

NATIONAL REPORTS

Third wave of data collection



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General Introduction

Children's Worlds, the international survey of children's well-being, is a worldwide research survey on children's subjective well-being. The project fills a substantial gap in international comparative research evidence on children's own views of their lives and well-being.

The study aims to collect solid and representative data on children's lives and daily activities and on their perceptions and evaluations of their lives. The purpose is to improve children's well-being by creating awareness among children, their parents and their communities, opinion leaders, decision makers, professionals and the general public.

The third wave was launched in 2016, and data collection has continued until the end of 2019. The initial goal was to collect children's answers from 18 countries. However, and due to the growing interest of researchers around the globe to join, this wave has finally gathered information of around 127,000 children (33,000 8-year-olds, 47,500 10-year-olds and 46,000 12-year-olds), from 35 countries; including Albania, Algeria, Bangladesh, Belgium (Flanders), Brazil, Chile, Croatia, England, Estonia, Finland, France, Germany, Greece, Hong-Kong, Hungary, India, Indonesia, Israel, Italy, Malaysia, Malta, Namibia, Nepal, Norway, Poland, Romania, Russia, South Africa, South Korea, Spain (Catalonia), Sri Lanka, Switzerland, Taiwan, Vietnam and Wales. Three more countries collected data of non-representative samples and therefore are currently not included in the final international database (Argentina, Ireland and USA). Each participating country surveyed a representative sample of at least 1,000 children in each of three school year groups – around the ages of 8, 10 and 12.

This report consists of the national reports, each describing the findings from a participating country. Every report is divided into three parts; the first part starts with a brief introduction of the country's context and characteristics and then details the sampling strategy. In the second part the sections of the questionnaire are explored and the findings are presented. The final part moves on to discuss country-specific conclusions.

Methods

In each country a representative sample of children in mainstream schools in the whole country or a specific region was obtained. The sampling strategy varied from country to country subject to the characteristics of each country. More detailed information about this can be found in each of the country's reports. Some cases were excluded from each country's data set based on systematic guidelines (e.g. the child's age is more than two years younger or older than the target age group for the survey; there are more than 30/25/20 missing values - respectively for each age group - in a case; all time use questions are answered with the same value or are missing). The original English questionnaire was translated into the language spoken by children in each of the countries.

Three versions of the questionnaire are been used, one for each age group. Questionnaires differ in length; the questionnaire for age 12 is the longest.

The questionnaires include a wide range of domains in 12 parts:

About you	Your home and the people you live with	The home where you live	Your friends
School	The area where you live	How you feel about life	How you feel about life as a whole
Money and the things you have	you use your time	Living in your country	Some other things about you

Three types of scales are used:

1. Agreement (5-point unipolar scale 'I do not agree' – 'Totally agree')
2. Satisfaction (11-point unipolar scale 'not at all satisfied' – 'Totally satisfied')
3. Frequency

Additionally, in the 8-years-old version, a scale of five emoticons is used for the satisfaction items and these items were phrased in term of happiness ('How happy you feel with...').

The Children's Wave 3 questionnaire contains 5 sets of questions designed to measure self-reported well-being:

1. **OLS (Overall Subjective Well-Being)** – One question about satisfaction with life as a whole.
2. **CW-SWBS (Children's Worlds Subjective Well-Being Scale)** – 6 items measuring cognitive subjective well-being (Based on the Student Life Satisfaction Scale by Huebner, 1991).
3. **CW-DBSWBS (Children's Worlds Domain Based Subjective Well-Being Scale)** – 5 items measuring domain based cognitive subjective well-being (based on the Brief Multidimensional Student Life Satisfaction Scale by Seligson, Huebner & Valois, 2003).
4. **CW-PNAS (Children's Worlds Positive and Negative Affects Scale)** – 6 items measuring affective subjective well-being: positive and negative affect (based on Barrett & Russell, 1998).
5. **CW-PSWBS (Children's Worlds Psychological Subjective Well-Being Scale)** – 6 items measuring psychological subjective well-being (based on Ryff, 1989).

Those sets of questions designed to tap into three different aspects of self-reported well-being:

- Cognitive subjective well-being (overall life satisfaction)
- Affective subjective well-being (positive and negative affect)
- Psychological well-being

The first two of these components reflect the tripartite model of subjective well-being initially proposed by Andrews and Withey (1976) and developed by Diener (1984).

The measure of cognitive subjective well-being has been developed over several waves of the survey from a scale originally devised by Huebner (1991) – the Student Life Satisfaction Scale. The items in the scale have been refined during each wave through statistical testing. Psychometric properties of the scale used in the first and second waves of the survey, including multi-group confirmatory factor analysis across countries, are discussed in Casas and Rees (2015) and Casas (2016) respectively. The items have been further modified in Wave 3 following discussions with children in low-income countries outside Europe with the aim of improving cross-cultural comparability.

The measure of affective subjective well-being has been prepared for Wave 3 on theoretical grounds based on a framework of core affect proposed by Barrett and Russell (1998). The six items relate to this framework as follows: general positive affect ('Happy'); activated positive affect ('Full of energy'); deactivated positive affect ('Calm'); general negative affect ('Sad'); activated negative affect ('Stressed'); and deactivated negative affect ('Bored'). This is a new measure but the three positive affect items were included in the Wave 2 questionnaire and appeared to function well (see Rees, 2017, forthcoming).

The measure of psychological well-being is based on the six components of psychological well-being proposed by Ryff (1989) as follows: item 1 (self-acceptance); item 2 (environmental mastery); item 3 (positive relations with others); item 4 (autonomy); item 5 (personal growth); item 6 (purpose in life). Some item wordings were devised by Deci & Ryan (<http://selfdeterminationtheory.org/questionnaires/>) and Keyes (2006). A very similar set of items (one different wording) was initially tested in the UK (Rees et al., 2013). The set of items included in the Wave 3 questionnaire is the same as those included in Wave 2. Testing of these items has been conducted and results are promising. Further information will be available in a working paper to be published shortly on the project website (Rees, 2017).

The survey meets the legal and ethical framework and received approval from an appropriate ethics board within each participating country. In every participating country all children gave their informed consent to participate in the research before filling out the questionnaire. Active or passive parental consent was granted if required.

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Children's Worlds National Report

ALBANIA



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1. Introduction

1.1 Context and population

Albania is an independent state in Southeast Europe. It lies on the southwest of the Balkan Peninsula and borders with Montenegro in the northwest, Kosovo in the northeast, the Republic of Macedonia in the west, and Greece in the south. The Adriatic and Ionian Seas lie in the west, and through the Otranto Channel, it is only 78 km away from Italy. Albania has a surface area of 28.748 km². Albanian population on January 1st 2019 was 2 870 324 inhabitants¹. Children from 0 to 19 years old compose 14.3% of the total population. The group of 10-14 years old children compose 3.7% of the total population (107 351).

Regarding religion, according to the latest population census of 2011, 56% of Albanians have reported to be Muslims, 10.3% Catholics, 6.8% Christian orthodox, 2.09% Bektashi, 0.14% Evangelists, 0.07 other Christians, 5.49% have reported to be Believers without denomination (that do believe but do not practice any religion) 2.5% atheists, 13.7% preferred not to answer. Other recent studies report that more than one third (37%) consider themselves as someone who practices religion (Vurmo et al 2018²).

In general Albania is a homogenous ethnic community with 82.6% of the total population being Albanians. There are also other minorities including Greek 0.87%, Macedonians 0.2%, Montenegrins 0.01%, Aromanian 0.30%, Roma 0.30%, Egyptians 0.12%. In the latest population registration (Census, 2011)³ 14% of the remaining population registered preferred not to answer.

In 1991 Albania changed its system from communism to democracy and since then has made remarkable economic progress. According to World Bank, Albania's Gross Domestic Product *per capita* in 2019⁴ is \$5.448 and has been growing since the economic crisis of 2008. According to the EU progress report, 2019, Albania has made some progress and is moderately prepared in developing a functioning market economy. Economic growth increased further and unemployment decreased but remains still high, from 16% in 2016 to 13% in 2018.⁵ Inequality also remains high in Albania, as the GINI index was reported to be 29 for 2012, according to the development indicators collected by World Bank.⁶

1.2 Sampling: Strategy and outcome

The Albanian sample was designed to have a national representative sample for two of the age groups, the 10-year olds (fourth grade) and 12-year olds (sixth grade) with an aim to achieve 1000 children per each age group.

First national data on the schools per each region and the number of children per each school. The data gathered were grouped per each region, 13 regions, and sample proportional to size were calculated. Then the sample within each region was divided per gender, urban- rural divide, public and private school.

Tab. Sample calculation

Region	Percentage				Sample		
	Stratum	Girls	Urban	Private schools	Number of questionnaires per age group	Number of questionnaires plus 20%	Number of questionnaires for both age groups
Berat	4.7	47.8	47.1	2.9	47	57	114
Dibra	5.6	46.4	31.5	0.4	56	68	136
Durrës	10.2	46.8	57.4	6.5	102	121	242
Elbasan	10.2	47.9	40.8	1.5	102	121	242
Fier	10.7	47	39.5	6.1	107	128	256
Gjirokastra	2.1	48.0	63.7	5.5	21	50	100
Korça	6.9	47.3	42.7	4	69	83	166
Kukës	3.8	46.0	36.3	0	38	46	92
Lezha	5	46.8	48.6	5.7	50	58	116
Shkodra	7.6	47.6	49.1	10.9	76	92	184
Tirana*	11.5	47.8	36.5	1.1	115	139	278
Tirana City	15.7	47.4	100	12.6	157	189	378
Vlore	6	47.6	67.2	7.5	60	72	144
Total	100	47.3	53.9	5.7	1000	1224	2448

*includes: District of Tirana, Kavaja and Kamza

A list of schools in urban and rural areas, public and private was organized per each region. Within each division were randomly selected the schools also considering the size and location of the school (within the list of urban schools in one region they were also grouped by geographical distribution and size)

One class per each age group was selected in each of the selected schools.

Considering the variety of the size of the classes we agreed also to select 20 students per each class, the first 20 students in the class register.

Active parental consents were distributed to each of the selected children. After parents approval the group of the trained interviewers accompanied by the supervisor directed the fulfilment of the questionnaire in a friendly and private environment within the school. The data were cleaned and weighted.

2. Results

2.1 The participants

2334 children participated in the survey of children wellbeing in Albania. Since we used sampling with probability proportional to size, these data are representative to the population of children addressed in terms of age group, gender and region. The age range varied from 8 to 14 years old. The data below are grouped by age group which represent the 4th (10 years old) and 6th (12 years old) grades.

Age by gender (Numbers, (%))

	10-year-old	12-year-old	Total
Boy	593 (50.6)	576 (49.5)	1169
Girl	579 (49.4)	586 (50.5)	1165
Total	1172	1162	2334

2.2 The home and the people children live with.

Almost all children participating lived with their family (99.2% of the 10 years old and 98.9% of the 12 years old). Few children (0.7% of the 10 years old and 0.9% of the 12 years old) lived in a foster home and less than 0.2% of the 12 years old lived in children's home or in another type of home.

Home type (%)

	10-year-old	12-year-old
I live with my family	99.2	98.9
I live in a foster home	.7	.9
I live in a children's home	.0	.1
I live in another type of home	.0	.1

Children were asked about their level of satisfaction with the people they live with. More than 90% of children were satisfied with the people they lived. Very few differences were evident between the two age groups. 10 years old were 1.1% totally satisfied higher than the other group. We noticed almost the same pattern between the unsatisfied children for both age groups.

How satisfied are you with the people that you live with? (%)

	0	2	3	4	5	6	7	8	9	10
10 year old	.2	.0	.3	1.4	.2	.2	.2	.9	2.5	94.1
12 year old	.2	.1	.3	1.0	.1	.2	.6	1.1	3.6	93.0
Total	0.2	0.1	0.3	1.2	0.2	0.2	0.4	1.0	3.1	93.6

Six main indicators were used to evaluate the family domain in a scale from 4= *strongly agree* and 0= *strongly disagree*. On overall children evaluated their families in all indicators above mean. Children evaluated their families in higher rates for Safety, Good time together, support and care, while values for respect and participation were lower. In all indicators 10 years olds had a lower mean. Using independent sample t test those

differences resulted statistically significant in care, support, good time together and respect, parents listen. Also, differences resulted among boys and girls, with girls reporting higher mean values for care, respect and participation. While boys and girls report similar perceptions in relation to spending good time together with the family and having support from their family.

Variations in questions about home and family (Means)

	Family care	Family help problem	Good time together	Feel safe	Parents listen	Make joint decision
10 yrs.	3.65	3.74	3.75	3.80	3.31	3.44
12 yrs.	3.79	3.82	3.80	3.89	3.39	3.48
Total	3.72	3.78	3.78	3.84	3.35	3.46

2.3 The home where children live

89.4% of all children interviewed stated they were totally satisfied with their house or flat they lived with. Small differences were accounted between the age groups. On average values 10-year old were more satisfied with their house M=9.77 than the 12 years old M=9.66. Small insignificant differences in mean values resulted between boys and girls with boys on average being less satisfied than girls.

Satisfaction with the house or flat where you live (%)

	0	1	2	3	4	5	6	7	8	9	10
10 yrs.	0	0.2	0.4	0.2	0.3	0.2	0.4	1.2	1.8	3.9	91.3
12 yrs.	0.6	0.2	0.4	0.7	0.1	0.5	0.1	1	3	5.9	87.5
Total	0.3	0.2	0.4	0.45	0.2	0.35	0.25	1.1	2.4	4.9	89.4

39.6% of the children have their own room and the rest share their room with other people. There were few differences between age groups. We controlled also for gender differences and small differences were accounted between boys and girls. 88.3% of the children have their own bed while 8.9% share their bed with others and 2.7% do not have a bed. Small differences were also noticed between age groups. Around 2% more of the older children have their own bed and around 2% less shares their bed.

Things you have (%)

<i>Own room</i>	10 years old	12 years old	total
Own room	38.2	40.9	39.6
Share room with other people	61.8	59.1	60.4
<i>Own bed</i>			
Own bed	87	89.6	88.3
Share the bed	10.3	7.6	8.9
no bed	2.7	2.8	2.7
<i>Place to study</i>			
Yes	87.6	92.4	90.0
No	8.9	4.9	6.9
Not sure	3.6	2.8	3.2

2.4 Friends

Children were asked about their relationships with their friends. In a scale 0 = *not at all satisfied* to 10 = *totally satisfied*, 73.7% of the children were totally satisfied with their friends. 10 years old children composed a higher percentage of the totally satisfied children (81.2%) to 12 years old children (66.1%). A small percentage of children, 0.2% were not at all satisfied. Controlled by gender girls composed a higher percentage of being totally satisfied with their friends (76%) to boys (70.1%). Also 0.3% of all boys and 0.1% of all girls were completely unsatisfied with their friends. Compared within each gender group older girls (84.6% of the 10 years compared to 68.1% of 12 years old girls) and older boys (77.6% of the 10 years compared to 64% of 12 years old boys) were less satisfied with their friends. With age children seem to be less satisfied with their friends.

Satisfaction with: Your friends (%)

	0	1	2	3	4	5	6	7	8	9	10
10 yrs.	.2	.1	.3	.2	.4	1.0	.3	1.5	3.3	11.7	81.2
12 yrs.	.1	0	0	.2	.6	1.4	1.0	3.5	6.4	20.7	66.1
Total	0.2	0.1	0.2	0.2	0.5	1.2	0.7	2.5	4.9	16.2	73.7

Children were asked four more questions related to their friends. The lowest percentage of totally satisfied children is for the questions '*my friends are usually nice to me*' (68.3%) with the 12 years old children being less satisfied (61%). 77.2% of the children totally agreed that their friends would support them if they had a problem, 12 years old children had a slightly higher percentage 77.9% 76.5% of the 10 years old.

10 years old children seem to have more friends (71.2%) than the 12-year-old children (67.3%), and get along well with their friends 77.1% to 69.6% of the 12 years old.

Views about friends (%)

		I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I have enough friends	10 yrs.	5.4	2.8	4.7	15.8	71.2
	12 yrs.	4.9	2	7.1	18.8	67.3
	total	5.2	2.4	5.9	17.3	69.3
My friends are usually nice to me	10 yrs.	2.7	2.3	8.2	20.3	66.5
	12 yrs.	1.2	3.6	9.2	25.1	61
	total	2.0	3.0	8.7	22.7	63.8
Me and my friends get along well together	10 yrs.	0.7	1.3	4.8	16.1	77.1
	12 yrs.	0.4	1.1	7.9	21	69.6
	total	2.8	2.3	7.1	19.6	68.2
If I have a problem, I have a friend who will support me	10 yrs.	2.6	2	5.1	13.8	76.5
	12 yrs.	2.5	1.7	5.9	12	77.9
	total	2.6	1.9	5.5	12.9	77.2

When controlled by gender data showed that girls composed higher percentage in all questions in totally satisfied option, bigger differences were found in questions 'my friends are usually nice to me', 66.5% to 61.1%, 'if I have a problem my friends will support me', 82.3% of the girls and 72.2% of the boys.

2.5 School

Asked about their satisfaction with their school life 87.8% of the children stated to be totally satisfied with 'the things they have learned' (91.3% of the 10 years old and 84.3% of the 12 years old), 82.4% were totally satisfied with their life as a student (88.7% of the 10 years old and 76% of the 12 years old). Children stated to be less satisfied with 'other children in their class' 66.7% were totally satisfied (74.9% of the 10 years old and 58.5% of the 12 years old). Gender comparisons showed that girls were in general more satisfied than boys in all three questions ('life as a student' 70.8% of the boys and 81.2% of the girls, 'things you have learned' 79.7% of the boys 88.7% of the girls). Smaller differences between boys and girls were noted in the level of satisfaction with 'other children in their class' (57.1 % of the boys and 59.9% of the girls were totally satisfied)

Satisfaction with school life (%)

<i>Satisfaction with...</i>		0	1	2	3	4	5	6	7	8	9	10
Your life as a student	10 yrs.	0.1	0.2	0.3	0.2	0.1	0.4	0.5	0.5	2	7.1	88.7
	12 yrs.	0.1	0	0	0	0.4	1.8	1.1	0.8	6	13.8	76
	Total	0.1	0.1	0.6	0.1	0.6	1.1	0.8	0.7	4	10.5	82.4
Things you have learned	10 yrs.	0.3	0.1	0	0	0.1	0.1	0.2	0.5	1.6	5.6	91.3
	12 yrs.	0.1	0.1	0.1	0.4	0.4	0.4	0.2	1.1	2.2	10.8	84.3
	Total	0.2	0.1	0.1	0.2	0.3	0.3	0.2	0.8	1.9	8.2	87.8
Other children in your class	10 yrs.	0.4	0	0.1	0.1	0.1	1.1	0.8	1.1	5.5	15.9	74.9
	12 yrs.	0.6	0	0.1	0.3	0.7	1.9	1.8	3.2	10.7	22.3	58.5
	Total	0.5	0	0.1	0.2	0.4	1.5	1.3	2.15	8.1	19.1	66.7

Children's views about their school were in overall positive, although considerable differences were encountered between age groups in different questions. 78.4% of children were totally agree of feeling safe at school (82.5% of the 10-year olds and 74.3% of the 12-year olds), 76% totally agreed with 'teachers care about me' (81.7% of the 10 years old and 70.2% of the 12-year olds) and 76.7% totally agreed with 'if I have a problem at school teachers will help' (80.1% of the 10 year olds and 73.3% of the 12 year olds).

Views about school (%)

		I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
My teachers care about me	10 yrs.	0.9	0.4	2.9	14.1	81.7
	12 yrs.	0.9	1.0	6.0	21.8	70.2
	Total	0.9	0.7	4.5	18.0	76.0
If I have a problem at school my teachers will help me	10 yrs.	0.5	0.9	2.9	15.5	80.1
	12 yrs.	0.9	0.7	5.6	19.5	73.3
	Total	0.7	0.8	4.3	17.5	76.7
If I have a problem at school other children will help me	10 yrs.	3.3	3.6	13.6	26.4	53.1
	12 yrs.	2.5	5.2	16.3	25.7	50.3
	Total	2.9	4.4	15.0	26.1	51.7
There are a lot of arguments between children in my class	10 yrs.	46.5	18.5	14.5	6.8	13.7
	12 yrs.	35.2	20.8	17.5	11.4	14.9
	Total	40.9	19.7	16.0	9.1	14.3
My teachers listen to me and take what I say into account	10 yrs.	3.6	2.6	7.4	19.5	67.0
	12 yrs.	2.1	2.7	6.8	24.1	64.2
	Total	2.9	2.7	7.1	21.8	65.6
At school I have opportunities to make decisions about things that are important to me	10 yrs.	9.2	3.6	12.9	18.5	55.9
	12 yrs.	4.5	3.2	12.1	21.1	59.1
	Total	6.9	3.4	12.5	19.8	57.5
I feel safe at school	10 yrs.	1.4	1.0	4.4	10.6	82.5
	12 yrs.	1.2	1.8	6.5	16.3	74.3
	Total	1.3	1.4	5.5	13.5	78.4

Children agreed less with being listened to by their teachers, 65.6% totally agreed (67% of the 10-year olds and 64.2% of the 12-year olds), and having the opportunity to participate in decision making about things of interest for them 57.5% (55.9% of the 10 year olds and 59.1% of the 12 year olds).

Lowest percentage of children of totally agree for both age groups were seen at other children support. Only half of the children, 51.7% (53.1% of the 10-year olds and 50.3% of the 12-year olds) were totally agreed that they would have support from other children if they had a problem. Meanwhile 14.3% of all children totally agree with the statement *'there are a lot of arguments between children in my class'* (13.7% of the 10-year olds and 14.9% of the 12-year olds).

Controlled for gender differences, it was noticeable that girls have more positive views on their school than boys for all above statements. Girls were totally agreed 8.3% more in being listened to by their teachers and 7.8% more girls totally agreed with the statement '*I feel safe at school*'. Smaller differences were noted in other questions. Gender differences were constant even among age groups.

Bullying (%)

How often have you ...		Never	Once	Two or 3 times	More than three times
Hit by other children in your school	10 yrs.	82.3	10.5	3.7	3.6
	12 yrs.	83.5	9.7	3.7	2.9
	Total	82.9	10.1	3.7	3.25
Called unkind names by other children in your school	10 yrs.	80.9	9.7	3.3	6.1
	12 yrs.	79.2	10.7	4.9	5.1
	Total	80.1	10.2	4.1	5.6
Left out by other children in your class	10 yrs.	89.3	6.3	1.8	2.7
	12 yrs.	90.9	5	2.4	1.3
	Total	90.1	5.65	2.1	2

90.1% of all children have never been left out by other children, 80.1% have never been called unkind names by their friends in school and 82.9% have never been hit by other children. We notice age group differences between the children being bullied *more than three times*, the children of the 10-year olds group compose a higher percentage in all three statements. Controlled for gender differences girls in general report less bullying experiences in both age groups compared to boys.

2.6 The area where children live

54.8% of all children were totally satisfied with the area they live. 10-year-old report to be more satisfied 60%, to 12-year-old, 49.5%. Small gender differences, with girls being slightly more satisfied than boys were noticed.

Satisfaction with: The area where you live (%)

	0	1	2	3	4	5	6	7	8	9	10
10 yrs.	2.4	0.6	0.3	1.4	1.1	2.2	1.8	4.4	9.4	16.3	60.0
12 yrs.	2.7	0.8	0.9	1.0	1.4	3.3	2.1	6.2	13.0	19.1	49.5
Total	2.6	0.7	0.6	1.2	1.3	2.8	2.0	5.3	11.2	17.7	54.8

59.3% of all children totally agreed with the statement 'adults in my local area are kind to children' (61.8% of the 10 year olds and 56.8% of the 12 year olds), 54.9% feel safe when they walk in the area they live, with no differences between age groups, 52.5% totally agree that there are enough places to play or to have a good time in their local area (59.5% of the 10 year olds and 45.5% of the 12 year olds). Children were less satisfied with being respected from adults in the local area where they lived 47.8% (49% of the 10-year olds and 46.6% of the 12-year olds) and participation in decision making about things of their interest, 38.2% (41.3% of the 10-year olds and 35.1% of the 12-year olds). As in most of previous sections 12-year olds seem less satisfied than the 10-year-old group of children.

Compared by gender girls feel less safe when they walk in their area, 6% less girls totally agree with the statement, and 4% less girls totally agree of having opportunities to participate in taking decisions of interest to them.

Views about local area (%)

		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	10 yrs.	4.8	4.5	13.4	22.4	54.9
	12 yrs.	3.8	5.1	12.4	23.3	54.9
	Total	4.3	4.8	12.9	22.9	54.9
In my area there are enough places to play or to have a good time	10 yrs.	8.8	6.3	9.8	15.5	59.5
	12 yrs.	13.5	9.3	15.1	16.1	45.5
	Total	11.2	7.8	12.5	15.8	52.5
If I have a problem there are people in my local area who will help me	10 yrs.	7.1	5.4	11.1	19.5	56.9
	12 yrs.	7.9	7.2	12.7	21.1	50.9
	Total	7.5	6.3	11.9	20.3	53.9
Adults in my local area are kind to children	10 yrs.	5.1	4.2	10.4	18.5	61.8
	12 yrs.	4.3	5.9	12.5	20.1	56.8
	Total	4.7	5.1	11.5	19.3	59.3
In my local area, I have opportunities to participate in decisions about things that are important to me	10 yrs.	12	5.4	13.5	20.2	49
	12 yrs.	12	6.3	13.7	21.2	46.6
	Total	12.0	5.9	13.6	20.7	47.8
Adults in my area listen to children and take them seriously	10 yrs.	12.3	8.7	17.9	19.8	41.3
	12 yrs.	12.2	9.6	20.8	22.1	35.1
	Total	12.3	9.2	19.4	21.0	38.2

2.7 Money and the things children have

10.6% of all children always worry about how much money their family has (10.4% of the 10-year-old and 10.7% of the 12-year-old) and 53.3% never worry about how much money their family has (56.2% of the 10-year-old and 50.3% of the 12-year-old). As it could be seen from the data in the table older children tend to worry more on family money. Slight differences were found also between boys and girls with girls reporting more often to worry about family money.

How often do you worry about how much money your family has... (%)

	10 yrs.	12 yrs.	Total
Never	56.2	50.3	53.3
Sometimes	24.7	27.8	26.3
Often	8.7	11.1	9.9
Always	10.4	10.7	10.6

83.5% of all children are satisfied with the things they have. 10-year olds report to be more satisfied, 88.2% than the 12 year olds 78.7%. No differences were found between boys and girls

Satisfaction with: The things you have (%)

	0	1	2	3	4	5	6	7	8	9	10
10 yrs.	0.1	0.6	0.5	0.4	0.6	0.3	0.3	0.5	1.9	6.6	88.2
12 yrs.	0.4	0.9	0.7	0.6	0.5	1.0	0.2	1.9	4.0	11.2	78.7
Total	0.3	0.8	0.6	0.5	0.6	0.7	0.3	1.2	3.0	8.9	83.5

Only 0.2% of children report to never have enough food to eat each day, 3% report to have sometimes, 2.3% have answered often and 94.5% have answered always have enough food to eat every day. No big differences were found among age groups or gender.

Do you have enough food to eat each day? (%)

	10-year-old	12-year-old	Total
Never	.1	.3	.2
Sometimes	3.7	2.2	3.0
Often	2.2	2.4	2.3
Always	94.0	95.1	94.5

98.9% of children report to have enough clothes in good conditions to go to school, 96.5% have the necessary equipment/things to go to school, 96.4% have two pair of shoes in good conditions, 94.4% have enough money to go to school trips, 89% have pocket money to spend for themselves, 87% have access to internet.

Among the things children reported not to have were mobile phone, 24.5% for both age groups, equipment for sports or hobbies 18% and access to internet 13%.

Gender differences revealed interesting. There were no differences among children that had access to items, but significant differences were found among the group of children

with no access to items. 10% more girls didn't have mobile phone, 8.4% more girls didn't have sport and hobbies equipment and 5.6% more girls didn't have access to internet.

The things children have (%)

	10-year-old		12-year-old		Total	
	No	Yes	No	Yes	No	Yes
Clothes in good condition to go to school	0.6	99.4	1.6	98.4	1.1	98.9
Enough money for school trips and activities	5.8	94.2	5.5	94.5	5.7	94.4
Access to the Internet	13.9	86.1	12.2	87.8	13.1	87.0
Equipment/things for sports and hobbies	18.0	82.0	18.5	81.5	18.3	81.8
Pocket money / money to spend on yourself	13.5	86.5	8.5	91.5	11.0	89.0
Two pairs of shoes in good condition	3.6	96.4	3.6	96.4	3.6	96.4
Mobile phone	24.5	75.5	24.2	75.8	24.4	75.7
Equipment/things you need for school	4.5	95.5	2.5	97.5	3.5	96.5

Two different scales were used to measure material and economic circumstances. We included both scales in our survey and below we are presenting the results of both.

Material and economic circumstances scale A.

Family material and economic circumstances were an important part of the questionnaire. Two different scales were used to measure the material access to items. 89.9% of children reported to have electricity in their homes, running water. 89.7% and a toilet that flushes, 82.7%

Does your home have (%)

Electricity	
All of the time	89.9
Some of the time	7.9
Not at all	1.9
Running water	
Yes	89.7
No	5.9
Not sure	4.4
A toilet that flushes	
Yes	82.7
No	8.9
Not sure	8.4

While most of the children reported to have in their homes television, 99.3%, fridge 97.2% and telephone/mobile phone, 95%, fewer children had a computer, 79.7%, a family car/van/motorbike, 71.5% and even less reported to have a radio 46.8%, which we think is not a material deprivation but mostly the radio is being less and less used as a separate equipment, but is mostly listened in the car.

Descriptive statistics on family's material possessions (%)

	Yes (%)
A computer (including laptops and tablets)	79.7
A television	99.3
A fridge/freezer	97.2
A radio	46.8
A telephone (landline or mobile)	95.4
A family car / van / motorbike / etc.	71.5

Material and economic circumstances scale B

A second scale that measures family material possessions was used in the questionnaire. Children were asked for the number of bathrooms (57% has one bathroom and 32.8% have two), if they sleep in an own room (39.6% sleep in their own room), if they have a family car (32% doesn't have a family car, van or truck), if they have a washing machine (99.6% has), if they have computer (18.8% has none), if they travel for holiday with their family (7.3% not at all, 12.9% once, 16.3% twice, 63.5% more than twice).

Descriptive statistics on family's material possessions (%)

How many bathrooms are in your home?	
None	0.8
One	57.0
Two	32.8
More than two	9.4
Do you sleep in your own room or do you share a room?	
I sleep in a room on my own	39.6
I sleep in a room that I share with other people	60.5
Does your family own a car, van or truck?	
No	32.1
One	45.7
Two	14.5
Three or more	7.8
In the last 12 months, how many times did you travel away on holiday with your family?	
Not at all	7.3
Once	12.9
Twice	16.3
More than twice	63.5
How many computers do your family own?	
None	18.8
One	35.1
Two	24.3
More than two	22
Does your home have a washing machine?	
No	0.5
Yes	99.6

2.8 Time use

Children were asked several questions related to how they use their time and how satisfied they are with that. 78.9% of children are totally satisfied with how they use their time and 74.2% are totally satisfied with how much free time they have. Younger children seem to be more satisfied with both questions

Satisfaction with time use (%)

Satisfaction with:		0	1	2	3	4	5	6	7	8	9	10
How you use your time	10 yrs.	0.4	0.1	0.1	0.1	0.1	0.5	0.3	0.5	2.7	11.4	83.8
	12 yrs.	0.5	0.1	0.1	0.2	0.7	0.8	0.8	2.7	5.2	15	74
	Total	0.5	0.1	0.1	0.2	0.4	0.7	0.6	1.6	4.0	13.2	78.9
How much free time you have	10 yrs.	0.3	0	0.4	0.1	0.6	0.8	0.7	1.8	3.4	13.4	78.5
	12 yrs.	0.3	0.1	0.3	0.6	0.5	1.2	1.5	3	6.4	16.2	69.9
	Total	0.3	0.1	0.4	0.4	0.6	1.0	1.1	2.4	4.9	14.8	74.2

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

OLS (Overall Subjective Well-Being)

Different scales were used to assess children subjective wellbeing. Descriptive data will be presented below for each of them. On a one item scale children were asked on their level of satisfaction with their life as a whole. 88.3% of all children are totally satisfied with their life (90.6% of the 10-year olds and 86% of the 12-year olds)

Satisfaction with: Your life as a whole (%)

	0	1	2	3	4	5	6	7	8	9	10
10 yrs.	0.1	0.2	0.1	0.1	0.0	0.2	0.2	1.1	1.1	6.4	90.6
12 yrs.	0.4	0.0	0.1	0.1	0.5	0.1	0.6	1.0	1.7	9.6	86.0
Total	0.3	0.1	0.1	0.1	0.3	0.2	0.4	1.1	1.4	8.0	88.3

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

Based on the Student life satisfaction scale used by Hubner (1991) was calculated the subjective wellbeing scale. The scale is composed of 6 items including children perceptions on their life. In a descending order, 89.2% of children totally agreed with the statements 'I am happy with my life' and 'I like my life', 88.3% with 'I have a good life', 83.9% with 'I enjoy my life', 83.8% with 'My life is going well' and a smaller proportion totally agreed with 'The things that happen in my life are excellent', 66%.

As it could be seen by the figures older children compose a smaller proportion of children being totally satisfied for each option. Small differences were noticed between boys and girls.

CW-SWBS items (%)

		Not at all agree	1	2	3	4	5	6	7	8	9	Totally agree
I enjoy my life	10 yrs.	.3	.2	.2	.1	.2	.5	.4	.8	3.4	6.9	87.1
	12 yrs.	.9	.1		.3	.2	1.5	.9	1.5	3.6	10.4	80.6
	Total	.6	.1	.1	.2	.2	1.0	.7	1.1	3.5	8.6	83.9
My life is going well	10 yrs.	.4	.1		.1	.1	.3	.3	1.3	1.6	8.2	87.6
	12 yrs.	.9		.3	.1	.3	.9	.8	.7	5.0	11.1	80.1
	Total	.6	.0	.1	.1	.2	.6	.6	1.0	3.3	9.7	83.8
I have a good life	10 yrs.	.3				.2	.3	.5	.5	1.4	6.1	90.7
	12 yrs.	1.0		.2	.3		.5	1.0	1.4	1.5	8.4	85.8
	Total	.6	0.0	.1	.2	.1	.4	.7	.9	1.4	7.2	88.3
The things that happen in my life are excellent	10 yrs.	.8	.1	.1		.1	1.8	.9	2.3	5.2	21.0	67.8
	12 yrs.	.9	.3	.1	.3	.4	1.1	1.5	1.9	7.8	21.4	64.3
	Total	.8	.2	.1	.2	.3	1.5	1.2	2.1	6.5	21.2	66.0
I like my life	10 yrs.	.1				.2	.2	.2	.5	1.7	4.6	92.5
	12 yrs.	.6		.1	.4	.2	.6	.5	.9	2.7	8.2	85.8
	Total	.3		.0	.2	.2	.4	.3	.7	2.2	6.4	89.2
I am happy with my life	10 yrs.	.2	.3		.1	.1	.2	.5	.3	.9	5.6	91.9
	12 yrs.	.7	.3		.2	.3	.3	.5	1.0	1.6	8.7	86.4
	Total	.4	.3		.1	.2	.2	.5	.6	1.3	7.2	89.2

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

Another scale was used to evaluate children subjective wellbeing. This scale, the domain based Subjective well-being scale, is composed of 5 items and is based on the Brief Multidimensional Student Life Satisfaction Scale by Seligson, Huebner & Valois, 2003. The scale measures the level of satisfaction with the people they live with, their friends, their life as a student, the area they live and the way they look.

93.5% of all children are totally satisfied with the people they live with, 82.4% were totally satisfied with their life as a student, 76.7% are totally satisfied with the way they look and 54.8% are totally satisfied with the area they lived. In all items older children compose a smaller group of the children answered totally satisfied. The highest percentage of 'not at all satisfied' is reported in their level of satisfaction with the area they live, 2.6% of all children, with small differences among age groups.

CW- DBSWBS items (%)

Satisfaction with:		0	1	2	3	4	5	6	7	8	9	10
The people you live with	10 yrs.	0.2		0.0	0.3	1.4	0.2	0.2	0.2	0.9	2.5	94.1
	12 yrs.	0.3	0.1	0.3		1.0	0.0	0.1	0.6	0.9	3.7	92.9
	Total	0.3	0.1	0.2	0.3	1.2	0.1	0.2	0.4	0.9	3.1	93.5
Your friends	10 yrs.	0.2	0.1	0.3	0.2	0.4	1.0	0.3	1.5	3.3	11.7	81.2
	12 yrs.	0.1	0.0	0.0	0.2	0.6	1.4	1.0	3.5	6.4	20.7	66.1
	Total	0.2	0.1	0.2	0.2	0.5	1.2	0.7	2.5	4.9	16.2	73.7
Your life as a student	10 yrs.	0.1	0.2	0.3	0.2	0.1	0.4	0.5	0.5	2.0	7.1	88.7
	12 yrs.	0.1				0.4	1.8	1.1	0.8	6.0	13.8	76.0
	Total	0.1	0.2	0.3	0.2	0.3	1.1	0.8	0.7	4.0	10.5	82.4
The area where you live	10 yrs.	2.4	0.6	0.3	1.4	1.1	2.2	1.8	4.4	9.4	16.3	60.0
	12 yrs.	2.7	0.8	0.9	1.0	1.4	3.3	2.1	6.2	13.0	19.1	49.5
	Total	2.6	0.7	0.6	1.2	1.3	2.8	2.0	5.3	11.2	17.7	54.8
The way that you look	10 yrs.	0.4	0.2	0.2	0.1	0.4	0.7	1.2	1.3	4.7	11.0	79.7
	12 yrs.	1.0	0.0	0.2	0.2	0.7	0.9	1.2	1.6	5.4	15.0	73.7
	Total	0.7	0.1	0.2	0.2	0.6	0.8	1.2	1.5	5.1	13.0	76.7

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

Positive and negative subjective wellbeing was measured based on the scale of Barrett and Russell, (1998). There are three negative and three positive emotions measured for the last two weeks frequency in a scale of 0 = not at all to 10 = extremely. A considerable percentage of children have reported being extremely sad (5.6%), stressed (7.6%) and bored (5%). It is also noticeable that younger children report more often experiencing negative emotions in high frequency in all negative emotions scale, although further means analysis didn't reveal small and mostly not significant differences. Gender differences also were not significant.

CW-NAS items (%): Last two weeks: How often feeling...

		0	1	2	3	4	5	6	7	8	9	10
sad	10 yrs.	65.6	8.3	4.2	3.0	1.4	2.7	1.3	1.5	2.8	2.8	6.5
	12 yrs.	56.7	11.9	6.5	4.6	2.9	3.0	1.7	2.4	2.4	3.3	4.7
	Total	61.2	10.1	5.4	3.8	2.2	2.9	1.5	2.0	2.6	3.1	5.6
stressed	10 yrs.	62.1	6.7	2.6	2.4	2.9	2.8	1.9	2.2	3.4	4.3	8.8
	12 yrs.	61.6	7.1	4.9	3.1	1.8	2.5	1.8	3.0	4.6	3.1	6.4
	Total	61.9	6.9	3.8	2.8	2.4	2.7	1.9	2.6	4.0	3.7	7.6
bored	10 yrs.	64.0	10.8	4.2	1.8	2.9	2.0	1.6	2.0	2.2	2.9	5.4
	12 yrs.	54.6	12.5	7.5	4.1	4.2	2.2	1.4	2.8	3.1	3.2	4.5
	Total	59.3	11.7	5.9	3.0	3.6	2.1	1.5	2.4	2.7	3.1	5.0

Three positive affective states were considered in the positive affective scale, Happy, calm and full of energy. Children reported to feel extremely happy (86.9%), full of energy (82.1%) and being calm in smaller percentage (69.4%). No differences related to age group or gender were noticed. Also means differences didn't show high significant differences between the groups.

CW-PAS items (%): Last two weeks: How often feeling...

		0	1	2	3	4	5	6	7	8	9	10
happy	10 yrs.	0.2	0.1	0.2	0.1	0.1	0.1	0.2	0.6	1.8	4.8	91.9
	12 yrs.	0.5	0.3		0.4	0.1	0.1	0.4	1.4	4.5	10.5	81.8
	Total	0.4	0.2	0.2	0.3	0.1	0.1	0.3	1.0	3.2	7.7	86.9
calm	10 yrs.	3.3	0.3	0.6	0.9	1.0	1.6	0.8	2.2	4.3	11.1	74.0
	12 yrs.	3.0	0.5	0.8	1.0	0.9	2.5	2.0	3.4	6.9	14.3	64.8
	Total	3.2	0.4	0.7	1.0	1.0	2.1	1.4	2.8	5.6	12.7	69.4
full of energy	10 yrs.	0.6	0.6	0.2	0.4	0.6	0.8	0.6	1.4	2.8	7.2	84.8
	12 yrs.	1.0	0.3	0.5	0.6	0.3	0.6	0.8	1.6	3.3	11.5	79.4
	Total	0.8	0.5	0.4	0.5	0.5	0.7	0.7	1.5	3.1	9.4	82.1

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

A 6 items scale measuring psychological subjective well-being was used only for the 12 year old children based on Ryff (1989). The scale is composed of 6 items that are measured in a 10 point scale of 0 = not at all to 10 = extremely. The majority of the children rate as being extremely satisfied with the way they were (88%), being good at managing daily responsibilities (77.%%), with other people being friendly to them (81.6%), about how much choice they had on how to spend their time (79.2%), how much they are learning (77.1%)

feeling positive with their future (82.7%). A small percentage of children rated each item below number 5 in the scale.

CW- PSWBS items (%)

<i>How much you agree with...</i>	0	1	2	3	4	5	6	7	8	9	10
I like being the way I am	0.8	0.3	0.3	0.4	0.6	0.9	0.4	0.8	2.0	7.1	86.5
I am good at managing my daily responsibilities	0.8	0	0.4	0.2	0	0.4	0.4	1.5	4.5	14.2	77.5
People are generally pretty friendly towards me	0.2	0	0.4	0.3	0.5	0.4	0.3	1.8	3.6	10.8	81.6
I have enough choice about how I spend my time	0.6	0	0.3	0.4	0.4	1.0	0.8	1.6	3.6	12.0	79.2
I feel that I am learning a lot at the moment	0.4	0.2	0.4	0	0.3	0.2	1.2	1.7	4.6	14.1	77.1
I feel positive about my future	0.6	0.5	0.2	0.2	0.4	0.5	1.0	1.0	3.4	9.5	82.7

2.10 Children perceptions about their country

Children were also asked about their rights and the UN convention on children's rights. 84.6% of all children know what rights children have but only 48.1% know about the UN convention of children's rights. Older children are more informed than younger ones. 12.1% of the children are not sure about the rights children have and 3.4% doesn't know what rights children have. Also 12.6% of all children are not sure about the rights children have and 28.6 are not sure they know the UN convention on children's rights.

Children's rights (%)

		No	Not sure	Yes
I know what rights children have	10 yrs.	4.6	15.7	79.7
	12 yrs.	2.1	8.4	89.4
	Total	3.4	12.1	84.6
I know about the UN children's rights convention	10 yrs.	27.2	29.8	43.0
	12 yrs.	19.5	27.4	53.1
	Total	23.4	28.6	48.1

3. Conclusions

Most of the participating Albanian children were satisfied and happy with their lives. Although in small percentages from 2-3% to, sometimes 10-12 % were not satisfied at all in different domains of their life.

We also noticed several times that older children were in general less satisfied than younger children.

The majority of children (99%) lived with their families, were happy with the family. 93.6% were extremely satisfied with the people they lived and 89.4% extremely satisfied with the flat where they lived. Children evaluated their families in higher rates for Safety, Good time together, support and care, while values for respect and participation were lower. In all indicators 10 years old had a lower mean value for all variables. Gender analysis revealed girls reporting higher mean values for care, respect and participation.

The majority of children were also totally satisfied with their friends (73.7%), but the proportion of older children being completely satisfied with their friends was smaller for older children, 66% of 12 years old and 81.2% of the 10 years old. This difference is the same between different age groups of boys and girls.

About school life 87.8% of the children stated to be totally satisfied with 'the things they have learned' (91.3% of the 10 years old and 84.3% of the 12 years old), 82.4% were totally satisfied with their life as a student (88.7% of the 10 years old and 76% of the 12 years old, but they were less satisfied with other children in the class. Older children and boys reported also to be less satisfied with their school life.

Bullying seem to be an issue for a considerable percentage of children. In total from 10 to 20% of all children stated to have been bullied at least once in one of the forms, "hit by other children", "called unkind names" or "left out by other children in their class". Small differences were noticed among age groups with younger children experiencing more bullying and gender comparisons revealed that girls were less exposed to bullying experiences than boys.

Lower level of satisfaction compared to other domains were noticed in children perceptions of their local area where only 54.7% of all children were extremely satisfied with the area where they lived. Also in average 5 to 12% of children didn't agree with being safe in their area, having enough places to play, of adults being kind to children, being respective to children and being inclusive.

Descriptive analysis of subjective well-being scales showed that the majority of children overall were happy with their life. In a descending scale child were more satisfied with their family, the way they look, their life as a student, their friends and less with the area they lived.

Their emotional wellbeing was also evaluated. Children experienced negative emotions (sad, stressed, bored) more often than positive emotions (happy, calm, full of energy). Younger children reported to have experienced more often negative emotions than older children.

84.6% of children knew their rights but less than half knew about the convention.

Although the overall analysis is based in comparing the extreme values for each question what could be noticed is the consistent pattern of older children being generally less satisfied and some gender differences with girls being usually more satisfied than boys, although not in all items.

More detailed analysis is needed to further explore the differences among different groups of children and identify actual and potential influences in their well-being.

¹ Albanian Institute of statistics <http://www.instat.gov.al/en/themes/demography-and-social-indicators/population/#tab2>²

³ http://www.instat.gov.al/media/3058/main_results_population_and_housing_census_2011.pdf Pg. 72

⁴ <https://www.worldbank.org/en/country/albania/overview>

⁵ <https://eeas.europa.eu/sites/eeas/files/20180417-albania-report.pdf>

⁶ <https://tradingeconomics.com/albania/gini-index-wb-data.html>

Children's Worlds National Report

ALGERIA



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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	105	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.

Children's Worlds National Report

BANGLADESH



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1. Introduction

This report presents the results from the Children's Worlds 3rd Wave of survey which was conducted for the first time in Bangladesh in 2018. The aim of the report is to give a brief descriptive overview of what Bangladeshi children told us about their life in the country for the first time in an international comparative survey, which asked similar questions to children from over 40 countries in Europe, Asia, Africa, South America, North America. Results of more in depth analysis of data focusing particular aspects of children's life in Bangladesh and comparing the results with those from other participating countries in this international project will be presented separately in future. This report will first describe the context of children's lives in Bangladesh. It will then briefly explain the survey methodology especially the sampling which will be followed by descriptive results. The report will be concluded by highlighting some key findings and describing further plan for disseminating survey findings.

1.1 Context and population

Bangladesh, a relatively new country in South Asia, has become independent in 1971. Although most of its land is flat, the significant feature of the landscape is the extensive network of large and small rivers that are of primary importance in the socio-economic life of the nation. The country covers an area of 147,570 square kilometers with a huge population of above 161 million making it one of the most densely populated (1077 people per square km) countries in the world. Having almost 28% people below 15 years old and another 20% in 15-24 years, it can be characterized as a youth populated country as nearly half of the country's population is below 25 years old.

The majority of the people are Muslims (around 89.35%) and the rest are Hindus (9.64%), Buddhists (0.57%), and Christians (0.27%), while other minorities constitute a small portion (0.17%). Although Bengali are the main ethnic group (98%), there are almost 2% ethnic minority people who speak non-Bengali and have their own customs and tradition. Almost 34% people live in urban areas and literacy rate (15 years and above who can read and write) in the country is 61%.

Although agriculture is still the dominant mode of production, the recent development of commercial non-farm agriculture, such as poultry and dairy, and the ready-made garment industry has led to the migration of a large section of the population to large cities and/or overseas for economic and other reasons. Bangladesh is aiming to achieve the status of a middle-income country by 2024 from its least developed status, and its per capita income is \$1,900 and GDP per capita is US \$1,698. However, income inequality at national level has been increasing in the last few decades.

Administratively, the entire country is divided into five layers: *Bibhagh* (division), *Zila* (district), *Upazila* (sub district), *Union*, and *Ward*. At present, there are 7 divisions, 64 districts, 483 *Upazilas*, 4,498 unions, and 40,482 wards.

Family and child policies

In order to reduce population pressure in Bangladesh, family planning remains one of the top priorities in the fourth Health Sector Programme 2017-2021, as a path toward achieving the Sustainable Development Goals. In 2011, Bangladesh Govt. introduced National Children Policy in which individuals under 18 are defined children and those between 14 and 18 years of age further defined as adolescents. The National Children Policy promises to ensure child rights, alleviate child poverty, and eliminate all forms of child abuse and discrimination and promote participation of the children and accept their views into consideration in overall protection and, in the best interest of the children. According to the Bangladesh constitution, every child has basic rights to have primary education at free of costs. Bangladesh laws prohibit marriage before age 18 for girls and age 21 for boys. However, girl marriage at earlier ages is still prevalent here.

Child labour in Bangladesh is common, with 4.7 million or 12.6% of children aged 5 to 14 in the work force. In 2006, Bangladesh passed a Labour Law setting the minimum legal age for employment as 14. Nevertheless, the enforcement of such laws appears to be challenging in Bangladesh because 93% of child labourers are employed in the informal sector such as small factories and workshops, on the street, in home-based businesses and domestic employment.

Education system

A four-tier education system exists in Bangladesh and it is still dominated by the British education system introduced in colonial period. Usually at age 5, children start primary education for 5 years and then move into secondary school for another 5 years. After secondary education, students enter into college for two years and go to university or approved colleges for their undergraduate and master's degree. Currently, the education system is heterogeneous and complex; many systems of education have been permitted to develop and exist side by side. The formal education has three main streams: Bengali-medium general education, English-medium education and religion-based education.

Bangladesh has made tremendous improvements in increasing the accessibility to education as the net enrolment rate is respectively 97.96% and 67.84% for primary and secondary level. Moreover, slightly over a half of the students at both primary and secondary levels are females, suggesting that Bangladesh has achieved gender parity for educational access in both early stages of education.

Family environment

There has been a dramatic change in family structure as nuclear families are becoming a norm due to a number of factors including urbanization, use of tools in agriculture and development of non-farming sectors. Because of patrilineal system, very low welfare support, and high dependency on families to care elderly, boys generally receive more opportunities than girls do, as they are perceived as future breadwinners for families.

Everyday life

Schoolchildren are mostly busy with their studies. Children in general or religious education start at 10am and finish at 4pm whereas the English medium schools start at 8 or 9am and finish at lunch or afternoon depending on level of study. Children are usually busy with their homework. In addition, they spend most of their 'out of school time' for private tuition, learning Quran recitation, music and drawings. They hardly find extra time for play especially those who are living in towns and cities.

Unequal childhoods

Childhood inequality in Bangladesh is evident in key aspects of children's life and influenced by a number of factors including gender, location, region, wealth, ethnicity, religion. According to 'End of Childhood Report 2018' by Save the Children, Bangladesh scored 701 out of a possible 1,000 points – representing a 21-point improvement, the biggest increase for any country in South Asia – primarily due to one factor: more Bangladeshi children now remain in school. However, it is still ranked a disappointing 130th out of 175 countries. The ranking was based on an index which was constituted from seven factors: under-5 mortality, school dropout rate, child labour, violence against children, child malnutrition, child marriage, and adolescent pregnancy. According to the report (Save the Children, 2018), more than a third of children under 5 still suffer from stunting, 44% of teenagers are married before they turn 20, and nearly 3.5% of children do not survive their fifth birthday. According to UNESCO data, Bangladesh's dropout rate for school children has gone down by 36% over the past five years. Despite the progress in primary education, many children are still outside the formal school system.

Children rights

Bangladesh signed and ratified the United Nations Convention on the Rights of the Child in 1990. Although Children Act 1974 and National Child Policy 2011 were introduced in Bangladesh to ensure overall protection of the children and their rights, around 70 percent births are not registered yet. Corporal punishment of children appears to be rooted in Bangladesh culture as it is still used to bring discipline in classroom and other aspects of children's lives. Although children's involvement in economic activities has been reducing, a large number of children from agricultural and lower social class backgrounds are directly engaged in income earning activities.

1.2 Sampling: Strategy and outcome

Study area and sampling

The survey was conducted in three cities in Bangladesh: Barishal, Rajshahi, and Moulvibazar. Sampling frame contained all mainstream primary and secondary schools within the city corporation boundary in Rajshahi and Barishal and Sadar Thana boundary in Moulvibazar. Schools were selected randomly from the list of all schools in each region. In total, 56 schools (out of which 36 primary and 20 secondary) were selected for this survey. Table 1 shows the breakdown of schools by their types in three locations.

Table 1. Distribution of primary and secondary schools included in the sample by region

Region	Primary schools		Secondary schools	
	Total school	Sample school	Total school	Sample school
Barishal (City Corporation area)	79	10	35	8
Rajshahi (City Corporation area)	189	15	25	5
Moulvibazar (Sadar Thana)	59	11	57	7
Total	327	36	117	20

Sample size

From these schools, children studying in class three and five (in primary school) and seven (in secondary school) were included in the sample. The average age of children, when they start these classes (levels) are respectively 8 years, 10 years and 12 years. Usually all children of targeted age groups/classes (e.g., class III, V or VII) were included. However, if a school was large (usually secondary schools) with multiple sections/groups in same class (year group), then one section was randomly selected from that class. If selected school was a single sex, then the next school was selected from the opposite sex to maintain gender balance in the sample. Almost equal number of children was included in the sample from each age category. The total number of children who completed the survey was 3,090. Table 2 shows the distribution of children by year group/class, school type, and regions.

Table 2. Distribution of sample by year group, school type, and region

Region	Primary school students		Secondary school students	Total
	8 years old	10 years old	12 years old	
	(Class 3)	(Class 5)	(Class 7)	
Barishal (City Corporation area)	350	352	361	1063
Rajshahi (City Corporation area)	341	330	351	1022
Moulvibazar (Sadar Thana)	340	332	333	1005
Total	1031	1014	1045	3090

Data collection instrument

English version of questionnaire (prepared by Children's Worlds) was translated into Bengali by using back translation method. Bengali questionnaire was first piloted among 300 children in 2016 and modified accordingly based on the pilot test results. Three separate version of questionnaire was prepared for three age groups of children: 8, 10, and 12 years old. Children received a printed copy of the questionnaire and completed it in their class. Because of their cognitive ability, eight years-old children answered a shorter questionnaire, which also had fewer response options for some questions compared to older groups. On average, eight years old needed 50 minutes, ten years old 45 minutes and 12 years old 40 minutes to complete the survey. Questionnaire was read out to the children in class three (year 8).

2. Results

2.1 The participants

Age and gender

Table 3 presents age and gender distribution of the children who took part in the survey. It is observed that slightly higher number of girls (55%) participated in the survey. Although the survey aimed to gather equal number of children from the three age groups, ten years old children (who usually study in class five—the final year in primary school) were slightly less than the other age groups: 12 years old who usually study in class seven—the second year in high school and 8 years who usually study in class 3 in primary school.

Table 3. Distribution of children in the survey by their gender and age (%)

	8 year-old	10 year-old	12 year-old	Total
Boy	471 (46.0)	459 (46.0)	456 (44.0)	1386 (45.3)
Girl	554 (54.0)	536 (54.0)	586 (56.0)	1676 (54.7)
Total	1025 (100) ¹	995 (100) ²	1042 (100) ³	3062 (100)

¹ Missing cases = 6; ² Missing cases = 19; ³ Missing cases = 3.

2.2 Home type and the people children live with:

In order to understand the context of children's life, the survey asked about the people who children live with. Almost 97% of them were found to live with their family (Table 4). Among the rest, around 2% reported to live with relatives, a few with non-relatives and in children's home run either by NGOs or by Government.

Table 4. Type of home children live in (%)

Home type	Number of children (%)
I live with my family	2981 (96.7)
I live in a children's home run by Govt.	11 (0.3)
I live in a children's home run by an NGO	2 (0.0)
I live with a relative's family	84 (2.7)
I live with a non-relative's family	4 (0.0)
Total	3082 (100.0) ¹

¹ Missing cases = 8

The survey also asked children to rate the level of satisfaction with the people they live with. Eight years old answered the question on a five-point emoticons scale: very unhappy face to very happy face. However, ten and twelve years old expressed their opinion on an eleven-point rating scale: zero (not at all satisfied) to ten (completely satisfied). Results of data for eight years old in Table 5 suggested that almost six out of ten children were very happy with the people they live. Overall, children of other age groups (ten and twelve years old) also reported to be very happy (59%) with the people they live with.

Table 5. Children's responses to question on satisfaction with the people you live with (%)

8 year old

Satisfaction with ...					
The people you live with (N = 1025) ¹	1.9	0.7	5.3	28.6	63.6

10 & 12 year old

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The people you live with (N = 2051) ²	0.4	0.3	0.4	0.3	1.4	4.6	4.7	5.9	9.6	13.6	58.7






¹ Missing cases = 6; ² Missing cases = 8

2.3 The home where children live

In the survey, children were asked about their perceptions of their home. Table 6 summarizes the results. Although most of the children from all three age groups reported to be happy with the house or flat where they live, almost one in ten were found to have certain degree of unhappiness in this regard. Although asked only to older groups (ten and twelve years), almost nine out of ten children answered positively to the question on availability of a place in the house or flat where they can study.

Table 6. Children's responses to question on satisfaction with their house or flat (%)

8 year old

Satisfaction with ...					
the house or flat where you live (N = 1028) ¹	2.0	2.0	4.9	32.7	58.4

10 & 12 year old

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
the house or flat where you live (N = 2049) ²	1.2	0.6	0.7	1.1	2.0	5.8	4.0	6.9	11.3	12.3	54.3






¹ Missing cases = 3; ² Missing cases = 10

2.4 Friends

With regard to friends, almost nine out of ten children from eight years old group reported to be happy or very happy. Although we see similar trend among older groups (47.6% scored the highest scale of 10 in satisfaction with friends scale), the picture is slightly different for them as almost 14% scored in the mid-point or below in the eleven-point scale (Table 7) suggesting a degree of unhappiness in this aspect of their life.

Table 7. Children's responses to question on satisfaction with friends scale (%)

8 year old

Satisfaction with ...					
Your friends (N = 1031) ¹	1.7	1.7	4.8	33.0	58.9

10 & 12 year old

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your friends (N = 2051) ²	0.8	1.0	0.9	1.3	2.4	7.9	4.9	7.2	12.3	13.6	47.6






¹ Missing cases = 1; ² Missing cases = 8

2.5 School

We asked children in Bangladesh to evaluate their school life by rating their satisfaction with three aspects of school: life as a student, things they learned at school and other children in their class. By scoring at the highest level (Table 8), children in all three age groups seemed to very happy with their life as students and things they learned. However, they reported to be less happy with other children in their class when compared with the other two aspects of school life.

Table 8. Children's responses to questions on satisfaction with school related issues (%)

8 year old

Satisfaction with ...					
Life as a student (N = 1024) ¹	2.2	2.1	4.4	26.6	64.6
Things you have learned (N = 1026) ²	1.5	1.1	2.4	22.5	72.5
Other children in your class (N = 1024) ³	2.5	2.8	8.2	39.6	46.8

10 & 12 year old

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Life as a student (N = 2051) ⁴	0.3	0.3	0.3	1.4	0.9	3.4	3.3	5.1	10.9	13.3	60.9
Things you have learned (N = 2047) ⁵	0.2	0.2	0.3	0.6	1.1	2.0	3.3	5.7	8.4	14.6	63.6
Other children in your class (N = 2050) ⁶	2.0	0.9	1.6	2.2	4.5	9.9	8.7	9.6	12.3	12.4	36.0

¹ Missing cases = 7; ² Missing cases = 5; ³ Missing cases = 7; ⁴ Missing cases = 8; ⁵ Missing cases = 12; ⁶ Missing cases = 9

Being bullied

Bullying at school was examined by asking children to report the frequency of experiencing three types of behavior from other children in school. Their response (over 70% never experienced) to those three aspects in Table 9 suggested that majority of the children did not experience this negative kind of behavior. However, almost one quarter reported to be hit by or the victim of unkind name-calling or left out by other children at least once in previous month.

Table 9. Children's (all age groups) responses to questions on being bullied (%)

How often:	Never	Once	Two or 3 times	More than three times
Hit by other children in your school (N = 2874) ¹	73.6	16.2	6.1	4.1
Called unkind names by other children in your school (N = 2756) ²	75.4	14.0	5.4	5.2
Left out by other children in your class (N = 2787) ³	81.4	11.6	3.7	3.2






¹ Missing cases = 216; ² Missing cases = 334; ³ Missing cases = 303.

2.6 The area where children live

To gather their views about local area, children were asked to report how happy they were with the area where they lived. Majority (almost 62%) of the younger group (8 years old) appeared to be happy with their local area (Table 10). Similar picture was found among older groups (almost 60% scored 9 or 10 in eleven-point scale). However, around one in ten children scored mid-point or below in the scale suggesting they had certain degree of dissatisfaction with the area where they lived.

Table 10. Children's views about local area (%)

8 year old

Satisfaction with ...					
The area where you live (N = 1026) ¹	2.2	2.3	4.6	28.5	62.4

10 & 12 year old

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The area where you live (N = 2052) ²	2.2	0.5	0.4	1.5	1.8	6.4	5.8	7.7	13.7	14.6	45.5

¹ Missing cases = 5; ² Missing cases = 7

2.7 Money and the things children have

In order to understand children's experience of poverty, material deprivation, and measure economic status of their family, we asked a series of questions in the survey. Results in Table 11

suggest that almost one in four never worried about the amount of money family has. However, the rest two-third appeared to worry about this aspect 'always', 'often' or 'sometimes'. Among the three age groups, younger children reported to worry more frequently (almost 25% worry 'always') than their older counterparts.

Table 11. Children's response on how often they worry about amount of money their family has (%)






	8 year-old (N = 901) ¹	10 year-old (N = 917) ²	12 year-old (N = 956) ³	Total (N = 2774) ⁴
Never	24.2	27.6	20.0	23.9
Sometimes	39.1	46.7	51.4	45.8
Often	11.9	10.6	17.1	13.2
Always	24.9	15.2	11.6	17.1
Total	100.0	100.0	100.0	100.0

¹ Missing cases = 130; ² Missing cases = 97; ³ Missing cases = 89; ⁴ Missing cases = 316

Children were also asked to say how happy they were with the things they have. As of the results in Table 12, the majority of children were happy with their material items: 61.5% of eight years old group scored the maximum, and 62.2 of ten and twelve years old scored the highest end (9 or 10) in the material satisfaction scale.

Table 12. Children's responses to questions on satisfaction with all the things they have (%)

8 year old

Satisfaction with ...					
All the things you have (N = 1026) ¹	2.1	2.5	6.9	26.9	61.5

10 & 12 year old

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
All the things you have (N = 2051) ²	1.3	1.3	1.2	1.7	2.4	7.8	4.2	6.9	11.1	14.3	47.9

¹ Missing cases = 5; ² Missing cases = 8

Majority of the children (almost seven out of ten) reported to have always enough food in the house to eat each day. In this regard, over one in ten children (Table 13) said they had 'sometimes' and/or 'never' enough food to eat daily.

Table 13. Children's responses to questions on whether they had enough food to eat each day they have (%)

	8 year-old (N = 983) ¹	10 year-old (N = 1000) ²	12 year-old (N = 1024) ³	Total (N = 3007) ⁴
Never	1.7	1.8	1.2	1.6
Sometimes	14.0	9.3	9.6	10.9
Often	19.1	11.7	15.8	15.5
Always	65.1	77.2	73.4	72.0
Total	100.0	100.0	100.0	100.0

¹ Missing cases = 48; ² Missing cases = 14; ³ Missing cases = 21; ⁴ Missing cases = 83

Children were asked a set of questions about things they have. In all age groups, the highest percentages of affirmative correspond to having clothes in good condition and equipment/thing children need for school (Table 14). In this regard, the two items which children reported to have the least access to were mobile phone (59.3%) and internet at home (56.3%). There was no clear difference in access to these items by age of the children.

Table 14. Children's responses to questions on things they have (%)

Which of the following do you have	8 year-old (1)		10 year-old (2)		12 year-old (3)		Total (4)	
	No	Yes	No	Yes	No	Yes	No	Yes
Clothes in good condition (N1 = 1006 ; N2 = 1000; N3 = 1040; N4 = 3046)	6.5	93.5	3.5	96.5	4.7	95.3	4.9	95.1
Enough money for school trips and activities (N1 = 978 ; N2 = 982; N3 = 1020; N4 = 2980)	31.6	68.4	31.0	69.0	38.2	61.8	33.7	66.3
Access to the Internet at home (N1 = 956 ; N2 = 969; N3 = 1013; N4 = 2938)	49.7	50.3	59.2	40.8	59.6	40.4	56.3	43.7
The equipment/things you need for sports and hobbies (N1 = 978; N2 = 974; N3 = 1015; N4 =)	24.3	75.7	31.1	68.9	30.3	69.7	28.6	71.4
Pocket money/ money to spend on yourself (N1 = 981; N2 = 980; N3 = 1020; N4 = 2981)	31.1	68.9	30.5	69.5	32.1	67.9	31.2	68.8
Two pairs of shoes (N1 = 982; N2 = 987; N3 = 1027; N4 = 2996)	13.5	86.5	8.6	91.4	9.7	90.3	10.6	89.4
A mobile phone (N1 = 967; N2 = 969; N3 = 1015; N4 = 2951)	65.9	34.1	52.4	47.6	59.6	40.4	59.3	40.7
The equipment/things you need for school (N1 = 993; N2 = 991; N3 = 1041; N4 = 3025)	5.4	94.6	3.2	96.8	3.8	96.2	4.2	95.8

Regarding access to amenities (Table 15), over half of the children reported their home to have electricity some of the time, six out of ten (62.3%) to have running water and seven out ten (69.6) to have a toilet that flushes.

Table 15. Children's responses to questions on home amenities - Does your home have (%)

Electricity (N = 2053)¹	
All of the time	45.1
Some of the time	52.2
Not at all	2.7
Running water (N = 1988)²	
Yes	62.3
No	37.3
Not sure	0.4
A toilet that flushes (N = 1916)³	
Yes	69.6
No	30.1
Not sure	0.4

¹ Missing cases = 6; ² Missing cases = 71; ³ Missing cases = 143

In order to measure family's material possessions, children were asked whether or not their family had any of the six items: a computer, a television, a fridge/freezer, a radio, a telephone, and family van or car. Item which most children (78.2%) reported to be lacking by their family was a computer. In this regard, the second and third item mostly lacked items reported by them were a radio (75.3), and a family car/van/motorbike (Table 16).

Table 16. Children's responses to questions on material possessions of family (%)

Items measuring material possession	%
A computer (including laptops and tablets) (N = 1921)¹	78.2
A television (N = 2011)²	17.4
A fridge/freezer (N = 1967)³	40.1
A radio (N = 1855)⁴	75.3
A telephone (landline or mobile) (N = 1964)⁵	16.2
A family car / van / motorbike / etc. (N = 1906)⁶	63.5






¹ Missing cases = 138; ² Missing cases = 48; ³ Missing cases = 92; ⁴ Missing cases = 204; ⁵ Missing cases = 95; ⁶ Missing cases = 153

2.8 Time use

With regard to time use, nearly six out ten (61.1%) 8 years old children scored the maximum point in scale which suggests they are mostly very happy with time use (Table 17). Similarly, most of the older children (around 62.4%) also appeared to be happy with the way they use their free time.

Table 17. Children's responses to questions on satisfaction with time use (%)

8 year old

Satisfaction with ...					
How you use your time (N = 1016) ¹	1.7	2.3	7.1	27.9	61.1

10 & 12 year old

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
How you use your time (N = 2041) ¹	0.9	1.1	0.9	0.8	2.0	6.2	4.4	7.7	13.5	17.7	44.7

¹ Missing cases = 15; ² Missing cases = 18;

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 well-being.

OLS (Overall Subjective Well-Being)

OLS is a single-item measure where children ranked how satisfied they were with their life as a whole on an 11-point scale in the case of 10 and 12 years old and on a five-point scale with the 8-year old. On life as a whole, slightly less than half (45.2%) of 10 and 12 years old were totally satisfied with their life and almost six out of ten (57%) from 8-year old group scored the maximum point in the five-point subjective well-being scale (Table 18).

Table 18. Children's responses to questions on overall subjective well-being (%)

8 year old

Satisfaction with ...					
Your life as a whole (N = 1017) ¹	1.7	2.5	6.1	32.7	57.0

10 & 12 year old

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole (N = 2038) ²	1.3	0.8	0.9	1.4	2.6	7.0	5.9	6.8	11.7	16.2	45.2

¹ Missing cases = 14; ² Missing cases = 21

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

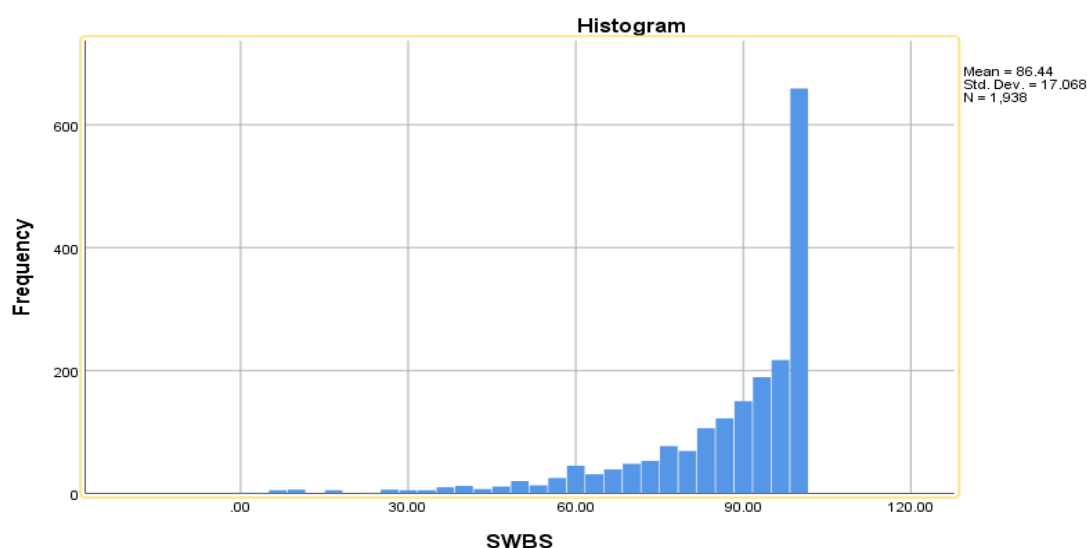
The CS-SWBS is a reduced and modified version Huebner's Student's Life Satisfaction Scale. It is based on six statements about children's overall life satisfaction, and children were asked to rate how satisfied they were on each statement. Children aged 10 and 12 only answered these questions on an eleven-point scale ranging from 0 (not satisfied at all) to 10 (completely satisfied). Table 19 presents results of children aged 10 and 12 for each of the items. Apart from the forth item i.e. 'The things that happen in my life are excellent', majority of the children appeared to agree totally with each of the statements.

Table 19. Children's responses to questions measuring CW-SWBS (%), 10 and 12 year old

Scale items	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life (N = 2033) ¹	1.0	0.8	0.8	0.9	1.6	4.9	3.4	5.0	8.8	11.5	61.5
My life is going well (N = 2007) ²	1.1	0.7	0.6	1.8	2.1	5.8	4.6	6.8	10.9	15.2	50.1
I have a good life (N = 2002) ³	0.6	1.1	0.8	1.2	1.5	4.4	4.4	4.7	8.7	12.7	59.8
The things that happen in my life are excellent (N = 2014) ⁴	2.6	0.8	1.2	1.6	3.1	8.1	6.0	9.5	12.4	13.3	41.3
I like my life (N = 2012) ⁵	0.7	0.5	1.2	1.0	1.6	3.4	2.9	4.7	8.3	12.6	63.1
I am happy with my life (N = 2022) ⁶	1.1	0.8	0.5	0.9	1.5	3.2	3.4	5.2	7.2	12.5	63.8

¹ Missing cases = 26; ² Missing cases = 52; ³ Missing cases = 57; ⁴ Missing cases = 45; ⁵ Missing cases = 47; ⁶ Missing cases = 37

Children's response score to the set of six statements were added together to form a summated scale which was then transformed to 0-100 scale. As we can see from the distribution of responses on this scale in Figure 1, almost one quarter of the children indicated that they had the highest possible levels of satisfaction with life in this scale. However, there were almost one in twenty children who reported to have a lower level of satisfaction (scoring below the mid-point or below) with life.

Figure 1. Distribution of scores CW-SWBS, 10 and 12 year old

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

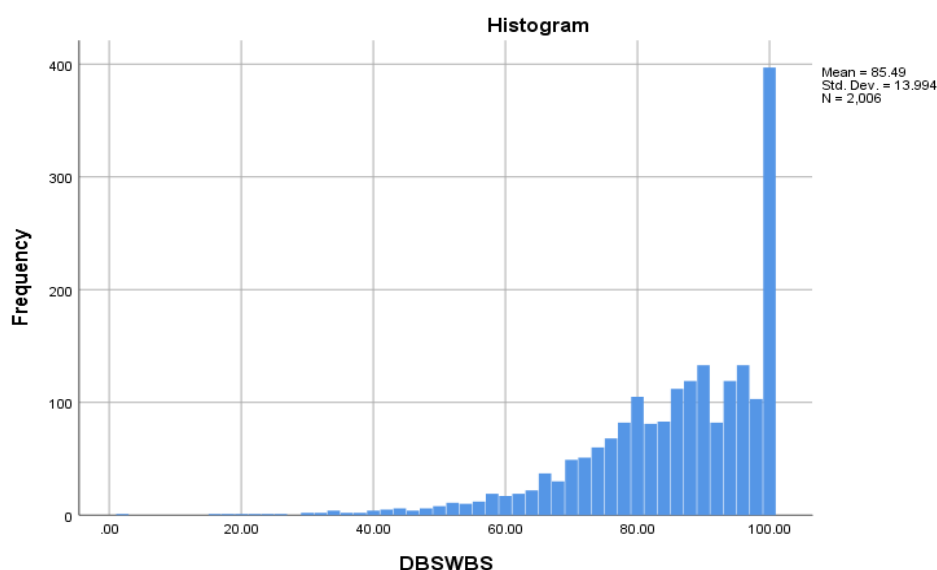
The Children's Worlds domain based subjective well-being scale is adopted from the brief multidimensional student life satisfaction scale developed originally by Seligson, Hubner and Valois (2003). It asked children to rate their level of satisfaction with five key aspects of their lives: people they live with (parents or carers), friends, life as a student, local area, and appearance. Children's response to each of these aspects are presented in an eleven-point scale ranging from 0 (not satisfied at all) to 10 (completely satisfied). Apart from friends and local area, majority of the children reported to be completely satisfied with their family (or carers), life as a student, appearance (Table 20).

Table 20. Children's responses to questions measuring CW-DBSWBS (%), 10 and 12 year old

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people you live with (N = 2051) ¹	0.4	0.3	0.4	0.3	1.4	4.6	4.7	5.9	9.6	13.6	58.7
Your friends (N = 2051) ²	0.8	1.0	0.9	1.3	2.4	7.9	4.9	7.2	12.3	13.6	47.6
Your life as a student (N = 2051) ³	0.3	0.3	0.3	1.4	0.9	3.4	3.3	5.1	10.9	13.3	60.9
The area where you live (N = 2052) ⁴	2.2	0.5	0.4	1.5	1.8	6.4	5.8	7.7	13.7	14.6	45.5
The way that you look (N = 2037) ⁵	1.4	1.4	1.6	1.9	2.7	7.1	4.7	6.3	12.1	8.8	52.0

¹ Missing cases = 8; ² Missing cases = 8; ³ Missing cases = 8; ⁴ Missing cases = 7; ⁵ Missing cases = 22.

A summated scale combining responses from each aspect was calculated and transformed to have a scale ranging from zero to 100. The distribution of the score in the scale is presented in Figure 2. Again, in this measure children majority of the children reported to be very happy with their satisfaction in life.

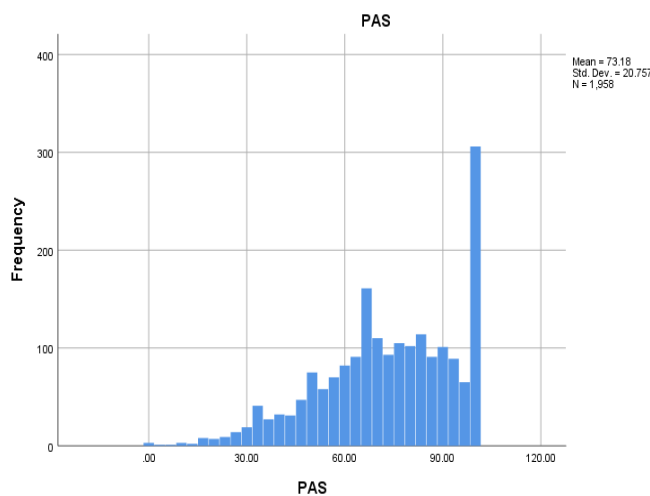
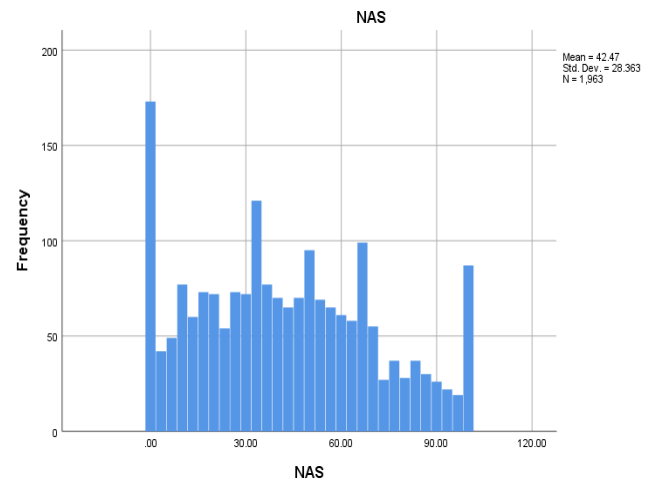
Figure 2. Distribution of scores CW-DBSWBS, 10 and 12 year old***CW-PNAS (Children's Worlds Positive and Negative Affects Scale), 10 and 12 years old (%)***

The six-item Positive and Negative Affect Scale is adopted from Barrett & Russell (1998). The items measuring the two-domain scale and children's response to them are presented in Table 21. The first three items measure Positive Affect and the last three items measure the Negative Affect scale. Each item is scored 0 to 10 and the overall Positive and Negative scale was created by adding the related item scores and then transforming the scale so it ranges from 0 to 100.

Table 21. Children's responses to questions measuring CW-PNAS (%), 10 and 12 year old

Last two weeks: How often feeling	0	1	2	3	4	5	6	7	8	9	10
Happy (N = 2049) ¹	1.4	0.9	1.8	2.7	2.6	9.7	6.2	8.7	12.2	10.8	43.0
Calm (N = 1989) ²	4.9	1.4	2.4	3.8	4.8	10.5	8.1	10.3	13.1	11.2	29.8
Full of energy (N = 2014) ³	8.5	2.6	2.5	2.8	4.3	9.3	8.2	8.1	11.2	9.8	32.6
Sad (N = 1998) ⁴	18.6	7.5	9.1	7.9	7.4	14.8	5.1	5.7	7.1	5.7	11.4
Stressed (N = 2010) ⁵	25.7	7.4	7.6	7.1	6.6	10.1	5.3	5.6	6.7	4.8	13.1
Bored (N = 2025) ⁶	22.5	8.1	8.6	8.1	9.0	11.3	5.9	5.2	5.4	3.8	12.1

¹ Missing cases = 10; ² Missing cases = 70; ³ Missing cases = 45; ⁴ Missing cases = 61; ⁵ Missing cases = 49; ⁶ Missing cases = 34

Figure 3. Distribution of scores for Positive Affect scale**Figure 4. Distribution of scores for Negative Affect scale**

Results show that around one in six children scored the highest possible score in Positive Affect scale (Figure 3). On the other hand, in the Negative Affect scale one in twelve children scored the lowest possible score, suggesting a very few children to be unhappy with their life (Figure 4).

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

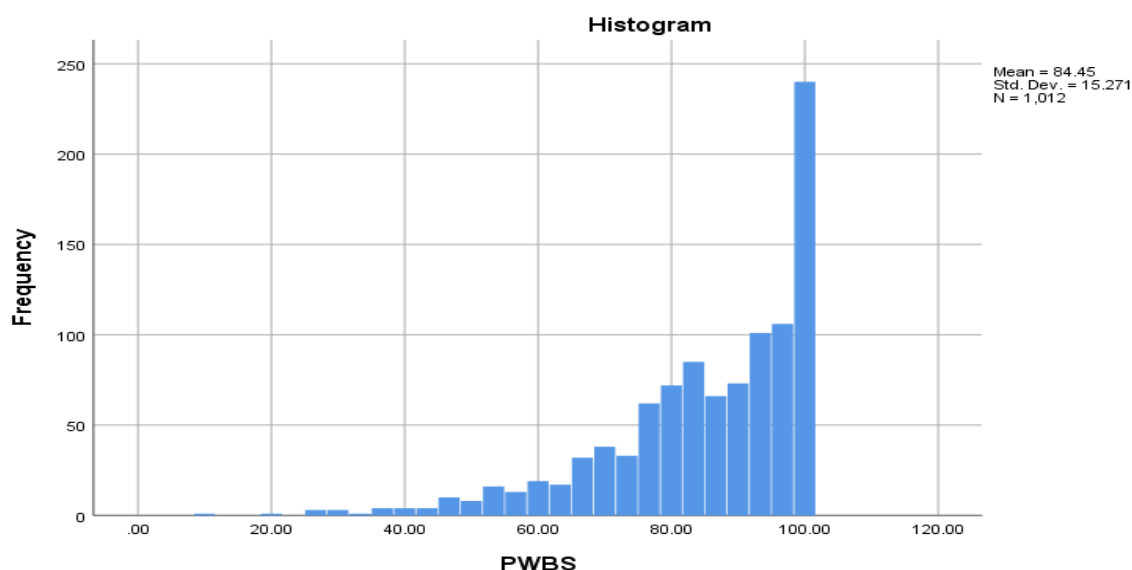
The six items measuring children's psychological well-being were adopted from Ryff (1989) and asked only to 12 years old children. Children's response to each of these items are presented in an eleven-point scale ranging from 0 (not at all agree) to 10 (totally agree) in Table 22.

Table 22. Children's responses to questions measuring psychological well-being (%), 12 year old

How much you agree with	0	1	2	3	4	5	6	7	8	9	10
I like being the way I am (N = 1037) ¹	1.1	0.7	0.7	1.3	2.1	5.0	5.2	6.3	10.7	12.1	55.0
I am good at managing my daily responsibilities (N = 1037) ²	1.7	0.4	1.0	1.4	2.2	6.5	5.7	7.5	12.6	13.8	47.3
People are generally pretty friendly towards me (N = 1032) ³	1.9	0.7	1.3	1.3	2.8	8.0	7.8	8.9	15.7	16.0	35.6
I have enough choice about how I spend my time (N = 1036) ⁴	3.5	1.0	1.7	1.8	2.5	7.4	5.2	6.4	14.5	13.5	42.5
I feel that I am learning a lot at the moment (N = 1036) ⁵	0.6	0.4	0.9	0.2	1.7	4.6	4.6	5.3	9.5	14.5	57.7
I feel positive about my future (N = 1038) ⁶	1.1	0.9	0.3	0.8	0.7	3.0	3.3	4.0	8.1	13.1	64.8

¹ Missing cases = 8; ² Missing cases = 8; ³ Missing cases = 13; ⁴ Missing cases = 9; ⁵ Missing cases = 9; ⁶ Missing cases = 7

The distribution of the summated scale containing these six items in Figure 5 suggests an overall high level of psychological well-being for 12 years old children.

Figure 5. Distribution of scores for CW-PSWBS, 12 year old

2.10 Children perceptions about their country

Children's rights

Table 23. Children's responses to questions on children's rights (%), All 3 age groups

		8-year-olds	10-year-olds	12-year-olds	Total
		(1)	(2)	(3)	(4)
I know what rights children have (N1 =1026 ; N2 = 1002; N3 = 1044; N4 = 3072)	No	32.9	24.6	8.4	21.9
	Not sure	12.2	43.9	56.0	37.4
	Yes	54.9	31.5	35.5	40.7
	Total	100.0	100.0	100.0	100.0
I know about the UN Convention on the Rights of the Child (N1 =1014 ; N2 = 1000; N3 = 1042; N4 = 3056)	No	48.9	47.3	16.0	37.3
	Not sure	17.5	29.3	51.3	33.0
	Yes	33.6	23.4	32.6	29.7
	Total	100.0	100.0	100.0	100.0

Overall, almost one in four children said that they knew what the children's rights were. There appears to be a variation on this by age of the children (Table 23). Regarding question on UN Convention on the Rights of the Child, slightly over one in four said they knew about the Convention. 10 years old appeared to be aware of this than the other two age groups.

3. Conclusions

The key aim of this report was to describe children's lives in Bangladesh especially by presenting descriptive results on the way children assessed different aspects of their life for the first time in an international comparative study. Responses to the questions about home and the people children live with show that although 97% of them reported to live with their family, a small number (around 2%) live either with their relatives, non-relative adults, or in children's home run either by NGOs or by Government. Overall, children in three age groups reported to be very happy with people who they live with. Although most of the children were happy with the house or flat where they live, almost one in ten were found to have certain degree of unhappiness this regard.

With regard to friends, overall picture is very positive as most of them reported to be happy with their friends. In this regard, older children were found to have a degree of unhappiness. When compared with their satisfaction with things they learnt at school, children reported to be less happy with other children in their class. Almost one quarter reported to have experience of being bullied (either being hit by or being victim of unkind name-calling or being left out by other children) at least once in previous month.

Regarding local area, majority of eight years old reported to be very happy. However, one in ten from older group reported to have some dissatisfaction with their local area. On material aspects of their lives, almost one in four never worried about the amount of money family has. However, the remaining two-third appeared to worry about this aspect 'always', 'often' or 'sometimes'. Among the three age groups, younger children reported to worry more frequently (almost 25% worry 'always') than their older counterparts.

When asked questions about things they have to assess material deprivation, the highest percentages of affirmative corresponded to having clothes in good condition and equipment/thing children need for school. The two items which they reported to have the least access to were mobile phone (59.3%) and internet at home (56.3%). Overall, they reported to be very happy with their material items. Regarding access to amenities, over half of the children reported their home to have electricity some of the time, six out of ten (62.3%) to have running water and seven out ten (69.6) to have a toilet that flushes.

With regard to time use, nearly six out ten (61.1%) 8 years old children scored the maximum point in scale which suggest they are mostly very happy with time use. Similarly, most of the older children (around 62.4%) also appeared to be happy with the way they use their free time.

Results from the five different measures of subjective well-being suggest that overall, the children in Bangladesh are very happy. However, some children are found to have lower degree of satisfaction in both overall well-being and specific areas of life.

These results, although very descriptive, tell us children's overall life in Bangladesh. This picture comes from their own assessment and evaluation of life. Although more in-depth analysis is required in the next phase, it gives some early indication on areas where children are doing well and where more attention is required. More importantly, as this project uses a child centric approach, it puts children in its center for developing and designing the research for which the results obtained are aligned closely to inform policies guided by children's rights perspectives.

Moreover, the results from this survey in Bangladesh can be linked with the 2030 Agenda for Sustainable Development Goals to which Bangladesh is committed to achieve its target. This is because, as UNICEF (2017) pointed out, the SDGs can only deliver on the promise of equity if policy makers know which children and families are thriving and which are being left behind. These results can help formulating evidence-based policies for improving the situation of children in relation to the SDGs in Bangladesh.

As mentioned in the outset, the report is purposively kept brief and analyses presented are very descriptive. We have identified a number of areas to develop this work further. **Firstly**, in the next phase, we will look into children's response on overall subjective well-being question(s) more closely to develop clear understanding on factors which are closely linked to child well-being inequalities in Bangladesh. **Secondly**, further analysis will be carried out on data linked to specific aspect(s) of children's life in Bangladesh (e.g., satisfaction on local area, satisfaction with life as a student) and identify factors such as gender, rural-urban living, family structure which influence children's satisfaction on those aspects of life. **Thirdly**, because of its comparative nature, this project would allow to conduct further analysis of data to identify similarities and differences on childhood well-being between Bangladesh and other countries which gathered similar data from children in this survey.

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Children's Worlds National Report

BELGIUM

(Flanders)



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1. Introduction

1.1 Context and population

Population⁵

On January first 2018, Belgium counted 11.376.070 inhabitants. The Belgian population lives in three regions: the Flemish Region, the Walloon Region, and the Brussels Capital Region.

Numbers from 2017 show that there were 6,516,011 people in the Flemish region (about 57.5% of the total population), 1 191 604 people living in the Brussels Capital Region (about 10,5% of the total population), and 3 614 473 people in the Walloon Region (about 32% of the total population).

Belgium has three autonomous education systems: for the Flemish community, the French Community and the German-speaking community (which is a very small community consisting of 76,920 people). The questionnaire was held in schools within the Flemish community, situated in the Flemish region and the Flemish-speaking schools in the Brussels Capital region. The communities are responsible for culture, education, and matters relating to the individual (e.g. youth, social welfare, etc.). Therefore, the survey only covers the Flemish community. This is in line with most international surveys where the three communities are treated separately.

Geography

Belgium is a small country of 30.528 km², situated in the west of Europe, sharing borders with the Netherlands, Germany, the Grand Duchy of Luxembourg and France. It is divided into the three regions described above.

Percentage of children⁶

In 2017, there were 1 264 376 children below 18 years old in the Flemish region, 19.40% of the total population in Flanders. There were 438 558 children between 6 and 12 years old, 6.73% of the Flemish population.

In the last 10 years, there has been a decline in children younger than 3 years old (-2,8%). The percentage of children between 3 and 6 years old has been increasing (+6,6%). The biggest increase was within the group of children between 6 and 12 years: +11,9%.

Religion

Numbers of 2018 show that there are around 58% of Roman Catholic Christians, 27% of Atheists of Agnosticists, 7% of Non-Catholic Christians, 5% of Muslims and 3% of other beliefs in Belgium⁷.

Ethnicity and ethnic / cultural groups

Statbel⁵
Kind en Gezin⁶
World Atlas⁷

The two biggest ethnic/cultural groups in Belgium are the Flemish community and the French-speaking Walloon community. There is also a German-speaking minority.

In 2017, 28.1% of the children that were born in Belgium had a mother that did not have the Belgian nationality at birth. The countries where most mothers were born (besides Belgium) are the following ones: Morocco (4.6%), The Netherlands (2.1%), Turkey (1.9%), Poland (1.5%), Romania (1.5%), Congo (0.8%), Bulgaria (0.8%), and Russia (0.7%). The remaining 14.2% consists of other countries.⁸

Economic context:

In 2017, the Gross Domestic Product (GDP) in Belgium was worth 492.68 billion US dollars (= approximately 392 billion EURO).⁹ Belgium ranks among the ten most competitive countries in Europe, although GDP growth weakened since the global financial crisis in 2007. In general, Belgian citizens enjoy high well-being in many dimensions such as work life balance, health, education and civic engagement¹⁰.

1.2 Sampling: Strategy and outcome

Previous surveys in schools taught us that responses can differ according to the educational network and the pupil population of the schools. Therefore, we used a stratified random sample, based on the following indicators:

- Organizing network, consisting of 1) subsidised privately run education, 2) subsidised publicly run education (organized by Municipalities), and 3) GO! (community education).
- Percentage of pupils whose mother has no secondary school diploma

With regard to the second indicator, the schools were divided, based on percentiles, in three equal groups (each comprising one third of the schools):

- Schools with the lowest percentage of lower educated mothers
- Schools which take in a middle position
- Schools with the highest percentage of lower educated mothers

In the sampling design we took into account two types of non-response: the non-response at school level and the non-response at pupil level.

Non-response at the school level was obviated by drawing a second (and eventually a third) sample which was fully matched with the first sample. For each school in the first sample we selected a back-up school in the same stratum (with the same scores on the two stratifying indicators).

Concerning the non-response at pupil-level, previous school research indicates that the pupil response rate is normally situated within the range of 85% to 90%, indicating that of the registered pupils 85% to 90% actually fill out the survey. The non-response comprises

mostly pupils who were not at school at the moment of the data collection (because of illness, truancy, ...), pupils who were on extracurricular activities or outdoor trips. Besides, the non-response comprises also some non-reliable questionnaires. Based on this estimated non-response, the proposed maximum of 50 surveyed pupils per age group in each school and taken into account a margin of error, we proposed a sample 51 schools.

