



# Findings from the first wave of data collection



This report was written by Dr. Tamar Dinisman and Gwyther Rees.

The writers would like to acknowledge the Principal Investigators of the participating countries: (in alphabetical order) Prof. Dr. Jaime Alfaro, Prof. Dr. Sabine Andresen, Prof. Dr. Sergiu Baltatescu, Prof. Dr. Asher Ben-Arieh, Prof. Dr. Jonathan Bradshaw, Prof. Dr. Ferran Casas, Prof. Dr. Jorge Castellá Sarriera, Prof. Dr. Bong Joo-Lee, Prof. Dr. Michael J Lawler, Prof. Dr. Juan Carlos Oyanedel, Prof. Dr. Shazly Savahl, Henry Senkasi, Ashley Stewart-Tufescu, Prof. Dr. Habib Tiliouine, Johanna Wilmes, Miriam Zeleke.

Detailed information on the participating partners can be found in Appendix 2.

November 2014.

# Findings from the first wave of data collection of the ISCWeB project

---

This report describes the findings from the first wave of data collection of the ISCWeB project - a worldwide research survey on children's subjective well-being. About 34,500 children aged 8 to 12 from a range of 14 countries participated in this wave of the survey. The countries involved in this stage were: Algeria, Brazil, Canada, Chile, England, Israel, Nepal, Romania, Rwanda, South Africa, South Korea, Spain, Uganda and United States. Using a new self-administered questionnaire children's own perceptions and evaluations of their well-being were collected.

**Part one** of the report details the methods of the first wave of data collection.

**Part two** describes the findings of the survey of 12-year-olds.

**Part three** is devoted to the findings of the survey of 10-year-olds.

**Part four** covers the findings of the survey of 8-year-olds.



## Part 1: Methods

### Participants and sample

About 34,500 children in mid-childhood participated in this wave of the survey that took place between winter 2011 and winter of 2012. Three age groups participated in the survey: children aged 12, children aged 10 and children aged 8. Given the time scales and resource constraints of the piloting process each country aimed to gather the best possible sample and to include as many children as possible. For additional information, see details of participating children by age on pages 6, 24 and 41.

The sampling strategy varied from country to country, subject to the resources available and the characteristics of each country. Some countries were able to conduct a representative sample, while in other countries a more purposive approach took

place. In addition, some countries (England, Spain and South Korea) were able to conduct a survey of the whole country, while in others only a specific region was included in the sample. This variation in sampling strategies is a limitation that needs to be borne in mind in considering and interpreting the findings presented in this report.

The data collection was done through mainstream schools (except in Canada and Rwanda where out-of-school centres for children were also sampled), thus in each country the classes (grades) in which the majority of the children are in the targeted age groups were sampled. More detailed information about the sample in each of the countries can be found in Appendix 1.

### The questionnaires

Three versions of the questionnaire were created, one for each age group. Questionnaires differ in length; the questionnaire for age 12 is the longest while the questionnaire for age 8 is the shortest. Three types of scales – agreement, satisfaction, and frequency – are used to measure each of the aspects of children's lives. Additionally, in the 8-years-old version, a scale of emoticons is used for the satisfaction items and these items were phrased in term of happiness ('How happy you feel with...'). Previous pilots of the questionnaire showed better results using these methods with this youngest age group.

**Agreement scales:** a five-point bipolar agree-disagree scale was used ('Strongly disagree', 'Disagree', 'Neither agree nor disagree', 'Agree', 'very much agree'). Children could also choose to answer 'Don't know' which was then coded as missing data. To better illustrate the findings for the purpose of this report the five-point response scale was grouped into three options ('Strongly disagree/Disagree', 'Neither agree nor disagree', 'Very much agree'/'Agree').

**Satisfaction scales:** An 11-point scale was used in all satisfaction items for the older two age groups, with 0 denoting 'completely dissatisfied', 5 'neither dissatisfied nor satisfied' and 10 'completely satisfied'. As mentioned above, the response scale for the satisfaction items in the 8-year-olds questionnaire consisted of five emoticons (from a sad face to a happy face), for the data analysis the scale was treated as a 0-4 scale. It is noteworthy that due to possible variations in how children from

different countries respond to the satisfaction/happiness scale, it is recommended to look at the ranks rather than comparing the means of the countries per se.

The questionnaire includes a wide range of domains in ten parts: you; your home, and the people you live with; money and things you have; your friends and other people; the area where you live; school; how you use your time; more about you; how you feel about yourself; and your life and your future. In addition, several well-known psychometric scales are used in the questionnaire, both context-free and domain-specific:

**The Student Life Satisfaction Scale** (SLSS, Huebner, 1991) consists of seven context-free items evaluating overall life satisfaction. Data presented in this report uses a modified four-item version of the scale contains only four positive items. This version was constructed by Casas and Rees (2015) and proved to function better than the original version with the current sample. One should take into account that this version was tested with the sample of the 12 year-olds, and thus further testing is needed also with the 10 year-olds. In the ISCWeB survey, to preserve consistency with other statement-based items in the questionnaire, a five-point response scale from 'Strongly disagree' to 'Very much agree' was used, which was then converted into a 0 to 100 scale for the purpose of the current report.

**The Personal Well-being Index - School Children** (PWI-SC, Cummins & Lau, 2005) is a version of the PWI developed for school-aged children and adolescents. The seven items forming the PWI-SC ask about satisfaction with material possessions, health, achievements, relationships, safety, community connectedness and future security, using an 11-point satisfaction scale, which was then converted into a 0 to 100 scale for the purpose of the current report.

**The Brief Multidimensional Student Life Satisfaction Scale** (BMSLSS) (modified version) contains five items each measuring different key domain in children's lives – family, friends, school, self and living environment (Seligson, Huebner & Valois, 2003). The version used for the current report is a modified version using five of the domain items approximate to the domains proposed in the BMSLSS. These were 'People I live with', 'Friends', 'The school I go to', 'Myself' and 'The area I live in' (Casas and Rees, 2015). An 11-point satisfaction scale was used, which was then converted into a 0 to 100 scale for the purpose of the current report.

In addition two single items were used. The first is the **Overall Life Satisfaction** (OLS), which measures overall life satisfaction; and the second is an item regarding **Overall happiness** (OH) asking about overall happiness in the last two weeks. In both items an 11-point response scale was used, which was then converted into a 0 to 100 scale for the purpose of the current report.



The original English questionnaire was translated into the language spoken by children in each of the countries – Afrikaans, Arabic, Ateso, Basque, Catalan, Galician, Hebrew, Hungarian, Kinyarwanda, Korean, Nepali, Portuguese, Romanian, several versions of English, and several versions of Spanish. In each country the questionnaire was tested to ensure children's understanding before being finalised



## Procedures and ethical consideration

---

The survey fitted the legal and ethical framework and received approval from an appropriate ethics board within each participating country. In all participating countries all children gave their informed consent to participate in the research before filling out the questionnaire. In addition, an active parental consent was granted in Brazil, Canada, South Africa, South Korea and Uganda, a passive parental consent was required in Chile, Israel, Romania and USA, and consent from the education and or school's officials was adequate in Algeria, England, Nepal, Rwanda (except one private school, where active parental consent was also given) and Spain.

The pupils completed the self-administered survey during class time. In 13 countries the survey was administered through paper questionnaires, while in England children completed the questionnaire on computer. During completion of the questionnaire researchers or teachers were present to answer and clarify any questions.

All data for the pilot survey was input onto computer by national research teams, and was then checked and combined for one data set by the English team from York University,. Using a consistent set of criteria, some cases from each country were excluded on the basis of either high levels of missing data (more than 20 missing items) or systematic response patterns for more than one set of questions. Nevertheless, with the 8-year-olds data set a more exploratory approach was used, and for the purpose of the current report only cases with high level of missing data were excluded. This is due to the limited studies with younger children, in light of the smaller amount of questions and the use of relatively shorter scales. Following the completion of this process, the data set for 12-year-olds consisted of 16,903 cases, the data set for 10-year-olds comprised of 9,186 cases and the data set for the 8-year-olds contained 8,245 cases.

## The current report

---

The report presents descriptive and comparative findings from the three data sets. For this purpose, weighted versions of the data sets were used to achieve gender balance. Furthermore, where statistics are presented for the whole data set, an additional weighting factor has been used so that each country makes an equal contribution to the overall statistic.

## Part 2: 12 year-olds age group

A total of 16,903 children from the 12 year-age group from 11 countries participated in the survey. In some countries, a large number of children took part in the survey, while in other countries fewer children participated.

Most children were aged 12 at the time of the survey. Differences between countries in average age may arise due to the differences in the time of the year in which the survey was conducted and differences in the education system.

Table 2.1: Number of participants and mean age by country

Country	Number of Participants	Mean age (SD)
Algeria	428	11.62 (.96)
Brazil	1005	11.92 (.83)
Chile	827	12.51 (.69)
England	1141	12.47 (.50)
Israel	998	11.88 (.50)
Romania	1354	12.21 (.41)
S. Africa	1002	12.00 (n/a)-
S. Korea	2602	12.00 (n/a)
Spain	5727	12.09 (.69)
Uganda	1035	12.00 (n/a)
USA	784	12.63 (.55)
Overall sample	16903	12.15 (.69)

### You

Almost equal numbers of boys and girls participated in Algeria, Israel, Romania, Spain, Uganda and USA. For the purpose of this report the data was weighted for equal gender balance, due to the gender variations in the gender balance in some countries and the possibility of gender variations in children's SWB.

Differences can be seen in the percentage of children who were not born in the country. While in most of the countries this percentage is lower than 5%, in England, Israel and Spain around 9% of the children were not born in the country.

Table 2.2: Distribution of gender and country of origin

Country	Boys %	Girls %	Born in the country %	Not born in the country %
Algeria	49.8	50.2	99.3	0.7
Brazil	46.7	53.3	99.8	0.2
Chile	57.8	42.2	99.2	0.8
England	42	58	89.4	10.6
Israel	50.6	49.4	91.0	9.0
Romania	49.6	50.4	-	-
S. Africa	46.1	53.9	97.9	2.1
S. Korea	41.8	58.2	99.4	0.6
Spain	49.7	50.3	88.8	11.2
Uganda	50.6	49.4	99.8	0.2
USA	49.1	50.9	98.4	1.6
Overall sample	48.1	51.9	94.2	5.8

## Your home and the people you live with

Noteworthy variations between countries can be seen in the context of children's lives as reflected in the household structure and living arrangements. More than 10% of the children in Brazil, England, Spain and USA said they are living in more than one home, while in Algeria, Israel and Uganda the proportion is much lower. Furthermore, in Brazil, USA, Chile and England about a quarter and more of children live with only one of their parents in their first or only home. These data may indicate differences in family stability among countries.

Table 2.3: Household structure and living arrangements

Country	Living in one home %	Living in more than one homes %	Two parents in the first/only home %	One parent in the first/only home %
Algeria	95.1	4.9	89.7	8.6
Brazil	86.0	14.0	57.8	37.7
Chile	90.3	9.7	67.2	29.2
England	86.3	13.7	74.8	24.6
Israel	95.6	4.4	88.8	10.3
Romania	90.9	9.1	86.3	11.9
S. Korea	-	-	88.8	9.9
Spain	85.8	14.2	79.9	19.4
Uganda	99.2	0.8	77.6	17.9
USA	79.1	20.9	60.8	36.5

Most of the children in all countries live with siblings, however in Brazil, Romania and the USA this percentage is lower. Relatively large numbers of children in Uganda and Algeria also share their home with their grandparents.

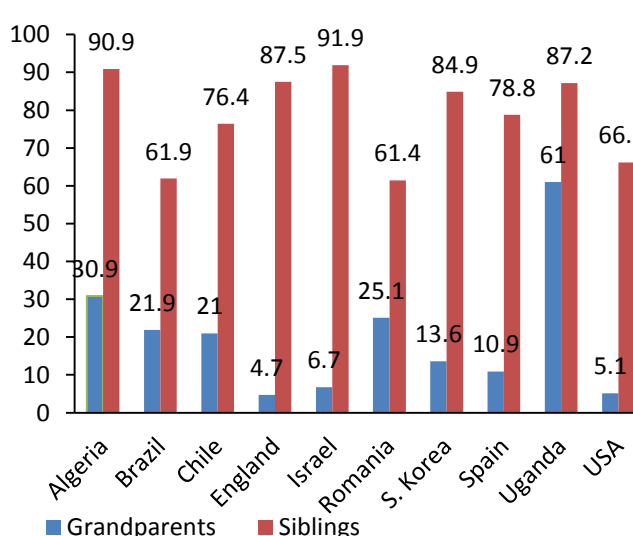


Figure 2.1: Living with siblings and grandparents

In general, children's satisfaction with a series of items about home and family was high in all of the countries. Noteworthy are the rather low results in Uganda that require further examination to ascertain whether this is due to cultural biases or to low satisfaction. Children's satisfaction with the people they lived with was quite high in all of the countries, and in many of the countries was the item with the highest score. Worth mentioning, is the somewhat low (compared to the other items in this country) satisfaction with 'all the other people in their family' in Brazil, Israel and Algeria, and the quite low satisfaction with family life in Uganda.



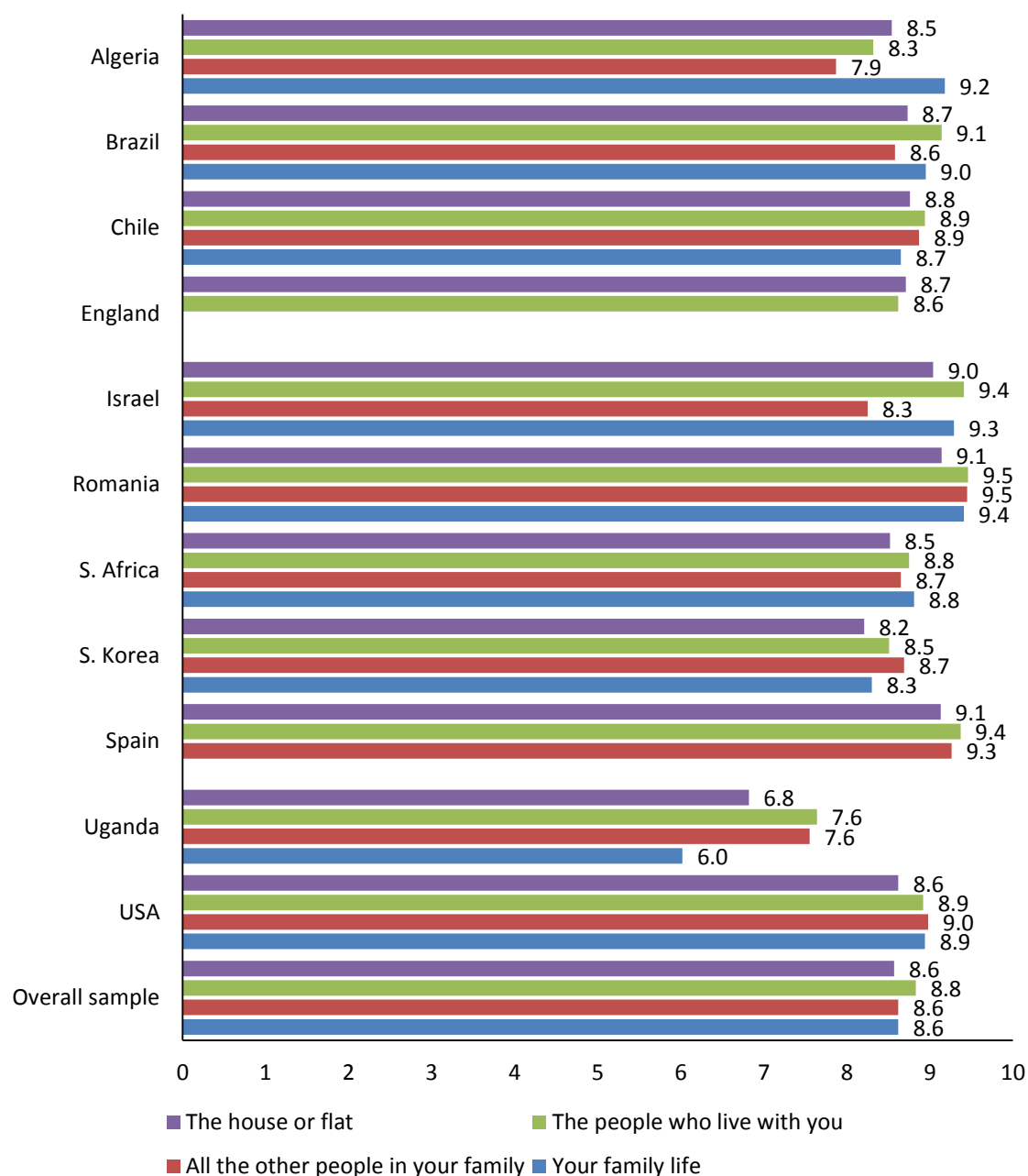


Figure 2.2: Satisfaction with home and family

The children were presented with a series of agreement-disagreement statements relating to their home and the people they live with. To better illustrate the findings the five-point response scale was grouped into three options ('Strongly disagree/Disagree', 'Neither agree nor disagree', 'Very much agree /Agree'). The table here presents only the end points. Most children feel safe at home, nevertheless it is worth noticing that the percentage of children who do not feel safe at home is much higher in Uganda and also relatively high in Algeria and South Africa. The percentage of children who agree that they have a quiet place to study at home is rather low compared to the other items, here too, the proportion of children who do not have such a place is somewhat higher in Uganda and South Africa. Most children also agree that their parents listen to them, yet noteworthy is the high percentage in Israel and the relatively higher proportion of children who do not agree in Brazil and Uganda.

Table 2.4: Home and the people I live with (agreement)

	Safe at home		Quiet place to study		Parents listen		Good time together		Parents treat fairly	
	Dis-agree	Agree	Dis-agree	Agree	Dis-agree	Agree	Dis-agree	Agree	Dis-agree	Agree
Algeria	3.6	88.9	10.7	75.5	4.5	80.8	4.9	84.4	2.7	87.0
Brazil	0.3	89.0	10.6	76.3	11.2	70.3	3.6	86.5	1.9	94.9
Chile	2.4	89.9	8.5	76.8	3.0	88.9	3.5	84.6	1.8	94.7
England	2.0	93.9	8.6	80.7	6.6	80.4	3.2	89.0	3.8	89.7
Israel	0.3	97.8	2.5	88.2	1.0	93.3	1.4	90.8	-	-
Romania	0.9	96.8	2.7	91.4	2.1	87.1	0.5	96.8	1.0	94.4
S. Africa	3.2	92.6	19.9	73.0	9.6	83.1	4.6	90.1	14.0	80.5
S. Korea	1.8	89.7	6.7	75.1	6.1	75.9	5.6	77.6	6.1	77.3
Spain	0.3	97.7	2.8	90.1	6.6	70.8	3.2	88.6	0.3	98.0
Uganda	11.6	76.5	53.2	40.0	18.2	59.2	12.9	70.7	7.3	79.3
USA	2.2	93.8	10.7	79.0	7.0	80.1	4.3	85.7	3.5	89.4
Overall sample*	2.9	91.5	12.5	76.9	6.9	79.2	4.3	85.9	4.2	88.6

\*Weighted equally by country and gender

Children were asked about three aspects of spending time with their family during the past week—talking together, having fun together and learning together – using a 4-point response scale ('not at all', 'once or twice', 'most days' and 'every day'). For convenience of presentation, the chart below shows the percentage of children who answered 'most days' or 'every day'. In all countries the most common activity was talking together while the least common activity was learning together. In some countries there was a considerable difference between learning together and the other two activities. It is worth noticing the somewhat low percentage reported by the children in South Korea, especially regarding 'having fun together' and 'learning together'.

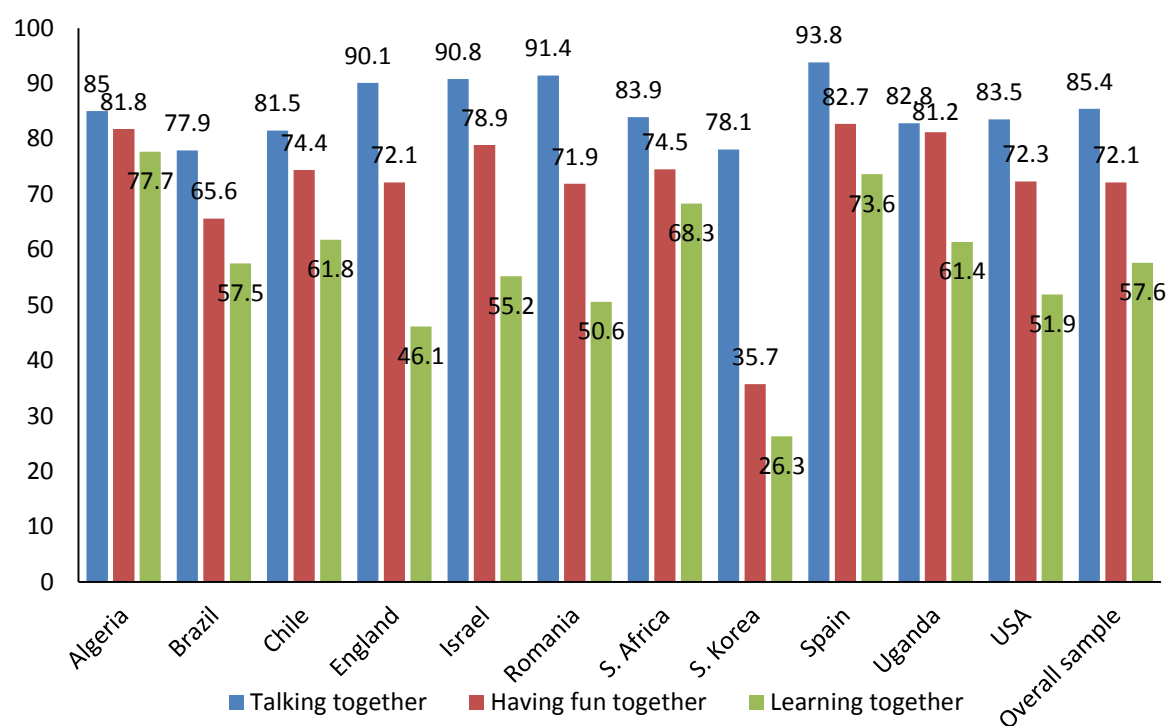


Figure 2.3: Frequency spending time with family

## Money and things you have

In most countries the majority of children get pocket money, yet in Uganda and England over a quarter of children does not get pocket money, and in most countries children get pocket money but not regularly. In England, South Africa, Romania and South Korea a rather large proportion of children get pocket money every week.

Table 2.5: Frequency of receiving pocket money

Country	I don't get	I get but not regularly	I get every week	I get every month
Algeria	11.5	88.5	-	-
Brazil	14.3	40.4	16.8	28.5
Chile	12.4	45.7	26.8	15.1
England	27.5	18.2	36.9	17.3
Romania	5.7	44.5	41.6	8.3
S. Africa	10.3	35.2	36.2	18.3
S. Korea	14.5	30.0	27.5	28.0
Uganda	32.4	62.2	4.3	1.2
USA	11.9	51.9	23.5	12.8
Overall sample*	15.7	46.5	23.5	14.2

\*Weighted equally by country and gender

The vast majority of the children in all countries have good clothes to go to school in, nevertheless, it is worth noting that in Uganda about 20% of children do not have such clothes. Most of the children have access to a computer at home, except for children in Uganda and a somewhat high percentage of children in South Africa and Algeria. The picture regarding access to the Internet and having a mobile phone is quite similar.

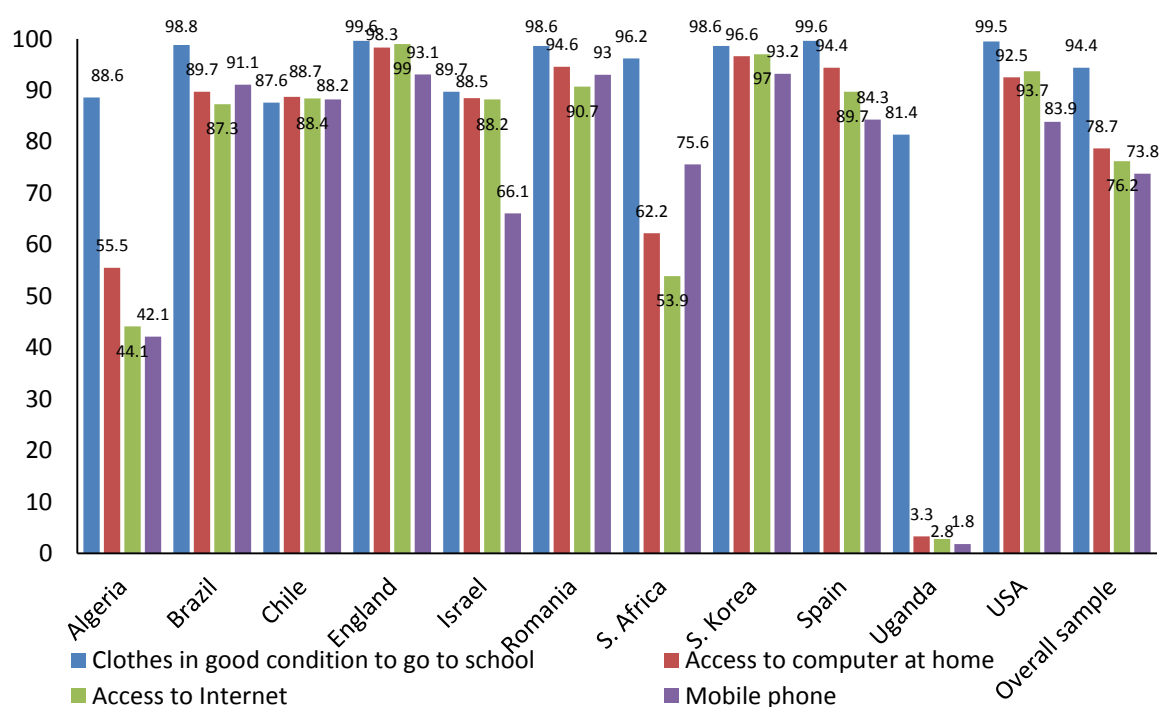


Figure 2.4: Material possessions

Children are very satisfied with all the things they have in most of the countries, except Uganda where the result is somewhat low. It also worth noting the rather low proportion (although still quite high) in Algeria and South Korea.

