

A Quarterly Review of Social Reports and Research on Social Indicators, Social Trends, and the Quality-of-Life.
News Included of Working Group 6 on Social Indicators and Social Reporting of the International Sociological Association.
Newsletter of the International Society for Quality-of-Life Studies

A UNICEF REPORT ON CHILD WELL-BEING IN OECD COUNTRIES

The UNICEF Innoenti Research Center in Florence, Italy recently published a report that compares indicators and composite indices of child well-being in the OECD (Organization for Economic Cooperation and Development) nations. The OECD countries are in the more economically developed part of the world and the report accordingly refers to these as rich countries. The UNICEF Innocenti Research Center was established in 1988 to strengthen the research capability of the United Nations Children's Fund and to support its advocacy for children worldwide.

UNICEF, Child Poverty in Perspective: An Overview of Child Well-Being in Rich Countries, Innocenti Report Card 7, 2007. UNICEF Innocenti Research Centre, Piazza SS. Annunziata, 12, 50122 Florence, Italy. Tel: (+39) 055 20 330. Fax: (+39) 055 2033 220. florence@unicef.org. www.unicef.org/irc

The Innocenti Report Card was written by Peter Adamson drawing on research, data and background papers provided by Jonathan Bradshaw (University of York, United Kingdom), Petra Hoelscher (University of Stirling, Scotland), and Dominic Richardson (University of York, United Kingdom). Other External Advisors to the report are Asher Ben-Arieh (The Hebrew University of Jerusalem, Israel), Anna Cristina D'Addio (OECD, Paris, France), Mike Lewis (Cardiff, United Kingdom), Eric Marlier (CEPS/INSTEAD Research Institute, Luxembourg), Brian Nolan (Economic and Social Policy Institute, Dublin, Ireland), Sue Richardson (Flinders University, Australia), and Hirokazu Yoshikawa (New York University, USA).

Conceptual Organization

The Report Card organizes 40 social indicators relevant to children's lives and children's rights into six dimensions of well-being with three components within each dimension as follows:

1. Material Well-Being

- 1.1. Child income poverty
 - 1.1.1. Percentage of children (0-17) in households with equivalent income less than 50 per cent of the median: most recent data.
 - 1.2. Deprivation
 - 1.2.2. Percentage of children reporting low family affluence, aged 11, 13 and 15: 2001.
 - 1.2.3. Percentage of children aged 15 reporting less than six educational possessions: 2003.
 - 1.2.4. Percentage of children aged 15 reporting less than ten books in the home: 2003.
 - 1.3. Work
 - 1.3.5. Percentage of working-age households with children without an employed parent OECD: most recent data.

2. Health and Safety

- 2.1. Health at birth
 - 2.1.6. Infant mortality rate (per 1000 live births): most recent data.
 - 2.1.7. Low birth rate (% births less than 2500g): most recent data
- 2.2. Immunization
 - 2.2.8. Measles: % children immunized aged 12-23 months: 2003
 - 2.2.9. DPT3: % children immunized aged

12-23 months: 2002.

- 2.2.10. Polio3: % children immunized aged 12-23 months: 2002.
- 2.3. Child Mortality
 - 2.3.11. Deaths from accidents and injuries per 100,000 under 19 years, average of latest three years available.

3. Educational Well-Being

- 3.1. Achievement
 - 3.1.12. Reading literacy achievement aged 15: 2003
 - 3.1.13. Mathematics literacy achievement aged 15: 2003
 - 3.1.14. Science literacy achievement aged 15: 2003
- 3.2. Participation
 - 3.2.15. Full-time and part-time students in public and private educational institutions aged 15-19 as a percentage of the population of 15-19 year-olds: 2003

(Continued on next page.)

In this Issue...

SOCIAL REPORTS AND TRENDS:

A UNICEF Report on Child Well-Being in OECD Countries 1-6

ANNOUNCEMENTS:

A Message from ISQOLS President 6

The 1st International Society for Child Indicators Conference "Child Indicators: Diverse Approaches to a Shared Goal" 7
Call For Papers Applied Research in Quality of Life 7

The 2007 ISQOLS Conference "From QOL Concepts to QOL Performance Measures" 8-11

The International Society for Quality-of-Life Studies 6

SINET World Wide Web Homepage 12

SINET

Social Indicators Network News

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3.3. Aspirations

3.3.16. Percentage of 15-19 year-olds not in education or employment: 2003

3.3.17. Percentage of pupils aged 15 years aspiring to low skilled work: 2003

4. Peer and Family Relationships

4.1. Family structure

4.1.18. Percentage of young people living in single-parent family structures, aged 11, 13 and 15:2001

4.1.19. Percentage of young people living in step family structure, aged 11, 13 and 15: 2001

4.2. Family relations

4.2.20. Percentage of students whose parents eat their main meal with them around a table several times a week, aged 15: 2000

