Children's Worlds National Report

Albania

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Acknowledgments

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1. Introduction

This is the second report on the survey findings on Children's World, the international survey in the times of COVID 19 (ISCIWEB) conducted in Albania during June – July 2021. This report aims to provide a short descriptive summary of conducting this survey, its content and main findings. The International Survey of Children's Well-being, Children's World, is a worldwide survey on the subjective well-being of children. The aim of this international research is to collect representative data about children's life and their daily activities, how they spend their free time and, in particular, their perceptions and judgment about well-being. The aim is to improve children's wellbeing by raising awareness among children, their parents, and communities where they live, as well as among leading actors, decision-makers, professionals and the public.

This is an international, intercultural and multilingual survey, which studies children's worlds in as many countries as possible around the globe. This kind of exploration is essential for encouraging comparative work between countries, which currently are lagging behind in this field of study. A self-administered questionnaire has been developed in order to evaluate children's perceptions and judgments in middle childhood.

This research project began in 2009, when a group of researchers, mainly from the International Society for Child Indicators, held a meeting supported by UNICEF to discuss the potential need for the survey. Since its conception and up to this day, 30 countries have joined the project worldwide.

Albania participated for the first time during the third wave of the survey in 2017 and this is the second time that data on the same framework are collected for children attending public schools in rural and urban Tirana. The difference from the previews waves is a special focus on the impact the Coronavirus pandemic have on children lives and their well-being. This is the first descriptive report prepared with the data collected and that will be presented in the ISCIWEB website.

1.1 Albania context and population

Albania is located in the south eastern region of the European continent, in the western part of the Balkan Peninsula. It is bordered by 4 Nations: by Montenegro in the northwest; by Kosovo in the northeast; by Republic of North Macedonia in the east; and by Greece in the south and southeast. According to Institute of Statistics Albanian population on January 1st, 2021 was 2.83 million inhabitants[3]. While children from 10-14 years old compose 5.7% of the total population (162,107). About a third of the total population of Albania lives in the prefecture of Tirana - the most populated prefecture in the country.

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[3] Albanian Institute of statistics The population of Albania | Instat

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Economic context

Referring to the EU progress report, 2021, Albania has made progress and is moderately prepared in developing a functioning market economy. Hit by the double shock from the earthquake of November 2019 and the COVID-19 pandemic, GDP contracted in 2020, although by less than initially expected. Pandemic-related domestic lockdown and international travel restrictions caused large losses to tourism and manufacturing, but economic conditions started to improve in the second half of the year.[4] Solid employment growth averaging 3.7% in the 2015-2019 period helped lower the unemployment rate (15-64) from 17.5% to a record-low 12%.[5]

The overall Gender Equality Index for the Republic of Albania[6] published in 2020 reached 60.4, indicating a gender gap of 7.4 points below the EU average (67.4). The largest gaps in comparison with the EU average are in the domains of knowledge, money and time, while scores are similar in the domains of work and health.

Pandemic Covid- 19

The Coronavirus outbreak, known as COVID-19 began in December 31, 2019 in Wuhan, China and then quickly emerged to 212 countries around the world. On 9 March 2020, Albania reported the first two COVID-19 cases. With the Coronavirus quickly spreading across the world, on March 12, 2020, the World Health Organization announced the COVID-19 a pandemic requiring countries to adopt appropriate measures.[7]

As other countries worldwide, Albanian government declared national state of emergency and implemented a number of measures enforcing national isolation and quarantine regulations with the aim to stop the transmission of the virus and keep the citizens safe. Since the start of the pandemic in Albania, there have been three main picks of the pandemic, in terms of numbers of infected people and measures taken to cease the spread of the virus. The first wave was during March - May 2020. It started with two first cases in the beginning of March and slowly spreading through the country.

Strict isolation and quarantine rules were in place. People were working from home or staying home. There were specific times for shopping and only few groups of the population could get out of the house. No one could leave the house without a specific approved reason. The schools

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were closed completely, and were continued online. For students carrying exams were prepared specific schedules during May – June 2021 to follow to finish their exams.

Although numbers of infected people continued to grow slowly from 230 cases by the end of April to around 4000 active cases a day by end August, the measures were lightened during summer.
Also, during this period, the testing for new cases capacities were low, which makes us assume that more cases must have been active.

Cases continued to grow fast in autumn and more severe of symptoms. The school started through three scenarios, only online, combined online and in the classroom and in the classroom with shortened hours and in shifts and no breaks through the hours. Most of children in elementary and middle schools were going to schools in shifts, so that lower number of children were in the classroom to reduce the spread of the virus in case of contamination. Although they followed the same scenario till the end of the academic year, many times during the year, children and teachers were in quarantine for being sick or having sick family members[8]. But we must say that even though the short hours children had some time during school to socialize and meet with friends.

The next big wave escalated in October with its peak of infected cases in March 2021 to 35 815 active cases. Symptoms were severe during winter and the death rate also increased to 21 deaths per day. Little changed in terms of measures. Night clubs and also restaurants were closed from 23.00 to 6.00 in the morning. Also, there were rules for reducing crowds and gatherings and having masks in close areas, although there were issues with respecting the measures which had an impact in high level of infections, the highest till now.

Data for this survey were collected in summer, June - July 2021, when children have just finished school and there were few months with lightened measures against Covid 19.
Academic year 2021-2022 started in the classroom and continued with almost no measures throughout the year. Even though we had another wave of high infection rates even this winter.

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[8] Evaluation of the teaching process in vocational education schools. https://skillsforjobs.al/wp-content/uploads/2021/11/VLERESIMI-I-PROCESIT-MESIMOR-NE-SHKOLLAT-PROFESIONALE.pdf

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Figure 1: Active Covid-19 Cases in Albania. Source: Worldometer
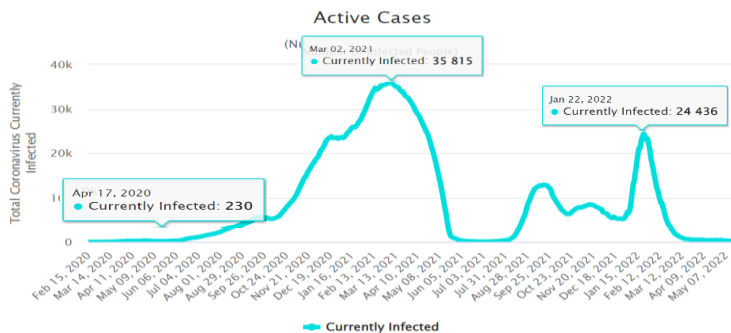
The economy showed signs of strong resilience with a gradual pickup even in the final quarter of 2020, followed by strong signs of recovery during the first half of 2021.

Pandemic Covid -19 evidenced the interrelated factors that put at risk the child and family well-being in Albania. The economic situation of the family, mental health of caregivers, challenges with access to education and social protection services, verbal and physical abuse presence in the families should be addressed considering this interrelatedness.[9]

1.2 Sampling: Strategy and outcome

The Albanian sample strategy was designed to cover a specific geographical area of the country, specifically the capital of Albania, Tirana –urban and rural areas. The aim was to collect data for children attending fourth grade, age 10.

