

## Conference Agenda

### Session Overview

#### Session

#### 2.2: Child well-being and global issues

Time: Wednesday, 28/Jun/2017: 1:30pm - 3:00pm  
Session Chair: Bong Joo Lee

Location: Mozart

#### Presentations

ID: 134 / 2.2: 1

Oral Presentation

Domain: Research

Main Theme: Child-focused indicators of social trends, policies, and child wellbeing

Subtheme: Subjective wellbeing

#### Differences between Jewish and Arab Children in Israel in their overall subjective well-being and satisfaction with life domains

**Edna Shimoni<sup>1</sup>, Asher Ben-Arieh<sup>2</sup>**

<sup>1</sup>Israeli Central Bureau of Statistics, Israel; <sup>2</sup>Haruv Institute and the School of Social Work and Social Welfare at the Hebrew University of Jerusalem

#### Background and Purpose

Data on children's own views of their lives and their satisfaction with different life domains (children's experiences in their families, at school with their schoolmates and teachers or with friends and in their neighborhoods) can provide direct information on children's subjective well-being (SWB), especially coming from children themselves. Such data gives policy makers important insights into the state of children and the quality of services in their countries, the ability to measure variations in well-being within-country between ethnic groups, and to monitor changes over time.

The present study focuses on children in Israel, who participated in a large international study of SWB conducted in 2012. This study examines differences in SWB of Jewish and Arab children and gender differences within each ethnic group. Jewish and Arab children are living in the same country and participating in the same educational system. Nevertheless, the settings they live in are embedded in diverse cultural, social and economic contexts which impact their development and SWB.

#### Methods

This study is based on a survey – a convenient sample of 1,990 students in fourth and sixth grade in Jewish and Arab schools. The dependent variables are divided into four measures of overall SWB. Two are a single-item measure: the first examines children's satisfaction with their life in general (OLS), and the second examines how happy they felt during the two weeks before the survey (HLTW). The others are multi-item measures: a shortened version of Huebner's life satisfaction scale (SLSS-5) and Cummins' Personal Well-Being Index - School Children (PWI-SC9). Independent variables consist of items in four life domains (family, friends, school and neighborhood) and of an emotional domain which contains self-determination rights (participation and autonomy) and self-aspects (as self-image).

#### Results

The study reveals significant differences in SWB mean scores by nationality. Differences with the largest effect size are focused mostly on family activities, in which Arab children's SWB mean scores are higher than that of Jewish children. Interaction analyses between nationality and gender shows gender differences in overall SWB and in life domains in each ethnic group. In most variables with observed interaction effect, Arab girls gained the highest scores, except in two items: "I feel I have enough freedom to be outside the home without adults" and "I wish I had another life". As opposed to Arab girls, Arab boys had the lowest scores. In addition, Jewish girls had the lowest scores in items relating to self-aspects.

#### Conclusions and Implications

The contribution of this study is its attempts to enrich the knowledge on children's SWB in Israel, to identify the most contributing factors to children's quality of life, and to have a better understanding of the associations between the life domains and overall SWB from children's point of view.

There is a need to develop unique programs to treat Arab boys' distress, to increase Jewish girls' self-esteem, and to empower Arab girls concerning participation - while maintaining cultural sensitivity.

#### Biography

Dr. Edna Shimoni (PhD), Senior Researcher, Education Statistics Sector, Central Bureau of Statistics, Israel is responsible for the production of official statistics regarding the educational system, juvenile delinquency and children at risk, including research, data processing and analysis of administrative files and surveys. She has a PhD in social work from the Hebrew University of Jerusalem. My thesis was about associations between children's subjective well-being and interpersonal relationships.

Prof. Asher Ben-Arieh (PhD), is the Haruv Chair for the study of Child Maltreatment at the Hebrew University of Jerusalem and a Prof. of Social Work. Prof. Ben-Arieh served for 20 years as the associate director of Israel's National Council for the Child. Since 1990 and until 2011 he has been the founding editor-in-chief of the annual "State of the Child in Israel". Prof. Ben-Arieh is one of the leading international experts on social indicators, particularly as they relate to child well-being. He initiated and coordinated the International Project "Measuring and Monitoring Children Well-Being", was among the founding members of the International Society for Children Indicators (ISCI). Currently, Prof. Ben-Arieh is one of the PI's of the multi-national, multi-million International Study of Children's Well-being (ISCWeB) research project.

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Oral Presentation

Domain: Research

Main Theme: Child-focused indicators of social trends, policies, and child wellbeing

Subtheme: Subjective wellbeing, Early childhood and adolescent development and education, Participation and children's voices

#### Creoscere: A longitudinal study to promote the well-being of children

**Giulia Barbero Vignola, Cinzia Canali**

Fondazione Emanuela Zancan onlus, Italy

#### Background and Purpose

The main goal is to understand how children grow up and develop in the critical transition from childhood to adulthood. The second objective is to identify the factors that promote wellbeing and positive development. The third is to support parents, teachers, social workers, policy makers and all people involved in the developmental tasks of children.

