



# Children's Worlds National Report

## Israel

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## 1. Introduction

This is an initial report of the results from the Children's Worlds survey conducted in Israel in late 2013 and early 2014. The aim of the report is to give a brief descriptive overview of the conduct and content of the survey and of key findings. Future reports will be aimed at a more detailed analysis of particular aspects of the survey in Israel, and comparing the results in Israel with those from other countries participating in the international project.

### 1.1 The Context of children's lives in Israel

#### *External influence*

Israel is located in the Mediterranean and is 22,072 square kilometer in size. It borders Lebanon, Syria, Jordan, and Egypt (Formal Peace agreements exist only with two of these neighboring countries – Jordan and Egypt). It is comparatively densely populated.

Israel's GDP per capita was \$36,151 in 2013<sup>1</sup>. The financial state of Israel is considered fairly good and stable, with unemployment rates reaching a low of 5.3% as of March 2015<sup>2</sup>. Yet, not all of its population is enjoying this financial stability. Inequality in Israel (as measured by the Gini Coefficient) is the highest among OECD countries<sup>3</sup>. Poverty rates are also high – 19.9% of households are considered poor, a rate which is one of the highest among OECD countries (Bank of Israel). Poverty rates among children are also high – 33.4% in 2011<sup>3</sup>. The rates of poverty and unemployment among Arab citizens (both adults and children) are substantially higher than among Jewish citizens.

Israel has a population of approximately 8.2 million. Most of Israel's residents are Jewish (75%), 17.4% are Muslims, 2% are Christian, 1.6% Druze, and about 4% have no religious affiliation. In terms of level of religiosity, out of the Jewish adult population about 43% are secular, 38% are "traditional" (only slightly religious), 10% are religious and 9% are very religious (ultra-orthodox). Due to the fact that religious and ultra –orthodox Jews tend to have large families, these proportions are slightly different among children.

In Israel, two formal languages exist: Hebrew and Arabic. All pupils are required to learn Hebrew, but not Arabic. This means that all Arab children know Hebrew, yet most Jewish children do not know Arabic.

Within Israeli society, there are different populations and growing up as children in each of these might be quite different. In Jewish secular and mildly religious society, children are quite a central aspect of life: most parents wish for a large family (average number of children in a family is 2.4, quite higher than OECD average) and adults go to great lengths to answer children's needs and desires. Middle and upper class families usually encourage children to participate in organized after-school activities (such as extra classes, sports or music lessons). In Jewish religious ultra-orthodox society, children from the age of three spend many hours in schools, which are separate for girls and boys. Most families are quite poor so after-school activities are rare. This society is very conservative

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<sup>1</sup> World Bank's website: <http://data.worldbank.org/indicator/NY.GDP.PCAP.CD>

<sup>2</sup> [http://www1.cbs.gov.il/reader/?MIval=%2Fcw\\_usr\\_view\\_SHTML&ID=417](http://www1.cbs.gov.il/reader/?MIval=%2Fcw_usr_view_SHTML&ID=417)

<sup>3</sup> [http://taubcenter.org.il/wp-content/files\\_mf/stateofthenationreport2014english24.pdf](http://taubcenter.org.il/wp-content/files_mf/stateofthenationreport2014english24.pdf)

and children are expected to respect adults. In Arab society, respecting adults and authority figures is also a central value.

Child labor is prohibited until age 15 (during Summer vacation, children are allowed to work if they are over 14 and only under certain conditions). There are more laws aimed at protecting working children, such as: Under the age of 16, it is prohibited to employ children during night time (22:00-08:00); Working adolescents must be paid at least minimum wage; Hiring child actors or children (under the age of 15) for appearing in commercials requires special approval.

Israeli media plays a major role in families' and children's life. Furthermore, the rate of children using social networking and smartphones is relatively high. Both parents and children are subject to intensive advertising campaigns to create new needs and huge budgets are devoted to selling children's products. Many children (middle and upper class families) own their own television, mobile phone and computer at early ages.

### *Family and Child Policies*

Political discussions in Israel tend to focus on either national security issues or on economic-social issues (housing issues, etc.). Child and family issues are not a main issue in these discussions. However, some people and organizations in Israel (such as the Israel's National Council for the Child) go to great lengths in order to put this issue "on the table".

Israel has laws guaranteeing free education for children (ages 3-18) and free dental care until the age of 12. Israel has a universal health insurance scheme and a universal child allowance system. However the child allowance was dramatically cut back in recent years and the amount paid to the parents for each child is roughly 45 dollars per month. Israel employs a paid maternity leave of 14 weeks (the father can receive some of these weeks instead of the mother) and an unpaid maternity leave (which secures the workplace) for up to one year. In some cities/towns with low socio-economic status children are given a hot meal for lunch and longer school days. However, only 150,000 children were eligible for this in 2009 and only 77% of them actually received it<sup>4</sup>.

Probably the most influential factor on children's life in Israel is the national dispute and the Arab-Israeli conflict. The ongoing dispute and the outbursts of violence have a major impact on both Jewish and Arab children as well as on the overall society. Further, Israel has witnessed a growing economic inequality to a level in which 1 in every 3 children in Israel is poor.

### *Education System*

The vast majority of students in Israel attend public schools. Compulsory free of charge education starts at age three (nursery education). At approximately age six, children begin attending elementary schools (grades 1-6, also compulsory and free of charge). Most children start middle school at 13 (grades 7-9) and high school at 16 (grades 10-12). Compulsory education ends at 18 (For Special Needs children it ends at 21). The staying on rate after the age of 17 in 2012 was 91.2% among Jewish students and 83.5% among Arab students. The school system at all grade levels includes three types of schools for Jewish children, according to level of religiosity (secular, religious and ultra-orthodox) and schools which teach in Arabic for Arab children. In general, students in elementary schools in Israel are not grouped in classes according to their academic abilities.

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<sup>4</sup> <http://www.knesset.gov.il/mmm/data/pdf/m02382.pdf>

All children in Israel have access to free education, including children whose parents are illegal immigrants. Sending children to school is obligatory, and parents who do not send their children to school are approached by officials and can be fined or even imprisoned for not upholding the law.

The education system is, unfortunately, quite unequal. According to the Israel's National Council for the Child<sup>5</sup> differing levels in socio-economic status are reflected in expenditure on education. In the lowest socio-economic level (level 1), local authorities' expenditure per pupil was 3,100 NIS. However, in the highest socio-economic level (level 10), local authorities' expenditure per pupil was 13,800 NIS.

### *Family environment*

Israeli society is still quite a conservative one, and the most typical family structure in the Israeli context is 'nuclear' - i.e. only parent(s) and children living in the same household, but there is a big diversity of situations. The average number of children in a family is 2.4, a figure which has remained stable since 2005.

Changes in family structure are quite common if parents' relationships end. Thus children live in a diverse range of family forms including lone parent, or parent and step-parent. It is also becoming increasingly common for children to spend some of their time living in two different homes when their two birth parents separate.

Approximately 3.5 of every 1000 children in Israel live away from their family because of serious concerns about the children's welfare<sup>6</sup>. In this case children may be placed in residential care (children's homes) or, less frequently, in foster care or in 'kinship care' (i.e. with other family members).

Most households live in apartments (63%), 11% live in apartments which have an attached garden or balcony to them, 14% live in private houses and 12% live in cottages. In terms of ownership of apartments, 68% of Israelis own an apartment/house<sup>7</sup>.

Some children help with household chores and some help babysit younger siblings. Girls are usually expected to help with both of these, more so than boys.

### *Everyday life*

Children in Israel stay between 5.5 and 6 hours a day at school until they are 12. They usually start at 8am, and finish at about 13:30. After school, approximately a third of the children (grades 6, 8 and 10) watch TV for more than four hours per day<sup>5</sup>. A significant proportion of children are "online" for many hours. In 2012, 83.9% of children aged 7-11 reported that they had accessed the internet; among 15-17 year olds, this figure reached 97.1%. Around half of children aged 7-12 report that they use the internet for 3-5 hours every day or almost every day<sup>5</sup>.

Many children spend additional time at school after school hours, because many schools offer "extra-school" activities in their buildings, which the family must pay for. Many children in Israel do also many out-of-school activities, most of them fee-paying, particularly because the job hours of their

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<sup>5</sup> <http://www.children.org.il/Files/File/SHNATON/%20%202012.pdf>

<sup>6</sup> <http://www.children.org.il/Files/File/SHNATON/%20%202012.pdf>

<sup>7</sup> [http://www.cbs.gov.il/www/hodaot2015n/15\\_15\\_016b.pdf](http://www.cbs.gov.il/www/hodaot2015n/15_15_016b.pdf)

parents do not allow them to go back home so early. Children from more wealthy families usually have access to more and higher quality extra-school activities, and additionally more educated families usually give higher importance to the so called “educational leisure activities”. After school activities are much less common among lower class children, although some government programs and NGO's offer after-school activities to these children. Most children have their say choosing what extra-school or out-of-school activities they want to attend, and they usually enjoy them.

### *Unequal Childhoods*

Inequality is a growing social problem. Poverty rates are also high – 18.6% of families are considered poor<sup>8</sup>, a rate which is one of the highest among OECD<sup>9</sup>. Poverty rates among children are even higher – 30.8% in 2013<sup>8</sup>. The rates of poverty and unemployment among Arab citizens (both adults and children) are substantially higher than among Jewish citizens.

### *Children's Rights*

Israel is a signatory of the UN Charter on the Rights of the Child. Israel's National Council for the Child (an NGO) has operated an Ombudsman for Children and Youth since 1990:

[http://www.children.org.il/index\\_eng.asp](http://www.children.org.il/index_eng.asp)

## **1.2 Sampling: Strategy and outcome**

The Israel study was designed to achieve a nationally representative sample of children in school from 2<sup>nd</sup> grade (mainly ages 7 to 8), 4<sup>th</sup> grade (mainly ages 9 to 10) and 6<sup>th</sup> grade (mainly ages 11 to 12) with an aim of 1,000 children in each group. The primary sampling unit was elementary schools. First, a complete list of schools in Israel was stratified according to religiosity/ethnicity (i.e. schools for Jewish children or schools for Arab children). These two groups were each stratified: the first according to religiosity level among Jewish children (three strata), the second according to religion of Arab children (four strata). A third stratification was made according to geographical districts (7 geographical districts, taking into consideration the proportion of the specific population in each district). Within each stratum schools were selected randomly, with the aim of achieving a target of 40 schools (in total). Within each selected school, one class group from each of the three grades was randomly selected. The survey began in late 2013 and was completed by June 2014.

Table 1 summarizes the resulting sample. After data cleaning, the survey data set contained questionnaires from a sample of 2977 children. There were more children in grades 2 and 4 than in grade 6.