4.2.21. Percentage of students whose parents spend time just talking to them several times per week, aged 15: 2000

4.3. Peer relations

4.3.22. Percentage of young people finding their peers 'kind and helpful', aged 11, 13 and 15:2001

5. Behavior and Risks

5.1. Risk behavior

5.1.23. Percentage smoking cigarettes at least once per week, aged 11, 13, 15: 2001

5.1.24. Percentage of young people who have been drunk two or more times, aged 11, 13, 15:2001

5.1.25. Percentage of young people who have used cannabis in the last 12 months, aged 15:2001

5.1.26. Adolescent fertility rate, births per 1000 women aged 15-19: 2003.

5.1.27. Percentage of young people who have had sexual intercourse, aged 15: 2001

5.1.28. Percentage of young people who used a condom during their last sexual intercourse, aged 15: 2001

5.2. Experiences of violence

5.2.29. Percentage of young people involved in physical fighting in previous 12 months, aged 11, 13, 15: 2001

5.2.30. Percentage of young people who were bullied at least once in the last 2 months, aged 11, 13, 15:2001

5.3. Health behavior

5.3.31. Percentage of young people who eat fruit every day, aged 11, 13, 15 years: 2001

5.3.32. Percentage of young people who eat breakfast every school day, aged 11, 13, 15 years: 2001

5.3.33. Mean number of days when young people are physically active for one hour or more of the previous /typical week, aged 11, 13, 15: 2001

5.3.34. Percentage of young people who are overweight according to BMI, aged 13 and 15: 2001

6. Personal Well-Being

6.1. Health

6.1.35. Percentage of young people rating their health as 'fair or poor', aged 11, 13 and 15: 2001

6.2. Personal Well-Being

- 6.2.36. Percentage of young people with scores above the middle of the life satisfaction scale, aged 11, 13 and 15: 2001
- 6.2.37. Percentage of students who agree with the statement 'I feel like an outsider or left out of things', aged 15: 2003
- 6.2.38. Percentage of students who agree with the statement 'I feel awkward and out of place', aged 15: 2003
- 6.2.39. Percentage of students who agree with the statement 'I feel lonely', aged 15: 2003
- 6.3. School Well-Being
- 6.3.40. Percentage of young people 'liking school a lot', aged 11, 13, 15: 2001

Data for the indicators for years in the early 2000's are drawn from two large surveys - an OECD international student assessment and a 2001 World Health Organization survey of health behavior in school-age children.

Methodology

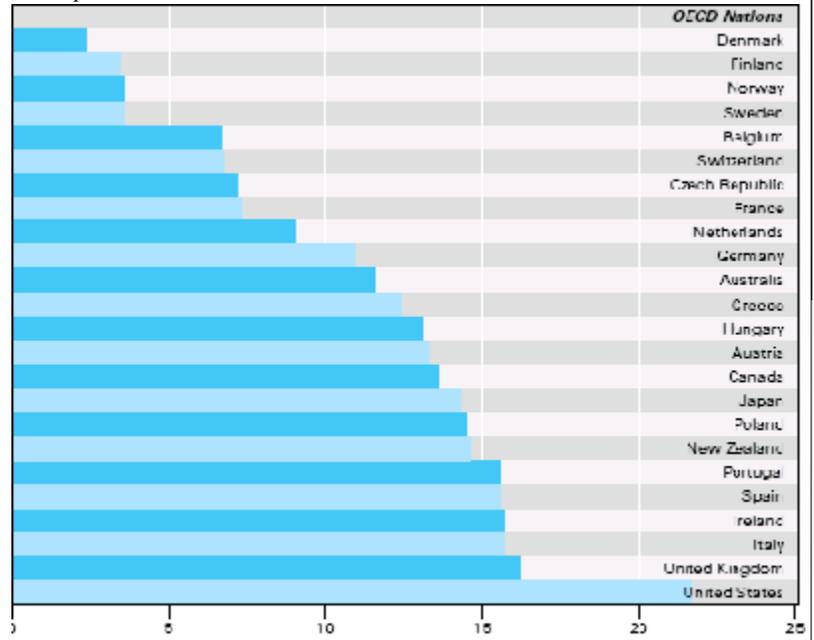
The Report Card calculates a country's overall score for each of the six dimensions. A country's overall score for each dimension of child well-being is calculated by averaging its score for the three components chosen to represent that dimension. If more than one indicator has been used to assess a component, indicator scores are averaged within components. This gives an equal weighting to the components that make up each dimension, and to the indicators that make up each component. The Report Card states that equal weighting is the standard approach used in the absence of any compelling reason to apply different weightings and is not intended to imply that all elements used are considered of equal significance.

