



Children's Worlds National Report

Ethiopia

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1. Introduction

1.1 Context and population

External influences

Ethiopia is located in the north-eastern part of Africa. Neighbouring countries include Djibouti and Somalia in the east, Kenya in the south, South Sudan and Sudan in the west and south-west and Eritrea in the north and north-east. The country covers about 1,112,000 square kilometres (472,000 sq. miles).

Ethiopia is a country of diversity in terms of both ethnic and religious composition. Orthodox Christians account for the majority in Ethiopia with 43.5%. Muslims constitute 33.9%, Protestant 18.5%, traditional 2.7%, Catholics 0.7% and others 0.6% of the total population (CSA (2015), projected figures from the census accessed from the national statistics website <http://www.csa.gov.et/>).

There are more than 80 ethnic groups, but the majority are the following: Oromo 34.4%, Amhara 27%, Somali 6.2%, Tigray 6.1%, Sidama 4%, Gurage 2.5%, Welaita 2.3%, Hadiya 1.7%, Afar 1.7%, Gamo 1.5%, Gedeo 1.3%, Silte 1.3%, Kefficho 1.2%, the remaining other account for 10.5% of the total population (<http://www.csa.gov.et/>).

Children account for nearly half of the total population (UNICEF 2015). Children are highly valued in Ethiopian communities, as in other parts of the world. Children are collectively regarded as the 'young trees' that perpetuate the 'forest' that signifies the family and society. As the foundation upon which communities are built, culture in most communities takes every child as the responsibility of the community. Hence parenthood becomes about social responsibility, both physical and mental, and even where biological and social reproduction is separated, many people can fulfil the role of parents without having genetic ties to children (ACPF 2008).

Children are valued so much that kinship networks exert too much pressure and influence on newly-weds to have children as early as possible and as many children as they can. This partly is the reason why family planning programmes took very long time to show significant progress in reducing fertility, particularly in rural areas (Central Statistical Agency [Ethiopia] and ICF International 2012).

Despite such value given to children, they often experience harsh disciplinary measures in many communities. According to the African Child Policy Forum's study on violence against children in Ethiopia, 49% of children age 11-17 years experienced physical punishment within the 12 months preceding the survey. Of these, 12% said that the physical punishment was severe (ACPF 2014a).

Ethiopia's economy is predominantly subsistence agriculture which accounts for 46.6% of the gross domestic product (GDP) and 85% of total employment. The economy has experienced strong and broad based growth over the past decade, averaging 10.8% per year in 2003/04 - 2012/13 compared to the regional average of 5.3%. Expansion of the services and agricultural sectors account for most of this growth, while manufacturing sector performance was relatively modest (World Bank, 2015). However, poverty is still high and about 31% of the population lives below the international poverty line of USD 1.25 per day.

Children are expected to contribute labour in the agricultural activities. The boys are mainly engaged in herding the cattle and supporting their father in the farm activities. The girls, beginning from age 6, are heavily involved in the household chores, fetching water and taking care of their younger siblings. Although decreasing over the years, a preference to send boys to school at both primary and secondary levels was a common practice in rural communities. This is widely observed now in secondary education which demands that children move away from the family to nearby towns where such schools are available. Parents in many cases prefer to send the boys rather than girls for fear of sexual abuse to their daughters and losing their major contributions in managing household chores.

Currently, under-five mortality and infant mortality rates stand at 68 and 47 deaths per 1,000 live births, respectively. Ethiopia has seen significant reduction in child mortality over the last ten years, largely due to enhanced access to maternal and child health services (ACPF 2013). The percentage of infants under 6 months (0-5 months) that are exclusively breastfed stands at 52% during the period 2008-2011. According to the most recent data, about 29% of children under-five are moderately or severely underweight; about 44% are moderately or severely stunted. Still more than half of the population (51%) has no access to improved drinking water sources and three in four people have no access to improved sanitation facilities. About 34% of children under one had not been immunized against measles in 2012. About 170 thousand children were living with HIV and 4.5 million children orphaned due to various causes in 2012. Ten percent of deliveries were attended by skilled health workers and only 19% of women aged 15-49 ages made a minimum of four visits for antenatal during pregnancy over the period 2008-2012 (UNICEF, 2014). These figures and statistics show that while there is encouraging progress in the country, there is a long way to go to improve child wellbeing, particularly among those residing in rural settings.

According to Internet World Stats, there were about 2 million Internet users as of December 2014, about 2% of the population (IWS 2015). In relation to social media, there were about 900 thousand Facebook users in 2012 with about 1.0% penetration rate. Most of these are urban residents with access to electricity and telecommunication services. The rural majority does not have access to such services (IWS 2015).

Family and Child Policies

Poverty reduction is the primary focus of the government, in recent years mainstreamed in almost all activities. Through its Growth and Transformation Plan, it has targeted to reduce poverty significantly. The Plan recognizes the situation of disadvantaged families and devised, with the support of development partners, the Productive Safety Net Programme, a form of social protection initiative targeted to address the vulnerability of poor families in drought prone areas, with large family sizes and where children are disproportionately represented. It is also developing a comprehensive social protection policy as one aspect of its poverty reduction efforts (draft document available here: http://phe-ethiopia.org/resadmin/uploads/attachment-188-Ethiopia_National_Social_Protection.pdf).

As noted earlier, the majority of the population in rural settings has limited access to conventional services and formal employment opportunities. Hence, the Labour Proclamation No. 377/2003, in effect, refers to those in formal employment either in private or public firms. The proclamation entitles expectant women, among other things, to 90 days of paid maternity leave (30 day before

birth and 60 days after birth). It also entitles employees to paid leave in times of sickness with physician certification. It also has provisions for young workers age 14-18 years and prohibits employment of children younger than 14. It prohibits young workers' involvement in activities that could endanger their health and overall wellbeing (the document can be accessed here:

http://www.ilo.org/dyn/travail/docs/327/Proclamation%20No%20377_2003%20-%20Labour%20Proclamation.pdf).

Public health facilities provide free maternal and child health services and subsidized medicines. In an effort to enhance access to health care for people from disadvantaged families including children, the Government has put in place a procedure whereby they produce a letter from their local administrative offices to prove that they cannot afford to pay for their medical expenses. However, the process takes a long time and discourages many from claiming such services.

There is a quickly growing inequality in the country that is making young girls vulnerable to sexual exploitation by affluent men both young and old. Child prostitution is also on the rise particularly in the main towns which are attracting tourists both locally and from abroad (ECPAT International 2007).

Education System

The education system in Ethiopia can be summarised as follows (source Ministry of Education Information portal <http://info.moe.gov.et/ates.shtml>): Primary education lasts eight years (7-14 year-olds), the next level is General Secondary school that go on for two years (15-16 year-olds), the next step is the Preparatory Secondary School for another two years (17-18 year-olds), which awarded in Ethiopian Higher Education Entrance Examination (EHEEE). Another types of higher education are the Technical School and Junior College and the Vocational School and Junior College between 17 and 19 year-olds.

In many public schools in cities, school days are in shifts: morning, afternoon and evening. Class sizes officially are 50 but often they are many more. There are few facilities for disabled students.

There are no school fees in Government Schools but students must provide their own books and writing instruments. In cities most schools have uniforms and children need footwear, these are not free. In cities there are a number of fee-paying private commercially run schools often managed by individuals, firms, churches, or NGOs. These are accredited by the Government Bureau of Education and are of relatively higher standard compared to the public schools.

It is estimated that about one-third of primary school age children in Ethiopia are out of school (UNESCO Institute of Statistics 2014). The number of out-of-school children (who are in the official primary school age group, but not enrolled in either primary or secondary school) is estimated to be about 1.7 million in school age ending in 2011 (UNESCO, 2014). Boys are more likely to be enrolled in primary school than girls (90% for boys and 84% for girls) (UNICEF, 2014). There are significant disparities by region between children in the two predominantly pastoral regions (Somali and Afar regions). The disparity is also further aggravated both by poverty and gender. For example, 45% of children age 7-16 year olds have never been to school in Somali region. This proportion grows to 54% for the poorest region (UNESCO 2013). Children in remote rural areas in the main highland regions such as Amhara and Oromia regions where there no nearby school are more likely to be out of

school. Compared to boys, girls are more likely to be out of school, particularly in secondary education (ACPF 2013).

Family environment

There is a difference in family structure between urban and rural communities. The extended family and influence of the larger kinship in decisions within the family is much more prevalent in rural communities. In the urban areas, there is a general tendency towards a smaller and nuclear family types among the middle income and affluent urban residents. For instance, fertility in Addis Ababa is below replacement level (CSA and Macro International 2014). Housing problems and the cost of rental housing and school fees in private schools, where relatively better education is provided compared to the public schools, have their role in the reduction of fertility.

There is a major displacement going on Addis Ababa and other major towns as a result of urban development projects and soaring land lease prices which have resulted in significant displacement particularly among the poor. This has both economic and social implications. This phenomenon is relatively recent and has not been studied for impacts on displaced families. There are major housing projects in these cities, but due to challenges in targeting they have not often been effective in addressing the housing problems of the neediest.

Everyday life

According to a report by the African Development Bank, 21.5% of the Ethiopian population make up the middle class. Yet, more than half of them (or 13.2% of the population) earn between \$2-\$4 per day, thus is deemed a 'floating class'. On the other hand, 5.3% and 3.0% fall in the lower middle class and upper middle class, respectively (AfDB 2011). These figures show that the middle class in the Ethiopian context is very small and the large majority could be categorized as "poor" and "very poor". Please note that descriptions of daily life provided in this section are observations from experience and are not substantiated, as there are no studies or research on this topic. Just to give a picture of a day in the life of a child in a middle income family in an urban setting from routine experience, most of them go to private school and spend almost three-quarters of the day in school. Late afternoon is usually devoted to homework and the evening to very brief play in the environs or watching TV at home. Mostly fathers come late in the evening and have very limited time with children. In addition to the inefficient transportation system that means it takes longer to commute to living quarters which tend to be in the outskirts, many spend time with friends after work. Most of the burden of managing the children falls on housewives. If the wife is employed, it is usually maids who manage the children. There is a tendency to relieve children from household chores among these groups and to give more time for their education and to some extent to play and recreation.

The picture is entirely different in rural areas where the majority of children are engaged in gender-tailored activities. While the girls fetch water and collect firewood in most cases, the boys are engaged in outdoor activities such as herding cattle or helping their father in the farm. Children in such settings spend limited time with friends and on other recreational activities.

Children from affluent families are more likely to spend more time on recreational activities, engage in other out of school activities such as sports, language schools to improve their skills for foreign languages such as English and French. They also have tutors who come to their home to teach them and help them with their homework; they also spend with their electronic gadgets and games.

Unequal Childhoods

There is a stark difference in access to basic services by rural and urban residence as well as by major regions. Children, particularly in remote villages with poor infrastructure and public services, are the most disadvantaged.

Disability status and gender are the major grounds of discrimination in access to public services, largely due to deeply ingrained attitudinal factors which undermine the potential of women and of people with disabilities, and their contribution to society (ACPF 2014b).

The main characteristics of the poor differ by place of residence. In rural areas, size of land, engagement in off-farm activities and remittance from family members in urban centers or abroad are among the main factors that characterise poverty. In urban areas, those uneducated and unemployed who are mostly engaged in daily labour and who tend to have large families, those who do not own houses and pay a significant share of their income for ever increasing house rent live in extreme poverty. Children in such families drop out of school to support family, go to the streets to escape frequent physical and mental abuse at home, engage in petty activities and end up forming families early and the vicious cycle goes on resulting in intergenerational poverty.

Among the many manifestations of poverty in the Ethiopian context are street begging, prevalence of prostitution including child prostitution, limited access to nutritious food, decent clothing and opportunities to access the limited recreational facilities as well as risks of abuse and exploitation: physical, sexual and mental. There is a stark difference in the quality of life and overall wellbeing of different children.

Child right laws

Ethiopia is a State Party to both the Convention on the Rights of the Child (CRC) and the African Charter on the Rights and Welfare of the Child (ACRWC). It ratified the ILO Conventions on minimum age of employment (No. 138) and worst form of child labour (No. 182) as well as the UN Convention on Persons with Disabilities. It also has national laws on: child trafficking; sexual exploitation of children and child pornography; and harmful traditional practices. There is also a national body which is coordinating and leading children's issues – the Ministry of Women, Children and Youth Affairs.

1.2 Sampling strategy and outcome

A probability sampling method was adopted for the survey. The survey involved three-stage cluster sampling. In the first stage of sampling, 50 districts were randomly selected across the country using a probability proportional to size (PPS) technique (size being the number of children enrolled in primary schools in each of the districts). In the second stage of sampling, two schools were randomly selected from each District and totalled 100 schools from the 50 Districts. See Figure 1 below for the geographic distribution of sample schools.

The third stage of sampling involved random selection of children from the three categories of grades. At this stage, school rosters for the respective grades have been used as a frame for the selection. At this final stage of selection, a sample of 10 students from each grade (a total of 30 students from each school) was selected systematically for the study. During selection, gender balance was considered and an equal number of boys and girls were included in the sample in almost all sample schools. All in all, 3,000 students were included in the study.

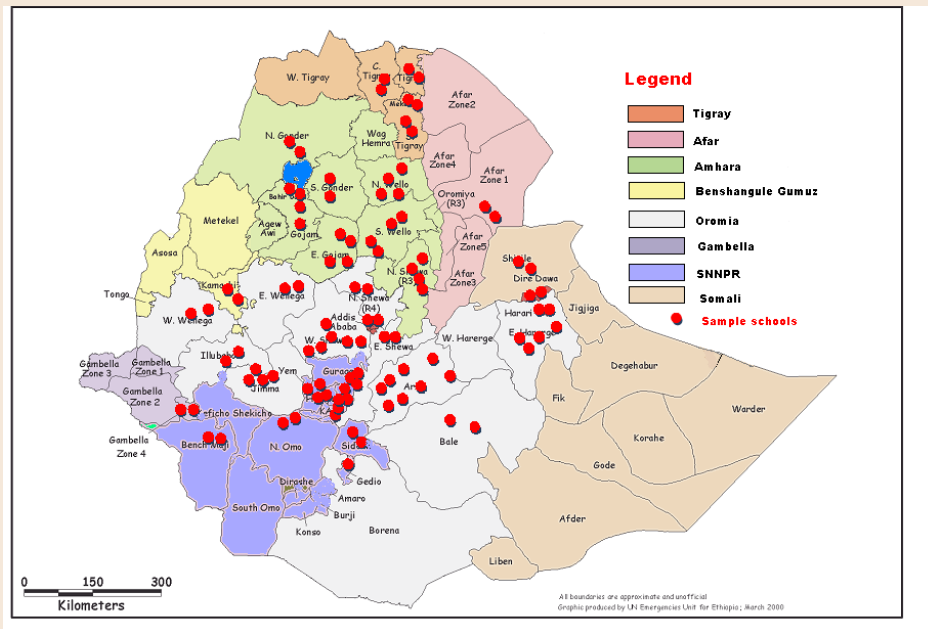


Figure 1: Geographic distribution of sampled schools across regions

Weighting

An appropriate weighting scheme was used in the analysis. The weighting scheme aims to:

- (a) Equalise the probability of any child participating in the survey
- (b) Adjust the weightings from (a) to balance the size of the weighted sample across strata.

As the districts were selected with probabilities proportional to size, the procedure does not affect the final probability of a child being selected (since equal numbers of children were surveyed in each district). However, because equal numbers of children were surveyed in each school, and schools were selected with uniform probabilities, a weighting correction was computed to take into account this uneven probability of inclusion in the survey at a school level. A second weighting calculation was used at the stratum level to ensure that the final sample is balanced according to the population size in each stratum.