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<sup>8</sup> [http://www.btl.gov.il/Publications/oni\\_report/Documents/oni2013.pdf](http://www.btl.gov.il/Publications/oni_report/Documents/oni2013.pdf)

<sup>9</sup> <http://stats.oecd.org/Index.aspx?QueryId=47991>

Table 1: Achieved sample (Numbers)

	All	Stratum						
		1	2	3	4	5	6	7
<b>2<sup>nd</sup> Grade</b>	1004	472	93	112	24	46	33	224
<b>4<sup>th</sup> Grade</b>	1023	482	90	134	28	45	21	223
<b>6<sup>th</sup> Grade</b>	950	502	67	75	28	49	29	200
<b>Total</b>	2977	1456	250	320	80	140	83	647

Weights have been applied to the sample used in the analysis so that the proportion of children in the data set in each stratum is equivalent to the proportion of children in that stratum in the population. The resulting numbers are shown in Table 2.

Table 2: Weighted sample (Numbers)

	Total	Stratum						
		1	2	3	4	5	6	7
<b>2<sup>nd</sup> Grade</b>	886	443	97	106	22	44	22	151
<b>4<sup>th</sup> Grade</b>	988	494	109	119	25	49	25	168
<b>6<sup>th</sup> Grade</b>	926	463	102	111	23	46	23	157
<b>Total</b>	2800	1400	308	336	70	139	70	476

The questionnaire was translated into Hebrew and Arabic, in the Jewish schools the Hebrew version was used and the Arab version was used in the Arabic schools.

### 1.3 Note on statistical analysis

All differences referred to in the document have been subject to statistical testing. Where differences are noted as significant they relate to a p-value below 0.01. Differences described as marginally significant refer to p-values between 0.01 and 0.049. However at this stage, although the data has been weighted, the analysis does not take into account the design effect of clustering in the sample due to children being surveyed in class groups in schools. Taking this factor into account will not affect the descriptive statistics but is likely to affect the significance levels for statistical tests.

## 2. Results

### 2.1 The participants

#### Age and gender

The children's age in the entire sample ranged from 7 to 13 years old. 2<sup>nd</sup> grade were mainly 7 and 8 year olds although seven children were aged 9. 4<sup>th</sup> grade were mainly 9 and 10 year olds although there were some children aged 8, 11 and one child aged 12. 6<sup>th</sup> grade consisted mainly of 11 and 12 year olds, though twelve children were aged 10 and seventeen children aged 13. The sample is not representative by age so will be analysed by year group from here on: to maintain consistency across the countries' reports we will name the 2<sup>nd</sup> grade children "8-year-olds" group, the 4<sup>th</sup> grade children "10-year-olds" group, and the 6<sup>th</sup> grade children "12-year-olds" group. 49% of the children in the sample were boys and 51% were girls.

Table 3: Age by gender (Numbers)

	7 years old	8 years old	9 years old	10 years old	11 years old	12 years old	13 years old	Total
Boy	207	216	235	210	290	191	11	1360
Girl	266	180	309	195	315	142	6	1413
Total	473	396	544	405	605	333	17	2773

#### Country of birth

87 children (3.1%) in the sample were not born in Israel.

### 2.2 Your home and the people you live with

Questions about which people children lived with were only asked of children in age groups 10 and 12. Also, due to cultural differences both Arab and Ultra-Orthodox Jewish children were not asked some of these questions. The figures refer to the children who were asked.

In the 10 and 12 age-groups, all but 5.9% of children said that they always (54.4%) or usually (39.7%) sleep in the same home. 99% lived with their family. The remainder lived in foster care, or in a children's home. In the first home: 89.5% lived with both parents, 5.4% lived with a lone mother, 3.4% lived with their mother and her partner, and 1.6% lived with their father and his partner. 91% reported living in one home only. In the second home 3.4% of the children lived with their mother, 0.8% with the mother's partner, 4% with both mother and father, 51.6% with their father, 32% with their father and his partner, 1.8% with father's partner, 14.6% with both grandparents, 5.1% with grandmother, 1.6% with grandfather and 2.9% with other adults. These figures add up to more than 100% as there are some households in which several of these adults are living together. 8.6% of the children in these two age-groups levels were not living with siblings or other children.

There were five questions about children's views on the home and the people they live with. The results are summarized in Table 5. Children were most likely to agree with the statement 'I feel safe

at home' and least likely to agree with 'I have a quiet place to study at home'. Table 5 presents variations in responses by age to these questions. Additional variables were also tested; mixed findings regarding gender were found: in the 8 years-old age-group girls feel that their parents treat them fairly, more so than boys. No variations in responses by gender were found in the 10 years-old age group, however, in the 12 years-old age group girls felt that their parents listened to them, more so than boys and also reported having more good time together as a family. Also, in the 8 year-old age group: girls feel (marginally significant) safer at home, feel more listened to by parents, and have more good time together as a family. For all ages, Arab children reported feeling safer, having more quiet places to study at home, spending more good time together with their families (except for the 8 year-old age group), but the older children (age groups 10 and 12) also reported feeling less listened to by parents than their Jewish counterparts (only marginally so in the 12 year-old age group). In the three age groups, materially deprived children were less satisfied on all items (except for being treated fairly in the 8 year-old age group, and feeling safe in the 12 year-old age group was only marginally significant). High material deprivation meant 2-4 items lacked in 8 year olds (out of 5 items), and 3-9 items lacked in 10 and 12 year olds (out of 9 items).

Table 4: Home and family (all age groups) (%)

		I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
<b>I feel safe at home</b>	<i>8 years old</i>	4.6	5.0	6.2	9.1	75.2
	<i>10 years old</i>	.6	2.6	5.2	12.3	79.4
	<i>12 years old</i>	.4	1.2	2.1	9.9	86.4
<b>I have a quiet place to study at home</b>	<i>8 years old</i>	11.9	8.6	14.5	14.9	50.1
	<i>10 years old</i>	7.2	8.0	14.1	17.9	52.7
	<i>12 years old</i>	2.9	4.7	14	17.3	61.1
<b>My parents/carers listen to me and take what I say into account</b>	<i>8 years old</i>	5.0	7.0	11.6	15.1	61.3
	<i>10 years old</i>	2.7	4.7	12.8	15.3	64.5
	<i>12 years old</i>	.8	1.6	8.5	17.8	71.2
<b>My parents/carers treat me fairly</b>	<i>8 years old</i>	5.8	6.5	9.8	10.2	67.8
	<i>10 years old</i>	3	3.2	7.7	17.7	68.5
	<i>12 years old</i>	1.4	1.6	6.9	15.4	74.7
<b>We have a good time together in my family</b>	<i>8 years old</i>	4.6	3.5	6.8	11.9	73.2
	<i>10 years old</i>	2.1	4.4	8.1	18.1	67.2
	<i>12 years old</i>	1.4	3.0	7.7	16.1	71.8



Table 5: Variations in questions about home and the people you live with (All age groups) (Means)

	Feel safe	Place to study	Parents listen	Parents fair	Good time together
<b>8 years old</b>	3.45	2.83	3.21	3.28	3.46
<b>10 years old</b>	3.67	3.01	3.34	3.46	3.44
<b>12 years old</b>	3.81	3.29	3.57	3.6	3.54

Table 6 summarizes the results of three questions about time spent with family. For all ages, talking together is much more common than learning together.

Table 6: Frequency of time spent with family in the past week (all age group) (%)

		Not at all	Once or twice	Most days	Every day
<b>Talk together with your family</b>	<i>8 years old</i>	3.8	12.2	20.7	63.3
	<i>10 years old</i>	1.8	10.9	22.0	65.3
	<i>12 years old</i>	2.4	8.5	23.7	65.4
<b>Have fun together with your family</b>	<i>8 years old</i>	5.3	15.7	31.8	47.1
	<i>10 years old</i>	6.6	15.6	35.8	42
	<i>12 years old</i>	3.4	19.2	40.2	37.2
<b>Learn together with your family</b>	<i>8 years old</i>	16.4	18.5	19.8	45.3
	<i>10 years old</i>	15.1	18.9	28.9	37.1
	<i>12 years old</i>	17.7	27.9	30.6	23.8

Table 7 compares the mean scores of the above questions about time spent with family, and more differences among sub groups of the sample were explored. In the 8 year-old age group girls reported that their families talk together and have fun together, more than the boys. There were no differences for gender in the 10 year-old age group, but in the 12 year-old age group girls reported having more fun together as a family than boys. Arab children of all ages reported that their families have fun and learn together more than Jewish children (in 10 and 12 age groups they also reported they talked together more). High material deprivation in all ages was related to less talking together and to having less fun together as a family (last finding marginally significant in the 8 year-old age group) and less time spent learning together (in age groups 10 and 12).

Table 7: Variations in time spent with family (All age groups) (Means)

	Talk together	Have fun together	Learn together
<b>8 years old</b>	2.44	2.21	1.94
<b>10 years old</b>	2.51	2.13	1.88
<b>12 years old</b>	2.52	2.11	1.60

The next set of questions covered satisfaction with family life. Children in the 8 year-old age group were asked to respond on a five point emoticons scale. Table 8 summarizes the results using a score from zero to four where zero represents the mostly unhappy face and four represents the happiest face. There were very high levels of satisfaction - higher for 'Your family life' than 'All the other people in your family'. There was no significant difference in satisfaction by gender for most of these questions, except for 'satisfaction with the people you live with' – in which case girls were more satisfied than boys. There were significant differences according to ethnicity: Arab children were more satisfied than Jewish children regarding the people they live with, however they were less satisfied with 'All the other people' in their families. Higher material deprivation was related to less satisfaction with house and marginally related to less satisfaction with people you live with and family life.

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

	0	1	2	3	4
<b>The house or flat where you live</b>	2.3	1.5	5.4	14.1	76.8
<b>The people you live with</b>	2.4	2.5	7.2	17.5	70.4
<b>All the other people in your family</b>	4.1	1.8	6	15.3	72.8
<b>Your family life</b>	1.2	3.1	3.8	13.5	78.4

A similar pattern was observed for children in the 10 and 12 age groups – very high levels of satisfaction, higher for 'The people you live with' than for 'All other people in your family'. This is shown in Table 9 which shows responses on the 11-point scale used in the questionnaire where zero represents 'Not at all satisfied' and ten represents 'Totally satisfied'.

Table 9: Satisfaction with home and the people you live with (10 and 12 years old) (%)

		0	1	2	3	4	5	6	7	8	9	10
<b>The house or flat where you live</b>	10 Y.O	1.6	.8	.2	.8	.9	4.8	2	3.1	6.9	8.8	70.1
	12 Y.O	1.0	.4	.1	1.0	.5	1.6	1.8	4.7	8.5	10.5	70
<b>The people you live with</b>	10 Y.O	.9	.4	.3	.2	.6	2.2	3.1	2.6	4.6	8.4	76.7
	12 Y.O	1.8	0.0	.1	.6	.4	2.0	1.5	2.4	3.8	7.8	79.6
<b>All the other people in your family</b>	10 Y.O	3.5	.4	.6	.5	.8	5.4	1.4	1.6	5.2	10.5	70.1
	12 Y.O	6.1	0.0	0.0	.2	.2	2.4	.9	2.4	5.7	13.3	68.1
<b>Your family life</b>	10 Y.O	1.1	0	.2	.6	.8	2.2	1.5	2.2	3.7	8.8	79
	12 Y.O	1.1	.2	.1	.7	.3	1.8	1.6	3.0	5.6	10.3	75.2

There were some variations in satisfaction with these aspects of family life by gender – girls in the 10 year-old age group were more satisfied with the people they lived with (also found in the 12 year-old age group) and with all other people in the family. Differences were observed also in regard to ethnicity: Arab children in the 10 year-old age group were more satisfied than Jewish children with the people they lived with, however they were less satisfied with all the other people in their families (also found in the 12 year-old age group). Arab children in the 12 year-old age group were more satisfied with their houses than Jewish children. In the 10 year-old age group higher material deprivation was related to less satisfaction on all items, except for 'All the other people in your family'. In the 12 year-old age group there was similar variation according to material deprivation (as shown in Table 10). High material deprivation meant 3-9 items lacked in 10 and 12 year olds (out of 9 items).

