

The background of the slide is a child's drawing on white paper. At the top center is a bright yellow sun with radiating lines. To the left is a simple house with a brown roof and a blue square window. To the right is a green tree with a brown trunk. In the center, two small figures are walking on a green path. The drawing is surrounded by several paint pots in blue, red, yellow, and green, and a paintbrush lies at the bottom. A semi-transparent green rectangular box is overlaid on the drawing, containing the title text.

Developing Deprivation and Social Exclusion Measures and their Correlation to Children's Subjective Well-being in Israel Initial Findings

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Research Background

Rising child poverty in Israel

- ❖ In 2010 35% of the children in Israel lived in poor households – “under the poverty line” (after transfer payment and direct tax).
- ❖ This number rose in almost 10% since 1999.
- ❖ Israel has the highest proportion of children in poor households compared to other OECD countries.

Research Background

The shortcomings of the “poverty line”

- ❖ Accuracy - does not count all the resources and special needs of the household.
- ❖ The rationale for the decision of its position is limited, and it is some time fixed for long periods of times.
- ❖ Not really connected to poor people reality, does not really tell us what poverty mean.
- ❖ For children – very limited as we do not really know how income is distributed within the household.

Alternative Measures for Child Poverty

Socially Preserved Necessities Approach - Material Deprivation Index

(Townsend, 1979; Mack and Lansley, 1985)

- Trying to develop an understanding of what are the things that are needed in a society.
- Measuring what people have and do not have and accordingly whether deprived or not.
- Advantages : Measure what people actually have; does not depend on income; adjusted to the specific society; and give voice to people.

Alternative Measures for Child Poverty

Social Exclusion

- ❖ There are many definitions, one of the common refers to process that prevent families, groups and neighborhoods the resources they need to participate fully in social, economic and political life (Pierson, 2002).
- ❖ Advantages: broaden the concept of poverty; gives place to other aspect in the disadvantaged reality and the relationship between the individual and society; very important in the context of children.

The Research Aims and Questions

- Developing Material Deprivation Index for children in Israel:
 - ❖ It is possible to reach a consensus?
 - ❖ What are the things children need?
- Developing measures for children social exclusion focusing on:
 - ❖ Exclusion from social participation.
 - ❖ Satisfaction with the living conditions in the local area.
- Is their correlation between these new measures and child subjective well-being?

The Research Model

Child Disadvantage Measures

Socio-Economic Measures

- School Investment Grade
- Town socio-econo' cluster
- Income in child's Town

Subjective Well-being

- Satisfaction with life
- Satisfaction with health
- Satisfaction with self

Material Deprivation Index

Social Exclusion

- Exclusion from Social Participation
- Living Condition in the Area

Demographic Background



Focus Groups

- 5 groups were taken with 26 children in the ages of 10-12 at after school programs.
- 5 different towns/cities – different socio-economic background.
- It was possible to reach a consensus about what things children needed.
- Children could make a separation between what they want and what they need.
- A list was created with 16 necessities that are “needed for a normal kind of life for a 12 year old child in Israel today”.

The Survey Sample



- International survey on children well-being.
- The list of the 16 necessities was added.
- Data was collected from 20 different schools in several main locations In Israel (Urban as well as rural).
- The survey was completed by children in 6 grade.
- N = 1081
- Age 11-13.

| Boys | Girls |
|-------|-------|
| 51.5% | 48.5% |

| Jews | Arabs |
|-------|-------|
| 71.2% | 28.8% |

| Very Religious | Religious | Traditional | Secular |
|----------------|-----------|-------------|---------|
| 13% | 24.8% | 33.6% | 28.7% |

Developing the Material Deprivation Index:

- The list was reduced to 12 necessities after deleting things that more than 7% said they “do not have them because the do not want them”.
- The index was created counting all the things children said they have and “do not have them because they do not want” as things they have.

What Children Need?

- 3 meals a day (including fruit/vegetables and meat/fish if not vegetarian).
- House with reasonable conditions.
- Pocket money or money when you ask for.
- Day out with the family at least once in two months (going out for dinner or tour).
- Access to car or public transportation.
- Your own room.
- Clothing in good shape for school.
- Annual vacation with the family.
- Access to computer at home.
- Access to Internet at home.
- Your own mobile phone
- Cable/Satellite TV.

