

Children's Worlds National Report

ALGERIA



Habib Tiliouine¹

University of Oran 2

¹ Laboratory of Educational Processes & Social Context (Labo-PECS), Faculty of Social Sciences, University of Oran2, Algeria. hiliouine@yahoo.fr; tiliouine.habib@univ-oran2.dz.

1. Introduction

This report presents the results from the 3rd wave of the Children's Worlds survey, conducted in Algeria from November, 2017 to March, 2018. The aim of the report is to give a brief descriptive overview of the conduct and content of the survey and of key findings. It will be followed by more detailed analysis of particular aspects of the survey in Algeria and analysis comparing the results in Algeria with those from other countries participating in the international project.

1.1 Context and population

Algeria is situated in North Africa and is the largest country of this latter continent. It is populated with about 43 million inhabitants. The most populated regions are those on the Mediterranean coastal areas. The largest majority of Algerians are of a Berber-Arab or Berber origin. About 99% of them are Muslims.

Children and young people aged 0 to 19 years old represent 37% and those aged 5 to 14 years old represent 17% of the population of Algeria². In its recent history, Algeria went through very difficult times. Firstly, it had to defeat French colonialism to gain independence in 1962, and then had to face terrorist threats during the nineties of the 20th century. Terrorism came as a consequence of a painful shift from a single political party system to plural democratic governance. Children and youth endured difficult moments because of these events (Boussena & Tiliouine, 2015³). However, during the conduct of the survey, the country enjoyed a good amount of stability.

Currently, the Algerian economy is highly dependent on petroleum and natural gas exports. The hydrocarbons sector accounts for roughly 60% of budget revenues, 30% of GDP and over 95% of export earnings. GDP per capita was estimated in 2014 at \$7.816 in 2016 it was the 6th largest GDP in Africa and the 55th in the world⁴. When the survey was conducted signs of an economic crisis were apparent, with the price of hydrocarbon steadily decreasing. As a consequence, austerity measures were announced by the government which affected spending on social services such the huge housing project and employment programmes. In September 2013 unemployment was estimated at 9.8%.

1.2 Sampling strategy and outcome

It should be noted that the schools recruited in the present wave are the same schools which were recruited in the previous ISCWEB wave. The aim has been to minimise sampling bias and to facilitate the comparison between the study waves. However, in both waves, the sample was designed to achieve a representative sample of the western region of Algeria of

² Office National des Statistiques (ONS). Structure de la population par Sexe et l'âge (in 01/07/2013), http://www.ons.dz/IMG/pdf/demographie_algerienne2013.pdf, p.8

³ Boussena, M., & Tiliouine, H. (2015). Children's rights in Algeria: History, achievements and research evidence. *Global Studies of Childhood*, 5(2), 132-145.

⁴ International Monetary Fund. *World Economic Outlook Database*, April 2019.

children in school years 3 (Primary School - 3PS); 5 (Primary School -5PS) and 1st Middle School (1MS) with at least 1,000 children in each group. Therefore, the primary sampling unit was schools. To maintain consistency across all national reports the 3PS year will be referred as "8 years-old" group, the 5PS years as "10 years-old" group and the 1 MS year as "12 years-old" group. Separate samples were drawn for 8 years-old and 10 years-old (primary school education) and 12 year-old (middle school education). In the initial step, a panel of researchers selected three provinces (*Wilayas*) from a list of 11 provinces in the region ensuring a geographic representation of the region. These are El-Bayadh, Oran and Tlemcen.

- *Oran* (Mid North-West) is the second most populated area in Algeria. It is a coastal Province (2,121 sq. kms) of the Mediterranean Sea and populated with 1,585 million inhabitants (est. 2009). It has a Mediterranean mild weather.
- *Tlemcen* (Extreme North West) is situated on the extreme West of Algeria on the Moroccan borders with a total area of 9,061 sq. kms and a population of about 1 million inhabitants (est. 2007).
- El-Bayedh or Bayed (South-West, *Hauts-plateaux* Sahara region) is a much larger Province. About 37 times the area of the Province of Oran and seven times less populated compared to this latter region. It stretches down into the Great Sahara and has many of the characteristics of the Sahara region, mainly in terms of vegetation, weather and population distribution.

These three provinces (strata) have no common borders and hence seem to cover well diverse regions of the Western parts of the country. The final sample of schools was drawn from the lists of schools of each province. We undertook a random selection with the help of the Directorates of Education officials in each province who usually retain detailed lists of schools. Excluded from the sample are small schools which have less than two class groups in the studied age groups, knowing that the minimum number of students required for inclusion per cluster was 50 students from each age group per school. Within each stratum (province), schools were selected randomly with probabilities proportional to the size (number of pupils), with the aim of achieving a target of at least eight schools per stratum. Within each selected school two class groups (not grouped on pupil ability) were randomly selected.

