

The Changing Childhood Project: UNICEF-Gallup 21-Country Survey
Public Data File: Data Dictionary

<i>ID</i>	<i>Name</i>	<i>Label</i>	<i>Values</i>	<i>Value Labels</i>
1	WP5	Country	1 3 4 10 11 12 13 14 17 29 31 33 35 36 60 61 77 79 81 87 165	United States Morocco Lebanon Indonesia Bangladesh United Kingdom France Germany Spain Japan India Brazil Nigeria Kenya Ethiopia Mali Ukraine Cameroon Zimbabwe Argentina Peru
2	WP22140	AGE QUOTAS:	1 2	Age 15-24 (n=500) Age 40 or older (n=500)
3	WT			<i>range: 0.0-8.7</i>
4	RESPOND ENT_NU M_TOTAL			<i>range: 100000001-NA</i>
5	WP22070	Most Important Factor in Determining Someone's Success in (Country)	1 2 3 4 5	Hard work Education Family wealth or connections Race/ethnicity Luck

			6	Gender
			7	(None of these)
			8	(All equally important)
			98	(DK)
			99	(Refused)
6	WP22071	Using Digital Technology Helps Children in (Country) With Education	1	A lot
			2	A little
			3	Not at all
			8	(DK)
			9	(Refused)
7	WP22072	Using Digital Technology Helps Children in (Country) With Having Fun	1	A lot
			2	A little
			3	Not at all
			8	(DK)
			9	(Refused)
8	WP22073	Using Digital Technology Helps Children in (Country) With Being Creative	1	A lot
			2	A little
			3	Not at all
			8	(DK)
			9	(Refused)
9	WP22074	Using Digital Technology Helps Children in (Country) With Socializing	1	A lot
			2	A little
			3	Not at all
			8	(DK)
			9	(Refused)
10	WP22075	Used the Internet in the Past 30 Days	1	Every day
			2	Several times a week
			3	Less than once a week
			4	Never
			8	(DK)
			9	(Refused)
11	WP22076	Concern About Personal Information Being Collected and Shared When Using the Internet	1	Very concerned
			2	Somewhat concerned
			3	Not concerned at all
			8	(DK)
			9	(Refused)
12	WP22077	Used Most Often to Stay Informed About Current Events	1	Social media
			2	Online news sites
			3	Family or friends
			4	Radio
			5	Television
			6	Newspapers

			7	(None of these)
			8	(DK)
			9	(Refused)
13	WP22078	More Important or Equally Important for Girls or Boys to Learn How to Use a Smartphone, Computer or Tablet	1	More important for GIRLS
			2	More important for BOYS
			3	Equally important for girls and boys
			8	(DK)
			9	(Refused)
14	WP22079	More Important or Equally Important for Girls or Boys to Learn How to Cook	1	More important for GIRLS
			2	More important for BOYS
			3	Equally important for girls and boys
			8	(DK)
			9	(Refused)
15	WP22080	More Important or Equally Important for Girls or Boys to Learn How to Read	1	More important for GIRLS
			2	More important for BOYS
			3	Equally important for girls and boys
			8	(DK)
			9	(Refused)
16	WP22081	More Important or Equally Important for Girls or Boys to Learn How to Understand Personal Finances	1	More important for GIRLS
			2	More important for BOYS
			3	Equally important for girls and boys
			8	(DK)
			9	(Refused)
17	WP22082	More Important or Equally Important for Girls or Boys to Learn How to Speak Up for Themselves and Issues They Care About	1	More important for GIRLS
			2	More important for BOYS
			3	Equally important for girls and boys
			8	(DK)
			9	(Refused)

18	WP22083	Trust International News Media to Provide Accurate Information	1 2 3 8 9	A lot A little Not at all (DK) (Refused)
19	WP22084	Trust National News Media to Provide Accurate Information	1 2 3 8 9	A lot A little Not at all (DK) (Refused)
20	WP22085	Trust Friends and Family to Provide Accurate Information	1 2 3 8 9	A lot A little Not at all (DK) (Refused)
21	WP22086	Trust Social Media Platforms to Provide Accurate Information	1 2 3 8 9	A lot A little Not at all (DK) (Refused)
22	WP22087	Trust the National Government to Provide Accurate Information	1 2 3 8 9	A lot A little Not at all (DK) (Refused)
23	WP22088	Trust Doctors and Health Care Workers to Provide Accurate Information	1 2 3 8 9	A lot A little Not at all (DK) (Refused)
24	WP22089	Trust Scientists to Provide Accurate Information	1 2 3 8 9	A lot A little Not at all (DK) (Refused)
25	WP22090	Trust Religious Organizations to Provide Accurate Information	1 2 3 8 9	A lot A little Not at all (DK) (Refused)
26	WP22091	Identify Most With Being a Part of City or Area Where You Live, Being a	1	Being a part of the city or area where you live

