

Child well-being in Sweden

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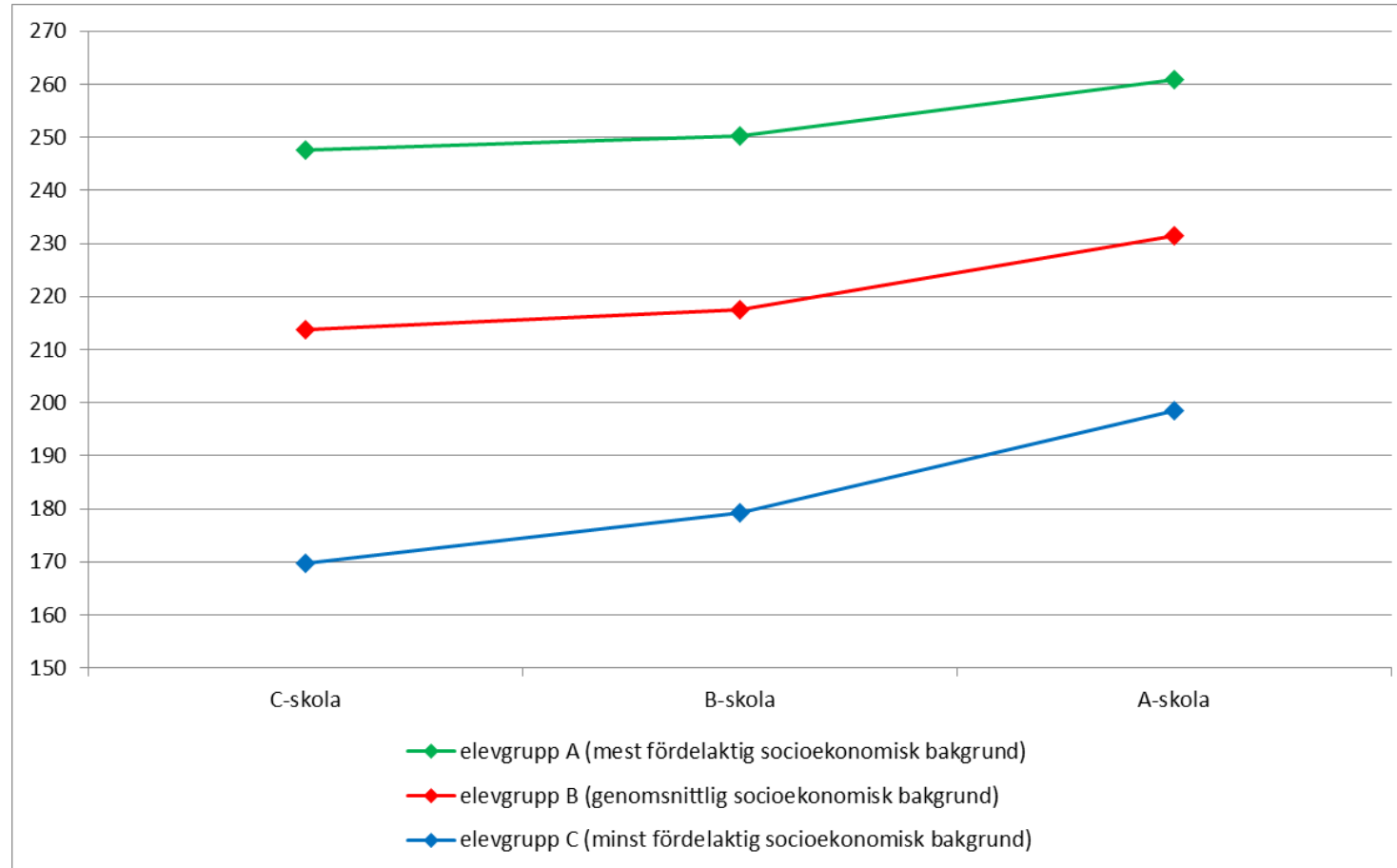
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Children and the Swedish school system

