



SCHUBERT CENTER
FOR CHILD STUDIES

How Children View Their Worlds: Children's Subjective Well-Being in 19 Countries with Sabine Andresen and Asher Ben-Arieh

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Comparing children's lives and well-being



The Whats Whys and Hows of learning from children

Why is learning from children important?

The changing context of child welfare

Recent changes and shifts in our understanding of children's well being

How did the view towards children changed?

New normative and theoretical advancements.

Changes in the technical and methodological ability to study children's well-being

What can we learn from children?

Children's worlds- A comparative view



Changing Contexts

Or **Why** should we learn from children

The way we understand well-being today is different than what we thought in the past.

Child saving

Child development



Child welfare

Child well-being



The First Shift - From Survival and Basic Needs to Development and Well-Being

- Much attention has been paid to children's physical survival and basic needs – and for good reasons. The result was the focus on saving children.
- Infant and child mortality, school enrollment and dropout, immunizations, and childhood disease are all examples of measures of well being in regard to basic needs.

But now the definition of well being moved from supplying minimums, as in saving a life, to a focus on quality of life.



The Second shift - From Negative to Positive

- The **absence** of problems or failures does not necessarily indicate proper growth and success.
- Understanding well being as absence of risk factors or negative behaviors is not the same as focusing on **protective factors** or **positive behaviors**.

The challenge is to develop a concept that holds societies accountable for more than the safe warehousing of children and youth.



The Third Shift - From Well-Becoming to Well-Being

- In contrast to the **immediacy** of *well-being*, *well-becoming* describes **a future focus** (i.e., preparing children to be productive and happy adults).
- The conventional preoccupation with the next generation is a preoccupation of adults.
- Focusing on preparing children to become citizens suggests that they are not citizens during childhood.

Both perspectives are legitimate and necessary. However, the emergence of the child-centered perspective, introduced new ideas and energy to the child well being concept:

Anyone interested in children and childhood should also be interested in the present as well as future childhood.



The Fourth Shift –

Incorporating children rights and beyond

- Although inspired and to some extent guided by the child rights movement, the new concept of well being goes **beyond the concept of rights**.
- Perhaps the most crucial difference is the standard used to measure children's status. **Children's well-being** is normally focused on **what is desired**, but **rights monitoring** addresses **legally established minimums**.
- Monitoring rights and monitoring well-being also share a focus on child-centered indicators, ones that can be measured at the level of the child. Such indicators draw attention to the actual situation of children.



The Fifth Shift - From an adult to a child perspective

When these changes were taken into account, efforts to study children's well-being had to ask the following questions:

What are children doing?

What do children contribute?

What do children need?

What do children have?

What do children think and feel?

To whom or what are children connected and related?

Answering such questions demanded a better picture of children as human beings in their present life including the positive aspects of it. To better answer such questions, the field had to focus on **children's daily lives, which is something children know most about.**



But **How** did it happen?

I would argue that this change in context is the consequence of two major sources:

- **New normative and theoretical advancements.**
- **Changes in the technical and methodological ability to study children's well-being.**

I will now turn to discuss these sources of change.



“New” Normative and Theoretical Approaches

Theories and normative approaches to children welfare abound. Many have contributed to the changing context and many more continue to do so.

Yet, I singled out three such approaches that influenced the changing child welfare context, these include:

The ecological theories of child development

The normative concept of children’s rights

The new sociology of childhood as a stage in and of itself



New Methodological and Technical developments

Just as new theories contributed to the new context of children's well being, three methodological perspectives have done the same:

The call for using the child as the unit of observation

The emerging importance of subjective perspectives

The expanded use of administrative data and the
Growing variety of data sources.



What can we learn from children?



The research

1 General information: Children's Worlds

2 How do we compare SWB?

3 How do children's SWB differ across countries?

4 Discussion



Data collection in Nepal



Children's Worlds is a world-wide research survey on children's subjective well-being and daily activities.

Pilot 2011-2012

- ~ 35,000 children
- Ages 8, 10 & 12
- 14 countries.
- Goal was 1,000 kids per age group per country
- Convenience sample
- Included countries with less children
- Not all countries had the 3 age groups



Extended pilot 2011-2012 : Non-representative samples

of participants

Country	8 y.o	10 y.o	12 y.o	total
Algeria	594	435	428	1457
Brazil	1173	1293	1005	3471
Canada	261	144	-	405
Chile	1052	693	827	2572
England	-	-	1141	1141
Israel	1034	992	998	3024
South Korea	2746	2652	2602	8000
Nepal	-	295	-	295
Romania	1041	927	1354	3322
Rwanda	-	295	-	295
South Africa	-	-	1002	1002
Spain	-	-	5727	5727
Uganda	-	1000	1035	2035
USA (South Dakota)	522	502	784	1808
Total	8423	9228	16903	34554

Full Survey 2013-2104

- **54,000** children. ~ **18,000** per age group
- **15** countries from different continents, varied cultures, diverse religions, distinct development and different types of welfare states.
- A representative sample of the entire country or federal region.
 - **The entire country**: England, Estonia, Ethiopia, Israel, Nepal, Norway, Romania, South Korea.
 - **Federal region**: Algeria (El Bayedh , Tlemcen and Oran), Colombia (Antioquia), Germany (Thuringia, Hesse, Baden-Wurttemberg and North Rhine-Westphalia) Poland (Wielkopolska), South Africa (Western Cape), Spain (Catalonia), Turkey (Istanbul).



Full Survey 2013-2104

- Sample was based on mainstream schools, and therefore did not include special education schools and etc.
- Sampling strategy varied from country to country, subject to the characteristics of each.
- To ensure the quality of the sample each sample plan, prepared by the local teams, was reviewed and approved in advance by a 'sample committee' comprised of four experts.



Full survey 2013-2014 – representative samples.

of participants

Country	8 Y.O	10 Y.O	12 Y.O	Total
Algeria	1385	1216	1359	3960
Colombia	1003	1071	1007	3081
England	990	989	1319	3298
Estonia	1131	1034	1033	3198
Ethiopia	1000	1000	1000	3000
Germany	1069	1143	851	3063
Israel	1004	1030	954	2988
Nepal	1073	1073	1073	3219
Norway	977	1033	1000	3010
Poland	1078	1156	1038	3272
Romania	1422	1424	1561	4407
South Africa	1032	1109	1143	3283
South Korea	2323	2323	2607	7253
Spain	1066	1082	1717	3865
Turkey	1045	1079	1029	3153
Total	17598	17762	18691	54051



Various Subjective Well-being Measures

- **Happiness**

How happy have you been during last 2 weeks (1 item, 0 to 10 point)

- **Life Satisfaction**

- Student Life Satisfaction Scale (SLSS, 4 items, 0 to 10 point)

- Personal Well-being Index School Children (PWI, 9 items, 0 to 10 point)

- **Positive Affect**

Russel's Core Affect (short-version, 6 items, 0 to 10 point)



Three different approaches to comparisons

What should we compare?

Inequalities of well-being

Means or mean ranks

% with low well-being

Linked to three different goals

Reduce inequality

Increase average happiness or satisfaction

Reduce misery



Are comparisons meaningful?

Linguistic issues: Do words, phrases, statements and questions mean the same in different languages?

Cultural response issues: Do children (and people in general) tend to respond differently to the same types of response options in different countries or cultures?

Research on adult subjective well-being has attempted to tackle these issues through several means, including:

- Demonstrating correlations between macro indicators and mean national subjective well-being. But do we have enough countries and what are the salient macro indicators?
- Using ‘anchoring vignettes’ within questionnaires. For the future?



Where does that leave us?

Comparing means (or % with low well-being or inequalities) between countries is potentially useful, if we can explain the reasons for variation

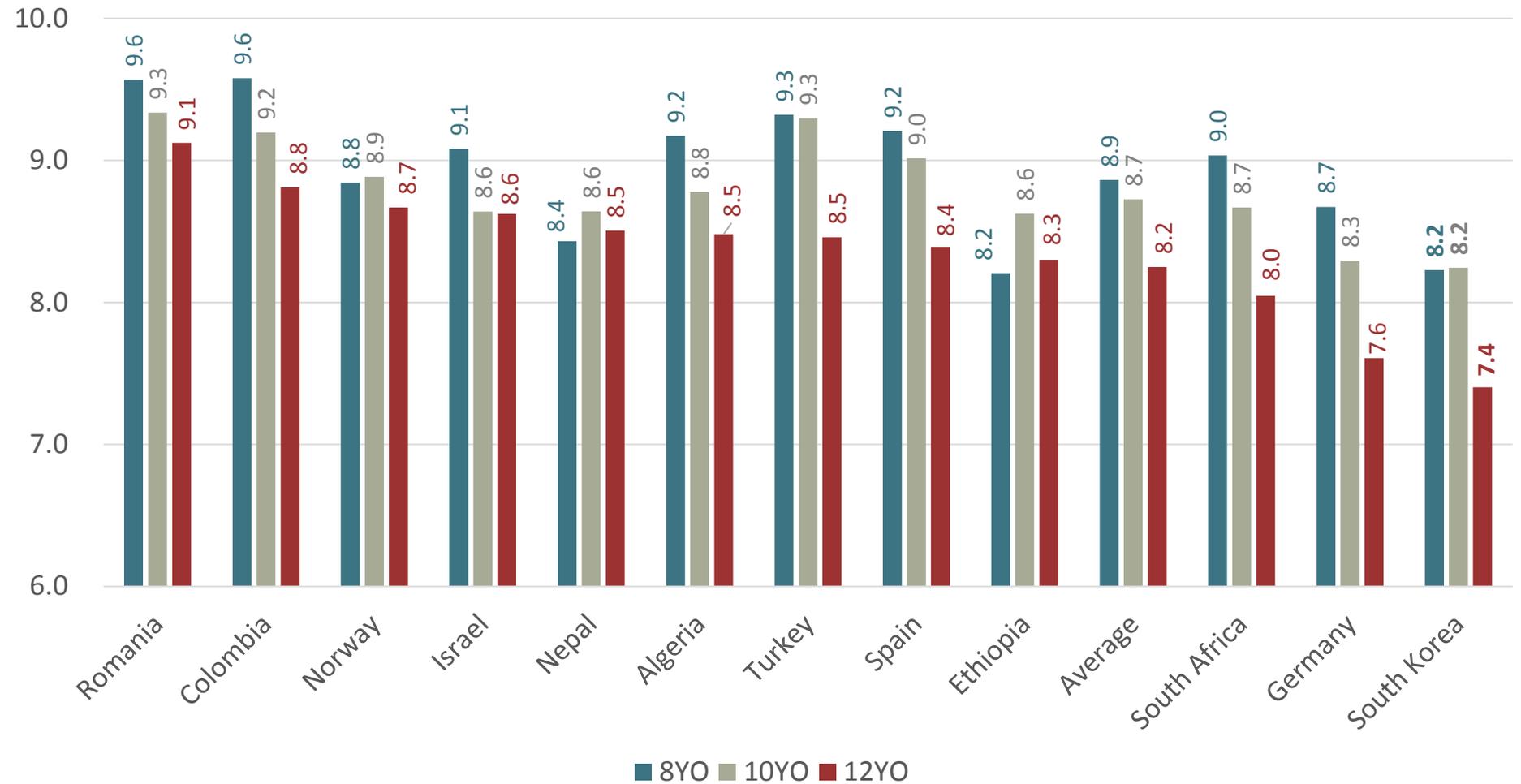
But, in addition:

- We can use the mean scores in other useful comparative ways
- Most (80% to 90%) of the variation is within countries not between countries, so we can look at that in a comparative way too
- There are other types of comparative analysis we can do including:
 - Looking at relative positive and negative aspects of life
 - Looking at sub-group differences
- There are other important topics covered in the survey – bullying, time use, children's rights.

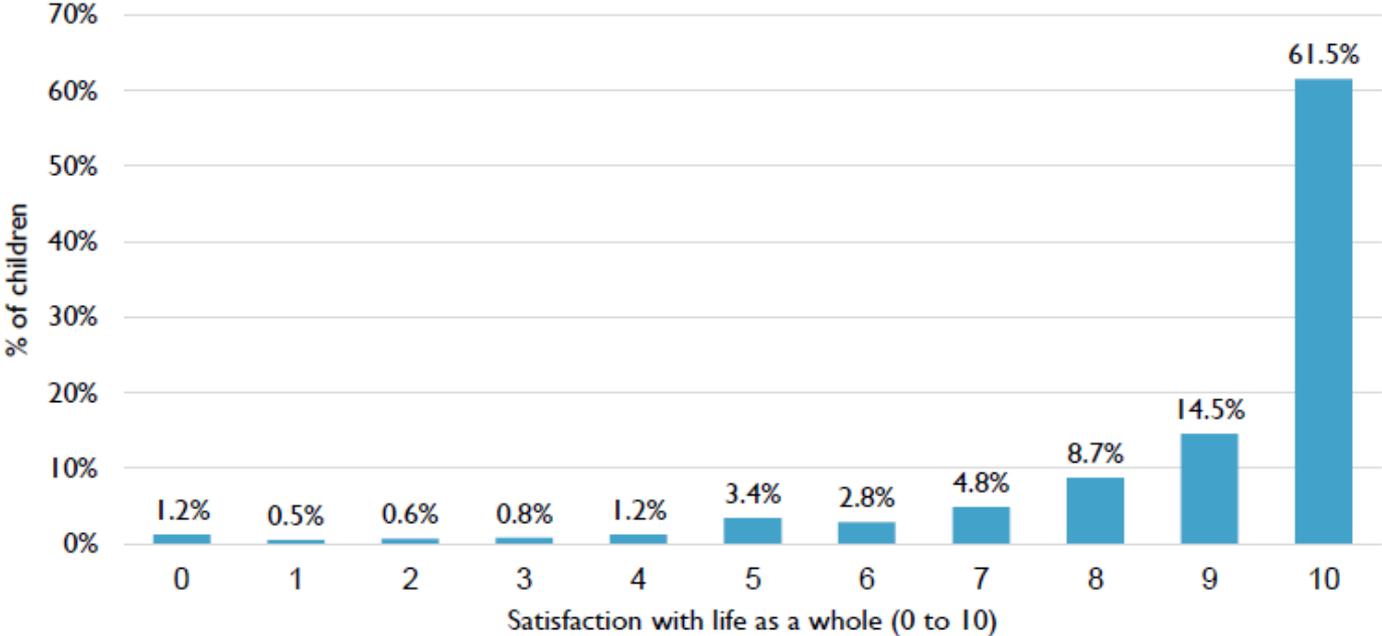


Happiness: (1 item, 0-10, 11point scale)

(Overall, how happy have you been feeling during the last two weeks?)



