

Children's Worlds National Report

SOUTH AFRICA



Shazly Savahl and Sabirah Adams

1. Introduction

This is an initial report based on the Children's Worlds National Study (Wave 3) in South Africa. The study was conducted between 2017 – 2018 and comprises a nationally representative sample of children aged 10 and 12-years old, attending primary schools across the nine provinces. The report provides a concise descriptive account of the context in which the survey was administered, the sampling strategy, and preliminary descriptive results.

This research study was conducted by the principal investigators of the Children's Worlds Study (South Africa), Professor Shazly Savahl (Child and Family Studies, University of the Western Cape) and Dr Sabirah Adams (Language Development Group, Centre for Higher Education Development, University of Cape Town), and researchers Ms Donnay Manuel (Child and Family Studies, University of the Western Cape) and Ms Mulalo Mpilo (Child and Family Studies, University of the Western Cape). Funding for Wave 3 of the Children's Worlds Study South Africa was provided by the National Research Foundation of South Africa and the Jacobs Foundation.

1.1. Context and population

The history of children and childhood in South Africa is that of adversity, characterised by social oppression, inequality, poverty, and exposure to various forms of violence, abuse, and neglect. Owing to apartheid, the prohibition of equal access to the law, property, and freedom of movement centrally impacted on families and their capacity for providing a healthy, positive life for their children. The disparate and stratified allocation of resources across the racial classification system enforced during apartheid, had a deleterious effect on the development of children. Following the advent of democracy in 1994, the newly-elected South African government instituted a range of legislations to redress the atrocities that children experienced in the past, and to improve the overall quality of life (QoL) and developmental trajectories of children. The first of these legal commitments is evident in Section 28 of the Bill of Rights (South African Constitution, p. 1255) which details children's basic human rights and advances the notion that "A child's best interest are of paramount importance in every matter concerning the child". This was complemented by the ratification of the United Nations Convention on the Rights of the Child (UNCRC). There is thus an obligation to listen to children and to facilitate their participation in all matters that concern them within the family, school, public services, institutions, communities, government policies and judicial procedures.

Further legislative advancement is evident in child-specific legislation, including the Children's Act (No. 38 of 2005), the associated Children's Amendment Act (No. 41 of 2007), and the Child Justice Act (2008). Furthermore, through the Social Security Agency Act of 2004 the government has ensured that children are the beneficiaries of social grants to mitigate against vulnerability and poverty. Acceding to these legal contracts has entrenched the rights and needs of children in the development strategies of the government, as well as guaranteeing children's socio-economic rights and protection from abuse, exploitation, and

neglect. Co-ordinated by the Office on the Rights of the Child (ORC), the National Programme of Action (NPAC) was put in place to provide "...an holistic framework for the integration of all policies and plans developed by government departments and civil society to promote the well-being of children" (2012, p. 9). With children elevated to the legal status of rights holders, and the government ultimately accountable as the principal duty-bearer, children's well-being and QoL are ostensibly afforded the highest priority within government. Over the past two decades, the South African government has also made significant progress in developing strategies to measure the state and well-being of children. These initiatives highlighted the development and collection of objective indicators, which refer to observable measures that assess a range of pre-determined objective standards of living. However, after 25 years of democracy and despite the legislative advancements, the QoL for South Africa's children remains compromised (Savahl & Adams et al., 2015). This to a large extent is reflective of the high levels of social inequality in South Africa, which is regarded as an important indicator of children's well-being. Notwithstanding the fundamental premise of equality in the South African Constitution, inequality remains pervasive. Although this inequality is experienced by the majority of the population, the burdens of these multiple overlapping layers of inequality are often endured by children who necessitate care and supervision from adults for both safety and basic tenets of their well-being (Hall et al., 2012).

Population

South Africa is a parliamentary republic governed by the principles of a constitutional democracy. The population was approximately 57,73 million in 2018 representing a 1.5% increase from 2017 (Statistics in South Africa, 2018). In terms of gender composition, 51% (29,5 million) of the country is female, while approximately 29,5% of the population is younger than 15-years of age, and 8,5% (4,89 million) aged 60 years and older. South Africa has three capitals, namely Cape Town, Bloemfontein, and Pretoria. Cape Town, in located the City of Cape Town metropolitan municipality in the Western Cape and is the legislative capital of the country, with the Parliament of the country located here. The second capital is Bloemfontein, located in Mangaung metropolitan municipality in the Free State, and is the judicial capital of the country, and houses the Supreme Court of Appeal. Finally, the third capital is Pretoria, located in the City of Tshwane metropolitan municipality in Gauteng and is the administrative and overall capital of South Africa. Further, the Union Buildings and a large percentage of the Public Service is situated here.

Geography

The country is situated at the southern tip of the African continent with a land mass of 121 991 2 km², with a coastline of 2500 km flanked by both the Atlantic and Indian Oceans. Administratively, the country is divided into nine provincial regions namely: Eastern Cape; North West; Western Cape; Northern Cape; Free State; Mpumalanga; Limpopo; Gauteng; and KwaZulu-Natal. The provinces in South Africa vary considerably in terms of land area ranging from the smallest province Gauteng (16548 km²), to the Northern Cape which is arid and has a low population density (1.22 million) (<https://www.gov.za/about-sa/south-africas->

[provinces#nc](#); Statistics South Africa, 2018). While Gauteng is the smallest province, it has the largest population (14.7 million), comprising one quarter (25.4%) of the total population of the country. This is followed by KwaZulu-Natal that has the second largest population (11.4 million people; 19.7% of the population). While the Northern Cape has the largest land mass (372 889 km²), it has the smallest population consisting of only 2.1% of the population.

In terms of age distribution of the population, it is evident that similar percentages of children younger than 15 years old live in Gauteng (21.1%) and KwaZulu-Natal (21%). Additionally, the majority of adults aged 60 years and older live in Gauteng (24%; population of 1,18 million). The Table below provides a summary of the key languages, population, and land area of each of the nine provinces.

Table A. Population in South Africa per province

Province	Languages		Population (%)	Land area (km ²)
Eastern Cape	isiXhosa	82.7%	6 533 700 (11.3)	168 966
	Afrikaans	10.3%		
	English	3.9%		
Free State	Sesotho	10.9%	2 954 300 (5.1%)	129 825
	Afrikaans	10.9%		
	isiXhosa	5.7%		
Gauteng	isiZulu	23.0%	14 717 000 (25.5)	18 178
	English	11.3%		
	Afrikaans	10.1%		
	Sesotho	12.7%		
Kwa-Zulu Natal	isiZulu	82.5%	11 384 700 (19.7)	94 361
	English	12.5%		
	Afrikaans	1.0%		
Limpopo	Sepedi	56.0%	5 797 300 (10)	125 755
	Xitsonga	16.6%		
	Tshivenda	17.1%		
Mpumalanga	siSwati	29.1%	4 523 900 (7.8%)	76 495
	isiZulu	28.8%		
	Xitsonga	9.6%		
	isiNdebele	10.1%		
Northern Cape	Afrikaans	56.8%	1 225 600 (2.1%)	372 889
	Setswana	33.4%		
North West	Setswana	71.5%	3 979 000 (6.9%)	104 882
	Afrikaans	8.96%		
	isiXhosa	5.51%		
Western Cape	Afrikaans	46.6%	6 621 100 (11.5%)	129 462
	isiXhosa	31.1%		
	English	19.6%		

Source: Government Communication and Information System (GCIS, 2018)

Percentage of children

Children comprised 35% of South Africa's total population in 2017, representing approximately 19.6 million. The majority of children are located in the Gauteng (4 108 000) and KwaZulu-Natal (4 159 000) provinces, representing 21% each. This is followed by the Eastern Cape (2 534 000), Limpopo (2 374 000), and the Western Cape (1 954 000) (see Table B). While the Northern Cape is the largest province, it accommodates only 2% of the child population. Collectively, three provinces house 50% of children in the country (KwaZulu Natal; Eastern Cape; and Limpopo) (Statistics South Africa, 2017). It is further evident that approximately 43% of children in South Africa lived in rural contexts in 2017 (<http://childrencount.uct.ac.za/indicator.php?domain=3&indicator=13>, 2018). In terms of age categories, while disaggregated data by age is not available, information on age categories of children are provided (see Statistics South Africa, 2017). The 0 to 4-year age cohort comprised the largest percentage of the population at 10.5%, followed by 5 to 9-year olds representing 10.3%, the 10 to 14-year old group representing 9.4%, and the smallest percentage of children were aged 15-19 years old, representing 8.4% (see Table C) (Statistics South Africa, 2017).