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

	10 years old		12 years old	
	Low Material Deprivation	High Material Deprivation	Low Material Deprivation	High Material Deprivation
<b>The house or flat where you live</b>	9.25	8.35	9.47	8.80
<b>The people you live with</b>	9.50	8.81	8.92	8.57
<b>All the other people in your family</b>	8.98	8.67	9.56	8.63
<b>Your family life</b>	9.62	8.78	9.35	8.62

## 2.3 Money and things you have

Children were asked a set of questions about things they have – a shorter list was used for the 8 year-old age group. 58.1% of the 8 year-old age group had each of the items. 9.4% of the 8 year-old age group did not have a family car and on average almost 20% of children in the 10 and 12 age-groups did not have a mobile phone.

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

	8 years old	10 years old	12 years old
Mobile phone	-	77.0	83.7
Own room	-	66.2	74.5
Books to read for fun	-	94.0	92.2
Own stuff to listen to music	-	74.4	86.7
Clothes in good condition to go to school	97.7	98.6	98.4
Access to a computer at home	91.0	92.9	96.0
Access to the Internet	88.9	92.3	95.6
Family car for transportation	90.6	91.7	92.6
Television that can use	94.3	97.1	96.7

Table 12 shows the proportion of lacking items. Among 8 year olds 18.2% lacked at least one out of the five items and among 10 and 12 year olds 59.3% (on average) of the children lacked at least one of the nine items.

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

	8 years old lacking out of 5 items	10 years old lacking out of 9 items	12 years old lacking out of 9 items
None	58.1	36.0	45.3
One	18.2	22.8	21.3
Two	8.0	13.8	11.8
Three	13.0	7.6	4.4
Four	2.4	7.8	8.7
Five or more	0.3	12.0	8.6
Total	100	100	100

Table 13 shows the variation in the proportion of items lacking. There were no variations by gender for the 8 and 10 age-groups, but a difference was noted regarding the 12 year-old age group in which

boys tended to lack more items than the girls. In terms of ethnicity, no difference was found among 12 year olds. However, in the 8 and 10 age-groups Jewish children reported higher deprivation than Arab children.

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

		8 years-old (out of 5 items)	10 years-old (out of 9 items)	12 years-old (out of 9 items)
<b>Gender</b>	<i>Boy</i>	.87	1.8	1.59
	<i>Girl</i>	.83	1.64	1.21
<b>Ethnicity</b>	<i>Jews</i>	.98	1.82	1.4
	<i>Arabs</i>	.48	1.45	1.42
	<i>All</i>	.84	1.72	1.41

The majority of children were happy with the things they had - 83.3% of the 8 year-old age group scored the maximum, and only 1.2% scored minimum level of satisfaction. Among the 10 and 12 age-groups, 74.5% of children scored the maximum and only 0.6% reported being totally dissatisfied with the things they have. In all three age groups, there was no variation by gender in the mean level of happiness with things you have. However, Arab children in the 8 year-old age group were less happy than Jewish children, despite the fact that they lacked fewer items, in the 10 and 12 age-groups there were no difference between Jewish and Arab children. As can be expected, higher material deprivation in all three age groups was related to less satisfaction with 'things you have' (Table 14).

Table 14: Variations in satisfaction with the things you have (all age groups) (Means)

		8 years old <sup>1</sup>	10 years old <sup>2</sup>	12 years old <sup>2</sup>
<b>Gender</b>	<i>Boy</i>	3.77	9.34	9.34
	<i>Girl</i>	3.73	9.43	9.48
<b>Ethnicity</b>	<i>Jews</i>	3.78	9.37	9.46
	<i>Arabs</i>	3.66	9.43	9.28
	<i>All</i>	3.75	9.39	9.41

1. 5-point scale

2. 11-point scale

Children in the 12 year-old age group were also asked about receiving pocket money and a set of questions about their household's current economic status – employment of adults and worrying about their financial situation. Just over a fifth (21.6%) of the children did not get pocket money, but 33.8% get pocket money every week. 12.2% get pocket money every month, and 32.3% of the children reported they get pocket money irregularly. 5.1% of children had no adult employed in their family, 15.7% had one employed adult they lived with and 56.2% had two. 22.9% had more than two employed adults.

A significant difference by ethnicity was observed: Arab children had fewer adults with a paid job ( $M=1.79$ ) than Jewish children ( $M=2.03$ ). Interestingly, children with higher material deprivation had the same number of working adults as children with lower material deprivation. This strengthens the notion that in Israel, being involved in the workforce does not guarantee exiting poverty. High material deprivation meant 2-4 items lacked in 8 year olds (out of 5 items), 3-9 items lacked in 10 and 12 year olds (out of 9 items).

Table 15: Frequency of worrying about how much money the family has (all age group) (%)

		Never	Sometimes	Often	Always
<b>Worrying about how much money the family has</b>	<i>8 years old</i>	38.3	18.7	9.2	33.7
	<i>10 years old</i>	52.9	24.4	10.4	12.3
	<i>12 years old</i>	51.4	27.8	9.3	11.4

In terms of worrying about how much money the family has, Arab 12 year old children reported being more worried ( $M=1.01$ ) than Jewish children ( $M=.74$ ) and the same trend emerged among Arab 10 year olds ( $M=.99$ ) when compared to Jewish children ( $M=.76$ ). No such difference was found for 8 year old Arab and Jewish children. Among 10 year-old children, high material deprivation was related to more worrying ( $M=1.02$ ) when compared to children reporting low material deprivation ( $M=.75$ ). In ages 8 and 12, no differences were found between children according to material deprivation.

## 2.4 Your friends and other people

Views about friends were very positive. Over half (58.6%) totally agreed that their friends were usually nice to them and 72.9% totally agreed that they had enough friends. There was no significant variation in answers to the above questions by gender (in all age groups). In all ages, Arab children reported that their friends are nicer to them when compared to Jewish children. In all age groups, children lacking more items reported lower scores on both aspects regarding friendships, when compared to children lacking fewer items.

Table 16: Friends (all ages) (%)

		I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
<b>8 Y.O</b>	My friends are usually nice to me	5.0	5.8	10.2	12.8	66.1
	I have enough friends	6.6	2.9	8.0	10.7	71.8
<b>10 Y.O</b>	My friends are usually nice to me	2.3	5.3	14.9	20.2	57.1
	I have enough friends	4.4	3.3	7.3	12.2	72.7
<b>12 Y.O</b>	My friends are usually nice to me	2.0	4.2	12.7	28.4	52.7
	I have enough friends	2.4	2.8	7.1	13.5	74.2

Satisfaction with friends was high with 70.5% scoring the maximum in the 8 year-old age group. Satisfaction with people in the area was not as high - 54.1% scored the maximum, and 55.1% scored the maximum on your relationships with people in general. There was no difference in the satisfaction with friends between girls and boys in the 8 year-old age group. In the 12 year-old age group, girls were more satisfied than boys regarding the people in their area and their relationships with people in general. In the 8 year-old age group, Arab children were more satisfied with their relationships with people in general.

In the 10 year-old age group, there were no differences between Arab and Jewish children. In the 12 year-old age group, Arab children were more satisfied with their friends than Jewish children. Higher material deprivation in the 8 and 10 age-groups was related to lower satisfaction on all three items and in the 12 year-old age group was related to lower satisfaction with the people in the area and with relationships in general. In the 12 year-old group there seems to be a drop in satisfaction with friends and with the people in the area. This requires further research.

Table 17: Satisfaction with friendships and other relationships (8 years old) (%)

	0	1	2	3	4
<b>Your friends</b>	3.2	2.1	4.5	19.7	70.5
<b>The people in your area</b>	5.3	3.5	13.7	23.4	54.1
<b>Your relationships with people</b>	5.7	3.9	14.9	20.4	55.1

Table 18: Satisfaction with friendships and other relationships (10 and 12 years old) (%)

		0	1	2	3	4	5	6	7	8	9	10
<b>10 Y.O</b>	Your friends	1.6	.2	.9	.9	1.1	4.4	3.4	5.5	9.3	9.6	63.2
	The people in your area	4.4	.5	.9	1.9	1.4	6.0	2.8	5.4	6.0	13.0	57.7
	Your relationships with people	2.2	.4	.3	.8	1.5	5.0	2.8	5.3	7.1	14.6	60.1
<b>12 Y.O</b>	Your friends	.6	.5	.7	.2	1.8	3.9	2.0	5.5	12.7	18.5	53.6
	The people in your area	4.2	.8	1.2	1.8	2.2	5.9	2.7	7.5	11.8	14.8	47.0
	Your relationships with people	.7	.2	.6	1.0	.7	3.1	2.1	4.7	8.6	18.4	60.0

The majority of children talked together with their friends every day and almost half (averaging the three age groups) had fun together every day. But 33.3% never met to study together.

Table 19: Frequency of spending time with friends in the past week (all age groups) (%)

		Not at all	Once or twice	Most days	Every day
<b>Talk together</b>	8 years old	6.4	12.3	23.7	57.6
	10 years old	3.7	10.5	24.6	61.2
	12 years old	3.7	7.2	19.3	69.9
<b>Have fun together</b>	8 years old	6.6	14.9	22	56.6
	10 years old	6.9	12.6	33.6	46.9
	12 years old	5.1	17.5	31.7	45.8
<b>Meet to study together</b>	8 years old	39.2	22.4	15.9	22.5
	10 years old	29.6	31.9	22.1	16.5
	12 years old	31	38.7	20.6	9.6

There were some gender and age differences in response to the above questions. Children in the 12 year-old age group tended to talk together with friends outside school more frequently (69.9% did so every day) than children in the 10 year-old age group (61.2% every day) or the 8 year-old age group (57.6%) – see Figure 1.

