.0	5.0	6.0
Less than once a week	16.5	14.4	13.2
1 – 2 days a week	24.2	23.9	22.4
3 – 4 days a week	20.5	21.2	20.3
5 – 6 days a week	11.8	11.3	12.0
Every day	19.6	22.7	24.9
Missing (no data supplied)	1.4	1.5	1.3
<i>n</i> (sample size)	4,537	4,363	1,520

**Table 100: How often do you eat a snack while you watch TV (including videos and DVDs)?
By gender and age group (%)**

	10-11		12-14		15-17	
	Boys	Girls	Boys	Girls	Boys	Girls
Never	7.7	7.4	7.0	4.3	6.8	4.2
Less than once a week	17.3	20.3	14.4	16.8	12.6	13.8
1 – 2 days a week	26.0	25.6	23.3	25.7	19.9	22.1
3 – 4 days a week	17.9	16.6	20.8	20.3	20.8	22.1
5 – 6 days a week	11.0	11.2	10.5	10.7	13.3	12.0
Every day	17.1	15.4	22.3	20.8	25.4	24.6
Missing (no data supplied)	3.0	3.7	1.7	1.4	1.1	1.2
<i>n</i> (sample size)	797	814	3,132	2,932	2,366	2,118

**Table 101: How often do you eat a snack while you watch TV (including videos and DVDs)?
By gender and social class (%)**

	SC1-2		SC3-4		SC5-6	
	Boys	Girls	Boys	Girls	Boys	Girls
Never	7.4	4.6	5.7	4.2	6.7	5.3
Less than once a week	14.8	18.1	13.7	15.3	13.2	13.4
1 – 2 days a week	24.1	24.3	22.2	25.6	20.4	24.2
3 – 4 days a week	20.7	20.3	21.3	21.1	20.7	19.8
5 – 6 days a week	11.1	12.5	11.8	10.8	12.2	11.8
Every day	20.4	18.7	23.8	21.6	25.9	23.9
Missing (no data supplied)	1.4	1.4	1.5	1.4	0.9	1.6
<i>n</i> (sample size)	2,262	2,260	2,245	2,097	760	756

**Table 102: How often do you eat a snack while you watch TV (including videos and DVDs)?
By age group and social class (%)**

	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	8.4	6.0	7.5	5.9	4.6	5.5	5.5	5.0	5.6
Less than once a week	19.7	21.3	15.9	18.3	14.3	12.7	13.6	12.1	13.4
1 – 2 days a week	27.4	27.0	23.9	25.7	25.2	22.8	21.9	20.3	20.4
3 – 4 days a week	15.0	18.3	19.9	20.1	21.2	21.8	22.6	22.1	18.4
5 – 6 days a week	11.8	10.2	15.9	10.5	11.2	10.6	13.7	12.2	12.5
Every day	15.2	14.6	15.4	18.4	22.1	25.0	21.8	27.3	29.2
Missing (no data supplied)	2.4	2.7	1.5	1.1	1.4	1.5	1.0	1.0	0.5
<i>n</i> (sample size)	533	597	201	2,113	2,196	724	1,779	1,460	554

**Table 103: How often do you eat a snack while you watch TV (including videos and DVDs)?
By age group and social class for boys (%)**

BOYS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	7.6	6.4	7.1	7.2	5.6	7.1	7.4	5.6	5.7
Less than once a week	16.7	20.8	13.3	15.4	14.5	11.8	13.6	10.3	14.5
1 – 2 days a week	29.3	27.9	21.4	26.3	22.7	21.9	20.1	18.8	18.4
3 – 4 days a week	17.9	19.8	20.4	20.9	20.8	22.2	21.6	22.5	18.7
5 – 6 days a week	11.0	8.8	18.4	9.8	11.6	9.9	13.3	13.6	13.4
Every day	15.2	14.1	18.4	19.0	23.1	26.6	23.0	28.5	28.3
Missing (no data supplied)	2.3	2.1	1.0	1.3	1.7	0.5	1.1	0.8	1.1
<i>n</i> (sample size)	263	283	98	1,056	1,136	365	897	773	283

Table 104: How often do you eat a snack while you watch TV (including videos and DVDs)? By age group and social class for girls (%)

GIRLS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	9.3	5.7	7.8	4.6	3.6	3.9	3.5	4.3	5.5
Less than once a week	22.6	21.7	18.4	21.1	14.2	13.7	13.7	13.9	12.2
1 – 2 days a week	25.6	26.1	26.2	25.3	27.9	23.7	23.4	22.1	22.5
3 – 4 days a week	12.2	16.9	19.4	19.2	21.6	21.5	23.7	21.6	18.1
5 – 6 days a week	12.6	11.5	13.6	11.3	10.7	11.5	14.2	10.7	11.4
Every day	15.2	15.0	12.6	17.7	21.1	23.5	20.7	26.1	30.3
Missing (no data supplied)	2.6	3.2	1.9	0.9	0.9	2.2	0.8	1.3	–
<i>n</i> (sample size)	270	314	103	1,053	1,053	358	879	682	271

Eat a snack while you work or play on a computer or games console

Table 105: How often do you eat a snack while you work or play on a computer or games console? By gender (%)

	Boys	Girls
Never	28.1	33.9
Less than once a week	20.1	22.0
1 – 2 days a week	18.5	17.9
3 – 4 days a week	13.2	10.1
5 – 6 days a week	5.9	5.0
Every day	11.8	8.7
Missing (no data supplied)	2.4	2.3
<i>n</i> (sample size)	6,487	6,069

Table 106: How often do you eat a snack while you work or play on a computer or games console? By age group (%)

	10-11	12-14	15-17
Never	37.6	30.9	28.9
Less than once a week	23.1	21.2	20.1
1 – 2 days a week	16.4	18.9	18.3
3 – 4 days a week	7.3	12.0	13.2
5 – 6 days a week	4.4	5.1	6.5
Every day	8.4	10.0	11.5
Missing (no data supplied)	2.9	1.9	1.4
<i>n</i> (sample size)	1,613	6,088	4,499

Table 107: How often do you eat a snack while you work or play on a computer or games console? By social class (%)

	SC1-2	SC3-4	SC5-6
Never	32.2	30.2	29.7
Less than once a week	22.8	21.8	19.3
1 – 2 days a week	19.8	18.5	16.6
3 – 4 days a week	10.4	12.5	14.1
5 – 6 days a week	5.6	5.1	6.0
Every day	7.7	10.5	12.6
Missing (no data supplied)	1.4	1.4	1.8
<i>n</i> (sample size)	4,537	4,363	1,520

Table 108: How often do you eat a snack while you work or play on a computer or games console? By gender and age group (%)

	10-11		12-14		15-17	
	Boys	Girls	Boys	Girls	Boys	Girls
Never	33.4	41.9	28.1	34.0	26.7	31.5
Less than once a week	22.3	23.7	20.4	22.0	18.7	21.5
1 – 2 days a week	17.4	15.4	19.3	18.5	18.1	18.6
3 – 4 days a week	9.0	5.7	13.0	11.0	15.3	10.9
5 – 6 days a week	4.6	4.2	5.3	4.9	7.4	5.6
Every day	10.2	6.5	11.9	8.1	12.2	10.7
Missing (no data supplied)	3.0	2.7	1.9	1.6	1.6	1.2
<i>n</i> (sample size)	797	814	3,132	2,932	2,366	2,118

Table 109: How often do you eat a snack while you work or play on a computer or games console? By gender and social class (%)

	SC1-2		SC3-4		SC5-6	
	Boys	Girls	Boys	Girls	Boys	Girls
Never	30.0	34.4	27.7	33.0	25.3	34.3
Less than once a week	21.7	24.1	21.0	22.6	19.3	19.2
1 – 2 days a week	20.4	19.1	18.3	18.6	17.1	16.1
3 – 4 days a week	12.2	8.8	13.4	11.6	15.9	12.2
5 – 6 days a week	5.6	5.7	5.7	4.6	7.1	4.8
Every day	8.9	6.5	12.2	8.6	13.8	11.4
Missing (no data supplied)	1.3	1.5	1.7	1.0	1.4	2.1
<i>n</i> (sample size)	2,262	2,260	2,245	2,097	760	756

Table 110: How often do you eat a snack while you work or play on a computer or games console? By age group and social class (%)

	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	37.1	39.2	35.8	33.2	30.5	26.8	30.0	26.0	31.2
Less than once a week	26.1	24.3	20.9	22.4	21.5	21.8	22.0	21.0	14.8
1 – 2 days a week	17.1	16.2	15.4	21.1	18.3	17.7	19.2	19.6	16.2
3 – 4 days a week	6.4	6.7	9.5	10.4	12.9	15.6	12.0	14.2	14.1
5 – 6 days a week	5.1	3.9	6.5	4.9	5.4	4.3	6.6	5.5	7.9
Every day	6.0	7.5	10.9	7.0	9.9	12.3	8.9	12.9	13.9
Missing (no data supplied)	2.3	2.2	1.0	1.0	1.6	1.5	1.2	0.8	1.8
<i>n</i> (sample size)	533	597	201	2,113	2,196	724	1,779	1,460	554

Table 111: How often do you eat a snack while you work or play on a computer or games console? By age group and social class for boys (%)

BOYS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	31.6	36.7	26.5	31.3	28.1	21.9	28.2	23.5	28.3
Less than once a week	28.5	23.0	21.4	19.8	21.3	23.6	21.4	19.5	13.4
1 – 2 days a week	19.0	17.7	12.2	22.5	18.3	18.4	18.4	18.6	17.7
3 – 4 days a week	9.1	7.8	12.2	11.9	12.6	16.4	13.7	16.7	16.6
5 – 6 days a week	4.2	3.5	11.2	4.6	5.7	4.7	7.0	6.7	8.8
Every day	6.1	8.1	15.3	8.9	12.2	13.7	9.6	13.8	13.8
Missing (no data supplied)	1.5	3.2	1.0	0.9	1.8	1.4	1.7	1.0	1.4
<i>n</i> (sample size)	263	283	98	1,056	1,136	365	897	773	283

Table 112: How often do you eat a snack while you work or play on a computer or games console? By age group and social class for girls (%)

GIRLS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	42.6	41.4	44.7	35.1	33.1	31.8	32.0	28.7	34.3
Less than once a week	23.7	25.5	20.4	25.2	21.7	20.1	22.5	22.3	16.2
1 – 2 days a week	15.2	15.0	18.4	19.7	18.3	17.0	19.9	20.8	14.8
3 – 4 days a week	3.7	5.7	6.8	8.8	13.1	14.8	10.4	11.4	11.4
5 – 6 days a week	5.9	4.1	1.9	5.0	5.0	3.9	6.1	4.3	7.0
Every day	5.9	7.0	6.8	5.1	7.4	10.9	8.3	11.9	14.0
Missing (no data supplied)	3.0	1.3	1.0	1.0	1.3	1.4	0.8	0.6	2.2
<i>n</i> (sample size)	270	314	103	1,053	1,053	358	879	682	271

Watch TV while having a meal

Table 113: How often do you watch TV while having a meal? By gender (%)

	Boys	Girls
Never	19.9	23.6
Less than once a week	16.4	18.4
1 – 2 days a week	17.3	16.0
3 – 4 days a week	14.3	13.5
5 – 6 days a week	9.5	8.6
Every day	19.6	16.7
Missing (no data supplied)	3.0	3.1
<i>n</i> (sample size)	6,487	6,069

Table 114: How often do you watch TV while having a meal? By age group (%)

	10-11	12-14	15-17
Never	24.2	22.9	19.7
Less than once a week	18.9	17.7	16.6
1 – 2 days a week	16.2	17.3	16.5
3 – 4 days a week	12.6	13.6	15.1
5 – 6 days a week	7.8	8.5	10.6
Every day	16.2	17.7	20.2
Missing (no data supplied)	4.1	2.2	1.4
<i>n</i> (sample size)	1,613	6,088	4,499

Table 115: How often do you watch TV while having a meal? By social class (%)

	SC1-2	SC3-4	SC5-6
Never	25.0	21.2	17.1
Less than once a week	19.6	17.3	15.8
1 – 2 days a week	16.7	17.9	16.6
3 – 4 days a week	14.5	13.9	14.3
5 – 6 days a week	8.5	8.7	11.0
Every day	13.8	18.6	22.8
Missing (no data supplied)	1.8	2.3	2.4
<i>n</i> (sample size)	4,537	4,363	1,520

Table 116: How often do you watch TV while having a meal? By gender and age group (%)

	10-11		12-14		15-17	
	Boys	Girls	Boys	Girls	Boys	Girls
Never	20.5	27.9	20.7	25.5	19.2	20.3
Less than once a week	18.2	19.7	16.9	18.7	15.4	18.1
1 – 2 days a week	16.3	16.0	17.8	16.7	17.3	15.5
3 – 4 days a week	14.4	10.9	14.1	13.2	15.0	15.3
5 – 6 days a week	9.3	6.4	8.6	8.3	10.9	10.2
Every day	17.1	15.2	19.6	15.7	20.9	19.4
Missing (no data supplied)	4.3	3.9	2.3	1.9	1.4	1.4
<i>n</i> (sample size)	797	814	3,132	2,932	2,366	2,118

Table 117: How often do you watch TV while having a meal? By gender and social class (%)

	SC1-2		SC3-4		SC5-6	
	Boys	Girls	Boys	Girls	Boys	Girls
Never	23.0	26.9	19.3	23.4	15.4	18.7
Less than once a week	19.7	19.6	16.7	18.1	11.7	20.0
1 – 2 days a week	17.2	16.0	18.2	17.6	17.6	15.6
3 – 4 days a week	14.9	14.3	14.2	13.5	15.5	13.2
5 – 6 days a week	8.8	8.3	9.1	8.2	12.5	9.5
Every day	15.0	12.6	20.0	17.1	24.7	20.9
Missing (no data supplied)	1.3	2.3	2.4	2.1	2.5	2.1
<i>n</i> (sample size)	2,262	2,260	2,245	2,097	760	756

Table 118: How often do you watch TV while having a meal? By age group and social class (%)

	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	27.6	24.1	16.4	27.5	21.6	17.7	21.7	19.5	16.4
Less than once a week	21.6	19.1	15.9	20.6	17.7	15.2	18.3	16.0	16.6
1 – 2 days a week	17.3	17.3	20.4	16.7	18.7	17.4	16.6	17.3	14.3
3 – 4 days a week	9.6	12.6	21.9	13.5	14.3	14.1	17.1	14.3	12.6
5 – 6 days a week	6.6	7.4	10.9	7.8	8.4	9.7	10.1	9.7	13.2
Every day	13.3	16.2	12.9	12.6	17.4	23.9	15.2	21.8	25.8
Missing (no data supplied)	4.1	3.4	1.5	1.2	2.0	2.1	0.9	1.2	1.1
<i>n</i> (sample size)	533	597	201	2,113	2,196	724	1,779	1,460	554

Table 119: How often do you watch TV while having a meal? By age group and social class for boys (%)

BOYS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	22.8	20.5	15.3	24.0	19.5	15.1	22.0	18.5	15.5
Less than once a week	22.4	19.4	7.1	21.2	17.4	11.2	17.7	14.5	13.4
1 – 2 days a week	16.7	19.8	21.4	17.3	18.5	18.6	17.5	17.6	15.2
3 – 4 days a week	13.3	11.7	25.5	14.2	14.4	14.5	16.2	15.1	14.1
5 – 6 days a week	9.9	8.1	13.3	7.6	9.0	10.7	9.8	9.7	15.2
Every day	12.2	15.9	16.3	14.6	19.0	26.8	16.1	23.4	25.4
Missing (no data supplied)	2.7	4.6	1.0	1.1	2.1	3.0	0.8	1.2	1.1
<i>n</i> (sample size)	263	283	98	1,056	1,136	365	897	773	283

Table 120: How often do you watch TV while having a meal? By age group and social class for girls (%)

GIRLS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Never	32.2	27.4	17.5	31.1	23.9	20.4	21.4	20.5	17.3
Less than once a week	20.7	18.8	24.3	20.0	18.1	19.3	19.0	17.9	19.9
1 – 2 days a week	17.8	15.0	19.4	16.0	18.9	16.2	15.6	17.2	13.3
3 – 4 days a week	5.9	13.4	18.4	12.9	13.9	13.7	18.2	13.2	11.1
5 – 6 days a week	3.3	6.7	8.7	8.1	7.7	8.7	10.4	9.7	11.1
Every day	14.4	16.6	9.7	10.6	15.8	20.9	14.4	20.2	26.2
Missing (no data supplied)	5.6	2.2	1.9	1.3	1.7	0.8	1.0	1.3	1.1
<i>n</i> (sample size)	270	314	103	1,053	1,053	358	879	682	271

Get coke or other soft drinks from parents if ask

Table 121: Do you get coke or other soft drinks from your parents if you ask them? By gender (%)

	Boys	Girls
No, I never get that	9.8	10.5
I get that sometimes	60.8	58.5
I get that every time I ask for it	7.7	7.3
I can take it when I want it	19.7	22.0
Missing (no data supplied)	1.9	1.7
<i>n</i> (sample size)	6,487	6,069

Table 122: Do you get coke or other soft drinks from your parents if you ask them? By age group (%)

	10-11	12-14	15-17
No, I never get that	10.8	9.4	11.0
I get that sometimes	73.8	65.3	48.0
I get that every time I ask for it	5.3	7.1	8.8
I can take it when I want it	7.5	16.8	31.1
Missing (no data supplied)	2.5	1.4	1.0
<i>n</i> (sample size)	1,613	6,088	4,499

Table 123: Do you get coke or other soft drinks from your parents if you ask them? By social class (%)

	SC1-2	SC3-4	SC5-6
No, I never get that	13.6	9.1	6.8
I get that sometimes	61.6	60.1	58.8
I get that every time I ask for it	6.3	7.7	9.1
I can take it when I want it	17.7	21.9	23.9
Missing (no data supplied)	0.9	1.2	1.3
<i>n</i> (sample size)	4,537	4,363	1,520

**Table 124: Do you get coke or other soft drinks from your parents if you ask them?
By gender and age group (%)**

	10-11		12-14		15-17	
	Boys	Girls	Boys	Girls	Boys	Girls
No, I never get that	10.9	10.7	8.9	9.9	10.6	11.5
I get that sometimes	74.8	73.0	66.5	64.2	49.9	45.9
I get that every time I ask for it	5.3	5.3	7.3	6.9	9.0	8.7
I can take it when I want it	6.4	8.6	15.8	17.9	29.4	33.1
Missing (no data supplied)	2.6	2.5	1.5	1.2	1.2	0.8
<i>n</i> (sample size)	797	814	3,132	2,932	2,366	2,118

**Table 125: Do you get coke or other soft drinks from your parents if you ask them?
By gender and social class (%)**

	SC1-2		SC3-4		SC5-6	
	Boys	Girls	Boys	Girls	Boys	Girls
No, I never get that	12.3	14.7	8.9	9.4	6.8	6.9
I get that sometimes	63.4	59.9	60.5	59.5	62.4	55.0
I get that every time I ask for it	7.0	5.6	7.9	7.4	7.8	10.6
I can take it when I want it	16.5	18.8	21.2	22.9	21.4	26.6
Missing (no data supplied)	0.8	1.0	1.5	0.9	1.6	0.9
<i>n</i> (sample size)	2,262	2,260	2,245	2,097	760	756

**Table 126: Do you get coke or other soft drinks from your parents if you ask them?
By age group and social class (%)**

	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
No, I never get that	16.1	9.5	8.0	13.2	8.1	5.7	13.3	10.4	8.1
I get that sometimes	73.4	76.7	74.6	68.5	65.2	62.7	50.2	46.3	48.0
I get that every time I ask for it	3.4	4.7	5.5	5.5	6.9	10.4	8.2	9.9	8.8
I can take it when I want it	5.8	6.7	10.4	12.2	18.7	20.0	27.5	32.7	33.9
Missing (no data supplied)	1.3	2.3	1.5	0.6	1.1	1.2	0.8	0.6	1.1
<i>n</i> (sample size)	533	597	201	2,113	2,196	724	1,779	1,460	554

**Table 127: Do you get coke or other soft drinks from your parents if you ask them?
By age group and social class for boys (%)**

BOYS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
No, I never get that	16.3	8.8	7.1	11.6	7.7	5.5	11.8	10.1	8.5
I get that sometimes	74.1	78.8	79.6	70.2	66.3	66.3	52.8	46.1	52.7
I get that every time I ask for it	4.2	4.2	2.0	6.1	7.2	9.0	8.9	10.3	7.8
I can take it when I want it	4.6	5.3	9.2	11.6	17.3	17.3	25.4	32.7	30.4
Missing (no data supplied)	0.8	2.8	2.0	0.6	1.5	1.9	1.0	0.8	0.7
<i>n</i> (sample size)	263	283	98	1,056	1,136	365	897	773	283

**Table 128: Do you get coke or other soft drinks from your parents if you ask them?
By age group and social class for girls (%)**

GIRLS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
No, I never get that	15.9	10.2	8.7	14.7	8.4	5.9	14.8	10.7	7.7
I get that sometimes	72.6	74.8	69.9	67.0	63.9	59.2	47.6	46.5	43.2
I get that every time I ask for it	2.6	5.1	8.7	4.9	6.6	11.7	7.5	9.4	10.0
I can take it when I want it	7.0	8.0	11.7	12.7	20.3	22.9	29.6	33.0	37.6
Missing (no data supplied)	1.9	1.9	1.0	0.7	0.8	0.3	0.6	0.4	1.5
<i>n</i> (sample size)	270	314	103	1,053	1,053	358	879	682	271

