

This is a repository copy of *Children's Views on Their Lives and Well-being in 16 Countries : A report on the Children's Worlds survey of children aged eight years old 2013-15.*

White Rose Research Online URL for this paper:

<https://eprints.whiterose.ac.uk/95207/>

Version: Published Version

---

**Monograph:**

(2016) *Children's Views on Their Lives and Well-being in 16 Countries : A report on the Children's Worlds survey of children aged eight years old 2013-15.* Research Report. Jacobs Foundation

---

**Reuse**

Items deposited in White Rose Research Online are protected by copyright, with all rights reserved unless indicated otherwise. They may be downloaded and/or printed for private study, or other acts as permitted by national copyright laws. The publisher or other rights holders may allow further reproduction and re-use of the full text version. This is indicated by the licence information on the White Rose Research Online record for the item.

**Takedown**

If you consider content in White Rose Research Online to be in breach of UK law, please notify us by emailing [eprints@whiterose.ac.uk](mailto:eprints@whiterose.ac.uk) including the URL of the record and the reason for the withdrawal request.



Children's views on their lives and well-being in 16 countries:

A report on the Children's Worlds survey of children aged  
eight years old, 2013-15



# Children's views on their lives and well-being in 16 countries: A report on the Children's Worlds survey of children aged eight years old, 2013-15

## Acknowledgements

The project team would like to thank the Jacobs Foundation for their generous funding which made it possible to conduct this wave of the Children's Worlds study and for their support through the process of completing this work.

We would also like to thank the schools and other organisations within each country who facilitated the survey and, most importantly, the 17,000 children who spent time completing the survey and providing the views and experiences on which this report is based.

## About this report

This report has been prepared and edited by Gwyther Rees and Jonathan Bradshaw at the University of York, UK and Sabine Andresen at Goethe Universität Frankfurt, Germany. It is the product of a collaborative effort between the international team of researchers working on this wave of the Children's Worlds survey listed on the following page.

It can be cited as follows:

Rees, G., Andresen, S. & Bradshaw, J. (eds) (2016) *Children's views on their lives and well-being in 16 countries: A report on the Children's Worlds survey of children aged eight years old, 2013-15*. York, UK: Children's Worlds Project (ISCWeB)

## Further information

Further information about the Children's Worlds project can be found on the project website at [www.isciweb.org](http://www.isciweb.org).

If you have any queries about the project, please e-mail: [childrensworlds.iscweb@gmail.com](mailto:childrensworlds.iscweb@gmail.com)

## Children's Worlds 2013/15: International project team

### **Project Principal Investigators (Core Group):**

Sabine Andresen, Faculty of Educational Science, Goethe University Frankfurt

Asher Ben-Arieh, The Paul Baerwald School of Social Work and Social Welfare, The Hebrew University of Jerusalem and Haruv Institute

Jonathan Bradshaw, Social Policy Research Unit, University of York

Ferran Casas, EÍDIQV, University of Girona.

Gwyther Rees, Social Policy Research Unit, University of York

### **Project Co-ordinator:**

Tamar Dinisman, International Survey of Children's Well-Being (ISCWeB)

### **National Principal Investigators and Researchers:**

Algeria: Habib Tillouine, Laboratory of Educational Processes and Social Context (Labo-PECS). Faculty of Social Sciences, University of Oran

Colombia: Juanita Bernal, Yicel Nairobis Giraldo and Ofelia Roldan, International Centre for Education and Human Development CINDE

Estonia: Dagmar Kutsar, Institute of Social Studies, University of Tartu

Ethiopia: Yehualashet Mekonen and Negussie Dejene, The African Child Policy Forum

Germany: Sabine Andresen, Johanna Wilmes, Faculty of Educational Science, Goethe University Frankfurt and Renate Möller, Faculty of Educational Science, Bielefeld University

Israel: Asher Ben-Arieh, The Paul Baerwald School of Social Work and Social Welfare, The Hebrew University of Jerusalem and Haruv Institute and Avital Kaye-Tzadok, Ruppin Academic Centre

Malta: Professor Carmel Cefai, Center for Resilience and Socio-Emotional Health, University of Malta

Nepal: Arbinda Lal Bhomi, Faculty of Education, Tribhuvan University, Kathmandu

Norway: Elisabeth Backe-Hansen, Nova

Poland: Dorota Strózik, Tomasz Strózik and Krzysztof Szwarz, The Poznań University of Economics.

Romania: Sergiu Bălăţescu and Claudia Oşvat, Department of Sociology and Social Work, University of Oradea

South Africa: Shazly Savahl, Sabirah Adams, Serena Isaacs, Gaironeesa Hendricks, Arnold Matzdorff, Cassandra Wagenaar, Lameez Abrahams, Department of Psychology, University of the Western Cape and Rose September, Department of Women, Children and People with Disabilities.

South Korea: Bong Joo Lee, Jaejin Ahn, Joan Yoo and Sun Suk Kim, Seoul National University

Spain: Ferran Casas, Mònica González, Sara Malo, Dolors Navarro, Carme Montserrat, Ferran Viñas, Carles Alsinet, Gemma Crous, Mireia Baena, Mireia Aligué, ERÍDIQV, University of Girona.

Turkey: Serra Müderrisoğlu, Department of Psychology; Boğaziçi University, Abdullah Karatay, Department of Social Work Üsküdar University; Pınar Üyan-Semerci, Department of International Relations, Istanbul Bilgi University and Başak Ekim-Akkan, Social Policy Forum, Boğaziçi University

United Kingdom: Gwyther Rees, Gill Main, and Jonathan Bradshaw, Social Policy Research Unit, University of York.

# Contents

Introduction.....	5
Life as a whole .....	10
Home and family .....	15
Money and possessions .....	23
Friends and other relationships .....	30
School.....	35
Local area .....	47
Self.....	53
Time use.....	57
Other aspects of life.....	71
Children's rights.....	74
Overview.....	78
References .....	84

# Chapter I

## Introduction

This is the second research report from the Wave 2 of the Children's Worlds survey - an international study about children's lives and well-being from their own perspectives. The project, which aims to gather a representative data from a range of countries, fills a significant gap in evidence about children's lives in terms of the diversity of countries involved, the broad range of topics covered and the age groups surveyed.

Wave 2 of the study began in Autumn 2013 and so far has included representative samples of over 56,000 children aged around 8, 10 and 12 years of age in 16 countries. The first report, published in May 2015, presented initial findings for the older two age groups in the 15 countries which had completed the survey by that time. This report focuses on the 8-years-old age group in 16 countries across four continents as shown in the table below. In some countries, the survey was only conducted in part of the country as shown. The names of these countries have been marked with an asterisk in all tables and charts.

**Table 1: Countries included in this report**

Country	Coverage
Algeria	Western region
Colombia	Antioquia state
Estonia	Whole country
Ethiopia	Whole country
Germany	Whole country (but 4 Federal states selected for sample)
Israel	Whole country
Malta	Whole country
Nepal	Whole country (but 6 districts in 2 development regions selected for sample)
Norway	Whole country
Poland	Wielkopolska region
Romania	Whole country
South Africa	Western Cape province
South Korea	Whole country
Spain	Catalonia
Turkey	Istanbul
United Kingdom	England

The following two sections provide a brief introduction to the project and the survey. Fuller details are available in the initial report (Rees & Main, 2015) and on the project website:

[www.isciweb.org](http://www.isciweb.org).

### The project

The Children's Worlds project was initiated in 2009 at a meeting convened by UNICEF Regional Office for the CEECIS in response to an identified gap in information about children's lives and

well-being around the world. The meeting involved a number of researchers already involved in research on children's subjective well-being who subsequently formed a core group to take the project forward. The initial vision of the project was to create a worldwide survey which could inform policy makers, professionals, opinion leaders, parents and children themselves in order to promote improvements to the quality of children's lives. Conceptually the project is part of a wider movement to develop positive, child-centred, self-report indicators of child well-being (Ben-Arieh, 2008).

The first phase of work, which took place between 2009 and 2011, was to develop draft questionnaires to gather children's views which built on previous research and were also appropriate to be used in a range of cultural contexts. Versions of questionnaires were discussed and piloted with children in nine countries across four continents. Based on the results of this development work, a questionnaire was finalised and then used in a large-scale pilot involving over 34,000 children in 14 countries (Dinisman & Rees, 2014). This led to the current phase of the project, funded by the Jacobs Foundation, which is the basis for this report.

## The survey

The survey has been developed as a collaborative project between researchers in the participating countries, co-ordinated by a core group. Each national research team was responsible for all aspects of conducting the survey in their country – based on a set of guidelines covering issues such as questionnaire translation, sampling, ethics and practicalities of administration.

The survey is based on three versions of a self-completion questionnaire for the three different age groups of children around 8, 10 and 12 years old and was conducted in each country (or region of a country) with a representative sample of children in mainstream schools. Further details of the content of the 8-years-old questionnaire are provided at the beginning of each findings-based chapter of the report.

Data from the survey was input on to computer by each national research team and then checked and cleaned according to consistent procedures by a central data administrator. Weightings were also calculated for the final data set in each country to correct for disparities between the planned and actual samples.

The final sample for the 8-year-old survey in each country after data cleaning is shown in Table 2.

**Table 2: The final 8-years-old sample in each country**

Country	Final sample
Algeria (Western)	1244
Colombia (Antioquia)	902
Estonia	1076
Ethiopia	953
Germany	1056
Israel	886
Malta	802
Nepal	975
Norway	930
Poland (Wielkopolska)	1021
Romania	1242
South Africa (W Cape)	996
South Korea	2432
Spain (Catalonia)	1032
Turkey (Istanbul)	959
UK (England)	990
<b>Total</b>	<b>17496</b>

Unweighted sample, after data cleaning

## The questionnaire

The questionnaire consisted of around 70 question items and was divided into sections covering:

- Individual characteristics
- Home and people lived with
- Money and possessions
- Friends and other people
- Local area
- School
- Time use
- Life in general






There were four main types of question items:

1. Fact-based items: For example, age and gender.
2. Frequency items: For example, children were asked how often they spent time on certain activities and response options were on a four-point scale labelled 'Rarely or never', 'Less than once a week', 'Once or twice a week', 'Every day or almost every day'. There was also a 'Don't know' option.
3. Agreement items: These consisted of statements with which children were asked to indicate the extent of their agreement, using a five-point scale with the following response options: 'I



do not agree', 'Agree a little bit', 'Agree somewhat', 'Agree a lot', 'Totally agree'. There was also a 'Don't know' option.

4. Satisfaction items: These asked children how happy they were with various aspects of life and presented a five-point emoticon scale with tick boxes as shown below. This format was different to that used in the 10- and 12-years-old surveys where an 11-point scale was used. This is because it was found during piloting that the 11-point scale was not suitable for use with the 8-years-old age group in some countries.

How happy do you feel with ...					
Your family life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## This report

The purpose of this report is to provide a primarily descriptive overview of the broad findings of the survey of 8-year-old children. It:

- presents summary statistics for each question asked in the survey both overall and for each country;
- identifies any substantive gender differences;
- draws attention to key differences and similarities between the findings for this age group and the older age groups covered in the initial report;
- provides an overview of findings for each topic and country included in the report.

The report does not present complex statistical analysis. There is an ongoing programme of analysis of the survey data, the results of which will be published in working papers on the project website and in academic journals.

Following this introductory chapter, the structure of the report consists of ten chapters (2 to 11) focusing on the different broad topics covered in the survey questionnaire; and a final chapter providing an overview of children's satisfaction with different aspects of their lives and drawing conclusions.

In considering the findings presented in this report, it is important to recognise the very different contexts of children's lives in the 16 countries. The diversity of the sample of countries is a strength of the project but also introduces complexity.

For example, where we find (Chapter 2) that children in some countries have much greater access to a range of material resources than in other countries, this must be viewed within the economic context of very different levels of national wealth. Children's time use (Chapter 11) is another issue where the observed differences between countries in how children spend their time need to be understood within the context of children's lives in each country.

Additionally, there is an ongoing debate in the research literature on subjective well-being about the cross-cultural comparability of self-report questions on people's satisfaction with life or particular aspects of life. There is evidence that people in different cultures respond differently to such questions and that these differences place limits on the potential for straightforward international comparisons and league tables of subjective well-being. This is an issue which we

are exploring as part of the study. We discuss this issue further in the concluding chapter of the report.

So, while the report presents summary statistics in a way which aids cross-national comparisons, the reader is advised to bear in mind the varying contexts of children's lives across the 16 countries and also the potential that at least some of the differences observed may be the result of cultural response differences.

All findings presented in this report use weighted data. Weightings were calculated for each country's data set taking account of the sampling strategy and outcomes with the aim of providing estimates which are as representative of the child population as possible. Additionally, where pooled findings are presented for the whole data set, each country's data is weighted equally in generating the statistics.

The statistical comparisons of gender differences discussed in the report are based on t-tests taking into account the complex sampling design in each country (stratification and clustering). All differences noted as statistically significant refer to a p-value less than 0.001. This significance level is used, due to the large number of comparisons being made, in order to minimise the probability of a Type 1 error (false positive). Differences with higher p-values less than 0.01 are referred to as marginally significant.

Due to rounding, the percentages in rows of tables and in charts may not add up to exactly 100%.

## Chapter 2

# Life as a whole

### Overview

Three different measures of children's overall subjective well-being were included in the 8-years-old survey.

There were two single-item questions asking about happiness with life as whole and happiness with overall life up to now. These two questions used different response scales. The first item used the five-point response scale with emoticons discussed in Chapter 1 which was used for many of the questions in the questionnaire for this age group. The second item used an 11-point response scale similar to those used in the questionnaires for the older two age groups. This was the only question in this format and was placed at the end of the questionnaire to avoid creating confusion. One of the intentions of this was to test the potential to use this longer type of response scale with this age group.

The questionnaire also contained a set of five items intended to form a scale tapping into overall life satisfaction with a five-point response scale. These were developed from an original scale by Huebner (1991) as discussed in Rees & Main (2015).

The exact wording and response options for each item are shown in Box 1.

#### Box 1: Questions about overall well-being

##### **Cognitive subjective well-being**

###### *Single items*

- How happy are you with your life as a whole?

Responses were on a five-point scale using symbolic faces as described in Chapter 1.

- Up to now, are you happy with your overall life?

Responses were on an 11-point scale from 'Not at all happy' to 'Totally happy'. This question was not asked in Poland.

###### *Multi-item<sup>1</sup>*

Here are five sentences about how you feel about your life as a whole. Please tick a box to say how much you agree with each of the sentences

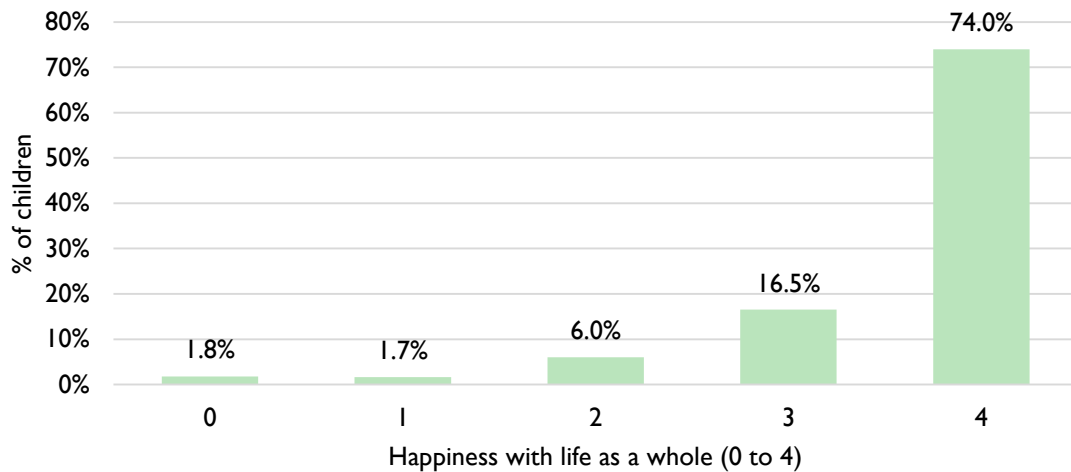
- My life is going well
- My life is just right
- I have a good life
- I have what I want in life
- The things in my life are excellent

Response options were on a 5-point scale from 'I do not agree' to 'Totally agree'

<sup>1</sup> This set of questions is derived from the Student Life Satisfaction Scale (Huebner, 1991). The first four items are taken directly from that scale and the fifth is an additional item being tested for the first time.

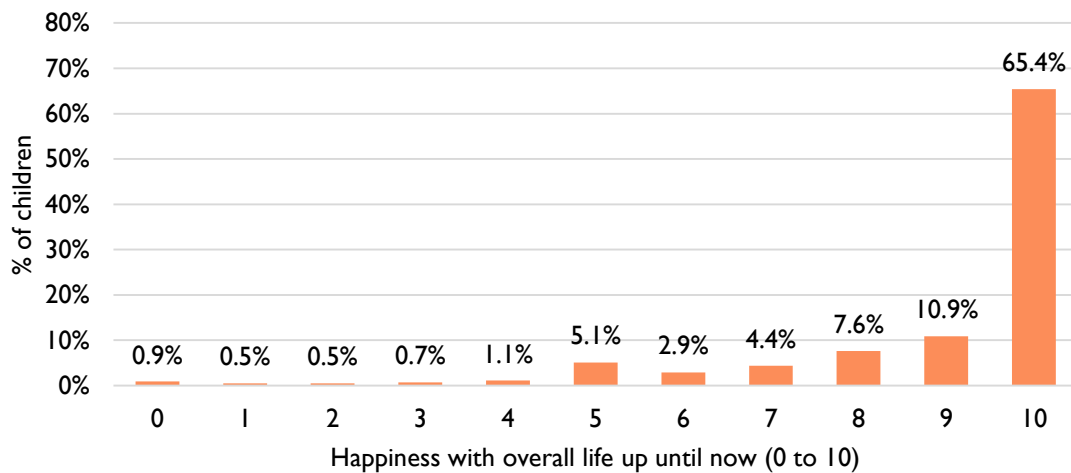
Figures 1 to 3 show the distribution of responses to each of the above three measures. It is well established in the research literature that most respondents to subjective well-being questions rate themselves in the more positive half of the continuum (Cummins, 2003); and that the mean scores for child populations tend to be higher than for adults (e.g. Casas et al., 2008). Such skewed distributions present challenges for statistical analysis because many statistical techniques require much more evenly-balanced<sup>2</sup> data.

**Figure 1: Distribution of responses to question about happiness with life as a whole (five-point scale)**



All countries, equally weighted by country

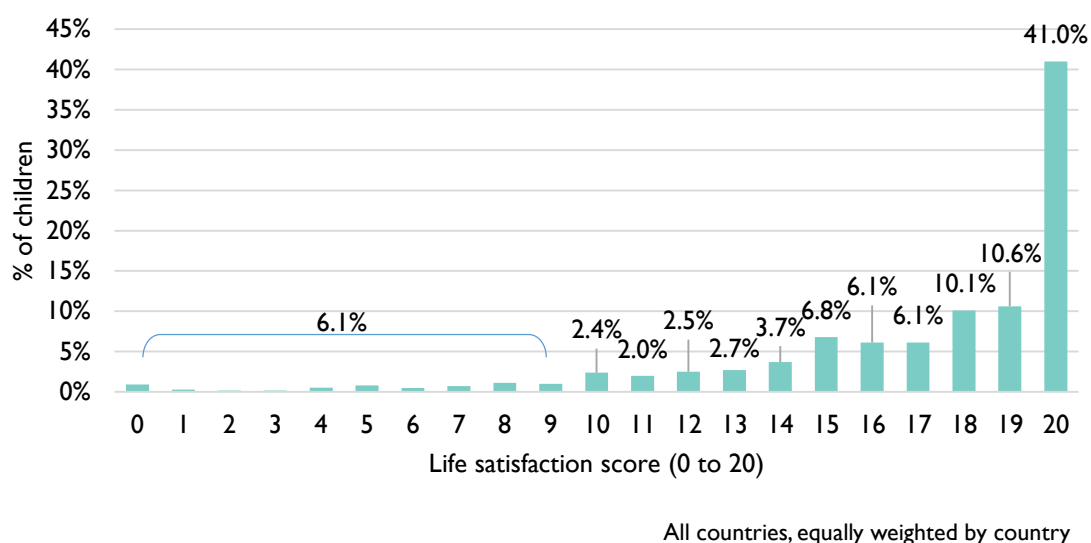
**Figure 2: Distribution of responses to question about happiness with overall life up until now (11-point scale)**



All countries except Poland, equally weighted by country

<sup>2</sup> Approximating to a normal distribution

**Figure 3: Distribution of responses to life satisfaction scale (five items on five-point agreement scale)**



Because the distribution of the multi-item life satisfaction score in Figure 3 is more widely dispersed than the other two single-item measures we focus on this variable for the remainder of this chapter. Analysis recently undertaken of the data sets (Casas, 2016) suggests that the life satisfaction score may be valid and suitable for cross-national comparisons, although the possibility of cultural response differences needs to be borne in mind.

Table 3 presents a summary of some different comparisons between countries for this life satisfaction score (which has been converted to a scale from zero to ten to simplify interpretation).

- The first column of figures shows the mean score for each country which varies from 7.5 in Ethiopia to 9.1 in Romania.
- The third column of figures shows the percentage of children scoring less than five out of 10 on the scale, ranging from 2.6% in Colombia to 12.4% in Ethiopia.
- The fifth column of figures shows the percentage of children scoring right at the top of the scale (10 out of 10). Here the highest percentage is in Romania (58.4%) and the lowest in Nepal (13.3%).

The columns with blue type show the rank scores for each of these three measures and this highlights some variation in rankings:

- Many countries' rankings are fairly similar for all three measures (e.g. Estonia, Ethiopia, Germany, Romania and South Korea)
- However there is more variability for some countries. In particular Turkey ranked 13<sup>th</sup> for low well-being but second for very high well-being; while Nepal ranked 16<sup>th</sup> for very high well-being but 10<sup>th</sup> for low well-being.

These types of variations highlight that it is important to use more than one approach to comparing children's well-being across countries. In the remainder of this report we show both mean scores and percentages scoring below a specified score for all satisfaction variables.

**Table 3: Summary of statistics for life satisfaction by country**

	Mean score (out of 10)		% with low well-being (<5 out of 10)		% with very high well-being (10 out of 10)	
	Mean	Rank	%	Rank	%	Rank
Algeria*	8.78	6	4.7%	7	42.1%	8
Colombia*	8.93	3	2.6%	1	50.5%	5
Estonia	8.41	10	7.1%	11	35.5%	12
Ethiopia	7.49	16	12.4%	16	22.3%	15
Germany	8.39	12	7.9%	12	35.2%	13
Israel	8.89	4	3.8%	5	53.2%	3
Malta	8.60	8	5.6%	8	47.1%	6
Nepal	7.68	15	7.0%	10	13.3%	16
Norway	8.64	7	6.6%	9	37.1%	11
Poland*	9.00	2	3.9%	6	52.5%	4
Romania	9.08	1	2.7%	2	58.4%	1
S Africa*	8.54	11	3.7%	4	38.8%	10
S Korea	7.91	14	9.2%	15	30.0%	14
Spain*	8.83	5	3.0%	3	44.9%	7
Turkey*	8.59	9	8.2%	13	55.3%	2
UK*	8.39	13	9.1%	14	40.9%	9
All	8.50		6.1%		41.0%	

All countries

There was a slight tendency in the pooled sample for girls to have higher life satisfaction (8.56 out of 10) than boys (8.44 out of 10) but this was only marginally statistically significant. There were no significant gender differences in life satisfaction in individual countries.

## Summary and discussion

Average levels of satisfaction with life as a whole (as measured by a five-item scale derived from work by Huebner, 1991) were typically quite high for this age group - with an overall mean score across the sample as a whole of around 8.5 out of ten and around 6% of children scoring less than five out of ten (low well-being). However there was evidence of variation across the 16 countries. Mean scores varied from below eight out of ten in Ethiopia, Nepal and South Korea to over nine out of ten in Poland and Romania. Looking at the percentage of children with low well-being creates a slightly different picture, with Ethiopia, South Korea and the UK being at the bottom of the rankings and Colombia, Romania and Spain at the top.

To the extent that it is valid to make comparisons of raw summary statistics for life satisfaction between countries, then the above findings raise important questions about the sources of these variations. A working paper (Bradshaw & Rees, 2016, forthcoming) has begun to explore this issue in relation to the Children's Worlds data for 10- and 12-year-olds and has found that the cross-national variations are not easily explained by macro indicators such as GDP per capita, which have been found to have some explanatory power in research on adults' life satisfaction (Helliwell et al., 2015). On the other hand, differences in social relationships between countries appear to be salient. More analysis of this kind is needed, ideally with larger samples of countries, but it seems likely that the factors explaining international variations in children's

subjective well-being are different from those explaining variations in adults' subjective well-being.

## Chapter 3

# Home and family

### Overview

Children were asked 12 questions about their home life:

- Five agreement questions
- Four satisfaction questions
- Three time use questions (which are discussed in Chapter 9)

The agreement and satisfaction questions are shown in the box below.

#### Box 2: Home and family: Agreement and satisfaction questions

##### Agreement questions:

- I feel safe at home
- I have a quiet place to study at home
- My parents (or the people who look after me) listen to me and take what I say into account
- We have a good time together in my family
- My parents (or the people who look after me) treat me fairly

Answers were given on a five-point, unipolar scale, with responses ranging from 'I do not agree' to 'Totally agree'.

##### Happiness questions

How happy are you with...

- The house or flat where you live
- The people who live with you
- All the other people in your family
- Your family life

Responses were on a five-point scale using symbolic faces as described in Chapter 1.

The third satisfaction item was not asked in Poland.

The overall responses to the agreement questions for the whole sample (equally weighted by country and age group) are shown in Table 4. The majority of children totally agreed with all five statements. The highest level of total agreement was for feeling safe at home (68%).



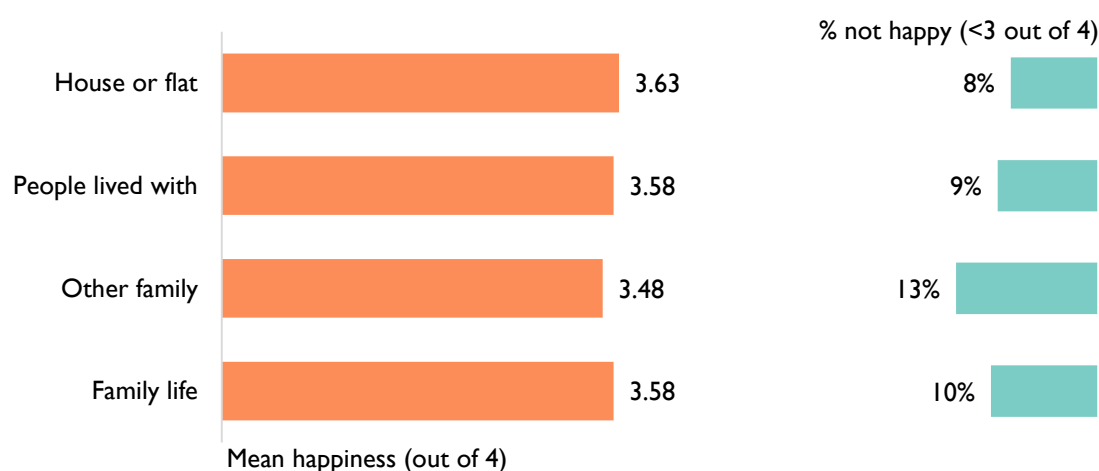
**Table 4: Agreement questions about home and family life**

	Not at all	A little	Somewhat	A lot	Totally
I feel safe at home	4%	4%	6%	17%	68%
I have a quiet place to study at home	11%	8%	10%	20%	51%
My parents listen to me and take what I say into account.	5%	7%	12%	21%	55%
We have a good time together in my family	4%	4%	8%	18%	67%
My parents treat me fairly	5%	5%	9%	18%	63%

8 year old survey, all countries, equally weighted by country

Figure 4 shows the mean scores and the percentage of children who scored less than three out of four for the four happiness items about home and family. Mean scores for the whole data set (equally weighted by country) were around 3.5 to 3.6 out of 4 for all four items. The percentages of children with low satisfaction varied more widely than the means, and more than one in eight scored less than three out of four for satisfaction with people in their family who they didn't live with.

**Figure 4: Satisfaction questions about home and family life**



8 year old survey, all countries, equally weighted by country

Overall there was a tendency for girls to be a little more positive than boys about all nine questions covered in this chapter. The gender differences were statistically significant at the level of the whole sample.

### Variations by country

The charts on the following pages show the distribution of responses to each of the nine questions above by country. There were substantial variations between countries for the five agreement questions. Differences were less marked for mean scores on the four satisfaction

questions although there were still evident variations in percentages of children with low levels of satisfaction.

