



Children's Worlds National Report

Turkey

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1. Introduction

1.1 Context and population

External influences

The economic, political and social context that surrounds the lives of children in Turkey is important to take into consideration to further situate the needs and issues pertinent to children growing up in Turkey. This brief discussion will first focus on economic conditions and human development aspects in relation to health and education, as well as introducing the social policy climate and child protection mechanisms in Turkey. This will set the stage for discussing significant disparities that create additional vulnerabilities to particular groups of children.

The population of Turkey has surpassed 76 million, of which children below the age of 14 make up about 24% of the population. In terms of religion, 99% of the current population belongs to Islam (Sunni branch holding the majority, with an Alevite minority (estimated at 12 million) which represents the Shia branch of Islam). There is a very small community of Christians (Protestant and Catholic) and people of the Jewish faith. The biggest ethnic minority group that lives in Turkey is the Kurdish community (estimated around 15 million). The Armenian community is estimated to be around 65.000, while the shrinking Greek population is estimated at less than 10.000. The Jewish community is estimated at around 17.000. There is also a Roma population in Turkey, the population of which is estimated to be between 500.000-750.000, although these numbers are contested. It needs to be clarified that the reason why exact numbers of minority communities are not known is that the Census surveys do not contain a question that asks about ethnicity.

Turkey has been viewed recently as a "growing economy" that has shown significant stability in macroeconomic terms since early 2000s, placing Turkey among the upper-middle income countries according to World Bank. Turkey has experienced an economic boost in terms of macroeconomics, with economic growth figures showing a favorable picture in the last decade. The fact that Turkey was not one of the countries that was significantly affected by the last global economic crisis has aided in this aspect. Poverty rates have significantly improved compared to 2002. However, despite the positive drop in poverty rates, child poverty rates are still higher than general poverty rates in Turkey, creating vulnerability for children. Another important point is that while the overall poverty rates went down, urban and rural rates showed significant divergences: the significant drop in urban poverty (children and general) was not paralleled for children and adults living in the rural parts of Turkey.

Especially up to 2013, there has been a rather robust growth rate in the economy. While the growth rates and the macroeconomic parameters had been favourable until the growth rate became more stagnant in 2013, and while the boosting of the economy brought the average income to significantly higher levels (around 10,000 USD) compared to the beginning of the 2000s, the positive influence of this economic growth was not paralleled in a reduction in the unemployment rates thus creating "jobless growth". Turkey continues to have a significantly large informal labour sector which is unable to benefit from social security schemes that the formal sector offers. While there are efforts to incorporate the informal sector within the formal sector, the vulnerability remains for those households involved in informal sector. Lastly, women's participation in the labour market is

extremely low compared to developed countries (28%). This issue is closely tied to lack of adequate availability of affordable childcare which has not been a significant social policy agenda.

It can be easily said that the economic growth did not produce an improvement to the existing economic disparities that existed in Turkey. Significant regional disparities are still seen for the socio-economic conditions of children and adults in that Eastern and South-Eastern regions significantly lag behind economically. These regions have much higher employment rates and rates of seasonal migrant workers which point to vulnerable populations.

The overall economic improvements have been echoed in numerous health indicators that are important for children. Turkey now has significantly lower infant, child and under-5 mortality rates, related to better access to health services. However, while the overall improvement is a story of success in bringing down mortality rates, disparities in these indicators are still evident when compared by regions, despite the fact that the fall of mortality rates are more pronounced for Eastern and South-Eastern regions.

Currently Turkey continues to have two significant tension areas within the society that has led to increased polarisation: 1. Secularist/laicist-Islamic conflict, 2. Differing views on granting the rights of the Kurdish community. How these issues will be handled in the following years will determine, if Turkey will move towards increased democratisation or to its opposite.

Education System

The education system has seen significant changes within the last years. In 2013, the mandatory age for schooling was raised to 12 years from 8 years, but the new system made room for alternatives to attending school. There are important debates about the changes made at the Ministry of National Education (MoNE) that are opening the doors to the infiltration of more religious influences into the educational system. The vast majority of the children attend public schools, though enrolment in private schools is on a climb in the last few years. As will be discussed in the next section, there are significant inequalities that exist in the conditions of the public schools in that schools in poor neighbourhoods are in poor conditions compared to public schools in more wealthy areas. Thus, the inherent inequalities that exist in the society are perpetuated by the educational system as well¹

Educational attainment and gender equality in educational attainment has been an issue at the top of the agenda for government as well as non-governmental agencies. In general, significant advances have been made in enrolment rates, especially girls' enrolment in primary education. Meanwhile, girls enrolment in high school significantly lags behind that of the boys. While enrolment rates are showing a significant improvement, attendance rates are proving to be a very significant challenge. New efforts are being put into improving the attendance rates. Another troubling issue is reflected in the differences among the quality of the state schools. Schools in poorer neighbourhoods have lower resources and are of poorer quality with higher teacher turnovers, which negatively influence the life chances of poor children. This translates to recreation of economic disadvantages with the educational system that does not have social policies that aim to protect against this replication of inequality.

¹Ferreira, F. H. G. & Gignoux, J. (2010). *Inequality of Opportunity for Education: The case of Turkey*. World Bank Report.

Family and Child Policies and Unequal Childhoods

Social services lack the capacity to reach especially vulnerable groups due to the fact that their services are not sufficiently structured to offer preventive community-based services. Again, the lack of adequate access to social services within neighbourhoods leads to further vulnerabilities in especially poor and migrant populations.

Thus far the economic, health and education aspects that have an impact in the climate in which children grow up were taken into consideration. The current social policy environment has to be added to the picture to offer a fuller picture. Unfortunately, the social policy measures are not enough to provide enough sheltering to children, especially children in poverty. Early childhood-specific social policies are almost non-existing, thus missing out the chance to close the gap between poor children and not-poor children. As mentioned above, schools in poor neighbourhoods are not provided with policies that can act to reverse the inter-generational transmission of disadvantage. Thus, the children are left only to the resources that families can create for themselves. Family income becomes the primary means through which developmental opportunities are afforded to children. Conditional cash transfers are the main social policy tools that are targeted for the very poor, and while they are helpful, the amount that is paid to very poor families is far from addressing the need for more comprehensive social policies especially targeted to poor children. Thus, social transfers that significantly reduce child poverty rates in European countries are significantly lacking in Turkey.

In sum, it can be said that childhood experiences of children are heavily influenced by the socio-economic conditions of their families in the absence of adequate universal or targeted measures to fight against widening of the gap between poor and not-poor children in Turkey. Life chances that are brought about by family circumstances are further reproduced through the systems such as the educational and the social protection system that should instead work against these disparities.

The above discussion provided a general picture of inequalities that are perpetuated in the lives of poor children. Children belonging to minority groups, children with special needs and refugee children comprise further vulnerable groups, significant portions of which may come from poor families. Again, no significantly adequate provisions are being provided for these children so that they are not further socially excluded. Since the start of the Syrian war, more than 2 million refugees, many of which are children, are now living in Turkey. Only around 200.000 are housed in camps run for refugees, with the rest fending for themselves. This has created and will continue to create a very significant crisis for children living in extreme poverty and great risk for social exclusion.

Child rights

Turkey has ratified the Convention on the Rights of the Child (CRC) in 1990 and it came into effect in 1995. However, Turkey signed the Convention with three objections to articles 17, 29 and 30 of the CRC. The last two articles pertain to protecting minority cultural rights. Turkey abides by the Lausanne Treaty which grants rights to the non-Muslim minorities by protecting the right of these communities to have their own schools and education in the mother tongue. However, the Lausanne Treaty does not provide similar cultural rights to the Kurdish population, because they were not named as one of the minority groups at the time of the treaty. Thus, offering education in Kurdish has been one of the most contested aspects of rights debate in the longstanding majority-minority clash in society.

Context for Istanbul

Istanbul is the most populated, most diverse metropolitan city, with 1 in 5 people in Turkey living in Istanbul. Despite its size and level of overall development, it is a city that houses huge disparities and inequalities within its city borders. All ethnic minority groups as well as refugees live in the metropolitan city. Given the enormous size of its population, the difficulties in service provisions and the lack of equity in resources across its relatively wealthier and poor districts make it a worthwhile study in terms of subjective experiences of children. Again the poverty divide is thought to provide significant clues as to how children from differing socio-economic backgrounds view their lives in their families, communities and schools. Relative deprivation, which can easily be seen in the city, is bound to create vulnerabilities for children with economic disadvantages as children witness very different lifestyles around them with the new gentrification processes in urban spaces in Istanbul - once named as derelict districts - are opened up for development projects that nowadays juxtapose ultra-rich living complexes with almost shanty town dwellings. This new development is bound to create its own problems as the inequalities in life chances are becoming more and more visible for everyone.

1.2 Sampling: Strategy and outcome

Given the population size as well as the significant inequalities that exist in the lives of children based on economic and regional disparities², collecting a representative sample of Turkey for each age group with adequate representation of important demographic factors, SES and cultural diversity would have been difficult to do with only 1000 children in each age group. A much bigger sample is needed for more adequate national representation. Therefore it was decided from the initial stages that the sample would aim to represent 8- to -12-year-old children living in the very diverse metropolitan city of Istanbul hosting more than 14 million people, with more than one-fifth of the population of Turkey. Istanbul also hosts members of all of the minority communities, thus it was thought that none of the minorities would be left out by restricting the sample to Istanbul.

Considering the diversity inherent in the targeted sample, two stratification factors were taken into consideration for sampling: 1. Public state school vs. private school, 2. Quality differences among the state schools. Private schools only make up about 6% of the elementary and secondary schools in Istanbul, thus it was planned that 6% of the data would be collected from the private schools. Given the fact that there are important quality differences among the state schools, it was planned to capture this difference by using an indicator developed by Ministry of National Education (MoNE) to signify the level of this difference. The indicator shows 3 levels of development of the schools (lower, medium, higher) and the sample was planned to be drawn from the same proportions of the schools based on the level of development.

Schools were randomly selected from a list based on the stratification indicator of 100 schools given to the MoNE for institutional approval. The list of 100 schools was randomly selected from all the elementary and secondary schools in Istanbul, based on the stratification criteria.

²Müderrişoğlu, S., Uyan-Semerçi, P., Karatay, A., Ekim-Akkan, B. ve Yakut-Çakar, B. (2013). *Child Well-Being Document*. UNICEF

Entry into private schools was not possible, thus no data was collected from private schools. In order to remedy the situation, additional data was collected from public schools with higher development level given that private schools resemble the qualities represented in the higher developmental level.

The final distribution of the sample according to the stratification factors are listed in the tables presented below.

Table 1: Final sample for 8 year olds by stratification criteria

| Stratum | Number of schools approached | Number of schools participating | Number of children participating | Any notes |
|---------|------------------------------|---------------------------------|----------------------------------|-----------------------------|
| 1 | 12 | 12 | 542 | Higher level of development |
| 2 | 5 | 5 | 263 | Medium level of development |
| 3 | 4 | 4 | 240 | Lower level of development |

Table 2: Final sample for 10 year olds by stratification criteria

| Stratum | Number of schools approached | Number of schools participating | Number of children participating | Any notes |
|---------|------------------------------|---------------------------------|----------------------------------|-----------------------------|
| 1 | 13 | 13 | 637 | Higher level of development |
| 2 | 5 | 5 | 212 | Medium level of development |
| 3 | 5 | 5 | 230 | Lower level of development |

Table 3: Final sample for 12 year olds by stratification criteria

| Stratum | Number of schools approached | Number of schools participating | Number of children participating | Any notes |
|---------|------------------------------|---------------------------------|----------------------------------|-----------------------------|
| 1 | 12 | 12 | 573 | Higher level of development |
| 2 | 5 | 5 | 215 | Medium level of development |
| 3 | 5 | 5 | 241 | Lower level of development |

2. Results

The following presentation of the results of the surveys will cover weighted descriptive analyses by the whole group (all ages) followed by means presented for gender, age groups and economic conditions to explore the variations based on group memberships.