Get sweets or chocolates from parents if ask

**Table 129: Do you get sweets or chocolates from your parents if you ask them?
By gender (%)**

	Boys	Girls
No, I never get that	4.3	3.1
I get that sometimes	61.3	56.9
I get that every time I ask for it	10.2	11.4
I can take it when I want it	21.5	25.9
Missing (no data supplied)	2.6	2.7
<i>n</i> (sample size)	6,487	6,069

**Table 130: Do you get sweets or chocolates from your parents if you ask them?
By age group (%)**

	10-11	12-14	15-17
No, I never get that	4.0	3.3	4.2
I get that sometimes	77.7	65.4	46.2
I get that every time I ask for it	7.1	10.9	12.4
I can take it when I want it	8.1	18.8	35.9
Missing (no data supplied)	3.2	1.7	1.3
<i>n</i> (sample size)	1,613	6,088	4,499

**Table 131: Do you get sweets or chocolates from your parents if you ask them?
By social class (%)**

	SC1-2	SC3-4	SC5-6
No, I never get that	4.3	3.1	3.2
I get that sometimes	62.9	59.2	57.0
I get that every time I ask for it	9.7	11.4	11.4
I can take it when I want it	21.8	24.3	26.2
Missing (no data supplied)	1.3	1.9	2.1
<i>n</i> (sample size)	4,537	4,363	1,520

**Table 132: Do you get sweets or chocolates from your parents if you ask them?
By gender and age group (%)**

	10-11		12-14		15-17	
	Boys	Girls	Boys	Girls	Boys	Girls
No, I never get that	3.9	4.1	3.8	2.8	5.1	3.1
I get that sometimes	80.4	75.1	67.6	63.3	48.4	43.8
I get that every time I ask for it	5.5	8.5	10.5	11.3	11.7	13.2
I can take it when I want it	7.3	9.0	16.4	21.3	33.3	38.9
Missing (no data supplied)	2.9	3.4	1.7	1.4	1.6	1.0
<i>n</i> (sample size)	797	814	3,132	2,932	2,366	2,118

**Table 133: Do you get sweets or chocolates from your parents if you ask them?
By gender and social class (%)**

	SC1-2		SC3-4		SC5-6	
	Boys	Girls	Boys	Girls	Boys	Girls
No, I never get that	4.9	3.8	3.6	2.7	3.7	2.8
I get that sometimes	65.5	60.3	61.0	57.2	61.7	52.4
I get that every time I ask for it	9.3	10.0	10.8	12.1	9.2	13.6
I can take it when I want it	19.3	24.3	22.6	26.4	23.3	29.2
Missing (no data supplied)	1.0	1.6	2.1	1.7	2.1	2.0
<i>n</i> (sample size)	2,262	2,260	2,245	2,097	760	756

**Table 134: Do you get sweets or chocolates from your parents if you ask them?
By age group and social class (%)**

	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
No, I never get that	4.1	4.0	3.5	3.9	2.3	3.0	4.6	3.9	3.6
I get that sometimes	81.2	78.4	77.6	70.8	65.3	60.9	49.1	43.8	46.4
I get that every time I ask for it	5.4	8.0	7.5	9.3	10.7	12.7	11.5	13.9	11.2
I can take it when I want it	6.8	7.2	10.4	15.2	20.2	22.1	34.0	37.5	37.2
Missing (no data supplied)	2.4	2.3	1.0	.7	1.6	1.2	.8	1.0	1.6
<i>n</i> (sample size)	533	597	201	2,113	2,196	724	1,779	1,460	554

**Table 135: Do you get sweets or chocolates from your parents if you ask them?
By age group and social class for boys (%)**

BOYS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
No, I never get that	3.4	4.2	3.1	4.5	2.6	3.6	5.6	4.7	4.2
I get that sometimes	85.9	80.6	81.6	72.8	67.7	65.8	51.6	45.3	51.2
I get that every time I ask for it	4.2	6.0	4.1	9.0	10.5	10.4	11.3	12.8	9.5
I can take it when I want it	5.3	7.1	10.2	13.0	17.3	18.6	30.4	36.1	33.2
Missing (no data supplied)	1.1	2.1	1.0	0.7	1.9	1.6	1.1	1.2	1.8
<i>n</i> (sample size)	263	283	98	1,056	1,136	365	897	773	283

**Table 136: Do you get sweets or chocolates from your parents if you ask them?
By age group and social class for girls (%)**

GIRLS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
No, I never get that	4.8	3.8	3.9	3.3	2.1	2.5	3.6	2.9	3.0
I get that sometimes	76.7	76.4	73.8	68.9	62.6	56.1	46.5	41.8	41.3
I get that every time I ask for it	6.7	9.9	10.7	9.6	10.9	15.1	11.8	15.2	12.9
I can take it when I want it	8.1	7.3	10.7	17.4	23.3	25.7	37.5	39.3	41.3
Missing (no data supplied)	3.7	2.5	1.0	0.8	1.1	0.6	0.5	0.7	1.5
<i>n</i> (sample size)	270	314	103	1,053	1,053	358	879	682	271

Get biscuits or pastries from parents if ask

**Table 137: Do you get biscuits or pastries from your parents if you ask them?
By gender (%)**

	Boys	Girls
No, I never get that	8.2	6.2
I get that sometimes	49.5	48.2
I get that every time I ask for it	12.6	11.9
I can take it when I want it	25.8	29.3
Missing (no data supplied)	3.9	4.4
<i>n</i> (sample size)	6,487	6,069

**Table 138: Do you get biscuits or pastries from your parents if you ask them?
By age group (%)**

	10-11	12-14	15-17
No, I never get that	8.6	7.8	6.2
I get that sometimes	62.9	54.1	39.1
I get that every time I ask for it	10.6	12.8	12.8
I can take it when I want it	12.2	22.7	40.0
Missing (no data supplied)	5.8	2.6	1.9
<i>n</i> (sample size)	1,613	6,088	4,499

**Table 139: Do you get biscuits or pastries from your parents if you ask them?
By social class (%)**

	SC1-2	SC3-4	SC5-6
No, I never get that	7.2	6.8	7.0
I get that sometimes	52.8	49.2	46.0
I get that every time I ask for it	11.3	12.7	12.8
I can take it when I want it	26.1	28.1	30.8
Missing (no data supplied)	2.6	3.2	3.4
<i>n</i> (sample size)	4,537	4,363	1,520

**Table 140: Do you get biscuits or pastries from your parents if you ask them?
By gender and age group (%)**

	10-11		12-14		15-17	
	Boys	Girls	Boys	Girls	Boys	Girls
No, I never get that	10.2	7.0	8.5	6.9	7.3	5.0
I get that sometimes	62.6	63.3	55.2	53.0	39.4	38.6
I get that every time I ask for it	9.9	11.2	13.1	12.6	13.4	12.2
I can take it when I want it	11.9	12.4	20.3	25.3	38.2	42.2
Missing (no data supplied)	5.4	6.1	2.8	2.2	1.8	2.1
<i>n</i> (sample size)	797	814	3,132	2,932	2,366	2,118

**Table 141: Do you get biscuits or pastries from your parents if you ask them?
By gender and social class (%)**

	SC1-2		SC3-4		SC5-6	
	Boys	Girls	Boys	Girls	Boys	Girls
No, I never get that	8.2	6.3	7.6	6.0	7.9	6.2
I get that sometimes	53.4	52.3	49.7	48.6	48.6	43.4
I get that every time I ask for it	12.0	10.6	13.1	12.4	12.6	12.8
I can take it when I want it	24.3	27.8	26.4	30.1	28.6	33.2
Missing (no data supplied)	2.2	3.1	3.3	2.9	2.4	4.4
<i>n</i> (sample size)	2,262	2,260	2,245	2,097	760	756

**Table 142: Do you get biscuits or pastries from your parents if you ask them?
By age group and social class (%)**

	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
No, I never get that	8.1	8.4	9.0	7.9	7.1	7.7	6.2	5.9	5.8
I get that sometimes	66.0	65.3	65.2	59.8	52.8	49.4	42.0	38.8	35.9
I get that every time I ask for it	8.4	11.6	12.4	11.6	12.9	14.4	12.1	13.3	11.4
I can take it when I want it	12.6	10.6	11.4	19.1	24.9	26.2	38.3	40.5	44.2
Missing (no data supplied)	4.9	4.2	2.0	1.6	2.4	2.2	1.4	1.4	2.7
<i>n</i> (sample size)	533	597	201	2,113	2,196	724	1,779	1,460	554

**Table 143: Do you get biscuits or pastries from your parents if you ask them?
By age group and social class for boys (%)**

BOYS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
No, I never get that	8.0	10.2	11.2	9.6	7.4	7.1	6.7	7.0	8.1
I get that sometimes	65.8	65.0	68.4	60.3	54.5	51.2	42.8	38.0	39.2
I get that every time I ask for it	11.4	8.8	8.2	11.6	13.5	14.8	12.8	14.0	11.7
I can take it when I want it	12.2	10.6	11.2	16.8	21.8	24.4	36.1	39.5	39.6
Missing (no data supplied)	2.7	5.3	1.0	1.7	2.8	2.5	1.6	1.6	1.4
<i>n</i> (sample size)	263	283	98	1,056	1,136	365	897	773	283

**Table 144: Do you get biscuits or pastries from your parents if you ask them?
By age group and social class for girls (%)**

GIRLS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
No, I never get that	8.1	6.7	6.8	6.1	6.6	8.4	5.8	4.7	3.3
I get that sometimes	66.3	65.6	62.1	59.4	51.0	47.8	41.2	39.3	32.5
I get that every time I ask for it	5.6	14.0	16.5	11.6	12.3	14.0	11.4	12.6	11.1
I can take it when I want it	13.0	10.5	11.7	21.4	28.2	28.2	40.4	42.1	49.1
Missing (no data supplied)	7.0	3.2	2.9	1.5	1.8	1.7	1.3	1.3	4.1
<i>n</i> (sample size)	270	314	103	1,053	1,053	358	879	682	271

Get crisps from parents if ask

Table 145: Do you get crisps from your parents if you ask them? By gender (%)

	Boys	Girls
No, I never get that	9.4	7.7
I get that sometimes	53.1	50.2
I get that every time I ask for it	10.2	10.3
I can take it when I want it	24.2	28.3
Missing (no data supplied)	3.1	3.6
<i>n</i> (sample size)	6,487	6,069

Table 146: Do you get crisps from your parents if you ask them? By age group (%)

	10-11	12-14	15-17
No, I never get that	8.1	8.2	9.2
I get that sometimes	67.6	57.3	40.7
I get that every time I ask for it	9.4	10.6	10.4
I can take it when I want it	10.4	21.9	38.1
Missing (no data supplied)	4.6	2.0	1.5
<i>n</i> (sample size)	1,613	6,088	4,499

Table 147: Do you get crisps from your parents if you ask them? By social class (%)

	SC1-2	SC3-4	SC5-6
No, I never get that	9.8	8.1	7.2
I get that sometimes	55.2	51.5	50.5
I get that every time I ask for it	9.7	10.4	10.4
I can take it when I want it	23.5	27.5	29.1
Missing (no data supplied)	1.7	2.5	2.9
<i>n</i> (sample size)	4,537	4,363	1,520

Table 148: Do you get crisps from your parents if you ask them? By gender and age group (%)

	10-11		12-14		15-17	
	Boys	Girls	Boys	Girls	Boys	Girls
No, I never get that	8.5	7.6	8.8	7.5	10.4	8.0
I get that sometimes	69.3	66.2	58.7	56.0	42.4	38.7
I get that every time I ask for it	8.8	9.8	10.4	10.8	10.5	10.3
I can take it when I want it	9.0	11.7	20.0	23.9	35.2	41.5
Missing (no data supplied)	4.4	4.7	2.0	1.8	1.5	1.5
<i>n</i> (sample size)	797	814	3,132	2,932	2,366	2,118

Table 149: Do you get crisps from your parents if you ask them? By gender and social class (%)

	SC1-2		SC3-4		SC5-6	
	Boys	Girls	Boys	Girls	Boys	Girls
No, I never get that	10.1	9.6	9.4	6.6	7.5	6.9
I get that sometimes	57.2	53.3	51.9	51.0	54.5	46.4
I get that every time I ask for it	10.0	9.4	10.2	10.7	9.9	10.8
I can take it when I want it	21.4	25.7	25.8	29.5	25.9	32.4
Missing (no data supplied)	1.3	2.1	2.6	2.2	2.2	3.4
<i>n</i> (sample size)	2,262	2,260	2,245	2,097	760	756

Table 150: Do you get crisps from your parents if you ask them? By age group and social class (%)

	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
No, I never get that	9.8	7.5	8.0	9.5	7.6	6.4	10.1	9.1	7.9
I get that sometimes	70.2	70.9	64.7	61.9	56.5	55.4	44.0	37.9	40.3
I get that every time I ask for it	7.5	8.2	13.9	10.2	10.6	9.9	10.1	11.2	10.1
I can take it when I want it	9.4	9.7	10.9	17.3	23.7	26.4	35.2	40.5	39.9
Missing (no data supplied)	3.2	3.7	2.5	1.0	1.6	1.9	0.7	1.2	1.8
<i>n</i> (sample size)	533	597	201	2,113	2,196	724	1,779	1,460	554

Table 151: Do you get crisps from your parents if you ask them? By age group and social class for boys (%)

BOYS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
No, I never get that	9.9	8.1	8.2	9.8	9.0	5.8	10.4	10.6	9.2
I get that sometimes	73.8	72.4	63.3	63.6	57.0	59.5	45.7	38.4	45.9
I get that every time I ask for it	6.8	6.7	15.3	10.2	10.5	9.3	10.8	11.0	9.2
I can take it when I want it	7.6	7.8	11.2	15.5	21.7	23.3	32.3	38.6	34.6
Missing (no data supplied)	1.9	4.9	2.0	0.9	1.9	2.2	0.8	1.4	1.1
<i>n</i> (sample size)	263	283	98	1,056	1,136	365	897	773	283

Table 152: Do you get crisps from your parents if you ask them for them? By age group and social class for girls (%)

GIRLS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
No, I never get that	9.6	7.0	7.8	9.2	6.1	7.0	9.8	7.3	6.6
I get that sometimes	66.7	69.4	66.0	60.2	56.0	51.4	42.1	37.0	34.3
I get that every time I ask for it	8.1	9.6	12.6	10.2	10.7	10.6	9.3	11.6	11.1
I can take it when I want it	11.1	11.5	10.7	19.2	25.9	29.6	38.2	43.1	45.4
Missing (no data supplied)	4.4	2.5	2.9	1.2	1.2	1.4	0.6	1.0	2.6
<i>n</i> (sample size)	270	314	103	1,053	1,053	358	879	682	271

There are rules at meal times that we are expected to follow

Table 153: How much do you agree or disagree with the following: In my family, there are rules at meal times that we are expected to follow. By gender (%)

	Boys	Girls
Strongly agree	8.8	8.4
Agree	52.7	49.2
Disagree	28.0	32.9
Strongly disagree	8.4	7.4
Missing (no data supplied)	2.1	2.1
<i>n</i> (sample size)	6,487	6,069

Table 154: How much do you agree or disagree with the following: In my family, there are rules at meal times that we are expected to follow. By age group (%)

	10-11	12-14	15-17
Strongly agree	13.6	8.8	6.6
Agree	61.3	53.4	44.3
Disagree	17.7	28.9	37.5
Strongly disagree	4.3	6.7	10.6
Missing (no data supplied)	3.2	2.2	1.0
<i>n</i> (sample size)	1,613	6,088	4,499

Table 155: How much do you agree or disagree with the following: In my family, there are rules at meal times that we are expected to follow. By social class (%)

	SC1-2	SC3-4	SC5-6
Strongly agree	9.1	7.9	8.6
Agree	54.9	51.0	47.9
Disagree	28.7	31.7	33.0
Strongly disagree	6.1	7.9	9.5
Missing (no data supplied)	1.2	1.5	1.1
<i>n</i> (sample size)	4,537	4,363	1,520

Table 156: How much do you agree or disagree with the following: In my family, there are rules at meal times that we are expected to follow. By gender and age group (%)

	10-11		12-14		15-17	
	Boys	Girls	Boys	Girls	Boys	Girls
Strongly agree	13.8	13.1	8.9	8.5	6.9	6.4
Agree	63.1	59.6	55.6	51.2	45.7	42.9
Disagree	15.9	19.4	25.9	32.2	35.3	39.9
Strongly disagree	4.0	4.7	7.5	5.9	10.8	10.3
Missing (no data supplied)	3.1	3.2	2.1	2.3	1.4	0.6
<i>n</i> (sample size)	797	814	3,132	2,932	2,366	2,118

Table 157: How much do you agree or disagree with the following: In my family, there are rules at meal times that we are expected to follow. By gender and social class (%)

	SC1-2		SC3-4		SC5-6	
	Boys	Girls	Boys	Girls	Boys	Girls
Strongly agree	9.7	8.5	7.6	8.1	9.3	7.8
Agree	56.7	53.3	53.5	48.6	47.9	47.6
Disagree	26.7	30.8	29.4	34.2	31.1	35.1
Strongly disagree	5.8	6.3	8.3	7.4	10.1	8.9
Missing (no data supplied)	1.1	1.2	1.2	1.8	1.6	0.7
<i>n</i> (sample size)	2,262	2,260	2,245	2,097	760	756

Table 158: How much do you agree or disagree with the following: In my family, there are rules at meal times that we are expected to follow. By age group and social class (%)

	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Strongly agree	12.6	14.1	14.4	9.9	7.1	9.0	6.9	6.4	6.0
Agree	67.2	60.0	61.7	57.1	53.7	49.4	49.1	43.2	40.3
Disagree	14.3	19.3	18.4	27.1	30.3	31.8	34.9	39.4	41.2
Strongly disagree	3.8	4.5	4.0	4.7	6.9	8.8	8.2	10.7	11.6
Missing (no data supplied)	2.3	2.2	1.5	1.1	2.0	1.0	0.9	0.4	1.1
<i>n</i> (sample size)	533	597	201	2,113	2,196	724	1,779	1,460	554

Table 159: How much do you agree or disagree with the following: In my family, there are rules at meal times that we are expected to follow. By age group and social class for boys (%)

BOYS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Strongly agree	11.4	14.1	17.3	10.9	7.0	10.1	7.7	6.1	5.7
Agree	69.2	62.9	59.2	58.6	57.6	50.7	50.6	44.1	40.6
Disagree	15.6	16.3	16.3	24.8	26.5	28.5	32.1	38.6	40.3
Strongly disagree	2.7	4.6	5.1	4.7	7.6	9.3	8.1	10.7	12.0
Missing (no data supplied)	1.1	2.1	2.0	0.9	1.3	1.4	1.4	0.5	1.4
<i>n</i> (sample size)	263	283	98	1,056	1,136	365	897	773	283

Table 160: How much do you agree or disagree with the following: In my family, there are rules at meal times that we are expected to follow. By age group and social class for girls (%)

GIRLS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Strongly agree	13.7	14.0	11.7	8.9	7.2	7.8	6.1	6.6	6.3
Agree	65.2	57.3	64.1	55.7	49.9	48.0	47.4	42.1	39.9
Disagree	13.0	22.0	20.4	29.4	34.2	35.2	37.9	40.5	42.1
Strongly disagree	4.8	4.5	2.9	4.7	6.2	8.4	8.2	10.6	11.1
Missing (no data supplied)	3.3	2.2	1.0	1.3	2.6	0.6	0.3	0.3	0.7
<i>n</i> (sample size)	270	314	103	1,053	1,053	358	879	682	271

It is OK for a child to have something else to eat if he/she doesn't like the food being served

Table 161: How much do you agree or disagree with the following: In my family, it is OK for a child to have something else to eat if he/she doesn't like the food being served. By gender (%)

	Boys	Girls
Strongly agree	14.6	15.9
Agree	44.1	48.0
Disagree	28.1	25.0
Strongly disagree	6.4	6.2
Missing (no data supplied)	6.9	4.9
<i>n</i> (sample size)	6,487	6,069

Table 162: How much do you agree or disagree with the following: In my family, it is OK for a child to have something else to eat if he/she doesn't like the food being served. By age group (%)

	10-11	12-14	15-17
Strongly agree	14.6	15.2	15.6
Agree	40.4	45.6	49.4
Disagree	29.1	27.5	24.7
Strongly disagree	12.6	7.5	2.5
Missing (no data supplied)	3.3	4.2	7.8
<i>n</i> (sample size)	1,613	6,088	4,499

Table 163: How much do you agree or disagree with the following: In my family, it is OK for a child to have something else to eat if he/she doesn't like the food being served. By social class (%)

	SC1-2	SC3-4	SC5-6
Strongly agree	12.9	16.3	17.3
Agree	47.0	45.6	46.5
Disagree	28.7	27.4	24.3
Strongly disagree	6.2	6.3	6.1
Missing (no data supplied)	5.2	4.4	5.8
<i>n</i> (sample size)	4,537	4,363	1,520

Table 164: How much do you agree or disagree with the following: In my family, it is OK for a child to have something else to eat if he/she doesn't like the food being served.**By gender and age group (%)**

	10-11		12-14		15-17	
	Boys	Girls	Boys	Girls	Boys	Girls
Strongly agree	14.1	15.0	15.2	15.2	13.9	17.5
Agree	39.4	41.4	43.5	47.9	47.6	51.4
Disagree	29.9	28.5	29.0	26.0	26.2	22.9
Strongly disagree	13.3	11.9	7.9	7.1	2.3	2.8
Missing (no data supplied)	3.4	3.2	4.5	3.7	9.9	5.4
<i>n</i> (sample size)	797	814	3,132	2,932	2,366	2,118

Table 165: How much do you agree or disagree with the following: In my family, it is OK for a child to have something else to eat if he/she doesn't like the food being served.**By gender and social class (%)**

