



Children's Worlds National Report

Algeria

Habib Tiliouine

Laboratory of Educational Processes & Social Context (Labo-PECS).
Faculty of Social Sciences, University of Oran, Algeria.

1. Introduction

This report presents the results from the Children's Worlds survey conducted in Algeria from October to December 2013. The aim of the report is to give a brief descriptive overview of the conduct and content of the survey and of key findings. It will be followed by more detailed analysis of particular aspects of the survey in Algeria and analysis comparing the results in Algeria with those from other countries participating in the international project.

1.1 Context and population

External influences

Algeria is situated in North Africa with a Mediterranean coast of 998 kilometres (620 miles). It is the largest country in the continent of Africa the 10th in terms of area in the world and the 34th most populated country on Earth. The northern parts of the country are densely populated and urbanised compared the southern parts (Sahara desert). For administrative purposes it is divided into 48 provinces (Wilayas). The Algerian population reached 38.7 million in January 2014 (www.ons.dz). The main ethnic groups in Algeria are Berber- Arabs and Berbers (more than 90%). Less than 1% of the population are of European origin. 98% of the whole population are Muslims. Children and young people aged 0 to 19 years old numbered 14.07 million out of 38.3 million in 2013¹, which represented 36.74% of the population of Algeria. Children aged 5 to 14 years old numbered about 6.4 million i.e 16.71% of the total population of Algeria.

Algeria was the first country to be colonised by a European power during the 19th century, then was incorporated administratively and politically into France in 1848. Le Code d'Indigénat', the Native Code, served as a legal base to restrict freedom of movement, expression or political organisation, and consecrated natives as second-class citizens². The French colonisation ended in 1962 when Algeria gained complete independence. Algeria moved to a multi-party political system, after 27 years of single party socialist regime on the 23rd of February 1989, but this democratic shift was very costly; when the religious party, the FIS (Front Islamic du Salut) won the first round of the first ever plural parliamentary elections of 1991 it was the beginning of an open-ended armed conflict between armed Islamist groups (mainly of the FIS) and the Algerian army, with the civil population caught in between. This period, known in Algeria as 'the black decade', resulted in a death toll of around 200,000 victims and immense financial damage. The effect of this 'black decade' is reflected in children's well-being; the prevalence of post-traumatic stress disorder among youth aged between 12 and 19 years ranges between 15% in Algiers to nearly 30% in the regions of Chelf and Medea³. A network of help centres was set up by the Ministry of Health to facilitate the social reintegration of distressed and traumatised people, linked to a large number of NGOs active in this area; but these were not sufficient regarding the scale of the problem.

¹ Structure de la population par Sexe et l'âge (in 01/07/2013), http://www.ons.dz/IMG/pdf/demographie_algerienne2013.pdf, p.8

² Gemie, S. (1998). France, Orientalism and Algeria: fifty-four articles from the Revue des Deux Mondes, 1846—1852. Journal of Algerian Studies, 3, 48-70.

³ Boudef, M., Nazzal, L., Khaled, N., Chakali, M., Bouslimane, A. (2007). Enquête de prévalence des enfants scolarisés âgés de 12 à 18 ans présentant un PTSD dans dix wilayas. Ministère de la sante de la population et de la réforme hospitalière / UNICEF. Alger.

Unlike many other countries in the Arab World, due to the long political crisis and massive amount of violence, Algeria did not witness an uprising and was not part of the Arab Spring as initiated in neighbouring Tunisia in 2011. The country is enjoying a fair amount of stability, but its records with relation to the promotion of freedoms and the protection of vulnerable segments of the population remain comparatively low. For instance, Algeria score on the Political Freedom Index in 2012 was 6 out of 10, just above the average score of 4.9 of the whole Organisation of Islamic Cooperation (OIC), and its score on the Civil Liberties Index of 2012 was 5 out of 10, also just above the Organisation of Islamic Cooperation states which is 4.4⁴

The Algerian economy is highly dependent on petroleum and natural gas exports. It is estimated that hydrocarbons account for roughly 60% of budget revenues, 30% of GDP and over 95% of export earnings. It has \$150 billion in foreign currency reserves and a large stabilisation fund. GDP per capita was estimated in 2014 at \$7.816. When the survey was done the economy in general was growing well with high incomes from the hydrocarbon sector. The government could continue to finance a huge housing project and employment initiatives. In September 2013 unemployment was estimated at 9.8%, far less than those of 2012⁵.

Family and Child Policies

From a historical perspective, Algeria has certainly inherited from the Islamic religion much of its culture of education and caring for children and their well-being. In Islam, for instance, the right to life of the human being is preserved starting from forbidding all forms of abortion, with some exceptions related to medical issues of the pregnant woman. Abortion after the fourth month of pregnancy is treated as homicide, unless done to save the life of the mother⁶. Similarly, the marriage institution is aimed to provide its partners with 'rest and tranquility' as a consequence of mutual love and 'mercy put in their hearts' (Qur'an, 30:21). The duties of parents to provide for the survival needs of their children have been clearly regulated. Even issues such as breastfeeding are given space in Islamic jurisprudence⁷. The modern legal system of Algeria recognises ratified international conventions, such as the United Nations Convention on the Rights of the Child, as compulsory.

Education System

No specific arrangements are provided for part-time nursery education but many private and public institutions deliver this education starting from the age of three years. Full-time preparatory education is delivered in primary schools for children of five years old but is not compulsory. Compulsory education starts at six years in primary school. Most children move to middle schools at 11 nationally (through application of the Education Act of 2008). Compulsory education ends at 16 but can be extended to 18.

The enrolment rate in compulsory education (6 to 16 year olds) is estimated to be around 94% and there is hardly any disparity between girls and boys as the ratio of girls to boys is 0.99⁷. UNICEF data reports on the education situation indicate that net enrolment levels are as follows: in primary

⁴ Estes, R.J. & Tiliouine, H. (2014). Islamic development trends: From collective wishes to concerted actions, Social Indicators Research, 116(1), 67-114.

⁵ A detailed analysis of employment in Algeria could be found in: ONS, Office National des Statistiques (2014). Enquête emploi auprès des ménages 2013.

(http://www.ons.dz/IMG/pdf/PUBLICATION_EMPLOI_2013_final.pdf , accessed 18.10.2014).

⁶ Kabir, M., & az-Zubair, B. (2007). Who is a parent? Parenthood in Islamic ethics. Journal of Medical Ethics, 33(10), 605-609.

⁷ Bousenna, M., Baghdad, L., Tiliouine, H., Zahi, C., & Kerroucha, G. (2009). Analyse de la situation des enfants et des femmes en Algérie, secteur: Education.: UNICEF, Alger.

education, 98% for boys and 97% for girls and in middle and secondary school, 57% for boys and 65% for girls. These rates suggest clearly that there is a quite satisfactory situation regarding basic levels of participation, but efforts remain to be made. Many other weaknesses have been identified in the educational system. The nationwide occupancy rate of primary school premises is 30 pupils instead of 25 as advocated by the Education Act of 2008⁸. Teacher preparation and in-service education is also variable: teacher qualifications are below the academic standards required to teach which is a Bachelor's Degree. At primary school level, only 17% of teachers have this qualification, and almost 70% of middle school teachers do not meet this requirement. Moreover the internal efficiency of the educational system is far below the aspirations of society, e.g. the rate of students repeating years of schooling and school dropout rates are very high.

The integration of children with disabilities in regular schools of is officially recommended, but in effective terms remains limited. Available figures indicate that some progress was made with the numbers of children attending 'integrated classes' increasing from 302 in 2002 to 1033 students in 2007⁹.

On legislative grounds, the right of participation is guaranteed by article 31 of the Algerian Constitution, which clearly states that the exercise of this right by all should be without any constraints. The Algerian Education Act (articles 04-08) considers the school space as the most appropriate environment for students to exercise their rights to participation. Despite this, the implementation of these texts remains very limited. Benamar described the school environment as a space managed through internal rules which had been based on obligations and constraints to ensure order and silence among pupils rather than encouraging their participation¹⁰. Moreover, pupils are hardly invited to participate in life of the school; even class delegates have little or no chance of representing their fellow pupils¹¹. Participation of pupils in Algerian schools from the elementary level to the secondary one is limited to some cultural and sporting activities which in most cases are defined and controlled by adults.

Physical education is compulsory for all pupils from the beginning to the end of their schooling period, as prescribed by article 37 of the education Act of 2008. However, this can only occur if educational institutions possess the necessary infrastructure and the majority of primary schools seem not to be equipped with proper sports facilities, and regional discrepancies are large¹².

Family environment

Conservative values are dominant in Algerian families. Thus children are to be found usually in situations that require them to listen and to obey adults, essentially their parents, rather than participate in decision-making matters and events of family life. However, social change is accelerating in Algeria, mainly with a trend away from the extended family type and towards the nuclear family model. Amongst the major factors influencing changing family structures in Algeria

⁸ Journal Officiel de la République Algérienne (2008). Loi d'Orientation sur l'Éducation Nationale. www.jora.dz

⁹ MSPRH (Ministère de la Santé, de la Protection et de la Réforme Hospitalière) et ONS (Office National des Statistiques, (2008). Enquête Nationale à Indicateurs Multiples. Rapport principal. UNICEF, Alger

¹⁰ Benamar, A. (2008). A propos du statut social de l'enfant: une enquête en milieu scolaire. *Insaniyat/إنسانيات*. Revue algérienne d'anthropologie et de sciences sociales, (41), 53-66.

¹¹ CRASC (2009). Les perceptions, attitudes et valeurs sur le droit à la participation des adolescents : synthèse des rapports, 6 wilayas. MDCFCE-UNICEF, Alger.

¹² See note number 7

are: increasing urbanisation (about 65.2% of people live in urban areas) and access of women to jobs and public life. Urbanisation, coupled with the housing crisis in the already crowded cities, led to splitting up the Ayla in favour of a new way of life based on nuclear family (Osrah). The concept of Osrah means a small family, which includes the couple and their children, while Ayla means the extended family, which includes three to four generations. This implies that the concept of family in English and some other languages does not have the same meaning as in Arabic language. The concept of Osrah, carries on the sacred values of the tribe. Traditionally, the members of the family support each other whenever help is needed. These helping relationships are directed towards sons and daughters, sisters, brothers, grandfathers, grandmothers, aunts, uncles, cousins and other relatives and may be extended to other families who belong to the same clan or tribe¹³. Children usually benefit from these relationships and are brought up within these mutual caring environments. Children usually contribute to family activities depending on the type of regions in which they live. In rural areas, this may include agricultural activities. Generally, girls care for the younger members of the family and elderly.

Women represent 15% (in 2011) of the active workforce in Algeria. Today, they make up more than 70 percent of Algeria's lawyers and 60 percent of its judges. They also dominate the fields of medicine, healthcare and science. Increasingly, women contribute more to household income than men, Algerian women are among the first in North Africa to become taxi and bus drivers. Their numbers are also increasing in the police force and security positions. According to the law, they can obtain a divorce, retain custody of their children, and bestow their nationality to their children. Women's fertility rate continues to decline. In 2010, the total fertility rate was 1.76 children born/woman. This is a drop from 2.41 in 2009 and 7.12 in the 1970s. Divorce rates are estimated at 7% of total marriages per year.