2. Results

The results of the different components of subjective child well-being survey are presented below. The results, in most cases, are summarised in graphical forms such as Charts, Figures and/or tables. This will enhance its accessibility to targeted audience.

2.1 The participants¹

Table 2.1 below summarizes the three samples of primary school students drawn from selected schools. The summary includes only students who meet the eligibility criteria. ²Sample Group 1 consisted of 951 students from grade 2, 470(49.4%) boys and 481 (50.6%) girls, with a mean age of 8.5 years ($SD=0.74$). The second sample group consisted of 944 students from grade 4, 470(49.8%) boys and 474 (50.2%) girls, with a mean age of 10.4 years ($SD=0.72$). The third sample group consisted of 980 grade6 students, 500 boys and 497 girls. Their mean age for this group was 12.4 years with $SD=0.80$. All in all, 2,875 students (1,431 boys and 1,444 girls) participated in the study.

Table 2.1: Number of school children who participated in the survey by gender

	8 year-olds		10 year-olds		12 year-olds		Total	
	(Grade 2 students)		(Grade 4 students)		(Grade 6 students)			
	Number	%	Number	%	Number	%	Number	%
Boys	470	49.4	470	49.8	491	50.1	1431	49.8
Girls	481	50.6	474	50.2	489	49.9	1444	50.2
Total	951	100	944	100	980	100	2875	100
Mean Age	8.5		10.4		12.4			
SD*	0.74		0.72		0.80			

* SD= Standard deviation

2.2 Home environment

The home environment is an important space where children spend most of their time and the quality of this environment is one of the very key factors affecting the well-being of children. Issues relating to quality of the home environment include: living arrangements or housing conditions, privacy and safety at home, and family care and relationships. These situations were assessed in the case of Ethiopia amongst the 10 and 12 year old groups.

Children aged 10 and 12 were asked about the type of home they sleep in and the results revealed children were much more inclined to report 'I always sleep in the same home'. About 81.3% of the 10 year old children and 82.5% of the 12 year old children reported that they always sleep in the same home. Very few of them also reported that they sleep regularly in two homes with different adults: 0.5% of 10 year olds and 0.6% of 12 year olds (see Figure 2.1 below).

¹The study focuses only on schools. Out- of-school children were excluded and this is a limitation of the study

² The total number of children aged 7-14 who participated in the survey were 3,000 but 125 of them were excluded because of criteria such as being out of the age range and having large numbers of missing values (see the Methods section for more details).

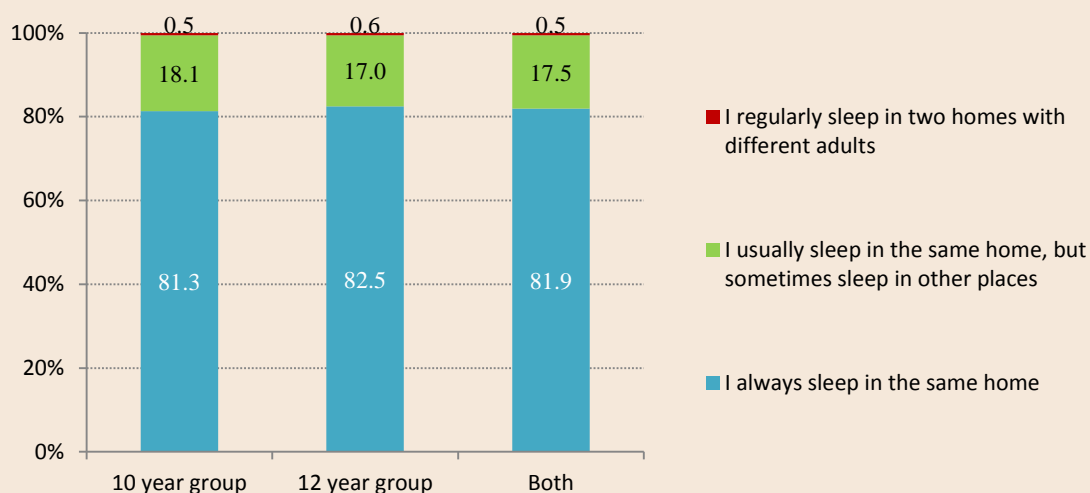


Figure 2.1: Percentage of children by sleeping arrangements

Children were further asked about the type of home they live in and the people they live with. The majority reported that they live with their families (about 95% of 10 year olds and 94% of 12 year olds), while 4.9% of 10 year olds and 5.3% of 12 year olds said that they live in a foster home. Quite small fractions of them (0.1% of 10 year olds and 0.2% 12 year olds) reside in children's home, while the remaining small proportions live in another type of home (Figure 2.2).

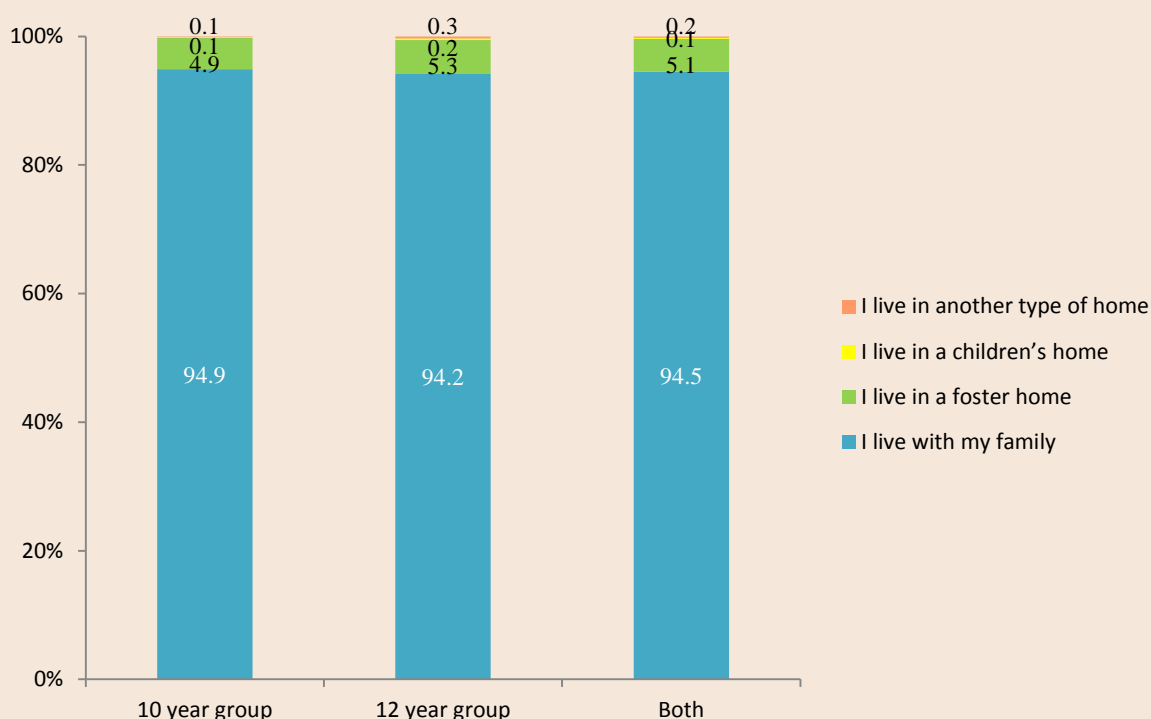


Figure 2.2: Percentage of children by type of home they live in

Children were also asked to rate their feelings about their safety at home; whether they have a quiet place to study at home; how far their parents or the people who look after them listen to them and take into account what they say; about having good time together with their families; and about their parents' or guardians' fair treatment of them. The rating for each of these items was done using a five point Likert-scale (I don't agree, I agree a little bit, agree somewhat, agree a lot; and totally agree).

Generally, greater proportions of children fully agreed with most of the statements mentioned in relation to the home environment. For instance, about 49% of the children totally agreed that they feel safe at home, about 40% fully agreed that their parents or their guardians listened to them and took into account what they said, about 46% the children wholly agreed they have had a good time together with their families, and nearly three in five children were in agreement with the statement 'My parents/carers treat me fairly'. But the majority did not agree with the statement 'I have a quiet place to study at home' and the level of disagreement is higher for younger age groups (see Figure 2.3 (a-e)). This reflects the fact that a considerable proportion of children in Ethiopia do not have a convenient place to concentrate and study, a point that parents and municipalities need to take into account.



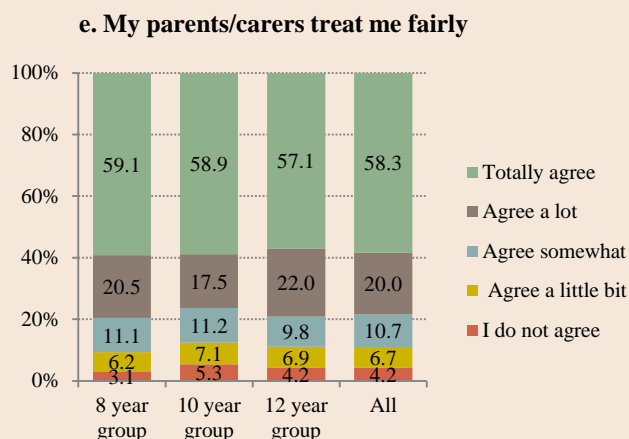


Figure 2.3: Percentage of children by level of agreement on different aspects of home environment

When seeing it from a gender perspective, there were no statistically significant differences in the responses of girls and boys for most of the five statements. Significant variations were observed by gender ($p < 0.05$) only for the statements 'my parents/carers listen to me and take what I said into account' and 'my parents/carers treat me fairly', where girls were more likely to agree than boys. On the other hand, significant differences in responses were observed by age group for three of the questions (feeling safe at home, having a quiet place to study and having a good time together with family). Younger children appeared to agree more than older children in terms of having a quiet place to study and having a good time together with families or care givers.

Table 2.2: Differences in responses by gender and age group to questions related to home environment (Means)

	I feel safe at home	I have a quiet place to study at home	My parents/carers listen to me and take what I say into account	We have a good time together in my family	My parents/carers treat me fairly
Gender					
Boys	2.76	1.97	2.63	2.88	3.16
Girls	2.83	1.91	2.75	2.90	3.27
Age group					
8 year-olds	2.66	1.64	2.63	2.73	3.26
10 year-olds	2.91	2.05	2.70	2.96	3.17
12 year-olds	2.81	2.12	2.74	2.98	3.21

Students' perception of their happiness with regard to the house or flat where they live, the people who live with them and all other people in their family as well as their family life have also been assessed. For the 8 year olds, a five-point emoticons scale, which depicts emotions from not at all happy to very happy, was used to assess children's perception of happiness. For the 10 and 12 year

old categories, a scale from zero to 10 has been used to measure their satisfaction relating to items mentioned above, where zero means 'not at all satisfied' and 10 means 'totally satisfied'.

Table 2.3, Figure 2.4 and Figure 2.5 below summarised the level of happiness/satisfaction with some aspects of the home environment such as the house or flat they live in, their family life, people they live with and all other people in their family. As shown in Table 2.3 below, the majority of the children in the 8 year old group responded with the most happy face for each of the four statements, which implies most children are happy with regard to these aspects of life. Further, the mean scores for each of the four aspects home environment are shown in Figure 2.4 and the scores ranged from 3 to 3.4 out of 4. It can be seen from the scores that children are considerably happier with the house or flat they live in and their family lives than with all the other people in their families. Significant gender difference was only observed ($p < 0.05$) in levels of satisfaction with the people they live with, where girls appeared to be more satisfied than boys

Table 2.3: Percentage of children (in the 8 year old group) by gender and level of happiness with different aspects of their home environment

		8 year-olds		
		Boys	Girls	Total
The house or flat where you live	0 (Most unhappy face)	2.6	3.4	3.0
	1	6.0	3.5	4.7
	2	7.7	6.6	7.2
	3	20.7	17.3	19.0
	4 (Most happy face)	63.0	69.3	66.2
The people you live with	0 (Most unhappy face)	3.5	2.1	2.8
	1	6.8	5.6	6.2
	2	11.3	9.6	10.5
	3	28.2	21.5	24.8
	4 (Most happy face)	50.1	61.3	55.8
All the other people in your family	0 (Most unhappy face)	3.8	3.1	3.4
	1	7.9	8.7	8.3
	2	18.2	19.6	18.9
	3	25.0	19.6	22.3
	4 (Most happy face)	45.1	49.0	47.1
Your family life	0 (Most unhappy face)	2.2	4.6	3.4
	1	5.4	3.7	4.6
	2	8.8	8.1	8.5
	3	26.4	26.2	26.3
	4 (Most happy face)	57.2	57.3	57.3

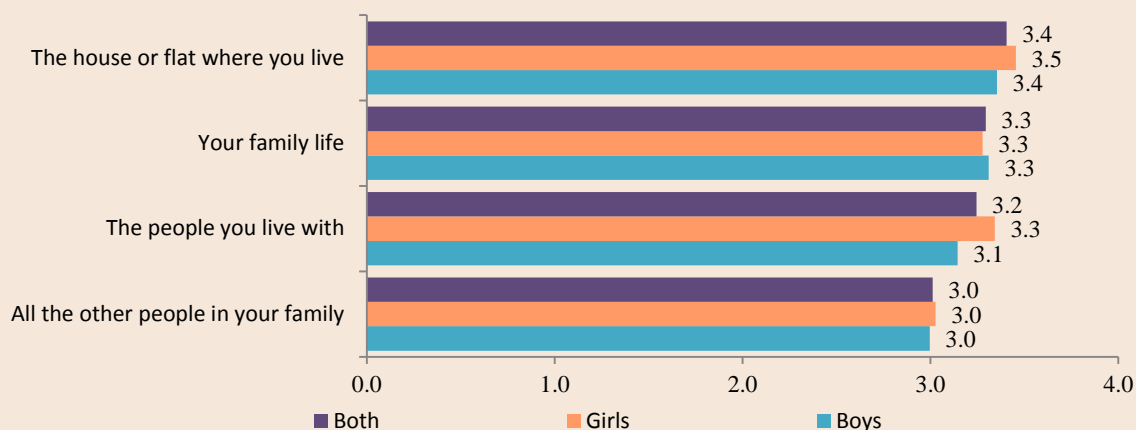


Figure 2.4: Mean score of happiness for 8 year old children with some aspects of the home environment

As indicated in Figure 2.5, both the 10 and 12 age groups scored over eight out of 10 for three of the items (their family lives, the people they live with, and houses or flats where they live) and appeared to be relatively very satisfied with these aspects of the home environment. However, they were relatively less satisfied with all the other people in their families.