Table B. Child population in South Africa

Province	N	Percentage
Eastern Cape	2,534,000	13%
Free State	1,007,000	5%
Gauteng	4,108,000	21%
KwaZulu-Natal	4,159,000	21%
Limpopo	2,374,000	12%
Mpumalanga	1,662,000	8%
North West	1,348,000	7%
Northern Cape	432,000	2%
Western Cape	1,954,000	10%
Total	19,579,000	100%

Table C. Percentage of age per cohort

Age group (years)	Percentage	(Population)
0-4	10.5%	(5 928 951)
5-9	10.3%	(5 862 081)
10-14	9.3%	(5 252 485)
15-19	8.4%	(4 733 790)

Religion

The latest available statistics demonstrate that the vast majority of South Africans, 86%, identify as Christian. This was followed by 5.4% indicating that they belong to 'ancestral, tribal, animist or other traditional religions', and a similar proportion of 5.2% that did not align to a religion. A smaller percentage of 1.9% affiliated as Muslims, 0.9% Hindu, 0.2% Jewish, and 0.4% 'other religions' (Statistics South Africa, 2015). It is evident that the highest percentage of individuals affiliated to Christianity resided in the Northern Cape (98.4%), with equally high percentages in the Free State (97.7%), the North West (93.3), and Mpumalanga (93.2%) provinces. Consequently, the highest proportions of: Muslims (5.3%) resided in the Western Cape; those affiliated to ancestral and other African traditional religions (12.3%) and Hinduism (3.3%) in KwaZulu-Natal; Judaism in Gauteng; and those not aligned to a religion in Limpopo (14.4%).

Ethnicity and ethnic/cultural groups

South Africa is characterised as a multi-ethnic society and is constituted by various population groups, and 11 official languages (see Table A). There are four 'population/racial groups'¹ in the country, that are not uncontested, namely 'Black African' (80.9%), 'Coloured' (8.8%), 'Indian/Asian' (2.5%), and 'White' (7.8%) (Statistics South Africa, 2018). During apartheid, the different population groups were segregated according to racial categories to reinforce a segregated society. The apartheid legislative framework characterised the socio-political landscape of South Africa for nearly five decades. Through institutionalised racism, the discriminatory policies resulted in a significant proportion of the population being disenfranchised, denied access to resources, land, education opportunities, and basic human rights, while promoting the affluence and privilege of a favoured minority. The extreme levels of social inequality experienced by the majority of the population is among the most devastating legacies of apartheid.

In terms of language, the most widely spoken languages in South Africa within and outside the home are: isiZulu (inside and outside home: 24.7%); isiXhosa (inside home: 15.6%; outside home: 13%); and Afrikaans (inside home: 12.1%; outside home: 9.4%) (Statistics South Africa, 2018). Although English is only spoken by 8.4% of household members within the home, it is the second most commonly language spoken outside the home (17.6%). There is great variability in relation to the predominant languages per province (see Table A). In terms of schooling, the language of instruction at many primary schools include the 10 home languages (excluding English) until the end of grade three, with English as the language of instruction from grade four (Department of Basic Education, 2016). However, many children struggle with this transition as they are not fluent in English, which influences their academic performance.

¹ The racial groups, that is 'Coloured', 'Black African', and 'Indian/Asian', were employed as racial categories within the apartheid era to reinforce a segregated society, and refer to those who were not afforded the same benefits as 'Whites' in this era. These terms are used here solely for descriptive purposes, and does not imply acknowledgement of these terms by the authors.

Economic context

South Africa is classified as an upper middle income country, with a gross domestic product of \$348 872 billion in 2017 (World Bank, 2019); the second largest in Africa. While the country fares better economically in comparison to other African countries, a key challenge is the effects of apartheid and the related high levels of inequality; which is regarded as an important indicator of children's well-being. Notwithstanding the fundamental premise of equality in the South African Constitution, inequality remains pervasive in the country. With a Gini Index of 0.63 (World Bank, 2018), considered to be the highest in the world (in terms of wealth and income), it demonstrates a great dispersion of both wealth and income between the privileged and the disadvantaged. Although this inequality is experienced by the majority of the population, the burdens of these multiple overlapping layers of inequality is experienced by children. In terms of economic contribution, the Gauteng province, at 34%, contributes the greatest proportion to the national GDP, followed by KwaZulu-Natal with 16%, and the Western Cape with 13.7% (Statistics South Africa, 2017).

1.2. Sampling: Strategy and outcome

Wave 3 of the South African Children's Worlds Study comprised a nationally representative proportionate sample of children aged 10 and 12-years old. In South Africa, children in these two age groups are generally in grades 4 (10-years old) and 6 (12-years old). The study used stratified random sampling (proportional allocation), with schools chosen proportionate to the number of learners per province for each age group, and stratified further in terms of urban and rural geographical locations. The stratification was therefore at the level of provincial region (a total of 9) and geographical location (urban or rural). Given response rates of 30% to 40% among primary school children in South Africa, total population sampling was used. Therefore, the sampling frame was school-based, and included all grade 4 and 6 learners across schools in the nine provinces. Children's participation in the study was contingent on returning signed consent forms – by the child themselves and their parent/guardian. The target population thus included 1 906 810 children registered in grades 4 and 6 attending primary schools in South Africa. The total number of registered learners per grade were grade 4: 1 043 124, and grade 6: 863 686. Using a 95% confidence interval, and 3% margin of error, the total sample comprised 7428 children selected from grade 4 (10-years olds) and 6 (12-years old) in 63 participating schools. Ethics clearance for the study was obtained from the Senate Research Ethics Committee of the University of the Western Cape, and the nine provincial education departments.

Given the 11 official languages in South Africa, the questionnaire was translated and adapted to the eight most commonly spoken languages across the country. Children had a choice of answering the questionnaire in a language they prefer. Most children completed the questionnaire in English (68.6%), with the other seven languages including: Afrikaans (8.9%); isiXhosa (3.8%); isiZulu (6.6%); Setswana (2.5%); Sesotho (2.4%); Tshivenda (3.6%) and Xitsonga (3.6%).

Table 1. Achieved sample (N [%])

	Achieved(%)	Weighted (%)
Eastern Cape	1046 (14.1)	1136 (16.0)
North West	641 (8.6)	490 (6.9)
Western Cape	774 (10.4)	653 (9.2)
Northern Cape	213 (2.9)	171 (2.4)
Free State	292 (3.9)	405 (5.7)
Mpumalanga	518 (7.0)	630 (8.5)
Limpopo	1269 (17.1)	902 (12.7)
Gauteng	1208 (16.3)	1193 (16.8)
Kwa-Zulu Natal	1467 (19.7)	1562 (22.0)
Total	7428 (100)	7114 (100)

The achieved sample comprised 7428 children between the ages of 10 (grade 4) and 12-years old (grade 6) in South Africa. However, the weighted sample includes 7114 children (see Table 1), with an urban/rural split of 54.3% and 45.7% respectively.