To calculate the scores for each country, the Report Card uses a normalizing 'standard scores' or 'z scores' method - i.e. by using a common scale whose upper and lower limits are defined by all the countries in the group. The advantage of this method is that it reveals how far a country falls above or below the average for the group as a whole. The unit of measurement used on this scale is the standard deviation (the average deviation from the average). In other words a score of +1.5 means that a country's score is 1.5 times the average deviation from the average. To ease interpretation, the scores for each dimension then are transformed to have a scale mean of 100 and a standard deviation of 10.

To illustrate some of the data and findings in the Report Card, Figure 1.1, which reports relative income poverty, and Figure 1.2, which reports the percentage of working age households with children without an employed parent, are reproduced nearby.

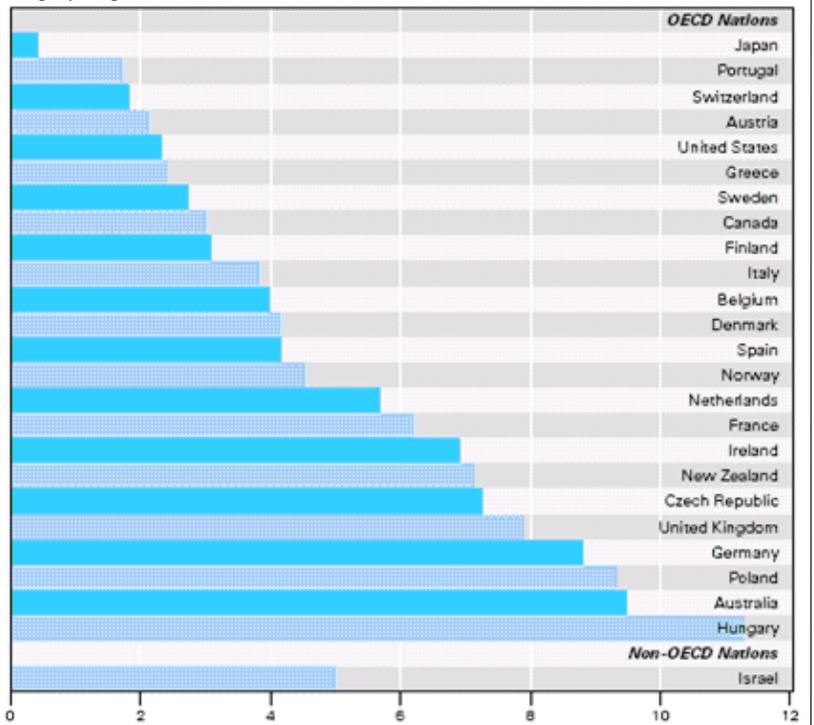
It can be seen from these two charts that the orderings of the countries are quite different on the two indicators - with, for example, the United States at the bottom on relative income poverty and near the top on parental employment.

Figure 1.1 Relative income poverty: Percentage of children (0-17 years in households with equivalent income less than 50% of the median



Source: OECD (2004) AUSTRALIA, AUSTRIA AND GREECE; 2001; BELGIUM, NEW ZEALAND AND SWITZERLAND.

Figure 1.2 Percentage of working-age households with children without an employed parent



For each of the six dimensions of the Report Card, the indicators are combined within components and the components within dimensions, as indicated above. Figure 1.0 reproduced nearby shows the results for the material well-being dimension.

It can be seen from Figure 1.0 that, for example, Sweden has an average material well-being standard score that is nearly 20 percent above the average across all countries, whereas Poland scores nearly 20 percent below that average.

Since many ISQOLS and WG06 readers of SINET have a research interest in subjective well-being, I will complement these material well-being results above with Figure 6.3a reproduced nearby, which shows the percentage of

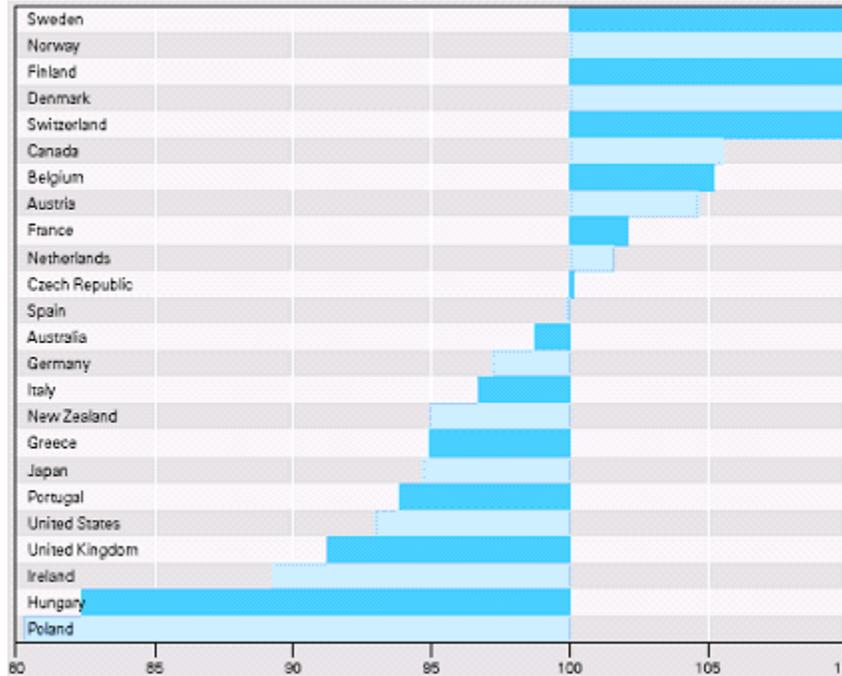
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Figure 1.0 The Material well-being of children, an OECD overview

