



The world of 8-year-olds: A comparative view on well-being of young children

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Young children in research

- Younger children get more attention and more chances to participate in social research driven by 3 main influences (Kellett 2010):
 - Recognition of children as social actors
 - Their concomitant recognition as consumers or „users“ of products and services
 - Increased attention paid to children's rights
- Skelton (2008: 8):
„If children are seen as competent social actors, then they have the right and ability to act as participants“
- In Germany, the World Vision Children's Surveys show since 2007 that children are competent and authentic to evaluate their lives and living conditions

Children's Worlds and the 8-year-olds

- Children's Worlds focuses on the middle childhood
- Being an explorative quantitative survey there were limitations regarding to reading competences and accessing the children in schools
- Due to their developmental levels and their socialisation three questionnaires were developed
- The pilot studies showed that we will gain better results using the following methods
 - Differences in response options („Happy“ instead of „Satisfied“, Emoticons),



- Number of items

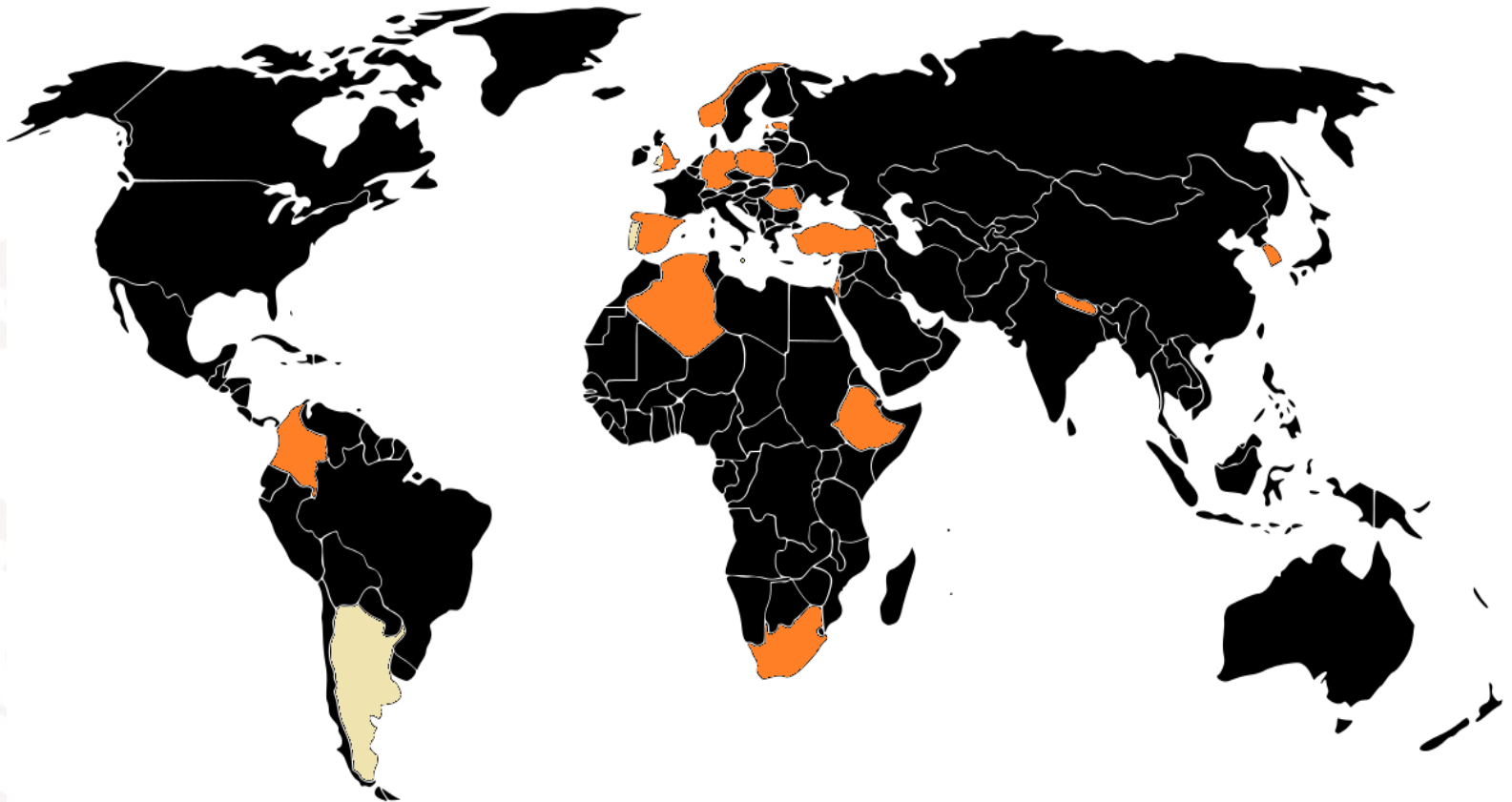
Children's Worlds and the 8-year-olds

- Demographic data about gender, birthplace and place of living
- Home and Family life
- Money and Possessions
- Friends and other People
- Neighbourhood/ Living area
- School
- Time use
- Self-perception
- Safety and Happiness in Life
- Children's Rights

- Psychometric scales to measure subjective well-being



Children's Worlds and the 8-year-olds



Children's Worlds and the 8-year-olds

Algeria	1244	Norway	930
Colombia	902	Poland	1021
England	990	Romania	1249
Estonia	1076	Spain	1032
Ethiopia	953	South Africa	996
Germany	1056	South Korea	2432
Israel	886	Turkey	959
Nepal	975		16701

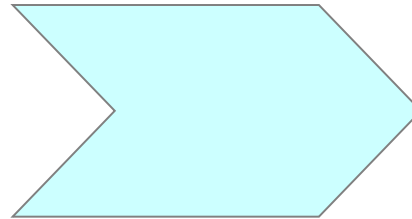
Children's Worlds and the 8-year-olds

- 16701 children
- 6-10 years
- Mean age: 8.10
- 50.3% girls, 49.7% boys
- Not born in the country: 2.9% (biggest amount in Spain 11.4%, Norway 6.5%)

The challenge of comparison

What should be compared?