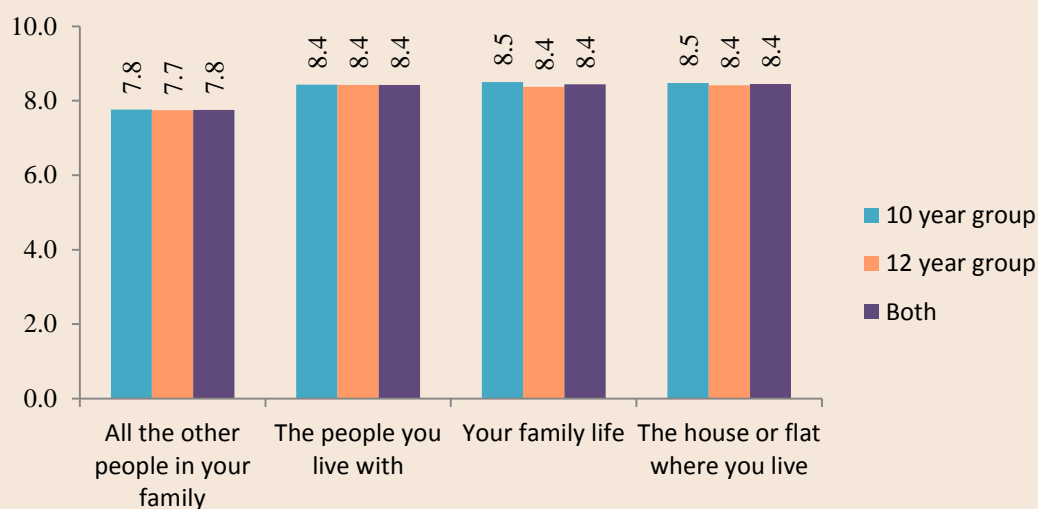


Figure 2.5: Mean score of satisfaction with some aspects of the home environment (10 and 12 year olds)

Gender differences in responses were also assessed and presented in Figure 2.6. Generally, girls seemed to be slightly more satisfied with most of the four aspects of their home environment but the difference is statistically significant only in level of satisfaction with family life and with all other people in the family.

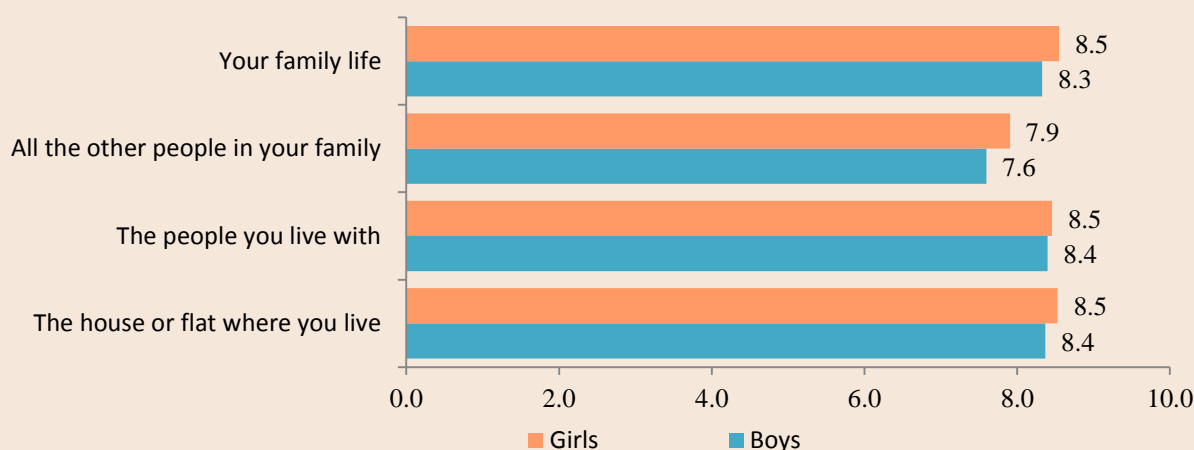


Figure 2.6: Gender differences in mean satisfaction score (10 and 12 year olds)

Children were also asked how often they spent time in talking, having fun, and learning together with their families in the week before the survey. Overall, 41.9% of the children reported that they spent some time each day in the past week talking together with their families. About 30.6% and 28.8% of the children also said that they spent time every day having fun and learning together with their families, respectively. On the other hand, about one in 10 children reported they never spent time talking together; one in eight said that they never have fun together; and two in nine children also reported that they haven't spent time learning together with their families in the past week (see Figure 2.7).

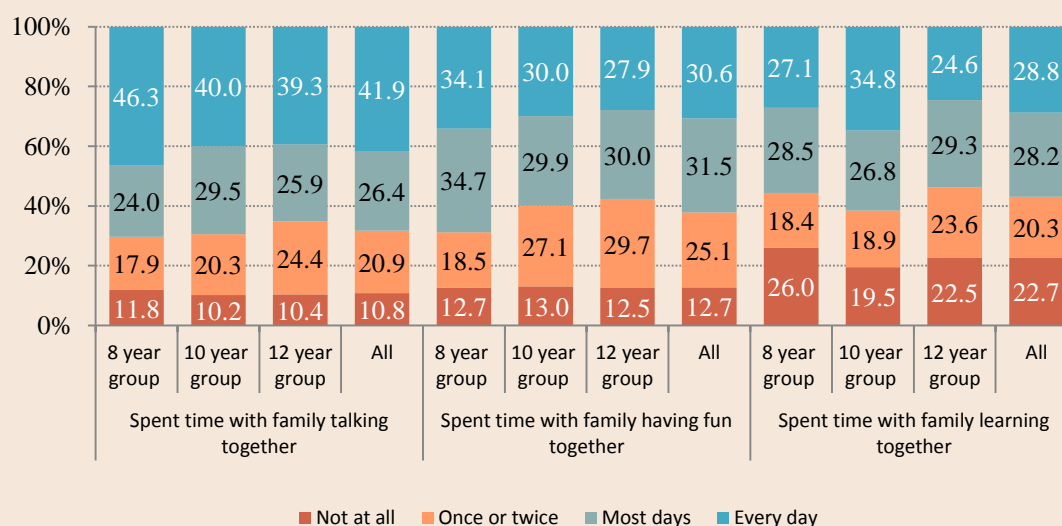


Figure 2.7: Percentage of children by the amount of time spent together with their families

Gender differences in responses were also assessed and no significant differences were observed in all three statements about time spent with families. However, significant age differences were noted ($p < 0.05$) in relation to having fun and learning together with families (see Figure 2.8).

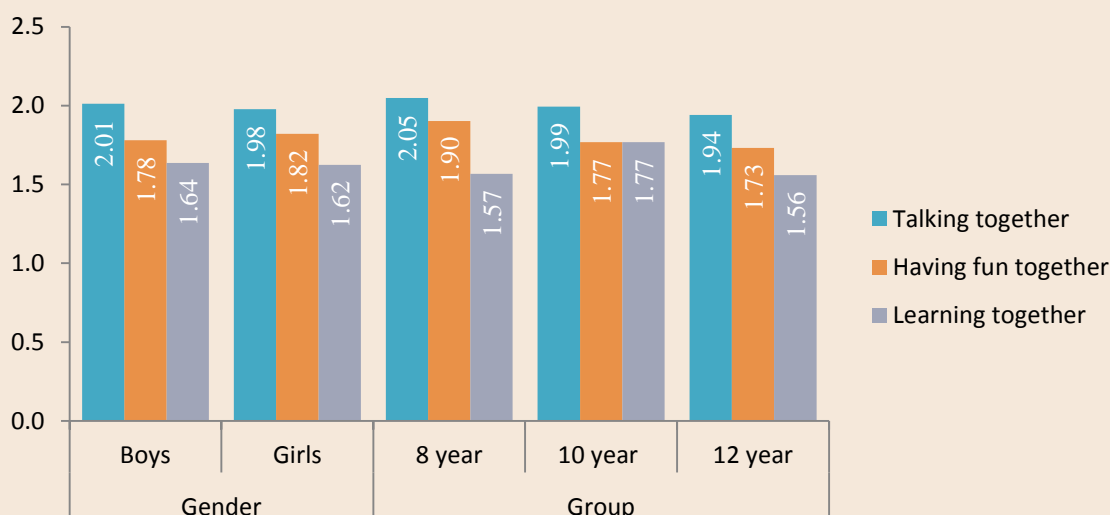


Figure 2.8: Mean score for time spent with family by gender and age group

2.3 Material belongings and money

Material deprivation is one of the major factors that affect children's well-being. The situation of children in Ethiopia in this context has been assessed by asking children themselves to report on their perceived levels of material deprivation, in terms of the following items: clothes in good condition to go to school, access to a computer at home, access to the internet, a family car for transportation, a television at home, a mobile phone, their own room, books to read for fun, and their own stuff to listen to music. It is important to mention here that 8 year old children were asked to respond only to the first five items whilst children aged 10 and 12 were asked to respond to all the nine items relating to material needs.

As shown in Table 2.4 below, greater proportions of children (85.4% of 8 year olds and 82.4% of 10 and 12 year olds) reported they have clothes in a good condition to wear to school. Only 2.3% of 8 year olds and 2.9% of 10 and 12 year olds have access to a computer at home, while only 1.8% of the children in each group have access to the internet. The percentages of children who reported they have family car for transportation are not very different from these. Around one in four children have a television set at their homes that they can use. A little more than a third of 10 and 12 year olds have books to read for fun, while just about one in seven children in each of the two groups have their own rooms. Around one in six children (17.3% of 10 and 12 year olds) owned some kind of stuff to listen to music, while one in seven children owned mobile phones.

Table 2.4 Material wellbeing: percentage of children owning each item

	8 year-olds	10 and 12 year-olds
Clothes in good condition to go to school in	85.4	82.4
Access to a computer at home	2.3	2.9
Access to the Internet	1.8	1.8
Family car for transportation	3.3	2.2
Television that they can use	25.6	26.9
Mobile phone	-	13.7
Own room	-	14.1
Books to read for fun	-	36.1
Own stuff to listen to music	-	17.3

Further to the above analysis, most children owned one or two items only. For example, 63.7% of 8 year olds and 33.7% of 10 and 12 year olds owned only one item. On the other hand, 12.3% of 8 year olds and 13% of 10 and 12 year olds owned none of the nine items mentioned earlier (Table 2.5).

Table 2.5 Number of items: percentage of children owning

	8 year-olds (out of five)	10 and 12 year-olds (out of nine)
None	12.3	13.0
One	63.7	33.7
Two	20.4	22.5
Three	2.4	14.9
Four	0.8	10.0
Five	0.3	3.6
Six or more	-	2.3

Moreover, children were asked to rate their level of happiness/satisfaction in terms of the things they have. As mentioned earlier, the Emoticons Scale for 8 year olds and a scale from zero to 10 for 10 and 12 year olds have been used to measure satisfaction relating to all the things they have. As shown in Figure 2.9, nearly half (48.1%) of 8 year olds were most happy with all the things they have. It is also a cause of concern that about 8% percent of children are unhappy. Significant gender differences were observed ($p=0.04$) in responses to this question and girls appeared to be happier with the things they have than boys.

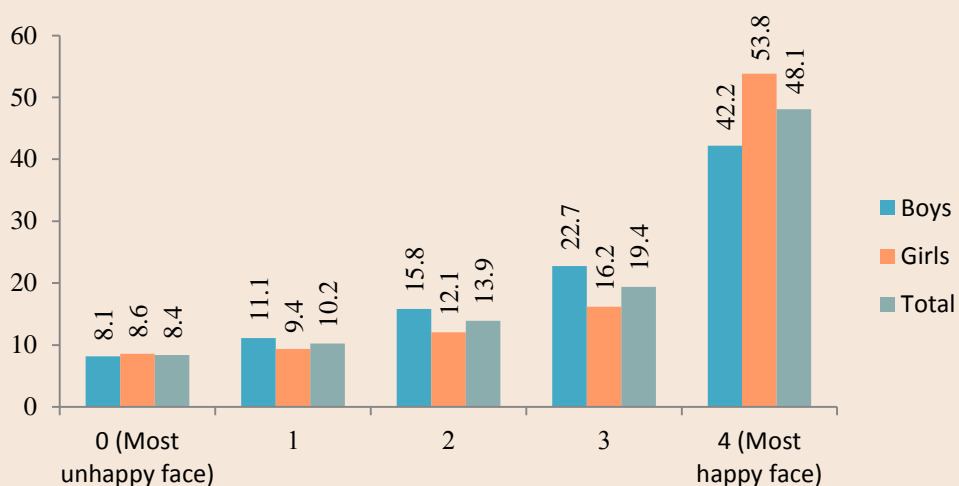


Figure 2.9: Happiness of 8 year olds with all the things they have (%)

As many as 69.2 % of the 10 and 12 year olds scored five or more out of 10 in terms of their satisfaction with all the things they have (see Table 2.6).

Table 2.6: Percentage of children by level of satisfaction with all the things they have (10 and 12 year olds)

	Boys	Girls	Total
Below the mid-point	20.4	17.0	18.7
Mid-point (5)	12.5	11.7	12.1
Above the mid-point	67.1	71.3	69.2

The mean score for the 10 and 12 year olds is 7.2 out of 10. The mean scores for girls and boys are 7.4 and 7.0, respectively. The variation is significant ($p=0.004$), with girls more likely to be satisfied than boys with the things they have (Figure 2.10).

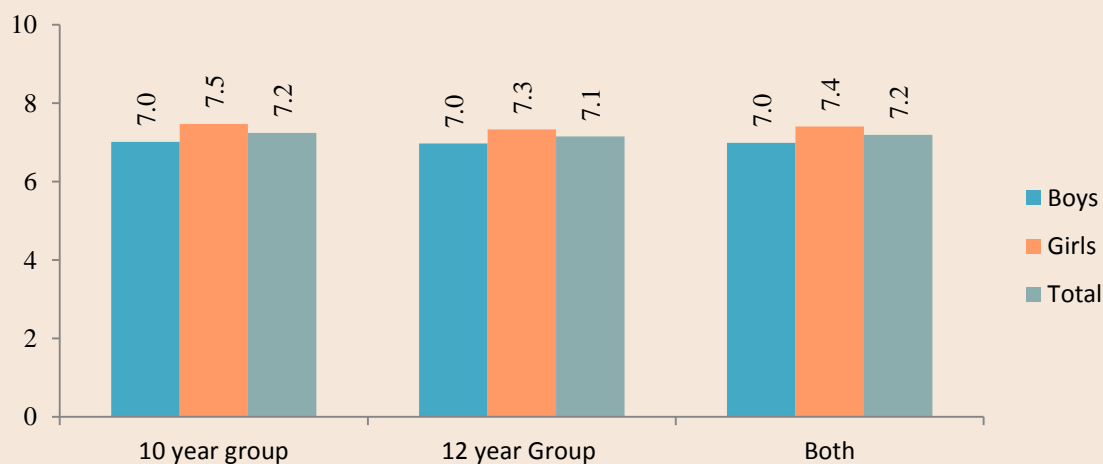


Figure 2.10: Mean scores for satisfaction with all the things they have (10 and 12 year olds)

As sustainable income is one of the important aspects of quality of life; children were asked how often they worry about how much money their families have and the results are shown in Figure 2.11 below. A little more than a third (35.6%) of children surveyed said that they sometimes worry about how much money their family has, while nearly a third (32.8%) said they always or often worry about the amount of money their family has. On the other hand, 31.6% of the children reported that they never worry about the amount of money their family has.

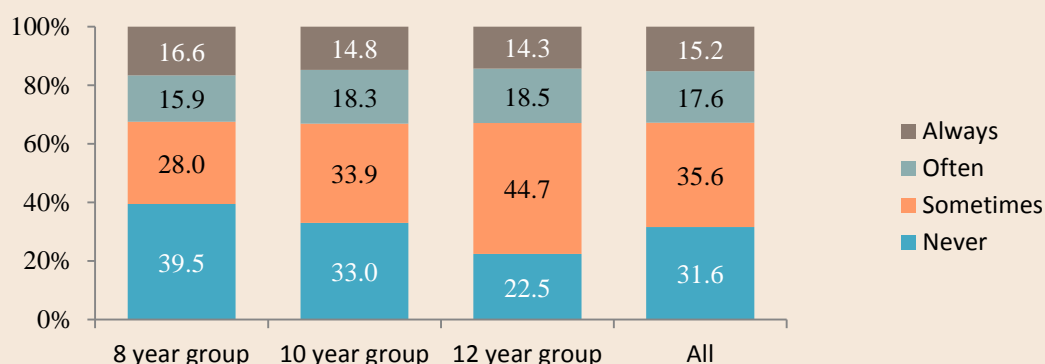


Figure 2.11: Worries about the money their family has

Pertaining to gender variations, the results showed that boys were significantly more likely to worry ($p=0.005$) about the money their families had than girls. Similarly, significant age variations were observed ($p<0.0001$) and younger children seemed to worry less than older children (i.e. the level of worries was higher in the older age group). This may suggest that with growing maturity, older children share families' concerns and challenges (See Figure 2.12).