Table 1. Achieved sample (Numbers)

Stratum				
	All	1	2	3
8 year-old	1185	289	468	428
10 year-old	1137	294	452	391
12 year-old	1054	331	280	443
Total	3376	914	1200	1262

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

Table 1 summarises the resulting sample. After data cleaning the survey data set contained questionnaires from a sample of 3,376 children. Although the proportion of participating students of El-Bayadh province are fewer in number they are still over-sampled. Obviously Oran is the largest Province and has higher number of participating students, except in age 12.

Table 2. Weighted sample (Numbers)

Stratum				
	All	1	2	3
8 year-old	1125	249	477	399
10 year-old	1125	249	477	399
12 year-old	1125	249	477	399
Total	3375	747	1431	1197

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

1.3 Note on statistical analysis

Weights have been applied to the sample used in the analysis so that the proportion of children in the data set in each stratum is equivalent to the proportion of children in that stratum in the population. In addition, for the purposes of pooling data across the three age groups, each sample has been further weighted so that there is a weighted sample size of 1,125 children in each age group. The resulting numbers are shown in Table 2.

2. Results

2.1 The participants

Age and gender

The children's ages ranged from 6 to 14 years old (Table 3). The group of 8 year-old (3PS) contained mainly 7, 8 and 9 years old, the group of 10 year-old (5PS) contained mainly 9, 10 and 11 years old, and the group of 12 year-old (1MS) contained mainly 11, 12 and 13 years old. A wide age range in each school year is found in Algerian schools and some students are

kept in schools despite the fact that they are double the appropriate age. Compulsory schooling age ends at 16.

Table 3. Age by gender (Numbers)

Age in years	6	7	8	9	10	11	12	13	14	Total
Boy	3	37	330	179	412	407	191	75	54	1688
Girl	1	35	365	174	447	470	125	34	14	1665
Total	4	72	695	353	859	877	316	109	68	3353

2.2 The home and the people children live with

Included here are the questions from the section 'Your home and the people you live within the questionnaire.






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

	I live with my family	I live in a foster home	I live in a children's home	I live in another type of home
Which of the following best describe the home that you live in?	96.9	1.5	.5	1

Missing answers: .9%

Questions about home type were only asked to children in the 10 and 12 years-old groups. All, but 3% of children, said that they do not live with their families (Table 4). The remainder lived in foster care (1.5%), a children's home or in another type of home (1.5%) which include living in the school internship. This has been specifically the case for children in the El-Bayadh Province where 9.3% of children said they do not live with their families. The parents of these children are often nomads and children remain in schools' internship during the school period.

Table 5. How happy do you feel with the people that you live with (8 years-old) (%)

					
How happy do you feel with the people that you live with	1	1.2	2.2	18.2	77.4

Missing answers: 1.9%

The majority of children were happy with the people they live with –77.4% of the 8 years-old (Table 5) and 80.3 % of the 10 and 12 years-old groups scored the maximum (Table 6).

Table 6. How satisfied are you with the people that you live with? (10 and 12 years-old) (%)

	0	1	2	3	4	5	6	7	8	9	10
Satisfaction with the people that you live with	1	.3	.4	.8	2.8	3.8	2.2	2.5	2.8	3.2	80.3

Missing answers :2.5%

There were six questions about children's views on the home and the people they lived with. The results are summarized in Table 7. Children were most in agreement with the statement 'There are people in my family who care about me' and least in agreement with 'My parents and I make decisions about my life together'. There were significant variations in responses by gender in favour of girls in all six statements, but no significant variations by age group or province of residence.

Table 7. Satisfaction with home and the people you live with (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
There are people in my family who care about me	2.5	3.4	4	16.3	73.8
If I have a problem. people in my family will help me	2.8	4.5	5.6	21.1	65.9
We have a good time together in my family	2.8	4	5.7	16.1	71.4
I feel safe at home	3.8	3.6	3.9	15.3	73.4
My parents/carers listen to me and take what I say into account	3.9	4.9	8.3	17.8	65.1
My parents and I make decisions about my life together*	7.1	5.6	7.8	15.2	64.4

*Not asked in the 8 years group ; Missing answers range: 1.7% -3.6%

2.3 The home where children live

Children were asked to evaluate their satisfaction with the house or flat where they live. 3 out of 4 of the children are extremely satisfied with it, but more than 1 out of 10 of them have an average or below average score (Table 8). Girls have significantly higher means. Comparisons on the basis of age show no differences, while the least satisfied were children in Oran, and the most satisfied are those in El Bayadh province.

Table 8. Satisfaction with the house or flat where you live (10 and 12 years-old only) (Means)

	0	1	2	3	4	5	6	7	8	9	10
Satisfaction with The house or flat where you live	2.8	1.4	1.3	.8	1.1	3.4	2	2	4.2	.7	74

Missing answers : 1%

Two thirds of children share a room with other people in their family (Table 9) of these children only 26.8% live in El-Bayadh province.