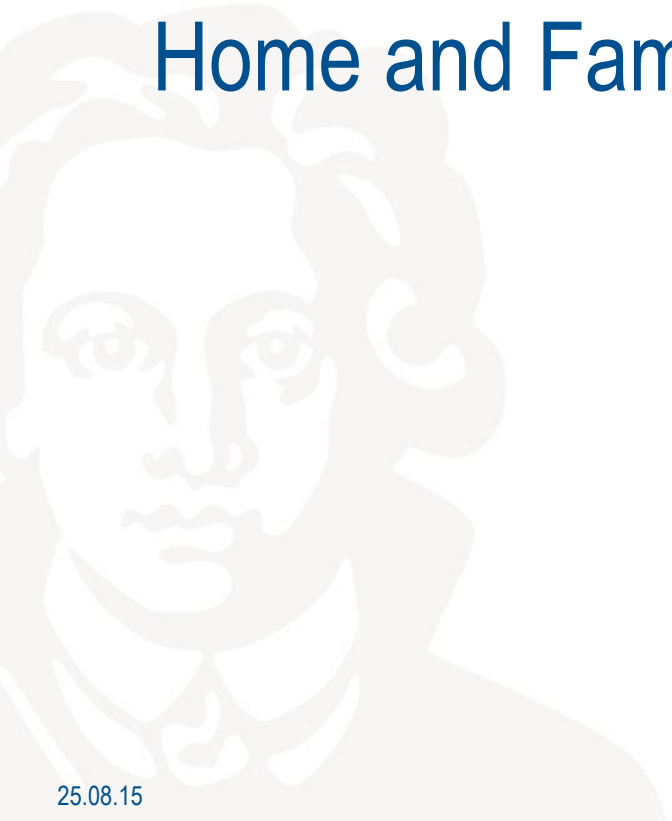
- Inequalities
- Means or mean rankings
- % of low well-being



- Reduce inequalities
- Increase the average Happiness
- Reduce misery

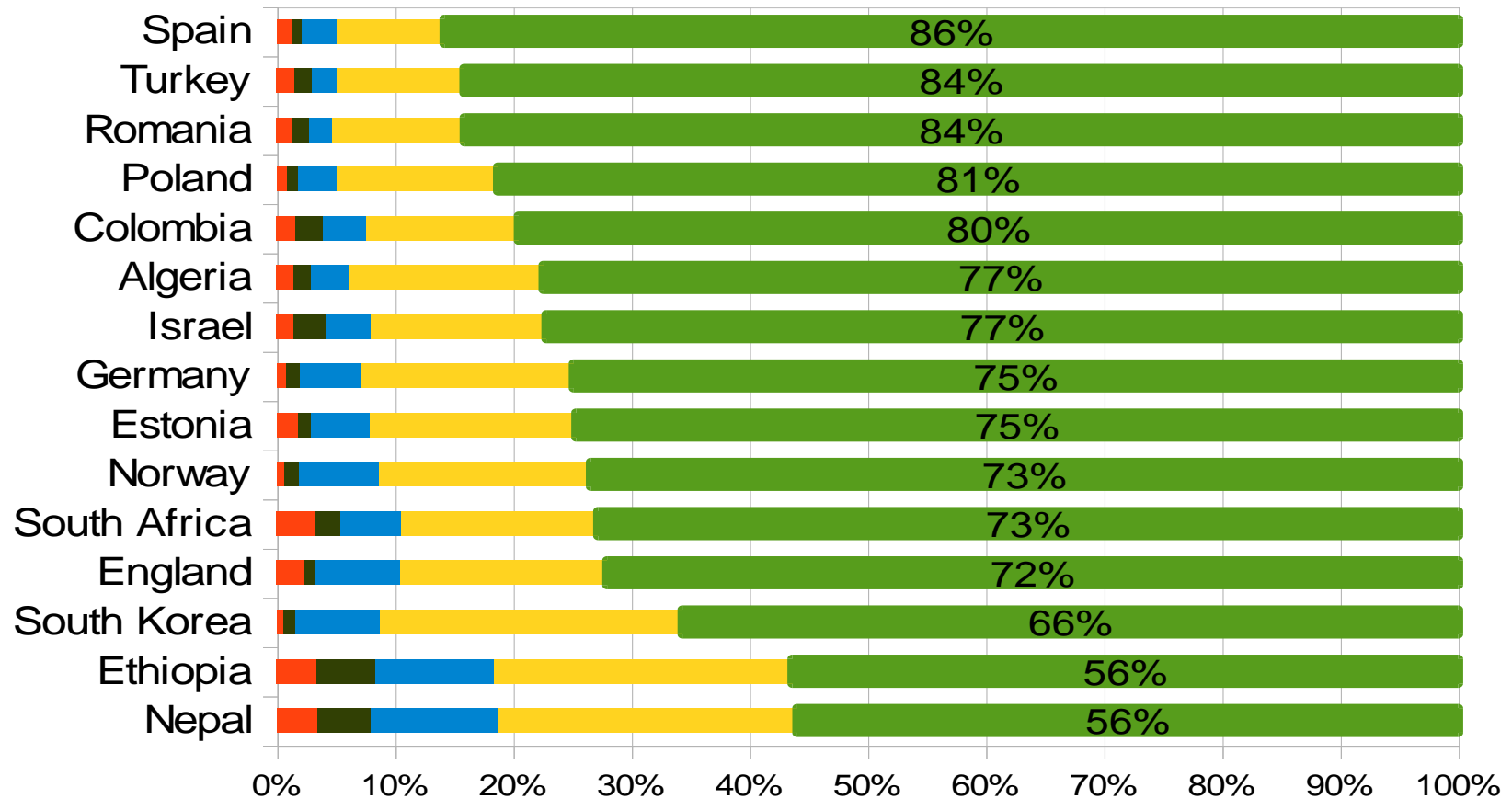
Exemplary Results

Home and Family



Happiness with Family Life 8-year-olds (%)

■ 4 (Most happy face) ■ 3 ■ 2 ■ 1 ■ 0 (Most unhappy face)



