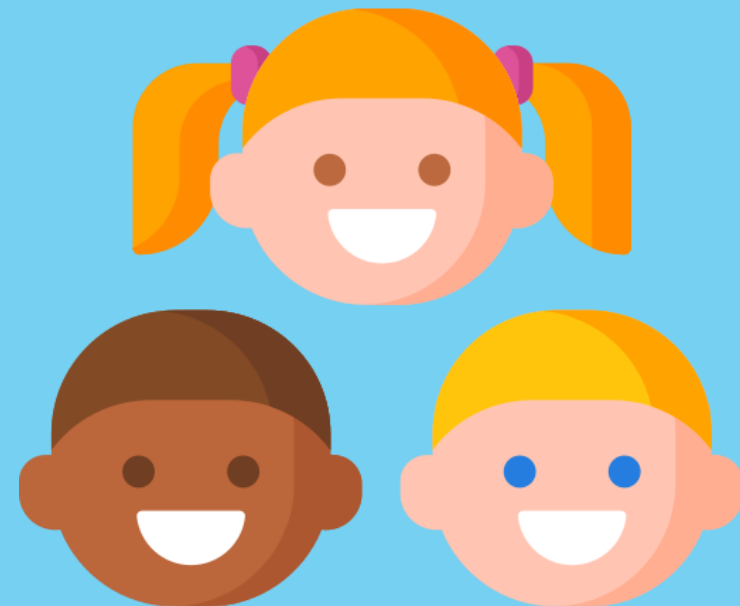


# Children's Worlds

What we have learned from children, from research,  
and comparative evidence



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The Hebrew University of Jerusalem

The Haruv Institute

CHILDREN'S  
WORLDS



INTERNATIONAL SURVEY OF CHILDREN'S WELL-BEING (ISCWeB)

# Children and research

## Old Paradigm



## New Paradigm



# Well-being is a “new” and broad term

**Include**

Happiness

Subjective  
feelings

Life  
conditions

Opportunities for  
growth

Self-  
fulfillment

Balance between  
pleasure and pain

**Replace**

GDP

Standard of Living

Welfare

**How is the concept  
changing?**

# 1

## From Survival and Basic Needs to Development and Well-Being

Much attention has been paid to children's **physical survival** and **basic needs**, and for good reasons. The result was the **focus on saving children**.



Now the definition of well being moved from supplying minimums, as in saving a life, to a **focus on quality of life**.

## From Negative to Positive

The **absence** of problems or failures does not necessarily indicate proper growth and success.

Therefore, we want to also focus on **protective factors** or **positive behaviors**.

**The challenge is to develop a concept that holds societies accountable for more than the safe warehousing of children and youth.**

## From Well-Becoming to Well-Being

Two axels- Well-becoming describes future focusing on preparing children for happy and productive adulthood life, as opposed to the immediacy **well-being**, focusing on the well-being of the child in **the present**.

Focusing on the child's well-being in the present doesn't abolish the relevance of the development of the child towards his adulthood. Even so, focusing on preparing the children towards their citizenship means that they aren't citizens during childhood.

**Anyone interested in children and childhood should also be interested in the present as well as future childhood.**

# 4

## Incorporating children rights and beyond

Although inspired and to some extent guided by the child rights movement, the new concept of well being goes **beyond the concept of rights**.

Perhaps the most crucial difference is the standard used to measure children's status. **Children's well-being** is normally focused on **what is desired**, but **rights monitoring** addresses **legally established minimums**.

# But **HOW** did it happen?

I would argue that this change in context is the consequence of two major sources:

New normative and theoretical advancements

Changes in the technical and methodological ability to study children's well-being.



# “New” Normative and Theoretical Approaches

Theories and normative approaches to children welfare abound. Many have contributed to the changing context and many more continue to do so. Yet, I singled out three such approaches that influenced the changing child welfare context, these include.

**The ecological theories of child development**

**The normative concept of children’s rights**

**The new sociology of childhood as a stage in and of itself**

# New Methodological and Technical developments

Just as new theories contributed to the new context of children's well being, three methodological perspectives have done the same:

**The call for using the child as the unit of observation**

**The emerging importance of subjective perspectives**

**The expanded use of administrative data and the  
Growing variety of data sources.**

# The special place of Subjective Well-Being

Most researchers now-a-days agree that well-being includes a subjective factor - this factor has an affective part which is related to “**happiness**” and a cognitive part which is related to “**life satisfactory**”.

The most important question today is: Do countries need to develop policy aimed towards rising the subjective well-being of their citizens? If so, what kind of policy will it be?

A subsequent question is how can we study the subjective well being and what is the role of children?

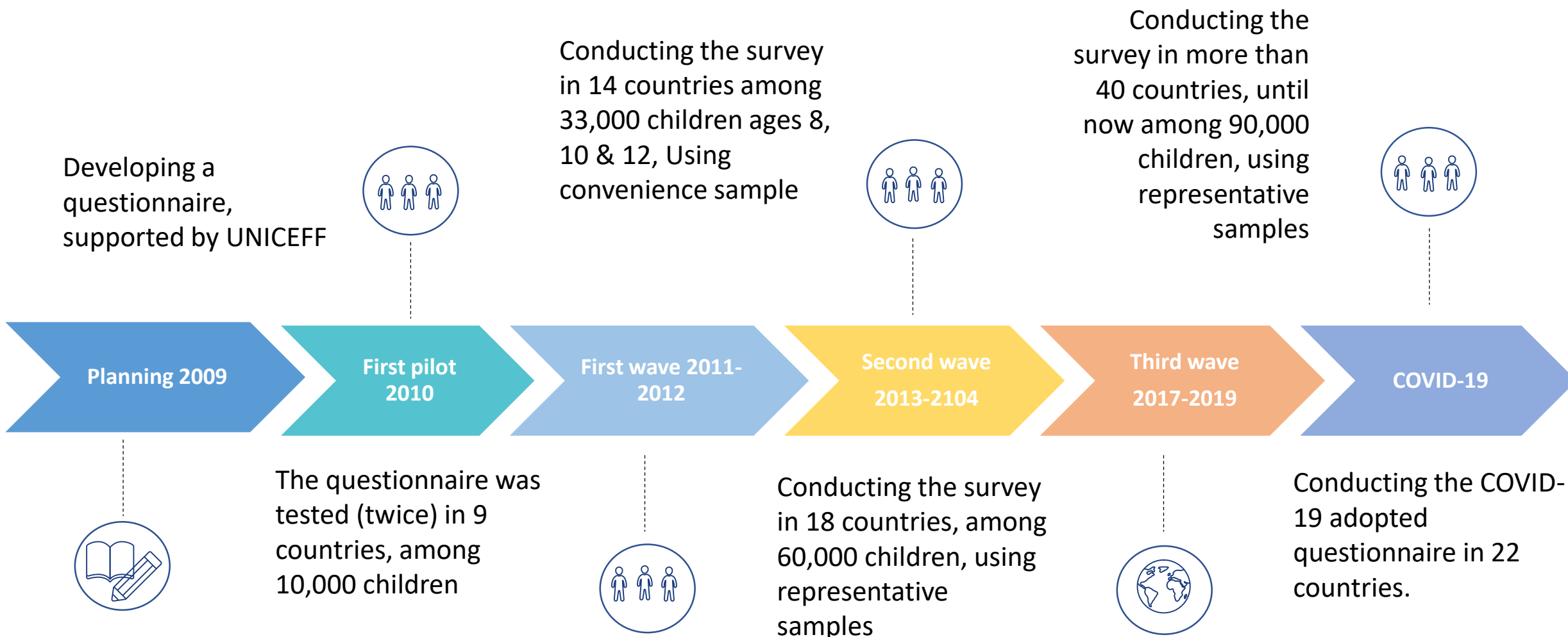
# What can we learn from children?

CHILDREN'S  
WORLDS



INTERNATIONAL SURVEY OF CHILDREN'S WELL-BEING (ISCWeB)

# The Project's Phases



# Content of the questionnaire

## School



The living environment



Subjective  
well-being



## Friends



Time use



Myself



## Home and Family



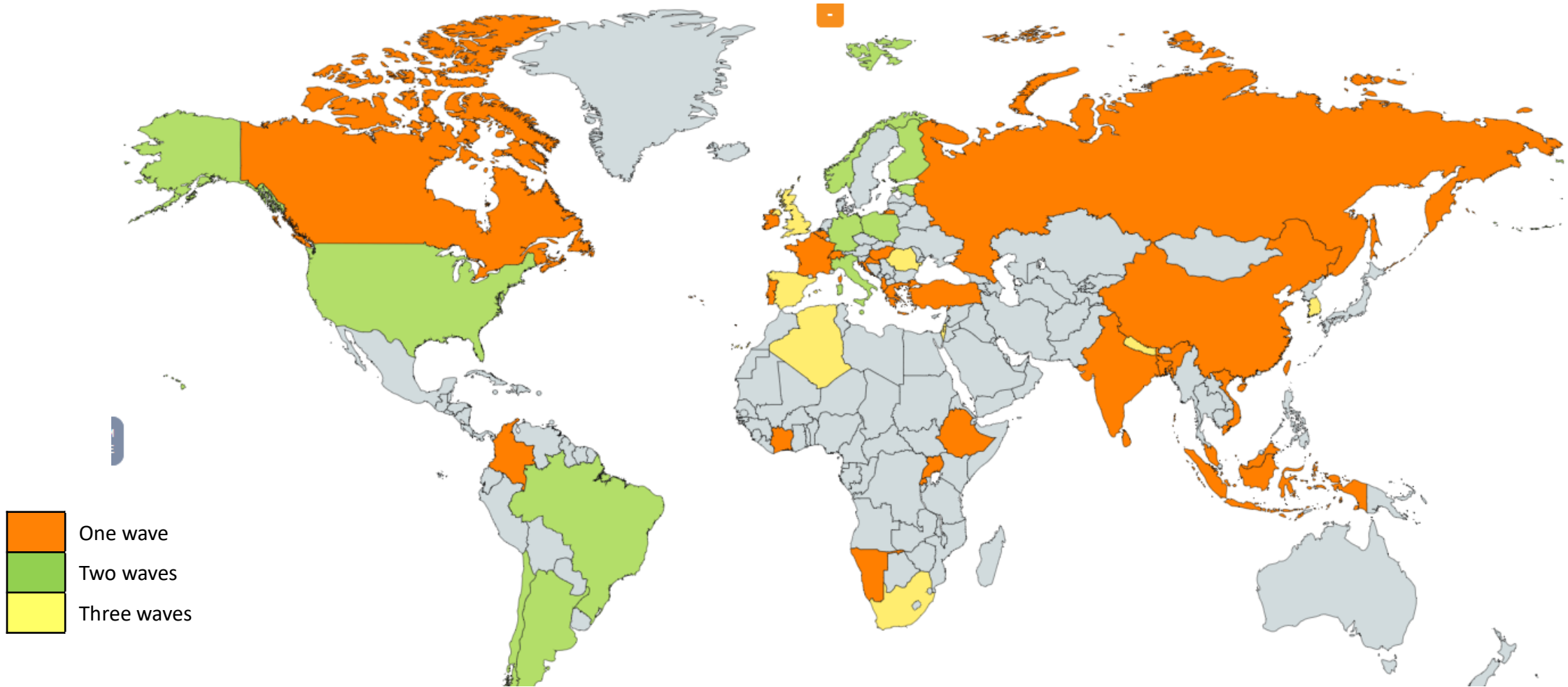
Money and Economic conditions



Children's rights



# Children's Worlds World Map





## Third Wave 2016-2019

The largest survey of its kind in the world

Over 128,000 children ages 8, 10 and 12

35 countries/districts from 4 continents





# Participants per Country

First Wave	
Algeria	1,450
<b>Brazil</b>	2,298
Canada	383
<b>Chile</b>	2,558
England	1,141
Israel	2,973
Nepal	253
Romania	3,296
Rwanda	295
South Africa	1,002
South Korea	7,973
Spain	5,727
Uganda	2,035
USA	1,799
<b>Total</b>	<b>33,183</b>

Second wave			
Algeria	3,676	Nepal	2,953
<b>Colombia</b>	2,816	Norway	2,864
Estonia	3,118	Poland	3,157
Ethiopia	2,877	Romania	4,104
Finland	2,842	South Africa	3,188
Germany	3,009	South Korea	7,467
Israel	2,800	Spain	3,756
Italy	3,701	Turkey	3,024
Malta	2,584	UK	3,298
<b>Total 61,234</b>			

**Total no. of children 94,417  
from 24 countries**

# Countries of The Third Wave (41!)

Albania	Algeria	Argentina	Bangladesh	Belgium	Brazil	China	Chile
Croatia	Estonia	Finland	France	Germany	Greece	Hong Kong S.A.R	Hungary
India	Indonesia	Ireland	Israel	Italy	Ivory Coast	Malaysia	Malta
Namibia	Nepal	Norway	Poland	Portugal	Romania	Russia	South Africa
South Korea	Spain	Sri Lanka	Switzerla nd	Taiwan	Vietnam	England	USA
Wales							

# Measures

## The study covers the following key aspects of children's lives:

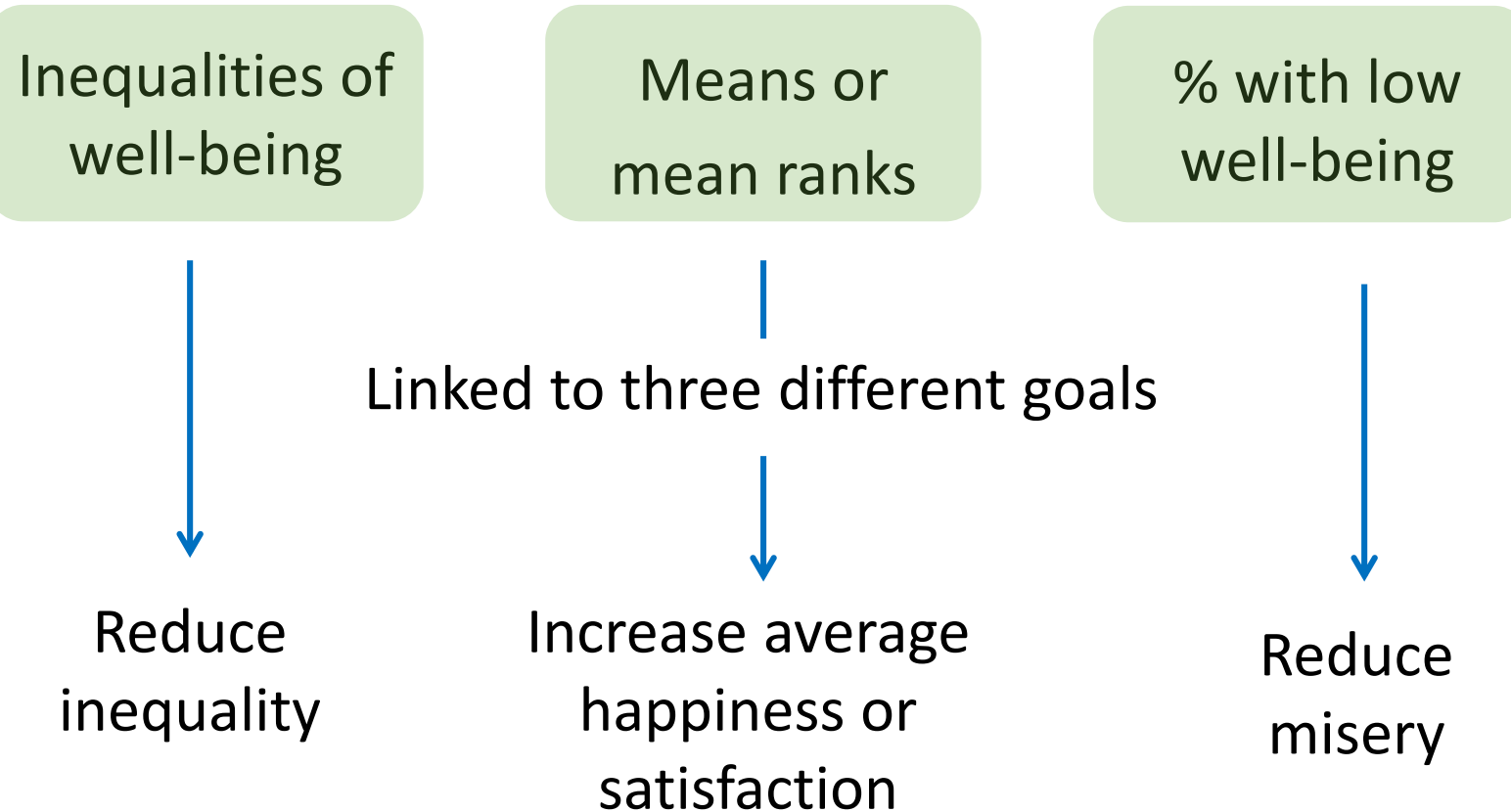
- Basic characteristics (age, gender, country of birth)
- Home and family relationships
- Money and economic circumstances
- Friends
- Local area
- School
- Time use
- Self
- Children's rights
- Overall subjective well-being

## We asked about:

- Frequency of activities or events
- Satisfaction scales
- Agreement scales
- Socio-demographic characteristics
- Description questions

# Three different approaches to comparisons

What should we compare?



# Are comparisons meaningful?

## **Linguistic issues:**

Do words, phrases, statements and questions mean the same in different languages?

## **Cultural response issues:**

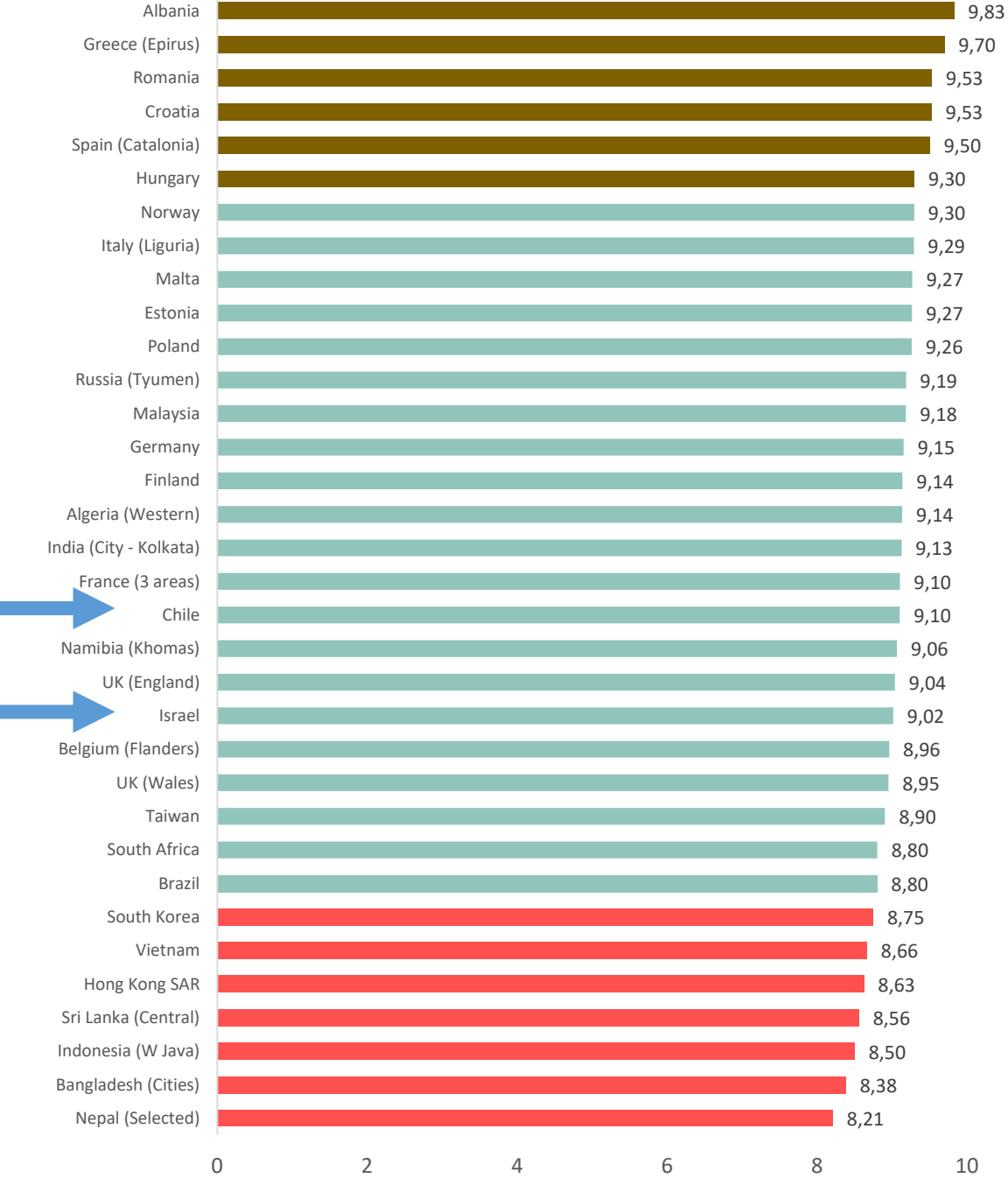
Do children (and people in general) tend to respond differently to the same types of response options in different countries or cultures?

Research on adult subjective well-being has attempted to tackle these issues through several means, including:

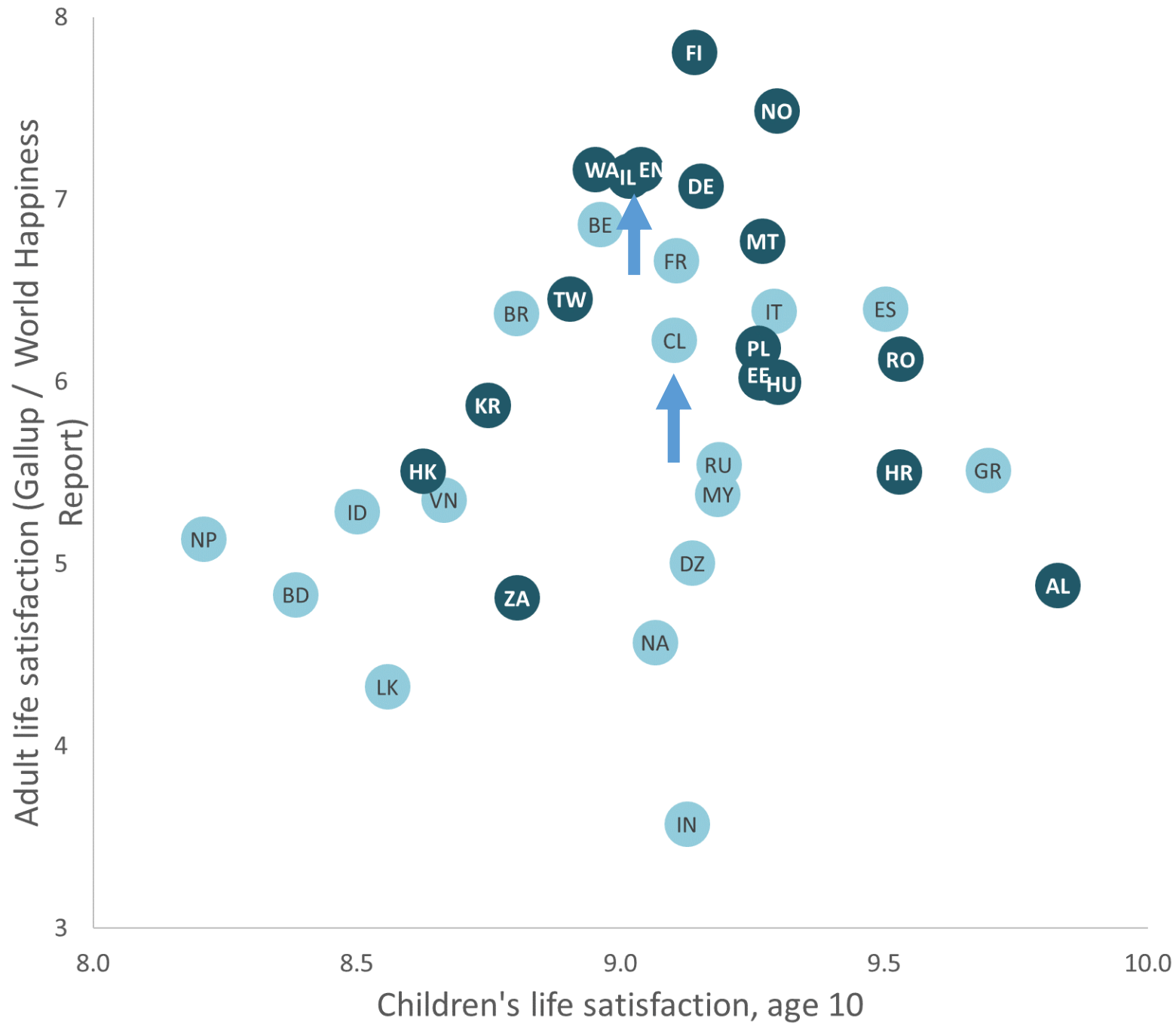
- Demonstrating correlations between macro indicators and mean national subjective well-being. But do we have enough countries and what are the salient macro indicators?
- Using 'anchoring vignettes' within questionnaires. For the future?