Cut out:

1. Books to read for fun.
2. Participating in a youth movement.
3. At least one hobby activity class once a week.
4. Sport activity.

Material Deprivation Index Reliability and Validity

Validity:

Relationship with “conservative” socio-economic measures:

| | Average Monthly Income Per Standard Person in child's Town (2009) | Town Socio- Economic Cluster (2009) | School Investment Grade (2012) |
|----------------------------------|--|---|--------------------------------------|
| Material Deprivation Index | $r=0.166^{**}$ | $r=0.178^{**}$ | $r=0.064^*$ |

$**p<0.001$ $*p<0.05$

$$\alpha = 0.772$$

Social Exclusion Measure

Factor Analysis on items related to children social exclusion in the international questionnaire according to Aber et al., (2002) pointed on 3 dimensions for Social Exclusion:

- Satisfaction from area services (5 items) $\alpha = 0.668$
- Satisfaction from the area and its safety (5 items)
 $\alpha = 0.631$
- Participation in activities (4 items) $\alpha = 0.624$
- Overall measure is the sum of the dimensions
 $\alpha = 0.748$

The Subjective Well-being Measures

- **SLSS (Huebner, 1991)**, Student Life Satisfaction Scale, 7 items. $\alpha = 0.769$.
- **OLS (Campbell, 1976)**, Overall Life Satisfaction, 1 item, An 11-point scale.
- **Happiness in the last two weeks** - 1 item. An 11-point scale.

Pearson Correlations:

** $p < 0.01$ * $p < 0.05$

| | OLS | Happy Last 2 Weeks |
|------|------------|--------------------|
| SLSS | ** 544. | ** 373. |
| OLS | 1 | ** 425. |

A child's drawing on white paper. At the top center is a bright yellow sun with radiating lines. To its left are two light blue clouds. To its right is a large, bushy green tree. Below the sun and clouds are two simple stick figures holding hands, standing on a green grassy line. To the left of the figures is a house with a red triangular roof and a square window. The drawing is surrounded by various paint containers: blue, red, and yellow on the left; red and green on the right. A paintbrush with a wooden handle and a gold ferrule is at the bottom.