Everyday Life

In Algeria dedicated playgrounds and equipment for children are very limited in number. Children are usually found playing in streets, away from parents watching eyes and some of them are exposed to dangers of passing cars and injuries from ill-prepared grounds. This can be seen particularly during holiday times and at weekends. Ordinary families can not usually afford to pay holiday travel costs and therefore remain in their living areas. Also, affordable leisure and other facilities are very limited in number in the country. Though, some private and public investments have been initiated recently.

Additionally, many weaknesses in the organisation and management of the area of leisure and cultural activities are found. According to the results of a survey of 1000 representative households, leisure and sports activities for children are very limited. Parents' and children's responses both indicate that less than two out of ten children practise a sport regularly and less than one in ten children engages in cultural/manual activities. So, the most important occupations for children at weekends consist of doing school homework (a little over 70 percent), watching television (almost 70 percent), hanging around with peers (near 60 percent) and, for nearly half of girls, helping with domestic chores¹⁴.

¹³ Achoui, M. M. (2006). The Algerian Family: Change and Solidarity. In Georgas, J. et al. (Eds). Families across cultures: A 30 nation psychological study . Cambridge: Cambridge University Press.

¹⁴ CIDDEFF, Centre d'Information et de Documentation sur les Droits de L'Enfant et de la Femme (2009). Connaissance des droits des Femmes et des Enfants en Algérie, février 2009. CIDDEF, Alger.

Unequal Childhoods

A division of the Algerian society into discernible social classes is more or less a recent phenomenon and differences between existing social classes are mostly based on income. The Gini index of Algeria was 35.3, ranking 104 worldwide (a Gini index of 0 represents perfect equality, while an index of 100 implies perfect inequality).

The French left the country in 1962 with a population having about 80% illiteracy rate and mostly living in hardship, mainly scattered in rural areas. Then, a socialist egalitarian system ruled the country and fiercely opposed the formation of any social classes. Nevertheless, a very small number of people benefited from their positions in the state ruling nomenclature, such as the high ranked military officers and the favoured ex-combatants for independence from colonialism. After the adoption of an open economic system in the 1990s some groups of people started to accumulate wealth. These people have been basically part of the state personnel and their allies who engaged in external importation of goods, and some entrepreneurs who are usually tied up to the ruling class and often rely on public bank loans and advantages. The private sector in all areas affecting children lives, including schools, is yet very limited. So, no marked differences could be found between children of different social classes if one excludes some advantageous living conditions for rich families. However, some striking differences between remote rural and urban zones of the country exist.

The government of Algeria continues to support very poor households. Parents receive financial aid in the beginning of each school year, and poor children also receive free school equipment and free school manuals. At the primary level, in most schools free meals are given to all children. Local authorities usually provide free transportation of children of rural areas to schools. In the south, schools provide internships to pupils whose parents live as nomads or in sparse small communities in the Sahara desert. Also, health care is free for all children and the elderly and for all people with disabilities and chronic illnesses – e.g. diabetes, blood pressure, cancer and so on.

Children's Rights

As any legal entity, children in Algeria have acquired rights through a body of specific legislation. At the height of its multi-faceted crisis of the 1990s, Algeria ratified almost all international conventions relating to children's rights, including the United Nations Convention of the Rights of Child (UNCRC). However, this did not occur in Algeria without the state having reservations as in the case of many Islamic states. The main reservations of Algeria to the UNCRC are with relation to Article 14 (paragraphs 1 and 2) and Articles 13, 16 and 17. For Algeria respecting 'the right of the child to freedom of thought, conscience and religion' should be interpreted in compliance with the basic foundations of the Algerian legal system. For instance, the State Constitution stipulates that Islam is the state religion and in its article 35 says that "there shall be no infringement of the inviolability of the freedom of conviction and the inviolability of the freedom of opinion". The Family Code also specifies that a child's education is to take place in accordance with the religion of its father. Humanium Organisation has criticised this position by emphasising that such reservations 'indirectly reduce the liberty of religion'¹⁵. Nevertheless, it should be stressed that the ratification of the UNCRC by Algeria had many benefits. For instance, at the institutional level, the definition of a national

¹⁵ Humanium (2015). Children of Algeria. <http://www.humanium.org/en/Algeria/>, accessed 05.01.2015.
Journal Officiel de la République Algérienne (2008). Loi d'Orientation sur l'Education Nationale. [ww.jora.dz](http://www.jora.dz)

policy for children was recognized as a priority. The direct fruit of such effort was the launch of the Childhood Action Plan, ('Plan National pour les enfants') covering the period 2008 to 2015 with the aim of ensuring that all children and adolescents enjoy: 1. their rights and participate in the development of policies that affect them; 2. a quality health care including protection against HIV/AIDS and sexually transmitted diseases (STD); 3. a high standard of education at all levels; and 4. a protective environment against abuse, violence and exploitation.

1.2 Sampling strategy and outcomes

The Algerian sample was designed to achieve a representative sample of the western region of Algeria of children in school years 3 (Primary School - 3PS); 5 (Primary School - 5PS) and 1st Middle School (1MS) with at least 1,000 children in each group. The primary sampling unit was schools. Separate samples were drawn for Years 3PS and 5PS (primary school education) and Year 1MS (middle school education). Both samples followed the same methodology: first a panel of researchers selected three provinces (*Wilayas*) from a list of 11 provinces in the region ensuring a geographic representation of the region. These are El-Bayadh, Oran and Tlemcen.

- *Oran* (Mid North-West) is the second most populated area in Algeria. It is a coastal Province (2,121 sq. kms) of the Mediterranean Sea and populated with 1,382,980 inhabitants (est. 2007). It has a Mediterranean mild weather.
- *Tlemcen* (Extreme North West) is situated on the extreme West of Algeria on the Moroccan borders with a total area of 9,061 sq. kms and a population of about 1 million inhabitants (est. 2007).
- El-Bayedh or Bayed (South-West, *Hauts-plateaux* Sahara region) is a much larger Province. about 37 times the area of the Province of Oran and seven times less populated compared to this latter region. It stretches down into the Great Sahara and has many of the characteristics of the Sahara region mainly in terms of vegetation weather and population distribution.

These three provinces (strata) have no common borders. The final sample of schools was drawn from the lists of schools of each province. We undertook a random selection with the help of the Directorates of Education officials in each province. Excluded from the sample are small schools which have less than two class groups in the studied age groups knowing that the minimum number of students required for inclusion per cluster was 50 students from each age group per school. The Directorate of Education of each province usually retain detailed lists of schools but because we have started the research early in the beginning of the new school year (2013-14) fresh data have not all been available to them. An approximation was used which may exclude newly created schools. Within each stratum (province) schools were selected randomly with probabilities proportional to size (number of pupils). With the aim of achieving a target of at least eight schools per stratum. Within each selected school two class groups (not grouped on pupil ability) were randomly selected. The survey began in October 2013 and was stopped for three weeks because of Sheep Aid - a widely observed religious festivity and then continued until early December 2013.

Table 1 summarises the resulting sample. After data cleaning the survey data set contained questionnaires from a sample of 3,676 children. Although the proportion of participating students of El-Bayadh province are fewer in number they are still over-sampled. Obviously Oran is the largest Province and has higher number of participating students.

Table 1: Achieved sample (Numbers)

	Stratum			
	All	1	2	3
Year 3PS	1244	283	492	469
Year 5PS	1149	251	459	439
Year 1MS	1283	348	505	430
Total	3676	882	1456	1338

1= Province of El-Bayadh. 2= Province of Oran. 3=Province of Tlemcen

3PS= 3rd year primary school. 5PS=5th year primary school. 1MS=1st year Middle school

Weights have been applied to the sample used in the analysis so that the proportion of children in the data set in each stratum is equivalent to the proportion of children in that stratum in the population. In addition, for the purposes of pooling data across the three age groups, each sample has been further weighted so that there is a weighted sample size of 1,200 children in each age group. The resulting numbers are shown in Table 2.

Table 2: Weighted sample (Numbers)

	Stratum			
	Total	1	2	3
Year 3PS	1200	265	426	509
Year 5PS	1200	265	426	509
Year 1MS	1200	265	426	509
Total	3600	795	1278	1527

1= Province of El-Bayadh. 2= Province of Oran. 3=Province of Tlemcen

3PS= 3rd year primary school. 5PS=5th year primary school. 1MS=1st year Middle school

1.3 Note on statistical analysis

All differences referred to in the document have been subject to statistical testing. Where differences are noted as significant they relate to a p-value below 0.01. Differences described as marginally significant refer to p-values between 0.01 and 0.05.

However at this stage although the data has been weighted the analysis does not take into account the design effect of clustering in the sample due to children being surveyed in class groups in schools. Taking this factor into account will not affect the descriptive statistics but is likely to affect the significance levels for statistical tests.

2. Results

2.1 The participants

Age and gender

The children's ages ranged from 6 to 14 years old (Table3). Year 3PS was mainly 7, 8 and 9 years old, 5PS was mainly 9, 10 and 11 years old, and 1MS was mainly 11, 12 and 13 years old. The whole educational system in Algeria has a wide age range in each school year. Some students are kept in schools despite the fact that they are double the appropriate age, many times others attend school at an older age for different reasons such having missed that opportunity before, mainly in rural areas¹⁶. The sample is not representative by age group so it will be analysed by year group from here on, however to maintain consistency across all national reports the 3PS year will be referred as "8 years-old" group, the 5PS years as "10 years-old" group and the 1 MS year as "12 years-old" group.

53% of the sample were boys and 47% were girls.

Table 3: Age by gender (Numbers)

	Age in years									Total
	6 years old	7 years old	8 years old	9 years old	10 years old	11 years old	12 years old	13 years old	14 years old	
Boy	1	71	399	169	510	398	199	95	52	1894
Girl	3	94	401	185	507	348	105	45	9	1697
Total	4	165	800	354	1017	746	304	140	61	3591

Country of birth

Only 1% (N=37) of children in the sample were not born in Algeria (24 in France, 5 in Syria and 2 in England, Egypt and Morocco).

2.2 Your home and the people you live with

Questions about which people children lived with were only asked of children in the 10 and 12 years-old groups.

All but 3.3% of children said that they always (85%) or usually (11.7%) sleep in the same home (Table 4). 95.7% lived with their family. The remainder lived in foster care (1.9%), a children's home or in another type of home (2.4%) which include living in the school internship. This has been specifically the case for children in the El-Bayadh Province where only 77.67% of children said they always sleep

¹⁶See, Bousenna, M., Tiliouine, H., Lakhdar, B., Zahi, C. (Décembre 2009). *Analyse de la situation du système éducatif algérien*(Rapport). UNICEF, Alger.

in the same homes. The parents of these children are often nomads. Their children remain in schools' internship during the school period.

About 89% of children said they lived with their mother and father. About 3% with their mothers and their mothers' husbands in the first home. Of those living in another home about 15% stayed with their fathers and mothers in another home and 6% stayed with their mothers and other adults in the second home.