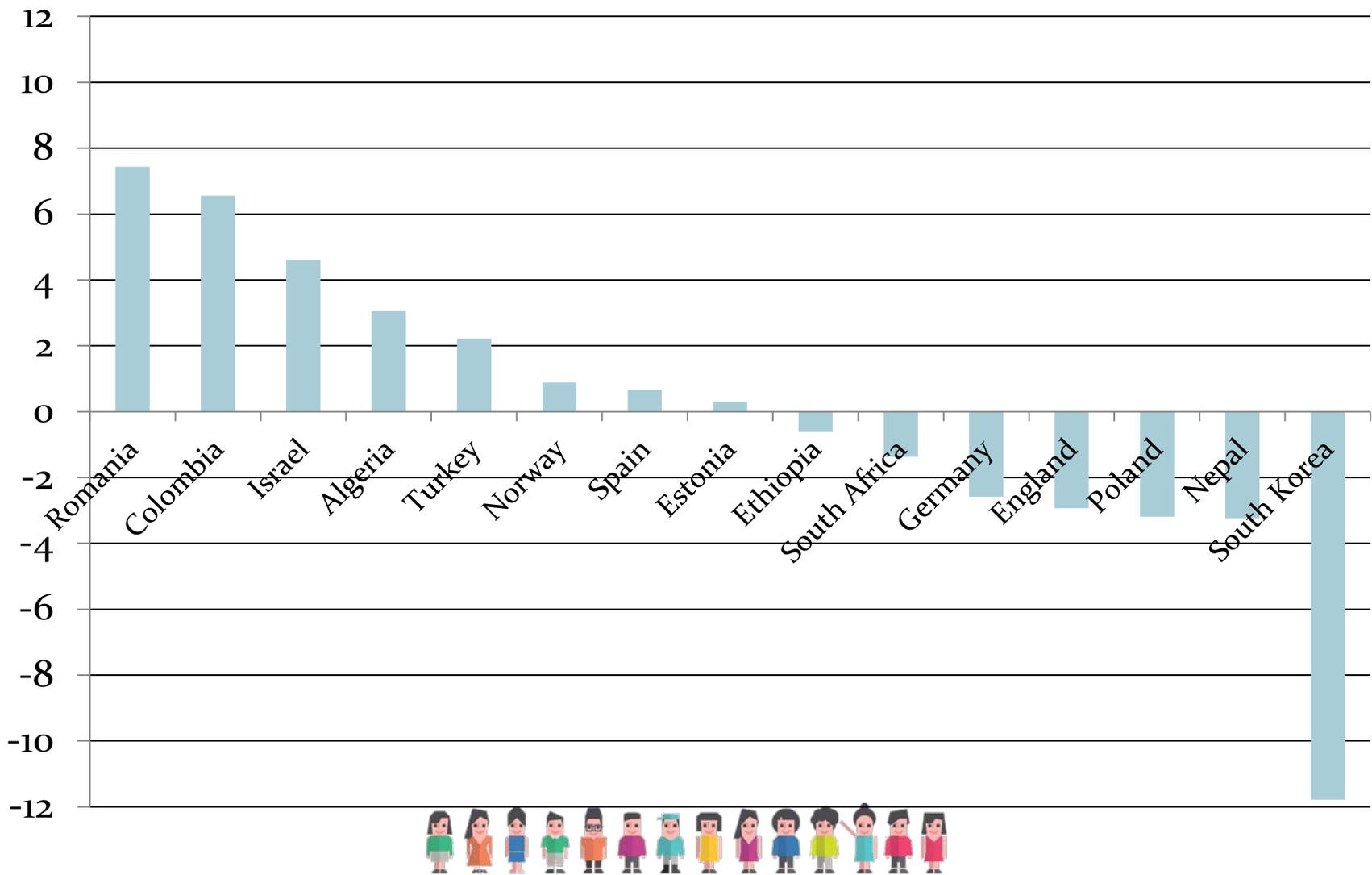
Distribution of life satisfaction



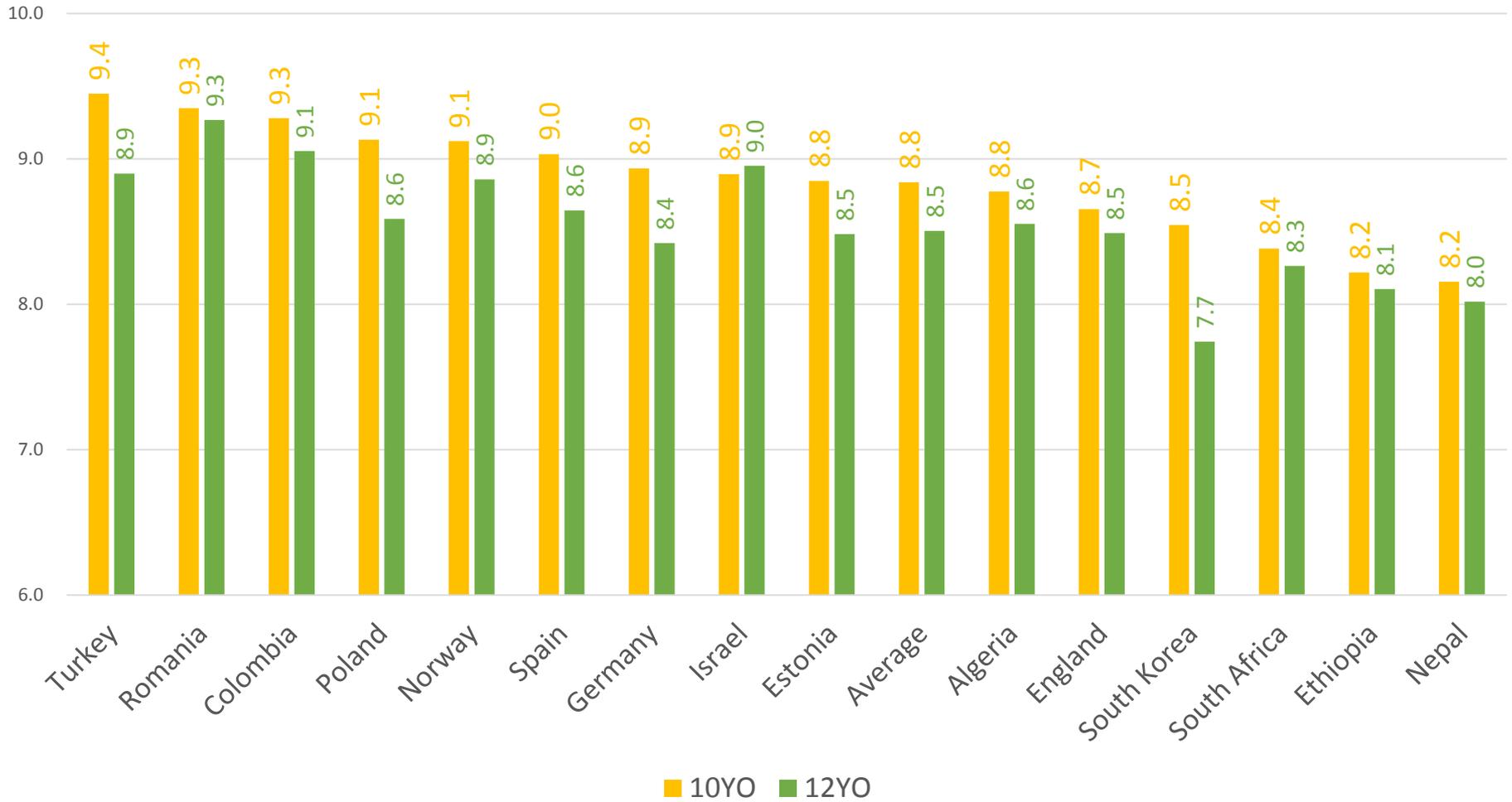
12 year-old

Life as a whole

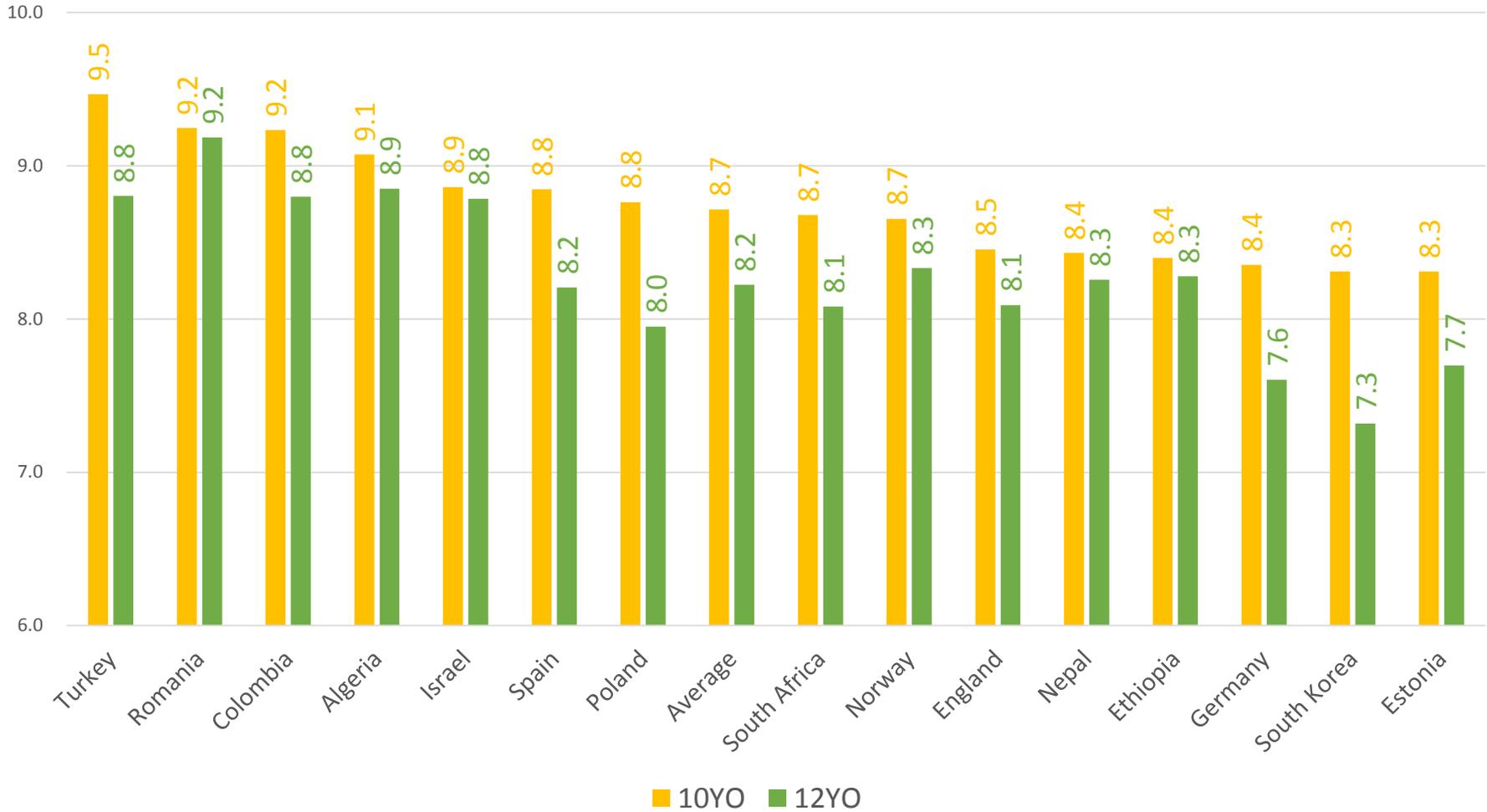
Comparison with the average of the total sample



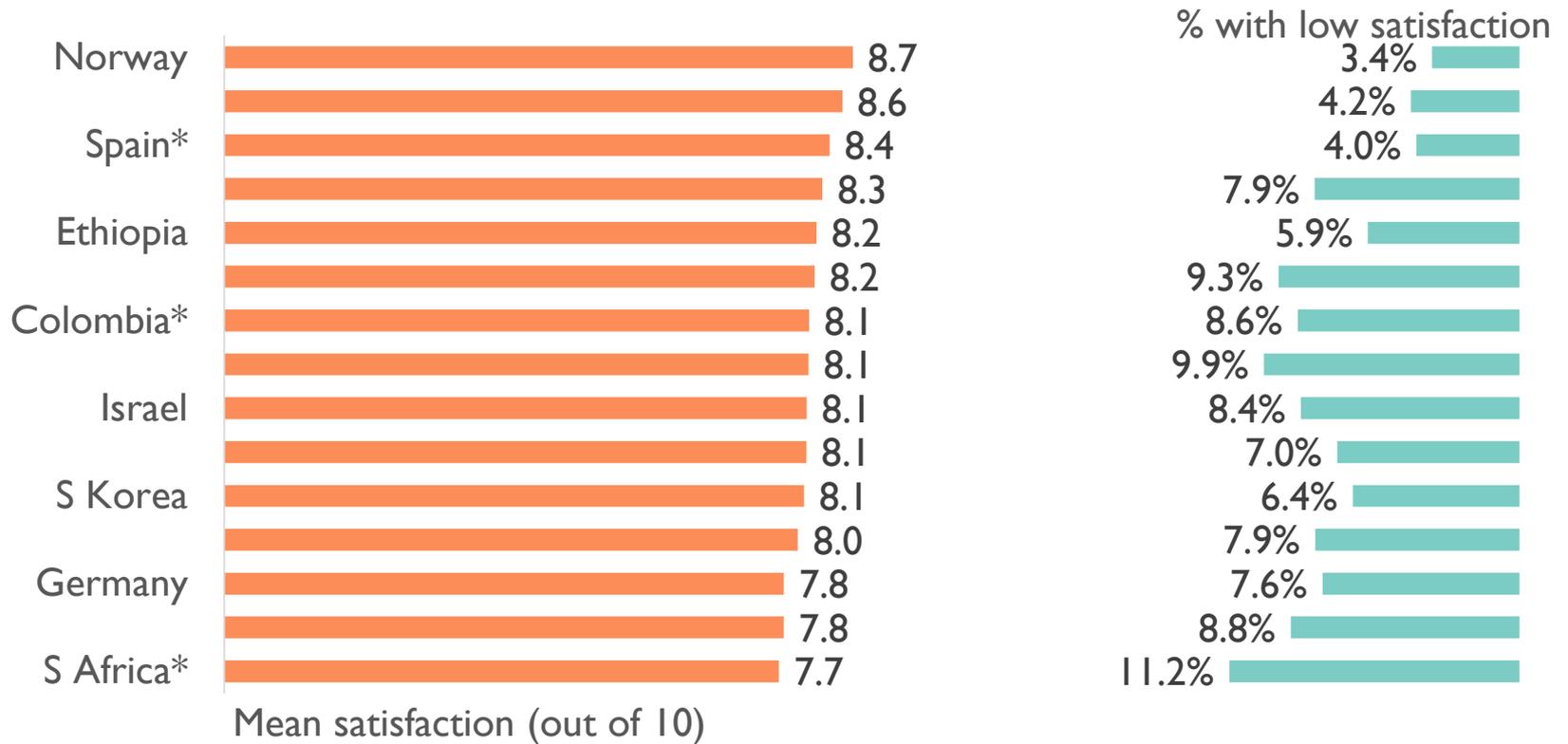
Life Satisfaction: PWI (9 items, 0-10, 11point scale)



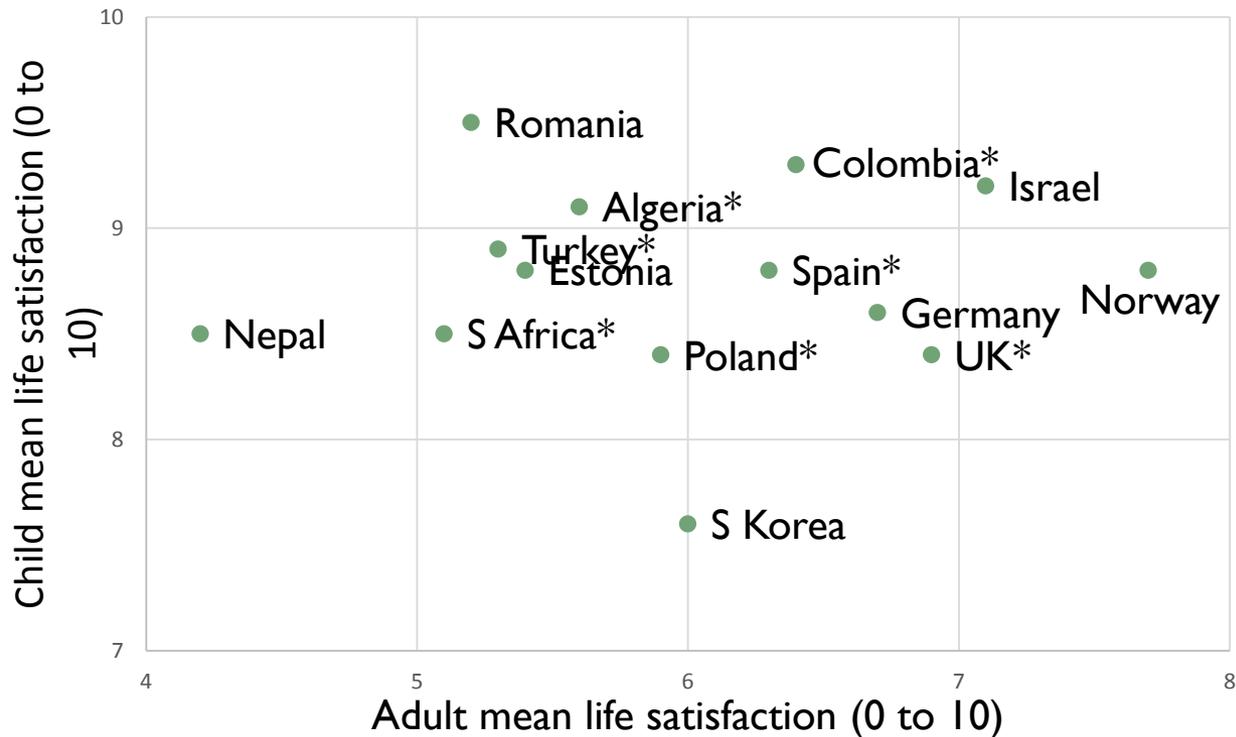
Emotion: Positive Affect (6 items, 0-10, 11point scale)