A number of schools were randomly selected, and the average number of pupils per grade in a school decreases with age (or grade). Since we strive for at least 1000 pupils in each grade, it was advisable to take the mean number of pupils in year 6 as an indicator for defining the number of schools in our sample. In large schools with more than 50 pupils per grade and more than 2 classes per grade, 2 classes were randomly selected with equal probability. In schools with 50 or less pupils per grade, all pupils were surveyed.

2. Results

2.1 The participants¹¹

In total, 3,322 children from the Flemish community took part in the questionnaire. Most children were between 7 and 12 years old. The youngest participant was 6 years old and the oldest was 13 years old.

There were 1,076 children from the 6th grade, most of them 11 and 12 years old (further referred to as the 12 year olds): 59.6% of them were 11 years old and 36.7% was 12 years old. 50.1% of the children from 6th grade were boys and 49.9% were girls.

There were 1,112 children from 4th grade taking part in the questionnaire. They were mainly 9 and 10 years old: 55.8% among them were 9 years old and 36.8% were 10 years old (further referred to as the 10 year olds). Just as in 6th grade, there was a balanced gender distribution: 50.5% of the participants from 4th grade were boys and 49.5% of them were girls.

Lastly, 1,134 children from 2nd grade participated in the questionnaire. Most of them were 7 and 8 years old (further referred to as the 8 year olds): 60.8% of them were 7 years old and 34.7% were 8 years old. In this group, there were proportionally more boys, but the difference was not significant: 52.6% of the children in 2nd grade were boys and 47.4% were girls

Table 1. Children's gender by age (Numbers, (%))

	8 year old	10 year old	12 year old	Total
Boy	586 (52.6)	548 (50.5)	529 (50.1)	1663 (51.1)
Girl	529 (47.4)	537 (49.5)	526 (49.9)	1592 (48.9)
Total	1115 (100)	1085 (100)	1055 (100)	3255 (100)

Missing: 67 (2%)

The numbers in this section differ from the numbers in the final sample because of weighting and cleaning processes. ¹¹

2.2 The home and the people children live with

Table 2. First home only (n=1899) (10yo and 12yo) (%)

First home %	
Mother and father	89.7
Mother and partner	1.8
Father and partner	0.4
Lone mother	5.1
Lone father	0.5
Other	2.4
Total	100.0

89.7% of children (10yo and 12yo) who live in one home indicate that they are living with their mother and father. 5.1% lives with their mother only, and 0.5% lives with their father only. There are 1.8% of the children that live with their mother and partner, and 0.4% that live with their father and partner. 2.4% indicates to have another family situation.

Table 3. Children who live in two houses (n=316) (10yo and 12yo) (%)

First home		Another home	
Mother and father	6	Mother and father	5
Mother and partner	35.0	Mother and partner	6.3
Father and partner	5.1	Father and partner	38.2
Lone mother	40.9	Lone mother	9.7
Lone father	8.8	Lone father	37.1
Other	4.2	Other	3.6
Total	100.0	Total	100.0






Most of the children who live in two houses respond that, in their first home, they live with their mother (40.9%) or with their mother and partner (8.8%). In the second home, most indicate to live with their father only (37.1%) or their father and partner (38.2%).

Table 4. The home you live in (%)

First home	
Family	97.2%
Foster home	0.7%
Children's home	0.3%
Another type of home	1.7%

Missing: 39 (1.8%)

Table 5. a. Satisfaction with the people you live with (8yo) (%)

Satisfaction with ...					
The people you live with	1.5	1.4	4.5	19.4	73.1

Missing: 23 (2%)

Table 5. b. Satisfaction with the people you live with (10yo and 12yo) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The people you live with	0.4	0.3	0.2	0.05	0.09	3.4	2.2	4.9	13.6	20.7	53.1

Missing: 79 (3.6%)

A majority of children reports to be (very) satisfied with the people they live with. 92.5% of the 8 year olds indicate to be (very) satisfied, and 92.3% of the 10 year olds and 12 year olds gives a 7 out of 10 or more on satisfaction with the people they live with.

Table 6. a. Family experience (all age groups) (%)

	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	2.4	2.8	6.6	13.3	74.9
If I have a problem, people in my family will help me	2.7	3.8	8.1	15.9	69.7
We have a good time together with my family	1.9	2.6	9.4	17.8	68.3
I feel safe at home	2.7	2.8	4.8	12.0	77.7
My parents listen to me and take what I say into account	4.2	4.5	14.5	26.8	50.1

Missing: 221 (6.7%), 142 (4.3%), 109 (3.3%), 133 (4%), 206 (6.2%)

In general, children in the Flemish community are positive about their family life: 89.7%¹² indicates that they feel safe at home, 88.2% says that there are people in their family who care about them, 86.1% agrees with the sentence 'we have a good time together with my family' and 85.6% feels that they can count on help of their family when they have a problem. Children are less convinced about the sentence 'My parents listen to me and take what I say into account', however, there is still a majority that agrees (76.9%).

10 year old and 12 year old children were given two extra items about decision making. The results show that in general, children feel that their parents involve them in decisions: 77.2% of the children (totally) agree with the statement that they make decisions together with their parents about their life and 65.9% (totally) agrees with the sentence that they can make decisions together within their family. Hence, children are more involved in decisions concerning themselves, and less in decisions that don't concern them directly.

We take the categories 'agree a lot' and 'totally agree' together¹²

2.3 The home where children live

A majority of the children reports to be satisfied with the house they live in: 88.1% of the 8 year olds indicate to be (very) satisfied, and 94.5% of the 12 year olds score a 7 out of 10 or more on the house they live in.

75.6% of the 10 year olds and 12 year olds sleeps in his/her own room, 24,2% shares his/her room with somebody else. Only 0.1% of the children reports not to have a bed of their own, 3.8% shares a bed with other people.

6.4% of the 10 year olds and 12 year olds reports not having a quiet place to study, 10.6% indicates that they are not sure, and 83.3% of them report to have a quiet place to study in their home.

Table 7.a. Satisfaction with the house or flat where you live (8 yo) (%)


Satisfaction with ...					
the house or flat where you live	2.7	2.2	7.0	14.7	73.4

Table 7.b. Satisfaction with the house or flat where you live (10 yo & 12 yo) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
the house or flat where you live	0.7	0.2	0.2	0.4	0.4	1.9	1.7	3.6	9.8	19.1	62.0






Table 8. Things you have (%)

Whether you have ...	10 & 12 year-old
Own room	75.5
Own bed	96.2
Place to study	83

Missing: 40 (1.8%), 24 (1.1%), 24 (1.1%)

2.4 Friends

Table 9. a. Satisfaction with friends (8yo) (%)

Satisfaction with ...					
Your friends	2.3	2.1	7.0	20.4	68.3

Missing: 28 (2.5%)

Table 9. b. Satisfaction with friends (10yo and 12yo) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your friends	0.4	0.6	0.3	0.7	1.0	3.0	3.3	8.4	16.5	22.4	43.3

Missing: 49 (2.2%)

Table 9 .a. shows that 88.7% of the 8 year olds is (very) satisfied with his/her friends, while table 9. b. illustrates that 90% of the 10 and 12 year olds give a score of 7 out of 10 or more on satisfaction with friends.

Table 10. Sentences about friends (all age groups) (%)






	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I have enough friends	5.6	4.6	7.1	15.7	67
My friends are usually nice to me	3.4	5.4	13.8	26.8	50.5
Me and my friends get along well together	3.4	4.7	13.2	26.8	51.7
If I have a problem, I have a friend who will support me	4.1	5	11.9	21.5	57.4

Missing: 172 (5.2%), 112 (3.4%), 144 (4.3%), 181 (5.4%)

Generally, children are positive about their friends. 82.7% (totally) agrees with the sentence 'I have enough friends', 78.9% reports that they have a friend who will support them if they have a problem, 78.8% thinks they get along well with their friends, and 77.3% says that their friends are usually nice to them. Although small, there is still a meaningful number (about 10%) of children that does not agree with these sentences. Approximately one tenth does experience problems in terms of friendship.

2.5 School

Table 11. a. Satisfaction at school (8yo) (%)

Satisfaction with ...					
Life as a student	4.5	4.4	14.4	29.1	47.6
Things you have learned at school	2.9	3.5	11.6	26.9	55.2
Other children in your class	2.4	3.2	12.2	21.3	60.8

Missing: 21 (1.9%), 27 (2.4%), 19 (1.7%)

Table 11. b. Satisfaction at school (10yo and 12yo) (%)

	0	1	2	3	4	5	6	7	8	9	10
Life as a student	1.4	0.4	1.1	1.1	2.0	5.2	5.2	11.3	22.2	24.6	25.6
Things you have learned at school	0.6	0.3	0.7	1.0	1.4	3.1	3.1	8.8	19.4	25.3	36.2
Other children in your class	0.7	0.6	0.8	1.3	2.4	5.0	6.3	12.4	19.2	23.8	27.5

Missing: 24 (1.1%), 40 (1.8%), 63 (2.9%)

Table 11.a. shows that approximately 8 out of 10 children are (very) happy with the things they learn at school (82.1%), with other children in their class (82.1%) and with his/her life as a student (76.7%).

The 10 year olds and 12 year olds scored a 7 out of 10 or more on every item: things learned at school (89.7%), life as a student (83.7%) and other children in their class (82.9%).

Table 12. a. School experience (all age groups) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
My teachers care about me	4.2	4.2	13.8	28.9	48.8
If I have a problem at school, my teachers will help me	2.7	3.6	10	23	60.6
If I have a problem at school, other children will help me	4.3	4.9	15	30.3	45.5
There are a lot of arguments between children in my class	17.2	18.5	26.3	17.3	20.8
My teachers will listen to me and take with I say into account	4.3	5.6	14.5	27.6	48
I feel safe at school	4.3	4.1	8.4	20.5	62.7

Missing: 421 (12.7%), 121 (3.6%), 203 (6.1%), 253 (7.6%), 261 (7.9%), 163 (4.9%)

Table 12. b. School experience (10yo and 12yo) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
At school, I have opportunities to make decisions about things that are important to me	16.1	12.9	23	26.7	21.4
At school, I can participate in decisions that are made (extra question)	4.4	6.4	16.1	33	40.1

Missing: 216 (90.9%), 255 (11.7%)

Just as sentences about family, friends and neighbourhood, children are generally positive about their life at school. More than three quarters of the children (totally) agrees with the following sentences: 'if I have a problem at school, my teachers will help me' (83.6%), 'I feel safe at school' (83.2%), 'my teachers care about me' (77.7%), 'if I have a problem at school, other children will help me' (75.8%) and 'my teachers listen to me and take what I say into account' (75.6%). There is more disagreement about arguments between children. More than one third of the children says that there are a lot of arguments between children in their class.

10 year old and 12 year old children got two extra items about decision making at school. 73.1% of them (totally) agrees with the statement 'at school, I can participate in decisions that are made'. They respond less pronounced on the sentence 'at school, I can participate in decisions that are made': 48.1% (totally) agrees.

Table 13. How often in the last month have you been... (All age groups) (%)






How often in the last month have you been...	Never	One time	Two or three times	More than three times
... hit by other children in your school (not including fighting or play fighting)	56.7	19.1	11.9	12.3
... called unkind names by other children in your school	44.3	22.1	16.2	17.4
... left out by other children in your class	60.5	17.9	11.2	10.4

Missing: 421 (12.7%), 403 (12.1%), 386 (11.6%)

The numbers of physical and verbal aggression at school are noteworthy: 43.3% reports to be hit at least once in the last month, 55% says they have been called unkind names and 39.5% says they were left out at least once during the last month.

2.6 The area where children live

Table 14. a. Satisfaction with local area (8yo) (%)

Satisfaction with ...					
The area where you live	3.7	2.5	8.0	18.5	67.3

Missing: 51 (4.5%)

Table 14. b. Satisfaction with local area (10yo and 12yo) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The area where you live	1.0	0.6	0.3	0.7	1.0	3.0	3.3	8.4	16.5	22.4	43.3

Missing: 99 (4.5%)

Table 14. a. shows that 85.8% of the 8 year olds is (very) satisfied with their local area. Table 14. b. shows the results of the 10 year olds and 12 year olds: 89.2% gives their local area a score of 7 out of 10 or more.

Table 15. a. Local area experience (all age groups) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I feel safe when I walk around the area I live in	5.5	5.1	12.2	24.2	53
In my area, there are enough places to play and have a good time	9	6.7	11.4	16.6	56.4
If I have a problem, there are people in my local area who will help me	13.3	8.8	13.4	19	45.4
Adults in my local area are kind to children	3.9	4.1	10.7	21.4	59.9
Adults in my area listen to children and take them seriously	10.4	8.6	18	23.2	39.8

Missing: 176 (5.3%), 164 (4.9%), 364 (11%), 298 (9%), 626 (18.8%)

Table 15. b. Local area experience (10yo and 12yo) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
In my local area, I have opportunities to participate in decisions about things that are important to children	25.1	13.7	29.5	19.9	21.9

Missing: 406 (18.6%)

The above tables (15. a. & 15 .b.) show how children experience their local area. The majority of the children agrees with the following sentences: 'adults in my local area are kind to children (81.3%), 'I feel safe when I walk around in the area I live in' (77.2%) and 'In my area, there are enough places to play and have a good time' (73%).

Their opinions are less pronounced on the statement that there are people in their local area who will help them if they have a problem (64.4%) and that the adults in their area listen to

children and take them seriously (63%). More than one tenth does not agree with those statements.

Taking those numbers in mind, we could say that children would evaluate their local area as a nice place to spend their time. However, when it comes to their area as a place where children are listened to and where they will receive help if they have a problem, we observe a more moderate score.






2.7 Money and the things children have

Table 16. Worries about money (all age groups) (%)

	8 year-old	10 year-old	12 year-old	Total
Never	39.8	45.9	56.2	47.3
Sometimes	24.9	33.9	33	30.6
Often	12.8	10.7	8.2	12
Always	22.4	9.6	2.6	10.6
Total	100.0	100.0	100.0	100.0

Missing: 179 (5.4%)

Table 17. a. Satisfaction with the things you have (8yo) (%)

Satisfaction with ...					
all the things you have	1.2	0.9	3.1	15.3	79.5

Missing: 66 (5.8%)

Table 17. b. Satisfaction with the things you have (10yo and 12yo) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
all the things you have	0.2	0.1	0.2	0.2	0.3	1.4	1.0	2.5	7.8	19.1	67.1

Missing: 46 (2.1%)

It is remarkable that 20.4% of the children often or always worries about how much money their family has, although the satisfaction scales show a more positive image: 94.8% of the 8 year olds is (very) satisfied with the things they have. Among the 10 and 12 year olds, 96.5% gives a score of 7 out of 10 or more on their satisfaction with the things they have.

Table 18. Food to eat (all age groups) (%)

	8 year-old	10 year-old	12 year-old	Total
Never	1.4	0.2	0.0	0.5
Sometimes	3.6	2.4	0.6	2.2
Often	12.1	8.7	4.9	8.6
Always	82.9	88.7	94.5	88.7
Total	100.0	100.0	100.0	100.0

Missing: 179 (5.4%)

Table 19. Things children 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	24	76	23.7	76.3	16	84.0	21.2	78.8
Enough money for school trips and activities	18.4	81.6	3.7	96.3	1	99	7.7	92.3
Access to the Internet at home	10.7	89.3	2.1	97.9	0.8	99.2	4.5	95.5
The equipment/things you need for sports and hobbies	14.6	85.4	6	94	2.9	97.1	7.8	92.2
Pocket money/ money to spend on yourself	28.9	71.1	26.8	73.2	30.1	69.9	28.6	71.4
Two pairs of shoes	19.9	80.1	14.2	85.8	6.4	93.6	13.5	86.5
A mobile phone	53.9	46.1	44.2	55.8	16.4	83.6	38.2	61.9
The equipment/things you need for school	7	93	2.2	97.8	0.9	99.1	3.4	96.6

Missing: 128 (3.9%), 135 (4.1%), 120 (3.6%), 116 (3.5%), 138 (4.2%), 122 (3.7%), 125 (3.8%), 108 (3.3%)

Table 20. Things at home (10yo and 12yo) (%)

	None	One	Two	More than two
How many bathrooms (rooms with a bath/shower or both) are in your home?	0.7	64.4	28.6	6.2
How many cars, vans or trucks does your family own?	4.4	27.2	53.4	15
How many computers, laptops and/or tablets does your family own?	1.3	10.3	17.8	70.6

Missing: 31 (1.4%), 30 (1.4%), 34 (1.6%)

Table 21. Washing machine at home (12yo and 12yo) (%)

Have a washing machine	98.9
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Missing: 31 (1.4%)

89.2% of the children always has enough food to eat. 2.6% of them reports that they never or sometimes have enough food, and 8.2% says they usually have enough food to eat every day.

At least 80% of the children has the following things: access to the internet at home (95.8%), the things they need for school (93%), things they need for sports and hobbies (92.8%), enough money for school trips and activities (92.7%), two pairs of shoes in good condition (86.9%). The last item shows a difference with the item on clothes in good condition: more than 1/5th of the children reports that they don't have clothes in good condition (78.9% does have). 71.4% of the children has pocket money. There are fewer children that have a mobile phone, yet 61.7% of the children reports to have one.

Table 22. Family vacations (10yo and 12yo) (%)






	Not at all	Once	Twice	More than twice
In the last 12 months, did you travel away on holiday with your family ?	11.3	23.2	25.5	39.8

Missing: 46 (2.1%)

11.3% of the children have not been on a vacation with their family during the last year. On the other hand, 40% of the children have been more than twice on a vacation. 11.1% of them report that these vacations were not outside of Belgium, and 30% of them says that two or more of these vacations were abroad.

2.8 Time use

Table 23. Satisfaction with time use (8yo) (%)

Satisfaction with ...					
How you use your time	2.5	1.3	5.8	22.1	68.4

Missing: 92 (8.1%)

Table 24. Satisfaction with time use and amount of free time (10yo and 12yo) (%)

	0	1	2	3	4	5	6	7	8	9	10
Time use	0.4	0.3	0.2	0.4	0.6	2.0	2.3	6.2	16.8	29.0	41.8
Amount of free time	0.7	0.4	0.3	0.8	1.4	2.5	3.2	6.8	15.5	22.6	45.8

Missing: 55 (2.5%), 67 (3.1%)

The above tables show that 90.5% of the 8 year olds reports to be (very) satisfied with the way they spend their time. Amongst the 10 and 12 year olds, 93.8% scores a 7 out of 10 or more on their time use. They were also asked about how satisfied they are with the amount of free time they have (=time in which they can do what they want). 90.7% of them gave this item a 7 out of 10 or more.

2.9 Subjective well-being: how children feel about their lives (10yo and 12yo)

OLS (Overall Subjective Well-Being) – One question about satisfaction with life as a whole.

Table 25. OLS

	10yo	12yo
Mean	89.7	90.8
Percentage below 50	6.2%	3.1%

Children were asked how satisfied they are with their life as a whole. The mean percentage on a scale from 0-100 for the 10 year olds is 89.7%, and 90.8% for the children in the oldest age category. More children in the 10 year old category report a low well-being (score below 50) than children from the 12 year old category: respectively 6.2% and 3.1%.

CW-SWBS (Children's Worlds Subjective Well-Being Scale) – 6 items measuring cognitive subjective well-being (Based on the Student Life Satisfaction Scale by Huebner, 1991)

Table 26. CW-SWBS (%)

	10yo	12yo
Mean	86.7	87.9
Percentage below 50	6.9	3.9

Taking together the items measuring cognitive subjective well-being results in comparable results for both age categories: a satisfaction score of 86.7% for the 10 year olds and 87.9% for the 12 year olds. Again, we see some differences in low well-being: almost 7% within the category of the 10 year olds compared with almost 4% in the category of the 12 year olds.

CW-DBSWBS (Children's Worlds Domain Based Subjective Well-Being Scale) – 5 items measuring domain based cognitive subjective well-being (based on the Brief Multidimensional Student Life Satisfaction Scale by Seligson, Huebner & Valois, 2003)

Table 27. CW-DBSWBS (%)

	10yo	12yo
Mean	85.8	85.5
Percentage below 50	3.9	1.3

Taking together the satisfaction on the different life domains, we observe almost the same mean satisfaction scores within the two age categories: 85.8% (10yo) and 85.5% (12yo).

Again, low well-being is higher among the 10 year olds (3.9%) than among the 12 year olds (1.3%).

CW-PNAS (Children's Worlds Positive and Negative Affect Scale) - 6 items measuring affective subjective well-being: positive and negative affect (based on Barrett & Russell, 1998)

Table 28. PAS (%)

	10yo	12yo
Mean	80.7	78.5
Percentage below 50	5	4

The items measuring positive affect result in a mean score of 80.7% (10yo) and 78.5% (12yo). 5% of the 10 year olds gives a score below 50, and 4% of the 12 year olds gives a score below 50.

Table 29. NAS (%)

	10yo	12yo
Mean	41.4%	37.6%
Percentage below 50	67.3%	74.9%

The negative affect scale results in a mean score of 41.4% for the 10 year olds, and 37.6% of the 12 year olds.

CW-PSWBS (Children's Worlds Psychological Subjective Well-Being Scale)- 6 items measuring psychological subjective well-being (based on Ryff, 1989)

Table 30. CW-PSWBS (%)

	12yo
Mean	86.9
Percentage below 50	2.2

The 12 year olds were asked about their psychological subjective well-being, resulting in a mean score of 86.9%. A score lower than 50 is reported by 2.2% of the 12 year olds.

2.10 Children perceptions about their country

Table 31. Children's rights (all age groups) (%)

	No	Not sure	Yes
I know what rights children have	18.4	38.5	43.1
I know about the UN Convention on the Rights of the Child	36.2	39.3	24.5

Missing: 210 (6.3%), 235 (7.1%)

In the Flemish community, knowledge and understanding of children's rights is part of the education goals in primary education. However, the way in which these goals are met varies per school. The above table shows that a substantial part of the children knows what rights they have (43.1%). 18.4% does not know what rights they have. The knowledge about the UN Convention on the Rights of the Child is more limited: approximately one quarter reports to know something about the convention, 40% is not sure about it and 36.2% of the children say they don't know anything about it.

3. Conclusions

In general, we could say that the results of the questionnaire present a positive image of the subjective well-being of children in Flanders. Flemish children report to be (very) satisfied with specific life domains as well as with their life in general. They are satisfied with the house they live in, the relationships with people they live with, their friends and school. They feel safe in their local area, have a lot of material things (e.g. computers) and are satisfied with the things they have.

However, this conclusion needs some nuances. Firstly, the data show some specific points of attention. The numbers of physical (fights) and psychological (being left out and called unkind names) violence is quite high. One out of three children (33.2%) reports that there are several physical fights per week at school, and 20-30% of the children reports that children were being called unkind names or left out during the last month. All age categories report lower satisfaction scores on the domain school then on other life domains. Given the drastic impact this can have on the functioning and development of children, these percentages should not be ignored.

Secondly, when it comes to children's well-being, we should not only focus on mean scores. A part of the children grows up in vulnerable and difficult situations. The results show that 16.7% of the children does not have a quiet place to study, 3-10% of the children does not have (a good relation with) friends, 10% is not very satisfied with life at school, more than 20% often worries about money and more than 10% is not sure if they have enough food to eat every day. Depending on the item, numbers vary, and there can be specific reasons found why some of the children report high scores without living in deprived circumstances. Nevertheless, these numbers globally correspond with other statistics about deprivation and poverty that show that, in a wealthy region like Flanders, too much children grow up in

suboptimal circumstances¹³. Given the extensive survey that shows (1) how crucial this life stage is for aspects such as school success and general psychosocial development of children and (2) how poverty and deprivation have a sustainable impact on people, these numbers are a clear signal to continuously take these difficulties into account and be aware of the persistent influence of migration background and economic situation. Seen from a children's rights perspective, we should not only take *average* children into account, but *every* child, and especially those in specific vulnerable situations.

Lastly, the results show that life satisfaction among 10 and 12 year olds strongly correlates with satisfaction about how they are being listened to by adults¹⁴. Numbers of the 12 year olds show that 25,9% of them often or always worries about things that happen in Belgium.

In policy design, it will be of great importance to listen to children's opinions and to approach them as full citizens who are able to express their own feelings of well-being as well as to participate in decision-making in their own lives and in the broader society.

KeKi¹³

This conclusion is based on initial regression analyses and thus goes further than descriptive analyses¹⁴

Children's Worlds National Report

BRAZIL



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1. Introduction

1.1 Context and population

According to the Ministry of Education, there are 2,486,835 children enrolled in elementary school (from 6 to 14 years old) summing the population of the five selected cities (145,527 in Porto Alegre; 49,440 in Florianópolis; 220,541 in Curitiba; 738,722 in Rio de Janeiro and 1,332,605 in São Paulo). The school samples can be stratified by type of school. In Brazil, there are two main types of schools, public (federal, state, and municipal) or private. Children are enrolled in public (about 70%) and private schools (about 30%), and the difference is related to socioeconomic status (children with higher socioeconomic status are usually studying in private schools).

1.2 Sampling: Strategy and outcome

Considering the number of schools in the five cities, there are 16,991 elementary schools (public and private schools together). We have randomly select the schools from the list of education secretary by the type of school strata in each city (there were selected 7 public and 3 private schools in each city). The total number of schools we about 10 per city, totalizing about 50 schools.

We have randomly selected one class for each Year (3rd, 5th and 7th) in each school. We have considered that there were about 20 children for class that would bring the consent term signed by their parents, so there would be about 60 children per school (20 of each Year). So, 60 children per 50 schools would result in 3.000 children.

Questionnaires were collected in elementary schools, and considering that some children forgot to bring the consent term signed, the initial sample were 960 in Year 3 (8 years-old), 925 in Year 5 (10 years-old) and 925 children in Year 7 (12 years-old), from five capital cities of the following Brazilian States: Rio Grande do Sul (Porto Alegre city), Santa Catarina (Florianópolis), Paraná (Curitiba), São Paulo (São Paulo) and Rio de Janeiro (Rio de Janeiro). The initial data sample was of 2,810 children.

After data cleaning, the final questionnaires collected in elementary schools were 887 in Year 3 (8 years-old), 886 in Year 5 (10 years-old) and 901 children in Year 7 (12 years-old), from 5 capital cities of the following Brazilian States: Rio Grande do Sul (Porto Alegre city), Santa Catarina (Florianópolis), Paraná (Curitiba), São Paulo (São Paulo) and Rio de Janeiro (Rio de Janeiro). The final cleaned data sample was of 2,674 children.

2. Results

2.1 The participants

Table 1. Age by gender (Numbers, (%))

	8 year-old	10 year-old	12 year-old	Total
Boy	425(47.9)	386(43.6)	403(44.7)	1214(45.4)
Girl	459(51.7)	495(55.9)	482(53.5)	1436(53.7)
Total	884(99.7)	881(99.4)	885(98.2)	2650(99.1)

8 year-old: Missing = 3 (0.3%); 10 year-old: Missing = 5 (0.6%); 12 year-old: Missing = 16 (1.8%)






2.2 The home and the people children live with:

Table 2. Home type (10 & 12 year old) (%)

	10 year old	12 year old
I live with my family	93.1	94.8
I live in a foster home	3.3	3.0
I live in a children's home	0.9	0.1
I live in another type of home	2.0	1.7
Total	99.3	99.6

10 year-old: Missing = 6 (0.7%); 12 year-old: Missing = 4 (0.4%)

Table 3. Satisfaction with the people you live with (8 year-old) (%)

Satisfaction with ...					
The people you live with	0.5	0.7	3.4	13.1	81.8

Missing = 5 (0.6%)

Table 4. Satisfaction with the people you live with (10 & 12 years old) (%)

Satisfaction with the people you live with ...	0	1	2	3	4	5	6	7	8	9	10
10 year-old	0.9	0.8	0.7	1.0	1.8	2.5	1.2	3.8	4.3	12.3	63.9
12 year-old	1.0	0.3	0.2	1.0	2.1	4.2	3.0	5.9	10.1	15.8	53.8

10 year-old: Missing = 60 (6.8%); 12 year-old: Missing = 23 (2.6%)






Table 5. Variations in questions about home and family (All age groups; means)

	Family care	Family help problem	Good time together	Feel safe	Parents listen	Make joint decision
8 year-old	3.48	3.49	3.49	3.51	3.02	*
10 year-old	3.42	3.45	3.34	3.45	2.60	2.66
12 year-old	3.28	3.16	3.15	3.37	2.41	2.30
Total	3.39	3.36	3.32	3.44	2.67	2.48

(*) Not asked in Brazil

2.3 The home where children live:

Table 6. Satisfaction with the house or flat where you live (8 year-old) (%)

Satisfaction with ...					
the house or flat where you live	1.0	2.3	4.6	16.2	75.4

Missing = 4 (0.5%)

Table 7. Satisfaction with the house or flat where you live (10 & 12 years old) (%)

Satisfaction with the house or flat where you live	0	1	2	3	4	5	6	7	8	9	10
10 year-old	1.4	0.7	0.9	1.4	1.4	2.9	1.1	3.3	5.6	11.6	67.8
12 year-old	1.1	0.3	0.9	1.9	2.2	3.8	3.6	5.8	11.1	15.3	53.3

10 year-old: Missing = 17 (1.9%); 12 year-old: Missing = 3 (0.3%)

Table 8. Things you have (10 & 12 years old) (%)

Whether you have ...	10 year-old	12 year-old
Own room	49.2	55.8
Own bed	84.3	88.6
Place to study	87.6	86.5






Own room missing: 10 year-old = 9 (1.0%); 12 year-old = 5 (0.6%)

Own bed missing: 10 year-old = 3 (0.3%); 12 year-old = 5 (0.6%)

Place to study missing: 10 year-old = 6 (0.7%); 12 year-old = 0 (0.0%)

2.4 Friends:

Table 9. Satisfaction with your friends (8 year-old) (%)

Satisfaction with ...					
Your friends	1.0	2.4	7.1	18.9	70.3

Missing = 2 (0.2%)

Table 10. Satisfaction with your friends (10 & 12 years old) (%)

Satisfaction with your friends	0	1	2	3	4	5	6	7	8	9	10
10 year-old	1.0	0.2	0.9	1.7	1.1	4.1	3.2	5.8	9.4	16.6	54.5
12 year-old	1.7	0.4	1.8	1.9	2.2	5.8	3.4	6.9	13.4	22.6	39.2

10 year-old: Missing = 14 (1.6%); 12 year-old: Missing = 6 (0.7%)

Table 11. I Have enough friends (All age groups) (%)

I have enough friends	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
8 year-old	10.4	10.8	4.4	17.2	52.2
10 year-old	12.5	14.1	7.2	20.2	43.1
12 year-old	12.1	14.9	11.2	21.2	38.6

8 year-old: Missing = 44 (5.0%); 10 year-old: Missing = 25 (2.8%); 12 year-old: Missing = 18 (2%)

Table 12. My friends are usually nice to me (All age groups) (%)

My friends are usually nice to me	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
8 year-old	4.2	8.7	6.1	21.8	56.8
10 year-old	3.6	10.8	9.7	26.0	47.2
12 year-old	5.4	12.9	13.0	31.4	36.3

8 year-old: Missing = 22 (2.5%); 10 year-old: Missing = 24 (2.7%); 12 year-old: Missing = 9 (1.0%)

Table 13. Me and my friends get along well together (All age groups) (%)

Me and my friends get along well together	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
8 year-old	4.2	9.0	7.4	19.6	56.6
10 year-old	2.4	8.9	7.8	24.3	54.3
12 year old	4.4	8.9	10.5	25.5	48.7

8 year-old: Missing = 28 (3.2%); 10 year-old: Missing = 21 (2.4%); 12 year-old: Missing = 17 (1.9%)






Table 14. If I have a problem, I have a friend who will support me (All age groups) (%)

If I have a problem, I have a friend who will support me	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
8 year-old	5.4	4.6	4.6	18.9	61.8
10 year-old	6.4	7.9	7.2	18.5	56.4
12 year-old	7.3	10.3	9.5	17.8	51.6

8 year-old: Missing = 41 (4.6%); 10 year-old: Missing = 31 (3.5%); 12 year-old: Missing = 31 (3.4%)

2.5 School:

Table 15. Satisfaction with school life (8 year-old) (%)

Satisfaction with ...					
Life as a student	1.5	1.0	7.1	22.3	66.9
Things you have learned	0.6	0.8	2.9	17.5	76.9
Other children in your class	1.9	3.4	13.1	25.9	54.0

Missing: Life as a student = 11 (1.2%); Things you have learned = 12 (1.4%); Other children in your class = 15 (1.7%)

Table 16. Satisfaction with life as a student (10 & 12 years old) (%)

Satisfaction with life as a student	0	1	2	3	4	5	6	7	8	9	10
10 year-old	1.2	0.5	0.2	0.9	1.5	2.6	2.8	4.2	11.1	19.3	53.2
12 year-old	1.8	0.7	1.0	1.9	2.0	6.4	6.3	12.9	19.0	19.6	27.3

10 year-old: Missing = 23 (2.6%); 12 year-old: Missing = 10 (1.1%)

Table 17. Satisfaction with things you have learned. (10 & 12 years old) (%)

Satisfaction with things you have learned	0	1	2	3	4	5	6	7	8	9	10
10 year-old	1.1	0.1	0.0	0.6	0.5	2.0	1.8	3.2	4.3	16.0	68.3
12 year-old	0.6	0.0	0.7	0.7	0.8	4.8	3.6	7.9	17.4	24.0	39.0

10 year-old: Missing = 19 (2.1%); 12 year-old: Missing = 7 (0.8%)

Table 18. Satisfaction with other children in your class (10 & 12 years old) (%)

Satisfaction with other children in your class	0	1	2	3	4	5	6	7	8	9	10
10 year-old	2.5	0.7	0.7	1.5	2.0	4.3	3.8	8.0	16.4	20.7	36.0
12 year-old	4.4	1.2	2.7	4.4	5.5	7.7	8.8	12.0	15.0	17.0	19.0

10 year-old: Missing = 31 (3.5%); 12 year-old: Missing = 21 (2.3%)

Views about school (All age groups) (%)

Table 19. My teachers care about me (All age groups) (%)

My teachers care about me	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
8 year-old	3.8	5.9	5.5	19.8	57.6
10 year-old	3.3	10.0	11.4	25.4	46.4
12 year-old	8.3	21.2	19.4	24.4	22.4

8 year-old: Missing = 65 (7.3%); 10 year-old: Missing = 31 (3.5%); 12 year-old: Missing = 38 (4.2%)

Table 20. If I have a problem at school, my teachers will help me (All age groups) (%)

If I have a problem at school, my teachers will help me	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
8 year-old	3.8	5.1	6.1	20.4	60.7
10 year-old	4.0	10.0	8.9	26.6	46.4
12 year-old	10.0	18.8	17.0	21.6	28.3

8 year-old: Missing = 35 (3.9%); 10 year-old: Missing = 9 (1.0); 12 year-old: Missing = 29 (4.3%)

Table 21. If I have a problem at school, other children will help me (All age groups) (%)

If I have a problem at school, other children will help me	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
8 year-old	7.8	9.7	9.0	23.3	42.8
10 year-old	9.1	14.9	12.5	25.8	32.5
12 year-old	13.5	18.8	22.0	22.9	18.9

8 year-old: Missing = 65 (7.3%); 10 year-old: Missing = 45 (5.1%); 12 year-old: Missing = 36 (4.0%)

Table 22. There are a lot of arguments between children in my class (All age groups) (%)

There are a lot of arguments between children in my class	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
8 year-old	15.4	14.0	8.8	17.5	37.9
10 year-old	15.7	20.5	11.4	14.9	33.4
12 year-old	10.5	19.9	13.8	19.9	33.6

8 year-old: Missing = 57 (6.4%); 10 year-old: Missing = 36 (4.1%); 12 year-old: Missing = 21 (2.3%)

Table 23. My teachers listen to me and take what I say into account (All age groups) (%)

My teachers listen to me and take what I say into account	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
8 year-old	5.4	8.6	8.2	21.0	48.7
10 year-old	6.4	14.0	13.3	27.1	32.6
12 year-old	11.2	22.3	20.3	22.0	19.9

8 year-old: Missing = 72 (8.1%); 10 year-old: Missing = 58 (6.5%); 12 year-old: Missing = 39 (4.3%)

Table 24. At school I have opportunities to make decisions about things that are important to me (10 & 12 years old) (%)

At school I have opportunities to make decisions about things that are important to me	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
10 year old	8.0	7.8	11.2	23.3	45.0
12 year old	9.7	14.9	17.6	22.9	29.6

10 year-old: Missing = 42 (4.7%); 12 year-old: Missing = 48 (5.3%)

Table 25. I feel safe at school (All age groups) (%)

I feel safe at school	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
8 year-old	4.5	6.3	4.3	15.9	65.5
10 year-old	4.2	10.3	8.5	19.0	54.7
12 year-old	7.3	14.5	13.7	23.0	39.6

8 year-old: Missing = 31 (3.5%); 10 year-old: Missing = 30 (3.4%); 12 year-old: Missing = 17 (1.9%)

Bullying (All age groups) (%)

Table 26: How often: Hit by other children in your school (All age groups) (%)

How often: Hit by other children in your school	Never	Once	Two or 3 times	More than three times
8 year-old	55.6	20.6	6.5	8.6
10 year-old	66.9	17.2	6.8	5.3
12 year-old	69.9	17.0	6.9	3.8

8 year-old: Missing = 77 (8.7%); 10 year-old: Missing = 34 (3.8%); 12 year-old: Missing = 22 (2.4%)

Table 27. How often: Called unkind names by other children in your school (All age groups) (%)

How often: Called unkind names by other children in your school	Never	Once	Two or 3 times	More than three times
8 year-old	51.6	14.7	9.5	18.0
10 year-old	49.1	18.3	12.8	16.7
12 year-old	39.7	21.8	13.9	21.5

8 year-old: Missing = 55 (6.2%); 10 year-old: Missing = 28 (3.2%); 12 year-old: Missing = 28 (3.1%)


Table 28. How often Left out by other children in your class

How often: Left out by other children in your class	Never	Once	Two or 3 times	More than three times
8 year-old	53.2	16.7	8.8	12.5
10 year-old	52.3	19.4	9.1	14.4
12 year-old	48.3	20.9	11.0	16.3

8 year-old: Missing = 78 (8.8%); 10 year-old: Missing = 42 (4.7%); 12 year-old: Missing = 32 (3.6%)

2.6 The area where children live:

Table 29. Satisfaction with the area where you live (8 year-old) (%)

Satisfaction with the area where you live					
8 year old	3.3	2.6	6.9	17.0	69.6

Missing = 6 (0.7%)

Table 30. Satisfaction with the area where you live (10 & 12 years old) (%)

Satisfaction with the area where you live	0	1	2	3	4	5	6	7	8	9	10
10 year-old	2.4	1.0	1.0	0.9	2.6	10.9	4.6	6.7	6.5	14.7	46.0
12 year-old	3.7	0.4	2.1	2.1	3.2	16.4	6.3	8.0	12.0	11.8	32.0

10 year-old: Missing = 23 (2.6%); 12 year-old: Missing = 18 (2.0%)

Views about local area (All age group) (%)

Table 31. In my area, I feel safe when I walk (All age groups) (%)

In my area, I feel safe when I walk	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
8 year-old	10.9	12.9	9.4	14.4	46.1
10 year-old	13.1	17.8	16.1	17.2	31.9
12 year-old	12.7	22.1	17.3	20.3	25.2

8 year-old: Missing = 56 (6.3%); 10 year-old: Missing = 34 (3.8%); 12 year-old: Missing = 22 (2.4%)

Table 32. In my area, There are enough places to play or to have a good time (All age groups) (%)

In my area, there are enough places to play or to have a good time	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
8 year-old	14.4	8.2	5.3	12.6	53.3
10 year-old	16.4	14.6	9.5	16.4	39.2
12 year-old	22.3	17.9	14.9	15.6	26.9

8 year-old: Missing = 54 (6.1%); 10 year-old: Missing = 36 (4.1%); 12 year-old: Missing = 22 (2.4%)

Table 33. In my area, if I have a problem there are people who will help me (All age groups) (%)

In my area, if I have a problem there are people who will help me	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
8 year-old	17.2	8.6	7.0	15.1	43.6
10 year-old	19.8	13.5	12.1	13.7	32.2
12 year-old	27.7	18.1	14.2	15.4	19.4

8 year-old: Missing = 75 (8.5%); 10 year-old: Missing = 78 (8.8%); 12 year-old: Missing = 46 (5.1%)

Table 34. In my area, adults are kind to children (All age groups) (%)

In my area, adults are kind to children	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
8 year-old	9.7	10.1	9.2	15.4	45.9
10 year-old	9.6	16.5	12.0	18.4	32.6
12 year-old	11.2	21.0	19.4	17.6	23.5

8 year-old: Missing = 85 (9.6%); 10 year-old: Missing = 97 (10.9%); 12 year-old: Missing = 65 (7.2%)

Table 35. In my area, I have opportunities to participate in decisions about things that are important to me (10 & 12 years old) (%)

In my area, I have opportunities to participate in decisions about things that are important to me	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
10 year-old	26.2	14.2	11.7	12.9	23.0
12 year-old	43.4	14.5	14.9	7.9	10.4

10 year-old: Missing = 106 (12%); 12 year-old: Missing = 80 (8.9%)

Table 36. In my area, adults listen to children and take them seriously (All age groups) (%)

In my area, adults listen to children and take them seriously	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
8 year-old	15.7	7.9	9.9	14.4	37.5
10 year-old	21.0	17.9	13.8	12.4	21.7
12 year-old	27.7	23.1	17.1	10.7	11.2

8 year-old: Missing = 129 (14.5%); 10 year-old: Missing = 117 (13.2%); 12 year-old: Missing = 92 (10.2%)






2.7 Money and the things children have:

Table 37. How often do you worry about how much money your family has? (All age groups) (%)

How often do you worry about how much money your family has	8 year-old	10 year-old	12 year-old	Total
Never	13.3	13.9	9.9	12.4
Sometimes	17.8	27.1	32.1	25.7
Often	12.3	22.1	28.7	21.0
Always	47.4	30.1	26.4	34.6
Total	90.8	93.2	97.1	93.7

8 year-old: Missing = 82 (9.2%); 10 year-old: Missing = 60 (6.8%); 12 year-old: Missing = 26 (2.9%)

Table 38. Satisfaction with all the things you have (8 year-old) (%)

Satisfaction with all the things you have					
8 year old	0.6	0.7	2.3	9.4	85.5

8 year-old: Missing = 15 (1.7%)

Table 39. Satisfaction with all the things you have (10 & 12 years old) (%)

Satisfaction with all the things you have	0	1	2	3	4	5	6	7	8	9	10
10 year-old	1.6	0.2	0.2	0.5	1.1	5.2	2.6	3.8	6.3	10.2	65.6
12 year-old	1.4	0.3	0.2	0.4	1.3	8.7	4.2	7.2	9.4	15.9	49.2

10 year-old: Missing = 24 (2.7%); 12 year-old: Missing = 15 (1.7%)

Table 40. Do you have enough food to eat each day? (All age groups) (%)

	8 year-old	10 year-old	12 year-old	Total
Never	1.0	0.3	0.4	0.6
Sometimes	5.9	4.6	2.8	4.4
Often	5.6	6.1	8.9	6.9
Always	83.9	85.4	87.0	85.4
Total	96.4	96.5	99.1	97.3

8 year-old: Missing = 32 (3.6%); 10 year-old: Missing = 31 (3.5%); 12 year-old: Missing = 8 (0.9%)

Table 41. The things children 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	2.6	95.7	1.1	98.2	1.4	98.3	2.0	98.0
Enough money for school trips and activities	27.5	70.9	15.5	83.2	18.5	79.9	21.0	79.0
Access to the Internet at home	11.3	86.9	6.9	92.1	5.0	94.6	8.1	91.9
The equipment/things you need for sports and hobbies	29.7	67.8	28.1	70.3	28.1	70.9	29.1	70.9
Pocket money/ money to spend on yourself	37.7	59.8	43.7	55.1	45.7	53.6	42.6	57.4
Two pairs of shoes	7.0	91.9	3.3	95.5	3.8	95.4	5.0	95.0
A mobile phone	30.8	67.6	16.6	82.5	9.3	90.0	19.0	81.0
The equipment/things you need for school	6.4	91.7	3.5	95.7	2.7	96.8	4.6	95.4

Clothes in good condition missing: 8 year-old (1.7%); 10 year-old (0.7%); 12 year-old (0.2%)

Enough money for school trips and activities missing: 8 year-old (1.6%); 10 year-old (1.4%); 12 year-old (1.6%)

Access to the Internet at home missing: 8 year-old (1.8%); 10 year-old (1.0%); 12 year-old (0.4%)

The equipment/things you need for sports and hobbies missing: 8 year-old (2.6%); 10 year-old (1.6%); 12 year-old (1.0%)

Pocket money/ money to spend on yourself missing: 8 year-old (2.6%); 10 year-old (1.2%); 12 year-old (0.7%)

Two pairs of shoes missing: 8 year-old (1.1%); 10 year-old (1.2%); 12 year-old (0.8%)

A mobile phone missing: 8 year-old (1.6%); 10 year-old (0.9%); 12 year-old (0.7%)

The equipment/things you need for school missing: 8 year-old (1.9%); 10 year-old (0.8%); 12 year-old (0.6%)

Material and economic circumstances SCALES

Scale A:

Table 42. Does your home have (10 & 12 years old) (%)

Electricity	10 year-old	12 year-old
All of the time	91.2	97.0
Some of the time	7.0	2.3
Not at all	1.0	0.8

Running water

Yes	98.2	99.9
No	0.1	0
Not sure	0.7	0.01

A toilet that flushes

Yes	94.9	99.0
No	1.0	0.7
Not sure	0.6	0.3

Electricity missing: 10 year-old (0.8%); 12 year-old = 3 (0.3%)

Running Water missing: 10 year-old (1.0%); 12 year-old = 5 (0.6%)

A toilet that flushes missing: 10 year-old (3.5%); 12 year-old = 21 (2.3%)

Table 43. Descriptive statistics on family's material possessions (10 & 12 years old) (%)

Whether family has:	10 year-old		12 year-old	
	No	Yes	No	Yes
A computer (including laptops and tablets)	21.3	77.3	18.3	80.4
A television	1.9	97.4	1.2	98.2
A fridge/freezer	3.4	95.4	1.6	97.8
A radio	35.0	62.1	31.6	67.5
A telephone (landline or mobile)	3.4	94.8	3.4	95.7
A family car / van / motorbike / etc.	22.9	74.8	21.8	77.2

A computer missing: 10 year-old (1.4%); 12 year-old (1.3%)

A television missing: 10 year-old (0.7%); 12 year-old (0.6%)

A fridge/freezer missing: 10 year-old (1.2%); 12 year-old (0.7%)






A radio missing: 10 year-old (2.9%); 12 year-old (0.9%)

A telephone missing: 10 year-old (1.8%); 12 year-old (0.9%)

A family car/van/motorbike missing: 10 year-old (2.3%); 12 year-old (1.0%)

2.8 Time use

Table 44. Satisfaction with how you use your time (8 year-old) (%)

Satisfaction with how you use your time					
8 year old	1.7	0.6	4.6	14.2	78.8

Missing = 7 (0.8%)

Table 45. Satisfaction with how you use your time (10 & 12 years old) (%)

Satisfaction with how you use your time	0	1	2	3	4	5	6	7	8	9	10
10 year-old	1.1	0.5	0.5	0.5	0.8	4.3	4.1	6.8	11.9	14.0	54.2
12 year-old	2.9	0.4	1.1	1.6	1.6	11.1	5.4	13.2	17.8	14.2	29.9

10 year-old: Missing = 14 (1.6%); 12 year-old: Missing = 5 (0.6%)

Table 46. Satisfaction with how much free time you have to do what you want (10 & 12 years old) (%)






Satisfaction with how much free time you have to do what you want	0	1	2	3	4	5	6	7	8	9	10
10 year-old	1.7	0.3	1	1.2	1.8	4.1	3.2	5.4	8.7	12.3	58.2
12 year-old	2.9	0.8	1.4	3.1	2.6	8.2	6.2	9.1	14.5	12.5	37.8

10 year-old: Missing = 18 (2.0%); 12 year-old: Missing = 7 (0.8%)

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

OLS (Overall Subjective Well-Being)

Table 47. Satisfaction with your life as a whole (8 year-old) (%)

Satisfaction with your life as a whole					
8 year-old	2.5	2.0	4.8	11.8	77.8

Missing = 9 (1.0%)

Table 48. Satisfaction with your life as a whole (10 & 12 years old) (%)

Satisfaction with your life as a whole	0	1	2	3	4	5	6	7	8	9	10
10 year-old	2.6	0.7	0.6	1.1	1.2	5.5	2.9	3.3	3.8	9.9	67.4
12 year-old	3.9	0.7	0.9	1.4	2.3	10.4	3.3	6.2	8.4	14.8	47.1

10 year-old: Missing = 8 (0.9%); 12 year-old: Missing = 5 (0.6%)

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

Table 49. CW-SWBS items (8 year-old) (%)

CW-SWBS items	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I enjoy my life	6.7	5.1	3.8	15.3	68.0
My life is going well	3.6	6.4	3.5	19.3	66.1
I have a good life	3.0	5.2	3.8	14.0	73.6
The things that happen in my life are excellent	6.9	8.0	11.2	21.4	51.9
I like my life	2.6	4.2	2.1	12.3	77.9
I am happy with my life	2.8	4.5	2.7	14.1	74.6

Missing: I enjoy my life = 10 (1.1%); My life is going well = 10 (1.1%); I have a good life = 3 (0.3%); The things that happen in my life are excellent = 6 (0.7%); I like my life = 8 (0.9%); I am happy with my life = 11 (1.2%)

Table 50. I enjoy my life (10 & 12 years old) (%)

I enjoy my life	0	1	2	3	4	5	6	7	8	9	10
10 year-old	4.0	0.7	0.9	1.2	1.2	3.6	1.9	2.9	6.0	10.9	65.6
12 year-old	4.6	2.6	1.7	2.2	3.6	8.5	4.1	6.7	10.4	11.0	44.1

10 year-old: Missing = 9 (1.0%); 12 year-old: Missing = 6 (0.7%)

Table 51. My life is going well (10 & 12 years old) (%)

My life is going well	0	1	2	3	4	5	6	7	8	9	10
10 year-old	1.8	0.7	1.6	0.8	1.2	3.0	1.9	4.2	5.9	14.2	62.8
12 year-old	4.4	1.2	2.1	2.7	3.2	8.1	4.7	6.9	11.5	15.3	38.2

10 year-old: Missing = 17 (1.9%); 12 year-old: Missing = 15 (1.7%)

Table 52. I have a good life (10 & 12 years old) (%)

I have a good life	0	1	2	3	4	5	6	7	8	9	10
10 year-old	0.9	0.6	0.5	1.4	1.2	2.5	1.8	2.3	6.2	11.7	68.2
12 year-old	3.9	1.2	1.0	1.8	1.8	4.6	3.6	5.3	9.5	13.9	49.7

10 year-old: Missing = 25 (2.8%); 12 year-old: Missing = 34 (3.8%)

Table 53. The things that happen in my life are excellent (10 & 12 years old) (%)

The things that happen in my life are excellent	0	1	2	3	4	5	6	7	8	9	10
10 year-old	3.5	0.9	1.0	2.3	1.7	8.1	4.2	8.5	13.3	15.3	39.8
12 year-old	5.3	3.4	3.1	3.0	5.0	8.3	6.5	11.2	14.4	16.2	22.1

10 year-old: Missing = 12 (1.4%); 12 year-old: Missing = 12 (1.3%)

Table 54. I like my life (10 & 12 years old) (%)

I like my life	0	1	2	3	4	5	6	7	8	9	10
10 year-old	2.0	0.5	0.7	1.1	0.6	2.1	1.0	2.8	4.9	10.8	72.3
12 year-old	4.1	2.3	2.2	1.7	2.9	5.1	3.0	5.3	9.0	10.7	51.9

10 year-old: Missing = 10 (1.1%); 12 year-old: Missing = 16 (1.8%)






Table 55. I am happy with my life (10 & 12 years old) (%)

I am happy with my life	0	1	2	3	4	5	6	7	8	9	10
10 year-old	1.6	1.0	1.2	1.1	0.3	2.1	1.4	3.0	4.9	11.6	69.3
12 year-old	4.8	2.6	1.6	2.4	2.6	5.2	4.4	5.2	9.4	13.1	46.6

10 year-old: Missing = 21 (2.4%); 12 year-old: Missing = 19 (2.1%)

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

Table 56. CW – DBSWBS (8 year-old) (%)

Satisfaction with ...					
The people you live with	0.5	0.7	3.4	13.1	81.8
Your friends	1.0	2.4	7.1	18.9	70.3
Your life as a student	1.5	1.0	7.1	22.3	66.9
The area where you live	3.3	2.6	6.9	17.0	69.6
The way that you look	4.7	2.8	5.1	16.3	70.7

Missing: The people you live with = 5 (0.6%); Your friends = 2 (0.2%); Your life as a student = 11 (1.2%); The area where you live = 6 (0.7%); The way that you look = 9 (1.0%)

Table 57. Satisfaction with the people you live with (10 & 12 years old) (%)

Satisfaction with the people you live with	0	1	2	3	4	5	6	7	8	9	10
10 year-old	0.9	0.8	0.7	1.0	1.8	2.5	1.2	3.8	4.3	12.3	63.9
12 year-old	1.0	0.3	0.2	1.0	2.1	4.2	3.0	5.9	10.1	15.8	53.8

Missing 10 year-old = 60 (6.8%); Missing 12 year-old = 23 (2.6%)

Table 58. Satisfaction with your friends (10 & 12 years old) (%)

Satisfaction with your friends	0	1	2	3	4	5	6	7	8	9	10
10 year-old	1.0	0.2	0.9	1.7	1.1	4.1	3.2	5.8	9.4	16.6	54.5
12 year-old	1.7	0.4	1.8	1.9	2.2	5.8	3.4	6.9	13.4	22.6	39.2

Missing 10 year-old = 14 (1.6%); Missing 12 year-old = 6 (0.7%)

Table 59. Satisfaction with your life as a student (10 & 12 years old) (%)

Satisfaction with your life as a student	0	1	2	3	4	5	6	7	8	9	10
10 year-old	1.2	0.5	0.2	0.9	1.5	2.6	2.8	4.2	11.1	19.3	53.2
12 year-old	1.8	0.7	1.0	1.9	2.0	6.4	6.3	12.9	19.0	19.6	27.3

Missing 10-year old = 23 (2.6%); missing 12 year-old = 10 (1.1%)

Table 60. Satisfaction with the area where you live (10 & 12 years old) (%)

Satisfaction with the area where you live	0	1	2	3	4	5	6	7	8	9	10
10 year-old	2.4	1.0	1.0	0.9	2.6	10.9	4.6	6.7	6.5	14.7	46.0
12 year-old	3.7	0.4	2.1	2.1	3.2	16.4	6.3	8.0	12.0	11.8	32.0

Missing 10-year old = 23 (2.6%); missing 12 year-old = 18 (2.0%)

Table 61. Satisfaction with the way that you look (10 & 12 years old) (%)

Satisfaction with the way that you look	0	1	2	3	4	5	6	7	8	9	10
10 year-old	3.7	0.8	1.0	0.9	1.2	4.4	2.9	4.3	7.6	14.8	55.9
12 year-old	8.9	2.4	3.3	4.2	2.4	7.2	4.6	6.5	10.3	16.0	32.2

Missing 10-year old = 22 (2.5%); missing 12 year-old = 17 (1.9%)

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

CW-PNAS items (%)

Table 62. Last two weeks how often feeling happy (10 & 12 years old) (%)

Last two weeks how often feeling happy	0	1	2	3	4	5	6	7	8	9	10
10 year-old	1.4	0.8	0.3	1.0	1.2	4.1	1.5	2.3	6.3	12.8	66.0
12 year-old	3.2	0.9	1.6	1.8	2.2	9.4	3.8	5.3	11.1	18.8	40.8

10 year-old: Missing = 21 (2.4%); 12 year-old: Missing = 10 (1.1%)

Table 63. Last two weeks how often feeling calm (10 & 12 years old) (%)

Last two weeks how often feeling calm	0	1	2	3	4	5	6	7	8	9	10
10 year-old	5.6	1.2	1.9	4.3	3.3	9.6	3.2	6.5	10.2	11.9	38.0
12 year-old	8.0	3.1	3.6	4.1	4.4	12.0	5.5	7.9	9.3	13.2	24.9

12 year-old: Missing = 36 (4.0%)

Table 64. Last two weeks how often feeling full of energy (10 & 12 years old) (%)

Last two weeks how often feeling full of energy	0	1	2	3	4	5	6	7	8	9	10
10 year-old	2.4	1.1	0.6	0.9	1.7	3.3	3.7	4.0	5.6	10.5	61.6

12 year-old	5.3	2.2	2.2	2.8	3.1	7.9	5.4	4.8	8.4	12.7	42.1
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10 year-old: Missing = 41 (4.6%); 12 year-old: Missing = 28 (3.1%)

Table 65. Last two weeks how often feeling sad (10 & 12 years old) (%)

Last two weeks how often feeling sad	0	1	2	3	4	5	6	7	8	9	10
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10 year-old	30.5	11.4	7.4	8.2	6.5	8.2	2.9	4.5	4.2	5.9	5.5
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12 year-old	18.6	8.2	8.3	7.0	6.8	12.9	5.1	5.8	8.3	7.0	9.1
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10 year-old: Missing = 41 (4.6%); 12 year-old: Missing = 26 (2.9%)

Table 66. Last two weeks how often feeling stressed (10 & 12 years old) (%)

Last two weeks how often feeling stressed	0	1	2	3	4	5	6	7	8	9	10
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10 year-old	25.8	7.7	6.0	4.1	4.1	9.5	3.8	6.0	6.4	6.5	15.1
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12 year-old	16.3	6.1	6.8	5.2	5.4	9.3	5.9	6.7	9.8	9.1	16.0
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10 year-old: Missing = 44 (5.0%); 12 year-old: Missing = 31 (3.4%)

Table 67. Last two weeks how often feeling bored (10 & 12 years old) (%)

Last two weeks how often feeling bored	0	1	2	3	4	5	6	7	8	9	10
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10 year-old	26.4	6.7	5.8	4.4	4.7	10.2	4.0	4.7	6.2	5.6	17.9
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12 year-old	13.8	7.1	4.4	6.1	5.1	11.4	6.3	6.2	6.9	7.5	23.2
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10 year-old: Missing = 30 (3.4%); 12 year-old: Missing = 16 (1.8%)

2.10 Children perceptions about their country:

Table 68. Children's rights (All age groups) (%)

		8-year-old	10-year-old	12-year-old	Total
I know what rights children have	No	17.6	7.6	7.9	11.0
	Not sure	34.2	42.1	47.4	41.2
	Yes	46.4	48.2	44.1	46.2
	Total	98.2	97.9	99.3	98.4
I know about the UN Convention on the Rights of the Child	No	43.4	32.7	31.7	35.9
	Not sure	30.6	42.8	46.4	39.9
	Yes	24.7	22.1	21.3	22.7
	Total	98.6	97.6	99.4	98.5

I know what rights children have missing: 8 year-old 16 (1.8%); 10 year-old (2.1%); 12 year-old (0.7%)

I know about the UN Convention on the Rights of the Child: 8 year-old 12 (1.4%); 10 year-old (2.4%); 12 year-old (0.6%)

3. Conclusions

Some considerations about possible reasons why there are high missing answers for some items:

- Variable "FatherWorkedAway": We believe that the high levels of missing data concerning this variable might be explained due to the fact that many children don't live with their fathers or don't even know them (about 30% in Brazil); therefore, they're not able to say if their fathers worked away.
- Variable "TimeToSchool": We believe that the high levels of missing data concerning this variable might be explained due to the inability to calculate the hours mathematically or even the lack of attention in school's arrival and departure times.
- Variable "FrequencySchoolFights": We believe that the high levels of missing data concerning this variable might be explained due to the children's inability to tell how frequently fights happen at school. The children assume some fights happen, they may even have seen it but they don't know exactly its frequency. It's also possible the children may not feel comfortable talking about these fights once their friends or even themselves may be involved.
- Variables "LocalAdultsKind", "LocalAreaDecisions", "LocalAdultsListen" e "FrequencyLocalAreaFights": We believe that the high levels of missing data concerning this variable might be explained due to a lack of the children's comprehension of what happens in their neighborhood or community. This absence of belonging might be a result of the children's isolation linked to the isolated private condos experience.
- Variable "MoneyCompareFriends": We believe that the high levels of missing data concerning this variable might be explained due to the children's inability in seeing toys and other possessions as part of the income. It is also possible that some

children do not want to inform or compare their family's income with their peers' families fearing they would be ashamed by it.

- Variable “CountryChildrenDecisions”: We believe that the high levels of missing data concerning this variable might be explained due to the children’s lack of knowledge about how important decisions regarding children are made in Brazil.

Children's Worlds National Report

CHILE



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1. Introduction

1.1 Context and population

Chile is a country located in the extreme southwest of South America, whose capital is Santiago de Chile. It has a population of 19 million inhabitants (density = 25 inhabitants/km²), 24.2% of them are between the ages of 0 and 17, and a 44.2% of the percentage just mentioned, are between 6 and 13 years old.

The Chilean geographic distribution consists of 16 regions and three different zones: Continental Chile, the southeastern shore of the Pacific Ocean; Insular Chile, a set of islands of volcanic origin in the South Pacific Ocean; and the Chilean Antarctic territory.

Even though Catholicism is the predominant religion, the State and the Church have been separated since 1925 and freedom of worship is enshrined in the Constitution.

Regarding the Chilean ethnic composition, 12.8% of people aged 14 - and over - declare themselves indigenous according to national measurements. A 79.8% of this percentage declared themselves as *Mapuche*, constituting the ethnic group with the highest proportion in the country.

The country's main economic activity is the exploitation and import of raw materials, its GDP per capita is US\$16,277, its Gini index is 46.6 and the minimum income is US\$458.

The current study was carried out in the country's two main regions. The Metropolitan region (RM), with a population of 7 million people and the Bío-Bío (BB) region with 1.5 million inhabitants.

1.2 Sampling: Strategy and outcome

In Chile, a group of third (8 years), fifth (10 years) and seventh (12 years) grades students were included for the analysis of this study. In order to select participating schools and courses, all educational institutions located at urban areas from two of the most populated regions of the country (Metropolitan and Bío-Bío Region) and offering primary education, were used as a sampling frame. The latter was stratified by region and representativeness was established as a criterion, with a margin of error of 5%.

A total of 26 educational institutions were randomly selected: 13 of them are from the Metropolitan region and the other half from the Bío-Bío region. During the selection process, an over-sampling of 35% was considered, anticipating possible difficulties during contact with the schools.

In Chile, a total of 2,938 students participated in the current study: 944 from third grade (age group: 8 years), 960 from fifth grade (age group: 10 years) and 1,034 from seventh grade (age group: 12 years). Besides, 48.2% of this total were girls and 51.8% boys. Likewise, 48.5% belonged to educational institutions in the Metropolitan Region and 51.5% to the Bío-Bío Region. In third grade, the mean age was 8.48 (SD=0.6); in fifth grade, 10.5 (SD=0.7); and in seventh grade, 12.5 (SD=0.7).

Regarding the distribution of the sample according to the type of dependency the schools have, 28.3% belonged to municipal institutions, 61.7% to private-subsidized institutions and 10.0% to private-pay ones. Most of the students surveyed attended mixed institutions (85%), while 15% of the sample was boys and girls studying in only-for-women schools or only-for-men schools.

As mentioned above and in order to have access to the sample, educational institutions were randomized. Subsequently, school principals were contacted to request authorization for the study implementation. Then, the parents of the students in the selected courses were asked to give their consent and the students were asked to give their assent. During the regular school day, the questionnaire was completely answered. Students were always accompanied by at least one member of the research team, who was available to answer any questions they might have. The data were collected between May and December 2018 and typed in a double typing process.

2. Results

2.1 The participants

Table 1. Age by gender (Numbers, (%))

	8 year-old	10 year-old	12 year-old	Total
Boy	445 (49.8)	441(50.1)	543(54.1)	1429(51.4)
Girl	449 (50.2)	439(49.9)	461(45.4)	1349(48.6)
Total	916	913	1016	2845






2.2 The home and the people children live with:

Table 2. 10 & 12 year old Home type (%)

I live with my family	98
I live in a foster home	0.3
I live in a children's home	0.7
I live in another type of home	1
Total	100.0

Missing data: 12(0.6%)

Table 3. Satisfaction with the people you live with (8 year-old) (%)

Satisfaction with ...					
The people you live with	0.9	1.1	5	13	80.1

Missing data: 7(0.8%)

Table 4. Satisfaction with the people you live with (10 & 12 year-old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The people you live with	0.6	0.2	0.6	0.9	1.7	4.2	2.8	4.3	7.2	12.2	65.3






Missing data: 18(0.9%)

Table 5. Variations in questions about home and family (All age groups; means)

	Family care	Family help problem	Good time together	Feel safe	Parents listen	Make joint decision
8 year-old	3.4	3.3	3.4	3.5	3.0	-
10 year-old	3.6	3.6	3.5	3.7	3.2	2.9
12 year-old	3.5	3.2	3.2	3.5	3.0	2.6
Total	3.5	3.4	3.4	3.5	3.0	2.8

2.3 The home where children live

Table 6. Satisfaction with the house or flat where you live (8 year-old) (%)

Satisfaction with ...					
the house or flat where you live	0.9	2.2	5.1	14.3	77.5

Missing data: 10(1.1%)

Table 7. Satisfaction with the house or flat where you live (10 & 12 year-old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
the house or flat where you live	0.8	0.7	0.6	1.2	1.8	3.6	2.4	3.9	7.2	12.3	65.6

Missing data: 17(0.9%)






Table 8. Things you have (%)

Whether you have ...	10 & 12 year-old
Own room	63
Own bed	92.7
Place to study	83.1

Missing data: Own room, 7(0.4%); Own bed, 12(0.6%); Place to study, 9(0.5%)

2.4 Friends:

Table 9. Satisfaction with your friends (8 year-old) (%)

Satisfaction with ...					
Your friends	1.9	2.1	6.2	21.1	68.8

Missing data: 10(1.1%)

Table 10. Satisfaction with your friends (10 & 12 year-old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your friends	1.3	0.4	0.9	1.2	1.7	3.9	2.9	6.3	9.2	14.9	57.4

Missing data: 12(0.6%)






Table 11. Friends (All age groups) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I have enough friends	5.9	7.4	12.9	14.5	59.4
My friends are usually nice to me	3.1	8.9	13.3	21.1	53.6
Me and my friends get along well together	2.0	5.2	9.3	16.7	66.7
If I have a problem, I have a friend who will support me	5.5	5.3	9.1	13.6	66.5

Missing data: Enough friends, 12(0.6%); Friends nice to me, 15(0.8%); Get along well together, 9(0.5%); If I have a problem, 27(1.4%).

2.5 School

Table 12. Satisfaction with school life (8 year-old) (%)

Satisfaction with ...					
Life as a student	1.3	2.3	10.2	26.1	60
Things you have learned	1.4	1.2	5.3	21.6	70.4
Other children in your class	1.0	3.1	12.2	29.7	54

Missing data: Life as student, 17(1.9%); Things you have learned, 13(1.4%); Other children in your class, 13(1.4%).

Table 13. Satisfaction with school life (10 year-old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Life as a student	1.4	1.1	0.9	1.5	3.3	5.8	4.8	8.6	11.7	17.9	42.9
Things you have learned	0.5	0.7	0.2	1.0	1.7	3.2	4.1	5.6	8.5	17.4	57.1
Other children in your class	1.9	0.8	2.0	2.4	3.4	6.7	4.8	9.1	12.4	19.9	36.7

Missing data: Life as student, 12(0.6%); Things you have learned, 14(0.7%); Other children in your class, 9(0.5%)

Table 14. 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	4.2	9.4	17.8	19.6	48.9
If I have a problem at school, my teachers will help me	4.5	9.4	13.2	20.1	52.7
If I have a problem at school, other children will help me	7.7	11.4	16.1	22.2	42.6
There are a lot of arguments between children in my class	20.1	23.6	16.4	14.2	25.8
My teachers listen to me and take what I say into account	5.4	9.7	15.7	19.6	49.6
I feel safe at school	3.7	6.2	11.7	14.4	63.9
At school I have opportunities to make decisions about things that are important to me *	5.2	9.9	15.8	20.1	49.0

Missing data: Care about me, 29(1%); Help me, 27(0.9%); arguments between children, 50(1.8%); Listen to me 42(1.5%); Feel safe, 46(1.6%), Decision making, 11(0.6%). *8 year old were not asked this question.






Table 15. Bullying (All age groups) (%)

How often:	Never	Once	Two or 3 times	More than three times
Hit by other children in your school	69.1	15.9	7.2	7.8
Called unkind names by other children in your school	53.9	18.9	10.1	17.1
Left out by other children in your class	62.7	16.6	8.8	11.9

Missing data: Hit by other children, 46(1.6%); Called unkind names, 45(1.6%); Left out, 63(2.2%).

2.6 The area where children live

Table 16. Satisfaction with local area (8 year-old) (%)

Satisfaction with ...					
The area where you live	2.9	2.7	8.1	19	67.3

Missing data: 23(2.5%).

Table 17. Satisfaction with local area (10&12 year-old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The area where you live	2.2	1.2	1.0	1.8	2.5	5.5	4.4	5.3	8.3	12.6	55.1

Missing data: 11(0.6%)

Table 18. Views about local area (All age group) (%)

In my area, I live in...	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I feel safe when I walk	5.5	9.6	12.1	16.4	56.4
There are enough places to play or to have a good time	7.8	7.0	8.9	11.8	64.3
If I have a problem there are people who will help me	12.1	10.7	11.2	15.1	50.9
Adults are kind to children	5.4	9.6	11.6	17.5	55.8
Adults listen to children and take them seriously	13.5	12.4	13	15.5	45.7
I have opportunities to participate in decisions about things that are important to me *	27.3	11.5	12.8	14.8	33.6

Missing data: Feel safe, 35(1.2%); Places to play, 40(1.4%); If I have a problem, 46(1.6%); Kind to children, 40(1.4%); Listen to children, 44(1.5%); Decision Making, 17(0.9%). *8 year old were not asked this question..






2.7 Money and the things children have

Table 19. How often do you worry about how much money your family has? (%)

	8 year-old	10 year-old	12 year-old	Total
Never	21.7	24.4	21	22.3
Sometimes	30.2	41.3	46.4	39.6
Often	11.1	13.8	20.1	15.2
Always	37	20.6	12.5	22.8
Total	100.0	100.0	100.0	100.0

Missing data: 8 year-old, 31(2.4%); 10 year-old, 7(0.8%); 12 year-old, 9(0.9%); Total, 47(1.7%).

Table 20. Satisfaction with all the things you have (8 year-old) (%)

Satisfaction with ...					
all the things you have	0.8	1.2	4.3	14.6	79.1

Missing data: 32(3.5%).

Table 21. Satisfaction with all the things you have (10&12 year-old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
all the things you have	0.6	0.3	0.3	0.7	1.1	2.5	2.2	4.1	5.6	12.5	70

Missing data: 13(0.7%)

Table 22. Do you have enough food to eat each day? (%)

	8 year-old	10 year-old	12 year-old	Total
Never	0.7	0.6	0.2	0.5
Sometimes	7.1	4.7	3.5	5
Often	11.9	6.6	10	9.4
Always	80.2	88.2	86.3	85.1
Total	100.0	100.0	100.0	100.0

Missing data: 8 year-old, 34(3.7%); 10 year-old, 5(0.5%); 12 year-old, 22(2.2%); Total, 47(1.7%).

Table 23. The things children have (%)

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	2.5	97.5	1	99	1	99	1.5	98.5
Enough money for school trips and activities	20.9	79.1	13.7	86.3	15.1	84.9	16.5	83.5
Access to the Internet at home	16.5	83.5	11	89	6.5	93.5	11.1	88.9
The equipment/things you need for sports and hobbies	23.2	76.8	16.2	83.2	17.7	82.3	18.9	81.1
Pocket money/ money to spend on yourself	29	71	19.9	80.1	21.2	78.8	23.2	76.8
Two pairs of shoes	8.5	91.5	2.8	97.2	2.7	97.3	4.5	95.5
A mobile phone	27.9	72.1	14.9	85.1	7.3	92.7	16.2	83.8
The equipment/things you need for school	6.4	93.6	2	98	1.6	98.4	3.2	96.8

Missing data Total: Clothes, 44(1.5%); School trip and activities, 88(3.1%); Internet, 49(1.7%); Equipment sports and hobbies, 56(2%); Pocket money, 83(2.9%); Two pairs of shoes, 48(1.7%); Mobile phone, 56(2%); Equipment school, 45(1.6%).

Scale A:

Table 24. Does your home have (All age groups) (%)

Electricity	
All of the time	97.8
Some of the time	0.6
Not at all	1.7
Running water	
Yes	95.4
No	1.4
Not sure	3.2
A toilet that flushes	
Yes	94.8
No	2.8
Not sure	2.4

Missing data: Electricity, 10(0.5%); Running water, 38(2%); A toilet that flushes, 76(3.9%).






Table 25. Descriptive statistics on family's material possessions (All age groups) (%)

A computer (including laptops and tablets)	90.3
A television	98.9
A fridge/freezer	98.9
A radio	83.4
A telephone (landline or mobile)	96.5
A family car / van / motorbike / etc.	74.6

Missing data: Computer, 9(0.5%); Television, 8(0.4%); Fridge/Freezer, 10(0.5%); Radio, 22(11%); Telephone, 13(0.7%); A family car, 14(0.7%).

2.8 Time use

Table 26. Satisfaction with time use (8 year-old) (%)

Satisfaction with ...					
How you use your time	0.6	1.6	6.6	21.2	70.1

Missing data: 33(3.6%).

Table 27. Satisfaction with time use (10 year-old) (%)






Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
How you use your time	1.7	0.7	1.2	1.3	1.9	5.1	3.5	7.7	12.3	15.4	49.1
How much free time you have to do what you want	2.6	1.6	1.5	2.5	2.5	4.7	3.8	6.6	10.3	13.4	50.8

Missing data: Use your time, 19(1%); Free time you have to do what you want, 17(0.9%).

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

OLS (Overall Subjective Well-Being)

Table 28. Satisfaction with life as a whole (8 year-old) (%)

Satisfaction with ...					
Your life as a whole	0.8	1.5	6.0	18.7	73.1

Missing data: 32(3.5%).

Table 29. Satisfaction with life as a whole (10&12 year-old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole	1.1	0.9	1.4	1.1	1.9	4.1	3.3	4.8	7.8	15.9	57.8

Missing data: 37(1.9%).

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

Table 30. CW-SWBS items (10&12 year-old) (%)

	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life	0.9	0.7	0.5	1.5	1.9	4.4	2.9	4.7	7.8	10.7	63.9
My life is going well	1.4	0.7	1.2	1.6	2.4	4.8	3.3	5.6	9	15.7	54.4
I have a good life	1.2	1	1.2	2.4	1.5	3.4	2.9	4.6	6.8	11.5	63.5
The things that happen in my life are excellent	3.3	1.7	2.2	2.7	3	6.8	4.3	7.1	10.5	18.3	40.1
I like my life	2.8	1.4	1.6	1.6	2.6	3.6	2.6	4	6.1	10.4	63.4
I am happy with my life	2.8	1.6	1.2	1.5	1.9	4.1	1.8	3.9	6.7	9.8	64.7

Missing data Total: Enjoy my life, 17(0.9%); Going well, 22(1.1%); Have a good life, 37(1.9%); Things that happen in my life, 32(1.7%); I like my life, 23(1.2%); Happy with my life, 21(1.1%).

CW-DBSWBS (Children's Worlds Domain Based Subjective Well-Being Scale), 2003)

Table 31. CW- DBSWBS items (10&12 year-old) (%)

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people you live with	0.6	0.2	0.6	0.9	1.7	4.2	2.8	4.3	7.2	12.2	65.3
Your friends	1.3	0.4	0.9	1.2	1.7	3.9	2.9	6.3	9.2	14.9	57.4
Your life as a student	1.4	1.1	0.9	1.5	3.3	5.8	4.8	8.6	11.7	17.9	42.9
The area where you live	2.2	1.2	1	1.8	2.5	5.5	4.4	5.3	8.3	12.6	55.1
The way that you look	2.9	1.6	1.2	1.9	2.1	4	2.7	5	8.5	13.5	56.6

Missing data: People you live with, 18(0.9%); Your friend, 12(0.6%); Life as student, 12(0.6%); The area where you live, 11(0.6%); Way that you look, 31(1.6%).

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

Table 32. CW-PNAS items (10&12 year-old) (%)

Last two weeks: How often feeling	0	1	2	3	4	5	6	7	8	9	10
Happy	1.1	1	1.1	2.1	2.3	7.9	3.8	8.2	11.9	13.7	46.9
Calm	3.8	2.2	2.6	3.1	4.3	9.9	5.5	7.7	10.3	11.5	39.2
Full of energy	3.1	1.7	2.6	2.9	4	5.4	5.3	5.8	8.2	10.3	50.5
Sad	22.9	16.1	13	9.7	6.4	9.8	3.5	4.8	4.7	4	5
Stressed	25.5	11.7	7.6	6.8	6	8.7	4.6	5.9	6.1	6.5	10.6
Bored	15.7	9.4	7.8	7.3	7.1	11.3	5.6	5.9	6.3	7.1	16.6

Missing data: Happy, 45(2.3%); Calm, 73(3.8%); Full of energy, 63(33%); Sad, 65(3.4%); Stressed, 82(4.3%); Bored, 61(3.2%).

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

Table 33. CW- PSWBS items (10&12 year-old) (%)

How much you agree with	0	1	2	3	4	5	6	7	8	9	10
I like being the way I am	4.2	2.1	1.3	1.3	2.6	5.3	3.3	5.3	8.1	12.3	54.2
I am good at managing my daily responsibilities	4.3	1.9	2.4	4.5	5	10.3	6.9	10.4	12.3	16.7	25.3
People are generally pretty friendly towards me	1.5	1	0.6	2.4	4.3	7.3	4.6	8.4	11.6	18.1	40.1
I have enough choice about how I spend my time	1.8	1.7	2	2.7	4	6.6	4.7	7.6	10.7	15.4	42.7
I feel that I am learning a lot at the moment	3.3	2.1	2.2	3.1	3.5	6.5	6.1	8.2	10	15.5	39.5
I feel positive about my future	3.3	2.3	1.6	2.9	2.8	6.9	3.5	6.5	7.8	13.3	49

Missing data: I like the way I am, 94(98.3%); Managing my daily responsibilities, 30(3%); People are pretty friendly towards me, 17(1.7%); I have enough choice, 21(2.1%); I am learning a lot at the moment, 26(2.6%); Feel positive about my future, 25(2.5%).

2.10 Children perceptions about their country:

Table 34. Children's rights (%)

		8-year-olds	10-year-olds	12-year-olds	Total
I know what rights children have	No	10.2	5.4	3.7	6.3
	Not sure	26.1	21.7	26.6	24.9
	Yes	63.7	72.9	69.6	68.8
	Total	100	100	100	100
I know about the UN Convention on the Rights of the Child	No	32.6	24.1	18.2	24.7
	Not sure	36.2	45.4	50.5	44.3
	Yes	31.2	30.5	31.3	31
	Total	100	100	100	100

Missing data Total: I know what rights children have, 101(3.6%); I know about the UN Convention on the Rights of the Child, 93(3.3%).

3. Conclusions

The results obtained show trends coinciding with the knowledge of wellbeing in childhood. Specifically, there are high levels of overall life satisfaction and according to areas. These results are located in the upper third of the measurement scales, as known. As reported, these results are observed in relation to satisfaction with people you live with, friends, school life, neighborhood, material things, the use of time, as well as life as a whole. Comparatively, it is observed that the school and neighborhood life areas have the least satisfaction.

Similarly, there is a trend towards a reduction in satisfaction in all the parameters set for children aged 10 and 12, compared with those in the group of 8 years. These results are similar to the trend reported by previous research in the country, an also informed in the available international literature.

In terms of the perceptions/opinions of the children studied, it is interesting to note that the aspects where the greatest percentage of disagreement was observed (I do not agree, I disagree a little) are related to the possibility of participating in taking decisions on issues that are important to them, as well as in dimensions such as feeling safe in the neighborhood, having places to play, receiving help from adults, kindness and listening. These results occurs with a lesser extent, but comparatively important, related to teachers at school.

Children's Worlds National Report

CHINA - HONG KONG (SAR)



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1. Introduction

1.1 Context and population

1.1.1 The latest Population By-Census figures put the total population of Hong Kong at 7,336,585, with the majority of Hong Kong people living in the New Territories (52.3%), followed by Kowloon (30.6%) and Hong Kong Island (17.1%). Hong Kong has increasingly been characterized as an 'ageing' society with the current share of the elderly population aged 65 and above (15.9%) projected to increase rapidly until 2040/50. In 2016, the share of the children (0-14) was 11.3 per cent and the share of young people (15-24) 10.7 per cent, respectively. Hong Kong is an ethnically homogenous city with the vast majority of Hong Kongers identifying as 'Chinese'. There is a substantial number of Filipinos (2.5%) and Indonesian (2.1%) migrants living in Hong Kong, the majority of which are female and are employed as domestic helpers by native Hong Kong middle-class families. There is also a sizeable South Asian minority comprised of Indian, Nepalese, Pakistani, Sri Lankan groups living in Hong Kong.

1.1.2 Hong Kong is among the richest and most developed societies in the world. The Gross Domestic Product (GDP) per capita (at current market price) of HK\$ 381,544 places Hong Kong among the top 15 most affluent places on the globe. Hong Kong ranked 7th out 189 societies in the Human Development Index and had the largest life expectancy rate according to the latest United Nations' figures. Despite slowing economic growth figures after the 2003 SARS and 2008 global financial crisis, the unemployment rate in Hong Kong remained comparatively low including for the 15- to 19-year-olds (10.2%). The major issue in the local Hong Kong labour market was, therefore, not about the demand, but the quality of 'decent' employment. The local policy discourse has highlighted relatively long-working hours, commute times, and low pay even compared to other 'liberal economies' across East Asia.³

1.1.3 Access to decent and affordable housing has been among the major policy challenges in Hong Kong, further exacerbating – amongst other reasons – existing social inequalities in Hong Kong society.⁴ The post-tax GINI index in Hong Kong has increased from 0.521 in 2011 to 0.524 in 2016. The pre-intervention poverty rate in Hong Kong was 20.1 per cent in 2017 – or roughly 1.5 million people. The poverty alleviation effect of the social safety net in Hong Kong has been subject to much academic and popular debate: the post-intervention poverty rate for children aged between 0-17 remained at 17.5 per cent, while the corresponding rate for elderly Hong Kongers aged 65 and above was even higher at 30.5 per cent (**see Table 1 below**).

³ Kühner, S., Lau, M., Jiang, J. and Wen, Z.Y. (2019). Personal income, local communities and happiness in a rich global city: evidence from Hong Kong, *Journal of Asian Public Policy*. DOI: 10.1080/17516234.2019.1652419.

⁴ The Hong Kong Council of Social Service (2018). *Social Development Index 2018*. Retrieved 20 October 2019 from http://www.hkcss.org.hk/uploadfileMgnt/0_2018712103823.pdf.

Table 1. Key socio-demographic and economic indicators in Hong Kong

Indicators	
Population (2016)⁵	7,336,585
Area	
Hong Kong Island	17.1%
Kowloon	30.6%
New Territories	52.3%
Sex	
Male	46.0%
Female	54.0%
Age group	
0-14	11.3%
15-24	10.7%
25-44	30.4%
45-64	31.7%
65+	15.9%
<i>Median age</i>	43.4
Ethnicity	
Chinese	92.0%
Filipino	2.5%
Indonesian	2.1%
White	0.8%
Indian	0.5%
Nepalese	0.3%
Pakistani	0.2%
Thai	0.1%
Japanese	0.1%
Other Asian	0.3%
Others	0.9%
Human Development Index (HDI) rank (2017)⁶	7 (out of 189)
Gross Domestic Product (GDP) per capita (at current market price) (2018)⁷	HK\$ 381,544
Unemployment rate by age (2018)⁸	
15-19	10.2%
20-29	5.5%
30-39	1.9%
40-49	2.2%
50-59	2.5%
60+	2.0%
<i>Overall</i>	2.8%

⁵ Census and Statistics Department (2017b). Key statistics. *2016 Population By-census: Main Results*. Retrieved 19 September 2019 from <https://www.byensus2016.gov.hk/data/16bc-main-results.pdf>.

⁶ United Nations Development Programme (2018). *Human Development Indices and Indicators: 2018 Statistical Update*. Retrieved 19 September 2019 from http://hdr.undp.org/sites/default/files/2018_human_development_statistical_update.pdf, (Table 1).

⁷ Census and Statistics Department (2019). Gross Domestic Product. *Hong Kong in Figures*. Retrieved 19 September 2019 from <http://www.censtatd.gov.hk/hkstat/hkif/index.jsp>.

⁸ Census and Statistics Department. Unemployment rate by sex and age (Table 011). *Hong Kong Statistics*. Retrieved 19 September 2019 from <https://www.censtatd.gov.hk/hkstat/sub/sp200.jsp?ID=0&productType=8&tableID=011>.

Table 1 (Continued....)

Indicators	
Gini-coefficient (2011 / 2016)⁹	
Original household income	0.537 / 0.539
Post-tax household income	0.521 / 0.524
Poverty rate by age (2017)¹⁰	
0-17 years	23.1% / 17.5%*
18-64 years	13.7% / 10.4%*
65 years and over	44.4% / 30.5%*
Overall	20.1% / 14.7%*

Notes: *pre-intervention / post-intervention (recurrent cash).

1.2 Sampling: Strategy and outcome

1.2.1 Three focus groups with a total of 13 participants in three age groups, including '8-year old', '10-year old' and '12-year old' children, were conducted to test their comprehension and interpretation of all items included in the questionnaire. For this part of the research, purposive sampling techniques were employed using existing non-governmental organization (NGO) and school contacts to identify children for the focus groups. Children selected for the focus groups presented a cross-section of different socio-economic backgrounds.

1.2.2 For this research, we surveyed children in two age groups, including '10-year old' children attending primary school form 5 and '12-year old' children attending secondary school form 1. Once the final questionnaire was confirmed, probability sampling was used to gain responses from children from 17 primary and 16 secondary schools, respectively. Schools were chosen randomly from a list of Hong Kong non-special primary and secondary schools obtained from the Education Bureau of the Government of the Hong Kong Special Administration Region by school type and finance type (<https://applications.edb.gov.hk/schoolsearch/schoolsearch.aspx?langno=1>). In order to save costs, two class groups of students were surveyed for each participating school. Besides informed consent from the schools, passive parental consent was employed. The total number of responses varied from 38-50 individual child responses from individual primary schools, and from 28-67 individual child responses from secondary schools. The final dataset contained 1525 total responses, 763 of which responded to the '10-year old' questionnaire, and 762 of which responded to the '12-year old' questionnaire after data weights were applied.

⁹ Census and Statistics Department (2012). *2011 Population Census – Thematic Report: Household Income Distribution in Hong Kong* (Table 8.1). Retrieved 19 September 2019 from <http://www.statistics.gov.hk/pub/B11200572012XXXB0100.pdf>; Census and Statistics Department (2017a). *2016 Population By-census – Thematic Report: Household Income Distribution in Hong Kong* (Table 8.1). Retrieved 19 September 2019 from <http://www.statistics.gov.hk/pub/B11200962016XXXB0100.pdf>.

¹⁰ Commission on Poverty (2018). *HK Poverty Situation Report 2017* (Figures 2.10 and 2.17). Retrieved 19 September 2019 from [https://www.povertyrelief.gov.hk/eng/pdf/Hong_Kong_Poverty_Situation_Report_2017\(2018.11.19\).pdf](https://www.povertyrelief.gov.hk/eng/pdf/Hong_Kong_Poverty_Situation_Report_2017(2018.11.19).pdf).

2.Results¹¹

2.1 The participants

2.1.1 The majority of child respondents in our data were boys (53.3%). Census comparison indicates that our sample slightly overrepresents males (51.2% in the age group 10-14) and underrepresents females (48.8% in the age group 10-14 according to the latest Census figures). Thereby, the share of boys responding to our 12-year old survey was slightly higher (55.7%), than for those responding to the 10-year old survey (50.9%). The vast majority of surveyed children reported that they were born in Hong Kong (86.6%); 12.2 per cent of surveyed children stated that they were not born in Hong Kong, and 1.2 per cent were 'not sure' (see Table 2 below).

Table 2. Demographic characteristics by age group (n, (%))

	10yo	12yo	Overall
Gender [Q2]			
Boy	388 (50.9)	425 (55.7)	813 (53.3)
Girl	375 (49.1)	338 (44.3)	713 (46.7)
Overall (n)	763	763	1526
Were you born in Hong Kong? [Q3]			
Yes	649 (85.3)	669 (87.9)	1318 (86.6)
No	101 (13.3)	85 (11.2)	186 (12.2)
Not sure	11 (1.4)	7 (.9)	18 (1.2)
Overall (n)	761	761	1522

Notes: 10yo – 10-year old survey; 12yo – 12-year old survey.

2.2 The home and the people children live with

2.2.1 A large proportion of the surveyed children (97.8%) lived with their families in Hong Kong. Only 2.1 per cent of 12-year olds responded that they live 'in another people's home' (see Table 3 below).

2.2.2 Overall, the surveyed children's satisfaction with '*the people they live with*' was high with a median score of 9 out of 10. However, the proportion of children who rated their satisfaction with '*the people they live with*' as very low (4 out of 10 or below) varied from 3.6% for the 10-year old to 7.9% for the 12-year old surveys (see Table 4 below).

2.2.3 Most surveyed children either "agreed a lot" or "totally agreed" with the following statements: '*I feel safe at home*' (84.4%); '*There are people in my family who care about me*' (78.9%); and '*If I have a problem, people in my family will help me*' (77.2%). However, there was a relatively lower proportion of children who either "agreed a lot" or "totally agreed" with the following

¹¹ Data shown in the table as valid percentage.

statements: *'We have a good time together in my family'* (70.1%); *'My parents and I make decisions about my life together'* (64.2%); and *'My parents listen to me and take what I say into account'* (63.4%).

2.2.4 There were also sizeable differences between the two age groups: only 58% of the 12-year olds either “agreed a lot” or “totally agreed” with the statement *'My parents listen to me and take what I say into account'* compared to 68.7% of the 10 year-olds; only 56.7% of the 12-year-olds either “agreed a lot” or “totally agreed” with the statement *'My parents and I make decisions about my life together'* compared to 71.5% of the 10 year-olds (**see Table 5 below**).

Table 3. The people you live with (%) [Q4]

	10yo	12yo	Overall
I live with family	98.4	97.2	97.8
I live in foster home	.4	.1	.3
I live in children's home	.0	.5	.3
Live in another people's home	1.2	2.1	1.6
Overall (n)	758	762	1520

Table 4. Satisfaction with the people you live with (%)* [Q8]

	Group	n	0	1	2	3	4	5	6	7	8	9	10
The people that you live with	10yo	759	.4	.3	.4	.4	2.1	5.5	3.8	8.4	18.1	22.3	38.3
	12yo	754	1.2	.3	1.2	1.9	3.3	9.9	6.8	12.5	21.8	15.8	25.5
	Overall	1513	.8	.3	.8	1.1	2.7	7.7	5.3	10.4	19.9	19.0	31.9

* 0=Not at all satisfied; 10=Completely satisfied.

Table 5. Family relationships and feeling safe at home (%) [Q9.1 – 9.6]

	Group	<i>n</i>	Don't agree	Agree a little	Agree somewhat	Agree a lot	Totally agree
(1). There are people in my family who care about me	10yo	756	.8	3.6	11.9	29.4	54.4
	12yo	750	1.3	7.9	16.8	36.7	37.3
	<i>Overall</i>	<i>1506</i>	<i>1.1</i>	<i>5.7</i>	<i>14.3</i>	<i>33.0</i>	<i>45.9</i>
(2). If I have a problem, people in my family will help me	10yo	756	1.5	4.4	11.4	31.6	51.2
	12yo	742	2.8	8.6	17.0	34.2	37.3
	<i>Overall</i>	<i>1498</i>	<i>2.1</i>	<i>6.5</i>	<i>14.2</i>	<i>32.9</i>	<i>44.3</i>
(3). We have a good time together in my family	10yo	755	1.9	7.5	16.4	25.8	48.3
	12yo	747	3.2	10.3	20.3	32.7	33.5
	<i>Overall</i>	<i>1502</i>	<i>2.5</i>	<i>8.9</i>	<i>18.4</i>	<i>29.2</i>	<i>40.9</i>
(4). I feel safe at home	10yo	752	1.2	2.5	8.8	21.4	66.1
	12yo	745	3.0	5.4	10.5	27.2	54.0
	<i>Overall</i>	<i>1497</i>	<i>2.1</i>	<i>3.9</i>	<i>9.6</i>	<i>24.3</i>	<i>60.1</i>
(5). My parents listen to me and take what I say into account	10yo	742	3.8	8.6	18.9	31.9	36.8
	12yo	736	6.1	14.9	20.9	33.4	24.6
	<i>Overall</i>	<i>1478</i>	<i>4.9</i>	<i>11.8</i>	<i>19.9</i>	<i>32.7</i>	<i>30.7</i>
(6). My parents and I make decisions about my life together	10yo	716	5.7	9.4	13.4	25.1	46.4
	12yo	707	8.3	11.7	23.2	30.3	26.4
	<i>Overall</i>	<i>1423</i>	<i>7.0</i>	<i>10.5</i>	<i>18.3</i>	<i>27.7</i>	<i>36.5</i>

2.3 The home where children live

2.3.1 Overall, the satisfaction of surveyed children with *the home where they live* was high with median of 9 out of 10. A significantly lower percentage of 12-year olds (25.8%) stated that they are “fully satisfied” with the home they live in (10 out of 10) compared to 10-year olds (40.6%). The proportion of children who rated their satisfaction with the home where they live as very low (4 out of 10 or below) varied from 7.2% for the 10-year olds to 9.0% for the 12-year olds (**see Table 6 below**).