Table 4: Home type (10 and 12 years-old) (Numbers and %)

	N	%
I always sleep in the same home	2025	85.0
I usually sleep in the same home. but sometimes sleep in other places	279	11.7
I regularly sleep in two homes with different adults	79	3.3
Total	2383	100.0

There were five questions about children's views on the home and the people they lived with. The results are summarised in Table 5. Children were most in agreement with the statement 'My parents/carers treat me fairly' and least in agreement with 'I have a quiet place to study at home'.

Table 5: Home and family (All year groups) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I feel safe at home	4.7	4.8	3.9	15.7	71
I have a quiet place to study at home	12.6	7.0	9.2	19.7	51.4
My parents/carers listen to me and take what I say into account	3.9	4.7	7.2	19.9	64.4
My parents/carers treat me fairly	2.5	2.9	5.3	18.1	71.2
We have a good time together in my family	3.8	4.1	6.5	19.6	66.0

Table 6 summarises variations in responses to these five questions. There were no variations in responses by gender except for the statements 'We have a good time together in my family' and (marginally) 'My parents/carers listen to me and take what I say into account' and 'My parents/carers treat me fairly' in favour of girls. Children's level of agreement with all five statements increased for older age groups. There were no differences with regard to province of residence except that (a) for the question about a 'place to study' Tlemcen had a significantly higher level of agreement, and El-Bayadh a marginally higher level of agreement, than Oran; and (b)

Tlemcen had a significantly higher level of agreement than El-Bayadh for the question about having a 'good time together'.

Table 6: Variations in questions about home and the people you live with (All age groups) (Means)

	Feel safe at home	Place to study	Parents listen	Parents fair	Good time together
Gender					
Boy	3.41	2.87	3.32	3.48	3.35
Girl	3.46	2.94	3.41	3.58	3.45
Age group					
8 years-old	3.15	2.79	3.26	3.38	3.22
10 years-old	3.57	2.91	3.39	3.57	3.46
12 years-old	3.59	3.01	3.44	3.62	3.51
Province of residence					
El-Bayadh	3.42	2.94	3.30	3.46	3.32
Tlemcen	3.45	2.99	3.36	3.54	3.45
Oran	3.42	2.78	3.40	3.55	3.39
Total	3.43	2.90	3.36	3.53	3.40

Table 7 summarises the results of three questions about time spent with family. 'Having fun together' is less common than 'talking together' and 'learning together'.

Table 7: Time spent with family (All age groups) (%)

	Not at all	Once or twice	Most days	Every day
How often do family: Talk together	2.3	9.9	20.5	67.3
How often do family: Have fun together	3.0	11.5	30.3	55.3
How often do family: Learn together	5.1	10.0	20.7	64.2

Table 8 compares the mean scores of the above questions about time spent with family by gender and age. Gender differences are significant in all questions in favour of girls. Younger children are more likely to have fun together and learn together in the family.

Table 8: Variations in time spent with family (All age groups) (Means)

	Talk together	How often do family: Have fun together	Learn together
Gender			
Boy	2.47	2.34	2.40
Girl	2.60	2.42	2.48
Age group			
8 years-old	2.53	2.45	2.52
10 years-old	2.52	2.32	2.43
12 years-old	2.54	2.37	2.36
Total	2.53	2.38	2.44

The next set of questions covered satisfaction with family life. Children in the 8 years-old group were asked these questions using a five point emoticons scale. Table 9 summarises the results using a score from zero to four where zero represents the unhappy face and four represents the happiest face. There were similar levels of satisfaction for 'The people you live with' and 'All the other people in your family'. There was only one marginally significant difference in favour of girls for satisfaction with 'Your family life'.

Table 9: Satisfaction with home and the people you live with (8 years-old) (%)

	0	1	2	3	4
The house or flat where you live	2.1	1.4	3.9	20.3	72.3
The people you live with	2.0	1.8	3.9	21.3	71.0
All the other people in your family	1.6	2.9	5.0	18.3	72.1
Your family life	1.3	1.4	3.6	16.9	76.7

A very similar pattern is observed for the 10 and 12 years-old groups (who were asked these questions using an 11-point scale). There were very high levels of satisfaction - higher for 'The people you live with' than for 'All other people in your family'. This is displayed in Table 10 which shows responses on the 11-point scale used in the questionnaire where zero represents 'Not at all satisfied' and ten represents 'Totally satisfied'.

Table 10: Satisfaction with home and the people you live with (10 and 12 years-old) (%)

	0	1	2	3	4	5	6	7	8	9	10
The house or flat where you live	2.1	1.0	.8	.6	1.3	5.1	2.0	3.3	6.0	9.0	68.9
The people you live with	2.0	.5	.5	.6	1.0	2.9	1.9	2.5	4.5	8.1	75.6
All the other people in your family	4.0	.6	.6	.6	1.0	3.5	2.2	3.6	6.7	10.9	66.3
Your family life	.7	.5	.3	.4	.6	1.8	.7	1.4	2.3	6.3	85.1

Girls expressed significantly higher satisfaction with ‘The people you live with’ and ‘All the other people in your family’. There are no significant differences between the 10 and the 12 years-old groups in these aspects of family life. Figure 1 shows the variations in mean scores for the three provinces. Only one marginal difference is found in favour of Oran and El-Bayadh over Tlemcen in satisfaction with house or flat, while children in Tlemcen are marginally more satisfied than the other two regions with ‘other people in your family’.

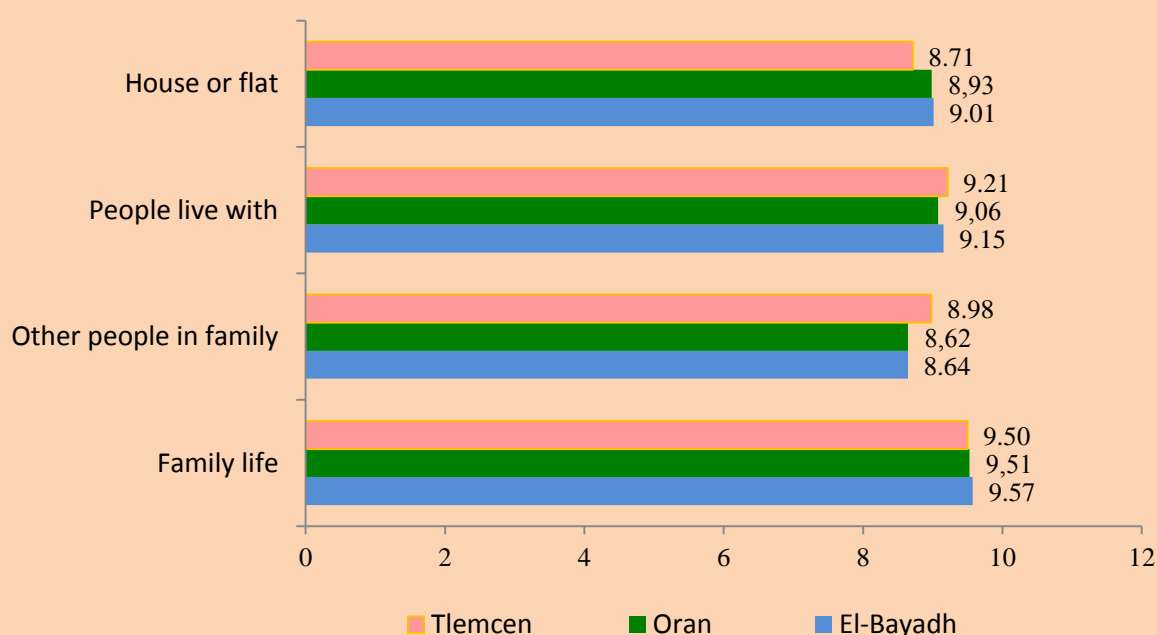


Figure 1: Satisfaction with aspects of family and home by Province (Means) (10 and 12 years-old).

2.3 Money and things you have

Children were asked a set of questions about things they had. A shorter list was used for the 8 years-old than the older two age groups. Only 28.4% had all five items cited in 8 years-old questionnaire and only 6.4% had all 9 items cited in the older age groups' questionnaires. More specifically, 38.9% of the 8 years-old group did not have a family car and 39.1% of the 10 and 12 years-old did not have a mobile phone.

Table 11: Things you have (All age groups) (Means)

	8 years-old	10 and 12 years-old
Mobile phone		39.1
Own room		37.5
Books to read for fun		72.4
Own stuff to listen to music		44.9
Clothes in good condition to go to school in	96.6	97.2
Access to a computer at home	55.2	52.6
Access to the Internet	46.3	44.2
Family car for transportation	61.1	58.0
Television that can use	93.4	76.0

Table 12 shows the proportion of children who lacked items. Among the 8 years-old group 74.4% lacked at least one out of the five items and among the 10 and 12 groups 93.6% lacked at least one of the nine items.

Table 12: Number of items lacked by children (All age groups) (%)

	8 years-old % lacking out of five items	10 and 12 years- old % lacking out of nine items
None	25.6	6.4
One	27.3	10.2
Two	25.9	14.1
Three	18.9	14.8
Four	2.1	15.3
Five or more	.2	39.2
Total	100	100

Table 13 shows the variation in the mean number of available items. There were significant differences in favour of boys in the 10 and 12 years old groups, but no differences between boys and girls in the 8 years old group. More detailed analysis indicates that boys are more likely than girls to have a music player, a mobile phone, a bedroom to themselves and marginally more access to the internet. These differences are interesting and may indicate differential parental practices for boys and girls. Generally there was no difference between the 10 and 12 years groups in lacked items. But there were some significant variations by province of residence with children in El-Bayadh lacking more items than both Oran and Tlemcen in all age groups.

Table 13: Variations in number of items available (All age groups) (Mean)

	8 years-old	10 and 12 years-old
Gender		
Boy	3.29	5.38
Girl	3.33	5.00
Age group		
10 years-old		5.16
12 years-old		5.24
Province of residence		
El-Bayadh	3.24	4.51
Oran	3.42	5.42
Tlemcen	3.44	5.36
All	3.39	5.20

The majority of children were happy with the things they had – 75.9% of the 8 years-old scored the maximum but only 49.9% of the 10 and 12 years-old groups scored the maximum.

Table 14: How happy do you feel with the things you have (8 years-old) (%)

	0	1	2	3	4
8 years-old	2.1	1.7	4.0	16.4	75.9

Table 14: How satisfied are you with the things you have (10 and 12 years-old) (%)

	0	1	2	3	4	5	6	7	8	9	10
10 and 12 years-old	2.7	1.3	1.4	2.0	2.5	10.6	3.8	4.4	9.3	12.3	49.9

There was no variation by gender in the mean level of happiness with ‘things you have’. However, children in the 12 years-old group were less happy than the 10 years-old, and children of older age groups living in El-Bayadh were the least happy, followed but those of Tlemcen but no differences by province for the 8 years-old (Table 15).

Table 15: Variations in satisfaction with the things you have (Means)

	8 years-old	10 and 12 years-old
Gender		
Boy	3.58	8.08
Girl	3.66	8.12
Age group		
10 years-old		8.19
12 years-old		8.01
Province of residence		
El-Bayadh	3.60	7.82
Oran	3.69	8.42
Tlemcen	3.58	7.98
All	3.62	8.10

Just over 8% of the 12 years-old children said that they did not get pocket money but 35.1% got pocket money every week.