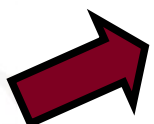
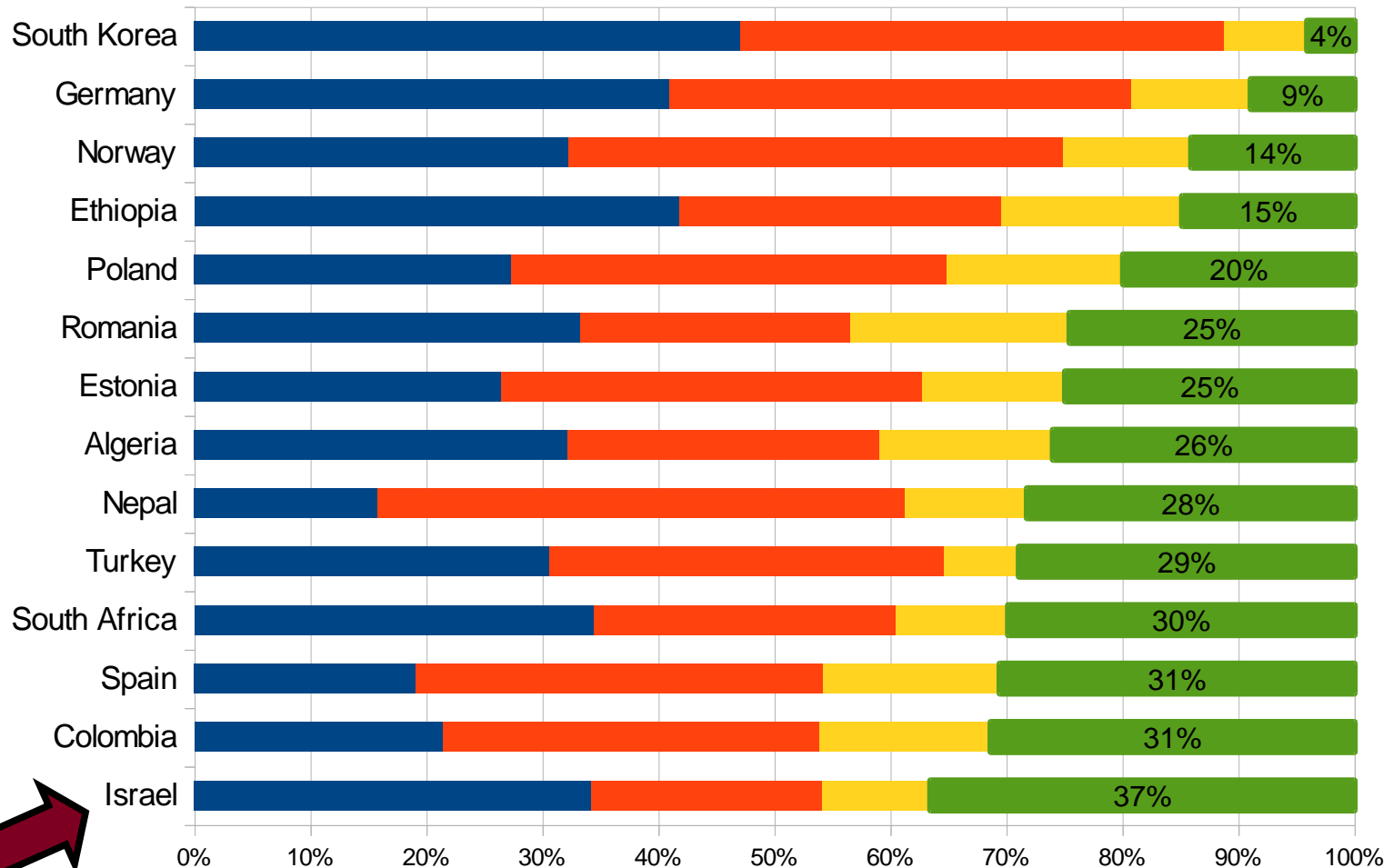
Home and Family



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

8-year-olds (%)

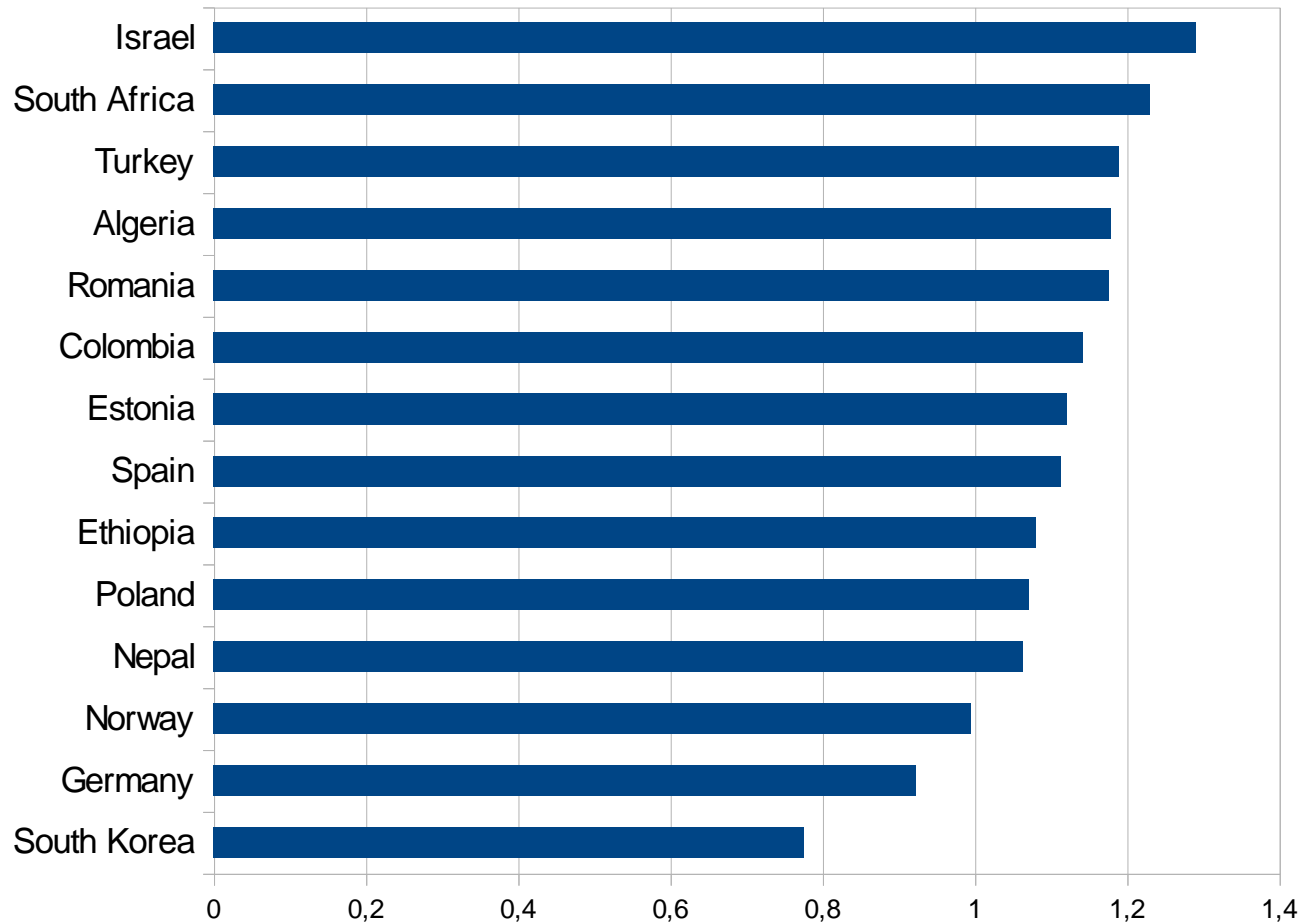
Always Often Sometimes Never



Home and Family



How often do you worry about how much money your family has?
8-year-olds (SD)

