



UNIVERSITY OF TARTU

isci 2019

Children of the World: Touch of Change

7TH CONFERENCE OF THE
INTERNATIONAL SOCIETY FOR CHILD INDICATORS

AUGUST 27-29, 2019 / TARTU, ESTONIA

COMPILATION OF ABSTRACTS

The Abstracts Book is a compilation of submissions as originally submitted by the Authors. The Authors' biographies can be accessed by the conference participants who have ConfTool accounts.

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KEY-NOTE ADDRESSES

Tuesday, August 27, 2019

Opening plenary: 1



Ivar Frønes

Capturing the essence of childhood

Ivar Frønes

University of Oslo, Norway

As a cultural realm childhood is underlined as a modern phenomenon. In an evolutionary context, childhood is the mechanism of individual development and cultural transmission between generations, as part of the human history childhood reflects and facilitates change and societal involvement. The uncertainty and complexity of modern societies permeate the life phase of childhood more than other life phases, illustrating that the very essence of childhood is change.

Opening plenary: 2



Bong Joo Lee

What matters for children's subjective well-being: what we know and don't know

Bong Joo Lee

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

In recent years, there has been increased interests in examining and understanding children's subjective well-being. This is a major shift in the field of well-being studies because children's well-being was measured mostly with 'objective' indicators in the past. One of the 'assumption' has been that children are not capable of reporting their own well-being. However, recent studies show that the data provided by children on how they feel and think about their lives are valid and informative.

While our understanding of children's subjective well-being has improved in recent years, there still is a gap in knowledge on what can explain the differences in the level of children's well-being within a country and across countries. One of the reason for this gap in knowledge has been lack of empirical data on children's subjective well-being that allows comparative studies. The International Survey of Children's Well-Being has changed the situation. By collecting information on children's own reporting of their life, time use, and subjective well-being from many countries, it provides a new opportunity to examine what factors are related to variations of children's subjective well-being.

In this key-note speech, first, I provide a review of the current state of knowledge on how much we know about the correlates of children's subjective well-being. Secondly, I examine the micro and macro correlates of children's subjective well-being using the most recent data from the International Survey of Children's Well-Being. Lastly, I provide policy and practice implications of the results.

CUWB Plenary



Susann Fegter



Christine Hunner-Kreisel



Tobia Fattore

The value of qualitative comparative research on child well-being: Reflections upon the Children's Understandings of Well-being study

Susann Fegter¹, Christine Hunner-Kreisel², Tobia Fattore³

¹University of Technology Berlin, Germany; ²University of Vechta, Germany;

³Macquarie University, Australia

Research examining children's well-being has relied on the use of objective measures of child welfare and quality of life (often using administrative data) or psychometric measures of subjective well-being, applied to large samples of children and young people. These sources of data have provided important insights into children's well-being.

More recently, research obtaining children's perspectives on their well-being have contributed insights into how children define and experience different aspects of their well-being. In our keynote we review developments in qualitative approaches to children's understandings of well-being and discuss the potential contribution this research might make in respect to quantitative research in this field. We demonstrate this by discussing a multinational study of children's well-being named "Children's Understandings of Well-being" study (www.cuwb.org) that utilises a qualitative, participatory and context-sensitive methodology. In particular we discuss the issue of cross-national/cross-border comparisons and methodological nationalism within child well-being research (Wimmer and Glick Schiller 2003), considering how the nation is only one analytical category relevant for understanding children's well-being along with other dimensions of the social order (like generation, class, race and gender).

We provide some empirical results from the CUWB study as a means of demonstrating the value of and challenges in undertaking context sensitive analysis of concepts of well-being and especially the insights obtained from cross-national and cross-border comparisons. (see Fattore, Fegter and Hunner-Kreisel 2018).

Wednesday, August 28, 2019



Ton Liefraard

Plenary: 1

Access to justice: including children in conflict with the law?

Ton Liefraard

Leiden University, The Netherlands

Access to justice for children can count on increased attention in international standards and domestic policy, and in children's rights scholarship. However, many questions remain unanswered. This key note lecture will address some core issues, both fundamental and practical, that revolve around the question to what extent access to justice can serve as a vehicle to (better) include children in conflict with the law as citizens of their societies and as members of their communities and (extended) families. It will be submitted that children's right to access justice can contribute to the inclusion of children, but that the concept of access to justice and its meaning for children in conflict with the law, as a group and as individuals, requires (much) more attention in research in order to understand its true potential. The paper will build on examples from the author's previous research, among others on juvenile justice, detention of children and child-friendly justice.



Wouter Vandenhove

Plenary: 2

Well-being: a children's rights perspective

Wouter Vandenhove

University of Antwerp, Belgium

At first sight, child well-being and children's rights have much in common: they both focus on a category of human beings defined by age ('children'), and they share a concern with children's flourishing. Surprisingly perhaps, the word well-being is rarely used in children's rights work. In this paper, I seek to construct a notion of child wellbeing within children's rights by relying on proxies like 'best interests of the child', '(full and harmonious) development' and others. Drawing on this construction of child wellbeing, I explore whether and how children's rights and child wellbeing studies may inspire and challenge each other.

PANEL SESSIONS

Tuesday, August 27, 2019

ID: 117 / 1.1: 1

Panel Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators

Subtheme: Children – the bearers of rights, Participation, protection and provision in children's perspectives

Child Participation in Research and Evaluation

Session Chair: **Monica Ruiz-Casares**, McGill University, Canada

Monica Ruiz-Casares¹, Tara Collins², Laura Wright³, Annie Smith⁴, Joanna Rogers⁵, Hanita Kosher⁶, Stephanie Martin⁴, Maya Peled⁴

¹McGill University, Canada; ²Ryerson University, Canada; ³University of Edinburgh, UK; ⁴McCreary Centre Society, Canada; ⁵Partnership for Every Child, Russia; ⁶Hebrew University of Jerusalem, Israel

Panel Abstract

The United Nations Convention on the Rights of the Child (CRC) (1989) emphasizes that children must participate in shaping decisions that affect them. Some researchers and evaluators have been exploring ways to meaningfully involve children and youth in studies and initiatives aimed at improving young people's lives. This session will present five cases from around the world and reflect on the successes and challenges experienced along the way. The session will conclude by engaging the audience in the discussion of best practices to involve young people in research and evaluation. As we celebrate the 30th anniversary of the CRC this year, a *touch of change* is overdue for researchers, practitioners, and decision-makers to genuinely engage young people as much as possible in matters that affect them. Moving from research *on or about* children to research *with and by* children should be a priority moving forward.

Individual Papers

1. Children's participation in research: An example from the Children's Worlds survey

Hanita Kosher

- **Thematic relevance:** the current presentation will address theories and practices of children's involvement in research. This topic is relevant for anyone interested in children's well-being, as a major question in the area of children's well-being is how to measure it and how much to involve children in those evaluations.
- **Background and Purpose:** The proposed presentation will include three parts: first, the lecture will present and discuss the changes that have taken place in the child study movement over the years: from the old paradigm that dominated the child study movement until the 1990s, to the new paradigm for the study of children today, which mainly focuses on children's participation in research. In the second part, the lecture will present an example of the children's participation in research by focusing on the Children's Worlds survey. It will describe the process of involving children in the various phases of the survey and will discuss the challenges of children involvement in this specific study. In the third part, recommendation and conclusions for future directions regarding children's involvement in research will be presented.
- **Methods:** the presentation will include findings from the Children's Worlds third wave survey, an international study involved over 90,000 children aged 8 to 12 from 22,000 countries. Each country used a representative sample of the whole or part of the country, around 5,000 children per country. The study is based solely on children's own evaluations, perceptions, and aspirations, and therefore, the research tool that was used is a self-report questionnaire which included closed questions. The presentation will focus on the items which relate to children's report on autonomy and participation in their lives.
- **Results:** the data of the third wave of the survey will be available for use in the next weeks.
- **Conclusions and Implications:** in the third part of the presentation, findings from the Children's Worlds survey about children's participation in their lives will be discuss and connected to the issue of children's participation in research.

2. Engaging experiential youth in research to improve policy and practice in British Columbia, Canada

Annie Smith, Maya Peled, and Stephanie Martin

- **Thematic relevance:** This presentation focuses on two innovative models to engage youth with lived experience of homelessness and mental health challenges in research projects which bridge research, policy and practice. The presentation will discuss challenges, successes and lessons learned.
- **Background and Purpose:** McCreary Centre Society worked with experiential youth in British Columbia, Canada to design, deliver and disseminate two research projects addressing the challenges and barriers they experienced to healthy development. Both projects were designed to inform policy and practice in the province.

- **Methods:** The first project engaged 15 homeless youth (aged 17–23) as researchers who were trained and supported to survey over 700 of their peers in communities across BC about their challenges accessing services, barriers to healthy development and about the risk and protective factors in their lives. The youth researchers also supported the production of a final report and other dissemination tools and shared the findings with policy makers. The second project engaged 28 youth (aged 15–24) with a diagnosed mental health condition in a Design Lab to develop research questions about how to better support youth with mental health challenges. They conducted secondary analysis of population health data and created dissemination tools, including a draft report. Once these activities were completed, the group selected the key findings and finalised their report. The project concluded with invited presentations of the findings to key program and policy decision-makers across the province.
- **Results:** Evaluation findings from both projects showed that participants not only gained research and other employment skills, but also built connections and support networks, and reported improved self-confidence and well-being. The research reports created by youth in both projects have been used to affect change in policy and practice within the province, including improved access to youth health services for homeless youth, and the development of a school district level positive mental health strategy.
- **Conclusions and Implications:** Engaging experiential youth in all aspects of research projects is beneficial to the participants and to policy makers and practitioners seeking a relevant evidence base from which they can improve services and develop policy and practice.

3. Child participation in research - indicators and other questions

Joanna Rogers

- **Thematic relevance:** Rooted in the CRC, this presentation provides insights and reflections on practices of child participation in indicator research that can inform policies. The studies referenced touch upon cross-world approaches and measurement issues offering ways to fulfil children's rights to participate in decisions that impact their lives and develop and monitor indicators of wellbeing, especially for children at risk.
- **Background and Purpose:** Children especially younger children and children with disabilities are often excluded from research because of methodological and ethical challenges. The paper hypothesises that, while recognising the challenges, involving children in research design and in directly providing data can ensure richer data, more relevant perspectives to inform policy that is more effective in meeting needs to ensure wellbeing and in reflecting children's lived experience.
- **Methods:** Three studies are referenced that involved children in designing and implementing research focused on indicators of child participation in decision-making (CRC art.12) and unnecessary loss of parental care (CRC art. 9). All three studies were conducted in Russia and one study was also conducted in Brazil, Guyana, India and South Africa. One study involved a small group of young people living in residential care in designing and administering a questionnaire on participation in court proceedings leading to placement in care. The other two studies involved children in identifying important indicators linked to unnecessary loss of parental care interviewed over 2400 children living in alternative care or in at risk families (including children with disabilities).
- **Results:** It is possible to involve children in peer-to-peer research, identify new information as a result (low rates of participation in court proceedings, new ideas for facilitating participation). Researchers have to be ready to change their research agenda to respond to issues of concern to children (children were more concerned about the whereabouts of siblings and their future prospects than inquiring about decision-making processes from the past). A large sample of children participated in the loss of parental care indicator study which permitted some quantitative analysis as well as qualitative especially in Russia around the factors and vulnerabilities identified by children contributing to loss of parental care and the gaps in family support services. Child perspectives strongly highlighted that more could be done to prevent unnecessary loss of parental care. Child perspectives differ from parent perspectives in significant ways. Qualitative indicators, when combined with quantitative, provide a good overview of how the child protection and family support system in a given territory is responding to the vulnerabilities that lead to separation.
- **Conclusions and Implications:** Children provide critically important alternative perspectives to those of adults on key indicators. Many more children are in alternative care in many countries around the world than need to be (possibility up to 85%) and these studies have helped professionals and judges to understand how they can better support families. Professionals working with children and families need training and capacity building to be able to meet their needs for support. The factors contribute to children being outside of parental care arrangements are often compounded by poverty that can be addressed relatively easily.

4. Child & Youth Advisory Boards to Promote Young People Participation in Child Protection Research & Evaluation

Mónica Ruiz-Casares, Tara Collins, and Laura Wright

- **Thematic relevance:** Despite accumulating evidence that validates the need to consider young people's perspectives, their participation in research and evaluation is still limited. The inclusion of Child & Youth Advisory Boards or Committees (CYACs) for specific child-focused projects or programs, or for advising institutions as a whole, has the potential to facilitate dialogue between adults and young people in studies and initiatives affecting young people's lives. Ultimately, not only will this contribute to better quality research but also to broader social change.
- **Background and Purpose:** There is evidence that young people value the opportunity to voice their views individually and as a group and this has positive effects on their wellbeing. In child protection research and practice particularly, groups of young people may contribute expertise in their own lives while channeling the interests and perspectives of young people and other stakeholders that may be impacted by a study or intervention. This presentation provides an overview of CYAC in the context of child-focused studies and

interventions. This will be illustrated with the experience of the International and Canadian Child Rights Partnership's (ICCRP) research on how to monitor children's participation within the context of child protection.

- **Methods:** roles, strengths and challenges of establishing and maintaining CYACs globally are identified through a review of academic and grey literature and complemented with reflective discussion with members of the ICCRP core research team and CYAC. The latter includes 10 representatives aged 10-24 years from all countries developing case studies (i.e., Brazil, Canada, China, and South Africa). Voices and experiences of the CYAC will be included in the presentation through short video clips.
- **Results:** Children and youth can provide input on young people's needs and priorities, as well as on the feasibility and pertinence of research design and methods. Collaboration with children and youth needs to begin upon inception of research projects to agree on well-defined roles and responsibilities, to maintain appropriate means and frequency of communication with CYAC members, and to meet the necessary ethics requirements and safeguards. In order to nurture safe and respectful relations, it is crucial to treat young people as equal partners, be flexible, and commit to transparent communication. The use of interactive and participatory methods both online and in-person helps engage children and young people in research processes on child protection.
- **Conclusions and Implications:** CYACs enrich adults' perspectives with young people's insights and thus enhance the quality and usefulness of study findings. Additionally, the child adult collaboration enhances the quality of the research process and methodologies used. Clarifying roles and expectations from start and offering ongoing training and support of young people and adults are needed for a successful collaboration.

5. Youth Research Academy: A model for engaging young people in community-based research

Stephanie Martin, Annie Smith, and Maya Peled

- **Thematic relevance:** Research on the well-being of young people with vulnerabilities in Canada has increasingly moved from including youth as research participants to engaging them in the research process. However, such opportunities are often short term and limited in scope.
- **Background and Purpose:** Building on the success of previous projects which engaged experiential young people in research, McCreary Centre Society, a non-profit research agency in British Columbia, Canada, developed the Youth Research Academy (YRA) in 2016. The YRA supports youth aged 16-24 who are in and from government care to design, deliver and disseminate research projects of interest to youth with care experience and the statutory and non-governmental agencies that serve them. Goals of the YRA are to increase youth-led research; train youth in and from care in community-based research; assist participants to develop employment skills; offer community agencies access to trained youth researchers who can conduct research projects of interest to those agencies; and offer evidence of the success of this model of engaging youth.
- **Methods:** The YRA runs on a cohort model, with each cohort consisting of six to eight young people and a peer mentor. Members of the YRA are employed for ten hours per week over a nine-month period and are trained in qualitative and quantitative research methods to conduct research projects commissioned by statutory and non-statutory agencies. Projects conducted to date which have influenced policy and/or changed practice include examining ways to improve educational outcomes for youth in government care; developing a longitudinal survey to assess outcomes for youth aging out of care; evaluating ways to improve substance use treatment programs for Indigenous justice-involved youth; investigating risk and protective factors associated with psychoactive substance use and underage alcohol misuse among girls; and evaluating a project aiming to support youth in care to obtain their driver's license. An evaluation of the YRA was co-developed by members of the first cohort and entails a self-report survey at intake and another at discharge. Each cohort also creates a clay-animation film at the start and end of their involvement reflecting their experiences in the YRA.
- **Results:** Three cohorts of the YRA have now graduated from the Academy. Evaluation findings indicate that youth in the YRA have developed skills in research as well as teamwork, communication, working in an office environment, and conflict-resolution. Youth have reported finding and maintaining meaningful employment after they leave the Academy; a greater sense of connection to their community; and a desire for continued involvement in community engagement and decision-making to contribute to positive change.
- **Conclusions and Implications:** The YRA model has proven effective in authentically engaging experiential youth throughout the research process. YRA members report improvements in education, employment, and life skills, as well as increased opportunities and positive connections. McCreary Centre Society and other local statutory and non-statutory agencies have also benefited from having access to trained youth researchers and have implemented a number of the recommendations for change which have come from the YRA's research and evaluation projects.

1.2:

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Panel Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators

Subtheme: Children – the bearers of rights, Participation, protection and provision in children's perspectives

CUWB Panel 1: Concepts and Approaches

Christine Hunner-Kreisel⁶, Colette McAuley¹, Dagmar Kutsar², Susann Fegter³, Veronika Magyar-Haas⁴, Tobias Fattore⁵

¹University of Bradford; ²University of Tartu; ³Technische Universität Berlin; ⁴University of Zürich; ⁵Macquarie University, Sydney; ⁶University of Vechta, Germany

The following is an abstract for a conference panel titled "**CUWB Panel 1: Concepts and Approaches**". This proposed panel will provide a platform for presentations for several research partners involved in the ICSI endorsed multinational qualitative study "Children's Understandings of Well-Being – Global and Local Contexts" involving 27 teams.

Presentation 1: Developing Definitions of Well-Being

Colette McAuley

This paper will present the findings of a Children's Understanding of Well-Being qualitative study in England and its contribution to our understanding of children's definitions of well-being. The study was part of a cross-national project. It included ninety-two 11-year-old schoolchildren in England with three interviews per child. It will cover the methodology used, including well-being maps, individual interviews, focus group discussions and the making of films, and reflections on the process and learning. The core findings in terms of the importance to children of people, places, activities and things owned and their rationalisations for this will be shared. The importance of relationships as central to the children's sense of well-being will be illustrated and the connection between places, activities and relationships shared.

Divergences related to varying levels of deprivation and ethnic diversity will be discussed. Children as co-constructors of knowledge about concepts of well-being and the everyday contexts in which they are experienced will be illustrated through the focus group discussions. The children's reaction to cross national concepts identified indicated that there may be cultural contextual variations in the degree of relevance and the meaning of concepts. The paper will finally reflect on how this research can be taken forward to further develop our understanding of children's definitions of well-being.

Presentation 2: Vulnerability in childhood in young adults' retrospectives: when adults were wishing the best...

Dagmar Kutsar

The presentation will serve two objectives: (1) to demonstrate a qualitative method of studying childhood; and (2) to focus on evidences of vulnerability in retrospective narratives of young adults. Over the years, I have collected Memory Talks from my students in the beginning of the course about children and childhoods. "Whereas memories of many past experiences seemingly come and go, there is a period of life from which adults reliably fail to recall much if anything at all" (Bauer, 2004). The phenomenon called 'childhood amnesia' however, in my talk, I will apply to young adults who, as being busy with getting out of their childhoods and struggling with building their own life careers (i.e., emerging adulthood or called also as a quarter-life crisis – e.g. Arnett, 2007) try to leave their childhoods behind. When asking about their childhood, the simultaneous answer is "I do not remember anything". Memory Talk – a qualitative method, a cognitive exercise used in teaching with the aim to reconnect a young adult with his or her childhood. This method helps to be prepared for understanding children's perspectives, thus to better go in line with the topics on children and childhoods study course. A Memory Talk is a short narrative about people, places, and situations in childhood that had caused bad or good feelings when being a child. Besides a teaching method, the Memory Talks in the form of short narratives are rich with retrospective perceptions about the narrators' childhoods for further analysis. I will speak about situations when adults created vulnerability in children by wrong intentions to pave happy childhood for their children. I will bring examples of over-protection and exclusion from participation 'for the sake of the child'.

Presentation 3: Children's Understandings of Well-being as Cultural Constructs

Susann Fegter

The question of normativity and cultural contingency of well-being is one of the main current challenges in Child Well-being Research. While in some instances definitions of well-being are made explicit (for example referencing the UN-Charter of Children's Rights or the Capabilities Approach), often the normativity and cultural contingency remain implicit, what is becoming increasingly an object of debate (O'Hare und Gutierrez 2012, Andresen und Schneekloth 2014, Fegter et al. 2010). Kitayama and Markus (2000) for example argue for a cultural perspective on well-being because „just as people cannot live in a general way and must of necessity live in some set of culture specific-ways, a person cannot just 'be well' in a general way". The Berlin-CUWB study starts from this assumption that well-being is a cultural construct and therefore uses cultural-analytical approaches towards child well-being, knowledge and the social as well as on children as participants in cultures of well-being. The aim of the paper is to present some ideas on a cultural analytical approach to children's understandings of well-being and to discuss advantages and limitations in the context of current debates in childhood studies around agency, voice and reification.

Presentation 4: On Vulnerability in Interview Situations in the Field of Childhood Research

Veronika Magyar-Haas

In recent years, the phenomenon of vulnerability has received high attention in the field of philosophy, especially in ethics (see Mackenzie, Rogers & Dodds 2014; Butler 2010; Butler, Gambetti & Sabsay 2016). The evolved theoretical approaches are strongly considered in the childhood studies – in addition to the ongoing focus on the concept of agency. In philosophical theories of vulnerability, it is assumed – on the one hand – that human existence is conditioned by vulnerability due to the sociality and dependence of the body. Therefore, human beings are vulnerable because they essentially depend on others, especially on the <answers> and the care of others. In addition to this ontological argumentation, it is emphasized – on the other hand – that the dependence on care by others is varying according to the different phases of life. Human vulnerability is always situated in concrete social and political conditions and cannot be separated from them. This brings into focus a form of vulnerability that is situational and context-specific and therefore not based only on the body but even on external factors and situations. The interweaving of these two dimensions of vulnerability is recognizable in the argumentation that as social and emotional being human beings are exposed to humiliation, abuse, etc., as social political being, in turn, to political violence.

The phase of childhood is considered as a vulnerable phase. This particular, <childhood-specific> vulnerability is usually – in structural respect – explained with the generational difference, that is, with the biographically constitutive asymmetry between the generations. Furthermore, in the last few years the question what makes children vulnerable in their spatial, social, private and educational environments has gained more relevance. Following the theoretical references outlined above and in addition to the already existing international research on contexts of child vulnerability, this contribution will provide methodical and methodological reflections on vulnerability: It will be shown, to what extent research with children itself can produce vulnerabilities – both among the children as well as among the researchers – and which strategies of dealing with the vulnerability are used during the research. The analysis is based on interviews with children aged 8 to 12. The structure of the interviews was orientated to <stage 1> of the research protocol of the multi-national study <Children's Understanding of Well-Being>. For the analysis, the way of speaking is taken into account in addition to the introductory sequences. In order to give answers to the question, how far the produced interview situation itself has a relevance on how children are able to talk about their well-being, further contexts are considered: the ways of winning children over to the research, i.e., the process of sampling, the place of meeting the interviewees (including the meaning of private and public spaces) etc. Such a reflexive analysis of the methodological framing of the study, especially in connection with questions of vulnerability, may enable an even more sensitive research with children.

Presentation 5: From object to praxis: Developing a narrative of shifts in child well-being research

Tobia Fattore

This paper is an attempt at tracking recent intellectual developments in the children's well-being research field. As well as the documented shifts from objective to subjective well-being approaches, the paper outlines further developments, from subjective to subject-oriented/standpoint approaches and from subject-oriented to praxeological approaches. It is argued that this intellectual progression has developed as much on the basis of asserting distinctions from preceding traditions, as it has involved a process of conceptual development on the basis of shared intellectual foundations, the latter being the generally accepted narrative.

Wednesday 28, 2019

ID: 223 / 2.1

Panel Presentation

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work, Children's rights, wellbeing and indicators

Subtheme: Children's welfare and children at risk, Childhood vulnerabilities: research-policy-practice, Child wellbeing and social and educational services

International comparison of Children and Adolescent Well-being: Exploring the Importance of School Variables from Spain, Germany, South Africa, and Chile

Jorge J. Varela¹, Mònica González-Carrasco², Ferran Casas², Johanna Wilmes³, Sabine Andresen³, Sabirah Adams⁵, Shazly Savahl⁴, Donnay Manuel⁴, Mulalo Mpilo⁴

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Panel presentation

"International comparison of Children and Adolescent Well-being: Exploring the Importance of School Variables from Spain, Germany, South Africa, and Chile".

Abstract

International comparative research studies such as the Programme for International Student Assessment (PISA) and the Children's Worlds Study indicate that school-level variables have an influence on children's well-being across contexts. While a positive relationship has been found between school performance and life satisfaction in developed countries

(such as Finland, Netherlands and Switzerland), this does not apply to all contexts given that students with lower levels of performance also report higher levels life satisfaction. This indicates a more complex relationship. However, school variables are important predictors of children's performance and well-being. This is evident in the significant role of the teacher-student relationship for student well-being in the PISA. The findings from the Children's Worlds Study also demonstrates the important role of school life in student well-being. While previous international comparative studies are crucial for a better cross-cultural understanding of the role of school life on children's well-being, there is a need to identify the mechanisms that underlie the relationship. Using data from various waves of the Children's Worlds Study, the aim of the panel discussion is to examine the role of different educational contextual variables and student well-being in Spain, Germany, South Africa, and Chile.

Abstract 1

School-related satisfaction of children in Spain: Is school one world or two worlds, from the perspective of children?

Mònica González-Carrasco, Ferran Casas (University of Girona, Spain)

From an adults' perspective school is an important domain in children's lives. In fact, it is included as a life domain in several domain-based psychometric scales to assess subjective well-being, such as the Multidimensional Student's Life Satisfaction Scale (MSLSS) and the Brief Multi-dimensional Student's Life Satisfaction Scale (BMSLSS). However, in some other scales it is not included, such as the PWI-SC (Personal Well-Being Index, school version). In Tomyn and Cummins (2011), using an Australian sample, it is demonstrated that school satisfaction contributes with unique explained variance to overall life satisfaction between 12 and 20 years of age, proposing to add such a new item to the PWI-SC. These authors offer also an intriguing result: Satisfaction with teachers significantly contributes to school satisfaction, but satisfaction with schoolmates does not.

In another study comparing adolescents 13 to 16 years of age samples in Spain and Romania, Casas, Băltătescu et al (2013) show that in both countries, satisfaction with teachers displays a strong relationship with school satisfaction, but extremely low and even negative with overall life satisfaction, satisfaction with schoolmates displays a strong relationship with overall life satisfaction, but very weak with school satisfaction. These results suggest that the school, under children's perspective, is not one life domain, but two – differently from adults usually conceiving school as only one world. Casas et al (2013) identified "satisfaction with my life as student" as the only item linking the two worlds, and proposed to include that item in the PWI-SC, instead of an item on "satisfaction with school", demonstrating the former one contributes with higher explained variance. Casas et al (2014) obtained similar results using samples from Brazil, Chile and Spain, when using a modified version of the PWI, and 6 additional items on satisfaction with different aspects of school life.

Taking these considerations into account, further analysis using structural equation models have been conducted with the Spanish data corresponding to the 2nd wave of the Children's Worlds Project and focusing on the 12-year-old age group (N = 1,688). The objective has been deepening into the relationship between school satisfaction (measured through satisfaction with children in the class, with school marks, with school experience, with life as a student, with the things you have learned, and with relationships with teachers), and subjective well-being (measured through an adaptation of the SLSS: Students' Life Satisfaction Scale) and the OLS (Overall Life Satisfaction Scale).

The results obtained give support to the two worlds hypothesis and, therefore, invite teachers and other school professionals to take into account the fact that in children's minds their life as a student and their school experiences extend far beyond the physical boundaries of the school, and that both aspects have a relevant relationship with and influence on all school aspects and overall school satisfaction.

Abstract 2

"School is quite a big thing in our lives" - Experiences at school and its importance for child well-being research.

Johanna Wilmes, Sabine Andresen (Goethe University of Frankfurt, Germany)

In Germany, educational disadvantage is much discussed by politics and academics alike. As in hardly any other European country, the educational background of parents is a predictor for the type of school their children will go to and therefore, their school-leaving qualification. Furthermore, it predicts their future prospects and ambitions. This shows the immense impact school as an institution has on current and future lives of young people. Anyhow, school is not only a space of performance and competition. Besides, it is a space of relationships, may these be positive or negative, with peers or adults.

Our starting point is the quantitative data of the Children's Worlds project. For this paper, representative data from about 3500 8-15 year-old young people in Germany is used. In academic year 2017/18, the survey took place in 30 primary and 28 secondary schools. Besides the comparable questionnaire which was used in all participating countries of the Children's Worlds project, some items and variables were added about subjective perceptions of life in general and needs of children and adolescents at school as well as other spaces. Generally, the data underlines the importance of variables related to subjective school experiences and perceptions, beyond their supposedly objective measurable performance and grades. The data from students in Germany show variations among students of different school types in multiple variables. To get a deeper insight into the young people's lives and to find explanations for outcomes from quantitative data, discussions were conducted with the group of interest as well as with younger children in pre-school age and young adults above 18 years. Altogether 24 group discussions were conducted in out of school settings. All age groups discussed school as "quite a big thing in our lives" with experiences of friendship, bullying, the role of peers and liaison teachers. The children and adolescents made clear, that school is a space of risk in a sense of hierarchies and power relations with adults as well as among peers and, at the same time, it is a space where important empowering experiences are gained.

This paper contributes to the panel by giving young people a voice on what school as a space of experiences means to them. These insights emphasize and explain why it is important to pay bigger attention to school as a space of living more than about school performance when researching child well-being.

Abstract 3

The relation between bullying victimisation and subjective well-being in South Africa: A comparison between children attending schools in low and middle socioeconomic status communities

Sabirah Adams, Shazly Savahl, Donnay Manuel and Mulalo Mpilo (Department of Psychology, University of the Western Cape, Cape Town, South Africa)

The current study focused on the relation between bullying victimisation and children's subjective well-being across two socioeconomic status groups in South Africa. Given the increased interest in the social and relational aspects of children's subjective well-being, the effects of bullying in the school setting have found relevance within contemporary research. The overall contribution of the study resonates with raising further awareness on the effects of bullying on children's lives, and the need for targeted programmes to enhance children's well-being.

Research on bullying victimisation among children at school has proliferated since the work of Olweus (1978). However, few studies have focused on the contextual and social factors associated with bullying and SWB. The study, therefore, aims to ascertain the relation between bullying victimisation and SWB among children attending schools in low and middle socioeconomic status communities in South Africa.

The study forms part of the third wave of the Children's Worlds Survey (South Africa). A cross-sectional research design was employed with a nationally representative proportionate sample of 6433 children randomly selected from schools in low and middle socioeconomic status communities in South Africa. The research instrument included the Students' Life Satisfaction Scale and three items assessing bullying victimisation (being hit, excluded, and called unkind names). Data were analysed using confirmatory factor analysis and structural equation modelling. Multi-group analysis was used to determine the differences between groups (low and middle socioeconomic status).

The two confirmatory factor models presented with an excellent fit. Similarly, for the structural equation model an excellent fit was obtained. The results further reveal a negative regression weight between bullying victimisation and SWB ($\beta = -.29$, $p < .001$); indicating that bullying victimisation contributed 9% to the variation in SWB. Multi-group analysis indicated the tenability of scalar invariance which allowed for meaningful comparisons between children attending schools in low and middle socioeconomic status communities. Bullying victimisation explained 6% ($p < .001$) of the variation in SWB for children attending schools in low socioeconomic status communities; and 13% ($p < .001$) of the variation in SWB for children attending schools in middle socioeconomic status communities.

The key finding of the study is the significant negative relation between bullying victimisation and SWB. This significant negative relation was observed for children attending schools in low and middle socioeconomic status communities. At the most basic level of interpretation, the results indicate that the effects of bullying victimisation on SWB transcend socioeconomic status. It is noteworthy that the children presented with relatively high levels of SWB regardless of the presence of bullying victimisation. Practitioners, teachers, and caregivers of children need to be aware that even though children may present with reasonable levels of SWB, they may be victims of bullying and subsequently at risk for the negative outcomes associated with bullying.

Abstract 4

School life and Well-being in Chile: A Hierarchical Analysis

Jorge J. Varela, Mariavictoria Benavente, Josefina Chuecas, Constanza González, Paulina Sánchez (Universidad del Desarrollo, Chile).

The context in which children and adolescents develop day by day, has an effect on the well-being they experience in their lives (Ben-Arieh et al., 2014). In particular, the school context has been considered one of the most relevant, after the influence of the family on the development and satisfaction with life in childhood and adolescence (Eccles & Roeser, 2011; Huebner et al., 2014). Chile has a national school system, with higher levels of inequity, and mostly focused on achievement. School performance, relationships with peers, teachers, experiences of violence and other characteristics such as the level of vulnerability of students who attend schools, have been shown to have an effect on the subjective evaluation that children and adolescents make about their quality of life in the Chilean context (Varela et al., 2017). Notwithstanding the above, few studies have explored the interaction of these variables as a whole using multilevel modeling, especially comparing different cultural contexts. Therefore, the purpose of this study is to examine the effect of school variables on adolescent well-being, using hierarchical methods. We examined a sample of 1,488 adolescents from 71 schools in three regions from Chile (mean age: 11.51 years old; 45.5% female) using Hierarchical Linear Modeling on subjective well-being, based on the first wave of data from Children's Project. We used Student Life Satisfaction Scale (SLSS: $\alpha = .78$), to assess well-being, and different measures to capture school dimensions such as school climate ($\alpha = .76$), victim of peer aggressions ($r = .35$), school satisfaction ($a = .71$), extracurricular activities and school's homework, controlling for age and sex. At the school level we used type of school (private vs public), co gender (mixes versus single sex) and Socioeconomic Status (SES). Our results evidence variation between schools for SBW (ICC = 1.9 for SLSS). At the student level we found positive relationship between SLSS and school climate ($\beta = .19$, $p < .01$), school satisfaction ($\beta = .12$, $p < .01$), extracurricular activities ($\beta = .05$, $p < .05$), and school homework ($\beta = .06$, $p < .05$). Victim of peer aggression was not significant. At the school level we found a negative relationship between SES and SLSS ($\gamma_{01} = -.001$, $p < .01$) and co gender ($\gamma_{02} = -.11$, $p < .05$). School life is a vital aspect for children and adolescents which can have a significant effect on their well-being. This is particularly relevant in Chile today as the country is building a national policy to support student well-being beyond academic achievement. This national effort also faces a challenge to support students despite levels of inequity highlighting the need to provide a better school life for all.

ID: 192 / 2.2: 1

Panel Presentation

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work, Comparative methodologies for understanding children's wellbeing

Subtheme: Everyday lives of children, Social media and wellbeing

Children's Understandings of Well-being (CUWB) Panel 2. Media & Technology

Tobia Fattore¹, Ravinder Barn², Roberta Di Rosa³, Gabriella Argento³, Susann Fegter⁴, Lisa Fischer⁴, Muhammad Zaman⁵, Makhtoom Ahmed⁵, Ms. Kainat⁵, Jan Falloon⁶, Gabrielle Drake⁷, Michel Edenborough⁶, Rhea Felton⁶, Jan Mason⁶, Lise Mogensen⁶, Lisa A. Newland⁸, Daniel A. DeCino⁸, Daniel J. Mourlam⁸, Gabrielle A. Strouse⁸

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The following is an abstract for a conference panel titled "**Children's Understandings of Well-being (CUWB) Panel 2: Media & Technology**". This proposed panel will provide a platform for presentations for several research partners involved in the ISCI endorsed multinational qualitative study "Children's Understandings of Well-Being – Global and Local Contexts" involving 27 teams. The panel will be chaired by Tobia Fattore, Susann Fegter and Christine Hunner-Kreisel.

Presentation 1: 'Social media is important for us': Understanding the use of Digital Technology in the Lives of unaccompanied Minors in Sicily

Ravinder Barn, Roberta Di Rosa, Gabriella Argento

Children and young people are central in contemporary global migration movements. Increasingly, unaccompanied minors (children travelling alone as in this present study) are represented in enormous numbers in domestic and transnational migration. At times, children are migrating without their parents or guardians. On other occasions, they become separated from their parents, guardians and siblings. The use of the internet and digital technology in the lives of such children, to stay connected with their personal and social networks, during their arduous migration journeys, remains largely an understudied area of concern. Based on empirical data from in-depth qualitative interviews, focus groups, and written exercises with unaccompanied minors from Burkina Faso, Gambia, Ghana, Guinea, Ivory Coast, Nigeria, Senegal, Tunisia, and Bangladesh, this paper helps plug an important gap in the literature in the context of media, technology and child well-being. A total of 50 unaccompanied migrant minors in Sicily (a gateway to Western Europe), contributed to rich insights. Study findings shed an important light on children's use of digital technology to formulate strategies for 'social connectedness', 'survival' and 'virtual proximity'. These findings should be of interest to policy makers, child welfare practitioners, educationalists, and research scholars; and may well inform key policy and practice in a range of areas including reception centres, schooling for migrant children, and immigration decision-making.

Presentation 2: Children's Participation and Positioning within Cultures of Digital Well-being

Susann Fegter, Lisa Fischer:

In the field of child well-being research, studies on digitalisation are still relatively few. ((see Kalmus et al 2014) and have mostly a quantitative focus. They show that children worldwide are in contact with a wide range of digital tools (see, Byrne et al 2016, Chaudron 2015, Livingstone et al 2014, Kalmus, et al 2014) and how the use of the internet (and associated online, digital and networked technologies) correlates with objective child well-being indicators, e.g. health (Ferrara et al 2017,); sense of belonging and self-esteem (Collin et al 2017) and fear and depression (Hoge et al 2012). How children themselves evaluate their well-being in digital contexts, how they conceptualize digital well-being and how both are linked to social and cultural contexts, for example to values, norms and self-concept as part of digital culture, is not well understood. The paper aims to present some conceptual ideas, methods and findings from the Berlin-CUWB study on children's participation in cultures of digital well-being.

Presentation 3: Media and Technology: Subjective Understanding of Children's Wellbeing in Pakistan

Makhtoom Ahmed, Ms. Kainat, Muhammad Zaman

This paper deals with the subjective wellbeing of children of Pakistan with references to the usage of the mass media and information technology. It was perceived that the children of the global South were with the lack of mass media access and information technology resources. They were termed as vulnerable and have a limited world views about these technologies. Thus, they did not view their wellbeing in these technologies. However, this article argues that the children of Pakistan keenly engaged as well as used the mass media and technology though limited to the metropolitan cities but also with a few access of the technology in the rural areas of the country. This study was part of the Children's Understanding of their Subjective Wellbeing. Children did drawing and we conducted interviews with the children of Rawalpindi and Islamabad (with 30 children age group of 8 to 12) about their drawing. We inquired about their interpretation of the technology of usage of the gadgets. It was found that these children viewed the media and technology essential part of their daily lives. They construct their subjective wellbeing in the media and technology. Like the children of the world, they were almost following alike patterns of the gadgets and technology. They play games

(Xbox and many more like this), watch cartoons (particularly Barbie doll, Dora and Mickey Mouse) on TV and laptop of their elders' or play with remote toys in urban spaces. Similarly, the rural children play games on the mobile phone of their parents and elder siblings or rarely watch TV. However, the children of the age 8-12 years have experienced of selfies and taking their as well as family and friends' photos on mobile phones. Meanwhile, the rural children have limited ownership of the mobile phones and computers or toys (with remote control). Nevertheless, they were exposed to gadgets and related technologies. However, the Pakistani children were less concerned about the technological hazards. Technological diffusion is faster among the children.

Presentation 4: Belonging, freedom and constraint: How children discuss digital technologies as important to their well-being

Jan Falloon, Gabrielle Drake, Michel Edenborough, Rhea Felton, Jan Mason, Lise Mogensen, Tobia Fattore

The digitalised world in which children live creates opportunities and challenges for children's engagement with others. As children's freedom to roam is curtailed in other spheres, the use of technology has provided alternative ways for children to communicate. Using data collected as part of the CUWB study undertaken in Australia, we explore how children discuss the use of digital technologies as important to their well-being. Children described how they use technology to create their own spaces, individually and collectively. When sharing these spaces, the interactions and connections with others are important to children's sense of belonging, to family, friends and/or peers as well as to place. We discuss these findings in relation to the moral panic around digitalisation and in particular how concerns about social media use involves a constant negotiation between children, parents, teachers and other caregivers around the use of this landscape. We conclude by suggesting that discussions of children's use of digital technologies needs to be broadened to include consideration of social processes of digitalisation.

Presentation 5: Children's Technology Use in U.S. Schools: Conducive or Unconducive to Well-Being?

Daniel J. Mourlam, Daniel A. DeCino, Lisa A. Newland, Gabrielle A. Strouse

The purpose of this phenomenological study was to expand a prior exploration of links between digital technology and media use and children's subjective well-being in the U.S. This sub-study of a multinational comparative investigation of children's well-being followed a semi-structured qualitative interview protocol (Fattore, Fegter, & Hunner-Kreisel, 2014; 2018). In this second set of child interviews, the protocol was expanded to more fully explore children's technology use (particularly in school). Rural and urban children (age 8 to 13, N = 23) from the Midwestern U.S. completed the interview and mapping exercise used to explore aspects of and influences on their subjective well-being. In this study, the phenomenological analyses of interview transcripts focused on 1) descriptions of technology use in schools and 2) children's perception of the impact of school technology on their well-being. Three researchers with expertise in child well-being, education, and development analyzed the interview transcripts following Creswell and Poth's (2018) guidelines for phenomenological analyses. The second author served as an external auditor and provided feedback to the team at critical junctures. To assess reliability of coding, each transcript was coded by at least two researchers. Discrepancies were identified, discussed, and resolved. The auditing process enhanced interrater reliability among the research team (Creswell & Poth, 2018). During the first read through of transcripts, school was identified by children as central to their well-being. Specifically, school technology use was identified as a salient context related to well-being. Therefore, first-cycle coding focused on the identification of specific school technology experiences that children discussed. During second-cycle coding (still in progress), the number of codes are being refined and reduced by clarifying, combining and eliminating codes. Preliminary analyses have uncovered two themes. However, the meaning of themes and patterns across themes will be further explored. The two initial themes that have emerged thus far are 1) Technology integration is pervasive in

schools. Children described daily technology activities. One subtheme that emerged was teacher technology use: whole class instruction (e.g. use of a smartboard, internet) and use of technology to foster communication and collaboration (e.g. sharing documents, assignment instructions). A second subtheme was student independent technology use: searching for information for reports or assignments, or using technology for homework, learning (e.g. playing an educational game), and test prep. 2) Children value technology experiences in the school setting and articulate a variety of ways that technology use supports their well-being. Subthemes that have emerged include the value of technology for child learning (notetaking, writing, practicing reading and math skills, searching for information), the value of technology for child enjoyment (fun games and activities, communicating, listening to music), the intersection of learning and fun through technology (e.g. edutainment), and the value of technology in exposing children to novel and contemporary experiences (e.g. learning how to code). The majority of children described technology use in school as conducive to improving their well-being. While analyses are still ongoing, this study has important implications for teachers and curriculum designers, who can support children's well-being via mindful technology integration.

ID: 129 / 2.3: 1

Panel Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators, Child indicators and advocacy in justice systems

Subtheme: Children's and practitioners' voices in the context of justice, Children's welfare and children at risk, Participation, protection and provision in children's perspectives

Children's participation in the legal system: How can children function in a system that was designed for adults?

Carmit Katz, Hanin Mordi, Talia Glucklich

Tel Aviv University, Israel

Panel presentation:

Children's participation in the legal system:

How can children function in a system that was designed for adults?

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Abstract:

Child maltreatment is a very difficult crime to investigate, in part because its early identification is so complex. Because corroborative evidence is often absent, children may be the sole sources of information concerning their experiences, and their participation within the legal system is therefore essential. However, how can a legal system assess and evaluate children within a framework of indicators that were designed for adults? Today's presentations will spotlight three issues that directly pertain to this question: the participation of Israeli Arab children in an Israeli legal system, the credibility assessment of maltreated preschoolers, and the encounter between the legal system and children in the context of high intensity parental conflict. The panel's overall discussion will be targeted towards future efforts that should be conducted to better adapt indicators for the assessment and evaluation of children so that they may participate in the legal system.

Key words: Children's participation; Maltreatment; Law; Justice; Legal process

Israeli Arab children's participation in the Israeli legal system following child maltreatment

Authors: **Hanin Mordi**, Carmit Katz, Riki Savaya

In the past few decades, there have been several studies focusing on promoting children's participation in the legal process. However, most of these studies were carried out among children from Western societies, and maltreated children from other cultures have generally been overlooked. In Israel, as in most of the world's countries, there are a variety of cultural groups living side by side, one of which comprises the Israeli Arab population. Beyond the various cultural characteristics, this group also exists in a unique religious and political context.

The encounter between Israeli Arab children and the legal system is the focus of the current presentation. The study that will be presented will spotlight one main and basic indicator for children's participation in the legal system: the disclosure of the abuse. It is imperative to understand that most often, without the children's disclosure, there is not much the legal system can do to promote justice. The study comprised a random sample of 1200 forensic investigations with children from various cultural backgrounds in Israel: Israeli Arab children, Ultraorthodox Jewish children, Orthodox Jewish children, and secular Jewish children. The study results clearly identified significant differences between the groups, with children in the Israeli Arab group being the most reluctant to disclose suspected abuse. The low disclosure rates among this group and the children's difficulties in cooperating and participating in the investigation process will be further discussed.

The current study emphasizes that despite the increasing awareness of the central role played by cultural context in the area of child maltreatment, no adaptations have been made in the legal system. The focus on Israeli Arab children highlighted the fact that beyond cultural characteristics, political context must also be taken into consideration in any adaptation of prevention and intervention efforts. Policymakers as well as practitioners from various disciplines must acknowledge that maltreated children from groups at the center of political conflicts face multiple risks. Special adaptations should therefore be made in order to facilitate and promote their participation in the legal system.

Key words: Israeli Arab children; Children's participation; Legal system

The worst witnesses ever: credibility assessment of preschoolers following maltreatment

Author: Carmit Katz

In the last few decades, alongside a growing awareness of the phenomenon of child maltreatment, many researchers have shown an interest in children's testimony, emphasizing its centrality due to the lack of other corroborative evidence. Therefore, the process of obtaining evidence from children's testimony and determining its reliability are of great importance so that justice can be served.

For many years, children were not considered to be reliable witnesses; rather, they were viewed as "incompetent humans" or "cognitively inept," and their testimony was not thought to be reliable in court. Today, this perspective is less widespread, but traces of it can still be found, both in research and in practice. Indeed, despite the fact that over time, the definition of competence has shifted from one based on chronological age to one based on demonstrated proficiency – and that, as such, children of all ages can now be deemed competent witnesses – in most jurisdictions, children's credibility is often doubted. Young children and preschoolers in particular are still considered "second class" witnesses.

Competence is defined as the ability to provide information in a legal setting about an event that was experienced; it refers to the ability to distinguish between truth and falsehood, and between reality and fantasy. In practice, the main challenges in investigations involving preschoolers are their ability to distinguish between fantasy and reality, their linguistic incapacities, their memory capacity, and their suggestibility.

The presentation will discuss those criteria required by the legal system to render testimonies credible and will present the reasons why preschoolers cannot meet such criteria. Criteria such as providing time-related information, describing the dynamic with the perpetrator, and not bringing in elements of fantasy are criteria that were designed for adults; they do not align with the developmental stage that preschoolers occupy. In addition, these criteria do not take into account the existence of complex PTSD, which often afflicts preschoolers who have been maltreated. The study findings clearly show the urgent need to modify the credibility assessment criteria for preschoolers so that justice may be done.

Key words: maltreated preschoolers; legal system; participation; indicators for credibility assessment

Spotlighting children's perceptions of parental conflict against a backdrop of child maltreatment allegations

Authors: Talia Glucklich, Hanita Kosher and Carmit Katz

Maltreatment perpetrated by parents is considered to be the most complicated type of child maltreatment, both in terms of identifying it and intervening in it; this complexity stems in part from the sensitive and nuanced relationship that exists between children and their parents, who in these cases are simultaneously their children's protectors as well as the perpetrators of their children's abuse. In a separate but related matter, over the last several decades researchers have pointed to a significant increase in the number of parents who have become separated and/or divorced.

Researchers have stressed in their studies that the impact of divorce on children is highly correlated with the level of conflict between the parents. Over the years, the phenomenon in which one parent makes child maltreatment allegations against the other parent (in the context of a bitter divorce) has been identified, both in research and in practice.

The phenomenon of child maltreatment allegations in the context of high-intensity parental conflict is an understudied field. The proposed presentation wishes to spotlight the intersection of these two phenomena by focusing on the narratives of children who were referred for forensic investigations following alleged child maltreatment, against a backdrop of documented parental conflict. The sample includes 40 children, ages 6-14, who were referred to child forensic interviewers in Israel following alleged physical or sexual abuse by a parent. For each of these 40 children, there was additional documented material indicating high-intensity parental conflict. Thematic analysis was conducted on all of the children's narratives so as to obtain their perceptions and experiences. The findings allowed for a unique exploration of the phenomenon of child maltreatment allegations in the context of high-intensity parental conflict. The children addressed in their narratives the difficulties they had in maintaining relationships with both parents and provided a glimpse of the pressure they had endured, both from their parents and their extended families, to take sides. Moreover, the children expressed how difficult it was for them to cooperate with the child forensic interviewers, due to fears of escalating the chaos they had already experienced with their parents.

Beyond the children's perceptions, the presentation will assess the way practitioners in the legal system viewed the children's narratives and evaluated them. The main conclusions to be discussed in the presentation will address the multifaceted nature of this phenomenon and the challenges faced by both the welfare and legal systems.

Key words: child maltreatment; high-intensity parental conflict; forensic interviews

Panel Presentation

Domain: Practice

Main Theme: Child indicators and advocacy in justice systems

Subtheme: Children's and practitioners' voices in the context of justice

Barnahus model: The rights of the child to protection, support and to be heard in the criminal investigation system

Lavly Perling¹, Katre Luhamaa², Turid Heiberg³, Erlend Wittrup Djup⁴

¹Prosecutors Office, Estonia; ²Center for Research on Discretion and Paternalism, Norway; ³Council of the Baltic Sea States SE, Sweden; ⁴Statens Barnehus Bergen, Norway

Abstract of the Panel

In this panel the presentations will focus on child's right to be heard and adult's task to apply the testimony to the court proceedings. Although Barnahus model attempts to operationalize child's right to receive adequate support and protection for speaking up in a child-friendly way there remains a question – can child's testimony ever compete with adult testimonies and what are the obstacles Barnahus faces in this procedure?

In cases where the child is the victim of abuse it is important to protect him/her from re-victimization during the criminal investigation process. Every actor in this case has a duty to safeguard and promote the rights and well-being of the child. The child witness needs to have an opportunity to give complete and truthful testimony but in a way that his/her mental and physical well-being is being protected. Child's testimony is the most crucial part of the prosecution, especially in sexual abuse cases, because the child is often the only real witness against the suspected abuser and everything depends on how credible the child and his/her testimony is.

1. Multidisciplinary collaboration is crucial to ensure child friendly justice and to fulfil the rights of protection, participation, support and assistance.

Turid Heiberg

Background

When a child is exposed to violence, a number of different actors, including social services, medical and mental health services and law enforcement, have a duty to protect and support the child. Each actor carries an individual responsibility to ensure that their role is fulfilled in an effective and child-friendly manner, and that the child's best interests remains a primary consideration.

When these actors don't work together, the child risks being drawn into parallel enquiries and assessments; moving between different agencies and disciplines. This can cause repetitious and intimidating experiences, which may lead to a retraumatisation of the child and prevent disclosure. This is a serious problem since the child's disclosure is fundamental to ensure the safety and protection of the child, to determine the need for physical and mental recovery, and to secure a successful and child-friendly criminal investigation and judicial process. In addition, inadvertent inconsistencies between interviews conducted at different times, locations and by people with varying degrees of competence may lead to the child being discredited as a witness.

Barnahus

Today, there is an increasing recognition that multidisciplinary collaboration is crucial to ensure child friendly justice and to fulfil the rights of protection, participation, support and assistance.

Barnahus (Icelandic for "a house for children") is recognized as a leading child-friendly, multidisciplinary model, which is quickly spreading across Europe. Simply put, it is a child friendly place, where relevant disciplines and actors gather together under one roof to provide a multidisciplinary intervention for each child. The purpose of Barnahus is to offer each child a coordinated and effective response and to prevent retraumatisation during investigation and court proceedings, including by carrying out forensic interviews with the child in a safe and child friendly environment. Barnahus is truth-seeking and neutral.

Barnahus Quality Standards

Drawing on international and European law and guidance and good practice associated with the Barnahus model, the "Barnahus Standards" provide a common operational and organisational framework that promotes practice which prevents retraumatisation while securing valid testimonies for Court and complies children's rights to protection, assistance and child-friendly justice. The standards are a collection of cross-cutting principles and activities, core functions and institutional arrangements that enable child-friendly, effective and coordinated interventions. The standards promote excellence in practice and highly competent interventions, including the forensic interview, such as the use of specialised staff, evidence based protocols, recording of interviews and respecting the rights of the defence.

The standards were developed with input from experienced experts and practitioners in the context of PROMISE, which supports the establishment of Barnahus and child-friendly institutions, notably by sharing good practices and high-quality standards for a European approach. The standards, which embody international and European law, have been formulated to ensure transferability and adaptability, recognising that they will be implemented in different political, legal, judicial, socio-economic and cultural contexts.

2. Clinical psychological assessment in the context of child forensic interviews at "Barnahus"

Erlend Wittrup Djup

Background

In Norway, child forensic interviews are conducted by specially trained police officers in a Barnahus. A multi-disciplinary team, including police and clinical personnel, collaborate in the preparation, conduct and follow-up of child forensic interviews. The precursor for the child's forensic interview is that there has been filed a police report based on a suspicion that the child might be a victim of or a witness to sexual abuse and/or violence.

We know that children who experience or witness sexual abuse and/ or violence have an increased risk of exposure to other potentially traumatic events. The risk of mental health issues and psychological trauma increases with the exposure to potentially traumatic events. We also know that experiences with violence and sexual abuse are widespread. So much so, that the World Health Organization has labelled violence and sexual abuse "a matter of public health". In this regard, the children who come in for forensic interviewing are considered to be an at-risk population.

In light of this, and as a measure to alleviate any potentially negative effects of forensic interviews, the children are invited back to the "Barnahus" a week after the interviews for follow-ups. Clinical psychological assessment is one of several purposes with these follow-ups. The goal of the psychological assessments is to screen for any trauma-related symptoms and for symptoms of other mental health issues and other potentially traumatic experiences. The results of these assessments are used to inform decisions regarding further interventions for the child.

Clinical psychological assessment

The clinical perspective, including knowledge about developmental psychology, attachment theory, mental health and symptoms of psychological trauma are an important and integral part of the work that is done before, under and after a forensic interview. By using clinical assessment tools that have good psychometric properties and normative data for the group we are assessing, we aim to ensure that a higher number of children in need of help are identified. These tools are normally used in the context of the healthcare systems. Implementing such tools in Barnahus has several benefits but also raises a number of practical, ethical and legal issues. Statens Barnehus Bergen, Norway has started a process of implementing systematic clinical assessment. This work will be presented and discussed.

3. Child participation: from legal theory to applicable legal norms

Dr Katre Luhamaa

The child's right to participate in a legal proceeding relating to her is a generally accepted principle of national and international child rights law, having a foundation in the Article 12 of the Convention on the Rights of the Child. There is, however, a continuing discussion on the precise substance of this right especially focusing on the direct participation and indirect participation (i.e. participation through a representative) of the child.

It is a right and a principle that is relevant in all types of litigation relating to children and involving a child. Child participation has several different aims that partially depend on the precise type of legal process. In all the processes, these directions can be generalised into at least two broad categories: 1) to receive information from the child (including the understanding of the wishes of the child), and 2) to provide information to the child. Child's right to participate also entails the right not to participate; nevertheless, the right to receive age-appropriate information remains.

Article 12 of the CRC does not prioritise these directions nor provide any age limits for them. National legislation, however, limits the first category by setting obligatory or discretionary age limits to when the child can be heard or has to be heard. These age limits depend on the type of procedure and on the standing of the child in these proceedings – in the criminal procedure, the age limit depends on whether the child is a victim, witness or a perpetrator; in the family law proceedings, it depends on the type and aim of the proceedings. Furthermore, the age limit does not automatically also mean that the child could not participate in the proceedings indirectly, i.e. through a representative.

The presentation discusses, firstly, the current legal theoretical developments relating to the child's right to participate taking into account these different dimensions of participation. It will secondly analyze the international and European legal standards of child participation on as discussed in the recent (2009-2019) case-law of the CRC Committee and the European Court of Human Rights with the aim of understanding the minimum standards applicable and the emphasis put on these bodies on different dimensions of child participation.

ID: 176 / 3.1: 1

Panel Presentation

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work

Subtheme: Children's welfare and children at risk, Childhood vulnerabilities: research-policy-practice, Child wellbeing and social and educational services

Enhancing Knowledge on Prevention as an Essential Foundation for Family and Child Wellbeing - International Discussions

Sabine Andresen¹, Jill Korbin², Carmit Katz³, Nadja Althaus¹, Tatjana Dietz¹, David Hiller¹, James C. Spilsbury², Claudia Coulton², Brooke Jespersen²

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Joint Abstract:

This panel will focus on prevention as a core component of intensive efforts to promote families' and children's wellbeing worldwide. An aim of the proposed panel is to discuss different perspectives on prevention from three studies in Israel, the USA and Germany while addressing national key concepts and conclusions.

Current studies point out that knowledge about identification or intervention in crises situations is better developed, with less attention devoted to prevention efforts. Indeed, the notion that prevention is an understudied field is increasing, although it is one of the most desirable aims based on statements of policy makers and researchers. Even though prevention attempts are considered a crucial part of social service strategies, concepts themselves and their implications often remain "fuzzy". The proposed panel presentations therefore spotlight different international perspectives to broaden knowledge, share experiences and conclusions and open up a common ground for discussions about successful prevention approaches.

Abstract from Case Western Reserve University, USA:

Other People's Children: The role of neighbors and the community in promoting child well-being and preventing child maltreatment.

Jill Korbin, James Spilsbury, Claudia Coulton and Brooke Jespersen

Prevention of child maltreatment and enhancement of child well-being at the neighborhood or community level demands that adults beyond the parents have a commitment to the well-being of other people's children. Cross-culturally we know that the involvement of a broader group of kin and community contributes to child well-being with the often quoted statement "*It takes a village to raise a child.*" We would add that it takes a certain kind of village, one in which adults will act in the best interests of other people's children.

In the United States' there are conflicting perspectives. On the one hand, the family is constructed as a place of privacy that should not be intruded upon by others, including by larger regulatory bodies like the government. On the other hand, the United States' often presents itself as a child-focused society in which the government has a range of child-related responsibilities including education and protection.

Whether or not others will intervene on behalf of children has been conceptualized in the literature through Coleman's notion of social capital and Sampson's notion of collective efficacy, by which neighbors or community members are a resource for action and source of trust and support. Increased social capital and collective efficacy at the neighborhood level have been associated with reduced rates of neighborhood child maltreatment.

In previous ethnographic work in an urban setting, we have found unrelated adults hesitant to intervene with other people's children for fear of retaliation. Yet at the same time, they voiced a commitment to helping children in situations of need. In this paper, we examine interview data from 400 caregivers of children under 18 in urban neighborhoods in Cleveland, Ohio, USA. Specifically, we asked adults what they, and what their neighbors would do in response to various scenarios in which children were either in need or engaging in misbehavior. There were 5 hypothetical situations posed, all of which were drawn from our prior ethnographic interviews. These scenarios included: an infant crying; a wandering toddler; a young child destroying property (throwing rocks); teens partying; and suspected maltreatment of a 2-8 year-old. We have analyzed these responses according to whether neighbor residents would intervene directly with those involved, would contact authorities, or would take no action. In this paper we will discuss these data as to the characteristics of the adult respondents (age, gender) and neighborhood characteristics (poverty, level of child maltreatment reports) to determine the likelihood that adults would take action in response to these categories of child situations. Implications for community-based prevention of child maltreatment and enhancement of child well-being will be discussed.

Abstract from Bob Shapell School of Social Work at Tel Aviv University, Israel:

Strong Communities in Israel:

Key conclusions for prevention of child maltreatment

Carmit Katz, Jill McLeigh, Asher Ben Arieh, Gary Melton

Strong Communities for Children is a unique primary prevention effort focused on changing attitudes and expectations regarding communities' collective responsibilities for the safety of children. The Strong Communities initiative was first implemented in South Carolina in the United States and then had been replicated in Tel Aviv, Israel.

The presentation will focus on the adaptation that was carried to the initiative in order for it to be suitable to the Israeli context, as well as to the main strategies that were developed together with the residents in order to promote social cohesion. The presentation will focus on the joint process that was carried with the residents along the outcomes that were measured: the number of volunteers which significantly increased from 5 to 80 as well as to the characteristics of these volunteers. In addition, the number of activities and the hundreds of participants illustrates the focus of the initiative on the social cohesion.

Beyond dedicating efforts to promote social cohesion, Strong Communities Israel focused on the relationship between practitioners, especially social workers, and families as a key component for promoting children safety. The proposed presentation will discuss the strategies employed to overcome the suspicious attitudes that typify relations between social workers and parents in the context of child protection. Focus groups were held with six social workers working in the neighborhood where Strong Communities was implemented before, during, and after the pilot project. In addition, the researchers collected feedback from the social workers prior to and after the initiative, regarding the procedures they used when allegations of abuse or neglect were made. A thematic analysis was carried out on the focus group transcripts, with the aim of capturing the social workers' perceptions and experiences regarding the parents and children in the neighborhood.

The social workers' narratives revealed a clear and profound change in their perceptions of and terminology used to describe the parents and children in the neighborhood. Before the pilot began, removal of children from their homes following suspicions of child maltreatment often occurred without the parents awareness and were carried at school time, when the social workers usually accompanied police officers to the school. The rationale for employing this practice was based on social workers' fears of violence from parents and/or neighborhood residents. Two years into the initiative, there were fewer removals of children from their homes and more community-based child protection programs built in social worker/parent partnerships. Additional findings pointed to increased reports of child maltreatment from cultural groups that had been reluctant to communicate with social workers prior to the pilot.

The presentation will discuss the conclusions from the pilot study and the potential implications for future prevention efforts. The findings of Strong communities implementation in Israel strengthen the profound role that relationship between practitioners and families has in prompting children safety.

Abstract from Goethe-University Frankfurt am Main:

Prevention from Day One – Early Prevention Strategies in Germany

Nadja Althaus, Tatjana Dietz, David Hiller

Becoming a family and dealing with growing demands in everyday life is not always an easy task for parents – especially in regards to changing working conditions and family structures. Therefore, this period can be considered as one of the major vulnerable phases in human life and this paper focuses on a specific prevention strategy for families in Germany right after giving birth.

In recent years, there has been a growing awareness of early prevention strategies for families with young children in Germany. Through a nationwide action plan several steps to enable prevention have been implemented and different support services for families with children from birth until three years of age have been realized. To get started, in 2007 the Federal Ministry of Family Affairs founded a "National Centre on Early Prevention in Childhood" [Nationales Zentrum Frühe Hilfen]. The term 'early' refers to the implementation of services for families before crisis situations arise, as well as to the vulnerable first years of a child's life, as reflected in research pointing out the significance of the early years for a healthy development throughout the life course.

Under the umbrella of the "National Centre on Early Prevention in Childhood" several projects for families have been developed. All of these programs are aimed at offering families support as early as possible, with a low-threshold, near to their homes and combining different services, for example counselling, advocacy or enlightenment. The supporting services are already operating before the birth of a child as well as in the linking point between the responsibilities of the German health and social system. Another major aim is to merge the still largely separate operating systems by putting an emphasis on networking approaches.

One program within Early Prevention Services in Germany is the so-called program "Babylotse" (e.g. "Babyscout") which is a consulting service for parents with infants already in the maternity clinic. "Babyscouts" themselves are social pedagogues and can be described as social navigators, who mediate parents from the clinic to existing services close to their homes. The program was founded in Hamburg and is now established in different German cities, including Frankfurt am Main. The "Babyscouts" in Frankfurt are working in all maternity clinics, their services are available for all parents, free of charge and voluntary.

"Babyscout" is just one part of a "Network of Early Prevention" in Frankfurt, which organizes the Early Prevention Services on a communal level. To take a detailed look on the program "Babylotse" in Frankfurt a systematic evaluation

study started in 2018 at the Goethe-University. In a mixed-method research design different questions are addressed regarding the multi-professional networks and the needs and perspectives of parents and professionals.

To spotlight first results of the evaluation study this panel presentation offers insights into the established networking activities throughout Frankfurt. Therefore, we will refer to qualitative data, which is gained in in-depth interviews with key stakeholders within the "Network of Early Prevention" in Frankfurt.

ID: 193 / 3.2: 1

Panel Presentation

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work, Comparative methodologies for understanding children's wellbeing

Subtheme: Everyday lives of children, Childhood vulnerabilities: research-policy-practice

Children's Understandings of Well-being (CUWB) Panel 3: Construction of Safety/Vulnerability

Susann Fegter¹, Lisa A. Newland², Daniel A. DeCino², Daniel J. Mourlam², Gabrielle A. Strouse², Shazly Savahl³, Sabirah Adams⁸, Elizabeth Benninger³, Donnay Manuel³, Mulalo Mpilo³, Kyle Jackson³, Christine Hunner-Kreisel⁴, Carolina Aspíllaga Hesse⁵, Patricia Easton Hevia⁶, Lorena Ramírez Casas del Valle⁷, Jaime Alfaro Inzunza⁵

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The following is an abstract for a conference panel titled "**CUWB Panel 3: Construction of Safety/Vulnerability**". This proposed panel will provide a platform for presentations for several research partners involved in the ISCI endorsed multinational qualitative study "Children's Understandings of Well-Being – Global and Local Contexts" involving 27 teams. The panel will be chaired by Tobia Fattore, Susann Fegter and Christine Hunner-Kreisel.

Presentation 1: Children's Emotional Well-Being in Midwestern U.S. Schools

Lisa A. Newland, Daniel A. DeCino, Daniel J. Mourlam, Gabrielle A. Strouse

The purpose of this phenomenological study was to explore children's perceptions of their emotional well-being (EWB), and the ways in which school relationships supported or undermined children's EWB. This sub-study of a multinational comparative investigation of children's well-being followed a semi-structured qualitative interview protocol (Fattore, Fegter, & Hunner-Kreisel, 2014; 2018). Rural and urban children (age 8 to 13, $N = 23$) from the Midwestern U.S. completed the interview and mapping exercise used to explore aspects of and influences on their subjective well-being (including school). Phenomenological analyses of interview transcripts focused on 1) the essence of children's EWB within the context of school relationships and 2) children's perception of the impact of school relationships on their EWB. Three researchers with expertise in child well-being, education, and development analyzed the interview transcripts following Creswell and Poth's (2018) guidelines for phenomenological analyses. The second author served as an external auditor and provided feedback to the team at critical junctures. During the first read through, school and emotional experiences were identified as central to EWB. Therefore, first-cycle coding focused on the identification of specific child emotions and school contexts that children discussed. During second-cycle coding, the number of codes were reduced by combining and eliminating codes. Emotion codes were categorized by valence and arousal, and then inductively clustered into themes depending on where they fell along two axes: from negative to positive valence (horizontal axis), and from high to low arousal (vertical axis). Finally, the meaning of themes and patterns across themes were explored. To assess reliability of coding, each transcript was coded by at least two researchers. Discrepancies were identified, discussed, and resolved. The auditing process enhanced interrater reliability among the research team and supports the conclusions derived from the data (Creswell & Poth, 2018). A seasonal metaphor captured the essence of children's experiences of EWB, which naturally clustered into four themes based on emotional intensity and valance: *spring*, *summer*, *fall*, and *winter*. *Spring* emotions (positive valance, low arousal) were abundant in children's descriptions of their EWB within school relationships. Children expressed acceptance, safety and trust, and general satisfaction when discussing how they felt about both teachers and peers. *Summer* emotions (positive valence, high arousal), while less prevalent, were characterized by strong positive feelings such as joy, excitement, and amusement, including having fun and laughing. *Fall* emotions (negative valence, but low arousal) expressed by children centered around annoyance, and also included apprehension, confusion, and disapproval. Fall emotions were quite prevalent in children's descriptions of their EWB and school relationships, despite not being directly asked about as part of the interview protocol. *Winter* emotions (negative valance, high arousal) diverged with regard to peer and teacher relationships. This theme was the least thick and developed, with fewer children expressing strong negative emotions in relation to school relationships. Expressions related to peers included anxiety and fear, whereas those related to teachers centered around anger and contempt. This study has important implications for improving school relationships and supporting children's EWB.

