RESEARCH DESIGN I

"When life gives you lemons, make lemonade": an empirical example during COVID

16 November 2026

Alice Ramos

YOU ASKED FOR ...



BUT LIFE GIVES YOU ...





The strawberries...in 2018

The project

clave

The Social Development Of Human Values
In Childhood And Early Adolescence

ICS Instituto de Ciências Sociais · ISCTE IUL Instituto Universitário de Lisboa · FCT Fundação para a Ciência e a Tecnologia

The research team








The social development of human values in childhood and early adolescence



THE CONTEXT

The European population faces multiple challenges in the field of **integrating social and cultural diversity** with a cross-cutting impact across generations, both in national contexts and in relations between different countries.

In this context, it becomes urgent to **map the prevalence and expression of basic human values** in societies, as well as their role in shaping **representations of justice and attitudes toward different social groups** (age, gender, nationality, etc.) and in individuals' perspectives on personal growth and well-being.

Transnational research in these areas can not only advance scientific knowledge on the development and relationship between these factors, but also inform **national and European public policies** aimed at building **more inclusive societies**.

The social development of human values in childhood and early adolescence



THE CONTEXT

The **European Social Survey (ESS)**, launched in 2002, is an example of this type of research with both fundamental and applied potential.

- However, in the ESS or in transnational research in general, **research has focused exclusively on the young-adult population**, neglecting the perspective of younger generations.

Given that **the formation and development of basic human values, representations of justice, and social attitudes begin in childhood** and are culturally informed, conducting transnational research with this population is an urgent priority.

The social development of human values in childhood and early adolescence



THE MAIN OBJECTIVES

Addressing this need, by proposing:

- mapping the basic human values of **children and young people (aged 6–14)**
- examining their **association with other central factors** for a better understanding of current dynamics, and the anticipation of future dynamics, of inclusion and exclusion in the European space
- analysing the **role of socialisation processes** within the family context in the formation and development of human values

Samples & Methods

Study 1 – 2019-2021

Universe: 18 ‘agrupamentos’ – Região Lisboa e Vale do Tejo

Waves: 2 in the case of children



- Children (Questionnaire F2F and Focus Group)
- Parents (Questionnaire online and Focus Group)
- Teachers (Focus Group)

Samples & Methods



Study 2 – Stage 1 - 2019



Sample: ESS 8 PT (2018-2019)
Advantages: Regional diversity

Constraints:
The ESS CST agreement with the use of the same households to run a different study…*work in progress*….

The number of children available
ESS 7
PT: 18% of the households have a child between 6 and 14 (N=216)
CH: max. N= 185