An index that taps into the material well-being of the child was created including added national items: “*have own bed*”, “*have a school uniform in good condition*”, “*have own clothes*”, and “*house is heated well*”. Each of these items were coded for those children who did not respond positively for the item. The index was created by adding the scores of the four items. Thus the child who had most deprivation had a score of 4, while the child with no deprivation had a score of 0. It was found that 74% of the whole sample did not have any deprivation, thus was named as “Not Poor”, and the remaining 26% had at least one item that they were lacking. Given that each of these items are nationally seen as relevant items to test for material deprivation, lacking even one of these items showed significant material deprivation. Thus children with scores 1-4 on this index were labeled as “Poor”.

The discussion of the results will be based on these descriptive differences among the groups. Nevertheless, it is important to note at this point that the differences among the subgroups are not tested statistically. Only the differences in means can be seen in the tables.

2.1 The Participants

The total number of participants and the gender distribution of the each age group is presented below.

Table 4: Frequency of the sample groups by age and gender

| | 8 year olds | 10 year olds | 12 year olds |
|--------|-------------|--------------|--------------|
| Male | 464 (48.4%) | 543 (51.9%) | 495 (48.7%) |
| Female | 494 (51.6%) | 504 (48.1%) | 523 (51.3%) |
| Total | 958 | 1047 | 1018 |

All of the participants named Istanbul as the city they live in. There were less than 1% children in each age group who reported that they were born in a foreign country.

Of note, only about 2.5% of the 10 year olds and 2.6% of the 12 year olds reported that they regularly live in two separate houses. This is consistent with other data and reflects the relatively low rates of divorce in Turkey. Also, 0.4% of the 10 year olds and 0.3% of the 12 year olds reported that they live in an institutional setting, while 1% of the 10 year olds and 1.1% of the 12 year olds reported that they live with foster parents.

2.2 Your home and the people you live with

Questions regarding the “home and the people children lived with” showed that the majority of the children reported positive experiences related to home life (see Table 5). However, there was a small but nonetheless sizable amount of children across all age groups who did not have positive experiences at home. There was a relatively high agreement among the children in terms of “*feeling safe at home*” and “*having good time with the family*”. About 76.4% of the children ‘totally agreed’ with the statement “*feeling safe at home*”, and 72.8% ‘totally agreed’ with the statement “*we have a good time together in my family.*” There was less agreement on statements like “*their parents listen to them*” (49.8% ‘totally agreed’) or “*treat them fairly*” (58% ‘totally agreed’). A significant percentage, 14.6% of children reported that they did not “*have a quiet place to study at home*” (“do not agree” and “agree a little bit”).

Table 5: Home and the people you live with (All age groups) (%)

| | I do not agree | Agree a little bit | Agree somewhat | Agree a lot | Totally agree |
|--|----------------|--------------------|----------------|-------------|---------------|
| I feel safe at home | 5.6 | 1.9 | 3.7 | 12.4 | 76.4 |
| I have a quiet place to study at home | 8.7 | 5.9 | 10.7 | 16.5 | 58.2 |
| My parents/carers listen to me and take what I say into account | 8.2 | 7 | 16.1 | 18.9 | 49.8 |
| My parents/carers treat me fairly | 14.8 | 5.8 | 8.3 | 13.1 | 58 |
| We have a good time together in my Family | 5.3 | 2.1 | 4.8 | 15 | 72.8 |

When gender, age groups, and poverty level was added on to further explore differences among these groups, it became evident that the categorization of not poor/poor provided the most consistent differences (see Table 6). Poor children reported less agreement with all of the statements, reflecting the biggest difference for “*having a quiet place to study*”.

Table 6: 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 |
|--------------------|-----------|----------------|----------------|--------------|--------------------|
| Gender | | | | | |
| Boy | 3.5 | 3 | 2.8 | 2.9 | 3.5 |
| Girl | 3.6 | 3.2 | 3.1 | 3 | 3.5 |
| Age group | | | | | |
| 8 year olds | 3.4 | 3 | 2.9 | 2.8 | 3.4 |
| 10 year olds | 3.5 | 3.1 | 3 | 2.9 | 3.5 |
| 12 year olds | 3.6 | 3.1 | 3 | 3.1 | 3.5 |
| Deprivation | | | | | |
| Not Poor | 3.6 | 3.3 | 3.1 | 3.1 | 3.6 |
| Poor | 3.3 | 2.6 | 2.5 | 2.5 | 3.3 |
| Total | 3.5 | 3.1 | 3 | 2.9 | 3.5 |

The second group of questions in this section related to children's happiness/satisfaction with their homes and the people in their families. Overall children reported high levels of satisfaction for *"the house they lived in"*, *"their family life"*, and *"the people they lived with"*. However, children were least satisfied with *"all the other people in their family"* (see Tables 7 and 8).

Table 7: Satisfaction with home and the people you live with (8 year olds) (%)

| | 0 | 1 | 2 | 3 | 4 |
|-------------------------------------|-----|-----|-----|------|------|
| The house or flat where you live | 0.5 | 0.8 | 1.8 | 13 | 84 |
| The people you live with | 1.5 | 0.4 | 1.9 | 18.3 | 77.9 |
| All the other people in your family | 5.6 | 4.4 | 5.1 | 21.2 | 63.7 |
| Your family life | 2 | 1.4 | 2.1 | 10.2 | 84.3 |

Table 8: Satisfaction with home and the people you live with (10 and 12 year olds) (%)

| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| The house or flat where you live | 0.8 | 0.2 | 0.3 | 0.7 | 0.6 | 3 | 1.2 | 2.8 | 3.3 | 4.9 | 82.4 |
| The people you live with | 0.9 | 0.3 | 0.3 | 0.3 | 0.7 | 1.3 | 1.1 | 1 | 3 | 5.7 | 85.4 |
| All the other people in your family | 4.1 | 0.3 | 0.5 | 0.9 | 1.8 | 3.2 | 1.7 | 3.4 | 5 | 12.1 | 67.1 |
| Your family life | 0.7 | 0.3 | 0.2 | 0.2 | 0.7 | 0.8 | 1 | 1.3 | 2.2 | 4.8 | 87.8 |

Tables 9 and 10 show variations in the means of satisfaction scores for gender, age group and deprivation group. As can be seen for both 8-year-olds as well as 10- and 12-year-olds, satisfaction levels of children from poor households were lower than not-poor households, while gender did not appear to make a difference in children's satisfaction levels except for one item: girls reported higher rates of satisfaction for "*all the other people in your family*" than boys.

Table 9: Variations in satisfaction with home and the people you live with (8 year olds) (Means)

| | The house or flat where you live | The people you live with | All the other people in your family | Your family life |
|--------------------|----------------------------------|--------------------------|-------------------------------------|------------------|
| Gender | | | | |
| Boy | 3.8 | 3.6 | 3.3 | 3.7 |
| Girl | 3.8 | 3.8 | 3.4 | 3.8 |
| Deprivation | | | | |
| Not Poor | 3.9 | 3.8 | 3.5 | 3.9 |
| Poor | 3.7 | 3.5 | 3 | 3.6 |
| Total | 3.8 | 3.7 | 3.3 | 3.7 |

Table 10: Variations in satisfaction with home and the people you live with (10 year olds and 12 year olds) (Means)

| | The house or flat where you live | The people you live with | All the other people in your family | Your family life |
|--------------------|----------------------------------|--------------------------|-------------------------------------|------------------|
| Gender | | | | |
| Boy | 9.4 | 9.5 | 8.6 | 9.7 |
| Girl | 9.4 | 9.6 | 9 | 9.6 |
| Deprivation | | | | |
| Not Poor | 9.6 | 9.7 | 9 | 9.7 |
| Poor | 9 | 9.2 | 8.1 | 9.3 |
| Total | 9.4 | 9.5 | 8.8 | 9.6 |

Lastly, children were asked the frequency with which they "*talk*", "*have fun*", and "*learn*" together with their family. Table 11 reports the frequencies for the whole sample. About 52% of the children reported that they "*talked*", 43% had "*fun*" and 55% of the children stated that they "*learned*" together every day with their families. Table 12 shows the variations in these items based on child gender, age group and poverty group. While gender and deprivation differences are not striking,

there appears to be a difference for the age groups in that 8 year olds reported highest levels of doing the activities together while 12 year olds reported lowest levels.

Table 11: Time spent with family (All age groups) (%)

| | Not at All | Once or twice | Most days | Every day |
|--|---------------|------------------|--------------|-----------|
| How often do family: Talk together | 6.4 | 17.5 | 24.4 | 51.7 |
| How often do family: Have fun together | 4.4 | 19.7 | 32.8 | 43.1 |
| How often do family: Learn together | 5.8 | 14 | 25.3 | 55.3 |

Table 12: Variations in time spent with family (All age groups) (Means)

| | Talk together | How often do family: Have fun together | Learn together |
|--------------------|---------------|---|----------------|
| Gender | | | |
| Boy | 2.2 | 2.1 | 2.3 |
| Girl | 2.3 | 2.2 | 2.3 |
| Age group | | | |
| 8-year-olds | 2.1 | 2.4 | 2.5 |
| 10-year-olds | 2.3 | 2.1 | 2.4 |
| 12-year-olds | 2.3 | 2 | 2 |
| Deprivation | | | |
| Not Poor | 2.3 | 2.2 | 2.4 |
| Poor | 2.1 | 2.1 | 2.2 |
| Total | 2.2 | 2.1 | 2.3 |

These age differences are also reflected in the figure below for the three age groups.