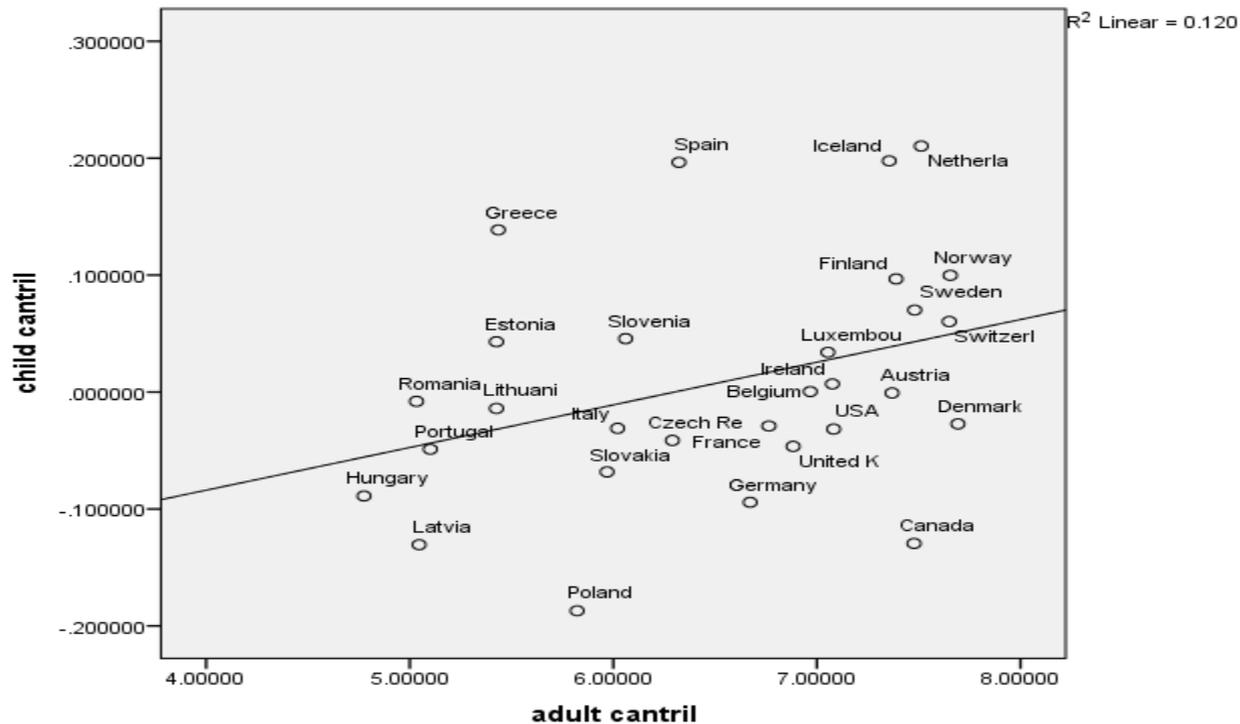
Satisfaction with classmates



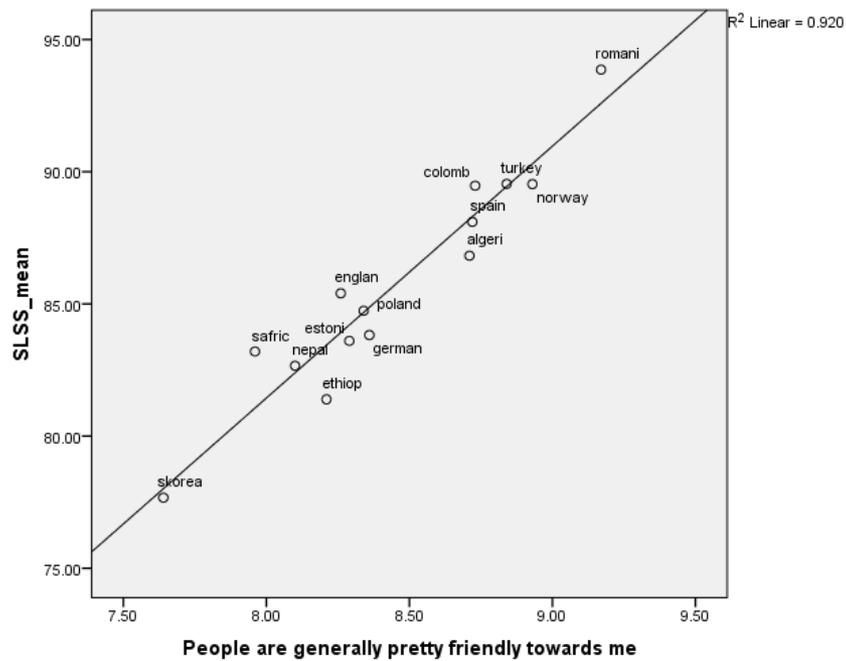
Child and adult life satisfaction



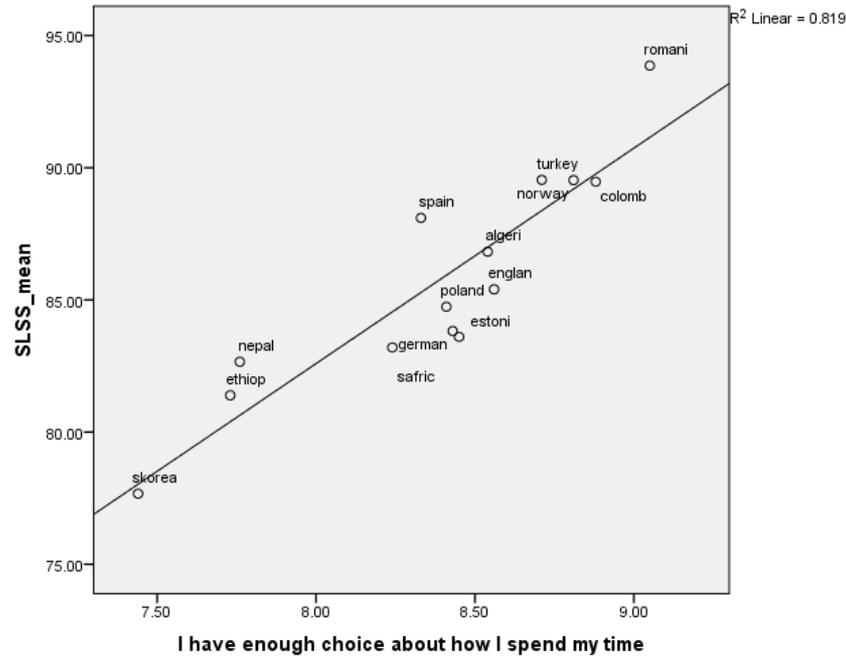
Children's lives different from adults' lives



Child SLSS by people are generally pretty friendly towards me 10 and 12 year olds



Child SLSS by satisfaction with whether you have enough choice about how you use your time. 10 and 12 year olds



Domain Comparison: Various Subjective Well-being domains

Domain Satisfaction

- GDSI: General Domain Satisfaction Index (29 item, 0 to 10 point)
- Eight Domains

Satisfaction with...

Self

Area of Living

Family and home

Interpersonal Relationships

Time management

School

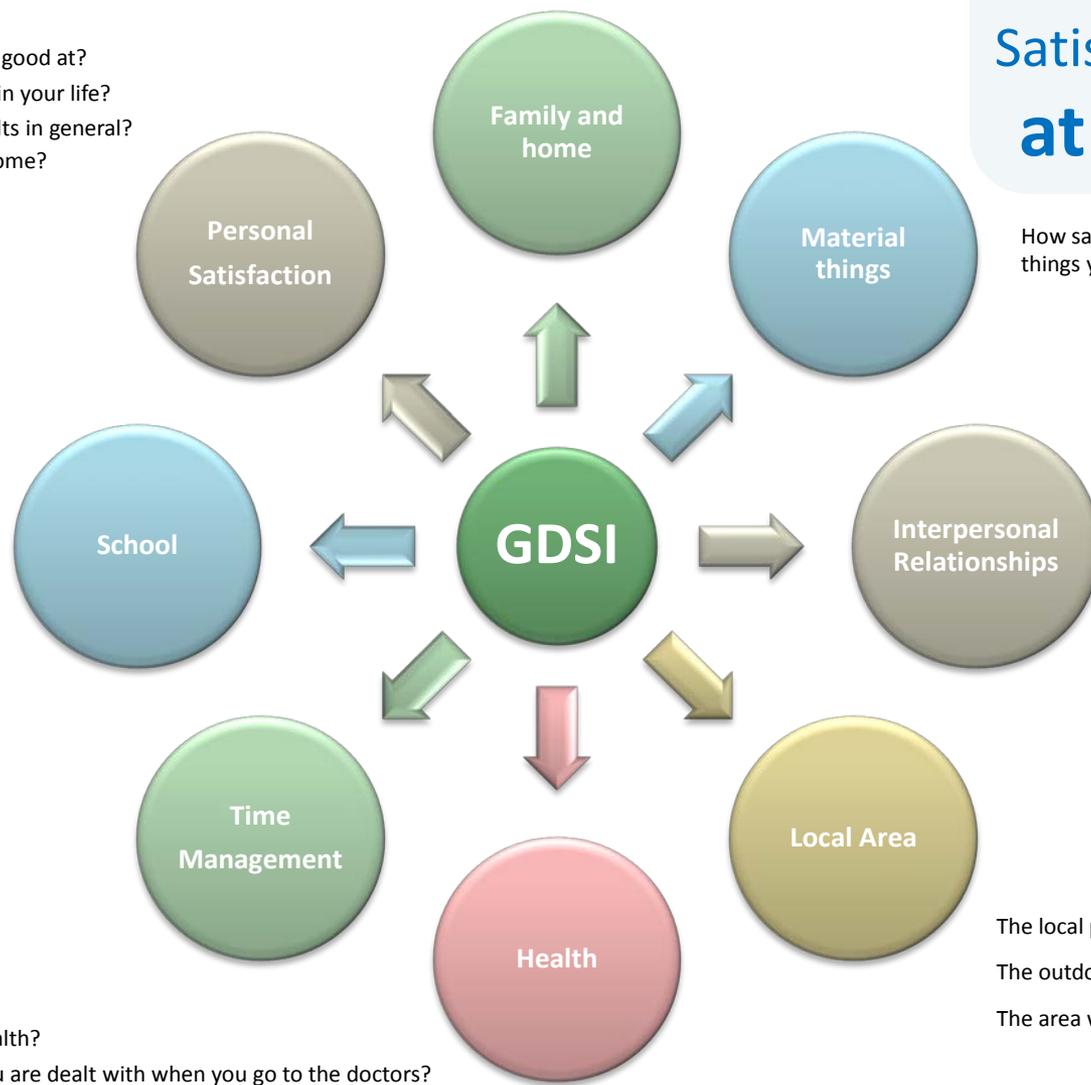
Health

Material Things



GDSI

General Domain Satisfaction Index at a glance



The freedom you have?
The amount of choice you have in life?
The way that you look?
Your self-confidence?
How safe you feel?
With the things you want to be good at?
What may happen to you later in your life?
How you are listened to by adults in general?
Doing things away from your home?

The house or flat where you live?
The people who live with you?
All the other people in your family?
Your family life?

How satisfied are you with all the things you have?

Other children in your class?
Your school marks?
Your school experience?
As a Student?
Things you learned?

Your friends?
The people who live in your area?
Your relationships with people in general?

How do you use your time?
What do you do in your free time?

The local police in your area?
The outdoor areas children can use in your area?
The area where you live in general?

Your health?
How you are dealt with when you go to the doctors?



Dependent variables

Scale	Definition	Items
SLSS	<p>Adapted version of the Student Life Satisfaction Scale</p> <p>11-point scale, from 'Not all agree' to 'Totally agree' is used. 4 items.</p>	<p>◆ Here are five sentences about how you feel about your life as a whole. Please tick a box to say how much you agree with each of the sentences.</p> <ul style="list-style-type: none">• My life is going well• My life is just right• I have a good life• I have what I want in line



Independent variables

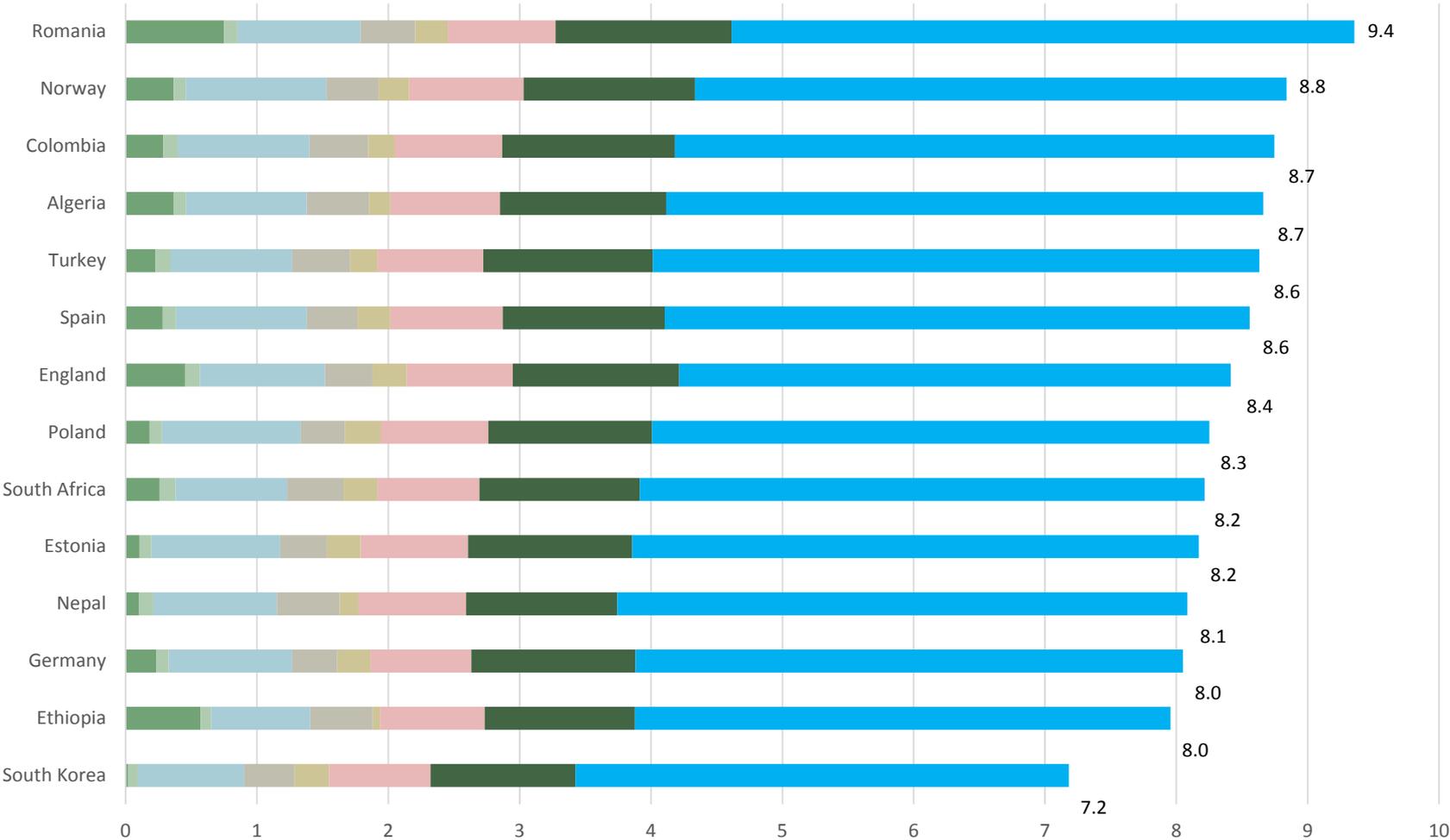
Domains	Definition	Items
Self	Have a positive view of themselves and an identity that is respected	<ul style="list-style-type: none"> • I like being the way I am • I am good at managing my daily responsibilities • People are generally pretty friendly towards me
Environment	Have a safe and suitable home environment and local area	<ul style="list-style-type: none"> • In my area there are enough places to play or to have a good time • I feel safe when I walk around in the area I live in • I feel safe at home • I feel safe at school • I have quiet place to study
Learning	The condition to learn and develop	<ul style="list-style-type: none"> • I feel that I am learning a lot • I like going to school
Leisure	Have opportunities to take part in positive activities to thrive	<ul style="list-style-type: none"> • Participate in organized leisure time activities (like youth movement, scout, ...) • Playing sports or doing exercise • Taking classes outside school time on matters different than at school
Money	Have enough of what matters	<ul style="list-style-type: none"> • Clothes in good condition to go to school in • Access to computer at home • Access to Internet • Mobile phone • Your own room • Books to read for fun • A family car for transportation • Your own stuff to listen to music • A television at home that you can use
Relationships	Have positive relationships with family and friends	<ul style="list-style-type: none"> • My parents (or the people who look after me) listen to me and take what I say into account • My friends are usually nice to me • My parents (or the people who look after me) treat me fairly • My teachers listen to me and take what I say into account • My teachers treat me fairly
Freedom to choose	Have enough choices for time use	<ul style="list-style-type: none"> • I have enough choice about how I spend my time

