

COUNTRY REPORTS

Third wave of data collection



General Introduction

Children's Worlds, the international survey of children's well-being, is a worldwide research survey on children's subjective well-being. The project fills a substantial gap in international comparative research evidence on children's own views of their lives and well-being.

The study aims to collect solid and representative data on children's lives and daily activities and on their perceptions and evaluations of their lives. The purpose is to improve children's well-being by creating awareness among children, their parents and their communities, opinion leaders, decision makers, professionals and the general public.

The third wave was launched in 2016, and data collection has continued until the end of 2019. The initial goal was to collect children's answers from 18 countries. However, and due to the growing interest of researchers around the globe to join, this wave has finally gathered information of around 127,000 children (33,000 8-year-olds, 47,500 10-year-olds and 46,000 12-year-olds), from 35 countries; including Albania, Algeria, Bangladesh, Belgium (Flanders), Brazil, Chile, Croatia, England, Estonia, Finland, France, Germany, Greece, Hong-Kong, Hungary, India, Indonesia, Israel, Italy, Malaysia, Malta, Namibia, Nepal, Norway, Poland, Romania, Russia, South Africa, South Korea, Spain (Catalonia), Sri Lanka, Switzerland, Taiwan, Vietnam and Wales. Three more countries collected data of non-representative samples and therefore are currently not included in the final international database (Argentina, Ireland and USA). Each participating country surveyed a representative sample of at least 1,000 children in each of three school year groups – around the ages of 8, 10 and 12.

This report consists of the country reports, each describing the findings from a participating country. Every report is divided into three parts; the first part starts with a brief introduction of the country's context and characteristics and then details the sampling strategy. In the second part the sections of the questionnaire are explored and the findings are presented. The final part moves on to discuss country-specific conclusions.

Methods

In each country a representative sample of children in mainstream schools in the whole country or a specific region was obtained. The sampling strategy varied from country to country subject to the characteristics of each country. More detailed information about this can be found in each of the country's reports. Some cases were excluded from each country's data set based on systematic guidelines (e.g. the child's age is more than two years younger or older than the target age group for the survey; there are more than 30/25/20 missing values - respectively for each age group - in a case; all time use questions are answered with the same value or are missing). The original English questionnaire was translated into the language spoken by children in each of the countries.

Three versions of the questionnaire are been used, one for each age group. Questionnaires differ in length; the questionnaire for age 12 is the longest.

The questionnaires include a wide range of domains in 12 parts:

About you	Your home and the people you live with	The home where you live	Your friends
School	The area where you live	How you feel about life	How you feel about life as a whole
Money and the things you have	you use your time	Living in your country	Some other things about you

Three types of scales are used:

1. Agreement (5-point unipolar scale 'I do not agree' – 'Totally agree')
2. Satisfaction (11-point unipolar scale 'not at all satisfied' – 'Totally satisfied')
3. Frequency

Additionally, in the 8-years-old version, a scale of five emoticons is used for the satisfaction items and these items were phrased in term of happiness ('How happy you feel with...').

The Children's Wave 3 questionnaire contains 5 sets of questions designed to measure self-reported well-being:

1. **OLS (Overall Subjective Well-Being)** – One question about satisfaction with life as a whole.
2. **CW-SWBS (Children's Worlds Subjective Well-Being Scale)** – 6 items measuring cognitive subjective well-being (Based on the Student Life Satisfaction Scale by Huebner, 1991).
3. **CW-DBSWBS (Children's Worlds Domain Based Subjective Well-Being Scale)** – 5 items measuring domain based cognitive subjective well-being (based on the Brief Multidimensional Student Life Satisfaction Scale by Seligson, Huebner & Valois, 2003).
4. **CW-PNAS (Children's Worlds Positive and Negative Affects Scale)** – 6 items measuring affective subjective well-being: positive and negative affect (based on Barrett & Russell, 1998).
5. **CW-PSWBS (Children's Worlds Psychological Subjective Well-Being Scale)** – 6 items measuring psychological subjective well-being (based on Ryff, 1989).

Those sets of questions designed to tap into three different aspects of self-reported well-being:

- Cognitive subjective well-being (overall life satisfaction)
- Affective subjective well-being (positive and negative affect)
- Psychological well-being

The first two of these components reflect the tripartite model of subjective well-being initially proposed by Andrews and Withey (1976) and developed by Diener (1984).

The measure of cognitive subjective well-being has been developed over several waves of the survey from a scale originally devised by Huebner (1991) – the Student Life Satisfaction Scale. The items in the scale have been refined during each wave through statistical testing. Psychometric properties of the scale used in the first and second waves of the survey, including multi-group confirmatory factor analysis across countries, are discussed in Casas and Rees (2015) and Casas (2016) respectively. The items have been further modified in Wave 3 following discussions with children in low-income countries outside Europe with the aim of improving cross-cultural comparability.

The measure of affective subjective well-being has been prepared for Wave 3 on theoretical grounds based on a framework of core affect proposed by Barrett and Russell (1998). The six items relate to this framework as follows: general positive affect ('Happy'); activated positive affect ('Full of energy'); deactivated positive affect ('Calm'); general negative affect ('Sad'); activated negative affect ('Stressed'); and deactivated negative affect ('Bored'). This is a new measure but the three positive affect items were included in the Wave 2 questionnaire and appeared to function well (see Rees, 2017, forthcoming).

The measure of psychological well-being is based on the six components of psychological well-being proposed by Ryff (1989) as follows: item 1 (self-acceptance); item 2 (environmental mastery); item 3 (positive relations with others); item 4 (autonomy); item 5 (personal growth); item 6 (purpose in life). Some item wordings were devised by Deci & Ryan (<http://selfdeterminationtheory.org/questionnaires/>) and Keyes (2006). A very similar set of items (one different wording) was initially tested in the UK (Rees et al., 2013). The set of items included in the Wave 3 questionnaire is the same as those included in Wave 2. Testing of these items has been conducted and results are promising. Further information will be available in a working paper to be published shortly on the project website (Rees, 2017).

The survey meets the legal and ethical framework and received approval from an appropriate ethics board within each participating country. In every participating country all children gave their informed consent to participate in the research before filling out the questionnaire. Active or passive parental consent was granted if required.

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