



Children's Well-Being During a Pandemic

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Prof. Asher Ben-Arieh

Haruv Institute

The Paul Baerwald School of Social Work and Social Welfare, Jerusalem

benarieh@mail.huji.ac.il

מכון חרווב
The **Haruv** Institute



Today's discussion

A

**The effects of COVID-19
on children and youth**

B

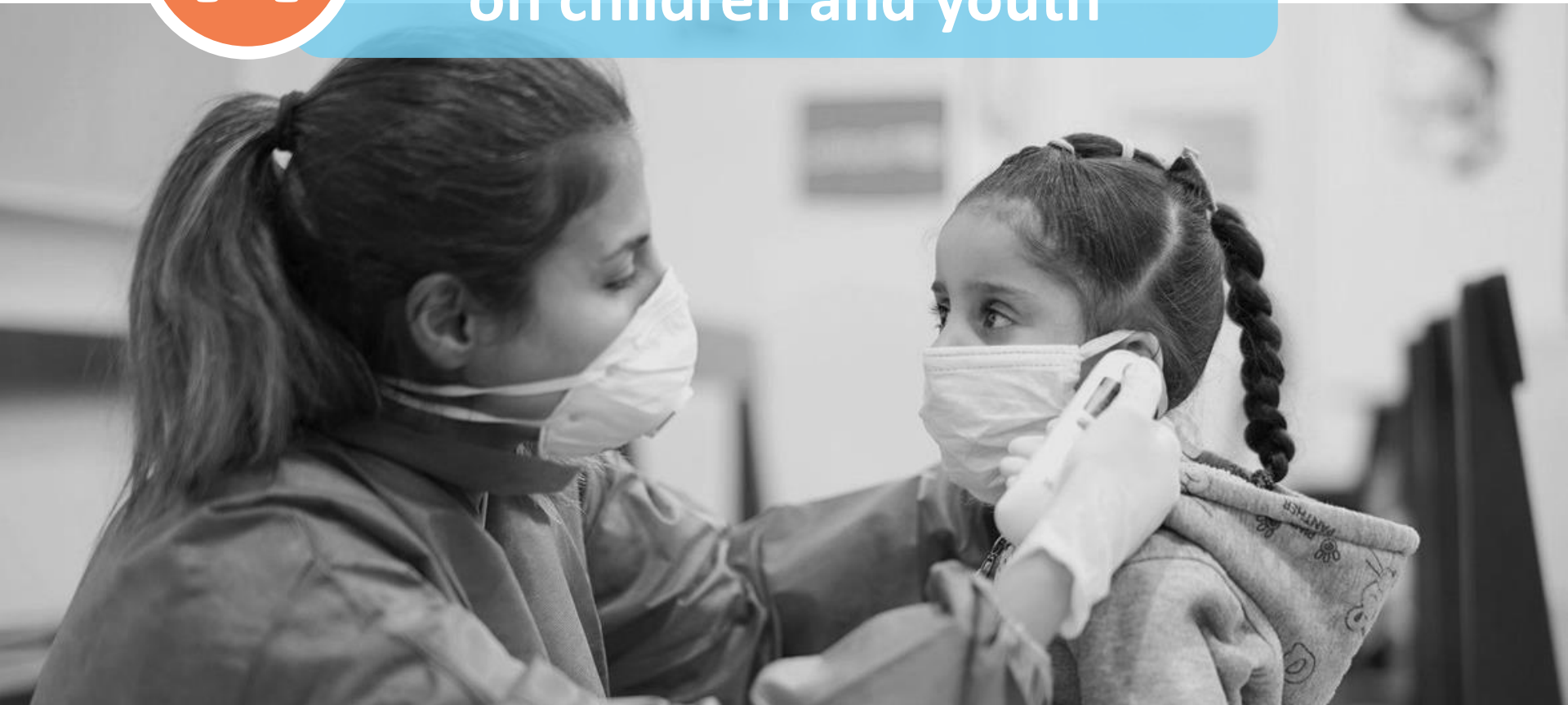
**What do children and
youth think and feel
?during COVID-19**

C

**Insights in the context of
maltreated children**



The effects of COVID-19 on children and youth



The effects of COVID-19 on children and youth

Brookdale Institute, 2020

1. Effects as a direct result of the pandemic

Medical and mental

The effects of COVID-19 on children and youth

Brookdale Institute, 2020

1. Effects as a direct result of the pandemic

Medical and mental

2. Impacts arising from the policy of social distancing:

High level of ambiguity and uncertainty

Disabling / reducing responses in the education, law, health and welfare systems



Impairment in authorities' ability to locate children at risk and provide solutions

The effects of COVID-19 on children and youth

Brookdale Institute, 2020

3. Direct and indirect impacts in different dimensions:



Socio-emotional

Well-being and mental health
Adaptation to new and changing
settings, and social integration

“Children reported they had **coped less well** with not being able to see their **friends and family**, highlighting feelings of **isolation.**”

(Children’s Society, 2020)

The effects of COVID-19 on children and youth

Brookdale Institute, 2020

3. Direct and indirect impacts in different dimensions:



Educational

Development

Acquisition of learning skills

“Because of the prolonged psychosocial and economic stresses endured by children and families resulting from COVID-19, **students will return to school with even greater needs than before.**”

It is incumbent on state and federal policymakers and local government to **provide schools with the tools and resources needed”**

(Hoffman & Miller, 2020)

The effects of COVID-19 on children and youth

Brookdale Institute, 2020

3. Direct and indirect impacts in different dimensions:



Family, care and supervision

Physical **healthcare** and development

Physical and emotional **neglect**

Protection at home and online

Supervision of dangerous behaviors

“The pandemic represents a **global crisis** not only of public health and economic stability **but also of family well-being**.

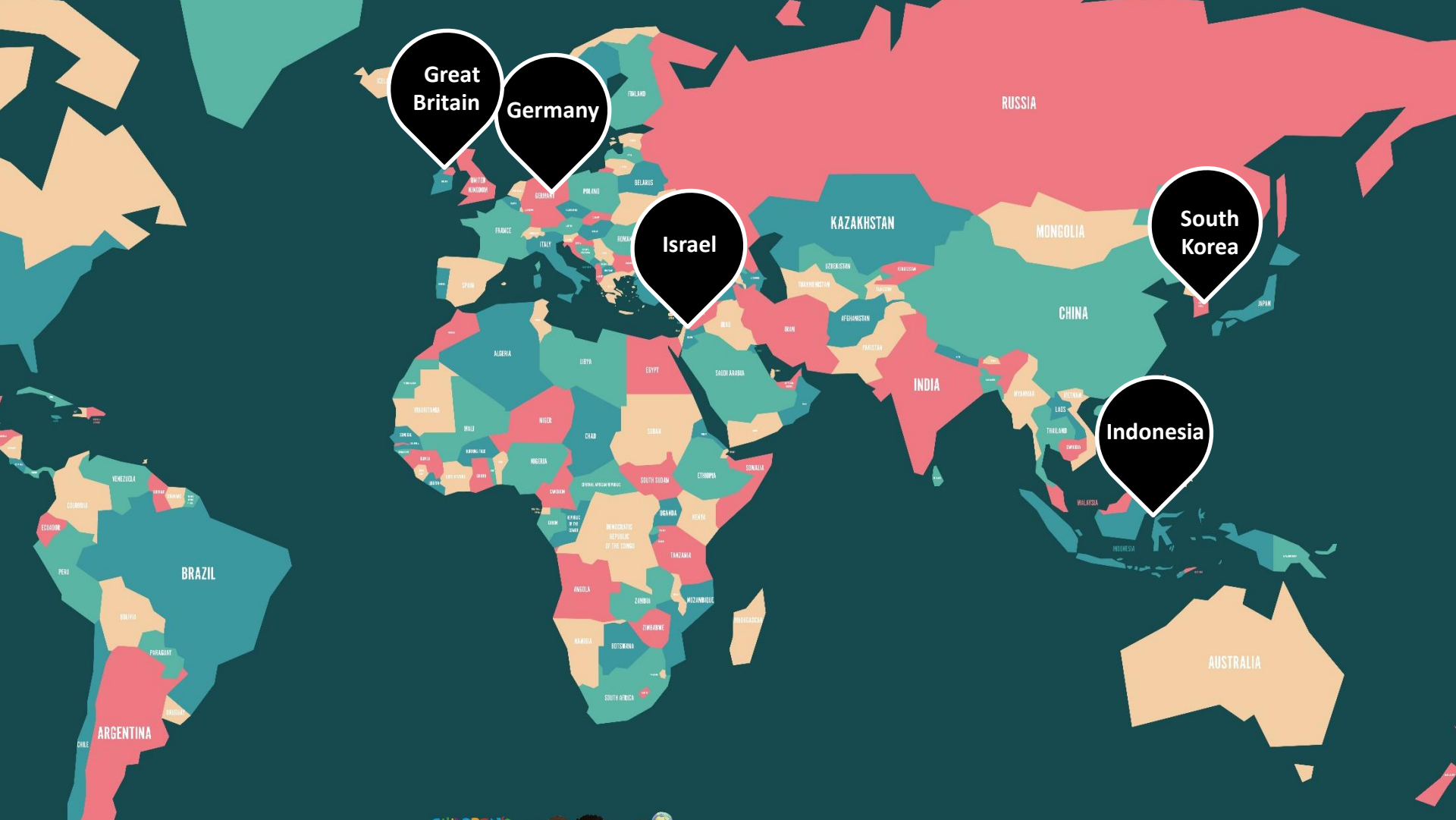
As the leaders in the family, caregivers are put to task to generate hope, nourish relationships and emotional security, and negotiate family rules, rituals, and routines.

At the same time, they are walking in uncharted territory—facing extraordinary levels of uncertainty, family upheaval, and fear.”