Table 9: The room where children sleep (10 and 12 years-old only) (%)

	I sleep in a room on my own	I sleep in a room that I share with other people
Do you sleep in your own room or do you share a room?	33.8	66.2

Missing answers: .6%

Meanwhile, 6.3% share a bed, 16.7 % do not have a bed and may sleep on the floor (Table 10).38.2% of the children do not have a bed in El-Bayadh province.

Table 10. The bed where children sleep (10 and 12 year-old only) (%)

	Yes. I have my own bed	No. I share a bed	No. I don't have a bed
Do you have your own bed?	77	6.3	16.7

Missing answers :.5%

Curiously, only 81.4% of the children have at home a quiet place where they can study and no differences between provinces (Table 11).

Table 11. Place at home where children study (10 and 12 years-old only) (%)



	Yes	No	Not sure
Is there a place in your home where you can study?	81.4	10.2	8.4

-Missing answers: .5%

2.4 Friends

68% of the 8-years old and only 57.8% of the 10 and 12 years-old groups scored the maximum satisfaction with their friends (Table 12, 13). Comparisons on the basis of age shows that 10-years group were more satisfied with friends than those of 12-years ones, but no differences by province of residence.

Table 12: How happy do you feel with your friends (8 years-old) (%)

					
Happy with your friends	1.5	1.6	4	24.9	68

Missing answers: .5%

Table 13. Satisfaction with your friends (10 and 12-years old) (%)

	0	1	2	3	4	5	6	7	8	9	10
Satisfaction with your friends	2.2	1.2	1.3	2	1.7	6.1	3.9	4.1	8.1	11.7	57.8

Missing answers: .5%

Just around half of the number of the participating children chose the maximum answer when asked about their friends. It is important to notice that about 9% of the children do not find a friend to support them when have a problem (Table 14). Comparisons on the basis of

gender shows that girls are marginally superior in that friends are nice to them, but significantly behind in seeing friends out of school. Generally, the youngest children are more positive with their friendships, but no differences between provinces.

Table 14. Variations in Friends (All age groups) (Mean)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I have enough friends	5.1	8.8	7.6	20.5	57.9
My friends are usually nice to me	5.1	8.2	9.9	19.8	56.9
Me and my friends get along well together	5.3	8.4	9.3	21.7	55.3
If I have a problem, I have a friend who will support me	9.1	7	8.6	18.6	56.7

Missing answers range: .5 to 3.7%

2.5 School

The majority of children are satisfied with their student life and school learning, but are less satisfied with their school mates (Table 15).

Table 15. Satisfaction with school (10 and 12 years-old) (%)

	0	1	2	3	4	5	6	7	8	9	10
Your life as a student	2.5	.5	.4	.7	.9	2.9	2.2	2.8	5	8.2	73.9
Things you have learned	1.2	.4	.2	.3	.5	1.8	1.5	2.5	5.2	7.9	78.3
Other children in your class	7.7	1.5	1.5	2.1	2	5.3	4.5	5.9	10.3	12.6	46.5

Missing answers range : 1.1% - 2.2%

With regard to children's views of school, the most positive response was to the statement 'I feel safe at school' and 'My teachers care about me'. Only 35% of the respondents agree with the statement: 'There are a lot of arguments between children in my class' (Table 16).

Table 16. Views about school (All age groups) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
My teachers care about me	3.7	4.8	6.4	15.9	69.1
If I have a problem at school my teachers will help me	6.1	5.3	7.1	19.9	61.6
If I have a problem at school other children will help me	15.5	8.8	14	20.4	41.1
There are a lot of arguments between children in my class	35	14.7	12.2	11.1	27.1
My teachers listen to me and take what I say into account	7.5	5.9	10.2	17.9	58.6
At school, I have opportunities to make decisions about things that are important to me *	14.3	9.5	14.2	16.5	45.5
I feel safe at school	7	4.7	6	12.5	69.7

*10 &12 years groups only. Missing answers range: .7 - 3.2%

Differences between gender groups have been significant in favour of girls, except in the case of the help received from other children and the frequency of arguments between children. Compared to the youngest group, the eldest one has the lowest means, except in the latter item. No differences between provinces, except that El Bayadh has been superior to Tlemcen in teachers' care and help, but this pattern was reversed in the frequency of arguments between children in favour of both Oran and Tlemcen.

Being bullied (hit, called unkind names and being left out by other children)

School bullying was explored using 3 questions (Table 17). The results indicate that 31% of children had experienced being hit at least once by other children at school, 36% had been called unkind names, and a similar proportion experienced being left out by other children in the class. Boys are much more likely than girls to have experienced being hit and called unkind names by other children at school, but no gender differences in feeling left out. Being hit decreases significantly after the age of 8, but being called unkind names is the highest in the 12-years age group. No significant differences between geographical regions in all of these respects.

