

Growing up in Scotland: The experiences of young children and their families

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Outline

- Early Years' Policies – the challenges of evaluation and measuring success
- The Growing up in Scotland study
- How does Scotland compare internationally?
- Social patterning of health and development in Scotland
- Can we identify resilience amongst disadvantaged families?
- Implications for policy and practice



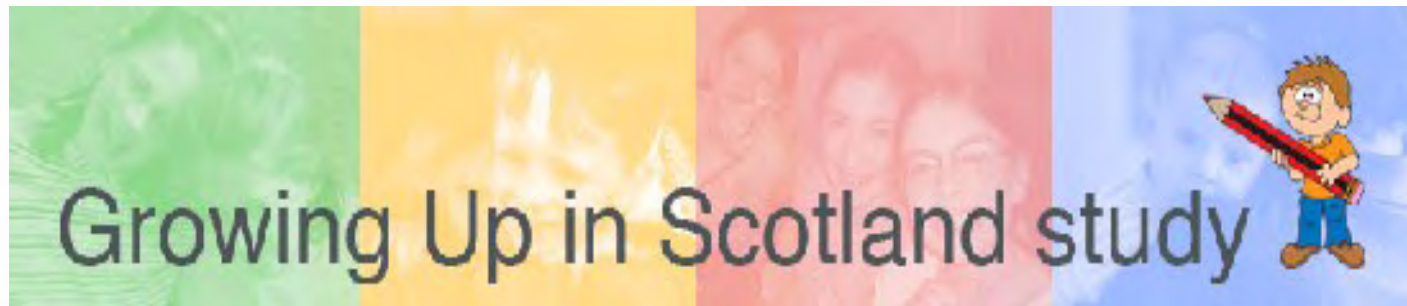
Policy and Evidence

We have much evidence about the lives of Scottish children and their families

We have some evidence of what works in relation to specific interventions

We know that the wider socio-economic context is important and its influence on experience and outcomes strong





Led by Paul Bradshaw and colleagues at the Scottish Centre for Social Research in collaboration with CRFR and the MRC Social and Public Health Research Unit, Glasgow

Funded by the Scottish Government from 2003; Now in second phase of funding 2008-2013

It provides information that will help develop policies affecting children and their families in Scotland



Growing Up in Scotland study



A large scale longitudinal and cross sectional study – following the lives of a national sample of children from infancy onwards

8000 children were enrolled in 2005-06 in two cohorts – 5000 babies born between June 2004 and May 2005 and 3000 toddlers born between June 2002 and May 2003

A new birth cohort of 6000 babies (aged around 10 months) are currently being recruited

Main carer interviewed every year until child is 5 years old; currently at Sweep 6