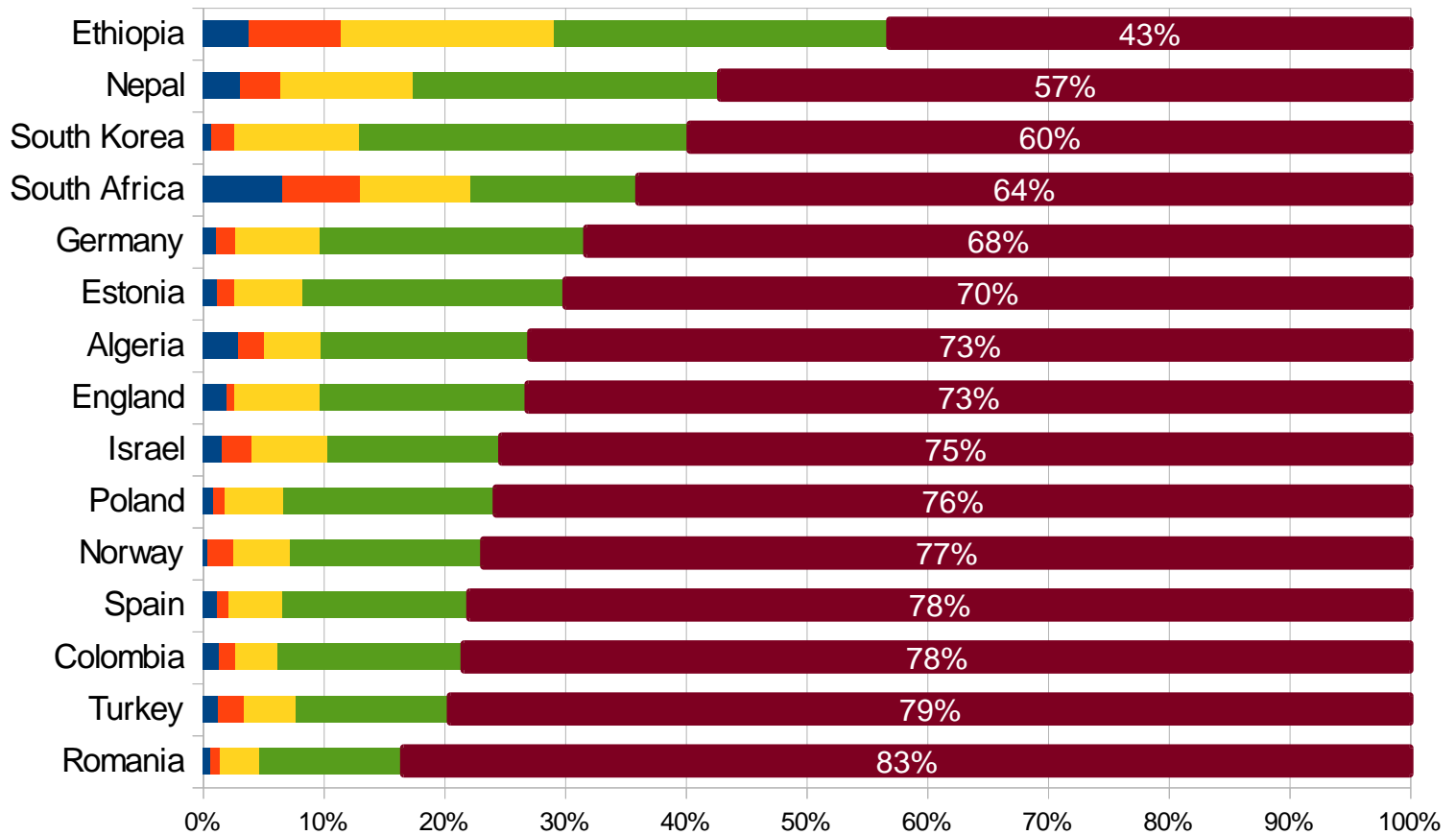


Safety

How safe you feel

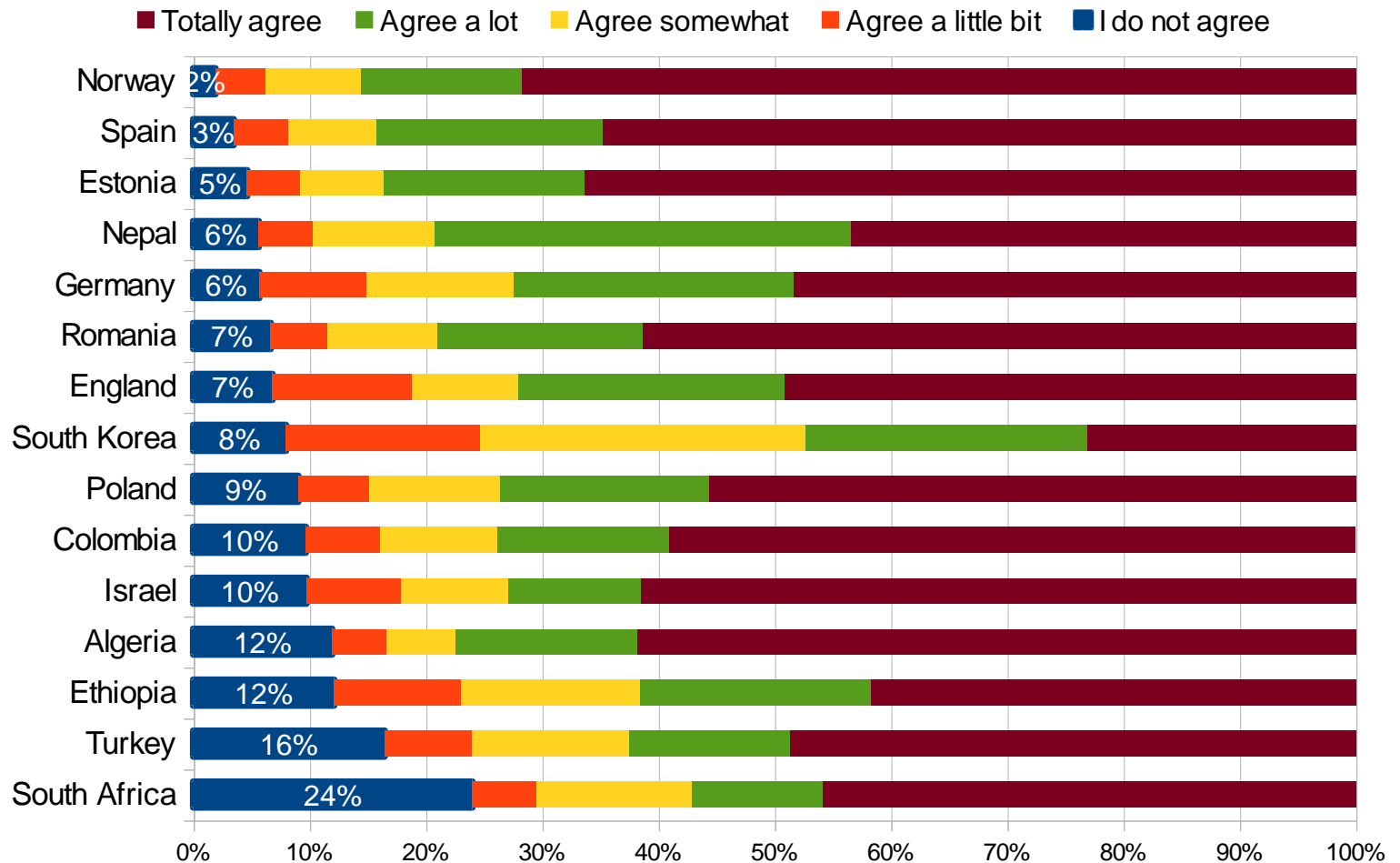
8-year-olds (%)

4 (Most happy face) 3 2 1 0 (Most unhappy face)