Table 17. Frequency of bullying in the last month (All age groups) (%)






	Never	Once	2 or 3 times	More than 3 times
Hit by other children in your school	68.9	16.3	7.1	7.6
Called unkind names by other children in your school	64	14.7	7	14.3
Left out by other children in your class	63.8	16.5	7.8	11.8

Missing answers range: 1.1 - 3.1%

2.6 The area where children live:

71.4% of 8-years group reported the maximum level of satisfaction the area where they lived (Table 18).

Table 18. Satisfaction with the area where you live (8 years-old) (%)

					
Happy with the area where you live	4.2	3.2	5	16.3	71.4

Just about 59% of the children expressed a high degree of satisfaction with their local area in the 10 and 12-years groups (Table 19).

Table 19. Satisfaction with the area where you live (10 and 12 years only) (%)

	0	1	2	3	4	5	6	7	8	9	10
Satisfaction with the area where you live	6.1	1.3	1.5	1.6	2	4.3	3.4	4.4	6.8	10.1	58.7

Missing answers: .5%

75.2% agreed a lot or totally with the statement 'I feel safe when I walk around the area I live in' and 70.2% agreed a lot or totally with the statement 'In my area there are enough places to play or to have a good time'. However, the proportion of children who do not agree with the statement 'Adults in my area listen to children and take them seriously' remains high (28% of the respondents) (Table 20).

Table 20. Views about local area (All age groups) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I feel safe when I walk in the area I live in	8.5	6.8	9.5	15.9	59.3
In my area there are enough places to play or to have a good time	15.7	5.7	8.5	15.9	54.3
If I have a problem there are people in my local area who will help me	12.7	6	10.5	17.7	53.1
Adults in my local area are kind to children	8.5	6.2	10.2	17.6	57.5
In my local area, I have opportunities to participate in decisions about things that are important to me *	28	8.6	11.7	16.2	35.5
Adults in my area listen to children and take them seriously	17.7	9.9	12.2	17.1	43.1

*Not asked in 8-year group ; Missing answers range: .8 - 2.8%

There is some variation by gender and age. Girls are likely to agree more strongly than boys with 'Feel safe in area' and 'Adults kind'. The youngest children agree more than the other groups that there are places to play and people in their area help and listen to children. El Bayadh children had the highest means only in feelings of safety. But both El Bayadh and Oran children have significantly lower means than their counterparts of Tlemcen province.

2.7 Money and the things children have

42.5% of children never worry about how much money their families have, but 10.5% often and 20.1% always do worry (Table 21). Boys, 8-years old and children of El Bayadh have, though at a marginal level of significance, the highest scores on this question.






Table 21. How often do you worry about how much money your family has? (%) (All age groups)

	8 year-old	10 year-old	12 year-old	Total
Never	30.9	47.6	48.5	42.8
Sometimes	23.9	25.5	31	27
Often	14	10.5	7.3	10.4
Always	31.2	16.4	13.2	19.8
Total	100.0	100.0	100.0	100.0

Missing answers : 1.8%.

Satisfaction with own property was also assessed by the children themselves. 76.2% of the 8-years old group reported the highest score of satisfaction with own property (Table 22). Meanwhile, 68.3% of children are extremely satisfied with what they possess (Table 23). Girls have higher satisfaction than boys and no differences between age groups and also between regions.

Table 22. How happy are you with the things you have (8 years-old) (%)

					
Happy with all the things you have	1.7	1.6	3.9	16.7	76.2

Missing answers: .7%

Table 23. How satisfied are you with the things you have (10 and 12 years-old) (%)

	0	1	2	3	4	5	6	7	8	9	10
Satisfaction with all the things you have	2.8	.6	1.1	.8	1.4	3.1	2.5	3.5	6.4	9.5	68.3

Missing answers: .6%

Only 82.4% said they had always enough food to eat each day and 10% either did not often have or did not always have the needed amount of food (Table 24). The mean score of girls' is marginally higher than that of boys, and that of the youngest group was significantly lower than that of the remaining age groups, El Bayadh mean score is significantly higher than that of Oran.

Table 24. Enough food to eat everyday (%)

	8 year-old	10 year-old	12 year-old	Total
Never	6.7	1.6	1.5	3.2
Sometimes	11.1	5.1	5.2	7.1
Often	9.6	5.7	6.8	7.3
Always	72.6	87.6	86.5	82.4
Total	100.0	100.0	100.0	100.0

Missing answers: 1.3%

Children were asked a set of questions about things they had. More than 90% of children say they have clothes in good condition to wear and have the equipment they need for school. However, only 61% have a mobile phone, and 69% have access to the Internet at home (Table 25).