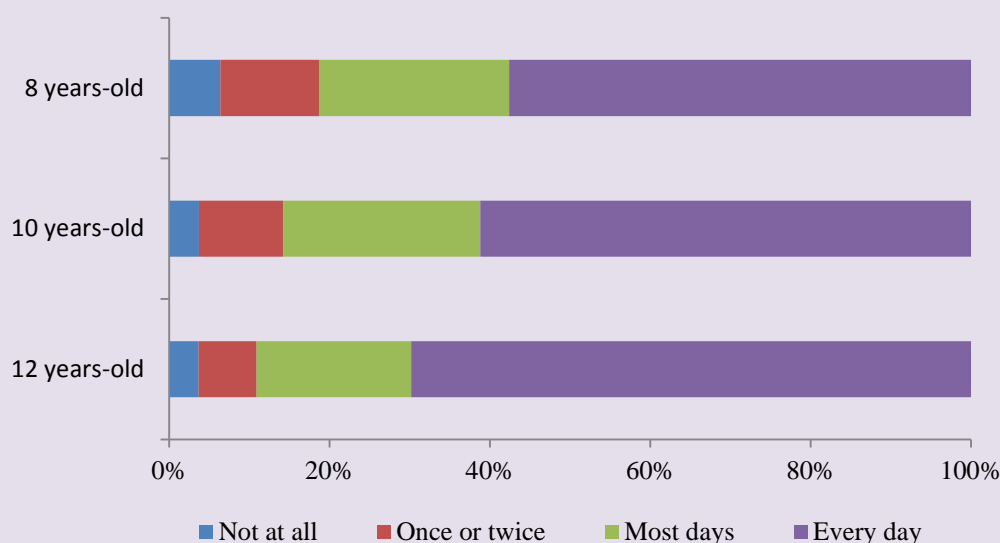


Figure 1: Frequency of talking with friends outside school by age group (All age groups) (%)

In the 8 year-old age group, girls tended a little more frequently to study together with friends and to talk with friends. Girls talking together more than boys was a marginally significant finding in the 10 year-old age group. In the 12 year-old age group, girls studied together more than boys. In all three age-groups, Arab children studied together more than Jewish children and in the 10 and 12 age groups they also had more fun together than Jewish children. In the 12 year-old age group Arab children also talked together more than Jewish children. Material deprivation in all three age groups



was related to friends talking less together and having less fun together, and in the 12 year-old age group also to less studying together.

## 2.5 The area where you live

Children generally had a high degree of satisfaction with their local area. 74.1% agreed a lot or totally with the statement 'In my area there are enough places to play or to have a good time' and 75% agreed a lot or totally with the statement 'I feel safe when I walk around the area I live in'.

Table 20: Views about local area (all age groups) (%)

		I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
<b>In my area there are enough places to play or to have a good time</b>	<i>8 years old</i>	8.1	6.2	8.1	11.3	66.3
	<i>10 years old</i>	6.1	5.5	15	15.9	57.6
	<i>12 years old</i>	6.3	7.4	14.9	21	50.4
<b>I feel safe when I walk in the area I live in</b>	<i>8 years old</i>	9.3	7.1	9	11.4	63.2
	<i>10 years old</i>	6.8	6.5	10.1	16.8	59.8
	<i>12 years old</i>	5.5	5.5	15.1	18.3	55.6

There is some variation by gender and ethnicity. There was no variation according to gender in the 8 year-old age group, but in the 10 year-old age group boys were more dissatisfied with 'places to play'. In the 8 and 10 age groups, Arab children reported having less places to play than Jewish children. In these age groups, there are also variations according to material deprivation. Children with higher material deprivation were also less likely to agree with these questions. This possibly suggests a link between poverty and local area well-being. In the 12 year-old age group there were no variations in views about area by ethnic background, however there was variation in accordance with material deprivation. Materially deprived children felt less safe to walk in their areas and were less satisfied with places to play. Interestingly, at the 12 year-old age group (as opposed to the age groups 8 and 10) girls feel less safe than boys to walk in the area they live in (marginally significant).

Table 21: Variation in views about area (All ages) (Means)

		Enough places to play or to have a good time			I feel safe when I walk in the area I live in		
		8 Y.O	10 Y.O	12 Y.O	8 Y.O	10 Y.O	12 Y.O
Gender	Boy	3.19	3.03	3.02	3.11	3.22	3.23
	Girl	3.24	3.24	3.02	3.11	3.11	3.04
Ethnicity	Jewish	3.29	3.20	3.03	3.14	3.18	3.13
	Arab	3.02	2.97	2.99	3.06	3.11	3.15
Deprivation	Low	3.23	3.25	3.08	3.15	3.29	3.2
	High	2.73	2.83	2.78	2.16	2.82	2.87
	Total	3.21	3.14	3.02	3.12	3.16	3.13

75.6% of the 8 year-old age group are completely satisfied with the area they live in, 54.1% by how they are dealt with by doctors and 60.1% by the outdoor areas they can use. There is no difference in these responses between boys and girls. There were, however, significant differences related to ethnic background. Arab children as well as materially deprived children were less satisfied with the area they live in general and the outdoor areas children can use. Materially deprived children were also slightly less satisfied with how they are treated at the doctors (marginally significant). Children in 10 and 12 age-groups are more satisfied with the area they live in general and they are least satisfied by the outdoor areas children can use.

Table 22: Satisfaction with local area (8 years old) (%)

	0	1	2	3	4
How you are dealt with at the doctors	7.9	4.4	13.4	20.2	54.1
The outdoor areas children can use in your area	8.0	5.2	10.5	16.2	60.1
The area you live in general	2.6	2.7	5.7	13.4	75.6

Table 23: Satisfaction with local area (10 and 12 years old) (%)

		0	1	2	3	4	5	6	7	8	9	10
10 year old	How you are dealt with at the doctors	1.9	.5	.1	1.1	.8	5.1	3.3	4.2	7.9	9.1	66.2
	The outdoor areas children can use	9.7	.9	1	2.6	2.4	5.8	3.0	6.8	7.8	10.4	49.7
	The area you live in general	3.2	.5	.6	1.1	1.0	5.2	2.3	3.1	4.7	9.2	69.0
12 year olds	How you are dealt with at the doctors	1.7	.5	.6	1.1	.4	3.0	1.8	4.0	7.4	14.8	64.7
	The outdoor areas children can use	8.6	1.3	1.5	1.4	1.8	4.5	4.2	6.7	11.3	14.0	44.6
	The area you live in general	2	.7	.7	.8	1.9	3.9	2.4	4.1	7.9	10.6	65.0

In the 10 year-old age group, girls were more satisfied than boys by the way they are dealt with at the doctor's. In the 12 year-old age group boys were less satisfied with outdoor areas than girls (marginally significant). Arab children in the 10 year-old age group were notably less satisfied than Jewish children regarding their local areas (both items) and in the 12 year-old age group notably less satisfied with outdoor areas children can use. In the 10 and 12 age groups, there are some notable variations according to material deprivation. Children experiencing higher levels of material deprivation had significantly lower levels of satisfaction with their local area (except for satisfaction with outside areas which in the 12 year-old age group was not significantly lower).

Table 24: Variations in satisfaction with local area (10 and 12 years old) (Means)

		How you are dealt with at the doctors		The outdoor areas children can use in your area		The area you live in general	
		10 Y.O	12 Y.O	10 Y.O	12 Y.O	10 Y.O	12 Y.O
Gender	Boy	8.71	8.87	7.53	7.53	8.76	8.79
	Girl	9.04	9.12	7.83	7.96	8.88	8.89
Ethnicity	Jewish	8.87	9.01	8.09	8.2	8.95	8.82
	Arab	8.93	8.98	6.53	6.47	8.45	8.85
Deprivation	0-2	9.05	9.18	7.87	7.83	8.99	9.01
	3-9	8.46	8.34	7.15	7.41	8.34	8.16
	Total	8.88	9.0	7.67	7.73	8.81	8.83

## 2.6 School

The majority of children are positive about their teachers and their school. The least positive response was to the statement 'I like going to school', yet on average 55.4% agreed a lot or totally agreed with this statement. There were differences in the views about school. In the 8 and 10 age-groups girls were happier than boys in regards to all aspects of school. In the 12 year-old age group girls liked going to school better than boys.

Table 25: Views about school (all ages) (%)

		I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
My teachers listen to me and take what I say into account	8 years old	5.1	3.7	14.6	13.2	63.3
	10 years old	5.4	6.3	19.8	22.8	45.7
	12 years old	4.4	6.3	19.4	27.4	41.4
I like going to school	8 years old	21.9	5.0	9.4	12.1	51.6
	10 years old	17.0	13.2	17.5	17.4	34.9
	12 years old	13.5	12.6	23.7	21.1	29
My teachers treat me fairly	8 years old	7.3	4.7	9.8	12.4	65.8
	10 years old	5.5	6.2	13	20.3	55.1
	12 years old	5.2	7.2	16.3	24.8	46.5
I feel safe at school	8 years old	7.3	4.9	7.7	11.7	68.4
	10 years old	6.0	5.3	12.6	18.2	57.9
	12 years old	5.6	4.6	9.6	20.0	60.3

Table 26: Variations in views about school by gender and age group (all age groups) (Means)

		My teachers listen to me	I like going to school	My teachers treat me fairly	I feel safe at school
8 Y.O	Boys	2.97	2.28	3.06	3.14
	Girls	3.54	3.03	3.43	3.42
	Total	3.26	2.66	3.25	3.29
10 Y.O	Boys	2.81	2.05	3.05	3.02
	Girls	3.11	2.73	3.21	3.3
	Total	2.97	2.4	3.13	3.17
12 Y.O	Boys	2.96	2.25	3.02	3.21
	Girls	2.98	2.55	2.99	3.29
	Total	2.97	2.39	3.00	3.25

Children in all age groups were asked about their satisfaction with different aspects of school. The 8 years-old age group children were asked the same set of questions as the older children, but on a five point scale.

Table 27: Satisfaction with school (8 years old) (%)

	0	1	2	3	4
<b>Other children in your class</b>	3.6	3.5	13.2	20.7	58.9
<b>Your school marks</b>	2.5	3.1	7	16.1	71.3
<b>Your school experience</b>	6.2	4.1	8.6	18.6	62.6
<b>Your relationship with teachers</b>	4.4	3.8	8.9	17.2	65.7

In age groups 10 and 12, these questions were asked using an eleven point scale. Satisfaction was high with some variation. Satisfaction with 'things you have learned' was higher than satisfaction with 'other children in your class', 'your school marks' or 'your relationship with your teachers'.

Table 28: Satisfaction with school (10 and 12 years old) (%)

		0	1	2	3	4	5	6	7	8	9	10
<b>Other children in your class</b>	10 Y.O	3.3	1.0	1.9	.6	2.4	7.0	5.1	9.5	12.1	13.1	43.9
	12 Y.O	3.0	.5	1.2	1.3	1.6	5.9	4.9	8.8	14.3	16.9	41.6
<b>Your school marks</b>	10 Y.O	2.4	.6	.5	.7	.5	3.0	2.8	5.6	8.1	17.1	58.7
	12 Y.O	1.1	.2	.9	.9	1.6	4.3	4.5	7.3	16.4	21.5	41.4
<b>Your school experience</b>	10 Y.O	3.0	.7	1.0	2.0	1.7	4.5	3.8	5.8	9.4	13.6	54.6
	12 Y.O	2.0	.8	1.0	1.3	3.5	3.5	3.7	6.5	11.8	19.2	46.8
<b>Things you have learned</b>	10 Y.O	1.6	.5	.1	.7	.8	2.8	1.5	4.6	7.6	13.3	66.6
	12 Y.O	1.3	0	.5	.4	1.0	2.5	2.2	6.1	10.9	16.2	59.0
<b>Your life as a student</b>	10 Y.O	3.3	.7	1.0	1.3	1.8	3.5	4.0	6.9	7.5	12.8	57.2
	12 Y.O	2.3	.5	1.8	1.9	2.0	4.4	5.1	6.4	12.8	17.6	45.1
<b>Your relationship with teachers</b>	10 Y.O	3.8	.6	1.4	2.0	1.9	5.1	3.1	7.6	8.5	12.2	53.8
	12 Y.O	2.5	1.7	1.1	1.8	1.8	5.9	3.8	6.1	12.4	18.4	44.5

In the 8 year-old age group, girls are more satisfied than boys with school experience and their relationships with their teachers. Girls are more satisfied with other children in the class (marginally significant). In the 10 year-old age group girls are more satisfied with school experience, life as a student, things they have learned and their relationships with teachers. In the 12 year-old age group,

girls are more satisfied with their lives as students and marginally more satisfied with their school experience.