Presentation 2: Children's Discursive Constructions of Safety and Vulnerability in a Context of Violence

Shazly Savahl, Sabirah Adams, Elizabeth Benninger, Donnay Manuel, Mulalo Mpilo, Kyle Jackson

The aim of the study was to explore children's discursive constructions of safety in a context of community violence in Cape Town, South Africa. More specifically, the study focused on how children's sense of safety influences their subjective well-being. The study works from the premise that children's negotiation of spaces in a context of violence advances a sense of vulnerability which is reflected in their discursive constructions. The study follows a qualitative methodological approach. Data were collected by means of a series of focus group discussions conducted with a sample of 56 children between the ages of 12 to 14 years residing in urban and rural communities in Cape Town, South Africa. Potter and Wetherell's discourse analysis technique, within the framework of Thompson's Depth Hermeneutics, was used to analyse the data. The participants' discourses emphasized the critical role that safety plays in their overall sense of well-being. The key discourse to emerge was that of "*safety as a non-negotiable*" factor of well-being. The discourses further reveal the extent to which their 'compromised safety' influences not only their cognitive processes, but also their behavioural patterns in their 'negotiation' of spaces. Ultimately, "staying safe" is perceived as a daily struggle and part of the 'lifeworld' of being a child in these constrained communities in Cape Town. Given the substantial negative effects that children's compromised safety has on their overall well-being and development, the study highlights the need for urgent and decisive considerations to be implemented at the levels of policy and practice. We recommend a range of grassroots policies and preventative measures.

Presentation 3: Security and Social Positioning as a Vulnerable Child

Christine Hunner-Kreisel

The focus of the presentation at hand is on security/safety and social positioning as a vulnerable child. In our presentation we try to figure out what are the understandings and experiences of safety, security, and vulnerability of children with respect to social context (home/institutions/community, neighbourhood) and the social positioning of the child. Paternalism toward children is justified by reference to children's particular vulnerability and need for protection. Undeniably, children need special protection (Windheuser 2019 forthcoming). However, this statement is categorically different from the presumption that adults like for example parents, but also professionals like teachers or care takers have the right or authority to make decisions for their children (Bagattini 2014: 166). Furthermore, it ignores the fact that children's particular vulnerability also arises from generational inequality (Alonen 2009) and therewith coming along with adultism (Hunner-Kreisel/März 2018). A likely reason why it is so difficult to fully implement the participation rights inscribed in the convention on the rights of the child are the performative effects of established discourses on childhood. To be considered citizens with full personhood who can vote and make their own decisions, children's status as needing special protection would need to be lifted. This obfuscates that the very discourse of children as in need of special protection contributes to their vulnerability. We present in our presentation data we collected in Baku/Azerbaijan and in different urban and rural places in Germany, and which we reconstructed with a focus on concepts of well-being relating to safety and security. Along the above unfolded theoretical background and looking at our data reconstructions we pursue in our presentation the following questions: In how far do concepts of safety and security and therewith vulnerabilities always relate to specific situations and contexts, in how far do they hint at power relations beyond situation and context? In how far vulnerability, therefore, can be seen as part of being a child, respectively has to be seen as part of childhood as a social construct and as part of societal structure positioning the child as a child and therefore making it vulnerable?

Presentation 4 : 10-14 year old Chilean Children's well-being, regarding Safety and Vulnerability Experiences within their Neighborhoods

Carolina Aspíllaga, Patricia Easton, Lorena Ramírez, Jaime Alfaro

This lecture analyzes the experiences of safety and vulnerability in the neighborhood of young people between 10 and 14 years of age from different socioeconomic levels. In recent years, valuable progress has been made in the field of welfare studies, specifically, in the matter of children's well-being. However, what has been investigated regarding life in the neighborhoods of young people is still scarce. Although it is known that there is a positive relationship between the perception of safety and subjective well-being, the experience of young people in this field is not sufficiently described. In Chile, a significant number of neighborhoods are marked by segregation and inequality, with large differences in terms mainly of urban infrastructure, green areas, traffic and noise. Thus, the experience of the public space is configured as a risky area, which, therefore, should be avoided under certain circumstances. These experiences are also associated with the figure of others as potentially dangerous, especially if they do not belong to the same social class, ethnic group or age. This is how the emotion of fear of the public space and of the different others acquires importance, encouraging a retreat to private spaces and solutions over the use and valuation of community areas. In this research, a qualitative study was conducted in which 68 adolescents between 10 and 14 years of age, from different socioeconomic levels (SEL), and belonging to different geographical places of the country, participated. The data was produced through the realization of 12 focus groups, and subsequently, a content analysis was applied to the material. This is how common themes of well-being associated with safety and vulnerability emerged, such as urban conditions, coexistence in the neighborhoods, the relationship established with the neighbors and being able to count on their support.

ID: 191 / 3.3:1

Panel Presentation

Domain: Research

Main Theme: Comparative methodologies for understanding children's wellbeing

Subtheme: Children's and practitioners' voices in the context of justice, Child wellbeing development practices, Child wellbeing and social and educational services

Giving children's voice the place it deserves in social work assessment and intervention

Esther C L Goh¹, Rachel T Y Hong², Charmaine J M Lee¹, Vivienne S K Ng¹

¹National University of Singapore, Singapore; ²Sembawang Family Service Centre

Overarching abstract of the panel

Research shows that the voices of disadvantaged children who are recipients of social services, have only been marginally considered in social work assessment reports and in decision-making about their lives. This panel asserts the need to give children's voice the place it deserves by first presenting the philosophical bases of this assertion; two methods that would enhance the inclusion of children's views in social work assessment namely, photo elicitation interviewing and the careful use of vignettes in assessing the needs and strengths of children from low-income families will be presented; the final paper demonstrates a more holistic understanding of the well-being of children growing up in step families could be ascertained from multi-source of data. The triangulating of these data will assist social workers in better understanding and working with children from such complex family forms.

Abstract 1: Young persons as epistemological agents in social work assessment and intervention

By Esther C L Goh

Literature debates whether young persons' participation in social work decisions is tokenistic in nature or it empowers them to shape their world. By and large, young persons deemed at risk remain the target of intervention. This paper aims to underscore the need to move beyond soliciting young persons' voice merely in order to corroborate information provided by adults and professionals in social work assessment and intervention. Instead, it explicates the philosophical foundation for social workers to treat young persons as knowledgeable agents capable of contributing to professional knowledge. Through reinterpretation of a published case study on children of sex worker mothers in India, this paper highlights how young persons are active agents of their own lives even in extreme dire situations. These children of sex worker mothers were capable of advocating for their own rights as well as that of their mothers. Through the secondary analysis of data, we illustrate the dynamics process of knowledge construction by young persons. By paying attention to the young persons' capacity as knowledgeable agents we propose social workers to intentionally incorporate their knowledge in their practice.

Abstract 2: Using photo elicitation interviewing to access the subjective well-being of children from poor families within an affluent Asian society: insights for service delivery.

By Rachel T Y Hong & Esther C L Goh

Incorporating the voice of the child is essential for a holistic assessment that is used to guide social work interventions targeted at enhancing the well-being of children. In order to include children as key participants in understanding their worldview, social workers need to provide a space for children to voice their subjective assessment of their current life experiences and conditions. This paper aims to bring attention to the use of Photo Elicitation Interviewing (PEI) as a means to access children's subjective well-being from low-income families. 10 children from low-income families living in a small neighbourhood of two rental-housing blocks were invited to participate in this study. A two-pronged data collection method, namely photography and in-depth interviews, was utilized sequentially to engage and gain access into children's perception of their subjective well-being. Participants kept a disposable camera for three days to visually document their experiences of happiness and sadness in their daily lives. The developed photographs served as visual aids for children to give a descriptive interpretation of their experiences during the in-depth interviews. Key findings revealed that children from low-income families possessed agentic capabilities and are capable of contributing towards their well-being. Despite the financial constraints experienced by their families, children did not perceive their families to be poor. Instead, they took into account the family context and parental efforts in assessing the family's circumstances. Furthermore, children initiated strategies to create opportunities of happiness or to intervene in situations of sadness that stemmed from financial constraints. This study propose social workers to employ PEI as a complement to the objective measurement tools commonly utilized in social work assessments and interventions when working with children from low-income families. Other than constructing a holistic assessment of children's well-being, PEI also allows for the inclusion of children as integral partners in social work interventions and programme designs. Children possess the knowledge and ability to initiate and contribute solutions to problems, which when identified and tapped upon, promotes children's participation as change agents of their own lives.

Abstract 3: Vignette as a method to elicit and discuss sensitive issues with children

By Charmaine J M Lee & Esther C L Goh

This paper aims to examine the usefulness of vignettes in eliciting and discussing sensitive issues with children to aid the social work assessment process. Vignettes are defined as short stories, embedded in a tangible context, about a fictional individual or situation that is relevant to a specific theme.

10 children aged 7-12 years old from economically disadvantaged families were invited to participate in this study. A two-pronged data collection method was used where (1) interviews incorporating vignettes was conducted with children followed by (2) small group discussions with social workers. Vignettes were crafted that placed the children in three hypothetical dilemmas, namely, (1) childcare responsibility versus desire for peer activities, (2) completing homework versus play and (3) tight family finances versus personal wants. These vignettes were situated in their family context, and relevant to their daily lives, seeking to elicit not only the children's responses to the structural demands of poverty, but also the internal negotiations the child has with themselves and their perception of the character's sense of agency in relation to their mother. Preliminary findings from interview data consequently guided small group discussions with social workers on the applicability of this method in the social work assessment process with children in Singapore. Views solicited from the small group discussions then enabled triangulation of data, allowing corroboration and refining of preliminary findings, as well as credibility check on the relevance of findings in working with children in Singapore.

Key findings were drawn from the 3 separate vignettes. Firstly, children sought to fulfil their responsibilities, value the mother-child relationship, and are cognizant and empathetic of the constraints and struggles mothers face. Next, children also respected their mother's authority, responding and engaging in various means towards their mother's discipline. Additionally, children had unique experiences that were tied to their financial challenges, and displayed self-reliance in attaining their own desires. Across the 3 vignettes, key findings also revealed that children formulated strategies to concurrently attain their desires and wants, and fulfil their family and school obligations.

The findings of this research thereby propose that vignettes can be used as a tool to aid social work assessment. Vignettes enable access to children's viewpoints regarding sensitive topics and provides insight on how they make meaning of and feel about their difficult circumstances. Vignettes also involve children in constructing and developing unique solutions, recognizing them as experts of their own problem, thereby providing entry-points for further intervention.

Abstract 4: Using Case Study to Elicit Children's Voice in Stepfamilies

By Vivienne S K Ng & Esther C L Goh

This study examines dynamics of childcare practices in stepfamilies through multiple perspectives. Notwithstanding that children are key informants in understanding caregiving dynamics in stepfamilies, a general lack of articulation of children's perspectives pervade in stepfamily research (Jensen & Howard, 2015; Pryor, 2008). There is increasing evidence demonstrating that children's responses and perspectives of stepfamily relationships and processes shape their own well-being and scholars (Robertson, 2008; Pryor, 2008; Jensen & Howard, 2015).

Adopting the case study approach, this qualitative study samples six stepfamilies and through detailed and in-depth data collection using observations and interviews on mothers (N=6), caregivers (N=6) and children (N=7), analyses the complexity of childcare dynamics. There are many advantages in utilizing case study approach to elicit the child's voice. It is epistemologically constructivist where multiple realities and a naturalistic stance of inquiry assume every person, including children, to have great stores of tacit knowledge about themselves (Yin, 2016; Stake, 2009). In this study, children are assumed to be agents who construct meaning out of the behaviours of their mothers, nonresidential fathers, stepfathers and other members of the family; and act upon those interpretations. Using a palette of methods, case study methodology draws together "naturalistic, holistic, biographic research methods...to make deep connections that are particularistic, descriptive and heuristic" (Hyett, Kenny, & Swift, 2014, p. 2). This was done through multiple visits to the participants' homes affording observations of different slices of stepfamily life. Through an assortment of methods like a 24-hour record of activity, thematic cards, children are enabled to provide narratives about their care experiences. Multiple perspectives are collected as all three groups of participants are asked on four aspects of caregiving experience: contact with non-residential father, parental involvement in stepfamily household, discipline and conflicts.

The aim of using a multiple-case study is to analyse across case to understand how processes and outcomes may be qualified by local conditions and thus develop more powerful explanations (Miles & Huberman, 1994). In this regard, the systematic search for patterns across-case found contradictions to be the most salient theme in caregiving dynamics. Firstly, while parental and stepparental attention and care are focused on children's essential needs like educational and day-to-day needs, the children themselves do not necessarily feel connected to them. On the contrary, most of them are isolated agents as their deeper unresolved grief are unheard or unattended. Secondly, ironically, in the web of interdependence in parent-child relationships, it is the children's constructive agency of relational knowledge that drive their actions towards acting in the interests of the stepfamily but to their own detriment. These findings would not have been possible without triangulating the voice of the child. Hence, this study highlights a new bidirectional construct of contradiction in caregiving dynamics apart from research that prioritise the role of stepparents and mothers, and the quality of nonresidential father-child relationship and which give a lesser role to children as relational agents responding to familial dynamics and conflicts.

ID: 230 / 4.2:1

Panel Presentation

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work, Comparative methodologies for understanding children's wellbeing

Subtheme: Everyday lives of children, Childhood vulnerabilities: research-policy-practice, Participation, protection and provision in children's perspectives

Children's Understandings of Well-being (CUWB) Panel 4: Inclusive Methodology I

Lise Mogensen¹, Gabrielle Drake², Jenny McDonald¹, Sergiu Băltătescu³, Claudia Bacter³, Crina Lezeu³, Carmel Cefai⁴, Noemi Tari-Keresztes⁴, Natalie Galea⁴, Rachel Spiteri⁴, Colette McAuley⁵, Susann Fegter⁶

¹Western Sydney University; ²Australian Catholic University, Brisbane; ³University of Oradea; ⁴University of Malta; ⁵University of Bradford; ⁶Technische Universität Berlin

The following is an abstract for a conference panel titled "**CUWB Panel 4: Inclusive Methodology I**". This proposed panel will provide a platform for presentations for several research partners involved in the ISCI endorsed multinational qualitative study "Children's Understandings of Well-Being – Global and Local Contexts" involving 27 teams. The sessions are organised and chaired by Tobia Fattore, Susann Fegter and Christine Hunner-Kreisel. This panel will also be led by Lise Mogensen.

Presentation 1: Inclusive Methodology with Young People with Intellectual Disability

Gabrielle Drake (Co-authors: Lise Mogensen, Jenny McDonald)

Transitioning from school to post-school activities can be a challenging and stressful period, where young people seek to develop their own identity and opportunities for meaningful occupation, such as further study or employment. For young people with intellectual disability, the challenges of post-school transition are compounded by additional barriers, including poor transition planning and complicated policies and services to navigate. Young people with intellectual disability experience significant difficulty in negotiating the transition from a structured and supported school environment to contexts characterised by 'wide variation in adoption of adult roles related to employment, independent living, friendships, and day activities' (Dyke et.al 2013). For many, the transition experience includes isolation, reduced participation in employment and tertiary education, and mental health difficulties (Ashburner et. al 2018). The post-school transition period can also be highly stressful for families and carers of young people with intellectual disability with many reporting concerns about the capacity of their young adult to adapt and change to life in adulthood (Leonard et al, 2016).

This study is exploring the experiences of young people with intellectual disability transitioning from school to adult services. An inclusive, participatory methodology was utilised, including an Advisory group comprising young people with intellectual disability who are directing the research methods, interview and survey questions. In this paper we discuss some of the ethical and methodological considerations for researching with young people with intellectual disability, including strategies for recruiting and retaining study participants; and facilitating access and agency at all stages of the research process.

Presentation 2: Surveying the Well-being of Children with Disabilities in Romania. Methodological choices and challenges

Sergiu Băltătescu, Claudia Bacter, Crina Lezeu

This paper details the methodological choices and discuss the challenges of surveying the well-being of children with disabilities in Romania. Within the project "Children well-being in Romania", financed by Botnar foundation, Switzerland, we designed an extra sample of 300 children with minor and moderate intellectual disabilities. Data were collected from the special schools in North-Western part of the country using a methodology derived from the "International Survey of Children's Well-Being (ISCWeB)" project. The questionnaire for 8 years old children was adapted to be used with 5th and 6th graders from special schools (age 11-14). Unlike the survey with general population, the data collection used a 1-to-1 interview situation with a specially trained instructor. More complex questions who have been found difficult to understand by children participating in the pretests were excluded from the questionnaire. Children were very excited to talk about their state of mind and their problems and required a few minutes more to tell more to the interviewers about other aspects of their lives or even to draw on the extra pages of the questionnaires. The results call for more interactive measures of researching the well-being of children with intellectual disabilities.

Presentation 3: The Well-Being of migrant Children in Malta: a Qualitative Study

Carmel Cefai, Noemi Tari-Keresztes, Natalie Galea, Rachel Spiteri

The first decades of the twenty first century has been characterised by large migration flows in Europe and the Mediterranean, particularly from Africa and the Middle East towards Europe.. Malta is in the middle of the three Mediterranean refugee routes from North Africa to Europe, resulting in increasing number of migrants in Malta in the past twenty years. One of the main concerns of this movement of people is the welfare of children and young people who in many instances have little say in what is happening in their lives in such circumstances. Whilst various studies have underlined the academic, social and emotional resilience of such children, children living in a different country may face a number of challenges in their education, wellbeing and mental health, including linguistic and cultural barriers, lack of access to educational, psychological, social and medical services, difficulties in social inclusion and issues in identity formation, amongst others. They may be also at heightened risk for certain mental health problems, including post-

traumatic stress, depression and anxiety, particularly if not provided with adequate and timely support. The aim of the study was to explore the views of migrant children in Malta on their wellbeing, education and social inclusion focusing on such systems as home, school, and the community, making use of the qualitative research framework developed by Fattore, Fegter and Hunner-Kreisel (2014). Five focus groups were carried out with foreign children who are currently residing in Malta. Four focus groups were carried out with children attending State schools; two at Primary Schools, one at a Middle School and another one at a Secondary School, whilst the fifth focus group was carried out with children living in open reception centres together with their families. The presentation will present the themes which emerged from the data grouped according to the understandings of 'home', language issues, the school environment, community and neighbourhood, and subjective wellbeing.

Presentation 4: Reflections on the Ethical and Methodological Challenges of Designing Child Well-Being Studies with Children in Out-of-Home Care

Colette McAuley

This paper will outline the presenter's recent experience of conducting a Children's Understanding of Well-Being qualitative study with ninety-two 11-year-old schoolchildren in England. It will then consider how such a study might be carried out with children who are in out-of-home care and the ethical and methodological challenges involved. For example, relationships with families were found to be very important to children in the first study. How comfortable would children not living with their parents be about discussing family relationships? Relationships with friends were also seen by the children as important. With children in care, many have moved from their neighbourhood and school when coming into or during care. Would they identify friends as important and would it be for the same reasons? Methodologically, would children in out of home care welcome the opportunity to take part or not? Would their social workers and carers permit access? Would a different approach be required for children in foster care and those in residential care? If we were seeking 11 year olds, how might we adapt the protocol to better meet the needs of these children? If we were to approach schools, the children might not wish to be identified as in care. How might we select the best venue? We used small group and individual interviews. Would this still be appropriate? Might we need support staff nearby yet we want the children to feel free to express their own views confidentially. These are some of the issues which will be discussed. It will be argued that children in out-of-home care are a significant sub-section of children whose understanding of well-being needs exploration, albeit with sensitivity. To neglect their perspectives and exclude them due to the barriers and issues which may arise would be unethical. Their inclusion following studies of children in the wider population will generate a much greater understanding of their concept of well-being and how this compares with those in the wider population.

Presentation 5: Children's well-being at school: Implications of contradicting social relations

Gabrielle Drake

Schools are diverse communities where children live much of their daily lives, and research suggests that school environments have significant influence on children's achievement and well-being (e.g. Rowe, 2004). In data collected in Australia as part of a qualitative, multinational study on Children's Understandings of Well-being (CUWB), stories from school featured strongly in several children's narratives about well-being. More than 100 children, aged 8 to 16 years, from diverse socioeconomic and cultural backgrounds participated in the Australian study, including children with intellectual disability. Consistent with the CUWB study protocol, the Australian team utilised a range of child-centred and participatory techniques to involve children in interviews and focus groups, including the use of task-oriented methods, such as drawing, photography, play, mapping, movie making and child led school tours. The findings from the thematic analysis show that children in this study understood well-being in schools in multifaceted ways. While the children indicated that having a say, being listened to, having rights, and being respected were aspects of being at school that contributed to their well-being, several children also described in more detail how social relations affected well-being both negatively and positively. In this paper we explore the centrality of peer and other social relations at school and the contradictions of these relations for children's well-being. Children talked about the importance of positive peer relations and friendships to help them through challenges. However, peer to peer bullying also featured in several children's experiences at school, and they told us that this had impacted negatively on their well-being and led to feeling isolated at school. Other children discussed how 'kind adults', and the attitudes of teachers toward teaching influenced how they felt at school. All of these experiences were described to occur within a concrete frame, which suggests that school is like its own self-contained universe of interactions, and highlights the significance of context for social relations. While being wary about the conclusions we can draw, this data seems to be providing some different ideas on the importance of schooling for children's well-being.

D: 184 / 4.4: 1

Panel Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators

Subtheme: Children's welfare and children at risk

Child poverty and vulnerability – UNICEF research.

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The first three papers in this panel are winners of the Best of UNICEF Research (BOUR) 2018 competition – an annual exercise by the UNICEF Office of Research (OoR)- Innocenti. Following an internal review of 105 eligible submissions from different UNICEF offices, Innocenti staff identified 12 finalists which were then independently reviewed by an external panel of international experts. All three winning papers focus on child welfare and risks. The first paper investigates female genital mutilation/cutting and child marriage among the Rendille, Maasai, Pokot, Samburu and Somali Communities in Kenya. The second paper tells a story of the lives of adolescent victims of homicide in several communities in the state of Ceara in Brazil. The third paper analyses the prevalence and profile multidimensional child poverty in Egypt. The fourth paper, by researchers at OoR- Innocenti, estimates the impact of the Lesotho Child Grants Programme on multidimensional child poverty.

Paper one: Female Genital Mutilation/Cutting and Child Marriage among the Rendille, Maasai, Pokot, Samburu and Somali Communities in Kenya

The paper addresses the theme of children's rights, wellbeing and indicators and focuses on the topic of child maltreatment in Kenya.

Background

The Sustainable Development Goals have set a target to eliminate practices that harm women and girls, such as underage marriage and female genital mutilation and cutting (FGM/C). In Kenya, a dramatic reduction in cutting – from 41 per cent in 1984 to 11 per cent in 2014 in girls aged 15 to 19 – makes this target seem within reach. Yet, among ethnic groups in pastoral areas of the northeast, cutting and underage marriage are still deeply entrenched. A UNICEF research project has generated detailed data and in-depth information to help understand why such practices persist in these areas.

Methods

The research involved a desk review of information on FGM/C in Kenya followed by household surveys of the Maasai, Pokot, Rendille, Samburu and Somali in six areas (Garissa, Wajir South, Kajiado Central, Marsabit, Samburu and West Pokot) between December 2016 and March 2017. The research team designed and pre-tested the survey to ensure it met ethical standards and would deliver statistically reliable results. Systematic and random sampling identified 6,100 households to survey. In all, the team interviewed 6,648 individuals, 1,357 boys and men aged 15–49 and 5,291 girls and women aged 10–49. Another 133 interviews sought the views and opinions of border communities.

To gather in-depth information and put the numbers in context, the team arranged 24 focus group discussions (single sex to allow sensitive topics to be discussed freely) and sought the views of 71 individuals providing a range of perspectives – representatives of county and national governments, community-based organizations, NGOs, faith-based organizations and community leaders. The team shared their findings with the communities that took part.

Results

The survey found that some ethnic groups cut more than others. The prevalence of FGM/C ranged from 96 per cent among Somali girls and women, 78 per cent among Rendille, 74 per cent among Pokot, 72 per cent among Samburu to 51 per cent among Maasai. The main stated motives for cutting also varied across the ethnic groups. Yet virtually everyone surveyed cited tradition as the main reason for FGM/C. Yet support for cutting is lower (40 per cent) among younger than among older men (61–70 per cent). The practice permeates Muslim communities (95 per cent), but to a lesser extent Protestants (65 per cent) and Catholics (69 per cent).

Conclusions

Although the study indicated widespread recognition that cutting and underage marriage are outlawed, knowledge of the health and social risks is generally limited. Even when parents do know of the harm these practices can cause to girls' health (bleeding, difficult childbirth, infection, pain and even death) and development (dropping out of school, lack of a voice in the household), cultural norms perpetuating the practice can be so powerful that they persist. The research findings are helping adapt the ongoing United Nations Joint Programme to combat FGM/C led by UNICEF, UNFPA and the Government of Kenya.

Paper two: Lives Interrupted: Adolescent homicides in Fortaleza and in six municipalities in the state of Ceara.

The study addresses the theme of children's rights, wellbeing and indicators and focuses on the topic of children at risk in Brazil.

Background

In Brazilian cities, nearly four in every 1,000 young residents are murdered before the age of 19. UNICEF Brazil, working with the Legislative Assembly and Government of the Brazilian state of Ceará, set out to discover why the lives of so many adolescents are brutally cut short. In a mixed methods design, the study surveyed families of homicide victims and reconstructed the biographies of a small sub-sample using storytelling techniques.

Methods

Researchers compiled data on the age, sex, race, religion and documentation of adolescents between 12 and 18 years old who had been murdered in 2015 in the seven municipalities. Having identified the families of 418 victims, the researchers were able to interview 224 families. The questionnaire has been pre-tested thoroughly before rolling it out in seven municipalities in Ceará. An ethics committee vetted the questionnaire to protect the identity of families and the information they would provide, trained the surveyors and tracked the progress of the survey. The researchers supplemented their quantitative findings with more complex depictions of the issues surrounding the deaths by piecing together the life histories of six adolescents.

Results

The study found 12 critical risk factors that increase the risk of adolescents being murdered. For example, young people from poor, uneducated families who had dropped out of school and had taken informal jobs before the age of 14 were more at risk, as were those who had been threatened, had experienced conflict in their communities, had access to firearms or had been sentenced for breaking the law. Adolescents with these experiences are more likely to be murdered than other adolescents in the same ethnic group with similar incomes and education. Most victims were black or brown, male, on average 17 years in age, and lived in impoverished neighbourhoods. Female victims often became mothers in their early teens – as did many of the adolescents' mothers before them.

Conclusions

Financial support from *Bolsa Família*, a social protection programme that covers two-thirds of the families interviewed, had failed to counter this cycle of teenage pregnancy, poverty and poor schooling. Families seldom seek the help of safety and support programmes, such as the Guardianship Council and Social Assistance Referral Center. Almost half of the adolescents murdered in Fortaleza had been detained or required to do community service. Their punishments, sometimes only tenuously linked to their offences, seemed to make them more rather than less vulnerable. Clashes among drug dealers and other criminals, crimes of passion, misunderstandings and territorial claims are among the leading causes of adolescent murders. Early results of the survey were presented to the Ceará Legislative Assembly in 2016, along with an urgent message: some 8,000 other adolescents in the state were vulnerable to murder if rapid prevention measures were not taken.

Paper three: Understanding Child Multidimensional Poverty in Egypt

The paper addresses the theme of children's rights, wellbeing and indicators and focuses on the topic of children's welfare in Egypt.

Background

In 2000, about 11 million Egyptians lived in poverty; in 2015, the number had jumped well past 24 million. With a young population – more than half under the age of 20 – the burden of this poverty has fallen heavily on children. In 2017, researchers from UNICEF Egypt, the Ministry of Social Solidarity and the Central Agency for Public Mobilization and Statistics applied a rights-based UNICEF methodology to identify and measure eight dimensions of children's deprivation and well-being in Egypt. The paper offers a detailed picture of the different faces of poverty, providing the Government with a wealth of information to tackle poverty from all sides.

Methods

The study uses UNICEF's Multiple Overlapping Deprivation Analysis (MODA) framework and draws secondary data from the Demographic and Health Survey in 2014. In consultation with a range of national stakeholders, the study identified 8 dimensions of poverty: access to piped water, improved sanitation, adequate space in the home, information and communications devices, maternal health care, nutrition, school attendance, and protection from physical violence. These dimensions were operationalised using indicators adjusted for the needs of children in different age groups: 0–4, 5–11 and 12–17. This follows the life course perspective on multidimensional poverty.

Results

The study found that 3 in 10 children (i.e. around 10 million children) were deprived in two or more dimensions, qualifying as 'multidimensionally poor'. Children under five were the most deprived of all, with 37 per cent being multidimensionally poor. This compared with 27.2 per cent of primary-school-age children and 23.8 per cent of adolescents over 12. At all ages, the most common single form of deprivation was a lack of protection from physical violence. Four out of ten children were subjected to severe physical punishment from a caregiver. Children from low-income households, those whose parents have little or no formal education, and those with three or more siblings as well as children living in rural areas all face a higher chance of multiple deprivations.

Conclusions

The MODA analysis provided the comprehensive information that is required for the development of effective policies targeting the causes of poverty, as well as the multidimensional measures that will be needed to monitor progress on the Egyptian Sustainable Development Strategy and global Sustainable Development Goal 1. The findings also point to the potential of programmes that target households at different socioeconomic levels and in different geographic areas, where multidimensional poverty varies widely. The report has shown just how widespread violence against children is in

Egypt. The paper recommends a systemic response that addresses the underlying causes of violence as well as its prevention.

Paper four: Unconditional cash transfers and multidimensional child poverty: Lesotho Child Grants Programme

The paper addresses the theme of children's rights, wellbeing and indicators and focuses on the topic of children's welfare in Lesotho.

Background

The study analyses the two-year impact of Lesotho CGP on multidimensional child poverty. The Lesotho Child Grants Programme (CGP) provides an unconditional cash transfer to poor and vulnerable households with the primary objective of improving the living standards of Orphan and Vulnerable Children (OVCs) through better nutrition and health status and increase school enrolment. The CGP is targeted at poor households with children, including child headed households. Households are paid quarterly with benefit sizes varying according to the number of children in the household.

Methods

The multidimensional child poverty indicator is constructed following UNICEF's child-centric Multiple Overlapping Deprivation Analysis methodology. The study uses longitudinal survey data from the quantitative evaluation of the CGP. The baseline survey took place in 2011, before the start of the CGP, and the follow-up survey was carried out in 2013, two years into the program. The final study sample comprises a panel of 2,150 households and 10,456 panel individuals. We thank the Government of Lesotho, UNICEF-Lesotho, the Carolina Population Centre, University of North Carolina at Chapel Hill, and the Food and Agricultural Organization of the United Nations for making these data available.

Dimensions of poverty are based on children's access to healthcare, education and nutrition; children's time use; quality of housing; household ownership of assets and access to drinking water. The impact is estimated by comparing changes in multidimensional child poverty for children in a representative sample of CGP recipient households to those in control households. As the evaluation used a randomized control trial design, we estimate the impact of the program using difference-in-difference estimator in a multivariate framework.

Results

Preliminary findings show an impact on reducing multidimensional child poverty, primarily through the nutrition (food security) dimension. This is consistent with the main evaluation results. Limited or no impact is found in the other deprivation domains. Further analysis will concentrate on potentially heterogeneous impacts by the child gender, age, geographic location and other key household characteristics.

Conclusions

While it is increasingly acknowledged that low household consumption or income does not capture fully children's experiences of poverty, there is relatively little research on the impacts of unconditional cash transfers on multiple child deprivation in lower income countries. This paper contributes to the growing empirical evidence on the impacts of unconditional cash transfers in Sub-Saharan Africa and on the multidimensional child poverty literature by focusing on the CGP impacts on multiple dimensions of child poverty simultaneously. The findings will help understand the role of social protection in reducing multidimensional child poverty in the context of the Sustainable Development Agenda 2030.

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Panel Presentation

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work, Children's rights, wellbeing and indicators

Subtheme: Children's welfare and children at risk, Childhood vulnerabilities: research-policy-practice, Child wellbeing and social and educational services

What does research tell us about Subjective Well-Being of Children in Out-of-home-care?

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Despite ever increasing number of children placed in out-of-homecare, there have been much ambiguities about the effectiveness of out-of-homecare. This has been driven by evidence of abuse and neglect of children in out of home care and the issue of the poor outcomes of children who leave the care system. This is also questions whether the effectiveness of out of home care such as residential care, group home and foster care or not. However, it is important to acknowledge and accumulate the diverse experience of out-of-homecare for children.

In this panel session, we present and discuss about CSW of out of home care in each Countries such as Israel, Spain, Taiwan and South Korea. There are some differences as well as common points in the scale of out of home care sector, the range of providers, characteristic of the children who use out -of-homecare and social policy for those children in out of home care in each countries.

In doing so, we could find to better conditions for improving subjective well-being of children in out- of -homecare.

Presentation 1

Life satisfaction of children in kinship and non-kin foster care: coincidences and discrepancies with attributions made by their caregivers

Thematic relevance: One of the challenges we face today is how to connect research with everyday practice, and with policy decision-making. These three worlds remain doggedly separate. Applied research in the field of vulnerable children can somehow help to bring about a change in this situation if a) the voices of all the stakeholders involved, starting with the children themselves, are systematically and carefully heard; b) if the need for research arises from professional the practice and an alliance is established with the research, and c) if dissemination of results is effectively achieved at all levels. The research we are presenting here has attempted to take into account these points.

Background and Purpose: Adults, professionals, parents and caregivers often make decisions regarding children's lives without taking into account the children's point of view. This is usually more relevant when it comes to vulnerable children because decisions may cause highly significant changes in their life course, such as no longer living with their birth parents and entering out-of-home care, changing schools and friends, etc. It is necessary, therefore, to learn more about the perspective of children in this situation in order to improve decision-making that affects their lives. The aim of this study - in Spain - is to evaluate overall life satisfaction and satisfaction in different life domains of children in both kinship and non-kin foster care, and the satisfaction attributed to them by their caregivers.

Methods: An important NGO in the field of family foster care requested the universities to carry out this study with a sample of 930 cases of out-of-home placements – 35.5% in non-kin care and 64.5% in kinship foster care; 61.9% were active placements and 38.1% were closed cases. We analysed a sample of caregivers (N=221) (34.8% non-kin caregivers and 65.2% kinship caregivers), and a sample of children (N=84) (29.8% in non-kin care and 70.2% in kinship care) aged between 8 and 17 years old, and equally distributed by gender. The instrument used for the children was an adaptation of the Children's Worlds Project (www.isciweb.org) questionnaire in which they assessed different aspects of their lives, and subjective well-being scales were included. Caregivers were given a questionnaire with equivalent questions and attribution questions.

Results: The analysis of discrepancies and coincidences showed differences between children according to placement type, between caregivers, and also between children and caregivers. In general terms, children were more optimistic than adults, and by placement type, overall satisfaction with life was significantly higher among children in kinship care than among those in non-kin care. On the other hand, kinship caregivers expressed greater optimism and a more positive view of the placement than non-kin caregivers.

Conclusions and Implications: Based on this, different aspects are revealed for identifying specific proposals at different levels: for childhood policies, professional interventions, for caregivers, and especially for children and adolescents in care.

Presentation 2

- **The Subjective Well-Being of Children in the Foster Care System in Taiwan**

As in many countries, foster care is the most commonly used alternative for the care of dependent children in Taiwan. Due to prior experiences of trauma and abuse from biological families, children entering foster care have frequently suffered physical abuse, as well as social, emotional, and medical neglect, so they tend to have psychosocial and behavioral problems. As a result, the provision of proper care is very important. However, foster care placement is often criticized for its inability of providing adequate care to children. Efforts have been done to warrant quality care, but there is much room for improvement. In Taiwan, the government has committed to adopt the United Nations (UN) Convention on the Rights of the Child (CRC) in 2014, so how to adequately evaluate children's well-being, whether it adheres with the UN Convention on the right of children, especially those who are in care, has become a major concern for professionals and policy makers. In this context, it is crucial to examine the subjective well-being (SWB) of children in care, also factors related to their SWB. Only when their voices are heard, strategies can be developed and applied.

This study is conducted by survey using most questions designed by the International Survey of Children's Well-Being project team, some questions related to placement issues are added, including questions related to their length and change of placement, their experiences with professionals in care, and their interaction with family members during care. Using a purposive sampling method, children aged 8 to 15, who enter the foster care system more than three months are recruited. It is planned to sample at least 300 children from foster homes, and 600 from group homes and institutions. This study follows the code of ethics, and has received an approval from the Research Ethics Committee of National Taiwan University.

Data collection will be completed by the end of April in 2019, so it is expected to have preliminary analyses of data by the end of May. Correlational and regression analyses will be done to examine associated factors. Since the SWB of a general population in Taiwan has been done, cross-group comparisons can also be conducted to examine whether differences of SWB among these children will be found.

Presentation 3

The presentation will explore differences and similarities in the SWB of children at the age of 10&12 from three groups: The general child population, Children who are known to the social services and receive services at the community level and children who were placed out of home by the social services. We will further explore these relationships in the context, of gender, religiosity and intra-familial characteristics.

Presentation 4

- **Children's Subjective Well-being in residential care in South Korea**

The purpose of this study is to compare the SWB of children according to different family types including residential care. There are non-poverty households with two-parents, non-poverty households with single parent, poverty households with two-parents, poverty households with single parent and out of home-care in different family types. Article 20 of the UNCRC (UN Convention on The Rights of the Child) says that children and young people have the right to special protection and help if they can't live with their family.

This study is conducted by survey using most questions designed by the International Survey of Children's Well-Being project team, some questions related to placement issues are added, including questions related to their length and change of placement, and their interaction with family members during care. Using a sampling method by simple random extraction, children aged 8, 10, and 12 in residential care.

The findings of this study follows.

First, in general, children's subjective well-being of residential care is lower than that of children in their own home. Second, it was found consistently lower flourishing, school achievement, and peer relationship compare with children in residential care and children in their own home. Third, material deprivation of children in residential care is lower than that of children in their own home, but is similar or better than that of children with multi-risk families (poverty household with single parent).

These results were consistent with previous studies suggesting that providing a home-like environment for out-of-home care is best for child development. At the same time, it could find that it is needed to be focused on tailored social support for children with multi-risk in their own family to prevent from being out-of-homecare.

ID: 194 / 5.2: 1

Panel Presentation

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work, Comparative methodologies for understanding children's wellbeing

Subtheme: Everyday lives of children, Childhood vulnerabilities: research-policy-practice, Participation, protection and provision in children's perspectives

Children's Understandings of Well-being (CUWB) Panel 5: Inclusive Methodology II

Lise Mogensen², Elizabeth Benninger³, Shazly Savahl³, Sabirah Adams¹⁰, Barbara Brockevelt⁴, Shana Cerny⁴, Mònica González-Carrasco⁵, Ferran Casas⁵, Sara Malo⁵, Cristina Vaqué⁶, Pinar Uyan Semerci⁷, Emre Erdoğan⁷, Başak Akkan⁸, Serra Müderrisoğlu⁸, Arbinda Lal Bhom⁹, Tobia Fattore¹

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The following is an abstract for a conference panel titled "**Children's Understandings of Well-being (CUWB) Panel 5: Inclusive Methodology II**". This proposed panel will provide a platform for presentations for several research partners involved in the ISCI endorsed multinational qualitative study "Children's Understandings of Well-Being – Global and Local Contexts" involving 27 teams. The session is chaired by Lise Mogensen. The panels are organised by Tobia Fattore, Susann Fegter and Christine Hunner-Kreisel.

Presentation 1: Children's Representations of Nature using Photovoice and Community Mapping: Perspectives from South Africa

Elizabeth Benninger, Shazly Savahl, Sabirah Adams, Tobia Fattore

The aim of the study was to explore children's representations and perceptions of natural spaces using photovoice and community mapping. The sample consisted of 28 children between the ages of 12 to 14 years residing in urban and rural communities in the Western Cape, South Africa. Data were collected by means of a series of six focus groups interviews (three photovoice discussion groups and three community mapping discussion groups). For the 'photovoice missions', children were provided with a 28-exposure disposable camera and given one week to complete their 'missions'. Braun and Clarke's (2006) six step thematic analysis protocol was followed to analyse the data. Three key themes emerged, namely *safe spaces in nature*, *unsafe spaces in nature*, and *children's favourite places in nature*. Socio-economic status (SES) was found to be a determining factor in how children make sense of natural spaces. Children from low SES communities indicated being more constricted in their mobility, and were unable to access to safe natural spaces in comparison to the children from the middle SES community. It is recommended that an expedient starting point would be to work towards and build environmentally and child friendly communities for children, with children as key contributors in the planning process using a child participation framework.

Presentation 2: Understanding the Subjective Well-being of Children with Adverse Childhood Experiences

Barb Brockevelt, Shana Cerny, Lise Mogensen

Studies indicate that more than one-half of American adults report at least one adverse childhood experience (ACE), and nearly one in eleven report five or more ACEs. ACEs include physical, emotional or sexual abuse, emotional or physical neglect, or household dysfunction prior to the age of 18. Household dysfunction may include loss of a parent due to death, divorce or separation or prolonged exposure to family stress, domestic violence, criminal behavior, substance abuse, or mental illness in the home. Cumulative risk, especially in the absence of sufficient protective factors such as nurturing relationships and family or community support, may lead to disruptions in social-emotional development, delays in cognitive development, and poor health. Given its prevalence, it is critical that we seek to understand how children with adverse childhood experiences perceive their well-being and the meanings they ascribe to the protective factors they may experience. This qualitative study explores the subjective wellbeing of children with adverse childhood experiences, ages 8-14 years, in the context of an ecological, relationship-based model of children's subjective well-being. The meanings children attribute to their experience of well-being and the protective factors that contribute to well-being, will serve to inform prevention efforts, educational programs, intervention approaches, and policy development. A mixed methods approach using an explanatory multiple case study design and grounded theory methodology was employed. We obtained quantitative data through the Children's Worlds Survey and qualitative data from a modified version of the Multinational Qualitative Interview Protocol. The paper will discuss the methodological challenges of gaining access to children who have experienced ACEs in the Midwestern United States, specifically, those children who were living in protective custody or receiving intensive services. We will discuss the trauma-sensitive approach used for interviewing and the child-centered strategies used to learn from engage children, such as sensory-based activities, crafts, drawing, games, and facilitated discussion. We will reflect on our progress to date, including barriers and successes experienced thus far.

Presentation 3: The use of discussion groups in the context of children's and adolescents' subjective well-being studies

Mònica González-Carrasco, Sara Malo, Ferran Casas (University of Girona, Spain)

Cristina Vaqué (University of Vic, Spain)

The qualitative technique we name "Discussion Group" (DG) applied to children and adolescents is an outstanding contribution to understand how they perceive the world around them and themselves. Our definition of a DG with children and adolescents is: *a group dynamics where children and adolescents assume they are experts in some topic and advice adults from their own perspective, about what adults should do or understand, while the adults involved listen to them and only ask for clarifications about the meaning of what they say*. The adults' major role in these groups is to introduce adult researchers' ignorance about a topic and to ask children and adolescents please to advice as experts about the topic. Therefore, only in some cases an adult acts as a moderator, but that is not even necessary. Another important characteristic of this technique is that it allows young children to be involved in the research process the same way older children are, being an inclusive technique from the point of view of age.

Examples will be provided of how certain kinds of focus groups (FG), organized as DG, have already improved knowledge about subjective well-being (SWB) at these ages. It is crucial to state, first of all, that the researchers using this technique assume the leading role of children and adolescents as key informants and active social agents in their own lives. However, we have tried to go one step forward by intentionally and explicitly changing (adults) researchers attitudes in order to truly accept children as qualified advisers for research development. Only from such a change - intentionally contrary to an adult-centric vision -, we believe that it is possible to place children with a voice allowing them to act as main characters (protagonists) of a research process, in a way that they feel absolutely competent in front of the adult researcher. We will try to answer some questions that are key to understanding the potential role that the DG technique can play in the study of the SWB of children and adolescents. Concrete examples will be presented in which DG have been used to solve methodological questions -concretely by departing from the comparison between paper and online questionnaires addressed to children and adolescents-, and deep-content related questions in the context of a qualitative SWB longitudinal study, both absolutely relevant for research in this field.

Presentation 4: Use of "Choice Experiment" in Measuring Child Well-being: A Way of Understanding Relative Importance of Domains Through the Eyes of Children

Pınar Uyan Semerci, Emre Erdoğan, Başak Akkan, Serra Müderrisoğlu

Objective and subjective dimensions are crucial for understanding well-being of children. This effort is conducted through direct observations and various forms of field research, use of both qualitative and quantitative methods. Understanding the relative importance of different well-being domains through the eyes of children, traditional survey methods can be insufficient because of several fallacies from social desirability to acquiescence. Newly popularized method of choice experiment may solve these problems. Choice experiment method was developed in the marketing and economics of transport literature, and then extended to different fields of social sciences. It aims to quantify the relative importance of different attributes by presenting hypothetical scenarios to the respondent. As part of a research aiming at understanding the subjective experiences of children and developing child wellbeing indicators from the perspectives of children, we included two different versions of the choice experiment. Five hundred sixty-two children from two different ages participated in the first phase of the research project, whereas the number of participating children to the verification phase was 125. In both phases of research, alternative schemes describing "a happy child" are presented to participants; each scheme is composed of possible alternatives in five chosen domains of well-being: relationship-friendship, relationship-family, material well-being, school and health. The participant has to select one of the two alternatives. In our project, we employ five domains with alternatives summing up to 25 possible combinations. Alternatives are randomly assigned; and results are analyzed by a software program. Analysis of data shows how relevant different levels of analyzed attributes are for participants and how domains have different weights. In our paper, we will present the findings of two different phases showing that how different domains of well-being have different weights and what sub topics of these areas are relatively more important through the eyes of children. We argue that choice experiment method can contribute to child well-being literature and comparative research efforts.

Distributed Paper: Children of Ethnic Minorities as Vulnerable Groups in Nepal

Arbinda Lal Bhomi

In the Nepalese context, synonyms for ethnic groups are indigenous nationalities/groups or Janajatis, meaning a tribe or community having its own mother language and traditional rites and customs, distinct cultural identity, distinct social structure and written or unwritten history. In 2002, The Nepal Federation of Indigenous Nationalities classified 59 Indigenous/Ethnic Groups into five categories based on a range of demographic and socio-economic variables: i. Endangered (10 groups), ii. Highly marginalized (12 groups), iii. Marginalized (20 groups), iv. Disadvantaged (15 groups), and v. Advanced (2 groups). In this classification, the first three categories are considered as marginalized groups since they are made to feel as if they are not important and cannot influence decisions and events. Many of the marginalized groups are small and have less than 100,000 members, which are identified as ethnic minority groups. Children of these groups live an extremely uncomfortable life in inaccessible remote areas of the country. Children of ethnic minority groups are especially vulnerable to disease and malnutrition and need urgent care, support, protection, education and supplies to help them to survive. The well-being of children of these groups is to be linked with their perspectives and needs within their social milieu. However, children's own perspectives and voices have often been overlooked. On the other hand, they are far from understanding their own well-being as a result of their own ignorance and lack of education. Considering this reality, a comprehensive effort is necessary to look at children's well-being of ethnic minorities based on various socioeconomic and cultural domains of their lives. In this context, government and non-governmental organizations are trying to include these excluded groups into mainstream development along with improving the well-being of children through a variety of programmes related to education and health.

ID: 189 / 5.3.:1

Panel Presentation

Domain: Research

Main Theme: Comparative methodologies for understanding children's wellbeing, Measurement issues related to child wellbeing and understanding children's lives

Subtheme: Children's welfare and children at risk, Child wellbeing and social and educational services

Multilevel perspectives on child well-being: Insights and challenges from research in Canada, Switzerland, and the United States

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Overarching abstract: This panel collates four papers that examine and partition variation in child well-being or child risk into multiple levels. The purpose of the panel is to advance the field's understanding of how contextual factors shape child well-being. Paper 1 demonstrates that cross-canton organizational difference account for a non-trivial proportion of variation in reported cases of child neglect. Using longitudinal administrative data from Quebec, Paper 2 generates highlights how contextual variables cluster to explain up to a third of variation in child welfare service engagement. Paper 3 shows that generous welfare cash assistance at the state level relates to reduced risk of child health disparities. Paper 4 provides new insights into how caseworker and organizational characteristics shape child-level placement decisions. With research from Canada, Switzerland, and the United States, the panel provides rich comparison across places and new insights into how context shapes child well-being.

Paper 1: Variables on which level influence the number of reported cases of child neglect?

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Objectives: Disclosure and reporting of child maltreatment incidents not only depends on the needs of children and their families, but is regularly associated with structural variables of the child protection system and its context. We focus on reported incidents of neglect for two reasons: The prevalence of neglect is likely associated with socioeconomic indicators at the regional level. Moreover, professional discourses and policies for acts of omission vary more greatly than for evident acts of commission like physical maltreatment or sexual abuse.

Methods: For the first time, the Optimus Study Switzerland collected administrative data on reported cases of child maltreatment at a national and cross-sectoral level in a uniform and therefore comparable form. Child protective services, penal agencies and sentinels from the social and health sector provided an excerpt of their data on new cases between September 1 and November 30, 2016, to a secured web-based data integration platform. The collected data on the child, the type of maltreatment, source of referral, type of organization, size of caseload, etc. have been analyzed in multilevel model together with (social-)structural variables like cantonal (provincial) percentage of single parent households, unemployment rate, social budget.

Results: Differences in reported incidents of child neglect vary respectfully between cantons: From percentages below 10% to a distinct majority of the caseload. Preliminary analysis show that case factors like gender or age of the child are not significantly associated with reporting child neglect, while most organizational and socio-structural factors are. The percentage of neglect varied with social-structural variables, e.g. the number of single parent-households in a canton increases the odds, and structural variables like the canton's social budget. Detailed analyses will be available for the conference.

Conclusions: Likely, cantonal differences in the number, types and capacities of the organizations in the child protection system, as well as socio-structural differences are responsible for the identified regional differences in reporting child neglect. Raising awareness of policy-makers for biases that do not serve the best interests of children may help in identifying strategies to improve to chances for equal odds of getting help across regions and jurisdictions.

Paper 2: Spatial data analysis and multilevel structural equation modeling on localized disparities in socioeconomic vulnerabilities and child welfare service engagement

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Background/Purpose: Spatial data analysis and multilevel latent modeling of localized disparities in socioeconomic vulnerabilities provide a potential opportunity for the development of targeted prevention services aimed at reducing the impacts of difficult living conditions and exceptional intervention by the state through child welfare services. Despite increasing interest in localized policy strategies, the availability of rigorous approaches to population-based data manipulation, and associations with child welfare service engagement, is limited. This paper explores the creation of population-based composite indices on child-based vulnerabilities, and the point at which these indices begin to predict localized variations in child welfare service engagement.

Methods: Localized jurisdictions represent 10,161 neighbourhoods nested within 166 territorial aggregations (CLSC) used to organize the delivery of government services in the province of Quebec, Canada. This study draws data from various sources: (1) longitudinal administrative data from Quebec's child welfare agencies; (2) 2006 and 2011 Canadian Census data; (3) intra-province health and social services spending, and utilisation data; (4) school data from the Ministry of Education; and (5) social assistance payments data from the Ministry of employment. Latent modeling was used to create five composite indices of child-based vulnerabilities, including: (1) child welfare service engagement (neighbourhood-level measure); (2) socioeconomic disadvantages weighted by child population (neighbourhood-level measure); (3) psychosocial service consultations (CLSC-level measure); (4) academic functioning (CLSC-level measure), and; (5) social prevention spending (CLSC-level measure). Three-dimensional spatial data analysis was used to visualize the localized distribution of socioeconomic vulnerability and child welfare service engagement, and multilevel structural equation modeling (SEM) in Mplus 8.2 was used to understand the extent to which socioeconomic vulnerabilities directly discriminate in favor of a high-localized concentration of child welfare service engagement.

Results: Preliminary results suggest direct effects of socioeconomic vulnerability, controlling for psychosocial services, academic functioning and social prevention spending on the increase likelihood of localized concentration of child welfare services. Specifically, socioeconomic vulnerabilities, schooling issues, psychosocial service consultations and social prevention spending account for more than 30% of variation in localized disparities in child welfare service engagement.

Conclusions/Implications: This study testifies to the advantages of spatial data analysis and multilevel SEM modeling in understanding the aggregations of families with children living in situations of socioeconomic vulnerability and associated child welfare service engagement. The results of this study also provide a better understanding of potential targets for prevention action to support the highest-need families and children.

Paper 3: U.S. States, welfare policy, and the socioeconomic disparities in child health

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Background and Purpose: Despite a growing acknowledgement of the importance of the social determinants of health, most research into understanding child health and well-being disparities focuses on individual and family-level explanations. These explanations fall short because they tend to omit information on how the context shapes well-being. This study is guided by the theory of fundamental social causes that posits that health disparities exist when resources to prevent disparities are unequally distributed (Link & Phelan, 1995; Phelan & Link, 2010). I ask the following research questions: (1) what explains health disparities among children in the U.S.? (2) To what extent do welfare policies explain variation in child health?

Methods: The 2016 National Survey of Children's Health (NSCH) that was conducted by the U.S. Census Bureau was used for the study. The NSCH is a sample of 364,150 households were selected across the 50 states and the District of Columbia. Survey weights adjusted for non-response, child's race, ethnicity, and gender. The dependent variable of poor health was derived from two five-item scaled questions asked to parents and/or caregivers about overall and dental health. Household control variables included mother age, employment, highest education, family structure, and language spoken. Child level controls included age, race, and gender. We primarily examined disparities in child health across poverty status as defined by the Census Bureau using the official poverty measure. State-level data on welfare policy included the ratio of households below the official poverty line who received the nation's cash assistance program Temporary Aid for Needy Families (TANF; TANF-to-poverty ratio; Center on Budget and Policy Priorities). A mean TANF-to-poverty ratio was calculated across years 1995 to 2017 for each state. A series of bivariate, multivariate, and mixed multilevel linear probability models were used in the analysis.

Results: The proportion of children experiencing poor health varied by state, ranging from 3% in New Hampshire to 10% in Texas. The majority of this variation was explained by the poor health of children living in poverty: 4% in Hawaii to 23% in New Jersey; compared to a range of 3% in South Carolina to 8% in Texas among children living above the poverty line. Controlling for variables at the household and child level, mean TANF-to-poverty ratio was associated with lower probability of experiencing poor health ($p < .01$). In simulations, a gradient was observed across welfare generosity:

Conclusions and Implications: This study provides evidence that variation in child health exists across states. Moreover, disparities across socioeconomic status within states account for much of variance across states. Multilevel models isolated welfare policies as one potential explanation of the disparities, and show a positive link between welfare generosity and child well-being. Future research is needed to juxtapose welfare policies with other state-level policies such as health (Montez, Hayward, & Zajacova, 2019) and family policies.

Paper 4: Associations between Worker Characteristics and Child Welfare Decisions: What Matters and When Does it Matter?

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Background and Purpose. When decisions are made in child welfare agencies typically they include rates of outcomes such as placements or planned permanent exits. Decision Making Ecology (DME) based research has confirmed that worker characteristics play an important, but relatively under-studied role in driving outcomes. An examination of demographic, attitudinal, and organizational culture and climate features was conducted. In order to understand how characteristics of staff and organizational context impact placement related outcomes in a southeastern state participating in a Title IV-E Waiver initiative.

Methods: An online General Staff Survey was administered twice across four regions participating in the IV-E Waiver evaluation within a southeastern state to a census sample of both custodial and non-custodial workers; once in 2015 and then again in 2017. The survey employed scales measuring type of major and degree, attitudes about family preservation, child safety, perceptions of workload, organizational culture and climate, child welfare tenure, concerns about liability and so forth. Overall response rates for the first round were 65% and for the second, involving a larger pool of staff, were 79%. Worker and agency characteristics data from 226 non-custodial workers were then linked at the worker-level to 67,828 child-CPS response level administrative data reflecting case characteristics of children (e.g., age, type of CPS response received [e.g., investigations or assessments], spells in out-of-home care and re-referrals) whose first contact with the system occurred between 2009 and 2016.

Results: Multilevel modeling analyses were employed to examine factors associated with child level decisions ranging from placement rates to exit types from care. Cross-outcome findings indicate that in addition to regional variations and child characteristics (e.g., age, prior placements, allegation types), characteristics of the assigned workers are associated with the odds of placement in out-of-home care and the likelihood of a case exiting to a specific type of permanency (e.g., kinship care, reunification, etc.). Caseworker factors (e.g., tenure with the child welfare agency; staff proclivity to family preservation over child safety beliefs) and organizational factors (e.g., perceptions of administrative leadership, supervisors, confidence in services) were associated with the odds of placement and type of exit.

Conclusions and Implications: The results of this study suggest that child welfare workers' work environment, personal attitudes, and characteristics are associated with case decisions, but that their relative influence depends on the decision in question. This finding offers insights into and has implications for workforce interventions and implementation concerns including selection, staff development, unit assignment, performance monitoring, staff retention, and quality improvement.

ID: 221 / 5.4: 1

Panel Presentation

Domain: Research

Main Theme: Research- and knowledge-minded social work, educational and behavioural practices with children

Subtheme: Everyday lives of children, Children's welfare and children at risk, Participation, protection and provision in children's perspectives

Subjective Well-being Dimensions for Children and Adolescents in Latin America: Results from Chile and Brazil

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Panel Presentation

"Subjective Well-being Dimensions for Children and Adolescents in Latin America: Results from Chile and Brazil".

Abstract

Subjective Well-being (SWB) refers to the positive and negative evaluation that people can make about their lives, either as a whole or in specific domains. SWB has been the focus of research in psychology highlighting assets and resources instead of risk (Sarriera & Bedin, 2017). SWB is associated with different positive externalities for children and adolescents, based on their own perception and evaluation (Casas, 2011). Moreover, knowing the state and determinants of SWB can inform public policies to develop national programs (Veenhoven, 1994). However, most of the studies come from North America and Europe, which reinforce the importance of increasing academic production in other regions, such as Latin America. Therefore, the purpose of this symposium is to examine different domains of children and

adolescents SWB in Latin America, using data from Children World Project (IscWeb), which has a worldwide presence today, focusing on data from Brazil and Chile.

Abstract 1

Urban Mobility and Psychosocial Well-being of Children and Adolescents in Brazil.

Lívia Maria Bedin, Jorge Castellà Sarriera, Miriam Raquel Wachholz Strelhow

The present research analyzes the urban mobility of children and adolescents in Brazil and its relation with their well-being. The evaluated aspects refer to the way home-school, home and leisure places, and perceived difficulties in the neighborhood streets. Important indicators in urban mobility are: going alone or with others, security or insecurity in the neighborhood, types of situations that cause discomfort in the ways of children and adolescents. The main objective is to know how the indicators of urban mobility are associated to well-being, and the way home-school, fears, access to places of leisure in the neighborhood and indicators of negligence of the streets in the neighborhood. The participants were approximately 3,000 children and adolescents between the ages of 8 and 12 years old from five Brazilian states (Rio Grande do Sul, Paraná, Santa Catarina, Rio de Janeiro and São Paulo). The instrument consisted of three subjective well-being scales (PWI, SLSS and BMSLSS), items about leisure activities in the neighborhood carried out alone, actions taken to protect themselves in the neighborhood-house, obstacles encountered when walking in the streets of the neighborhood, and four single items (age at which he/she started going to school alone, way used to go back and forth alone from school, fear of going out alone at nightfall and age that started out alone at nightfall). The data will be presented in the form of descriptive and inferential statistics, considering age, sex and State of the federation. We will analyze the associations between subjective well-being and indicators of urban mobility and compose an explanatory model between the well-being of children and adolescents, indicators of urban mobility and sociodemographic variables. The results assess the relationships between well-being and urban mobility, especially in countries where violence and insecurity are very much present in citizens' daily lives. The results obtained will serve to implement public policies of child protection in their mobility ways and for the development of educational policies in schools.

Abstract 2

Personal Well-being in An Ecocentric Perspective: Satisfaction With The Neighborhood, Care and Pro-environmental Attitudes

Lívia Maria Bedin, Jorge Castellà Sarriera, Miriam Raquel Wachholz Strelhow, Francielli Galli

The present study focuses its analysis on the importance of subjective well-being and its relation with the environmental well-being and ecocentric attitudes. The aspects investigated are related to the relationship that the person establishes with his neighbors and with his neighborhood. It also evaluates the satisfaction with the care of the environment (the way that animals, plants, nature and trash are treated) and the behaviors related to ecological care. The main objective is to know how the perception about socio-environmental indicators is associated with well-being. Approximately 3,000 children and adolescents between 8 and 12 years of age from five Brazilian states (Rio Grande do Sul, Santa Catarina, Paraná, Rio de Janeiro and São Paulo) participated in the study. The instrument is composed of three subjective well-being scales (PWI, SLSS and BMSLSS), the Children's Environmental Attitudes Scale, the Children's Environmental Satisfaction Scale, and items about the satisfaction with the neighborhood where they live were also used to measure ecocentric attitudes. The data will be presented in the form of descriptive and inferential statistics, considering age, sex and State of the federation. The associations between subjective well-being and neighborhood indicators will be analyzed, and an explanatory model with the variables will be performed. The results obtained will serve to implement public policies of child protection in relation to environmental issues and the development of educational policies within schools.

Abstract 3

Community Life in The School Counts: Contribution of the Sense of Community in The Satisfaction With Life in Chilean Schoolchildren

Alejandra Villaroel, Loreto Ditzel, Fernando Reyes, Jaime Alfaro

The study of subjective well-being in adolescence has had a recent and dynamic development. Meso-systemic contextual factors and their relation to well-being have been relatively less studied compared to other micro-social and personal variables. In the international arena, several studies have pointed out the importance of taking into account the opinions of children and adolescents for the study of their subjective well-being. The daily experience of life in the neighborhood emerges as an important element in their overall satisfaction, especially about the physical, social and community environment in which they operate, which influences their possibilities for individual and social development. In the review of the scientific literature, it is recognized that well-being is especially affected by the closest systems in the lives of children and adolescents, such as the school and the neighborhood. However, these systems have not been sufficiently studied with respect to their influence on subjective well-being in childhood and adolescence in the Latin American context. In this context, this research examines the association between satisfaction with life, both globally and by areas of satisfaction, in Chilean children, and the perception of the sense of community both with the group in the classroom and with the school. Including an analysis of the interaction effect that socioeconomic vulnerability conditions would have on it, focusing on the available evidence on the contribution that the community has in the school in the measures related to well-being in childhood and adolescence. The methodological design of the study is descriptive through a survey with cross-sectional probabilistic samples. The units of analysis are students from 5th and 7th grade from Chile. Specifically, the sample consists of 2,000 children between 10 and 14 years, belonging to the different schools of the Chilean educational system from two regions of Chile. The data were collected using the student's life satisfaction scale (Huebner, 1991), the short and multidimensional life satisfaction scale for the students (Seligson et al., 2003), the scale of the sense of community in the classroom (Petrillo, Caponne and Donizzetti, 2016) and

multidimensional scale of the sense of community in the school (Prati, Cicognani and Albanesi, 2017). The results present the relevance of the sense of community as a determinant of welfare measured both globally and by field. The results are discussed in light of the school welfare model and the importance of the inclusion of socio-community variables in the understanding of subjective well-being in childhood.

Abstract 4

Differences in Life Satisfaction of Adolescents by Gender in Latin American Countries in the International Context

Fernando Reyes Reyes, Jaime Alfaro Inzunza, Jorge J. Varela, Roberto Melipillán Araneda

The subjective well-being is an important aspect of the development of children and adolescents, its study has had a great development in recent years because of its connection with different variables of the development of children in different contexts. One of the aspects of interest in these studies is to determine the differences that appear in the life satisfaction between boys and girls during adolescence, a period in which a decrease has been evidenced, which is also evident if it is compared by sex. In this sense, several previous studies have shown that subjective well-being presents differences according to sex, while some studies show difference in favor of girls (Casas & Bello, 2012, Tomyn & Cummins, 2011), others do it in favor of children (Derdikman-Eiron et al., 2011, Ramos-Díaz, Rodríguez-Fernández & Antonio-Aguirre, 2017). Some studies have focused on the cognitive component of subjective well-being that corresponds to life satisfaction, finding contradictory evidence both in specific cross-sectional studies and in meta-analytic studies (Batz & Tay, 2018, Batz, Tay, Kuykendall, & Cheung, 2018). In this line, it has been found in several countries, that women have a lower score in life satisfaction than men, using different scales. However, this difference is not always consistent and in various studies men have lower scores in life satisfaction. The present study analyzes differences in satisfaction with life in a sample of 15,724 adolescents (7595 boys and 8129 girls) from 11 countries (Algeria, Brazil, Chile, South Korea, Spain, England, Israel, Romania, South Africa, Uganda and USA) using data from the first data collection of the International Survey of Children's Well-being (ISCWeB). The scores of two measures of satisfaction with life are compared: Student's Life Satisfaction Scale (SLSS) and Overall Life Satisfaction (OLS), as a global measure of subjective well-being. The results show differences in welfare measures in most of the countries compared, showing mostly statistically significant differences in favor of children, as has been the trend in different studies. The importance of the results are discuss and some explanatory hypotheses that have arisen to explain the differences in favor of one group or another in the framework of an ecological model taking into account possible differences between Latin America and other cultural contexts.