2. Results

2.1. The participants

Table 2. Overall sample per age group and gender (N [%])

	10 year old	12 year old	Total
Boy	1576 (46.2)	1584 (42.8)	3160 (44.1)
Girl	1839 (53.8)	2114 (57.2)	3953 (55.6)
Total	3415 (100)	3699 (100)	7114 (100)

For both the 10 and 12-year old age groups, there were more girls (10-year olds: 53.8%; 12-year olds: 57.2%) than boys (10-year olds: 46.2%; 12-year olds: 42.8%) (see Table 2).

2.2. The home and the people children live with

Table 3. The home you live in (%)

	10	12
I live with my family	93.9	96.5
I live in a foster home	2.9	1.7
I live in a children's home	1.6	.5
I live in another type of home	1.7	1.3
Total	100	100

*Missing: 10YRS (f = 21; .6%), 12YRS (f = 7; .2%)

Children were asked about the home they live in. Most children, across both age groups, live with their family (10-year olds: 93.9%; 12-year olds: 96.5%). Smaller proportions of children live in: a foster home (10-year olds: 2.9%; 12-year olds: 1.7%); a children's home (10-year olds: 1.6%; 12-year olds: .5%); and another type of home (10-year olds: 1.7%; 12-year olds: 1.3%) (see Table 3).

Table 4. Satisfaction with the people you live with (%)

Satisfaction with the people you live with	0	1	2	3	4	5	6	7	8	9	10
10	1.1	.9	1.0	1.4	2.0	6.4	3.0	3.5	4.8	7.9	68.0
12	.7	.6	.7	1.0	2.3	7.4	3.1	4.5	7.6	10.1	61.9

*Missing: 10YRS (f = 48; 1.4%), 12YRS (f = 16; .4%)

In terms of satisfaction with the people they live with, most children across the two age cohorts felt completely satisfied (10) (10-year olds: 68.0; 12-year olds: 61.9%) (see Table 4). While small percentages of children were not completely satisfied (0) (10-year olds: 1.1%; 12-year olds: .7%), if scores below "5" are considered, this increases to 6.4% of 10-year olds and 5.3% of 12-year olds.

Table 5. The home and people children live with (%)

	I do not agree		Agree a little bit		Agree somewhat		Agree a lot		Totally agree	
	10	12	10	12	10	12	10	12	10	12
There are people in my family who care about me	4.1	2.4	5.4	4.4	5.3	4.9	24.4	16.2	60.8	72.0
If I have a problem, people in my family will help me	5.6	2.7	7.5	7.9	6.6	6.8	27.0	23.8	53.3	58.7
I feel safe at home	4.8	2.5	5.4	4.0	5.5	4.4	21.6	14.2	62.6	75.0
My parent(s) listen to me and take note of what I say	8.9	6.8	9.9	10.5	8.4	11.5	24.5	24.1	48.2	47.1
My parents and I make decisions about my life together	9.2	8.3	7.2	7.5	7.0	7.9	21.3	18.7	55.3	57.6

Missing: 10YRS (f = 1379), 12YRS (f = 394)

The participants were asked five questions about their home and people they live with. Most children indicated that they "Totally agree" that there are people in their family that: care about them (10-year olds: 60.8%; 12-year olds: 72.0%), will help them (10-year olds: 53.3%; 12-year olds: 58.7%), feel safe at home (10-year olds: 62.6%; 12-year olds: 75.0%), listen to them (10-year olds: 48.2%; 12-year olds: 47.1%), and make decisions about life

together with their parents (10-year olds: 55.3%; 12-year olds: 57.6%) (see Table 5). Interestingly, the 12-year old age group had higher levels of agreement for all questions, except for item four ("My parent(s) listen to me and take note of what I say"). Similarly, the item, "My parents and I make decisions about my life together" had the highest percentage of children indicating that they "do not agree" for both age groups (10-year olds = 9.2%; 12-year olds = 8.3%)

2.3. The home where children live

Table 6. Satisfaction with the home where you live (%)

Satisfaction with the home you live in	0	1	2	3	4	5	6	7	8	9	10
10	1.8	.8	1.2	1.1	1.9	5.3	2.6	4.0	4.4	10.4	66.5
12	1.3	1.2	1.0	1.3	1.6	5.3	2.9	4.1	6.7	12.2	62.5

Missing: 10YRS (f = 93; 2.7%), 12YRS (f = 40; 1.1%)

The participants were asked one question about their satisfaction with the home they live in (see Table 6). The majority of children indicated that they are completely satisfied (10) with the home they live in (10-year olds: 66.5%; 12-year olds: 62.5%). Again, there were small percentages of children that were "Not at all satisfied" (10-year olds: 1.8%; 12-year olds: 1.3%).

Table 7. Own or shared room (%)

Do you sleep in your own room or share a room	I sleep in a room on my own		I sleep in a room I share with other people	
	10	12	10	12
	51.1	49.4	48.9	50.6

Missing: 10YRS (f = 12; .4%), 12YRS (f = 7; .2%)

The participants were asked if they have their own room or share a room. Approximately half of the participants indicated that they sleep in a room on their own (10-year olds: 51.1; 12-year olds: 49.4), and half indicated that they share a room with other people, for both age groups (10-year olds: 48.9%; 12-year olds: 50.6%) (see Table 7).

Table 8. Own or shared a bed (%)

Do you have your own bed?	Yes, I have my own bed		No, I share a bed		No, I don't have a bed	
	10	12	10	12	10	12
	64.0	66.8	26.8	24.2	9.2	9.0

Missing: 10YRS (f = 18; .5%), 12YRS (f = 7; .2%)

One question was included about whether children have their own bed or share a bed. It was found that, for both age groups, most children have their own bed (10-year olds: 64.0%; 12-year olds: 66.8%) (see Table 8). It was surprising to find that 9.2% of 10-year olds and

9.0% of 12-year olds: 9.0%) do not have a bed, while 26.8% of 10-year olds, and 24.2% of 12-year olds share a bed.

Table 9. Place in your home to study (%)

	Yes		No		Not sure	
Is there a place in your home where you can study?	10	12	10	12	10	12
	73.5	69.8	18.8	22.9	7.7	7.4

Missing: 10YRS (16; .5%), 12YRS (f = 13; .4%)

The participants were asked whether they have a place in their home to study. The majority of children indicated that they have a place in their home to study (10-year olds: 73.5%; 12-year olds: 69.8%) (see Table 9). There were moderate percentages of children that did not have a place to study in their home (10-year olds: 18.8%; 12-year olds: 22.9%), with smaller proportions of children “not sure” (10-year olds: 7.7%; 12-year olds: 7.4%).

2.4. Friends

Table 10. Satisfaction with your friends (%)

Satisfaction with your friends	0	1	2	3	4	5	6	7	8	9	10
10	2.6	1.9	1.0	1.8	1.8	5.6	2.6	3.6	4.9	9.3	64.8
12	2.6	1.3	1.5	2.1	2.0	8.1	3.8	6.0	9.1	12.4	51.1

Missing: 10YRS (f = 75; 2.2%), 12YRS (f = 32; .9%)

The participants were asked about how satisfied they are with their friends (see Table 10). While 64.8% of 10-year olds were “completely satisfied” (10) with their friends, this was substantially lower for 12-year olds, with 51.1% “completely satisfied”. There were small percentages of children that were “not at all satisfied” (0) with their friends (10-year olds: 2.6%; 12-year olds: 2.6%).

