

Measuring Children's and Young People's Well-being

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July 2011

Official Statistics

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Introduction

As part of the Office for National Statistics's commitment to produce new measures of national well-being, the importance of developing specific measures of children's and young people's well-being is recognised. This paper provides a summary of the issues that emerged from the measuring national well-being national debate and consultation with relevant stakeholders with regard to the measurement of children's and young people's well-being. It sets out why measuring children's and young people's well-being is important, provides some information on what we already know, outlines the findings from the debate, gives some of the challenges in the measurement of this sub-group of the population and provides some next steps for taking work in this area forward.

The measuring national well-being national debate reinforced the importance of measuring children's and young people's well-being. Through feedback at events and on-line responses from individuals and relevant organisations, there was a strong feeling that ONS should not neglect this area when measuring national well-being. Prior to the national debate, ONS had undertaken work in this area publishing a report in 2009 (ONS, 2009) which provided a better understanding of the key issues and challenges associated with understanding children's well-being and its measurement. It was with that in mind that the decision was taken to visit schools, colleges and universities, mother and toddler groups and charities working with children and young people as part of the national debate. This was also a catalyst for ONS commissioning research from [Cardiff University \(BRASS\)](#)ⁱ and [Techniques](#)ⁱⁱ to ascertain what well-being meant to young people in South Wales (Newton, Ponting and Breen, 2011) as part of the wider 'contemporary science debates' initiative in Wales which was also carried out during the debate period.

The debate highlighted that children's and young people's well-being is a multi-faceted concept that needs to take into account the many areas that affect their well-being at different stages of their lives. It also emphasised the need to not only capture children's and young people's well-being in its own right, but also consider its impact on parents' well-being. As one debate participant put it, 'a parent is only as happy as their saddest child'. In addition, there was a strong sense from participants that they wanted to ensure a good future for the children and young people in our society; thus highlighting the need to capture sustainability issues in relation to children's and young people's well-being. The value of being able to compare the UK with other countries was also another aspect that was mentioned.

The importance of capturing children's and young people's voices and perspectives on what well-being means to them featured as a consistent theme. Therefore, a key challenge for measurement strategy will be how to incorporate the views of children and young people themselves about what is important to their well-being and self reported subjective well-being measures of how they feel about their own well-being. These more subjective measures will need to be included and placed alongside objective measures in order to gain a fuller picture of children's and young people's well-being in the UK. Utilising both objective and subjective measures will be crucial in any measurement of children's and young people's well-being. This is necessary because, although the views of children and young people themselves are important, it can not tell us everything we need to know. Indeed, some issues that could be considered by children and young people themselves to be good or bad for their own well-being in the moment may or may not be in the longer term.

This is not a small undertaking. There are a number of methodological challenges in the measurement of children's and young people's well-being that will need to be addressed. This is in recognition of the fact that a full understanding of our national well-being relies upon understanding the well-being of different population sub-groups. It will be important not only to understand what children and young people think is important for their own well-being, but also to think through how other wider more objective circumstances impact upon their well-being and therefore what should be included in any measures that aim to reflect children's and young people's well-being.

ONS will work in partnership with academic experts working in this field and other relevant stakeholders including policy makers in this area to deliver on measuring children's and young people's well-being as part of the overall measurement of national well-being. An important consideration is to ensure that the overall national well-being indicators that are eventually selected reflect and incorporate issues that relate to and are important to children and young people and also capture the important objective factors that impact on children and young people's well-being. There is also likely to be a need for bespoke indicators that relate specifically to children and young people (that are sensitive to the diversity within this sub-group) in order to capture the unique aspects of well-being that matter to them. How best to interrelate what could be a sub-set of indicators or a bespoke set relating to children and young people to overall national well-being will be a key challenge. An additional challenge will be to develop measures that capture the diversity amongst children and young people.

Why is measuring children's and young people's well-being important?

In recent years, there has been growing international interest in monitoring well-being amongst children and young people as an important element of broader national well-being to aid the substantial policy focus on this sub-group of the population. This has been accompanied by an increasing awareness that separate measures of well-being are required for this sub-group and that efforts to develop these need to incorporate the perspectives of young people and children themselves. Not least because their views on what constitutes well-being will be different from adults, but also because it respects their fundamental basic human rights as a person rather than a passive unit of analysis. Others have also argued that such approach is likely to inform better policymaking and child advocacy (Ben-Arieh, 2010, 2005; Rees, Goswami and Bradshaw, 2010).