# Satisfaction with life as a whole



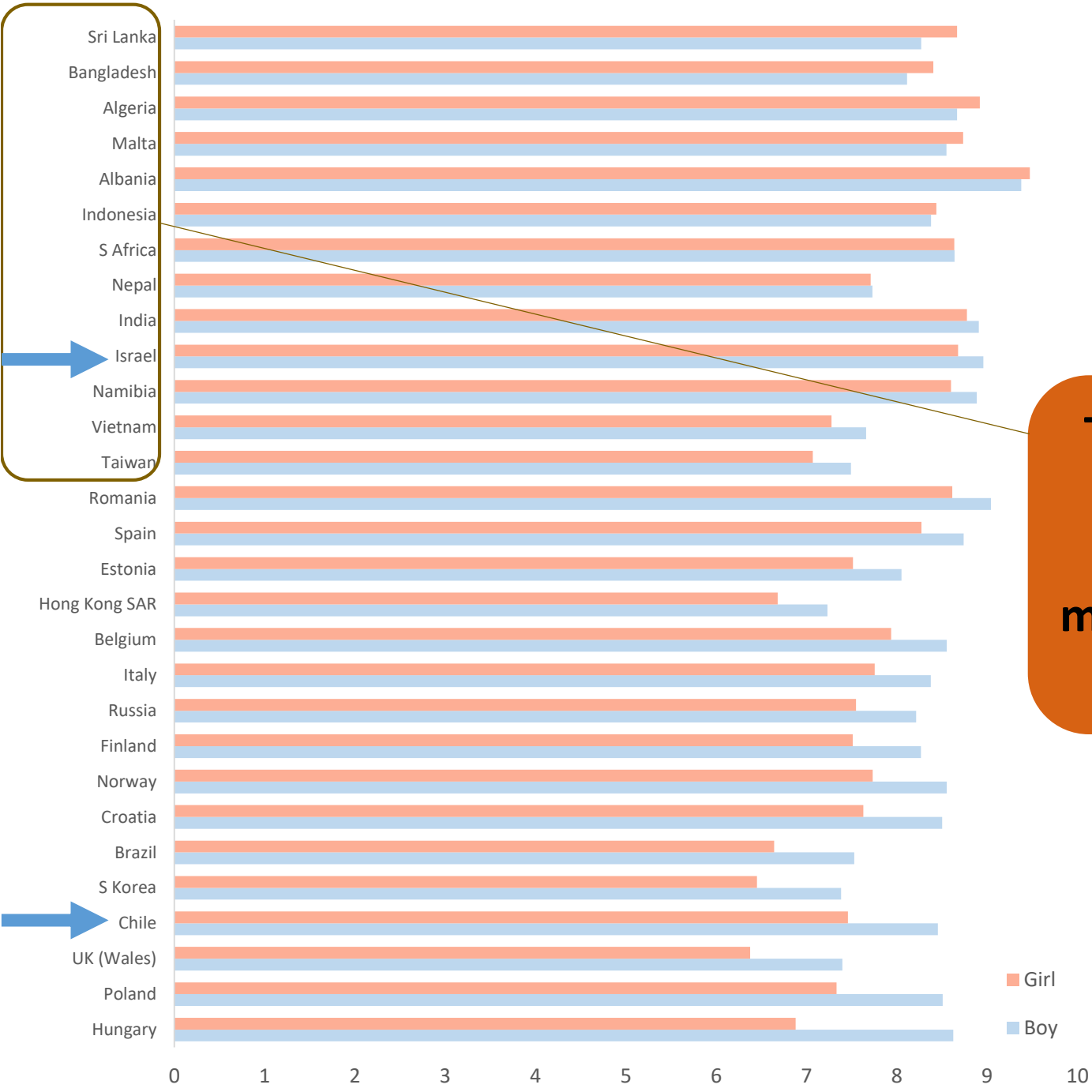




## Satisfaction with life Children-Adults



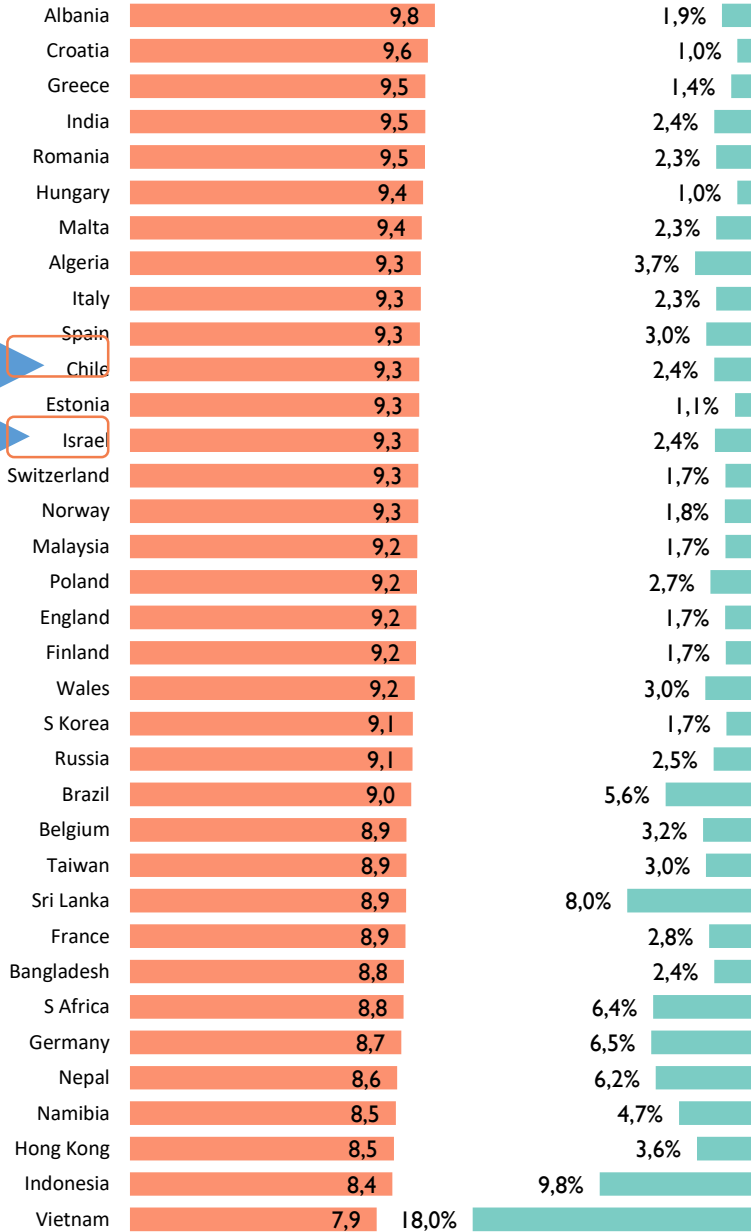
# Satisfaction with the way you look



The body image of girls is higher or similar to boys mostly in developing countries

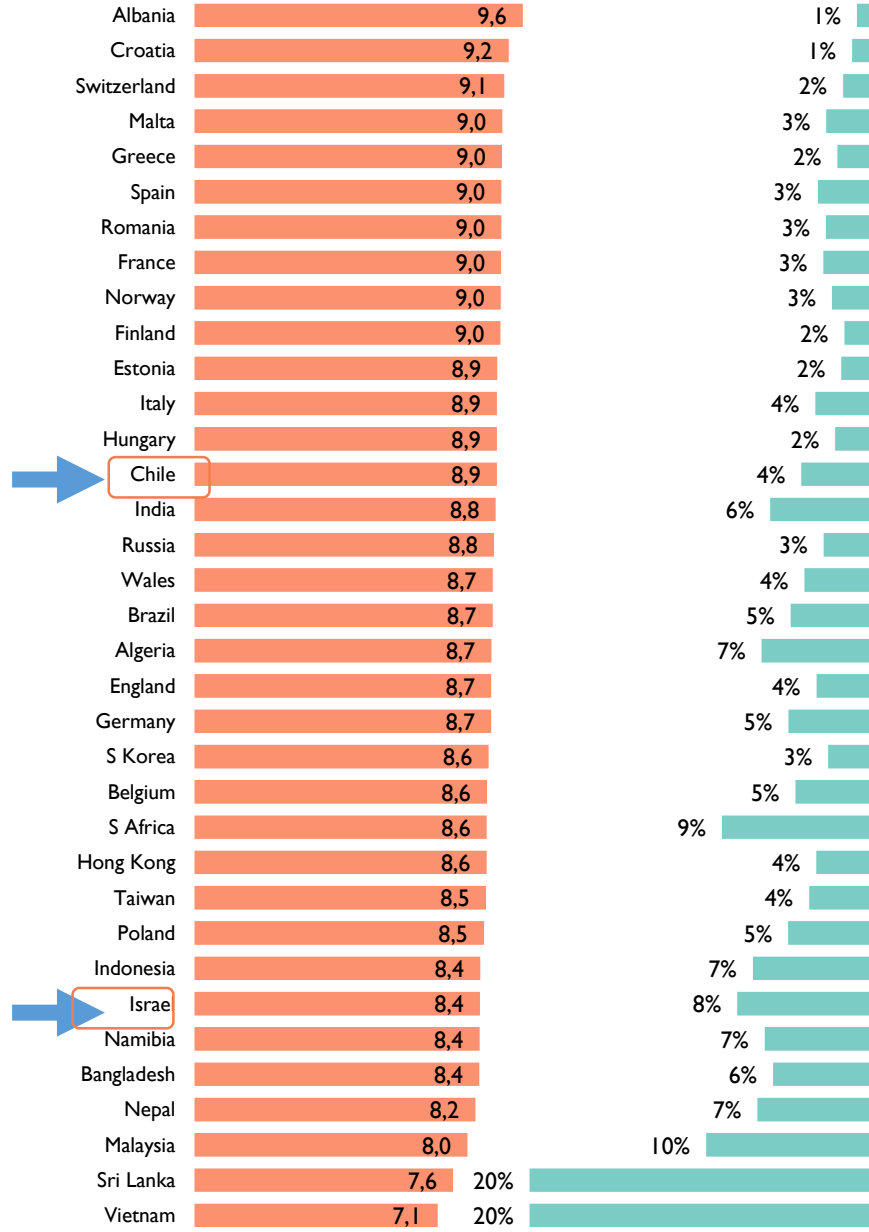
# Satisfaction with the people you live with

% low satisfaction



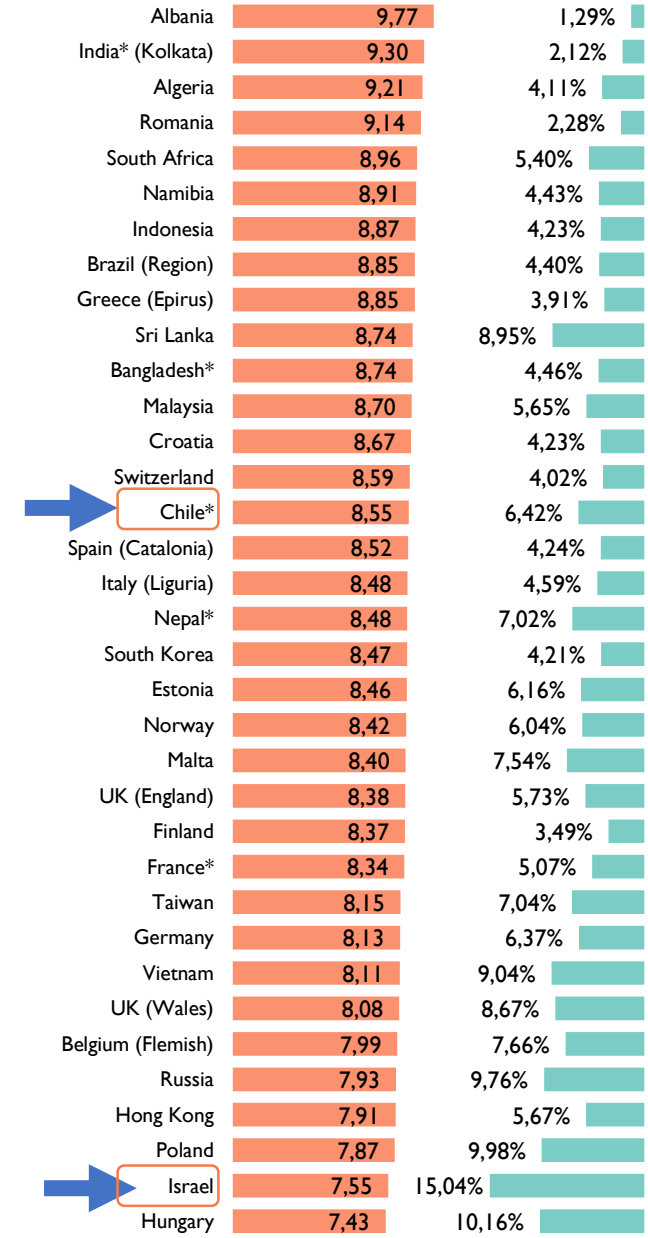
# Satisfaction with your friends

% low satisfaction



# Satisfaction with school

% low satisfaction



**Less positive aspect**

UK (Wales)  
Romania  
→ Israel  
Croatia  
**Germany**  
**Norway**

**Most positive aspect**

**India**  
Malta

**Freedom and Independence**

**Different aspects in life**

**Less positive aspect**

Malaysia  
Estonia  
**Switzerland** →  
Russia  
France

**Most positive aspect**

Albania  
Algeria  
**Chile**  
Croatia  
Germany  
Sri Lanka

**Living area**

Less positive aspect	Most positive aspect
Nepal	Belgium
Namibia	Finland
South Africa	Hungary
India	Poland
Bangladesh	Russia
Indonesia	Spain
Algeria	

**Life as a student**  
 Developed versus developing countries

## Different aspect in life

Less positive aspect	Most positive aspect
Nepal	Malta
South Korea	Greece
UK (England)	
UK (Wales)	

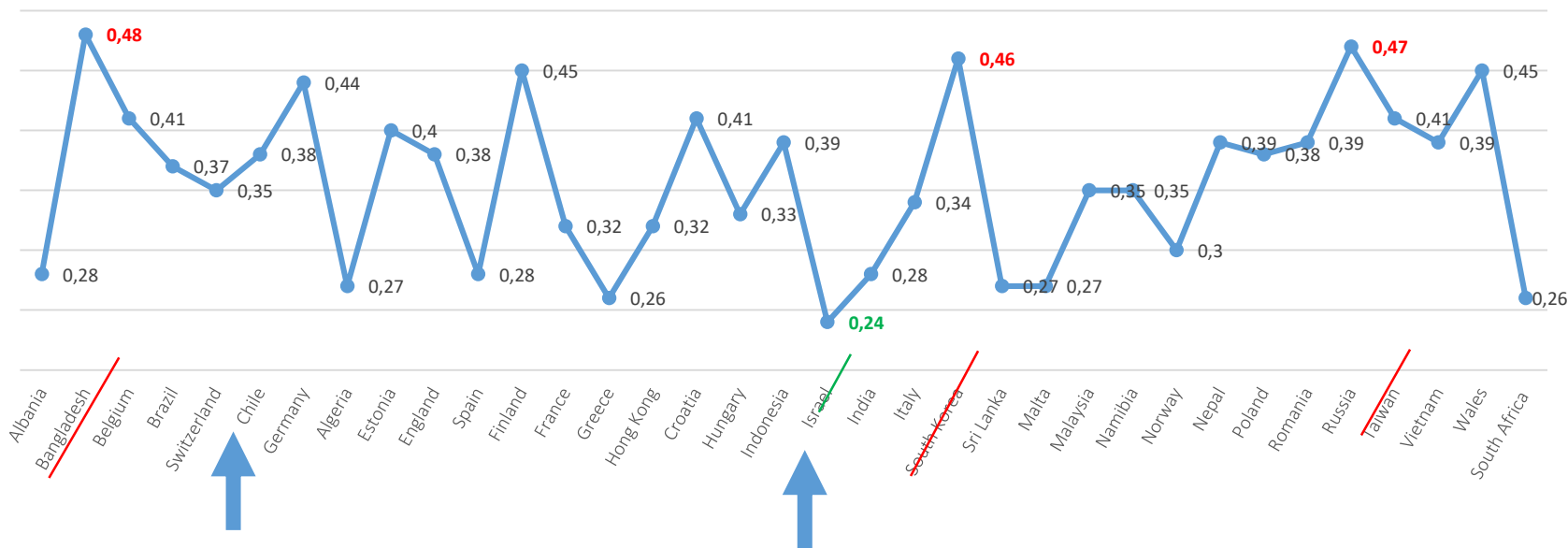
**The way you look**

Albania	9.71
Romania	9.33
Greece	9.3
Croatia	9.29
Poland	9.09
India	9.03
Malta	9.03
Switzerland	9.01
Finland	9
Spain	8.97
UK (Wales)	8.96
Italy	8.94
Estonia	8.93
Russia	8.91
UK (England)	8.9
Belgium (Flanders)	8.89
Chile	8.87
Hungary	8.84
Brazil	8.75
Malaysia	8.73
France	8.69
Norway	8.64
S Africa	8.63
Israel	8.61
Algeria	8.6
Germany	8.6
Bangladesh	8.54
Sri Lanka	8.48
Namibia	8.45
Nepal	8.31
S Korea	8.18
Indonesia	8.16
Taiwan	8.15
Vietnam	7.92
Hong Kong SAR	7.66

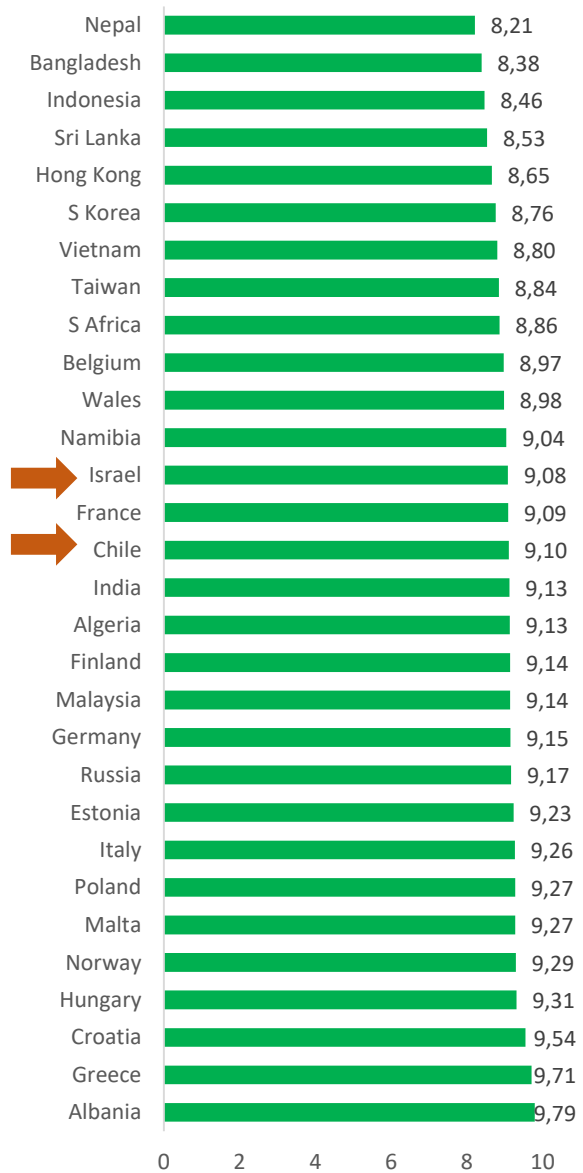
The question of satisfaction with time use  
 היא בעלת תרומה משמעותית  
 has a significant contribution  
 for subjective well-being scores