Table 25. Things you have (All age groups) (%)

Which of the following do you have	8 year-old		10 year-old		12 year-old		Total	
	No	Yes	No	Yes	No	Yes	No	Yes
Clothes in good condition	3.6	96.4	4.4	95.6	5.9	94.1	4.6	95.4
Enough money for school trips and activities	26.3	73.7	22.3	77.7	19.8	80.2	22.8	77.2
Access to the Internet at home	31.2	68.8	33.8	66.2	28.9	71.1	31.3	68.7
The equipment/things you need for sports and hobbies	16.5	83.5	18.8	81.2	16.3	83.7	17.2	82.8
Pocket money/ money to spend on yourself	28.7	71.3	19.3	80.7	17.3	82.7	21.8	78.2
Two pairs of shoes	15.9	84.1	11.3	88.7	12.9	87.1	13.4	86.6
A mobile phone	48.5	51.5	34.4	65.6	33	67	38.5	61.5
The equipment/things you need for school	7.6	92.4	5.2	94.8	6.8	93.2	6.5	93.5

Missing answers range: .7 - 2.7%.

More girls say they have enough money for school trips and activities, and have shoes in good condition compared to boys. Moreover, Tlemcen scores are higher than El Bayadh in having enough money for school trips and in having access to the Internet, and Tlemcen are higher than Oran in having equipment/things for sports and hobbies. Both Oran and Tlemcen are higher than El Bayadh in having Pocket money and Mobile phones. Finally, Tlemcen is higher than El Bayadh and Oran in having 'shoes in good condition'

Scales for measuring material and economic circumstances

In order to explore in depth the material and economic circumstances in which children live, two scales were used with the 10-years and the 12-years old groups.

Scale A asks about provisions with life necessities, such as electricity, running water, and a clean toilet. It also asks about the existence of a list of things: A computer, a TV set, a fridge / freezer, a radio, a telephone, and a family car / van / motorbike / etc. The results are displayed in Table 26 and 27. It is interesting to note that almost 10% do not have always electricity, 12% do not have always running water and 20% do not have a toilet with water always running from the tap.

Table 26. Material and economic circumstances (10 and 12 years only) (%)

Electricity	
All of the time	90.5
Some of the time	8.3
Not at all	1.2
Running water	
Yes	87.8
No	6.8
Not sure	5.4

A toilet with water from the tap*

Yes	80.3
No	14
Not sure	5.7

Missing answers: .3%, 1.9 and 7.9 respectively;

* In the Algerian questionnaire: 'A toilet that flushes', was changed to: 'A toilet with water from the tap'

Table 27 indicates that the largest majority have a TV set and a fridge/freezer, but only 67 % have a transportation means.

Table 27. Things you have (10 and 12 years) (%)

Do you have	%
A computer	74.5
A television	97.8
A fridge/freezer	96.2
A radio	52.8
A telephone (landline or mobile)	95.2
A family car / van / motorbike / etc.	67

Missing answers range: .9- 12.7

Scale B asks children whether their homes are equipped with bathrooms, individual rooms, family means of transport, frequency of holiday travels, and number of available computers at home.

Table 28 indicates that about 7% of the homes do not have a bathroom (rooms with a bath / shower or both) and two thirds sleep in a room that they share with other family members, one third do not have a family transport means, and a similar proportion of children do not travel for holidays. 21.1% of children do not have a computer at home, but only 4.6% of the homes are not equipped with a washing machine.

Table 28. Descriptive statistics on material possessions (10 - 12 years only) (%)






How many bathrooms are in your home? (Missing: .7%)	
None	6.9
One	69.1
Two	18.3
More than two	5.6
Do you sleep in your own room or do you share a room? (Missing: .6%)	
I sleep in a room on my own	33.8
I sleep in a room that I share with other people	66.2
Does your family own a car, van or truck? (Missing: 4.9%)	
No	37.7
One	50.2
Two	5.6
Three or more	6.5
In the last 12 months, how many times did you travel away on holiday with your family? (Missing: 1.4%)	
Not at all	32.7
Once	15.9
Twice	9.9
More than twice	51.5
How many computers do your family own? (Missing: .8%)	
None	21.1
One	31.7
Two	13.8
More than two	33.4
Does your home have a washing machine? (Missing: 1.2%)	
No	4.6
Yes	95.4

2.8 Time use

Satisfaction with time use

68.5% of the 8-years children are very satisfied with how they use their time (Table 29).

Table 29. Happy with: How you use your time (8-years only) (%)

					
Happy with: How you use your time	3.2	1.8	5.1	21.4	68.5

Missing answers : .7%

Children in the 10 and 12 years-old groups are relatively more satisfied with what they do in their free time than by how much free time they have (Table 30).