The UN Convention on the Rights of the Child (UNCRC) was an important milestone in the Child Indicators Movement in terms of focusing global attention on improving child well-being and committed governments across the world to develop appropriate indicators to monitor children's and young people's well-being. The Coalition Government has made a commitment to give due consideration to the UNCRC when developing new policy and legislation. The UNCRC contains over 40 articles, which combine to set out how children and young people should be allowed to develop and are to be treated. Some of them enshrine the most important elements of growing up: for example, a right to good health and good education, a right to leisure play and culture and a right to an adequate standard of living. Others relate to the rights of specific groups who are at greater risk of having their rights abused: for example, asylum seekers or those in care. Others set out some basic rights and freedoms which all young people should be entitled to: for example, the right to privacy, the right to meet with other young people, the right to be able to access relevant information and so on. Article 12 is particularly important as it gives young people the right to say what they think in all matters affecting them, and to have their views taken seriously.

The UNCRC stated that 'the primary consideration in all actions concerning children must be in their best interest *and their views must be taken into account*'. This marked the start of a shift towards recognition of the need to treat young people and children as 'social actors' in their own right rather than 'passive objects' of concern within policy making or the 'subject' of research. It also signalled a move towards greater efforts to incorporate subjective measures that could capture children's and young people's perspectives and views (rather than the opinions of adults) on what aspects of well-being are important to them. Ben-Arieh (2010) highlights how this has also paralleled a broader shift towards a 'new sociology of childhood' which moves beyond a focus on basic needs and 'survival' indicators to capture quality of life issues which incorporate more 'positive' measures (e.g. life satisfaction as opposed to negative measures of distress).

What has already been done?

The [Good Childhood Inquiry](#)ⁱⁱⁱ was officially launched by [The Children's Society](#)^{iv} in 2006 and describes itself as the 'UK's first independent national inquiry into the conditions that lead to a good childhood'. It embarked on a comprehensive programme of work involving consultation with over 30,000 people (20,000 of which were children) with the overarching aim to 'renew society's understanding of modern childhood and to inform, improve and inspire all our relationships with children'. The key results of the inquiry were summarised in a report titled 'A Good Childhood: searching for Values in a competitive Age' (Layard and Dunn, 2009) in 2009. The inquiry involved consultation with a panel of leading experts and influencers who met regularly to discuss the following questions:

- what are the conditions for a good childhood?
- what obstacles exist to those conditions today?
- what changes could be made which on the basis of evidence would be likely to improve things? These may be changes in the behaviour of parents, teachers, government, voluntary sector or faith organisations, or in society at large

The Children's Society has worked in collaboration with University of York to develop a programme of research into young people's well-being (primarily focused on subjective well-being). This involved a two stage process. First, views were gathered from young people about the factors which they felt affected their well-being. This information was used to inform the second phase which involved a survey of 7,000 young people (aged 10 to 15) carried out in England in 2008. To date, it can be considered the first national survey in England that takes a 'comprehensive view of young people's subjective well-being' (Rees, Goswami and Bradshaw, 2010). In 2010, The Children's Society carried out further qualitative research to explore younger children's (aged 8-11) views on well-being (The Children's Society, 2010). For another example of research on young people and well-being at a smaller scale, see the work of the [new economics foundation](#)^v in Nottingham.

The British Household Panel Survey (BHPS) has included a questionnaire measuring subjective well-being for young people aged 11 to 15 since 1994. It includes questions about how they feel about their life as a whole and also about particular aspects of their lives (family, friends, appearance, school work and school).