All the schools of Tirana Municipality were grouped by administrative unit and ranked from the smallest to biggest. For each administrative unit of Tirana Municipality (27 in total, 14 in urban area and 13 in rural area) were selected in an organized order the schools that would be part of the study (one small and one big for each administrative unit). For each school were randomly selected two classes. One additional school for each administrative unit was selected to collect the online data. Through the mediation of school's principals and teachers the Google form version of the questionnaire was distributed online to the fourth-grade children's parents.

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[9] Impact assessment of the Covid -19 outbreak on wellbeing of children and families in Albania, available at: https://reliefweb.int/sites/reliefweb.int/files/resources/COVID_Assesment_Report_WVA_final.pdf

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Instrument preparation

The instrument is prepared from the international team of the survey. We translated the instrument to Albanian and back translated it to English language form an expert translator not related to the research team in Albania. The questionnaire was presented to an online discussion group with 9 children. Children filled the online version of the questionnaire and then discussed with the team on the clarity of the questions. The questionnaire was finalized after children comments and suggestions for revision. The back translated version of the questionnaire was approved from the international team of the survey.

Data collection

1060 children participated in the survey. 280 children completed the online questionnaire, using Google forms and 780 children completed the paper and pencil survey (in person). 60 % of children were living in urban areas and 40 % were living in rural areas.

Table 1: Distribution of email and paper-based questionnaires number and percent

	No	Percent
Paper and pencil survey (in person	780	73.6
Web Survey (PC/tablet/mobile phone(	280	26.4
Total	1060	100.0

Ethical issues

Before starting the work, we requested permission from the Ministry of Education and Sport to enter schools and interview children. Permission was granted to interview children and not enter the school because of health precautions and regulations due to Covid pandemic restrictions. We than contacted the schools, directors and teachers through Child Protection Units from Tirana Municipality. Each administrative Unit of Tirana Municipality has social workers as Child protection units that have very close relations with schools and families in the areas they work within the administrative unit. A preliminary online training was carried with the team before starting data collection.

Active parental consents were distributed to each of the selected children before their participation in the survey. For paper and pencil survey the children were contacted through their families and for each child were collected letters of consent. In the online version of the survey, the first question intended to take the parental consent, and for this reason the email with the survey link was specifically send to the children's parents.

Even after having parental consent, children were asked if they still wanted to participate. No personal information was collected or stored for each of the children.

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2. Results

Participants

1060 children from Tirana participated in this survey. Children attend public schools and are from rural and urban areas. Age range varies from 7 to 15 years old with a mean age of 10.3 years old. 73% (n=775) of the children were 10 years old, 134 children were 11 years old, 80 children were 12 years old. Only 16 children were younger than 9 years old and older than 14 years old.

Table 2: Children age, frequency and percent

Age										
	7	8	9	10	11	12	13	14	15	Total
No.	1	5	39	775	134	80	18	6	2	1060
%	.1	.5	3.7	73.1	12.6	7.5	1.7	.6	.2	100

55% (n=584) of children were girls and 45% (n=476) were boys. The majority of children, 60% (n=638) lived in the urban areas, while 40% (n=422) lived in rural areas. Children living in rural areas are from 33 villages[10] around Tirana. The majority of the children, 59% (n=622) lived in a house with a garden or open space while around 8 percent (n=81) lived in a house but without garden or open space, 32.5% (n=344) of the children lived in an apartment and 11 children lived in another type of house.

Table 3: Type of residence, frequency and percent

	At present, where do you live?				
	In an apartment	*In a house without a garden or open space*	*In a house with a garden or open space*	*In a different place*	*Total*
No.	344	81	622	11	1058
%	32.5	7.7	58.8	1.0	100

96% of all children (n=1012) lived with their family in their home. 20 children lived with their family but in a different place, 6 children lived with their family in different homes because their

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[10] Allias, Arbanë, Baldushk, Bathore, Bërzhitë, Bregu i lumit, Farkë, Fikas, Ibë, Kashar, Kerrabe, Koder Kamez, Kombinat, Lalm, Mezez, Mullet, Ndroq, Petrele, Pezë, Priskë, Qesarakë, Selbe, Sharrë, Shengjergj, Shkallë, Surrel, Vaqarr, Verri, Vilez, Yrshek, Yzberisht, Zallbastar

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family owned more than one home, 9 children lived in different homes because their parents lived in different homes and 11 children lived with another family.

Table 4: Type of family, frequency and percent

At present, with whom do you live?						
	With my family, in our home	With my family, but at a different place (not at our regular home)	With my family, but in more than one home, because my parents live in different homes	With my family, but in more than one home, because my family has more than one home	In a family different than mine	Total
No.	1012	20	9	6	11	1058
%	95.7	1.9	0.9	0.6	1.0	100.0

The overall situation because of the pandemic.

There were seven questions used to estimate the overall situation during the pandemic, or still persisting in the time of the survey. Results showed that one in three children has been infected with the virus and 40% (n= 407) of them stated that one of their family members not living with them has been infected with the virus. One in two children lived with someone in their family considered at high risk of getting very ill from the virus so that they had to be very careful not to be infected. 63% of children (n=638) new someone in their neighborhood or families of their friends that has been infected with the virus. Results showed, as expected, that lock down and quarantine had affected many children lives. So, 81% of all children stated that everyone in their city/town was in lock down for many days, 83% stated that they had to stay at home for many days and 84% could not attend school for many days.
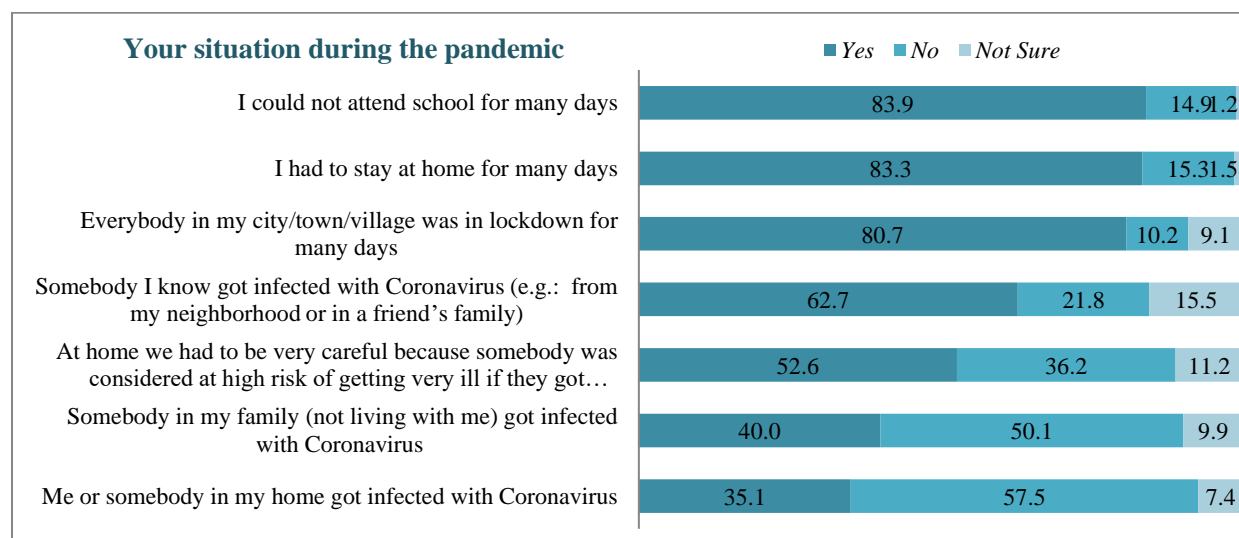
Graph 1: Situation during the pandemic, percentages