2.3.2 As for the things that children have in their homes, the majority of the surveyed children stated that they have one bathroom (72.9%), that they sleep in a room that they share with other people (53.9%), and that they had a place to study (83.7%). There were very little differences in these percentages across the two age groups, although a slightly higher percentage of 10-year olds (55.8%) stated that they sleep in a room that they share with other people than 12-year olds (51.9%) (**see Table 7 below**).

Table 6. Satisfaction with the home where you live (%) [Q10]

	Group	<i>n</i>	0	1	2	3	4	5	6	7	8	9	10
The home where you live	10yo	743	.8	.1	1.1	2.0	3.2	3.8	5.5	8.2	16.0	18.6	40.6
	12yo	736	1.6	.5	.8	2.0	4.1	9.4	6.8	12.0	18.2	18.8	25.8
	<i>Overall</i>	<i>1479</i>	<i>1.2</i>	<i>.3</i>	<i>.9</i>	<i>2.0</i>	<i>3.7</i>	<i>6.6</i>	<i>6.2</i>	<i>10.1</i>	<i>17.1</i>	<i>18.7</i>	<i>33.3</i>

Table 7. Things you have (%)

	10yo	12yo	<i>Overall</i>
Number of bathrooms in your home [Q11]			
None	3.2	2.5	2.8
One	72.1	73.6	72.9
Two	20.9	20.6	20.7
More than two	3.8	3.3	3.6
<i>Overall (n)</i>	761	759	1520
Whether you sleep in a room on your own or you share a room [Q12]			
I sleep in a room on my own	44.2	48.1	46.1
I sleep in a room that I share with other people	55.8	51.9	53.9
<i>Overall (n)</i>	761	755	1516
Whether you have a place to study [Q13]			
Yes	84.7	82.7	83.7
No	7.4	8.7	8.0
Not sure	7.9	8.6	8.2
<i>Overall (n)</i>	760	758	1518

2.4 Friends

2.4.1 Overall, the satisfaction of surveyed children *with their friends* was high with a median score of 9 out of 10. A significantly lower percentage of 12-year olds (23.8%) stated that they are '*fully satisfied*' with their friends (10 out of 10) compared to 10-year olds (41.4%). The proportion of children who rated their satisfaction with their friends as very low (4 out of 10 or below) varied from 3.5% for the 10-year olds to 6.5% for the 12-year old surveys (**see Table 8 below**).

2.4.2 Most surveyed children either "agreed a lot" or "totally agreed" with the following statements: '*I have enough friends*' (77.9%), '*Me & my friends get along well together*' (77.5%), '*If I have a problem, I have a friend who will support me*' (75.3%); and '*My friends are usually nice to me*' (74.2%). Thereby, the proportion of children that either "agreed a lot" or "totally agreed" with the above statements was significantly higher among the 10-year old children compared to the 12-year olds, respectively (**see Table 9 below**).

Table 8. Satisfaction with your friends (%) [Q14]

	Group	<i>n</i>	0	1	2	3	4	5	6	7	8	9	10
Your friends	10yo	754	.9	.4	.7	.8	.7	3.4	4.9	8.9	13.9	24.0	41.4
	12yo	751	1.5	.5	.4	.9	3.2	6.4	8.0	13.6	20.8	20.9	23.8
	<i>Overall</i>	<i>1505</i>	<i>1.2</i>	<i>.5</i>	<i>.5</i>	<i>.9</i>	<i>1.9</i>	<i>4.9</i>	<i>6.4</i>	<i>11.2</i>	<i>17.3</i>	<i>22.5</i>	<i>32.6</i>

Table 9. Relationships with friends (%) [Q15.1-15.4]

	Group	<i>n</i>	Don't agree	Agree a little	Agree somewhat	Agree a lot	Totally agree
(1). I have enough friends	10yo	754	3.7	4.8	9.5	26.0	56.0
	12yo	746	3.2	7.5	15.4	37.9	35.9
	<i>Overall</i>	<i>1500</i>	<i>3.5</i>	<i>6.1</i>	<i>12.5</i>	<i>31.9</i>	<i>46.0</i>
(2). My friends are usually nice to me	10yo	748	1.6	5.6	13.9	31.4	47.5
	12yo	749	2.3	7.5	20.6	37.2	32.4
	<i>Overall</i>	<i>1497</i>	<i>1.9</i>	<i>6.5</i>	<i>17.2</i>	<i>34.3</i>	<i>39.9</i>
(3). Me & my friends get along well together	10yo	749	1.5	4.5	14.2	29.9	49.9
	12yo	747	2.3	5.6	17.0	39.6	35.5
	<i>Overall</i>	<i>1496</i>	<i>1.9</i>	<i>5.1</i>	<i>15.6</i>	<i>34.8</i>	<i>42.7</i>
(4). If I have a problem, I have a friend who will support me	10yo	727	2.8	6.3	12.7	21.3	56.9
	12yo	729	4.1	7.5	16.2	32.4	39.8
	<i>Overall</i>	<i>1456</i>	<i>3.4</i>	<i>6.9</i>	<i>14.4</i>	<i>26.9</i>	<i>48.4</i>

2.5 School

2.5.1 Overall, the satisfaction with children's *'life as a student'*, *'the things they have learned at school'*, and *'other children in their class'* was relatively high reaching a median of 8 out of 10, respectively. However, the answers differed significantly by age group: 10-year olds were significantly more satisfied with their life as a student, the things they have learned at school, and other children in their class, than 12-year-olds, respectively (**see Table 10**).

2.5.2 A high proportion of children either "agreed a lot" or "totally agreed" with the following statements: *'If I have a problem at school my teachers will help me'* (78.7%) and *'My teachers care about me'* (77%).

2.5.3 However, there was a relatively lower proportion of children who either "agreed a lot" or "totally agreed" with the following statements: *'If I have a problem at school other children will help me'* (71.5%), *'I feel safe at school'* (71%), *'My teachers listen to me & take what I say into account'* (67.7%), and *'At school I have opportunities to make decisions about things that are important to me'*

(67.4%). For all of these items, the views about school by 10-year old respondents were significantly more positive than by 12-year olds (**see Table 11**).

2.5.4 Overall, around one-sixth of surveyed children reported that they had been hit by other children in [their] school (15.3%) or had been left out by other children in their class (16.3%) at least once. More than 15 per cent of children reported that they had been called unkind names by other children in school more than three times. The total share of children reporting that they had been called unkind names by other children in their school at least once was 37.5 per cent.

2.5.5 These figures mask significant variation across age groups in regard to the children's experience of being called unkind names by other children in school, but not in terms of being hit by other children or being left out by other children in their class. Interestingly, while the share of 10-year olds (60.8%) reporting that they had never been called unkind names was lower than for 12-year old respondents (64%), their likelihood of being called unkind names more than three times was higher (17%) compared to 12-year olds (14.5%) (**see Table 12 below**).

Table 10. Satisfaction with your school life (%) [Q17-19]

	Group	<i>n</i>	0	1	2	3	4	5	6	7	8	9	10
(1). Your life as a student	10yo	758	1.2	.0	.3	2.0	2.1	8.2	8.7	11.6	19.1	19.5	27.3
	12yo	755	1.7	1.1	1.9	2.6	4.9	14.2	12.7	18.3	18.8	12.6	11.3
	<i>Overall</i>	<i>1513</i>	<i>1.5</i>	<i>.5</i>	<i>1.1</i>	<i>2.3</i>	<i>3.5</i>	<i>11.2</i>	<i>10.7</i>	<i>14.9</i>	<i>19.0</i>	<i>16.1</i>	<i>19.3</i>
(2). Things you have learned at school	10yo	754	.8	.0	.8	.8	1.3	4.6	4.4	8.6	18.8	23.2	36.6
	12yo	754	1.1	.8	.5	1.1	4.0	12.6	10.9	17.2	22.8	15.9	13.1
	<i>Overall</i>	<i>1508</i>	<i>.9</i>	<i>.4</i>	<i>.7</i>	<i>.9</i>	<i>2.7</i>	<i>8.6</i>	<i>7.6</i>	<i>12.9</i>	<i>20.8</i>	<i>19.6</i>	<i>24.9</i>
(3). Other children in your class	10yo	751	2.0	.5	1.5	2.4	2.3	5.5	6.8	12.0	16.4	21.3	29.4
	12yo	755	1.7	1.3	1.3	2.8	3.7	10.6	11.4	16.6	19.5	15.9	15.2
	<i>Overall</i>	<i>1506</i>	<i>1.9</i>	<i>.9</i>	<i>1.4</i>	<i>2.6</i>	<i>3.0</i>	<i>8.0</i>	<i>9.1</i>	<i>14.3</i>	<i>17.9</i>	<i>18.6</i>	<i>22.3</i>

Table 11. Views about school (%) [Q20.1-20.7]

	Group	<i>n</i>	Don't agree	Agree a little	Agree somewhat	Agree a lot	Totally agree
(1). My teachers care about me	10yo	747	1.7	4.8	9.6	34.7	49.1
	12yo	744	1.3	7.5	21.0	42.2	28.0
	Overall	1491	1.5	6.2	15.3	38.4	38.6
(2). If I have a problem at school my teachers will help me	10yo	748	1.5	3.9	9.6	29.9	55.1
	12yo	741	1.1	6.5	20.2	39.7	32.5
	Overall	1489	1.3	5.2	14.9	34.8	43.9
(3). If I have a problem at school other children will help me	10yo	747	3.1	5.4	15.0	33.3	43.2
	12yo	740	2.6	8.2	23.0	41.2	25.0
	Overall	1487	2.8	6.8	19.0	37.3	34.2
(4). There are a lot of arguments between children in my class	10yo	742	15.0	28.6	20.5	15.8	20.2
	12yo	733	12.3	25.9	24.3	19.2	18.3
	Overall	1475	13.6	27.3	22.4	17.5	19.3
(5). My teachers listen to me & take what I say into account	10yo	724	2.6	5.4	17.8	33.4	40.7
	12yo	712	2.7	9.3	26.8	37.5	23.7
	Overall	1436	2.6	7.3	22.3	35.4	32.3
(6). At school I have opportunities to make decisions about things that are important to me	10yo	725	3.0	6.3	19.3	31.6	39.7
	12yo	719	3.1	10.2	23.4	38.8	24.6
	Overall	1444	3.0	8.2	21.3	35.2	32.2
(7). I feel safe at school	10yo	740	4.2	6.1	12.2	25.0	52.6
	12yo	733	5.2	9.4	21.0	33.0	31.4
	Overall	1473	4.7	7.7	16.6	29.0	42.0

Table 12. Experience of being bullied (%) [Q21.1-21.3]

	Group	<i>N</i>	Never	Once	2 or 3 times	More than 3 times
(1) Hit by other children in your school	10yo	742	84.8	8.4	3.9	3.0
	12yo	725	84.7	8.0	4.4	2.9
	Overall	1467	84.7	8.2	4.2	2.9
(2). Called unkind names by other children in your school	10yo	737	60.8	15.2	7.1	17.0
	12yo	725	64.0	11.4	10.1	14.5
	Overall	1462	62.4	13.3	8.5	15.7
(3). Left out by other children in your class	10yo	731	83.7	7.3	4.5	4.5
	12yo	691	83.6	7.5	4.5	4.3
	Overall	1422	83.7	7.4	4.5	4.4

2.6 The area where children live

2.6.1 Concerning their feelings about *the area where they live*, children's satisfaction was relatively high with a median score of 8 out of 10. However, the proportion of children who rated their satisfaction with the area where they live as very low (4 out of 10 or below) varied from 6.2% for the 10-year olds to 7.4% for the 12-year olds (see Table 13).

2.6.2 A total of 72.6 per cent of surveyed children either "agreed a lot" or "totally agreed" with the statement '*I feel safe when I walk around in the area I live in*'; whereas 67.9 per cent either "agreed a lot" or "totally agreed" with the statement '*In my area there are enough places to play & have a good time*'. Just over half of surveyed children (55.3%) either "agreed a lot" or "totally agreed" that adults in their local area are kind to children. However, less than half of surveyed children either "agreed a lot" or "totally agreed" with the following statements: '*Adults in my area listen to children & take them seriously*' (48.1%); '*If I have a problem there are people in my local area who will help me*' (47.2%); and '*In my local area, I have opportunities to participate in decisions about things that are important to children*' (42.2%).

2.6.3 The views about their local area were generally more positive among the 10-year old respondents, but gaps in agreement with the 12-year olds are particularly apparent in regards to the statements '*In my local area, I have opportunities to participate in decisions about things that are important to children*' and '*Adults in my area listen to children and take them seriously*'. For the former, the share of 10-year olds that either "agreed a lot" or "totally agreed" was 48 per cent compared to 36 per cent for the 12-year olds; for the latter the share of 10-year olds that either "agreed a lot" or "totally agreed" was 52.8 per cent compared to 42.9 per cent among the 12-year olds (see Table 14 below).

Table 13. Satisfaction with the area where you live (%) [Q23]

	Group	<i>n</i>	0	1	2	3	4	5	6	7	8	9	10
The area where you live	10yo	734	1.6	.4	.4	1.2	2.6	6.1	5.7	9.5	16.6	22.9	32.8
	12yo	741	.9	.3	.5	2.2	3.5	9.2	10.0	13.8	20.8	18.1	20.8
	Overall	1475	1.3	.3	.5	1.7	3.1	7.7	7.9	11.7	18.7	20.5	26.8

Table 14. Views about local area (%) [Q24.1-24.6]

	Group	<i>n</i>	Don't agree	Agree a little	Agree somewhat	Agree a lot	Totally agree
(1). I feel safe when I walk around in the area I live in	10yo	745	2.8	6.7	15.7	28.7	46.0
	12yo	742	1.9	5.9	21.8	37.9	32.5
	<i>Overall</i>	<i>1487</i>	<i>2.4</i>	<i>6.3</i>	<i>18.8</i>	<i>33.3</i>	<i>39.3</i>
(2). In my area there are enough places to play & have a good time	10yo	744	6.3	9.1	15.1	25.8	43.7
	12yo	741	5.5	8.6	19.4	35.6	30.8
	<i>Overall</i>	<i>1485</i>	<i>5.9</i>	<i>8.9</i>	<i>17.2</i>	<i>30.7</i>	<i>37.2</i>
(3). If I have a problem there are people in my local area who will help me	10yo	702	13.1	15.8	20.7	25.1	25.4
	12yo	663	10.6	19.3	26.4	26.4	17.3
	<i>Overall</i>	<i>1365</i>	<i>11.9</i>	<i>17.5</i>	<i>23.4</i>	<i>25.7</i>	<i>21.5</i>
(4). Adults in my local area are kind to children	10yo	716	6.7	14.1	22.6	26.0	30.6
	12yo	674	6.4	14.2	25.4	31.8	22.3
	<i>Overall</i>	<i>1390</i>	<i>6.5</i>	<i>14.2</i>	<i>24.0</i>	<i>28.8</i>	<i>26.5</i>
(5). In my local area, I have opportunities to participate in decisions about things that are important to children	10yo	673	19.6	13.8	18.6	23.5	24.5
	12yo	628	22.8	17.4	23.9	22.3	13.7
	<i>Overall</i>	<i>1301</i>	<i>21.1</i>	<i>15.5</i>	<i>21.1</i>	<i>22.9</i>	<i>19.3</i>
(6). Adults in my area listen to children & take them seriously	10yo	684	11.3	16.4	19.6	24.3	28.5
	12yo	603	12.8	17.7	26.5	26.5	16.4
	<i>Overall</i>	<i>1287</i>	<i>12.0</i>	<i>17.0</i>	<i>22.8</i>	<i>25.3</i>	<i>22.8</i>

2.7 Money and the things children have

2.7.1 Regarding their concern about the financial status of their families, 19.7% of surveyed children reported that they worried about how much money their families had either “often” or “always”. The majority of children stated that they worry about how much money their family has ‘sometimes’ (47.9%).

2.7.2 12-year old respondents were likely to worry about how much money their family has more often: while the share of children that stated that they worry ‘often’ was nearly identical across age groups, the share of 12-year olds (13.5%) that worry ‘often’ was significantly higher than the share of 10-year olds (8.4%); the share of 12-year olds that never worried about how much money their family has (28.1%) was lower than the share of 10-year olds accordingly (36.7%) (see Table 15 below).

2.7.3 Concerning children's satisfaction with all the things they have, 10-year old respondents were significantly more satisfied compared with 12-year olds. The proportion of children who rated their satisfaction with all the things they have as very low (4 out of 10 or below) varied from 3.3% for the 10-year olds to 5.9% for the 12-year olds (**see Table 16 below**).

2.7.4 A considerable majority of children reported that they have access to basic necessities, such as clothes in good condition (99%); equipment/things they need for school (98.5%); two pairs of shoes in good condition (97.8%); enough money for school trips & activities (94.7%); access to the internet at home (94%). There was a relatively higher proportion of children who did not have 'pocket money' (17.7%), 'mobile phone (12.2%) and 'equipment/things [they] need for sports and hobbies' (10.9%) compared with other child necessary items.

2.7.5 There was a relatively large gap in children's access to 'pocket money' between 10-year olds (76%) and 12-year olds (88.5%); a similar gap was apparent in regard to children's access to mobile phones between 10-year olds (78.4%) and 12-year olds (97.2%), but not access to 'equipment/things [they] need for sports and hobbies' (**see Table 18 below**).

2.7.6 Regarding their family material possessions, a large proportion of surveyed children stated that their families owned one or more computers including laptops and tablets (95.1%). It was also common for their families to have a washing machine at home (97.5%). A large proportion of respondents reported that they travelled away on holiday with their family (91.1%). More than half of the surveyed children reported that their families did not own any car, van, or truck (56.8%).

2.7.7 The share of 12-year olds that never travelled away on holiday with their family was significantly higher (12.4%) than the share of 10-year olds (5.4%). Otherwise, familial material possessions did not vary significantly across the two age groups (**see Table 19 below**).

Table 15. How often worry about how much money your family has? (%) [Q25]

	10yo	12yo	Overall
Never	36.7	28.1	32.4
Sometimes	46.1	49.8	47.9
Often	8.4	13.5	11.0
Always	8.7	8.6	8.7
Overall (n)	724	709	1433

Table 16. Satisfaction with all the things you have (%) [Q31]

	Group	n	0	1	2	3	4	5	6	7	8	9	10
All the things you have	10yo	762	.7	.4	.3	1.0	.9	4.2	2.8	6.4	15.6	21.0	46.7
	12yo	755	1.1	.0	.8	1.6	2.4	7.7	7.5	12.1	19.1	20.1	27.7
	Overall	1517	.9	.2	.5	1.3	1.6	5.9	5.1	9.2	17.3	20.6	37.2

Table 17. Do you have enough food to eat each day? (%) [Q32]

	10yo	12yo	Overall
Never	6.9	3.9	5.4
Sometimes	4.8	7.6	6.2
Often	16.0	19.2	17.6
Always	72.2	69.3	70.8
Overall (n)	749	739	1488

Table 18. The things children have (%) [Q33.1-33.8]

	10 yo			12 yo			Overall		
	n	Yes	No	n	Yes	No	n	Yes	No
(1). Clothes in good condition	761	99.1	.9	760	98.9	1.1	1521	99.0	1.0
(2). Enough money for school trips & activities	761	94.7	5.3	760	94.7	5.3	1521	94.7	5.3
(3). Access to the internet at home	760	92.2	7.8	761	95.7	4.3	1521	94.0	6.0
(4). Equipment / things you need for sports & hobbies	755	89.5	10.5	758	88.7	11.3	1513	89.1	10.9
(5). Pocket money / money to spend on yourself	758	76.0	24.0	759	88.5	11.5	1517	82.3	17.7
(6). Two pairs of shoes in good condition	756	98.1	1.9	759	97.5	2.5	1515	97.8	2.2
(7). Mobile phone	758	78.4	21.6	759	97.2	2.8	1517	87.8	12.2
(8). Equipment / things you need for school	758	98.3	1.7	761	98.7	1.3	1519	98.5	1.5

Table 19. Family material possessions (%)

	10yo	12yo	Overall
Number of cars, vans or trucks your family owns [Q26]			
None	53.6	60.1	56.8
One	31.7	25.8	28.7
Two	9.5	8.9	9.2
Three or more	5.3	5.1	5.2
Overall (n)	760	760	1520
Number of times travelled away on holiday with your family, including outside & within Hong Kong in the last 12 months [Q27]			
None	5.4	12.4	8.9
One	13.2	13.2	13.2
Two	16.4	17.7	17.1
More than two	65.0	56.8	60.9
Overall (n)	760	759	1519
Number of computers your family own [Q29]			
None	4.2	5.5	4.9
One	27.1	27.5	27.3
Two	30.7	30.8	30.8
More than two	38.0	36.1	37.0
Overall (n)	761	759	1520
Whether your family have a washing machine [Q30]			
Yes	98.2	96.8	97.5
No	1.8	3.2	2.5
Overall (n)	758	760	1518

2.8 Time use

2.8.1 Concerning their *time use*, children's satisfaction was relatively high with a median score of 8 out of 10. However, the 10-year old respondents were significantly more satisfied compared with 12-year olds. The proportion of children who rated their satisfaction with the area where they live as very low (4 out of 10 or below) varied from 9.2% for the 10-year olds to 15.5% for the 12-year olds. This means that around one-sixth of surveyed 12-year old children were dissatisfied with their time use (see Table 20 below).

2.8.2 More than half of all surveyed children reported that they spent time doing homework or studying on "every day" (53.4%). This was followed by 51.4 per cent of children that reported using social media, and 43.3 per cent that ed that they watch TV "every day". Compared to these figures, most surveyed children reported that they spent their time '*helping around the house*' (34.1%), '*playing sports / doing exercise*' (29.2%), '*doing extra class / tuition when not at school*' (23.5%), and '*taking care of brothers or sisters or other family members*' (17.2%) only "once or twice a week".

2.8.3 10 year-old respondents were less likely to spend their time *'helping out around the house'* and *'taking care of brothers or sisters or other family members'*; they were more likely to spend their time *'doing extra classes/tuition when not at school'*, *'doing homework and studying'*, *'playing sports and doing exercise'*, *'relaxing, talking/having fun with the family, and playing / spending time at home'* than 12 year-olds. At the same time, 12 year-olds were more likely to spend their time *'using social media'* and *'playing electronic games'* than 10-year olds: 64.4 per cent of 12-year olds reported using social media every day compared to 38.4 per cent of 10-year olds; 44.3 per cent of 12-year olds reported using electronic games every day compared to 29.5 per cent of 10 year-olds. 42.1 per cent of 12-year olds reported that they never spent time doing extra classes tuition when not at school compared to 27.9 per cent of 10-year olds.

2.8.4 Overall, around one-fifth (21%) of all surveyed children reported that they spent their time resting or doing nothing 'never' or 'less than once a week' (see Table 20.1 below).

Table 20. Satisfaction with time use (%) [Q34]

	Group	<i>n</i>	0	1	2	3	4	5	6	7	8	9	10
Time use	10yo	749	1.7	.4	.7	1.5	4.9	7.7	8.3	13.8	18.3	18.3	24.4
	12yo	748	2.0	.9	1.3	3.7	7.6	12.0	14.0	18.3	18.4	9.0	12.6
	Overall	1497	1.9	.7	1.0	2.6	6.3	9.9	11.2	16.0	18.4	13.6	18.5

Table 20.1. Time spent doing things when you are not at school (%) [Q35.1-35.12]

	Group	n	Never	Less than once a week	Once or twice a week	3 or 4 days a week	5 or 6 days a week	Every day
(1). Helping out around the house	10yo	759	10.0	16.6	33.7	21.2	7.2	11.2
	12yo	759	12.3	22.1	34.4	17.1	4.3	9.7
	<i>Overall</i>	<i>1518</i>	<i>11.1</i>	<i>19.4</i>	<i>34.1</i>	<i>19.2</i>	<i>5.8</i>	<i>10.5</i>
(2). Taking care of brothers or sisters or other family members	10yo	752	27.1	8.4	18.2	11.2	8.2	26.9
	12yo	748	37.4	12.0	16.2	10.8	5.3	18.2
	<i>Overall</i>	<i>1500</i>	<i>32.3</i>	<i>10.2</i>	<i>17.2</i>	<i>11.0</i>	<i>6.8</i>	<i>22.5</i>
(3). Doing extra class / tuition when not at school	10yo	753	27.9	6.5	22.2	12.9	16.7	13.8
	12yo	752	42.6	10.1	24.9	11.4	6.6	4.4
	<i>Overall</i>	<i>1505</i>	<i>35.2</i>	<i>8.3</i>	<i>23.5</i>	<i>12.2</i>	<i>11.7</i>	<i>9.1</i>
(4). Doing homework & studying	10yo	745	.7	2.1	7.0	11.0	21.1	58.1
	12yo	751	3.7	4.7	11.5	12.3	19.2	48.7
	<i>Overall</i>	<i>1496</i>	<i>2.2</i>	<i>3.4</i>	<i>9.2</i>	<i>11.6</i>	<i>20.1</i>	<i>53.4</i>
(5). Going to religious places / services	10yo	758	67.2	12.0	17.0	1.5	.8	1.6
	12yo	758	65.7	14.5	15.4	1.7	1.1	1.6
	<i>Overall</i>	<i>1516</i>	<i>66.4</i>	<i>13.3</i>	<i>16.2</i>	<i>1.6</i>	<i>.9</i>	<i>1.6</i>
(6). Watching TV	10yo	756	4.8	5.0	14.6	16.7	12.0	47.0
	12yo	762	10.2	7.9	16.9	15.7	9.4	39.8
	<i>Overall</i>	<i>1518</i>	<i>7.5</i>	<i>6.5</i>	<i>15.7</i>	<i>16.2</i>	<i>10.7</i>	<i>43.3</i>
(7). Playing sports / doing exercise	10yo	754	5.4	8.6	29.2	21.2	10.9	24.7
	12yo	758	5.9	15.4	29.3	21.9	8.4	19.0
	<i>Overall</i>	<i>1512</i>	<i>5.7</i>	<i>12.0</i>	<i>29.2</i>	<i>21.6</i>	<i>9.7</i>	<i>21.8</i>
(8). Relaxing, talking / having fun with family	10yo	751	6.0	10.9	20.1	18.0	14.0	31.0
	12yo	758	9.6	15.6	26.1	16.8	10.0	21.9
	<i>Overall</i>	<i>1509</i>	<i>7.8</i>	<i>13.3</i>	<i>23.1</i>	<i>17.4</i>	<i>12.0</i>	<i>26.4</i>
(9). Playing / spending time outside	10yo	747	7.8	16.3	28.1	18.3	10.7	18.7
	12yo	748	6.8	17.6	34.8	20.2	6.0	14.6
	<i>Overall</i>	<i>1495</i>	<i>7.3</i>	<i>17.0</i>	<i>31.4</i>	<i>19.3</i>	<i>8.4</i>	<i>16.7</i>
(10). Using social media	10yo	755	10.1	8.3	15.2	16.2	11.8	38.4
	12yo	758	2.2	3.6	6.7	11.5	11.6	64.4
	<i>Overall</i>	<i>1513</i>	<i>6.1</i>	<i>5.9</i>	<i>11.0</i>	<i>13.8</i>	<i>11.7</i>	<i>51.4</i>

Table 20.1 (Continued....)

	Group	n	Never	Less than once a week	Once or twice a week	3 or 4 days a week	5 or 6 days a week	Every day
(11). Playing electronic games	10yo	757	11.9	12.2	18.9	16.8	10.8	29.5
	12yo	756	10.7	8.7	12.4	13.0	10.8	44.3
	Overall	1513	11.3	10.4	15.7	14.9	10.8	36.9
(12). Doing nothing / resting	10yo	761	9.6	12.7	18.5	16.8	7.6	34.7
	12yo	761	8.3	11.4	24.0	14.3	8.8	33.1
	Overall	1522	8.9	12.1	21.3	15.6	8.2	33.9

2.9 Subjective well-being

2.9.1 There was a high level of life satisfaction with children's *'life as a whole'* with a median of 9 out of 10. 10-year olds were significantly more satisfied with their lives as 12-year olds: only 31 per cent of 12-year olds reported to be 'fully satisfied' with their life as a whole (10 out of 10), compared to 46.2 per cent of 10-year olds. The proportion of children who rated their satisfaction with their life as a whole as very low (4 out of 10 or below) varied from 3.3% for the 10-year olds to 7.7% for the 12-year olds (**see Table 21 below**).

2.9.2 Around one-sixth of surveyed children (15%) assessed their agreement with the statement *'Things that happen in my life are excellent'* as very low (4 out of 10 or below). At the same time, around one in ten surveyed children gave very low scores to the statements: *'I like my life'* (11.3%) and *'I am happy with my life'* (11.1%). The proportion of children whose agreement with the statement *'Things that happen in my life are excellent'* was very low (4 out of 10 or below) varied from 18.1% for the 12-year olds to 12.1% for the 10-year olds (**see Table 22 below**).

2.9.3 Around one-third of surveyed children in Hong Kong were "fully satisfied" with *'the people they live with'* (31.9%) and *'their friends'* (32.6%). The share of surveyed children that were "fully satisfied" with *'the way that they look'* (28.4%), *'the area where they live'* (26.8%), and, particularly, *'their life as a student'* (19.3%) were significantly lower in comparison.

2.9.4 10-year olds generally rated their satisfaction higher than 12-year olds, but the gap between the 10-year olds (41.4%) and 12-year olds (23.8%) that were "fully satisfied" with their friends was particularly stark. Similarly, only 11.3 per cent of 12-year olds reported that they are "fully satisfied" with their life as a student, compared to 27.3 per cent of 10-year olds. The proportion of 12-year olds whose satisfaction with *'their life as a student'* was very low (4 out of 10

or below) was 12.2 per cent; the proportion of 12-year olds whose satisfaction with '*the way they look*' was very low (4 out of 10 or below) was 13.9 per cent – or close to one in seven (**see Table 23 below**).

2.9.5 Around one-third of surveyed children in Hong Kong “totally agreed” that they felt happy (35.8%) and full of energy (30.8%) over the last two weeks. Among 10-year olds, 41.7 per cent reported that they ‘totally agree’ with the statement that they felt ‘*happy*’.

2.9.6 At the same time, 27.3 per cent of all surveyed children reported very low agreement (4 out of 10 or below) with statement that they felt ‘*calm*’ over the last two weeks. A total of 13 per cent of all 10-year olds did “not at all agree” with this statement. In addition, a total of 32.4 per cent of surveyed children reported a high agreement (6 out of 10 or above) with the statement that they felt ‘*sad*’ over the last two weeks. Maybe most worryingly, almost half (49%) of the surveyed children reported a high agreement (6 out of 10 or above) with the statement that the felt ‘*stressed*’ over the last two weeks. A total of 15.5 per cent of all children, or roughly one in six children, reported that they ‘totally agreed’ with this statement (**see Table 24 below**).

2.9.7 Around one-quarter of surveyed 12-year old children in Hong Kong “totally agreed” that they liked being the way they are (27.5%), that people are generally pretty friendly towards them (25.0%), and that they feel positive about their future (24.3%). Compared to this, the proportion of surveyed children that “totally agreed” that they are good at managing their daily responsibilities was slightly lower (19.2%).

2.9.8 A total of 14.6 per cent of all 12-year olds reported very low agreement (4 out of 10 or below) with the statement that *they are good at managing their daily responsibilities*; followed by 13.7 per cent who reported low agreement with the statement ‘*I feel positive about my future*’, and 13.1 per cent who reported low agreement with the statement ‘*I like being the way I am*’ (**see Table 25 below**)

2.9.9 The mean score of the Children’s Worlds Subjective Well-being Scale was 76.9 out 100, with the score for 10-year olds (81.2) being significantly higher than for 12-year olds (72.7). A total of 17.5 per cent of surveyed children reached a total score of 100 on the scale, whereas the proportion of children ‘falling behind’ their peers (scoring 40 or below) was 8.3 per cent (**see Table 26 below**.)

Table 21. Overall life satisfaction (OLS) [Q42]

Satisfaction with...	Group	<i>n</i>	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole	10yo	756	.7	.3	.4	.8	1.1	6.0	4.9	6.2	11.5	22.1	46.2
	12yo	759	1.7	.4	.8	1.6	3.2	8.4	6.6	11.1	17.3	18.1	31.0
	Overall	1515	1.2	.3	.6	1.2	2.1	7.2	5.7	8.6	14.4	20.1	38.5

Table 22. Children's Worlds Subjective Well-being Scale (CW-SWBS) [Q22.1-22.6]

How much you agree with each of the following sentences?			0 = Not at all agree											10 = totally agree	
			0	1	2	3	4	5	6	7	8	9	10		
		<i>n</i>													
(1). I enjoy my life	10yo	761	1.3	.8	.4	1.6	2.0	5.9	4.2	9.5	16.2	16.7	41.5		
	12yo	761	1.6	.7	.9	3.0	6.0	8.9	7.8	15.0	18.5	14.1	23.5		
	Overall	1522	1.4	.7	.7	2.3	4.0	7.4	6.0	12.2	17.3	15.4	32.5		
(2). My life is going well	10yo	759	1.2	.8	.7	1.6	2.6	5.7	5.5	8.6	14.2	18.4	40.7		
	12yo	763	1.8	.8	.5	3.3	5.6	9.0	9.2	14.2	17.4	15.5	22.7		
	Overall	1522	1.5	.8	.6	2.4	4.1	7.4	7.4	11.4	15.8	17.0	31.7		
(3). I have a good life	10yo	755	1.9	.8	.9	1.5	2.5	6.1	4.6	7.5	13.4	18.5	42.3		
	12yo	757	2.2	.5	1.6	2.9	5.9	9.0	8.5	12.7	16.5	16.2	23.9		
	Overall	1512	2.1	.7	1.3	2.2	4.2	7.5	6.5	10.1	14.9	17.4	33.1		
(4). Things that happen in my life are excellent	10yo	762	2.4	1.7	1.7	3.4	2.9	8.8	8.0	12.1	14.2	15.7	29.1		
	12yo	760	2.8	1.3	2.0	4.5	7.5	13.3	9.7	15.4	14.2	11.6	17.8		
	Overall	1522	2.6	1.5	1.8	3.9	5.2	11.0	8.9	13.7	14.2	13.7	23.5		
(5). I like my life	10yo	762	1.6	.8	1.8	2.0	2.4	5.8	4.5	6.4	13.0	20.6	41.2		
	12yo	760	2.0	1.2	1.2	3.8	5.8	10.8	6.6	13.7	17.0	13.3	24.7		
	Overall	1522	1.8	1.0	1.5	2.9	4.1	8.3	5.5	10.1	15.0	17.0	33.0		
(6). I am happy with my life	10yo	761	2.0	1.3	1.3	1.2	3.4	6.2	4.3	8.3	12.4	17.2	42.4		
	12yo	762	1.6	1.6	1.3	4.2	4.5	10.4	8.1	14.7	14.0	13.8	25.9		
	Overall	1523	1.8	1.4	1.3	2.7	3.9	8.3	6.2	11.5	13.2	15.5	34.1		

Table 23. Children's Worlds Domain Based Subjective Well-being Scale (CW-DBSWBS)

Satisfaction with...	Group	<i>n</i>	0	1	2	3	4	5	6	7	8	9	10
The people that you live with [Q8]	10yo	759	.4	.3	.4	.4	2.1	5.5	3.8	8.4	18.1	22.3	38.3
	12yo	754	1.2	.3	1.2	1.9	3.3	9.9	6.8	12.5	21.8	15.8	25.5
	<i>Overall</i>	1513	.8	.3	.8	1.1	2.7	7.7	5.3	10.4	19.9	19.0	31.9
Your friends [Q14]	10yo	754	.9	.4	.7	.8	.7	3.4	4.9	8.9	13.9	24.0	41.4
	12yo	751	1.5	.5	.4	.9	3.2	6.4	8.0	13.6	20.8	20.9	23.8
	<i>Overall</i>	1505	1.2	.5	.5	.9	1.9	4.9	6.4	11.2	17.3	22.5	32.6
Your life as a student [Q17]	10yo	758	1.2	.0	.3	2.0	2.1	8.2	8.7	11.6	19.1	19.5	27.3
	12yo	755	1.7	1.1	1.9	2.6	4.9	14.2	12.7	18.3	18.8	12.6	11.3
	<i>Overall</i>	1513	1.5	.5	1.1	2.3	3.5	11.2	10.7	14.9	19.0	16.1	19.3
The area where you live [Q23]	10yo	734	1.6	.4	.4	1.2	2.6	6.1	5.7	9.5	16.6	22.9	32.8
	12yo	741	.9	.3	.5	2.2	3.5	9.2	10.0	13.8	20.8	18.1	20.8
	<i>Overall</i>	1475	1.3	.3	.5	1.7	3.1	7.7	7.9	11.7	18.7	20.5	26.8
The way that you look [Q38]	10yo	758	3.7	1.7	1.3	2.4	2.6	6.3	5.9	11.6	14.0	15.2	35.2
	12yo	758	4.1	.8	2.5	2.5	4.0	15.2	8.3	13.2	15.2	12.7	21.6
	<i>Overall</i>	1516	3.9	1.3	1.9	2.4	3.3	10.8	7.1	12.4	14.6	13.9	28.4

Table 24. Children's Worlds Positive and Negative Affects Scale (CW-PNAS) [Q43.1-Q43.6]

Last two weeks: How you felt ...	Group	<i>n</i>	0 = Not at all agree					10 = totally agree					
			0	1	2	3	4	5	6	7	8	9	10
(1). Happy	10yo	760	1.6	1.1	1.6	2.4	2.5	5.0	5.0	9.3	13.3	16.6	41.7
	12yo	761	1.4	1.4	1.8	2.8	4.9	8.3	7.0	9.7	19.4	13.3	30.0
	Overall	1521	1.5	1.2	1.7	2.6	3.7	6.6	6.0	9.5	16.4	14.9	35.8
(2). Sad	10yo	756	18.3	16.9	12.6	10.2	4.5	8.3	5.8	4.2	7.1	5.2	6.9
	12yo	759	12.6	10.5	14.0	9.1	7.1	11.3	7.6	8.3	7.0	5.7	6.7
	Overall	1515	15.4	13.7	13.3	9.6	5.8	9.8	6.7	6.3	7.1	5.4	6.8
(3). Calm	10yo	760	13.0	3.7	3.9	3.4	6.3	14.1	5.7	8.7	9.1	8.9	23.2
	12yo	759	7.5	3.2	2.6	5.0	5.8	19.0	10.1	10.0	10.4	10.3	16.1
	Overall	1519	10.3	3.4	3.3	4.2	6.1	16.5	7.9	9.3	9.7	9.6	19.6
(4). Stress	10yo	751	17.7	10.7	6.5	7.1	4.5	8.4	5.5	7.3	6.7	9.1	16.6
	12yo	757	9.4	6.5	5.4	8.1	6.5	11.6	9.6	10.2	9.0	9.5	14.3
	Overall	1508	13.5	8.6	6.0	7.6	5.5	10.0	7.6	8.8	7.8	9.3	15.5
(5). Full of energy	10yo	756	4.4	2.5	2.8	3.6	1.9	8.2	5.3	8.6	11.6	13.0	38.2
	12yo	756	4.1	2.1	3.0	4.6	6.3	10.3	7.8	11.5	15.5	11.4	23.3
	Overall	1512	4.2	2.3	2.9	4.1	4.1	9.3	6.5	10.1	13.6	12.2	30.8
(6). Bored	10yo	760	27.6	10.8	9.2	5.3	7.1	7.9	5.1	5.1	6.6	5.1	10.1
	12yo	759	15.3	9.1	8.7	7.4	6.3	11.3	7.5	8.3	9.2	6.2	10.7
	Overall	1519	21.5	9.9	9.0	6.3	6.7	9.6	6.3	6.7	7.9	5.7	10.4

Table 25. Children's Worlds Psychological Subjective Well-being Scale (CW-PSWBS)* [Q44.1-Q44.6]

How much you agree with....	n	0 = Not at all agree										10 = totally agree
		0	1	2	3	4	5	6	7	8	9	10
(1). I like being the way I am	760	3.2	.0	1.4	2.6	5.9	10.0	6.2	12.5	15.3	15.4	27.5
(2). I am good at managing my daily responsibilities	761	2.8	1.1	2.0	2.4	6.3	13.5	8.4	16.3	16.0	12.1	19.2
(3). People are generally pretty friendly towards me	760	1.4	.5	.5	2.8	4.2	9.2	7.9	11.2	18.9	18.3	25.0
(4). I have enough choice about how I spend my time	762	2.4	.9	1.8	2.6	4.7	11.3	9.2	13.5	16.7	13.5	23.4
(5). I feel that I am learning a lot at the moment	762	2.0	1.0	1.3	2.1	4.5	10.8	9.1	14.6	15.5	15.6	23.6
(6). I feel positive about my future	761	2.9	.9	1.3	3.2	5.4	13.0	6.0	12.1	16.4	14.5	24.3

*12-year old children only.

Table 26. Child subjective wellbeing by domain and by age group

	10yo	12yo	Overall
	Mean score (0-100)		
(1). Overall Life Satisfaction (OLS) [Q42]	86.3	78.9	82.6
(2). Children's Worlds Subjective Well-Being Scale (CW-SWBS) [Q22.1-22.6]	81.2	72.7	76.9
(3). Children's World Domain Based Subjective Well-Being Scale (CW-DBSWBS) [Q8, 14, 17, 23, 38]	81.8	74.0	77.9
(4). Children's Worlds Positive Affect Scale (CW-PAS) [Q43.1, 43.3, 43.5]	72.1	68.5	70.3
(5). Children's Worlds Negative Affect Scale (CW-NAS) [Q43.2, 43.4, 43.6]	41.3	48.6	45.0
(6). Children's Worlds Psychological Well-Being Scale (CW-PSWBS, 12-yr-old only) [Q44.1-44.6]	-----	73.3	73.3

Notes: **CW-SWBS (6-item)** - I enjoy my life; My life is going well; I have a good life; Things that happen in my life are excellent; I like my life; I am happy with my life. **CW-DBSWBS (5-item)**- People that you live with; Friends; Your life as student; The area you live in; The way that you look. **CW-PAS (3-item)** – Happy; Calm; Full of energy. **CW-NAS (3-item)** – Sad; Stressed; Bored. **CW-PSWBS (6-item)** – I like being the way I am; I am good at managing my daily responsibilities; People are generally friendly towards me; I have enough choice about how I spend my time; I feel that I am learning a lot at the moment; I feel positive about my future.

2.10 Children's perceptions about their country

2.10.1 The majority of surveyed children were 'not sure' what rights children have (44.6%) and did not know about the UN Convention on the Rights of the Child (42.2%) (**see Table 27 below**).

2.10.2 Most surveyed children either "agreed a lot" or "totally agreed" that Hong Kong is a safe place for children to live (64%), that in Hong Kong children are allowed to make choices about their lives (59.3%), and that Hong Kong adults respect children's rights. Less than half of all surveyed children (49.7%) either "agreed a lot" or "totally agreed" that adults in Hong Kong care about children. The share of 10-year old children that either "agreed a lot" or "totally agreed" with this statement is slightly higher (57.1%) compared with 12-year olds (42.3%). Close to 1 in 4 12-year olds 'did not agree' or only 'agreed a little' with the statements that adults in Hong Kong care about children (23.8%) and that in Hong Kong adults respect children's rights (24.2%). A slightly lower share of 12-year olds (22.9%) 'did not agree' or only 'agreed a little' with the statement that in Hong Kong children are allowed to make choices about their lives (**see Table 27.1**).

Table 27. Questions about children's rights (%) [12yo - Q45. 46; 10yo – Q44, 45]

		10yo	12yo	Overall
(1). I know what rights children have	No	19.8	18.6	19.2
	Yes	35.6	36.8	36.2
	Not sure	44.6	44.7	44.6
	Overall	758	759	1517
(2). I know about the UN Convention on the Rights of the Child	No	45.6	38.9	42.2
	Yes	14.1	20.3	17.2
	Not sure	40.3	40.8	40.6
	Overall	759	759	1518

Table 27.1. Views about living in Hong Kong (%) [12yo - Q47; 10 yo – Q46]

	Group	<i>n</i>	Don't agree	Agree a little	Agree somewhat	Agree a lot	Totally agree
(1). Adults in Hong Kong care about children	10yo	695	3.9	13.5	25.5	30.5	26.6
	12yo	713	5.6	18.2	33.8	30.0	12.3
	<i>Overall</i>	<i>1408</i>	<i>4.8</i>	<i>15.9</i>	<i>29.7</i>	<i>30.3</i>	<i>19.4</i>
(2). Hong Kong is a safe place for children to live	10yo	724	4.0	7.9	17.7	32.2	38.3
	12yo	723	4.6	13.8	24.1	36.2	21.3
	<i>Overall</i>	<i>1447</i>	<i>4.3</i>	<i>10.9</i>	<i>20.9</i>	<i>34.2</i>	<i>29.8</i>
(3). I think in Hong Kong adults respect children's rights	10yo	716	4.7	10.3	21.1	24.2	39.7
	12yo	714	7.3	16.9	29.3	25.6	20.9
	<i>Overall</i>	<i>1430</i>	<i>6.0</i>	<i>13.6</i>	<i>25.2</i>	<i>24.9</i>	<i>30.3</i>
(4). In Hong Kong children are allowed to make choices about their lives	10yo	700	5.1	10.0	17.6	24.9	42.4
	12yo	694	7.2	15.7	25.8	26.4	24.9
	<i>Overall</i>	<i>1394</i>	<i>6.2</i>	<i>12.8</i>	<i>21.7</i>	<i>25.6</i>	<i>33.7</i>

3. Conclusions

3.1 Overall, the satisfaction of surveyed children in Hong Kong with their lives as a whole, the people they live with, the home where they live, their friends, their life as a student, the area where they live, and their time use was high with median scores of 8 out of 10 or above, respectively. The majority of surveyed children reported to be 'happy' and 'full of energy', and generally 'like the way they are'.

3.2 The majority of surveyed children reported that they have access to basic necessities, although mobile phones and pocket money was more accessible to 12-year-olds rather than 10-year-olds. Most children lived in families that owned one or more computers and travelled away on holiday at least one time per year. Although most children reported that they have to share a room where they sleep, most had an adequate place to study at home. Most surveyed children reported that they have fun in their families and that the teachers in school care for them. Most children reported that Hong Kong is a safe place to live.

3.3. Concerns of material possessions and basic necessities play a significant role for sizeable share of children in Hong Kong. Around one in five surveyed children reported that they worried about how much money their families had either "often" or "always", while almost one in two reported that they worry about how much money their family has 'sometimes'. Independent from the two age groups, around one in ten surveyed children reported that they "never" or "sometimes" have enough food to eat.

3.3 Bullying at school remains a significant issue in Hong Kong. Being called unkind names by other children in school is much more prevalent than being hit by other children or being left by other children in school.

3.4 There is a sense throughout the questionnaire that children in Hong Kong struggle to successfully have their voices heard. In their families, a sizeable share of children did not fully agree that parents listen to them and take what they have to say into account. In their schools, a sizeable proportion of Hong Kong children did not agree that their teachers listen to them and take what they have to say into account. Many children also did not agree that at school they have opportunities to make decisions about things that are important to them. In their local area where they live, less than half of the surveyed children agree that adults take them seriously and that they have opportunities to participate in decisions about things that are important to them. Just over half of surveyed children agreed that adults in their local area are kind to children. More generally, less than half of all surveyed children agreed that adults in Hong Kong care about children and around 1 in 4 12-year olds “did not agree” or only “agreed a little” with the statements that adults in Hong Kong care about children and that in Hong Kong adults respect children’s rights.

3.5 The children in Hong Kong show some concerning results on the negative affect scale. More than one in four surveyed reported very low agreement with the statement that they felt ‘*calm*’ over the last two weeks. Close to one in three of the surveyed children reported a high agreement with the statement that they felt ‘*sad*’ over the last two weeks. Almost half of the surveyed children reported a high agreement (6 out of 10 or above) with the statement that the felt ‘*stressed*’ over the last two weeks.

3.6 There is generally a significant variation in the answer between 10- and 12-year-olds, with the latter generally being less satisfied with their lives. As such, nearly one in five 12-year-olds had very low agreement with the statement that the things that happen in their life are excellent. Nearly one on six of all 12-year old children reported very low agreement with the statement that they are good at managing their daily responsibilities and nearly one in seven with the statement that they feel positive about their future.

Children's Worlds National Report

CROATIA



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1. Introduction

1.1 Context and population

Geographically, the Republic of Croatia has 56,594m² land area and is divided in 21 counties (including the City of Zagreb), 127 towns, 429 municipalities and 6,756 settlements. According to Croatian Bureau of Statistics (2013) and the last census of population, households and dwellings in 2011, the Republic of Croatia has 4,284,889 inhabitants, more specifically 2,066,335 men (48.2%) and 2,218,554 women (51.8%). The age-sex structure shows a disproportion in the number of men and women in certain age groups, where the proportion of men was higher in younger age groups and the proportion of women in older age groups. There is a trend of population ageing as a long-term process. In 2011, the population of the Republic of Croatia was 41.7 years old in average (men 39.9, women 43.4), which places it among the oldest nations in Europe (Croatian Bureau of Statistics, 2013). During the past 50 years, the average age increased by almost 10 years (from 32.5 in 1961 to 41.7 in 2011), which was caused by a long-term fertility decrease on one side and the life expectancy increase on the other. In 2011 there was 896,605 children in Croatia (0 to 19 years of age), with 204,317 children in the age group 5 – 9 (4.7% of the whole population) and 235,402 in age group 10 – 14 (5.5%).

Regarding ethnicity, 90.42% (4,096,305) of population are Croats, 4.36% are Serbs and other nations are represented by less than 1% (Bosnians, Roma, Italians, Albanians...). As for religion, 86.28% (3,697,143) of residents are Catholics, 4.44% are Orthodox, 3.81% are atheists, 2.17% did not declare, 1.47% are Muslims and other religions are present by less than 1%.

According to Statistical Yearbook of the Republic of Croatia (2018) GDP in EUR per capita for 2017 was 11,880 and is the largest in the last ten years. Growth rates in GDP are positive since 2015 (when the economic crisis ended) and in 2017 the growth was 2.9%.

1.2 Sampling: Strategy and outcome

Sampling was planned as a two-stage cluster sample. The sampling strategy covered all schools in Croatia, except for the schools with special education programs (children with autism, intellectual disabilities, etc.). The reason for this was that these children would have had trouble understanding the questions and instructions for filling out the questionnaire, so we concluded that the application of self-administered questionnaires would not be suitable for them. In total, 24 schools were excluded (1.16% of primary schools in Croatia), which is a total of 312 children (99 8-year-olds, 117 10-year-olds and 96 12-year-olds) from the appropriate age groups (0.26% of children that age who attend primary school in Croatia).

In the first stage of the sampling PSS cumulative size method was used to select schools that would participate in the study, using a probability cluster sample of schools $n = 40$. Schools were ordered by county to have adequate representation of different regions. Some schools

decided not to participate in the study because of too many active projects that their pupils and staff are included in. In such cases we chose the next school from the same county on the list. After the schools were selected, in the second stage simple random cluster sample method was used to select two classes per school, with dislocated subsidiaries having the same probability of being included in the sample, so that children from rural areas would have the same chance to be included in the study.

The final sample consisted of children from 41 schools and 237 classes. In total, 3541 children participated in the study, 1,134 8-year-olds, 1,247 10-year-olds and 1,160 12-year-olds. Several questionnaires had to be excluded from the data bases due to a large number of missing data (9) and non-systematic responding (25). The final data set used to present the results included 1,112 8-year-olds, 1,240 10-year-olds and 1,155 12-year-olds, that is 3,512 children in total.

2. Results

2.1 The participants

The sample included in the study is presented in Table 1. Genders were evenly represented in the sample and there was a bit more 10-year-olds than pupils from two other age groups.

Table 1. Age by gender distribution of the survey participants (Numbers, (%))

	8 year-old	10 year-old	12 year-old	Total
Boy	554(48.9)	610(49.4)	578(50.5)	1732(49.6)
Girl	568(51.1)	624(50.6)	567(49.5)	1759(50.4)
Total	1117	1240	1155	3512 ⁷

2.2 The home and the people children live with

Data about the home and the people children live with are presented in Tables 2-5. The majority of children live with their families (Table 2) and they are very satisfied with the people they live with (Tables 3 and 4).

⁷ 21 missing answers

Table 2. Home type (%)

I live with my family	98.5
I live in a foster home	0.5
I live in a children's home	0.1
I live in another type of home	0.9
Total	100.0⁸

Table 3. Satisfaction with the people you live with (8 year-old) (%)






Satisfaction with ...					
The people you live with⁹	0.3	0.5	2.0	14.0	83.2

Table 4. Satisfaction with the people you live with (10 & 12 year-old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The people you live with¹⁰	0.2	0.0	0.1	0.4	0.6	1.2	0.9	2.6	6.2	13.7	74.0

Table 5. Questions about home and family (All age groups; means)

	Family care	Family help problem	Good time together	Feel safe	Parents listen	Make joint decision
8 year-old	3.66	3.69	3.65	3.70	3.13	-
10 year-old	3.69	3.71	3.66	3.78	3.27	3.26
12 year-old	3.75	3.67	3.53	3.78	3.31	3.14
Total	3.70¹¹	3.69¹²	3.61¹³	3.76¹⁴	3.24¹⁵	3.20¹⁶

In Table 5 we can see how children perceive different aspects of family life. All age groups rate their perception of feeling safe in the family the highest. On the other side, the youngest group is the least satisfied with the how much their parents listen to them, while the older children are the least satisfied both how much they are listened to by parents and

⁸ 16 missing answers⁹ 16 missing answers¹⁰ 54 missing answers¹¹ 34 missing answers; 77 don't know¹² 25 missing answers; 38 don't know¹³ 29 missing answers; 19 don't know¹⁴ 28 missing answers; 24 don't know¹⁵ 45 missing answers; 158 don't know¹⁶ 22 missing answers; 88 don't know

with lack of making joint decisions. Nevertheless, assessments are quite positive for all aspects of family life (all means are above 3 and the maximum is 4).

2.3 The home where children live

In Tables 6-7 we can see the data about the homes children live in and the things they have. They are very satisfied with their homes and the majority of older children have their own bed and a place to study, while only half of them have their own room.

Table 6. Satisfaction with the house or flat where you live (8 year-old) (%)






Satisfaction with ...					
the house or flat where you live ¹⁷	0.3	0.5	2.9	12.9	83.5

Table 7. Satisfaction with the house or flat where you live (10 & 12 year-old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
the house or flat where you live ¹⁸	0.2	0.2	0.2	0.4	0.3	1.3	1.7	2.7	6.2	13.1	73.7






Table 8. Things you have (%)

Whether you have ...	10 & 12 year-old
Own room ¹⁹	50.7
Own bed ²⁰	91.3
Place to study ²¹	95.9

2.4 Friends

Data about children's friends are shown in Tables 9-11.

Table 9. Satisfaction with your friends (8 year-old) (%)

Satisfaction with ...					
Your friends ²²	0.5	0.9	4.0	17.8	76.8

¹⁷ 11 missing answers

¹⁸ 18 missing answers

¹⁹ 9 missing answers

²⁰ 5 missing answers

²¹ 5 missing answers

²² 10 missing answers

Table 10. Satisfaction with your friends (10 & 12 year-old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your friends²³	0.5	0.1	0.4	0.5	1.1	3.2	2.7	5.5	10.2	19.1	56.6

Table 11. Friends (All age groups) (%)






	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I have enough friends²⁴	2.0	2.1	4.4	23.2	68.3
My friends are usually nice to me²⁵	2.4	3.4	12.5	32.5	49.2
Me and my friends get along well together²⁶	1.1	2.1	7.6	27.8	61.3
If I have a problem, I have a friend who will support me²⁷	2.7	3.1	6.7	21.3	66.3

Though participants are very satisfied with their friends, these assessments are somewhat lower than those regarding family. The worst assessments are for the item *My friends are usually nice to me*, and the best are for the item *I have enough friends*.

2.5 School

Tables 12-15 show data regarding children's school life.

Table 12. Satisfaction with school life (8 year-old) (%)

Satisfaction with ...					
Life as a student²⁸	0.9	2.1	7.0	27.3	62.7
Things you have learned²⁹	0.6	0.9	2.8	18.1	77.6
Other children in your class³⁰	1.3	2.1	10.0	28.5	58.1

²³ 21 missing answers

²⁴ 18 missing answers; 51 don't know

²⁵ 23 missing answers; 33 don't know

²⁶ 23 missing answers; 24 don't know

²⁷ 24 missing answers; 133 don't know

²⁸ 7 missing answers

²⁹ 12 missing answers

³⁰ 20 missing answers

Table 13. Satisfaction with school life (10 year-old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Life as a student ³¹	1.8	0.4	0.9	0.8	2.0	6.0	5.4	9.0	13.5	23.2	37.0
Things you have learned ³²	0.7	0.2	0.7	0.9	1.3	3.4	3.8	6.2	11.2	19.0	52.5
Other children in your class ³³	1.3	0.6	1.0	1.6	3.0	5.4	4.8	8.7	11.6	22.4	39.6

Regarding different aspects of school life, all children are the most satisfied with the things they have learned in school, while the youngest group is the least satisfied with other children in their class and older children with they life as a student in general (Tables 12 and 13).

Table 14. 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 ³⁴	4.6	5.8	13.2	32.3	44.1
If I have a problem at school, my teachers will help me ³⁵	2.0	3.5	7.8	25.2	61.5
If I have a problem at school, other children will help me ³⁶	4.1	6.1	12.5	33.3	44.0
There are a lot of arguments between children in my class ³⁷	22.2	21.7	19.0	16.0	21.1
My teachers listen to me and take what I say into account ³⁸	7.4	5.8	13.3	28.8	44.8
At school I have opportunities to make decisions about things that are important to me ³⁹	5.0	5.7	15.0	30.9	43.3
I feel safe at school ⁴⁰	2.8	3.1	7.5	22.7	63.9

Most children feel safe in school (86.6%), but there are still 6% of those who don't. More than 70% of children believe that they teachers care about them, that they will help them in case of a problem and that they take children's opinions into account. On the other hand, though more than 70% of children believe that other children in school would help them in case of a problem, almost 40% of participants say that there are a lot of arguments between children in their class. Also, 15.6% of children were called unkind names more than three

³¹ 17 missing answers

³² 18 missing answers

³³ 24 missing answers

³⁴ 37 missing answers; 419 don't know

³⁵ 29 missing answers; 95 don't know

³⁶ 42 missing answers; 131 don't know

³⁷ 52 missing answers; 122 don't know

³⁸ 42 missing answers; 250 don't know

³⁹ 37 missing answers; 145 don't know

⁴⁰ 38 missing answers; 68 don't know

times and almost 10% of them experienced being hit and/or left out by other children in their class (Table 15).

Table 15. Bullying (All age groups) (%)

How often:	Never	Once	Two or 3 times	More than three times
Hit by other children in your school ⁴¹	60.9	20.3	10.2	8.7
Called unkind names by other children in your school ⁴²	55.1	18.2	11.0	15.6
Left out by other children in your class ⁴³	66.6	16.1	8.1	9.2

2.6 The area where children live

Children's satisfaction with the area they live in is presented in Tables 16-18. As can be seen, most of them (more than 65%) are very satisfied with it (Tables 16 and 17), especially with the number of places to play or to have a good time. Still, although 80% perceive that adults in the area are kind to children, almost 20% said that they are not sure if someone would help them in case of a problem.

Table 16. Satisfaction with local area (8-year-old) (%)

Satisfaction with ...					
The area where you live ⁴⁴	1.9	2.2	6.5	24.0	65.5

Table 17. Satisfaction with local area (10 & 12-year-old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The area where you live ⁴⁵	1.7	0.8	0.9	1.6	2.1	3.6	3.4	6.2	11.5	19.1	49.3

⁴¹ 22 missing answers; 220 don't know

⁴² 25 missing answers; 153 don't know

⁴³ 24 missing answers; 210 don't know

⁴⁴ 11 missing answers

⁴⁵ 172 missing answers

Table 18. Views about local area (All age group) (%)

In my area, I live in...	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I feel safe when I walk ⁴⁶	3.6	4.2	9.5	28.3	54.5
There are enough places to play or to have a good time ⁴⁷	5.9	4.8	7.8	17.7	63.9
If I have a problem there are people who will help me ⁴⁸	9.5	7.8	10.1	22.6	50.0
Adults are kind to children ⁴⁹	2.5	3.5	9.0	22.0	63.1






2.7 Money and the things children have:

Socioeconomic and material aspects of children's lives are shown in Tables 19-24.

Table 19. How often do you worry about how much money your family has? (%)

	8 year-old	10 year-old	12 year-old	Total
Never	32.1	43.5	47.0	41.2
Sometimes	26.6	37.9	36.9	34.2
Often	11.8	9.0	10.7	10.4
Always	29.6	9.6	5.4	14.2
Total	100.0	100.0	100.0	100.0 ⁵⁰

Table 20. Satisfaction with all the things you have (8 year-old) (%)

Satisfaction with ...					
all the things you have ⁵¹	2.0	0.1	1.0	9.3	87.5

⁴⁶ 20 missing answers; 98 don't know

⁴⁷ 22 missing answers; 61 don't know

⁴⁸ 19 missing answers; 214 don't know

⁴⁹ 21 missing answers; 139 don't know

⁵⁰ 51 missing answers; 328 don't know

⁵¹ 26 missing answers

Table 21. Satisfaction with all the things you have (10&12 year-old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
all the things you have ⁵²	0.2	0.1	0.1	0.3	0.3	0.9	1.1	2.2	5.7	13.5	75.6

As can be seen in the Tables above, although almost 90% of children are satisfied with all the things they have, there are many of them who are often worried about how much money their family has – 41.4% in the youngest group, 18.6% of 10-year-olds and 16.1% of 12-year-olds.

Table 22. Do you have enough food to eat each day? (%)

	8 year-old	10 year-old	12 year-old	Total
Never	0.9	0.5	0.3	0.6
Sometimes	1.8	0.7	0.3	0.9
Often	3.7	4.0	4.3	4.0
Always	93.6	94.8	95.1	94.5
Total	100.0	100.0	100.0	100.0 ⁵³

⁵² 32 missing answers⁵³ 31 missing answers; 28 don't know

Table 23. The things children have (%)

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 ⁵⁴	0.7	99.3	0.5	99.5	0.2	99.8	0.5	99.5
Enough money for school trips and activities ⁵⁵	4.5	95.5	1.5	98.5	1.0	99.0	2.3	97.7
Access to the Internet at home ⁵⁶	6.1	93.9	2.7	97.3	2.6	97.4	3.7	96.3
The equipment/things you need for sports and hobbies ⁵⁷	7.2	92.8	6.5	93.5	5.1	94.9	6.3	93.8
Pocket money/ money to spend on yourself ⁵⁸	31.0	69.0	22.8	77.2	17.0	83.0	23.5	76.5
Two pairs of shoes ⁵⁹	8.8	91.2	4.6	95.4	2.3	97.7	5.2	94.8
A mobile phone ⁶⁰	22.1	77.9	4.8	95.2	2.9	97.1	9.6	90.4
The equipment/things you need for school ⁶¹	1.3	98.7	0.7	99.3	0.3	99.7	0.7	99.3

About 4% of children don't have enough food to eat on a regular basis, 5% do not have two pairs of shoes and 6% don't have adequate equipment for their sports and hobbies. The youngest group of children is again at the greatest risk.

Older groups of children were asked some more question regarding material possessions. In Table 24 we can see that half of the children have one bathroom, have their own room, more than two computers and have traveled away on holiday with their family more than twice. Also, more than 40% of families have two vehicles.

⁵⁴ 26 missing answers

⁵⁵ 29 missing answers

⁵⁶ 32 missing answers

⁵⁷ 40 missing answers

⁵⁸ 66 missing answers

⁵⁹ 36 missing answers

⁶⁰ 41 missing answers

⁶¹ 33 missing answers

Table 24. Descriptive statistics on material possessions (10 & 12 years-old) (%)

How many bathrooms are in your home? ⁶²	
None	0.7
One	56.1
Two	35.5
More than two	7.7
Do you sleep in your own room or do you share a room? ⁶³	
I sleep in a room on my own	50.7
I sleep in a room that I share with other people	49.3
Does your family own a car, van or truck? ⁶⁴	
No	3.6
One	37.7
Two	40.8
Three or more	18.0
In the last 12 months, how many times did you travel away on holiday with your family? ⁶⁵	
Not at all	8.3
Once	18.1
Twice	21.1
More than twice	52.5
How many computers do your family own? ⁶⁶	
None	2.5
One	18.1
Two	26.7
More than two	52.6
Does your home have a washing machine? ⁶⁷	
No	1.7
Yes	98.3
Total	100.0

⁶² 6 missing answers⁶³ 9 missing answers⁶⁴ 8 missing answers⁶⁵ 17 missing answers⁶⁶ 17 missing answers⁶⁷ 13 missing answers

2.8 Time use

Tables 25 and 26 present data regarding children's satisfaction with their use of time. As can be seen, 81.5% of the youngest students and 73.8% of the older groups are very satisfied with it.

Table 25. Satisfaction with time use (8 year-old) (%)






Satisfaction with ...					
How you use your time ⁶⁸	0.6	0.3	2.0	15.6	81.5

Table 26. Satisfaction with time use (10 year-old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
How you use your time ⁶⁹	0.6	0.3	0.4	0.4	0.8	1.9	3.1	5.8	12.8	20.0	53.8

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

This part of the report summarizes all data regarding children subjective well-being in general.

OLS (Overall Subjective Well-Being)

Table 27. Satisfaction with life as a whole (8-year-olds) (%)






Satisfaction with ...					
Your life as a whole ⁷⁰	1.0	1.1	3.0	14.1	80.8

Table 28. Satisfaction with life as a whole (10 & 12-year-olds) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole ⁷¹	0.5	0.2	0.3	0.7	0.7	1.5	1.0	3.0	5.9	13.1	73.1

As presented in Tables 27 and 28, more than 80% of children are very satisfied with their life as a whole, they perceive that they have a good life (Table 29).

⁶⁸ 16 missing answers

⁶⁹ 47 missing answers

⁷⁰ 19 missing answers

⁷¹ 30 missing answers

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

Table 29. CW-SWBS items (10 & 12-year-old) (%)

	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life ⁷²	0.6	0.2	0.3	0.5	1.1	2.7	3.0	4.2	8.6	16.8	62.0
My life is going well ⁷³	0.5	0.2	0.3	0.9	1.1	1.9	2.6	3.3	7.0	14.5	67.8
I have a good life ⁷⁴	0.6	0.2	0.3	0.7	1.3	1.8	2.1	2.9	5.6	14.1	70.4
The things that happen in my life are excellent ⁷⁵	1.1	0.8	1.1	1.6	2.1	5.0	3.8	8.1	13.8	26.2	36.5
I like my life ⁷⁶	0.9	0.3	0.8	0.9	1.1	2.1	3.0	3.5	6.2	14.2	67.0
I am happy with my life ⁷⁷	0.8	0.5	0.5	0.6	1.1	2.1	2.0	2.6	4.9	13.2	71.7

CW-DBSWBS (Children's Worlds Domain Based Subjective Well-Being Scale), 2003)

Table 30. CW- DBSWBS items (10 & 12-year-old) (%)

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people you live with ⁷⁸	0.2	0.0	0.1	0.4	0.6	1.2	0.9	2.6	6.2	13.7	74.0
Your friends ⁷⁹	0.5	0.1	0.4	0.5	1.1	3.2	2.7	5.5	10.2	19.1	56.6
Your life as a student ⁸⁰	1.8	0.4	0.9	0.8	2.0	6.0	5.4	9.0	13.5	23.2	37.0
The area where you live ⁸¹	1.7	0.8	0.9	1.6	2.1	3.6	3.4	6.2	11.5	19.1	49.3
The way that you look ⁸²	1.5	0.6	0.9	1.4	2.0	3.8	3.6	6.9	10.4	17.2	51.8

Older children are satisfied with the people they live with the most, followed by their friends, the way they look and the area where they live, while they are the least satisfied with their life as a student.

⁷² 24 missing answers⁷³ 18 missing answers⁷⁴ 65 missing answers⁷⁵ 25 missing answers⁷⁶ 27 missing answers⁷⁷ 18 missing answers⁷⁸ 54 missing answers⁷⁹ 21 missing answers⁸⁰ 17 missing answers⁸¹ 172 missing answers⁸² 112 missing answers

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

Table 31. CW-PNAS items (10 & 12-year-olds) (%)

Last two weeks: How often feeling	0	1	2	3	4	5	6	7	8	9	10
Happy ⁸³	0.4	0.2	0.5	0.6	0.8	2.5	2.6	5.4	8.0	16.4	62.6
Calm ⁸⁴	3.0	1.2	1.7	2.3	2.3	7.8	6.1	8.7	12.2	16.0	38.7
Full of energy ⁸⁵	1.6	0.8	1.2	1.5	1.8	3.0	3.6	6.2	7.6	12.4	60.3
Sad ⁸⁶	28.3	17.2	14.0	10.5	6.0	7.1	3.2	3.2	3.4	3.1	4.0
Stressed ⁸⁷	35.2	12.5	9.3	7.5	5.6	5.6	3.1	4.7	5.6	3.9	6.9
Bored ⁸⁸	26.2	11.2	9.1	7.9	6.6	7.6	4.4	4.5	5.1	4.8	12.5

Of the positive affect, being happy is the most common, and the most common negative affect is being bored.

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

Table 32. CW- PSWBS items (12-year-olds) (%)

How much you agree with	0	1	2	3	4	5	6	7	8	9	10
I like being the way I am ⁸⁹	0.4	0.3	0.7	0.7	1.7	2.0	1.9	3.5	8.8	13.5	66.3
I am good at managing my daily responsibilities ⁹⁰	0.9	0.8	1.1	1.3	1.7	4.1	4.5	8.0	13.2	22.1	42.2
People are generally pretty friendly towards me ⁹¹	0.8	0.3	0.6	0.8	1.1	3.1	3.6	5.5	11.0	22.2	50.9
I have enough choice about how I spend my time ⁹²	0.9	0.6	1.2	1.1	1.8	3.2	3.9	6.6	11.1	20.8	48.6
I feel that I am learning a lot at the moment ⁹³	1.7	1.3	1.4	1.7	2.3	4.5	4.4	7.3	9.1	17.9	48.6
I feel positive about my future ⁹⁴	1.1	0.3	0.8	1.3	1.0	2.4	3.0	7.5	9.5	20.2	53.1

⁸³ 39 missing answers⁸⁴ 101 missing answers⁸⁵ 65 missing answers⁸⁶ 76 missing answers⁸⁷ 90 missing answers⁸⁸ 56 missing answers⁸⁹ 9 missing answers⁹⁰ 11 missing answers⁹¹ 12 missing answers⁹² 12 missing answers⁹³ 12 missing answers⁹⁴ 13 missing answers

Finally, 80% of the oldest children like being the way they are and more than 70% feel very positive about their future. The aspect which could be improved is managing their daily responsibilities.

2.10 Children's perceptions about their country

The last two questions in the questionnaire for all children were regarding children's rights. As can be seen in the Table below, the youngest group is the least informed about them, but still 84% of all children know what rights children have. Only half of the children in the whole sample are familiar with the UN Convention on the Rights of the Child.

Table 33. Children's rights (%)

		8-year-olds	10-year-olds	12-year-olds	Total
I know what rights children have ⁹⁵	No	3.6	0.7	1.7	1.9
	Not sure	18.2	8.5	15.6	13.9
	Yes	78.2	90.7	82.7	84.1
	Total	100.0	100.0	100.0	100.0
I know about the UN Convention on the Rights of the Child ⁹⁶	No	27.9	13.9	12.6	17.9
	Not sure	33.3	32.2	30.4	32.0
	Yes	38.8	53.8	57.1	50.1
	Total	100.0	100.0	100.0	100.0

3. Conclusions

In Croatia, the sample consists of 3,512 children (50.4% girls), with 1,117 8-year-olds, 1,240 10-year-olds and 1,155 12-year-olds.

The majority of children live with their family, while less than 3% live in a foster home, children's home or in another type of home. 83.2% of 8-year-olds and 87.7% of 10 and 12-year-olds are very satisfied with the people they live with. There are no age differences in the perception of specific aspects of family life (mean of all questions is around 3.5). The feeling of safety in the family is the best rated aspect, and the worse rated ones are listening by parents and making joint decisions (older participants). More than 80% of children are very satisfied with the house or flat they live in, but only 50.7% of 10 and 12-year-olds have

⁹⁵ 53 missing answers

⁹⁶ 68 missing answers

their own room. Still, more than 90% have their own bed (91.3%) and the place to study (95.9%).

Regarding friends and school, more than 70% of children are very satisfied with their friends and with things they have learned in school. On the other hand, 18.3% mostly do not agree that their friends are usually nice to them. Furthermore, 15.6% were called unkind names by other children more than three times and around 18% have experienced being hit or left out by other children on multiple occasions. When children evaluated different aspects of school life, results showed that the best rated aspect is feeling safe at school and teachers' help in case of a problem. The worse rated aspect again referred to other children, more specifically the number of arguments between them.

As for the local area, 65.5% of 8-year-olds and 68.4% of 10 and 12-year-olds are very satisfied with the area they live in and more than 80% feel safe in the area, think that adults are kind to children and perceive that there are enough places to play or to have a good time in their local area. Still, around 20% are not sure if people in their area would help them in case of a problem.

When asked about material aspects of their life, 25% of children are often or always worried about how much money their family has, with youngest children being the most worried (in that age group 7.2% do not have equipment/things they need for sports and hobbies and 8.8% said that they do not have two pairs of shoes). At the same time, almost 90% of children are very satisfied with all the things they have. Having a mobile phone and pocket money differs a lot between age groups, with more than 80% of 12-year-olds having pocket money and 97% having a mobile phone. Although younger children do not have pocket money and mobile phones as often, still in the youngest age group almost 80% of them have a mobile phone. Interestingly, more than 50% of Croatian children (10 and 12-year-olds) said that their family owns two or more vehicles (car, van or truck), that they traveled away on holidays more than twice in the last 12 months and that they have more than two computers. On the other hand, 8.3% of children did not travel away on holiday with their family at all.

Regarding children's subjective well-being in general, 80.8% of 8-year-olds and 86.2% of 10 and 12-year-olds are very satisfied with their life as a whole. They are satisfied with the people they live with the most and with their life as a student the least. The most common positive affect is being happy, and the most prevalent negative affect is being bored. Around 80% of older children like being the way they are and 73% feel positive about their future. In addition, more than 80% of 10 and 12-year-olds said that they like their life, which are all very optimistic data for our country.

Finally, considering children's rights, only half of Croatian children is familiar with the UN Convention on the Rights of the Child, but 84.1% said that they know what rights children have.

Children's Worlds National Report: England

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July 2020

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1. Introduction

This is the final report of the results from the Children's Worlds survey third wave conducted in England in 2019 and early 2020. The aim of the report is to give a brief descriptive overview of the content and conduct of the survey and of the key findings. It will be followed by analysis comparing the results in England with those from the other 34 countries participating in this international project.

Sampling strategy and outcomes

The England sample was designed to achieve a nationally representative sample of 1,000 children in school year 6 (aged 10 to 11 years old). First a complete list of primary schools in England was stratified into five groups (quintiles taking account school size) by the proportion of children receiving free school meals (a rough indicator of economic prosperity). Within each stratum schools were selected randomly with probabilities proportional to the number of pupils in the year group. One class (in schools with more than one class) was then randomly selected within each participating school.

Schools who agreed to participate were sent a link to an on-line questionnaire. As pupils completed the questionnaires their responses were added to the data base automatically, with the school but not the individual identified. The approaches to the school and the questionnaire were adaptations of the methods developed in previous waves and the survey design and methods were approved by the Departmental Ethics Committee at the University of York.

The schools proved very difficult to recruit. The Children's Society undertook an initial phase of recruitment at the start of the term in September 2019 and, despite reminder letters and repeated replacement samples, by December they had recruited only 21 schools – a small minority of those approached. We tried to recruit commercial agencies to help us but none we could find had the capacity or expertise. So, we took over the recruitment operation sending letters from the University of York and offering a reward to the school of £100³ if they agreed to participate. Again, despite reminders and drawing replacement samples of new schools, we only obtained a sample of six additional schools out of well over 300 approached. In the end we had recruited 27 schools. At February 2020 half-term we had to call a halt to school recruitment, if we were going to be included in the Children's Worlds comparative data base. We ended up with a sample of 717 children. This was well short of the 1000 we aspired to survey and on the cusp of the number required to be included in the Children's Worlds international data set. There are lessons to be learned here. We did not have this difficulty getting a sample in the previous waves and using the same recruitment methods. It seems that since 2014 English schools are less willing to co-operate with bona fide academic research. This may be to do with new pressures to perform, but we suspect it is also down to the process of academisation that has rolled out in recent years. Perhaps schools are increasingly seeing themselves detached from the public interest and control, part of the private sector with no civic responsibilities. If this is the case in the future it will be necessary to recruit samples of children using other methods, probably through household surveys. Even on-line these will be much more difficult and expensive to carry out. Table 1 summarises the final sample obtained. One reason to be

³ Generously paid for by the Children's Society.

reasonably confident about the representativeness of the sample is that there is coverage of pupils across each of the school meals strata, although there are approximately twice as many in strata 3 as in strata 5. 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.

Table 1: Achieved and weighted samples

	Stratum					
	1	2	3	4	5	All
Achieved	132	121	215	151	98	717
Weighted	143	143	144	143	143	716

Note on statistical analysis

All the differences referred to in the document have been subject to statistical testing. Where differences are noted as significant, they relate to a p-value below 0.01. Differences described as marginally significant refer to p-values between 0.01 and 0.049.

However, although the data has been weighted, the analysis does not take into account the design effect of clustering in the sample due to children being surveyed in class groups in schools⁴. Taking this factor into account will not affect the descriptive statistics but it is likely to affect the significance levels for statistical test.

The participants

Age and gender

The children's ages ranged from 9 to 11. Year 6 was mainly 10- and 11-year olds although three children were aged 12. 48.4% were boys and 48.8% were girls and 2.6% preferred not to say.

Table 2: Age and gender (numbers)

	10-year-old	11-year-old	12-yearold	Total
Boy	211	143	1	355
Girl	200	137	2	339
Prefer not to say	6	12	0	18
Total	417	292	3	712

⁴ The number of responding pupils per school varied from 4 to 79.

Country of birth

Eighty-eight percent of the children were born in England but only 64.5% of their mothers and 63% of their fathers were – though in each case 7% were not sure where they were born.

Table 3: Country of birth

	Were you born in this country?	Was your mother born in this country?	Was your father born in this country?
Yes	88.4	64.5	63.2
No	10.1	28.2	29.0
Not sure	1.5	7.4	7.7
Total	100.0	100.0	100.0

Ethnicity

Fifty-six percent of children classified themselves as White British and 16.4% as Asian. 11% preferred not to say.

Table 4: Ethnicity

	What would you say your ethnic origin is?
White British	56.2
White Other	7.1
Mixed	3.8
Asian/Asian British	16.4
Black African-Caribbean/Black British	3.5
Chinese	0.3
Other	1.8
Prefer not to say	10.9
Total	100.0

Religion

Thirty-six percent said that they had no religion and 9% were not sure, 26% were Christian and 18% were Muslim.

Table 5: Religion

What would you say your religion is?	
Buddhist	1.0
Christian	25.5
Hindu	5.3
Jewish	3.8
Muslim	17.5
Sikh	0.1
Other	2.5
None	35.5
Not sure	8.8
Total	100.0

Disability

Four percent of children said that they were disabled and 10.1% said they were not sure.

Table 6: Disability

Would you say that you are disabled?	
Yes	4.0
No	85.9
Not sure	10.1
Total	100.0

2. Results

Economic circumstances

Deprivation

The survey asked questions that allowed us to create two scales of deprivation. The first is a child deprivation measure developed and piloted for this wave of the Children's Worlds survey. The second was the Family Affluence Scale developed for the Health Behaviour of School-aged Children (HBSC) surveys, with one modification⁵.

The child deprivation measure is based on an eight-item index as shown in Table 7, which also shows the percentage of children who said that they had each item.

Table 7: Children who had each item in the child deprivation measure

	%
Clothes in good condition to go to school in	98.7
Enough money for school trips and activities	96.6
Access to the Internet	97.4
Equipment/things for sports and hobbies	93.5
Pocket money/money to spend on yourself	81.4
Two pairs of shoes in good condition	97.1
Mobile phone	72.7
Equipment/things you need for school	97.5

Table 8 summarises scores on the index.

Table 8: Child deprivation measure

Number of items lacking	%
None	57.3
One	28.7
Two	9.0
Three	2.9
Four	1.7
Five	0.1
Eight	0.2
Total	100.0

⁵ For the Children's Worlds survey the item asking about a dishwasher in the home was replaced with one about a washing machine as dishwashers are not necessarily a sign of affluence in all countries.

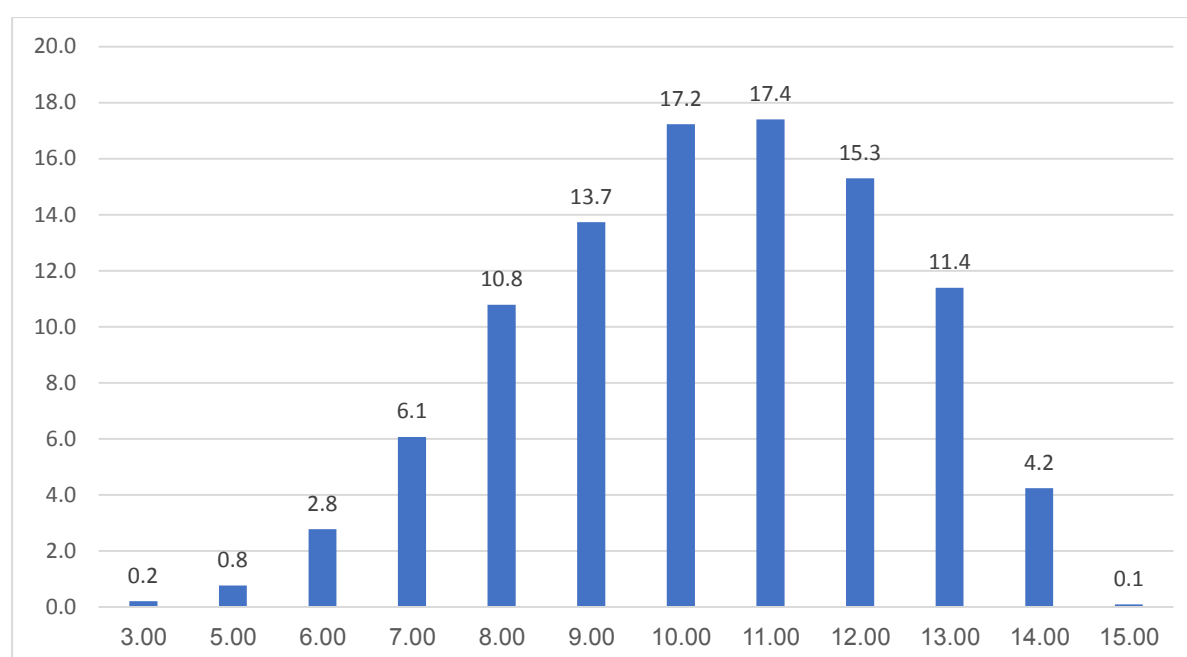
For the purpose of statistical testing those lacking two or more items were treated as deprived and the rest non-deprived.

Family affluence

The Family Affluence scale was developed for the Health Behaviour of School Aged Children survey and over time has undergone a number of adaptations. In this study we have used the following elements to create FASIII:

1. Does your family own a car, van or truck? (No = 0; Yes, one = 1; Yes, two = 2): Yes, three or more=3.
2. Do you have your own room? (No = 0; Yes = 1).
3. How many computers do your family own? (None = 0, One = 1; Two = 2; More than two = 3).
4. How many bathrooms do you have in your home? (None = 0; One = 1; Two = 2; More than two = 3).
5. Does your home have a washing machine⁶? (No = 0; Yes = 1).
6. In the last 12 months, how many times did you travel away on holiday⁷ with your family? (Never = 0; Once = 1; Twice = 2; More than twice = 3).

Figure 1: Distribution of scores on the Family Affluence scale



We found in practice that the child deprivation measure was much more closely related to child well-being, so we have used that rather than the FAS for exploring variations.

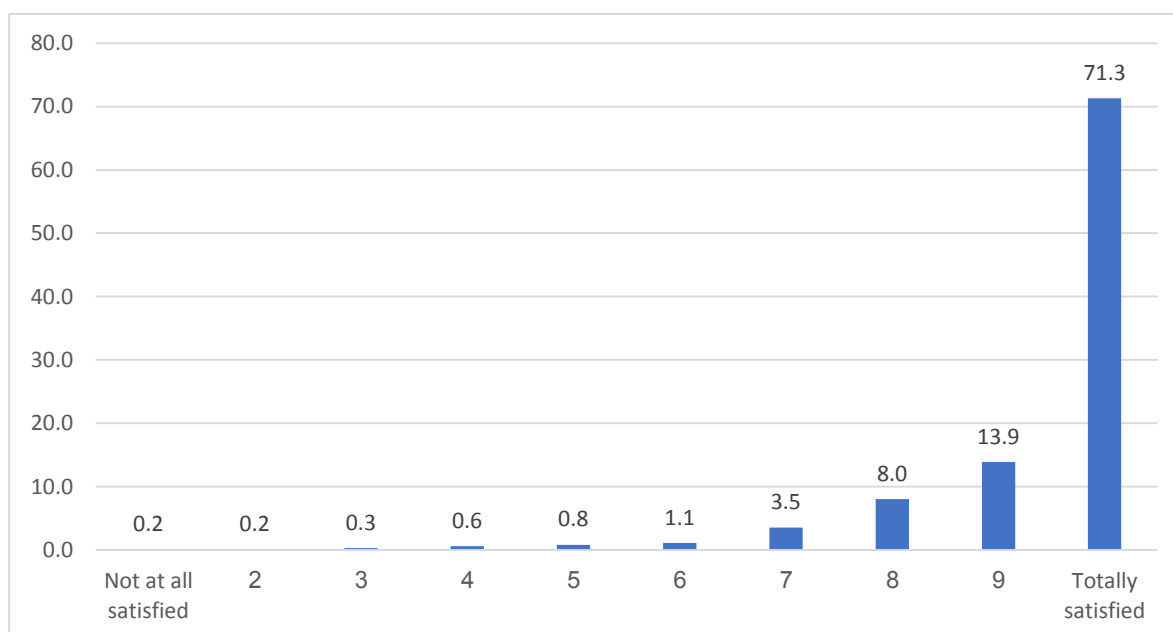
⁶ In the original versions of FASIII this item asks about a dishwasher but this is not a cross-culturally comparable item outside Europe.

⁷ In some versions this is a holiday abroad.

Subjective perceptions

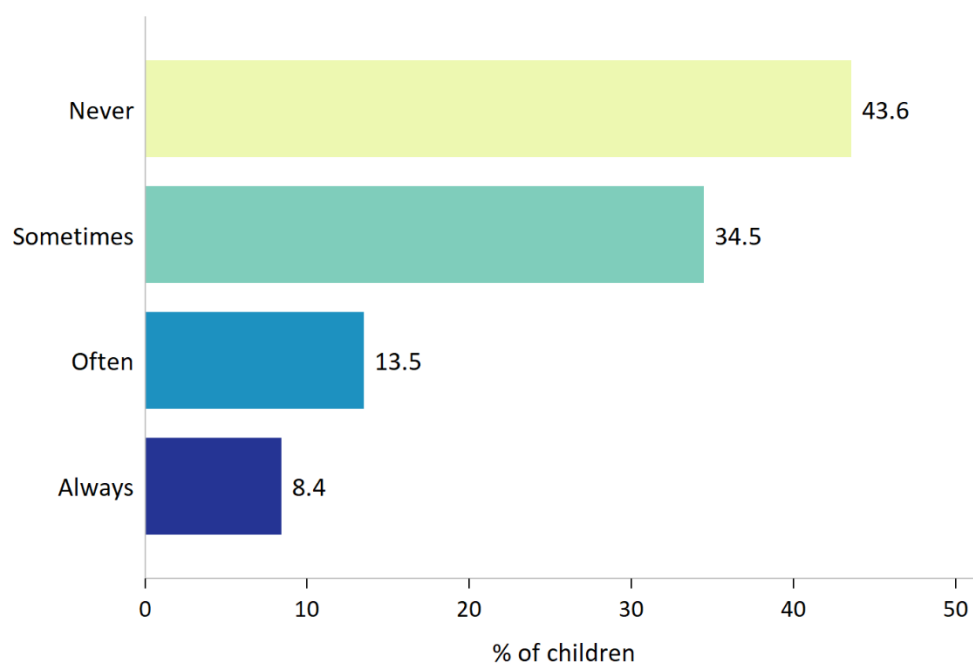
It can be seen in Figure 2 there is a very high degree of satisfaction with the things you have.

Figure 2: Satisfaction with things you have (percentages)



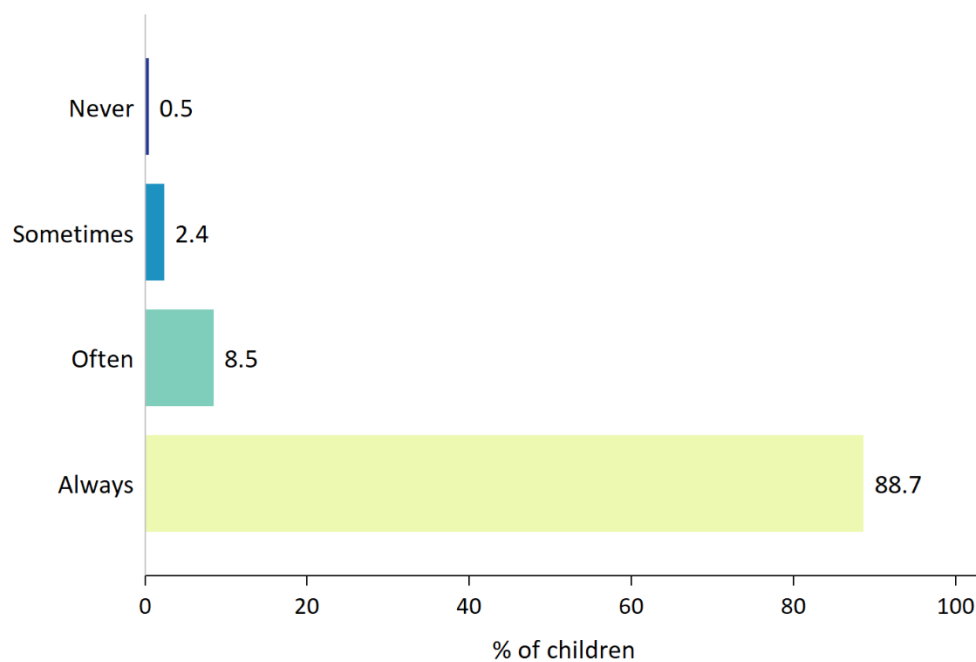
Twenty two percent of children often or always worry about money (Figure 3).

Figure 3: How often children worried about how much money their family had



The large majority (89%) of children said that they always had enough food to eat, but around 3% either never or only sometimes did (**Error! Not a valid bookmark self-reference.**).

Figure 4: How often children had enough food to eat



Family and home

Family type

The survey contained a detailed set of questions on family type designed to take account of the complexity of modern family form. From these we derived the following simplified classification: 72% of children were living with both their parents in a single home and 9% were living in a lone parent in one home. A further 4% were living with a stepparent in one home. 13% had separated parents and lived in both their parent's homes. The rest were living outside their families - two children were in foster homes and eight children were in other types of home which might include living with non-related adults in the community.

Table 9: Family type

	%
One home - both parents	71.9
One home – lone-parent	9.0
One home - stepfamily	4.1
Two homes	12.5
Other family	1.1
Non-family	1.4
Total	100.0

Children were asked whether their parents had worked away from home in the last year. Table 10 shows that more fathers had worked away than mothers.