Table 11. Friends (%)

	I do not agree		Agree a little bit		Agree somewhat		Agree a lot		Totally agree	
	10	12	10	12	10	12	10	12	10	12
I have enough friends	8.1	7.1	8.6	9.3	6.4	6.2	20.3	19.0	56.6	58.4
My friends are usually nice to me	9.0	7.4	9.3	12.0	9.8	12.7	23.3	21.9	48.6	46.0
If I have a problem, I have a friend who will support me	8.8	9.4	7.3	8.0	7.7	7.2	19.5	17.1	56.7	58.3

Missing: 10YRS (f = 805), 12YRS (f = 199)

The participants were asked three questions about their friends (see Table 11). Most children, across the two age groups, indicated that they “totally agree” that they have enough friends (10-year olds: 56.6%; 12-year olds: 58.4%), that their friends are usually nice

to them (10-year olds: 48.6%; 12-year olds: 46.0%), and that they have a friend who will support them if they have a problem (10-year olds: 56.7%; 12-year olds: 58.3%). There were smaller percentages of children that “do not agree”, “agree a little bit”, and “agree somewhat”. The item “My friends are usually nice to me” had the lowest percentage of children indicating that they “totally agree” across the three items.

2.5. School

Table 12. Satisfaction with school (%)

Satisfaction with:		0	1	2	3	4	5	6	7	8	9	10
Life as a learner	10	2.1	1.1	.8	.9	1.2	3.7	1.8	3.2	4.3	10.0	71.0
	12	1.1	.4	.7	.8	1.0	4.4	2.6	4.3	8.2	12.1	64.4
Things you have learned in school	10	1.1	.4	.3	.5	1.0	3.2	2.0	3.3	4.4	11.4	72.5
	12	.4	.2	.3	.6	.6	2.3	2.2	3.7	6.5	13.7	69.6
Other children in your class	10	6.5	2.2	2.4	2.0	3.4	8.4	4.8	7.0	8.0	11.0	44.3
	12	3.4	1.5	2.8	3.0	4.4	10.0	6.1	8.9	12.3	13.4	34.1

Missing: 10YRS (f = 326), 12YRS (f = 94)

The participants were asked three questions about their satisfaction with different aspects of the school context (see Table 12). Lower proportions of children aged 12-years old were “completely satisfied” (10) across the three questions. Of the three questions, the highest satisfaction (10, completely satisfied) for both age groups was for the things they have learned at school (10-year olds: 72.5%; 12-year olds: 69.6%). There was a higher percentage of children aged 10-years old (71.0%) that were “completely satisfied” with their life as a learner, compared to 12-year olds (64.4%). Surprisingly, in comparison to the first two questions, there were lower proportions of children that were completely satisfied with other children in their class, which was much lower for 12-year olds (34.1%) than 10-year olds (44.3%).

Table 13. Views about school (%)

	I do not agree		Agree a little bit		Agree somewhat		Agree a lot		Totally agree	
	10	12	10	12	10	12	10	12	10	12
My teachers care about me	5.7	5.1	6.5	9.4	6.8	11.2	22.6	22.2	58.3	52.0
If I have a problem at school my teachers will help me	5.3	4.3	4.6	7.7	6.3	9.5	23.7	22.2	60.1	56.3
If I have a problem at school other children will help me	11.5	14.2	10.6	14.2	11.0	16.4	23.6	23.5	43.2	31.7
My teachers listen to me and take note of what I say	8.5	9.9	8.3	11.8	9.9	13.6	24.1	22.1	49.3	42.5
At school I have opportunities to make decisions about things that are important to me	11.0	6.6	7.4	7.0	7.7	9.1	20.4	21.6	53.4	55.7
I feel safe at school	7.6	6.0	5.8	7.3	5.7	7.1	18.1	19.1	62.7	60.5

Missing: 10YRS (f = 1350), 12YRS (f = 258)

The participants were asked six questions about their school climate (see Table 13). The item with the highest percentage of children indicating that they “totally agree”, for both 10 (62.7%) and 12-year old children (60.5%), was for the item “I feel safe at school”. The item that had the highest percentages of children indicating that they “do not agree” was for receiving help from other children when having a problem for both age groups (item 3, 10-year olds: 11.5%; 12-year olds: 14.2%). This item also had the lowest percentage of children who indicated that they “Totally agree” (10-year olds: 43.2%; 12-year olds: 31.7%).

Table 14. Bullying victimisation at school (%)

How often in the last month	Never		Once		Two or 3 times		More than three times	
	10	12	10	12	10	12	10	12
Hit by other children in your school	43.2	55.1	23.8	22.1	14.8	11.8	18.2	11.1
Called unkind names by other children in your school	36.3	30.4	21.9	24.7	14.5	16.5	27.3	28.4
Left out by other children in your school	51.4	55.9	18.0	18.6	12.5	11.5	18.1	14.0

Missing: 10YRS (f = 263), 12YRS (f = 48)

Three questions were included about bullying victimisation in the school context (see Table 14). There were nuances in the frequency of being hit, called unkind names, and being left out (excluded) by other children. Most children indicated that they were “never” left out by other children in their school, across the two age groups (10-year olds: 51.4%; 12-year olds: 55.9%). The item with the highest frequency of bullying victimisation of “more than three times” was for being “called unkind names”, which was higher for 12-year olds (10-year olds: 27.3%; 12-year olds: 28.4%); it also had the lowest percentage of children “never” experiencing this (10-year olds: 36.3%; 12-year olds: 30.4%). There were higher percentages of 10-year olds that were hit by other children “more than three times” (10-year olds: 18.2%; 12-year olds: 11.1%) and left out by other children (10-year olds: 18.1%; 12-year olds: 14.0%).

2.6. The area where children live

Table 15. Satisfaction with area you live in (%)

Satisfaction with the area where you live	0	1	2	3	4	5	6	7	8	9	10
10	4.4	1.2	1.5	1.4	1.7	5.0	2.5	4.7	6.9	11.1	59.5
12	5.0	1.5	1.3	3.0	2.8	9.6	4.5	7.7	9.3	13.3	42.0

Missing: 10YRS (f = 82; 2.4%), 12YRS (f = 31; .8%)

The participants were asked about their satisfaction with the area they live in; this varied considerably across the two age groups (see Table 15). While 59.5% of 10-year olds were completely satisfied (10) with the area they live in, 42.0% of 12-year olds were completely satisfied (10). Although small proportions of children across the two age groups were “not at all satisfied” with the area they live in, when considering scores below the midpoint of “5”, this increases to 10.2% (10-year olds) and 13.6% (12-year olds).

Table 16. Children's local area (%)

	I do not agree		Agree a little bit		Agree somewhat		Agree a lot		Totally agree	
	10	12	10	12	10	12	10	12	10	12
I feel safe when I walk in the area I live in	18.2	18.9	11.7	15.2	9.5	14.1	19.1	17.1	41.5	34.8
In my area there are enough places to play and have a good time	13.1	14.3	10.7	11.0	7.9	9.7	18.7	17.3	49.7	47.6
In my local area, I have opportunities to participate in decisions about things that are important to me	16.9	19.0	10.6	11.7	12.1	14.6	20.1	19.9	40.3	34.8
Adults in my area listen to children and take them seriously	17.0	19.8	9.8	14.2	10.3	13.0	18.2	16.8	44.6	36.2

Missing: 10YRS (f = 945), 12YRS (f = 184)

The participants were asked four questions about the area they live in (see Table 16). In comparison to previous agreement questions in the survey, the responses for these items were more varied. The item with the highest percentage of children they “Totally agree” across both age groups was for item 2, “In my area there are enough places to play and have a good time” (10-year olds: 49.7%; 12-year olds: 47.6%). The item asking children about opportunities to make decisions about aspects important to them had the lowest percentage of total agreement across both groups (10-year olds: 4; 12-year olds: 35.4%). The item with the highest percentage of children that indicated that they “do not agree” was that adults listen to children and take them seriously for 12-year olds (19.8%), while for 10-year olds it was for feeling safe when walking in the area they live in (18.2%).