(Prime, Wade, & Browne, 2020)



**What do children and youth
think and feel during COVID-19?**



Great Britain

Germany

Israel

South Korea

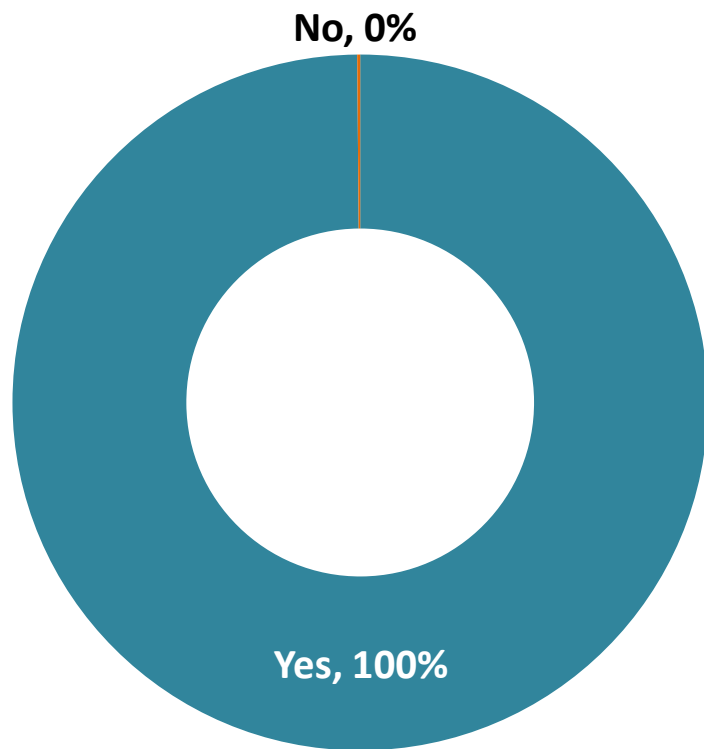
Indonesia

**Information and concerns
about COVID-19
& implications on
children's lives**



Did you hear Coronavirus?

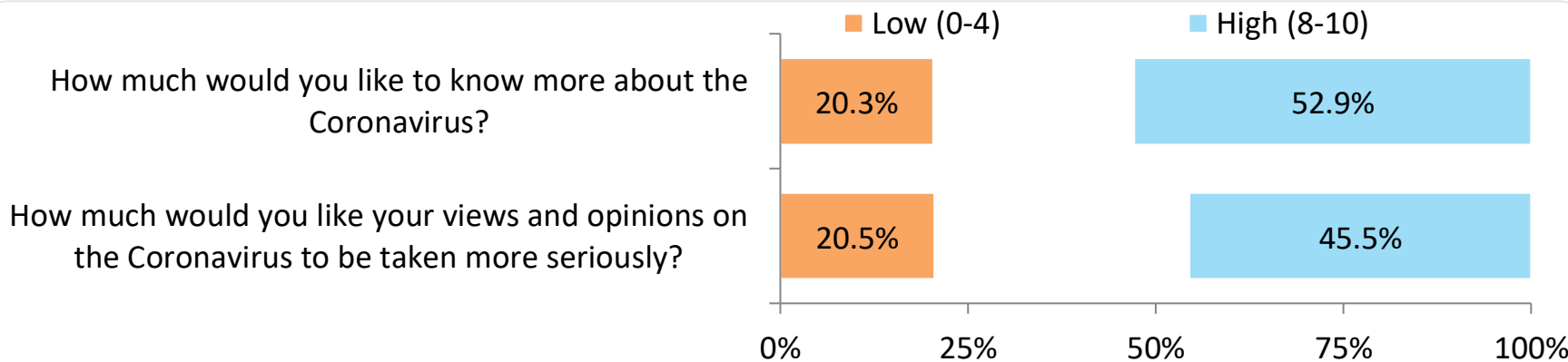
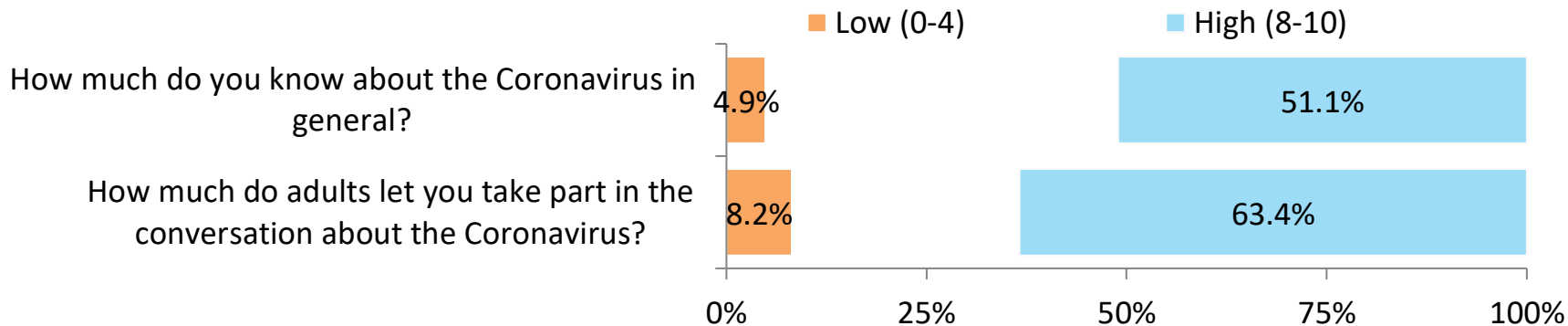
10-16 year-olds, Israel, April 2020



Information & Participation

(0-10 scale, %)

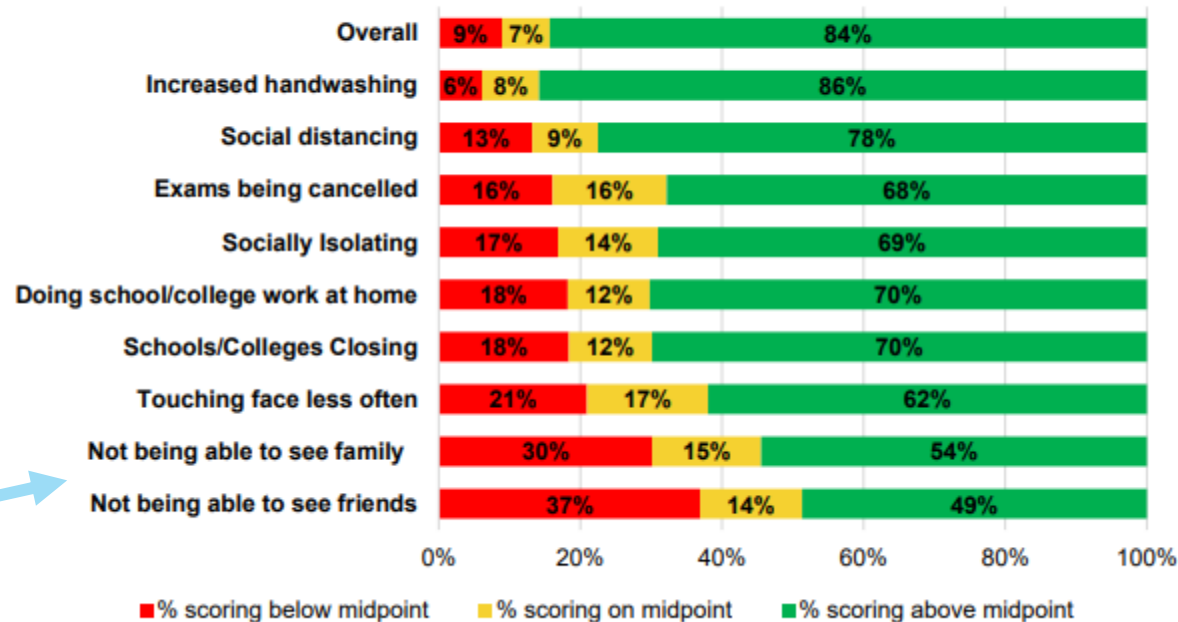
10-16 year-olds, Israel, April 2020



Coping with COVID-19 changes

10-17 year-olds, Great Britain, April-June 2020

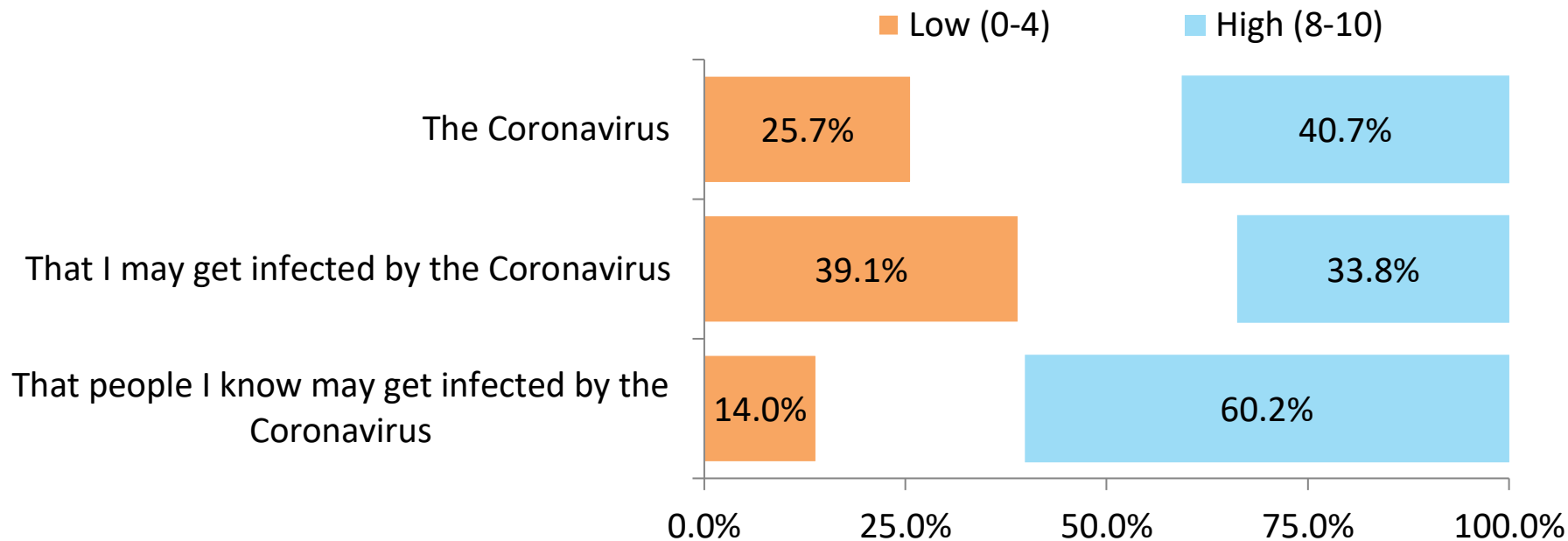
Figure 5: Extent to which children (aged 10 to 17) feel they are coping with Coronavirus changes