# Satisfaction with time use

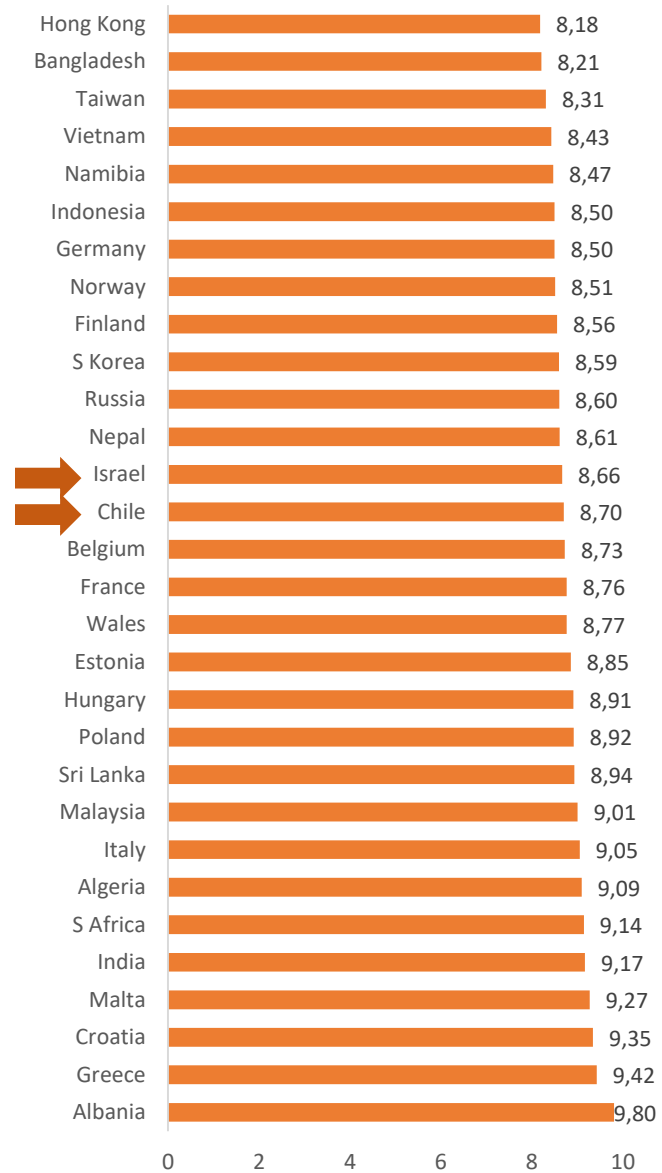
37% contribution in the general sample



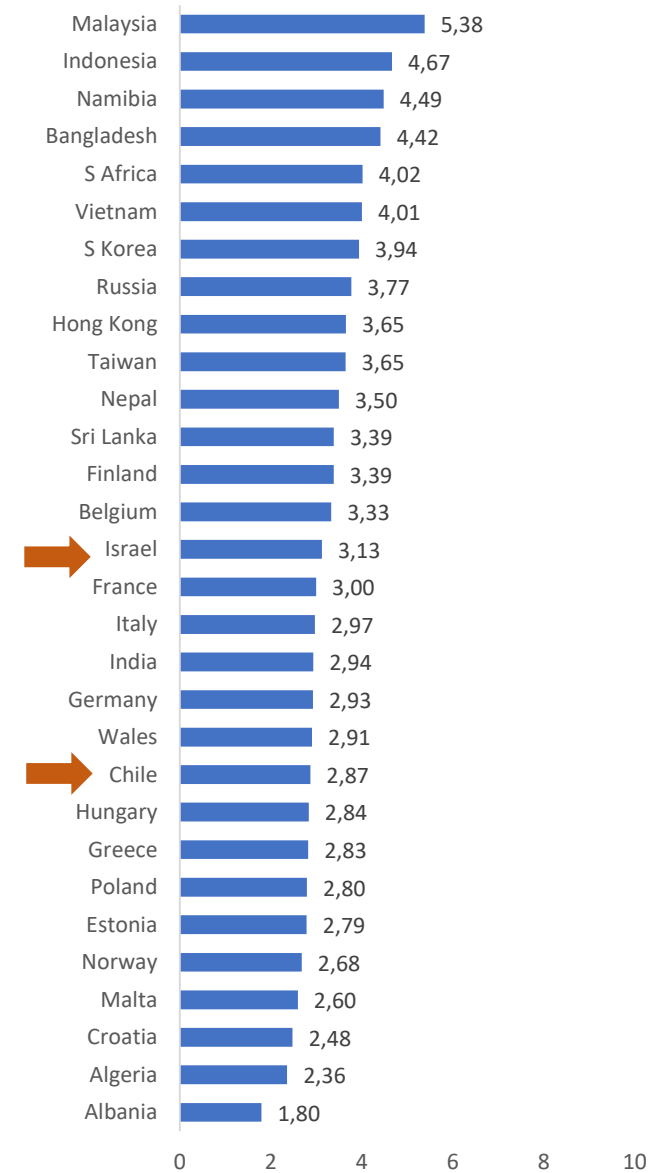
## Life satisfaction



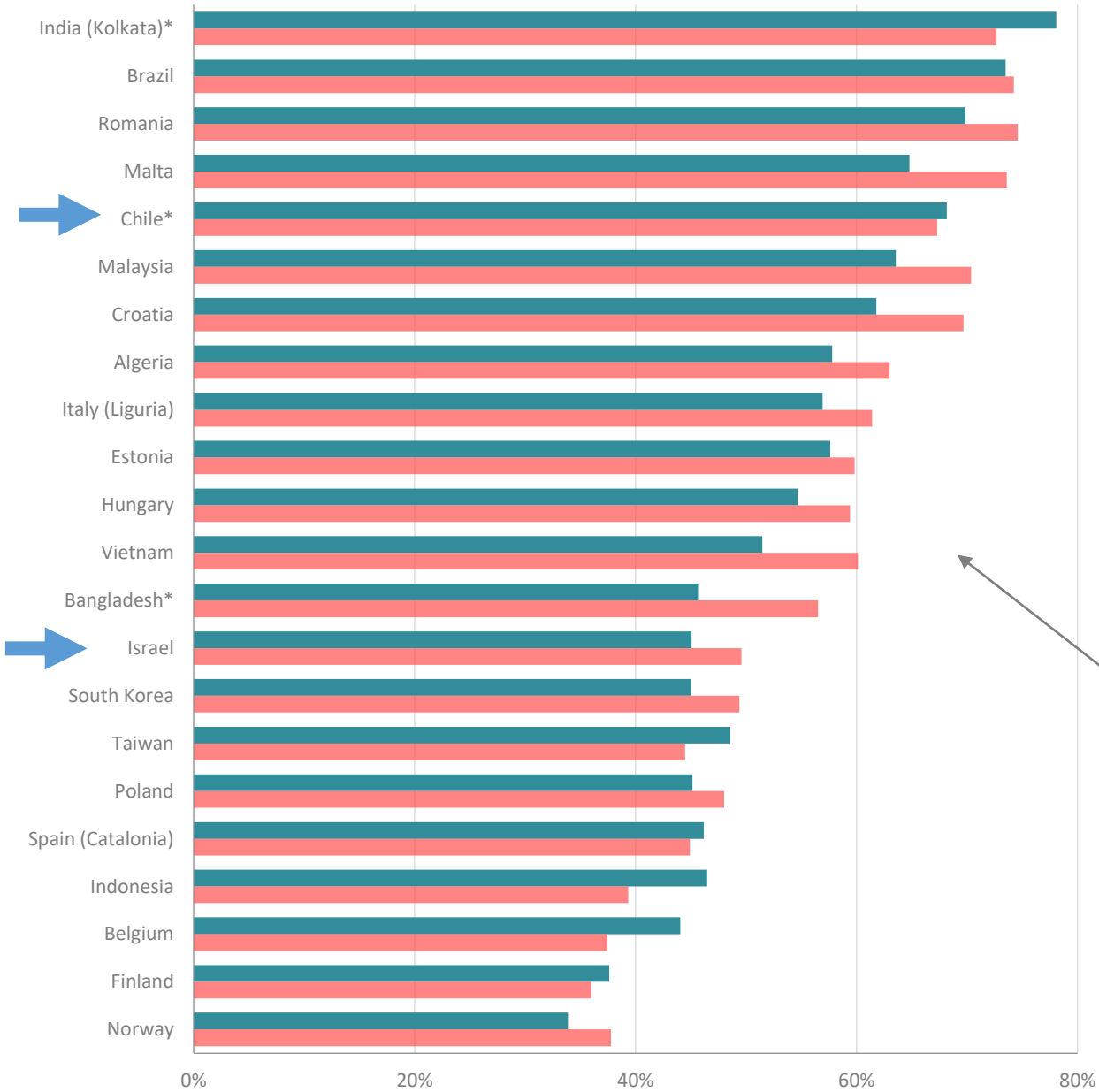
## Happiness



## Sadness

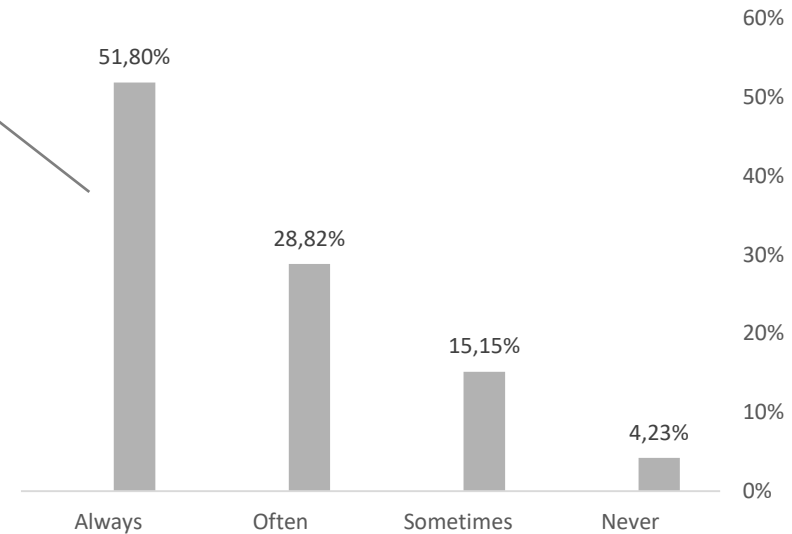


■ Girl

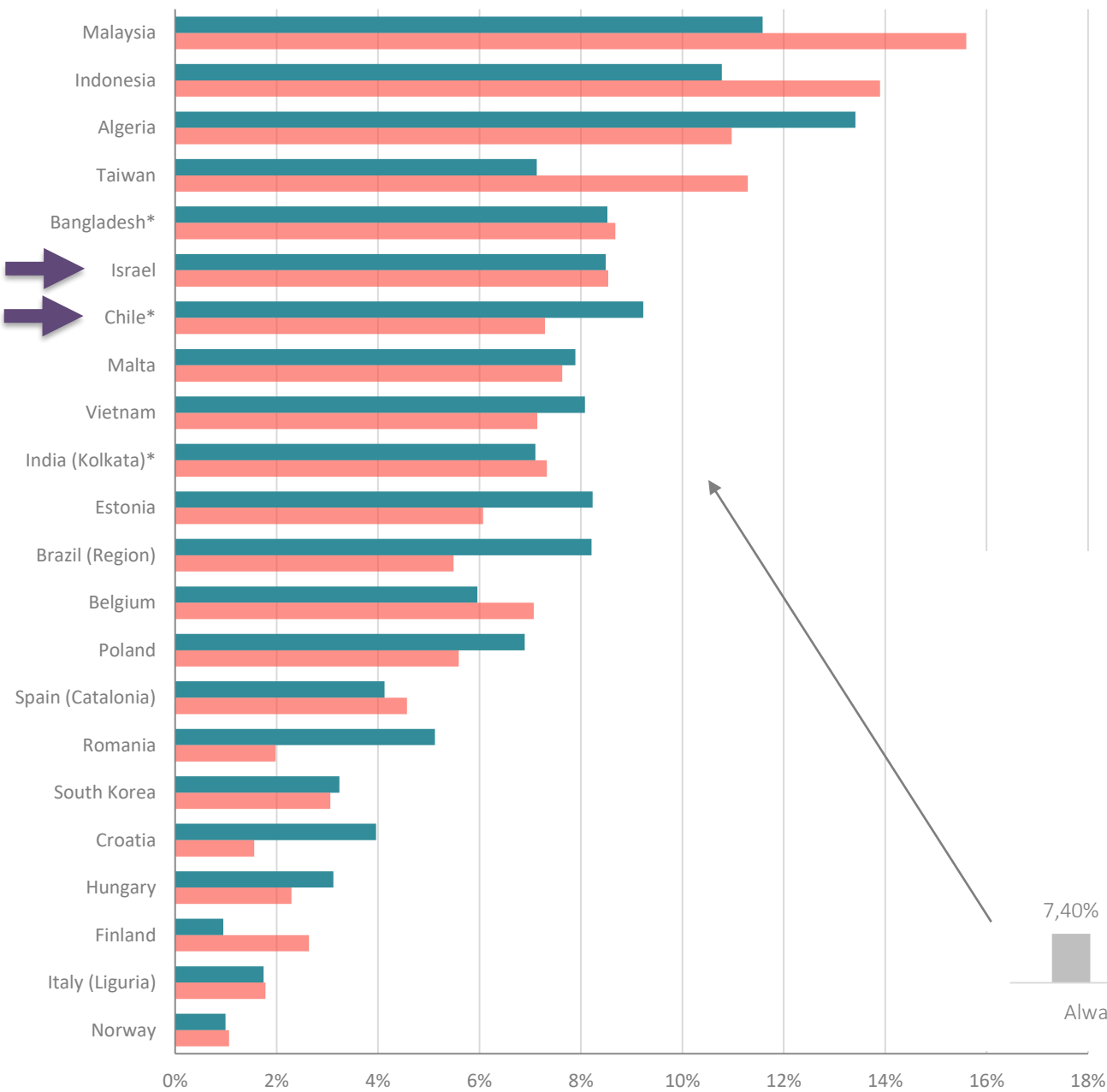


# Happiness (8 Years-old)

% of children who reported that they are always happy (in the last two weeks)

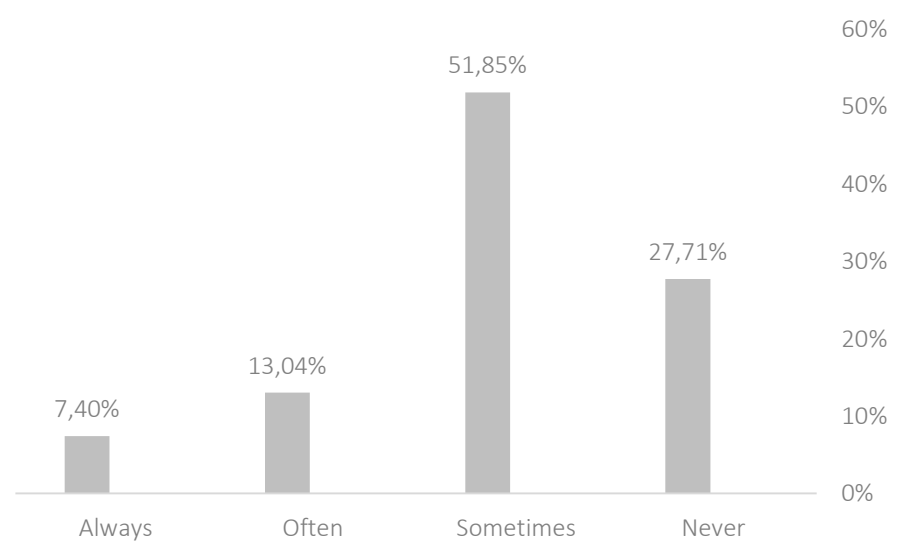


■ Boy ■ Girl



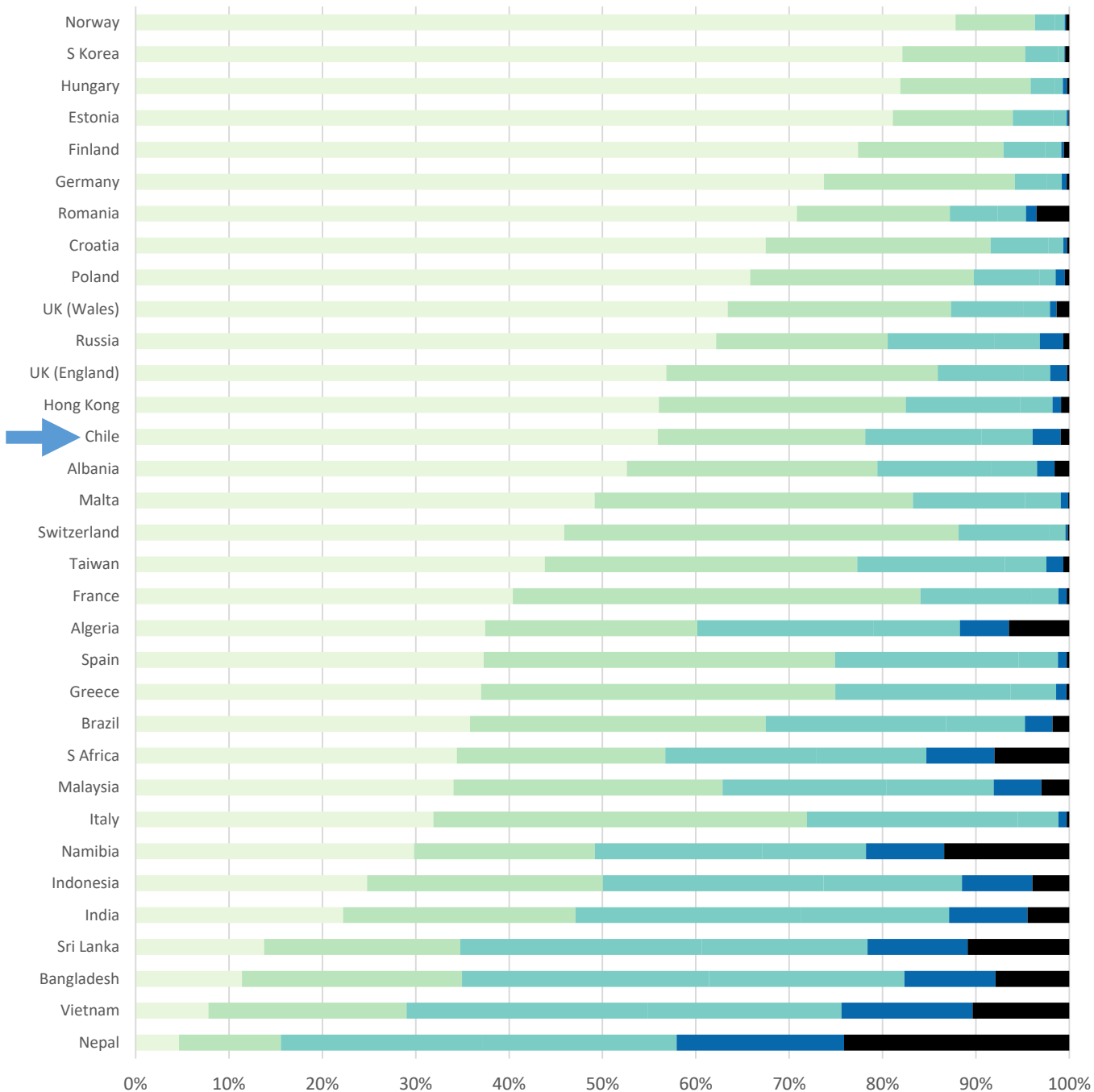
# Sadness (8 Years-old)

% of children who reported that they are always sad (in the last two weeks)





0 1 2 3 4 5+

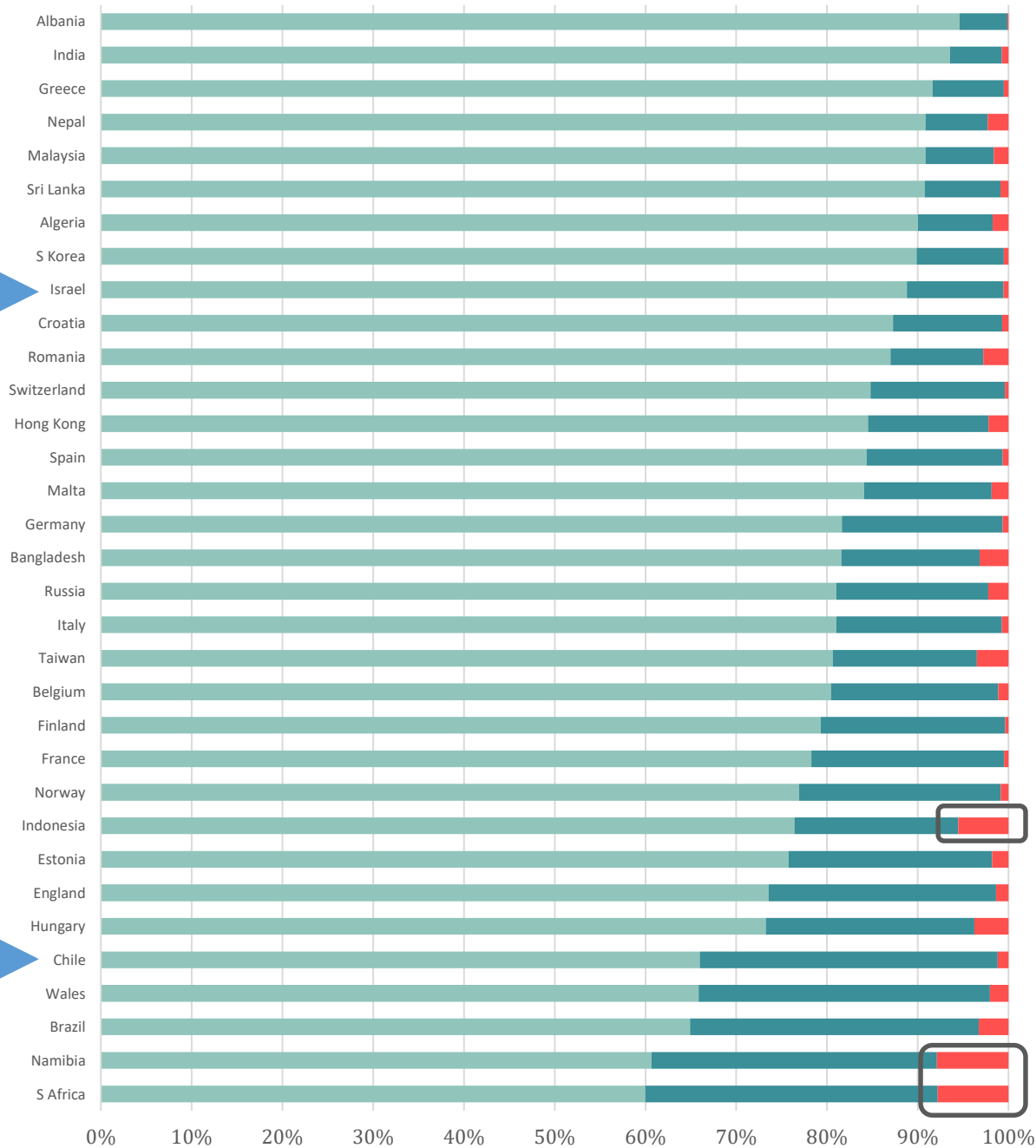


# Material resources

## How many children are missing items?

- ✓ Clothes in well condition
- ✓ Enough money for school activities and trips
- ✓ Access to the internet
- ✓ Sports and hobbies equipment
- ✓ Pocket money
- ✓ Two pairs of shoes in well condition
- ✓ Cellphone
- ✓ Equipment for school

2 parents 1 parent No parents

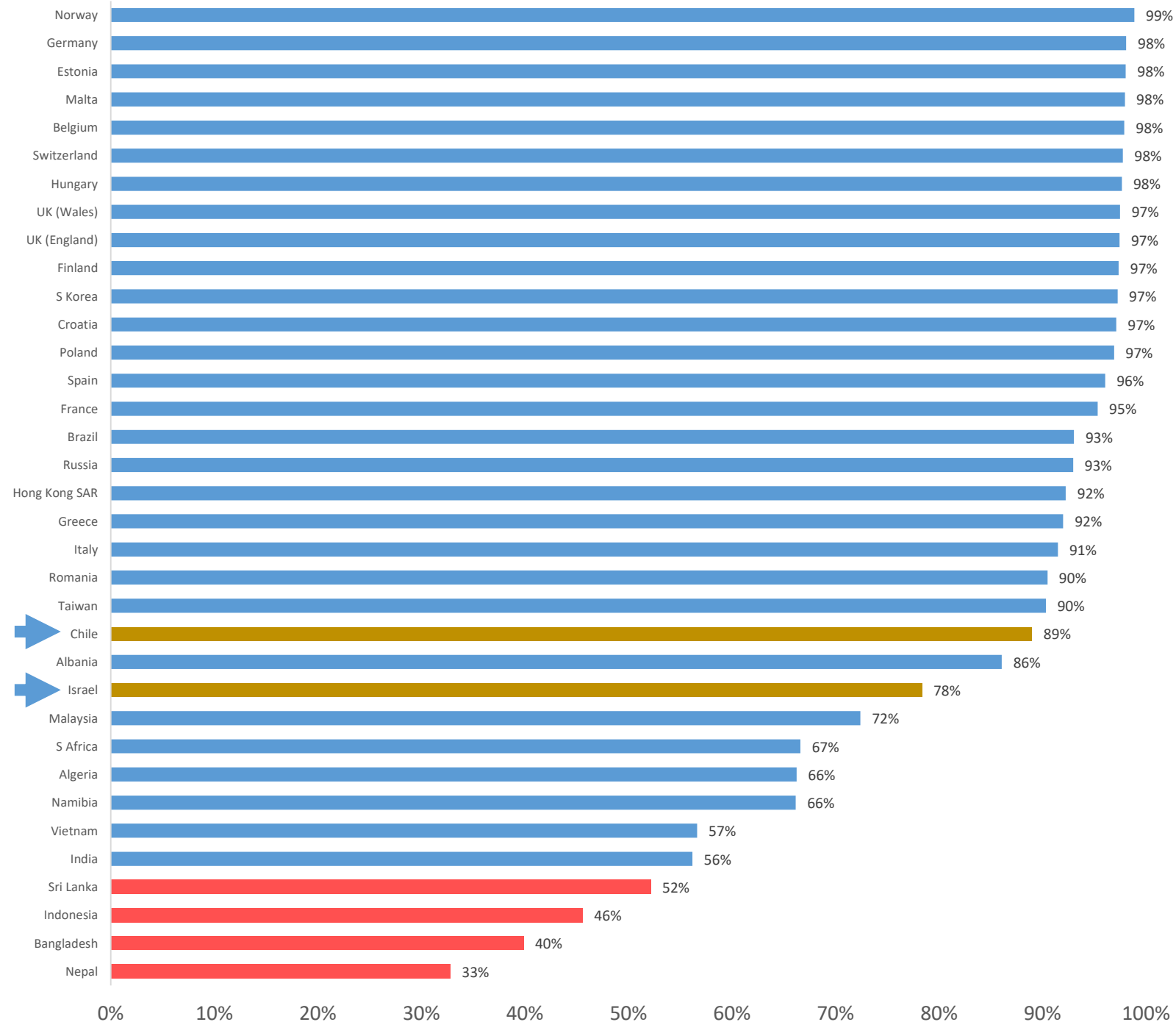


# Who do the children live with?

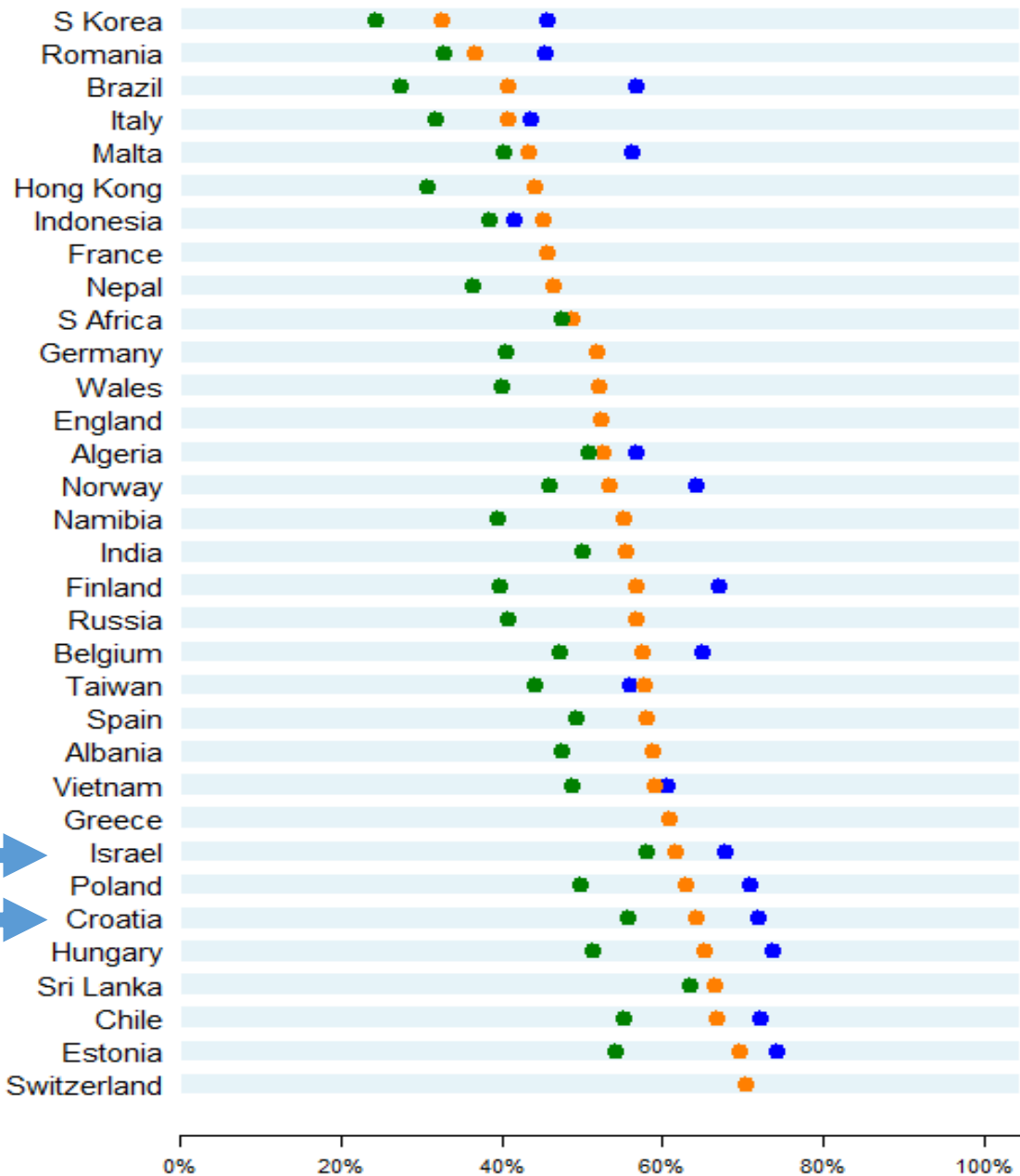
- Most of the children live with their family
- In 7 countries, more than 90% live with both parents
- In 5 countries, less than 70% live with both parents
- Additional information - in India and Albania most children live with grandparents, while in Finland and Norway it is only 2% of children