Table 16: Pocket money (12 years-old) (%)

	%
I don't get pocket money	8.2
I get pocket money. but not regularly	50.7
I get pocket money every week	35.1
I get pocket money every month	6.0
Total	100.0

Children in the 12 years-old group were also asked a set of questions about their household's current economic status. 12% of children had no adult in employment and 15.5% had more than two adults in employment. But, this should be interpreted with caution as many extended families still exist in Algeria.

Table 17: How many adults that you live with have a paid job? (12 years-old)

	%
None	12.0
One	42.8
Two	29.7
More than two	15.5
Total	100.0

42.1% though never worry about how much money their families have, but 12.4% often and 15.5% always do worry.

Table 18: How often do you worry about how much money your family has? (%) (All age groups)

	%
Never	42.1
Sometimes	30.0
Often	12.4
Always	15.5
Total	100

There was a marginal difference in favour of boys in the mean level of 'How often do you worry about how much money your family has' in the youngest group, but in older children boys are higher in this aspect than girls. However, the youngest group are significantly more likely to worry about money than the oldest two groups and children living in El-Bayadh worry more than those from Oran and Tlemcen in the 8 years-old group. The same pattern is found in the two older age groups with Oran scoring the lowest levels of worry (Table 19).

Table 19: Variations in How often do you worry about how much money your family has (All age groups) (Means)

	8 years-old	10 and 12 years-old
Gender		
Boy	1.40	1.03
Girl	1.26	.89
Age group		
10 years-old		.96
12 years-old		.75
Province of residence		
El-Bayadh	1.53	1.32
Oran	1.30	.63
Tlemcen	1.25	.78
All	1.33	.85

2.4 Your friends and other people

Views about friends were positive. Over half (55.7%) totally agreed that their friends were usually nice to them and 59.2% totally agreed that they had enough friends.

Table 20: Friends (All age groups) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
My friends are usually nice to me	4.1	8.2	11.8	20.1	55.8
I have enough friends	4.6	7.4	8.1	20.6	59.4

Girls are higher than boys in agreeing that their friends are usually nice to them in all age groups and there was the same pattern in the question of 'I have enough friends' in the older age groups. Those of the 12 years-old group scored significantly lower in relation to 'My friends are usually nice to me' and 'I have enough friends' compared to the 10 years-old group.

Table 21: Variations in Friends (All age groups) (Mean)

		8 years-old	10 and 12 years-old
My friends are usually nice to me	Boy	3.27	3.0
	Girl	3.46	3.11
I have enough friends	Boy	3.24	3.26
	Girl	3.31	3.14
My friends are usually nice to me	10 years-old		3.15
	12 years-old		2.95
I have enough friends	10 years-old		3.28
	12 years-old		3.13

Satisfaction with friends was also high with 74.8% scoring the maximum in the 8 years-old group. Satisfaction with people in the area was not as high - 63.7% scored the maximum, but 70.9% scored the maximum on 'your relationships with people in general' (Table 22).

Table 22: Satisfied with friendships and other relationships (8 years-old) (Means)

	0	1	2	3	4
Satisfaction with: Your friends	1.4	1.1	3.6	19.0	74.8
Satisfaction with: The people in your area	3.6	2.6	6.9	23.2	63.7
Satisfaction with: Your relationships with people in general	1.8	1.6	5.8	19.9	70.9

There were significant differences favouring girls in all three questions.

Table 23: Satisfied with friendships and other relationships (10 and 12 years-old)

	0	1	2	3	4	5	6	7	8	9	10
Your friends	1.1	1.2	.08	1.3	1.9	7.1	3.9	5.5	8.6	15.0	53.1
The people in your area	5.6	1.3	1.3	1.0	1.1	6.6	3.6	5.0	10.4	14.9	49.2
Your relationships with people in general	1.6	.3	.6	.8	.8	4.1	2.7	4.4	8.1	14.3	62.1

The majority of children talked together with their friends every day and nearly half had fun together every day. But, about 29.4% never met to study together.

Table 24: How often do you spend time with friends (All age groups) (%)

	Not at all	Once or twice	Most days	Every day
How often do friends: Talk together	7.3	13.9	23.0	55.8
How often do friends: Have fun together	11.8	15.7	28.1	44.4
How often do friends: Meet to study together	29.2	20.6	20.9	29.4

There were some gender and age differences in response to the above questions. With age, the frequency of talking having fun and meeting to study decreased. Half of the 12 years-old group children tended to talk together with friends outside school every day but 62.9% did so in the youngest group (Figure 2). Boys tended a little more frequently to talk and have fun with friends than girls but there was no gender difference in frequency of meeting to study together with friends.

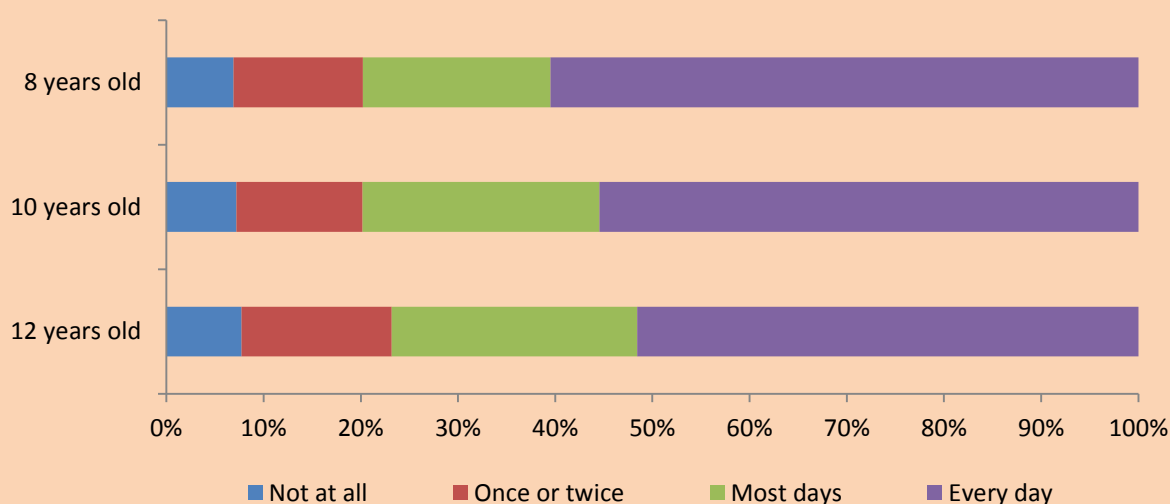


Figure 2: Frequency of talking with friends outside school by age group (All age groups) (%)

2.5 The area where you live

Children generally had a high degree of satisfaction with their local area. 71.4% agreed a lot or totally with the statement 'I feel safe when I walk around the area I live in' and 59.5% agreed a lot or totally with the statement 'In my area there are enough places to play or to have a good time'. However, the proportion of children who do not agree with the former question remains high (one quarter of the respondents).

Table 25: Views about local area (All age groups) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
In my area there are enough places to play or to have a good time	24.3	7.6	8.6	15.4	44.1
I feel safe when I walk in the area I live in	10.7	7.2	10.7	16.3	55.1

Table 26: Variation in views about area (All age groups) (Means)

	Enough places to play or to have a good time	I feel safe when I walk in the area I live in
Gender		
Boy	2.56	3.07
Girl	2.37	2.88
Age group		
8 years-old	2.81	3.14
10 years-old	2.34	3.03
12 years-old	2.26	2.77
Province of residence		
El-Bayadh	2.66	3.05
Oran	2.31	2.91
Tlemcen	2.56	3.01
Total	2.47	2.98

There is some variation by gender and age. The proportion agreeing with both questions declines with age and girls are likely to agree less strongly than boys. There are also variations for 'In my area there are enough places to play or to have a good time' in favour of El-Bayadh followed by Oran provinces.

70.0% of the 8 years-old group are completely satisfied with the area they live in, 64.9% with how they are dealt with by doctors and 63.7% with the outdoor areas they can use. There is no difference in these responses between boys and girls.

Table 27: Satisfaction with local area (8 years-old) (%)

	0	1	2	3	4
How you are dealt with at the doctors	5.8	3.6	6.5	18.9	64.9
The outdoor areas children can use in your area	6.6	5.0	4.4	20.3	63.7
The area you live in general	4.2	3.6	4.7	17.5	70.0

10 and 12 years-old groups are more satisfied with their treatment by doctors than the area they live in general and they are least satisfied with the outdoor areas.

Table 28: Satisfaction with local area (10 and 12 years-old) (%)

	0	1	2	3	4	5	6	7	8	9	10
How you are dealt with at the doctors	3.4	.9	.7	.9	1.1	5.2	3.0	3.4	7.5	12.8	60.2
The outdoor areas children can use in your area	14.4	1.9	2.2	2.8	2.1	8.9	3.6	5.4	9.0	11.6	38.4
The area you live in general	5.5	1.3	1.2	1.6	1.8	5.4	3.5	4.6	6.9	10.5	57.8

Gender comparisons indicate one difference in favour of girls in satisfaction with 'How you are dealt with at the doctors'. 10 years-old children are significantly more satisfied with all three aspects than the older ones (i.e. 12 years-old group). There are some notable variations according to the province of residence. The children who are least satisfied with the outdoor areas are those from El-Bayadh then Tlemcen. Children in Oran were the most satisfied with 'The area you live in general' followed by Tlemcen then El-Bayadh.

Table 29: Variations in satisfaction with local area (10 and 12 years-old) (Means)

	How you are dealt with at the doctors	The outdoor areas children can use in your area	The area you live in general
Gender			
Boy	8.47	6.96	8.20
Girl	8.79	6.96	8.26
Age group			
10 years-old	8.88	7.27	8.52
12 years-old	8.36	6.46	7.94
Province of residence			
El-Bayadh	8.65	6.82	8.02
Oran	8.70	7.27	8.41
Tlemcen	8.54	6.54	8.19
Total	8.62	6.86	8.23

2.6 School

The majority of children are positive about their teachers and their school. The least positive response was to the statement 'My teachers listen to me and take what I say into account' but still 85.9% agreed a lot or totally agreed with this statement.

Table 30: Views about school (All age groups) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
My teachers listen to me and take what I say into account	3.0	3.9	7.1	17.9	68
I like going to school	2.7	2.0	3.4	11.3	80.5
My teachers treat me fairly	3.1	3.4	7.4	17.3	68.8
I feel safe at school	4.1	3.3	5.7	14.3	72.6

There were gender and age differences in views about school. Girls were happier than boys. Views were less positive as the year groups progressed regarding the first two questions. There is an increase from the 8 years-old group to the 10 years-old in 'My teachers treat me fairly', but the trend is reversed in the 12 years-old children. Safety in school is stable for the 8 and 10 years-old, but reached its lowest level in the 12 years-old group. There were no significant variations by province of

residence, except a marginal difference in favour El-Bayadh compared to Oran in terms of ‘My teachers listen to me and take what I say into account’ (Table 31).