- High coverage, high quality pre-school
- Performance measured from mid school
- Support for low achievers mainly in upper-middle school
- First decisive tracking at age 15

- (In theory) focus in teaching on the (individual) learning process and grading in relation to subject-specific capabilities
- Increasing school segregation by education and migration status

Figure 1. Educational achievement across pupil-SES and school-SES (NBE, 2015)



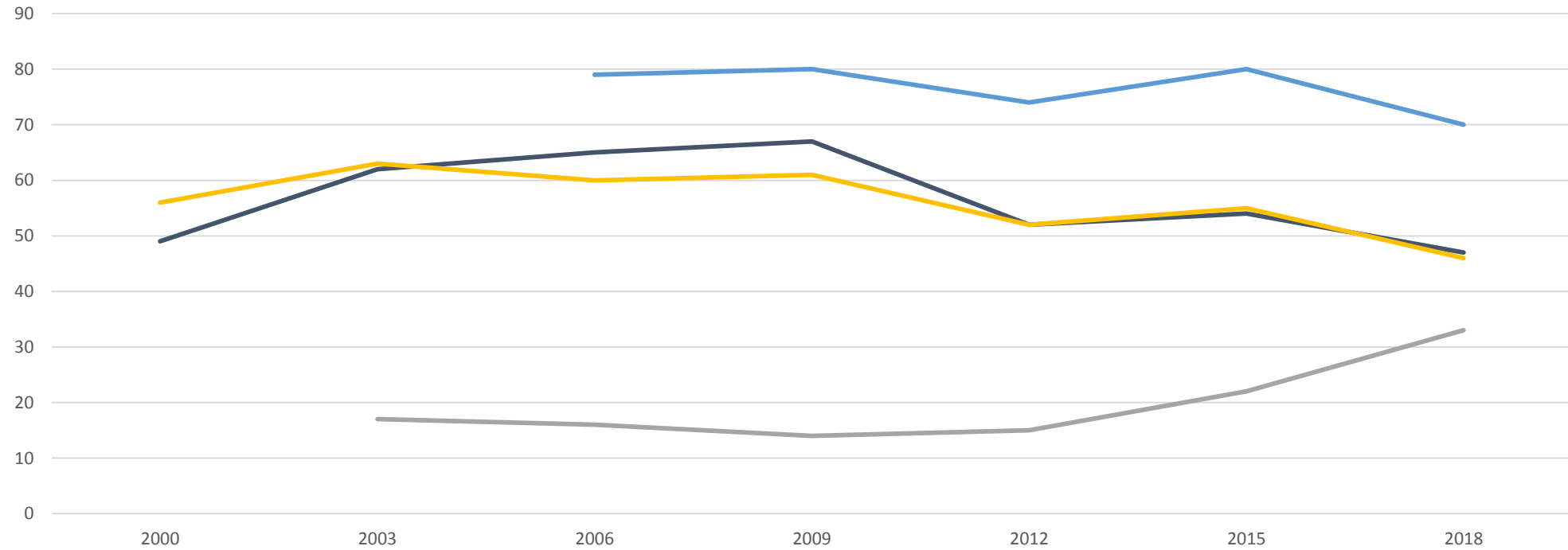
There's more to school than meets the eye

- Most adolescents are less aware of the basic mechanisms of learning & assessment in school than one might believe. Formative assessment

"She [the teacher] describes the skill requirements and how they're assessed. It's really good 'cause it tells us what to be mindful of and all that"

- Lack of "peace for studies" linked to general teaching qualities
"it's much calmer, 'cause everyone knows what to do and why"

Perceptions of school age 10-18 (NBE 2019)