I feel safe when I walk in the area I live in

8-year-olds (%)

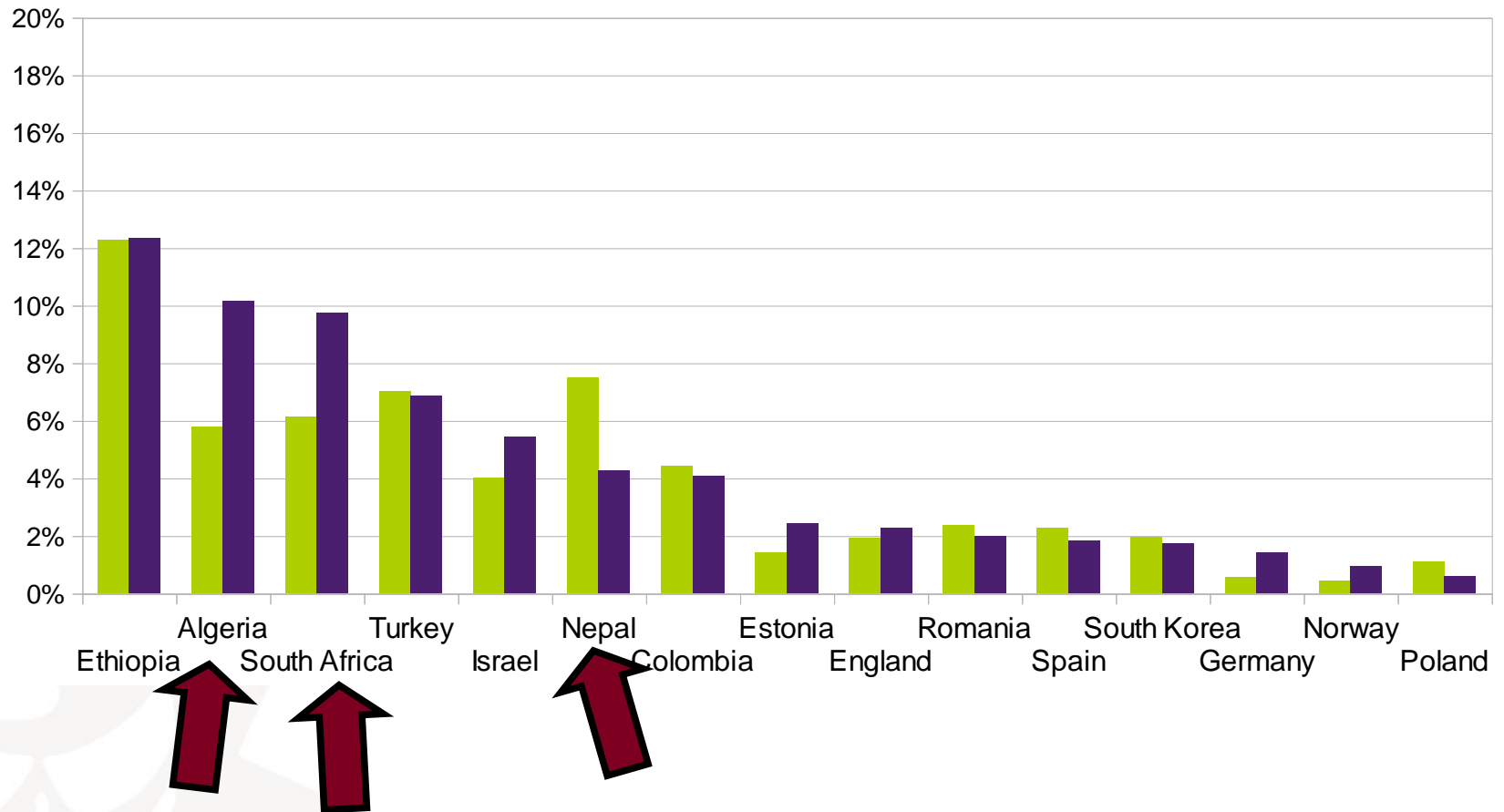


I feel safe when I walk in the area I live in
8-year-olds (% of children who do NOT agree)