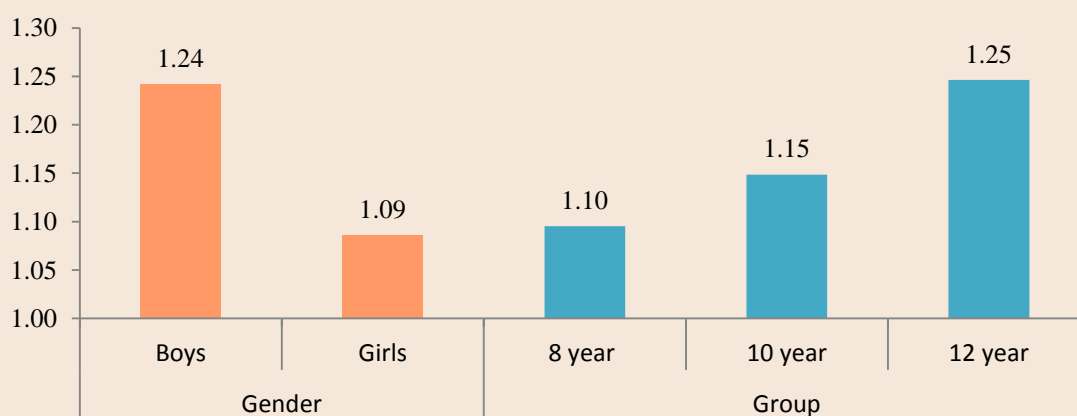


Figure 2.12: Variation in levels of worry about the money their family has by gender and age group (Mean score)

Children aged 12 were asked about the number of people in their family who have paid jobs. The majority (35.5%) said that there is only one person in the family who has a paid job. One in seven children reported there is no one in their family who has a paid job (see Figure 2.13).

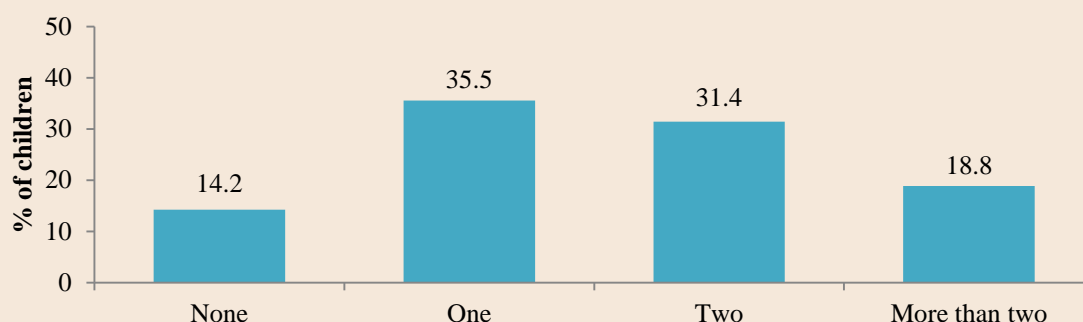


Figure 2.13: Number of adults in the family with a paid job: Percentage of children

The 12 year old children were also asked how often they get pocket money. About 6.3% reported that they got pocket money every month, while 14.9% reported getting it every week. About 39.9 % got pocket money but not regularly. Some 38.8% of them, however, reported that they didn't get pocket money (see Figure 2.14).

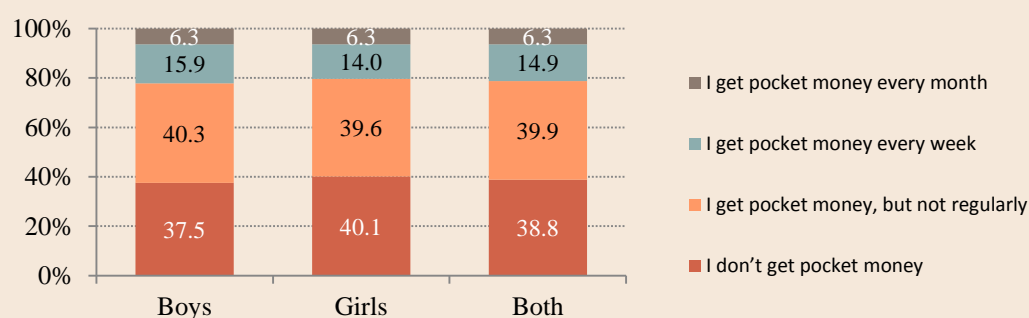


Figure 2.14: How often do they get pocket money

2.4 Friends and other people

Another important aspect of subjective well-being is children's relationships with their friends and other people in their surroundings. Positive and stable relationships with friends and other people are a strong driver of well-being (Children's Society, 2012b).



Children were asked to respond to the statements 'my friends are usually nice to me' and 'I have enough friends' using a five point Likert-scale (I don't agree, I agree a little bit, agree somewhat, agree a lot; and totally agree). Figure 2.15 below summarised the results in relation to these aspects of life. The overwhelming majority of all children surveyed (73.6%) either agreed a lot or totally agreed that their friends were nice to them. A similar proportion (73.8%) also agreed a lot or totally agreed they have enough friends. Conversely, very small proportions of children disagreed with these statements.

For example, only 3.1% of the children said that their friends are not nice to them and 4% of them don't have enough friends. However, about one in five children have some degree of reservation in relation the two questions indicating that they may have relational challenges with their peers.

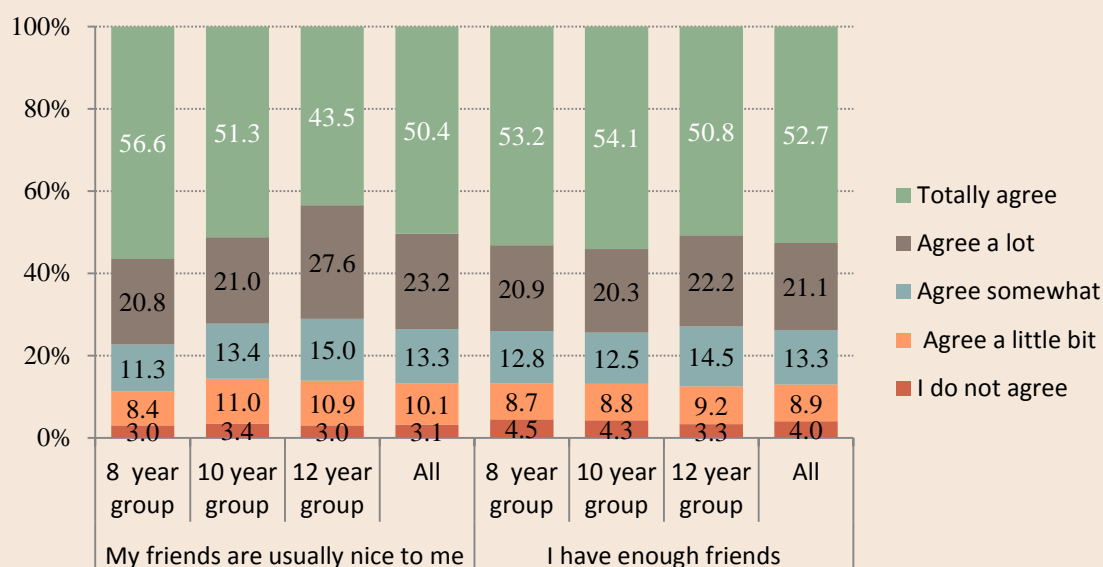


Figure 2.15: Percentage of children by level of agreement with niceness and number of friends

There are significant gender differences in children's responses ($p < 0.05$), with girls being inclined to agree more with the above statements than boys.

There is an age disparity in responses to the statement 'my friends are usually nice to me' with younger children agreeing more with this statement than older children. But there is no significant difference by age in responses to the statement 'I have enough friends'. See Table 2.7 below.

Table 2.7: Gender and age differences in responses (Mean score)

	Gender		Age group		
	Boys	Girls	8	10	12
My friends are usually nice to me	3.00	3.15	3.20	3.06	2.98
I have enough friends	3.02	3.17	3.09	3.11	3.08

Children were asked to rate their happiness with their friends, the people in their neighbourhood and their relationships with people in general. About 59.3%, 44.6%, and 47.8% of the 8 year old group stated they were most happy with their friends, with the people in their neighbourhood, and with their relationships with people in general, respectively. Very small proportions of children reported they were not happy at all with these aspects of their lives: 2.8% with their friends, 2.9% with people in local area they live, and 2% with their relationships with people in general (Figure 2.16).

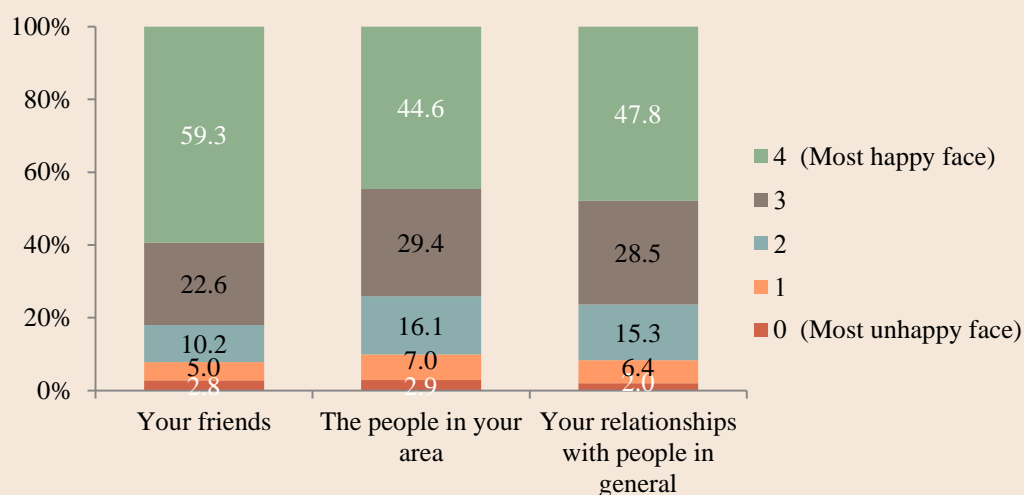


Figure 2.16: Happiness of the 8 year old children (%)

The 10 and 12 year olds were also asked to rate their level of satisfaction with the above aspects of life based on an 11-point scale from zero 'not at all satisfied' to 10 'totally satisfied'. The results are presented in Table 2.8 below. About nine in 20 (about 46%) scored the top in terms of satisfaction with their friends. About 36.4% and 44.6% of the children scored similarly in terms of satisfaction with people in their neighborhoods and relationships with people in general, respectively. Gender variations in responses to the above statements were examined and no significant differences were observed between boys and girls.

Table 2.8: Percentage of children by level of satisfaction (10 and 12 year olds)

	0	1	2	3	4	5	6	7	8	9	10
Your friends	0.8	0.6	1.2	1.8	3.2	9.7	4.1	6.7	12.2	13.6	46.1
The people in your area	1.6	0.4	1.7	2.8	2.6	9.5	6.0	9.0	14.4	15.6	36.4
Your relationships with people in general	1.0	0.5	1.4	1.1	2.1	6.6	5.3	8.7	11.6	17.0	44.6

The mean scores of satisfaction with these aspects of life range from 7.75 to 8.02 for boys and from 8.03 to 8.47 for girls. The variations between the mean scores of girls and boys were significant for each of the three aspects of life, with girls being more likely to be satisfied than boys (Figure 2.17).

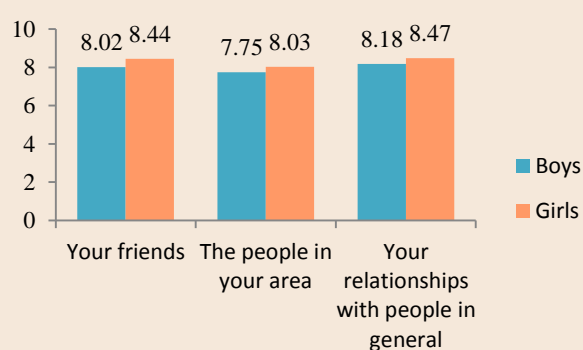


Figure 2.17: Mean satisfactions cores (10 and 12 year olds)

Children were asked to report how often they spend time with their friendstalking together, having fun together, and meeting to study not at school in the past week. Almost three in ten children(29.6%), a little more than a third (34.6%)and nearly a quarter (24.4%)said that they had spent time every day in the past week with their friends talking, having fun, and meeting to study together not in school time, respectively. However, quite a number of children reported that they never spent time with their friends in the past week doing these activities. For example, about three in ten children (29.8%)never met to study together with their friends, while around one in eight children never talked together with their friends in the past week (see Figure 2.18)

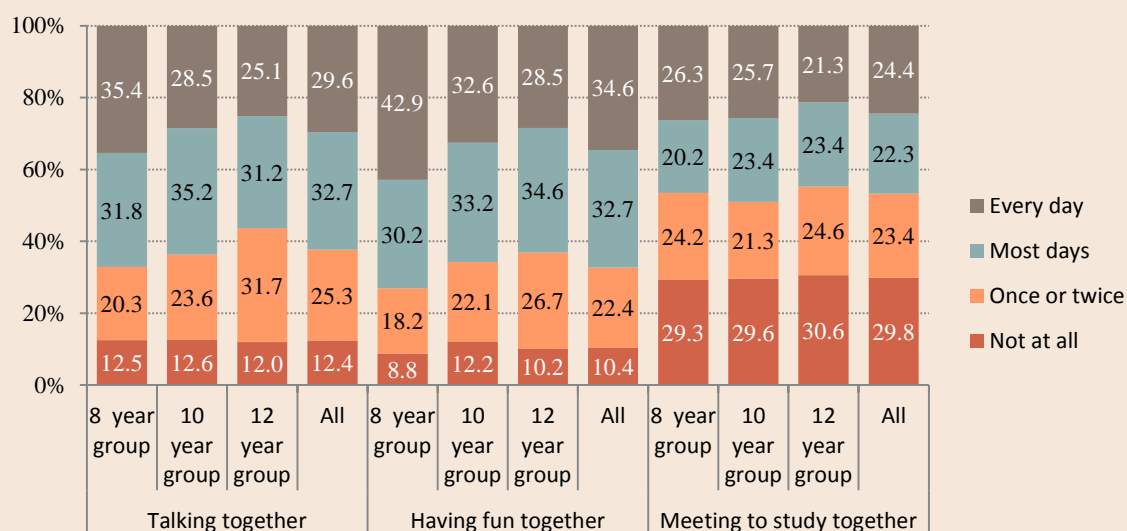


Figure 2.18: Percentage of children by the amount of time spent on activities with their friends

Gender variation was assessed and significant differences in responses to the questions were found in relation to the amount of time spent having fun and meeting to study together with friends in the past week, with boys meeting more often than girls to have fun and to study together with friends. Significant age variations were also found in responses to the questions ‘having fun together’ and ‘meeting to study together’, with younger children more likely to talk and meet to study together with their friends than older children (Table 2.9).

Table 2.9: Gender and age differences in responses (Mean score)

	Gender		Age group		
	Boys	Girls	8	10	12
Talking together	1.81	1.78	1.90	1.80	1.69
Having fun together	1.98	1.85	2.07	1.86	1.81
Meeting to study together	1.47	1.36	1.44	1.45	1.35

2.5 Local area/Neighbourhood

In this study, children were asked some questions in relation to their perceptions regarding neighbourhoods and interactions which affect their subjective wellbeing. The results are presented below.