In 2007, UNICEF published a report entitled 'Child poverty in perspective; an overview of child well-being in rich countries' (UNICEF, 2007) providing an overview of child well-being in 21 industrialised nations. At the time, it represented one of the first attempts to provide a multi-dimensional view of how children are faring by combining objective indicators with subjective indicators of well-being. It measured child well-being under six main headings: material well-being; health and safety; education; peer and family relationships; behaviours and risks; and young people's own sense of subjective well-being. The report raised much concern in the UK because it placed UK at the bottom of the league table and this resulted in a renewed attention on improving measures of well-being amongst children and young people. However, it is important to note that the data used for the UK was taken for England only. In response, The Children's Society also launched [My Life](#)^{vi} website as part of its broader national Good Childhood Inquiry to investigate children's and young people's views on their lives. Although, a more recent update of UNICEF report on children and well-being (UNICEF, 2010) demonstrated some progress on material, education and health well-being measures, the UK still remained within lower rankings compared to other OECD countries.

In 2009, OECD published reported titled "Doing better for Children" (OECD, 2009) providing measures of child well-being for OECD countries along the following six major dimensions of children's lives: material well-being, housing and the environment, education, health, risk behaviours and quality of school life. Although the selection of indicators was informed by the UNCRC and the UNICEF (2007) report, it did not include family & peer relationships and subjective well-being. The report also provided a range of policy recommendations for improving child well-being.

The UNICEF report was also the catalyst for the Welsh Government to establish the Children and Young People's Well-being Monitor (WAG, 2008, 2011) which aimed to provide a regular report on child well-being within Wales, track progress on addressing child poverty targets, raise awareness of issues which need to be tackled in order to secure well-being and fulfil the UNCRC call on all state parties to publish data on children's and young people's well-being regularly. In 2008, it developed a variety of child well-being indicators (largely objective) for children and young people up to the age of 18. In 2011, these indicators were up-dated and the age range extended up to the age of 25. The indicators were organised around themes based on the Welsh Government's seven core aims for children and young people, which are themselves based on the UNCRC.

In response to previous comments that the voices of children and young people were missing from the 2008 Monitor, the Welsh Assembly Government commissioned new qualitative research – The Voices of Children and Young People in Wales Study (WAG, 2011) - to gather these perspectives and incorporated them within the 2011 edition of the monitor. The study included interviews with 82 children and young people from across Wales aged from 6 months to 25 years, children aged 4 and over spoke for themselves and those below this age were represented by their parents.

Welsh Government's seven core aims for children and young people

1. Every child should have a flying start in life and the best possible basis for their future growth and development
2. Every child and young person has access to a comprehensive range of education, training and learning opportunities, including the acquisition of essential personal and social skills
3. Enjoy the best possible physical and mental, social and emotional health, including freedom from abuse, victimisation and exploitation
4. All children have access to play, leisure, sporting and cultural activities
5. All children and young people are listened to, treated with respect and have their race and cultural identity recognised
6. All children and young people should have a safe home and community which supports physical and emotional well-being
7. No child or young person is disadvantaged by poverty

In Scotland, Barnados (2007) developed an index of children's well-being in Scotland (using measures on child poverty, economic participation, education, risk behaviour and physical health) to gauge Scotland's position relative to other countries. Currently, the Scottish Government's [Getting it Right for Every Child Approach](#)^{vii} is a key programme of work.

Within the Northern Ireland Assembly government, there are also efforts to develop indicators focused on children's rights. There have also been efforts to develop a manifesto for children and young people in Northern Ireland by four charities (Barnardo's Northern Ireland, NCH Northern Ireland, the NSPCC Northern Ireland and Save the Children) titled "Room for Improvement: a manifesto for children in Northern Ireland"

In the Republic of Ireland, the [National Children's Strategy](#)^{viii} committed the Irish government to embark on a process of identifying a national set of child well-being indicators to form the basis for its State of the Nation's Children report (Brooks and Hanafin, 2005) released in 2006, 2008 and 2010. Of particular value were their attempts to incorporate children's understandings within this reporting (Gabhainn and Sixsmith, 2005).