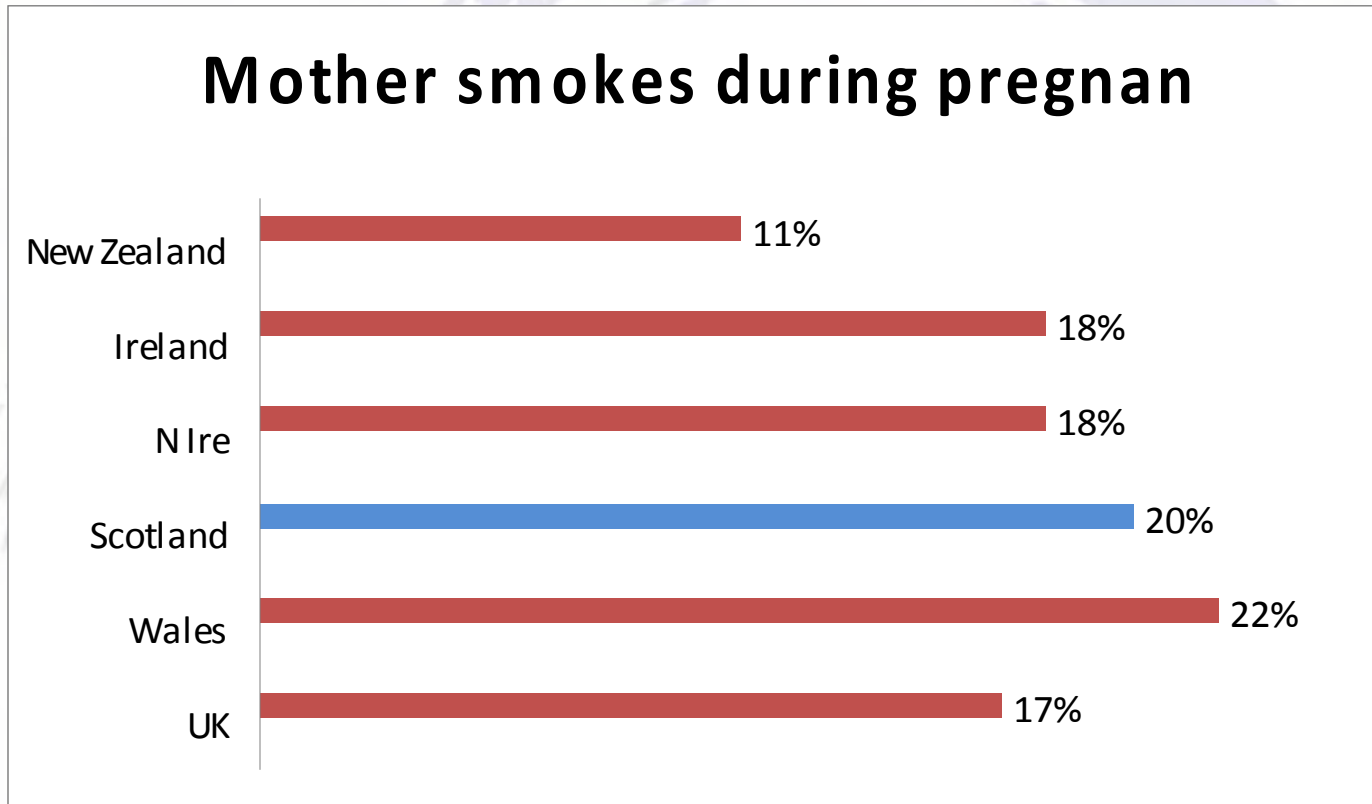
International comparisons

Comparing countries with data collected for the early years with similar questions