Children's worries and concerns

10-16 year-olds, Israel, April 2020

**Since the Coronavirus spread-out, how worried were you...
(0-10 scale, %)**



Children care
more about
the people
who are
important to
them
than about
themselves



The fear that something will happen to a close person is **greater** than the fear that the child himself will be harmed by the virus

This finding converges with previous findings that children who witness violence experience trauma no less severe than children who are the direct victims of violence

Moreover, the fear that the offender is harming a brother or sister is a major trigger for reporting the abuse

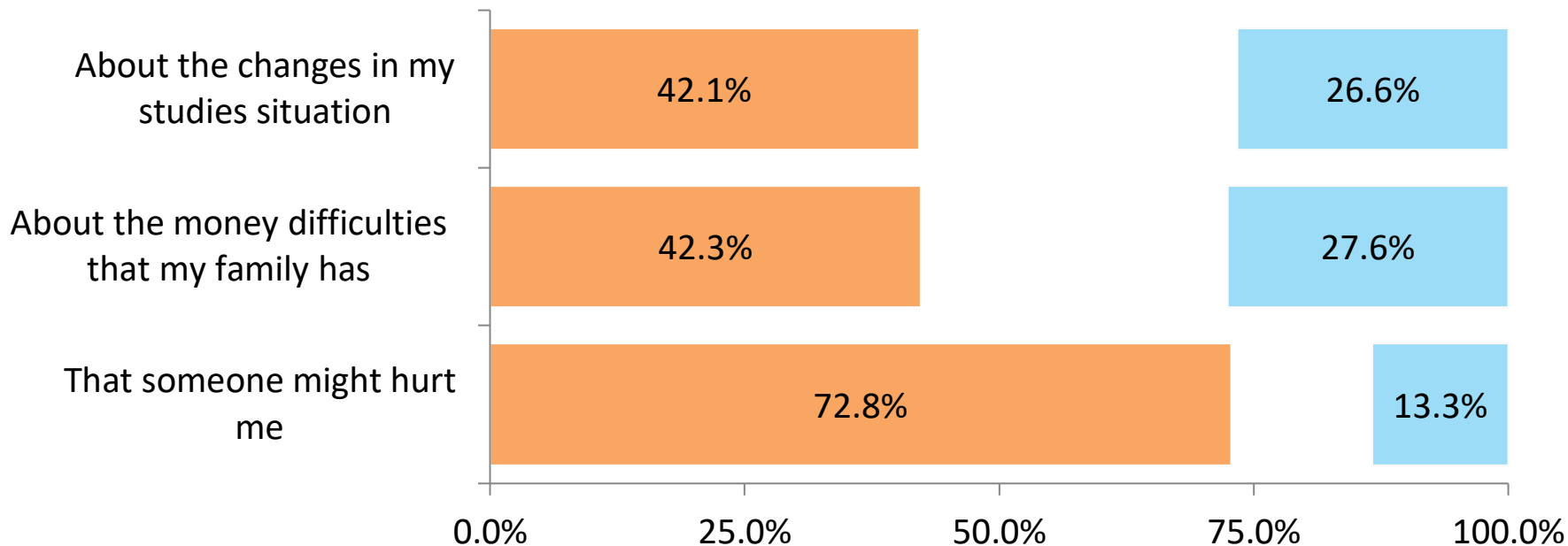
Children's worries and concerns

10-16 year-olds, Israel, April 2020

**Since the Coronavirus spread-out, how worried were you...
(0-10 scale, %)**

Low (0-4)

High (8-10)



Children's worries and concerns

10-17 year-olds, Great Britain, April-June 2020

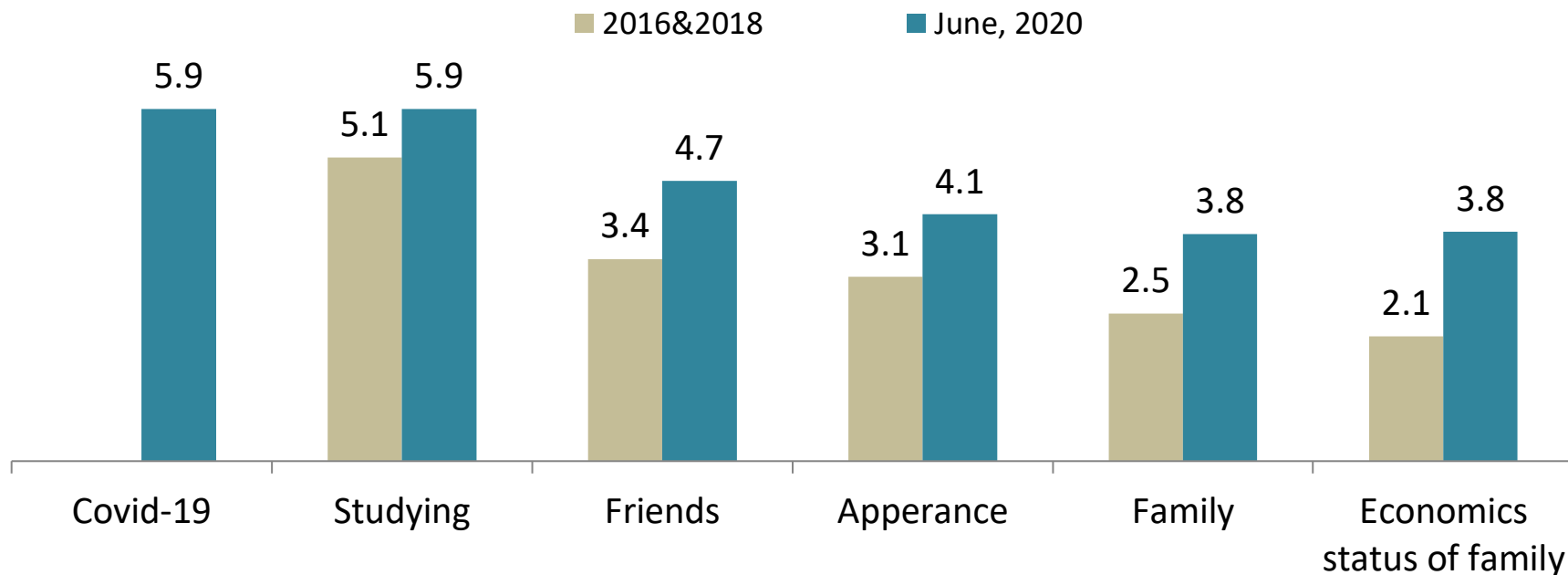
A significant association was found between
levels of worry about the Coronavirus
and **relative poverty status**

A higher proportion of children in relative poverty (23%)
indicated that they were **very worried**
than peers who were not in relative poverty (15%)

Children's worries and concerns

10-16 year-olds, South Korea

Stress with different aspects in life (mean, out of 10)

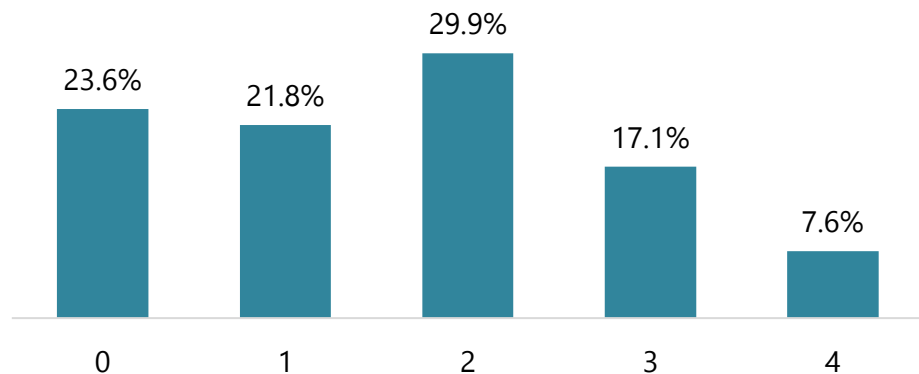


Children's worries and concerns

10-16 year-olds, Israel, April 2020

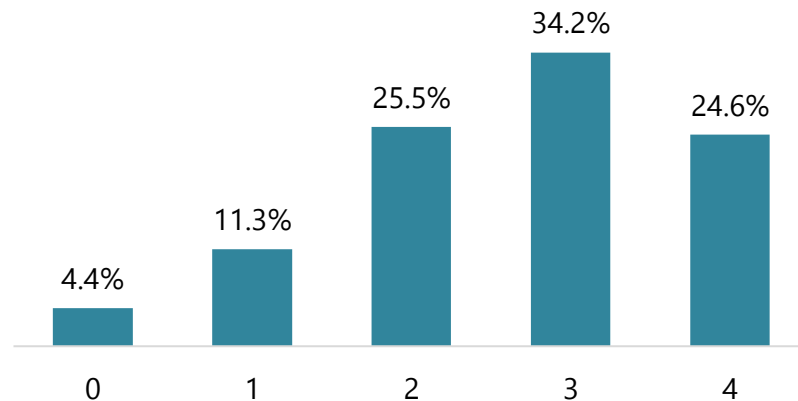
I feel like my worries are being heard

(0=not at all; 4=absolutely)