In all age groups, Arab children are more satisfied than Jewish children with school experience and their relationships with teachers. In the 10 year-old age group they were also more satisfied with their lives as students, in the 12 year-old age group they were more satisfied with other children in their class.

There were also clear variations according to the number of items which a child lacked as described earlier, which may serve as an indicator of material deprivation. Children who lacked no items or up to two items had higher mean satisfaction scores for all aspects of school (except for 'other children in class' for the 12 year-old age group). Most of the differences here are quite marked.

Table 29: Variation in satisfaction with school (10 and 12 years old) (Means)

			Other children in your class	Your school marks	Your school experience	Your life as a student	Things you have learned	Your relationship with teachers
Gender	Boy	10 Y.O	8.07	8.74	8.00	8.18	8.87	7.78
		12 Y.O	8.29	8.4	8.25	8.04	8.92	8.26
	Girl	10 Y.O	7.99	8.91	8.86	8.83	9.26	8.78
		12 Y.O	8.04	8.58	8.56	8.52	9.02	8.18
Ethnicity	Jews	10 Y.O	8.03	8.78	8.3	8.31	9.06	8.12
		12 Y.O	8.01	8.40	8.15	8.27	8.90	8.01
	Arabs	10 Y.O	8.00	8.93	8.85	9.07	9.11	8.78
		12 Y.O	8.6	8.74	9.08	NA	9.15	8.75
deprivation	Low (0-2)	10 Y.O	8.19	9.13	8.66	8.8	9.18	8.52
		12 Y.O	8.24	8.65	8.56	8.54	9.12	8.38
	High (3-9)	10 Y.O	7.61	8.00	7.90	7.76	8.8	7.71
		12 Y.O	7.87	7.90	7.80	7.34	8.41	7.58
	Total	10 Y.O	8.02	8.82	8.44	8.51	9.08	8.30
		12 Y.O	8.16	8.49	8.40	8.27	8.97	8.21

Girls in the 8 year-old age group were more satisfied than boys with their relationship with teachers and their school experience. Regarding satisfaction with school marks and satisfaction with other children in the class there was no gender difference.

Table 30: Variations in satisfaction with school (8 years old) (Means)

	Other children in your class	Your school marks	Your school experience	Your relationship with teachers
Boy	3.21	3.55	3.1	3.2
Girl	3.35	3.48	3.43	3.53
Total	3.28	3.51	3.27	3.36

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

On average, 43.8% of children had experienced being hit by other children at school and 26.4% had experienced being left out by other children in the class.

Table 31: Frequency of bullying in the last month (all ages) (%)

		Never	Once	2-3 times	+3
8 years old	Hit by other children in your school	46.0	18.4	15.0	20.7
	Left out by other children in your class	65.9	10.9	6.4	16.8
10 years old	Hit by other children in your school	51.4	21.1	13.2	14.2
	Left out by other children in your class	72.1	12.9	5.3	9.7
12 years old	Hit by other children in your school	71.1	15.7	6.5	6.8
	Left out by other children in your class	82.8	8.4	3.7	5.1

In all age groups, boys are much more likely to be hit by other children. In the 8 year-old age group boys are also more likely than girls to feel left out. Arab children in all age groups reported being left out, more so than Jewish children. There are also some significant variations in frequency of being bullied which seem to be related to material deprivation. In all ages, children who had higher levels of material deprivation were more likely to experience bullying in terms of being hit.

Table 32: Variations in bullying (All ages) (Means)

		Hit by other children in your school			Left out by other children in your class		
		8 Y.O	10 Y.O	12 Y.O	8 Y.O	10 Y.O	12 Y.O
<b>Gender</b>	Boy	1.24	1.00	.58	.86	.48	.28
	Girl	.98	.81	.40	.63	.57	.33
<b>Ethnicity</b>	Jewish	1.13	.90	.49	.55	.26	.10
	Arab	1.04	.90	.50	1.27	1.26	.89
<b>Deprivation*</b>	Low	1.01	.84	.42	.73	.49	.29
	High	1.4	1.09	.75	.75	.62	.39
	Total	1.1	.90	.49	.74	.53	.31

\* Low material deprivation was defined as follows: 0-1 items lacked in 8 year-old age group, 0-2 in 10 and 12 age groups, high material deprivation meant 2-4 in 8 year-old age group and 3-9 in the 10 and 12 age groups.

## 2.7 Time use

The most common uses of time are doing homework and watching TV. Taking classes outside school time is relatively uncommon. Some of the time use items were only asked in the 12 year-old age group as presented in table 32.

Table 33: Frequency of time use activities (12 years old only) (%)

	Rarely or never	Less than once a week	Once or twice a week	Every day or almost
<b>Organised leisure activities</b>	48.9	8.9	30.1	12.1
<b>Just being by myself</b>	12.5	14	26.9	46.6
<b>Taking care of siblings or others</b>	27.5	14.4	21.2	36.9

In all age groups, girls are more likely to read for fun. In age groups 10 and 12 girls are less likely to engage in sports/exercise. In the 10 year-old age group, girls are more likely do more housework and homework. In the 8 year-old age group, more differences (almost significant) showed that girls are doing more homework and spending less time using computers than boys. In the 8 year-old age group, Arab children reported spending more time on housework, sports and computers than Jewish children. In the 12 year-old age group, Arab children reported being more involved in organized leisure, reading more, doing more housework (this was also found in the 10 year-old age group), more homework, more sports, and spending more time taking care of family members than Jewish children. However, in both 10 and 12 age groups, Arab children reported taking fewer classes outside school. Arab children in the 10 year-old age group spent less time on the computer and in the 12 years-old age group spent less time by themselves. In all three age groups, higher material



deprivation is related to taking fewer classes outside school, watching less TV, doing less sports/exercise, and less time spent using computers. In the 10 year-old age group it was also related to reading less and in the 10 and 12 age groups to spending less time doing homework. In the 12 year-old age group higher material deprivation was also related to being less involved in organised leisure activities, doing more housework, and spending more time taking care of family members (Table 35).

Table 34: Frequency of time use activities (all ages) (%)

		Rarely or never	Less than once a week	Once or twice a week	Every day or almost
<b>Taking classes outside school time</b>	<i>8 years old</i>	32.4	10.9	30.3	26.4
	<i>10 years old</i>	23.0	6.2	37.0	33.8
	<i>12 years old</i>	27.8	5.4	37.5	29.3
<b>Reading for fun</b>	<i>8 years old</i>	17.3	12.6	22.1	48.0
	<i>10 years old</i>	16.2	12.9	26.7	44.2
	<i>12 years old</i>	22.2	17.0	28.3	32.5
<b>Helping with housework</b>	<i>8 years old</i>	10.6	10.6	19.1	60.0
	<i>10 years old</i>	8.9	10.8	26.2	54.1
	<i>12 years old</i>	7.4	11.2	30	51.4
<b>Doing homework</b>	<i>8 years old</i>	4.8	4.1	10.4	80.6
	<i>10 years old</i>	3.2	3.2	9.2	84.4
	<i>12 years old</i>	3.0	4.7	11.8	80.5
<b>Watching TV</b>	<i>8 years old</i>	6.1	6.6	12.9	74.4
	<i>10 years old</i>	2.9	6.8	15.4	74.9
	<i>12 years old</i>	1.7	3.5	14.1	80.7
<b>Playing sports or doing exercise</b>	<i>8 years old</i>	9.4	8.1	23.3	59.2
	<i>10 years old</i>	4.7	6.5	26.1	62.8
	<i>12 years old</i>	5.3	8.3	30.1	56.3
<b>Using a computer</b>	<i>8 years old</i>	12.5	10.3	17.3	59.9
	<i>10 years old</i>	7.9	9.6	23.2	59.4
	<i>12 years old</i>	4.6	6.4	20.0	69.0

Table 35: Variation in time use (All age groups) (Means)

	8 years old			10 years old			12 years old		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Classes outside school	1.58	1.43	1.51	1.79	1.84	1.82	1.76	1.61	1.68
Reading for fun	1.84	2.16	2.01	1.83	2.14	1.99	1.59	1.83	1.71
Helping with housework	2.22	2.34	2.28	2.12	2.38	2.26	2.23	2.38	2.25
Doing homework	2.61	2.73	2.67	2.65	2.84	2.75	2.66	2.75	2.70
Watching TV	2.53	2.58	2.56	2.57	2.67	2.62	2.70	2.77	2.74
Sports or exercise	2.34	2.30	2.32	2.53	2.41	2.47	2.52	2.23	2.37
Using a computer	2.33	2.16	2.25	2.39	2.30	2.34	2.53	2.54	2.53

78.3% of children in the 8 year-old age group scored the maximum on satisfaction with their use of time.

Table 36: Satisfaction with time use (8 years old) (%)

	0	1	2	3	4
How you use your time	2.2	1.2	5	13.4	78.3

Children in the 10 and 12 age groups are more satisfied with what they do in their free time than by how they use their time (Table 36).

Table 37: Satisfaction with time use (10 and 12 years old) (%)

		0	1	2	3	4	5	6	7	8	9	10
10 Y.O	How you use your time	2.1	0.0	.4	.7	1.4	4.7	2.2	6.6	8.9	10.6	62.3
	What you do in your free time	.7	.4	.5	0	1.1	2.9	2.1	4.4	8.0	12.1	67.8
12 Y.O	How you use your time	.9	.9	.8	1	1.4	2.9	4.1	7.3	13.7	17.2	49.8
	What you do in your free time	1.7	.5	.2	.3	.9	2.2	2.4	5.8	8.8	13.0	64.2

## 2.8 Your life and your future

Children in the 8 year-old age group were asked questions regarding satisfaction with themselves and their futures. They were most satisfied by their bodies, their health, what they do in their free time and least satisfied with how they were listened to by adults. There was no variation by gender in the responses to these questions.

Arab children were less satisfied than Jewish children in regards to their freedom, use of free time and how they are listened to by adults (last finding marginally significant). For children with high material deprivation satisfaction regarding all items (except for freedom, marginally so for free time) was lower than children with low material deprivation.