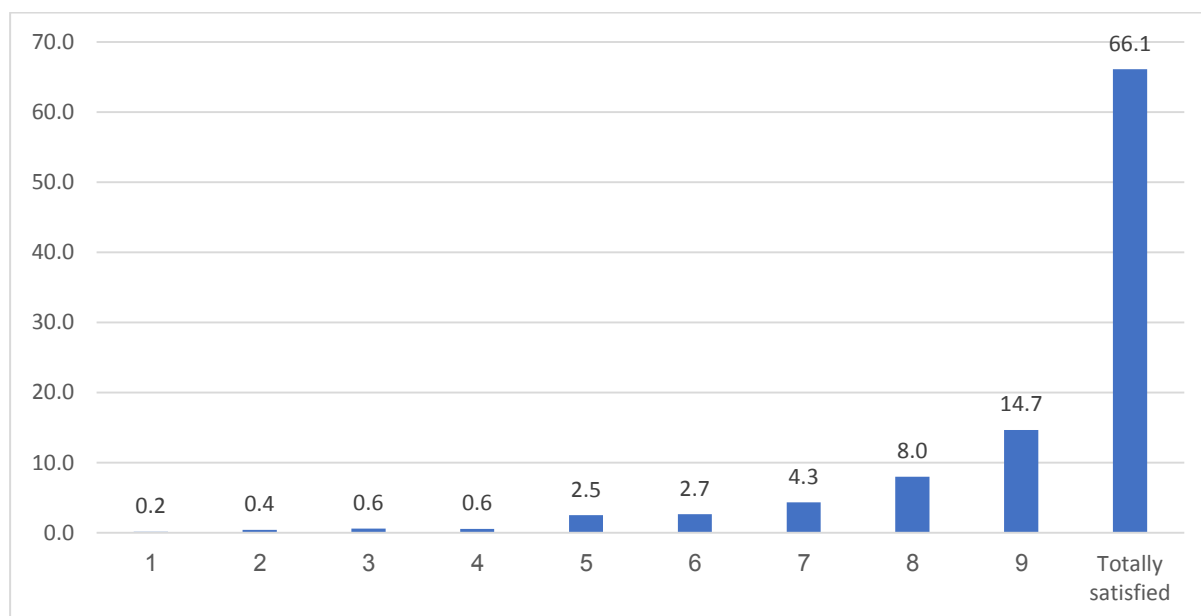
Table 10: Parents working away from home in the last year (percentages)

	Mother	Father
No	94.5	81.9
Yes, in this country	3.7	10.3
Yes, in another country	1.8	7.8

Satisfaction with people lived with

There was a single 10-point scale to assess overall satisfaction with the people you live with. The results summarised in Figure 5 show a high degree of satisfaction with 66% totally satisfied.

Figure 5: Satisfaction with the people you live with



Views about family relationships

A more nuanced picture is provided by the responses to five questions about children's views on the home and people they live with in Table 11. Children were most in agreement with the statement "I feel safe at home" and "There are people in my family who care for me". They were much less likely to totally agree with "My parents/carers listen to me and take what I say into account" and "My parents and I make decisions about my life together".

Table 11: Home and family (percentages)

	I do not agree	Agree a little	Agree somewhat	Agree a lot	Totally agree
There are people in my family who care about me	1.6	2.6	3.2	12.0	80.6
We have a good time together in my family	1.0	3.8	7.9	16.7	70.6
I feel safe at home	0.5	2.2	3.9	11.7	81.7
My parents/carers listen to me and take what I say into account	1.9	5.2	10.1	23.1	59.7
My parents and I make decisions about my life together	5.0	5.6	9.1	20.5	59.7

Table 12 summarises variations in responses to these questions by gender and deprivation. Girls have slightly higher scores on most indicators but only scored significantly higher for the question about making joint decisions with parents. Deprived children have lower scores on all seven indicators and the difference is statistically significant for five of them.

Table 12: Variation in questions about home and the people you live with by gender and deprivation

	Gender		Deprivation	
	Girl	Boy	No	Yes
<i>Mean (out of 10)</i>				
Satisfaction with: The people you live with	9.26	9.19	9.31	8.68*
<i>% Totally agree</i>				
There are people in my family who care about me	80%	83%	83%	66%**
If I have a problem, people in my family will help me	73%	68%	73%	59%*
We have a good time together in my family	73%	69%	72%	62%
I feel safe at home	83%	80%	84%	69%**
My parents listen to me and take what I say into account	63%	56%	62%	44%**
My parents and I make decisions about my life together	63%	56%*	62%	49%

Asterisks indicate a statistically significant difference (* = $p < 0.05$. ** = $p < 0.01$) between girls and boys and between children who were and were not deprived.

Sibling relationships

Seventy-six percent of the sample had siblings. They were asked How often in the last month have you been: Hit by your brothers or sisters and How often in the last month have you been: Called unkind names by your brothers or sisters. The answers are given in Table 13. It is clear that hitting and unkindness are fairly common in families. Less than half the children had never been hit or called unkind names in the last month and a quarter had these experiences more than three times in the last month. We explored the variation by gender, deprivation, ethnic group and family type but found no significant variation by either.

Table 13: Relationships with siblings: How often in the last month have you been

	Hit by your brothers or sisters	Called unkind names by your brothers or sisters
Never	47.1	45.1
Once	15.8	15.6
Two to three times	12.2	11.3
More than three times	24.8	28.0
Total	100.0	100.0

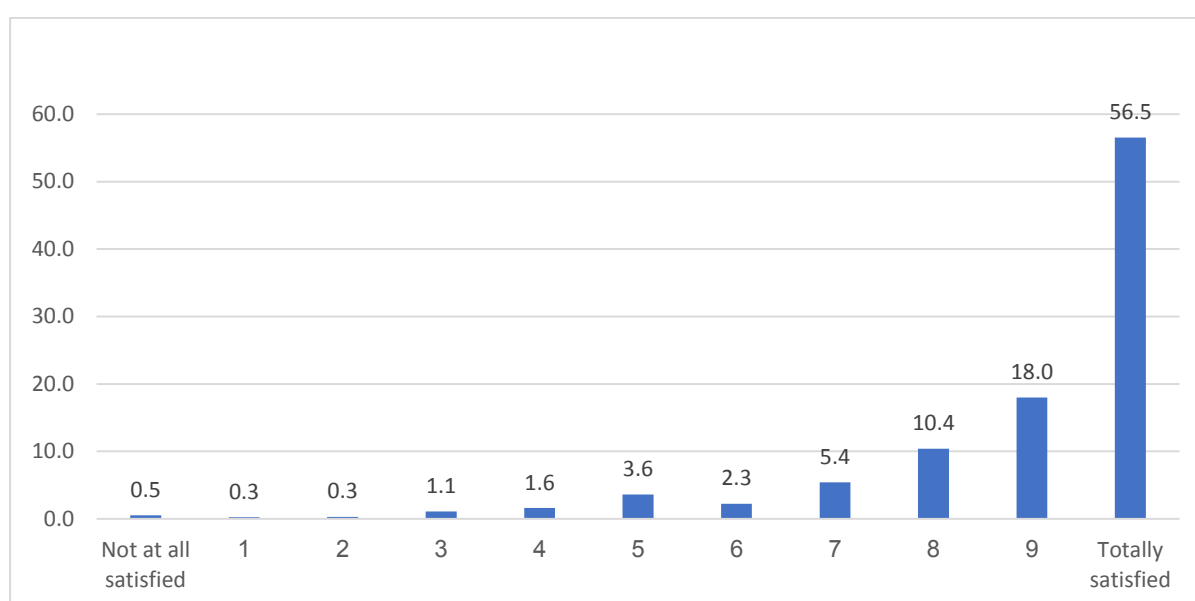
Family relationships outside the household

Children's contact with relatives that don't live with them is pretty common. Less than 10% never see a relative outside the household and more than a quarter see someone more than three days a week. Figure 6 shows that satisfaction with those relationships is pretty high. There were no significant differences in satisfaction according to gender or deprivation

Table 14: How often do you see other people in your family who don't live with you

Frequency	Percentage
Never	9.0
Less than one day a week	29.1
Once or twice a week	33.2
Three or four times a week	10.7
Five or six times a week	7.8
Every day	10.2
Total	100.0

Figure 6: Satisfaction with: Other people in your family



The house you live in

There are very high levels of satisfaction with the house or flat the children live in. There were no gender differences but children who are deprived are significantly less satisfied (8.47) with their housing than children who were not deprived (9.33).

Figure 7: Satisfaction with the house or flat where you live

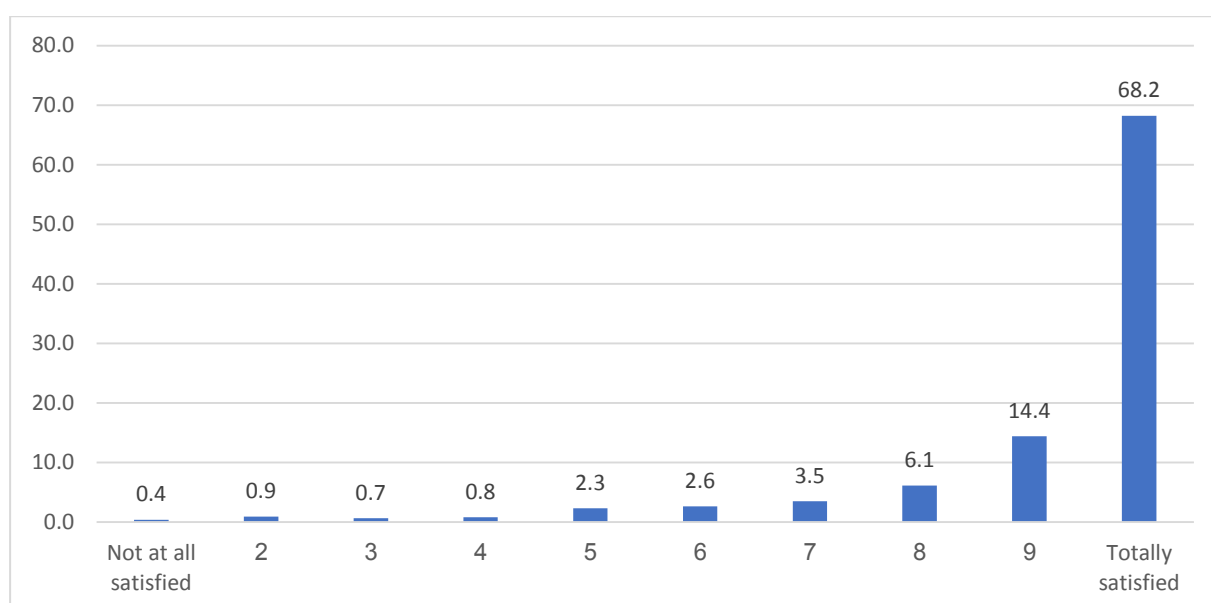


Table 15 tells us more about aspects of the house. Remarkably 22% had more than two bathrooms. Nearly a third shared a bedroom with another person. 91.5% had a bed of their own but two children had no bed at all. Eighty percent had a place that they could study.

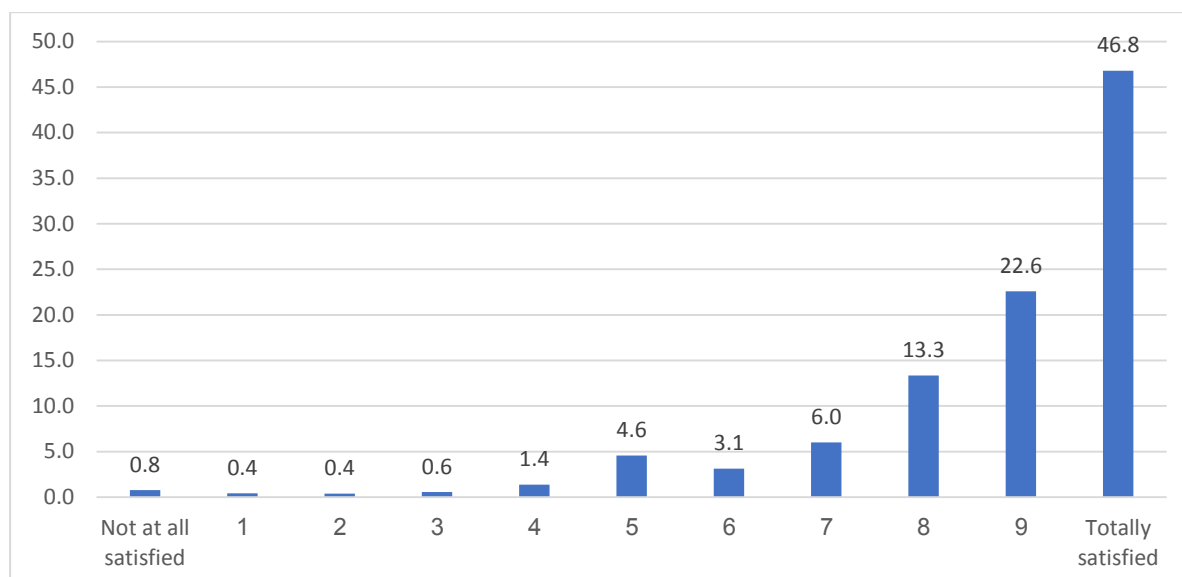
Table 15: Elements of the home (percentages)

How many bathrooms are in your home?	
One	40.6
Two	37.1
More than two	22.3
Total	100
Do you sleep in your own room or do you share a room?	
I sleep in a room on my own	67.9
I sleep in a room that I share with other people	32.1
Total	100
Do you have your own bed?	
Yes, I have my own bed	91.5
No, I share a bed	8.2
No, I don't have a bed	0.3
Total	100
Is there a place in your home where you can study?	
Yes	80.3
No	6.9
Not sure	12.9
Total	100

Friendships

Children are slightly less satisfied with their friendship. In Figure 8 only 47% are completely satisfied and there are slightly more in the tail – scoring less than 7.

Figure 8: Satisfaction with your friends



This is also revealed responses to the questions on aspects of friendship. Although over 70% agree a lot or totally agree, 5% don't agree that they have enough friends and 3% don't have a friend who could support them if they have a problem.

Table 16: Friendships

	I do not agree	Agree a little	Agree somewhat	Agree a lot	Totally agree	Total
I have enough friends	5.2	7.0	9.9	17.8	60.1	100.0
My friends are usually nice to me	1.5	8.0	12.0	28.0	50.5	100.0
Me and my friends get along well together	1.1	6.9	10.8	26.3	54.8	100.0
If I have a problem, I have a friend who will support me	3.4	5.7	9.5	18.6	62.9	100.0

Boys were rather more positive about their friendships than girls. They were significantly more likely to say that had enough friends. There was only one significant difference in friendship scores by deprivation – children who were deprived were less likely to totally agree that “If I have a problem, I have a friend who will support me”.

Table 17: Views about friendships by gender and deprivation

	Gender		Deprivation	
	Girl	Boy	No	Yes
<i>Mean (out of 10)</i>				
Satisfaction with: Your friends	8.58	8.88	8.75	8.40
<i>% Totally agree</i>				
I have enough friends	53%**	68%	61%	55%
My friends are usually nice to me	48%	53%	51%	47%
Me and my friends get along well together	51%	59%	55%	50%
If I have a problem, I have a friend who will support me	63%	63%	65%	50%**

Asterisks indicate a statistically significant difference (* = $p < 0.05$. ** = $p < 0.01$) between girls and boys and between children who were and were not deprived.

Only 11% see friends every day outside school and 14% never see a friend outside school.

Table 18: Frequency of seeing friends (excluding when in school)

	%
Never	14.3
Less than once a week	28.7
Once or twice a week	27.4
Three or four days a week	10.8
Five or six days a week	8
Every day	10.9
Total	100

School

The next three figures show the levels of satisfaction of children with various aspects of their schooling. All are predominantly positive but less so than we have seen with relations with their families. Perhaps the most interesting of these is Figure 11 which shows much lower satisfaction than we have come to expect with other children in the class.

Figure 9: Satisfaction with: Your life as a student

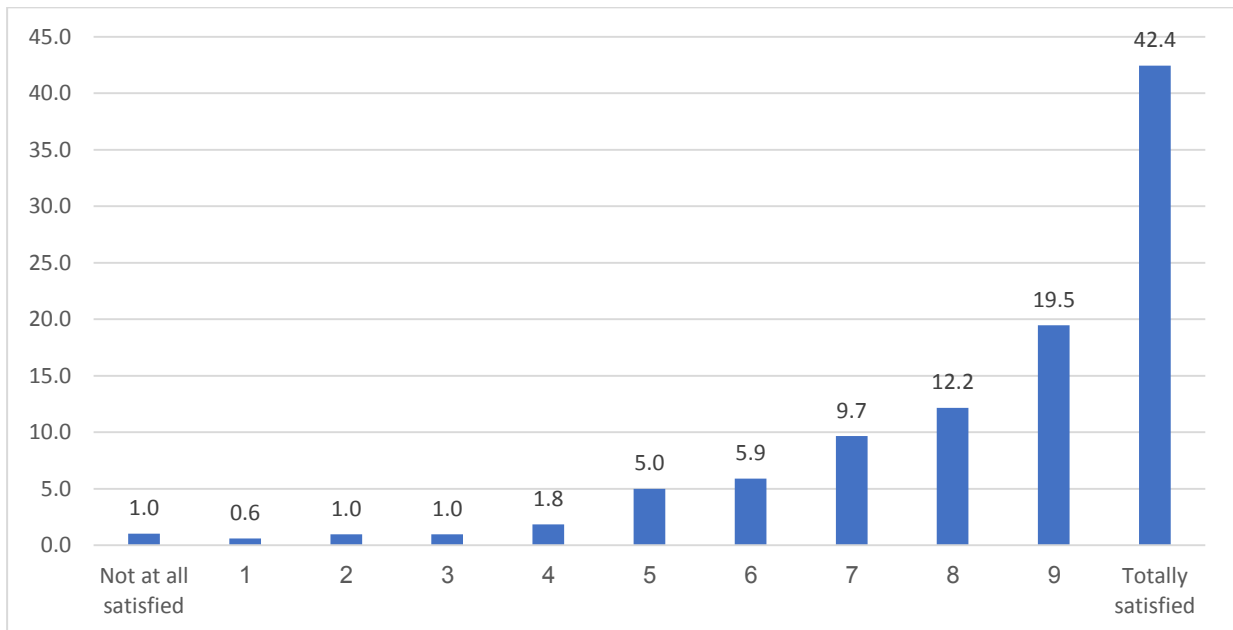


Figure 10: Satisfaction with: Things you have learned

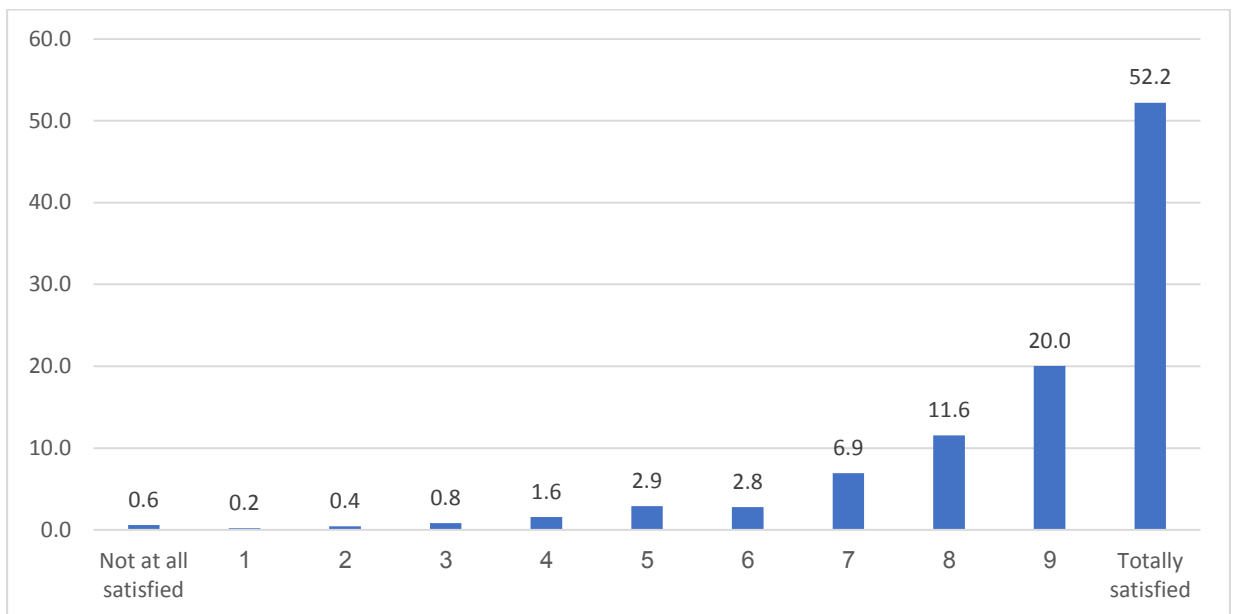
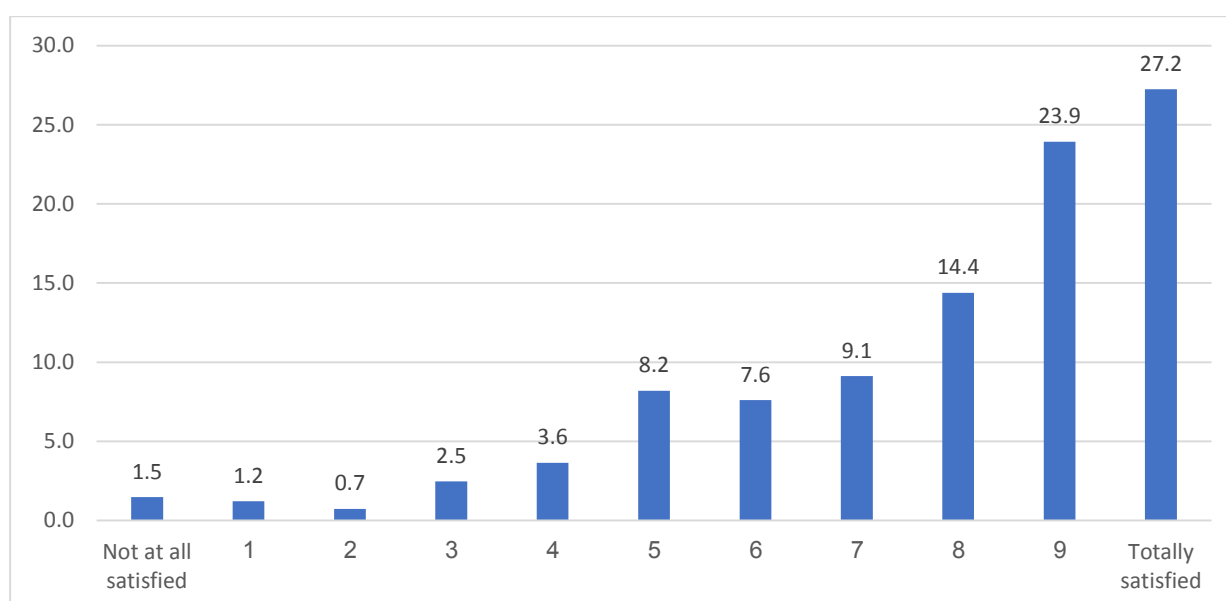


Figure 11: Satisfaction with: Other children in your class



Eighty-eight percent of children spend less than 30 minutes travelling to school and there were only four children in the sample who said they spent more than hour. Sixty-three percent of children felt very safe going to school and only 4% felt not very safe or not at all safe.

The children were more positive about their teachers than with other children at the school. They were also less positive about teachers listening and taking what I say into account and the scope to make decisions at school. But most children felt safe at school.

Table 19: Agreement with aspects of schooling (percentages)

	I do not agree	Agree a little	Agree somewhat	Agree a lot	Totally agree	Total
My teachers care about me	2.2	3.3	7.0	26.4	61.1	100.0
If I have a problem at school my teachers will help me	2.0	4.8	12.4	20.2	60.6	100.0
If I have a problem at school other children will help me	3.5	10.1	15.3	25.7	45.4	100.0
My teachers listen to me and take what I say into account	2.6	5.9	11.4	24.8	55.3	100.0
There are a lot of arguments between children in my class	17.3	30.7	13.2	13.9	24.8	100.0
At school I have opportunities to make decisions about things that are important	3.6	6.1	11.3	23.4	55.6	100.0
I feel safe at school	2.8	3.4	7.9	19.6	66.4	100.0

Girls were more satisfied with their life as a student than boys. Deprived children were less positive about all aspects of school. For two questions these differences were statistically significant variations. Deprived children were less likely to totally agree that if other pupils would help them if they had a problem, or that they had opportunities to make decisions.

Table 20: Mean school scores by gender and deprivation

	Gender		Deprivation	
	Girl	Boy	No	Yes
<i>Mean (out of 10)</i>				
Satisfaction with: Your life as a student	8.69	8.05**	8.45	7.98
Satisfaction with: Things you have learned at school	8.93	8.76	8.92	8.50
Satisfaction with: Other children in your class	7.78	7.79	7.84	7.44
<i>% Totally agree</i>				
My teachers care about me	63%	59%	63%	53%
If I have a problem at school my teachers will help me	61%	61%	61%	57%
If I have a problem at school other children will help me	45%	46%	47%	33%*
There are a lot of arguments between children in my class	24%	26%	25%	19%
My teachers listen to me and take what I say into account	58%	53%	57%	46%
At school I have opportunities to make decisions about things that are important to me	58%	52%	58%	44%*
I feel safe at school	66%	67%	67%	65%

Asterisks indicate a statistically significant difference (* = $p < 0.05$. ** = $p < 0.01$) between girls and boys and between children who were and were not deprived.

In the last month, a third of children reported having been hit by other children at school. Over half of children had been called unkind names, 19% more than three times. 47% felt they had been left out by other children in the class.

Table 21: Bullying (in the last month) and violence at school

	Never	Once	Two or 3 times	More than three times	Total
How often: Hit by other children in your school	67.6	15.7	8.2	8.5	100.0
How often: Called unkind names by other children in your school	47.6	20.1	13.8	18.5	100.0
How often: Left out by other children in your class	53.0	19.4	14.7	12.9	100.0

We compare children who have experienced the above bullying behaviours more than once in the past month by gender and deprivation (Table 22). Boys were significantly more likely to have been hit by other children at school, while girls were significantly more likely to have been left out by others.

Table 22: Bullying by gender and deprivation

	Gender		Deprivation	
	Girl	Boy	No	Yes
<i>% more than once in past month</i>				
Hit by other children in your school (not including fighting or play fighting)	11%	23%**	16%	22%
Called unkind names by other children in your school	29%	34%	31%	41%
Left out by other children in your class	32%	22%**	26%	37%

Asterisks indicate a statistically significant difference (* = $p < 0.05$. ** = $p < 0.01$) between girls and boys and between children who were and were not deprived.

Local area

Attitudes to the local area are not quite as positive as with some other domains. Only 38.5% totally agree that children have opportunities to participate and 48% totally agree that they feel safe in the area they live in.

Table 23: Attitudes to the local area

	I do not agree	Agree a little	Agree somewhat	Agree a lot	Totally agree	Total
I feel safe when I walk in the area, I live in	2.3	9.1	15.2	25.6	47.8	100.0
In my area there are enough places to play or to have a good time	7.2	8.2	13.2	19.6	51.7	100.0
If I have a problem, there are people in my local area who will help me	15.1	10.8	13.0	20.2	40.9	100.0
In my local area adults are kind to children	3.6	9.5	13.4	20.5	52.9	100.0
Adults in my area listen to children and take them seriously	6.9	10.3	15.2	24.3	43.3	100.0

There were no variations in satisfaction with local area by gender. Deprived children had significantly lower satisfaction with their local area. They were also significantly less likely to totally agree that their area was safe or had enough play/leisure facilities.

Table 24: Variations in views about local area by gender and deprivation

	Gender		Deprivation	
	Girl	Boy	No	Yes
<i>Mean (out of 10)</i>				
Satisfaction with: The area where you live	8.80	8.50	8.79	7.59**
<i>% Totally agree</i>				
I feel safe when I walk around in the area I live in	48%	47%	49%	35%*
In my area there are enough places to play and have a good time	52%	52%	53%	40%*
If I have a problem there are people in my local area who will help me	43%	39%	42%	32%
Adults in my local area are kind to children	56%	49%	53%	50%
Adults in my area listen to children and take them seriously	46%	40%	45%	31%

Asterisks indicate a statistically significant difference (* = $p < 0.05$. ** = $p < 0.01$) between girls and boys and between children who were and were not deprived.

Time use

There was a high degree of satisfaction at how the children used their time and with how much free time they had.

Figure 12: Satisfaction with: How you use your time

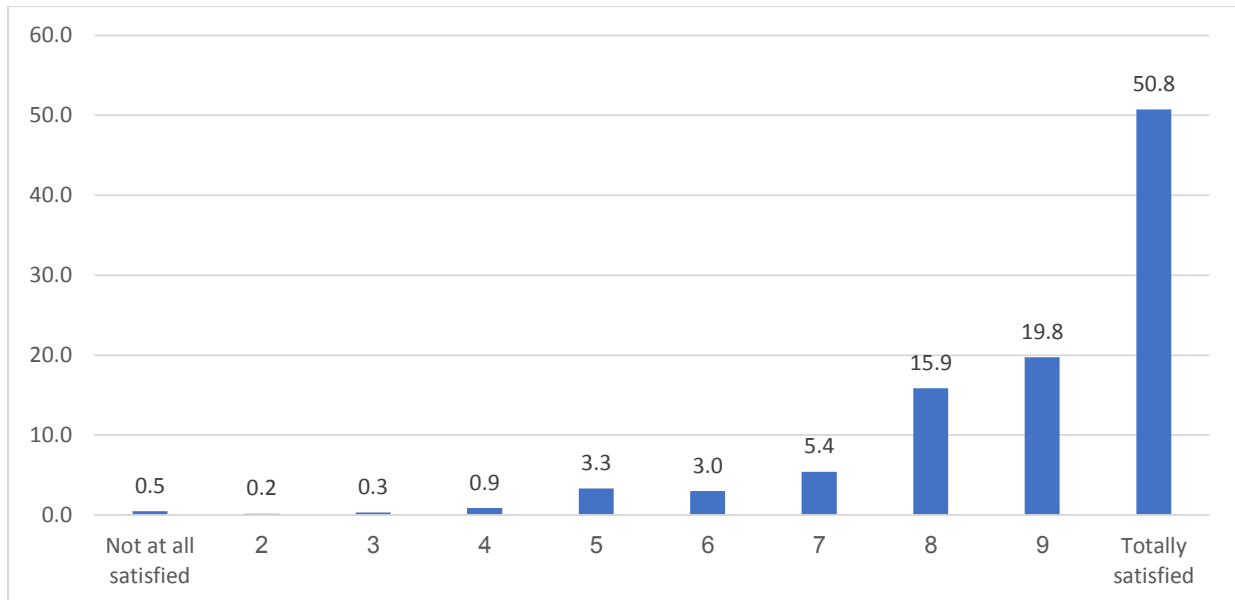


Figure 13: Satisfaction with: How much free time you have

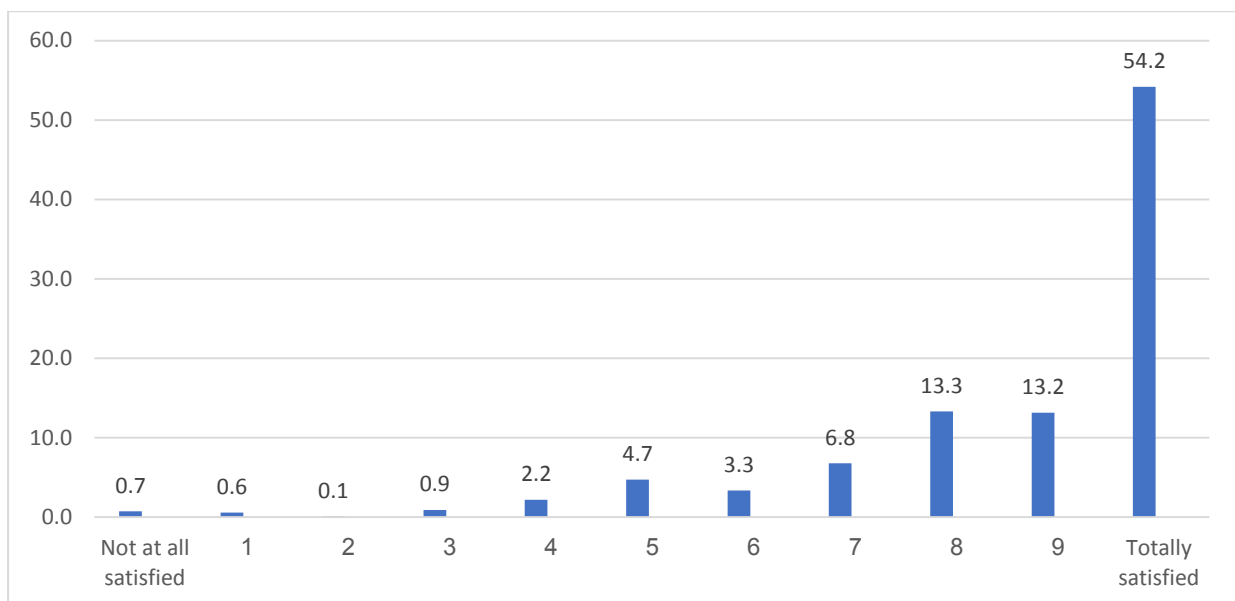


Table 25 gives more details on how the children use their time. 64.5% said they never worked with the family, 46% never did extra classes or tuition and 57% never went to religious places or services. In contrast 44% played with electronic games every day, 43% watched TV and 48% relaxed with the family every day.

Table 25: How often do you spend time?

	Never	Less than once a week	Once or twice a week	Three or four days a week	Five or six days a week	Every day	Total
Working with family	64.5	12.2	10.1	4.0	3.1	6.2	100.0
Helping around the house	8.4	14.4	28.0	19.3	8.7	21.1	100.0
Taking care of siblings or others	20.2	16.2	15.3	9.7	7.3	31.2	100.0
Playing sports/doing exercise	5.1	6.3	19.3	21.5	14.3	33.5	100.0
Doing extra classes/tuition	46.3	12.4	22.1	7.8	4.7	6.7	100.0
Doing homework/studying	3.4	10.7	36.0	15.8	12.2	21.8	100.0
Going to religious places/ services	56.5	16.0	11.0	4.0	6.5	6.0	100.0
Playing electronic games	4.5	6.9	13.8	13.7	17.4	43.6	100.0
Doing nothing/Resting	27.3	21.0	16.9	11.2	7.9	15.8	100.0
Watching TV	4.9	7.4	13.3	15.0	16.9	42.5	100.0
Relaxing, etc. with family	2.7	5.5	13.1	18.0	12.8	47.9	100.0
Playing/time outside	5.0	11.7	16.3	20.8	14.6	31.6	100.0
Using social media	18.5	7.5	9.5	13.1	11.8	39.6	100.0

Living in England

Attitudes to England were fairly positive – 53% totally agreed with “In my country children are allowed to participate in decisions” and 46% totally agreed with “I think in my country adults in general respect children’s rights.

Table 26: Attitudes to England

	I do not agree	Agree a little	Agree somewhat	Agree a lot	Totally agree	Total
Adults in England care about children	1.6	7.1	20.0	29.9	41.4	100.0
England is a safe place to live	2.2	7.0	22.7	25.5	42.5	100.0
I think in my country adults in general respect children's rights	2.0	6.8	17.8	27.4	46.0	100.0
In my country children are allowed to participate in decisions	3.3	7.9	17.1	19.2	52.5	100.0

There is evidence of children worrying about the things they hear about (e.g. in the news) in Table 27. Thirty-nine percent worry often or always.

Table 27: How often do you worry about things you hear about

	%
Never	13.9
Sometimes	46.8
Often	25.3
Always	14.1
Total	100.0

Child rights

Sixty-five percent of children said they knew about the rights that children have but only 30% said they knew about the UN Children’s Rights Convention.

Overall well-being

The Children's Worlds survey included a variety of different measures asking about overall well-being. These reflect different aspects of Diener's tripartite model⁸ of subjective well-being – life satisfaction, positive affect and negative affect; and the six aspects of Ryff's model⁹ of psychological well-being – self-acceptance, environmental mastery, relations with others, autonomy, personal growth and purpose in life.

Life satisfaction

We start with the simplest a single-item measure where children rate how satisfied they are with their life as a whole on an 11-point scale. 69.1% of 10-year olds were totally satisfied.

Table 28: Overall life satisfaction

	Not at all satisfied	1	2	3	4	5	6	7	8	9	Totally satisfied
Satisfaction with: Your life as a whole	1.1	0.6	0.9	1.5	1.4	1.6	3.2	3.2	6.2	11.2	69.1

We also used a multi-item measure of life satisfaction which was developed from Huebner's Student Life Satisfaction scale¹⁰ but has subsequently been modified through consultation with children and statistical testing to attempt to make it more suitable for cross-national comparative work. The scale is based on six statements which children are asked to indicate how far they agree. In the Children's Worlds survey, children aged 10 were asked to respond using an 11-point scale ranging from not at all agree to totally agree. We follow the work presented in the international comparative report and drop one of the six items ('I like my life') that did not appear to function well as part of a scale.

Table 29: Components of SWBS

	Not at all agree	1	2	3	4	5	6	7	8	9	Totally agree	Total
I enjoy my life	0.9	0.4	1.0	0.5	1.7	3.9	2.3	6.3	7.5	15.2	60.3	100.0
My life is going well	1.5	0.4	0.7	1.0	1.7	5.0	3.3	4.6	8.2	14.7	58.8	100.0

⁸ Diener, E. (2009). Assessing subjective well-being: Progress and opportunities. In *Assessing well-being* (pp. 25-65). Springer, Dordrecht.

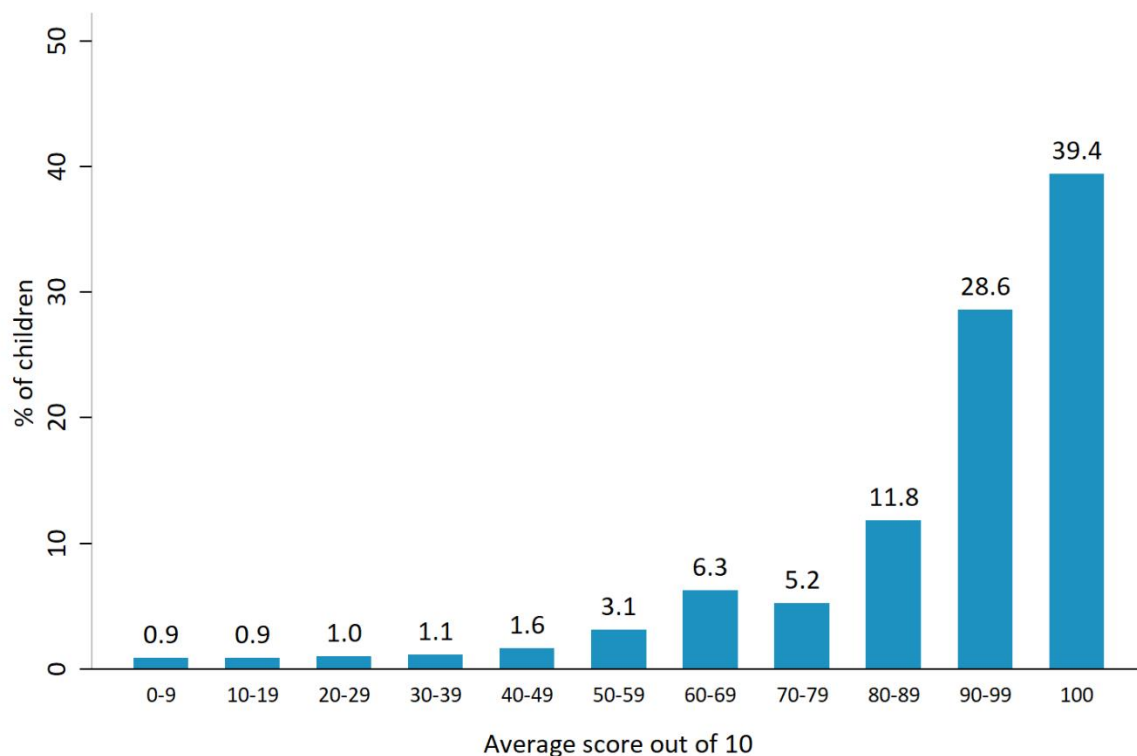
⁹ Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069.

¹⁰ Huebner, E. S. (1991). Initial Development of the Student's Life Satisfaction Scale. *School Psychology International*, 12(3), 231–240. <http://doi.org/10.1177/0143034391123010>

I have a good life	1.0	0.8	0.6	0.7	1.5	3.5	2.5	4.8	5.8	12.1	66.6	100.0
The things that happen in my life are excellent	1.6	1.6	0.4	1.8	2.0	4.7	5.0	7.7	10.0	17.4	47.7	100.0
I am happy with my life	1.5	0.8	0.8	1.2	1.7	2.8	2.4	4.7	8.1	12.4	63.7	100.0

We formed a scale by summing all of the items and transforming the scale from 0-100. The distribution of responses on this scale are shown in Figure 14. We can see that 39% 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 – 5.5% - in the tail (scoring less than 50 out of 100) on the SWBS.

Figure 14: Distributions of scores for cognitive subjective well-being



Positive and negative affect

The survey included six questions on positive affect (derived from Russell's measure of Core Affect). Children were asked how often in the last two weeks they had felt;

- Happy
- Full of energy
- Calm
- Sad (reverse coded).
- Stressed (reverse coded).
- Bored (reverse coded).

The intention was to create scales of positive and negative affect from these two sets of three items. However statistical testing does not support this, so we present each indicator individually. Feeling are generally very positive with over 54% often feeling extremely happy and only 4% extremely sad. Only 7% were feeling extremely stressed and 11% extremely bored.

Table 30: How often in the last two weeks have you felt ...

	Not at all	1	2	3	4	5	6	7	8	9	Extremely
Happy	0.3	0.3	1.3	0.9	1.5	4.7	3.5	7.3	11.6	14.5	54.1
Full of energy	2.8	0.9	1.6	2.1	2.2	4.4	6.5	6.9	8.5	11.2	52.9
Calm	3.9	0.6	1.6	2.6	2.8	10.0	6.6	11.2	13.9	12.3	34.4
Sad	24.1	15.0	13.5	10.4	6.2	6.6	4.9	4.7	6.2	4.4	4.1
Stressed	27.9	10.2	8.6	5.8	6.3	10.2	4.7	6.5	7.5	4.9	7.4
Bored	19.8	11.6	11.7	10.2	5.8	9.0	6.1	5.5	5.0	4.6	10.6

Psychological well-being

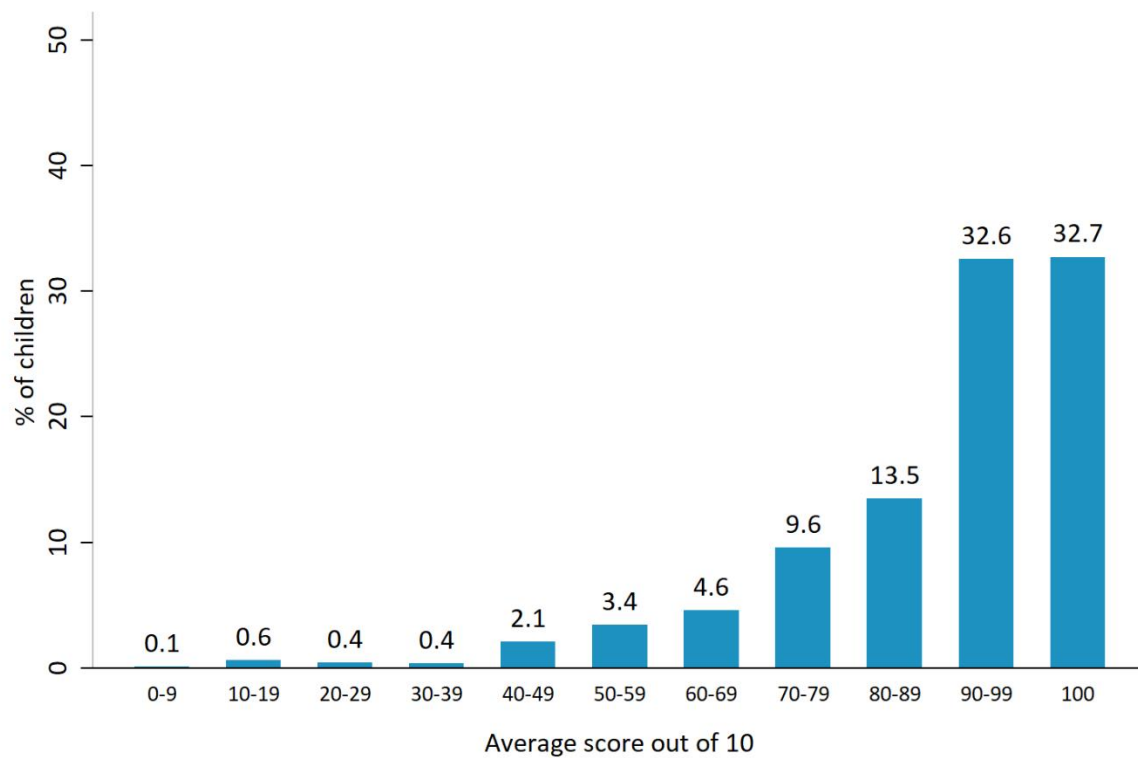
Psychological well-being was also generally positive with 64% totally agreeing with “I like being the way I am”, and “I feel I am learning a lot at the moment”. The lowest percentage totally agreeing was with the statement “I am good at managing my daily responsibilities” – 55%.

Table 31: Aspects of psychological well-being

	Not at all agree	1	2	3	4	5	6	7	8	9	Totally agree
I like being the way I am	1.8	1.0	1.1	0.4	1.7	3.3	2.6	6.1	6.4	12.0	63.7
I am good at managing my daily responsibilities	1.6	0.3	0.3	0.5	1.7	3.7	3.6	5.3	11.8	16.3	54.8
People are generally pretty friendly towards me	1.3	0.6	0.3	1.2	1.6	3.8	4.1	5.5	9.6	15.4	56.6
I have enough choice about how I spend my time	1.1	0.5	0.7	1.5	1.0	3.9	3.0	5.0	7.9	15.2	60.3
I feel that I am learning a lot at the moment	1.3	0.0	0.6	0.7	1.4	3.6	3.0	5.2	6.8	13.8	63.5
I feel positive about my future	1.1	1.0	0.4	1.4	1.4	3.2	3.8	3.7	7.5	15.0	61.6

Statistical testing confirmed the fit of these six items as a scale. The distribution of the scale summing the six items and transforming to range from 0 to 100 is shown in Figure 15. There is more variation here than for the measure of cognitive subjective well-being with around a third of children scoring the maximum. The proportion scoring below the mid-point is low at 3.6%.

Figure 15: Distribution of scores for psychological well-being



Variations by gender and deprivation

We compared mean scores for each of the measures discussed above by gender and deprivation (Table 32). There was only one significant gender difference – girls reported feeling sad significantly more than boys. Deprived children had significantly lower scores for cognitive subjective well-being (life satisfaction), feelings of happiness and energy, and psychological well-being.

Table 32: Variations in measures of overall well-being by gender and deprivation

	Gender		Deprivation	
	Girl	Boy	No	Yes
Cognitive subjective well-being	8.81	8.76	8.90	8.00**
Positive affect: Happy	8.64	8.83	8.80	8.25*
Positive affect: Full of energy	8.24	8.29	8.34	7.70*
Positive affect: Calm	7.68	7.47	7.64	7.16
Negative affect: Sad	3.56	2.87**	3.23	3.12
Negative affect: Stressed	3.67	3.77	3.72	3.81
Negative affect: Bored	3.91	3.98	3.88	4.69
Psychological well-being	8.81	8.84	8.98	7.86**

Asterisks indicate a statistically significant difference (* = $p < 0.05$. ** = $p < 0.01$) between girls and boys and between children who were and were not deprived.

3. Conclusions

Key points

Most ten-year old children in England are relatively satisfied and happy with their lives. However, there is a minority who are relatively unhappy. While this is a small proportion it still amounts to a substantial number of children. We know from other research we have conducted with children in England¹¹ that low well-being is not just a temporary state and that many of these children will be unhappy with their lives for extended periods of time.

The findings presented on children's feelings about different aspects of their lives show some important variations, which are not immediately apparent when discussing each aspect of life separately. This variability in satisfaction demonstrates the value of asking children about different aspects of their lives.

Table 33 below shows mean satisfaction scores, standard deviations, and percentages scoring six or less for all questions asked about satisfaction with different aspects of life in the survey. It can be seen that, while most children in this age group in England are relatively positive about all aspects of their life, there are some interesting and important variations in levels of satisfaction. As would be expected, the mean scores and percentages below the mid-point show a reasonably similar pattern. The aspects of life that children are most satisfied with tend to relate to their material well-being, family and close relatives. Satisfaction with the local area and school are notably lower. However, the most striking pattern is for questions about children's feelings about themselves and their future. Satisfaction with the way you look, life as a student and their classmates are three of the lowest four mean scores and are the three aspects of life with the highest proportion of children below the mid-point. The standard deviation statistics also show a relatively high level of variation in responses to these three questions. Of course, what we do not know, solely from the findings in England, is whether this type of pattern of relatively low satisfaction with aspects of oneself is common amongst children in different national and cultural contexts, or whether it is specific to England. The cross-national comparative analysis will therefore be very important in helping us to understand this issue further and informing debate about children's subjective well-being in England.

¹¹ Over the last decade, the University of York and The Children's Society have produced a series of reports on the subjective well-being of children in the UK. The latest of these reports is accessible at <https://www.childrenssociety.org.uk/good-childhood-report>

Table 33: Satisfaction with different aspects of life (mean, SD and % scoring 6 or lower)

	Mean	Std. Deviation	% in the tail
Satisfaction with: All the things you have	9.42	1.215	3.2
Satisfaction with: The people you live with	9.21	1.473	6.9
Satisfaction with: The house or flat where you live	9.20	1.631	7.7
Satisfaction with: How safe you feel	9.12	1.670	8.7
Satisfaction with: Your health	9.05	1.756	8
Satisfaction with: Your life as a whole	9.04	2.004	10.2
Satisfaction with: Other people in your family	8.91	1.787	9.7
Satisfaction with: How you use your time	8.90	1.583	8.2
Satisfaction with: The freedom you have	8.87	1.890	11
Satisfaction with: Things you have learned	8.84	1.764	9.3
Satisfaction with: How you are listened to by adults in general	8.82	2.069	11.8
Satisfaction with: Your friends	8.70	1.846	11.3
Satisfaction with: How much free time you have	8.70	1.949	12.6
Satisfaction with: The area where you live	8.63	2.138	13.5
Satisfaction with: What may happen to you later in your life	8.53	2.152	14.5
Satisfaction with: Your life as a student	8.38	2.090	16.3
Satisfaction with: The way that you look	8.13	2.700	21.0
Satisfaction with: Other children in your class	7.78	2.329	25.3

For many of the measures of children's subjective well-being we have presented in this report there are small but significant variations by gender. For most aspects of life, the differences in satisfaction between girls and boys aged 10 are negligible. In contrast to previous studies of older children there did not appear to be gender differences in satisfaction with appearance.

We have also presented some analysis of variations in children's feelings and experiences according to children's material deprivation. In contrast material deprivation influenced variations in well-being in most aspects of life. Indeed, this is the major finding of this study.

Children's Worlds National Report

ESTONIA



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1. Introduction

1.1 Context and population

Estonia lies on the eastern shores of the Baltic Sea, neighbouring Finland, Sweden, Latvia and Russia. Estonia is a small country with 1.3 million people. In January 2018, children and young people aged 0 to 18 years old numbered 263 867⁴, which is 20% of the population of Estonia. Out of them, 28.7% were children aged 8 to 12. Estonia, like the whole of Europe, is an ageing society where the proportion of children among the population is decreasing while the proportion of older people is increasing. People in Estonia are concerned about the survival of the Estonian nation: low fertility and transnational migration are the main risk factors.

About 70% of the population are Estonians and the next biggest ethnic group are Russians. The main religion in Estonia is Protestant and Russian Orthodox is the second, however Estonians are, according to comparative European studies, the most secular nation in Europe. Even being secular, children celebrate Christmas and enjoy days out of school or kindergarten during Easter holidays.

Estonia's GDP per capita has significantly increased during this decade – it was 25 973 USD and 35 796 USD⁵ (current PPPs) in 2012 and 2018, respectively. Annual real GDP growth has been 3.5% or more in the past three years.

1.2 Sampling: Strategy and outcome

In Estonia, we used cluster sampling of schools, initially based on data from the 2016/17 study year obtained from the Ministry of Education and Research, and later corrected using 2017/18 study year data.

At the first stage, we stratified the list of schools according to the type of settlement (three strata) and then the random selection of schools in each stratum was made. From selected schools, all children in each age group (2nd, 4th, and 6th classes; 8, 10 and 12 year old respectively) were invited to participate in the survey with one exception: if the number of classes on the same level in a selected school was greater than two, then two classes from the list of all classes were randomly selected.

We also had some limitations in completing the list of schools. Firstly, for reasonability, extremely small schools (number of pupils in the 2nd, 4th and 6th classes together was smaller than 10) we excluded from the sample. Secondly, schools for children with special educational needs we also excluded from the list of all schools because conducting a questionnaire-based study in such schools is very complicated. We also excluded four small international schools. All these schools excluded from the sample comprise about 3% of the total population of schoolchildren under survey.

⁴ Statistics Estonia (http://pub.stat.ee/px-web.2001/Database/Rahvastik/01Rahvastikunaitajad_ja_koosseis/04Rahvaarv_ja_rahvastiku_koosseis/04Rahvaarv_ja_rahvastiku_koosseis.asp)

⁵ OECD Country statistical profile: Estonia 2019/2

Schools of Estonian and Russian instruction were both included in the survey, thus the questionnaire in Estonian we translated into Russian.

From initially selected schools (50), 14 refused to participate. To compensate refusals, we added 6 randomly selected schools to the sample. Totally, we contacted 56 schools and 42 of them participated. Due to some previously planned oversampling, there was no need to add more schools from the list of the reserves.

In selected schools and classes, the total number of students was 3670 and 308 of them missed studies on the day of the survey and so did not participate. Due to parent's refusal, 94 pupils missed the survey and 19 pupils refused to participate themselves. As total we surveyed 3,249 schoolchildren (89%) from 3,670.

General information about population and sample by age groups, see in the Tables 1-3.

Table 1. 8 year olds (2nd grade) population and sample (N)

Stratum	Number of schools	Children in age group	Number of schools approached	Number of schools participating	Number of children participating	Number of children in corrected data file
Tallinn and Tartu (1)	86	5958	15	11	452	429
County centres and Eastern Virumaa cities (2)	57	3101	12	8	276	259
Other towns and villages (3)	269	5726	29	23	396	370
Total	412	14785	56	42	1124	1058

Table 2. 10 year olds (4th grade) population and sample (N)

Stratum	Number of schools	Children in age group	Number of schools approached	Number of schools participating	Number of children participating	Number of children in corrected data file
Tallinn and Tartu (1)	85	5688	15	11	404	396
County centres and Eastern Virumaa cities (2)	57	3014	12	8	272	266
Other towns and villages (3)	267	5517	29	23	361	351
Total	409	14219	56	42	1037	1013

Table 3. 12 year olds (6th grade) population and sample (N)

Stratum	Number of schools	Children in age group	Number of schools approached	Number of schools participating	Number of children participating	Number of children in corrected data file
Tallinn and Tartu (1)	81	5001	15	10*	424	423
County centres and Eastern Virumaa cities (2)	58	2976	11**	8	305	302
Other towns and villages (3)	261	5035	29	23	359	354
Total	400	13012	55	41	1088	1079

*In one approached school, grade 6 did not exist.

**In one participating school, grade 6 did not exist.

2. Results

2.1 The participants

Table 4. Age by gender (N)

	8 year old	10 year old	12 year old	Total
Boy	478	465	548	1491
Girl	576	544	530	1650
Total	1054	1009	1078	3141

Missings 8Y: 4; 10Y: 4; 12Y: 1






2.2 The home and the people children live with

Table 5. Type of home children live in by age group (%)

	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
10 year old	97.7	0.2	0.4	1.6
12 year old	97.4	0.2	0.2	2.1

Missings 10Y: 12; 12Y: 8; not asked from 8 year-olds

Table 6a. Satisfaction with people living with, 8 year-olds (%)

Satisfaction with the people you live with					
8 year old	0.9	1.4	5.9	21.4	70.4

Missings: 18

Table 6b. Satisfaction with people living with by age group (%)

Satisfaction with the people you live with	0	1	2	3	4	5	6	7	8	9	10
10 year old	0.1	0.1	0.1	0.2	0.6	3.7	1.6	4.5	6.2	12.4	70.5
12 year old	0.4	0	0.2	0.3	0.8	3.8	3.3	7.1	13.1	16.8	54.3

Missings 10Y: 74; 12Y: 62

Table 7. Questions about home and the people you live with by age groups (Means)




	There are people in my family who care about me	If I have a problem, people in my family will help me	We have a good time together in my family	I feel safe at home	My parents / carers listen to me and take what I say into account	My parents and I make decisions about my life together
8 YO	3.7	3.6	3.6	3.7	3.1	-
10 YO	3.8	3.7	3.7	3.8	3.4	3.4
12 YO	3.7	3.5	3.6	3.7	3.2	3.1

Missings 8Y: 52, 46, 36, 41, 98; 10Y: 36, 37, 20, 24, 50, 171; 12Y: 21, 32, 16, 27, 40, 105. Question 'My parents and I make decisions about my life together' not asked from 8 year-olds

Comment: The biggest number of missing answers was by the Q "My parents and I make decisions about my life together". The reason behind might be the diversity of family structures in Estonia where about one fifth of children live with lone parents (data from Civil Census in 2011). Thus, the joint decision-making of parents may be limited by the fact that parents do not live together or their communication is not dense enough.

2.3 The home where children live

Table 8a. Satisfaction with the home living in, 8 year-olds (%)

Satisfaction with the house you live in					
8 year old	1.1	0.6	4.4	13.0	80.9

9 missings

Table 8b. Satisfaction with the house or flat living in by age groups (%)

Satisfaction with the house you live in	0	1	2	3	4	5	6	7	8	9	10
10 year old	0.9	0.2	0.2	0.3	0.5	3.1	1.0	2.8	5.7	11.8	73.6
12 year old	0.3	0	0.4	0.9	1.3	2.6	3.0	5.7	8.8	17.4	59.6

Missings 10Y: 22; 12Y: 26






Table 9. Having study place in home by age groups (%)

	Yes	No	Not sure
10 year old	89.2	4.7	6.1
12 year old	90.5	4.7	4.8

Missings 10Y: 7; 12Y: 7; not asked from 8 year-olds

2.4 Friends

Table 10a. Satisfaction with friends, 8 year-olds (%)

Satisfaction with ...					
Your friends	0.6	1.7	7.4	27.3	62.9

14 missings

Table 10b. Satisfaction with friends by age groups (%)

Satisfaction with friends	0	1	2	3	4	5	6	7	8	9	10
10 year old	0.2	0.1	0.1	0.9	0.7	4.4	3.7	4.8	12.2	22.7	50.2
12 year old	0.4	0.2	0.3	1.1	1.2	3.3	5.6	7.0	16.5	25.3	39.0

Missings 10Y: 34; 12Y: 32

Table 11. Questions about friends (%; all age groups)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I have enough friends	3.0	4.7	6.1	15.2	71.1
My friends are usually nice to me	2.5	6.1	10.3	29.5	51.6
Me and my friends get along well together	1.8	4.9	6.9	25.6	60.7
If I have a problem, I have a friend who will support me	4.7	6.5	9.3	24.4	55.1

141, 125, 126 and 241 missings, respectively






2.5 School

Table 12a. Satisfaction with school related things by age groups (%)

Satisfaction with...	0	1	2	3	4	5	6	7	8	9	10
Your life as a student											
10 year old	1.4	0.4	1.1	1.7	1.2	6.1	3.0	8.2	10.7	20.1	46.1
12 year old	1.9	0.6	1.2	2.9	4.6	7.8	8.8	16.6	17.0	19.6	19.1
Things you have learned at school											
10 year old	0.5	0.2	0.5	1.2	1.9	4.5	2.8	5.6	8.5	23.1	51.2
12 year old	0.6	0.7	1.6	2.4	3.6	6.7	6.7	11.2	16.3	26.6	23.5
Other children in your class											
10 year old	1.3	0.4	0.4	2.1	2.9	4.8	5.2	9.2	11.9	25.4	36.4
12 year old	1.5	1.5	2.7	4.9	4.0	8.2	10.1	11.9	15.5	19.0	20.6

Missings 10Y: 7, 11, 11; 12Y: 6, 14, 14

Table 12b Satisfaction with school related things, 8 year-olds (%)

Satisfaction with ...					
life as a student Your	3.7	3.7	12.6	32.7	47.3
Things you have learned at school	1.5	2.5	10.2	25.2	60.6
Other children in your class	2.9	4.8	14.7	28.4	49.3

19, 17 and 24 missings, respectively

Comment: The ISCWeB 2nd wave revealed that children in Estonia are among the most critical if compared to children of the other ISCWeB countries. It also revealed that satisfaction with school has a clear decreasing trend during four years of studies while the biggest decrease takes place from the 4th to the 6th class (Kutsar & Kasearu, 2017⁶). By ISCWeB 3rd wave we can witness similar trend: only about one fifth of 12 years old children are satisfied with their life as a student. Estonian society across ages has respected education and valued knowledge. The same reveals her: the highest proportion of children compared to the other school-related items admit that they are very much satisfied with things they have learned at school.

⁶Kutsar, Dagmar; Kasearu, Kairi (2017). Do children like school – crowding in or out? An international comparison of children's perspectives. Children and Youth Services Review, 80, 140–148. [10.1016/j.childyouth.2017.06.052](https://doi.org/10.1016/j.childyouth.2017.06.052).

Table 13. 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	4.7	8.0	14.1	25.9	47.4
If I have a problem at school, my teachers will help me	3.9	6.8	9.7	20.0	59.5
If I have a problem at school, other children will help me	7.4	11.1	13.7	31.2	36.7
My teachers listen to me and take what I say into account	7.4	9.1	13.0	25.1	45.4
At school I have opportunities to make decisions about things that are important to me¹	5.3	9.1	14.4	30.9	40.3
I feel safe at school	5.1	6.1	9.6	22.2	57.0

357, 213, 312, 308, 241, 212 missings, respectively. ¹At school I have opportunities to make decisions about things that are important to me' not asked from 8 year-olds.

Comment: Findings in the Table 13 refer to some reasons why children are critical about school in Estonia and why this reveals especially in the 6th grade. By all items, the means of 12-years old children stay lower than that of the 8- and 10-years old children. Table 13 shows that children rely a lot on teachers when they have problems however, not as much that teachers listen to them.

Table 14. Bullying (%; all age groups)


How often:	Never	Once	Two or 3 times	More than three times
Hit by other children in your school	53.1	17.6	12.4	16.9
Called unkind names by other children in your school	46.9	16.1	14.3	22.7
Left out by other children in your class	56.3	18.6	10.0	15.0

244, 217 and 440 missings, respectively

Children experience more verbal and mental bullying than physical bullying at school. From other analyses, we know that hitting occurs more often among younger children.

2.6 The area where children live

Table 15a. Satisfaction with the area living in, 8 year-olds (%)

Satisfaction with the area where you live					
8 year old	1.4	1.1	6.4	16.4	74.6

15 missings

Table 15b. Satisfaction with the area living in by age groups (%)

Satisfaction with the area where you live	0	1	2	3	4	5	6	7	8	9	10
10 year old	0.9	0.2	0.2	0.6	1.4	2.7	2.4	4.5	7.5	13.7	65.9
12 year old	0.9	0.4	1.0	1.2	1.4	4.7	4.2	8.8	12.6	17.6	47.4

Missings 10Y: 55; 12Y: 60

Table 16. Views about local area (%; all age groups)

In my area, I live in...	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I feel safe when I walk	3.5	3.9	6.3	20.8	65.4
There are enough places to play or to have a good time	5.9	5.8	7.4	14.8	66.1
If I have a problem there are people who will help me	13.7	10.4	10.7	21.2	44.1
Adults are kind to children ¹	4.6	12.8	14.9	25.4	42.3
I have opportunities to participate in decisions about things that are important to me ¹	13.0	15.0	14.3	27.1	30.6
Adults listen to children and take them seriously ¹	12.9	15.5	17.5	26.7	27.5

184, 145, 477, 159, 256, 270 missings, respectively. ¹Three last questions not asked from 8 and 10 year-olds.

Comment: 12-years old children have had problems with answering to the questions about communication with local people – there are many missings. Should be further studied.






2.7 Money and the things children have

Table 17. Frequency of worry about how much money family has by age groups (%)

	Never	Sometimes	Often	Always
8 year old	26.8	30.5	19.3	23.5
10 year old	30.4	40.4	15.9	13.3
10 year old	31.7	44.2	15.6	8.6

Missings 8Y: 210; 10Y: 146; 12Y: 81

Table 18a. Satisfaction with all the things child has, 8 year-olds, 0=the most unhappy face and 4=the happiest face (%)

Satisfaction with all the things you have					
8 year old	0.7	1.2	6.4	23.1	68.7

16 missings

Table 18b. Satisfaction with all the things child has by age groups (%)

Satisfaction with all the things you have	0	1	2	3	4	5	6	7	8	9	10
10 year old	0.1	0	0.2	0.5	0.3	2.2	1.5	2.6	5.6	16.4	70.6
12 year old	0.3	0.1	0.2	0.5	0.7	2.5	2.6	5.7	10.3	22.2	54.7

Missings 10Y: 20; 12Y: 15

Table 19. Frequency of having enough food to eat each day by age groups (%)

	Never	Sometimes	Often	Always
8 year old	1.1	4.8	11.0	83.0
10 year old	0.4	2.3	8.2	89.1
12 year old	0.3	1.2	8.8	89.7

Missings 8Y: 71; 10Y: 29; 12Y: 19

Table 20. Having different things by age groups (yes %)

	Clothes in good condition	Enough money for school trips and activities	Access to the internet at home	The equipment/ things you need for sports and hobbies	Pocket money/ money to spend on yourself	Two pairs of shoes in good condition	A mobile phone	The equipment/ things you need for school
8 YO	98.2	89.4	93.4	86.2	80.7	94.5	93.8	97.7
10 YO	99.5	96.6	98.0	92.2	90.0	97.6	97.7	99.7
12 YO	99.4	97.7	99.2	93.3	89.7	98.2	98.7	99.5

Missings 8Y: 11, 30, 19, 19, 28, 17, 11, 14; 10Y: 9, 14, 10, 16, 24, 8, 7, 7; 12Y: 8, 16, 11, 23, 27, 16, 7, 10

The material deprivation scales were not asked in the questionnaire. The main argument was to shorten the questionnaire.

2.8 Time use

Table 21a. Satisfaction with time use (%)

Satisfaction with time use					
8 year old	1.9	1.3	9.6	26.0	61.1

18 missings

Table 21b. Satisfaction with time use by age groups (%)

Satisfaction with...	0	1	2	3	4	5	6	7	8	9	10
How you use your time											
10 year old	0.4	0.1	0.5	0.3	0.9	3.7	2.6	5.5	10.6	22.6	52.7
12 year old	1.1	0.2	0.7	1.6	2.5	4.7	5.6	11.2	16.5	21.1	34.9
How much free time you have to do what you want											
10 year old	1.4	0.8	0.9	1.7	2.7	4.9	2.9	7.8	11.6	18.9	46.5
12 year old	3.0	1.3	2.5	4.3	6.0	7.7	6.5	9.7	14.3	15.9	28.9

Missings 10Y: 9, 14; 12Y: 11, 13

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

OLS (Overall Subjective Well-Being)

Table 22a. Satisfaction with life as a whole (OLS) score distribution, 8 year-olds (%)

Satisfaction with your life as a whole					
8 year old	1.6	2.1	6.2	15.1	74.9

9 missings

Table 22b. Satisfaction with life as a whole (OLS) score distribution by age groups (%)

Satisfaction with your life as a whole	0	1	2	3	4	5	6	7	8	9	10
10 year old	0.5	0.2	0.3	0.6	1.4	2.5	1.7	3.2	5.7	11.1	72.7
12 year old	1.0	0.7	1.0	1.0	1.7	4.3	3.7	6.3	9.7	18.8	51.9

Missings 10Y: 16; 12Y: 7

CW-SWBS (Children's Worlds Subjective Well-Being Scale). The scale is based on the Student Life Satisfaction Scale by Huebner, 1991.

Table 23. Children's Worlds Subjective Well-being Scale (CW-SWBS) items (%; 10&12 year-olds)

	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life	1.0	0.7	0.9	1.0	2.4	4.5	4.3	7.2	12.0	18.3	47.6
My life is going well	1.2	0.5	0.8	1.6	3.0	4.6	4.1	6.8	11.4	22.0	43.9
I have a good life	1.2	0.8	0.9	1.4	2.1	4.0	3.8	5.4	8.8	15.8	55.9
The things that happen in my life are excellent	1.4	1.4	1.4	2.9	2.9	6.2	6.1	8.7	13.0	25.1	30.9
I like my life	1.7	1.0	0.8	2.1	1.9	3.7	3.4	5.7	7.4	16.6	55.7
I am happy with my life	1.7	0.8	0.9	2.1	2.2	4.1	4.3	6.2	8.8	18.8	50.1

20, 19, 36, 26, 19 and 15 missings, respectively

CW-DBSWBS (Children's Worlds Domain Based Subjective Well-Being Scale), based on the Brief Multidimensional Student Life Satisfaction Scale by Seligson, Huebner & Valois, 2003.

Table 24. Children's Worlds Domain Based Subjective Well-being Scale (CW-DBSWBS) items (%; 10&12 year-olds)

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people you live with	0.2	0.0	0.1	0.2	0.7	3.7	2.5	5.9	9.8	14.7	62.1
Your friends	0.3	0.1	0.2	1.0	1.0	3.8	4.7	5.9	14.4	24.1	44.4
Your life as a student	1.6	0.5	1.1	2.3	2.9	7.0	6.0	12.5	13.9	19.9	32.2
The area where you live	0.9	0.3	0.6	0.9	1.4	3.8	3.3	6.7	10.1	15.7	56.4
The way that you look	2.4	1.4	1.2	1.7	2.1	4.6	4.7	6.7	10.8	16.4	48.1

137, 66, 13, 115 and 53 missings, respectively

Table 25: Children's Worlds Positive and Negative Affect Scale (CW-PNAS; based on Barrett & Russell, 1998) items (%; 10&12 year-olds)

Last two weeks: How often feeling	0	1	2	3	4	5	6	7	8	9	10
Happy	0.8	0.6	0.5	2.0	2.4	4.7	4.9	6.6	11.1	20.6	45.9
Calm	1.5	0.7	1.6	1.6	3.2	9.1	6.8	7.9	12.3	17.5	37.8
Full of energy	2.1	1.4	2.3	2.9	3.6	6.2	6.1	7.7	11.4	12.3	44.0
Sad	20.5	16.1	16.4	10.8	7.6	9.0	4.5	4.5	4.1	3.7	2.8
Stressed	17.3	11.4	9.8	8.6	7.4	9.8	7.4	7.3	6.5	6.9	7.7
Bored	24.9	10.4	9.4	10.0	6.4	8.0	5.4	5.4	5.5	5.4	9.1

28, 48, 68, 70, 43 and 49 missings, respectively

CW-PSWBS (Children's Worlds Psychological Subjective Well-Being Scale) based on Ryff, 1989.

Table 27. Children's Worlds Psychological Subjective Well-Being Scale (CW-PSWBS) items (%; 12 year-olds)

How much you agree with	0	1	2	3	4	5	6	7	8	9	10
I like being the way I am	1.8	0.6	1.4	2.5	2.4	3.5	5.1	6.4	10.8	18.6	46.9
I am good at managing my daily responsibilities	0.7	0.7	0.8	2.4	4.4	4.7	5.7	10.0	12.1	22.1	36.5
People are generally pretty friendly towards me	0.8	0.4	1.9	1.3	2.8	4.6	6.3	10.0	13.9	21.9	36.1
I have enough choice about how I spend my time	1.9	1.0	0.9	1.6	3.5	4.5	4.4	7.1	12.2	17.0	45.9
I feel that I am learning a lot at the moment	2.3	1.1	2.1	2.2	3.1	6.5	6.5	8.8	14.7	19.5	33.4
I feel positive about my future	1.4	0.8	0.8	2.1	3.5	3.7	4.4	7.2	12.5	18.8	44.8

15, 9, 22, 19, 10 and 13 missings, respectively

Table 28. Variations in different measures of subjective well-being by age group (10 and 12 year-olds) (Means)

	OLS		CW-SWBS		CW-DBSWBS		PAS		NAS		CW-PSWBS	
	Y10	Y12	Y10	Y12	Y10	Y12	Y10	Y12	Y10	Y12	Y10	Y12
Mean	92.7	86.6	87.9	81.3	89.9	82.8	86.0	77.0	32.6	41.2		82.0
Std. Error of Mean	0.5	0.6	0.6	0.7	0.4	0.5	0.5	0.6	0.8	0.8		0.6
Std Deviation.	16.3	20.7	18.5	21.3	11.7	14.5	16.4	19.7	25.0	24.6		18.0
N (valid)	997	1072	975	1055	868	941	970	1041	972	1035		1028
N (missing)	16	7	38	24	145	138	43	38	41	44		51

No data for 10 year-olds for CW-PSWBS

2.10 Children perceptions about their country

Table 29. Awareness of the children's rights by age groups (%)

	I know what rights children have			I know about the UN Convention on the Rights of the Child		
	No	Not sure	Yes	No	Not sure	Yes
8 year old	17.9	46.2	35.9	44.6	38.0	17.3
10 year old	8.9	46.4	44.7	43.7	37.4	19.0
12 year old	5.3	40.1	54.6	31.5	34.4	34.1

Missings 8Y: 23, 28; 10Y: 13, 15; 12Y: 14, 12

3. Conclusions

Younger children tend to be more satisfied overall with their life and with different aspects and domains of their life. However, compared to older age groups, 8 year-old children more frequently tend to worry about family financial resources, and less frequently have enough money for school trips and activities, pocket money, the equipment for sports and hobbies, a mobile phone and access to the internet at home.

12 year-olds are less positive about school life than younger children. For instance, they less frequently think that their teachers care about them, help them in the case of need or listen to them. 12 year-olds are also more pessimistic about their opportunities to make important decisions at school, that other children at school will help them if needed and they tend to feel less safe at school. There are proportionally more 12 year-olds who are aware of the children's rights compared to the younger age groups.

Children at all age groups evaluate interpersonal communication in their local area more negatively compared to having enough places to play and have a good time, and feeling safely there.

Children's Worlds National Report

FINLAND



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University of Turku

1. Introduction

1.1 Context and population¹

Population

5 519 586 (May 2019).

Size of the country

338,424 km²; Finland divided into 18 provinces/regions and five major regions (including Åland)

Children

N=882,234; 15.98 % (0-14 age, in the end of 2018)

Religion

Evangelical-Lutheran 69.7 %; Orthodox Church 1.1 %; Others 1.6%; 1.45 M of those not belonging to any religion 26 % (Men 30 %, Women 23%) (2015).

Ethnicity

249,452 population in Finland with foreign background (in the end of 2017). Altogether more than 170 different ethnic groups, 1. Estonians (n=83,675); 2. Russians (n=52,424); 3. Swedish (n=42 210); 4. Somalis (n=19,807); 5. Chines (n=11,814); 6. Thais (n=11,553); 7. Iraqis (n=32,778); 8. Turkish (n=8,930); 9. Indians (n=7,010); 10. British (n=7,055), and others.

Economic context

GDP=45,703.33 USD / capita (2017).

Education system

0-6-years-olds: early childhood education and care (ECEC, duration in years 0-6); 6-years-olds: pre-primary education (duration in years 1); 7-16-years-olds: basic education (comprehensive school, duration in years 9); (voluntary additional year 16-17-olds, duration in years 1); 17-19-years-olds general upper secondary schools (matriculation examination, duration in years 3) or vocational institutions (vocational qualifications, duration in years 3); 19-years-olds on- bachelor's degrees (universities, duration in years 3) or bachelor's degrees (universities of applied sciences, duration in years 3,5-4); master's degree (universities, duration in years 2), master's degree, (universities of applied sciences, duration in years 1-1,5), doctoral degrees, licentiate degrees (universities)

Children's rights

Finland has ratified the UN Convention on the Rights of the Child (CRC) in 1991. Children have a right to participate in decision making that promotes development of the society.

Their right to influence decision making that concerns themselves is emphasized in several legal instruments. According to the Constitution of Finland (731/1999) the public authorities shall promote the opportunities for the individual to participate in societal activity and to influence the decisions that concerns him or her. This obligation applies to children and youngsters as well.

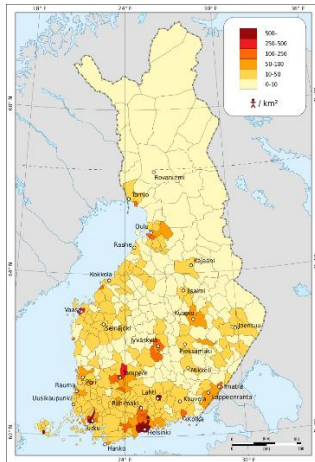


Figure 1. Population density

1.2 Sampling: Strategy and outcome

The sampling procedure was carried out according to the recommended procedure (by Gwyther). The sampling was done using the idea of stratified sampling, where Finland was divided according to existing five major regions', however leaving out Åland, so four major regions in the final plan. Thereafter, a random selection of towns/municipalities was done according to the proportional number of pupils in that region. Thereafter the participating school was selected from the town's/municipalities' web pages in alphabetic order or by randomly choosing. Thereafter the head of the educational department of the town was contacted, in order to get the research permission to school.

The target sample size in each school was 40 pupils / grade. After getting the permission, we contacted the principal to start the data collection. If the school refused, next one was chosen. The instructions for the data collection and the permissions for parents were either sent to the principal or to the teachers, depending on the schools' own procedure. The internet-based questionnaires (Webropol) were open for answering during from January 31st 2018 to January 31st 2019.

Planned

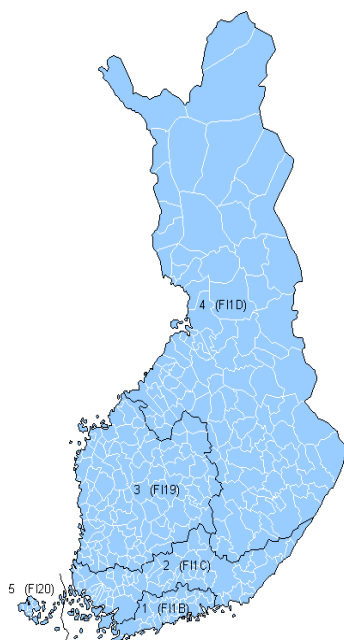
	Schools	Pupils 1-6 gr.	% of the whole country	Number of schools	N of respondents (2, 4 ja 6.gr.)
1. Uusimaa	566	106765	29.7	9	1069
2. Southern Finland	467	64220	17.87	6	720
3. Western Finland	770	65695	18.28	8	912
4. Northern and Eastern Finland	691	87773	24.42	7	879
Total				30	3580

Final

	Schools	Pupils 1-6 gr.	% of the whole country	Number of schools	N of respondents (2, 4 ja 6.gr.)
1. Uusimaa	566	106765	29.7	8	1475
2. Southern Finland	467	64220	17.87	7	920
3. Western Finland	770	65695	18.28	7	716
4. Northern and Eastern Finland	691	87773	24.42	7	975
Total				29	4086

Figure 1. Major regions

1. Helsinki-Uusimaa
2. Southern Finland
3. Western Finland
4. Northern and Eastern Finland
5. Åland



2. Results

2.1 The participants¹

Table 1. Age by gender (Numbers, (%))

	8 year-old	10 year-old	12 year-old	Total
Boy	571(49.6)	528(48.6)	5739(52.9)	1672(50.3)
Girl	581(50.4)	559(51.4)	511(47.1)	1651(49.7)
Total	1152(34.7)	1087(32.7)	1084(32.6)	3323(100)

2.2 The home and the people children live with: ²

Table 2. Home type (%)

I live with my family	97.9
I live in a foster home	0.7
I live in a children's home	0.4
I live in another type of home	1.0
Total	100.0

Table 3. Satisfaction with the people you live with (8 year-old) (%)³






Satisfaction with ...					
The people you live with	0.4	0.5	6.2	28.1	64.8

Table 4. Satisfaction with the people you live with (10 & 12 year-old) (%)⁴

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The people you live with	0.2	0.1	0.3	0.5	0.4	1.7	1.8	4.1	11.4	22.9	56.6

¹ Missing N=0² N=5; 1159 (8y)³ N=37⁴ N=6

Table 5. Questions about home and family (All age groups; means)⁵

	Family care	Family help problem	Good time together	Feel safe	Parents listen	Make joint decision
8 year-old	3.56	3.37	3.54	3.62	3.32	3.28
10 year-old	3.64	3.47	3.57	3.73	3.43	3.32
12 year-old	3.66	3.48	3.47	3.73	3.45	3.25
Total	3.62	3.44	3.53	3.69	3.40	3.28

2.3 The home where children live:

Table 6. Satisfaction with the house or flat where you live (8 year-old) (%)⁶






Satisfaction with ...					
the house or flat where you live	0.7	0.7	3.5	20.8	74.3

Table 7. Satisfaction with the house or flat where you live (10 & 12 year-old) (%)⁷






Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
the house or flat where you live	0.2	0.1	0.4	0.4	0.6	1.2	1.5	3.2	9.0	23.7	59.7

Table 8. Things you have (%)⁸

Whether you have ...	10 & 12 year-old
Own room	73.0
Place to study	89.7

2.4 Friends:

Table 9. Satisfaction with your friends (8 year-old) (%)⁹

Satisfaction with ...					
Your friends	0.3	1.2	5.9	30.4	62.2

⁵ N=130; N=136;;N=97;N=127;N=205;N=262⁶ N=48⁷ N=14⁸ N=18⁹ N=177

Table 10. Satisfaction with your friends (10 & 12 year-old) (%)¹⁰

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your friends	0.4	0.2	0.2	0.2	0.8	1.9	2.1	4.5	11.7	31.8	46.2

Table 11. Friends (All age groups) (%)¹¹

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I have enough friends	3.2	2.7	8.4	21.6	64.1
My friends are usually nice to me	1.8	3.3	12.2	33.7	49.0
Me and my friends get along well together	1.3	3.1	8.4	29.6	57.6
If I have a problem, I have a friend who will support me	3.3	5.0	12.7	29.8	49.2

2.5 School

Table 12. Satisfaction with school life (8 year-old) (%)¹²






Satisfaction with ...					
Life as a student	1.4	1.4	9.5	40.3	47.4
Things you have learned	0.8	1.6	5.6	31.6	60.4
Other children in your class	1.4	1.7	12.0	41.5	43.4

Table 13. Satisfaction with school life (10 year-old) (%)¹³

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Life as a student	0.9	0.3	0.5	0.6	0.5	3.6	3.0	9.4	22.4	32.6	22.4
Things you have learned	0.7	0.4	0.4	0.6	0.9	2.8	2.2	5.7	13.3	32.1	41.0
Other children in your class	0.8	0.8	0.9	0.9	1.7	3.6	3.6	9.0	17.9	30.5	30.2

¹⁰ N=7¹¹ N=33; N=47;N=55; N=53¹² N=21;N=29;N=24¹³ N=11;N=13;N=13

Table 14. Views about school (All age groups) (%)¹⁴

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
My teachers care about me	5.0	5.5	15.5	32.0	42.0
If I have a problem at school, my teachers will help me	2.9	3.8	10.5	28.7	54.1
If I have a problem at school, other children will help me	5.4	7.5	21.6	35.0	30.5
There are a lot of arguments between children in my class	33.3	25.7	19.9	10.7	10.4
My teachers listen to me and take what I say into account	3.8	6.2	15.8	32.1	42.1
At school I have opportunities to make decisions about things that are important to me	3.6	5.6	16.2	31.3	43.3
I feel safe at school	2.3	2.8	9.2	25.0	60.7

Table 15. Bullying (All age groups) (%)¹⁵

How often:	Never	Once	Two or 3 times	More than three times
Hit by other children in your school	71.1	14.5	7.1	7.3
Called unkind names by other children in your school	55.7	19.2	11.4	13.7
Left out by other children in your class	64.2	17.9	9.4	8.5

2.6 The area where children live

Table 16. Satisfaction with local area (8 year-old) (%)¹⁶






Satisfaction with ...					
The area where you live	1.1	1.5	6.5	24.9	66

Table 17. Satisfaction with local area (10&12 year-old) (%)¹⁷

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The area where you live	0.8	0.3	0.6	0.7	1.2	2.6	2.7	5.5	13.5	27.1	45.0

¹⁴ N=58;N=67;N=87;N=103;N=86;N=106;N=114¹⁵ N=69;N=86;N=94¹⁶ N=44¹⁷ N=14

Table 18. Views about local area (All age group) (%)¹⁸

In my area, I live in...	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I feel safe when I walk	1.6	2.4	7.6	24.5	63.9
There are enough places to play or to have a good time	4.5	5.7	11.6	23.6	54.6
If I have a problem there are people who will help me	Not asked in Finland				
Adults are kind to children	2.1	3.2	10.5	25.9	58.3

2.7 Money and the things children have

Table 19. How often do you worry about how much money your family has? (%)¹⁹

	8 year-old	10 year-old	12 year-old	Total
Never	57.6	53.1	46.7	52.2
Sometimes	27.7	37.9	42.6	36.4
Often	8.8	6.3	8.5	7.8
Always	5.9	2.7	2.2	3.5
Total	100.0	100.0	100.0	100.0

Table 20. Satisfaction with all the things you have (8 year-old) (%)²⁰






Satisfaction with ...					
all the things you have	0.6	0.7	5.9	27.8	64.9

Table 21. Satisfaction with all the things you have (10&12 year-old) (%)²¹

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
all the things you have	0.4	0.0	0.1	0.1	0.4	1.1	1.4	3.8	11.0	28.4	53.3

¹⁸ N=59;N=73;N=86¹⁹ N=111²⁰ N=71²¹ N=15

Table 22. Do you have enough food to eat each day? (%) ²²

	8 year-old	10 year-old	12 year-old	Total
Never	0.7	0.6	0.6	0.6
Sometimes	4.1	2.0	1.2	2.4
Often	9.0	9.6	8.8	9.1
Always	86.3	87.9	89.4	87.9
Total	100.0	100.0	100.0	100.0

Table 23. The things children have (%) ²³

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	3.5	96.5	2.3	97.7	1.7	98.3	2.5	97.5
Enough money for school trips and activities	12.5	87.5	5.7	94.3	3.9	96.1	7.4	92.6
Access to the Internet at home	12.5	87.5	2.6	97.4	1.2	98.8	5.5	94.5
The equipment/things you need for sports and hobbies	10.5	89.5	6.5	93.5	6.8	93.2	7.9	92.1
Pocket money/ money to spend on yourself	21.2	78.8	12.1	87.9	10.4	89.6	14.6	85.4
Two pairs of shoes	5.7	94.3	3.9	96.1	4.7	95.3	4.8	95.2
A mobile phone	4.7	95.3	1.5	98.5	1.0	99.0	2.4	97.6
The equipment/things you need for school	2.8	97.2	1.2	98.8	1.0	99.0	1.7	98.3





²² N=181²³ N=96;N=112;N=103;N=112;N=166;N=104;N=103;N=109

Table 24. Descriptive statistics on material possessions (10 & 12 years-old) (%)²⁴

How many bathrooms are in your home?	
None	0.8
One	69.8
Two	24.9
More than two	4.5
Do you sleep in your own room or do you share a room?	
I sleep in a room on my own	73
I sleep in a room that I share with other people	27
Does your family own a car, van or truck?	
No	5.4
One	26.1
Two	50.7
Three or more	17.7
In the last 12 months, how many times did you travel away on holiday with your family?	
Not at all	15.2
Once	24.2
Twice	25.8
More than twice	34.8
How many computers do your family own?	
None	1.4
One	8.0
Two	18.1
More than two	72.5
Does your home have a washing machine?	
No	1.1
Yes	98.9
Total	100

2.8 Time use

Table 25. Satisfaction with time use (8 year-old) (%)²⁵

Satisfaction with ...					
How you use your time	0.6	1.3	7.0	29.4	61.6
How much free time you have to do what you want	0.7	1.3	11.0	33.6	53.4

²⁴ N=6;N=4;N=8;N=7;N=11;N=6²⁵ N=65;N=45

Table 26. Satisfaction with time use (10 year-old) (%)²⁶

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
How you use your time	0.6	0.2	0.1	0.4	0.7	2.2	2.5	5.0	11.4	26.9	50.1
How much free time you have to do what you want	0.9	0.3	0.3	0.3	0.8	2.0	1.8	4.2	11.0	26.8	51.7

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

OLS (Overall Subjective Well-Being)

Table 27. Satisfaction with life as a whole (8 year-old) (%)²⁷






Satisfaction with ...					
Your life as a whole	1.3	0.7	4.6	18.4	75.0

Table 28. Satisfaction with life as a whole (10&12 year-old) (%)²⁸

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole	1.7	0.4	0.7	0.7	1.0	1.6	3.1	4.0	9.1	21.8	56.1

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

Table 29. CW-SWBS items (10&12 year-old) (%)²⁹

	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life	1.1	0.6	0.3	0.7	1.2	2.5	2.0	6.7	13.3	27.3	44.4
My life is going well	1.0	0.6	0.9	0.6	1.7	1.9	3.0	5.9	15.3	26.6	42.5
I have a good life	1.4	0.5	0.5	0.7	1.2	2.1	2.3	5.0	11.6	21.1	53.5
The things that happen in my life are excellent	1.3	1.1	0.9	1.5	1.2	2.9	3.7	7.7	16.2	25.5	38.0
I like my life	1.6	0.6	0.5	0.7	1.4	2.1	2.7	5.9	10.9	21.9	51.7
I am happy with my life	1.5	0.7	0.7	1.1	1.8	2.1	3.5	6.4	12.5	24.8	44.8

²⁶ N=26;N=28²⁷ N=45²⁸ N=21²⁹ N=7;N=8;N=9;N=7;N=8;N=8

CW-DBSWBS (Children's Worlds Domain Based Subjective Well-Being Scale), 2003)Table 30. CW- DBSWBS items (10&12 year-old) (%)³⁰

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people you live with	0.2	0.1	0.3	0.5	0.4	1.7	1.8	4.1	11.3	22.9	56.6
Your friends	0.4	0.2	0.2	0.2	0.8	1.9	2.1	4.5	11.7	31.8	46.2
Your life as a student	1.0	0.4	0.5	0.5	1.3	3.2	3.8	10.2	27.6	32.1	19.5
The area where you live	0.8	0.3	0.6	0.7	1.2	2.6	2.7	5.5	13.5	27.1	45.0
The way that you look	2.7	0.6	0.9	0.9	1.9	3.6	4.6	8.5	17.7	24.6	33.9

CW-PNAS (Children's Worlds Positive and Negative Affects Scale)Table 31. CW-PNAS items (10&12 year-old) (%)³¹

Last two weeks: How often feeling	0	1	2	3	4	5	6	7	8	9	10
Happy	0.9	0.5	0.9	0.8	1.6	4.3	3.6	7.4	21.3	30.0	28.7
Calm	2.4	1.5	2.5	2.8	3.7	8.0	8.3	11.9	19.1	21.5	18.1
Full of energy	1.6	1.3	0.9	2.1	2.5	5.5	5.7	10.4	17.3	21.8	30.9
Sad	15.9	20.1	13.0	8.8	7.9	9.1	5.9	6.1	6.1	4.4	2.9
Stressed	24.5	13.3	9.2	7.6	6.3	8.4	5.7	6.6	6.9	6.6	5.0
Bored	14.5	10.7	9.8	8.4	8.1	10.7	7.7	9.2	8.4	5.8	6.7

CW-PSWBS (Children's Worlds Psychological Subjective Well-Being Scale)-Table 32. CW- PSWBS items (10&12 year-old) (%)³²

How much you agree with	0	1	2	3	4	5	6	7	8	9	10
I like being the way I am	2.6	1.1	0.8	1.3	1.7	3.6	4.0	8.5	19.2	25.2	32.0
I am good at managing my daily responsibilities	0.6	0.6	0.7	0.8	1.3	2.5	3.0	7.3	19.5	27.8	35.9
People are generally pretty friendly towards me	0.7	0.1	0.8	0.9	1.6	3.1	2.4	7.0	19.7	30.5	33.3
I have enough choice about how I spend my time	0.7	0.6	0.6	0.8	1.1	2.2	3.0	7.0	16.0	28.0	40.0
I feel that I am learning a lot at the moment	2.3	0.9	1.0	1.3	3.3	4.2	4.4	12.4	19.1	25.1	25.9
I feel positive about my future	1.2	0.8	0.7	0.9	1.2	3.2	2.6	5.2	19.1	28.5	36.5

³⁰ N=6;N=7;N=3;N=14;N=30³¹ N=25;N=33;N=33;N=40;N=34;N=35³² N=20;N=24;N=20;N=25;N=24;N=33

2.10 Children perceptions about their country:Table 33. Children's rights (%)³³

		8-year-olds	10-year-olds	12-year-olds	Total
I know what rights children have	No	6.0	2.9	1.1	3.4
	Not sure	43.4	31.6	22.5	32.6
	Yes	50.6	65.5	76.4	64.0
	Total	100	100	100	100
I know about the UN Convention on the Rights of the Child	No	29.9	12.5	8.7	17.1
	Not sure	48.8	49.0	46.1	48.0
	Yes	21.3	38.5	45.2	34.9
	Total	100	100	100	100

3. Notes

We experienced some challenges during data collection. The main problem was the internet, i.e. network connections that didn't work properly always. Since we collected the whole data via the web questionnaire that caused quite often problems. It happened quite often that the program (Webropol) 'threw the pupils away' during they responded. Some pupils started from the beginning if they had time.