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92% (n=959) of all children stated that their school was closed during the lock down and 76% (n=784) of them also stated that they had to spend days within the house and 61% (n=619) stated that there were times that they were allowed to leave the house only for a few hours. 52% (n=538) of the children have been in quarantine once and 23%(n=234) had been more than once. Only 5% (n=52) of children have stated that their family had to move to another home during the pandemic. Working during the pandemic has been one of the problems families of the children have been facing. Approximately one in three children stated that at least one of their parents had to stop working during the pandemic 30% (n=305) and received money from the government, while 21% (n=213) stated that the parent(s) was forced to stop working and did not receive money from the government.

Family situation during the pandemic

■ *Yes* ■ *No* ■ *Not Sure*

Statement	Yes	No	Not Sure
My school was closed during lockdown	92.3	6.1	2.5
There were times where I had to be in my home all day (including the garden, yard or balcony, if you have) because of the Coronavirus	76.2	21.6	2.2
There were times where I was only allowed to leave my home for a few hours during the day because of the Coronavirus	60.5	36.7	2.7
I had to be in quarantine once	52.3	44.9	2.7
At least one of my parents was forced/had to stop working and receive money from the government	29.6	55.3	15.1
I had to be in quarantine more than once	23.4	71.9	4.7
At least one of my parents was forced to stop working and did not receive money from the government	21.0	61.6	17.4
My family had to move to another home	5.0	94.2	0.8

Graph 2: Family situation during the pandemic, percentages

Children answered to several questions regarding to safety, feeling protected, feeling alone and missing friends and relatives. They were given a list of statements and they would choose the best options from 0= '*I do not agree*' to 4 = '*I totally agree*'. Only one in two children totally agreed to the statement 'I feel safe at home', while one in four totally agreed with feeling safe at school and friends. 7% of children completely disagree with feeling safe in school and with friends. One in five children feel totally safe walking in the area they live, while one in ten completely disagree with this statement. 17% of children completely disagree with the statement 'I feel safe from the Corona virus' and other 17% agree a little. Only 19% of children totally agreed with the statement. Approximately one in three to four children miss their friends and their relatives working and living away from home. Comparing the mean values, in terms of safety, children feel less safe when walking in their neighborhood and safer when they are in their home.

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Two thirds of children do not feel alone at all, only 3% (n=33) totally agree with the statement and another 4% (n=45) agree a lot.

	Mean values	I do not agree	I agree a little	I agree somewhat	I agree a lot	I totally agree
I feel safe at home	3.18	2% 25	5% 51	13% 137	32% 335	48% 502
I feel safe at school	2.50	7% 77	13% 138	26% 268	29% 306	24% 255
I feel safe when I walk around in the area, I live in	2.37	9% 89	16% 163	28% 287	27% 283	21% 219
I feel safe with my friends	2.49	7% 72	14% 145	26% 272	30% 308	24% 245
I feel alone	0.63	67% 686	14% 140	12% 122	4% 45	3% 33
I feel protected from the Coronavirus	2.06	17% 178	17% 179	27% 278	19% 199	19% 197
I miss my friends	2.28	17% 175	12% 120	22% 223	23% 238	26% 260
I miss my relatives (e.g. grandparents, a parent living or working far from home)	2.31	22% 225	9% 97	15% 151	25% 254	30% 306

Graph 3: Safety, protection and relations, Means and percentages

Material wellbeing

More than half of the children have all the equipment mentioned in the question, on children material well-being, 51% (n=533) of the children already have a mobile phone. A higher percentage of children have clothes and equipment related to basic and school related needs, a higher percentage of children don't have own room (29%), access to computer when needed (30%), equipment for sports and hobbies (33%) devices for video classes (38%) and pocket money (44%).

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Child material deprivation (%)

■ *Have* ■ *Dont' have*

Item	Have	Don't have
Clothes in good condition	94.0	6.0
The equipment/things you need for school	91.0	9.0
A place in your home where you can study	89.1	10.9
Two pairs of shoes in good condition	88.9	11.1
Access to the internet at home	85.3	14.7
Enough money for school trips and activities	82.2	17.8
Own room	71.4	28.6
Access to computer or a tablet when needed	69.7	30.3
The equipment/things you need for sports and…	66.9	33.1
Devices (e.g. microphone and camera) for video-…	62.5	37.5
Pocket money / money to spend on yourself	56.1	43.9
A mobile phone	51.0	49.0

Graph 4: Child material deprivation, percentages

We checked for gender differences and there were no changes between boys and girls in the percentage of children that possess or don't possess the items mentioned in the question. Statistically significant differences were found between children living in urban and rural areas. Children living in rural areas possess less items than children living in urban areas. We checked for significance and, Hi Square test showed statistically significant changes for mobile phone, equipment needed for hobbies and sports, access to internet at home, enough money for school trips and activities, two pairs of shoes in good condition and clothes in good condition. Not having access to internet, mobile phone and computer and tablet especially during the pandemic might have implications for children education and relationships with friends and relatives. Children were also asked if they had enough food during the lock down. 89% of children stated that they had enough food to eat each day and 11% had often or sometimes.