Abstract 5

Bullying Behavior and Subjective Well-being: A Hierarchical Socio Economical Status Analysis for Chilean Adolescents

Jorge J. Varela, Tamara Yaikin, Mariavictoria Benavente, María Josefina Chuecas, Constanza González Matamala, Paulina Sánchez, Vivina Hojman, Gisela Carrillo

Different levels of inequality in developing countries are major concerns for governments and public policy. Higher levels of inequity have a negative impact of children's and adolescent lives. Previous studies have examined the negative consequences on achievement and standardized test based on socioeconomical status (SES), but other domains are missing, such as adolescent's well-being. Moreover, negative experiences at school, such as bullying behavior, can have both short- and long-term consequences for young individuals (Läftman et al., 2018; Tsaousis 2016; Wolke and Lereya 2015). Previous studies have examined the effect on well-being without considering the nested effect of the school sample and also the levels of SES to better understand this effect. Therefore, we examined a sample of 1,914 adolescents from 26 schools in two regions from Chile (mean age: 11.54 years old; 47.1% female) using Hierarchical Linear Modeling on different subjective well-being measures such as Student Life Satisfaction Scale (SLSS: $\alpha = .88$), Brief Multidimensional Students' Life Satisfaction Scale (BMSLSS: $\alpha = .76$) and the Overall Life Satisfaction Scale (OLS), controlling for age, sex and region. Bullying behavior was measured based on the Illinois Bullying Scale to capture the roles of bully ($\alpha = .91$), fight ($\alpha = .89$), fight and victim ($\alpha = .88$). At the school level we used type of school (private vs public) and Socioeconomic Status (SES). Our results evidence a variation between schools for all SBW measures (ICC = 4.94% for SLSS, 4.04% for BMSLSS and 2.18% for OLS). Bully and Fight subscale did not vary between schools, compared to Victim. At the student level we found a negative relationship between victim and SLSS ($\beta = -.23$, $p < .01$), BMSLSS ($\beta = -.28$, $p < .01$), OLS ($\beta = -.24$, $p < .01$). Also, bully was related with BMSLSS on average in the sample ($\beta = .05$, $p < .05$). At the school level we found a negative relationship between SES and SLSS ($\gamma_{02} = -.26$, $p < .01$), BMSLSS ($\gamma_{02} = -.28$, $p < .01$), OLS ($\gamma_{02} = -.13$, $p < .01$). Our results highlight the negative effect of bullying behavior for adolescent well-being based on different measures providing an important insight for prevention during adolescence. In addition, SES is consistency to be related at the school level on well-being which evidence other features to be considered in prevention. For the Chilean context, this provide evidence for negative effect we have in our school system explained in part for the levels of risk and inequity on subjective adolescent well-being.

ID: 281 / 5.6: 1

Panel Presentation

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work, Comparative methodologies for understanding children's wellbeing

Subtheme: Children's welfare and children at risk, Childhood vulnerabilities: research-policy-practice, Participation, protection and provision in children's perspectives

Measuring the immeasurable: separation of children from parents, costs and consequences

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Panel Abstract

UNCRC Article 9 (1989) states that children should not be separated from their parents unless this is in the best interests of the child and the concept of the necessity principle, asking when is it necessary for children to live apart from parents and family, is central to the Guidelines on Alternative Care for Children (2009). This session will present four perspectives on the necessity principle, the investment in prevention of separation and the economic and other consequences of separation for the child, family, community and society. The four presentations draw on two recent applied research projects using cross-world approaches and comparative methodologies. One study was focused on designing a set of indicators for measuring the extent to which loss of parental care arrangements were necessary in any given territory or country and the other 'Childonomics' was focused on designing and testing a methodology for assessing the return on investment in services to support children and families. The discussion across all four presentations will be focused on defining and contrasting a range of challenges and solutions in selecting and measuring meaningful indicators that are relevant to children and their lived experience and daily lives.

Individual papers

1. Childonomics conceptual framework - Maria Herczog

Thematic relevance: Childonomics takes 'Cross-world' approaches and uses comparative methodologies for analysing outcomes for children, families and society resulting from investments in services for children and families.

Background and purpose: The presentation will present the conceptual framework of Childonomics, a Eurochild initiative funded by OAK Foundation and realized by Oxford Policy Management together with P4EC Consultancy Group and IFCO. This research project aimed to provide evidence by measuring the costs and returns of investing in children in the broadest possible context, recognizing that value cannot and should not always be expressed in financial terms. Political choices regarding legislation, policies and budgetary considerations on the redistribution of available funds could and should be better informed by economic analyses to help everybody understand how they are influencing and can improve the life of all citizens, children and families. There would be a need for forensically assess and analyze systems so that inputs, outputs and expected social and economic outcomes are better planned, understood, monitored and measured, both qualitatively and quantitatively.

Methods: A rights-based conceptual framework was developed to guide and extensive literature review and the design of the Childonomics methodology. The framework adopted a child rights perspective while considering economic arguments by providing a method for governments, local authorities to calculate both the costs and the social returns on early, preventive and supportive services, looking at universal, targeted and specialized forms of support and care and also used as an advocacy tool to prove the positive outcomes at all levels.

Results: We aimed at the development of an economic model that adequately reflects the complexity of child welfare and protection systems, their links with health, education, criminal justice and social welfare systems, and the difficulty to establish direct cause-and-effect relationships between services and children's outcomes. The framework increased awareness about the costs and benefits, returns from reforming welfare systems for politicians, policy makers and the public. It draws attention to the lack of clarity and understanding on family and child policies and their impact on the individual, family and community life, the share of responsibility in ensuring the optimum conditions for the development and well-being of children.

Conclusions and implications: The literature review confirmed that general comment No. 19 (2016) developed by the UN Committee on the Rights of the Child on public budgeting for the realization of children's rights (art. 4) describes the state obligations in this respect: " Public resources dedicated to child-related policies and programmes should be managed in such a way as to ensure value for money and bearing in mind the obligation to respect, protect and fulfil children's rights... States parties shall not discriminate against any child or category of children through resource mobilization or the allocation or execution of public funds." The current climate of austerity has accelerated pressure to evaluate investment and outcomes of public spending. Countries that are resource poor have to make very difficult choices about where to cut budgets, others often do not acknowledge their role and its extent and impact on the investment in children. Prevention, early support, and community and family-based care are easy targets as the outcomes are more likely to be long-term and complex, difficult to measure and politically challenging.

2. Results of testing the Childonomics methodology in Malta and Romania - Joanna Rogers

Thematic relevance: Cost consequence analysis and social return on investment methodologies form the basis for the Childonomics approach which delves into a range of measurement issues related to child indicators, wellbeing and outcomes.

Background and purpose: The presentation will present the findings and results from testing the Childonomics methodology in practice in two countries and discuss the challenges involved in selecting and measuring input, output and outcome indicators that are meaningful for individual children, families, communities and societies. The findings present both a whole system perspective and a service level perspective.

Methods: The Childonomics pilot studies involved 1) a policy and legislation analysis and literature review at national level; 2) consultations to select outcomes and indicators with a wide range of stakeholders in two countries including children in care or receiving other social services, parents, caregivers and professionals such as social workers and pedagogues, service managers, policy-makers; 3) gathering quantitative data on service costs and service outputs and outcomes; 4) comparative analysis of qualitative and quantitative data; and 5) validation with stakeholders of the analysis and conclusions.

Results: Two complete results matrices with concluding remarks and analysis.

Conclusions and implications: There is a notable lack of evidence in many services on outcomes for children and imperfect data on outputs. Costs are easier to calculate, but for many participants this was the first time they learned about the financial 'value' of the services with which they were engaged. The methodology is fit for purpose and can support informed decision-making about investment in child and family services, but is reliant on the availability of robust data and evidence linked to outputs and outcomes.

3. Childonomics: The process and participation of children and youth in measuring outcomes - Jean Anne Kennedy

Thematic relevance: Childonomics is a methodology that helps decision makers at various levels consider the long-term social and economic return of investing in children and families. It describes a methodology for assessing the value of different types of social services by considering the costs of various services and approaches to support children and families both in vulnerable situations, and at risk of entering into vulnerable situations, and consider the outcomes achieved for the child, for the family, as well as for the community and society as a whole. Childonomics and the methodology adopts a rights-based foundation and outcomes focus for understanding investment in children and families to ensure the well-being of children and families within communities in order to "prevent and reduce any form of developmental delay, harm and, especially, the unnecessary separation of children from their parents or family" (Gheorghe et al, 2017: ii).

Background and purpose: This paper will focus on the child and youth participation of Childonomics, both during the development and piloting of the framework as well as how child and youth participation contributes to the identifying and selecting of outcomes and indicators of 'value'.

Methods: The presentation will present a particular focus on the 'pathways' methodology developed as a result of the processes used to develop the Childonomics methodology and as a way of asking young people about various moments in their lives when social services and policy decision-making has an impact on them in their life.

Results: As both a data-informed and beneficiary-informed methodology, Childonomics included children and youth as direct recipients of services. We wanted to be innovative in how we consulted children and youth to ensure that we engaged them in a meaningful way and that their contributions were also meaningful to the indicators and outcomes framework. The presentation will include description of the international careleaver reference group who were consulted at various points during the development of Childonomics.

Conclusions and implications: Social services is so often about child protection and managing risk but it is also about participation and well-being. While managing risk is urgent and a priority, well-being, participation, and child rights should not be compromised in the process of meeting any objective. Childonomics represents a process that may answer both those objectives: understanding and managing risk appropriately as well as including children and youth in a meaningful way by consulting with them in the design of social services and asking them what they think works for them and their families, communities and society.

4. Measuring the application of the 'necessity principle' in Brazil, Guyana, India, Russia and South Africa - Yulia Gontarenko

Thematic relevance: The study presented used cross-world approaches and comparative methodologies for developing and analysis data related to quantitative and qualitative indicators that measure unnecessary loss of parental care at local and national levels.

Background and purpose: The presentation provides an update to a paper that was presented to the ISCI conference in York in 2010 that outlined the work that had been done to develop a 'loss of parental care index'. The six indicators were applied in a large study across 15 regions of Russia in 2012-13 and then refined and applied again in five countries in 2016. This has generated comparable results both across time and across countries. The presentation focuses mainly on the five-country study providing information about whether children and families have received support to the fullest extent possible before a child ends up outside of parental care arrangements in formal or informal care, or living alone.

Methods: An international team of practitioners and researchers from six organisations reviewed official statistical data to measure three quantitative indicators and interviewed 611 children and 189 parents to gather data for two qualitative indicators.

Results: The sample of children and families interviewed was not representative and findings cannot be extrapolated to the national level in all countries, but can give some indication of the experience of children and families in the locations

where the study was conducted in relation to the questions asked by interviewers and when examined alongside the quantitative indicators. The study found that the indicators can help to build up a nuanced picture of the system of family support and child protection in each country and help to highlight key features that may either need addressing or may indicate areas of good practice or learning.

Conclusions and implications:

- There is unnecessary or preventable separation taking place in all countries and that services could become more effective not only at preventing separation, but also at preventing violence and neglect that is a factor leading to separation, and at supporting parents and other caregivers to provide care for their children while also accessing employment, housing and other support they need.
- The immediate response of the system in most countries when families are struggling to care for their children adequately seems to be removal of children from the family and placement with relatives or into residential care.
- Some professionals working with children and families may require more skills and knowledge to be able to deliver more effective services that address assessed needs, especially in very challenging environments where basic needs for income, housing and employment are not being met.
- Only limited reliable data is available about children outside of parental or family care arrangements and the support they received before and after coming to the attention of the child protection authorities.
- Better quality, more systematically collected data is needed to fully understand how the system works in each country.

D: 211 / 5.7:1

Panel Presentation

Domain: Research

Main Theme: Comparative methodologies for understanding children's wellbeing, Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Everyday lives of children, Childhood vulnerabilities: research-policy-practice

Children, Childhood and Child Well-Being in Azerbaijan and Kyrgyzstan: The role of the nation-state

Christine Hunner-Kreisel¹, Stella Maerz¹, Jafarov Javid¹, Nigar Nasrullayeva², Aysel Sultan³, Doris Bühler-Niederberger⁴

¹Vechta University, Germany; ²Independent Researcher, Baku, Azerbaijan; ³Goethe University Frankfurt; ⁴Wuppertal University Wuppertal, Germany

The panel at hand focuses on children, childhood and well-being in Azerbaijan and Kyrgyzstan being especially interested in the role of the nation-state for issues of Child well-being. Both states gained independence almost 30 years ago and developed differently with respect to political issues and positions in geopolitical constellations. While Kyrgyzstan opened up towards western institutions and their ideas, Azerbaijan searched for redefining its national identity relating itself more to the Muslim world, its political system being considered as authoritarian (Economist Intelligence Unit 2012).

In our panel we aim at highlighting along four presentations the relevance of the nation-state in the daily life of children, as well as for concepts of childhood and ideas/programs of child well-being in different fields.

(1) Therefore we search after the impact of nationalism in contemporary every day life, asking for example how nationalism is reflected in families, in schools, respectively in further institutions, in the work of organizations like NGOs and their programs.

(2) We ask for the "hidden curriculum" of Nationalism and its impacts, this aspect also becoming relevant in political and governmental attitudes towards social policies or research on the subject of Child Well-Being/Childhood/Children.

(3) Last but not least we want to open up the flour in our panel for theoretical and methodological considerations dealing ex-, or implicitly with the nation-state. We therefore advocate theoretical perspective like methodological nationalism, as well as transnational, post- and decolonial perspectives, and to ask along the four presentations how the nation-state and its impact (on children/childhood and Child Well-Being concepts and politics) has to be reflected in broader geopolitical power relations.

Paper 1: Between national bureaucracy and "tradition" and international obligations – improving children's well-being in Kyrgyzstan

Doris Bühler-Niederberger, University of Wuppertal

Kyrgyzstan as one of the poorest countries of the former Soviet Union is heavily dependent on international support. Not least because of this, Kyrgyzstan is very open to international organizations that also provide food aid, whose programs provide attractive jobs and whose ideas – unlike in other countries in the region – do not seriously conflict with (already weak) religious traditions. The country has acceded more than thirty international Human Rights treaties in recent years (Kim, 2018). The international organizations attach great importance to the shaping of childhood and to improve children's wellbeing, not only because of the need for action resulting from the UN Convention on the Rights of the Child, but also because of the strong emphasis placed on education and early child development by institutions such as the

World Bank or the Asian Bank of Development. A more in-depth analysis of Kyrgyz childhoods, therefore, allows some insights into the intertwining of international programs and national priorities, strategies and constraints.

My contribution is based on an analytical framework that aims to conceptually grasp the intertwining of international and national efforts in the shaping of childhood and improving children's well-being. On this basis, the implementation on a national level of some programs resulting from international concerns and agreements will then be examined exemplarily. I will focus on programs of early education, of violence against school children, and of the implementation of new learning strategies in schools. The analysis will draw attention to a peculiar discrepancy between international concerns and national possibilities. This discrepancy also exists in the scarcity of economic resources, but by no means only in this. Equally relevant is the divergence of childhood ideas. The ideas of the international organizations are based on the ideal of a society, in which techniques of self-regulation and citizenship are central. The children - according to the international organizations - are to be prepared for this; to a certain extent, however, this always presupposes such a society in order to be able to become effective. This does not correspond to the reality of Kyrgyz society, which is tightly organized hierarchically and whose government techniques rely on direct controls, subordination and sanctions. One of the important hierarchies at which such programs find their limits is also that of the generational order, which also requires an integration into the collective of the family and the nation.

The implementation of international programs by the nation state appears to be characterized by inertia and low efficiency, despite a constant verbal willingness. The actual obstacles, however, also have deeper roots.

Paper 2: Children's Voice Practice and Child Wellbeing: Case Study Research

Javid Jafarov, University of Vechta

Thematic relevance: This study reports students', teachers' and school administrators' views on children's voice practice and child wellbeing. Children's voice practices within school context may be defined as opportunities provided for students to have a meaningful participation in their school life to improve their school experience (Fielding, 2004; Robinson and Taylor, 2007). However, when students' voices are taken into account at school, it leads not only to improved academic achievement, but also an improvement in self-reported levels of confidence and wellbeing (Simmons et al., 2015; Smyth, 2015; Smyth and Banks, 2012). The relevance of this study to the conference emerges from this fact.

Background and Purpose section: The term -'children's voice' refers to children having a say in decisions that influence them (Harris and Manatakis, 2013). The fact that children have insider knowledge and understanding of what it is to be a student (Leitch et al., 2005) makes children's voice practice at school essential. However, adults often think they understand children's needs better than children themselves and it makes them consider listening to students unimportant (Robinson & Taylor, 2013). Even if teachers listen to students, they often fail to know how to deal with students' opinions and experience in practice (Fletcher, 2005). Besides, students may also refuse participation as they are used to do what they are told rather than having choice and responsibility (Fletcher, 2005). Despite the challenges, if genuine partnership between teachers and students is achieved, it brings the benefits for students such as greater engagement with schoolwork, improved academic achievement and wellbeing (Flynn, 2014). So, this study explores the extent of congruence among students', teachers' and school managers' views on children's voice practice and child wellbeing. These are the research questions guiding the study:

What are the students' and adults' (teachers, school managers) views on children's voice practice?

In what areas of school life and to what extent are the opinions of children taken into account?

How do students and adults (teachers, school managers) relate children's voice practice to child wellbeing at school?

Methods section: An exploratory sequential mixed methods approach was adopted and it allowed to gain deeper understanding and explore the prevalence of the issue examined (Creswell and Plano Clark, 2011). The study was conducted in a primary school of Baku, Azerbaijan and therefore, it is referred as a 'case study' (Yin, 2009). The participants were the students (N=162), teachers (N=34), vice-principal (N=1) and principal (N=1) of this school and they were recruited using purposive sampling (Bryman, 2015). The qualitative data was collected through focus group interviews, while questionnaire was used to collect the quantitative data.

Results section: The results of this study reveals the diverse and complex views on children's voice practices and child wellbeing held by school managers, teachers and students. It also shows how the three participating groups describe the relevance of children's voice practice to child wellbeing.

Conclusions and Implications section: The findings of the research help understand the importance and current practice of children's voice at school.

Taking into account the fact that this is a case study in one primary school, further study including other schools is recommended. Furthermore, including parents as a key stakeholder to further study is recommended.

Paper 3: Children in Baku/Azerbaijan: Highlighting the national in their concepts of well-being

Christine Hunner-Kreisel and Stella März, University of Vechta, Nigar Nasrullayeva, independent researcher, Baku

It is common, and almost taken-for-granted, that conceptualizations of international, empirical research reflect delineations shaped by understandings of nation and nation states. The *tertium comparationis* that different countries are supposed to have in common is an understanding of nations as supposedly homogenous, delineated entities, not unlike "containers" with clear insides and outsides. This approach also exists, to some extent, in research on child well-being. While studies such as those by the OECD in 2009 and by Unicef in 2013 examine a variety of dimensions of child well-being, they construct differences in well-being in terms of differences between individual nations (the Children's Worlds study takes a more differentiated view). Even though nation may be a relevant analytical category, the problem of

this approach is that nation is not examined like an open empirical question. However, a critical engagement with methodological nationalism (Amelina et al. 2012) ought to examine how and in what ways nation matters and how nation intersects, theoretically and empirically, with other contexts. Based on our own empirical data, this presentation reconstructs the relevance of nation in concepts of child well-being.

Azerbaijan is located at the Caspian Sea, it is a post-soviet country and gained independence almost 30 years ago. There are obviously societal upheavals taking place which the academic discourse sees connected to urbanisation processes and in the transformation to a service-oriented society (Sgibnev/Tuvikene 2017: 51; Schmidt 2010: 127). Especially infrastructure (f.e. traffic and transportation; space for living and recreation) and the challenges it poses for organization of daily life is a subject that is made relevant in our data we collected doing interviews and questionnaires with children in urban Baku, with the aim of documenting childrens' own understandings of well-being (see also Fattore/Fegter/Hunner-Kreisel 2018; www.cuwb.org): Eight children aged between eight and 12 have been interviewed so far in Baku inner city and surrounding, more than 50 children have been given questionnaires developed by Children's Worlds.

Being able to move and having ones own space have been two important core concepts of well-being reconstructing the interviews with children in urban Baku. Along these results and including selected results from the questionnaires we aim at highlighting the national in the data asking the following questions: What are the effects of urbanization on the experiences of the children? In how far does urban Baku structure/effect the (understandings of) well-being of children? In how far is urban Baku and its infrastructure shaping patterns of daily life with respect to routines and activities, time and place, as well as social relations? Has infrastructure to be seen and conceptualized as structural category organizing society and societal life and in how far can it therefore be seen as national dimension? In how far do other powerful social relations like adulthood, classism and genderism intersect with the national?

Paper 4: Azerbaijan's national drug policy reflected in the recovery of youth who use drugs

Aysel Sultan, Goethe University Frankfurt

Azerbaijan is a transitional post-Soviet state with conservative and prohibitionist drug laws, social stigmatization of drug use, and poor to non-existent treatment options for drug users seeking help. The inherited healthcare system from the USSR hasn't seen significant changes in the past three decades and negligence of youth engaged in illicit drug use is part of this system's denial approach. In the recent year, alarming numbers of youth started to buy opioid painkillers in the country's pharmacies without prescription and for nonmedical use. Many have also been enrolled for treatment offered by the national drug centre in Baku, although without any success rates. The situation requires urgent intervention in both researching possible changes in the current drug policy as well as expanding treatment opportunities. This paper will offer a conceptual policy analysis to address the wellbeing of youth in resource-limited settings and problematize the existing healthcare approach.

Paper 5: Inclusive education in Azerbaijan: Goals and challenges with respect to child well-being

Nigar Nasrullayeva, independent researcher, Baku, Azerbaijan

Azerbaijan signed the Convention on the Rights of Persons with Disabilities and as a signatory, the government has taken commitment to build a more inclusive education system in the country. The existing structure is focused on a medical approach and a segregated model of education for children with disabilities, which is an obstacle for the integration of children with disabilities into the society. The country has undertaken important steps towards addressing the existing gaps and recently accepted a State Programme for the Development of Inclusive Education for Persons with Disabilities 2018-2024, that aims to ensure access for children with disabilities to mainstream education.

Inclusive education is a relatively new concept for the country and lack of physical access to education institutions, inflexible curriculum, low capacity among teachers and administrative staff are among the main challenges to tackle with to meet basic requirements for inclusive education. In a recent study by UNICEF (2018) on knowledge, attitudes and practices towards children with disabilities in Azerbaijan, findings indicate that attitudinal, environmental and systems barriers prevent children with disabilities from fully participating in education.

Inclusive education is a long way to go and it requires wholistic approach to ensure full inclusion of vulnerable children, including children with disabilities into the mainstream education. In the absence of strong commitment from the government's and other intermediary institutions' sides there is a risk for failure of the inclusion concept and further exclusion of children with disabilities.

In my presentation, talking on an analytical perspective, I will focus on the challenges for implementing the National Program on Development of Inclusive Education by highlighting possible hidden curriculum and the main goals of the programme. And I will further question how far national goals do conflict with Well-Being of disabled children, respectively what are the challenges realizing inclusive programs on an institutional/organisational level and national level?

ID: 314 / 6.1:1

Panel Presentation

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work, Children's rights, wellbeing and indicators

Subtheme: Children – the bearers of rights, Participation, protection and provision in children's perspectives

Ethics in action. Ways to understand, communicate and measure children's rights.

Gwyther Rees¹, Monica Ruiz-Casares², Silvia Exenberger³

¹UNICEF, Italy; ²McGill University, Canada; ³Medical University of Innsbruck, Austria

This panel will provide a forum for a discussion of ethical practice in research with children; with contributions from researchers with substantial experience of dealing with ethical issues. It will focus on:

1. A recognition of ethical research as an ongoing process rather than a one-off event of gaining ethical approval
2. An open approach to acknowledging and discussing ethical challenges
3. The importance of sharing learning and solutions to improve ethical practice

The panel is motivated by a shared international concern that the human dignity of children is honoured, and that their rights and well-being are respected in all research, regardless of context. To help meet this aim, the presentations in the panel provide tools to generate critical thinking, reflective dialogue and ethical decision-making. They address issues of gender, culture, reflexivity, and positionality, given their exceptional importance for research in general and in particular when involving underaged subjects. Thus, they contribute to improved research practice with children across different disciplines, theoretical and methodological standpoints, and international contexts. Emphasis is placed on the need for a reflexive approach to research ethics that fosters dynamic, respectful relationships between researchers, children, families, communities, research organizations, and other stakeholders.

The importance of research that captures the views and perspectives of children and young people is now recognized and major universities have ethical guidelines. However, many researchers still struggle in their research activities involving children, particularly when it comes to making informed decisions about complex issues, such as how to balance the protection of children while progressing in their research. The panel offers an opportunity to discuss and learn more about these issues.

The panel will be structured in three parts:

1. Guidelines on ethical research with children

The panel will begin by providing a brief overview and introduction to key ethical issues. It will focus on the Ethical Research Involving Children (ERIC) compendium principles, tools, and case studies. This was the result of a collaboration of four organisations, including UNICEF Office of Research – Innocenti. The objective of the compendium is to assist researchers in understanding what it means to plan and conduct ethical research involving children and young people in different geographical, social, cultural and methodological contexts. 'Research involving children' means all research in which children are taking part, either directly or indirectly through a representative, irrespective of their role, and the methodology or methods used to collect, analyze and report data or information.

ERIC provides a comprehensive treatment and guidance on key ethical issues, including sections on:

1. Historical, legal and philosophical overview
2. An ethics charter consisting of seven key commitments
3. Harms and benefits of research;
4. Informed consent;
5. Privacy and confidentiality;
6. Payment and compensation.
7. Researcher support
8. Planning and design

It provides support and advice for researchers on ethical consideration at all stages in the research process and a rich set of illustrative real-world case studies.

Since the publication of ERIC Innocenti has continued to produce working papers and guidelines on ethical research on new and emerging topics including:

- research with children in humanitarian settings
- ethical issues in dealing with big data relating to children
- using social media for evidence generation
- using geospatial technology

Information on these publications will be provided.

2. Case studies: First-hand experiences of dealing with ethical issues

Four researchers with substantial experience of dealing with ethical issues will talk about some key challenges they have experienced in their research practice and discuss how they have tackled these challenges.

Monica Ruiz-Casares is Associate Professor of Psychiatry at McGill University and an investigator at the Ciuss. Her research program focuses on the wellbeing and protection of orphan, separated, and unsupervised children across cultures; children's rights and participation; and social policy and program evaluation. An important part of her work concentrates on the wellbeing of children without parental care. Her research privileges the voices of children and youth, and is inspired by action research principles.

Silvia Exenberger is a Clinical and Health Psychologist at the Medical University Innsbruck. She will talk about ethical issues encountered recently while doing research in India on the long-term effects of the 2004 Indian Ocean Tsunami on children and their mothers (trauma and well-being). The voices of the children and their mothers were of high relevance in this research.

Gwyther Rees is a Consultant at UNICEF Office of Research – Innocenti and Research Director of the Children's Worlds project at University of York. His main areas of research have been child maltreatment and children's subjective well-being. He has substantial experience of doing research which focuses on gathering children's perspectives through qualitative and quantitative methodologies. He will discuss some of the ethical challenges involved in survey-based research with children.

There will be one more panel contributor – details to be confirmed.

3. Open discussion

Following the presentations and case studies there will be an opportunity for all participants in the workshop to ask questions and discuss experiences and dilemmas.

ID: 303 / 6.5: 1

Panel Presentation

Domain: Research

Main Theme: Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Childhood vulnerabilities: research-policy-practice

Poverty in research, policy and practice

Gill Main¹, Camilla McCartney¹, Annie Smith², Amelia Gunn³

¹University of Leeds, United Kingdom; ²McCreary Centre Society; ³Leeds City Council

This panel brings together academic, civil society and policy actors to discuss the experience and process of knowledge transfer in the field of child poverty. The ultimate goal of research into child poverty must be its eradication – yet there is often a large gap between academic knowledge and policy action, with practitioners under pressure to achieve positive results in a context of dwindling resources and a lack of accessible information. One strategy to address this disjunction is collaboration and the co-production of knowledge. Co-production approaches have the potential to maximise multi-directional knowledge transfer, increase cross-sectoral and interpersonal understanding, and produce outcomes likely to make a difference to people living in or vulnerable to poverty. Such approaches are challenging, but can be highly productive. This panel will provide examples of collaborative and co-productive research, highlighting the opportunities and challenges raised by this approach and making recommendations for how different organisations can better support such work.

Presentation 1: Changing the conversation: Youth poverty and deprivation

Annie Smith

Until 2019, British Columbia (BC) was the only Canadian province without a poverty reduction plan and 1 in 5 children in the province live in poverty.

Despite this, the province's largest and most comprehensive youth health survey (the BC Adolescent Health Survey) has consistently failed to capture the extent of poverty and deprivation experienced by adolescents. The BC Adolescent Health Survey has been conducted every five years since 1992 with students aged 12–19 in mainstream public schools.

Using traditional measures of family poverty such as parental income, education level and employment have all proved largely ineffective on the survey, with many adolescents unsure of this information or providing inaccurate answers. This is particularly problematic because the survey is instrumental in the development and monitoring of policy and practice for the provincial government, as well as at the regional, school district, school and community level and therefore policies and programs have been developed without an effective evidence base about the rates and impacts of adolescent poverty.

For the 2018 survey (N=38,015), a 10-item Index of deprivation was developed with the input of over 800 young people across BC. To develop the Index, focus groups were held with youth in urban and rural communities in each of the province's five regions. The focus groups asked participants to identify the items or experiences which if they did not have made them feel left out, or which if their peers did not have they recognised as signs of poverty. The Index was piloted with over 300 young people, including a targeted sample of youth living in poverty. The measure showed good internal validity and a strong association with subjective well-being and with other measures of poverty.

The Index was added to the 2018 BC Adolescent Health Survey and asked survey respondents whether they lacked items or experiences (e.g., a quiet place to sleep, clothes to fit in, pocket money), and if they did lack them whether they wished they had these items. Results of the survey showed a strong link between deprivation and poorer mental health, going to bed hungry, missing lunch, not feeling connected to school, not planning to complete high school or attend post secondary, and many other negative markers of healthy development.

The results were published in a community-friendly report and shared widely across the province through in-person and on-line presentations, and in a variety of formats.

The findings highlighting the association between feeling deprived and poor health outcomes have been embraced by statutory and non-statutory agencies and an evidence-based dialogue about adolescent poverty and deprivation is occurring for the first time.

This presentation will highlight the opportunities that engaging young people in the development of meaningful measures of poverty and deprivation can create for policy makers and program planners, as well as the challenges of ensuring the findings are comprehensible to stakeholders who are more familiar and comfortable with adult developed measures of poverty.

Presentation 2: 'A Different Take: Working to promote the voices of 'experts by experience' to policy and practice'.

Camilla McCartney

Families and children in poverty face high levels of policy and media scrutiny, but their perspectives are rarely heard in debates about the causes and effects of poverty, and about what types of intervention are needed to eradicate poverty and its impacts. This paper will discuss opportunities and challenges in translating research findings from participatory research projects co-produced by researchers and 'experts by experience' into a format that is genuinely interesting and relevant to policy and practice organisations.

Very rarely are the perspectives of those with real lived experiences of living on a low-income heard in discussions around what poverty is and the complex and varied ways it can affect individuals and societies. 'A Different Take' seeks to provide a platform for children and families to vocalise their own understandings and accounts of their experiences and to therefore challenge the negative narrative presented in media and policy settings. The project includes children, young people and parents, as 'experts by experience', in discussions around poverty. Panels have been established in two UK cities, adopting a Participatory Action Research (PAR) approach to the production of knowledge. That is, panel members determine the direction of discussions according to their interests and perspectives, and are involved in the analysis of data and the production of reports and recommendations. Panel members have been trained in conducting their own peer research using PAR tools to structure conversations with their communities. Towards the later stages of the project participants who wish to promote the research findings will be provided with media training to enable them to engage with media and policy actors with confidence.

Although the research is ongoing, some emerging findings include that panel members are enthusiastic to discuss their experiences of life on a low income and have clear ideas about what needs to change. Emerging findings reveal that key issues for people living in poverty include: inadequate and unsafe housing; crime (knife crime being particularly pertinent to discussions in London); and through inter and intra-community stigmatisation and discrimination. Barriers created or exacerbated by life on a low income are also frequently experienced within schools, and include: inadequacy of free school meals, stigma attached to the financial support for schools associated with children living on a low income; lack of understandings from teachers resulting in stigmatisation and (self-imposed) isolation amongst peer groups as a result of a lack of material goods. Finally, the social security system and recent changes to this enacted under a regime of austerity has been discussed by parents and children, who highlight how the inadequacies of the system severely impact the lives of people in their communities.

The collaboration involved in this project – between academics, local government, and national charities – has provided a powerful opportunity to generate societal impact. An important outcome of this project is that partner organisations including academics, policy actors and civil society actors have developed skills in running peer research and advocacy groups, and have plans to maintain them beyond the initial planned project. Even more so, research participants have developed the confidence and skills to continue to advocate for change for themselves and their communities.

Presentation 3: Co-producing a child poverty approach for a local authority

Amelia Gunn

Within Leeds local authority, there was a desire to revolutionise the way that individuals and organisations work together to improve the lives of children who live in poverty. A large part of this was changing the ways that organisations both work together, and work with children and families. Working collaboratively with a range of partners is an approach that is conceptually easy, but that is practically complex to instigate and maintain. A significant aspect to this approach is intertwining the world of academia into the world of practice, and ensuring that there is a research based element to the work that is done around child poverty. To ensure, therefore, that the approach to child poverty in Leeds meets the need of the organisations and the young people, the approach was devised by children and young people, academics, third sector, private sector, public sector and community partners.

This approach has been developed over the past 12 months, and has involved a significant range of partners from a range of organisations. It has been primarily led by the local authority, with close collaboration from the University of Leeds. There are now a range of projects that aim to mitigate the impact of child poverty, and each project has a research

element, involvement of children, young people or families, third sector, and public sector partners. Students and academics work alongside practitioners to develop project through listening to children, young people and parents, conducting research on specific areas, and to create innovative ways to measure the impact of projects. Examples of projects that have been created are: 'A Different Take', research into barriers to attendance with a specific focus on poverty and wellbeing, tackling period poverty and the development of a co-produced child poverty strategy. The knowledge, experience and insight of lead academics into these projects has been fundamentally important, and organisations throughout Leeds are beginning to think differently about the way in which projects are created and established.

With regard to the academic aspect, participation and co-production within local authority working is beneficial on a number of levels- it provides access to people, projects and areas that are traditionally complex to work with, it creates pathways for students to access a wide range of research opportunities, it allows a forum for interesting debate that expands on theoretical and practical understandings of concepts, and, most importantly, it provides the opportunity to use research to make a meaningful and positive difference to the lives of some of the most oppressed and underrepresented groups in society.

So far, there have been a number of successful partnerships that are working well, a city wide, strategic board, the co-production of a child poverty strategy, panels of children, young people and parents established, and research partnerships between the University of Leeds and Leeds City Council set up. It is anticipated that this way of working will have a significant impact in developing theoretical and practical knowledge into child poverty and ways in which the impact of poverty can be mitigated, as well as establishing working relationships that bridge the gap between theory and practice to make a tangible and long lasting impact into the lives of children and young people. There are plans for further research partnerships, particularly focussing on developing the voice of the child into local authority ways of working.

Presentation 4: Fair Shares and Families: Communicating child poverty research to policy, practice and public audiences

Gill Main

The Fair Shares and Families research project aimed to investigate the links between child poverty and well-being, through a focus on how children and families perceived the distribution of resources within their families. An iterative mixed methods approach was adopted, involving a nine-month in-depth qualitative study with eight families in two UK cities (each containing at least one child aged 10-17), and a three-wave survey of 1,000 parent-child pairs (with the child aged no more than 16 at the first survey wave). This enabled each strand to inform the other as the research progressed, resulting in refinements to research questions and tools. Project outputs included a theoretical model of intra-family sharing based on four dimensions: stakeholders, participation, processes, and outcomes; and a typology of sharing processes including authoritarian, informational, preferences-based, and participatory. Children's involvement in family resource sharing processes were determined by their level of knowledge of family finances, and their level of influence over family resource negotiations. Key findings were that socio-economic status was not predictive of the sharing pattern adopted by a family, but that both children and parents in lower income families were more likely to have to engage in an additional raft of activities including economising and protecting other family members from want and stress.

A central ethical dimension of the research was that it aimed not only to better understand child poverty, but also to contribute to poverty eradication through enhancing understandings of child poverty and its impacts, and the provision of evidence-based policy and practice recommendations. As such, the research was conducted in partnership with NGO (The Children's Society) and statutory (Leeds City Council) organisations. Efforts have been made to communicate findings to a wide range of national and international policy and practice stakeholders. This presentation will briefly describe the project before going on to examine the key strengths and challenges involved in this type of partnership working. Examples of how research findings were communicated to diverse audiences will be provided, and the presentation will discuss how academic institutions, which increasingly require staff to demonstrate societal impact from their research, can help to provide the conditions which make impactful research possible.

Presentation 5: Improving children's lives: the need to move beyond poverty reduction

Keetie Roelen

Institute of Development Studies, United Kingdom

A new wave of social protection and anti-poverty programming – so-called 'graduation programmes' have gained considerable momentum in the last decade and are now being implemented in more than 43 countries around the world. First developed and implemented in Bangladesh, they offer families a comprehensive package of support – including cash transfers, asset transfers, access to savings and lendings, training and tailored coaching – that aims to give them a big push out of poverty, aiming to make them self-sufficient into the future. An expanding evidence base shows that these programmes are successful at improving household-level outcomes such as food security, consumption and asset holdings. However, information is limited about the extent to which children stand to benefit from these programmes.

This paper aims to add to the knowledge base by presenting findings from mixed-methods research in Burundi and Haiti. It will consider how and to what extent programmes benefit children, both at the time when their parents or caregivers are participating in the programme and after the programme has come to an end. It will also explore any potential adverse consequences. Programmes hold great potential for improving children's lives, particularly in terms of material outcomes such as food availability, housing and sanitation. However, their focus on building sustainable livelihoods

through developing income-generating activities may also go at the expense of children as caregivers may no longer have adequate time to provide care for their children and children may substitute adults' paid or unpaid work.

Preliminary findings confirm that programmes hold both positive and negative potential. Programmes improve food security and diversity, sanitation practices, housing conditions and school enrolment, particularly at the time of their implementation. Programmes also make it more difficult for caregivers to offer adequate care for their children, particularly in terms of securing adult supervision and responsive caregiving. Findings do not point towards children being pulled into paid work or income-generating activities to the extent that it competes with schooling.

Practice and policy implications include the need for greater focus on non-material aspects of caregiving in the training and coaching component of the programme, greater acknowledgement of an increase in the gendered paid, unpaid work and care burden as a result of the programme and active search for solutions such as child care, greater engagement of men in unpaid work and care and ongoing pressure on governments for the provision of quality basic services.

This paper fits the overall conference theme by offering cross-country comparative insights into a popular policy that is being implemented around the world and touches many children's lives, despite children not being the primary focus. It fits the topics of 'Childhood vulnerabilities: research-policy-practice' and 'Child wellbeing and social and educational services'.

ID: 195 / 7.2: 1

Panel Presentation

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work, Comparative methodologies for understanding children's wellbeing

Subtheme: Everyday lives of children, Children – the bearers of rights, Participation, protection and provision in children's perspectives

Children's Understandings of Well-being (CUWB) Panel 6: Negotiations

Susann Fegter¹, Daniel Stoecklin², Esther Goh³, Jan Falloon⁴, Tobia Fattore⁵, Michel Edenborough⁴, Rhea Felton⁴, Jan Mason⁴, Lise Mogensen⁴, Gabrielle Drake⁶, Shazly Savahl⁷, Sabirah Adams⁸, Elizabeth Benninger⁷

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The following is an abstract for a conference panel titled "**CUWB Panel 6: Negotiations**". This proposed panel will provide a platform for presentations for several research partners involved in the ISCI endorsed multinational qualitative study "Children's Understandings of Well-Being – Global and Local Contexts" involving 27 teams. The panel will be chaired by Daniel Stoecklin and Esther Goh and is organized by Tobia Fattore, Susann Fegter and Christine Hunner-Kreisel.

Presentation 1: Children's Capability to Negotiate Well-Being as Balanced Modes of Action

Daniel Stoecklin

Children remain under-researched actors in the field of welfare. Dominant discourses of welfare characterize children as dependents in need of protection. Their vulnerability, defined as a "*lack of resources which, in a specific context, places individuals or groups at major risks*" (Spini et al., 2013: 19), is seen as more acute as for adults, due to their young age and associated physical and cognitive limited capacity to deal with adverse conditions. The underlying assumption is that their vulnerability is to be measured in terms of *degrees*, or *levels*, of deprivation, with mainly socio-economic indicators used as explaining variables. With an adultist perspective, welfare research tends to view children as objects of social investment in areas such as education, childcare and family support (Mason & Urquhart, 2001). In practice, investment in children for future economic development is advocated by major global policy players (OECD, 2006). But valuing children as human capital in development (*becomings*) impedes consideration for them as citizens of the present (*beings*), already contributing to economic and social development (Qvortrup 2009). The dominance of a future-oriented human capital approach, equating investment and welfare provision in childhood with future economic growth and prosperity (Devine and Luttrell, 2013), is nevertheless challenged by the "new paradigm in childhood studies" that, since its foundations of (James & Prout, 1990; Archard, 1993; Qvortrup et al., 1994), consider childhood as a social construction and children as *beings* and social actors. But although children's agency has become a growing field of research in the sociology of childhood, children's capacities to influence the social system are still mainly seen in terms of *levels* of agency. As part of the CUWB (Children's Understandings of Well-Being) study (Fattore et al., 2016, 2018), this paper interrogates, from the perspectives of children in Switzerland, the meanings of well-being and contributes to highlight how different dimensions of well-being are understood within and across national contexts. It contributes to the interdisciplinary development of indicators of child well-being (Ben-Arieh, 2008, 2014) of the Children's Worlds study (Rees et al. 2016). The proposed paper departs from a conception in terms of *levels* of agency and introduces the notions of *forms of agency* as the outcome of five major modes of action that can be observed transversally: entrepreneurial, relational, moral, identity, motivational (Stoecklin, 2018). It argues that children's subjective feeling of well-being is linked to social and personal factors at play in the co-construction of a balanced self. This feeling of well-being resides in the possibility of choosing among different modes of action. It is analyzed through the capability approach (Sen, 1999), which addresses the factors that are converting individual entitlements into real freedom. This approach hence locates the subjective

feeling of well-being in the concrete *forms of agency* that children can negotiate through the related modes of action that are culturally, socially and economically favored.

Presentation 2 The Ability to Negotiate and Influence Mothers – Accessing Relational Agency of Children from Low-Income Families

Esther Goh

This paper presents the initial analysis of the in-depth in interviews with 30 (N=60) out of the entire sample of 60 mother-child dyads (N=120) receiving public financial assistance. The aim is to examine the sense of agency, and the ability of children growing up in low-income families in exercising intentional actions that affect their mothers and are aware of being affected. Differing from self-efficacy which is constituted by individual traits, agency, as defined by Social Relational Theory, is expressed and therefore should be examined in relationship contexts. It is significant to study agency among low-income children as literature has documented that the extent that there is carryover from children's agency in the family to children's agency in other arenas, that may have a positive effect on children. We access children's relational agency through three carefully crafted vignettes to solicit the range of negotiation strategies conceptualized, implemented, or refrained by them when confronted with dilemmas and tensions in their relationships with their mothers. Two of the vignettes concern family finance limitations: using bursary to buy a mobile phone versus mothers' requirements to use it for school supplies; family responsibilities to care for younger siblings while mother works versus desires to play with peers. The last dilemma presented them with the tension of invitation by neighbours to play amid completing homework. Of the three dilemmas, children expressed a higher sense of relational agency over their mothers in the matter of purchasing mobile phone with their school bursary money. They perceived a higher leeway of in negotiating and influencing their mothers in this decision. It is interesting however, despite the higher perceived sense of leeway for negotiation, few children reported that they would assert their sense of autonomy. Many said they would refrain from implementing their range of negotiation strategies and chose to compromise with mothers' requirement. One key reason given was that they understood the financial constraints of their families. Children perceived the lowest level of leeway for negotiation where homework is concerned. They did not see much leeway in influencing their mothers in giving them permission to play with their neighbours before completing their homework. Although two children said that they could lie to their mothers in order to sneak out to play, they however, claimed that lying was wrong and that they were aware of the dire consequences if found out by their mothers. Similarly, mothers reported that they would not permit the much leeway for negotiation where homework is concern. These initial analyses revealed the nuanced negotiations strategies between children and mothers from low-income families. It provides insights into how tensions and conflicts could be managed, avoided or kept at bay from a dynamic and bidirectional perspectives.

Presentation 3: The agency-safety nexus and children's emotional well-being

Jan Falloon, Michel Edenborough, Rhea Felton, Jan Mason, Lise Mogensen, Gabrielle Drake, Tobia Fattore

The relational aspects of children's emotional lives have generally been marginalised in social science discourse on children's emotions. This is evident in an emphasis on strategies for regulating their emotions, that accords with a particular cultural construction of stages of emotional development. This discourse is fundamental to the practices of professionals, such as teachers and social workers, charged with the implementation of state policies for the socialization of children. In this paper we analyse data from the Australian component of the CUWB research project that informs us about the significance of children's emotions for their well-being. We identify a nexus between agency, in terms of having control, and safety, in terms of ontological security, as important to children's well-being, particularly in discussions of children's exercise of moral agency. We draw some implications from these findings for current policy agendas that emphasise both protection and participation of children.

Presentation 4: The Children's Delphi: Considerations for Developing a program for Promoting Children's Self-Concept and Well-Being

Elizabeth Benninger, Shazly Savahl, Sabirah Adams

This study is premised on the notion that intervention programs aimed at improving children's well-being should be inclusive of activities which promote children's self-concept. Using a child participation framework, this study aimed to explore children's perceptions of the nature and content of intervention programs aimed at improving children's self-concept within two impoverished communities of the Western Cape, South Africa. The Delphi technique was followed with a group of 10 children between the ages of 10 and 12 years who were considered to be experts and authorities on matters affecting the lives and well-being of children. The child participants suggested that intervention programs include a focus on safety, the provision of social support, the creation of opportunities for learning and play, and the provision of basic material needs. It is recommended that research focused on investigating various aspects of children's subjective well-being consider using the Children's Delphi technique as a methodological framework. It advances the notion that children are the authentic knowers and authoritative experts of their lives, offers a structured framework for the meaningful inclusion of children's views in research. The study relates to the conference topic as it provides a contribution towards an in-depth understanding of the challenges faced by children in communities of Cape Town, whose voices are under-represented in research related to children's well-being. The study proposes the use of the Children's Delphi as a technique for engaging children in collaborative participatory research processes and in delineating a clear strategy for how the research findings will translate into meaningful outcomes.

SESSIONS

Tuesday 27, 2019

ID: 264 / 1.3: 1

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators, Research- and knowledge-minded social work, educational and behavioural practices with children

Subtheme: Children's welfare and children at risk, Child wellbeing and social and educational services

Multiple discrimination and the psychological well-being of children

Min Sang Yoo¹, Joan Yoo², Sumi Oh²

¹National Youth Policy Institution, Korea, Republic of (South Korea); ²Seoul National University

I **Background:** Although the damaging effects of discrimination have been widely documented, little research has examined the cumulative damaging effect of discrimination on the psychological well-being (SWB) – life satisfaction, stress, and depressive symptoms – of South Korean children. The aim of this research was to analyze how perceived discrimination affects the SWB of South Korean children.

I **Method:** A nationally representative database in South Korea entitled, "The State of Korean Child and Youth Rights" from the National Youth Policy Institution of South Korea was utilized. The data comprise 9,060 students aged 9 to 17 years. Multiple items were used to assess the perception of discrimination, and factors such as sex, academic achievement, age, economic status, region of origin, and appearance were evaluated. Psychological well-being, including life satisfaction, stress, and depressive symptoms, were the outcomes assessed. The moderating effect of sex was examined to determine how it affects the impact of multiple discrimination on the SWB of children. Whether personal relationships had a mediating effect between multiple discrimination and psychological well-being was also analyzed. The analytical models were examined using multiple regression analysis.

I **Results:** The experience of discrimination was found to affect the SWB of children. In particular, discrimination based on academic achievement and appearance were strongly associated with SWB. Multiple discrimination, which includes six items, had a dose-response relationship with SWB. The relationship between multiple discrimination and SWB was moderated by sex. However, the negative effects of multiple discrimination decreased when a good parent-child relationship existed.

I **Conclusion:** Discrimination harms the psychological well-being of children. Multiple discrimination was found to have more serious effects, especially for girls. However, the negative effects of perceived discrimination can be decreased by a good parent-child relationship. The implications of the study findings are discussed in detail.

ID: 272 / 1.3: 2

Oral Presentation

Domain: Policy

Main Theme: Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Children – the bearers of rights, Childhood vulnerabilities: research-policy-practice, Participation, protection and provision in children's perspectives

A children's rights approach to evidence based policy: constructing a systematic strategy

Roberta Ruggiero

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The contribution has the overall aim to further the dialogue on the role and impact of children's rights research on policy development between academia and policy-makers and to facilitate the construction of a systemic approach for making effective decisions consistent with the implementation of children's human rights. Furthermore, it contributes to the current discussion about knowledge production and use within the Childhood and Children's Rights studies epistemological fields by reflecting on the process through which evidence is produced (methods) and the ethical and political commitment of disseminating and using knowledge in order to have material consequences on children's lives[1]. Since the mid1990s, countries have experienced a significant evolution in their child welfare systems and related policies. While policy emphasis varies from country to country and types of child welfare systems, this evolution is characterized by two factors (1) the adoption of the UN Convention on the Rights of the Child (CRC) in 1989, which imposed a broadening of the notion of children's well-being and has led to a higher attention given to the fulfilment of children's human rights (2) the parallel strengthening of the commitment to develop the evidence-based policy also within the national welfare systems. Overlaying these two aspects of evolution are concerns regarding children's rights within welfare systems and

the achievement of the child well-being. The human rights of children constitute one specific component of child well-being[2]. In addition, the concept of implementing evidence-based practice within a human rights approach represents an instrument of good governance and social accountability. The contribution will provide a forum to discuss of the nascent frameworks, for examining the role of scientific evidence linked with effective children's rights fulfilment within child-welfare systems. The frameworks are intended to support an understanding of the gaps and mutually reinforcing aspects of the two paradigms and how they might be integrated. Thus, we expect that the discussion of the framework will provide a basis for the analysis of solutions to integrate them (children's rights and evidence-based policy).

[1]Spyrou, S. (2018) Disclosing childhoods. Research and knowledge production for a critical childhood studies.

Palgrave Macmillan.¹¹

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ID: 128 / 1.3: 3

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators, Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Children – the bearers of rights

Intercountry Adoption and the Rights of the Child: Perspectives of Adoption Professionals in Taiwan

Yu-Wen Chen, Ching-Hsuan Lin, Chin-Wan Wang

National Taiwan University, Taiwan

Thematic Relevance: This study is based on the perspective of adoption practitioners in Taiwan, a sending country in intercountry adoption. This study especially focuses on practical wisdom on the definition of "the best interests of the child" in adoption. We hope to raise more discussions regarding global adoption policies and practices.

Background and Purpose: Intercountry adoptions have been justified as being in the best interests of the child, when children cannot receive suitable care in their original country. The Taiwanese government has enacted child welfare policies and followed the guidelines of securing children's rights and prioritizing domestic adoption, although Taiwan is not a party to the Hague Convention. However, during 2012 to 2017, there were more Taiwanese children being adopted internationally than domestically. It is important to explore how adoption professionals follow the regulations to complete the adoption process while preserving the rights of the children and birth families. Thus, this study aims at understanding how adoption professionals work with birth families, protect the rights of children, and perceive the best interests of the child in domestic and intercountry adoption.

Methods: This study is designed as a qualitative explorative study and involves adoption professionals as key informants. Participants were recruited through purposive sampling. Two focus groups (with 9 professionals) and 7 individual interviews were conducted with caseworkers and/or supervisors, resulting in a total of 16 participants from 5 social welfare agencies in Taiwan. A thematic analysis was applied to analyze their narratives.

Results: The analysis suggested 3 thematic topics: "*prioritizing domestic adoption and its challenges*," "*defining the best interests of the child*," and "*adoption is a life-long journey*." First, most participants agreed that domestic adoption should be a priority; however, it is never easy for certain children, including those who are older or with special needs. These children are likely being arranged for intercountry adoption. Second, "the best interests of the child" has always been a golden rule for practitioners, but choosing a "good" home for a child is not always easy, especially because it involves multiple stakeholders, e.g., birth families, adoptive families, and judges. Finally, all participants agreed that adoption, both domestic and intercountry, is a life-long journey that needs ongoing support and post-adoption services. However, compared to pre-adoption services, resources for post-adoption services are limited. Birth families particularly need support to resolve any traumas resulted from adoption and be prepared for future connection.

Conclusions and Implications: The findings suggest that most professionals favor domestic adoption because adoptees do not need to experience racial/cultural identity issues. But not all children can find a home domestically. We suggest that adoption policies should warrant more services to children with special needs. Also, adoption professionals stress on ongoing support for birth families. We suggest that the government should allocate funding to develop post-adoption service models. Adoption agencies should further help birth families deal with trauma of "giving up" their children and be prepared for connections and future reunion with their children. More evidence-based research is needed to ensure best practices in adoption.

ID: 271 / 1.3: 4

Oral Presentation

Domain: Research

Main Theme: Measurement issues related to child wellbeing and understanding children's lives, Children's rights, wellbeing and indicators

Subtheme: Everyday lives of children, Children – the bearers of rights, Child wellbeing development practices

Participation and Children's Subjective Well-being : Consequences of Unequal Participation Opportunities within Family, School, and Community

Ho Jun Park¹, Min Sang Yoo², Sumi Oh¹, Eunho Cha¹, Yunji Kim¹

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The purpose of this research is to analyze participation gaps at home, school, and communities and their impact on children's subjective well-being. Even though participation rights is one of the rights specified in the UN convention on the rights of the child, participation rights aren't equally guaranteed at homes, schools, and communities in South Korea. We analyzed how children guaranteed their participation rights (expression and decision making) and their effects on subjective well-being. This research will contribute to realizing children's participation rights in South Korea.

We conducted multiple regression analyses using 5,643 South Korean children cases from the 3rd wave of the International Survey of Children's Well-Being (ISCWeB). The dependent variables were SLSS (Student Life Satisfaction Scale: 6 items) and overall happiness (1 item) and the independent variables were subjective academic performance, sex, age, parent's education, and household income.

Participation rights (expression and decision making) affect children's subjective well-being, but vary between children and their households. For example, academic performance is correlated with participation rights at home and school, household economic conditions are correlated with participation rights at home, school, and community, and parental education levels are correlated with participation rights at home.

In conclusion, participation rights are not equally guaranteed at home, school, and community, and this variance affects children's subjective well-being. These results show discrimination due to children's academic performance and economic backgrounds in daily living. The implications of the study findings are discussed in detail.

ID: 273 / 1.3: 5

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators

Subtheme: Children – the bearers of rights

Dichotomies in children's participation right and position in the society: perspective of Estonian children and adults.

Andra Reinomägi

University of Tartu, Estonia

Children are bearers of rights, yet the adults create the conditions for their realization. So it is crucial to study attitudes from generational perspectives for supporting the creation of child friendly society where children's rights are respected.

In late 20th century the position of children changed from the *becoming* to the *being* rhetoric and *here and now* perspective (Ben-Arieh, 2008). According to Ben-Arieh and Khoury-Kassabri (2008) the understanding of children's rights as individuals within family, community and society is critical to children's meaningful participation in a civil society, and thus to their well-being. Helwing and Turiel (2002) demonstrated that children affirm their own rights and autonomous decision making.

According to Lansdown (1994) children's rights can be divided between protection, provision and participation rights (3P). The main subject in the present analyses will be the 3rd P – participation right.

The second wave of the Estonian Children's Rights and Parenting Survey was carried out in 2018. Its aim was to study attitudes, knowledge and experiences related to children's rights in Estonia. The sample of this quantitative, electronically administered questionnaire contained 1110 children in the age range of 10-17 and 1248 adults from 18 to 74 years old. As several questions were drawn from the first wave of the survey, this let us to compare data from two moment of time.

The aim of the presentation is to illustrate children's position in the society trough the participation right perspective by correlating overall images of children with the attitudes towards participation of children of different generations. By using descriptive statistics, factor analysis and general linear modeling the objective of the analysis is to find dichotomies between the views of generations towards children's participation opportunities and their determining factors.

As a result it seems that dichotomies between the generations lay mainly in the questions considering participation right of children but also in images of children. Children tend to agree more with the participation rights of children than adults do. Children also carry more often than the adults the attitudes of a self-competent child while adults tend to be more protective. Results of the survey can help us to understand the dominating views in generations. It also helps policies to address measures to build trans-generational children's rights society.

ID: 210 / 1.4: 1

Oral Presentation

Domain: Research

Main Theme: Measurement issues related to child wellbeing and understanding children's lives, Children's rights, wellbeing and indicators

Subtheme: Everyday lives of children, Children's welfare and children at risk, Childhood vulnerabilities: research-policy-practice

Does Money Matter? Examining the Relationship Between Material Resources and Children's Subjective Well-Being

Enna Sinikka Toikka

University of Turku, Finland

Adopting a child-centered point of view and focusing on subjective well-being has significantly shaped the child indicators research. Children themselves are increasingly used as an informants of their own lives. Despite the growing interest in child-derived measures there is a shortage of examining the suitable measures in detail. Studies often emphasize the difference between adult- (e.g. household income) and child-centric measures (e.g. children's own experiences or evaluations of poverty). However, comparison of the characteristics of child-centric measures are still lacking.

The purpose of this study is to exam the links between children's material resources and the overall subjective well-being (SWB). This is done by using correlational and regression analysis. The data is based on the International Children's Worlds Survey (ISCWeB) collected 2018–2019 in Finland. The ISCWeB's main idea is to collect data on perceptions and evaluations of children (10 and 12 years olds) especially on SWB matters. The data (N=2000) used in this paper is a representative sample of Finnish school-children.

Previous research indicates contradictory evidence on the relationship between material resources and SWB. Qualitative studies suggest strong evidence whereas findings from quantitative studies are more elusive. One potential explanation is that in quantitative studies poverty is typically measured at a household level whereas the qualitative studies take children's perceptions into account. This study applies three measures of material resources: child material deprivation index (Main & Bradshaw 2012), child's concern over family's financial situation and child's daily sufficient nutrition. The Brief Multidimensional Students' Life Satisfaction Scale (BMSLSS) (Seligson, Huebner & Valois 2003) is used as an indicator of multidimensional subjective well-being. BMSLSS contains of single-item measures of five key domains in children's lives – family, friends, school, self-image and living environment and is academically widely accepted measure of SWB.

The preliminary results indicate strong relationship between children's material resources and the overall subjective well-being. However, the material deprivation index appears to be inconsistently connected to the overall subjective well-being. This might be because having the items included in the material deprivation index are bound by the society and culture the child lives in. The results are expected to help in specifying the existing and developing new measures of child poverty from the children's own point of view. The results can be used to develop preventive work with children in vulnerable situations.

ID: 131 / 1.4: 3

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators

Subtheme: Everyday lives of children

Adolescents Flourishing: A Systematic Review

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Abstract

Thematic relevance: The current study focused on exploring the literature available on adolescent flourishing. Given the importance of understanding adolescent flourishing, this study finds relevance in its consideration of all available literature on adolescent flourishing. The overall contribution of the study resonates with grassroots policies and practices aimed at improving adolescents' lives.

Background and purpose: Flourishing has been an important topic of research prompting interest in psychometric assessment. However, the need for human emotions and functioning to be measured at a population level has resulted in different conceptual frameworks of flourishing. Eminent psychologists recognise the importance of both hedonic and eudaimonic approaches, which has contributed to an integrated well-being conceptualisation encompassed in the term 'flourishing'. The aim of the systematic review is to identify and synthesise the available literature on adolescent flourishing.

Method: Based on a systematic search of the literature, 11 publications were included with study samples spanning across adolescents aged 13 to 19 years old. The data were synthesised using textual narrative synthesis.

Results: The findings of the studies revealed that there is limited empirical work on adolescent flourishing. Further, no single definition or conceptualisation of flourishing emerged from the literature. Methodologically, the studies included were predominantly quantitative with one mixed-methods study. Finally, only one study used a scale specifically adapted to measure adolescent flourishing.

Conclusion and implication: There is an increasing need to advance empirical studies to look beyond life satisfaction and well-being, to include both hedonic and eudaimonic dimensions for a more holistic approach. This review builds on the platform built by positive psychology and enables health professionals and policy-makers to develop and implement strategies to enhance the flourishing of adolescents and to inform and improve future research.

ID: 277 / 1.4: 4

Oral Presentation

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work, Comparative methodologies for understanding children's wellbeing

Subtheme: Children – the bearers of rights

Comparing child well-being across countries: The development of a multi-level, multi-dimensional framework

Gwyther Rees, Yekaterina Chzhen, Anna Gromada

UNICEF, Italy

This paper will focus on the challenges and potential for the development of multi-dimensional frameworks for international comparisons of children's well-being. It links to the first two conference themes about 'cross-world' approaches and about comparative methodologies.

Work on international comparisons of child well-being has developed substantially over the last decade. This development has been supported by the broader evolution of more sophisticated frameworks and conceptualisations of well-being – incorporating both 'objective' and 'subjective' indicators. The presentation will discuss some of the challenges encountered in implementing these developments in an ongoing programme of work at UNICEF Office of Research – Innocenti which aims to compare child well-being across high-income countries.

These challenges include:

1. Cross-national and cross-cultural comparability (for example, whether low birthweight can be viewed as a proxy for the quality of prenatal healthcare; and whether dining with family is a suitable proxy for the quality of relationships).
2. Data availability: There is good coverage of some objective indicators, for example relating to health outcomes, but much weaker coverage of child-reported indicators on topics such as child relationships and participation.
3. The need for a paradigm shift from a flat, domain-based approach (e.g. health, education, and material domains) to a multi-level approach that distinguishes between factors that affect child well-being and outcomes.
4. Ecological fallacies that confuse factors that are more or less important in explaining within-country and between-country variations.

The paper will present an integrated child well-being framework, drawing on Bronfenbrenner's ecological model of child development that aims to meet the above challenges. It will discuss the overlaps and differences between well-being approaches and other conceptual approaches such as rights-based perspectives, the capabilities approach and multi-dimensional poverty. It will also identify key gaps in the available data needed to populate the framework.

The presentation will conclude with an identification of the key priorities for further development in international comparisons of child well-being. The challenges of effectively communicating findings of this type of research to key audiences such as policymakers and the media, while also maintaining the integrity of the research will also be discussed.

ID: 213 / 1.4: 5

Oral Presentation

Domain: Research

Main Theme: Comparative methodologies for understanding children's wellbeing, Children's rights, wellbeing and indicators

Subtheme: Everyday lives of children, Child wellbeing development practices, Child wellbeing and social and educational services

Children's physical and subjective wellbeing in Luxembourg: disparities by socioeconomic status, ethnic origin, and gender.

Frederick de Moll, Andreas Hadjar

Université du Luxembourg, Germany

In recent years, there has been an increasing interest in children's ways of life. Childhood in Luxembourg is characterized by dynamic change, caused not only by a stratified education system with several transition points, but also ongoing transformations of the care and education system. While being small in terms of size and the number of inhabitants, Luxembourg has the highest percentage of immigrants in Europe, making it a multicultural and multilingual society. The stratified education system and the conservative welfare state regime make Luxembourg prone to inequalities. Under those circumstances, the wellbeing of children from diverse backgrounds is of crucial importance to practitioners and policy makers.

Children spend a large amount of their daily lives in school. While research on social inequality in the Western world often focuses on children's learning outcomes, their wellbeing in school and daily life is sometimes neglected. However, children's wellbeing is a reflection of their integration into society and shows to what extent they can cope with key challenges in life. Until now, little is known about inequalities by social and ethnic background as well as gender gaps in the wellbeing among children in Luxembourg. Therefore, the present study asks how different indicators of children's social position in society (SES, ethnic origin, gender) affect their wellbeing in three important dimensions: general satisfaction in life, physical and subjective wellbeing in primary school.

We analyze panel data from the SASAL-study, which was carried out from 2015 to 2018 and involved a survey with $N = 345$ children from grade 4 through 6. For the dependent variables, we use the children's answers to questions on their physical and subjective wellbeing in life and in school. The independent variables are parental occupation, country of origin, and gender. We use mixed effects regression models that control for the hierarchical structure of the data. We follow a stepwise approach, adding one independent variable at a time before estimating the complete model.

Our analyses show effects for all independent variables on children's physical wellbeing, independent of the point in time of their educational career. Children from low-SES and immigrant families report poorer physical wellbeing than children from more well-off and autochthonous families. However, we do not find the same pattern for children's subjective wellbeing in life and in school. One more puzzling finding is that girls show more health issues than boys, while at the same time they are happier in school. Yet, there is no significant difference between boys and girls in subjective wellbeing.

The results highlight gender disparities in physical and subjective wellbeing in school. In addition, our findings draw attention to social disparities in children's physical wellbeing. As opposed to the Global South, educational and social policies in highly affluent countries tend to focus more on learning and subjective wellbeing than on children's health. However, our study reveals great differences in children's physical wellbeing. Thus, research should focus more on children's health and how it might affect their subjective wellbeing and education, even in rich countries like Luxembourg.

ID: 291 / 1.5.: 2

Oral Presentation

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work, Children's rights, wellbeing and indicators

Subtheme: Children's welfare and children at risk, Childhood vulnerabilities: research-policy-practice, Child wellbeing and social and educational services

Demystifying the Role of Maternal Education in Reducing Stunting: Evidence from Multidimensional Poverty Analyses in Sub-Saharan Africa

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Our submission relates to the conference topic as it 1) focuses on children under age 5 years in 14 countries in sub-Saharan Africa; 2) assesses the state of their wellbeing through empirical applications of theoretical child

rights-based frameworks of multidimensional child poverty measurement; 3) tests the relative importance of maternal education in reducing child stunting in the context of maternal education being among the recommended policy intervention to improve the well-being of children; and 4) sets the groundwork for deciphering concrete cross-sectoral policy entry-points for improving children's conditions to reducing stunting in these 14 countries.

The level of maternal education has been isolated in some studies as the most important factor explaining differences in nutrition and health outcomes of children. However, this association relates to stunting only indirectly, via maternal behaviour (improved care practices and improved ability to benefit from nutrition-sensitive interventions). We assess the probability of reducing stunting by directly addressing children's deprivations and combinations thereof, compared to policy interventions that impact maternal education or other determinants of stunting.

We apply a multidimensional framework to control for deprivations associated with the probability of stunting in fourteen Sub-Saharan African countries, to examine the explanatory power of the achieved level of maternal education on the probability of stunting. We use Demographic and Health survey data for 14 countries: Burundi, Chad, Democratic Republic of the Congo, Ethiopia, Ghana, Kenya, Lesotho, Nigeria, Rwanda, Tanzania, Togo, Uganda, Zambia, and Zimbabwe. Taking children under age 5 as the unit of analysis, we measure the incidence and intensity of children's deprivations in the dimensions nutrition, health, water, sanitation and housing using UNICEF's Multiple Overlapping Deprivation Analysis toolbox. Multivariate logistic regression analysis controls for single and multiple deprivation, in addition to other key protective factors of stunting including the short stature of the mother, to determine the effect of maternal education on the probability of stunting.

When controlling for children's deprivations as well as maternal anthropometry, the effect of maternal education varies across the fourteen analysed countries. A majority of the cases show that maternal education is statistically associated with the deprivation levels of the child, and maternal education at the secondary level is significantly associated with a reduced probability of becoming stunted. However, both the theoretical and the empirical association of the differences in maternal education reveal a more complex relationship when controlling for other crucial determinants.

Controlling for deprivations, maternal education explains part of the probability of child stunting, particularly at secondary or higher levels of completion. Our results point to immediate gaps that need to be addressed in terms of reducing deprivations that directly enable stunting in children and future mothers. Improving nutrition in combination with improving water, sanitation and health conditions will reduce the probability of stunting due in part to better antenatal and postnatal conditions. The role of climate change-related factors in predicting child stunting, controlling for core deprivations, would also be useful to explore given the growing impact of climate change on food security and hence nutrition in sub-Saharan Africa.

ID: 242 / 1.5.: 3

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators

Subtheme: Children's welfare and children at risk

Persistent poverty of children

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Thematic relevance

Although persistent at-risk-of-poverty is one of the indicators of social inclusion and exclusion in the European Union, it has not been analysed much. To reduce the intergenerational transmission of poverty and child poverty, it is important to know the extent of persistent poverty and its factors. It is important to explore children situation by looking their economic situation during a longer period and the impact of state family benefits. This presentation gives insight to persistent poverty by focusing on the child poverty and contributes therefore to the conference theme „Children's rights, wellbeing and indicators“.