Table 31: Variations in views about school by gender, age and Province group (All age groups) (Means)

	My teachers listen to me and take what I say into account	I like going to school	My teachers treat me fairly	I feel safe at school
Gender				
Boy	3.37	3.52	3.40	3.42
Girl	3.52	3.79	3.52	3.54
Age group				
8 years-old	3.61	3.75	3.52	3.59
10 years-old	3.54	3.66	3.60	3.61
12 years-old	3.17	3.54	3.24	3.24
Province of residence				
El-Bayadh	3.51	3.65	3.46	3.45
Tlemcen	3.43	3.64	3.47	3.47
Oran	3.41	3.66	3.44	3.51
Total	3.44	3.65	3.46	3.48

There were also a set of eleven-point scale questions concerned with school asked of the 10 and 12 years-old groups. The responses to these questions are summarised in Table 32. Satisfaction was again high with some variation between items: Satisfaction with ‘Your life as a student’ followed by ‘Things you have learned’ was higher than satisfaction with ‘Your relationship with teachers’. ‘Your school experience’ ‘other children in your class’ and ‘your school marks’.

Table 32: Satisfaction with school (10 and 12 years-old) (%)

	0	1	2	3	4	5	6	7	8	9	10
Other children in your class	3.6	1.3	.6	1.7	2.6	7.7	4.0	6.8	9.6	13.3	48.8
Your school marks	1.5	.5	.3	.9	.7	5.0	4.3	7.8	12.6	18.4	48.1
Your school experience	1.0	.5	.3	.7	.7	3.3	2.4	5.7	9.7	12.7	63.0
Things you have learned	.3	.3	.1	.2	.4	1.7	1.4	3.0	6.1	12.9	73.5
Your life as a student	.9	.4	.4	.4	.4	2.2	1.9	2.4	4.8	10.4	75.7
Your relationship with teachers	1.4	.3	.3	.6	.5	3.1	2.0	3.3	5.8	12.8	69.6

The 8 years-old children were asked the same set of questions but on a five point scale. Their level of satisfaction is also very high and they do not seem to be as dissatisfied with school marks as the 10 and 12 years-old students.

Table 33: Satisfaction with school (8 years-old) (%)

	0	1	2	3	4
Other children in your class	3.3	2.3	4.7	17.8	71.8
Your school marks	2.8	2.2	4.9	21.5	68.5
Your school experience	2.7	1.2	4.1	17.5	74.5
Your relationship with teachers	1.5	1.0	3.0	15.9	78.6

Girls are more satisfied than boys with other children in the class and school marks in the youngest group. In the 10 and 12 years-old groups this trend remains in favour of girls in all the six school questions. i.e., girls in the 10 and 12 years-old groups are more satisfied than boys with all aspects of school. The difference in satisfaction with other children in the class remains marginal but in the same direction.

There were a number of variations according to the province of residence. El-Bayad was favoured over Tlemcen in 'Your school experience' and 'Your life as a student'. Oran scored higher than Tlemcen in 'Your school experience' and 'Your life as a student' and over El-Bayadh in 'Things you have learned' (Table 34).

Table 34: Variation in satisfaction with school (10 and 12 years-old) (Means)

	Other children in your class	Your school marks	Your school experience	Your life as a student	Things you have learned	Your relationship with teachers
Gender						
Boy	8.01	8.46	8.75	9.14	9.27	8.90
Girl	8.25	8.74	9.25	9.54	9.57	9.57
Age group						
10 years-old	8.56	8.50	9.17	9.45	9.55	9.34
12 years-old	7.68	8.68	8.79	9.20	9.27	8.97
Province of residence						
El-Bayadh	8.34	8.65	8.91	9.43	9.31	9.00
Tlemcen	7.99	8.63	8.87	9.20	9.39	9.18
Oran	8.15	8.51	9.16	9.40	9.49	9.22
Total	8.12	8.59	8.98	9.32	9.41	9.16

Moreover there are some marginal differences in favour of girls in satisfaction with other children in class and school marks.

Table 35: Variations in satisfaction with school (8 years-old) (Means)

	Other children in your class	Your school marks	Your school experience	Your relationship with teachers
Boy	3.47	3.44	3.57	3.67
Girl	3.58	3.57	3.64	3.71
Total	3.52	3.51	3.60	3.69

Being bullied (hit and being left out by other children)

29.2% of children had experienced being hit by other children at school and 33.6% had experienced being left out by other children in the class.

Table 36: Bullying frequency in the last month (All age groups) (%)

	Never	Once	Two or 3 times	More than three times
Hit by other children in your school	70.7	15.9	5.9	7.6
Left out by other children in your class	66.4	16.4	7.3	9.9

Boys are much more likely than girls to have experienced being hit by other children at school but there are no gender differences in feeling left out. Both being hit and being left out significantly decrease with age.

Table 37: Variations in bullying (All age groups) (Means)

	Hit by other children in your school	Left out by other children in your class
Gender		
Boy	.59	.62
Girl	.40	.60
Age group		
8 years-old	.66	.78
10 years-old	.49	.60
12 years-old	.36	.44
Total	.50	.61

There are also some significant variations in frequency of being bullied according to the province of residence (Table 38). Children living in the South-West (El-Bayadh) were significantly less likely to be hit and to be left out compared to two other provinces of the North of Algeria. In Tlemcen, a less urbanised region, children are less likely to be hit by school mates.

Table 38: Variations in bullying by province of residence (10 and 12 years-old) (Means)

	Hit by other children in your school	Left out by other children in your class
El-Bayadh	.48	.53
Oran	.59	.65
Tlemcen	.44	.61
Total	.50	.61

2.7 Time use

The most common use of time is doing homework followed by watching TV, helping with housework, and taking care of brothers, sisters and other family members or people in the house. Taking part in organised leisure time activities is relatively uncommon.

Table 39: Time use (All age groups. except items marked with *12 years-old only) (%)

	Rarely or never	Less than once a week	Once or twice a week	Every day or almost
Taking classes outside school time	31.9	11.9	25.3	30.9
Taking part in organised leisure time activities (like clubs and groups)*	59.4	12.2	15.3	13.2
Reading for fun	17.6	12.0	26	44.3
Helping with housework	7.2	6.9	19.9	66.0
Doing homework	4.2	4.8	13.1	78.0
Watching TV	7.5	10.0	22.1	60.3
Playing sports or doing exercise	21.5	10.4	25.9	42.2
Using a computer	37.0	8.8	18.3	35.8
Just being by myself *	35.5	20.4	19.6	24.5
Taking care of brothers sisters other family members or people you live with*	11.2	7.6	20.1	61.1

Girls are more likely than boys to read for fun, help with housework and do homework. Boys are more likely than girls to take classes outside school, take part in organised leisure activities. watch TV, do sports or exercise and use a computer.

Table 40: Variation in time use (All age groups) (Means)

	Classes outside school	Organised leisure activities	Reading for fun	Helping with housework	Doing homework	Watching TV	Sports or exercise	Using a computer	being by myself	Taking care of family members
Gender										
Boy	1.68	.98	1.92	2.31	2.58	2.42	2.12	1.64	1.37	2.32
Girl	1.41	.61	2.03	2.59	2.73	2.28	1.62	1.40	1.28	2.30
Age group										
8 years-old	1.81	---	2.12	2.47	2.57	2.38	2.03	1.61	---	---
10 years-old	1.53	---	2.06	2.53	2.74	2.43	1.80	1.50	---	---
12 years-old	1.32	.82	1.73	2.34	2.63	2.25	1.83	1.48	1.33	2.31
Total	1.55	.82	1.97	2.45	2.65	2.35	1.89	1.53	1.33	2.31

There is a significant and consistent decrease in the frequency of 'taking classes outside school' and 'reading for fun' by age. 'Helping with housework' was more frequent only in the 8 years-old group compared to the 12 years-old, but there was no difference between the 8 and the 10 years-old groups. 10 years-old have higher scores than both other groups in 'Doing homework'. In terms of 'Watching TV' 8 years-old reported higher frequency than the 12 years-old and 10 years-old higher than the 12 years-old, but no difference between the 8 and 10 years age groups. For 'Playing sports or doing exercise' the 8 years-old group reported higher than the 10 and 12 groups, and no difference between the latter two groups. For 'Using a computer' there were no differences between age groups. Children in the 10 and 12 years-old groups are relatively more satisfied with what they do in their free time than by how they use their time (Table 41).

Table 41: Satisfaction with time use (10 and 12 years-old) (%)

	0	1	2	3	4	5	6	7	8	9	10
How you use your time	2.6	.4	.5	1.7	1.4	6.9	4.7	7.0	11.3	14.5	48.7
What you do in your free time	1.8	.3	.7	.7	2.0	5.2	4.3	5.7	11.1	16.1	52.1

More than two-thirds of the 8 years-old score the maximum on satisfaction with their use of time (Table 42).

Table 42: Satisfaction with time use (8 years-old) (%)

	0	1	2	3	4
How you use your time	3.1	2.4	5.4	18.7	70.4

Girls are more satisfied than boys with how they use their time in the older age groups. Satisfaction declines significantly with age.

Table 43: Variations in satisfaction with time use (Age groups as indicated) (Means)

	How you use your time (10 and 12 years-old)	Satisfaction with: What you do in your free time (10 and 12 years-old)	What you do in your free time (8 years-old)
<i>Gender</i>			
Boy	8.23	8.56	3.49
Girl	8.47	8.61	3.53
<i>Age group</i>			
10 years-old	8.60	8.71	
12 years-old	8.08	8.45	
Total	8.33	8.57	3.51

2.8 Your life and your future

There were ten questions asked of children in the 10 and 12 years-old groups about their life and future. The highest levels of satisfaction were in self-confidence and health. The lowest were with 'Doing things away from your home' and 'The freedom you have'.

Table 44: Satisfaction with life and future (12 years-old) (%)

	0	1	2	3	4	5	6	7	8	9	10
The freedom you have	4.2	1.0	.9	1.9	1.9	6.8	5.4	6.5	9.6	14.6	47.0
The amount of opportunities you have (12 years-old)	1.9	.7	.7	1.2	1.6	4.9	4.8	6.2	9.9	14.7	53.5
Your health	1.6	.2	.4	.7	1.3	4.0	2.0	3.2	6.0	11.4	69.2
The way that you look	1.2	.6	.4	.5	.8	3.1	2.0	2.9	7.6	13.4	67.7
Your own body	1.9	.6	.7	1.0	1.3	4.8	2.8	5.3	7.3	14.2	60.2
How you are listened to by adults in general	1.6	.5	.3	.8	1.3	3.7	3.6	4.5	8.7	14.0	60.9
Your self-confidence	.9	.3	.3	.3	.6	2.3	2.3	3.6	6.1	13.1	70.2
The things you want to be good at	.7	.1	.1	.4	1.0	3.4	2.0	3.3	6.9	13.9	68.2
Doing things away from your home	11.0	1.0	1.2	1.8	2.0	6.2	3.3	6.1	9.4	14.7	43.2
What may happen to you later in your life	2.3	.1	.4	.7	1.0	3.9	2.5	4.5	6.8	13.1	64.8

8 years-old children were also asked some of this set of questions. They were most satisfied with 'The way that you look', 'Your own body' and 'What you do in your free time'.

There was some variation by gender in the responses to these questions in the 8 years-old age group. Girls were marginally more satisfied than boys with 'the way that you look'; with 'your own body' and with 'how you are listened to by adults in general'. Between the two oldest age groups only one significant difference favouring girls is found in satisfaction with 'how you are listened to by adults in general'.