Selected measures



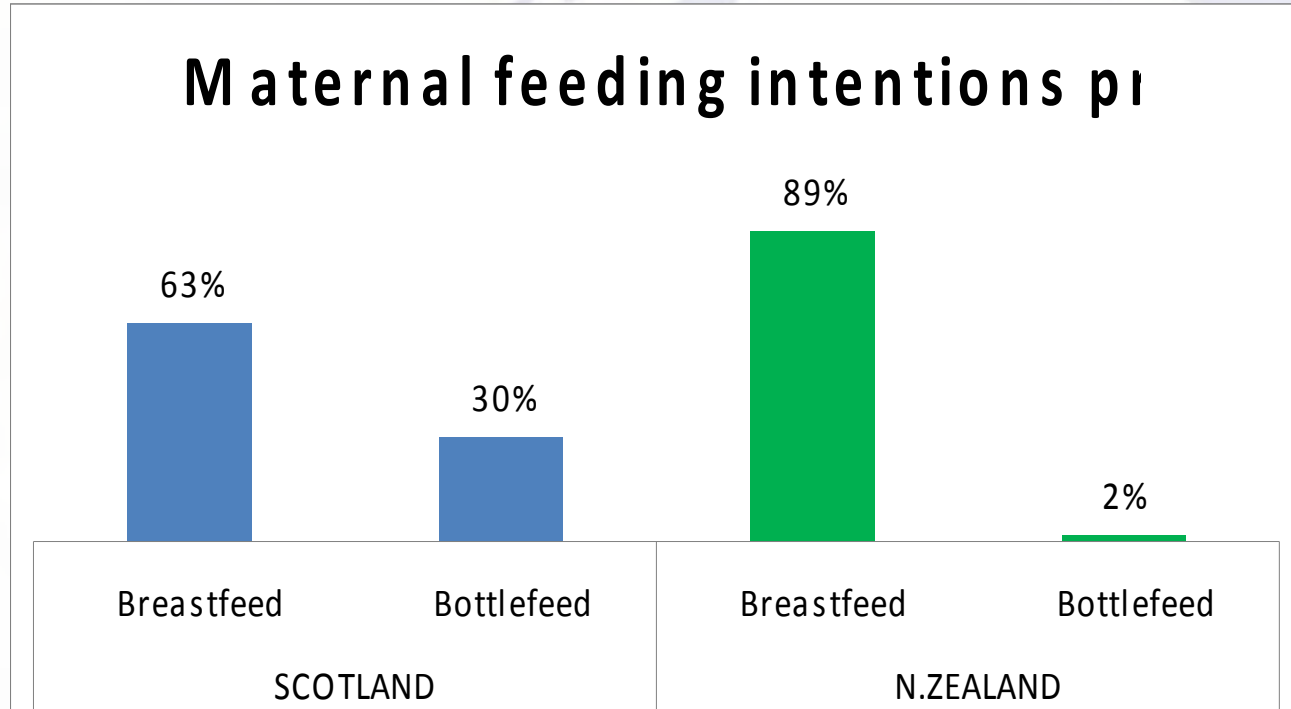
International comparisons



Source: Infant Feeding Survey 2005., Growing Up in Ireland, Growing Up in New Zealand,