Within Europe, Jonathan Bradshaw and colleagues based at the University of York developed an index of child well-being in Europe as part of wider efforts to tackle child poverty. In response to calls to mainstream child well-being within EU social indicators (Marlier et al., 2005) Bradshaw and colleagues developed an index of child well-being for EU25 countries. This work directly informed the UNICEF report on child well-being (UNICEF, 2007) and the selection of well-being domains. The index covers indicators over seven domains of children's lives: health, subjective well-being, personal relationships; material resources; education; behaviour and risks and housing and the environment. It has currently been updated to include EU27 and further improvements have been made to the indicators. For more detail see Bradshaw & Richardson (2009). For a more comprehensive review of work on children and young people's well-being in Europe, which was commissioned in response to the EU taskforce on Child Poverty and Child well-being, see the

Tarki (2011a) European Social Report. It is worth noting that the taskforce recognised the importance of monitoring both material and non-material dimensions of well-being

What did ONS learn about children's & young people's well-being from the National Debate?

The topic of children's and young people's well-being emerged frequently during the measuring national well-being debate both within the on-line consultation and the different debate events across the UK. Unsurprisingly, parents voiced frequent concerns about children's and young people's well-being. Also of importance was that for some people, the well-being of their own children was commented on as being essential for their own individual sense of well-being. During our on-line debate with the [Netmums](#)^{ix} community, one mother told us that 'a parent is only as happy as their saddest child'. In addition, concern for their future was also an aspect that was frequently mentioned:

- 'feeling that my children are going to be able to lead happy and fulfilled lives'
- 'not having to worry about our children's future'
- 'the long-term well-being and happiness of children living today, and future generations'

However, it wasn't only parents who expressed an interest in the well-being of children and young people. At a meeting with the 'Happy Hearts' group (a group of retired people with a history of heart problems) in South Wales, the well-being of children and young people, and the facilities available to them, was highlighted as one of their primary concerns. Other respondents to the on-line debate suggested the following:

- 'ask children how they feel, but remember to interpret children's lives from their perspective not from an adult view. Money and wealth are not that important to children - having family, friends, playing outside are'
- 'it would be important to capture well-being at all ages across the population and not just focus on adults, both to get the fullest picture at any given time point and also to assist with predicting future trends given what we know about the links between childhood factors and later well-being'

ONS consulted directly with children and young people during the debate, holding events at schools, colleges and universities, mother and toddler groups and with charities working with children and young people. In many cases, the issues identified as important to them were similar to what was highlighted as important to older people in the debate such as: having good relationships with parents and friends, security, being physically active, having enough money. Animals were mentioned more frequently by children and young people than adults, as was technology such as the internet. During conversations with teenagers there were often specific references to particular social networking sites. A theme that was not common among adults in the debate but was very important to one group of teenagers we spoke to was appearance - including having the right clothes and shoes, and wearing make up. For the younger participants in the debate, the most important issue tended to be their parents, including physical contact, such as 'cuddles with my mummy' (boy, 5) and time spent together: 'my mummy and daddy taking me out' (girl, 6). Food also featured quite prominently, particularly sweet things such as ice cream, sweets and chocolate. One participant combined the two saying that what made him happy was 'eating chinese and watching films together' (boy, 11). Friends, toys and play were also important:

- 'what makes me happy is being at school and running around with all my friends at playtime (girl, 5)'
- 'when my little brother plays nicely with me (boy, 6)'
- 'Batman' (boy, 3)
- 'playing cars, playing schools, my mummy, my daddy and my brother' (boy, 6)

During the national debate ONS commissioned research from the Centre for Business Relationships, Accountability, Sustainability and Society (BRASS), Cardiff University and Techniquet to gather insights into what well-being meant to young people in South Wales as part of the wider 'contemporary science debates' initiative in Wales. This innovative qualitative research aimed to elicit the views of 129 young people in full-time education aged 16-19 in South Wales about what well-being meant for them and how they thought it should be measured (Newton, Ponting and Breen, 2011). It is worth noting that the ONS is already asking subjective well-being questions of people in this age range in the Integrated Household Survey as this is asking questions of those aged 16 and over.