	SC1-2		SC3-4		SC5-6	
	Boys	Girls	Boys	Girls	Boys	Girls
Strongly agree	13.3	12.7	14.9	17.7	16.1	18.5
Agree	44.2	49.6	44.0	47.7	45.3	47.8
Disagree	30.0	27.4	29.5	25.0	26.3	22.4
Strongly disagree	6.7	5.6	6.4	6.1	5.0	7.1
Missing (no data supplied)	5.7	4.6	5.2	3.5	7.4	4.2
<i>n</i> (sample size)	2,262	2,260	2,245	2,097	760	756

Table 166: How much do you agree or disagree with the following: In my family, it is OK for a child to have something else to eat if he/she doesn't like the food being served. By age group and social class (%)

	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Strongly agree	10.3	14.9	18.4	13.2	15.5	17.0	13.7	17.5	17.7
Agree	41.8	40.5	42.3	45.3	45.8	48.1	50.6	48.3	45.8
Disagree	31.9	29.6	26.4	29.9	28.5	24.9	26.4	24.9	23.3
Strongly disagree	13.5	13.1	10.4	7.6	6.9	6.9	2.5	2.6	3.6
Missing (no data supplied)	2.4	1.8	2.5	4.1	3.3	3.2	6.8	6.7	9.6
<i>n</i> (sample size)	533	597	201	2,113	2,196	724	1,779	1,460	554

Table 167: How much do you agree or disagree with the following: In my family, it is OK for a child to have something else to eat if he/she doesn't like the food being served. By age group and social class for boys (%)

BOYS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Strongly agree	9.9	14.8	18.4	13.8	15.1	15.9	13.9	14.1	15.5
Agree	42.2	36.7	40.8	42.7	43.2	47.4	47.0	48.8	43.5
Disagree	31.6	31.1	28.6	30.9	31.2	26.8	27.9	26.3	25.4
Strongly disagree	14.4	15.2	9.2	8.0	7.4	6.3	3.1	1.9	2.1
Missing (no data supplied)	1.9	2.1	3.1	4.6	3.2	3.6	8.0	8.9	13.4
<i>n</i> (sample size)	263	283	98	1,056	1,136	365	897	773	283

Table 168: How much do you agree or disagree with the following: In my family, it is OK for a child to have something else to eat if he/she doesn't like the food being served. By age group and social class for girls (%)

GIRLS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Strongly agree	10.7	15.0	18.4	12.5	16.0	18.2	13.5	21.4	19.9
Agree	41.5	43.9	43.7	47.8	48.8	48.9	54.2	48.1	48.3
Disagree	32.2	28.3	24.3	29.1	25.6	22.9	24.9	22.9	21.0
Strongly disagree	12.6	11.1	11.7	7.1	6.4	7.3	1.8	3.4	5.2
Missing (no data supplied)	3.0	1.6	1.9	3.5	3.2	2.8	5.6	4.3	5.5
<i>n</i> (sample size)	270	314	103	1,053	1,053	358	879	682	271

Manners are important at the dinner table

Table 169: How much do you agree or disagree with the following: In my family, manners are important at the dinner table. By gender (%)

	Boys	Girls
Strongly agree	28.5	28.8
Agree	55.3	55.6
Disagree	10.3	11.2
Strongly disagree	2.9	1.6
Missing (no data supplied)	3.1	2.9
<i>n</i> (sample size)	6,487	6,069

Table 170: How much do you agree or disagree with the following: In my family, manners are important at the dinner table. By age group (%)

	10-11	12-14	15-17
Strongly agree	38.7	29.9	23.8
Agree	48.7	55.4	59.0
Disagree	6.8	10.2	13.1
Strongly disagree	1.9	2.0	2.6
Missing (no data supplied)	3.9	2.5	1.4
<i>n</i> (sample size)	1,613	6,088	4,499

Table 171: How much do you agree or disagree with the following: In my family, manners are important at the dinner table. By social class (%)

	SC1-2	SC3-4	SC5-6
Strongly agree	29.9	28.7	28.9
Agree	57.2	56.9	54.1
Disagree	9.6	10.6	12.2
Strongly disagree	1.7	1.9	2.8
Missing (no data supplied)	1.7	1.9	1.9
<i>n</i> (sample size)	4,537	4,363	1,520

Table 172: How much do you agree or disagree with the following: In my family, manners are important at the dinner table. By gender and age group (%)

	10-11		12-14		15-17	
	Boys	Girls	Boys	Girls	Boys	Girls
Strongly agree	40.4	37.2	29.7	30.2	23.4	24.4
Agree	48.7	48.6	55.1	56.0	58.9	59.1
Disagree	4.5	9.1	10.0	10.3	12.7	13.6
Strongly disagree	2.1	1.5	2.7	1.3	3.3	1.9
Missing (no data supplied)	4.3	3.6	2.6	2.2	1.6	1.0
<i>n</i> (sample size)	797	814	3,132	2,932	2,366	2,118

Table 173: How much do you agree or disagree with the following: In my family, manners are important at the dinner table. By gender and social class (%)

	SC1-2		SC3-4		SC5-6	
	Boys	Girls	Boys	Girls	Boys	Girls
Strongly agree	28.8	31.0	29.3	28.1	28.0	29.8
Agree	58.2	56.0	56.5	57.4	54.3	53.8
Disagree	9.3	10.0	9.8	11.4	12.2	12.3
Strongly disagree	1.9	1.4	2.6	1.1	3.4	2.2
Missing (no data supplied)	1.8	1.7	1.7	1.9	2.0	1.9
<i>n</i> (sample size)	2,262	2,260	2,245	2,097	760	756

Table 174: How much do you agree or disagree with the following: In my family, manners are important at the dinner table. By age group and social class (%)

	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Strongly agree	39.4	39.9	36.8	31.9	30.1	28.2	25.0	22.2	27.1
Agree	48.8	49.9	52.7	56.4	56.3	54.4	60.8	61.0	55.4
Disagree	7.5	5.9	6.5	8.9	10.0	13.0	11.3	13.7	13.9
Strongly disagree	1.5	1.5	2.0	1.3	1.7	2.9	2.1	2.3	2.7
Missing (no data supplied)	2.8	2.8	2.0	1.5	1.9	1.5	0.9	0.8	0.9
<i>n</i> (sample size)	533	597	201	2,113	2,196	724	1,779	1,460	554

Table 175: How much do you agree or disagree with the following: In my family, manners are important at the dinner table. By age group and social class for boys (%)

BOYS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Strongly agree	37.6	43.8	39.8	30.9	30.5	27.9	24.0	22.4	24.0
Agree	51.7	48.8	49.0	56.8	55.9	54.8	61.9	60.4	56.2
Disagree	6.8	1.8	6.1	9.0	9.6	11.8	10.4	13.1	15.5
Strongly disagree	1.5	1.4	3.1	1.3	2.5	3.6	2.7	3.2	2.8
Missing (no data supplied)	2.3	4.2	2.0	2.0	1.5	1.9	1.1	0.9	1.4
<i>n</i> (sample size)	263	283	98	1,056	1,136	365	897	773	283

Table 176: How much do you agree or disagree with the following: In my family, manners are important at the dinner table. By age group and social class for girls (%)

GIRLS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Strongly agree	41.1	36.3	34.0	32.9	29.6	28.5	26.1	21.8	30.3
Agree	45.9	51.0	56.3	55.9	56.9	53.9	59.5	61.9	54.6
Disagree	8.1	9.6	6.8	8.8	10.4	14.2	12.3	14.4	12.2
Strongly disagree	1.5	1.6	1.0	1.3	0.9	2.2	1.5	1.3	2.6
Missing (no data supplied)	3.3	1.6	1.9	1.0	2.2	1.1	0.7	0.6	0.4
<i>n</i> (sample size)	270	314	103	1,053	1,053	358	879	682	271

We don't have to eat all meals at the kitchen or dining room table

Table 177: How much do you agree or disagree with the following: In my family, we don't have to eat all meals at the kitchen or dining room table. By gender (%)

	Boys	Girls
Strongly agree	11.7	10.0
Agree	41.8	41.1
Disagree	28.7	30.2
Strongly disagree	14.3	15.5
Missing (no data supplied)	3.4	3.3
<i>n</i> (sample size)	6,487	6,069

Table 178: How much do you agree or disagree with the following: In my family, we don't have to eat all meals at the kitchen or dining room table. By age group (%)

	10-11	12-14	15-17
Strongly agree	9.7	10.4	12.0
Agree	36.7	40.1	45.8
Disagree	30.8	31.3	27.3
Strongly disagree	18.0	15.5	13.4
Missing (no data supplied)	4.7	2.7	1.4
<i>n</i> (sample size)	1,613	6,088	4,499

Table 179: How much do you agree or disagree with the following: In my family, we don't have to eat all meals at the kitchen or dining room table. By social class (%)

	SC1-2	SC3-4	SC5-6
Strongly agree	8.9	10.8	14.2
Agree	40.3	42.4	43.9
Disagree	32.6	29.6	27.4
Strongly disagree	16.1	15.0	12.3
Missing (no data supplied)	2.0	2.2	2.2
<i>n</i> (sample size)	4,537	4,363	1,520

Table 180: How much do you agree or disagree with the following: In my family, we don't have to eat all meals at the kitchen or dining room table. By gender and age group (%)

	10-11		12-14		15-17	
	Boys	Girls	Boys	Girls	Boys	Girls
Strongly agree	10.8	8.7	11.2	9.5	12.8	11.2
Agree	39.3	34.2	40.0	40.2	45.8	45.8
Disagree	29.0	32.6	31.0	31.6	26.5	28.2
Strongly disagree	16.8	19.3	14.8	16.4	13.1	13.7
Missing (no data supplied)	4.1	5.3	3.0	2.3	1.7	1.0
<i>n</i> (sample size)	797	814	3,132	2,932	2,366	2,118

Table 181: How much do you agree or disagree with the following: In my family, we don't have to eat all meals at the kitchen or dining room table. By gender and social class (%)

	SC1-2		SC3-4		SC5-6	
	Boys	Girls	Boys	Girls	Boys	Girls
Strongly agree	9.9	7.9	11.5	9.9	14.9	13.6
Agree	41.7	39.0	42.9	41.8	44.3	43.5
Disagree	31.6	33.7	29.0	30.2	26.8	27.6
Strongly disagree	15.0	17.3	14.6	15.7	12.1	12.6
Missing (no data supplied)	1.9	2.1	2.0	2.3	1.8	2.6
<i>n</i> (sample size)	2,262	2,260	2,245	2,097	760	756

Table 182: How much do you agree or disagree with the following: In my family, we don't have to eat all meals at the kitchen or dining room table. By age group and social class (%)

	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Strongly agree	8.6	9.4	10.4	7.6	10.7	13.8	10.6	11.4	15.9
Agree	34.1	38.0	43.3	38.7	40.6	43.2	44.1	47.0	45.7
Disagree	35.5	30.5	30.8	34.0	31.5	28.7	30.6	26.8	24.7
Strongly disagree	18.4	18.8	11.9	18.1	15.1	12.2	13.5	14.0	13.2
Missing (no data supplied)	3.4	3.4	3.5	1.6	2.1	2.1	1.1	0.9	0.5
<i>n</i> (sample size)	533	597	201	2,113	2,196	724	1,779	1,460	554

Table 183: How much do you agree or disagree with the following: In my family, we don't have to eat all meals at the kitchen or dining room table. By age group and social class for boys (%)

BOYS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Strongly agree	9.1	9.5	13.3	8.2	11.9	14.8	12.2	11.8	15.2
Agree	37.6	42.8	40.8	40.7	39.2	43.8	43.6	48.4	46.3
Disagree	36.9	26.5	32.7	32.2	32.5	27.9	29.7	25.4	24.0
Strongly disagree	14.4	18.4	11.2	17.0	14.6	11.2	13.0	13.5	13.8
Missing (no data supplied)	1.9	2.8	2.0	1.8	1.8	2.2	1.6	1.0	0.7
<i>n</i> (sample size)	263	283	98	1,056	1,136	365	897	773	283

Table 184: How much do you agree or disagree with the following: In my family, we don't have to eat all meals at the kitchen or dining room table. By age group and social class for girls (%)

GIRLS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Strongly agree	8.1	9.2	7.8	6.8	9.5	12.8	9.1	10.9	16.6
Agree	30.7	33.8	45.6	36.8	42.1	42.7	44.6	45.6	45.0
Disagree	34.1	34.1	29.1	35.7	30.5	29.3	31.6	28.2	25.5
Strongly disagree	22.2	19.1	12.6	19.3	15.7	13.1	14.0	14.7	12.5
Missing (no data supplied)	4.8	3.8	4.9	1.4	2.3	2.0	0.7	0.7	0.4
<i>n</i> (sample size)	270	314	103	1,053	1,053	358	879	682	271

Going to school or to bed hungry because there is not enough food at home

Table 185: How often do you go to school or to bed hungry because there is not enough food at home? By gender (%)

	Boys	Girls
Always	1.4	1.1
Often	2.5	2.2
Sometimes	18.2	15.7
Never	76.0	79.3
Missing (no data supplied)	1.9	1.8
<i>n</i> (sample size)	6,487	6,069

Table 186: How often do you go to school or to bed hungry because there is not enough food at home? By age group (%)

	10-11	12-14	15-17
Always	1.2	1.0	1.5
Often	2.2	2.3	2.5
Sometimes	22.6	17.2	15.0
Never	71.0	78.1	80.1
Missing (no data supplied)	2.9	1.4	1.0
<i>n</i> (sample size)	1,613	6,088	4,499

Table 187: How often do you go to school or to bed hungry because there is not enough food at home? By social class (%)

	SC1-2	SC3-4	SC5-6
Always	1.0	.8	1.4
Often	1.8	2.6	2.7
Sometimes	16.3	16.6	18.1
Never	79.8	78.9	76.6
Missing (no data supplied)	1.2	1.1	1.3
<i>n</i> (sample size)	4,537	4,363	1,520

Table 188: How often do you go to school or to bed hungry because there is not enough food at home? By gender and age group (%)

	10-11		12-14		15-17	
	Boys	Girls	Boys	Girls	Boys	Girls
Always	1.1	1.2	1.0	0.9	1.8	1.1
Often	2.6	1.8	2.2	2.3	2.5	2.4
Sometimes	24.0	21.4	18.9	15.4	15.8	14.1
Never	69.4	72.6	76.3	80.2	78.8	81.6
Missing (no data supplied)	2.9	2.9	1.6	1.2	1.1	0.8
<i>n</i> (sample size)	797	814	3,132	2,932	2,366	2,118

Table 189: How often do you go to school or to bed hungry because there is not enough food at home? By gender and social class (%)

	SC1-2		SC3-4		SC5-6	
	Boys	Girls	Boys	Girls	Boys	Girls
Always	1.2	0.8	0.5	1.0	1.6	1.2
Often	1.9	1.6	2.2	3.0	3.0	2.4
Sometimes	17.3	15.2	18.3	14.8	19.1	17.2
Never	78.4	81.2	78.0	80.1	74.7	78.3
Missing (no data supplied)	1.1	1.2	1.0	1.1	1.6	0.9
<i>n</i> (sample size)	2,262	2,260	2,245	2,097	760	756

Table 190: How often do you go to school or to bed hungry because there is not enough food at home? By age group and social class (%)

	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Always	1.1	0.5	1.0	0.6	0.8	1.5	1.3	1.0	1.4
Often	2.6	1.8	2.0	1.5	2.5	2.6	1.9	2.9	3.2
Sometimes	24.4	21.3	19.4	16.8	17.0	17.5	13.4	14.3	19.0
Never	68.9	74.9	74.6	80.3	78.6	77.5	82.7	81.2	75.8
Missing (no data supplied)	3.0	1.5	3.0	0.8	1.1	0.8	0.7	0.6	0.5
<i>n</i> (sample size)	533	597	201	2,113	2,196	724	1,779	1,460	554

Table 191: How often do you go to school or to bed hungry because there is not enough food at home? By age group and social class for boys (%)

BOYS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Always	0.8	0.4	2.0	0.8	0.4	1.4	1.7	0.8	1.8
Often	3.4	1.8	2.0	1.5	1.9	2.7	2.1	2.3	3.9
Sometimes	23.2	24.0	21.4	18.0	19.4	19.2	14.9	15.1	18.4
Never	70.0	72.4	70.4	78.9	77.3	75.3	80.5	81.0	75.6
Missing (no data supplied)	2.7	1.4	4.1	0.9	1.1	1.4	0.8	0.8	0.4
<i>n</i> (sample size)	263	283	98	1,056	1,136	365	897	773	283

Table 192: How often do you go to school or to bed hungry because there is not enough food at home? By age group and social class for girls (%)

GIRLS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Always	1.5	0.6	–	0.4	1.0	1.7	1.0	1.2	1.1
Often	1.9	1.9	1.9	1.5	3.0	2.5	1.7	3.5	2.6
Sometimes	25.6	18.8	17.5	15.7	14.5	15.9	11.7	13.5	19.6
Never	67.8	77.1	78.6	81.7	80.2	79.6	85.0	81.4	76.0
Missing (no data supplied)	3.3	1.6	1.9	0.8	1.2	0.3	0.6	0.4	0.7
<i>n</i> (sample size)	270	314	103	1,053	1,053	358	879	682	271

Being on a diet or doing something else to lose weight

Table 193: At present, are you on a diet or doing something else to lose weight? By gender (%)

	Boys	Girls
No, my weight is fine	65.7	55.4
No, but I should lose some weight	15.1	21.8
No, because I need to put on weight	7.6	4.2
Yes	9.6	16.5
Missing (no data supplied)	2.0	2.2
<i>n</i> (sample size)	6,487	6,069

Table 194: At present, are you on a diet or doing something else to lose weight? By age group (%)

	10-11	12-14	15-17
No, my weight is fine	68.9	61.8	56.8
No, but I should lose some weight	13.8	18.3	20.4
No, because I need to put on weight	4.3	5.7	6.6
Yes	9.5	12.2	15.1
Missing (no data supplied)	3.6	1.9	1.1
<i>n</i> (sample size)	1,613	6,088	4,499

Table 195: At present, are you on a diet or doing something else to lose weight? By social class (%)

	SC1-2	SC3-4	SC5-6
No, my weight is fine	62.9	60.2	59.8
No, but I should lose some weight	17.7	19.0	19.4
No, because I need to put on weight	5.6	5.7	6.1
Yes	12.6	13.8	12.8
Missing (no data supplied)	1.2	1.3	1.8
<i>n</i> (sample size)	4,537	4,363	1,520

Table 196: At present, are you on a diet or doing something else to lose weight? By gender and age group (%)

	10-11		12-14		15-17	
	Boys	Girls	Boys	Girls	Boys	Girls
No, my weight is fine	70.4	67.4	65.9	57.7	65.0	47.7
No, but I should lose some weight	12.7	14.7	15.8	20.9	15.0	26.4
No, because I need to put on weight	4.5	4.1	7.0	4.5	9.3	3.7
Yes	9.2	9.8	9.7	14.9	9.4	21.4
Missing (no data supplied)	3.3	3.9	1.6	2.0	1.3	0.8
<i>n</i> (sample size)	797	814	3,132	2,932	2,366	2,118

Table 197: At present, are you on a diet or doing something else to lose weight? By gender and social class (%)

	SC1-2		SC3-4		SC5-6	
	Boys	Girls	Boys	Girls	Boys	Girls
No, my weight is fine	68.1	57.7	65.5	54.7	66.7	53.0
No, but I should lose some weight	14.3	21.2	15.1	23.1	16.8	22.1
No, because I need to put on weight	7.5	3.7	7.7	3.6	7.4	4.9
Yes	9.0	16.2	10.7	17.2	7.5	18.0
Missing (no data supplied)	1.1	1.2	1.1	1.5	1.6	2.0
<i>n</i> (sample size)	2,262	2,260	2,245	2,097	760	756

Table 198: At present, are you on a diet or doing something else to lose weight? By age group and social class (%)

	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
No, my weight is fine	70.5	68.7	75.6	65.3	61.3	58.6	58.3	55.2	55.6
No, but I should lose some weight	11.6	15.1	13.4	17.8	18.4	19.5	19.6	21.8	21.8
No, because I need to put on weight	4.5	3.5	4.0	5.1	5.5	7.2	6.3	6.6	6.0
Yes	9.4	10.7	5.5	11.1	13.3	12.8	15.2	15.9	14.8
Missing (no data supplied)	3.9	2.0	1.5	0.8	1.5	1.9	0.6	0.5	1.8
<i>n</i> (sample size)	533	597	2,01	2,113	2,196	724	1,779	1,460	554

Table 199: At present, are you on a diet or doing something else to lose weight? By age group and social class for boys (%)

BOYS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
No, my weight is fine	73.8	69.3	78.6	68.4	65.6	66.0	66.8	64.7	64.0
No, but I should lose some weight	11.0	14.5	10.2	15.8	15.1	16.7	13.5	15.4	18.7
No, because I need to put on weight	4.2	4.2	3.1	6.5	6.8	7.7	9.6	9.3	8.8
Yes	7.6	10.6	5.1	9.0	11.2	8.5	9.0	10.2	6.7
Missing (no data supplied)	3.4	1.4	3.1	0.3	1.4	1.1	1.1	0.4	1.8
<i>n</i> (sample size)	263	283	98	1,056	1,136	365	897	773	283

Table 200: At present, are you on a diet or doing something else to lose weight? By age group and social class for girls (%)

GIRLS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
No, my weight is fine	67.4	68.2	72.8	62.2	56.7	51.1	49.7	44.4	46.9
No, but I should lose some weight	12.2	15.6	16.5	19.8	21.9	22.3	25.8	29.0	25.1
No, because I need to put on weight	4.8	2.9	4.9	3.7	4.0	6.7	3.0	3.5	3.0
Yes	11.1	10.8	5.8	13.1	15.7	17.3	21.4	22.4	23.2
Missing (no data supplied)	4.4	2.5	-	1.2	1.7	2.5	0.1	0.6	1.8
<i>n</i> (sample size)	270	314	103	1,053	1,053	358	879	682	271

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APPENDIX 2

PHYSICAL ACTIVITY AND BEHAVIOURS

A SPECIAL ANALYSIS OF THE HBSC SURVEY
AS PART OF THE IMPLEMENTATION OF THE
NATIONAL STRATEGY FOR RESEARCH AND
DATA ON CHILDREN'S LIVES, 2011-2016

This report was compiled by
Lindsay Sullivan and **Saoirse Nic Gabhainn**,
HBSC Ireland, Health Promotion Research Centre,
National University of Ireland, Galway

APRIL 2013
DEPARTMENT OF CHILDREN AND YOUTH AFFAIRS

INTRODUCTION

The Health Behaviour in School-aged Children (HBSC) Survey is a cross-national research study conducted in collaboration with the WHO Regional Office for Europe and runs on a 4-year cycle. In 2010, Ireland participated for the fourth time in the HBSC Survey. The overall aims of the study are to gain new insight into, and increase our understanding of, young people's health and well-being, health behaviours and their social context. HBSC collects data on key indicators of health, health attitudes and health behaviours, as well as the context of health for young people. The study is a school-based survey, with information collected from students through self-completion questionnaires in classrooms. HBSC Ireland is funded by the Department of Health. Further information on the international HBSC study can be found at www.hbsc.org.