International comparisons



Source: Growing Up in New Zealand survey and Growing Up in Scotland Survey

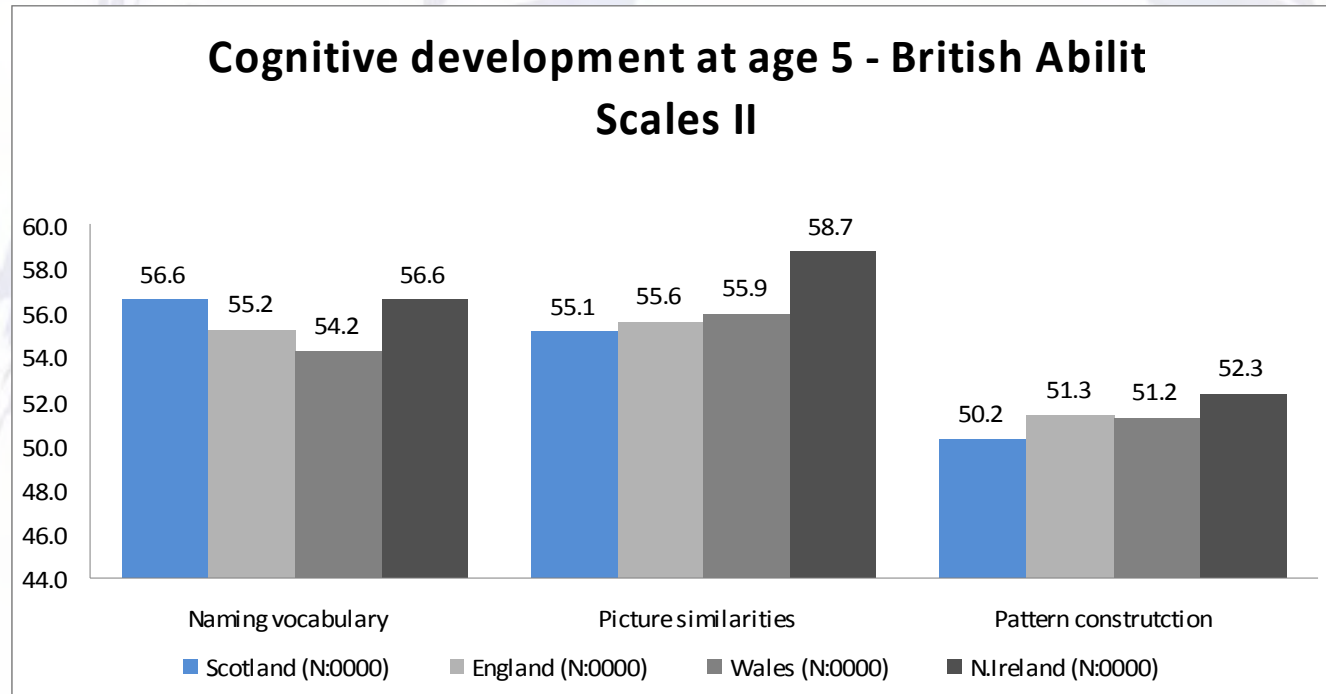
International comparisons

Breastfeeding initiation (year of birth)



Source: Infant Feeding Survey 2005., Growing Up in Australia, WHO Infant feeding database for data on Canada, USA, Norway, Sweden

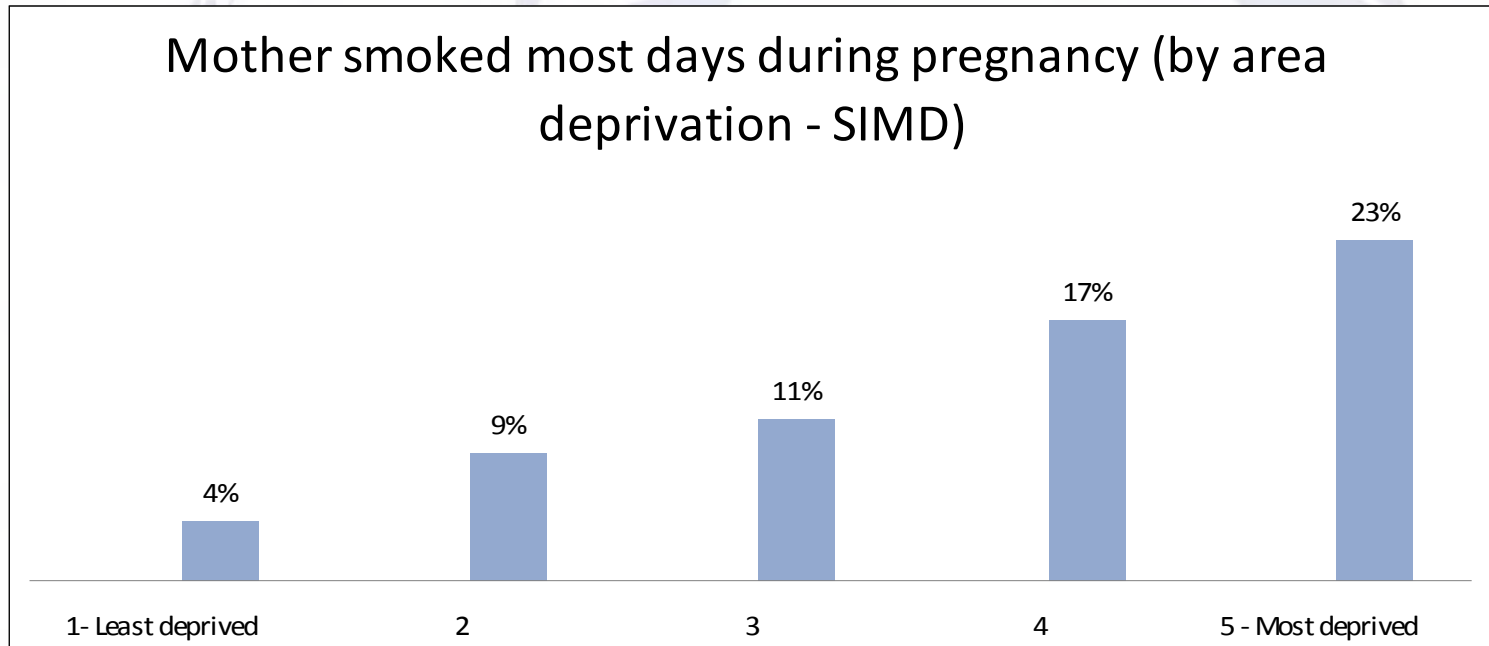
Within UK comparisons – Millennium Cohort Study Sweep 3