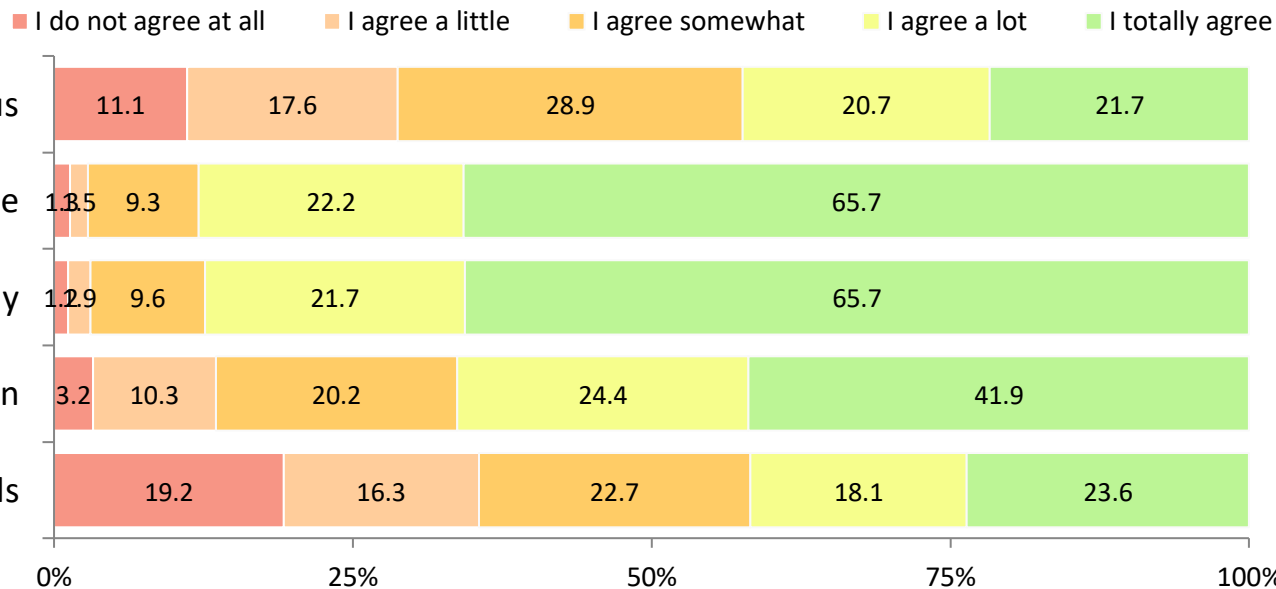
I worry about the things going on in Germany at the moment

(0=no worries at all; 4=worry very much)



Feeling of safety (%)

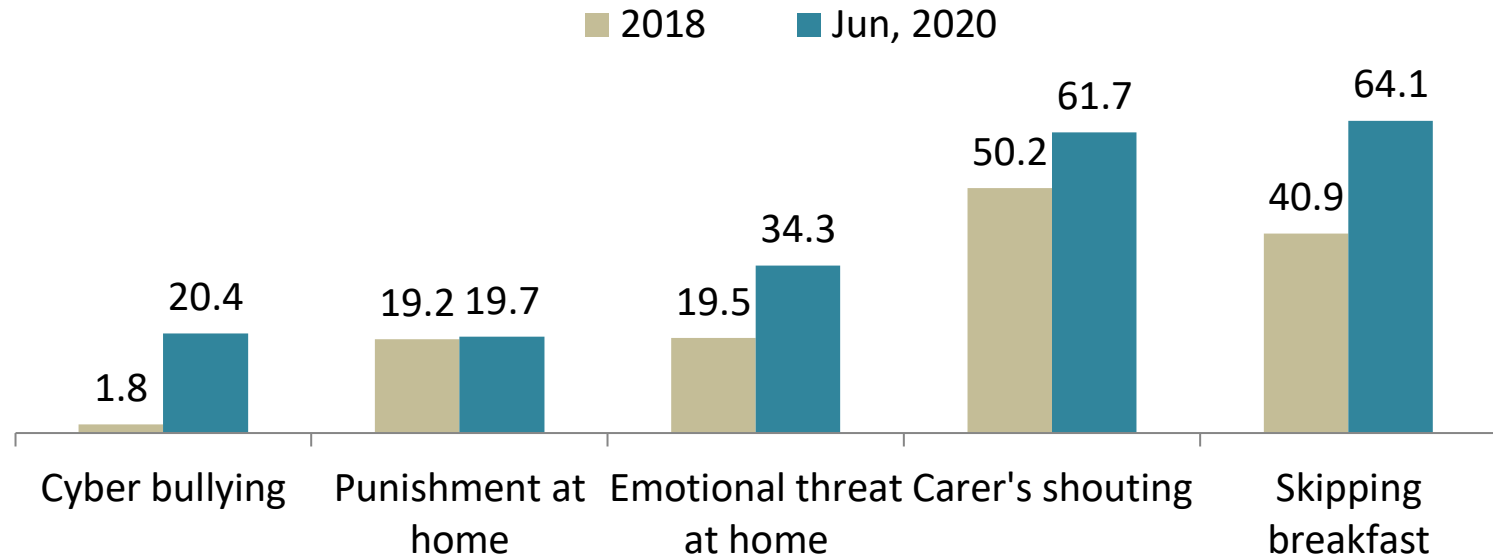
10-16 year-olds, Israel, April 2020



Daily threats in children's lives

(% ,frequency)

10-15-year-old, South Korea



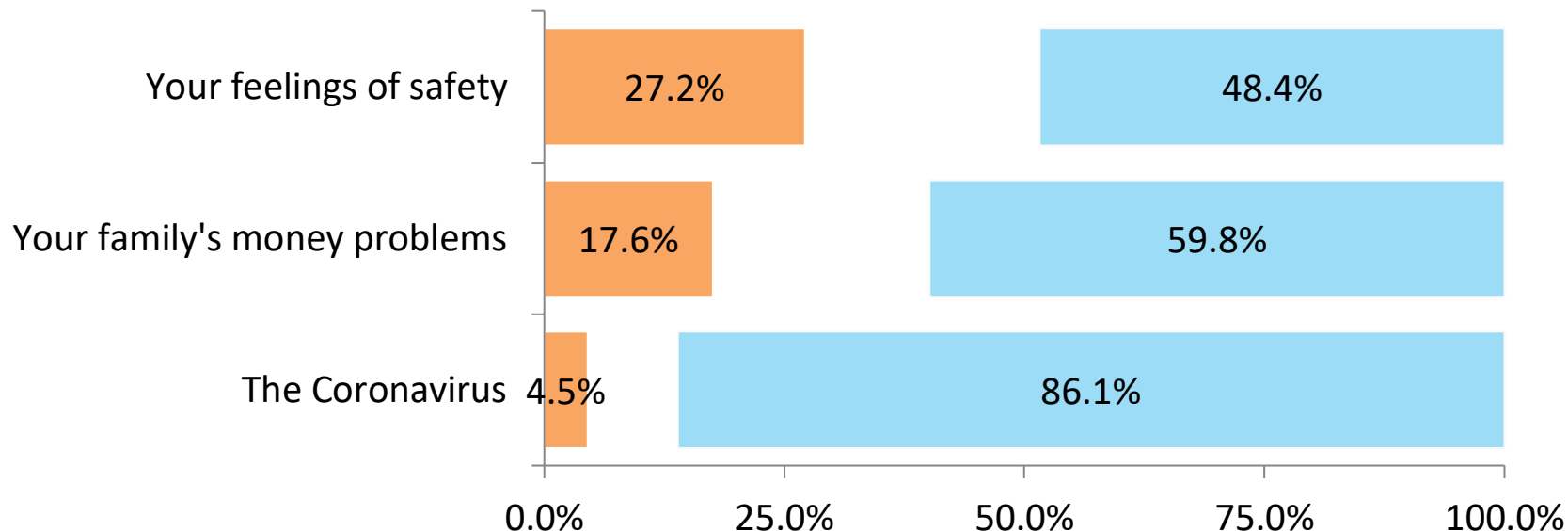
In your opinion, how important is it to find a solution for...?