Samples & Methods

Study 2 – Stage 2 – 2020-21

European Social Survey



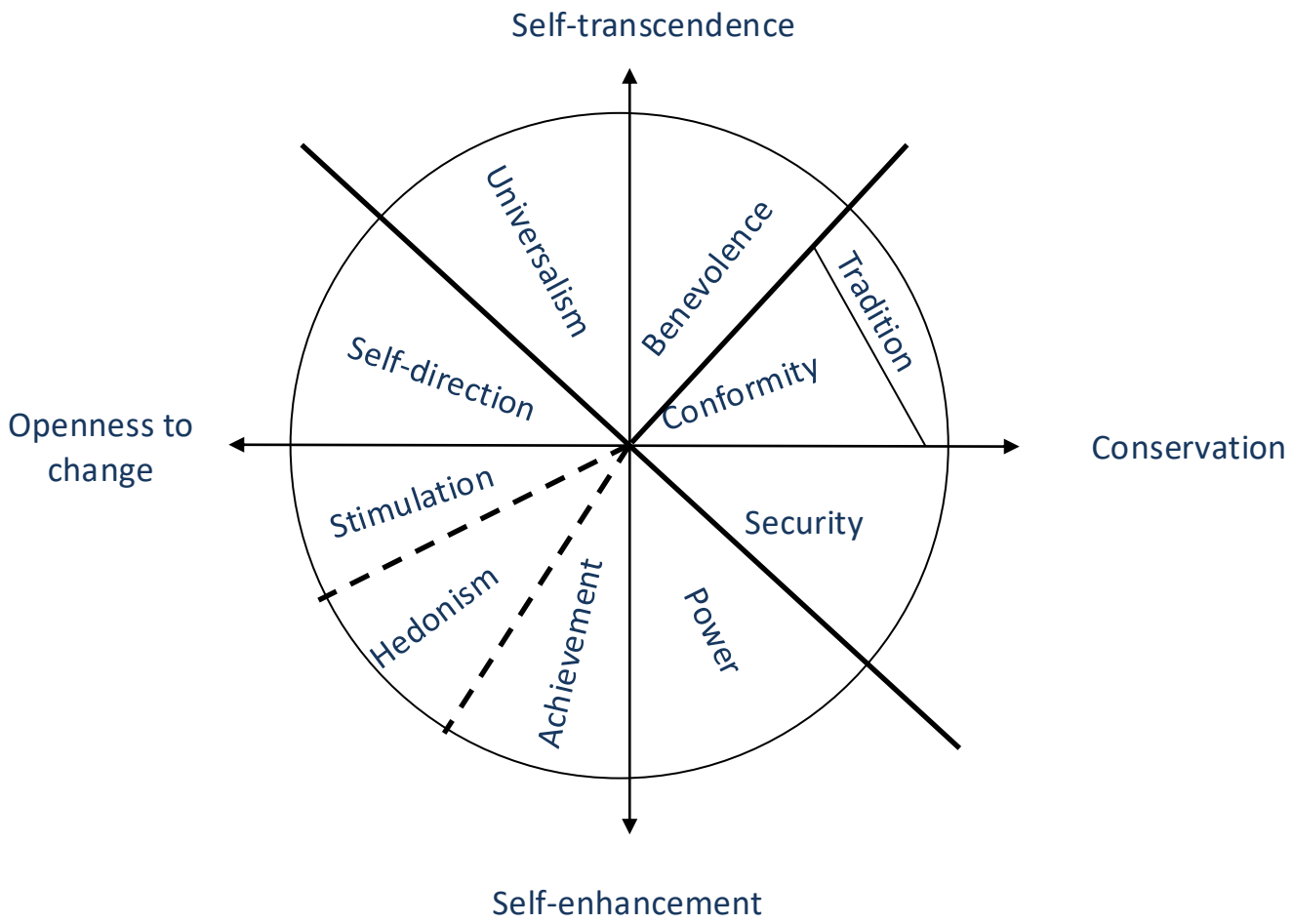


Advantages: Cross-national comparisons

Additional Constraints:
Find international partners and additional budget
work in progress….

The number of children available
The picture in Portugal in not different from the other European countries…

Measuring human values – S. Shwartz, 1992



Relationship between motivational types, high-order values and bi-polar value dimensions

Schwartz, 1992

MEASURING VALUES IN CHILDREN
Picture Based Values Survey (PBVS-C; Doring, Blauensteiner, Aryus, Drogekamp, & Bilsky, 2010)

