



CHILD INDICATORS

CERTIFICATION

Develop an understanding of child indicators projects and receive a certification from the International Society of Quality-of-Life Studies (ISQOLS), a globally-recognized academic and professional association, with its own publications, journals, conferences, and identity. ISQOLS is collaborating with the Management Institute for Quality-of-Life Studies (MIQOLS) in the administration of this certification program with the co-sponsorship of the Annie E. Casey Foundation, a Baltimore-based national foundation devoted to developing a brighter future for millions of children and young people.

7 learning modules





OVERVIEW

Who Are We?

Why Get Certified?

Who Is the Program for?

What Will You Learn?

How Will Course be Administered?

Who Is the Course Instructor?

What Is the Cost?

How about CEUs?

Do You Qualify?

Are You Ready?





WHO WE ARE



International Society for Quality-of-Life Studies

"exploring wellbeing and happiness"

Established, in 1995, the International Society for Quality-of-Life Studies (ISQOLS) is a global organization with a mission to promote and encourage research in the field of quality-of-life (QOL), happiness, and wellbeing studies. ISQOLS mission focuses on creating a paradigm shift within traditional academic disciplines and to transform "Quality-of-Life" studies into an academic discipline in its own right. The ultimate goal is to help with the creation, dissemination, and utilization of knowledge of the science of wellbeing across all walks of life.



MANAGEMENT INSTITUTE FOR QUALITY-OF-LIFE STUDIES

fostering the science and application of well-being research

MIQOLS

Management Institute for Quality-of-Life Studies (MIQOLS) is a non-profit organization made up of mostly professors at various academic institutions and other management consultants whose mission is to facilitate the diffusion and utilization of the science of quality-of-life/wellbeing research in industry and government. The general objective of MIQOLS is to propagate the science of quality-of-life and wellbeing research by assisting organizations (business, government, and other institutions).



WHY GET CERTIFIED

The ISQOLS Child Indicators Certification program is designed to help QOL researchers specializing in child indicators obtain additional training and become officially certified in the field. This certificate program is facilitated by the International Society for Quality-of-Life Studies (ISQOLS), a globally-recognized academic and professional association, with its own publications, journals, conferences, and identity, and the Management Institute for Quality-of-Life Studies (MIQOLS).

The principal benefits you will obtain from the certification course are:

- a philosophical and academic foundation of much of the research on child indicators, most of the commonly used analytical frameworks, and knowledge of key terms and concepts;
- understanding the uses of child wellbeing indicators, and how to use this knowledge to evaluate programs and policies and identify child-centered problems;
- knowledge about how to develop and evaluate child indicators and where to look for existing data that may be available;
- mastery of the skills needed for data analysis and tabulation of child indicators; and
- understanding of the report production and dissemination process, as well as auxiliary products.



WHO THE PROGRAM IS FOR

- Community planners
- Researchers working in nonprofit organizations
- Consultants who want to specialize in child indicators research
- Researchers in local government agencies who want to receive additional training in developing indicator systems related to children
- Academic researchers who are interested in developing research and/or teaching expertise in this area
- Children advocacy groups and foundations focusing on child wellbeing





WHAT YOU WILL LEARN

- ✓ A philosophical and academic foundation of much of the research on child indicators, most of the commonly used analytical frameworks, and knowledge of key terms and concepts
- ✓ Understanding the uses of child wellbeing indicators, and how to use this knowledge to evaluate programs and policies and identify child-centered problems
- ✓ Knowledge about how to develop and evaluate child indicators and where to look for existing data that may be available
- ✓ Mastery of the skills needed for data analysis and tabulation of child indicators
- ✓ Understanding of the report production and dissemination process, as well as auxiliary products





SEVEN MAJOR LEARNING MODULES

Following this introduction and overview module, module 2 focuses on theories or frameworks for developing a set of child indicators. Several of the major frameworks, theories, or perspectives used in measuring child wellbeing are presented but the content of module 2 is not meant to be comprehensive. Module 3 discusses many of the different uses of child indicators. While the information presented in module 3 is not exhaustive, it covers most of the primary uses of child indicators. Module 4 underscores the importance of accurate and reliable statistical data. It provides information on what an indicator is and provides some guidance about what data to collect. This module also includes information on how to assess quality of indicators. Good data are the bedrock of child indicator projects. Module 5 provides information on how to tabulate or analyze the data. This often involves a balance between the best approach from a statistical research perspective and the best approach from the perspective of communicating with the public or non-scientific audience. Trying to blend these two perspectives can be tricky but the many successful publications on child indicators suggests the tension can be managed. Module 6 provides material on planning and producing a child indicator report. This module covers topics such as designing a data-based report that facilitates communication of statistics. This module also provides information on disseminating a report of key data or findings. The best data in the world is of little use if it is not shared effectively with others. Module 7 provides several examples of successful indicator projects from around the world. These examples provide a good view of the range of child indicator projects along with more details about how they fit into the broader landscape.