(0-10 scale, %)

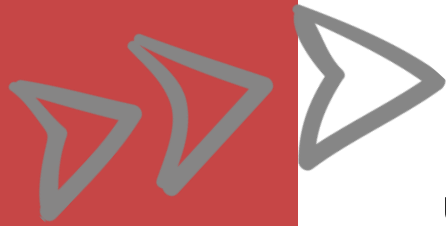
10-16 year-olds, Israel, April 2020

Low (0-4)

High (8-10)



Children are aware of what is going on



These findings indicate that children are aware of the coronavirus, and its direct and indirect consequences for them and those around them

Children know what's going on around them -
They feel and remember consciously and unconsciously the abuse and neglect they face

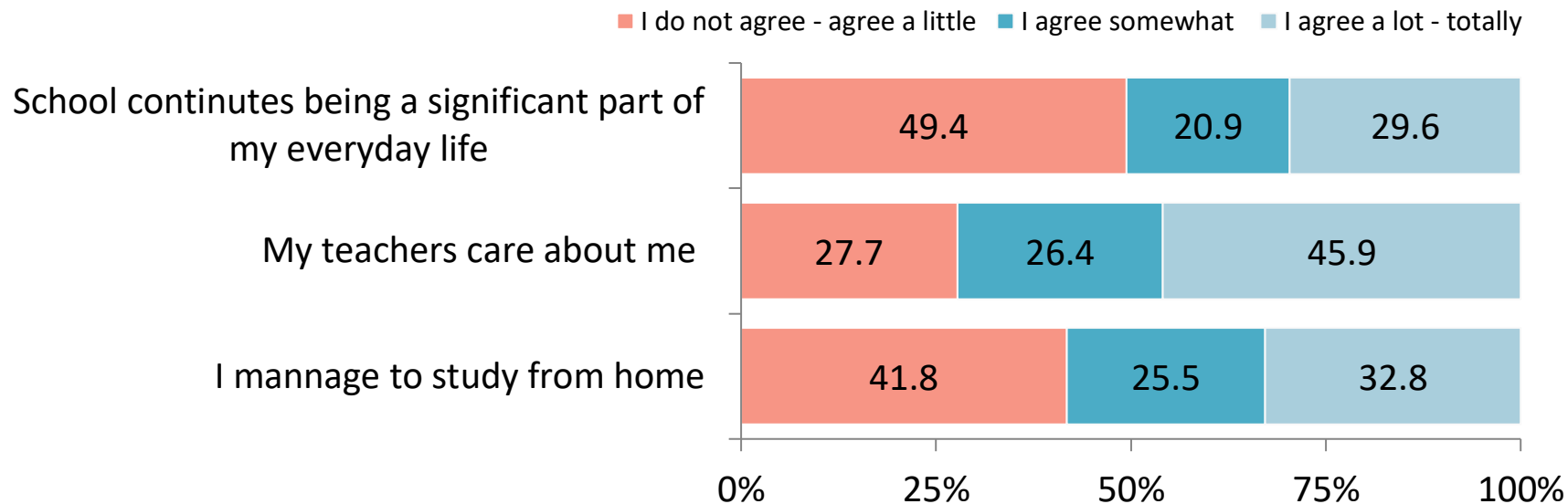
They are aware of the violence and what is happening in the family and it cannot be hidden from them

& School Daily activities



Perception of school life (%)

10-16 year-olds, Israel, April 2020



Children feel the professionals do not care about them



of children do not feel that **28%**
teachers **care** for them

of children would like to be **45%**
more **listened and heard to**

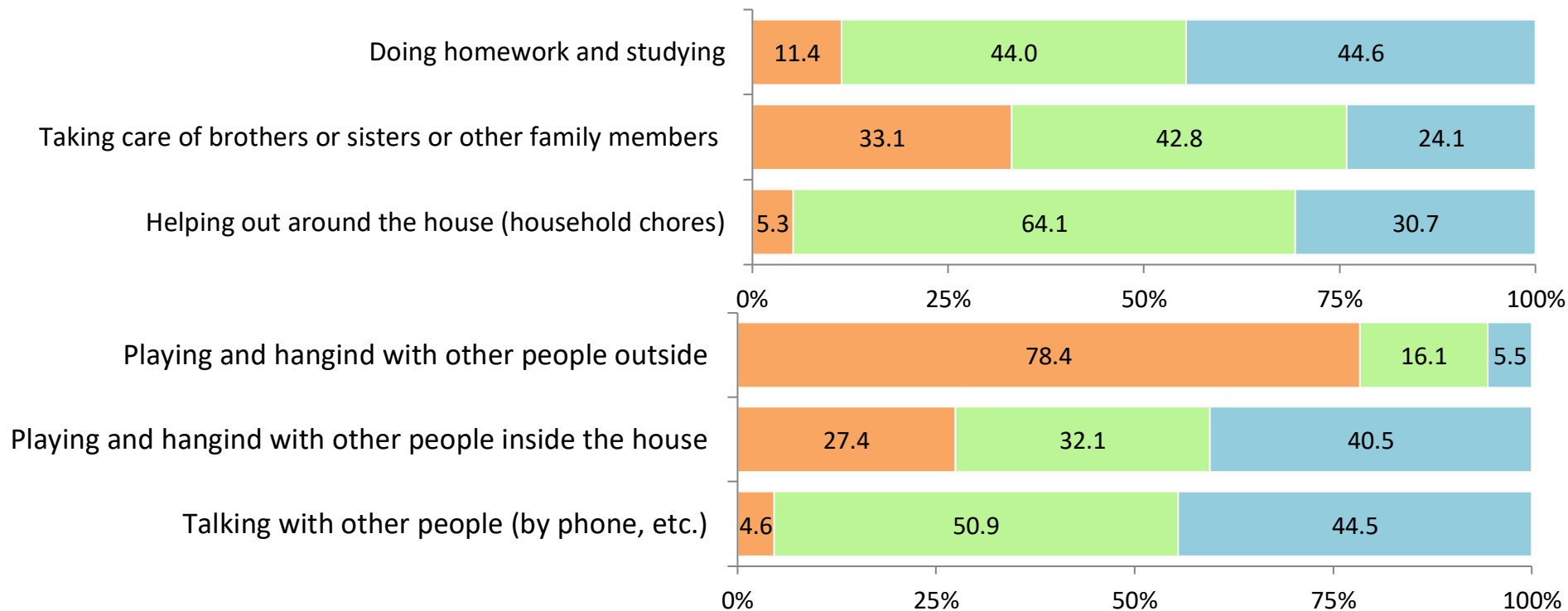
Many times children are excluded from the
discourse and participation in decision-making
processes concerning their personal lives

Children perceive
exclusion and cancellation as a violent act

Time-use (%)

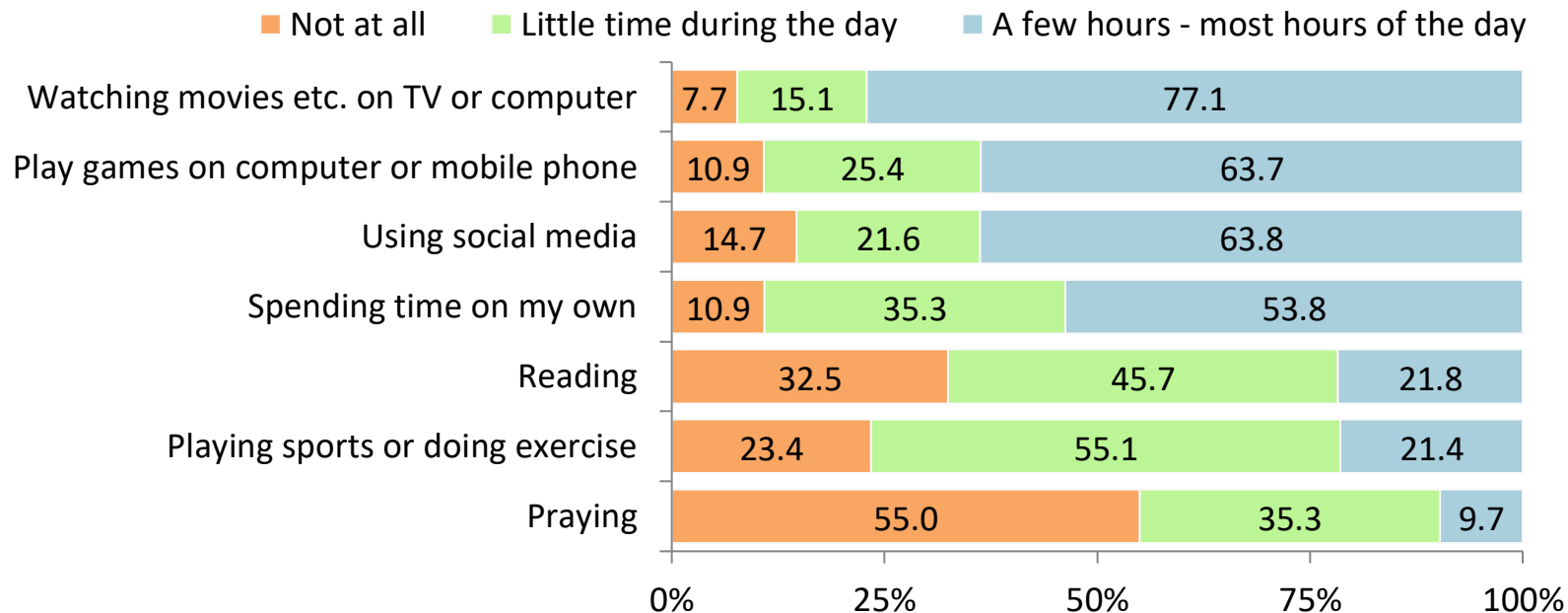
10-16 year-olds, Israel, April 2020

Not at all Little time during the day A few hours - most hours of the day



Time-use (%)