Source: Millennium Cohort Study data - sweep 3



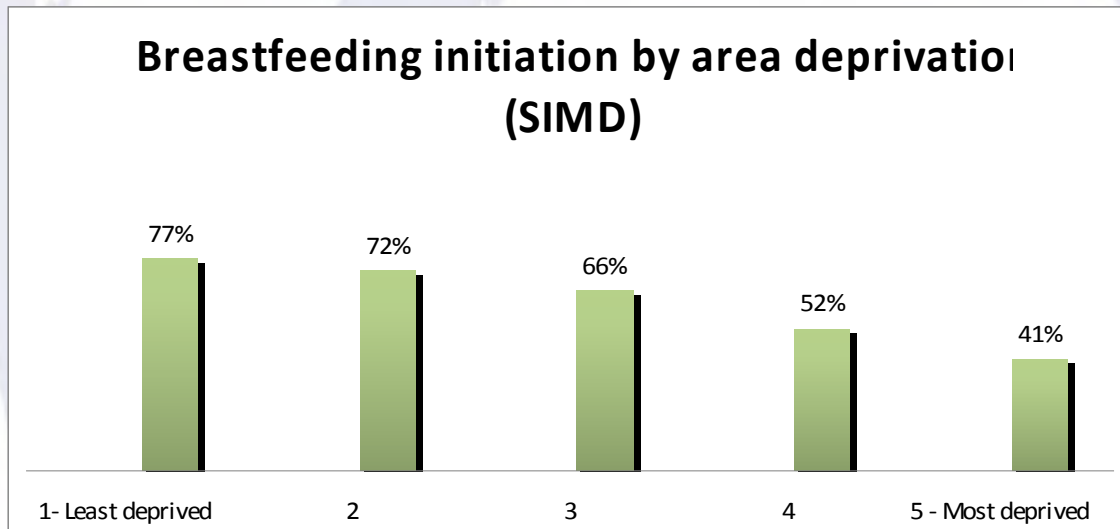
Growing up in Scotland



Source: Growing Up in Scotland data – sweep 1



Growing up in Scotland