Figure 5: Level of agreement with 'I feel safe at home' by country

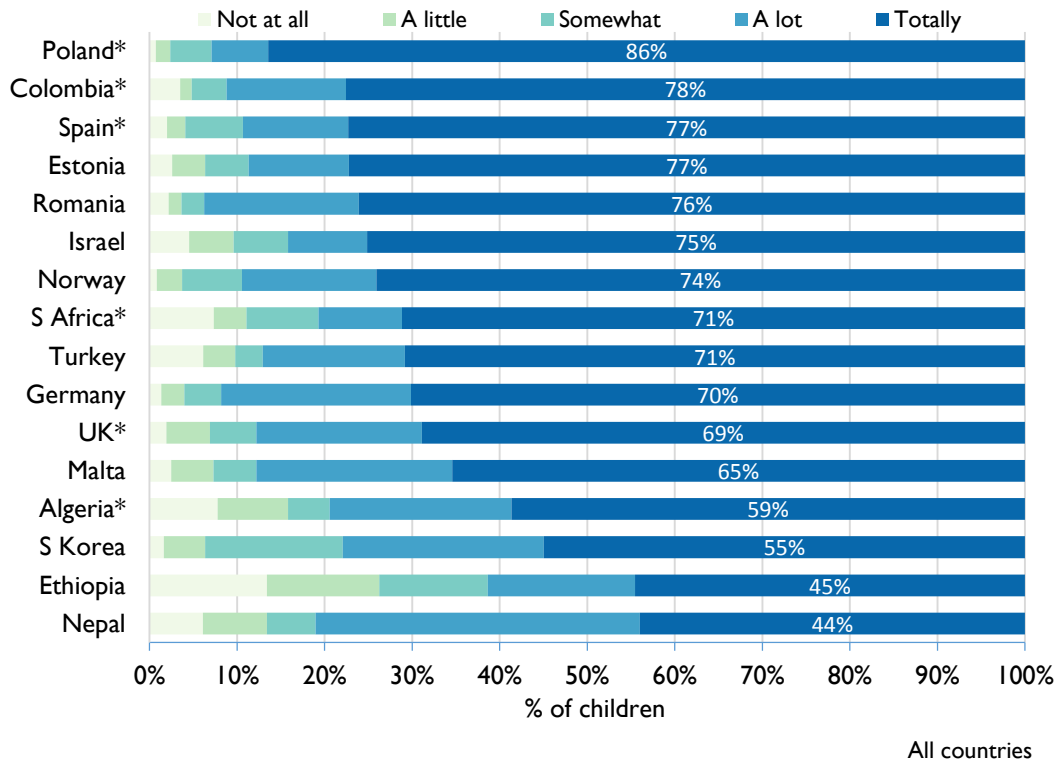


Figure 6: Level of agreement with 'I have a quiet place to study at home' by country

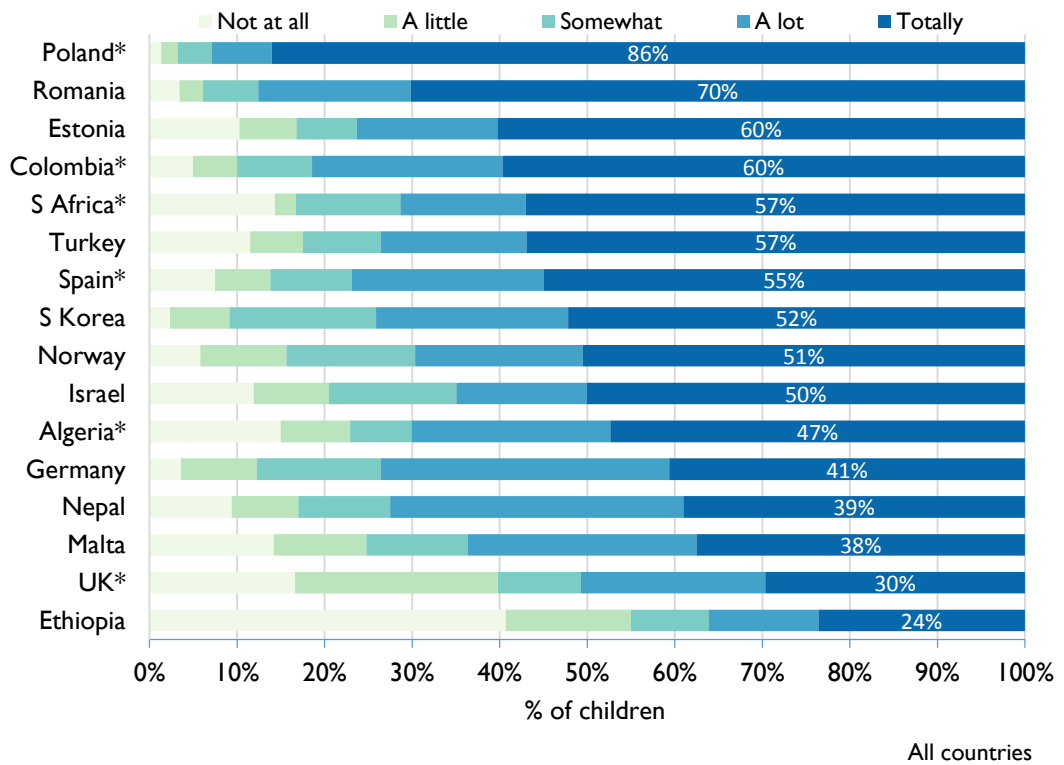
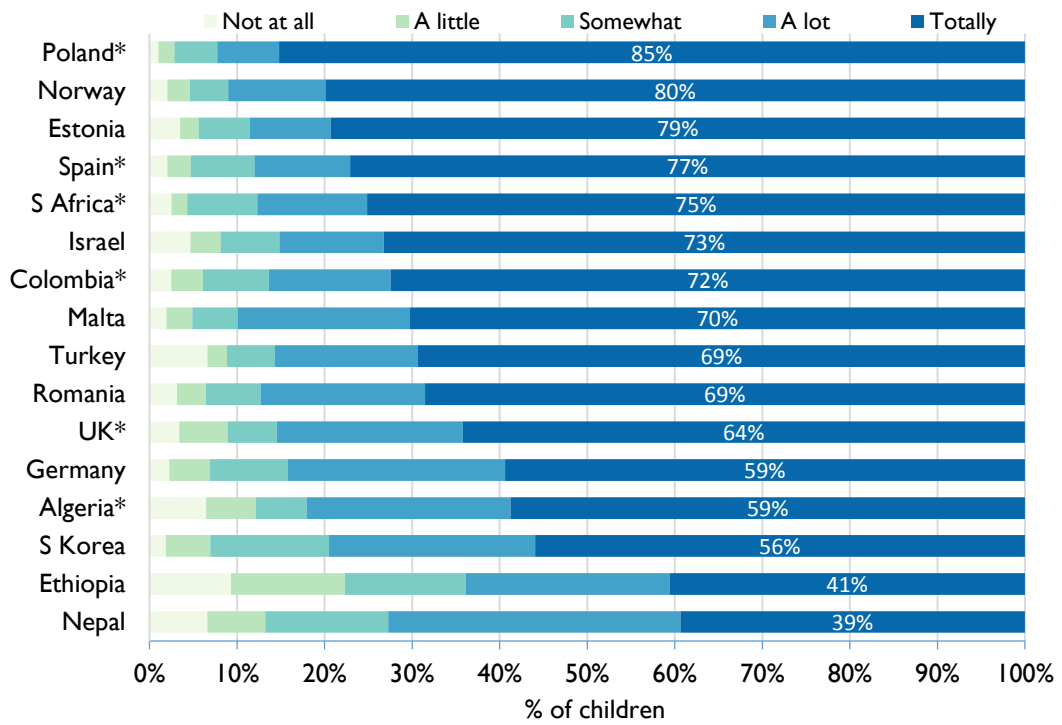
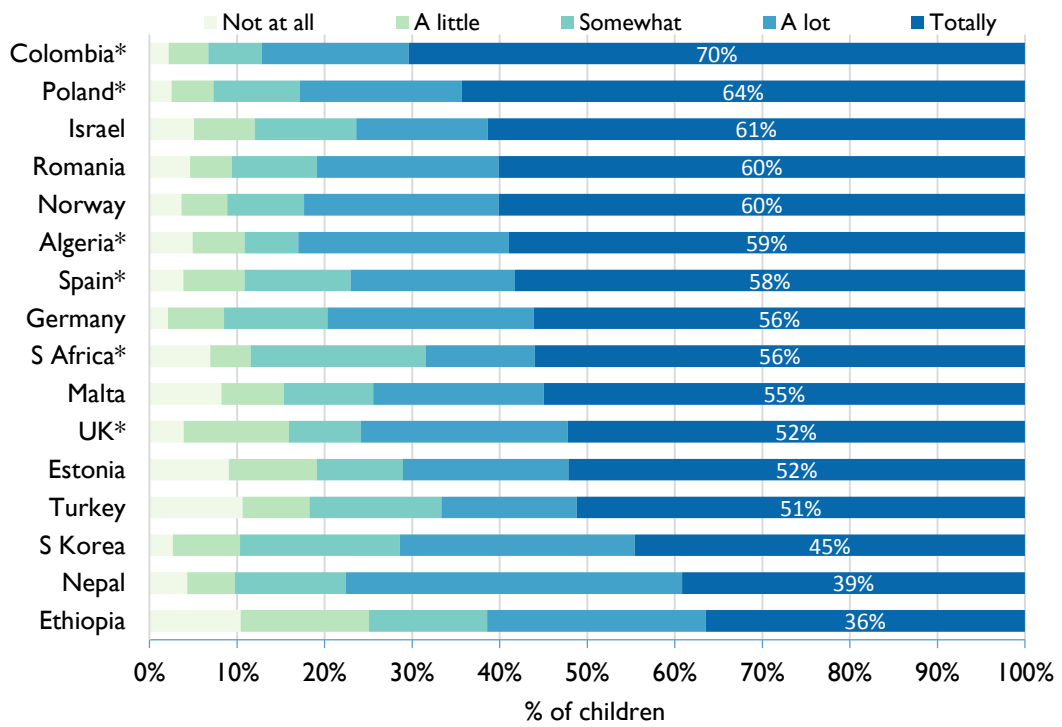


Figure 7: Level of agreement with 'We have a good time together in my family' by country



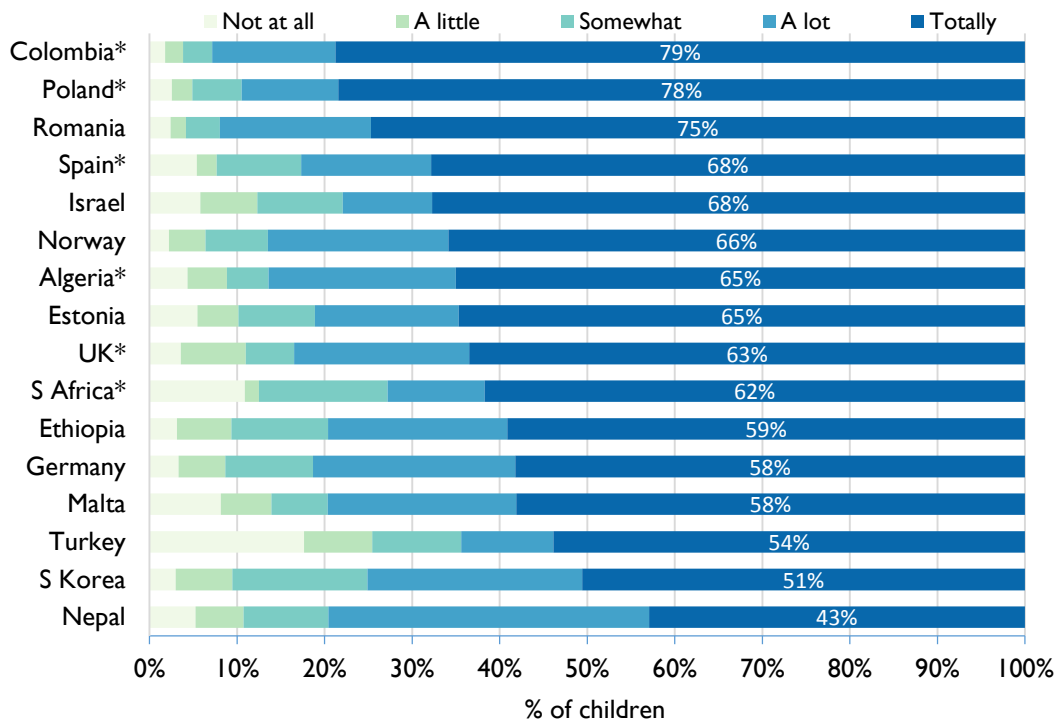
All countries

Figure 8: Level of agreement with 'My parents listen to me and take what I say into account' by country



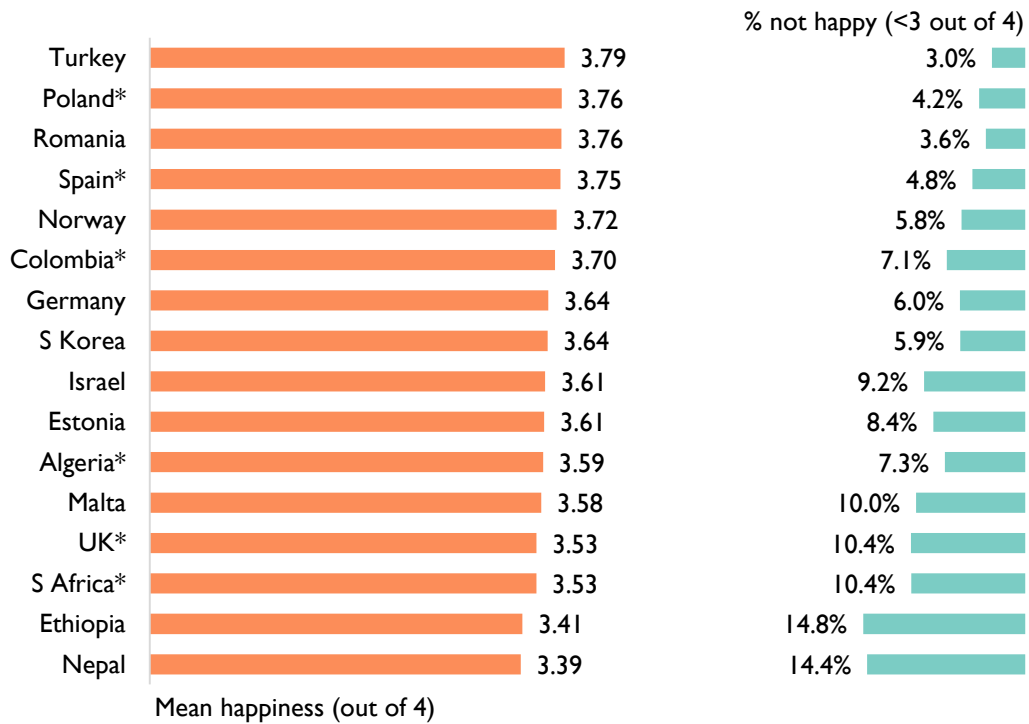
All countries

Figure 9: Level of agreement with 'My parents treat me fairly' by country



All countries

Figure 10: Level of satisfaction with 'the house or flat where you live' by country



All countries

Figure 11: Level of satisfaction with 'the people who live with you' by country

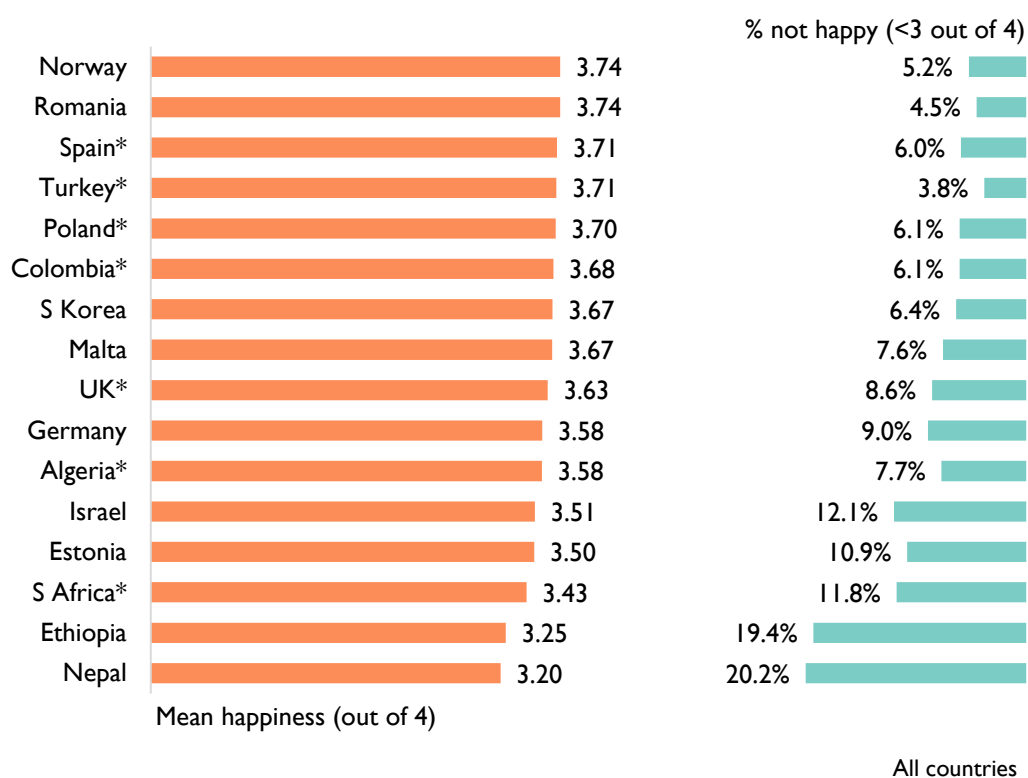


Figure 12: Level of satisfaction with 'all the other people in your family' by country

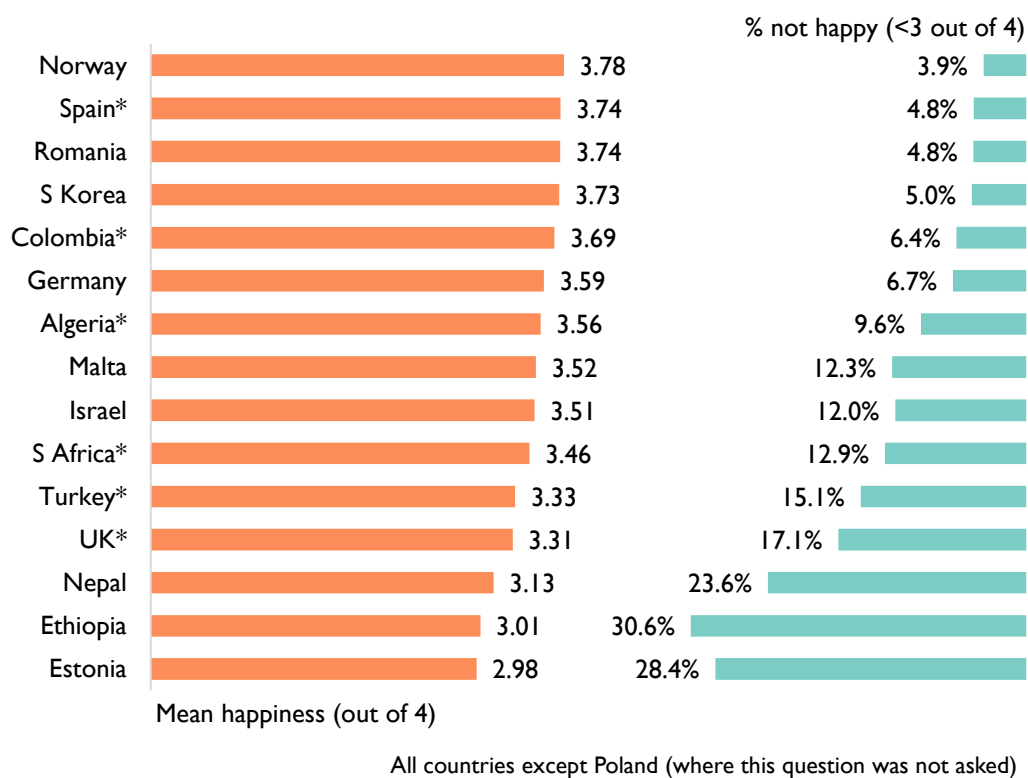
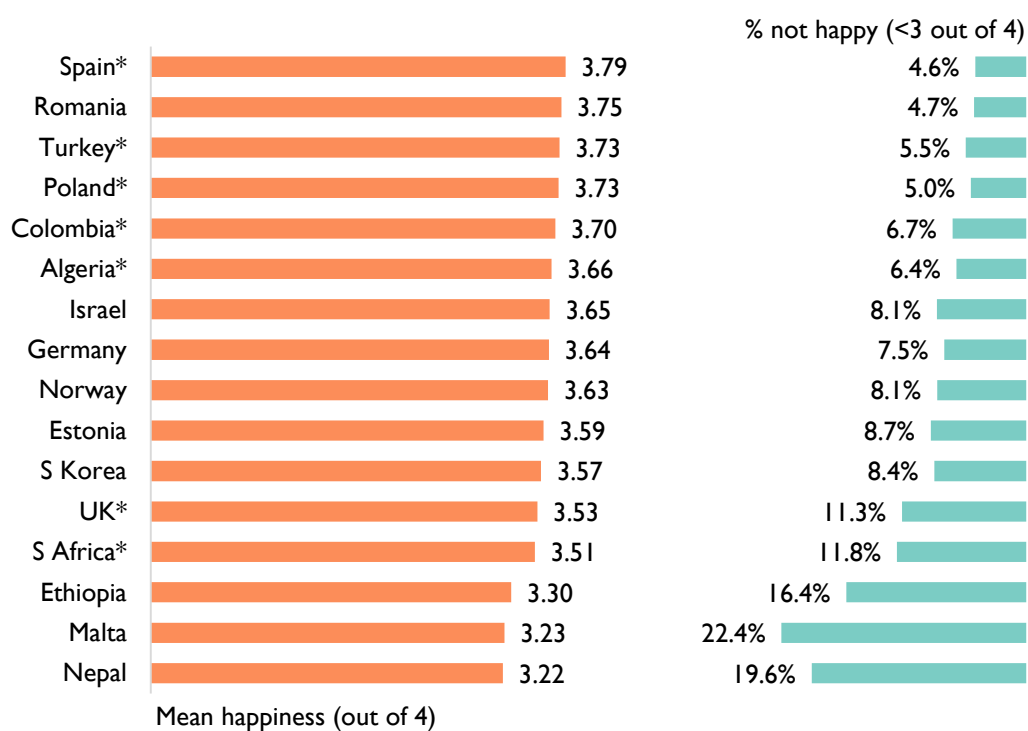


Figure 13: Level of satisfaction with 'your family life' by country



8 year old survey, all countries

Although a similar gender pattern was observed in most countries as for the pooled sample – with girls tending to answer a little more positively than boys – the differences were small in magnitude and generally not statistically significant.

## Summary and discussion

An overview of rankings<sup>3</sup> for the 16 countries for all nine questions considered in this chapter is shown in Table 5. To aid interpretation, the top five rankings for each question are highlighted in blue and the lowest five in orange.

- It can be seen that Poland scores relatively highly for this aspect of life being ranked in the top five for all questions asked. Romania is ranked highly for eight of the nine questions (with the exception of having a good time together with family) and Spain for seven questions.
- Nepal is ranked at the lower end for all questions and Ethiopia for eight of the nine questions.
- There is a fairly uniform picture for most countries across the nine questions in this theme, but there are exceptions including Turkey (with rankings from first to 14th) and Israel (with rankings from third to 12th).
- It is notable that the countries at the bottom of the rankings (e.g. Nepal, Malta, Ethiopia, South Africa and the UK in Figure 13) are highly diverse. An important direction for future comparative research on children's feelings about family life would be to develop

<sup>3</sup> Based on mean scores for satisfaction items and the percentage of children totally agreeing for the agreement items.

an understanding of the reasons for these patterns, considering the context of family life in each country.

**Table 5: Home and Family – Summary of rankings by country for each question**

	Safe	Place to study	Parents listen	Parents treat fairly	Have good time	House or flat	People lived with	Other people in family	Family life
Algeria*	13	11	6	7	13	11	11	7	6
Colombia*	2	4	1	1	7	6	6	5	5
Estonia	4	3	12	8	3	10	13	15	10
Ethiopia	15	16	16	11	15	15	15	14	14
Germany	10	12	8	12	12	7	10	6	8
Israel	6	10	3	5	6	9	12	9	7
Malta	12	14	10	13	8	12	8	8	15
Nepal	16	13	15	16	16	16	16	13	16
Norway	7	9	5	6	2	5	1	1	9
Poland*	1	1	2	2	1	2	5		4
Romania	5	2	4	3	10	3	2	3	2
S Africa*	8	5	9	10	5	14	14	10	13
S Korea	14	8	14	15	14	8	7	4	11
Spain*	3	7	7	4	4	4	3	2	1
Turkey*	9	6	13	14	9	1	4	11	3
UK*	11	15	11	9	11	13	9	12	12

## Chapter 4

# Money and possessions

In this chapter we look at five factual and two evaluative questions about economic circumstances that were included in the questionnaire for eight-year-olds.

### Factual questions

Children were asked five questions about the resources to which they had access, as shown below. These are a sub-set of the questions asked of older children.

#### Box 3: Fact-based questions about economic circumstances

Which of the following things do or don't you have?

- Clothes in good condition to go to school in
- Access to a computer at home
- Access to the internet
- A family car for transportation
- A television at home that you can use

Response options were 'Yes', 'No' and 'Don't know'. 'Don't know' responses were treated as missing data.

The final item about television was not asked in Estonia, Germany and Poland.

The two questions about technology items were not asked of some sub-groups of children in Israel.

Table 6 shows the proportion of children who said that they had access to each item in the list above. The large majority of children in all countries said that they had clothes in good condition to go to school in although the percentage was somewhat lower in Ethiopia and Turkey than in other countries. For the other four questions there were some large differences. In particular a much smaller proportion of children in Ethiopia and Nepal had access to computers, the internet and a family car than in other countries. Additionally, there were variations between other countries. For example, less than half of children in Algeria had access to the internet and less than half of children in Colombia had a family car.



**Table 6: Percentage of children having access to material items by country**

	Good clothes	Computer	Internet	Family car	TV
Algeria*	97%	55%	46%	61%	93%
Colombia*	97%	74%	68%	45%	97%
Estonia	99%	91%	86%	86%	na
Ethiopia	85%	2%	2%	3%	26%
Germany	95%	74%	71%	90%	na
Israel	98%	91%	89%	91%	94%
Malta	98%	90%	93%	93%	98%
Nepal	96%	12%	6%	9%	64%
Norway	100%	91%	94%	96%	99%
Poland*	99%	94%	91%	91%	na
Romania	99%	85%	76%	65%	96%
S Africa*	99%	67%	58%	78%	95%
S Korea	99%	96%	95%	92%	96%
Spain*	97%	89%	88%	89%	98%
Turkey	89%	75%	64%	61%	97%
UK*	98%	87%	88%	84%	98%

Individual items can be combined to provide a summary of the material well-being of children across and within the different participating countries. Because some countries did not ask about access to a television, this item has been omitted from the scale in this international report (but may be used in individual countries). Using the pooled data, children lacked on average around 0.9 of the items, with the mean number of items lacked ranging from 0.2 in South Korea to 3.1 in Ethiopia as shown in Figure 14.

Inequality between children within countries in their access to resources also provides an interesting source of information on material well-being within and between countries. Standard deviations in the number of items children lacked ranged from a low (least inequality) of around 0.5 in Norway to a high of around 1.1 (most inequality) in Colombia (Figure 15).

Figure 14: Mean number of items lacked by country

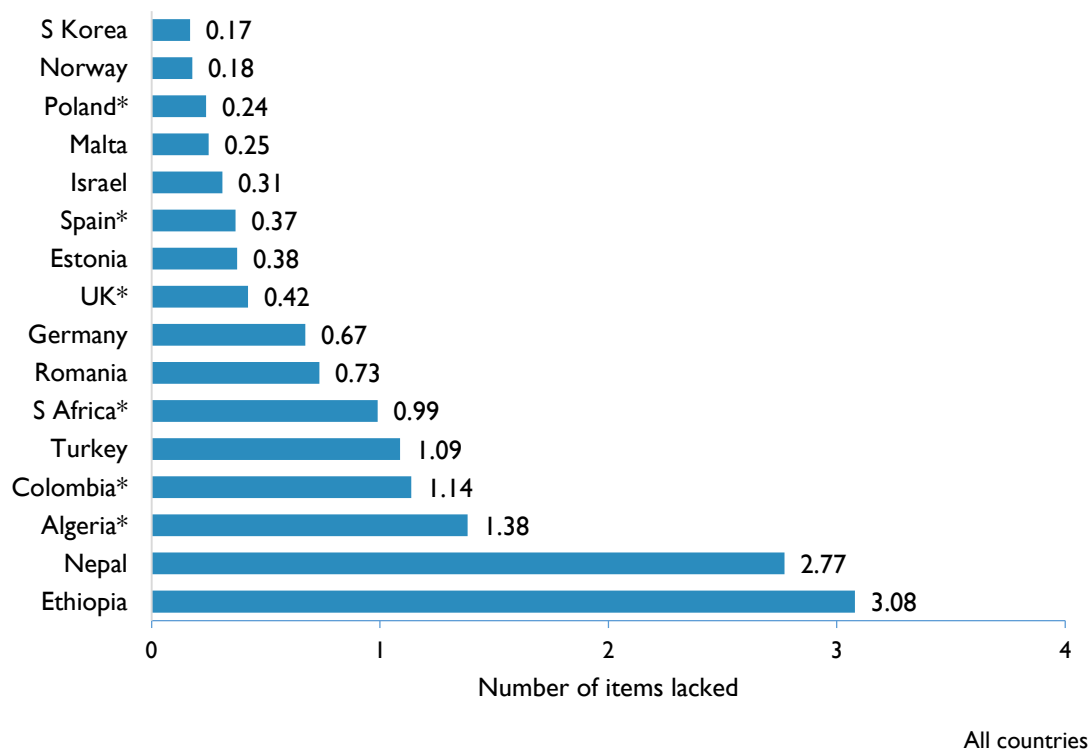
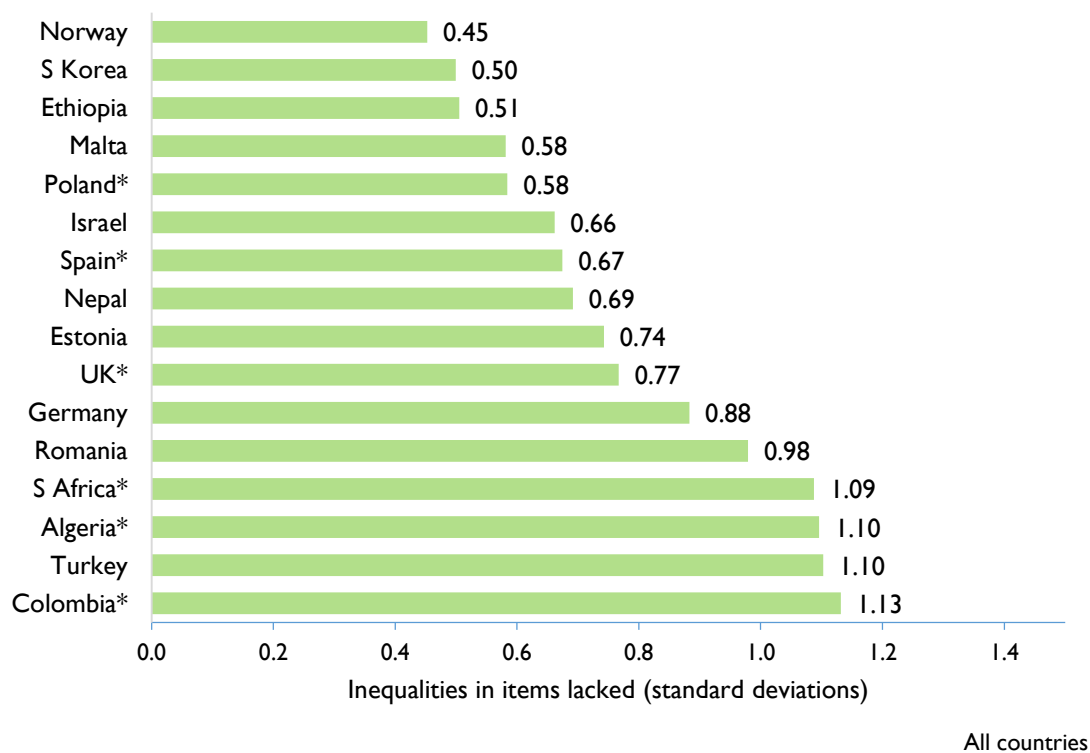


Figure 15: Inequalities in access to material items by country



## Evaluative questions

Children were asked two evaluative questions about money – one satisfaction question and one agreement question. These questions were in a section of the questionnaire entitled 'Money and things you have' and followed the set of questions about personal and household possessions discussed in Chapter 3. Question wordings were as follows.

### Box 4: Questions about money and possessions

How happy are you with all the things you have?

Responses were on a five-point scale using symbolic faces as described in Chapter 1.

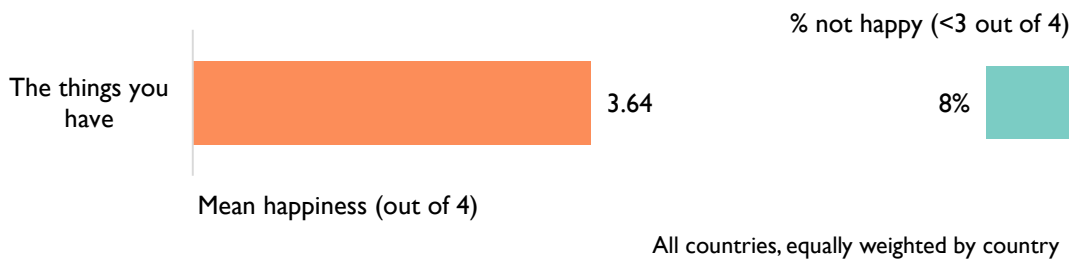
How often do you worry about how much money your family has?