The BRASS/Techniquet research revealed strong views from young people about having their perspectives on well-being listened to as well as agreement that well-being measured for their specific age group was necessary as this was a significant stage of transition and stress (because of exams and the search for jobs). Some described their age group as a 'fork in the road' moment. The overall findings highlighted multiple facets to how young people in South Wales experience well-being; and included the following dimensions in the order of most frequently cited: friends, family, sports, money, food, music, health, fast food, education and alcohol. This suggests that the key domains of well-being for young people include the *people* in their lives (specifically friends and family), *how* they socialise (i.e. through technology, drinking, sport), and the *spaces* and *times* in which they socialise (schools, homes, weekends). These findings resonate with previous research that has highlighted the importance of family, friends, leisure, school/education/learning, behaviour, the local environment, community, money, attitudes and health. The centrality of interpersonal relationships with family and friends as well as the value of 'activities' and 'things to do' appears to be a recurrent theme across current research on young people and well-being (Rees, Goswami and Bradshaw, 2010; Fattore, Mason and Watson, 2009).

ONS also received a range of feedback from organisations about the importance of capturing children's and young people's well-being in any measure of national well-being.

This included feedback from The Children's Society. In a report they published during the debate period they explicitly stated that ONS should 'include a headline index of children and young people's well-being in their well-being framework'. Citing the findings of their own established research in the field, The Children's Society recommended that the index should include both subjective and objective measures. Further recommendations support the use of well-being measures as tools to aid policy.

UNICEF submitted a written contribution to the debate which made the following recommendations with regard to any measures national well-being:

- use a multi-dimensional definition of well-being

- capture the well-being of children and young people by using the Convention on the Rights of the Child as a fundamental framework
- retain income and wealth as key indicators of well-being
- include subjective indicators to measure individuals' sense of their own well-being alongside more traditional, structural measures.

UNICEF also stated that the ONS should develop child-friendly indicators and procedures to ensure full engagement by children and young people in this undertaking. They suggested that this could be supported by opening up access to the National Statistician's Well-being [Advisory Forum](#)^x directly to children and young people to ensure that the agreed measures are appropriate for use with children.

Alongside these organisations, ONS also received contributions from [Young Minds](#)^{xi} who stressed the importance of using child appropriate data collection methods and dissemination and suggested the following domains were of importance to children's and young people's well-being:

- security, feeling safe (not being bullied)
- having choice/power over own life
- access to support services
- enjoying life
- good standard of living
- achieving what you want to achieve
- helping others.

Young Minds also stressed the importance of collecting self-reported well-being of children and young people using 'age-appropriate questions'. It was recommended that the well-being of children and young people should be measured differently from the adult population because well-being domains may differ. They also highlighted the importance of sharing the findings.

[Play Wales](#)^{xii} recommended that the national well-being measure should go beyond a focus of childhood as a preparation for adulthood and address the present lives of children in their childhoods and [The Place 2 Be](#)^{xiii} thought that happiness is a good proxy measure for Children's and young people's well-being.

There have also been a number of other initiatives, surveys, organisations and individuals working within this field that ONS has been alerted to during the national well-being debate such as:

- [Childhood Well-being Research Centre](#)^{xiv} – academic research on a wide range of children's well-being issues.
- [Children's Right's Institutes](#)^{xv} (for England)
- [New Philanthropy Capital](#)^{xvi} – survey based tool to capture children and young people well-being in charities and schools
- [London Health Observatory](#)^{xvii} – health of young people
- [Gallup's Student's well-being polls](#)^{xviii}
- Canada: Dailhouse University: Professor [Shelley Phipps](#)^{xix}

Challenges for measuring children's and young people's well-being

There are currently known limitations to measuring children's and young people's well-being. In summary these are:

- lack of information over a longer period of time
- certain groups of children and young people are under-represented in data collection. Little is known about the subgroups of the children and young people population (for example ethnic minorities, disabled children and young people, those in institutions or temporary housing and hard to reach children and young people)
- lack of agreement on the important domains of children's and young people's well-being (although there is growing consensus as further research is carried out to establish what the key domains are)
- different indicator sets include different indicators to reflect children and young people so comparability is lacking
- much of the current data relates to teenagers and older children rather than younger children
- little consensus on the definition of the age range that defines 'children' and 'young people'
- there is a disproportionate focus on the negative aspects of children's and young people's well-being at the expense of the more positive aspects
- neglect of the voices of children and young people in defining what well-being means to them and the use of this data in the development of well-being measures for this particular sub-group
- need to monitor children and young people's well-being across different sub-groups and over time using subjective and objective measures
- ONS household surveys ask direct questions of those aged 16 and over so there is limited information for people aged below 16 from official statistical sources

These limitations are key challenges to making the data on children's and young people's well-being more informative for users and further work is required to address these limitations.