Results of GDSI at a glance

	FAMILY AND HOME	MATERIAL THINGS	INTERPERSONAL RELATIONSHIPS	THE AREA OF LIVING	HEALTH	TIME MANAGEMENT	SCHOOL	PERSONAL SATISFACTION	GDSI
Romania	115.79	110.49	116.31	114.29	115.60	118.94	112.48	116.54	115.05
Norway	109.26	108.88	116.77	122.35	108.20	102.74	109.04	104.19	110.18
Colombia	107.99	107.91	99.85	102.70	108.35	113.96	108.48	113.12	107.79
Israel	105.68	108.67	108.63	103.34	111.85	108.13	105.45	109.53	107.66
Turkey	109.90	100.74	104.19	102.51	104.38	105.19	100.11	108.61	104.45
Spain	102.18	104.83	110.92	103.65	107.33	102.76	94.55	99.95	103.27
England	101.84	104.72	102.74	103.26	95.90	99.05	95.34	94.64	99.69
Poland	100.59	103.69	94.08	105.33	96.28	97.51	89.47	101.21	98.52
Algeria	102.51	85.59	99.79	87.77	99.90	94.07	110.04	103.59	97.91
Estonia	99.03	100.61	98.01	96.97	94.61	99.88	91.36	97.67	97.27
Germany	97.44	102.53	93.90	96.27	99.20	100.89	84.32	96.93	96.43
South Africa	93.27	98.99	84.10	86.25	100.44	96.31	102.07	96.10	94.69
Nepal	80.12	98.26	89.68	96.92	91.74	89.95	108.69	84.48	92.48
Ethiopia	80.87	73.38	93.57	91.81	90.42	93.93	107.21	93.96	90.64
South Korea	93.53	90.71	87.47	86.55	75.80	76.68	81.41	79.48	83.95



Decomposition of SWB by countries (SLSS)



■ constant+residual
 ■ Explained by: Leisure
 ■ Explained by: Environment
 ■ Explained by: Learning
■ Explained by: Money
 ■ Explained by: Relationship
 ■ Explained by: Freedom to choose
■ Explained by: Self



Different level of influences to 'determine' children's SWB

'Weak' factors

Learning

Money

'Moderate' factors

The 'unexplained'

Leisure

Environment

Relationship

'Strong' factors

Freedom to choose

Self



Data collection in Ethiopia



A few more issues..



Is it about age?

8 year-olds

- The version for children aged 8 was shorter
- Satisfaction items were phrased in term of happiness ('How happy you feel with...')
- A scale of emoticons was used for the these items