- I. Introduction and Overview**
- II. Analytic Frameworks and Perspectives for Measuring Child Wellbeing**
- III. Uses of Child Wellbeing Indicators**
- IV. Developing and Evaluating a Set of Child Wellbeing Indicators**
- V. Data Analysis and Tabulation**
- VI. Producing a Report and Disseminating Data**
- VII. Examples of Indicator Projects and Reports**



INTRODUCTION AND OVERVIEW

MODULE 1

Topics:

Key Terms and Concepts

- ❖ Child indicator
- ❖ Indicator project
- ❖ Child wellbeing
- ❖ Child indicator movement
- ❖ Data-based child advocacy movement

Development of the Child Indicator Field

- ❖ UNICEF State of the World's Children
- ❖ United Nations Convention on the Rights of the Child

Connections to Child Indicator Movement

- ❖ Increased attention and use of social measurement
- ❖ Efforts to push governments, non-government organizations, and researchers to measure and monitor the human condition
- ❖ Translational research
- ❖ Government accountability
- ❖ Methodological advancements and increased data availability

The Development of an Organizational Infrastructure

Why Data and Research Are Particularly Important for Children

- ❖ Lack of political power
- ❖ Outsider strategy

Sorting Out Scholarship and Advocacy

- ❖ Advocacy
- ❖ Scholarship and science



ANALYTIC FRAMEWORKS AND PERSPECTIVES FOR MEASURING CHILD WELLBEING

MODULE 2

Topics:

The United Nations Convention on the Rights of the Child

- ❖ Increased interest in the wellbeing of children
- ❖ Framework for what dimensions or domains to include in assessing child wellbeing
- ❖ Reports on the wellbeing of children

Child Development Perspective

- ❖ Changing social role and expectations of children as they age
- ❖ Cumulative effect of childhood experiences
- ❖ Eight stages of development

Ecological Model of Child Wellbeing

- ❖ Rings of influence
- ❖ Microsystem (family, school, neighborhood, etc.)
- ❖ Mesosystem (two or more microsystems)
- ❖ Exosystem (parents' workplace, the parents' affiliations within the neighborhood, the government social services, etc.)

Sociology of Children

- ❖ Likely life trajectory
- ❖ Current state of wellbeing

Subjective Child Wellbeing Measures

- ❖ Shortcomings using purely objective measures
- ❖ Tensions between subjective and objective perspectives of child wellbeing
- ❖ Important limitations



USES OF CHILD WELLBEING INDICATORS

MODULE 3

Topics:

Increasing Public Awareness About Child Wellbeing

- ❖ International reports
- ❖ Country reports

Monitoring Child Wellbeing

- ❖ On-going reports
- ❖ Government accountability

Goal Setting for Child Wellbeing

Evaluating Programs and Policies related to children

- ❖ Evaluations of broad approaches
- ❖ Evaluations of individual programs and policies

Identifying Child-Centered Problems

Using Indicators in Research and Analysis



DEVELOPING AND EVALUATING A SET OF CHILD WELLBEING INDICATORS

MODULE 4

Topics:

What is an indicator of child wellbeing?

- ❖ Material wellbeing
- ❖ Education
- ❖ Health
- ❖ Emotional wellbeing
- ❖ Subjective wellbeing

Statistics and Indicators

- ❖ Distinction between statistics and indicators
- ❖ Context variables

Indicators for Individuals and Population Indicators

- ❖ Clinical indicators
- ❖ Population-based indicators

Key Questions Related to Indicator Selection

Roles and Relationships

- ❖ Getting stakeholder input
- ❖ Using a data partner
- ❖ Relationships with agencies

Identifying Indicators of Interest

- ❖ Domains of wellbeing
- ❖ How many indicators needed

Where to Look for Potential Indicators

- ❖ Conduct data collection
- ❖ Government agencies
- ❖ Publicly available resources

Different Forms of Availability of Data

Selection Criteria and Considerations

- ❖ Accuracy
- ❖ Consistency and comparability
- ❖ Completeness
- ❖ Readily Understandable
- ❖ Balanced
- ❖ Relevance to the agenda
- ❖ Using a strategic unit of geography
- ❖ Timeliness of the data
- ❖ Positive indicators or assets

Limitations of Data



DATA ANALYSIS AND TABULATION

MODULE 5

Topics:

Description and Analysis

Level or Type of Statistical Analysis

- ❖ Spreadsheets (EXCEL)
- ❖ Statistical Analysis System (SAS)
- ❖ Statistical Package for Social Sciences (SPSS)

Comparative Analysis

- ❖ Comparisons over time
- ❖ Comparisons across groups
- ❖ Comparisons across geographic units