#### Methods

Children are selected through a stratified random sampling from the municipal lists of residents born in 2001. The longitudinal study is carried out through annual surveys. The information is collected through a self-administered questionnaire that children complete autonomously at a computer/tablet. The main themes are: relationships with schoolmates and friends, dialogue with parents and family support, motivation and wellbeing at school, sport and leisure time, internet and social network, diet, health conditions, use of tobacco, alcohol and drugs, bullying, wellbeing, self-esteem, spirituality, life style and values. Scales and indicators are used to facilitate international comparisons (eg. IPPA Inventory of Parent and Peer Attachment, U-MICS Utrecht-Management of Identity Commitments Scale, AMOS for skills and motivation at school, MSPSS Multidimensional Scale of Perceived Social Support, Big Five Questionnaire, SDQ Strengths and Difficulties Questionnaire, Rosenberg Self-Esteem Scale, Andrews-Withey Faces Scale) and other indicators are created ad hoc. Open questions, that change every year, are useful to better understand how children feel and what they think about key issues. Data are analysed through quantitative and qualitative methods (T-test, ANOVA, regression models, content analyses).

#### Results

The third wave of data collection is completed. The responses of children paint a positive picture of 11-12 y.o. children: they feel good about themselves, they feel supported by their family and they are able to communicate quite easily with both parents and peers. When children grow up and became 14-15 y.o. (third wave) the level of self-esteem, satisfaction and happiness decrease. Focuses on data highlight the importance of family and the dialogue with parents to support children's confidence and wellbeing. At school the role of teachers is fundamental to promote good relationship in the classroom and to support wellbeing. Children with higher level of wellbeing at school have stronger motivation and achieve better performance.

#### Conclusions and Implications

The potential of the study is very large in terms of health promotion, risk prevention and education. The results are shared with families, teachers, policy makers and other stakeholders. For children the study is important because it promotes reflective attitude and dialogue. Questions about important issues, such as bullying, relationships with parents and trust in themselves, help children to become "actors" of their lives and "agent" of change. One of them wrote: «Some questions seems absurd but make you understand how you are inside and what you could do better».

#### Biography

Giulia Barbero Vignola is a researcher at Fondazione Emanuela Zancan (Italy), a centre for research, study and experimentation that operates in the field of social, health and education policies, welfare systems and human services (www.fondazionezancan.it). She's a statistician, specialized in social data analysis, research methodology, sample survey design, longitudinal studies, questionnaires, reports and publications, impact evaluation, social indicators and validation.

Cinzia Canali is a researcher at Fondazione Zancan since 1992. She is specialized in evaluative research, with particular attention to children and family services. She is the president of the International Association for Outcome-based Evaluation and Research on Family and Children's Services (IAOBERfcs). She coordinates the multisite project PersonalLab (Personalised Environment for Research on Services, Outcomes and Need Assessment). She is a component of the Transatlantic Forum on Inclusive Early Years (TFIEY).

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Oral Presentation

Domain: Research

Main Theme: Child-focused indicators of social trends, policies, and child wellbeing

Subtheme: Subjective wellbeing

#### What are the patterns of relationship between parent and child subjective well-being: An empirical evidence from South Korea

**Bong Joo Lee, Min Sang Yoo**

Seoul National University, Korea, Republic of (South Korea)

#### Background and Purpose

In recent years, there has been increasing interest in understanding children's subjective well-being. Many studies have examined what factors affect children's subjective well-being. However, there has been very little empirical research on how parent's subjective well-being is related to that of the child. If there is a relationship, could it be all explained as genetic characteristics? Or are their other environmental factors that affect the relationship between parent and child subjective well-being? The purpose of this study is to fill the gap in the current literature about the relationship between parent and child subjective well-being. More specifically, the study addresses the following research questions: First, what is the relationship between parent and child subjective well-being. Second, what are the factors that mediate the effect of parent subjective well-being on child's subjective well-being?

#### Methods

We used a unique large data collected from 5,370 matched set of the parent-child survey in South Korea in 2015. We employed hierarchical multiple regression method to examine the effects of parent's subjective well-being on that of the child in the same family. The survey data include the variables on subjective well-being of parent and child along with the contextual factors that are known to affect children's subjective well-being. Dependent variable was children's subjective well-being which composed of life satisfaction (overall happiness, personal well-being index-school children), positive and negative affect (core affect scale). We used the same subjective well-being scale for the parent (except personal well-being index –adult's version). Contextual factors are measured for children's experiences within family, school, and neighborhood.

## Results

The results show that parent's subjective well-being (life satisfaction, positive affect, and negative affect) has limited influence on that of the child (life satisfaction, positive affect, and negative affect). R-squares were less than 5% in all three components of SWB. On the other hand, contextual factors (children's experiences in family, school, and neighborhood) showed stronger effects on the child's subjective well-being. The relationships with parents and peers had the strongest effects.