The most recent HBSC Ireland (2010) dataset comprises 16,060 school children from 3rd Class in primary school to 5th Year in post-primary school. In total, 256 schools across Ireland participated in the survey. The methods employed comply with the international HBSC protocol and are detailed in the national report from the 2010 survey (see www.nuigalway.ie/hbsc/documents/nat_rep_hbsc_2010.pdf).

FOCUS OF THIS REPORT

This short report provides a brief analysis of the 2010 HBSC Survey data on physical activity, active travel and exercise among school children aged 10-17 years in Ireland. The questions analysed for school children are presented by age, gender and social class for the following indicators:

- Number of days physically active for a total of at least 60 minutes per day (see Tables 1-8).
- Length of time to travel to school from home (see Tables 9-16).
- Mode of travel from home to school (see Tables 17-24).
- Mode of travel from school to home (see Tables 25-32).
- Outside of school hours - frequency of exercise in free time (see Tables 33-40).
- Outside of school hours - hours per week exercise in free time (see Tables 41-48).

FINDINGS

Number of days physically active for a total of at least 60 minutes per day

Table 1: Over the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day? By gender (%)

	Boys	Girls
0 days	2.7	4.0
1 day	3.4	7.2
2 days	6.5	12.0
3 days	11.2	16.9
4 days	15.2	17.1
5 days	15.0	13.6
6 days	12.6	8.6
7 days	30.0	16.9
Missing (no data supplied)	3.3	3.8
<i>n</i> (sample size)	6,487	6,069

Table 2: Over the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day? By age group (%)

	10-11	12-14	15-17
0 days	1.5	2.1	5.5
1 day	2.9	3.7	8.1
2 days	4.5	7.5	13.2
3 days	9.9	13.0	17.0
4 days	12.8	16.9	16.7
5 days	14.6	15.9	12.7
6 days	15.1	11.6	8.1
7 days	35.0	26.4	17.0
Missing (no data supplied)	3.7	2.9	1.8
<i>n</i> (sample size)	1,613	6,088	4,499

Table 3: Over the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day? By social class (%)

	SC1-2	SC3-4	SC5-6
0 days	2.7	3.3	3.9
1 day	5.2	5.2	5.2
2 days	9.3	9.0	10.1
3 days	14.3	13.5	15.1
4 days	16.6	17.1	16.1
5 days	15.5	14.7	12.6
6 days	12.2	10.6	10.0
7 days	21.9	24.2	23.5
Missing (no data supplied)	2.2	2.4	3.4
<i>n</i> (sample size)	4,537	4,363	1,520

Table 4: Over the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day? By gender and age group (%)

	10-11		12-14		15-17	
	Boys	Girls	Boys	Girls	Boys	Girls
0 days	1.1	1.8	1.6	2.5	4.3	6.9
1 day	3.0	2.8	2.7	4.8	4.5	12.2
2 days	4.1	4.9	5.3	10.0	8.8	17.9
3 days	7.7	12.0	9.5	16.7	14.8	19.4
4 days	11.5	14.0	15.5	18.5	16.5	17.0
5 days	12.3	16.8	15.8	15.9	15.3	9.8
6 days	16.2	14.0	13.6	9.5	10.4	5.5
7 days	40.4	29.7	32.8	19.6	24.0	9.1
Missing (no data supplied)	3.6	3.8	3.1	2.5	1.4	2.2
<i>n</i> (sample size)	797	814	3,132	2,932	2,366	2,118

Table 5: Over the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day? By gender and social class (%)

	SC1-2		SC3-4		SC5-6	
	Boys	Girls	Boys	Girls	Boys	Girls
0 days	2.0	3.4	2.7	3.9	3.3	4.6
1 day	3.1	7.4	3.8	6.7	2.5	7.9
2 days	6.9	11.8	5.8	12.4	8.6	11.6
3 days	11.2	17.5	10.9	16.5	12.1	18.0
4 days	15.7	17.5	16.3	18.2	15.3	17.1
5 days	16.8	14.2	15.1	14.3	13.7	11.5
6 days	14.1	10.2	12.6	8.5	13.2	6.9
7 days	28.7	15.1	30.5	17.4	28.0	18.9
Missing (no data supplied)	1.4	3.0	2.4	2.3	3.4	3.4
<i>n</i> (sample size)	2,262	2,260	2,245	2,097	760	756

Table 6: Over the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day? By age group and social class (%)

	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
0 days	1.9	0.7	1.5	1.4	1.7	3.5	4.4	6.4	5.2
1 day	2.6	3.0	1.5	3.5	3.6	3.2	8.1	8.2	9.0
2 days	5.1	4.7	5.0	7.4	7.1	9.1	12.6	13.6	13.5
3 days	8.6	10.6	10.0	12.5	13.0	14.9	18.3	15.5	17.3
4 days	14.1	13.2	10.9	17.0	17.9	18.0	16.9	18.1	16.1
5 days	13.9	15.4	15.9	18.3	15.5	12.4	13.0	13.4	11.6
6 days	16.7	15.1	15.4	13.6	11.9	9.5	9.3	6.9	9.0
7 days	34.1	34.8	35.8	24.3	26.8	26.8	16.0	16.4	15.7
Missing (no data supplied)	3.0	2.5	4.0	1.8	2.4	2.6	1.3	1.4	2.5
<i>n</i> (sample size)	533	597	201	2,113	2,196	724	1,779	1,460	554

Table 7: Over the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day? By age group and social class for boys (%)

BOYS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
0 days	1.1	0.4	2.0	1.1	1.3	2.5	3.2	5.2	4.2
1 day	2.7	3.2	1.0	2.5	2.7	0.8	3.9	5.2	5.3
2 days	4.9	3.9	6.1	5.3	4.4	7.9	8.9	8.4	10.2
3 days	4.9	9.2	8.2	8.3	9.7	12.3	16.5	13.2	13.1
4 days	13.3	11.0	10.2	16.1	16.5	15.6	16.2	18.5	17.3
5 days	12.5	12.7	14.3	18.8	15.1	12.1	15.8	16.0	15.5
6 days	18.6	14.5	17.3	15.3	14.4	12.6	11.4	9.6	12.7
7 days	39.5	42.4	35.7	31.0	33.2	33.2	23.3	23.0	19.1
Missing (no data supplied)	2.3	2.8	5.1	1.5	2.7	3.0	0.8	0.9	2.5
<i>n</i> (sample size)	263	283	98	1,056	1,136	365	897	773	283

Table 8: Over the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day? By age group and social class for girls (%)

GIRLS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
0 days	2.6	1.0	1.0	1.7	2.1	4.5	5.7	7.8	6.3
1 day	2.6	2.9	1.9	4.6	4.6	5.6	12.4	11.6	12.9
2 days	5.2	5.4	3.9	9.5	10.0	10.3	16.4	19.5	17.0
3 days	12.2	11.8	11.7	16.8	16.6	17.6	20.1	18.3	21.8
4 days	14.8	15.3	11.7	18.0	19.7	20.4	17.7	17.7	14.8
5 days	15.2	17.8	17.5	17.7	16.0	12.6	10.0	10.4	7.4
6 days	14.8	15.6	13.6	11.9	9.2	6.4	7.2	4.0	5.2
7 days	28.9	28.0	35.9	17.7	20.0	20.4	8.5	8.8	12.2
Missing (no data supplied)	3.7	2.2	2.9	2.2	1.8	2.2	1.9	1.9	2.6
<i>n</i> (sample size)	270	314	103	1,053	1,053	358	879	682	271

Length of time to travel to school from home

Table 9: How long does it usually take you to travel to school from your home? By gender (%)

	Boys	Girls
Less than 5 minutes	24.1	23.3
5 – 15 minutes	42.5	44.1
15 – 30 minutes	22.2	22.2
30 minutes – 1 hour	7.6	7.6
More than 1 hour	1.7	1.1
Missing (no data supplied)	1.9	1.7
<i>n</i> (sample size)	6,487	6,069

Table 10: How long does it usually take you to travel to school from your home? By age group (%)

	10-11	12-14	15-17
Less than 5 minutes	42.0	24.1	16.2
5 – 15 minutes	42.2	44.1	43.2
15 – 30 minutes	11.4	21.1	28.0
30 minutes – 1 hour	2.1	7.6	9.8
More than 1 hour	0.8	1.2	1.6
Missing (no data supplied)	1.5	1.9	1.1
<i>n</i> (sample size)	1,613	6,088	4,499

Table 11: How long does it usually take you to travel to school from your home? By social class (%)

	SC1-2	SC3-4	SC5-6
Less than 5 minutes	22.1	25.0	22.6
5 – 15 minutes	43.5	44.1	44.9
15 – 30 minutes	22.9	21.5	23.9
30 minutes – 1 hour	8.9	7.3	6.0
More than 1 hour	1.4	1.0	1.2
Missing (no data supplied)	1.1	1.1	1.3
<i>n</i> (sample size)	4,537	4,363	1,520

Table 12: How long does it usually take you to travel to school from your home? By gender and age group (%)

	10-11		12-14		15-17	
	Boys	Girls	Boys	Girls	Boys	Girls
Less than 5 minutes	42.9	41.0	25.0	23.2	16.4	16.1
5 – 15 minutes	40.0	44.2	43.1	45.3	43.2	43.2
15 – 30 minutes	11.7	11.2	21.0	21.1	27.5	28.6
30 minutes – 1 hour	2.9	1.4	7.3	7.9	9.8	9.7
More than 1 hour	1.0	0.6	1.3	1.1	2.1	1.1
Missing (no data supplied)	1.5	1.6	2.2	1.4	0.9	1.3
<i>n</i> (sample size)	797	814	3,132	2,932	2,366	2,118

Table 13: How long does it usually take you to travel to school from your home? By gender and social class(%)

	SC1-2		SC3-4		SC5-6	
	Boys	Girls	Boys	Girls	Boys	Girls
Less than 5 minutes	22.2	21.9	25.4	24.6	23.4	22.0
5 – 15 minutes	43.2	43.9	42.7	45.7	45.0	44.7
15 – 30 minutes	23.2	22.6	22.4	20.5	22.8	25.1
30 minutes – 1 hour	8.8	9.0	7.0	7.5	5.9	6.1
More than 1 hour	1.9	1.0	1.2	0.9	1.1	1.3
Missing (no data supplied)	0.6	1.6	1.3	0.9	1.8	0.8
<i>n</i> (sample size)	2,262	2,260	2,245	2,097	760	756

Table 14: How long does it usually take you to travel to school from your home? By age group and social class (%)

	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Less than 5 minutes	39.4	45.1	38.3	22.9	24.8	22.8	15.7	16.7	15.9
5 – 15 minutes	43.9	40.5	45.3	44.1	44.8	48.2	43.2	45.0	41.3
15 – 30 minutes	11.3	11.2	13.9	21.8	20.4	21.3	27.5	27.6	31.8
30 minutes – 1 hour	3.4	1.5	0.5	9.1	7.5	5.8	10.5	9.3	8.1
More than 1 hour	0.6	0.5	1.0	1.0	1.1	0.8	2.1	1.0	1.4
Missing (no data supplied)	1.5	1.2	1.0	1.1	1.5	1.1	0.9	0.4	1.4
<i>n</i> (sample size)	533	597	201	2,113	2,196	724	1,779	1,460	554

Table 15: How long does it usually take you to travel to school from your home? By age group and social class for boys (%)

BOYS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Less than 5 minutes	39.5	45.9	43.9	23.4	25.7	24.9	15.9	16.9	14.5
5 – 15 minutes	43.7	37.5	38.8	43.4	43.3	46.0	43.6	44.0	45.2
15 – 30 minutes	11.0	12.7	12.2	21.7	21.4	21.4	27.6	28.1	28.6
30 minutes – 1 hour	4.2	2.1	1.0	9.6	6.5	5.2	9.5	9.4	8.8
More than 1 hour	0.8	0.4	2.0	1.2	1.1	0.5	2.9	1.3	1.1
Missing (no data supplied)	0.8	1.4	2.0	0.8	1.9	1.9	0.4	0.3	1.8
<i>n</i> (sample size)	263	283	98	1,056	1,136	365	897	773	283

Table 16: How long does it usually take you to travel to school from your home? By age group and social class for girls (%)

GIRLS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Less than 5 minutes	39.3	44.3	33.0	22.4	23.7	20.7	15.6	16.6	17.3
5 – 15 minutes	44.1	43.3	51.5	44.7	46.6	50.6	42.9	46.0	37.3
15 – 30 minutes	11.5	9.9	15.5	21.8	19.2	20.9	27.3	27.1	35.1
30 minutes – 1 hour	2.6	1.0	–	8.7	8.5	6.4	11.6	9.1	7.4
More than 1 hour	0.4	0.6	–	0.8	1.0	1.1	1.3	0.6	1.8
Missing (no data supplied)	2.2	1.0	–	1.5	0.9	0.3	1.4	0.6	1.1
<i>n</i> (sample size)	270	314	103	1,053	1,053	358	879	682	271

Mode of travel from home to school

Table 17: On a typical day, is the MAIN part of your journey TO school made by ...? By gender (%)

	Boys	Girls
Walking	23.9	23.5
Bicycle	3.7	0.8
Bus, train, tram (Luas) or boat	26.6	27.6
Car, motorcycle or moped	42.7	45.5
Other means	0.8	0.4
Missing (no data supplied)	2.2	2.2
<i>n</i> (sample size)	6,487	6,069

Table 18: On a typical day, is the MAIN part of your journey TO school made by ...? By age group (%)

	10-11	12-14	15-17
Walking	26.0	23.7	22.6
Bicycle	4.0	2.5	1.6
Bus, train, tram (Luas) or boat	13.5	27.3	32.5
Car, motorcycle or moped	53.6	43.6	41.4
Other means	0.6	0.7	0.5
Missing (no data supplied)	2.3	2.2	1.4
<i>n</i> (sample size)	1,613	6,088	4,499

Table 19: On a typical day, is the MAIN part of your journey TO school made by ...? By social class (%)

	SC1-2	SC3-4	SC5-6
Walking	19.9	23.2	27.0
Bicycle	1.8	2.5	3.2
Bus, train, tram (Luas) or boat	28.8	26.5	27.3
Car, motorcycle or moped	47.5	45.5	40.4
Other means	0.6	0.5	0.7
Missing (no data supplied)	1.5	1.8	1.4
<i>n</i> (sample size)	4,537	4,363	1,520

**Table 20: On a typical day, is the MAIN part of your journey TO school made by ...?
By gender and age group (%)**

	10-11		12-14		15-17	
	Boys	Girls	Boys	Girls	Boys	Girls
Walking	25.1	26.9	24.0	23.4	23.0	22.2
Bicycle	5.5	2.5	4.2	0.7	2.5	0.4
Bus, train, tram (Luas) or boat	15.1	11.9	26.7	27.9	31.1	34.0
Car, motorcycle or moped	51.9	55.3	41.3	46.3	41.9	41.1
Other means	0.4	0.9	1.0	0.3	0.7	0.2
Missing (no data supplied)	2.0	2.6	2.7	1.4	0.8	2.0
<i>n</i> (sample size)	797	814	3,132	2,932	2,366	2,118

**Table 21: On a typical day, is the MAIN part of your journey TO school made by ...?
By gender and social class (%)**

	SC1-2		SC3-4		SC5-6	
	Boys	Girls	Boys	Girls	Boys	Girls
Walking	21.2	18.5	23.7	22.6	25.4	28.4
Bicycle	2.9	0.7	3.8	1.0	5.7	0.7
Bus, train, tram (Luas) or boat	27.9	29.6	26.6	26.4	25.9	28.8
Car, motorcycle or moped	46.1	49.0	43.4	47.9	40.1	40.7
Other means	0.8	0.4	0.5	0.4	1.2	0.3
Missing (no data supplied)	1.1	1.8	1.9	1.7	1.7	1.1
<i>n</i> (sample size)	2,262	2,260	2,245	2,097	760	756

**Table 22: On a typical day, is the MAIN part of your journey TO school made by ...?
By age group and social class (%)**

	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Walking	21.2	26.5	26.9	20.0	23.4	26.7	18.8	22.1	26.9
Bicycle	3.2	4.7	5.0	1.8	2.5	4.1	1.3	1.8	1.3
Bus, train, tram (Luas) or boat	14.6	12.2	14.9	29.0	26.9	26.1	33.4	32.1	34.1
Car, motorcycle or moped	58.2	54.9	51.2	47.8	44.3	40.6	44.2	42.7	36.3
Other means	0.8	0.3	0.5	0.4	0.5	1.4	0.7	0.4	-
Missing (no data supplied)	2.1	1.3	1.5	1.1	2.4	1.1	1.5	0.9	1.4
<i>n</i> (sample size)	533	597	201	2,113	2,196	724	1,779	1,460	554

**Table 23: On a typical day, is the MAIN part of your journey TO school made by ...?
By age group and social class for boys (%)**

BOYS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Walking	21.7	25.4	21.4	22.3	24.6	24.1	19.1	22.4	27.6
Bicycle	3.8	6.7	8.2	2.9	4.0	7.9	2.5	2.7	1.8
Bus, train, tram (Luas) or boat	15.6	14.8	18.4	28.1	26.9	23.3	31.4	31.0	32.5
Car, motorcycle or moped	57.0	51.6	48.0	44.6	40.8	40.8	45.3	43.2	36.7
Other means	0.4	-	1.0	0.7	0.6	2.2	1.0	0.5	-
Missing (no data supplied)	1.5	1.4	3.1	1.3	3.1	1.6	0.8	0.1	1.4
<i>n</i> (sample size)	263	283	98	1,056	1,136	365	897	773	283

**Table 24: On a typical day, is the MAIN part of your journey TO school made by ...?
By age group and social class for girls (%)**

GIRLS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Walking	20.7	27.4	32.0	17.7	22.0	29.1	18.7	21.7	26.2
Bicycle	2.6	2.9	1.9	0.6	0.9	0.3	0.2	0.6	0.7
Bus, train, tram (Luas) or boat	13.7	9.9	11.7	29.7	26.9	29.1	35.3	33.1	35.8
Car, motorcycle or moped	59.3	58.0	54.4	51.0	48.2	40.5	43.2	42.5	35.8
Other means	1.1	0.6	-	0.2	0.4	0.6	0.3	0.3	-
Missing (no data supplied)	2.6	1.3	-	0.9	1.6	0.6	2.3	1.8	1.5
<i>n</i> (sample size)	270	314	103	1,053	1,053	358	879	682	271

Mode of travel from school to home

**Table 25: On a typical day, is the MAIN part of your journey FROM school made by ...?
By gender (%)**

	Boys	Girls
Walking	29.5	30.2
Bicycle	3.8	0.7
Bus, train, tram (Luas) or boat	28.8	29.2
Car, motorcycle or moped	34.8	37.5
Other means	0.7	0.4
Missing (no data supplied)	2.4	2.1
<i>n</i> (sample size)	6,487	6,069

**Table 26: On a typical day, is the MAIN part of your journey FROM school made by ...?
By age group (%)**

	10-11	12-14	15-17
Walking	31.7	29.8	28.7
Bicycle	3.5	2.6	1.5
Bus, train, tram (Luas) or boat	14.8	29.5	34.1
Car, motorcycle or moped	46.8	35.3	33.7
Other means	0.6	0.5	0.4
Missing (no data supplied)	2.6	2.2	1.6
<i>n</i> (sample size)	1,613	6,088	4,499

**Table 27: On a typical day, is the MAIN part of your journey FROM school made by ...?
By social class (%)**

	SC1-2	SC3-4	SC5-6
Walking	25.3	30.6	32.8
Bicycle	2.0	2.4	3.0
Bus, train, tram (Luas) or boat	31.1	28.8	28.3
Car, motorcycle or moped	39.6	36.2	34.0
Other means	0.5	0.4	0.5
Missing (no data supplied)	1.5	1.7	1.4
<i>n</i> (sample size)	4,537	4,363	1,520

**Table 28: On a typical day, is the MAIN part of your journey FROM school made by ...?
By gender and age group (%)**

	10-11		12-14		15-17	
	Boys	Girls	Boys	Girls	Boys	Girls
Walking	30.0	33.4	29.9	29.9	28.6	28.8
Bicycle	5.3	1.8	4.4	0.7	2.6	0.2
Bus, train, tram (Luas) or boat	16.2	13.4	28.8	30.3	33.4	34.8
Car, motorcycle or moped	45.5	48.0	33.4	37.5	33.6	33.9
Other means	0.4	0.7	0.7	0.3	0.6	0.2
Missing (no data supplied)	2.6	2.6	2.9	1.3	1.1	2.1
<i>n</i> (sample size)	797	814	3,132	2,932	2,366	2,118