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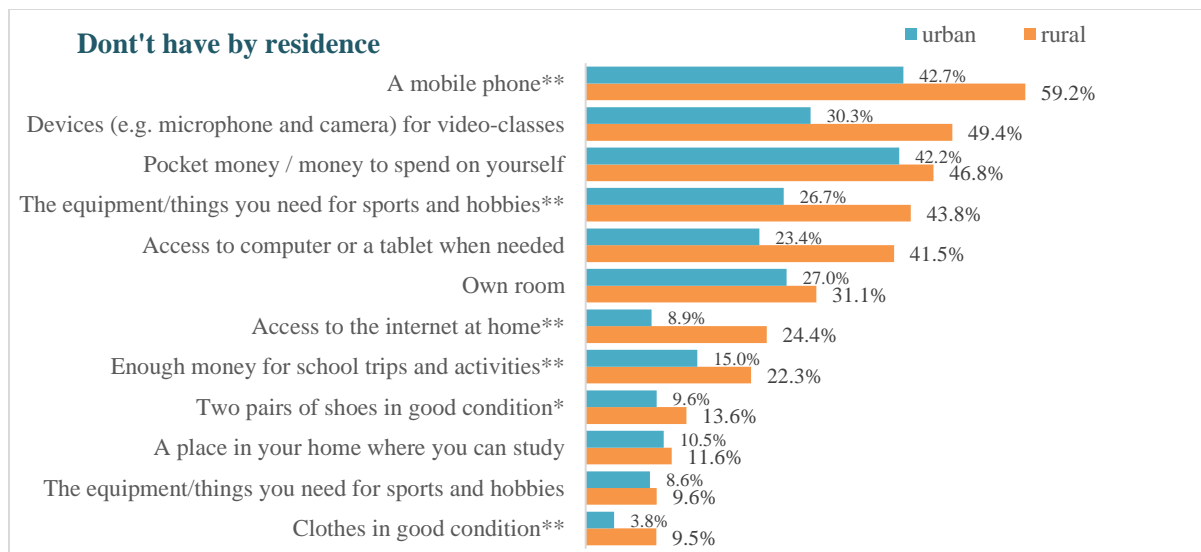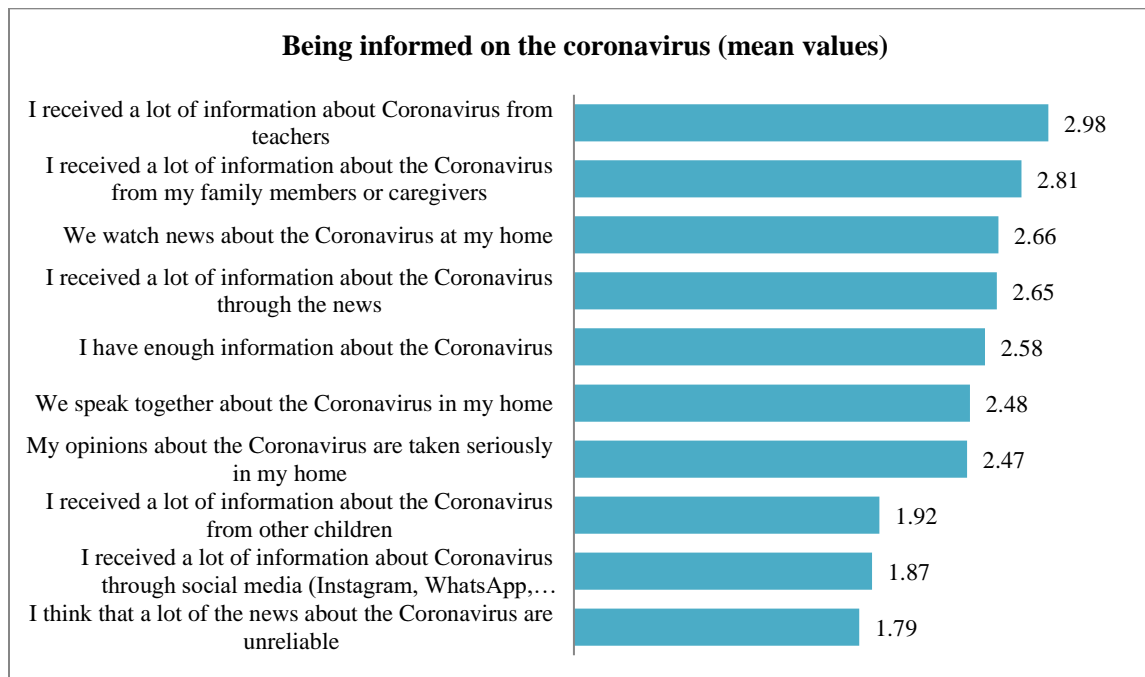
Graph 5: Child material deprivation, don't have answers, percentages

Access to items		Rural		Urban	
		No.	*%*	*No.*	*%*
Own room	*Have*	273	68.9%	475	73.0%
	Dont' have	123	31.1%	176	27.0%
Clothes in good condition	*Have*	361	90.5%	628	96.2%
	Dont' have	38	9.5%	25	3.8%
Enough money for school trips and activities	*Have*	307	77.7%	554	85.0%
	Dont' have	88	22.3%	98	15.0%
Access to the internet at home	*Have*	298	75.6%	595	91.1%
	Dont' have	96	24.4%	58	8.9%
The equipment/things you need for sports and hobbies	*Have*	221	56.2%	476	73.3%
	Dont' have	172	43.8%	173	26.7%
Pocket money / money to spend on yourself	*Have*	209	53.2%	374	57.8%
	Dont' have	184	46.8%	273	42.2%
Two pairs of shoes in good condition	*Have*	344	86.4%	587	90.4%
	Dont' have	54	13.6%	62	9.6%
A mobile phone	*Have*	162	40.8%	371	57.3%
	Dont' have	235	59.2%	277	42.7%
The equipment/things you need for school	*Have*	359	90.4%	592	91.4%
	Dont' have	38	9.6%	56	8.6%
Access to computer or a tablet when needed	*Have*	231	58.5%	495	76.6%
	Dont' have	164	41.5%	151	23.4%
Devices (e.g. microphone and camera) for video-classes	*Have*	201	50.6%	451	69.7%
	Dont' have	196	49.4%	196	30.3%
A place in your home where you can study	*Have*	351	88.4%	580	89.5%
	Dont' have	46	11.6%	68	10.5%

Graph 6: Access to items by residence, frequency and percentages
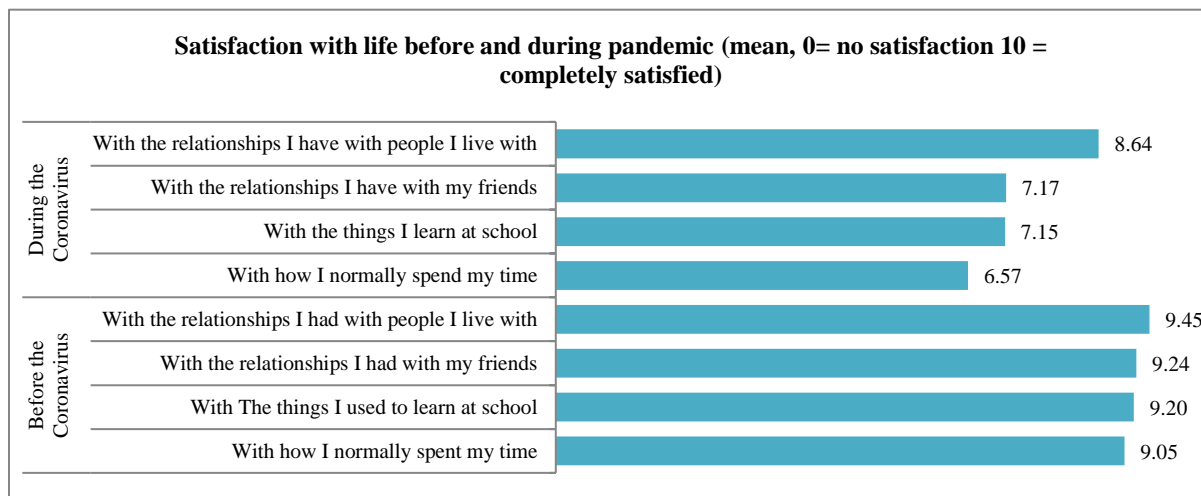
Life during the pandemic

In this section children were asked on the information they have and how they are informed on the virus situation, life satisfaction before and during the pandemic, anxiety and worryness related to the actual situation and time use during the pandemic.