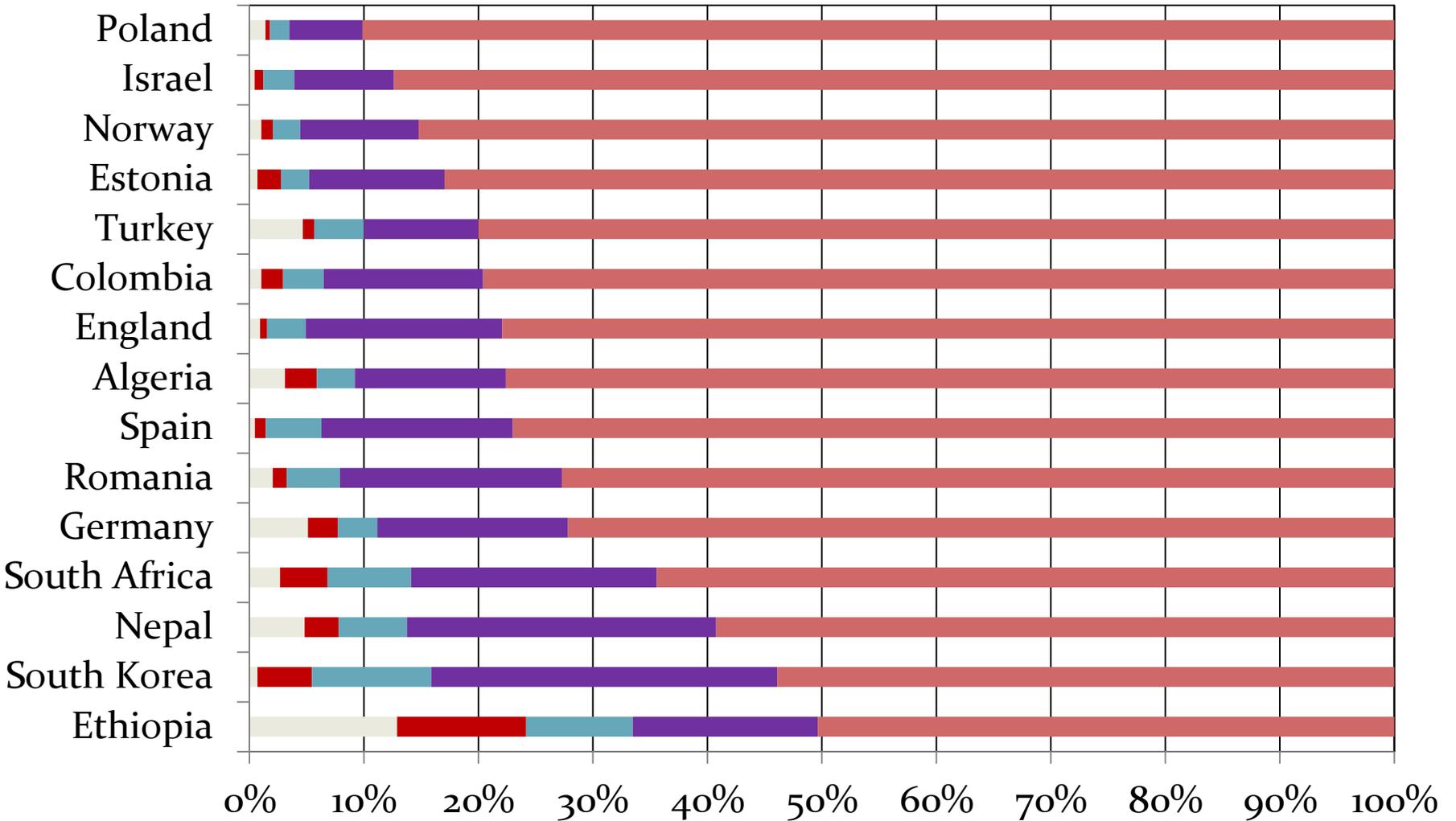
Your home and the people you live with



12 year-olds

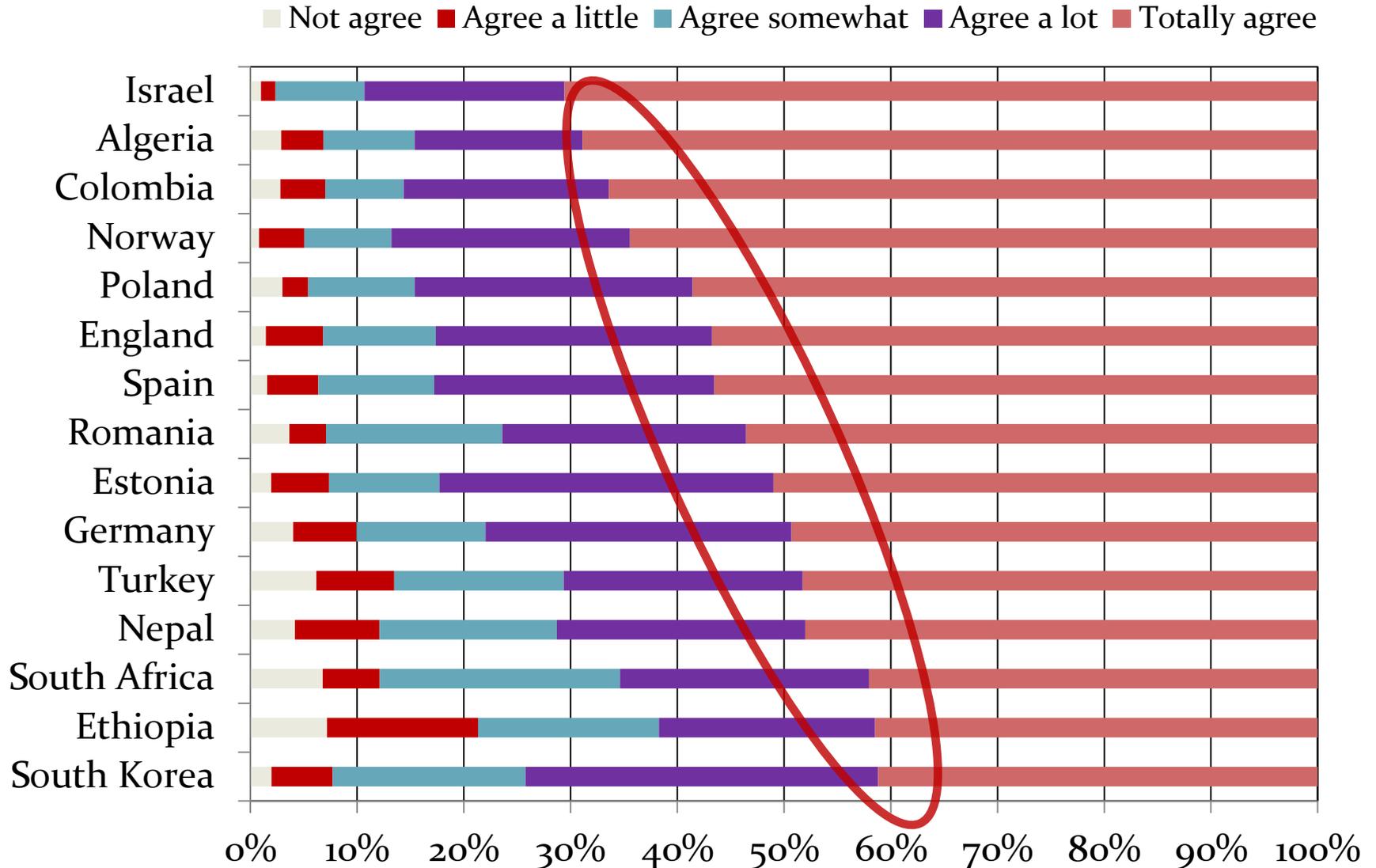
I feel safe at home

Not agree Agree a little Agree somewhat Agree a lot Totally agree

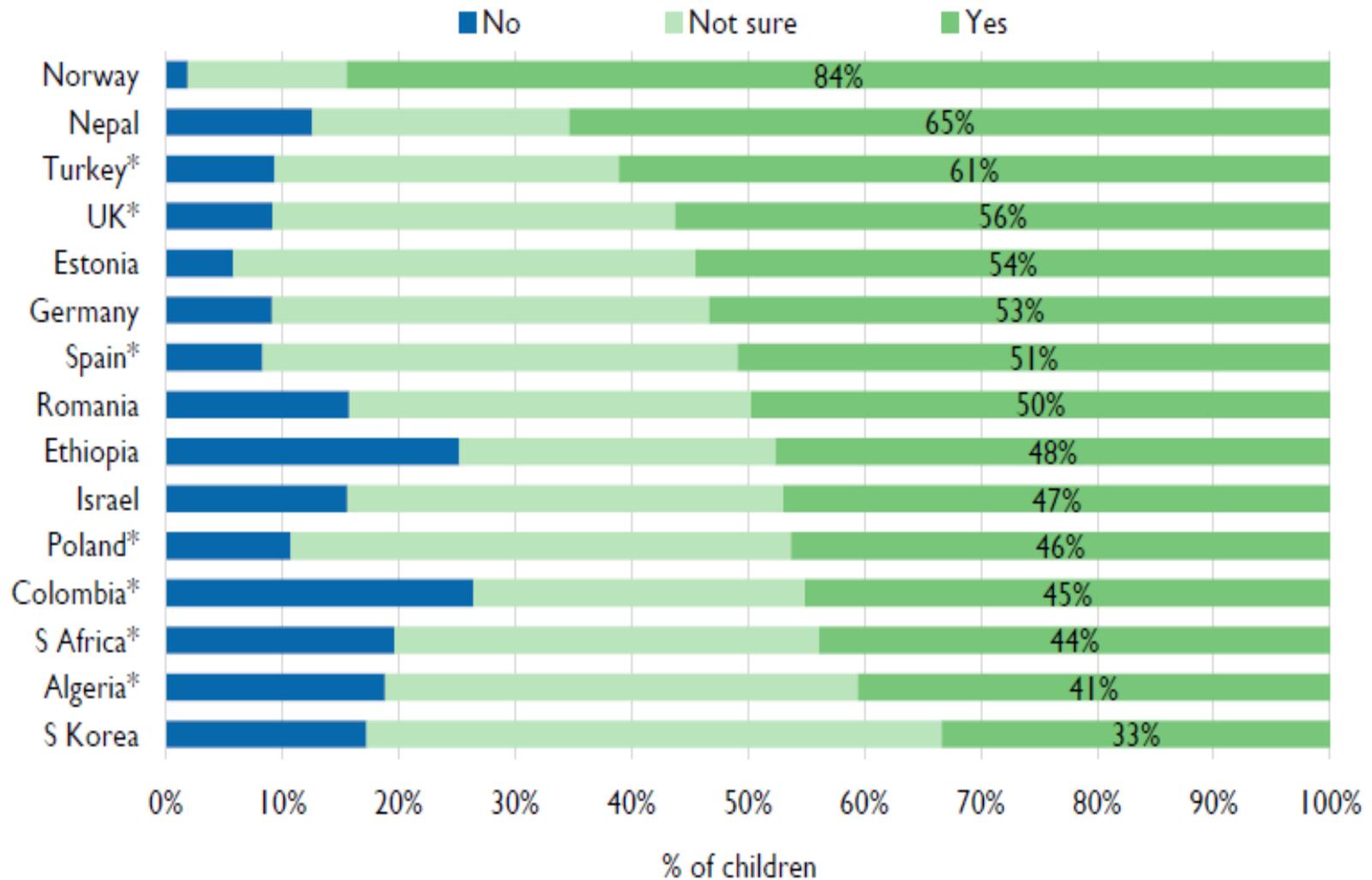


12 year-olds

My parents listen to me and take what I say into account



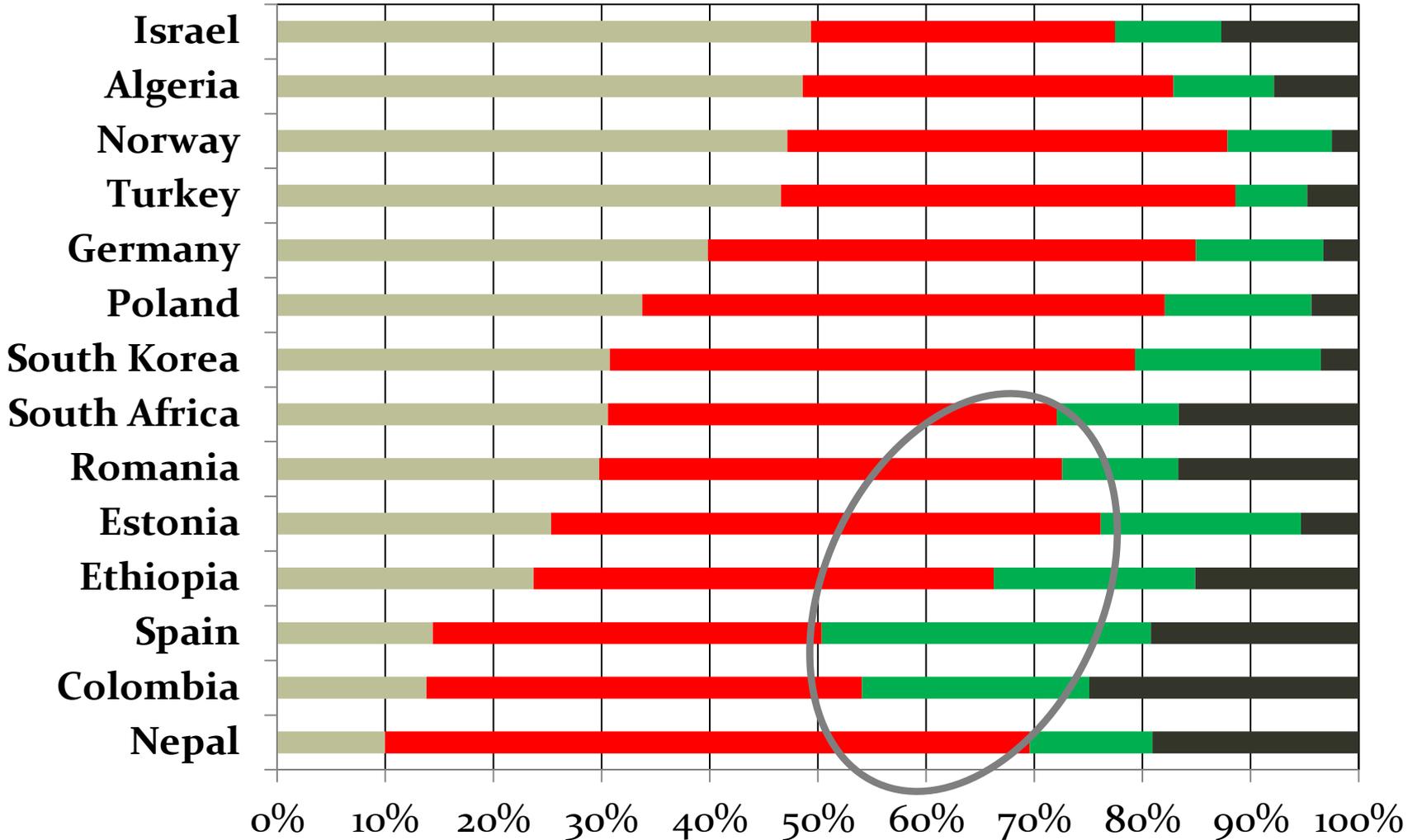
Do adults respect children's rights?



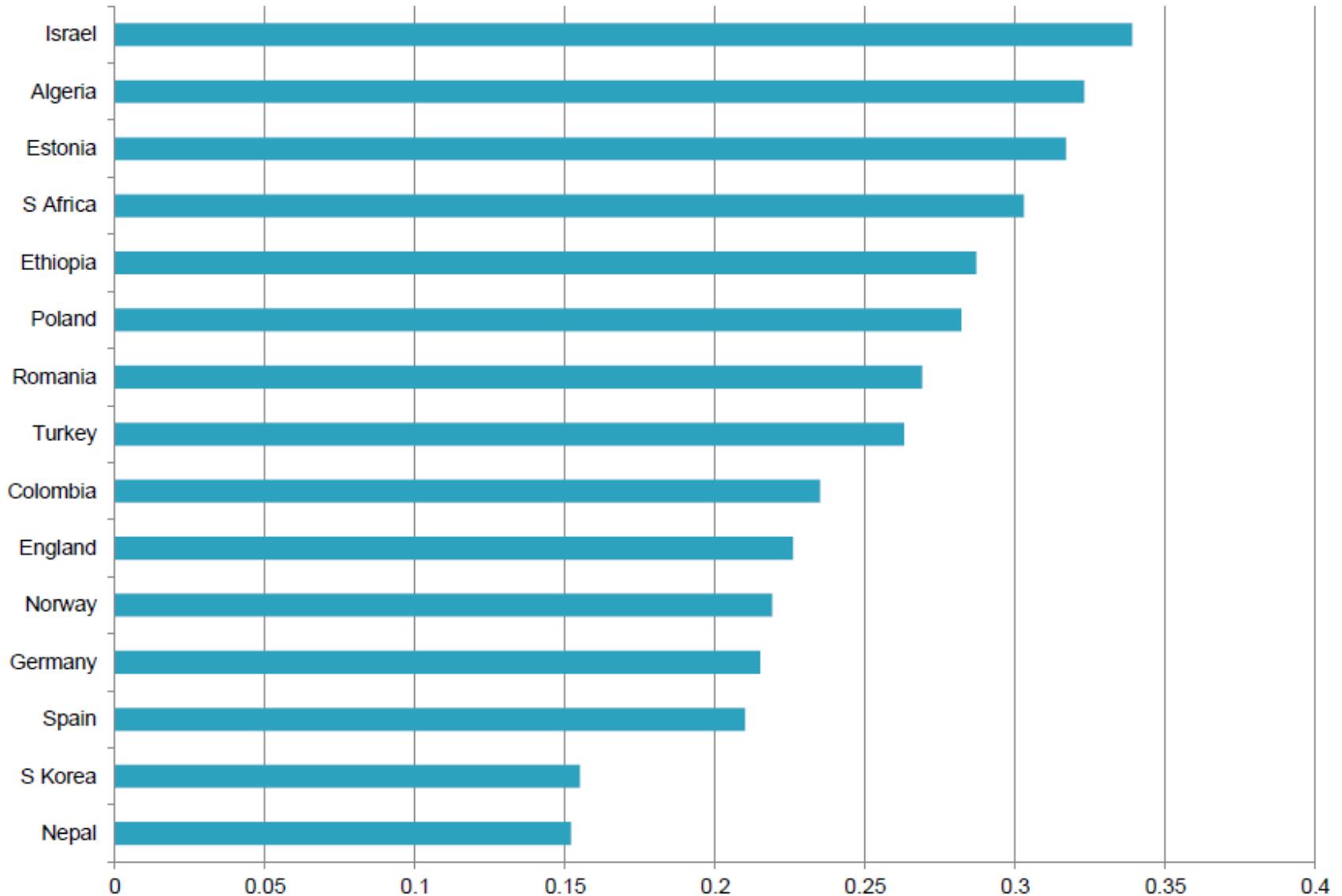
Money and things you have

How often worry about how much money family has

Never Sometimes Often Always

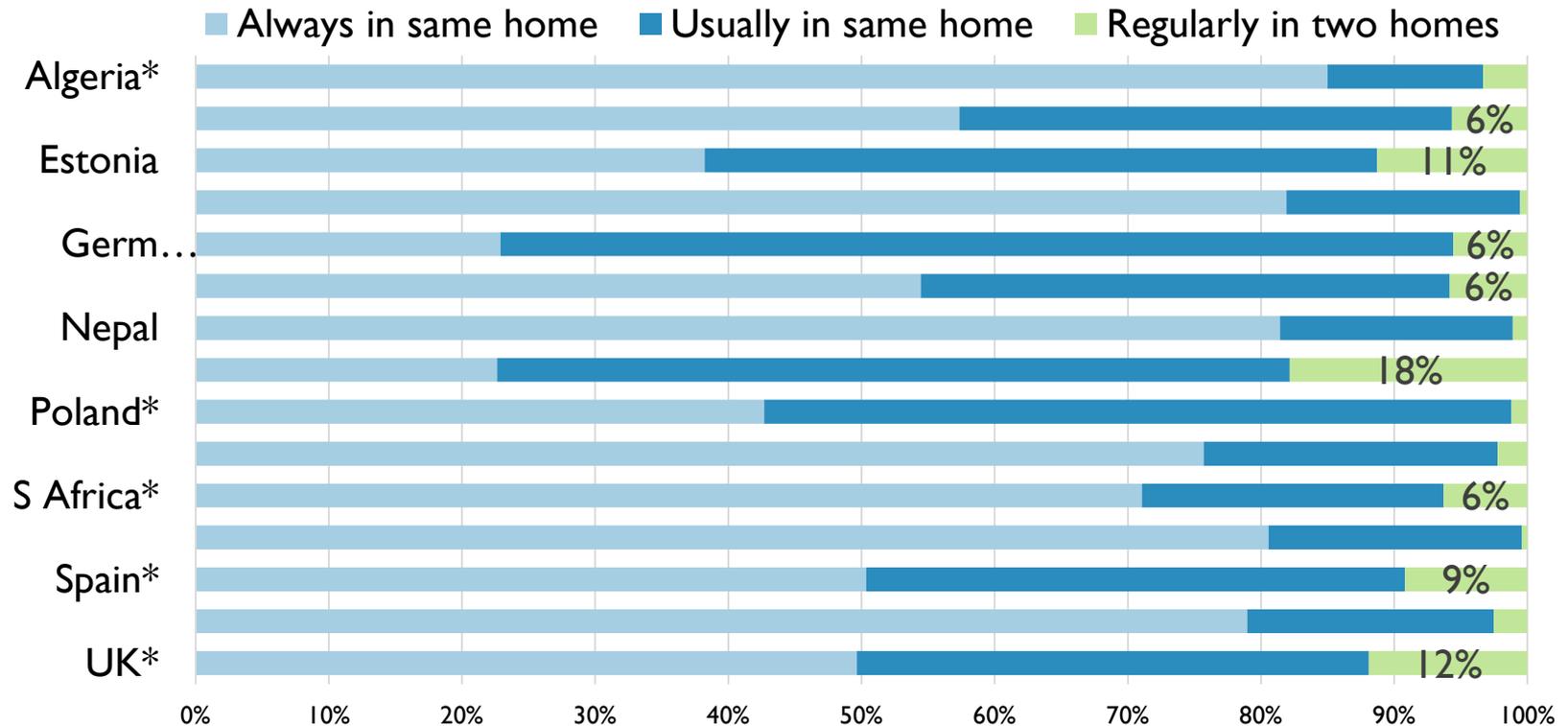


% of variance in PWI explained by lacking material items (beta coefficients)

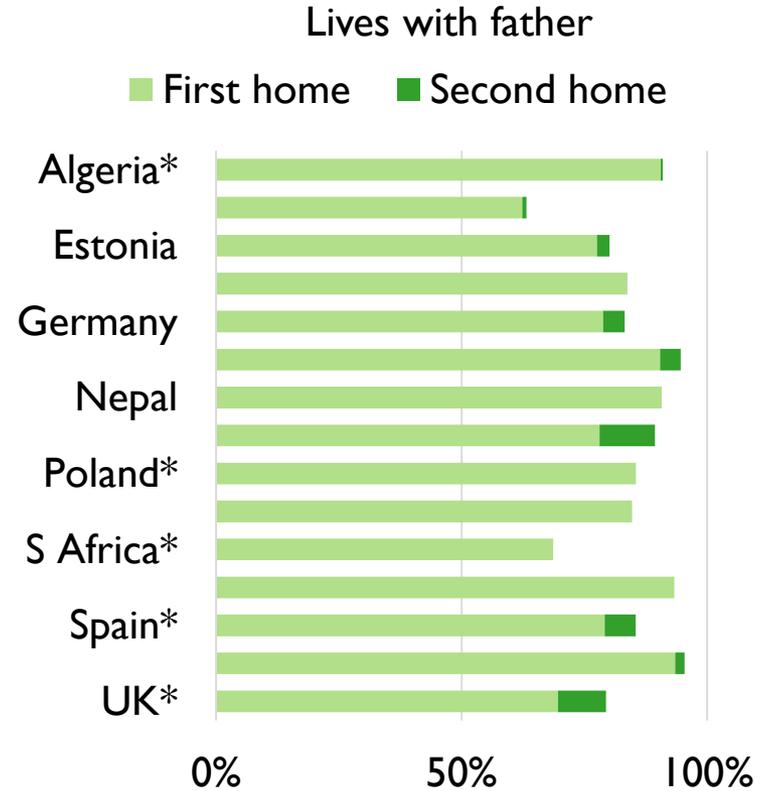
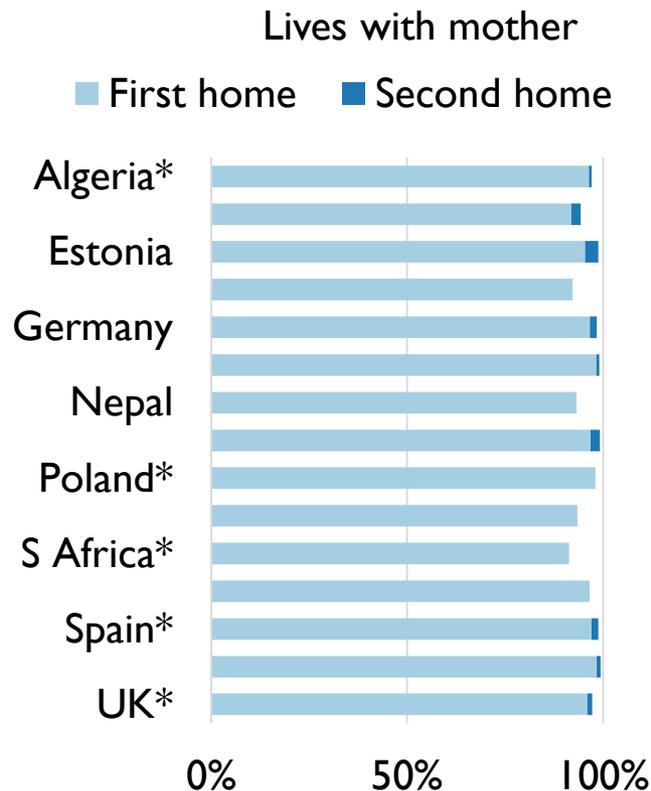