There are other methodological challenges to consider, particularly for the development of subjective measures. These include the issue of '*who*' should be asked (i.e. children and young people themselves, parents or other adults who interact with this group (teachers, carers, relatives) and in *what setting* is it best to ask children and young people about their well-being. These challenges are partly driven by the tension of balancing the need to collect the most relevant data for this field with the broader question of the end use of the data.

Using both subjective and objective measures to assess children's and young people's well-being is important to produce a full picture:

- in terms of objective well-being indicators, there remains the challenge of choosing the most appropriate and relevant indicators that are important for the broader welfare of this sub-group at a basic needs level
- it will be important to gain consensus on the key 'domains' of well-being for this sub-group so as to aid more objective measurement of children's and young people's well-being that can be combined with subjective well-being measures. For example, there are some objective measures of adult well-being that are likely to be important for measuring children's and young people's well-being such as household income, work-life balance (of parents). However, the

extent that these directly or indirectly affect children and young people requires more research and could actually differ dependent on the age of the child or young person

- ensuring that measures reflect children and young people's concerns as well as their views on what they think is relevant for their own well-being is a recognised as a key priority. Although the research that ONS commissioned as part of the national well-being debate and the work of The Children's Society are examples of efforts to address this gap; there remains agreement within this field that far more work is required to incorporate the views and perspectives of children and young people themselves

Existing progress in the field of subjective well-being measures has provided an important avenue for incorporating the voices of children and young people. However, there remain significant methodological challenges with this type of data collection (see Measuring Subjective Well-being supplementary paper^{xx} for examples) that are also present when applying such measures to younger cohorts. In addition, there is the wider problem that certain subjective well-being questions may not be understood by younger people or children. As Fattore et. al. observe:

'The potential of subjective well-being measures to take into account children's own experiences and the complexities of their lives has not yet been realised. The inability of current measures of subjective well-being to perform in this way is limited by the fact that they are not substantively based on individual children's personal values, views and assessment of their life circumstances. Rather, measures are based on standardised measures of satisfaction identified as important to (adult) researchers to which individual children are asked to respond. Ultimately we do not really know whether the domains and measures identified by adult researches are meaningful to children' (Fattore, Mason and Watson, 2007: 12)

The work by The Children's Society is encouraging as they have made inroads to thinking through some of these challenges. Surveys run by The Children's Society use subjective well-being questions on a 0 – 10 scale, proving that questions of these form are answerable by children aged eight and upwards.

Accepting that domains important to adult well-being can not be directly applied to children and young-people, The Children's Society has attempted to establish the key domains that make up young-people's well-being through a range of focus groups and surveys. The findings not only affirmed the importance of certain known domains such as school and family but also highlighted autonomy as a key domain for children and young-people. Using this new research together with previous work, the Children Society has created the *Good Childhood Index* to monitor well-being amongst those aged 8 – 15.

Next steps

As a result of the feedback from the national well-being debate and the demand for measures of children's and young people's well-being, ONS dedicated the June (2011) meeting of the [Measuring National Well-being Technical Advisory Group](#)^{xxi} towards exploring this subject in more detail. Hosted by the [Department for Education](#)^{xxii} (DfE), it included key stakeholders and experts in measuring children's and young people's well-being.

As part of the Measuring National Well-being Programme, ONS is now working through the issues identified by the Technical Advisory Group in June 2011. It was agreed there that producing high quality information on children's and young people's well-being was essential and that both objective and subjective measures would need to be considered to get a full picture of children's and young people's well-being. Subjective well-being measurement provides a useful mechanism to capture the views of children and young people, but it was also agreed that the straightforward transferral of the current ONS Subjective Well-being questions^{xxiii} that have just been introduced on the Integrated Household Survey (IHS) would not be sufficient to capture the well-being of children and young people:

- the current questions are designed for adults and from the feedback during the national debate and the research that has already been carried out in this area it was highlighted that under 16's (particularly younger children) are less able to grasp the concepts within them. This suggests the need for a different and/or reduced number of questions.
- there are further ethical considerations to take into account when interviewing children and young people and there would be a need for further specific interviewer training before this could commence.
- consideration needs to be given to the most appropriate people to ask (arguably children should be the primary target, but parents and teachers would also potentially provide valuable insights) and which setting (home, school, other institution/organisation) would be the best place to gather this kind of information.
- the wider implications of inserting new children and young people well-being focused questions into existing official surveys needs to be considered further. The IHS is made up of constituent household surveys that each have their own specific purposes. For example, the Labour Force Survey's primary purpose is to gather information on adults in the labour market. Clearly, the different purposes of surveys need to be taken into account. The feasibility of any re-design of the IHS (for example the feasibility to return to households with children for a dedicated survey) would need to be assessed and costed before any changes could be made.
- the selection of and making best use of objective measures to provide an assessment of children's and young people's well-being also needs consideration. The choice of indicators will need to be thought about carefully and also how they effectively sit alongside more subjective measures.

The importance of working with others with an interest in this area is vital if ONS is to develop measures of national well-being that adequately reflect the needs of children and young people. ONS has already liaised with DfE, The Children's Society, the Children's Rights commissioner, Gallup and academics (including a the DfE's children's well-being research centre) to identify ways of gathering appropriate information for under 16's. It is recognised that the policy responsibility for children and young people is essentially a devolved matter. ONS will discuss this issue further at the GSS Inter Administration Committee for Statistics, and would want to work collaboratively with devolved governments in the production of statistics to assess and monitor the well-being of children and young people across the UK. ONS, over the coming months will develop a firmer plan to show how this work will be taken forward as part of the Measuring National Well-being Programme, collaborating where necessary with the relevant stakeholders in this area as well as appropriately including the views of children and young people to inform the development of indicators.

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Hyperlinks

ⁱ Cardiff University's Business Centre for Relationships, Accountability, Sustainability and Society (BRASS)
www.brass.cf.ac.uk

ⁱⁱ Techniquist www.techniquist.org/start/

ⁱⁱⁱ The Good Childhood Inquiry www.childrenssociety.org.uk/what-we-do/research/good-childhood-inquiry

^{iv} The Children's Society www.childrenssociety.org.uk/about-us

^v new economics foundation www.neweconomics.org/projects/children-and-young-peoples-well-being

^{vi} My Life <http://sites.childrenssociety.org.uk/mylife/Home.aspx?page=1>

^{vii} Getting it right for every child approach www.scotland.gov.uk/Topics/People/Young-People

^{viii} National Children's Strategy www.dcy.gov.ie/viewtxt.asp?fn=/documents/Aboutus/strat.htm

^{ix} Netmums
www.netmums.com/coffeehouse/real-parenting-revolution-641/real-parenting-well-being-debate-724/

^x National Statistician's National Well-being Advisory Forum
www.ons.gov.uk/well-being/measuring-national-well-being-advisory-forum/index.html

^{xi} Young Minds www.youngminds.org

^{xii} Play Wales www.playwales.org

^{xiii} The Place 2 Be www.theplace2be.org.uk

^{xiv} Childhood Well-being Research Centre www.cwrc.ac.uk

^{xv} Children's Rights Institutes www.childrensrightsinstitute.org/about.php

^{xvi} New Philanthropy Capital www.philanthropycapital.org

^{xvii} London Health Observatory www.lho.org.uk

^{xviii} Gallup Students Well-being Polls
www.gallupstudentpoll.com/File/145514/Gallup_Scorecard_National_Fall_2010.pdf

^{xix} Shelley Phipps <http://myweb.dal.ca/shipps/>

^{xx} Available at www.ons.gov.uk/well-being/wellbeing/understanding-wellbeing/index.html

^{xxi} Measuring National Well-being Technical Advisory Group
www.ons.gov.uk/well-being/technical-advisory-group/index.html

^{xxii} Department for Education www.education.gov.uk

^{xxiii} The questions are:

overall, how satisfied are you with your life nowadays?

overall, how happy did you feel yesterday?

overall, how anxious did you feel yesterday?

overall, to what extent do you feel the things you do in your life are worthwhile?

(All asked on a 0 to 10 scale where 0 is 'not at all...' and 10 is 'completely...')