Table 45: Satisfaction with life and future (8 years-old) (%)

	0	1	2	3	4
The freedom you have	4.0	2.3	7.2	19.7	66.8
Your health	3.0	1.6	7.4	18.6	69.4
The way that you look	2.3	2.0	2.7	18.5	74.5
Your own body	2.9	1.7	4.3	19.3	71.9
What you do in your free time	3.1	2.4	5.4	18.7	70.4
How you are listened to by adults in general	3.9	2.2	4.9	20.1	68.8

Boys were generally less satisfied than girls but the differences were only significant in respect of 'listened to by adults', 'things you want to be good at' and 'what may happen later in life'. 12 years-old children were less satisfied than 10-year-olds with 'Listen to by adults', 'things to be good at', 'doing things away from home', and 'what may happen to you later in life'.

Table 46: Variation in satisfaction with life and future (10 and 12 years-old) (Means)

	Freedom	Opportunities	Health	Appearance	Body	Listened to by adults	Self-confidence	Safety	The things you want to be good at	Doing things away from your home	Later in life
Gender											
Boy	8.00	8.46	9.03	9.09	8.74	8.70	9.20	9.00	9.10	7.58	8.76
Girl	8.16	8.66	9.07	9.13	8.78	9.05	9.28	9.08	9.30	7.41	9.12
Year group											
10 years-old	8.03		8.93	9.17	8.65	9.03	9.25	9.06	9.28	7.79	9.15
12 years-old	8.11	8.54	9.16	9.05	8.86	8.69	9.22	9.02	9.11	7.22	8.70
Total	8.07	8.54	9.05	9.11	8.76	8.85	9.23	9.04	9.19	7.49	8.91

Half of the number of children said 'yes' to the question 'I know what rights children have'. Just over a third (35.6%) said that they knew about the children's rights convention, and 47.5% said that they think in their country adults in general respect children's rights. Differences between gender groups were only significant in knowledge about the convention of children's rights in favour of boys.

Older children were more likely to say that they knew about the convention and what rights children have. But, older children were less likely to think that adults respected children.

Comparisons on the basis of the province of residence showed that Oran children scored marginally higher than other regions in knowledge of children's rights, but El-bayadh children score marginally higher than Tlemcen in knowledge of CRC. El-bayadh and Oran children are marginally higher than children from Tlemcen in considering that adults respect them.

Table 47: Children's rights (All age groups) (%)

	No	Not sure	Yes
I know what rights children have	18.5	32.3	49.2
I know about the children's rights convention	39.8	24.7	35.6
I think in my country adults in general respect children's rights	19.6	32.8	47.5

Children aged 10 and 12 were also asked a set of questions about changes that may have happened to them in the past year. As shown in Table 48 18.1% of children had moved house in the last year, 12% had changed their local area and 23.8% changed their local school. 9.2% had lived abroad for more than a month in the last year, 15.0% were not living with the same parents or carers that they lived with a year ago.

Table 48: Changes in children's lives (10 and 12 years-old) (%)

	No	Yes
In the past year have you moved house?	81.9	18.1
In the past year have you changed local area?	88.0	12.0
In the past year have you changed schools?	76.2	23.8
In the past year have you lived in another country for more than a month?	90.8	9.2
Are you living with the same parents or carers you used to live with one year ago?	15.0	85.0

There were some differences in favour of boys in moving house, changing local area, having lived in another country for more than a month and, marginally, in changing school.

However, some notable differences are found by province with El-Bayadh children having experienced more change in local area (15.6%), moving house (21.4%), and changing school (25%). Children from Tlemcen were higher in terms of living with different adults (15.6%) (Figure 3).

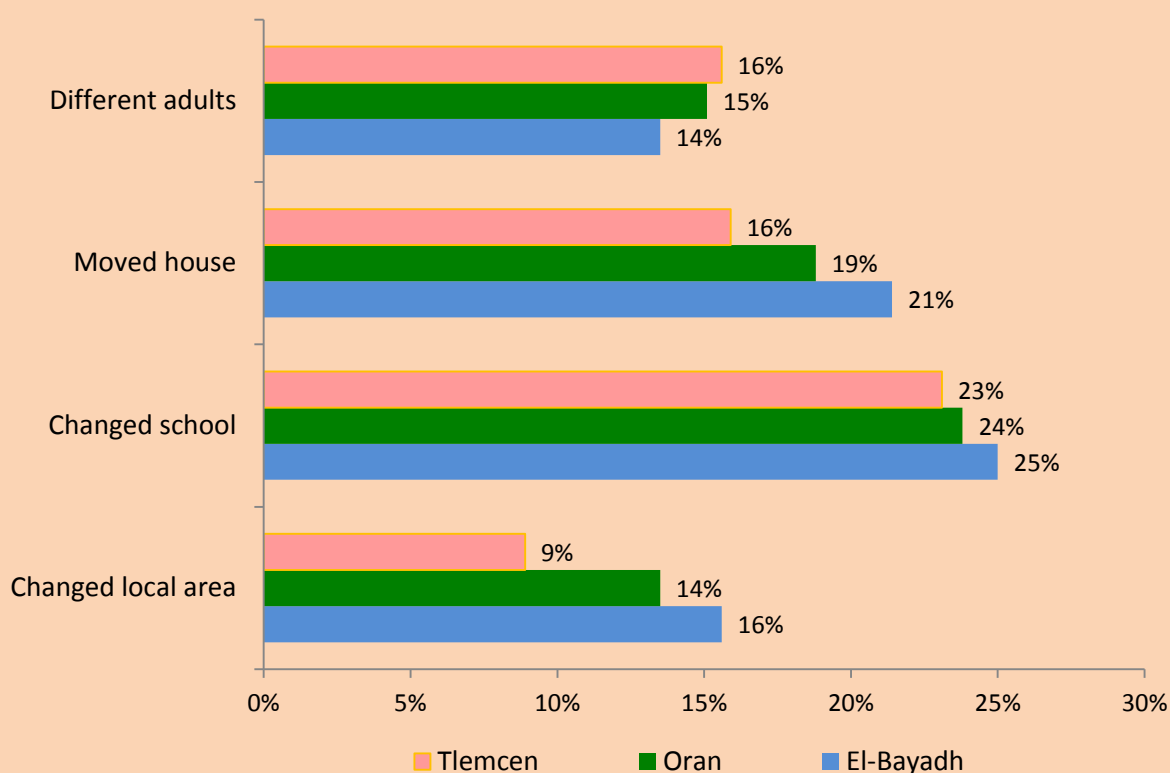


Figure 3: Recent experiences of change in the last year by Province (10 and 12 years-old) (%)

2.9 Overall subjective well-being

The Children's Worlds survey included a variety of different measures asking about overall subjective well-being. More detailed information about these measures can be found in the Methods section in the General Introduction (page 2).

Overall life satisfaction (OLS)

In looking at children's overall life satisfaction we start with the simplest single-item measure where children say how satisfied they are with their life as a whole on an 11-point scale in the case of the 10 and 12 years-old group and on a five-point emoticons scale in the 8 years-old. 67.9% of the 10 and 12 years-old were totally satisfied with their life and 73.7% of the 8 years-old scored the maximum.

Table 49: Overall life satisfaction (10 and 12 years-old) (%)

	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole	1.4	.5	.5	.5	.5	2.0	2.3	3.6	7.4	13.4	67.9

Table 50: Overall life satisfaction (8 years-old) (%)

	0	1	2	3	4
Your life as a whole	1.9	1.9	4.8	17.8	73.7

The Student's Life Satisfaction Scale (SLSS)

The SLSS scale is a reduced version of Huebner's Student's Life Satisfaction Scale with one additional item from Diener's SWLS. In the Children's Worlds survey the children in age groups 10 and 12 were asked to respond using an 11-point scale ranging from 'do not agree' to 'totally agree', however by error in the Algerian version a 5-point scale was used in the questionnaires of the 10 years-old group instead of the 11-point scale, thus this led to the exclusion of this group from the International data base with regard to SLSS. Table 51 contains data of 12 year olds only.

Table 51: SLSS items (12 years-old) (%)

	0	1	2	4	3	5	6	7	8	9	10
My life is going well	1.3	.4	.5	1.2	.6	3.9	2.8	4.5	8.0	13.1	63.8
My life is just right	1.3	.5	.4	.9	1.4	6.5	2.8	5.1	8.4	14.9	57.9
I have a good life	1.3	.5	.7	.5	1.2	4.9	3.0	3.5	6.0	12.0	66.4
I have what I want in life	3.4	1.2	1.8	1.9	2.7	7.5	4.6	5.2	8.7	13.7	49.4
The things in my life are excellent	1.7	.9	.8	1.9	1.3	5.3	2.9	4.7	7.2	12.2	61.2

The set of five questions were found to form a good indicator with a single underlying factor¹⁷, thus a scale was formed by summing and averaging all of the items and transforming the scale from 0-100. The distribution of responses on this scale are shown in Figure 4. We can see that over a third of children (36%) indicated that they had the highest possible levels of satisfaction with all of the indicators used. In general, few children reported low levels of satisfaction and most reported levels of satisfaction towards the top of the scale. This is reflected in the proportion of children – 8.5% - in the tail (scoring the mid-point or below) of the SLSS.

¹⁷ This was tested using two methods: firstly the structure of the measure was examined using exploratory factor analysis: all variables were found to load onto a single factor explaining 71.02% of the variance; secondly we tested the reliability of the scale using Cronbach's Alpha: together, the scale had a score of .89.

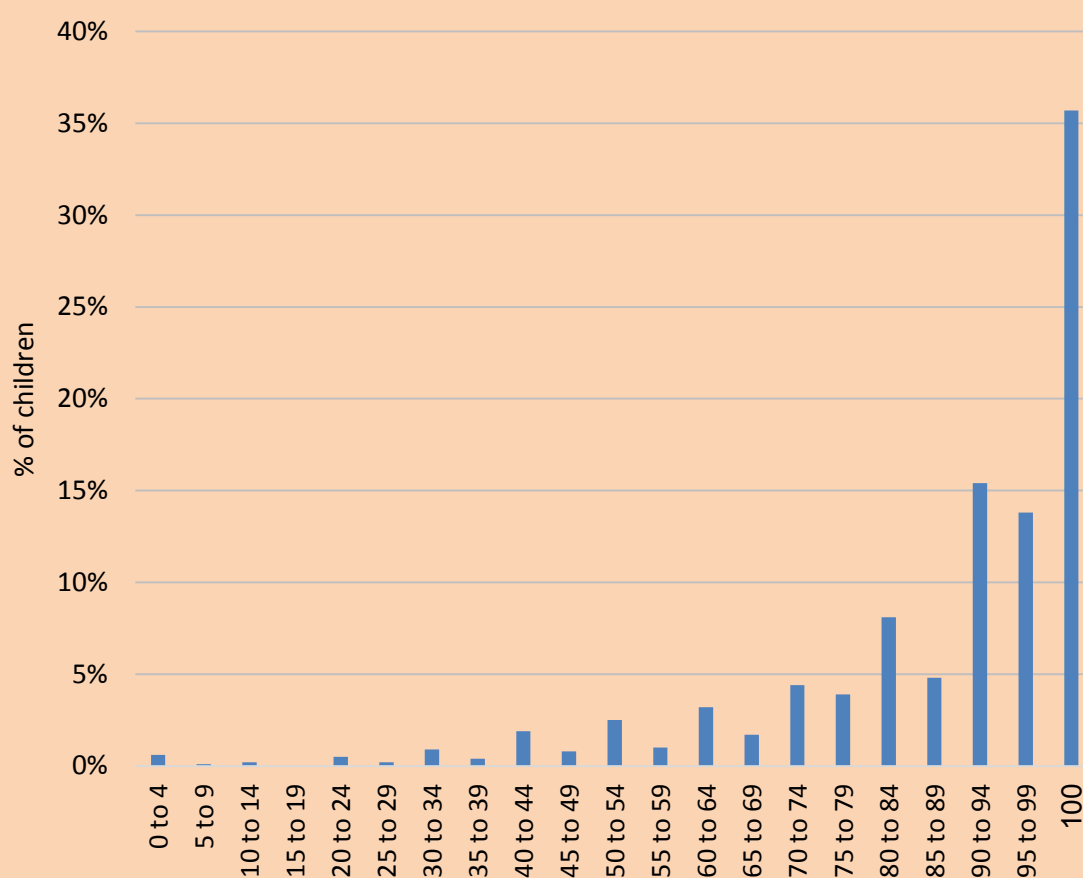


Figure 4: Distribution of scores on the SLSS (12 years-old only)(%)

The same questions were asked of children in the 8 years-old group but using a five point scale. Again the responses were very positively distributed. A scale was also created for this age group. Over 60% of children scored the maximum on all elements of the scale. We found no variation in mean scores or in the proportion in the tail by gender.