As shown in Figure 2.19, the majority of all children surveyed (54.9%) agreed a lot or totally agreed that there are enough places in their locality to play or to have a good time. However, some (about 16.2%) completely disagreed that their locality has adequate places to play and or to have a good time.

Children were also asked whether they feel safe when waking in their locality. Here also, most of the children studied (about 60.2%)agreed a lot or totally agreed that

they feel safe when waking in their localities, while a small proportion(12.3%)felt unsafe in doing so.

Additionally, the 12 year old children were asked whether children’s and young people’s opinions in relation to things important to them are considered by local authorities. A greater proportion (40.4%) disagreed, while around one in four children totally agreed or agreed a lot that local authorities ask children’s and young people’s opinion about things that are important to them (see Figure 2.19 below).

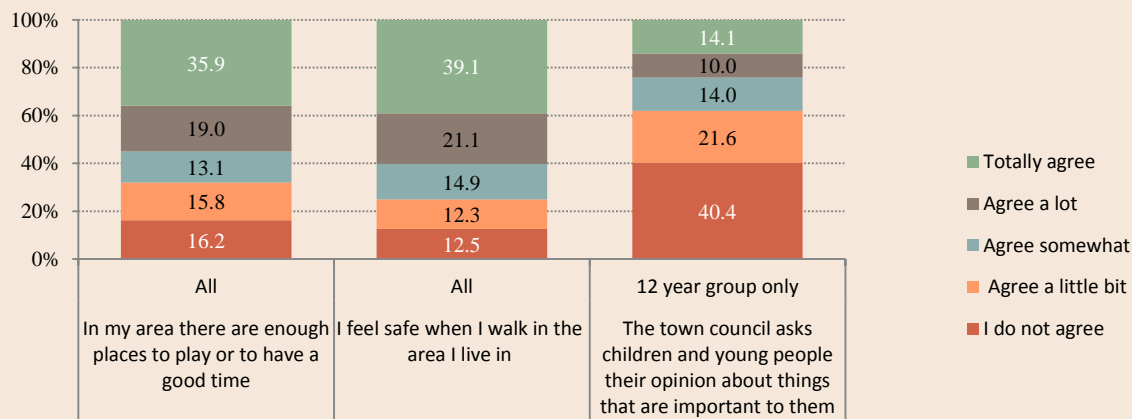


Figure 2.19 Percentage of children by level of agreement on different aspects of local environment

There is no significant gender variation in the responses to all the three questions in relation to local environment. However, significant age differences ($p<0.05$) were observed in responses to the statements ‘there are enough places to play or to have a good time’ and ‘I feel safe when walking in the local area’ (Table 2.10).

Table 2.10: Gender and age differences in responses (Mean score)

	Gender		Age group		
	Boys	Girls	8	10	12
In my area there are enough places to play or to have a good time	2.46	2.40	2.85	2.43	2.01
I feel safe when I walk in the area I live in	2.60	2.64	2.74	2.57	2.55
The town council asks children and young people their opinion about things that are important to them	1.42	1.30			1.36

Children were asked to rate their feelings about dealing with doctors, the outdoor areas in their localities which children can use, the area they live in, and the local police.

About 48.3% of the 8 year old children said that they were the happiest with their dealings/communications with doctors, while 45.5% were the happiest with the outdoor areas in their localities. Likewise large proportions (about 46.1%) said that they were the happiest with the area they live in. However, some children in this group stated their discontent with these aspects of their lives: about 7.1% on how they were dealt with by doctors, about 6.7% with the outdoor areas children can play in, and about 2.5% with the area they live in (see Figure 2.20). Furthermore, gender variations in levels happiness with all the three items were examined and no significant differences were found.

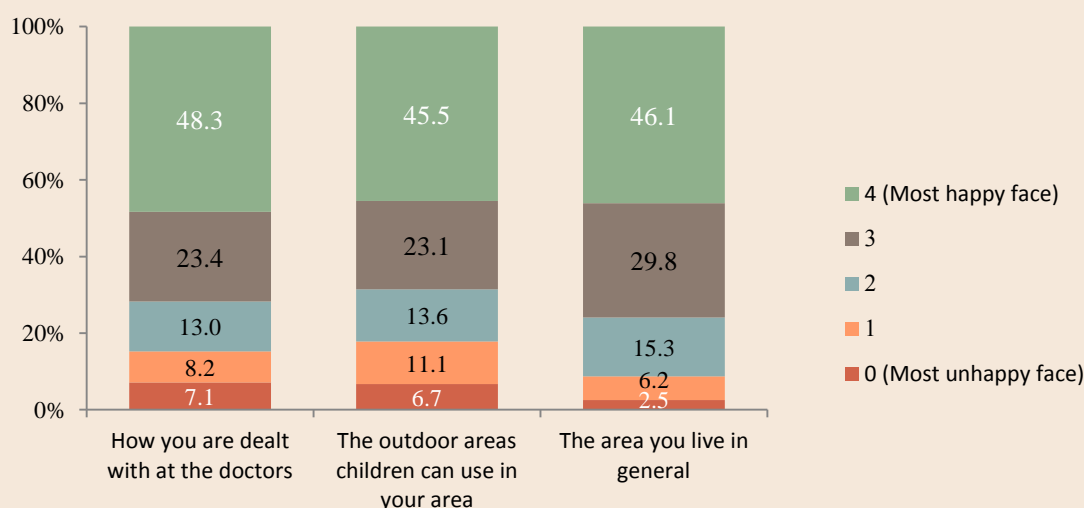


Figure 2.20: Happiness of the 8 year old children with some aspects of local area

Table 2.11 summarises the feelings of the 10 and 12 year old children with respect to the above aspects of their lives. Regarding satisfaction with how they are dealt with by doctors, around 84% of the 10 year old children and about 82% of the 12 year olds scored higher than the mid-point. Around seven in ten children aged 10 and 12 scored eight or more out of 10 in terms of their satisfaction with

how they are dealt with by doctors. Nearly an equal proportion (about 68.8%) scored similarly in respect of their satisfaction with the area they live in general, while a little more than half (55.3%) scored in the same way regarding their satisfaction with the outdoor areas in their localities. On the other hand, considerable proportions of children scored below the mid-point for each of the statements mentioned above in relation to the local environment.

When the 12 year old children were asked their feelings about the local police in their areas, about 33.2% scored the maximum, while 5.7% responded they were not satisfied at all.

Table 2.11: Percentage of children by level of satisfaction with some aspects of local area (10 and 12 year olds)

	Not at all satisfied (0)	1	2	3	4	5	6	7	8	9	Totally satisfied (10)
How you are dealt with at the doctors	2.3	0.7	1.4	1.6	1.9	8.3	5.8	6.1	9.8	12.1	50.1
The outdoor areas children can use in your area	7.5	1.8	1.9	3.1	3.5	12.1	7.3	7.4	10.7	14.7	29.9
The area you live in general	1.7	0.7	1.5	2.2	3.1	7.7	6.6	7.8	12.6	15.3	40.8
The local police in your area (only 12 year-olds)	5.7	1.7	2.7	2.1	3.9	11.4	6.3	9.4	13.0	10.5	33.2

The mean scores out of 10 for each of the three aspects of life in relation to local environment are shown in Table 2.12 and ranged from 7.02 to 8.23. As seen from the table, children seemed to be more satisfied with their dealings with doctors than the others on the list. Moreover, gender differences were examined and significant differences ($p < 0.05$) were only observed in the mean scores of satisfaction with the local area they live in, with girls being more satisfied than boys.

Table 2.12: Mean score of satisfaction with some aspects of local area by gender

	Boys	Girls	Both
How you are dealt with at the doctors	8.15	8.30	8.23
The outdoor areas children can use in your area	6.93	7.11	7.02
The area you live in general	7.86	8.19	8.02
The local police in your area	7.09	7.31	7.20

2.6 School environment

Schools are places that students spend much of their day and their primary purpose is the cognitive development of children. Hence, they are a very important environment for children with lasting effects on their life and wellbeing. However, school settings are also places where students encounter experiences that could affect their well-being such as bullying, weak relationships with teachers and friends, poor academic performance, exposure to physical, emotional and sexual



violence, and feeling of insecurity or unsafety at school. In relation to this, children were asked to express their feelings and experiences about these aspects of their school environment using a five point Likert-scale (I don't agree, I agree a little bit, agree somewhat, agree a lot; and totally agree).

Figure 2.21 summarises the views of children in relation to some statements relating to the school environment. More than four-fifths of the children surveyed totally agreed that they like to go to school. More than half of the children were also in absolute agreement with the statements 'my teachers listen to me and take what I say into account' and 'my teachers treat me fairly'. Nearly half of the children feel safe at school. Nonetheless, some children expressed their total discontent about the above aspects of school environment. For instance, 7.9% don't feel safe at school and 3.1 % don't think their teachers treat them fairly. A considerable proportion of them (15-20%) have some degree of discontent in relation to their school environment. Given the importance of the school environment for learning and development, children must be consulted to identify areas of dissatisfaction.

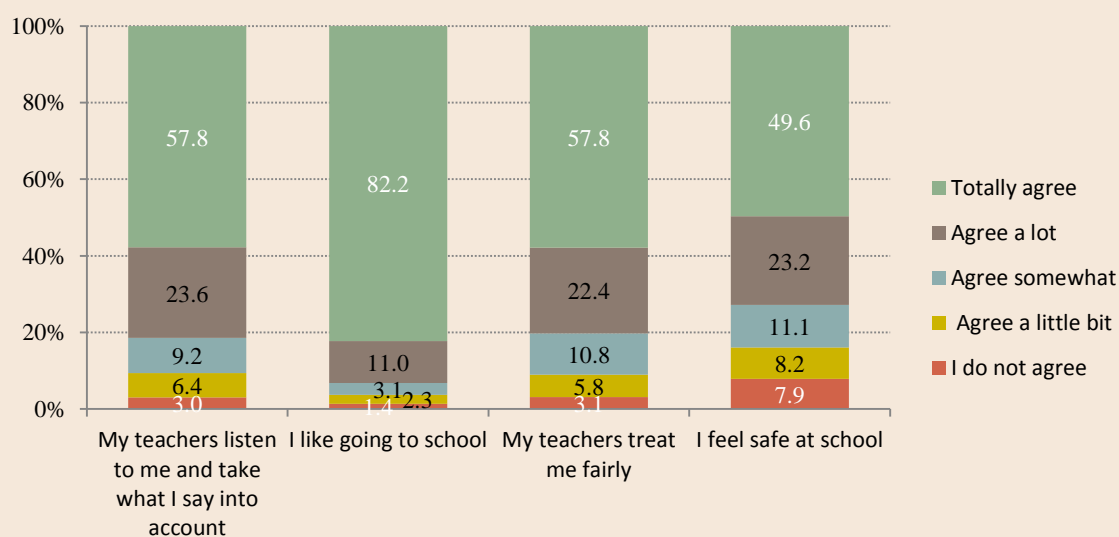


Figure 2.21 Percentage of children by level of agreement on different aspects of school environment

Differences in mean scores by gender and age group were tested. There were no gender variations in response to the above statements. But statistically significant differences ($p < 0.05$) were found by age group for the statements 'my teachers treat me fairly' and 'I feel safe at school', with younger children being more likely to agree than older children.

Table 2.13: Gender and age differences in responses (Mean score)

	Gender		Age group		
	Boys	Girls	8	10	12
My teachers listen to me and take what I say into account	3.25	3.28	3.29	3.31	3.21
I like going to school	3.68	3.72	3.68	3.68	3.75
My teachers treat me fairly	3.23	3.29	3.33	3.29	3.17
I feel safe at school	2.94	3.03	3.06	3.03	2.87

As shown in Figure 2.21, about 16.7% of children reported that they have been hit by other children two or more times in the past month, while the majority reported they didn't experience the incident. Around 13.1% of the children also stated that they have been left out by other children in their class at least 2-3 times in the past month. Here also the overwhelming majority had never experienced such incidents (see Figure 2.22 below).

Gender and age group differences were examined. Boys and younger children were more likely to have been hit by other children than their counterparts.

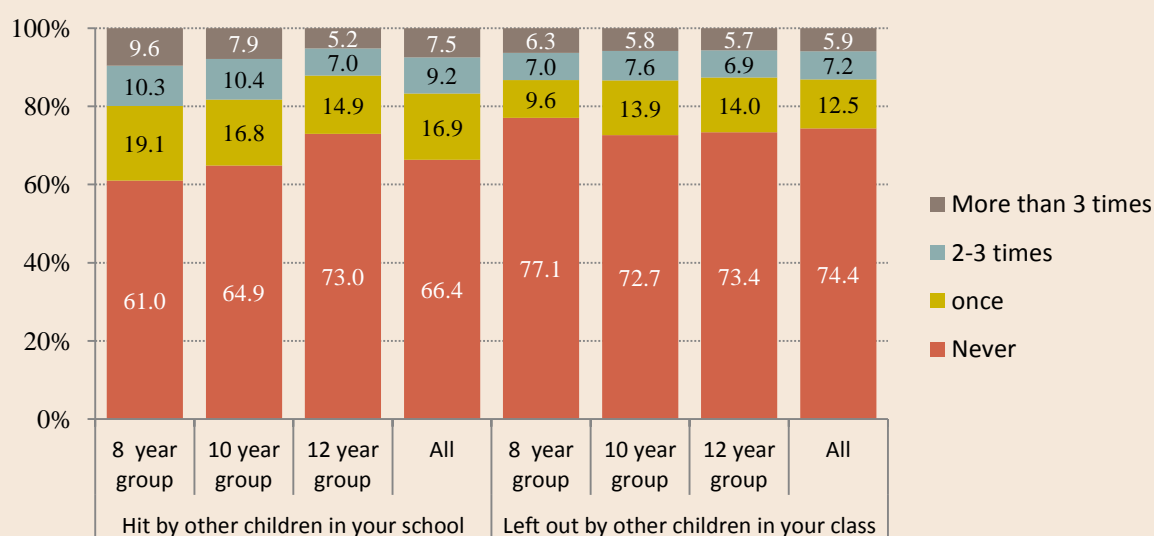


Figure 2.22: Percentage of children bullied in schools

A good number of the 8 year old children (57.3%) were the happiest with other children in their class and several of them (about 50.5%) think similarly about their school marks/performance. With regard to school experience, about 45.9% reported that they were the happiest, while most (57.2%)

were most positive about their relationships with their teachers. However, some said that they were not happy at all with the above aspects of school environment: 3% of them were most unhappy with other children in their classes, 2.3% with their school marks, 2.1% with their school experience, and 1.2% with their relationships with teachers (Figure 2.23). In terms of gender, no differences were found in responses to all the questions listed.