Table 38: Satisfaction with life and future (8 years old) (Means)

	0	1	2	3	4
The freedom you have	2.3	1.6	6.2	13.1	76.7
Your health	2.2	1.6	4.6	12.4	79.1
The way that you look	2.8	1.6	4.5	13.5	77.7
Your own body	1.1	1.9	4.1	10.8	82.1
What you do in your free time	2.2	1.2	5.0	13.4	78.3
How you are listened to by adults in general	4.3	3.4	12	20.3	59.9
How safe you feel	1.4	2.0	6.5	13.1	77.0

In age groups 10 and 12, there were eleven questions asked of children about their life and future. In the 10 year-old age group, the highest levels of satisfaction were with health and appearance. The lowest were with being listened to by adults, things that might happen later in life and doing things away from home. There was no variation by gender in the responses to these questions.

In the 10 and 12 age groups, for children with high material deprivation (lacked between 3-9 items) satisfaction regarding **all items** was lower than children with low material deprivation (lacked 0-2 items). In the 12 year-old age group, Arab children reported higher satisfaction with self-confidence, health, appearance, body, and sense of safety.

Table 39: Satisfaction with life and future (10 and 12 years old) (%)

		0	1	2	3	4	5	6	7	8	9	10
<b>The freedom you have</b>	10 Y.O	1.4	.8	.5	1.1	.6	4.2	2.9	3.8	6.4	13.8	64.6
	12 Y.O	1.5	.2	1	.8	1	2.3	2.9	5.9	10.4	16.7	57.2
<b>Your health</b>	10 Y.O	.8	.2	.3	.7	1.1	1.9	1.5	4.9	4.6	8.6	75.6
	12 Y.O	1.3	0	.2	1.2	.5	.7	1.1	2.9	7.7	11.2	73.2
<b>The way that you look</b>	10 Y.O	1.3	.1	.5	.5	.7	.9	1	2.7	5.1	10.2	76.9
	12 Y.O	1.5	.5	.8	.8	1.2	1.8	3.2	4.1	5.9	12.3	67.9
<b>Your own body</b>	10 Y.O	.9	.5	.4	.6	.5	1.7	1.8	3.5	5.2	9.9	75.1
	12 Y.O	1.5	.9	.7	.4	1.6	2.5	2.4	2.4	8.6	13.1	65.9
<b>How you are listened to by adults</b>	10 Y.O	2.8	.4	.6	1	1.6	4.7	4.7	4.8	9.4	15.0	55.0
	12 Y.O	2.2	.3	.3	1.3	1.9	3.2	1.9	4.9	9.6	18.4	55.6
<b>Your self-confidence</b>	10 Y.O	2.0	.7	1.8	1	.6	3.8	1.8	3.8	7.1	10.4	67.1
	12 Y.O	2.1	.3	.5	1.2	1.8	2.8	3.2	4.7	8.7	15.8	58.9
<b>Your Safety</b>	10 Y.O	1.2	.2	.7	.5	.8	4.6	3.2	5.2	8	11.4	64.2
	12 Y.O	1.1	.6	1	.6	.7	2.7	3.3	3.7	11	17	58.4
<b>The things you want to be good at</b>	10 Y.O	.7	.4	.3	.9	.7	2.1	1.5	4.2	8	11.4	69.8
	12 Y.O	1	.4	.4	0	.9	2.8	2.1	3.4	9.5	17.3	60.6
<b>Doing things away from your home</b>	10 Y.O	1.7	.6	.2	.7	1.1	4.2	2.4	6.4	7.3	14.2	61.0
	12 Y.O	2.0	.2	.7	.4	1.2	3.1	2.9	4.9	10.7	18.8	55.0
<b>What may happen to you later in life</b>	10 Y.O	3	.6	.5	.9	.8	4	2.6	6.6	9.5	13.6	57.7
	12 Y.O	1.6	.4	.4	1.0	1.1	2.9	2.4	6.6	11.5	17.9	54.2
<b>Your preparation for the future</b>	10 Y.O	1.5	.4	.5	.5	1.5	3.2	4.9	5.4	5.8	9.1	67.2
	12 Y.O	1.1	.8	1.3	.9	1.1	2.4	1.8	3.5	7.4	17.8	62.0
<b>Amount of opportunities you have*</b>	12 Y.O	1.4	.5	.6	.8	1	2.4	3.7	5.4	9.8	15.8	58.7

\*only asked in the 12 year-old group

No gender variations were observed in regards to satisfaction with life and future (both age groups). In the 10 and 12 age groups, all items regarding satisfaction with life and future showed variation in regards to material deprivation. Children with higher deprivation reported being less satisfied with their freedom, health, appearance, body, self-confidence and all other items.

Table 40: Variation in material deprivation in satisfaction with life and future (10 and 12 years old) (Means)

	10 years old			12 years old		
	Low	High	Total	Low	High	Total
<b>Freedom</b>	9.26	8.06	8.94	9.07	8.08	8.85
<b>Health</b>	9.46	8.86	9.29	9.44	8.82	9.31
<b>Appearance</b>	9.50	8.73	9.36	9.11	8.38	9.03
<b>Body</b>	9.44	8.63	9.30	9.07	8.31	8.99
<b>Listened to by adults</b>	8.93	7.62	8.57	8.96	7.93	8.74
<b>Self-confidence</b>	9.11	8.23	8.87	8.96	7.93	8.79
<b>Safety</b>	9.16	8.33	8.93	9.12	8.13	8.91
<b>Things you want to be good at</b>	9.36	8.79	9.20	9.26	8.46	9.09
<b>Doing things away from home</b>	9.12	8.11	8.85	8.97	8.18	8.80
<b>What may happen to later in life</b>	8.95	7.93	8.66	8.98	8.07	8.79
<b>Preparation for the future</b>	9.09	8.54	8.92	9.07	8.61	8.97

43.9% of all children said 'yes' to the question 'I know what rights children have'. A similar proportion of children (39%) said that they knew about the children's rights convention, and 52% said that in their country, adults in general respect children's rights.

Table 41: Children's rights (all ages) (%)

		No	Not sure	Yes
<b>I know what rights children have</b>	<i>8 years old</i>	28.3	36.6	35.1
	<i>10 years old</i>	16.1	35.5	48.3
	<i>12 years old</i>	15.6	36.1	48.3
<b>I know about the children's rights convention</b>	<i>8 years old</i>	45.1	24.1	30.8
	<i>10 years old</i>	29.9	28.4	41.8
	<i>12 years old</i>	24.2	31.3	44.6
<b>I think in my country adults in general respect children's rights</b>	<i>8 years old</i>	12.6	23.5	63.9
	<i>10 years old</i>	12.8	37.8	49.4
	<i>12 years old</i>	18.5	37.1	44.4

Children in age groups 10 and 12 were also asked a set of questions about changes that may have happened to them in the past year. On average, 23.3% of children had moved house in the last year, 15.9% had changed their local area and 14.4% changed their local school. 9.9% had lived abroad for more than a month in the last year. 9.6% were not living with the same parents or carers that they lived with a year ago.

Table 42: Changes in children's lives (10 and 12 years old) (%)

	10 years old		12 years old	
	No	Yes	No	Yes
<b>Moved house in the past year</b>	74.6	25.4	78.8	21.2
<b>Changed local area in the past year</b>	84.0	16.0	84.2	15.8
<b>Changed schools in the past year</b>	85.7	14.3	85.5	14.5
<b>Lived in another country for more than a month in the past year</b>	86.7	13.3	93.5	6.5
<b>Living with the same parents or carers as one year ago</b>	10.4	89.6	8.9	91.1

There were no differences in these experiences by gender in both age groups, however there were differences according to ethnicity. As can be seen from figure 2, Jewish children experienced most of these changes more frequently than Arab children.

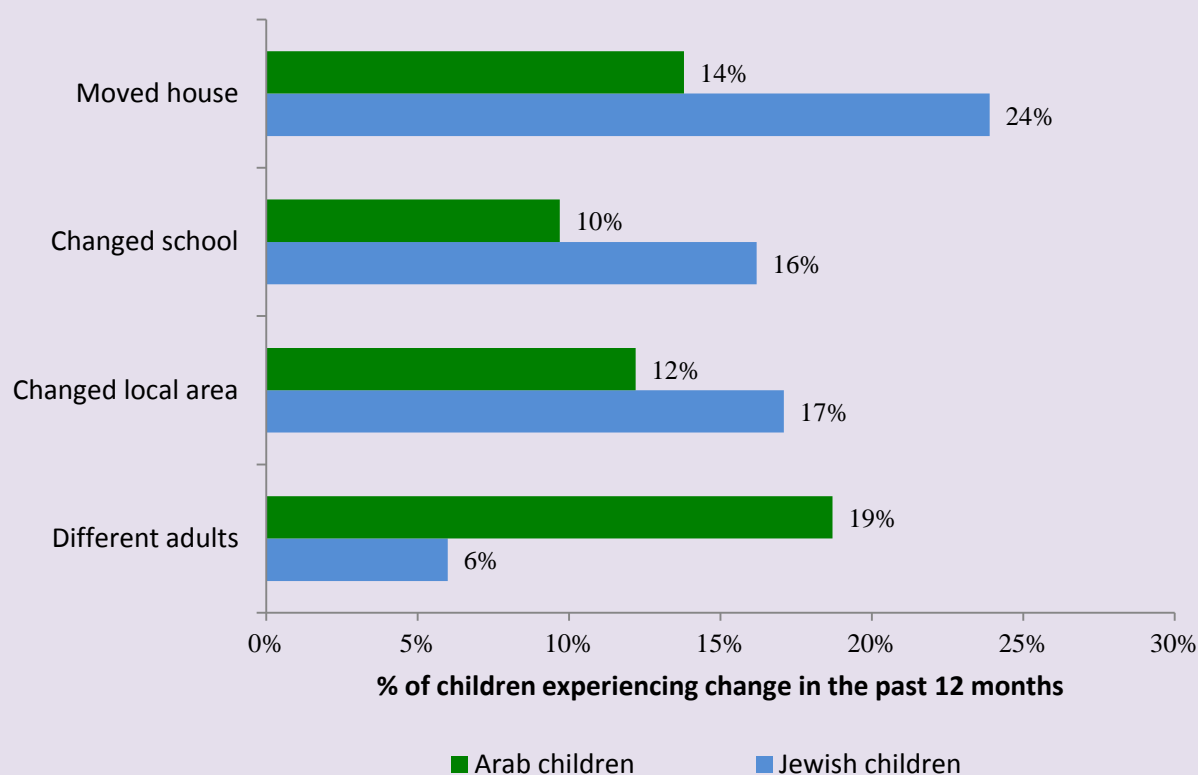


Figure 2: Recent experiences of change by ethnicity (12 years old) (%)

## 2.9 Overall subjective well-being

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

### *Overall life satisfaction (OLS)*

We start with the simplest a single-item measure where children rank how satisfied they are with their life as a whole on an 11-point scale in the case of age groups 10 and 12 on a five-point emoticons scale for the 8 year-old age group. Over 70% of children in age groups 10 and 12 were totally satisfied with their life and 80.8% of children in the 8 year-old age group scored the maximum (4), 2.8% scored the minimum (0) and in the rest either scored 1 (1.1%), 2 (4.7%), or three (10.5%).