Teachers themselves have sometimes attitudinal problems in conducting the survey. They thought it was too demanding and it happened that some classes had stopped filling the questionnaire in the middle of the process.

Some problems related to understanding the questions were discovered. The problematic questions for all the age groups were: Money compared to friends, satisfaction with the people you live.

³³ N=131;N=149

Children's Worlds National Report

FRANCE



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1. Introduction

1.1 Context and population

Population

On January 2019, the number of people living in France was estimated at 67.2 million, including 65 million in metropolitan France and 2.2 million in its overseas territories. The survey only concerns children living in metropolitan France.

Geography

Located in the West of Europe, metropolitan France is the third largest country in Europe, after Russia and Ukraine. Its surface area is 551,500 km². It extends 1,000 km from north to south and from east to west. It has five coastlines and a total length of 3,427 km.

Percentage of children

In 2017, there were 15, 5 million children below 19 years old, which represents about 23% of the total population (67.2 million). The age distribution is as follows: 8 years: 810 000 (1.25%), 10 years: 797 000 (1.23%) , 12 years: 818 000 (1.26%).

Religion

Numbers of 2016 show that there are in France around 51% of Roman Catholic Christians, 40% of Atheists or Agnostics, 5.5% of Muslims and 0,8% of Jewish.

Ethnicity and ethnic / cultural groups

In 2018, there were 6.5 million immigrants (9.7% of the total population), of whom 4.3 million (6.4%) were born outside Europe. The direct descendants of immigrants (people born in France and having at least one immigrant parent) are estimated at 7.5 million (11.2% of the population,) half of whom are from a "mixed" couple. In total, there are 14 million immigrants and direct descendants of at least one immigrant, representing 20.9% of the population. Of these, 5.3 million (7.9%) are of European origin and 8.7 million (13%) of non-European origin, including 4.3 million (6.4%) of Maghreb origin, 2 million (3%) of sub-Saharan origin and 0.5 million (0.7%) of Turkish origin.

Economic context:

In 2018, France is the 6th largest economy in the world, according to the World Bank and the IMF, and the 3rd largest in Europe. With a nominal GDP of US\$2,775.252 billion, France is behind the United States, China, Japan, Germany and the United Kingdom. In 2017, it ranks 26th in terms of GDP per capita above the EU average of 28th.

Education

The education system in France is centralized. Since 2019, school has been compulsory from 3 to 16 years old (until now it had been compulsory from 6 to 16 years old since 1959). 80% of the schools are public and 20% are private schools under contract with the Ministry of Education. In France, the national distribution of school types is as follows: 60% of public schools, 20% of public schools located in priority education zones and 20% of private schools. There are significant differences in educational outcomes depending on the type of school. Generally, students in private schools perform better than those in the public, and students in private schools and public schools perform better than schools in priority education zones. This is explained by the social background of students, which is higher in

private schools than in public schools, with the lowest social origin being found in schools located in priority education zones.

1.2 Sampling: Strategy and outcome

The research team at the University of Nantes that was behind this project did not have the human resources to carry out the survey for the 3 age groups. It's why the survey concerns only 10-year-olds enrolled in grade 5 classes (CM2 in french) in public and private schools. Thanks to the participation of research units at the University of Rouen and the University of Paris, it was possible to extend the data collection to a larger number of children and schools and to increase the representativeness of the final sample. Overall, it covered three main geographical areas which correspond to administrative French regions:

- West of France: Department of Loire-Atlantique (44) (main town: Nantes)
- Northwest of France: Department of Seine-Maritime (76) (main town: Rouen)
- North of France: Departments of Paris (75), Hauts-de-Seine (92), Seine-Saint-Denis (93), Val-de-Marne (94) (main town: Paris)

The French sample was set up with the assistance of the statistics department of the Ministry of National Education. The stratification originally planned involved the following three criteria: Sector (public / private), belonging to priority education (EP) or not and Rural / urban character of the municipality of the school, that is 6 strata:

- 1 - Public (outside EP) - rural
- 2 - Public (outside EP) - urban
- 3 - Public EP - rural
- 4 - Public EP - urban
- 5 - Private - rural
- 6 - private - urban

But as strata 3 and 5 were poorly represented in the sampling frame, 4 strata were finally chosen (not to distinguish the rural / urban in priority education and in the private sector):

- 1 - Public (outside EP) - rural
- 2 - Public outside EP – urban
- 3 - Public EP
- 4 - private

The national sample of departure consisted of 32,494 schools, or 838,137 students enrolled in grade 5. From this sample were removed: private non-contract schools (398 schools, or 3,430 pupils), schools distant from main cities (Nantes, Rouen and Paris) and schools with less than 20 grade 5 students. The final sampling frame for the 6 target were therefore composed of 1,845 schools and 85,326 Grade 5 students.

2. Results

2.1 The participants

In total, 2,270 students from 62 schools and 136 classrooms took part in the survey. The average age of the students was 10.3 years. The youngest participant was 9 years old and the oldest was 12 years old. 49.6% of the children were boys and 50.4% were girls.

Table 1. 10 years old children's gender (Numbers, (%))

10 year-old	
Boy	1115 (49.6)
Girl	1135 (50.4)
Total ⁵	2250 (100)

2.2 The home and the people children live with

The vast majority of children (98.8%) lived with their family while 1.2% of children lived in other types of home (Table 2).

Table 2. The home you live in (%)

First home %	
I live with my family	98.8
I live in a foster home	0.2
I live in a children's home	0.4
I live in another type of home	0.6
Total ⁶	100.0

A majority of children reports to be very satisfied with the people they live with (Table3). 90.9% of the 10 year olds give a 7 out of 10 or more on satisfaction with the people they live with.

⁵ Missing 20 (0.9%)

⁶ Missing 29 (1.3 %)

Table 3. Satisfaction with the people you live with (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The people you live with ⁷	.6	.3	.4	.9	1.0	3.0	2.9	6.4	12.1	20.4	52.0

Among the six questions about children's views of their home and family (Table 4), children agreed the most with the statements "There are people in my family who care about me" and "I feel safe at home" ($m = 3.62$ and $m = 3.61$). They agreed the least with, "My parents listen to me and take what I say into account" ($m = 3.18$) and "My parents and I make decisions about my life together" ($m = 3.04$).

Table 4. Variations in questions about home and family (means)

	Family care ⁸	Family help problem ⁹	Good time together ¹⁰	Feel safe ¹¹	Parents listen ¹²	Make joint decision ¹³
10 year-old	3.62	3.55	3.53	3.61	3.18	3.04

2.3 The home where children live

When we asked children "How satisfied are you with the home that you live in?", 62.1% of 10-year-old children scored 10 points on a 0-10 scale and 91.2% gives a 7 out of 10 or more (Table 5).

Table 5. Satisfaction with the house where you live (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
the house or flat where you live ¹⁴	.9	.4	.4	.8	1.4	2.8	2.2	4.8	8.8	15.5	62.1

When children were asked if they had their own room or a place to study, 70.9% of them had their own room and 85.5% declared they had a place to study (Table 6). 6.1% said that they had no place to study and 8.4% were not sure.

⁷ Missing 35 (1.5 %)

⁸ Missing 71 (3 %)

⁹ Missing 87 (3,8 %)

¹⁰ Missing 54 (2,4 %)

¹¹ Missing 103 (4,5 %)

¹² Missing 123 (5,4 %)

¹³ Missing 283 (12,4 %)

¹⁴ Missing 22 (1.1 %)

Table 6. Things you have (%)

Whether you have ...	
Own room ¹⁵	70.9
Place to study ¹⁶	85.5

2.4 Friends

When we asked children about their satisfaction with friends, 58.2% of 10-year-olds responded 10 points (0-10) indicating the highest level of satisfaction and 91% gives a 7 out of 10 or more (Table 7).

Table 7. Satisfaction with your friends (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your friends ¹⁷	.5	.5	.2	1.2	0.8	2.8	3.0	5.2	9.9	17.7	58.2

When asked “I have enough friends” and “If I have a problem, I have a friend who will support me”, respectively 65.6% and 61.8% of the children responded “totally agree” and more than 80% responded “Agree a lot” or “totally agree” (Table 8).

Table 8. Friends (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I have enough friends ¹⁸	4.4	3.4	7.2	19.3	65.6
If I have a problem, I have a friend who will support me ¹⁹	4.4	4.3	9.9	19.6	61.8

2.5 School

Children's views about school were positive for the following items : “Satisfaction with life as a student” and “Satisfaction with things you have learned” with more than 84% of the children who scored 7 out of 10 or more. But for “Satisfaction with other children in your class”, the children were less positive, with only 67.2% of them scoring 7 out of 10 or more (Table 9).

¹⁵ Missing 19 (1.0 %)

¹⁶ Missing 15 (0.8 %)

¹⁷ Missing 18 (0.9%)

¹⁸ Don't Know 100 (4.7%), Missing 13 (0.6%)

¹⁹ Don't Know 76 (3.6%), Missing 22 (1.0%)

Table 9. Satisfaction with school life (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Life as a student ²⁰	.8	.5	.4	1.5	2.1	5.2	5.3	10.0	15.9	21.1	37.2
Things you have learned ²¹	.4	.3	.4	.5	.9	3.0	2.5	5.4	10.8	20.3	55.5
Other children in your class ²²	1.3	.6	1.0	2.0	2.6	7.2	7.2	10.8	16.6	21.9	28.7

In relation to children's views about schools, more than 70% of children agreed a lot or totally agreed with items "My teachers care about me," "If I have a problem at school, my teachers will help me," "If I have a problem at school, other children will help me", "My teachers listen to me and take what I say into account," "At school I have opportunities to make decisions about things that are important to me" and "I feel safe at school." 46.8% of children responded 'agree a lot' or "totally agree" to the item "There are a lot of arguments between children in my class". Note that for the item "At school I have opportunities to make decisions about things that are important to me", 258 (11, 6%) were unable to answer (Table 10).

Table 10. Views about school (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
My teachers care about me ²³	2.6	4.0	15.0	30.4	48
If I have a problem at school, my teachers will help me ²⁴	2.0	3.9	12.3	25.6	56.1
If I have a problem at school, other children will help me ²⁵	4.2	6.1	17.7	27.5	44.4
There are a lot of arguments between children in my class ²⁶	12.8	16.4	24.0	19.3	27.5
My teachers listen to me and take what I say into account ²⁷	3.3	6.8	15.2	26.1	48.5
At school I have opportunities to make decisions about things that are important to me ²⁸	6.2	7.5	15.7	25.1	45.6
I feel safe at school ²⁹	3.4	4.0	12.9	21.7	58.1

²⁰ Missing 41 (1.8%)²¹ Missing 40 (1.8%)²² Missing 63 (2.8%)²³ Don't Know 99 (4.4%), Missing 33 (1.5%)²⁴ Don't Know 86 (3.8%), Missing 29 (1.3%)²⁵ Don't Know 112 (5%), Missing 50 (2.2%)²⁶ Don't Know 119 (5.4%), Missing 58 (2.6%)²⁷ Don't Know 133 (6%), Missing 45 (2%)²⁸ Don't Know 258 (11.6%), Missing 50 (2.3%)²⁹ Don't Know 58 (2.6%), Missing 42 (1.9%)

In terms of bullying, 32.3% of children had experienced being hit, 57% of children were called unkind names, and 37.5% of children had experienced being left out more than once by other children (Table 11).

Table 11. Bullying (%)

How often:	Never	Once	Two or 3 times	More than three times
Hit by other children in your school ³⁰	67.7	16.3	9.1	6.9
Called unkind names by other children in your school ³¹	43.0	19.8	16.2	8.0
Left out by other children in your class ³²	62.5	16.3	10.4	10.8

2.6 The area where children live

Concerning children's satisfaction with their local area, 92,4% of children scored 7 or more on the scale (scores: 0-10). It means that their level of satisfaction is high (Table 12).

Table 12. Satisfaction with local area (%)

Satisfaction with:	0	1	2	3	4	5	6	7	8	9	10
The area where you live ³³	1.1	.2	.2	.7	1.0	2.6	2.0	3.7	8.1	16.2	64.4

Children's views of their local area are presented in Table 13. 68% of children responded "Agree a lot" or "Totally agree" for items "There are enough places to play or to have a good time," and "If I have a problem there are people who will help me". 76.7% agreed a lot or were "totally agree" with the sentence: "I feel safe when I walk".

Table 13. Views about local area³⁴ (%)

In my area, I live in...	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I feel safe when I walk ³⁵	4.4	4.5	14.4	22.3	54.4
There are enough places to play or to have a good time ³⁶	10.0	8.0	14.2	21.4	46.5
If I have a problem there are people who will help me ³⁷	11.2	6.2	13.6	19.7	49.3

³⁰ Don't Know 119 (5.6%), Missing 47 (2.2%)

³¹ Don't Know 76 (3.7%), Missing 16 (0.8%)

³² Don't Know 91 (4.4%), Missing 9 (0.4%)

³³ Missing 82 (4%)

³⁴ We did not ask children to answer the 3 following questions : "Adults are kind to children", "I have opportunities to participate in decisions about things that are important to me" and "Adults listen to children and take them seriously"

³⁵ Don't Know 67 (3.2%), Missing 25 (1.2%)

³⁶ Don't Know 94 (4.3%), Missing 63 (2.8%)

³⁷ Don't Know 234 (10.6%), Missing 60 (2.6%)

2.7 Money and the things children have:

Scale B was used to describe the socio-economic context of children's lives. High proportions of children were found to have sufficient amount of material possessions. For example, nearly all children lived in a home with at least one bathroom. In addition, 71.6% of children sleep in a room on their own, 92.4% of the children's family owns at least one car, more than 90% of children travel away on holiday with their family once a year. Moreover, 98% of the children's family own at least one computer, and almost 97% of children have a washing machine in their home (Table 14).

Table 14. Scale B Descriptive statistics on material possessions (%)

How many bathrooms are in your home? ³⁸	
None	.3
One	56.3
Two	36.
More than two	7.3
Do you sleep in your own room or do you share a room? ³⁹	
I sleep in a room on my own	71.6
I sleep in a room that I share with other people	28.4
Does your family own a car, van or truck? ⁴⁰	
No	2.3
One	92.4
Two	5.3
Three or more	0
In the last 12 months, how many times did you travel away on holiday with your family? ⁴¹	
Not at all	8.6
Once	20.3
Twice	19.8
More than twice	51.3
How many of these holidays were outside your country? ⁴²	
No	29.9
1 time	24.0
Twice	12.8
More than twice	33.3

³⁸ Missing 30 (1.3%)

³⁹ Missing 32 (1.4%)

⁴⁰ Missing 80 (3.5%)

⁴¹ Missing 57 (2.5%)

⁴² Missing 53 (2.3%)

(Table 14 continue)

How many computers do your family own? ⁴³

None	1.8
One	13.5
Two	19.4
More than two	65.3
Does your home have a washing machine? ⁴⁴	
No	3.6
Yes	96.4
Total	

When children were asked, “How often do you worry about how much money your family has?”, 50.2% of children responded “never” and 36% “sometimes” (Table 15).

Table 15. How often do you worry about how much money your family has? (%)

10 year-old ⁴⁵	
Never	50.2
Sometimes	36.0
Often	9.5
Always	4.3
Total	100.0

Children were asked to rate the level of satisfaction they felt with things they have. Results (table 16) indicated that satisfaction is high with 65.1% of children scored 10 on the scale (scores: 0-10) and more than 93% scored 7 and more.

Table 16. Satisfaction with all the things you have (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
all the things you have ⁴⁶	0.5	1.5	0.1	0.4	0.3	2.1	1.7	3.5	8.5	16.2	65.1

2.8 Time use

When children were asked about their level of satisfaction with their use of time and free time, 45% of children reported the maximum score on satisfaction with their use of time and 90% scored 7 out 10 or more. Moreover, 56.6% of children were completely satisfied (score=10) with their free time and 90% scored 7 out 10 or more (Table 17).

⁴³ Missing 43 (1.9%)⁴⁴ Missing 30 (1.3%)⁴⁵ Don't Know 208 (9.2%), Missing 92 (4.1%)⁴⁶ Missing 30 (1.3%)

Table 17. Satisfaction with time use (%)

Satisfaction with:	0	1	2	3	4	5	6	7	8	9	10
How you use your time ⁴⁷	1.1	.3	.4	.8	1.2	3.8	3.2	6.7	14.6	23.1	45.0
How much free time you have ⁴⁸	1.1	.4	1.0	1.0	1.6	3.2	2.8	5.8	9.3	17.2	56.6

2.9 Subjective well-being: how children feel about their lives⁴⁹

Overall life satisfaction (OLS)

On life as a whole, 63.1% of children responded with a maximum score (10) on the overall life satisfaction scale and 92% scored 7/10 or more (Table 18).

Table 18. Overall life satisfaction (10- & 12-year-olds) (%)

Satisfaction with:	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole ⁵⁰	.5	.3	.4	.8	1.0	2.4	2.7	4.3	7.9	16.6	63.1

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

CW-SWBS is based on six statements about children's overall life satisfaction, and children are asked to indicate how far they agree with each statement. Children were asked to respond using an 11-point scale ranging from "do not agree" to "totally agree" (Table 19). Results indicated that satisfaction was high for 4 items: "I enjoy my life", "I have a good life", "I like my life" and "I am happy with my life" with at least 56% of children who scored the maximum score (10) and more than 88% who scored 7/10 or more. Satisfaction was a little bit weaker on the following items: "My life is going well" and "The things that happen in my life are excellent".

⁴⁷ Missing 46 (2.0 %)

⁴⁸ Missing 42 (1.9 %)

⁴⁹ Note that the Children's Worlds Psychological Subjective Well-Being Scale (CW-PSWBS) has not been proposed to children.

⁵⁰ Missing 67 (3%)

Table 19. CW-SWBS items (%)

	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life. ⁵¹	.4	.4	.4	1.1	1.5	3.4	2.3	5.6	9.8	17.0	58.1
My life is going well. ⁵²	1.0	.8	1.4	2.2	2.2	4.9	4.7	7.0	11.2	21.2	43.4
I have a good life. ⁵³	1.1	.9	.6	1.6	1.5	3.0	3.4	6.3	8.1	16.9	56.4
The things that happen in my life are excellent. ⁵⁴	1.6	1.0	1.1	1.8	2.7	4.3	4.1	7.8	12.8	20.4	42.4
I like my life. ⁵⁵	1.2	.7	.7	1.1	1.3	2.9	2.4	4.5	7.2	15.2	62.9
I am happy with my life. ⁵⁶	1.1	.8	.7	.9	1.4	2.7	2.6	4.5	8.1	15.0	62.3

Table 20 shows the distribution of responses after transformation of the original scale in a new scale from 0 to 100.

Table 20. The distribution of CW-SWBS⁵⁷ (Transform into 100 scale) (%)

	%
0 to less than 10	0.8
10 to less than 20	0.7
20 to less than 30	1.2
30 to less than 40	1.3
40 to less than 50	1.9
50 to less than 60	2.9
60 to less than 70	5.2
70 to less than 80	9.8
80 to less than 90	15.0
90 to less than 100	61.0
100	
Total	100.0

⁵¹ Missing 55 (2.4%)⁵² Missing 55 (2.4%)⁵³ Missing 56 (2.5%)⁵⁴ Missing 67 (3%)⁵⁵ Missing 62 (2.7%)⁵⁶ Missing 60 (2.6%)⁵⁷ Missing 114 (5 %)

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

Items of *CW-DBSWBS* correspond to 5 questions about satisfaction with family life, friends, school experience, local area and body asked in the questionnaire. Children were asked to respond using an 11-point scale ranging from “do not agree” to “totally agree”. Results (Table 21) indicated high satisfaction for 3 items: “The area where you live”, “Your friends”, “The people you live with” an “The way that you look” with at least 47% of children who scored the maximum score (10) and more than 82% who scored 7/10 or more. But children's satisfaction with school was more nuanced.

Table 21. *CW- DBSWBS items (%)*

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people you live with ⁵⁸	.6	.3	.4	.9	1.0	3.0	2.9	6.4	12.1	20.4	52.0
Your friends ⁵⁹	.5	.5	.2	1.2	0.8	2.8	3.0	5.2	9.9	17.7	58.2
Life as a student ⁶⁰	.8	.5	.4	1.5	2.1	5.2	5.3	10.0	15.9	21.1	37.2
The area where you live ⁶¹	1.1	.2	.2	.7	1.0	2.6	2.0	3.7	8.1	16.2	64.4
The way that you look ⁶²	2.4	.8	.9	2.2	2.1	4.4	3.6	7.8	11.0	17.9	46.9

The total score of the scale was calculated by summing the five items and transforming it in a new scale from zero to 100. The distribution of the scores is presented in Table 22.

⁵⁸ Missing 35 (1.5 %)⁵⁹ Missing 18 (0.9%)⁶⁰ Missing 41 (1.8%)⁶¹ Missing 82 (4%)⁶² Missing 107 (4.7%)

Table 22. The distribution of CW- DBSWBS (Transform into 100 scale) (%)

	%
0 to less than 10	0.8
10 to less than 10	0.6
20 to less than 20	1.2
30 to less than 30	1.1
40 to less than 40	1.8
50 to less than 50	3.0
60 to less than 60	4.6
70 to less than 70	9.0
80 to less than 80	13.2
90 to less than 100	35.3
100	29.5
Total	100.0

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

CW-PNAS asked children how often in the last two weeks they had felt happy, calm, full of energy (positive affects) and sad, stressed, and bored (negative affects). For positive affects (Table 23.), most children felt happy, full of energy and fewer felt calm. For positive affects, the distributions of the scores on the 11 points scale were more homogeneous.

Table 23. CW-PNAS items (%)

Last two weeks: How often feeling	0	1	2	3	4	5	6	7	8	9	10
Happy ⁶³	0.8	.1	1.0	.9	1.3	3.4	2.8	6.5	13.2	18.6	51.4
Calm ⁶⁴	6.9	2.6	2.8	5.1	4.4	12.6	6.3	9.3	13.2	12.3	24.4
Full of energy ⁶⁵	1.9	.8	1.0	.7	1.5	4.6	3.2	5.6	9.7	12.1	58.9
Sad ⁶⁶	28.7	14.7	11.6	10.0	6.1	8.1	4.0	4.6	4.8	3.7	3.7
Stressed ⁶⁷	28.1	8.8	6.6	6.5	5.0	7.8	4.0	6.4	7.2	7.6	12.1
Bored ⁶⁸	29.2	10.4	8.5	8.0	6.6	7.3	6.1	5.6	5.7	4.4	8.1

⁶³ Missing 66 (2.9%)⁶⁴ Missing 108 (4.8%)⁶⁵ Missing 104 (4.6%)⁶⁶ Missing 109 (4.8%)⁶⁷ Missing 113 (5.0%)⁶⁸ Missing 104 (4.6%)

The total score of the scale was calculated by summing the six items and transforming it in a new scale from zero to 100. The distribution of the scores is presented in Table 24.

Table 24. The distributions of CW-PAS and CW-NAS (Transform into 100 scale) (%)

	CW-PAS ⁶⁹ %	CW-NAS ⁷⁰ %
0 to less than 10	.2	16.2
10 to less than 20	.2	12.9
20 to less than 30	.4	13.0
30 to less than 40	1.2	16.1
40 to less than 50	1.9	12.5
50 to less than 60	4.2	9.0
60 to less than 70	13.4	9.6
70 to less than 80	18.0	4.7
80 to less than 90	24.1	3.5
90 to less than 100	22.4	1.7
100	13.9	.9
Total	100.0	100.0

2.10 Children perceptions about their rights

When children were asked about their rights (Table 25), 54.7% of children responded that they “know what rights children have” and 54.7% that they “know about the children’s rights convention.” But a lot of children respectively 38.1% and 43.9 %) are not sure of their answers.

Table 25. Children’s rights (%)

	10-year-olds	
I know what rights children have ⁷¹	No	7.2
	Not sure	38.1
	Yes	54.7
	Total	100
I know about the UN Convention on the Rights of the Child ⁷²	No	33.2
	Not sure	43.9
	Yes	22.9
	Total	100

⁶⁹ Missing 148 (6.5%)

⁷⁰ Missing 156 (6.9%)

⁷¹ Missing 47 (2.1%)

⁷² Missing 51 (2.2%)

3. Conclusions

2,270 French children (49.6% boys and 50.4% girls) aged of 10 participated to the 3rd wave of the Children's Worlds Survey.

The vast majority of children lived with their family and reported to be very satisfied with the people they live with. Overall, they feel safe at home and think that there are people in their family who care about them. Nevertheless they seem to be less satisfy on 2 items : “My parents listen to me and take what I say into account ” and “My parents and I make decisions about my life together”.

Most of children are satisfied of their friends and think they have enough friends and that if they have problem, a friend who will support them. Children’s views about school were positive for all items except for relationships with other children in the class. Nevertheless, levels of satisfaction with school life appeared lower compared with their assessment of other domains such as home, family, and friends. A significant number of children have experienced school bullying.

Children’s satisfaction with their local area was high. Most of them feel safe when they walk, consider that there are enough places to play or to have a good time and that if they have a problem there are people who will help them.

High proportions of children were found to have sufficient amount of material possessions. For example, almost all children live in a home with at least one bathroom, in a family who owned at least one car, one computer and travel away on holiday with their family once a year. Level of satisfaction they felt with things they have is high.

Overall, children were satisfied with their lives in area where they live, with friends and the way that they look. But children's satisfaction with school was more nuanced. Most children felt happy, full of energy and fewer felt calm.

Children's Worlds National Report

GERMANY



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1. Introduction

The Federal Republic of Germany is about 360,000 km² and divided into 16 federal states. The national survey of 2011 reports that Germany currently has a population of 83.1 million and is therefore the most densely inhabited country of the European Union with 232 inhabitants per km².

Germany is one of the founding members of the European Union and is an influential state in the European as well as global context. It is also Europe's biggest and the world's fourth largest economy. Currently, in 2018, the GDP of the country is at 3.344,37 billion Euros. According to the Human Development Index, Germany holds the fifth rank with an index of .936 and therefore belongs to the countries with "very high human development".

The unemployment rate per the data from 09/2019 is at 5%. Though Germany is one of the richest countries, in 2017, 16.1% of the inhabitants were in risk of poverty. Within this population, unemployed people and single-parent-households are at greatest risk.

The survey was held in the new as well as in old federal states of Germany because these two regions differ demographically from each other in population and living standards. 19.8% of the total population lives in the new federal states, which lie in the Eastern part of Germany (including Berlin), meaning that 80.2% live in the old federal states.

Germany's population is of relatively old age, as only 16.4% are younger than 18 years old, while 7.7% are between 18 and 25, and 19% are between 25 and 40 years old. 29.4% of Germany's population is between 40 and 60 years old and 21.2% are senior citizens above 64 years. On average, the population is 44.4 years old. In context of the survey, 4% of the overall population are children aged 8-12.

When comparing the federal states, it stands out that the average age in the new federal states is considerably older (46.7 years) than in the old states as well as in the whole of Germany. There are more senior citizens living in all federal states than children.

There is also a big difference between the new and old federal states when it comes to inhabitants without a German passport. In Germany as a whole, 7.7% of the inhabitants are foreigners without German passport. 4% of these foreigners live in the Eastern states, whereas 90% live in the Western states and 6% in Berlin. However, it that these numbers only include those inhabitants who do not hold German citizenship. Inhabitants with two citizenships, including German, are enlisted as Germans, as are children of foreign parents who are born in Germany and therefore have German citizenship as well as the citizenship of their parents. As a result, there are an additional of 4.3 million inhabitants with two citizenships. Including them, the total number of foreigners account for 13% of Germany's overall population. Internationally, Germany has the third highest number of immigrants.

Germany is a multicultural society with a migration history that had its peak particularly in the 1960s with migrant workers from southern European countries. 32% of German children have a migration background, which means that either the children themselves or at least one of their parents were born abroad. However, there are immense differences to this

regard between the federal states of Germany. There are states with 7% of children with a migration background while in other states 59% of the children migrated by themselves or are counted as second generation immigrants (Müthing et al. 2018: 37f). About one third of these immigrant children mostly speak their parents' mother tongue at home (World Vision 2018: 64), they grow up bilingually. Beside this, religious influence is stronger among migrant children. 45% of them pray at home, whereas this is true for only about 34% of children with a German background (ibid: 62). This underlines that migrant children's childhood is as diverse as other children's (World Vision 2013, BAMF 2015).

As many other countries, Germany is dealing with a growing number of refugees in recent years. In 2018, 306,095 people have been living in Germany with an uncertain residence status (Statistisches Bundesamt 2018: 28). About one third of them are children, mainly living with their families but also unaccompanied. Despite their difficult living situation and trauma, they are suffering. According to German institutions and children's rights, these children and youths do not get sufficient support and help they need (UNICEF 2014, Berthold 2014).

Since education is compulsory for all German children as well as to migrant and refugee children at the age of six, school is a time-consuming and important part of every child's life.

These days, childhood and the best type of up-bringing is a big issue in the public media and among parents. There is a huge market of parenting guides in form of books, magazines and TV shows from experts of different fields, pedagogues, psychologists, teachers, pediatricians or priests. This leads to increasing insecurity among parents. They are under big pressure to raise their children to persist and to be successful in this performance-oriented society. Authors who coined the term "helicopter parents" in the German discourse described especially today's upper-and middle-class parenting style as a mixture of cramped early education and compliant spoiling, which leads to overstrained and busy scheduled children. Opposing opinions attribute this behavior to the insecurity of parents, the fear of failure and not being able to offer the best education to their child. Reacting to this parenting development, there are different activities for children of all ages like language courses, sports, art or music classes. This puts lower class families under an even bigger pressure, because those kind of activities always cost membership fees, which they may not be able to afford. Although, it is frequently assumed that children spend most of their free time watching TV or playing computers, and spending their days in different institutions, current studies reconsider the theories that childhood takes place only at home, is institutionalized and socially impoverished. However, it is not only parents who are influenced by the media in their parenting style. Likewise, children are targeted by all kinds of media.

Internet access has an increasing influence on today's children's and youth's lives. The latest KIM-Survey 2018 showed that 65% of children between 6 to 13-years-old have access to the Internet at home (ibid: 28). 70% of these children connect with friends and family via WhatsApp and the remaining third uses social media platforms like Facebook, Instagram and Snapchat. (ibid: 38). Despite all the advantages, there are also concerns about negative

influences like cyber-bullying or inappropriate content like violence, porn and extremism that 10% of children have experienced due to internet access.

Family and Child Policies

Germany has a Federal Ministry of Family Affairs, Senior Citizens, Women and Youth that is (among others) responsible for family support and the supervision of the Child and Youth Service Act, and Youth Protection Legislation. Improvements of family services, childcare and youth protection are always a matter of governmental debates and discussions.

The government supports families through different kinds of service. Hence, young mothers get maternity benefits and a paid leave from their job six weeks before and eight weeks after childbirth. Parents, who want to stay at home after childbirth can get parental benefits for up to 14 months. For up to three years, parents are eligible for a parental leave. During this time, their employment has to remain unchanged. There is a legal entitlement to a nursery school place for every child but the government is still working on the extension of places.

Child benefits are paid for every child below the age of 18 or, if still studying, until the age of 25. Families in poverty can claim a grant for their children besides welfare and child benefits. Since welfare benefit-levels are very low, it is also possible to claim housing benefit.

A statutory health insurance is obligatory for every citizen, which guarantees free health care and social services of high quality.

Though this may give the impression of an easy life for families, an increasing number of families experience high levels of poverty. The latest studies show that around 16,8% of German citizens live in poverty, whereas as many as 21% of children and youth under 18 years grow up in poverty (Deutscher Paritätischer Wohlfahrtsverband 2018: 36). The current unemployment rate of 5% is one of the lowest in the European Union but shows that many families face poverty despite having a paid job.

Education system

Schooling is compulsory in Germany. Generally, children will go to school at the age of 6 or 7. After attending primary school for four years, they have to choose between three different types of school mostly depending on their previous school performance and recommendations of teachers. These types of schools are found either in separate schools (Hauptschule, Realschule, Gymnasium) or in types of schools that combine two or three types. These combined schools have different names in different federal states. The only common label is the Gymnasium, which is the highest type of school. Depending on the federal state's regulations, it is mandatory to attend school for 9 to 10 years. The type of graduation depends on the completed grades. It is possible to change school types after primary school at any time.

Compared to other OECD countries, classes in Germany are larger at secondary level. The average class size in the OECD is 23 students in secondary schools, whereas in Germany, there are 24 students per class in secondary schools, and in primary level, as in the OECD average, there are 21 students per class. Within recent years, big efforts have been made to

establish inclusive schools. Diversity is perceived as an enrichment that enables the inclusion of all children irrespective of impairments or disabilities and provides them the individual support they need. In our survey, we did not label or differentiate between inclusive or non-inclusive schools where only students without physical or mental impairments are taught.

Family environment

From a normative point of view, family provides the best environment for children and adults to create strong emotional bonds with each other. Even though the concept of family may vary in who is included, a family may typically consist of parents with one or more children. Parents may be married or living together unmarried. They may live separated and bring up their children together or may be a lone parent. It can be the child's own parents or stepparents. Many forms of family structures are possible and found among German families. However, studies found that a two-child-nuclear family is still the most common form and three-generation-families most seldom (World Vision 2018: 55). Though about one quarter of children's parents are separated or divorced, which is a most common scene in urban environments (Müthing et al. 2014). 70% of children in Germany still grow up in a family with their biological and married parents (World Vision 2018: 55). 43% of children have one sibling, whereas one fifth has two or more.

Besides changing family structure, the conventional distribution of roles within the family is changing. Employment and therefore the insurance of subsistence is no longer men's concern only. 28% of children grow up in a nuclear family with only one employed parent and this is usually the father. In 35% of cases both parents are employed, whereas mostly the fathers are employed full-time, with mothers being employed marginally or part-time. In 14% of cases both parents are both employed full-time, while 13% of children grow up with a lone parent who is employed full-time (World Vision 2018: 67).

Despite financial problems, living arrangements play an important role in German families' households, and families invest a great deal in housing. On average, families spend about 30% of their household income on accommodation, which varies greatly between different cities and districts. Poor families in the city of Frankfurt am Main, for example, spend up to 52% of their income for cheap housing.

In total, only 27% of urban housing is suitable for families, whereas poor families can afford only about 12% of the available housing (Bertelsmann 2013).

Although many families aim to live in private property, particularly in urban areas most of them live in rental accommodation. In rural areas, property is more affordable, hence, many families live in private residential houses.

Everyday life

German children spend much of their day at school. Usually it starts at 8 o'clock in the morning and goes on for five days a week. On these days, schools make substantial efforts to provide full-day care for all students. About 28% of them already benefit from this and this

number is rising, however, it is more common in urban than in rural areas and many children in all-day care are from lower class families (World Vision 2018: 88).

Unlike assumptions that children's lives become more and more institutionalized, studies show that they still spend most of their time at home or with friends. Most commonly, as reported in the World Vision Study 2013, children spend their time after school or on the weekends and on holidays playing with toys at home, doing sports, listening to music, watching TV or being with friends. Other activities include riding bicycles or skateboards, reading books, drawing or being creative, spending time with pets and playing outside on the streets. Activities like playing an instrument, videogames, Lego bricks or Playmobil, activities with the family, listening to audio dramas or stories are less popular. Theatre and dancing are very gender specific, which is mostly done by girls, and doing handicrafts with tools, which is a typical leisure activity for boys.

Unequal childhoods

Not all children in Germany have the same chances and opportunities in life. Children who grow up in poverty, children with immigration backgrounds or foreigners, and children from lower class families are examples of those who are often stigmatized in German society. These children have less chance of getting a higher school qualification and going to universities. They are marginalized because of their background and do not have equal opportunities to live their life in a way they wish to live. Particularly, poor children have low chances of breaking the cycle of poverty because they cannot participate in activities like other children do. This inequality is shown in numerous surveys that reveal the prevalence of children living in precarious or/and unequal conditions. About 21% of German children currently grow up in poverty. Although one quarter of children in Germany have an immigration-background, 84% of them are born in Germany and therefore are second generation immigrants.

1.2 Sampling: Strategy and outcome

First of all, the survey was endorsed by the Ethics Commission of the Faculty of Education at Goethe University Frankfurt according to the Scientific Ethical Code of Practical Research.

The German sample was designed to achieve a nationally representative sample according to types of school and geographical distribution. The target was 1000 students per each age group. The sampling strategy is based on experiences of former and other school-based surveys, which showed the difficulty to reach schools to participate in the survey and parents giving their active consent for their children.

The first sampling stratum was the type of school. Due to many different school types which are only found in certain states, the sampling decided in the first stage between "Gymnasium" [equivalent of Grammar school] and three other forms of secondary school types (Realschule, Hauptschule, Gesamtschule). The second criterion was the geographical distribution.

The quantitative survey took place in schools in the academic year of 2017/18 in seven Federal states of Germany. Northern, Eastern, Southern and Western states were included. The states were selected randomly. All regular type of schools - elementary and secondary schools - were considered. Of around 2,200 schools randomly contacted by post, in person, by telephone or by e-mail, a total of 30 elementary and 28 secondary schools took part, including private-funded schools. This corresponds to a response rate of about three percent. On basis of official statistics, a weighting framework was drawn up to correspond to the distribution of students in different school types in academic year of 2017/18.

The survey was conducted in class groups from third to ninth grades. In Germany, classes do not represent age-homogeneous groups. For this purpose, tablet computers were used, which guaranteed anonymity on a high level. The participating children or adolescents were present as well as one to two trained interviewers. Only those students who gave their own consent and additionally the active consent of parents or guardians were allowed to answer the questionnaire. In order to reach the population of around 3,500 students, around 6,000 parents were asked for their consent. Only in a few rare cases children and adolescents themselves showed no interest in participating in the survey.

Non-participating students were supervised by a teacher. Participants could decide at any time not to answer any questions, cancel the questionnaire or not answer single questions. The interviewers decided, depending on the desire of the class, whether all the questions were read out and explained collectively, or whether the pupils worked themselves through the questionnaire and received help in the sense of further explanations. This was the overwhelming majority, except in elementary schools.

Achieved sample (un-weighted) - Total number after data cleaning for the international data base: 3,293

Table 1a. Achieved sample by age (%)

Age	%
8	7,4
9	14,5
10	14,8
11	17,0
12	18,6
13	18,1
14	9,6
Total	100,0

Missing data 10 (0,3)

Table 1.b.1. School Types (%)

Primary School	28,8
Secondary School Types	71,2
Total	100.0
Missing data	5 (0,2)

Table 1.b.2. Secondary Schools from 5th grade (%)

	Composition of children in the Sample	Composition of children in the population
Secondary School (Hauptschule)	13,4	9,8
Secondary School (Realschule)	12,6	20,5
Gymnasium	50,4	36,3
Comprehensive School	23,6	33,4

Table 1.c. Federal State

Federal States (North)	2,4
Federal States (West)	36,7
Federal States (Southwest)r	33,4
Federal States (South)	16,9
Federal States (East)	10,5
Total	100,0
Missing Data	1 (0,03)

2. Results

2.1 The participants

The contribution of girls and boys is estimated as almost equal (48% boys, 51% girls). From the age of 12, children were able to address themselves non-binary. It can be assumed that the number of non-male or female students (in this binary table counted as "missing data") is too high to be counted as non-binary individuals. Further considerations and deliberations need to be made, how to include a question which can reflect on all genders.

Table 2. Age by gender (Numbers (%))

	8-year-olds	10-year-olds	12-year-olds	Total
Boy	435 (46.5)	352 (47.5)	570 (50.7)	1357 (48.4)
Girl	501 (53.5)	389 (52.5)	555 (49.3)	1445 (51.6)
Total	936	741	1125	2802
Missing data	9 (1.0)	82 (10.0)	399 (26.2)	490 (14.9)

2.2 The home and the people children live with

Almost all children in Germany live in a family environment (97.9%¹), though it is unclear how family is constructed.

Table 3. Home type (12 year old) (%)

First home %	
I live with my family	97.9
I live in a foster home	0.6
I live in a children's home	0.6
I live in another type of home	0.8
Total	100.0
Missing data	66 (4.3)

Tables 4 and 5 show different scales of how satisfied children are with the people they live with. The data of 8-year-olds is presented in a 5-point-scale with emoticons, the data of 10- and 12-year-olds are presented in an 11-point-scale. Most of the younger children are (very) happy with the people they live with (sum total is at 94.5). The scale of older children is distributed more differentially. 72% of 10- and 12-year-olds rated their satisfaction as nine or ten on the scale, 8.1% rated 5 or below.

¹ The four items were used in the 12-year olds questionnaire only. But we know from official statistics, that the numbers represent other age groups.

Table 4. Satisfaction with the people you live with (8-year-olds) (%)






Satisfaction with ...					
The people you live with	0.2	1.1	4.2	26.6	67.9
Missing data	21 (2.2)				

Table 5. Satisfaction with the people you live with (10- & 12-year-olds) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The people you live with	2.2	1.1	0.4	0.7	1.3	2.4	2.6	6.3	10.9	21.5	50.5

Missing data 42 (1.8)

When it comes to questions about family life, it shows a similar picture that older children are less positive than the younger ones. In total, children make relatively positive experiences about how safe they feel at home (mean of 3.6), in contrast to their experience of being included in decision making processes at home (mean of 2.7). Interesting in this case is the fact that this does not vary significantly among age groups. The biggest variations are found in having someone in the family, who helps with any arising problem and having a good time together (means of 3.5 in age group 8; 3.2 in age group 12)

Table 6. Variations in questions about home and family (All age groups; means)

	Family care	Family help problem	Good time together	Feel safe	Parents listen	Make joint decision
8-year-olds	3.6	3.5	3.5	3.7	3.2	2.7
10-year-olds	3.5	3.4	3.4	3.6	3.2	2.6
12-year-olds	3.4	3.2	3.2	3.5	3.1	2.7
Total	3.5	3.3	3.3	3.6	3.2	2.7
Missing data	150 (4.6)	108 (3.3)	80 (2.4)	76 (2.3)	118 (3.6)	161 (4.9)

2.3 The home where children live

We were not only interested in the family life of the children, but also in their satisfaction with the house or flat they live in. The data showed that children are relatively satisfied with their housing. Only 0.4% of the 8-year-old children are very unhappy with it. In contrast to this, almost 75% are absolutely happy with the condition of their house or flat. The 10- and 12-year-old children are less satisfied. 1.7% rated the lowest number of the scale, 57% the highest number.

Table 7. Satisfaction with the house or flat where you live (8-year-olds) (%)






Satisfaction with ...					
the house or flat where you live	0.4	0.4	2.8	21.5	74.8
Missing data	24 (2.5)				

Table 8. Satisfaction with the house or flat where you live (10- & 12-year-olds) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
the house or flat where you live	1.7	1.0	0.4	0.6	1.2	2.0	2.4	5.4	9.0	19.2	57.1

Missing data 34 (1.4)

We have also asked the children about things they own. As we expect all children in Germany to have an own bed, we did not include this question. Interestingly, the data shows that more children have a quiet place to study (92.3%) than an own room (82.1%). This gives a hint that parents try to fulfill their children's need for a quiet place despite having space offering them a room by their own. It would be interesting to take a look at relations with the financial situation of the families or number of siblings.






Table 9. Things you have (%)

Whether you have ...	10- & 12-year-olds	Missing data
Own room	82.1	71 (3.0)
Place to study	92.3	195 (8.3)

2.4 Friends

Friends play an important role in children's lives. The data shows that the majority of children is satisfied with their friends, nobody of 8-year old children selected the crying emoticon. 66.3% selected the happiest face to describe their satisfaction with friends. The older children are also satisfied with their friends in general. 93.7% ticked higher than 5 on a 0 to 10 scale, 2.2% selected the middle and 4.1% are less satisfied with their friends and ticked between zero and four.

Table 10. Satisfaction with your friends (8-year-olds) (%)

Satisfaction with ...					
Your friends	0.0	1.1	5.6	27.0	66.3

Missing data 46 (4.9)

Table 11. Satisfaction with your friends (10- & 12-year-olds) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your friends	1.2	0.6	0.7	0.8	0.8	2.2	2.8	7.3	12.8	25.6	45.2

Missing data 31 (1.3)

It is worth is to take a closer look at children's relationship with their peers. In the survey we included some items about how they feel with their friends, which is described in Table 12 below. 60.5% of children totally agree with the statement of having enough friends. In further research, it would be interesting to focus on the children with no friends or those, who say they do not have enough friends to find out the reason behind and possible effects of having less friends (and not being happy about it). In this context, the item "If I have a problem, I have a friend who will support me" strikes out, too. More than every fifth child (21.2%) does not agree with it. Knowing from research how important friends are for support, disclosure and trust, it is thought-provoking that lots of children do not have friends who fully support them.

Table 12. Friends (All age groups) (%)






	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I have enough friends	3.7	2.9	7.9	24.9	60.5
My friends are usually nice to me	2.9	2.4	8.9	33.7	52.1
If I have a problem, I have a friend who will support me	3.7	5.1	12.4	32.4	46.4

Missing data enough friends: 133 (4.0), friends nice: 97 (2.9), get along well: not asked, support me: 120 (3.6)

2.5 School

Children spend lots of time in school. We did not only ask about their school performance and their role as a student, but also about other children in class and their school experiences (Tables 13 and 14). As seen in Table 13, younger students seem to be more satisfied with their life as a student, the things they learned about as well as other children in class. Out of these three items, the 8-year-olds are most unsatisfied with their peers in class and most satisfied with the things they have learned. Interestingly, older children are most unsatisfied with the things they have learned and most satisfied with their life as a student (Table 14).

Table 13. Satisfaction with school life (8-year-olds) (%)

Satisfaction with ...					
Life as a student	1.1	1.1	12.6	38.9	46.3
Things you have learned	0.6	1.4	8.8	39.5	49.7
Other children in your class	0.0	2.4	15.7	40.6	40.6

Missing data life as student: 10 (1.1), things learned: 15 (1.6), children in class: 13 (1.4)

Table 14. Satisfaction with school life (10-year-olds) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Life as a student	1.7	1.0	1.5	1.5	3.4	5.8	8.8	13.1	20.0	21.2	21.8
Things you have learned	1.7	0.7	1.7	2.2	3.5	7.5	8.3	13.5	19.9	20.9	20.2
Other children in your class	1.8	0.9	1.7	2.5	3.4	6.5	7.9	13.1	15.6	24.1	22.6

Missing data life as student: 22 (0.9), things learned: 30 (1.3), children in class: 25 (1.1)

If children spend so much time at school, what other experiences do they make there, besides learning? How do they experience their teachers, what kind of relationship do they have with them and how is the atmosphere with their classmates? We have asked the children all of these questions and got some deep insights and outstanding data. Looking at the student-teacher relationship, 64% of students feel that their teachers care and help them with occurring problems. 69.3% feel listened to by teachers. The question clearly asks –what are the reasons and why so many children (36% and 31,7%) do not have a very trustful relationship to their teachers. Also, there are more children who count on other children (66.7%) more than on teachers. Very outstanding is the relatively little number of students with opportunities of decision-making at school in the sense of participation. Only 18.5% totally agree with this item. 4.6% of children do not feel safe at all at school, 4.8% only agree a little bit and 13.4% agree somewhat, which are outstanding numbers as well. This picture becomes clearer when taking a look at Table 16 above about bullying.

Table 15. 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 and help me if I have a problem.²	5.2	9.1	21.7	33.5	30.5
If I have a problem at school, other children will help me	4.3	8.3	20.7	34.9	31.8
There are a lot of arguments between children in my class	20.8	33.6	22.2	13.0	10.4
My teachers listen to me and take what I say into account	4.5	7.7	18.5	34.4	34.9
At school I have opportunities to make decisions about things that are important to me	10.8	17.2	26.8	26.7	18.5
I feel safe at school	4.6	4.8	13.4	34.0	43.2

Missing data teachers care: 162 (4.9), other children help: 123 (3.7), arguments between children 208 (6.3), Decisions: 290 (8.8), feel safe: 113 (3.4)

Bullying has many faces and is without any doubt harmful. For affected children and youths these experiences are decisive. In the survey, we asked children if they are affected of

²One item

bullying in a sense if they have made experiences of being hit by other children at school, called unkind names or left out (Table 16). Only 60.8% of children between 8 and 12 years have not been hit by other children in school, and only 58.3% have not made the experience of being left out. 66.1% of children have not been called unkind names. Andresen and Möller (2019) have written further elaborations about this in a German publication.

Table 16. Bullying (All age groups) (%)






How often:	Never	Once	Two or 3 times	More than three times
Hit by other children in your school	60.8	14.2	12.5	12.4
Called unkind names by other children in your school	66.1	16.5	8.5	8.9
Left out by other children in your class	58.3	22.4	9.4	9.9

Missing data hit by other children 278 (8.4), called unkind names 283 (8.6), left out 282 (8.6)

2.6 The area where children live

Less than half (49.8%) of the younger 8-year-old children are fully happy with the area they live in. Children of age 10 to 12 are even less satisfied with their living environment. There are 29.2% who are fully satisfied, 14.1% are not satisfied and rated below 5. Table 17 gives more information about this topic and elaborates on the views of children about their local area.

Table 17. Satisfaction with local area (8-year-olds) (%)

Satisfaction with ...					
The area where you live	1.9	3.2	12.3	32.9	49.8

Missing data 27 (2.9)

Table 18. Satisfaction with local area (10- & 12-year-olds) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The area where you live	4.3	1.5	2.0	3.1	3.2	7.7	6.2	11.2	14.1	17.5	29.2

Missing data 197 (8.4)

Almost one fourth of children (24.7%) do not agree a lot or completely with the sentence "I feel safe when I walk in my area". Even more children of age 10 to 12 (31.3%) criticize that there are not enough places to play or to have a good time. These two findings give hints about the child- and youth-friendliness of cities and towns in Germany. About local people, there are 46.9% of 10- and 12-year-olds who do not agree a lot or totally agree that there are people who will help them, if they have a problem. 70.7% agree that there are adults who are kind to children.

Table 19. Views about local area (All age groups) (%)






In my area, I live in...	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I feel safe when I walk	5.0	6.6	13.1	31.2	44.2
There are enough places to play or to have a good time (only 10 and 12-year-olds)	8.7	7.5	15.1	24.1	44.6
If I have a problem there are people who will help me (only 10 and 12-year-olds)	13.7	13.5	19.7	23.9	29.2
Adults are kind to children (only 10 and 12-year-olds)	4.6	8.0	16.8	31.	39.7

Missing data feel safe 168 (5.1), places to play (only 10 and 12-year-olds) 95 (4.1), people help (only 10 and 12-year olds) 93 (4.1), adults kind (only 10 and 12-year olds) 84 (3.4)

2.7 Money and the things children have

Money and material possessions are important topics. Children were asked to rate the level of satisfaction with things they have. Table 20 and table 21 show that a high percentage of children in Germany are satisfied. 75,3% of 8-year-olds were very satisfied and 55,6% of 10- and 12-year-olds felt the most satisfaction.

Table 20. Satisfaction with all the things you have (8-year-olds) (%)

Satisfaction with ...					
all the things you have	0.5	0.4	3.4	20.3	75.3

Missing data 21 (2.2)

Table 21. Satisfaction with all the things you have (10&12-year-olds) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
all the things you have	0.6	0.8	0.3	0.5	0.5	1.9	1.9	5.7	10.1	22.1	55.6

Missing data 30 (1.3)

The hedging of financial needs is operationalized on three levels based on a question of availability of goods and facilities. On an existential level the question is about having enough to eat and not suffering from hunger. The second level is about elementary needs like sanitary facilities and secure places to sleep, play, and work. Goods which have a high significance in society, and which are rather facilities for the family than just for the children, characterize the third level. It includes being facilitated with a car or going on a vacation once a year with the entire family.

High proportions of children in Germany were found to have sufficient amount of material possessions. Table 22 shows that the majority of children have enough to eat each day.

Table 22. Do you have enough food to eat each day? (%)

	8-year-olds	10-year-olds	12-year-olds	Total
No	1.3	0.9	0.1	0.7
Yes	98.7	99.1	99.9	99.3
Total	100.0	100.0	100.0	100.0
Missing data	33 (3.5)	81 (9.8)	125 (8.2)	239 (7.3)

Table 23 shows possessions, which are important for the family like a bathroom or a car. All families have their own bathroom and 6,6% have no car. 10,5% of the children did not agree that they had a holiday with their family. Table 22 shows whether children have privacy. 14,9% share a room to sleep.

Table 23. Descriptive statistics on material possessions (10- & 12 years-old) (%)

How many bathrooms are in your home?	
None	0.0
One	36.4
Two	43.4
More than two	19.9
Do you sleep in your own room or do you share a room?	
I sleep in a room on my own	85.1
I sleep in a room that I share with other people	14.9
Does your family own a car, van or truck?	
No	6.6
One	32.5
Two or more	60.7
In the last 12 months, how many times did you travel away on holiday with your family?	
No	10.5
Yes	89.5
How many computers do your family own?	
None	0.8
One	7.0
Two	15.6
More than two	76.6
Does your home have a washing machine?	
No	0.4
Yes	99.6
Missing data	bathroom 41 (1.7), own room 71 (3.0), cars 24 (1.0), holiday 83 (3.5), computer 60 (2.6), washing machine 60 (2.6)

Table 24 shows that pocket money or money to spend independently from adults, equipment for sports and hobbies, and access to internet are lacking items for some children.

Table 24. The things children have (%)

Which of the following do you have	8-year-olds		10-year-olds		12-year-olds		Total	
	No	Yes	No	Yes	No	Yes	No	Yes
Clothes in good condition	3.9	96.1	1.7	98.3	3.5	96.5	3.1	96.8
Enough money for school trips and activities	4.4	95.7	2.5	97.5	2.4	97.6	3.0	97.0
Access to the Internet at home	5.1	94.9	2.1	97.9	1.6	98.4	2.7	97.3
The equipment/things you need for sports and hobbies	6.8	93.2	6.9	93.1	7.4	92.6	7.1	92.9
Pocket money/ money to spend on yourself	8.2	91.8	10.6	89.4	9.2	90.8	9.3	90.7
Two pairs of shoes	3.6	96.4	3.1	96.9	3.8	96.2	3.6	96.4
A mobile phone	43.7	56.3	11.3	88.7	3.7	96.3	16.6	83.4
The equipment/things you need for school	2.5	97.5	1.6	98.4	1.3	98.7	1.7	98.3
Missing data (8-year-olds)	clothes 26 (2.8), school trips 46 (4.9), internet 39 (4.1), sports and hobbies 50 (5.3), pocket money 47 (5.0), shoes 27 (2.1), mobile phone 74 (7.8), things for school 27 (2.9)							
Missing data (10-year-olds)	clothes 14 (1.7), school trips 17 (4.9), internet 9 (1.1), sports and hobbies 28 (3.4), pocket money 22 (2.7), shoes 13 (1.6), mobile phone 9 (1.1), things for school 27 (2.9)							
Missing data (12-year-olds)	clothes 28 (1.8), school trips 36 (2.4), internet 15 (1.0), sports and hobbies 34 (2.2), pocket money 36 (2.4), shoes 20 (1.3), mobile phone 20 (1.3), things for school 22 (1.4)							
Missing data (total)	clothes 68 (2.1), school trips 99 (3.0), internet 63 (1.9), sports and hobbies 112 (3.4), pocket money 105 (3.2), shoes 60 (1.8), mobile phone 103 (3.1), things for school 60 (1.8)							

When children were asked, “How often do you worry about how much money your family has” 48,1% of all children (all ages) responded “never”, 35,5% responded “sometimes”, 10,7% responded “often” and 5,6% “always”. Overall, 16,3% have concerns about their financial situation. Keeping in mind that about 21% of children grow up in poverty, this number supports the assumption that parents suffering from poverty try their best not to let their children feel their precarious situation.






Table 24. How often do you worry about how much money your family has? (%)

	8-year-olds	10-year-olds	12-year-olds	Total
Never	49.5	48.4	47.7	48.4
Sometimes	35.0	33.6	37.5	35.8
Often	10.3	9.6	10.8	10.4
Always	5.2	8.5	4.0	5.5
Total	100.0	100.0	100.0	100.0
Missing data	113 (12.0)	54 (6.6)	103 (6,8)	270 (8.2)

2.8 Time use

Table 25 and 26 show the level of satisfaction with time use of all children. 68,3% of 8-year-olds reported the highest level of satisfaction. 28,7% of the 10- and 12-year-olds were completely satisfied with the way how they use their time.

Table 25. Satisfaction with time use (8-year-olds) (%)

Satisfaction with ...					
How you use your time	0.4	0.8	4.2	26.3	68.3

Missing data time 32 (3.4), free time: not asked

Table 26. Satisfaction with time use (10-year-olds) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
How you use your time	1.0	0.8	0.9	1.1	1.7	4.3	6.2	9.4	17.2	24.0	33.3






Missing data time 86 (3.7), free time not asked

Subjective well-being: how children feel about their lives

OLS (Overall Subjective Well-Being)

Children who are 8 years old were asked to use a 5-point-scale and the older children were asked to use an 11-point scale to answer the OLS scale. On life scale as a whole, 72,6% of 8-year-olds responded with a maximum score and 1,2% with a minimum score. 53% of the 10- and 12-year-olds were completely satisfied.

Table 27. Satisfaction with life as a whole (8-year-olds) (%)

Satisfaction with ...					
Your life as a whole	0.4	1.0	5.0	21.0	72.6

Missing data 34 (3.6)

Table 28. Satisfaction with life as a whole (10- & 12-year-olds) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole	0.7	0.5	0.8	0.9	0.5	2.7	3.2	6.3	10.3	21.0	53.0

Missing data 10-year old 32 (3.9)
12-year old 703 (44.0%)

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

This scale is a reduced version of Student's Life Satisfaction Scale (Huebner 1991). Only the 10 and 12-year-olds were interviewed. Within the scale differences are interesting: 55,3% reported the maximum of having a good life and 31,9% rated the maximum of the item "The things that happen in my life are excellent".

Table 29. CW-SWBS items (10- & 12-year-olds) (%)






	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life	0.7	0.7	0.7	1.1	1.9	4.3	4.3	8.5	11.6	17.2	49.1
My life is going well	0.9	0.8	1.0	1.3	2.4	4.8	5.6	9.0	13.6	20.2	40.5
I have a good life	0.8	0.6	0.7	1.1	1.4	4.2	3.4	6.1	8.9	17.5	55.3
The things that happen in my life are excellent	1.2	0.9	0.8	2.0	2.8	5.5	6.5	9.9	14.8	23.7	31.9
I like my life	1.1	0.8	1.0	1.2	1.7	3.4	4.1	5.5	8.8	17.7	54.7
I am happy with my life	1.1	1.0	0.9	1.6	1.5	3.5	3.9	5.5	10.2	18.1	52.6

Missing data enjoy life 64 (1.9), life going well 46 (1.4), good life 46 (1.4), things are excellent 84 (2.6), like life 58 (1.8), happy with life 48 (1.5)

CW-DBSWBS (Children's Worlds Domain Based Subjective Well-Being Scale (2003)

The CW-DBSWBS is again an adapted version. It focuses on personal aspects (friends), contexts (area) and self-images such as the "way you look". Table 30 shows the descriptive data of the eight-year-olds and table 31 the data of the 10-12-year-olds.

Table 30. CW- DBSWBS items (8-year-olds) (%)

Satisfaction with ...					
The people you live with	0.2	1.1	4.2	26.2	67.9
Your friends	0.0	1.1	5.6	27.0	66.3
Your life as a student	1.1	1.1	12.6	28.9	46.3
The area where you live	1.9	3.2	12.3	32.9	49.8
The way that you look	1.1	1.4	6.5	29.6	61.3

Missing data people 21 (2.2), friends 46 (4.9), life as student 10 (1.1), area 27 (2.9), look 41 (4.3)

Table 31. CW- DBSWBS items (10- & 12-year-olds) (%)

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people you live with	2.2	1.1	0.4	0.7	1.3	2.4	2.6	6.3	10.9	21.5	50.5
Your friends	1.2	0.6	0.7	0.8	0.8	2.2	2.8	7.3	12.8	25.6	45.2
Your life as a student	1.7	1.0	1.5	1.5	3.4	5.8	8.8	13.1	20.0	21.2	21.8
The area where you live	4.3	1.5	2.0	3.1	3.2	7.7	6.2	11.2	14.1	17.5	29.2
The way that you look	1.8	0.6	1.5	2.3	3.0	5.5	6.5	11.8	14.5	21.1	31.3

Missing data people 42 (1.8), friends 31 (1.3), life as student 22 (0.9), area 197 (8.4), look 101 (4.3)

Tables 32 and 33 offer a descriptive overview about the psychological subjective well-being of children in Germany.

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

Table 32. CW-PNAS items (10- & 12-year-olds) (%)

Last two weeks: How often feeling	0	1	2	3	4	5	6	7	8	9	10
Happy	1.1	1.0	1.1	1.7	2.3	4.6	5.2	10.3	19.2	24.1	29.5
Calm	3.7	1.8	3.1	4.2	4.4	9.6	9.3	13.3	15.4	15.2	20.0
Full of energy *	40.3	10.8	7.9	6.5	5.3	8.3	5.1	5.2	3.4	2.4	4.9
Sad	18.0	18.3	16.5	11.9	7.5	7.3	4.5	4.9	4.2	3.3	3.5
Stressed	14.4	10.5	10.0	10.8	9.4	9.9	8.3	8.9	7.7	5.6	4.5
Bored	19.0	12.8	11.7	10.7	10.0	11.1	7.3	5.5	4.8	3.7	3.4

Missing data happy 57 (2.4), calm 77 (3.3), full of energy 292 (12.4), sad 87 (3.7), stressed 82 (3.5), bored 88 (3.7)

* Translation of the items in German has a negative meaning.

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

Table 33. CW-PSWBS items (12 year olds) (%)

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	0.7	1.4	2.6	2.6	5.7	6.7	9.1	14.3	18.7	36.0
I am good at managing my daily responsibilities	1.5	0.9	1.5	3.1	3.2	8.7	9.2	11.6	16.9	18.0	25.5
People are generally pretty friendly towards me	0.5	0.5	0.2	0.8	1.8	4.0	5.5	10.4	13.9	25.5	36.9
I have enough choice about how I spend my time	1.0	0.6	1.3	1.4	2.2	5.5	6.1	10.0	14.2	23.4	34.4
I feel that I am learning a lot at the moment	2.2	1.3	1.0	1.6	2.9	6.7	8.3	13.6	15.8	17.2	29.4
I feel positive about my future	2.1	0.9	0.8	1.7	2.4	4.8	5.5	9.3	12.8	18.4	41.3

Missing data: way I am 52 (3.4), daily responsibilities 71 (4.7), people friendly 56 (3.7), time 60 (3.9), learning 84 (5.5), future 75 (4.9)

2.10 Children perceptions about their country

We measure children's perception about their country on the basis of children's rights. Do they know about their rights, do they have the impression that adults respect children's rights? In general, the data shows that children in Germany have a lack of knowledge about the Convention and their rights. It depends on school types whether they know about rights or not (Andresen/Möller 2019).

Table 34. Children's rights (%)

		8-year-olds	10-year-olds	12-year-olds	Total
I know what rights children have	No	21.7	12.1	7.2	12.5
	Not sure	42.3	44.8	40.3	42.0
	Yes	36.0	43.1	52.4	45.5
	Total	100.0	100.0	100.0	100.0
	Missing	60 (6.3)	37 (4.5)	59 (3.9)	156 (4.7)
I know about the UN Convention on the Rights of the Child	No	60.6	58.2	50.1	55.2
	Not sure	19.4	22.4	24.7	22.6
	Yes	20.0	19.4	25.2	22.2
	Total	100.0	100.0	100.0	100.0
	Missing	43 (4.6)	39 (4.7)	74 (4.9)	156 (4.7)

3. Conclusions

The report presents initial descriptive analyses of the Children's Worlds dataset in Germany. We published two reports about Child Well-Being and children's needs in Germany this year (Andresen/Wilmes/Möller 2019 and Andresen/Möller 2019). We sent a short report with key findings in a child friendly format to the participating schools.

We found that most German children live with both parents at their home. One can see that the majority is satisfied with the situation and the people at home.

Personal relations in general are important. This is also the case when we asked children about their friends at school and beside the school. The majority is satisfied with friends they have. 46% in all age groups completely agreed that friends help them with problems. This seems to be an important resource.

When it comes to satisfaction with school as a whole, the data shows a typical pattern. Older children are less satisfied. School is an important place for experiences with children's rights, participation and acknowledgement by teachers as well as negative experiences with bullying. A relatively high percentage experienced all three forms of bullying more than three times. This is a crucial finding when it comes to subjective well-being.

At a glance, children in Germany seem to have a high subjective well-being when considering the psychometric scales. However, school is a dimension, which influences the overall subjective well-being negatively. In general, those scales are most interesting and meaningful in international comparison, which will be done in the international report of the Children's Worlds Project.

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Children's Worlds National Report

GREECE



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1. Introduction

This report collates the results from the third wave of the Children's Worlds: International Survey on Children's Well-Being (ISCWeB) which was conducted in Ioannina, Region of Epirus, Greece in 2018. 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 staff based at the University of Bielefeld and Liverpool Hope University and post-graduate students based at the University of Ioannina. Funding for the conduct of the study was provided by the University of Bielefeld.

Detailed analyses of children's well-being in Greece will be completed after this initial report. Future studies will also include comparative analyses of children's well-being across the countries participating in the international project.



1.1 Context and population¹

Population

According to the 2011 census the country's permanent the population of the Hellenic Republic (Greece) is about 10,815,197 inhabitants. As of 2011, the population of the regional unit of Ioannina (Periphery of Epirus) is about 167,901 (392,055).⁴

Geography

Greece is located on the southern tip of the Balkan Peninsula in Southeast Europe. Greece borders by land with Albania to the northwest, North Macedonia and Bulgaria to the north, and Turkey to the northeast. Greece has the longest coastline on the Mediterranean Basin

⁴ Hellenic Statistical Authority (<http://www.statistics.gr/el/statistics/-/publication/SAM03/->)

with Aegean Sea to the east of the mainland, the Ionian Sea to the west, the Cretan Sea and the Mediterranean Sea to the south. The country is divided into nine regions among which the Epirus region where the study took place.

Ioannina consists the largest regional unit of Epirus. The regional unit of Ioannina borders with Albania in the north, and the regional units of Kastoria in the northeast, Grevena and Trikala in the east, Arta in the southeast, Preveza in the south and Thesprotia in the southwest and west. It is a mountainous region, dominated by the Pindus mountains that cover the eastern part of the regional unit. Also, it is subdivided into 8 municipalities, namely, Dodoni, Ioannina, Konitsa, Metsovo, North Tzoumerka, Pogoni, Zagori, Zitsa.

Children

In 2011, the number of children and youths between the ages of 0 and 18 years were about 2.122.544 which consists of approximately 19.6% of the population in Greece. The number of children between the ages of 0 and 14 is 1.489.558, which is about 13.83% of the total population (male 767,245/female 722,313).⁵ Data on the number of children at the age of 10 are not available.

Religion

Greek Orthodox Christianity is the dominant religion in Greece with a proportion of 90% of the population⁶. About 1% of the population are Roman Catholics, 3% are other Christian, and 2% are Muslims. A 2% of the population are unaffiliated to a religion. Orthodox religious instruction in primary and secondary schools, at government expense, is mandatory for all students, although non-Orthodox students may exempt themselves by turning in a statement requesting exemption. However, public schools offer no alternative activity or non-Orthodox religious instruction for these children.

Ethnicity

The vast majority of the population in Greece are considered to be ethnic Greek. However, it is difficult to quantify the ethnic diversity of the Greek population since the collection of data concerning ethnic, linguistic, and religion of the minorities was abolished in 1951. Though Greece does not collect official data on ethnicity, it does disaggregate foreign nationals by citizenship. According to the 2011 census, there were around 912,000 permanent foreign residents in Greece, including Albanians (480,851), Bulgarians (75,917), Romanians (46,524), Pakistanis (34,178), Georgians (27,407), Ukraine (17,008) as well as smaller groups from the UK, Cyprus, Poland, Russia, India, Bangladesh, Germany, Egypt, Moldova and the Philippines. However, these figures do not reflect the substantial proportion of undocumented workers in the country (estimated by one study at the time of the census to make up a third of the actual immigrant population) or naturalized individuals born outside Greece who have later Greek citizenship. As of May 2018, Greece was hosting than 60,000 refugees, primarily from Syria, Iraq, Pakistan and Afghanistan.⁷

⁵https://www.indexmundi.com/greece/demographics_profile.html

⁶"[Religious Belief and National Belonging in Central and Eastern Europe](#)". Pew Research Center. 10 May 2017. Retrieved 2019-10-20.

⁷<https://minorityrights.org/country/greece/>

Economic context

Greece's GDP per capita was \$29,592 in 2018.⁸ Greece has been suffering from the economic crisis of 2008 more than any other European country⁹. Eurostat data¹⁰ show that persons "at risk of poverty" – measured by the At-Risk-of-Poverty Rate (ARPR) as the share of people with a household income below 60% of the national median equivalised household income – increased from 19.7% to 22.1% in Greece. After 2008, the crisis had already played an unbridled effect on the living conditions of those inhabiting in Greece, suggesting the need to better investigate these effects with specific reference to the most vulnerable groups, such as children. The implications and consequences of the economic crisis on children's wellbeing are disproportionate and those consequences of living in poverty during childhood tend to persist beyond this period (Bradbury et al., 2001, Duncan et al., 1997).

Education

In Greece, state education is free from pre-primary school to university. It's compulsory between the ages of 4 and 15 (Law B' 2569/27.06.2019 and articles 2, & 3 of Law 1566/1985). Children receive pre-primary education for 2 years, primary education for 6 years and then move to middle school at age 12. They go to lower secondary school for 3 years and, if they choose so, they attend upper secondary school for 3 years. Although the legal system will punish a parent or guardian who fails to enroll or supervise the child's education (Article 458 Penal Code), there is a high rate of early school leaving from Greek schools, before the completion of their mandatory Education (Transition Observatory, 2006, 2008)¹¹. In Greece the vast majority of schools are public/state schools. The number of private schools in Greece is considerably small¹²

Children's Rights

Greece has signed the UN Convention on the Rights of the Child in 1990.¹³

⁸ OECD Data (<https://data.oecd.org/greece.htm#profile-economy>)

⁹ D'Agostino, A., Gagliardi, F., Giusti, C., Potsi, A. (2019). Investigating the impact of the economic crisis on children's wellbeing in four European countries, *Social Science Research*, <https://doi.org/10.1016/j.ssresearch.2019.06.013>.

¹⁰ Data available at <http://ec.europa.eu/eurostat/web/income-and-living-conditions/data/database>

¹¹ Nikolaou, S. – M., Papa, M., Gogou, L. (2018). Early School Leaving in Greece and Educational Inequality: Actions and Policies against Educational and Social Exclusion. *European Journal of Social Science, Education and Research*, 5(1), 212–220.

¹² Papapolydorou, M. (2010). Educational inequalities in Greece, Sweden and the United Kingdom: A comparative analysis of the origins. In *Changing Educational Landscapes: Educational Policies, Schooling Systems and Higher Education - A Comparative Perspective* (pp. 119-134). Springer Netherlands. https://doi.org/10.1007/978-90-481-8534-4_8

¹³ UN Treaty Body Database (https://tbinternet.ohchr.org/_layouts/15/TreatyBodyExternal/Treaty.aspx?CountryID=68&Lang=EN)

1.2 Sampling: Strategy and outcome

The population for the study included children attending primary schools within the Prefecture of Ioannina of the Periphery of Epirus in Greece.

Our study took place at the regional unit of Ioannina (with a total number of 8.646 primary school students) where most of the students of the region of Epirus are to be found. The selection is purposeful with regard to access assurance and budget restraints. We focus on primary schools in those units where the age groups of 8-, 10-, and 12- year-olds are to be met. We aimed to achieve a representative sample of 1000 ten year olds and after the data cleaning process 850 questionnaires remained in the study. We collected our data from 4th-graders. Private schools and schools for children with special needs were excluded. A total of 84 schools were included in the sampling frame. The final sample consisted of 27 schools, those who agreed to take part to the research. Two classes in each school were selected to participate in the study.

Consent forms were given to parents. Children whose consent were agreed by their parents and who gave their oral consent were included in the study. The survey was implemented between April 2018 and June 2018.

Sampling pool	Total	Male	Female
Regional unit IOANNINA	4.704	2.164	2.018
4 th -graders	1.453	747	706
Schools: Ioannina: 84			

Stratification of the sample

In order to select the children participating to the study we took into consideration two major determinants:

1. The equal selection of children from rural and urban areas of the region (of), and
2. The equal number of participants from both sexes

In Greece, there are major diversities between urban and rural areas. Schools situated in rural areas are often “second-class” schools as they are disadvantaged in terms of resources. Greek rural areas are usually poorer compared to urban ones and their residents’ main occupation is either agriculture or pastoralism. ‘Public schools in poorer areas are considerably less well equipped in terms of infrastructure than public schools located in more prosperous areas...’ (Katsikas and Kavadias 1994, cf. Tsakloglou and Cholezas 2005: 4).

2. Results

2.1 The participants

Age and gender

Following the research protocol of Children's Worlds, the proportion of children by age and gender are presented in Table 3. Approximately 50,5% of children were female, and 48,6% were male.

Table 3. Age by gender (Numbers, (%))¹⁴

10 year-old	
Boy	48.6 (413)
Girl	50.5 (429)
Total	100 (842)

2.2 Your home and the people you live with

Most children in Greece live in the same home every day. Thus, we did not include the question that asked whether the child lives in the same home or in different homes.

The vast majority of children (97.2%) lived with their family while 2.4% of children lived in other types of home (Table 4).

Table 4. Home type (%)¹⁵

I live with my family	97.2
I live in a foster home	0.4
I live in a children's home	0.6
I live in another type of home	1.4
Total	99.6

Tables 5 shows the level of satisfaction with the people you live with (0 to 10 points for 10-year-olds). Approximately, 74.4% of 10-year-olds reported the highest level of satisfaction.

¹⁴Missing values 0.9% (8)

¹⁵Missing values 0.15%

Table 5. Satisfaction with the people you live with (%)¹⁶

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The people you live with	-	-	0.5	0.5	0.5	1.1	0.4	2.4	4.9	14.4	74.4

Among the six questions about children's views of their home and family, we have used for our study only four of them. Based on our data, children agreed the most with the statement "If I have a problem, people in my family will help me." ($m = 3.73$) and agreed the least with, "My parents and I make decisions about my life together." ($m = 3.08$) (Table 6).

Table 6. Variations in questions about home and family (means)

	Family help problem	Good time together	Feel safe	Make joint decision
10 year-old	3,73	3,66	3,77	3,08

2.3 The home where children live

We asked children, "How satisfied are you with the home that you live in?" 75.4% of 10-year-old children scored 10 points on a 0-10 scale (Table 7).

Table 7. Satisfaction with the house or flat where you live (%)¹⁷

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
the house or flat where you live	-	0.5	0.2	0.5	0.2	0.9	1.1	2.2	5.3	12	75.4

When 10-year-old children were asked if they had their own room or a place to study, 55.9% of children had their own room and 84.6% of children had a place to study (Table 8).

Table 8. Things you have (%)

Whether you have ...	10 year-old
Own room ¹⁸	55.9
Place to study ¹⁹	84.6

2.4 Friends

When we asked children about their satisfaction with friends, 56.1% of 10-year-olds responded with 10 points (0-10 scale) indicating that they are very satisfied.

¹⁶ Missing values 1.2%

¹⁷ Missing values 1.6%

¹⁸ Missing values 0.8%

¹⁹ Missing values 0.6%

Table 9. Satisfaction with your friends (%)²⁰

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your friends	0.2	0.1	0.6	1.1	0.7	1.5	2.2	5.8	10	20.9	56.1

Children were asked about their views on friends based on three statements (see table) where more than half of the children responded “totally agree” (Table 10). Particularly, children had the highest level agreement on the item “I have enough friends” ($m = 3.50$) whereas the item “My friends are usually nice to me” ($m = 3.28$) had the lowest level of agreement.

Table 10. Friends (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I have enough friends²¹	1.5	2.2	7.3	21.3	66
My friends are usually nice to me²²	1.5	5.1	9.2	30.9	50.7
If I have a problem, I have a friend who will support me²³	3.4	3.6	6.6	17.1	62.9

2.5 School

Children’s views about school were very positive. On a scale of 0 to 10, more than half of 10-year-olds responded 10 points (very satisfied) regarding their life as a student and the things they have learned (Table 11). In contrast, less than half of them are totally satisfied by their classmates.

Table 11. Satisfaction with school life (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Life as a student²⁴	1.5	0.6	0.6	0.7	0.6	2.7	2.7	4.4	9.8	19.6	55.9
Things you have learned²⁵	0.4	0.7	0.4	0.2	0.1	0.7	0.9	2.2	4.5	19.5	68.9
Other children in your class²⁶	1.3	0.7	0.5	0.8	1.3	2.9	4.2	5.9	12.4	23.6	44.6

In relation to children’s views about schools, more than 40% of children totally agreed with items “If I have a problem at school, my teachers will help me,” “My teachers listen to me and take what I say into account,” and “I feel safe at school.” However, only 38.9% of

²⁰ Missing values 0.7%

²¹ Missing values 1.6%

²² Missing values 2.6%

²³ Missing values 6.4%

²⁴ Missing values 0.9%

²⁵ Missing values 1.4%

²⁶ Missing values 1.8%

children responded “totally agree” to the item “At school I have opportunities to make decisions about things that are important to me” (Table 12).

Table 12. Views about school (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
If I have a problem at school, my teachers will help me ²⁷	2.1	4.4	10.6	21.6	59.8
If I have a problem at school, other children will help me ²⁸	2.8	6.8	14.2	29.3	41.5
My teachers listen to me and take what I say into account ²⁹	3.2	6.1	11.1	22.9	50.8
At school I have opportunities to make decisions about things that are important to me ³⁰	10.1	7.5	15.4	20.9	38.9
I feel safe at school ³¹	1.9	3.5	5.1	15.5	71.8

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

In terms of bullying, 13.3% of children had experienced being hit, 27.8% of children were called unkind names, and 18.5% of children had experienced being left out more than once by other children (Table 13).

Table 13. Bullying (%)

How often:	Never	Once	Two or 3 times	More than three times
Hit by other children in your school ³²	66.8	16	8.1	5.2
Called unkind names by other children in your school ³³	43.1	23.5	15.6	12.2
Left out by other children in your class ³⁴	60.9	15.2	6.6	11.9

2.6 The area where children live:

The next two questions covered children’s satisfaction with their local area. On a scale of 0-10, 55.8% of children rated the highest level of satisfaction with their local area (Table 14).

²⁷ Missing values 1.5%

²⁸ Missing values 5.3%

²⁹ Missing values 5.9%

³⁰ Missing values 7.1%

³¹ Missing values 2.2%

³² Missing values 3.9%

³³ Missing values 5.5%

³⁴ Missing values 5.4%

Table 14. Satisfaction with local area (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The area where you live ³⁵	0.5	0.4	0.4	0.8	0.8	1.9	0.8	3.1	10.6	23.1	55.8

Children's views of their local area are presented in Table 15. The majority of children asked (59.5%) "Totally agree" with the item "There are enough places to play or to have a good time".

A fewer proportion of children totally agreed with the items "If I have a problem there are people who will help me" (44%) and "I feel safe when I walk" (48%).

Table 15. Views about local area (%)

In my area, I live in...	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I feel safe when I walk ³⁶	2.2	4.4	14.4	28.9	48
There are enough places to play or to have a good time ³⁷	4.4	6.1	8.7	19.3	59.5
If I have a problem there are people who will help me ³⁸	8.4	8.4	11.5	20.8	44

2.7 Money and the things children have³⁹

When children were asked, "How often do you worry about how much money your family has?" 30% of children responded, "never", while a 63.7% have had concerns about their financial situation (Table 16).

Table 16. How often do you worry about how much money your family has? (%)⁴⁰

10 year-old	
Never	30.9
Sometimes	36.2
Often	13.5
Always	14
Total	94.7

³⁵ Missing values 2%

³⁶ Missing values 2.1%

³⁷ Missing values 2%

³⁸ Missing values 6.9%

³⁹ Greece used Scale B to measure material and economic circumstances.

⁴⁰ Missing values 5.3%

Nevertheless, high proportions of children in Greece were found to be satisfied with all the things they have (Table 17) and to have sufficient amount of material possessions (Table 18). Specifically, 72.7% of children are totally satisfied with the things they have.

Table 17. Satisfaction with all the things you have (%)⁴¹

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
all the things you have	0.4	0.2	0.4	0.5	0.5	0.2	0.9	0.9	6.9	15.8	72.7

Children were asked whether they have certain types of material possessions. With the exception of a mobile phone and pocket money to spend on yourself, more than 90% of children possessed the specific material goods. The findings indicate that most children in Greece enjoy material possessions (Table 18).

Table 18. The things children have (%)

Which of the following do you have	10 year-old	
	No	Yes
Clothes in good condition ⁴²	0.2	99.1
Enough money for school trips and activities ⁴³	4.6	95.1
Access to the Internet at home ⁴⁴	8,7	90.9
The equipment/things you need for sports and hobbies ⁴⁵	8	91.6
Pocket money/ money to spend on yourself ⁴⁶	23.8	75.5
Two pairs of shoes ⁴⁷	2.7	96.5
A mobile phone ⁴⁸	47	52.2
The equipment/things you need for school ⁴⁹	1.5	97.7

When children were asked do you have enough food to eat each day, less than 0.2% of children in Greece responded that they never have enough food (Table 19).

⁴¹Missing values 0.6%⁴²Missing values 0.7%⁴³Missing values 0.4%⁴⁴Missing values 0.4%⁴⁵Missing values 0.4%⁴⁶Missing values 0.7%⁴⁷Missing values 0.8%⁴⁸Missing values 0.8%⁴⁹Missing values 0.8%

Table 19. Do you have enough food to eat each day? (%)⁵⁰

10 year-old	
Never	0.2
Sometimes	2.9
Often	9.4
Always	85.2
Total	97.8

Moreover, on the material possessions of children in Greece, 55.9% sleep in a room on their own and 96.9% of the children's family owns at least one car.

In addition, more than 94.9% of children travel away on holiday with their family at least once a year. Moreover, 94.4% of the children's family own at least one computer, and almost 100% of children have a washing machine in their home (Table 20).

Table 20. Descriptive statistics on material possessions (10 years-old) (%)

How many bathrooms are in your home? ⁵¹	
None	0.5
One	44.7
Two	43.8
More than two	10.6
Do you sleep in your own room or do you share a room? ⁵²	
I sleep in a room on my own	55.9
I sleep in a room that I share with other people	43.3
Does your family own a car, van or truck? ⁵³	
No	2.4
One	34
Two	48.7
Three or more	14.2
In the last 12 months, how many times did you travel away on holiday with your family? ⁵⁴	
Not at all	4.5
Once	14.7
Twice	21.5
More than twice	58.7

⁵⁰ Missing values 2.2%⁵¹ Missing values 0.5%⁵² Missing values 0.8%⁵³ Missing values 0.7%⁵⁴ Missing values 0.6%

How many computers do your family own? ⁵⁵	
None	5.1
One	44.7
Two	30.1
More than two	19.6
Does your home have a washing machine? ⁵⁶	
No	0.5
Yes	98.2
Total	98.7

2.8 Time use

When children were asked about their level of satisfaction with their use of time and free time, 63.3% of the 10 year-olds reported the maximum score on satisfaction with their use of time (Table 21). However, 59.5% of children were completely satisfied (score=10) with their free time they have to do what they want.

Table 21. Satisfaction with time use (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
How you use your time ⁵⁷	0.4	0.1	0.4	-	0.5	0.7	0.7	3.4	7.6	21.6	63.2
How much free time you have to do what you want ⁵⁸	0.6	-	0.2	0.5	0.9	1.7	1.8	3.3	10.1	20.1	59.5

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

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

Overall life satisfaction (OLS)

Children of 10-years-old are asked to rate their overall life satisfaction using an 11-point scale. On life as a whole, 83.2% of 10-year-olds were completely satisfied with their life.

Table 22. OLS (Overall Subjective Well-Being)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole ⁵⁹	-	-	0.1	0.1	0.5	0.9	0.9	0.9	2.4	9.9	83.2

⁵⁵ Missing values 0.5%

⁵⁶ Missing values 1.3%

⁵⁷ Missing values 1.4%

⁵⁸ Missing values 1.3%

⁵⁹ Missing values 1.1%

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

CW-SWBS scale is a reduced version of Student's Life Satisfaction Scale, developed by Huebner (1991). This scale is based on six statements about children's overall life satisfaction, and children are asked to indicate how far they agree with each statement. In the Children's Worlds survey, children aged 10 were asked to respond using an 11-point scale ranging from "do not agree" to "totally agree" (Table 23). The questions used in this analysis comprised of:

- I enjoy my life.
- My life is going well.
- I have a good life.
- The things that happen in my life are excellent.
- I like my life.
- I am happy with my life.

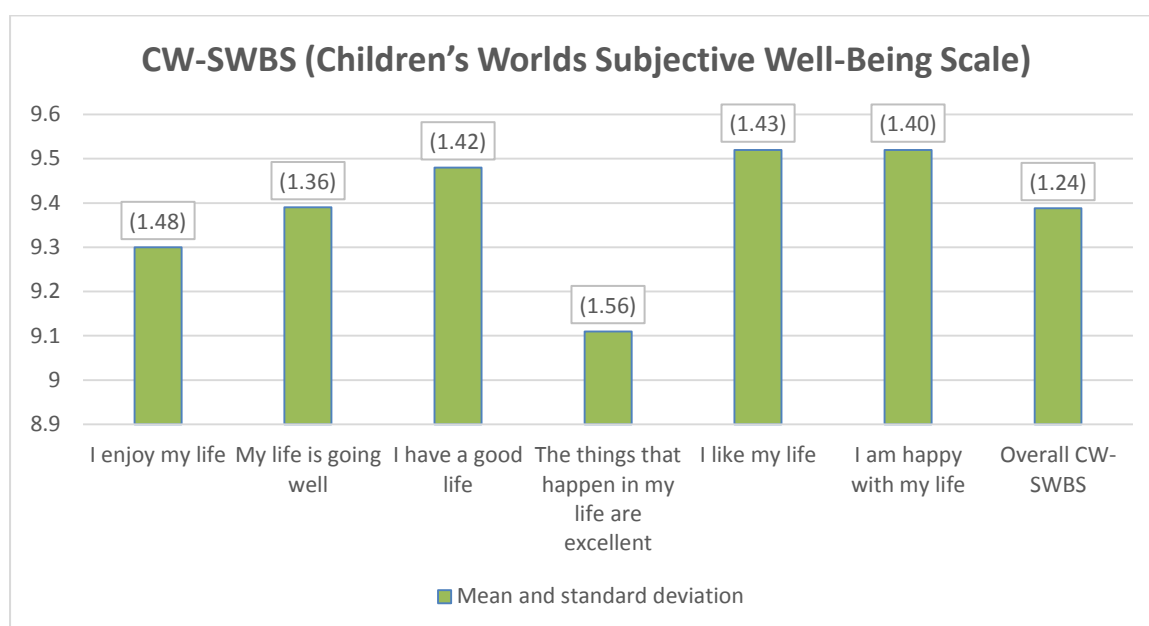
Table 23. CW-SWBS items (%)

	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life ⁶⁰	0.6	-	0.3	0.5	0.5	1.9	1.3	3.5	7.7	14.6	68.8
My life is going well ⁶¹	0.3	-	0.3	0.5	0.3	1.6	1.8	2.4	5.1	16	71.1
I have a good life ⁶²	0.4	0.6	0.4	0.5	0.2	1.2	0.9	2.1	3.6	11.9	77.9
The things that happen in my life are excellent ⁶³	0.6	0.1	0.5	0.7	0.9	1.7	1.2	3,7	8.7	25.6	55.5
I like my life ⁶⁴	0.6	0.2	0.4	0.7	0.6	0.8	0.7	1,3	3.6	9.8	80.6
I am happy with my life ⁶⁵	0.7	0.2	0.2	0.4	0.5	1.3	0.2	2,2	2.6	11.8	79.5

The six items that were found to form a single factor of subjective well-being were utilized. The distribution of each individual items are provided in Table 23. The means and standard deviations of the scale-items as well as of the overall scale is shown in Figure 1.

⁶⁰Missing values 0.3%⁶¹Missing values 0.6%⁶²Missing values 0.3%⁶³Missing values 0.8%⁶⁴Missing values 0.7%⁶⁵Missing values 0.4%

Figure 1. Means and standard deviations of the Children's Worlds Subjective Well-Being Scale



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

Children's Worlds Domain Based Subjective Well-Being Scale, originally proposed by Seligson, Huebner and Valois, consists of five domains – family, friends, school, living environment and self. An adapted version of this scale was calculated using the questions about satisfaction with family life, friends, school experience, local area and body. The total score was calculated by summing these five items and transforming it so that the score ranges from zero to 100. The distribution of the scores for individual items are presented in Table 24. The items with the lowest levels of satisfaction were “the way that you look” followed by “your life as a student”. The distribution of means and standard deviations for each item and for the overall scale is shown in Figure 2.

Table 24. CW- DBSWBS items (%)

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people you live with ⁶⁶	-	-	0.5	0.5	0.5	1.1	0.3	2.3	4.9	14.3	74.4
Your friends ⁶⁷	0.2	0.1	0.6	1.1	0.7	1.5	2.3	5.8	10	20.9	56.1
Your life as a student ⁶⁸	1.5	0.6	0.6	0.7	0.6	2.7	2.7	4.4	9.8	19.6	55.9
The area where you live ⁶⁹	0.5	0.3	0.3	0.8	0.8	1.9	0.8	3.1	10.6	23.1	55.8
The way that you look ⁷⁰	0.6	0.1	0.3	0.1	0.2	1.1	1.2	1.8	5.3	15.1	69.3

⁶⁶ Missing values 1.2%

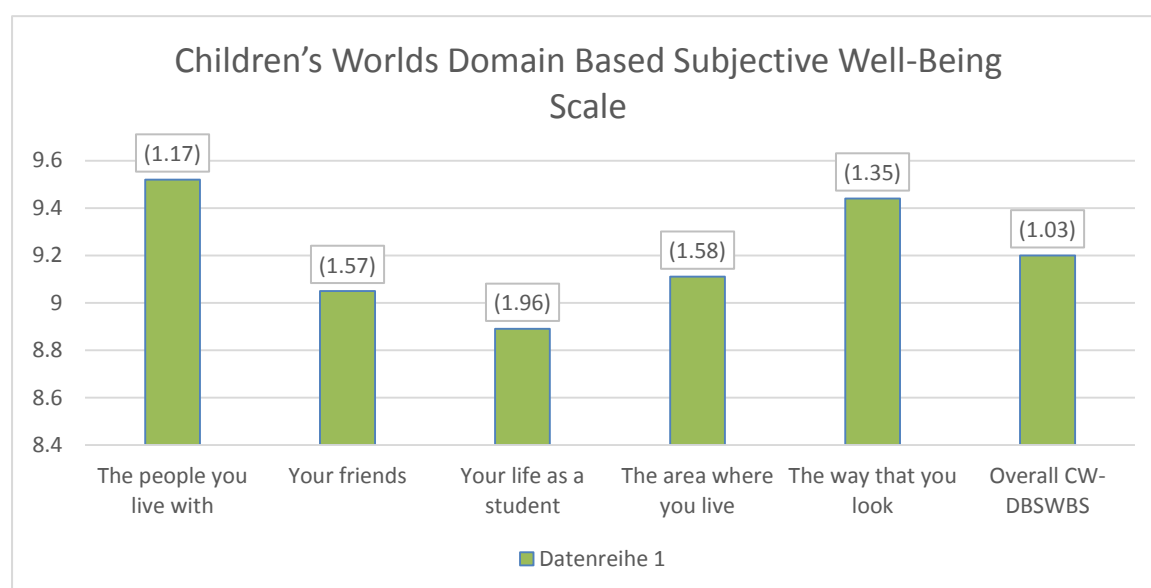
⁶⁷ Missing values 0.7%

⁶⁸ Missing values 0.9%

⁶⁹ Missing values 0.2%

⁷⁰ Missing values 4.9%

Figure 2. Means and standard deviations of the Children's Worlds Domain Based Subjective Well-Being Scale



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

Six items measuring affective subjective well-being: positive and negative affect (derived from Barrett and Russell's measures, 1998) was asked to 10-year-old children. Children were asked how often in the last two weeks they had felt happy, sad, calm, stressed, full of energy and bored. CW-PAS includes items such as happy, calm, and full of energy, which measures positive affect while CW-NAS includes items such as sad, stressed and bored, which measures negative affect. The distribution of individual items are presented in Table 25. Each item is scored on a scale of 0 to 10. According to Table 25, almost every third child participating in the survey has felt very often stressed.