Responses were on a four-point scale with response options being 'Never', 'Sometimes', 'Often' and 'Always'

(This question was not asked in the UK as, during piloting, children in that country expressed the view that the question was too sensitive).

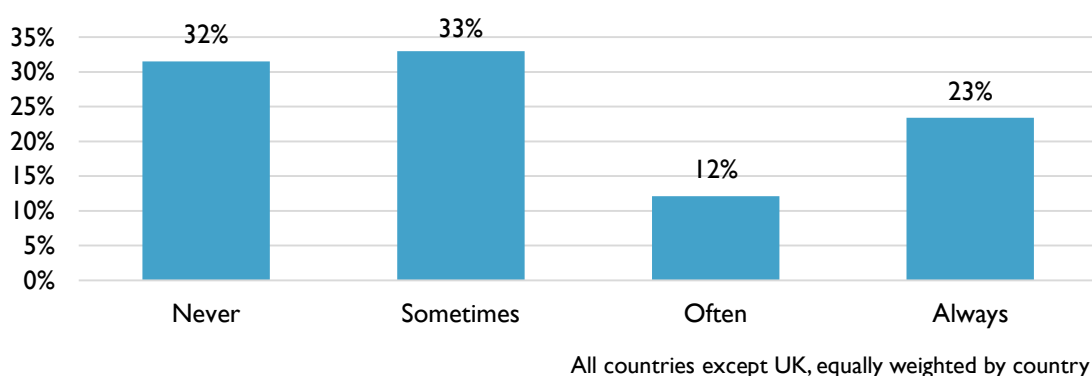
Overall responses for the pooled data are shown in the two charts below. The mean score for the satisfaction question was quite high and only around one in 12 children across the whole sample scored less than three out of four.

Figure 16: Satisfaction with 'the things you have'



However, more than one in three children said that they 'often' or 'always' worried about their family's money situation.

Figure 17: Frequency of worrying about family money



The following charts summarise children's responses to these two questions by country.

Figure 18 shows the mean scores and percentage with low satisfaction (less than three out of four) for the satisfaction question. Children in Poland and Spain had the highest mean scores

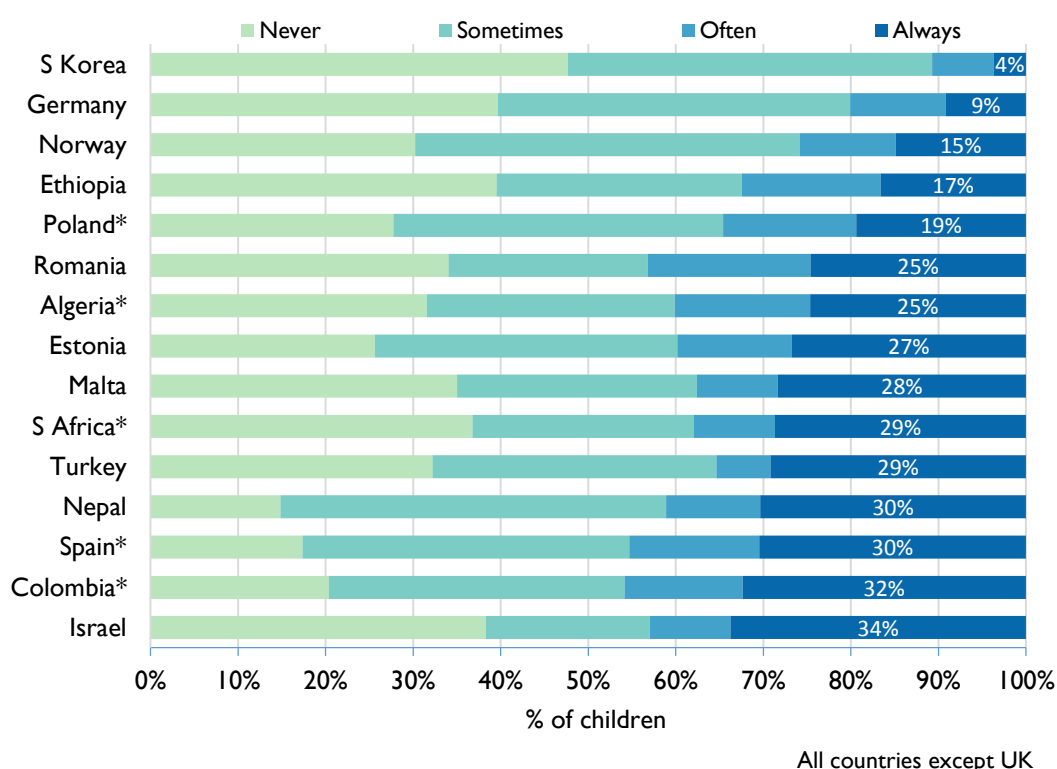
and the smallest percentages with low scores. Children in Ethiopia were the least satisfied. It is notable that the next two lowest scoring countries – Nepal and South Korea – had comparable scores even though measures of economic prosperity (GDP per capita) in the two countries are very different.

**Figure 18: Satisfaction with 'the things you have' by country**



Figure 19 shows the distribution of responses to the question about worrying about family money in each country. The percentage of children 'always' worrying about family money ranged from 4% in South Korea to 34% in Israel.

Figure 19: Level of worry about 'how much money your family has' by country



There were almost no significant gender variations within countries in relation either to the satisfaction question or worries about family money. The only exception was in South Korea where boys were significantly less satisfied than girls with the things they had. It should be noted that the sample size in South Korea was substantially larger than in other countries and this will increase the likelihood of statistically significant results for differences of relatively small magnitude.

## Summary and discussion

Table 7 shows rankings for a variety of summary statistics for the questions covered in this chapter as follows:

- Column 1: The mean number of items lacked (out of 4). Higher rankings are for lower number of items lacked
- Column 2: The standard deviations of mean number of items lacked. Higher rankings are for lower levels of inequality
- Column 3: The mean satisfaction with money and things. Higher rankings are for higher mean scores.
- Column 4: The percentage of children with low satisfaction with money and things. Higher rankings are for lower percentages.
- Column 5: The mean score for worries about family money. Higher rankings are for lower mean scores (i.e. fewer worries)

- Column 6: The percentage of children who 'always' worried about family money.  
Higher rankings are for lower percentages.

The top five rankings for each statistic are highlighted in blue and the bottom five in orange. It is informative that only one country ranked consistently high or low across the different indicators. This was Poland which was in the top five countries for all six indicators.

In contrast, there are some very sharp disparities in the rankings for some countries. South Korea ranked first for the fewest items lacked, second for equality in items lacked and first for children having the lowest levels of worries about family money (based on both means and percentages); but it also ranked 14th out of 16 countries for satisfaction with money and things. Ethiopia was ranked lowest for satisfaction and mean number of items lacked, but had relatively low levels of inequality in items lacked and low levels of worry about family money. Children in Spain were highly satisfied with their own material situations but also had high levels of worries about family money. Similar observations can be made about a number of the other countries.

Overall, these patterns suggests that children's views and experiences of this issue are multi-faceted and reinforces the importance of looking at this issue from a number of different angles, both objective and subjective.

**Table 7: Money and Possessions– Summary of rankings by country for each question**

	Mean items lacked	Inequality in items lacked	Mean satisfaction	Low satisfaction	Mean worries	High worries
Algeria*	14	14	12	12	9	6
Colombia*	13	16	5	5	14	14
Estonia	7	9	13	11	12	8
Ethiopia	16	3	16	16	3	4
Germany	9	11	8	7	2	2
Israel	5	6	7	9	11	15
Malta	4	4	3	6	7	9
Nepal	15	8	15	15	13	12
Norway	2	1	9	8	4	3
Poland*	3	5	1	1	5	5
Romania	10	12	4	3	10	7
S Africa*	11	13	10	10	6	10
S Korea	1	2	14	14	1	1
Spain*	6	7	2	2	15	13
Turkey*	12	15	6	4	8	11
UK*	8	10	11	13	na	na

All countries, except family money worries question which was not asked in the UK

## Chapter 5

# Friends and other relationships

### Overview

Children were asked seven questions about their friendships and other relationships:

- Two agreement questions
- Two satisfaction questions
- Three time use questions

The agreement and satisfaction questions are shown in the box below. The three questions about time use are discussed in Chapter 9.

#### Box 5: Friends and other relationships: Agreement and satisfaction questions

##### Agreement questions:

- My friends are usually nice to me
- I have enough friends

Answers were given on a five-point, unipolar scale, with responses ranging from 'I do not agree' to 'Totally agree'.

##### Satisfaction questions

How happy are you with...

- Your friends
- Your relationships with people in general

Responses were on a five-point scale using symbolic faces as described in Chapter 1.

The overall responses to the agreement and satisfaction questions are shown in Table 8 and Figure 20 below. In general, across the whole sample, children were positive about their friendships with more than half of all the children totally agreeing that their friends were usually nice to them and that they had enough friends. On the other hand it is notable that there were some children who did not agree at all with each question. These were a small proportion of the population but nevertheless would add up to substantial numbers of children who do not appear to have positive relationships with friends.

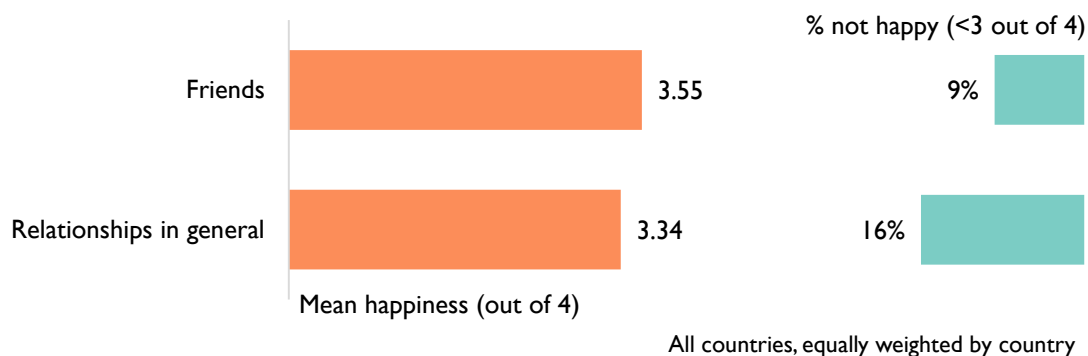
**Table 8: Agreement questions about friendships**

	Not at all	A little	Somewhat	A lot	Totally
My friends are usually nice to me	4%	6%	11%	22%	57%
I have enough friends	5%	5%	7%	17%	65%

All countries, equally weighted by country

Levels of satisfaction with friendships were higher than levels of satisfaction with relationships in general.

**Figure 20: Satisfaction questions about friendships and relationships in general**



For three of the above four questions (friends being nice and satisfaction with friendships and relationships in general) girls responded significantly more positively than boys across the pooled sample, although the differences were not large:

- 59% of girls totally agreed that their friends were usually nice to them compared to 55% of boys
- Mean satisfaction with friendships was 3.57 for girls and 3.53 for boys
- Mean satisfaction with relationships in general was 3.39 for girls and 3.29 for boys

## Variations by country

The four charts below provide a summary of levels of agreement and satisfaction for the four questions being considered in this chapter for each country.

- In 14 of the 16 countries the majority of children totally agreed that their friends were usually nice to them. The exceptions are Nepal and South Korea. The countries with the highest percentages of children not agreeing at all with this statement were Turkey (8%) and South Africa (7%).
- In all countries except Nepal, most children 'totally' agreed that they have enough friends. The highest percentages of children not agreeing at all with this statement were in Malta (9%) and the UK (8%).
- Satisfaction with friends was relatively high but there was a diverse set of six countries – Ethiopia, Nepal, South Africa, South Korea, Estonia and the UK - where more than 10% of children scored lower than three out of four for this question.
- Mean scores for satisfaction with relationships in general tended to be lower than for satisfaction with friends and in six countries – South Korea, Malta, Israel, Ethiopia, Nepal and South Africa – more than one in five children were not happy with this aspect of their lives.

Differences between girls and boys within countries tended to follow the same pattern as noted above with girls giving more positive answers than boys although the differences were small and most were not statistically significant.



Figure 21: Level of agreement with 'My friends are usually nice to me' by country

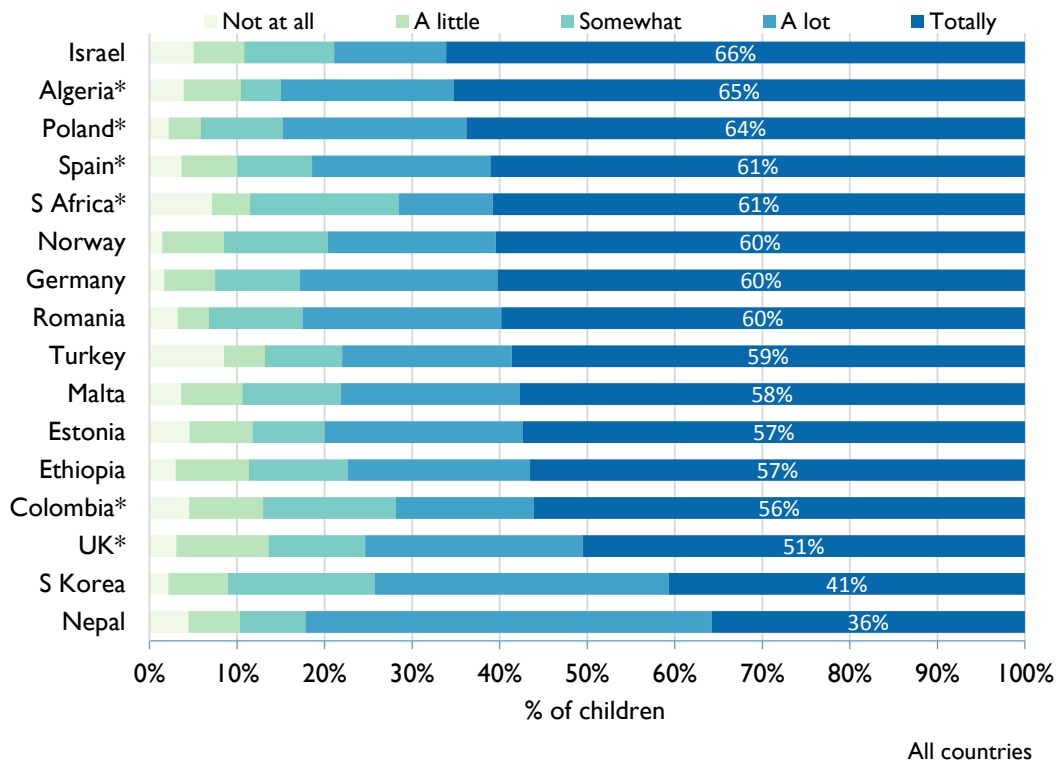


Figure 22: Level of agreement with 'I have enough friends' by country

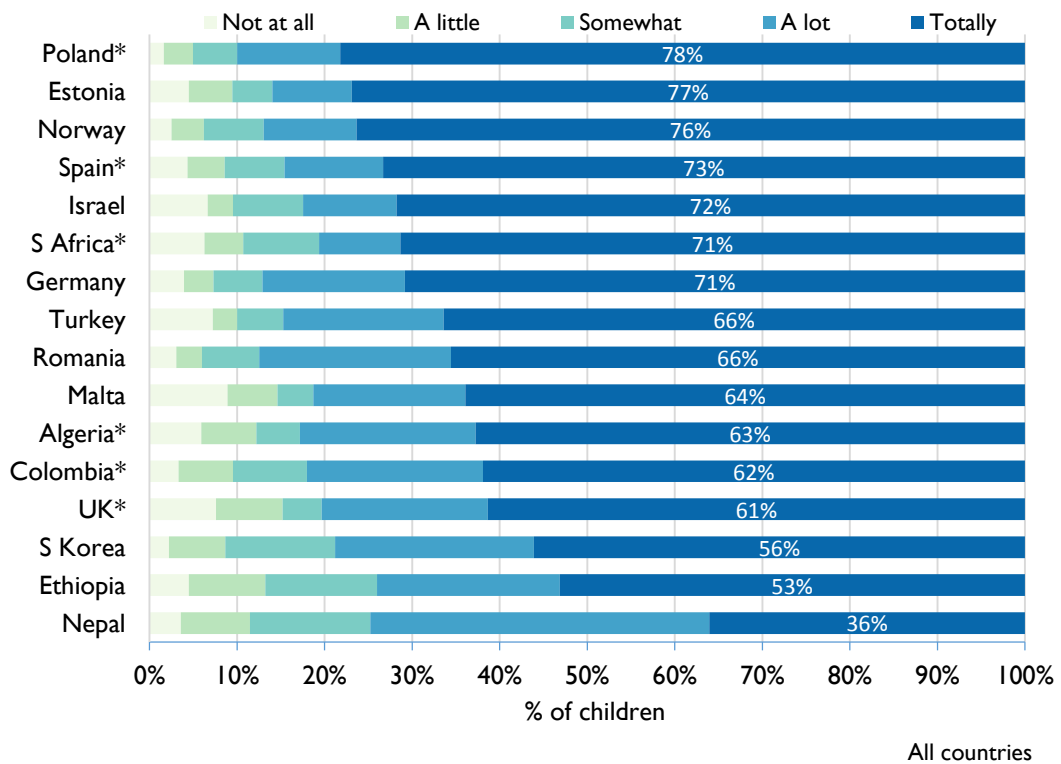


Figure 23: Level of satisfaction with 'your friends' by country

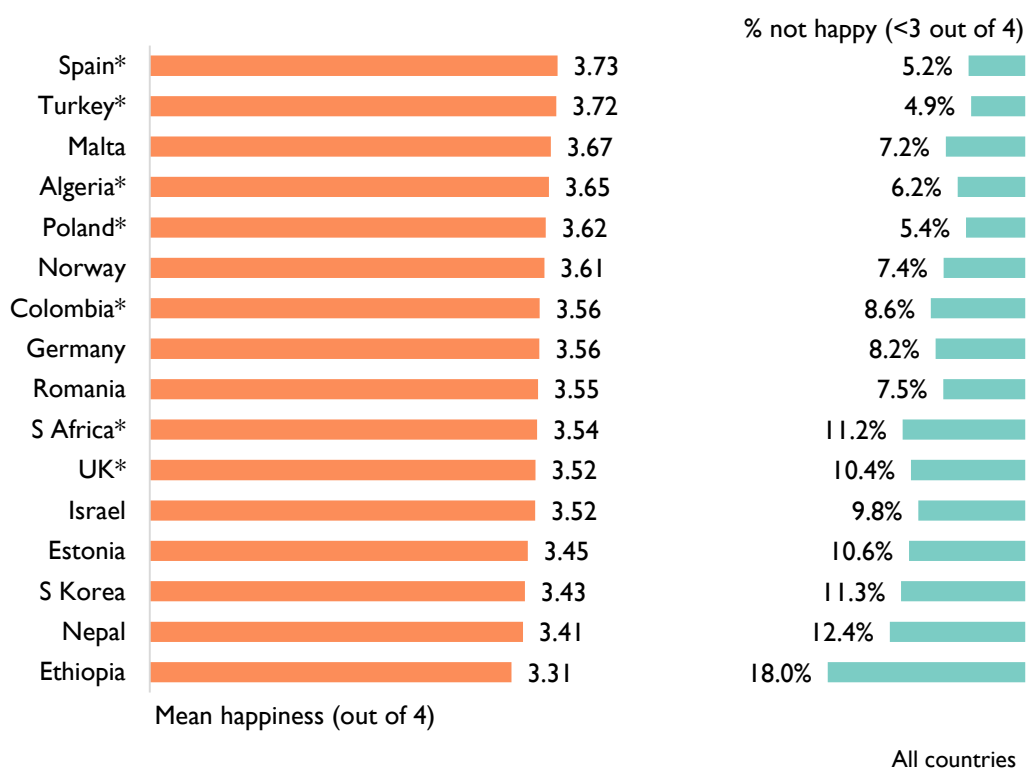
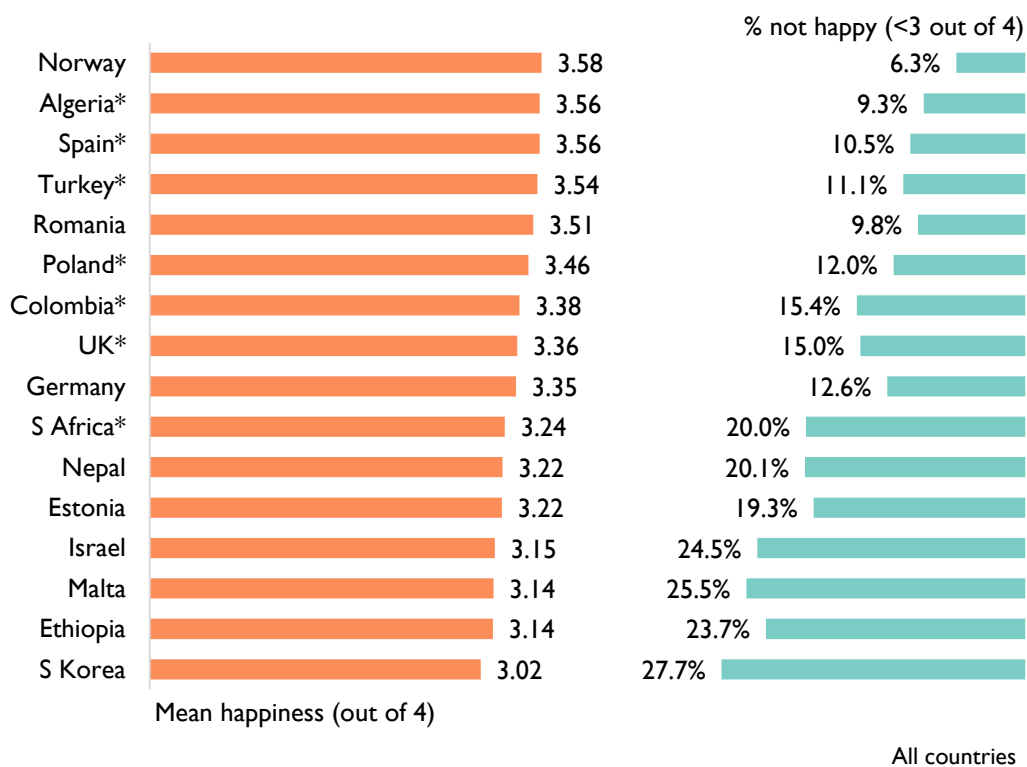


Figure 24: Level of satisfaction with 'your relationships with people in general' by country



## Summary and discussion

Rankings for the scores on each of the four variables considered in this chapter are shown in Table 9. Spain ranked consistently highly for all four questions while South Korea and Ethiopia ranked consistently low. However for other countries there were some surprising patterns. For example, children in Israel were relatively likely to agree that their friends were nice (ranked first out of 16) and that they had enough friends (ranked fifth) yet were in the lowest five countries for satisfaction with friends (12th) and relationships in general (13th). The opposite was the case in Malta which was ranked 10th for the first two questions but third for satisfaction with friends. Algeria ranked high for satisfaction with friends and agreeing that friends were nice but relatively low for having enough friends.

Part of the explanation for these patterns may be that there was a relatively low level of variation in the mean satisfaction scores across countries. This has an added impact when mean scores are converted rankings. For example Israel was ranked 12th for satisfaction with friends but the three next highest countries (UK, South Africa and Romania) only had marginally higher means (see Figure 23). However, this does not entirely explain the picture and discussions with children would be helpful in particular countries to try to understand the way children perceive the different questions posed and how this affects their responses.

**Table 9: Friends and other relationships – Summary of rankings by country for each question**

	Friends nice	Enough friends	Satisfied friends	Satisfied relationships
Algeria*	2	11	4	2
Colombia*	13	12	7	7
Estonia	11	2	13	12
Ethiopia	12	15	16	15
Germany	7	7	8	9
Israel	1	5	12	13
Malta	10	10	3	14
Nepal	16	16	15	11
Norway	6	3	6	1
Poland*	3	1	5	6
Romania	8	9	9	5
S Africa*	5	6	10	10
S Korea	15	14	14	16
Spain*	4	4	1	3
Turkey*	9	8	2	4
UK*	14	13	11	8

## Chapter 6

# School

### Overview

Children were asked ten questions about their school life:

- Four agreement questions
- Four satisfaction questions
- Two frequency questions about experiences of being bullied

The wordings of all questions are shown in the box below.

#### Box 6: School: Agreement, satisfaction and frequency questions

##### *Agreement questions:*

- My teachers listen to me and take what I say into account
- I like going to school
- My teachers treat me fairly
- I feel safe at school

Answers were given on a five-point, unipolar scale, with responses ranging from 'I do not agree' to 'Totally agree'.

##### *Satisfaction questions*

How happy are you with...

- Other children in your class
- Your relationship with teachers
- Your school marks
- Your school experience

Responses were on a five-point scale using symbolic faces as described in Chapter 1.

##### *Frequency questions:*

How often, if at all, in the last month have you been...

- Hit by other children in your school
- Left out by other children in your class

Answers were given on a four-point, frequency scale, with responses ranging from 'Never' to 'More than 3 times'.

## Satisfaction and agreement questions

The overall responses to the agreement and satisfaction questions are shown in the two charts below. The two questions about bullying are discussed in a separate section later in the chapter.

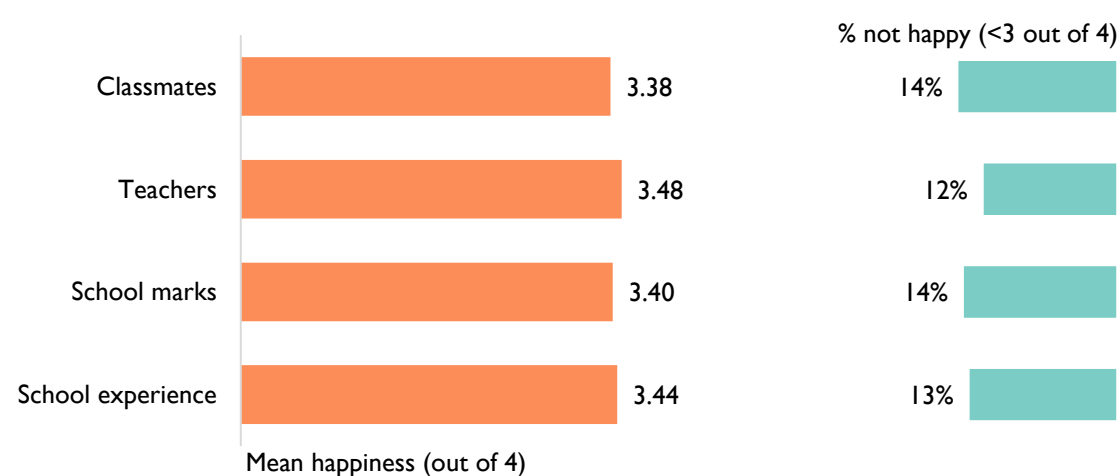
Most children responded positively to the agreement questions about school with over 60% totally agreeing with each of the four questions. Response patterns to all four satisfaction questions about school were very similar with means between 3.3 and 3.5 out of 4 (a little lower than most of the questions about family and friends discussed earlier) and the percentage scoring less than three out of four was above 10% for each question.

**Figure 25: Agreement questions about school**

	Not at all	A little	Somewhat	A lot	Totally
My teachers listen to me and take what I say into account	4%	5%	9%	21%	61%
My teachers treat me fairly	5%	4%	8%	19%	64%
I feel safe at school	4%	4%	7%	18%	67%
I like going to school	7%	5%	8%	19%	62%

All countries, equally weighted by country

**Figure 26: Satisfaction questions about school life**



All countries, equally weighted by country

Girls were significantly more positive than boys in response to all eight questions. The largest gender differences were:

- 66% of girls totally agreed that they like going to school, compared to 57% of boys; while 11% of boys did not agree at all with this statement compared to 5% of girls.
- Mean scores for satisfaction with teachers were 3.59 out of 4 for girls and 3.38 for boys. Around 15% of boys scored below three out of four for this question compared to around 9% of girls.

*Variations by country*

Charts summarising the responses to each question by country are presented on the next few pages.

As with the findings for the older two age groups in the survey (Rees & Main, 2015), of the agreement questions, the statement 'I like going to school' shows the largest variation between countries – 86% of children in Algeria totally agree with this statement compared to 36% in Germany.

There were quite substantial variations for some of the satisfaction questions. For example mean satisfaction for school marks range from 3.05 out of four in South Korea (with 23% of children scoring less than three out of four) to 3.59 in Romania (9% of children scoring less than three out of four).