10-16 year-olds, Israel, April 2020

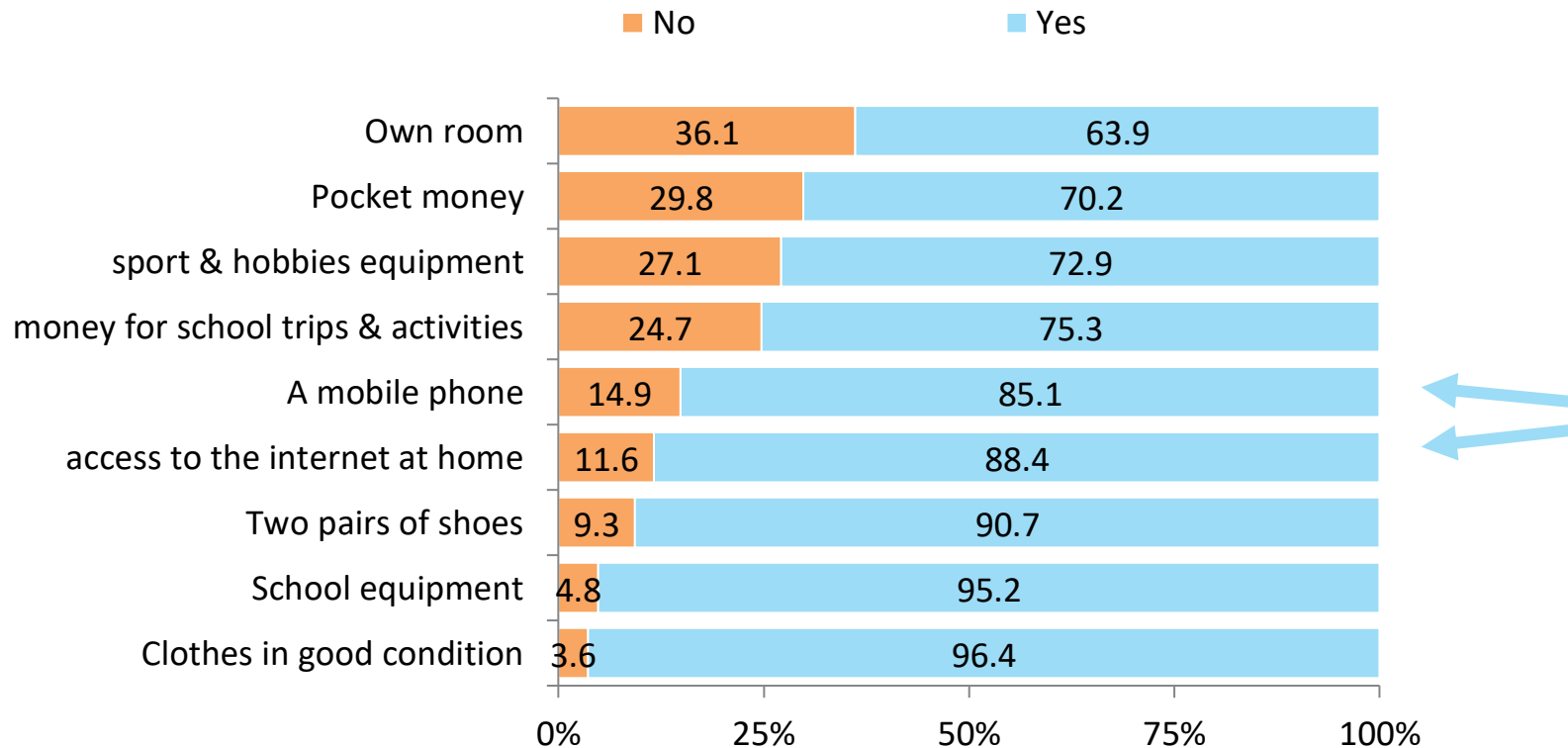





Home & Material Resources

Things children have (%)

10-16 year-olds, Israel, April 2020



A young girl with long brown hair, wearing a black and white striped long-sleeved shirt and blue jeans, is captured mid-jump in front of a chain-link fence. She is smiling and has her arms outstretched. The background is filled with out-of-focus green foliage and bright, circular bokeh light effects, suggesting a sunny day in a park or playground. A dark blue rounded rectangle is overlaid on the bottom left of the image, containing white text.

**Life Satisfaction and
emotional well-being**

Decrease in children's well-being



Initial findings from research of
child well-being around the
world indicate a **decrease** in:

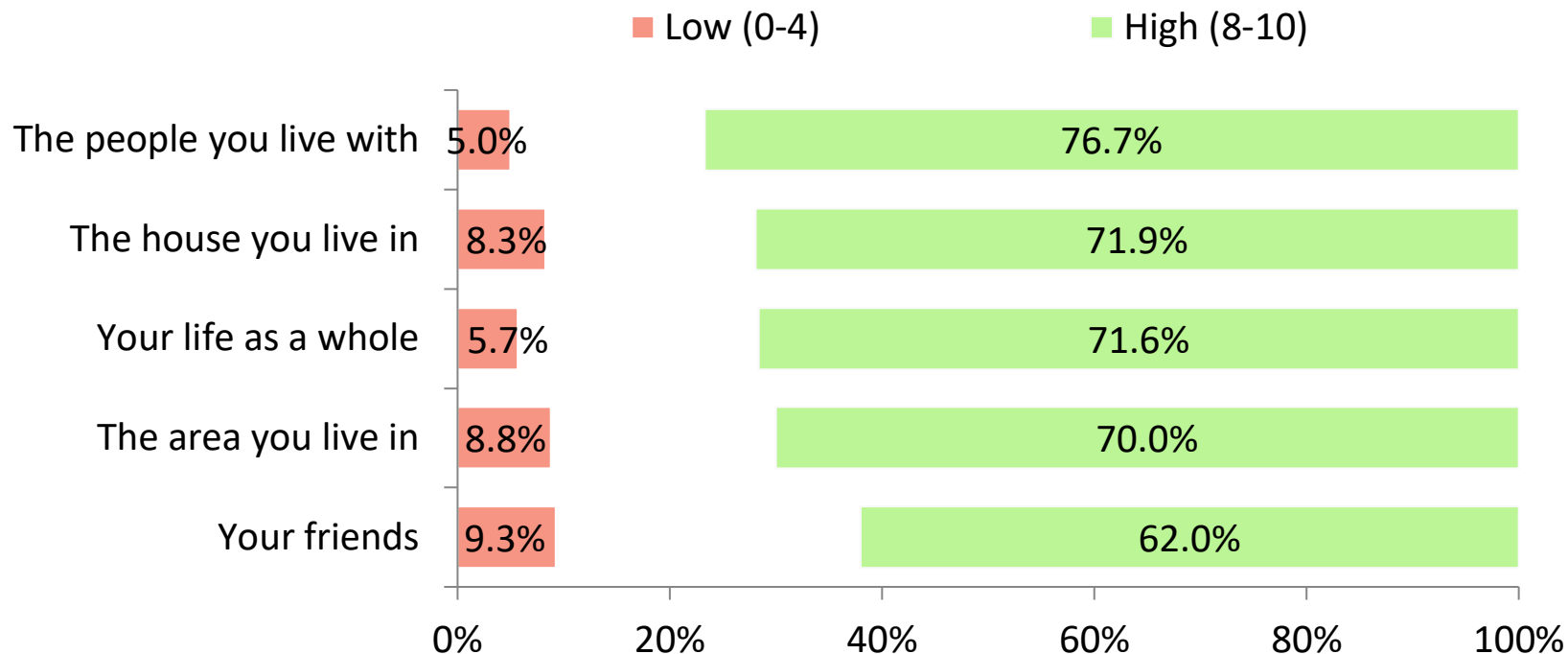
- ▼ Life satisfaction
- ▼ Subjective well-being
- ▼ Positive affect

“While **most children are happy/satisfied**,
a greater proportion than usual scored **below the midpoint**
on our preferred, and usually stable, multi-item measure of
life satisfaction,

which suggests that
some children’s cognitive well-being
has been adversely affected”

High & low satisfaction – Life domains

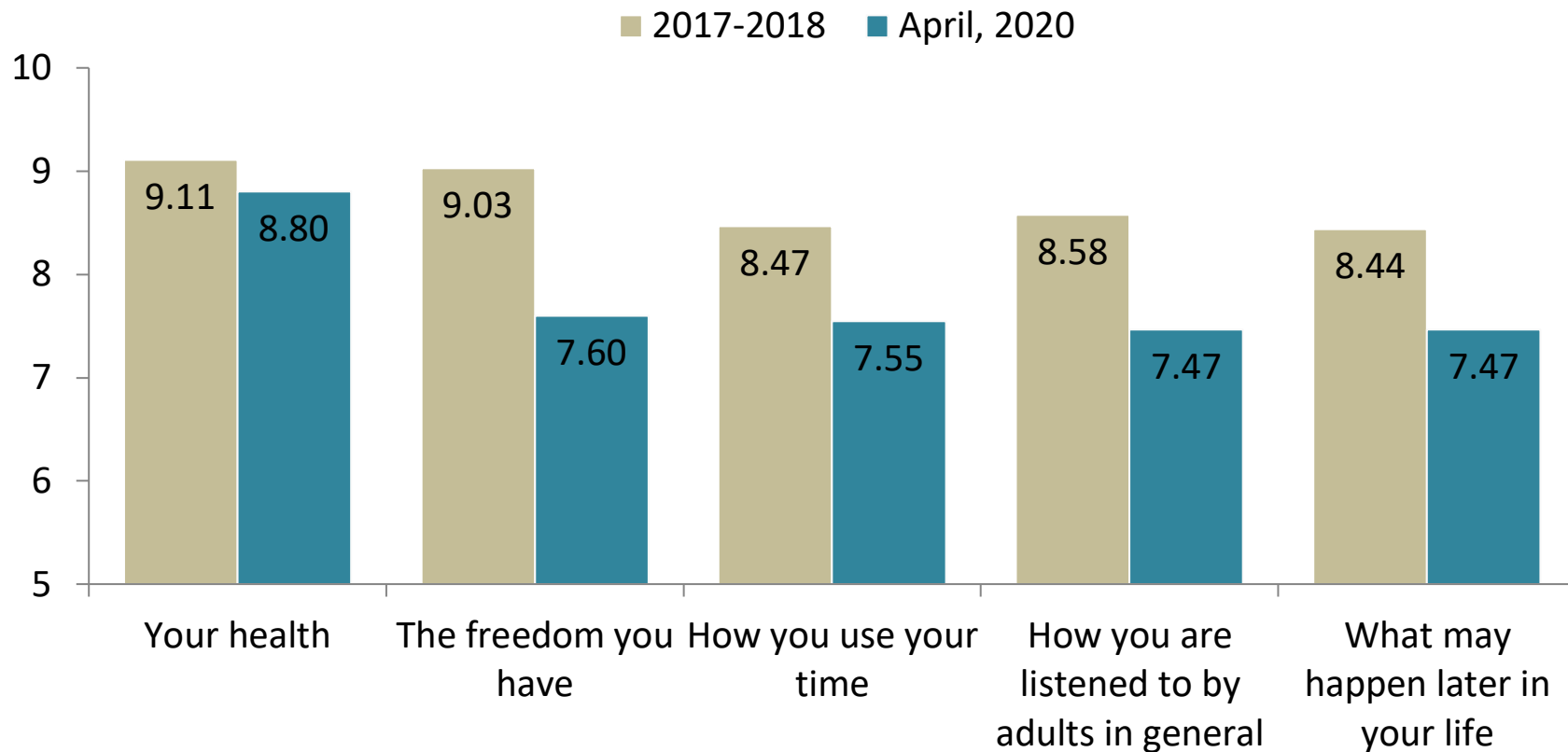
10-16 year-olds, Israel, April 2020



How satisfied are you with things in your life?