**Table 29: On a typical day, is the MAIN part of your journey FROM school made by ...?
By gender and social class (%)**

	SC1-2		SC3-4		SC5-6	
	Boys	Girls	Boys	Girls	Boys	Girls
Walking	25.9	24.6	31.0	30.2	30.5	34.7
Bicycle	3.2	0.8	3.8	0.8	5.7	0.3
Bus, train, tram (Luas) or boat	31.7	30.6	28.6	29.1	26.6	30.2
Car, motorcycle or moped	37.4	42.0	34.5	37.9	34.7	33.5
Other means	0.8	0.3	0.4	0.3	0.7	0.4
Missing (no data supplied)	1.2	1.7	1.7	1.6	1.8	1.1
<i>n</i> (sample size)	2,262	2,260	2,245	2,097	760	756

**Table 30: On a typical day, is the MAIN part of your journey FROM school made by ...?
By age group and social class (%)**

	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Walking	26.1	33.8	27.9	25.9	30.3	32.9	23.8	29.9	33.6
Bicycle	3.4	4.2	3.5	2.1	2.4	4.3	1.3	1.8	0.9
Bus, train, tram (Luas) or boat	15.9	13.7	17.4	32.0	29.3	26.8	35.1	34.6	34.8
Car, motorcycle or moped	52.0	46.4	49.3	38.4	35.4	34.1	37.7	32.5	28.9
Other means	0.6	0.3	0.5	0.3	0.5	0.8	0.7	0.2	0.2
Missing (no data supplied)	2.1	1.5	1.5	1.2	2.1	1.1	1.4	1.0	1.6
<i>n</i> (sample size)	533	597	201	2,113	2,196	724	1,779	1,460	554

**Table 31: On a typical day, is the MAIN part of your journey FROM school made by ...?
By age group and social class for boys (%)**

BOYS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Walking	25.9	33.2	20.4	27.1	31.6	31.0	23.9	29.8	33.2
Bicycle	4.2	6.4	7.1	3.4	3.9	7.9	2.6	2.8	1.8
Bus, train, tram (Luas) or boat	17.9	15.2	21.4	32.3	28.5	24.1	34.8	34.2	32.2
Car, motorcycle or moped	49.8	44.2	46.9	35.1	33.1	34.0	37.2	32.3	31.4
Other means	0.4	–	1.0	0.5	0.4	1.1	1.0	0.4	–
Missing (no data supplied)	1.9	1.1	3.1	1.6	2.5	1.9	0.6	0.5	1.4
<i>n</i> (sample size)	263	283	98	1,056	1,136	365	897	773	283

Table 32: On a typical day, is the MAIN part of your journey FROM school made by ...? By age group and social class for girls (%)

GIRLS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Walking	26.3	34.4	35.0	24.7	29.1	34.6	23.9	29.9	33.9
Bicycle	2.6	2.2	-	0.9	0.7	0.6	0.1	0.4	-
Bus, train, tram (Luas) or boat	14.1	12.4	13.6	31.7	30.2	29.6	35.3	35.0	37.6
Car, motorcycle or moped	54.1	48.4	51.5	41.8	38.0	34.4	38.1	33.0	26.2
Other means	0.7	0.6	-	0.2	0.5	0.6	0.3	-	0.4
Missing (no data supplied)	2.2	1.9	-	0.8	1.6	0.3	2.3	1.6	1.8
<i>n</i> (sample size)	270	314	103	1,053	1,053	358	879	682	271

Outside of school hours - frequency of exercise in free time

Table 33: Outside school hours: How often do you usually exercise in your free time so much that you get out of breath or sweat? By gender (%)

	Boys	Girls
Every day	29.7	18.2
4 – 6 times a week	24.0	19.0
2 – 3 times a week	21.7	27.6
Once a week	8.2	15.6
Once a month	1.4	2.9
Less than once a month	1.9	4.2
Never	2.4	4.4
Missing (no data supplied)	10.8	8.2
<i>n</i> (sample size)	6,487	6,069

Table 34: Outside school hours: How often do you usually exercise in your free time so much that you get out of breath or sweat? By age group (%)

	10-11	12-14	15-17
Every day	33.7	25.5	19.1
4 – 6 times a week	24.0	23.0	19.0
2 – 3 times a week	21.6	24.2	26.5
Once a week	8.4	10.0	15.5
Once a month	.9	1.8	3.0
Less than once a month	1.9	2.3	4.2
Never	3.0	2.4	4.7
Missing (no data supplied)	6.5	10.8	8.0
<i>n</i> (sample size)	1,613	6,088	4,499

Table 35: Outside school hours: How often do you usually exercise in your free time so much that you get out of breath or sweat? By social class (%)

	SC1-2	SC3-4	SC5-6
Every day	23.6	24.9	24.9
4 – 6 times a week	24.8	22.7	20.6
2 – 3 times a week	26.6	26.2	23.9
Once a week	12.4	11.9	13.7
Once a month	2.0	1.9	2.4
Less than once a month	2.7	3.1	3.6
Never	2.1	3.6	4.2
Missing (no data supplied)	5.8	5.6	6.6
<i>n</i> (sample size)	4,537	4,363	1,520

Table 36: Outside school hours: How often do you usually exercise in your free time so much that you get out of breath or sweat? By gender and age group (%)

	10-11		12-14		15-17	
	Boys	Girls	Boys	Girls	Boys	Girls
Every day	36.5	30.8	31.9	18.6	24.5	13.1
4 – 6 times a week	24.2	23.8	24.8	21.0	23.2	14.4
2 – 3 times a week	19.9	23.2	21.2	27.6	23.5	29.7
Once a week	6.6	10.1	6.4	13.8	11.0	20.7
Once a month	0.9	1.0	1.2	2.5	1.7	4.3
Less than once a month	1.6	2.1	1.5	3.3	2.5	6.2
Never	2.6	3.4	1.6	3.2	3.2	6.4
Missing (no data supplied)	7.5	5.5	11.4	10.0	10.3	5.2
<i>n</i> (sample size)	797	814	3,132	2,932	2,366	2,118

Table 37: Outside school hours: How often do you usually exercise in your free time so much that you get out of breath or sweat? By gender and social class (%)

	SC1-2		SC3-4		SC5-6	
	Boys	Girls	Boys	Girls	Boys	Girls
Every day	30.6	16.5	30.6	18.7	30.5	19.3
4 – 6 times a week	27.1	22.4	25.7	19.4	24.3	16.8
2 – 3 times a week	23.1	30.1	23.7	29.1	22.1	25.7
Once a week	8.2	16.5	8.6	15.5	9.6	17.9
Once a month	1.1	3.0	1.2	2.8	1.6	3.3
Less than once a month	1.9	3.6	1.8	4.5	1.7	5.6
Never	1.6	2.6	2.4	5.0	2.5	6.0
Missing (no data supplied)	6.3	5.3	6.1	4.9	7.6	5.6
<i>n</i> (sample size)	2,262	2,260	2,245	2,097	760	756

Table 38: Outside school hours: How often do you usually exercise in your free time so much that you get out of breath or sweat? By age group and social class (%)

	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Every day	34.5	33.7	35.3	25.0	26.5	25.8	18.7	19.0	21.1
4 – 6 times a week	25.3	24.5	26.4	27.0	25.0	19.5	22.1	18.8	18.6
2 – 3 times a week	23.8	22.9	18.9	25.9	25.3	26.8	28.3	28.8	22.7
Once a week	8.6	9.4	7.5	9.5	10.8	13.3	17.0	14.7	16.8
Once a month	0.9	0.7	1.5	1.8	1.5	2.1	2.7	3.4	3.1
Less than once a month	1.5	2.2	0.5	2.3	2.2	3.3	3.5	4.9	4.9
Never	1.9	2.2	4.0	1.4	2.2	2.9	3.0	6.0	6.0
Missing (no data supplied)	3.4	4.5	6.0	7.1	6.6	6.4	4.6	4.4	6.9
<i>n</i> (sample size)	533	597	201	2,113	2,196	724	1,779	1,460	554

Table 39: Outside school hours: How often do you usually exercise in your free time so much that you get out of breath or sweat? By age group and social class for boys (%)

BOYS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Every day	36.9	37.5	34.7	33.9	32.9	33.2	24.7	24.8	26.9
4 – 6 times a week	24.7	25.8	27.6	27.9	27.7	21.6	27.0	23.3	25.4
2 – 3 times a week	24.0	19.1	20.4	22.3	21.6	24.9	24.2	27.9	19.8
Once a week	6.5	8.1	6.1	5.1	7.4	8.8	12.4	10.5	11.3
Once a month	1.5	0.4	3.1	0.9	1.1	1.4	1.2	1.7	1.8
Less than once a month	1.9	1.8	34.7	1.6	1.2	1.6	2.2	2.6	2.5
Never	0.8	2.5	27.6	1.2	1.0	1.9	2.3	3.8	3.2
Missing (no data supplied)	3.8	4.9	8.2	7.0	7.1	6.6	5.9	5.4	9.2
<i>n</i> (sample size)	263	283	98	1,056	1,136	365	897	773	283

Table 40: Outside school hours: How often do you usually exercise in your free time so much that you get out of breath or sweat? By age group and social class for girls (%)

GIRLS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
Every day	32.2	30.3	35.9	16.1	19.4	18.4	12.6	12.5	15.1
4 – 6 times a week	25.9	23.2	25.2	25.9	22.0	17.0	17.3	13.8	11.4
2 – 3 times a week	23.7	26.4	17.5	29.6	29.4	28.8	32.3	29.9	25.8
Once a week	10.7	10.5	8.7	14.0	14.4	17.9	21.7	19.6	22.5
Once a month	0.4	1.0	2.9	2.6	1.9	2.8	4.2	5.1	4.4
Less than once a month	1.1	2.5	1.0	3.0	3.2	5.0	4.9	7.5	7.4
Never	3.0	1.9	4.9	1.5	3.6	3.9	3.8	8.5	8.9
Missing (no data supplied)	3.0	4.1	3.9	7.2	6.0	6.1	3.2	3.1	4.4
<i>n</i> (sample size)	270	314	103	1,053	1,053	358	879	682	271

Outside school hours - hours per week exercise in free time

Table 41: Outside school hours: How many hours a week do you usually exercise in your free time so much that you get out of breath or sweat? By gender (%)

	Boys	Girls
None	6.1	9.6
About half an hour a week	10.6	17.2
About 1 hour a week	21.7	25.3
About 2 – 3 hours a week	24.2	23.1
About 4 – 6 hours a week	12.8	9.6
About 7 hours or more a week	12.8	6.0
Missing (no data supplied)	11.7	9.2
<i>n</i> (sample size)	6,487	6,069

Table 42: Outside school hours: How many hours a week do you usually exercise in your free time so much that you get out of breath or sweat? By age group (%)

	10-11	12-14	15-17
None	6.6	6.2	10.1
About half an hour a week	16.6	12.9	13.9
About 1 hour a week	25.4	23.6	22.9
About 2 – 3 hours a week	23.7	23.8	24.2
About 4 – 6 hours a week	9.8	11.9	11.3
About 7 hours or more a week	10.1	10.2	8.6
Missing (no data supplied)	7.7	11.4	9.0
<i>n</i> (sample size)	1,613	6,088	4,499

Table 43: Outside school hours: How many hours a week do you usually exercise in your free time so much that you get out of breath or sweat? By social class (%)

	SC1-2	SC3-4	SC5-6
None	6.0	7.6	9.1
About half an hour a week	12.6	14.8	15.5
About 1 hour a week	25.4	24.1	23.4
About 2 – 3 hours a week	25.9	25.3	24.4
About 4 – 6 hours a week	12.8	11.7	10.9
About 7 hours or more a week	11.0	9.9	8.8
Missing (no data supplied)	6.4	6.7	7.9
<i>n</i> (sample size)	4,537	4,363	1,520

Table 44: Outside school hours: How many hours a week do you usually exercise in your free time so much that you get out of breath or sweat? By gender and age group (%)

	10-11		12-14		15-17	
	Boys	Girls	Boys	Girls	Boys	Girls
None	6.6	6.6	4.9	7.6	7.3	13.2
About half an hour a week	13.8	19.3	10.0	16.0	10.0	18.2
About 1 hour a week	24.3	26.5	22.2	25.2	20.6	25.4
About 2 – 3 hours a week	22.2	25.2	24.5	23.0	25.2	23.2
About 4 – 6 hours a week	11.3	8.4	12.9	10.8	13.6	8.8
About 7 hours or more a week	12.4	7.7	13.4	6.8	12.3	4.5
Missing (no data supplied)	9.3	6.3	12.1	10.4	11.0	6.6
<i>n</i> (sample size)	797	814	3,132	2,932	2,366	2,118

Table 45: Outside school hours: How many hours a week do you usually exercise in your free time so much that you get out of breath or sweat? By gender and social class (%)

	SC1-2		SC3-4		SC5-6	
	Boys	Girls	Boys	Girls	Boys	Girls
None	5.2	6.8	5.7	9.6	6.3	12.0
About half an hour a week	9.1	16.1	11.6	18.2	12.0	19.0
About 1 hour a week	23.3	27.5	22.6	25.7	22.2	24.5
About 2 – 3 hours a week	26.4	25.3	26.2	24.4	25.5	23.4
About 4 – 6 hours a week	13.9	11.6	13.5	9.8	13.3	8.3
About 7 hours or more a week	15.3	6.5	12.8	6.8	12.9	4.8
Missing (no data supplied)	6.7	6.1	7.5	5.7	7.8	7.9
<i>n</i> (sample size)	2,262	2,260	2,245	2,097	760	756

Table 46: Outside school hours: How many hours a week do you usually exercise in your free time so much that you get out of breath or sweat? By age group and social class (%)

	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
None	4.7	6.0	9.0	4.6	5.7	7.7	7.9	10.4	11.2
About half an hour a week	13.7	19.3	16.4	12.1	12.7	15.7	12.5	16.3	14.1
About 1 hour a week	29.6	25.3	25.4	24.4	24.9	24.9	25.4	22.7	21.3
About 2 – 3 hours a week	26.6	24.8	20.9	25.9	26.0	24.6	26.0	25.0	26.4
About 4 – 6 hours a week	10.7	9.2	8.5	13.4	12.7	10.6	12.9	11.2	12.3
About 7 hours or more a week	9.8	10.1	13.9	12.2	10.6	9.3	9.8	8.9	6.9
Missing (no data supplied)	4.9	5.4	6.0	7.3	7.4	7.2	5.5	5.4	7.9
<i>n</i> (sample size)	533	597	201	2,113	2,196	724	1,779	1,460	554

Table 47: Outside school hours: How many hours a week do you usually exercise in your free time so much that you get out of breath or sweat? By age group and social class for boys (%)

BOYS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
None	4.6	6.4	8.2	4.5	4.2	5.5	6.1	7.0	7.1
About half an hour a week	11.0	17.3	14.3	8.8	10.0	11.5	8.6	12.0	9.9
About 1 hour a week	29.3	24.0	21.4	22.5	23.2	25.5	22.7	21.6	18.7
About 2 – 3 hours a week	24.3	22.6	23.5	26.9	27.0	25.2	26.9	26.8	27.2
About 4 – 6 hours a week	12.2	9.9	10.2	14.1	13.4	11.8	14.4	14.7	16.6
About 7 hours or more a week	13.7	12.7	15.3	16.0	14.0	13.4	14.8	11.3	11.7
Missing (no data supplied)	4.9	7.1	7.1	7.1	8.2	7.1	6.5	6.6	8.8
<i>n</i> (sample size)	263	283	98	1,056	1,136	365	897	773	283

Table 48: Outside school hours: How many hours a week do you usually exercise in your free time so much that you get out of breath or sweat? By age group and social class for girls (%)

GIRLS	10-11			12-14			15-17		
	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6	SC1-2	SC3-4	SC5-6
None	4.8	5.7	9.7	4.7	7.4	10.1	9.8	14.4	15.5
About half an hour a week	16.3	21.0	18.4	15.5	15.5	20.1	16.4	21.1	18.5
About 1 hour a week	30.0	26.4	29.1	26.4	26.9	24.0	28.1	23.9	24.0
About 2 – 3 hours a week	28.9	26.8	18.4	24.9	24.9	24.0	25.0	23.0	25.5
About 4 – 6 hours a week	9.3	8.6	6.8	12.5	12.0	9.5	11.5	7.2	7.7
About 7 hours or more a week	5.9	7.6	12.6	8.5	6.9	5.0	4.8	6.3	1.8
Missing (no data supplied)	4.8	3.8	4.9	7.5	6.5	7.3	4.4	4.1	7.0
<i>n</i> (sample size)	270	314	103	1,053	1,053	358	879	682	271

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APPENDIX 3

HRB-FUNDED RESEARCH OF CONGENITAL ANOMALIES, OTHER HEALTH CONDITIONS AND MENTAL HEALTH SERVICES FOR CHILDREN IN IRELAND

This report was compiled by
The Health Research Board

APRIL 2013
DEPARTMENT OF CHILDREN AND YOUTH AFFAIRS

APPLICATIONS TO HRB FUNDING SCHEMES BETWEEN 2000 AND 2012 IN THE AREAS OF INFANT/CHILD HEALTH AND CHILD/YOUTH MENTAL HEALTH

Keywords: children, child, childhood, adolescence, mental health, paediatric, young, youth

Figure 1: Research funding awarded to successful projects in the areas of infant/child health and child/youth mental health, 2000-2012

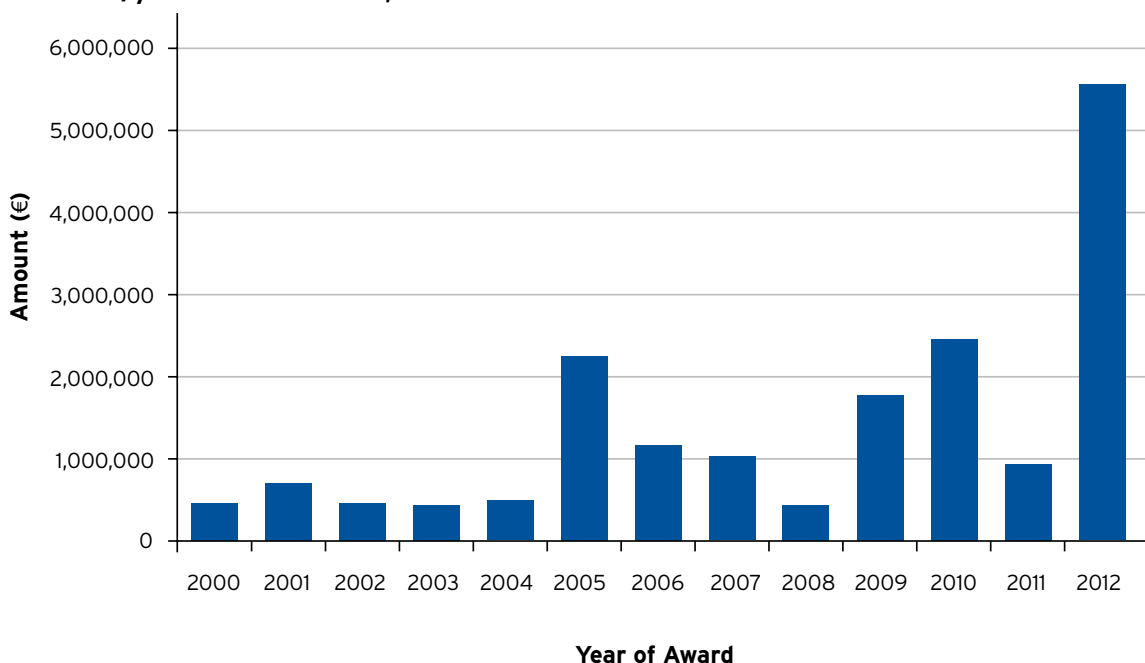


Figure 2: Number of successful awards in the areas of infant/child health and child/youth mental health, 2000-2012