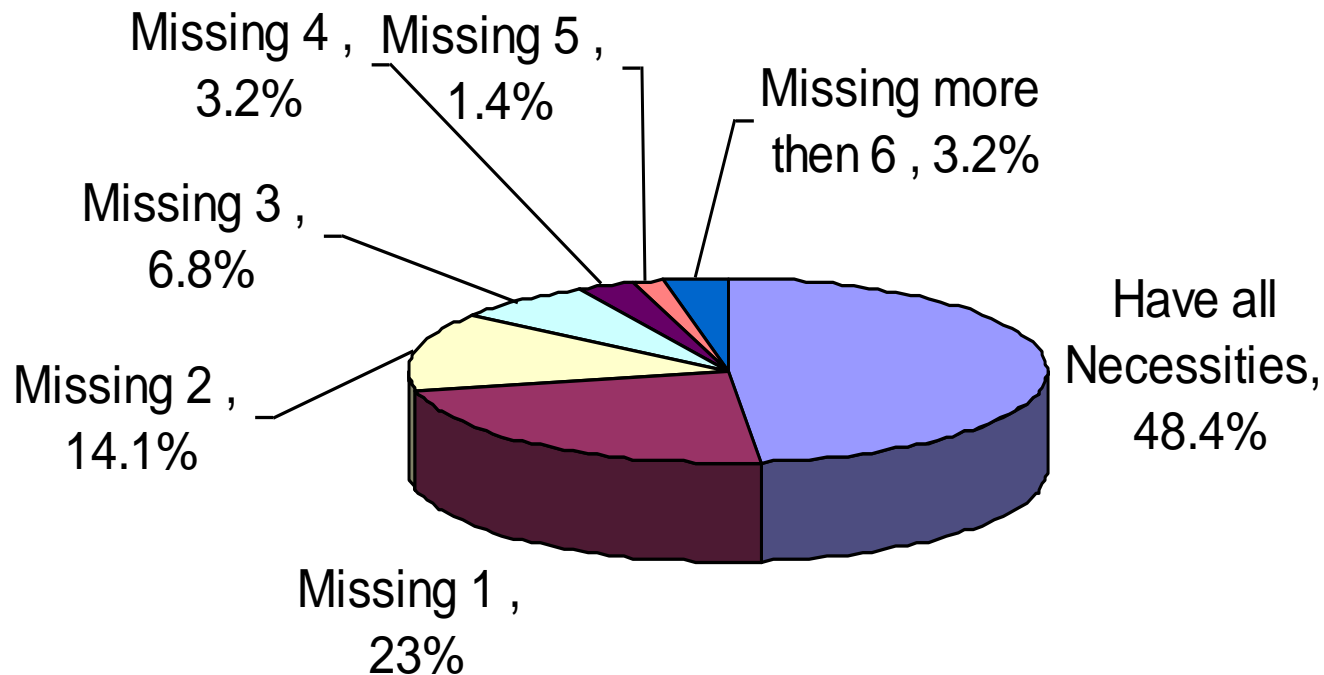
Initial Findings

What Children Have?

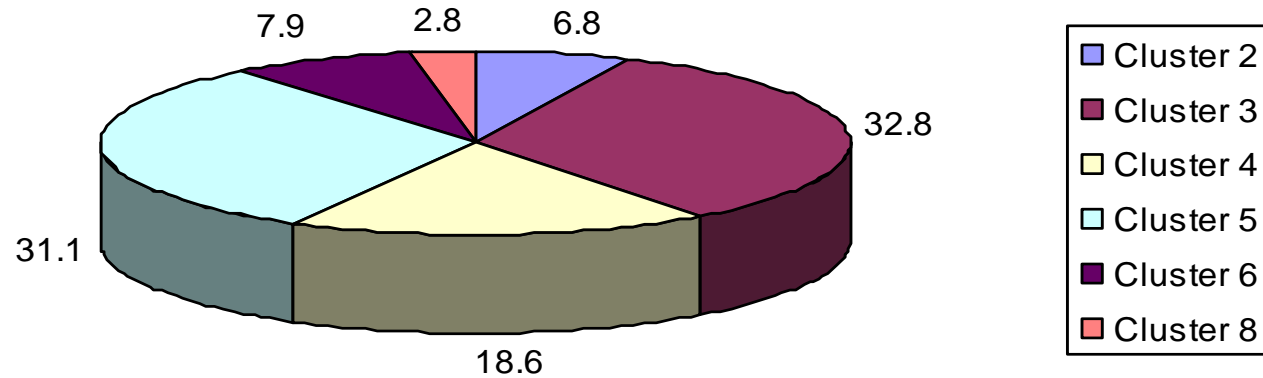
| Necessity | % Have | % Don't Have | % Don't have but don't want |
|--|--------|--------------|-----------------------------|
| Clothing in good shape for school | 95.7 | 3.3 | 0.9 |
| Access to computer at home | 94.5 | 3.9 | 1.4 |
| Access to Internet at home | 93.7 | 4.9 | 1 |
| Your one mobile phone | 70.7 | 22 | 7.1 |
| Access to car or public transportation | 83.3 | 10.3 | 5.6 |
| Cable/Satellite TV | 85.3 | 7.8 | 6.9 |
| 3 meals a day | 91.1 | 4.6 | 4.2 |
| House with reasonable conditions | 83.3 | 10.3 | 3.2 |
| Annual vacation with the family | 92 | 4.1 | 3.2 |
| Pocket money or money when you ask for | 89.8 | 7.9 | 1.8 |
| Day out with the family | 85.5 | 10.9 | 3.1 |
| Your one room | 70 | 14.4 | 3.1 |

How Much Children Miss?