2.7. Money and the things children have

Table 17. Frequency of worrying about family money (%)

	Never		Sometimes		Often		Always	
	10	12	10	12	10	12	10	12
How often do you worry about how much money your family has	24.7	28.6	31.4	40.8	13.4	12.3	30.5	18.3

Missing: 10YRS (f = 209; 6.1%), 12YRS (f = 52; 1.4%)

The participants were asked a single question about the frequency of worrying about family money (see Table 17). It was found that 30.5% of 10-year olds “Always” worry about how much money their family has, compared to 18.3% of 12-year olds. The highest percentage of 12-year olds “sometimes” worry about how much money their family has (40.8%).

Table 18. Satisfaction with all the things you have (%)

Satisfaction with all the things you have	0	1	2	3	4	5	6	7	8	9	10
10	1.6	0.9	0.7	0.8	1.6	4.0	2.6	3.4	5.5	9.3	69.5
12	1.8	0.8	1.1	1.4	1.7	5.4	3.2	5.1	8.4	12.2	58.9

Missing: 10YRS (f = 144; 4.2%), 12YRS (f = 39; 1.0%)

The participants were asked about their satisfaction with all the things they have (see Table 18). For the 10-year olds, 69.5% were “completely satisfied” with the things they have, compared to 58.9% of 12-year olds. There were similar percentages of children across the two age groups that are “not at all satisfied” with all the things they have (10-year olds: 1.6%; 12-year olds: 1.8%).

Table 19. Enough food to eat each day (%)

	Never		Sometimes		Often		Always	
Do you have enough food to eat each day?	10	12	10	12	10	12	10	12
	2.9	1.8	13.7	12.5	11.2	9.8	72.3	75.9

Missing: 10YRS (f = 101; 2.9%), 12YRS (f = 26; 0.7%)

The participants were asked one question about whether they have enough food to eat each day (see Table 19). While most children “always” have enough food (10-year olds: 72.3; 12-year olds: 75.9%), if we consider the number of children that “never” have enough food, and only have enough food “sometimes” this amounts to 1050 children (10-year olds: “never”, n = 439; “sometimes”, n = 439; 12-year olds: “never”, n = 67; “sometimes”, n = 452); thus one seventh of the total sample of 7114. Further, those children that only have enough food each day “often” amounts to 709 children (10-year olds: n = 352, 10.6%; 12-year olds: n = 357, 9.6%). Taken together, this means that 1732 children in the sample did not eat enough food each day, which is alarming high.

Table 20. Things you have for yourself (%)

Whether has:	No		Yes	
	10	12	10	12
Clothes in good condition	7.8	7.7	92.2	92.3
Enough money for school trips and activities	24.0	23.3	76.0	76.7
Access to the internet at home	33.4	32.9	66.6	67.1
The equipment/things you need for sports and hobbies	24.6	28.1	75.4	71.9
Pocket money/money to spend on yourself	20.2	22.8	79.8	77.2
Two pairs of shoes in good condition	13.7	12.8	86.3	87.2
A mobile phone	31.3	27.8	68.7	72.2
The equipment/things you need for school	15.9	13.0	84.1	87.0

Missing: 10YRS (f = 866), 12YRS (f = 250)

The participants were asked eight questions about the things that they have for themselves (see Table 20). There were relatively high proportions of children who indicated that they have access to various material possessions. The item with the highest percentage of children indicating that they have it was clothes in a good condition (item 1) (10-year olds: 92.2%; 12-year olds: 92.3%). The item with the lowest percentage of children indicating that they have it, was access to the internet at home (10-year olds: 66.6%; 12-year olds: 67.1%), and therefore, the highest proportion of children indicating that they do not have access to it (10-year olds: 33.4% 12-year olds: 32.9%). There were similarly high proportions of children that did not have enough money for school trips (10-year olds: 24.0%; 12-year olds: 23.3%), as well as the equipment/things you need for sports and hobbies (10-year olds: 24.6%; 12-year olds: 28.1%).

Scales A and B: measuring material and economic circumstances

Scale A comprises the material resources that children have access to (see Table 21 and 22).

Table 21. Electricity at home (%)

	All of the time		Some of the time		Not at all	
Does your home have electricity?	10	12	10	12	10	12
	67.9	71.8	27.3	25.5	4.8	2.8

Missing: 10YRS (f = 50; 1.5%), 12YRS (f = 17; .5%)

The participants were asked one question about whether their home has electricity (see Table 21). The majority of children indicated that they have electricity “all of the time” (10-year olds: 67.9%; 12-year olds: 71.8%), which was slightly higher for 12-year olds. There were also moderate proportions of children that had electricity at home “some of the time” (10-year olds: 27.3%; 12-year olds: 25.5%). There was a higher percentage of 10-year olds (4.8%) indicating that they do not have electricity at all (2.8%).

Table 22. Running water and a toilet that flushes at home (%)

Does your home have...	Yes		No		Not sure	
	10	12	10	12	10	12
Running water?	77.0	78.6	17.6	16.2	5.3	5.2
A toilet that flushes?	76.4	76.8	20.5	21.1	3.1	2.1

Missing: 10YRS (f = 541), 12YRS (f = 242)

Similarly, children were asked whether they have running water at home, and a toilet that flushes (see Table 22). Most children indicated that they have running water (“Yes”: 10-year olds: 77%; 12-year olds: 78.6%), and a toilet that flushes (“Yes” 10-year olds: 76.4%; 12-year olds: 76.8%). There were lower proportions of children that do not have running water (“No”: 10-year olds: 17.6%; 12-year olds: 16.2%), or a toilet that flushes (“No”: 10-year olds: 20.5%; 12-year olds: 21.1%). There were smaller percentages of children that were “not sure” in terms of these items (10-year olds: 5.3% [running water], 3.1% [toilet that flushes]; 12-year olds: 5.2 [running water], 2.1% [toilet that flushes])

Table 23. Possessions your family has (%)

Whether family has:	No		Yes	
	10	12	10	12
A computer	33.0	32.0	67.0	68.0
A television	9.8	4.6	90.2	95.4
A fridge/freezer	9.3	4.6	90.7	95.4
A radio	24.3	23.2	75.7	76.8
A telephone	11.3	10.4	88.7	89.6
A family car/van etc.	23.5	23.7	76.5	76.3

Missing: 10YRS (f = 861; 25.9%), 12YRS (f = 159; 4.6%)

The participants were asked about the possessions their family has (see Table 23). The items with the highest percentage of children indicating that they have it was a television (10-year olds: 90.2%; 12-year olds: 95.4%), fridge/freezer (10-year olds: 90.7%; 12-year olds: 95.4%), and a telephone (10-year olds: 88.7%; 12-year olds: 89.6%). The two items that most children indicated that they did not have was a computer (10-year olds: 33.0%; 12-year olds: 32.0%), a radio (10-year olds: 24.3%; 12-year olds: 23.2) and a family car, van, motorbike etc. (10-year olds: 23.5%; 12-year olds: 23.7%).

Scale B

Scale B asked children about the number of bathrooms and computers in their home, their own or shared room, and whether they have a washing machine.