		Part of This Country, or Being a Part of the World	2 3 8 9	Being a part of this country Being a part of the world (DK) (Refused)
27	WP22092	World Is Becoming a Better Place or Worse Place With Each New Generation	1 2 3 8 9	Better place Worse place (The same) (DK) (Refused)
28	WP22093	Mental Health Is a Personal Matter or Is Best Addressed by Sharing Experiences and Seeking Support From Others	1 2 8 9	Mental health is a personal matter that people can best work through on their own Mental health is best addressed by sharing experiences and seeking support from others (DK) (Refused)
29	WP22094	How Often You Experience Feeling Worried, Nervous or Anxious	1 2 3 8 9	Often Sometimes Never (DK) (Refused)
30	WP22095	How Often You Experience Feeling Depressed or Having Little Interest in Doing Things	1 2 3 8 9	Often Sometimes Never (DK) (Refused)
31	WP22096	Trust the Police in (Country) to Protect You	1 2 3 8 9	A lot A little Not at all (DK) (Refused)
32	WP22097	This Country Would Be More Safe From Threats if National Government Worked on Its Own or in Coordination With Other Countries	1 2	More safe from threats if the national government worked more on its own More safe from threats if the national government worked

				more in coordination with other countries
			8	(DK)
			9	(Refused)
33	WP22098	Risk to Children Using the Internet: Talking to Someone Online Whom They Have Not Met in Person	1 2 3 8 9	Very risky Somewhat risky Not risky at all (DK) (Refused)
34	WP22099	Risk to Children Using the Internet: Meeting Someone in Person After Meeting Them Online	1 2 3 8 9	Very risky Somewhat risky Not risky at all (DK) (Refused)
35	WP22100	Risk to Children Using the Internet: Sending Personal Information to Someone They Have Never Met in Person	1 2 3 8 9	Very risky Somewhat risky Not risky at all (DK) (Refused)
36	WP22101	Concern of Parents About the Possibility of Children Getting False Information Online	1 2 3 8 9	Very concerned Somewhat concerned Not concerned at all (DK) (Refused)
37	WP22102	Concern of Parents About the Possibility of Children Being Bullied Online	1 2 3 8 9	Very concerned Somewhat concerned Not concerned at all (DK) (Refused)
38	WP22103	Concern of Parents About the Possibility of Children Being Sexually Harassed Online	1 2 3 8 9	Very concerned Somewhat concerned Not concerned at all (DK) (Refused)
39	WP22104	Concern of Parents About the Possibility of Children Seeing Violent or Sexually Explicit Content Online	1 2 3 8 9	Very concerned Somewhat concerned Not concerned at all (DK) (Refused)
40	WP22105	Important for Political Leaders to Listen to Childrens Voices When Making Decisions in (Country)	1 2 3	Very important Somewhat important Not important at all

			8	(DK)
			9	(Refused)
41	WP22106	When Children Today Grow Up They Will Be Economically Better Off or Worse Off Than Their Parents	1 2 3 8 9	Better off Worse off (The same) (DK) (Refused)
42	WP22107	How Old Should a Person Be to Legally Vote in an Election	97 98 99	97+ (DK) (Refused)
43	WP22108	How Old Should a Person Be to do Paid Work	97 98 99	97+ (DK) (Refused)
44	WP22109	Minimum Acceptable Age for Female to Get Married	97 98 99	97+ (DK) (Refused)
45	WP22110	Minimum Acceptable Age for Male to Get Married	97 98 99	97+ (DK) (Refused)
46	WP22111	Children Today Have More or Less Pressure From Adults to Succeed in Life Than Their Parents Did	1 2 3 8 9	More pressure Less pressure (The same) (DK) (Refused)
47	WP22112	Better or Worse for Children Today Than It Was for Their Parents: Quality of Education They Receive	1 2 3 8 9	Better Worse (The same) (DK) (Refused)
48	WP22113	Better or Worse for Children Today Than It Was for Their Parents: Quality of Healthcare They Receive	1 2 3 8 9	Better Worse (The same) (DK) (Refused)
49	WP22114	Better or Worse for Children Today Than It Was for Their Parents: Amount of Healthy Food They Have to Eat	1 2 3 8 9	Better Worse (The same) (DK) (Refused)
50	WP22115	Better or Worse for Children Today Than It Was for Their Parents: Access	1 2	Better Worse