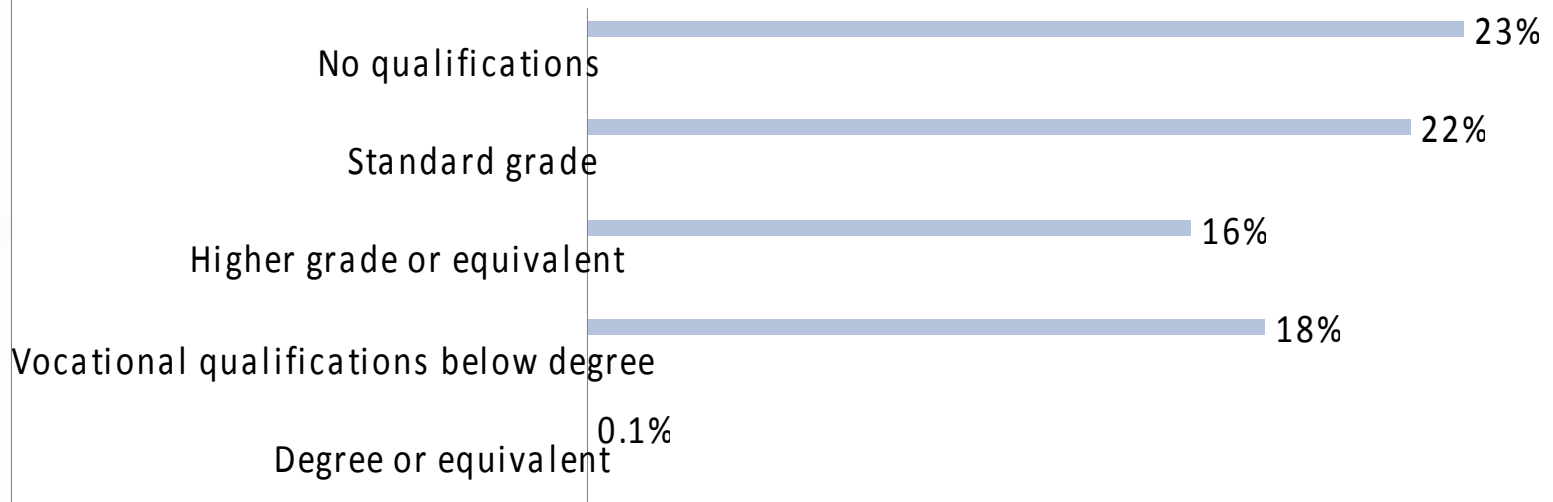


Source: Growing Up in Scotland data – sweep 1



Growing up in Scotland

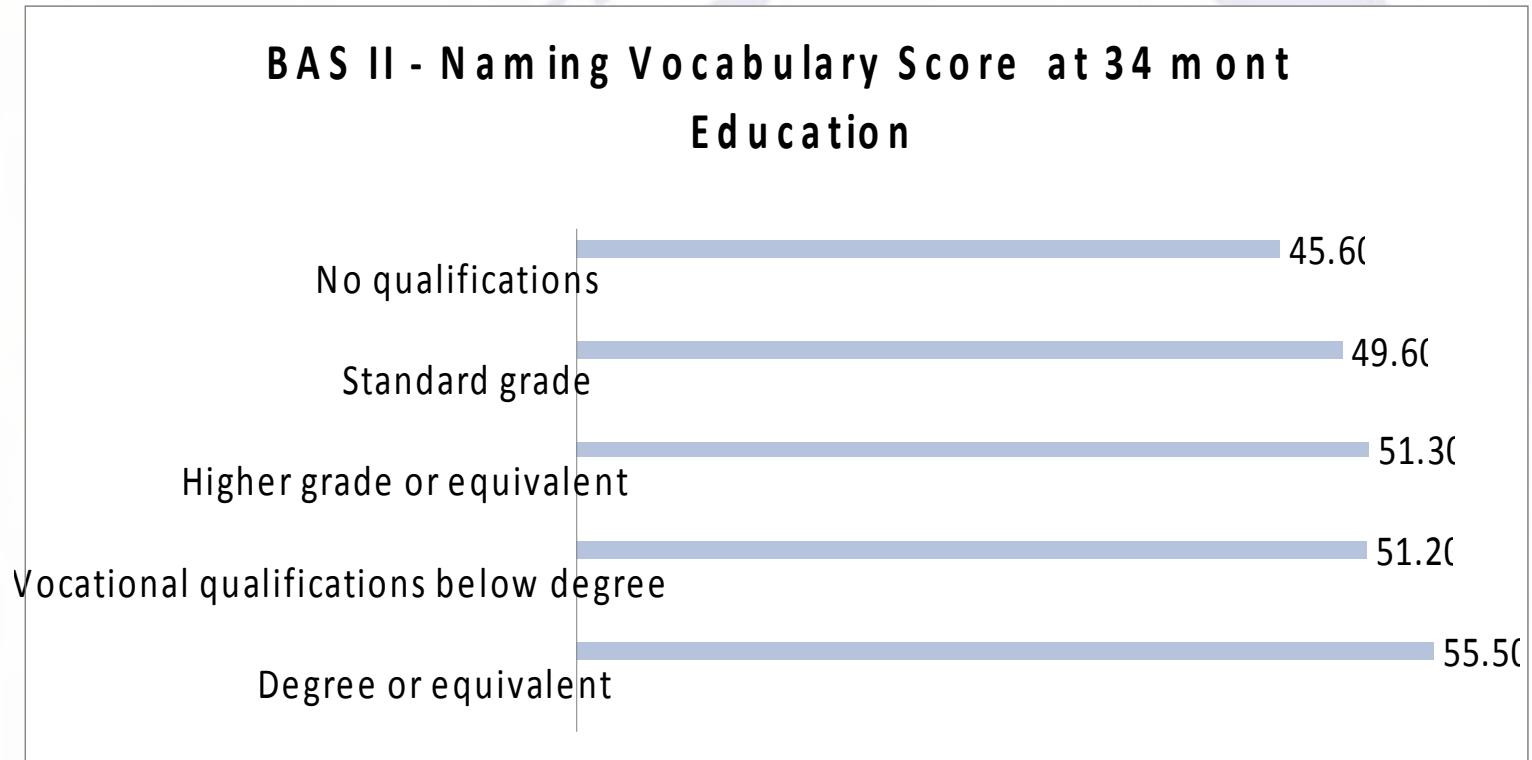
Introduction of solids before 4 m m a t e r n a l e d u c a t i o n