Children were informed for the virus mostly from teachers and than parents and less from the news. They received less information from friends and social media. On averadge children speak a lot with their families on the coronavirus situation.

Being informed on the coronavirus (mean values)

Statement	Mean
I received a lot of information about Coronavirus from teachers	2.98
I received a lot of information about the Coronavirus from my family members or caregivers	2.81
We watch news about the Coronavirus at my home	2.66
I received a lot of information about the Coronavirus through the news	2.65
I have enough information about the Coronavirus	2.58
We speak together about the Coronavirus in my home	2.48
My opinions about the Coronavirus are taken seriously in my home	2.47
I received a lot of information about the Coronavirus from other children	1.92
I received a lot of information about Coronavirus through social media (Instagram, WhatsApp,…	1.87
I think that a lot of the news about the Coronavirus are unreliable	1.79

Graph 7: Being informed on the coronavirus, means

One of the main aims of children's world survey is to measure children level of satisfaction with their life. There are three questions in particular for which children have answered for their level of satisfaction before and after/during the pandemic that are (1) relationships with friends and family, (2) the things they learn at school and (3) how they spend their time. Mean values showed a huge difference between the level of satisfaction in all items. Children stated to be less satisfied with the relationships with their family during the pandemic, their level of satisfaction with their friends have decreased also and what they have learned at school and the most with how they spend their time also is less satisfying.

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Satisfaction with life before and during pandemic (mean, 0= no satisfaction 10 = completely satisfied)

| During the Coronavirus		
With the relationships I have with people I live with		8.64
With the relationships I have with my friends		7.17
With the things I learn at school		7.15
With how I normally spend my time		6.57

Before the Coronavirus		
With the relationships I had with people I live with		9.45
With the relationships I had with my friends		9.24
With The things I used to learn at school		9.20
With how I normally spent my time		9.05

Graph 8: Satisfaction with life before and during pandemic mean values

During the last month, how worried have you been about the following things in your life? *(0=at all; 10 = very much)*

The changes in my life as a student because of the Coronavirus situation	7.0
That I may get bad school marks because of the Coronavirus situation	6.7
That people I know may get infected by the Coronavirus	6.7
By the Coronavirus situation	6.3
The money my family has during the Coronavirus period	6.1
That I may get infected by the Coronavirus	6.1
That I may infect other people with the Coronavirus	5.5

*Graph 9: Being worried for things in life during the last month, means*

On average children feel worried because of the situation that have been created with the corona virus. They are mostly worried for the changes happened to their life as a student, for taking bad marks in school, but they are also worried for their loved ones of being infected from the virus, the general situation on the virus, their family economic situation and less for being infected from the virus or infecting other people.

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Children were asked on how they spend their time. Most frequently children spend their time learning and doing homework, taking care of siblings, playing, spending time on their own, helping around the house and reading. The least children would spend time communicating with their friends online and use social media.
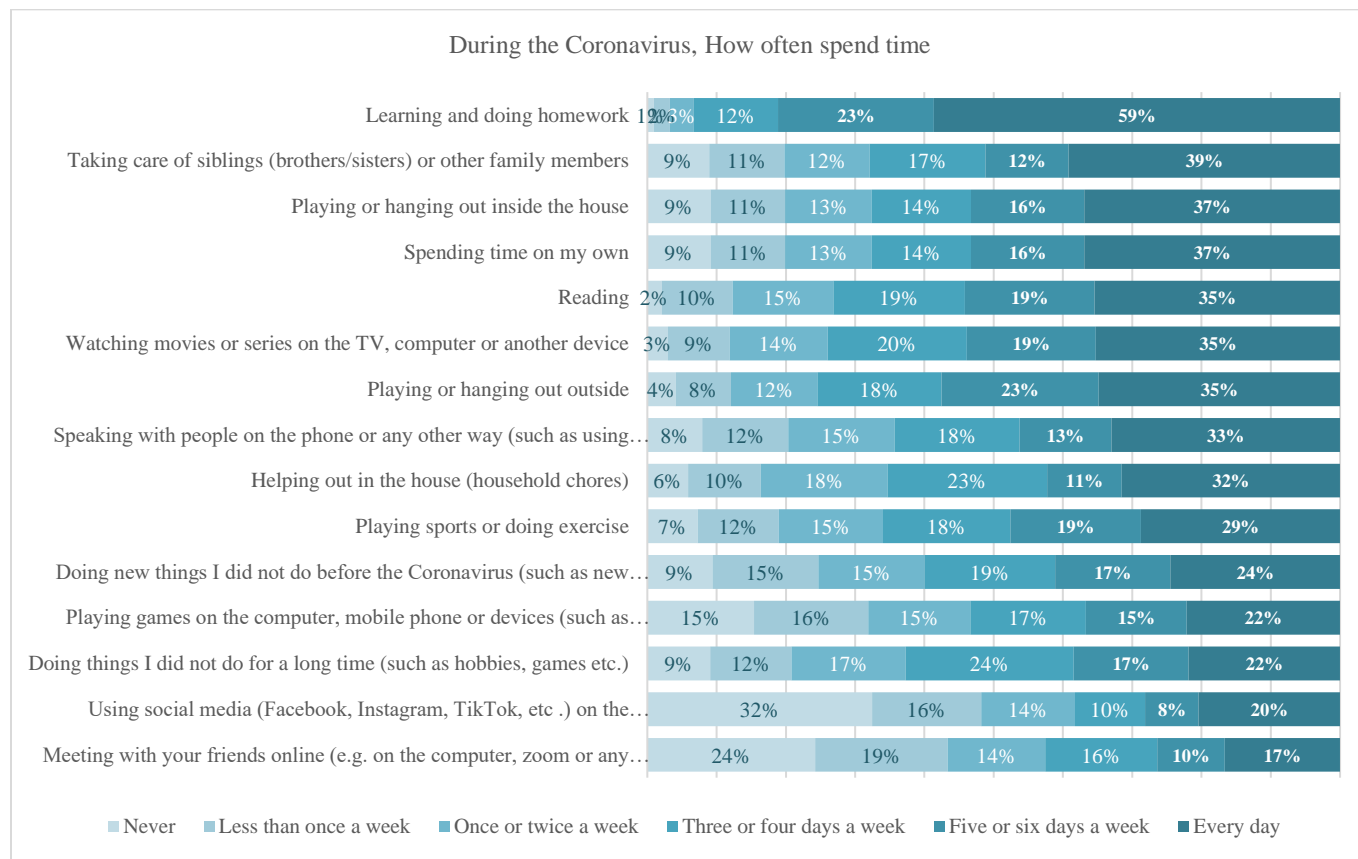
Graph 10: How children spend their time during the pandemic

Children were asked on the ways they used to learn during the time schools were closed. They selected different ways of learning from home starting from through online classes with teachers was selected from 89% of children, learning with parents and or carers that were looking after them from 57% of children, 31% were using internet, 21% have been learning with friends and 5 % stated that they did not study from home.