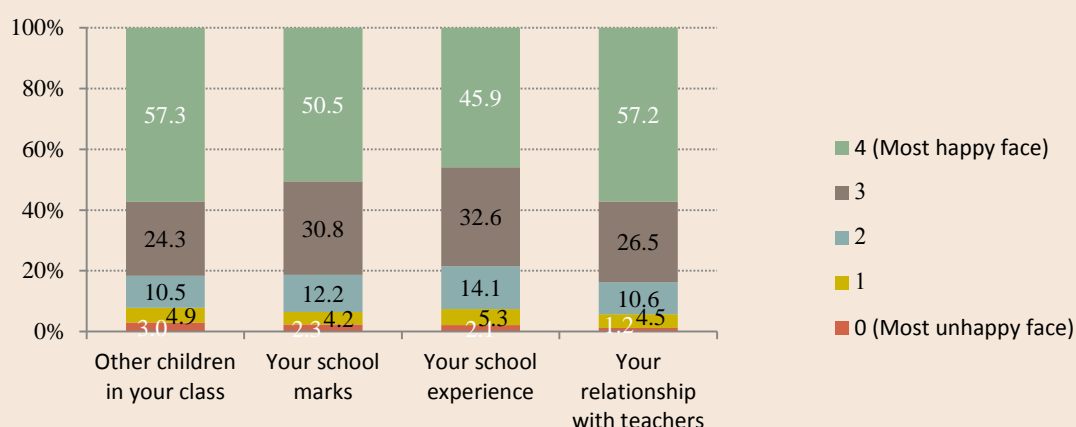


Figure 2.23: Percentage of children by level happiness of with some aspects of life in schools (8 year olds)

Table 2.14 presents the responses of the 10 and 12 year olds in terms of some aspects of their lives in schools. Most of the children scored eight or above out of 10 for each aspect of school environment mentioned indicating a relatively high degree of satisfaction. On the other hand, less than 10% of the children scored below the midpoint for each aspect.

Table 2.14: Percentage of children by level of satisfaction with some aspects of life in school (10 and 12 year olds)

	Not at all satisfied (0)	1	2	3	4	5	6	7	8	9	Totally satisfied (10)
Other children in your class	1.3	0.5	0.5	1.1	2.3	8.8	5.7	6.0	16.1	15.4	42.1
Your school marks	1.0	0.3	0.6	1.1	1.0	5.9	4.1	7.0	14.4	18.9	45.7
Your school experience	1.1	0.6	0.9	1.5	1.4	6.6	4.9	9.3	13.0	16.8	43.9
Your life as a student	0.3	0.3	0.3	0.4	1.4	2.8	4.1	5.5	9.8	13.3	61.8
Things you have learned	0.5	0.2	0.2	1.1	1.5	3.0	4.6	6.2	11.1	17.2	54.4
Your relationship with teachers	0.6	0.4	0.5	1.0	1.9	4.4	4.6	5.3	12.7	16.0	52.6

Further, no major differences in mean scores of satisfaction were observed between boys and girls with most aspects of school environment mentioned except for satisfaction with other children and relationships with teachers.

2.7 Time use

Studying children's daily time use will provide important background information to assess and identify key aspects of children's well-being, as well as their experiences of life-course transitions (Young Lives, 2009). Children's constructive use of time and participation in positive activities are indicators of healthy and positive development in middle childhood, particularly in the attainment and development of skills (Ripke et al., 2008).



In order to assess this domain, children were asked about the amount of time they spent on the following aspects of their lives: taking classes outside school time on matters different than at school (like music, sports, dancing, language...), reading for fun, helping around the house, doing homework, watching TV or listening to music, playing sports or doing exercise, and using computers. The response options given to children were 'rarely or never', 'less than once a week', 'once or twice a week', and 'everyday or almost everyday'.

As shown in Figure 2.24 below, using computers and watching TV are activities that most children rarely or never spent time on as the items are rarely available to most families in Ethiopia. Most children also never take classes outside school time. On the other hand, a large proportion of children said that they spent time helping around the house almost everyday, while an almost equal proportion spent time doing their homework almost every day. A little more than a fifth of the children also reported they spent some time almost everyday in playing sports or doing exercise.

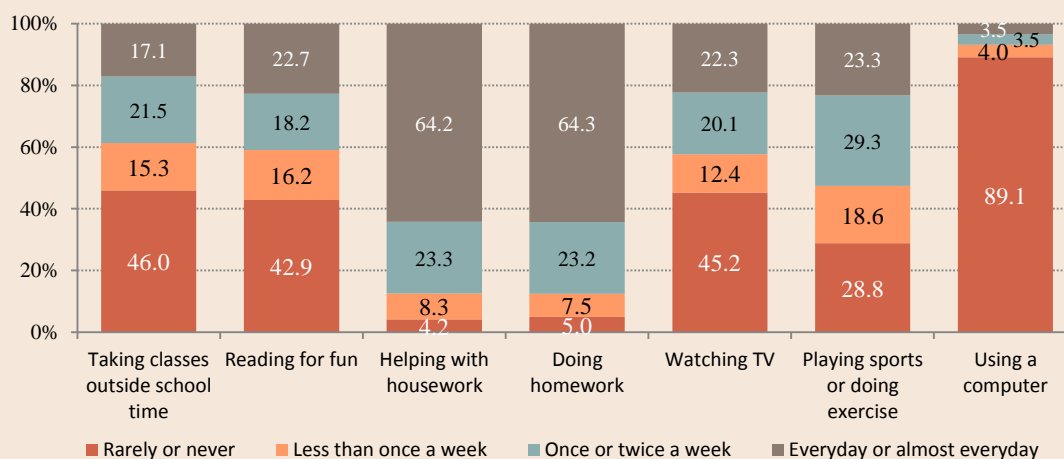


Figure 2.24: Percentage of children by level of agreement on different aspects of time use (All children)

Gender and age group differences in responses to the above aspects of time use were examined. Gender variation was observed in the responses to the questions relating to taking classes outside school time, reading for fun, playing sports, and using computers, with boys being more likely to spend more time than girls on all four. Significant age group variation was noticed in all except in watching TV and using computers.

Table 2.15: Gender and age differences in responses to time use (Mean score)

	Gender		Age group		
	Boys	Girls	8	10	12
Taking classes outside school time	1.16	1.04	0.91	1.30	1.09
Reading for fun	1.28	1.14	1.00	1.36	1.26
Helping with housework	2.45	2.50	2.44	2.40	2.58
Doing homework	2.48	2.46	2.43	2.45	2.52
Watching TV	1.23	1.16	1.14	1.26	1.18
Playing sports or doing exercise	1.71	1.24	1.38	1.56	1.47
Using a computer	0.24	0.18	0.17	0.24	0.22

The 12 year old children were further asked about time use in relation to organised leisure time activities, being by themselves, and taking care of family members. Most of the children (45.5%) spent time everyday taking care of family members, while a little more than a third (33.6%) spent time at least once a week or every day in organised leisure time activities (Figure 2.25).

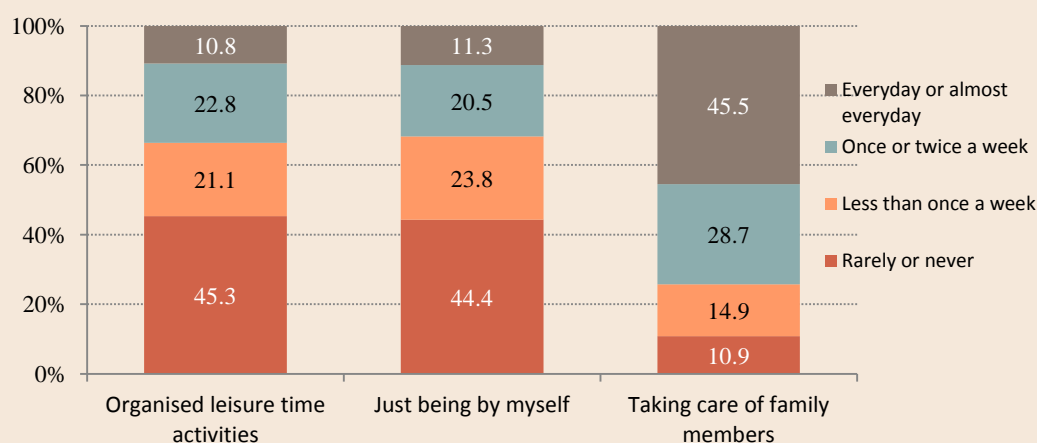


Figure 2.25: Percentage of children by level of agreement on different aspects of time use (12 year olds)

In terms of satisfaction, more than three quarter of the children scored above average on their time use and what they do in their free time (Figure 2.26& Figure 2.27).

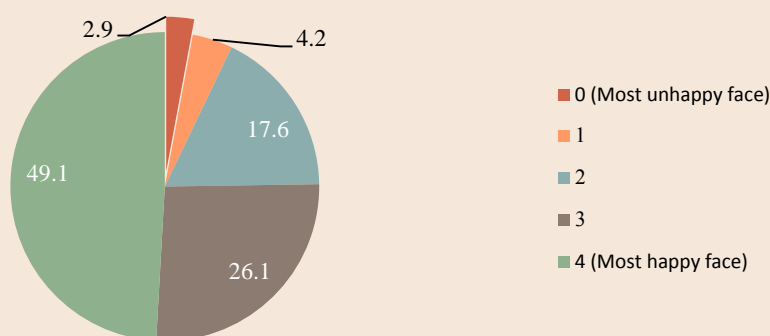


Figure 2.26: Percentage of children by level of happiness with their time use (8 year olds)

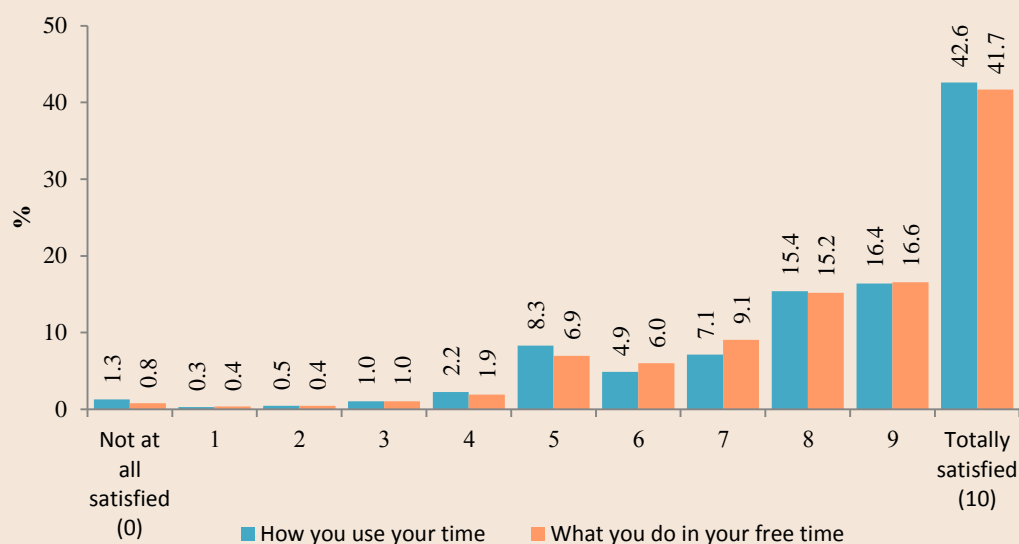


Figure 2.27: Percentage of children by level of satisfaction with some aspects of time use (10 and 12 year olds)

2.8 Some more aspects of life and the future

Children were also asked more questions about their life, things in their life, and their feelings about their future.

Happiness/satisfaction with some more aspects of life

Questions asked to solicit children's perspectives include: the freedom they have, their health, the way they look, their own body, how they are listened by adults in general, how safe they feel (8 year olds only), their self-confidence (10 and 12 year olds only), and their life as a whole. The 10 and 12 year olds were further asked about their satisfaction with: things that they want to be good at, doing things away from home, about what may happen to them later in their lives, and their preparation for the future.

As in the previous sections, the Emoticons Scale and a scale from zero to 10 have been used to measure their satisfaction relating to items mentioned above, where zero means 'not at all satisfied' and 10 means 'totally satisfied'.

As indicated in Figure 2.28 below, the largest single group of 8 year old children reported that they were the happiest in all aspects of their lives listed.

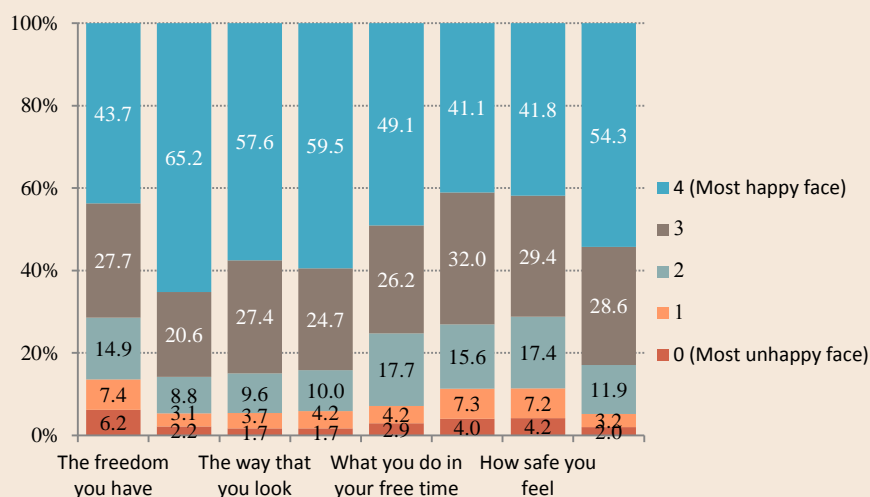


Figure 2.28: Happiness of the 8 year old children with some more aspects of life

The scores of children (10 and 12 year olds) are presented in Table 2.16 and ranged from 7.56 to 8.85, indicating high levels of satisfaction. Significant gender differences ($p < 0.05$) were observed only in the mean scores of satisfaction with being listened to by adults and doing things away from home.

Table 2.16: Mean score of satisfaction with some aspects of life in the future (10 and 12 year olds)

	Boys	Girls	Both
The freedom you have	7.80	7.78	7.79
The amount of opportunities you have	8.15	8.02	8.09
Your health	8.90	8.80	8.85
The way that you look	8.61	8.76	8.68
Your own body	8.64	8.74	8.69
How you are listened to by adults in general	7.86	8.10	7.98
Your self-confidence	8.72	8.80	8.76
How safe you feel	8.23	8.29	8.26
The things you want to be good at	8.63	8.74	8.68
Doing things away from your home	7.71	7.42	7.56
What may happen to you later in your life	7.64	7.77	7.70
Your preparation for the future	8.71	8.77	8.74

Awareness about children's rights

Children, as rights-holders, need to know their entitlements to help them assess whether these are being met and to seek redress if they are not. In light of this, therefore, children's awareness of their rights was assessed based on their responses to the following statements: 'I know what rights children have', 'I know about the children's rights convention', and 'I think in my country, adults in general respect children's rights'. The results are summarised in Figure 2.29; three in five children

reported that they know what rights children have and 46.3% the children think that adults in their country respect children's right. But the majority of children (45.5%) don't know about the Children's Right Convention. Further, it was observed that boys appeared to be more aware on all the three statements than girls, whilst children's awareness about their rights and Children's Right Convention increases as age increases (see Table 2.17). It is evident that there is a gap in terms of awareness among children of their rights and the existence of an international convention that provides a range of entitlements that are fundamental for their growth, development, protection and upholding their best interests, indicating that measures are required to address this.