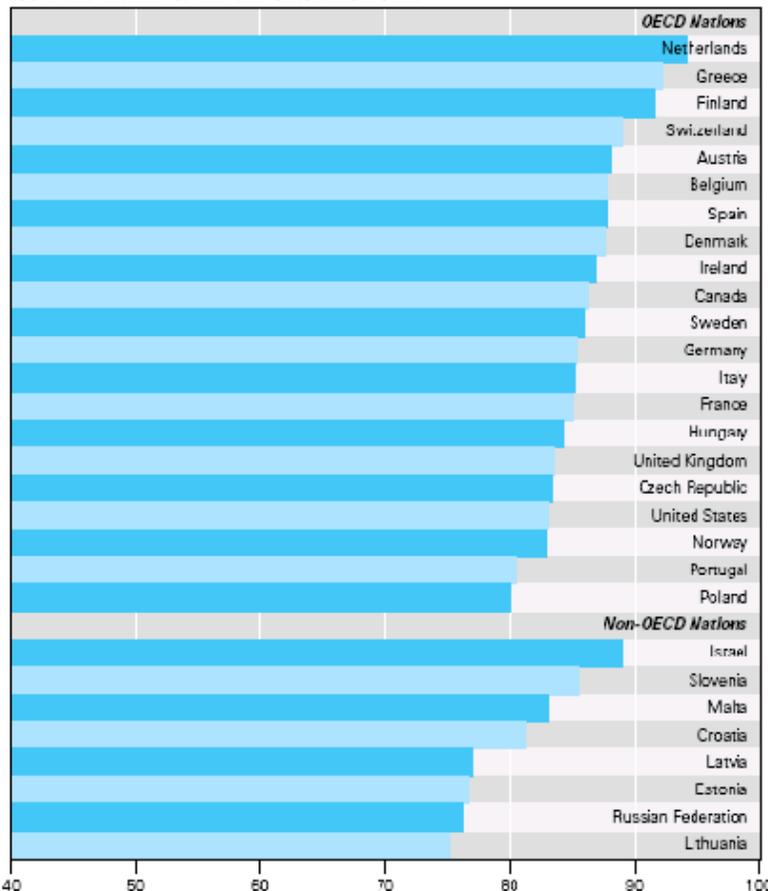
Three components were selected to represent children's material well-being (see box below)

Figure 1.0 averages each country's score over the three components and is scaled to show each country's distance above or below the average (set at 100) for the 21 countries featured.



Note: Each country has been placed on a scale determined by the average score for the group as a whole. The unit used is the standard deviation (the average deviation from the average). To ease interpretation, the results are presented on a scale with the mean of 100 and a standard deviation of 10.

Figure 6.3a Percentage of young people age 11, 13, and 15 who rate themselves above the middle of the life satisfaction scale



Date: 2007/02

young people ages 11, 13, and 15 who rate themselves above the middle of the life satisfaction scale.

It can be seen that more than 90 percent of children in The Netherlands, Greece, and Finland rate themselves as "above the middle." In the U.S., a fictional village named "Lake Wobegon" in Minnesota is known as a community in which all children are "above average." Evidently, this fictional community is not necessarily so far from reality in these countries, at least with respect to children's self-assessments on life satisfaction! On the other hand, even those OECD countries on the low end of this table, Portugal and Poland, have scores of 80 percent or more. Evidently, by this measure, most children ages 11, 13, and 15 in these countries are quite satisfied with life-as-a-whole.

Main Findings

The Report Card includes a table, reproduced nearby, that summarizes its main findings. Countries are listed in order of their average rank on the six dimensions of child well-being that were assessed. In addition, the Report states the following as main findings:

- The Netherlands heads the table of overall child wellbeing, ranking in the top 10 for all six dimensions of child well-being covered by this report.
- European countries dominate the top half of the overall league table, with Northern European countries claiming the top four places.
- All countries have weaknesses that need to be addressed and no country features in the top third of the rankings for all six dimensions of child well-being (though the Netherlands and Sweden come close to doing so).
- The United Kingdom and the United States find themselves in the bottom third of the rankings for five of the six dimensions reviewed.
- No single dimension of well-being stands as a reliable proxy for child well-being as a whole and several OECD countries find themselves with widely differing rankings for different dimensions of child well-being.
- There is no obvious relationship between levels of child well-being and GDP per capita. The Czech Republic, for example, achieves a higher overall rank for child well-being than several much wealthier countries including France, Austria, the United States and the United Kingdom.