I feel safe at home
8-year-olds (% of children who do NOT agree)

■ Girls ■ Boys

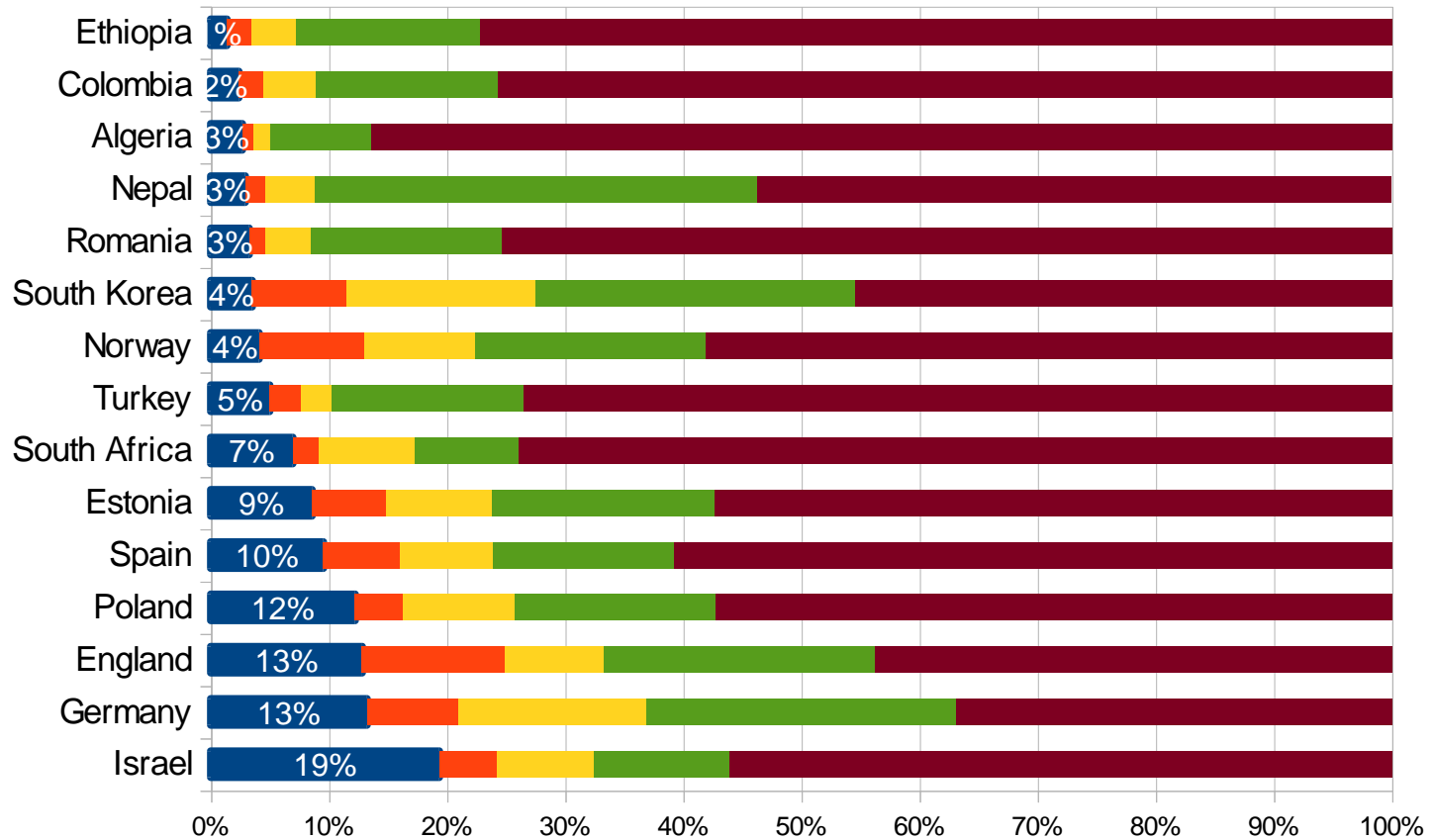


School

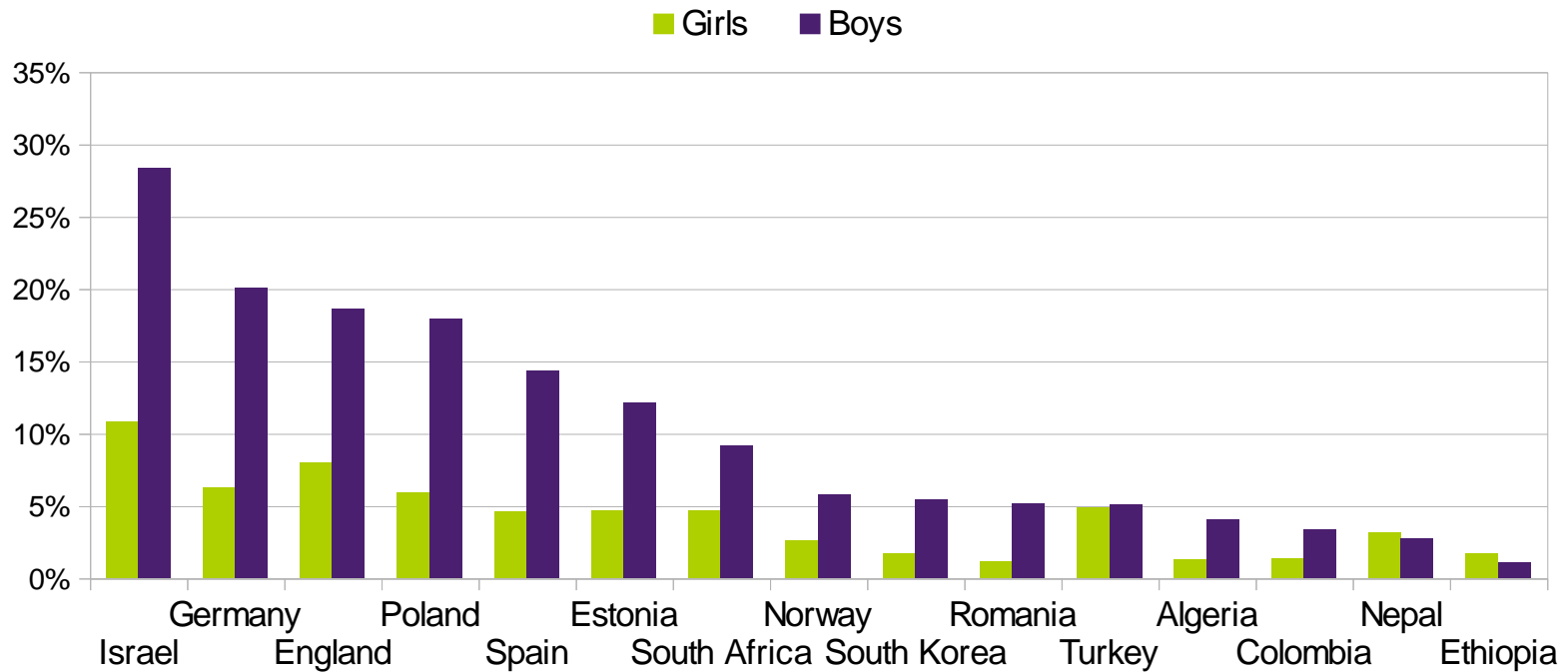
I like going to school

8-year-olds (%)

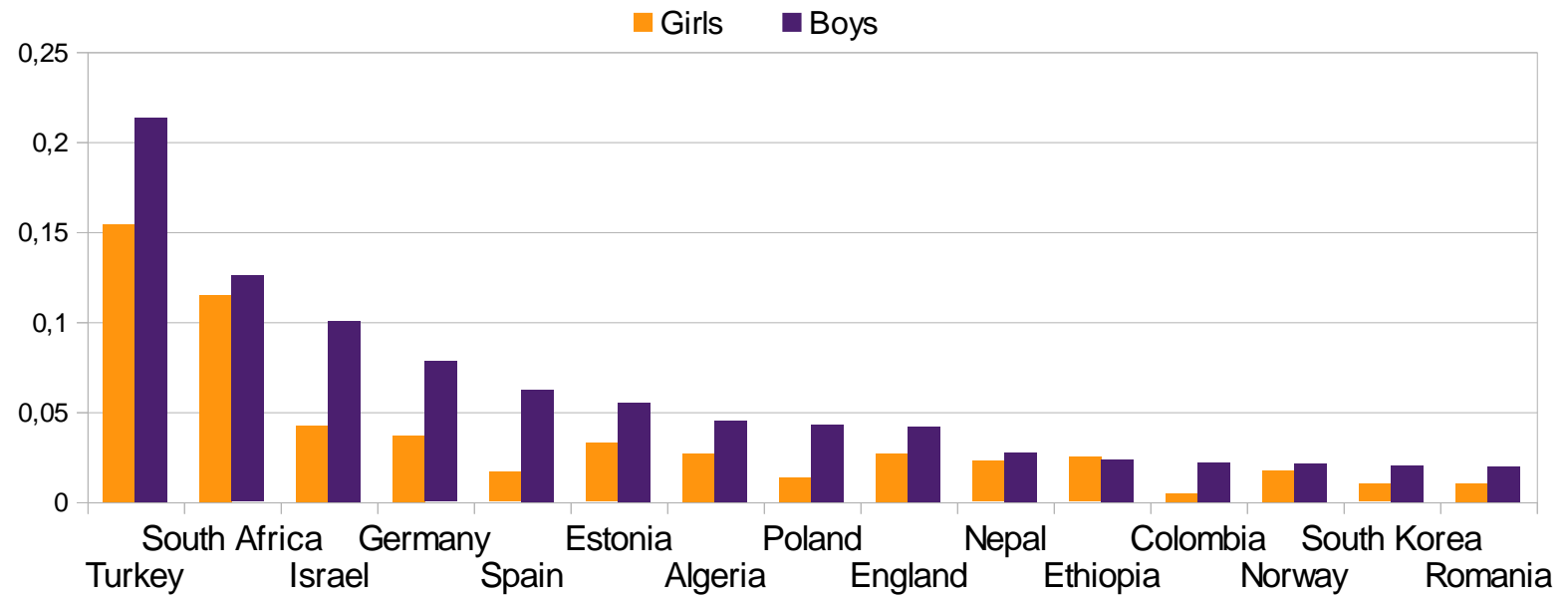
■ Totally agree
 ■ Agree a lot
 ■ Agree somewhat
 ■ Agree a little bit
 ■ I do not agree



I like going to school
8-year-olds (% of children who do NOT agree)



My teachers treat me fairly
8-year-olds (% of children who do NOT agree)