# Access to the internet

In Chile, more children report having access to the Internet than in Israel



● 12 years old ● 10 years old ● 8 years old

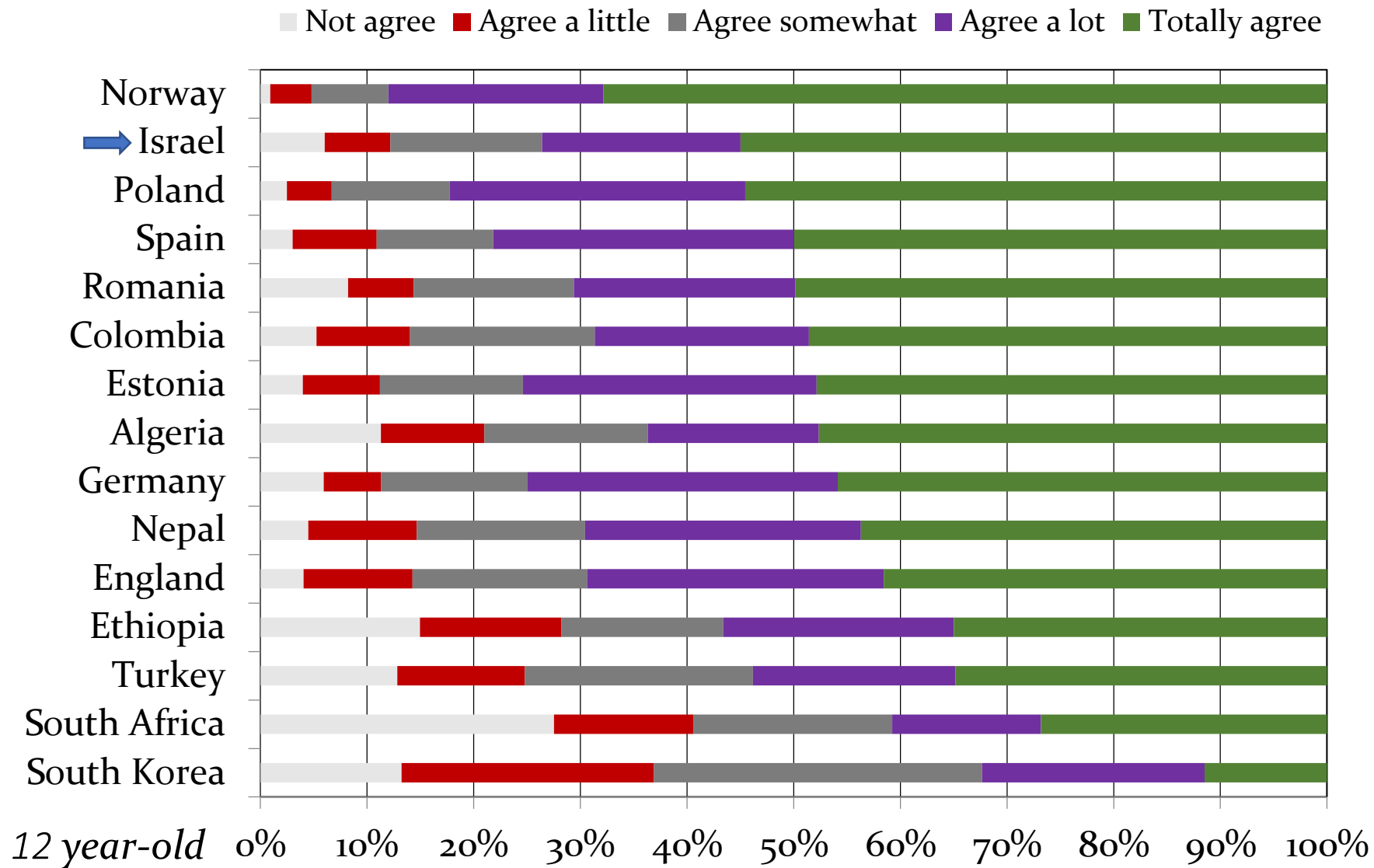


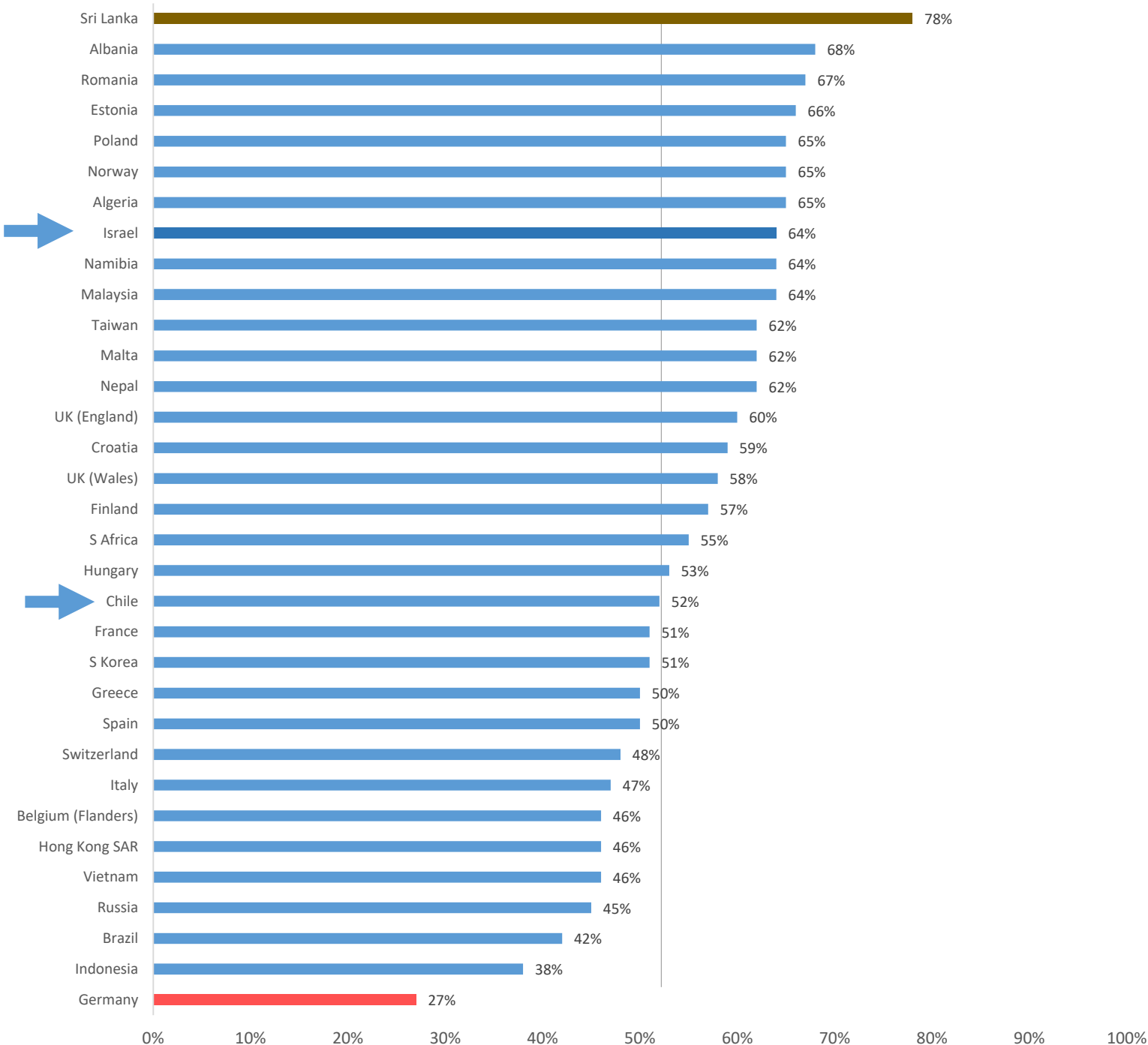
## Playing and hanging out in the living area

% of children who totally agree that their residential area has enough places to play and spend time

In almost all countries, the older children get, the less satisfied they are with the places to play and hang out in their neighborhood

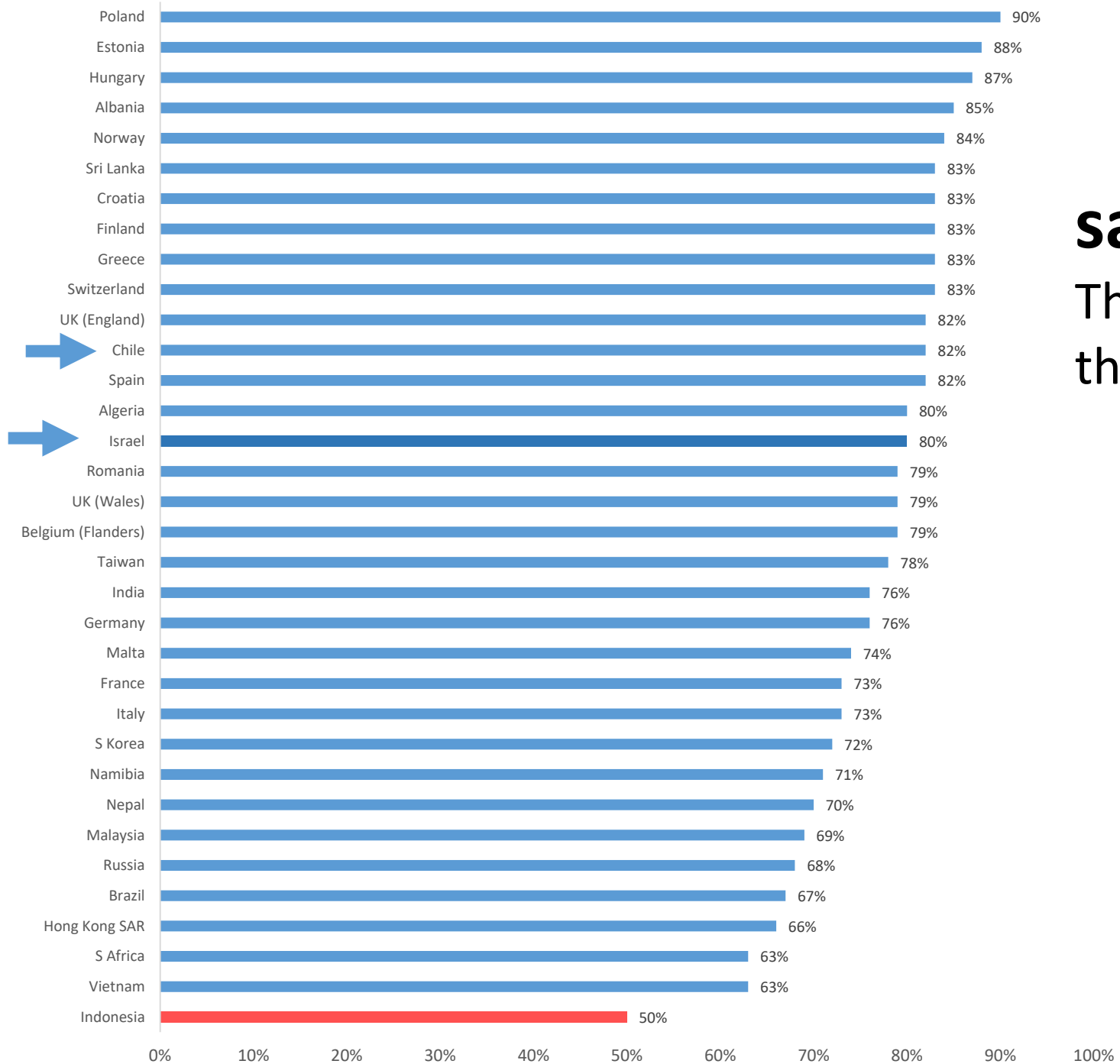
# I feel safe when I walk in my living area





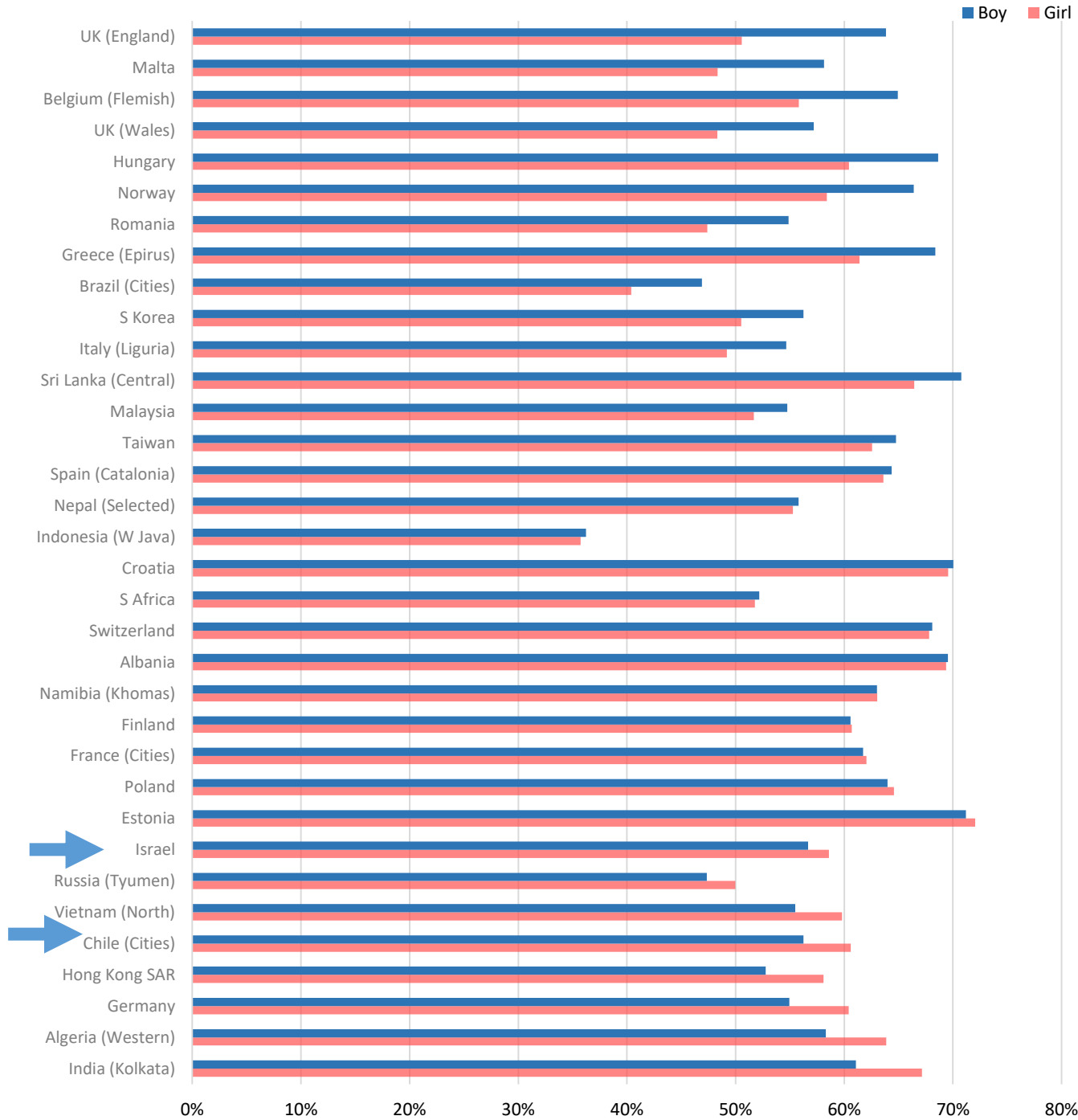
# participation at home

The children who totally agree that they and their parents make joint decisions about their lives



# safe among family

The children who totally agree that they feel safe with family members



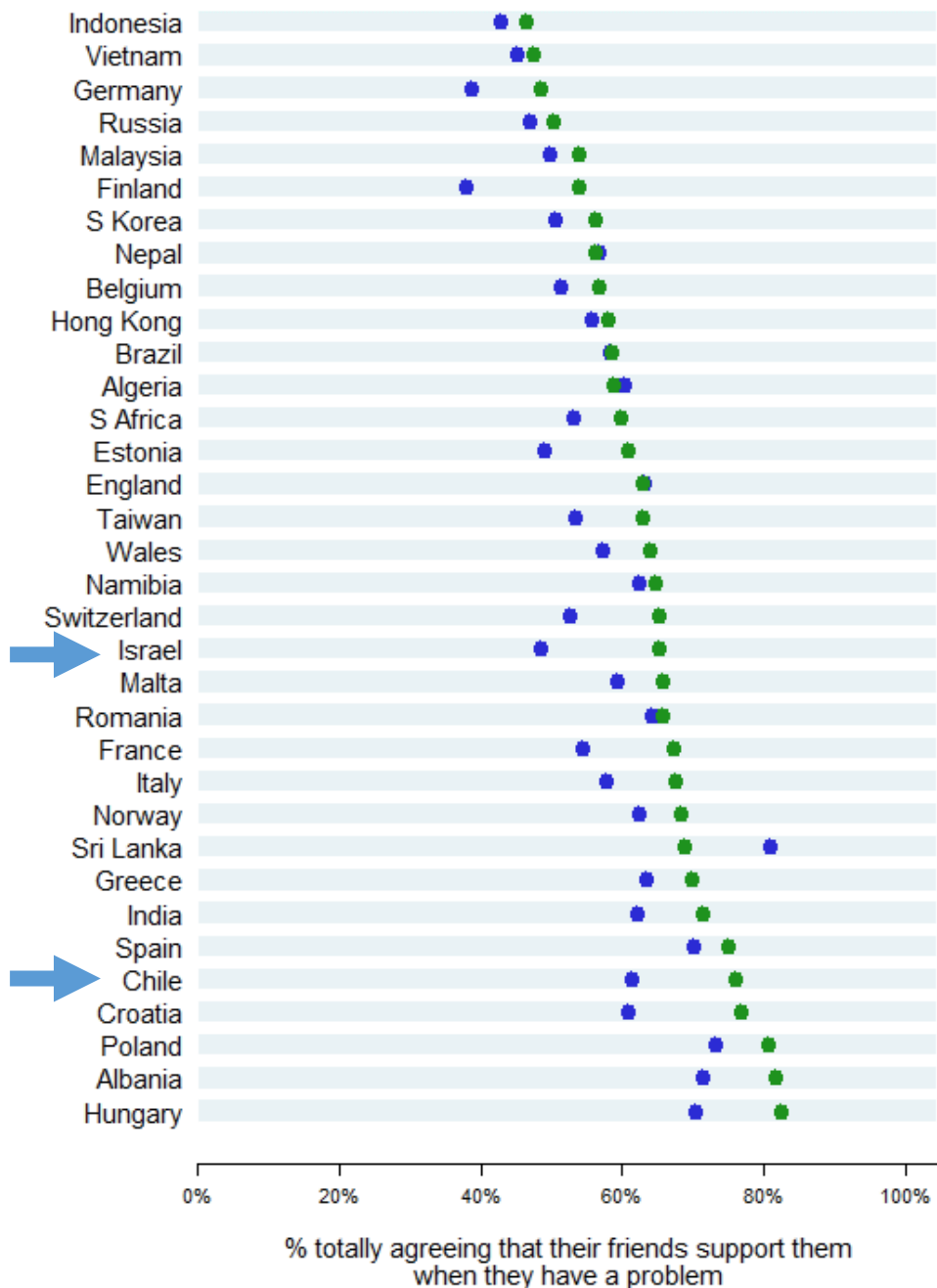
# Friends

Children who totally agree they have enough friends

There is **variation** between the countries in the differences between **boys and girls** in the feeling that they have enough friends

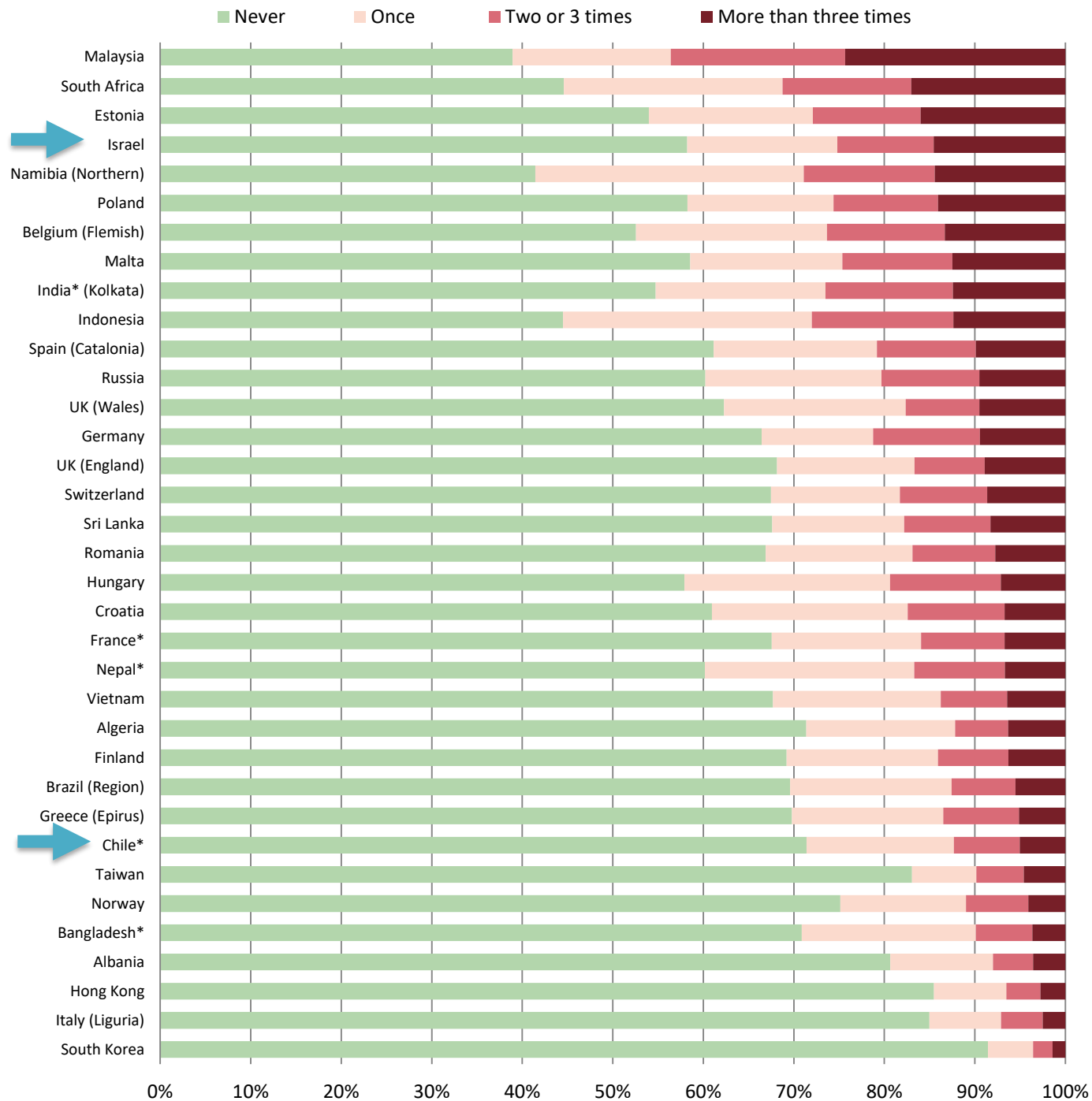


● Girls ● Boys



The children who totally agree that their friends support them in times of need

Girls are more satisfied from the support you get from friends  
Significant gaps: Finland, Israel, Croatia