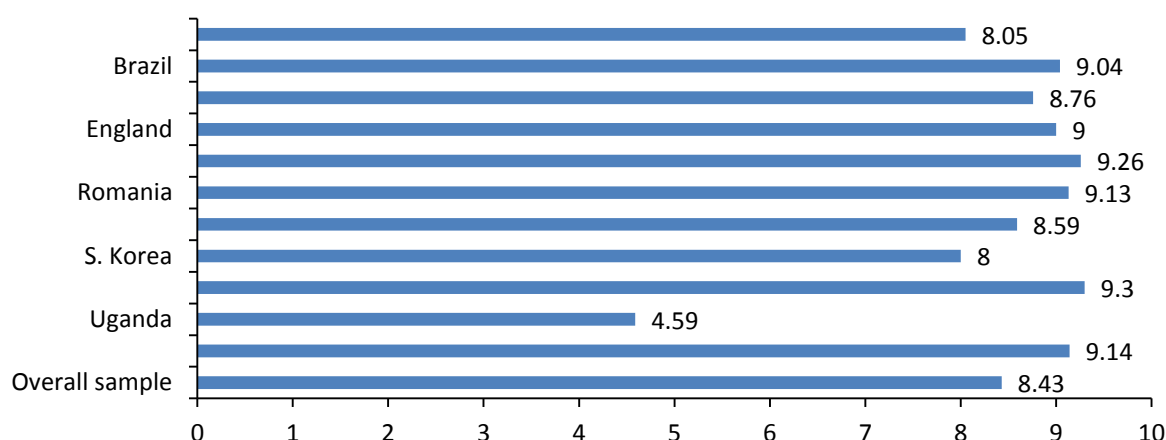


Figure 2.5: Satisfaction with all the things I have

The children were asked to indicate how much they worry about how much money their family has on a four-point scale ('never', 'sometimes', 'often', 'always'). The figure shows the percentage of children who worry often or always. The findings indicate that how much money their family has tends to concern the children; Only in four countries – England, Israel, South Korea and USA – less than a quarter of children worry often or always, in the rest of the countries about 30% of children are worried and in Spain, Uganda and Chile more than 40% of children worry.

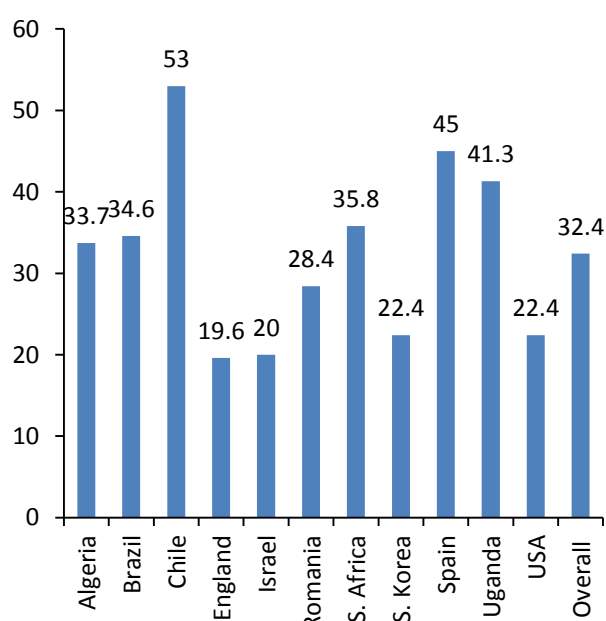


Figure 2.6: Worry often/always about how much family has

## Your friends and other people

Generally, in most countries, children agree that their friends are nice to them and that they have enough friends. However, the percentage of children who disagree with the first item is rather high in Algeria, Chile, South Africa and Uganda, while in Spain and England the percentage of children who agree is quite high. Similarly, in Uganda and South Africa relatively high percentages of children also disagree that they have enough friends, this is the case also in Brazil and the USA, with children in Spain and Romania have the highest agreement for this item.

Table 2.6: Friends (agreement)

	My friends are usually nice to me		I have enough friends	
	Disagree	Agree	Disagree	Agree
Algeria	7.7	69.7	5.9	76.1
Brazil	5.1	82.9	12.3	73.2
Chile	7.6	78.6	5.8	87.1
England	3.1	89.7	3.7	89.8
Israel	3.9	83.5	3.4	89.5
Romania	2.2	86.7	2.9	90.7
S. Africa	10.4	76.2	8.1	88.3
S. Korea	2.2	85.2	3.0	85.1
Spain	1.9	91.5	2.2	92.6
Uganda	15.8	50.5	24.9	43.6
USA	3.0	87.6	7.4	85.3
Overall sample*	5.7	80.2	7.2	82.0

\*Weighted equally by country and gender

Similar to the questions about family, children were asked about three aspects of spending time with their friends during the past week– talking together, having fun together and meeting to study apart from at school. For convenience of presentation, the chart below shows the percentage of children who answered 'most days' or 'every day'. As can be seen, a large percentage of children talk and have fun together with their friends every day or almost every day, not surprising given that they meet in school almost every day. However, it is worth mentioning the rather low percentage of children who talk with their friends every day or almost every day in Brazil, Chile and Uganda, and the rather low percentage of children who have fun with their friends in South Korea, Brazil, Chile and the USA. In all countries the least common activity is to meet when not at school to study.

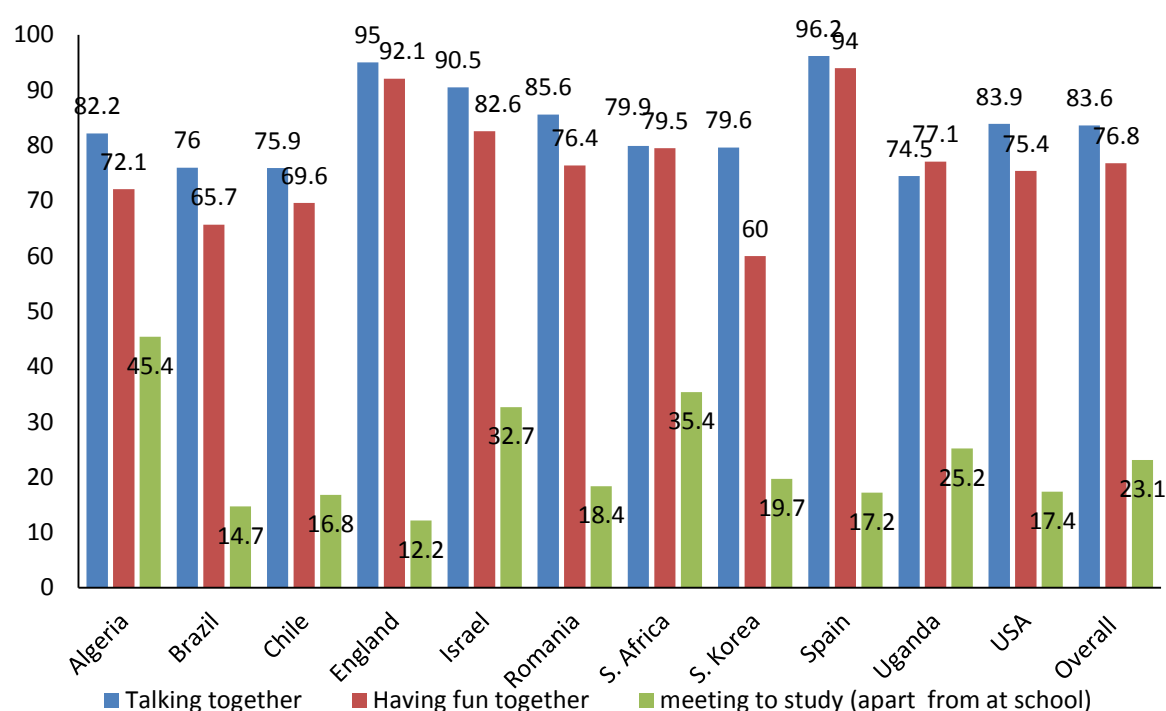


Figure 2.7: Frequency spending time with friends

Overall, in all countries children were the least satisfied with the people who live in their area. In Chile, South Africa and Uganda the low level of satisfaction with this item is noteworthy. Children in Spain, Romania and Israel were the most satisfied with their relationships with people in general and children in Spain also have the highest satisfaction with their friends.

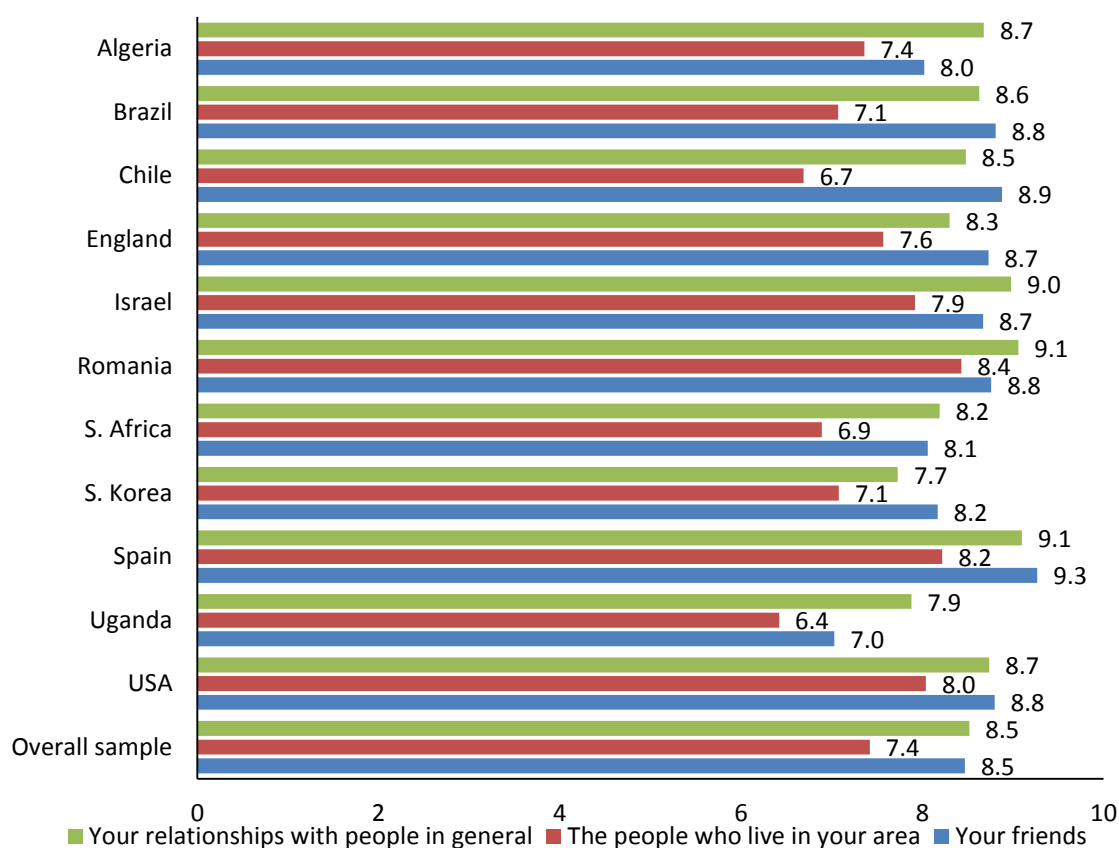


Figure 2.8: Satisfaction with friends and other people

## The area where you live

The picture that emerges of the two items about the local area show that children do not feel that their locality is child-friendly in many of the countries, based on the relatively low percentage of children who agree with these two items. One should notice that in Algeria, Brazil, Chile, South Korea and Uganda only about half of the children and less agree that in their area there are enough places to play and have a good time and the percentage in England, Romania and South Africa is also quite low. Furthermore, less than half of the children in children in Brazil, South Africa, South Korea and Uganda agree that their area is safe, with quite low percentage also in Algeria, Chile and England. Not surprising then, that only a relatively small percentage of the children in all countries agree that the town council asks children for their opinion about things that are important to them.



Table 2.7: The area where you live (agreement)

	The town council asks children their opinion		In my area there are enough places to play		I feel safe when I walk in the area I live in	
	Disagree	Agree	Disagree	Agree	Disagree	Agree
Algeria	51.2	31.9	31.4	54.0	21.8	61.5
Brazil	-	-	24.6	51.7	21.0	49.5
Chile	-	-	42.8	39.1	17.0	66.3
England	37.4	37.3	20.3	63.2	12.6	66.4
Israel	42.6	34.7	14.9	71.7	8.3	77.3
Romania	19.1	65.6	16.3	67.8	7.7	74.8
S. Africa	24.9	53.7	19.7	67.9	34.4	48.1
S. Korea	37.1	22.1	29.5	39.1	28.7	34.0
Spain	23.4	56.4	12.2	73.6	8.7	76.3
Uganda	73.6	19.7	33.6	49.2	28.1	46.6
USA	25.8	46.1	15.4	70.1	9.6	74.8
Overall sample*	37.8	41.0	23.6	59.1	17.9	61.7

\*Weighted equally by country and gender

Echoing, perhaps, the above findings the satisfaction of children about different aspects of the area in which they live is also relatively low. Children are the least satisfied with the outdoor areas they can use in the area where they live in Uganda, South Korea, Algeria and South Africa. In addition, in the first two countries children are the least satisfied with their area in general.

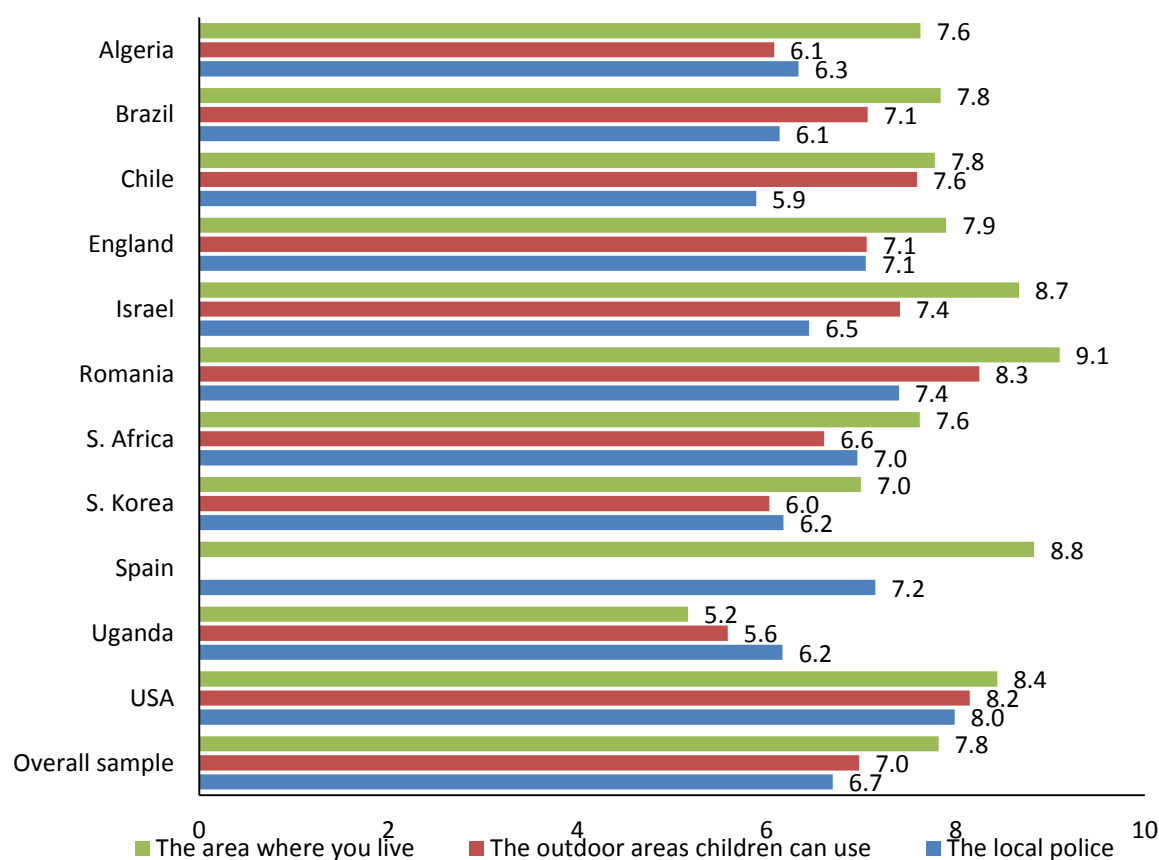


Figure 2.9: Satisfaction with the area where you live

## School

In general, among the four agreement items about school the item that has the lowest percentage of agreement is 'I like going to school'. Children in Israel have the lowest percentage of agreement followed by children from the USA, England and Romania, noteworthy is the rather high percentage of children who agree they like going to school in Uganda, Algeria and South Africa. Furthermore, most children feel safe at school, but this proportion is noticeably lower than that for the sense of security at home (see page 9) and about ten percent of children in South Korea, Israel and South Africa do not agree that they feel safe at school. Most of the children agree that their teachers listen to them and treat them fairly. Worth mentioning is the relatively low percentage of children in Uganda and Israel who agree with these items (respectively) and the high percentage of agreement in Spain for both items.

Table 2.8: School (agreement)

	My teachers listen to me		I like going to school		My teachers treat me fairly		I feel safe at school	
	Dis-agree	Agree	Dis-agree	Agree	Dis-agree	Agree	Dis-agree	Agree
<b>Algeria</b>	8.3	69.0	6.6	84.7	12.2	73.1	7.9	79.0
<b>Brazil</b>	12.0	62.2	13.6	62.6	4.7	79.7	6.5	79.2
<b>Chile</b>	7.2	72.1	12.3	61.4	3.5	77.7	7.6	80.5
<b>England</b>	8.9	71.7	17.8	57.2	9.5	70.7	6.7	79.9
<b>Israel</b>	9.8	67.5	28.1	45.0	15.8	63.4	10.3	75.8
<b>Romania</b>	7.3	67.7	17.8	57.4	7.8	72.5	8.7	76.4
<b>S. Africa</b>	10.2	77.3	8.7	80.4	15.6	69.5	9.6	80.2
<b>S. Korea</b>	7.3	72.3	9.5	63.9	8.3	69.5	11.1	59.7
<b>Spain</b>	2.6	86.9	15.2	60.4	1.4	92.2	3.2	87.4
<b>Uganda</b>	18.9	53.1	2.2	93.3	7.1	73.8	7.9	80.0
<b>USA</b>	8.9	74.1	20.6	56.6	7.9	78.2	7.1	82.1
<b>Overall sample*</b>	9.2	70.3	13.9	65.7	8.5	74.6	7.9	78.2

\*Weighted equally by country and gender

Overall, children were quite satisfied with items regarding school, with the highest satisfaction being given to 'the school you go to' and the lowest to 'your school marks'. The satisfaction of children in Uganda was at the bottom of the list in all items, and one should also pay attention to the relatively low satisfaction of children in South Korea especially about their school marks and of the Israeli children regarding school in general and their school experience. On the other hand, the satisfaction of children in Spain and Romania are at the top of the list.

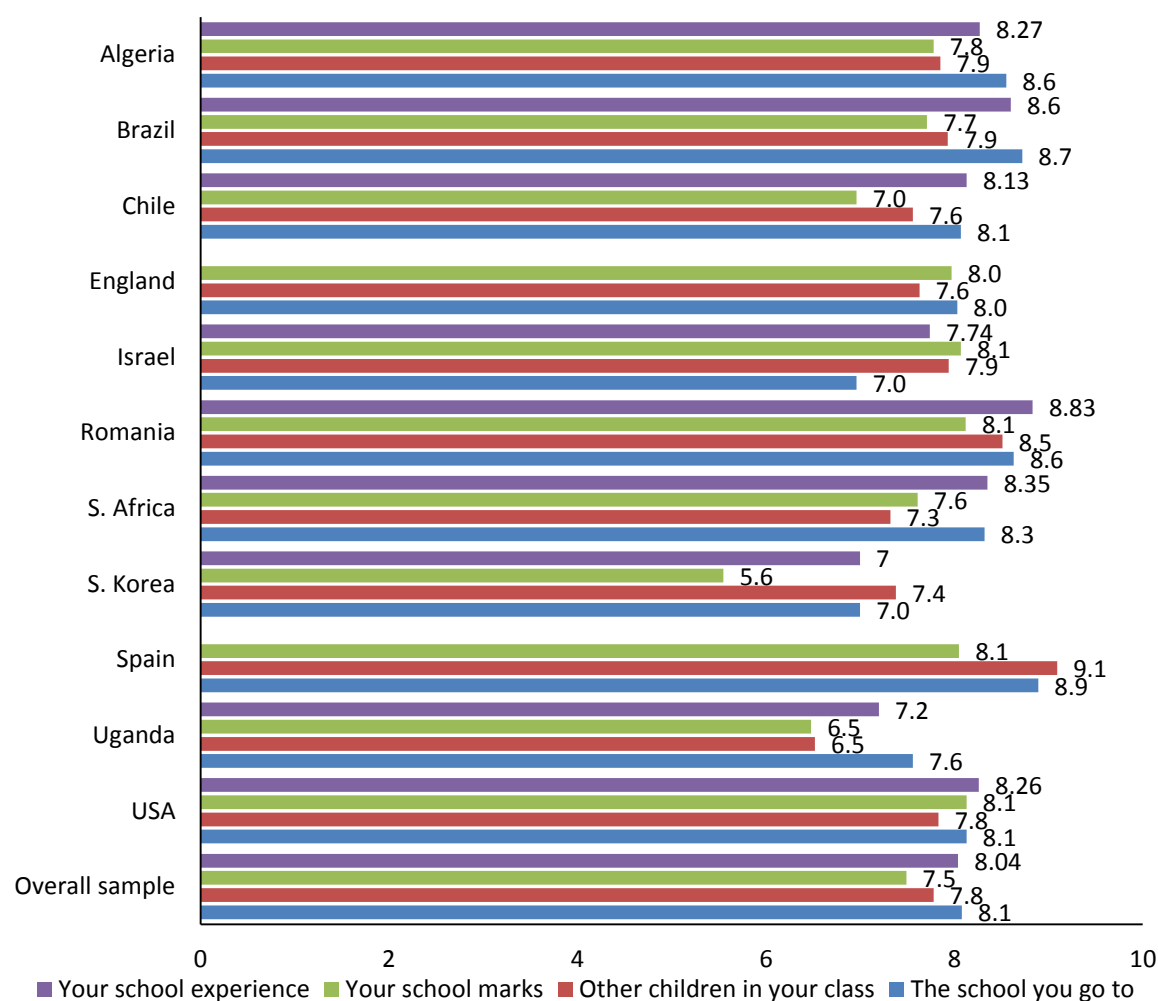


Figure 2.10: Satisfaction with school

The children were asked two questions about the frequency of being hit by other children in school and of being left out by other children in class during the last month, on a four-point response scale ('never', 'once', '2-3 times', 'more than 3 times'). The chart shows the percentage of children who answered '2-3 times' or 'more than 3 times'. Generally, except in Israel, children are more prone to be left out. More than a quarter of the children in Algeria, England, Romania, South Africa and USA reported having being left out more than twice during the last month. Noteworthy is the rather low percentage in South Korea and Uganda. In addition, a relatively high percentage of children (more than a quarter) were hit by another child in Israel, Romania and South Africa.

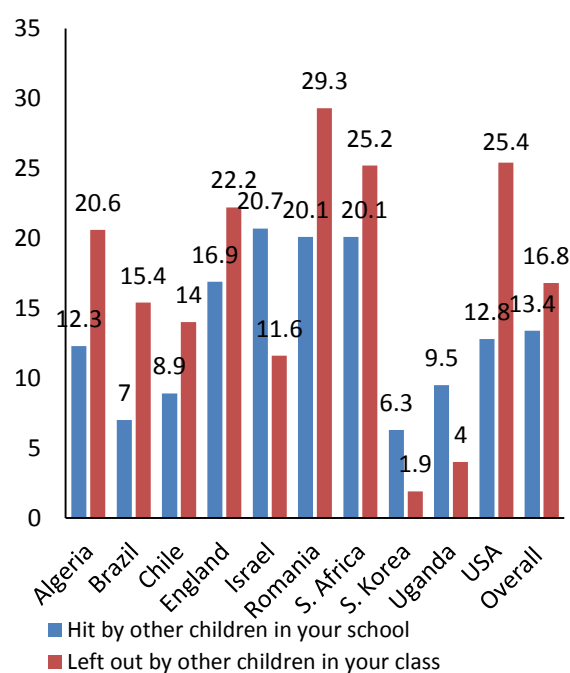


Figure 2.11: Frequency of bullying more than twice

## How you use your time

In all countries, children were more satisfied with what they do in their free time than with how they use their time. Satisfaction of children from South Korea, Uganda and Algeria is in the bottom of the list for the two items, and the satisfaction of children from Israel, Spain and Romania is at the top of the list.