Comparisons Using Ranking

- ❖ Appeal to mass media
- ❖ Advocacy perspective

Identifying Specific Place Names

Use of Statistical Significance Testing

- ❖ Why statistical significance testing is not widely used

Building an Index of Child Wellbeing

- ❖ Benefits
- ❖ Criticism

The Issue of False Precision

The Challenge of Disaggregation of Data

- ❖ Summary measure masking important differences in subgroups
- ❖ Reliability and availability of disaggregated data

Understanding the Meaning of Numbers and Rates

Outliers

Data Limitations



PRODUCING A REPORT AND DISSEMINATING DATA

MODULE 6

Topics:

Understanding the Audience

- ❖ Policymakers
- ❖ Child advocates
- ❖ Government officials
- ❖ Statistical agencies
- ❖ Researchers
- ❖ Media
- ❖ Service providers
- ❖ General public

Communication and Child Indicators

Strategic and Opportunistic

Presenting Data from a Comparative Perspective

Paper or Computers?

- ❖ Advantages of providing data through a website

Should Reports be Produce Every Year?

- ❖ Scientific perspective
- ❖ Communication and public awareness perspective

Working with an Editor

Graphs and Maps

- ❖ Line graphs
- ❖ Bar charts
- ❖ Pie charts
- ❖ Maps

Auxiliary Products

- ❖ Data wheel
- ❖ Pocket guide
- ❖ Wall chart
- ❖ Data sheets or handouts
- ❖ Release event
- ❖ Video news release
- ❖ Release events
- ❖ E-reader format
- ❖ Social media



EXAMPLES OF INDICATOR PROJECTS AND REPORTS

MODULE 7

Topics:

**UNICEF Innocenti
Research Centre Report
Cards**

**The UNICEF Multiple
Indicator Cluster
Surveys (MICS)**

KIDS COUNT Project

**The Organization for
Economic Cooperation
and Development
(OECD)**

**KIDS COUNT on the
Eastern Shore of Virginia**

Kids Count Mexico

**The Field of Child
Indicators Studies in
South Korea**

**America's Children: Key
Indicators of Wellbeing**

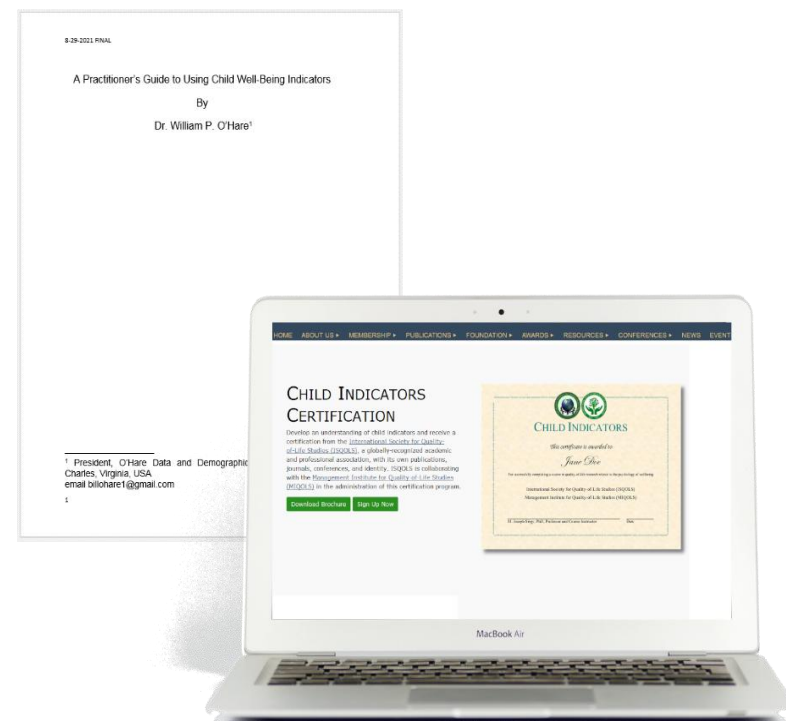
Quebec, Canada



COURSE ADMINISTRATION

This course focuses on the process of planning, developing, and implementing child indicators in the context of a town, county, city, rural area, or a metropolitan region.

The course involves learning seven chapters of the course manual. The program is self-paced and facilitated mostly one-on-one through personal communication with the instructor. Course participants are assigned a textbook. After reading the textbook and interacting with the instructor, the participant is assigned several case studies to analyze. The instructor then certifies the participant upon successful completion of these case analyses.