Table 24. Number of bathrooms in your home and number of computers family owns (%)

	None		One		Two		More than two	
	10	12	10	12	10	12	10	12
How many bathrooms are in your home?	13.6	15.0	31.1	34.3	31.6	30.2	23.4	20.4
How many computers do your family own?	25.3	22.9	25.6	24.0	19.4	19.6	29.7	33.5

Missing: 10YRS (f = 273), 12YRS (f = 66)

The participants were asked how many bathrooms are in their home, and the number of computers their family owns (see Table 24). The responses for both questions varied considerably. There were similar proportions of children who indicated that they have “one” bathroom in their home (10-year olds: 31.1%; 12-year olds: 34.3%), as well as “none” (10-year olds: 13.6%; 12-year olds: 15.0%). However, in terms of the number of computers their family owns, most 12-year olds (34.3) indicated that they have “one”, while most 10-year olds (31.6) have “two”.

Table 25. Own or shared room (%)

Do you sleep in your own room or share a room	I sleep in a room on my own		I sleep in a room I share with other people	
	10	12	10	12
	51.1	49.4	48.9	50.6

Missing: 10YRS (f = 12; .4%), 12YRS (f = 7; .2 %)

The participants were asked if they have their own or shared room (see Table 25). Approximately half of the participants indicated that they sleep in a room on their own percentages of the two age groups that sleep in a room on their own (10-year olds: 51.1%; 12-year olds: 49.4%) or sleep in a room they share with other people (10-year olds: 48.9%; 12-year olds: 50.6%).

Table 26. Does your home have a washing machine? (%)

Does your home have a washing machine?	No		Yes	
	10	12	10	12
	23.8	26.1	76.2	73.9

Missing: 10YRS (f = 168; 4.9%), 12YRS (f = 43; 1.2%)

The participants were asked whether they have a washing machine at home (see Table 26). It was found that about three quarter of the sample indicated that they have a washing machine at home (10-year olds: 76.9%; 12-year olds: 74.5%). However, if we consider the proportion of children that do not have a washing machine at home, this amounts to 1726 children, which is considerably high.

2.8. Time use

Table 27. Satisfaction with time use (%)

Satisfaction with...		0	1	2	3	4	5	6	7	8	9	10
How you use your time	10	2.3	1.1	0.8	1.5	1.7	5.5	3.4	4.3	6.1	10.0	63.2
	12	1.8	.8	1.2	1.2	1.8	8.0	5.6	7.4	11.0	14.0	47.2
How much free time you have to do what you want	10	3.9	1.0	1.4	2.2	3.5	6.6	3.5	4.4	6.0	12.6	55.0
	12	2.8	1.6	1.7	2.1	2.9	7.9	5.3	6.9	11.6	14.2	43.1

Missing: 10YRS (f = 488), 12YRS (f = 92)

The participants were asked two questions about their satisfaction with how they use their time (see Table 27). It was evident that there was a higher percentage of 10-year olds that were “completely satisfied” with how they use their time (10-year olds: 63.2%; 12-year olds: 47.2%) and how much free time they have to do what they want (10-year olds: 55.0%; 12-year olds: 43.1%) (see Table 27) compared to 12-year olds.

2.9. Subjective well-being: how children feel about their lives

Table 28. Subjective well-being scales across 10- and 12-year olds

	OLS		CW-SWBS		CW-DBSWBS		PAS		NAS		PWBS-CW	
	10	12	10	12	10	12	10	12	10	12	10	12
\bar{X}	88.0	87.9	88.6	87.5	87.3	84.4	83.1	81.4	47.1	42.0	86.9	85.9
SD	22.1	24.1	17.5	18.0	14.5	14.8	19.8	18.6	30.6	27.5	16.0	15.8

10-yrs missing: OLS (n = 63) SWBS (n = 220); DBSWBS (n = 310); PAS (n = 277); NAS (n = 286); PWBS (n = 522)

12-yrs missing: OLS (n = 22); SWBS (n = 87); DBSWBS (n = 122); PAS (n = 139); NAS (n = 111); PWBS (n = 160)

The survey included five validated scales, namely the Overall Life Satisfaction (OLS), Children's Worlds-Subjective Well-Being Scale (CW-SWBS), Children's Worlds-Domain-Based Subjective Well-Being Scale (CW-DBSWBS), Children's Worlds Positive and Negative Affect Scale (CW-PNAS), and the Children's Worlds-Psychological Well-Being Scale (CW-PWBS) (see Table 28), which produced interesting results. All scales transformed to a 100-point scale for ease of interpretation. The results demonstrate that all the scales, except the NAS, had high composite mean scores above 80 (see Table 27). The highest composite score for 10-year olds was for the CW-SWBS and for 12-year olds for the OLS; the latter was the only composite score higher for 12 than 10-year olds. Both the OLS (10-year olds: \bar{x} = 88.0, SD = 24.1; 12-year olds: \bar{x} = 87.9, SD = 22.1) and CW-SWBS (10-year olds: \bar{x} = 88.6, SD = 17.5; 12-year olds: \bar{x} = 87.5, SD = 18.0) had composite mean scores above 87. The positive (PAS) and negative items (NAS) of the PNAS are presented separately; the NAS composite mean score was higher for 10-year olds (47.1; SD = 30.6), as well as the PAS score for 10-year olds (\bar{x} = 83.1, SD = 19.8; 12-year olds: \bar{x} = 81.4, SD = 18.6). It is also interesting to note that based on the SWB scale composite mean scores, there appears to be a decreasing-with-age tendency in SWB as identified in the literature.

Table 29: Overall subjective well-being composite scores

	OLS	CW-SWBS	CW-DBSWBS	PAS	NAS	PWBS
\bar{X}	87.99	88.02	85.76	82.22	44.36	86.36
SD	23.10	17.76	14.69	19.17	29.10	15.87

Missing: OLS (n = 85); CW-SWBS (n = 307); CW-DBSWBS (n = 432); PAS (n = 416); NAS (n = 397); PWBS (n = 682)

The highest overall SWB composite score was for the CW-SWBS (\bar{x} = 88.02; SD=17.76) for the pooled sample, and lowest for the PAS items (\bar{x} = 82.22; SD = 19.17).

OLS (Overall Subjective Well-Being)

Table 30. Satisfaction with life as a whole (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole	2.5	.7	.9	.9	1.3	3.8	3.3	3.2	6.7	11.4	65.2

Missing: f = 85 (1.2%)

Most of the children selected the 10 'Totally satisfied' option (65.22), with 6.3% selecting options lower than 5.

CW-SWBS (Children's Worlds Subjective Well-Being Scale)**Table 31: CW-SWBS items (%)**

	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life	1.5	.8	.6	1.0	1.3	3.7	2.2	3.1	5.2	8.3	72.3
My life is going well	2.1	.9	1.0	1.4	2.1	4.9	3.0	4.7	7.4	13.5	59.1
I have a good life	2.0	1.0	.8	1.2	1.6	4.0	2.7	3.5	6.4	11.4	65.4
The things that happen in my life are excellent	4.2	1.1	1.3	2.3	2.7	6.8	3.9	5.9	8.4	14.0	49.4
I like my life	1.6	.7	.8	.9	1.3	3.0	2.0	2.7	5.1	9.0	72.7
I am happy with my life	1.9	.8	.6	.9	1.3	3.6	1.9	2.6	4.2	9.3	72.9

Missing: Item 1 (f = 48; .7%); Item 2 (f = 64; .9%); Item 3 (f = 142; 2.0%); Item 4 (f = 119; 1.7%); Item 5 (f = 128; 1.8%); Item 6 (f = 70; 1.0%)

For the CW-SWBS, the item with the highest percentage of children indicating that they “10: Totally agree” was “I am happy with my life”, and the lowest percentage of “10: Totally agree” for “The things that happen in my life are excellent”. This item (The things that happen in my life are excellent) also had the highest percentage of children indicating low satisfaction (less than 5 out of 10) at 11.6%.