Table 52: SLSS items (8 years-old) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
My life is going well	3.5	3.5	4.1	14.2	74.8
My life is just right	4.2	3.7	5.8	22.4	64.0
I have a good life	2.1	3.0	5.2	16.1	73.6
I have what I want in life	4.0	5.4	7.8	18.8	64.0
The things in my life are excellent	2.6	3.5	5.1	15.1	73.8

Brief Multidimensional Student Life Satisfaction Scale (BMSLSS)

The scale is a sum of five questions about satisfaction with family life, friends, school experience, local area and body, transformed so that it is from zero to 100. The distribution of scores is shown in Figure 5.

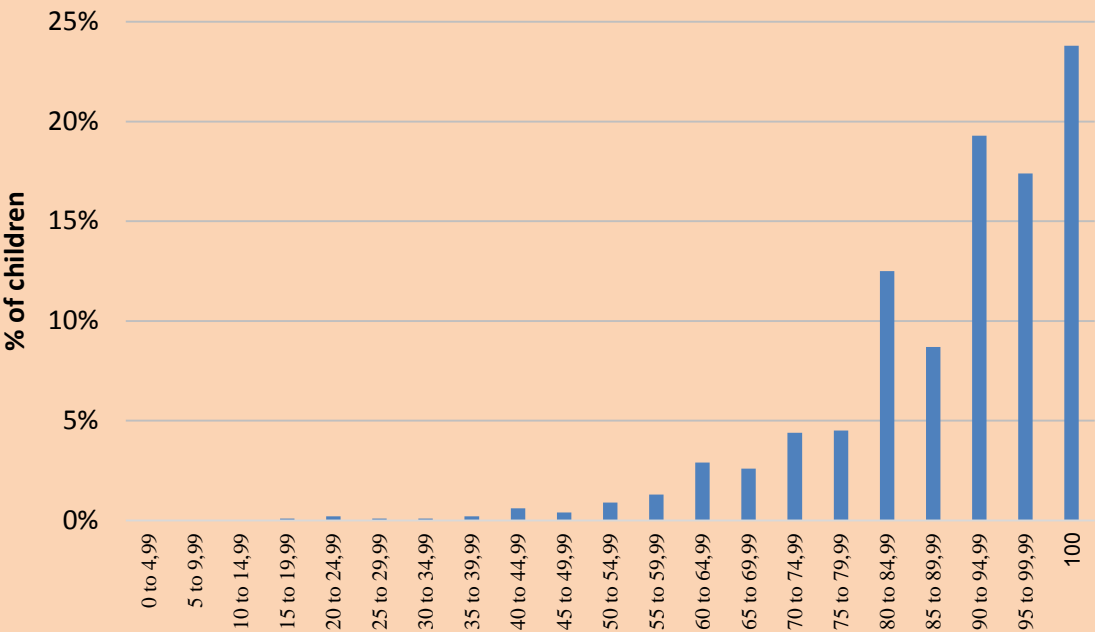


Figure 5: Distribution of scores on the BMSLSS (10 and 12 years-old)(%)

Personal Well-being Index – School Children (PWI-SC7)

The seven items making up the Personal Well-being Index – School Children were included in the surveys of age groups 10 and 12. Similar to the previous measures discussed we have created a score by summing the seven item scores and then transforming into a score ranging from zero to 100. The distribution of scores is shown in Figure 6. There is slightly more variation in the distribution here than for the previous measures presented with only around 15% of children scoring the maximum.

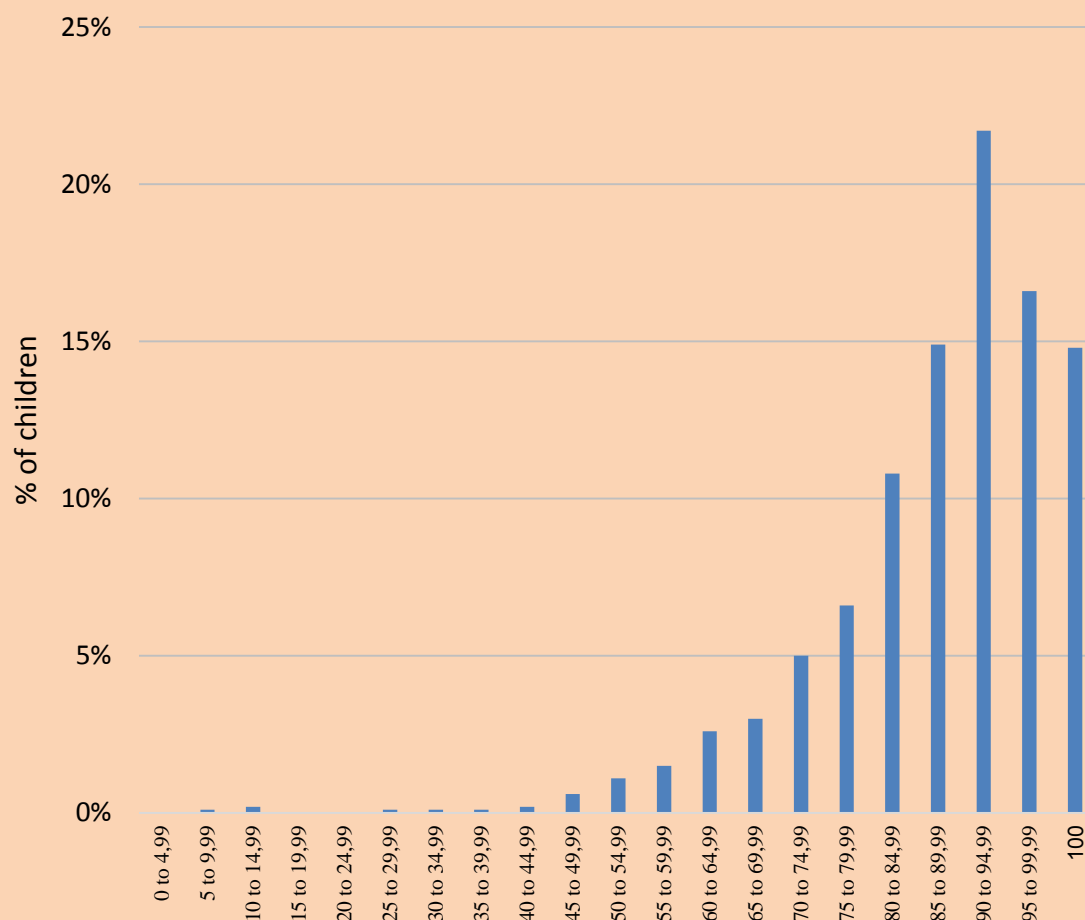


Figure 6: Distribution of scores on the PWI-SC (10 and 12 years-old)(%)

Adapted PWI-SC9

We have also calculated an adapted version of the PWI-SC which includes two additional items relating to time use and life as a student. The distribution for this nine item scale is shown in Figure 7.

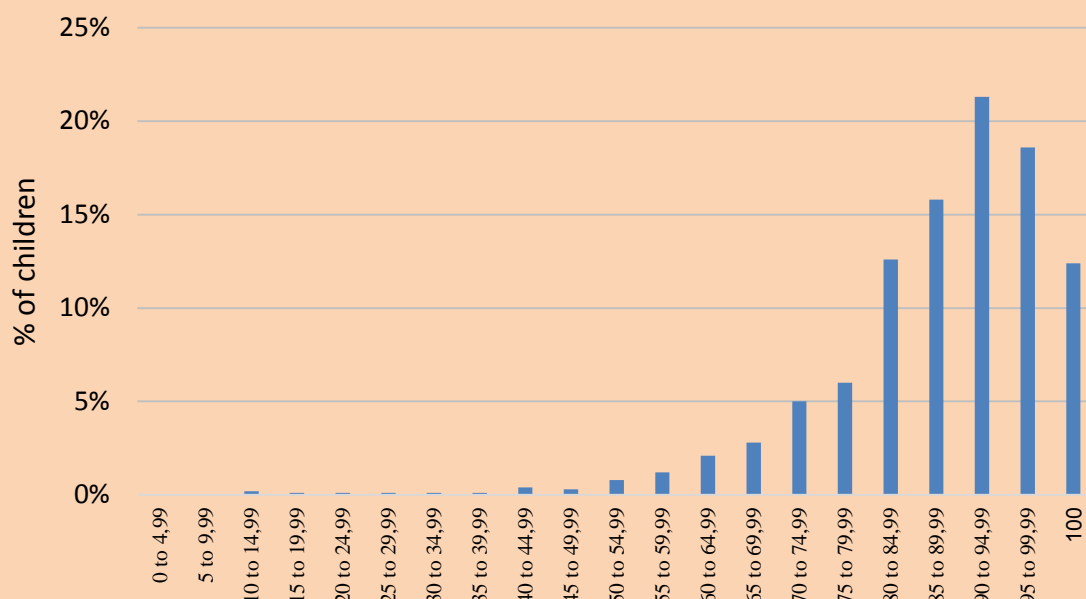


Figure 7: Distribution of scores on the adapted PWI-SC9 (10 and 12 years-old)(%)

Positive Affect

Finally, the surveys of age groups 10 and 12 included six questions on positive affect. Each item is scored 0-10 and the overall scale is created by summing the item scores and then transforming the scale so that it ranges from 0 to 100. The overall distribution is shown in Figure 8. One third of children scored the maximum.