Percent of Children Missing Necessities

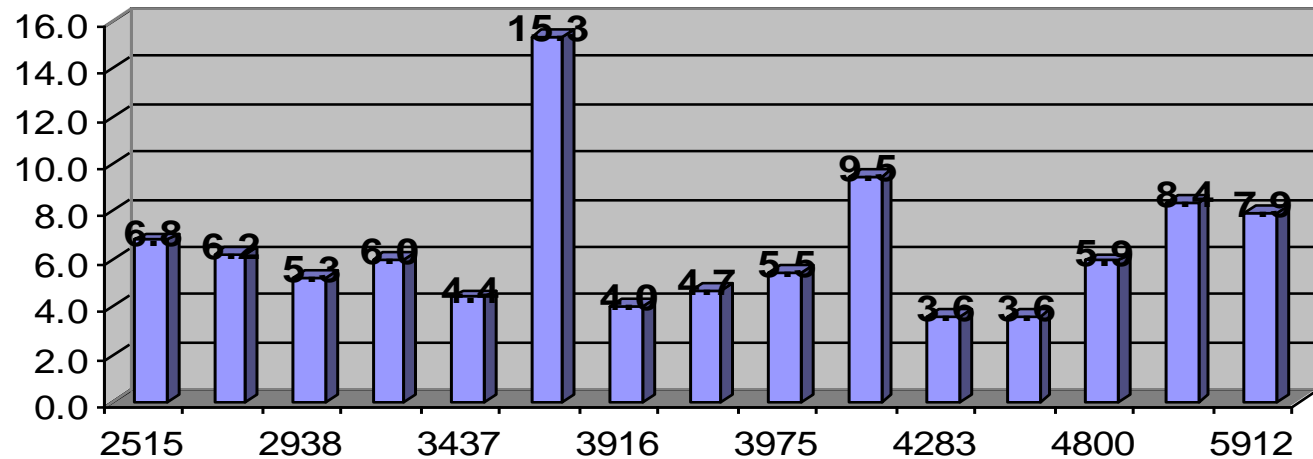


Percent of Children from different Town Socio-Economic Cluster

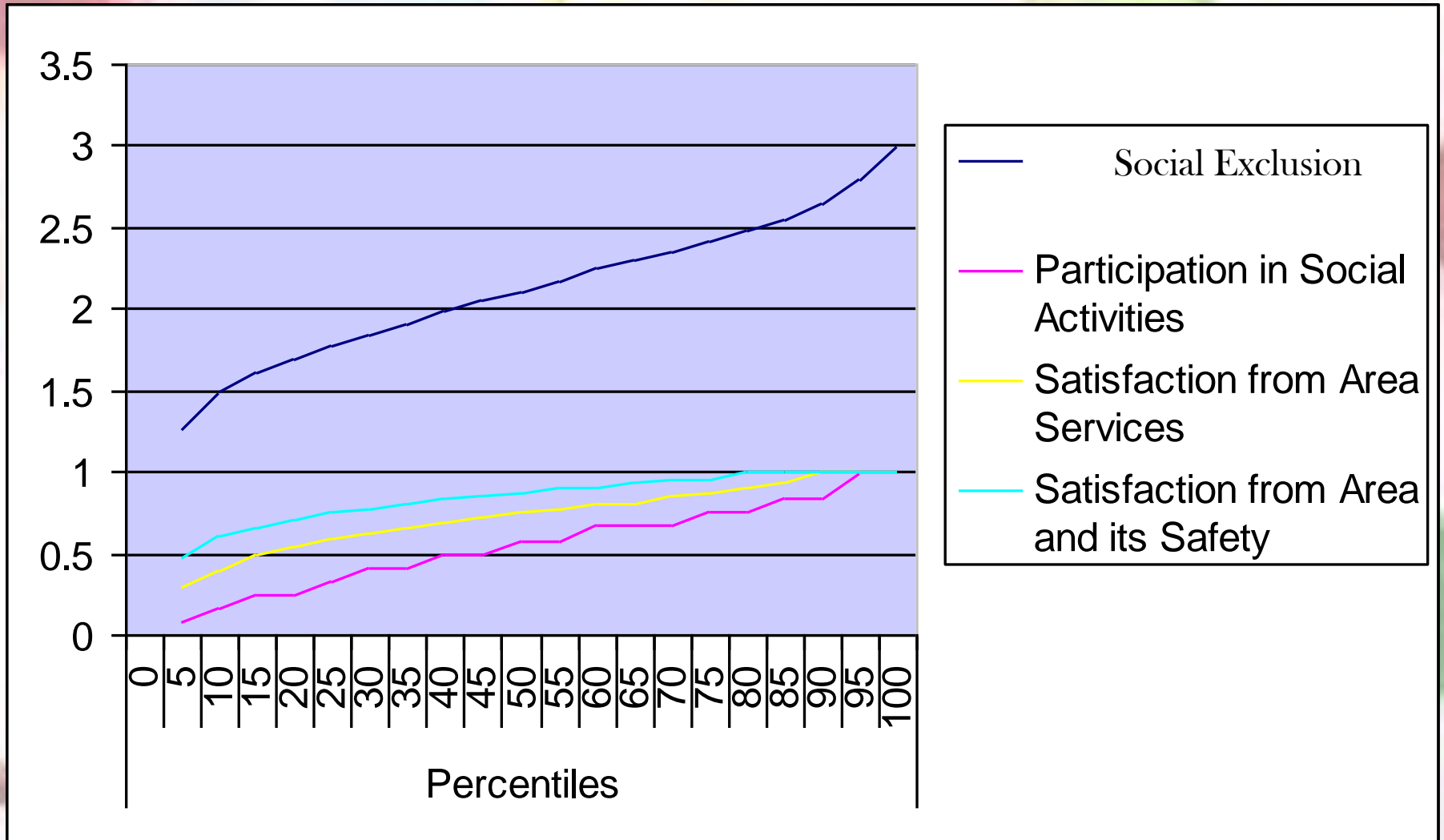


Children's Town's Average Monthly Income Per Standard Person

Percent



Social Exclusion Measure and Dimensions



Mean scores for Material Deprivation Index and Social Exclusion Measure

| | Total | Girls | Boys | Arabs | Jews |
|--|-------|-------|-------|--------|--------|
| Material Deprivation Index (Scale 0-12) | 10.08 | 10.76 | 10.85 | 10.62* | 10.88* |
| Social Exclusion Measure (Scale 0-3) | 2.08 | 2.05* | 2.1* | 2.08 | 2.08 |

*p<0.05

Mean scores for Material Deprivation Index and Social Exclusion Measure

| | Secular | Traditional | Religious | Very Religious |
|--|---------|-------------|-----------|----------------|
| Material Deprivation Index (Scale 0-12) | 11.05 | 10.99 | 10.53 | 10.23 |
| Social Exclusion Measure (Scale 0-3) | 2.11 | 2.08 | 2.06 | 20.5 |

ay ANOVA analysis found significant differences ($P < 0.001$) 21 One w only in the Material Deprivation Index between:

- “Religious” to “Secular”.
- “Very religious” to “Traditional” and “Secular”

The New Measures and Child Subjective Well-being

| | SLSS Student Life Satisfaction Scale | OLS Overall Life Satisfaction | Happy last two weeks |
|-----------------------------------|---|--------------------------------------|-----------------------------|
| Material Deprivation Index | .268 | .141 | .134 |
| Social Exclusion Measure | .391 | .329 | .294 |

p.<0.001

The New Measures and Child Subjective Well-being


Hierarchic Regression Analysis (stepwise)