Table 25. CW-PNAS items (%)

Last two weeks: How often feeling	0	1	2	3	4	5	6	7	8	9	10
Happy ⁷¹	0.1	0.7	0.2	-	0.2	0.8	1.1	2	7.1	18.6	68.8
Calm ⁷²	1.4	0.8	0.4	1.2	0.9	4	3.5	7.7	12	21.3	45.9
Full of energy ⁷³	0.7	0.1	0.1	0.4	0.6	1.5	2	2.5	6.2	13.3	71.4
Sad ⁷⁴	28.5	15.4	11.5	10.6	5.8	9.9	4.1	3.4	4.1	2.8	3
Stressed ⁷⁵	18.9	8	9.1	5.7	4.7	7.6	5.6	10.4	8	9.3	11.5
Bored ⁷⁶	33.7	11.1	8.4	6	5.4	6.9	5.4	7.6	5.1	3.4	5.5

⁷¹ Missing values 0.4%

⁷² Missing values 0.9%

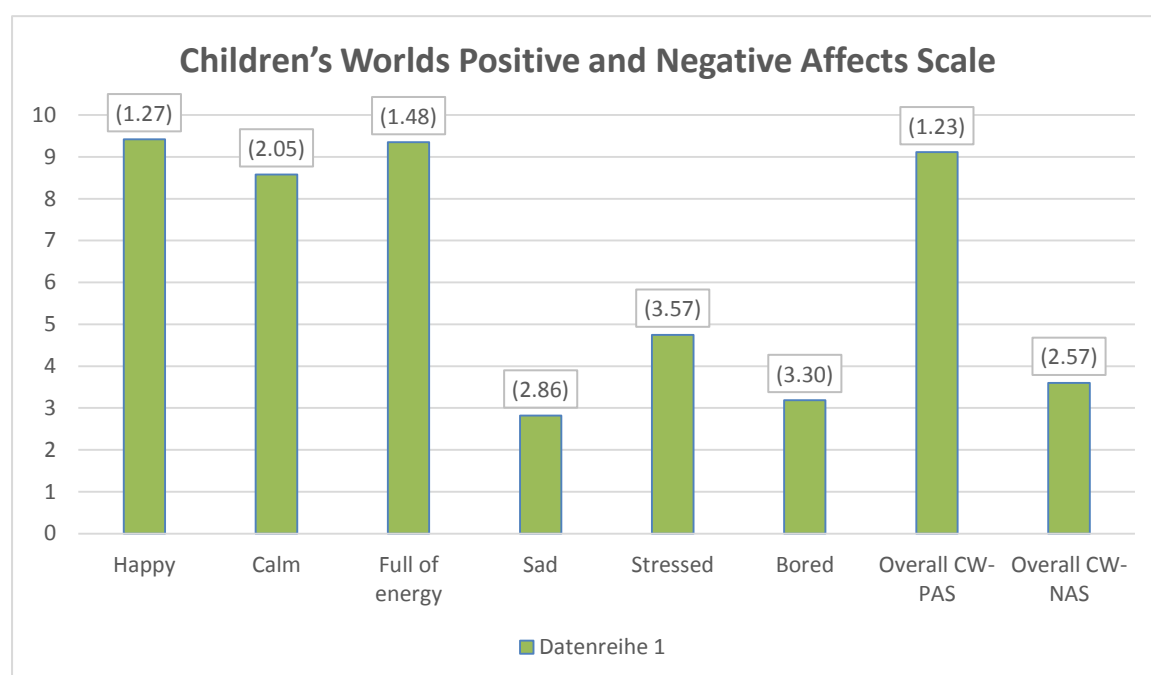
⁷³ Missing values 1.2%

⁷⁴ Missing values 0.9%

⁷⁵ Missing values 1.2%

⁷⁶ Missing values 1.5%

Figure 3. Means and standard deviations of the Children's Worlds Positive and Negative Affects Scale



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

Children's Worlds psychological subjective well-being was measured using six items (based on Ryff, 1989). In the Greek study the scale was not included apart from the item "I feel positive about my life". The distribution of CW-PSWBS for individual item is presented in Table 26.

Table 26. 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											
I am good at managing my daily responsibilities											
People are generally pretty friendly towards me											
I have enough choice about how I spend my time											
I feel that I am learning a lot at the moment											
I feel positive about my future ⁷⁷	0.8	0.7	0.1	0.4	0.9	1.2	1.5	2.4	8.2	26	56.7

⁷⁷ Missing values 1.1%

2.10 Children perceptions about children's rights

When children were asked about their rights, approximately 79.9% of children responded “yes” to the question “I know what rights children have.” On the other hand, only 12.4% responded “yes” to the question “I know about the children's rights convention” (Table 27).

Table 27. Children's rights (%)

		10-year-olds
I know what rights children have ⁷⁸	No	3.7
	Not sure	15.9
	Yes	79.9
	Total	99.5
I know about the UN Convention on the Rights of the Child ⁷⁹	No	12.4
	Not sure	36.7
	Yes	50.2
	Total	99.3

3. Conclusions

This report presents the findings of an initial descriptive analysis of Greece's Children's Worlds dataset. We found that most children in Greece live with both parents at their home (92.5%). 84% of the children live with at least one sibling and 12% to 15% of the children cohabit with at least one grandparent in the same household. The vast majority of children were satisfied with the people they live and the housing where they live. The majority of the children consider that if they have a problem, people in their family will help them, they have good time together in their family and they feel safe at home. Less children agreed with the statement “My parents and I make decisions about my life together”. 15% of the children declared that there isn't a place in their home where they can study.

When asked about their friends, children were generally satisfied with their friends and generally agreed with the statements about their friends (I have enough friends; my friends are usually nice to me; if I have a problem, I have a friend who will support me).

Similarly, children's view about their school were also generally positive. Bullying at school is an issue for a number of children. Being called unkind names were the most common form of bullying experienced by children in Greece. Specifically, 29% of the children were at least once hit by other children in their school, 51% of them were called unkind names and 33% have been left out by other children in their class.

Children's level of satisfaction with the area where they live were generally high, as 55% of children reported the highest level of satisfaction. When children's views about local area

⁷⁸ Missing values 0.5%

⁷⁹ Missing values 0.7%

were analysed, we found that about 17% of the children feel that if they have a problem there aren't people in the area they live in who will help them.

When asked about money and the things they have, the majority of the children (63%) worried about how much money their family has. Their concerns about their financial situation should be regarded under the prism the socio-economic crisis that Greece faced during the data collection leading to a sharp rise in unemployment and a higher risk of poverty for the households.

Children were also asked whether they have certain types of material possessions. For many children, owning necessary material things was not a problem. With the exception of a mobile phone and pocket money to spend on yourself, more than 90% of children and their family owned the specific material goods that were asked in the survey. In addition, they also reported high levels of satisfaction with the things that they have. In terms of time use and free time, the majority of 10-year-olds were satisfied with how they used their time and the free time they have to do what they want.

Overall, children were very satisfied with their lives. Children showed a bit lower levels of satisfaction on "the way they look" when compared with other domains. In terms of positive and negative affects, children were less likely to feel calm when compared with other domains of positive affect, and less likely to feel sad when compared with other domains of negative affect. It is worth mentioning, that every third child participating in our survey has very often felt stressed.

Children's Worlds National Report

HUNGARY



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TÁRKI Social Research Institute

Children's Worlds project and the data collection for the International Survey of Children's Well-Being (ISCWeB Wave 3) in Hungary is supported by the National Research, Development and Innovation Office, Grant NN 125715. Peter Robert is a Senior Core Fellow of Institute for Advanced Studies, Central European University, between October 2019 and June 2020.

1. INTRODUCTION

Hungary joined to Children's Worlds, the International Survey of Children's Well-Being (ISCWeB) in 2017 and fielded the third wave of the comparative survey in the spring of 2019. This initial report provides a descriptive overview of the key findings on Hungarian pupils studying in primary school, in grade 3, 5 and 7 all over the country. The first section of report informs about the context of children's lives in Hungary. It is followed by a section on the sampling and the data collection. The subsequent sections go through the questionnaire and provide simple statistics based on the responses of about 3000 pupils.

1.1. The context of children's lives in Hungary

External influences

Hungary is a landlocked country and is situated in the Carpathian Basin, in Central Eastern Europe. Its total area is 93 thousand km². In 2019, Hungary's population was 9.7 million. As several societies in Europe, Hungary is ageing; the median age was 42 years in 2019. The age group of 0-14 year old children makes 14 per cent of the population, while the age group of 65+ is 20 per cent. More precisely, the pupils attending primary school education numbered 732.5 thousand in the school year 2017/18. This is an age group of roughly 6-14 year old children and this is about 7-8 per cent of the Hungarian population. The target group of the Children's Worlds survey in Hungary consists of roughly 91 thousand pupils in grade 3; 94 thousand pupils in grade 5 and 87 thousand pupils in grade 7.

There are seven regional units in Hungary, as Figure 1 displays. Regions may serve as contextual units for further research on child well-being as economic developments in Hungary vary by region. Central Hungary, including the capital, Budapest, as well as Central and Western Transdanubia are more developed, while Northern Hungary and Northern Great Plain are more deprived economically. In Hungary, GDP per capita was USD 16 503 in 2018 and as a whole, GDP per capita by PPS stands at 68 per cent of the EU average. It is above that average only in Central Hungary; Western Transdanubia is the second developed region where GDP per capita by PPS is 72 per cent of the EU average. The regionally unbalanced economic conditions are related to the unequal foreign direct investments. The main recipients of foreign investment are the Western and Central regions as well as the Budapest area, while the left-behind Northern and Eastern regions are characterized by poor integration into regional and national supply chain.

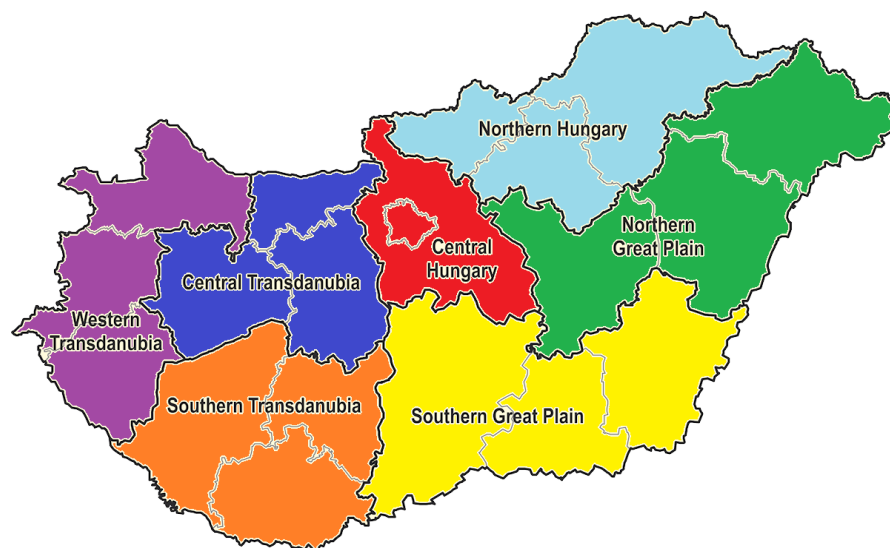


Figure 1: Hungary's regions

Migration does not play a strong role in the Hungarian society. The majority of the migrants arrive from the neighboring countries, in particular from Romania, and they belong to the local Hungarian minorities there. Consequently, they speak Hungarian and there is no real ethnic or cultural deviation compared to the majority population in the country. As ethnic minority, Roma people can be mentioned in Hungary. The Roma minority numbers in Hungary above 800 thousand individuals, about 8.8 per cent of the population. Census tends to underestimate the number of Roma, while proportions for other nationalities (German, Romanian, Slovakian, Croatian) are more realistic: about 5-6 per cent. Since fertility is higher among Roma, their proportion is rising. They still tend to leave in smaller settlements, in villages but their number is growing in more urbanized settlements, like in Budapest, too. Moreover, they are overrepresented in the economically deprived Northern and Eastern parts of the country, where high number of social transfer recipients live.

Out-migration from Hungary is a more important issue. Due to the low wages, more and more Hungarians try to find job abroad, in Austria, Germany or the UK. Even if the amount of these Hungarians lower than that of similar migrants from the Baltic countries, Albania, Romania or Poland (these latter two countries have much bigger population), the process leads to rising shortages in labor force in the economy.

In consequence of the situation mentioned above, unemployment is low in Hungary in an EU comparison, the rate is 3.7 per cent (2018, aged 16-64). Nevertheless, a regional variation is present in this respect, too; unemployment rate is higher again in the Northern and Eastern parts of the country.

Religion in Hungary is dominated by Christianity. According to the 2011 census, 54 per cent of Hungarians declared to be Christian; out of them 39 per cent was Catholic, 14 per cent was Protestant. At the same time, 27 per cent of the Hungarians did not declare any religious affiliation and 18 per cent declared explicitly to be not religious or even atheist.

Family and child policies

Since the population in Hungary is decreasing, fertility rate is about 1.4, lower than the European average, the government introduced various pro-family and pro-child measures. The most recent one is the so-called seven-point family support package. It includes interest-free loan and giving birth to one/two/three children is a condition; home ownership subsidy program; mortgage deductions, exemption from personal income tax, connected again to the number of children; car purchase program for large family vehicles; increase of nursery places; childcare allowance for grandparents. A further good indicator of family support is the amount of money, the government spends for this purpose, as expressed in the percentage of GDP. In Hungary, this percentage is claimed higher than the average of the OECD countries. Official statistics report about 1.9 per cent of the GDP to spend on family benefits but government sources tend to speak about 4-5 per cent. In any case, the amount as such is not so high given that the GDP is not so high. Still, there is an obvious intention by the conservative government, particularly in rhetoric, to support families and rise of childbirth. Indeed, a large variety of fiscal measures exists, in addition to those mentioned already, like maternity and paternity leave, mothers can have a salaried job and be on maternity leave at the same time, childcare allowance, etc. However, despite of these old and new forms of supporting families and raising more children, low wages are hardly compensated by aids and unfavorable work-life balance is a serious burden on families, too. Families raising children are the major recipients of social transfers but family support is connected to the condition that children attend kindergarten or school depending on their age.

Education system

In Hungary, kindergarten and schools are established and maintained by the state, local governments, minority local governments, legal entities (foundations, churches, etc.) as well as natural persons. There is a tendency that local governments play a declining role but churches play a growing role as school providers. Overall responsibility lies with the Ministry of Human Capacities, which is in charge of education, culture, social affairs, health care, youth and sport. Compulsory education starts at the age 3 with 3 years in kindergarten and it ends at 16.

Nursery is a welfare institution catering for children aged 20 weeks to 3 years and providing professional day care and development; participation is not mandatory. Many children start infants' nursery when they are between 2 and 3 years old at the earliest, when mothers return from maternity leave to the labour market. However, there are not enough places in nurseries,

especially in smaller settlements. Thus, the majority of children are looked after at home until they can start kindergarten at the age of 3 years. Kindergarten education and care is offered for children aged 3-6 and it is compulsory from age 3.

The Hungarian education system has strong similarities to the German school system ("Preussische Schule"). Primary and lower secondary education (ISCED 1, 2) is organized as a single-structure system in 8-grade basic schools, typically for pupils aged 6-14, covering grades 1-8. Upper secondary education (ISCED 3AB) is for pupils aged 14-18, usually covering grades 9-12 and is provided by various types of schools like general secondary schools, vocational secondary schools or vocational schools or vocational school for special education. General secondary schools provide general education and prepare for the secondary school leaving examination, which is the prerequisite for admission to higher education. Moreover, these general secondary schools are also allowed to offer longer programs starting earlier (from grade 5 or 7). It means that completing 12 grades between age 6 and 18 can occur in an 8+4, a 6+6 or a 4+8 system, depending on whether a pupil moves primary to secondary education at age 10, 12 or 14.

As far as the further forms of schools, secondary vocational schools provide general and pre-vocational education, prepare for the secondary school leaving examination and offer vocational post-secondary non-tertiary programs (ISCED 4C). Vocational schools provide general, pre-vocational and vocational education and may also provide remedial lower secondary general education for those who have not accomplished basic school. Students can continue their studies to get upper secondary general school examination certificate after finishing their vocational program. Apparently, the key is whether a secondary school program prepares for school progression to tertiary education or not. This makes the system of primary and secondary education highly flexible and tracked. Selection process and school routes are strongly related parental background and contribute to reproduction of (educational) inequalities.

Another important indicator for the quality of the educational system these days is the country results on the competency tests. Hungary tends to perform below the OECD average in PISA, though there are some ups and downs if waves are compared. Moreover, the impact of socio-economic background on performance of 15-year-olds is also among the largest in the OECD countries with high variance between schools. Obviously, school selection matters and schools do not compensate the advantages various students may bring from home, the family environment. Hungary functions better in TIMSS which is more curriculum based test of pupils' educational performance.

A final feature of the Hungarian educational system is the occurrence of segregation in schools or in classes within one school. This affects the integration of Roma children in the society negatively, above all.

Family environment

As mentioned earlier, family is in the focus of the ideology in Hungary. The conservative Hungarian government finds dangerous the up-to-date trends in demography like decline of marriages, rise of cohabitation or childbirth out of wedlock. There is a strong propaganda for the traditional marriages, family life with children.

Indeed, the marriage rate in Hungary is above the EU average, with 5.2 marriages for 1000 inhabitants. According to Hungarian law, only civil marriages are legally valid but the religious ceremony is optional. At the same time, cohabitation makes 21 per cent of the partnerships. Married and cohabitating partners are not handled equally by law, e.g. in case of inheriting after the death of one partner.

The most typical form is the nuclear family, when children live with both of their mothers and fathers. However, almost one-fifth of children live with a single parent, mostly with the mother and every tenth child lives in a step family (with a biological parent and a stepparent). Three-generation families are not common and they are more characteristic in one-parent families than in two-parent families. Childbirth out of wedlock increased in Hungary, their proportion is 44 per cent (2018). Stability of marriages is important in the governmental propaganda but the divorce rate is still high; in fact more marriages end up with a divorce than the number of new weddings.

Everyday life

The typical Hungarian families are dual earner ones, both parents are working. Depending on their age, children stay in childcare institute or in schools. Many Hungarian work long hours; either working overtime or working in a second job is typical. Since salaries are low in Hungary, this lifestyle is unavoidable for many families if they would like to make ends meet or they want to get ahead financially. It is an important ambition to ensure everything possible to the children and sometimes children even not aware of how much work it costs to their parents. Pupils also spend long hours in school sometimes. Curriculum is demanding, they have many classes, it happens that they start at 7 AM in school, while normally education begins at 8 AM. Many students attend extra programs (language, computer science, music, sport) in the afternoon, making the day even longer.

As mentioned before, work-life balance is a problem in many families. Employers hardly offer opportunities for part-time jobs, home office arrangements. Child friendly, family friendly companies are exceptional – though there are special programs to establish such work conditions at workplaces. Parents may not have enough time to spend with, to talk to their children. Weekends allow more time for families to arrange excursions, cultural or sport activities or to meet friends and relatives. In their leisure time, children spend long hours with social media and use of smart phone, tables, music devices. There is a variation by place of

residence, between children in urban and rural settlements where the whole regional environment differs. Economic situation of the families also has a large impact on children's leisure time activities, e.g. opportunities to travel, to go for holidays.

Unequal childhood

As mentioned already, social inequality is present in the life and in the opportunity structure of children. An important field is educational inequalities. Given that Hungarian schools differ in attributes (facilities, pupil/teacher ratio), there is a huge competition for better quality of schooling in Hungary. Middle class children have better chances, while Roma pupils are definitely disadvantaged in this competition. There are regional differences in this regard, access to education with better quality is more problematic in smaller settlements. Middle class children can be taken by car to a close city for a better school by the parents but poor children could use only public transportation for this aim (there is no school bus system) and this can work only in older age, e.g. in secondary school. Poor young pupils in their early years in education remain segregated in their local schools with lower quality. Then they have higher chance for becoming early school dropouts.

Another aspect is child poverty. According to UNICEF statistics, child poverty is particularly high in Hungary on the one hand, and it had a high growth in recent years, on the other hand. Poverty in Hungary can take extreme forms, even lack of food with proper nutritional value at home. Child poverty is not independent from ethnicity; Roma children are much more affected. Child poverty also varies by region; it is more frequent in the economically deprived Northern and Eastern parts of the country, specifically in smaller towns and villages, where there are less job opportunities, parents are less educated and are often unemployed. Family structure is another factor; children in lone-parent families have higher chance for living under worse financial conditions, even if not necessarily in poverty. The risk of child poverty is higher when the various factors listed above are combined and present at the same time in the family.

Children's right

Hungary ratified the UN Charter of the Rights of the Child in 1990 and there is a Deputy Commissioner in the office of the Parliamentary Human Rights Commissioner who handles cases concerning children. Children's right gets more publicity in relation to family affairs (e.g. violence in the family) and not so much related to cases or events in schools. Following the German style, Hungarian schools are quite hierarchical and disciplined.

1.2 Sampling strategy and outcomes

The Hungarian sample aimed at achieving a nationwide representative sample of children in the three age cohorts with 1000 pupils in each group. The sampling unit was primary schools. A

stratified sampling strategy was applied; in the first step, schools were stratified according to the type of settlement. Four strata were distinguished: Budapest, county seats, towns, and villages. At the same time, there was an intention to cover the country geographically, by 7 seven big regions, as well. In the second step, schools were randomly selected in the settlements chosen before. Size of the school was also taken into account; in fact type of settlement is an indicator for that as schools are larger in Budapest and in the county seats, while schools are smaller in the villages. Nevertheless, another goal was to approach schools where all three age groups are available.

Fieldwork

The survey was carried out by the Fieldwork Department of TARKI. Fieldwork began in December 2018 and was completed in June 2019. During this period, 119 selected schools were approached by the fieldwork staff. First, the principal was asked whether or not the survey can be carried out in the school. Principals in 44 schools were reluctant to let interviewers to enter the school. The survey was allowed to get fielded in 75 schools – this means a response rate of 63 percent at school level. It is important to investigate whether or not refusal in certain schools has an impact on the sample. E.g. refusals occurred more frequently in the case of church-run schools.

In schools which agreed to participate, the next step was to select classes according to the three age groups and parents of pupils were asked for permission to take the questionnaire. Beyond institutional difficulties, mentioned above, lack of parental permission was a problem at individual level; its percentage varies between 20 and 30 percent on average for the three age groups.

Check of distributions (sample vs. population)

There is an opportunity compare the sample to all schools as well as to all pupils in these schools in primary education. The comparison here focuses on checking the achieved sample by type of settlement and size of school. Settlement has four categories by size and size of school is also categorized into four groups. Schools in county seats seem to be overrepresented, while schools in towns seem to be slightly underrepresented. Probably in consequence, larger schools are overrepresented and smaller schools are underrepresented. Deviations are similar at student level. In addition, when looking at the pupils in schools, it seems that they are underrepresented in Central Hungary. (Tables are available upon request.) Datasets have been weighted by type of settlement and size of school in order to correct fielding difficulties described above. (Details are provided upon request.)

Table 1.1. Achieved sample by type of settlement (Observations)

	All	Budapest	County seat	Town	Village
Grade 3	1016	204	298	244	270
Grade 5	1035	163	254	327	291
Grade 7	994	134	312	230	318
Total	3045	501	864	801	879

Table 1.2. Achieved sample by size of school (Observations)

	All	Less than 75 students	75–149 students	150–299 students	More than 300 students
Grade 3	1016	56	190	225	545
Grade 5	1035	44	212	227	552
Grade 7	994	35	193	276	490
Total	3045	135	595	728	1587

1.3. Note on statistical analysis

All differences presented in this report were subject to statistical testing. Where differences are noted as significant, they relate to a p-value at least 0.049. Although the analysis is based on weighted data, as mentioned above, the design effect of clustering in the sample, due to the survey situation, namely that children were surveyed in schools in class groups, is not taken into account. Descriptive statistics presented here are not affected but level of significance for statistical tests may be affected. It is important to keep in mind that the mean values for responses from 8 year old pupils come from 5-point emoticon scales with codes from 0 to 4, while the mean values for responses from 10 and 12 year old pupils come from 11-point Likert scales with codes from 0 to 10.

2. RESULTS

2.1. The participants

The children's ages ranged from 8 to 14 years old. Participants in class 3 were mainly 9 years old (71.4%), 15.8% were 8 years old, and 12.7% were 10 years old. Children in class 5 were mainly 11 years old (69.4%), 14.1% were 10 years old or younger (4 participants with age 8, 9

participants with age 9), and 15.2% were 12 years old. 71.8% of the participants in class 7 were 13 years old, 11.1% were younger (1 child were 11 years old), and 17.0% were 14 years old.

48.0% of the sample were boys and 52.0% were girls.

Table 1 shows the distribution of sample by age and gender.

Table 1. Age by gender (Numbers (%))

	8 year-old	10 year-old	12 year-old	Total
Boy	492 (48.5)	504 (49.0)	460 (46.5)	1456 (48.0)
Girl	522 (51.5)	526 (51.0)	529 (53.5)	1577 (52.0)
Total	1014 (100.0)	1030 (100.0)	990 (100.0)	3033 (100.0)

Missing data: N_{8 year-olds} = 2, N_{10 year-olds} = 5, N_{12 year-olds} = 4

2.2. The home and people children live with

Questions regarding home type were only asked from 10 and 12 year old children. In Hungary, the majority of the respondents lived with their family (98.4%v/ 98.7%), the rest of the pupils lived in foster home or in another type of home (Table 2).

Table 2. Home type in first home (10 and 12 years-old) (%)

	10 year-old (N=1028)	12 year-old (N=992)	Total
I live with my family	98.4	98.7	98.5
I live in a foster home	1.3	1.3	1.3
I live in a children's home	0.0	0.0	0.0
I live in another type of home	0.3	0.1	0.2
Total	100.0	100.0	100.0

90.8% of the 10 years old and 91.6% of the 12 year-old children always or usually sleep in the same homes, while around 10% of the participants regularly sleep in two homes with different adults.

The next question covered overall satisfaction with family members. In the 8 year old group children were asked to answer in 5-point emoticon scale, older children were asked to answer using 11-point Likert-scale. In all cases zero represents the unhappiest or unsatisfied response and the highest value (4 /10) means being most happy or satisfied. The 8 year old group evaluated their satisfaction as 3.8 (SD=0.5), and over 80% of them were very happy with her/

his family members (Table 3). Older children reported about similarly high average satisfaction: both 10 and 12 year-olds evaluated their satisfaction as 9.4 (SD= 1.2), and around 70% of them were totally satisfied with people they live with (Table 4). These results indicate very high level of overall satisfaction with family.

Table 3. Satisfaction with the people you live with (8 year-old) (% , mean and standard deviation)





Satisfaction with ...	N						Mean	SD
The people you live with	1002	0.0	0.6	2.2	16.4	80.8	3.8	0.5

Table 4. Satisfaction with the people you live with (10 and 12 year-old) (% , mean and standard deviation)

Satisfaction with ...	N	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
The people you live with	2014	0.1	0.0	0.1	0.2	0.5	1.7	1.1	3.0	8.9	14.4	69.9	9.4	1.2

There were six questions about children's views on the home and people they live with. The results are summarized in Table 5. Children were most in agreement with statement 'I feel safe at home' and least in agreement with 'My parents and I make decisions about my life together'. It should be noted that this item was asked only from 10 and 12-year olds.

Table 5. Views about home and family (All age groups) (% , mean and standard deviation)

	N	Do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree	Mean	SD
There are people in my family who care about me.	3013	0.4	0.6	3.5	12.3	83.3	3.8	0.6
If I have a problem, people in my family will help me.	3008	0.5	1.5	4.8	17.3	75.9	3.7	0.7
We have a good time together in my family.	3012	0.4	1.2	5.2	16.7	76.5	3.7	0.7
I feel safe at home.	3015	0.2	0.7	1.8	10.6	86.7	3.8	0.5
My parents/carers listen to me and take what I say into account.	2994	1.0	2.1	7.8	21.3	67.7	3.5	0.8
My parents and I make decisions about my life together.*	1973	2.7	3.8	15.2	24.7	53.6	3.2	1.0

*This question was asked only from 10 year-olds and 12 year-olds

2.3. The home where children live

Satisfaction regarding home was also asked from children, from 8 year-olds by using a 5-point emoticon scale, from older age groups by using an 11-point Likert-scale. 8 year-olds evaluated their satisfaction as 3.8 (SD=0.5), and over 80% of them was very happy with the house or flat where she/he lives. 10 and 12 year-olds evaluated their satisfaction very high, as well: 9.5 (SD= 1.3) by 10 year old children and 9.3 (SD= 1.3) by 12-year olds. 74.3% of 10 year old, and 66.9% of 12 year old participants were totally satisfied with his/ her home. All of these results suggest very high level of satisfaction (Table 6, 7).

Table 6. Satisfaction with the house or flat where you live (8 year-old) (% , mean and standard deviation)






Satisfaction with ...	N						Mean	SD
The house or flat where you live	1024	0.0	0.4	2.3	14.4	82.9	3.8	0.5

Table 7. Satisfaction with the house or flat where you live (10 and 12 year-old) (% , mean and standard deviation)

Satisfaction with ...	N	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
The house or flat where you live	2027	0.0	0.0	0.1	0.5	0.8	1.6	1.5	3.2	6.8	15.0	70.4	9.4	1.3

10 and 12 year old children were asked a set of questions about things they have, like own room, own bed, and a quiet place to study. The majority of them had each of the items, but 41.6% shared a room with somebody (Table 8).

Table 8. Things you have (10 and 12 year-old) (%)

Whether you have ...	10 &12 year-old
Own room	58.4
Own bed	94.8
Place to study	93.1

2.4. Friends

Children were asked about overall satisfaction towards their friends. 8 year-olds evaluated their satisfaction as 3.6 (SD= 0.7) in a 5-point emoticon scale which indicates a high level of

satisfaction. Over 90% were happy or very happy with their friends. Older children were asked to use an 11-point Likert-scale when answering. Both age groups can be described with high levels of satisfaction: 10 year-old participants reported 8.9 average point (SD= 1.8), just like the 12 year old participants (M=8.9, SD= 1.5). 53.5% of the 10 year-olds were totally satisfied with friends, while in the 12 year old group 47.4% were totally satisfied. All of these results indicate high level of satisfaction with friends and relationships with them (Table 9, 10).

Table 9. Satisfaction with your friends (8 year-old) (% , mean and standard deviation)


Satisfaction with ...	N						Mean	SD
Your friends	1007	0.4	0.9	5.9	24.9	68.0	3.6	0.7

Table 10. Satisfaction with your friends (10 and 12 year-old) (% , mean and standard deviation)

Satisfaction with ...	N	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
Your friends	2003	0.4	0.3	0.4	0.5	0.6	2.4	3.1	7.0	13.1	21.0	51.0	8.9	1.6

As Table 11 shows, views about friends were very positive. About two-thirds of participants totally agreed that they have enough friends (66.6%) and they get along well together (63.3%). The majority of children agreed a lot or totally agreed that if they have a problem, a friend will support them (90.8%). Children were least in agreement with the item 'My friends are usually nice to me.' Percentage for total agreement is relatively low (just a bit more than half of the children) in the case of this item, compared to the other three items regarding their friends or friendships.

Table 11. Views about home and family (All age groups) (% , mean and standard deviation)

	N	Do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree	Mean	SD
I have enough friends.	2967	2.3	3.1	8.6	19.4	66.6	3.5	0.9
My friends are usually nice to me.	2985	1.3	3.5	13.4	28.9	52.8	3.3	0.9
Me and my friends get along well together.	2990	1.1	2.1	9.2	24.3	63.3	3.5	0.8
If I have a problem, I have a friend who will support me.	2965	1.6	2.4	5.4	14.8	75.9	3.6	0.8

2.5. School

Satisfaction regarding school life was summarized in Table 12 (8 year-olds) and Table 13 (10 and 12 year-olds). In Hungary, the highest satisfaction was reported by all age groups regarding things that have been learned at school, while participants were at least satisfied with the life as a student. Concerning the results, it seems that children were overall moderately satisfied with their school life.

Table 12. Satisfaction with school life (8 year-old) (% , mean and standard deviation)






Satisfaction with ...	N						Mean	SD
Life as a student	992	3.9	2.8	14.8	35.8	42.7	3.1	1.0
Things have learned at school	1002	0.9	1.8	8.7	29.3	59.3	3.4	0.8
Other children in the class	994	1.9	3.1	16.7	32.1	46.2	3.2	0.9

Table 13. Satisfaction with school life (10 and 12 year-olds) (% , mean and standard deviation)

Satisfaction with ...	N	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
Life as a student	2011	1.5	1.1	1.5	2.4	3.5	10.9	8.3	15.0	21.5	15.1	19.1	7.3	2.3
Things have learned at school	2007	0.6	0.4	0.7	1.8	2.8	6.9	6.7	11.3	18.9	20.5	29.2	8.0	2.0
Other children in the class	2006	1.0	1.0	1.5	2.7	2.8	8.0	7.2	11.1	17.1	20.7	26.7	7.8	2.3

There were six (seven for 10 and 12 year-olds) questions about children's views on school life, specifically teachers, schoolmates, decisions and sense of security at school. The results are summarized in Table 14. Children were most in agreement with statement 'I feel safe at school' and least in agreement with 'There are a lot of arguments between children in my class' (even if this reversed item was recoded) and 'I have opportunities to make decisions about things that are important to me'. This latter item was asked only from 10 and 12 year old pupils.

Table 14. Views about school life (All age groups) (% , mean and standard deviation)

	N	Do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree	Mean	SD
My teachers care about me.	2961	1.6	4.7	18.7	27.4	47.7	3.2	1.0
If I have a problem at school my teachers will help me.	2982	1.8	4.9	14.8	26.2	52.4	3.2	1.0
If I have a problem at school other children will help me.	2965	2.7	6.1	18.7	29.1	43.4	3.0	1.1
There are a lot of arguments between children in my class.	2939	12.3	21.9	24.1	16.6	25.1	2.2	1.4
My teachers listen to me and take what I say into account.	2948	2.2	5.1	16.5	26.5	49.8	3.2	1.0
I have opportunities to make decisions about things that are important to me.*	1933	3.8	7.9	22.3	29.3	36.7	2.9	1.1
I feel safe at school.	2961	1.9	3.6	10.8	25.4	58.3	3.6	0.9

*This question was asked only from 10 year-olds and 12 year-olds

Children were asked about frequency regarding aggressive or offending behavior against them at school (Table 15). The majority of children have been never hit by a schoolmate (61.9%), never called unkind names by other children (45.0%), and never left out by classmates (56.7%). It should be noticed that there are around 18% of participants who have been hit two or more times by others, 33.1% have been called two or more times unkind names, and 22.4% experienced two or more times being left out at school.

Table 15. Bullying (All age groups) (%)

How often:	Never	Once	Two or 3 times	More than three times
Hit by other children in your school	61.9	20.2	10.5	7.3
Called unkind names by other children in your school	45.0	21.9	14.7	18.4
Left out by other children in your class	56.7	20.8	11.1	11.3

2.6. The area where children live

Children generally had a high degree of satisfaction with their local area (Table 16, 17). 8 year-olds evaluated their satisfaction as 3.6 (SD= 0.8) in a 5-point emoticon scale, over 90% were happy or very happy with their friends. Older children reported also high levels of satisfaction: 10 year old children reported 8.9 average point (SD= 1.7), 12 year old participants 8.7 average

point (SD= 1.7) by using an 11-point Likert-scale. While 51.9% of the 10 year old children were totally satisfied with the neighborhood where they live, only 45.2% of 12 year-olds were totally satisfied with the local area.

Table 16. Satisfaction with local area (8 year-old) (% , mean and standard deviation)






Satisfaction with ...	N						Mean	SD
The area where you live	1010	1.2	2.1	6.0	22.7	68.0	3.6	0.8

Table 17. Satisfaction with local area (10 and 12 year-olds) (% , mean and standard deviation)

Satisfaction with ...	N	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
The area where you live	2000	0.4	0.3	0.5	1.0	1.2	3.0	4.2	5.4	15.2	20.9	48.1	8.8	1.7

Over 80% agreed a lot or totally with statements 'I feel safe when I walk around the area I live in' and 'In my area there are enough places to play or to have a good time'. Children were least in agreement with statement 'In my local area, I have opportunities to participate in decisions about things that are important to children'. This item was asked only from 10 and 12 year-olds (Table 18).

Table 18. Views about local area (All age groups) (% , mean and standard deviation)

In my area, I live in...	N	Do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree	Mean	SD
I feel safe when I walk around in the area I live in.	2974	1.8	2.9	11.2	25.6	58.6	3.7	0.9
In my area there are enough places to play and have a good time.	2974	4.2	3.7	10.4	18.1	63.5	3.3	1.1
If I have a problem there are people in my local area who will help me.	2817	7.9	8.3	16.5	21.3	45.9	2.9	1.3
Adults in my local area are kind to children.	2819	2.4	5.5	15.5	24.8	51.9	3.2	1.0
In my local area, I have opportunities to participate in decisions about things that are important to children.*	1696	17.5	10.2	22.0	21.2	29.1	2.3	1.4
Adults in my area listen to children and take them seriously.	2781	4.1	6.8	18.5	24.7	45.8	3.0	1.1

*This question was asked only from 10 year-olds and 12 year-olds

2.7. Money and things children have

Children were asked a set of questions about things they have – a shorter list was used for 8 year-olds. Question about worry regarding money of family was asked from all age groups. Our results show that while over a half of children never worry about how much money their family has, 28% is sometimes worried about it, and there are about 15% who often or always worries about the financial situation of the family. The youngest age group seems to be the most concerned, more than 25% of the 8 year-olds worries often or always about money (Table 19).

Table 19. How often do you worry about how much money your family has? (%)

	8 year-old	10 year-old	12 year-old	Total
Never	48.3	58.5	62.1	56.4
Sometimes	26.3	29.2	28.9	28.0
Often	12.6	8.5	7.0	9.6
Always	12.8	3.8	2.0	6.0
Total	100.0	100.0	100.0	100.0

The majority of children were very happy with the things they had (Table 20, 21). Satisfaction with own belongings has been evaluated by 8 year-olds as 3.8 (SD= 0.4), by 10 year old children as 9.5 (SD= 1.1), and by 12 year old participants as 9.4 (SD= 1.0). 85.9% of 8 year-old age group scored the maximum and 70.2% of 10 and 12 year-olds scored the maximum, as well.

Table 20. Satisfaction with all the things you have (8 year-olds) (% , mean and standard deviation)






Satisfaction with ...	N						Mean	SD
Things you have	1009	0.1	0.0	1.3	12.7	85.9	3.8	0.4

Table 21. Satisfaction with all the things you have (10 and 12 year-olds) (% , mean and standard deviation)

Satisfaction with ...	N	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
Things you have	2018	0.0	0.0	0.0	0.3	0.3	1.1	0.9	2.6	7.8	16.7	70.2	9.5	1.1

Table 22 shows the frequency of occurrence when children do not have enough food to eat each day. According to the Hungarian data, the proportion of children who do not have sufficient food each day is very low, around 1% in our sample.

Table 22. Do you have enough food to eat each day? (%)

	8 year-old	10 year-old	12 year-old	Total
Never	0.3	0.0	0.0	0.1
Sometimes	1.7	0.6	0.6	0.9
Often	3.3	4.2	2.9	3.6
Always	94.7	95.2	96.5	95.4
Total	100.0	100.0	100.0	100.0

The majority of respondents own most of the things which were listed and asked, like clothes and shoes in good condition, access to Internet at home, and equipment for school, sports, and hobbies etc. A large majority of Hungarian children, close to 90% or even above 90% possess these items. However, 30% of the 8 year-olds did not have any mobile phone (Table 23).

Table 23. The things children have (%)

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	1.0	99.0	0.2	99.8	0.4	99.6	0.6	99.4
Enough money for school trips and activities	3.0	97.0	2.0	98.0	0.4	99.6	2.0	98.0
Access to the Internet at home	5.2	94.8	2.3	97.7	1.5	98.5	3.2	96.8
The equipment/things you need for sports and hobbies	9.4	90.6	5.5	94.5	4.6	95.4	6.8	93.2
Pocket money/ money to spend on yourself	11.9	88.1	7.0	93.0	8.0	92.0	9.1	90.9
Two pairs of shoes	1.8	98.2	1.4	98.6	0.6	99.4	1.4	98.6
A mobile phone	30.0	70.0	6.8	93.2	3.2	96.8	13.6	86.4
The equipment/things you need for school	1.6	98.4	1.0	99.0	0.3	99.7	1.0	99.0

A further set of questions was asked from 10 and 12 year old participants regarding material and economic circumstances. These questions partly relate to facilities at home like electricity, running water or toilet; or relate to electric equipment supply in the household or vehicles. Details on distribution of having these items are shown in Table 24 and 25. Almost all of the

Hungarian children in this survey live in homes with the required facilities and the large majority (over 90%) has the listed electronic devices. Possessing car in the household is bit less frequent but it is also above 80%.

Table 24. Does your home have (%)

Electricity

All of the time	99.0
Some of the time	0.6
Not at all	0.4

Running water

Yes	97.8
No	1.6
Not sure	0.6

A toilet that flushes

Yes	95.2
No	3.2
Not sure	1.6

Table 25. Descriptive statistics on family's material possessions (%)

Which of the following does your family have

	No	Yes
A computer (including laptops and tablets)	4.1	95.9
A television	1.1	98.9
A fridge/freezer	0.2	99.8
A radio	25.0	75.0
A telephone (landline or mobile)	0.2	99.8
A family car / van / motorbike / etc.	16.2	83.8

2.8. Time use

According to our results, children were happy with their time use (Table 26, 27). 8 year-olds evaluated their satisfaction as 3.6 (SD= 0.7) in a 5-point emoticon scale, and around 70% were very happy with time use. Older participants reported also high levels of satisfaction regarding time use: while children aged 10 years old reported 8.8 average point (SD= 1.5), 12 year old participants 8.4 average point (SD=1.7) by using an 11-point Likert-scale. 46.5% of the 10 year

old children were totally satisfied with how they use their time but altogether 34.0% of 12 year-olds reported total satisfaction regarding time use.

10 and 12 year-olds were also asked about how satisfied they are with the amount of their free time. Our results show that while over a half of 10 years old children were totally satisfied with amount of free time, only 38.7% were from the 12 years old group (Table 27).

Table 26. Satisfaction with time use (8 year-old) (% , mean and standard deviation)






Satisfaction with ...	N						Mean	SD
How you use your time	1011	0.4	0.5	6.5	23.0	69.6	3.6	0.7

Table 27. Satisfaction with time use (10 and 12 year-olds) (% , mean and standard deviation)

Satisfaction with ...	N	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
How you use your time	2015	0.2	0.3	0.2	0.7	0.8	3.5	5.0	8.6	17.6	22.7	40.3	8.6	1.7
How much free time you have to do what you want	2009	1.1	0.7	1.0	1.6	1.9	4.3	5.6	7.3	12.6	16.9	47.0	8.4	2.2

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

OLS (Overall Subjective Well-Being)

One question about satisfaction with life as a whole was asked from all age group. According to the Hungarian results, children were happy with their life as a whole (Table 28, 29). 8 year-olds evaluated their satisfaction as 3.7 (SD= 0.6) in a 5-point emoticon scale, and around three-quarter of them were very happy with his or her life. Most of the 10 and 12 years old children were very satisfied with their life, as well: while 10 year old children reported 9.3 average point (SD= 1.5), 12 year old participants 8.9 average point (SD=1.8) by using an 11-point Likert-scale. 68.9% of the 10 year old children were totally satisfied with his or her life as a whole but only 56.8% of 12 year-olds reported similar total satisfaction.

Table 28. Satisfaction with life as a whole (8 year-olds) (% , mean and standard deviation)






Satisfaction with ...	N						Mean	SD
Your life as a whole	1002	0.5	0.6	4.4	18.5	76.0	3.7	0.6

Table 29. Satisfaction with life as a whole (10 and 12 year-olds) (% , mean and standard deviation)

Satisfaction with ...	N	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
Your life as a whole	2003	0.3	0.5	0.6	0.7	0.7	2.5	2.4	3.6	8.1	18.2	62.3	9.1	1.7

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

Cognitive subjective well-being of children was measured with 6 items (based on the Student Life Satisfaction Scale by Huebner, 1991). Our results indicated that participants both from the 8 year-old group, and from the older age groups were most in agreement with statements 'I am happy with my life', 'I have a good life', and 'I like my life', and least in agreement with 'The things that happen in my life are excellent'. Nevertheless, children's answers showed high level of satisfaction and gladness with their life (Table 30, 31).

Table 30. CW-SWBS items (8 year-olds) (mean and standard deviation, %)






	N						Mean	SD
I enjoy my life	991	0.7	1.4	6.2	16.4	75.3	3.6	0.7
My life is going well	989	1.3	1.4	8.2	18.0	71.2	3.6	0.8
I have a good life	1004	1.1	1.3	3.6	16.3	77.6	3.7	0.7
The things that happen in my life are excellent	990	1.5	2.4	9.7	19.1	67.3	3.5	0.9
I like my life	995	0.8	1.0	5.1	15.1	78.1	3.7	0.7
I am happy with my life	995	0.8	0.6	3.3	12.0	83.4	3.8	0.6

Table 31. CW-SWBS items (10 and 12 year-olds) (mean and standard deviation, %)

	N	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
I enjoy my life	2009	0.5	0.4	0.5	0.9	1.0	4.0	3.0	6.8	10.1	18.0	54.8	8.8	1.8
My life is going well	2004	0.4	0.4	0.4	0.8	1.5	3.4	3.2	5.8	11.7	19.9	52.4	8.8	1.8
I have a good life	1990	0.2	0.2	0.3	0.6	1.5	3.1	2.5	4.3	7.7	15.9	63.9	9.1	1.6
The things that happen in my life are excellent	1994	0.8	0.1	1.0	1.4	1.9	4.0	4.0	7.8	12.4	21.5	45.2	8.6	2.0
I like my life	2002	0.6	0.4	0.6	1.3	1.4	2.8	2.6	3.7	8.0	13.6	64.7	9.0	1.9
I am happy with my life	2008	0.6	0.3	0.8	1.0	0.9	2.4	2.9	2.7	5.3	12.3	70.6	9.2	1.8

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

Domain based cognitive subjective well-being was assessed with 5 items among all participants (based on the Brief Multidimensional Student Life Satisfaction Scale by Seligson, Huebner & Valois, 2003). Items were covered the satisfaction regarding the following domains: family and school life, friends, neighborhood and appearance.

Some similarities could be observed among the 8 year-olds like the older children. Namely, children overall were the most satisfied with their family, and at least with their life as a student. Satisfaction with friends, appearance and local area show moderate differences between the 8 year old and older children. While almost 70% of the 8 year old participants were totally satisfied with their friends, only half of the 10 and 12 year-olds reported, that they were totally satisfied. 60% of the younger children were completely happy with the way that she or he looks, the proportion of full satisfaction among older children is lower (41.7%) (Table 32, 33).

Table 32. CW- DBSWBS items (8 year-olds) (mean and standard deviation, %)






Satisfaction with	N						Mean	SD
The people you live with	1002	0.0	0.6	2.2	16.4	80.8	3.8	0.5
Your friends	1007	0.4	0.9	5.9	24.9	68.0	3.6	0.7
Your life as a student	992	3.9	2.8	14.8	35.8	42.7	3.1	1.0
The area where you live	1010	1.2	2.1	6.0	22.7	68.0	3.5	0.8
The way that you look	1002	2.0	1.7	10.0	26.5	59.8	3.4	0.9

Table 33. CW- DBSWBS items (12 year-olds) (mean and standard deviation, %)

Satisfaction with	N	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
The people you live with	2014	0.1	0.0	0.1	0.2	0.5	1.7	1.1	3.0	8.9	14.4	69.9	9.4	1.2
Your friends	2003	0.4	0.3	0.4	0.5	0.6	2.4	3.1	7.0	13.1	21.0	51.0	8.9	1.6
Your life as a student	2011	1.5	1.1	1.5	2.4	3.5	10.9	8.3	15.0	21.5	15.1	19.1	7.3	2.3
The area where you live	2000	0.4	0.3	0.5	1.0	1.2	3.0	4.2	5.4	15.2	20.9	48.1	8.8	1.7
The way that you look	1984	2.2	1.1	1.1	2.0	2.8	5.3	4.9	7.9	13.0	18.0	41.7	8.2	2.4

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

Affective subjective well-being was also measured (based on Barrett & Russell, 1998). We asked students that how often they felt happiness, calm, energy, sadness, stress, and boredom in the last two weeks. A shorter list was used for 8 year-olds, only frequency of happiness and sadness were asked. According to the answers of the 8 year-olds, more than a half of them were always happy in the last two weeks, and further around 40% were often happy. 58.1% were sometimes sad, 14.8% felt often sadness while there are 2.7% who were always sad in that two weeks.

Data of the 10 and 12 year old participants show that positive effects, like happiness and energy were felt extremely often by around half of the respondents. Calm was also common affect among 10 and 12 year-olds, around 40% of children felt it moderately or extremely often.

Regarding the negative affects it can be observed that there are almost 15% who felt sadness and/or stress considerably or extremely often. One-fifth of the children reported that he or she bored in the last two weeks moderately or extremely often (Table 34, 35).

Table 34. CW-PNAS items (8 year-olds) (%)





Last two weeks: How often feeling	N				
		Never	Sometimes	Often	Always
Happy	973	0.2	5.9	37.6	56.2
Sad	932	24.5	58.1	14.8	2.7

Table 35. CW-PNAS items (10 and 12 year-olds) (%)

Last two weeks: How often feeling	N	0	1	2	3	4	5	6	7	8	9	10
		Not at all										Extremely
Happy	1998	0.3	0.3	0.8	1.0	1.4	3.8	3.3	6.3	13.2	21.5	48.3
Calm	1973	1.7	1.0	1.4	2.7	2.4	8.0	5.9	8.5	16.0	16.3	36.1
Full of energy	1956	1.6	0.6	1.6	1.6	2.3	4.7	3.7	6.8	10.8	15.7	50.6
Sad	1976	24.7	16.0	13.7	11.0	5.2	8.5	3.7	5.7	5.2	3.0	3.1
Stressed	1943	33.0	13.7	10.2	6.8	4.8	8.2	4.1	5.1	5.6	4.1	4.1
Bored	1993	20.9	11.5	10.1	8.4	5.4	9.5	6.2	6.6	6.4	5.5	9.3

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

With 6 items psychological subjective well-being was also measured among 12 year-olds (based on Ryff, 1989). Table 36 shows that 12 years old children were most in agreement with 'People

are generally pretty friendly towards me' and 'I have enough choice about how I spend my time'. Most of them also thought that they are good at managing responsibilities and felt positive about future. 12 year-olds were least in agreement with statement 'I feel that I am learning a lot at the moment'.

Table 36. CW-PSWBS items (12 year-olds) (mean and standard deviation, %)

How much you agree with	N	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
I like being the way I am	985	2.5	1.4	0.7	2.3	3.0	5.6	4.4	8.6	13.5	17.9	40.0	8.1	2.5
I am good at managing my daily responsibilities	984	0.2	0.5	0.3	1.4	2.6	3.9	3.7	5.9	15.0	24.3	42.1	8.6	1.8
People are generally pretty friendly towards me	977	0.4	0.2	0.4	0.4	1.1	3.3	2.7	8.6	14.0	24.2	44.6	8.8	1.7
I have enough choice about how I spend my time	985	0.4	0.3	0.8	1.2	1.7	3.8	3.4	6.5	11.9	18.2	51.8	8.8	1.9
I feel that I am learning a lot at the moment	981	3.3	1.2	2.4	3.3	5.5	9.0	7.1	14.7	17.6	14.7	21.2	7.1	2.6
I feel positive about my future	983	0.5	0.4	1.0	1.6	1.5	4.5	4.5	9.3	14.3	24.0	38.3	8.4	2.0

2.10. Children perceptions about their country

All age group were asked whether they knew children's rights and knew about the UN Convention on the Rights of the Child or not. More than a third (37.8%) of children gave a positive answer to the question 'I know what rights children have'. However, just around 10% of the participants said that they knew about the children's rights convention. According to the answers, rights of children were completely unknown for the third (30.3%) of the 8 year-olds, a quarter (27.8%) of the 10 year-olds, and 15% of the 12 year-olds. Even higher are the proportions of 'no-answers' regarding the UN Convention: 75.0% of the 8 year-olds, 61.8% of the 10 year-olds, and 43.4% of the 12 year-olds responded, that they did not know about the convention (Table 37).

Table 37. Children's rights (All age group) (%)

		8 year-olds	10 year-olds	12 year-olds	Total
I know what rights children have	No	30.3	27.8	15.1	24.8
	Not sure	34.0	35.5	44.1	37.4
	Yes	35.7	36.7	40.8	37.8
	Total	100.0	100.0	100.0	100.0
I know about the UN Convention on the Rights of the Child	No	75.0	61.8	43.4	59.4
	Not sure	16.5	28.5	40.6	28.8
	Yes	8.5	9.7	16.0	11.8
	Total	100.0	100.0	100.0	100.0

3. CONCLUSIONS

3.1. Key points

Children in Hungary live most often in a nuclear family with their biological parents and they are highly satisfied with family members. There are people in their family who care about them, they feel safe at home, they have a good time together but they are not so much involved into common decision-making.

Home and its surroundings count as a safe place for children and they are satisfied with the area where they live; there is enough place to play and to have a good time. Over a half of children has own room and the majority of children has own bed and a quiet place to study.

Children are satisfied with their friends. Most of them have enough friends and in case of a problem they can rely on friends and their support.

Children in Hungary are mostly satisfied with things they learn at school but they evaluated life as a student more critical. Although they feel safe at school, they did not have opportunities to make decisions in questions that concern them and they evaluated satisfaction regarding teachers' caring and support only moderately high. The majority of children have been never hit by a schoolmate, never called unkind names by other children, and never left out by classmates.

The youngest age group seems to be the most concerned about family money, more than a quarter of the 8 year-olds worries often or always about money. On the other hand, children overall are satisfied with their own belongings. The majority of respondents own enough clothes and shoes in good condition, access to Internet at home, and equipment for school, sports, and hobbies. They also satisfied with the way how they use their own time.

While children in Hungary reported roughly equally that they know what rights children have, the UN Convention on the Rights of the Child was fairly unknown for the majority of them.

Testing children's well-being with different subjective well-being scales confirmed our results about high levels of satisfaction regarding relationships, home, local area, own belongings and time use. However, we would like to highlight the result that there are more than 10% of children who felt sadness and/or stress considerably or extremely often (at least in the last two weeks before the assessment).

So far few gender differences appeared for well-being among Hungarian children. We found more age differences; older pupils tend to be more critical compared to the younger ones. In sum, children expressed more critical views about their circumstances and situation in the school (teachers, schoolmates) compared to their opinion on family, home, neighborhood, friends or material conditions.

3.2 Possible limitations

Taking into account the fieldwork procedure described earlier, there is at least two kinds of selection effect in the data. Firstly, school principals decided about giving permission to interviewers to carry out the survey and we have no idea about the reasons their decision was based on. Second, parents decided about giving permission to include their child in the survey and we have no idea about the reasons their decision was based on. We assume that both schools and parents vary in terms of their "habitus" and the consequence of their decision brings an unmeasured heterogeneity in the data. Based on few (demographic) criteria data were weighted but this handles the problems to a limited extent only. In fact, we have no idea whether subjective well-being for Hungarian children is overestimated or underestimated in the data. It can even happen that various effects moving in opposite directions neutralize selectivity and the measurement error is not enormous.

In the first contextual part of this report, a section was devoted to child poverty in Hungary. Given the concern, regarding this problem in a relatively low-income society (in European terms), it is somewhat surprising that pupils sampled in this survey report about good material conditions and turn out to be satisfied with their financial situation.

Concluding comments

This report has been intentionally descriptive. The data we have gathered has many potential for further use, for deeper (multivariate) analysis on within country variation e.g. by region, in addition to gender and age differences. We also plan methodological exercises to investigate the quality of the data. There is opportunity to add school-level macro information on the actual schools which participated in the survey. Finally, we definitely plan to place Hungary on the children's well-being map and to compare our data to those from other countries, to prepare cross-country analyses.

Appendix: Statistical Tables

2.2. The home and people children live with

Table A1 and A2 summarize variations in responses in these six questions regarding home and family. There were no significant differences by gender. Children's level of agreement showed significant differences by age group regarding family help ($p < .005$) and having good time together ($p < .001$). By family type there were significant differences regarding family help ($p < .005$), having a good time together ($p < .001$) and making decisions together ($p < .001$).

Table A1. Variations in home (All age groups) (Mean (standard deviation))

	Family care	Family help	Good time together	Feel safe at home	Parents listen	Making decisions together*
Gender						
Boy	3.8 (0.6)	3.7 (0.7)	3.7 (0.7)	3.8 (0.5)	3.6 (0.8)	3.3 (1.0)
Girl	3.8 (0.6)	3.6 (0.7)	3.7 (0.7)	3.8 (0.4)	3.5 (0.8)	3.2 (1.0)
Age Group						
8 year-olds	3.8 (0.6)	3.7 (0.69)	3.7 (0.6)	3.8 (0.6)	3.6 (0.8)	-
10 year-olds	3.8 (0.5)	3.7 (0.65)	3.7 (0.7)	3.8 (0.5)	3.5 (0.8)	3.2 (1.0)
12 year-olds	3.8 (0.5)	3.6 (0.71)	3.6 (0.7)	3.9 (0.4)	3.5 (0.8)	3.2 (1.0)
Total	3.8 (0.6)	3.7 (0.7)	3.7 (0.7)	3.8 (0.5)	3.5 (0.8)	3.2 (1.0)

*This question was asked only from 10 year-olds and 12 year-olds

Table A2. Variations in home (10 and 12 year-olds) (Mean (standard deviation))

	Family care	Family help	Good time together	Feel safe at home	Parents listen	Making decisions together
Family type						
Mother and father	3.8 (0.5)	3.7 (0.6)	3.7 (0.6)	3.9 (0.4)	3.5 (0.8)	3.3 (1.0)
Parent and stepparent	3.8 (0.5)	3.6 (0.8)	3.5 (0.8)	3.8 (0.5)	3.4 (0.9)	3.1 (1.1)
Lone parent	3.8 (0.5)	3.6 (0.7)	3.6 (0.8)	3.8 (0.5)	3.5 (0.9)	3.2 (1.1)
Other	3.7 (0.7)	3.5 (0.9)	3.5 (0.8)	3.8 (0.6)	3.4 (0.9)	2.9 (1.3)
Total	3.8 (0.5)	3.7 (0.7)	3.6 (0.7)	3.8 (0.5)	3.5 (0.8)	3.2 (1.0)

2.4. Friends

Table A3 summarizes variations in responses about friends. There were significant differences by gender in the following statements ($p < 0.001$): 'I have enough friends', 'My friends are usually nice to me', and 'If I have a problem, I have a friend who will support me'. Children's level of agreement showed significant differences by age group ($p < 0.001$) regarding the enough amount and the kindness of friends.

Table A3. Variations in friends (All age groups) (Mean (standard deviation))

	Friends Enough	Friends Nice	Friends On	Get Friends Support
Gender				
Boy	3.5 (0.9)	3.2 (1.0)	3.5 (0.8)	3.5 (0.9)
Girl	3.4 (1.0)	3.4 (0.9)	3.5 (0.8)	3.7 (0.7)
Age Group				
8 year-olds	3.5 (0.9)	3.4 (0.9)	3.5 (0.9)	3.6 (0.9)
10 year-olds	3.4 (1.0)	3.2 (1.0)	3.5 (0.9)	3.6 (0.8)
12 year-olds	3.5 (0.9)	3.3 (0.8)	3.5 (0.7)	3.6 (0.7)
Total	3.5 (0.9)	3.3 (0.9)	3.5 (0.8)	3.6 (0.8)

2.5. School

Table A4 summarizes variations in responses in these seven questions about school life. There were no significant differences by gender. Children's level of agreement showed significant differences by age group ($p < 0.001$) regarding all of the 7 items. There is a clear pattern that older pupils are less satisfied with school life. There is at least 0.5 point or even bigger difference in the means for the items on "teachers care", "teachers help", "schoolmate support" "school arguments" or "teachers listen". Safety is school displays smaller age variation.

Table A5 summarizes variations in responses about bullying. Children's level of agreement showed significant differences both by gender ($p < 0.001$) and age group ($p < 0.001$) regarding all of the 3 items.

Table A4. Variations in school life (All age groups) (Mean and standard deviation)

	Teachers care	Teachers help	Schoolmate s support	School arguments	Teachers listen	School decisions*	Feel safe at school
Gender							
Boy	3.2 (1.0)	3.3 (1.0)	3.1 (1.0)	2.2 (1.4)	3.2 (1.0)	2.9 (1.1)	3.3 (1.0)
Girl	3.2 (1.0)	3.2 (1.0)	3.0 (1.1)	2.2 (1.3)	3.2 (1.0)	2.9 (1.1)	3.4 (0.9)
Age Group							
8 year-olds	3.5 (0.8)	3.6 (0.7)	3.3 (1.0)	2.4 (1.4)	3.5 (0.8)	-	3.5 (0.9)
10 year-olds	3.1 (1.0)	3.2 (1.0)	3.0 (1.1)	2.4 (1.3)	3.2 (1.0)	2.9 (1.2)	3.3 (1.0)
12 year-olds	2.8 (1.0)	2.9 (1.1)	2.9 (1.0)	1.9 (1.3)	2.8 (1.0)	2.8 (1.1)	3.3 (0.9)
Total	3.2 (1.0)	3.2 (1.0)	3.0 (1.1)	2.2 (1.4)	3.2 (1.0)	2.9 (1.1)	3.6 (0.9)

*This question was asked only from 10 year-olds and 12 year-olds

Table A5. Variations in bullying (All age groups) (Mean and standard deviation)

	Hit by other children in school	Mocked by other children in school	Left out by other children in class
Gender			
Boy	0.8 (1.0)	1.2 (1.2)	0.7 (1.0)
Girl	0.5 (0.8)	1.0 (1.1)	0.8 (1.1)
Age Group			
8 year-olds	0.8 (1.1)	1.1 (1.2)	1.0 (1.1)
10 year-olds	0.7 (0.9)	1.2 (1.2)	0.8 (1.1)
12 year-olds	0.4 (0.7)	0.9 (1.1)	0.5 (0.9)
Total	0.6 (0.9)	1.1 (1.2)	0.8 (1.0)

2.6. The area where children live

Table A6 summarizes variations by gender and age group in responses about local area. Children's level of agreement showed significant differences both by gender and age group regarding almost every items (except Area Safe Walk) ($p < 0.005$).

Table A6. Variations in local area (All age groups) (Mean and standard deviation)

	Area Walk	Safe To Play	Area Places	Local People Support	Local Adults Kind	Local Are Decisions*	Local Adults Listen
Gender							
Boy	3.4 (0.9)	3.4 (1.0)	2.9 (1.3)	3.2 (1.0)	2.4 (1.4)	3.0 (1.2)	
Girl	3.3 (0.9)	3.3 (1.1)	2.9 (1.3)	3.2 (1.0)	1.4 (1.4)	3.0 (1.1)	
Age Group							
8 year-olds	3.4 (1.0)	3.5 (1.0)	3.0 (1.3)	3.3 (1.0)	-	3.3 (1.1)	
10 year-olds	3.3 (0.9)	3.4 (1.1)	2.9 (1.3)	3.2 (1.0)	2.5 (1.5)	3.0 (1.1)	
12 year-olds	3.4 (0.8)	3.1 (1.1)	2.8 (1.2)	3.1 (1.0)	2.2 (1.4)	2.8 (1.1)	
Total	3.7 (0.9)	3.3 (1.1)	2.9 (1.3)	3.2 (1.0)	2.3 (1.4)	3.0 (1.1)	

*This question was asked only from 10 year-olds and 12 year-olds

2.9. Subjective well-Being

In line with the Data Science Guidance for Wave 3, scores by each well-being scale were rescaled so that they range from zero to 100. The distribution of scores is shown in Table A7.

Table A7. Distribution of scores on the well-being scales (SWBS, DBSWBS, PNAS, PWBS)

Scores	% of 10- and 12 year-olds			
	SWBS	DBSWBS	PNAS	PWBS*
0 to 4	0.1	0.0	0.0	0.0
5 to 9	0.0	0.0	0.1	0.0
10 to 14	0.3	0.0	0.0	0.0
15 to 19	0.4	0.0	0.1	0.2
20 to 24	0.3	0.1	0.0	0.1
25 to 29	0.4	0.1	0.2	0.3
30 to 34	0.8	0.2	1.0	0.6
35 to 39	0.3	0.2	1.9	0.6
40 to 44	0.7	0.6	4.1	1.4
45 to 49	1.1	0.3	9.9	0.7
50 to 54	1.6	1.2	25.9	1.7
55 to 59	1.5	1.3	16.8	2.4
60 to 64	1.6	2.7	12.1	3.1

65 to 69	2.0	3.7	10.1	4.2
70 to 74	2.9	7.6	7.6	5.6
75 to 79	3.0	7.1	3.9	9.5
80 to 84	5.8	16.7	2.9	13.1
85 to 89	7.2	12.7	1.3	12.8
90 to 94	14.1	24.0	1.4	21.5
95 to 99	22.9	13.4	0.6	15.5
100	33.7	8.2	0.5	6.8

*Items of this scale were asked only from 12 year-olds

Children's Worlds National Report

INDIA



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1. Introduction

1.1 Context and population

Population

According to Indian Census 2011, the population of India is 1,210,854,977 with 623, 724, 248 males and 586,469, 174 females. India's population in 2018 is estimated at 1.35 billion based on the most recent United Nations data (July 1, 2018). 1 of every 6 people on the planet live in India, and between the 2001 and 2011 censuses, the country grew by 17.7%, adding 181.5 million people. The country has doubled in size in just 40 years, and is expected to unseat China as the world's most populated country in the next couple decades. India's current yearly population growth rate is 1.11%. While the number of Indians living in urban areas has increased over the last two decades, about 67% of people still live in rural areas. In 2011, India had a literacy rate of 74%, 82% for men and 65% for women.

There are 6 metro cities in the country. Kolkata is one of them. For India, the area to survey is the city of Kolkata, administered by the Kolkata Municipal Corporation. The Kolkata Municipal Corporation has population of 4,496,694 of which 2,356,766 are males while 2,139,928 are females as per report released by the Census of India 2011. The city covers an area of 205 sq.km.³ Different religious groups of people are residents of the city. Hindus are majority (76.51%) followed by Muslims (20.6%). People belonging to other religion are Christian (0.88%), Sikh (0.31%) and Buddhist (0.47%).

Geography

India, located in South Asia, is bordered by the Bay of Bengal, the Arabian Sea, and the Indian Ocean, and is also bordered by the countries of Pakistan, Bhutan, China, Nepal, Myanmar, and Bangladesh. India is the world's area. The total geo-graphical area of the country is 3,287,240 sq.km. (including 120,849 sq. km. of area under the illegal occupation of Pakistan and China). As of 2011, India is a union of 29 states and 7 union territories. The States have been grouped into six zones. Northern Zone comprises of seven states, namely, Chandigarh, Delhi, Haryana, Himachal Pradesh, Jammu and Kashmir, Punjab, and Rajasthan; North Eastern zone comprising of seven states, viz., Assam, Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland and Tripura; the State of Sikkim has also been included in the North Eastern Zone. The states of Chhattisgarh, Madhya Pradesh, Uttarakhand and Uttar Pradesh belong to Central Zone; Eastern Zone is comprising of Bihar, Jharkhand, Odisha, and West Bengal; Western Zone includes five states, that is, Dadra and Nagar Haveli, Daman and Diu, Goa, Gujarat, and Maharashtra; and lastly, Southern Zone is consisting of Andhra Pradesh, Karnataka, Kerala, Lakshadweep, Puducherry, Tamil Nadu, and Telangana.

Ethnicity: Data on ethnicity is not collected by the Indian census, although the CIA World Fact-book estimates 72% of Indian population is Indo-Aryan, 25% is Dravidian, and 3% is Mongoloid and other.

³ According to *Basic Statistics of Kolkata*, Kolkata Municipal Corporation.

Religion

Hinduism is the most common religion in India, accounting for about 80% of the population. Islam is the second-largest religion at 13% of the population. Other major religious groups in India are Christians (2.3%), Sikhs (1.9%), Buddhists (0.8%) and Jains (0.4%). People who claimed no religion are officially recorded under 'other' by the census. In 2011, 0.9% of Indians selected the 'No Religion' category.

Economic context

India is a developing country with mixed economy. It has emerged as the fastest growing major economy in the world as per the Central Statistics Organisation (CSO) and International Monetary Fund (IMF) and it is expected to be one of the top three economic powers of the world over the next 10-15 years, backed by its strong democracy and partnerships. India's gross domestic product (GDP) is estimated to have increased 6.6 per cent in 2017-18 and is expected to grow by 7.3 per cent in 2018-19, while at constant prices the growth is about 7.2 per cent. The real per capita income (measured in terms of per capita net national income at constant 2011-12 prices) is one of the important indicators representing the welfare of people of a country. It is expected to increase from Rs.77, 803 in 2015-16 to Rs.86, 660 in 2017-18, growing at an annual average rate of 5.5%. The services sector with a share of 55.2 per cent in India's gross value added continued to be the key driver of India's economic growth contributing almost 72.5 per cent of gross value added growth in 2017-18. The number of job-seeking people in India has always been on a high. As per information available on the official website of the Centre for Monitoring Indian Economy (CMIE)⁴, there are currently nearly 31 million unemployed Indians looking for jobs. To engineer an inclusive and sustainable growth for India, the social infrastructure like education, health and social protection are being given utmost priority by the Government. Public investment in social infrastructure like education and health is critical in the development of an economy. However, the expenditure on social services by the Centre and States as a proportion of GDP is only 6.6 per cent in 2017-18. The Government of India is committed to achieving the Sustainable Development Goal (SDG- 4) for education – “Ensure inclusive and quality education for all and promote lifelong learning” by 2030. With a view to achieve the goal of universalization of elementary education, the Right to Free & Compulsory Education (RTE) Act, 2009 had been enacted in 2010 that provides a justifiable legal framework entitling all children between the ages of 6-14 years free and compulsory admission, attendance and completion of elementary education. It provides for children's right to an education of equitable quality, based on principles of equity and non-discrimination. Gender Parity Index (GPI) in education is a valuable indicator which reflects the discrimination against girls in accessing to educational opportunities. Ensuring healthy lives and promoting the well-being for all at all ages is essential for sustainable development. In the financial year 2017-18, new initiatives have been taken up to foster all round development of women and children in the country.

⁴ CMIE is a board that tracks business and economic data of the country.

1.2 Sampling: Strategy and outcome

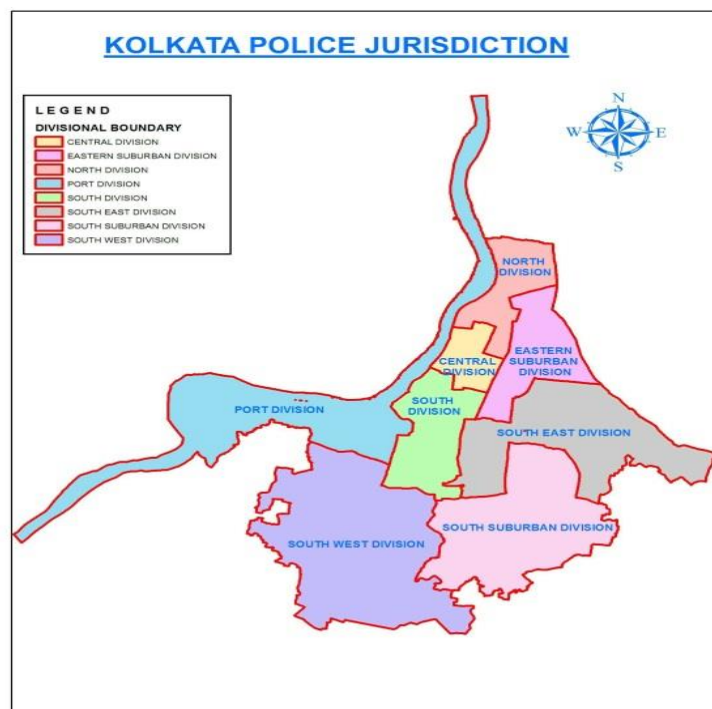
Our objective is to achieve a representative sample of 1000 children in each of three age groups (around the age of 8, 10 and 12 years) for India. As India is a large country, it is very expensive and time consuming to conduct a survey all over the country. We propose to conduct the survey in the city of Kolkata which is the capital of the state of West Bengal. Due to its cosmopolitan nature, the city represents an average picture of urban India. To conduct the survey, we need to develop a sampling strategy that is described in subsequent steps.

Step 1: We include only children who are attending regular schools and so, exclude those who are not attending school at all and children, attending specialist educational establishments.

Step 2: As we are interested to survey 8, 10 and 12 years old children, so, we consider schools with classes from primary to secondary. In the West Bengal state govt. terminology these are the *primary schools with secondary and higher secondary (PSH)*, and, *primary and upper primary with secondary and higher secondary (PUSH)*.

Step 3 (preparing sample frame): We need to decide a sampling method for our survey that would serve our purpose most efficiently. To formulate a sampling method, we need to have a sample frame that includes all the sampling units belonging to the population to be studied with their proper identification particulars. This may be a list of units with their identification particulars or a map showing the boundaries of the sampling units. As the sampling frame forms the basic material from which a sample is drawn, it should be up to date, and free from errors of omission and duplication of sampling units (Murthy, M. N., 1977. *Sampling Theory and Methods*, Statistical Publishing Society, Calcutta).

For India, the area to survey is the city of Kolkata. The city covers an area of 205 sq.km. (Basic Statistics of Kolkata, Kolkata Municipal Corporation) administered by the Kolkata Municipal Corporation (see the city map presented below).



Source: Official website of Kolkata Police(<http://www.kolkatapolice.gov.in/division>)

The map shows that the city consists of eight divisions as follows:

- North and North Suburban Division
- Central Division
- Eastern Suburban Division
- South Division
- Port Division
- South East Division
- South Suburban Division
- South West Division

Considering the classic and distinctive features (for example, traditionalism, living standards, modern day city life etc.) that differentiate the northern and southern parts of Kolkata from each other, we can broadly divide the city in two mutually exclusive regions, viz., Northern region (merging northern, central and eastern divisions) and Southern region (merging all the southern divisions). We access / prepare an exhaustive list of all PSH and PUSH schools in these two regions which forms our sample frame. Table 1 shows the distribution of schools in Kolkata by two regions.

Table 1.2.1. Distribution of schools (population) by region, the city of Kolkata

Region	Number of schools		
	Number of PSH schools	Number of PUSH schools	Total
Northern Region	91	226	317
Southern Region	89	290	379
Whole Area	180	516	696

Source: National University of Educational Planning and Administration under the Program of 'District Information System for Education, 2013-14'.

Step 4 (Stratification)

The stratified sampling technique is to classify the population units into a certain number of groups, called stratum and then select samples independently from each group or stratum. This is generally done by forming the stratum such that they are homogeneous within themselves with respect to a suitably chosen auxiliary variable termed stratification variable. The allocation of the sample size to the strata would depend on the stratum sizes; the stratum accounting for a substantial part of the variation should receive a larger allocation (Murthy, M. N., 1977. *Sampling Theory and Methods*, Statistical Publishing Society, Calcutta).

In our present case, apart from the geographical classification as mentioned in step 3, we stratify the schools in such a way that they are homogeneous within the stratum in terms of their fee structure, facilities offered to the students, and, ownership/management of the schools. In India, there are basically three types of schools – government owned, private-aided and purely private schools. Purely private schools provide better facilities to their students but are costly. The private-aided schools also offer good facilities, but the same cannot be said about most of the government schools though. Keeping this into our mind, we stratify all the listed schools into three strata, viz. government, private-aided and private. Table 2 below shows the number of schools belonging to each stratum.

Table 1.2.2. Distribution of schools (population) by region and stratum, the city of Kolkata

Region	Number of schools			
	Government	Private	Private-aided	Total
Northern Region	225	66	26	317
Southern Region	281	92	6	379
Whole Area	506	158	32	696

Source: National University of Educational Planning and Administration under the Program of 'District Information System for Education, 2013-14'.

Step 5 (multi-stage sampling)

We adopt a multi-stage stratified sampling technique. Our first stage unit (fsu) is school unit that has been selected with probability proportional to size (PPS), size being the number of schools in a particular region. To achieve approximately equal gender representation in our sample, we define a school unit in two different ways. In a co-education school boys and girls, both are available, so we take it as one sample unit. On the other hand, in a single-sex school, either boys or girls are available. So, we assign the weight 0.5 to a single-sex school. Therefore, one boys' school and one girl's school together with form one sample school unit.

We use PPS sampling technique in second stage also, here, size being the number of schools in different strata. Table 3 is showing the distribution of sample school units selected in two consecutive stages. It should be mentioned here that following PPS, we obtain only one sample school unit in private-aided category while at least two are needed in order to calculate variances. To overcome this problem, we sample two private-aided school units from the whole region (taking Northern and Southern regions altogether) and reduce the number of sample government school units to 16, in place of 17.

Finally, we select 60 boys (20 boys for each age group) and 60 girls (20 girls for each age group) from each sample school unit by simple random sample without replacement (SRSWOR) for each age group from lists of students for respective age group. Therefore, all

together, we need to survey 25 school units to cover 1000 children for each age group⁵. We like to mention here that, for all practical purposes, we like to consider three school classes, like class III – IV, class V – VI and class VII – VIII for three specific age groups, 8, 10, and 12 years respectively.

Table 1.2.3. Distribution of sample school units by region and stratum, city of Kolkata

Region\Stratum	Number of school units				
	Government	Private	Sub-Total	Private-aided	Total
Northern	7	3	10	2	
Southern	9	4	13		
Total	16	7	23	2	25

2. Results

2.1 The Participants

In India a total of 3000 children participated in the survey in proposed age groups. But in each age category there were few cases with age out of acceptable range or with systematic responding (Table 2.1). So, finally 2892 number of children has been included in the data analysis. Out of them 49.83 % are boys and 50.17 % are girls.

Table 2.1. Age and gender distribution of survey participants

	8 years old*	10 years old**	12 years old***	Total
Boy	497	465	489	1441
Girl	495	481	488	1451
Total	992	946	977	2892

* 8 children were excluded; ** 54 children were excluded; ***23 children were excluded.

⁵If required number of students is not available from any selected school unit, an additional similar type of school unit will be surveyed to maintain the total number of surveyed children in that particular type and age group (s).

2.2 The home and the people children live with






Table 2.2.1. Type of home children live in (10 and 12 age groups)

First home (%)	10 years	12 years
Mother & father	94.1	93.9
Mother & partner	0.0	0.0
Father & partner	0.0	0.1
Lone mother	3.9	4.7
Lone father	0.0	1.1
other	2.0	0.2
total	100	100

*Missing: 54 for 10 years & 23 for 12 years old children.

Most of the children live with their own families in first home (96.8% of 10years and 95.5% of 12years age groups). For both age groups less than 1% lives in a foster home. Very few children (1.6% and 2.3% of 10years and 12years age groups respectively) live in children's home. About 94% children live with their parents. Percentages of children living in 'lone mother' home types are 3.9 and 4.7 for 10years and 12years age groups respectively. No other home type is relevant in the study area.

Table 2.2.2. Satisfaction with the people children live with (8 age group %)

Satisfaction with ...					
The people you live with	0.2	0.5	0.7	12.8	85.8

Missing: 7

Table 2.2.3 Satisfaction with the people children live with (10, 12 age groups %)

	0	1	2	3	4	5	6	7	8	9	10
10years	0.2	0.3	0.2	0.4	1.3	1.8	1.5	2.5	2.4	6.0	83.3
12years	0.0	0.1	0.4	0.3	1.3	1.7	2.9	2.1	5.6	8.5	77.1

*Missing: 55 for 10 years & 23 for 12 years old children.

Children were asked about their level of satisfaction regarding different aspects of life. In all the cases children in 8years age group answered in five points emotion-scale while higher age groups answered in eleven points emotion scale. For better comparison this scale has been transformed to 0-100 scale. Table 2.2.2 shows that for all age categories more than 80% children are highly satisfied with the people they live with.

Table 2.2.4. Agreement of children with each of these sentences (10years and 12years, Means)

	Family care	Good time together	Feel safe	Parents listen
10 year-old*	3.64	3.52	3.58	3.44
12 year-old**	3.67	3.60	3.69	3.44
Total	3.66	3.56	3.63	3.44

*Missing: 65, 63, 78, 67 respectively for family care, good time together, feel safe and parents listen.






**37, 35, 40, 36 respectively for family care, good time together, feel safe and parents listen.

Children of both 10years and 12years mostly agree with first three statements described in Table 2.2.3. They do not totally agree (67.7% for 10years and 66.5% for 12years) that their parents listen to them and take into account what they say. Sixteen to eighteen percent children agree a lot but about 3% do not agree with this view. Table 2.2.4 summarises variations in responses regarding family related four questions. There is no variation about how much parents listen to them, whereas variations in other three responses are negligible.

2.3 The home where children live

Table 2.3.1. Satisfaction of children with the home they live in

8 year old

Satisfaction with ...					
the house or flat where you live	0.8	1.2	2.2	19.6	76.2

*Missing: 6

10 & 12 year old

	0	1	2	3	4	5	6	7	8	9	10
10 year-old*	0.2	1.3	1.1	1.4	0.7	3.4	1.9	4.1	5.4	10.6	70.0
12 year-old**	0.4	0.4	1.6	0.7	1.3	3.3	1.9	4.1	7.7	11.9	66.6

*Missing: 54; ** Missing: 23

Table 2.3.1 shows that all most all children (95.8%) aged 8years are highly satisfied with the home that they live in. This percentage is lower for 10years and 12years old children (80.6% and 78.5% respectively). Reason may be that only 11.5% children of 10years old have their own room where they sleep, while this figure increases only to 13 % for 12years old children. About 80% children do not have their own bed and also not all of them (58.4% of

10years and 63.6% of 12years) have a place in their home where they can study (Table 2.3.2).

Table 2.3.2. Different features of the home they live in (in %)

Whether you have ...	10 year-old	12 year-old
Own room	11.5	13.0
Own bed	21.0	22.3
Place to study	58.4	63.6






*Missing: 54 for all the questions.

** Missing: 23 for all the questions.

2.4 Friends

Table 2.4.1. Satisfaction with their friends

8 year old

Satisfaction with ...					
Your friends	0.9	0.9	1.6	15.2	81.4

*Missing: 6

10 & 12 year old

	0	1	2	3	4	5	6	7	8	9	10
10 year-old*	0.6	1.3	0.8	1.4	2.1	3.8	3.9	4.1	7.5	8.5	66.0
12 year-old*	0.9	0.3	1.2	1.4	0.8	4.6	3.7	5.0	8.8	11.2	62.0

*Missing: 54; ** Missing: 23

Table 2.4.2. Agreement of children with each of these sentences about their friends

	10 Years*					12 Years**				
	I do not agree	I agree a little	I agree somewhat	I agree a lot	I totally agree	I do not agree	I agree a little	I agree somewhat	I agree a lot	I totally agree
I have enough friends	5.1	6.0	8.1	15.7	65.0	3.7	5.8	7.9	15.6	67.0
My friends are usually nice to me	4.0	6.6	9.5	17.5	62.5	3.8	6.5	13.2	22.1	54.4
If I have a problem, I have a friend who will support me	5.8	5.8	7.3	14.1	67.0	4.9	4.9	7.5	13.6	69.1






*Missing: 66, 70, 71; ** Missing: 32, 31, 43

Table 2.4.2 shows that 81.4% Children in 8years age category are fully satisfied with their friends, while this percentage reduces to 66% and 62% for 10years and 12years old children respectively. More than 80% children of 10years and 12years old agree that they have enough friends and that they are very supportive if they have any problem. Similarly, more than 80% 10years old children agree that their friends are usually nice to them, whereas, this percentage is quite low for 12years old children (76.5%).

2.5 School

Table 2.5. Satisfaction of children with following matters in their life

8 year old

Satisfaction with ...					
Life as a student	0.1	0.7	2.7	17.1	79.4
Things you have learned	0.7	0.6	2.1	13.1	83.5
Other children in your class	2.5	2.0	4.7	18.3	72.4

*Missing: 6 for first two questions and 7 for the last one.

10 & 12 year old

	0	1	2	3	4	5	6	7	8	9	10
life as a student											
10years*	0.4	0.1	0.4	0.3	0.8	2.1	2.1	3.2	8.3	9.1	73.1
12years**	0.3	0.1	0.6	0.3	0.7	3.7	2.1	4.1	8.3	11.4	68.4
Things they have learned at school											
10years*	0.5	0.4	0.2	0.4	0.6	1.8	1.6	2.5	5.6	10.6	75.7
12years**	0.4	0.0	0.1	0.1	0.4	2.4	1.7	3.9	8.7	13.4	68.9
Other children in their class											
10years*	2.0	2.3	0.6	1.2	1.9	4.5	3.9	4.5	8.5	14.2	56.4
12years**	1.1	1.0	1.1	1.1	1.3	5.1	4.8	8.0	11.6	17.0	47.7

*Missing: 57, 54, 57; ** Missing: 23, 24, 25.






It is revealed from Table 2.5 that 8years old children are mostly satisfied as a student or what they have learned in their school. Level of satisfaction in each case decreases consistently with higher and higher age groups. While 79.4% children in 8years age group report highest level of satisfaction as a student, this percentage is 73.1% for 10years old children and as low as 68.4% for 12years old children. Respective figures for what they have learned in their school are 83.5%, 75.7% and 68.9%. Children in none of these age groups

are very happy with other children in their class and these figures decrease drastically from 72.4% for 8years to 56.4% for 10years and 47.7% for 12years age groups.

2.6 The area where children live

Table 2.6.1. Satisfaction of children with the area where they live

8 year old

Satisfaction with ...					
The area where you live	3.3	3.0	4.2	18.1	71.3

*Missing: 6

10 & 12 year old

	0	1	2	3	4	5	6	7	8	9	10
10 year-old*	3.5	1.5	0.7	1.3	2.4	4.2	5.1	3.9	8.8	13.6	55.0
12 year-old**	2.0	0.8	1.0	1.4	2.4	6.0	6.2	6.1	11.5	18.0	44.4

*Missing: 54; ** Missing: 23

Very few people in each age group report low level of satisfaction with their residential area, although percentages of fully satisfied children are not so hopeful (71.3% for 8years, 55% for 10years and 44.4% for 12years) (Table 2.6.1). This is also reflected in their statement regarding safety, availability of playground etc. in their local area they live in (table 2.6.2). About 37% to 40% children (10years and 12years) do not totally agree that they feel safe when they walk around in their local area, whereas 45% to 50% children of similar age group think that there are not enough places to play and they have a good time.

Table 2.6.2. Agreement of children with following sentences about their local area

	10 Years*					12 Years**				
	I do not agree	I agree a little	I agree somewhat	I agree a lot	I totally agree	I do not agree	I agree a little	I agree somewhat	I agree a lot	I totally agree
I feel safe when I walk around in the area I live in	8.1	6.3	10.6	15.7	59.3	4.4	4.3	10.3	18.2	62.8
In my area there are enough places to play and I have a good time	12.0	8.5	10.9	13.2	55.4	14.4	10.7	10.8	14.1	50.1

*Missing: 100 & 94 for two statements respectively; ** Missing: 55 & 43 for two statements respectively.

(10years & 12 years age group)

In my area, I live in...	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I feel safe when I walk	6.23	5.31	10.41	16.96	61.08
There are enough places to play or to have a good time	13.24	9.6	10.83	13.67	52.65

2.7 Money and the things children have

Table 2.7.1. Money and food status (%)

	8 year-old*	10 year-old**	12 year-old***	Total
How often do you worry about how much money your family has				
Never	30.5	30.7	31.3	30.98
Sometimes	18.5	27	30.6	28.82
Often	9.9	10.9	14.6	12.77
Always	41.1	31.4	23.5	27.43
Do you have enough food to eat each day?				
Never	1.8	1.7	1.1	1.42
Sometimes	9.4	5.4	7.9	6.67
Often	7.9	4.6	5	4.78
Always	80.9	88.3	86	87.13

*Missing: 94 for the first question and 30 for the second one.






** *Missing: 103 & 66 respectively for two questions.

***Missing: 96 & 31 respectively for two questions.

The first column of Table 2.7.1 shows how much worried is children about monetary status of their families. Surprisingly, children of youngest age group are very concerned (41.1%) with the monetary status of their families, while fewer children of two older age groups (31.4% and 23.5% for 10years and 12years respectively) are always worried about how much money their families have. It is also unexpected that percentage of children not getting enough food each day is higher for youngest age group (1.8%) compared to that of two older age groups (1.7% for 10years and 1.1% for 12years). It is ruthless to know that still a percentage of children in all age groups do not have enough food to eat each day.

Table 2.7.2.Satisfaction of children with all the things they have

8 year old

Satisfaction with ...					
all the things you have	0.9	2.0	1.4	15.5	80.2

*Missing: 7

10 & 12 year old

	0	1	2	3	4	5	6	7	8	9	10
10 year-old*	0.5	0.6	0.4	0.5	0.2	4.3	2.5	2.0	7.5	10.1	71.2
12 year-old**	0.4	0.4	0.3	1.0	0.9	2.6	1.7	5.4	9.0	13.5	64.7

*Missing: 54; ** Missing: 23

Youngest children are happier with all the things they have than their older counterparts. While about 80% 8years old children report the highest level of satisfaction, the percentages for two older groups are 71.2 and 64.7 respectively. Most children in all the age groups have enough clothes in good condition, equipment or things they need for sports and hobbies, two pairs of shoes in good condition, and, equipment or things they need for school. The fact that only about 50% children of 12years old have a mobile phone, whereas, about 60% children in two other younger age groups have a mobile phone, perhaps, does mean that Indian children only have access to mobile phone to play games, and so, increase in age reduces this access due to their education.

Table 2.7.3. The things children have

Which of the following do you have	8 year-old*		10 year-old**		12 year-old***	
	No	Yes	No	Yes	No	Yes
Clothes in good condition	4.1	95.9	2.3	97.7	2.6	97.4
Enough money for school trips and activities	34.3	65.7	29.7	70.3	32.0	68.0
Access to the Internet at home	42.3	57.7	43.8	56.2	38.5	61.5
The equipment/things you need for sports and hobbies	11.8	88.2	13.3	86.7	13.3	86.7
Pocket money/ money to spend on yourself	34.4	65.6	34.1	65.9	36.5	63.5
Two pairs of shoes	11.2	88.8	7.8	92.2	7.7	92.3
A mobile phone	37.9	62.1	40.5	59.5	49.3	50.7
The equipment/things you need for school	6.9	93.1	7.3	92.7	3.4	96.6

*Missing: 6, 6, 7, 6, 427, 8, 7 & 10 respectively for eight questions in this table.

**Missing: 54, 54, 55, 54, 55, 55, 56 & 57 respectively for eight questions in this table.

***Missing: 23, 23, 24, 24, 24, 23, 24 & 23 respectively for eight questions in this table.

Material and economic circumstances scales - Scale A

2.7.4. Does your home have (10 years & 12 years age group, %)

Electricity*

All of the time	95.32
Some of the time	3.80
Not at all	0.88

Running water**

Yes	81.35
No	16.61
Not sure	2.03

A toilet that flushes***

Yes	60.74
No	37.95
Not sure	1.31

*Missing: 77 (out of 2000); ** Missing: 80 (out of 2000); *** Missing: 91(out of 2000).

2.7.5. Descriptive statistics on family's material possessions (%)

A computer (including laptops and tablets)	40.24
A television	68.45
A fridge/freezer	76.31
A radio	56.38
A telephone (landline or mobile)	93.18
A family car / van / motorbike / etc.	56.90






*Missing: 79, 78, 79, 81, 78 & 81 (each out of 2000) respectively for above 6 items.

Tables 2.7.4 presents information on electricity, running water and toilet facilities. Electricity is available in almost all houses, while running water is available in 81.35% houses. Availability of toilet with flushes needs to improve, presently which is available only in 60.74% houses. Hopefully more than 90% houses of 10years and 12years old children have accessibility to telephone services (Table 2.7.5). Freeze and television are available in a moderate percentages of houses (76.31% and 68.45%). Computer is not available even in 50% houses of children of these two age groups.

2.8 Time use

Table 2.8.1. Satisfaction of children with use of time

8 year old

Satisfaction with ...					
How you use your time	0.9	1.0	3.5	16.7	77.8

*Missing: 7

10 & 12 year old

	0	1	2	3	4	5	6	7	8	9	10
10 year-old*	1.1	1.6	0.6	0.4	0.7	2.5	2.5	3.8	5.9	13.7	67.0
12 year-old**	0.4	0.1	0.3	0.7	1.1	3.5	3.4	5.2	10.1	18.3	56.8

*Missing: 54; **Missing: 23.