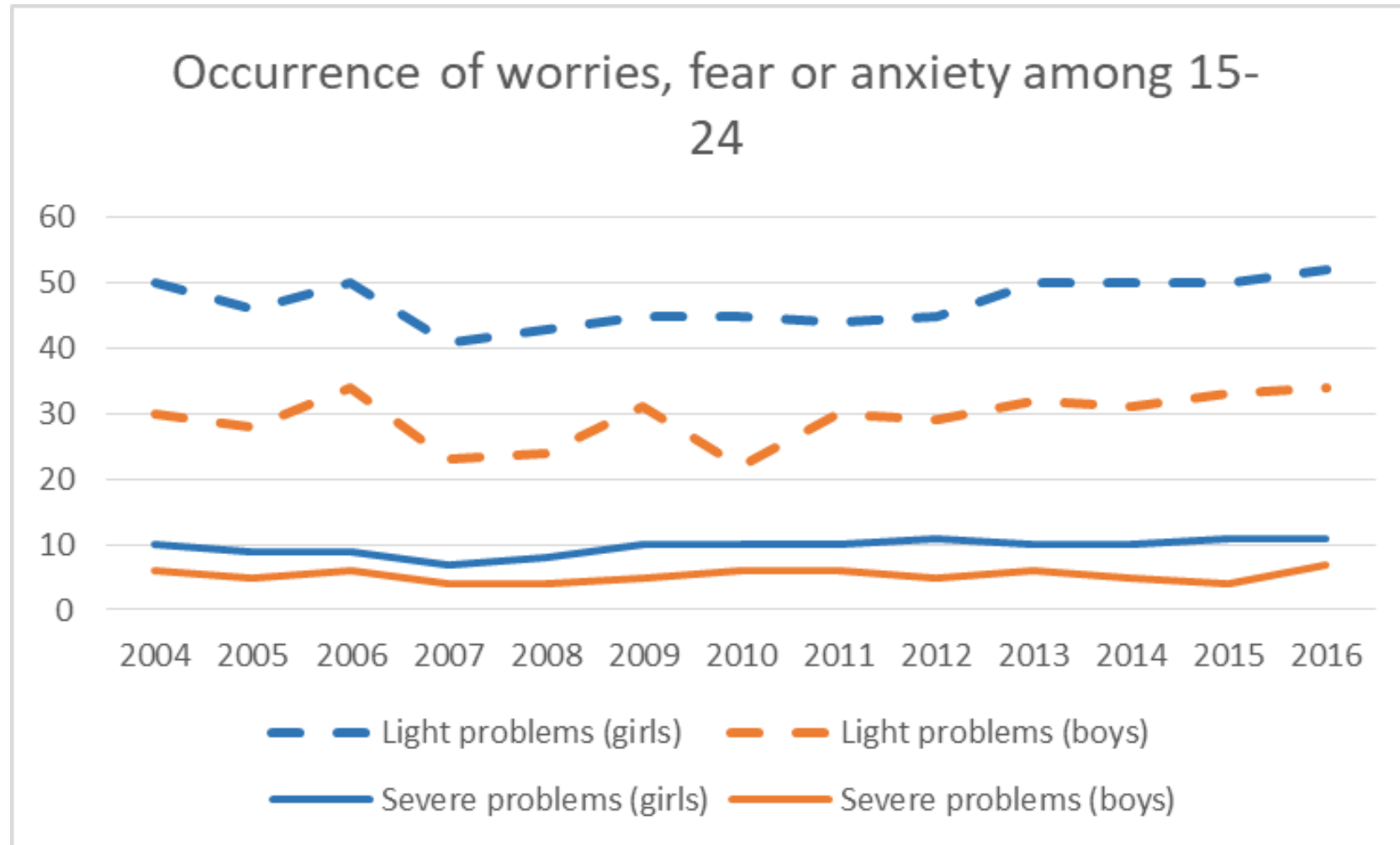


- In most/ all classes the atmosphere is nice and positive
- Most/ all teachers can make me interested in their subject
- I feel stressed at school everyday/once a w
- School makes me want to learn more