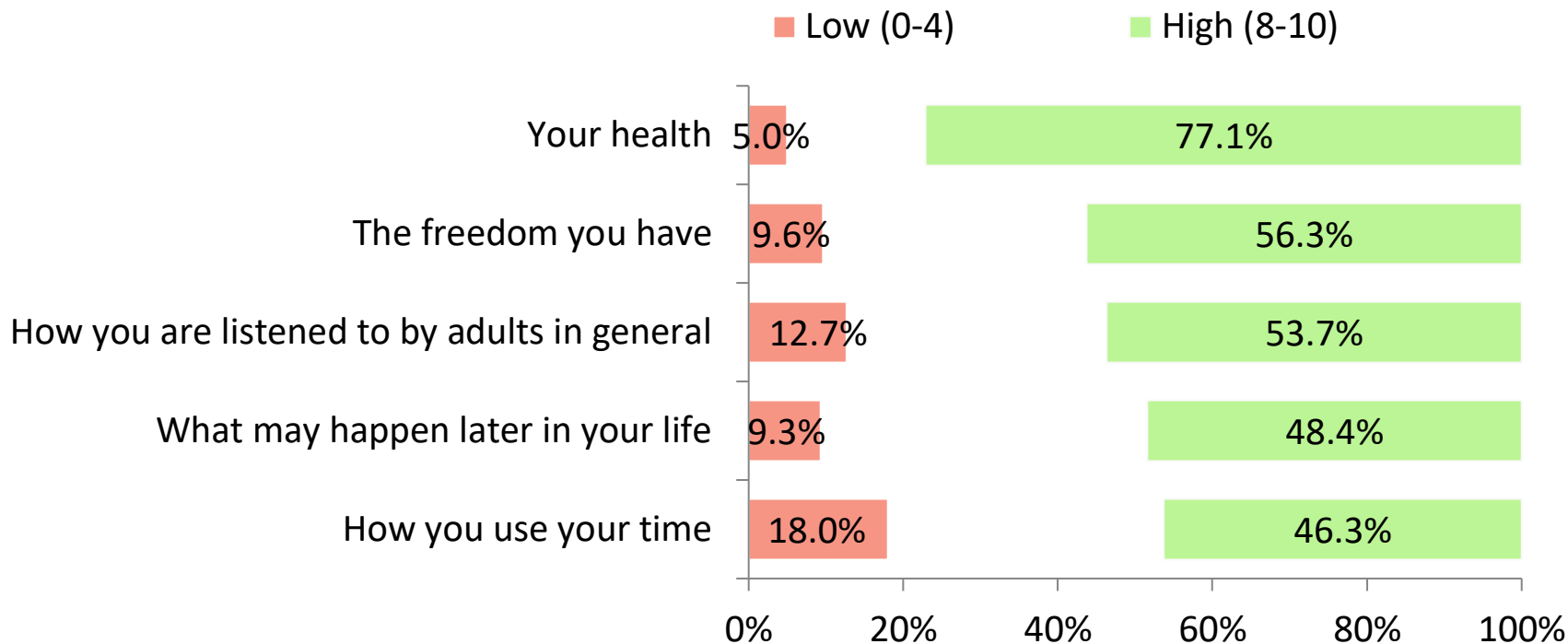
(0-10 scale, means, 10-12 year-old)

10-12 year-olds, Israel



High & low satisfaction – Self aspects

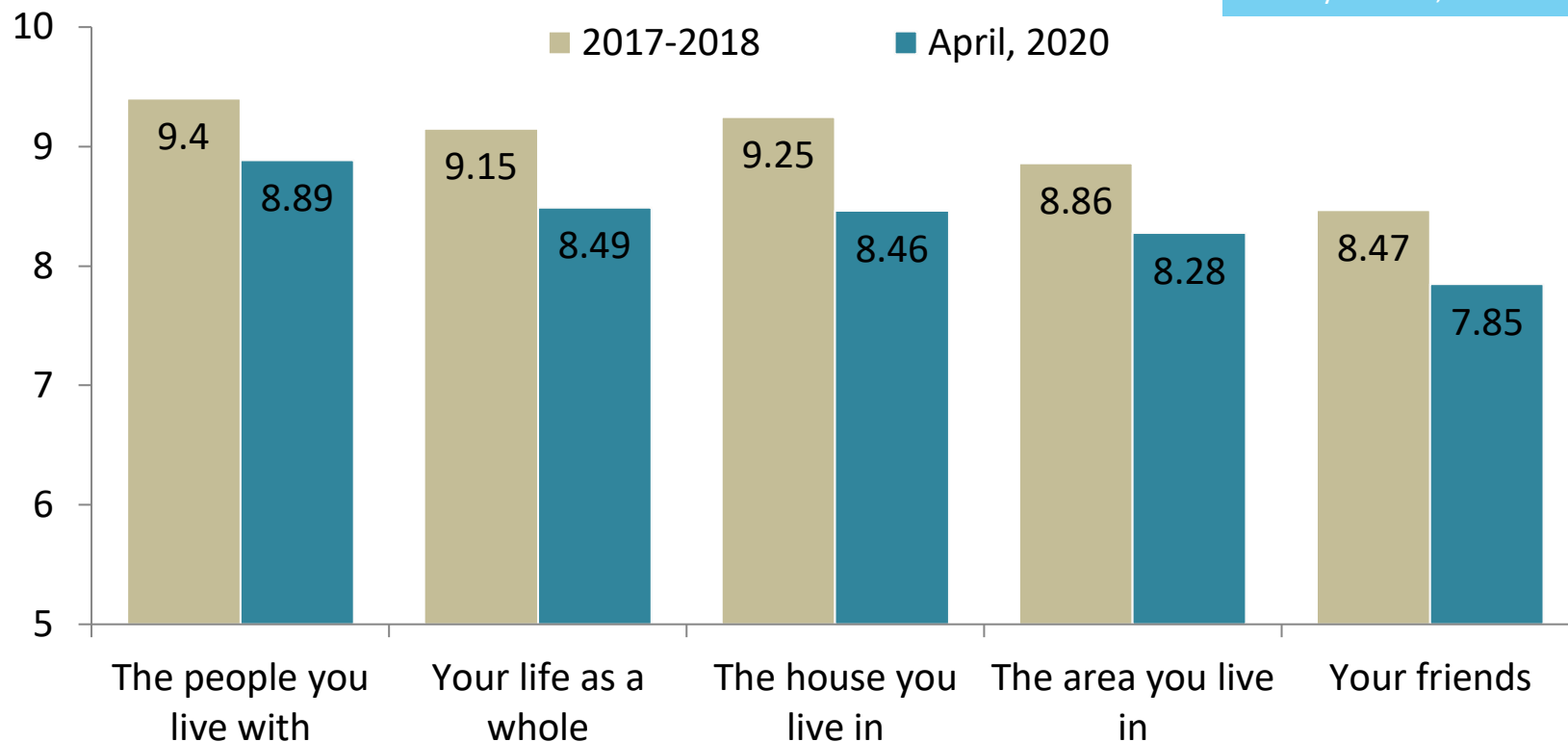
10-16 year-olds, Israel, April 2020



How satisfied are you with things in your life?

(0-10 scale, means)

10-12 year-olds, Israel

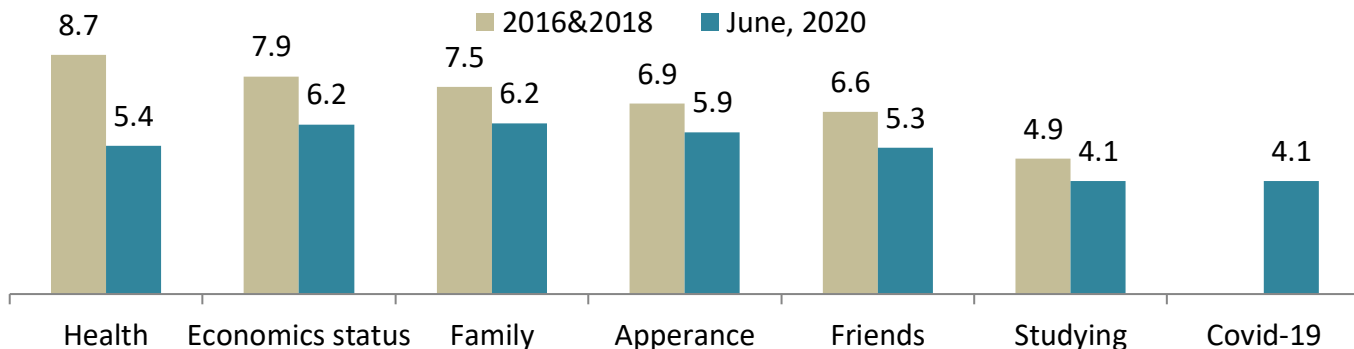


How satisfied are you with things in your life?