Background and Purpose section

The majority of poverty studies (incl. child poverty) describe poverty in a given moment of time (annual poverty). According to Lister (2004), there are some people who are living in poverty one or brief periods, but there are also people who are trapped in poverty for years, or they are moving frequently in and out of poverty over many years. It is widely known that poverty is more severe, the longer he or she experiences it (Kasearu 2010; Maître et al 2011; Jenkins, Van Kerm 2017). Evaluating the poverty over time enables to analyse the determinants of poverty, but on the other hand, it also provides information on what measures reduce poverty (Thevenot 2017). The case of Estonia is a very good example, because it is possible to analyse not only persistent at-risk-of-poverty (relative poverty), but also persistent absolute poverty. On the other hand, the child benefits in Estonia have significantly increased in recent years, but the persistent poverty of children is not analysed.

Methods section

For this analyse, the Statistics Estonia Estonian Social Survey 2014–2017 data is used (Estonian Social Survey is part of The European Union Statistics on Income and Living Conditions). According to the Eurostat and Statistics Estonia methodology, the persistent poverty shows the percentage of the persons whose equivalised disposable income was below the poverty threshold for the current year and at least two out of the preceding three years.

Results section

During the recent years, child benefits and other family benefits have increased significantly and those amendments have impact to the children's absolute poverty trends. Both, annual absolute poverty and persistent absolute poverty rate have decreased for children (by 6.2pp and by 3.3pp). In the context of relative poverty, the trend is not so clear. While the annual relative poverty rate of children has declined significantly (by 3.5pp) during the last years, the persistent relative poverty rate has remained almost the same or decreased only by 0.6pp.

Conclusions and Implications section

The child poverty is part of the persistent poverty research, which aim is to evaluate the structure of persistent poverty and identify the most important risk factors, which leads to persistent poverty and the effects of different life events. This article gives important information on the situation of children and shows the possible effects of the recent policy measures.

ID: 198 / 1.5.: 4

Oral Presentation

Domain: Research

Main Theme: Measurement issues related to child wellbeing and understanding children's lives

Subtheme: Everyday lives of children, Children's welfare and children at risk

A measure of child material deprivation in the context of household financial capacity: empirical evidence from the Portuguese EU-SILC

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- **Thematic relevance:** The production of reliable, robust and feasible measurements of child wellbeing is an important tool for policy design and monitoring progress in the context of child development. The fight against child poverty and social exclusion is an important issue in the EU, in accordance to the EU Recommendation on "Investing in Children: breaking the cycle of disadvantage" adopted by EU-Members in 2013 and in line with the "Sustainable Development Goals", endorsed by the United Nations in 2015. These measurements improve the evaluation toolbox for these issues.
- **Background and Purpose section:** Children's standard livings are affected by items that solely affect children but also by those that influence the household. The annual EU-SILC survey does not include child specific information but gives important insights about their living conditions. Upon this dataset, this research aims to construct a child material deprivation multidimensional measurement, considering four domains of deprivation: housing, household financial capacity, household durable goods and environment living conditions. This measurement will be annually available and not only with the ad-hoc thematic deprivation EU-SILC modules, applied each four years. In this paper we develop the construction of an index of child deprivation in the context of the household financial capacity.
- **Methods section:** Using the graded response model (GRM), this study evaluates the psychometric properties of the EU Statistics on Income and Living Conditions (EU-SILC) questionnaire in order to propose a measure of child material deprivation. For the purpose of this paper, we used the 2017 Portuguese sample of the EU-SILC. The study presents the procedures used to check item response model assumptions, such as item unidimensionality. The item characteristic curves and the item information function were used for item selection in the subdomain of household financial capacity. The items included in this index refer to house comfort in terms of warm, arrears and financial resources to guarantee an adequate nutrition. The work in progress aims at a composite index for child material deprivation based on the four domains cited above. In brief, the same class of models is applied to the full set of items.
- **Results section:** The preliminary results provide evidence on informative items for a scale of child material deprivation – household financial capacity, in particular for the extreme situations and the scale is standardized. For that purpose, we applied independent samples t-test, ANOVA, and linear regression methods. At the significance level of 5%, the results suggest that, on average, households with children have lower scores of household financial capacity ($|t|=3.14$, $p=0.002$; $F=30.94$, $p<0.001$); and that as the number of children in the household increases the score of household financial capacity decreases ($|t|=5.56$, $p<0.001$).
- **Conclusions and Implications section:** The index highlighted the condition of higher prevalence of deprivation in homes where children live. This index can be improved by refining the items included in the estimate. Further research intends to generalize the study to the other domains of deprivation considered and to extend the study to the EU territory.

ID: 313 / 1.5.: 6

Oral Presentation

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work, Measurement issues related to child wellbeing and understanding children's lives

Subtheme: Children's welfare and children at risk

How to measure child poverty? The UNICEF's position

Enrique Delamonica

UNICEF, United States of America

For the last few years, many academic papers and presentations as well as government reports on child poverty start with a generic complaint about the lack of methodological clarity on how to measure child poverty. UNICEF has just completed a process to establish its position on how to measure child poverty.

The UNICEF position attempts to provide clarity by stating a few basic methodological principles as well as criteria for some practical decisions. However, it does introduce flexibility to establish parameters (e.g. in terms of thresholds to determine deprivation) according to country context (as per the SDGs).

The UNICEF position will be posted in our Division of Analysis, Monitoring, and Planning website. The website will also include a map and data from over 100 countries that have carried out child poverty measurement and analysis. There will also be documentation, technical notes, datasets, etc.

This presentation will constitute the first public unveiling of the position and the website.

ID: 177 / 1.6.: 1

Oral Presentation

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work

Subtheme: Children in migration

Ensuring Safer Learning Environments in Uganda's Refugee Settlements.

Frank Kiyingi

Advocacy for child relief, Uganda

Of the 67 million primary school-age children around the world who do not attend school, 40 million live in countries affected by armed conflict, achieving results in these challenging environments calls for innovative approaches to the design, management, and evaluation of education programs. Advocacy for Child Relief studied four schools in Kiryandongo refugee settlement, administering quantitative surveys of 335 boy and girl learners between the ages of (8-18) who were selected using systematic random sampling from 4 schools and also 39 members of the teaching and non-teaching staff were selected. The main objective of the study was to determine the nature of risks and assets present so as to Improve programming for safer learning environments interventions in emergencies. Data was collected electronically using survey CTO and analysed using STATA 14. A comparative data analysis was done to determine the magnitude of SRGBV and Trauma risks between boys and girls of Primary three and Primary five learners, children with any form of disability and those without disability using safer learning environments toolkit. The study examined the prevalence rates of SRGBV and trauma among refugee learners in the settlement, the assets present in the learning environments and actions taken by learners after experiencing SRGBV. This pilot provided crucial evidence about the pervasiveness of violence among refugee children, both in school and on the way to and from school. Among the students interviewed, 93% reported some form of SRGBV in the last term. Emotional and verbal violence was at (87.6%), followed by corporal punishment (81.1%), and sexual violence victimization (32.5%). Emotional violence, perpetrated mainly by students, was higher among upper primary learners (91.3%) than lower primary learners (83.1%). Boys and girls reported high levels of corporal punishment (82.5% for boys and 79.7% for girls). Sexual violence victimization was higher among girls than boys (41.2% for girls and 23.7% for boys). Girls in upper primary reported higher rates of sexual violence victimization (41.8% for upper primary and 18% for lower primary). The perpetrators of sexual violence were mainly other students. Most students (68%) did nothing after experiencing sexual violence victimization. Trauma has affected 68% of the students. The prevalence of emotional violence in particular is significantly higher among students with disabilities.

The most critical risks observed were emotional violence, corporal punishment and trauma among refugee children in kiryandongo refugee settlement. This study recommends that there should be strong connections

between schools, parents, and the community through school management committees and parent-teacher associations. School-based campaigns that emphasize emotional forms of violence and denounce certain behaviours. Increase awareness among teachers and parents about positive discipline and nonviolent child disciplining approaches. Make children with disabilities a greater priority in their programming. Establish a school-based reporting and response mechanism that builds on existing forums, like school anti-violence clubs, and specialized services, such as professional counsellors or child protection experts and lastly carry out a follow-up study, using the qualitative methodologies to add nuance to the quantitative findings and refine the program recommendations.

ID: 144 / 1.6.: 2

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators, Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Child wellbeing and social and educational services

Indicators of student wellbeing for policy and practice within the Australian education system

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Thematic Relevance: This research focuses on the development and use of indicators of children's wellbeing and engagement within the South Australian public education system. The presentation will be of interest to researchers, policy makers in education departments and practitioners (teachers, school counsellors and principals) within schools.

Background/Purpose: Schools and education systems are increasingly being expected to support the wellbeing of their students. However, very few education systems measure student wellbeing in a consistent way across the whole system, which presents challenging to monitoring the progress towards these efforts. In this presentation, we describe an ongoing program of work aimed at developing and measuring indicators of student wellbeing from Australian school children using a system-wide approach.

Methods: In 2013, a pilot study collected wellbeing indicator data on about 5,000 Grade 6 students across the state of South Australia in 2013. Since 2014, all schools within the state (Government, Catholic and Independently run schools) have been invited to participate in an annual Wellbeing and Engagement Census (WEC) for students at no cost to the schools. Indicators of student wellbeing are collected using an online data collection portal and data is aggregated and used at multiple administrative levels (e.g. Education Partnerships/school districts, schools) for planning and monitoring trends over time. The wellbeing indicators have been through rigorous psychometric testing and scales have been added/removed from the instrument based on measurement issues and pragmatic requirements from the education system.

Results: Over the past six years, the WEC has grown rapidly in both the number of students and schools who participate each year, and in the number of grade levels that are involved. In 2018, 99% of government schools (n=70,000 students, 520 schools) participated, and as such, the WEC is now a genuine *census* of student wellbeing within the public education system, providing population-level data on indicators of student wellbeing for all schools across the state by the provision of school specific reports. Moreover, many students have participated in the WEC over multiple calendar years leading to the creation of a research database with over 230,000 records. This database can be utilised by researchers to explore the stability of different wellbeing indicators over time, as well as the antecedents, mediators, moderators and outcomes of these different trajectories of wellbeing.

Conclusions/Implications: The Wellbeing and Engagement Census (WEC) has become embedded within the public-school system as a standard annual collection, and schools utilise their student wellbeing data alongside their academic achievement and attendance data for school planning. The education system has access to population level data on a range of different indicators of student wellbeing, that can be used to monitor trends over time at a state level and within specific population groups of interest. From a research perspective, student wellbeing data has been linked to academic achievement and school readiness data through internal data linkages, and this data has been explored to help inform policies and practice within the education system.

ID: 240 / 1.6.: 3

Oral Presentation

Domain: Policy

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work, Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Child wellbeing and social and educational services

Measuring student wellbeing at scale: Working with national and international education systems

Anna Lewkowicz

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Thematic Relevance: This research focuses on the use of indicators of children's wellbeing, school engagement and relationships within Dubai, Northern Ireland, Slovenia and Australia. The presentation will be of interest to policy makers, researchers and practitioners in schools.

Background/Purpose: There is growing recognition of the benefit of measuring student wellbeing to attend to building the social-emotional and self-regulation skills that will be required in adult life. Education systems and schools play a critical role in this space. In this presentation, the lead facilitator from the Department for Education for national and international wellbeing data collection will share experiences of working with education systems and schools to explore issues in measuring wellbeing at scale in a culturally adaptive way whilst maintaining scientific rigour.

Methods: Since 2013, the Department for Education, South Australia have undertaken a journey to create a data collection system that enables the measurement of wellbeing and engagement of every middle and senior years' student in the South Australian public education system. This reach now includes jurisdictions across Australia and internationally.

In order to implement wellbeing measurement at scale, the Department for Education works in partnership with education systems to provide a suite of integrated services covering:

- Stakeholder engagement
- Wellbeing instrument indicators – developed through stringent psychometric testing
- Cultural adaptation – through face validity and trialling the instrument before going to scale
- Administration protocols and procedures – including development of online data collection system
- Analytics and reporting products – including ability to monitor trends over time
- System responses to wellbeing results

Results: The learnings from the South Australian experience have been applied internationally in Slovenia, Northern Ireland and Dubai, covering over 1,000 schools and 230,000 students. The wellbeing data provides schools and education systems with evidence collected directly from students to help guide, monitor and build student wellbeing.

In Dubai, the measurement of student wellbeing has been undertaken across all eligible schools involving 95,000 students (Grade 6 to 12) in 2018 and 65,000 students (Grade 6 to 9) in 2017. This is now a true census of student wellbeing in Dubai's private schools. Continuing to measure student wellbeing overtime will provide a research database enabling researchers to explore trajectories of wellbeing indicators overtime. Comparing student wellbeing in Dubai to that of the wellbeing of Australian students and students in Slovenia and Northern Ireland will enable us to explore cultural, lifestyle and family influences on student's wellbeing.

Conclusions/Implications: The ability to measure the wellbeing of children through schools at the population level now exists and can be undertaken affordably. This data can be readily linked at the child and school level to other achievement data and demographic data. This data provides new information and insights across wellbeing domains, at local area and at the whole of population level. Concurrently, the ground swell of activity at the local school level in response to the notions of 21st century skills is seeing a significant increase in action at the local level. With these new understandings comes new policy challenges for governments and educators.

ID: 263 / 1.6.: 4**Oral Presentation**

Domain: Research

Main Theme: Measurement issues related to child wellbeing and understanding children's lives, Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Child wellbeing development practices, Childhood vulnerabilities: research-policy-practice, Child wellbeing and social and educational services

The potential of 'stacking' early childhood interventions to reduce inequities in learning outcomes: evidence from analysis of longitudinal data

Carly Molloy¹, Meredith O'Connor¹, Shuaijun Guo¹, Colleen Lin², Christopher Harrop³, Nicholas Perini⁴, Sharon Goldfeld¹

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Thematic relevance:

By the time children start school in almost all countries there are inequities in their health and development which existing policies and systems have failed to ameliorate. Technological changes in the 21st century should provide for innovation to drive equity yet "joining the dots" on the ground between outcome aspiration and system change (that is between theory, policy and practice) remains a vexing challenge for communities. The corresponding theory would suggest that single interventions fail to ameliorate inequities and that interventions

in the early years need to be both continuous (over time) and complementary (targeting parents as well) if that are to deliver on future human capital.

Background and Purpose section:

High-quality early-childhood interventions are crucial for reducing lifetime inequities in health and development. There is currently a dearth of robust evidence that shows a demonstrable link between quality indicators and outcome improvements that can be readily purposed to drive system change. This study examined the association between exposure to a combination of five evidence-based interventions from 0-5 years on children's reading at 8-9 years.

Methods section:

Data from the nationally representative birth cohort (n=5,107) of the Longitudinal Study of Australian Children was utilised. Both risk and exposure measures across five interventions from 0-5 years were assessed: antenatal care (ANC), nurse home-visiting (NHV), early childhood education and care (ECEC), parenting programs (PP), and the early years of school (EYS). Children's reading at 8-9 years was measured using a standardised direct assessment. Linear regression analyses examined the cumulative effect of five interventions on reading. Secondary analyses were conducted to determine if the relationship differed as a function of level of disadvantage.

Results section:

A cumulative benefit effect of participation in more services and a cumulative risk effect when exposed to more risks was found. Each additional service that the child attended was associated with an increase in reading scores ($b=9.16$, 95% CI 5.58 to 12.75). Conversely, each additional risk that the child was exposed to was associated with a decrease in reading skills ($b=-14.03$, 95% CI -16.61 to -11.44). Effects were similar for disadvantaged and non-disadvantaged children.

Conclusions and Implications section:

Policy and research interest has mostly focused on single interventions or cumulative risk. Our novel approach evaluates the 'stacking' effect of continuity (ANC, ECEC, EYS) and complementarity (NHV, PP) of service use and shows that it holds promise for maximising the impact on child educational attainment. This intervention 'stacking' benefit failed to reduce the inequity gap between the least and most disadvantaged, however may be due to inadequate data on quality and participation-dose and -duration. Of concern is the finding that disadvantaged children attend fewer services than their advantaged peers. The five evidence-based interventions examined here are typically already available in almost all Australian communities (also available in many international contexts) suggesting a ready-made opportunity for policy-makers to consolidate on how these services/interventions are delivered and accessed. These data suggest a shift from operating in silos to a system-wide approach could have significant benefits to children and families.

ID: 289 / 2.4: 1

Oral Presentation

Domain: Research

Main Theme: Comparative methodologies for understanding children's wellbeing

Subtheme: Everyday lives of children

The relationship between religiosity and spirituality with well-being in the perception of Brazilian adolescents.

Miriam Raquel Wachholz Strelhow¹, Jorge Castellá Sarriera², Wellington Zangari¹

¹University of São Paulo; ²Federal University of Rio Grande do Sul

Research has shown the relationship between well-being and aspects of spirituality and religiosity. Quantitative studies have generally indicated a positive relationship between the constructs. These studies have been conducted mainly with adults, so studies with younger populations are still a minority, especially in Latin America. Qualitative design may help in the understanding of how the relationship between the constructs occurs, especially in adolescence. This study aims to investigate adolescents' own perception of the relationship between spirituality and religiosity with well-being in a qualitative way. Participants were 58 adolescents between 12 and 18 years old ($M = 14.08$; $SD = 1.65$), of which 55.2% were boys. Regarding religious beliefs, nine participants claimed to believe in higher powers (not necessarily in God), 32 having a religion and practicing it, 12 having a religion but not practicing it, and five declaring themselves atheists. The technique used was focus groups, with six groups performed: two in a religious institution, with adolescents attending a weekly youth group; two groups in a private school; and two groups in a public school. The focus groups lasted for approximately one hour. Each focus group took place in a single session, four of them in their respective schools, and two in a hall of the religious institution from which the adolescents participated. Two questions were asked to start the group: "Are spirituality and religiosity related to the well-being of adolescents?", and "How are they related to the well-being?". For the analysis of the results was carried out content analysis, using the NVIVO program. The analysis indicated that adolescents perceive spirituality and religiosity related to well-being. Categories related to social support (both receiving and supporting others), orientation to decisions, religious/

spiritual coping, and security have emerged as well-being promoters. Among participants who profess a religious faith, aspects related to belief in salvation and forgiveness of sins were also highlighted. Religiousness also appeared related to lower well-being, when the adolescent has to give up living something because of his religion. The results advance and complement previous quantitative studies about the relationship between spirituality and religiosity and well-being. These aspects corroborate the theoretical bases formulated in Psychology of Religion on the role of religion in people's lives. Thus the study allow the understanding of the aspects of this relationship specific among Brazilian adolescents, and the discussion about some implications on the inclusion of spirituality and religiosity in studies and practices on well-being in adolescence.

ID: 170 / 2.4: 2

Oral Presentation

Domain: Practice

Main Theme: Children's rights, wellbeing and indicators, Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Children's welfare and children at risk, Childhood vulnerabilities: research-policy-practice, Child wellbeing and social and educational services

Polluted Energy Sources affects the Welfare of Children: A Case Study of Primary Seven Learners in Gulu Municipality, Northern Uganda

Ann Grace Apiita, Pamella Patricia Akello

GIZ Uganda, Uganda

The paper explored the magnitude of energy risks on the welfare of children across Lira Municipality located in Northern Uganda.

The main objective of the study was to examine the level of children participation in social change activities or processes that could enforce the implementation of clean energy policies that address the energy problem in households and schools.

The United Nation's Convention on the Rights of the Child advocates for the rights of children to participate in social change activities. The individual rights of children to access basic needs such as food, education, good health, clean water depends substantially on energy access and provision. However, this has not been given high priority in the development agenda.

According to the United Nations International Children's Emergency Fund, children are recognized as vulnerable and face higher risks of exposure to fumes from polluted fuel energy sources used for lighting, cooking and transportation. While in households and schools, poor lighting affects the performance of school – going children, inefficient energy cook - stoves also affects their diet causing malnutrition and exposes them to respiratory diseases from prolonged inhaling of polluted fuels which leads to high annual child deaths. Still, the girl child experiences gender-based violence while collecting fuel-wood from risky regions.

The paper addresses questions on the lack of adequate energy in the grassroots communities and the extent to which children participate in social change activities that enforce clean energy policies in relationship to their wellbeing.

The study applies the Maslow's motivational and needs theory. In this study, both qualitative and quantitative case study design were used with focus group discussions, interviews and observation as data collection instruments on a sampled size of fourteen (14) elementary – primary seven learners, four (4) headteachers and four (4) teachers across Gulu Municipality.

The key findings suggest that, the wellbeing of children is affected by energy risks equally widens the poverty gap. These risks could be mitigated through the participation of children in social change processes that influence energy policies on the roadmap to the 2030 Agenda. However, it must be acknowledged that with clean energy accessibility and provision, the wellbeing of children could still be affected by other natural hazards and inevitable climatic risks which could lead to child migration scenarios.

To achieve the Sustainable Development Goals – and specifically SDG 7, the way forward is grounded in the involvement of children in social change activities and processes that contribute to advocacy for clean and adequate energy at the community, school and household level.

Key words: children, child wellbeing, vulnerable, climate change, climate change risk, energy, energy access

ID: 104 / 2.4: 3

Oral Presentation

Domain: Research

Main Theme: Comparative methodologies for understanding children's wellbeing, Bridging research, policy and

practice: conceptualisation and communication issues

Subtheme: Everyday lives of children, Children – the bearers of rights, Children's welfare and children at risk

Analysis of the dynamics of child work in Mexico with a multinomial logistic regression model

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El Colegio de México AC, Mexico

Why, if human rights are universal, inalienable, imprescriptible and indivisible, the right to work and the right to education appear to be mutually exclusive?

Parting from this doubt, the main research question of the present paper is made: how do the probabilities of school dropout change or are related with the probabilities of start working for children between ages 5 to 17 in Mexico?

Child work is an emergent phenomenon in social dynamics in which the right to study and the right to work are intimately related. In this sense, this paper presents a multinomial logistic model in the Work-Study relationship, building a categoric variable with four excluding categories in which the population below 18 years old studying without working is the predominant dynamic. Thus, the model analyses the probabilities of children entering to one of the other categories of the interaction between work and study, this means not working nor studying, working and studying and just working.

The analysis is constructed over several sociodemographic variables, focusing the research in the changes of the dynamic by age and gender, as well as the changes observed over time from 2007 to 2017 in Mexico, according to the data available from the Child Labor Module of the National Institute of Geography and Statistics in Mexico.

Public policies in Mexico have tried to reduce school dropout by giving school grants to children that promote their stay in school, prolonging the age at which children begin working. In 2013, there was also a law reform that upped the age for legal work from 14 to 15 years old. These measures take as fact that child labor is the main reason children drop off school, however, the results from the multinomial logistic regression show that the probabilities of studying and working are higher at early ages than the probabilities of not working not studying, which suggest that children work to keep studying or as an additional way to gain knowledge besides school, meanwhile, the probabilities of just working are practically null before age 12, and it is only after age 15 that the population just working grows significantly.

According to the data analyzed, while it is true that the probabilities of studying and working went down after the law reform, it is also true that the probabilities of children not working nor studying grew at the same rate, which suggest that there is a portion of the child population that drops out of school for other reason than a lack of house income.

The results demonstrate that the public policies promoted from the ILO to eradicate child labor, won't apply in social contexts like Mexico, where child work can function as part of a child personal development and education if it is regulated accordingly.

ID: 228 / 2.4: 5

Oral Presentation

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work, Measurement issues related to child wellbeing and understanding children's lives

Subtheme: Everyday lives of children, Childhood vulnerabilities: research-policy-practice

Does rural and urban setting matter for children's subjective well-being? the case of 10 and 12 years old in Israel

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Leaving in a rural or urban setting has many implications for once life. Research points to some main drawbacks life in a rural setting might have, such as higher poverty, lower employment rates, and restricted access to health services as well as other types of services. However, at the same time, rural life might have some advantages such as less environmental pollution, a stronger connection to extended family and the community (Slovak, Sparks & Hall, 2011; Sørensen, 2014). The urban setting presents generally a mirror picture, with advantages in terms such as having higher access to job opportunities and health systems, and more educational options, while having the disadvantages of population density, higher pollution, and more individualistic family and community life (Easterlin, Amgelescu & Zweig, 2011). In Israel, the country this study focusses at, rural areas are generally known to have lower socioeconomic rank as well as lower health outcomes mainly due to great limitations in access to reasonable health services (Arnon & Shmai, 2010; Israel Health Ministry, 2017).

The differences between the rural and urban settings were found to be expressed also in terms of subjective well-being, showing generally mixed results (Knight, Song & Gunatilake, 2008; Li et al., 2015; Sørensen, 2014).

Furthermore, the differences have been examined among adults (Easterlin et al., 2011; Sørensen, 2014), and the elderly (Li et al., 2015; Nummela, Sulander, Rahkonen, Karisto & Uutela, 2008), but only limitedly among children. Research who did focus on children's subjective well-being has focused mainly on the rural setting (Lawler et al.,

2018; Newland et al., 2014; Newland, Lawler, Giger, Roh, & Carr, 2015) with no urban comparison group. Thus, in order to fill this gap in the literature the proposed paper will present first results from a study that compares the subjective well-being, as well of satisfaction from another aspect of life (such as family, school, friends, and living area), of a representative sample of 10- and 12-years old children, living in a rural and urban setting at Israel. The analysis will take into account the interaction effect with a few other demographic characteristics: age, gender, and material deprivation, and religion .

ID: 187 / 2.5: 1

Oral Presentation

Domain: Research

Main Theme: Measurement issues related to child wellbeing and understanding children's lives, Children's rights, wellbeing and indicators

Subtheme: Everyday lives of children, Children's welfare and children at risk, Child wellbeing and social and educational services

Multidimensional child poverty in Uganda

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During the 21st Century, Uganda experienced remarkable economic growth, falling income poverty, and relative political stability. Nevertheless, Uganda remains one of the poorest countries in the World. It is therefore important to have socially appropriate, valid and reliable measures of multidimensional poverty in order to provide policy makers with the high quality information they need to develop effective and efficient anti-poverty policies and to accurately monitor progress.

In agreeing to the Sustainable Development Goals (SDGs) governments gave a stark commitment to eradicate extreme poverty and reduce multidimensional poverty (based on national definitions) by half by 2030. SDG Goal 1.2 requires that child poverty is assessed and reduced. Thus the SDGs introduced the first international agreement to specifically reduce child poverty. Children can experience poverty even when household income is above the poverty line. Whereas income or expenditure poverty provides an important measure of child poverty and vulnerability, it does not sufficiently capture the extent and depth of deprivations suffered by children.

Child poverty hampers child development, educational outcomes, job prospects and health outcomes. In Uganda, close to 57% of the population is below 18 years of age, and over 78% below the age of 35 years, Uganda's vision to become a middle income country by 2040 remains highly contingent on Government's ability to safeguard its children's rights and abilities to contribute to national development. A healthy, educated and empowered young population could enable Uganda to reap an unprecedented demographic dividend. The vision is that over the next 20 years, today's children will transition into a dynamic and productive labour force and transform Uganda's economy.

In the interest of integrating child poverty measures into national statistics, in close collaboration with UNICEF Uganda, the Economic Policy Research Centre (EPRC), and the Universities of Bristol and Cardiff, the Uganda Bureau of Statistics (UBoS) successfully integrated a consensual child poverty module in the Uganda National Household Survey (UNHS) 2016/17. Based on this methodological innovation, the aim of this paper is to provide a better understanding of child poverty in Uganda by augmenting Uganda's rich tradition of poverty analysis with a more deprivation-centered analytical tool. An additional objective of this analysis is to support Government's efforts to transition from child poverty measurement to action by identifying specific areas of deprivation suffered by children.

The consensual approach seeks public consensus about what is an unacceptably low standard of living, and identifies if anyone falls below that standard. Built into the UNHS 2016/17, the consensual approach incorporates the views of the Ugandan public into the definition and measurement of poverty. It thus results in socially realistic measures of poverty which have the support of the majority of Ugandan citizens. This paper presents the results of the first ever attempt to measure the multidimensional poverty of children in Uganda using the consensual method and the policy implications of these analyses.

ID: 216 / 2.5: 2

Oral Presentation

Domain: Research

Main Theme: Measurement issues related to child wellbeing and understanding children's lives

Subtheme: Childhood vulnerabilities: research-policy-practice, Child wellbeing and social and educational services

Growing up in poverty? How to assess wellbeing of children living in disadvantaged situations

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Thematic relevance and purpose

The paper shows new ways for introducing changes in terms of practices and policies. It considers the theme of "educational poverty" and focuses on an Italian national fund specifically devoted to its contrast, supporting projects aimed at reducing child poverty.

Poverty has long-term impacts on children's development and wellbeing. It is composed of different dimensions that need to be considered for developing effective strategies and solutions. As evaluators we are asked to monitor and evaluate the outcomes of a 3-year project devoted to children 5-14 years old and their families living in disadvantaged situations. The project aims to increase their wellbeing involving the school as a protective factor and sharing specific support strategies with schools and services. The project is located in 3 different geographical areas (North, Centre and South of Italy).

Methods

The main innovation is the provision of an "educator" who supports the classroom as a group providing educational support to all, including disadvantaged children, in the classroom. Globally, the project involves 3,000 children, including at least 500 disadvantaged children. A set of instruments was developed to assess the wellbeing of children at different ages: in the final year of the kindergarten (5 y.o. children), in the primary school (6-10 y.o. children) and in the first grade of the secondary school (11-14 y.o. children). For the youngest children tools and scales were adapted in order to assess the wellbeing at school, in the family, with peers and teachers. As the children get older, validated scales and indicators are used to facilitate comparisons (i.e. Self-Esteem Scale, Faces Scale, IPPA, AMOS).

The purpose is to underline significant differences between the group of "treated" children, who receive the interventions, and the others (comparison group), in order to assess the impact of the project. Data are analyzed through quantitative and qualitative methods (T-test, ANOVA, regression models, content analyses).

Preliminary results

The presentation focuses on the process of developing tools adapted to different age groups and on the preliminary results in the schools for different age groups. Preliminary findings show differences in the levels of children's wellbeing, by gender, age, type of school, economic status, and family background. Motivation and wellbeing at school are correlated with the strength of relationships in the classroom, with both teachers and schoolmates. Family support has also an important role in promoting the wellbeing of children.

Conclusions and implications

The project tackles different areas of interest:

1. *Solutions for contrasting educational poverty*: this is the main focus of the project and it is a way to share practices and innovative solutions.
2. *Involvement of stakeholders*: all activities require the active involvement of all the local community actors.
3. *Testing tools and practices*: in a fragmented welfare system, the project represents an occasion to share age-sensitive tools and practices that are piloted in different regions.

ID: 179 / 2.5: 3

Oral Presentation

Domain: Research

Main Theme: Comparative methodologies for understanding children's wellbeing, Measurement issues related to child wellbeing and understanding children's lives

Subtheme: Child wellbeing development practices, Childhood vulnerabilities: research-policy-practice, Child wellbeing and social and educational services

Effects of Cash Transfers on Caregiver and Child Wellbeing in a Kenyan Context

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Thematic Relevance

With an estimated 250 million children in developing economies being at risk of failing to reach their full potential, the world can no longer afford to ignore the plight of less affluent regions. In recognition of challenges faced by vulnerable families in the region, governments and international funders have renewed their commitment to advancing the level of wellbeing for citizens. One key area in which change has been experienced is in contribution towards social protection, in the form of cash transfers, as a percentage of the national income. In effect, many developing countries, Kenya included, have drawn from the growing evidence base to formulate social protection policies, which have translated to improved practice in addressing the plight of vulnerable children through supporting caregivers to better care for their children. This submission provides insights on one such policy and programme, which is the cash transfer for orphans and vulnerable children (CT-OVC).

Background and Purpose

There has been a proliferation of research on the impact of cash transfer programmes on children's outcomes. However this body of research has focused on economic outcomes of the recipient households. Where health and education have been measured, the emphasis has been on objective measures, with limited measures of subjective wellbeing. Social wellbeing of children in relation to cash transfers, to the best of this researcher's knowledge, has not been measured so far. This study sought to address these gaps. The objective was to measure the effects of the CT-OVC on caregiver and child subjective wellbeing in the domains of health, education, material and social wellbeing.

Methods

A quasi-experimental design involving a random sample of 225 participants, consisting of children 7-14 years and their primary caregivers was used. Quantitative data was collected through interviewer administered questionnaires. Scales were developed for each of the four domains and checked for the level of internal consistency. Health and social wellbeing scales which had an acceptable level of internal consistency (Cronbach's alpha >.70) for both caregivers and children were used to test for correlations between program enrolment and wellbeing outcomes. Caregiver social wellbeing was measured through three scales which looked at parental self-competency, supportive relationships, and the caregivers' sense of community wellbeing.

Results

Preliminary results indicate that there is a significant relationship between participation in the CT-OVC programme and caregiver health and social wellbeing. CT-OVC recipient children have slightly higher, but not significant health wellbeing than those in the comparison group. They however have significantly higher social wellbeing, and have experienced significantly more positive changes in relationships than non-recipients.

Conclusions and Implications

Social assistance through cash transfers is a useful strategy in promoting wellbeing. Implementers should explore ways of increasing supports offered alongside cash transfers such as health services for children to help promote their health wellbeing. Further work is needed in context relevant tool development for better measurement of subjective education and material wellbeing outcomes.

ID: 245 / 2.5: 4

Oral Presentation

Domain: Research

Main Theme: Comparative methodologies for understanding children's wellbeing, Measurement issues related to child wellbeing and understanding children's lives

Subtheme: Children's welfare and children at risk, Childhood vulnerabilities: research-policy-practice, Child wellbeing and social and educational services

Identifying poor children: Understanding the differences between poverty approaches

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Thematic relevance The worldwide trend of optimization in social spending has promoted poverty measurement as a crucial instrument for identifying most vulnerable children. Subsequently, efforts for refining poverty measurement have led to the creation of various monetary and non-monetary measures which were found to loosely associate with each other, identifying differing individuals as poor. The same conclusions are reached adopting a child focus. Understanding how poverty measures empirically relate to each other when identifying vulnerable children and its implications for policy formulation has become an imperative.

Background and Purpose Indifferently using diverse poverty measures to legitimise inferences on children's poverty risk overlooking that: (i) children's experience of poverty differs from that of adults; (ii) monetary and non-monetary measures provide diverging pictures of poverty; and (iii) household level poverty estimates mask intra-household inequalities. This study aims at explaining to what extent and under what conditions do monetary, subjective and child multidimensional approaches to poverty overlap in the identification of poor children.

Methods This paper uses data from the 2015 Living Conditions Monitoring Survey (LCMS) for Zambia which covers a national representative sample of 12,251 households and 31,472 children younger than 18 years. This survey comprises enough aspects of child well-being to measure child multidimensional deprivation poverty in addition to households' monetary and subjective poverty.

Child multidimensional deprivation is estimated following the UNICEF National Multidimensional Overlapping Deprivation Analysis (N-MODA) methodology, adopting a child-centred approach. Children cumulating simultaneous deprivations in 3 or more dimensions such as education, health, nutrition, among others, are considered multidimensionally poor. Monetary poverty is estimated for each household, using Zambia's national

extreme poverty line for 2015 of 152 Kwacha (approximately US\$12) per month per adult equivalent, and children of poor households are considered monetary poor. Similarly, children's subjective poverty is inferred from the response of a selected member of the household to the "Self-Assessed Poverty" question. Using a multinomial logit model, this study estimates the effects of child and household's characteristics on the probability of being simultaneously identified as poor according to the different child poverty measures.

Results The analysis shows that 19.6% of children are identified as poor irrespective of the poverty measure. The extent of this overlap varies at the subnational level. Age, gender, household composition, area of residence and level of education of the household's head significantly affect the probability of a joint identification by different poverty measures.

Conclusions and Implications Findings of the study reveal that multidimensionally poor children do not always belong to households that are monetary poor or wherein members perceive themselves as poor. A possible explanation is that child well-being is not always guaranteed by income, assets or adult assessment of poverty. The fulfilment of children's basic needs goes beyond the affordability of market provided goods and services. In fact, some of these essential goods and services (health and education, for example) are public in nature and rarely provided sufficiently by the markets. Furthermore, children are unable to sustain themselves and lack the agency to influence resource allocation towards securing their needs.

ID: 114 / 2.5: 5

Oral Presentation

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work, Comparative methodologies for understanding children's wellbeing

Subtheme: Children's welfare and children at risk

Children first? Intra-household variations in deprivation in the South Pacific

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1 Thematic relevance:

The acknowledgement that children have specific needs and experiences of poverty (Delamonica, 2014; Minujin, 2012) has led to the development of child specific indicators to measure poverty and deprivation among the child population. For instance, SDG 1.2 states the aim to "reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions". This paper develops a child and country specific measure of child deprivation in the South Pacific using the consensual approach (Mack and Lansley, 1985) the measure is then used to explore intra-household variations in deprivation.

2 Background and purpose

Poverty is often measured at the household level as households tend to share both resources (e.g. earnings, farming produce) and expenses. Under this model children living in poor households are categorised as poor. However, there is increasing evidence of unequal access to resources within households (Klasen and Lahoti, 2016; De Vreyer and Lambers, 2016; Brown et al., 2018). If the assumption of equal sharing of resources is violated, then the estimates produced by household measures will be biased, over or under-estimating child poverty.

This paper aims to a) test the applicability of the consensual approach in the South Pacific, and b) explore intra-household variations in deprivation. The paper will contribute to the wider literature on intra-household variations in deprivation and access to resources by addressing three questions. 1) How do deprivation rates vary between adults and children? 2) Are resources shared equitably within the household, and if not, who goes without? 3) Do deprivation patterns vary across groups?

3 Methods

This research uses data from a special deprivation module included the Tongan Household Income and Expenditure Survey (2015/16), a national representative survey (n=1362 households with children). The paper expands on the approach developed by Main and Bradshaw (2016) to analyse intra-household deprivation by exploring variations in deprivation patterns for sub-groups.

4 Results

When age specific deprivation measures are used adults and children exhibit similar deprivation rates of around 40%. Our findings suggest that in the vast majority of households where children are deprived, adults are also deprived. Deprived children living in households where adults are not deprived tend to lack extended educational opportunities, while only a small minority is deprived of basic needs (e.g. food, clothing). The consistently deprived are a poorer subset of all households experiencing either child or adult deprivation.

5 Conclusions and implications

Previous research on intra-household differences in access to resources has reached contradictory results. While some find that families prioritise children (e.g. Main and Bradshaw, 2016), others find that children are more likely to experience the consequences of poverty (Brown et al., 2018). Results for Tonga indicate a strong overlap

between child and adult deprivation outcomes, suggesting that families allocate resources to all members. When children are exposed, they lack on items that are costly and not widely considered basic needs. Patterns of intra-household distribution of resources appear to be context specific.

ID: 155 / 2.6: 1

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators, Research- and knowledge-minded social work, educational and behavioural practices with children

Subtheme: Everyday lives of children, Childhood vulnerabilities: research-policy-practice, Child wellbeing and social and educational services

Schooling Outcomes for Waste Picker Children and Youth in Delhi

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Thematic relevance

Using qualitative data, this study sheds light on alternative schooling outcomes for waste picker children and youth in Delhi, and the ways in which they use what they have learnt to bring changes not only to their own lives, but also to the world of waste.

Background and Purpose:

This study is a work-in-progress that seeks to explore the effects which schooling has on waste picker children in Delhi. Waste picking is a job that is often looked down upon and met with mixed responses. On one hand, there have been rising efforts in recent years to commend the environmental contribution of waste pickers, who reduce at least 20 – 25% of the 10,000 metric tonnes of daily waste that Delhi produces through the waste they recover and recycle. On the other hand, waste pickers are often socially stigmatized and face severe discrimination. An alarming number of children are engaged in this occupation because of poverty, income inequality and familial obligations, to name a few, which exposes them to several social and health vulnerabilities. Schooling is often seen as a promise for brighter futures and better life opportunities; however few studies look into the impacts and outcomes. The purpose of this study is to understand the type of freedoms and mobilities that schooling opens up for waste picker children, and how their perception towards waste picking change.

Methods section:

Access was gained through attaching to an NGO in Delhi that works with waste picker families and children. This qualitative study involved informal and formal interviews with 30 waste picker children and adults aged 8 to 32 across Delhi. This sample comprises a mix of children and young adults who are currently in school, have dropped out and/or pursue other occupations. All of them are from waste picker families, some of whom continue to support their families through waste picking, while others have left the occupation.

Results section:

Initial results show that while few respondents have transitioned out of waste picking, a majority expressed that schooling has taught them how to sit and stand, and how to converse with a diverse array of people. Some other respondents continue to have dignity and respect for the contributions of waste picking. A few have found different ways to incorporate what they have learnt, breathing new life again into discarded waste, and expanding their opportunities within the sector.

Conclusions and Implications section:

Firstly, schooling outcomes may not be in the most visible forms, and can appear as cultural capital gained that facilitates the accumulation of other forms of capital. Secondly, while schooling has the power to lift waste pickers towards better life opportunities, a few respondents find ways to use what they have learnt to open new doors and opportunities within waste picking.

ID: 185 / 2.6: 2

Oral Presentation

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work

Subtheme: Everyday lives of children, Childhood vulnerabilities: research-policy-practice, Child wellbeing and social and educational services

Can schools and education policy make children happier? A comparative study in 33 countries and economies

Jose Marquez

University of Leeds, United Kingdom

This research investigates the association between education policy and children's subjective well-being. This is of relevance to the topic of the ISCI 2019 Conference as it draws on child well-being theory to link policy and practice with an important child outcome (life satisfaction) in a large number of societies.

Our understanding of child subjective well-being and how to promote it has improved substantially over the last decade. In relation to the role of education policy in shaping subjective well-being, although valuable research has been conducted, much remains to be done. This research aims to fill this gap by studying the association between education policy and students' subjective well-being –in particular, life satisfaction- in 33 countries. The main hypotheses are informed by the literature, which suggests, first, that an association between education policy and children's subjective well-being can be hard to find but it is likely to exist. And second, that this association is complex, that it can be better understood through the multiple interconnections between different aspects of the child's close environment (rather than in terms of macro-level aspects), and that it may also vary depending on gender and its links with aspects of this close environment and across societies.

To examine these hypotheses, this research adopts an ecological approach to child subjective well-being that focuses on two aspects of the close ecology of the child: home and school. Advanced quantitative methods – mainly multilevel regression- are used to analyse data from the Programme for International Student Assessment (PISA) 2015 by the OECD, released in 2017. This became the first PISA study to collect data on the subjective well-being of 15-year-old students and can be considered a milestone in terms of data availability to study this question.

Findings support both of the hypothesis defined above. Results indicate that students' life satisfaction is associated with multiple education policy relevant aspects of students' lives and with socioeconomic status and gender, although there are important differences in terms of the effect size and the number of societies where an association is found. Moreover, many of these associations are mediated by schools and differences in life satisfaction are partly explained by the school a child attends. The study of interaction effects indicates that the association between education policy and students' LS is complex. This association is defined by the interconnections between these policy-relevant aspects of students' lives, school characteristics (school type and school peers' characteristics), aspects of the home environment (socioeconomic status and relationships with parents), and gender; and differences across societies are important. The models used to investigate these questions explain, approximately, between one fifth and one third of the variation in students' life satisfaction in most countries.

Overall, these results suggest that schools and education policies may play an important role in shaping students' subjective well-being and that differences across societies can be significant.

ID: 132 / 2.6: 3

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators, Research- and knowledge-minded social work, educational and behavioural practices with children

Subtheme: Children's welfare and children at risk, Childhood vulnerabilities: research-policy-practice, Child wellbeing and social and educational services

The Impact of Exposure to Sibling and School Violence on Children's Well-Being: The Mediating Role of Perceived Social Support

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Thematic Relevance: This study provides empirical evidences and information informing that comprehensively incorporating social support into current intervention on child victimization could be an effective way to promote victims' well-being. We believed that this study is relevant to the conference themes, such as research- and knowledge-minded social work, educational and behavioural practices with children, and children's rights, well-being and indicators.

Purposes: Expanding from the social support deterioration model, this study examines a proposed theoretical model of how children's mental health, psychological well-being, and life satisfaction were indirectly associated with their exposure to sibling violence and school bullying, mediated through different sources of social support (i.e., family support, peer support, and teacher support) that children perceived in Taiwan. It also further examines how gender and age groups differ in the interrelationships between variables in this model.

Methods: A multi-stage cluster random sampling method was conducted to collect a nationally representative sample with over 3,000 schoolchildren (10 and 12 years old) in Taiwan, which belongs to a worldwide project on children's well-being— The International Survey of Children's Well-Being (ISCWeB). Each child recruited in this sample was given an anonymous questionnaire, including items regarding their basic demographics, social experiences in family and school, mental health conditions, personal well-being, and satisfaction in life.

Results: The results of structural equation modeling analysis provided a good fit of model for the sample as a whole [$\chi^2 = (296, N=3,038) = 1,855.414$; $p < .001$, NFI=.960, IFI=.966, CFI=.966, RMSEA=.042]. The final model accounted for 53% of the variance in children's well-being, 32% in psychological health, and 51% in life satisfaction. Overall findings showed that children's well-being, psychological health, and life satisfaction were not directly associated with their victimization by siblings and peers; however, children's well-being, psychological health, and life satisfaction were indirectly associated with victimization by siblings through perceived family support, and indirectly associated with victimization by peers through perceived peer support and teacher support. Similar findings were found for male and female as well as children aged 10 and 12 years old.

Conclusion and implication: The findings imply that children perceptions of social support from family, peers, and teachers play important mediating roles in the associations between child victimization by siblings and peers and their well-being, psychological health, and life satisfaction. The findings provide empirical evidence and information to help practitioners and policymakers justify developing or incorporating social support into prevention and intervention strategies on child victimization. It also suggests that such strategies can be effective across gender and age groups in Taiwan.

ID: 134 / 2.6: 4

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators, Child indicators and advocacy in justice systems

Subtheme: Children's and practitioners' voices in the context of justice, Children's welfare and children at risk, Child wellbeing and social and educational services

Identifying and Alleviating the Challenges of Armed Conflicts Faced by Children at Primary School Age.

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Armed conflicts is a pressing contemporary issue. The severe problems presented by armed conflicts have become the focus of social work research. According to UNICEF's statistics (2017), the proportion of civilian casualties in armed conflicts has increased, reaching more than 90%, about half of these victims are children. Over the past decade, two million children have been killed in armed conflicts, while three times as many have been injured.

The study aims to identify the challenges of armed conflicts faced by children in order to address appropriate interventions from the perspective of social work.

Qualitative research was implemented through deep interviews with nine social workers from Yemen, Iraq, and Syria. Access to the sample was obtained through purposive sample. The data was reviewed line by line and then was grouped into appropriate themes in accordance with the research purpose.

Based on respondent's interviews and related literature, armed conflicts can affect children psychologically, physically, socially, economically, and morally. Focusing on social and psychological effects, children can probably suffer from different problems such as, social isolation, school refusal, aggressive and disrespectful behaviours, sleeping problems, unusual crying and screaming, anxiety, nightmares, and bedwetting.

In response to these problems, social workers addressed several interventions that are implemented with affected children at individual, group, and community levels. One example of a project that employed a set of effective interventions was "The safe friendly spaces for children" in Sana'a province which was funded by the UNICEF and managed by the Yemeni General Union Sociologists, Social Workers and Psychologist.

This study emphasises the importance of activating the role of school social work in working with children in conflict environment. Thus, further research should focus on the possibility of implementing training programs by the International Association of Social Workers targeted school social workers who work with victimised children.

ID: 261 / 2.6: 6

Oral Presentation

Domain: Research

Main Theme: Measurement issues related to child wellbeing and understanding children's lives

Subtheme: Childhood vulnerabilities: research-policy-practice, Child wellbeing and social and educational services

Trends in the prevalence and distribution of teacher-identified special health-care needs across three successive population cohorts.

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Thematic relevance:

Around 18% of children start school in Australia with some sort of additional health and developmental need—with higher proportions for more disadvantaged children. These rates have not diminished over time. This presents a substantial challenge for schools that has not been met in the Australian context. Schools represent our strongest public health platform in high income countries yet moving from theory to policy and practice has been ad hoc at best. This paper suggests that the numbers and types of problems could and should stimulate a whole different way of providing education if we are to truly address the human capital of the future.

Background and Purpose

A large proportion of children who start school have or are at risk of having a chronic condition which requires more medical, allied health, education or related services than their peers. Schools need an accurate picture of whether levels of these additional needs are changing over time, in order to plan for future service provision and highlight developing service gaps. Some children's special health care needs (SHCN) are formalised at the start of schooling (established SHCN), but a larger proportion start with difficulties that are milder or not yet diagnosed (emerging SHCN). This study explores whether: 1) the prevalence of teacher-identified SHCN (both overall and according to type of needs), and 2) distribution across disadvantaged communities, has changed over three successive population cohorts of Australian children.

Methods

We draw on repeated cross-sectional data from the Australian Early Development Census, a teacher reported checklist completed on full populations of Australian school entrants in 2009, 2012 and 2015. It includes a measure of SHCN, as well as demographic information. Multinomial logistic regression analyses were used to explore the proportion of SHCN changed from 2009 to 2015, and whether year predicted the odds of experiencing specific types of impairment. Unadjusted results are presented, because we were interested in whether the burden facing schools had changed, regardless of cause.

Results

The proportion of children with emerging and established needs were mostly stable from 2009 to 2015 (emerging needs: 17.1-18.9%; established needs: 4.4-4.9%). Change over time was observed in the prevalence of some specific types of impairment. Speech impairment rose 14.7% for children with emerging needs, and emotional problems rose 13.7% for children with established needs. Children living in the most disadvantaged neighbourhoods had higher odds of SHCN in all years (e.g., emerging needs RRR 1.65 [99%CI 1.55, 1.75] in 2015; established needs RRR 1.88 [99%CI 1.71, 2.06] in 2015).

Conclusions and implications

A large proportion of children starting school each year have SHCN. The proportion of children entering school with teacher-identified additional support needs each year remains relatively stable, but in absolute numbers is increasing, in line with the increasing population size. Their support needs increasingly reflect complex bio-psycho-social issues, and are concentrated in more disadvantaged areas. The increasingly complex difficulties require input from both the health and education sectors and also need to consider the added impact of disadvantage.

ID: 201 / 2.7: 1

Oral Presentation

Domain: Practice

Main Theme: Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Children – the bearers of rights, Participation, protection and provision in children's perspectives

Recommendations towards improved Child Rights Measurement - Product of the International Conference: Measuring the Effectiveness of Children's Rights - Make all Children Count!

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In February 2018 the International Conference: "Measuring the Effectiveness of Children's Rights" was organized in Brussels by the National Commission on the Rights of the Child - Belgium in collaboration with ChildONEurope to contribute to offering practitioners, policy makers, researchers, and child advocates the opportunity to share (best) practices and find a common ground on how to measure the effectiveness of children's rights in the objective of their continuous improvement (<https://ncrk-cnde.be/en/projects/international-conference-measuring-the-effectiveness-of-children-s-rights/>).

The conference was structured around four key questions:

1. Setting the debate: What constitutes an effective tool for measuring the effectiveness of children's rights?
2. How can synergies and links between child-rights / child wellbeing indicators and other measuring instruments be developed?
3. How can meaningful participation of children be ensured?
4. How can the most vulnerable children be reached and included by data collection systems and instruments?

One of the outputs of the two days of closed and plenary workshops is a set of recommendations, nourished by various expertise (data collection professionals, child rights experts, professionals working with children, former CRC members, academics, international organizations, NGO and State representatives) from different parts of the world. The recommendations are structured around three pillars, further identifying key work areas.

First, the children's rights framework setting the basic principles which each child rights measurement initiative should take as a starting point.

Second, recommendations aimed at decision-makers.

Third, recommendations addressed to children's rights data collection professionals. These are further articulated around the following key ideas: define your objectives ; create synergies; ensure the participation of children as partners; and communicate.

The National Commission on the Rights of the Child – Belgium took these recommendations hands on and started implementing them to improve Belgium's national child rights indicators from a methodological and practical perspective, thereby increasing their use towards policy-making and -development. Notable improvements were realized among others as to the aspects of child participation and communication. Nonetheless, numerous questions remain at the forefront of this debate, and the recommendations can be further refined and shared.

Purpose of this oral presentation would be to present the set of recommendations identified and further the continuation of engaged discussions about their practical implementation at the international, national and local level.

ID: 171 / 2.7: 2

Oral Presentation

Domain: Research

Main Theme: Measurement issues related to child wellbeing and understanding children's lives, Children's rights, wellbeing and indicators

Subtheme: Children – the bearers of rights, Participation, protection and provision in children's perspectives

Realisation of children's rights and subjective well-being from the children's perspective

Kadri Soo

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Thematic relevance. United Nations Convention on the Rights of the Child (CRC) is the legally binding instrument which provides a set of standards on children's rights and the frame for the understanding and evaluation of child well-being. With the ratification of the CRC, the countries are obligated to implement various actions and measures to achieve the full realisation of children's rights.

Background and Purpose section. Estonian Strategy of Children and Families for 2012-2020 sets one of the objectives to guarantee the rights of children, particularly participation rights. However, there is less evidence of how children's rights are considered in practice from the children's perspective. This paper aims to find out the realisation of rights in the life of Estonian children and association between the realisation of rights and children's assessment of well-being. In addition, the changes in realisation of rights over time will be examined. The following questions will be discussed: 1) To what extent are children's rights fulfilled? 2) What child well-being indicators are (most) related to realisation of children's rights?

Methods section: The main data are drawn from the third wave of the International Children's Worlds Study (ISCWeB). In the analysis, only Estonian sample of 12-year-old children ($n=1,079$) is used. Data collection was carried out in 2017-2018. Cluster sampling of schools was employed. For estimation of time trends, the data from the survey "Dependency of children's health on living conditions in different Estonian regions" is used. This study was conducted among 14-year-old pupils ($n=1,568$) of general education schools in 1997. In both studies, the children were asked to assess the extent to which ten rights are fulfilled in their lives.

Results section: Estonian children considered the right to provision (e.g., right to live with caring and loving parents) most fulfilled in their lives. The majority of children estimated the right to be protected against dangerous persons and situations to be met, however, many of them criticised the realisation of the right to get professional help in need. According to the children, the rights to participation and non-discrimination have been fulfilled to a lesser extent than the rights mentioned above. The realisation of rights and children's perception of well-being, particularly the indicators related to home domain, are strongly associated.

Conclusions and Implications section. Children's assessments showed that in Estonia children are provided care and protection against dangerous situation, but the right to express their views and make age-appropriate decisions are not sufficiently implemented in practice.

ID: 251 / 2.7: 3

Oral Presentation

Domain: Research

Main Theme: Measurement issues related to child wellbeing and understanding children's lives, Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Child wellbeing development practices, Childhood vulnerabilities: research-policy-practice, Child wellbeing and social and educational services

Youth Research Slam: Engaging at-risk youth in research to support their well-being

Maya Peled, Annie Smith, Stephanie Martin

McCreary Centre Society, Canada

THEMATIC RELEVANCE: This submission relates to the conference topic—"Children of the World: The Touch of Change. Theories, Policies, Practices"—because it addresses youth engagement in research and how this process can affect policies and practices.

BACKGROUND & PURPOSE: The Youth Research Slam is a youth-engagement approach to support at-risk youth in gaining skills in community-based research. To date, three annual Research Slams have taken place (2017–2019), each over a two-week period. The Research Slam has taught youth skills in survey development, quantitative data analysis, reporting results, and disseminating findings. Youth participants have selected indicators of relevance and importance to them, including in the areas of stress and coping (2017), the relation between healthy eating and mental health (2018), and understanding substance use (2019).

The Research Slam aims to support youth to develop not only research-specific skills and knowledge, but also other transferable education and employment skills.

METHODS: Over 30 at-risk youth (aged 15–24) have taken part and have been supported by staff at a non-profit research agency in Vancouver, Canada. They completed an evaluation form at the start and end of their involvement.

RESULTS: Through their analyses (of population-level surveys with samples of over 30,000 youth, and also of surveys they created and disseminated), youth identified important issues pertaining to adolescent well-being, including the top causes of stress and youth's most common ways of managing stress (2017); youth who are at greater risk of not eating healthy, and supports that can improve their likelihood of eating healthy (2018); and factors associated with marijuana use among youth (2019 – currently underway). Findings from the Research Slam have helped to inform education-based resources and practices in the classroom (e.g., stress management) to support youth health.

Evaluation findings to date have indicated that most youth researchers reported gaining skills in research and other areas which would help them with their education and employment. They also reported the experience was personally meaningful to them.

CONCLUSIONS & IMPLICATIONS: This approach successfully engaged at-risk youth in the research process, including quantitative data analysis and in identifying indicators that were relevant and meaningful to them. Not only was informative data collected on adolescent health, which helped to inform classroom-based practices, but the Slam supported youth to develop skills to foster their well-being.

ID: 159 / 2.7: 5

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators

Subtheme: Everyday lives of children, Participation, protection and provision in children's perspectives

Understanding adolescents' lives to promote adolescents' rights: a visual and participatory research in Mozambique

Elena Colonna

Eduardo Mondlane University, Mozambique

Adolescents (10 – 18 years-old) are holders of rights guaranteed by the Convention on the Rights of the Child. Fulfilling adolescents' rights becomes particularly important at a time when studies identify adolescence as a window of opportunity – a second chance – to ensure that adolescents enter into adulthood healthy and able to develop their full potential. In Mozambique, adolescents are about a quarter of the population and they face multiple challenges (marriage, pregnancy, work, HIV, school drop-out, etc.), affecting the fulfillment of their rights. Yet, in a strongly hierarchical society where power is held by elders, adolescents' voices are barely heard. However, it is not possible to change adolescents' lives without understanding challenges and opportunities that adolescents face, in their own perspectives.

The current research was carried out to investigate Mozambican adolescents' priorities and concerns and to promote social change, through the empowerment of the participants and the dissemination of their points of view.

A participatory and visual action-research method (inspired by Photovoice) was used and adolescents were asked to produce pictures and drawings to answer the following questions: what makes you feel good? What makes you feel bad? What is your dream? Research was conducted in three different contexts where Mozambican adolescents' lives can take place (city, village and rural area) and it involved 31 girls and 32 boys (10 -19 years), with different characteristics in terms of religion, schooling, disability, having children, marriage, orphanhood and family situation, work and place of residence, among others. Produced images were analyzed by the participants themselves and, later, by the researcher using socio-ecological model.

Main opportunities to promote their rights identified by adolescents include: self-esteem, self-efficacy, clarity of objectives and strategy to reach them; peer and family support; economic conditions; access to education and health; participation in local organizations; contact with a natural, clean and healthy environment; scholarships. Main barriers to their rights identified by adolescents are: bullying and violence; alcohol and drugs; corruption; witchcraft; weakness of public services; weak implementation of legislation; pollution; social norms on gender and generation.

Participatory research shows that adolescents are competent social actors, with strong knowledge of their social contexts. They are able to identify what promotes and what prevent their well-being and the implementation of their rights. They show interest and competence to share their points of view, if there are adults available to listen to them. The simple experience of being asked about their opinions was positive and rewarding for them. Once created a safe space to express their voices, adolescents were not afraid to talk about their opinion with adults, even if it was a challenging experience for them. Feedback from adults after the community exhibitions showed that most of them doesn't know that adolescents have knowledge, ideas and feelings. Finally, reflexivity and debate promoted by participatory research represent a tool for changing knowledge, attitudes and practices.

Wednesday 28, 2019

ID: 293 / 3.4: 1

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators

Subtheme: Children – the bearers of rights

Children's rights and child protection in school change processes in Germany

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1.) Thematic Relevance: This paper addresses issues of children's (sexual) rights and child protection within educational systems. Educational systems, in particular school systems in Europe undergo a profound change process. Processes of internationalization and globalization frame, structure and highly influence this change process. School children are particularly vulnerable to this change process: in many European countries school attendance is compulsory so children have to adapt to this change process.

2.) Background and Purpose: According to the UN Convention of Rights of the Child, children are holders of their rights. These rights deal with protection, participation, provision as well as with developmental rights. For Germany, protection rights and participation rights with particular reference to the school system, appear to rule out each other where children's sexualities and children's sexual rights are concerned. On a federal level, all counties [Laender] joined the federal campaign of "Schools against sexual violence" thus contributing to the school change process. This campaign so far addresses school leaders or similar stakeholders. Whether children are addressed has not been studied yet. This gap will be filled by this study.

3.) Methods: School children belonging to the School board / the commission of the Bavarian State will be interviewed in qualitative focus group discussions on the campaign and on the corresponding development of protection concepts on issues of children's sexual rights, child protection and participation. A content analysis will then be carried out.

4.) Results: The focus group discussion will take place between April and May 2019 and results will be presented.

5.) Conclusions: It can be expected that children's voice and children's agency has not been considered so far in the campaign's implementation on school level. Thus, school change processes may be considered as matters of adults not children. This, however, contradicts children's participation and protection rights in a world of change. School change policies and practices would then be required to take children into account.

ID: 122 / 3.4: 2

Oral Presentation

Domain: Practice

Main Theme: Research- and knowledge-minded social work, educational and behavioural practices with children
Subtheme: Everyday lives of children, Participation, protection and provision in children's perspectives

Using Cognitive Behavioral Intervention in alleviating School Refusal

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School refusal is considered an emergency in child psychiatry. According to the statistics, school refusal occurs in 2-5% of all school children, peaking at 5-7 years. Studies have indicated that children have a significant problems attending school for many reasons.

Because of increasing school refusal and its negative effects that may result, the present study was conducted.

Social work can play an important role in dealing with that problem through its therapies and interventions.

Cognitive behavioral intervention (CBI) is a form of treatment that focuses on examining the relationships between thoughts, feelings and behaviors. By exploring patterns of thinking that lead to self-destructive actions and the beliefs that direct these thoughts.

The study aimed to test a main hypothesis that is "There are statistically significant differences between experimental and control group in school refusal after using Cognitive behavioral intervention". Four sub-hypotheses emerged from the main hypothesis.

The study used the empirical method. SRAS-C scale was used to measure school refusal. The sample consisted of 27 students at first kindergarten stage.

The present study compared an intervention group (experimental) which consisted of 14 students who went through an intervention program, with a comparison group (13) who did not go through such intervention.

The results showed a significance differences between the two groups in school refusal scale before and after the intervention. Cognitive behavioral Intervention was successful in decreasing school refusal. To conclude, CBI was effective in alleviating school refusal

Key Words: School Refusal, Cognitive Behavioral, Intervention

ID: 113 / 3.4: 3

Oral Presentation

Domain: Research

Main Theme: Measurement issues related to child wellbeing and understanding children's lives, Research- and knowledge-minded social work, educational and behavioural practices with children

Subtheme: Childhood vulnerabilities: research-policy-practice, Child wellbeing and social and educational services, Participation, protection and provision in children's perspectives

Different perceptions on the education of children in residential care: The perspective of children, teachers and caregivers

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Thematic relevance

Data from different studies have revealed that children in care often have greater difficulties related to schooling and when they leave care they display more social problem indicators than their peers of the general population. Despite recent studies have raised awareness of the factors that may affect their educational pathways, fewer studies have addressed the perceptions and evaluations of the different stakeholders involved in this situation. To promote a *touch of change*, education and care systems needed to work together if they were to have an impact on policy-making and enable children to take part in decision-making that affected them.

Background and Purpose

The education of children in care is seen differently by teachers, caregivers in residential homes, and by the children themselves, and differences may be evident and highly significant with the impact that this entails. A pilot project aimed at improving the school-based learning of children in residential care was conducted within the framework of a European Project together with 5 Organizations working in Austria, Croatia, France, Germany and Spain.

Methods

Program assessment included pre-post design and, on analysing pre-test data, we established the objective of finding out more about the social inclusion in school of children in residential care. More specifically, our goals were to evaluate: (a) peer relationships and acceptance; (b) the participation of children in care in activities that most of their classmates do, and (c) to find out if they like going to school and feel safe there. Three stakeholders were involved (N=219): adolescents in residential care aged 12-17 years old and their teachers and caregivers. They were given a questionnaire with the same questions for data to be contrasted. Contingency tables were constructed and a chi-square test was conducted to study the relationship between the dichotomous and ordinal variables. As for the satisfaction variables, the Student's t-test and ANOVA were used to compare mean

scores. In order to test the strength of agreement between the responses submitted by the three groups, Cohen's Kappa statistic was used.

Results

Data matches could be analysed as each teacher and caregiver evaluated the situation of each youngster participating in the research. Findings showed how adolescents evaluated these school-related matters significantly more positively than their teachers, but differences were even more significant when compared to caregivers, who revealed a largely pessimistic outlook, with implications for consequent practices and policy-making. In addition, data matching showed little agreement between adult and adolescents responses.

Conclusions and Implications

Not only does this assessment reveal how children in residential care experience school, but it may also provide insight into the social construction of the education of children in care and whether it is seen as a problem or, by contrast, as an opportunity. At policy level, there are recommendations to work towards inclusive schools and give priority to teacher training. In professional practice, the low expectations that adults have for these children needs to be addressed. Finally, longitudinal studies should be carried out to better understand the contrasting stakeholders' perspectives.

ID: 142 / 3.4: 4

Oral Presentation

Domain: Research

Main Theme: Measurement issues related to child wellbeing and understanding children's lives

Subtheme: Child wellbeing development practices, Child wellbeing and social and educational services

Co-producing a school-based intervention to improve wellbeing and reduce anxiety in adolescents

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This paper discusses the development of a co-produced school-based intervention to improve wellbeing and reduce anxiety in adolescents. The project uses robust, standardised measures of wellbeing and anxiety but works closely with students and teachers to ensure the intervention reflects the views of the young people while fitting within the normal school regime. The paper therefore fits well within the theme of 'Measurement issues related to child wellbeing and understanding children's lives'.

A number of school-based interventions have been developed to try to address the growing mental health and anxiety issues that are evident among young people. However, research suggests that many of these interventions have been developed with a lack of input from key stakeholders. To address this deficit, the research reported in this paper uses co-production to work with pupils and teachers to develop a school-based intervention to improve wellbeing and reduce anxiety in adolescents through a multi-component programme.

A multi-phase mixed methods approach, drawing on the Medical Research Council framework for developing complex interventions was adopted. To help inform the development of the intervention the following methods were used: observations in a school, semi-structured interviews with teachers (n=7) and focus group discussions with pupils (n=6). Using these data, the intervention was developed and piloted with 16 pupils. The pupils also completed a questionnaire, comprising robust standardised measures of wellbeing and anxiety, before and after the intervention was implemented and provided valuable feedback on the programme itself.

The data from the first phase of the study suggested that teachers and pupils had a shared understanding of mental health and wellbeing and its importance for young people. Both groups reported that the pressures and expectations around school examinations were a major issue and had a detrimental impact on anxiety and stress levels within the school. Teachers and pupils varied in terms of how they felt the intervention might be developed and what activities should be included. However, there was a strong consensus that physical activity could be used to reduce anxiety, and improve wellbeing, particularly around school examination periods. Participants provided examples of mental health issues and things that could be done to overcome these difficulties, which were incorporated into the educational component in the intervention. The data from the questionnaires suggested a positive impact of the intervention on wellbeing at follow-up; however, the small number of participants (16) means this finding is tentative at this stage.

While the results of the study suggest that this co-produced intervention had a positive effect on pupil wellbeing more thorough testing and refining still remain to be done. Nonetheless, the feedback from both pupils and teachers has been positive which perhaps reflects the co-produced nature of the intervention. Further testing and refinement still have to be done but researchers developing interventions for schools should perhaps consider the added value of including stakeholders in the process.