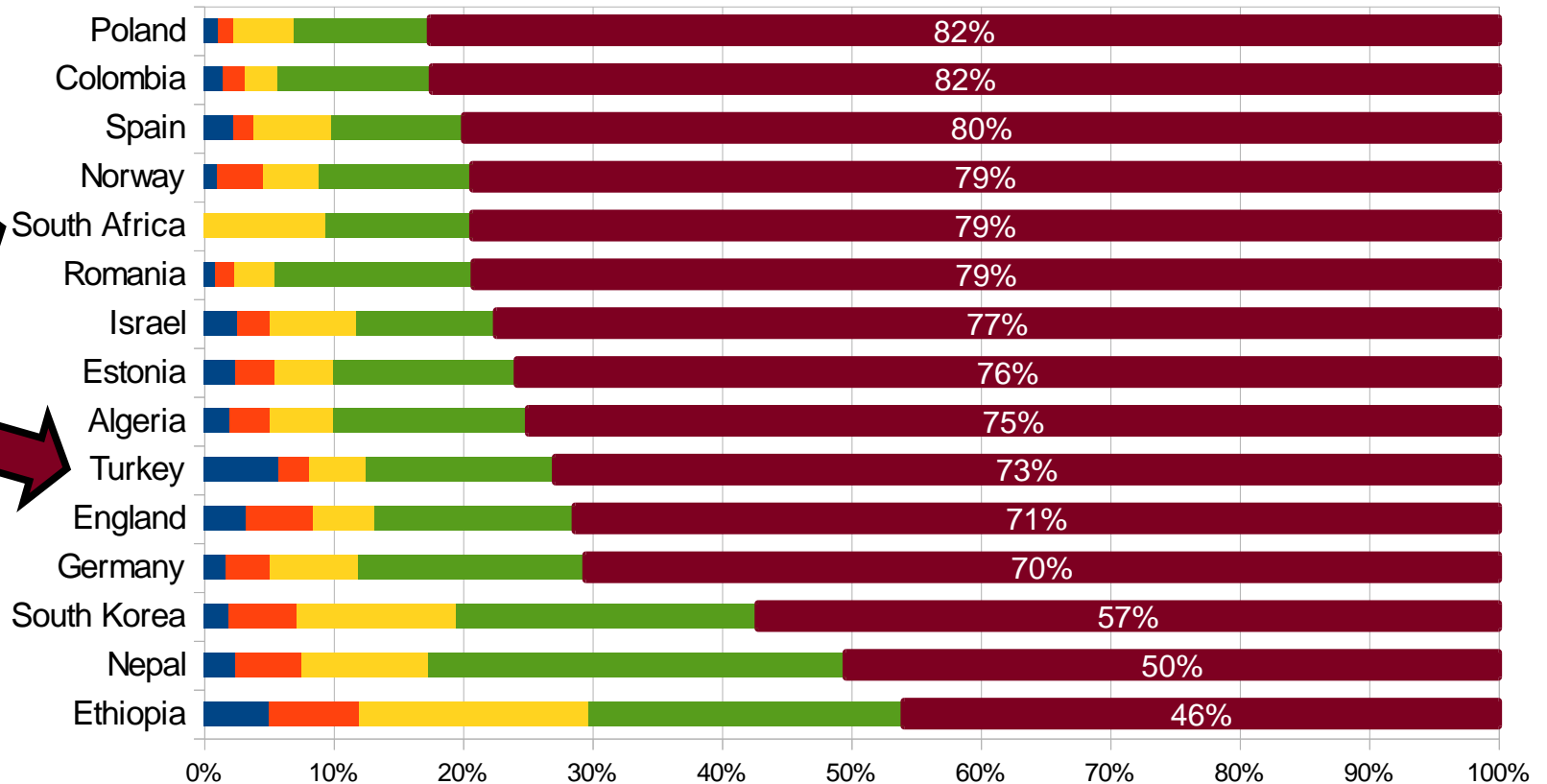
Life Satisfaction

Life Satisfaction



I have a good life
8-year-olds

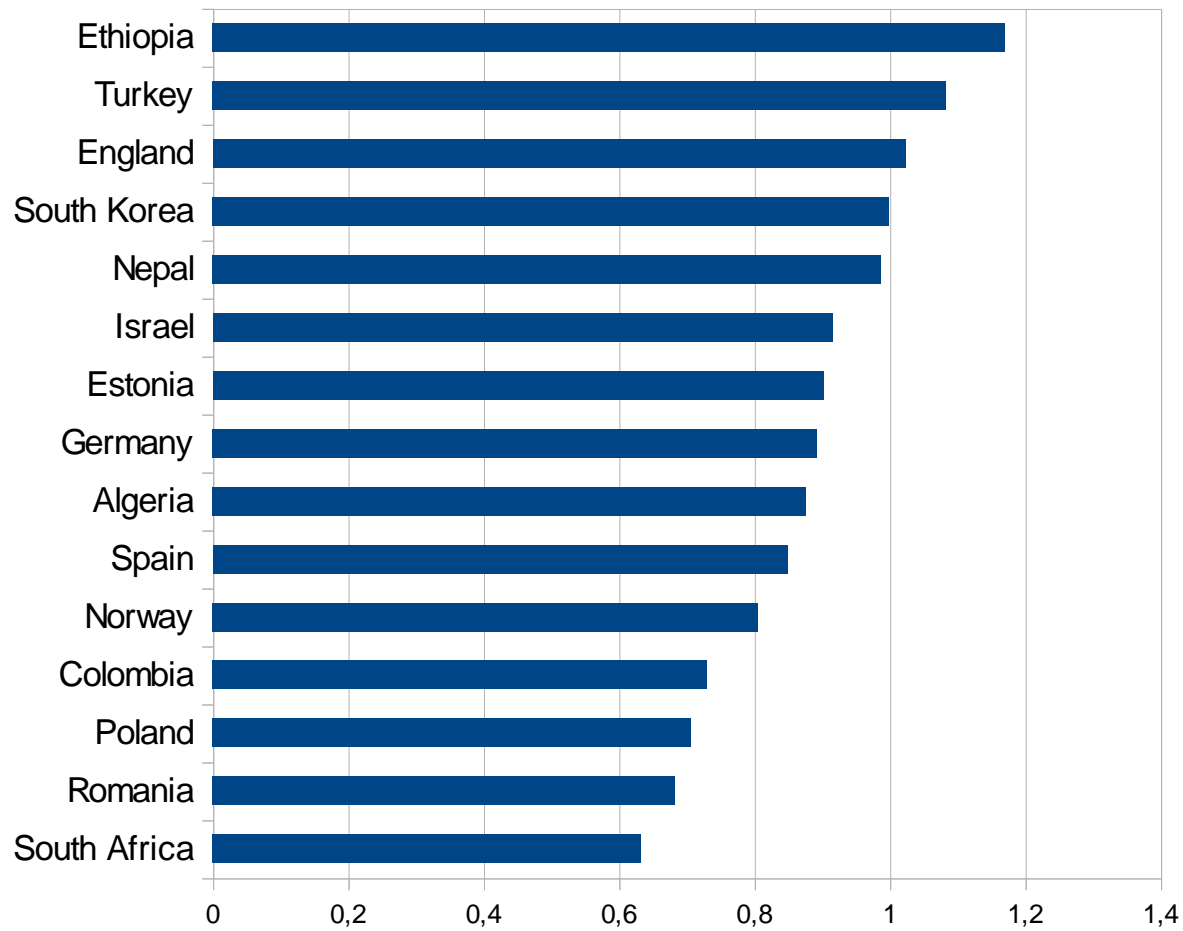
■ Totally agree ■ Agree a lot ■ Agree somewhat ■ Agree a little bit ■ I do not agree



Life Satisfaction



I have a good life
8-year-olds (SD)



Conclusion or The potential of an 8-year-olds-dataset

- There is as much potential as of the older age groups
- We can learn a lot from the insights of 8-year-old-children's lives
- Younger children are less involved in social studies, so we do not know as much about them as from other age groups (especially in an international comparative context)
- It is a challenge to involve them but research should not skip this age group for that reason. Influencing younger children's lives in a positive way, older age groups profit from it as well
- It is difficult to find answers to the question „Why?“ on the basis of the data, but isn't it a good opportunity to rethink measurement tools, methods and conceptual frameworks of CWB and influencing domains?

Thank you for your attention

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