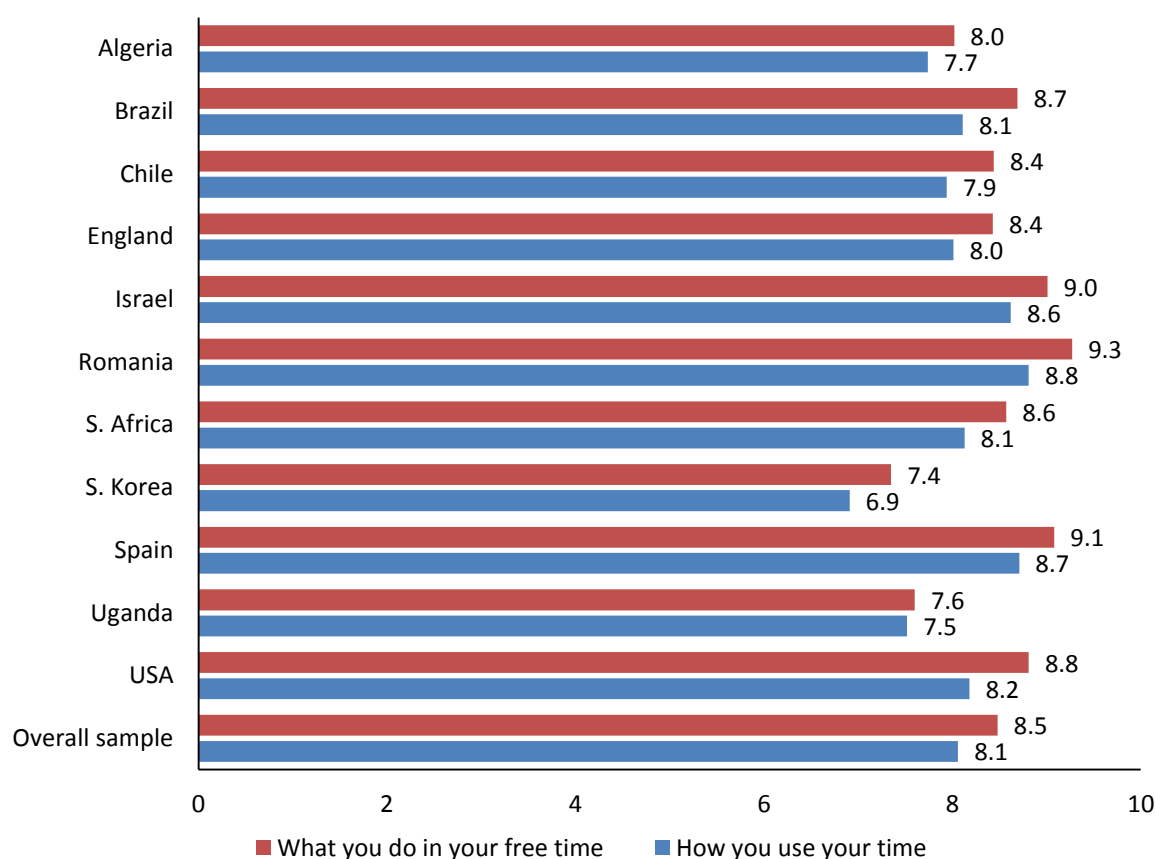


Figure 2.12: Satisfaction with time management

The children were asked a series of 12 questions about the frequency of activities they do outside of school during the week, on a four-point scale ('rarely or never', 'less than once a week', 'once or twice a week', 'every day or almost every day'). The figure shows the percentage of children who answered 'every day or almost every day'. As can be seen the children's daily activities are varied and differ somewhat from country to country. Generally, the most common activities are doing homework, watching TV or listen to music and using the computer, however these activities are much less prevalence in Uganda. Children in Uganda, Spain and the USA report a higher percentage of engagement in sport activities both organized (i.e. official team) and unorganized, while in South Korea these activities are less frequent. In addition, over 50% of the children in Uganda, South Africa and Algeria help every day or almost every day with housework and taking care of family members.

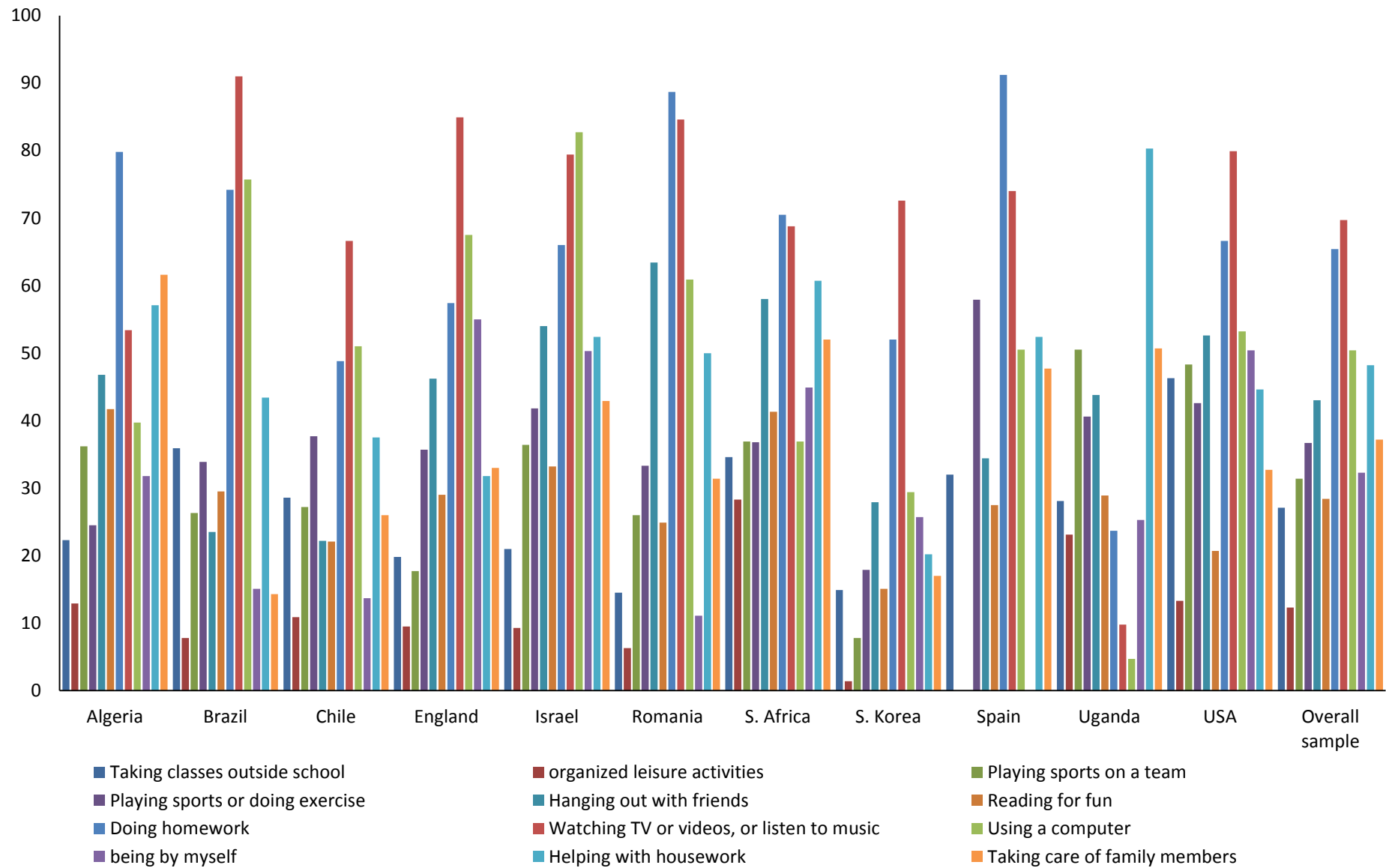


Figure 2.13: Prevalence of activities per week - Every day or almost every day

## More about you and how you feel about yourself

The children were presented with a series of questions about personal satisfaction. The satisfaction of children from Uganda and South Korea is at the bottom of the list for all four items, it is particularly worth noting the somewhat low mean of the satisfaction with the freedom they have. In addition, the satisfaction of children in England with regard to self-confidence is rather low. Conversely, the satisfaction of children from Romania is at the top of the list for all four items.

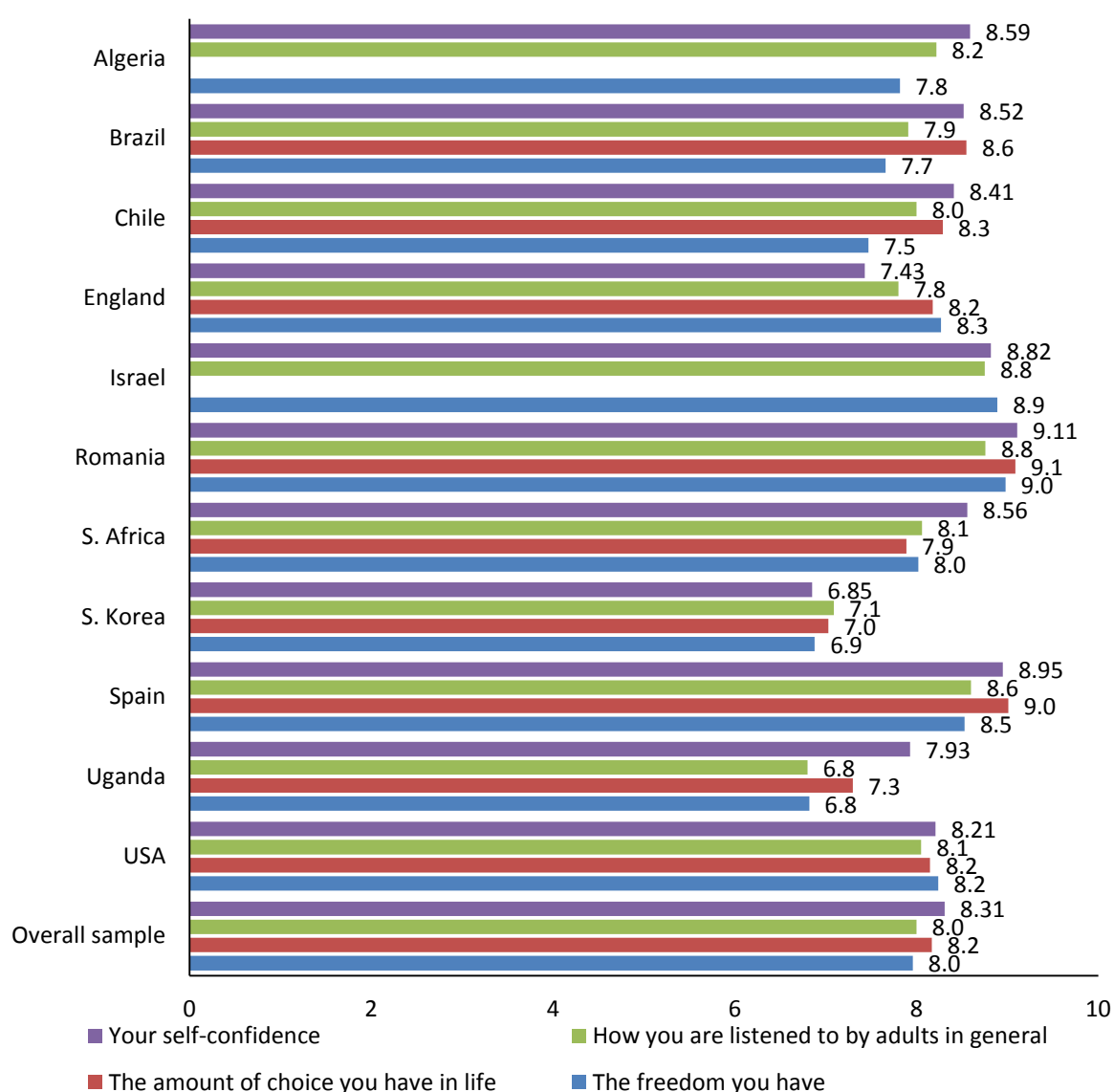


Figure 2.14: Personal satisfaction

The children were also asked about their satisfaction with aspects of health, appearance and themselves. Overall satisfaction was high, nevertheless their satisfaction with the way they look was relatively lower. Here too, the satisfaction of children from Uganda and South Korea is at the bottom of the list, and attention should be paid to the rather low satisfaction regarding health in Uganda and appearance in South Korea. Furthermore, the satisfaction with appearance in England was also quite low. On the other hand, the satisfaction of children in Romania, Israel and Spain tends to be high for these items.



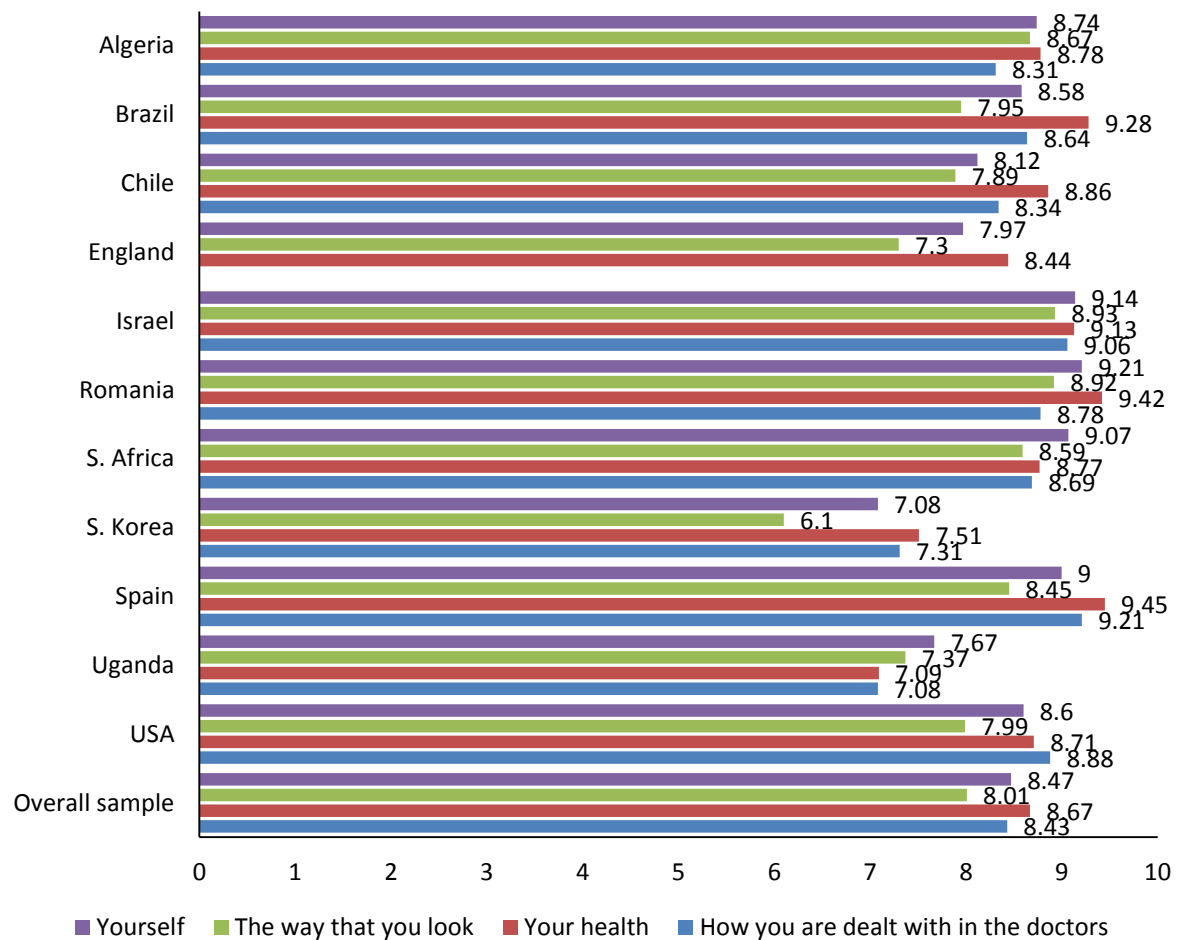


Figure 2.15: Satisfaction with health appearance and themselves

In general, about half of the children agree that they worry about things a lot. This percentage is particularly high in Spain, Chile, South Africa and Romania. However, further testing is needed at least with regards to Spain, as this finding is somewhat different from the general trend found for the Spanish data, thus there may be biases due to wording or translation. The percentage of children who feel lonely is relatively high in Algeria, South Africa, and Uganda. In the latter two countries the percentage of children who disagree that they feel positive about their future is also quite high. It is also worthwhile noting the high percentage of children in Uganda that disagree they feel they have enough freedom to be outside without adults, this number is also relatively high in Algeria, South Africa and Chile.

Table 2.9: How you feel about yourself (agreement)

	I worry about things a lot		I feel lonely		I feel positive about my future		I feel I have enough freedom to be outside without adults	
	Dis-agree	Agree	Dis-agree	Agree	Dis-agree	Agree	Dis-agree	Agree
Algeria	42.2	27.8	54.4	26.6	8.1	76.9	29.7	50.1
Chile	4.0	68.7	64.4	17.3	4.3	76.9	24.3	50.9
England	38.1	36.0	73.9	11.5	6.3	78.4	6.9	82.4
Israel	27.4	48.2	77.6	12.1	6.7	81.9	12.6	73.4
Romania	21.6	52.0	66.2	16.3	12.0	73.9	6.7	86.8
S. Africa	22.2	58.5	53.1	29.9	10.1	79.5	26.3	61.1
S. Korea	21.5	46.8	56.8	15.7	7.4	64.5	18.2	54.4
Spain	2.7	84.3	81.3	6.9	8.8	71.1	-	-
Uganda	42.8	23.7	54.8	22.9	14.0	72.4	61.2	20.9
USA	33.4	35.8	65.6	15.4	5.1	85.0	7.7	81.9
Overall sample*	25.5	48.3	64.9	17.4	8.3	76.1	21.5	62.5

\*Weighted equally by country and gender

The children were asked to report changes that have happened in their lives over the past year. Overall, about a quarter of the children changed house and a smaller number also changed local area. Particular attention should be paid to the relatively high percentage of children who reported changes in South Africa and Uganda. The children in Algeria also reported a relatively high percentage of change in the adults they lived with. However, when comparing countries these findings should be treated with caution because they may be affected by differences in the living situations and family structure in each country.

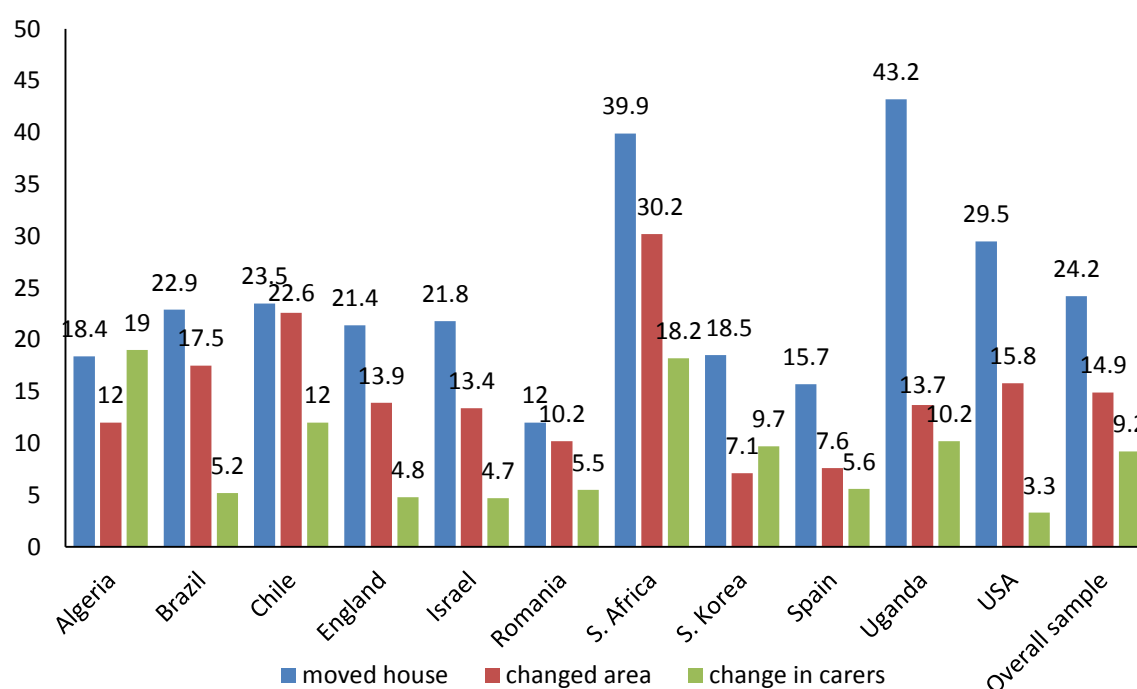


Figure 2.16: Changes in the past year

## Your life and your future

The children were asked three questions on children's rights. The response scale included three options: 'Yes', 'I do not know', and 'No'. The percentage of children who answered 'yes' is shown in the chart below. In general, about half of the children reported that they know what rights children have, but a lower number of children reported that they had heard of the Convention on the Rights of the Child or think that adults in their country respect the children's rights. It is worth noting the low percentage of children who had heard about the Convention in England, South Korea, Uganda and the USA and the relatively low percentage of children who think that adults respect children's rights in Chile and South Korea.

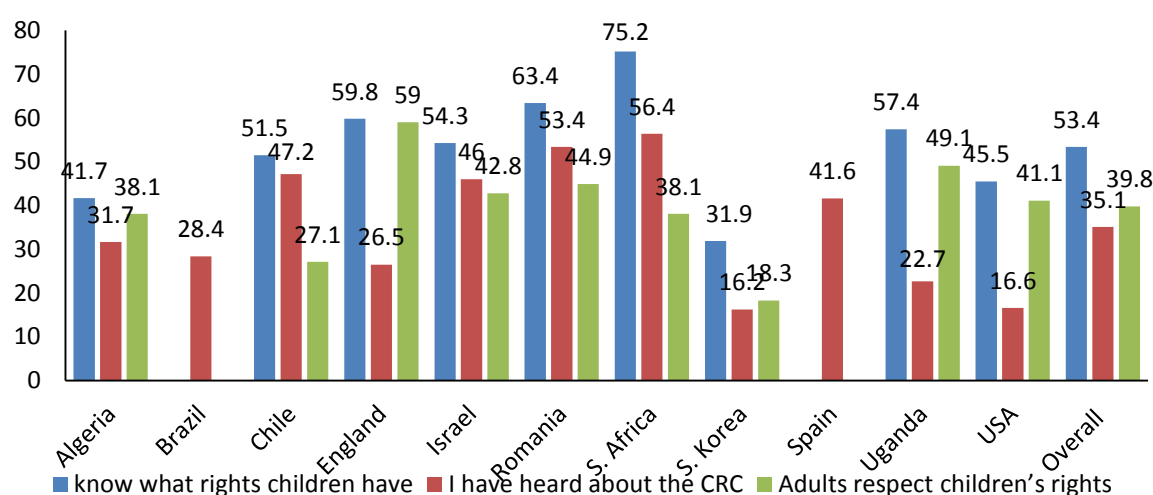


Figure 2.17: Children's rights

Using a series of eight qualities children were asked about the values they aspire to, by indicating how much they think they would like other people to appreciate these qualities when they are 21 years old, on a response scale of 0 to 10 (from 'not at all' to 'very much'). In general, and perhaps surprisingly, children wish to be most appreciated by 'kindness', and to be less appreciated by 'money' and 'power', especially in England, Chile, South Korea and Spain.

Table 2.10: Aspired values

	Friend liness	Relationshi ps with people	Money	Power	Family	Personality	Kindness	Image
Algeria	8.87	9.05	7.58	8.46	9.13	8.99	9.25	8.36
Chile	8.75	8.62	6.52	6.00	8.92	8.98	9.01	8.26
England	8.54	8.52	7.15	6.83	8.60	8.86	8.84	7.63
Israel	8.94	9.30	8.50	8.82	9.55	9.60	9.56	9.37
Romania	9.33	9.32	7.44	7.82	9.29	9.50	9.52	8.88
S. Africa	8.42	8.73	7.94	8.22	9.31	9.14	9.14	8.78
S. Korea	6.80	7.45	6.69	6.58	7.93	7.35	7.34	7.25
Spain	9.09	9.13	6.49	6.12	9.20	9.36	9.36	8.11
Uganda	8.73	8.85	8.25	8.78	7.57	8.81	9.03	9.15
USA	8.58	8.85	7.41	7.25	8.88	9.20	9.13	8.33
Overall sample*	8.60	8.78	7.39	7.48	8.83	8.98	9.01	8.41

\*Weighted equally by country and gender

## Overall subjective well-being

Children's overall subjective well-being was measured using five well-known indicators: the Students Life Satisfaction Scale (SLSS, Huebner, 1991); the Brief Multidimensional Student Life Satisfaction Scale (BMSLSS, Seligson et al., 2003); the Personal Well-Being Index – School Children (PWI-SC, Cummins & Lau, 2005); overall life satisfaction (OLS); and overall happiness in the last two weeks (OH). Further information about these scales can be found in the Methods section (page 4). For the purpose of the report the response scale was converted to a 0 to 100 scale. It is important to note that comparison between countries should be made with caution and for the most part it is better to use the ranking instead of means.

On the one hand there are some similarities in the ranks between the scales, on the other hand differences were also found. Similarities are found with respect to the countries' ranking at both end points; children from Spain, Romania and Israel tend to be at the top of the list for most of the scales, while children from South Korea and Uganda tend to be at the bottom of the list. Nevertheless, for the remaining countries, variations can be seen between the scales; for example, children in Chile are located at the upper part of the list for OH and PWI-SC, but somewhat lower for SLSS4 and OLS, the ranking of the children from England for SLSS4 and PWI-SC is higher than their ranking for BMSLSS and OLS, which is quite low. This illustrates the importance of using several different scales to evaluate children's overall subjective well-being.

Table 2.11: Overall subjective well-being scales

	SLSS4		BMSLSS		PWI-SC		OLS		OH	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
<b>Algeria</b>	79.31	5	82.84	8	80.62	8	86.85	6	79.71	6
<b>Brazil</b>	76.25	9	86.36	3	86.51	4	88.76	4	83.45	3
<b>Chile</b>	77.39	8	83.58	7	84.53	5	84.67	8	80.42	5
<b>England</b>	78.10	6	82.49	9	83.10	6	83.26	9	77.73	8
<b>Israel</b>	86.04	1	86.25	4	90.34	2	91.60	3	85.81	2
<b>Romania</b>	85.93	2	90.44	2	91.36	1	92.89	1	86.90	1
<b>S. Africa</b>	78.01	7	83.84	6	82.05	7	85.29	7	81.91	4
<b>S. Korea</b>	66.48	10	75.53	10	74.55	9	70.45	10	70.76	10
<b>Spain</b>	84.16	3	90.93	1	-	-	91.65	2	-	-
<b>Uganda</b>	58.13	11	70.35	11	67.57	10	65.88	11	72.33	9
<b>USA</b>	79.57	4	85.80	5	87.49	3	86.97	5	79.34	7
<b>Overall sample*</b>	77.31	-	83.46	-	82.75	-	84.38	-	79.79	-

\*Weighted equally by country and gender. Original response scales: SLSS 0-4, BMSLSS 0-10, OLS 0-10, OH 0-10.

### Part 3: 10 year-olds age group

9186 children from 11 countries participated in the survey in the 10 year-olds age group. Some countries were able to reach the target number of 1,000 children, whereas in other countries a smaller number of children participated.

Most children in the study were aged 10 at the time of the survey. Differences between countries in the mean age may arise due to the differences in the time of the year in which the survey was conducted and differences in the education system.

Table 3.1: Number of participants by country olds

Country	Number of Participants	Mean age (SD)
Algeria	435	10.36 (.68)
Brazil	1293	10.36 (.63)
Canada	144	10.34 (.48)
Chile	693	10.33 (.70)
Israel	992	9.86 (.48)
Nepal	253	10.41 (.80)
Romania	927	10.36 (.55)
Rwanda	295	10.00 (n/a/-)
S. Korea	2652	10.00 (n/a/)
Uganda	1000	10.00 (n/a/)
USA	502	10.66 (.55)
Overall	9186	10.26 (.64)

## You

Overall, more girls participated in the survey, and in many of the countries a roughly even number of boys and girls was not achieved. Thus, due to the possibility of gender variations in children's SWB for the purpose of this report the data was weighted for equal gender balance.