ID: 241 / 3.4: 5

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators

Subtheme: Everyday lives of children, Child wellbeing and social and educational services

Children's subjective wellbeing and feeling respected in school

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Thematic Relevance: This paper focuses the theme of child wellbeing, exploring its relationship with children's feeling of being respected in school, drawing on data from the Kids' Life and Times Survey (KLT), an annual survey of 10 and 11 year old in Northern Ireland. As such it fits within the theme of 'children's rights, wellbeing and indicators' and relates directly to the topic of 'child welling and social and educational services'.

Background and Purpose: In previous KLT surveys, data have indicated (consistently) that experience of bullying and happiness at school (questions asked every year) are key predictors of child wellbeing. However, other research has indicated that children who feel disrespected by adults experience negative feelings about themselves. For example, in a survey carried out on behalf of the European Commission in 2011 children identified a 'lack of respect by the adult world' as one of the disadvantages of being a child. Given the important role that school plays in children's lives, we sought to explore the relationship between their feelings of being respected at school and subjective wellbeing (SWB), and how this compared with the predictors of wellbeing noted above.

Methods: The data for this paper came from the Kids' Life and Times (KLT) which is an annual online survey of 10 and 11 year old children carried out in schools across Northern Ireland. In 2016, 5094 children from 214 schools participated in KLT. The children were asked what the word 'respect' meant to them and whether they felt respected by the teachers in their school. A measure of SWB, KIDSCREEN-10, was also included in the survey, as were questions on experience of bullying and happiness at school.

Results: 'Respect' was largely articulated by children as them being kind, caring and nice to others. Notably many children saw respect as something they 'had to do', towards adults; many used words like 'obey' and saw respect as a term used to make them 'sit up and listen'. Very few described respect as something they should expect. The KLT results indicate that children who perceive they are respected in school and by their teachers have significantly higher subjective wellbeing than their peers. Further, whilst the best predictor of wellbeing was whether children had been bullied, feeling respected by teachers was the second best predictor, followed by whether children were happy at school.

Conclusions: Children's feelings of being respected by their teachers are significantly correlated with their SWB which has implications for how we develop a culture of respect within schools. The findings suggest a need to focus not only on the nature of respect from one child to another, or from child to adult, but also from the adult towards the child.

ID: 156 / 3.5: 1

Oral Presentation

Domain: Research

Main Theme: Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Children's welfare and children at risk, Social media and wellbeing

The Professional Use of Information and Communication Technology among Child Welfare Workers

Karen A. Randolph, Dina J. Wilke

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Thematic Relevance: This presentation addresses the theme, "Bridging research, policy and practice: Conceptualisation and Communication Issues" and subthemes, "Social media and well-being" and "Children's welfare and children at risk" by reporting on a study that examines the professional use of information and communication technology among child welfare caseworkers.

Background and Purpose: Although the use of information and communication technology (ICT) has become fully imbedded in employees' daily work routines, little is known about ICT use within the child welfare workforce. This presentation provides results of a study examining ICT use among child welfare caseworkers. We seek to answer the following question: How do child welfare caseworkers use ICT in their work with children at risk of maltreatment?

Methods: Data come from Wave 6 of a longitudinal panel study of child welfare caseworkers (n=518) in one southeastern state in the U.S. Participants provided responses to an on-line survey about use of email, text messaging, social media (Facebook, Twitter, Pinterest, Instagram, Snapchat, Reddit, WhatsApp), online meeting software (i.e., Skype, Zoom, Adobe Connect), and professional development tools (YouTube, LinkedIn). Measures included types and frequency of ICT used, difficulties encountered, and attitudes toward ICT use. Summary statistics (i.e., frequencies and percentages) were calculated to analyze data across measures.

Results: Respondents reported that they were more likely to use email (94%) and text messaging (71%) daily, compared to Facebook (10%), online meeting software (e.g., Skype [7%]) or professional development tools (e.g., YouTube [5%]). Further, respondents reported that they rarely or never encountered difficulties, regardless of ICT tools used. They reported more favorable attitudes toward the effectiveness of email (61% effective or very effective) and text messaging (51% effective or very effective) in providing services to clients, relative to social media (6% effective or very effective). The use of social media was considered appropriate when attempting to locate clients (81% always or sometimes acceptable), identifying client risk factors (77% always or sometimes acceptable), or conducting assessments (55% always or sometimes acceptable). Respondents reported more favorable attitudes toward using online meeting software to conduct meetings with other professionals (59% effective or very effective) than with clients (36% effective or very effective).

Conclusions and Implications: Results suggest that email and text messaging are more embedded in the work lives of caseworkers, relative to social media, online meeting software, and professional development tools. Also, caseworkers seem to use tools for different purposes (e.g., communication via email and text versus client assessment via social media). Caseworkers reported encountering fewer difficulties in ICT use than indicated in previous research. Further investigation is needed to address questions about the impact of ICT use on caseworker and client outcomes. Additionally, important ethical questions are raised when caseworkers use social media for investigation and assessment. Given the ubiquitous use of technology in society, more needs to be done to fully understand ICT use among caseworkers and more important, to leverage the strengths of ICT to improve the work life of caseworkers and ultimately the quality of services to at risk families and children.

ID: 182 / 3.5: 2

Oral Presentation

Domain: Research

Main Theme: Measurement issues related to child wellbeing and understanding children's lives

Subtheme: Everyday lives of children, Social media and wellbeing

Are sleeping difficulties associated with screen-based sedentary behaviors and physical activity among Taiwanese adolescents?

Yu-Chen Lin

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Thematic Relevance: The increasing use of screen-based electronic media has become part of adolescents' daily life and influences their sleep health. Physical activity, screen-based sedentary behavior and sleep are important movement behaviors. A better understanding of the associations among them is important for developing public health policies and interventions.

Background and Purpose: Adolescents in East Asia are known to have early school start times and late bedtimes on school days. Insufficient sleep and poor sleep quality during adolescence have been shown to have negative effects on health and well-being for adolescents. Promoting physical activity and reducing screen-based sedentary behaviors (SB) are often recommended as effective strategies to improve adolescents' sleep health. However, studies examining the association between sleep and physical activity showed inconsistent findings, and little was known about the association between sleep and different types of screen-based SB. The purposes of this study were to: 1) investigate the prevalence of sleep-onset difficulties and examine their associations with screen-based SB and physical activity among Taiwanese adolescents; 2) explore how Taiwanese adolescents perceive and deal with their sleep problems.

Methods: This study adopted a mixed-methods research approach including two parts. Part one, data were based on the 2016 Health and Well-being Survey of Taiwan Youth Survey in which 4,959 students aged 11, 13, 15 years completed a modified WHO Health Behavior in School-Aged Children questionnaire. Multivariate logistic regression analyses were conducted to examine associations between regular sleeping difficulties, excessive screen time exposure on separate forms of screen-based SB (watching TV, playing games, using computer) and levels of moderate to vigorous physical activity (MVPA). Part 2, 9 focus group interviews were conducted with 72 students aged 11-15 years old in 6 schools. Data were analyzed using content analysis method.

Results: Approximately 11.4% of Taiwanese adolescents had difficulties getting to sleep. There were significantly more girls (12.4%) than boys (10.4%) reporting sleeping difficulties, while no significant age differences were found. Watching TV, playing game and computer use more than two hours daily were associated with higher likelihoods of reporting sleeping difficulties, whereas having MVPA 30 minutes per day for 5 days was associated with a decreased likelihood of reporting sleeping difficulties. The multivariate logistic regression analysis showed that playing games (OR = 1.26, 95%CI: 1.02-1.56) was a significant risk factor for sleeping difficulties, while regular MVPA (OR = 0.78, 95% CI = 0.64-0.94) was protective. Results from focus group interviews revealed that adolescents had sleeping difficulties because of hefty homework loads and academic demands, physical illness, and playing games before bed. It became a vicious cycle that some adolescents had troubles falling asleep so they were up all night playing games and get very little sleep.

Conclusions and Implications: The present study provides evidence that sleeping difficulties were positively associated with screen-based SB, and negatively associated with MVPA among Taiwanese adolescents.

Adolescents should be advised to reduce screen time use before bedtime, and educated to effectively manage their sleep problems.

ID: 225 / 3.5: 3

Oral Presentation

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work, Comparative methodologies for understanding children's wellbeing

Subtheme: Everyday lives of children, Social media and wellbeing

Studying Parental Mediation of Children's Internet Use as an Indicator of Socialization: An Eight-Years Perspective

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The last decade has witnessed major changes in children's access to digital technologies and platforms: children all over the world are becoming immersed in digital media from a very early age. With the ongoing societal meta-process of mediatization, the media are becoming increasingly important for society as a whole, for traditional institutions as well as for the everyday life of individuals. Media use habits and digital skills have a growing impact on various dimensions of children's well-being. Mediatization has also changed the conditions of socialization: the media have infiltrated all contexts of socialization and interlinked previously separate agents of socialization (e.g. the family and the media; Paus-Hasebrink et al 2019).

Parental mediation of children's internet use, defined as 'regulatory strategies that parents introduce to maximise benefits and minimise risks for their children' (Kirwil, Garmendia, Garitaonandia & Martínez Fernández, 2009) in their online lives, enjoys an increasing attention as an interdisciplinary research field. This paper, by looking beyond a narrower focus used in media and communication studies, addresses parental mediation as an empirically tangible part of broader patterns and dynamics of socialization and intergenerational relations. Particularly, restrictive and monitoring mediation strategies (parental rules and restrictions) tend to match authoritarian parenting style and 'barriers' in parent-child interaction, while active mediation (parental help and guidance) corresponds to supportive family atmosphere and 'belongingness'.

The analysis is based on two waves of the cross-national EU Kids Online survey, conducted in 2010 and 2018 among 9-16-year-old children and their parents (N=1,000 in each country). The paper focuses on one of the surveyed countries – Estonia – that has experienced remarkable technological and social transformations during the last decades. The analysis embraces all comparable indicators of parental mediation (active mediation, restrictive mediation, technical restrictions, and monitoring), asked from children as well as their parents. The paper aims at delineating main trends in Estonian parents' strategies of (media) socialization by asking two main research questions: (1) To what extent and in which direction have Estonian parents' practices of mediation changed in eight years? (2) What are the main discrepancies in children's and parents' answers?

Preliminary analysis indicates the increased prevalence of technical restrictions as well as active mediation, according to both children's and parents' answers, evidencing (1) the rising level of parents' online safety awareness and digital skills; and (2) the continuing struggle between different, often contradictory, socialization values and parenting paradigms (such as old, child obedience-oriented, and new, child autonomy-oriented ones). Further research along these lines might include more elaborate analyses such as examining relationships between composite indexes of parental mediation and media socialization outcomes (e.g. children's digital skills).

ID: 105 / 3.5: 4

Oral Presentation

Domain: Research

Main Theme: Measurement issues related to child wellbeing and understanding children's lives, Children's rights, wellbeing and indicators

Subtheme: Everyday lives of children, Child wellbeing development practices, Social media and wellbeing

Association between Facebook use, depression and family satisfaction. A cross-sectional study of Romanian youth

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Thematic relevance: In recent years, Facebook has increasingly become an essential part of the lives of people, particularly youths, thus many research efforts have been focused on investigation of potential connection between social networking and mental health issues. **Background and Purpose:** For the current research we aimed at examining the relationship between Facebook use, emotional state of depression, and reported level of family satisfaction. With this in mind we posed three research hypotheses: (H1) - Depression is a positive contributor to Facebook engagement whereas youth displaying higher depressive feelings use Facebook more

intensively; (H2) - Higher level of Facebook intensity is positively related to Facebook addiction; and (H3) - Facebook addiction is negatively related to family satisfaction. **Methods:** The study focuses on the association between Facebook use, emotional state of depression, and family satisfaction. In our cross-sectional study, on a sample of 708 young Facebook users (aged 13-35), we tested the existence and strength of this relationship using Bergen Facebook Addiction Scale (BFAS), Beck Depression Inventory (BDI), and Family Satisfaction by Adjectives Scale. With k-means cluster analysis, we divided the sample into 3 groups: ordinary, problematic, and addicted Facebook users. **Results:** Findings indicate that Facebook engagement is negatively related to family satisfaction, addicted users reporting the lowest level of family satisfaction when we compared these three groups. Also, subjects who scored higher on the addiction scale also have higher scores on the depression measure. **Conclusions and Implications:** Results are in accordance with the previously published findings of other authors in the fields of social networking psychology. Implications in the field of counseling, future research scope and contributions of the study are also discussed.

ID: 285 / 3.6: 1

Oral Presentation

Domain: Research

Main Theme: Measurement issues related to child wellbeing and understanding children's lives

Subtheme: Everyday lives of children

Measuring adolescent mental health – the need to consider both symptoms and impairment

Curt Haggquist

Karlstad University, Sweden

Thematic Relevance

Adolescent mental health has become a major public health issues in many countries requiring reliable data on prevalence and changes over time.

Background and purpose

Studies reporting prevalence and trends in adolescent mental health are sometimes questioned because they are solely based on symptoms, not considering the consequences on everyday life of mental health problems. This criticism applies to many trend reports published in Europe, often authored by public health researchers. This in turn is partly reflecting lack of data about impairment in the repeated cross-sectional surveys available for trend analyses, e.g. the Health Behaviour in School-aged Children study which mainly focuses on psychosomatic symptoms. While impairment in everyday life is increasingly emphasised as an important aspect in measurement of child and adolescent mental health, it is less known to what extent experiences of everyday day consequences of mental health problems may relate to the measures of symptoms. The purpose of the study is to examine how gender patterns are affected by using a mental health measure based on symptoms as well as impairment.

Methods

The analysis is based on data collected in 2009 by Statistics Sweden in a nationwide Swedish survey on adolescent mental health. The target group comprised all students in grade 6 and grade 9, but for the purpose of this study only data on grade 9 students are used, 90 255 students 15 years old. The response rate was 80 per cent. The questionnaire used for data collection included the Strength and Difficulties Questionnaire (SDQ) and the Psychosomatic Problems (PSP)-Scale. A SDQ question about consequences of mental health problems for everyday life was used as a measure of impairment. The PSP scale comprising eight items was used to measure symptoms.

Results

The results showed that 20 per cent of the girls and 14 per cent of the boys experienced mental health problems that had a negative impact on their school work. The corresponding proportion for a negative impact on the family life was 14 and 6 per cent respectively. The gender pattern was however drastically changed when impairment was conditioning on the degree of symptoms. In the group of student reporting a higher degree of psychosomatic symptoms, the proportion of boys reporting negative consequences was as big as or even bigger than among girls.

Conclusions

While girls are reporting psychosomatic symptoms more than boys, but boys seem to suffer more than girls in everyday life, given the same symptoms load. Whether this "gender paradox" occurs because of gender

differences in coping abilities or tendency to admit symptoms or for some other reason is not much examined yet. The results confirm the importance of including symptoms as well as indicators of impairment in the measurement of adolescent mental health.

ID: 243 / 3.6: 2

Oral Presentation

Domain: Research

Main Theme: Measurement issues related to child wellbeing and understanding children's lives

Subtheme: Child wellbeing development practices, Children's welfare and children at risk, Childhood vulnerabilities: research-policy-practice

Children's mental health in different contexts: issues observed by different raters

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Thematic relevance: This paper will discuss challenges of assessing children's mental health and can help to guide policy- and practice-related decisions regarding early identification of mental health problems.

Background and purpose: People who share close relationships or spend significant amount of time with children can evaluate their wellbeing in different contexts. Multi-informant approach provides a richer understanding about the mental health status of a child and the contexts in which children display these concerns. Assessment is generally done via questionnaires, but some mental processes can be also measured with behavioral tasks. Combining different instruments can provide a better understanding on identifying children at risk. The aim of this paper is to describe children's mental health concerns in different environments and discuss the issues of assessing first grade students' mental health.

Methods: This paper is based on baseline data collected in the PAX Good Behavior Game (PAX GBG) effectiveness study conducted in years 2016-2018 in 42 Estonian schools (N=708). Information was collected from parents and teachers using teacher- and parent-rated Strengths and Difficulties Questionnaire (SDQ, Goodman, 1999). It comprises five subscales - emotional symptoms, peer relationship problems, conduct problems, hyperactivity/inattention and prosocial behavior. Behavioral task (Go/No-Go Task) was used with children to measure inhibitory control, marker of impulsivity. Distribution of high-risk scores and parent-teacher agreements in SDQs were calculated using original cut-off scores. Correlations between Go/No-Go task and SDQ were calculated with Pearson correlation.

Results: Teachers indicated that at school highest number of children are at risk for hyperactivity/inattention and smallest number for emotional problems, compared with other areas of difficulties. Parents rated low prosocial behavior as the most problematic and hyperactivity as the least difficult area for children at home environment. Parents in general marked higher number of children as at risk, compared with teachers. Agreement across teacher and parent raters in terms of risk status was found for more than 70% in case of all SDQ subscales except prosocial behavior, where the agreement was 64%. Correlations between inhibition (Go/No-Go task) and mental health problems (particularly hyperactivity and conduct problems) were significant when rated by teachers, but only partially correlated with parents' responses. Correlation was stronger for girls, indicating that teachers noticed girls' behavioral difficulties in greater extent.

Conclusions and Implications: This study showed that teachers seem to be more attentive to children's behavioral problems than parents but might fail to notice emotional difficulties. Low agreement regarding prosocial behavior across raters and different problem areas in school and home environments demonstrate diversity in children's behavior in different contexts. While schools have a unique potential for early identification, this study highlights the importance of multi-informant approach in mental health assessments as some problems might be less observable in certain environments and contextual variations can influence the behavior of the child. Also, the measurement error and bias can have an effect on the assessments. Further studies can provide more understanding on how to cost-effectively identify children at risk.

ID: 101 / 3.6: 3

Oral Presentation

Domain: Research

Main Theme: Comparative methodologies for understanding children's wellbeing, Measurement issues related to child wellbeing and understanding children's lives

Subtheme: Child wellbeing development practices, Children's welfare and children at risk, Childhood vulnerabilities: research-policy-practice

Adverse Childhood Experiences: The long-term immune and epigenetic effects

John Arden

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This presentation discusses the wide-ranging health and mental health ramifications of the Adverse Childhood Experiences (ACEs) study. The presenter worked for 26 years in the system that produced this landmark study. The ACE study highlights the interaction between early adversity and epigenetic affects expressed later in life that significantly impact mental health. The rapidly evolving field of epigenetics reveals how the gene-environment interaction brings about the expression or suppression of the genes. Maternal neglect and growing up in poverty have been shown to suppress genes regulating the cortisol receptors on the hippocampus, making it more difficult to turn off the HPA axis later in life. In the extreme, low cortisol receptors are associated with suicide.

The presentation synthesizes the already substantial literature on psychoneuroimmunology and epigenetics, combining it with the neuroscience of emotional, interpersonal, cognitive, dynamics, with psychotherapeutic approaches to offer an integrated vision of psychotherapy. The integrative model promotes a sea change in how we conceptualize mental health problems and their solutions. We can now understand how the immune system, diet, brain structure, and even gut bacteria affect mental health. Psychotherapists in the 21st Century will by necessity become more like healthcare workers to address and resolve adverse mind-body-brain interactions.

The Intersection of Health and Mental Health illustrates how the interface between the immune system, mind, and the brain affects mental health. For example, high levels of inflammation are strongly associated with a broad range of health and mental health problems, including devastating effects on mood, cognition, and the desire to engage other people. Inflammation can result from adversity and one of several dimensions of the interface between mind, brain, and body. In fact, long-term inflammation is strongly associated with anxiety, depression, and cognitive deficits, including dementia.

Prior to the conference in Estonia, the presenter will be attending meetings at Reykjavik University in Iceland to collaborate on how the subject areas noted above impact the Youth in Iceland Model.

ID: 160 / 3.6: 4

Oral Presentation

Domain: Research

Main Theme: Comparative methodologies for understanding children's wellbeing, Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Child wellbeing development practices, Childhood vulnerabilities: research-policy-practice

Population-level prevalence of health disorders among kindergarten children in Canada: Neighbourhood and jurisdictional differences

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Thematic relevance:

Little is known about the association between the prevalence of health disorders among young children and where they live. These children tend to be more vulnerable for sub-optimal developmental outcomes, and individual-level risk indicators are not suitable for policy recommendations. This study extends our understanding of the relationship between neighbourhood-level socioeconomic status and health disorders to young children using population-level data.

Background and purpose:

Having a health disorder early in life often impacts trajectories of development through childhood, adolescence, and adulthood. It has long been recognized that socioeconomic status (SES), typically conceptualized as some combination of income, education, and employment indicators, is strongly associated with health, with lower SES related to both higher mortality and morbidity. While some evidence relevant to children with special health needs indicates that there is a similar association between family SES and developmental/academic outcomes, little is known about whether the prevalence of any health disorders is associated with place-based contexts. The study's purpose is to examine the prevalence of health disorders in kindergarten children in relation to the SES of the neighbourhoods they live in.

Methods:

Data were collected for 990,502 children from 2004 to 2015 using the Early Development Instrument (EDI), a population-level measure of children's developmental health at school entry, which includes reports on disorders: an identification of special needs, having a functional impairment limiting child's ability to participate in classroom activities, or diagnosed conditions (i.e. physical or mental health disorder). These data were aggregated to 2,043 custom neighbourhoods from 12 of Canada's 13 provinces and territories, and linked at the neighbourhood-level with an SES index based on a set of 10 variables from the 2006 Canadian Census and the 2005 Taxfiler databases. The relationship between neighbourhood-level SES and the prevalence of health disorders was examined using linear regression.

Results:

The prevalence of childhood health disorders in Canadian neighbourhoods, excluding those with fewer than 10 children, ranged from 1.9 to 49.3%, with an average of 16.8% (SD = 5.99). Results of a linear regression

demonstrated a significant association between neighbourhood-level SES and the prevalence of health disorders ($F(1, 2036) = 387.29, p < .001$), with an R^2 of .16. This relationship remained significant even after adding province/territory to the model ($F(12, 2025) = 90.52, p < .001, R^2 = .35$). For one standard deviation decrease in neighbourhood-level SES, the prevalence of health disorders increased by 2.4 percent.

Conclusions and Implications:

Our study demonstrated that 1) the prevalence of health disorders at school entry age varies by jurisdictions, and 2) the prevalence is negatively associated with area-level SES.

While similar associations have been found for adult health, the results of this national-level study emphasize the SES-related inequality in child health and development. Establishing this association may pave the way to recommending neighbourhood-level resources and services that can assist many families, in addition to the individual level supports that young children with health disorders need.

ID: 236 / 3.6: 5

Oral Presentation

Domain: Research

Main Theme: Comparative methodologies for understanding children's wellbeing, Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Children's welfare and children at risk, Childhood vulnerabilities: research-policy-practice

Children's mental health in Swedish medical literature in a historical perspective

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Thematic relevance: With the help of history, we can gain an increased understanding of how the view and knowledge of children's and young people's mental health have developed over the past 40 years and how and why different health issues are highlighted at different times.

Background and Purpose section: Mental health issues in children and young people have been a growing concern in most Western countries since the 1990s. Comparing the incidence of ill health and morbidity over time is problematic and in some cases even impossible, as definitions, categorizations, diagnoses and expressions of ill health change over time. Nevertheless, time trends are relevant to study. Conceptualizations and problems associated with mental illness in children and young people change and reveal thoughts, patterns and beliefs in their time.

Methods section: This study is a discourse analysis of discussions in Swedish medical literature over the last 40 years, from 1970 to today. It is contextualized in the changing conditions of the Swedish welfare state in the late 20th century, in a society with new social, political and economic conditions for schools and school health care; an emerging child and youth health care, a more individualized society with increased income differences and rising social inequality. The study examines how mental illness has been explained over time, whether the issues raised and the explanations have changed, and how the girls 'and boys' ill health is presented in media.

Results section: The picture that emerges is characterized by a consistent view of an ongoing increase in mental illness and psychosocial problems, and higher rates of psychosomatic problems for girls. The fragile girl who internalises the ill health is present in the discourse all through the period, as is the outgoing boy whose psychosomatic symptoms are externalizing. While girls are described in the Swedish medical journal as being depressed, harming themselves or suffering from headaches, boys are acting out, getting involved in drinking or criminal behaviour. The explanations for the increase in mental health and how it can be stopped and reversed changes over time. In the 1970s, biological differences between girls and boys are discussed and there is a notion that girls are more fragile than boys. The group of children and young people discussed is still relatively homogeneous. From the 1990s the target group discussed is more heterogeneous and they have different health problems, symptoms, expressions and needs. While in the early articles (from the 1970s), writers are describing how teenagers' mental health problems are increasing, texts from the later decades are concerned that girls' mental health problems are increasing. Hence, greater gender awareness can be traced. Another change over time is the emergence of new diagnoses, behaviours and symptoms described. There is an obvious change in the new attention given to the importance of living habits for psychosocial problems and mental health. Stress, sedentary behaviour, eating habits and television/computer gaming also reveal a development and change of youth's leisure habits.

ID: 148 / 3.7: 1

Oral Presentation

Domain: Policy

Main Theme: Children's rights, wellbeing and indicators

Subtheme: Children's welfare and children at risk, Child wellbeing and social and educational services

Child wellbeing in foster care placements: Development of Quality of Care Standards and Measurement Instruments

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The foster care in Macedonia has a long tradition dating back in the 1960-ties. Although anticipated as form of protection for different vulnerable groups, it has been predominantly targeting children without parents and parental care. As such, foster care has been experiencing numerous challenges in practice as a result of the lack of secondary legislation and quality of care standards and indicators. Only in the last few years, the governmental reform efforts have been directed towards increased promotion and upgrading of the foster care arrangements.

For this reason, in the course of 2018, qualitative research was carried out by the authors, focused on analysis of existing social situation and wellbeing of children placed in foster care and quality of care provided. The research involved semi-structured interviews with relevant stakeholders – professionals from Centres for Social Work, representatives from the Ministry of Labour and Social Policy, the Institute for Social Activities, non-governmental organizations, as well as open interviews with foster parents and focus group discussions with children placed in foster families. The research results were used as a basis for development of quality-of-care standards and measurement instruments to be adopted and used by foster care practitioners. The process of development of the standards and instruments was initiated and supported by SOS Children's Village – Macedonia. A working group was established within the Ministry of Labour and Social Policy with representatives of the relevant institutions/organizations to follow the process and advice on the drafting of indicators.

Following international guidelines relative to out-of-home care services' standards, a professional's guideline was developed by the submitting authors, containing general and specific indicators of the quality of care for children in foster placements. The Guideline in its structure, follows the process of child foster care placement divided in four phases: inception, care, exit and follow-up. Additionally, separate instruments for monitoring the process of foster care and evaluation of the level of attainment of quality of care standards, were drafted.

The presentation herein, will focus on the main research findings related to the current situation and challenges of the Macedonian foster care system, as well as on the subsequently developed standards and instruments. The later are expected to fill in the existing legal gap, standardize the foster care placement procedure and thus, improve the quality of the service and wellbeing of children as service users.

Key words: child, foster care, wellbeing, quality of care, standards, monitoring, evaluation

ID: 235 / 3.7: 2

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators

Subtheme: Children – the bearers of rights

The meaning of loving family home and child-centred care. New developments of residential family care in SOS Children's Village Estonia

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Thematic relevance: The main idea of SOS CV is to provide children a 'loving family home' and provide a child-centred care for removed children in residential substitute care. Despite the state efforts to promote foster care in Estonia, it is still incomplete.

Background and Purpose: In the current presentation we focus on recent developments in SOS CV that make residential care comparable to foster care. Two research questions will be under discussion: (1) What does the 'loving family home' mean for SOS CV children and staff members? (2) How staff and children understand the child-centred care? The aim of the presentation is to gain an in-depth understanding of 'loving family home' and its meaning related with child-centred concept.

Methods: Ethnographic field research was carried out in an Estonian SOS CV in 2014-2015. Data collection included: document analysis, participant observation notes, interviews with staff members (n=15), and with children (n=8).

Results: The findings indicate differences in how notion 'loving family home' are used in communication and what meanings does this notion have to participants. The word 'love' was not prevalent in everyday communication and was rarely used during the observations of everyday activity in SOS CV. However, in staff members' narratives it is a central notion. Staff emphasized the importance of love as the basis of care.

In children's narratives the love as notion was never used. Children spoke about "home", "family", „siblings" and "mother". They relate these terms with permanency, as a continuum in time. However, children pointed to formality and contradictions in relations, which is mostly related to temporary life in SOS family home. Ordinarily, family relations do not end when child turns to an adult, which is the case of the residential family home.

Furthermore, removed children often lose consistent access to information related their family of origin. This lack of information may damage children's identity and, in turn, undermine their development.

Conclusions and Implication: Staff and children have quite different explanation of 'loving family home'. For children, the 'loving family home' means the permanency, which does not end with childhood. For staff members, the 'loving family home' can be associated primarily with caring activities and protection of children here and now, child-centredness, which means working for children, not with children. Our particular interest here is the dominant narrative embedded in the practice of substitute care and interactions between professionals and children. From children's perspective, we can learn that there is a need to provide care both for and with children with skilled professionals who are child-centred in their practice. If adults are child-centred, it is possible to find out together with a child what to do in order to provide sense of permanency in child's life. Today, the child is still mainly an object of (loving) care that she or he can enjoy until achieving adulthood.

ID: 222 / 3.7: 3

Oral Presentation

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work, Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Everyday lives of children, Children's welfare and children at risk, Childhood vulnerabilities: research-policy-practice

Transition From Foster Care To Adulthood In Poland. Young Adults' Experiences And Strategies Of Independent Living

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Youth who age out from foster care often grow up in an unstable and neglecting environments with limited access to family resources and informal support networks of high quality. The experience of multiple deprivation during childhood and youth seriously limits the freedom to choose and successfully follow favorable pathways to adulthood. They are vulnerable and threatened of social exclusion in their adult life. Formally, out of care young adults have access to specific institutional measures but they are expected to be self-sufficient right at their 18 (far too early). Young adults raised in foster care institutions seemed not to be prepared nor educated to be an adult person. The transition is a shortened process with a trajectory and crisis potential. The transition towards adulthood is "both accelerated and compressed into a short space of time" in their lives (Biehal, Wade 1996:443).

The aim of the paper is to present results of the research project (Project „Public policies for completed adulthood in Poland", financed by the National Science Centre of Poland) which was carrying out with young Poles, *inter alia* with out of care young adults. The study used 3 focused group interviews and 15 in-depth interviews and revealed young adults' experiences and strategies of independent living after foster care. Authors will show and interpret stories, opinions and statements of young adults about how they define adulthood, how they deal with their past, how they manage in adult life, what life strategies they take in order to be adult persons (in adult social roles: workers, intimate partners, parents). Their life pathways and transitions to adulthood will be deconstructed during qualitative analysis and showed during the presentation.

ID: 145 / 3.7: 4

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators, Child indicators and advocacy in justice systems

Subtheme: Children's welfare and children at risk, Childhood vulnerabilities: research-policy-practice

Future expectations of Brazilian adolescents aging out of care: Contributions of social support, readiness to leave care and life satisfaction

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This research sheds light into an understudied population in Brazil: adolescents and young people aging out of care. Its findings disclose the well-being of foster youth from a developing country perspective, enabling the discussion of local policies and practices. Our main goal was to outline a discriminant profile in order to understand differences in future expectations of adolescents aging out of care. Participants are 190 adolescents, between 14 and 18 years old ($M=15.92$, $SD=1.00$), 84 girls and 106 boys, living in residential care institutions from three Brazilian capitals. Participants were assessed using an instrument composed of five different scales: Perceived Life Chances; Social Support Appraisals; Personal Well-Being Index – School Children; Student Life Satisfaction Scale e Readiness to Leave Care. The sample was divided in three groups based on the perceived life chances scores. For the discriminant analysis only two of those three groups were considered: G1 ($n=70$)

containing participants with the 40% lower scores on perceived life chances scale and G2 containing participants with the 40% higher scores (n=82). The analysis yielded one discriminant function and nearly 81% of the cases were correctly classified with this function. Structural coefficients of canonic discriminant function show that essential difference between adolescents aging out of care perceived life chances is connected to the following variables: social support; well-being; readiness to leave care and participation in professional training programs. Results indicate that stable relationships with caring adults and peers, subjective well-being and instrumental support are central aspects influencing perceived life chances and future outcomes. On the other hand, our results also point out to the fact that Brazilian programs for professional training of aging out of care adolescents are not effective improving their future expectations. As general conclusions for this study we highlight three important implications for local practitioners and policy makers: (1) the starting point to promote adolescents future expectations lies on their motivation to overcome vulnerability, rebuilding homes and affective relationships; (2) in order to be efficient in promoting future outcomes, professional training programs must consider an adolescent-centered approach; and (3) as part of preparation to leave care, practitioners should improve instrumental support offered and promote engagement with local community.

ID: 234 / 3.7: 5

Oral Presentation

Domain: Research

Main Theme: Research- and knowledge-minded social work, educational and behavioural practices with children, Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Child wellbeing development practices, Children's welfare and children at risk

The Employment Experiences of Youth Leaving Care: From the Perspective of Positive Youth Development

Yen-Ping Liu

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Thematic Relevance:

This study provides empirical evidence about the strength and social support of the employment experiences of youth leaving care. Previous research aimed at youth leaving care has focused on their vulnerable situations, and discussed obstacles to participation in employment, with the hope to reduce impediments, and thus to enhance their well-being. Little has examined their positive experiences in employment. This study is relevant to the conference themes, such as research and knowledge-minded social work, educational and behavioural practices with children.

Purposes:

In Taiwan, the employment service is an important part of independent living programs for youth leaving care. Since financial support from families are often lacking for these youth, they have to get employed to maintain their basic needs. Previous research found that they often face vulnerable situations in employment. However, according to the positive youth development perspective, if they are able to receive support or resources, they still have potential to thrive.

Methods:

This study adopted a qualitative research method, with a purposive sampling method, and recruited 12 youth to share their experiences. In-depth face-to-face interviews were conducted to understand the resources and support in their experiences of employment. Their age of leaving care was from 16 to 18, and had been worked at least one year after they left the care system.

Results:

For most youth, they have worked part-time when they were in care. At that time, they worked for pocket money, not for their living. However, to be employed was no longer a choice after they left care. Although most knew the importance of education; however, they could not afford to be in full-time education. Some chose to attend school while work part-time, and this group needed most support and services. Youth who participated in the employment service programs before leaving care would be better off for later employment. Good employment experiences shaped the hope for their future and career plans. In terms of social support, social workers, peers met in independent living programs, and the employers were important assets for successful employment. Older peers usually played important role models, and they also provided crucial information about employment to other youth. The independent living program also played an important role in providing useful information for their employment. Social workers are important agent to link previous care-leavers to share their experiences with those who were going to leave care. These experiences were all important to empower young care-leavers, and could become resources of their future independent lives.

Conclusion and implication:

The findings from this study have help to advance the positive youth development research in youth leaving care. Self-regulation begins with positive interaction between youth and environment. All youth leaving care should live independently, so the system need to provide sufficient support and resources. As a result, these youth can transit into adulthood with less difficulties. It is suggested that services for youth leaving care should

include employment opportunities, building ecological assets, and empowerment of older care leavers as resources for others.

ID: 298 / 3.8: 1

Oral Presentation

Domain: Policy

Main Theme: Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Children's welfare and children at risk

Generational policy programming, holistic approaches to child development and multidimensional child poverty

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Almost every document on child development advocates a holistic approach to child related policy but few (if any) countries have translated this advocacy into a holistic approach to child related policy. Most countries keep on using a sectoral approach for designing and implementing child policies in health, education, WASH etc separately. UNICEF, as the largest and most important international agent in child policy programming, is not different in this respect. Situation analyses (SitAn's) and country programmes are nearly always written along sectoral lines: the plea for a holistic approach to child development remains rather hollow.

The great number of Multidimensional Child Poverty- or Child Multidimensional Deprivation studies provide an evidence base to the plea for the holistic approach to child policy development. These studies invariably show that a massive number of children suffer from 2, 3 or 4 deprivations simultaneously and that single sector policy approaches will only have a very limited impact in terms of improving child outcomes. A growing number of specific analyses also point out that important more complex child problems such as stunting and school-drop-out can only be meaningfully addressed if a multisector approach is followed.

The pertinacity of sectoral policy making is partially due to natural inertia in phenomena that have existed for very long. It is also not easy to design multisectoral policy under stringent budget constraints. The obvious solution to the budget constraints is to target policy actions either to the poorest and most vulnerable parts of the (child) population or to target actions regionally or locally. In both cases a holistic approach would still be possible but is seldom chosen. The result remains a scattered number of policy initiatives each aimed at different subgroups of children and leaving an important number of children out.

This paper pleads for an alternative approach that is child centered at the start and concentrates efforts and budgets on single cohorts of children – generational policy programming. The approach starts by taking a cohort of children for example being born in a year and design a policy programme that encompasses all sectors important for the child wellbeing: antenatal care, birth assistance, birth registration, postnatal care, immunization, early childhood stimulations, mother's ad hoc education on nutrition and child protection, WASH. The same approach can be used for children entering primary or secondary school in a particular programme. The paper elaborates the approach for Lao PDR using the evidence as generated by Multidimensional Child Poverty analysis on the basis of LSIS II and provides a comprehensive child policy implementation plan covering a 5-years period and approaching children in a holistic multisectoral way including providing estimates of the number of children covered under the programme and budgets needed to implement the plans.

ID: 284 / 3.8: 2

Oral Presentation

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work, Children's rights, wellbeing and indicators

Subtheme: Child wellbeing development practices, Children's welfare and children at risk, Childhood vulnerabilities: research-policy-practice

Livelihood programming, gender effects and child well-being: Longitudinal evidence from Burundi

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• Thematic relevance:

In this study, the impact of a graduation programme on children's well-being is analysed. Besides adding knowledge to the literature, this research is very relevant for policy designs including the moulding of social protection programmes to enable the poorest children to graduate out of poverty.

Background and Purpose section:

This study investigates associations between participation in a social transfer graduation program and children's well-being in Burundi. A gender perspective is incorporated.

Main research question:

Under what conditions does the "Terintambwe" Graduation Programme improve children's well-being?

Research sub-questions:

1. To what extent does the gender of the beneficiary of the programme affect children's well-being?
2. To what extent are children's well-being impacted on differently based on their gender?
3. Which other characteristics of the beneficiary (individual or household) are associated with children's well-being?

Methods section:

The study employs longitudinal data collected in 2013, 2014, and 2015 for the Concern Worldwide Graduation Programme, in two of the country's poorest provinces: Kirundo and Cibitoke. 1000 participants in each province along with a control group of 600 participants were sampled. The dependent variable is children's intensity of deprivation where a multidimensional approach to child well-being is employed to encompass measurements of nutrition, health, education, sanitation, water, protection, and housing, among 4677 (panel) children aged 0 to 17 using UNICEF's Multiple Overlapping Deprivation Analysis methodology. The impact of the programme is then measured using a fixed effects modeling strategy controlling for gender and other individual and household characteristics of the beneficiary.

• Results section:

It is found that intensity of deprivation for children is lower when the beneficiary is a woman. A detailed analysis by gender of the child reveal that girls have significantly lower intensity of deprivation when the beneficiary of the graduation programme is a female and when women participates in household decision making. For boys, the relationship between the above mentioned variables are insignificant in determining their deprivation level. There is however a significant increase in children's well-being when any woman living in the household is in an association or cooperative irrespective of the gender of the beneficiary. Besides gender, it is found that there are other factors impacting on children's well-being for the Terintambwe programme including education level of the beneficiary, occupation of the beneficiary, number of children in the household and participation in microfinance programmes.

• Conclusions and Implications section:

Designing a social protection programme carefully is a critical determinant for its success. If programmes are not designed properly, it results in waste of resources and often have unintended side effects that further deteriorate the conditions of households and children. In this paper, we provide evidence on whether the gender of the beneficiary has an impact on children's well-being and it is indeed found that when the recipient is a woman or is an empowered woman, intensity of deprivation is lower for children especially for girls. It is also found that it is important to take into consideration other characteristics of the beneficiary and the household in designing such graduation programmes.

ID: 168 / 3.8: 3

Oral Presentation

Domain: Research

Main Theme: Comparative methodologies for understanding children's wellbeing, Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Child wellbeing development practices, Child wellbeing and social and educational services

Policy reform for a children- and parents-friendly society in Japan: changing practices from professionals-driven intervention to family-centered dialogical collaboration

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Background

The increasing number of reported cases of child abuse reflect the social vulnerability that shadows well-being of many children and their families in contemporary Japan. Since 2017 in Japan the policy reform has been implemented by re-integrating the maternity and child health sector and the childcare support services sector. This reform aims to improve the quality of support services for child-rearing parents by establishing "Center of comprehensive support for child-raising generations" in all municipalities by 2020. It is intended to change practices from professionals-driven intervention to family-centered dialogical collaboration. By discussing the Japanese case, this research will contribute to better understand the touch of change for having children's voices heard to the world.

Purpose

This research focuses on challenges with the policy reform to introduce "dialogical collaboration" in practices of supporting children and their families. It is questioned (1) what is expected from "dialogical collaboration"

between professionals and child-raising families, and (2) how Japanese professionals perceive the 2017 reform innovating practices. In conclusion it will be discussed how the policy reform would best contribute to formation of a children- and families-friendly society in Japan.

Methods

A set of methods – (a) reviewing research literature and other relevant documents and (b) reflexive analysis of interactions at training sessions for professionals – are combined in order to pursue the research purpose from analytic approach. Critical review will be conducted as theoretical discussion about distinctive features with different approaches in practices. The author has had opportunities to act as instructor in training sessions for municipal staff (practitioners and administrative officers); ten nationwide sessions and ten municipal sessions in total between 2017 and 2018.

Research findings

In practices of supporting families with small children, professionals such as public health nurses, midwives and kindergarten teachers as well as medical doctors tend to give guidance one-sidedly to the targeted families with children who are assessed to be problematic from professionals' viewpoint. However, during and after training sessions vast majority of the participants explicitly address limit of experts-driven intervention.

Conclusions and implications

As for family/clients-centered dialogical collaboration, its meaning and importance are often acknowledged among the participants in training sessions. On the other hand, little training courses are available in reality for practitioners to acquire and improve the skills of creating dialogical collaboration for real situations in Japan. It is implied that contents and quality of training programs are to be reviewed through more research for advancing the reform making practices more children- and families-friendly.

ID: 158 / 3.8: 4

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators

Subtheme: Children – the bearers of rights, Participation, protection and provision in children's perspectives

Programme-Informing Evaluation of the Child-Rights Monitoring System in Montenegro

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Monitoring the implementation of children's rights is an important part of strengthening accountability for children's rights and developing targeted policies and programmes to ensure their fulfilment.

This paper presents the findings, conclusions and recommendations of an evaluation of the child rights monitoring (CRM) system in Montenegro at the national and local levels. The evaluation was commissioned by UNICEF in Montenegro and conducted by Coram International. The overall purpose was for UNICEF, the Government of Montenegro, Parliament, the Ombudsperson, civil society and academia to use the recommendations and knowledge from the evaluation to inform joint programming for strengthening the national CRM system. Indirect beneficiaries include children, parents, caregivers and practitioners who work with children.

The conceptual framework for this evaluation was rooted in the UN Convention on the Rights of the Child (CRC) and international standards on CRM. The evaluation criteria were based on the following OECD/DAC principles: relevance; effectiveness; efficiency; and sustainability, with the addition of two other criteria (coordination and mainstreaming of cross-cutting equity issues) which were considered important for the objectives of the evaluation.

This evaluation adopted a non-experimental design and was primarily qualitative, although it included analyses of secondary quantitative data to facilitate triangulation and interpretation of qualitative findings. Data collection techniques included: a desk review; semi-standard interviews with stakeholders and focus group discussions with children in four sites; the review of case files at the Office of the Ombudsperson; and a meeting with stakeholders to refine and validate findings and recommendations. The evaluation was conducted according to UNICEF's and Coram International's ethical standards.

The activities of key CRM stakeholders and mandates of CRM mechanisms are broadly relevant to the needs of boys and girls in Montenegro. However, the CRM system is not functioning to full capacity in terms of relevance, effectiveness, efficiency, sustainability and coordination. The challenges are associated with the collection, analysis and use of accurate and disaggregated data; knowledge and skills retention within CRM bodies; the allocation of financial resources to CRM and child rights matters; and the development of a culture of accountability.

Steps taken to implement the recommendations of the evaluation have already yielded some positive results:

- A permanent Secretariat for the national Council on Child Rights (CCR), staffed by four full-time civil servants, was established to ensure that the CCR can work effectively. Discussions have taken place within Government to allocate funding towards the implementation of the CCR's action plan;

- A costed strategy on child rights is being developed under the guidance of the CCR, using a participatory approach involving multiple sectors and children. The strategy considers the CRC and its Optional Protocols, the concluding observations of the UN Committee on the Rights of the Child and the need to focus on the most marginalized groups of children;
- Action points for Parliament were included in the 2018 action plan of the relevant Parliamentary Committee and are being implemented. Parliament used its role as a key CRM stakeholder to question the Government on its child rights record and implementation of evaluation recommendations.

ID: 219 / 3.8: 5

Oral Presentation

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work, Measurement issues related to child wellbeing and understanding children's lives

Subtheme: Everyday lives of children, Child wellbeing development practices, Child wellbeing and social and educational services

Pathways to child resilience and wellbeing: A multi-sector and systems-level approach to improved planning, programming, and policy-making for desired child outcomes

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Thematic relevance: This submission relates to the conference theme, *Children of the World: The Touch of Change. Theories, Policies and Practices*, by promoting contextualized theory and research to inform cross-sector planning, programming, and policy through the identification of multi-sector and system level pathways to child wellbeing. This research attempts to capture a comprehensive understanding of children's lives including the vulnerabilities and assets that affect child wellbeing. Researchers from Mali and the U.S. teamed together to conceptualize and apply a resilience framework for Malian children.

Background and Purpose section: Malian children face myriad challenges including chronic poverty, food insecurity, violence, and deprivation that affect their wellbeing and positive development. The purpose of this research was to design, apply, and validate a highly contextualized, multi-method approach to identify direct and proximal drivers of child wellbeing across system levels and sectors.

Methods section: A mixed methods study design was employed. A systematic document review comprised 498 documents, of which 172 contained specific recommendations related to child resilience and wellbeing. Twelve focus group discussions were conducted with men, women, and youth; 13 key informant interviews were conducted with Government of Mali representatives, international NGO staff, and community participants (local leaders, child specialists, and local association members). The survey was administered to 1,069 households in 15 villages across three regions. Sample sizes were computed based on a 10 percent margin of error and 90 percent confidence interval. Heads of households or other available household adults were interviewed based on their availability in the household at the time of the survey. Outcome indicators focused on child wellbeing across education, health, and psychosocial wellbeing. Hypothesized, moderating variables focused on household functioning and community resources.

Structural equation modeling (SEM) was used to confirm linkages among various strata (individual, household, community) and relationships theorized to be moderated through or correlated with other variables. For most models, Maximum Likelihood Estimation was used. For all models with dichotomous outcomes, Weighted Least Square estimators were used. Goodness-of-fit was assessed using likelihood ratio tests on the residual covariance matrix; only significant relationships ($p \leq 0.05$) were reported. An additional logistic regression was run on the pathway model for child school attendance.

Results section: Child psychosocial wellbeing was positively and directly associated with parental support and access to and quality of education services, and negatively associated with perceived government representation. Child school attendance was strongly, positively, and directly associated with parental support, household wealth (basic assets), household water and sanitation (improved drinking water), and perceived social cohesion in the community (trust in neighbors and community). Parental support was positively and directly associated with household wealth, access to and quality of education services, and perceived representation of government.

Conclusions and Implications section: The pathways model identifies the extent and direction of relationships among and between direct and proximal predictors of child wellbeing, indicating the potential for improved child wellbeing through highly targeted, and integrated programming and policy-making. Additional research could determine the external validity of the pathways approach and broader utility.

ID: 164 / 4.1: 1

Oral Presentation

Domain: Research

Main Theme: Measurement issues related to child wellbeing and understanding children's lives

Subtheme: Everyday lives of children

Title: Subjective well-being from 10 to 16 years of age: Main results from a 5-year longitudinal study

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Both cognitive and affective instruments are used to measure children's and adolescents' subjective well-being (SWB). Several authors have pointed out that each instrument may display unequal results in different contexts, particularly in comparative research. Additionally, little is known about the comparative evolution of different SWB measures through time in this period of life. Four multi-item instruments, both affective (positive and negative affect) and cognitive (context-free and domain-based), and one single-item instrument on overall life satisfaction (the OLS) are analysed using a 5-year longitudinal sample of nine cohorts of children and adolescents aged 10 to 16 (N=1.696). N=755 boys/girls responded 2 consecutive years, N=539 did it 3, N= 213 did it 4 and N=189 did it 5, respectively. Cross-lagged structural equation modelling analyses have been developed.

Results show that the scores for any of the five SWB measures tend to moderately predict the following year's scores of the same measure, but not the other measures, with a few exceptions. In any case, the predictive capacity becomes weaker the more years of difference we consider. At a 4-years term all effects become marginal. This predictive capacity at one year term seems to increase for Positive Affect (PA) and for the domain-based measure the older children become, while it seems to decrease for the context-free measure and to fluctuate for Negative Affect (NA).

PA tends to display an increasing effect through time on the context-free measure and on the OLS. The context-free measure tends to display a decreasing effect through time on PA and on the OLS, and in no case displays any significant effect on NA. The domain-based measure tends to display fluctuating effects on the context-free measure and on the OLS, while its effects on PA tend to increase. The OLS effects on other measures tend to be mostly non-significant through time. The effects of NA on other measures tend to be low and fluctuating - mostly non-significant, excepting on the context-free measure, which are mostly significant -.

Therefore, results show that each measure evolves differently and independently through time, with low effects on the evolution of the others. However, the evolution of the scores of all instruments show a decreasing-with-age trend at population level - although it displays dissimilar paths for the different cohorts -. At the same time, different profiles in the evolution of SWB are identified at the individual level. The said tendency appears to be a much more complex phenomenon than expected, because not all profiles show constantly decreasing scores through time.

These results contribute with new knowledge to the understanding of the evolution of SWB components - as measured by different instruments - through time and the relationship among these instruments, and may allow better decisions about which measures should be used when analysing SWB of children and adolescents at the population level. Important implications for theory, future research and practice derive from our results, this including the importance of expanding longitudinal research to different sociocultural contexts.

ID: 217 / 4.1: 2

Oral Presentation

Domain: Research

Main Theme: Measurement issues related to child wellbeing and understanding children's lives

Subtheme: Everyday lives of children

Changes over time of children and adolescents wellbeing: new findings from the longitudinal study "CRESCERE" and their use at different levels

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Background and Purpose

The longitudinal study "CRESCERE" ("growing up" in Italian) provides data and findings useful to understanding how children grow up and which factors are fundamental to the promotion of wellbeing in all the areas of children's lives: at school, in family and in their spare time.

The goals of the study are both theoretical and practical: 1) understanding how children grow up in the critical transition from childhood to adulthood; 2) identifying the factors which promote well-being and positive development; 3) supporting parents, teachers, social workers, policy makers and the professionals involved in the developmental tasks of children.

With a longitudinal study it is possible to answer some specific questions: how do the levels of well-being change over the time? Are the trends over time the same for all the individuals, or are there different development trajectories (i.e. for gender)? Which are the predictive factors of positive development?

Methods

In the longitudinal study, children are monitored over time, from 12 to 18 y.o. The study is carried out through annual surveys (beginning in 2013). There are more than 1.000 boys and girls involved, selected through a stratified random sampling. The information is collected through self-administered questionnaires. Scales and indicators are used to facilitate international comparisons (i.e. Rosenberg Self-Esteem, Andrews-Withey Faces Scale, IPPA, U-MICS, AMOS for motivation and well-being at school, Perceived Family Support, etc.). Other questions and tools are created ad hoc. Open questions are used to better understand how children feel and what they think about key issues. Data are analysed through quantitative and qualitative methods (T-test, ANOVA, regression models, content analyses).

Results

In 5 years of longitudinal study, the levels of wellbeing and self-esteem in children and adolescents decrease over time. There is also a decrease in the self-esteem levels expressed by the children, in relationships with father and mother, in motivation and well-being at school.

Additionally, data show significant differences by gender, type of school, family background and socio-economic status. The key question is: how can we promote children's wellbeing? In this study we focus on the results regarding family (relationships with father and mother, dialogue and perceived support), relationships at school (with peers and teachers) and how children use their free time (use of tv, internet, social network, sport and physical activities, volunteering and participation).

Conclusions and Implications

Over the years, various stakeholders have understood the large potential of the study in terms of health promotion, risk prevention, and education. Results are shared with students and teachers at school and they become materials for reflection. Families, professionals and policy makers are invited to discuss and encourage the development of solutions for promoting children and adolescent wellbeing. At a national level, the data are used for comparison but also for understanding the different contexts in which adolescents are living as well as their views regarding specific topics. They are also used for planning activities in the national fund for reducing educational poverty.

ID: 274 / 4.1: 3

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators

Subtheme: Everyday lives of children, Childhood vulnerabilities: research-policy-practice, Child wellbeing and social and educational services

Does the experience social exclusion matter for children's longer term outcomes? A longitudinal study

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Thematic relevance: While international organisations, including the EU and the UN, propose the use of social exclusion frameworks in the analysis of poverty and disadvantage, few studies of social exclusion foreground children's and young people's own experiences of exclusion. This paper analyses children's lived experience of social exclusion, by peers, at school, and in the community. Using Australian data, the paper examines how relationship between *risk factors* for exclusion, children's *experiences* of exclusion, and *outcomes* that matter for policy – academic test outcomes and psychological wellbeing – evolves as children develop through adolescence.

Background and Purpose: Disadvantage in childhood is a major concern in social, educational and health policy. Responses to this concern have been mostly informed by adult or expert perspectives. Children's own voices have been largely overlooked. Application of a *social exclusion framework* to the analysis of disadvantage affords the possibility of directly including children's own voices in policy debates. The social policy framework proposed by Ruth Levitas posits that disadvantage is multidimensional; that disadvantage is a process that can unfold over time, and across generations; and that it is caused by *agents of exclusion* – individuals, groups and institutions whose actions result in the exclusion of others.

Building on the work of Jonathan Bradshaw, Gill Main and Daphna Gross-Manos among others, this paper examines the evolution of associations over time between risk factors for exclusion, children's experiences of exclusion, and outcomes that matter for their life chances. Children themselves are best placed to report on exclusion they experience, and identify the agents who exclude them. A longitudinal perspective provides insight on the ages at which interventions are likely to be most effective in addressing their exclusion, given different risk factors and experiences.

Methods: We use the Longitudinal Study of Australian Children (LSAC) to examine the relationship between (multiple) risk factors for young people's exclusion (for example, low income; disability; ethnicity; being a caregiver; sexuality), their experiences of exclusion (by peers and teachers, and through non-participation in sports and leisure activities), and outcomes that matter for policy – indicators of academic achievement, and of psychological wellbeing. Seven waves of the LSAC (from age 4-5 to age 16-17; N=3089) are available for analysis, with the role of children as informants progressively increasing from age 8-9.

Path analysis with structural equation modelling is deployed to examine the relationship between risk factors and outcomes, with children's own experiences hypothesized as mediating this relationship.

Results: Initial analysis suggests that the path model is robust, with experiences significantly mediating the relationship between risks and outcomes. The presented paper will show how this relationship evolves as children develop through adolescence, and how it varies for different risk factors, experiences of exclusion, and outcomes (academic and psychological).

Conclusions and Implications: This paper highlights risk factors associated with children's experiences of social exclusion as enacted by identifiable agents, long term consequences of these experiences, and intervention points for policy.

ID: 143 / 4.1: 4

Oral Presentation

Domain: Research

Main Theme: Measurement issues related to child wellbeing and understanding children's lives

Subtheme: Everyday lives of children

Data quality in a longitudinal survey on children and adolescents

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Thematic Relevance

The ISCI conference focuses on the wellbeing of children during the process of growing up. In many instances, proposals for policy and intervention are derived from survey data on children and adolescents. Although we believe that surveying children and adolescents is superior to solely rely on information delivered by third persons, questions arise about the quality of the collected data. This is particularly true when children and adolescents are surveyed repeatedly. Hence, our contribution deals with the question of data quality in a longitudinal survey on children and adolescents.

Background and Purpose

Survey data on children and adolescents may lack of validity and reliability since children may fail to go through the cognitive processes related to answering survey questions. What is more, the literature suggests that the repeated measurement of attitudes and behaviors in longitudinal studies poses some serious problems not present in cross-sectional surveys. Respondents who participate in the very same survey repeatedly may get increasingly bored of the questions and be inclined to reduce their burden, for instance, by employing response styles or by skipping questions. On the other hand, data quality may also increase since respondents gain a better understanding of the meaning of the questions in later waves. Those "age effects" may hold particularly true for adolescents. Since surveying children and adolescents repeatedly is of foremost importance if we are interested in children's wellbeing during the process of growing up, our contribution aims to analyze the quality of the collected data from a longitudinal survey on children and adolescents.

Methods

Data comes from the German survey "Health Behaviour and Injuries During School Age", a panel survey of roughly 10,000 pupils. We started to survey those pupils in the 5th grade and track them till they are in the 10th grade. Our analyses cover the first four annual waves (age span from 11- to 15-years-old) and relies on various indicators for data quality (e.g., item-nonresponse, response styles, measures of scale reliability etc.) in order to assess data quality and to test whether data quality is affected positively or negatively when adolescents are surveyed repeatedly.

Results

The results reveal that the survey data is of high quality mainly due to the high motivation of the target population. In addition, data quality increases during the first three survey waves due to age-related learning effects. However, there are also some indications that adolescents become "worse reporters" after they have participated in the survey for several times and when they enter puberty.

Conclusions and Implications

Survey data on children and adolescents is a valuable source of information for understanding children's wellbeing. This also holds true for longitudinal data. In contrast to many studies focusing on adults, we can show that data quality is mainly affected positively when children and adolescents are surveyed repeatedly. However, although researchers mainly can trust the (longitudinal) data, they have to be cautious if the survey data covers the children's process of growing up since adolescents tends to become worse reporters when they enter puberty.

ID: 255 / 4.1: 5

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators, Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Children's welfare and children at risk, Participation, protection and provision in children's perspectives

A longitudinal analysis comparing Canadian adolescents in different Child Protection Services placement contexts

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Relevance

This paper aims to bridge theory, research, policy and practice by highlighting the self-reported experiences and trajectories of highly vulnerable adolescents living in multiple contexts within child protection services. This information is crucial to informing interventions and placement decision-making policies and practices.

Background

Increasingly, childhood maltreatment is recognized as associated with a host of short- and long-term problems, yet no Canadian longitudinal studies have examined outcomes for adolescents involved with child protection services. Further, the well-being of this population may differ across placement contexts. For this paper, this potential heterogeneity was examined via the first Canadian epidemiological longitudinal study of child protection-involved adolescents, *Maltreatment and Adolescent Pathways*.

Methods

Participants were randomly selected from open caseloads in a large urban Canadian child protection agency. A cohort-sequential developmental design was used to observe 329 adolescents longitudinally. A series of Kruskal-Wallace tests with post-hoc Bonferroni correction compared adolescents in three different placement contexts: group care (n=99), foster care (n=161), and in-home care (receiving services at home) (n=69) at baseline, 6 months, and 18 months. Measures included the *Childhood Trauma Questionnaire* (lifetime exposure to five abuse/neglect types), *Trauma Symptom Checklist for Children* (current levels of six trauma-related symptoms), *Rutgers Alcohol Problem Index/Drug Abuse Screening Test-Adolescents* (past-year substance use), and *Sex Motives Scale* (risky sexual behaviours).

Results

Baseline: High co-occurring maltreatment exposure ($M=2.89/5$, $SD=1.7$) was found for the overall sample, with adolescents in group and foster care reporting a significantly greater number than those at home. Using maltreatment severity scales, adolescents in group and foster care reported significantly higher levels of sexual abuse, physical abuse and physical neglect than those at home. While a quarter to a fifth of the overall sample reported trauma-related symptoms in the sub-/clinical range for five trauma symptoms, there were no significant group differences. Adolescents in group care reported higher levels of drug use than those in foster care, and adolescents in group care and at home reported higher risky sexual behaviour than youth in foster care. **6 months:** Again, no significant group differences were found for any of the six trauma symptoms. Youth in group care showed significantly higher levels of all risk behaviours than youth in foster care. **18 months:** There was an unexpected shift in group differences, where youth at home reported higher levels of depression, anger, and post-traumatic stress compared to youth in foster care. There were no group differences on any of the risk behaviours. Overall, while median trauma symptom and risk behaviour scores steadily decreased over time for adolescents in group and foster care, they increased for adolescents at home.

Implications

This study provides the first portrait of Canadian adolescents as they move through the child protection system. The heterogeneity of this sample highlights the need for comprehensive, ongoing assessment, individualized treatments, and careful placement planning. Ensuring proper support to adolescents who remain at home should be a priority. Adopting a non-pathologizing, trauma-informed perspective that considers adolescents' perspectives in both research and practice contexts is crucial to fully understanding their trajectories and needs.

Measuring early childhood development across contexts: The factor structure of the early Human Capability Index in seven low and middle income countries

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Thematic Relevance: This research focuses on the validation of an indicator of children's early development across low and middle income countries, which will be of interest to early years researchers, policy makers, government and donor organisations. Overall, this research seeks to inform future strategies in measuring and monitoring early childhood development with the ultimate goal of shaping policy and practice in the early years to promote global equity.

Background/Purpose: Measuring progress toward SDG 4.2 calls for population monitoring of children's early health and development outcomes. There are a number of initiatives currently underway to monitor children's early development, though various characteristics of these instruments constitute considerable barriers to their utilization, particularly in low and middle income country settings. Designed to capture culturally-relevant holistic development of children aged 3-5 years, the early Human Capability Index (eHCl) was developed with the vision of being feasible for use in low resource and capacity settings, while having the ability to capture change in children's development over time and predict future capabilities. Measuring development across nine domains (Physical Health, Verbal Communication, Cultural Knowledge, Social and Emotional Skills, Perseverance, Approaches to Learning, Numeracy, Reading, and Writing), the tool can be completed by an adult who knows the child (e.g. caregiver, preschool teacher) in less than 10 minutes. With eHCl data now available across multiple countries, research is needed to explore the tool's reliability and validity.

Methods: This study used data from seven country-specific studies conducted between 2013 and 2017, each of which implemented different sampling techniques (e.g. national population monitoring, program evaluation) and data collection methods (e.g. caregiver and/or teacher report; tablet or pen and paper collection): Tonga (n=6214), Tuvalu (n=549), Samoa (n=12191), Kiribati (n=8339), Lao PDR (n=7493), China (n=11421), and Brazil (n=1810). Confirmatory factor analyses were conducted separately for each country to determine fit of eHCl data to the theoretical structure of the instrument (i.e. 9 developmental domains), and internal reliability coefficients were explored to determine how well the items that form each developmental domain, collectively, measure the underlying construct of focus.

Results: After processes of local adaptation, translation and implementation, the eHCl maintained a similar factor structure of 9 theoretically-based developmental domains across countries. Results showed some variation across domains and countries, highlighting the aspects of development that are more universal, and those which might be more culturally-dependent. Overall, results lend support to the aims of the eHCl in being adaptable and applicable for use across diverse contexts to facilitate measurement of early child development.

Conclusions/implications: Relative to other measures of early child development currently utilized, the eHCl requires minimal resources to be implemented. Initial psychometric results suggest that this has not come at the cost of the validity and reliability of the instrument. A low-burden instrument that is easily adaptable and psychometrically robust across contexts has potential for global utility. Such a tool might better enable program evaluation and population monitoring of children's development, particularly in low and middle income country settings, though further validation work is required before recommendations can be made.

ID: 276 / 4.3: 2**Oral Presentation**

Domain: Research

Main Theme: Measurement issues related to child wellbeing and understanding children's lives, Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Child wellbeing development practices, Childhood vulnerabilities: research-policy-practice, Child wellbeing and social and educational services

Differences in the links between early childhood factors and four aspects of adolescent well-being**Gwyther Rees**

UNICEF, Italy

This paper will explore the links between early-childhood experiences and adolescent well-being. It will address the conference themes of (a) measurement issues related to child well-being and (b) bridging research, policy and practice.

The problem to be addressed in the paper is that research, policy makers and practitioners often make broad comments of the links between early childhood experiences and child 'well-being' or 'outcomes' without clearly explaining their concept of 'well-being' or 'outcomes'. This results in confusion as findings that may be applicable to one outcome are transformed into universal truths about all outcomes. The paper will present new analysis of the extent to which four different possible indicators of adolescent 'well-being' – cognitive skills, emotional and behavioural difficulties, depressive symptoms and life satisfaction – can be predicted from early childhood factors such as family economic circumstances and resources, family structure and functioning, and the quality of parent-child relationships.

The analysis uses data from the Millennium Cohort Study – a cohort study that has followed a representative sample of 18,000 children born early in the new millennium in the UK. Data was gathered from parents when the child was nine months, 3 years and 5 years old; and from parents and the child themselves at 7, 11 and 14 years old. Multivariate regression analyses are undertaken to explore the relative predictive power of early childhood factors (measured in the first three sweeps) and the four well-being indicators measured at 14 years old.

The results highlight substantial differences in the extent to which the various early childhood factors can predict each well-being indicator. Early childhood factors are found to be much more strongly linked to cognitive skills and emotional and behavioural difficulties in adolescence than to adolescent depression and life satisfaction. For example, while early experiences of poverty are clearly linked to later cognitive skills they are not so strongly linked to later depression. These results are discussed within the context of other recent advances in research on contemporaneous predictors of depression and life satisfaction that help in understanding how and why they vary.

A key implication of the results is that we cannot assume that findings relevant to one aspect of well-being are generalizable to other aspects. In that sense, it will be argued that researchers should avoid thinking or talking non-specifically about what promotes 'well-being' or 'outcomes'. Instead the focus should be on what promotes specific well-being outcomes. This increased clarity of analysis and communication can support policymakers and practitioners to be more aware of the likely outcomes of policies and practices, and to more effectively target improvements in different aspects of child well-being.

ID: 269 / 4.3: 3**Oral Presentation**

Domain: Research

Main Theme: Children's rights, wellbeing and indicators, Research- and knowledge-minded social work, educational and behavioural practices with children

Subtheme: Everyday lives of children, Child wellbeing development practices, Child wellbeing and social and educational services

"I like relaxing on the trees when the leaves are falling": Children's experiences of relaxation in Early Childhood Education and Care (ECEC)**Emma Jill Cooke**

The University of Queensland, Australia

Thematic relevance:

Research into children's experiences of relaxation is limited: while in the psychological literature relaxation is typically conceptualised as decreased cortisol levels, there is currently no research documenting children's experiences and conceptualisations of relaxation. Such insight into how children experience relaxation can be used to inform ECEC policies and practices.

Background and Purpose section:

In a context where there are longstanding concerns around children's stress levels in ECEC – and increasing concern around children's mental health generally – understanding children's experiences of relaxation in ECEC

is crucial. Despite this, currently no such research exists. While the children's rights literature and ECEC policy documentation present an aspiration to provide children with agency and opportunities for relaxing experiences, previous research has shown that practical barriers, predominantly related to staff ratios and workload, inhibit responsive practices. There are studies on the effects of mindfulness and yoga interventions on children, which generally find significant improvements in children's cortisol levels and a range of well-being indicators. However, these studies also acknowledged that an underlying mechanism of these programs is relaxation, which remains poorly understood.

Methods section:

Our study sought to address this gap in knowledge by asking: *how do children experience relaxation in ECEC?* This research was informed an interpretivist approach which posits that children are competent social actors and experts in their own experiences. We used a child-centric methodology and conducted drawing-prompted, semi-structured group interviews with 46 child participants aged 3-5 years old across six ECEC services at two time points. Children were asked about what it means to relax and what they do to relax.