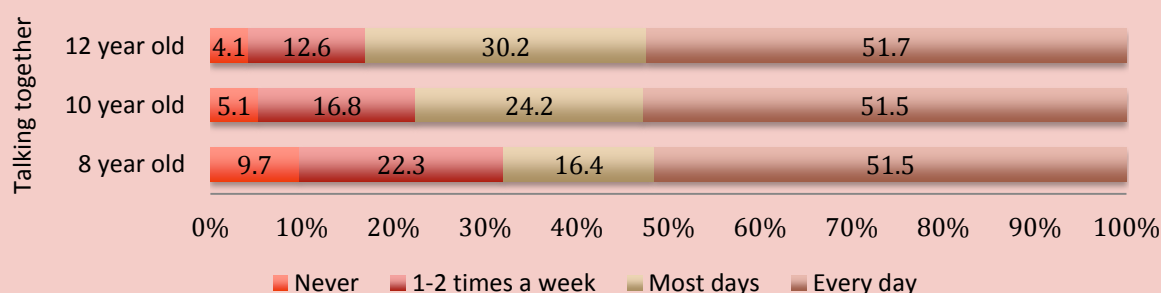


figure 1: Frequency (%) by age group for "Talking together"

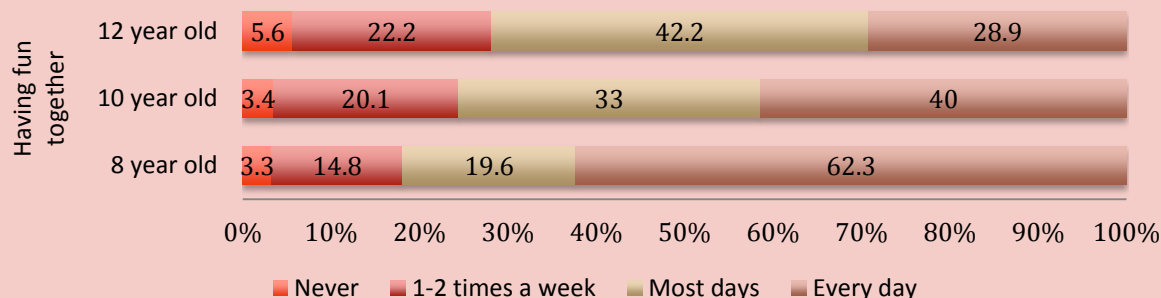


Figure 2: Frequency (%) by age group for “Having fun together”

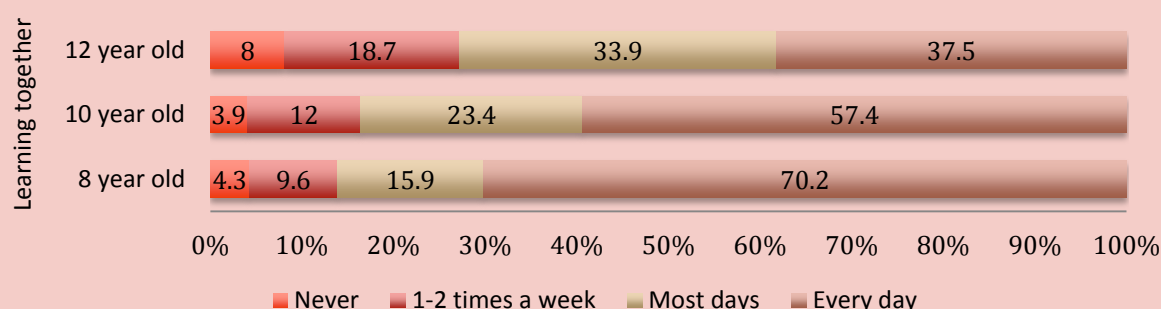


Figure 3: Frequency (%) by age group for “Learning together”

2.3 Money and things you have

This section of the questionnaire addressed the level of access children have to material goods in their households. It appears that access to computers and internet rises with age. It is of note that 14% of the 8-year-olds reported that they did not have a school uniform in good condition. All children attending school need to wear the uniform specific to the school they are attending, thus, not having a school uniform in good condition is often an embarrassing experience for young children. Table 13 shows the distribution of the access to materials by age groups.

Table 13: Materials owned or have access at home (%) by age

| | 8-year-olds | 10-year-olds | 12-year-olds |
|--|-------------|--------------|--------------|
| Clothes in good condition³ | 86.3 | 90.8 | 95.1 |
| Access to computer at home | 73.4 | 79.5 | 83.1 |
| Internet access at home | 61.9 | 73.5 | 77.7 |
| Own cell phone | N/A | 30.7 | 49 |
| Own room | N/A | 67.2 | 65.3 |
| Books to read for fun | N/A | 91.2 | 86.3 |
| Family car | 61.5 | 56 | 58 |
| MP3 player | N/A | 53.9 | 58.9 |
| TV at home | 94.5 | 96.2 | 97.1 |

³This item was asked as ‘Do you have a school uniform in good condition?’

When children were asked to report on their level of satisfaction with “*all the things you have*”, the satisfaction level seems to fall as children get older. The 12-year-olds reported the lowest level of satisfaction on this item (see Table 16). Similarly, 10- and 12-year-old poor children also reported lower levels of satisfaction with the things they have compared to the not-poor children.

Table 14: How happy do you feel with the things you have (8 year olds) (%)

| | 0 | 1 | 2 | 3 | 4 |
|-------------|-----|-----|-----|------|----|
| 8 year olds | 1.4 | 1.5 | 0.9 | 10.2 | 86 |

Table 15: How happy do you feel with the things you have (10 year olds and 12 year olds) (%)

| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-------------------|-----|-----|-----|---|-----|-----|-----|-----|-----|-----|------|
| 10 & 12 year olds | 0.9 | 0.3 | 0.6 | 1 | 0.8 | 3.1 | 1.7 | 3.2 | 5.8 | 8.8 | 73.9 |

Table 16: Variations in satisfaction with the things you have (Means)

| | 8 year olds | 10 and 12 year olds |
|--------------------|-------------|---------------------|
| Gender | | |
| Boy | 3.8 | 9.2 |
| Girl | 3.8 | 9.2 |
| Age group | | |
| 10 year olds | - | 9.5 |
| 12 year olds | - | 8.9 |
| Deprivation | | |
| Not Poor | 3.8 | 9.5 |
| Poor | 3.7 | 8.5 |
| All | 3.8 | 9.2 |

The item related to the “*worries about how much money the family has*” revealed that it was the 8 year olds who substantially reported being much more worried about money compared to the other age groups (see Table 17). It may be that 10- and 12-year-olds under-reported their concerns with family money, as this question is a very sensitive question potentially linked with shame.

Table 17: Frequency of worrying about money (%)

| | Never | Sometimes | Frequently | Always |
|---------------------|-------|-----------|------------|--------|
| 8 year-olds | 25.3 | 27.7 | 5 | 26.4 |
| 10 year-olds | 44 | 34.1 | 3.9 | 8.4 |
| 12 year-olds | 43.8 | 40.9 | 5.9 | 4 |
| All children | 43 | 38.1 | 5.5 | 13.3 |

Table 18 shows that there are no gender differences for children's worry about money. It is not surprising though that the children from poor households have higher levels of worry about money compared to the children from not-poor households.

Table 18: Variations in questions about worrying about money (All age groups) (Means)

| | Worrying about money |
|--------------------|----------------------|
| Gender | |
| Boy | 0.9 |
| Girl | 0.9 |
| Age group | |
| 8 year olds | 1.3 |
| 10 year olds | 0.7 |
| 12 year olds | 0.7 |
| Deprivation | |
| Not Poor | 0.8 |
| Poor | 1.2 |
| Total | 0.9 |

Two more items were added about money to the 12-years-old questionnaire. The item related to pocket money showed that only about 69% received pocket money regularly (see Table 19). This is a rather low rate, when the varied needs and meanings attributed to pocket money by children are taken into consideration. Girls reported higher rates of regularly receiving pocket money than boys. Children coming from poor households reported lower levels of regularly receiving pocket money.

Table 19: Receiving pocket money (%)

| | 12 year-old | Boy | Girl | Not Poor | Poor |
|----------------------------------|-------------|------|------|----------|------|
| Do not receive pocket money | 5.8 | 5.6 | 6 | 4.6 | 10 |
| Receive pocket money irregularly | 25 | 27.3 | 22.9 | 22.9 | 30.5 |
| Receive pocket money regularly | 69.2 | 67.1 | 71.2 | 72.5 | 59.5 |

Lastly, 12-year-olds were the only group that was asked “*how many people worked for money in their household*”. Table 20 shows the distribution of the number of children working in the household. It is interesting to note that the distribution of the number of people working in the household is not drastically different in the poor households, thus, it may be that the main difference comes from the income of the adults rather than the number of adults working in the household.

Table 20: How many adults work in the family? (%) (12 year olds)

| | 12 year-old | Boy | Girl | Not Poor | Poor |
|---------------|-------------|------|------|----------|------|
| None | 2.7 | 2.9 | 2.6 | 2.4 | 3 |
| One | 58.8 | 55.5 | 61.9 | 59.6 | 55.5 |
| Two | 29 | 30.7 | 27.4 | 30.5 | 24.7 |
| More than two | 9.5 | 10.9 | 8.2 | 7.5 | 16.8 |

2.4 Your friends and other people

Children’s experiences in friendships were investigated through their views about their friendships, satisfaction in their relationships with friends, and the frequency with which they did certain activities together with friends. Table 21 shows that there is a higher agreement among children in terms of “*having enough friends*” with more than 85% of the children “agreeing a lot” or “totally agreeing” with this statement. While this is a high percentage, it still leaves out about 15% of the children in total who appear to experience some difficulties in making friendships. In terms of looking at children’s experiences with friends through asking them to report on whether they feel “*their friends are usually nice to them*”, 78% of the children ‘agreed a lot’ or ‘totally agreed’ with the statement, thus again showing that about 22% of the children are experiencing some type of difficulty in their friendships.

Table 21: Friends (All age groups) (%)

| | I do not agree | Agree a little bit | Agree somewhat | Agree a lot | Totally agree |
|-----------------------------------|----------------|--------------------|----------------|-------------|---------------|
| My friends are usually nice to me | 6.4 | 4.5 | 11.1 | 20 | 58 |
| I have enough friends | 5.9 | 3.6 | 5.3 | 15.1 | 70.2 |

As can be seen from Table 22, children's agreement with the above statements did not change drastically based on gender or age. However, children coming from poor households appeared to report lower levels of agreement with these two statements about their friendships compared to children coming from not-poor households, indicating potentially more troubles in the friendship area.

Table 22: Variations in questions about friends (Means)

| | My friends are usually nice to me | I have enough friends |
|--------------------|-----------------------------------|-----------------------|
| Gender | | |
| Boy | 3.1 | 3.4 |
| Girl | 3.3 | 3.4 |
| Age group | | |
| 8-year-olds | 3.2 | 3.3 |
| 10-year-olds | 3.2 | 3.5 |
| 12-year-olds | 3.2 | 3.4 |
| Deprivation | | |
| Not Poor | 3.3 | 3.5 |
| Poor | 2.9 | 3.1 |
| Total | 3.2 | 3.4 |

When the children were asked to reflect on their level of happiness/satisfaction with their “*friends*”, “*people who live in their neighbourhood*” and with their “*relationships with others in general*”, it became clear that children in all three age groups were least satisfied with people who live in their neighbourhoods. This item and the potential links to understanding children's responses to this item clearly are linked with the other items in the following section related to “the area where you live”. It appears that there is quite a dispersion in the way the children responded to this item which overall gets a lower score.⁴

Table 23: Satisfied with friendships and other relationships (8-year-olds) (Means)

| | 0 | 1 | 2 | 3 | 4 |
|--|-----|-----|-----|------|------|
| Satisfaction with: Your friends | 0.9 | 1.5 | 2.5 | 15.2 | 79.8 |
| Satisfaction with: The people in your area | 6.2 | 2.6 | 5.9 | 25.5 | 59.8 |
| Satisfaction with: Your relationships with people in general | 1.7 | 2.5 | 6.9 | 17.5 | 71.4 |

⁴The standard deviation for this item appears to be much greater than the standard deviations for other items in this section.

Table 24: Satisfied with friendships and other relationships (10-year-olds and 12-year-olds) (%)

| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| Your friends | 1.5 | 0.7 | 0.6 | 0.8 | 0.9 | 4 | 1.9 | 4.4 | 7.2 | 10.7 | 67.2 |
| The people in your area | 6.1 | 1.3 | 1.6 | 2.2 | 2.2 | 5.3 | 3 | 5.2 | 7.8 | 14.3 | 50.8 |
| Your relationships with people in general | 1.4 | 0.2 | 0.4 | 0.6 | 1.2 | 2.8 | 1.7 | 3.1 | 6.9 | 12.8 | 68.8 |

Moreover, there appears to be some decline in the satisfaction ratings of 12-year-olds compared to 10-year-olds for “relationships with friends” and “people in your area” (see Table 25). Similarly, children from poor households reported lower levels of satisfaction with “friends”, and “people in their area” than children from not-poor households.