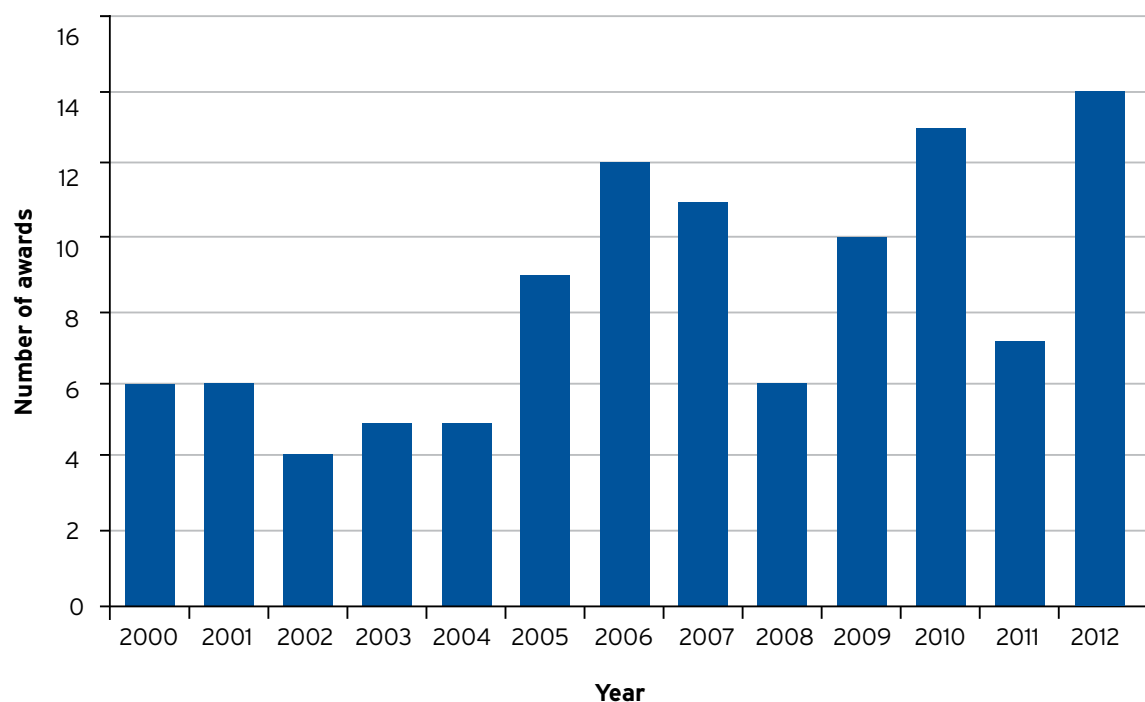
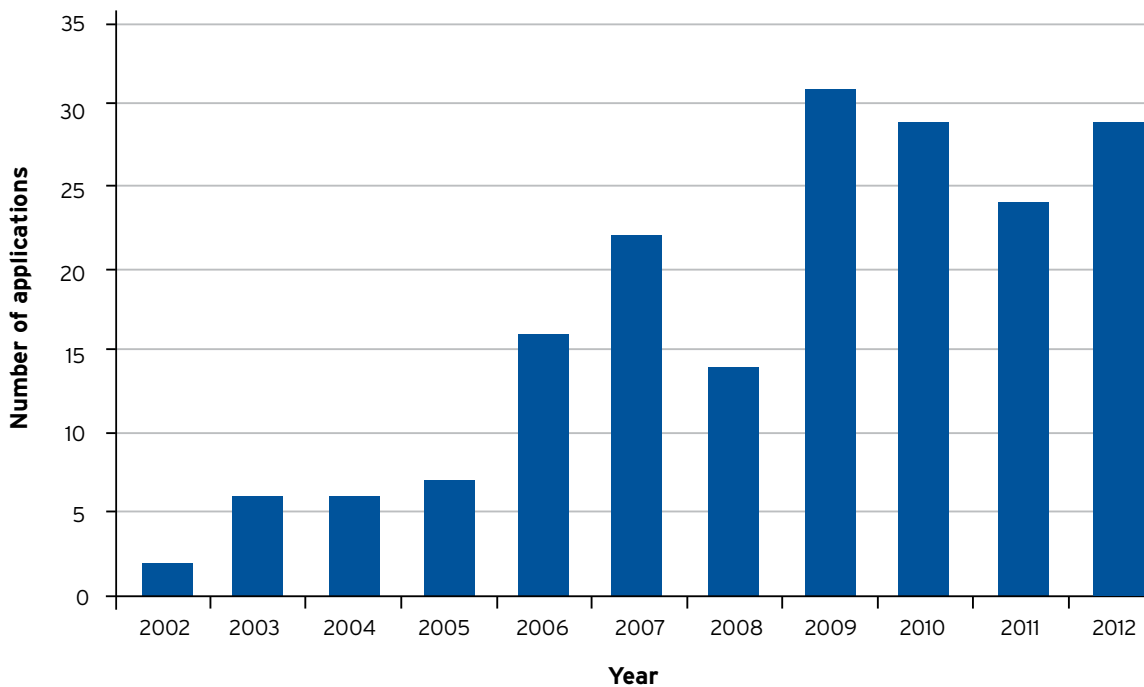


Figure 3: Number of unsuccessful awards in the areas of infant/child health and child/youth mental health, 2000-2012

SUCCESSFUL PROJECTS

Table 1 presents a list of applications to the Health Research Board (HRB) in the areas of infant/child health and child/youth mental health that were successful in obtaining funding, following rigorous peer review to assess their scientific quality, feasibility and strategic relevance. A number of unsuccessful applicants reapplied to the HRB in later funding cycles and were successful on the second occasion.

Table 1: Successful applications for HRB funding schemes during 2000-2012 in the areas of infant/child health and child/youth mental health

Year	Scheme	Grant Holder Name	Host institution	Project title
2000	Clinician Research Training Fellowship	Dr Louise Connolly	University College Dublin	Suicidal behaviour in Irish children and adolescents
2000	Health Research Award	Dr John Nolan	Haughton Institute	Early onset Type 2 diabetes: Metabolic and molecular studies to define early markers of insulin resistance and beta cell dysfunction
2000	Health Research Award	Dr Patrick Brennan	University College Dublin	Reference dose levels and the standardisation of image quality for paediatric diagnostic X-ray examinations
2000	Nursing and Midwifery Fellowship	Ms Ellen Savage	University College Cork	A study of food and eating in the management of Cystic Fibrosis: Parents' and children's perspectives
2000	Post-Doctoral Fellowship	Dr Trudee Fair	University College Dublin	Molecular cell biology of acquisition of embryo developmental competence
2000	Research Project Grants co-funded in Health Services Research	Dr Eilis Hennessy	University College Dublin	A telephone interview protocol for the Hospital Evaluation Instrument for Children
2001	Autism Genome Project	Prof. John O'Leary	Trinity College Dublin	Assessment of GI disturbance, genetic analysis and immunology of gastrointestinal dysfunction in children and adults with autism

Year	Scheme	Grant Holder Name	Host institution	Project title
2001	Health Research Award	Dr Aiden Corvin	Trinity College Dublin	A genetic association study of schizophrenia and related disorders
2001	Health Research Award	Prof. Andrew Green	University College Dublin	Expanding the phenotype of human MECP2 mutations beyond classic Rett Syndrome
2001	Health Research Award	Dr Anna Clarke	University College Dublin	Women asylum-seekers/refugees delivering in Dublin maternity hospitals and their children: Health needs, pregnancy outcomes and satisfaction
2001	Health Services Research Fellowship	Ms Celine Mullins	Trinity College Dublin	Development of a measurement of the perception of time as an adjunct to the assessment of children presenting with hyperactivity and inattention
2001	Nursing and Midwifery Fellowship	Mr Owen Barr	The University of Ulster	The coping strategies of parents who have a child with disabilities: The role of genetic information
2002	Health Research Award	Prof. Michael Gill	Trinity College Dublin	A prospective study of the clinical genetics of methylphenidate response in children with ADHD
2002	Health Research Award	Dr Michael Barry	Haughton Institute	The cost-effectiveness of three antiretroviral drug regimens for the prevention of mother-to child transmission of HIV disease
2002	Health Services Research Fellowship	Ms Rosemary O'Halpin	Royal College of Surgeons in Ireland	The effects of cochlear implantation of speech perception and production skills in children in Ireland
2002	Research Project Grants co-funded in Health Services Research	Prof. P.J. Kearney	University College Cork	Does the distance from paediatric oncology centres affect the quality of life of children on cancer chemotherapy?
2003	Cochrane Training Fellowship	Ms Majda Al Fallah	University College Dublin	Child-resistant containers for preventing childhood poisoning
2003	Equipment Grant	Dr Patrick C. Brennan	University College Dublin	Optimisation of paediatric X-ray examinations
2003	Health Research Award	Dr Tom Moore	University College Cork	Jerky Gene: Cellular and developmental function
2003	Interdisciplinary Research Project Grant	Dr Sean Connolly	University College Dublin	Developing accurate seizure detection techniques in newborn babies
2003	Nursing and Midwifery Fellowship	Ms Claire Hayes	University College Cork	Fathers' experiences of managing the care of their children with Cystic Fibrosis: An phenomenological study
2004	Health Research Award	Dr Saoirse Nic Gabhainn	National University of Ireland, Galway	Translating the Irish Health Behaviour in School-aged Children (HBSC) Survey into policy and practice
2004	Health Research Award	Prof. June Nunn	Dublin Dental School and Hospital	Promoting oral health in pre-school children with disabilities
2004	Health Services Research Fellowship	Ms Rosaleen McElvaney	Trinity College Dublin	Child sexual abuse disclosures: Inhibiting, facilitating and mediating factors
2004	Partnership Award	Dr Ella Arensman	National Suicide Research Foundation	Efficacy of a four-level community-based intervention programme for depression and suicidal behaviour: A pilot study
2004	Summer Studentship	Ms Yvonne Corrigan	Royal College of Surgeons in Ireland	Optimisation of paediatric radiological examinations
2005	Cochrane Training Fellowship	Dr Patrick Manning	St James's Hospital	Ciclesonide for chronic asthma in adults and children

Year	Scheme	Grant Holder Name	Host institution	Project title
2005	Health Information Systems	Mr Ronan Hearne	Cluain Mhuire	Mental health research system development
2005	Health Research Award	Prof. Martin Kinirons	University College Cork	Improving the efficiency of dental screening with respect to fissure sealing
2005	Health Research Award	Dr Helen Whelton	University College Cork	Dental erosion in Irish teenagers: An epidemiological and laboratory investigation
2005	Health Research Award	Prof. Cecily Kelleher	University College Dublin	Prospective follow-up of Lifeways Cross-Generation Cohort families
2005	Health Research Award	Dr Michael Gill	Trinity College Dublin	A prospective study of the clinical genetics of methylphenidate response in children with Attention Deficit Hyperactivity Disorder
2005	Health Service R&D Award	Prof. Carol Fitzpatrick	Mater Misericordiae Hospital	Adolescent depression and suicidal behaviour - Making knowledge work for health
2005	Partnership Award	Ms Maeve Martin	University College Dublin	The epidemiology of psychiatric disorders in children and adolescents in Clonmel: An interview study following a preliminary Child Behaviour Checklist screening of a population of 3,000 youngsters
2005	Partnership Award	Ms Margaret Leahy	Trinity College Dublin	Standardisation of the diagnostic evaluation of articulation and phonology (DEAP) on Irish children, age 3;0 - 6;0 years
2006	Clinical Therapies Professional Fellowship	Ms Amanda Connell	University of Limerick	The effect of motor skills training on the developmental profile of children aged 6-8 years in rural Ireland
2006	Global Health Research Award	Dr Mairin Ryan	Haughton Institute	The cost-effectiveness of antiretroviral therapy in HIV-infected children in Zambia and Uganda
2006	Global Health Research Award	Prof. Celia Holland	Trinity College Dublin	The relationship between geohelminth infection and malaria in children between 12 and 60 months
2006	Health Services Research Fellowship	Ms Lisa Ronan	Beaumont Hospital	Improving epilepsy care with novel advanced imaging techniques: An in vivo study of cerebral cortical morphology
2006	Health Services Research Fellowship	Ms Stephanie Holt	Trinity College Dublin	Children, fathers and domestic violence: An exploration of the child's experience of post-separation contact with their fathers
2006	Medical Research Charities Co-fund	Prof. J.M. Redmond	The Children's Research Centre	Omega-3 fatty acid and glutamine pre-treatment: A potential clinical strategy to attenuate organ dysfunction in paediatric cardiac surgery through modification of leucocyte-endothelial activation and pharmacologic preconditioning
2006	Medical Research Charities Co-fund	Dr Niamh O'Sullivan	The Children's Research Centre	Rapid early detection and molecular profiling of <i>Pseudomonas aeruginosa</i> isolates in paediatric Cystic Fibrosis patients
2006	Summer Studentship	Ms Emer McCarthy	University College Hospital, Galway	Review of antimicrobial resistance in urinary isolates of <i>Escherichia coli</i> from paediatric-aged patients over a 48-month period

Year	Scheme	Grant Holder Name	Host institution	Project title
2006	Summer Studentship	Ms Petra Grehan	University College Dublin	Physical activity levels in Dublin children with Down's Syndrome
2006	Summer Studentship	Ms Lisa Mulvihill	Trinity College Dublin	The application of the 'Handwriting Without Tears' (HWT) programme with children with Down's Syndrome
2006	Summer Studentship	Ms Cuisle O'Donovan	Trinity College Dublin	The effects of an ergonomic intervention programme on the computer-related posture and discomfort of primary school children
2006	Summer Studentship	Ms Stephanie Cremen	University College Dublin	Diagnostic radiographers' knowledge of child protection
2007	Cochrane Training Fellowship	Dr Eileen Savage	University College Cork	Educational interventions for the self-management of Cystic Fibrosis in children and adolescents
2007	Cochrane Training Fellowship	Mr Barra O'Duill	Royal College of Surgeons in Ireland	Lactose avoidance for acute diarrhoea in children less than 5 years: Completion of full review and interventions for improving adherence to treatment in patients with high blood pressure in ambulatory settings
2007	Global Health Network	Ms Cliona O'Sullivan	Trinity College Dublin	A survey of childhood disabilities in sub-Saharan Africa
2007	Global Health Network	Mr Adebola Adedimeji	Trinity College Dublin	Exploring the structural and environmental contexts of urban slum communities: Implications for HIV/AIDS prevention efforts among young people in sub-Saharan Africa
2007	Global Health Network	Ms Aine Kelly	St John of Gods Hospital	An evaluation of early services for children (0-6 years) in Malawi with an intellectual disability/disability: Learning across cultures
2007	Health Research Award	Dr David Henshall	Royal College of Surgeons in Ireland	A new paediatric model to investigate the pathogenesis of mesial temporal lobe epilepsy following seizures in the developing brain
2007	Health Research Award	Prof. Jack James	National University of Ireland, Galway	Experimental and cross-sectional analyses of sleep duration and negative mood (anger/hostility) on blood pressure reactivity and hemodynamic profile in young, working and older adults
2007	Health Research Award	Prof. Eadbhard O'Callaghan	Cluain Mhuire	A randomised controlled trial of a complex intervention integrating primary and secondary care for first episode psychosis
2007	Summer Studentship	Mr Liam Mahedy	National University of Ireland, Maynooth	A pilot study of the sensitivity and specificity of 'The Ages and Stages' questionnaire on a cohort of Irish children
2007	Summer Studentship	Ms Aisling Jennings	Cork University Hospital	Epidemiology of insect sting anaphylaxis in Irish school children
2007	Summer Studentship	Mr Jason Devoy Keegan	Trinity College Dublin	Geohelminth and Cryptosporidium infection in young Nigerian children
2008	Cochrane Training Fellowship	Prof. Imelda Coyne	Trinity College Dublin	Interventions for promoting participation in shared decision-making for children with cancer
2008	Cochrane Training Fellowship	Dr Margaret Walshe	Trinity College Dublin	Treatment of drooling in children with cerebral palsy
2008	Cochrane Training Fellowship	Ms Mairead Furlong	National University of Ireland, Maynooth	Behavioural, group-based parenting interventions for children aged 3-8 with early onset conduct problems

Year	Scheme	Grant Holder Name	Host institution	Project title
2008	Global Health Network	Dr Zubair Kabir	Research Institute for a Tobacco Free Society	A multilevel study on childhood tuberculosis and second-hand-smoke exposure at homes in India and its impact on the National TB Control Strategy
2008	Health Research Award	Dr Imelda Coyne	Trinity College Dublin	Investigation of children's participation in decision-making in healthcare: Children, parents and healthcare professionals' perspectives
2008	Summer Studentship	Ms Maeve Daly	Institute of Technology, Sligo	Self-disclosure, attitudes to mental ill-health and help-seeking behaviours in young adolescents
2009	Health Professional Fellowship	Ms Carol-Anne Murphy	University of Limerick	Application of a theoretical model of sentence processing to differential diagnosis and therapy with children with specific language-impairment
2009	Health Professional Fellowship	Ms Teresa Tuohy	Trinity College Dublin	The experiences of mothering in women with enduring mental health problems: A feminist approach
2009	Health Professional Fellowship	Mr Brian Keogh	Trinity College Dublin	Exploring mental health service users' experiences of going home from hospital: A grounded theory study
2009	Health Research Award	Prof. Padraic Fallon	Trinity College Dublin	Age-related defects in basophil function: Implications for allergic conditions
2009	Health Research Award	Dr Derek Morris	Trinity College Dublin	Resequencing for highly penetrant rare and de novo mutations in the neurodevelopmental disorders autism and schizophrenia
2009	Health Research Award	Dr Gary Donohoe	Trinity College Dublin	Genes for schizophrenia: Effects on cognition
2009	Health Research Award	Dr Caroline Heary	National University of Ireland, Galway	The stigmatization of psychological difficulties in children: An exploration of self and public stigma
2009	Irish Clinical Oncology Research Group (ICORG)	Dr Ray McDermott	Adelaide & Meath Hospital (incorporating the National Children's Hospital)	Adelaide & Meath incorporating the National Children's Hospital Tallaght (AMNCH)
2009	Summer Studentship	Ms Emma Cassidy	Trinity College Dublin	A descriptive and inferential analysis of the body mass index (BMI) component of the evaluation of the Healthy Schools Programme for the Tallaght West Childhood Development Initiative Ltd.
2009	Summer Studentship	Ms Jill Kambeitz	University of Limerick	Supporting bereaved children: An evaluation of a 6-week programme
2010	Health Professional Fellowship	Ms Julie Ling	Trinity College Dublin	The respite needs and experiences of parents caring for a child with a life-limiting condition requiring palliative care
2010	Health Research Award	Dr Kieran McDermott	University College Cork	Expression of neuropeptide Y (NPY) and its receptors in the amygdala in human and experimental temporal lobe epilepsy
2010	Health Research Award	Prof. Deirdre Murphy	Trinity College Dublin	Ultrasound assessment of fetal head position to prevent morbidity at instrumental delivery (IDUS)

Year	Scheme	Grant Holder Name	Host institution	Project title
2010	Health Research Award	Prof. Walter Cullen	University of Limerick	Towards early intervention for youth mental health in primary care: A mixed methods study from two perspectives
2010	Health Research Award	Prof. Imelda Coyne	Trinity College Dublin	Transition from child to adult care for young people with chronic illness (TRYCIS): A study of policies, process, patients, parents and healthcare professionals' perspectives
2010	Health Research Award	Prof. Fiona McNicholas	University College Dublin	Transition from CAMHS to Adult Mental Health Services in Ireland (ITRACK): A study of service organisation, policies, process and user and carer perspectives
2010	Health Research Award	Prof. Mona Lydon-Rochelle	University College Cork	Staidéar Náisiúnta ar Bhreith Clainne in Éirinn: Developing an Irish Epidemiologic Childbirth Registry
2010	Health Research Award	Prof. Cecily Kelleher	University College Dublin	Seven-year longitudinal follow-up of Lifeways Cross-Generation Cohort study
2010	Health Research Award	Prof. Mary Cannon	Royal College of Surgeons in Ireland	Risk and protective factors in youth mental health
2010	Health Research Award	Prof. Richard Layte	Economic and Social Research Institute	The longitudinal analysis of child health and development in Ireland
2010	Health Research Award	Prof. Thomas O'Dowd	Trinity College Dublin	A gene-environment interaction study of childhood psychopathology in a national longitudinal study
2010	Summer Studentship	Ms Rachel Kenny	University College Dublin	Profiling youth mental health: A whole school approach focusing on the individual and the environment
2010	Summer Studentship	Ms LeeAnn Tan	University College Dublin	The use of new media to market food and health to children
2011	Health Professional Fellowship	Dr Caragh Behan	Cluain Mhuire Service (St John of Gods Hospital)	Economic evaluation of pathways to care, costs and outcomes in an early intervention service for psychosis at one year: Comparison with treatment as usual
2011	Health Professional Fellowship	Ms Grace O'Malley	Temple Street Children's Hospital	Applying incentive-based approaches to public health challenges: Targeting childhood obesity and physical activity
2011	Health Research Award	Dr Valerie Urbach	Royal College of Surgeons in Ireland	Lipoxin synthesis in children with Cystic Fibrosis and pro-resolution actions in airway epithelium
2011	Health Research Award	Prof. Richard Tremblay	University College Dublin	Early environmental determinants of physical and mental health at school entry
2011	Summer Studentship	Mr David O Driscoll	University College Cork	Correlation of early postnatal EEG assessment with developmental and behavioural outcome at 5 years
2011	Summer Studentship	Ms Doris Murphy	University College Cork	Oral-motor treatment for speech disorders in children
2011	Summer Studentship	Ms Laura Creevy	Athlone Institute of Technology	To investigate the effect of a targeted programme of pragmatic language intervention in children aged 7-9 years with a pragmatic language difficulty
2012	Clinician Scientist Award	Prof. Maureen O'Sullivan	Trinity College Dublin	The role of transcription factors in sarcomagenesis, with an emphasis on clear cell sarcoma of kidney and undifferentiated sarcoma

Year	Scheme	Grant Holder Name	Host institution	Project title
2012	Clinician Scientist Award	Prof. David Cotter	Royal College of Surgeons in Ireland	Biomarker discovery in psychosis: A longitudinal proteomic and lipidomic study of plasma involving high risk subjects and subjects recently converted to psychosis
2012	Clinician Scientist Award	Dr Deirdre Murray	University College Cork	Validation of predictive biomarkers in neonatal hypoxic-ischaemic encephalopathy: Early life validation and neurological outcome
2012	Collaborative Applied Research Grant	Dr Sinead McGilloway	National University of Ireland, Maynooth	Development, implementation and evaluation of complex early intervention health and social services for vulnerable families and children in Ireland
2012	Health Research Award	Prof. Fiona Gibbon	University College Cork	The effect of speaker accent on sentence comprehension in children with language delay
2012	Health Research Award	Dr Paul O'Toole	University College Cork	The oral microbiota of Irish children: A baseline and longitudinal study in health and disease
2012	Health Research Award	Dr Marion Rowland	University College Dublin	An evaluation of Helicobacter pylori prevalence and strain diversity in a unique cohort of adolescents in a developed country
2012	Health Research Award	Prof. Helen Whelton	University College Cork	Mapping the divide - Population need, demand and geographic access to oral care in Ireland
2012	Health Research Award	Dr Veronica Lambert	Dublin City University	Breaking the cycle of invisibility: A mixed method inquiry of disclosure challenges faced by children living with epilepsy
2012	Health Research Award	Prof. Mary Cannon	Royal College of Surgeons in Ireland	The anatomy of risk: A population-based imaging study of adolescents
2012	Interdisciplinary Capacity Enhancement Award	Prof. Mary Cannon	Royal College of Surgeons in Ireland	Youth mental health: A population-based research programme
2012	Summer Studentship	Ms Leila Smith	University College Dublin	Is the presence of neonatal cytomegalovirus specific IgM a useful diagnostic predictor of childhood sensorineural hearing loss?
2012	Summer Studentship	Ms Nur Hidayah Hamdi	University College Cork	The efficacy of the BREATHE application in estimating the respiratory rate of paediatric patients. Could it provide a more accurate respiratory rate reading and is it practical to use in the hospital?
2012	Summer Studentship	Ms Zoe Rooke	University College Cork	Prevalence and epidemiology of speech and language impairments within a nationally representative sample of Irish children

APPENDIX 4

LONGITUDINAL STUDY OF CHILDREN WHO LEAVE CARE

SCOPING STUDY UNDERTAKEN
AS PART OF THE IMPLEMENTATION OF THE
NATIONAL STRATEGY FOR RESEARCH AND
DATA ON CHILDREN'S LIVES, 2011-2016

This literature review was commissioned by
HSE Children and Family Services
and carried out by **Dr. Carmel Devaney,**
UNESCO Child and Family Research Centre,
National University of Ireland, Galway

APRIL 2013
DEPARTMENT OF CHILDREN AND YOUTH AFFAIRS

INTRODUCTION

This brief discussion paper considers the research design for longitudinal studies generally and a specific 10-year follow-up study on children who leave care in Ireland. This initial discussion paper is developed in advance of discussion on the detail of this specific study with the commissioners and therefore does not refer to the detailed expectations for the study. Rather, the paper considers general issues in designing a longitudinal study. The first section reviews the research literature on longitudinal studies, while the second section proposes a tentative design for this specific study based on the information available at this point.