Results section:

Children described sensory-rich conceptualisations of relaxation which predominantly pertained to bodily temperature and positive emotions. Three key themes emerged from children's accounts of relaxation: play, people and place. Children often referenced play as relaxing although the forms of play were diverse: some children emphasised playing alone while others described playing with friends. While most children reported sedentary play as relaxing (e.g. building Lego, listening to music, making puzzles), some children made references to physically active play (e.g. football). Some children relayed that certain people, typically friends and parents, helped them to relax. Finally, place was key in shaping children's relaxation experiences. Children frequently discussed nature as a place where they could relax.

Conclusions and Implications section:

Young children are capable of understanding relaxation and communicating relaxation preferences. While ECEC policies emphasise children's agency and meeting children's individual relaxation needs, our study indicates that such policy aspirations are not always being met in current practices. The ECEC services we visited had places and play resources which children used to relax, but children could only access these resources within the confines of adult generated schedules. Improvements to ECEC practices could include allowing children access to relaxing resources and places throughout the ECEC day and educators engaging children in conversations about their relaxation preferences. Further research is need into how children experience relaxation in inner-city ECEC services where access to nature is limited.

ID: 199 / 4.3: 4

Oral Presentation

Domain: Research

Main Theme: Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Children – the bearers of rights, Children's and practitioners' voices in the context of justice, Children's welfare and children at risk

How can parents and early years educators support young children's well-being in low-income areas?

Martina Street

University of Manchester, United Kingdom

Thematic relevance

Young children's subjective well-being has, up until very recently, been under-researched owing to a commonly-held belief that young children do not have, or cannot 'articulate', views about their own well-being because they are unable to undertake means-end reasoning (Bou-Habib & Olsaretti, 2015). This study accommodates a conceptual shift from prevailing deficit views of young children, to being social actors with their own strategies for actively navigating their conduct of everyday life within the structures and institutions they inhabit.

Background and purpose

There has been an explosion in growth of Early Childhood Education (hereafter ECE) in many parts of the world. This is partly predicated on what appears to be a strong link between early education and future well-being.

Terms such as 'well-being' and 'learning outcomes' are often conflated in education policy literatures. This study set out to understand different actors' conceptualisations of well-being and how they matched (or not) those implicit within education policy.

The study addressed three questions:

1. How is child well-being conceptualized in ECE policy in England and what are the consequent implications for young children?
 1. How do parents/carers, early years educators and young children conceptualise child (their) well-being?
 2. What are the implications of these conceptualisations for children's well-being and hence for ECE policy and practice?

Methods

This small qualitative study, conducted in one of England's most disadvantaged neighbourhoods, involved 18 children aged 2-4 years and seven each of parents and early years educators. The Mosaic Approach (Clark & Moss, 2001) was used to elicit data with children. Methods included 'interviews' with children, the researcher and a sock puppet based on photographs and videos taken by the children within their ECE setting and wider environments. These were supplemented by participant observation of them within their ECE settings. Semi-structured interviews were used to elicit data with adults. The data were analysed against a conceptual framework derived from various strands of child well-being literatures.

Results

Interviews with respondents revealed they have broader and different conceptualisations of children's well-being than is currently reflected in ECE policy. That young children are capable agents, able to 'articulate' their views about their well-being was a prominent finding of the study and support those that challenge deficit views (Alderson, 2016; Burman, 2018). However, and crucially, the findings also suggest children's views need to be nested within those of their significant others because their (micro-level) well-beings are interdependent with those of their (meso-level) families, institutions and neighbourhoods and affected by (macro-level) societal structures and policies.

Conclusion

I argue that ECE policy in England is based on a narrow conceptualisation of well-being which posits children as 'every child' having to achieve pre-determined normative curriculum standards. I present a broader conceptual framework integrating broader well-being theories with the conceptualisations of young children and their parents and educators. I suggest a hybrid model marrying 'relational' and 'capability' approaches are necessary to begin to redress educational and social injustices perpetrated against young children and those most closely associated with their care.

ID: 167 / 4.3:5

Oral Presentation

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work, Comparative methodologies for understanding children's wellbeing

Subtheme: Everyday lives of children, Child wellbeing development practices, Childhood vulnerabilities: research-policy-practice

Measuring development for children under 3 in the global context: The Global Scale of Early Development (GSED) project

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Thematic relevance: To improve outcomes for children worldwide, accurate, reliable, and sensitive indicators of development are crucial for every age group, but especially the youngest children. By developing measures for children under age 3, we aim to promote early childhood development (ECD) by facilitating global monitoring and reliable evaluation of policies and practices.

Background and purpose: The first three years of life are foundational for advances in children's subsequent health, educational attainment, psychological well-being and economic capacity needed to achieve the UN Sustainable Development Goals. As the global community progresses toward ensuring that young children reach their developmental potential, accurate measurement is needed to track country-level progress towards global policy goals and to inform resource allocation and programming within countries and regions. This paper describes the development and statistical properties of population and program level instruments to measure ECD (covering motor, cognitive, language, and social-emotional domains) for children under age 3, the Global Scale(s) of Early Development (GSED).

Methods: Previously gathered and compiled cross-sectional and longitudinal data through three independent projects were used to construct an item bank. The bank included data from 51 cohorts in low- and middle-income countries using 22 established ECD instruments (with 2,275 different developmental items) representing over 73,000 anonymised children with 109,079 assessments. Subject matter expert input and statistical modelling were applied to develop prototypes of a brief population-level instrument based on caregiver-report, and a longer program-level instrument that combines direct assessment and caregiver-report and may be used to measure intervention impacts on early developmental outcomes.

Results: Over several iterations of independent judgements from six subject matter experts, a mapping process was implemented to develop bridges between existing ECD instruments by linking similar items across

instruments into "equate groups". In a subsequent series of statistical modelling, a unidimensional Rasch model was ultimately selected. Subject matter experts then reviewed the items that fitted this Rasch model for inclusion in the two GSED instruments based on each item's age and domain representation, feasibility, and developmental and cultural appropriateness. The two GSED instruments, and their accompanying protocols and guides, are now being further examined in a field-testing phase.

Conclusions and Implications: The scores from the GSED are intended to represent a single, continuous, latent trait of ECD, which we are terming a developmental "D-score". Similar to anthropometric measures, the D-score can be standardized by age and therefore used to compare children's development across diverse global contexts. The GSED team is committed to rigorous evaluation of the instruments and collaboration with international organizations whose mandate includes well-being of young children. The GSED tools have the potential to become a global resource for reliable, interpretable, and actionable measurement of developmental well-being during the critically important early years of life.

ID: 247 / 4.5: 1

Oral Presentation

Domain: Research

Main Theme: Measurement issues related to child well-being and understanding children's lives, Children's rights, well-being and indicators

Subtheme: Everyday lives of children, Child well-being development practices

"Not enough hours in the day": Time pressure and well-being among adolescents

Maya Peled, Annie Smith, Colleen Poon, Stephanie Martin

McCreary Centre Society, Canada

BACKGROUND & PURPOSE: The focus of this presentation is on time pressure—and specifically the extent to which adolescents feel they have enough time to do what they want on their own—and its association with well-being. Past research has indicated that the feeling of having insufficient time is linked to negative affect, including depression, among adults (Roxburgh, 2004). The current study examined time pressure among youth, including factors in youth's lives that are linked to a greater likelihood of experiencing time pressure, and those that are associated with a reduced sense of time pressure and a greater sense of well-being.

METHODS: Self-report survey data was collected from 38,015 students in public schools across British Columbia, Canada who completed the 2018 BC Adolescent Health Survey (BC AHS). The BC AHS takes place every five years and is a cluster-stratified random survey, stratified by grade and health region. The data are weighted and analyzed in SPSS Complex Samples to account for the differential probability of selection across regions. It is considered representative of over 95% of students in mainstream schools across the province. The 2018 survey included five items from the Students' Life Satisfaction Scale (SLSS; Huebner, 1991), a measure of global life satisfaction. For the first time, the BC AHS also included questions about unstructured time, and specifically if youth felt they had insufficient time, the right amount, or too much time to do what they wanted on their own, with friends, family, and in nature.

Youth ranged in age from 12–19 ($M = 15.0$ years). Forty-nine percent identified as male, 49% as female, and 2% as non-binary.

RESULTS: Two thirds of students (66.8%) felt they had the right amount of time to do what they wanted on their own, whereas 21.6% felt they had insufficient time. Students who reported having the right amount of time were the most likely to feel their life was going well, they had a good life, and they had what they wanted in life, and were the least likely to report wishing they had a different life. Those who felt they had insufficient time on their own reported the lowest levels of subjective well-being.

Females were more likely than males to feel they had insufficient time on their own (26.7% vs. 16.2%), as were older compared to younger students ($p < .01$). Also, youth who cared for their own child or children were more likely than their peers to feel they had too much time on their own (23.9% vs. 11.6%), whereas those who cared for another relative (e.g., relative with a disability) were more likely than their peers to feel they had insufficient time on their own (26.5% vs. 20.6%). Feeling meaningfully engaged in activities was associated with a reduced sense of time pressure.

CONCLUSIONS & IMPLICATIONS: Exploring adolescents' sense of time pressure and its relation to well-being can be valuable in understanding stress and negative affect among youth, and can help to inform how adolescents can be supported to improve their well-being.

ID: 120 / 4.5: 2

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators, Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Everyday lives of children

The relation between children's participation in daily activities and their subjective well-being

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Abstract

Thematic relevance: The current study focused on exploring children's participation in daily activities in relation to subjective well-being. Given the importance of children's daily activities on their overall sense of well-being, this study finds relevance in its consideration of children's activities across various age groups, gender and geographical location. The study's overall contribution resonates with grassroots policies and practices aimed at improving children's lives.

Background and purpose: Research on children's subjective well-being has increased over the past two decades. A recent area of interest is the extent to which children's daily activities influences their subjective well-being. The study aims to determine the relation between children's participation in daily activities and engaging with family and friends, and their SWB. The study further aims to determine the extent to which the nature of relation differs across three age groups (8, 10 and 12), gender, and geographic location (urban and rural).

Methods: The study uses data from the second wave of the South African Children's Worlds Survey. A cross-sectional research design was followed with a sample of 3284 children randomly selected from the Western Cape Province of South Africa. Data were collected by means of a structured questionnaire consisting of a range of scales measuring subjective well-being, participation in daily activities, and engagement with family/friends. Data were analysed using structural equation modelling with multi-group analysis used to determine the nature of the relation across age groups, gender and geographical location.

Results: For the overall model, the results showed that children's daily activities and family/friends latent variables made a significant contribution to subjective well-being, accounting for 31% in the explained variance of subjective well-being. Multi-group analysis showed the tenability of scalar invariance which allowed for meaningful comparisons across groups.

Conclusion and Implication: The findings suggest that practitioners and policy makers should assign a more focused consideration of children's daily activities and engagement with family/friends as factors contributing to children's subjective well-being.

ID: 260 / 4.5: 3

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators

Subtheme: Everyday lives of children, Child wellbeing development practices

How does the time use of Korean adolescents differ according to their individual, family, and neighborhood characteristics

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Background/Purpose: The childhood and adolescence is an important developmental stage and how they spend their time in the childhood and adolescence will affect their opportunities and developmental outcome. While time use of young children is mostly determined by their parents, adolescents have some discretion in their time use. This may result in excessive use of internet and smartphone, TV watching, and other unadvisable activities without proper supervision of the adults. If one's time is not used properly in adolescence, it will disturb the construction of healthy life habit, lower their life satisfaction, and hinder their future prospects.

Although the time is given fairly to every adolescent, their time use may differ depending on their individual, family and neighborhood characteristics. Previous studies have mainly focused on individual and family characteristics, and we added another dimension of neighborhood, since their access to diverse activities may determine their construction of time outside school. We examine the differences in the time use of the adolescents across variations in diverse systems, such as gender, age, income level, family type, and the size of neighborhood they live in.

Methods: *Data and samples:* The data of 7 and 10 school year children from Korean Children and Youth Panel Survey (KCYPS) were used, supplementing them with Korea administrative data.

Measures: First, we employ variables with child him/her-self such as gender, age, school achievement. Second, we employ variables with family such as education year of parents, economic status, family structure, and whether both parents have a job. Third, we employ variables with neighbors such as the size of community and take-up rate of households in each locality.

Results: Using HLM, we find cross-level interactions of family economic status and characteristic of neighborhood in 1-level variable and the characteristics of family and individual child in 2-levels predictors. We find those results as follow: first, there are different patterns of time use of internet or media depending on gender. Adolescent boys are more vulnerable to problematic internet use and adolescent girls are spend more their time for watching TV. Second, the intercept of child's negative way of time use is more influenced by more parental characteristic than characteristics of individual child. Second, the slope of child's internet use as a part of time use of child is more influenced by family and neighborhood characteristics.

Conclusions and Implications: The findings of this study show the variations of the adolescent's time use depending on their individual, family, and neighborhood's characteristics. Based on the study findings, we recognize the practical need to guide the adolescent's time use in a healthier manner and suggest youth policy related to adolescent's leisure time activities and sound development.

ID: 188 / 4.5: 4

Oral Presentation

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work, Comparative methodologies for understanding children's wellbeing

Subtheme: Everyday lives of children, Child wellbeing development practices, Child wellbeing and social and educational services

Patterns of time use and life satisfaction among 12-year-olds around the world: Gender and Cross-country comparison

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Purpose and Background: Despite the importance of children's time use on their quality of life, less attention has been paid to understand the patterns of children's time use and how it relates to children's quality of life using a cross-country comparative approach. Thus, the aim of this study is to examine the typologies of time use among 12-year-old children by gender and to investigate the association between these patterns and children's quality of life.

Methods: We used the second wave data of 12-year-old children from the International Survey of Children's Well-Being (ISCWeB), collected from 16 countries. Children's time use, gender, satisfaction with time use, and Student Life Satisfaction Scale (SLSS) were utilized as key variables in the analysis. Latent Class Analysis using MPLUS 7.0 was utilized.

Results: Gender differences in the classification of time use patterns were identified. For example, girls were reported to be in three classes entitled, "Class G1: overall high activity group (54.6%)," "Class G2: TV watchers (low levels of activity except watching TV, 34.2%)," and "Class G3: family helpers (high levels of activities in housework and family caring and low levels in others, 11.2%)." When compared across countries, the vast majority of countries show the highest proportion of girls in class G1 followed by classes G2 and G3. However, South Korea had the highest proportion of girls in class G2 (74%), and Ethiopia had the highest proportion of girls in class G3 group (67%). Class G1 was reported to have the highest level of satisfaction, and class G3 was found to have the lowest level of satisfaction with their time use and life in general.

Boys, on the other hand, were classified into four classes entitled, "Class B1: overall high activity group (27.5%)," "Class B2: medium activity group with low frequencies of TV watching and computer use (14.7)," "Class B3: TV watchers (medium levels of activities except watching TV, and lower frequencies of housework and family caring), and "Class B4: low activity group with high frequencies of TV watching and computer use (17.3%)." In most countries the highest proportion of boys were classified to be in class B3 (range: 43%- 70%). However, the high proportions of boys in Nepal (47.2%) and Ethiopia (46.6%) were in class B2. Boys who were classified to be in class B1 were found to have the highest levels of satisfaction with their time use and life in general among the four groups followed by classes B3, B2, and B4.

Conclusion and Implication: Analytic results show that children who actively engage in various activities experience the most satisfaction with their lives and their time. Substantial gender differences in time use, particularly around typical gender roles (e.g., housework and family caring) are noteworthy. Programs and policies that promote children to reduce digital time and enhance activities in other areas are discussed.

ID: 257 / 4.5: 5

Oral Presentation

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work

Subtheme: Everyday lives of children

Youths' view on their well-being: The influence of time, place and life experience

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Thematic relevance: The significant number of valid and reliable instruments to measure children's subjective well-being (or happiness) worldwide suggest that there is a consensus about well-being domains that matter in a child's life. Some measurements are based on children's own perspectives about a good life. However, less is known about the cultural meaning of happiness, i.e. what might constitute a child's happiness.

Background and purpose: Based on children's own perspectives about their sources of happiness, we would like to propose that a child's "well-being awareness" (i.e. what sources of happiness children spontaneously become aware of when they are asked about) is strongly related to their life experiences, their socio-cultural context, and the time when they reflect about it. This preliminary study focuses on the meaning of well-being indicators, which were constructed by youth from different cultural backgrounds and with different traumatic life experiences. Due to their life experiences they lived in out-of-home care.

Method: We used an inductive approach to identify themes that youths considered important to their construction of happiness. Focus group discussions were analysed of 48 male youths. They are grouped according to their traumatic life experiences: the Indian Ocean Tsunami in 2004 (11 boys from South India), severe intra-familial conflicts (17 German-speaking European boys), and unaccompanied minor refugees (UMR, 20 boys from Afghanistan, Eritrea, Pakistan, Somalia, and Syria). Even though younger children and girls belonging to the first two groups also participated in group-discussions, data were analysed only for the older male age group (12-18 years) because there were no girls and younger children within the UMR group. During the discussions youths' "well-being awareness" had priority, i.e. they were asked what makes them happy and sad and about what helps them feel good again when they feel sad. These three questions were only followed by questions for clarification because we did not want to give youths ideas about what constitutes well-being; it was only relevant what they became conscious at this time, at this place. The data were analysed using the Thematic Analysis according to Brown and Clarke (2006).

Results: Data analysis revealed (1) global sources of youths' happiness (mentioned by all youth groups, seven themes, e.g., education), and (2) culture-specific well-being themes (mentioned by one or two groups, eight themes, e.g., appearance). The gained well-being descriptions were transferred to the most basic elements of human well-being according to White (2008): material, subjective and relational dimension. Through the allocation of the gained well-being descriptions to an abstract level (material, subjective and relational) the influence of the socio-cultural context (place), life-experience, and time on the meaning of well-being of each youth group became clear.

Conclusion: Well-being should be viewed as a process that is influenced by place, time and life experience. In other words, on the one hand it could be cautiously assumed that the youths' conceptions of happiness are deeply rooted in their culture of origin, on the other hand the importance of well-being and its indicators change depending on youths' life experience and time of questioning.

ID: 178 / 4.6: 1

Oral Presentation

Domain: Practice

Main Theme: Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Children's and practitioners' voices in the context of justice, Participation, protection and provision in children's perspectives

Meaningful participation of children in child rights data collection endeavours - Specific surveys on children in migration and children deprived of their liberty in the administration of juvenile justice (Belgium)

Karen Van Laethem, Anne Bourgeois

National Commission on the Rights of the Child, Belgium

The United Nations Committee for the Rights of the Child (CRC) continuously recommends data collection on the implementation of the Convention on the Rights of the Child.^[1] The Belgian National Commission on the Rights of the Child (NCRC) issued 40 National Child Rights Indicators in 2016.^[2] Whilst the main objective of this endeavour was to better the implementation of children's rights by monitoring their effectiveness, with a particular focus on the most vulnerable children, an important finding was that these children often "escape" every form of data collection. Either because they are not targeted by existing surveys, or because no study really explores their particular situation(s).

To address this lack of data, the NCRC has carried out two specific surveys. Based on the existing Child Rights Indicators, this recent and ongoing research aims to assess the effectiveness of children's rights for (i) children in

migration and (ii) children deprived of their liberty in the administration of juvenile justice. The first study was conducted from April 2017 on among about 1000 children in special classes welcoming newly arrived foreign minors throughout Belgium. The project was carried out by means of self-administered questionnaires on tablets, developed on the basis of existing international surveys also used for the Child Rights Indicators (PISA, HBSC) and on questions tailored to the specific situation of the target group(s).

In the meantime, stimulated by the strong international interest in Belgium's child rights indicators and specific surveys, the NCRC organised a large international conference in February 2018 (<https://ncrk-cnde.be/en/projects/international-conference-measuring-the-effectiveness-of-children-s-rights/?lang=en>). Recommendations issued from this conference, and more specifically the findings on child participation, have prompted the National Commission to review the methodology of the second specific survey (conducted from May 2018 on) concerning all children (329) placed in public youth protection institutions across Belgium by a juvenile judge. Children were carefully included as advisors and co-authors of the survey questionnaire (step 1); pre-tests were held with children as to the understanding of the survey and the appropriateness of its methodology and surveys were adapted accordingly (step 2); feedback was provided to the children participating in step 1 on the results and impact of their participation in the development of the survey (methodology) (step 3); data was gathered among the children asking them their perception on the effectiveness of their rights (step 4); feedback was given to tentatively all children who participated in the survey (step 5); data and analysis thereof will be contextualized through workshops with children (step 6, planned in June 2019). Main methodological findings, strengths and weaknesses of this research will be the subject of our presentation.

(Preliminary) results of the surveys have been included in the updated Belgian National Child Rights Indicators and submitted to the CRC as the official statistical annex to the State periodic report in light of Belgium's most recent review (January 2019).

ID: 121 / 4.6: 2

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators

Subtheme: Children – the bearers of rights

Right for self-determination of children in the field of divorce law

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1) Thematic Relevance:

Understanding of children as subjects of law is getting along turbulent development. The practice of children's right in today's discussions is based upon law structure. To fulfill the promise of all international documents and principles, on which theory is build up, we need to forsake a field of law and begin the discussion on a more philosophical way. There is no doubt that on the field of law there aren't questions about the existence of children's rights. What seems to be more critical is real practice.

2) Background and Purpose:

The right of an individual to make his or her own choices and choices in areas that concern him is, almost from time immemorial, considered to be one of the cornerstones of the moral framework in which democratic Western societies operate. This framework determines both the objectives, rather than just pursuing the ways we choose to achieve these goals. The contribution aims to conceptualize and clarify the interrelationships between the concepts of the child as a subject of law, the foundation of the right to participation, the possibility of exercising the right to self-determination of the child and the theory of self-determination and recognition theory of Axel Honneth.

3) Methods:

The study is designed as comparative theoretical research focused on clarification of different approaches to the concept of self-determination and its connections to the opportunities of children being active agents in the field of contemporary family law practice.

4) Results:

Despite the fact that self-determination was for centuries associated with the concept of adulthood and rationality, which excludes children from most of the opportunities to be seen as a partner in discussion and subject of law, we realized that outside the law there are other influential approaches on how to conceptualize self-determination which enables us to think about and behave towards children as fully-fledged members of global society.

5) Conclusions and Implications section:

These new approaches to self-determination allowed us to think differently about the position of children and the responsibility of society towards them. We describe several implications to the field of family law that enables us to introduce innovative practices regarding the active role of children in all decisions making procedures.

ID: 138 / 4.6: 3

Oral Presentation

Domain: Research

Main Theme: Measurement issues related to child wellbeing and understanding children's lives, Children's rights, wellbeing and indicators

Subtheme: Children's and practitioners' voices in the context of justice, Children's welfare and children at risk, Participation, protection and provision in children's perspectives

Two perspectives on child participation in Estonian justice system based on children's experiences and professional's self-assessment

Judit Strömpl

University of Tartu, Estonia

Thematic relevance: Participation is one of the basic rights of the child, which includes also participation in juridical decision-making processes that affect the life of the child. Child participation in judicial proceeding could be harmful or beneficial for the child. The outcome depends among others on the professionals' ability to treat children as subjects, not objects of decision-making. In this paper a comparison of two perspectives on child participation in judicial proceedings will be analysed: the child's and the professional's perspective.

Background and Purpose: During recent years I was involved into several international EU financed projects that focused on the child's participation in justice system[1]. During these project rich and varied data were collected, which include both children's stories about their experiences and professionals' (child protection workers and advocates) self-assessment of their competence to support children's participation in judicial proceedings. Following questions will be discussed: 1. What children talk when they talk about their participation in judicial proceedings? 2. How child protection workers and advocates assess their competence to support children's positive participation? Comparison of these two perspectives sheds light to the contemporary Estonian justice system dealing with child participation.

Methods. Mixed methods were used during data producing and analysing. Secondary analyses of 20 individual qualitative interviews with children and young people with personal experience of participation in Estonian justice system; and selective analyse of inquiry with professionals – child protection workers and advocates (n=105).

Results. Professionals assess the right of the child to participate in judicial proceeding less important comparing other rights, because of its harmful effect for the child. At same time the right to be heard was evaluated highly and also their own competence to listen to children. Listening means for professional skilful collection of evidence from a child that is needed for making the court decision in the child's best interest. Therefore collecting sufficient evidence from child is of first importance, but for children is better not to participate in court proceedings. Children report about harmful experiences of "participation" and describe the reasons of stress because of 1) insufficient information about what is going on; 2) involvement into hearings without proper preparation; 3) hearings as question-and-answer process; 4) formality of participation; 5) broken promises; 6) delayed and casual information about final decision; 7) impolite treating especially children in conflict with the law; 8) fears during proceedings.

Conclusions and Implication. Children involved into justice system report more about their feeling as objects, not as subjects of decision-making. Also professionals handle children's involvement as a stressful measure for court, not as an opportunity to children's wellbeing.

[1] FRA project "Child Participation in Civil and Criminal Justice" (2013-14); "CHILDREN's RIGHTS BEHIND BARS. Human rights of children deprived of liberty: improving monitoring mechanisms" (2014-16); "Promoting the implementation of Article 12 of the CRC in the juvenile justice system" (2014-16); "Improving Decisions through Empowerment and Advocacy (IDEA): Building Children's Rights Capacity in Child Protection Systems" (2017-19).

ID: 127 / 4.6: 4

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators, Child indicators and advocacy in justice systems

Subtheme: Children – the bearers of rights, Children's and practitioners' voices in the context of justice, Children's welfare and children at risk

Sentencing the parents, punishing the children? Qualitative research regarding the role of children's best interests in Belgian sentencing decisions

Heleen Lauwereys

Ghent University, Belgium

Thematic relevance

This study focuses on the impact on children when their parents are sentenced as offenders. Following international and regional law, criminal courts should adopt a children's rights based approach when sentencing parent offenders. Qualitative in-depth interviews with Belgian criminal law judges show the need for further research and training regarding indicators needed to assess the best interests of the child in these decisions.

Therefore, this submission is relevant in light of the conference topic '*Children of the World: The Touch of Change. Theories, Policies and Practices*'.

Background and purpose

The decision to focus a study on the impact sentencing decisions regarding their parents have on children, is triggered by the internationally accepted rule enshrined in article 3 ICRC. A child's best interest should be taken into consideration in all decisions concerning them. This includes, according to the UN Committee on the Rights of the Child, sentencing decisions regarding parents. The purpose of the study is to contribute to the debate on how to shape the effect of article 3 ICRC on sentencing decisions, and more generally what the impact of that provision should be in a criminal law context. A case study is conducted in Belgium. Notwithstanding the recognition of article 3 ICRC in the Belgian Constitution, no explicit obligation to consider the children of the accused person in the sentencing decision is included in the criminal (procedure) code. However, due to a large degree of discretion in the sentencing decision, it is possible for judges to consider their interests. At present, it is not known whether and how criminal courts consider the children of the defendant in sentencing decisions.

Methods section

To this end, interviews with seventeen criminal law judges were conducted. The interviews consisted of both open questions and a sentencing exercise, in which the respondents were asked to sentence the accused person in four scenario's. In these cases, different variables as to the seriousness of the offence, the personal background of the accused and his or her children were incorporated.

Results section

The analysis of these interviews shows that different views exist regarding such a consideration. Furthermore, respondents had different levels of insight on the topic, and many stressed that often insufficient information is available to them. Even though some level of awareness exists and the children of the accused are considered to some extent, this would not be sufficiently consistent. Most importantly, the analysis of these interviews show the need for further research and training regarding indicators needed to assess the best interests of the child in these decisions.

Conclusions and Implications section

These results show that training of magistrates will be required, when a consideration of the best interests of the child becomes obligatory in sentencing decisions in Belgium. In these training sessions, attention should be paid to the indicators judges should or should not use when sentencing parents. Furthermore, more research into the impact of sanctions on children is necessary.

ID: 305 / 4.6: 5

Oral Presentation

Domain: Research

Main Theme: Measurement issues related to child wellbeing and understanding children's lives, Child indicators and advocacy in justice systems

Subtheme: Children's welfare and children at risk

Children in the child welfare and juvenile justice systems

Robert Goerge

Chapin Hall at the University of Chicago, United States of America

Thematic relevance

Policies and practices around children at risk and who experience social inclusion need to be informed by analysis of the experiences of children across the multiple areas of risk that they experience. This paper addresses how the experience of maltreatment impacts youth in the juvenile justice system.

Background and Purpose

In the United States, the needs of children who are maltreated and those who are arrested for delinquent acts are addressed by two separate systems. There is a significant overlap among these two systems, but no data exists that regularly informs policymakers on the extent of the problem and the needs of these youth. Advocacy efforts are negatively affected by this lack of information. This study addressed this problem and the results are reported.

Methods

Administrative data from the Cook County (Chicago) child welfare and juvenile courts were combined and linked to understand the population of youth who are investigated for maltreatment, enter foster care, are arrested for criminal acts, are adjudicated by the court and are served by the juvenile justice system. To measure the incidence of dual system youth, a cohort sample design was used. Specifically, a cohort of youth who received their first delinquency court petition between 2010 and 2014. Also, birth cohorts of children who entered into the child welfare system were used to analyze entry into the juvenile justice of youth who had experienced foster care or maltreatment.

Results

Forty-five percent of all youth in the juvenile justice system have had experiences in the child welfare system. Nearly seven percent of all children in child welfare system will experience the juvenile justice system. Children who entered foster care for the first time later in life were at much higher risk, and in a shorter amount of time, for becoming involved with juvenile justice.

Conclusions and Implications.

Public agencies can help children at the highest levels of risk and tailor services and policies to meet their needs. A coordinated intervention holds the greatest potential for reducing the number of children in foster care who go on to become involved in the juvenile justice system. This would involve greater attention to the processes of risk that tend to accompany these factors, such as trauma, and poverty-related, cultural, and other adverse contextual influences. These systems have begun to collaborate, but this collaboration needs to be informed by more information. Further research should include analysis of the educational and health issues of these vulnerable youth.

ID: 125 / 4.7: 1

Oral Presentation

Domain: Practice

Main Theme: Children's rights, wellbeing and indicators, Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Everyday lives of children, Children – the bearers of rights, Participation, protection and provision in children's perspectives

The right of children to the city: the workshops of "The City of Tomorrow / A Vila Do Mañá"

Sandra González-Álvarez

PØSTarquitectos, Spain

The project "The City of Tomorrow" arises from the right to the city, by which the people who inhabit it have the right to enjoy it, to transform it and to reflect its way of understanding life in community.

From the workshops of "The City of Tomorrow" we want to give voice to those who normally do not have it, children and adolescents, promoting their right (Article 12 of the Convention on the Rights of the Child, UNICEF, 2006) to be trained a proper judgment about the habitat in which they live and to be able to express it and make it manifest. We seek to stimulate a critical attitude to promote their development as an active citizenship, as they will be responsible for the city of the future. Forming, therefore, the foundations of a critical citizenship.

We work in public spaces to transform them into common spaces. As the geographer and social theorist David Harvey affirms, the appropriation of urban public spaces by citizens is necessary through political action to convert them into common spaces. The squares and streets, the landscape with its elements, the furniture, the voids,... are common goods that we seek for children to recognize as their own from different points of view: from history, its uses, its evolution and its transformations.

The objective is that childhood and adolescence be present actively in the processes of construction of the common space (square, neighborhood, city,...), providing them with the necessary tools to develop their creativity from art and architecture, in order to provoke in them the awakening of a new look on the spaces in which they live.

"The City of Tomorrow" is an educational and outreach project, whose aim is that from childhood and through play you become aware of all the scales of the common: tangible and intangible heritage, architecture, urbanism and landscape. At the same time that from the architectural discipline and the society becomes aware of a new vision of the city, which is what those who will be the inhabitants of tomorrow contribute to us. It is being developed through different workshops in different towns and cities of Galicia/Spain, (Rianxo, Milladoiro, Bertamiráns, Verín, A Pobra do Caramiñal, Mondoñedo, Riveira, Carballo, Bueu, Vilagarcía de Arousa, Cambados , Arteixo and Ferrol) and the project has been put to the test in a large metropolis such as the city of São Paulo, with a very different reality in terms of the quality of children's lives.

It is carried out by the team of PØSTarquitectos, financed from the different town councils, and receives the support of the School of Architecture of A Coruña, Faculty of Architecture and Urbanism of the Mackenzie, Official College of Architects of Galicia, Association for the Defense of the Galician Cultural Heritage and Instituto Brasiliana. It has worked with a total of 3200 children in their respective cities, "The City of Tomorrow" is a project in continuous development, but each workshop is a finished project.

ID: 218 / 4.7: 2

Oral Presentation

Domain: Practice

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work, Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Everyday lives of children, Child wellbeing and social and educational services

Thrive: Stories of Innovation to Support Children's Wellbeing and Development from around the World

Heather Kathleen Manion

Royal Roads University, Canada

Thematic relevance: Children across our global landscape are directly impacted by policies and practices meant to protect their wellbeing. This paper shares multiple policies, practices, and theories traversing the world, but it also asks the audience to share stories of successful innovations with, and for, children.

Background: A multitude of programs, policies, and practices support children's wellbeing. And where children thrive, communities are also more likely to thrive. Parents, communities, and societies all have a responsibility to ensure children's optimal development, but efforts towards this can be diffuse across public and private spheres. While family systems dominate systems to support children's wellbeing, they are insufficient on their own. Public investment on children and families has been shown to increase children's wellbeing outcomes (Britto, et al, 2016; Folbre, 2008; Lo, Pas & Horton, 2016; Parton, 2011; Waldfogel, 2004), yet public systems that support children's wellbeing are often fragmented, overstretched, underfunded, and siloed (Munro, 2007; Garrett, 2009). Competitive funding models have also pitted some children's programs against one another for scarce resources. In contrast, this paper seeks to collect and share examples of innovations from around the world that seek to build systems that help children to thrive and to build a global dialogue on how to bring these stories and lessons to the fore.

Purpose: This research asks where innovations have successfully promoted and enhanced children's wellbeing. By doing so, this research seeks to learn from disparate and unconnected success stories in a more systemic way across community organizations, not-for-profit and for-profit organizations, and government programs. This research additionally investigates how prevalent social innovation focused on children's wellbeing is; how we can best collect and disseminate the narratives of those innovations; what the catalysts, impediments, remedies, and implications exist; and what support is needed to replicate or scale up successes.

Methods: This qualitative case study research draws on a transdisciplinary framework of systems theory to identify and share innovative approaches to support children to thrive within and across global communities. Its aim is to share evaluation practices, distill key lessons and spark ideas for creating change that build resilience in children in the face of adversity, especially marginalized children.

Results: This presentation highlights early findings from this research. By sharing cases, it aims to open a cross-sectoral, cross-disciplinary dialogue with individuals and communities interested in supporting efforts to build robust, successful support systems for children's optimal growth, development and ability to approach adversity.

Conclusions and Implications: While this research is in its infancy, it has illustrated that children and youth have deep and rich knowledge about their own lived experiences and therefore should be listened to regarding the design and implementation of services targeting them. Further, it has demonstrated that programs, policies, and practices need to be embedded within the contextual realities where they are provided. This presentation provides early findings, but importantly it also hopes to generate further dialogue on, and collect further examples of, innovative practices that support child wellbeing while combating social exclusion, maltreatment, and social injustice.

ID: 173 / 4.7: 3

Oral Presentation

Domain: Research

Main Theme: Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Everyday lives of children, Children – the bearers of rights, Participation, protection and provision in children's perspectives

Scaling up and deepening youth engagement for social change: lessons learned from human rights education programming in Canada

Geneviève Grégoire-Labrecque, Natasha Blanchet-Cohen

Concordia University, Canada

Thematic relevance:

This submission addresses directly the conference topic as it reports on a study around a human rights education program aimed at fostering social change for youth by youth.

Background and Purpose section:

This study reports on a research collaboration with Equitas, a non-governmental organization working in human rights for more than 50 years, and its *Speaking Rights Program*. The program engages youth who face barriers to participation in defining the issues related to diversity that they want to address in their communities and initiating collective Community Action Projects (CAPs) across Canada. The overall goal of the research was to scale up and deepen Equitas' human rights education (HRE) approach through CAPs by (1) learning about young people's understanding of diversity and motivation to get engaged on these issues; (2) identifying the kinds of impacts CAPs set in motion; and (3) defining conditions for amplifying Equitas' youth engagement model with the identification of enabling elements, strategies and support mechanisms.

Methods section:

Grounded in qualitative research methods, this project draws on collaborative inquiry and social engagement techniques. We began with a review of documentation examining over 100 CAPs reports to categorize them into areas of focus, tactics chosen, etc. We then carried out 25 semi-directed interviews and 3 focus groups with youth participants, youth leaders and youth coordinators from 13 organisations across Canada that have been carrying out CAPs. The emergent themes were presented to Equitas collaborators and a Youth Advisory Committee from the CAPs participants for feedback and validation.

Results section:

A thematic analysis points to some key elements: (1) the extent and how the HRE approach is appropriated by a great variety of youth, and how the youth's perception of diversity reflects HRE; (2) the role and form of support provided by Equitas' throughout the CAPs enabling youth participation and strengthening engagement; (3) the ways that CAP participants reinvest in their organization and communities pointing to a multi-layered reflection-action loop; (4) the multilayered impacts of CAPs, including the interconnections between the impacts and the HRE approach through the *Speaking Rights Program*, and how these overall contribute to building a HRE culture in the community. The results point to a need to reconceptualize what constitutes impacts and its relation to social change in community action projects that place youth at the center.

Conclusions and implications section:

These results shed light on the potential of a human rights education to youth engagement that is participatory and transformational. In particular, the study shows how the approach supports young people in understanding and redefining diversity, and how they actively participate in their well-being and that of their communities.

ID: 220 / 4.7: 4**Oral Presentation***Domain:* Research*Main Theme:* Research- and knowledge-minded social work, educational and behavioural practices with children*Subtheme:* Children's welfare and children at risk, Childhood vulnerabilities: research-policy-practice**Retrospective Reflections – Lessons from Work2Live Program to Reduce Homelessness****Heather Kathleen Manion, Jo Axe, Elizabeth Childs**

Royal Roads University, Canada

Thematic relevance: Homelessness amongst children and youth continue to be a global issue. This paper explores findings from research on a youth-based program targeting youth-at-risk of homelessness in a Canadian city. Focused on prevention, this paper explores what indicators would have helped earlier identification and intervention to mitigate experiences of, and vulnerability to, homelessness in early adulthood.

Background: Zero Ceiling is a not-for-profit organization based in the ski-resort town of Whistler, Canada. Their 12-month Work2Live program supports youth aged 19-24 who are at risk of homelessness, predominantly in the Greater Vancouver area. The intense program offers employment, subsidized housing, adventure-based learning, and ongoing professional support to create sustainable healthy lifestyles for eight youth per year. This research sought to understand the short- and long-term outcomes of this program. This paper highlights the research findings but specifically focuses on the implications of the findings for earlier identification and intervention with youth prior to them experiencing homelessness in young adulthood.

Purpose: This paper specifically focuses on retrospective reflections on the core success mechanisms of the program, and the variety of life circumstances that brought young people to a place where they had experienced homelessness or were at high risk for experiencing it. While the target population was no longer children, had early identification and intervention supported resilience-building activities prior to young adulthood, they may have reduced vulnerability to homelessness.

Methods: The qualitative research focused on understanding the short- and long-term outcomes of the Work2Live program on youth at risk of homelessness through interviews and focus groups with key stakeholders (n=26), including youth currently in the program or recently graduated, staff, current and potential employment providers and housing providers. This was triangulated with a comprehensive literature review.

Results: While the emergent themes were broader, this paper focuses on the paths that led youth to experience their vulnerability and the contributors to success that supported them out of it. The literature highlighted that those experiencing homelessness in early adulthood had early experiences of housing insecurity and

homelessness and commonly experienced child protection, youth justice or mental health services. Youth experiencing homelessness commonly experienced maltreatment in the home and insecure relationships with family. The sample size within the Work2Live population was small, but findings resonated with the literature.

Core success factors from both the Work2Live program and the literature found that youth responded well to having programs that removed barriers to housing, employment, and education, and supported positive peer networks and dependable support workers that could foster a sense of belonging and stability that their families may not have provided.

Conclusions and Implications: While this research focused on youth, it provides useful insight into the paths into and out of homelessness from childhood. Focused on prevention and early identification, this paper shares reflections from a Canadian-based program aimed to redress youth homelessness. This research supports the need for child indicators on connectedness, resilience, security, and trajectories out of state-based services (such as child protection, youth justice and mental health) to support long-term resilience and success.

ID: 265 / 4.7: 5

Oral Presentation

Domain: Research

Main Theme: Measurement issues related to child wellbeing and understanding children's lives, Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Child wellbeing development practices, Childhood vulnerabilities: research-policy-practice, Child wellbeing and social and educational services

The development and use of evidence-based indicators across early intervention strategies.

Sharon Goldfeld¹, Nicholas Perini², Christopher Harrop³, Carly Molloy¹

¹Murdoch Childrens Research Institute, Australia; ²Social Ventures Australia, Sydney, Australia; ³Bain & Company, Melbourne, Australia

Thematic relevance:

By the time children start school in almost all countries there are inequities in their health and development which existing policies and systems have failed to ameliorate. Rather than setting communities up to fail with a set of slow moving outcome indicators-this paper proposes a set of evidence based process indicators to help communities make decisions that will ultimately lead to more equal outcomes for children and deliver on the system bottom line of "quantity, quality and participation"

Background and Purpose section:

Evidence has shown that intervening early can produce positive and sustained effects on child outcomes, in particular for children from disadvantaged families. Addressing inequities requires the mutual and reinforcing benefits of early interventions delivered through existing services and programs where the quality is of a sufficiently high standard and families are able to access the services at the right dosage level. To drive evidence based and equitable system change we developed a set of evidence-based indicators for quality and access. There is a dearth of evidence that shows a link between quality indicators and outcome improvements that can be readily purposed to drive system change. Indicators were used to measure performance on-the-ground at a local community level to create a set of diagnostic metrics for community prioritisation efforts.

Methods section:

Evidence-based indicators were developed across five key early intervention strategies (antenatal care (ANC), nurse home-visiting, early childhood education and care (ECEC), parenting programs (PP), and the early years of school (EYS) across the key performance drivers; quality, quantity, and participation. We recruited three Victorian communities and assessed their performance against these indicators, creating a diagnostic tool to help inform key stakeholders of gaps in performance and where efforts could be directed to improve service delivery.

Results section:

While data are available for all strategies, we report particularly on ECEC. Data analysis from 3 communities indicate that only 30-40% of children are attending the statutory entitlement of 15 hours of preschool programs in the year before school. The proportion of children attending 15 hours or more of ECEC with indicators of disadvantage (i.e. disability, parent healthcare card status, non-English speaking background) and children who are Aboriginal and Torres Strait Islander is even lower (~23-32%). Further, 3 year olds attending 15 hours of ECEC is also low (~15-20%). Quality indicators adapted from the National Quality Standard implemented by the Australian Children's Education and Care Quality Authority (ACECQA) show that only 21-38% of services are rated exceeding the standard in our 3 communities.

Conclusions and Implications section:

The findings suggest that a higher proportion of children in Australia are not accessing the recommended number of hours of ECEC despite the rhetoric being otherwise. Of particular concern is the finding that disadvantaged children attend for even fewer hours, suggesting the inequity gap could broaden over time. ECEC service quality was also identified as an issue with insufficient services rated as exceeding the ACECQA standard. These diagnostic metrics were presented to community leaders and policy makers to help guide prioritisation efforts.

Thursday 29, 2019

ID: 118 / 5.5: 1

Oral Presentation

Domain: Research

Main Theme: Research- and knowledge-minded social work, educational and behavioural practices with children

Subtheme: Children's welfare and children at risk, Childhood vulnerabilities: research-policy-practice, Child wellbeing and social and educational services

Preventing Child Abuse: Findings from the Families First Study in West Java, Indonesia

Monica Ruiz-Casares¹, Brett Thombs¹, Robert W. Platt¹, Susan Scott¹, Michelle Andrina², Naima Bentayeb¹, Sol Park¹, Jose Ignacio Nazif Munoz³, Ulfah Alifia², Rezanti Pramana², Nancy Mayo¹

¹McGill University, Canada; ²SMERU Research Institute; ³Harvard University

Thematic relevance: The UN Convention on the Rights of the Child (1989) and the 2030 Agenda for Sustainable Development (targets 5.3, 8.7, and 16.2) call to end of all forms of violence against children. Preventive interventions and sound evidence to assess those are crucial in promoting and monitoring progress towards that goal. The *Families First* Program adapted to West Java (Indonesia) the Positive Discipline in Everyday Parenting Program (PDEP), a parenting support program anchored on children's rights that gives parents guidance on child development, parenting, and positive discipline practices. This session presents the first experimental evaluation of this intervention.

Background and Purpose section: Most child physical and emotional abuse takes place in the context of punishment. A mixed-methods study including a randomized controlled trial and qualitative research methods was implemented to assess the effectiveness of the *Families First* parenting program in reducing the frequency of physical and emotional punishment compared to a waitlist control group, as well as participants' satisfaction and factors hindering or supporting the implementation of the program.

Methods section: Twenty villages in Cianjur District, Indonesia, involving 736 caregivers of children aged 0-7 years of age, were randomized to receiving either a parenting program consisting of 10 group sessions and 4 home visits or standard community health and social services. The primary (i.e., *physical and emotional punishment*) and other outcomes were assessed at baseline, immediately post-intervention (3 months post-randomization), and 9 months post-randomization. Intent-to-treat, logistic regression with generalized estimating equations was conducted. Concurrent process evaluation by means of observation and individual and group interviews was conducted to identify influencing factors and program satisfaction.

Results section: Randomization worked well and the program was delivered across intervention sites. Caregiver self-report data from the three measurement points will be presented for both experimental and control groups. Program delivery staff and participating caregivers indicated high levels of satisfaction with the intervention, identified facilitators and barriers to the implementation of the program, and provided recommendations. Results from the observation data will also be presented.

Conclusions and Implications section: The *Families First* program may potentially be useful for decreasing harsh parenting, yet results need validation in a new trial. Facilitating factors and challenges identified in this evaluation should be carefully considered before replication or scaling up.

ID: 146 / 5.5: 2

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators, Child indicators and advocacy in justice systems

Subtheme: Everyday lives of children, Childhood vulnerabilities: research-policy-practice, Participation, protection and provision in children's perspectives

How Botswana child protection system safeguards children from sexual abuse

Nankie Makapane Ramabu

Child Protection Specialist, Botswana

Botswana Child Protection System: *Children's lived experiences*

With dearth of literature on Botswana child protection system as well as deficiencies in involving young children as informants in popular discourse about their interventions, this study sought to assess how Botswana child protection system safeguards children from sexual abuse. One objective of the study was to assess how children perceive themselves and their environment.

This study was informed by general systems theory, feminist perspective as well as postcolonial lens to make comprehensible the multifaceted problem of Child Sexual Abuse. The study introduced the context specific systems thinking approach of Botho as well as Head's (1990) Botswana gender politics in order to better understand why and how CSA occurs in Botswana. This was a predominantly qualitative study that was driven by research questions and also that, the qualitative data could contextualise the quantitative data by enriching

understanding. Seventy-five children were randomly selected in schools in an urban and a rural setting. The data was analysed using content analysis.

Drawing on the findings from this study, children reported living with unrealised needs across all levels of the Maslow Hierarchy of needs. With Botswana children protection system driven by the Orphan and vulnerable child thesis, the general population of children's needs have been silenced which could heighten their vulnerability to sexual abuse. A culture of silence emerged as a theme that is seen as a risk factor for child safeguarding from sexual abuse. A context specific child participation model is proposed that could enhance children's participation in decision making. The findings from this study add to existing empirical data as well as have immediate implications for strengthening child protection system in Botswana and other settings experiencing similar cultural realities.

ID: 112 / 5.5: 3

Oral Presentation

Domain: Research

Main Theme: Research- and knowledge-minded social work, educational and behavioural practices with children

Subtheme: Children – the bearers of rights, Participation, protection and provision in children's perspectives

Participation for Protection: Seeking children's views on violence and harm

Katrina Lloyd

Queen's University Belfast, United Kingdom

This paper explores children's understanding of violence and what they believe adults need to do to protect them from it. The research on which it is based uses child rights-based methods to ensure that the study findings reflect fully the perceptions of children themselves. It therefore fits well within the topic of 'Participation, protection and provision in children's perspectives'.

Article 19 of the UNCRC requires State Parties to protect children from all forms of violence and to provide support for those who experience maltreatment. However, policies and practices that are put in place to help children when they experience violence and harm in their lives are usually developed by adults with little or no input from children themselves. Yet Article 12 of the UNCRC assures to children the right to be involved in decisions that are made about them suggesting that they should be consulted in the development of training and resource materials for adults who are seeking to help them if they experience violence. Therefore, this project, Participation for Protection, foregrounds the views of children from six European countries in this process. This paper reports the findings from one phase - to seek the views of children and young people about their perceptions of violence and harm and what they think adults can do to help them if they were to experience violence.

A questionnaire was developed in conjunction with two advisory groups: children aged 9/10 years, and young people aged 14-16 years. The questions included perceptions of what violence was and what type of help and support they thought children would find most useful if they were to experience violence. The paper questionnaire was completed in schools in Austria, Belgium, Germany, Northern Ireland, Republic of Ireland and Romania. In total, 1,274 children and young people aged between 8 and 18 years took part in the survey. The data collected were mostly quantitative and were input into SPSS by a researcher in each country.

Key findings were that respondents were most likely to define physical abuse as an example of harm/violence (79%). In contrast only around one third (36%) thought child neglect was an example of harm/violence. Eight out of ten respondents thought the best way to get information about advice and support if they were harmed was to talk to someone personally (72%). Finally, the quality that respondents would value the most in people who would be helping them if they experienced violence was someone who listens and takes children and young people seriously (71%).

It is clear that some children and young people are not aware of what violence is which needs to be addressed by adults working with them. The findings also highlight the sources of information children would prefer and the qualities that adults working with them should have. These results should be considered by all adults in their practice and they will be used to inform the development of the training resources being prepared as the output from this project.

ID: 275 / 5.5: 4

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators, Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Children's welfare and children at risk, Participation, protection and provision in children's perspectives

Profiles of adolescents in Canadian Child Protection Services group care: A cluster analysis

Lise Milne

University of Regina, Canada

Relevance

This paper aims to bridge theory, research, policy and practice by highlighting from a trauma-informed perspective the self-reported experiences of vulnerable adolescents living in child protection group care. This information is crucial to informing interventions and placement decision-making policies and practices.

Background

The decision to place an adolescent in group care – arguably one of the highest levels of care in child-serving systems – is complex. Practice and research have affirmed exceptionally high rates of maltreatment exposure, trauma symptoms and risk behaviours among these adolescents as a whole, yet little research has examined their varying experiences and needs. For this paper, the potential heterogeneity of this group was examined via the first Canadian epidemiological longitudinal study of child protection-involved adolescents, *Maltreatment and Adolescent Pathways*.

Methods

Participants were randomly selected from open caseloads in a large urban Canadian child protection agency. Adolescents who identified as living in group care (residential or community group homes) at baseline and who had not underreported trauma symptoms were included in the present study (N=96). Cluster analysis with multiple discriminant analysis was used to cluster adolescents with shared characteristics. Six variables from two measures were entered into the analysis: five maltreatment subscale scores from the *Childhood Trauma Questionnaire*, and a total trauma symptom score from the *Trauma Symptom Checklist for Children*. Two validation techniques were employed to confirm the clusters. A series of ANOVA with post-hoc Bonferroni correction was used to further describe the clusters on demographic, global mental health, and risk behaviour variables.

Results

Findings for the overall sample confirmed high levels of maltreatment and trauma symptoms, but risk behaviors figured less significantly. Four distinct clusters emerged, confirming our hypothesis that this is not a homogenous group: (1) 'No-low maltreatment/low trauma symptoms' (n=25; 26%); (2) 'Moderate physical-emotional abuse/moderate trauma symptoms' (n=37; 38.5%); (3) 'Moderate-severe maltreatment/low trauma symptoms' (n=18; 19%); (4) 'Severe maltreatment/severe trauma symptoms' (n=16; 16.5%). Cluster 1 did not exhibit any of the characteristics typical of youth in this level of care: aside from low maltreatment exposures and trauma symptoms, they reported low levels of all other demographic, global mental health and risk variables. Cluster 2 was considered a 'typical' profile of adolescents in group care. Cluster 3 could be described as a 'resilient' cluster, whereby despite moderate-severe maltreatment, a mean of 4.33 different maltreatment exposures, the longest length of time in care and the greatest number of moves over 5 years, they exhibited the lowest levels of trauma symptoms and nearly all other variables. Finally, Cluster 4 was considered typical of the subgroup of adolescents we see in care, whose needs clearly require intensive services.

Implications

This study affirms the heterogeneity of adolescents in group care and the need to develop interventions and programs based on varying profiles. Findings highlight the need for comprehensive, ongoing assessment and careful placement planning. Adopting a non-pathologizing, trauma-informed perspective that considers adolescents' perspectives in both research and practice contexts is crucial to fully understanding their needs.

ID: 102 / 5.5: 5

Oral Presentation

Domain: Practice

Main Theme: Research- and knowledge-minded social work, educational and behavioural practices with children

Subtheme: Children's welfare and children at risk, Childhood vulnerabilities: research-policy-practice, Child wellbeing and social and educational services

New Institutions and Practices in the Hungarian Child Protection System

Virág Havasi

University of Miskolc, Hungary

There are new endeavours in the Hungarian Child Protection system as a response to new challenges. There are more and more children of Gypsy origin living in deep poverty whose families are not able to raise them up properly. In the presentation I will summarise the main challenges and novelties of the policy and practice in the country. I will also point the problems and tensions of the system.

My research findings are based on interviews conducted with experts of the child protection system and participant observation technique regarding "Tanoda"-s.

New institutions are the Sure Start Houses and "Tanoda"-s (after- schools), and an important element of the new regulation is that children in care should be placed in foster families under the age of twelve. Many foster parents are of Gypsy origins and with low educational level which is dysfunctional in some cases. The children's homes have to deal with the problematic and "spoilt" adolescents. Nowadays there are some Churches active in the child protection system and they get more subsidy from the state then the institutions of the state which makes the latter's situation harder. The whole system is overloaded.

The direction of the changes is mostly good but not the control of the system.

ID: 106 / 5.8: 1

Oral Presentation

Domain: Research

Main Theme: Comparative methodologies for understanding children's wellbeing, Children's rights, wellbeing and indicators

Subtheme: Child wellbeing development practices, Children's welfare and children at risk, Child wellbeing and social and educational services

Relational dynamics in youth mentoring: a mixed-methods study

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¹Child & Family Research Centre; ²NUI Galway

Thematic Relevance: As this research explores the role of relational dynamics in formal youth mentoring programmes, this research is highly relevant to the conference theme "Children of the World: The touch of change. Theories, Policies and practices". Mentoring is widely used around the world as an effective intervention technique for at-risk children and youth (Matz, 2013; Blakeslee & Keller, 2012). However, theoretical/research evidence outlining *how and why* mentoring practices work have been slower to develop. This research proposes to explore the relational dynamics which develop in formal youth mentoring programmes, which in turn may help inform better policy and practice initiatives for young people in this area.

Background & Purpose:

The relationship between mentor and mentee is critical to youth mentoring interventions and thus it is imperative that relational dynamics are explored and understood in order to inform programme development. This paper presents quantitative and qualitative data in relation to relational dynamics between mentors and mentees taking part in the Irish Big Brothers Big Sisters Programme (BBBS).

Methods:

The paper integrates a secondary analysis of longitudinal quantitative and qualitative data gathered as part of a large scale evaluation of the BBBS programme in Ireland (Dolan et al, 2011). Specifically, 76 young people and their mentors who took part in the Irish BBBS programme completed questionnaires assessing their perceptions of the quality of their mentoring relationship. Multiple waves of data collection were completed over a two year period. Young people also reported on their developmental outcomes over time. Additionally, in depth semi-structured qualitative interviews were undertaken with ten mentors at two time points during their mentoring relationship

Results:

Results from a series of quantitative analyses suggest that the quality of the relational dynamics (e.g. satisfaction, happiness, helping, & frequency of meeting) that develop between youth and mentors are significantly associated with youth developmental outcomes over time. Findings from a thematic analysis of the qualitative data provide greater insight into how mentors conceptualise their mentoring roles and may be linked to mentor's satisfaction within the mentoring relationship.

Conclusions & Implications:

Overall, this research reports several findings that have relevance for youth mentoring research and practice. In particular, this research offers novel insights into the dynamics that impact the quality of the relationship which forms between youths and their mentors, and expands our understanding of how relationship quality can impact the success of formal youth mentoring programmes such as the BBBS programme.

ID: 254 / 5.8: 2

Oral Presentation

Domain: Research

Main Theme: Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Children's welfare and children at risk, Childhood vulnerabilities: research-policy-practice,

Participation, protection and provision in children's perspectives

Closest to the problem, closest to the solution: A model for engaging youth in a substance related critical injuries review

Stephanie Martin, Annie Smith, Maya Peled, Colleen Poon

McCreary Centre Society, Canada

Thematic relevance: This presentation focuses on a project which canvassed the perspectives of young people in government care (e.g., foster care) and those receiving mental health services to inform policy and practice aimed at improving services for youth at risk of substance-related harms.

Background and Purpose: Substance-related critical injuries are an increasing concern in British Columbia (BC), Canada, and have disproportionately impacted young people involved in the government care system. As part of a larger project conducted by the Office of the Representative for Children and Youth (RCY), this project sought to better understand substance use among this group of young people, and to gather their recommendations to ensure services and supports are responsive to their needs.

Methods: Young people aged 13 to 24 (N=100) with recent experience of government care or other reviewable services participated in one of 18 focus groups. The majority also completed a 15-item survey (N=81) and took part in a design activity to identify how communities can support youth to have a healthy relationship with substances.

Focus groups were conducted in urban and rural communities across BC at community-based services accessed by youth, residential substance use programs, and youth custody centres. Quantitative analysis of survey responses was conducted using SPSS 24 statistical software and a thematic analysis of the qualitative data was completed.

Results: Reasons youth identified for using substances included managing emotions, dealing with mental health challenges, having fun or relieving boredom, and family and peer influence. Participants described safer substance use as avoiding certain substances and methods of use and having reliable information about a substance and its source. Barriers to safer use included mistrust of statutory agencies, a lack of youth-specific and early intervention services, and previous experiences of judgmental or punitive responses to substance use.

Recommendations from youth participants to reduce substance-related harms included increasing access to mental and emotional health supports, connecting youth with relatable mentors, offering counselling supports to young people bereaved as a result of an overdose or substance-related loss, offering access to supervised consumption sites and harm-reduction materials, and training foster parents to encourage safer use among youth in their care.

Conclusions and Implications: Findings from this project helped to guide a review by the RCY of substance-related critical injuries involving young people in care in BC. Based on this review and the experiences and perspectives of youth participants in this project, the RCY made several targeted recommendations to government agencies to improve policy and practice to reduce substance-related harms among youth.

Findings suggest that strategies to reduce harmful substance use need to not only address youth's current use, but also their reasons for turning to substances to cope with the challenges in their lives. This project also highlights the value of including youth's perspectives in areas they would not typically be engaged such as reviews of critical injuries and deaths, as it can provide context, contribute valuable insight, and offer a fresh lens through which to view findings in ways adults may not otherwise consider.

ID: 165 / 5.8: 4

Oral Presentation

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work, Measurement issues related to child wellbeing and understanding children's lives

Subtheme: Children's welfare and children at risk

Leaving no one behind: Measuring child poverty in Botswana

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Child poverty measurement is vital for informing policies to improve children's lives. Its global significance has been recognised in the Sustainable Development Goals (SDGs) with SDG target 1.2 calling for an end to poverty in all its forms for children of all ages. This target presents an important step forward in the fight against child poverty in three ways: firstly, it explicitly recognises children; secondly, it acknowledges the multidimensional nature of poverty; and thirdly, it highlights the importance of national definitions.

In Botswana, the recent Poverty Eradication Policy and Strategy aligns with the SDGs as it includes recommendations to reduce the intergenerational transmission of poverty through the eradication of severe multidimensional child poverty. It is also underpinned by the principle of Leave No One Behind (LNOB). Nevertheless, poverty in Botswana has been almost exclusively measured using the traditional monetary approach, and little attention has been paid to child poverty in specific. The commitment to the eradication of multidimensional child poverty in conjunction with the LNOB principle calls for a comprehensive country- and context-specific measure of multidimensional child poverty for Botswana.

The main objective of this study is to develop a measure of multidimensional child poverty that is premised on the principle and fairly fuzzy conceptual notion of LNOB, to offer empirical insights into the state of child poverty in Botswana, and to provide policy implications. This study will also serve as a baseline to tracking progress of the SDGs especially regarding eradication of multidimensional child poverty in Botswana. In doing so, this paper aims to extend conceptual debates and the empirical evidence base. The study will use cross-sectional data from the 2015/16 Botswana multi-topic household survey.

Integration of the LNOB principle in the development of a Botswana-specific measure of multidimensional child poverty occurs at two levels. Firstly, the choice of domains and indicators must be guided by the principle of inclusivity, ensuring that issues that are of relevance for any sub-section of the population – and particularly those most marginalised – are included. Secondly, analysis of child poverty must recognise that children are not a homogeneous group, and that their achievement levels may vary by age, gender, geography and other factors. In building the measure, we build on global conceptual and methodological advances in multidimensional child poverty, not least the MODA approach and child-disaggregated MPI.

This paper fits the overall conference theme by studying an issue that is of global importance for improving the lives of children through a country- and context-specific angle. It fits the themes of 'Cross-world' approaches to child wellbeing and child indicator work' and 'Measurement issues related to child wellbeing and understanding children's lives' as well as the topic of 'Children's welfare and children at risk (e.g., poverty, maltreatment, etc)'.

ID: 259 / 6.2: 1

Oral Presentation

Domain: Research

Main Theme: Measurement issues related to child wellbeing and understanding children's lives, Children's rights, wellbeing and indicators

Subtheme: Child wellbeing development practices, Children's welfare and children at risk

Overcoming obstacles: Perseverance and the well-being of at-risk youth

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Thematic relevance: This study focuses on persevering in the face of challenge and how it relates to youth well-being. It is relevant to the conference as it addresses indicators for youth at risk, specifically, those who have runaway from or been kicked out of home.

Background and Purpose: Youth who have runaway from or been kicked out of their homes face risks to their health and well-being, including becoming homeless and street-involved (Saewyc et al., 2013). However, certain strengths or competencies in their lives may help them to be resilient. One such competency is perseverance – that is, putting forth continued effort to achieve goals despite setbacks. The purpose of this study was to look at the role of perseverance in helping youth who had runaway or been kicked out.

Methods: Participants came from a population-based, cluster-stratified random sample of 38,015 students aged 12 to 19 in British Columbia, Canada. Students completed the BC Adolescent Health Survey, a pen-and-pencil self-report measure of youth health covering health and risk behaviours as well as protective factors. From the total sample, 8% had runaway from home in the year preceding the survey and 6% had been kicked out. Crosstabulation analyses using SPSS Complex Samples software were performed to look at the relationship between perseverance and various health outcomes.

Results: Youth who had runaway from or been kicked out of home were less likely than peers without these experiences to indicate they would push themselves to achieve their goals when things went wrong. However, the more often youth persevered, the more likely they were to experience positive health outcomes. Among youth who had been kicked out, for example, those who always pushed themselves to achieve their goals were more likely than those who sometimes pushed themselves and never pushed themselves to be hopeful about their future (64.4% vs. 35.4% vs. 12.5%, *Adjusted F*(6,6554)=44.94, *p*<.01), including having plans for post-secondary education. Youth who more often persevered were also less likely to experience extreme stress, and more likely to report good/excellent mental health and to rate their subjective well-being positively (e.g., they felt their life was going well). Similar results were found for youth who had runaway from home. For example, 25.9% of youth who had runaway but who always pushed themselves to achieve their goals when faced with setbacks reported extreme stress compared to 32.2% of those who sometimes pushed themselves and 46.9% who never pushed themselves (*Adjusted F*(3,3955)=16.67, *p*<.01).

Conclusions and Implications: This study found that youth who had runaway from or been kicked out of home experienced more positive outcomes if they exhibited perseverance. This work suggests that supporting young

people to persevere when faced with obstacles may help them to develop a cognitive/behavioural competency that can help them to be resilient. Furthermore, the results confirm the value of measuring internal resiliency as well as external assets on population-based health surveys of youth. Future research could explore the practical ways in which supportive adults in youth's lives may encourage and support them to persevere.

ID: 110 / 6.2: 2

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators

Subtheme: Everyday lives of children, Child wellbeing development practices, Children's welfare and children at risk

Street-Connected Children in Bangladesh and their Income Generating Activities: Exposure to Violence, Abuse, Exploitation, and Trafficking

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Thematic Relevance: There are millions of street-connected children globally, who face violence and abuse everyday. As we further develop theories, policies, and practices to promote child well-being, street children must not be left out of the discourse.

Background and Purpose:

In Bangladesh, there are an estimated 1-3 million street children. The majority of these children must participate in income generating activities (IGAs) to survive. This article draws on findings related to street children's IGAs in the informal economy, from a larger qualitative study, in which 75 street children participated in in-depth interviews. The study objectives were to explore street children's experiences in the informal economy and the nature of their IGAs including employment-related risks, abuse, and exploitation. The research questions that guided the study were: 1) what types of jobs do street children secure?, 2) what are the risks involved in these jobs?, and 3) what types of abuse and exploitation do children encounter in their jobs?

Methods:

The data were derived from a larger study which explored Bangladeshi street children's social networks. A qualitative approach was used. In-depth, semi-structured interviews were conducted with street-living children in Dhaka, Bangladesh. Fifty-nine boys and 16 girls were interviewed multiple times. The in-depth interviews were conducted in child-friendly Bangla, after rapport-building. Nvivo 9 was used to organize and code the data for analysis.

Results:

The average age of participants was 12.64 years. Participants reported living on the streets for six months to over six years (average was 34.1 months). Eighty-four percent reported having an education level lower than third grade. All participants were from low-income households. Every child included in the sample participated in some form of IGA. Children reported having an array of IGAs within the informal economy. Typical jobs included: restaurant helper, rickshaw-puller, tea stall helper, day laborer, scrap collector, porter, ferry boat assistant, or domestic aid. Some typical risks for children performing IGAs included risk of injury, exposure to hazardous materials, overly laborious work, sleep and food deprivation, and long working hours with little time for rest or breaks. Every participant spoke of being abused or exploited. The exploitation was most prominent in employer-based jobs. The most common form of exploitation was salary deprivation. The physical and social environment where street children worked and interacted with the public brought their own threats to the children, and girls were particularly vulnerable to environmental threats, including child sexual exploitation and trafficking.

Conclusion and Implications:

Almost all of the 75 child respondents were subjected to some form of exploitation or abuse in the informal labor market. Protecting street children requires interventions at multiple levels. Preventative interventions such as poverty reduction programs and providing a safety-net for children that ensures their food security, physical safety, and proper education, should be a priority. These interventions should provide essential services to children to meet their basic needs and take measures to reduce their necessity to seek work in the hazardous labor market.

ID: 126 / 6.2: 3

Oral Presentation

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work, Measurement issues related to child wellbeing and understanding children's lives

Subtheme: Child wellbeing development practices, Children's welfare and children at risk, Childhood vulnerabilities: research-policy-practice

Health status and psychological well-being of street children in Kuala Lumpur

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Street children is a global phenomenon and declared as a social problem by social researcher and scholars across the world. The insecure street environment exposes street children into various risk factor. One of them is the health and psychological problem. The objective of this study is to assess the health problem and psychological wellbeing of street children in Kuala Lumpur, Malaysia. The cross-sectional study involved 303 street children in Chow Kit, Kuala Lumpur. The study confirmed that the majority (95.7%) of street children who participated in the study have a health problem. The findings also demonstrated that the majority of them have issues related to their psychological wellbeing. The inputs from this study are instrumental for the suggestion of specific intervention to improve the health and psychology wellbeing of street children in Malaysia. Agencies which are responsible for the street children well-being can utilise the inputs to framing and improving the social care programmes for the children.