Comment

Overall, this is a useful social report on the comparative well-being of children and youth in the OECD countries. The principal author of the Report Card, Peter Adamson, and the External Advisors should be welcomed to the international social indicators and quality-of-life research

community. Most of these individuals are not yet familiar names in ISQOLS, except for Asher Ben-Arieh, who also has been a prime mover in organizing the International Society for Child Indicators (ISCI), which will hold its first conference in Chicago in June (see the announcement elsewhere in this issue).

The study's authors hoped the Report Card would spark discussion - both within and among these countries - about what works, and encourage each country to focus attention on their own children, as they do those in the developing world. Judging from the press coverage of the report, it appears this goal has been accomplished.

As with any study, there are, of course, some problems faced in the analyses reported. For one thing, there are problems of missing data. There are nine OECD countries with insufficient data to be included in the composite ranking table reproduced above: Australia, Iceland, Japan, Luxembourg, Mexico, New Zealand, the Slovak Republic, South Korea, Turkey. This is unfortunate, as the inclusion of these countries in the rankings would make the comparisons even more interesting.

Conceptually, the report draws upon recent contributions to the social indicators, quality-of-life, and child well-being research literatures. But it does so only in a very general and vague manner. For instance, the six dimensions of the Report Card are essentially the seven domains (two domains are combined in the report) of the child and youth well-being index (CWI) developed for measuring changes over time in the U.S. by Land, Lamb, and Mustillo (2001) and recently updated by Land, Lamb, Meadows, and Taylor (2007). The Report Card vaguely references the CWI on page 40, but does not give an explicit citation. Similarly, the materials on subjective well-being uses the terminology of "personal well-being," but does not cite any of the work by Bob Cummins and the International Well-Being Group (see, e.g., Cummins, Eckersley, Okerstrom, Lo, Davern, Hunter, and Woerner 2004), who have developed and applied the Personal Well-Being Index in Australia and several other countries. Finally, the study uses an equal-weighting within components and equal-weighting of components and dimensions to obtain its composite indices. As noted above, the Report Card states that this is "standard practice" under certain conditions, but it does not explicitly cite any methodological work, such as that

The chart below presents the findings of this *Report Card* in summary form. Countries are listed in order of their average rank for the six dimensions of child well-being that have been assessed.¹ A light blue background indicates a place in the top third of the table; mid-blue denotes the middle third and dark blue the bottom third.

Dimensions of child well-being	Average ranking position (for all 6 dimensions)	Dimension 1 Material well-being	Dimension 2 Health and safety	Dimension 3 Educational well-being	Dimension 4 Family and peer relationships	Dimension 5 Behaviours and risks	Dimension 6 Subjective well-being
Netherlands	4.2	10	2	6	3	3	1
Sweden	5.0	1	1	5	15	1	7
Denmark	7.2	4	4	8	9	6	12
Finland	7.5	3	3	4	17	7	11
Spain	8.0	12	6	15	8	5	2
Switzerland	8.3	5	9	14	4	12	6
Norway	8.7	2	8	11	10	13	8
Italy	10.0	14	5	20	1	10	10
Ireland	10.2	19	19	7	7	4	5
Belgium	10.7	7	16	1	5	19	16
Germany	11.2	13	11	10	13	11	9
Canada	11.8	6	13	2	18	17	15
Greece	11.8	15	18	16	11	8	3
Poland	12.3	21	15	3	14	2	19
Czech Republic	12.5	11	10	9	19	9	17
France	13.0	9	7	18	12	14	18
Portugal	13.7	16	14	21	2	15	14
Austria	13.8	8	20	19	16	16	4
Hungary	14.5	20	17	13	6	18	13
United States	18.0	17	21	12	20	20	-
United Kingdom	18.2	18	12	17	21	21	20

OECD countries with insufficient data to be included in the overview: Australia, Iceland, Japan, Luxembourg, Mexico, New Zealand, the Slovak Republic, South Korea, Turkey.

of Hagerty and Land (2007), that studies alternative weighting schemes and that supports this statement.

Substantively, while, as noted above in the Main Findings, the Report Card concludes that there is no obvious relationship among the countries between GDP per capita and the child well-being ranks, there does appear to be one relationship that stands out - it is easier for a country with a relatively small population, especially one that is relatively racially and ethnically homogeneous, to rank in the top third of the countries compared. Put differently, as is often the case with international comparisons of well-being, it appears to be more difficult for the larger, more ethnically diverse countries to rank near the top on the composite child well-being index. Thus, of the four largest OECD countries compared - France, Germany, the United States, and the United Kingdom - the UK is ranked dead last, the US is just above it, France is four ranks higher, but still in the bottom third, and Germany is five ranks higher than France and only in the middle third. Of course, this is not to excuse any of these larger OECD countries for any of their shortcomings on child well-being. But it is striking that larger, more diverse countries appear to face great challenges in producing an average quality of life or well-being that is

comparable to that of the smaller, more homogenous countries. In view of this, it almost makes sense to pull the larger countries out for a separate analysis and comparison.