Your friends and other people

Children living in two homes

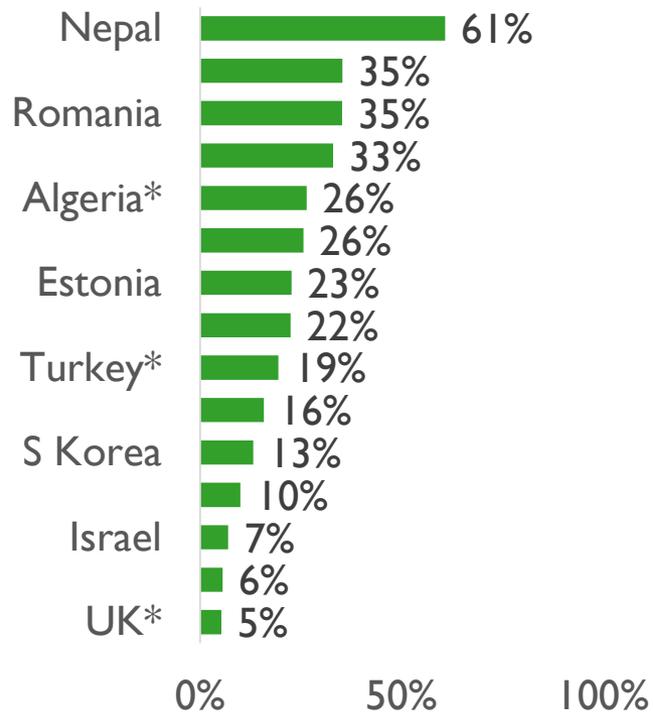


Living with mothers and fathers

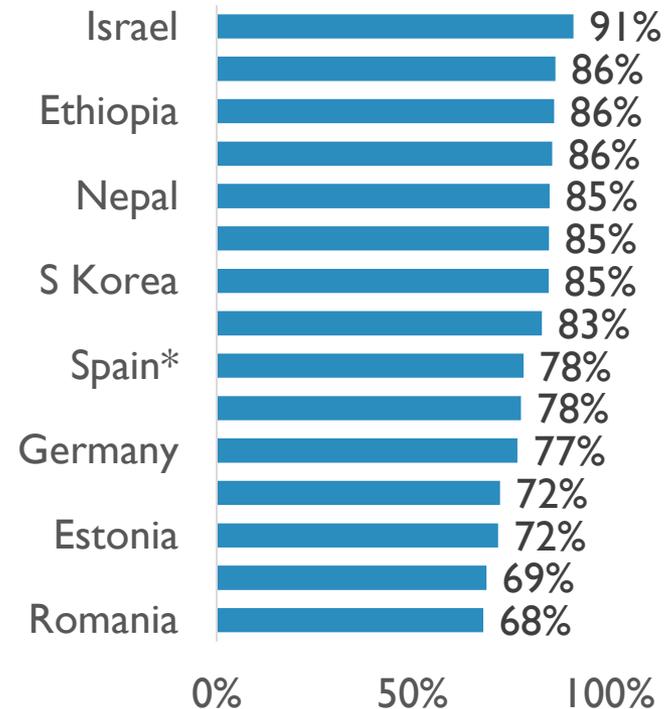


Living with grandparent and siblings

Lives with grandparent(s)



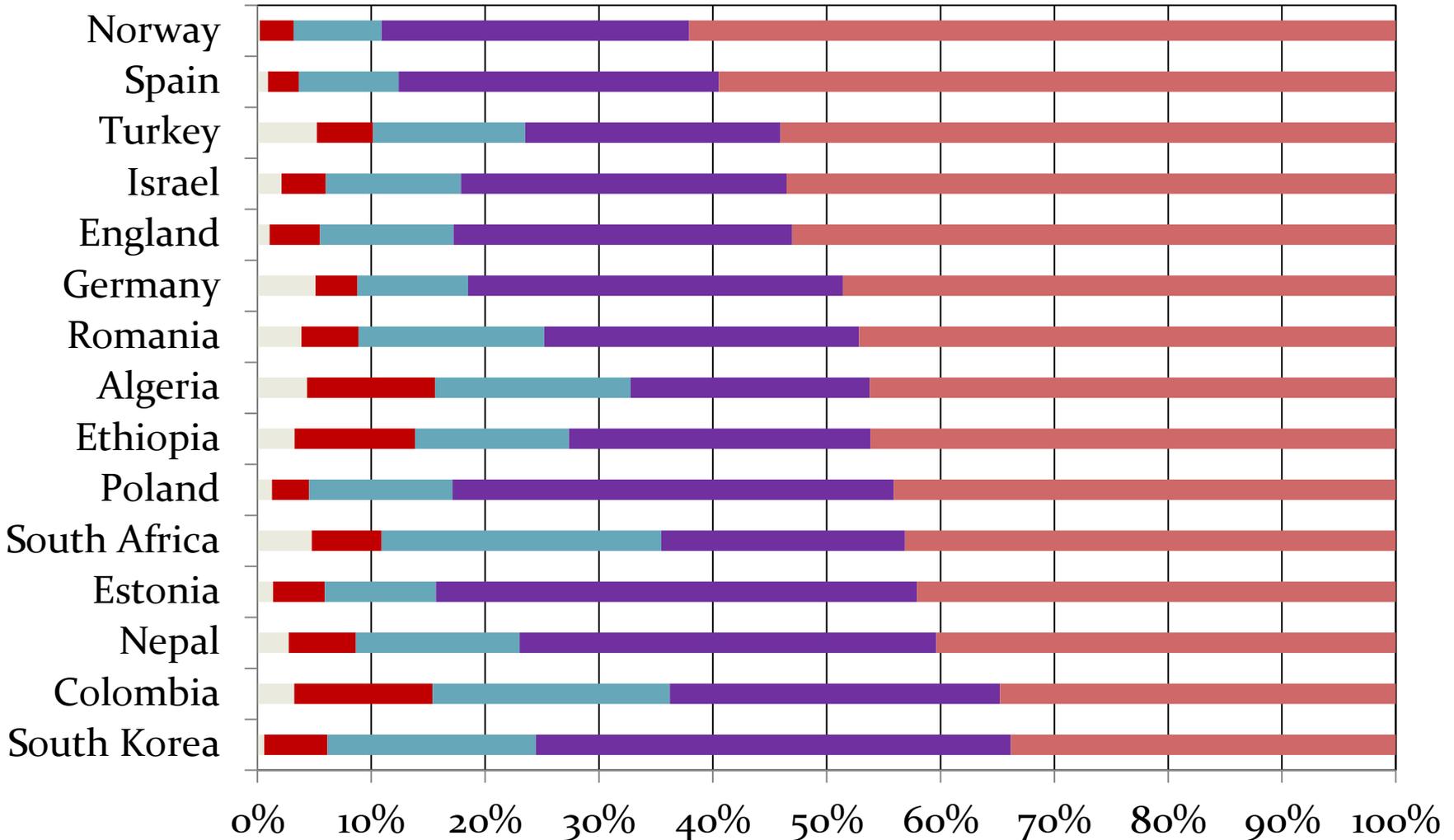
Lives with sibling(s)