RESEARCH LITERATURE ON LONGITUDINAL STUDIES

Longitudinal studies involve repeated measures of the same people over time, with extended series of data collections (Robson, 2011). Such studies can measure prevalence of particular factors at several points in time and can provide information on causation, prognosis, stability and change (Rutter, 1995). They allow for factors to be examined for stability and continuity, and can identify developments over time (Sanson *et al*, 2002).

There are two types of longitudinal study: a *prospective* longitudinal study, which follows samples into the future, and a *retrospective* longitudinal study, which covers data relating to the past. In retrospective designs, the research collects data at a point in time about the situation at some earlier point in time as well as the current situation (Robson, 2011).

There are advantages to prospective studies. They avoid problems with recall bias that occur in retrospective studies and there is less need to rely on administrative records. Prospective studies are useful for exploring developmental sequences that place children at risk and highlight the factors that protect children from risk and create resilience. The investigation of outcomes suggesting resilience as well as poorer outcomes can be undertaken in detail in prospective studies (Hunter *et al*, 2002).

A prospective study allows researchers to measure a number of characteristics relating to the child and control for this using statistical analysis. This type of study allows for collection of a number of interrelated factors in a child's life (e.g. school, community, family, work). Qualitative data can also be collected from a number of perspectives concurrently (Taplin, 2005); this can include the young person, the relevant staff members and family as appropriate.

Research design

In designing a longitudinal study, there are a number of specific considerations that require decisions at the outset of the design process. These are briefly outlined below.

Sampling

The sample size in any study depends on many factors, including the number and types of research questions, the study period, funding and resources, and retention rate (Taplin, 2005; Robson, 2011). Most of the major longitudinal studies on children in out-of-home care have recruited their samples from children entering care within a specified timeframe. Including every child in a particular timeframe can help avoid potential sampling errors.

Other methods of sampling can also be employed (Robson, 2011). These include:

- simple random sampling, which involves selection at random from the full population list;
- systematic sampling, which involves taking every *n*th name from the population list;
- stratified random sampling, where the population is divided into a number of groups or strata where members of the group share a particular characteristic; or
- a cluster sample, where the population is divided into a number of units or clusters, each of which contains individuals having a range of characteristics. The clusters are then chosen on a random basis.

A low or biased pattern of recruitment into a study can affect the generalisability of the responses obtained in a longitudinal study. Response bias is also an issue to consider in the sampling process since a sampling bias may occur as a result of the methods used to recruit the sample. As Soloff *et al* (2003) note, it is possible that the characteristics of the children lost from the sample will be different from those in the final sample. The children who are more mobile and harder to access will cause a bias in the final sample and result in the findings being less generalisable.

Consent from children and young people in care

A major difficulty in conducting research with children in care is involving them as research participants and obtaining consent. Consent issues for children considered to be 'vulnerable' are particularly sensitive (Robson, 2011). Berrick *et al* (2000) described the problems they had obtaining permission to interview children in care: consent was required from a number of different individuals and agencies. The legal status of children in care can involve parents, social workers and judges. Access to children in care may be tightly controlled or there may be ambiguity as to who is in a position to provide this consent. However, as Robson (2011) suggests, excluding a particular group of people from research because they are deemed 'vulnerable' is questionable and the onus is on the researchers to find ways to obtain consent.

Response rates

Along with an appropriate sampling method and consent, the issues of response rates and retention also need consideration. The National Survey on Child and Adolescent Well-being (2003) of children in out-of-home care in the USA reported a response rate of 56%. Of the 1,291 children in this foster care sample, 727 completed the interviews; of the final sample, 23% were deemed ineligible, 14% were unavailable after repeated attempts, 9% refused to participate and 3% were unavailable or uncontactable for some other reason. The Longitudinal Studies of Child Abuse and Neglect (LONGSCAN), which focused on the effectiveness of different service delivery characteristics on children in out-of-home care, reported a response rate of around 60%; this study calculated that a sample size of 8,500 children would be needed in order to obtain a study sample of 5,000 (Hunter *et al*, 2002).

Retention

The issue of retention among participants in a longitudinal study has additional factors over other types of research study. In order to draw conclusions from the data collected, it is necessary to minimise attrition. In a longitudinal study, the potential for attrition is greater since the longer the duration of the study, the more likely selective attrition will occur. Farrington (2000) showed that the more elusive and uncooperative subjects tended to be involved in more anti-social and criminal behaviour. More mobile respondents are more difficult to follow-up (Taplin, 2005). Guterman (2004) also points out that the issue of attrition is even more concerning when the number in the sample being studied is relatively low.

However, careful planning can help improve retention. Loeber and Farrington (2004) suggest planning for continued contact by collecting detailed information on the children's contacts and requesting permission to search records that will help locate participants at a later stage.

The frequency of follow-up data collection can affect retention. As Loeber and Farrington (2004) advise, it is important not to make the data collection so frequent that participants become resistant and drop out. The benefits of staying in the study must outweigh the perceived costs of participation. The provision of financial or material incentives is regularly used as a strategy to improve retention in studies with vulnerable populations (Kotch, 2000). Although not a study on children in care, Soloff *et al* (2003), authors of the Longitudinal Study on Australian Children (LSAC), usefully describe their most successful retention strategies. These include: tracking questions in the study instruments; maintaining and frequently updating the database of participants' contact details; communicating regularly with participants by sending 'Season's Greetings' cards, change of address cards for notification of moves, regular newsletters and mail-back surveys; and encouraging identification with the study through marketing, media exposure, freephone numbers and websites.

Data collection - Timing

Timing needs to be considered at all stages of a study - at recruitment, during follow-up interviews and long after the individuals have exited care. Recruiting children and young people early in their time in care allows examination of the factors that affect outcomes during their placement and possible return home, whereas if a participant is recruited later the focus may be on their aftercare experiences (Taplin, 2005). There are differences in the time of recruitment in the larger longitudinal studies completed, with children being recruited 5 months after they entered care (Hunter *et al*, 2002) or only 2 weeks after entering foster care (Delfabbro *et al*, 2002). Fixed interval follow-up collection allows the research to express rates of change over equivalent periods of time and study the onset of new behaviours. This works best when the interval is not too long because of the problem of inaccurate recall of events (Taplin, 2005). One rationale for determining the frequency of the follow-up collection is the speed at which the developmental changes are expected to occur. In LONGSCAN, data collection points corresponded with critical points in the children's development, at age 4, 6, 8, 12, 14, 16 and in young adulthood (Hunter *et al*, 2002). Annual telephone interviews were conducted in the intervening years. In the original NSCAW design, the follow-up interviews were planned for every 6 months; however, this had to be revised due to the workload involved and the follow-up interviews were conducted at 18 and 36 months only.

Once young people have left care, they can be more difficult to locate. But once located, they can provide valuable insight into their experiences after leaving care. Longer timescales in the study allow for a greater number of follow-up collections to be completed.

Data collection - Methods

The major prospective studies have collected data using a number of methods. The most common is face-to-face interview, but this is often complemented by data from administrative records, self-completion questionnaires and assessment tools (Taplin, 2005).

An advantage of the interview in a prospective study is that large amounts of qualitative data can be collected concurrently. The NSCAW researchers interviewed the young person, the former caregivers and the social workers involved. The research also placed more emphasis on the young person's self-reporting as they got older and moved on in their life. Researchers also placed increasing emphasis on cultural, community and peer risk and protective factors relative to family or primary caregiver (Taplin, 2005).

Data collection - Type of information

The questions asked and the ways in which they are asked depend on the information required and the age of the participants. Measures used and questions asked must be sensitive to the lives of young people and their time in care. In designing LONGSCAN, the cultural and developmental appropriateness of the questions asked was determined by conducting a pilot test and qualitative interviews, which assessed the acceptability, sensitivity, comprehensibility and comprehensiveness of the measures (Hunter *et al*, 2002). The goal was to develop interview protocols that were culturally and developmentally appropriate, but not so specific that they would not apply to the full sample of young people. Berrick *et al* (2000) suggest the use of advisory committees that consist of a number of parties relevant to care and care placements, including young people, to support the research process and to ensure that the information required is collected in a sensitive manner.

Data analysis

Prospective studies generate a large amount of data at different points in time and from multiple respondents. This poses a number of challenges at the data analysis stage (Robson, 2011). The NSCAW advise that these challenges are identified at the design stage: identifying the major research questions that will be addressed, the data elements that will be used to answer the questions and the types of analysis that will be employed to answer the questions. Each wave of data collection in a longitudinal study also involves ensuring all sources of data have no identifying information, are collated, entered, edited, checked and then analysed - all of which takes a substantial amount of time (Loeber and Farrington, 2004).

Summary

Prospective longitudinal studies provide rich sources of information, but require detailed consideration at the design stage to ensure all of the complex design issues are addressed at an early stage. This paper has noted many of the issues that require consideration in all longitudinal studies. However, each study has its own specific issues depending on the context and the tentative design for the proposed study below illustrates some of these points.

PROPOSED LONGITUDINAL STUDY ON CHILDREN WHO LEAVE CARE (10-YEAR FOLLOW-UP)

Research design

As with any research project, clarity is necessary at the beginning to ensure the research successfully answers the required questions. The initial research design needs to consider:

1. the background to and rationale for the study;
2. the overall aims and objectives of the study;
3. the sample group (purpose and types of care included, the number of young people in care/leaving care, the number of young people included in the study, other key stakeholders);
4. appropriate research methods to answer the research question (qualitative or quantitative methods);
5. the timing and frequency of data collection;
6. the type of analysis appropriate to the methods and research question;
7. the output in terms of report types (numbers and timing) and a plan for dissemination of the findings;
8. the overall governance of the research study;
9. the use and membership of an advisory committee (including young people who have been/are in care).

This follow-up study on young people leaving care would involve a prospective study over a period of 10 years, with an agreed overall research question. The study would focus on gathering the following information:

- young people's experiences pre-care and while in care (on a broad basis, including extended family contact, school and community networks, etc);
- the positive aspects/challenging aspects of the care process;
- opportunity for participation, involvement in decision-making, etc;
- the delivery and management of the care service by the HSE and partner agencies;
- communication, contacts and relationship between children/young people and care staff (residential, social work and others);
- the overall outcomes for young people (aligned to the 7 National Service Outcomes for Children in Ireland - OMC, 2007) in the short, medium and long terms;
- the experience of leaving care and on the availability/accessibility of aftercare supports and services;
- family contact while in care/family re-unification on leaving care.

A clear set of aims and objectives based on the overall research question needs to be teased out with the commissioners of this study and the research team.

* In April 2009, there were 5,589 children in Ireland in the care of the State, with 376 of these children in residential care. HSE figures from 2008 show that 90% of children in care are placed in a family setting or in a foster home. Two-thirds of these are placed with general foster carers (families unknown to the children previously) and one-third are placed in the care of a relative or neighbour with whom they have had a previous relationship (OMCYA, 2009, p. 10).

Sampling

A full sample of the population group in care/leaving care at a particular point in time would be included, or at least a random sample of this population group. To determine the period required, the research team would need to determine the numbers of young people who leave care over a year-long period and consider this sample size. This could include both planned and unplanned moves from the placement. Including every child in a particular timeframe will support the generalisability of the responses obtained in the study and avoid potential sampling errors. Based on the response rates of between 56%-60% in other prospective studies reviewed (see *above*), this study would need to aim for a full sample of the leaving care population in order to ensure adequate numbers for the study.

Including a large sample group in the study will also help protect against a reduction in participants due to issues of consent, response rates, retention and attrition. Consent will be required as the children leave the care system and are eligible for inclusion in the study. Informed consent will be necessary, with all participants fully informed about all aspects of the study and their part in it. Different processes will be required for young people under or over the age of 18. For those under 18, the consent of parents/guardians will be required, in addition to the consent of the young person themselves. The legal status of individual participants will determine this process and will warrant consideration by the research team in terms of the timing of gaining consent and the resources required for this.

In a longitudinal study, the potential for attrition is greater since the longer the duration of a study, the more likely selective attrition will occur. Attrition may be reduced by regularly updating the contact details of the participants, keeping in regular contact with participants and collecting data at regular intervals. A 'thank you' for their participation may also be offered to reward participants for their involvement.

Methodology

A mixed-methods approach is recommended for this study. Qualitative methods will be best suited to gain insight into the lived experiences of the participants and are 'orientated towards exploration, discovery and inductive logic' (Patton, 2002, p. 55). Quantitative methods emphasize quantification in the data collection and in this study will provide information on, among other things, the profile of participants and the number, length and type of care placements.

One-to-one interviews are the most appropriate method to ensure the level and depth of data is collected to provide a complete picture of the young people's time in care and their views on this. Interviews will also be best suited to gaining insight into the views of the other key stakeholders in the care/aftercare experience (e.g. staff members and extended family).

Self-administered questionnaires and data from administrative records will complement the qualitative data collected and allow for a profile of participants to be compiled, with detailed information on their care placements.

The frequency of data collection needs to achieve a balance between adequate contact with participants to maximise retention and not being so frequent as to cause resentment or frustration. Fixed interval follow-up collection allows the research to consider change over equivalent periods of time and study new behaviours or developments.

Follow-up contact with care leavers on a bi-annual basis will maintain contact and avoid inaccurate recall of events due to time lapse (Taplin, 2005). The long length of this study (over a period of 10 years) will allow for valuable insight into the experience of those who leave care.

Data analysis

The types of analysis employed will need to answer the overall questions. The qualitative data will be analysed inductively and thematically and supported with the use of the computer package NVivo. Qualitative analysis is particularly inductive in the initial stages when the researcher is concerned with identifying possible categories, patterns and themes (Patton, 2002). NVivo is used as a tool to manage and organise the analysis. The statistical software package Predictive Analytics Software (PASW), Version 18 (formerly known as SPSS) will be used to run statistical analyses on quantitative data.

Dissemination of findings

Given the length of this study, there will be a number of time points for dissemination of the data. Regular publication of data will support the research study itself and encourage participation from stakeholders. There will be a broad audience interested in the findings of the study and therefore a number of different channels will be necessary to convey the findings to all interested parties. Reports, summary reports, pamphlets, presentations and media briefings will be produced at regular intervals, as agreed. Particular sensitivity will be practised with regard to the care leavers in the publication of these findings. The possibility of their involvement in the dissemination of the research findings will be considered and the necessary support structures will be put in place as appropriate.

Governance

An advisory committee is necessary to oversee this study, with representation from the commissioners, other key stakeholders and young people in care/having left care. The advice and expertise of other researchers who have been involved in long-term prospective longitudinal studies is also necessary to support the study. Terms of reference for this group will be agreed at the outset of the study.

Estimated costing

Resource	Per annum (€)	Over 10 years(€)
Principal Investigator	30,000	300,000
Post Doctoral researchers (x2)	180,000 <i>(inclusive of all associated costs)</i>	1,800,000
Travel costs	20,000	200,000
Materials	50,000	500,000
Project administration	25,000	250,000
Researchers (x5) for intensive fieldwork rounds	40,000	400,000
Data inputting	20,000	200,000
Dissemination	10,000	100,000
Expert consultation	15,000	150,000
	390,000	3,900,000
Overheads @ 20%	78,000	780,000
VAT @ 23%	107,640	1,076,400
TOTAL	575,640	5,756,400

Summary

This section has outlined an initial design proposal for a longitudinal study on children who leave care. The text is intended for use as a basis for further detailed discussion with the commissioners of the research in order to explore the research required in full and to develop a research plan subsequently based on this information.

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APPENDIX 5

PRELIMINARY ANALYSIS OF PRIMARY SCHOOL HEALTHY EATING AND PHYSICAL ACTIVITY POLICIES

THE WHO CHILDHOOD OBESITY
SURVEILLANCE INITIATIVE
AS PART OF THE IMPLEMENTATION OF THE
NATIONAL STRATEGY FOR RESEARCH AND
DATA ON CHILDREN'S LIVES, 2011-2016

This analysis was conducted by the
National Nutrition Surveillance Centre,
University College, Dublin

APRIL 2013
DEPARTMENT OF CHILDREN AND YOUTH AFFAIRS

INTRODUCTION

The WHO Childhood Obesity Surveillance Initiative Europe was established to stimulate adequate political response and policies, calibrate data collection for intercountry comparisons and chart the progress of the goals set in the Charter and Action Plan. The organisation investigates the childhood obesity epidemic in 12 European countries: Belgium, Malta, Slovenia, Bulgaria, Czech Republic, Ireland, Latvia, Lithuania, Portugal, Sweden, Italy and Norway (Wijnhoven, 2008). As a result of organising a systematic data collection, this initiative allows for the dissemination of information for use in public health action, planning and evaluation.

Based on the 2007 WHO growth reference, approximately 19.3% to 49% of boys aged 6-9 and 18.4% to 42.5% of girls aged 6-9 are overweight (Wijnhoven *et al*, 2013). Therefore, surveillance is required to monitor the epidemic and evaluate the effectiveness of interventions. Also, these data are valuable to predict the conditions later in adulthood. Children aged 6-9 are of great concern because they precede puberty and previous research suggests that targeting prevention efforts at children before the onset of puberty is important in reducing incidence rates and promoting remission.

In 2005, a nationwide study in Ireland, undertaken by Safefood (the all-Ireland Food Safety Promotion Board), looked at the nutritional balance of over 2,500 school children's packed lunches. The study found that 9 out of every 10 lunch boxes (92%) contained foods high in fat and sugar. Almost half of all packed lunches (47%) had no portions of fruit and vegetables, and over two-thirds (71%) did not follow the standards set by the school. Packed lunches and snacks are prepared at home and brought to school. Overall, this food contributed 36% of total daily energy, mainly from bread, biscuits, sugar-sweetened drinks, fruit, chocolate, whole milk and yoghurt. More than three-quarters of children (87%) had sweets, chocolate or savoury snacks in their packed lunch and three-quarters of them had biscuits and cakes. Many children had chocolate, plus crisps, plus biscuits. Lunch-box food contributed relatively more to sugar and salt, and less to protein, dietary fibre, vitamin and mineral intakes than food eaten during the rest of the day (Safefood and HSE, 2011).

METHODS

A 14-item self-completion questionnaire was designed for primary schools in Ireland, to be completed by school principals, teachers or other staff, such as secretaries. Questions pertained to the frequency of physical education lessons, the availability of school playgrounds, the possibility of obtaining a number of listed foods and drinks on the school premises, and the existence of school initiatives organised to promote a healthy lifestyle. Data were collected from 154 primary schools (1st Class and/or 3rd Class) throughout Ireland via the questionnaires - a response rate of 81.5%. Quantitative analysis was carried out using PASW Statistics, Version 18.0.

RESULTS

In most cases, the person completing the questionnaire was the teacher (57.1%). Other personnel included the school principal (40.9%), secretary (0.6%), and other (0.6%).

1. Physical Education

1st Class

A total of 131 questionnaires were returned relating to pupils in 1st Class. More than half the schools that responded (64.9%) provide 60 minutes of physical education lessons per week for 1st Class pupils and 21.4% provide more than 60 minutes (see *Table 1*).

Table 1: Physical Education time in 1st Class

	Frequency	%
Less than 60 minutes	18	13.7
60 minutes	85	64.9
More than 60 minutes	28	21.4

3rd Class

A total of 129 questionnaires were returned relating to pupils in 3rd Class. Over half the schools that responded (56.6%) provide 60 minutes of physical education lessons per week for 3rd Class pupils and almost one-third (31.0%) provide more than 60 minutes (see Table 2).

Table 2: Physical Education time in 3rd Class

	Frequency	%
Less than 60 minutes	16	12.4
60 minutes	73	56.6
More than 60 minutes	40	31.0

2. Promotion of healthy lifestyle**1st Class**

For 1st Class pupils, the great majority of schools (90.8%) have organised projects to promote a healthy lifestyle (see Table 3).