In most countries the majority of children were born in the country. Exceptions are Israel and Canada where the percentage of children who were not born in the country is relatively high.

Table 3.2: Distribution of gender and country of origin

Country	Boys %	Girls %	Born in the country %	Not born in the country %
Algeria	43.0	57.0	99.1	0.9
Brazil	43.1	56.9	99.9	0.1
Canada	47.9	52.1	88.6	11.4
Chile	51.2	48.8	98.8	1.2
Israel	50.2	49.8	91.4	8.6
Nepal	50.4	49.6	98.0	2.0
Romania	45.6	54.4	-	-
Rwanda	55.3	44.7	99.7	0.3
S. Korea	44.4	55.6	99.5	0.5
Uganda	52.7	47.3	99.4	0.6
USA	54.8	45.2	99.0	1.0
Overall	47.5	52.5	98.2	1.8

## Your home and the people you live with

There is a quite a difference between the countries in terms of children's living arrangements. In Romania, Brazil, Canada, Chile and the USA more than 10% of the children live in more than one home. In the last four countries there is also a high percentage (around a third) of children living with only one parent. In addition, in Nepal, Rwanda and Uganda there is also a relatively high percentage of children living with only one parent, but this might be due to different reasons since there is not a high percentage living in more than one home.

Table 3.3: Household structure and living arrangements

Country	Living in one home %	Living in more than one homes %	Two parents in the first/only home %	One parent in the first/only home %
Algeria	95.4	4.6	89.2	6.6
Brazil	84.3	15.7	62.5	33.4
Canada	81.9	18.1	63.9	30.8
Chile	84.4	15.2	61.6	32.3
Israel	93.2	6.8	89.5	9.1
Nepal	93.3	6.7	68.1	22.7
Romania	86.8	13.2	86.9	11.4
Rwanda	94.6	5.4	64.4	22.7
S. Korea	-	-	89.5	9.6
Uganda	99.8	0.2	77.3	17.2
USA	78.0	22.0	64.0	32.4

Children from different countries also differ in terms of the family members with whom they live. While most children in all countries live with sibling/s, this percentage is relatively low in Brazil, Romania and Rwanda and relatively high in Algeria, Israel and Uganda. In Algeria, Chile, Nepal and Romania it is more prevalent to share the house with grandparent/s.

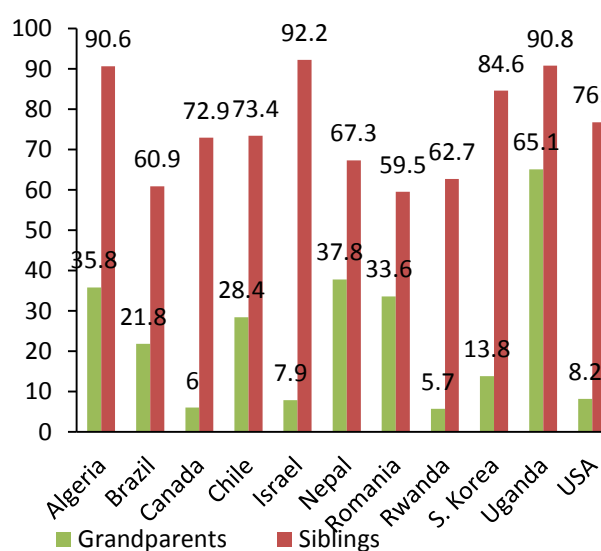


Figure 3.1: Living with siblings and grandparents

Overall the satisfaction of children with regards to items about home and family was high. It is worth paying attention to the somewhat low satisfaction of the children in Uganda for all items and to the relatively low satisfaction (compared to the other items in the country) with all the other people in the family in Algeria and Israel and with the house or flat lived in in Rwanda.



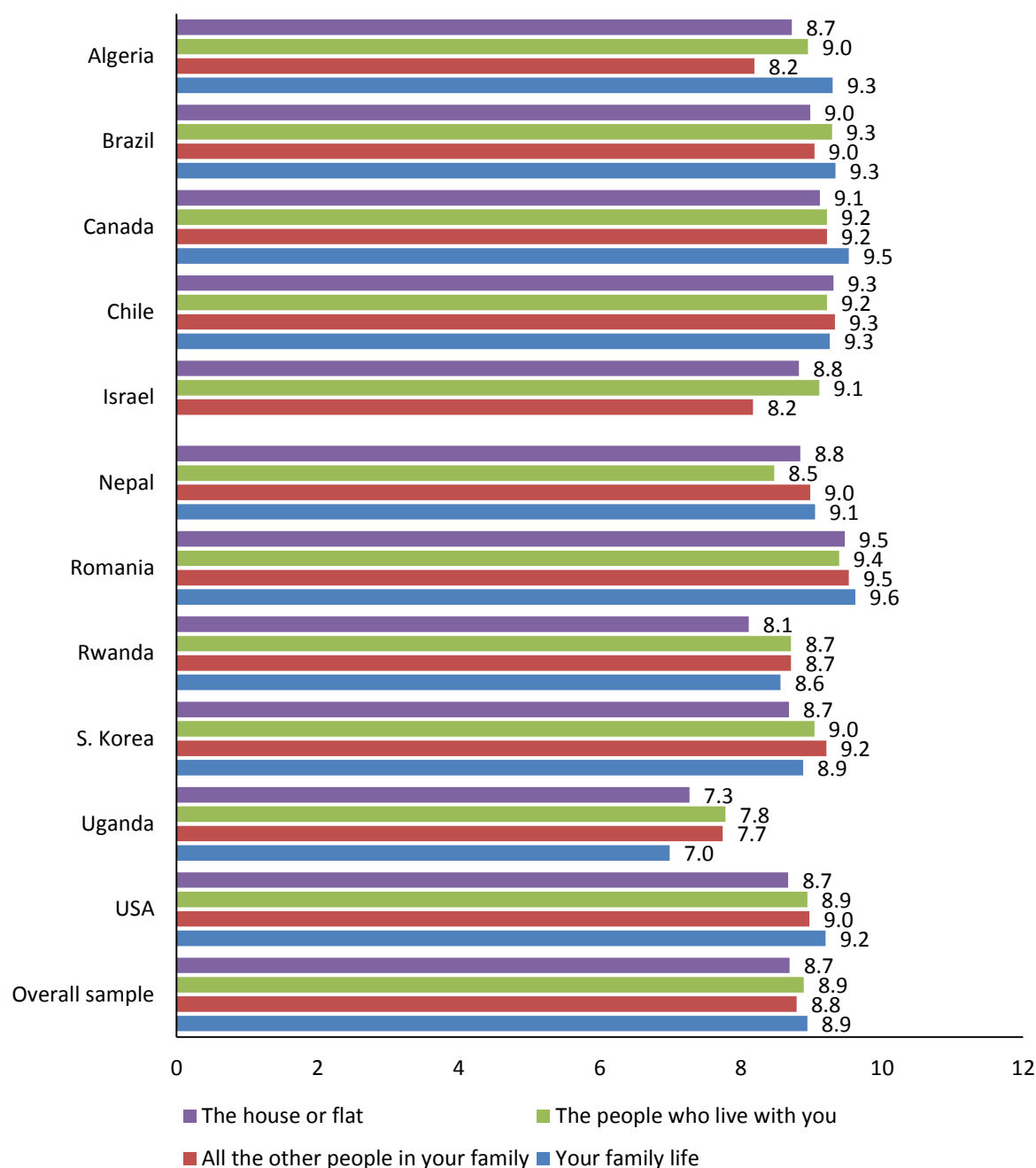


Figure 3.2: Satisfaction with home and family

Children were asked about their agreement with a series of statements relating to their home and the people they live with. To better illustrate the findings the five-point response scale was grouped into three options ('Strongly disagree/Disagree', 'Neither agree nor disagree', 'Very much agree/Agree'). The table here presents only the end points. In general, a large percentage of children in all countries agree that they feel safe at home, but one should note the relatively high percentage of children in Nepal and Uganda who disagree. The children also agree that parents listen to them and treat them fairly and that they are having a good time together, here too the percentage of children who do not agree is relatively high in Uganda. The agreement regarding having a quiet place to study at home is lower; more than third of the children in Uganda report they do not have such a place, and about one child out of seven in Algeria, Rwanda and the US.

Table 3.4: Home and the people I live with (agreement)

	Safe at home		Quiet place to study		Parents listen		Good time together		Parents treat fairly	
	Dis-agree	Agree	Dis-agree	Agree	Dis-agree	Agree	Dis-agree	Agree	Dis-agree	Agree
Algeria	3.3	87.3	14.1	70.4	3.1	86.6	2.2	86.1	1.3	90.9
Brazil	2.2	90.5	9.7	77.7	8.4	76.0	3.8	89.5	1.2	95.2
Canada	1.5	94.8	10.1	75.7	2.3	89.0	0.7	89.9	2.1	91.9
Chile	2.5	95.8	11.3	81.4	4.2	92.6	4.5	86.3	3.6	93.9
Israel	1.3	93.5	10.3	70.5	2.7	84.4	3.4	86.4	-	-
Nepal	6.5	89.4	9.2	81.1	6.3	85.2	8.7	74.2	5.1	88.9
Romania	1.3	95.4	3.7	91.9	3.6	82.7	1.1	97.1	1.7	95.1
Rwanda	4.3	86.7	16.5	73.5	2.3	89.2	5.0	83.5	3.6	87.3
S. Korea	2.9	86.9	3.9	84.7	5.1	79.9	3.7	83.2	5.6	81.2
Uganda	11.9	78.3	37.3	55.6	16.4	66.9	17.0	76.0	7.7	83.1
USA	3.4	93.9	16.6	69.2	7.7	79.2	5.2	90.1	4.1	87.8
Overall* sample	3.8	90.0	12.9	75.6	5.9	82.3	5.1	85.7	3.6	89.2

\*Weighted equally by country and gender

Children were asked about three aspects of spending time with their family during the past week—talking together, having fun together and learning together – using a four-point response scale ('not at all', 'once or twice', 'most days' and 'every day'). For convenience of presentation, the chart below shows the percentage of children who answered 'most days' or 'every day'. In general, children reported that the most common activity is talking together with their family, while the proportion for 'learning together' is the lowest. Here it is worth noting the somewhat low frequency of learning together in South Korea. Children in South Korea also reported a rather low frequency of having fun together with their family, along with children in Brazil, Nepal and Rwanda. In the last three countries children also reported quite a low frequency of talking together with their family.

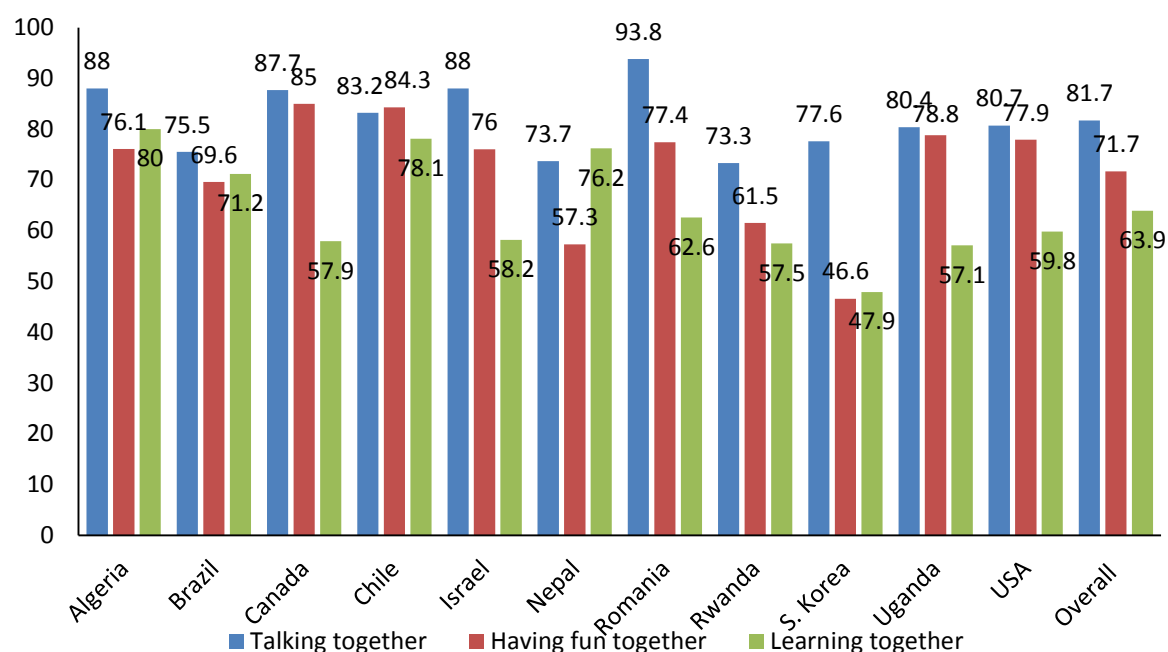


Figure 3.3: Frequency spending time with family

## Money and things you have

Most children have clothes in good condition to go to school, yet these percentages are lower in Uganda, Rwanda and also relatively low in Chile. Regarding access to computer and the Internet, a clear difference can be seen between children from developed countries, where the percentage is higher, and the children from developing countries – Algeria, Nepal, Rwanda and Uganda – where this percentage is much lower.

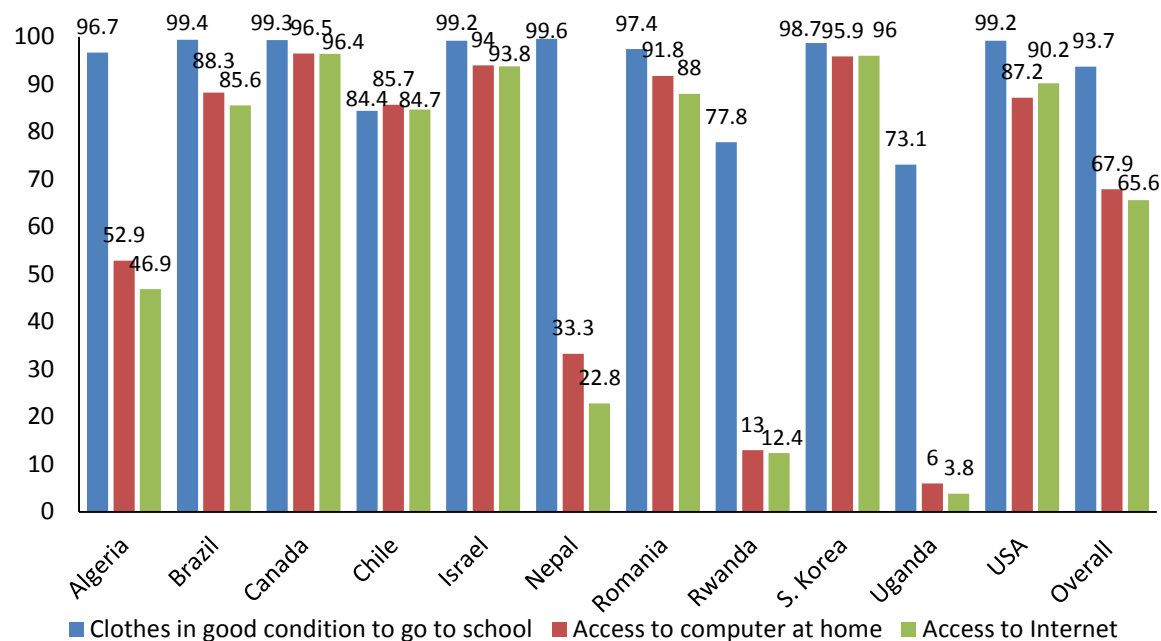


Figure 3.4: Material possessions

In general, children are very satisfied with all the things they have. However, here also children from developing countries – Algeria, Uganda and Rwanda – tend to be less satisfied. One should also note the somewhat low satisfaction in South Korea.

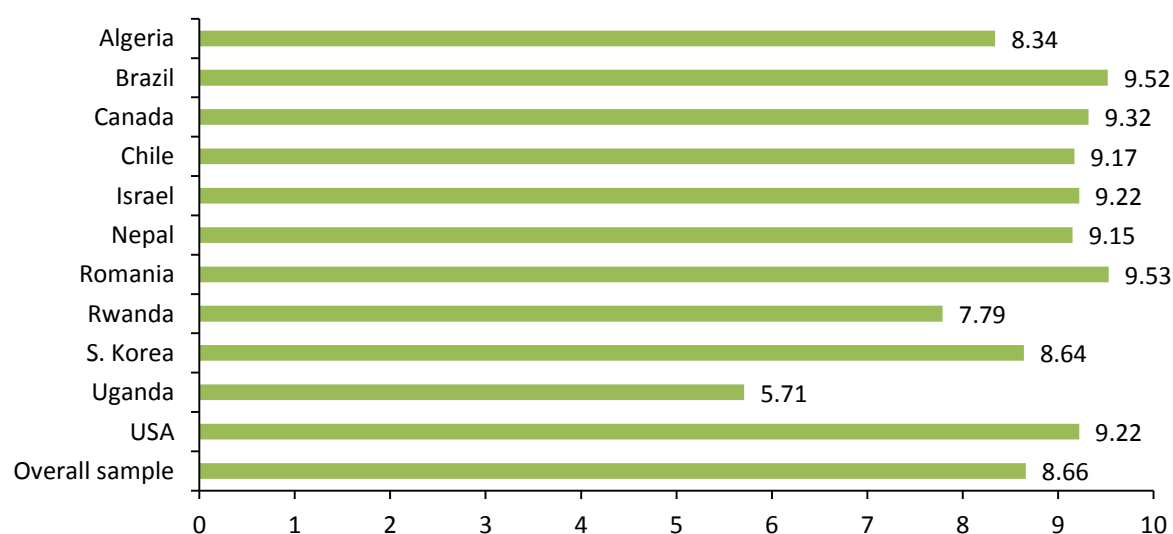


Figure 3.5: Satisfaction with all the things I have

Children were asked to indicate how much they worry about 'how much money their family has' on a four-point scale ('never', 'sometimes', 'often', 'always'). The chart shows the percentage of children who worry often or always. In general, quite a large proportion of children tend to be concerned; In four countries – Brazil, Chile, Nepal and Uganda – over a third of children worried often or always and in three other countries – Algeria, Israel, USA – over a quarter of children worried.

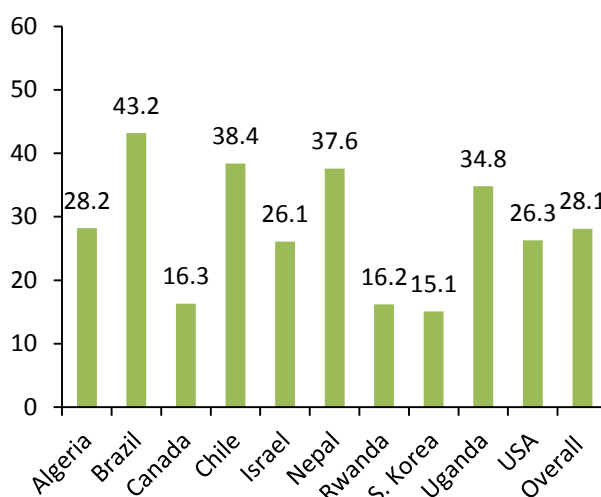


Figure 3.6: Worry often/always about how much family has

## Your friends and other people

In general, a large percentage of the children agree that their friends are usually nice to them and that they have enough friends. It is worth noting the relatively high percentage of children who do not agree with that their friends are usually nice to them in Uganda and the relatively large percentage (over 10%) of children who do not agree that they have enough friends in Brazil, Rwanda and Uganda. On the other hand, a high percentage of children in Romania tend to agree with these two items.

Table 3.5: Friends (agreement)

	My friends are usually nice to me		I have enough friends	
	Disagree	Agree	Disagree	Agree
Algeria	5.3	76.2	5.2	76.9
Brazil	5.2	82.3	11.1	76.0
Canada	5.0	79.4	6.7	86.8
Chile	4.9	80.0	9.0	82.8
Israel	4.0	78.5	4.8	85.4
Nepal	2.8	86.9	7.1	85.0
Romania	3.1	85.1	3.2	87.9
Rwanda	6.1	83.2	10.3	74.9
S. Korea	2.5	84.1	2.7	85.4
Uganda	14.6	69.7	26.5	51.3
USA	6.0	80.1	8.4	82.9
Overall* sample	5.7	80.2	8.7	79.3

\*Weighted equally by country and gender

Overall, children are more satisfied with their relationship in general and with their friends than their relationship with people in the area where they live. Children in Uganda are located at the bottom of the list for all three items and, when it comes to the relationship with people in the area, the satisfaction of children of Brazil and Rwanda is also quite low. Conversely, children from Brazil and Nepal are very satisfied with their friends and children in Romania are located at the upper end of the list for all three items.

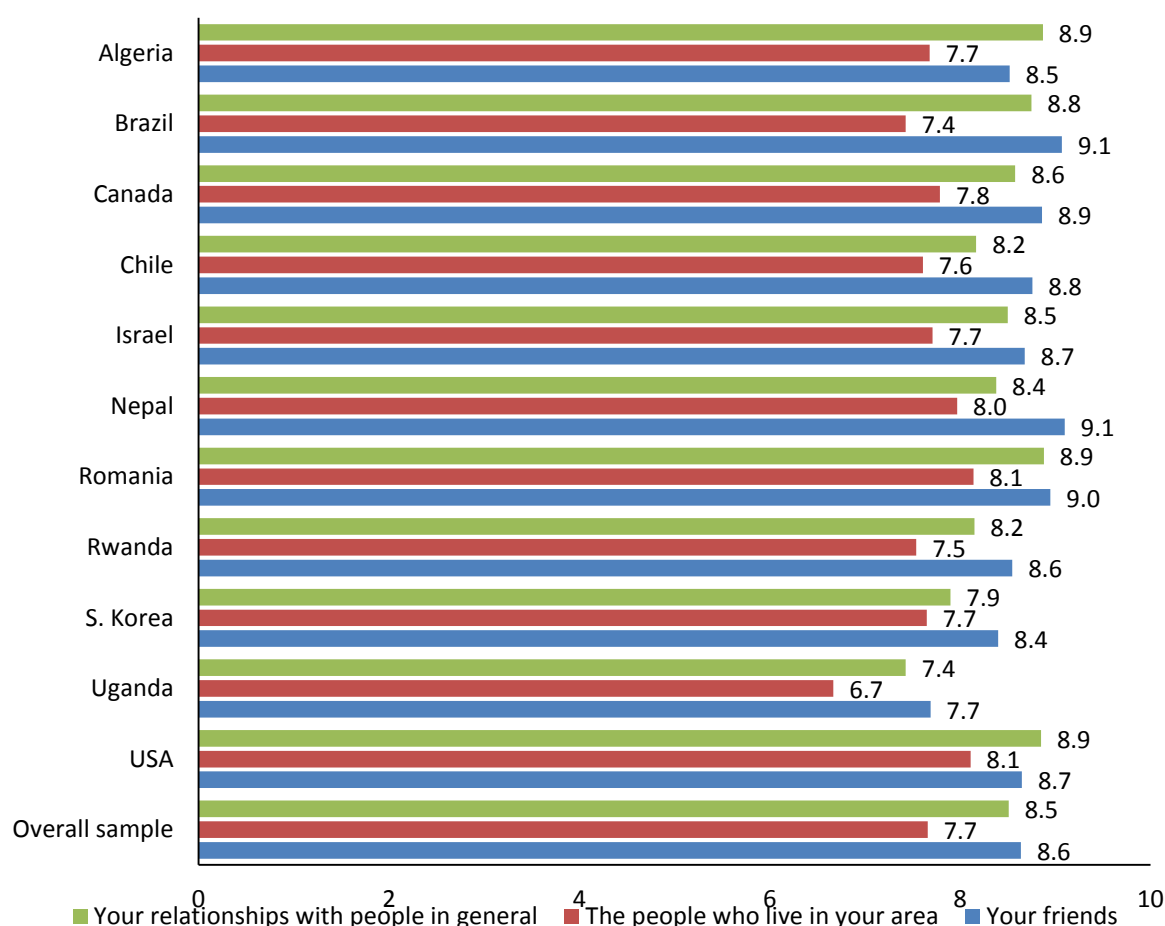


Figure 3.7: Satisfaction with friends and other people

Similar to the questions about family, children were asked about three aspects of spending time with their friends during the past week– talking together, having fun together and meeting to study apart from at school. For convenience of presentation, the chart shows the percentage of children who answered 'most days' or 'every day'. In general, children rarely meet with their friends to study outside of school, in comparison to the two other activities. In Nepal a somewhat low percentage of children reported that they talk with other children, but this figure warrants more exploration in light of the rather high percentage in this country engaging in the other two activities. Children in Algeria, Brazil and South Korea report a lower frequency of having fun with friends and children in Brazil also have a lower frequency of studying together. On the other hand, children in Rwanda tend to do both of these activities more often than average.

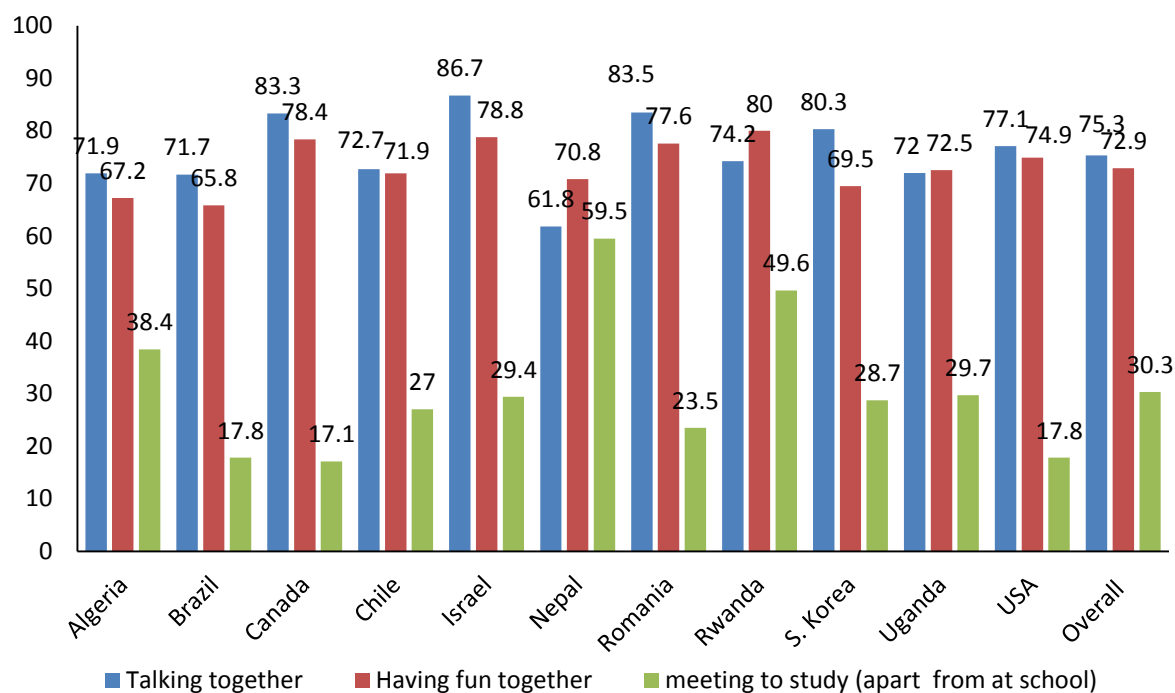


Figure 3.8: Frequency spending time with friends

## The area where you live

Similar to the 12 year-olds, the satisfaction of the 10 year-olds with the two items concerning the area where they live is somewhat low compared to other domains. Especially worth noting is the rather low mean for satisfaction with the outdoor area children can use in Rwanda, Nepal and Algeria, and the somewhat low mean of satisfaction with the area in general in Uganda and South Korea. On the other hand, children in Romania are located at the top of the list for both items.