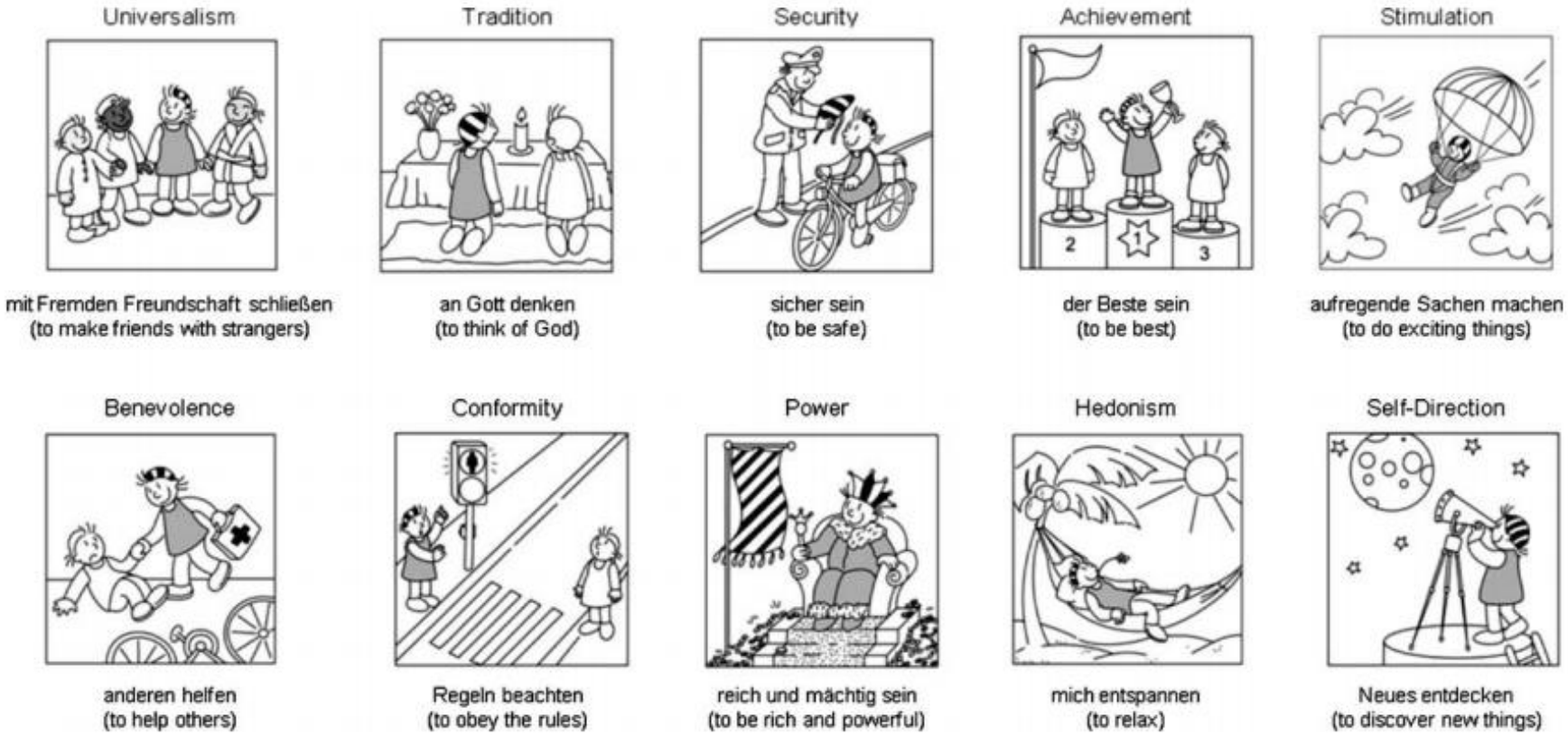
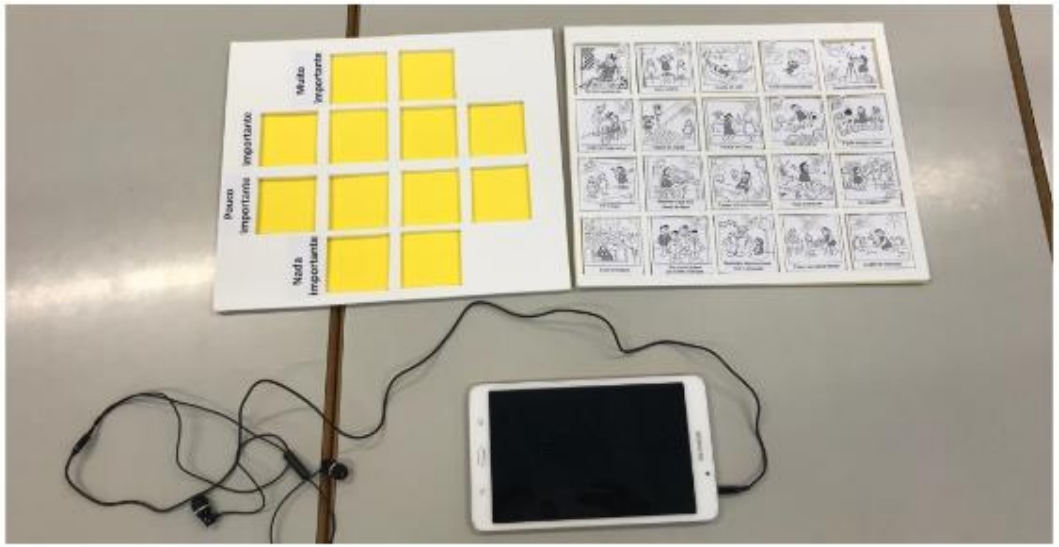