Table 30. Satisfaction with time use (10 and 12 years-old) (%)

	0	1	2	3	4	5	6	7	8	9	10
How you use your time	3.7	1	.8	.9	1.8	4.7	4.1	5.4	7.8	11.8	58
How much free time you have	4.6	1.2	1.7	1.3	2.3	6.2	4.5	5.8	9	11.5	52

Missing answers: 0.9 and .6% respectively.






2.9 Subjective well-being: How children feel about their lives:

The Children's Worlds survey included a variety of different measures asking about overall subjective well-being.

Overall life satisfaction (OLS)

We start with the simplest single-item measure where children say how satisfied they are with their life as a whole on an 11-point scale. 66.9% of the 8 years-old scored the maximum (Table 30) and 72.5% of the 10 and 12 years-old were totally satisfied with their life (Table 32).

Table 31. Overall life satisfaction (8 years-old) (%)

Satisfaction with ...					
Your life as a whole	3.2	2.6	7	20.3	66.9

Missing answers: .9%

Table 32. Overall life satisfaction (10 and 12 years-old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole	2.3	.6	.2	.8	1.1	2	1.8	3	5.4	9.9	72.9

Missing answers: 1.5%

Children's Worlds Subjective Well-Being Scale (CW-SWBS)

CW-SWBS consists of 6 items measuring cognitive subjective well-being. Table 33 displays the distribution of the scores in each item. We can see that over half of children (58%) indicated that they had the highest possible levels of satisfaction with all of the indicators used. In general, few children reported low levels of satisfaction and most reported levels of satisfaction towards the top of the scale. This is reflected in the proportion of children – around 9% - in the tail (scoring the mid-point or below) of the CW-SWBS.

The six questions were found to form a good indicator with a single underlying factor, thus a scale was formed by summing and averaging all of the items and transforming the scale from 0-100.

Table 33. Children's Worlds Subjective Well-Being Scale (CW-SWBS) items (10 and 12 years-old) (%)

	0	1	2	4	3	5	6	7	8	9	10
I enjoy my life	2.7	.5	.9	.8	1.4	3.7	2.5	3	5.6	9.4	69.4
My life is going well	2	.6	.5	1.1	1.3	3.2	2.2	2.3	6.4	11.2	69.1
I have a good life	1.9	.7	.6	.7	1.1	2.6	2.6	3.2	4.7	11	71
The things that happen in my life are excellent	2.6	.5	1.2	.9	1.7	4.5	2.9	4.4	8.2	13.8	59.3
I like my life	2.4	.7	.8	.5	.8	2.2	2.1	1.8	4.2	7.9	76.6
I am happy with my life	3.1	.7	.7	.8	1.2	2.4	1.8	2.3	3.9	9.2	73.8

Missing answers range: 1% -1.5%

The same questions were asked of children in the 8 years-old group but using a five point scale. Again the responses were very positively distributed (Table 34). A scale was also created for this age group. Over 60% of children scored the maximum on all elements of the scale.

Table 34. CW-SWBS items (8 years-old) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I enjoy my life	3.7	4.1	4	14.5	73.7
My life is going well	4.3	5.6	5.4	20.9	63.7
I have a good life	4.2	3.5	6.6	16.9	68.8
The things that happen in my life are excellent	3.6	6.8	8.2	21	60.3
I like my life	1.9	2.6	4.3	14.8	76.3
I am happy with my life	2.2	2.8	5.5	14.8	74.8

Missing answers range: .4% -1.7%

CW-DBSWBS (Children's Worlds Domain Based Subjective Well-Being Scale)

This scale measures the domain based cognitive subjective well-being. It is the sum of five questions about satisfaction with family life, friends, school experience, local area and body, transformed to a scale from zero to 100. The distribution of the scores is shown in Table 35. Here too, most of children scored the maximum on the items, except satisfaction with friends and local area which were around the middle score.

Table 35. Children's Worlds Domain Based Subjective Well-Being Scale items (10 and 12 years-old) (%)

Satisfaction with:	0	1	2	4	3	5	6	7	8	9	10
Family life	1.1	.3	.4	.7	2.5	3.6	2.3	2.3	2.9	3.4	80.4
Friends	2.3	1.3	1.3	2.1	1.8	5.9	4.1	4.3	8.2	11.9	56.6
Student life	2.4	.5	.4	.6	.9	2.9	1.8	2.7	4.9	8.3	74.6
Local area	6.6	1.3	1.6	1.5	1.7	4.5	3.4	4.3	6.9	10.3	58
The way you look	3.1	.5	.8	1.2	1.2	3.9	2.4	3	6	10.2	67.7

Missing answers: .7- 3.1%

CW-PNAS (Children's Worlds Positive and Negative Affects Scale)

CW-PNAS consists of 6 items measuring affective subjective well-being: Positive and negative affect. The distribution of the scores on the items is displayed in Table 36. As expected the positive affect items have higher scores on the positive end, and a reversed trend is noticed in the negative affect items. The 3 positive items: Happy, Calm and Full of energy, were pulled together to create the Positive Affect (PA) scale and the 3 negative ones: Sad, Feeling distressed and Bored created the Negative Affect (NA) scale. The correlation between these two scales reached: $-.2$ ($p > .000$).