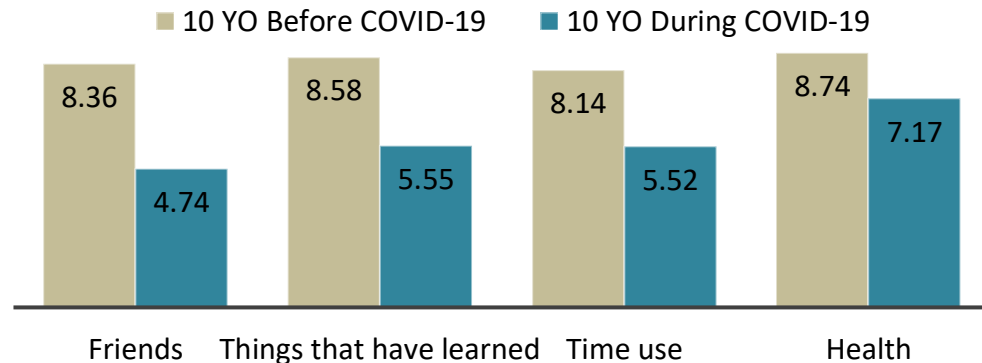
(0-10 scale, means)

10-12 year-olds

South Korea



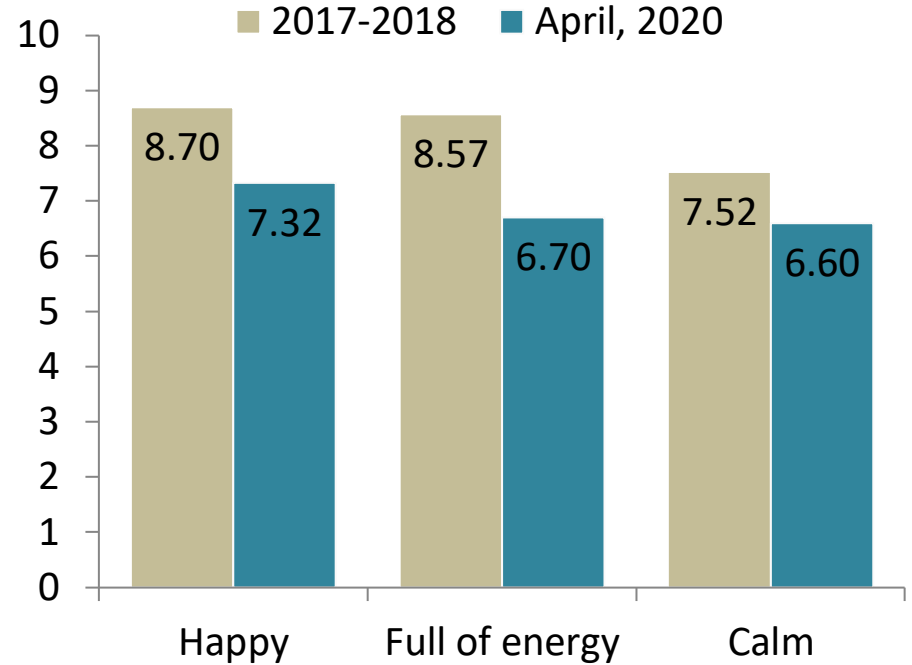
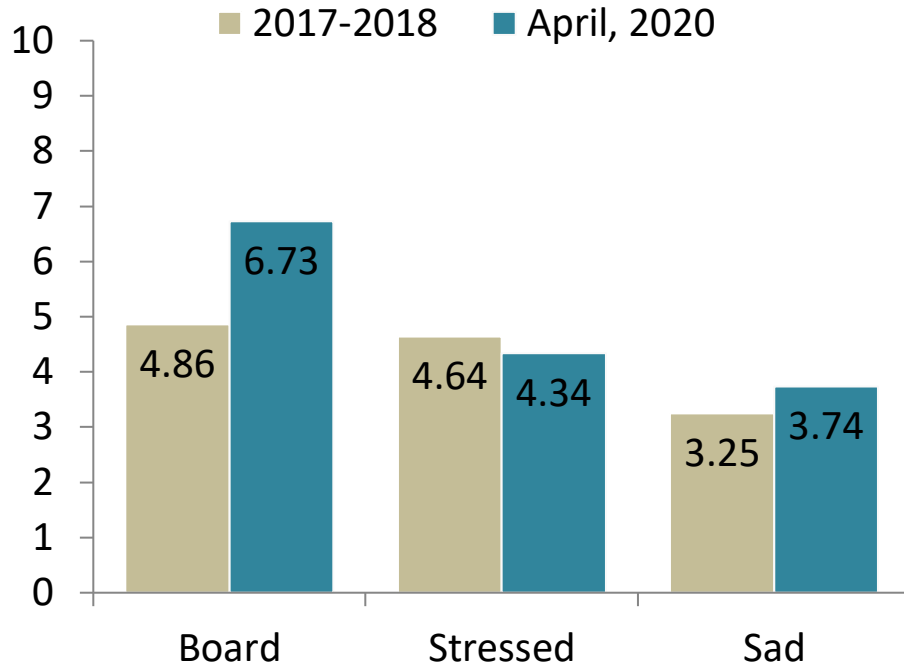
Indonesia



Positive & negative feelings

(0-10 scale, means)

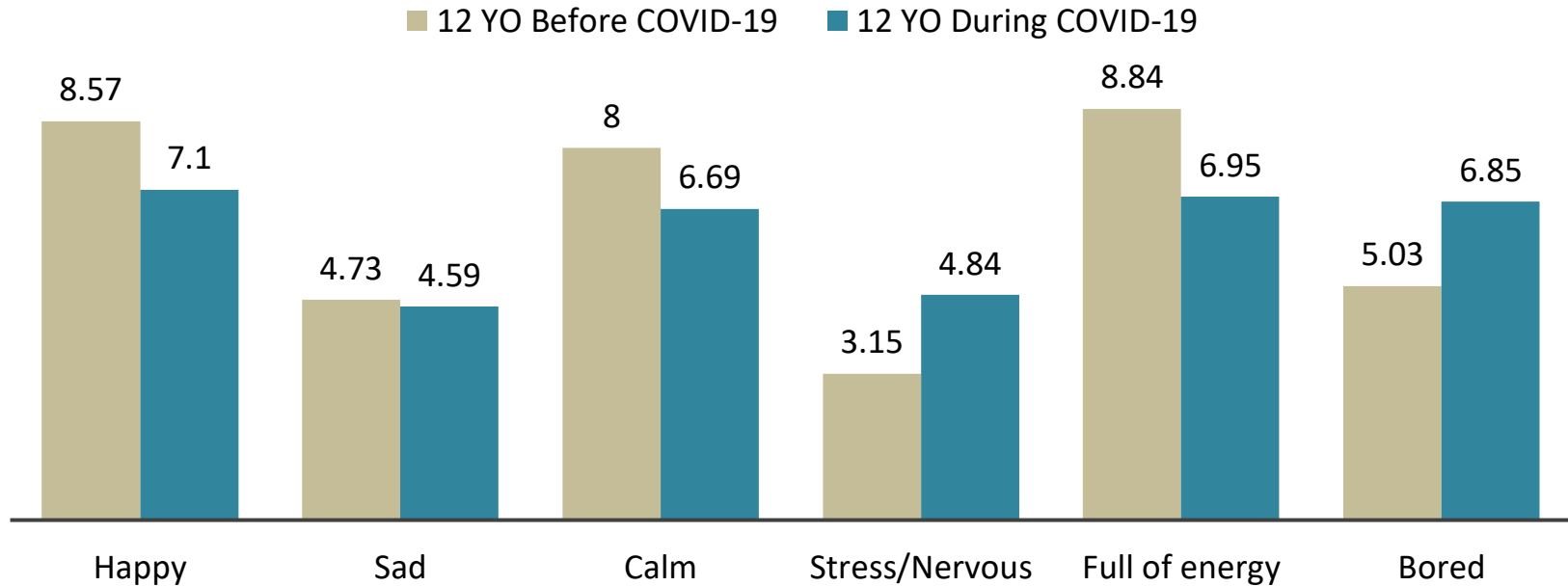
10-12 year-olds, Israel



Positive & negative feelings

(0-10 scale, means)

12 year-olds, Indonesia





More insights
in the context
of maltreated
children



It is
important to
speak with
children
about
"difficult"
issues



Children want to know more and be listened to
more

They are worried and want to get involved

Adults are often apprehensive and avoid having a
conversation with children about complicated and
difficult issues

But - it is extremely important to **talk about the
crisis in their lives**

We can learn a lot from the principles of talking to
traumatized children

Many children are left alone



Many children **spend most of the day alone** with themselves watching TV, computer games and using social media, and most of all - **bored!**

- How do children experience the lack of school settings and structure?
- How are children who routinely experience neglect doing?
- Who cares about children's well-being when boredom increases?
- To whom would children turn to when help is needed?
- Who sees the transparent children?

Are children SAFE?



Children feel unsafe, and many express less satisfaction from their home and family environment

Many studies indicate that **home is not always the safest place** for a child

During this period of time, many children stay mostly at home,

The COVID-19 restrictions may be an explanation for the fact that more children do not feel safe



Thank you for your attention!

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