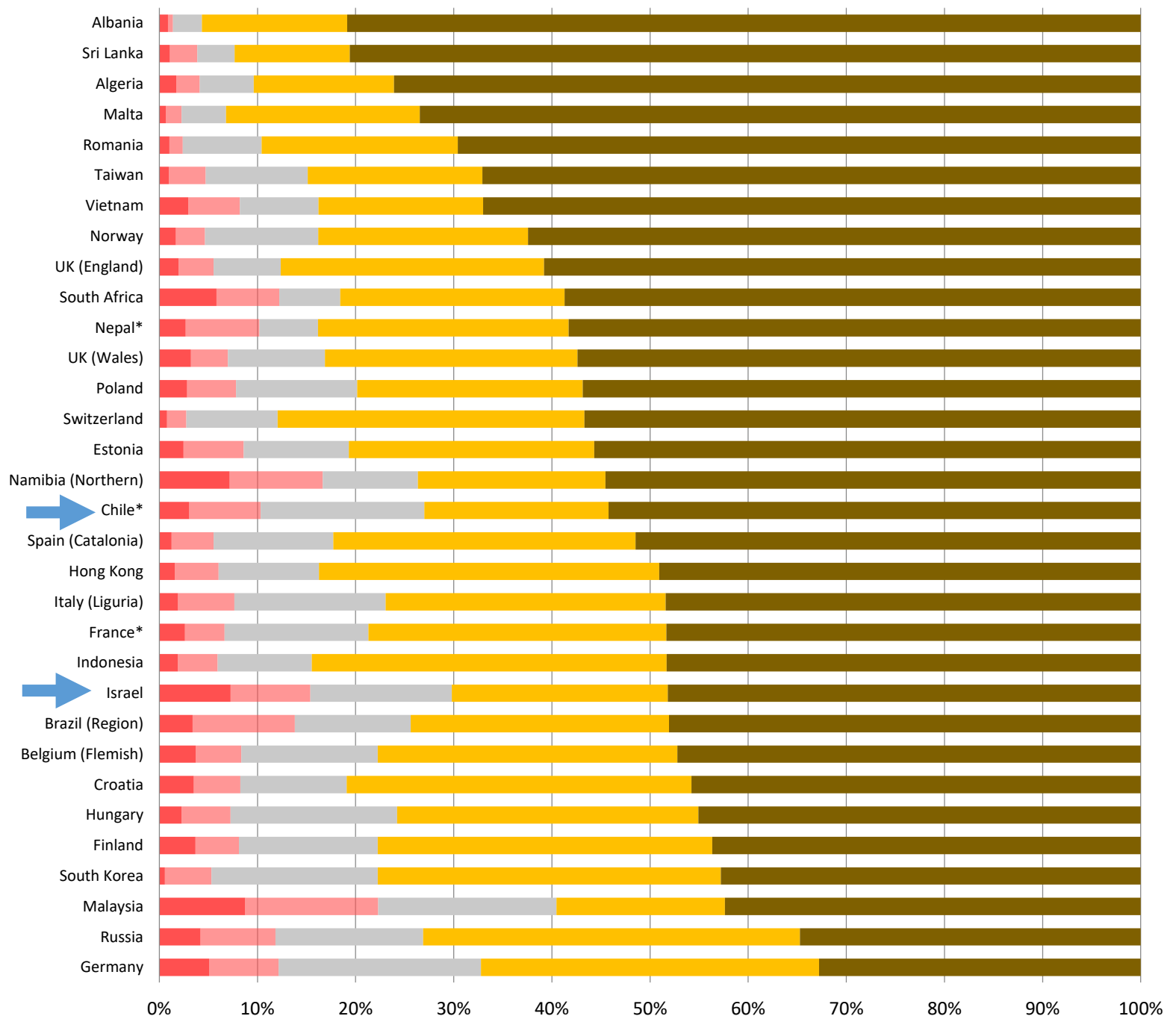


# Bullying at school

How many times in the last month did children beat you at school?

■ I do not agree 
 ■ Agree a little bit 
 ■ Agree somewhat 
 ■ Agree a lot 
 ■ Totally agree

# My teachers care about me



# Teachers and students

In general - in most countries there is a match between the children's answers to the various questions

	My teachers care about me	If I have a problem at school, my teachers will help me	My teachers listen to me and consider my opinions	At school I have opportunities to participate in decision-making in matters that concern me
Albania	82%	80%	67%	56%
Sri Lanka	80%	82%	73%	63%
Algeria	77%	65%	57%	46%
Malta	70%	70%	63%	51%
Romania	70%	67%	51%	56%
Taiwan	69%	71%	56%	58%
Vietnam	65%	65%	55%	39%
Norway	62%	63%	59%	41%
UK (England)	61%	61%	55%	56%
Nepal	58%	57%	48%	48%
South Africa	58%	60%	49%	53%
Switzerland	57%	64%	60%	47%
Estonia	56%	67%	53%	52%
Poland	56%	66%	49%	53%
UK (Wales)	55%	60%	54%	57%
Chile	54%	57%	55%	58%
Namibia	53%	57%	45%	59%
Spain	52%	64%	58%	58%
Hong Kong	49%	55%	41%	40%
Israel	49%		44%	44%
Indonesia	48%	48%	43%	37%
France	48%	56%	49%	46%
Brazil	48%	48%	35%	47%
Italy	47%	55%	38%	38%
Belgium	46%	58%	47%	41%
Croatia	46%	62%	47%	49%
Hungary	44%	49%	48%	42%
Finland	44%	60%	45%	45%
South Korea	43%	58%	46%	39%
Malaysia	41%	47%	25%	40%
Russia	34%	44%	38%	33%
Germany	33%		40%	19%
Greece		50%	52%	41%

	My teachers care about me	If I have a problem at school, my teachers will help me	My teachers listen to me and consider my opinions	At school I have opportunities to participate in decision-making in matters that concern me
Croatia	46%	62%	47%	49%
Finland	44%	60%	45%	45%
South Korea	43%	58%	46%	39%
Spain	52%	64%	58%	58%
Belgium	46%	58%	47%	41%
Estonia	56%	67%	53%	52%
Poland	56%	66%	49%	53%
Russia	34%	44%	38%	33%
France	48%	56%	49%	46%
Italy	47%	55%	38%	38%
Switzerland	57%	64%	60%	47%
Hong Kong	49%	55%	41%	40%
Malaysia	41%	47%	25%	40%
Hungary	44%	49%	48%	42%
UK (Wales)	55%	60%	54%	57%
Namibia	53%	57%	45%	59%
Chile	54%	57%	55%	58%
Taiwan	69%	71%	56%	58%
South Africa	58%	60%	49%	53%
Sri Lanka	80%	82%	73%	63%
Norway	62%	63%	59%	41%
Malta	70%	70%	63%	51%
Vietnam	65%	65%	55%	39%
UK (England)	61%	61%	55%	56%
Indonesia	48%	48%	43%	37%
Brazil	48%	48%	35%	47%
Nepal	58%	57%	48%	48%
Albania	82%	80%	67%	56%
Romania	70%	67%	51%	56%
Algeria	77%	65%	57%	46%
Israel	49%		44%	44%
Germany	33%		40%	19%
Greece		59%	52%	41%

# Teachers and students

In general - in most countries there is a match between the children's answers to the various questions

But at the same time, trends can be identified in the gaps:

In most countries, children agree more that teachers will help them, and less that teachers care about them

	My teachers care about me	If I have a problem at school, my teachers will help me	My teachers listen to me and consider my opinions	At school I have opportunities to participate in decision-making in matters that concern me
Algeria	77%	65%	57%	46%
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Albania	82%	80%	67%	56%
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Taiwan	69%	71%	56%	58%
Vietnam	65%	65%	55%	39%
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Italy	47%	55%	38%	38%
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Belgium	46%	58%	47%	41%
Finland	44%	60%	45%	45%
France	48%	56%	49%	46%
Chile	54%	57%	55%	58%
South Korea	43%	58%	46%	39%
Switzerland	57%	64%	60%	47%
Russia	34%	44%	38%	33%
Hungary	44%	49%	48%	42%
Spain	52%	64%	58%	58%
Germany	33%	50%	40%	19%
Greece	44%	50%	52%	41%

# Teachers and students

In general - in most countries there is a match between the children's answers to the various questions

But at the same time, trends can be identified in the gaps:

- In most countries, children agree more that parents are caring, and less that parents are attentive and considerate of their opinions

	My teachers care about me	If I have a problem at school, my teachers will help me	My teachers listen to me and consider my opinions	At school I have opportunities to participate in decision-making in matters that concern me
Germany	33%		40%	19%
Norway	62%	63%	59%	41%
Vietnam	65%	65%	55%	39%
Switzerland	57%	64%	60%	47%
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Belgium	46%	58%	47%	41%
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Russia	34%	44%	38%	33%
France	48%	56%	49%	46%
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Croatia	46%	62%	47%	49%
UK (Wales)	55%	60%	54%	57%
Chile	54%	57%	55%	58%
South Africa	58%	60%	49%	53%
Poland	56%	66%	49%	53%
Romania	70%	67%	51%	56%
Brazil	48%	48%	35%	47%
Namibia	53%	57%	45%	59%
Malaysia	41%	47%	25%	40%



זוהא אד  
עד 3%  
פער



# Teachers and students

In general - in most countries there is a match between the children's answers to the various questions

But at the same time, trends can be identified in the gaps:

- Similarities and differences between the feeling that the teachers listen and consider my opinions, versus the feeling that I have opportunities to participate in decision-making

# School and subjective well-being

As children report that they:

- like to study at school
- They feel safe and are not bullied
- Receive fair treatment from the teachers
- Satisfied with their experience at school
- Satisfied with their grades
- satisfied with the relations with their friends

They reported **higher** subjective well-being



**what explains variation in  
subjective well-being?**

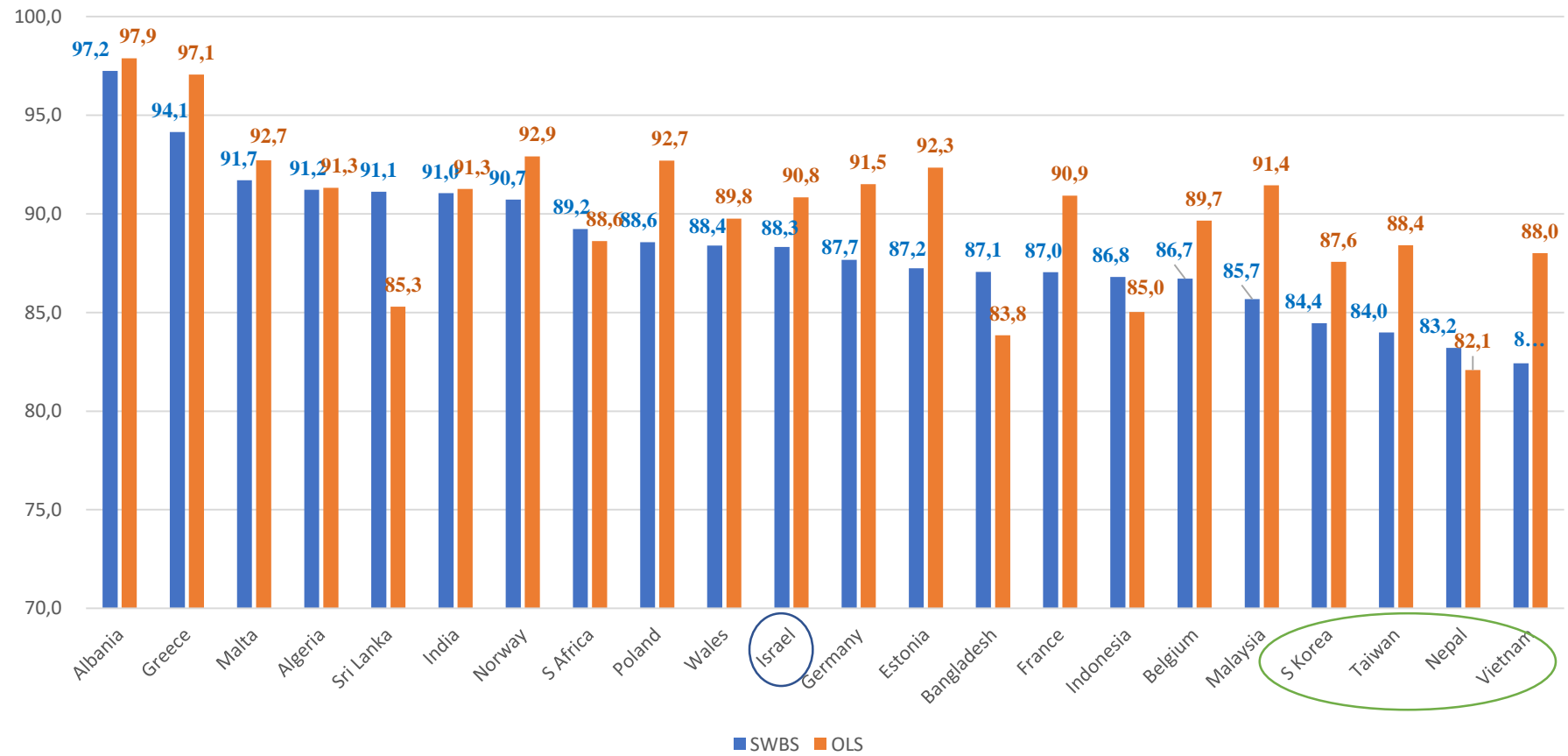
# GDSI at a glance



# Results of GDSI at a glance

	FAMILY AND HOME	MATERIAL THINGS	INTERPERSONAL RELATIONSHIPS	THE AREA OF LIVING	HEALTH	TIME MANAGEMENT	SCHOOL	PERSONAL SATISFACTION	GDSI
Romania	115.79	110.49	116.31	114.29	115.60	118.94	112.48	116.54	115.05
Norway	109.26	108.88	116.77	122.35	108.20	102.74	109.04	104.19	110.18
Colombia	107.99	107.91	99.85	102.70	108.35	113.96	108.48	113.12	107.79
Israel	105.68	108.67	108.63	103.34	111.85	108.13	105.45	109.53	107.66
Turkey	109.90	100.74	104.19	102.51	104.38	105.19	100.11	108.61	104.45
Spain	102.18	104.83	110.92	103.65	107.33	102.76	94.55	99.95	103.27
England	101.84	104.72	102.74	103.26	95.90	99.05	95.34	94.64	99.69
Poland	100.59	103.69	94.08	105.33	96.28	97.51	89.47	101.21	98.52
Algeria	102.51	85.59	99.79	87.77	99.90	94.07	110.04	103.59	97.91
Estonia	99.03	100.61	98.01	96.97	94.61	99.88	91.36	97.67	97.27
Germany	97.44	102.53	93.90	96.27	99.20	100.89	84.32	96.93	96.43
South Africa	93.27	98.99	84.10	86.25	100.44	96.31	102.07	96.10	94.69
Nepal	80.12	98.26	89.68	96.92	91.74	89.95	108.69	84.48	92.48
Ethiopia	80.87	73.38	93.57	91.81	90.42	93.93	107.21	93.96	90.64
South Korea	93.53	90.71	87.47	86.55	75.80	76.68	81.41	79.48	83.95

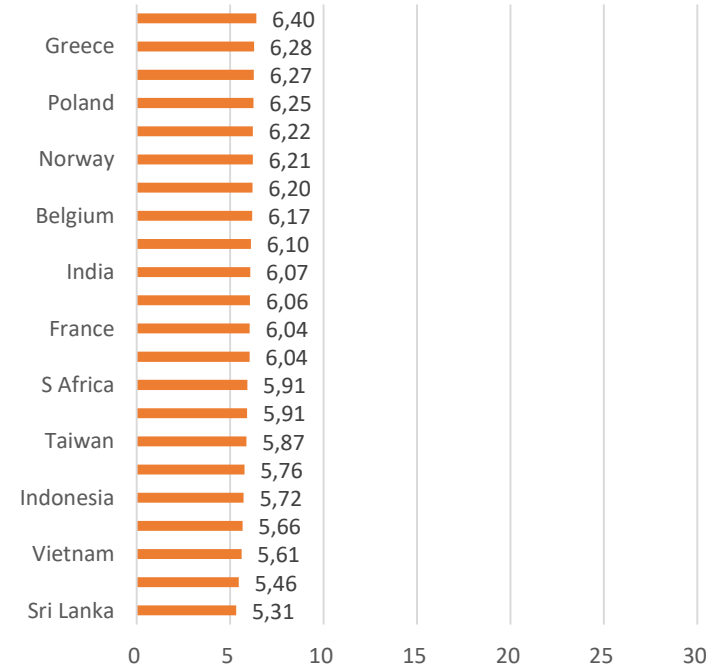
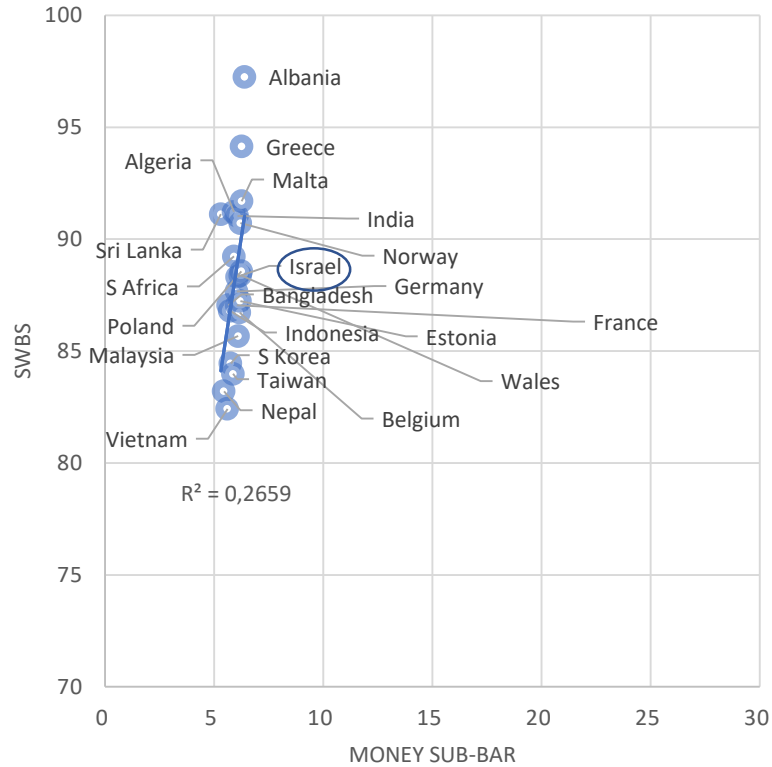
# Children's SWB across countries



Asian bias?

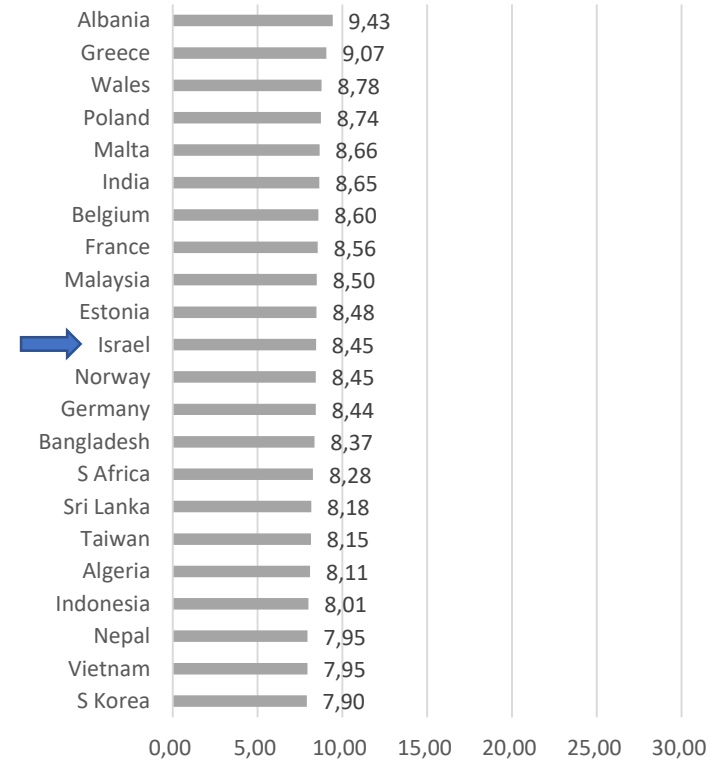
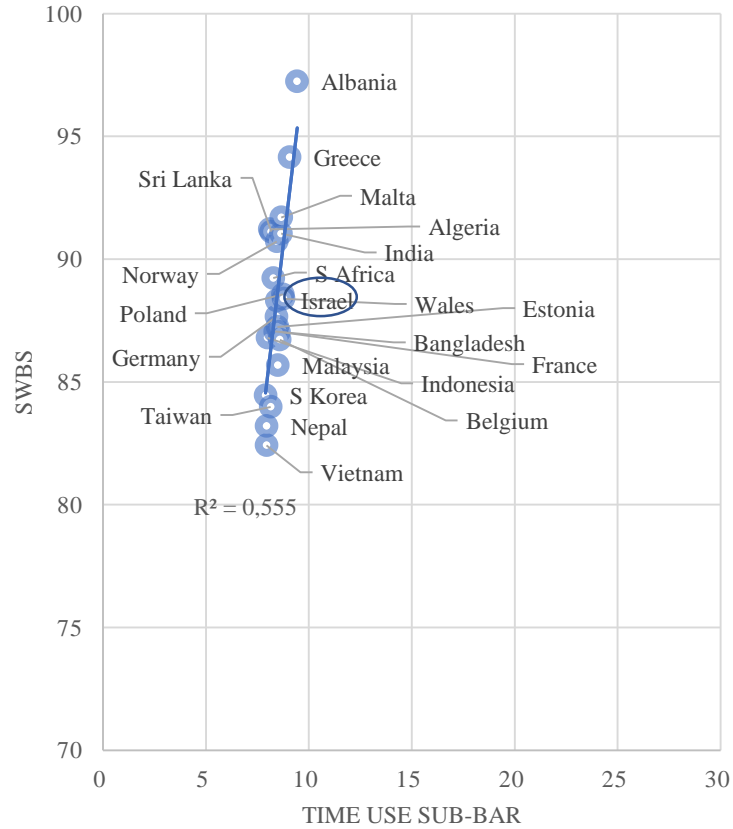
# Money - subjective well-being

Money – SWBS ( $R^2 = .2659$ )