FIGURE 2.—The pictures of the Picture-Based Value Survey for Children PBVS–C (one example per value type) with the titles (below each picture; original German, and English translation). © Copyright by Andrea Blauensteiner. Right of use: A. E. Bilsky. The ideas for the pictures and the captions were developed by Döring (2008). In each picture, the leading character can be identified as the person who wears a grey top and a striped cap.

DATA COLECTION







RESULTS



A.E Filipa de Lencastre

E.B São João de Deus

148

crianças já participaram

A.E Passos Manuel

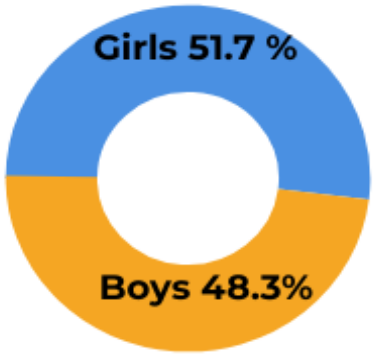
E.B Gaivotas

E.B Padre Abel Varzim

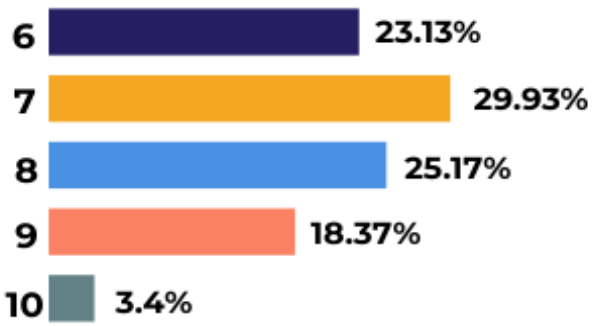
30

crianças já participaram

Sex



Age



The lemons...in 2020





WHEN LIFE GIVES YOU LEMONS...





Study 2 - Human values and well-being of children, adolescents, and parents in isolation