**Figure 27: Level of agreement with 'My teachers listen to me and take what I say into account' by country**

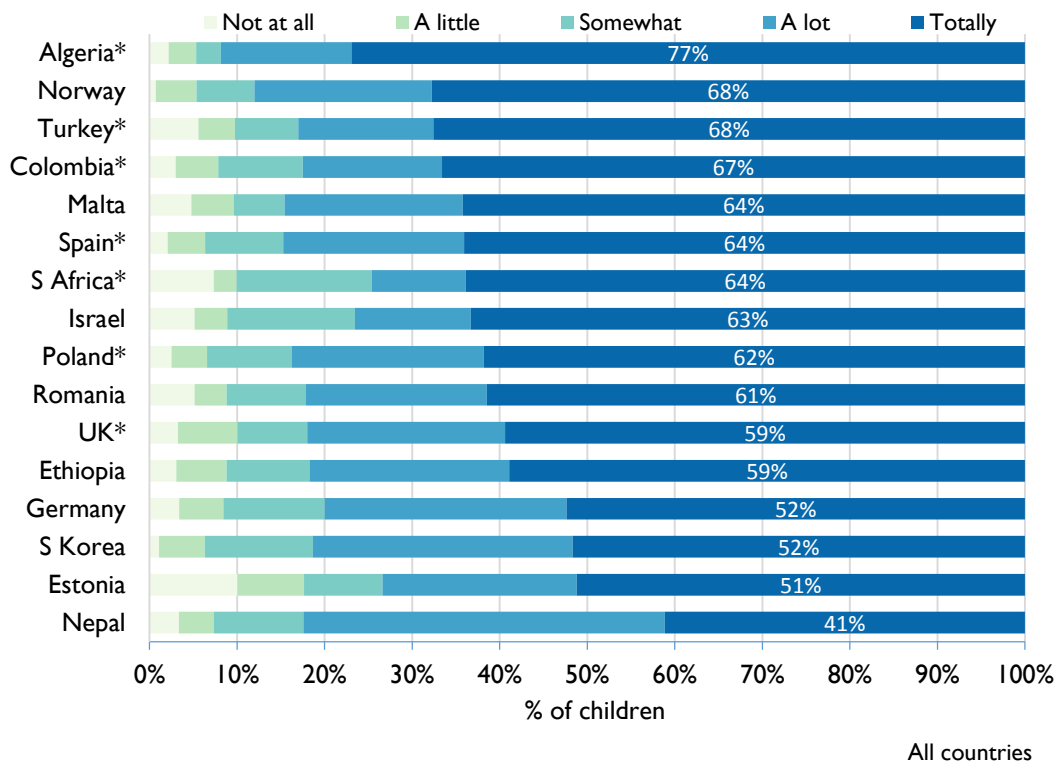


Figure 28: Level of agreement with 'My teachers treat me fairly' by country

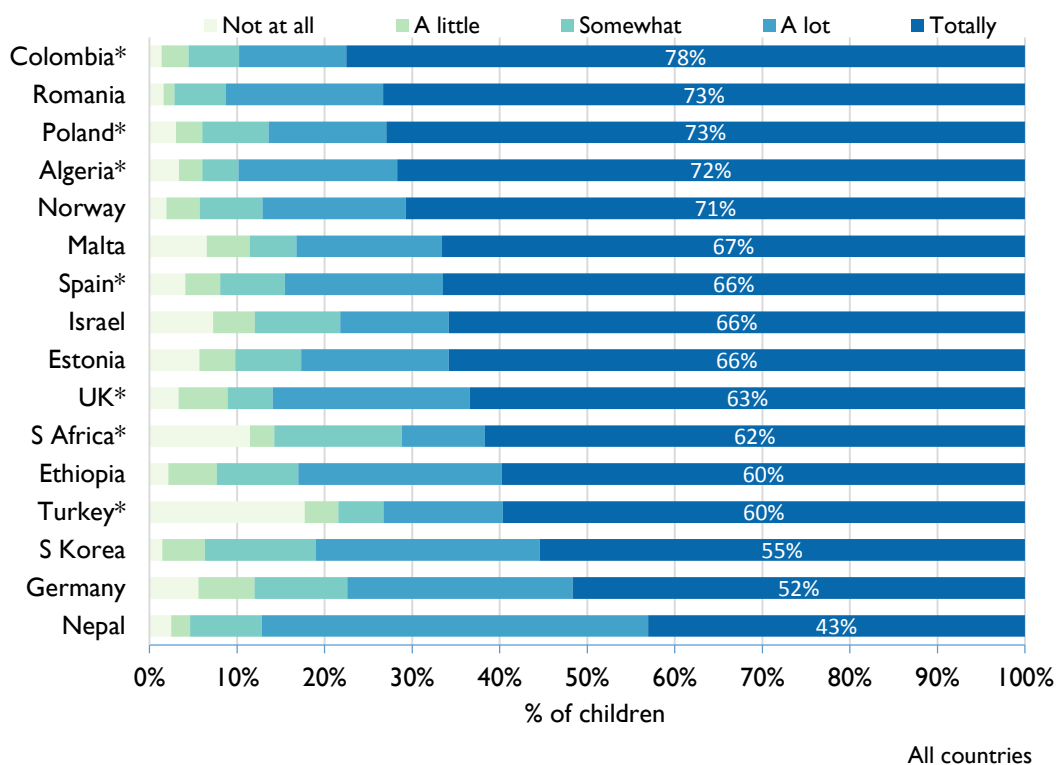


Figure 29: Level of agreement with 'I feel safe at school' by country

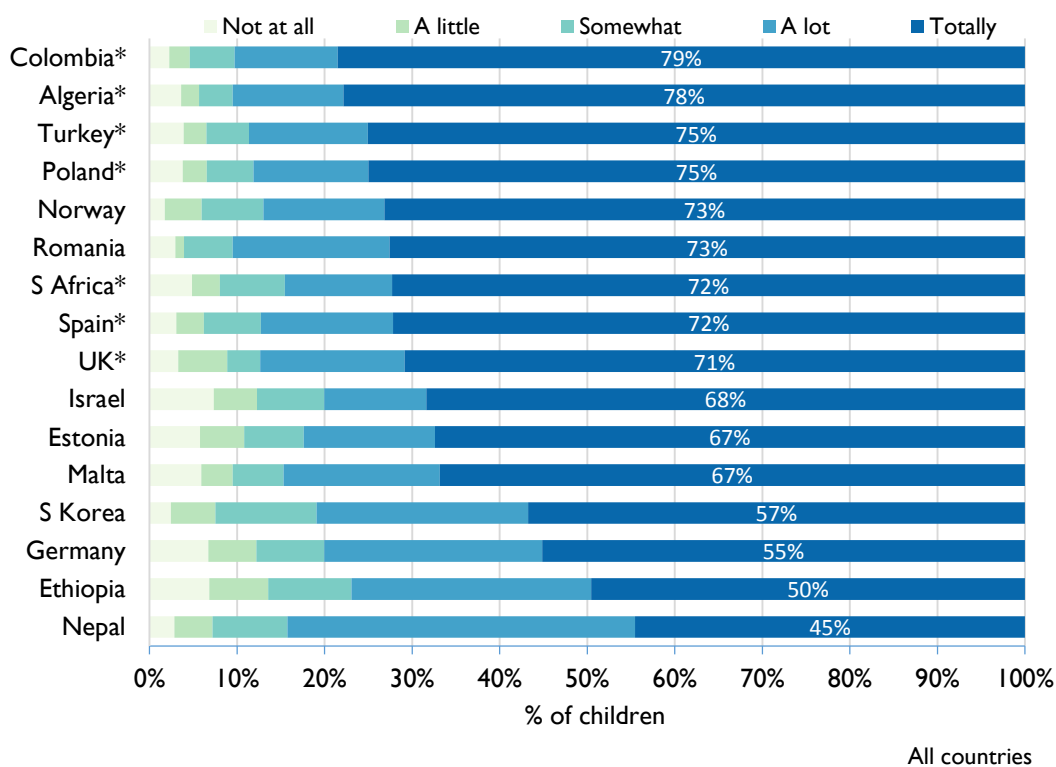


Figure 30: Level of agreement with 'I like going to school' by country

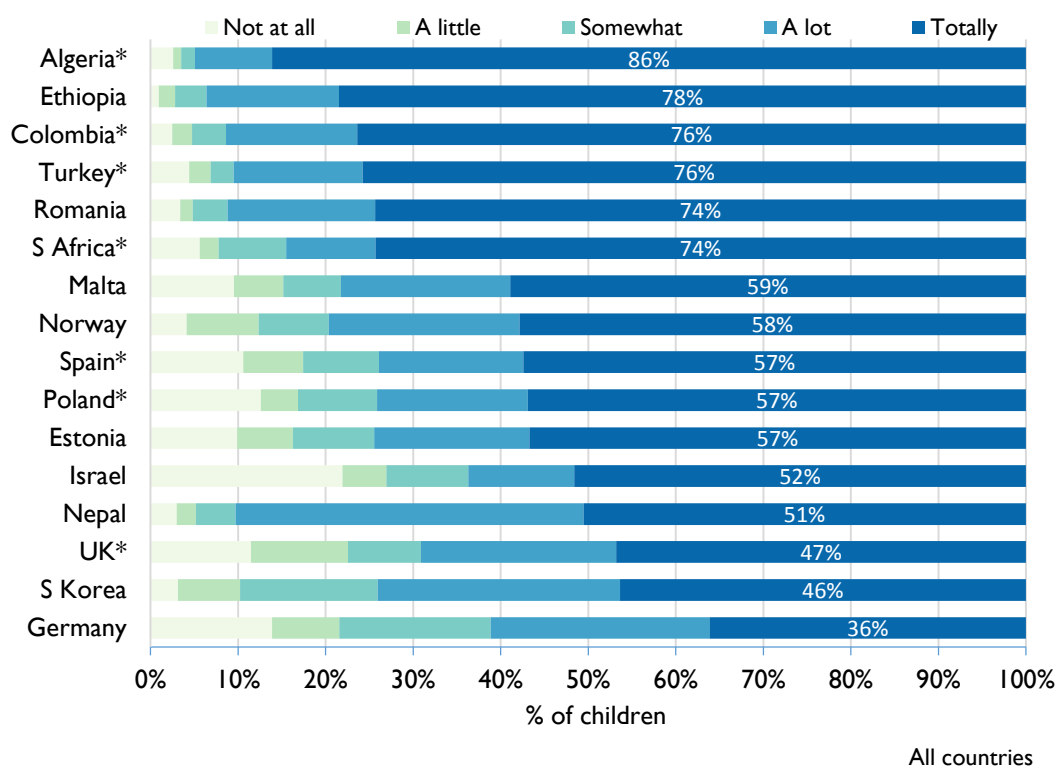


Figure 31: Level of satisfaction with 'other children in your class' by country

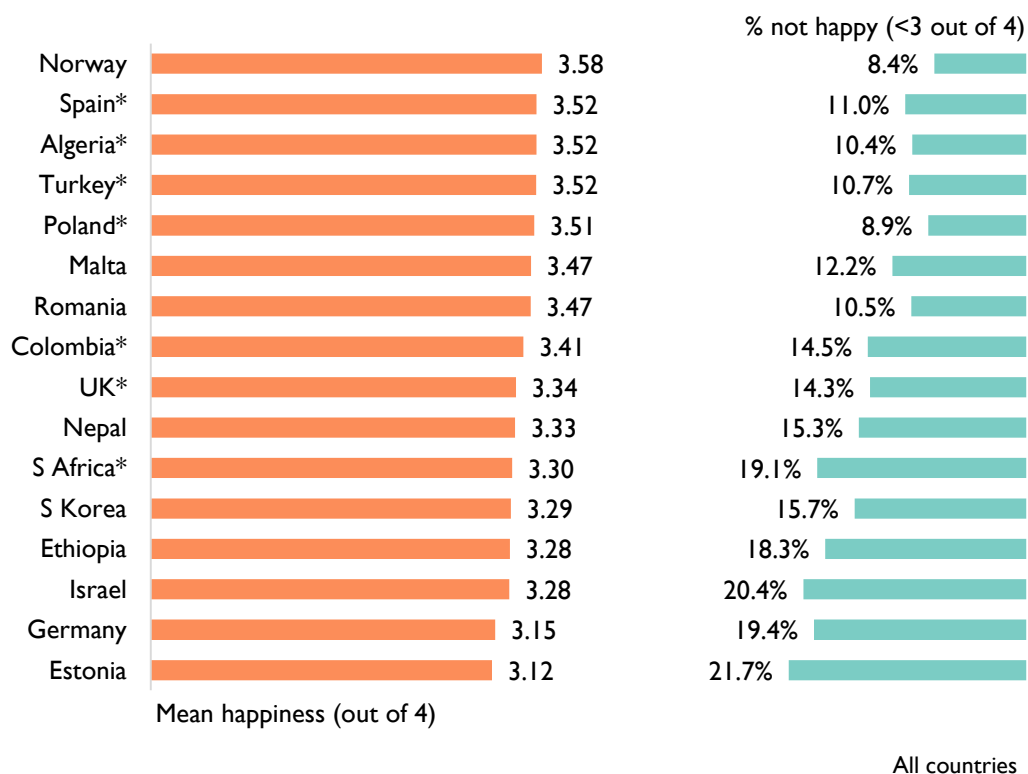




Figure 32: Level of satisfaction with 'your relationship with teachers' by country

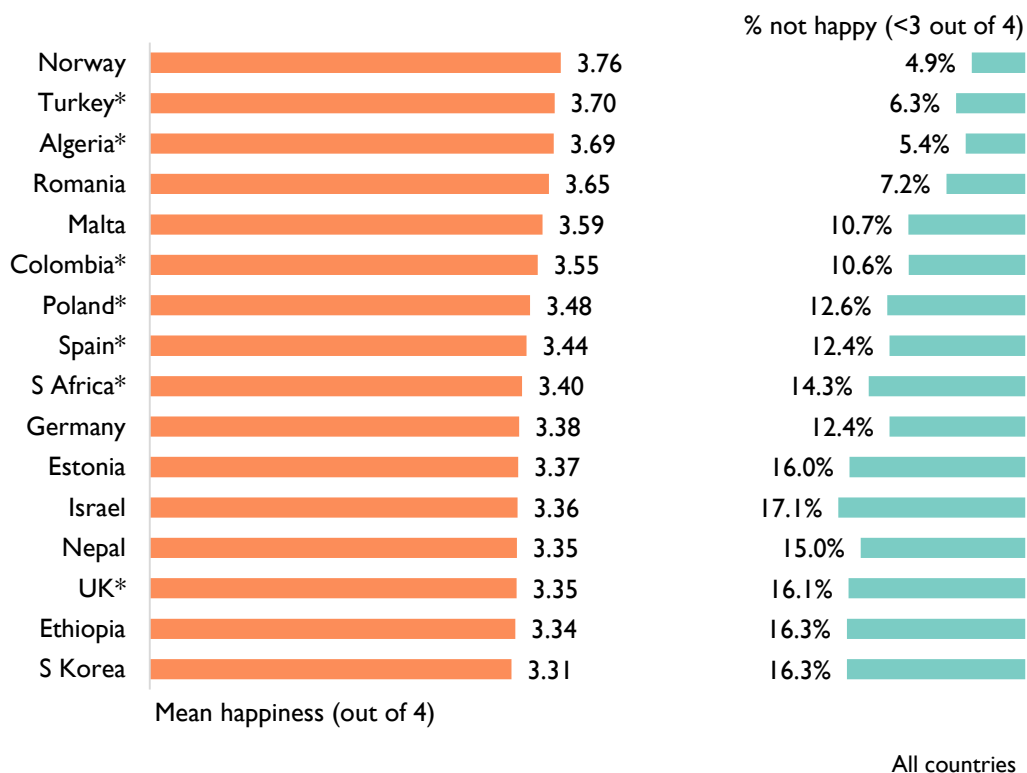


Figure 33: Level of satisfaction with 'your school marks' by country

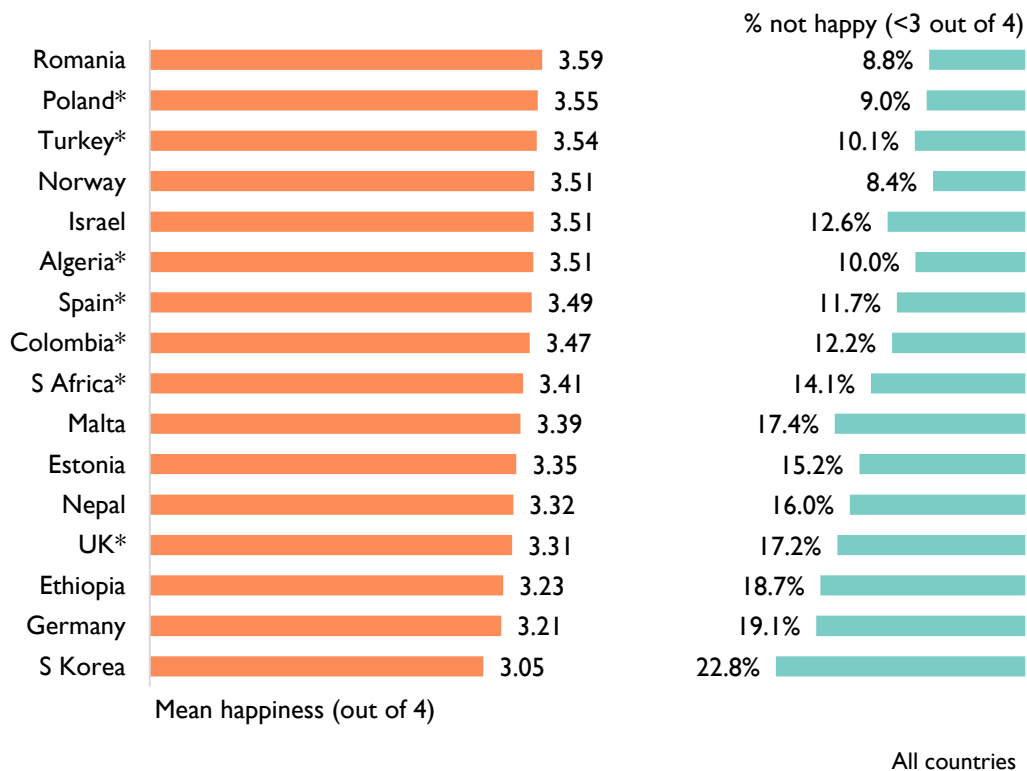
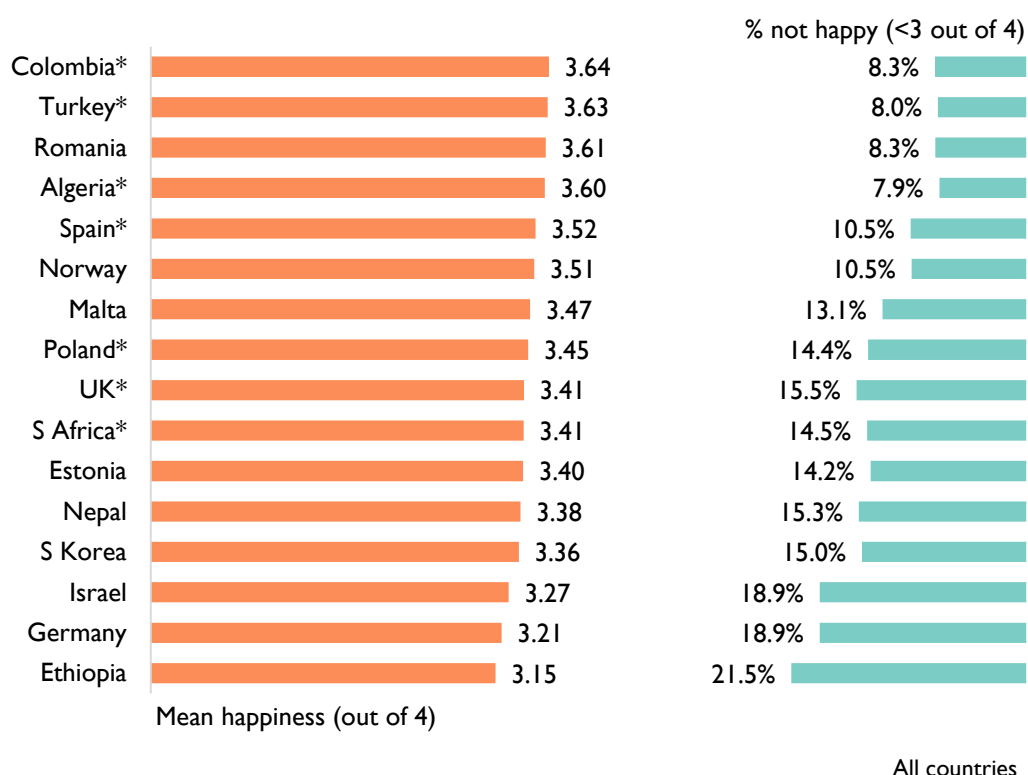


Figure 34: Level of satisfaction with 'your school experience' by country

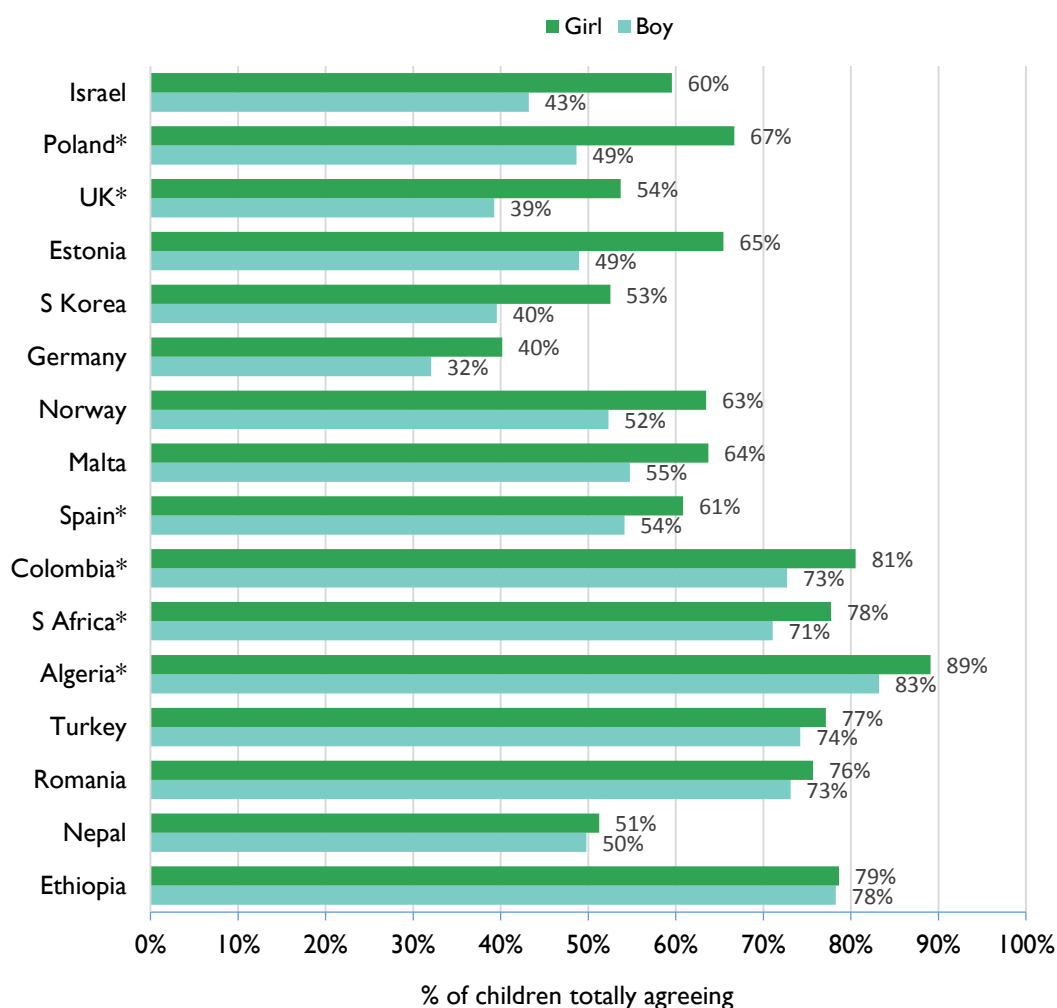


There were discernible gender differences in responses to the above questions in most but not all countries. Where there were statistically significant differences they always related to girls giving more positive responses than boys. One of the questions where there were the largest differences at a country level was the statement 'I like going to school'. Figure 35 shows the percentage of girls and boys totally agreeing with this statement in each country. Countries are ranked in decreasing order of gender differences.

- The largest differences were in Israel where 60% of girls totally agreed with this statement compared to 43% of boys. In fact (not shown in chart), 33% of boys in Israel did not agree with this statement at all compared to 12% of girls.
- Other countries where relatively high proportions of boys did not agree with the statement at all were Germany (20%), Poland (19%), Spain (17%), the UK (16%), Estonia (14%) and Malta (13%).
- There were also differences in total agreement between girls and boys in Norway and South Korea but relatively few children of either gender did not agree with the statement at all in these countries.
- There were negligible gender differences in several countries, most notably Ethiopia and Nepal.

These patterns raise interesting questions about why there are such disparities in attitudes to school between boys and girls in this age group in some countries and not in others.

Figure 35: Percentage of children totally agreeing with 'I like going to school' by country and gender



All countries

### Overview of evaluative questions about school

Table 10 shows rankings of each country for the satisfaction and agreement questions covered in this chapter.

This is an aspect of life for which Algeria scores particularly high - being ranked in the top six countries for all nine questions. Children in Turkey also responded relatively positively to eight of these questions, with rankings between second and fourth out of the 16 countries, with a lower ranking only for the question about being treated fairly at school (18% of children in Turkey did not agree at all with this statement).

The lowest rankings for this aspects of life are for South Korea which is in the bottom five countries for all eight questions, followed by Nepal and Germany (ranked in the bottom five for seven out of eight questions).

A few countries showed substantial variability in rankings. Children in Ethiopia were very positive about liking going to school, although their rankings for many of the other questions were low. It would be interesting to explore this further with children to understand what

aspects of school they felt positive about, as this might inform general understandings of the components of school well-being. Children in Israel were relatively highly satisfied (fifth) with their school marks although they were much less highly ranked for liking school (12th) and for satisfaction with classmates, teachers or their school experience.

**Table 10: School – Summary of rankings by country for each question**

	Agreement questions				Satisfaction questions			
	Teachers listen	Teachers fair	Safe	Like	Class mates	Teachers	Marks	School exp.
Algeria*	1	4	2	1	3	3	6	4
Colombia*	4	1	1	3	8	6	8	1
Estonia	15	9	11	11	16	11	11	11
Ethiopia	12	12	15	2	13	15	14	16
Germany	13	15	14	16	15	10	15	15
Israel	8	8	10	12	14	12	5	14
Malta	5	6	12	7	6	5	10	7
Nepal	16	16	16	13	10	13	12	12
Norway	2	5	5	8	1	1	4	6
Poland*	9	3	4	10	5	7	2	8
Romania	10	2	6	5	7	4	1	3
S Africa*	7	11	7	6	11	9	9	10
S Korea	14	14	13	15	12	16	16	13
Spain*	6	7	8	9	2	8	7	5
Turkey*	3	13	3	4	4	2	3	2
UK*	11	10	9	14	9	14	13	9

All countries

## Experiences of being bullied

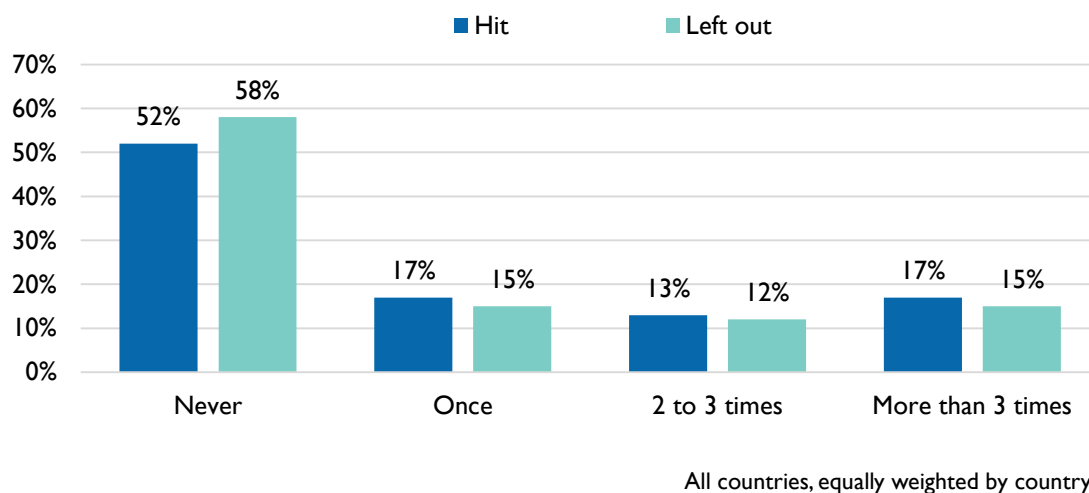
Finally in this chapter we consider the two questions asking about experiences of being bullied at school.

The chart below shows the overall distribution of responses to the two questions about being bullied (being hit and being left out by other children) in the pooled sample of all 16 countries (with each country having an equal weighting).

The percentages are a little higher for experiences of being hit than for experiences of being left out. Almost half of children said that they had been hit by another child at school in the last

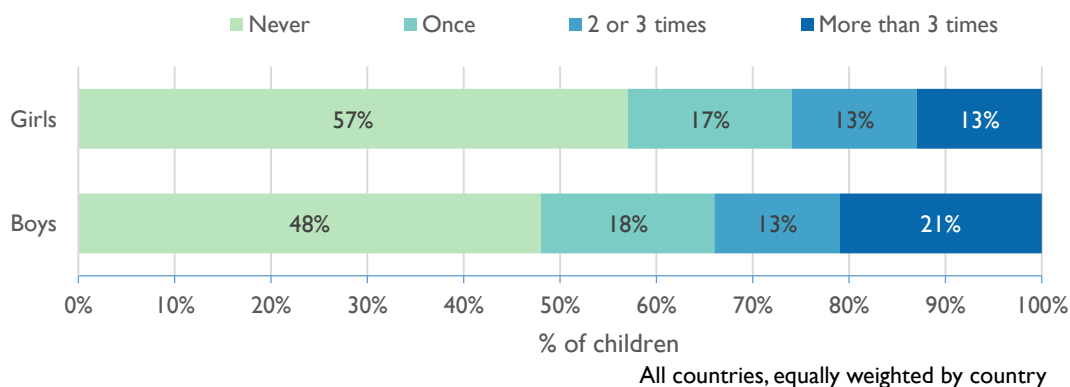
month and around one in six said that this had happened more than three times. The frequencies were higher than in the 10- and 12-year-old surveys.

**Figure 36: Frequency questions about being bullied at school in the last month**



There were significant gender differences in the prevalence and frequency of children being hit by other children in school. Boys (52%) were more likely to have been hit than girls (43%) and in particular there was a higher rate of being hit frequently (more than three times) among boys (21%) than girls (13%).

**Figure 37: Frequency of being hit by other children in school in the last month by gender**



In contrast, there was no significant gender difference in the percentages of children experiencing being left out by other children in their class.

The next two charts show the distribution of responses to these questions by country:

- The frequency of both forms of behaviour was lowest in South Korea.
- There was little difference between many countries in terms of children being frequently hit by other children.
- Romania stands out as having much higher levels of children being frequently (more than three times) left out by other children, although the UK had the highest percentage of children who had experienced this behaviour at least once in the past month.