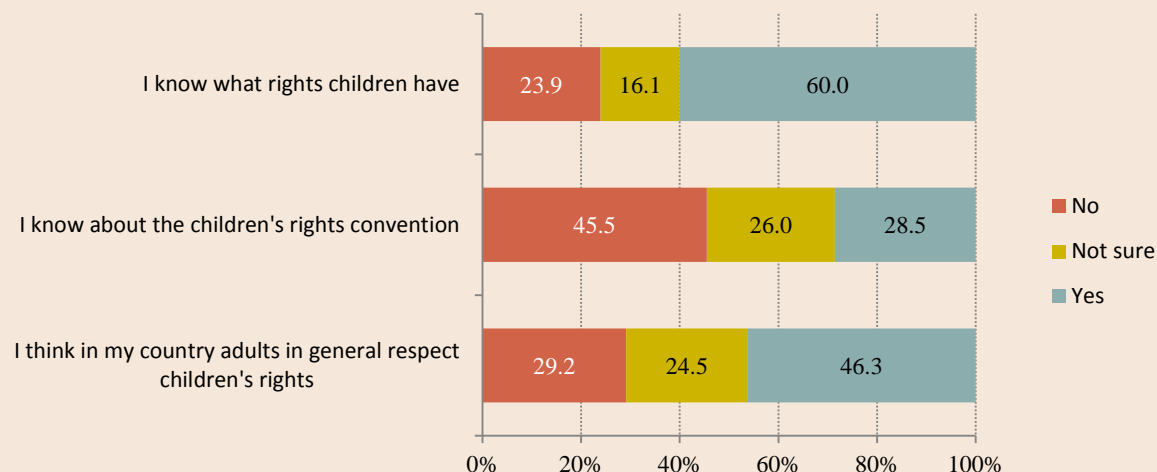


Figure 2.29: Awareness of child rights (%) (All ages)

Table 2.17: Children's awareness of rights by gender and age group (%who reported 'yes') (All ages)

	Gender		Age group		
	Boys	Girls	8	10	12
I know what rights children have	61.4	58.6	56.75	56.76	66.3
I know about the children's rights convention	30.2	26.8	25.0	29.3	31.1
I think in my country adults in general respect children's rights	48.2	44.5	43.8	48.9	46.3

Stability

An attempt was also made to assess stability, which is an important factor for the well-being of children. The questions asked in relation to stability over the past year (focusing only on the 10 and 12 year olds) include: 'Have you moved house?', 'Have you changed local area?', 'Have you lived in another country for over a month?', and 'Are you living with the same parents or carers that you lived with one year ago?'. The results are summarised in Figure 2.30 below: about 81% the children reported that they haven't moved house; about 87% of them said that they haven't changed local

area; 87.5% of them haven't changed schools in the past year; and nine in ten children are still living with the same parents or carers that they used to live with one year ago. Though the majority of children appeared to be living in stable situations, nearly one in five had moved house and around two in 15 had changed their local areas in the past 12 months. Some (about 12.5%) had also changed schools in the past year. No gender difference was observed in responses to all the questions except in the case of living with the same parents or carers.

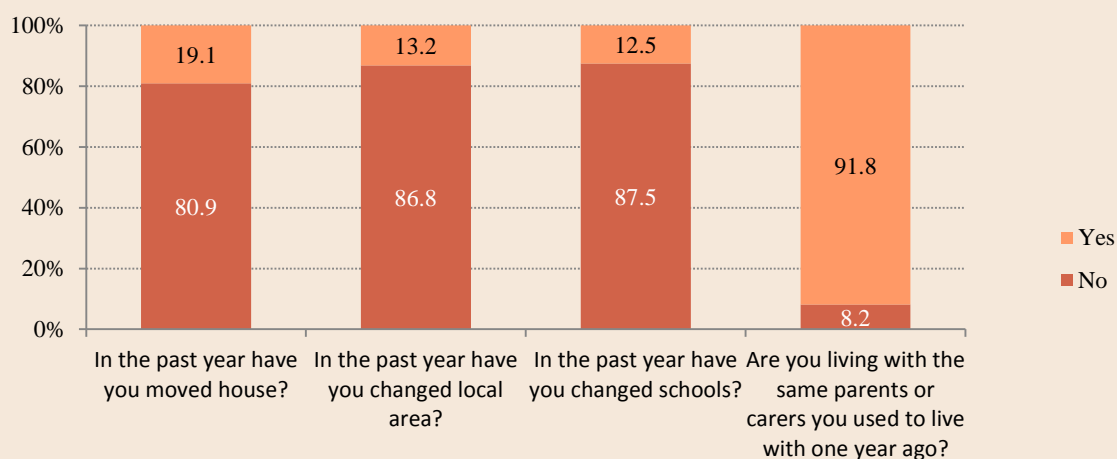


Figure 2.30: Change of house, local area, schools, and parents (10 and 12 year olds)

On other people's appreciation for them

Children aged 10 and 12 were asked to report how much they would like to be appreciated by other people during their adulthood in relation to their individual qualities. These questions are intended to solicit children's perspectives on social values which are important in building and keeping relationships and enhancing self-confidence and overall wellbeing. The values and qualities included in the assessment are: friendliness, relationships with people, money, power, family, personality, kindness, and image. The response options offered to children range from zero ('Not at all') to 10 ('Very much').

The overwhelming majority of children scored above five (the mid-point), which indicates their desire to be appreciated by other people in terms of the individual qualities mentioned above (see Table 2.18). Children would like to be appreciated more for their personal qualities than power and money, although a considerable proportion of them have mentioned these too.

Table 2.18: Children's desire to be appreciated by other people for some of their qualities (%) (10 and 12 year olds)

	Not at all	1	2	3	4	5	6	7	8	9	Very much
Your friendliness	1.5	0.5	0.5	0.8	1.7	6.4	3.8	6.2	11.0	13.4	54.3
Your relationships with people	1.2	0.3	1.0	0.9	1.2	5.2	5.2	6.4	11.7	18.0	48.9
Your money	7.8	1.3	1.8	1.7	2.9	5.8	5.3	7.0	11.9	12.4	42.1
Your power	4.1	1.2	0.9	1.6	1.9	6.0	5.1	7.9	12.0	17.3	41.9
Your family	1.6	0.1	0.8	1.5	1.1	5.9	3.6	7.5	11.2	16.2	50.4
Your personality	1.7	0.3	0.5	0.9	1.7	4.6	4.8	7.8	10.1	17.0	50.6
Your kindness	1.1	0.4	0.7	0.7	1.5	4.2	3.8	5.6	10.6	15.0	56.4

Other aspects of life

Children aged 12 were asked additional questions in relation to their feelings on different aspects of their lives not covered in the assessment so far. The questions included: appearance, daily responsibilities, relationships with people, choices about time use, learning, and expectations of the future. Children were asked to respond to the questions using an 11-point scale where zero denotes 'not at all agree' and 10 denotes 'totally agree'. As shown in Figure 2.31 below, the overwhelming majority of children scored above the mid-point for almost all feelings. However, considerable proportions of children scored below the mid-point for feeling lonely (45.4%), for liking the way they look (18%), and for having enough choices about how they spent their time (11.8%).

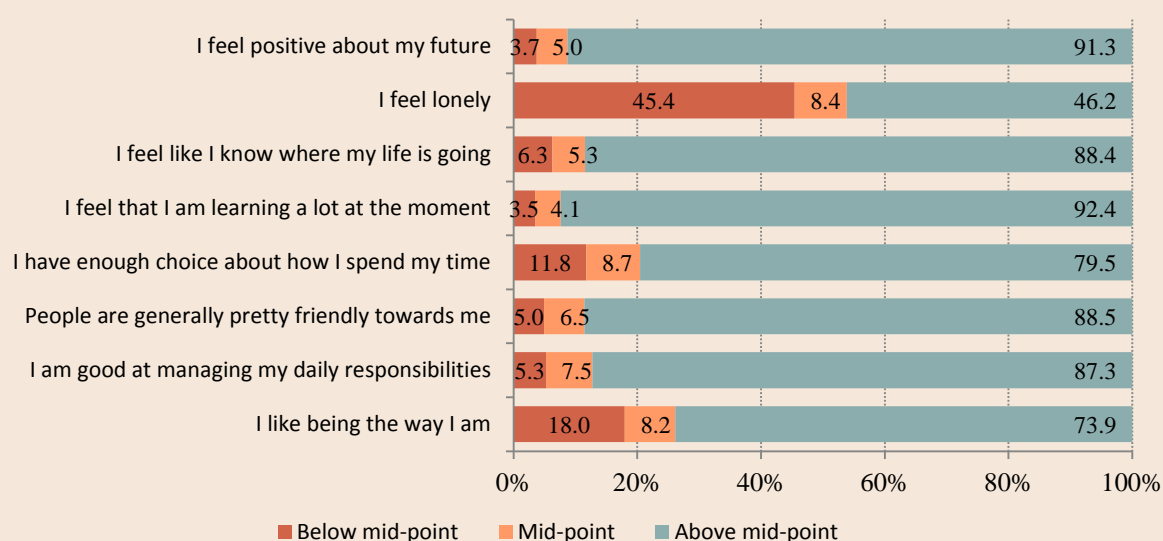


Figure 2.31: Feelings about some more aspects of life

Gender differences in the mean scores of the above aspects of life were examined. Statistically significant differences were observed for the feelings 'I like being the way I am', 'I am good at managing my daily responsibilities', 'I have enough choice about how I spend my time', and 'I feel

positive about my future'; girls were more likely to have positive feelings than boys in these aspects of life (Table 2.20).

Table 2.20: Mean score of feelings about some more aspects of life by gender (12 year olds)

	Boys	Girls
I like being the way I am	7.1	7.54
I am good at managing my daily responsibilities	8.06	8.37
People are generally pretty friendly towards me	8.13	8.28
I have enough choice about how I spend my time	7.48	7.91
I feel that I am learning a lot at the moment	8.66	8.77
I feel like I know where my life is going	8.23	8.38
I feel lonely	4.98	4.76
I feel positive about my future	8.56	8.83

The 12 year old children were asked to compare their feelings about themselves at the time of the survey with that of their 'Best' and 'Worst' moments of their whole lives using an 11-point scale where -5 indicates 'feeling bad as the WORST period in my life' and +5 indicates 'feeling good as the BEST period in my life'. The results are summarised in Figure 2.32 below. About three in ten children said that feel as good currently as the best period in their lives, while around 3% of the children reported they feel as bad about themselves at present as in the worst period of their lives. No gender differences ($p>0.05$) were found between the feelings of girls and boys.

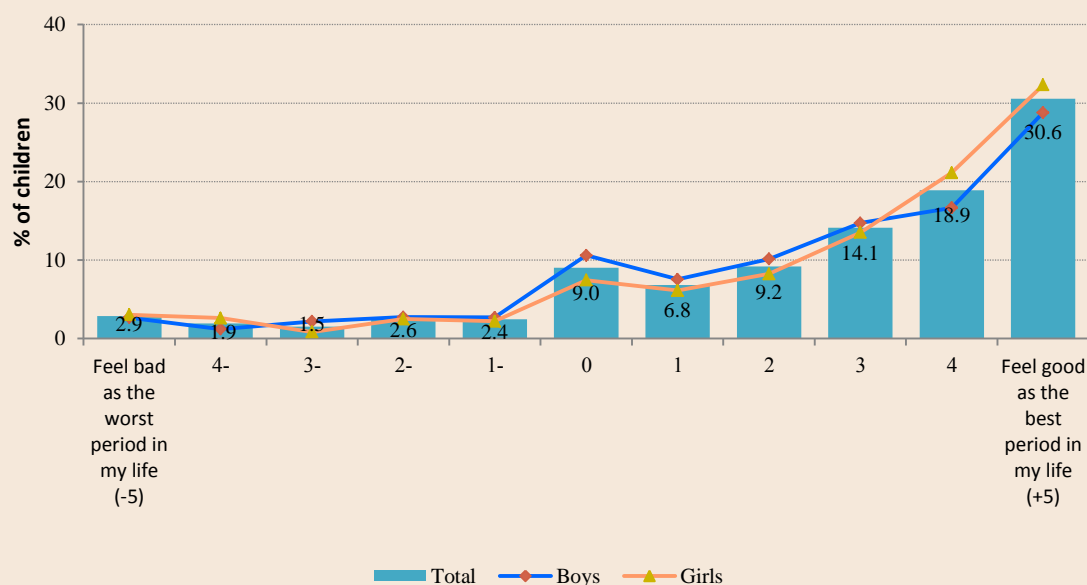


Figure 2.32: How the 12 age-old children feel about present period compared to the past

2.9 Overall subjective well-being

Below are six measurements used in Children’s World to quantify the children’s subjective well-being (detailed information about the scales can be found in the Methods section in the General Introduction on page 2).

Student Life Satisfaction Scale (SLSS)

For the SLSS, students were asked questions using a five point scale (I don’t agree (0), agree a little bit(1), agree somewhat (2), agree a lot and totally agree (4))for 8 year olds, and 11-point scales (which ranges from strongly disagree (0) to strongly agree (11)) for 10 and 12 year olds. The following five statements were used to indicate children’s satisfaction with their life: *my life is going well; my life is just right; I have a good life; I have what I want in life; and the things in my life are excellent*. The responses to all the five items summed, the mean calculated and the results transformed into a 0-100 scale, and presented in Figure 2.33 below. It can be concluded from the findings that a good number of children were generally satisfied with their lives. For example, around 80% of the children scored 60 or more out of 100.

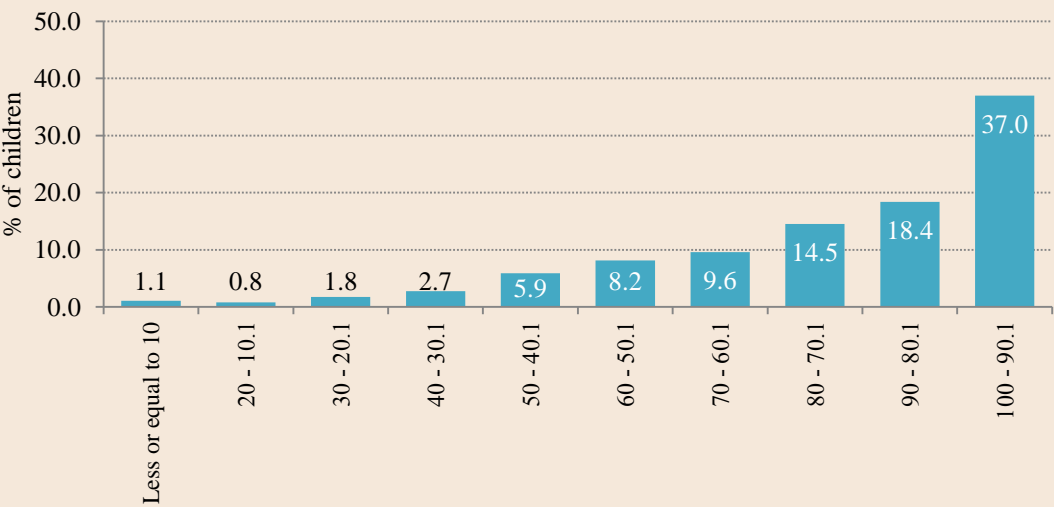


Figure 2.33: Distribution of SLSS scores (All ages)

There is a statistically significant difference in the SLSS mean scores for boys and girls, with girls being a little more satisfied with their overall lives than boys. Though there is no clear pattern, significant variation by age group was also observed. 8 year old children appeared to be less satisfied than the children in the other two categories (see Table 2.22).

Table 2.22: SLSS mean score by gender and age group

	Mean score (%)	Standard Deviation (SD)
All children	78.9	21.2
Boys	78.0	21.4
Girls	79.9	21.0
8 year-olds	74.9	23.7
10 year-olds	82.8	18.9
12year-olds	79.1	20.1

Brief Multidimensional Student Life Satisfaction Scale (BMSLSS)

In our study, BMSLSS has been used to evaluate students' life satisfaction, which is adapted from Seligson, Huebner & Valois (2003). The BMSLSS is a five-item measure in which each item denotes one of the five domains (specifically: *family, school, friends, self, and neighbourhood*). The five items are combined to obtain a total life satisfaction score. Unlike the original version an 11-point scale, from 'not at all satisfied' to 'totally satisfied' was used for the 10 and 12 year olds, and a five point emoticons scale for the 8 year olds. Here too the scale was transformed into 0-100 scale.