## Conclusions and Implications

There is an evidence of intergenerational transmission of subjective well-being. However, the magnitude of the relationship is found to be very weak. The results of the study show that the contextual factors matter more than the parent's disposition in explaining the variance of children's subjective well-being.

### Biography

Bong Joo Lee is a Professor of Social Welfare at Seoul National University. He earned his Ph.D. from the School of Social Service Administration at University of Chicago. Before joining to the faculty of SNU, he had taught at Boston University School of Social Work and University of Chicago. His research focuses on child poverty, child welfare, social development, and social service reform issues. He is a co-editor of Child Indicators Research, an international journal on child indicators. He has published many books and papers in domestic and international peer-reviewed journals.

Min Sang Yoo is a lecturer at Seoul National University. He earned his Ph.D. from Seoul National University. His research focuses on child and family policy, child protection policy, and child well-being in Korea. He has engaged in research projects related to child and family social services and child well-being.

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Oral Presentation

Domain: Research

Main Theme: Child poverty, inequality, and child welfare research

Subtheme: Participation and children's voices

## Measuring the well-being and rights of children in residential care in Russia

Maia Rusakova<sup>1,2</sup>, Veronika Odinkova<sup>1,2</sup>

<sup>1</sup>Sociological Institute of the Russian Academy of Science, Russian Federation; <sup>2</sup>Stellit, Non-Governmental Organization, Russian Federation

Well-being and rights of children living in residential care institutions (RCI) is a continuing subject of concern. Usually it is measured through comprehensive official statistical indicators. We believe that it needs to be combined with children's own perspectives. This presentation highlights the project that aimed to develop an innovative methodology to account for children's views in measuring their well-being and rights while they are staying in RCI.

### Background and Purpose

Russia is now undergoing a major reform of child welfare system, including reorganization of RCI and deinstitutionalization. Children's participation is now one of major priorities of National Strategy for Action on Children. Well-being and rights of children in RCI are measured through wide range of statistical indicators, showing coverage of children by education, health care, leisure programs etc. and reported by care institutions and inspection bodies. No information is being collected directly from children. In 2015 a partnership between social scientists, children's ombudsmen, and non-governmental and municipal organizations, providing services for children living in RCI in three Russian regions, initiated a pilot project to develop an instrument and procedures to collect information directly from children in care.

### Methods

Using a scientific process and consultation with children, we developed a Well-Being and Rights Questionnaire (WRQ) for use as a self-report measure for children aged 10-17 living in RCI. WRQ captures children's well-being across the following domains: emotional and psychical status, physical activity, safety, relationships with caregivers, other children and relatives, satisfaction with school, satisfaction with conditions within state care institution, participation and awareness about children's rights. A child-friendly layout of the questionnaire was developed. We implemented WRQ to interview (individually and in small groups) 517 children aged 10-17 living in 21 residential care institutions in three Russian regions. Challenges of implementation of WRQ were evaluated using observation, oral and written feedback from children and analysis of missing data. Evaluation of validity and reliability of WRQ was conducted by standard statistical methods.

### Results

Children gave highly positive feedback on WRQ layout, content and opportunity to be heard. However, analysis of missing data suggested that vulnerable children are likely to give incomplete data, possibly due to the feeling of insecurity in the institutional context. Results indicated that WRQ was highly reliable in terms of internal consistency (coefficient alpha is 0.8). Convergent validity for the WRQ was indicated by significant correlations with Strengths and Difficulties Questionnaire (SDQ). Factor analyses produced a factor structure consistent with theoretical basis of the WRQ. Statistical analysis revealed significant inequality between RCI in terms of children's well-being and rights.

### Conclusions and Implications

Project produced a valid and reliable child-friendly methodology. Results provide a reference point for well-being and rights of children living in RCI from their perspective. Practice and policy implications include development of child friendly version of the report, discussions of the results with children and development recommendations for policy and projects, as well as repetition of project on regular basis. This research was done in part by a grant from the Russian Science Foundation (project № 16-18-10372).

### Biography

Dr. Rusakova is a sociologist with more than 20 years' experience in studies of deviant behavior (drug abuse, commercial sex) and commercial sexual exploitation of children. During last three years Dr. Rusakova's work is focused on the development of a theoretical framework, measurement instruments and longitudinal approaches to study the well-being of socially disadvantaged children and youth including those living in residential care institutions.

Ms. Veronika Odinkova is a psychologist who works in non-governmental sector and research institutions since 2005. Her experience in child welfare field includes participation in large-scale research projects involving children and young people, where she acquired wide experience from interviewer to project initiator and leader. This work brings extensive opportunity to communicate with children as well as scientists and social workers, and translate research results into practice of NGO Stellit and NGO partners.