Figure 38: Frequency of being hit by other children in school in the last month by country

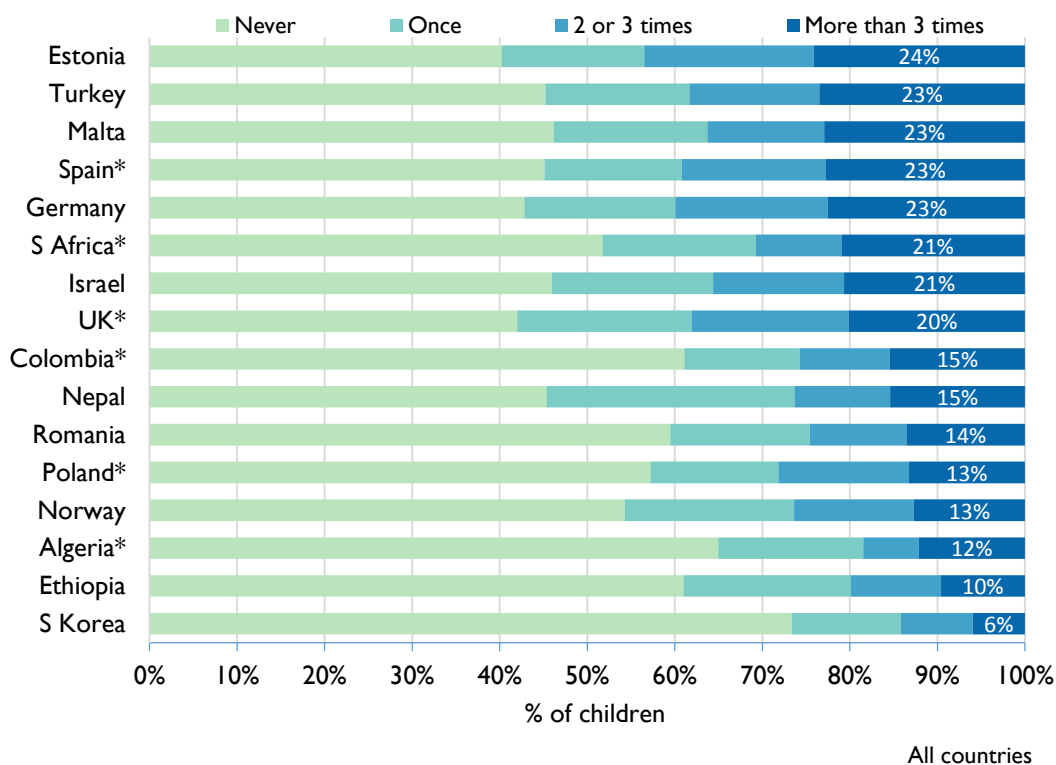
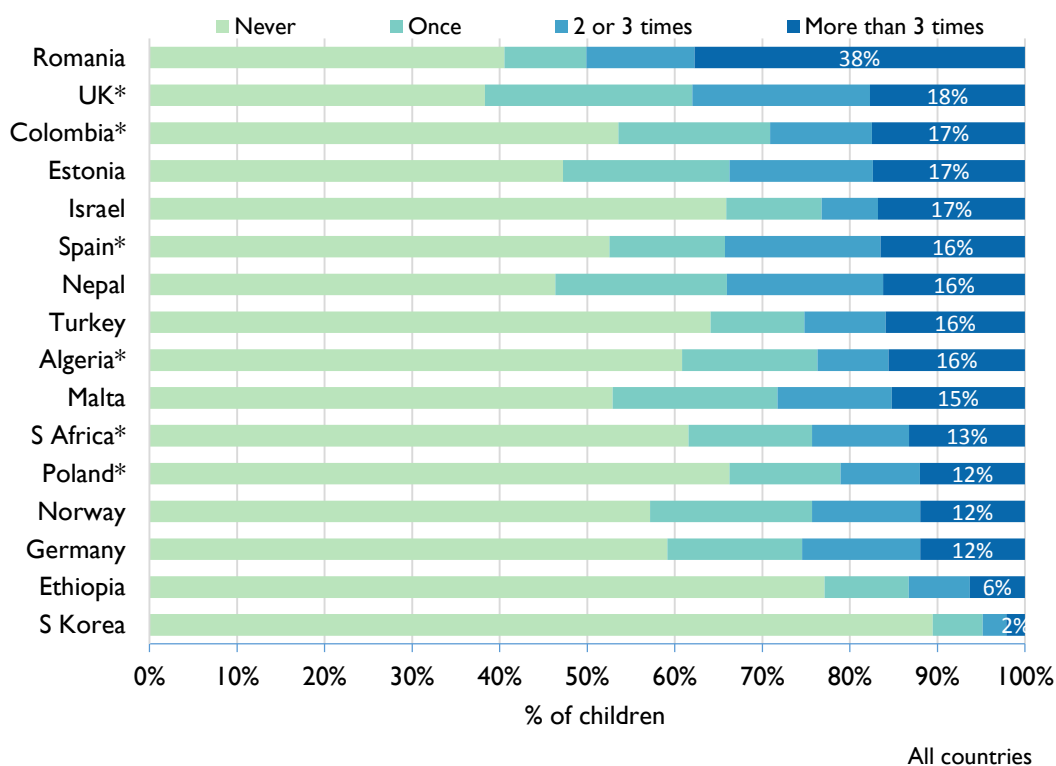
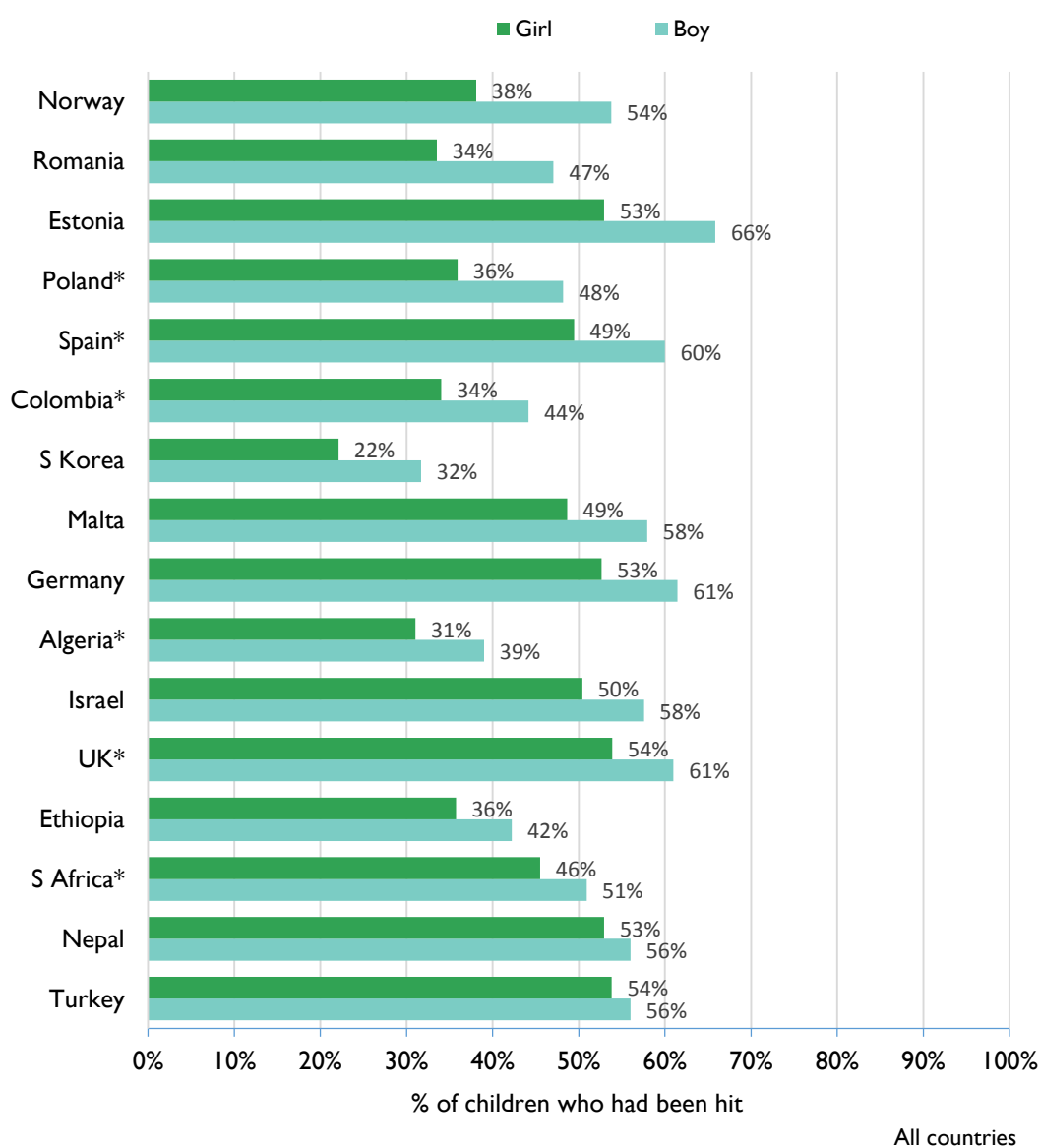


Figure 39: Frequency of being left out by other children in school class in the last month by country



In line with the overall findings discussed earlier there were significant gender differences in relation to being hit by other children in school in many countries. This is shown in Figure 40 where countries are ranked in descending order of the gap between the percentages for girls and boys. The gender differences here were statistically significant in 11 countries – the exceptions being Algeria, Ethiopia, Nepal, South Africa and Turkey.

**Figure 40: Percentage of children who had been hit by other children in school at least once in the last month by country and gender**



There were significant gender differences within countries in being left out by other children in class in five countries. In Norway, Spain and the UK girls were significantly more likely to experience being left out than boys; while in Colombia and Israel the opposite was true.

## Chapter 7

# Local area

### Overview

Children were asked six questions about their local area:

- Two agreement questions
- Four satisfaction questions

The wording and format of the questions are shown in the box below.

#### Box 7: Local area: Agreement and satisfaction questions

##### Agreement questions:

- In my area there are enough places to play or to have a good time
- I feel safe when I walk around in the area I live in

Answers were given on a five-point, unipolar scale, with responses ranging from 'I do not agree' to 'Totally agree'.

##### Satisfaction questions

How happy are you with ..

- The people who live in your area
- How you are dealt with when you go to the doctors
- The outdoor areas children can use in your area
- The area where you live, in general

Responses were on a five-point scale using symbolic faces as described in Chapter 1.

The table and chart below provide summary statistics for these questions for the whole sample (weighted equally by age group and country). Some of the scores in this domain are among the lowest for any aspect of life covered in the survey. Around one in 11 children did not agree at all that there were enough places to play or have a good time in their local area and a similar proportion did not agree at all they felt safe walking around in their local area.

**Table 11: Agreement questions about local area**

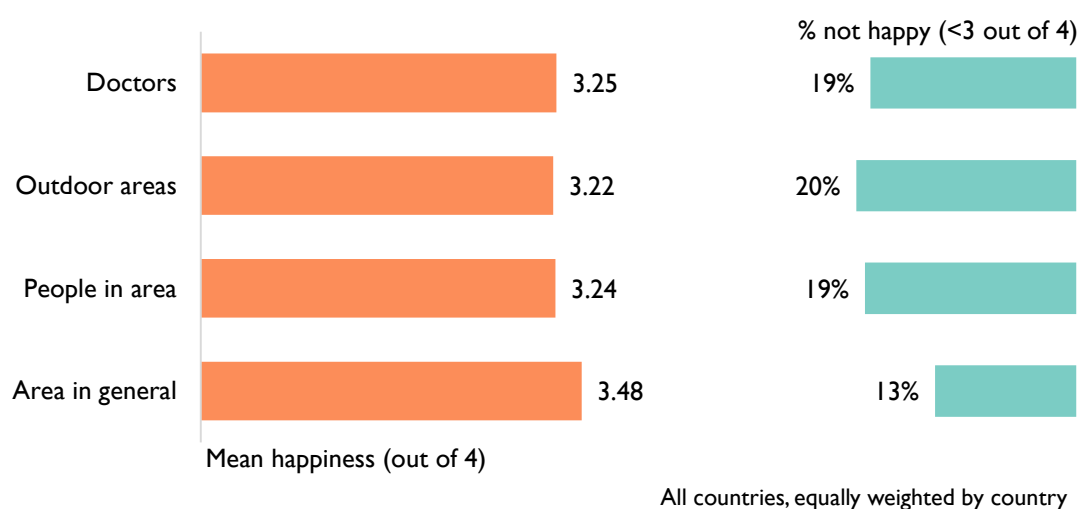
	Not at all	A little	Somewhat	A lot	Totally
In my area there are enough places to play or to have a good time	9%	7%	10%	17%	57%
I feel safe when I walk around in the area I live in	9%	7%	11%	19%	53%

All countries, equally weighted by country

The mean satisfaction scores are also generally lower than for the aspects of life considered in the previous chapters and around one in five children scored less than three out of four for satisfaction with the doctors, outdoor areas and people in the local area



Figure 41: Satisfaction questions about local area



There were small but significant gender differences for five of the six questions.

- Girls were a little more satisfied than boys with all four aspects of the local area in Figure 41.
- Girls had lower levels of agreement than boys for the question about safety in the local area.

## Variations by country

The charts on the following pages provide a summary of responses to each question for each country.

The two agreement questions are ranked in order of the percentage of children who totally agreed. However there are some different patterns in the percentage of children who did not agree at all with each question, suggesting much greater variability of responses in some countries than others.

- Almost one in five (19%) of children in Algeria and Malta and 18% in Romania did not agree at all there are enough places to play or to have a good time in their local area.
- Almost a quarter (24%) of children in South Africa did not agree at all that they felt safe in their local area, even though South Africa was not ranked at the bottom of the list for the percentages of children who totally agreed.

In relation to the satisfaction questions:

- There was less variation between countries for the satisfaction question about people who live in the local area than for the other three questions.
- Compared to other aspects of life considered in the survey there much lower levels of satisfaction about the local area in some countries. For example over a quarter of children in South Africa, Ethiopia and the UK scored less than three out of four for satisfaction with the outdoor areas in their locality.

Figure 42: Level of agreement with 'In my area there are enough places to play or to have a good time' by country

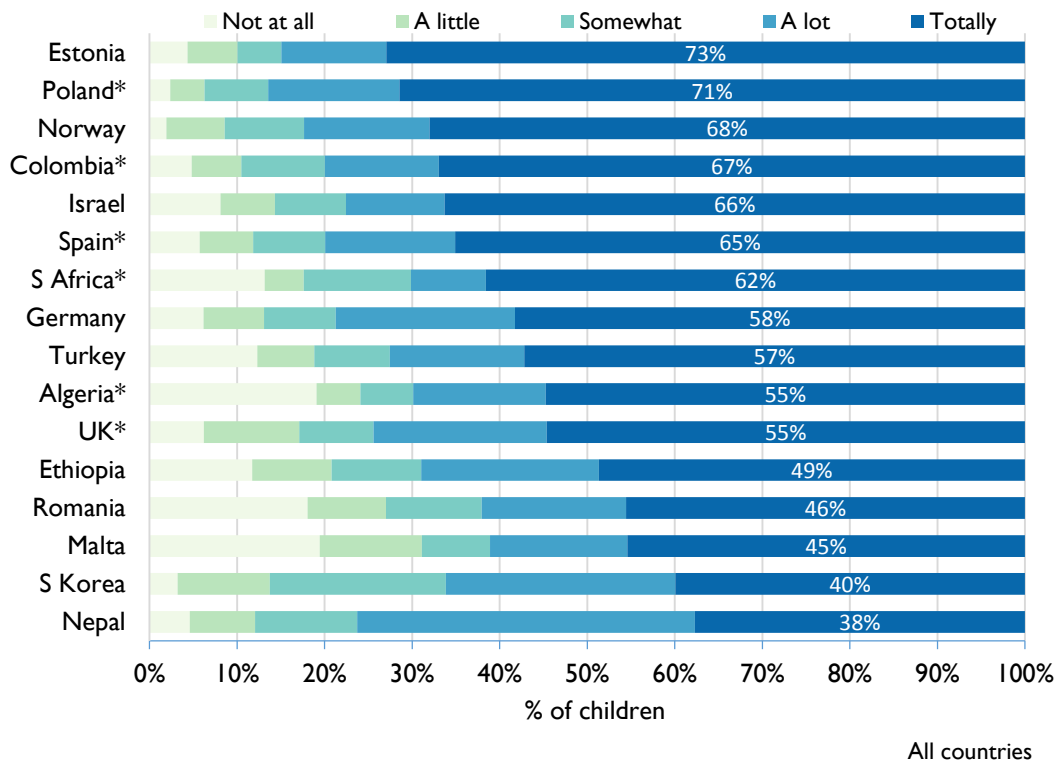


Figure 43: Level of agreement with 'I feel safe when I walk around in the area I live in' by country

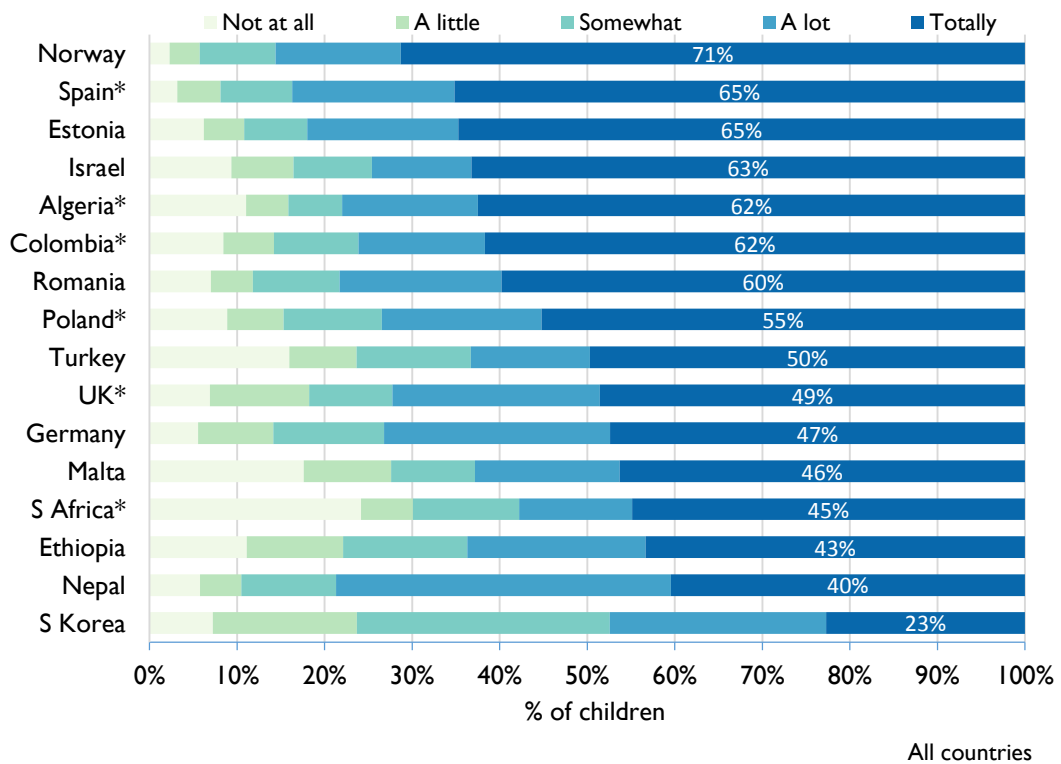


Figure 44: Level of satisfaction with 'the people who live in your area' by country

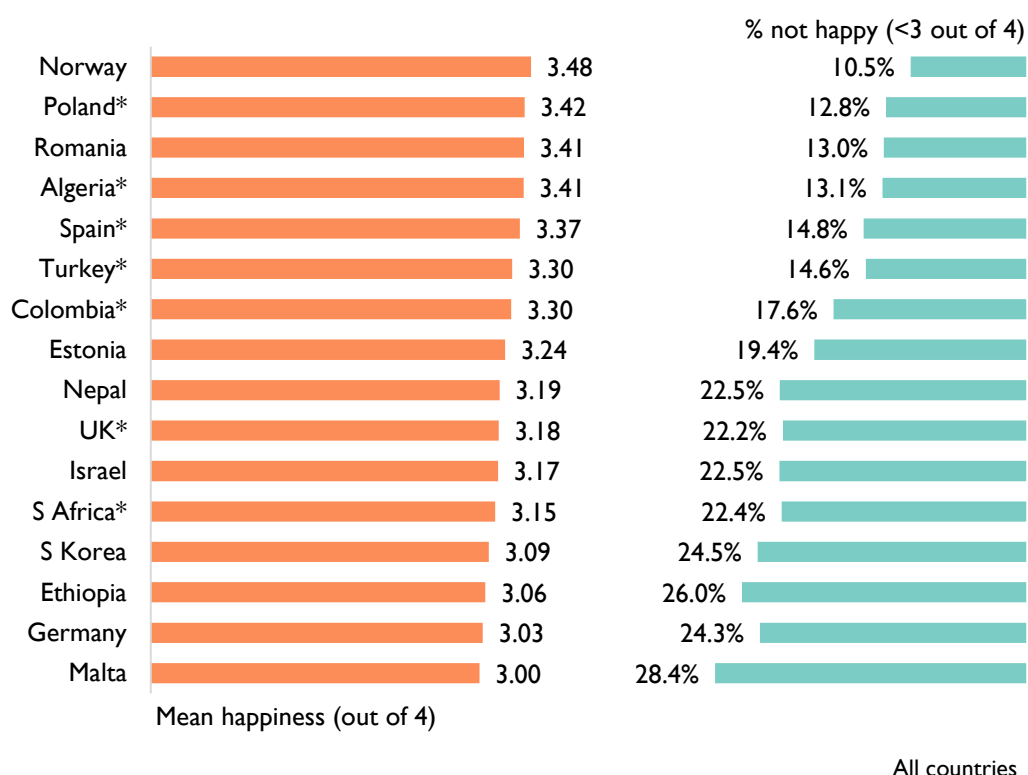


Figure 45: Level of satisfaction with 'how you are dealt with when you go to the doctors' by country

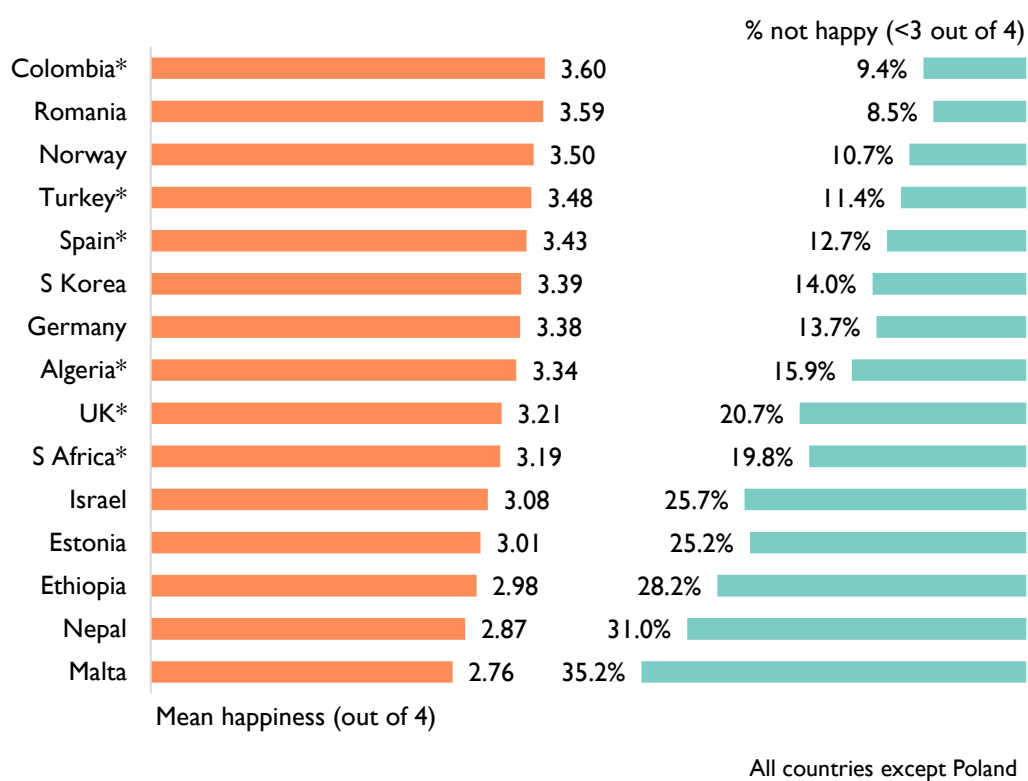


Figure 46: Level of satisfaction with 'the outdoor areas children can use in your area' by country

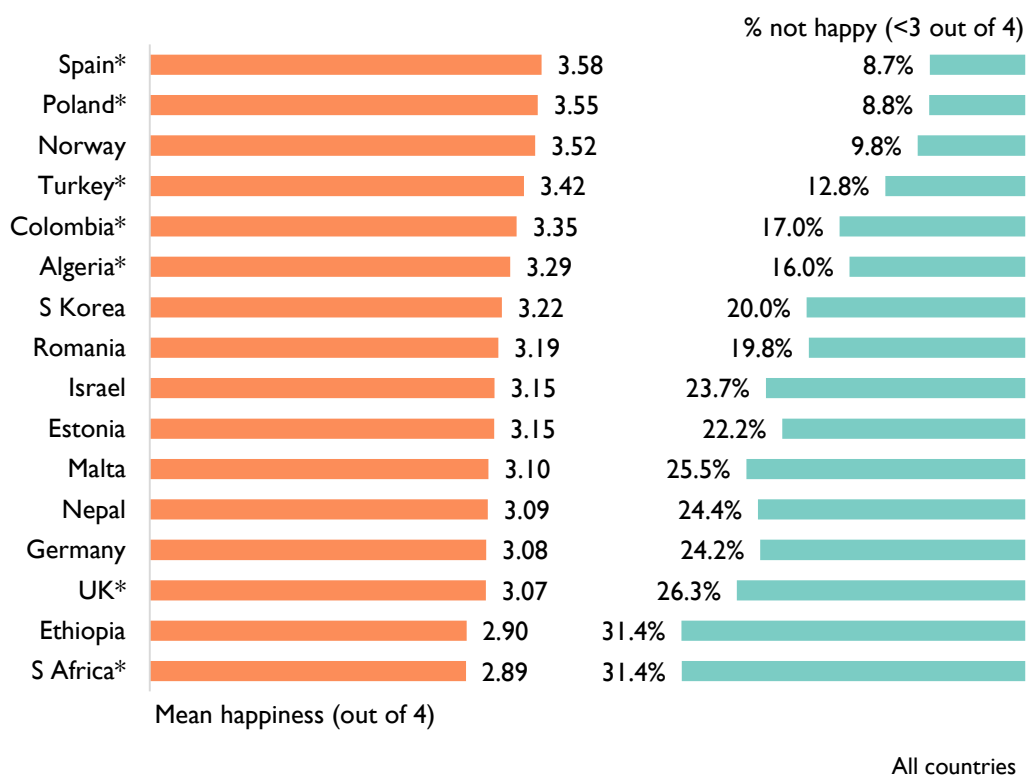
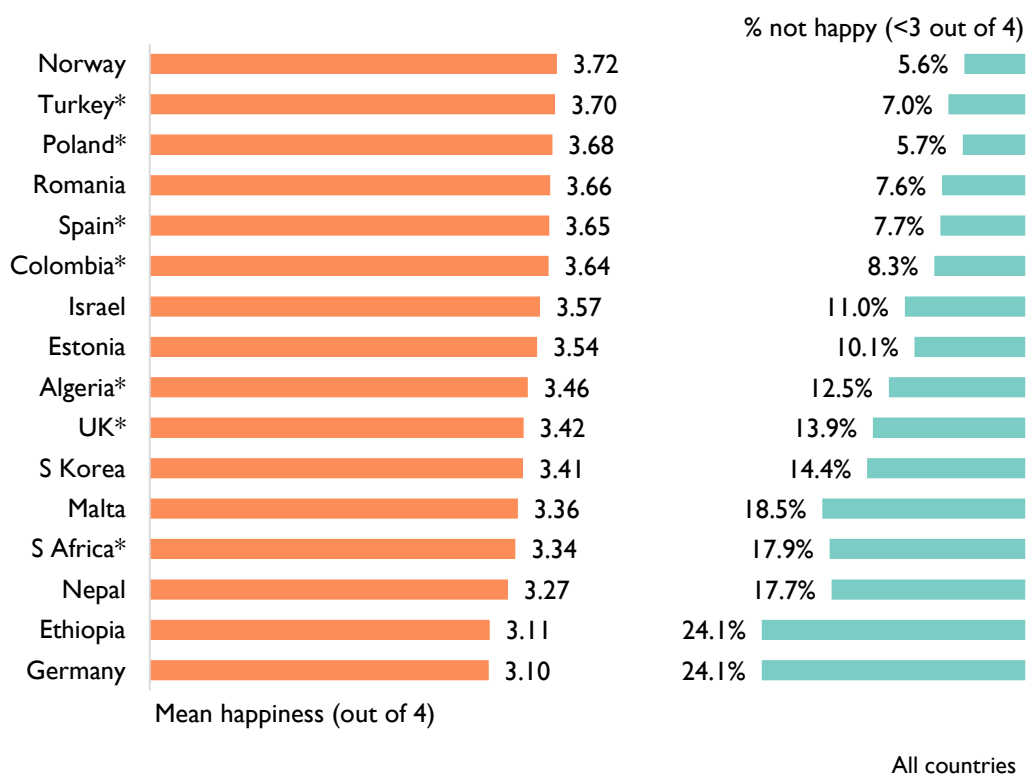


Figure 47: Level of satisfaction with 'the area you live in general' by country



## Summary

Summaries of rankings for these six questions are shown in Table 12:

- This is an aspect of life where children in Norway score consistently highly, followed by Spain and Colombia.
- Children in Ethiopia ranked in the lowest five countries for all six questions, while Malta and Nepal were also in the bottom five countries for all but one of the questions.

**Table 12: Local area – Summary of rankings by country for each question**

	Place to play	Feel safe	Local people	Doctors	Outdoor areas	Area in general
Algeria*	10	5	4	8	6	9
Colombia*	4	6	7	1	5	6
Estonia	1	3	8	12	10	8
Ethiopia	12	14	14	13	15	15
Germany	8	11	15	7	13	16
Israel	5	4	11	11	9	7
Malta	14	12	16	15	11	12
Nepal	16	15	9	14	12	14
Norway	3	1	1	3	3	1
Poland*	2	8	2	na	2	3
Romania	13	7	3	2	8	4
S Africa*	7	13	12	10	16	13
S Korea	15	16	13	6	7	11
Spain*	6	2	5	5	1	5
Turkey*	9	9	6	4	4	2
UK*	11	10	10	9	14	10

All countries (except the question about doctors was not asked in Poland)

# Chapter 8

## Self

### Overview

Children in this age group were asked three satisfaction questions relating to how they felt about themselves:

#### Box 8: Other satisfaction questions

*Satisfaction questions*

How happy are you with

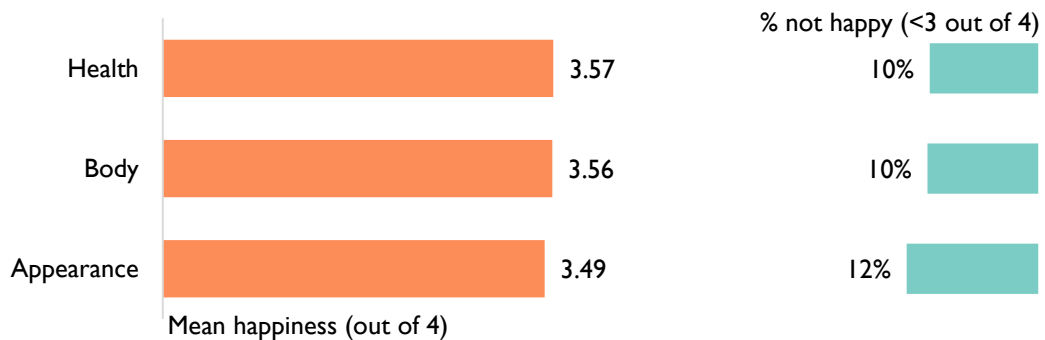
- Your health
- Your body
- The way that you look

Responses were on a five-point scale using symbolic faces as described in Chapter 1.

Note: Item 3 was not asked in Poland.

A summary of responses to these six questions is shown in the chart below.

**Figure 48: Satisfaction questions about other aspects of life**



All countries, except Item 3 in Poland, weighted equally by country

For the whole sample, girls were significantly more satisfied with their health and the way that they looked than boys although the differences were small. There was no significant gender difference for the question about satisfaction with one's body.

### Variations by country

The charts below show the mean scores and percentages of children with low satisfaction by country for each of the questions.