During the Coronavirus, when schools were closed, how did you learn at home? (%)
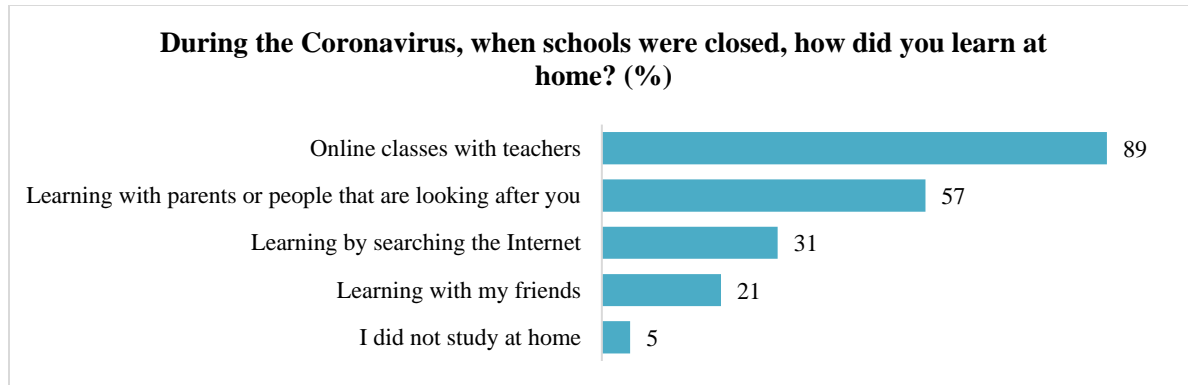
Graph 11: When schools were closed, how did children learn at home, percentages

One in two children stated that they totally agreed with the statement: "*During the coronavirus, when schools were closed, I managed to continue with my learning from home*". Few children did not agree or agree a little, I total 8%.

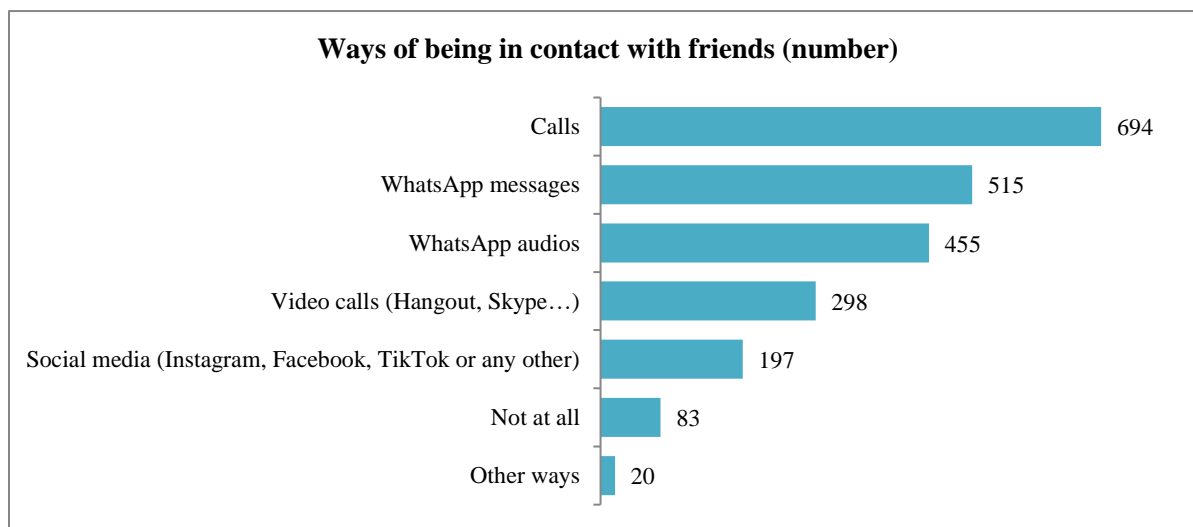| During the Coronavirus, when schools were closed, I managed to continue with my learning from home				
	I do not agree	*I agree a little*	*I agree somewhat*	*I agree a lot*	*I totally agree*
No.	32	49	142	253	556
%	3	5	14	25	53.4

Graph 12: Manage to learn from home, frequency and percentages

Since the pandemic change their lives, children were missing their daily routines and activities. 88% of children, always or often wish to go back to school and 86% of them missed their classmates. Only 45% of children stated to always have access to internet and only one in five children would never have problems with internet access.

Table 5: Internet and school during the pandemic mean values, frequency (percentage)
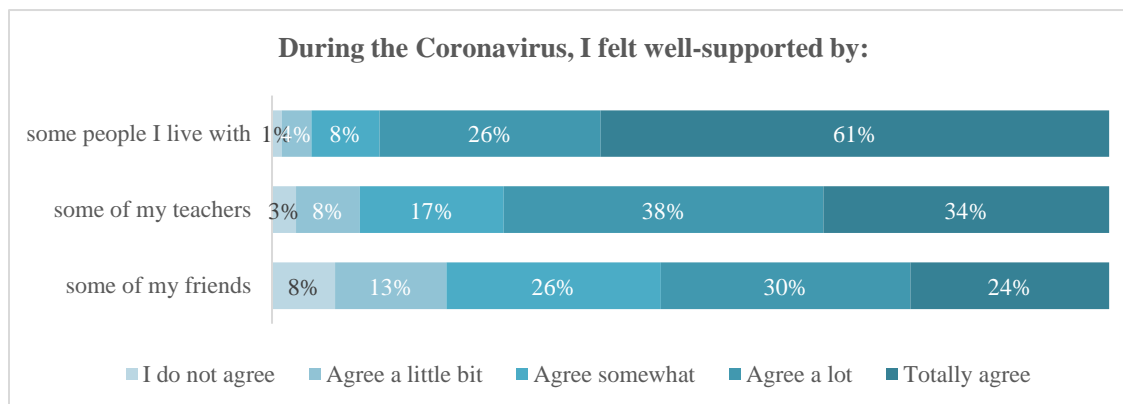
During the Coronavirus, how often did you….					
	Mean	*Never*	*Sometimes*	*Often*	*Always*
Have access to the Internet?	*2.3*	1.8%	16.1%	37.2%	44.9%
Happen that you could not access the Internet for an entire day?	*1.1*	21.3%	51.8%	23.1%	3.8%
Have problems with the Internet connection while having a class over web?	*1.1*	23.2%	47.2%	22.6%	7.0%
Miss your teacher's advice?	*1.6*	21.4%	20.9%	29.5%	28.2%
Miss your classmates?	*2.3*	0.9%	12.8%	40.1%	46.3%
Wish that you could go back to school?	*2.5*	0.8%	10.9%	30.6%	57.7%
Your parent or a sister/brother help you with schoolwork?	*2.1*	4.3%	21.8%	32.9%	41.0%

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Phone calls and WhatsApp messages and calls were the most frequent means children used to be in contact with their friends during the pandemic. Approximately one in ten children did not contact their friends at all, while few others would use also social media and other videocall types.