Keywords: street children, health status, psychology wellbeing, homeless.

ID: 227 / 6.2: 4

Oral Presentation

Domain: Research

Main Theme: Research- and knowledge-minded social work, educational and behavioural practices with children, Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Childhood vulnerabilities: research-policy-practice, Child wellbeing and social and educational services

Factors Associated with the Career Self-Efficacy of Adolescents from Economically Disadvantaged Families in Taiwan

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Thematic Relevance:

This study provides empirical evidences and information about factors explaining career self-efficacy of adolescents from economically disadvantaged families. Higher career self-efficacy can increase their school attendance and completion, which could help them advance human capitals and promote their well-being. This study is relevant to the conference themes, such as research- and knowledge-minded social work, educational and behavioural practices with children, and bridging research, policy and practice: conceptualisation and communication issues.

Purposes:

Based on the evidence that career self-efficacy was highly related to a young people's decision on academic performance and achievement, which then have an impact on their well-being and future perspectives, this study examines the impact of adolescents' own educational aspiration, parents' investment in their children's education, and support from parents as well as teachers on the career self-efficacy of economically disadvantaged adolescents in Taiwan.

Methods:

The data were retrieved from the Taiwan Database of Children and Youth in Poverty in 2013, provided by the Taiwan Fund for Children and Families. Participants were 3,699 adolescents. Data were analyzed through multiple regression analyses to examine the explanatory power of aforementioned factors associated with the career self-efficacy of adolescents from economically disadvantaged families.

Results:

The results of this study showed that the model was significant ($F=112.629, p<.000$), and explained 25.4% of the variance in the career self-efficacy of economically disadvantaged adolescents. We further found that in the controlled setting, adolescents' own educational aspiration, their time spent in schoolwork, their academic performance, parents' investment in their children's education, the learning materials provided by parents, and support from parents as well as teachers could significantly explained the career self-efficacy of these adolescents. In addition, adolescents spent more time in learning, having better academic performance and aspiration, having more learning materials, and receiving more support from parents and teachers would have higher career self-efficacy. And among these variables, support from teachers played the most important role,

followed by family support. This implied that support from parents and teachers were very crucial in explaining the career self-efficacy of economically disadvantaged adolescents.

Conclusion and implication:

The findings suggested that adolescents' career self-efficacy could be enhanced by support from parents and teachers, including emotional and material support. Such findings provided empirical information to practitioners and policymakers, with the implication of developing adequate services and programs to enhance resources for poor families, and for teachers as well as school professionals to engage in supporting these young people to increase their career self-efficacy.

ID: 202 / 6.3: 1

Oral Presentation

Domain: Research

Main Theme: Measurement issues related to child wellbeing and understanding children's lives

Subtheme: Everyday lives of children

Considering a Quadripartite Model of Subjective Well-Being in Adolescents

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Abstract

Thematic relevance: The current study provides a consideration of a theoretical model of child and adolescent subjective well-being. It proposes a second-order hierarchical model of subjective well-being which includes domain-based and context-free subjective well-being measures, along with positive and negative affect. This theoretical model has implications for the measurement of children's subjective well-being and subsequently influences policy and practice decisions in relation to children and adolescents.

Background and purpose: Children's subjective well-being is often conceptualised using Diener's hierarchical tripartite model consisting of cognitive and affective evaluations of global life satisfaction, positive affect, and negative affect. The purpose of the current study is to provide a consideration of a Quadripartite Model of subjective well-being. The model proposes a hierarchical structure consisting of global life satisfaction, domain-specific life satisfaction, positive affect and negative affect, contributing towards the second-order latent construct of subjective well-being.

Methods: The study followed a cross-sectional survey design with a sample of 1045 adolescents randomly selected from eight high schools in the Western Cape Province of South Africa. Data were collected by means of a structured questionnaire consisting of a range of scales measuring global and domain-specific subjective well-being, positive affect, and negative affect. Data were analysed using confirmatory factor analysis with multi-group analysis used to determine differences across age and gender.

Results: For the overall model, the results showed a good fit for a modified hierarchical model ($\chi^2 = 351.184$; $df = 147$; $p = .000$; $CFI = .967$; $SRMR = .037$; $RMSEA = .036$). Standardised regression weights were significant for the domain-based life satisfaction ($\beta = .90$, $p < .001$); context-free life satisfaction ($\beta = .87$, $p < .001$); positive affect ($\beta = .62$, $p < .001$); negative affect ($\beta = -.42$, $p < .001$). Multi-group analysis showed the tenability of scalar invariance which allowed for meaningful comparisons across groups (age and gender).

Conclusion and Implication: The findings have implications for the measurement of subjective well-being among children and adolescents. Given the point made in recent literature that a hierarchical second-order model of subjective well-being is contingent on methodological and demographic factors, the study finds relevance. In particular it highlights the viability of a hierarchical second-order model of subjective well-being for use among adolescents (using scales of domain-based, context-free, and positive and negative affect), reflected in four first-order latent factors.

ID: 266 / 6.3: 2

Oral Presentation

Domain: Policy

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work, Measurement issues related to child wellbeing and understanding children's lives

Subtheme: Everyday lives of children, Child wellbeing and social and educational services

Developing National Indicators of Child and Youth Well-being in South Korea

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I Background: This research introduces a framework for developing national indicators of child and youth well-being in South Korea and presents the results of national child and youth well-being indicators. Although recent research reported low level of subjective well-being among South Korean children, the Korean government has

paid little attention to children's well-being. Our research develops seven domains and over 100 indicators to measure and monitor children's well-being on a national scale.

I Method: A literature review of childhood well-being indicators from international organizations (UNICEF, OECD) was performed for various countries with both a public sector and non-government sector (Ireland, England, Canada, U.S., South Korea). Indicators were then organized into seven domains (health, material situation, housing and environment, relationship, safety and risky behavior, learning and competence, leisure and activity, and subjective well-being). All individual indicators related to each domain were collected as official statistics (produced by the Korean government and national institutions). We conducted several consultative meetings and focus-group interviews of children, parents, teachers, and NGOs to validate the National Child Well-being Indicators in South Korea.

I Results: Children's well-being in South Korea appears satisfactory for objective indicators within the education and health domains, while subjective indicators within the same domain are not as good as objective indicators. Most children used their time to study at school or a private institution with very limited time to spend on leisure activities. Overall happiness levels were low compared to those of other countries with worsening trends as children grow up. Gaps between males and females were rarely found in other domains except for subjective well-being domains.

I Conclusion: National child and youth well-being indicators are data-driven. Indicators produced in the public sector are still government-centered rather than child-centered. Most of child indicators excluded vulnerable children, such as disabled, out-of-home, and out-of-school children. Many components are excluded because they do not exist yet, especially subjective and positive indicators of childhood well-being. Substantial work is needed to develop "child-centered" national child well-being indicators. The implications of this study are discussed in detail.

ID: 278 / 6.3: 3

Oral Presentation

Domain: Research

Main Theme: Comparative methodologies for understanding children's wellbeing, Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Child wellbeing development practices, Childhood vulnerabilities: research-policy-practice, Participation, protection and provision in children's perspectives

IRSSV Child Well-being Index: results and policy applicability

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How to measure complex social phenomenon such as child well-being and how to transform the results into appropriate policy measures, are questions which have been gaining the attention of academic public and the interest of political decision-makers and policy designers.

One of the more popular approaches facilitating answers to these questions, is to create composite indices. Instead of child well-being being represented by a single descriptive indicator, multitude of domains and indicators best representing them are used as a better proxy for complexity of child well-being. The main advantage of such an approach is easier monitoring of trends and changes in child well-being over time across different groups of children as well as in the international context. Indices offer a simple, transparent and public-friendly presentation of the child well-being attracting more public attention in comparison to facing a vast amount of less systematically organized data.

The IRSSV Child-Wellbeing Index (CWBI) is a composite measure of average values of the seven semi-indices – also calculated individually for girls and boys: material well-being, health and safety, behaviours and risks, education, housing and environment, family and peer relationships and subjective well-being. A score on a scale from 0 to 100 is attributed to each country, 0 indicating a low score and 100 a high score. The CWBI comprises 31 indicators for 27 European countries. Source data for indicators of individual child well-being domains were based on numerous international databases (EUROSTAT, World Development Indicators, WHO Mortality Database, OECD.stat etc.) and on data of three cross-sectional research studies (HBSC, PISA in ESPAD).

One of the most important contributions of the newly created index, is that it establishes a clear line between child well-being outcomes and the social, economic and public policy contexts in which these outcomes occur. Analysis of the correlation between such contexts and child well-being is therefore possible creating a sound evidence-based base for better policy responses which could more adequately address countries' low scores in overall CWBI as well as in their domanial indices. The results of the CWBI therefore do not highlight just the countries' rankings but also the relation to other socio-economic variables such as GDP, Gini coefficient, unemployment rate, human development index, welfare state regime etc. The rankings however reveal that in 2014, the latest year with available data, the CWBI was the highest in Norway (CWBI=84.2). Slovenia for instance ranks 6th, together with Sweden, headed only by other Nordic countries and the Netherlands. The first third of the countries with the highest CWBI score, next to the already mentioned ones, also includes Austria and Ireland. The lowest index value is recorded in Romania (CWBI=35.5). The relation between the CWBI and variables of socio-economic context results in grouping of countries where the most coherent group appears to be

dominated by countries' affiliation to social democratic welfare state type stipulating further research questions and policy implications.

The CWBI is visualised on specifically designed website with the intent to bridge the gap between academia, policy and public.

ID: 287 / 6.3: 4

Oral Presentation

Domain: Research

Main Theme: Comparative methodologies for understanding children's wellbeing, Measurement issues related to child wellbeing and understanding children's lives

Subtheme: Children's welfare and children at risk, Childhood vulnerabilities: research-policy-practice

Constructing Child Version of Societal Index of Interpersonal Destructiveness – challenges and its' internal consistency

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Thematic relevance: The intent of the submission is to present (for the first time) Index of Interpersonal Destructiveness (or violence) constructed for the children of the world (cross-nationally comparable measure), and offering a possibility to monitor the change in time in this aspect of child well-being.

Background: Interpersonal violence or destructiveness is a source of childhood vulnerability. According to Diprose (2007), a key challenge to academics, policy-makers and practitioners working on violence prevention is absence of reliable and comparable country-level data collected at regular basis, offering a possibility to use science-based approach to tackle the problem. To the author's knowledge there is no cross-nationally comparable and regular social indicator measuring the level of destructiveness or violence in children's interpersonal relationships. The aims of the paper are (1) to present Child Version of Societal Index of Interpersonal Destructiveness (C-SIID); (2) address the challenges in constructing C-SIID; (3) test its' internal consistency; and (4) compare its' scores cross-nationally. C-SIID uses the conceptual scheme of the Societal Index of Interpersonal Destructiveness (SIID) by Nahkur et al. (Social Indicators Research, 133(2), 431-454, 2017) originally developed for the adult population, and hereby adapted to child population.

Methods: Drawing data from the third wave of International Survey of Children's Well-being (the sample of 10 year old children in 16 countries), interpersonal destructiveness scores for each child are computed. To get all Indeces components to a common measurement unit, standardization (z-scores) method was used. Among different aggregation methods, linear additive aggregation with equal weighting was used.

Results: C-SIID is a composite of two sub-indices: (1) Index of Interpersonal Destructiveness Prerequisites (C-SIID-P), and (2) Index of Interpersonal Destructiveness Consequences (C-SIID-C). C-SIID-P consists of 5 sub-dimensions – low life satisfaction, poor relationship climate (4 variables; C-alpha=0.688), poor parenting, prior experience with destructive interpersonal conflict (3 variables; C-alpha=0.707), fragile community, economic insecurity. C-SIID-C also consists of 5 sub-dimensions – psychological health consequences (3 variables; C-alpha=0.687), physical health consequences, consequences in family, school, community and society. However, one major challenge occurred constructing C-SIID – in the case of some sub-dimensions (e.g. prior experience with destructive interpersonal conflict) a notable amount of children have not answered to the question(s) undermining the data representability. Also, this problem is more frequent in some countries like in Belgium. According to initial results, C-SIID score is highest in South Africa and Indonesia, lowest in Albania and Norway.

Conclusions: In order to use science-based approach to tackle the violence in children's interpersonal relationships, Child Version of Societal Index of Interpersonal Destructiveness is constructed. Further research is needed to test the Indeces' validity.

ID: 249 / 6.3: 5

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators, Child indicators and advocacy in justice systems

Subtheme: Everyday lives of children, Children – the bearers of rights, Children's and practitioners' voices in the context of justice

Developing Child Indicators for the Länder Level in Germany – Results of a NGO-Pilot Study and the Use for Child-Friendly Justice

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According to the UN-CRC Committee the independent monitoring and evaluation of progress towards the implementation of children's rights is not only an obligation of Governments, but also an essential task of NGOs and other relevant actors. Comprehensive data and indicators on children's rights are needed for the effective planning, monitoring and evaluation of laws, policies, programmes and projects for children. In Germany there are

still significant data gaps in various areas of children's lives and consequently, there is no *comprehensive and integrated data system* covering the 16 federal states/Länder existing (CRC/C/DEU/CO/3-4). In this context the aim of our pilot study "Children's Rights Index" (to be published in July 2019) was to analyse the implementation of children's rights in the Länder for the first time on the basis of quantitative data analysis.

The starting points for the development of indicators were the Articles 12, 24, 26, 27, 28, 29 and 31 CRC. The lack of public statistics relevant to children's rights, which are disaggregated at the Länder level, was a major challenge. For this reason, a large amount of quantitative data was collected for the index itself through surveys of children and parents, legal analysis and further assessments of institutional and political framework conditions. Consisting of almost 70 indicators, the index results show clear differences between the federal states in the implementation of children's rights. The quantitative research approach was supplemented by qualitative findings from focus groups with children from vulnerable life situations.

At the conference we would like to focus on child indicators in justice systems. For the Index we have collected data by polling the Ministries of Justice of the federal states.

Indicators included in our index study regarding children in the justice system

- Availability of child-friendly information on child rights in court proceedings could be surveyed and researched.
- Possibility of video recording of the interrogation: the question as to how many of the courts are equipped with video recording rooms suitable for children could not be collected in our pilot study but some examples of good practice were mentioned.
- Appointment of guardians ad litem in parent and child matters was included in the index and is part of the official statistics.
- Qualifications for judges, Training and entry requirements: The responses of the ministries demonstrate that children's rights have hardly played a role so far.
- Binding quality standards for guardians ad litem: Binding quality standards for guardians ad litem are not included in the national law. Thus, the federal states stated that they are not able to dictate any specific qualifications.
- Independent complaints/ombudsman offices for children: So far there is no data on the coverage of such independent offices, but in some federal states there are positive developments.

At the conference we would like to discuss experiences of other countries and organisations regarding the use of indicators to measure progress and identify remaining challenges in the field of child-friendly justice as well as their data based advocacy work.

ID: 124 / 6.4: 1

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators, Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Child wellbeing development practices, Child wellbeing and social and educational services

The role of social support in trajectories of depressed mood in Australian students

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Thematic Relevance: This research draws on Bronfenbrenner human ecological theory to explore the family, peer and school-level social support factors associated with depressed mood in Australian students. The research will be relevant to policy makers in the education and public health sectors. It can help to guide the development of targeted and universal school-based and public health interventions to support students' wellbeing and mental health.

Background/Purpose: Adolescence is a critical developmental period during which young people are at increased risk for the onset of depression. Research suggests that around 30% of adolescents have at least one symptom of depression, and even sub-clinical levels of depression have been linked to poor school attendance, substance abuse and dependence, and suicidal behaviour. Previous research has identified significant heterogeneity in both boys and girls in the progression of depression symptoms over time, with much of this research conducted on small non-representative samples. The current research aims to identify trajectories of depressive symptoms across a large sample of Australian adolescents and evaluate the protective value of social support from school, peer and family contexts.

Methods: This study used population data collected by the South Australian Department for Education through the Wellbeing and Engagement Collection (WEC). Students (n = 3,210) were in Grade 6 when they first participated in the WEC, and data were linked across four annual waves of data collection corresponding to Grade 7 (in 2015), Grade 8 (in 2016) and Grade 9 (in 2017). Students completed measure of school, family and peer support at baseline and depressive symptoms at all four waves using the Middle Years Development Instrument. Group based trajectory modelling was used to identify developmental trajectories, and multi-nominal logistic regression analyses explored the association between social support and group membership.

Results: For both boys and girls, four different trajectories were identified but the shape of trajectories and percentage of children in each group varied across genders. For girls, a small group had a *low stable* level of symptoms, about half had *moderate increasing* symptoms, about one third had *moderate decreasing* symptoms and a small group had *high increasing* symptoms. Boys showed stability or decreases in symptoms over time with about 58% of boys belonging to a low, moderate or high stable symptom group, and 42% starting with moderate symptoms that decreased over time. Higher levels of peer belonging, family support, and a better school climate at baseline increased the odds of being in one of the moderate or low depressed mood trajectories groups compared to the high increasing trajectory group. Teacher-student relationships and friendship intimacy were not significant predictors of depressed mood in the final model.

Conclusions/implications: Despite differences in the longitudinal patterns of adolescent depression for boys and girls, results suggest that the same contexts of social supports are important for both genders. At school level, having a positive school climate of belonging, caring, safety and support may be a stronger protective factor for depressed mood than focusing on the quality of specific teacher-student relationships.

ID: 137 / 6.4: 4

Oral Presentation

Domain: Research

Main Theme: Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Children's welfare and children at risk, Childhood vulnerabilities: research-policy-practice

Evaluation of a Mental Health Enhancement in Healthy Families Florida

Mary Kay Falconer

Ounce of Prevention Fund of Florida, United States of America

Thematic Relevance: Healthy Families Florida (HFF) is one of the premier home visiting programs in the United States. As described in www.healthyfamiliesfla.org, the program is nationally accredited by Healthy Families America and serves "expectant parents and parents of newborns experiencing stressful life situations. The program improves childhood outcomes and increases family self-sufficiency by empowering parents through education and community support." A very demographically diverse set of at-risk parents and their newborns from every county in Florida participate voluntarily up until the child reaches five years of age. Parents learn to "recognize and respond to their babies' changing developmental needs, use positive discipline techniques, cope with the day-to-day stress of parenting in healthy ways, and set and achieve short- and long-term goals." HFF has a comprehensive family-centered data system and extensive selection of performance measures that are used in program management and evaluation. This program is well-supported in child welfare theory, policy and best practices. The presentation builds on the strengths of HFF and fits squarely within the theme of the conference, efforts to bridge research, policy and practice, and children at risk of maltreatment.

Background and Purpose: This proposal highlights the development and evaluation of an enhancement to HFF. In 2016, HFF was funded to develop and pilot a dual-model approach to enhancing their core program. The purpose of the enhancement was to improve access to treatment for HFF participants experiencing substance abuse, mental health challenges and/or domestic violence. The dual-model included a family specialist enhancement and a behavioral healthcare navigator enhancement. The family specialist is a licensed mental health counselor or clinical social worker providing in-home counseling to HFF participants. The behavioral healthcare navigator does not provide direct clinical services to families. Instead, the navigator assesses participant needs, develops a referral plan, coordinates referrals with community providers and conducts follow-up with participants and community providers. The enhancement pilot evaluation began in 7/1/16 and will extend through 6/30/19.

Methods and Results: While the evaluation has been comprehensive, with formative and summative components and mixed methods included, the content covered in the proposed session will be the quasi-experimental design, measurement of selected outcomes (i.e., child maltreatment and participant mental health), and major findings based on an impact analysis. The evaluation design compares six HFF sites implementing one of two enhancement models with an equal number of HFF comparison sites that had not implemented either enhancement. Time permitting, specific measurement issues related to child maltreatment data in a statewide system and a relatively new self-report mental health tool will be presented.

Conclusions and Implications: Policy implications will be noted at the end of the presentation. Evaluation findings that are favorable for the enhancement could be sufficient evidence to continue and expand the enhancement. Initial considerations regarding next steps for this enhancement should be underway in the summer of 2019.

There could also be implications from this evaluation to other home visiting programs. Questions will be welcome.

ID: 206 / 6.4: 5

Oral Presentation

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work

Subtheme: Children's welfare and children at risk, Childhood vulnerabilities: research-policy-practice

Describing vulnerable children in Canada using an indicator approach

Leanne Findlay, Evelyn Bougie, Simon Hill, Dafna Kohen

Statistics Canada, Canada

Thematic relevance: This project contributes to the conference topic by reporting on the number and geographic location of the Canadian population of vulnerable children.

Background and purpose. The first five years of life are a crucial time in children's health and development and set a child on a path for lifelong success. Positive socio-economic conditions often act as facilitators to positive developmental outcomes while children who live in low income households (Brooks-Gunn & Duncan, 1997), with parents with low levels of education (Burchinal et al., 2002), single-parent households (Ferguson et al., 2007), and other conditions of risk are less likely to demonstrate positive outcomes. However, there is little recent information on the number of or geographic distribution of vulnerable children in Canada. The purpose of the current study was to identify particular markers of risk that might suggest increased vulnerability for poorer outcomes, and to use a geographic approach to map the communities in which there is a relatively larger proportion of vulnerable children in Canada.

Methods. Data from the 2016 Census of Canada were used to describe the number and proportion of vulnerable children in Canada, as well as the geographic distribution based on established "communities" (Census Subdivisions). Vulnerability was identified based on socioeconomic measures that are routinely collected in the Census of Canada: (low) parental education, (low) household income, teen parent, immigrant parent(s), Indigenous parent(s), and living with a single parent. Geographic mapping was used to present the results.

Results. The findings suggested that of the 2.6 million children aged 0 to 6 years living Canada in 2016, almost 500,000 children lived in low income households (17%), 16% were living with a lone parent, 6% of children had Indigenous identity, 6% were living with parents with a low education, 4% had parent(s) who were recent immigrants, and almost 2% had a teen mother at birth. In terms of the co-occurrence of these conditions of risk, almost one million children were living in at least one condition of vulnerability, more than 330,000 with at least two conditions of vulnerability, and more than 20,000 had four or more conditions. Second, provincial and national level maps demonstrated the distribution of these children at risk across the country in terms of the areas in which there were higher than average socioeconomic vulnerability.

Conclusions and implications. This information was gathered using an evidence-based population health planning approach that can be used for program planning, in particular to identify geographic areas that may be of priority for program development.

ID: 103 / 6.6: 2

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators, Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Children's welfare and children at risk, Childhood vulnerabilities: research-policy-practice

Understanding Older Care Leavers Lived Experience and Long Term Outcomes of Maltreatment as Children in Care in the Twentieth Century

Elizabeth Fernandez, Jung-Sook Lee

University of New South Wales, Australia

This presentation will report research which explored life experiences of 'care' leavers who have lived in institutions (such as children's Homes and orphanages) or other forms of out-of-home care (OOHC) as children. Participants in this study were drawn from the larger cohort of those who were in care between 1930 and 1989: Forgotten Australians, members of the Stolen Generations, and Child Migrants. The findings are based on surveys completed by 669 participants, interviews with 92 participants and 20 focus groups attended by 77 participants. The presentation will focus specifically on 1) experiences of maltreatment in care, 2) factors related to maltreatment, and 3) the effects of maltreatments on adult outcomes.

Almost every participant in this study experienced abuse and maltreatment in some form while in care. Emotional, physical and sexual abuse frequently occurred concurrently. Children experienced a high level of abuse from predatory adults, and many too were abused by peers. The quality of schooling was generally poor and many children left care illiterate and innumerate. Children were involved in hard physical labour from a very young age, mainly unpaid.

Although factors related differed by the type and source of maltreatment, in general, participants were more likely to be maltreated while in care if they were younger at entry into OOHC, were State wards at entry, stayed

longer in OOHC, had more placements, did not have or rarely had contact with their families, and did not have anyone helpful to support them in care. Participants were more likely to experience educational neglect while in care if they were older, had more placements, and lacked contact with their families.

The consequences of maltreatment in care extended well beyond their childhoods persisting into late adulthood. Although the effects differed by outcomes, experiencing all types of abuse while in care had more negative effects on various adult outcomes. The educational neglect had negative effects for some outcomes, mainly related to financial aspects of life.

Apart from the experience and outcomes for the whole cohort findings on the indigenous sample (Stolen Generations) will receive more detailed attention in the presentation.

Most participants in this study were denied almost all rights to protection, nurture, learning, health and wellbeing while growing up in care. Instead, they experienced neglect, abuse and great trauma. This has clearly had lifelong health and wellbeing impacts. Based on these findings, implications for policy and services are discussed.

ID: 296 / 6.6: 3

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators

Subtheme: Everyday lives of children, Children's welfare and children at risk, Childhood vulnerabilities: research-policy-practice

Lived experiences on growing up in a context of parental substance use: mechanisms underlying self-growth.

Florien Meulewaeter, Wouter Vanderplasschen, Sarah De Pauw

Ghent University, Belgium

Background and purpose

Children of parents with a substance use disorder (SUD) are more likely to grow up in unstable home environments characterized by domestic violence, abuse, neglect and abandonment. Hence, parental substance use (PSU) and consequential parenting difficulties can adversely impact child development. When neglect and abuse occur within family structures, parents' relational deficiencies can become mirrored in the way children grow up and relate to others. Moreover, exposure to parental SUD increases the risk of such disorders in offspring, especially since it is commonly accepted that stress in response to harmful or threatening events increases susceptibility to addiction (Garami et al., 2018). However, while most research has examined risk factors among children in a context of PSU, little attention has been paid to mechanisms underlying resilience. This study is aimed to illuminate what psychological strengths make a person capable of dealing with childhood stressors and how this buffers against negative consequences of growing up in a context of PSU.

Methods

Through in-depth semi-structured qualitative interviews, 25 adult children, aged 18-49 years, reported on their experiences of growing up in a context of PSU. Interviews were recorded and transcribed verbatim. Collected data were structured using thematic analysis (Braun & Clarke, 2006) and analyzed with NVivo 11 software.

Results

Although parental alcohol and drug misuse had different impacts, respondents indicate how adverse childhood experiences strengthened them as an adult. In this study, emerging themes arose: i) adult children's support needs in a context of PSU; ii) factors ensuring child well-being; and iii) underlying mechanisms of resilience. Results give a better understanding of how deeply rooted feelings of daily uncertainty, shame and ambivalence increased children's empathy, perseverance, self-consciousness and autonomy, and how this ultimately evolved into psychological self-growth. Results also indicate what constituted their hope and future prospects during childhood.

Conclusions

Children developed specific competences throughout their lifetime, enhancing resilience and reducing vulnerability in the longer term. Findings stress the importance to find and strengthen positive and healthy elements and to maximize the necessary beneficial factors in children's lives. Particularly, insight in mechanisms underlying resilience is important in order to accommodate the transgenerational effects of growing up with substance using parents. Further research should be targeted at helping practitioners identifying at an early stage children whose developmental opportunities are threatened, in order to adjust strengths-based interventions and enhance child well-being and life course development.

ID: 290 / 6.6: 4

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators

Subtheme: Participation, protection and provision in children's perspectives

Societal issues that are important for children and young adults: similarities and differences

Anna Markina, Rein Murakas

University of Tartu, Estonia

Current literature on young people's engagement and participation in society and politics has been driven by concerns about the decline of participation in conventional politics amongst young people. Measuring participation usually includes measures of engagement (interest and informedness about social and political issues) and involvement (voting, membership of organisation, campaigning, but also demonstrations, boycotts, signing petitions etc). The surveys show decline of youth participation, often referred as "youth apathy". Some authors, however, suggest that youth have not became less active but that forms of participation and focus of their concerns has been changed.

Instead of the outdated concepts of participation project "PROMISE: Promoting Youth Involvement and Social Engagement: Opportunities and challenges for 'conflicted' young people across Europe" has used concept of '*social involvement*' suggested by Ekman and Amna (2012). Social involvement is a latent rather than manifest form of participation and consists of attention to—and interest in—political and societal issues. To collect data on social involvement, a quantitative survey was conducted in 10 European countries in 2019. In current paper we analyse sub-sample of the collected database that includes children (15-17) and young adults 18-25 (N=4111).

We scrutinise to what extend children and young adults are interested in social, political, and environmental issues. We also look at the similarities and differences between children and young adults. More detailed analysis will be presented for the issues most important for children.

ID: 161 / 6.6: 5

Oral Presentation

Domain: Research

Main Theme: Child indicators and advocacy in justice systems

Subtheme: Children's and practitioners' voices in the context of justice, Childhood vulnerabilities: research-policy-practice, Participation, protection and provision in children's perspectives

Changing perspectives: Exploring Disclosure of Child Sexual Abuse through the lense of Child Well-Being

Nina Theresa Schaumann, Sabine Andresen

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Thematic relevance: Global concepts of Well-Being and the hence arising conceptualizations of a "positive childhood" offer a strong contrast to the narratives of violence described by victims and survivors of child sexual abuse, who often characterize their experiences retrospectively as a loss of childhood itself. The following presentation aims to bridge the gap between those seemingly different perspectives by looking at disclosure of child sexual abuse in relation to Child Well-Being, thus opening a discourse and enhancing the dissemination of information on the status of vulnerable children and the possible ways to improve their situation through listening to their stories.

Background and Purpose section: As protection from violence is an indispensable corner stone of the framework of Child-Well-Being, the following presentation aims to shed light on the interrelationship between Childhood vulnerabilities, Well-being and the Disclosure of sexual abuse by focusing on the perspectives of victims and survivors that spoke about their childhood in confidential hearings of the Independent Commission for Child Sexual Abuse in Germany. By doing so the authors aim to provide a voice for the multifaceted experiences of childhood and explore new ways to view Child Well-being as a possible facet for a "touch of change" in regards to early disclosure. Therefore, the authors analyzed parts of the confidential hearings and written reports in order to extract indicators for hindering and supporting factors of disclosure in childhood with a special focus on relationship dynamics between children and their habitational environments.

Methods section: The study follows a qualitative approach using qualitative content analysis to analyze sequences of the confidential hearings and written reports of individual cases of child sexual abuse in Germany. Every transcript provides about two hours of biographical insight to a description of vulnerable childhood on the basis of a standardized interview guide.

Results section: As a result of our research we present a model of multiple types of disclosure-narratives based on the valuations of former abused children that underline the specific relevance of the presents or absence of Well-Being in experiences of Child Sexual Abuse.

Conclusions and Implications section: We would like to argue that there is a need for a cross-thematic approach of research topics. This refers to the importance of the codified right to a non-violent upbringing for

global child well-being. The connection between the willingness to overcome sexual violence against children and adolescents in the past and the right of young people to non-violence should be systematically investigated.

ID: 111 / 6.7: 1

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators

Subtheme: Children – the bearers of rights, Children's and practitioners' voices in the context of justice, Children in migration

'I like any place where there is peace': Understanding unaccompanied minors' conceptualisations of child well-being

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Children make up less than one-third of the global population, but according to the United Nations High Commissioner for refugees, they comprise half of all refugees (UNHCR 2017). By drawing upon an original empirical qualitative study that focuses on child well-being, this paper explores unaccompanied minors' subjectivities in the context of their invariably traumatic individual journeys, and aspirations and hopes to make sense of the meaning they ascribe to their personal and social reality. A combination of research methods including personalised written mapping exercises, focus group discussions, 1-1 interviews and story-telling drawings help shed light on a range of key issues and concerns. A total of 50 unaccompanied migrant minors in Sicily (a gateway to Western Europe) contributed to rich insights. In addition to this, a total of 15 teachers and residential practitioners were also interviewed about their perspectives in regard to the needs of these undocumented children. A thematic analysis sheds light on child rights and child well-being in difficult times. The narratives of practitioners and young people also attest to child agency and competence, within a framework of risk and vulnerability, and the contested nature of the notion of childhood.

In terms of policy formulation and implementation, the paper concludes that it is important for children's perspectives to be given full consideration in decisions that impact them in risky and uncertain spaces. There are crucial lessons here for the active participation of children to help effect positive change. It is suggested that to help promote the well-being of these children, nation-states must demonstrate resilience in the face of nativist populism, and embrace a holistic understanding of a child-rights framework to help implement the UNCRC's humanitarian obligations.

ID: 133 / 6.7: 2

Oral Presentation

Domain: Policy

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work, Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Everyday lives of children, Children's welfare and children at risk, Children in migration

Child Poverty and Deprivation in Refugee-Hosting Areas: Evidence from Uganda

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While Uganda's rigorous involvement with refugees dates back to the 1960s, the recent influx (starting in mid-2016) has been the greatest the country has ever experienced. In fact, for the first time in the country's history, the number of refugees has crossed the 1 million mark and in some districts such as Adjumani and Moyo there are now more refugees than host population. This humanitarian crisis has put refugee-hosting areas, most of which are extremely poor and lack the economic resources and technical capacity to support the increasing numbers of refugees, under enormous pressure.

This study provides evidence on the situation and vulnerability of refugees in Uganda, including urban refugees in Kampala, and that of host communities in the main refugee-hosting regions. It identifies the determinants of social service sufficiency, and provides practical recommendations on how to manage social service delivery equitably for both refugee and host communities. Most importantly, the findings and policy recommendations provide key entry points to alleviate child poverty and deprivation by strengthening the connections between national development and humanitarian efforts through strategic interventions such as child sensitive social protection programmes.

Key findings indicate that refugee children are more deprived of socially perceived necessities. Notably, deprivation among refugees tends to reduce over time. For selected basic indicators (water, sanitation and shelter), recent arrivals are the most deprived. Within five years of residence, deprivation rates among refugees are on a par with those of hosts, the reason being that levels of deprivation among host communities are already high. At the time of the survey, 62 per cent, 46 per cent and 49 per cent of hosts were deprived of water, sanitation and shelter respectively, while the corresponding proportions for refugees of more than five years' residence were 69 per cent, 25 per cent and 42 per cent.

There are wide regional disparities in deprivations. While water deprivation is far lower in Kampala than in other refugee hosting areas, West Nile has the highest levels of sanitation deprivation, with over 80 per cent of host households deprived. Among refugees, households that have been in Uganda for 'less than two years' experience the highest rates of deprivation. Shelter deprivation is highest in West Nile, with over 80 per cent of all households – hosts as well as refugees – being deprived.

The analysis also identifies an urgent need to facilitate integration. To sustain the lives and livelihoods of refugees and hosts, there is a need to facilitate integration – not just in the physical sense. This would improve communication between the various parties and allow for the peaceful sharing of limited resources. At the intervention level, stakeholders need to go beyond emergency response and build the livelihoods and resilience of recent arrivals without compromising that of longer-term refugees, while continuing to prioritize poverty reduction programmes aimed at universally lifting national and refugee communities out of poverty.

ID: 205 / 6.7: 3

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators, Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Children's and practitioners' voices in the context of justice, Participation, protection and provision in children's perspectives, Children in migration

The right to effective participation of refugee and migrant children: a critical children's rights perspective

Stephanie Rap

Leiden University, The Netherlands

Thematic relevance

Worldwide, the number of child refugees has more than doubled in the last decade. Refugee and migrant children comprise one of the most vulnerable groups in the context of current migration flows; experiencing a dangerous journey, traumatic events and lacking access to essential necessities and a stimulating environment for growing up. In the host country, they are involved in a complex and adult-oriented asylum application procedure. In this paper the position of children as asylum applicants will be conceptualised, in light of the increasing acknowledgement of the child as bearer of rights and active participant in legal proceedings.

Background and Purpose

Child migrants are often not recognised and respected as rights holders and thus as active agents in asylum procedures. However, a one-sided view of these children as vulnerable objects is not in coherence with international children's rights law and standards, including among others the UN Convention on the Rights of the Child, that see all children as autonomous subjects and full bearers of rights. A rights-based perspective counters the sole protectionist view of refugee and migrant children as vulnerable objects in need of protection only. As such, the vulnerability and precarious situation of these children calls for a strong legal position in asylum procedures. Effective participation in asylum procedures can strengthen the legal position of refugee and migrant children. In this paper the question is posed how the right to participation can be conceptualised for refugee and migrant children, from a children's rights perspective?

Methods

Recent studies suggest that the right to participation is insufficiently safeguarded for children involved in asylum procedures. First, through critical analysis of legal instruments and policy documents, a nuanced understanding of the meaning of the right to participation for refugee and migrant children will be sought. Second, through in-depth interviews conducted with professionals working in immigration law in the Netherlands (e.g. lawyers, guardians, judges, government officials, etc.) understanding of the practical implementation of this right will be sought.

Results

In the context of asylum application proceedings, the participation of children has a distinct dynamic. The proceedings are either initiated by children themselves or by their parents. The first meaning that unaccompanied children have to substantiate and explain their asylum claim, the latter means that parents are the asylum applicants and are central in the procedure. Hearing refugee and migrant children's views freely, in a child-friendly and age-appropriate manner, is therefore not self-evident. It will be shown that children's rights and concepts, such as the right to participation, the right to information, access to justice and child-friendly justice are closely connected in relation to the involvement of children in asylum procedures.

Conclusions and Implications

Although child participation might have gained common ground in some areas of law, this cannot be concluded yet for the field of immigration law. Authorities and professionals need to be sensitised of the importance and potential benefits of a child specific approach and made aware of the challenges in hearing children in asylum procedures.

ID: 301 / 6.7: 4

Oral Presentation

Domain: Research

Main Theme: Research- and knowledge-minded social work, educational and behavioural practices with children

Subtheme: Children in migration

From Children to Adults and Parents: The Child Refugee and a Lifecourse Approach to Refugee Health

Christine Cassar

Save the Children UK, United Kingdom

Thematic relevance

This paper engages with the challenges faced by the growing group of refugee children, of which there are 31 million in the world (both refugees and IDPs). The geographically transitory nature of refugee populations often makes achieving systems of wellbeing challenging, leading to health being viewed as a security concern rather than a social one.

Background and Purpose

This paper starts by giving an overview of some of the challenges being faced by refugee and displaced children worldwide. It posits that child health in crisis contexts, when taken to mean primarily physical health, and particularly when taken in isolation from long-term wellbeing and exercise of human rights and dignity, results in shortcomings in healthcare and long-term wellbeing. The paper goes on to ask whether taking a life-course approach which emphasizes a child's development and ongoing wellbeing would add value and importance to the ways in which displaced children are cared for, as well as the way in which we understand refugee health.

Methods

The study is based on a systematic review of peer reviewed articles on child and adult refugee health. It utilizes secondary data to connect trajectories and build a life course view of an individual's health from infancy to old age and extending to second generation child refugees. The paper gives particular importance to the experiences of child refugees.

Results

This study presents three key results. The first is the need for a better understanding of the health needs (physical and psychological) of refugee children. The second is our need to expand our understanding of refugee health to encompass the whole life course approach. Finally, the study looks at the training needs of those working with child refugees and individuals who have been refugees in the past to better understand the complexity of their health needs.

Conclusions and Implications

The study finds that whilst there is indeed a growing body of literature on refugee health (particularly child refugee health), this does not sufficiently address the long-term implications of the refugee experience, particularly when this starts in childhood, and nor does it address the life-course trajectory and implications of refugees' wellbeing and health experiences. The study concludes that rather than focusing on a particular population or age group, refugee health needs to be considered from a holistic perspective with an additional layer of attention given to childhood, when a significant number of determinants of longer-term health are shaped.

ID: 183 / 6.8: 1

Oral Presentation

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work

Subtheme: Everyday lives of children, Child wellbeing development practices

The role of parent-child communication about school in child's well-being

Julia Buzaud, Zoé Perron, Kevin Diter, Claude Martin

EHESP, France

In the last thirty years, children's well-being got an increased interest and started to be included in policies. Education policies also targeted the promotion of well-being in school, considered as an essential element of academic success. Many researches tackled the role of parental investment in their child's academic success, but few its consequences on their well- or ill-being.

Contemporary educational policies try to avoid the various threats at school that affect physical and material well-being, but never look at the "school at home" side: how do children and parents talk together of school at home.

What is the relation between investment of the parents and well-being in school? Do parent/child discussions about school enhance a better well-being of their child? Is there a difference if the mother, the father or both parents invest in talking with their child about school? Are there differences of practices between socio-economic categories?

Here are some hypotheses:

1. The discussion about school with parents contributes to children's well-being in school (and more generally).
1. School well-being is higher if both father and mother have discussions with their child about school, rather than only one parent.
1. The frequency of parent/child discussions varies according to gender, age and social background.

This paper is based on two surveys: "The Childhood of Leisure" and PISA France. The first one is a national representative survey undertaken in 2008 by the French Ministry of Culture with a representative sample of 15 years-old students (N=9600) drawn from a representative sample of schools (N=1570) stratified by size and sorted according to region and to 'urban unit' of different sizes. The second survey is the French part of the international survey PISA, carried out in 2015 among 15 years-old students (N=6108), selected randomly from a representative sample of schools.

From these two surveys, univariate and multivariate analyzes will be performed in order to grasp the strength of the association between parent-child discussions about school and children's well-being, as well as its social conditions of possibility (or social determinants). All the data will be stratified on the sex of the children in order to highlight the gendered effects of the parental discussions on children's well-being.

As results, we argue that the more the children talk about school with their parents, the more they declare a feeling of well-being at school and in general. More precisely, boys and girls are more likely to feel good (at school) when they can talk (about school) with their mother and their father. Second, we emphasize that discussing (school) with the children varies according to the parents' and children's gender. Finally, we show that the role of parent-child discussions on the well-being of children evolve according to the social background of children.

This paper will present the association between the investment of the two parents and the child's academic well-being. Policies should encourage the involvement of both parents in their child's school issues and focus on fathers who are less invested than mothers in discussions with their children.

ID: 141 / 6.8: 2

Oral Presentation

Domain: Research

Main Theme: Research- and knowledge-minded social work, educational and behavioural practices with children

Subtheme: Everyday lives of children, Child wellbeing development practices, Child wellbeing and social and educational services

The individual development of child well-being in different family types

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Thematic relevance:

The well-being of children is determined by different factors. Societal (macro level) as well as individual (micro level) factors are well established in research. What is probably not that much studied is the meso level. Here we would like to focus on the family type, in which the young people grow up.

Background and Purpose:

Although diverse family types are widely acknowledged in modern societies, the literature points out, that children with single parents show increased risks of psychiatric disease, suicide or suicide attempt, injury, and addiction (Weitoff, Hjern, Haglund et al. 2003). Moreover, Hofferth (2006) states that children in all family types except the married-biological-parent family showed higher levels of behavioral problems. We would like to address differences in well-being of children by family type.

Methods

Data comes from the German survey "Health Behaviour and Injuries During School Age", a panel survey of roughly 10,000 pupils. We started to survey those pupils in the 5th grade and track them till they are in the 10th grade. Our analyses cover the first four annual waves (age span from 11- to 15-years-old). Well-being of children is measured with a four item index of happiness. Three family -types are distinguished (two-parent family, one-parent family, blended families). Using panel data, we can not only report different level of well-being by family-type but can also analyze the development of well-being in different family types over time.

Results

The results show that children in two-parent-families show indeed a higher well-being than children in one-parent or blended families. Over time, the development of well-being of children is different for boys and girls. Whereas for boys the well-being is constant over a four year cycle, the well-being of girls is worsening in general and girls in one-parent and blended families are falling behind to girls in two-parent families.

Conclusions and Implications

The overall decline in well-being in the process of growing up is almost completely accountable to the decline in well-being for girls. Probably girls are more sensitive to social norms and expectations and at the same time

judge individual developments more critical than boys when entering puberty. Implications can be seen for social work and practices with children in that way, that not so much an age effect is of relevance here, but rather a gender specific age effect.

ID: 282 / 6.8: 3

Oral Presentation

Domain: Practice

Main Theme: Children's rights, wellbeing and indicators, Child indicators and advocacy in justice systems

Subtheme: Everyday lives of children, Child wellbeing development practices, Children's welfare and children at risk

Narrowing The Gap in Dysfunctional homes- Children's rights

Tanica Shareem King

Tanica Psalmist, United Kingdom

H-HOME

A-APPRECIATION

P-PATIENCE

P-PASSIONATE

Y-YOUTHFUL

'**HOME**' is a place one lives permanently especially in a household with a loving family. Its inevitable as humans at some stage in our lives will lose a sense of security and belonging as residences' lost. Although we should commonly expect this during a mid-life-crisis it also affects over 130,000 children. The psychological and emotional effect it leaves on a child is disturbance, confusion followed through to their adolescence. A Young-Person not having a functional or existent home escalates to a lost identity, during ages they should be evolving, learning and experimenting. This then leans towards early episodes of mental health triggering depression, anxiety, trauma-related-disorders and Substance Abuse & Addiction.

I recently asked several people what home meant to them:

Home is a place of peace, the shelter's not only from injury but from terror, doubt and division.

A soft place to land, to prepare us to tackle the world. It's a place that surrounds us with beauty, feeds and natures us.

A refugee, a place where we can live, relax, cook, have fun, share with friends and relatives and much in privacy.

Unfortunately some children can't comfortably talk, reflect, express-themselves and have a warm-place to rest from the cold. Home's foundation of moulding children into adults, non-existent homes stunts performance into adulthood and prevents maintenance of healthy-relationships.

Appreciation-It's the little things that makes the big things effective-Recognition of goodness.

The importance of acknowledging someones work & individuality is a magnitude of letting them know they have quality, that they're priceless. Appreciation is key in maintaining any relationship, it makes us feel good, strengthens and encourages us to keep-going!

Patience-There's something about patience that hurts, hurts for us to do because whilst we suffer they're benefiting from our services freely. It seems like our kindness is taken for granted. When you go out your way to help others that fail to compromise; remember patient hearts pays off regardless.

Overcoming non-patience:

Don't be to right

Don't try changing people, it'll happen(eventually)

Don't focus on the frustration

Choose not to live in Ignorance

Passion-There's a massive difference between doing a chore because you have to and following something through because you want to. Strong feelings of enthusiasm and excitement increases determination and reminds you that your lifelong investment is worth-while.

Youthfulness is characterised by being openly playful, effective, purposeful, bringing laughter, humour and childlike mannerisms. The value of a happy household is it infuses forgiveness faster, urges children to live life to the fullest. Ageing doesn't mean getting older, miserable, detached or disengaged. You inspire, transform lives for the better and prompt hope, allowing a child to feel loved, valued when adopting youthfulness.

Narrowing the gap in dysfunctional homes is a process. However all adults, careers and cooperate-parents can help a child grow to the best version of themselves by the Acrostic 'HAPPY' applied in homes to restore or fulfil fruitfulness in children. You'll witness increased productivity, stronger immune system, reduced negative emotions. Children deserve loving homes.

ID: 157 / 7.1: 1

Oral Presentation

Domain: Research

Main Theme: Comparative methodologies for understanding children's wellbeing, Measurement issues related to child wellbeing and understanding children's lives

Subtheme: Everyday lives of children, Participation, protection and provision in children's perspectives

Child Barometer - exploring methodology for gathering information on 6-year-old children's experiences in Finland

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Office of the Ombudsman for Children, Finland

Children's well-being cannot be reliably studied without gathering information on children's own experiences. There are many international and national studies on children's experiences on their everyday lives. The problem is that these studies focus only on school-aged children. There are hardly any international studies about small children's experiences on their well-being. Some studies have been conducted in different countries on a national level. One reason for excluding small children from the large scale quantitative studies is on methodology. Experiences from small children have traditionally been collected with qualitative methods which do not function when gathering information on a larger scale. There is not enough information on how small children's experiences could be gathered and explored on a national or international level.

In Finland, the office of the Ombudsman for Children has conducted the study called "Child Barometer" in 2016 and 2018. The Barometer focuses on exploring experiences of 6-year-old children from all over the country about their everyday lives. Last year the study focused on comparing interview material gathered from the children face-to-face and by telephone. The goal was to establish how face-to-face and telephone interviews function when gathering experiential information from 6-year-olds. The theme of the interviews was children's free time and exercise. A total of 150 children participated in the study. 100 children were interviewed by phone and 50 face-to-face in early 2018. The material was analysed using content analysis, basic statistical distributions and cross-tabulations.

The study revealed differences between interviews conducted face-to-face and by telephone in terms of the respondents' background factors and the response quality. The face-to-face interviews were attended by children whose guardians were somewhat better educated and wealthier than those of the children interviewed by telephone. On the other hand, notably more children from sparsely populated or rural areas participated in telephone interviews. The study indicated that telephone interviews have the advantage of involving a less self-selected respondent group than face-to-face interviews.

In qualitative terms, the responses of children who participated in the study face-to-face or by phone differed in that the face-to-face interviewees chatted notably more than those being interviewed by phone. The presentation of open questions in particular seems more effective in face-to-face interviews than by phone. Respondents being interviewed face-to-face gave more positive responses than those responding by phone. "I cannot say" was a significantly more typical response in telephone interviews. A methodological conclusion of the study would be that the interview methods tried cannot be placed in order of preference, but both have their virtues and shortcomings.

No far-reaching conclusions can be drawn from the study, due to the small group of respondents and differences between the interview types in terms of self-selection. However, the Child's Barometer suggests that research communities should engage in more discussion of methodologies related to quantitative research on children. For example, non-participation and respondent self-selection are major topical and ethical issues with regard to quantitative research involving children and youths.

ID: 258 / 7.1: 2

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators

Subtheme: Everyday lives of children, Child wellbeing development practices

In-person and online friendships: Do they differ when it comes to youth health and well-being?

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Thematic relevance: The current paper focuses on youth who have in-person compared to online friendships. This topic is relevant to the conference as it addresses social well-being indicators in a climate where youth are increasingly connected to technology in their everyday lives.

Background and Purpose: Having friends is associated with healthy youth development, and in particular, having more friends in their school or neighbourhood has been linked to positive outcomes (Smith et al., 2014). However, increasingly, youth connect with friends using technology such as smartphones, and some youth have friends whom they connect with exclusively online and have never met in person. Therefore, the question arises

as to whether having online friendships is also associated with positive outcomes. The purpose of the current study was to examine the health and well-being of young people with in-person compared to online friendships.

Methods: The study involved a population-based, cluster-stratified random sample of 38,015 public school students aged 12 to 19 in British Columbia, Canada. Students completed the BC Adolescent Health Survey, a pen-and-pencil self-report measure of youth health covering health and risk behaviours as well as protective factors. Crosstabulation analyses were performed to look at the relationship between types of friendships (in-person vs. online) and various health outcomes. All analyses were performed using SPSS Complex Samples software.

Results: Students were classified into four categories based on their responses to how many close friends they had in their school or neighbourhood and how many close friends they had met online and had never met in person. When the health and well-being of youth was explored, the results indicated that those with in-person friends reported better health. For example, 75.7% of youth with only in-person friends reported good or excellent mental health compared to 68.6% of those with both in-person and online friends and 52.5% of those with only online friends (*Adjusted F*(3,5322)=112.19, $p < .01$). Similar findings were found for hopefulness about the future. In addition, those with only in-person friends were less likely than those with both types of friends and only online friends to report extreme stress or despair and were also less likely to have been bullied. Vulnerable groups of youth (such as refugees, sexual minority youth, and youth who have runaway from home) may be at increased risk in this regard as they are more likely than their peers to report having exclusively online friendships.

Conclusions and Implications: The results of this study indicate that having in-person friendships was associated with more positive health and well-being than online friendships. Despite the increasing use of technology in the lives of youth and how they connect with each other, the current research suggests that having friends that they can connect with in-person is key. Future research should seek to explore further the nature, quality, and number of friendships and how they relate to youth health.

ID: 180 / 7.1: 3

Oral Presentation

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work, Measurement issues related to child wellbeing and understanding children's lives

Subtheme: Everyday lives of children, Child wellbeing development practices, Children's welfare and children at risk

Pathways of children's well-being: Subjective well-being explained by societal characteristics in a cross-national setting

Leena Haanpää

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Thematic Relevance

Children's subjective well-being (SWB) research has drawn increasing academic interest and various single- and multiple-item measures are used to measure it. Much prior research has relied on adult's interpretations of child well-being without paying attention to child's own perceptions. Previous studies indicate that economic characteristics, e.g. poverty affect negatively SWB. However, little is known about the national variances of other societal correlates, that is, a bigger picture still lacks when it comes to the effect of societal factors on SWB.

Casas et al. (2011) point out the need to explore more deeply the constituent elements of SWB since children's different cultural backgrounds may be reflected in national level.

Background and purpose

Children of the world do not form a homogenous group but are embedded in their own socio-cultural contexts. This may be reflected also in their perceptions of well-being. To uncover the possible discrepancies, this study explores children's SWB in 17 countries by predicting it with societal characteristics. We follow the work of Oreg & Katz-Gerro (2006) who claimed that cultural circumstances work at an aggregate level, as well as at an individual level.

Two major study objectives are firstly, to examine cross-cultural consistency of the factor structure of SWB items and secondly, predict SWB by societal elements of affluence, autonomy and equality. To answer the research question; what are the pathways of children's SWB with societal relationships in a cross-national setting, this study applies two well-known constructs of SWB; the concept of core affects (CAS) and personal well-being index (PWI). CAS is developed to measure everyday emotions (feeling satisfied or of full energy) placed in the continuum of pleasure-displeasure or activation-deactivation. PWI measures children's satisfaction in respect with different life domains (perceptions of safety or other people).

Methods

This study builds upon the International Study of Child Well-Being, a cross-sectional data collected in 17 countries in four continents during 2014–2016 (ISCWeB, <http://www.isciweb.org>). Data include various measures of SWB (good and meaningful life and emotional well-being). The study targets children between ages 10–13 (N=34 001, MEAN age 11, girls 50.5 %).

Multilevel modelling is used to predict children's SWB at two levels: individual- (age, gender, family togetherness, freedom, autonomy) and country-level (Gini-coeffecient). Based on theory, these two hierarchical levels form a model of direct and indirect effects to be tested.

Preliminary results

Preliminary non-parametric test results and analysis of variance show that children in different countries differ in respect with their SWB both in terms of CAS and PWI the measure of CAS ([mean=85.55, SD=17.09]; $F(16,32489) = 117.384, p = 0.000$) showing greater variance between countries than PWI ([mean=88.02, SD=13.24]; $F(16,31888) = 199.696, p = 0.000$). The results of multilevel modelling will be presented in the conference.

Conclusions and implications

Testing the direct and indirect variable effects in a theoretical multilevel model is expected to unveil new dependencies between children's SWB and societal elements. The path structure helps to identify the most important dependencies, i.e. variables which have a great importance in improving children's well-being globally.

ID: 207 / 7.1: 4

Oral Presentation

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work, Children's rights, wellbeing and indicators

Subtheme: Everyday lives of children, Child wellbeing development practices, Child wellbeing and social and educational services

Factors affecting child well-being inequalities in Bangladesh

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Background and purpose:

Promoting children's well-being is not only vital in order for children to have a good childhood, but also as a firm basis for their future well-being as adults. This is why it has been included as a core Sustainable Development Goal (SDG). Over the past few decades, a large number of studies have been conducted to explain differences in subjective well-being. These studies appear to be conducted mostly in developed countries. While these studies provide valuable information on factors which affect children's well-being, we still do not seem to know much about factors which are associated with child well-being inequalities in developing countries. In this backdrop, this paper aims to examine factors which affect child well-being inequalities in the context of Bangladesh—one of the developing countries in South Asia.

Methods:

Data for this paper are obtained from a survey conducted in Bangladesh 2018 as part of Children's Worlds International Survey of Children's Well-being (ISCWeB). This survey, for the first time in the country, gathered data from over 3000 children aged 8 to 14 asking them to assess different aspects of their own lives. These children were selected from 56 schools, which were randomly chosen from a list of 327 schools from three cities. For this paper, data were used from 2059 children in class year-5 (aged 10-12 years) and year-7 (aged 12-14). Exploratory factor analysis is carried out to examine the factor structure of the multiple-item measures of overall satisfaction in life. Then Cronbach's Alpha is computed to examine the reliability of the scale. Finally, multiple linear regression is carried out to assess the influence of gender, age, rural-urban differential, family structure, home quality, bullying, worry about family finance, material condition, participation, religious affiliation, and ethnic background on the children's and young people's satisfaction in life.

Results:

The eleven-point six-item scale appeared to have very good reliability (Cronbach's Alpha = 0.88) in measuring overall satisfaction of Bangladeshi children's lives. Age, rural-urban place of living, family structure, home quality, experiences of being bullied, worry about family financial situation, material condition, and participation appear to be associated significantly child well-being inequalities in Bangladesh. These factors jointly explain almost 15% of the variation in well-being scale.

Conclusion:

These findings are discussed in the context of previous empirical studies on child well-being carried out in both developing and developed countries. Wider policy implications of these findings are also discussed in the context of Bangladesh.

ID: 174 / 7.3: 1

Oral Presentation

Domain: Research

Main Theme: Children's rights, wellbeing and indicators, Research- and knowledge-minded social work, educational and behavioural practices with children

Subtheme: Everyday lives of children, Children's welfare and children at risk, Child wellbeing and social and educational services

Dropping out because of the others: Bullying among the Students of Estonian Vocational Schools

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Though it is arguably a fundamental democratic or human right of a child to feel safe at school, many children and adolescents have to face peer victimisation in schools on a daily basis, and occasionally through several levels of education. Long-term victimisation may have detrimental consequences for the victim, including a negative effect on educational attainment. There is a growing realisation that the explanations of school violence and bullying should not centre exclusively on the individual, but the school itself, as the social context plays a central role in provoking or averting peer victimisation. Students and teachers engage in relations of power by positioning themselves in schools' unwritten hierarchies.

Research into school bullying and bullying prevention programmes in different countries has increased in recent decades, but there has been less research on victims' experiences of school bullying. The aim of this study was to explore the understandings of the victims of peer victimisation and to show how victimisation can lead to the interruption of vocational training.

Peer victimisation is sometimes unrecognised by the schools because bullying is often a hidden practice, and teachers and staff may not see or hear of incidences of school aggression at the same rate as students who are bullies, victims, or witnesses of victimisation. This study provides an insight into the lives of five young people who have dropped out or are at risk of dropping out from Estonian vocational schools because of peer victimisation. The qualitative study is based on in-depth face-to-face personal interviews conducted in ten Estonian vocational educational institutions with the main focus on students who had entered vocational education after graduation from the basic school at the age of 15 or 16. In this study I focus on interviews that concentrated exclusively on bullying and on participants who report bullying and peer victimisation as the main reasons for interrupting their studies.

Interpretative Phenomenological Analysis is used to interpret the interviews. Four superordinate themes with associated subthemes are addressed: 'experience of victimisation', 'social context', 'lack of support', and 'quitting as a survival strategy'. The stories of the bullying victims reveal how the victimisation has shaped them and their educational pathways by compelling them to discontinue their vocational training.

Stories of young people reveal the systemic nature of bullying. Bullying and peer aggression are a social practice which is recognised by the bystanders, teachers, and other school personnel. This recognition stems from its acceptance as a 'normal' part of school life or age specific behaviour of adolescents. This outcome contributes to the growing realisation that the explanations for bullying should not focus exclusively on the individual because the school itself as a social context plays a central role in provoking and averting peer victimisation. The research about the causes and consequences of the peer victimization helps us to understand the systemic nature of the phenomena to better address bullying in schools in practice.

ID: 246 / 7.3: 2

Oral Presentation

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work, Comparative methodologies for understanding children's wellbeing

Subtheme: Everyday lives of children

Intercountry comparison of school bullying victimization patterns : focus on Korean, Taiwanese, and Japanese in grade 8

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Thematic relevance: As most children spend the majority of their day in school, school is one of the most important systems to understand the quality of children's wellbeing and child indicator work from a 'cross-world' perspective. Using latent profile analysis(LPA), this study attempts to identify East Asian children's bullying victimization patterns and compare results from each country.

Background and Purpose: Bullying is a widespread school problem which is linked to various psychological adjustment and academic problems among school-aged children. Recent school bullying studies among Korean children report a broad range of prevalence with victimization rates ranging between 0.8%-35.3% (due to

difference in sample or operationalization of bullying). Most existing studies examined the relationship between bullying victimization and negative developmental outcomes. There is dearth of research that guide direction for targeted intervention by deriving distinct latent groups using person-centered approach and explore uniqueness and commonalities in bullying victimization experience across countries by international comparative research. Method: Data was obtained from the 2015 Trends in International Mathematics and Science Study (TIMSS). The analytic sample included 5,306 Korean children, 5,702 Taiwanese children, and 4,738 Japanese children in grade 8. We identified the number of latent classes based on 8 items of school bullying victimization and analyzed the descriptive patterns of identified latent classes. In addition, the patterns were compared among the East Asian countries - Korea, Taiwan, and Japan.

Result: There were five different latent classes for Korean children: low risk group (87%), verbally bullied group (3%), verbally & physically bullied group (8%), high verbally & physically bullied group (1%), and verbally and cyber bullied group (1%); five different latent classes for Taiwanese children: low risk group (80%), moderate verbally bullied group (4%), verbally bullied group (12%), verbally & physically bullied group (3%), verbally and cyber bullied group (1%); and four latent classes for Japan children: low risk group (85%), verbally bullied group (12%), moderate verbally bullied group (2%) and high risk group (1%). The study result indicates that there are some similarities and some differences in the patterns of three countries' identified classes; more than 80% of three countries' children are at low risk of bullying victimization, and the most prevalent type of bullying among the countries is verbal bullying. While Taiwanese children do not seem to be exposed at high risk of bullying, 1% Korean children were highly exposed to verbal and physical bullying and 1% of Japanese children were highly exposed to various type of bullying.

Conclusion and Implication: The finding does not only improve our understanding about bullying victimization patterns, but it also suggests that prevention and intervention efforts could be developed in consideration of each countries' unique bullying victimization sub-types. Further studies are expected to identify predictors of each patterns of bullying victimization.

ID: 153 / 7.3: 3

Oral Presentation

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work, Measurement issues related to child wellbeing and understanding children's lives

Subtheme: Everyday lives of children, Children's welfare and children at risk

The Relationship Between Bullying and Subjective Well-Being in Indonesian Children

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The aim of this study was to explore bullying at home and at school (physical, verbal, and psychological) across three age groups (8, 10, and 12 years old) in Indonesia and how it affected subjective well-being of children. The study used data from third wave of Children's Worlds Survey, which has been conducted in West Java Province, Indonesia. Bullying actions were measured by reported frequency of experiencing being bullied by siblings and by other children during last month. For the data analysis, a subsample was considered for each kind of bullying: reports stating children were bullied more than 3 times and reports stating children were never bullied.

Subjective well-being (SWB) was measured using the Children's Worlds Subjective Well-Being Scale (CW-SWBS) and the Overall Life Satisfaction (OLS) scale. Data were analysed using linear regression and explained using the homeostasis theory of SWB (Cummins, 2014). Being bullied demonstrates a significant negative contribution to the SWB of Indonesian children. Gender displays significant SWB differences, girls showing higher scores than boys. Age also displays significant differences of the scores of SWB, with an increase from 8 to 10 and a decrease from 10 to 12. Bullied children seem to adapt to the bullying actions and maintain rather high levels of SWB, but in general their scores are significantly lower than non-bullied children, excepting for the 8-year-old. This is a serious problem, which needs to be taken into account in order to help these children who might be at serious risk for their mental health.

Keywords Bullying · Children · Subjective well-being · Life satisfaction · School · Siblings

ID: 294 / 7.3: 4

Oral Presentation

Domain: Research

Main Theme: Research- and knowledge-minded social work, educational and behavioural practices with children

Subtheme: Everyday lives of children, Child wellbeing and social and educational services

Early leaving from education and training: School staff's perspectives on keeping students at school in Estonia

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Thematic relevance

Due to demographic, social and economic changes, schools are facing new challenges in developing supportive learning environments that take into account each pupil's well-being and individual and social development.

Schools are challenged to adapt these new realities or become disconnected from today's young generation.

Early leaving from education and training (ELET) can be seen as a result of traditional education systems' inability to adapt to these new developments and rapid changes.

Background and Purpose

Early leaving from education and training has been identified as one of the major challenges in education policy across Europe. There are over 4 million 18 to 24-year-olds in the EU with only lower secondary education or less. Many of these young people are in the heightened risk of unemployment, poverty, social exclusion, and poor health. Thus, it has significant consequences both on individuals and on society.

In Estonia, the proportion of early leavers has decreased over the last decade. However, there are still too many pupils leaving school without an upper secondary qualification. Accurately identified factors that contribute to early leaving enables to implement efficient and targeted preventive and interventionist measures. Thus, the objectives of the study are to find out factors influencing early leaving and measures for tackling or contributing to reducing ELET in Estonia from school staffs' perspectives.

Methods

A qualitative study based on semi-structured focus group interviews with teachers (26), support specialists (9) and schools' management staff (5) was carried out. A thematic analysis was conducted.

Results

The results of the study indicate that in tackling ELET, a „whole school approach“ is required, where the needs of all actors in school are taken into consideration in everyday life of the school. Besides, these schools, which engage parents to their children's education from the early years, encourage the development of good social bonds to school staff and to peers, identify pupils' risk behavior and learning difficulties and provide adequate and holistic support for both child and family, include external stakeholders from different areas and support and enhance teachers' continuous professional development, are more successful in keeping pupils in school.

Conclusions and Implications

Early leaving from education and training is a complex and multifaceted issue, which is caused by a combination of individual, social, educational and systemic factors. As it is usually more of a process where disengagement from school starts already in the first school years, the most successful preventive and interventionist measures are the ones that focus on individual needs of students and provide systematic support frameworks at as an early stage as possible. In many cases, interventions should begin even as early as in preschool education.

Furthermore, schools are preferably seen as a community rather than a place of formal education. The results indicate that those schools tend to be more successful in keeping students at school, where close collaboration and partnership between schools, families and external educational and non-educational stakeholders has been established. Further research is needed to investigate young people's perspectives on early leaving.

ID: 215 / 7.4: 1

Oral Presentation

Domain: Research

Main Theme: Research- and knowledge-minded social work, educational and behavioural practices with children

Subtheme: Childhood vulnerabilities: research-policy-practice

The Analysis of Work of Centres for Social Work in Montenegro

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Introduction: Over last 10 years, Montenegro has been carrying out comprehensive reform of the social and child protection system. One of the most significant result of the reform is the reform of Centres for Social Work (CSWs) and introduction of case management. CSWs act as a frontline service for vulnerable children and families through coordination and direct provision of social and child protection services and cash benefits.

Relevance of research: To assess the results of the reforms at the level of CSW, i.e. measure the progress that has been made, UNICEF supported Ministry of Labour and Social Welfare and the Institute for Social and Child Protection, to analyse the work and organizational capacities of CSWs, with the objective to generate data so that decision makers can develop policies and measures to improve the organization and work of the CSWs for the benefits of citizens of Montenegro, as a final beneficiaries.

Goals and purpose: The purpose of the research was to provide support for the improvement of the organization and quality of the work of the CSWs in Montenegro in order to improve the quality of services provided for vulnerable children and families through: a) analysis of the implementation of the legislative framework; b) analysis of the barriers that the CSWs encounter; and c) making recommendations regarding the improvement of the organization, work and performance of the CSWs.

Methodology: The assessment was designed as a mixed method research including: a desk review of the existing literature; qualitative research with decision makers, qualitative research with CSW staff; qualitative research with children and families, quantitative research with CSW staff and analysis of Social Welfare Information System (SWIS). In total 15 decision makers were participating in research, 39 parents, 20 children and 67 case managers and supervisors, which is 93% of all case managers and supervisors in Montenegro.

Findings and Recommendations: The reform of the legislative framework had introduced basic principles of social and child protection: individualization of work, participation, prohibition of discrimination and respect for the human rights. The analysis indicated lack of proactive identification and prevention, challenges regarding participation of children and families in case management, limited implementation of the best interest principle and a lack of complaint mechanisms.