Moreover, when child well-being is measured within these large countries, it is found that there is substantial variability by region. For instance, in the US, the gap in overall well-being between the top three of 50 states, New Hampshire, Vermont, and Connecticut, and the bottom three states, New Mexico, Louisiana, and Mississippi, is very substantial. It may, in fact, be the case that child well-being in the top tier of US states is comparable to, or at least close to, that of The Netherlands, Sweden, and Denmark, while that of the bottom tier of US states is far behind. Similar comments may apply to other large countries, such as the UK and France, and also to the European Union as a whole. Regional disparities within large countries and unions thus merit more attention in international comparisons of well-being.

In sum, it is good to see this report on comparative child well-being published. It provides a good foundation on which to build subsequent work.

~ Kenneth C. Land

(References continued on next page.)

(References continued from previous page.)

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THE INTERNATIONAL SOCIETY FOR QUALITY-OF-LIFE STUDIES: HEADQUARTERS AND WWW HOMEPAGE

The International Society for Quality-of-Life Studies (ISQOLS) was formed in the mid-1990s. The objectives of ISQOLS are: 1) to stimulate interdisciplinary research in quality-of-life (QOL) studies within the managerial (policy), behavioral, social, medical, and environmental sciences; 2) to provide an organization which all academic, business, nonprofit, and government researchers who are interested in QOL studies can coordinate their efforts to advance the knowledge base and to create positive social change; and 3) to encourage closer cooperation among scholars engaged in QOL research to develop better theory, methods, measures, and intervention programs.

The year 2006 membership fees are US\$75 for regular members and \$50 for students or retired persons. Prof. M. JOSEPH SIRGY (Virginia Tech and State University) is Executive Director of ISQOLS. Anyone interested in knowing more about ISQOLS should contact Prof. Sirgy at the central office.

The ISQOLS central office recently moved to new physical and virtual locations. Please note the new addresses:

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A MESSAGE FROM THE ISQOLS PRESIDENT

Dear Colleagues and Friends,

This is my first year to serve ISQOLS as president and I look forward to meeting many colleagues around the world during my term of office. It will not be easy to step into the footsteps of my predecessors. However, I have Richard Estes, Past President (2005-6) to thank for his sterling work in handing over an organization that is in good shape. Richard has inspired us to hone our research skills, to become better scholars, and to see the bigger picture in global quality-of-life studies.

2007 marks the first year in which ISQOLS has its own journal, *Applied Research in Quality of Life*, launched at ISQOLS2006 conference. This year also sees ISQOLS busy reaching out to sister organizations such as the International Sociological Association's Social Indicators Working Group 06 and the more health-focused International Society for Quality-of-Life Studies (ISOQL) with whom we share research interests.

At the time of writing in February 2007, media messages communicated worldwide stress the importance of monitoring social indicators to assess contemporary and future quality of life. For example, the new consensus that global warming is indeed a by-product of our human development shows up the critical function of QOL studies as early (or in this case, just-in-time!) warning systems. A number of influential organisations are following our lead in collating social indicators to focus attention on issues of concern to us all, such as the wellbeing of our children.

Last year, ISQOLS presented its Betterment of the Human Condition award to the South African Institute of Race Relations that has fearlessly reported the country's social indicators for over 75 years. I am pleased to report that the Institute has just secured financial support from the Belgian government to launch a regular monitor of South Africa's performance as a democracy.

One of the important functions of ISQOLS is to bring together scholars to share their research. We are currently preparing the CD and the conference volumes from last year's 2006 ISQOLS meeting held in Grahamstown, South Africa, which some of you were able to attend.

Our next annual conference will be in San Diego, California, USA, 6-9 December, 2007. Conference chairs Joe Sirgy, Mariano Rojas, Alex Michalos, and Don Rahtz have sent out the first call for papers and programme and other details. You can register via the ISQOLS website. We hope you will make every effort to participate and I look forward to meeting many of you there.