Figure 49: Level of satisfaction with 'your health' by country

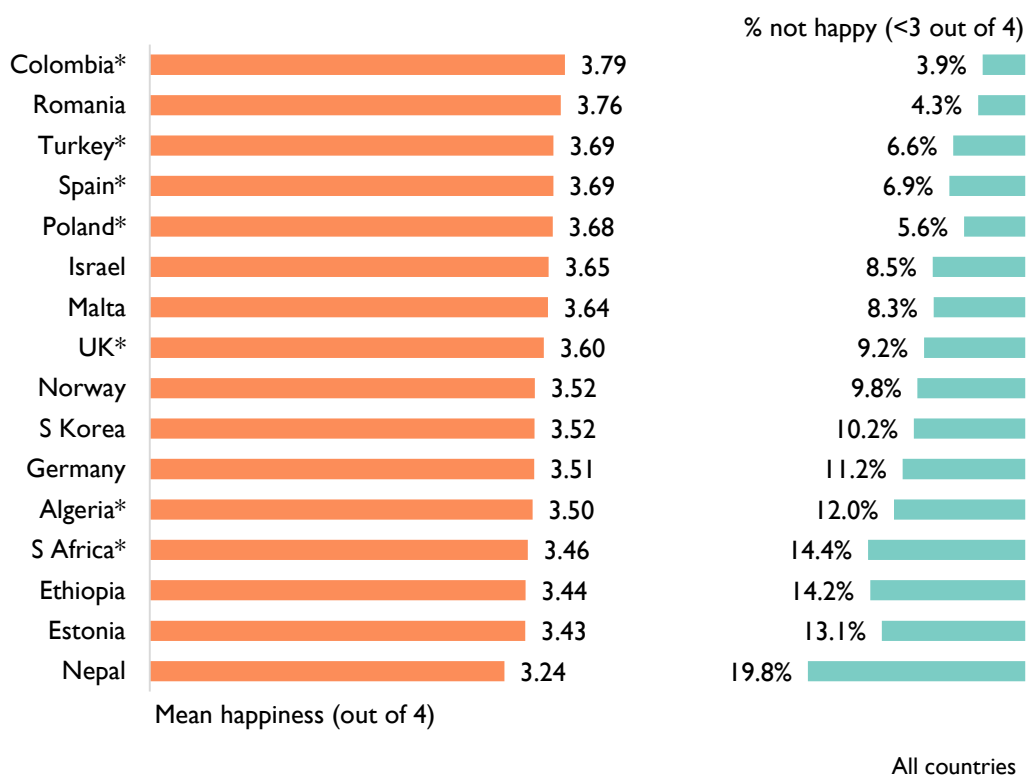


Figure 50: Level of satisfaction with 'your body' by country

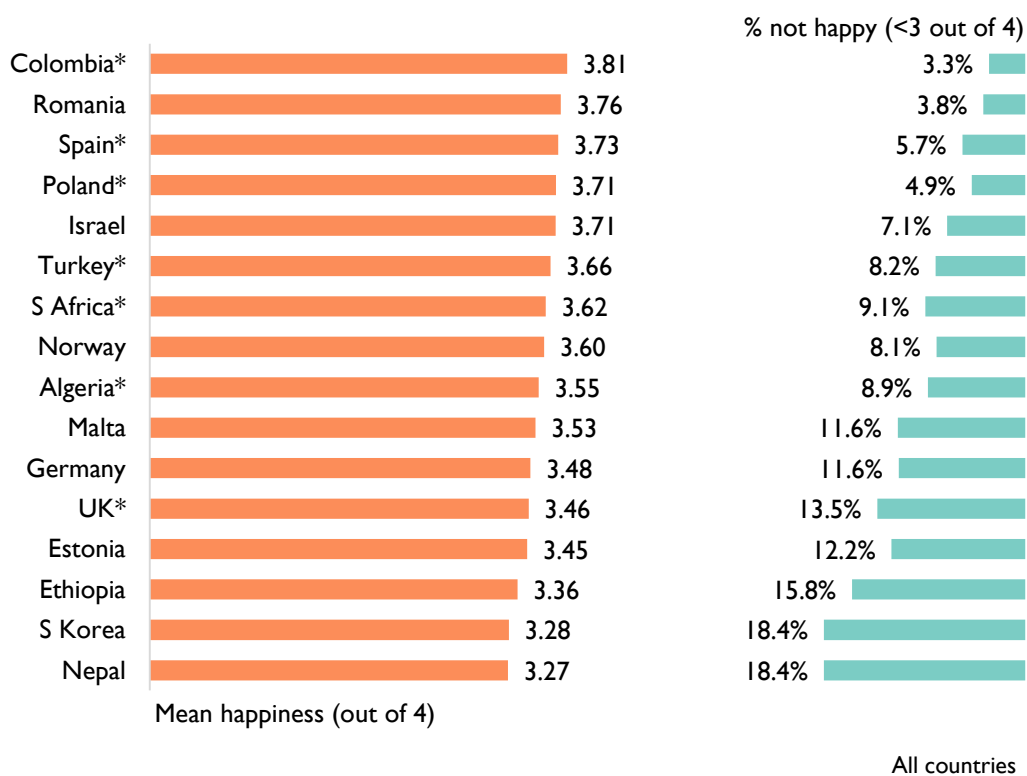
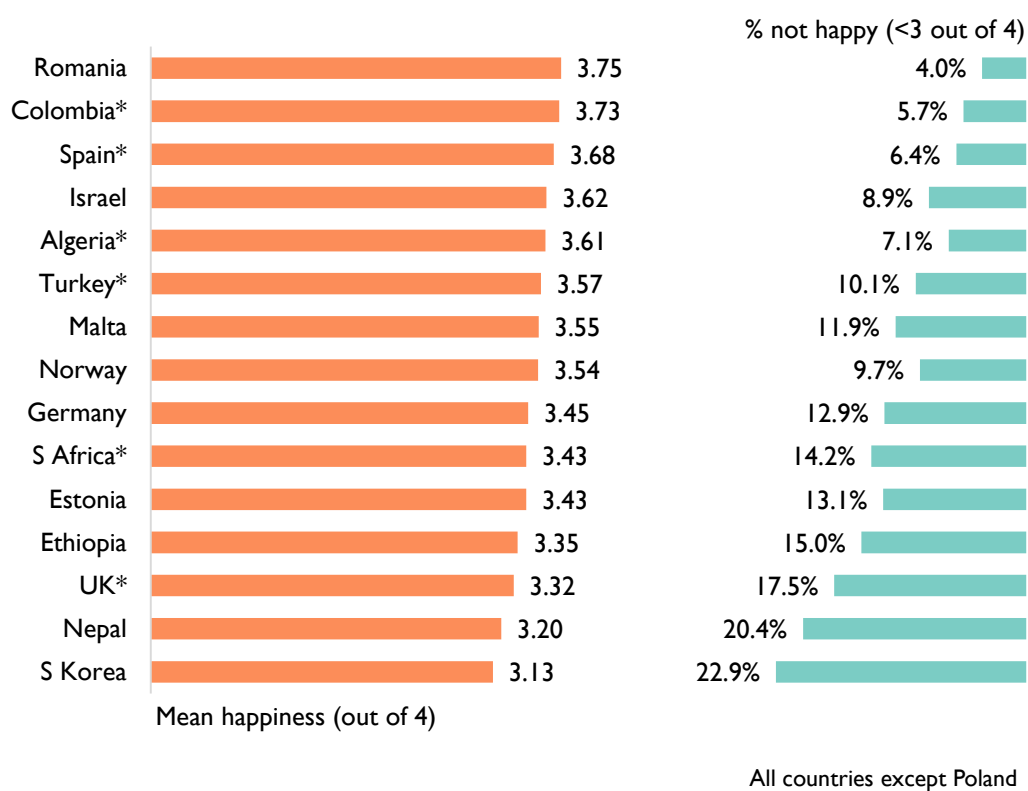


Figure 51: Level of satisfaction with 'the way that you look' by country



There were no significant gender differences in responses to these questions within countries. This is particularly noteworthy given some of the gender differences found with this aspect of life for the older two age groups in the survey (Rees & Main, 2015).

## Summary

The table below summarises the rankings of means for each question for each country.

- Three countries – Romania, Colombia and Spain – ranked in the top five for each question
- Three countries – Estonia, Ethiopia and Nepal – ranked in the bottom five for each question



Table 13: Self – Summary of rankings by country for each question

	Health	Appearance	Body
Algeria*	12	5	9
Colombia*	1	2	1
Estonia	15	11	13
Ethiopia	14	12	14
Germany	11	9	11
Israel	6	4	5
Malta	7	7	10
Nepal	16	14	16
Norway	9	8	8
Poland*	5	na	4
Romania	2	1	2
S Africa*	13	10	7
S Korea	10	15	15
Spain*	4	3	3
Turkey*	3	6	6
UK*	8	13	12

All countries (question about appearance not asked in Poland)

## Chapter 9

# Time use

### Overview

Children were asked questions about time spent with family and friends and time use in general in different sections of the questionnaire. The question wordings are shown in Box 9.

#### Box 9: Questions about time use

##### *Family questions*

How often in the past week have you spent time doing the following things with your family?

- Talking together
- Having fun together
- Learning together

Responses were on a four-point frequency scale from 'Not at all' to 'Every day', plus 'Don't know'

##### *Friends questions*

How often in the past week have you spent time doing the following things with your friends apart from at school?

- Talking together
- Having fun together
- Learning together

Responses were on a four-point frequency scale from 'Not at all' to 'Every day', plus 'Don't know'

##### *General time use questions*

How often do you usually spend time doing the following activities when you are not at school?

- Taking classes outside school time on matters different than at school
- Reading for fun (not homework)
- Helping around the house
- Doing homework
- Watching TV or listening to music
- Playing sports or doing exercise
- Using a computer

Responses were on a four-point frequency scale from 'Rarely or never' to 'Every day or almost every day', plus 'Don't know'

##### *Satisfaction question*

- How happy are you with what you do in your free time

Responses were on a five-point scale using symbolic faces as described in Chapter 1.

Summaries of responses to these questions for the pooled data set are shown in Tables 14 to 16. Around half or more of children spent time on each of the family activities everyday (Table 14). The same applies to spending time talking with and having fun with friends, although there

was a lower frequency of meeting to study together with friends and over two-fifths of children rarely or never did this (Table 15). There was a greater amount of variation in frequencies for the general time use questions. Over three-quarters of children did homework every day or almost every day, while only a third took classes outside school time everyday or almost every day. More than a quarter of children rarely or never used a computer outside school.

**Table 14: Frequency questions about time with family**

	Not at all	Once or twice	Most days	Every day
Talking together	4%	12%	22%	62%
Having fun together	5%	15%	30%	49%
Learning together	9%	15%	25%	52%

All countries, equally weighted by country

**Table 15: Frequency questions about time with friends**

	Not at all	Once or twice	Most days	Every day
Talking together	8%	17%	28%	48%
Having fun together	7%	15%	26%	51%
Meeting to study	41%	20%	16%	23%

All countries, equally weighted by country

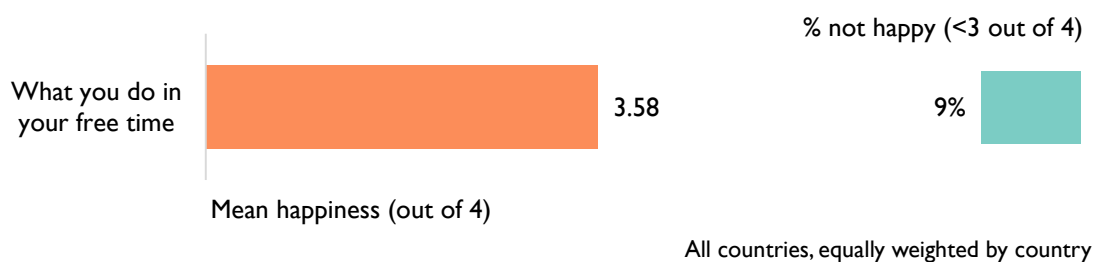
**Table 16: General time use questions**

	Rarely or never	Less than once a week	Once or twice a week	Every day or almost
Taking classes outside school time	29%	10%	28%	33%
Reading for fun	17%	11%	23%	50%
Helping with housework	9%	9%	25%	56%
Doing homework	4%	5%	14%	77%
Watching TV	9%	7%	20%	64%
Playing sports or doing exercise	12%	9%	25%	54%
Using a computer	26%	12%	24%	38%

All countries, equally weighted by country

A summary of responses to the satisfaction question for the whole data set is shown in the chart below. Less than one in ten children were not happy with what they did in their free time.

**Figure 52: Satisfaction questions about activities in free time**



Within the pooled data set there were a number of significant gender differences:

- Girls more frequently spent time talking with and having fun with people in their family than boys did. There was no significant difference for spending time learning with family.
- There were no significant gender differences for the frequency of any of the activities with friends.
- Girls more frequently spent time reading for fun, helping with housework and doing homework than boys.
- Boys more frequently spent time watching television, using a computer and playing sports or exercising than girls.
- There was no significant gender difference in frequency of spending time taking classes outside school.
- There was also no significant gender difference in satisfaction about free time activities.

### Variations by country

The charts on the following pages, provide country-by-country breakdowns of the responses to each of the 18 questions considered in this section. There were large variations between countries in the frequency of time spent on each of these activities.

Following these 18 charts there are summary tables with some accompanying discussion.