Source: Growing Up in Scotland data – sweep 1



Growing up in Scotland – Child cohort Sweep 2



Source: Growing Up in Scotland data, Bromley, C (2009)



Resilience

Socio-economic background are the strongest predictors of children's health outcomes

However, some resilience is evident. When controlling for the main factors known to influence children's health outcomes, the following were associated with the avoidance of negative outcomes:

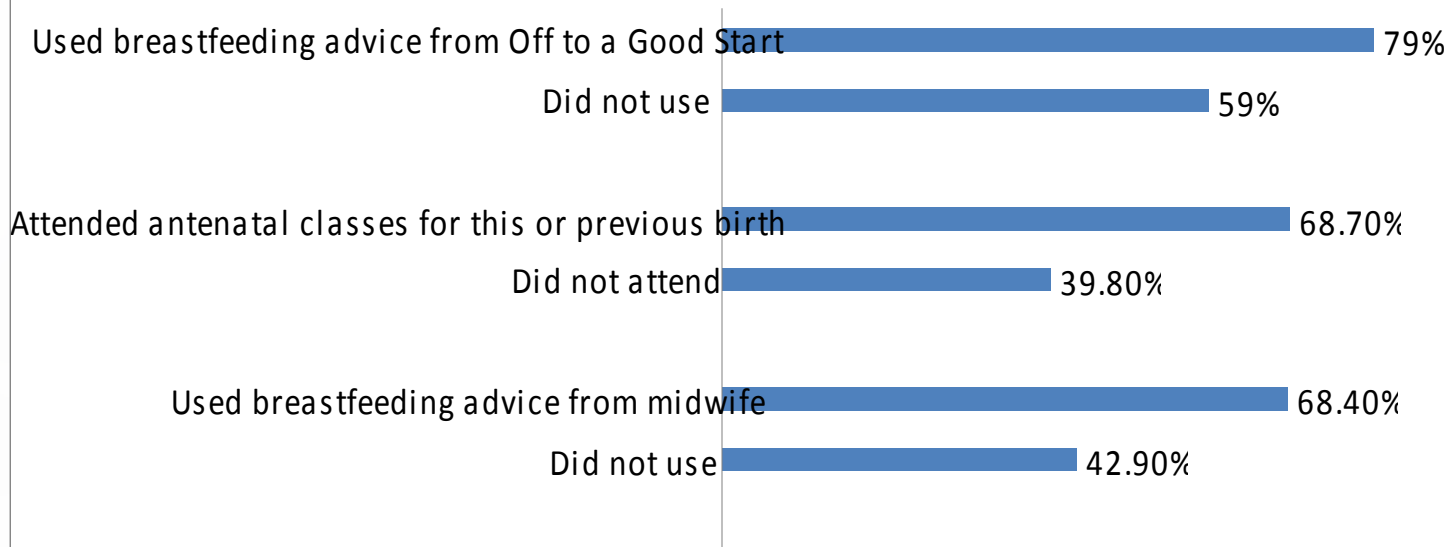
- Medium level of satisfaction with the facilities in the local area
- A more enriched home environment
- At least one adult in the household in full-time employment
- Mothers not having long term health conditions or disabilities
- Mothers having more positive attitude to seeking help/advice