Table 43: Overall life satisfaction OLS (10 and 12 age-groups) (%)

	0	1	2	3	4	5	6	7	8	9	10
<b>10 years old</b>	1.2	.2	.3	.9	1.1	2.6	2	3.9	4.7	9.4	73.7
<b>12 years old</b>	1.1	.5	.7	.3	.5	2.2	1.9	2.8	7.2	10.3	72.5

***The Student's Life Satisfaction Scale (SLSS)***

The SLSS scale is a reduced version of Huebner's Student's Life Satisfaction Scale with one additional item from Diener's SWLS. The children of the 8 year-old age group were asked to respond on a five point scale. The responses were very positively distributed.

Table 44: SLSS items (8 years old) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
<b>My life is going well</b>	3.3	2.0	8.2	13.6	72.9
<b>My life is just right</b>	2.4	2.8	6.9	14.0	74.0
<b>I have a good life</b>	2.6	2.4	6.2	10.3	78.5
<b>I have what I want in life</b>	3.9	3.6	9.6	15.0	67.9
<b>The things in my life are excellent</b>	2.2	2.5	7.1	11.8	76.5

Children in age groups 10 and 12 were asked to respond using an 11-point scale ranging from 'do not agree' to 'totally agree'



Table 45: SLSS items (10 and 12 years-old) (%)

		0	1	2	3	4	5	6	7	8	9	10
<b>My life is going well</b>	10 Y.O	1.9	0	.3	1.5	1.2	3.1	2.7	5.8	9.5	13.4	60.5
	12 Y.O	.7	1	.6	1.3	2.5	2	2.4	5.8	10.5	19.8	53.3
<b>My life is just right</b>	10 Y.O	1.9	.3	.6	.7	1.7	3.6	3.2	4.3	6.3	18.4	59.0
	12 Y.O	1.2	.7	1.6	1.3	1.1	3.2	1.7	5.3	10.0	18.0	55.7
<b>I have a good life</b>	10 Y.O	1.3	1.0	.2	.7	2.1	2.4	3.0	3.5	4.2	11.2	70.4
	12 Y.O	1.3	.5	.3	1.1	.4	2.1	2.2	3.1	5.8	15.2	67.9
<b>I have what I want in life</b>	10 Y.O	2.0	.5	.8	1.2	2.2	4.1	3.6	4.1	9.5	17.2	54.8
	12 Y.O	.7	0	1.1	1.5	.9	2.6	2.1	3.4	9.9	19.7	58.0
<b>The things in my life are excellent</b>	10 Y.O	2.0	.9	1.0	1.1	1.1	3.5	2.9	5.1	10.3	11.4	60.7
	12 Y.O	1.0	.2	1.3	.8	1.0	3.0	1.7	4.7	13.2	16.6	56.4

A scale was also created for this age group. Over 40% of children scored the maximum on all elements of the scale.

#### **Brief Multidimensional Student Life Satisfaction Scale (BMSLSS)**

The scale is a sum of five questions about satisfaction with family life, friends, school experience, local area and body, transformed so that it is from zero to 100. The distribution of scores is shown in Figure 3.

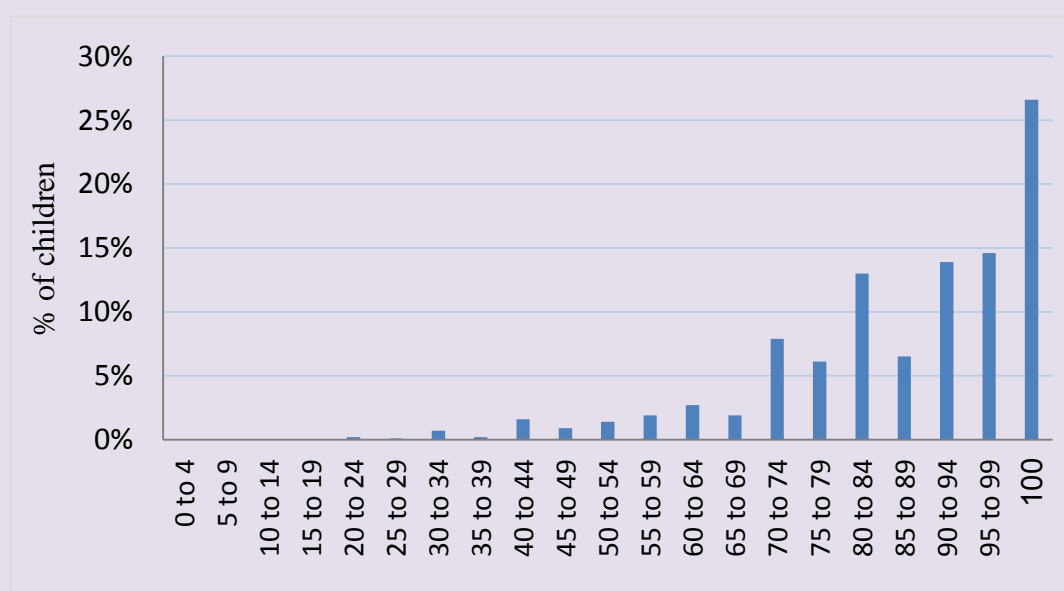


Figure 3: Distribution of scores on the BMSLSS (10 years old) (%)

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

The seven items making up the Personal Well-being Index – School Children were included in the surveys of age groups 10 and 12. Similar to the previous measures discussed we have created a score by summing the seven item scores and then transforming into a score ranging from zero to 100. The distribution of scores is shown in Figure 4. There is slightly more variation in the distribution here than for the previous measures presented with 28.5% of children scoring the maximum.

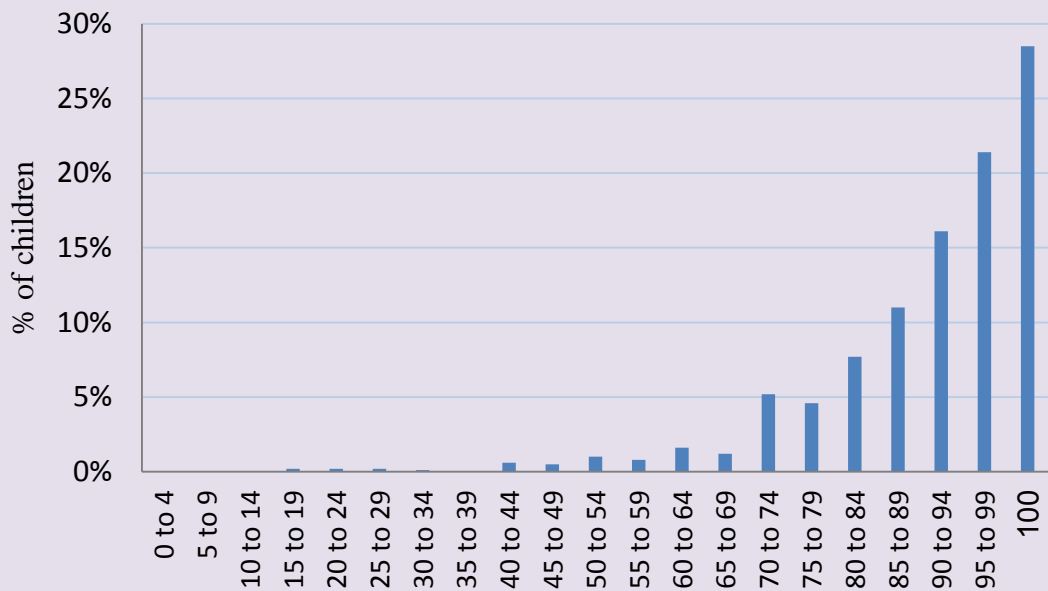


Figure 4: Distribution of scores on the PWI-SC (10 years old) (%)

**Adapted PWI-SC9**

We have also calculated an adapted version of the PWI-SC which includes two additional items relating to time use and life as a student. The distribution for this nine item scale is shown in Figure 5.

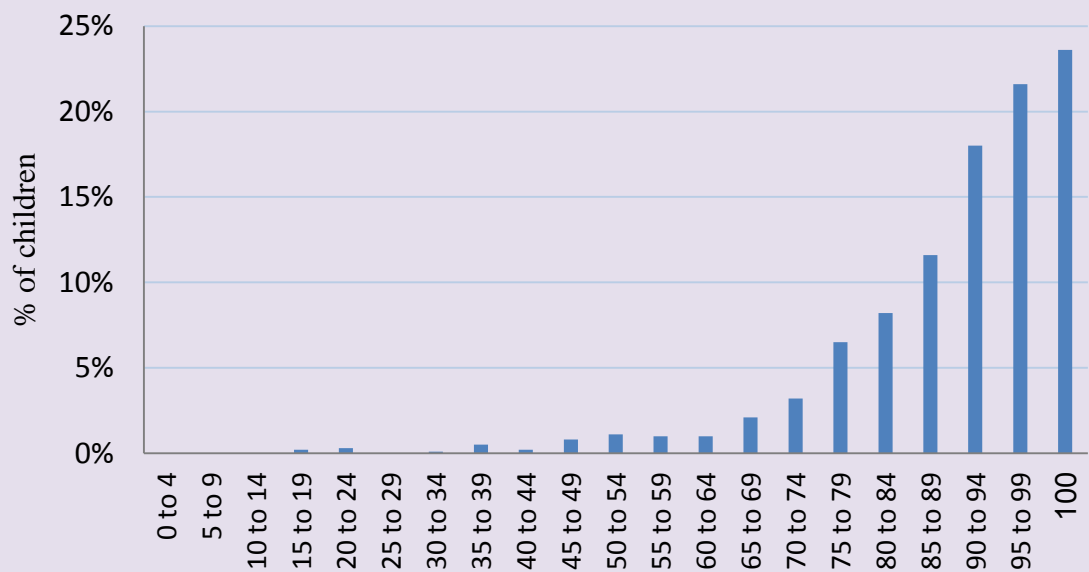


Figure 5: Distribution of scores on the adapted PWI-SC9 (10 years old) (%)

### Positive Affect (PA)

Finally the surveys of age groups 10 and 12 included six questions on positive affect. Each item is scored 0-10 and the overall scale is created by summing the item scores and then transforming the scale so that it ranges from 0 to 100. The overall distribution is shown in Figure 6 with 37.6% scoring the maximum.