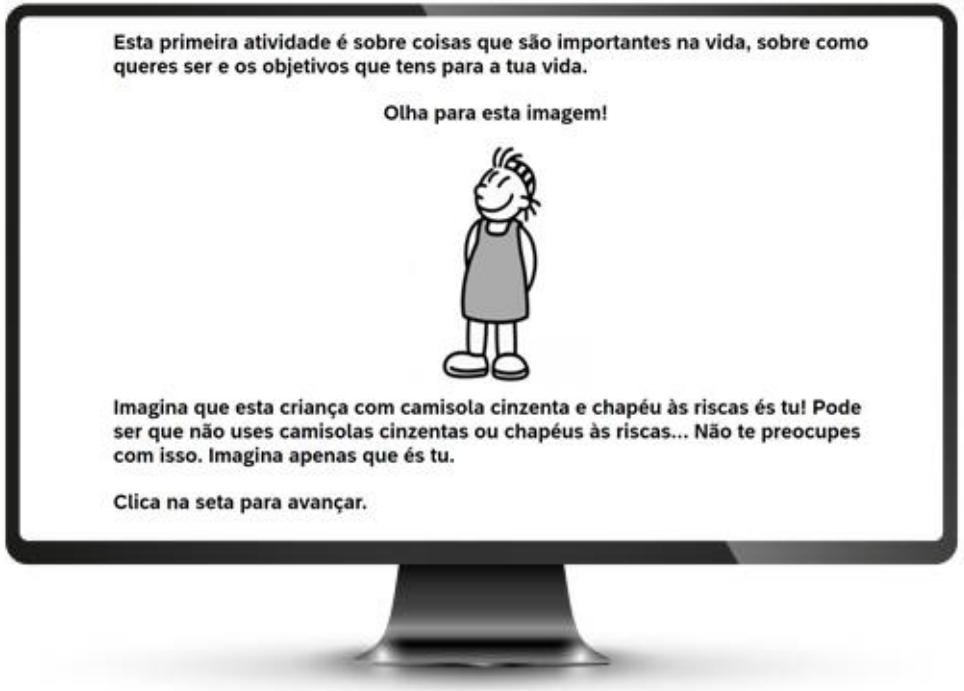
THE MAIN OBJECTIVES

- **Analysing** the impact of lockdown and social isolation measures on the different aspects of daily life and the well-being of children and adolescents (aged 6 to 14) and their parents
- **Identifying** the greatest difficulties experienced by children, adolescents, and parents during the period of social isolation, particularly regarding school
- **Mapping** the values of children, adolescents, and parents and analyse their relationship with well-being and the difficulties experienced.

Method – Online - *Instrument*

Picture Based Value Survey for Children

Online version of the PBVS-C (Döring et al., 2010)





Sample - ?



HOW TO REACH CHILDREN AND PARENTS FROM THE WHOLE COUNTRY?

https://claveproject.wordpress.com/page/2/

METHOD – Study 2 (on line)



2385 adultos



86% mães

57% ≤12° ANO

1744 crianças



51% raparigas









Answers

- <20
- 20-50
- 51-100
- 101-200
- >200

	Children	Adults
Spain	234	430
Brazil	332	772



Study 3 – The role of value priorities in children's preferences for resource distribution norms - equality, need and merit

Online

Research Questions



1. To which extent children's value priorities are associated to their resources' distribution behaviour?

2. What is the role of age, gender and socioeconomic status (SES) in children's social justice behaviours?

Theoretical framework



Distributive justice theory (Damon, 1977, 1980)

How individuals allocate resources to others and themselves as well as the rules that they apply in making such allocations

Three types of norms

Equality – equal distribution among recipients regardless of their needs and individual contributions
Equity or merit - distribution of resources based on individual recipients' contributions
Need – distribution of resources based on individual recipients' needs

Theoretical framework

Theory of basic human values (Schwartz, 1992)