Table 25: Variations in questions about satisfaction with friends and other relationships (All age groups) (Means)

| | | Your friends | People in your area | Your relationships with people in general |
|--------------------|--------------------|--------------|---------------------|---|
| Gender | | | | |
| Boy | 8-year-olds | 3.7 | 3.2 | 3.5 |
| | 10- & 12-year-olds | 8.9 | 8 | 9 |
| Girl | 8-year-olds | 3.7 | 3.4 | 3.6 |
| | 10- & 12-year-olds | 9.1 | 8.1 | 9.2 |
| Age group | | | | |
| <i>Year group</i> | | | | |
| | 8-year-olds | 3.7 | 3.3 | 3.5 |
| | 10-year-olds | 9.1 | 8.3 | 9.2 |
| | 12-year-olds | 8.8 | 7.7 | 9 |
| Deprivation | | | | |
| Not poor | 8-year-olds | 3.8 | 3.4 | 3.7 |
| | 10- & 12-year-olds | 9.2 | 8.2 | 9.3 |
| Poor | 8-year-olds | 3.6 | 3.1 | 3.3 |
| | 10- & 12-year-olds | 8.6 | 7.6 | 8.5 |
| Total | 8-year-olds | 3.7 | 3.3 | 3.5 |
| | 10- & 12-year-olds | 9.0 | 8.0 | 9.1 |

When the frequency with which children do activities with their friends was asked, it appears that about 66% of the children have opportunities to “*talk*” with friends, while 74% have “*fun*” with their friends ‘most days’ or ‘every day’. This again shows that a sizeable amount of children have fewer opportunities to have fun with their friends frequently. “*Meeting up to study*” with friends was reported to be a much less occurring event in the lives of children.

Table 26: How often do you spend time with friends (All age groups) (%)

| | Not at all | Once or twice | Most days | Every day |
|--|------------|---------------|-----------|-----------|
| How often do friends: Talk together | 11.9 | 21.5 | 24.2 | 42.4 |
| How often do friends: Have fun together | 8.7 | 17.8 | 27.3 | 46.2 |
| How often do friends: Meet to study together | 36.3 | 25.8 | 18.2 | 19.6 |

Looking at variations in the frequency with which children spend time doing things with friends revealed that in general there were no apparent differences on these activities based on gender or deprivation level. One interesting variation seem to exist for “*having fun together*” with friends across the ages: 8-year-olds reported more frequently getting together to have fun with friends, while 12-year-olds reported doing so somewhat less frequently, while the opposite pattern was seen for “*talking with friends*”. Children coming from poor households reported having the chance to “*talk*” with friends less frequently compared to children coming from not-poor households.

Table 27: Variations in questions about friends (All age groups) (Means)

| | Talk together with friends | Have fun together with friends | Meet to study together with friends |
|--------------------|----------------------------|--------------------------------|-------------------------------------|
| Gender | | | |
| Boy | 1.9 | 2.1 | 1.2 |
| Girl | 2 | 2.1 | 1.3 |
| Age group | | | |
| 8-year-olds | 1.8 | 2.3 | 1.3 |
| 10-year-olds | 2 | 2.1 | 1.2 |
| 12-year-olds | 2.1 | 1.9 | 1.1 |
| Deprivation | | | |
| Not Poor | 2.1 | 2.2 | 1.2 |
| Poor | 1.8 | 2 | 1.2 |
| Total | 2 | 2.1 | 1.2 |

When the issue of “*learning together*” was asked, 8-year-olds reported that about 39% of them ‘never’ learn together with friends, while 28% reported that they learn together with their friends ‘almost/everyday’. Age appears to make a difference on this item in that 12-year-olds reported the lowest levels of learning together with friends ‘almost/everyday’ (see Figure 4).

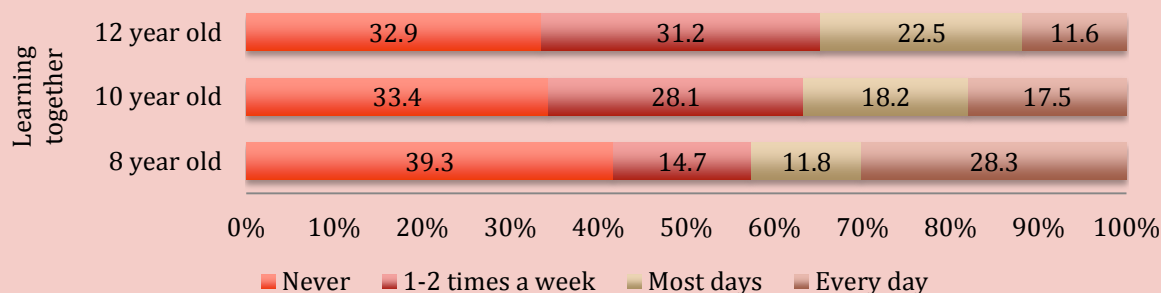


Figure 4: Frequency (%) by age group for “*Learning together with friends*”

2.5 The area where you live

Children’s views about their neighbourhood or the area where they live, is an important element that contextualises the lives of children in the natural spaces they spend their time in. In general, the children who took this survey reported that outdoor places and safety on the street are concerns for them (see Table 28). It was striking that as children aged (i.e. 12-year-olds), they tended to be in less agreement with the statement “*in my area, there are enough outdoor places to play or to have a good time*” than 8- or 10-year-olds (see Table 29). This is a very sensitive and important issue that reflects a general dis-ease with the neighborhood in terms of safety as children grow up and have more interactions in their neighborhoods. Not surprisingly, a difference on views about the area in which children live was also seen across children from poor and not-poor households, as the neighborhoods do tend to reflect socio-economic context of the families (see Table 29).

Table 28: Views about local area (All age groups) (%)

| | I do not agree | Agree a little bit | Agree somewhat | Agree a lot | Totally agree |
|---|----------------|--------------------|----------------|-------------|---------------|
| In my area there are enough places to play or to have a good time | 14.5 | 8.3 | 12.1 | 15.4 | 49.7 |
| I feel safe when I walk in the area I live in | 13.6 | 9.8 | 17.2 | 17.1 | 42.3 |

Table 29: Variation in views about area (Means)

| | Enough places to play or to have a good time | I feel safe when I walk in the area I live in |
|--------------------|---|--|
| Gender | | |
| Boy | 2.8 | 2.7 |
| Girl | 2.8 | 2.6 |
| Age group | | |
| 8-year-olds | 3 | 2.7 |
| 10-year-olds | 2.8 | 2.7 |
| 12-year-olds | 2.5 | 2.6 |
| Deprivation | | |
| Not Poor | 2.9 | 2.8 |
| Poor | 2.5 | 2.4 |
| Total | 2.8 | 2.7 |

Collaborating with the earlier finding that children are not happy with the availability of open spaces in their neighbourhoods, it was reported that children across all age groups, they were least satisfied with the “*outdoor areas they could use*” in the area they live (see Tables 30-32). Children from poor households reported considerably lower scores compared to children from not-poor households for all three items (“*How you are dealt with at the doctors*”, “*The outdoor areas children can use in your area*”, and “*The area you live in general*”) related to their neighbourhoods (see Table 32).

Table 30: Satisfaction with local area (8 year olds) (%)

| | 0 | 1 | 2 | 3 | 4 |
|---|-----|-----|-----|------|------|
| How you are dealt with at the doctors | 4 | 3.4 | 4.1 | 17.9 | 70.7 |
| The outdoor areas children can use in your area | 4.3 | 4.2 | 4.3 | 19.7 | 67.5 |
| The area you live in general | 0.7 | 2 | 4.3 | 12.2 | 80.8 |

Table 31: Satisfaction with local area (10 year olds and 12 year olds) (%)

| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| How you are dealt with at the doctors | 2.5 | 0.4 | 0.9 | 0.8 | 0.9 | 3.1 | 2 | 3.2 | 5.6 | 11.3 | 69.4 |
| The outdoor areas children can use in your area | 9.1 | 1.2 | 1.5 | 2.2 | 2.4 | 4.1 | 3.7 | 4.8 | 7.7 | 13.6 | 49.8 |
| The area you live in general | 2.2 | 0.6 | 0.5 | 1.5 | 1.6 | 3.3 | 2.9 | 3.6 | 4.6 | 11.2 | 68 |

Table 32: Variations in questions about satisfaction with local area (All age groups) (Means)

| | | How you are dealt with by doctors | The outdoor areas children can use in your area | The area you live in general |
|--------------------|--------------------|-----------------------------------|---|------------------------------|
| Gender | | | | |
| Boy | 8-yr-olds | 3.4 | 3.3 | 3.7 |
| | 10- & 12-yr-olds | 8.8 | 7.9 | 8.9 |
| Girl | 8-year-olds | 3.5 | 3.5 | 3.7 |
| | 10- & 12-year-olds | 9.1 | 7.7 | 8.9 |
| Age group | | | | |
| | 8-year-olds | 3.5 | 3.4 | 3.7 |
| | 10-year-olds | 9.3 | 8.3 | 9.2 |
| | 12-year-olds | 8.7 | 7.2 | 8.5 |
| Deprivation | | | | |
| Not Poor | 8-year-olds | 3.7 | 3.5 | 3.8 |
| | 10- & 12-year-olds | 9.1 | 8.1 | 9.1 |
| Poor | 8-year-olds | 3.2 | 3.2 | 3.6 |
| | 10- & 12-year-olds | 8.7 | 6.9 | 8.2 |
| Total | 8-year-olds | 3.5 | 3.4 | 3.7 |
| | 10- & 12-year-olds | 9 | 7.8 | 8.9 |

Also, of note, 12-year-old children reported a relatively low level of satisfaction with the “*police in their neighbourhood*”, which had a wide dispersion in terms of standard deviation, reflecting a significant variation in the way this item was answered across the 12-year-old group. Lastly, it is important to note that satisfaction with agencies/amenities in the neighbourhood appears to decline from 10-year-olds to 12-year-olds (see Table 32).

2.6 School

Children's experiences in schools constitute an important aspect of their subjective well-being as they socialise and learn within the constraints of the school environment. How teachers and peers treat children is crucial to track in order to understand the experiences of children in schools. Children's agreement about statements regarding how teachers treat them, as well as how they feel in school was elicited. In addition, experiences of being hit or excluded by peers in the last month were also asked. Lastly, their satisfaction with different aspects of school life was probed. Being heard by the teachers is an important aspect of the relationship with teachers.

Results showed that in regards to children's experiences with teachers, 82.5% of the children reported "agreeing a lot" or "totally agreeing" with the statement *"My teachers listen to me and take what I say into account"*. Seventy-five percent of the students "agreed a lot" or "totally agreed" with the statement *"My teachers treat me fairly"*. Again about 85% of the children reported that they "agreed a lot" or "totally agreed" with the statement *"I like going to school"*, and *"I feel safe at school"* (see Table 33). These results show that about 15% of the children do not report positive experiences related to school.