The assessment identified four main barriers at the level of CSWs work and organization: 1) inefficient organisation on the level on CSWs; 2) insufficient number and competencies of professionals; 3) lack of support at the level of local communities and weak coordination; 4) lack of compliance between job descriptions and legally defined tasks of CSWs.

Major recommendations call for strengthening of preventative function of CSW; improved coordination of multisectoral support to children and families; improved coordination of resources at the community level; further improvement of the staffing and organizational structure and quality of work. In addition, it calls for a competency development framework to be developed for professional workers. As a next step a roadmap will be developed to address key recommendations.

ID: 162 / 7.4: 2

Oral Presentation

Domain: Research

Main Theme: Research- and knowledge-minded social work, educational and behavioural practices with children

Subtheme: Children's welfare and children at risk

Engaging in Worker-Client Relationship: the Perspectives from social workers and clients in child protection context

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Thematic relevance:

An effective of worker and client relationship can have facilitative positive impacts on service provision towards enhancing child's safety and well-being in CPS contexts.

Background and purpose:

Social workers in child protection services (CPS), unlike traditional social care workers, have statutory responsibility to engage parents in a working relationship to enhance children's safety and well-being. Resistance or non-cooperation would be expected when working with those involuntary clients. Literature indicated that an effective worker-client relationship can achieve positive impacts on risk assessment and service planning towards enhancing child's safety and well-being. However, little literature examines how an effective worker-client relationship could be formed and what kind of factors could affect relationships-building between social workers and clients in CPS context. Based on relationship-based approach to work with involuntary clients, this study aims to explore the dynamics of worker-client relationship building from social workers and clients perspective.

Methods:

This study uses a mixed method approach to collect data from perspective of social workers and parents in CPS context. At the first stage, five pairs of social workers and parents in their early stage of relationship building were in-depth interviewed to capture the dynamics of relationship building in a qualitative way. A structured questionnaire was developed based on the data collected from the qualitative interview. At the second stage, forty-five pairs of social workers and clients were successfully recruited from CPS agencies. And they were interviewed separately between July and September of 2017 using the structured questionnaire at the same time. The interview included questions about experiences of initial contacts, kinds of service received/provided,

subjective feeling of services used/provided, progress of problem solving, and overall appraisals of relationship building.

Results:

Results indicated that a friendly relationship in the initial stage of contacts seems to have positive impacts on the following services delivery and effective use of service in CPS context. And the more clients used services, the more successful they felt about their problems solving effectiveness. The predicted path indicated a similar pattern for both groups of social workers and clients. However, when compared relationship building and experience of using services, significant difference between social workers and clients' appraisals were found. Interestingly, clients carried more optimistic view on worker-client relationship and service effectiveness than social workers. Implications and discussions on relationship-based approach to work with involuntary clients are included.

ID: 190 / 7.4: 3

Oral Presentation

Domain: Policy

Main Theme: Measurement issues related to child wellbeing and understanding children's lives, Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Everyday lives of children, Participation, protection and provision in children's perspectives

Age Matters! - age as a barrier to accessing services and realizing the rights of children, adolescents and youth: what the laws say and what do adolescents think?

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Thematic Relevance: Minimum age policies and legislation have a direct impact on the lives of adolescents. They govern when young people are tried in an adult court, can access financial credit, can buy tobacco or alcohol, can marry, start work, access and decide on medical services with or without parental consent. National policies and programmatic guidance do not pay sufficient attention to age as a barrier to accessing services by adolescents. Insufficient consideration is given to the "evolving capacity" of the child to make decisions about their own health.

Methods: UNICEF and the Youth Policy Labs, working collaboratively with the European Fundamental Rights agency, conducted a review of minimum age policies across 22 countries in Europe and Central Asia. A desk review examined national and sectoral minimum age policies across 7 areas of child rights: civic & legal, political, social, education, health, safety and access to ICT. The policy review was followed by exploratory research to capture the views of adolescents and their subjective experiences regarding age-related policies. An on-line survey captured the views of 5725 adolescents. In addition, 30 focus groups (involving 241 participants) were conducted with adolescents from 5 countries (6 per country) from Armenia, Bulgaria, Kazakhstan, Romania, Ukraine).

Results: The policy review found that overall legislation in the areas of social inclusion, child protection and juvenile justice throughout the Region were promising in terms of meeting international standards and safeguarding a child's right to be heard. However, minimum ages are high in the health domain and could pose an obstacle to children/adolescents accessing health services they need. Adolescents viewed themselves as capable and competent when assessing their capacities in most domains of their lives. In health, over 60% of respondents felt they are capable and should be able to speak to a doctor independently; 30% felt capable enough to make their own medical decisions, and close to 70% agreed that they should always give consent prior to receiving a medical treatment. Approximately 1 in 6 (15%) respondents in the survey were refused medical advice because of the requirement that a parent had to accompany them (and they were absent); and over one quarter avoided seeking medical advice for the same reason. The top medical issues that respondents wanted to seek medical advice for but did not because their parents had to be in the room were: mental health, sexual issues (e.g. pregnancy, STIs) and sexual orientation. Female respondents were both refused medical advice by doctors and avoided seeking advice at slightly higher rates than males.

Conclusion: Minimum age requirements may represent important barriers to access to services for adolescents. In many countries, adolescents are still viewed as incompetent when it comes to their health, with parental consent requirements imposed systematically. As governments undertake youth policy and sector reforms, it is important to work towards removing unnecessary age-related barriers to facilitate health seeking, particularly on sensitive issues. This is key for ensuring that adolescents are able to realize their right to health with due consideration to their evolving capacity.

ID: 295 / 7.4: 4

Oral Presentation

Domain: Research

Main Theme: Measurement issues related to child wellbeing and understanding children's lives, Children's rights, wellbeing and indicators

Subtheme: Children's welfare and children at risk, Childhood vulnerabilities: research-policy-practice

Children's access to healthcare in Kenya: Beyond conventional indicators

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This paper aim to contribute to the discussion of adequacy of existing measurements of health indicators, specifically accessibility and utilization of healthcare services among children under 5. By investigating a multitude of factors related to healthcare utilization using both quantitative and qualitative research, and geoocation data, we hope to instigate a debate on modifications to both data collection tools and related measures of health indicators among children.

Kenya has made significant progress in improving children's health outcomes and utilization of healthcare services over the last decade. The newborn and under-five mortality have decreased significantly, as has the number of deaths from causes like malaria, diarrhoea, and ARIs. However, geographical disparities in deprivation in health are widespread. Thirty-five per cent of children under 5 in Kenya are deprived in health, but the inequality in deprivation across geographical areas ranges from 15% in the counties of Embu and Tharaka Nithi to 78% in Mandera County. This paper investigates the predictors of children's utilization of healthcare services in Kenya using a comprehensive approach that includes demographic characteristics of children and their households, financial well-being, and availability, accessibility, and affordability of healthcare services.

The Andersen (1995) Behavioral Model of Health Services is used to identify the abovementioned factors that predict utilization of healthcare services commonly grouped into three categories: predisposing factors, enabling factors, and need factors. We use a mixed-methods approach to answer the research question. KIHBS 2015-16 and KDHS2014 surveys are used to identify the socio-economic factors associated with utilization of healthcare services using logistic regression analysis, and also control for availability of services using geolocation data of healthcare facilities across counties. These results are complemented with findings from fieldwork in Turkana, Kakamega, and Kitui during August 2016 including focus group discussions and in-depth interviews with beneficiaries - children and their mothers - and providers of healthcare services at different levels of provision.

Our preliminary quantitative research findings show that the age of the child under five, child's religion, poverty status, and county of residence affect the decision to utilize healthcare services among children under five who suffered a disease. From a policy perspective, the findings suggest that in order to decrease health outcome inequalities, investments are necessary to make services available across all the counties and that the services are provided free of charge for all children under five. Investigating in-depth the effect of geographical availability of healthcare services (i.e. infrastructure) and the quality of available services (infrastructure, medical staff, medical equipment and medicine, etc.) at different levels of service provision would be very useful in addressing inequalities in access to healthcare from a policy perspective.

INTERACTIVE POSTERS

ID: 181

Interactive Poster

Domain: Research

Main Theme: Measurement issues related to child wellbeing and understanding children's lives

Subtheme: Children's welfare and children at risk

Emotional wellbeing for the internally displaced child: Interactions between socio-demographic factors, humanitarian interventions and school enrollment.

Esther Abimbola Ariyo, Dimitri Mortelmans, Edwin Wouters

University of Antwerp, Belgium, Belgium

The North East of Nigeria has been affected by insurgency crises causing millions of households to be displaced, it has been estimated that more than half of the affected population are people below the age of 18 years. Humanitarian intervention are ongoing in the affected communities. The humanitarian intervention includes economic strengthening programmes, health intervention programs, psychosocial programs, Water and Sanitation Hygiene (WASH) programs, and Education support programs. Humanitarian intervention were mostly received on household level expect for educational support and some psychosocial activities. These interventions are aimed at alleviating the impact of the crisis on the displaced communities.

Hence, this research focuses on factors that are associated with hope level and satisfaction with life in children that have been affected by conflict and displacement. The study investigates the interaction between socio demographic factors, school enrollment and humanitarian intervention on child emotional wellbeing (hope level, and satisfaction with life) based on the type (sector) of intervention received within the household. Data was collected by pretested standard questionnaire administered to 395 randomly selected children between the age of 7-17 years within six affected communities of Bornu and Adamawa state Nigeria and analysed by multivariate regression and descriptive statistics.

Result shows that food security, poverty, and sex of the household head are the major factor associated with children emotional wellbeing. Furthermore, being enrolled in school for older children and receiving an economic and livelihood support within the household improves satisfaction with life level in children.

We conclude that programmes that are designed to have sustainable impact on child wellbeing for displaced communities should be more specific to household structure and include multisectoral components.

ID: 256

Interactive Poster

Domain: Research

Main Theme: Measurement issues related to child wellbeing and understanding children's lives, Children's rights, wellbeing and indicators

Subtheme: Everyday lives of children, Childhood vulnerabilities: research-policy-practice

School life and its influence on children's subjective well-being – evidence from Poland

Tomasz Strózik, Dorota Strózik

Poznań University of Economics and Business, Poland

Background:

During the compulsory years of schooling, children spend most of their days in school or participate in school-related activities. School not only prepares the children academically but also affects many aspects of their development (e.g. social skills or self-perception). That is why school, peer-child or teacher-child relationships should be considered as an important aspect of children's lives and play a crucial role in understanding children's well-being. The study will present the children's evaluation of school satisfaction and its influence on their subjective well-being.

Methods:

The analysis will utilise data gathered in 2018 from over 3300 children aged between 8 and 12 years old in Poland as a part of Wave 3 of the Children's Worlds project – the International Survey of Children's Well-being (ISCWeB). This is a self-completion questionnaire-based survey of representative samples of children in mainstream schools.

The study will embrace several aspects of children's school lives (e.g. relations with peers and teachers, school marks, perception of safety, bullying) and their impact on children's satisfaction of life measured with use of various psychometric scales.

Findings:

The analysis has been not completed yet. However, the initial findings show that the pupils in Poland were relatively more critical towards different aspects connected with school than the other aspects of their lives (as family homes, forms of spending their free time). We expect the results to demonstrate a tendency for lower life satisfaction scores to be associated with experiencing school bullying, however it can vary depending on the age, gender or family socio-economic status of the respondents.

Discussion:

The paper can be considered as a contribution to the discussion, whether being critical towards school also impacts children's overall satisfaction with life, as the school-day occupies a big part of children's time. In other terms: are more critical children also less happy and which aspects of their school lives have major impacts here? Last and not least, by exploring the findings what could be the message from children in Poland to those responsible for children's satisfaction and safety in schools.

ID: 300**Interactive Poster**

Domain: Research

Main Theme: Children's rights, wellbeing and indicators

Subtheme: Child wellbeing development practices, Children's welfare and children at risk

Children First: Prioritizing Child Rights and Participation in Global Health Programmes**Christine Cassar**

Save the Children UK, United Kingdom

Thematic relevance

This poster highlights the methods and approaches of mainstreaming the child rights approach into health programming in low and middle income countries.

Background and Purpose

Children are universally recognized as a vulnerable group, that is, a group requiring additional safeguards and protections. They are also a priority group in health projects, as child health and wellbeing retain a strong correlation with long-term wellbeing at an individual level and economic productivity at a national level. Yet service provision for children and health as a basic human right do not necessarily mean that child rights are prioritized, or that child participation is maintained throughout the planning and implementation process.

Methods

The study uses two approaches – a review on grey literature on child rights and participation within development projects, as well as a review of five child health projects from Save the Children UK's portfolio across Sub-Saharan Africa and South Asia. The poster identifies five key sections of the project cycle, and addresses child rights and participation in each.

Results

The poster reviews the programming cycle, starting from evidence from 10 health projects, and extracts and extrapolates how child rights and participation can and should be included at each stage of the programming cycle, particularly during planning and implementation. It identifies promising practices across the reviewed programmes, and moreover identifies the processes and methods used. The study finds that unless child rights and participation are consciously prioritized throughout the project cycle, they will not be sufficiently addressed.

Conclusions and Implications

This poster concludes that there are a number of ways in which child rights and participation can be included and mainstreamed into each step of the programming process. It proposes a set of indicators through which assessors and programme advisors can evaluate both the process and activities of a programme to ensure its adherence with both the principles and practice of child rights and participation, and ultimately safeguarding the best interest of the child.

ID: 119**Interactive Poster**

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work, Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Children's and practitioners' voices in the context of justice, Childhood vulnerabilities: research-policy-practice, Children in migration

Cross-cultural Perspectives on Child Supervision**Emilia Gonzalez, Mónica Ruiz-Casares**

McGill University, Canada

1. Thematic relevance: This study explores ethno-culturally diverse approaches and understandings of child supervision through the perspectives of migrant young people, caregivers and professionals, with the purpose to assist communication between the community, policy and practice of child care in multicultural settings, and particularly in Quebec.

2. Background and Purpose: Montreal is an ethno-culturally diverse city that receives 16% of all newcomers in Canada, and has a population made up of 20% immigrants. The city also has an overrepresentation of ethnic minorities in child protection services and child neglect investigations. This study explored indicators and measures used to assess risk in situations of (in)adequate supervision by young people, caregivers and professionals.

3. Methods: Four vignettes were presented during focus groups with diverse cultural and socio-economic groups of young people (n=59), caregivers (n=39), and professionals (n=66). Young people and caregivers were Franco-Quebecois and recent immigrants (1-3 years in Quebec) from Latin-American, Afro-Caribbean, and South-Asian communities, and were recruited through community organizations. Professionals working with children and families in education, health and child protection were recruited through schools, hospitals, community health centres, government youth protection agency, and the police. The discussions were audio-recorded and transcribed verbatim, coded thematically to identify

relevant child care indicators, and contrasted across groups to identify similarities and differences in risk assessment at the individual, family and environment levels of child supervision.

4. Results: The group discussions showed great variability in measures of risk assessment, indicators of (in)adequate supervision, and understandings of neglect by young people, caregivers and professionals. Indicators used to assess risk also varied across situations presented in the vignettes and between the countries of origin and Quebec.

5. Conclusions and Implications: Findings reveal great variability in the understanding and indicators of (in)adequate child supervision across cultures. Moreover, they demonstrate the importance of including the perspectives of young people and caregivers when developing and implementing measures to assess risk and define (in)adequate care. In doing so, policy and practice can include a more culturally-sensitive and inclusive approach to child care when working with migrant families in Quebec.

ID: 203

Interactive Poster

Domain: Research

Main Theme: Comparative methodologies for understanding children's wellbeing, Measurement issues related to child wellbeing and understanding children's lives

Subtheme: Children's welfare and children at risk, Childhood vulnerabilities: research-policy-practice

Effects of extreme temperatures and air pollutants on emergency department admission for childhood respiratory diseases in the City of Bari, Southern Italy

Vito Telesca¹, Gianfranco Favia², Cristina Marranchelli¹

¹University of Basilicata, Italy; ²University Hospital "Policlinico" of Bari, Italy

Thematic relevance: According to the US Centers for Disease Control and Prevention, the impact of climate change on human health are multiple, and can include an increased rate of infectious disease, respiratory conditions, injury, cardiovascular-related health issues, malnutrition, and mental health problems. Children are more vulnerable because of the increased exposure they have to the environment. They spend more time outdoors, they are closer to the ground, and they are likely to put objects in their mouth. The impacts of climate change on health, and on children's health in particular, call for additional research to improve understanding of the relationships between climatic factors and health, quantification of the current impacts, and projections of future impacts. Such researches, including surveillance and programs evaluation, are essential to identify the prioritizations of activities related to climate change adaptation in public health.

Background and purpose: The persistence of extreme temperatures and air pollution have been found to adversely affect mortality and morbidity. Some international studies have found a significant relationship between the effects of high temperatures and atmospheric pollutants on paediatric hospital admissions caused by respiratory diseases such as asthma and pneumonia. The present study aims to examine the effects of temperature (and other weather parameters), and the effects of atmospheric pollutants (ozone spikes and higher concentrations of volatile organic compounds) on daily hospital admissions for childhood respiratory diseases in the City of Bari (Southern Italy).

Methods: The retrospective data of childhood hospital admissions for Respiratory Diseases (RD) have been obtained from the database of the University Hospital Policlinico of the city of Bari for a reference period of 4 years (from 2013 to 2016). RD hospital admissions were aggregated with the daily meteorological recordings and with the daily statistics of the atmospheric emissions of Pm10 and O3 for the same time interval. A Poisson linear regression combined with a distributed lag non-linear model (DLNM) was used to quantify the effects of weather and air quality parameters on childhood RD hospital admissions of up to 21 days, adjusted for time trends using natural cubic splines and day of the week (DOW).

Results: The association between RD hospital admissions for children and high temperatures has been showed to be very significant. To the threshold of 29.2°C, the relative risk (RR) is equal to 2.55, for a confidential interval of 95% and it increases its value for even high temperatures and lag days up to 0-3. For temperatures below 10°C, the RR decreases until it assumes negative values.

Conclusion and implications: Exposure to high temperatures appears to be related to the increase in paediatric entrances in the emergency room for respiratory diseases. Air quality through the concentration of ozone and atmospheric particulate, negatively affects pathologies affecting the respiratory system in children under the age of 16. A large-scale survey with a larger sample size and a wider range, also supported by complex statistical methods such as machine learning models would allow a more reliable and in-depth study to be conducted in the near future.

ID: 163

Interactive Poster

Domain: Research

Main Theme: Children's rights, wellbeing and indicators

Subtheme: Participation, protection and provision in children's perspectives

Children's Participation in Child Protection Services: Listening to the Voices of Children

Karmen Toros, Ingrid Sindi

Tallinn University, Estonia

Thematic relevance: This presentation will focus on child participation within the context of child protective services, listening to the voices of children about their experiences. Participation is viewed within a rights framework. Children's participation is the fundamental principle of the Convention on the Rights of the Child — children are entitled to participate in decisions affecting their lives, to express their views, to have their voice heard. It is believed that children are given a central position, not as objects for decisions but as subjects and experts in relation to knowledge of their

lives, including needs. Therefore, children need to be acknowledged and treated as experts on matters involving their lives. It stresses that children are competent social actors with valuable views on their daily life.

Background and Purpose: Although participatory approaches have gained considerable popularity in discussions about child protection internationally, it remains a complex and sensitive area of practice — research indicates that children are not always given the chance to raise their voice. Previous research suggests that children in child protection system want to be more heard and understood, with their opinions being taken into account. Furthermore, literature in the field of child protection highlights the importance of the participation of children in terms of the beneficial outcomes of the intervention-related decisions, impacting their lives. In order to identify the child's needs and to act in the child's best interests, the child's views of the situation and his/her opinions and wishes are crucial. However, practitioners tend to underestimate children's capacity to participate and make meaning of their needs.

The objective of this presentation is to deepen the knowledge of child participation in child protection services. The experiences of children about their participation in child protection practice enables to better understand their needs and promote their well-being.

Method: This presentation describes the results of a systematic review of children's experiences in the child protection system based on eighteen relevant primary studies published in 2009–2018.

Conclusions and Implications: Conclusions and further implications will be drawn based on the data analysis.

ID: 197

Interactive Poster

Domain: Research

Main Theme: Comparative methodologies for understanding children's wellbeing, Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Everyday lives of children, Child wellbeing development practices, Participation, protection and provision in children's perspectives

What ideas do children have of a „good life“? Well Being between security and participation

Daniela Kloss

University Bielefeld, Germany

The dissertation project aligns itself with the conference topic : *Children of the World: The Touch of Change. Theories, Policies and Practices, as children's welfare is conceptualised within the context of social security provided by the welfare state and the pedagogical issue of children's agency within society. Analytically this approach is in accordance with Martha Nussbaum's conceptualisation of welfare conditions as external.* With what she describes as inner connectedness Martha Nussbaum envisages living conditions that can enable people to live in solidarity with one another based on the reciprocal acknowledgement of each other's needs and personal freedom.

The dissertation project investigates the ideas children have of welfare and the factors that influence children's welfare. By utilising the Capability Approach the concept of welfare ties in with the field of childhood studies as children are asked how they define welfare in terms of their own life, but also what general ideas of welfare they have.

The main focus lies on the following questions:

What ideas do children have of a „good life“?

This questions is especially relevant for this research project as children's welfare cannot simply be investigated by and equated with questions relating to their content. In this dissertation project welfare is conceptualised in Aristotelian terms, meaning that welfare is understood on the basis of normative premises pertaining to one's agency. This perspective consequently leads to the other main question.

What do children need in order to live a „good life“?

The study consists of group discussion sessions with children between the ages of 5 and 13. The group discussion was conducted in two steps. The first step was an open approach using the foto method, i.e. the children were asked to take pictures relating to an open question. The second step consisted of a group discussion relating to the pictures taken by the children.

The most important aspect focussed upon was the question of what is important to children. On the basis of the research conducted two different categories could be drawn up. Children differentiated between on the one hand ideas of security and well-being that they deem important, but cannot be actively influenced by them and on the other hand notions of participation and agency, that they themselves can actively influence.

The analysis of this work oriented on Nussbaums perspective to „mature interdependence“ result in the question how to realize social justice with dependence as an interactive perspective of childhood, welfare and society.

ID: 231

Interactive Poster

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work

Subtheme: Childhood vulnerabilities: research-policy-practice, Child wellbeing and social and educational services

Aboriginal Children and Youth's Acute Care Hospitalization in Canada

Anne Guèvremont, Gisèle Carrière, Evelyne Bougie, Dafna Kohen

Statistics Canada, Canada

Thematic relevance: This project contributes to the conference topic by focusing on the outcomes of one of Canada's most vulnerable populations, Indigenous children. The project also highlights the use of administrative data to address policy-relevant questions regarding access to health care.

Background: Aboriginal children and youth in Canada are among the most vulnerable, at risk for poor socio-economic outcomes as well as poor educational and health outcomes attributable to a legacy of colonialism and residential schooling. Research that has examined Aboriginal children's hospitalization rates in Canada have been limited due to an absence of Aboriginal identifiers and have focused on geographic, area level analyses of Aboriginal populated areas, rather than of individuals. This study describes patterns of hospitalization for Aboriginal Canadian children and youth aged 0 to 19 using national administrative linked data.

Methods: The 2006 Census was linked to the 2006/2007-to-2008/2009 Discharge Abstract Database, which contains hospital records from all acute care facilities in Canada (except Quebec). Hospital records were examined by Aboriginal identity, as reported to the census, and grouped by International Classification of Diseases (ICD-10) chapters based on "the most responsible diagnosis." Age-standardized hospitalization rates (ASHR) were calculated per 100,000 population, and rate ratios (RR) were calculated for Aboriginal groups relative to non-Aboriginal people.

Results:

ASHRs were consistently higher among Aboriginal children and youth relative to their non-Aboriginal counterparts, with rates for children aged 0 to 9, 1.5 times higher and rates for 10 to 19 year olds 2.0 to 3.8 times higher. For 0 to 9 year olds, the leading cause of hospitalization was "diseases of the respiratory system" (RR 1.7 to 2.5 compared to non-Aboriginal children). For 10 to 19 year olds, disparities existed between Aboriginal and non-Aboriginal for a number of conditions, including injury due to assaults (RRs from 4.8 to 10.0), self-inflicted injury (RR 2.7 to 14.2), and pregnancy and childbirth (RR 4.1 to 9.8).

Conclusions: Linked data provide a unique opportunity to examine hospitalizations for vulnerable subpopulations. Future research is needed to examine the reasons for the disparities in hospitalization rates between Aboriginal and non-Aboriginal children and youth.

ID: 208

Interactive Poster

Domain: Research

Main Theme: 'Cross-world' approaches to child wellbeing and child indicator work, Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Everyday lives of children, Child wellbeing development practices, Child wellbeing and social and educational services

An index for measuring child well-being in Bangladesh

Haridhan Goswami

Manchester Metropolitan University, United Kingdom

Background and purpose:

The growing recognition of children and young people's rights for having a good childhood and good future life chances, coupled with the injunction from the New Sociology of Childhood to consult with children and young people as active agents have resulted in an increasing number of studies on children and young people's well-being at national and international levels. However, developing reliable and valid measures of well-being suitable for formulating evidence-based policies are still considered as a major challenge especially in developing countries where surveys developed by using a child centric approach are still in early stage. In this backdrop, this paper presents an index suitable for measuring child well-being in Bangladesh. It also discusses the policy relevance of such index for monitoring and evaluation of different services linked to children in the country.

Methods:

Data for this paper are obtained from a survey conducted in Bangladesh 2018 as part of Children's Worlds International Survey of Children's Well-being (ISCWeB). This survey, for the first time in the country, gathered data from over 3000 children aged 8 to 14 asking them to assess different aspects of their own lives. These children were selected from 56 schools, which were randomly chosen from a list of 327 schools from three cities. For this paper, data were used from 2059 children in class year-5 (aged 10-12 years) and year-7 (aged 12-14). Exploratory factor analysis is carried out to examine the factor structure of the multiple-item measures of overall and domain specific well-being. Then Cronbach's Alpha is computed to examine the reliability of the scales. Finally, multiple linear regression is carried out to assess the influence of each domain on multi-item overall life satisfaction scale. The fifteen domains are appearance, classmates, freedom, friends, health, house, future, learning at school, student life, listening by adults, local area, family, safety, material condition, and time use. Among them, domains which are found to be associated statistically significantly are qualified to be the part of the index.

Results:

The eleven-point six-item scale appeared to have very good reliability (Cronbach's Alpha = 0.88) in measuring overall satisfaction of Bangladeshi children's lives. Among the fifteen domains included in the regression model, twelve domains (family, health, material condition, student life, listening by adults, safety, condition of house, future life, time use, local area, appearance, and class mates) were significantly associated with overall satisfaction with life. These domains jointly explain almost 57% of the total variation on overall well-being.

Conclusion:

These results suggest that items measuring these twelve different aspects of children's lives could be used to develop a good index for measuring child well-being in Bangladesh. These findings will be discussed in the context of previous empirical studies on child well-being indices carried out in both developing and developed countries. Wider policy implications of such index in the context of Bangladesh especially their usages and limitations in monitoring and evaluation will also be discussed critically.

ID: 212**Interactive Poster**

Domain: Research

Main Theme: Comparative methodologies for understanding children's wellbeing, Measurement issues related to child wellbeing and understanding children's lives

Subtheme: Everyday lives of children, Child wellbeing and social and educational services

Atypical sources of child care indicators: An example from Canadian administrative data

Leanne Findlay, Simon Hill, Dafna Kohen

Statistics Canada, Canada

Thematic relevance: This project contributes to knowledge on child indicators of early environments and development. We explore the feasibility of using innovative administrative data sources to address a lack of data for child care supply in Canada as well as the feasibility of creating an indicator of unlicensed child care.

Background. There is a gap in population-based data for child care in Canada, particularly for participation in licensed versus unlicensed care. Licensed child care is linked to positive child development (e.g., reduced aggression, greater cognitive outcomes) and has standards regarding quality (e.g., caregiver training, physical safety, and environment). Despite these benefits, approximately half of children in Canada use unlicensed care as their primary care arrangement. While detailed information about licensed child care is more readily available, unlicensed care remains largely uncaptured except for parent-reported surveys which have been questioned in terms of parent's ability to report on the licensing of their care environment. However, the Canadian Business Register (BR) is a continuously-maintained, central repository of information on businesses and institutions operating in Canada, including child care businesses, that is typically used as a frame for business surveys. This source provides a unique child care business classification code. Therefore, the current study explored the feasibility of using the BR as an innovative source of information to profile the child care industry in Canada.

Methods. We examined the relevant business classification codes from administrative data to generate lists of child care businesses from across Canada and validated the list with publicly available data. In order to perform the validation, a qualitative case study based on a single city was conducted to better understand the classification codes of the child care industry captured by the BR. Next, a manual search of the different sources of data was conducted for select provinces, followed by an automated search to generate the list for all 13 provinces and territories in Canada.

Results. Almost all (98%) of licensed child care businesses were found on the BR, the majority (75%) using a single child care code. In addition, the BR identified approximately 94,000 child care businesses across Canada in January 2018. This information can be compared to the licensed child care information generated from publicly available material (although information on licensed child care homes is only available for some regions). With this information, the BR could be used to estimate unlicensed care in Canada. The BR also provides additional business characteristics that differentiated licensed from non-licensed care. For example, licensed child businesses were larger and had more employees, whereas unlicensed child care business were smaller and either had one or no additional employees.

Conclusion. The findings support the use of the BR as a source of information about child care businesses in Canada and as a source that can potentially estimate unlicensed child care. Further refinement and validation are the next steps. These findings have implications for looking beyond traditional surveys to inform population based indicators for child care and other child relevant indicators.

ID: 279**Interactive Poster**

Domain: Research

Main Theme: Children's rights, wellbeing and indicators

Subtheme: Children's welfare and children at risk, Child wellbeing and social and educational services, Children in migration

Children in China: An Atlas of Social Indicators 2018

Fang Yan¹, Yaozhu Chu¹, Li Peng²

¹UNICEF China Office; ²National Working Committee on Children and Women, People's Republic of China

Thematic relevance:

The 2018 *Atlas of Social Indicators of Children in China* (<https://www.unicef.org/china/en/atlas-2018-en>) brings together official data (latest 2017) on the main indicators of child survival, development and protection and presents them in a visual manner, aiming to faithfully reflect the achievements, as well as challenges in realizing children's rights in China.

Background and Purpose:

The Atlas provides a comprehensive statistical reference for government agencies, development partners, frontline workers and other stakeholders to better understand current status of children's development in China.

The Atlas was developed through an elaborate and participatory process. Relevant government data producers and experts were involved from the onset, providing technical guidance and inputs to help validate. The National Working Committee on Children and Women and the National Bureau of Statistics who co-authored this publication, managed rigorous review processes through their own channels.

Methods:

Being the third edition since its initiation in 2010, the 2018 Atlas seeks a higher level of disaggregation and data interpretation, and better alignment with government plans/policies that have significant implications for children in

China. It has also made efforts to link data to the SDG targets/indicators where appropriate, providing a basis for understanding the implementation, progress and major challenges faced in achieving the SDGs in China.

The majority of the data used are from official surveys and statistical publications. Data are disaggregated by sex, age, urban-rural, and province where possible, subject to data availability and purpose of analysis.

Results:

In general, China is doing well on many child-related indicators in aggregate national terms. Yet major regional disparities persist, especially with regards to the quality of services and reaching the un-reached. A few highlights as below:

- Poverty rate is higher among children compared with total population, indicating greater impact of poverty on children.
- Children are faced with double burden of malnutrition: stunting remains a problem, especially in poor rural areas; and the rate of child overweight and obesity has continued to increase.
- China has achieved nine-year compulsory education with universal access and gender parity. The key focus now is on ensuring quality.
- Over 100 million children in China are affected by migration, including migrant children and children left-behind. Migrant children lose access to traditional and community support systems, and are confronted with difficulties and discrimination in terms of urban schooling, health care, social security and other aspects.

Conclusions and Implications:

Continued efforts are needed to address persistent in-country disparities and vulnerabilities faced by children, ensuring that all children develop to their fullest potential. Being both informative and academically robust and representing an authoritative source, the Atlas will be regularly referred by government to drive programme and policy change for children.

The 2018 Atlas does not cover Violence Against Children due to the dearth of recent and nationally representative data. Given how central this issue is to UNICEF mandate, and with new data expected in 2019, we look forward to providing a status update on this dimension.

ID: 233

Interactive Poster

Domain: Policy

Main Theme: Children's rights, wellbeing and indicators

Subtheme: Social media and wellbeing

National Strategy on the Protection of Children in Digital World

Matej Cakajda, Sandra Fischerova

Ministry of Labour, Social Affairs and Family of the Slovak Republic, Slovak Republic

Media in all forms, including television, computers and smartphones can have a significant impact on how children feel, how they think, learn and behave, as reported by the World Health Organization (WHO). It is a generally accepted theory that the perception of some digital content can have negative impact not only on the child's emotional well-being, but can also damage their physical, mental and moral development. Whether it is because of children's ability to take inappropriate behavioural patterns (the child learns by imitation) or their sensitivity to negative audio-visual perception. The younger the child is, less responsible s/he is, s/he has less formed cognitive structures, matured emotions and does not think about the consequences of her/his actions.

Children are part of the digital environment regardless of their age, gender, cultural, national, social background, including children with various forms of disability or children with special educational needs. The digital media world brings many opportunities, but it also has significant risk potential and can be summarised in four categories:

- Illegal content / behaviour
- Non-age-appropriate content
- Inappropriate contacts
- Inappropriate behaviour.

The National Coordination Centre for Resolving the Issues of Violence against Children currently works on the creation of National Strategy on the Protection of Children in Digital World. In 2018, we formed the digital working group for the "Digital Strategy" preparation within the strategic goal of roofing National Strategy on the Protection of Children against Violence "preventing from institutional and systemic infringement of rights of the child".

The working group is composed of representatives of different ministries- Interior, Justice, Health, Culture, Education, Central Office of Labour, Social Affairs and Family, representatives of NGOs and external experts for the problematic.

The Digital Strategy is aimed at creation of complex material pointing out the risks taken with the using of the ICTs by children and actions of children in the digital world as well as guidelines how it is needed to be protected in the digital space.

The target group of the Digital Strategy are parents, teachers and children themselves. Within the defining of individual tasks related to this specific problematic (which are going to be adopted as a part of the Digital Strategy) we also plan activities focused on raising awareness of before mentioned target groups (various forms of campaigns and preventative activities). Works on the Digital Strategy are still ongoing, we presume to submit the material for the government proceedings in the second half of 2019.

ID: 252

Interactive Poster

Domain: Research

Main Theme: Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Childhood vulnerabilities: research-policy-practice

The Research of Psychological Well-being Predictors: Comparative Study of Teachers in Latvia, Russia, Kazakhstan

Zhanna Bruk¹, Svetlana Ignatjeva^{2,1}, Dzintra Ilisko²

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Thematic relevance: Subjective well-being of children has received much attention in the last time. So the modern situation requires from the teacher not only the ability for continuous development and self-improvement, but also the desire to achieve and maintain psychological well-being as a condition for successful professional activity. Teachers' own well-being is related to their classroom practice and their interactions with students.

Background and Purpose section: Thus, the specific features of the teacher work, contributing to personal deformation, require the study of teachers' psychological well-being factors. The purpose of this survey was to analyze and compare teachers' psychological well-being in Russia, Latvia, Kazakhstan. The research tasks were: to explore the influence of socio-demographic factors and professional indicators on the psychological well-being of teachers; to find predictors of teachers' psychological well-being.

Methods section: The empirical base of the study was the survey data of 410 teachers from Russia, 157 from Latvia, 97 from Kazakhstan working in the system of school, secondary vocational and higher education. The gender composition of the survey participants corresponds to the gender composition of secondary and high school teachers, where men make up about 20%. At the time of the survey, from 20.6% (in Kazakhstan) to 55.4% (in Latvia) teachers were in the process of studying a Master's degree or a doctorate.

To study the teacher's psychological well-being we used The scales of psychological well-being by K.Riff. For statistical data processing the software product IBM SPSS Statistics 23 was used. The use of Descriptive statistics, Independent Samplest Test, One-Factor ANOVA, Two-Factor analysis of variance, Correlation analysis made it possible to analyze the influence of socio-demographic and professional characteristics of the respondents on their psychological well-being.

Results section:

1. The results of the study showed that country belonging plays the significant role on teachers' well-being. According to the results of single-factor analysis of variance, all indicators of psychological well-being, with the exception of Positive relationship, depend on the country of residence.
2. Participation in the lifelong education process affects the psychological well-being of teachers. The level of psychological well-being is higher for those respondents who are in the process of learning, regardless of the program level. Significant differences are observed at the master's level.
3. Participation in scientific and project activities also increases the level of psychological well-being.
4. In Latvia, a higher level of education leads to a higher level of psychological well-being. In Russia the highest level of psychological well-being is given to the respondents who study Master's degree, in Kazakhstan - the respondents with a bachelor's degree.

Conclusions and Implications section: The study of predictors of teachers' psychological well-being will allow to develop a scientifically-based practice for psychological support of the teacher's activities, because a creative and psychologically safe educational environment is able to create individuals capable of bearing responsibility and managing their psychological well-being.

ID: 304

Interactive Poster

Domain: Research

Main Theme: Children's rights, wellbeing and indicators

Subtheme: Children in migration

Childhood in middle class and elite families in West Africa: How is the prospect of educational migration affecting children's daily lives?

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Childhood in Sub-Saharan Africa is often seen as disadvantageous due to children's exposition to poverty and health risks. Yet, the social structure of African societies is more complex, and children in the growing and dynamic middle classes are often overlooked. They not only grow up in relatively privileged circumstances, they also often leave their home countries in late childhood or after secondary school to attend school in Europe and the United States. How plans for educational migration affect children's lives from an early age on, and to what degree parents and children in more affluent families prepare for schooling abroad, has rarely been investigated.

In regard to childhood research in recent years, it can be noted that there has been an increased interest in transnational childhoods and in the effects of migration on children's lives. However, most studies focus on the negative aspects of migration such as separation from parents and friends.

The poster presents a new research project that focuses on children's daily lives in Sub-Saharan middle and upper middle-class families using the example of anglophone West African countries such as Ghana, Cameroon and Nigeria. The goal is to explore children's ways to approach daily life and school if they are expected to seek an education abroad.

The planned research project will focus on the following questions:

- 1) How do plans for educational migration shape children's daily lives in West African (upper) middle class families?
- 2) Are there particular patterns of how childhood is organized in more affluent families?
- 3) What motives do children have who seek going to school or university abroad?

We will present the results of a literature review that we are currently conducting, and which involves systematizing research from different disciplines that are touching this research topic in one way or the other, e.g. African studies, sociology of education, and migration research.

First insights into the literature show that some researchers have started to investigate the experiences of children of migrant families in Europe who are being sent to their parents' home countries to learn their language or to take care of relatives. However, there are almost no studies on educational strategies geared towards transmigration and transnational educational careers of children from Subsahara Africa. Until now, privileged childhoods in Africa are rarely on the agenda. At the same time, there is a vast body of research on challenges to children's lives, such as AIDS, hunger and war. Childhood in Africa thus often appears to be shaped by poverty and unfavorable conditions, while social inequality and the complex social structure in countries like Nigeria and Cameroon is mostly disregarded as a relevant factor that affects not only poor children but also children in more privileged positions. Therefore, the planned study is going to use a qualitative approach to first explore childhoods in middle and upper middle-class families in those countries to learn more about life circumstances, motives, and educational goals of children who do not have to deal with hardship and health issues.

ID: 253

Interactive Poster

Domain: Research

Main Theme: Measurement issues related to child wellbeing and understanding children's lives, Bridging research, policy and practice: conceptualisation and communication issues

Subtheme: Children's welfare and children at risk

The role of targeting in measuring efficacy in a supportive housing program

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This session discusses targeting as an essential bridge from social experimentation to implementation in real-world agencies where demonstrating efficacy is the expectation. In 2012, the United States Department of Health and Human Services, Administration for Children and Families, Children's Bureau (CB) funded five sites nationally to design, implement, and evaluate over five years permanent supportive housing (SH) models for child welfare-involved families experiencing homelessness. Goals were to prevent foster placement or reunify children already in out-of-home care. All sites used a randomized controlled trial design. The CB required sites to target families who were 1) at the highest risk of failure on these outcomes, and 2) who stood to benefit the most from intervention. Presenters from the State of Connecticut and the City of San Francisco demonstration sites will compare and contrast how they approached the task of identifying a target population according to CB guidelines and its effect on the ability to observe impact.

Both sites developed eligibility criteria around homelessness and co-occurring risk. Connecticut limited eligibility to families with three or more co-occurring risks and developed a tool to systematically screen families for eligibility. The result was a target population of homeless, multi-need families with a high risk of either placement or failure to reunify. San Francisco also sought to find families for whom placement was likely or reunification was unlikely. These evaluators used administrative data from a prior period to empirically establish that baseline rates for outcomes were sufficiently poor among homeless families with only one or more (rather than three or more) co-occurring risks to set moderately large effect size expectations. These targeting choices affected findings in both sites.

The control group outcomes in Connecticut were quite negative, suggesting that targeting was successful. Indeed, Connecticut found significant causal effects. In the project planning period, San Francisco observed relatively low base rates in the target population but those base rates improved over the intervention, such that the gap between treatment and control outcomes diminished. While some child welfare outcomes trended in the desired direction for treatment families, the difference between the two experimental groups did not rise to a level of significance.

Second, some target families randomized into the treatment group in San Francisco did not complete the program. An intent-to-treat design requires all randomized families to remain in the analysis of outcomes. The result was a diluted treatment effect. Evaluators will discuss what characterized the non-completers and to what extent future research might refine the targeting criteria in order to better align family needs with intervention strategies. Interestingly, Connecticut did not experience the same attrition problem. Both sites will discuss to what extent findings were attributable to targeting strategy, implementation, and underlying characteristics of the target populations.

STUDENTS' FORUM

ID: 166 / 1.7: 1

Students' Forum

Positive mothering as a measure of child wellbeing

Dovile Galdauskaite

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Quality of family relationships is one of the most well-researched indicators for child well-being (Rees). Mother's well-being and satisfaction with being a mother, quality of mother-child relationships have been found to be related with positive outcomes for children (McKeown, Pratsche, Haase), while work-family reconciliation is the most challenging for women-mother role fulfillment (Miller; Hays).

The research aims to analyze positive mothering as a construct of positive well-being by listing indicators for that construct and to test it in Lithuanian context. Construct of positive mothering is assumed to combine two dimensions: (1) mother's work-family reconciliation and (2) mother-child relationship and vary by gender, education, (not)having children and cohorts/generations. Measures that comprise the domain of positive mothering are selected from five high-quality international data surveys : Family and Fertility (1994-1995), Population and Policy Acceptance (2001), Generations and Gender (2006), European values study (2008) and International Social Survey program (2012).

Results provide evidence that the attitudes towards the construct of positive mothering vary by selected characteristics the way the most educated, childless, youngest generations and males are more likely to disagree that mother's work-family reconciliation negatively effects familial relationships. Meanwhile, the oldest generations, low educated and those who have children are more likely to agree that mother's work-family reconciliation negatively affects mother-child relationships and overall child well-being. Findings support the view that despite ongoing historical gender roles change, changing attitudes of different generations, gendered moral imperatives are still living and women-mother is still considered to be more responsible for the child well-being.

ID: 147 / 1.7: 2

Students' Forum

Invested Support of the Child (planned) as Indicator of Positive Parenting

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According to UNICEF Child well-being indicators positive parenting is important construct of positive well-being (Lippman et al, 2009). Different aspects of parents-child relationships (e.g. Albert et al., 2005; Kim et al., 2005) are well researched.

The paper aims to analyse the instrument of Invested Support of the Child (planned) developed in the Konstanz group to be included in the three-generations Value of Children study (Nauck, 2005) as indicator of positive parenting. The construct consists of two dimensions: (1) parents (mothers) willingness to tolerate burden (financial, social, personal) to help adult child; (2) motivation to help. The first dimension is being valued by six aspects: financial strain; hardship in partnership; reduction in the time available for other obligations or duties; emotional stress; conflict with future plans; difficulties with social contacts; second dimension - by four items groups: prosocial, rule oriented, reciprocity balance, relationship oriented.

We base on data from international research Value of Children and Intergenerational Relations (VOC-IR) (2002-2011), Lithuania being a part of this research study in 2013 (N=603) and data from representative survey of Lithuanian residents in 2018 (N=1005) to analyse Lithuanian situation among 15 countries. Data analysis shows that the highest willingness to tolerate burden is among mothers from Israel/Palestine, Turkey, Ghana, India and South Africa, also, Lithuania. Representative survey of Lithuanian residents who have children (N=751) revealed high willingness to tolerate burden and the most important motivation aspects for them are prosocial items and relationship-oriented items.

ID: 186 / 1.7: 4

Students' Forum

Excluding children's opinion: Are children not anybody!?

Herta Hiend, Pihel Hunt

University of Tartu, Estonia

Children are part of our society, so it is important to notice, to hear and to highlight their voices and opinions too. Here in Estonia we have a problem, where preschool children's are excluded from discussing issues and solving potential problems connected with themselves in preschool context due to their age and lack of life experience. In order to change this situation, I have joined with the educational innovation process in society, where, unlike in the past (children are less noticed and heard), we appreciate children's opinions according to their age and life experience, we give children the power to make themselves heard and we take it later into account.

Working with preschool children every day, I realize the importance for children to give them the chance to express their thoughts and take them later into account. Sometimes it is just amazing, how realistic, but easy suggestions they come up with. Suggestions that adults can not even think of! Therefore, my main message is:

1. Ask the children's opinion, listen it and take it into account;
2. Children must be a prominent persons, whose opinion in the context of preschool is also asked. They are in the middle of everyday life in preschool.

This abstract and my study focus heavily on giving and hearing the voices of preschool children. Getting to the conference "Children of the World: Touch of Change" would help me contribute to value this important topic in society.

ID: 152 / 1.7: 5
Students' Forum

Tracking progress against Sustainable Development Goal 4.2: Capturing culturally-relevant early child development

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The fourth year of the Sustainable Development Goals (SDGs) era calls for countries to continue to invest not only in interventions and policies that will promote global equity and sustainability, but also in the monitoring systems required to track progress against these targets and thus identify those at risk of falling behind. Tracking progress toward SDG 4.2 requires population monitoring of children's early health and development outcomes. There is debate regarding implementation of a short internationally comparable global indicator comprising items that primarily work to capture developmental delay, versus utilization of an indicator that captures aspects of children's holistic development that are important in predicting outcomes throughout the life course, but is also aligned with local culture and priorities pertaining to the early years, so that data collected not only accurately reflect children's capabilities but are also relevant to local policy and practice. This presentation will focus on the importance of utilizing a locally-adapted and culturally-relevant tool to track progress against SDG 4.2, and will briefly demonstrate how this process has been conducted, feasibly, with limited resources, across several diverse contexts to date.

ID: 115 / 1.7: 6
Students' Forum

Philosophical analysis to moral stances in child protection

Tytti Poikolainen

University of Jyväskylä, Finland

The study aims to analysing moral stances taken in relation to children in investigation reports on child protection. Method is a philosophical analysis to moral language in reports.

Data consists of three reports concerning the problems of the Finnish child protection system. The reports were published after the death of eight-year-old girl in Finland in 2012. One of the reports was the result of an official investigation of the girl's death, but the other two more generally address the state and problems of child protection. Reports are inquiry report by The Finnish Ministry of Justice (2013), report by Alhanen (2014) and report by Kananoja and al. (2013). The reports serve as examples of how moral language use can differ.

Moral stance is a concept that refers to moral language use and moral communication (Lee and Ungar 1989). Moral stances are opinionated and value-based. These are based for example on language, emotions and, thinking of meanings of moral concepts. Philosophical analysis of moral stances requires that moral stances are communicated by their holders to other people.

The research questions are as follows: what moral stances related to children reports take? How are these moral stances like? To answer the research questions, the analysis codes the moral language in data.

The results are that in the reports, moral stances adhering to children are related especially to 5 themes; voice of children, value of children, intrinsic value of good childhood, rights of children, vulnerability of children and the importance of prevention of violence towards children.

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Haight , Jennifer	Chapin Hall at the University of Chicago	Interactive Poster session
Hamilton , Carolyn	Coram International at Coram Children's Legal Centre	3.8
Han , Yoonsun	Seoul National University, Korea, Republic of (South Korea)	7.3
Harrop , Christopher	Bain & Company, Melbourne, Australia	1.6 , 4.7
Havasi , Virag	University of Miskolc, Hungary	5.5 Presenter
Heiberg , Turid	Council of the Baltic Sea States SE, Sweden	2.8
Helander , Merike	Office of the Ombudsman for Children, Finland	7.1 Presenter
Herczog , Maria	Eurochild	5.6
Hiiend , Herta	University of Tartu, Estonia	1.7 Presenter
Hill , Simon	Statistics Canada, Canada	Interactive Poster session , 6.4

Author(s)	Organization(s)	Session
Hiller , David	Goethe-University Frankfurt am Main, Germany	3.1
Hong , Rachel T Y	Sembawang Family Service Centre	3.3
Huang , Tzu-Hsin	Taiwan Fund for Children and Families, Taiwan	2.6
Hunner-Kreisel , Christine	University of Vechta, Germany	1.2 Presenter, 3.2 , 5.7 Presenter, CUWB Plenary Presenter
Hunt , Pihel	University of Tartu, Estonia	1.7
Ignatjeva , Svetlana	Daugavpils University, Latvia; Tyumen State University, Russian Federation; Tyumen State University, Russian Federation	Interactive Poster session
Ilisko , Dzintra	Daugavpils University, Latvia; Tyumen State University, Russian Federation	Interactive Poster session
Inzunza , Jaime Alfaro	Universidad del Desarrollo	3.2
Iovu , Mihai-Bogdan	Babeş-Bolyai University Cluj-Napoca, Romania	3.5 Presenter
Jackson , Kyle	University of the Western Cape, Cape Town	3.2 , 4.5
Janus , Magdalena	Offord Centre for Child Studies, McMaster University, Canada	3.6 Presenter, 4.3 Presenter
Javid , Jafarov	Vechta University, Germany	5.7
Jespersen , Brooke	Case Western Reserve University, USA	3.1
Jorge Castellá , Sarriera	UFRGS - Federal University of Rio Grande do Sul, Brazil	3.7
Jud , Andreas	University of Ulm, Department of Child and Adolescent; Lucerne University of Applied Sciences and Arts, School of Social Work, Lucerne, Switzerland	5.3
Juen , Barbara	University of Innsbruck, Austria	4.5
Jung , Jieun	Statistics Korea	6.3
Jwa , Hyunsuk	Honam University	4.5 Presenter
Kainat , Ms.	Quaid-i-Azam University Islamabad	2.2
Kallip , Kadri	Tallinn University, Estonia	7.3 Presenter
Kalmus , Veronika	University of Tartu, Estonia	3.5 Presenter
Kariger , Patricia	School of Public Health, University of California	4.3
Karpati , Julia	Tilburg University, the Netherlands; Social Policy Research Institute, Belgium	1.5 . Presenter
Kasirye , I	Economic Policy Research Centre, Uganda	2.5
Kasirye , Ibrahim	Economic Policy Research Centre, Uganda	6.7
Katz , Carmit	Tel Aviv University, Israel	2.3 Presenter, 3.1
Kennedy , Jean Anne	Waterford Institute of Technology; International Foster Care Organisation	5.6
Kim , Hyeja	Korean Educational Development Institute	6.3

Author(s)	Organization(s)	Session
Kim, Sunsuk	Korea National University of Transportation, Korea, Republic of (South Korea)	4.5, 5.1 Presenter
Kim, Yunji	Seoul National University, Korea, Republic of (South Korea)	1.3
King, Tanica Shareem	Tanica Psalmist, United Kingdom	6.8 Presenter
Kiyangi, Frank	Advocacy for child relief, Uganda	1.6. Presenter
Klocke, Andreas	Frankfurt University of Applied Sciences, Germany	4.1 Presenter, 6.8 Presenter
Kloss, Daniela	University Bielefeld, Germany	Interactive Poster session Presenter
Kohen, Dafna	Statistics Canada, Canada	Interactive Poster session, Interactive Poster session Presenter, 6.4
Korbin, Jill	Case Western Reserve University, USA	3.1
Kosher, Hanita	Hebrew University of Jerusalem, Israel	1.1
Krnic, Nela	UNICEF, Montenegro	7.4 Presenter
Kudlińska-Chróścicka, Iwona	University of Lodz, Poland	3.7 Presenter
Kutsar, Dagmar	University of Tartu	1.2
Lal Bhomi, Arbinda	Tribhuvan University, Kathmandu	5.2
Lanau, Alba	University of Bristol, United Kingdom	2.5 Presenter
Lancaster, Gillian	Institute of Primary Care and Health Sciences, Keele University	4.3
Larsson, Anna-Karin	Örebro University, Sweden	3.6 Presenter
Lauwers, Heleen	Ghent University, Belgium	4.6 Presenter
Lee, Bong Joo	Seoul National University, Korea, Republic of (South Korea)	Opening plenary Presenter
Lee, Charmaine J M	National University of Singapore, Singapore	3.3
Lee, Heegil	Statistics Korea	6.3
Lee, Jung-Sook	University of New South Wales, Australia	6.6
Lee, Pi-Ju	National Taiwan University, Taiwan	6.2
Lee, Shinhye	Seoul National University, Korea, Republic of (South Korea)	7.3 Presenter
Lekobane, Khaufelo Raymond	University of Sussex, United Kingdom	5.8 Presenter
Lery, Bridgette	San Francisco Human Services Agency, United States of America	Interactive Poster session Presenter
Lewkowicz, Anna	Department for Education, South Australia, Australia	1.6. Presenter
Lezeu, Crina	University of Oradea	4.2
Li, Ching-Ling	National Taiwan University, Taiwan	6.2 Presenter
Li, Jinjing	Institute for Governance and Policy Analysis at the University of Canberra	7.4
Liefaard, Ton	Leiden University, Netherlands, The	Plenary Presenter
Lin, Ching-Hsuan	National Taiwan University, Taiwan	1.3
Lin, Colleen	Bain & Company, San Francisco, USA	1.6.

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Lin, Yu-Chen	National Taipei University of Education, Taiwan	3.5 Presenter
Liu, Yen-Ping	National Taiwan University, Taiwan	6.2
Liu, Yen-Ping	Shih Chien University, Taiwan	3.7 Presenter
Llosada, Joan	Universitat de Girona, Spain	3.4
Lloyd, Katrina	Queen's University Belfast, United Kingdom	3.4, 3.4 Presenter, 5.5 Presenter
Luhamaa, Katre	Center for Research on Discretion and Paternalism, Norway	2.8
Luu, Ky	Institute of Disaster & Fragility Resilience (IDFR), United States of America	3.8
Lynch, John	University of Adelaide, School of Public Health, Adelaide, Australia; University of Bristol, Population Health Sciences, Bristol, United Kingdom	4.3
Maerz, Stella	Vechta University, Germany	5.7
Magyar-Haas, Veronika	University of Zürich	1.2
Main, Gill	University of Leeds, United Kingdom	6.5 Presenter
Malo, Sara	University of Girona	5.2
Manion, Heather Kathleen	Royal Roads University, Canada	4.7 Presenter, 4.7 Presenter
Manuel, Donnay	University of the Western Cape, Cape Town, South Africa	2.1, 3.2, 4.5 Presenter
Marangu, Joyce Njeri	Aga Khan University, Kenya	2.5 Presenter
Markina, Anna	University of Tartu, Estonia	6.6 Presenter
Marquez, Jose	University of Leeds, United Kingdom	2.6 Presenter
Marranchelli, Cristina	University of Basilicata, Italy	Interactive Poster session
Martin, Claude	EHESP, France	6.8
Martin, Stephanie	McCreary Centre Society, Canada	1.1, 2.7, 4.5, 5.8 Presenter, 6.2, 7.1
Martinkene, Ginte	Vilnius University, Lithuania	1.7 Presenter
Mason, Jan	Western Sydney University	2.2, 7.2
Mayo, Nancy	McGill University, Canada	5.5
McAuley, Colette	University of Bradford	1.2, 4.2
McCartney, Camilla	University of Leeds, United Kingdom	6.5
McCoy, Dana	Harvard Graduate School of Education	4.3
McCrory, Gareth	Institute of Primary Care and Health Sciences, Keele University	4.3
McDonald, Jenny	Western Sydney University	4.2
Meulewaeter, Florien	Ghent University, Belgium	6.6 Presenter
Milanovic, Marko	IDEAS	7.4
Milne, Lise	University of Regina, Canada	4.1 Presenter, 5.5 Presenter
Mogensen, Lise	Western Sydney University	2.2, 4.2 Presenter, 5.2 Presenter, 7.2
Molloy, Carly	Murdoch Childrens Research Institute, Australia	1.6, 4.7

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Montserrat , Carme	Universitat de Girona, Spain	3.4 Presenter, 5.1
Mordi , Hanin	Tel Aviv UNiversity, Israel	2.3
Mortelmans , Dimitri	University of Antwerp, Belgium, Belgium	Interactive Poster session
Mourlam , Daniel J.	University of South Dakota	2.2, 3.2
Mpilo , Mulalo Tshinakaho	University of the Western Cape, Cape Town, South Africa	2.1, 3.2, 4.5 Presenter
Müderrisoğlu , Serra	Boğaziçi University	5.2
Murakas , Rein	University of Tartu, Estonia	6.6 Presenter
Muwonge , J	UNICEF, Uganda	2.5
Nagode , Mateja	Social Protection Institute of the Republic of Slovenia	6.3
Nahkur , Oliver	University of Tartu, Estonia	6.3 Presenter
Nandy , S	University of Cardiff, United Kingdom	2.5
Nandy , Shailen	University of Cardiff	6.7
Nasrullayeva , Nigar	Independent Researcher, Baku, Azerbaijan	5.7
Nazif Munoz , Jose Ignacio	Harvard University	5.5
Neill , Ruth	Queen's University Belfast, United Kingdom	3.4 Presenter
Newland , Lisa A.	University of South Dakota	2.2, 3.2
Ng , Vivienne S K	National University of Singapore, Singapore	3.3
O'Connor , Elodie	Murdoch Childrens Research Institute, Australia	2.6
O'Connor , Meredith	Murdoch Childrens Research Institute, Australia	1.6
O'Connor , Meredith	Murdoch Childrens Research Institute, Australia	2.6
Oh , Sumi	Seoul National University	1.3, 1.3
Oloya , A	University of Bristol, United Kingdom	2.5
Park , Ho Jun	Seoul National University, Korea, Republic of (South Korea)	1.3 Presenter, 5.1
Park , Sol	McGill University, Canada	5.5
Pelaez , Nuria Fuentes	University of Barcelona	5.1
Peled , Maya	McCreary Centre Society, Canada	1.1, 2.7 Presenter, 4.5 Presenter, 5.8, 6.2, 7.1
Peng , Li	National Working Committee on Children and Women, People's Republic of China	Interactive Poster session
Perini , Nicholas	Social Ventures Australia, Sydney, Australia	1.6, 4.7
Perling , Lavly	Prosecutors Office, Estonia	2.8 Presenter
Perron , Zoé	EHESP, France	6.8 Presenter
Platt , Robert W.	McGill University, Canada	5.5
Poikolainen , Tytti	University of Jyväskylä, Finland	1.7 Presenter
Pomati , M	University of Cardiff, United Kingdom	2.5

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Pomati , Marco	University of Cardiff	6.7
Poon , Colleen	McCreary Centre Society, Canada	4.5 , 5.8 , 6.2 Presenter, 7.1 Presenter
Pottruff , Molly	Offord Centre for Child Studies, McMaster University, Canada	3.6
Pramana , Rezanti	SMERU Research Institute	5.5
Quach , Jon	Melbourne Graduate School of Education, The University of Melbourne.	2.6
Ragno , Luigi Peter	UNICEF Egypt	4.4
Ramabu , Nankie Makapane	Child Protection Specialist, Botswana	5.5 Presenter
Ramful , Nesha	Social Policy Research Institute, Belgium	3.8 Presenter
Randolph , Karen A.	Florida State University, United States of America	3.5 Presenter
Raoof , Awaz	UNICEF Country Office in Montenegro, Montenegro; Coram International at Coram Children's Legal Centre	3.8 Presenter
Rap , Stephanie	Leiden University, The Netherlands	6.7 Presenter
Redmond , Gerry	Flinders University, Australia	4.1 Presenter
Rees , Gwyther	UNICEF, Italy	1.4 Presenter, 4.3 Presenter, 6.1 Presenter
Reid-Westoby , Caroline	Offord Centre for Child Studies, McMaster University, Canada	3.6
Reinomägi , Andra	University of Tartu, Estonia	1.3 Presenter
Reyes , Fernando	Universidad del Desarrollo, Chile	5.4
Reza , Md. Hasan	Indiana University South Bend, United States of America	6.2
Rhodes , Emily	Chapin Hall at the University of Chicago	Interactive Poster session
Roelen , Keetie	Institute of Development Studies; University of Sussex, United Kingdom	3.8 , 5.8 Presenter, 6.5 Presenter
Rogers , Joanna	Partnership for Every Child, Russia; P4EC Russia, Russian Federation; Oxford Policy Management	1.1 , 5.6 Presenter
Rosić , Jasmina	Social Protection Institute of the Republic of Slovenia	6.3
Rothwell , David	Oregon State University, United States of America	5.3 Presenter
Ruggiero , Roberta	University of Geneva, Switzerland; Centre for Children's Rights Studies – University of Geneva	1.3 Presenter, 2.7 Presenter
Ruiz-Casares , Mónica	McGill University, Canada	Interactive Poster session , 1.1 Presenter, 5.5 Presenter, 6.1
Runcan , Patricia	West University of Timișoara, Romania	3.5
Runcan , Remus	West University of Timișoara, Romania	3.5
Ryu , Jeong-Hee	Korea Institute for Health and Social Affairs	6.3
Ryu , Seongryeol	Baekseok University	6.3
Safojan , Romina	Social Policy Research Institute (SPRI); Tilburg University	2.5

Author(s)	Organization(s)	Session
Santos , Daniel	University of São Paulo, Department of Economy, São Paulo, Brazil	4.3
Sarriera , Jorge Castellá	Federal University of Rio Grande do Sul	2.4
Sauri , Josue	El Colegio de México AC, Mexico	2.4 Presenter
Savahl , Shazly	University of the Western Cape, South Africa	1.4, 2.1, 3.2, 4.5 Presenter, 5.2, 6.3 Presenter, 7.2
Schaumann , Nina Theresa	Goethe University Frankfurt, Germany	6.6 Presenter
Scott , Susan	McGill University, Canada	5.5
Shields-Haas , Laura Jeanne	Tulane University, United States of America	3.8
Shimoni , Edna	Israel Bureau of Statistics	2.4 Presenter
Shunary , Tali	Hebrew University of Jerusalem	5.1
Silke , charlotte	Child & Family Research Centre; NUI Galway	5.8 Presenter
Sincovich , Alanna	University of Adelaide, School of Public Health, Adelaide, Australia; Telethon Kids Institute, University of Western Australia, Perth, Australia	1.7 Presenter, 4.3 Presenter
Sindi , Ingrid	Tallinn University, Estonia	Interactive Poster session, 3.7 Presenter
Sinisaar , Hede	Ministry of Social Affairs, Estonia; Tallinn University	1.5 Presenter
Sitjes , Rosa	Universitat de Girona, Spain	3.4
Sitjes Figueras , Maria Rosa	University of Girona	5.1
Skattebol , Jennifer	University of NSW, Australia	4.1
Smith , Annie	McCreary Centre Society, Canada	1.1, 2.7, 4.5, 5.8, 6.2, 6.5, 7.1
Soo , Kadri	University of Tartu, Estonia	2.7 Presenter
Spilsbury , James C.	Case Western Reserve University, USA	3.1
Spiteri , Rachel	University of Malta	4.2
Ssennono , V	Uganda Bureau of Statistics	2.5
Stadtmüller , Sven	Frankfurt University of Applied Sciences, Germany	4.1 Presenter, 6.8 Presenter
Stegemann , Tim	German Children Fund/ Deutsches Kinderhilfswerk e.V., Germany	6.3 Presenter
Stoecklin , Daniel	University of Geneva	7.2
Street , Martina	University of Manchester, United Kingdom	4.3 Presenter
Streimann , Karin	National Institute for Health Development, Estonia; School of Governance, Law and Society, Tallinn University, Estonia	3.6 Presenter
Strelhow , Miriam Raquel Wachholz	University of São Paulo	2.4 Presenter
Strömpl , Judit	Tartu University, Estonia	3.7, 4.6 Presenter
Strouse , Gabrielle A.	University of South Dakota	2.2, 3.2
Strózik , Dorota	Poznań University of Economics and Business, Poland	Interactive Poster session

Author(s)	Organization(s)	Session
Stróżik , Tomasz	Poznań University of Economics and Business, Poland	Interactive Poster session Presenter
Sulaiman , Sabri	University of Malaya, Malaysia	6.2 Presenter
Sultan , Aysel	Goethe University Frankfurt	5.7
Takahashi , Mutsuko	Kibi International University, Japan	3.8 Presenter
Tari-Keresztes , Noemi	University of Malta	4.2
Telesca , Vito	University of Basilicata, Italy	Interactive Poster session Presenter
Thombs , Brett	McGill University, Canada	5.5
Toikka , Enna Sinikka	University of Turku, Finland	1.4 Presenter
Toros , Karmen	Tallinn University, Estonia	Interactive Poster session Presenter, 3.7
Trummal , Aire	National Institute for Health Development, Estonia	3.6
Tully , Mark	Ulster University, United Kingdom	3.4
Turnbull , Deborah	University of Adelaide, Australia	6.4
Tuukkanen , Terhi	Office of the Ombudsman for Children, Finland	7.1 Presenter
Twesigye , B	Uganda Bureau of Statistics	2.5
Uyan Semerci , Pınar	Bilgi University	5.2
Van Buuren , Stef	University of Utrecht	4.3
Van Laethem , Karen	National Commission on the Rights of the Child, Belgium	2.7 Presenter, 4.6 Presenter
Vandenhole , Wouter	University of Antwerp, Belgium	Plenary Presenter
Vanderplasschen , Wouter	Ghent University, Belgium	6.6
Vaqué , Cristina	University of Vic Spain	5.2
Varela , Jorge J.	Universidad del Desarrollo, Chile	2.1 , Presenter, 5.4 Presenter
Vashishta , Rakhi	Center for Alcohol Policy Research, La Trobe University	2.6
Victor , Cebotari	UNICEF office of research, Florence	3.8
Wang , Chin-Wan	National Taiwan University, Taiwan	1.3
Wilke , Dina J.	Florida State University, United States of America	3.5
Wilmes , Johanna	Goethe University of Frankfurt, Germany	2.1
Witten , Heidi Kim	University of the Western Cape, South Africa	4.5 , 1.4 Presenter
Wouters , Edwin	University of Antwerp, Belgium, Belgium	Interactive Poster session
Wright , Laura	University of Edinburgh, UK	1.1
Yaikin , Tamara	Universidad del Desarrollo, Chile	5.4
Yan , Fang	UNICEF China Office	Interactive Poster session
Yoo , Joan	Seoul National University	1.3 , 4.5
Yoo , Min Sang	National Youth Policy Institution, Korea, Republic of (South Korea)	1.3 Presenter, 1.3 , 6.3 Presenter
Zaiane , Linda	German Children Fund/ Deutsches Kinderhilfswerk e.V., Germany	6.3 Presenter

Author(s)	Organization(s)	Session
Zaman , Muhammad	Quaid-i-Azam University Islamabad	2.2
Zangari , Wellington	University of São Paulo	2.4
Zanon , Cristian	Universidade Federal do Rio Grande do Sul, Department of Developmental Psychology and Personality, Porto Alegre, Brazil	4.3