12 year-old

My friends are usually nice to me

Not agree Agree a little Agree somewhat Agree a lot Totally agree

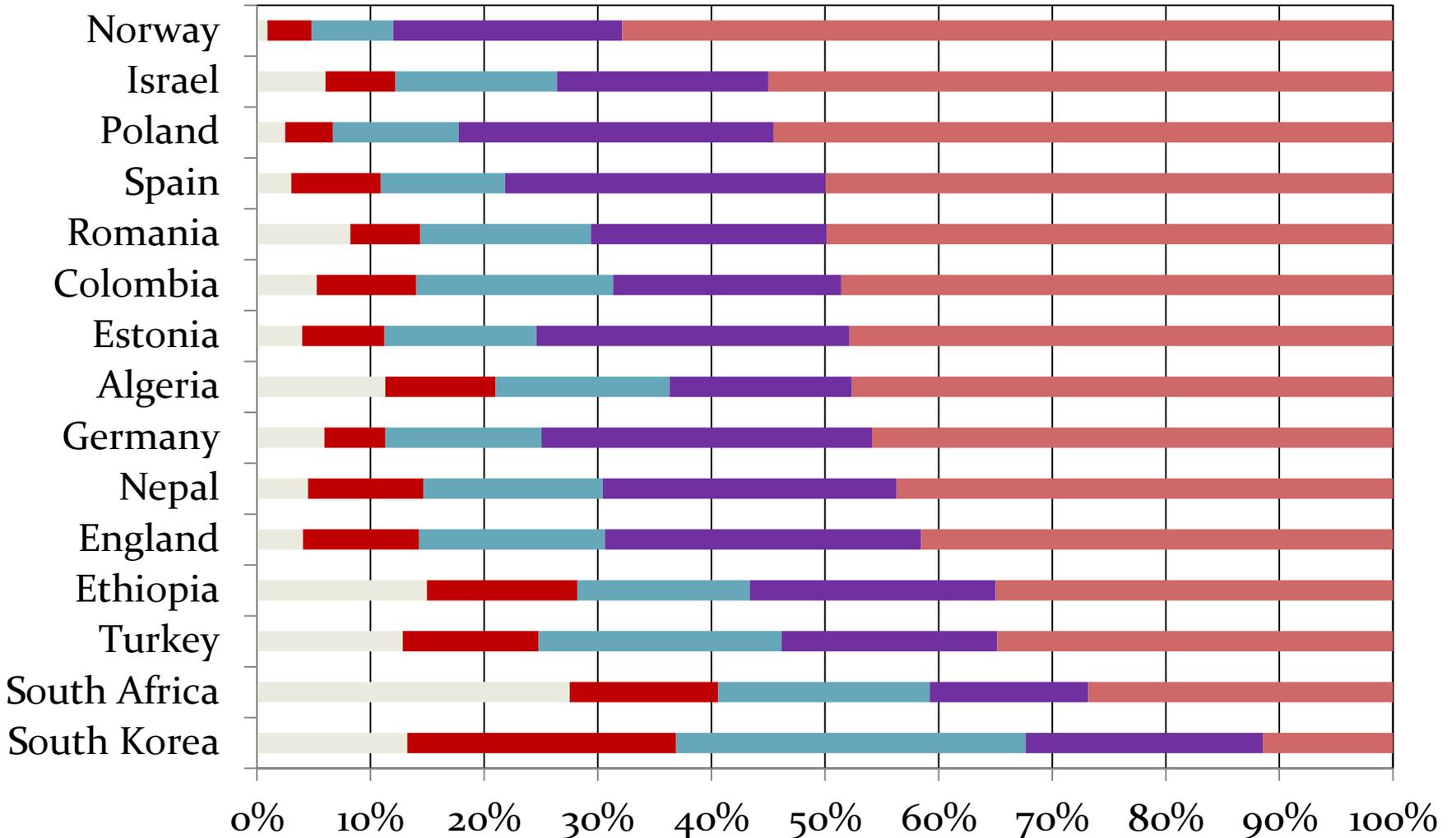


The area you live in

12 year-old

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

Not agree Agree a little Agree somewhat Agree a lot Totally agree



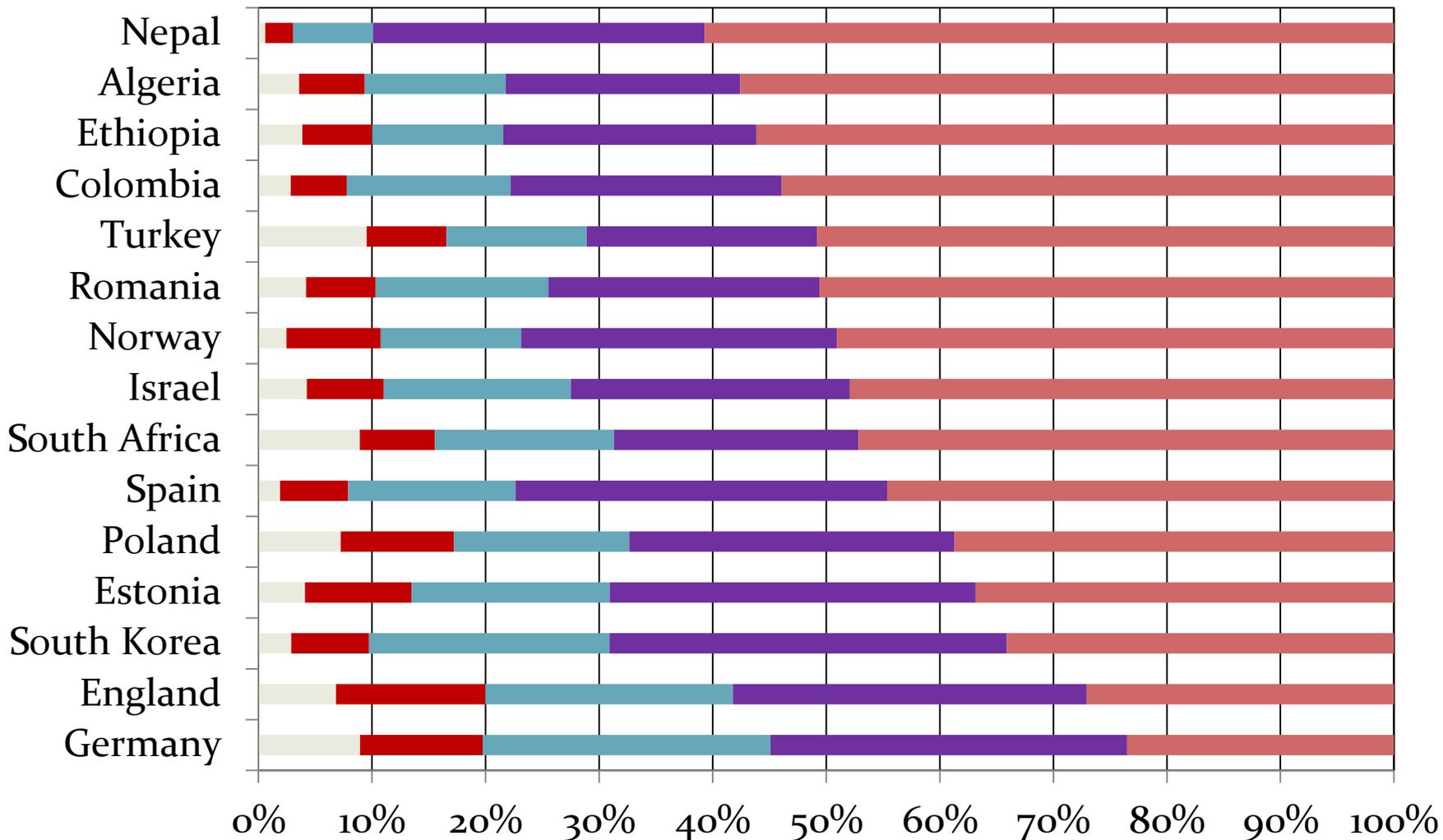
School



12 year-old

My teachers treat me fairly

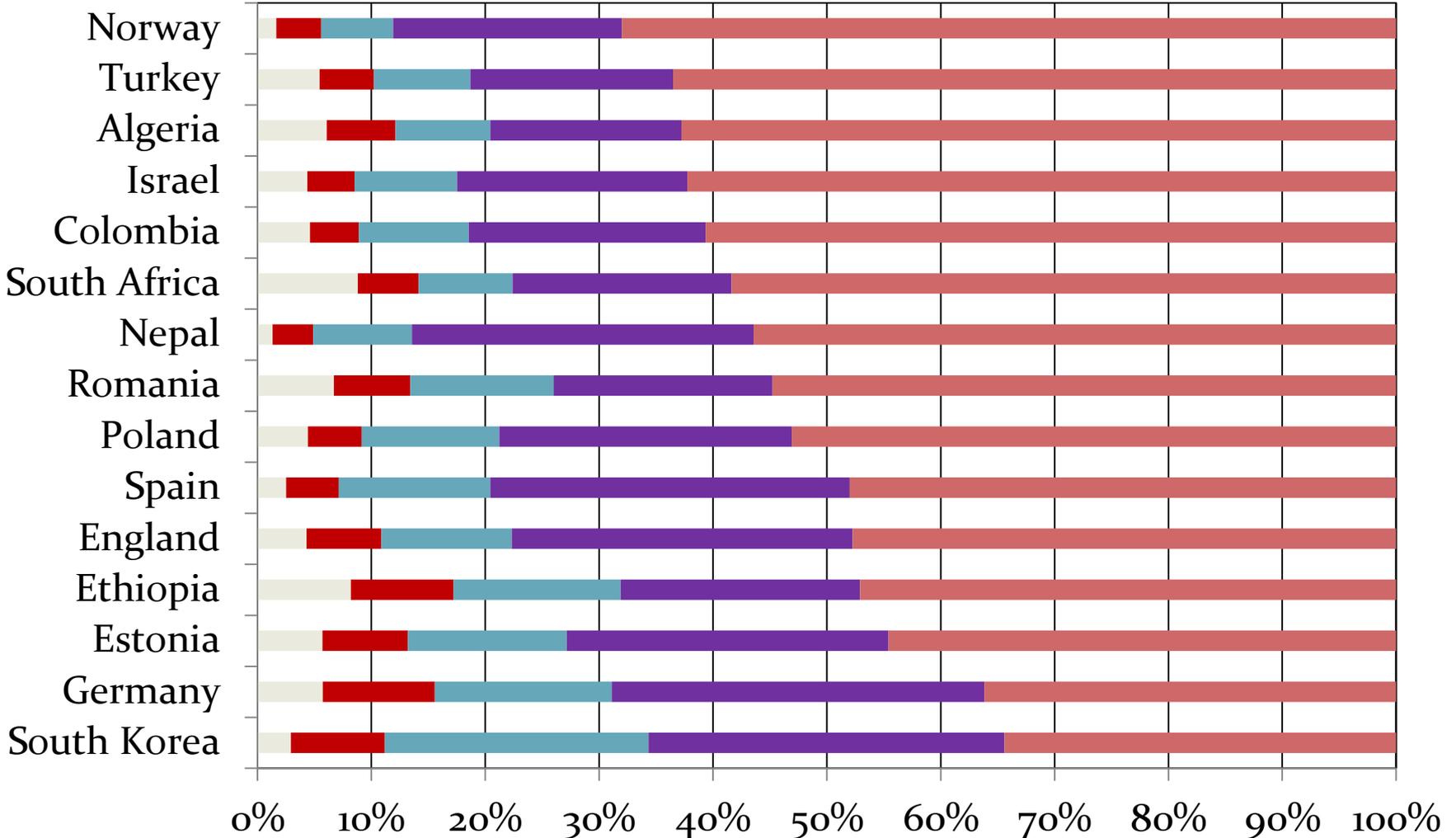
Not agree Agree a little Agree somewhat Agree a lot Totally agree



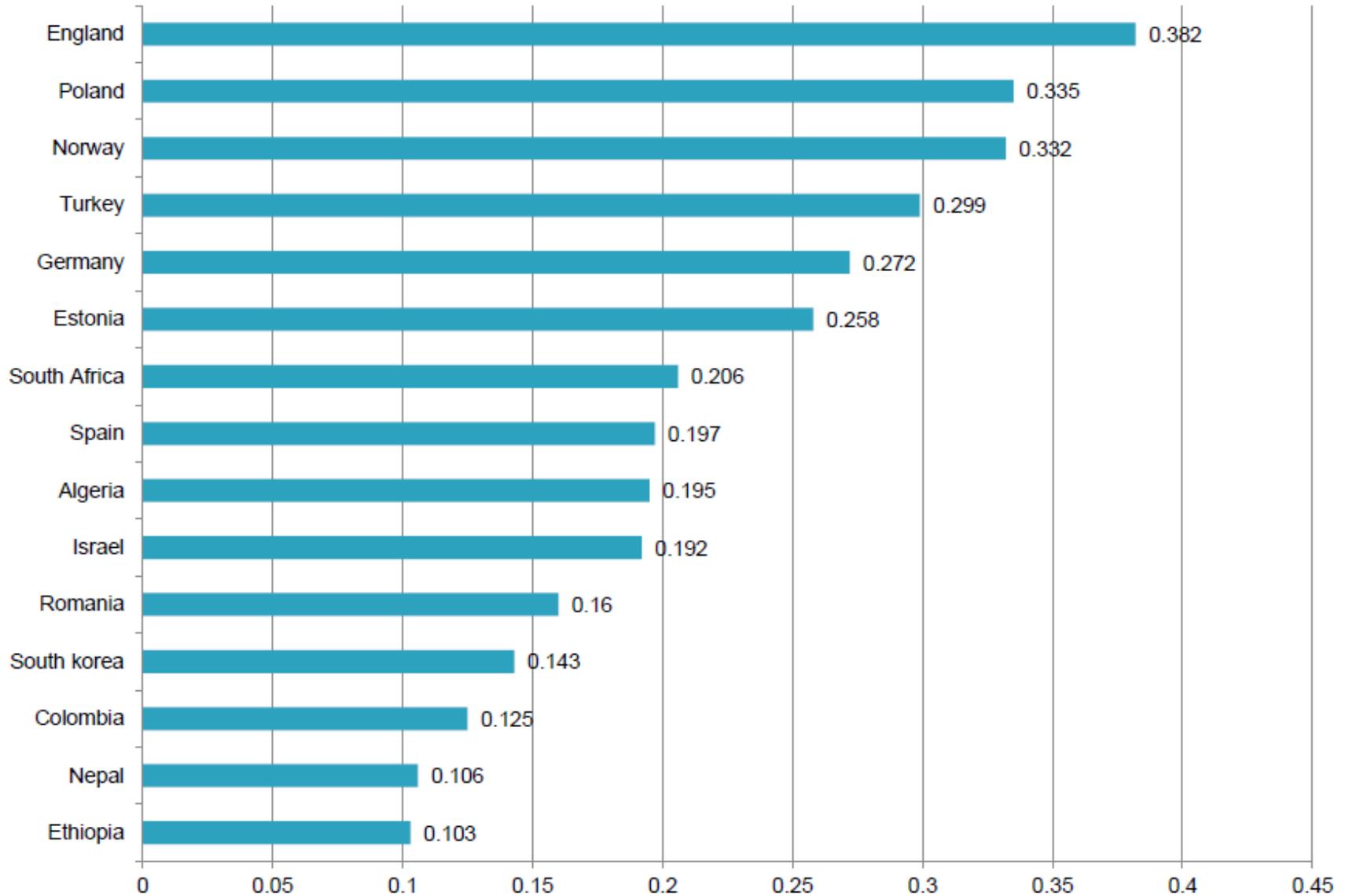
12 year-old

I feel safe at school

Not agree Agree a little Agree somewhat Agree a lot Totally agree



Contribution of bullying to SWB

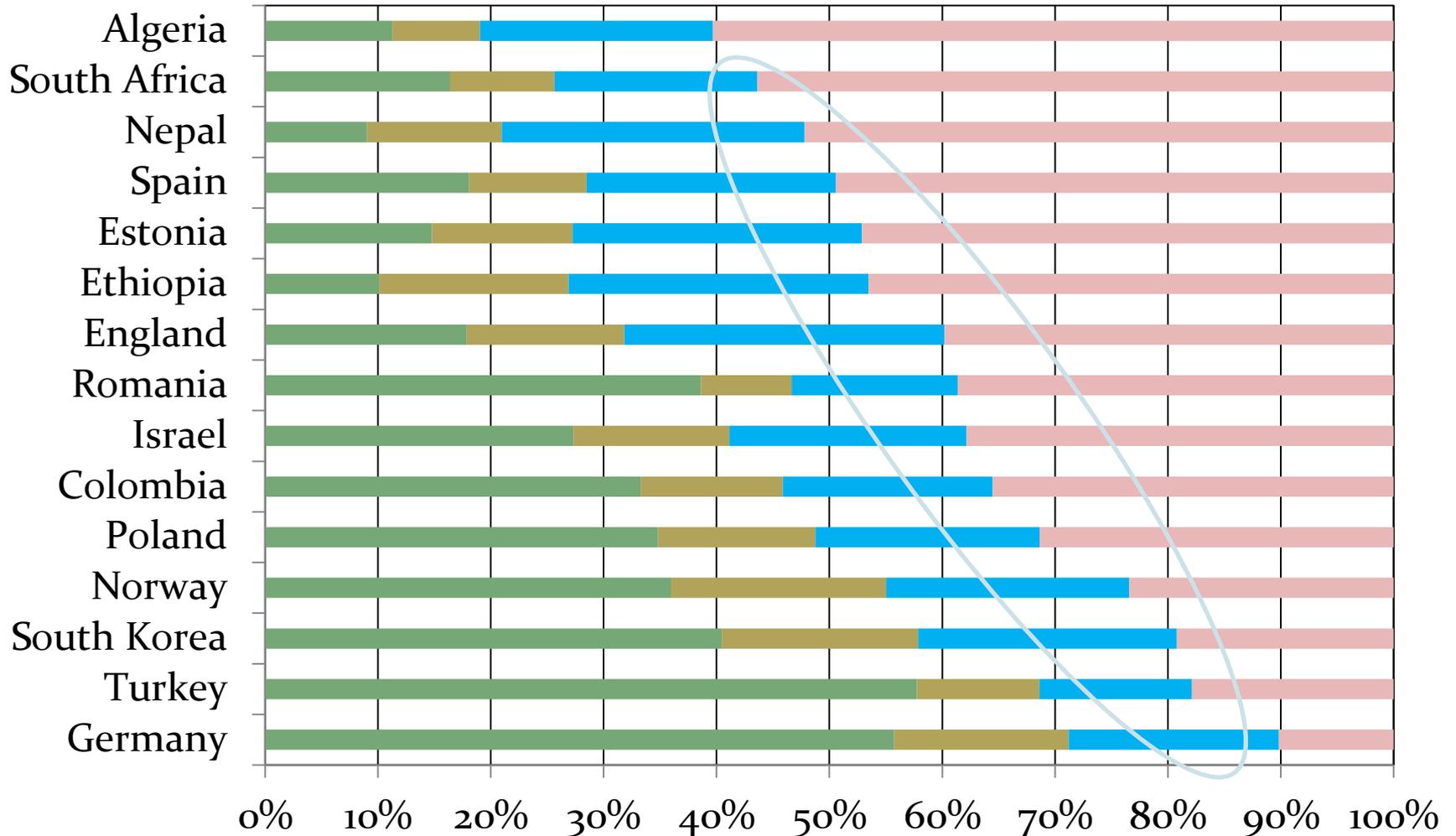


Your activities and satisfaction

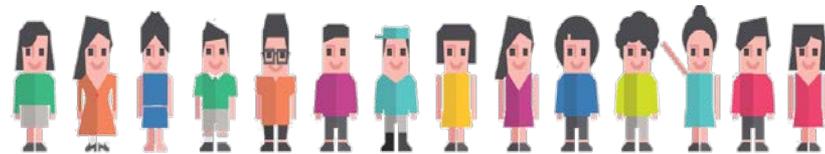


Taking care of family members

■ Rarely or never
 ■ Less than once a week
 ■ Once or twice a week
 ■ Everyday or almost everyday



Discussion



Discussion

The results showed that the variations of children's SWB exist across countries.

- South Korea, Nepal, and Ethiopia's children reported low level of SWB consistently.
- But, why?



What needs to be done?

- If children's well being is our goal – we need to discover what promotes or harms it.
- Our data set enabled us to explore the variance in children's well being and what is associated with it.
- Findings were surprising



The characteristics of children's well being

- The variance in children's SWB is barely explained by socio-demographic variables.
- It is better explained by variables that measure children's relations and perceptions.
- This is a new and growing area of research.
- Initial studies found three strong predictors of children's SWB:
 - **Bullying**
 - **Perception of safety**
 - **Respect for children and inclusion of their voice**



children tell us that we need to focus on ensuring their safety, reducing violence and fostering better family and social relations.



Thank you very much!



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CHILDREN'S
WORLDS



INTERNATIONAL SURVEY OF CHILDREN'S WELL-BEING (ISCWeB)

Family well-being and child well-being. Empirical findings from the Children's Worlds Study

Sabine Andresen

Tamar Dinisman, Maria Carme Montserrat, Dorota Strozik

www.isciweb.org

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Our Promise to Youth

Family concept and Children's Worlds

- Relationships within the family are important for the development of well-being of children, as well as for their overall satisfaction.
- “Children's Worlds” assesses subjective appraisals towards family from a children's point of view.
- Initially, it is about describing and assessing the frame conditions of family and ultimately, about “exterior” characteristics of the chosen family type, number of persons living in the same household, activities in and with the family, and happiness about the persons the child lives with.
- Additionally, questions of deprivation and deprivation experiences give important information about material scope of action within the family and for children.

Family concept and Children's Worlds

- Yet, what exactly is considered as a family?
- There is no such thing as a standard family or the *one* concept.
- A more appropriate question could be, what makes up a family and who would consider it as a family?
- So, on the one hand, there seems to be barely another “institution” so crucially dependent on social, historical, cultural and religious conditioned notions.

On the other hand, the elementary care of the exceedingly depending family members is central nearly everywhere. In particular, the perspective of children on family and their experiences are suggesting this.

Both, the importance of differences between the children's comprehension of care and the similarity of expectations of care turn out to be relevant.

- **What types of care are related to the concept of family?**

Family concept and Children's Worlds

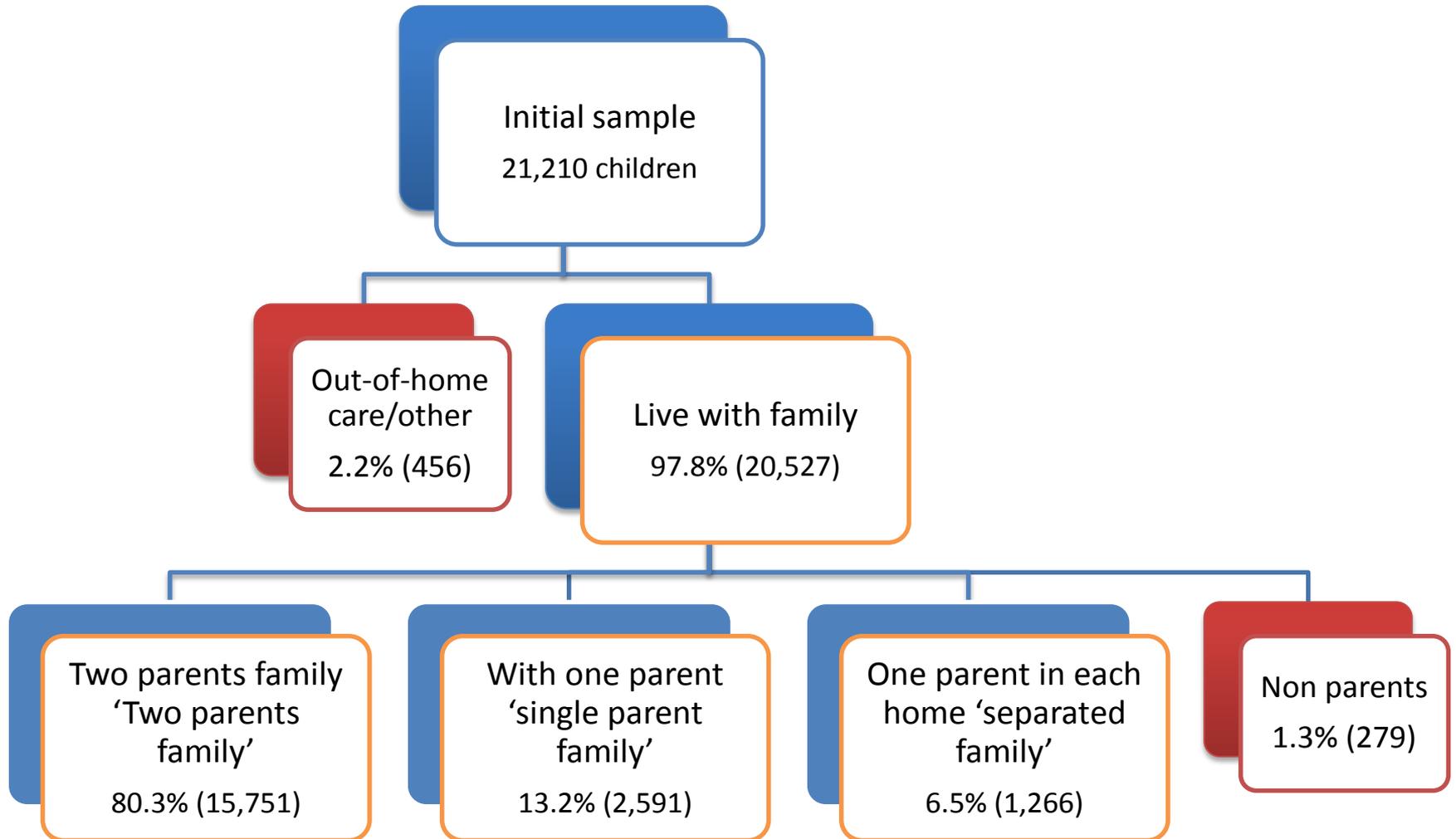
- How can **family** be conceptualized based on the framing and findings of the Children's Worlds Study?
 1. The systematic connection between Child Well-Being and Family Well-Being
 2. Reference to the new socio-philosophical debate is possible: Family is understood as an intergenerational communion of adults and children with a unifying, distinctive concern for each other. Continuing with the concept of “doing family” based on experiences and connected norms
 3. Exploring different living situations/families in different countries

Research questions

1. How different family structures vary in different countries and socio-economic characteristics?
2. Are there differences between the various family structures in family relationship?
3. Are there differences between the various family structures in global subjective well-being?