Table 33: Views about school (All age groups) (%)

| | I do not agree | Agree a little bit | Agree somewhat | Agree a lot | Totally agree |
|--|----------------|--------------------|----------------|-------------|---------------|
| My teachers listen to me and take what I say into account | 4.7 | 3.9 | 8.9 | 21.1 | 61.4 |
| I like going to school | 5.2 | 3 | 6.6 | 19 | 66.2 |
| My teachers treat me fairly | 12.1 | 5 | 7.9 | 15.9 | 59.1 |
| I feel safe at school | 4.5 | 3.4 | 6.9 | 15.7 | 69.4 |

When variations on the agreement to the above statements were analyzed among the groups, it was seen that girls and 8- and 10-year-olds appear to agree more with the statement *"I like going to school"* compared to boys and 12-year-olds (see Figure 4 and Table 34). When asked to report their level of agreement with statements such as *"I like going to school"*, higher percentage (89.1%) of 8 year olds compared to the other age groups responded with 'totally agree' or 'agree a lot'. As can be seen from Figure 5, this rate dropped to 76.3% when 12-year-olds are asked the same question. Ten-year-olds' responses seemed closer to the 8-year-olds.

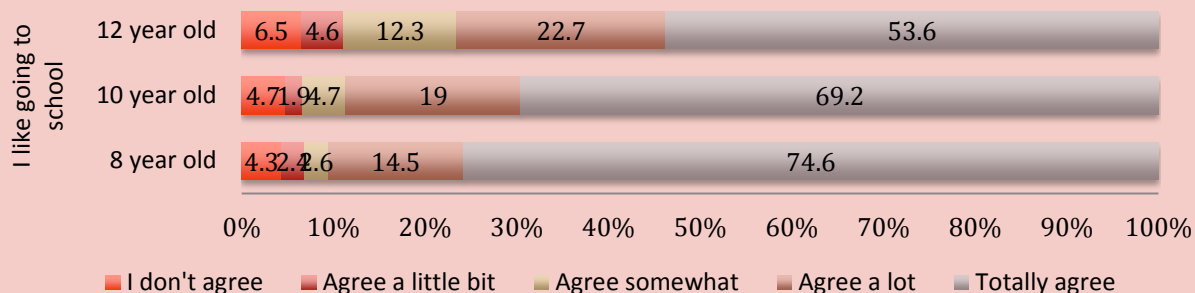


Figure 5: Agreement (%) by age group for “I like going to school”

Table 34: Variations in views about school (All age groups) (Means)

| | My teachers listen to me and take what I say into account | I like going to school | My teachers treat me fairly | I feel safe at school |
|--------------------|---|------------------------|-----------------------------|-----------------------|
| Gender | | | | |
| Boy | 3.3 | 3.3 | 3 | 3.4 |
| Girl | 3.4 | 3.5 | 3.1 | 3.5 |
| Age group | | | | |
| 8-year-olds | 3.4 | 3.6 | 2.9 | 3.5 |
| 10-year-olds | 3.4 | 3.5 | 3.2 | 3.5 |
| 12-year-olds | 3.1 | 3.1 | 3 | 3.3 |
| Deprivation | | | | |
| Not Poor | 3.4 | 3.4 | 3.2 | 3.5 |
| Poor | 3.2 | 3.3 | 2.8 | 3.3 |
| Total | 3.3 | 3.4 | 3.1 | 3.4 |

Twelve year olds agreed less with the statement “My teachers listen to me and take what I say into account” compared to 10-year-olds (see Figure 6).

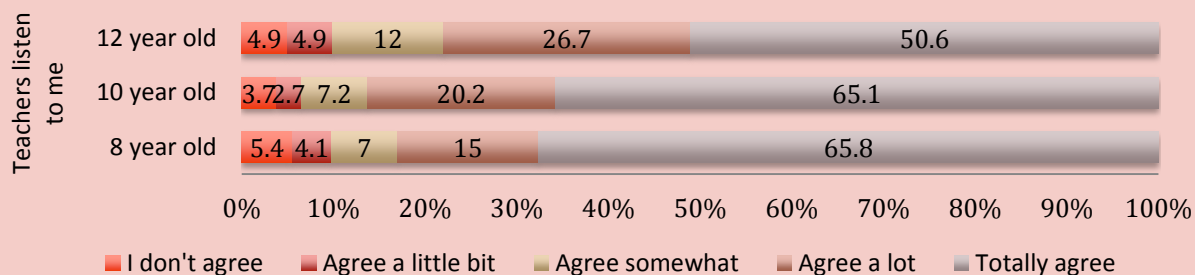


Figure 6: Agreement (%) by age group for “My teachers listen to me and take what I say into account”

The topic of fair treatment by teachers revealed interesting age and deprivation differences. As can be seen from Figure 7, higher percentage (77.6%) of 10-year-olds, compared to 8-year-olds (69.3%) and 12-year-olds (69.9%) reported agreement ('totally agree' and 'agree a lot') with the statement *"teachers treat me fairly"*. The biggest difference in these school related questions was seen for this item between poor and not-poor children. Again, children coming from not-poor households, agreed more with the statement *"My teachers treat me fairly"* (see Table 34). Thus, the issue of not being treated as fairly by teachers is an important one in the experiences of poor children.

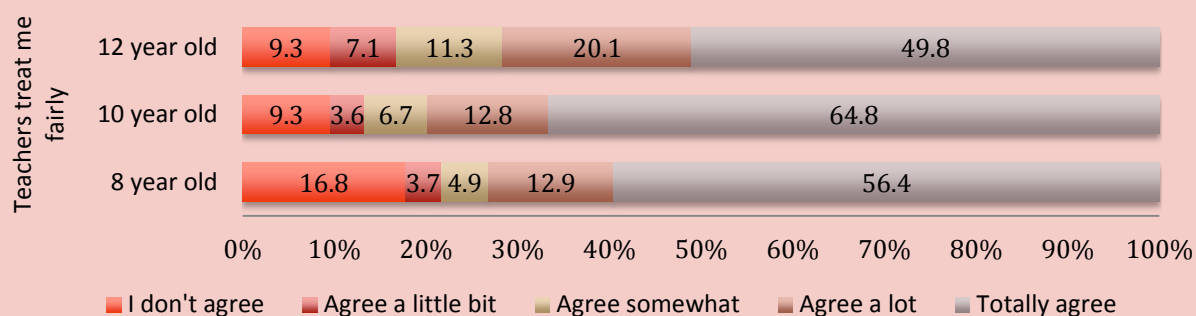


Figure 7: Agreement (%) by age group for *"Teachers treat me fairly"*

When asked if they had negative experiences of being "hit" or "excluded" by their peers, only 45.4% of the children reported that they were not "hit", and 69.2% reported that they were not "left out" by peers in the last month (see Table 35). When gender, age and SES differences were examined, it was revealed that while gender did not make a big difference, higher percentage of 8-year-olds reported being hit as well as being excluded by peers at least 3 times in the last month (see Table 36, Figures 8 and 9). It appears that problematic peer relationships are more of an issue for the 8-year olds compared to older groups. Similarly, poor children reported higher frequencies of being hit or left out, thus culminating in more negative experiences at school.

Table 35: Bullying frequency in the last month (All age groups) (%)

| | Never | Once | Two or 3 times | More than three times |
|--|-------|------|----------------|-----------------------|
| Hit by other children in your school | 45.4 | 20.3 | 14.9 | 19.3 |
| Left out by other children in your class | 69.2 | 11.7 | 8.2 | 10.9 |

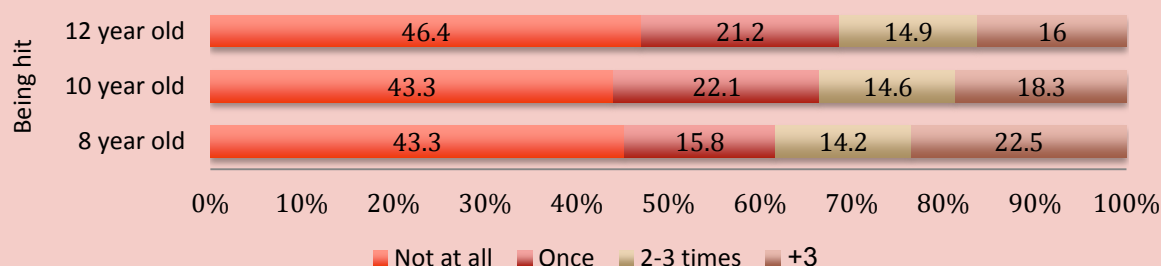


Figure 8: Frequency (%) by age group for *"Being hit in the last month"*

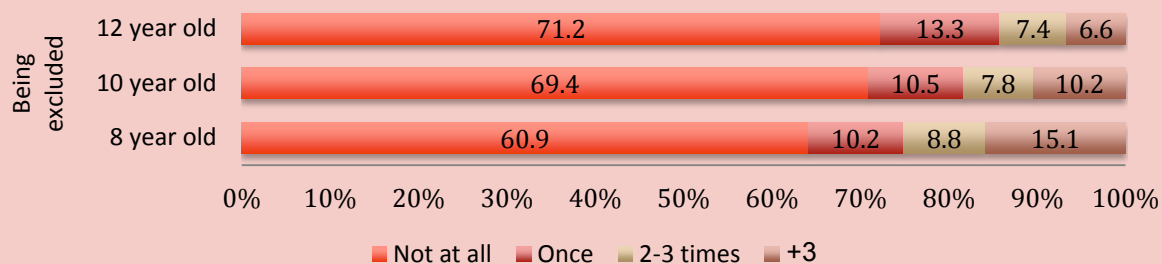


Figure 9: Frequency (%) by age group for “Being excluded in the last month”

Table 36: Variations on bullying (All age groups) (Means)

| | Hit by other children | Left out by other children |
|--------------------|-----------------------|----------------------------|
| Gender | | |
| Boy | 1.2 | 0.6 |
| Girl | 1 | 0.6 |
| Age group | | |
| 8-year-olds | 1.2 | 0.8 |
| 10-year-olds | 1.1 | 0.6 |
| 12-year-olds | 1 | 0.5 |
| Deprivation | | |
| Not Poor | 1 | 0.5 |
| Poor | 1.3 | 0.8 |
| Total | 1.1 | 0.6 |

About 90% of the 8-year-olds were quite satisfied with all items related to school (see Table 37). The percentages for 10- and 12-year-olds were lower for the same items (see Table 38).

Table 37: Satisfaction with school (8 year olds) (%)

| | 0 | 1 | 2 | 3 | 4 |
|---------------------------------|-----|-----|-----|------|------|
| Other children in your class | 2.9 | 2.5 | 5.3 | 18.1 | 71.2 |
| Your school marks | 2.4 | 2.3 | 5.3 | 18.9 | 71 |
| Your school experience | 1.4 | 2.8 | 3.4 | 14.7 | 77.3 |
| Your relationship with teachers | 2.3 | 1.7 | 2.3 | 11.1 | 82.6 |

Table 38: Satisfaction with school (10 year olds and 12 year olds) (%)

| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| Other children in your class | 2.8 | 1.1 | 1 | 1.9 | 2.4 | 6.4 | 4.7 | 7.1 | 9.7 | 13.4 | 49.4 |
| Your school marks | 3.5 | 1.2 | 1 | 1.6 | 2.4 | 6.3 | 3.6 | 6.1 | 10.3 | 16.1 | 47.8 |
| Your school experience | 1.6 | 0.5 | 0.4 | 1.1 | 1.9 | 3.5 | 2.7 | 4.1 | 6.7 | 11.4 | 66 |
| Your life as a student | 1.4 | 0.4 | 0.7 | 0.8 | 1.3 | 2.3 | 2.3 | 3.2 | 6.3 | 11.1 | 70.3 |
| Things you have learned | 0.8 | 0.3 | 0.3 | 0.5 | 1.1 | 2.1 | 2.3 | 2.3 | 4.9 | 10.2 | 75.2 |
| Your relationship with teachers | 1.1 | 0.6 | 0.7 | 0.9 | 1.3 | 2.6 | 1.9 | 2.3 | 4.9 | 9.8 | 73.2 |

Similar to some of the mentioned items related to school, children's satisfaction with various items related to school life showed slight gender differences, while age and deprivation differences were striking. Girls appear to report slightly higher levels of satisfaction compared to boys.