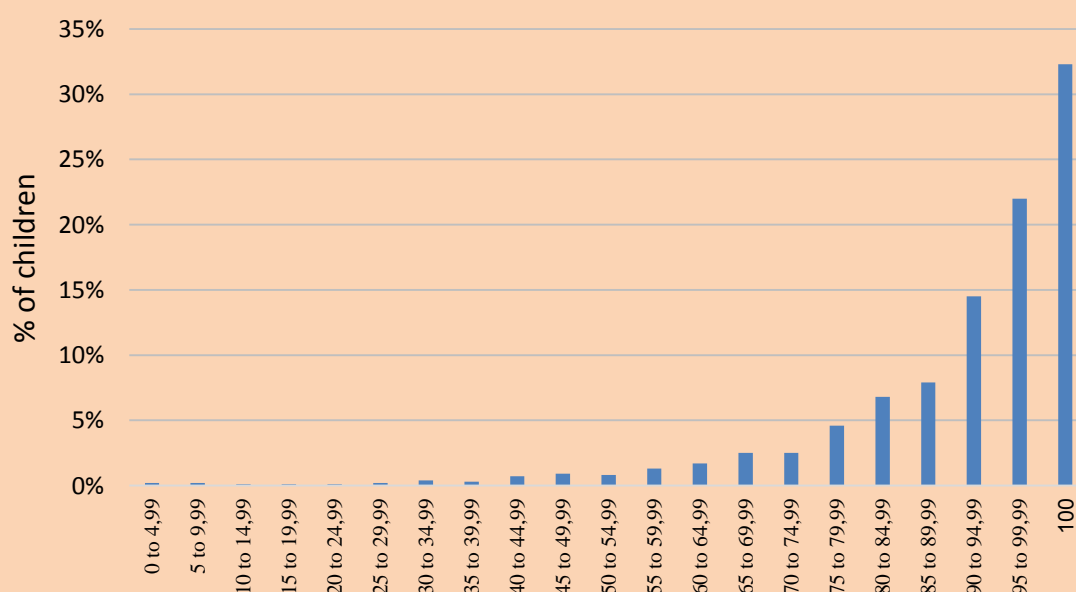


Figure 8: Distribution of scores on the Positive Affect scale (10 and 12 years-old)(%)

Variations in overall subjective well-being

Table 53 below presents variations in overall subjective well-being for children in the 10 and 12 years-old groups according to gender, age group and the province of residence.

Girls rated higher all measures, but differences were not significant for the SLSS and reached only marginal significance levels for the PWI-SC7. No differences were found in terms of positive affect.

The findings for age are clearer. For all six measures there was a significant decrease in subjective well-being between children aged 10 and 12. This decrease was weakest for the OLS item.

Children living in Oran province have the highest levels of subjective well-being whichever measure was used, but no significant differences were found between El-Bayadh and Tlemcen, except for positive affect in favour of the latter. Children from Oran also score higher in all measures except SLSS when compared to Tlemcen and this latter scores higher than El-Bayadh for the SLSS.

Finally, generally there were high negative correlations between all of the measures of subjective well-being and material deprivation. This means that children who lacked more material items recorded less subjective well-being.

Table 53: Variations in different measures of subjective well-being (10 and 12 years-old except items marked with *12 years-old only) (Means)

	OLS	SLSS*	BMSLSS	PWI7	PWI9	Positive affect
<i>Gender</i>						
Boy	9.02	86.47	87.50	86.52	86.67	89.49
Girl	9.25	87.68	89.05	87.68	88.44	90.33
<i>Year group</i>						
10 years-old	9.20	---	89.45	87.80	88.53	90.77
12 years-old	9.05	86.99	86.94	85.26	86.36	88.96
<i>Province</i>						
El-Bayad	8.98	80.05	87.14	86.24	86.77	87.05
Oran	9.28	89.87	89.47	88.21	88.93	91.87
Tlemcen	9.07	87.63	87.70	86.50	86.62	89.69
Total	9.13	86.99	88.21	87.05	87.48	89.88

3. Conclusions

3.1 Key points

Most Algerian children in the 8 to 12 year old age group are relatively satisfied and happy with their lives. However, a minority of about 10% are relatively unhappy. This proportion, although small, still amounts to a substantial number of children, knowing that in 2003 there were 10,757,965 children aged less than 15 years old in Algeria, representing nearly 30% of the total population. We know from some international research that low well-being is not just a temporary state and that many of these children will be unhappy with their lives for extended periods of time.

The findings presented on children's feelings about different aspects of their lives show some important variations, which are not immediately apparent when discussing each aspect of life separately. This variability in satisfaction demonstrates the value of asking children about different aspects of their lives.

Table 54 below shows mean life satisfactions scores, standard deviations and percentages below the mid-point for all questions asked about satisfaction with different aspects of life in the 10 and 12 years-old age group. It can be seen that while most children in these age groups are relatively positive about all aspects of their life there are some interesting and important variations in levels of satisfaction. As would be expected, the mean scores and percentages below the mid-point show a reasonably similar pattern. The aspects of life that children are most satisfied with tend to relate to children's feelings about themselves: Satisfaction with self-confidence, appearance, one's body, own health and own safety. Life as a student and things learned are also among aspects of life with the lowest proportion of children below the mid-point.

However, there are aspects where children's responses vary considerably. For instance, about one quarter of children score lower than the mid-point concerning the outdoor areas children can use; two children in 10 in relation to doing things away from their home, and a similar rate in satisfaction with the area they live in. These figures reveal that a good proportion of children feel lacking leisure spaces in their neighbourhoods and lacking opportunities to do 'things' away from their homes. This is consistent with findings regarding questions on free time use. The most common use of free time is doing homework and watching TV, while taking part in organised leisure time activities for instance is relatively uncommon.

Other related aspects are the relatively low satisfaction with the people they live in the area, the things children have and the amount of freedom they are allowed. These results lead to questions about the socialisation practices which are followed by Algerian families and other related institutions, such as schools. The issue of how much freedom and to what extent Algerian children feel they are actively participating in family and school life should be explored in depth in the future.

Furthermore, about two children in 10 are not much satisfied with other children in their classes. This may also be related to the high prevalence of bullying in Algerian schools. About 30% of children had experienced being hit by other children at school and 34% had experienced being left out by other children in the class. The social climate in which children are educated in schools raises many questions. The cross-national comparative analysis of Children's Worlds data will be very important

in helping us to understand how specific the Algerian case is and informing debate about children's subjective well-being in the country.

Table 54: Satisfaction with different aspects of life (12 years-old) (Mean and SD)

	Mean	Std. Deviation	% below mid-point
All the things you have	8.10	2.64	9.8%
The people you live with	9.15	2.04	4.5%
Your family life	9.53	1.54	2.6%
All the other people in your family	8.79	2.43	6.8%
The house or flat where you live	8.87	2.26	5.8%
Your friends	8.51	2.26	6.3%
Your health	9.05	1.98	4.2%
How safe you feel	9.04	1.87	3.5%
What you do in your free time	8.58	2.16	5.5%
How you are dealt with at the doctors	8.62	2.47	7.1%
Your relationships with people in general	8.91	2.01	4.2%
The amount of opportunities you have in life	8.54	2.25	6.2%
The things you want to be good at	9.19	1.64	2.4%
The freedom you have	8.07	2.69	10.0%
Doing things away from your home	7.50	3.34	17.0%
Things you have learned	9.41	1.36	1.3%
How you use your time	8.34	2.36	6.6%
The area you live in general	8.23	2.88	11.4%
How you are listened to by adults in general	8.86	2.03	4.5%
What may happen to you later in your life	8.93	2.08	4.5%
Your school marks	8.59	2.02	3.8%
Your school experience	8.98	1.86	3.2%
Your life as a student	9.32	1.67	2.6%
The people in your area	8.10	2.83	10.3%
Other children in your class	8.12	2.65	9.9%
The outdoor areas children can use in your area	6.86	3.64	23.2%
Your self-confidence	9.23	1.66	2.4%
The way that you look	9.11	1.85	3.4%
Your own body	8.76	2.19	5.5%
Your relationship with teachers	9.16	1.84	3.1%

For many of the measures of children's subjective well-being we have presented in this report there are significant variations by gender and/or age group. The most substantial and significant variations by age relate to having fun together and learning together in their families in favour of the youngest ones, while these latter are less satisfied with the people they live with and all other people in their families. Also, with age the frequency of talking, having fun and meeting to study with friends increases. The 10 years-old age groups children are significantly more satisfied with all aspects related to treatments at the doctors the outdoor areas children can use and the area they live in in general than the older 12 years-old group. This latter group of children is less satisfied with safety doing things away from home, what may happen to them later in life, and also marginally lower in appearance, but no difference between the 10 and the 12 groups in time use. Furthermore, forms of bullying - being hit and being left out - significantly decrease with age. In addition, older children were more likely to say that they knew about the children's rights convention and what rights children have. But, they were less likely to think that adults respect children.

As far as gender differences are concerned the domains where the largest gender differences exist relate to aspect of relationships with family and friends in favour of girls, although boys tended a little more frequently to talk and have fun with friends than girls. Interesting also is that girls are more satisfied than boys with all aspects of school and with 'the way that you look' and are also marginally more satisfied with 'your own body' and 'how you are listened to by adults in general'. However, girls scored lower in having enough places to play or to have a good time, and feelings of safety when they walk in the area they live in. Boys are much more likely to have experienced being hit by other children at school but there are no gender differences in feeling left out. Furthermore, girls are more satisfied than boys with how they use their time in the older age groups, but these latter are more likely to read for fun, help with housework, do homework and watch TV. Boys are more likely to take classes outside school, take part in organised leisure activities, do sports or exercise and use a computer. Notable also is that there is no variation by gender in the mean level of satisfaction with 'things you have' and in the mean level of how often they worry about how much money their families have.

We have also presented some analysis of variations in children's feelings and experiences according to the province of residence. Notable is that the three compared provinces have no common borders and are quite different in urbanisation and modernisation levels. Generally, children from the less modern area of El-Bayadh have higher material deprivation, are more likely to worry about money, think their areas do not have enough places to play and have fun, are the least satisfied with the outdoor areas, and have the lowest satisfaction with the areas they live in general. Children in Oran are more positive in their responses to questions about their schools including school marks, things they learn, school experience and relationship with teachers. The strength of the differences varies across questions. Nevertheless, children living in El-Bayadh were significantly less likely to be hit and to be left out by schoolmates compared to the other two provinces.

These results should be taken seriously by decision-makers in addressing issues of equality in development and modernisation efforts. Apparently, regional disparities in that respect have a direct effect on children's lives and well-being. Also, important to study are the regional cultural models and their peculiarities with regard to children's bringing up and socialisation practices. Also, there are indications that in Algeria boys and girls are treated differently which may have an effect on their adult life and the roles they should play in a modern and an emancipated society.

3.2 Concluding comments

This report has been brief and describes only major findings. This is the first time that such rich data on subjective well-being have been ever collected with children in Algeria. The data has many potential uses for researchers, as well as decision-makers. Our next stage is to use some more advanced statistical techniques to analyse and share more detailed findings from this data set.

In the last section of the report we presented some crude results in which we used a range of measures of overall subjective well-being. These measures seem to have met all major psychometric properties. They can therefore be good indicators of overall subjective well-being of children in the country as a whole and can help us understand the determinant factors of children's lives in Algeria.

Another step should be to benefit from the international data set for the Children's Worlds survey to compare and understand the lives of children in Algeria with those of children in a diverse range of countries around the world.