Figure 53: Frequency of 'Talking together with family' by country

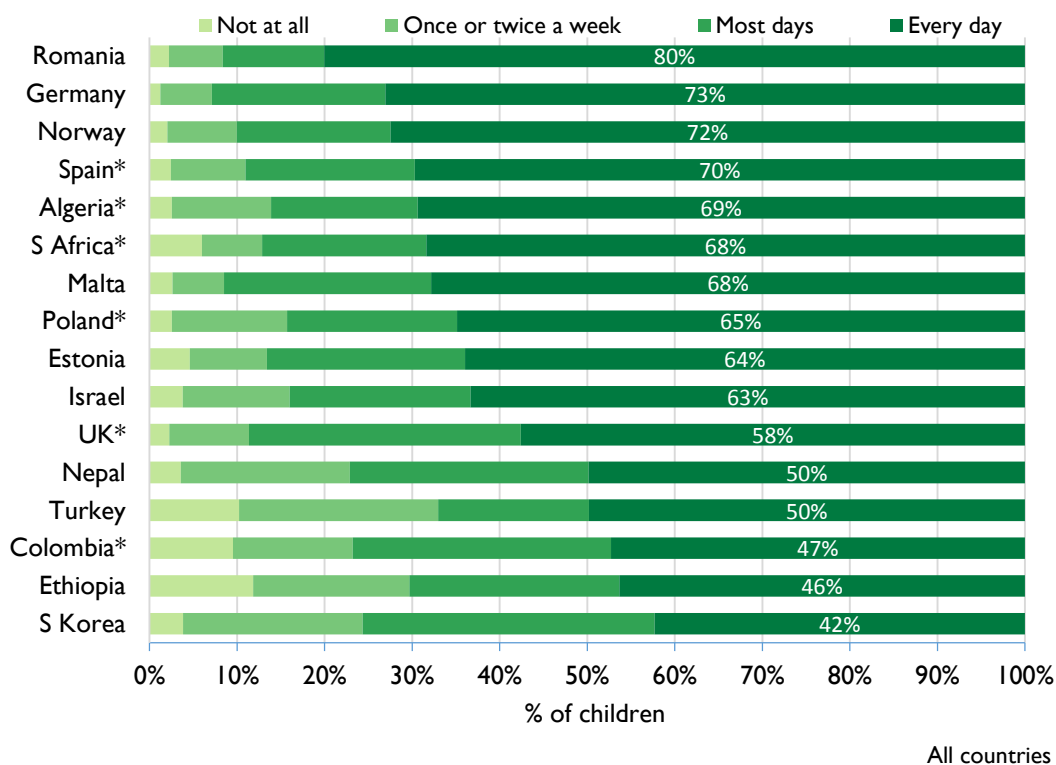


Figure 54: Frequency of 'Having fun together with family' by country

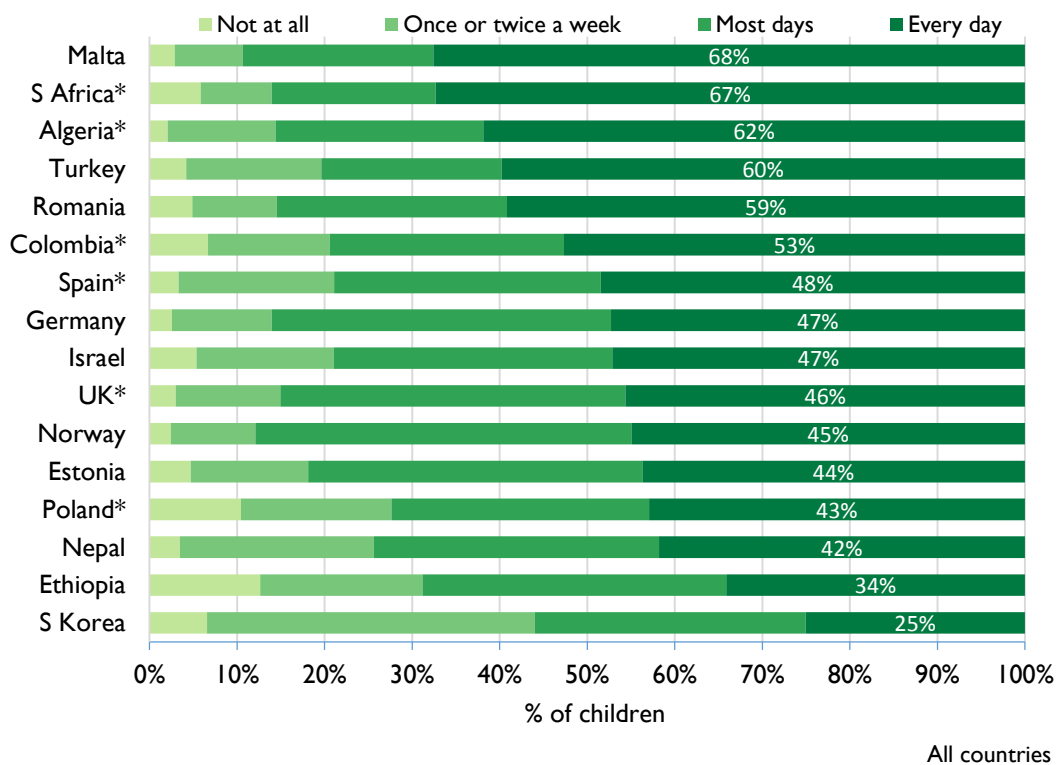


Figure 55: Frequency of 'Learning together with family' by country

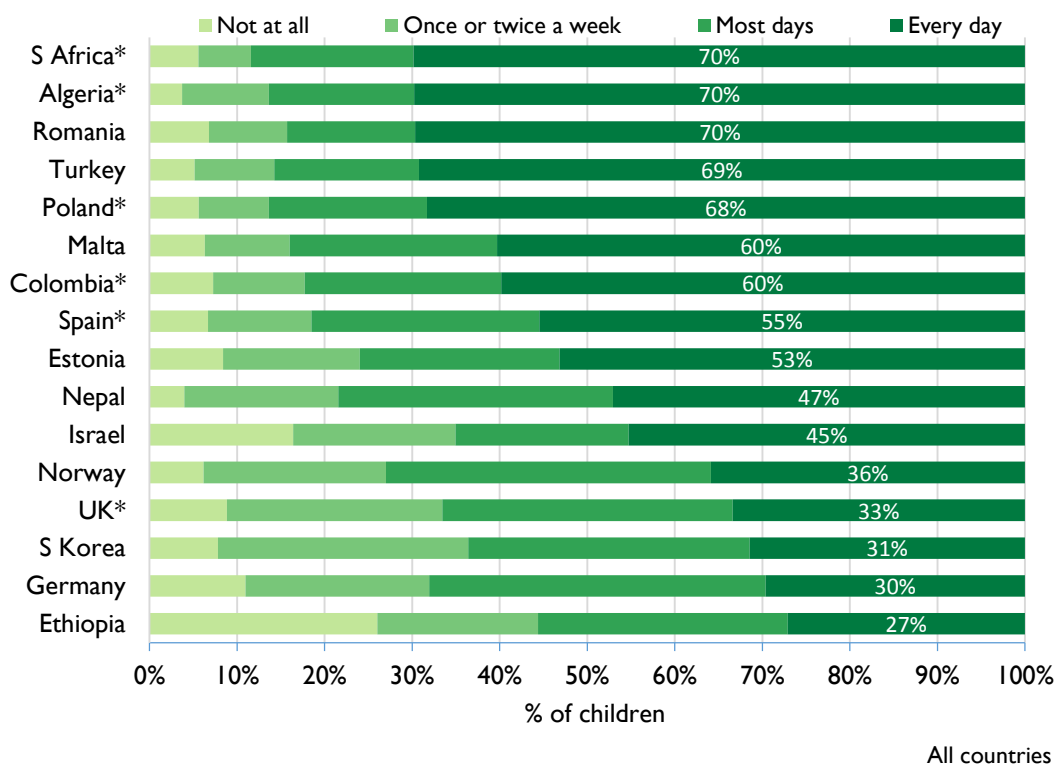


Figure 56: Frequency of 'Talking together with friends' by country

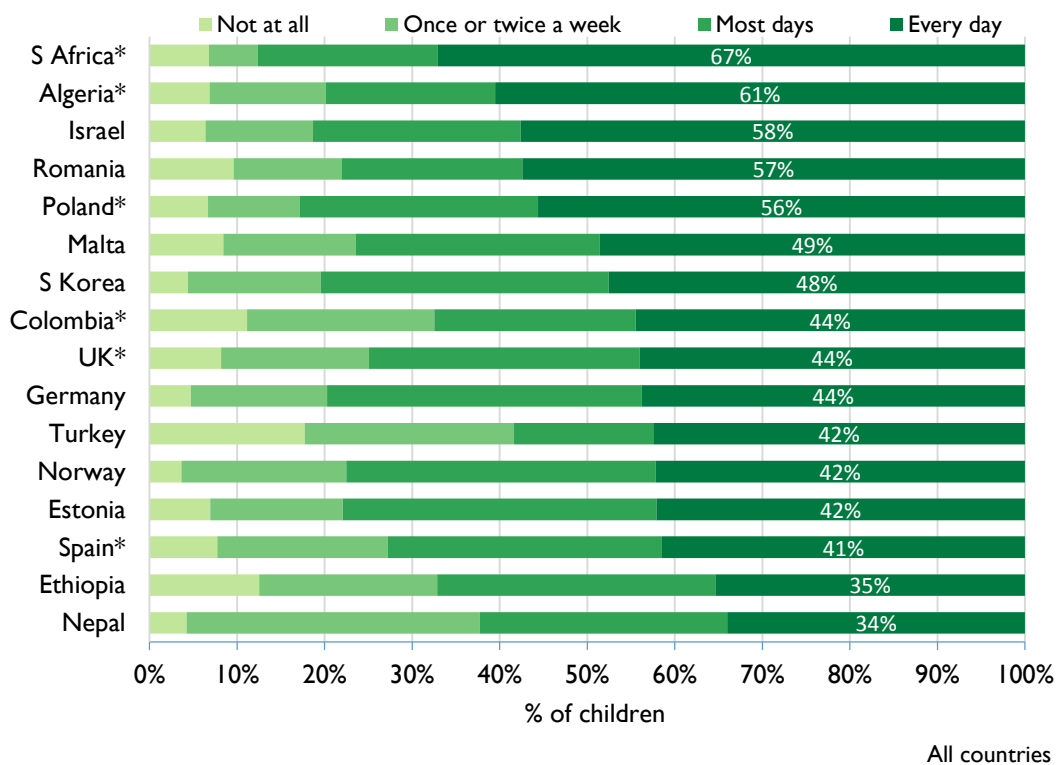


Figure 57: Frequency of 'Having fun together with friends' by country

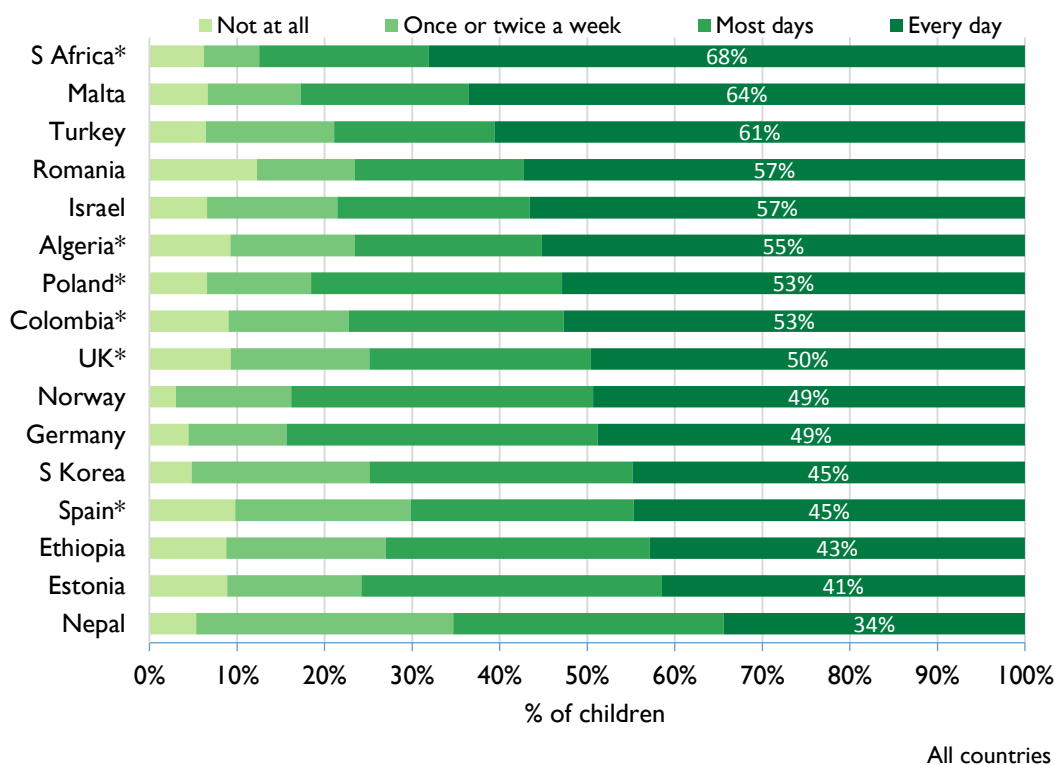


Figure 58: Frequency of 'Meeting to study with friends' by country

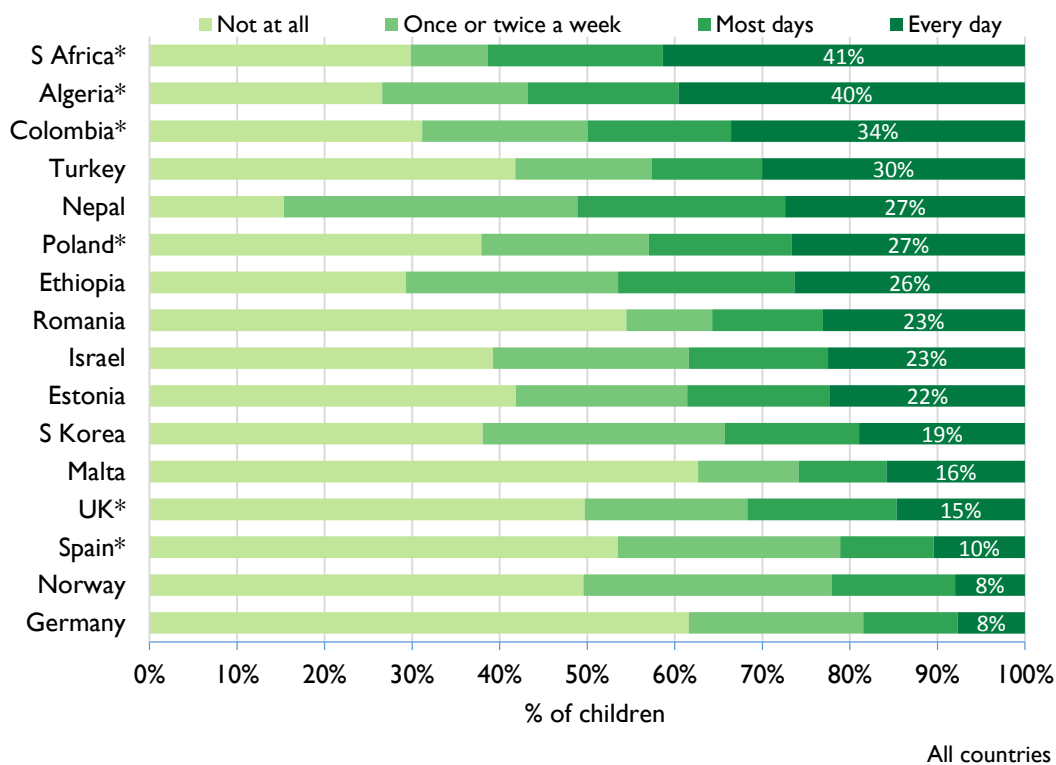


Figure 59: Frequency of 'Taking classes outside school time' by country

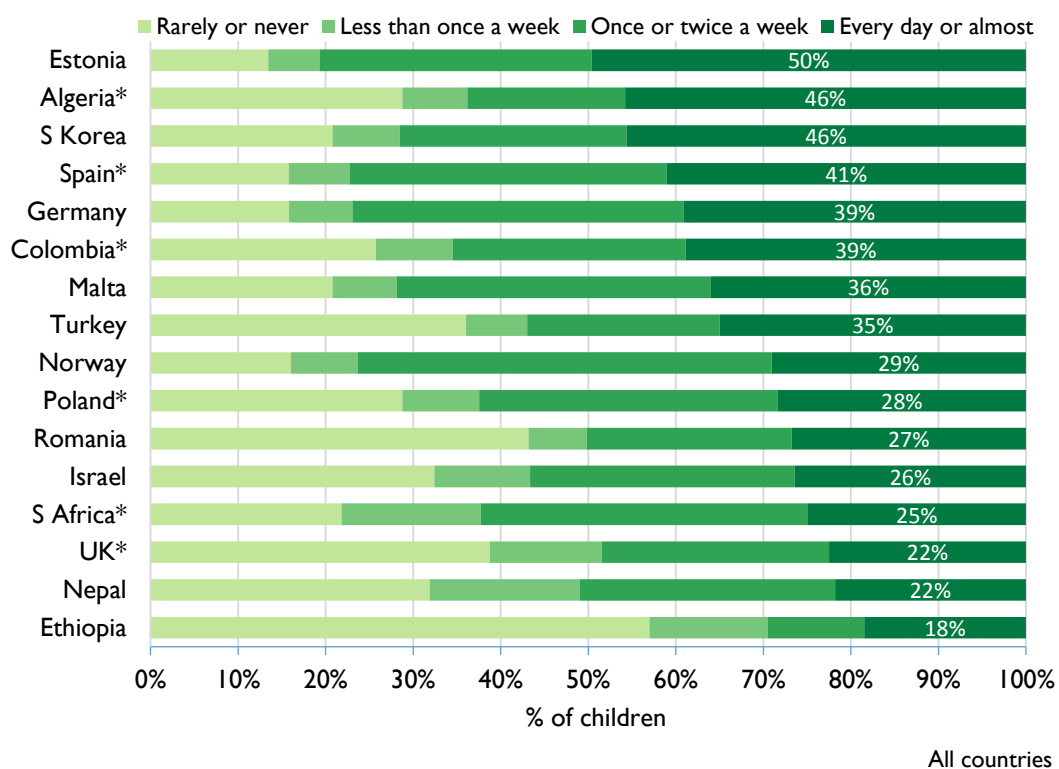


Figure 60: Frequency of 'Reading for fun (not homework)' by country

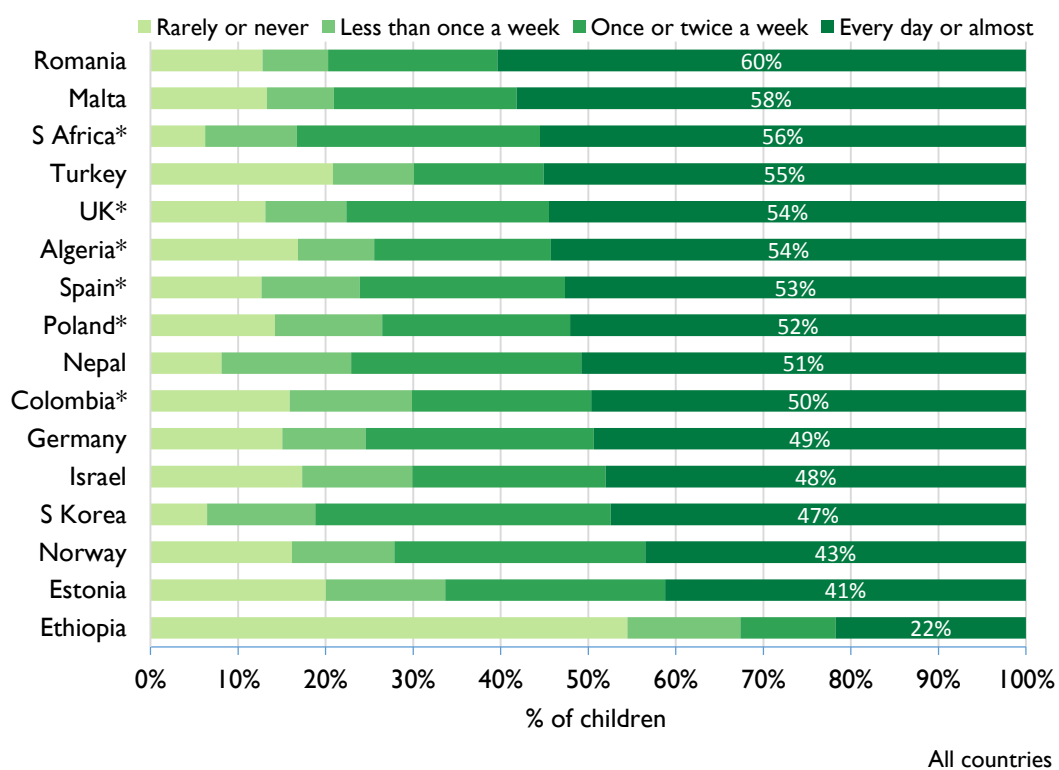




Figure 61: Frequency of 'Helping around the home' by country

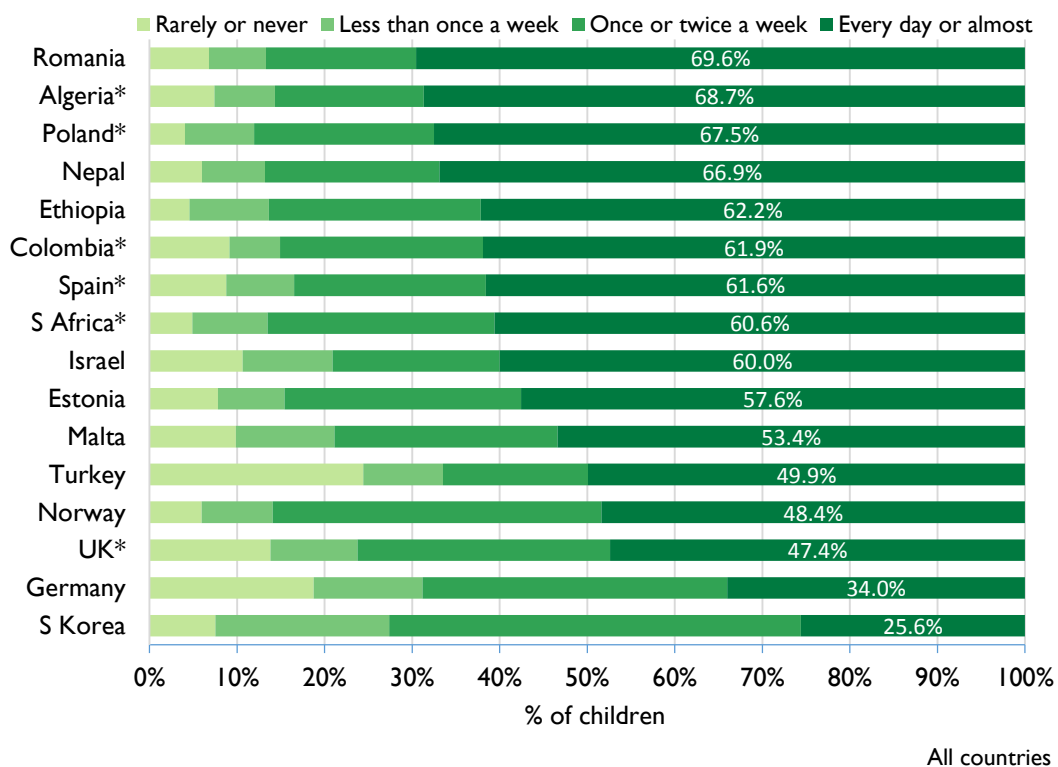


Figure 62: Frequency of 'Doing homework' by country

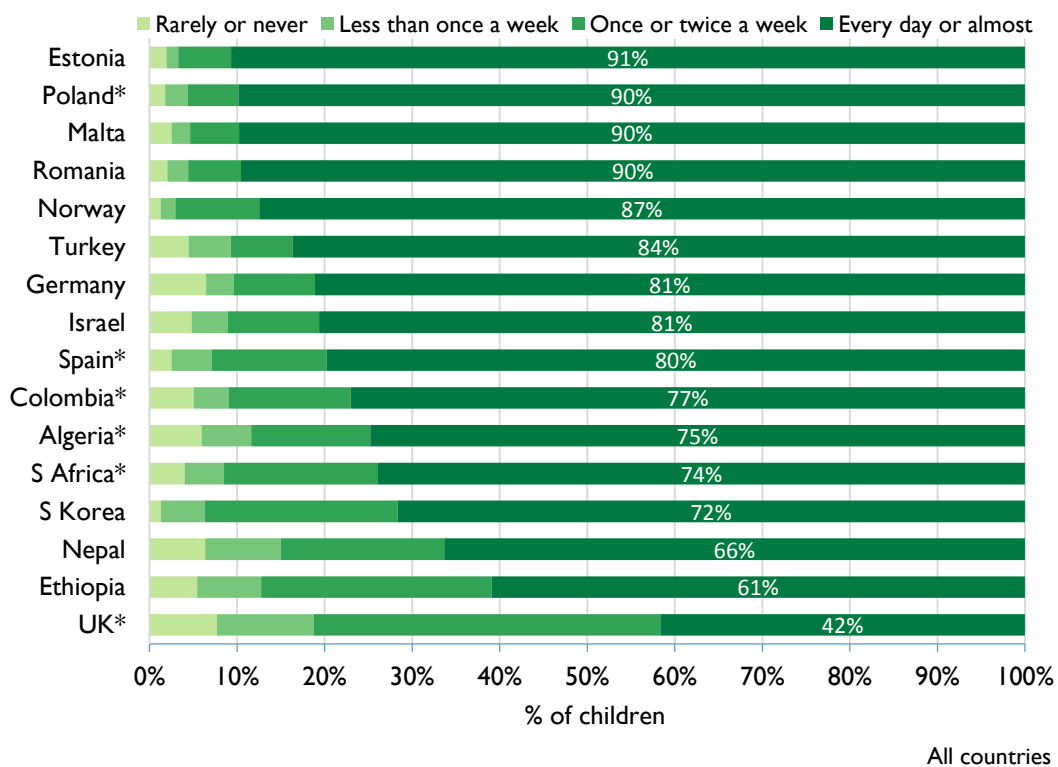


Figure 63: Frequency of 'Watching TV or listening to music' by country

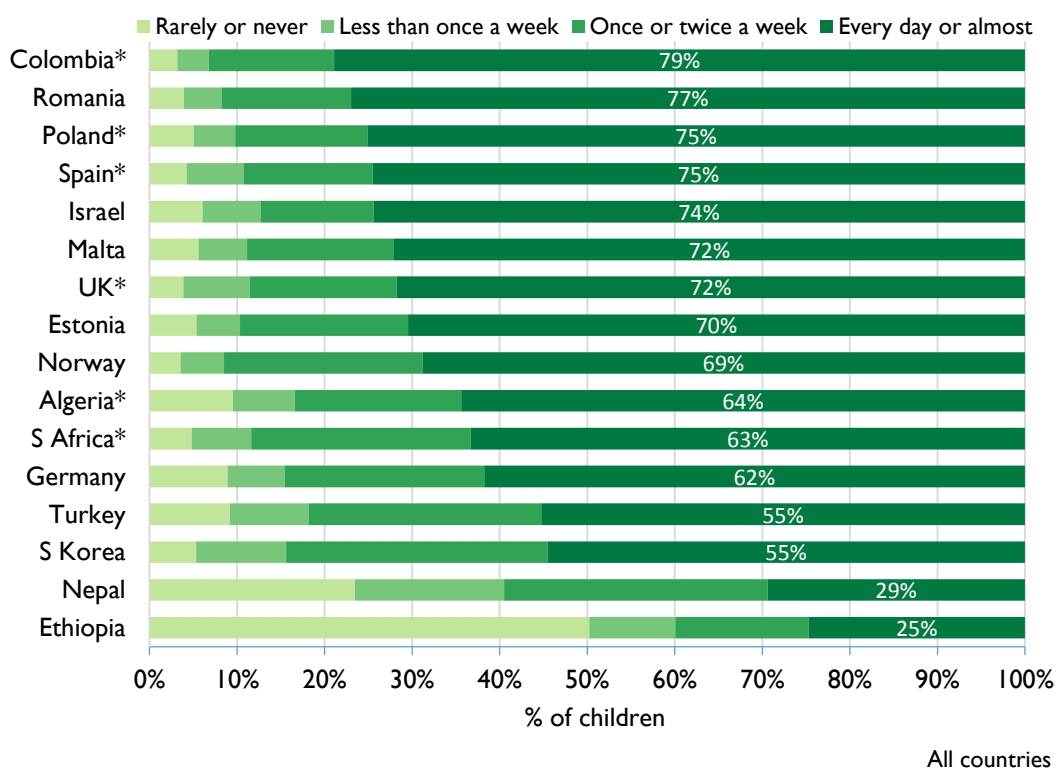


Figure 64: Frequency of 'Playing sports or doing exercise' by country

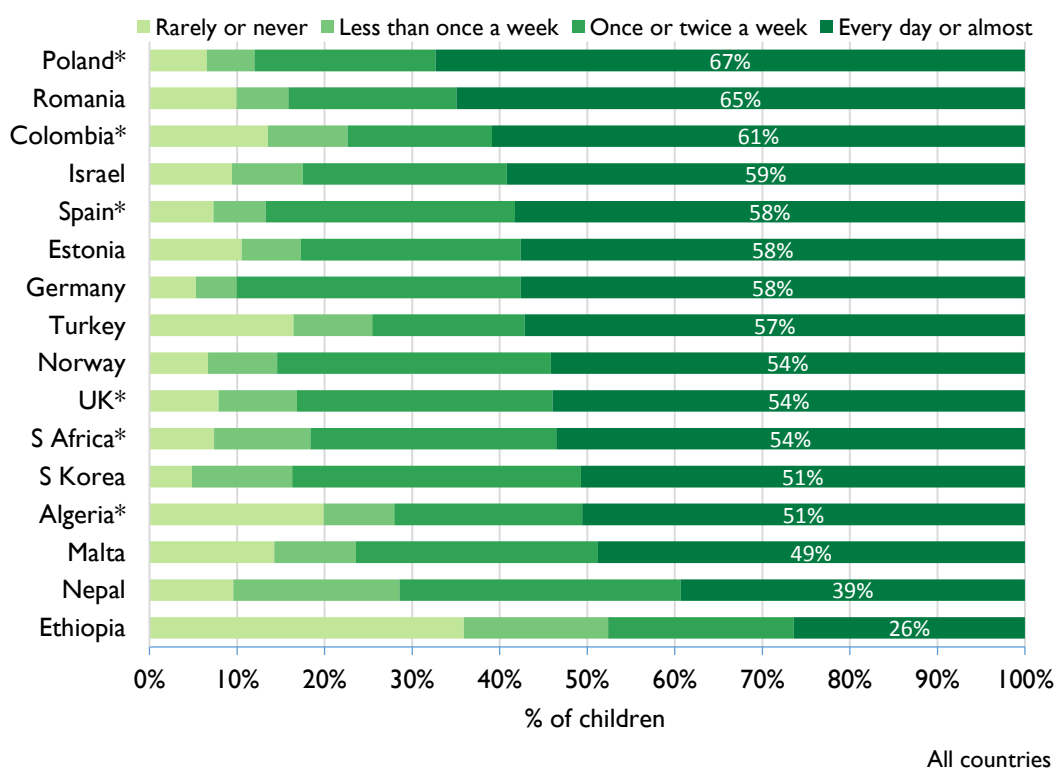
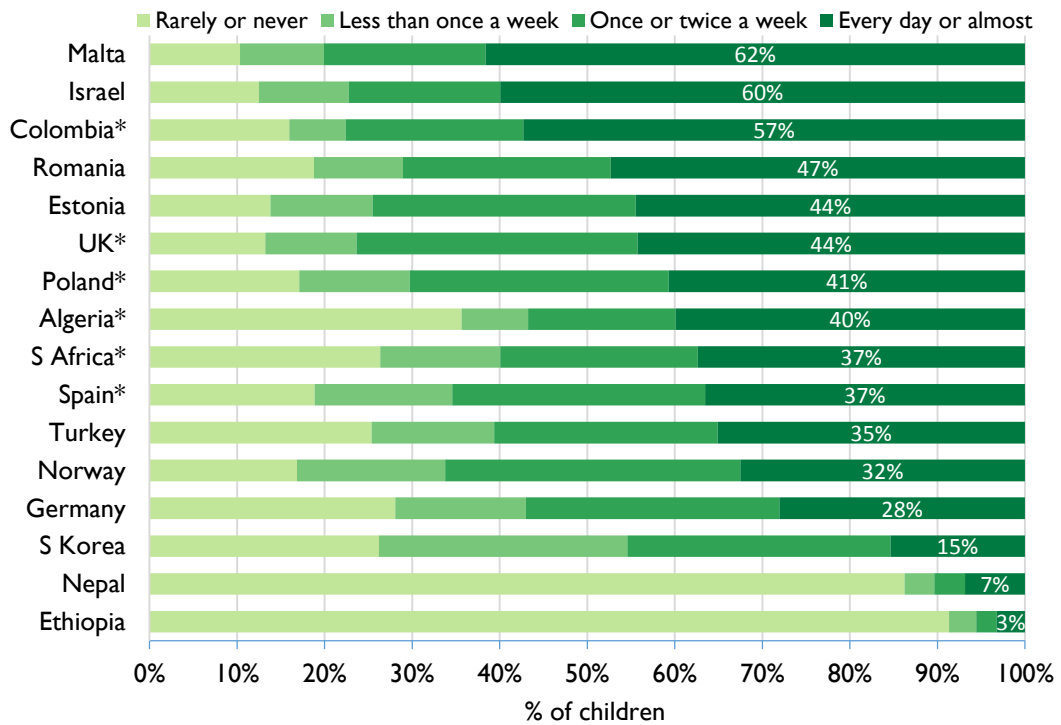
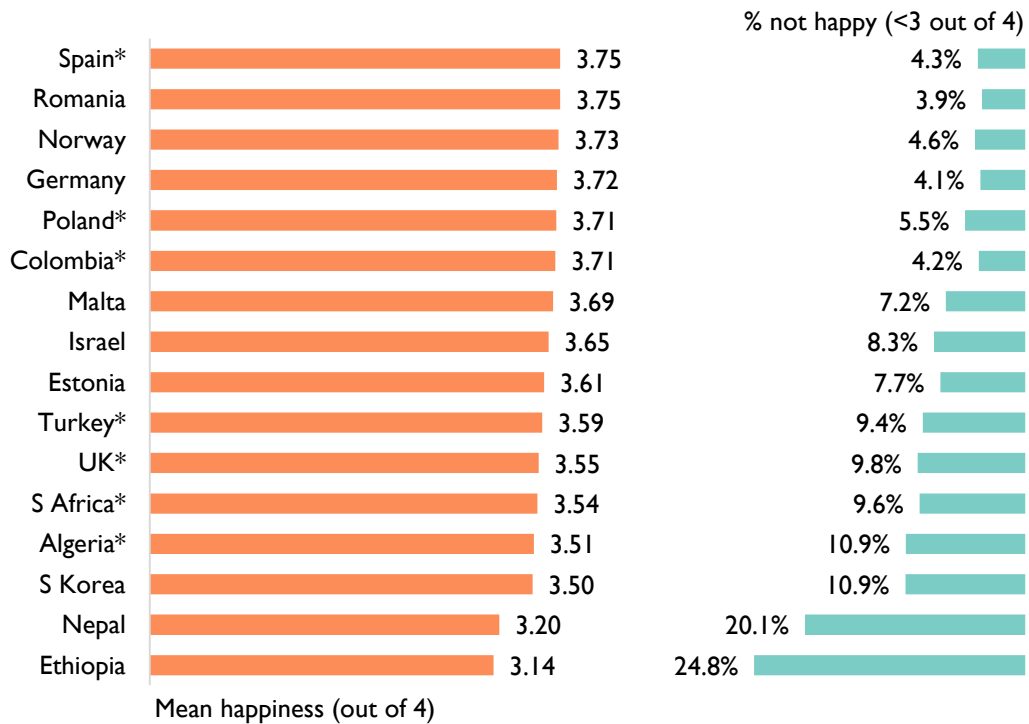


Figure 65: Frequency of 'Using a computer' by country



All countries

Figure 66: Level of satisfaction with 'what you do in your free time' by country



All countries

The patterns of time use presented above provide a number of insights into the nature of children's daily lives in different countries. There is a wealth of information here and considerable opportunities for further analysis of the data. Table 17 and Table 18 provide a summary of each country's ranking in terms of frequency of each activity. The following list highlights a selection of interesting patterns but is not meant to represent a comprehensive summary:

- Children in Romania report relatively high frequencies of most activities (family, friends and general) with the exception of taking classes outside school and studying together with friends.
- Children in South Africa report relatively high frequencies of most activities with family and friends but lower frequencies of other activities with the exception of reading for fun. Taken at face value these patterns suggest that children's lives in South Africa are particularly focused on their close relationships.
- Children in Algeria also report relatively high frequencies of time spent with family and friends but in contrast to South Africa, they also rank high for taking classes outside school and for helping around the house (second in both instances).
- Children in South Korea ranked relatively low for most activities with the notable exception of taking classes outside school. However, note that South Korea ranks relatively low for frequency of doing homework.
- While children in Estonia and South Korea spend relatively large amounts of time taking classes outside school they tend to relatively infrequently read for fun. The opposite is the case in South Africa, the UK and Romania. This suggests some degree of trade-off between these two activities in some contexts.
- Children's lives in Ethiopia and Nepal appear to be much more strongly focused than in other countries on helping around the house as these two countries ranked in the top five for frequency of this activity but low for most other activities with the exception of studying together with friends.
- Clearly the frequency of time spent watching TV and using a computer needs to be viewed within the context of the information on access to these items presented in Chapter 4. Inevitably the two countries with the lowest levels of access to computer and TV - Ethiopia and Nepal - also ranked lowest for these activities. However it is interesting to note that South Korea had the lowest mean score for items lacked (in Chapter 4), including 90% of children having access to computer and TV at home, but South Korea is ranked 14th for frequency of children watching TV and using a computer outside school.
- Children in Spain were more strongly focused on activities with family than with friends.
- Children in Germany spend a relatively large amount of time talking with family but relatively rarely spend time learning with family or studying with friends. Germany is, however, relatively highly ranked for taking classes outside school, which reflects the fact that in Germany it is generally the case that children in this age group have classes outside school.

- The rankings do not suggest a clear inverse relationship between frequency of using electronic media (computer and TV) and frequency of playing sports or exercising. For example, Colombia, Israel and Romania rank relatively high for all three activities.

**Table 17: Rankings of frequencies of activities with family and friends by country**

	Activities with family			Activities with friends		
	Talking together	Having fun together	Learning together	Talking together	Having fun together	Studying together
Algeria*	5	3	2	2	6	2
Colombia*	14	6	7	8	8	3
Estonia	9	12	9	13	15	10
Ethiopia	15	15	16	15	14	7
Germany	2	8	15	10	11	16
Israel	10	9	11	3	5	9
Malta	7	1	6	6	2	12
Nepal	12	14	10	16	16	5
Norway	3	11	12	12	10	15
Poland*	8	13	5	5	7	6
Romania	1	5	3	4	4	8
S Africa*	6	2	1	1	1	1
S Korea	16	16	14	7	12	11
Spain*	4	7	8	14	13	14
Turkey	13	4	4	11	3	4
UK*	11	10	13	9	9	13

All countries

**Table 18: Rankings of frequencies of each general activity by country**

	Reading for		Home work	TV	Sports/ Exercise	Using computer	
	Classes	fun					
Algeria*	2	6	2	11	10	13	8
Colombia*	6	10	6	10	1	3	3
Estonia	1	15	10	1	8	6	5
Ethiopia	16	16	5	15	16	16	16
Germany	5	11	15	7	12	7	13
Israel	12	12	9	8	5	4	2
Malta	7	2	11	3	6	14	1
Nepal	15	9	4	14	15	15	15
Norway	9	14	13	5	9	9	12
Poland*	10	8	3	2	3	1	7
Romania	11	1	1	4	2	2	4
S Africa*	13	3	8	12	11	11	9
S Korea	3	13	16	13	14	12	14
Spain*	4	7	7	9	4	5	10
Turkey	8	4	12	6	13	8	11
UK*	14	5	14	16	7	10	6

All countries

## Gender differences in time use within countries

The gender differences noted earlier for the pooled sample were not all in evidence when looking at individual countries.

Within countries there were relatively few significant gender differences in time spent on family activities. Girls more frequently spent time talking with family than boys in almost all countries but there were only significant differences in Estonia and England. Similarly, although girls tended more frequently to spend time having fun with family in most countries, these differences were only statistically significant in Turkey and South Korea. There were no significant gender differences within countries in the frequency of children spending time learning with people in their family.

The only significant within-country gender differences in activities with friends were that girls in South Korea more frequently spent time than boys talking with and studying with friends.

Looking at the general time use questions, the significant within-country differences are summarised in Table 19. The gender patterns reported earlier for the pooled sample are reflected here for some activities in some countries. The greatest number (four) of gender differences were in Estonia and Poland. There were no significant gender differences in three countries – Nepal, South Africa and Spain.

**Table 19: Gender differences in frequencies of each general activity by country**

### Key:

No significant gender difference	
G > B	Girls spend time on this activity significantly more frequently than boys
B > G	Boys spend time on this activity significantly more frequently than girls

	Classes	Reading for fun	Help house	Home work	TV	Sports/ Exercise	Using computer
Algeria*			G > B	G > B		B > G	
Colombia*					B > G		
Estonia	G > B	G > B	G > B				B > G
Ethiopia						B > G	
Germany		G > B					B > G
Israel		G > B					
Malta		G > B					
Nepal							
Norway			G > B				
Poland*		G > B	G > B		B > G		B > G
Romania							B > G
S Africa*							
S Korea			G > B	G > B		B > G	
Spain*							
Turkey						B > G	
UK*		G > B					B > G

All countries

## Discussion

The material presented in this chapter provides a brief introductory overview of a rich set of data about how children spend their time in the diverse range of countries included in the survey. There is considerable potential for further analysis of this data, along with the data gathered in the 10-years-old and 12-years-old surveys. Future analytical work should attempt to contextualise the observed patterns taking into account the nature and conditions of children's lives in each country. There is also a need for future work to consider other aspects of time use that may be particularly salient in some countries or groups of countries related, for example, to differing social, economic and cultural contexts.

## Chapter 10

# Other aspects of life

In addition to the topics already covered a few other satisfaction questions were included on the 8-years-old survey as shown in Box 10.

### Box 10: Other satisfaction questions

#### Satisfaction questions

How happy are you with ..

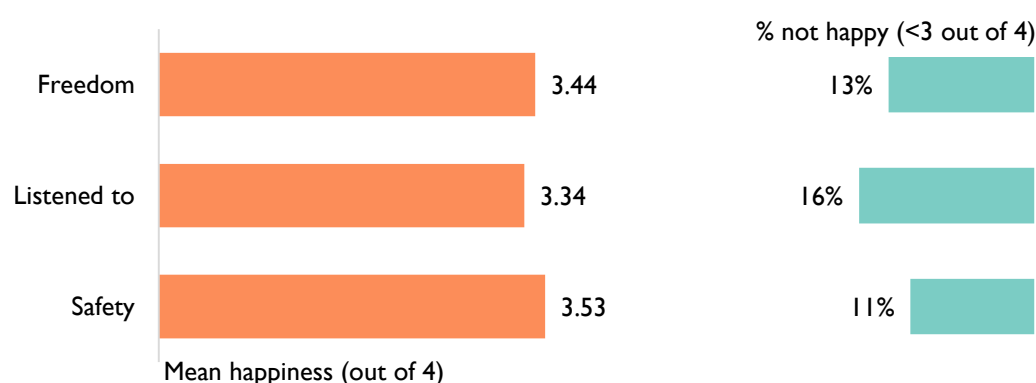
- The freedom you have
- How you are listened to by adults in general
- How safe you feel

Responses were on a five-point scale using symbolic faces as described in Chapter 1.

Note: Item 2 was not asked in Poland.

Overall summary statistics for the pooled data set are shown in Figure 67. The lowest level of satisfaction was with the question about being listened to by adults and the highest with safety.

Figure 67: Satisfaction questions about other aspects of life



All countries, except Item 2 in Poland, equally weighted by country

Boys were significantly less satisfied (3.29) than girls (3.40) with the extent to which they felt listened to by adults. There were no significant gender differences for the other two questions.

Figure 68 to Figure 70 show the summary statistics for each country. Romania, Colombia and Turkey were the three highest ranked countries for each of these three questions. Ethiopia had the lowest mean satisfaction score for each question. Over one-fifth of children rated themselves lower than three out of four for how safe they felt in Ethiopia and South Africa compared to less than 5% in Romania.



Figure 68: Level of satisfaction with 'the freedom you have' by country

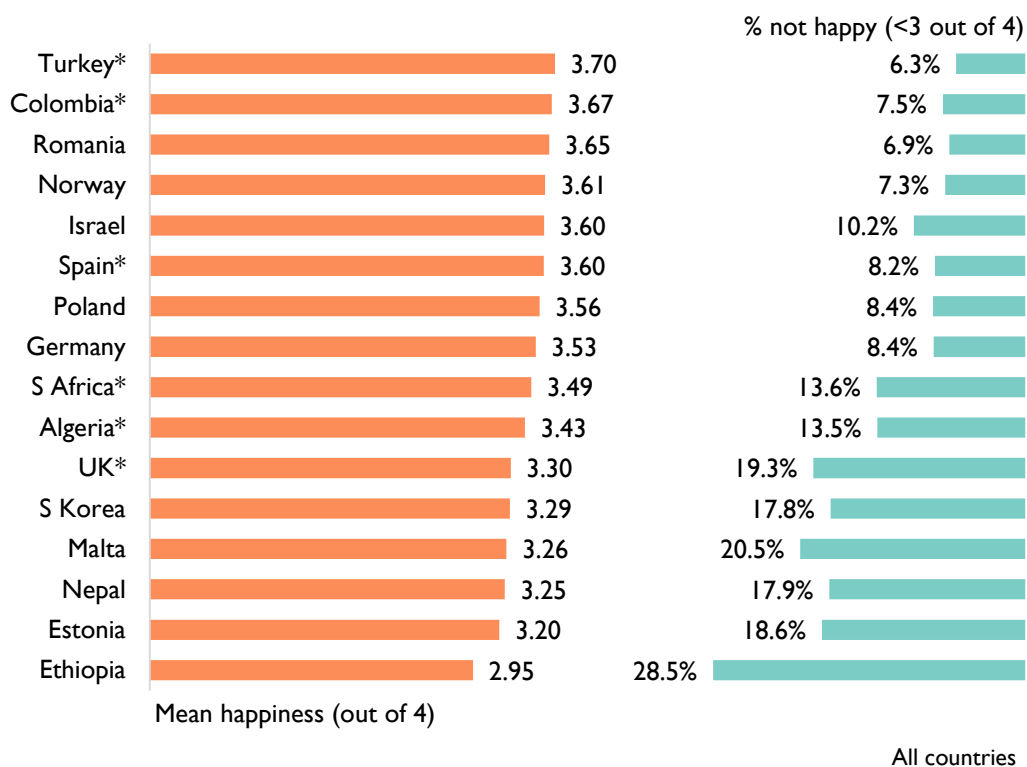


Figure 69: Level of satisfaction with 'how you are listened to by adults in general' by country

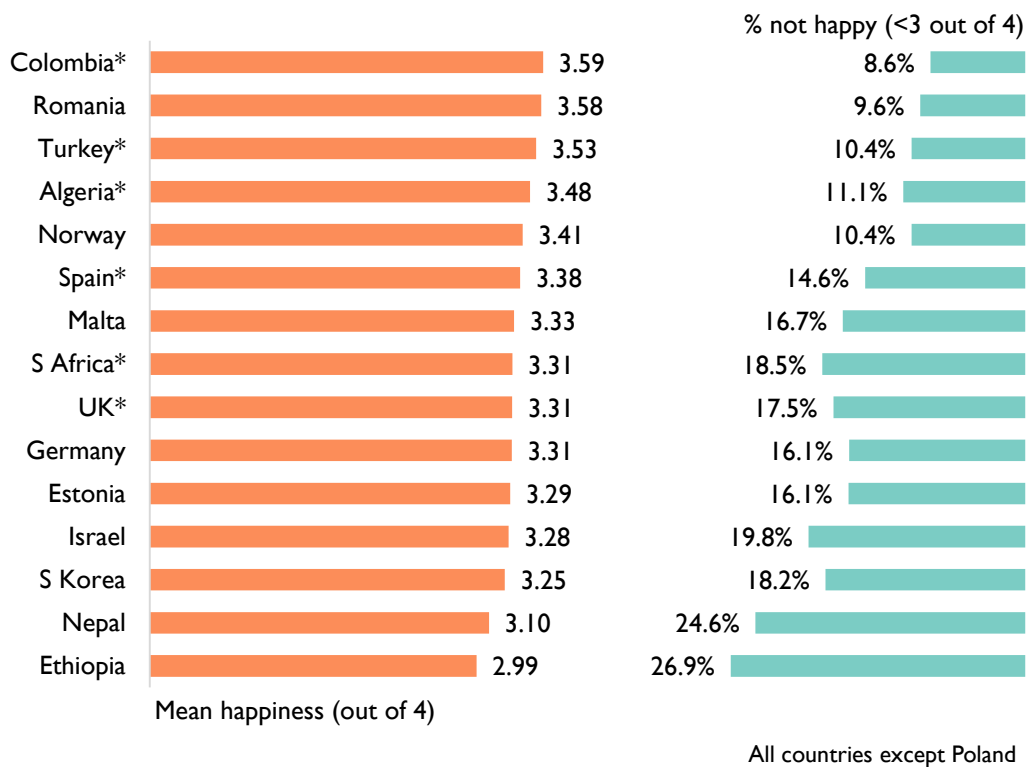
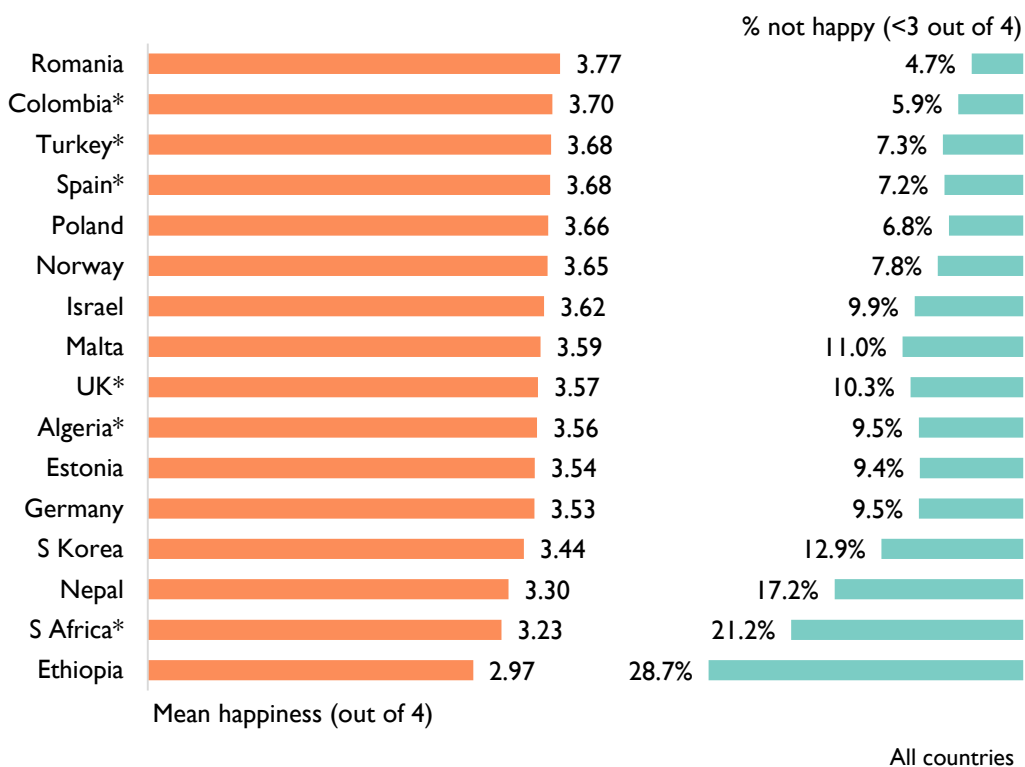


Figure 70: Level of satisfaction with 'how safe you feel' by country



## Chapter 11

# Children's rights

### Overview

The three questions that children were asked about children's rights are shown in the box below

#### Box 11: Questions about children's rights

Please answer the following questions about children's rights

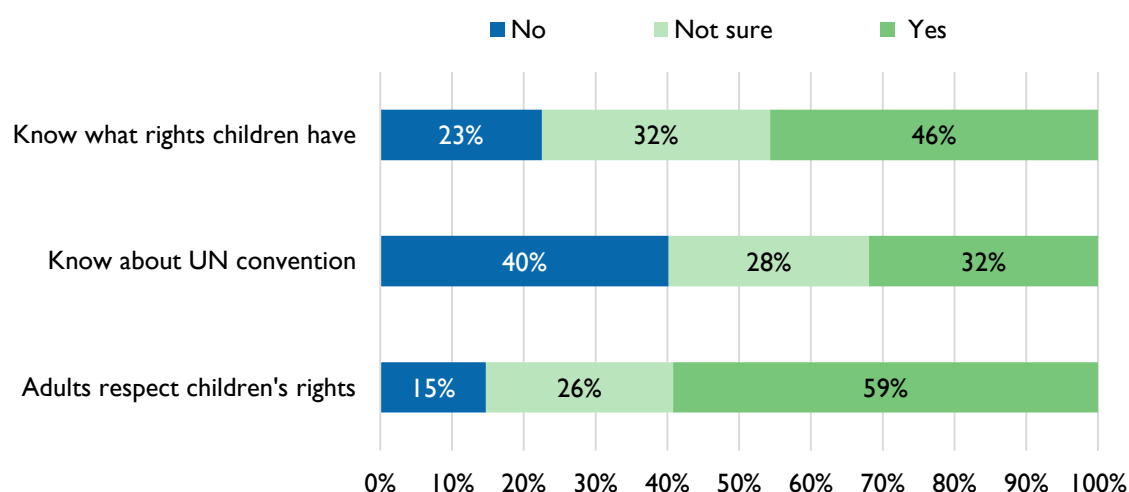
- I know what rights children have
- I know about the children's rights convention
- I think, in my country, adults in general respect children's rights

Responses were on a three-point scale – 'No', 'Not sure', 'Yes'

These questions were not asked in Poland

Responses for the pooled data from 15 countries (excluding Poland where these questions were not asked of this age group) are shown in the chart below. Slightly less than half of the children (46%) felt that they knew what rights children have and less than a third (32%) said that they knew about the children's rights convention. However, a higher proportion (59%) felt that adults in their country respected children's rights.