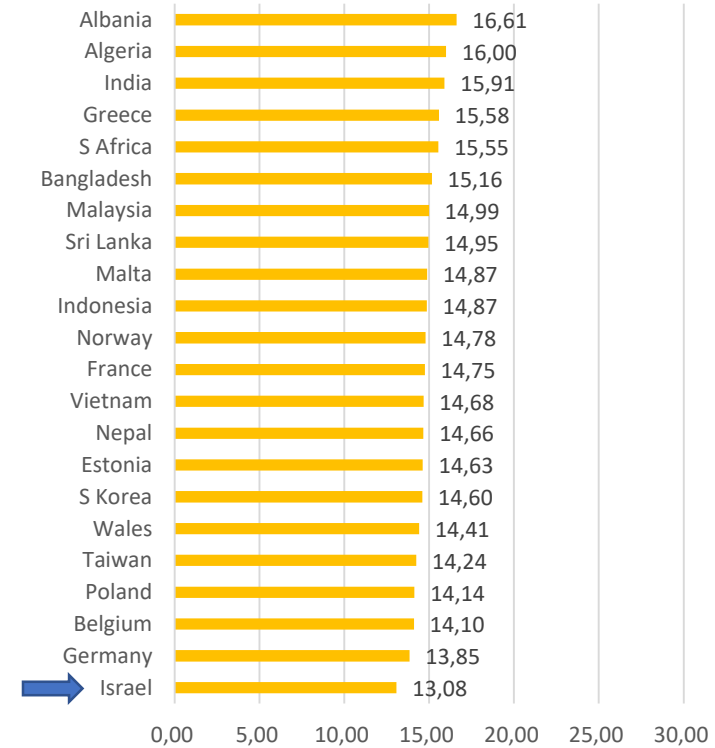
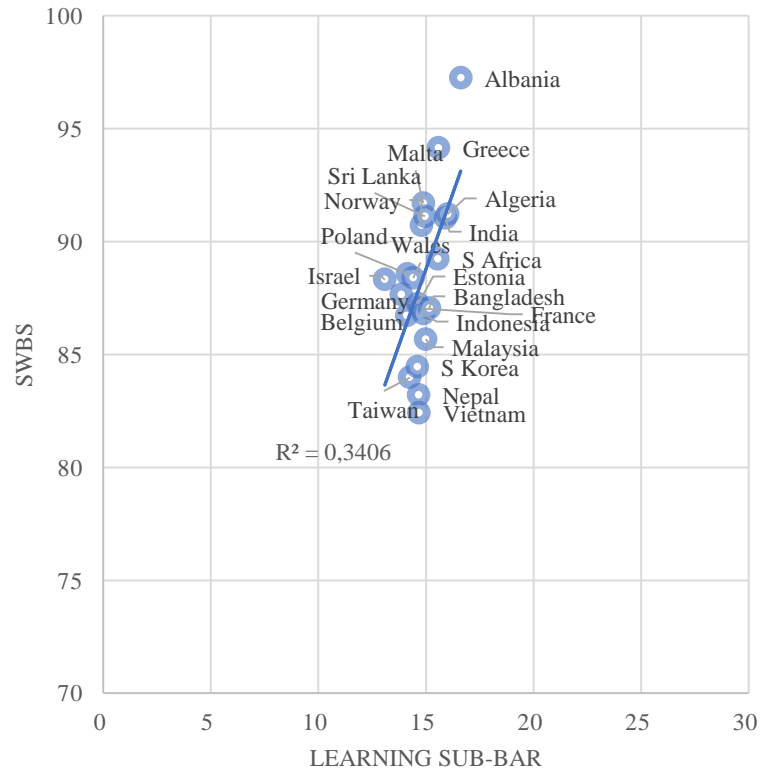
# Time use - subjective well-being

Time Use – SWBS ( $R^2 = .555$ )



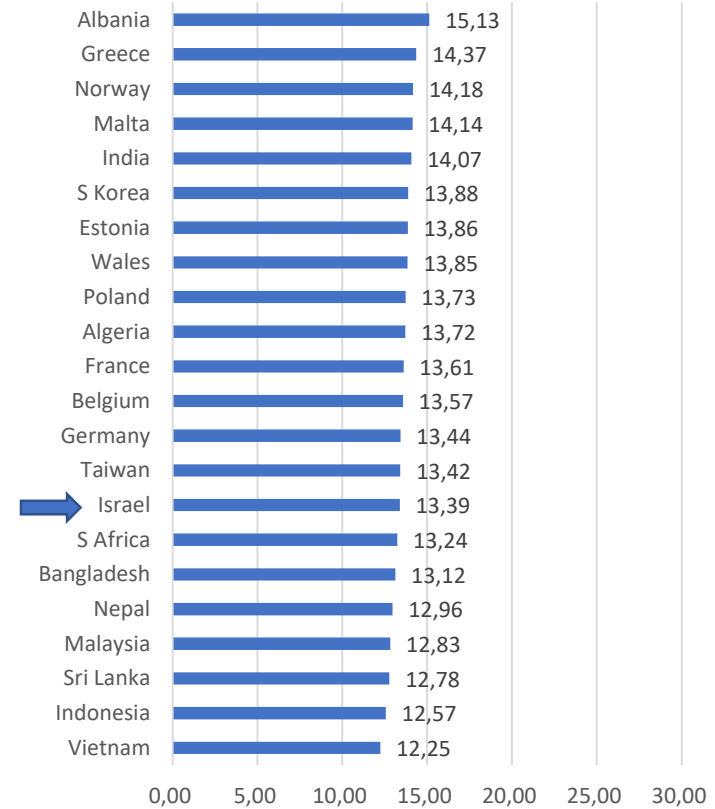
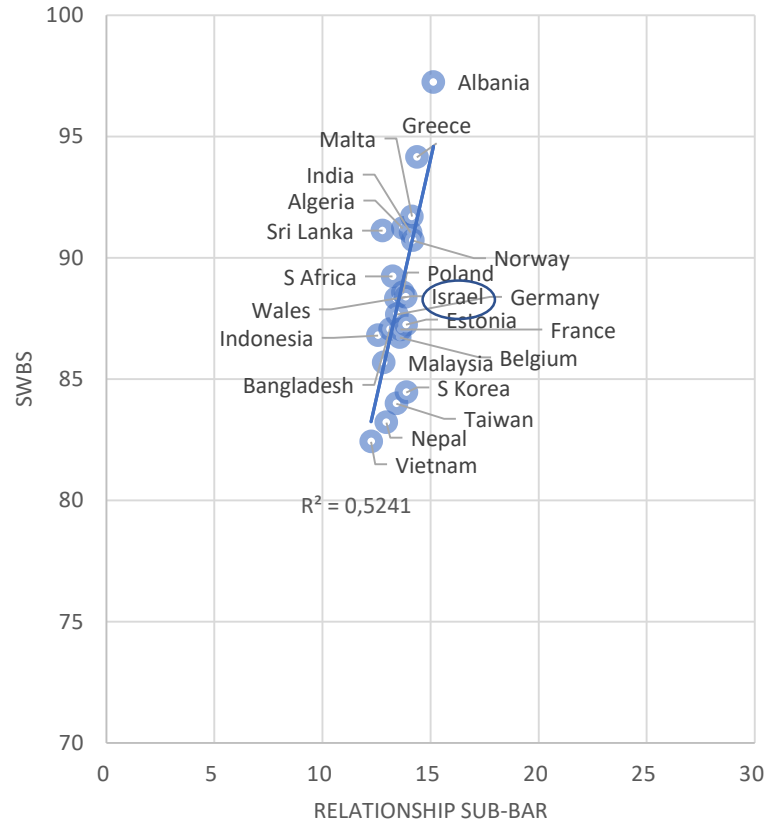
# Learning - subjective well-being

Learning– SWBS ( $R^2 = .3406$ )



# Relationships - subjective well-being

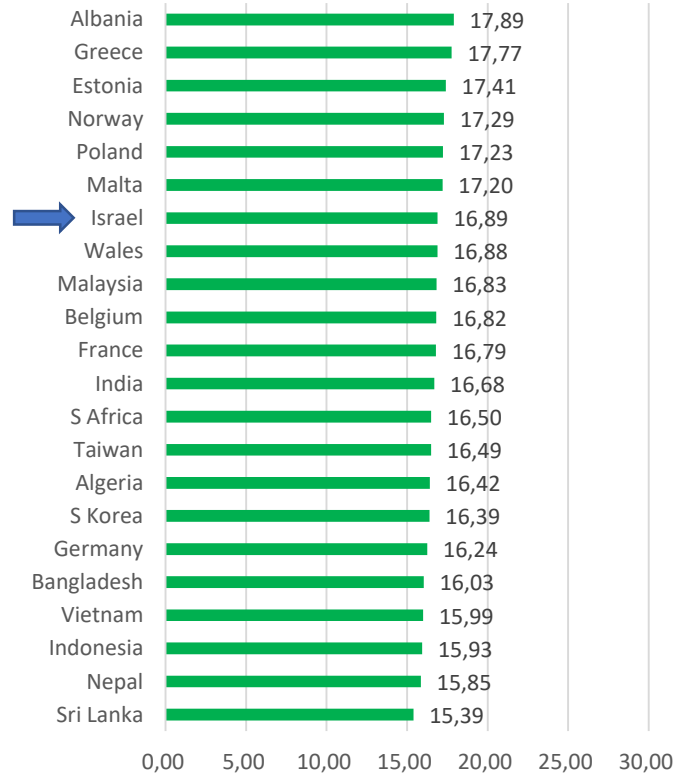
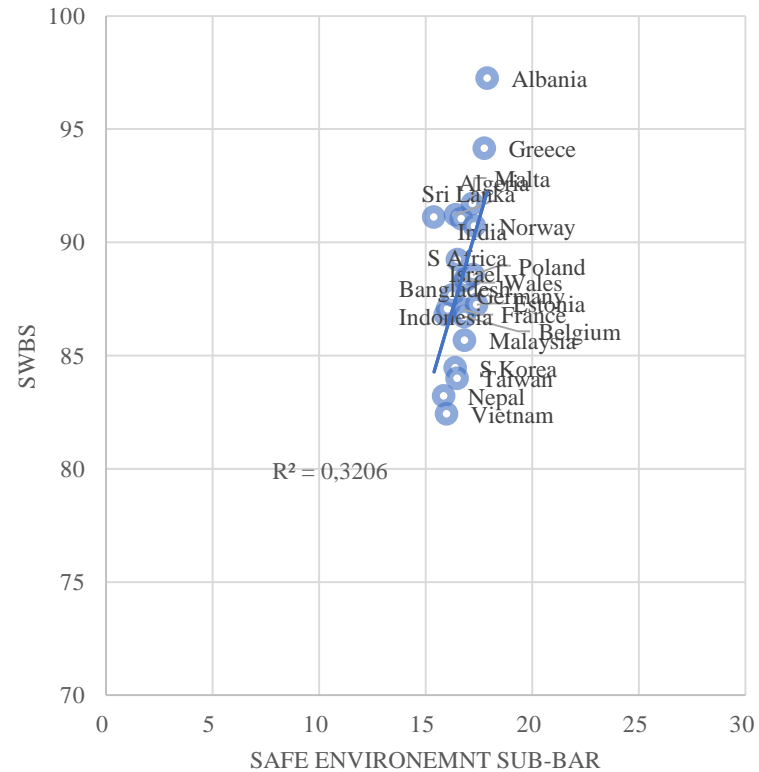
Relationship– SWBS ( $R^2 = .5241$ )





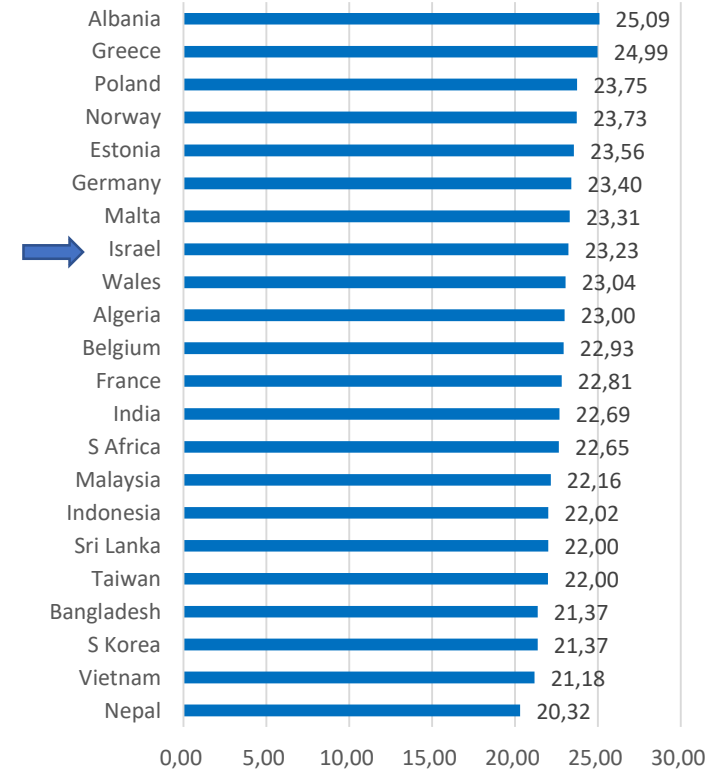
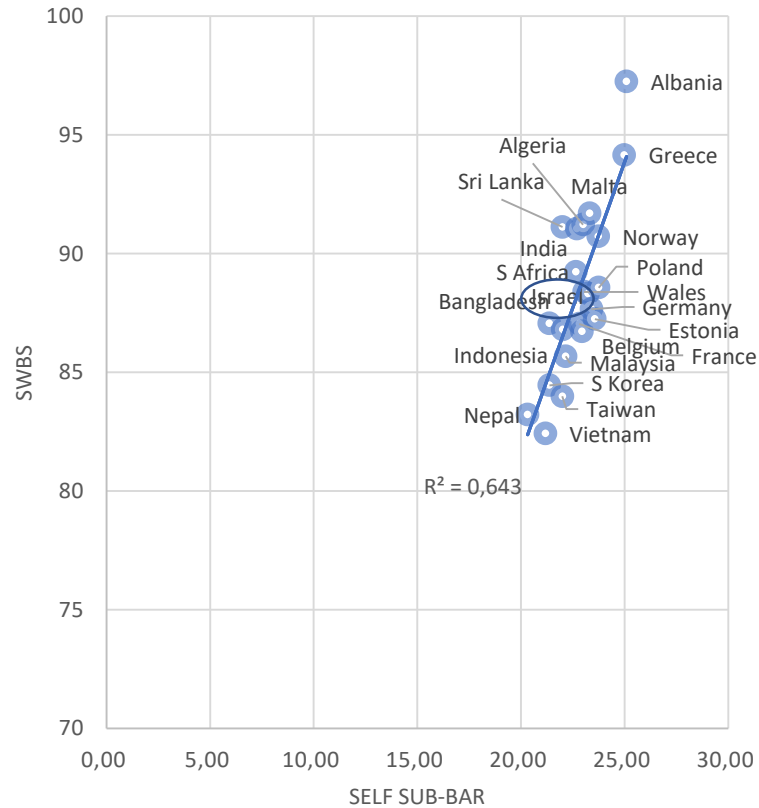
# Environment - subjective well-being

Safe environment– SWBS ( $R^2 = .3206$ )

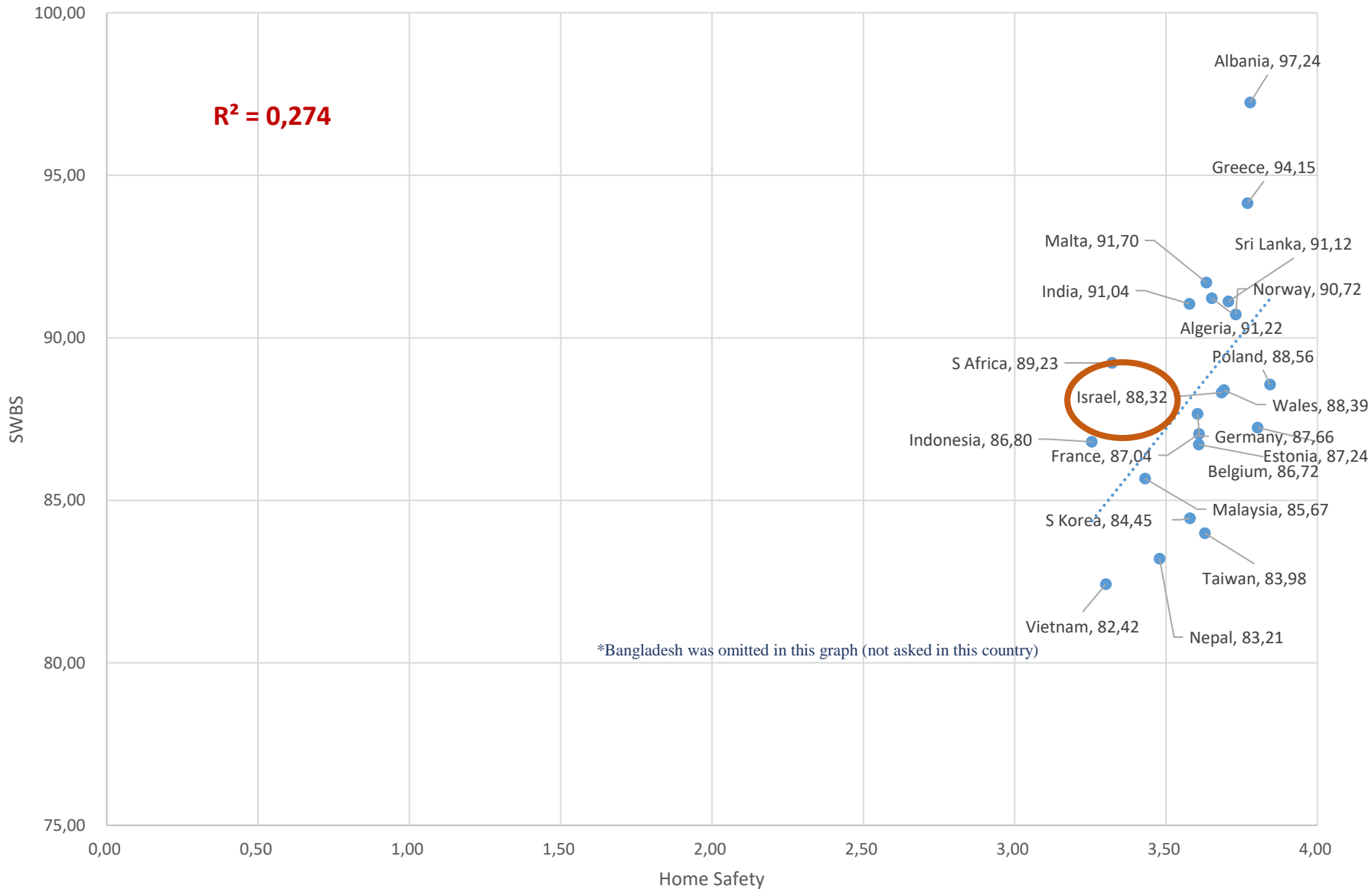


# Self - subjective well-being

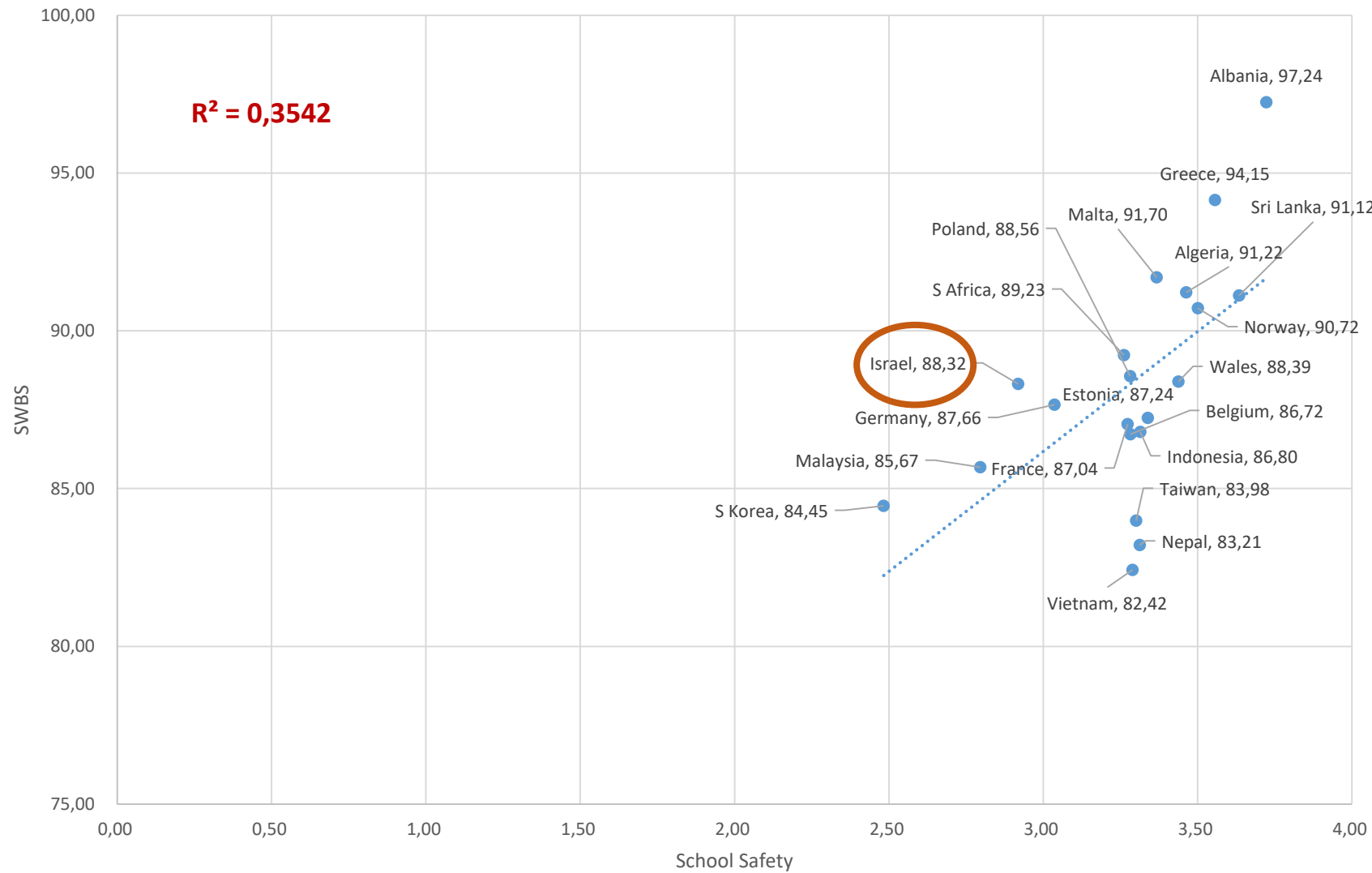
Self – SWBS ( $R^2 = .643$ )



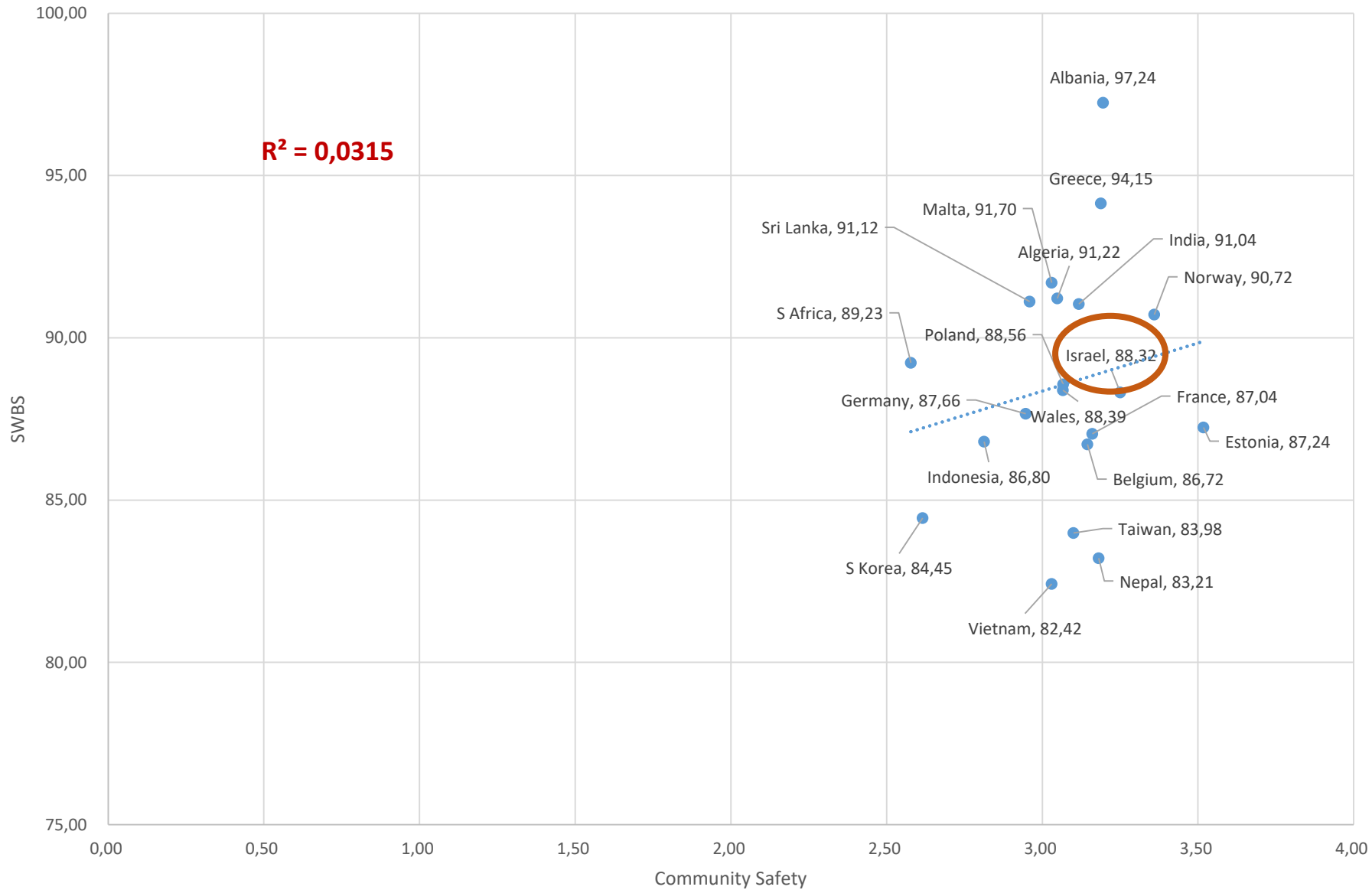
# Independent variables by country: feeling safe at home