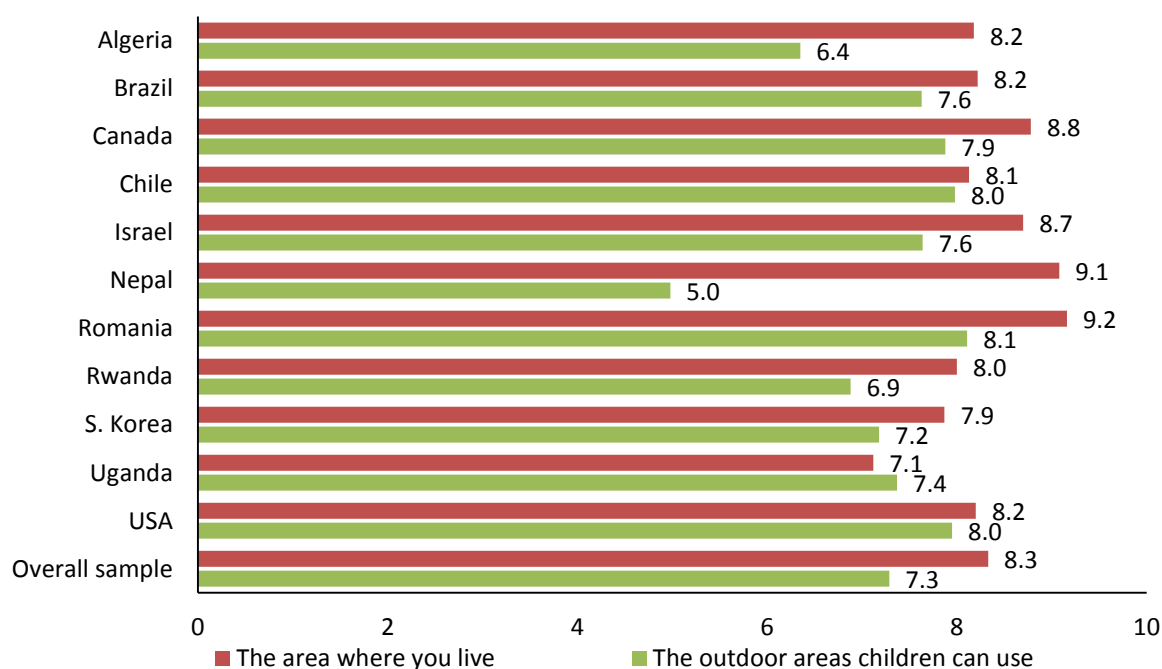


Figure 3.9: Satisfaction with the area where you live



Here too, children's agreement with the two items relating to the area where they live is relatively low in all countries. It is worth noting the rather high percentage of children in Algeria, Romania and Rwanda who do not agree that they have enough places to play in their area, and the somewhat large proportion of children in Algeria, Brazil, Nepal, South Korea and Uganda who do not agree that they feel safe when walking in the area where they live.

Table 3.6: The area where you live (agreement)

	In my area there are enough places to play		I feel safe when I walk in the area I live in	
	Disagree	Agree	Disagree	Agree
Algeria	29.9	50.3	20.0	60.0
Brazil	17.1	65.2	19.2	55.2
Canada	12.7	77.6	9.7	76.9
Chile	15.0	75.0	12.2	72.2
Israel	10.1	75.5	9.1	74.4
Nepal	11.9	81.1	21.4	70.3
Romania	24.2	60.2	9.2	76.5
Rwanda	23.3	61.3	10.3	76.6
S. Korea	13.9	60.3	21.0	43.7
Uganda	14.5	75.2	19.7	62.9
USA	7.3	80.6	10.0	76.0
Overall* sample	16.4	69.2	14.8	67.5

\*Weighted equally by country and gender

## School

Children were asked two questions about the frequency of being hit by other children in school and of being left out by other children in class during the last month, on a four-point response scale ('never', 'once', '2-3 times', 'more than 3 times'). The chart shows the percentage of children who answered '2-3 times' or 'more than 3 times'. In general, children reported a similar occurrence of the two behaviors. It is worth paying particular attention to the high percentage - about a third - of children in Israel, Nepal Canada and Rwanda who reported being hit by other children more than twice. In the last two countries, along with the USA, a high percentage of children also reported being left out. On the other hand, children in South Korea reported a relatively low frequency for both items.

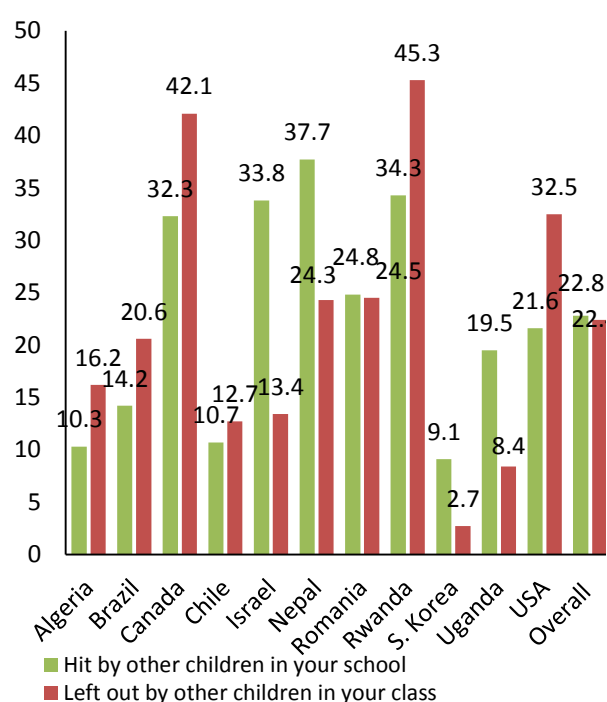


Figure 3.10: Frequency of bullying more than twice

In general, children were more satisfied with the school they go to and their school experience than with other children in the class. It is especially worth noting that the satisfaction of children in Uganda is towards the bottom of the list at all the items, and also the satisfaction of children in Israel is at the bottom of the list with regard to the school they go to and their school experience. In contrast, the satisfaction of children from Romania and Brazil is at the top of the list in all items.

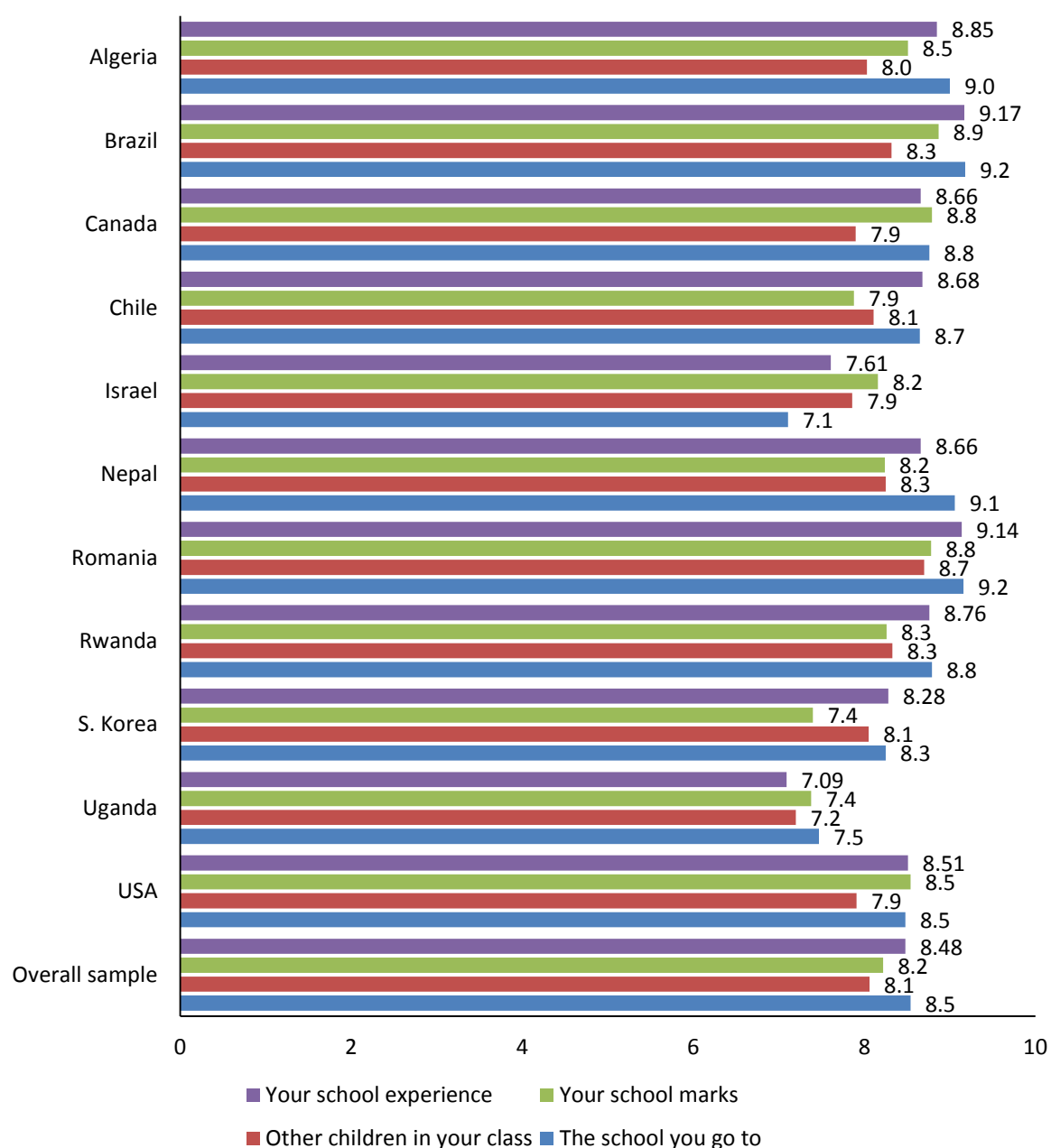


Figure 3.11: Satisfaction with school

In general, most children in most countries agree that their teachers treat them fairly, listen to them and they feel safe at school, nevertheless, they do feel relatively less safe than at home (see page 29). It is worth noting the quite high percentage of children that do not agree with all the items relating to school in Israel and the USA, especially with regard to 'I like going to school'. In contrast, the agreement of children in Nepal and Rwanda is relatively high with all items related to school, and the agreement of children from Uganda is also rather high for most of the items.

Table 3.7: School (agreement)

	My teachers listen to me		I like going to school		My teachers treat me fairly		I feel safe at school	
	Dis-agree	Agree	Dis-agree	Agree	Dis-agree	Agree	Dis-agree	Agree
Algeria	2.9	85.4	1.9	90.3	4.1	83.6	5.2	85.5
Brazil	7.0	79.0	9.4	76.8	2.0	91.0	5.6	84.6
Canada	7.5	81.9	14.4	64.3	5.3	81.5	7.5	82.7
Chile	6.5	78.5	11.7	74.2	9.1	83.2	6.0	81.4
Israel	10.3	66.7	33.0	42.7	14.2	65.4	11.1	71.8
Nepal	5.0	91.2	1.6	96.4	3.3	92.9	3.7	92.5
Romania	7.4	75.4	7.9	79.5	4.4	85.3	5.5	83.0
Rwanda	1.6	94.4	1.3	98.7	0.3	94.7	2.9	91.2
S. Korea	3.4	83.3	6.6	73.4	4.3	81.6	4.8	78.5
Uganda	6.2	84.3	3.0	92.4	2.9	88.5	10.4	83.0
USA	7.1	82.7	21.4	59.4	6.9	84.6	7.3	82.3
Overall sample*	5.9	82.2	10.1	76.8	4.7	85.1	6.4	83.5

\*Weighted equally by country and gender

## How you use your time

The children were asked a series of eight questions about the frequency of activities they do outside of school during the week, on a four-point scale ('rarely or never', 'less than once a week', 'once or twice a week', 'every day or almost every day'). The chart shows the percentage of children who answered 'every day or almost every day'. In general, a rather large percentage of children in all countries spends time almost every day or every day to do homework, a significant proportion of children are helping with housework and a relatively low percentage are taking classes outside of school. Nevertheless, the findings echo the different life situations of children in different countries. Children from developing countries like Uganda, Rwanda and Nepal watch TV and use the computer less frequently than in other countries, while they help more with housework. Interestingly, also, a relatively small percentage of children in South Korea uses a computer every day or almost every day.

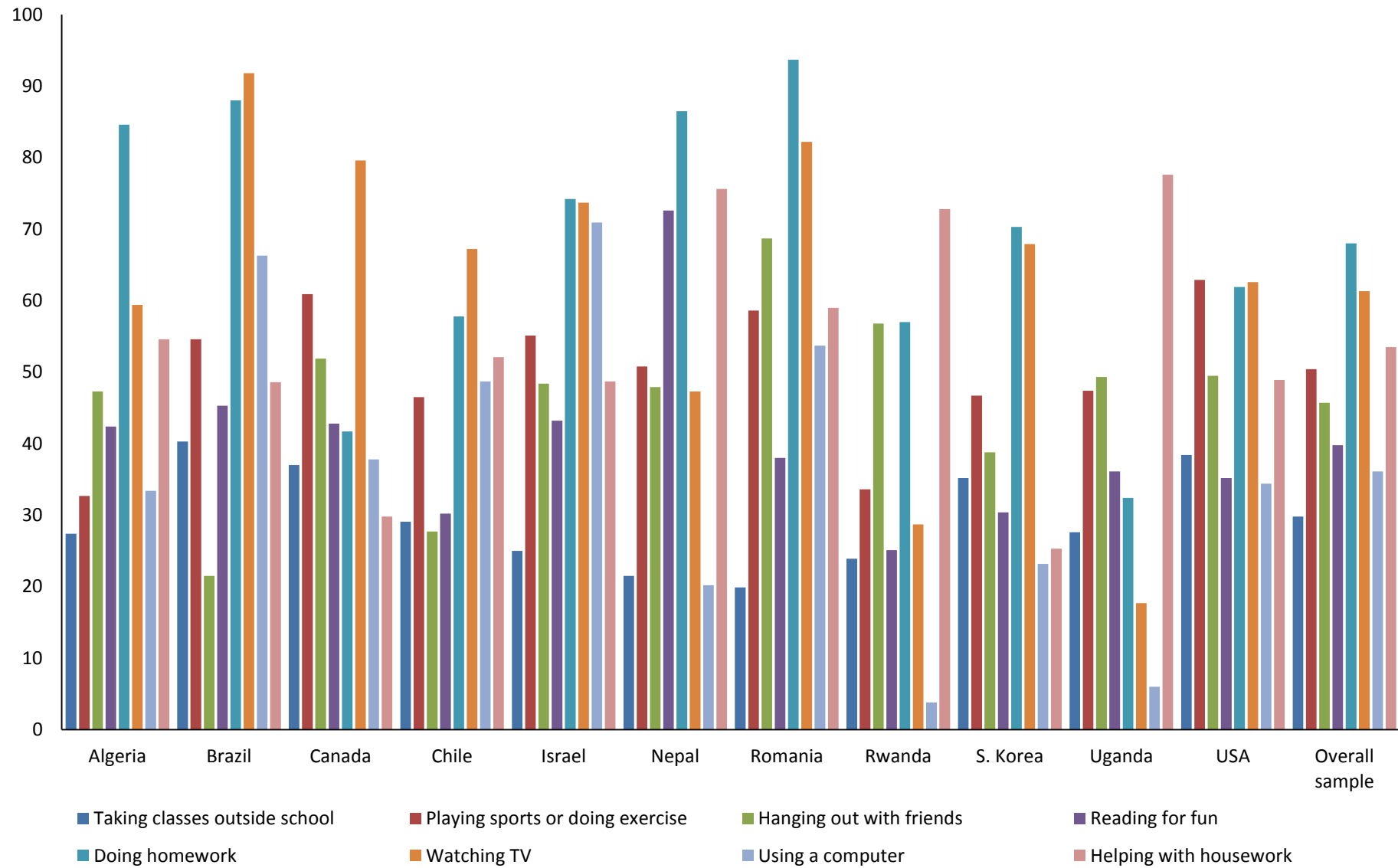


Figure 3.11: Prevalence of activities per week - Every day or almost every day

In general, children were more satisfied with what they do in their free time than how they use their time. The satisfaction of children from South Korea, Uganda and Rwanda is rather low and is located at the bottom of the list, while satisfaction of children from Romania is at the top of the list.

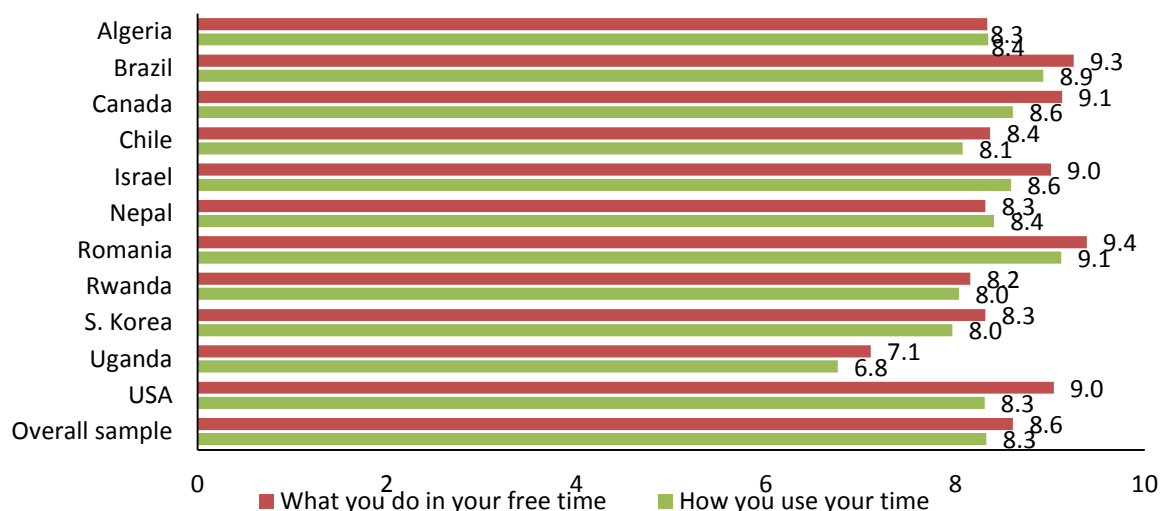


Figure 3.13: Satisfaction with time management

## More about you and how you feel about yourself

In general, most children feel positive about their future, but more than a third of them are worried about things a lot and about a fifth feel lonely. One should pay particular attention to the relatively high percentage of children in Chile, Israel, Romania, Nepal and the USA who reported that they worry about things a lot. However, these findings should be further explored since this was a reverse question, which is not common in the questionnaire and thus may be confusing. It is also worth noting the relatively high percentage of children in Uganda, Algeria, Chile and Nepal who do not agree that they have enough freedom to go outside without adults.

Table 3.8: How you feel about yourself (agreement)

	I worry about things a lot		I feel lonely		I feel positive about my future		I feel I have enough freedom to be outside without adults	
	Dis-agree	Agree	Dis-agree	Agree	Dis-agree	Agree	Dis-agree	Agree
Algeria	40.0	25.1	60.8	21.4	2.6	88.7	30.4	46.1
Canada	38.5	29.1	64.3	21.1	3.1	84.4	9.1	83.9
Chile	6.3	74.3	69.8	22.3	5.4	84.3	35.8	49.2
Israel	20.4	52.2	72.6	13.3	7.6	80.8	16.4	65.5
Nepal	48.7	34.4	63.5	23.6	2.1	94.6	32.7	57.3
Romania	33.4	41.0	69.2	16.6	9.9	77.6	7.7	82.0
Rwanda	57.6	28.2	67.8	21.0	5.7	92.0	24.0	64.8
S. Korea	41.1	26.9	71.2	9.1	4.9	78.2	20.1	51.2
Uganda	52.8	29.8	52.5	34.8	16.1	70.8	54.8	33.8
USA	39.5	34.1	62.2	18.7	6.6	82.5	12.4	77.2
Overall *	38.1	37.4	64.8	20.3	6.5	83.1	24.2	61.0

\*Weighted equally by country and gender

Children were also asked about their satisfaction with aspects of health, appearance and themselves. Overall children's satisfaction with their health and themselves was higher than their satisfaction with the way they look. One can note the rather low satisfaction of the children in Uganda with all four items, and the quite low satisfaction of children from South Korea and Chile with the way they look. On the other hand, the satisfaction of children from Romania was relatively high.

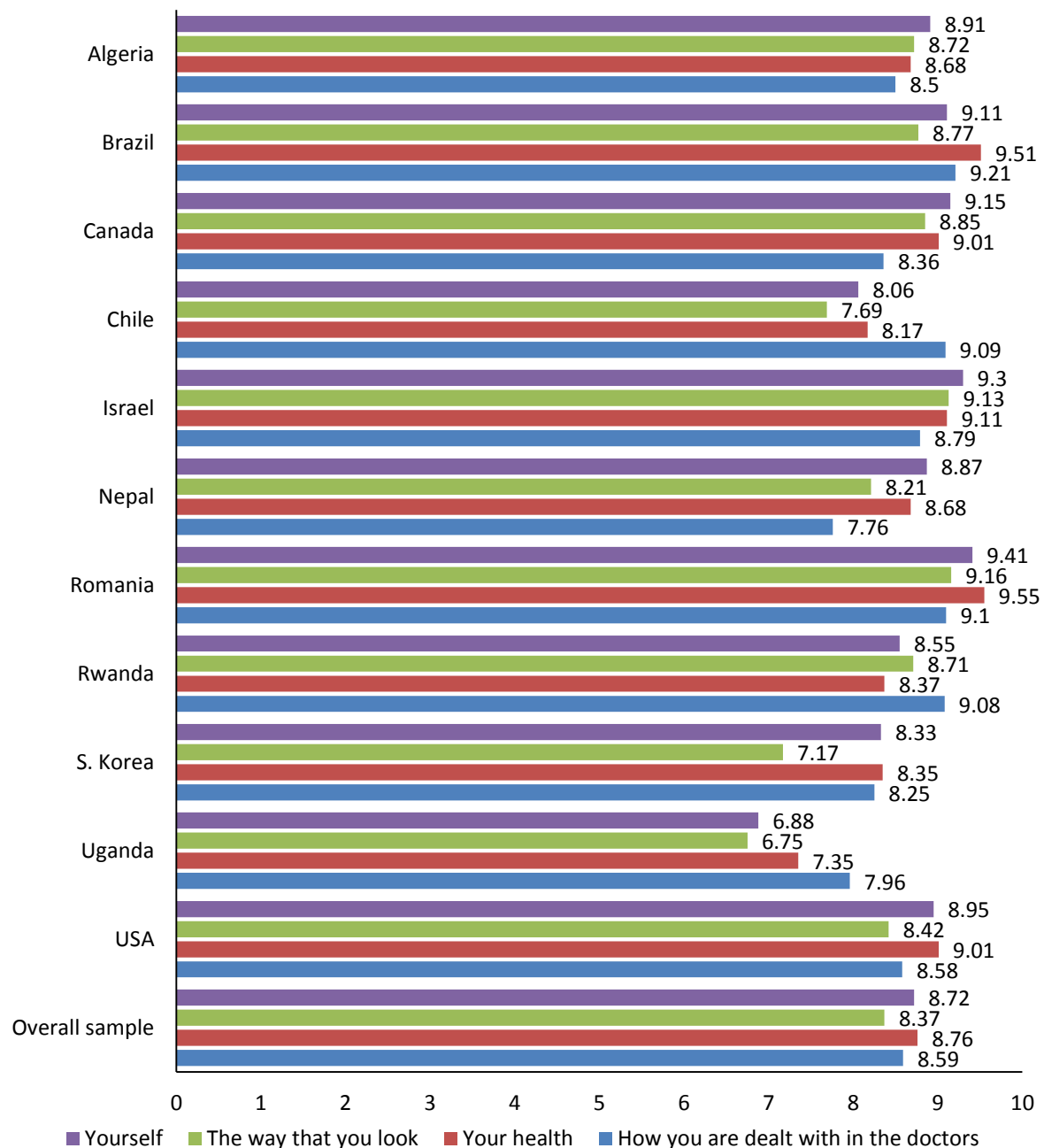


Figure 3.14: Satisfaction with health appearance and themselves

Another series of questions about personal satisfaction was also presented to the children. In general, children were more satisfied with their self-confidence than the freedom they have and how they are listened by adults. The satisfaction of the children from Uganda, Chile, Rwanda and Algeria with the freedom they have is somewhat low, and in the first two countries and Nepal the satisfaction with how they are listened by adults is also quite low.