Level of satisfaction regarding how children use their time varies with different age groups. More precisely, it decreases with age of the children (Table 2.8.1). 77.8% 8years old children report highest level of satisfaction with use of time followed by 67% for 10years old

children. 12years old children are not so happy with use of time showing 56.8%, 10.1% and 18.3% for '10', '9' and '8' level of satisfaction in 0 to 10 scale.

Table 2.8.2. Satisfaction of children with free time (10years and 12years)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
10 year-old*	2.2	1.2	1.4	1.4	1.3	3.0	3.4	5.0	8.1	15.5	57.6
12 year-old**	0.3	0.6	0.4	2.4	2.4	5.6	4.8	6.3	11.0	15.1	51.1






*Missing: 54; **Missing: 23.

Children of 10years and 12years of age are more satisfied with how they use their time than what they can do in their free time (Table 2.8.2).

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

Table 2.9.1. Satisfaction of children with life as a whole (OLS)

8 year old

Satisfaction with ...					
How you use your time	1.3	1.8	5.0	14.2	77.6

*Missing: 9

10 & 12 year old

	0	1	2	3	4	5	6	7	8	9	10
10 year-old*	1.2	1.2	0.5	0.5	0.8	2.3	2.6	3.6	5.8	7.7	73.7
12 year-old**	0.5	0.1	0.5	1.0	0.7	2.6	3.2	5.0	8.2	16.6	61.6

*Missing: 54; **Missing: 23.

Children of 8years age are most satisfied with their life as a whole, scoring 77.6%, followed by 73.7% for 10years, and, 61.6% for 12years.

Table 2.9.2. Six items measuring cognitive subjective well-being (CW-SWBS)

	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life											
10years*	1.0	1.0	0.8	0.5	0.7	2.3	1.9	2.4	6.3	8.8	74.2
12years**	0.8	0.3	0.4	0.3	0.5	3.5	2.6	3.2	8.1	9.0	71.3
My life is going well											
10years*	0.5	0.8	1.0	0.4	1.8	1.9	2.4	3.1	6.3	14.1	67.6
12years**	0.5	0.3	0.6	0.5	1.1	4.5	3.1	3.9	10.5	16.2	58.8
I have a good life											
10years*	2.2	0.6	1.1	1.2	1.5	2.2	2.0	3.5	9.1	10.9	65.7
12years**	1.1	0.9	0.5	0.8	0.7	3.1	2.2	4.2	8.9	16.1	61.5
The things that happen in my life are excellent											
10years*	1.8	1.7	1.3	0.7	1.9	4.0	3.6	5.0	7.8	13.0	59.2
12years**	1.9	0.7	0.8	1.0	2.4	6.0	4.8	7.4	9.9	18.6	46.4
I like my life											
10years*	0.2	0.4	0.4	0.5	0.5	1.7	2.0	2.5	5.8	8.5	77.3
12years**	0.8	0.1	0.4	0.6	0.9	1.6	1.5	2.7	5.9	11.6	73.8
I am happy with my life											
10years*	0.3	0.3	0.8	0.7	1.1	1.3	0.8	2.0	3.4	9.0	80.2
12years**	0.7	0.5	0.2	0.5	0.6	2.1	2.3	1.6	5.4	10.0	75.9

*Missing: 55, 55, 55, 55, 56 & 54 respectively for above six statements.

**Missing: 23, 23, 24, 23, 23 & 23 respectively for above six statements.

Six questions were asked to the children to measure cognitive subjective well-being as stated in Table 2.9.2. The statement, 'I am happy with my life', scored highest for all three age groups. Second highest score is for the statement, 'I like my life'. 10years old children enjoy their life more compared to 8years and 12years. 8years children are most satisfied for 'My life is going well', 'I have a good life', and, 'The things that happen in my life are excellent', followed by 10years and 12years.

Table 2.9.3. Five items measuring domain based cognitive subjective well-being (CW-DBSWBS, 10years and 12years age group together)

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people you live with	0.10	0.21	0.31	0.42	1.25	1.72	2.19	2.29	3.95	7.23	80.33
Your friends	0.78	0.78	1.04	1.40	1.46	4.21	3.80	4.58	8.16	9.83	63.96
Your life as a student	0.36	0.10	0.52	0.31	0.78	2.92	2.14	3.65	8.28	10.26	70.68
The area where you live	2.76	1.14	0.88	1.35	2.39	5.15	5.67	5.04	10.14	15.86	49.61
The way that you look	0.99	0.68	0.94	0.78	1.93	3.23	3.07	4.43	9.58	12.76	61.61

*Missing: 77, 77, 77, 77 & 78 respectively for above five answers.

Table 2.9.3 shows level of satisfaction on five items measuring domain based cognitive subjective well-being for 10years and 12years taking together with. Children of these two age groups are mostly happy with the people they live with. Less than 50% are happy with the area where they live. They are not so happy with the way they look (61.61%), or, their friends (63.96%). 70.68% report to be satisfied with their life as a student.

Table 2.9.4. Six items measuring affective subjective well-being: positive and negative affect (CW-PNAS)

	0	1	2	3	4	5	6	7	8	9	10
Happy											
10years*	0.6	0.5	0.5	0.3	1.3	2.2	2.1	3.1	8.0	13.1	68.2
12years**	0.6	0.4	0.8	0.9	1.1	3.3	3.9	5.5	10.1	17.0	56.3
Sad											
10years*	34.2	11.1	11.3	7.9	6.4	8.8	4.2	2.6	3.8	3.0	6.6
12years**	22.2	12.6	11.9	12.3	7.9	8.7	5.1	4.2	5.0	3.8	6.3
Calm											
10years*	5.9	2.2	2.1	3.4	2.5	8.4	5.7	5.8	9.3	12.4	42.3
12years**	4.1	2.5	2.0	3.7	4.0	8.1	7.9	7.8	13.9	11.5	34.5
Stressed											
10years*	20.3	7.0	7.3	8.7	5.8	8.7	6.5	6.4	6.8	5.5	17.1
12years**	19.7	7.1	6.8	7.1	6.2	7.9	5.7	8.1	7.5	6.8	17.3
Full of energy											
10years*	5.6	1.5	1.7	1.8	1.7	5.4	4.4	5.5	8.8	11.7	51.9
12years**	4.7	1.1	0.7	1.4	3.3	4.9	3.4	7.3	11.3	15.5	46.4
Bored											
10years*	21.1	5.3	6.4	6.4	6.9	8.8	5.8	7.2	5.0	5.5	21.6
12years**	20.9	6.4	8.0	5.0	6.3	10.3	6.2	4.4	8.4	6.7	17.3

*Missing: 54, 54, 54, 56, 55 & 57 respectively for above six expressions.

**Missing: 23, 23, 24, 23, 25 & 23 respectively for above six expressions.

Table 2.9.4 shows overall distribution of positive and negative affects. For youngest age group there are only one positive affect (Happy) and one negative affect (Sad) that are measured on a four point emotion scale (0 to 3), where '0' means 'never' and '3' means 'always'. Youngest children are happiest followed by 10years and 12years children. 10years children are more calm and full of energy compared to 12years children. So, as a whole positive affects are more prominent for younger children compared to older children. Similar trend is observed for other two items (stressed and bored) measuring negative affects, with only exception that percentage of most bored children is higher for 10years age group than 12years. Surprisingly, gap between percentages of children (both 10years and 12years) lying in two opposite ends of the scale is very small.

Psychological subjective well-being has been measured only for 12years age group. Distributions of psychological subjective well-being for six items are depicted in Table 2.9.5. 72.4% children of 12years report that they love the way they are, while 69.3% children are hopeful about their future. But near about 50% children believe that they don't have choiceable works to do. More than 50% (58.3%) children believe that people are generally friendly with them, whereas, more than 60% (65.3%) feel that they are learning a lot of things.

Table 2.9.5. Distribution of psychological subjective well-being (CW-PSWBS), 12years

	0	1	2	3	4	5	6	7	8	9	10
I love the way I am.	0.4	0.3	0.2	0.9	0.5	2.3	1.4	3.2	6.7	11.8	72.4
I can well manage my daily duties.	1.0	0.7	0.6	1.2	0.6	3.4	3.3	5.9	11.5	18.6	53.1
People are generally friendly with me.	0.9	0.2	0.4	0.8	1.3	3.7	2.7	4.3	10.7	16.6	58.3
I have enough choice able works to do to spend my time.	2.0	0.9	1.3	1.6	2.6	3.4	4.1	5.7	8.4	17.4	52.5
I feel I am learning a lot of things at this moment.	0.7	0.6	0.7	1.3	0.6	2.0	2.8	5.1	8.5	12.3	65.3
I am hopeful about my future	0.7	0.4	0.4	0.4	0.6	2.0	1.4	4.0	7.2	13.5	69.3

*Missing: 23 for each of the above statements.

2.10Children's perceptions about their country

Table 2.10. Percentage of children having knowledge about their rights

	8years*			10years**			12years***		
	No	Not sure	Yes	No	Not sure	Yes	No	Not sure	Yes
I know what rights children have	56.3	9.7	34.0	40.6	14.4	45.0	23.6	17.2	59.2
I know about the UN Convention on the Rights of the Child	73.2	9.7	17.1	66.7	16.3	17.0	54.7	23.9	21.4

*Missing: 7 for both the answers; **Missing: 56 and 54 respectively for two statements; ***Missing: 23 and 24 respectively for two statements.

As expected, knowledge about children's rights or United Nation's convention on child rights improves with age of the children. But as a whole Indian children are not so much aware about their rights.

2. Conclusions

In India, survey has been conducted in the city of Kolkata. We do some descriptive statistics on the basis of which we make some comments on Indian children. Our analysis shows that on the whole, Indian children are happy and younger children are happier compared to children of two older age groups in different spheres of life. To be more precise, more than 80% children of all age groups are highly satisfied with the people they live with. All most all children aged 8years are most satisfied with the home they live in, while about 80% children of other two age groups are most satisfied in this aspect. Although 10years and 12years old children are not so happy with their friends, most of the 8years old children are happy with their friends. Youngest children are mostly satisfied with their school, while level of satisfaction decreases consistently for older children. Youngest children are happier with all the things they have than their older counterparts. Subjective well-being is higher for 8years old children followed by 10years and 12years.

As world survey on child well-being has been conducted first time in India, results should be compared with results obtained for other developing as well as developed countries. So cross-country analysis is needed to understand the comparative situation of child well-being in India compared to different countries around the world.

Children's Worlds National Report

INDONESIA



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Collaboration study between Universitas Islam Bandung and UNICEF Indonesia.

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1. Introduction

1.1 Context and population

Indonesia is one of the most populous countries and is fourth in the world. Indonesia has 34 provinces, 508 cities/districts, some 87,000 villages, and has 248,8 million inhabitants, of which 84 million people are children. There is considerable diversity across Indonesia's provinces and districts in relation to economic development, ethnic identity, religion and infrastructure. Indonesia is classed as a middle-income country.

Data were collected in West Java Province, across all 27 districts. West Java is the most populous province in Indonesia with 48 million people and 14,8 million of those are children age 0-17 year olds. It is characterized by diverse landscapes, industry and agriculture, and ranges from large, urban centers to rural areas. The province had a poverty rate of 9.5% and 11.8% for children 0-17 years. Which is still high but slightly below the average poverty rate in Indonesia of 11.2% .

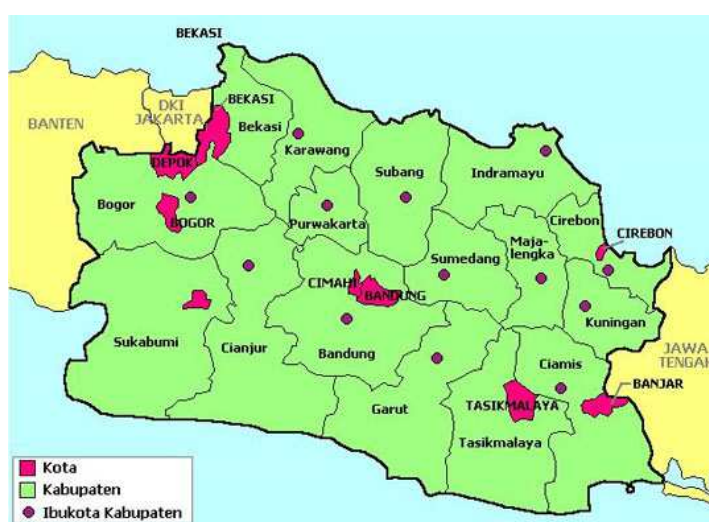


Fig. 1 West Java Province (27 districts).

The Indonesian government recognizes six official religions (Islam, Protestantism, Catholicism, Hinduism, Buddhism and Confucianism). There are religious, in addition to non-religious schools. There are also state-run public schools, and fee paying private schools. Education is compulsory for children aged 6 to 18. Primary school education runs from age 6 to age 12, therefore the sample referred to in this report are all in this stage. Education is divided into pre-school, elementary, junior high school, high school and higher education. Both public and private primary schools have the same curriculum and are under the supervision of the Ministry of Education and Culture, as do religious schools.

1.2 Sampling: Strategy and outcome

Sampling was designed to obtain a representative sample of children in West Java Province (27 districts), Indonesia. Sampling technique is stratified cluster random sampling. Cluster in this sampling technique is all 27 districts in West Java, Indonesia. Schools being the sampling unit—stratified by rank of the public and private schools and by rank of the religious and non-religious schools. Schools in 27 districts were chosen randomly. There were 267 schools

participated in this study. Participants were elementary school students (N=22,616) from Grades 2, 4, and 6. After database cleaning and depuration, the final pooled sample was N = 21,002. Details of the final sample are presented in Table 1. Children of the 8-year-old group (mean age 7.84; SD = 9.79) were in Grade 2 (30.60%), the 10-year-old group (mean age 9.66; SD = 9.79) were in Grade 4 (32.65%), and the 12-year-old group (mean age 11.53; SD = 9.79) were in Grade 6 (36.75%). There were 49.44% boys and 50.56% girls.

Depuration procedure of the three data sets (one for each age group) was conducted in two steps. First, cases with very incomplete questionnaires and missing gender, as well as a few children reported to be 6 year olds were deleted. Second, following the recommendation from Casas (2016) who stated that cases with three or more missing values in a SWB scale should be deleted for further analysis, children with more than 3 missing values in the CW-SWBS items, and also cases showing inconsistent answers for the CW-SWBS and the OLS (the two SWB psychometric scales here used as SWB indicators) were also deleted.

2. Results

2.1 The participants

Table 1. Sample characteristics (Numbers)

	8-year-old	10-year-old	12-year-old	Total
Boy	3,189	3,417	3,777	10,383
Girl	3,237	3,441	3,941	10,619
Total	6,426	6,858	7,718	21,002

Participants were elementary school students age 8-year-old (Grade 2; mean age 7.84; SD = 9.79; 30.60%), age 10-year-old (Grade 4; mean age 9.66; SD = 9.79; 32.65%), and 12-year-old (Grade 6; mean age 11.53; SD = 9.79; 36.75%). There were 49.44% boys and 50.56% girls.

2.2 The home and the people children live with

Table 2. Type of home (10 & 12 year old) (%)

Type of Home	10 year-olds	12 year-olds	Total
I live with my family	98.9	99.4	99.2
I live with other people who are not family	.8	.5	.6
I live in orphanage	.3	.1	.2
Total	100	100	100

Table 3. With whom children live (10 & 12 year old) (%)

	Boy	Girl	10 year-olds	12 year-olds	Total
Biological mother	90.7	93.1	92.0	91.8	91.9
Biological father	79.5	81.8	79.8	81.4	80.7
Step mother	2.6	1.9	2.5	2.0	2.3
Step father	4.6	5.0	4.5	5.0	4.8
Grandmother	31.9	30.2	34.9	27.6	31.0
Grandfather	23.9	21.7	27.5	18.6	22.8
Older biological siblings	47.9	50.7	49.8	48.9	49.3
Younger biological siblings	45.7	48.2	44.7	48.9	47.0
Older step siblings	4.1	2.6	3.6	3.1	3.4
Younger step siblings	3.0	2.3	2.6	2.8	2.7
Other children	10.7	11.3	11.2	10.8	11.0
Other adults	10.1	10.3	9.7	10.6	10.2

Most of the participants (99.2%) live with family. Mostly they live with biological parents (91.9% live with biological mother; 80.7% live with biological father) (Table 3). Most of them live with biological siblings (49.3% live with older siblings; 47% live with younger siblings) (Table 3).

Table 4. Satisfaction with people live with (8 year old) (%)






Satisfaction with ...					
The people you live with	3.7	2.5	2.2	31.5	60.1

Table 5. Satisfaction with people live with (10 & 12 year old) (%)

	0	1	2	3	4	5	6	7	8	9	10
10 year-old	2.1	1.2	1.4	2.0	2.5	6.0	4.1	4.1	7.2	8.4	61.0
12 year old	.5	.2	.7	1.2	1.7	5.9	4.3	5.1	10.2	12.5	57.7

Mostly children feel satisfied with people they live with (Table 5). There were higher percentage of children choose the number 9 and 10 in the rating scale.

Table 6. Perception about people who live with (%)

People in family who care about children	I do not agree	I agree a little	I agree somewhat	I agree a lot	I totally agree
8 year-olds	2.0	4.3	6.9	42.5	44.2
10 year-olds	1.9	4.3	8.2	37.5	48.1
12 year-olds	1.0	3.5	9.8	39.3	46.4
People in family will help children when they have a problem					
8 year-olds	3.4	5.9	11.1	38.2	41.3
10 year-olds	3.4	5.0	10.6	37.2	43.9
12 year-olds	1.6	4.6	10.7	38.4	44.6
Have a good time together in family					
8 year-olds	2.8	6.9	15.7	33.8	40.8
10 year-olds	1.7	4.4	11.6	32.4	49.9
12 year-olds	1.0	4.5	11.3	34.3	48.9
Feel safe at home					
8 year-olds	3.8	8.1	11.8	36.0	40.3
10 year-olds	2.1	4.6	8.8	33.6	51.0
12 year-olds	0.9	3.0	7.7	33.1	55.4
Parents listen to children and take what they say into account					
8 year-olds	5.2	6.4	11.1	33.5	43.8
10 year-olds	2.8	5.2	12.2	33.4	46.4
12 year-olds	2.0	5.1	12.9	36.8	43.2
Parents and children make decisions about children's life together					
10 year-olds	8.0	8.8	13.7	31.9	37.6
12 year-olds	4.1	8.1	15.0	35.7	37.0

Children were most in agreement with the statement 'I feel safe at home' and least in agreement with the statement 'parents and children make decision about children's life together'. Children's level of agreement with people in family who care about children, having good time in family, feel safe at home, parents listen to children and take what they say into account are higher for girls. Children's level of agreement with feeling safe at home is higher for the older age groups (10 and 12 year-olds). In general, 10 year-olds tend to display higher agreement with these statements.

2.3 The home where children live

Table 7. Satisfaction with the home that children live (8 year old) (%)






Satisfaction with ...					
the home where you live	3.0	2.8	5.2	36.1	52.8

Table 8. Satisfaction with the home that children live in (10 & 12 year old) (%)

	0	1	2	3	4	5	6	7	8	9	10
10 year-olds	2.0	1.3	1.3	2.0	2.3	6.4	5.4	6.6	9.7	13.4	49.7
12 year olds	.5	.6	.9	1.4	1.8	5.4	5.8	7.8	12.4	17.2	46.3

Table 9. Owning bedroom, bed, and place in home for study (10 & 12 year old) (%)

Whether you have ...	10 year-old	12 year-old
Own room	58.7	63.3
Own bed	67.2	71.4
Place to study	65.7	53.8

Mostly children satisfied with the home they live in (Table 7 and Table 8). Mostly children sleep in a room on their own and they have their own bed (Table 9).

2.4 Friends

Table 10. Satisfaction with friends (10 & 12 year old) (%)

	0	1	2	3	4	5	6	7	8	9	10
10 year-olds	1.0	.7	1.1	1.6	2.5	6.2	5.6	7.2	11.2	14.5	48.3
12 year olds	.4	.5	.6	1.3	1.9	6.2	6.0	9.0	15.7	17.1	41.1

Table 11. Relationship with friends (All age groups) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I have enough friends	2.6	5.5	12.7	42.5	36.7
My friends are usually nice to me	2.4	7.0	12.6	36.0	42.0
Me and my friends get along well together	2.2	6.7	14.3	36.3	40.5
If I have a problem, I have a friend who will support me	5.9	7.1	11.4	31.2	44.3

Views about friends are quite positive where in total 42% consider their friends are usually nice to them, 40.5% children get along with friends, and 44.3% consider they have a friend who will support them.

2.5 School

Table 12.a. Satisfaction with school life (8 year old) (%)






Satisfaction with ...					
Life as a student	.8	.8	2.5	36.2	59.7
Things you have learned	1.5	1.4	6.4	41.1	49.6
Other children in your class	1.7	2.5	8.4	38.3	49.0

Table 12.b. Satisfaction with school life (10 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Life as a student	.5	.6	.7	.7	1.4	4.2	4.8	4.8	7.7	13.3	61.4
Things you have learned	1.0	.7	.7	1.3	1.8	4.6	4.8	6.3	11.1	17.6	50.1
Other children in your class	1.8	1.2	1.3	2.0	3.0	7.2	7.3	9.0	11.9	17.0	38.4

Table 12.c. Satisfaction with school life (12 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Life as a student	.2	.4	.2	.6	1.0	3.5	3.9	5.3	10.5	15.8	31.1
Things you have learned	.1	.3	.4	.6	1.3	4.9	5.5	8.3	16.3	23.4	38.9
Other children in your class	.6	.5	.9	1.6	2.6	7.7	7.9	11.8	18.0	20.7	27.7

Mostly children rated 10 on the scale of satisfaction with life as a student for 10 and 12 year old, and rated 5 on the big smile emoticon for 8 year old.

Table 13. Relationship with teacher and other students at school (All age groups) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
My teachers care about me	1.5	4.3	10.7	37.0	46.5
Teachers will help children when they have a problem	1.7	5.0	11.2	37.4	44.7
There are a lot of arguments between children in my class	50.7	13.4	12.3	13.9	9.7
My teachers listen to me and take what I say into account	3.0	6.6	13.3	36.3	40.8
At school I have opportunities to make decisions about things that are important to me	2.8	7.6	17.8	38.9	33.0
I feel safe at school	1.9	4.9	10.0	31.8	51.4

Mostly children agree a lot and totally agree on viewing positivity in the relationships with teacher and other children at school, and more than 50% children totally agree that they feel safe at school. Mostly children do not agree that there is a lot argument between children in class.

Table 14. Frequency of bullying at school

How often:	Never	Once	Two or 3 times	More than three times
Hit by other children in your school	47.5	25.4	14.5	12.5
Called unkind names by other children in your school	39.3	23.8	15.6	21.2
Left out by other children in your class	50.7	23.2	13.9	12.2

In total, frequency being bullied at least once by other children in school are worrying compare to children reported never been bullied. Called unkind names by other children in school is the highest frequency of bullying action.

2.6 The area where children live

Table 15.a. Satisfaction with the area where children live (8 year old) (%)






Satisfaction with ...					
The area where you live	2.2	1.6	3.5	36.6	56.1

Table 15.b. Satisfaction with the area where children live (10&12 year old) (%)

Satisfaction with the area where you live ...	0	1	2	3	4	5	6	7	8	9	10
10 year old	.7	.6	.7	1.3	1.8	5.1	5.2	5.5	9.9	16.6	52.5
12 year old	.4	.4	.4	1.0	1.4	4.9	4.7	7.6	16.0	22.4	40.7

Table 16. Perception about the area where children live (All age groups) (%)

In my area, I live in...	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I feel safe when I walk	6.8	9.0	16.5	35.5	32.1
There are enough places to play or to have a good time	2.3	5.1	12.3	38.2	42.1
If I have a problem there are people who will help me	3.7	7.3	15.2	35.0	38.9
Adults are kind to children	1.8	5.3	10.9	33.7	48.3
Have opportunities to participate in decisions about things that are important to children	5.2	9.6	20.2	37.7	27.3
Adults listen to children and take them seriously	4.6	8.2	14.5	34.2	38.4

In the perception about the area where children live, there are more children who do not agree with the statement feel safe when walk around the area where they live (6.8%), compare to other statements. Children mostly totally agree with the statement that adults are kind to children (48.3%).

2.7 Money and the things children have

Table 17. Frequency being worry about money and food (All age groups) (%)

How often do you worry about how much money your family has?				
	Never	Sometimes	Often	Always
8 year-olds	28.5	26.0	21.8	23.6
10 year-olds	23.3	43.5	18.4	14.8
12 year-olds	18.6	55.8	16.6	8.9
Do children have enough food to eat each day?				
	Never	Sometimes	Often	Always
8 year-olds	5.6	11.5	32.0	50.9
10 year-olds	2.3	10.0	26.1	61.7
12 year-olds	1.1	10.5	22.0	66.5

Mostly children answered that they were sometimes worry about how much money their family has. Mostly children answered that they always have enough food to eat each day.

Table 18.a. Satisfaction with all the things you have (8 year old) (%)






Satisfaction with ...					
all the things you have	1.8	1.2	3.6	38.8	54.5

Table 18.b. Satisfaction with all the things you have (10&12 year old) (%)

Satisfaction with all the things you have ...	0	1	2	3	4	5	6	7	8	9	10
10 year old	.8	.6	.8	1.0	1.5	5.3	4.9	5.6	9.9	14.5	55.1
12 year old	.3	.3	.6	.7	1.8	5.5	5.2	7.6	14.8	20.4	42.9

Table 19. Money and things children have (%)

Clothes in good condition		
	Yes	No
8 year old	94.7	5.3
10 year old	91.4	8.6
12 year old	94.8	5.2
Enough money for school trips and activities		
	Yes	No
8 year old	82.6	17.4
10 year old	85.2	14.8
12 year old	87.0	13.0
Access to the internet at home		
	Yes	No
8 year old	57.6	42.4
10 year old	44.9	55.1
12 year old	41.9	58.1
Things children need for sports and hobbies		
	Yes	No
8 year old	80.5	19.5
10 year old	68.1	31.9
12 year old	61.6	38.4
Pocket money		
	Yes	No
8 year old	79.1	20.9
10 year old	83.1	16.9
12 year old	88.7	11.3

Two pairs of shoes in good condition		
	Yes	No
8 year old	86.4	13.6
10 year old	88.1	11.9
12 year old	90.7	9.3
A mobile phone		
	Yes	No
8 year old	63.7	36.3
10 year old	74.4	25.6
12 year old	79.9	20.1
Things children need for school		
	Yes	No
8 year old	91.2	8.8
10 year old	95.7	4.3
12 year old	97.7	2.3

Mostly children have equipment they need for school (e.g., clothes in good condition, enough money for school trips and activities, things for doing sports and hobbies, pocket money, two pairs of shoes in good condition, and things they need for school). For access to the internet at home, more than 50% children answered that they have no access to the internet at home, except for children age 8 year-olds. Children age 8-year-olds are the most answer that they do not have a mobile phone, and children age 12 year-olds are the most answer that they have a mobile phone.

Table 20.a. Scale A (material and economic circumstances) (%)

Electricity at home	All of the time	Some of the time	Not at all
	92.3	6.7	1.0

Table 20.b. Scale A (material and economic circumstances) (%)

	Yes	No
Running water at home	97.6	2.4
Clean drinking water at home	94.9	5.1
Toilet that flushes at home	92.8	7.2
A computer	58.9	41.1
A television	95.3	4.7
A fridge/freezer	77.2	22.8
A radio	49.7	50.3
A telephone (landline or handphone)	86.7	13.3
A family car/van/motorbike	83.4	16.6

Mostly children answered that they have electricity at home all the time, running water at home, clean drinking water at home, toilet that flushes at home, a television, a fridge, a telephone, and a family car/motorbike. Compare to all material things, a computer and a radio are the highest percentage that children answered that they do not have (Table 20.a. and 20.b).

2.8 Time use

Table 21.a. Time Use (8 year old) (%)






Satisfaction with ...					
How you use your time	2.8	2.1	7.1	42.1	45.9

Table 21.b. Time Use (10&12 year old) (%)

Satisfaction with ...		0	1	2	3	4	5	6	7	8	9	10
How you use your time	10 YO	1.1	1.4	.9	1.3	2.5	8.2	6.8	7.2	12.5	16.3	41.9
	12 YO	.5	.6	.7	1.0	1.8	8.5	7.5	10.6	18.9	20.7	29.1
How much free time you have	10 YO	1.6	.9	1.3	1.4	2.4	6.9	6.6	7.3	11.2	15.7	44.7
	12 YO	.4	.6	.7	1.2	2.1	6.8	6.5	9.5	15.4	20.1	36.7

Mostly children rated 10 on answered the statements about satisfaction about how they use their time and satisfaction with how much free time they have to do what they want.

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

OLS (Overall Subjective Well-Being)

Table 22.a. OLS - Satisfaction with life as a whole (8 year old) (%)






Satisfaction with ...					
Your life as a whole	2.2	2.7	8.6	41.3	45.1

Table 22.b. OLS - Satisfaction with life as a whole (10&12 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole	.3	.4	.5	.9	1.4	5.5	5.1	7.6	14.0	20.7	43.7

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

Table 23.a. CW-SWBS items (8 year old) (%)






					
I enjoy my life	3.1	5.5	8.6	36.3	46.5
My life is going well	1.9	4.7	12.0	36.6	44.8
I have a good life	1.8	4.5	13.1	33.3	47.3
The things that happen in my life are excellent	3.5	7.7	12.7	36.1	39.9
I like my life	3.5	5.4	10.2	34.6	46.4
I am happy with my life	2.5	4.8	10.0	34.2	48.4

Table 23.b. CW-SWBS items (10&12 year old) (%)

	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life	.8	.5	.5	.9	1.5	5.1	4.5	6.2	10.4	15.0	54.6
My life is going well	.6	.6	.5	.8	1.5	4.5	5.0	5.8	10.6	17.6	52.5
I have a good life	.5	.5	.5	.9	1.4	3.9	4.6	6.0	10.3	17.2	54.3
The things that happen in my life are excellent	1.0	.8	.7	1.3	2.4	6.3	6.1	8.0	12.0	17.8	43.5
I like my life	.7	.5	.7	.8	1.4	4.2	5.1	5.8	10.0	16.3	54.5
I am happy with my life	.5	.5	.5	.9	1.5	3.7	4.2	5.6	9.4	16.3	56.8

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

Table 24.a. CW-DBSWBS items (8 year old) (%)






Satisfaction with ...					
The people you live with	3.7	2.5	2.2	31.5	60.1
Your friends	1.4	1.6	4.2	35.2	57.6
Your life as a student	.8	.8	2.5	36.2	59.7
The area where you live	2.2	1.6	3.5	36.6	56.1
The way that you look	4.6	6.0	9.2	33.4	46.7

Table 24.b. CW- DBSWBS items (10 & 12 year old) (%)

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people you live with	1.2	.7	1.0	1.6	2.1	5.9	4.2	4.6	8.8	10.6	59.2
Your friends	.7	.6	.9	1.4	2.2	6.2	5.8	8.2	13.6	15.9	44.5
Your life as a student	.3	.5	.4	.6	1.2	3.8	4.3	5.1	9.2	14.6	60.0
The area where you live	.5	.5	.5	1.1	1.6	5.0	5.0	6.6	13.2	19.7	46.2
The way that you look	1.5	.8	.8	1.3	2.2	5.9	5.8	7.4	12.1	16.3	45.9

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

Table 25. CW-PNAS items (All age groups) (%)

Last two weeks: How often feeling	0	1	2	3	4	5	6	7	8	9	10
Happy	1.1	.7	.8	1.0	1.4	5.0	4.5	6.5	12.6	18.0	48.4
Calm	1.4	1.1	1.0	1.6	2.3	8.0	6.7	8.8	14.0	16.2	39.0
Full of energy	.9	.6	.7	.9	1.3	3.1	3.9	5.0	10.1	14.6	58.8
Sad	15.5	8.3	7.5	7.9	8.5	14.4	6.8	5.9	6.4	5.7	13.1
Stressed	35.9	9.8	6.1	5.6	5.8	9.0	5.1	4.5	4.7	4.4	9.1
Bored	15.4	8.1	6.5	7.5	8.4	14.6	7.9	7.0	6.6	5.1	13.0

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

Table 26. CW- PSWBS items (All age groups) (%)

How much you agree with	0	1	2	3	4	5	6	7	8	9	10
I like being the way I am	.5	.3	.4	.8	1.3	5.1	5.0	6.9	13.1	15.4	51.1
I am good at managing my daily responsibilities	.6	.5	.8	1.1	2.5	10.7	9.0	11.9	18.1	16.9	27.9
People are generally pretty friendly towards me	.5	.4	.5	1.0	1.8	5.4	6.2	9.1	14.3	18.4	42.4
I have enough choice about how I spend my time	1.2	.9	.9	1.6	2.1	8.2	7.8	11.5	17.4	17.8	30.4
I feel that I am learning a lot at the moment	.4	.5	.4	.8	1.7	6.1	5.7	8.5	14.5	18.4	43.1
I feel positive about my future	1.1	.7	.6	1.0	1.8	7.0	5.7	7.6	12.8	17.6	44.0

2.10 Children perceptions about their country

Table 27. Children's rights (%)

		8-year-olds	10-year-olds	12-year-olds
I know what rights children have	No	30.3	31.5	27.0
	Yes	69.7	68.5	73.0
	Total	100	100	100
I know about the UN Convention on the Rights of the Child	No	61.9	68.2	65.3
	Yes	38.1	31.8	34.7
	Total	100	100	100

Children's Worlds National Report

ISRAEL



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1. Introduction

1.1 Context and population

Israel is located in the Mediterranean and is 22,072 square kilometer in size. It borders Lebanon, Syria, Jordan, and Egypt (formal Peace agreements exist only with two of these neighboring countries – Jordan and Egypt). Israel has a population of approximately 9 million and it is comparatively densely populated.

Israel's GDP per capita was \$40,543.6 in 2017³. The financial state of Israel is considered good and stable, with unemployment rates standing on 3.9% as of April 2019⁴. Yet, not all the population enjoys this financial stability. Inequality in Israel (as measured by the Gini Coefficient) is among the highest among OECD countries⁵. Poverty rates are also high – 19.9% of households are considered poor, a rate which is one of the highest among OECD countries (Bank of Israel). Poverty rates among children are even higher – 25% in 2018⁶, while the average among the OECD countries is 14 %⁷. The rates of poverty and unemployment among Arab citizens (both adults and children) are substantially higher than among Jewish citizens.

Most of Israel's residents are Jewish (75%), 17.4% are Muslims, 2% are Christian, 1.6% Druze, and about 4% have no religious affiliation. In terms of level of religiosity, out of the Jewish adult population, about 43% are secular, 38% are "traditional" (only slightly religious), 10% are religious and 9% are very religious (ultra-orthodox). Due to the fact that religious and ultra-orthodox Jews tend to have large families, these proportions are slightly different among children. In Israel, two formal languages exist: Hebrew and Arabic. All pupils are required to learn Hebrew, but not Arabic. This means that all Arab children know Hebrew, yet most Jewish children do not know Arabic.

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

Child labor is prohibited until age 15 (during summer vacation, children are allowed to work if they are over 14 and only under certain conditions). There are more laws aimed at

³ <https://data.worldbank.org/indicator/ny.gdp.pcap.cd?end=2017&start=2017>

⁴ <https://www.cbs.gov.il/EN/pages/default.aspx>

⁵ http://taubcenter.org.il/wp-content/files_mf/stateofthenation2018.pdf

⁶ http://taubcenter.org.il/wp-content/files_mf/stateofthenation2018.pdf

⁷ <https://data.oecd.org/inequality/poverty-rate.htm>

protecting working children, such as: Under the age of 16, it is prohibited to employ children during night time (22:00-08:00); Working adolescents must be paid at least minimum wage; Hiring child actors or children (under the age of 15) for appearing in commercials requires special approval.

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

Family and Child Policies

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

Israel has laws guaranteeing free education for children (ages 3-18) and free dental care until the age of 12. Israel has a universal health insurance scheme and a universal child allowance system. However, the child allowance was dramatically cut back in recent years and the amount paid to the parents for each child is roughly 45 dollars per month. Israel employs a paid maternity leave of 14 weeks (the father can receive some of these weeks instead of the mother) and an unpaid maternity leave (which secures the workplace) for up to one year. In some cities/towns with low socioeconomic status, children are given a hot meal for lunch and longer school days. However, only 236,000 children were eligible for this in 2015-16 and only 50.5% of them actually received it⁸.

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

Education System

The vast majority of students in Israel attends public schools. Compulsory free of charge education starts at age three (nursery education). At approximately age six, children begin attending elementary schools (grades 1-6, also compulsory and free of charge). Most children start middle school at 13 (grades 7-9) and high school at 16 (grades 10-12). Compulsory education ends at 18 (For Special Needs children it ends at 21). The staying on rate after the age of 17 in 2012 was 91.2% among Jewish students and 83.5% among Arab students. The school system at all grade levels includes three types of schools for Jewish children, according to the level of religiosity (secular, religious and ultra-orthodox) and

⁸ https://fs.knesset.gov.il/globaldocs/MMM/135a4001-1afc-e611-80ca-00155d020699/2_135a4001-1afc-e611-80ca-00155d020699_11_10386.pdf

schools which teach in Arabic for Arab children. In general, students in elementary schools in Israel are not grouped in classes according to their academic abilities.

All children in Israel have access to free education, including children whose parents are illegal immigrants. Sending children to school is obligatory, and parents who do not send their children to the school are approached by officials and can be fined or even imprisoned for not upholding the law. The education system is, unfortunately, quite unequal. According to Israel's National Council for the Child⁹, differing levels in socio-economic status are reflected in expenditure on education. In the lowest socio-economic level (level 1), local authorities' expenditure per pupil was 3,100 NIS. However, in the highest socio-economic level (level 10), local authorities' expenditure per pupil was 13,800 NIS.

Family environment

Israel's society is still quite a conservative one and the most typical family structure in the Israeli context is 'nuclear' - i.e. only parent(s) and children living in the same household, but there is a big diversity of situations. The average number of children in a family is 2.4, a figure which has remained stable since 2005. Most households live in apartments (63%), 11% live in apartments which have an attached garden or balcony to them, 14% live in private houses and 12% live in cottages. In terms of ownership of apartments, 66.5% of Israelis own an apartment/house¹⁰. Some children help with household chores and some help babysit younger siblings. Girls are usually expected to help with both, more so than boys.

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

Approximately 4 of every 1000 children in Israel live away from their family because of serious concerns about the children's welfare¹¹. In this case, children may be placed in residential care (children's homes) or, less frequently, in foster care or in 'kinship care' (i.e. with other family members).

Everyday life

Children in Israel stay between 5.5 and 6 hours a day at school until they are 12. They usually start at 8 am, and finish at about 13:30. After school, approximately a third of the children (grades 6, 8 and 10) watch TV for more than four hours per day¹². A significant proportion of children are "online" for many hours. In 2012, 83.9% of children aged 7-11 reported that they had accessed the internet; among 15-17-year-olds, this figure reached

⁹ <https://www.children.org.il/wp-content/uploads/2018/10/%D7%99%D7%9C%D7%93%D7%99%D7%9D-%D7%91%D7%99%D7%A9%D7%A8%D7%90%D7%9C-%D7%A9%D7%A0%D7%AA%D7%95%D7%9F-2017.pdf>

¹⁰ http://www.cbs.gov.il/www/hodaot2015n/15_15_016b.pdf

¹¹ <https://www.children.org.il/wp-content/uploads/2018/10/%D7%99%D7%9C%D7%93%D7%99%D7%9D-%D7%91%D7%99%D7%A9%D7%A8%D7%90%D7%9C-%D7%A9%D7%A0%D7%AA%D7%95%D7%9F-2017.pdf>

¹² <http://www.children.org.il/Files/File/SHNATON/%20%202012.pdf>

97.1%. Around half of the children aged 7-12 report that they use the internet for 3-5 hours every day or almost every day.

Many children spend additional time at school after school hours, because many schools offer “extra school” activities in their buildings, which the family must pay for. Many children in Israel do also many out-of-school activities, most of them fee-paying, particularly because the job hours of their parents do not allow them to go back home so early. Children from more wealthy families usually have access to higher quality extra-school activities, and additionally more educated families usually give higher importance to the so-called “educational leisure activities”. After school activities are much less common among lower class children, although some government programs and NGO's offer after-school activities to these children. Most children have their say choosing what extra-school or out-of-school activities they want to attend, and they usually enjoy them.

Children's Rights

Israel is a signatory of the UN Charter on the Rights of the Child. Israel's National Council for the Child (an NGO) has operated an Ombudsman for Children and Youth since 1990. Moreover, there is an independent Ombudsman for Children and Youth in out of home care since 2017.

1.2 Sampling: Strategy and outcome

The Israeli sample surveyed children aged 8, 10 and 12. It was based on random sampling: cluster sampling combined with stratified sampling. We used the administrative list of the total elementary schools in Israel of the Education Ministry, which included 2,748 elementary schools, of which 75 were not part of the survey's population, thus the overall sampling frame included 2,673 schools. This list of schools (clusters) were divided into the following strata: religion group/sector (Jewish/Arab), Close-remote from the center (close to the center/remote from the center-periphery) and educational supervision type, which was only relevant for the Jews sector (state stream-secular/state stream-religious/ultra-orthodox). The combination of those layers created eight different strata.

A proportional allocation to the size of the layer was used. The size figure we used was the number of schools in the stratum. For example, if a stratum constitutes 10% of all the schools in the framework, we assign 10% of the sample size to the stratum. It was decided that for the purpose of the proportional allocation the total sample size would be 60 schools. In the second stage, we allocated an additional 34 schools to the ultra-Orthodox strata (in order to cope with the expected low response rates) and we farther added five schools to two strata that received a very small number of schools, thus overall 93 schools were contacted.

As in each school, all the students in the second, fourth and sixth grades were sampled (one-step sampling of different clusters size). Therefore, a method of sampling with uniform probability in the stratum was chosen, in which each student in the sampling stratum has the same probability of being included in the sample. Among the methods of sampling with

uniform probability, we preferred systematic random sampling in order to be able to control the other variables that were used to sort the schools.

Table no. 1 present the information regarding the allocation. In each school which participated in the survey all the students in the second, fourth and sixth grades took part in the survey. Out of the initial overall sampling frame, 36 schools agreed to participate in the survey.

Table 1. Sampling stratum

Religion Group	Close-remote from the center	Supervision type	Proportion of schools	Final no. of schools allocated	Schools agreed to participate		No. of children participated in the survey ¹³
					No.	%	
Jewish	Periphery	Ultra-Orthodox	0.103	19	2	11%	162
Jewish	Periphery	State secular	0.128	8	6	75%	618
Jewish	Periphery	State religious	0.086	5	4	80%	385
Jewish	Center	Ultra-Orthodox	0.190	25	3	12%	109
Jewish	Center	State secular	0.214	13	9	69%	1,827
Jewish	Center	State religious	0.077	10	3	30%	352
Arab	Periphery	State secular	0.137	8	6	75%	862
Arab	Center	State secular	0.064	5	3	60%	273
Total				93	36 ¹⁴	39%	4,589

Procedure and Ethics

Ethics

The current study received the ethical permission of two authorities: the ethical committee of the school of social work at the Hebrew University and the department of the office of the Chief Scientist in the Ministry of Education in Israel. After ethical permission was obtained school's managers were approached and asked to take part in the study. In order to encourage the school to participate, we offered four optional symbolic gifts (a report with school's results in the survey; a lecture in the field of children's SWB, a subscription to children educational magazine or a lamination machine). In schools where the principles agreed to take part in the study a passive agreement from parents was used: all the parents of all the children in the relevant classes received a guardian approval letter, asking for consent for their child to participate in the study, only parents who refused sent a letter back to the school. Also, informal consent was obtained from the children. During data collection, children were informed by the research assistants that they are not obliged to

¹³ After data cleaning.

¹⁴ It should be noted that if we do not include the Ultra-Orthodox strata then the percent of school who participated is 63%.

participate if they don't want to and can also choose which questions they want to answer even after starting. In cases where children did not want to participate, they stayed in class and did other assignments as directed by the teacher. Also, no names were written on the questionnaires and children were not allowed to write their names. The research assistance made sure children are answering independently, and that the teacher- who was present in the classroom- did not intervene with the answering process.

Procedure

Dates for collecting data was set with the school at least two weeks after the consent letters were sent to the parents. Data collection last between a day to three days depending on the size of the school. Questionnaires were administered in classrooms by research assistance and averaged 30–50 minutes to complete. Children whose parents did not allow them to participate did a different activity in the same area. Children aged 10-12 were given a brief, standardized explanation of the purpose of the study and were instructed to read each question carefully and to choose the response option that was most appropriate for them. Children aged 8 were given a short training about how to fill in the questionnaire, a page contains with 3 example questions was introduce to the children and the research assistance together with the children answers the questions.

Data inputting and cleaning

Responses to paper questionnaires were input into a standard template in Excel and after that, it was converted into SPSS files. The data files were then sent to the central data coordinators who did a process of data cleaning which involved a number of standard checks to identify any queries. In the Israeli database, overall 278 cases were excluded reflecting around 3% of cases being excluded from the data sets for the 10 years old and 12, years old age group and around 10% of cases from the data set for the 8 years old age group.

2. Results

2.1 The participants

Table 2. Sample by age and gender (Numbers)

	8 year old	10 year old	12 year old	Total
Boy	710	819	735	2264
Girl	772	814	726	2312
Total	1482	1633	1461	4576

The sample included a slightly bigger sample of 10 years old. Generally, there was an almost equal number of boys and girls, with a slightly higher number of girls in the 8 years old sample, and a slightly higher number of boys in the 12 years old sample.

In order to show in this report final clear numbers that reflect Israeli children in the best way, we show the averages of the 10 and 12-years old sample. The 8 years old sample's questionnaire included fewer questions that were phrased in an adjusted way to this age group, and thus they cannot be aggregated with the older samples. Furthermore, it should be noted Ultra-orthodox children were not asked some of the question due to cultural reasons, these questions were marked by *.

2.2 The home and the people children live with

As the study was conducted in the school setting, not surprisingly, the vast majority of children were living with their family, as can be seen in Table 3. Almost 73% 8 year olds rated the highest score to their satisfaction from people they live with. As for the 10 & 12 year olds, almost 74% of the children rated 10 their satisfaction from the people they live with (Table 5), while only around 3% rated their satisfaction from their family as lower than 5.

Table 3. Children's home type (10 & 12 year old) (%)

The home you live in	Family	Foster care	Residential care
10 & 12 year old N= 2344*	99.6	0.2	0.2
8 year old N=1316	98.6	0.6	0.8

* Ultra-orthodox were not asked this question (n=751).

Table 4. Satisfaction with the people you live with (8 year old) (%)






Satisfaction with ...					
The people you live with N=1319	1.7	1.2	7.8	16.5	72.8

Table 5. Satisfaction with the people you live with (10 & 12 year old) (%)

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people that you live with N=2404	0.4	0.1	0.3	0.5	1.0	2.3	2.0	3.0	5.2	11.4	73.9

Children rated highly feeling that people in their family care for them and that they feel safe at home, with about 80% rating that they "totally agree" with those statements. About 70% of the children also "totally agreed" that if they have a problem someone in their family will help, as well as that their parents listen to them and take them into account. Finally, somewhat lower percent of a bit more than 60% of the children rated they "totally agree" they have a good time with their families and that their parent make decisions about their life together with them. Regarding the last question, it should be noted that slightly more than 10% stated that they "don't agree" or "agree a little bit".

Table 6. Variations in questions about home and family (10&12 year old) (%)

	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 N=3015	1.4	2.3	5.7	11.5	79.1
If I have a problem, people in my family will help me N=2982	2.1	3.4	7	16.7	70.8
We have a good time together in my family N=3017	2.7	3.7	8.9	21.2	63.6
I feel safe at home N=3036	1.2	1.3	3.9	10.9	82.8
My parents listen to me and take what I say into account N=2296*	1.3	3.2	8.7	18.8	68.0
My parents and I make decisions about my life together N=2203*	4.8	4.4	9.4	18.5	62.9

* Ultra-orthodox were not asked this question (n=751).

2.3 The home where children live

Table 7. satisfaction with home (8 year old) (%)






Satisfaction with ...					
the house or flat where you live N=1303	3.0	1.2	5.1	13.6	77.1

Table 8. satisfaction with home (10 & 12 year old) (%)

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The home that you live in N=2320*	1.3	0.6	0.5	0.5	0.8	2.7	1.3	3.3	5.9	10.6	72.6

* Ultra-orthodox were not asked this question (n=751).

Table 9. Things you have (10 & 12 year old) (%)






Whether you have ...	10 & 12 year-old
Own room N=2344*	55.5
Place to study N=3079	92.9

* Ultra-orthodox were not asked this question (n=751).

Overall children rated their satisfaction from their home high (Tables 7, 8). 77% of the 8 year olds and 73% of the 10 & 12 year old rated the highest satisfaction. However, still, 6.5% of the 10 & 12 year olds rated their satisfaction from home as 5 or below; and around 4% 8 year olds rated it under 3. 55.5% of the children in our sample stated they have their own room for sleeping (Table 9). Finally, 93% of the children stated they have a place in their home where they can study.

2.4 Friends

Table 10. Satisfaction with friends (8 year old) (%)

Satisfaction with ...					
Your friends N=1471	1.2	2.2	7.8	25.4	63.3

The 8 year old children's satisfaction from their friends was lower than the family and home, with 63.3% rating highest satisfaction. Yet, only 3.4% rated their satisfaction with friends lower than medium.

Table 11. Satisfaction with friends (10 & 12 year old) (%)

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
Friends N=3076	1.4	0.8	1.1	0.8	1.9	4.9	5	6.6	12.3	16.2	49






Table 12. Agreement with statements about friends (10 & 12 year old) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I have enough friends N=2957	4.9	5.5	11.2	19.1	59.2
My friends are usually nice to me N=2981	4.2	5.4	13.4	25.8	51.2
If I have a problem, I have a friend who will support me N=2932	5.7	7.3	10.4	19.6	57.1

The 10 & 12 year old children's satisfaction from their friends was relatively lower than the family and home, with 49% rating it as 10, and 18.5% rating it 8 or 9 (table 11). About 11% rated their satisfaction from their friends as 5 or lower. Moreover, table 12 shows that about 60% of the children stated they "totally agree" and 19% "agree a lot" that they have enough friends and that if they have a problem they have a friend who will support them. At the same time, regarding the last question, 13% stated they "don't agree" or "agree a little bit". Around 50% "totally agreed" and 26% "agree a lot" that their friends are usually nice.

2.5 School

Table 13. Satisfaction with school (8 year old) (%)

Satisfaction with ...					
Life as a student N=1457	6.9	5.1	14.3	23.3	50.3
Things you have learned N=1441	6.5	4.2	14.8	23.0	51.6
Other children in your class N=1414	4.3	4.8	14.2	21.9	54.7

There is a strong similarity with the 8 year old's answers regarding satisfaction with school. More than 50% of the children are highly satisfied with their life as a student, with the

things they have learned and with other children in class (Table 13). This rate of satisfaction is relatively low, relating to other domains in life shown before in this report.

Table 14. Satisfaction with school (10 & 12 year old) (%)

	0	1	2	3	4	5	6	7	8	9	10
Satisfaction with life as a student N=3077	5.7	0.8	1.7	2.2	2.6	2.8	5.1	7	12.3	15.8	38.5
Satisfaction with things learned at school N=3057	3.5	1.1	1.8	2.3	3.9	6.5	5.7	9.2	12.8	14.6	38.6
Satisfaction with other children in your class N=3055	3.3	1.4	1.5	3	2.7	6.8	5.5	7.4	12.8	15.9	39.7

Table 15. Agreement with statements about school (10&12 year old) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
My teachers care about me N=2928	5.7	8.8	15.6	23.9	46
My teachers listen to me and take what I say into account N=2236*	5.8	10.4	18.8	25.5	39.6
At school, I have opportunities to make decisions about things that are important to me N=2186*	10.3	10.5	16.5	22.3	40.4
I feel safe at school N=2935	8.8	7.5	14.9	19.9	48.9

* Ultra-orthodox were not asked this question (n=751).

Table 16. Frequencies of bullying (10&12 year old) (%)

How often (in the last month) have you been...	Never	Once	Two or 3 times	More than 3 times
Hit by other children in your school N=2924	63.7	15.6	9.2	11.5
Called unkind names by other children in your school N=2909	53	15	11	21
Left out by other children in your class N=2950	79.6	9.4	4	7

Regarding their satisfaction from school, around 39% of the 10 & 12 year olds children in our sample rated 10 their satisfaction from their life as a student, things learned at school and from the children in their class (Table 14). Between 27-29% rated their satisfaction in these questions as 8 or 9. Still, at the same time, it should be noted 21% rated their satisfaction from their life as a student as 5 or lower, and around 19% rated “things learned at school” and “children in their class” as 5 or lower.




As presented in Table 15, about 69% of the children, stated they “agree a lot” or “totally agree” that they fill their teacher care for them and that they feel safe at school. While around 6% did not agree their teacher care for them and 9% did not agree they feel safe at

their school. 65% of the children “agree a lot” or “totally agree” that their teachers listen to them and take what they say into account, while 6% did not agree. 63% of the children “agree a lot” or “totally agree” that they have opportunities to make decisions about things that are important to them, while around 10% of the children did not agree with this statement.

Regarding bullying behavior that is shown in Table 16, 64% stated they were never hit by other children in their school in the last month, while 11.5% stated they were hit more than three times, and around 9% were hit two or three times. 53% reported they were never called in unkind names, while 21% were called unkind names more than 3 times in the last month, and 11% reported this has happened to them two or three times. Finally, almost 80% of the children stated they were never left out by other children, while 7% reported this has happened to them more than 3 times in the last month, and 4% two or three.

2.6 The area where children live

Table 17. Satisfaction with the area (8 year old) (%)

Satisfaction with ...					
The area where you live N=1467	2.9	2.0	6.7	15.3	72.9

Most of the 8 year olds of our sample (72.9%) rated their satisfaction with the area they live in at the highest score (Table 17). This percentage is similar to their satisfaction in other domains, as people you live with and home.

Table 18. Satisfaction with the area (10&12 year old) (%)

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
the area you live N=3059	2.9	0.4	0.5	1.1	1.0	3.8	2.5	4.1	7.5	12.5	63.6

Table 19. Agreement with statements about the local area (%)

In my area, I live in...	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I feel safe when I walk around in the area I live in N=2996	4.8	4.4	10.3	20.8	59.6
In my area there are enough places to play and have a good time N=3013	9.5	5.8	10.1	15.3	59.4

Almost 64% of the children in our sample rated their satisfaction with the area they live in as 10, and another 20% rated it as 8 or 9 (Table 18). However, at the same time, almost 10% rated their satisfaction from their area as 5 or bellow. As can be seen in Table 19, about 60% of the children stated that they “totally agree” they feel safe when they walk around their area and that in their area there are enough places to play and have a good time. Another 21% and 15% stated they “agree a lot” and “agree somewhat” (correspondingly). Still, 5%

did not agree with the statement regarding safety to walk, and 9.5% did not agree they have enough places to play.

2.7 Money and the things children have

Table 20. Money and food (10 & 12 year old) (%)

	Never	Sometimes	Often	Always
How often do you worry about how much money your family has? N=2012*	50.5	28.0	9.7	11.8
Do you have enough food to eat each day? N=2324*	0.4	3.2	3.5	92.8

* Ultra-orthodox were not asked this question (n=751).

Table 21. Satisfaction with the things you have (8 year old) (%)






Satisfaction with ...					
all the things you have N=1469	1.5	1.6	6.7	17.2	72.9

Table 22. Satisfaction with the things you have (10 & 12 year old) (%)

Satisfaction with...	0	1	2	3	4	5	6	7	8	9	10
the things you have N=3053	0.9	0.3	0.4	0.7	0.9	1.9	2.3	3.3	8.0	13.5	67.7

In our sample, about as depicted in Table 20, 93% of the children reported they always have enough food to eat, while 3.5% mention they have enough food “often”, about 3.2% “sometimes” and 0.4% reported they never have enough food (Table 20). About 50% of the children stated they never worry about how much money they have, while about 10% reported the often worry, and 12% reported they always worry about money.

Regarding satisfaction with the things you have, about 73% of the 8 year olds rated their satisfaction as the highest (Table 21), and about 68% of the 10 & 12 year olds rated their satisfaction as 10, while another 21.5% rated it as 8 or 9 (Table 22). Around 3% reported their satisfaction from things they have less than the medium rate (less than 3 for 8 year olds, and less than 5 for 10&12 year olds).

Table 23. Having different items (10 & 12 year old) (%)

Which of the following do you have	Yes	No
Clothes in good condition N=3071	88.9	11.1
Enough money for school trips and activities N=3076	87.5	12.5
Access to the internet at home N=2323*	84.6	15.4
The equipment/things you need for sports and hobbies N=2313*	81.5	18.5
Pocket money / money to spend on yourself N=2307*	78.1	21.9
Two pairs of shoes in good condition N=3063	86.3	13.7
A mobile phone N=2314*	79	21
The equipment/things you need for school N=3073	89.5	10.5

* Ultra-orthodox were not asked this question (n=751).

Table 24. Having bathrooms, cars and computers (10 & 12 year old) (%)

	None	One	Two	More than two
How many bathrooms are in your home? N=3084	0.4	22.5	49.3	27.7
Does your family own a car, van or truck? N=3067	7.0	31.5	47.8	13.7
How many computers do your family own? N=3084	4.2	18.8	17.8	59.2

Table 25. Having a washing machine (10 & 12 year old) (%)

	Yes	No
Does your family have a washing machine? N=3065	98.7	1.3

As for the items children have, about 89% reported they have clothes and equipment for the school. About 87% reported they have money for school trips and two pair of shoes. 85% reported they have internet at home, 81.5% has equipment for school, 79% has a mobile phone and 78% has pocket money. It should be noted that a few of this questions were not asked among the ultra-orthodox sample (Table 23).

Children were also asked about having bathrooms and washing machine at home. 0.4% reported they do not have a bathroom at home (Table 24). 1.3% reported they do not have a washing machine at home (Table 25). Regarding their family having their own car, van or truck, shown in Table 24, 7% reported their family does not have any car, 31.5% had one car and 60.5% reported they have two or more. As for computers, 4.2% reported they do not have a computer at home, about 19% reported they have one, and 77% reported they have two or more.

Finally, children were also asked regarding holidays as can be seen in Table 26. 12.2% reported they did not go on and travel away on holiday with their family in the year. While

about 16% reported they went once, and 56% reported they went more than twice. 39% reported they did not go on a holiday abroad, 24.5% reported they went once in the last year, and about 37% went twice or more.

Table 26. Going on holiday (10 & 12 year old) (%)

	Not at all	Once	Twice	More than twice
In the last 12 months did you travel away on holiday with your family? N=3070	12.2	16.1	15.6	56.1
How many of these holidays were outside your country? N=2309*	38.6	24.5	12.8	24

* Ultra-orthodox were not asked this question (n=751).

2.8 Time use

Table 27. Satisfaction with time use (8 year old) (%)

Satisfaction with ...					
How you use your time N=1435	2.6	2.2	9.5	22.2	63.6

Table 28. Satisfaction with time use (10 & 12 year old) (%)

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
Time use N=3011	1.9	0.5	0.6	0.7	1.3	4.1	4.7	7.6	12.8	17.2	48.5

With regard to time use, among the 8 year old children, 63.6% rated their satisfaction at the highest rate (Table 27). Among the 10 & 12 year old children, 48.5% of the child reported their satisfaction from their time use as 10, 30% reported their satisfaction as 8 or 9 (Table 28). About 5% reported their satisfaction from their time use lower than medium rate (less than 3 for 8 year olds, and less than 5 for 10&12 year olds).

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

OLS (Overall Subjective Well-Being)

Table 29. Satisfaction with life as a whole (10 & 12 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole N=2976	1.9	0.4	0.4	0.9	1.1	2.1	1.6	3.0	5.0	9.8	73.7

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

Table 30. CW-SWBS items (10 & 12 year old) (%)

	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life N=3078	1.6	0.2	0.8	0.9	1.5	3.3	2.1	4.5	8.4	12.8	64.0
My life is going well N=3074	1.9	0.5	0.8	1.0	1.8	4.0	2.9	5.1	8.6	17.2	56.4
I have a good life N=3049	1.8	0.6	0.9	0.9	1.0	2.7	2.4	3.3	6.4	13.4	66.6
The things that happen in my life are excellent N=3059	2.3	0.8	1.1	0.9	2.2	4.0	3.4	5.2	10.0	15.8	54.3
I like my life N=3064	1.9	0.9	0.9	1.0	0.9	2.2	1.7	3.1	5.6	10.7	71.1
I am happy with my life N=3070	2.0	0.6	0.7	1.1	1.5	2.4	1.7	3.0	6.3	10.4	70.3

CW-DBSWBS (Children's Worlds Domain Based Subjective Well-Being Scale), 2003)

Table 31. CW- DBSWBS items (10 & 12 year old) (%)

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people you live with N=2613	0.5	0.1	0.2	0.4	1.1	1.8	1.8	3.2	5.7	11.2	74.1
Your friends N=3065	1.3	0.8	0.9	0.9	1.7	4.7	3.9	6.5	12.2	17.3	49.7
Your life as a student N=3072	4.7	1.1	1.0	2.2	2.8	7.0	4.8	7.8	12.9	15.5	40.1
The area where you live N=3058	2.2	0.5	0.7	0.9	1.3	3.4	2.1	4.0	7.4	12.0	65.7
The way that you look N=2942	2.7	0.7	0.7	1.0	1.6	3.5	2.6	4.1	8.8	13.9	60.3

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

Table 32. CW-PNAS items (10 & 12 year old) (%)

Last two weeks: How often feeling	0	1	2	3	4	5	6	7	8	9	10
Happy N=2942	2.3	0.6	1.2	1.0	1.6	3.9	3.9	3.7	8.4	12.2	61.2
Calm N=2909	5.7	2.0	1.7	2.3	3.8	9.2	5.4	7.8	10.2	11.6	40.3
Full of energy N=2911	2.2	0.8	1.1	1.6	1.8	5.0	3.0	5.3	7.1	9.3	62.8
Sad N=2913	32.1	10.9	10.4	7.5	6.4	7.9	4.9	3.9	4.3	3.8	7.9
Stressed N=2882	24.5	6.6	4.9	5.2	5.5	9.2	5.4	7.1	6.5	7.4	17.7
Bored N=2938	23.4	5.1	5.7	5.2	5.6	10.8	7.0	6.9	8.5	4.5	17.3

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

Table 33. CW- PSWBS items (10 & 12 year old) (%)

How much you agree with	0	1	2	3	4	5	6	7	8	9	10
I like being the way I am N=1254	1.6	0.6	0.6	0.9	1.8	2.7	2.6	5.1	7.4	13.7	62.9
I am good at managing my daily responsibilities N=1254	1.5	0.5	1.0	1.7	1.6	3.7	3.7	5.3	10.8	14.8	55.4
People are generally pretty friendly towards me N=1252	1.4	0.5	0.7	1.1	1.4	3.2	2.9	5.8	8.6	19.5	55.0
Ol have enough choice about how I spend my time N=1248	0.7	0.3	0.9	1.6	1.6	2.3	3.4	4.0	10.1	14.1	61.0
I feel that I am learning a lot at the moment N=1250	3.3	1.4	1.6	2.6	3.0	6.6	5.9	8.1	11.1	13.4	43.0
I feel positive about my future N=1247	1.1	0.3	1.1	0.6	1.7	3.4	2.4	5.8	8.9	14.3	60.4

Table 34. Subjective well-being measures (10 & 12 year old) (%)

	OLS	CW-SWBS	CW-DBSWBS	Positive Affect	Negative Affect	CW-PSWBS
	N=3078	N=3004	N=2090*	N=2838	N=2813	N=1157
Mean	89.5	88.6	87.3	82.8	42.6	86.6

The children satisfaction in the various subjective well-being scales ranged between 82.8-89.5. Overall Subjective Well-Being scale showed higher average in our sample of 89.5. Children's Worlds Subjective Well-Being Scale average was 88.6. In another scale that is based on satisfaction in different domains - Children's Worlds Domain Based Subjective Well-Being, the average in our sample was 87.3. In the Children's Worlds Positive and Negative Affects Scale, the positive mean was 82.8 while the negative was 42.6. Finally, Children's Worlds Psychological Subjective Well-Being mean was 86.6.

2.10 Children perceptions about their country

Children were asked about their knowledge about rights. 62% reported they know what rights children have, while about 9% stated they did not, and 29% were not sure. Regarding knowing the UN Convention on the Rights of the Child, about 23% stated they know it, 33% reported they did not, and 44.5% were not sure.

Table 24. Children's rights and the CRC (10 & 12 year old) (%)

	Yes	No	Not Sure
I know what rights children have N=2236*	62	9.1	29
I know about the UN Convention on the Rights of the Child N=2205*	22.6	32.9	44.5

* Ultra-orthodox were not asked this question (n=751).

3. Conclusions

Overall, children in Israel represented here by the sample of 10 and 12 years old together, showed high satisfaction from their life, with overall life satisfaction of almost 90 and also high dimensional SWB, though this is hard to interpret without any reference.

Children of the ages of 8, 10 and 12 were mostly satisfied from their family, maybe with adherence to the familial culture typical to the society in Israel, across all groups. While children were satisfied in most areas related to their family, they were less satisfied regarding the time they spent together and regarding decisions. Children were also very satisfied from their home. Almost half of them shared their room with others, but still, the vast majority reported they do have a quiet place for them to study.

Satisfaction from friends was lower, with about one-tenth (of the 10&12 year old sample) reporting negatively regarding having enough friends and their friends being nice and supportive. Similar levels of satisfaction were also found regarding time use. Satisfaction from school was even lower, with relatively low satisfaction with life as a student, things you learn and the class. Perhaps relatedly, about a fifth of the children report they have been hit at school at list 2-3 times in the last month. However, still, the majority of the children did agree their teacher care for them, listen to them and that they feel safe at school.

Satisfaction from the area was also very high, with the majority reporting they feel safe and that they have enough places to play. Children's satisfaction with their material possessions was also high. Only a small fraction reported they do not have food and bathroom at home, as well as a washing machine. However, it should be noted that at the same time only half of the children reported they never worry about money. Regarding most necessities in the list, the rate children reported they do not have an item ranged between 10 to 20 percent, with children reporting they mainly do not have pocket money and equipment for hobbies. When it comes to other main necessities, 7% reported they do not have any car and 4% that they do not have a computer. Regarding going on vacation abroad the results are somewhat surprising, with a relatively high percentage of children reporting they went once and even twice (and more). This might be an issue of social desirability bias, but also part of these results might reflect the growing economic inequality that has been mentioned in the beginning.

Finally, regarding children's rights, the majority of the children reported they know their rights, though only about fifth knew what the CRC is. It might be that children refer more to their knowledge of relevant laws regarding employment and extra.

In summary, it seems overall that children in Israel are satisfied mainly from their life at home, their family, house the things they have. They are relatively less satisfied with their out of home life – their friends and school. Of course, all of these patterns need to be analyzed much deeper, taking into account the multicultural nature of the society in Israel, and various other contexts that have an effect, such as age, living area, and many others.

Children's Worlds National Report

ITALY



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1. Introduction

1.1 Context and population

Italy is a South European country with a population of approximately 60.665.551 inhabitants. The population of the 5- to 9-year-old age group is 2.854.720, which corresponds to 4.7% of the total population (51.5% male). In the last 30 years, Italian society has witnessed an increase in immigration. Considering the entire foreign population of 5.026.153, 6.5% is represented by children 5–9 years of age (51.8% males) (Istat 2016). From the normative point of view, in the last decades in Italy, legislative rules have been established to not only protect children but also to promote their rights and well-being. In 1997, the Italian government issued Law 285, "Provisions for the Promotion of Rights and Opportunities for childhood and adolescence," through the establishment of a specific National Fund for Infancy and Adolescence, intended to respond concretely to the principles outlined in the International Convention of children. That same year, the Parliamentary Commission for Childhood and Adolescence, the National Observatory for childhood, as well as the National Center for Documentation and Analysis for Infancy and Adolescence were established. Furthermore, since 2011, there has been a National Child Custody Authority in Italy. In the last report from the Research Center of UNICEF (2013), considering overall general well-being, health and safety, education, behavior and risks, housing and environmental conditions, Italy was rated 22nd which placed it in the lower half of the rankings, along with three other Southern European countries (i.e., Greece, Portugal and Spain). However, when well-being was assessed based on life satisfaction rated by the children themselves, Italy increased from 22nd to 15th. These data may be related to the assessment of well-being through the analysis of material well-being, health, education, behavior and risks compared to life satisfaction because they do not completely overlap.

1.2 Sampling: Strategy and outcome

The guidelines provided by the research team international required, for this data collection, to perform a sampling that would allow to involve a representative sample of 1000 children for each age group. To achieve this objective it was decided to extract a random sample of 50 schools for each age group, considering an average number of 18/20 students per class; also based on size schools, the schools have been divided into small and large schools the first is provided by the involvement of a single class by age group and by the latter two classes by age. Data collection took place in the municipalities of Genoa (GE), Imperia (IM), Savona (SV) and La Spezia (SP). In this data collection it is a random sampling of the Ligurian stratified schools on a municipal basis (Genoa, Imperia, La Spezia and Savona) and school order (schools primary / secondary schools of first degree), taking then only reference schools Genoa, two additional stratifications were selected based on the managing body (schools) state schools / private schools) and the position relative to the urban center.

2. Results

2.1 The participants

Table 1. Age by gender (Numbers, (%))






	8 year-old	10 year-old	12 year-old	Total
Boy	508(48.3)	545(50.4)	599(50.7)	1652
Girl	543(51.7)	536(49.6)	582(49.3)	1661
Total	1051	1081	1181	3313

2.2 The home and the people children live with

Table 2. Home type (%)

	10 year old	12 year old
I live with my family	99.1	98.2
I live in a foster home	0.3	0.7
I live in a children's home	0.0	0.3
I live in another type of home	0.6	0.8
Total	100.0	100.0

Table 3. Satisfaction with the people you live with (8 year-old) (%)

Satisfaction with ...					
The people you live with	0.3	0.5	2.5	19.1	76.5

Missing data: 1.1%

Table 4. Satisfaction with the people you live with (10 & 12 year-old) (%)

Satisfaction with ... The people you live with	0	1	2	3	4	5	6	7	8	9	10
10 year-old	0.9	0.1	0.4	0.4	0.4	1.5	1.3	3.0	5.0	14.3	72.2
12 year-old	0.2	0.4	0.1	0.5	0.8	1.5	1.9	4.1	10.9	22.4	57.0

10 year-old: missing data 0.6%





12 year-old: missing data 0.3%

Table 5. Variations in questions about home and family (All age groups; means)

	Family care	Family help problem	Good time together	Feel safe	Parents listen	Make joint decision
8 year-old	3.6	3.4	3.1	3.5	3.0	-
10 year-old	3.7	3.6	3.0	3.6	3.1	3.0
12 year-old	3.7	3.6	3.0	3.6	3.0	2.8
Total	3.7	3.5	3.0	3.6	3.0	2.9

2.3 The home where children live

Table 6. Satisfaction with the house or flat where you live (8 year-old) (%)

Satisfaction with ...					
the house or flat where you live	0.9	1.9	4.3	19.3	73.3

Missing data: 0.4%

Table 7. Satisfaction with the house or flat where you live (10 & 12 year-old) (%)

Satisfaction with ... the house or flat where you live	0	1	2	3	4	5	6	7	8	9	10
10 year old	0.7	0.4	0.6	0.7	1.0	1.4	2.0	3.8	8.2	19.7	60.9
12 year old	0.4	0.4	0.6	0.6	0.9	1.8	2.6	5.6	14.6	21.0	51.1

10 year-old: missing data: 0.6%






12 year-old: missing data: 0.3%

Table 8. Things you have (%)

Whether you have ...	10 year-old	12 year-old
Own room	45.5 (own room) 53.9 (shared room)	51.7 (own room) 47.9 (shared room)
Own bed	92.6	95.3
Place to study	92.7	94.0

2.4 Friends

Table 9. Satisfaction with your friends (8 year-old) (%)

Satisfaction with ...					
Your friends	1.0	1.6	5.4	29.4	62.0

Missing data: 0.5%

Table 10. Satisfaction with your friends (10 & 12 year-old) (%)

Satisfaction with ... Your friends	0	1	2	3	4	5	6	7	8	9	10
10 year old	0.7	0.2	0.5	1.1	1.0	1.9	2.6	4.8	13.1	24.9	48.4
12 year old	0.3	0.1	0.7	1.0	1.0	2.0	3.8	7.9	18.8	28.7	35.1

10 year-old: missing data 0.8%

12 year-old: missing data 0.6%

Table 11. Friends (10 year-old) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree	Don't know
I have enough friends	2.7	3.1	11.5	28.1	52.4	1.5
My friends are usually nice to me	3.3	9.0	21.4	29.7	32.9	2.3
Me and my friends get along well together	1.3	4.2	9.9	27.7	53.9	1.7
If I have a problem, I have a friend who will support me	2.3	3.8	9.2	19.3	59.0	5.0

Missing data: 0.8%; 1.4%;1.4%; 1.4%






Table 12. Friends (12 year-old) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree	Don't know
I have enough friends	2.7	5.0	14.6	30.9	45.3	1.0
My friends are usually nice to me	1.9	7.2	22.9	37.9	27.9	1.5
Me and my friends get along well together	0.8	3.4	10.7	30.2	52.8	1.3
If I have a problem, I have a friend who will support me	2.6	4.1	11.2	21.3	56.1	4.2

Missing data:0.5%;0.7%;0.8%;0.6%

2.5 School

Table 13. Satisfaction with school life (8 year-old) (%)

Satisfaction with ...					
Life as a student	3.8	2.6	10.1	38.3	43.6
Things you have learned	0.8	1.1	4.7	24.9	66.7
Other children in your class	1.5	2.0	13.3	36.0	45.4

Missing data: 1.6%; 1.8%; 1.8%

Table 14. Satisfaction with school life (10 year-old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Life as a student	1.4	0.3	0.7	0.8	1.3	3.5	3.1	6.8	17.6	30.5	32.7
Things you have learned	0.6	0.1	0.2	0.5	0.5	1.4	1.9	3.1	10.4	28.6	51.9
Other children in your class	0.8	0.8	0.8	1.2	1.8	3.8	4.4	9.1	16.7	26.0	33.5

Missing data: 1.1%; 0.9%; 1.0%

Table 15. Satisfaction with school life (12 year-old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Life as a student	0.8	0.6	0.8	1.4	2.6	4.1	7.6	17.2	24.0	23.1	17.4
Things you have learned	0.4	0.7	0.3	0.9	1.5	2.3	6.1	11.9	21.8	26.7	26.8
Other children in your class	1.5	0.6	0.8	2.3	2.7	4.1	7.6	15.6	21.0	24.0	18.8

Missing data: 0.3%; 0.6%; 0.9%

Table 16. Views about school (8 year-old) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree	Don't know
My teachers care about me	2.3	6.2	14.0	23.8	47.2	4.9
If I have a problem at school, my teachers will help me	2.1	3.4	9.1	24.3	55.8	3.7
If I have a problem at school, other children will help me	4.2	9.6	15.4	27.2	34.3	6.9
There are a lot of arguments between children in my class	9.5	16.7	19.1	16.5	24.9	10.8
My teachers listen to me and take what I say into account	3.3	5.5	10.4	22.9	46.7	8.5
I feel safe at school	3.6	4.7	10.3	19.0	56.1	4.6

Missing data: 1.6%; 1.6%; 2.4%; 2.5%; 2.7%; 1.7%

Table 17. Views about school (10 year-old) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree	Don't know
My teachers care about me	1.9	5.6	14.9	27.7	47.0	2.2
If I have a problem at school, my teachers will help me	1.9	4.3	10.0	26.3	53.9	2.6
If I have a problem at school, other children will help me	2.4	8.0	17.7	32.0	34.0	4.0
There are a lot of arguments between children in my class	7.3	17.5	19.4	19.1	30.8	3.7
My teachers listen to me and take what I say into account	3.8	7.6	17.1	27.2	38.0	4.1
At school I have opportunities to make decisions about things that are important to me	5.1	6.8	18.2	27.8	34.7	5.6
I feel safe at school	2.9	4.7	11.5	22.8	52.5	4.0

Missing data: 0.8%; 0.9%; 1.9%; 2.1%; 2.2%; 1.9%; 1.7%

Table 18. Views about school (12 year-old) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree	Don't know
My teachers care about me	2.5	10.2	29.5	33.0	22.0	1.9
If I have a problem at school, my teachers will help me	2.7	8.2	21.3	28.4	33.7	4.8
If I have a problem at school, other children will help me	5.3	10.7	24.7	30.9	22.0	5.4
There are a lot of arguments between children in my class	16.0	22.4	16.4	16.8	22.4	5.1
My teachers listen to me and take what I say into account	3.6	13.1	27.5	28.5	22.9	3.7
At school I have opportunities to make decisions about things that are important to me	4.8	12.4	24.5	30.0	21.8	5.7
I feel safe at school	2.8	8.0	15.8	27.6	42.3	2.8

Missing data: 0.8%;0.8%;0.9%;0.9%;0.7%;0.8%;0.7%

Table 19. Bullying (8 year old) (%)

How often:	Never	Once	Two or 3 times	More than three times	Don't know
Hit by other children in your school	69.8	11.6	7.0	6.0	4.4
Called unkind names by other children in your school	55.9	13.2	9.3	14.7	5.6
Left out by other children in your class	49.6	17.2	9.7	12.0	9.5

Missing data:1.1%;1.3%;2.0%

Table 20. Bullying (10 year old) (%)

How often:	Never	Once	Two or 3 times	More than three times	Don't know
Hit by other children in your school	82.0	7.6	4.4	2.4	1.0
Called unkind names by other children in your school	56.7	14.6	11.1	12.2	3.0
Left out by other children in your class	51.6	17.7	11.2	12.5	4.5

Missing data: 2.6%;2.4%;2.5%






Table 21. Bullying (12 year old) (%)

How often:	Never	Once	Two or 3 times	More than three times	Don't know
Hit by other children in your school	92.7	4.8	0.8	0.3	0.6
Called unkind names by other children in your school	57.8	16.8	11.3	9.7	3.7
Left out by other children in your class	64.0	15.8	6.8	7.0	5.3

Missing data: 0.7%; 0.7%; 1.0%

2.6 The area where children live:

Table 22. Satisfaction with local area (8 year-old) (%)

Satisfaction with ...					
The area where you live	2.9	1.7	7.0	26.2	59.1

Missing data: 3.1%

Table 23. Satisfaction with local area (10&12 year-old) (%)

Satisfaction with ... The area where you live	0	1	2	3	4	5	6	7	8	9	10
10 year-old	2.2	0.3	0.3	1.0	1.1	2.3	2.8	6.5	13.8	21.1	47.8
12 year-old	1.1	0.5	0.7	1.5	1.2	3.0	4.9	10.0	16.6	23.3	36.9

10 year-old : missing data 0.8%

12 year-old: missing data 0.3%

Table 24. Views about local area (8 year-old) (%)

In my area, I live in...	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree	Don't know
I feel safe when I walk	7.2	10.7	18.6	19.9	37.1	5.0
There are enough places to play or to have a good time	17.0	8.5	11.0	16.4	41.4	4.5
If I have a problem there are people who will help me	12.3	8.8	12.3	16.2	36.8	12.1
Adults are kind to children	4.5	8.3	10.8	20.0	44.1	10.3
Adults listen to children and take them seriously	9.4	10.4	12.6	19.4	26.8	19.6

Missing data: 1.4%; 1.2%; 1.5%; 1.8%

Table 25. Views about local area (10 year-old) (%)

In my area, I live in...	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree	Don't know
I feel safe when I walk	5.1	7.9	19.8	25.5	36.7	4.4
There are enough places to play or to have a good time	15.3	11.2	13.5	16.0	38.9	4.3
If I have a problem there are people who will help me	12.2	9.1	12.5	18.4	36.7	9.9
Adults are kind to children	5.0	8.6	14.2	22.8	38.4	9.9
I have opportunities to participate in decisions about things that are important to me	19.8	12.1	14.1	13.6	18.2	20.9
Adults listen to children and take them seriously	10.5	12.3	18.4	17.8	21.6	18.1

Missing data:0.6%;0.9%;1.2%;1.2%;1.3%;1.2%

Table 26. Views about local area (12 year-old) (%)

In my area, I live in...	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree	Don't know
I feel safe when I walk	3.8	7.5	22.0	29.8	34.5	2.0
There are enough places to play or to have a good time	15.6	13.5	19.2	18.5	31.4	1.4
If I have a problem there are people who will help me	11.5	11.6	14.0	21.8	33.7	7.3
Adults are kind to children	4.4	11.3	19.1	26.2	28.2	10.6
I have opportunities to participate in decisions about things that are important to me	27.6	13.5	15.3	13.3	10.7	18.9
Adults listen to children and take them seriously	14.6	14.9	20.7	18.1	13.8	17.4






Missing data:0.3%;0.4%;0.2%;0.3%;0.8%;0.6%

2.7 Money and the things children have

Table 27. How often do you worry about how much money your family has? (%)

	8 year-old	10 year-old	12 year-old	Total
Never	28.0	26.3	23.9	26.0
Sometimes	34.3	40.6	41.9	39.1
Often	16.8	19.9	21.0	19.4
Always	20.9	13.2	13.2	15.5
Total	100.0	100.0	100.0	100.0

Table 28. Satisfaction with all the things you have (8 year-old) (%)

Satisfaction with ...					
all the things you have	1.2	0.8	3.1	14.7	78.5

Missing data: 1.6%

Table 29. Satisfaction with all the things you have (10&12 year-old) (%)

Satisfaction with ... all the things you have	0	1	2	3	4	5	6	7	8	9	10
10 year old	0.1	0.3	0.1	0.0	0.2	1.3	1.1	1.9	6.8	17.3	69.2
12 year old	0.0	0.2	0.3	0.3	0.8	1.7	1.4	5.3	14.6	23.2	51.4

Missing data 10 year old: 1.7%

Missing data 12 year old: 0.8%

Table 30. Do you have enough food to eat each day? (%)

	8 year-old	10 year-old	12 year-old	Total
Never	0.9	0.1	0.4	0.4
Sometimes	3.5	1.4	1.9	2.3
Often	9.2	6.6	6.1	7.2
Always	86.4	91.9	91.6	90.1
Total	100.0	100.0	100.0	100.0

Table 31. The things children have (%)

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	1.4	97.5	0.2	98.3	0.9	98.6	0.9	99.1
Enough money for school trips and activities	7.2	91.2	2.2	96.3	3.4	96.6	4.3	95.7
Access to the Internet at home	13.1	84.9	8.1	90.5	7.9	91.4	9.8	90.2
The equipment/things you need for sports and hobbies	14.7	83.8	6.8	91.6	7.1	92.0	9.5	90.5
Pocket money/ money to spend on yourself	40.6	57.1	45.8	97.2	44.3	53.9	44.6	55.4
Two pairs of shoes	5.4	93.1	2.5	95.1	3.2	95.9	3.7	96.3
A mobile phone	52.1	46.3	32.2	65.9	3.0	96.0	28.5	71.5
The equipment/things you need for school	2.7	95.9	1.4	96.7	0.8	98.5	1.6	98.4

8 year-old missing data: 1.0%; 1.6%; 2.0%; 1.5%; 2.3%;1.5%;1.5%;1.4%

10 year-old missing data:1.5%;1.5%;1.4%;1.7%;2.8%;2.4%;1.9%;1.9%






12 year-old missing data:0.5%;1.4%;0.7%;0.9%;1.8%;0.9%;1.0%;0.7%

Table 32. Descriptive statistics on material possessions (10 & 12 year-old) (%)

	10 year-old	12 year-old
How many bathrooms are in your home?		
None	0.7	0.6
One	66.4	62.0
Two	29.5	32.7
More than two	3.4	4.8
Do you sleep in your own room or do you share a room?		
I sleep in a room on my own	45.8	51.9
I sleep in a room that I share with other people	54.2	48.1
Does your family own a car, van or truck?		
No	9.0	8.2
One	48.0	41.0
Two	33.2	38.0
Three or more	9.8	12.7
In the last 12 months, how many times did you travel away on holiday with your family?		
Not at all	2.8	9.6
Once	17.5	22.1
Twice	25.3	27.3
More than twice	54.4	40.9
How many computers do your family own?		
None	2.8	2.5
One	17.5	15.1
Two	25.3	25.9
More than two	54.4	56.5
Does your home have a washing machine?		
No	0.7	0.5
Yes	99.3	99.5
Total	100.0	100.0

2.8 Time use

Table 33. Satisfaction with time use (8 year-old) (%)

Satisfaction with ...					
How you use your time	2.0	1.0	8.0	30.9	55.0

Missing data: 3%

Table 34. Satisfaction with time use (10 year-old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
How you use your time	0.6	0.1	0.3	0.8	0.7	1.9	2.2	5.2	13.7	26.0	46.6
How much free time you have to do what you want	1.1	0.9	1.3	0.8	1.6	4.0	3.6	8.6	14.9	22.8	38.3

Missing data: 1.9%; 2.1%

Table 35. Satisfaction with time use (12 year-old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
How you use your time	1.3	0.5	0.9	0.8	1.4	2.8	5.2	10.8	22.8	26.2	26.2
How much free time you have to do what you want	2.2	0.8	2.5	1.8	2.4	4.1	6.9	13.4	20.4	16.9	27.5

Missing data: 0.9%;1.2%

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






OLS (Overall Subjective Well-Being)

OLS_8year-old: M:91.6 SD:17.2

OLS_10year-old: M:92.7 SD:15.8

OLS_12year-old: M:89.6 SD:16.6 (Caseweight)

Table 36. Satisfaction with life as a whole (8 year-old) (%)

Satisfaction with ...					
Your life as a whole	1.0	1.0	3.0	20.2	72.2

Missing data: 2.5%

Table 37. Satisfaction with life as a whole (10&12 year-old) (%)

Satisfaction with ... Your life as a whole	0	1	2	3	4	5	6	7	8	9	10
10 year-old	0.7	0.3	0.6	0.6	0.8	0.8	1.4	3.1	6.4	17.3	66.0
12 year-old	0.7	0.2	0.5	1.0	0.8	1.5	3.0	5.9	12.3	23.2	49.6

Missing data 10 year-old: 1.9%

Missing data 12 year-old: 1.3%

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

CW-SWBS_8year-old: M:89.4 SD:15.4

CW-SWBS_10year-old: M: 89.3 SD:15.9

CW-SWBS_12year-old: M: 86.3 SD: 16.9 (Caseweight)

Table 38. CW-SWBS items (8 year-old) (%)

	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life	1.0	0.6	0.6	0.6	0.7	3.8	1.7	2.8	6.9	14.7	66.2
My life is going well	1.4	1.0	0.8	1.2	1.3	2.6	3.8	4.1	9.2	18.6	55.1
I have a good life	1.0	0.8	0.3	0.6	1.1	2.7	2.3	3.3	5.1	14.4	67.6
The things that happen in my life are excellent	2.5	1.1	0.9	1.8	2.9	5.4	5.4	7.6	13.0	21.4	36.8
I like my life	1.3	0.4	0.5	0.6	0.8	1.0	1.8	2.9	4.4	12.1	73.4
I am happy with my life	1.5	0.5	0.6	0.2	1.0	0.8	2.3	1.8	4.1	12.5	74.4

Missing data: 0.7%;0.8%;0.9%;1.0%;1.0%;0.5%

Table 39. CW-SWBS items (10 year-old) (%)

	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life	0.6	0.3	0.6	0.6	1.0	3.0	1.6	4.6	10.0	18.4	58.7
My life is going well	0.8	0.8	0.5	0.7	1.2	1.8	2.4	5.4	10.2	22.6	53.0
I have a good life	0.4	0.8	0.7	0.6	0.6	2.1	2.0	3.6	8.0	17.4	63.0
The things that happen in my life are excellent	2.0	0.9	1.3	0.8	1.3	3.8	5.1	9.6	18.5	28.9	27.0
I like my life	1.3	0.4	0.5	0.7	0.5	0.7	1.9	3.7	7.6	15.0	67.0
I am happy with my life	1.4	0.4	0.4	0.2	0.6	1.5	1.7	3.7	6.7	14.2	68.5

Missing data:0.7%;0.6%;0.6%;0.7%;0.8%;0.9%






Table 40. CW-SWBS items (12 year-old) (%)

	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life	0.8	0.3	0.7	0.7	0.6	3.6	3.6	7.2	14.3	25.5	42.5
My life is going well	0.6	0.8	1.1	0.9	1.5	2.5	3.8	6.9	15.5	25.8	40.1
I have a good life	0.7	0.7	0.8	0.6	0.9	2.1	2.8	7.5	11.0	23.9	48.7
The things that happen in my life are excellent	1.4	0.8	1.3	1.1	2.7	4.1	7.3	14.9	19.9	26.9	19.0
I like my life	1.1	1.1	0.6	0.5	1.1	2.0	3.7	6.8	11.4	21.9	49.2
I am happy with my life	1.0	1.3	0.9	0.7	1.3	2.0	3.1	5.3	12.1	19.6	52.2

Missing data:0.3%;0.5%;0.3%;0.7%;0.5%;0.4%

CW-DBSWBS (Children's Worlds Domain Based Subjective Well-Being Scale), 2003)

Table 41. CW- DBSWBS items (8 year-old) (%)

Satisfaction with					
The people you live with	0.3	0.5	2.5	19.1	76.5
Your friends	1.0	1.6	5.4	29.4	62.0
Your life as a student	3.8	2.6	10.1	38.3	43.6
The area where you live	2.9	1.7	7.0	26.2	59.1
The way that you look	2.2	1.7	8.4	26.2	58.5

Missing data: 1.1%;0.5%;1.6%;3.1%;3.0%

Table 42. CW- DBSWBS items (10 year-old) (%)

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people you live with	0.9	0.1	0.4	0.4	0.4	1.5	1.3	3.0	5.0	14.3	72.2
Your friends	0.7	0.2	0.5	1.1	1.0	1.9	2.6	4.8	13.1	24.9	48.4
Your life as a student	1.4	0.3	0.7	0.8	1.3	3.5	3.1	6.8	17.6	30.5	32.7
The area where you live	2.2	0.3	0.3	1.0	1.1	2.3	2.8	6.5	13.8	21.1	47.8
The way that you look	0.6	0.6	0.5	0.7	1.5	2.1	3.4	6.3	12.6	28.2	40.9

Missing data:0.6%;0.8%;1.1%;0.8%;2.6%

Table 43. CW- DBSWBS items (12 year-old) (%)

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people you live with	0.2	0.4	0.1	0.5	0.8	1.5	1.9	4.1	10.9	22.4	57.0
Your friends	0.3	0.1	0.7	1.0	1.0	2.0	3.8	7.9	18.8	28.7	35.1
Your life as a student	0.8	0.6	0.8	1.4	2.6	4.1	7.6	17.2	24.0	23.1	17.4
The area where you live	1.1	0.5	0.7	1.5	1.2	3.0	4.9	10.0	16.6	23.3	36.9
The way that you look	1.8	0.9	0.8	0.8	2.0	2.5	6.9	12.1	22.1	24.2	23.9

Missing data:0.3%;0.6%;0.3%;0.3%;1.9%

CW-PNAS (Children's Worlds Positive and Negative Affects Scale)**Table 44. CW-PNAS items (8 year-old)(%)**

Last two weeks: How often feeling	never	sometimes	often	always
Happy	1.0	6.9	31.4	57.7
Sad	30.4	51.5	9.0	1.6

Missing data: 3.0%;7.4%

Table 45. CW-PNAS items (10 year-old)(%)

Last two weeks: How often feeling	0	1	2	3	4	5	6	7	8	9	10
Happy	0.4	0.1	0.4	1.0	1.0	1.7	2.6	2.1	11.2	24.8	52.8
Calm	8.0	1.9	2.6	3.2	3.0	9.5	6.1	9.9	14.9	14.8	23.6
Full of energy	0.8	0.6	0.5	0.9	0.8	2.2	2.7	4.3	9.4	16.7	59.0
Sad	27.8	15.4	10.5	8.8	6.8	6.9	4.7	4.3	6.2	3.5	2.5
Stressed	28.7	10.3	7.1	7.1	5.6	6.8	5.7	5.7	6.7	5.6	8.2
Bored	24.9	11.8	8.7	6.5	6.5	7.6	6.3	6.9	6.8	4.4	7.1

Missing data:1.9%;2.5%;2.0%;2.5%;2.3%;2.5%

Table 45. CW-PNAS items (12 year-old)(%)

Last two weeks: How often feeling	0	1	2	3	4	5	6	7	8	9	10
Happy	0.8	0.8	0.6	1.2	1.4	2.4	4.1	6.8	19.4	28.9	32.7
Calm	6.7	2.5	2.5	3.9	4.7	11.4	7.1	13.5	17.5	14.2	14.6
Full of energy	2.2	1.4	1.8	1.1	2.5	4.0	5.0	9.4	13.4	16.9	40.9
Sad	17.5	15.8	13.8	10.1	6.9	8.2	6.7	5.8	7.7	3.3	3.0
Stressed	17.6	9.7	8.6	6.9	5.6	6.6	6.9	10.3	9.5	8.6	8.7
Bored	17.0	11.7	9.1	6.8	6.0	10.2	8.6	9.1	8.2	4.1	7.5

Missing data:1.1%;1.2%;1.4%;1.1%;1.1%;1.8%

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

CW- PSWBS: M:84.0 SD:15.4

Table 46. CW- PSWBS items (12 year-old) (%)

How much you agree with	0	1	2	3	4	5	6	7	8	9	10
I like being the way I am	2.3	0.6	0.8	0.4	1.7	2.9	2.8	6.9	13.5	21.5	45.7
I am good at managing my daily responsibilities	2.3	0.3	1.0	1.7	2.1	3.6	4.2	11.8	20.3	23.2	28.4
People are generally pretty friendly towards me	0.6	0.5	1.0	1.0	1.1	3.0	4.2	8.3	18.8	26.2	33.8
I have enough choice about how I spend my time	1.9	1.0	1.8	1.5	1.9	3.3	4.7	9.8	15.7	23.7	33.5
I feel that I am learning a lot at the moment	1.4	0.5	0.9	0.9	1.5	2.8	4.4	9.8	18.4	23.5	35.0
I feel positive about my future	1.6	0.8	1.4	1.3	1.3	3.3	4.7	8.0	14.0	23.3	39.4

Missing data:0.8%;1.0%;1.4%;1.0%;0.8%;1.1%

2.10 Children perceptions about their country:

Table 47. Children's rights (%)

		8-year-old	10-year-old	12-year-old	Total
I know what rights children have	No	25.6	7.9	6.5	13.0
	Not sure	25.1	29.3	38.7	31.3
	Yes	49.3	62.8	54.8	55.7
	Total	100.0	100.0	100.0	100.0
I know about the UN Convention on the Rights of the Child	No	60.9	31.2	32.6	41.1
	Not sure	19.7	30.5	40.4	30.6
	Yes	19.4	38.3	27.0	28.3
	Total	100.0	100.0	100.0	100.0

Children's Worlds National Report

MALAYSIA



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1. Introduction

1.1 Context and population

Malaysia is a country situated in the Southeast Asia. It is a multiracial federation formed without revolution. The two parts of Malaysia (i.e., Peninsular Malaysia and East Malaysia) are divided by the South China Sea. Peninsular Malaysia is situated on the southernmost section of the Malay Peninsula, south of Thailand, north of Singapore, and east of the Indonesian island of Sumatra. It makes up 132,156 square kilometers which is approximately 40% of the land area and is further divided into four regions which are Northern, Southern, Central and East Coast. Each region consists of several states and a couple of these regions have territories. Overall, Peninsular Malaysia has 11 states and two territories. Meanwhile, East Malaysia comprises most of the northern part of Borneo island, with land borders shared with Brunei to the north and Indonesian Borneo to the south. East Malaysia which covers 198,447 square kilometers or 60% of the country's land area consists of two regions involving two states and 1 federal territories. For the present study, data was only collected from four states in Peninsular Malaysia, namely Penang (North), Johor (South), Kelantan (East Coast) and Selangor (Central).