Source: Growing Up in Scotland data reported in Bromley, C and Cunningham-Burley, S (2010)

Growing up in Scotland – Birth cohort Sweep 1

Breastfed at least 6 months



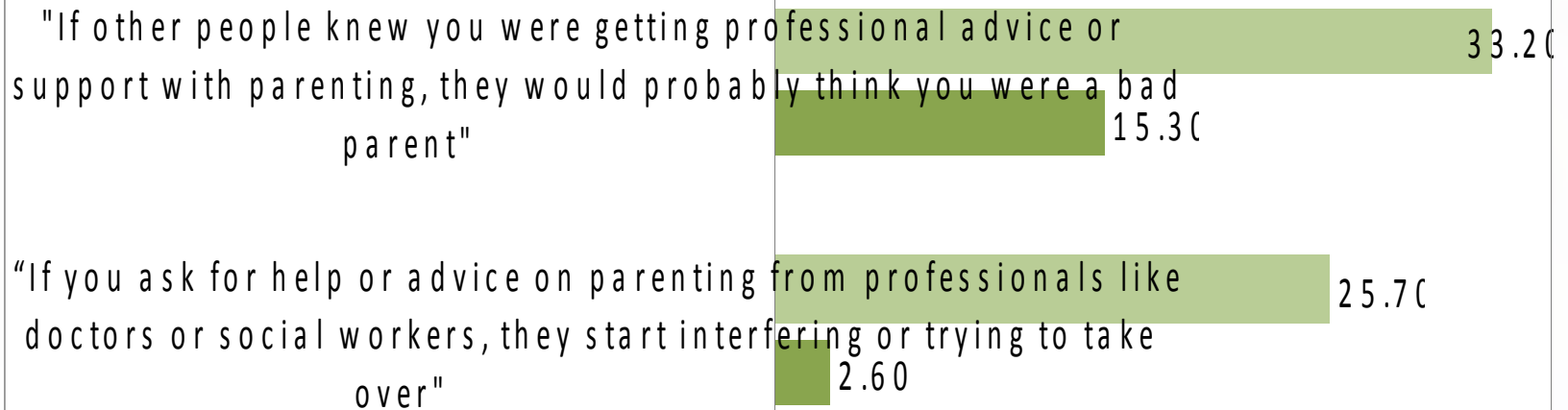
Source: Growing Up in Scotland data, Skafida (2011)



Growing up in Scotland – Birth cohort Sweep 2

Attitudes to asking for help by

■ Degree or equivalent qualification ■ No qualification



Source: Growing Up in Scotland data, Skafida (2011)

Implications for policy and practice

- Childhood experience and development to be understood in family and community context
- Parental outcomes, such as maternal education and mental health, are important and worthy of interventions
- We do need to act (Joining the Dots) but we still need to answer the questions how, who, when and where
- Whole families and networks and communities as well as parents and children directly



References

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