Table 3: Schools with projects promoting healthy lifestyle in 1st Class

	Frequency	%
Yes	119	90.8
No	11	8.4
No answer	1	0.8

3rd Class

Again, for 3rd Class pupils, the majority of schools (90.7%) have projects that promote a healthy lifestyle (see Table 4).

Table 4: Schools with projects promoting healthy lifestyle in 3rd Class

	Frequency	%
Yes	117	90.7
No	11	8.5
No answer	1	0.8

3. Playgrounds and inside play areas

Of the 154 schools that responded, 146 of them (94.8%) provide children with outdoor playgrounds or inside play areas where they can play during school breaks (see Table 5).

Table 5: Playgrounds for children to play during school breaks

	Frequency	%
Yes	146	94.8
No	0	0
No answer	8	5.2

4. Foods obtained on the school premises

Over three-quarters of the schools that responded (75.3%) do not have fresh fruit available for their pupils on the school premises (see Table 6). Also, the majority of schools (95.5%) do not have vegetables available. Just over one-tenth of schools (14.3%) provide pupils with yoghurt. Very few schools have sweet snacks (1.9%) or salted snacks (1.3%) available to children on the school premises.

Table 6: Foods available to pupils on school premises

	Availability	Frequency	%
Fresh fruit	Yes	38	24.7
	No	116	75.3
Vegetables	Yes	7	4.5
	No	147	95.5
Yoghurt	Yes	22	14.3
	No	132	85.7
Sweet snacks	Yes	3	1.9
	No	151	98.1
Salted snacks	Yes	2	1.3
	No	152	98.7

5. Beverages obtained on the school premises

As seen in Table 7, very few of the primary schools in the survey have fruit juice without sugar (6.5%) - or indeed with sugar (5.2%) - available to their young pupils. The availability of cold drinks without sugar (1.3%), hot drinks without sugar (0.6%) or flavoured milk (1.9%) is also relatively low. None of the schools have cold drinks with sugar, hot drinks with sugar and diet soft drinks available on the school premises. Just over one-third of schools (36.4%) have milk available and just over half (51.9%) provide water.

Table 7: Beverages available to pupils on school premises

	Availability	Frequency	%
Fruit juice without sugar	Yes	10	6.5
	No	144	93.5
Fruit juice with sugar	Yes	8	5.2
	No	146	94.8
Cold drinks without sugar	Yes	2	1.3
	No	152	98.7
Cold drinks with sugar	Yes	0	0
	No	154	100
Hot drinks without sugar	Yes	1	0.6
	No	153	99.4
Hot drinks with sugar	Yes	0	0
	No	154	100
Diet soft drinks	Yes	0	0
	No	154	100
Milk	Yes	56	36.4
	No	98	63.6
Flavoured milk	Yes	3	1.9
	No	151	98.1
Water	Yes	80	51.9
	No	74	48.1

CONCLUSIONS

According to the survey results, over half of 1st and 3rd Class pupils spend 60 minutes per week in physical education classes (64.9% and 56.6% respectively). Less than one-third of 1st and 3rd Class pupils spend over an hour per week engaged in exercise (21.4% and 31.0% respectively). The majority of both 1st and 3rd graders have school projects that promote a healthy lifestyle. Regarding food available to pupils on school premises, yoghurt, fresh fruit and vegetables are not available in the majority of schools. But also sweet snacks and salted snacks are not provided by the majority of schools. A majority of schools do not offer cold or hot beverages without sugar nor do they offer beverages with sugar. Just over one-third of schools (36.4%) have milk available for their pupils. Interestingly, schools are divided when it comes to providing water on the school premises - half do and half do not.

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APPENDIX 6

USE OF LIBRARY SERVICES BY CHILDREN AND YOUNG PEOPLE

STATISTICS COMPILED
AS PART OF THE IMPLEMENTATION OF THE
NATIONAL STRATEGY FOR RESEARCH AND
DATA ON CHILDREN'S LIVES, 2011-2016

These statistics were compiled by
**Libraries Development,
Local Government Management Agency**

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DEPARTMENT OF CHILDREN AND YOUTH AFFAIRS

USE OF THE LIBRARY SERVICES BY CHILDREN AND YOUNG PEOPLE

The public library is based on a fundamental philosophy of supporting learning throughout life. Nowhere is that remit more critically evident than in its support for enabling learning opportunities for children of school-going age informally through the public branch library system and, in addition, through the public library supporting the formal curriculum in primary schools.

The Schools Library Service (SLS) provided books and other resource materials, administered by the public library network and delivered to primary schools from Department of Education and Science funding, until 2008. In October 2008, the Department of Education and Science (DES) withdrew the annual grant of €2.2 million. A follow-up survey to assess the impact of the withdrawal of the grant was undertaken with public library authorities, school principals and teachers in 2009. The study, entitled *The Public Library and the School: Policies and Prospects for Library Services to Primary Schools in Ireland*, was published by the Library Council in 2010. Findings show that the SLS was viewed by teachers as a vital element in education and high levels of satisfaction were expressed with the quality and range of fiction and non-fiction books supplied by the SLS and with the delivery service, which was tailored to the needs of individual schools. In addition to the provision of books and other resource materials, the study found that the top three services in which schools were interested were (1) current awareness services for teachers and students, (2) online access to reference materials and (3) information skills development for students and teachers.

The expressed needs of schools and their plans following the 2009 study coincided closely with the plans of the public libraries to support primary education after the collapse of the DES-supported SLS model. For example, the top three roles of the public library in supporting the information needs of schools, as perceived by school principals and teachers, conformed closely with the expressed intentions of public libraries to (1) provide general children's collections, (2) facilitate class visits to the public library and (3) support reading activities.

In recent years, since the withdrawal of the DES grant, many public library authorities have refocused support to primary schools via the public library and mobile library network. However, only a small number have maintained the 2008 SLS model from within existing public library funding. Each local authority makes provision for library services to schools within the context of local conditions, resources, priorities and constraints. It is also up to management and staff in individual schools - in accordance with local factors, such as distance from the local library, transport facilities and costs, health and safety issues, timetabling constraints and staffing levels - to decide on how they will use the local public library as a resource.

The public library service, however, remains committed to providing engaging reading material to children and young people, and to fostering a culture of reading for pleasure. The continuing popularity of public libraries is evidence of the contribution they make to people's lives. The high level of use by children suggests that they value the service provided and the enthusiastic engagement of children in library events shows that public libraries have an important role to play, particularly in developing children's literacy skills.

The library service has also responded to the increasing demand for children's resources made available digitally by developing a number of significant online services for children and schools. For example, the public libraries' **Ask about Ireland** website (www.askaboutireland.ie) includes sections for each primary school class group (from infants through to 6th Class) across eight subject disciplines, with ready-made learning resources and a wide range of interactive activities, photos, educational games, animations, audios and video clips. The virtual *Reading Room* on the site includes extensive materials on over 30 topics relating to Ireland, from science and technology to physical landscape, art, sport, traditional crafts, music and folklore. A *Talking Ebooks* section also provides a very useful resource for reading with children in both English and Irish, and for practising pronunciation.

The following statistics on the use of library services by children and young people highlight the number of books available to children and schools in each local authority, the number of children registered as members, the issue figures for children's material and the services to schools. It is notable that the 2010 statistics reflect the uneven response by library authorities to the removal of funding. While some authorities, such as Louth, continued to operate a schools library service with reduced resources, a growing number of authorities have been unable to continue the service from existing resources (see Table 4).

PUBLIC LIBRARIES STATISTICS, 2010

Table 1: Collections - Children's books and serials

Authority	Books in stock	
	Children's collection	Schools' collection
COUNTY COUNCILS		
Carlow	41,769	13,646
Cavan	95,450	37,609
Clare	114,887	<i>not available</i>
Cork	343,729	81,041
Donegal	127,432	<i>not available</i>
Dun Laoghaire–Rathdown	104,897	150,937
Fingal	195,302	<i>not available</i>
Galway	215,042	142,701
Kerry	121,735	<i>not available</i>
Kildare	136,660	52,631
Kilkenny	48,754	53,145
Laois	78,620	2,950
Leitrim	58,836	<i>not available</i>
Limerick	192,644	<i>not available</i>
Longford	68,475	48,247
Louth	73,677	74,920
Mayo	200,620	107,721
Meath	178,506	129,797
Monaghan	84,841	23,001
Offaly	61,718	54,095
Roscommon	121,071	<i>not available</i>
Sligo	57,000	24,500
South Dublin	161,182	97,511
Tipperary Joint Libraries Committee	128,000	52,000
Waterford	44,161	59,703
Westmeath	78,403	57,682
Wexford	99,907	<i>not available</i>
Wicklow	85,484	62,419
Total: 28	3,190,802	1,123,319
CITY COUNCILS		
Cork	127,851	111,658
Dublin	257,666	<i>not available</i>
Limerick	90,667	114,297
Waterford	37,142	<i>not available</i>
Total: 4	513,326	225,955
TOTAL: 32	3,704,128	1,349,274

Table 2: Children's usage - Issues

Authority	Book issues – Children	% of total issues made to children (aged 0-14)
COUNTY COUNCILS		
Carlow	62,657	5.9
Cavan	97,838	6.9
Clare	225,759	9.4
Cork	866,297	11.0
Donegal	179,637	5.4
Dun Laoghaire–Rathdown	490,719	13.9
Fingal	489,653	9.2
Galway	316,912	6.9
Kerry	252,416	9.3
Kildare	294,123	6.8
Kilkenny	115,324	6.1
Laois	71,314	4.7
Leitrim	58,919	10.0
Limerick	174,267	<i>not available</i>
Longford	37,326	5.0
Louth	223,381	9.1
Mayo	254,998	10.0
Meath	225,235	5.9
Monaghan	90,442	7.6
Offaly	115,996	7.3
Roscommon	67,252	5.6
Sligo	83,776	7.0
South Dublin	383,674	7.2
Tipperary Joint Libraries Committee	254,559	8.0
Waterford	98,765	7.2
Westmeath	156,187	8.8
Wexford	258,443	8.8
Wicklow	220,588	8.1
Total: 28	6,166,357	8.2
CITY COUNCILS		
Cork	253,256	13.9
Dublin	525,273	6.9
Limerick	103,066	9.7
Waterford	96,815	11.0
Total: 4	978,410	8.7
TOTAL: 32	7,144,767	

Table 3: Usage - Number of children registered as members

Authority	Active membership - Children	Membership as a % of population - Children (aged 0-14)	Number of loan items allowed
COUNTY COUNCILS			
Carlow	3,843	36.4	4
Cavan	5,435	38.1	3
Clare	7,189	30.0	4
Cork	26,051	33.0	4
Donegal	6,654	19.9	10
Dun Laoghaire–Rathdown	17,211	48.8	12
Fingal	29,739	56.1	6
Galway	18,920	41.1	3
Kerry	9,731	35.7	6
Kildare	16,243	37.8	12
Kilkenny	3,996	21.2	6
Laois	4,668	30.8	5
Leitrim	1,850	31.4	No limit
Limerick	7,642	<i>not available</i>	3
Longford	3,637	48.7	6
Louth	5,574	22.7	10
Mayo	13,105	51.6	5
Meath	11,050	29.0	4
Monaghan	4,450	37.5	4
Offaly	6,131	<i>not available</i>	3
Roscommon	2,635	22.0	4
Sligo	3,015	25.3	6
South Dublin	24,466	45.7	10
Tipperary Joint Libraries Committee	12,881	40.7	6
Waterford	6,517	47.8	4
Westmeath	6,731	38.1	5
Wexford	10,711	36.6	4
Wicklow	10,276	37.9	10
Total: 28	280,351	37.3	
CITY COUNCILS			
Cork	8,801	48.5	4
Dublin	16,563	21.8	6
Limerick	6,832	64.1	4
Waterford	4,253	48.5	10
Total: 4	36,449	32.5	
TOTAL: 32	316,800	36.6	

Table 4: Services to schools - Number of schools served

Note: A figure of 0 in this table indicates that no schools were served directly with a schools library service. It should be noted that some local authorities discontinued the delivery of a library service directly to schools when the Department of Education and Science's Schools Library Service (SLS) grant was withdrawn in October 2008. This, however, coincided with the development of online digital services aimed at children using the public library service and a shift in focus towards alternate methods of service delivery. The figures provided in this table were supplied by local authorities that continued to deliver a schools library service after the grant was withdrawn.

Authority	Number of schools served					
	Primary	Secondary	Vocational	Comprehensive	Community	Total
COUNTY COUNCILS						
Carlow	0	0	0	0	0	0
Cavan	0	0	0	0	0	0
Clare	0	0	0	0	0	0
Cork	0	0	0	0	0	0
Donegal	0	0	0	0	0	0
Dun Laoghaire–Rathdown	0	0	0	0	0	0
Fingal	0	0	0	0	0	0
Galway	237	0	0	0	0	237
Kerry	0	0	0	0	0	0
Kildare	0	0	0	0	0	0
Kilkenny	74	0	0	0	0	74
Laois	0	0	0	0	0	0
Leitrim	0	0	0	0	0	0
Limerick	112	0	0	0	0	112
Longford	0	0	0	0	0	0
Louth	75	0	0	0	0	75
Mayo	178	0	0	0	0	178
Meath	108	4	0	0	0	112
Monaghan	64	0	0	0	0	64
Offaly	71	0	0	0	0	71
Roscommon	94	4	2	0	0	100
Sligo	67	0	0	0	0	67
South Dublin	0	0	0	0	0	0
Tipperary Joint Libraries Committee	161	0	0	0	0	161
Waterford	0	0	0	0	0	0
Westmeath	78	0	0	0	0	78
Wexford	93	14	0	0	0	107
Wicklow	0	0	0	0	0	0
Total: 28	1,412	22	2	0	0	1,412
CITY COUNCILS						
Cork	*60	*0	*0	*0	*0	*60
Dublin	0	0	0	0	0	0
Limerick	20	0	0	0	0	20
Waterford	0	n/a	n/a	n/a	n/a	0
Total: 4	80	0	0	0	0	80
TOTAL: 32	1,492	22	2	0	0	1,516

n/a = not available

* Figures taken from 2009 returns.

Table 5: Services to schools - Pupil population served

Note: A figure of 0 in this table indicates a discontinuation of the schools library service following the withdrawal of the Department of Education and Science's Schools Library Service (SLS) grant in October 2008. The figures provided in this table were supplied by local authorities that continued to deliver a schools library service directly to schools after the grant was withdrawn.

Authority	Pupil population served					
	Primary	Secondary	Vocational	Comprehensive	Community	Total
COUNTY COUNCILS						
Carlow	0	0	0	0	0	0
Cavan	0	0	0	0	0	0
Clare	0	0	0	0	0	0
Cork	0	0	0	0	0	0
Donegal	0	0	0	0	0	0
Dun Laoghaire-Rathdown	0	0	0	0	0	0
Fingal	0	0	0	0	0	0
Galway	26,106	0	0	0	0	26,106
Kerry	0	0	0	0	0	0
Kildare	0	0	0	0	0	0
Kilkenny	10,037	0	0	0	0	10,037
Laois	0	0	0	0	0	0
Leitrim	0	0	0	0	0	0
Limerick	13,391	0	0	0	0	13,391
Longford	0	0	0	0	0	0
Louth	15,092	0	0	0	0	15,092
Mayo	13,601	0	0	0	0	13,601
Meath	22,000	3,000	0	0	0	25,000
Monaghan	6,843	0	0	0	0	6,843
Offaly	9,570	0	0	0	0	9,570
Roscommon	7,000	3,400	**	0	0	10,400
Sligo	7,137	0	0	0	0	7,137
South Dublin	0	0	0	0	0	0
Tipperary Joint Libraries Committee	17,972	0	0	0	0	17,972
Waterford	6,638	**	**	**	**	6,638
Westmeath	10,635	0	0	0	0	10,635
Wexford	**	**	0	0	0	**
Wicklow	0	0	0	0	0	0
Total: 28	166,022	6,400	0	0	0	172,422
CITY COUNCILS						
Cork	*14,400	*0	*0	*0	*0	*14,400
Dublin	0	0	0	0	0	0
Limerick	4,051	0	0	0	0	4,051
Waterford	0	**	**	**	**	0
Total: 4	18,451	0	0	0	0	18,451
TOTAL: 32	184,473	6,400	0	0	0	190,873

* Figures taken from 2009 returns.

** Figures were not supplied by the local authority. This may be due in part to the interpretation of 'Services to schools' in the request to supply figures for the number of schools and the pupil population served. In a number of local authorities, this service was discontinued when the SLS grant was withdrawn in October 2008. A service to schools was frequently maintained, however, but delivered through the general public library system and not through a dedicated Schools Library Service system.

Table 6: Services to schools - Stock purchased for the Schools Library Service

Note: A figure of 0 in this table indicates a discontinuation of the purchase of stock for the schools library service following the withdrawal of the Department of Education and Science's Schools Library Service (SLS) grant in October 2008. The figures in this table, supplied by local authorities, indicate that stock was purchased and made available to schools and teachers in the library, but was not always delivered directly to schools.

Authority	Stock			Items per head of pupil population
	Books	Non-books	Total	
COUNTY COUNCILS				
Carlow	0	0	0	0.0
Cavan	37,609	0	37,609	0.0
Clare	0	0	0	0.0
Cork	0	0	0	0.0
Donegal	0	0	0	0.0
Dun Laoghaire–Rathdown	0	0	0	0.0
Fingal	0	0	0	0.0
Galway	0	0	0	0.0
Kerry	0	0	0	0.0
Kildare	0	0	0	0.0
Kilkenny	52,726	419	53,145	5.3
Laois	2,950	0	2,950	0.0
Leitrim	0	0	0	0.0
Limerick	**	**	**	**
Longford	40,000	0	40,000	0.0
Louth	74,400	520	74,920	5.0
Mayo	107,395	326	107,721	7.9
Meath	129,797	0	129,797	5.2
Monaghan	25,204	0	25,204	3.7
Offaly	54,095	0	54,095	**
Roscommon	40,000	0	40,000	**
Sligo	24,500	75	24,575	3.4
South Dublin	97,511	0	97,511	0.0
Tipperary Joint Libraries Committee	0	0	0	0.0
Waterford	59,700	3	59,703	9.0
Westmeath	57,682	0	57,682	5.4
Wexford	0	0	0	0.0
Wicklow	62,419	0	62,419	**
Total: 28	865,988	1,343	867,331	0.0
CITY COUNCILS				
Cork	*124,064	*0	*124,064	0.0
Dublin	0	0	0	0.0
Limerick	16,756	0	16,756	41
Waterford	**	**	0	**
Total: 4	140,820	0	140,820	
TOTAL: 32	1,006,808	1,343	1,008,151	

* Figures taken from 2009 returns.

** Figures were not supplied by the local authority. This may be due in part to the interpretation of 'Services to schools' in the request to supply figures for the number of schools and the pupil population served. In a number of local authorities, this service was discontinued when the SLS grant was withdrawn in October 2008. A service to schools was frequently maintained, however, but delivered through the general public library system and not through a dedicated Schools Library Service system.

Table 7: Services to schools - Issue of children's books through the Schools Library Service

Note: A figure of 0 indicates that a local authority may not have continued to deliver a service directly to schools, or where they did continue a service, they may not have recorded the number of items loaned (in these cases, they may have just recorded that a block loan was provided to 'x' number of schools). The figures in this table, supplied by local authorities, indicate items loaned to schools from the shelved school library van (where it still operated) and which were recorded as individual loan items from the general public library service.

Authority	Issues			Items per head of pupil population
	Books	Non-books	Total	
COUNTY COUNCILS				
Carlow	0	0	0	0.0
Cavan	0	0	0	0.0
Clare	0	0	0	0.0
Cork	0	0	0	0.0
Donegal	0	0	0	0.0
Dun Laoghaire–Rathdown	0	0	0	0.0
Fingal	0	0	0	0.0
Galway	0	0	0	0.0
Kerry	0	0	0	0.0
Kildare	0	0	0	0.0
Kilkenny	7,795	57	7,852	0.8
Laois	0	0	0	0.0
Leitrim	0	0	0	0.0
Limerick	**	**	**	**
Longford	0	0	0	0.0
Louth	34,224	51	34,275	2.3
Mayo	13,469	0	13,469	1.0
Meath	25,134	0	25,134	1.0
Monaghan	23,455	0	23,455	34
Offaly	**	**	**	**
Roscommon	**	**	**	**
Sligo	10,900	0	10,900	1.5
South Dublin	0	0	0	0.0
Tipperary Joint Libraries Committee	0	0	0	0.0
Waterford	4,672	5	4,677	7
Westmeath	2,127	0	2,127	0.2
Wexford	0	0	0	0.0
Wicklow	**	0	**	**
Total: 28	121,776	113	121,889	47.8
CITY COUNCILS				
Cork	*8,512	*0	*8,512	*0.6
Dublin	0	0	0	0.0
Limerick	17,863	0	17,863	44
Waterford	**	**	0	0.0
Total: 4	26,375	0	26,375	44.6
TOTAL: 32	148,151	113	148,264	92.4

* Figures taken from 2009 returns.

** Figures were not supplied by the local authority. This may be due in part to the interpretation of 'Services to schools' in the request to supply figures for the number of schools and the pupil population served. In a number of local authorities, this service was discontinued when the SLS grant was withdrawn in October 2008. A service to schools was frequently maintained, however, but delivered through the general public library system and not through a dedicated Schools Library Service system.

FURTHER INFORMATION

Further information about the provision of services by the public library system to primary schools prior to and immediately following the withdrawal of the Department of Education and Science funding in October 2008 can be obtained in the report prepared by the Library Council (2010), entitled *The Public Library and the School: Policies and Prospects for Library Services to Primary Schools in Ireland* (available at: www.askaboutireland.ie/aai-files/assets/libraries/an-chomhairle-leabharlanna/libraries/public-libraries/publications/School_Report2010.pdf).