# Independent variables by country: feeling safe at school



# Independent variables by country: sense of security in the community

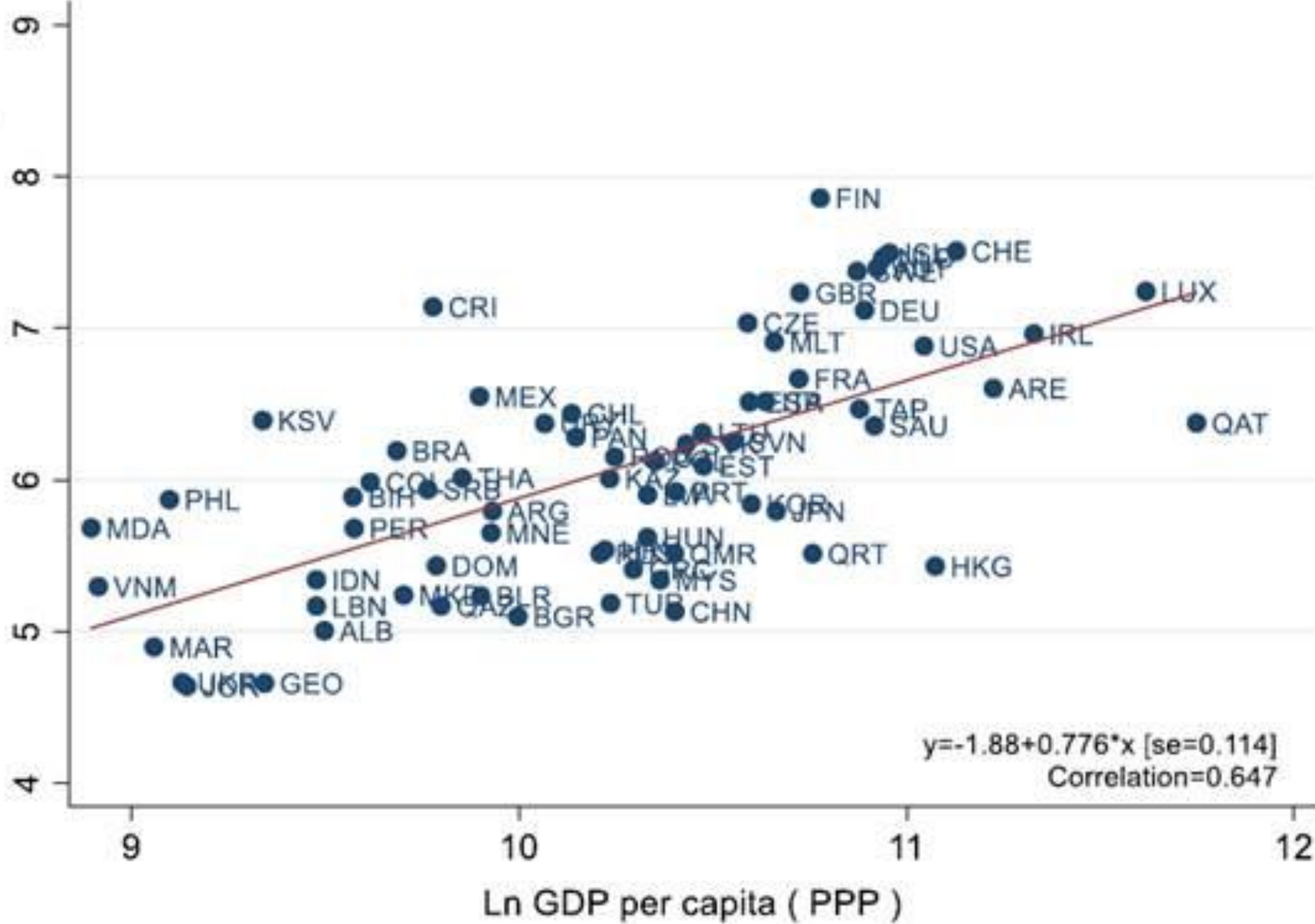


# Multi-level analysis

- Data and participants are same but we employed multi-level analysis to see whether national-level variables explain variations of children's subjective well-being.
- Dependent variable: CW-SWBS
- Level-1 (Individual level variables): family, school, and community variables
- Level-2 (national level variables)
  - GDP per capita, (\*source: World Happiness Report 2018)
  - Infant mortality rate (per 1,000 live births), most recent years (\*source: Worldbank database)
  - Inequality (Gini coefficient), most recent years (\*source: World Happiness Report 2018)

	N	Mean	S.D.	Min	Max
GDP per Capita	18	22134.44	20023.36	849	75704.2
Infant mortality rate	18	9.39	9.2	2.1	28.8
Inequality (Gini Coefficient)	18	0.4	0.08	0.25	0.57

Adult life satisfaction ( mean, GWP )

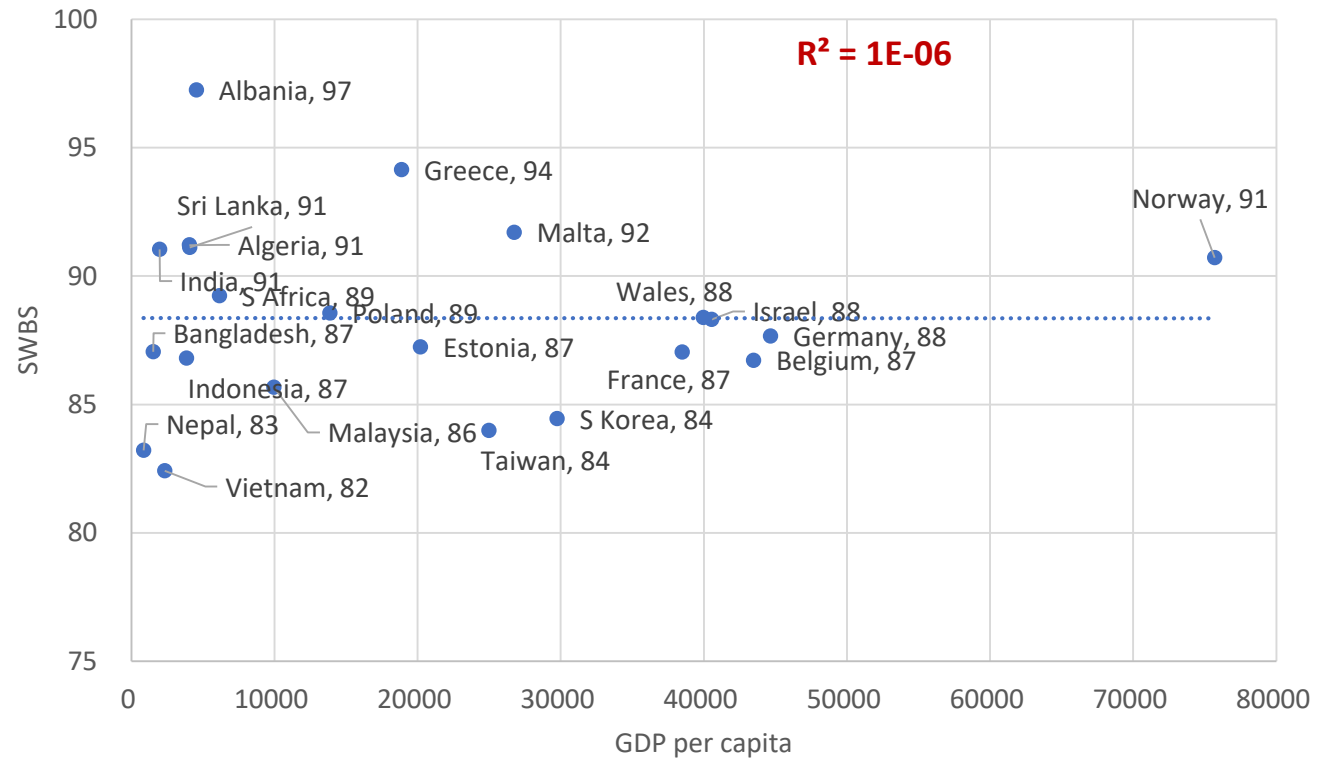






# National level variable and children's subjective well-being:

Relationship between children's SWB and GDP per capita among 22 countries



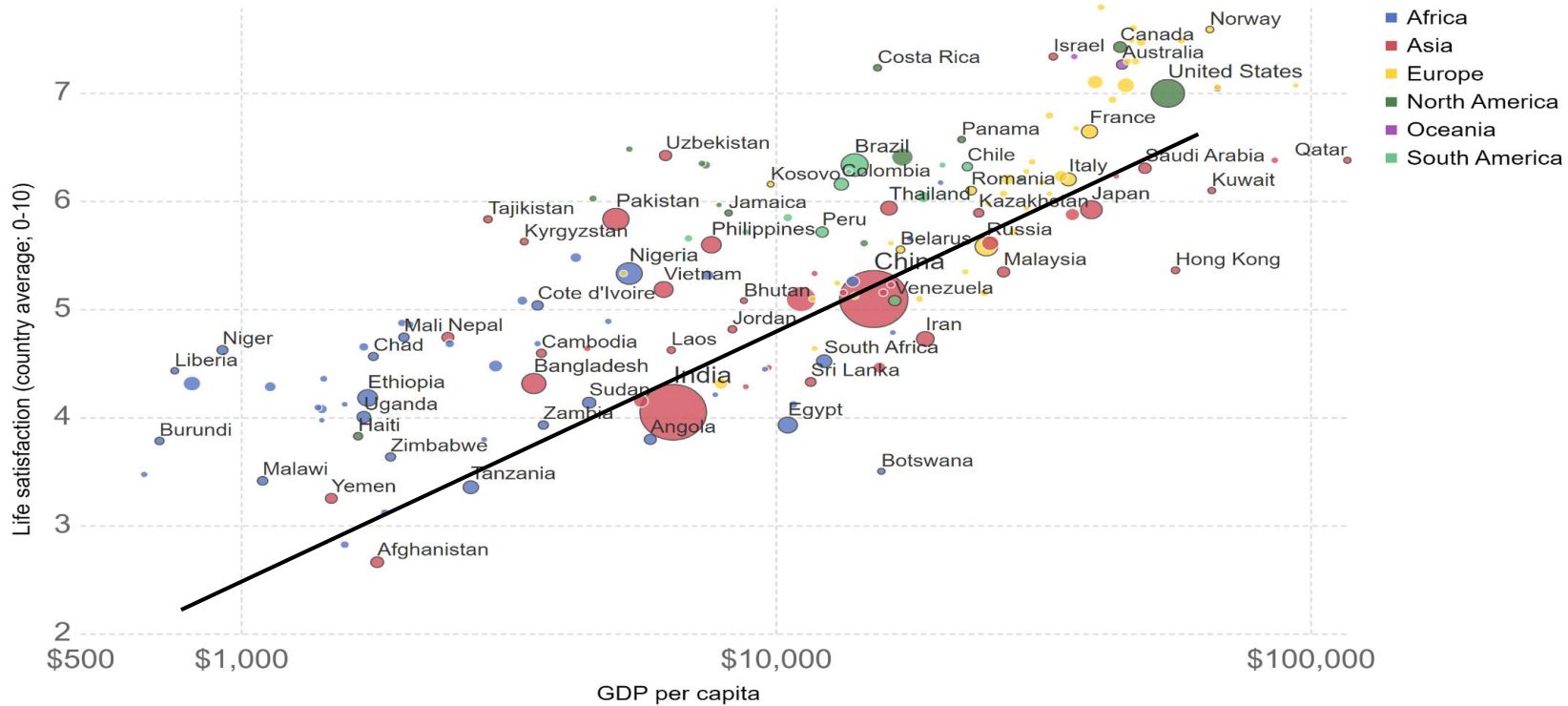
No relationship between country's wealth and children's subjective well-being!

By comparison, adults life satisfaction shows quite different pattern

## Self-reported Life Satisfaction vs GDP per capita, 2017

The vertical axis shows the national average of the self-reported life satisfaction on a scale ranging from 0-10, where 10 is the highest possible life satisfaction. The horizontal axis shows GDP per capita adjusted for inflation and cross-country price differences (expressed in international-\$ at 2011 prices).

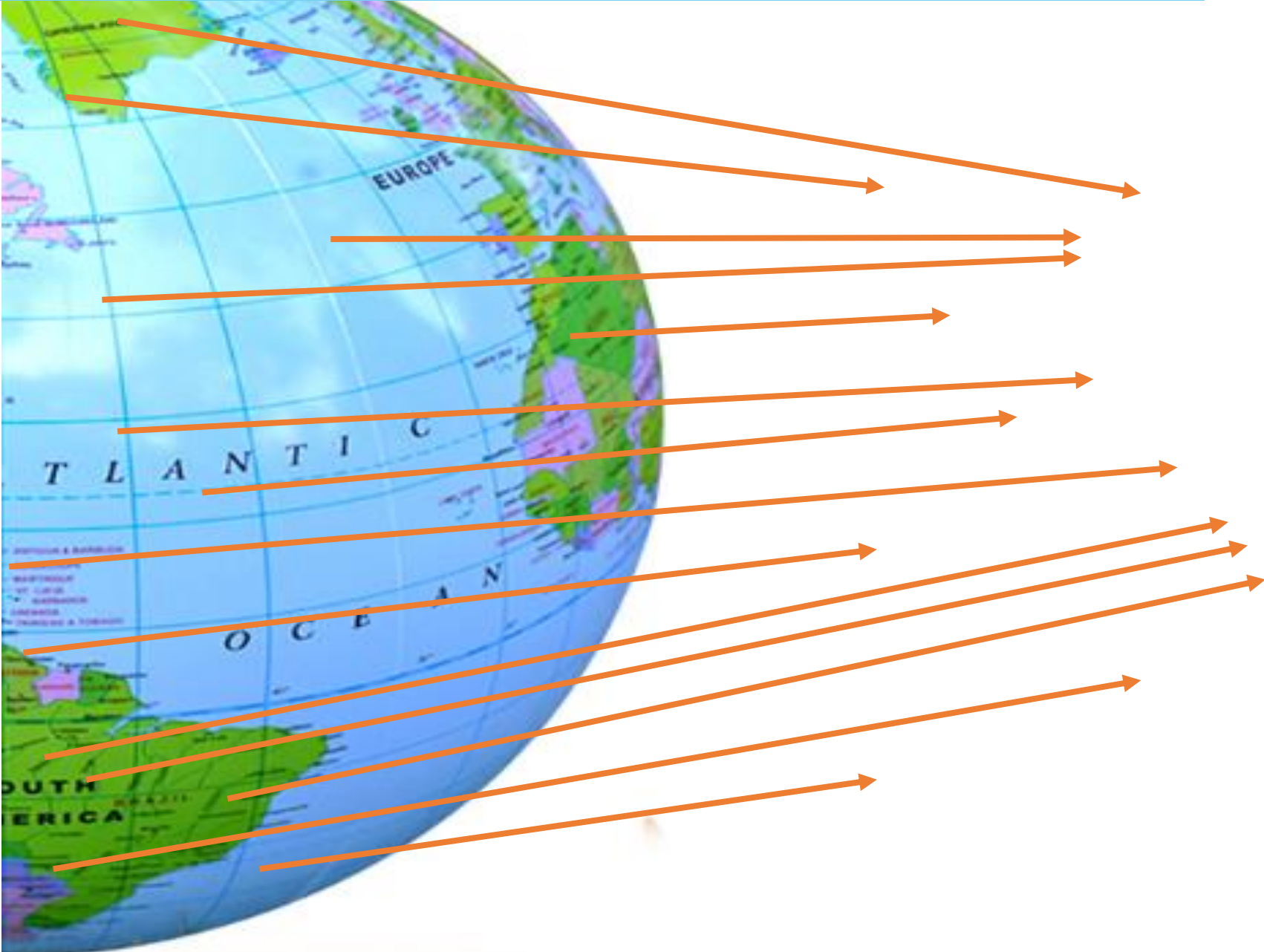
Our World  
in Data



Source: World Bank, World Happiness Report (2019), Population by country, 1800 to 2100 (Gapminder & UN)  
OurWorldInData.org/happiness-and-life-satisfaction/ • CC BY

# The Fourth Wave:

COVID-19



**With the participation of 22 countries:**

- |            |              |
|------------|--------------|
| Albania    | Israel       |
| Algeria    | Italy        |
| Bangladesh | Poland       |
| Belgium    | Romania      |
| Chile      | Russia       |
| Colombia   | South Africa |
| Estonia    | Spain        |
| Finland    | Sri Lanka    |
| Germany    | Taiwan       |
| Hong Kong  | Turkey       |
| Indonesia  | Wales        |

# Fourth wave: Covid-19

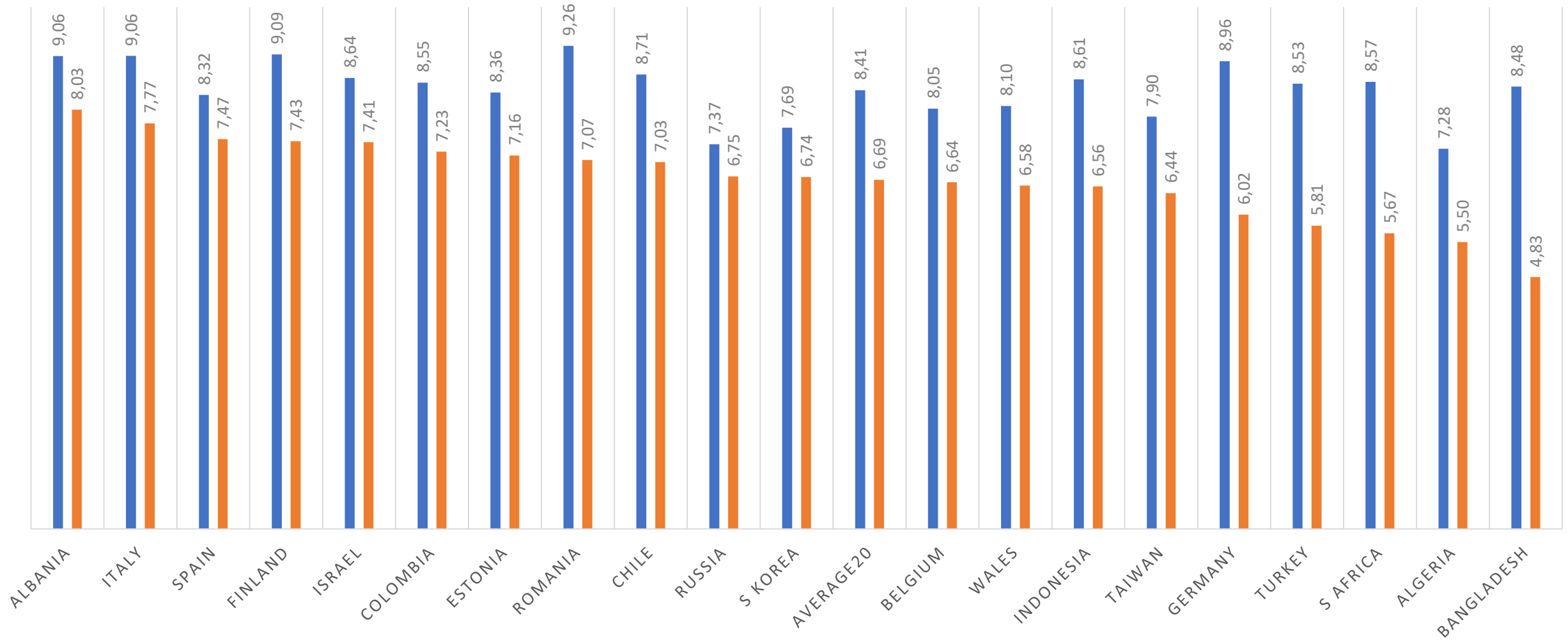
## Sample size (20 countries)

Country	Total(submission)	Valid(1st release)	Country	Total(submission)	Valid(1st release)
Albania	1,060	1,032	Israel	934	926
Algeria	828	816	Italy	970	918
Bangladesh	1,370	1,344	Romania	1,884	1,854
Belgium	2,449	2,422	Russia	919	876
Chile*	1,698	1,678	S. Africa	1,001	1,000
Colombia	1,000	976	S. Korea	1,500	1,500
Estonia	1,310	1,255	Spain	841	679
Finland	1,004	1,001	Taiwan	1,171	1,155
Germany**	795	471	Turkey	813	804
Indonesia	2,309	2,222	Wales	807	691
			Sum	24,663	23,620

# Sample by age and gender

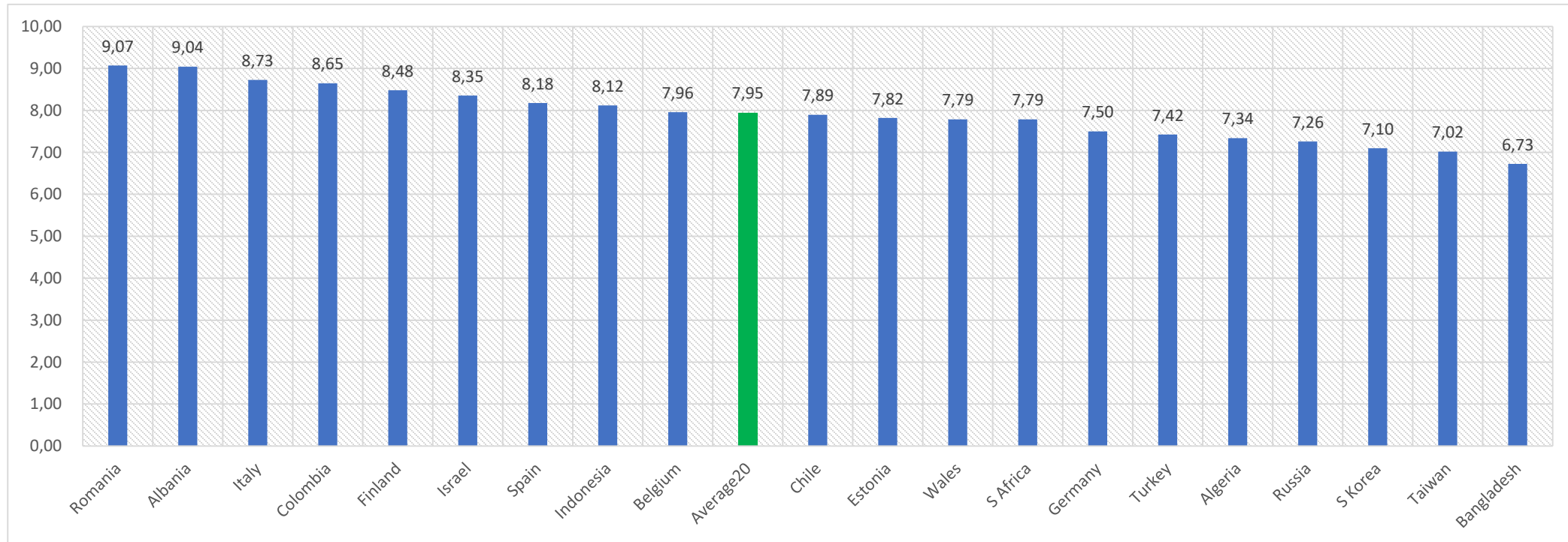
	Girl	Boy	I do not think of myself as a boy or a girl	Total
7	0	1	0	1
8	6	1	0	7
9	455	477	5	937
10	4209	3944	33	8186
11	3664	3409	48	7121
12	1	0	0	1
12	3104	2936	60	6100
13	517	582	38	1137
14	54	77	5	136
15	10	9	0	19
Total	12020	11436	189	23645

# The level of happiness before and during Covid-19



- 28.1. Thinking about how your life was before the Coronavirus, how happy were you with your life as whole?
- 28.2. Thinking about how your life now during the Coronavirus, how happy are you with your life as whole?