		to Clean Water	3 8 9	(The same) (DK) (Refused)
51	WP22116	Better or Worse for Children Today Than It Was for Their Parents: Having Opportunities to Play	1 2 3 8 9	Better Worse (The same) (DK) (Refused)
52	WP22117	Better or Worse for Children Today Than It Was for Their Parents: Physical Safety	1 2 3 8 9	Better Worse (The same) (DK) (Refused)
53	WP22118	Better or Worse for Children Today Than It Was for Their Parents: Mental Well-being	1 2 3 8 9	Better Worse (The same) (DK) (Refused)
54	WP22119	Acceptable for Parent to Physically Punish a Child	1 2 8 9	Yes, acceptable No, not acceptable (DK) (Refused)
55	WP22120	Acceptable for Teacher to Physically Punish a Child	1 2 8 9	Yes, acceptable No, not acceptable (DK) (Refused)
56	WP22121	Importance of Treating Racial and Ethnic Minorities Equally	1 2 3 8 9	Very important Somewhat important Not important at all (DK) (Refused)
57	WP22122	Importance of Treating Religious Minorities Equally	1 2 3 8 9	Very important Somewhat important Not important at all (DK) (Refused)
58	WP22123	Importance of Treating Females Equally	1 2 3 8 9	Very important Somewhat important Not important at all (DK) (Refused)

59	WP22124	Importance of Treating People Who Are Gay, Lesbian, Bi-sexual, Transgender or Queer Equally	1 2 3 8 9	Very important Somewhat important Not important at all (DK) (Refused)
60	WP22125	Heard of Climate Change	1 2 8 9	Yes No (DK) (Refused)
61	WP22126	Climate Change Definition	1 2 3 8 9	Seasonal changes in temperature and weather Changes in the world's weather resulting in more extreme weather events and a rise in average world temperatures (Neither/Something else) (DK) (Refused)
62	WP22127	Government of (Country) Should Take Significant Action, Some Action, or No Action to Address Climate Change	1 2 3 4 8 9	Significant action Some action No action at all (Climate change isn't real/isn't a problem) (DK) (Refused)
63	WP22128	Humans Can Reduce Most of the Effects of Climate Change	1 2 8 9	Yes No (DK) (Refused)
64	WP22129	Companies, Governments or People More to Blame for Climate Change	1 2 3 4 5	Companies that sell goods and services in a way that is damaging to the environment Governments that allow them to People who use those goods and services (All equally to blame) (None are to blame)

			8	(DK)
			9	(Refused)
65	WP22130	The Actions of Parents Generation Have Contributed to State of Climate Change Today in (Country)	1	A great deal
			2	Somewhat
			3	Not very much
			4	Not at all
			8	(DK)
			9	(Refused)
66	WP22131	Richer Countries or Fast-Growing Economies More to Blame for Climate Change	1	Richer countries, like the U.S.
			2	Fast-growing economies, like China
			3	(Both to blame)
			4	(Neither to blame)
			8	(DK)
			9	(Refused)
67	WP30	Standard of Living	1	Satisfied
			2	Dissatisfied
			3	(DK)
			4	(Refused)
68	WP40	Not Enough Money: Food	1	Yes
			2	No
			3	(DK)
			4	(Refused)
69	AGE	Age	1	15 - 19
			2	20 - 24
			3	40 - 44
			4	45 - 49
			5	50 - 54
			6	55 - 59
			7	60 - 64
			8	65 - 69
			9	70 - 74
			10	75 - 99
70	EMP_2010	Employment Status*	1	Employed full time for an employer
			2	Employed full time for self
			3	Employed part time do not want full time
			4	Unemployed
			5	Employed part time