Table 36. Children's Worlds Positive and Negative Affects Scale items (10 and 12-years children) (%)

	0	1	2	4	3	5	6	7	8	9	10
Happy	2.5	.3	.9	.7	1.5	2.8	2.4	2	5.6	10.1	71.3
Sad	50.2	9.7	6.6	5.1	3.5	6.3	2	2.6	3.1	3.7	7.1
Calm	6.8	1.8	2.4	2.5	2.4	7.1	4.3	5.7	8.1	10.1	48.8
Feeling stressed	40.1	7.5	6.3	5.6	4.2	6.6	4.5	3.1	4.9	4.6	12.7
Full of energy	5.6	.9	1.1	1.3	1.6	4.6	2.4	3.1	8.2	11.6	59.6
Bored	37.4	7.8	6.7	5.7	4	6	4.6	3.9	5.2	4.2	14.5

Missing answers range: 1.6%- 4.7%

Children's Worlds Psychological Subjective Well-Being (CW-PSWBS) Scale

The Children's Worlds Psychological Subjective Well-Being Scale (CW-PSWBS) contains 6 items measuring psychological subjective well-being. It was administered to the 12-years old children only. With the exception of item 1 and item 5, the highest scores were relatively low (Table 37).

Table 37. Children's Worlds Psychological Subjective Well-Being Scale (CW-PSWBS) items. (12-years old only) (%)

	0	1	2	4	3	5	6	7	8	9	10
I like being the way I am	3.7	.5	.1	.8	1.1	3.6	1.4	1.4	3.7	4.9	78.7
I am good at managing my daily responsibilities	2.3	.4	1	.8	1.1	4.2	2.9	4.2	7.2	11.4	64.6
People are generally pretty friendly towards me	4.6	.6	.9	14	.7	6.2	4	4.2	6.7	11.6	59.3
I have enough choice about how I spend my time	4.8	.8	1	1.5	3.2	4.4	2.6	6	8.4	11.3	55.9
I feel that I am learning a lot at the moment	2.2	.5	.7	1.2	1.1	3.3	1.7	3.6	6	9.5	70.3
I feel positive about my future	3.9	.6	.8	.9	.8	3.8	2.4	3.8	5	11.5	66.6

Missing answers range: .7% - 1.2%

2.10 Children perceptions about their country

Half of the number of children said 'yes' to the question 'I know what rights children have' and just over a quarter (27.7%) said that they knew about the children's rights convention (Table 38). Differences between gender groups were only significant in knowledge of children's rights in favour of girls. Moreover, older children were more likely to say that they knew about what rights children have and what the convention of children's rights is. Children in El Bayadh have significantly higher means than those of Oran and those of Tlemcen higher than those of Oran on both items.

Table 38: Children's rights (All age groups) (%)

		8-year-olds	10-year-olds	12-year-olds	Total
I know what rights children have	No	24.8	24.1	14	21
	Not sure	23.3	31.9	26.4	27.2
	Yes	51.9	44	59.5	51.8
	Total	100	100	100	100
I know about the UN Convention on the Rights of the Child	No	53.8	40.7	27.2	40.6
	Not sure	20.4	35.5	38.6	31.5
	Yes	25.8	23.8	34.2	27.9
	Total	100	100	100	100

3. Conclusions

3.1 Key points

As has been indicated earlier, the overwhelming majority of Algerian children aged 8 to 12 are to some extent satisfied and happy with their lives. However, the proportion of 10% or so of children who are relatively less happy becomes substantial if we take into consideration that there are millions of children at this age range. Moreover, there is evidence from the international children research indicating that children who are unhappy with their lives will remain so for long periods of time, if no specialised interventions are undertaken in their favour.

It should also be stressed that exploring children's evaluations of different aspects of their lives may lead to very important conclusions. Firstly, it helps in detecting important variations which are not readily noticeable in children's everyday life. These variations can be deeply enrooted in the socio-cultural and the economic contexts in which children live and may echo the socialization processes in which they are brought up. Listening to children's own discourses should therefore be encouraged and treated as a crucial source of information for researchers, educators and policy makers alike. In the 12 years-old age group, for instance, while most children were relatively positive about all aspects of their life, 15.5% and 11.2% of the scores had been below the average in 'Satisfaction with other children in your class' and 'satisfaction with the freedom you have' successively, and as low as 3.6% were reported regarding 'Satisfaction with things you have learned' (Table 39). Such variations should be thoroughly investigated in the future.