Across all the items, 12-year-olds reported much lower levels of satisfaction compared to 10-year-olds (see Table 39). These differences appear to be greatest for the item "*satisfaction with school grades*". However given the results that all items were given lower satisfaction scores by 12-year-olds, it is important to recognise the overall trend in the 12-year-old cohort.

The differences between poor and not-poor 10- and 12-year old-children in terms of the satisfaction on school-related items were striking as well. The biggest differences appear on the items "*your school marks*", "*other children in your class*", and "*your school experience*" (see Table 39).

Table 39: Variations on satisfaction with school (10-year-olds and 12-year-olds) (Means)

| | | Other children in your class | Your school marks | Your school experience | Things you have learned | Your life as a student | Your relationship with teachers |
|--------------------|--------------------|------------------------------|-------------------|------------------------|-------------------------|------------------------|---------------------------------|
| Gender | | | | | | | |
| Boy | 8-year-olds | 3.5 | 3.5 | 3.6 | n/a | n/a | 3.6 |
| | 10- & 12-year-olds | 8.4 | 8.2 | 8.8 | 9.2 | 9 | 9.1 |
| Girl | 8-year-olds | 3.6 | 3.6 | 3.7 | n/a | n/a | 3.8 |
| | 10- & 12-year-olds | 8 | 8.2 | 9 | 9.4 | 9.2 | 9.2 |
| Age group | | | | | | | |
| | 8-year-olds | 3.5 | 3.5 | 3.6 | n/a | n/a | 3.7 |
| | 10-year-olds | 8.6 | 9 | 9.4 | 9.7 | 9.5 | 9.6 |
| | 12-year-olds | 7.8 | 7.3 | 8.4 | 8.9 | 8.7 | 8.7 |
| Deprivation | | | | | | | |
| Not Poor | 8-year-olds | 3.6 | 3.6 | 3.7 | n/a | n/a | 3.8 |
| | 10- & 12-year-olds | 8.4 | 8.5 | 9.1 | 9.4 | 9.2 | 9.2 |
| Poor | 8-year-olds | 3.5 | 3.4 | 3.6 | n/a | n/a | 3.6 |
| | 10- & 12-year-olds | 7.6 | 7.4 | 8.6 | 9.1 | 9 | 9.1 |
| Total | 8-year-olds | 3.5 | 3.5 | 3.6 | n/a | n/a | 3.7 |
| | 10- & 12-year-olds | 8.2 | 8.2 | 8.9 | 9.3 | 9.1 | 9.2 |

2.7 How you use your time

Children were asked how they spent their time when not attending school and what additional activities they participated in. In response 38.8% of the children reported that they ‘never/rarely’ take “*lessons outside school time*”, 17.4% ‘never/rarely’ “*read for fun*”, 14.5% ‘never/rarely’ “*play sports*” (see Table 40). “*Doing homework*” is reported as the most frequent activity that children are involved in daily. 86.6% of the children reported that they are “*doing homework*” (almost) everyday. The other activity that was highly endorsed by the children was “*watching TV*”; 63.6% of the children reported that they watched TV (almost) everyday. Almost 38% of the children reported that they are “*spending time at the computer*” (almost) every day. Of interest, 37.5% reported that they are “*helping with housework*” (almost) every day.

Some additional questions were included in the 12-years-old survey regarding the frequency with which they “*participate in organised leisure time activities (like youth movement, scout, ...)*”, “*spend time alone*” or “*take care of their siblings*”. It was revealed that about 42.4% rarely/never participate in organised leisure time activities, while another 46.1% participate in such activities ‘1 to 2 times a week’ or ‘(almost) every day’. When asked about the frequency with which 12-year-old spend time

alone, 32.7% reported that they “*spend time alone*” (almost) everyday. Almost 18% of the 12-year-olds reported that they “*take care of brothers, sisters, other family members or people they live with*”. This finding is consistent with the added national item for 8- and 10-year olds that asks about children’s involvement with care for siblings. This finding will be elaborated on in the national questions section.

Table 40: Time use frequency (All age groups, except items marked with *12-year-olds only ♦10- and 12-year-olds only) (%)

| | Rarely or never | Less than once a week | Once or twice a week | Every day or almost |
|---|-----------------|-----------------------|----------------------|---------------------|
| Taking classes outside school time | 38.8 | 8.5 | 27.5 | 25.2 |
| Taking part in organized leisure time activities (like clubs and groups) * | 42.4 | 11.4 | 24.7 | 21.4 |
| Reading for fun | 17.4 | 10.1 | 22.5 | 50 |
| Helping with housework | 25.2 | 12.9 | 24.4 | 37.5 |
| Doing homework | 3 | 3.1 | 7.3 | 86.6 |
| Watching TV | 6.5 | 6.2 | 23.8 | 63.6 |
| Playing sports or doing exercise | 14.5 | 9 | 23.1 | 53.4 |
| Using a computer | 19.1 | 12.1 | 30.8 | 38.1 |
| Just being by myself * | 15.2 | 19.6 | 32.4 | 32.7 |
| Taking care of brothers, sisters, other family members or people you live with ♦ | 57.8 | 10.9 | 13.6 | 17.6 |

When these results are further examined for gender, age and deprivation groups, it was revealed that boys reported being involved with “*taking classes*” and “*organised leisure time activities*” more frequently than girls, while girls reported being involved with “*reading for fun*” and “*helping with housework*” compared to boys (see Table 41).

When the different ages are compared among these activities, it can be seen that 12-year-olds spend less time compared to 8-year-olds and 10-year-olds, in “*taking lessons outside of school*”, and “*taking care of family members*”, while they spend more time “*watching TV*”, and “*using a computer*” (see Table 41).

The main difference between poor and not-poor children was seen for “*using a computer*” in that poor children reported less often using a computer compared to not-poor children (see Table 41a and 41b).

Table 41a: Variations on time use (All age groups, except items marked *12-year-olds only) (means)

| | Taking classes | Organized leisure time activities* | Reading for fun | Helping with housework | Doing homework |
|--------------------|----------------|------------------------------------|-----------------|------------------------|----------------|
| Gender | | | | | |
| Boy | 1.5 | 1.4 | 1.9 | 1.5 | 2.7 |
| Girl | 1.3 | 1.1 | 2.2 | 1.9 | 2.8 |
| Age group | | | | | |
| 8-year-olds | 1.6 | n/a | 2 | 1.9 | 2.7 |
| 10-year-olds | 1.5 | n/a | 2.1 | 1.7 | 2.8 |
| 12-year-olds | 1.1 | 1.3 | 2 | 1.6 | 2.8 |
| Deprivation | | | | | |
| Not Poor | 1.4 | 1.3 | 2.1 | 1.8 | 2.8 |
| Poor | 1.3 | 1.1 | 1.9 | 1.7 | 2.7 |
| Total | 1.4 | 1.3 | 2.1 | 1.7 | 2.8 |

Table 41b: Variations on time use (All age groups, except items marked *12 year olds only) (means)

| | Watching TV | Playing sports | Using a computer | Just being by myself | Taking care of family members |
|--------------------|-------------|----------------|------------------|----------------------|-------------------------------|
| Gender | | | | | |
| Boy | 2.4 | 2.5 | 2 | 1.9 | 1.5 |
| Girl | 2.5 | 1.8 | 1.8 | 1.7 | 1.5 |
| Age group | | | | | |
| 8-year-olds | 2.3 | 2.2 | 1.7 | n/a | 1.7 |
| 10-year-olds | 2.4 | 2.1 | 1.9 | n/a | 1.4 |
| 12-year-olds | 2.6 | 2.2 | 2.1 | 1.8 | 0.9 |
| Deprivation | | | | | |
| Not Poor | 2.5 | 2.2 | 2 | 1.9 | 1.4 |
| Poor | 2.3 | 2.1 | 1.7 | 1.7 | 1.5 |
| Total | 2.4 | 2.2 | 1.9 | 1.8 | 1.5 |

2.8 Your life and your future

Children's view about themselves are essential in terms of understanding their subjective well-being. Tables 42 and 43 shows how 8- and 10- to 12-year-olds rate their satisfaction about their life. Nearly for all items, around 90% of the 8-year-olds rated their satisfaction quite highly (rating 3 or 4). There was a wider dispersion for the 10- to 12-year-olds across the items that can be seen in Table 43.

Table 42: Satisfaction with life and future (8 year olds) (%)

| | 0 | 1 | 2 | 3 | 4 |
|---|-----|-----|-----|------|------|
| The freedom you have | 2 | 1.6 | 2.7 | 11.5 | 82.3 |
| Your health | 2 | 1.9 | 2.7 | 12.1 | 81.4 |
| The way that you look | 2.4 | 2.7 | 5.1 | 15.8 | 74.1 |
| Your own body | 1.7 | 1.6 | 4.8 | 12.3 | 79.5 |
| What you do in your free time | 3.4 | 2 | 3.9 | 13.7 | 76.9 |
| How you are listened to by adults in general | 4.5 | 2 | 3.8 | 15.2 | 74.4 |
| How safe you feel | 1.2 | 2.3 | 3.8 | 12.1 | 80.6 |

Table 43: Satisfaction with life and future (10 year olds and 12 year olds) (%)

| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| The freedom you have | 2.2 | 0.6 | 0.7 | 0.5 | 0.9 | 2.4 | 2.3 | 3.4 | 5.9 | 10 | 71.1 |
| The amount of opportunities you have* | 1.5 | 1.1 | 1 | 1.4 | 0.8 | 2.9 | 2 | 4.8 | 10.7 | 12.3 | 61.4 |
| Your health | 1.1 | 0.5 | 0.2 | 0.5 | 0.7 | 1.6 | 0.9 | 2.6 | 3.9 | 9.7 | 78.2 |
| The way that you look | 2.4 | 1.1 | 0.9 | 0.9 | 1.1 | 2.4 | 2.1 | 4.3 | 6.3 | 11.3 | 67.4 |
| Your own body | 2.3 | 0.8 | 0.2 | 1 | 0.9 | 2.7 | 1.9 | 2.7 | 4.9 | 9.2 | 73.3 |
| How you are listened to by adults in general | 2.3 | 0.7 | 0.3 | 1 | 0.9 | 2.6 | 2 | 3.4 | 5.4 | 12.5 | 68.9 |
| Your self-confidence | 1.6 | 0.2 | 0.5 | 0.6 | 0.8 | 1.7 | 1.6 | 3 | 4.9 | 8.9 | 76 |
| The things you want to be good at | 0.7 | 0.4 | 0.5 | 0.5 | 1.4 | 2.1 | 1.7 | 2.5 | 5.9 | 14.7 | 69.7 |
| Doing things away from your home | 1.7 | 0.4 | 0.4 | 0.5 | 0.6 | 2.8 | 1.2 | 3.6 | 5.9 | 11.3 | 71.5 |
| What may happen to you later in your life | 1 | 0.2 | 0.1 | 0.7 | 0.8 | 1.5 | 1.5 | 2.5 | 5.9 | 10.8 | 75 |
| Preparation for the future | 2.3 | 0.4 | 0.3 | 0.9 | 1 | 2.2 | 1.4 | 4 | 5.7 | 11.4 | 70.4 |

*12 year olds only

When gender, age and deprivation group differences were examined, important issues arose. The only item that showed gender difference for 10- and 12-year-olds was *“the way you look”*, in that girls reported lower levels of satisfaction in the way they looked compared to boys (see Table 45).