Figure 71: Questions about children's rights



All countries except Poland, equally weighted by country

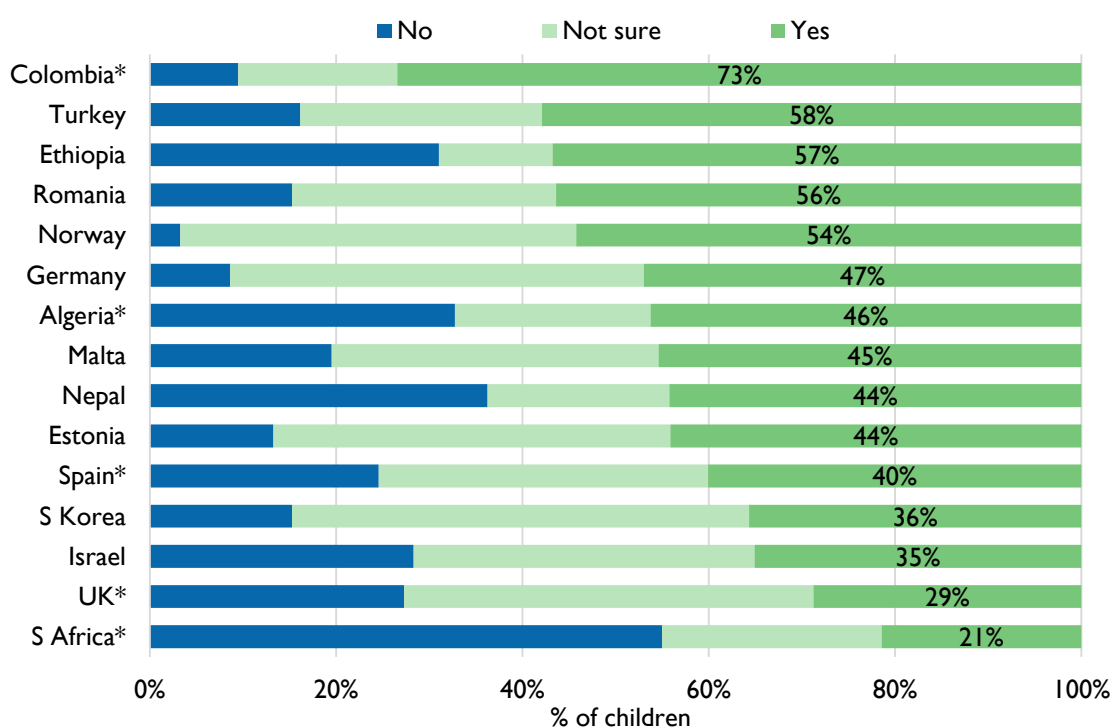
## Variations by country

The three charts that follow show summaries of responses to each question for each country in the survey.

This is a topic for which there are particularly large differences between countries.

- Knowledge about children's rights in general varied widely from 73% agreement in Colombia to below 30% in South Africa and the UK.
- Similarly knowledge about the children's rights convention varied from over 60% in Colombia and Norway to less than a quarter in six countries - South Africa, South Korea, Nepal, Germany, Malta and the UK.
- There was slightly less dispersion for the question about adults respecting children's rights. Levels of agreement were within the range from 58% to 65% in nine countries and so the rankings of these countries do not indicate large differences. Two countries - Norway and Turkey scored particularly high on this question and four countries - South Korea, South Africa, Nepal and Ethiopia - much lower.

Figure 72: Responses to 'I know what rights children have' by country



All countries except Poland

Figure 73: Responses to 'I know about the children's rights convention' by country

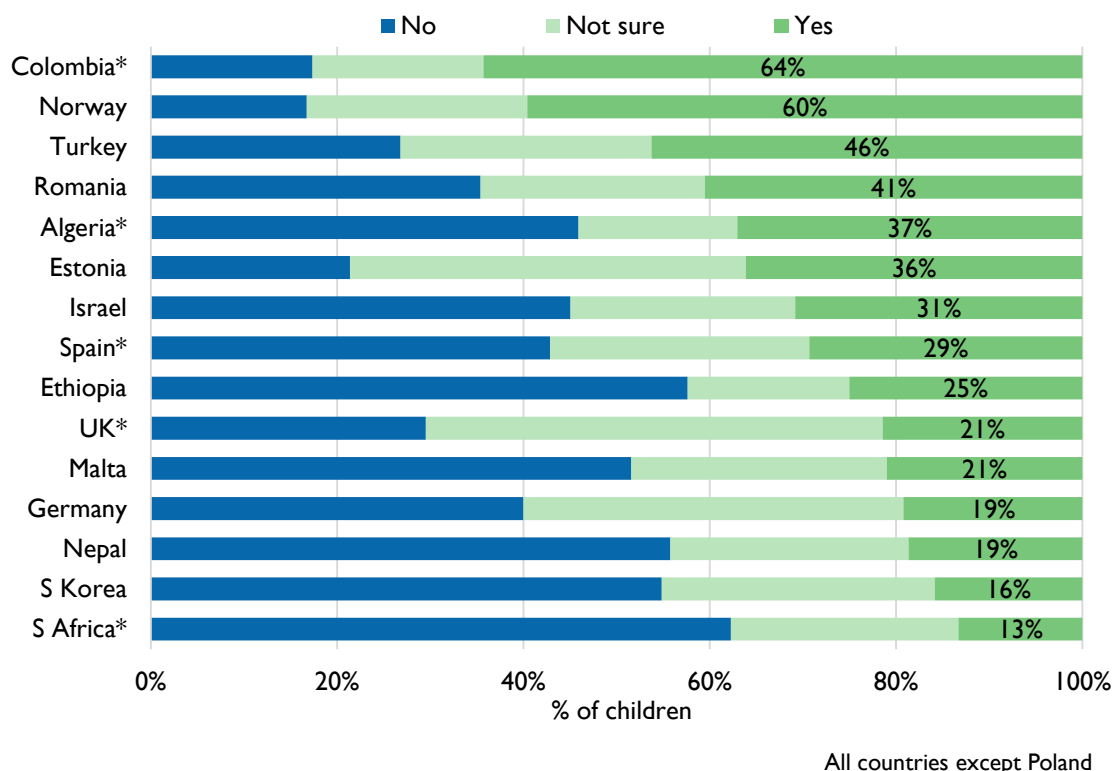
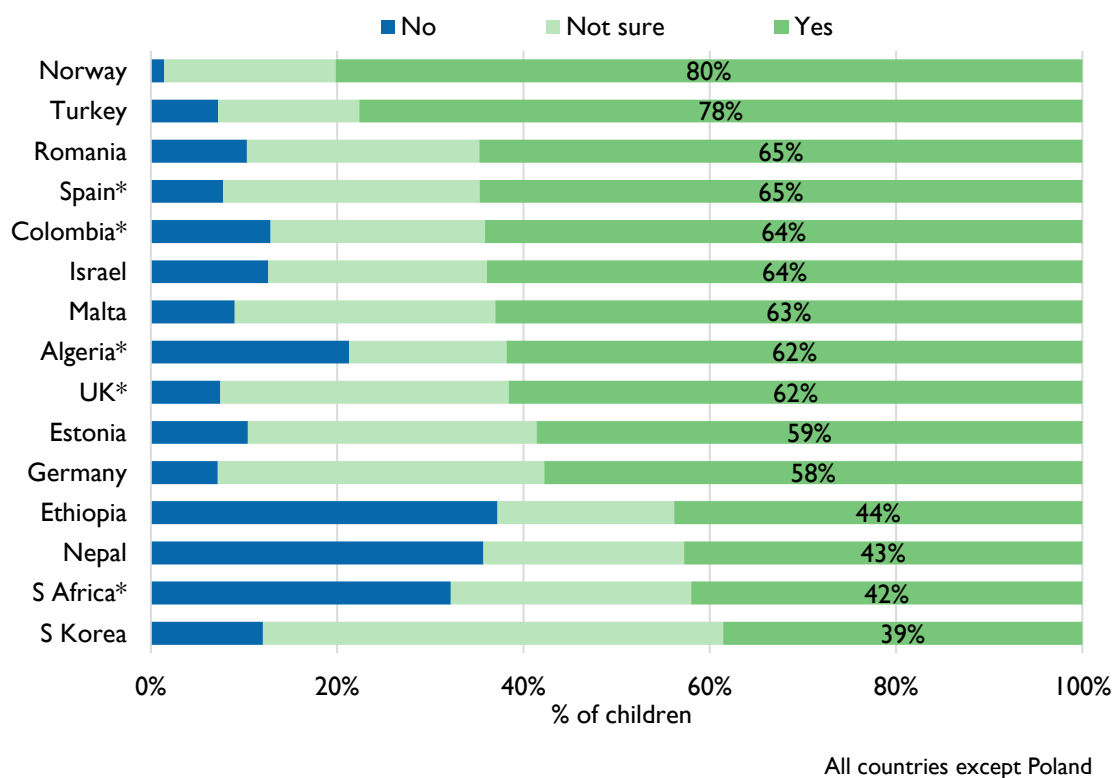


Figure 74: Responses to 'I think, in my country, adults in general respect children's rights' by country



## Summary and discussion

Children's responses to the three questions considered in this chapter show substantial variations in knowledge about children's rights and in opinions about adults' respect for these rights between the 15 countries in the survey where these questions were asked. The table below provides a summary of comparisons based on the rankings of each country on the three questions.

- Colombia, Turkey, Norway and Romania score relatively well on this aspect of children's lives, being ranked in the top five countries for all three questions
- South Africa and South Korea score relatively low, being ranked in the bottom five for each question
- Spain, Israel and the UK rank much higher for children feeling adults respect children's rights than they do for knowledge of rights
- The opposite is the case in Ethiopia and Germany

**Table 20: Country ranking<sup>4</sup> for each of the children's rights questions**

	Know about rights	Know about UN convention	Adults respect child rights
Algeria*	7	5	8
Nepal	9	13	13
Estonia	10	6	10
Spain*	11	8	4
Colombia*	1	1	5
Turkey	2	3	2
Ethiopia	3	9	12
S Korea	12	14	15
Germany	6	12	11
UK*	14	10	9
Israel	13	7	6
Romania	4	4	3
Norway	5	2	1
S Africa*	15	15	14
Malta	8	11	7

<sup>4</sup> Based on percentage of 'Yes' responses

# Chapter 12

## Overview

Chapters 2 to 11 took a thematic approach in presenting findings for the overall sample and also for individual countries to sets of questions asked in the survey about life as a whole and different aspects of life – home and family, money and possessions, friends and other relationships, school, the local area, self, time use, other aspects of life and children's rights.

This type of approach enables the identification of differences between countries on each question and aspect of life, and there are summaries of this kind at the end of each chapter. However, as discussed in the introductory chapter, there are challenges to this approach. Making raw comparisons in this way tends not to take into account the difference in context between the countries being discussed, and also there is evidence that people in different cultures and countries may have a tendency to answer subjective well-being questions in different ways.

If one reads through the summary rankings at the end of each chapter it becomes apparent that some countries tend to rank highly across all aspects of life, while others tend to rank low. This is clearly evident in Table 21 which shows how each country ranks on each satisfaction question presented in Chapters 2 to 11. The top five rankings for each question are highlighted in blue and the bottom five rankings in orange.

- Romania and Spain ranked consistently highly across almost all aspects of life, and Norway, Poland, Turkey and Colombia tended also to rank highly.
- Ethiopia and Nepal ranked consistently low across almost all aspects, while South Korea, South Africa, Estonia and the UK also were in the bottom half of the rankings for many questions.
- The remaining four countries – Algeria, Malta, Israel and Germany had a greater mixture of rankings.

There is a relationship between these satisfaction scores and overall life satisfaction as illustrated in Figure 75 which shows that countries with higher mean satisfaction scores averaged across all 22 questions covered in Table 21 tended to have higher mean life satisfaction scores (see Chapter 2).

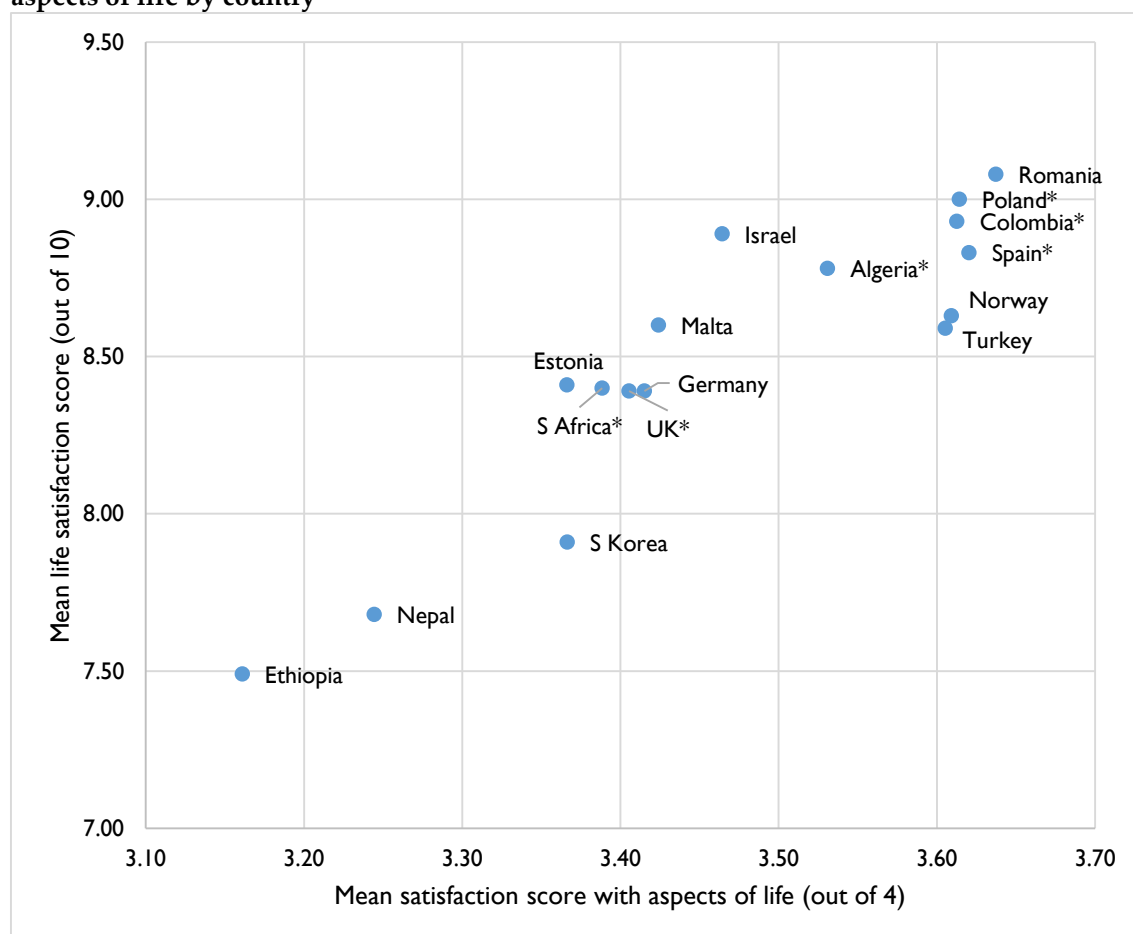
Even if one rejects the concerns about systematic cultural response biases, the kinds of patterns discussed here are not particularly illuminating from a practical perspective. One of the main goals of the Children's Worlds project is to generate findings which are of practical value to key stakeholders, including national policymakers. It may be comforting for policy-makers in Romania and Spain to hear that children in their countries rank high on satisfaction on many aspects of life compared to other countries but this does not highlight how they might improve the quality of children's lives. The same applies to countries that have consistently low rankings.

Table 21: Country ranking of mean satisfaction with each aspect of life

	Algeria*	Colombia*	Estonia	Ethiopia	Germany	Israel	Malta	Nepal	Norway	Poland*	Romania	S Africa*	S Korea	Spain*	Turkey*	UK*
The house/flat where you live	11	6	10	15	7	9	12	16	5	2	3	14	8	4	1	13
The people you live with	11	6	13	15	10	12	8	16	1	5	2	14	7	3	4	9
All the other people in family	7	5	15	14	6	9	8	13	1		3	10	4	2	11	12
Your family life	6	5	10	14	8	7	15	16	9	4	2	13	11	1	3	12
All the things you have	12	5	13	16	8	7	3	15	9	1	4	10	14	2	6	11
Your friends	4	7	13	16	8	12	3	15	6	5	9	10	14	1	2	11
Your relationships .. in general	2	7	12	15	9	13	14	11	1	6	5	10	16	3	4	8
How dealt with at doctors	8	1	12	13	7	11	15	14	3	na	2	10	6	5	4	9
Outdoor areas .. in your area	6	5	10	15	13	9	11	12	3	2	8	16	7	1	4	14
The people in your area	4	7	8	14	15	11	16	9	1	2	3	12	13	5	6	10
The area you live in general	9	6	8	15	16	7	12	14	1	3	4	13	11	5	2	10
Other children in your class	3	8	16	13	15	14	6	10	1	5	7	11	12	2	4	9
Your school marks	6	8	11	14	15	5	10	12	4	2	1	9	16	7	3	13
Your school experience	4	1	11	16	15	14	7	12	6	8	3	10	13	5	2	9
Relationship with teachers	3	6	11	15	10	12	5	13	1	7	4	9	16	8	2	14
What do in your free time	13	6	9	16	4	8	7	15	3	5	2	12	14	1	10	11
Your health	12	1	15	14	11	6	7	16	9	5	2	13	10	4	3	8
The way that you look	5	2	11	12	9	4	7	14	8	na	1	10	15	3	6	13
Your own body	9	1	13	14	11	5	10	16	8	4	2	7	15	3	6	12
The freedom you have	10	2	15	16	8	5	13	14	4	7	3	9	12	6	1	11
Listened to by adults ..	4	1	11	15	10	12	7	14	5	na	2	8	13	6	3	9
How safe you feel	10	2	11	16	12	7	8	14	6	5	1	15	13	4	3	9



Figure 75: Scatterplot of mean life satisfaction scores and mean satisfaction scores across 22 aspects of life by country



In the comparative report on the 10- and 12-years-old surveys (Rees & Main, 2015) we introduced the idea of relative scores for each aspect of life within countries. The method of calculation is shown on page 9 of that report. The basic principle is that the relative score compares the actual mean score for a particular aspect of life for a particular country with an expected score based on both the average score for the country across all aspects of life and the average score for the aspect of life across all countries. The characteristics of these scores are:

1. The average relative score for each country across all aspects of life is equal to 1.
2. The average relative score for each aspect of life across all countries is also equal to 1.
3. A relative score above 1 indicates that the country scores better than expected for this aspect of life. A relative score below 1 indicates that the country scores worse than expected for this aspect of life. A relative score of exactly 1 indicates that the country scores exactly as would be expected based on the average score tendencies for the country and for the aspect of life being considered.

The intention of this approach is to identify relative strengths and weaknesses in each country while attempting to tackle the issue of cultural response bias.

The relative scores for all 16 countries for the 22 satisfaction questions asked in the 8-years-old survey are shown in Table 22.

Table 22: Relative scores for each country for each aspect of life

	Algeria*	Colombia*	Estonia	Ethiopia	Germany	Israel	Malta	Nepal	Norway	Poland*	Romania	S Africa*	S Korea	Spain*	Turkey*	UK*
The house/flat where you live	0.97	0.98	1.02	1.03	1.02	1.00	1.00	1.00	0.98	0.99	0.99	1.00	1.03	0.99	1.00	0.99
The people you live with	0.98	0.99	1.01	0.99	1.01	0.98	1.04	0.95	1.00	0.99	0.99	0.98	1.06	0.99	0.99	1.03
All the other people in family	1.01	1.02	0.88	0.95	1.05	1.01	1.02	0.96	1.04	na	1.03	1.02	1.11	1.03	0.92	0.97
Your family life	1.00	0.99	1.03	1.01	1.03	1.02	0.91	0.96	0.97	1.00	1.00	1.00	1.03	1.01	1.00	1.00
All the things you have	0.98	1.00	1.01	0.87	1.04	1.03	1.06	1.01	0.97	1.01	0.99	1.02	0.98	1.01	1.00	1.02
Your friends	1.01	0.96	1.00	1.02	1.02	0.99	1.04	1.02	0.97	0.98	0.95	1.02	0.99	1.00	1.00	1.01
Your relationships .. in general	1.05	0.97	0.99	1.03	1.02	0.94	0.95	1.03	1.03	0.99	1.00	0.99	0.93	1.02	1.02	1.02
How dealt with at doctors	1.01	1.06	0.95	1.00	1.05	0.95	0.86	0.94	1.03	na	1.05	1.00	1.07	1.01	1.03	1.00
Outdoor areas .. in your area	1.00	1.00	1.01	0.98	0.97	0.98	0.97	1.02	1.05	1.05	0.94	0.92	1.03	1.06	1.02	0.97
The people in your area	1.03	0.98	1.03	1.04	0.95	0.98	0.94	1.05	1.03	1.01	1.00	0.99	0.98	1.00	0.98	1.00
The area you live in general	0.98	1.00	1.05	0.98	0.90	1.03	0.98	1.01	1.03	1.01	1.00	0.98	1.01	1.00	1.02	1.00
Other children in your class	1.02	0.97	0.95	1.06	0.94	0.97	1.04	1.05	1.02	0.99	0.98	1.00	1.00	1.00	1.00	1.00
Your school marks	1.01	0.98	1.01	1.04	0.96	1.03	1.01	1.04	0.99	1.00	1.00	1.02	0.92	0.98	1.00	0.99
Your school experience	1.03	1.01	1.02	1.00	0.95	0.95	1.02	1.05	0.98	0.96	1.00	1.01	1.01	0.98	1.01	1.01
Relationship with teachers	1.04	0.98	1.00	1.05	0.98	0.96	1.04	1.03	1.04	0.96	1.00	1.00	0.98	0.95	1.02	0.98
What do in your free time	0.96	0.99	1.04	0.96	1.05	1.02	1.04	0.95	1.00	0.99	1.00	1.01	1.00	1.00	0.96	1.01
Your health	0.96	1.02	0.99	1.05	1.00	1.02	1.03	0.97	0.95	0.99	1.00	0.99	1.01	0.99	0.99	1.03
The way that you look	1.01	1.03	1.01	1.05	1.00	1.04	1.03	0.98	0.97	na	1.02	1.01	0.92	1.01	0.98	0.97
Your own body	0.98	1.03	1.00	1.03	0.99	1.04	1.00	0.98	0.97	1.00	1.00	1.04	0.95	1.00	0.99	0.99
The freedom you have	0.98	1.02	0.96	0.94	1.04	1.05	0.96	1.01	1.01	0.99	1.01	1.03	0.98	1.00	1.03	0.97
Listened to by adults ..	1.02	1.03	1.01	0.98	1.00	0.98	1.01	0.99	0.98	na	1.02	1.01	1.00	0.97	1.01	1.01
How safe you feel	0.99	1.00	1.03	0.92	1.02	1.03	1.03	1.00	0.99	0.99	1.02	0.94	1.00	1.00	1.00	1.03

Note: In the above table, relative scores of 1.03 and above are highlighted in blue, and relative scores below 0.97 highlighted in orange. Because the scores are rounded to the nearest decimal place, some scores shown as 1.03 are highlighted whereas some are not. The latter are scores below 1.030 which have been rounded upwards but don't reach the threshold. The same applies to the scores shown as 0.97 – i.e. only scores of 0.969 or less are highlighted.

The largest high and low relative scores for each country are summarised in Table 23 below. Up to three aspects of life are shown, with the criterion that all high scores are above 1.03 and all low scores are below 0.97. This table can be viewed as a list of the most positive aspects of life in each country and also the areas with potential room for improvements. These relative scores can be read alongside the raw scores discussed in each chapter of the report to gain an overview of how children feel about their lives in each country.

**Table 23: Highest and lowest relative scores for each country**

Country	Highest relative scores (up to three, 1.03 and over))	Lowest relative scores (up to three, less than 0.97)
Algeria*	Relationships in general Relationships with teachers People in area	Health Activities in free time
Colombia*	Treatment at doctors Listened to by adults	Friends Classmates
Estonia	Local area in general Activities in free time Family life	Other people in family Classmates Treatment at doctors
Ethiopia	Classmates Health Appearance	Money and possessions Safety Freedom
Germany	Activities in free time Treatment at doctors Other people in family	Local area in general Classmates School experience
Israel	Freedom Own body Appearance	Relationships in general Treatment at doctors School experience
Malta	Money and possessions Friends Relationships with teachers	Treatment at doctors Family life People in local area
Nepal	People in local area Classmates School experience	Treatment at doctors Activities in free time People live with
Norway	Outdoor areas Other people in family Relationship with teachers	Health
Poland*	Outdoor areas	School experience Relationship with teachers
Romania	Treatment at doctors	Outdoor areas Friends
S Africa*	Own body Freedom	Outdoor areas Safety
S Korea	Other people in family Treatment at doctors People live with	Appearance School marks Relationships in general
Spain*	Outdoor areas Other people in family	Relationships with teachers Listened to by adults
Turkey*	Freedom	Other people in family Activities in free time
UK*	People live with	Appearance Other people in family Outdoor areas

To conclude, this report has provided a primarily descriptive introduction to the Children's Worlds Wave 2 8-years-old survey so far undertaken in 16 countries. There is a great deal of potential for more detailed statistical analysis of the data, as well as comparisons between the findings for this age group and the older two age groups also covered by the survey. There is an ongoing programme of analysis being undertaken collaboratively by the researchers in the different countries involved in the research which will be published on the project website in the form of working papers and in academic journal articles. As part of the Children's Worlds project's open-access policy the Wave 2 data sets will also be made freely available as a resource to other interested researchers outside the project later in 2016.

# References

- Ben-Arieh, A. (2008). The Child Indicators Movement: Past, Present, and Future. *Child Indicators Research*, 1(1), 3–16. <http://doi.org/10.1007/s12187-007-9003-1>
- Bradshaw, J. & Rees, G. (2016, forthcoming) *Exploring national variations in child subjective well-being*. (Children's Worlds, Working Paper 1). [www.isciweb.org](http://www.isciweb.org)
- Casas, F., Coenders, G., Cummins, R. A., González, M., Figuer, C., & Malo, S. (2008). Does subjective well-being show a relationship between parents and their children? *Journal of Happiness Studies*, 9(2), 197–205. <http://doi.org/10.1007/s10902-007-9044-7>
- Casas, F. (2016). Analysing the Comparability of 3 Multi-Item Subjective Well-Being Psychometric Scales Among 15 Countries Using Samples of 10 and 12-Year-Olds. *Child Indicators Research*. <http://doi.org/10.1007/s12187-015-9360-0>
- Cummins, R. A. (2003). Normative life satisfaction: Measurement issues and a homeostatic model. *Social Indicators Research*, 64(2), 225–256.
- Dinisman, T. and Rees, G. (2014) *Children's Worlds: Findings from the first wave of data collection*. [http://www.isciweb.org/Uploads/dbsAttachedFiles/FirstWaveReport\\_FINAL\(2\).pdf](http://www.isciweb.org/Uploads/dbsAttachedFiles/FirstWaveReport_FINAL(2).pdf)
- Helliwell, J. F., Layard, R., & Sachs, J. (2015). *World Happiness Report 2015*. New York: Sustainable Development Solutions Network.
- Huebner, E. S. (1991). Initial Development of the Student's Life Satisfaction Scale. *School Psychology International*, 12(3), 231–240. <http://doi.org/10.1177/0143034391123010>
- Rees, G. & Main, G. (eds.) *Children's views on their lives and well-being in 15 countries: A report on the Children's Worlds Survey, 2013-14*. <http://www.isciweb.org/Uploads/dbsAttachedFiles/ChildrensWorlds2015-FullReport-Final.pdf>