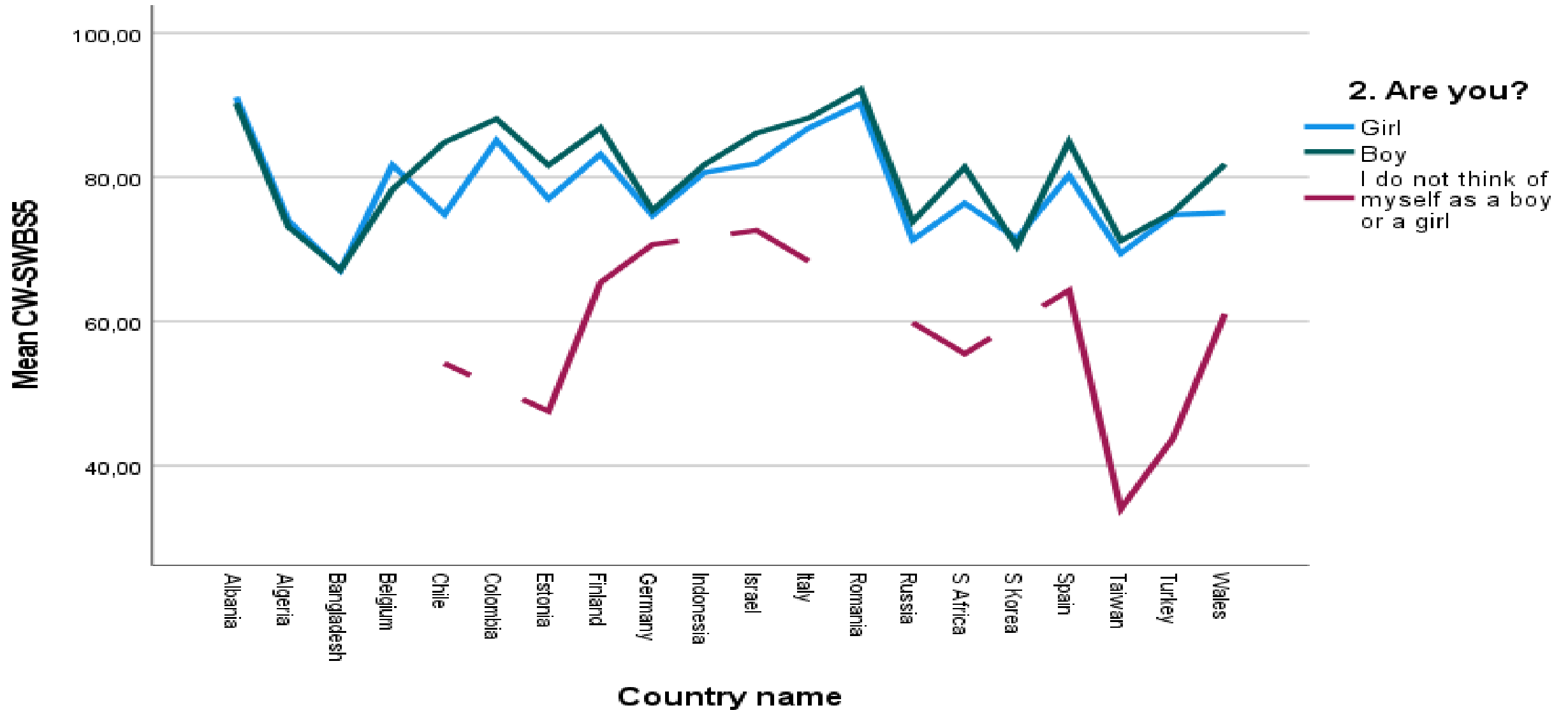
# CW-SWBS5 scores among 20 countries (average score)



CW-SWBS5 in CW-COVID19 supplement is composed of 5 items: I enjoy my life, My life is going well, I have a good life, The things that happen in my life are excellent, I am happy with my life

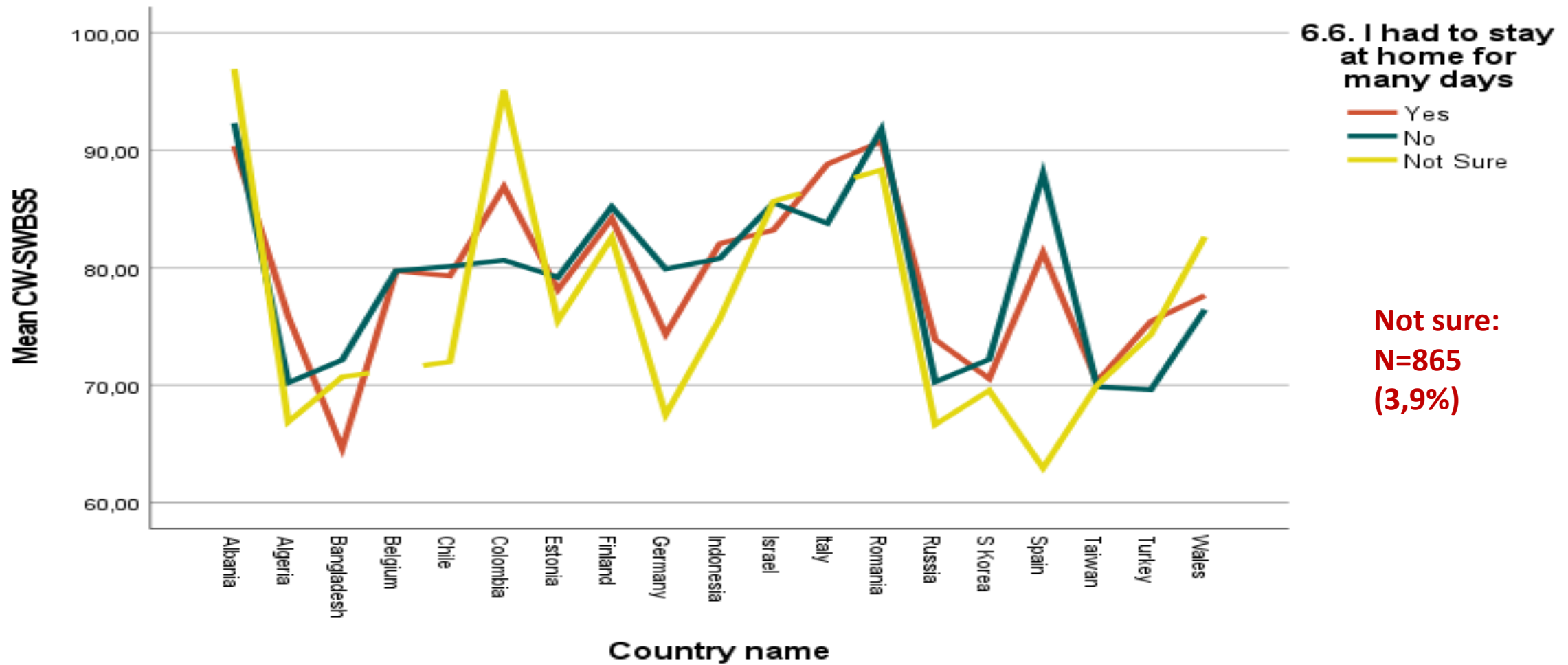
**Mean score for CW-SWBS5 in Children's Worlds 3<sup>rd</sup> wave was 8.47 for the 12-year-olds age-group (30 countries)**

# SWB by Gender (Self definition)





# SWB by the duration a child had to stay at home



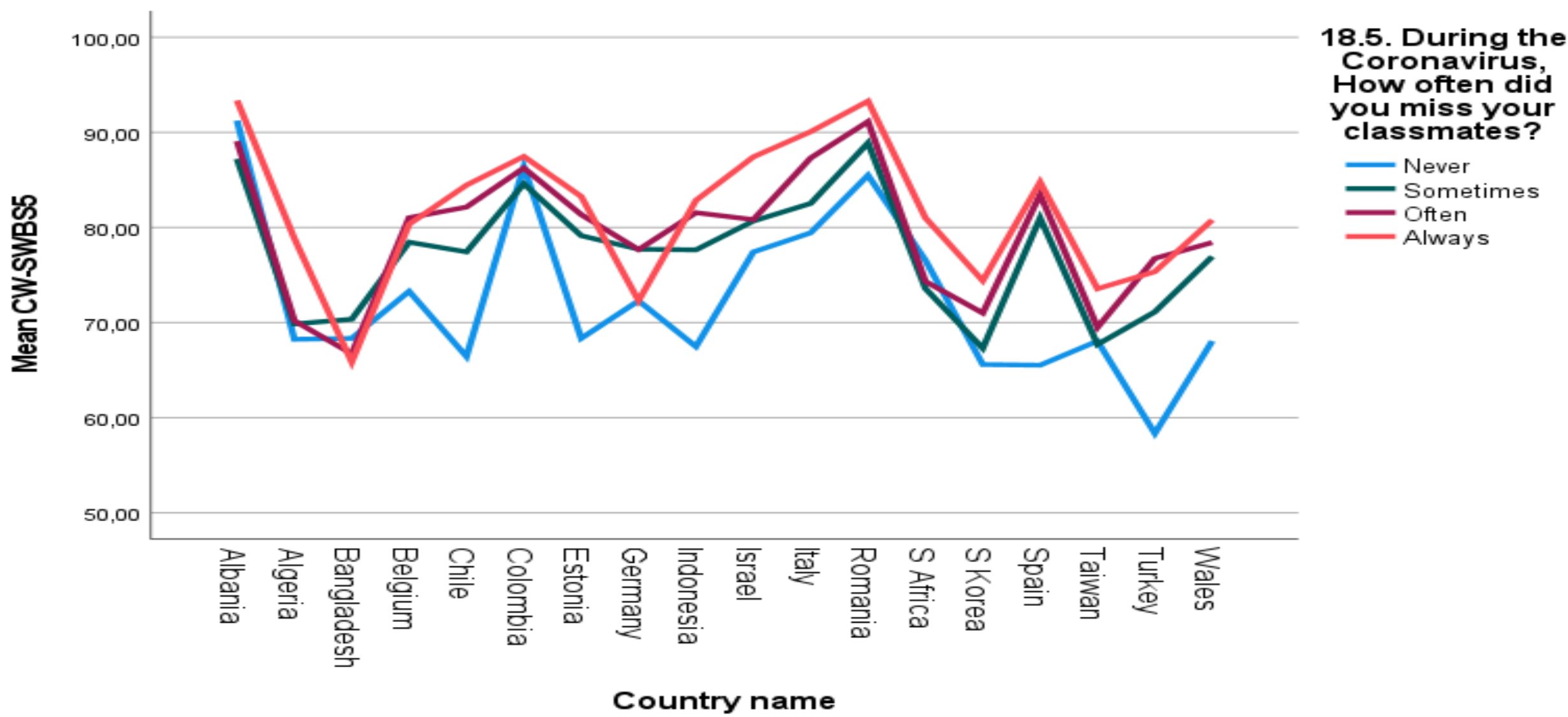
# SWB by Covid-19 infection of somebody in home



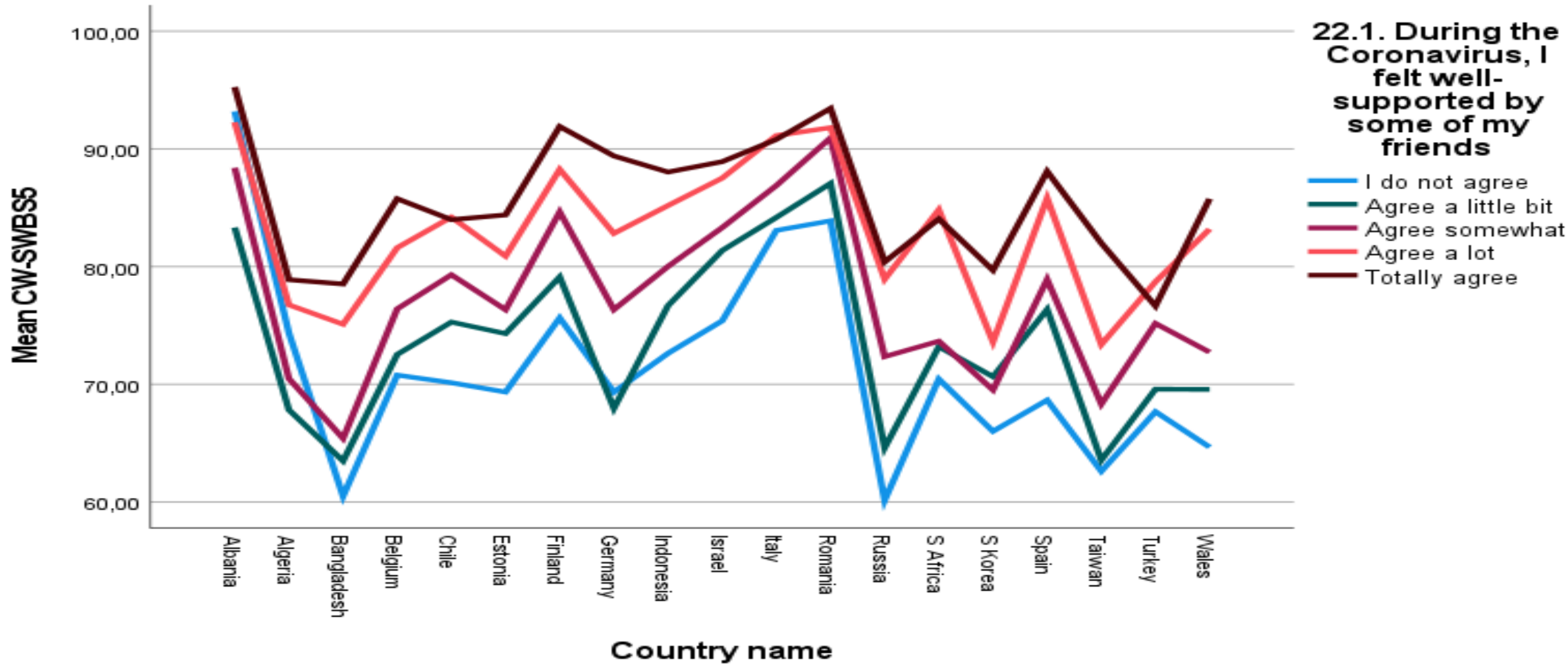
# SWB by the information you have regarding Covid-19



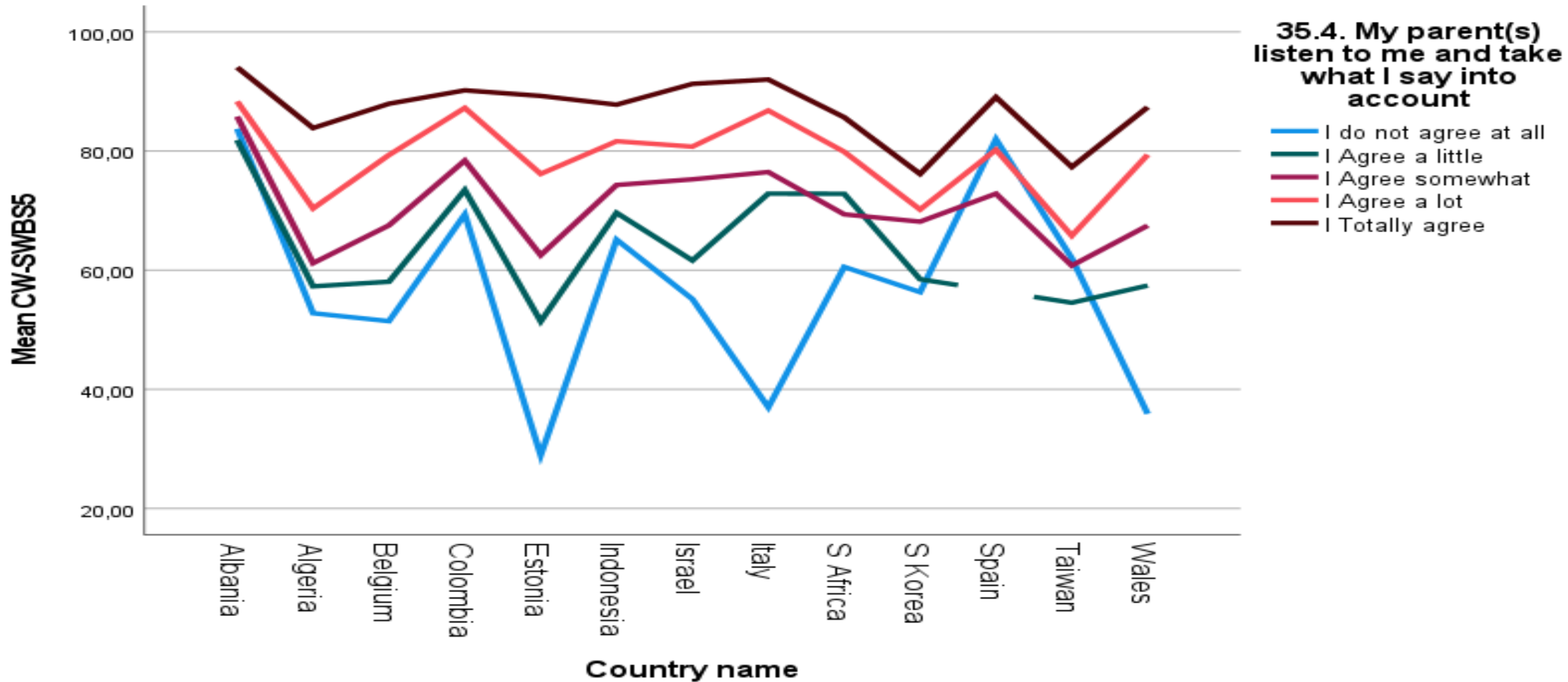
# SWB by how often you miss your classmates



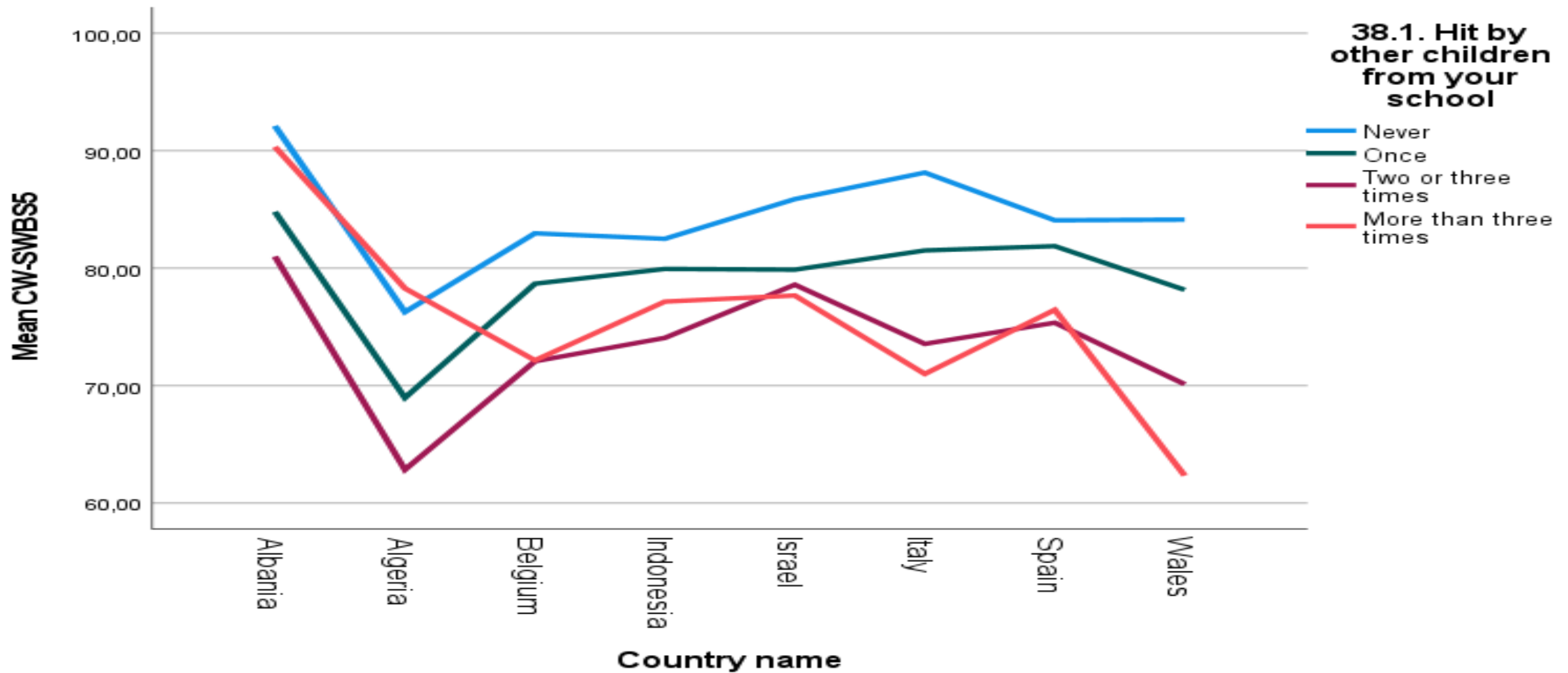
# SWB by the support the child felt from friends



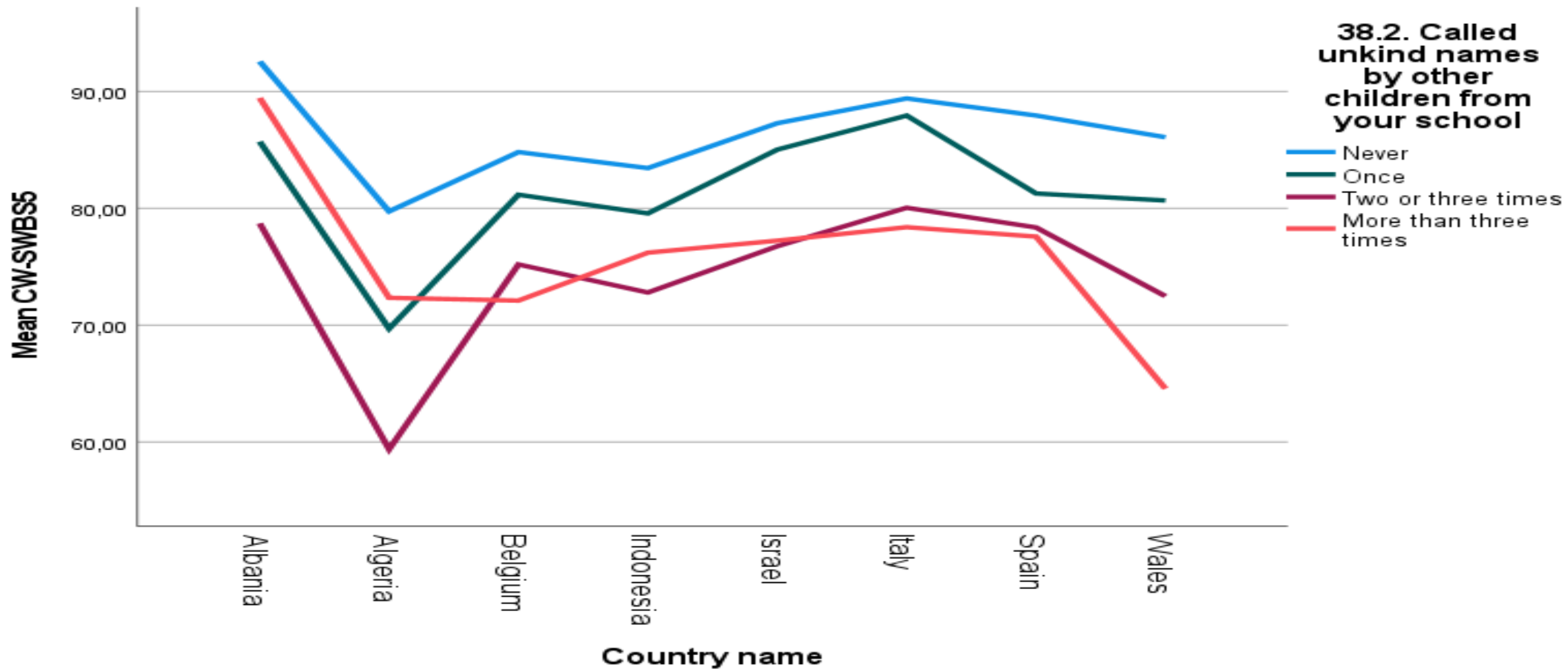
# SWB by to the child's perception of his parents' listening to him, and taking his words into account



# SWB by the reported Physical violence in school



# SWB by the reported literal violence in school





# Thank you very much for listening!

**Asher Ben-Arieh**

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The Hebrew University of Jerusalem

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