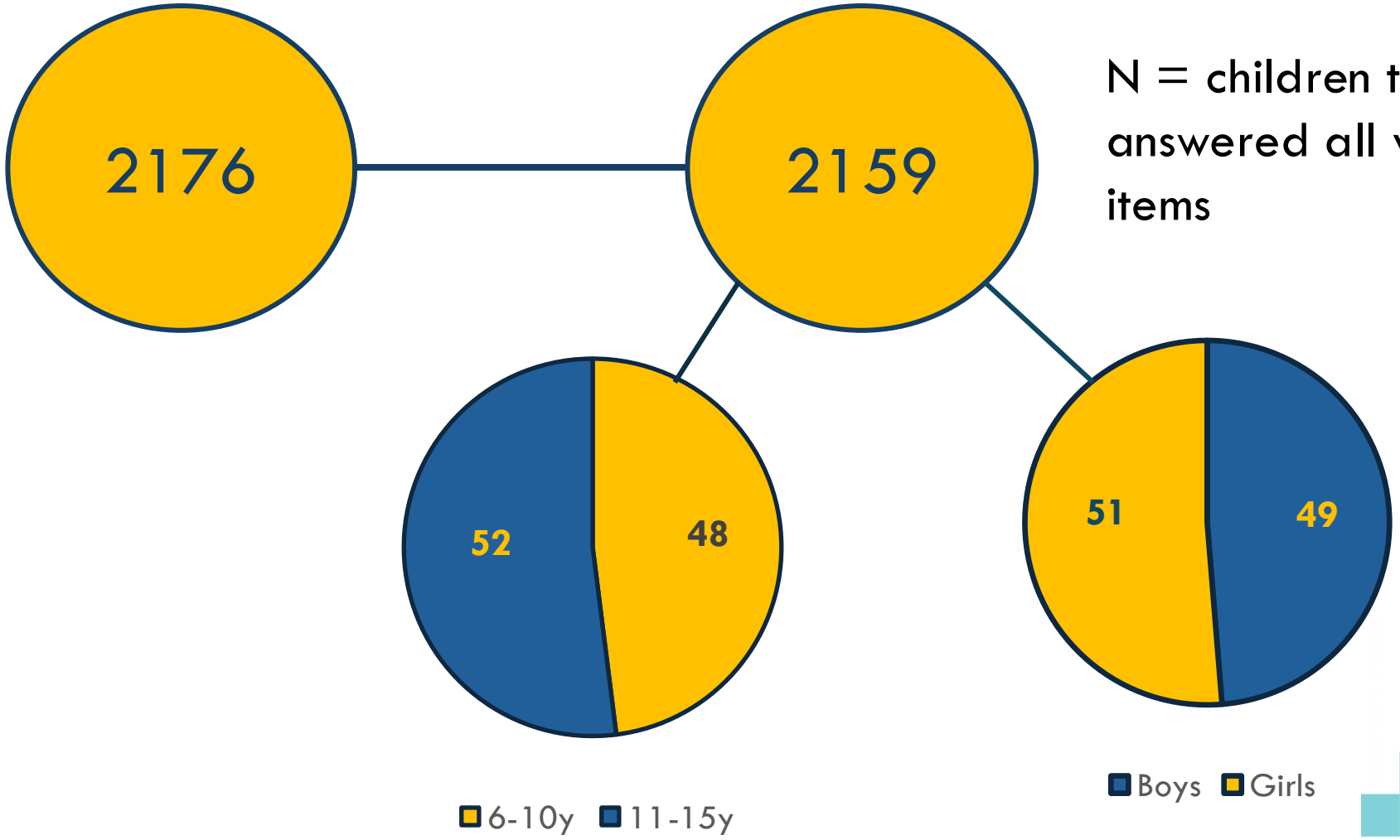
Hypothesis

H1: Children that prioritise **universalism** and **benevolence** values tend to prefer the norms of **equality** and **need**

H2: Children that prioritise **power** and **achievement** values tend to prefer the norm of **merit**

H3: Children living in **economic deprivation** prefer the norm of **need**

Sample



N = children that answered all value items

Instruments

Justice scenarios (adapted from Carson & Banuazizi, 2008).