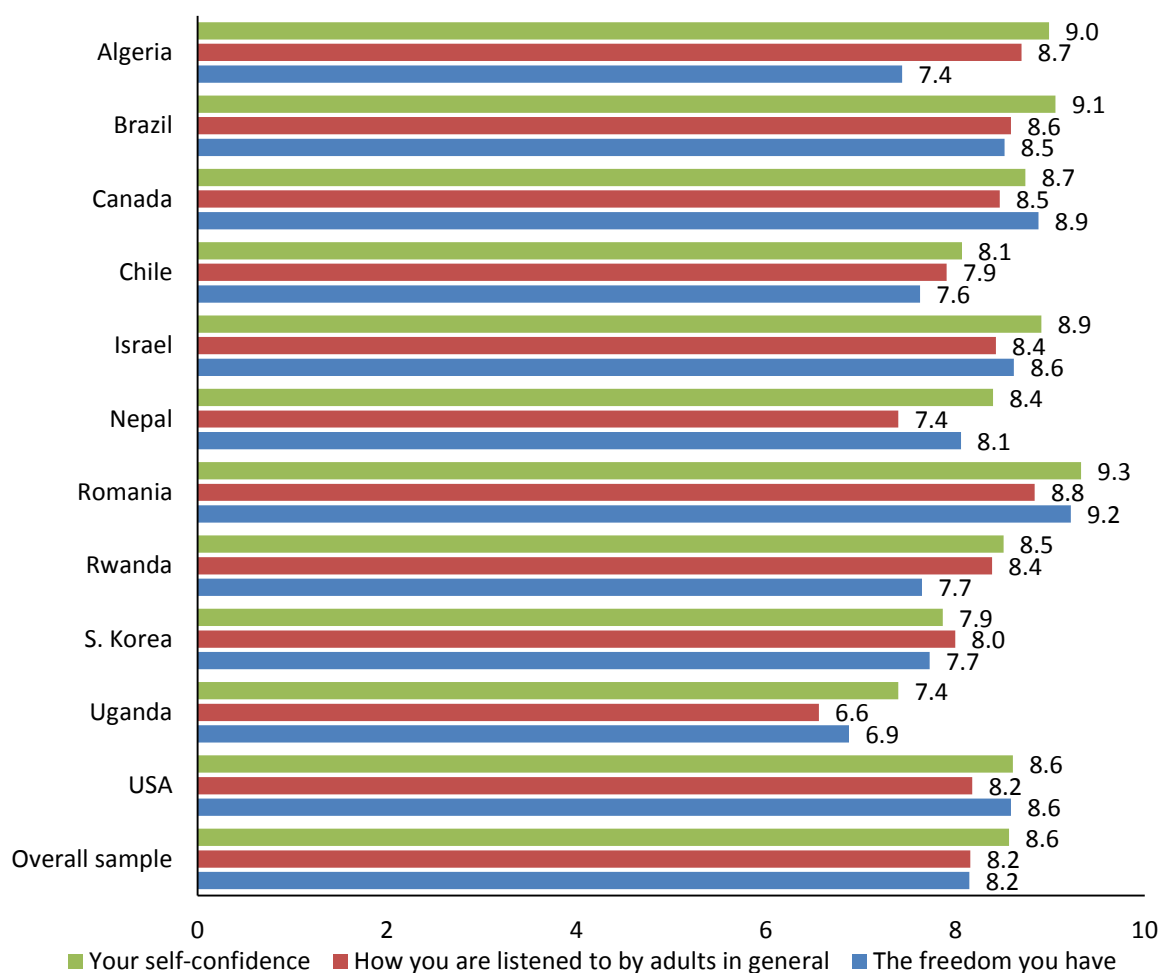


Figure2.15: Personal satisfaction

The children were asked to report about changes in their lives over the past year in a series of questions. In general, differences between countries in the stability in the lives of children are evident. A high percentage of children from Chile, Nepal, Rwanda, Uganda and the USA reported moving house during the past year. In addition, in the first four countries over a quarter of the children also reported changing school, and a fifth of the children in Uganda and Chile also reported a change in the adults they lived with. Yet, these findings should be interpreted with caution, first since they may be affected by differences in the living situations and family structure in each country and secondly, these types of questions deserve further investigation to make sure that indeed this is an exact trend and not due to misunderstanding of the questions.

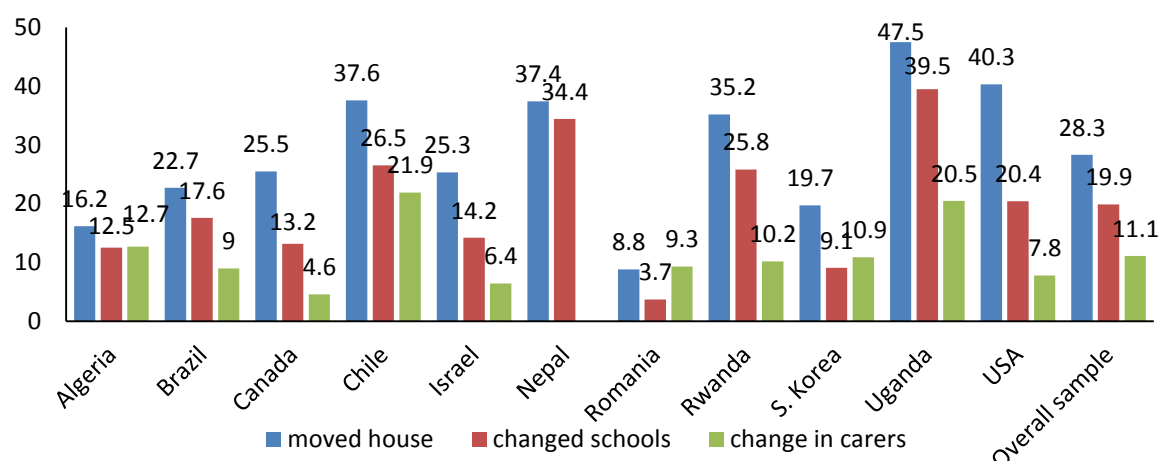


Figure 3.16: Changes in the past year

## Your life and your future

The children were asked three questions on children's rights. The response scale included three options: 'Yes', 'I do not know' and 'No'. The percentage of children who answered 'yes' is shown in the chart below. In general, only about half of the children know what rights children have and think that adults respect these rights in their country, a lower percentage of children heard about the Convention on the Rights of the Child. It is worth noting the relatively low percentage of children in Nepal, South Korea and Uganda who had heard about children's rights, and, perhaps consequently, in these countries the percentage of children who agree that adults respect children's rights is also somewhat low.

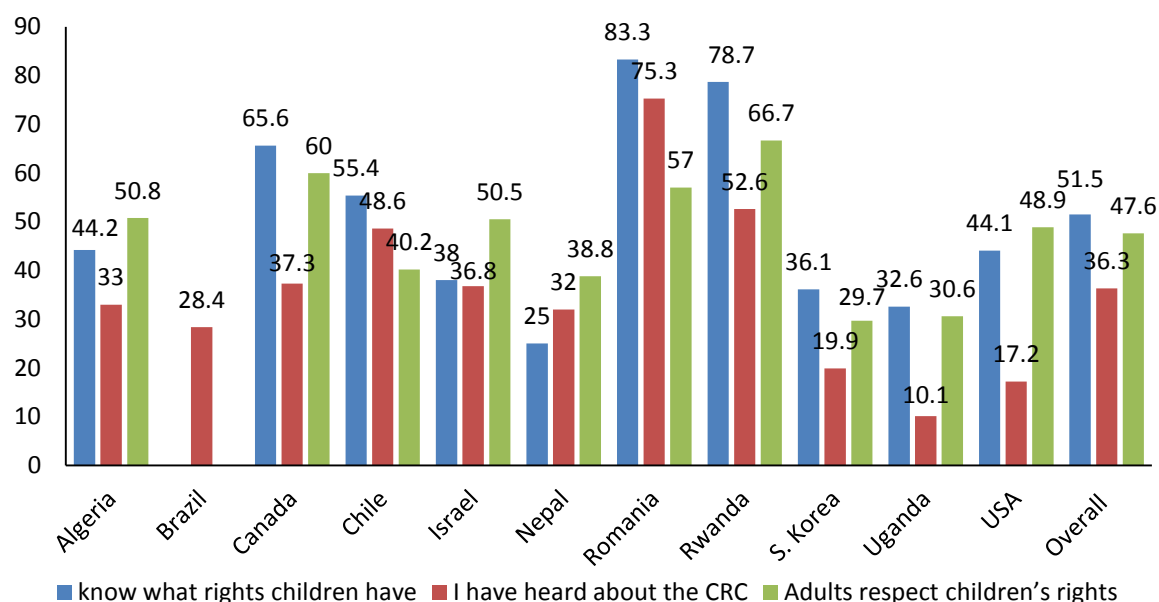


Figure 3.17: Children's rights

Using a series of eight qualities children were asked about the values that they aspired to, by indicating how much they think they would like other people to appreciate these qualities when they are adults, on a response scale of 0 to 10 (from 'not at all' to 'very much'). Similarly to the findings among the 12 year-olds, in general, children wish less to be appreciated for 'money' and 'power', and more to be appreciated for 'family' and 'kindness'.



Table 3.9: Aspired values

	Friend liness	Relationshi ps with people	Money	Power	Family	Personality	Kindness	Image
Algeria	9.35	9.28	6.91	8.19	9.27	9.26	9.31	8.58
Canada	8.85	9.08	7.72	7.90	9.34	9.13	9.19	8.70
Chile	8.62	8.54	7.32	6.97	9.26	8.95	8.94	8.70
Israel	9.15	9.20	8.28	8.69	9.64	9.43	9.47	9.10
Nepal	8.49	7.92	7.11	7.99	9.05	8.17	8.71	8.35
Romania	9.40	9.25	7.16	8.25	9.45	9.41	9.47	8.90
Rwanda	9.33	9.38	8.33	8.92	8.36	9.20	9.55	9.06
S. Korea	7.08	8.08	7.45	7.36	8.70	7.95	7.83	7.83
Uganda	8.52	8.36	8.49	8.59	8.53	8.61	8.76	8.64
USA	8.39	8.72	7.48	7.41	9.19	9.05	8.95	8.54
Overall*	8.72	8.77	7.61	8.00	9.16	8.90	9.01	8.62

\*Weighted equally by country and gender

## Overall subjective well-being

Children's overall subjective well-being was measured using five well-known indicators (see detailed information on page 4). It is important to note that comparison between countries should be made with caution and for the most part it is better to use the ranking instead of means. The data from the five scales highlights the value of using various indicators when evaluating children's overall subjective well-being. Overall the children's scores in SLSS4 tend to be lower, while their scores in OLS are relatively higher. In addition, there are also some differences worth noting between the scales in several countries; for instance, children from Israel are located at the top of the list in SLSS4 however, their scores in the other indicators are lower especially in BMSLSS. Similarly the scores of children from Algeria tend to be higher in SLSS4 and OH than in PWI-SC and OLS. On the other hand, some similarities can be found across scales; children from Romania and Brazil are located at the top of the list in most of the scales, while children from Uganda and South Korea are often at the bottom of the list.

Table 3.10: Overall subjective well-being scales

	SLSS4		BMSLSS		PWI-SC		OLS		OH	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Algeria	84.13	4	87.51	5	82.35	8	86.76	8	85.87	3
Brazil	83.06	5	89.83	2	89.90	2	94.15	2	89.17	2
Canada	84.60	2	89.64	3	89.34	3	89.10	6	81.50	6
Chile	80.38	8	85.62	9	86.31	6	80.80	10	78.02	10
Israel	84.94	1	85.98	7	88.11	5	91.21	4	85.80	4
Nepal	80.85	7	89.28	4	85.75	7	92.11	3	84.65	5
Romania	84.27	3	92.23	1	92.19	1	94.67	1	89.59	1
Rwanda	74.03	10	85.68	8	82.31	9	87.29	7	78.51	9
S. Korea	76.81	9	83.93	10	81.86	10	82.42	9	78.92	8
Uganda	57.65	11	73.74	11	68.34	11	71.09	11	72.09	11
USA	80.88	6	86.78	6	88.56	4	89.89	5	81.07	7
Overall *	79.29	-	86.43	-	84.89	-	87.77	-	82.35	-

\*Weighted equally by country and gender

## Part 4: 8 year-olds age group

8,245 children from 8 countries participated in the survey from the 8 year-olds age group. Some countries were able to reach the target number of 1,000 children, whereas in other countries a smaller number of children participated.

Most children in the study were aged 8 at the time of the survey. Differences between countries in the mean age may arise due to the differences in the time of the year in which the survey was conducted and differences in the education system.

Table 4.1: Number of participants by country olds

Country	Number of Participants	Mean age (SD)
Algeria	587	8.34 (.72)
Brazil	1151	8.41 (.61)
Canada	239	8.24 (.71)
Chile	1038	8.48 (.60)
Israel	983	7.86 (.53)
Romania	1015	8.40 (.56)
S. Korea	2719	8.00 (n/a)
USA	513	8.61 (.55)
Overall	8245	8.33 (.64)

### You

In general, more girls participated in the survey, and in many of the countries an equal number of boys and girls was not achieved. Thus, due to the possibility of gender variations in children's SWB, for the purpose of this report the data was weighted for equal gender balance.

In most countries the vast majority of children were born in the country. Exceptions are Israel and Canada where the percentage of children who were not born in the country is higher than 7%.

Table 4.2: Distribution of gender and country of origin

Country	Boys %	Girls %	Born in the country %	Not born in the country %
Algeria	51.2	48.8	99.3	0.7
Brazil	48.7	51.3	99.6	0.4
Canada	41.4	58.6	92.1	7.9
Chile	51.1	48.9	99.6	0.4
Israel	45.7	54.3	92.5	7.5
Romania	45.8	54.2	-	-
S. Korea	45.5	54.5	99.5	0.5
USA	52.4	47.6	96.9	3.1
Overall Sample	47.4	52.6	98.3	1.7

### Your home and the people you live with

Children were asked about their happiness with a series of items about home and family, the response scale consisted of five emoticons (from a sad face to a happy face). For the data analysis the scale was treated as a 0 to 4 scale. In general, children's happiness with the house where they live and the people they live with were higher than with other people in their family. The happiness of children from Israel, Algeria and the USA is at the bottom of the list for two of the three items, while the happiness of children from Romania and Brazil is at the top of the list when it comes to happiness with the house and the people with whom they live.

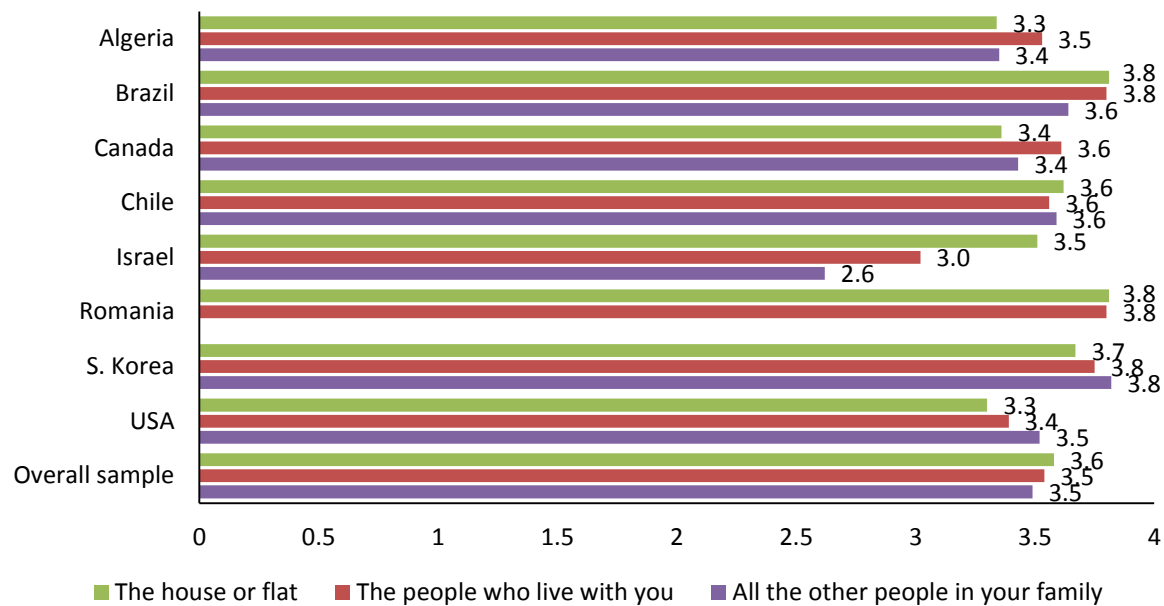


Figure 4.1: Happiness with home and family

Children were asked about their agreement with a series of statements relating to their home and the people they live with. To better illustrate the findings the five-point response scale was grouped into three options ('Strongly disagree/Disagree', 'Neither agree nor disagree', 'Very much agree /Agree'). The table here presents only the end points.

In general, children had higher levels of agreement about feeling safe at home than about having a quiet place to study. It is worth noting the relatively high percentage of children in Canada, Algeria and Chile who do not agree that they feel safe at home. The high percentage in Canada specifically requires further examination. In addition, 30% of children in Canada and the USA do not agree that they have a quiet place to study at home, and the percentage of children from Chile and Brazil who do not agree that their parents listen to them and that they have good time together with their family is relatively high. On the other hand, the percentage of children in Romania who agree with all the statements is rather high.

Table 4.3: Home and the people I live with (agreement)

	Safe at home		Quiet place to study		Parents listen		Good time together		Parents treat fairly	
	Dis-agree	Agree	Dis-agree	Agree	Dis-agree	Agree	Dis-agree	Agree	Dis-agree	Agree
<b>Algeria</b>	11.7	83.2	7.2	88.1	10.2	76.5	3.0	91.8	2.0	93.7
<b>Brazil</b>	3.4	92.8	5.7	89.8	23.4	51.8	19.5	78.2	2.1	79.4
<b>Canada</b>	19.5	77.6	29.4	62.7	4.5	73.6	3.5	74.6	2.4	76.1
<b>Chile</b>	9.0	88.6	14.5	80.5	13.5	78.9	10.6	83.4	8.7	86.8
<b>Israel</b>	3.3	87.8	17.1	64.0	7.8	75.0	4.8	84.1	7.8	79.1
<b>Romania</b>	1.3	96.2	2.2	95.2	2.5	90.7	1.3	97.2	1.3	95.6
<b>S. Korea</b>	3.3	80.5	3.8	88.0	3.9	78.9	8.9	81.9	3.5	86.6
<b>USA</b>	4.0	93.5	29.6	53.7	7.2	85.2	4.6	92.1	4.0	91.4
<b>Overall* sample</b>	4.7	89.4	13.0	78.0	7.6	81.6	5.2	88.0	4.8	88.0

\*Weighted equally by country and gender

Children were asked about three aspects of spending time with their family during the past week—talking together, having fun together and learning together – using a four-point response scale ('not at all', 'once or twice', 'most days' and 'every day'). For convenience of presentation, the chart shows the percentage of children who answered 'most days' or 'every day'. In general, children reported that the most common activity is talking with the family and the least common activity is learning together, though frequency here is also a quite high. Children from Canada and South Korea reported a relatively low frequency of having fun and learning with family, in contrast children from Romania and Brazil reported a relatively high frequency of activities with the family.

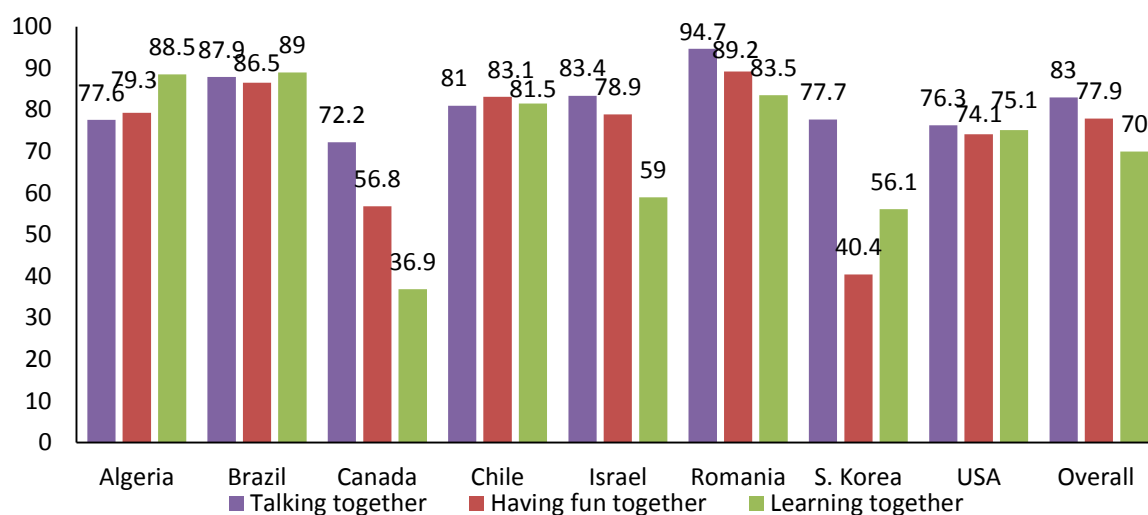


Figure 4.2: Frequency spending time with family

## Money and things you have

Much of the children reported having clothes in good condition to go to school, however it is noteworthy that about twenty percent of children in Canada are reported that they do not have such clothes. In addition, in most countries high percentage of children have access to computer at home and to the Internet, nevertheless computer and Internet access of children from Brazil and Algeria is relatively low.

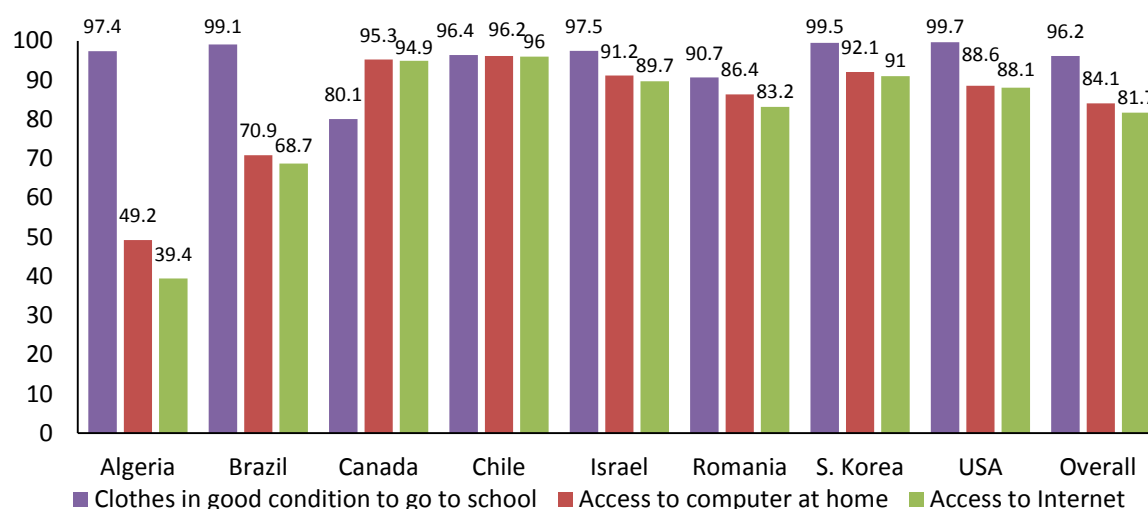


Figure 4.3: Material possessions

Children's happiness with all the things they have is relatively high, yet one should notice that the happiness of children in Canada, South Korea and the United States is somewhat low.

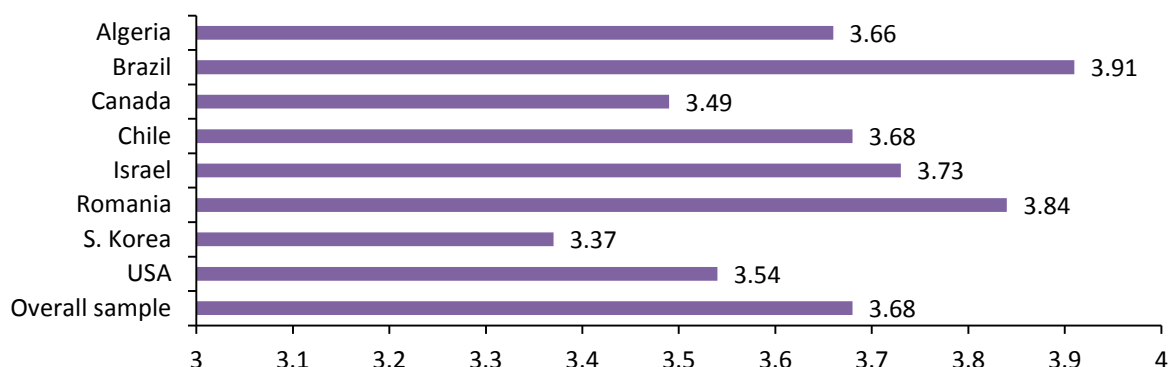


Figure 4.4: Happiness with all the things I have

The children were asked to indicate how much they worry about how much money their family has on a four-point scale ('never', 'sometimes', 'often', 'always'). The figure shows the percentage of children who worry often or always. In some countries – Brazil, Chile and Israel – a high percentage of children worry, while in other countries – Canada and South Korea – this percentage is much lower.

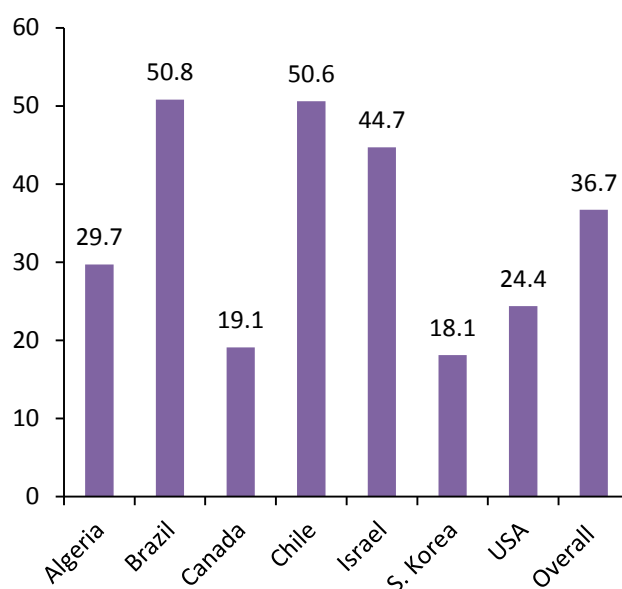


Figure 4.5: Worry often/always about how much family has

## Your friends and other people

A large percentage of children in most countries agree that their friends are usually nice to them and they have enough friends. Particular attention should be given to the relatively high percentage of children from Canada and Chile who do not agree with the two items, especially to the 40% of children in Canada who do not agree that they have enough friends, which may require further exploration.