			6	want full time Out of workforce
71	EMP_FTE MP	Employed Full Time for an Employer Index (workforce)*	1	Index Score
72	EMP_LFP R	Labor Force Participation Index*	1	Index Score
73	EMP_UNE MP	Unemployment Index*	0 1	Not Unemployed Unemployed
74	EMP_UND ER	Underemployment Index*	0 1	Not Underemployed Underemployed
75	EMP_FTE MP_POP	Payroll to Population Index (P2P)*	0 1	Not full-time for an employer Full-time for an employer
76	EMP_WO RK_HOUR S	Total Number of Hours Work Per Week*	1 2 3 4 5 98	Less than 15 hours per week 15 to 29 hours per week 30 to 39 hours per week 40 to 49 hours per week 50 or more hours per week No answer
77	WP10200	Employed for Employer*	1 2 3 4	Yes No (DK) (Refused)
78	WP10202	Employed for Self*	1 2 3 4	Yes No (DK) (Refused)
79	WP1219	Gender	1 2	Male Female
80	WP3117	Education Level**	1 2 3 4 5	Primary Secondary Tertiary (DK) (RF)

81	WP12	Residents 15+ in Household	20 98 99	20 and over (DK) (Refused)
82	WP1230R ECODED	Children Under 15	1 2 98 99	Yes No (DK) (Refused)
83	WP1233R ECODED	Religion	1 2 3 4 5 6 7 8	Christian Islam Hinduism Buddhism Judaism Secular/Non-religious Other DK/Refused
84	INCOME_ 5	Per Capita Income Quintiles	1 2 3 4 5	Poorest 20% Second 20% Middle 20% Fourth 20% Richest 20%
85	WP2319	Feelings About Household Income	1 2 3 4 5 6	Living comfortably on present income Getting by on present income Finding it difficult on present income Finding it very difficult on present income (DK) (Refused)
86	WP4657	Born in Country	1 2 3 4	Born in this country Born in another country (DK) (Refused)
87	WP16056	Access to the Internet	1 2 3 4	Yes No (DK) (Refused)
88	URBANIC ITY	Urban/Rural	1 2 3	Rural area or small town A large city or suburb DK/Refused

**See notes on employment variables further below (pgs. 12-13)*

***See note on how education variable is constructed further below (bottom of pg. 14)*

Employment Variables

Gallup has released employment measures, starting with 2009 figures, as part of the World Poll dataset. Gallup collects employment information using identical questions worldwide and standardizes calculations, making equivalent cross-national comparisons possible.

Categories of Employment (EMP_2010)

Gallup classifies respondents into one of six categories of employment based on a respondent's combination of answers to a series of questions about employment. Respondents worldwide are asked an identical series of questions and classification calculations for each respondent and country-level aggregates are also standardized.

Employed Full Time for an Employer

A respondent is considered employed full time for an employer if he or she is employed by an **employer** and if he or she works for this employer for at least 30 hours per week.

Employed Full Time for Self

Respondents are considered employed full time for themselves if they are self-employed and if they work for at least 30 hours per week.

Employed Part Time, Do Not Want to Work Full Time

Respondents who work either for an employer or themselves and do not work more than 30 hours per week at either job are categorized as employed part time. Additionally, when asked, these respondents indicated that they **do not** want to work more than 30 hours per week.

Employed Part Time, Want to Work Full Time

Respondents who work either for an employer or themselves and do not work more than 30 hours per week at either job are categorized as employed part time. Additionally, when asked, these respondents indicated that they **do** want to work more than 30 hours per week.

Unemployed

A respondent is unemployed if he/she reports not being employed in the last seven days, either for an employer or for himself or herself. The respondent must also report actively looking for a job in the past four weeks AND being able to begin work in the last four weeks.

Out of the Workforce

Respondents who are out of the workforce were not employed within the last seven days, either for an employer or for themselves, are not looking for work, AND/OR are not available to start work. Respondents may be full-time students, retired, disabled or homemakers; however, some respondents will not fall into any of these scenarios.

WP3117 Education

Countries have unique ways of classifying education levels, and these classifications need to be preserved during data collection for weighting purposes. However, to make comparisons across countries by educational attainment, consistent categories also needed to be created. All education descriptions can be placed within three categories: elementary, secondary and tertiary. All responses regarding education are coded into their relevant category for global comparison.

- **Elementary:** Completed elementary education or less (up to eight years of basic education)
- **Secondary:** Completed some secondary education up to three years tertiary education (nine to 15 years of education)
- **Tertiary:** Completed four years of education beyond “high school” and/or received a four-year college degree

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Explore more and download the full report at changingchildhood.unicef.org

Questions, comments? Email changing-childhood@unicef.org

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