Table 39: Satisfaction with different aspects of life (12 years-old) (Mean, SD and % below mid-point)

Satisfaction with...	N	Mean	Std. Deviation	% below mid-point
The people you live with	1032	9.01	2.17	6.9
Other people in your family	1041	8.38	2.73	10.5
The house or flat where you live	1038	8.84	2.51	7.7
Your friends	1046	8.21	2.64	10.1
Your life as a student	1036	8.92	2.27	5.7
Things you have learned	1016	9.16	1.88	3.6
Other children in your class	1022	7.59	3.07	15.5
The area where you live	1047	8.34	2.78	11
All the things you have	1041	8.80	2.39	7
How you use your time	1043	8.34	2.62	9.2
How much free time you have	1043	8.12	2.78	10.9
How safe you feel	1041	9.04	2.25	5.5
The freedom you have	1007	8.26	2.84	11.2
The way that you look	1034	8.80	2.43	6.8

What may happen to you later in your life	1023	8.50	2.65	9
How you are listened to by adults in general	1031	8.63	2.61	8.7
Your health	1032	9.19	1.97	4.1
Your life as a whole	1032	9.05	2.21	5.7

Furthermore, it has been shown earlier that the aspects of life that children are most satisfied with relate to own health, things learned at school, personal safety and family. It is interesting to note that while satisfaction with what children learn at school is relatively high, satisfaction with school-mates is much lower. It seems that as they grow up, children, mainly boys become more negative about their friendships. In turn, this may have a link to the widespread experiences of bullying.

The availability of free time and ways of using this free time seem also source dissatisfaction in many children. Doing homework, taking care of family members, and helping in housework are the most common free time activities. Meanwhile, organised activities and practicing sports are relatively uncommon. Many children are not satisfied with their local areas maybe because of the lack of leisure spaces.

Additionally, comparisons on the basis of gender have been highly informative. For instance, girls were generally superior in satisfaction with their homes and families compared to boys. They are also less negative than this latter towards their friendships, though boys tend to meet more frequently outside the school. Girls have also higher satisfaction with most school aspects, mainly in the care and the help received from teachers, in having more opportunities to participate in school life, and feelings of safety. Moreover, physical and verbal bullying has been more frequent in boys, but no differences in being left out by other mates. Girls tend to feel safer and have higher trust in adults in local areas.

To some extent girls worry less about the amount of money their families have, are more satisfied with their property, more of them say they always have enough food to eat, money for school trips and activities, and have shoes in good conditions compared to boys. In terms of time use, it could be noticed that girls are less satisfied with this aspect compared to boys. They tend to help in house work, take care of family members, and revise their lessons, while boys do work for family or do paid work and go to Mosques to learn the Qur'an. Notable also is that boys spend their free time on a variety of activities, mainly practicing sports, playing outside, using computers, and girls are only superior in time used in relaxing with family, and no differences in time spent in watching TV. Interestingly, the use of subjective well-being scales, favours girls in all the measures, including Negative Affect were boys were marginally higher than girls. Again question such as the following need to be examined in depth: Why girls have more positive evaluations of their life compared to boys? Are the discrepancies the result of objective differences or are they the result from different socialisation processes? And what are gender issues dealt with in this particular socio-cultural context?

Moreover, there were few differences attributed to age. It seems that with age, children become less positive about their friendships, and about the school. Despite this, physical and verbal bullying significantly decrease after the age of 8. Around this latter age, children are also happier with their local areas and with the things they own. The youngest group of children tends to spend their free time helping their families and learning the Qur'an. Watching TV, using computers and playing sports become more frequent as they grow up. 10-years group expressed more satisfaction with what they do in their free time compared to the eldest one. The differences in SWB psychometric scales bring some support to the declining trend of SWB with age hypothesis which has been already echoed in international research.

Region belongingness indicate that a greater number of children of El-Bayadh do not live with their families and are put at a young age in school internships. Results indicate that in this Sahara province material deprivation is much higher in Tlemcen, mainly in having one's own bed, own room, pocket money, shoes, mobile phones, and some of the other listed items. Despite this, they are not the least satisfied with the house where they live compared to other provinces. Most of school aspects favour El Bayadh where teachers seem to care and help children more than in the other provinces. Finally, no marked differences between provinces in terms of SWB, except that children of Oran express more positive affect than those of Tlemcen.

3.2 Concluding comments

This report describes only major findings and thus has been very brief. This is one of the rare occasions where such rich data on subjective well-being have been ever collected with children in Algeria. The data in addition to those collected in Children's Worlds earlier waves have many potential uses for researchers, as well as decision-makers. Our next stage should be to use some more advanced statistical techniques to analyse and share more detailed findings from this data set.

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

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