Table 4.4: Friends (agreement)

	My friends are usually nice to me		I have enough friends	
	Disagree	Agree	Disagree	Agree
Algeria	5.9	85.8	5.1	76.1
Brazil	3.7	89.4	7.2	88.7
Canada	20.7	70.3	42.0	53.5
Chile	11.5	79.5	14.6	79.2
Israel	6.4	77.0	7.4	82.3
Romania	2.3	92.3	2.4	92.9
S. Korea	8.3	82.0	2.3	85.3
USA	5.7	89.6	10.2	83.7
Overall sample*	6.6	81.9	8.8	82.8

\*Weighted equally by country and gender

In general, children were quite happy with the three items relating to friends and other people, in particular with regard to their friends, yet less so with their relationship with the people who live in their area especially in the USA, Brazil and Israel. It is worth noting that the children in South Korea are located at the bottom of the list at all the items, and the happiness of children in Israel with relationships in general is also somewhat low.

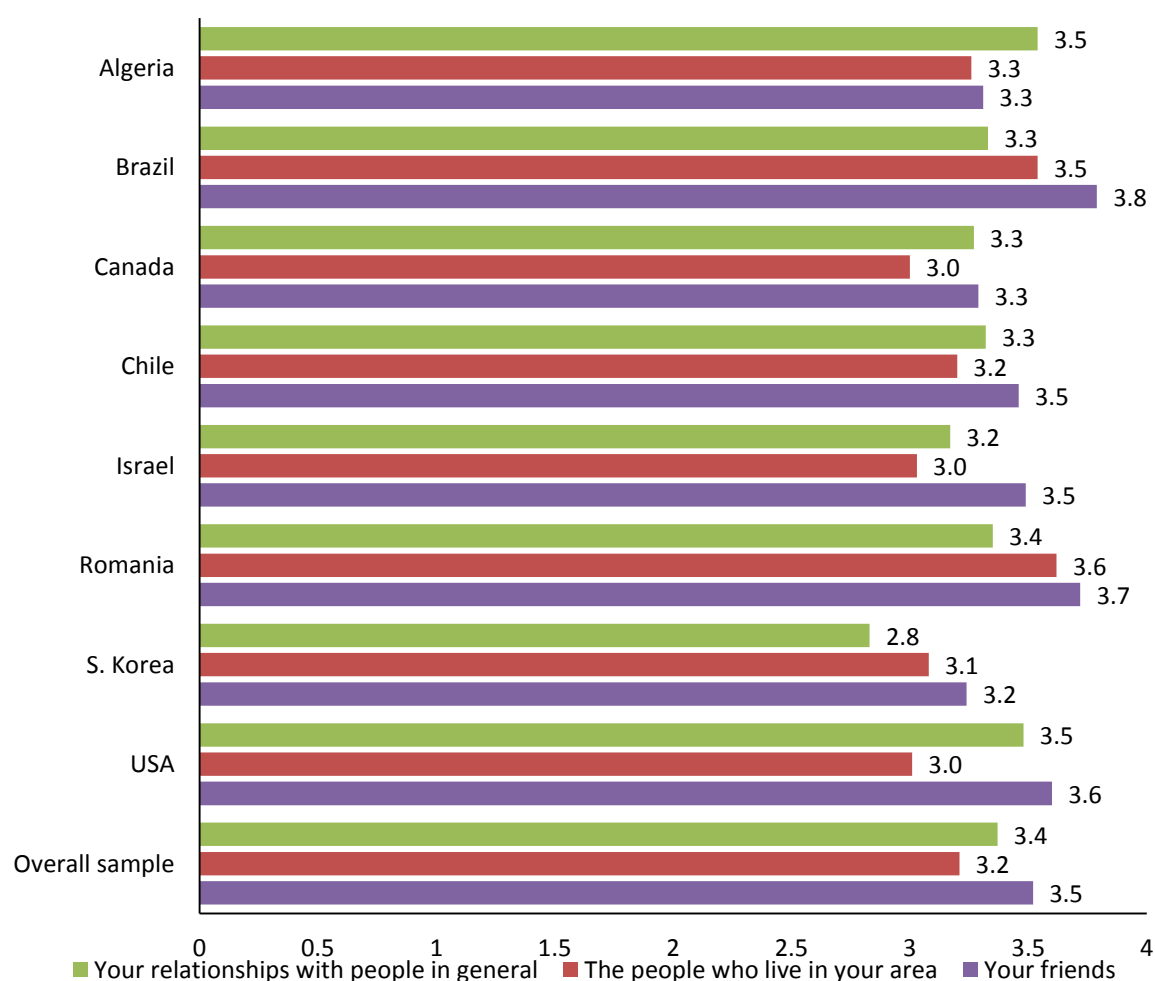


Figure 4.5: Happiness with friends and other people

Children were asked about three aspects of spending time with their friends during the past week—talking together, having fun together and meeting to study apart from at school. For convenience of presentation, the chart shows the percentage of children who answered 'most days' or 'every day'. In general, over 70% of children reported talking and having fun with their friends frequently, it is worth paying attention to the relatively lower frequency reported by children in Brazil. In addition, generally a much lower percentage of children meet with friends to study apart from at school, especially in the USA and Canada. This may reflect the nature of the homework tasks given at school at this age.

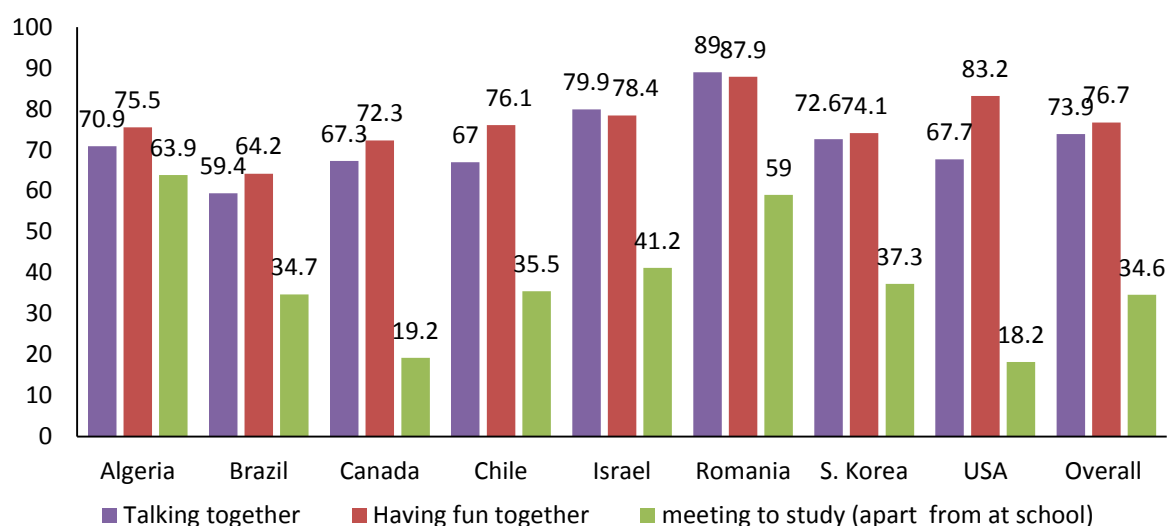


Figure 4.7: Frequency of spending time with friends

## The area where you live

In most countries children largely agree that in their area there are enough places to play. Nevertheless, it is worth noting the relatively high number of children who do not agree in South Korea and the USA, and particularly in Romania, where 40% of children do not agree. On the other hand a high percentage of children in Romania agree that they feel safe to walk in their area, while the percentage of children who do not agree is quite high in Canada, Chile and South Korea.

Table 4.5: The area where you live (agreement)

	In my area there are enough places to play		I feel safe when I walk in the area I live in	
	Disagree	Agree	Disagree	Agree
Algeria	15.6	71.3	12.8	80.7
Brazil	8.9	84.8	11.9	77.8
Canada	7.4	85.9	23.2	69.7
Chile	14.0	80.0	18.3	73.0
Israel	11.3	75.7	8.2	82.4
Romania	41.3	51.7	3.8	92.0
S. Korea	17.3	65.8	29.8	49.1
USA	18.8	76.9	9.0	74.1
Overall sample*	12.9	77.0	14.0	73.4

\*Weighted equally by country and gender

Children's happiness with the area where they live in general and with the outdoor areas they can use is relatively high. However, it is importance to note that the means of children in Canada and the USA are at the bottom for the two items, and the happiness of children from Israel with the outdoor areas is also rather low.

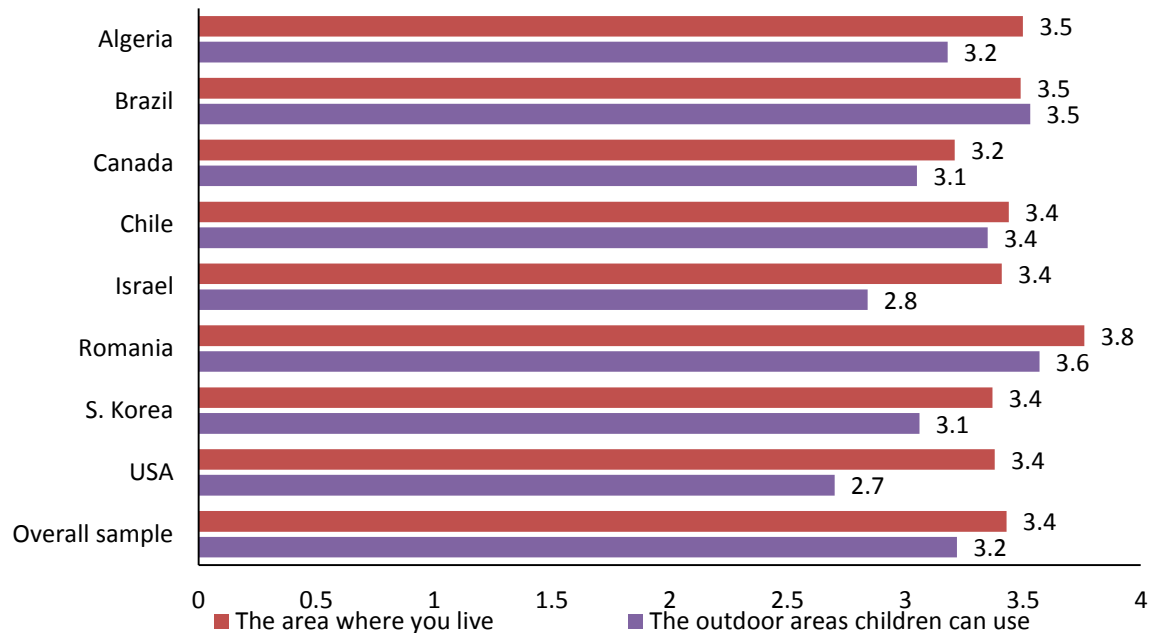


Figure 4.8: Happiness with the area where you live

## School

In general, most children feel safe in school and agree that their teachers listen to them and treat them fairly. A somewhat lower percentage of the children agree that they like going to school. It is particularly worth mentioning the relatively high percentage of children who do not agree that they like going to school in Israel and Canada. In addition, one out of five children in Canada do not agree that they feel safe in school and about 10% of children in Chile, Israel and Algeria also do not agree with this statement.

Table 4.6: School (agreement)

	My teachers listen to me		I like going to school		My teachers treat me fairly		I feel safe at school	
	Dis-agree	Agree	Dis-agree	Agree	Dis-agree	Agree	Dis-agree	Agree
Algeria	9.6	85.5	8.3	89.2	2.4	93.1	10.2	85.6
Brazil	4.9	69.9	4.7	91.3	2.3	94.3	3.5	92.1
Canada	21.6	67.1	28.3	64.7	2.6	74.2	20.5	72.6
Chile	7.8	86.6	14.3	76.9	6.8	88.2	9.3	85.2
Israel	8.4	75.7	26.4	53.9	7.7	76.2	12.3	74.2
Romania	4.0	54.4	3.0	59.3	1.3	60.9	1.6	94.9
S. Korea	2.0	88.8	4.1	79.2	2.1	83.8	9.1	76.6
USA	3.5	91.3	10.1	73.5	1.9	94.5	4.3	90.9
Overall sample*	6.0	82.7	11.5	78.5	4.2	87.5	6.3	85.3

\*Weighted equally by country and gender



Generally children were most happy with the school they go to. It is worth noting that the children from Israel and South Korea are located at the bottom of the list for two of the three items. On the other hand, children in Brazil and Romania are located at the top of the list.

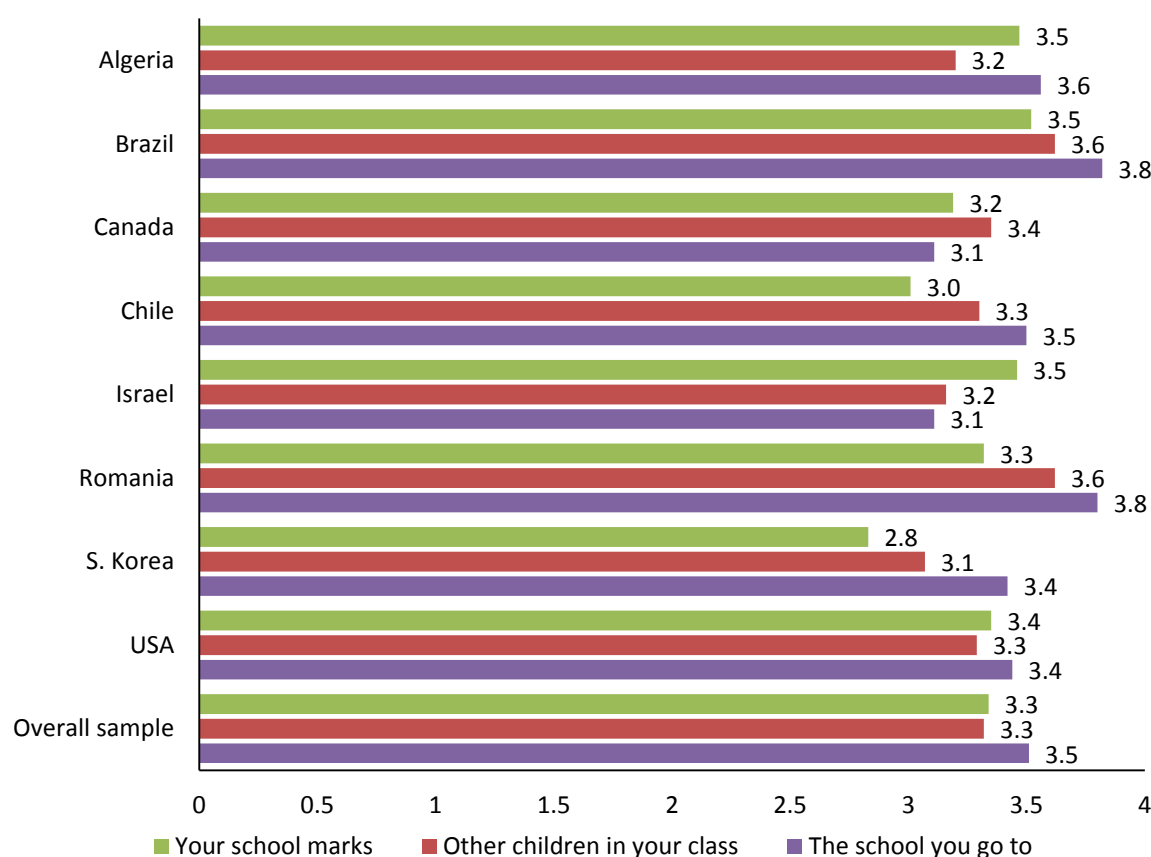


Figure 4.9: Happiness with school

Children were asked two questions about the frequency of being hit by other children in school and of being left out by other children in class during the last month, on a four-point response scale ('never', 'once', '2-3 times', 'more than 3 times'). The chart shows the percentage of children who answered '2-3 times' or 'more than 3 times'. In general, a rather high proportion – over a quarter of children – reported being hit or being left out more than twice in the last month. It is particularly worth noting that about one-third of children in Algeria and Brazil, and over 40% of children of Israel, Canada and the USA reported being hit more than twice. In the latter two countries also a large percentage of children reported being left out more than twice.

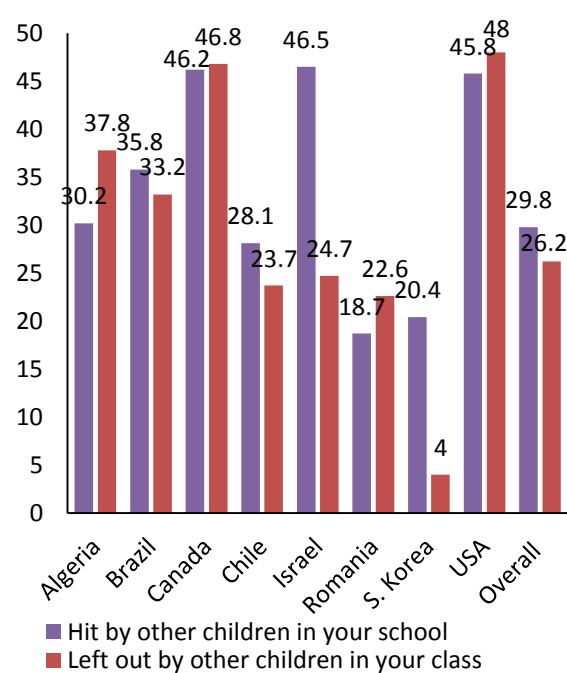


Figure 4.10: Frequency of bullying more than twice

## How you use your time

Children were asked about their happiness with what they do in their free time. Generally, children are quite happy. Nevertheless, one can note that the happiness of children in Canada and Algeria are at the bottom, while the happiness of children in Brazil and Romania at the top.

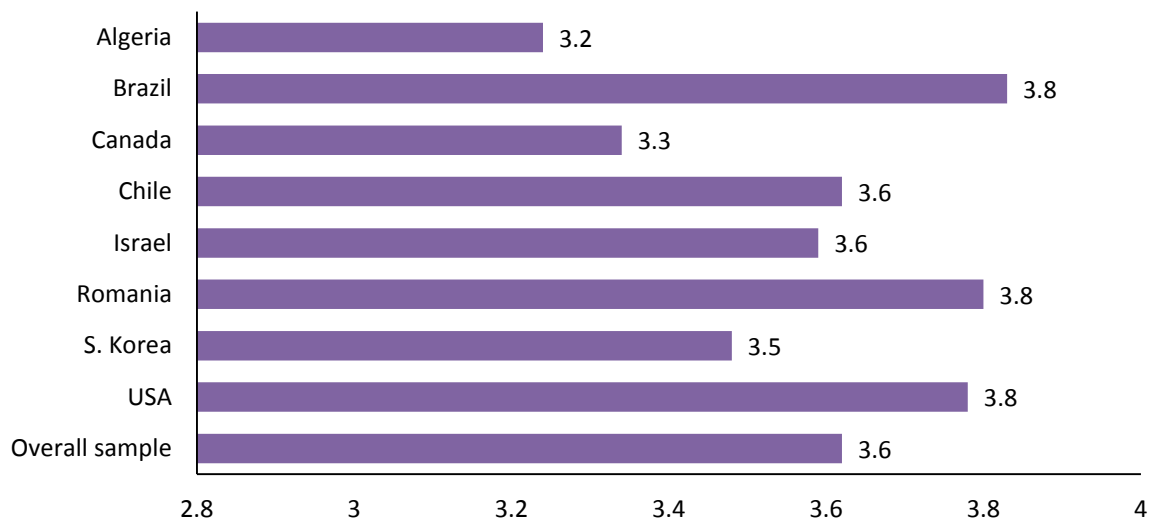


Figure 4.11: Happiness with time management

Children were asked a series of eight questions about the prevalence of activities they do outside of school during the week, on a four-point scale ('rarely or never', 'less than once a week', 'once or twice a week', 'every day or almost every day'). The chart shows the percentage of children who answered 'every day or almost every day'. In general, the most common activities are doing homework and watching television, while less frequent activities are using a computer and taking classes outside of school. One can also note that about half of the children reported that they help every day or almost every day with housework, this percentage is particularly high in Algeria and Romania, and relatively low in South Korea and Canada.

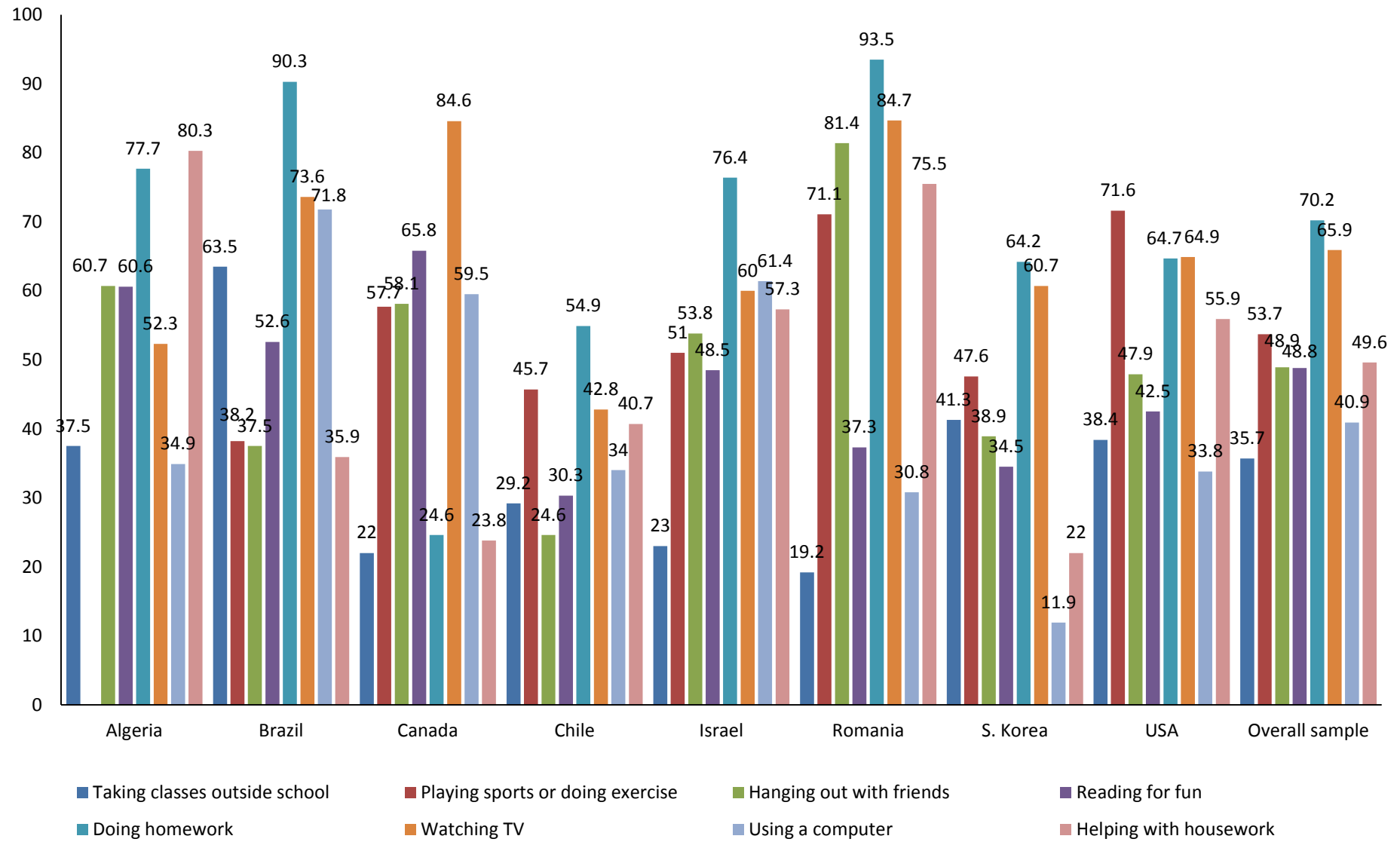


Figure 4.12 Prevalence of activities per week - Every day or almost every day

## More about you and how you feel about yourself

Children were asked a series of questions about personal happiness. In general, children were less happy with the way they are listened to by adults, especially in Canada and Algeria. It is also worth noting the relatively low score given by children in South Korea and Canada regarding the freedom they have.

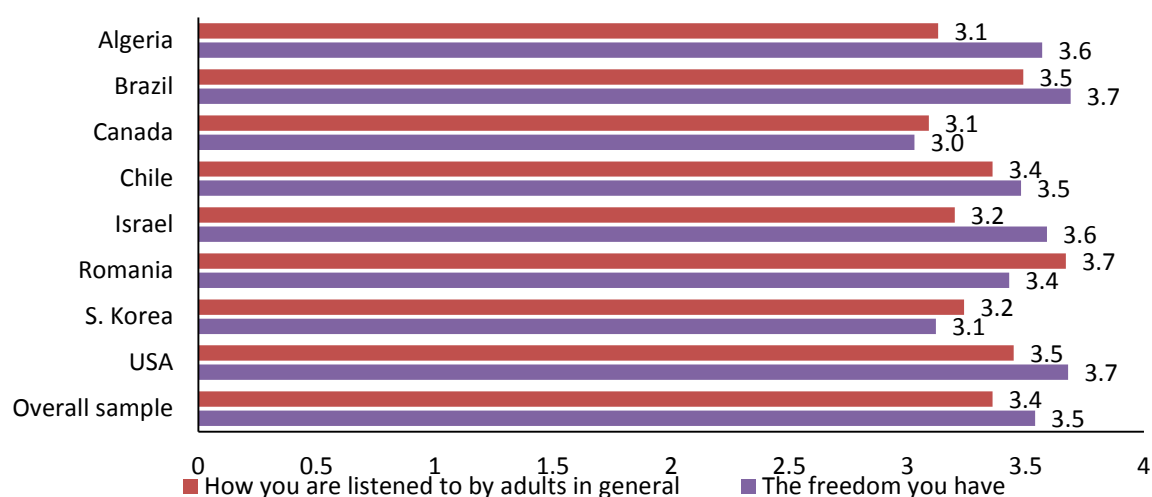


Figure 4.13: Personal Happiness

Children were also asked three questions regarding their happiness with aspects of health and appearance. In general, children expressed more happiness with their health than the other two aspects. Special attention should be given to the relatively low happiness in the USA, Israel and Canada regarding the way they are dealt with in the doctors. Children from Canada are also at the bottom of the list for the two other items, and children from South Korea are somewhat less happy with the way they look.