CW-DBSWBS (Children's Worlds Domain Based Subjective Well-Being Scale, 2003)**Table 32: CW- DBSWBS items (%)**

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people you live with	.9	.7	.8	1.2	2.2	6.9	3.1	4.0	6.3	9.0	64.8
Your friends	2.6	1.6	1.2	2.0	1.9	7.0	3.3	4.9	7.1	10.9	57.7
Your life as a student	1.6	.8	.7	.8	1.1	4.1	2.2	3.8	6.4	11.1	67.5
The area where you live	4.7	1.3	1.4	2.2	2.3	7.4	3.6	6.3	8.2	12.3	50.3
The way that you look	2.4	1.1	1.0	1.1	1.8	4.7	2.9	3.9	7.2	11.7	62.2

Missing: Item 1 (f = 65; .9%); Item 2: (f = 107; 1.5%); Item 3 (f = 65; .9%); Item 4 (f = 113; 1.6%); Item 5 (f = 147; 2.1%)

The percentage of “10: Totally satisfied” was far lower for the items on the CW-DBSWBS. The item with the highest percentage of children indicating “10: Totally satisfied” was for “Your life as a student”, and the lowest percentage for this response option was for the item “The area where you live”. Further, the item with the highest percentage of children with low satisfaction (less than 5 out of 10) was also for this latter item at 11.9%.

CW-PNAS (Children's Worlds Positive and Negative Affects Scale)**Table 33: CW-PNAS items (%)**

Last two weeks: How often feeling	0	1	2	3	4	5	6	7	8	9	10
Happy	1.9	.8	.5	.9	1.0	3.9	2.1	3.9	6.0	8.1	70.8
Calm	8.0	2.2	2.1	2.5	3.8	9.2	5.6	7.6	8.0	9.8	41.2
Full of energy	4.7	1.2	1.1	1.5	2.0	4.7	3.3	4.5	5.9	8.8	62.4
Sad	30.3	8.9	6.8	6.8	5.8	10.7	4.4	4.3	3.9	4.6	13.5
Stressed	29.9	6.3	4.6	4.8	4.5	8.0	4.9	5.3	4.9	5.6	21.1
Bored	25.0	6.0	4.7	4.8	5.4	9.7	4.7	4.7	4.7	5.9	24.5

Missing: Item 1 (f = 127; 1.8%); Item 2 (f = 296; 4.2%); Item 3 (f = 261; 3.7%); Item 4 (f = 237; 3.3%); Item 5 (f = 284; 4.0%); Item 6 (f = 230; 3.2%)

For the CW-PNAS the positive item with the highest percentage of children endorsing the “10: Totally agree” was for “Happy” (70.8%), while the lowest percentage for this response option was feeling “Calm” (41.2%). The negative item with the highest percentage for the 10 response option was for “Bored” (24.5%), followed closely by “Stressed” (21.1%), while the highest percentage of children endorsing the “0: Not at all” option was 30.3% for feeling “Sad”.

CW-PSWBS (Children's Worlds Psychological Subjective Well-Being Scale)-**Table 34: CW- PSWBS items (%)**

How much you agree with	0	1	2	3	4	5	6	7	8	9	10
I like being the way I am	2.0	.8	.5	.9	1.4	3.7	2.0	3.0	3.8	7.4	74.3
I am good at managing my daily responsibilities	3.2	1.0	1.0	1.3	1.7	5.9	3.4	5.6	8.7	14.3	53.9
People are generally pretty friendly towards me	4.0	1.0	1.2	2.0	2.4	7.3	4.6	6.4	9.3	14.0	47.9
I have enough choice about how I spend my time	3.6	1.1	1.4	1.9	2.4	4.9	3.7	5.7	7.9	12.6	54.7
I feel that I am learning a lot at the moment	1.9	.8	.6	.9	1.5	3.8	2.9	4.4	6.4	11.2	65.5
I feel positive about my future	2.8	.8	1.0	.8	1.3	3.4	3.1	3.4	4.6	9.8	69.1

Missing: Item 1 (f = 327; 4.6%); Item 2 (f = 419; 5.9%); Item 3 (f = 468; 6.6%); Item 4 (f = 423; 5.9%); Item 5 (f = 469; 6.6%); Item 6 (f = 386; 5.4%)

The responses for the CW-PWBS items were more varied. The item with the highest percentage of children selecting the “10: Totally agree” was for “I like being the way I am” (74.3%), and the lowest for “People are generally pretty friendly towards me” (47.9%). The item “People are generally pretty friendly towards me” also had the highest percentage of children with low satisfaction (10.6%; below 5).

2.10 Children's perceptions about their country:

Table 35: Children's rights (%)

		10-year-olds	12-year-olds	Total
I know what rights children have	No	13.9	6.5	10.2
	Not sure	29.4	29.6	29.5
	Yes	56.7	63.9	60.3
	Total	100	100	
I know about the UN Convention on the Rights of the Child	No	26.2	20.7	23.5
	Not sure	37.3	44.8	41.5
	Yes	36.4	34.6	35.5
	Total	100	100	

3. Conclusions

The preliminary findings of the Children's Worlds Study (Wave 3) South Africa provides key information on children's SWB in South Africa for school-going 10 and 12-year olds, using a nationally representative proportionate sample. There were nuances across the various questions focusing on children's SWB for the two age groups.

A number of key findings emerged from the results. It was found that in terms of the home and people children live with that there were higher levels of agreement among the 12-year old group in relation to family caring, family helping if a problem arises, feeling safe at home, and making decisions together with parents. The older age group (12-year olds) were also less satisfied with the area they live in compared to the younger age group. There were moderate percentages of children across both ages that do not have a place to study at home. One of the most alarming results was that 10% of children do not have a bed. Similarly, it was found that about 1050 children did not always have enough food to eat each day. Further, in terms of access to basic resources, it was found that that one quarter of children only have access to electricity, running water, and a toilet that flushes some of the time, or none of the time; with over 10% of children not having a bathroom at home. Moreover, there was a considerable percentage of children that indicated that they worry (always and sometimes) about how much money their family has. Additionally, around one third of the sample did not have access to the internet, a computer, a car at home, or money for equipment for school sports and school trips. In terms of the material possessions they have, 12-year olds were less satisfied than 10-year olds. These findings in essence points to the high levels of poverty and inequality in the country.

With regard to safety across three contexts namely, home, school, and the neighbourhood, more than two thirds (60%) of 10-year olds indicated that they totally agree regarding

feeling safe at home and at school, however, this was substantially higher for 12-year olds (75%) in terms of home, and lower for this age group for school (60.5%). However, when considering the area/neighbourhood they live in, the percentages of 10- (41.8%) and 12-year (34.8%) olds that totally agree was substantially lower in comparison to safety at home and school. The percentage of low satisfaction (less than 5 out of 10) for this question was higher than 10% for both age groups, with those indicating that they do not agree higher than 18% (for both age groups). This points to 12-year olds feeling safer at home and at school than 10-year olds, while both cohorts felt less safe in the area/neighbourhood they live in.

Another key aspect of children's SWB examined was relationships with friends. It was found that 12-year olds were less satisfied with their friends than 10-year olds. While more than half of all 10 and 12-year olds agree that they were completely happy that they have enough friends and that their friends would help them if they had a problem, there was a far lower percentage of children indicating that their friends are nice to them. In relation to the school context, 12-year olds were less satisfied with their life as a learner, the things they have learned, and other children in their class. The results of bullying victimisation within school indicated that the frequency was higher among 10-year olds, particularly in terms of being hit or left out more than three times over the last month. Interestingly, 10-year olds were less satisfied with their time use than 12-year olds. Further, questions that asked about children's participation in making joint decisions and being listened to by adults received lower levels of complete agreement across both age groups.