1. Gym class scenario for boys

A)

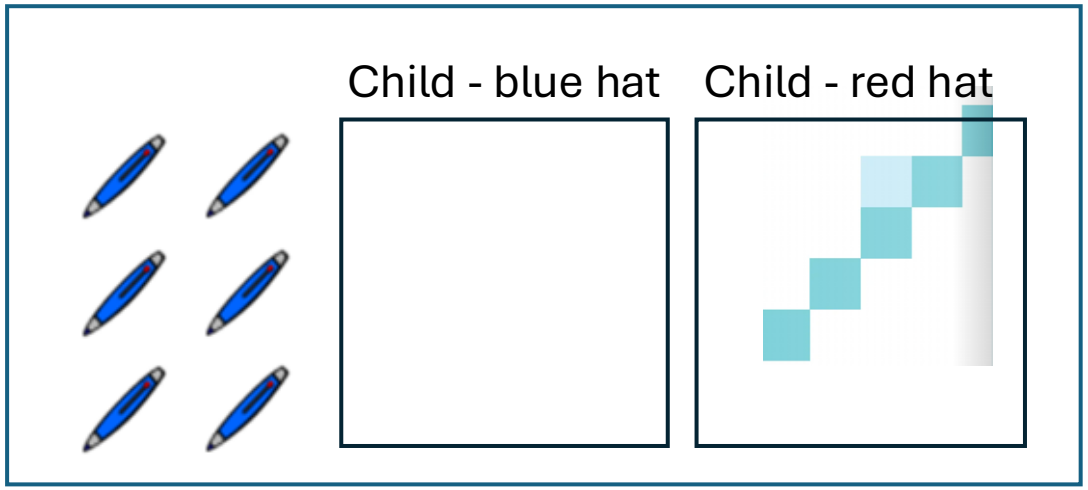


B)



C)





Instruments

Justice scenarios (adapted from Carson & Banuazizi, 2008).

2. Christmas scenario for girls

A)

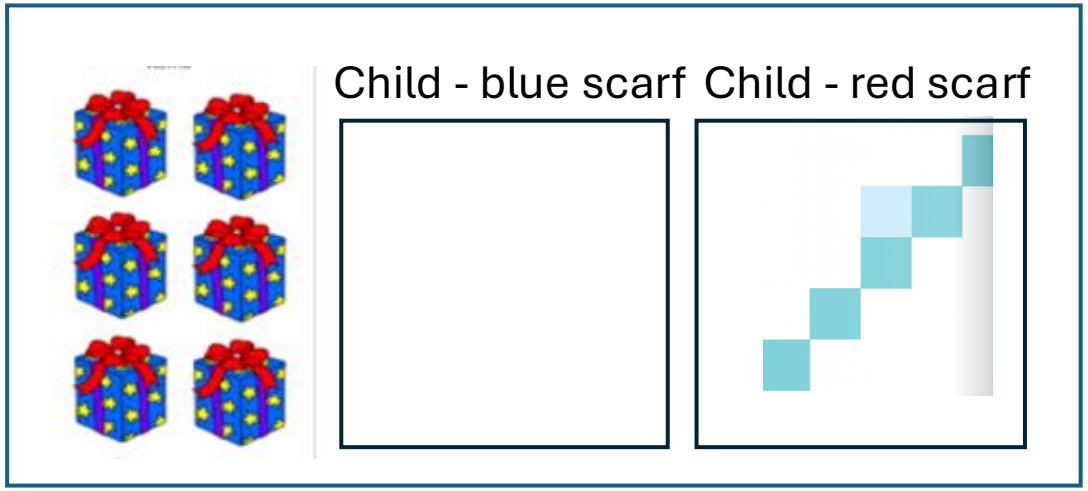


B)



C)





THE FINAL TEAM



Alice Ramos
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Ricardo Rodrigues
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Iva Tendais



Evelia Alvarez



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Ana Nunes de
Almeida



Vasco Ramos



Sibila Marques



Isabel Correia











Dalila França



Cícero Pereira



Ueliton Moreira



Emerson do Bú



Francisco Javier Aguiar











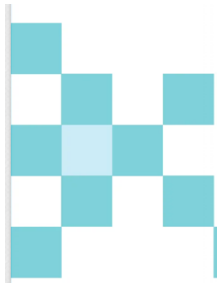

Questions?