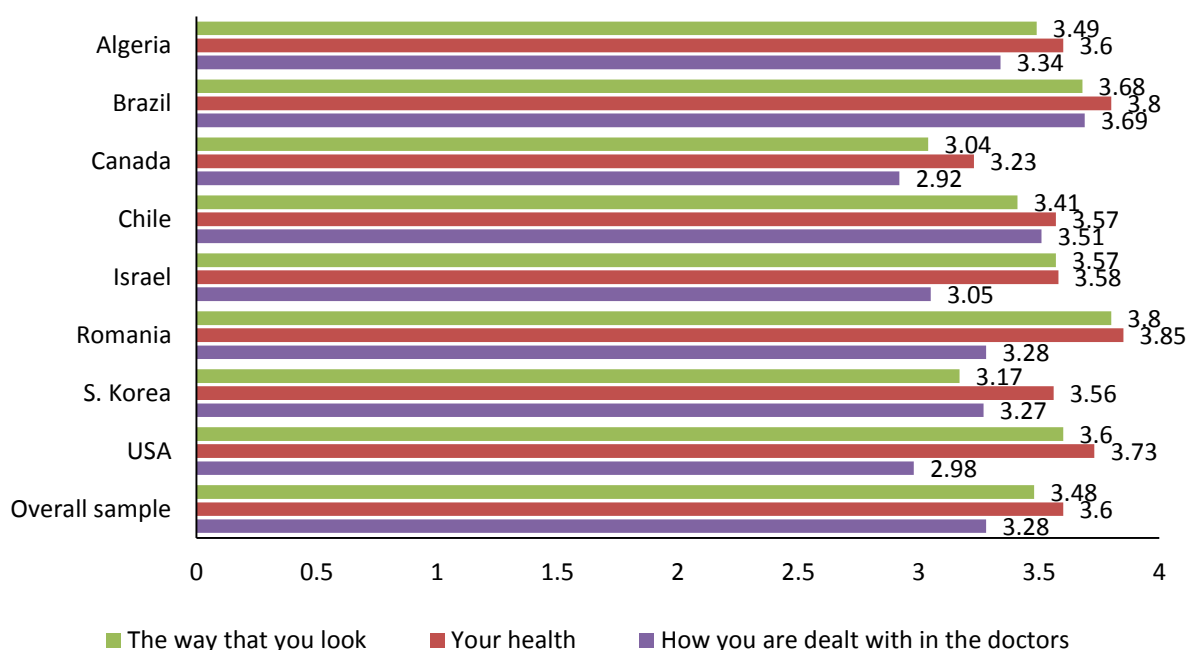


Figure 4.14: Happiness with health and appearance

It is noteworthy that a quarter of all children agree that they feel lonely, and this percentage is higher in Algeria, Romania and Canada. In addition, overall, most children agree that they feel positive about their future, at the same it is worth noting the relatively high number of children in Canada and Chile who do not agree.

Table 4.7: How you feel about yourself (agreement)

	I feel lonely		I feel positive about my future	
	Dis-agree	Agree	Dis-agree	Agree
Algeria	26.2	54.5	2.6	94.9
Canada	58.6	30.9	23.9	70.9
Chile	61.6	29.0	11.2	77.3
Israel	63.6	23.4	7.7	83.0
Romania	43.4	49.6	7.5	85.7
S. Korea	71.1	4.4	2.0	91.3
USA	62.3	17.7	7.0	88.0
Overall sample*	63.6	25.2	8.1	83.2

\*Weighted equally by country and gender

## Your life and your future

Children were asked three questions on children's rights. The response scale included three options: 'Yes', 'I do not know' and 'No'. In general, a relatively low percentage of children in this age group know what rights children have and have heard about the Convention on the Rights of the Child, this percentage is the lowest in South Korea and the USA. Nevertheless, a greater percentage of children claim that adults respect children's rights in their country.

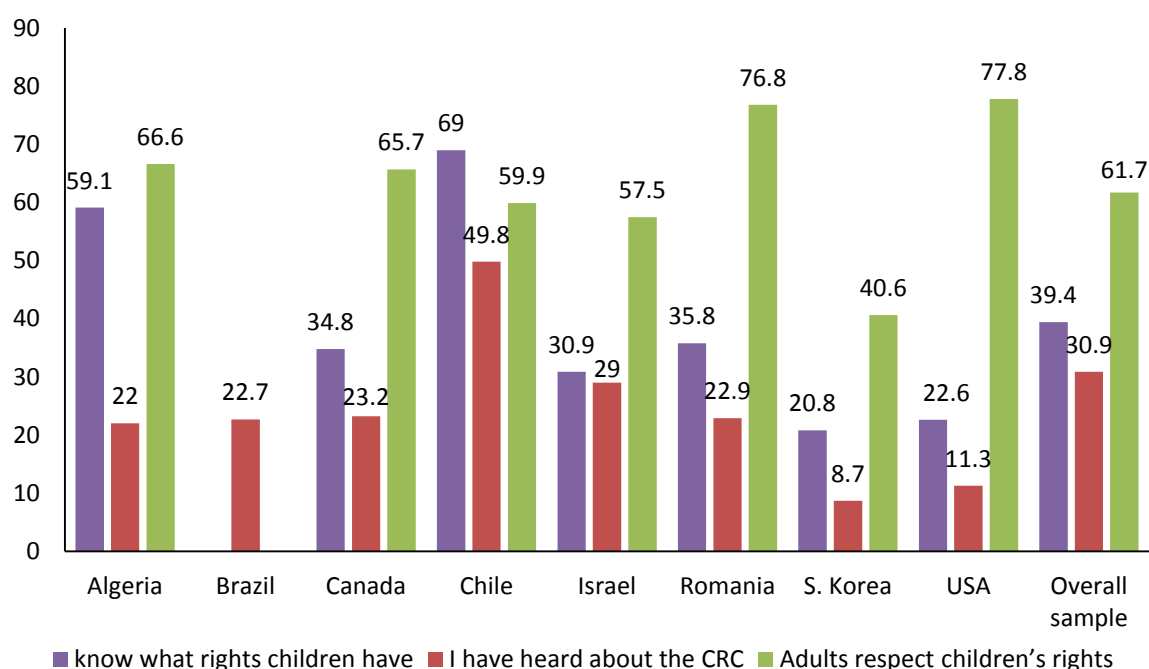


Figure 4.15: Children's rights

Children's overall subjective well-being was evaluated using one item "how happy you feel with your life as a whole". Overall, children are quite happy with their lives as a whole. Children in Brazil, Algeria and USA have the highest mean scores while children in Canada and South Korea have the lowest. Interestingly, the happiness of children in Romania is also somewhat low, especially in view of their quite high happiness in other life domains.

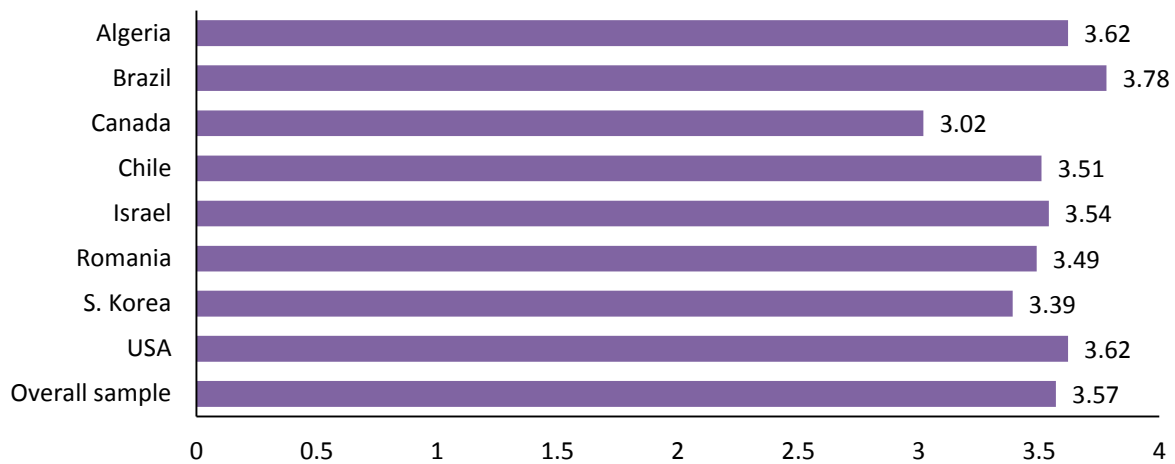


Figure 4.16: Happiness with life as a whole

## Appendix 1: Sample strategy by country

### Algeria

Language of the questionnaires: Arabic

Algeria is administratively divided into 48 Provinces (Wilaya) and each province consists of Counties (Dairas), which in turn are made of Municipalities. Data was collected in Oran Province which consists of 9 Counties and 26 Municipalities. It covers 2,121 km<sup>2</sup> and has a population of 1,382,980 inhabitants, making it the third most populated county in the country. In this county there are 480 primary schools (for children aged 5 to 11) and 139 middle schools (for children aged 12 to 15) (Ministry of Interior, <http://www.interieur.gov.dz/>, accessed June, 2013). The sample was drawn from one single Municipality – Senia, to which the main campus of the University of Oran belongs. This Municipality was chosen for reasons of convenience and accessibility from the University. Eight primary schools and three middle schools covering both the main city centre and the suburbs of the town of Senia were recruited. In accordance with the country's ethics guidelines, there was no need for parental consent, the official authorisation of the Directorate of Education and the School Headmasters was sufficient.

### Brazil

Language of the questionnaires: Portuguese

The sample includes 60 public and private schools from the Metropolitan Area of Porto Alegre and other cities of different areas of the Rio Grande do Sul State (i.e. Santa Cruz do Sul, Rio Grande, Passo Fundo and Santa Maria). Only schools that consist of an elementary school and agreed to participate in the study by signing the Term of Institutional Concordance were selected. Initially, schools that had participated in a previous study were contacted. Later, to achieve the required number of participants, new schools were contacted for convenience. According to Brazilian's Resolution of the National Health Council - 196/96, children can only participate with their parents' permission by signing the Consent Term. Thus, about 7,000 children were contacted and the return rate was about 50% (45% of the boys and 55% of the girls). The final sample (before excluding cases due to missing data) consists of 41.7% from countryside and 58.3% from Porto Alegre and Metropolitan area. 62.4% are students of public schools and the rest are in private schools (37.6%).

### Canada

Language of the questionnaires: English

A convenience sample of school-aged children was recruited from schools and childcare centres in a mid-sized Canadian city. Initially, a list of all licensed centres providing care for children between the ages of 8 to 12 years of age, and before-and-after school programs was generated from the provincial government's website of all registered and licensed child care centres within the city limits, including all areas of the city. This list generated the names of 264 school-aged childcare centres within the city limits. To include schools in the sampling strategy, a list of the school divisions within the city limits was generated. From this list seven distinct divisions were identified. The French-speaking division was excluded from our sampling strategy as the survey was only provided in English. The six school divisions providing both English and French Immersion education were included in the sampling strategy. Once the six eligible school divisions were identified, each division

required a research approval application to be submitted for review by each Division's own Research Ethics Board and then for final approval by each Division's Superintendent. Once a division approved the study, the Research Assistant contacted each individual school principal within a division for specific approval. Once a school principal approved of the survey, the decision to participate was then left up to the discretion of each individual classroom teacher. Two of the six eligible school divisions approved the survey during the data collection time frame and four rejected the research approval application. Following this mandatory, multi-step approval process for surveying in school, it was decided by the research team to focus the sampling resources on recruiting through school-aged childcare centres and before-and-after school programs. At the completion of the study recruitment phase, 51 school-aged childcare centres and programs participated, and two school divisions supported the study although few schools participated. As required by our Research Ethics Board, active parental consent was mandatory, and all children had to have a signed parental consent form before the Research Assistant was able to invite the children to provide their assent. Each childcare centre or classroom that participated in the survey received a \$50 dollar gift certificate to a bookstore in appreciation for participating in the survey.

## Chile

Language of the questionnaires: Spanish

The sample consisted of Third, Fifth and Seventh graders, enrolled in schools located in the urban areas of the V, VIII and Metropolitan regions in Chile. Those three regions are the main cities of the country, accounting for about 70% of the national population. A stratified two-stage sample strategy was used, segmented by region, educational dependence and socioeconomic status of the school (based on 2011 School Vulnerability Index). The sample size has a maximum error of  $\pm 1.9\%$ , assuming a confidence level of 95%, and per grade, there is a maximum error of  $\pm 3.5\%$ , assuming a confidence level of 95%. Passive parental consent was used, by sending a letter to each of the parents indicating that their children can be removed from the research if they wish so. In addition, active consent was obtained from the children, school directors and parents' associations for each school.

## England

Language of the questionnaires: English

The sampling strategy in England used random stratified cluster sampling. First, a list of all mainstream secondary schools in England was obtained. This list was divided into five equally sized strata on the basis of the proportion of children in each school who were entitled to free school meals. Free school meals are provided to children in England if their families are on welfare benefits or very low income, therefore this indicator is often used a proxy for socio-economic status. This indicator was used for stratification to ensure a good balance of children across different socio-economic groups. Within each stratum, a number of schools sufficient to achieve the sample size was then selected randomly with probability proportional to the size of the school in terms of number of pupils. These schools were invited to participate (a research agency was contracted to recruit schools) and, where a school declined to take part, a replacement school was selected using the same method. Within each participating school one mixed ability class group (typically between 20 and 30 pupils) of children aged 12 to 13 was selected randomly to take part in the survey .



The survey was administered securely online and was completed on computer in school by children. This method is commonly used for schools-based surveys in England. Information on administration, including ethical procedures, was provided to the school staff responsible for managing the administration of the survey in each school.

## Israel

Language of the questionnaires: Arabic and Hebrew

The Israeli sample consisted of two ethnic and national groups: Jews from Israel and Palestinians from Israel, accordance with the two largest populations in Israel where about 80% are Jews and 20% are Arabs. The study used a quota sampling method – where the sample is selected by dividing the population into categories or strata and selecting a predetermined number of participants from each category. Two categories were used: Jewish schools and Arab public schools (mostly Muslim children attend these schools, as they consist about 85% of the Arab population). A base list of schools was created including 90 Jewish schools and 8 Arab schools, the list was created to make sure the final sample was diverse and included schools and children from different religious aspects – including secular, religious and "traditional" Jews and Christian and Muslim Arabs – as well as from the socio-economic aspect – including children from different socio-economic clusters. The final sample included 24 different schools (20 Jewish and 4 Arabs) in several main locations In Israel (Urban as well as Rural Communities). A passive parental consent was obtained before the children could participate in the study.

## Nepal

Language of the questionnaires: Nepali

Due to political instability in Nepal at the time of data collection it was only possible to collect data in the capital Kathmandu and neighbouring cities within the Kathmandu Valley. The participating schools were selected randomly. The data collection took place in urban (38%) as well as suburban (62%) areas. Seven schools were included: 5 private and 2 public schools. This is proportional to the number of private and public schools within Kathmandu Valley (70% private, 30% governmental schools). The final sample included 47% participating students from public schools and 53% from private schools, due to the difference in size of classes in that classes in governmental schools are usually much larger. It should be mentioned that the main educational centre of Nepal is in the Kathmandu Valley and children from all over the country attend the schools in this area.

## Romania

Language of the questionnaires: Romanian and Hungarian

The Romanian sample consists of two different samples: one for the 12 year-olds age group and the other for the 8 and 10 year-olds groups.

*8 and 10 year-olds:* A convenience sample consists of 2<sup>nd</sup> and 4<sup>th</sup> grades from 71 schools from Bihor, Arad and Salaj counties in the North-Western part of Romania. 50% of the schools are from rural settings the second half from urban settings.

*12 year-old:* The sample included 6<sup>th</sup> grade Romanian and Hungarian students from primary secondary public schools from Cluj County. The sample strategy took into consideration the school environment (urban / rural distribution) and also the clusters of localities (4 groups of cities in urban

area and 7 geographically clustered groups in rural areas). Once the authorities gave permission for the survey to be conducted, 34 schools in Cluj County were contacted including an additional two schools that were selected in the case of refusal. The director of each school was briefly informed about the purpose of research and the confidential procedure. In total 67 classes from 32 schools participated in the research, in each of the schools two to three classes were sampled randomly, according to the size of the school. The parents were informed about the research and passive parental consent was used.

## **Rwanda**

Language of the questionnaires: Kinyarwanda and English

The convenience sample included three public schools – one in the capital, one in an urban area, and one in a rural area – and also about 40 children from a private school. In addition, 35 children from a home for street children also participated. Approval from the Ministry of Education for the study was obtained and was sufficient to conduct the research, except one private school where active parental consent was also required as a condition for the children's participation. The questionnaire was translated to Kinyarwanda. However because children practice both Kinyarwanda and English at school, both the Kinyarwanda and English versions were used. The children were divided into small groups and the research assistances read the questions in Kinyarwanda, gave explanations if needed, and the students answered in the English version.

## **South Africa**

Language of the questionnaires: Afrikaans

The South African pilot study only included participants in the 12 year age category from the geographical region of the Western Cape. The sampling frame for the study included participants attending schools within the Western Cape Education Department (WCED) school system. A two-stage stratified random sampling strategy was used to ensure that children from various cultural, income, and status groups were selected. Schools were stratified according to their location within specific Education Management District Councils (EMDC's). Thereafter, schools were randomly selected within each of these EMDC's using the socio-economic status and income level as defining variables. The plan was to obtain an equal number of participants from low and middle income and socio-economic status groups. Overall 15 schools participated. Once the schools were selected, all 12-year olds within each participating school were asked to participate in the study, nevertheless the questionnaire was only administered to those who returned signed parental consent.

## **South Korea**

Language of the questionnaires: Korean

Data for the Korean study were collected using a stratified cluster random sample design. The study population is defined as all students in grades 3, 5, and 7, representing all children in 8, 10, and 12 years old, respectively. The primary sampling units, or clusters, are classes. In order to obtain a sample size of about 2,500 children in each age, 91 elementary and 90 middle schools were randomly selected proportional to the number of students from 16 geographical areas. From each selected elementary school, one 3rd and one 5th grade classes were selected randomly. From each selected middle school, one class of 7th grade was selected randomly. Survey questionnaires were administered for all students in selected classes by classroom teachers.

## Spain

Language of the questionnaires: Basque, Catalan, Galician and Spanish.

The survey is a representative sample of children in their first year of compulsory secondary education in Spain. In total, data was collected in 143 schools (state-run, mixed funding or private) and in various different environments (urban, semi-urban and rural). A two-stage cluster sampling design was used to select a representative stratified sample of Spanish children in the first year of ESO (Educación Secundaria Obligatoria = Compulsory Secondary Education). In the first stage, schools in each of the 19 autonomous regions and cities in Spain were stratified according to whether they were state-run, mixed funding or private, and whether they were located in urban (>20,000 inhabitants), semi urban (between 2,000 and 20,000) or rural (<2,000) environments, in order to calculate the minimum number of schools in each strata for the sample to be representative with less than 2 % error at a confidence level of 95 %. Then the fixed number of schools in each stratum for the chosen region was randomly selected. The real margin of error in the sample assuming maximum uncertainty was 1.9 %. At each school, the consent of the school director was first asked, in accordance with the regular ethical guidelines for administering questionnaires to children in Spain. When a school agreed to participate, two classes in the first year of ESO were randomly selected. The cooperation of the class teacher was then obtained.

## Uganda

Language of the questionnaires: Ateso

The survey in Uganda was conducted in partnership with Build Africa and Absolute Return for Kids (ARK). The final sample included 19 schools that are supported by Build Africa from Eastern Uganda, which were selected to ensure representation of different contexts, especially from both rural and urban communities, and new and older schools. All 10 and 12 year-olds children in these schools were asked to participate, and only those whose parents have given written consent participated in the survey.

## USA

Language of the questionnaires: English

Data was collected from 7 school districts in rural areas of the state of South Dakota in school grades 3 (8 year-old version), 5 (10 year-old version), and 7 (12 year-old version). Following Institutional Review Board approval from the researchers' institution, researchers requested permission to conduct the survey from 1) superintendents and 2) school principals in various school districts in the state of South Dakota in the United States. Once permission was granted, an information packet was sent to each school. Each principal was given a protocol for collecting data in the three appropriate school grades, and was asked to complete a demographic questionnaire about the school district. All students in the relevant grades were asked to participate in the survey. An informational letter was given to teachers to explain the project, ask for their assistance, and instruct them on data collection procedures which ensured anonymity and confidentiality of student responses. In addition, teachers were instructed to send the parental informed-consent form home with each child approximately five days before scheduled data collection.

## Appendix 2: List of participating partners by country

### Algeria

Prof. Dr. Habib Tiliouine, Educational Processes and Social Context (Labo-PECS), University of Oran, Algeria. Email: [hiliouine@yahoo.fr](mailto:hiliouine@yahoo.fr)

### Brazil

Prof. Dr. Jorge Castellá Sarriera, Institute of Psychology, Federal University of Rio Grande do Sul, Porto Alegre, Brazil. Email: [jorgesarriera@gmail.com](mailto:jorgesarriera@gmail.com)

### Canada

Ashley Stewart-Tufescu, Faculty, Early Childhood Education, Red River College, Winnipeg, Manitoba and a PhD (candidate) Applied Health Sciences, University of Manitoba, Winnipeg, Canada. Email: [astewart-tufescu@rrc.mb.ca](mailto:astewart-tufescu@rrc.mb.ca); [Ashley.Stewart-Tufescu@umanitoba.ca](mailto:Ashley.Stewart-Tufescu@umanitoba.ca)

### Chile

Prof. Dr. Jaime Alfaro Inzunza, Facultad de Psicología, Universidad del Desarrollo, Chile. Email: [jalfaro@udd.cl](mailto:jalfaro@udd.cl)

Prof. Dr. Juan Carlos Oyanedel, Centre for Quantitative Research, Faculty of Management and Economics, Universidad de Santiago de Chile, Chile. Email: [juan.oyanedel@gmail.com](mailto:juan.oyanedel@gmail.com)

### England

Prof. Dr. Jonathan Bradshaw, University of York and Durham University, England. Email: [jonathan.bradshaw@york.ac.uk](mailto:jonathan.bradshaw@york.ac.uk)

Gwyther Rees, Social Policy Research Unit, University of York, England. Email: [gwyther.rees@york.ac.uk](mailto:gwyther.rees@york.ac.uk)

### Israel

Prof. Dr. Asher Ben-Arieh, the Haruv Institute and The Paul Baerwald School of Social Work and Social Welfare, The Hebrew University of Jerusalem, Israel. Email: [asher@haruv.org.il](mailto:asher@haruv.org.il)

### Nepal

Prof. Dr. Sabine Andresen, Institut für Sozialpädagogik und Erwachsenenbildung, Goethe-Universität Frankfurt, Frankfurt am Main, Germany. Email: [S.Andresen@em.uni-frankfurt.de](mailto:S.Andresen@em.uni-frankfurt.de)

Johanna Wilmes, Institut für Sozialpädagogik und Erwachsenenbildung, Goethe-Universität Frankfurt, Frankfurt am Main, Germany. Email: [Wilmes@em.uni-frankfurt.de](mailto:Wilmes@em.uni-frankfurt.de)

### Romania

Prof. Dr. Sergiu Baltatescu, Department of Sociology and Social Work, University of Oradea, Romania. Email: [bsergiu2@gmail.com](mailto:bsergiu2@gmail.com)

Dr. Claudia Osvat, Department of Sociology and Social Work, University of Oradea, Romania. Email: [claudiaosvat@gmail.com](mailto:claudiaosvat@gmail.com)

Dr. Brîndușa Antonia Grigoras, The Faculty of Sociology and Social Work, Babeș Bolyai University, Cluj-Napoca, Romania. Email: [brindusa\\_grigoras@yahoo.com](mailto:brindusa_grigoras@yahoo.com)

Prof. Dr. Alina Roman, The Faculty of Educational Sciences Psychology and Social Work, Aurel Vlaicu University, Arad, Romania . Email: [alinanadaban@yahoo.com](mailto:alinanadaban@yahoo.com)

### **Rwanda**

Prof. Dr. Sabine Andresen, Institut für Sozialpädagogik und Erwachsenenbildung, Goethe-Universität Frankfurt, Frankfurt am Main, Germany. Email: [S.Andresen@em.uni-frankfurt.de](mailto:S.Andresen@em.uni-frankfurt.de)

Miriam Zeleke, Wilmes, Institut für Sozialpädagogik und Erwachsenenbildung, Goethe-Universität Frankfurt, Frankfurt am Main, Germany. Email: [miri.zeleke@googlemail.com](mailto:miri.zeleke@googlemail.com)

### **South Africa**

Prof. Dr. Shazly Savahl, Department of Psychology, University of the Western Cape, Cape Town, South Africa. Email: [ssavahl@uwc.ac.za](mailto:ssavahl@uwc.ac.za)

### **South Korea**

Prof. Dr. Bong Joo-Lee, Seoul National University, Korea. Email: [bongjlee@snu.ac.kr](mailto:bongjlee@snu.ac.kr)

### **Spain**

Prof. Dr. Ferran Casas, the ERIDIQV Research team, Research Institute on Quality of Life, University of Girona, Spain. Email: [ferran.casas@udg.edu](mailto:ferran.casas@udg.edu)

Armando Bello, UNICEF-Spain. Email: [abello@unicef.es](mailto:abello@unicef.es)

Dr. Monica Gonzalez, the ERIDIQV Research team, Research Institute on Quality of Life, University of Girona, Spain. Email: [monica.gonzalez@udg.edu](mailto:monica.gonzalez@udg.edu)

### **Uganda**

Radya Ebrahim, ARK, UK.

Henry Senkasi, Build Africa, Uganda

For information about the survey please contact Sarah Amulo, Build Africa, Uganda. Email: [amulo@build-africauganda.org](mailto:amulo@build-africauganda.org)

### **USA**

Prof. Dr. Michael J Lawler, School of Health Sciences, University of South Dakota, USA. Email: [Michael.Lawler@usd.edu](mailto:Michael.Lawler@usd.edu)

Prof. Dr. Lisa A. Newland, University of South Dakota, USA. Email: [Lisa.Newland@usd.edu](mailto:Lisa.Newland@usd.edu)

## References

- Casas, F., & Rees G. (2015). Measures of children's subjective well-being: Analysis of the potential for cross-national comparisons. *Child Indicators Research*.
- Cummins, R. A. & Lau, A. L. D. (2005). Personal wellbeing index—school children (PWI-SC) (English) 3<sup>rd</sup> ed. Manual. Retrieved from:  
<http://www.deakin.edu.au/research/acqol/instruments/PWI/PWIschool.pdf>.
- Huebner, E. S. (1991). Initial development of the Student's Life Satisfaction Scale. *School Psychology International*, 12, 231-240.
- Seligson, J. L., Huebner, E. S., & Valois, R. (2003). Preliminary validation of the Brief Multidimensional Students' Life Satisfaction Scale (BMSLSS). *Social Indicators Research*, 61, 121-145.