In terms of children's SWB assessed using the OLS, CW-SWBS, CW-DBSWBS, PNAS, and the CW-PWBS, there were very high composite mean scores for the overall pooled sample and across the two age groups, with expected low scores on the NAS items. The CW-SWBS was the only scale where the 12-year olds had higher mean composite scores than 10-year olds. This scale also had the highest overall composite mean score, with the lowest for the PAS items. There were relative high percentages of children that indicated feeling sad, bored, and stressed (NAS) 'extremely' over the past two weeks. The NAS was also higher for 10-year olds than 12-year olds. A rudimentary consideration of the composite scores of the SWB scales points to a decreasing-with-age tendency in SWB. It would be crucial to consider SES, geographical location, and province in further analyses considering the decreasing-with-age tendency, as well as in exploring the various domains and key aspects of children's SWB.

A consideration of children's rights demonstrated that over half of the 10-year olds, and over 60% of 12-year olds know about children's rights, with moderate percentages of children not sure. There were also slightly higher percentages of 10-year olds than 12-year olds that have heard about the UNCRC. When asked about affordances to make decisions in their local area this was 40% or less for the two age groups. Finally, in terms of children's time use both 10 and 12-year olds had lower percentages of children that were completely satisfied with the free time they have than how they use their time.

The findings point to the need for further exploration of various domains of children's SWB both within and across the nine provinces in South Africa. This information would be crucial

to not only inform policy but also to better understand children's perspectives on their lives and contribute to the emerging body of research on the topic in this context (see September & Savahl, 2009; Savahl, Malcolm et al., 2015; Savahl, Adams et al., 2015; Savahl, Casas, et al., 2017; Savahl, Tiliouine et al., 2017; Savahl, Adams, et al., 2019; Savahl, Montserrat, et al., 2019; Adams & Savahl, 2015; Adams, Savahl, & Casas, 2016; Adams, Savahl, & Fattore, 2017; Benninger & Savahl, 2016, 2017; Benninger & Savahl, 2016; 2017a,b,c).

4. References

- Adams, S., & Savahl, S. (2015). Children's Perceptions of the Natural Environment. *Children's Geographies*, 13(2), 196-211. DOI: 10.1007/s12187-013-9183-9
- Adams, S., Savahl, S., & Casas, F. (2016). The relationship between children's perceptions of the natural environment and their subjective well-being. *Children's Geographies*, DOI: 10.1080/14733285.2016.115751.
- Adams, S., Savahl, S., & Fattore, T. (2017). Children's representations of nature using photovoice and community mapping: Perspectives from South Africa. *International Journal of Qualitative Studies on Health and Well-Being*. DOI: 10.1080/17482631.2017.1333900.
- Adams, S., & Savahl, S. (2018). Children's recreational engagement with nature in South Africa: Implications for children's subjective well-being. In L. R. de la Vega, & W.N. Toscano (Eds.) (pp.71-96). *Handbook of leisure, physical activity, sports, recreation and quality of life*. New York: Springer.
- Benninger, E. & Savahl, S. (2016). The use of visual methods to explore how children construct and assign meaning to the 'self' within two urban communities in the Western Cape, South Africa. *International Journal of Qualitative Studies on Health and Well-Being*, <http://dx.doi.org/10.3402/qhw.v11.31251>
- Benninger, E., & Savahl, S. (2017). A Systematic Review of Children's Construction of the 'Self': Implications for Children's Subjective Well-being. *Child Indicators Research*, DOI: 10.1007/s12187-016-9382-2
- Benninger, E., & Savahl, S. (2017). Children's discursive construction of the 'self' within two impoverished communities in the Western Cape, South Africa. *Child Indicators Research*, DOI 10.1007/s12187-016-9389-8.

Benninger, E. & Savahl, S. (2017). The Children's Delphi: considerations for developing a programme for promoting children's self-concept and well-being. *Child and Family Social Work*, DOI.10.1111/cfs.12329.

Constitution of the Republic of South Africa, 1996. Available at: <https://www.refworld.org/docid/3ae6b5de4.html> [accessed 10 November 2019]

Children's Institute. (2018). Child count, <http://childrencount.uct.ac.za/indicator.php?domain=3&indicator=13>, 2018

Department of Basic Education. (2016). Annual report. Pretoria: Department of Basic Education. Retrieved from <http://www.education.gov.za>.

Hall, K., Woolard, I., Lake, L., & Smith, C. (2012). South African Child Gauge Cape Town: Children's Institute. *University of Cape Town*.

<https://www.gov.za/about-sa/south-africas-provinces#nc>

Government Communication and Information System (GCIS). (2018). *Official Guide to South Africa*. Pretoria, GCIS.

Republic of South Africa. (2005). *Children's act, no. 38 of 2005*. Pretoria, South Africa: Government Printers.

Republic of South Africa. (2007). *Children's amendment act (No. 41 of 2007)*. Pretoria, South Africa: Government Printers.

Republic of South Africa. (2008). *Child justice act*. Pretoria, South Africa: Government Printers.

Savahl, S., Malcolm, C., Slembrouk, S., Adams, S., Willenberg, I. A., & September, R. (2015). Discourses on well-being. *Child Indicators Research*, 8(4), 747–766.

Savahl, S., Adams, S., September, R., Hendricks, G., & Noordien, Z. (2015). Subjective well-being amongst a sample of South African children: A descriptive study. *Child Indicators Research*, 8(1), 211–226.

Savahl, S., Casas, F., & Adams, S. (2017). Children's subjective Well-being: Multi-group analysis among a sample of children from two socio-economic status groups in the Western cape, South Africa. *Child Indicators Research*, 10(2), 473–488. <https://doi.org/10.1007/s12187-016-9392-0>

Savahl, S., Tiliouine, H., Casas, F., Adams, S., Mekonen, Y., M., Dejene, N., Benninger, E., & Witten, H. (2017). Subjective well-being across three African countries: A comparative study. *Children and Youth Services Review*, 80, 31–40. <DOI.org/10.1016/j.childyouth.2017.06.063>

- Savahl, S., Montserrat, C., Casas, F., Adams, S., Tiliouine, T., & Benninger, E. (2019). Children's experiences of bullying and the impact on the subjective well-being: A multinational comparison. *Child Development*, 90(2):414-431. DOI: 10.1111/cdev.13135
- Savahl, S., Adams, S., Benninger, E., Florence, M., Jackson, K., Manuel, D., Mpilo, M., Bawa, U., & Isobell, D. (2019). Researching Children's Subjective Well-Being in South Africa: Considerations for Method, Theory and Social Policy. In I. Eloff (Ed), *Quality-of-life in African societies* (pp. 407-430). Dordrecht: Springer. DOI: 10.1007/978-3-030-15367-0
- September, R. L., & Savahl, S. (2009). Children's perspectives on child well-being. *Social Work Practitioner Research*, 21(1), 23–40.
- Statistics South Africa. (2015). *Mid-year population statistics 2015*. Pretoria: Statistics South Africa.
- Statistics South Africa. (2017). *Mid-year population statistics 2017*. Pretoria: Statistics South Africa.
- Statistics South Africa (2018). *General Household Survey 2017*. Pretoria: Statistics South Africa.
- United Nations General Assembly. (1989). Adoption of the Convention on the Rights of the Child. New York, NY: United Nations.
- World Bank. (2019). South Africa country report, <https://data.worldbank.org/country/south-africa>
- World Bank. (2018). The World Bank annual report 2018 (English). Washington, DC:
- World Bank Group. <http://documents.worldbank.org/curated/en/630671538158537244/The-World-Bank-Annual-Report-2018>.