BMSLSS scores are presented in Figure 2.34 below. As can be seen, more than three-quarters of the children scored over 70. In fact, half of the children scored more than 90 showing high level of satisfaction with their lives.

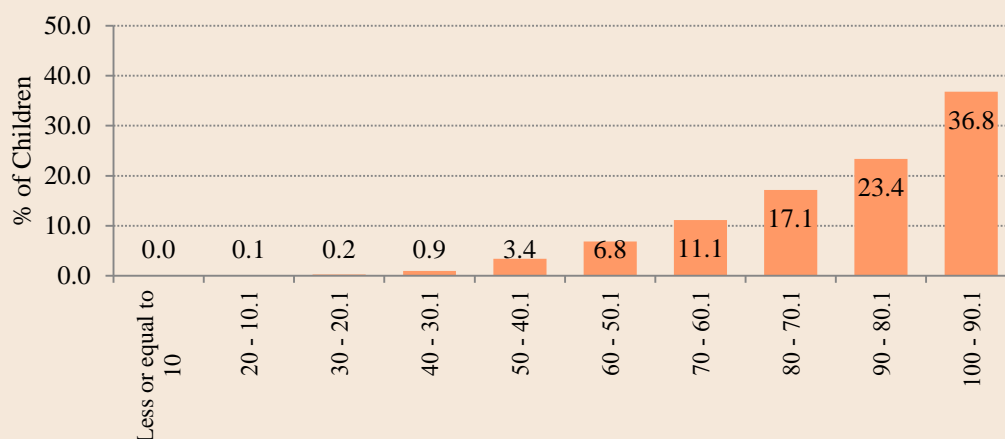


Figure 2.34: Distribution of BMSLSS scores (All ages)

Here also, there is a statistically significant gender difference in the BMSLSS mean scores, with girls being a little more satisfied with their overall lives than boys. A significant variation by age group was also noted and the 10 year olds were found to be more satisfied than the children in the other two groups (see Table 2.23).

Table 2.23: BMSLSS mean score by gender and age group

	Mean score (%)	Standard Deviation (SD)
All children	82.7	15.5
Boys	81.8	15.4
Girls	83.6	15.7
8 year-olds	81.1	16.7
10 year-olds	84.0	15.2
12 year-olds	83.1	14.6

Personal Well-being Index-School Children (PWI-SC7 and PWI-SC9)(only for 10 and 12 year-olds)

The original PWI scale contains seven items relating to satisfaction, each one corresponding to a quality of life domain: standard of living, health, life achievement, personal relationships, personal safety, community-connectedness, and future security (Cummins & Lau, 2005). Students aged 10 and 12 were asked how satisfied they are in each of the following things in their lives: about the *things they have, their health, things they want to be good at, relationships with people, doing things away from home*, and about *what may happen later in their lives*. An 11-point scale, from 'not at all satisfied' to 'totally satisfied' is used in the 10 & 12 age groups. Here too the scale was transformed into 0-100 scale

In addition to the PWI-SC's seven items, two additional items on aspects of life have been proposed in our study to obtain an extended PWI-SC9. The first one is *students' satisfaction with their time use*, and the other one is *their satisfaction with their life as a student*. Overall this version of PWI includes nine components of satisfaction.

As shown in Figure 2.35, the scores of both versions of PWI-SC are above 70 out of 100 for the majority of the children, indicating high subjective well-being. Gender variation in the mean scores was assessed and no significant difference was observed in the mean scores on both measures.

Table 2.24: Adapted Personal Well-being Index-School Children (PWI-SC) – 10 & 12 year olds only

	PWI-SC9		PWI-SC7	
	Mean score (%)	Standard Deviation (SD)	Mean score (%)	Standard Deviation (SD)
All children	82.2	13.6	80.9	14.4
Boys	81.7	13.8	80.5	14.5
Girls	82.7	13.4	81.3	14.2

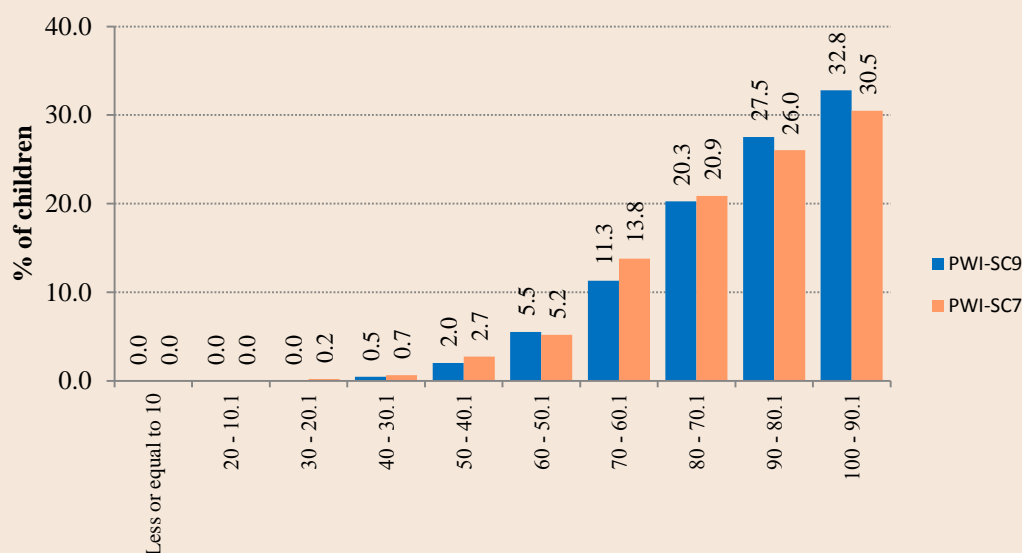


Figure 2.35: Distribution of Adapted PWI-SC scores (10 and 12 year olds)

Overall Life Satisfaction (OLS)

OLS is measured by one item - 'how satisfied are you with your life as a whole'. An 11-point scale, from 'not at all satisfied' to 'totally satisfied' is used for the 10 & 12 year olds, and a five point scale for the 8 year olds. The overall life satisfaction score is obtained by converting the results to a 0-100 scale.

The Overall Life Satisfaction (OLS) scale presented in Figure 2.36 also indicates high satisfaction of children in terms of their life as a whole: about 81% scored more than 70%.

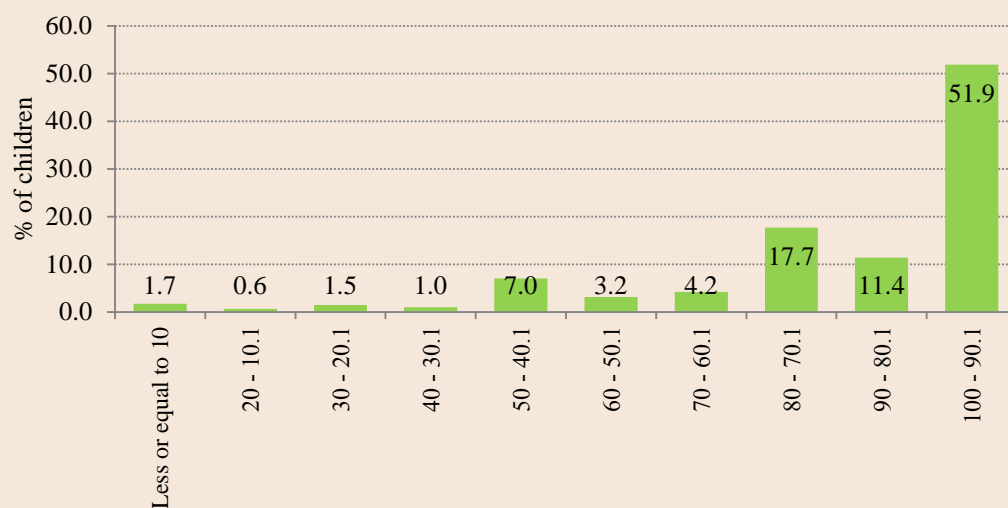


Figure 2.36: Distribution of OLS scores (All ages)

There is no significant gender difference in the mean scores on OLS. But significant age differences are observed, with a higher level of satisfaction amongst older children (Table 2.25).

Table 2.25: OLS mean score by gender and age group

	Mean score (%)	Standard Deviation (SD)
All children	85.0	21.4
Boys	84.6	21.3
Girls	85.4	21.5
8 year-olds	82.5	23.5
10 year-olds	86.2	21.4
12 year-olds	86.3	19.0

Positive affect (only for 10 and 12 year olds)

For this study six items describing different positive feelings and emotions have been considered (i.e. satisfaction, happiness, relaxed, active, calm, and full of energy) and an 11-point scale (from 'not at all' to 'extremely') was used for the 10 & 12 year olds to rate each of the six items. Each of the scores derived from the 11-point scale is then converted to 0-100 scale. Subsequently, the six items scores are combined and averaged to form the **Positive Affect scale**, which measures feelings and/or emotions

Figure 2.37 below presents the Positive Affect scale generated from this study. The level of positive affect in the past two weeks among both the 10 and 12 year olds was relatively high: about 79.4% of them scored more than 70%. There is no significant gender difference in the means scores (Table 2.26.).

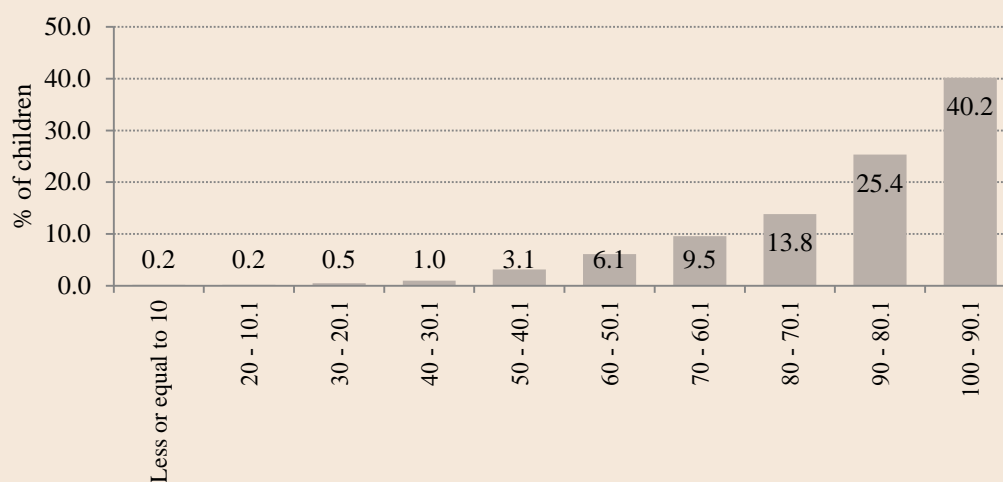


Figure 2.37: Distribution of Positive Affect scores (10 and 12 year olds)

Table 2.26: Positive Affect mean scores by gender

	Mean score (%)	Standard Deviation (SD)
All children	83.2	16.1
Boys	82.7	15.9
Girls	83.7	16.3

Happiness in the last two weeks

The 10 and 12 year old children were asked to rate their level of happiness during the most recent two weeks prior to the study using an 11-point scale (from 'not at all happy' to 'totally happy'). According to the findings, the mean score of happiness out of 10 was about 8.4, reflecting relatively happy children on the whole in the past two weeks. The findings also showed that girls and younger children were significantly more likely to be happy in their overall lives during the past two weeks than their counterparts (see Table 2.27).

Table 2.27 .Mean score of overall happiness during the last two weeks (10 & 12 year olds)

	10 year-olds	12 year-olds	Both
Boys	8.4	8.2	8.3
Girls	8.8	8.4	8.6
Both	8.6	8.3	8.4

3. Conclusions

This report provides interesting analysis on a range of aspects relating to children's wellbeing. From these analyses:

1. It can be concluded that the majority of children were satisfied with most aspects of their lives because: about 43-78% of the children were in agreement about most aspects of their home environment such as privacy and safety at home, availability of quiet places to study at home, consideration of children's views in the family, having good time with family and family care and relationships; most children were happy with the flat or home they live in, their family life and with the people they live with; nearly seven in ten children were most happy with all the things they have; the overwhelming majority of children were positive about their friends and most have enough friends; most children were most happy with people around them (their friends and people in their neighbourhood) and have good relationships with people in general; more than half of the children have enough places in their locality to play or to have a good time and around three in five feel safe when walking in their localities; the majority of the children were positive about their school environment: more than four-fifths of the children like to go to school, large proportions of children were positive about their teachers and their safety at school; large proportions of children never changed house, local area, schools, and parents/carers, reflecting satiability in these aspects of life; the great majority of children scored above the mid-point for their happiness with the way they look, the way they manage responsibilities, the amount of choices they have to spend their time; and most children also feel positive about their future.

2. Nonetheless, some children expressed their discontent with some of the above aspects of their lives. For example: 12.2% of children felt unsafe at home, 9% feel that their parents don't listen to them, and 31.7% don't have a quiet place to study at home; about 16.2% have no adequate places to play and or to have a good time, while 12.3% felt unsafe when walking in their localities; some children were not happy at all with the people around them (2.8% with their friends, 2.9% with people in their local area, and 2% with their relationships with people); around 7.9% felt unsafe at school and 3.1% don't think their teachers treat them fairly; about 3.1% of the children responded negatively about their friends and 4% don't have enough friends; some children were not stable with their lives (nearly one in five of children had moved house, around two in 15 children had changed their local areas, about 12.5% had also changed schools, and around one in 10 children moved to other caregivers or family over the past age).

3. Significant gender differences in satisfaction were observed for many aspects of life. Examples are: 'my parents/carers listen to me and take what I said into account' and 'my parents/carers treat me fairly', with girls being more likely to respond positively than boys; all the things they have - girls were happier with the things they have than boys; their friends, with boys being less likely to respond positively than girls; questions relating to taking classes outside school time, reading for fun, playing sports, and using computers, with boys being more likely to spend more time on these activities than girls; worries about their family's money - boys were significantly more likely to worry than girls.

4. Age variations were also found in children feelings in some aspects of their lives. In some case younger children appeared to be satisfied more than older children. In some others older

children were more likely to be satisfied than younger children. For instance, statistically significant differences in responses were observed by age group for the questions: having a quiet place to study and having a good time together with families and younger children appeared to respond positively in terms of having a quiet place to study and having a good time together with families or care givers than older children; there was also age disparity in responses to the statement 'my friends are usually nice to me', with younger children inclined to agree more than older children; statistically significant differences were found by age groups in the mean scores of responses to the statements 'my teachers treat me fairly' and 'I feel safe at school' and younger children appeared to respond positively than older children. Moreover, significant age variation was observed in relation to worries with the amount of money their families had and older children seemed to worry more than younger children.

5. Generally, as can be seen from Table 3.1 below, all measures of subjective well-being confirmed that children's overall life satisfaction level is higher with some disparities. Statistically significant difference in the SLSS mean scores for boys and girls was found, with girls being a little more satisfied with their overall lives than boys. Similarly significant gender variation in the BMSLSS mean scores was observed, with girls being a little more satisfied with their overall lives than boys. But, no measure gender variation in the mean scores of other measures was noticed.

Table 3.1: Mean scores of different life satisfaction measures

	Mean score (%)	Standard Deviation (SD)	% of children scored below the mid-point
SLSS	78.9	21.2	9.5
BMSLSS	82.7	15.5	3.2
PWI-SC9	82.2	13.6	2.0
PWI-SC7	80.9	14.4	3.2
OLS	85.0	21.4	4.7
Positive Affect	83.2	16.1	3.9

6. Finally, the study has a potential for further research and in-depth analysis to understand more on the subjective wellbeing of children. This report only focused on descriptive analyses and further in country in-depth analysis and comparative analyses across countries will follow.

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