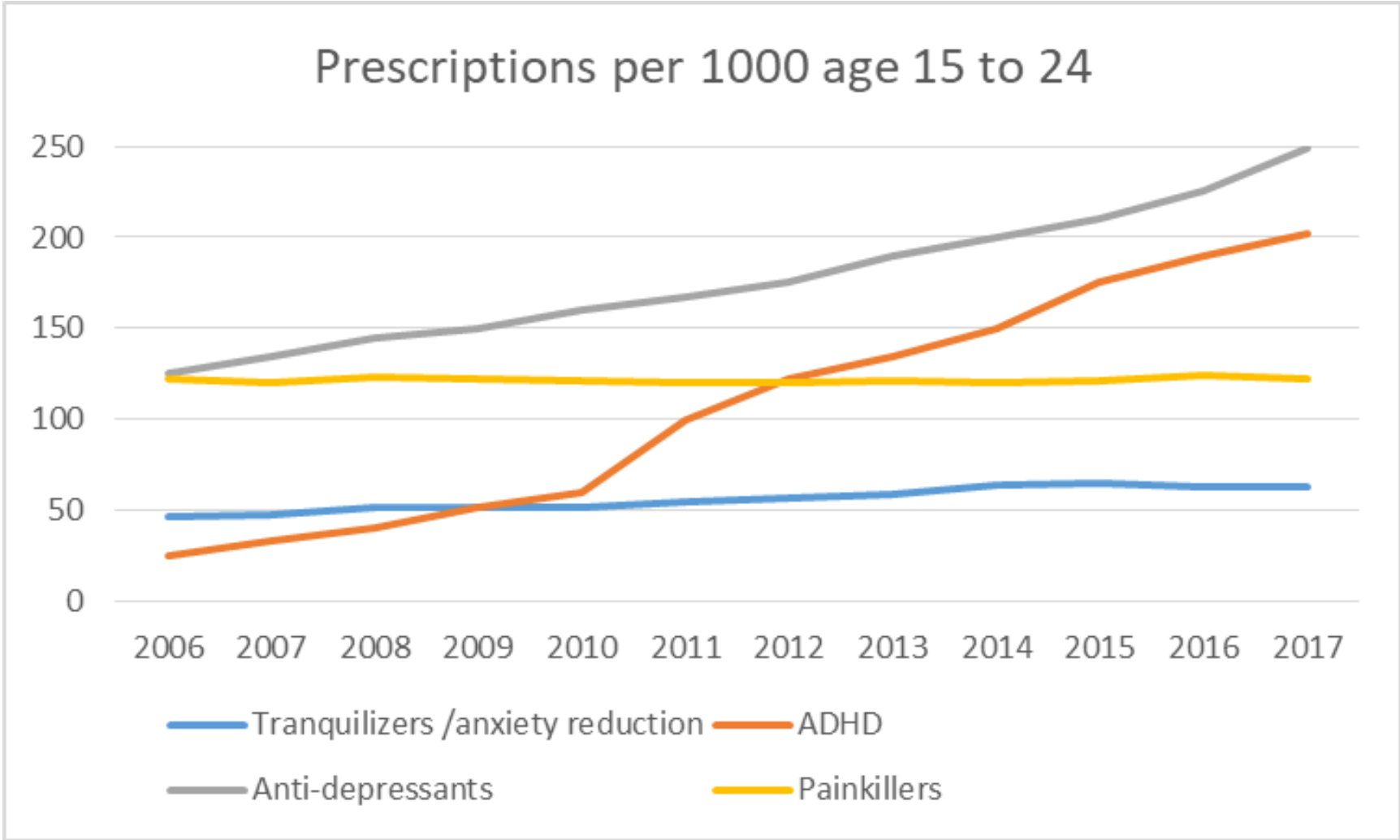
Children's social worlds & well-being/ill-health

- School is a safe and friendly place for most
- Parents are used to discuss problems or worries and 90 percent say they get along with parents and that parents have time for them
- Leisure: Organized sports and media/gaming/"being on the internet" among younger children
 - Internet is fully integrated in childrens lives and socializing

Health and well-being among adolescents



Medicalization



Ending thoughts.

Remind policy-makers to be sensitive to the conditions of childhood, asking them:

- How does this practice affect the majority of children? The most vulnerable children?
- How does this structure foster resilience in children and encourage child agency?

...pushing for policies that enhance children's social environments while monitoring the socio-economic redistribution of "good" environments