Apart from our annual conferences, ISQOLS offers rich resources for our work. So I urge you to inform yourself of the opportunities when visiting the website to renew your ISQOLS subscription if you have not already done so: www.isqols.org

Valerie Møller

ISQOLS President (2007-2008)

THE 1ST INTERNATIONAL SOCIETY FOR CHILD INDICATORS CONFERENCE

Child Indicators: Diverse Approaches to a Shared Goal
June 26-28, 2007
Chicago, Illinois

Organized by International Society for Child Indicators and hosted by the Chapin Hall Center for Children at the University of Chicago

About ISCI

The ultimate purpose of the International Society for Child Indicators (ISCI) is to contribute to improving the well-being of the world's children. A specific goal of ISCI is, first, to develop a network dedicated to improving measures and data resources, rigorous analysis of the data, exploration of theoretical issues, presentation of information, and the dissemination of information about the status of children. A second goal is to enhance the capacity of the field, especially for countries that are in the initial stages of producing child well-being indicators. Third, we seek to identify and develop ways to facilitate the dissemination and application of indicators to policy and practice. For a full description, information and for joining ISCI please see www.childindicators.org

Theme of the Conference

The conference theme seeks to explore how child indicators can be used to improve the development and well-being of the world's children. The goal of the conference is to provide an opportunity for all participants to discuss relevant issues, make networks, share resources and collaborate in an effort to promote the well-being of all children using child indicators.

The conference is focused on the following sub-themes:

- Theory and conceptual frameworks of child indicators
- Measurement, data, and methods issues
- Child indicators as measures of present or future child well-being
- Dissemination of child indicators
- Advocacy using child indicators
- Policy development using child indicators
- Children's participation in the development and implementation of indicators
- Child indicators with cultural variations
- Child indicators across borders
- Information technology and child indicators

CALL FOR PAPERS APPLIED RESEARCH IN QUALITY OF LIFE THE OFFICIAL JOURNAL OF THE INTERNATIONAL SOCIETY FOR QUALITY-OF-LIFE STUDIES

The aim of this journal is to publish conceptual, methodological and empirical papers dealing with quality-of-life studies in the applied areas of the natural and social sciences. As the official journal of ISQOLS, it is designed to attract papers that have some direct implications for or impact on practical applications of research on the quality-of-life. We welcome papers crafted from inter-disciplinary, inter-professional and international perspectives. This research should guide decision making in a variety of professions, industries, nonprofit, and government sectors such as healthcare, travel and tourism, marketing, corporate management, community planning, social work, public administration, human resource management, among others. The goal is to help decision makers apply performance measures and outcome assessment techniques based on concepts such as well-being, human satisfaction, human development, happiness, wellness and quality of life. The Editorial Review Board is divided into specific sections indicating the broad scope of practice covered by the journal, and the section editors are distinguished scholars from many countries across the globe.

Authors interested in submitting manuscripts for publication should consult the website <http://ariq.edmgr.com>. Manuscripts should be directed to the relevant Section Editor of the Editorial Review Board. If an appropriate Section Editor can not be identified, direct the manuscript to the current Editor in Chief, Michalos.

THE 2007 ISQOLS CONFERENCE

FROM QOL CONCEPTS TO QOL PERFORMANCE MEASURES

December 6-8, 2007

San Diego Marriott Mission Valley, San Diego, California, USA

Conference co-chairs: Mariano Rojas (mariano.rojas@udlap.mx), Alex Michalos (michalos@unbc.ca), Don Rahtz (Don.Rahtz@mason.wm.edu), and Joe Sirgy (sirgy@vt.edu)

Conference track chairs and co-chairs:

Please submit your session proposals, workshops, and abstracts to the appropriate track chair (or co-chair) as indicated below. If your topic is not covered by any of the tracks below, please send your proposal to any of the conference co-chairs (see above).

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cont...THE 2007 ISQOLS CONFERENCE
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Best Dissertation Award

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Best Dissertation Award: ISQOLS invites the submission of recent dissertations for consideration for the Best Dissertation Award. QOL topics from all academic and professional disciplines area welcomed. The award will be presented at the Awards banquet at the conference. To be eligible for the Best Dissertation Award you must have completed a doctoral dissertation at a recognized university within the last two years. Application deadline is June 1, 2007. For information about submission details (length of manuscript, style, contact information, etc.), please contact Prof. Filomena Maggino (filomena.maggino@unifi.it) or Prof. Dave Webb (dwebb@biz.uwa.edu.au).

Conference Registration: There are many options for conference registration. The easiest method is to register on-line (go to ISQOLS' homepage - www.isqols.org <<http://www.isqols.org>> - and click on Conferences and Workshops). You can download the registration form (from the conference web page) and fax it in (if you are paying by credit card) at 1-540-961-4162. You also can mail the registration form with credit card information or check/money order to the following address: ISQOLS, 1800 Kraft Drive, Suite 111, Blacksburg, Virginia 24060-6370, USA. Electronic payments may be wired to ISQOLS' checking account - 0002173773 - Wachovia Bank in Blacksburg, Virginia 24060, USA. If you are doing the latter you still need to print the registration form and mail (or fax) it in.

Conference Proceedings Editor: Don Rahtz (College of William and Mary; Don.Rahtz@mason.wm.edu)

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* Centro de Estudios sobre el Bienestar' at Universidad de Monterrey
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* ISQOLS Solidarity Fund

Additional Conference Highlights

* Special interest groups: Opportunities have been set aside in the conference program for various Special Interest Groups to meet on a daily basis. In effect, special interest groups related to the work of ISQOLS can hold a "mini-conference," undertake planning sessions, or engage in other activities related to their interest area while participating in the ISQOLS conference. Requests for meeting space, etc. should be directed to the Conference Secretariat well in advance of the December meeting. Space and other resources will be set aside for use by Special Interest Groups only on a pre-arranged basis.