When age groups were taken into consideration, differences emerged for the 10- and 12-year-olds, in that 12-year-olds reported lower levels of satisfaction for the following items: *“the freedom you have”*, *“your health”*, *“the way you look”*, *“your own body”*, *“how you are listened to by adults”*, *“your self-confidence”*, *“the things you want to be good at”*, *“doing things away from home”*, *“what might happen to you later in your life”*, and *“preparation for the future”* (see Table 45). There appears to be a developmental shift for the 12-year-olds as they enter into early adolescence period.

Eight-year-olds as well as 10- to 12-year-old children who came from poor households reported lower levels of satisfaction compared to children who came from not-poor households (see Tables 44 and 45). Among the 8-year-olds, satisfaction with *“your health”*, *“the way you look”*, and *“your own body”* was rated lower by the children coming from poor households (see Table 44). Among the 10-year-olds, satisfaction with *“the freedom you have”*, *“the amount of opportunities you have”*, *“your health”*, *“the way you look”*, *“how you are listened to by adults”*, *“your self-confidence”*, *“the things you want to be good at”*, *“doing things away from home”*, *“what might happen to you later in your life”*, and *“preparation for the future”* were rated lower by the children coming from poor households (see Tables 45a and 45b).

Table 44: Variations on satisfaction with life and future (8 year olds) (Means)

| | The freedom you have | Your health | The way that you look | Your own body | How you are listened to by adults | Your self-confidence |
|--------------------|----------------------|-------------|-----------------------|---------------|-----------------------------------|----------------------|
| Gender | | | | | | |
| Boy | 3.6 | 3.6 | 3.5 | 3.6 | 3.5 | 3.7 |
| Girl | 3.8 | 3.7 | 3.6 | 3.7 | 3.6 | 3.7 |
| Age group | | | | | | |
| 8-year-olds | 3.7 | 3.7 | 3.6 | 3.7 | 3.5 | 3.7 |
| Deprivation | | | | | | |
| Not Poor | 3.8 | 3.8 | 3.7 | 3.8 | 3.7 | 3.8 |
| Poor | 3.6 | 3.5 | 3.4 | 3.5 | 3.3 | 3.6 |
| Total | 3.7 | 3.7 | 3.6 | 3.7 | 3.5 | 3.7 |

Table 45a: Variations on satisfaction with life and future (10-12 year olds) (Means)

| | The freedom you have | The amount of opportunities you have* | Your health | The way that you look | Your own body | How you are listened to by adults |
|--------------------|----------------------|---------------------------------------|-------------|-----------------------|---------------|-----------------------------------|
| Gender | | | | | | |
| Boy | 9.1 | 8.8 | 9.4 | 9.1 | 9.2 | 9 |
| Girl | 9 | 8.9 | 9.3 | 8.7 | 9 | 9 |
| Age group | | | | | | |
| 10-year-olds | 9.5 | - | 9.6 | 9.4 | 9.5 | 9.3 |
| 12-year-olds | 8.6 | 8.8 | 9.1 | 8.4 | 8.7 | 8.7 |
| Deprivation | | | | | | |
| Not Poor | 9.2 | 9.1 | 9.5 | 9 | 9.2 | 9.1 |
| Poor | 8.6 | 8.3 | 9 | 8.7 | 9 | 8.7 |
| Total | 9.1 | 8.8 | 9.4 | 8.9 | 9.1 | 9 |

*12 year olds only

Table 45a: Variations on satisfaction with life and future (10-12 year olds) (Means)

| | Your self-confidence | The things you want to be good at | Doing things away from your home | What may happen to you later in your life | Preparation for the future |
|--------------------|----------------------|-----------------------------------|----------------------------------|---|----------------------------|
| Gender | | | | | |
| Boy | 9.3 | 9.2 | 9.2 | 9.3 | 9.1 |
| Girl | 9.2 | 9.2 | 9.2 | 9.3 | 9.1 |
| Age group | | | | | |
| 10-year-olds | 9.5 | 9.5 | 9.4 | 9.6 | 9.3 |
| 12-year-olds | 9 | 8.9 | 8.9 | 9.1 | 8.8 |
| Deprivation | | | | | |
| Not Poor | 9.4 | 9.4 | 9.3 | 9.5 | 9.2 |
| Poor | 8.9 | 8.9 | 8.9 | 9 | 8.7 |
| Total | 9.3 | 9.2 | 9.2 | 9.3 | 9.1 |

Ten- and twelve-year-olds were asked to imagine being 21 years of age and reflect on the qualities they would want to be admired for. Table 46 reflects the comparative results for each quality included in the survey for total, age, gender and deprivation groups. The highest rated qualities were “family”, “personality” and “kindness”, and “money” was the item that received the lowest rating not only for the total group, but for both gender, age and deprivation groups.

Table 46: Qualities that would be admired at 21 years of age (means)

| | Total | Age group | | Gender | | Deprivation | |
|---------------------------------------|-------|-------------|-------------|--------|------|-------------|------|
| | | 10-year-old | 12-year-old | Boy | Girl | Not-Poor | Poor |
| Your friendliness | 9.3 | 9.4 | 9.3 | 9.2 | 9.5 | 9.5 | 8.9 |
| Your relationships with people | 9.4 | 9.5 | 9.4 | 9.5 | 9.5 | 9.6 | 9.1 |
| Your money | 8.6 | 8.9 | 8.3 | 8.5 | 8.7 | 8.9 | 7.9 |
| Your power | 9.2 | 9.4 | 9 | 9.1 | 9.2 | 9.3 | 8.8 |
| Your family | 9.7 | 9.7 | 9.7 | 9.7 | 9.7 | 9.8 | 9.6 |
| Your personality | 9.6 | 9.7 | 9.6 | 9.6 | 9.7 | 9.7 | 9.4 |
| Your kindness | 9.6 | 9.7 | 9.6 | 9.6 | 9.7 | 9.7 | 9.4 |
| Your image | 9.3 | 9.4 | 9.2 | 9.2 | 9.3 | 9.5 | 8.8 |

Lastly, only 12-year-olds were asked further questions related to how they felt about themselves. Table 47 shows the results for the 12-year-olds and the groups. It appears that on the whole, 12-year-olds tend to have positive views about themselves in line with the earlier results. The only gender difference for the items was seen for “*I feel like I know where my life is going*”, for which girls gave lower ratings. However, except for the item “*I like being the way I am*”, children coming from poor households, reported much lower satisfaction with the items. Thus showing the negative impact of poverty on children’s views about themselves and their lives.

The only item that tapped into “*how lonely they feel*” had quite a large standard deviation showing that there were differences in the way the children responded to this question which is important to take note of. Boys as well as poor children reported much higher levels of loneliness.

Table 47: Agreement on ideas about self and life (12 year olds) (Means)

| | All | Gender | | Deprivation | |
|---|-----|--------|-------|-------------|------|
| | | Boys | Girls | Not-Poor | Poor |
| I like being the way I am | 9.2 | 9.3 | 9.1 | 9.3 | 9.2 |
| I am good at managing my daily responsibilities | 8.9 | 8.9 | 8.9 | 9 | 8.6 |
| People are generally pretty friendly towards me | 8.8 | 8.9 | 8.8 | 9 | 8.3 |
| I have enough choice about how I spend my time | 8.7 | 8.8 | 8.6 | 8.9 | 8.2 |
| I feel that I am learning a lot at the moment | 8.9 | 8.9 | 8.8 | 9 | 8.6 |
| I feel like I know where my life is going | 8.6 | 8.8 | 8.4 | 8.8 | 8.1 |
| I feel lonely | 3.9 | 4.1 | 3.7 | 3.7 | 4.8 |
| I feel positive about my future | 8.9 | 9 | 8.9 | 9.1 | 8.7 |

It appears that there were significant changes experienced by a portion of the 10- and 12-year-olds in terms of moving into a new home, changing school within the last 12 months. Thirty two percent of the 10-year-olds and 25% of the 12-year-olds reported that their families moved homes within the last 12 months. Twelve percent of the 10-year-olds and 12-year-olds reported that they changed school within the last twelve months (see Table 48).

Table 48: Frequency (%) of change within the last year

| | 10 year-old (%) | 12 year-old (%) | Total (%) |
|---|--------------------|--------------------|--------------|
| Moved in the last year | 32 | 25 | 28.9 |
| Changed schools in the last year | 11.6 | 12.3 | 12.3 |
| Lived in another country longer than a month in the last year | 11.4 | 6.5 | 9.2 |

No differences were seen for these change items by gender, age or deprivation groups.

The question related to whether the children (10- and 12-year-olds only) are living with the same parents/caregivers as last year was clearly misunderstood by the children. Given the low divorce rates, it is questionable what the children understood from this question. Thirty percent of the 10-year-olds and 20% of the 12-year-olds reported that they are not living with the same parents/caregivers they lived with last year.

Another group of items in this section asked about children knowledge about children's rights and their views about how much adults respect these rights. It appears that 64.5% of the children reported that they "*knew about the rights children have*" and 50.1% "*knew about the Convention of the Rights of the Child*" (see Table 49).

Table 49: Children's rights (All age groups) (%)

| | No | Not sure | Yes |
|--|------|----------|------|
| I know what rights children have | 8.8 | 26.6 | 64.5 |
| I know about the children's rights convention | 18.6 | 31.3 | 50.1 |
| I think in my country adults in general respect children's rights | 8.7 | 24.9 | 66.4 |

No significant differences were seen for gender and deprivation groups, while the only difference for age groups was seen for the item “*I think in my country adults in general respect children's rights*” for which only 48.9% of the 12-year-olds agreed with this statement, while 76.4% of the 8-year-olds and 72.9% of the 10-year-olds agreed with the statement (see Table 50).

Table 50: Variations on children's rights (All age groups) (Means)

| | I know what rights children have | I know about the children's rights convention | I think in my country adults in general respect children's rights |
|--------------------|----------------------------------|---|---|
| Gender | | | |
| Boy | 1.5 | 1.3 | 1.6 |
| Girl | 1.6 | 1.3 | 1.6 |
| Age group | | | |
| 8 year olds | 1.4 | 1.2 | 1.7 |
| 10 year olds | 1.6 | 1.4 | 1.7 |
| 12 year olds | 1.6 | 1.4 | 1.4 |
| Deprivation | | | |
| Not Poor | 1.6 | 1.4 | 1.6 |
| Poor | 1.4 | 1.2 | 1.5 |
| Total | 1.6 | 1.3 | 1.6 |

2.9 Overall subjective well-being

Numerous scales were included in the surveys to measure different dimensions related to subjective well-being of children. More information about the scales can be found in the Methods section in the General Introduction (page 2).

The first scale was Student Life Satisfaction Scale (SLSS-4). As can be seen from Table 51, no gender differences emerged, while there was a curvilinear relationship between the scores from the scale

and age, in that 10-year-olds had higher scores compared to 8- and 12-year-olds, and poor children received much lower scores.

Brief Multidimensional Student Life Satisfaction Scale (BMSLSS) was the second scale used in the survey. Children from poor households and twelve year olds had the lowest scores on this scale.