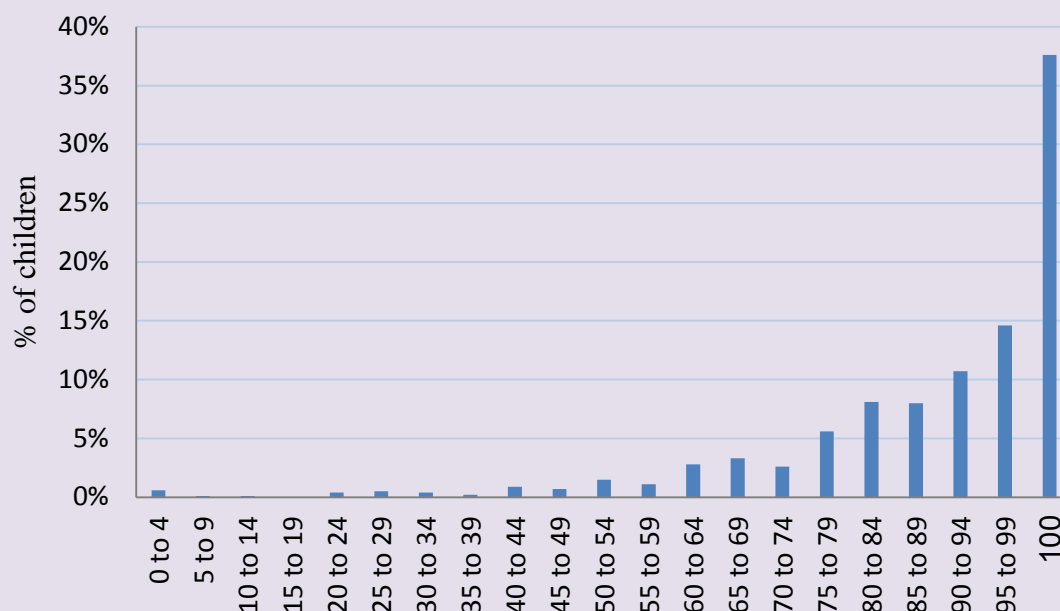


Figure 6: Distribution of scores on the Positive Affect scale (10 years old) (%)

### Variations in overall subjective well-being

Table 45 below presents variations in overall subjective well-being for children in age groups 10 and 12, according to gender, ethnicity and material deprivation. There was a clear pattern of gender differences. In the 10 year-old age group, some measures (BMSLSS, PWI-SC9 and Positive Affect) showed significant gender differences with girls reporting higher well-being than boys. In the other measures (OLS, SLSS, PWI-SC7) girls also scored higher, however this difference was not statistically significant. The same trend emerged in the 12 year-old age group, but differences on the BMSLSS and Positive affect were only marginally significant, and the girls' score on PWI9 was not significantly higher than the boys.

Regarding ethnicity, Arab children in both age groups scored higher on the BMSLSS and Positive affect scale (in the 10 year-old age group they also scored higher on the OLS, however this difference was only marginally significant). Finally, there were significant associations between all of the measures of subjective well-being and material deprivation. As can be seen from Table 45, children with higher levels of material deprivation tended to have substantially lower levels of subjective well-being, when compared to children with low material deprivation.

Table 46: Variations in different measures of subjective well-being (10 and 12 years old) (Means)

		OLS		SLSS	BMSLSS	PWI-SC7	PWI-SC9	PA
Gender	Boy	10 Y.O	91.43	86.92	84.80	89.65	88.5	86.93
		12 Y.O	91.63	87.44	84.60	89.86	88.22	86.15
	Girl	10 Y.O	92.47	88.95	87.59	91.11	90.61	89.14
		12 Y.O	92.57	89.77	86.91	91.22	89.61	88.57
Ethnicity	Jews	10 Y.O	91.16	87.89	85.07	90.17	89.24	87.19
		12 Y.O	91.61	88.64	83.94	90.19	88.91	86.57
	Arabs	10 Y.O	93.94	NA*	89.30	90.91	90.51	90.24
		12 Y.O	93.58	NA*	90.33	91.53	NA	89.74
Material deprivation	Low (0-2)	10 Y.O	93.80	90.57	90.5	92.67	92.00	90.20
		12 Y.O	93.34	90.58	89.06	92.23	90.62	88.87
	High (3-9)	10 Y.O	86.86	81.35	75.05	84.42	83.31	82.35
		12 Y.O	87.72	81.95	73.27	84.27	83.07	81.86
	Total	10 Y.O	91.91	87.89	86.22	90.37	89.57	88.02
		12 Y.O	92.14	88.64	85.67	90.54	88.91	87.39

\* Due to a mistake in translation of this scale to Arabic, we do not have figures for Arab children

## 2.10 National questions

The Israeli sample was also asked about their hope levels, using Snyder et al.'s (1997) Children's Hope Scale. The scale consists of six items, three of which measure the child's sense of agency (goal-directed determination) and the remaining three measure pathways (planning of ways to meet goals). Answers range from 1 ("none of the time") to 6 ("all of the time") and final score is calculated by summing the answers for all items (scores for the pathways and agency components can also be derived). Children reported high levels of hope, with 56.1% of children in the 8 year-old age group reporting that they can find ways to solve problems 'all of the time'.

Table 47: Children's Hope Scale (all ages) (%)

		None of the time	A little of the time	Some of the time	A lot of the time	Most of the time	All of the time
<b>I think I am doing pretty well</b>	8 Y.O	3.9	2.7	7.1	6.1	15.1	65.1
	10 Y.O	2.5	1.9	4.7	7.1	21.2	62.8
	12 Y.O	1.0	1.5	4.7	7.2	26.7	58.9
<b>I can think of many ways to get the things in life that are most important to me</b>	8 Y.O	7.3	6.5	8.0	10.5	19.3	48.4
	10 Y.O	2.6	1.7	5.7	9.3	20.2	60.6
	12 Y.O	1.1	2.7	4.0	8.5	22.1	61.6
<b>I am doing just as well as other kids my age</b>	8 Y.O	5.4	4.4	8.1	11	11.4	59.8
	10 Y.O	2.7	3.1	4.9	7.7	16.8	64.7
	12 Y.O	1.6	2.7	5.9	6.2	20.7	63.0
<b>When I have a problem, I can come up with lots of ways to solve it</b>	8 Y.O	7.5	5.9	7.8	11.3	14.8	52.7
	10 Y.O	3.8	3.5	6.1	8.5	20.3	57.8
	12 Y.O	2.5	3.3	5.4	8.0	21.1	59.6
<b>I think the things I have done in the past will help me in the future</b>	8 Y.O	7.4	6.4	6.5	10.2	11.8	57.8
	10 Y.O	2.8	2.7	4.7	8.4	14.7	66.7
	12 Y.O	2.3	2.4	4.9	8.8	19.4	62.1
<b>Even when others want to quit, I know that I can find ways to solve the problem</b>	8 Y.O	7.6	5.6	9.1	8.3	13.4	56.1
	10 Y.O	2.8	3.3	5.3	8.4	18.5	61.7
	12 Y.O	1.9	3.4	5.6	9.2	21.9	58.0

In all three age groups, there were no variations in hope levels due to gender. In terms of ethnic differences, there were mixed findings. In the 8 year-old age group, Jewish children reported higher levels of hope than Arab children. No such difference was found in the 10 year-old age group. In the 12 year-old age group, the situation is reversed – Arab children reported higher levels of hope than their Jewish counterparts. In terms of differences between age groups, children in age groups 10 and 12 appeared to be more hopeful than children in the 8 year-old age group, however this needs to be tested statistically.

Table 48: Variations in hope levels (All ages) (Means)

		8 years old	10 years old	12 years old
<b>Gender</b>	<i>Boy</i>	28.2	31.1	31.2
	<i>Girl</i>	28.4	31.2	31.6
<b>Ethnicity</b>	<i>Jewish</i>	29.6	30.9	30.9
	<i>Arab</i>	25.2	31.6	32.5
	<i>Total</i>	28.2	31.1	31.4

## Section 3: Conclusions

### 3.1 Key points

Most children in Israel aged 8 to 12 years old are relatively satisfied and happy with their lives. However there is a minority (around 5% to 10%) who are relatively unhappy. This may seem like a small subgroup of children, but it amounts to more than 100,000 children in Israel. The findings presented on children's feelings about different aspects of their lives showed the importance of looking at the variance. In each of the items related to different domains (family, friends, local area, etc.), children reported differing levels of satisfaction, thus showing that children are quite capable of distinguishing between various aspects of their lives (and their differing sense of satisfaction with each of these), and that asking them these questions is valuable.

For many of the measures of children's subjective well-being we have presented in this report there are small but significant variations by gender, ethnicity and material deprivation.

First, regarding gender differences, for most aspects of life the differences in satisfaction between girls and boys in all age groups are negligible. On the other hand, for several aspects of life, especially school (including relationships with teachers, satisfaction with school experience and more), girls tend to be more satisfied than boys. This raises questions regarding social expectations of children in school and whether schools' demands and expectations are well suited for both genders. It should be pointed out that this study only asked children who are pre-adolescents. Previous research has shown that well-being in adolescence, when social expectations of each gender change dramatically, can be quite different (i.e., girls less satisfied than boys).

Findings regarding differences between Arab and Jewish children in Israel are quite intriguing. It is well known and established that the Arab population in Israel suffers from higher rates of poverty, lower rates of employment and from ongoing discrimination. Some of these were reflected in the children's answers regarding lower satisfaction with the area they live in general, places to play, outdoor areas children can use, etc. However, this difficult ongoing social marginalization was not reflected in most of this study's results. In fact, many of the findings point to differences between Arab children and Jewish children in which the former were more satisfied on many aspects of their lives than the latter. This gap calls for a discussion on possible explanations. Firstly, it could be that Arab children are not affected by this harsh political situation in their daily lives. Young children may be less aware of macro level variables (e.g., government discrimination) and more affected by micro level variables, such as love and nurturing by parents. Secondly, the Israeli-Arab society is a more collectivistic society, putting much emphasis on family ties. This may explain why Arab children reported spending time with their families (talking, studying and just having fun) more frequently than Jewish children. Thirdly, perhaps social desirability is stronger among this population, a minority group which wants to appear strong in the eyes of the majority. A final explanation relates to the setting in which questionnaires were collected in – schools. In Israeli-Arab society, there is still high respect and honour shown to authority figures in general, including teachers (reflected in children's lower satisfaction with being listened to by adults). As questionnaires were filled out in classrooms (sometimes students were assisted by teachers), it could be that the children reported high levels of satisfaction with school and other aspects of their lives, worried that a different kind of answer might

bring about repercussions. Criticising authority figures is far less socially accepted in the Israeli-Arab society than the Israel-Jewish one.

We have also presented some analysis of variations in children's feelings and experiences according to material deprivation. We constructed an indicator of material deprivation for all age groups based on children's answers to questions about possession of or access to nine items (in the 8 year-old age group – 5 items). Children who reported higher levels of material deprivation were less satisfied with their local area and with all aspects of their school life, some aspects of their familial life and of their friendships, were more likely to have been bullied and had lower levels of overall subjective well-being across all six measures. These findings cannot be overlooked. In terms of research with children, this shows that using a child-centred measure, helps show clear associations between material deprivation and poorer quality of life for children in Israel. In terms of policy, we believe policy makers and advocates for children's rights should be made aware of these alarming differences, which may have long term influence on children's lives.

### **3.2 Concluding comments**

This report has been intentionally brief and descriptive. The data we have gathered has many potential uses. There are two particular areas that we hope to explore in more depth and using multivariate analysis.

First, in the last section of the report we presented a range of measures of overall subjective well-being, most of which appear to have worked well from a statistical point of view. We will make use of these measures to undertake detailed analysis to understand the factors in children's lives in Israel which make the most significant contribution to their overall sense of well-being.

The second area for further investigation is to tap the unique potential of the international data set for the Children's Worlds survey. As part of this international collaboration, we will be undertaking cross-national analysis which will help us to compare and understand the lives of children in Israel with those of children in many countries around the world.