Ways of being in contact with friends (number)

Category	Value
Calls	694
WhatsApp messages	515
WhatsApp audios	455
Video calls (Hangout, Skype…)	298
Social media (Instagram, Facebook, TikTok or any other)	197
Not at all	83
Other ways	20

Graph 13: Ways of being in contact with friends during the pandemic, number

During the pandemic children have had support from their friends' teachers and family. 61% of children totally agreed with the statement having support from the family, 34% totally agreed with support from teachers and only one in four children totally agreed with having support from other children.

During the Coronavirus, I felt well-supported by:

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
some people I live with	1%	4%	8%	26%	61%
some of my teachers	3%	8%	17%	38%	34%
some of my friends	8%	13%	26%	30%	24%

Graph 14: Support during the pandemic, percentages

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Regarding relationships during the pandemic children reported some change in how children relate to family and friends. 38% of children stated that they totally agreed with the statement *"I became closer with my family"* and 30% agree a lot, 9% of children do not agree with this statement. Relationships with friends have changed for less children. So 37% agree a lot or completely with the statement that their relationships with friends have changed during the pandemic and 31% do not agree or agree a little with this statement. 19% of children have managed to have new friends during the pandemic, while 51% stated that they did not make any friends.

Table 6: Relationships during the pandemic mean values, frequency (percentage)

	During the Coronavirus					
	Mean	*I do not agree*	*Agree a little bit*	*Agree somewhat*	*Agree a lot*	*Totally agree*
I became closer to some members of my family	*2.82*	8.8%	6.8%	16.4%	29.7%	38.4%
My relationships with my friends were affected during the Coronavirus	*2.12*	15.8%	15.1%	27.3%	24.3%	17.4%
I made new friends with other children online during the Coronavirus	*1.09*	51.1%	17.9%	12.1%	8.7%	10.2%

Satisfaction with life

In this section there are included several questions regarding subjective and psychological well-being with a special focus on life satisfaction prior and during the pandemic.

*Table 7: Satisfaction with... mean values, frequency (percentage)*

	Mean	Not at all agree	1	2	3	4	5	6	7	8	9	Totally agree
I enjoy my life	9.12	7(0.7)	3(0.3)	2(0.2)	5(0.5)	12(1.1)	21(2.0)	34(3.2)	34(3.2)	103(9.8)	159(15.1)	672(63.9)
My life is going well	9.2	3(0.3)	1(0.1)	2(0.2)	1(0.1)	16(1.5)	21(2.0)	25(2.4)	41(3.9)	81(7.7)	189(18.0)	668(63.7)
I have a good life	9.07	11(1.1)	5(0.5)	1(0.1)	5(0.5)	10(1.0)	27(1)	31(3.0)	45(4.3)	79(7.5)	164(15.7)	669(63.9)
The things that happen in my life are excellent	8.78	2(0.2)	2(0.2)	4(0.4)	5(0.5)	18(1.7)	47(4.0)	19(1.8)	84(8.0)	131(12.5)	234(22.4)	499(47.8)
I am happy with my life	9.11	3(0.3)	1(0.1)	2(0.2)	7(0.7)	10(1.0)	35(2.0)	20(1.9)	52(5.0)	92(8.8)	178(17.0)	648(61.8)
I am good at managing my daily responsibilities	8.85	4(0.4)	4(0.4)	4(0.4)	4(0.4)	17(1.6)	40(4.0)	35(3.3)	53(5.1)	128(12.2)	212(20.3)	544(52.1)
I have enough choice about how I spend my time	8.62	11(1.1)	5(0.5)	7(0.7)	13(1.2)	22(2.1)	46(7)	38(3.6)	64(6.1)	123(11.8)	188(18.0)	526(50.4)
I feel that I am learning a lot at the moment	8.49	3(0.3)	10(1.0)	6(0.6)	15(1.4)	23(2.2)	51(6.0)	54(5.1)	89(8.5)	124(11.8)	182(17.3)	492(46.9)
I feel positive about my future	8.88	6(0.6)	3(0.3)	9(0.9)	9(0.9)	17(1.6)	38(9.0)	30(2.9)	50(4.8)	111(10.6)	168(16.1)	605(57.8)

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I like being the way I am	9.13	7(0.7)		3(0.3)	5(0.5)	7(0.7)	52(3.0)	18(1.7)	30(2.9)	80(7.7)	153(14.7)	686(65.9)
People are generally friendly towards me	9.11	1(0.1)		2(0.2)	2(0.2)	12(1.1)	30(2.0)	23(2.2)	44(4.2)	114(10.9)	216(20.6)	603(57.6)

On average children feel well with their life in general, they think they life is going well, M=9.2, they like the way they are M=9.13, they enjoy their life M=9.1, they are happy with their life M=9.11. Lower mean values were found in how satisfied are children with how much they are learning at the moment M=8.49, how much choice they have for how to spend their time M=8.62 and also with their life future prospect: 'I feel positive about my future' M=8.88.

In a set of ten satisfaction questions children were more satisfied with their life in general, M=9.61, their health M=9.29, the way they look M=9.15. Children were less satisfied with what may happen later in their life M=8.41, how they are listened to from adults in general M=8.53, the area where they live M=8.79, how they use their time M=8.86.

Table 8: Satisfaction with … mean values
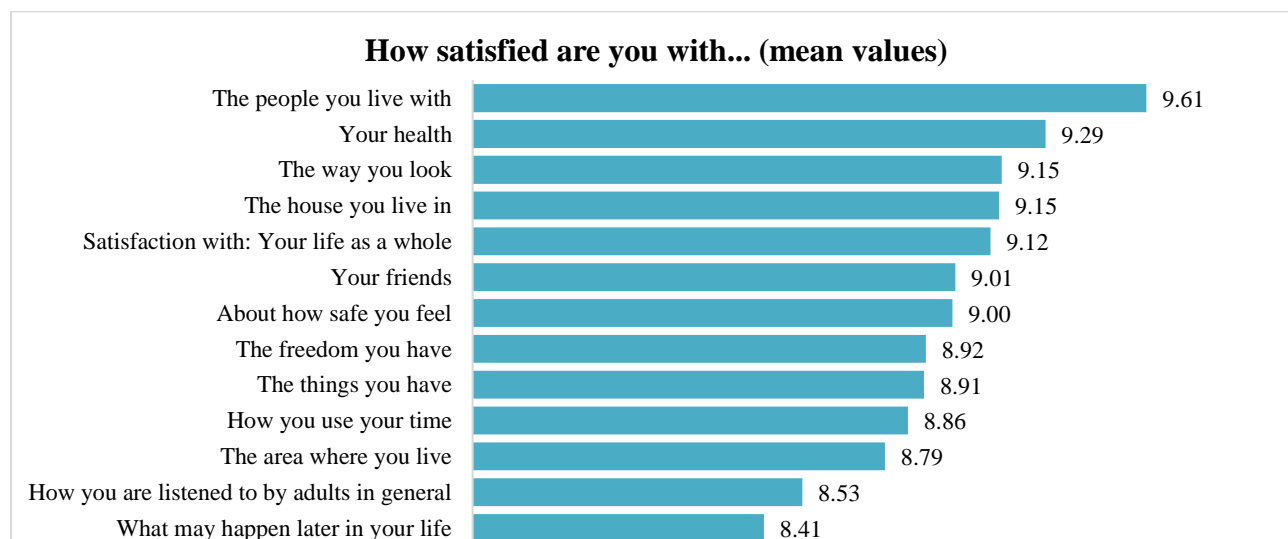
To measure the level of fear children, have from Covid 19 a new scale has been included in the survey. This scale is a shorten version of the scale validated from Ahorsu et al (2020)[11]. The scale includes 7 agree items that are measured in a scale of 0= 'I do not agree' to 4= 'I totally agree'. Approximately one in 3 children totally agree or agree a lot with 'I am very afraid of the Coronavirus', 37% totally agree or agree with thinking about coronavirus makes them