Call for Conference Proposals (proposed plenary sessions, panel sessions, workshops, individual presentations, etc.). Conference proposals for presentation as part of the 2007 ISQOLS Conference may be submitted at any time until May 30, 2007. Proposals should be submitted simultaneously to both the Conference Secretariat (isqols@vt.edu) and, if appropriate, to a Track Chair or Co-Chair (as indicated above). Proposals may be submitted in either electronic or paper format and, in all cases, should be prepared using the Abstract Cover Page reprinted in this Call for Abstracts. The following deadlines will be adhered to as closely as possible:

- A. Call for Proposals circulated: January 30, 2007
- B. Draft Abstracts due: May 30, 2007
- C. Preliminary Review of Draft Abstracts: January 30, 2007 to May 30, 2007
- D. Communications with submitters concerning the acceptability of their Abstract: January 30 to May 30, 2007
- E. When indicated, deadline for submission of revised Abstracts: June 30, 2007
- F. When possible, draft of paper/presentation due to Track Chair/Co-chairs: September 30, 2007
- G. When indicated, draft of papers/presentations due to Session discussants (if appropriate): September 30, 2007
- H. Preparation of Conference Abstracts publication: October 15, 2007
- I. When possible, completed paper/presentations due to Session Chairs/Co-Chairs: November 1, 2007
- J. Deadline for submission of revised papers for publication consideration in the ISQOLS "Best of Papers" series, i.e., *Advances in QOL Research* (Springer Publishers): January 15, 2008

Presentation Formats

Conference participants are welcome to submit proposals that make use of any of the following types of presentation formats.

1. Workshops: Intense "hands on" opportunities for researchers and practitioners to enhance their skills in QOL assessment and measurement. All workshops will be at least 3-hours in length and will be lead by experienced QOL researchers and practitioners. The following workshops already have been planned:

WK 1: QOL Coaching/Therapy. The workshop will be conducted by Professor Michael Frisch of Baylor University (USA) and one workshop will be held a day before the conference (time and place will be announced) and another during the conference (time and place will be announced).

WK 2: Quality-of-Work-Life Programs. The workshop will be conducted by Professor Nora Reilly of Radford University (USA). Time and place of this workshop will be announced.

WK 3: How to Become a Certified Community Indicator Project Specialist: The workshop will be conducted by Professor Joe Sirgy of Virginia Tech (USA). Time and place of this workshop will be announced.

2. Individual Presentations in the Context of Concurrent Paper Sessions: Limited to 3-4 topically-focused presentations in a 1.5 hour time slot. Most sessions will be limited to a maximum of 3 presentations and, depending on the track, a discussant. Hence, each presenter will be restricted to 15 minutes + 10 minutes for the discussant + 20 minutes for questions, answers and other types of interaction with the audience.

3. Panel Sessions: 1.5 hour time slot devoted to a session involving several experts discussing their own ideas of a particular topic. The session should be interactive to allow questions and answers.

4. Plenary Session: There will be at least two plenary sessions that are attended by all conference attendees. Plenary sessions will involve renowned key note speakers with a great deal of authority and experience in a particular area of QOL research.

5. Roundtables: One-hour long sessions following breakfast with 1-2 presenters and 6-8 participants.

6. Poster Sessions: Single presentations made during scheduled during coffee breaks. Time: 30 minutes with a rotating audience.

We look forward to you submitting your proposals and seeing you at the 2007 ISQOLS Conference in San Diego.

SINET WORLD WIDE WEB HOMEPAGE

SINET has a homepage entry on the World Wide Web. It is located on the homepage of the Department of Sociology at Duke University and thus can be accessed by clicking on Department Publications on the address of that page, namely, <http://www.soc.duke.edu> or by typing in the full address <http://www.soc.duke.edu/resources/sinet/>. The homepage for *SINET* contains a description of the Contents of the Current Issue as well as of Previous Issues. In addition, it has Subscription Information, Editorial Information, Issue-Related Links, and a link to the homepage of ISQOLS, the International Society for Quality-of-Life Studies. The Issue-Related Links button has links to World Wide Web locations of data for the construction, study, and analysis of social and quality-of-life indicators that have been identified in previous issues of *SINET*. When you are surfing the Web, surf on in to our homepage.

SINET

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As a service to the world-wide social indicators community, *SINET* is issued quarterly (February, May, August, November). Subscribers and network participants are invited to report news of their social indicator activity, research, policy development, etc., to the Editor for publication. Deadlines are the 20th of the month prior to each issue.

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SINET

Social Indicators Network News

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