| Sub Measure | step | Predicting Variable | β | <i>SE B</i> | <i>B</i> | R ² |
|----------------------|------|---------------------|--------------------|-------------|----------|----------------|
| SLSS | 1 | Exclusion | 0.36 ^{**} | 0.34 | 4.245 | 0.15 |
| | 2 | Deprivation | 0.21 ^{**} | 0.08 | 0.55 | 0.2 |
| OLS | 1 | Exclusion | 0.33 ^{**} | 0.14 | 1.58 | 0.11 |
| | 2 | Deprivation | 0.09 [*] | 0.04 | 0.11 | 0.11 |
| Happy last two weeks | 1 | Exclusion | 0.29 ^{**} | 0.22 | 2.21 | 0.09 |
| | 2 | Deprivation | 0.08 [*] | 0.06 | 0.15 | 0.09 |

P ^{*}<0.01 ^{**}<0.001

Very First Conclusions

- The Material Deprivation Index seems to be valid and reliable.
- It is possible to develop a measure of child social exclusion based on satisfaction from their area and their participation in activities.
- The more religious children suffer more from material deprivation.
- Deprivation and social exclusion can explain up to 20% in subjective well-being. Social exclusion contributes more.

A child's watercolor drawing on a white sheet of paper. The drawing depicts a landscape with a bright yellow sun in the upper center, surrounded by blue clouds. To the left is a house with a red roof and a blue square window. To the right is a large green tree with a brown trunk. In the center, three simple stick figures are holding hands, standing on a green grassy area. The background of the drawing is a light green wash. Several small pots of watercolor paint in various colors (blue, red, yellow, green) are visible around the edges of the paper. A paintbrush with a wooden handle and a gold-colored ferrule is lying horizontally at the bottom of the frame.

Thanks for Listening!