THE COURSE INSTRUCTOR

GRACIELA H. TONON

A Leader in the Field of Child Indicators

Graciela H. Tonon is a Social Worker with a Ph.D. in Political Science (USAL, Argentina) and a Master in Political Sciences. She did Postdoctoral studies at the University of Firenze, Italy. She is Professor of Community Social Work and Children at Risk of the Faculty of Social Sciences and Director of the Social Institute of Social Sciences UNI-COM of the National University of Lomas de Zamora. She is also Professor of Quality of Life: theory and methodology and Director of the Master's Program in Social Sciences at the Faculty of Social Sciences of the University of Palermo, Argentina. She received the ISQOLS Distinguished Service Award for Contributing Substantially to a Better Understanding of Quality of Life Studies in 2016. Her editorial responsibilities include Editor of the International Quality of Life Handbook Series, Springer-ISQOLS; Editor of the Book Review Section of the Journal of Applied Research in Quality of Life, Springer-ISQOLS. She is also the Director of the Journal of Social Sciences, of the University of Palermo, Argentina. She is currently Vice President of Publications of the International Society for Quality of Life Studies. She has published extensively in the fields of Quality of Life, Research Methodology, Children, Community and Public Policy in English and Spanish. At a professional level, she has worked for 25 years as a social worker assisting at-risk and abused children, in the fields of schools, health and the Court of Justice.





COURSE TUITION

Certification

- **ISQOLS members** can take the course for certification for **\$700**.
- **Non-ISQOLS members** can take the course for certification for **\$900**.
- Benefits include:
 - Access to the lecture slides
 - Access to the lecture videos
 - Discount from Springer to purchase the textbook that supports the course
 - Direct communication with the instructor by e-mail and/or video conferencing
 - Certification upon demonstrated learning (evaluated through successful completion of several exams)

Audit

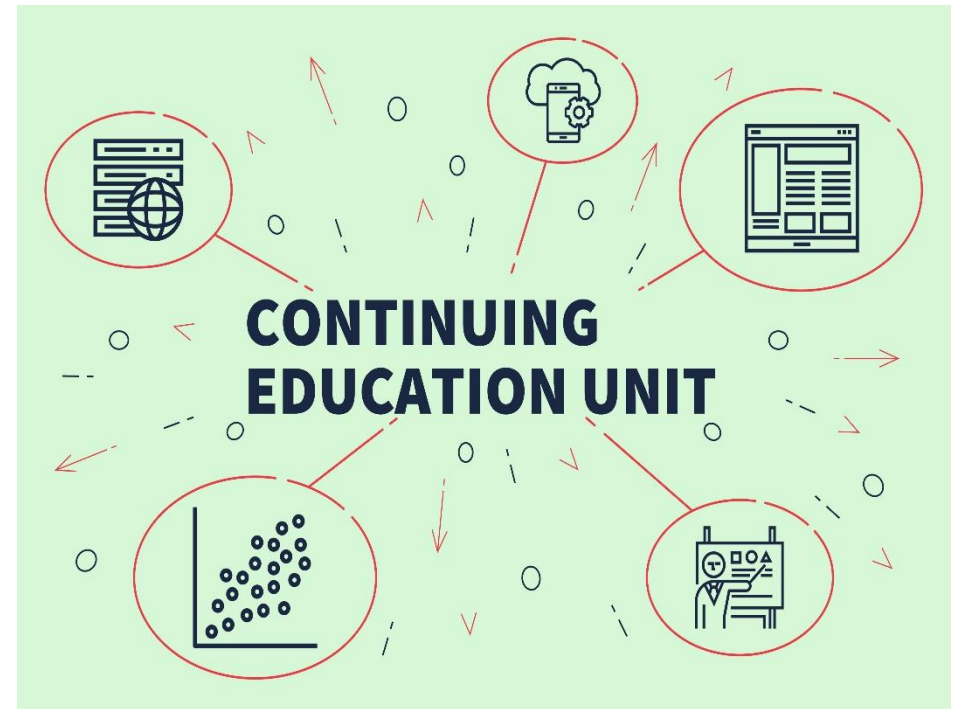
- **ISQOLS members** can audit the course for **\$50**.
- **Non-ISQOLS members** can audit the course for **\$200**.
- Benefits include:
 - Access to the lecture slides
 - Access to the lecture videos
- Discount from Springer to purchase the textbook that supports the course
- completed the course.





CONTINUING EDUCATION UNITS (CEUs)

- ISQOLS can provide educational credit in terms of Continuing Education Units (CEUs) for the Child Indicators Certification Program. **1 CEU is equivalent to 10 contact hours.** The Child Indicators Certification Program involves an estimated 10 contact hours in total. This translates into 1 CEU. As such, the program provides 1 CEU.
- Those interested in receiving the CEUs should provide enough information to their own educational institution about the ISQOLS certification program and their own institution would determine if they would accept these CEUs.
- Many occupations require CEUs to stay licensed in their profession (social workers, teachers, child psychologists, health officials, etc.). Those who wish to use the certification program for CEUs in meet continuing education requirements of their profession should contact their state/country licensing board and submit information about the course.





Are you ready to sign up?

Sign Up Now