The third scale that was used was Personal Well-being Index-School Children (PWI-SC) and a modification of this scale PWI-SC9. A similar curvilinear relationship was found for PWI-SC, in which 10-year-olds reported higher rates of satisfaction compared to the 8- and 12-year-olds. Again, children from poor household scored much lower than children from not-poor households.

Overall Life Satisfaction (OLS) was a single item scale that tapped into the overall rating of how satisfied the children feel about their life. This scale again replicated the former results of 10-year-olds reporting higher rates of satisfaction as well as children from poor households scoring lower than children from not-poor households.

Positive Affect scale was the last scale that was included in the survey which was administered to 10- and 12-year-old children. Again 10-year-olds and not-poor who participated in this survey reported experiencing higher levels of positive emotions in the last weeks compared to the 12-year-olds and poor children.

Table 51: Satisfaction Scales M(SD)

| | Total | Gender | | Age group | | | Deprivation | |
|------------------------|-------|--------|-------|------------|-------------|-------------|-------------|------|
| | | Boys | Girls | 8 Year Old | 10 Year Old | 12 Year Old | Not-Poor | Poor |
| SLSS-4 | 88.5 | 88.6 | 88.3 | 85.9 | 93.2 | 85.9 | 91 | 83 |
| BMSLSS | 91.4 | 91.2 | 91.6 | 92.4 | 93.9 | 88.1 | 93 | 88.1 |
| PWI-SC | 92.5 | 92.1 | 92.9 | 92.1 | 95.2 | 90.2 | 94.4 | 88.6 |
| PWI-SC9 | 92.2 | 92.1 | 92.4 | n/a | 95.2 | 89.3 | 93.7 | 88.6 |
| OLS | 92.6 | 92.6 | 92.6 | 92.3 | 96 | 89.4 | 94.4 | 88.9 |
| Positive Affect | 91.4 | 92.2 | 90.6 | n/a | 94.8 | 88 | 92.8 | 88.4 |

2.10 National questions

Additional questions related to the material well-being of the children were added to the Turkish surveys. Previous research⁵ has shown that basic items such as having “own bed” can not be assumed in the Turkish case. Thus, questions related to basic parameters of material goods, as well as home environment (heating and overcrowding) and health habits that are somewhat tied to financial well-being of the family (eating meat/fish at least 3 times a week, having breakfast

⁵Uyan-Semerci, P., Müderrisoğlu, S.; Karatay, A; Ekim-Akkan, B; Kılıç, Z; Oy, B.; & Uran, Ş. (2012) *Eşitsiz Bir Toplumda Çocukluk: Çocuğun “İyi Olma Hali”ni Anlamak İstanbul Örneği*, İstanbul: İstanbul Bilgi University Press.

regularly) were included in all of the surveys. Additional questions related to where children slept and whether they lived in gated communities were included.

As can be seen from Table 52, about 16% to 18% of the children across the different age groups, “do not have their own bed”. This rate is consistent with previous research findings. As this item was used in the poverty index, none of the not-poor, but 44.3% of the poor children did not have their own beds.

Similarly, whether children “have their own clothes” (versus wearing hand-downs from older siblings or share clothes), live in “well-heated homes” or live in “overcrowded homes” are issues possibly linked with economic well-being of the families. As can be seen from Table 52a, significant differences were seen for poor vs. not-poor households. There appears to be a substantial percentage of families for which living conditions within the home are not ideal for children's well-being.

Table 52a: Home conditions (%)

| | Total | Gender | | Age group | | | Deprivation | |
|--|-------|--------|-------|------------|-------------|-------------|-------------|------|
| | | Boys | Girls | 8 Year Old | 10 Year Old | 12 Year Old | Not-Poor | Poor |
| Have own bed | 85.2 | 85.9 | 84.4 | 81.6 | 83.7 | 86.7 | 100 | 44.3 |
| Have own clothes | 91.9 | 90.7 | 93.1 | 84.4 | 91.4 | 92.7 | 100 | 70.2 |
| Eat meat/fish at least 3 times a week | 77.2 | 76.1 | 78.2 | 65.1 | 77.4 | 76.7 | 82.6 | 63.7 |
| Have breakfast regularly | 89.2 | 89.8 | 88.6 | 90.5 | 89.7 | 80.3 | 91.1 | 84.2 |
| Home is heated well | 93.6 | 93.6 | 93.6 | 87.8 | 91.7 | 92.5 | 100 | 76.6 |
| Home is crowded | 12.5 | 13.7 | 11.4 | 19.9 | 9.8 | 7.6 | 10.7 | 17.1 |
| Live in gated community | 36.7 | 36.3 | 37 | 45.5 | 31.5 | 27.3 | 37.5 | 34.7 |

When the room where children slept was asked in the national surveys, about 39% reported that they have their “own room”, while an additional 43.5% reported that they “share a room with a sibling or a relative” (see Table 52b). The remaining children (17.6%) reported that they sleep in the living room by themselves or with others, showing that the home that they live in is not big enough to afford an additional sleeping room for the children. As expected, poor disadvantages children were seen in these findings.

Table 52b: Room type (%)

| | Total | Gender | | Age group | | | Deprivation | |
|--------------------------|-------|--------|-------|------------|-------------|-------------|-------------|------|
| | | Boys | Girls | 8-year-old | 10-year-old | 12-year-old | Not-Poor | Poor |
| Alone in a separate room | 38.9 | 39.8 | 38.1 | 41.1 | 37.4 | 35.4 | 44.7 | 23.9 |
| Sharing room | 43.5 | 42.4 | 44.6 | 38.3 | 43.2 | 45.5 | 45.7 | 37.2 |
| Alone in living room | 6.4 | 7 | 5.7 | 6.8 | 5.7 | 6.2 | 3.9 | 13.2 |
| Sharing living room | 11.2 | 10.8 | 11.6 | 10.9 | 10.5 | 11.4 | 5.8 | 25.7 |

The issue of taking care of siblings was raised in the section “How you use your time”. Given the knowledge from previous research that children are expected by their parents to take care of their siblings, the same item that was included in the 12-years-old survey was incorporated in the 8- and 10- years-old surveys. The expected heavy involvement of the young children in sibling care was found (see Figure 10). It appears that the burden of taking care of the siblings lie more on the younger aged children versus the older children. This appears to reflect the child-rearing norms of the Turkish culture.

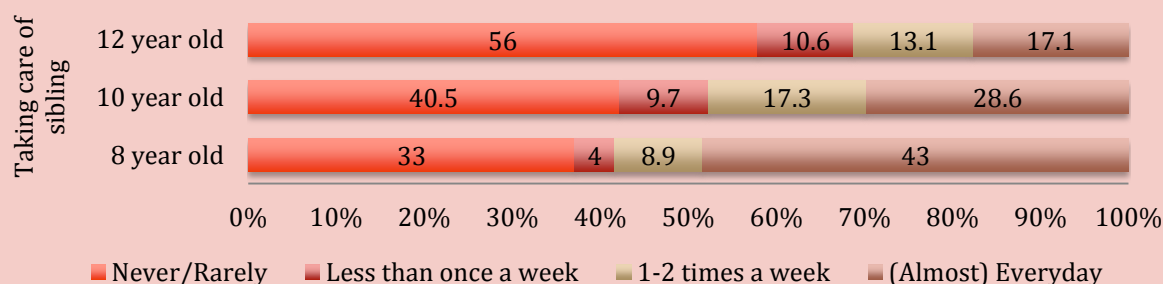


Figure 10: Frequency (%) by age “Taking care of sibling”

In terms of the gender differences on care taking, 37.1% of the 8- and 10-year-old boys as opposed to 39.5% of the 8- and 10-year-old girls reported taking care of a family member almost every day. However 16% of the 12-year-old girls reported taking care of a family member almost every day, while this rate was 19.4% for the 12-year-old boys.

Similarly, the rates of not-poor and poor children taking care of a family member almost every day was 39.8% and 36.2% for the 8- and 10-year-olds respectively, while the same rates were 16.5% and 21.7% for the 12-year-olds respectively.

Two additional questions relating to peer experiences in schools were added at the suggestion of the children who participated in the pilot groups. They proposed items relating to “being mocked” and “being slandered” by peers to be added to the survey, as they said that these issues are very important for children and negatively influence their subjective well-being. The results showed that only about 53.9% of the children across the age groups did not have an experience of being mocked, while the same rate rose to 64.3% for the issue of being slandered in the last month by peers (see

Table 53). Table 54 reports the group differences on these two additional bullying items. 10- and 12-year-old boys reported higher frequencies of “*being slandered*”, while poor children reported higher frequencies of “*being mocked*” in the last month. Thus, it can be said that a significant portion of the children across the three age groups experience negative peer interactions in school.

Table 53: National additional bullying items (Frequency in the last month) (All age groups) (%)

| | Never | Once | Two or 3 times | More than three times |
|-----------------------------------|-------|------|----------------|-----------------------|
| Being mocked | 53.9 | 17.3 | 13.7 | 15.1 |
| Being slandered (10-12 year olds) | 64.3 | 16.5 | 8.6 | 10.6 |

Table 56: Variations on national bullying items (All age groups) (Means)

| | Being mocked | Being slandered (10- and 12-year-olds) |
|--------------------|--------------|--|
| Gender | | |
| Boy | 0.9 | 0.8 |
| Girl | 0.9 | 0.5 |
| Age group | | |
| 8-year-olds | 0.9 | n/a |
| 10-year-olds | 0.9 | 0.7 |
| 12-year-olds | 0.9 | 0.6 |
| Deprivation | | |
| Not Poor | 0.8 | 0.6 |
| Poor | 1.1 | 0.8 |
| Total | 0.9 | 0.7 |

3. Conclusion

This international survey has allowed exploration of the different aspects of children's subjective well-being by making room for their views about their lives in different contexts such as home life, school and neighborhood. The survey results pertaining to Turkey (Istanbul) showed that on the whole, children across all ages tend to express relatively positive experiences in the different domains of their lives. However, three issues need to be addressed as important points to discuss. The first one is related to the powerful negative influence of poverty on children's experiences of self and others in different contexts. This was especially pertinent in the school environment where children from poor households appear to experience more negative events with peers and teachers. The pervasiveness of the poverty experience is an important aspect to consider in the Turkish context when economic and social disparities are so rampant in the society.

The second issue that needs to be discussed is the emergence of differences across the ages. Twelve-year-olds, across many domains, appear to have lower levels of satisfaction and reported lower levels of positive experiences than 10-year-olds. This may represent a developmental shift in the way children interact with others and make meaning of their experience, which culminates in increased dissatisfaction in their lives as they approach adolescence. It would be interesting to compare this developmental difference across the different countries to see if the results show convergence on this developmental shift. If collaborating results are not seen across the different countries, then this shift towards dissatisfaction in the Turkish case has to be explained by cultural factors and dynamics within the society.

The third issue is related to gender differences. On the whole, the gender of the child did not produce as significant an influence as poverty or age. When there was a slight difference, the direction of the difference was usually that girls reported higher satisfaction or agreement with the statements. Especially for the 8-year-olds, few gender differences were found, while for the older age groups, some differences did emerge in terms of girls feeling less satisfied with "the way they looked", though reporting feeling "less lonely" than boys.

In sum, this piece of research allows for comparison of the experiences and subjective well-being of children across the world and is an important step in helping to locate the common as well as unique problem areas and strengths in the lives of children across the different nations.