[11] Ahorsu, D. K., Lin, C. Y., Imani, V., Saffari, M., Griffiths, M. D., & Pakpour, A. H. (2020). The fear of COVID-19 scale: development and initial validation. *International journal of mental health and addiction*, 1-9.

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uncomfortable, 34% totally agree or agree with being afraid of losing their life because of the virus. Lower percentage of children could not sleep because of being worried for the Coronavirus.

Table 9: Fear of COVID-19 Scale mean values, frequency (percentage)

	Mean	I do not agree	I Agree a little	I Agree somewhat	I Agree a lot	I Totally agree
I am very afraid of the Coronavirus	1.95	191(18)	214(20)	273(26)	194(19)	173(17)
It makes me uncomfortable to think about the Coronavirus	1.95	203(20)	186(18)	264(26)	212(21)	165(16)
My hands become sweaty when I think about the Coronavirus	1.03	515(50)	213(21)	151(15)	79(8)	78(8)
I am afraid of losing my life because of the Coronavirus	1.62	378(36)	177(17)	139(13)	151(15)	195(19)
When I watch news and stories about the Coronavirus on the TV and social media, I become nervous or anxious	1.38	383(37)	225(22)	187(18)	145(14)	101(10)
I cannot sleep because I'm worrying about getting the Coronavirus	0.87	594(57)	179(17)	138(13)	71(7)	61(6)
My heart races (beats very fast) when I think about getting the Coronavirus	1.12	510(49)	183(18)	146(14)	120(12)	84(8)

Children were asked to evaluate their level of happiness with their life before and after the coronavirus. Children reported to be less happy with their life during the pandemic M=8.04 than before the pandemic M= M=8.04 than before the pandemic M=9.07. 60%(n=621) of children were completely happy with their life before the pandemic, while only 35% (n=395) reported to be completely happy with their life during the pandemic.

	M	Not happy at all	1	2	3	4	5	6	7	8	9	Compl. happy
Thinking about how your life, how happy are/were you with your life as whole?												
Before the Coronavirus	9.07	7(0.7)	2(0.2)	4(0.4)	4(0.4)	10(1.0)	30(2.9)	20(1.9)	44(4.2)	99(9.5)	196(18.9)	621(59.9)
Now/during the Coronavirus	8.04	20(1.9)	12(1.2)	15(1.5)	11(1.1)	19(1.9)	59(5.8)	62(6.0)	112(10.9)	154(15.0)	203(19.8)	359(35.0)

3. Conclusions

This research is part of an international survey of Children subjective well-being during the Coivd-19 pandemic. The target of the survey are 10 years old children attending schools in Tirana in urban and rural areas. 1060 children agreed to participate in this survey of which 73.6% were contacted face to face and 280 were contacted online. Age range varies from 7 to 15 years old

with a mean age of 10.3 years old. 73% (n=775) of the children were 10 years old, 134 children were 11 years old, 80 children were 12 years old. 55% (n=584) of children were girls and 45% (n=476) were boys. The majority of children, 60% (n=638) lived in the urban areas, while 40% (n=422) lived in rural areas.

One in three children had been infected with corona virus and one in two lived with someone at high risk of getting very sick if infected.

Eight children out of ten stated that their community had been in lock down for many times and that they had to stay home and could not attend school for many days.

Approximately one in three children stated that at least one of their parents had to stop working during the pandemic 30% (n=305) and received money from the government, while 21% (n=213) stated that the parent(s) was forced to stop working and did not receive money from the government.

Safety and relationships have been impacted from the pandemic as well. On average they feel safe at home and at school, but one in three children does not feel protected from the virus and miss their friends and relatives.

In relation to poverty, we found that the majority of children, more that 90% have clothes, equipment for school, a place to study at their home. A higher percentage of children do not possess electronic devices like access to computer when needed, devices for online learning and one in two children have a mobile phone. This is very important considering the fact that for almost two years school have been done online. Compared by residence children in rural areas possess less equipment than children in urban areas and the difference was statistically significant for most of the items. This is very important not only to understand the different realities but also to consider these differences and draft policies based on them, for education, protection and all children rights strategies.

Most frequently children spend their time learning and doing homework, taking care of siblings, playing, spending time on their own, helping around the house and reading. The least children would spend time communicating with their friends online and use social media.

Children were informed for the virus mostly from teachers and than parents and less from the news. They received less information from friends and social media. On averadge children speak a lot with their families on the coronavirus situation.

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Regarding satisfaction with life and relationships prior and during the pandemic, children were considerably less satisfied with their life during the pandemic with the relationships they had with friends and family, with what they learn in school and with how they spend their time. Children are worried for their life as a student, for the marks they might get in school, for being infected or infecting other people but also for the economic situation of their family.

This is also reflected in the results from fear of covid scale, where one in three children is very afraid of the virus and thinking about the virus makes them feel uncomfortable and afraid of losing their life because of the virus.

Mean values for satisfaction with what might happen in their life in the future was the lowest value in a list of many satisfaction questions.

Children reported to be less happy with their life during the pandemic than before the pandemic. 60%(n=621) of children were completely happy with their life before the pandemic, while only 35% (n=395) reported to be completely happy with their life during the pandemic.

4. Recommendations

A special attention is needed to the impact COVID 19 had on children well-being. Results show that the pandemic have impacted children perception of their life and their psychological well-being. We would recommend strengthening the psycho social services within the school and also widen opportunities for psycho social support.

Online learning has been another struggle for children. Despite the lack of many equipment and internet connection children were worried for their grades and were not satisfied with what they were learning. Children in rural areas are especially more deprived of electronic devices and internet that enables their participation in online learning. This is especially important to consider from policy makers when they plan 'distant' education strategies.

We measure in this survey the actual impact children perceive the pandemic have in their wellbeing but more research is needed to be done to evaluate the objective impact the pandemic has on children education and the impact it has also in different groups of children.

More detailed analysis is needed to further explore the differences among different groups of children and identify actual and potential influences in their well-being.

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