We explore each of the questions **in general** and comparison of **10 countries**

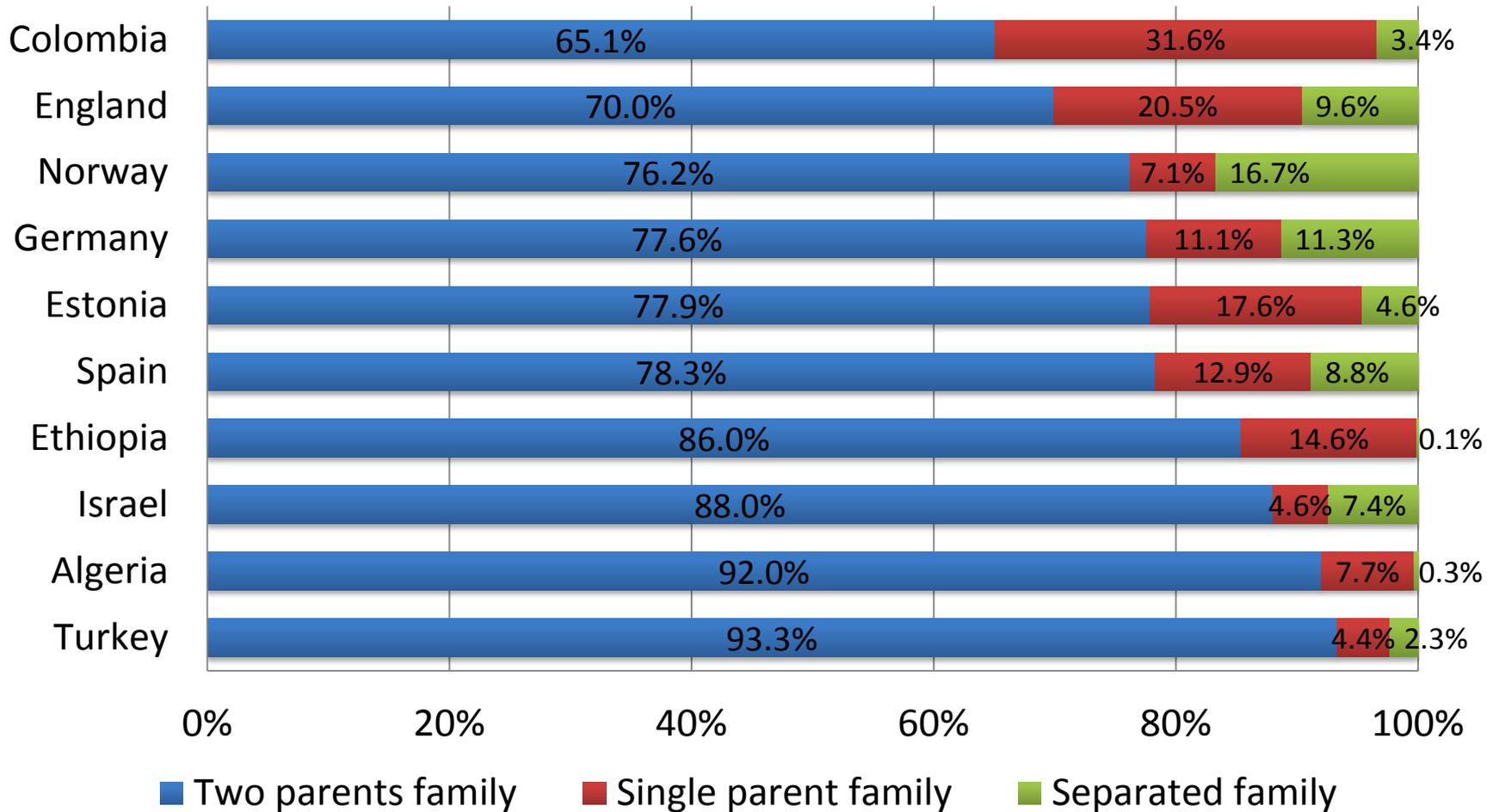
Sample



Focus of comparative findings

1. Family structure and relationships
2. Socioeconomic findings on single parents
3. Global subjective well-being

Family structures in different countries



1. Family structure and family relationships

- Safety
- Child rearing and everyday family life
- Family subjective well-being (satisfaction)

1. Family structure and family relationships

I feel safe at home

0=I do not agree, 1= Agree a little bit, 2= Agree somewhat, 3= Agree a lot, 4= Totally agree

Country	Two parents	Single parent	Separated
Algeria	3.60	3.39	-
Estonia	3.75	3.67	3.58
Spain	3.72	3.62	3.59
Colombia	3.73	3.65	3.47
Turkey	3.58	3.57	3.32
Ethiopia	2.92	2.73	-
Germany	3.64	3.62	3.49
UK	3.73	3.59	3.57
Israel	3.71	3.75	3.70
Norway	3.77	3.70	3.62
Total	3.61	3.53	3.57

1. Family relationships

My parents treat me fairly

0=I do not agree, 1= Agree a little bit, 2= Agree somewhat, 3= Agree a lot, 4= Totally agree

Country	Two parents	Single parent	Separated
Algeria	3.61	3.54	-
Estonia	3.54	3.47	3.23
Spain	3.64	3.39	3.45
Colombia	3.72	3.61	3.47
Turkey	3.04	2.87	2.93
Ethiopia	2.24	2.06	-
Germany	3.38	3.32	3.11
England	3.56	3.43	3.32
Israel	3.57	3.64	3.41
Norway	3.65	3.57	3.36
Total	3.49	3.42	3.31

1. Family structure and family relationships

Frequency of having fun together with family

0= Not at all, 1= Once or twice, 2= Most days, 3= Every day

Country	Two parents	Single parent	Separated
Algeria	2.36	2.18	-
Estonia	1.92	1.80	1.71
Spain	2.06	1.91	1.83
Colombia	2.09	1.94	1.89
Turkey	2.06	1.92	1.91
Ethiopia	1.79	1.74	-
Germany	2.25	2.04	2.01
UK	2.19	2.04	2.00
Israel	1.99	2.05	1.87
Norway	2.18	2.10	2.13
Total	2.10	1.95	1.96

1. Family structure and family relationships

Frequency of learning together with family

0= Not at all, 1= Once or twice, 2= Most days, 3= Every day

Country	Two parents	Single parent	Separated
Algeria	2.39	2.43	-
Estonia	1.62	1.50	1.40
Spain	2.01	1.71	1.73
Colombia	2.22	2.09	2.08
Turkey	2.21	2.21	1.76
Ethiopia	1.61	1.78	-
Germany	1.67	1.33	1.44
UK	1.73	1.55	1.47
Israel	1.64	1.64	1.34
Norway	1.90	1.84	1.74
Total	1.93	1.78	1.61

1. Family structure and family relationships

Satisfaction with your family life

0= Not at all satisfied – 10 = Totally satisfied

Country	Two parents	Single parent	Separated
Algeria	9.58	9.24	-
Estonia	9.31	8.84	8.29
Spain	9.32	8.61	8.45
Colombia	9.54	9.25	9.23
Turkey	9.68	9.59	8.47
Ethiopia	8.61	7.95	-
Germany	9.26	8.58	8.29
UK	9.22	8.53	8.53
Israel	9.39	9.10	8.76
Norway	9.41	9.17	8.90
Total	9.34	8.81	8.60

1. Family structure and family relationships

Satisfaction with the people you live with

0= Not at all satisfied – 10 = Totally satisfied

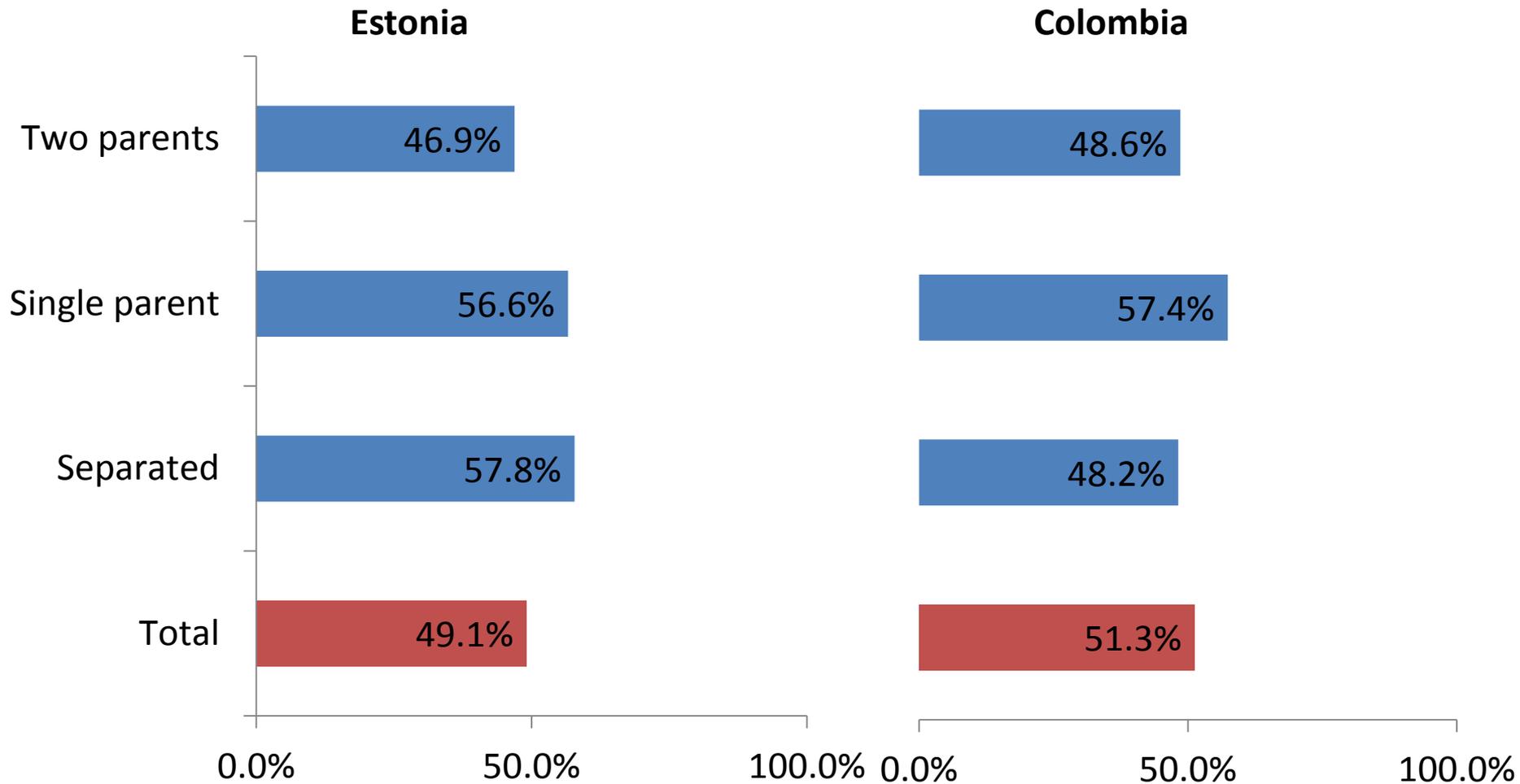
Country	Two parents	Single parent	Separated
Algeria	9.17	9.08	-
Estonia	9.28	9.02	8.26
Spain	9.39	8.75	8.82
Colombia	9.39	8.91	9.13
Turkey	9.58	9.62	8.85
Ethiopia	8.57	8.11	-
Germany	9.32	8.95	8.62
UK	9.28	8.96	8.63
Israel	9.31	9.19	8.85
Norway	9.53	9.42	9.01
Total	9.28	8.90	8.78

2. Socioeconomic findings about single parents

- Gender
- Migration
- Deprivation/Money

2. Socio-demographic differences

Percentage of boys



2. Socio-demographic differences

Worry about how much money family has

0=Never, 1= Sometimes, 2=often, 3= Always

Country	Two parents	Single parent	Separated
Algeria	0.82	0.83	-
Estonia	1.05	1.21	1.39
Spain	1.50	1.57	1.67
Colombia	1.63	1.64	1.68
Turkey	0.70	0.75	1.00
Ethiopia	1.20	1.32	-
Germany	0.68	1.01	1.16
Israel	0.77	1.14	1.11
Norway	0.65	0.85	0.98
Total	1.00	1.30	1.25

Conclusions

Family structure and family relationship

- Children living with **both parents** are happier with their **family relationships and family life** in all countries
 - Parents attitudes and child rearing styles are relevant
 - Choice could be relevant
- There are **not many differences** between children living in single families and separated families
 - Children living in **separated families** are less satisfied with the **people they live with**
 - Children living in **separated families** tend to feel **less safe at home**
 - Children living in **separated families** agree least that their **parents treat them fairly**

Conclusions

Single parents

- Children living with single parents are affected by socio demographic factors
- Single parents tend to have severe pressure in their life
- Structural deprivation and disadvantage (e.g. social security system in Germany)

Findings from a qualitative Study

Kinder – Armut – Familie (Andresen 2015)

Methods:

narrative interviews with mothers and fathers
(n=20)

Group discussions with families (n=9)

Group discussions with professionals on a
community level (n=3)

3 Aspects

The first aspect is **everyday life in a family** with a low socio-economic background. This is linked to the assumption that structural features such as the availability of and access to possible care services for young children or the quality of public transport impact on family life.

The second aspect of the study is the **perceptions of and judgment on public support services** such as employment agencies in the case of unemployment, child care provision on the community level, or the general health system experienced via medical care on a local level.

The third aspect focuses on the families' **understanding of well-being and the 'good life'**

The „Good Life“

Basic needs: Roof over one's head, food, clothing, health.

Having money and being able to save some of it.

Play and relaxation, leisure time and holidays.

Education and school.

Media and education.

Mobility.

Gainful employment and family-related work.

Time and rest periods.

Enjoying nature.

Security and safety.

Discussion

- Changes in life
- Two parents offer more opportunities from a children's point of view
- Choice
- Space
- Doing family

Thank you!

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