The current population of Malaysia is estimated to be 32.4 million with an annual population growth rate of 1.1 percent (Department of Statistics Malaysia, 2018). Out of the total population, approximately 25.7 million Malaysian lives in the Peninsular Malaysia, while 6.7 million lives in East Malaysia. Among the states in Peninsular Malaysia, Selangor was found to have the highest population with 6.5 million Malaysians, followed by Johor (3.7 million), Kedah (2.1 million), Kelantan (1.8 million), and Penang (1.7 million). In terms of the percentage of the Malaysian population according to age, those under 14 years old was found to decrease from 7.73 million (24.1%) in 2017 to 7.71 million (23.8%) in 2018. While the percentages of those aged 15 to 64 was found to slightly increase from 69.6% in 2017 to 69.7% in 2018. Similarly, the percentage of population of those above 64 years of age increased from 6.3% in 2017 to 6.5% in 2018.

Malaysia is also a multi-racial, multi-cultural and multi-religious country. The Malaysian citizens are divided along ethnic groups, with majority (69.1%) being Malays, followed by Chinese (23%), and Indians (6.9%). Out of the total population, 66.7% practices Islam, 17.9% Buddhism, 9.0% Christianity, 5.1% Hinduism, and 1.3% traditional Chinese religion. The remainder is accounted by other faiths and belief systems.

In terms of economy context, Malaysia experienced an economic boom and underwent rapid development during the late 20th century. In 2018, Malaysia saw its economy grow at 4.7% with a value of Gross Domestic Product (GDP) recorded at RM1.23 trillion (USD3 billion) at constant prices and MYR1.43 trillion (USD3.49 billion) at current prices.

1.2 Sampling: Strategy and outcome

The population for the study comprised of children from various ethnicity (i.e., Malay, Chinese, and Indian) attending primary schools in urban and rural areas across four regions of Peninsular Malaysia. The four selected states were Penang (North), Johor (South),

Kelantan (East Cost) and Selangor (Central). Participants were selected using the probability proportional to size (PPS) cluster sampling technique. In the first stage, the number of clusters selected from rural and urban areas across Malaysia were determined. Based on locality (urban and rural), a list of clusters with cumulative population size was created. A systematic sampling approach was performed, where the sample was selected from a random start using the sampling interval. The sampling interval was obtained by dividing the total cumulative population size (1,118,327) with the number of clusters (50) selected. The present study had a sampling interval of 23767 (rounded to nearest whole number) which served as a standard distance by which clusters were selected in the sample.

Next, a random number generator was used to obtain a random number between 1 and 23767. Using the cumulative population size as reference, the sampling unit which contained the random number of 20485 was the first cluster selected for the study. To determine the second cluster, the first random number (20485) and sampling interval (23767) was summed together. This procedure was repeated until 50 clusters were identified. In total, 25 clusters from urban and 25 from rural areas were selected for the study. The final stage of PPS cluster sampling was to randomly select a sample of respondents from each cluster. Due to conditions set by the Ministry of Education of Malaysia that dictates that children sitting for major national examinations were not allowed to participate in any research activities, the present study only recruited students from Standard 2 (8 years old) and Standard 4 (10 years old). Standard 6 (12 years old) students was therefore not included in the proposed study as they sat for the national exam. Based from the sampling strategy, a total of 1006 8 years old ($n_{\text{urban}} = 497$, $n_{\text{rural}} = 509$) and 1000 10 years old ($n_{\text{urban}} = 512$, $n_{\text{rural}} = 488$) participated in the study.

2. Results

2.1 The participants

Data was collected from 2006 respondents, however only 1959 were useable. Descriptive analysis indicated that a total of 967 8-year-old ($n_{\text{boy}} = 410$, $n_{\text{girl}}=557$) and 993 10-year-old ($n_{\text{boy}} = 443$, $n_{\text{girl}}=549$) participated in the study (Please see Table 1).

Table 1. Gender and age distribution

	8 year-old	10 year-old	Total
Boy	410	443	853
Girl	557	549	1106
Total	967	993	1959

2.2 The home and the people children live with

Question 5: Which of the following best describes the home you live in?

As presented in Table 2, a majority (98.6%) of the 10 year old children reported living with their family. Only a small portion of the children lived in foster homes (.6%), children's home (.1%), and another type of home (.7%).

Table 2. The home you live in (Numbers (%))





	n(%)
I live with my family	977 (98.6)
I live in a foster home	6 (.6)
I live in a children's home	1 (.1)
I live in another type of home	7 (.7)

Missing: 1 (0.1%)

Question 11: How satisfied are you with the people you live with?

Nearly 80% of the 8 year old children reported of feeling very happy with the people they live with (please see Table 3a). Meanwhile, a large number (70.1%) of 10 years old reported feeling totally satisfied with the people they with (please see Table 3b).

Table 3a. Satisfaction with people you live with (8 year old) (Numbers (%))

Satisfaction with ...					
The people you live with	13 (1.3)	23 (2.4)	16 (1.7)	142 (14.7)	771 (79.9)

Missing: 2 (.2%)

Table 3b. Satisfaction with people you live with (10 year old) (Numbers (%))

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The people you live with	2 (.2)	2 (.2)	5 (.5)	5 (.5)	6 (.6)	43 (4.3)	30 (3.0)	16 (1.6)	69 (7.0)	118 (11.9)	695 (70.1)

Missing: 2 (.2%)

Question 12: How much do you agree with each of these sentences?

As presented in Table 4, both the 8-year-olds (64%) and 10-year-olds (65.3%) reported almost similar percentage in terms of having people in the family that care about them. However, the 8-year-olds (70%) reported higher tendency of their family to help during problems compared to the 10-year-olds (60%). Additionally, the younger aged children (67.1%) reported higher frequency of having a good time together with the family than the older aged children (52.4%). The younger aged children (72.8%) reported slightly higher tendency of feeling safe at home compared to the older age group 69%. Furthermore, the 8-year-olds (53.1%) reported higher frequency of their parents listening and taking what they say into account in contrast to the 10-year-olds (36.5%). A large number (65%) of the older children reported higher tendency of making life decisions together with parents. No

comparison could be made to the younger age group as this question was not applied to them.

Table 4. Family Related Questions (Numbers (%))



	I do not agree n (%)	Agree a little bit n (%)	Agree somewhat n (%)	Agree a lot n (%)	Totally agree n (%)	Missing n (%)
8 year old						
There are people in my family who care about me	86 (9.2)	61 (6.5)	70 (7.5)	104 (11.1)	617 (63.8)	29 (3.0)
If I have a problem, people in my family will help me	33 (3.5)	48 (5.0)	72 (7.5)	135 (14.1)	667 (69.8)	12 (1.2)
We have a good time together in my family	39 (4.1)	51 (5.4)	92 (9.7)	132 (13.9)	639 (67.1)	14 (1.4)
I feel safe at home	28 (2.9)	37 (3.9)	63 (6.6)	131 (13.8)	693 (72.8)	15 (1.6)
My parents listen to me and consider what I have to say	145 (15.6)	82 (8.8)	79 (8.5)	130 (14.0)	494 (53.1)	37 (3.8)
10 year old						
There are people in my family who care about me	25 (2.6)	60 (6.2)	106 (11.0)	142 (14.8)	628 (65.3)	31 (3.1)
If I have a problem, people in my family will help me	31 (3.2)	65 (6.6)	111 (11.3)	183 (18.7)	590 (60.2)	12 (1.2)
We have a good time together in my family	37 (3.8)	116 (11.9)	125 (12.8)	185 (19.0)	510 (52.4)	19 (1.9)
I feel safe at home	27 (2.8)	41 (4.2)	88 (9.1)	146 (15.0)	669 (68.9)	21 (2.1)
My parents listen to me and consider what I have to say	109 (11.5)	160 (16.9)	168 (17.8)	163 (17.2)	345 (36.5)	47 (4.7)
My parents and I make decisions about my life together	55 (6.0)	53 (5.7)	89 (9.6)	129 (14.0)	597 (64.7)	69 (7.0)

2.3 The home where children live

Question 16: How satisfied are you with the home you live in

As presented in Table 5a and 5b, a large number of the 8 year old (74.36%) and 10 year old (71.7%) children reported being happy and totally satisfied with their homes.

Table 5a. Satisfied with the home you live in (8 year old) (Numbers (%))

Satisfaction with ...					
the home you live in	51 (5.3)	36 (3.7)	36 (3.7)	132 (13.7)	710 (73.6)

Missing: 2 (.2%)

Table 5b. Satisfied with the home you live in (10 year old) (Numbers (%))

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
the home you live in	-	3 (.3)	5 (.5)	8 (.8)	9 (.9)	32 (3.2)	18 (1.8)	39 (3.9)	55 (5.5)	111 (11.2)	711 (71.7)

Missing: 1 (.1%)

Question 21. Do you have your own bed?

Nearly half (47.1%) of the 10 year old children reported of having their own bed. However, 41.1% of them reported sharing a bed. A small portion (12%) reported of having no bed at all.

Question 22: Is there a place in your home where you can study?

A large proportion of the 10 year old children reported of having a place to study (85.1%) in comparison to their peers without any space to study (11.9%).

Table 6. Things you have (10 year old) (Numbers (%))

Whether you have ...	10 year-old
Own bed	467 (47.1)
Place to study ¹	843 (85.1)






¹missing: 1 (.1%)

2.4 Friends

Questions 25: How satisfied are you with your friends?

A large number (63.3%) of the 8 year old reported being very happy with their friends. Meanwhile, less than half (42.8%) of the 10 year old were totally satisfied with their friends.

Table 7a. Satisfied with friends (8 year old) (Numbers (%))

Satisfaction with ...					
Your friends	33 (3.4)	30 (3.1)	70 (7.3)	221 (22.9)	611 (63.3)

Missing: 2 (.2%)

Table 7b. Satisfied with friends (10 year old) (Numbers (%))

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your friends	33 (3.3)	15 (1.5)	13 (1.3)	24 (2.4)	37 (3.7)	83 (8.4)	56 (5.6)	67 (33.1)	108 (10.9)	131 (13.2)	425 (42.8)

Question 26: How much do you agree with each of these sentences?

As presented in Table 8, the 8 year old children (68.2%) reported higher tendency of having enough friends compared to the 10 year old (55.9%). Similarly, the 8 year old children (60%) reported having more friends that are nice to them than the 10 year old (31.8%). Additionally, the younger children (60.6%) reported higher tendency to get along well together with their friends in contrast to the older children (37.9%). Likewise, the younger

children (67.7%) reported higher tendency to having friends to support them in times of trouble compared to the older children (51.1%).

Table 8. Questions related to friends (Numbers (%))

	I do not agree		Agree a little bit		Agree somewhat		Agree a lot		Totally agree		Missing	
	8 YO	10 YO	8 YO	10 YO	8 YO	10 YO	8 YO	10 YO	8 YO	10 YO	8 YO	10 YO
I have enough friends	61 (6.4)	52 (5.4)	49 (5.2)	108 (11.1)	78 (8.2)	147 (15.2)	114 (12.0)	120 (12.4)	647 (68.2)	542 (55.9)	18 (1.9)	23 (2.3)
My friends are usually nice to me	87 (9.1)	127 (13.0)	77 (8.0)	193 (19.8)	82 (8.5)	175 (17.9)	138 (14.4)	171 (17.5)	576 (60.0)	310 (31.8)	6 (.6)	16 (1.6)
Me and my friends get along well together	65 (6.8)	100 (10.2)	72 (7.5)	173 (17.6)	84 (8.8)	178 (18.1)	156 (16.3)	159 (16.2)	580 (60.6)	372 (37.9)	10 (1.0)	9 (.9)
If I have a problem, I have a friend who will support me	91 (9.6)	144 (14.9)	39 (4.1)	105 (10.9)	55 (5.8)	90 (9.3)	120 (12.7)	134 (13.9)	640 (67.7)	492 (51.0)	22 (2.3)	27 (2.7)

Note. 8YO = 8 Year Old; 10YO = 10 Year Old

2.5 School

Question 28: How satisfied are you with your life as a student?

As presented in Table 9a, a majority (73.5%) of the younger age children reported being very happy with their student life whereas only 57.6% of the older age children reported being totally satisfied with theirs (please see Table 9b).






Question 29: How satisfied are you with things that you have learned at school?

A large proportion (72.1%) of the 8 year old reported being very happy with things that they learned at school. On the other hand, only 59.2% of the 10 year old children reported being totally satisfied with what they learned at school.

Question 30: How satisfied are you with other children in your class?

Based on Table 9a, nearly 62% of the younger age children reported being very happy with their other children in class. On the other hand, only about 40% of the older children reported feeling totally satisfied with their classroom peers (Table 9b).

Table 9a. Satisfaction with school life (8 year old) (Numbers (%))

Satisfaction with ...					
Life as a student¹	12 (1.2)	18 (1.9)	39 (4.0)	186 (19.3)	709 (73.5)
Lessons at school²	10 (1.0)	19 (2.0)	40 (4.1)	200 (20.7)	696 (72.1)
Other children in your class³	49 (5.1)	53 (5.5)	81 (8.4)	185 (19.2)	596 (61.8)

Missing: ¹3 (.3%), ²2 (.2%), ³3 (.3%).

Table 9b. Satisfaction with school life (10 year old) (Numbers (%))

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Life as a student¹	13 (1.3)	7 (.7)	11 (1.1)	9 (.9)	16 (1.6)	48 (4.8)	32 (3.2)	50 (5.0)	111 (11.2)	123 (12.4)	571 (57.6)
Lessons at school²	5 (.5)	6 (.6)	7 (.7)	10 (1.0)	12 (1.2)	37 (3.7)	32 (3.2)	49 (4.9)	73 (7.4)	173 (17.5)	587 (59.2)
Other children in your class³	78 (7.9)	31 (3.1)	12 (1.2)	29 (2.9)	40 (4.0)	76 (7.7)	54 (5.4)	62 (6.3)	103 (10.4)	159 (16.0)	346 (34.9)

Missing: ¹1 (.1%), ²1 (.1%), ³2 (.2%).

Question 33: How much do you agree with each of these sentences?

Based on Table 10, the 8 year old children (59.8%) reported higher frequency of their teachers caring about them compared to the 10 year old children (42.4%). Additionally, the younger age children (72.8%) rated higher tendency of teachers helping them when they have a problem at school in contrast to the older age children (47.4%). Similarly, the younger age children (65%) reported higher frequency of other children helping them out at school compared to the older children (37.1%). Both 8 (37.9%) and 10 year old (31.3%) children reported small frequency of arguments between children in their class. Results also indicated that the younger children (51.4%) reported higher tendency of their teachers listening to them and taking what they say into account compared to the older age children (25.1%). Furthermore, a majority (74.9%) of the younger children reported feeling safe at school than the older age children (50.2%). A small proportion (38.6%) of the older children reported that they had the opportunities to make decisions about things that are important to them at school.

Table 10. School related questions (Numbers (%))

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree	Missing
8 year old						
My teachers care about me	105 (11.3)	71 (7.6)	69 (7.4)	130 (13.9)	558 (59.8)	34 (3.5)
If I have a problem at school, my teachers will help me	32 (3.4)	48 (5.0)	66 (6.9)	113 (11.9)	693 (72.8)	15 (1.6)
If I have a problem at school, other children will help me	76 (8.0)	47 (4.9)	72 (7.5)	139 (14.6)	621 (65.0)	12 (1.2)
There are a lot of arguments between children in my class	200 (21.7)	104 (11.3)	126 (13.7)	143 (15.5)	350 (37.9)	44 (4.6)
My teachers listen to me and take what I say into account	165 (17.9)	75 (8.1)	83 (9.0)	126 (13.7)	474 (51.4)	44 (4.6)
I feel safe at school	53 (5.6)	41 (4.3)	40 (4.2)	95 (10.0)	722 (74.9)	16 (1.7)
10 year old						
My teachers care about me	78 (8.7)	121 (13.5)	162 (18.1)	153 (17.1)	378 (42.4)	97 (9.8)
If I have a problem at school, my teachers will help me	53 (5.6)	116 (12.3)	145 (15.4)	181 (19.2)	446 (47.4)	51 (5.1)
If I have a problem at school, other children will help me	120 (12.4)	169 (17.5)	154 (16.0)	164 (17.0)	358 (37.1)	27 (2.7)
There are a lot of arguments between children in my class	128 (14.3)	147 (16.4)	183 (20.4)	158 (17.6)	281 (31.3)	95 (9.6)
My teachers listen to me and take what I say into account	168 (18.7)	181 (20.1)	198 (22.0)	126 (14.0)	226 (25.1)	93 (9.4)
At school I have opportunities to make decisions about things that are important to me	147 (16.1)	124 (13.6)	142 (15.6)	144 (15.8)	352 (38.6)	83 (8.4)
I feel safe at school	112 (11.8)	92 (9.7)	149 (15.7)	117 (12.3)	476 (50.2)	46 (4.6)

Question 35: How often in the last month have you been

As presented in Table 11, the 10 year old children (24.3%) reported higher tendency of being hit by other children in school compared to the 8 year old (22.6%). Similarly, the older children (46.8%) reported higher tendency of being called unkind names by other children at school than their younger counterparts (25.5%). Additionally, the older children (21.7%) reported higher frequency of being left out by other children at school in contrast to the younger children (15.6%).

Table 11. Bullying (Numbers (%))

How often:	Never		Once		Two or 3 times		More than three times		Missing	
	8 YO	10 YO	8 YO	10 YO	8 YO	10 YO	8 YO	10 YO	8 YO	10 YO
Hit by other children in your school	406 (42.7)	376 (38.9)	172 (18.1)	169 (17.5)	158 (16.6)	186 (19.3)	215 (22.6)	235 (24.3)	16 (1.7)	26 (2.6)
Called unkind names by other children in your school	379 (40.1)	183 (18.9)	181 (19.2)	130 (13.4)	144 (15.2)	203 (20.9)	241 (25.5)	454 (46.8)	22 (2.3)	22 (2.2)
Left out by other children in your class	502 (53.6)	389 (40.5)	206 (22.0)	213 (22.2)	82 (8.8)	150 (15.6)	146 (15.6)	209 (21.7)	31 (3.2)	31 (3.1)





Note. 8YO = 8 Year Old; 10YO = 10 Year Old

2.6 The area where children live

Question 36: How satisfied are you with the area where you live?

A majority (71.1%) of the 8 year old reported being very happy with the area they live in. Meanwhile, nearly 60% of the 10 year old reported being totally satisfied with the area they live in.

Table 12a. Satisfied with the area you live (8 year old) (Numbers (%))

Satisfaction with ...	    				
The area where you live	29 (3.0)	35 (3.6)	52 (5.4)	162 (16.8)	684 (71.1)

Missing: 5 (.5%)

Table 12b. Satisfied with the area you live (10 year old) (Numbers (%))

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The area where you live	11 (1.1)	13 (1.3)	10 (1.0)	10 (1.0)	15 (1.5)	30 (3.0)	22 (2.2)	47 (4.7)	87 (8.8)	152 (15.3)	594 (59.9)

Missing: 1 (.1%)

2.7 Money and the things children have

Question 51: How often do you worry about how much money your family has?

Based on Table 13, the 8 year old children (51%) reported slightly more frequency of worry about how much money their family has in comparison to the 10 year old children (44.9%).

Table 13. Worry about family's money (Numbers (%))




	8 year-old ¹	10 year-old ²
Never	129 (14.4)	64 (7.1)
Sometimes	190 (19.6)	272 (30.3)
Often	83 (9.3)	159 (17.7)
Always	493 (51.0)	404 (44.9)

Missing: ¹72 (7.4%), ²93 (9.4%)

Question 59: How satisfied are you with all the things that you have?

Based on Table 14a and 14b, a large number of the 8 year old children reported being satisfied with all the things that they have. Similarly, nearly 73% of the 10 year old rated that they were totally satisfied with the things that they have.

Table 14a. Satisfied with things that you have (8 year old) (Numbers (%))

Satisfaction with ...					
all the things you have	18 (1.9)	37 (3.9)	54 (5.6)	181 (18.9)	670 (69.8)

Missing: 7 (.7%)

Table 14b. Satisfied with things that you have (10 year old) (Numbers (%))

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
all the things you have	10 (1.0)	5 (.5)	5 (.5)	10 (1.0)	10 (1.0)	17 (1.7)	15 (1.5)	24 (2.4)	61 (6.2)	113 (11.4)	721 (72.8)

Missing: 1 (.1%)

Question 63: Do you have enough food to eat each day?

As presented in Table 15, a majority of the 8 year old (74.1%) and 10 year old (73.2%) children reported on always having enough food to eat each day.

Table 15. Enough food (Numbers (%))

	8 year-old ¹	10 year-old ²
Never	32 (3.4)	12 (1.2)
Sometimes	114 (12.2)	133 (13.7)
Often	97 (10.3)	114 (11.8)
Always	695 (74.1)	709 (73.2)

Missing: ¹29 (3.0%), ²24 (2.4%)

Question 64: Which of the following do you have?

As presented in Table 16, a majority of the 8 (93.6%) and 10 year old (95.3%) reported of having clothes in good condition to go to school. Similarly, a large number of the 8 (79.9%) and 10 year old (76.6%) reported having enough money for school trips and activities. The older children (70.5%) were found to report having more access to the internet compared to

the younger age children (65.6%). A majority of the 8 (86.2%) and 10 year old (89.5%) children reported having sports equipment. The 10 year old (89.5%) reported having slightly more pocket money than the 8 year old (86.2%). Similarly, the older age children (91.2%) reported having slightly more shoes in good condition compared to the younger children (87.2%). The older children (57.7%) reported higher tendency to have a mobile phone compared to their younger counterpart (47.5%). A majority of the 8 (91.5%) and 10 year old (96.4%) reported having school equipment.

Table 16. What do I have (Numbers (%))

	8 Year Old			10 Year Old		
	No	Yes	Missing	No	Yes	Missing
Clothes in good condition to go to school	62 (6.4)	902 (93.6)	3 (.3)	47 (4.7)	945 (95.3)	-
Enough money for school trips and activities	194 (20.1)	771 (79.9)	2 (.2)	232 (23.4)	760 (76.6)	-
Access to the Internet	332 (34.4)	633 (65.6)	2 (.2)	292 (29.5)	699 (70.5)	1 (.1)
Equipment/things for sports and hobbies	170 (17.6)	795 (82.4)	2 (.2)	144 (14.5)	847 (85.5)	1 (.1)
Pocket money/ money to spend on yourself	133 (13.8)	829 (86.2)	5 (.5)	104 (10.5)	885 (89.5)	3 (.3)
Two pairs of shoes in good condition	123 (12.8)	841 (87.2)	3 (.3)	87 (8.8)	905 (91.2)	-
Mobile phone	506 (52.5)	457 (47.5)	4 (.4)	418 (42.3)	570 (57.7)	4 (.4)
Equipment/things you need for school	82 (8.5)	881 (91.5)	4 (.4)	36 (3.6)	955 (96.4)	1 (.1)

Material and economic circumstances - Scale A

A large proportion (77.4%) of the 10 year old children reported having electricity all of the time. Furthermore, majority of them reported having running water (86.5%) and a toilet that flushes (80.6%).

Table 17. Does your home have (10 year old) (Numbers (%))

Electricity¹	
All of the time	765 (77.4)
Some of the time	209 (21.1)
Not at all	15 (1.5)
Running water²	
Yes	851 (86.5)
No	85 (8.6)
Not sure	48 (4.9)
A toilet that flushes³	
Yes	782 (80.6)
No	165 (17.0)
Not sure	23 (2.4)

Missing: ¹3 (.3%) ²8 (.8%), ³22 (2.2%)

Question 49: Which of the following does your family have at home?

A large number (75.4%) of the 10 year old children reported of having a computer. Nearly all of them reported having a television (98.7%), fridge (98.8%), telephone (95%), and a car (98%). More than half (56.3%) reported having a radio.






Table 18. Descriptive statistics on family's material possessions (10 year old) (Numbers (%))

10 year old	Yes	No	Missing
A computer	744 (75.4)	243 (24.6)	5 (.5)
A television	977 (98.7)	13 (1.3)	2 (.2)
A fridge/freezer	978 (98.8)	12 (1.2)	2 (.2)
A radio	555 (56.3)	431 (43.7)	6 (.6)
A telephone	941 (95.0)	50 (5.0)	1 (.1)
A car/van/motorbike/etc.	971 (98.0)	20 (2.0)	1 (.1)

2.8 Time use

Results indicated that a large number (66.5%) of the 8 year old and slightly more than half (52.3%) of the 10 year old were very happy and totally satisfied with their time.

Table 19a. How satisfied are you with your time? (8 year old) (Numbers (%))

Satisfaction with ...					
How you use your time	26 (2.7)	26 (2.7)	57 (6.0)	211 (22.1)	636 (66.5)

Missing: 11 (1.1%)

Table 19b. How satisfied are you with your time? (10 year old) (Numbers (%))

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
How you use your time	18 (1.8)	7 (.7)	4 (.4)	14 (1.4)	10 (1.0)	45 (4.5)	27 (2.7)	51 (5.1)	104 (10.5)	188 (19.0)	523 (52.8)






Missing: 1 (.1%)

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

OLS (Overall Subjective Well-Being)

A large number (67.2%) of the 8 year old children scored a total score of 100 with mean 85.7 (Sd. = 25.6). Similarly, nearly 70% of the 10 year old scored 100 with a mean of 91.5 (Sd. = 18.3)

Table 20a. Satisfaction with life as a whole (8 year old) (%)

Satisfaction with ...					
Your life as a whole	40(4.0)	30(3.0)	57(5.7)	190(19.0)	681(68.2)

Missing: 2 (.2%)

Table 20b. Satisfaction with life as a whole (10 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole	8(.8)	9(.9)	4(.4)	5(.5)	12(1.2)	26(2.6)	18 (1.8)	30 (3.0)	67 (6.7)	125 (12.5)	696 (69.6)

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

More than half of the 8 year old (54.8%) and 10 year old (54.2%) were found to obtain high scores between 91 to 100. The 8 year old had a mean score of 84.8 (Sd. = 18.6) while the 10 year old had a mean score of 85.6 (Sd. = 18.0).

Table 21. CW-SWBS items (%)

	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life¹	8(.8)	9(.9)	5(.5)	10 (1.0)	10 (1.0)	49 (4.9)	21 (2.1)	37 (3.7)	71 (7.1)	106 (10.6)	673 (67.4)
My life is going well	13 (1.3)	12 (1.2)	9 (.9)	22 (2.2)	18 (1.8)	46 (4.6)	36 (3.6)	45 (4.5)	106 (10.6)	178 (17.8)	515 (51.5)
I have a good life²	9(.9)	18 (1.8)	10 (1.0)	17 (1.7)	20 (2.0)	35 (3.5)	30 (3.0)	53 (5.3)	79 (8.0)	153 (15.4)	568 (57.2)
The things that happen in my life are excellent³	37 (3.7)	25 (2.5)	20 (2.0)	28 (2.8)	38 (3.8)	73 (7.3)	66 (6.6)	91 (9.1)	130 (13.0)	179 (17.9)	312 (31.2)
I like my life	10 (1.0)	9 (.9)	9 (.9)	17 (1.7)	18 (1.8)	41 (4.1)	26 (2.6)	42 (4.2)	65 (6.5)	139 (13.9)	624 (62.4)
I am happy with my life	15 (1.5)	10 (1.0)	5 (.5)	8 (.8)	23 (2.3)	28 (2.8)	24 (2.4)	32 (3.2)	62 (6.2)	115 (11.5)	678 (67.8)

Missing: ¹1 (.1%) ²8 (.8%), ³1 (.1%)**CW-DBSWBS (Children's Worlds Domain Based Subjective Well-Being Scale)**

Nearly half of the 8 year old (47.3%) and 10 year old (46.9%) scored between 91 to 100. The mean score for the 8 year old is 88.2 (Sd. = 12.6) and 10 year old is 86.7 (Sd. 13.7).

Table 22. CW- DBSWBS items (%)

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people you live with¹	2 (.2)	2 (.2)	5 (.5)	5 (.5)	6 (.6)	44 (4.4)	30 (3.0)	16 (1.6)	69 (6.9)	118 (11.8)	702 (70.3)
Your friends	33 (3.3)	15 (1.5)	13 (1.3)	24 (2.4)	37 (3.7)	83 (8.3)	56 (5.6)	67 (6.7)	108 (10.8)	131 (13.1)	433 (43.3)
Your life as a student²	13 (1.3)	7 (.7)	11 (1.1)	9 (.9)	16 (1.6)	48 (4.8)	32 (3.2)	50 (5.0)	111 (11.1)	123 (12.3)	579 (58.0)
The area where you live³	11 (1.1)	13 (1.3)	10 (1.0)	10 (1.0)	15 (1.5)	30 (3.0)	22 (2.2)	47 (4.7)	87 (8.7)	152 (15.2)	602 (60.3)
The way that you look⁴	20 (2.0)	9(.9)	4 (.4)	10 (1.0)	16 (1.6)	37 (3.7)	25 (2.5)	48 (4.8)	68 (6.8)	134 (13.5)	622 (62.6)

Missing: ¹1 (.1%) ²1 (.1%), ³1 (.1%), ⁴7(.7%)**CW-PNAS (Children's Worlds Positive and Negative Affects Scale)**

A large proportion of the 8 year old children scored 75 on the Positive Affect Scale (PAS) with a mean score of 60 (Sd. = 23). Meanwhile, more than half (54.3%) of the children scored 25 on the Negative Affect Scale (NAS) with a mean score of 30.1 (Sd. = 22.8).

Approximately half (50%) of the 10 year old were found to score between 91 to 100 on the PAS scale (Mean = 86.2, Sd. = 16.7). Meanwhile, only 10.5% scored between 91 to 100 on the NAS scale with a mean score of 55.5 (Sd. = 27).

Table 23. CW-PNAS items (%)

Last two weeks: How often feeling	0	1	2	3	4	5	6	7	8	9	10
Happy¹	6(.6)	4(.4)	6(.6)	8(.8)	8(.8)	39 (3.9)	32 (3.2)	45 (4.5)	85 (8.5)	109 (10.9)	656 (65.7)
Calm²	29 (2.9)	13 (1.3)	11 (1.1)	20 (2.0)	25 (2.5)	73 (7.3)	55 (5.5)	56 (5.6)	95 (9.5)	125 (12.6)	493 (49.5)
Full of energy³	15 (1.5)	12 (1.2)	3 (.3)	7 (.7)	14 (1.4)	41 (4.1)	46 (4.6)	54 (5.4)	93 (9.3)	116 (11.6)	597 (59.8)
Sad⁴	120 (12.0)	77 (7.7)	62 (6.2)	67 (6.7)	64 (6.4)	124 (12.4)	67 (6.7)	67 (6.7)	87 (8.7)	101 (10.1)	163 (16.3)
Stressed⁵	155 (15.6)	68 (6.8)	42 (4.2)	61 (6.1)	55 (5.5)	98 (9.8)	54 (5.4)	69 (6.9)	84 (8.4)	98 (9.8)	212 (21.3)
Bored	146 (14.6)	83 (8.3)	48 (4.8)	58 (5.8)	47 (4.7)	86 (8.6)	55 (5.5)	55 (5.5)	56 (5.6)	65 (6.5)	301 (30.1)

Missing: ¹2 (.2%) ²5 (.5%), ³2 (.2%), ⁴1(.1%), ⁵4(.4)

2.10 Children perceptions about their country

Based on Table 24, only a small number of children in Malaysia know the rights of children. Approximately 40% of both 8 and 10 year old children knew of their rights. Additionally, an even smaller number 8 year old (15.9%) and 10 year old (12.3%) children know about the UN children's right convention.

Table 24. Children perceptions about their country (Numbers, (%))

		8 year old ¹	10 year old ²
I know what rights children have	No	262 (27.2)	491 (51.0)
	Not sure	317 (33.0)	318 (33.1)
	Yes	383 (39.8)	153 (15.9)
I know about the UN Convention on the Rights of the Child	No	207 (20.9)	468 (47.3)
	Not sure	386 (39.0)	400 (40.4)
	Yes	396 (40.1)	122 (12.3)

Missing: ¹5 (.5%) ²2 (.2%)

3. Conclusions

This study involved 8 and 10 year old children from various ethnicities across Malaysia. Majority of the children lived with their family and were mostly very happy and satisfied with their family. The younger age children (8 year old) were found to report higher tendency of being close to their family more than the older children (10 year old). The younger children reported enjoying more family time, feeling safer at home, and felt that

their families would be there in times of distress, as well as parents listen to them and take their words into consideration. In terms of sibling relations, the younger age children reported less likely being hit or call unkind names by their siblings within the past month compared to the older children. Additionally, the study found that majority of the children were very happy and satisfied with the house that they live in. Almost half of the older children reported having their own beds, but the other half reported sharing with others. Majority of the older children reported having their own space to study.

The study also found that the younger age children were more satisfied with their peer relationship compared to the older children. The younger children reported having more friends that were nice and helped them out in difficult times. They also reported getting along well with their peers and were satisfied with their classmates compared to the older age children. Additionally, the younger age children reported being more satisfied with their student life compared to their older counterparts. A majority of them felt satisfied with what they learn at school in comparison to the older children. The younger age children were also found to have better perception of their teachers in which they believe the teachers will help them if they have any problems, cares for them, listens to them, and take their words into consideration. The younger age children also reported higher frequency of having friends or classmates that would help them in times of difficulty at school. Furthermore, the younger children felt safer at school than the older children. The older children were found to report to have a higher tendency to being hit, called unkind names, and being left out by other children as compared to the younger children.

In terms of money, the study found that the younger children worried more about their family's money compared to the older children. Nevertheless, children from both age group were very satisfied with what they have. Similarly, children in the two age groups majority reported of having enough food, clothes, pocket money, shoes, and internet access. However, the older age children reported a higher tendency to have a mobile phone compared to their younger counterparts. In terms of material and economic circumstances, majority of children from both age groups reported having electricity, running water, and a flushing toilet. The majority of the older children further reported of having a computer, TV, fridge, telephone, and a car. In terms of satisfaction of time use, the younger children reported having more satisfaction compared to the older children.

The present study found the overall subjective well-being of the children from both age groups were high indicating high satisfaction with life. Similarly, the children were found to obtain high scores on the cognitive subjective well-being scales which tends to suggest the children have good cognitive components of subjective well-being. In terms of the affective components of well-being, the children from both age group were found to have high positive affect and low negative affect. This suggests that the children experience more pleasant feelings compared to unpleasant feelings in their lives.

Children's Worlds National Report

MALTA



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1. Introduction

1.1 Context and population

Population

In the year 2017 total population for Malta and Gozo stood at 442,978 and 32,723 persons, respectively (NSO, 2019).

Geography

Malta is an independent state made up of three islands: Malta, Gozo and Comino, located in the Central Mediterranean. The Maltese archipelago has an area of c. 316 square kilometres (Malta: 246 km²; Gozo: 67 km²; Comino: 3.5 km²). Malta forms part of the European Union.

For statistical purposes, the Maltese Islands are regarded as constituting two regions: Malta and Gozo. Malta is sub-divided into 6 districts, as illustrated in **Map 1** below. Districts are then further subdivided into 68 localities.

Map 1. District Map of the Maltese Islands (Source: NSO, 2019)

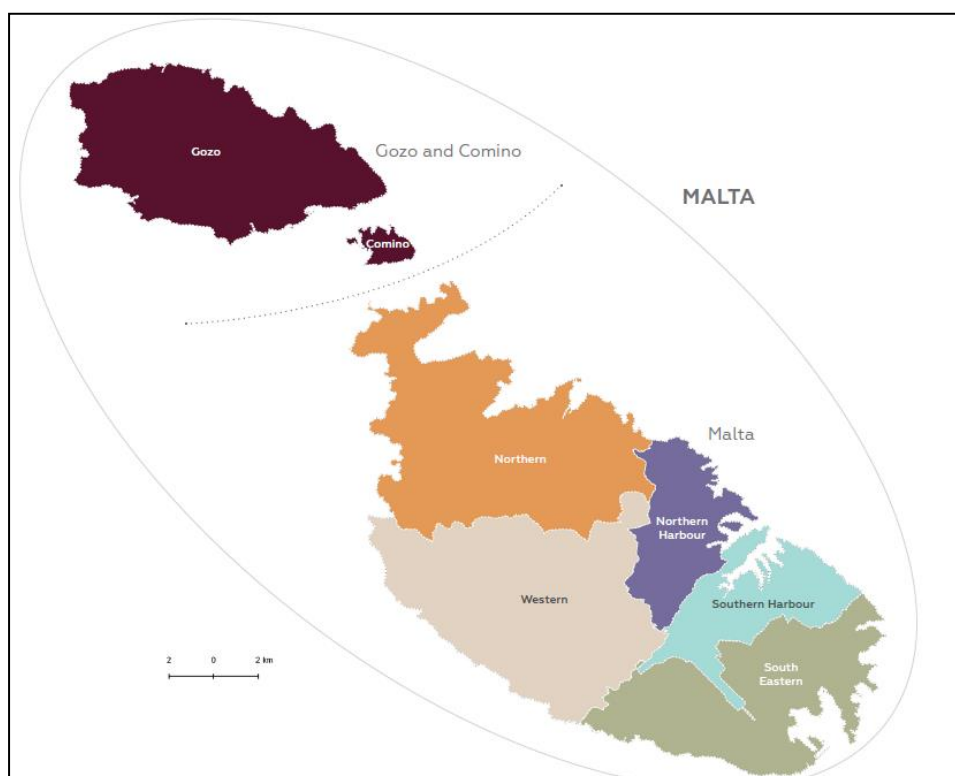


Table 1 below highlights the total population by age group and district as at 2017.

Table 1. Population by Age and District (Source: NSO, 2019)

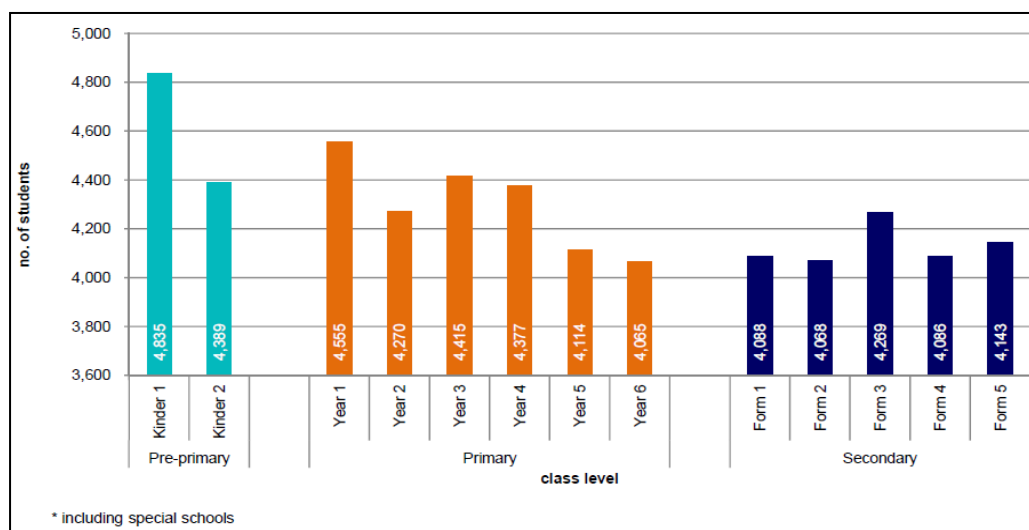
NATIONAL		MALTA						
NUTS 3		Malta						Gozo and Comino
LAU 1			Southern Harbour	Northern Harbour	South Eastern	Western	Northern	Gozo and Comino
0-9	45 458	42 565	7 362	13 844	7 411	5 664	8 284	2 893
10-19	43 449	40 343	7 607	12 649	7 011	5 941	7 135	3 106
20-29	71 231	66 646	10 956	24 277	10 537	8 608	12 268	4 585
30-39	75 127	70 758	12 040	25 506	11 483	8 696	13 033	4 369
40-49	61 835	58 109	10 011	19 263	9 708	7 992	11 135	3 726
50-59	59 051	54 420	9 589	17 922	8 407	8 183	10 319	4 631
60-69	59 335	54 900	11 271	18 423	8 580	8 046	8 580	4 435
70-79	40 276	37 042	8 202	13 226	5 170	5 031	5 413	3 234
80-89	17 155	15 694	3 791	5 765	1 962	2 136	2 040	1 461
90+	2 784	2 501	753	789	221	395	343	283
Total	475 701	442 978	81 582	151 664	70 490	60 692	78 550	32 723

Percentage of school children

During scholastic year 2016-17, 25,796 students were enrolled in primary education. 57.5 per cent of total student population attended state schools (NSO, 2018). During the same year 20,654 students were enrolled in secondary education (NSO, 2018). Between scholastic years 2012/3 and 2016/7, 57.6% of students attended state schools, 29.2% attended church schools and 13.2% attended independent schools (NSO, 2018). During scholastic year 2012/2013 the share of non-Maltese students stood at 4.5% whereas during scholastic year 2016/7, the share stood at 9.7% (NSO, 2018).

Figure 1 shows the number of students by class level during academic year 2016/2017 (total number of students = 55, 674). The percentage of students in Year 3 and Year 4 (primary) amounted to 7.9%, respectively. Students in Form 1 and Form 2 (middle school) amounted to 7.3%, respectively.

Figure 1. Student Population during scholastic year 2016/7 by class level (Source: NSO, 2018)



Religion

The main religion in Malta is Roman Catholicism (98%); it is also declared as the state religion in the Constitution of Malta. The Catholic religion is taught in classes but religion is not a compulsory subject. In fact, students who do not wish to be educated in the Roman Catholic Faith can choose to follow Ethics instead. (Eurydice, 2018). There is also a substantial minority of Moslem people in Malta, mostly coming North Africa and the Middle East.

Ethnicity

“Presently the National Statistics Office (NSO) and service providers (e.g. hospitals) in Malta do not collect data on ethnicity” (PFC, para. 2). However, though there is not any major ethnic group in Malta, recently Malta has seen an unprecedented rise in growth population with migration being the main drive behind the growth. 9% of children in Malta are not Maltese, mostly of parents from Europe and other countries who are employed here or from asylum seeking parents. Maltese society is therefore becoming more diverse and multicultural.

Economic context

In 2017, GDP at market prices in the regions of Malta, and Gozo and Comino was estimated at €10 806.1 million and €473.4 million, respectively (NSO, 2019). Even though employment in jobs increased year-on-year in both regions, employment growth lagged GDP growth during the period under consideration (NSO, 2019). GDP per capita at market prices increased year-on-year in both regions. The per capita GDP at market prices for the Malta

region as a percentage of the national was 102.7 per cent while that of the Gozo and Comino region was of 60.9 per cent (NSO, 2019)

1.2 Sampling: Strategy and outcome

The sample for Malta was designed to achieve a nationally representative sample of school children around the ages of 8, 10 and 12. The sample was designed on children in Primary school Year 3 (aged 6 to 8 years old) and Year 5 (aged 8 to 10 years old) and Secondary school Year 7 (aged 10 – 12), with at least 1,000 children in each age group.

Approximately, less than 2% of the child population were excluded from the sample, namely:

- Schools which do not have Year 3/ Year 5 or Year 7/Form 1 class groups (i.e. these schools were excluded because they were not eligible to participate since they do not have children within the age groups of 8, 10, 12 year olds)
- Severely disabled children in special schools/ resource centres (less than 1% of the school population); most children with disability attend mainstream school
- Children who are absent from school on a long-term basis due to chronic illness or injury.

The primary sampling unit was the three mainstream school sectors in Malta (i.e. State schools, Church schools and Independent schools). Separate samples were drawn for Years 3 and 5 (primary school education) and Year 7/Form 1 (secondary school education). Both samples followed the same methodology. First percentages of students attending the different types of school sectors were obtained in order to calculate the number of students required for the corresponding sample from each sector. This ensured that the sample reflects the proportion of children in each school sector. The sampling frame was further stratified by various variables namely geographic region, gender and school size.

State schools were selected by stratified sampling. One school was randomly selected from each of the ten colleges. The fact that state schools are region bound ensured that all districts were represented in the sample. Selection of the other remaining state schools was based on probabilities proportional to their size (i.e. schools were selected from colleges/regions characterized by large student populations). Church and Independent schools were selected on the basis of size/student populations and gender. However, it was ensured that schools were selected from around across the different regions in the country.

On a general note, two representative classes were randomly selected by the Head of School³ for each age group. Since students aged 8 and 10 years are attending Primary schools, the same schools were selected for data collection for the two age groups. Therefore, four classes were selected from each primary school in the study. In the case of

³Classes were selected by each school according to clear instructions provided in the information sheet (eg: if classes are based on children's ability or other factors, the implications of this need to be carefully considered during the selection process.)

Secondary schools, large schools comprised an average of six classes for 12 year olds. In such schools, four classes were selected. The survey began in late 2017 and was completed by January 2018.

Table 1.2.1 Frequency of achieved sample

	State	Church	Independent	Total
8 year old	300	214	53	567
10 year old	319	273	38	630
12 year old	444	380	0	824
Total	1063	867	91	2021

Weights have been applied to the sample used in the analysis so that the proportion of students in the data set in each stratum is equivalent to the proportion of students in that stratum in the population. Additional weighting was also applied to balance the weighting across the three age groups. This used the existing weights but adjusted them so that each age group has an equal weight in the analysis. The resulting numbers are shown in Table 1.2.2.

Table 1.2.2 Frequency of weighted sample

	State	Church	Independent	Total
8 year old	380	199	94	673
10 year old	401	214	59	674
12 year old	363	311	0	674
Total	1144	724	153	2021

2. Results

2.1 The participants

The sample consisted of about 2000 school students, with about 660-670 in each of the three cohorts; there is a good gender balance in the primary school cohorts but there is a gender imbalance in the secondary in favour of boys (Table 2.1.1 & Table 2.1.2).

Table 2.1.1 Age by gender(Weighted) (Numbers, (%))

	8 year old	10 year old	12 year old	Total
Boy	365(54.6)	344(51.5)	388(58.8)	1097(55.0)
Girl	303(45.4)	324(48.5)	272(41.2)	899(45.0)

Total	668(100.0)	668(100.0)	660(100.0)	1996(100.0)
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Nmissing 25

Table 2.1.2 Age by gender (Achieved Sample) (Numbers, (%))

	8 year old	10 year old	12 year old	Total
Boy	309(54.9)	353(56.4)	474(58.7)	1136(56.9)
Girl	254(45.1)	273(43.6)	333(41.3)	860(43.1)
Total	563(100.0)	626(100.0)	807(100.0)	1996(100.0)

Nmissing 25

2.2 The home and the people the participants live with

Table 2.2.1 illustrates that the great majority of 10 and 12 year old children sleep/live in the same home every night (90.4%), with 10% reporting to live and sleep in different homes regularly. The vast majority (98%) of Maltese 10 year old and 12 year old children live together with their families (Table 2.2.2).

Table 2.2.1 Home living patterns (10y & 12y) (%)

	%
Always or usually sleep in the same home	90.4
Live in two home with different adults	9.6

Nmissing 695

Table 2.2.2 Home type (10y & 12y) (%)

I live with my family	98.3
I live in a foster home	0.2
I live in a children's home	0.5
I live in another type of home	1.0
Total	100.0

Nmissing 695

Tables 2.2.3-2.2.4 show that the majority of Maltese children reported high levels of satisfaction with the people they live with. 81.3% of 8 year old children are very happy and 72.8% of 10 year old and 12 year old were totally satisfied. When compared with 12 year old children, 10 year olds seem to have higher levels of satisfaction with the people they live with (See Appendix, Table A1).

Table 2.2.3 Satisfaction with the people you live with (8y) (%)

Satisfaction with ...					
People that you live with	1.2	0.5	3.1	13.9	81.3

Nmissing 1354

Table 2.2.4 Satisfaction with the people you live with (10y & 12y) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
People that you live with	0.7	0.4	0.7	0.2	0.7	2.3	1.4	2.9	6.0	11.9	72.8

Nmissing 709

Overall, the great majority of Maltese children reported positive relationships with other family members particularly in terms of people who care about them, that if they have a problem their family will help, feeling safe at home and having a good time with their family. The mean scores were slightly lower for 'parents listen to what they have to say' and when making decisions about them. There were no significant differences between the different age groups (Table 2.2.5).

Table 2.2.5 Variations in questions about home and family (All age groups; means)

	Family care	Family help problem	Good time together	Feel safe	Parents listen	Make joint decision*
8 year-old	3.66	3.67	3.65	3.57	3.26	-
10 year-old	3.73	3.64	3.60	3.60	3.27	3.32
12 year-old	3.74	3.61	3.54	3.67	3.35	3.28
Total	3.71	3.64	3.59	3.62	3.30	3.30






* Question not included in 8y questionnaire

2.3 The home where children live

When asked whether they are happy with the home that they live in, all age groups reported high levels of satisfaction; 81% of 8 year old children reported that they are very happy (Table 2.3.1). The percentage among 10 year old and 12 year old participants is 70.6% but a 10-point scale is used instead of 5-point scale. In addition, another 18% of secondary school students also scored high on the satisfaction scale (Table 2.3.2). There is a higher

tendency among 12 year old students to be more satisfied with the home they live in when compared with 10 year olds (See Appendix, Table A2).

Table 2.3.1 Satisfaction with the home where you live (8y) (%)

Satisfaction with ...					
The home that you live in	2.0	1.8	6.0	9.3	81.0

Nmissing 1367

Table 2.3.2 Satisfaction with the home where you live (10y &12y) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The home that you live in	1.4	0.3	0.4	0.3	1.2	2.7	1.2	3.9	5.6	12.3	70.6

Nmissing 703

Half of the 10 and 12 year old participants reported to have their own room to sleep in (50.7%) whereas the other half share a room with others (49.3%) (Table 2.3.4); the great majority (86.1%) have their own bed (86.1%) (Table 2.3.4). The great majority (88.7%) also have a space to study at home (Table 2.3.3).

Table 2.3.3 Things you have (10y & 12y) (%)





Whether you have ...	10 & 12 year-old
Own room ¹	50.7
Own bed ²	86.1
Place to study ³	88.7

Nmissing ¹698, ²700, ³697

2.4 Friends

The vast majority of 8 year olds are happy or very happy with their friends (93.7%); 74.6% of 10 and 12 year olds are also satisfied with their friends (Tables 2.4.1-2.4.2). Ten year olds reported higher levels of satisfaction than 12 year olds (See Appendix, Table A3).

Table 2.4.1 Satisfaction with your friends (8y) (%)

Satisfaction with ...					
Your friends	1.5	1.5	3.3	15.9	77.8

Nmissing 1360

Table 2.4.2 Satisfaction with your friends (10y &12y) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your friends	0.6	0.9	0.6	0.6	0.5	3.7	2.6	4.0	12.0	17.3	57.3

Nmissing 701

Overall, the majority of Maltese participants reported positive and supportive relations with their friends. 79% reported that they have enough friends and that their friends are nice to them, although 14% reported that they do not have enough friends. Over 86% reported that they get along well with their friends and that their friends are supportive (Table 2.4.3).

Table 2.4.3 Friends (All ages) (%)






	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I have enough friends¹	9.4	4.5	7.0	18.6	60.4
My friends are usually nice to me²	2.5	5.3	12.9	22.9	56.4
Me and my friends get along well together³	1.8	4.1	7.9	21.5	64.7
If I have a problem, I have a friend who will support me⁴	3.1	3.9	6.5	18.3	68.2

Nmissing 150¹, 102², 96³, 140⁴

2.5 School

The great majority of Maltese 8 year old participants are satisfied with their life as a student (84.4%), the things learned at school (91%) and with the other children in their class (88%) (Table 2.5.1). Over 70% of 10 year old and 12 year old children reported to feel satisfied with their life as a student and with other children in their class, whilst over 83% were satisfied with the things learned at school (Table 2.5.2). Younger students appear to be happier, with ten year olds reporting higher levels of satisfaction with life at school than 12 year olds (See Appendix, Table A4).

Table 2.5.1 Satisfaction with school life (8y) (%)

Satisfaction with ...					
Your life as a student¹	3.5	2.4	9.6	17.0	67.4
The things you have learned at school²	.6	1.8	6.7	16.5	74.5
The other children in your class³	1.6	1.5	8.8	18.3	69.8

Nmissing 1366¹, 1368², 1377³

Table 2.5.2 Satisfaction with school life (10y & 12y) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your life as a student¹	2.7	1.1	.8	1.5	1.5	6.5	4.1	7.7	11.6	15.8	46.8
The things you have learned at school²	1.2	.2	1.0	1.1	1.3	3.1	3.4	4.8	10.3	18.0	55.6
The other children in your class³	1.4	.5	1.5	1.9	3.5	6.3	4.0	9.5	10.1	16.9	44.4

Nmissing 698¹, 697², 704³

Maltese students exhibited positive views towards teachers and other children at school. The great majority of totally agree/agree that teachers care about them (91.2%), will help them if they have a problem (90.4%) and listen to them and take them seriously (83.9%) and that they feel safe at school (83.4%). Over 76% also reported that other children will help them if they have a problem and that they have opportunities to make decisions at school. When asked whether there are a lot of arguments in their class, there were mixed reactions; 48.5% do not agree or agree a little bit, whilst 36.4% of participants totally agree/agree (Table 2.5.3)

Table 2.5.3 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 me¹	1.3	3.2	4.2	21.4	69.8
If I have a problem at school my teachers will help me²	1.9	2.6	5.1	21.0	69.4
If I have a problem at school other children will help me³	5.2	5.8	12.6	25.7	50.7
There are a lot of arguments between children in my class⁴	29.8	18.7	15.1	12.7	23.7
My teachers listen to me and take me seriously⁵	3.4	4.7	8.1	19.8	64.1
At school I have opportunities to make decisions about things that are important to me^{6*}	5.1	5.9	9.9	22.5	56.6
I feel safe at school⁷	5.1	4.0	7.6	17.2	66.2

Nmissing 97¹, 73², 141³, 222⁴, 162⁵, 822⁶, 127⁷. * Question not included in 8y questionnaire

When asked about bullying and exclusion at school during the past month, the majority reported that they were never hit (66.9%), called unkind names (61.5%) or left out by other children (64.9%). However, 19% reported that during the past month they were frequently hit by other children and/or left out (two or three times or more) and 21.6% said that they were frequently called unkind names (Table 2.5.4).

Table 2.5.4 Bullying (All age groups) (%)






	Never	Once	Two or three times	More than three times
Hit by other children in your school (not including fighting or play fighting) ¹	66.9	14.5	8.7	10.0
Called unkind names by other children in your school ²	61.5	17.0	10.0	11.6
Left out by other children in your class ³	64.9	16.5	9.5	9.2

Nmissing 144¹, 161², 207³

2.6 The area where children live

The great majority of 10 and 12 year old participants are satisfied with the area where they live (81.5%); 8 year olds reported slightly higher levels of satisfaction (89.4%) (Tables 2.6.1-2.6.2). There was not any significant difference in the level of satisfaction of 10 and 12 year olds.

Table 2.6.1 Satisfaction with local area (8y) (%)

Satisfaction with ...					
The area where you live	3.8	1.2	5.7	14.0	75.4

Nmissing 1380

Table 2.6.2 Satisfaction with local area (10y & 12y) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The area where you live	2.1	.7	.2	1.3	1.8	4.4	2.8	5.2	9.0	13.7	58.8

Nmissing 708. Not significant by age (p<0.68)

The great majority of Maltese participants are satisfied with the area where they live, though a substantial percentage (11% to 24%) expressed dissatisfaction with their area and another 10% had mixed feelings. 76.4% feel safe when they walk around in the area where they live (in contrast to 13% who do not); 66.3% think there are enough places to play and have a good time (in contrast to 23.5% who do not think so); 67.7% believe that if they have a problem, there are people in their local area who will help them (in contrast to 21.8% who do not believe so); 79.1% believe that adults in their local area are kind to children (in contrast to 10.9% who do not think so); 65.1% believe that in their local area, they have opportunities to participate in decisions about things that are important to children (in contrast to 23.3% who do not think so); 71.5% think that adults in their area listen to children and take them seriously (in contrast to 16.7% who do not think so) (Table 2.6.3).

Table 2.6.3 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 around in the area I live in ¹	6.8	6.2	10.7	21.2	55.2
In my area there are enough places to play and have a good time ²	14.5	9.0	10.2	19.6	46.7
If I have a problem there are people in my local area who will help me ³	12.1	9.7	10.5	17.4	50.3
Adults in my local area are kind to children ⁴	5.1	5.8	10.0	20.1	59.0
In my local area, I have opportunities to participate in decisions about things that are important to children ^{5*}	14.4	8.9	11.6	22.9	42.2
Adults in my area listen to children and take them seriously ⁶	9.4	7.3	11.9	20.5	51.0

Nmissing 148¹, 145², 260³, 264⁴, 944⁵, 426⁶. * Question not included in 8y questionnaire

2.7 Money and the things children have






Table 2.7.1 shows that whilst the majority of Maltese children are not worried about how much money their family has, however, 26.7% are. Younger students at primary school appear to worry more often than Secondary School students.

Table 2.7.1 How often do you worry about how much money your family has? (%)

	8 year-old	10 year-old	12 year-old	Total
Never	49.1	42.9	40.4	43.9
Sometimes	16.0	33.8	36.7	29.4
Often	5.7	9.1	13.1	9.5
Always	29.2	14.2	9.8	17.2
Total	100.0	100.0	100.0	100.0

The great majority of 8 year olds (86.4%) are completely satisfied with the things they have. The percentage is 73.4% among 10 year old and 12 year old children but a 10-point scale is used instead of 5-point scale with 8 year old children; there was no significant difference between 10 and 12 year olds' level of satisfaction. The rate of dissatisfaction among all age cohorts was very low, between 1% - 2% (Table 2.7.2-2.7.3).

Table 2.7.2 Satisfaction with all the things you have (8y) (%)

Satisfaction with ...					
All the things you have	.6	1.2	3.7	8.2	86.4

Nmissing 1389

Table 2.7.3 Satisfaction with all the things you have (10y & 12y) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
All the things you have	1.0	.1	.2	.1	.6	1.2	1.8	2.3	5.4	13.9	73.4

Nmissing 726, Not significant by age (p<0.438)

The great majority of Maltese children reported that they have enough food to eat on a daily basis (91.6%), with only 1.1% claiming that they never have enough food particularly 8 year old children (2.2%) (Table 2.7.4). Table 2.7.5 shows that the majority also enjoy economic wellbeing: over 95% reported to have clothes in good condition (96.1%), enough money for school activities (96.0%), access to internet at home (95.6%), two pairs of shoes in good condition (96.8%) and school equipment (97.5%). 89.5% have sports equipment, 84.9% pocket money and 63.6% a mobile phone. When compared between the different age groups, it appears that 12 year olds have more access to these basic necessities than younger students.

Over 98% of children reported to have one or more bathroom at home as well as a washing machine. Slightly more than half of respondents (50.7%) reported to share their bedroom with someone else but the remaining half have their own bedroom (49.3%). Almost half of respondents reported that their families have two cars (48.6%) whereas 5.7% do not own any means of private transport. The great majority of children have two or more computers at home (88.4%) whereas only 2.4% do not possess any computer at home. During the last twelve months, 31% of children went on a holiday with their families and 47.7% of children have travelled twice or more on holiday in contrast to 21.1% who did not (Table 2.7.6).

Table 2.7.4 Do you have enough food to eat each day? (%)

	8 year-old	10 year-old	12 year-old	Total
Never	2.2	0.8	0.2	1.1
Sometimes	4.0	4.2	1.1	3.1
Often	2.9	5.0	4.9	4.3
Always	90.9	90.1	93.8	91.6
Total	100.0	100.0	100.0	100.0

Table 2.7.5 The things children have (%)

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	8.5	91.5	2.3	97.7	1.0	99.0	3.9	96.1
Enough money for school trips and activities	7.8	92.2	2.9	97.1	1.5	98.5	4.0	96.0
Access to the Internet at home	9.4	90.6	2.1	97.9	1.8	98.2	4.4	95.6
The equipment/things you need for sports and hobbies	16.7	83.3	8.6	91.4	6.1	93.9	10.5	89.5
Pocket money/ money to spend on yourself	22.0	78.0	14.7	85.3	8.4	91.6	15.1	84.9
Two pairs of shoes	7.2	92.8	1.8	98.2	0.6	99.4	3.2	96.8
A mobile phone	56.8	43.2	38.9	61.1	12.9	87.1	36.4	63.6
The equipment/things you need for school	4.3	95.7	2.4	97.6	0.6	99.4	2.5	97.5

Table 2.7.6 Descriptive statistics on material possessions (Scale B) (10 & 12 years-old) (%)





How many bathrooms are in your home?¹	
None	0.7
One	29.3
Two	54.6
More than two	15.4
Do you sleep in your own room or do you share a room?²	
I sleep in a room on my own	50.7
I sleep in a room that I share with other people	49.3
Does your family own a car, van or truck?³	
No	5.7
One	23.6
Two	48.6
Three or more	22.1
In the last 12 months, how many times did you travel away on holiday with your family?⁴	
Not at all	21.1
Once	31.0
Twice	21.1
More than twice	26.6
How many computers do your family own?⁵	
None	2.4
One	9.2
Two	19.2
More than two	69.2
Does your home have a washing machine?⁶	
No	1.3
Yes	98.7
Total	100.0

Nmissing 700¹, 698², 705³, 727⁴, 715⁵, 717⁶

2.8 Time use

72.5% of 8 year old children are completely satisfied with how they use their time (Table 2.8.1) in contrast to over 56.2 % of 10 year old and 12 year olds; more than half of the latter cohort are also completely satisfied with the free time they have (57.6%). An additional 28.3% were relatively satisfied with time use and 20.2% with free time (Table 2.8.2). When taking a closer look at older participants, 10 year old children seem to be more satisfied with both time use and free time than 12 year olds (See Appendix, Table A5).

Table 2.8.1 Satisfaction with time use (8y) (%)

Satisfaction with ...					
How you use your time	1.1	1.2	10.6	14.6	72.5
How much free time you have to do what you want*	-	-	-	-	-

* Question not included in 8y questionnaire

Table 2.8.2 Satisfaction with time use (10y & 12y) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
How you use your time ¹	1.2	.2	.4	.8	.7	3.2	4.2	4.7	12.5	15.8	56.2
How much free time you have ²	2.1	.9	.8	1.3	1.7	4.9	4.5	5.9	8.5	11.7	57.6

Nmissing 737¹, 743²

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

In general, the different measures of children's subjective wellbeing show that Maltese participants are satisfied with their lives. Tables 2.9.1 -2.9.2 show that 77.2% of 8 year old children are satisfied about their life as a whole while 2.4% are dissatisfied. The percentage among 10 year old and 12 year old students is 72.7% and 1.9% respectively, but a 10-point scale is used instead of 5-point scale.

In terms of the subjective well-being scale, table 2.9.3 shows that the great majority of Maltese children reported high levels of life satisfaction. Around 80% of students reported positive life views in terms of enjoying their life (81.4%), life is going well (78.6%), have a good life (82.1%), like their life (79.7%) and are happy with their life (82.3%). Similarly, 70.5% of students reported that the things that are happening in their life are excellent. The rate of those who are not satisfied or hardly satisfied with life is very low, from 1% to 2%.

Similar positive trends can be seen in the level of satisfaction with different life domains (Table 2.9.4). Over 84% of Maltese children are satisfied with the people they live with. Three fourths of the students are also satisfied with their friends (74.6%), the area where






they live (72.5%) and the way that they look (75.8%). Whilst only 62.6% of students are satisfied with their lives as students, more than one fourth are relatively satisfied (29.9%).

Table 2.9.5 shows that overall Maltese students reported higher positive affect scores (i.e. happy, calm and full of energy) and lower negative affects scores (i.e. sad, stressed and bored). When asked how they felt during the past two weeks, over 75% of students felt very happy and full of energy. Only 48.1% of students however, felt calm during the last two weeks and nearly 11% reported to feel less calm or not calm at all.

Maltese children also scored high on the satisfaction scale with regards to psychological attributes to wellbeing. Around 71% and 74% reported satisfaction with managing their daily responsibilities (71.8%), that people are 'generally friendly towards them' (71.2%), that they have 'enough choice how they can spend their time' (73.2%). Maltese students scored also high on a number of items, suggesting they are relatively happier (80.9%), more positive about the future (77.9%) and are learning a lot (76.9%). The rate of those who are not satisfied or hardly satisfied is very low, from 1% to less than 3%.

OLS (Overall Subjective Well-Being)

Table 2.9.1 Satisfaction with life as a whole (8 year old) (%)

Satisfaction with ...					
Your life as a whole	2.4	1.1	6.1	13.2	77.2

Nmissing 1380

Table 2.9.2 Satisfaction with life as a whole (10 &12 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole	1.9	0.3	0.2	0.4	0.6	2.6	1.9	3.4	5.7	10.3	72.7

Nmissing 827

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

Table 2.9.3 CW-SWBS items (%)

	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life ¹	0.9	0.5	0.3	0.6	1.2	2.4	2.6	4.4	5.5	11.0	70.4
My life is going well ²	0.7	0.4	0.6	0.7	1.6	3.2	2.8	4.5	6.9	15.5	63.1
I have a good life ³	0.6	0.6	0.5	0.8	1.3	2.2	2.5	3.7	5.6	9.4	72.7
The things that happen in my life are excellent ⁴	1.0	0.7	1.2	0.8	1.7	5.3	3.6	5.7	9.4	16.9	53.6
I like my life ⁵	1.2	0.9	1.1	0.7	1.8	2.9	2.8	3.3	5.5	11.7	68.0
I am happy with my life ⁶	1.0	0.7	0.7	0.9	0.9	1.9	2.4	4.1	4.9	8.8	73.5

Nmissing 705¹, 706², 717³, 703⁴, 703⁵, 704⁶

CW-DBSWBS (Children's Worlds Domain Based Subjective Well-Being Scale), 2003)

Table 2.9.4 CW- DBSWBS items (%)

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people you live with ¹	0.7	0.4	0.7	0.2	0.7	2.3	1.4	2.9	6.0	11.9	72.8
Your friends ²	0.6	0.9	0.6	0.6	0.5	3.7	2.6	4.0	12.0	17.3	57.3
Your life as a student ³	2.7	1.1	0.8	1.5	1.5	6.5	4.1	7.7	11.6	15.8	46.8
The area where you live ⁴	2.1	0.7	0.2	1.3	1.8	4.4	2.8	5.2	9.0	13.7	58.8
The way that you look ⁵	1.4	1.0	0.5	0.7	1.8	3.9	2.6	5.0	7.2	11.8	64.0

Nmissing 709¹, 701², 698³, 708⁴, 816⁵**CW-PNAS (Children's Worlds Positive and Negative Affects Scale)**

Table 2.9.5 CW-PNAS items (%)

Last two weeks: How often feeling	0	1	2	3	4	5	6	7	8	9	10
Happy ¹	0.8	0.2	0.5	0.3	0.6	2.7	2.4	4.4	8.9	11.9	67.2
Calm ²	6.0	2.4	2.4	4.3	2.7	11.6	6.3	6.9	9.4	9.6	38.5
Full of energy ³	2.5	1.0	0.8	1.1	1.5	3.6	3.2	4.7	5.8	9.7	66.2
Sad ⁴	35.1	13.0	9.6	8.3	6.2	8.9	2.9	4.2	3.3	2.7	5.8
Stressed ⁵	27.2	8.3	6.2	7.2	5.0	9.5	3.8	6.0	6.3	5.1	15.4
Bored ⁶	35.5	9.4	6.5	6.5	5.2	8.9	4.0	3.7	4.2	4.1	12.2

Nmissing 815¹, 833², 825³, 826⁴, 833⁵, 829⁶**CW-PSWBS (Children's Worlds Psychological Subjective Well-Being Scale)-**

Table 2.9.6 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 ¹	1.0	0.7	0.6	0.1	1.8	2.5	3.3	2.8	6.1	9.1	71.8
I am good at managing my daily responsibilities ²	1.1	0.8	0.8	1.1	1.4	3.3	3.9	6.0	9.9	11.7	60.1
People are generally pretty friendly towards me ³	1.2	0.3	1.1	1.1	2.4	3.0	4.1	6.3	9.4	13.3	57.9
I have enough choice about how I spend my time ⁴	0.9	1.7	0.6	1.7	2.0	3.2	4.2	5.0	7.7	12.8	60.4
I feel that I am learning a lot at the moment ⁵	1.5	0.6	0.4	0.4	1.8	2.7	2.2	5.2	8.2	13.5	63.3
I feel positive about my future ⁶	0.7	0.7	0.7	1.0	1.5	3.3	1.9	5.7	6.3	10.6	67.3

Nmissing 1473¹, 1478², 1479³, 1478⁴, 1475⁵, 1476⁶

2.10 Children's rights

When asked whether they know about children's rights they had mixed reactions. Close to one half (47%) of participants are aware of their rights as children, in contrast to 14.7% who are unaware and 38.4% who not sure. When asked about the UN Convention on the Rights of the Child (UNCRC), 40.2% are not sure about it, followed by 35.4% who do not know about UNCRC; only one fourth reported to know about it. They appear to become more aware of their rights and the children's rights convention as they grow older (Table 2.10.1).

Table 2.10.1 Children's rights (%)

		8-year-olds	10-year-olds	12-year-olds	Total
I know what rights children have	No	27.0	11.8	3.6	14.7
	Not sure	40.1	41.3	33.0	38.4
	Yes	32.9	46.9	63.4	47.0
	Total	100.0	100.0	100.0	100.0
I know about the UN Convention on the Rights of the Child	No	48.8	33.9	21.4	35.4
	Not sure	30.8	41.8	49.3	40.2
	Yes	20.4	24.3	29.4	24.4
	Total	100.0	100.0	100.0	100.0

2.11 Conclusions

The great majority of participants in this study provided a very positive view of their subjective wellbeing in the various aspects of their lives such as home, economic wellbeing, school, locality, use of time, safety and friends. They report a very stable home environment with very good relationships with their parents and other family members. They are also happy with the home they live in. The great majority have their own bed and a space to study at home and with half of ten and twelve year olds having their own bedroom. Overall, the great majority have positive and supportive relations with friends and have enough friends. About 14% however, do not have enough friends. Younger participants appear to have better relationships than older ones.

Most of the participants enjoy a good quality of life and economic wellbeing, with the great majority satisfied with the things they have. Few students lack basic necessities, but more than one fourth worry frequently about how much money the family has.

The great majority of participants feel safe and satisfied with the area where they live. A substantial minority, however, expressed dissatisfaction, with close to one fourth saying there are not enough places to play and have a good time, that neighbours are not helpful, and that they do not have enough opportunities to participate in decisions about things that

are important to them. Most of the students are satisfied with their use of time and their free time, with the younger children being more satisfied.

Most students are happy with their school life, having positive relationships with both teachers and peers. They feel safe and supported at school and are satisfied with the things they learn at school. Younger students appear to be happier and more satisfied. On the other hand, more than one third reported frequent arguments and fighting in their class, whilst one in five reported frequent physical or psychological bullying.

The different measures of children's subjective wellbeing consistently show that Maltese participants are highly satisfied with their lives. High positive affect scores were reported regarding feeling happy and full of energy, but nearly 11% of Maltese students appear to feel less calm or not calm at all.

There were mixed reactions to awareness of children's rights, with only about one half of students appearing confident about their awareness of children's rights. Students, however, they become more aware of their rights and of the children's rights convention as they grow older.

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Appendix: Statistical Tables

Table A1 Mean scores of levels of satisfaction with the people that you live with by age (independent sample t-test)

Satisfaction with the people that you live with	Mean	Std. Dev.
10y	9.38*	1.521
12y	9.20*	1.754

*p<0.05

Table A2 Mean scores of levels of satisfaction with the home that you live in by age (independent sample t-test)

		Mean	Std. Dev.
Satisfaction with the home that you live in	10y	9.08*	2.047
	12y	9.25*	1.610

Note: *p<0.1 (0.108) tendency

Table A3 Mean scores of levels of satisfaction with friends by age (independent sample t-test)

		Mean	Std. Dev.
Satisfaction with friends	10y	9.03*	1.863
	12y	8.82*	1.778

Note: *p<0.05

Table A4 Mean scores of levels of satisfaction by school age (independent sample t-test)

		Mean	Std. Dev.
Your life as a student	10y	8.40*	2.509
	12y	8.14*	2.353
The things you have learned at school	10y	8.97**	1.991
	12y	8.63**	1.970
The other children in your class	10y	8.37*	2.309
	12y	8.06*	2.355

Note: *p<0.05, **p<0.01, ***p<0.001

Table A5 Mean scores of satisfaction with time use (10y & 12y) (independent sample t-test)

Satisfaction with...		Mean	Std. Dev.
How you use your time	10y	9.02***	1.833
	12y	8.66***	1.919
How much free time you have	10y	8.80***	2.249
	12y	8.29***	2.415

Note: ***p<0.001



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Children's Worlds National Report

NAMIBIA



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Further information about the Children's Worlds project can be found on the project website at www.isciweb.org. If you have questions about this report or the project in Namibia, please e-mail the authors at: monica.ruizcasares@mcgill.ca or sgentz@unam.na.

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1. Introduction

This report provides an overview of results from the survey administered in the Khomas region of Namibia in July 2018.

1.1 Context and population

Namibia's population counts a total of 2,324,388 people¹. The population in Namibia is scattered throughout its 14 regions: Erongo, Hardap, !Karas, Kavango East, Kavango West, Khomas, Kunene, Ohangwena, Omaheke, Omusati, Oshana, Oshikoto, Otjozondjupa and Zambezi¹. The present study was conducted in the Khomas region which is home to 18% of the total population of the country and includes the capital city, Windhoek. Thirty-six percent of the population in Namibia are aged 0 to 14 years (14 % of 0 to 4-year-olds and 23% of 5 to 14-year-olds). In the Khomas region specifically, the corresponding percentages are 13% for children aged 0 to 4 years and 16% for children aged 5 to 14 years.

Two-thirds of children in Namibia (65%) live in rural areas, whereas 35% live in urban areas. Khomas region, where this study took place, has the highest percentage of children living in urban areas (94%)². The implications of such urbanisation include easier access to resources, such as healthcare and education. Nonetheless, although regional data on social and economic indicators show that, in comparison to other regions, children in the Khomas region live in better situations²; there is a large discrepancy within the region, with the poorest parts of the population living in the rapidly growing north-west area of Windhoek largely due to rural migration. Along with Erongo region, Khomas has the highest rates of lifetime migration in the country¹. Due to the lack of affordable housing, many people build informal dwellings/shacks in areas which still lack basic facilities, such as adequate water, sanitation, and electricity. Indeed 42% of households in Khomas region live in such dwellings¹.

Namibia is a culturally diverse country and, while English is the official language, there are over 11 indigenous languages spoken. The main languages spoken in Namibian households are Oshiwambo languages (50%), Nama/Damara languages (11%) and Kavango languages (10%)¹. Khomas region has a slightly different profile where the top spoken languages are the Oshiwambo languages (41%), Afrikaans (19%), Nama/Damara languages (12%), and Otjiherero (10%). The Namibian population is predominantly Christian, with the most popular religion being Evangelical Lutheran (44% of women, 43% of men), Roman Catholic (20% of women, 26% of men), and Protestant/Anglican (21% of women, 13% of men)³.

In 2018, the Gross Domestic Product per capita in Namibia was 79.6 billion Namibian Dollars⁴. While the World Bank classifies Namibia as an upper middle income economy, Namibia has one of the highest income disparities in the world (Gini coefficient of 0.61)⁵ and an unemployment rate of 33.4%⁶. In Khomas, the main industries of employment are administrative and support service activities (13%) and construction (11%)⁷. More generally, in Namibia, the main sectors of employment are sales and services (57%) and professional/technical/managerial (19%)⁸.

In the Namibian context, children may be exposed to a multitude of risk factors that affect their well-being. Some of these adversities include poverty, high rates of HIV^{9 10},

orphanhood¹¹ and violence¹². The country saw an increase in the incidence of severely poor female-headed households from 11% to 12% between 2009/2010 and 2016 and, for male-headed households, from 8 to 10%¹³. Children are proportionately more affected by poverty than adults, with about 1 in 3 children (34%) growing up in poverty (compared to 28% of the general population¹⁴). Although the access to safe water increased from 2011 to 2016, it is still not accessible to everyone¹⁵, particularly in remote rural areas and in informal urban settlements. Road and other infrastructure has been growing throughout the country at a steady pace yet access to health, social, and education services remains limited, particularly in remote rural areas.

Furthermore, Namibia has one of the highest HIV rates in the world. High uptake of Anti-Retroviral drugs has drastically reduced mortality and enhanced quality of life for HIV positive people¹⁶. Despite this, at 11.8%¹⁷ the prevalence of HIV among adults aged 15-49 years old remains one of the highest in the world¹⁸. High HIV infection rates has left many children orphaned, a phenomenon observed in other high HIV prevalence countries. Out of all the households in Namibia, 14% had orphans. This phenomenon is worse in rural areas, where 19% households have orphans (vs. 10% of households in urban areas⁹). Child- and youth-headed households face particular vulnerabilities yet also have sources of strength¹⁹
20 21

In addition to this, children in Namibia may also be exposed to stressful environments in the form of violence and abuse. According to the Demographic and Health Survey of 2013²², when asked if they had experienced sexual violence since age 15 years, 31% of women aged 15 to 19 years old reported being victims of such incidents. Children and adolescents in Namibia also experience or witness violence in the home²³ or suffer from being bullied at school²⁴. Children may not be enrolled in school or may drop out of school as a result of such extreme conditions, and this can make them vulnerable to child labour²⁵. In fact, the enrolment rates for primary school in Namibia (ages 7-13) is 95%, which is very similar to the rates found in the Khomas region (97%). More broadly, 34% of the population between 6- and 24-years old attend school. These rates are lower in urban areas (28%) than in rural areas (40%). In the Khomas region the rates of enrolment to school for the same age group is almost 70%¹.

Namibia has established a robust body of legislation, public policies, and strategic plans for children²⁶, including the National Agenda for Children 2012-2016 (NAC)²⁷ and the Child Care and Protection Act (Act 3 of 2015)²⁸. It has also established public agencies for furthering children's rights, needs and interests. However, the country still remains one of the countries not having addressed the mental health needs of children and adolescents²⁹.

1.2 Sampling: Strategy and outcome

The population for this study consisted of all children in Grade 4 and Grade 6 in Khomas region. The study was designed to achieve representative sample of children in school from Grade 4 (mainly ages 9 to 10) and Grade 6 (mainly ages 11 to 12) with an aim of achieving a final sample of at least 1,000 children in each group.

Table 1 shows the distribution of learners in Khomas region, by grade and relevant strata.

Table 1. Distribution of learners by grade and type of school in Khomas region (%)

Stratum	Grade 4	Grade 6
Rural	4.0	4.2
Urban Public	82.0	82.7
Urban Private	14.1	13.2

The 73 schools in Khomas region which had learners in the grades of interest were stratified by location (Rural/Urban). All rural schools (n=8) were selected to ensure adequate representation of this small sub-group of the population. Urban schools were further stratified by Private/State (P/S). Within each stratum, schools were randomly selected in each P/S list until reaching the number of learners proportional to the type of school keeping in mind that not more than 50 children could be selected per school for each grade group. Thus, up to two classes per grade were randomly selected within participating schools. We expected that random selection of classes would yield a balanced sample by sex, in line with the distribution of boys and girls in the two target grades according to the most recently published Ministry of Education statistics³⁰. Active consent from both parents and learners was required.

Table 2 summarises the achieved and weighted sample. After data cleaning, the survey data set contained questionnaires from a sample of 2124 children. 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.

Table 2. Achieved and Weighted sample (Number of participants)

	10 year-old	12 year-old	Total
Achieved sample	1025	1099	2124
Weighted sample	1062	1062	2124

1.3 Note on statistical analysis

Where groups have been subject to statistical testing, they are noted as significant if they relate to a p-value below 0.01. Differences described as marginally significant refer to p-values between 0.01 and 0.049. However at this stage, although the data have been weighted, the analysis does not take into account the design effect of clustering in the sample due to children being surveyed in class groups in schools. Taking this factor into account will not affect the descriptive statistics but is likely to affect the significance levels for statistical tests. For all frequencies, we report on the valid data. Missing data and, where applicable, children who selected that they “don’t know” the answer are reported at the

bottom of the table. Except where indicated in the table, the data for the 10 and 12 year-old children are combined.

2. Results

2.1 The participants

The children's ages ranged from 8 to 14 years old with an average age of 11.1 (SD = 1.3). Table 3 shows the age and gender distribution of the weighted sample. Children in Grade 4 were mainly 10 years old (69.1%) but many were also 9 years old (19.0 %) and 11 years old (13.6%). Children in Grade 6 were mainly 12 years old (56.8%) but several were also 11 years old (16.7%) and 13 years old (19.5%). The sample will be analysed by grade from here on. To maintain consistency across the country reports we will name the Grade 4 group the '10-year-olds' and the Grade 6 group the '12-year-olds'. Overall, 41.8% of the sample were boys and 58.2% were girls.

Table 3. Age and gender distribution of participants (Numbers, %)

	10 year-old	12 year-old	Total
Boy	453 (42.7%)	434 (40.9%)	887 (41.8%)
Girl	609 (57.3%)	628 (59.1%)	1237(58.2%)
Total	1062	1062	2124

Note: percentages given for columns

2.2 The home and the people children live with

Children were asked who they currently lived with. Table 4 shows that nearly all participants indicated that they lived with their family (93.6%), with a small percentage of children living in a foster home (3.4%), and fewer in a children's home, with friends or neighbours, or in another type of home.

Table 4. Home type (All age group) (%)

Type of home	
I live with my family	93.6
I live with friends or neighbours	0.5
I live in a foster home	3.4
I live in a children's home	0.5
I live in another type of home	2.1
Total	100.0

Note: missing < 1%

Children were asked to rank their satisfaction with their family life on an 11-point scale (0 to 10) with higher scores indicating higher levels of satisfaction. From Table 5 we can see that the children were very satisfied with the people who lived with them, with fewer than 20% of children indicating a score of 5 or lower.

Table 5. Satisfaction with the people you live with (All age group) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The people you live with	1.1	0.3	1.1	0.8	1.0	14.2	2.8	6.8	7.2	13.1	51.5

Note: missing < 1%

There were six questions about children's views on the home and the people they live with. The questions were scored on a five point scale, from 'I do not agree' to 'I totally agree'. The results are summarised in

Table 6 by age group, comparing the mean scores of the two age groups. Higher scores indicate stronger agreement with the statement.

Table 6. Variations in questions about home and family (means)

	Family care	Family help problem	Good time together	Feel safe	Parents listen	Make joint decision
10 year-old	3.5	3.3	3.4	3.5	3.1	3.3
12 year-old	3.5	3.1	3.2	3.5	2.8	2.8
Total	3.5	3.2	3.3	3.5	2.9	3.0

Note: missing < 2%

Overall and by age group, children were most in agreement with the statement 'I feel safe at home' and 'There are people in my family who care about me' and least in agreement with 'My parents listen to me and take what I say into account'. The 10 year-old group generally showed higher levels of agreement than the 12 year-old group.

2.3 The home where children live

Children were asked whether they were satisfied with their home life. The percentages show that the children were very satisfied with the home where they live with fewer than 20% of children indicating a score of 5 or lower (Table 7).

Table 7. Satisfaction with the home where you live (All age group) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The house or flat where you live	2.9	1.1	0.4	1.4	2.1	9.1	2.3	3.6	6.6	10.8	59.6

Note: missing < 2%

Children were also asked whether they had their own room and bed, and a place to study. In

Table 8, we see that over a third of children had their own room (36.1%) and 59.2% had their own bed. Of those that did not have their own bed, an additional 31.1 % reported to sharing a bed, whereas 9.7% did not have a bed at all. Overall 69.1% of children reported that they had a place to study in their home, with 19.2 % saying they had no place to study and 11.7% of children were unsure.

Table 8. Things you have (All age group) (%)

Whether you have ...

Own room	36.1%
Own bed	59.2%
Place to study	69.1%

Note: missing < 2%

2.4 Friends

Children were asked about their friendships. Children's views on their friends were mostly positive with just under half of the children (47%) selecting the highest score and saying they felt completely satisfied with their friends (Table 9).

Over three-in-four children (78.1%) agreed either totally or a lot with the statement that they 'had enough friends' (Table 10). However, there were still children who did not agree or only agree a little with the statements that they had enough friends (16.6%), that their friends were usually nice to them (22.6%), and that they got along well with their friends (19.6 %). About 10% of children felt that if they had a problem they would have no friends to support them.

Table 9. Satisfaction with your friends (All age group) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your friends	3.1	1.0	0.9	1.9	1.8	13.0	4.4	6.0	7.9	12.8	47.0

Note: missing < 2%

Table 10. Friends (All age group) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I have enough friends	8.5	8.1	5.4	16.1	62.0
My friends are usually nice to me	8.1	14.5	14.2	23.0	40.2
Me and my friends get along well together	8.0	11.6	12.6	22.4	45.4
If I have a problem, I have a friend who will support me	10.8	6.3	7.8	15.5	59.6

Note: missing < 2%; don't know ≤ 1%

2.5 School

Children were asked questions about various aspects of their school life and their teachers. The majority of children reported satisfaction with their school life (Table 11). The least positive response was children's satisfaction with other children in their class with only 32.5% who reported complete satisfaction (compared to over 60% for both satisfaction with their life as a student and the things that they have learnt).

Table 11. Satisfaction with school life (All age group) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Life as a student	1.5	0.7	0.6	0.9	1.4	6.3	2.6	5.3	8.2	10.1	62.5
Things you have learned	1.1	0.2	0.3	0.4	0.5	4.3	1.5	3.8	7.0	13.3	67.6
Other children in your class	5.5	2.3	1.9	2.4	2.9	14.3	5.9	7.3	10.7	14.0	32.7

Note: missing < 1%

The majority of children were positive about their teachers and their school (Table 12). The least positive response was to the statement 'If I have a problem at school, other children will help me' although still 54.8% agreed a lot or totally agreed with this statement and 'My teachers listen to me and take what I say into account', although 55.8% still agreed a lot or totally agreed with the statement. More children 'totally agreed' that if they had a problem at school their teachers would help them compared to 'other children will help them'. Children rated their safety at school as high, yet still one-fifth of children (21.3%) did not agree or only agreed a little bit that they felt safe at school.

Table 12. Views about school (All age group) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
My teachers care about me	9.2	13.9	12.6	21.6	42.7
If I have a problem at school, my teachers will help me	6.8	9.3	11.3	21.4	51.2
If I have a problem at school, other children will help me	16.4	14.0	14.9	22.0	32.8
There are a lot of arguments between children in my class	16.0	11.7	10.5	16.9	44.9
My teachers listen to me and take what I say into account	14.1	15.1	14.6	18.8	37.2
At school I have opportunities to make decisions about things that are important to me	7.2	7.2	8.5	18.9	58.3
I feel safe at school	10.3	11.0	10.2	17.0	51.4

Note: missing < 2%; "don't know" ≤ 4%

Children were asked different questions about active (e.g. being hit by other children) and passive bullying (e.g. being left out by other children in their class). Half of the children (51%) reported being hit by other children in their school at least once, with 11.5% being hit more than three times in the last month (Table 13). Even higher rates of bullying were

reported for being 'called unkind names by other children in your school' at least once in the last month (70.2%). Slightly over half of the children (54.3%) never felt left out by other children in their class; meanwhile, 15.6% report being left out more than three times in the last month.

Table 13. Bullying (All age group) (%)

How often:	Never	Once	Two or 3 times	More than three times
Hit by other children in your school	49.0	26.8	12.7	11.5
Called unkind names by other children in your school	29.8	22.6	19.2	28.5
Left out by other children in your class	54.3	18.3	11.8	15.6

Note: missing ≤ 1%; "don't know" < 2%

2.6 The area where children live

Children were asked how satisfied they were about the area where they lived as well as their views about their local areas. While most children were satisfied with the area they live in, with 56.6% reporting being completely satisfied or very close to completely satisfied (scores 9-10), 7.3% of children were not at all satisfied with the area they live in (Table 14).

Table 14. Satisfaction with the area where you live (All age group) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The area where you live	7.3	1.2	1.1	2.1	1.9	10.7	4.5	6.0	8.5	14.2	42.4

Note: missing < 2%

Regarding feelings of safety in their area, 35.2% of children either did not feel safe or agree very little that they felt safe when they walk in the area where they lived (Table 15). The highest agreement, either total agreement or a lot of agreement, was found with children reporting that 'there were enough places to play or to have a good time' (63%). Regarding consideration of children's views, responses were quite spread out with about half of the children agreeing a lot or totally agreeing that adults take children's views seriously (50%) or that children can participate in decisions that matter to them (56.9%).

Table 15. Views about local area (All age group) (%)

In my area, I live in...	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I feel safe when I walk	20.3	14.9	13.9	18.4	32.5
There are enough places to play or to have a good time	16.8	11.0	9.2	15.1	47.9
I have opportunities to participate in decisions about things that are important to me	19.4	10.0	13.7	19.9	37.0
Adults listen to children and take them seriously	20.0	13.7	16.4	16.9	33.1

Note: missing < 1%; 'don't know' < 6%

2.7 Money and the things children have

Children were asked a set of questions about their thoughts about money and the things they have. One quarter of children (24.7%) reported that they 'always' worry about how much money their family have with slightly more children in the 10 year-old group than the 12 year-old group reporting that they always worry about how much money their family has (Table 16). Less than a quarter of children (22%) never worried about how much money their family has. Over two-thirds of children (69.6%) reported that they felt completely satisfied or close to completely satisfied (scores 9 -10) with all the things that they had (Table 17).

Table 16. How often do you worry about how much money your family has? (%)

	10 year-old	12 year-old	Total
Never	24.3	19.8	22.0
Sometimes	36.6	44.2	40.4
Often	10.8	14.7	12.8
Always	28.2	21.3	24.7
Total	100.0	100.0	100.0

Note: missing < 1%: 'don't know' < 5%

Table 17. Satisfaction with all the things you have (All age group) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
all the things you have	3.1	0.6	0.9	1.2	1.6	7.0	3.5	4.5	8.0	11.4	58.2

Note: missing < 1%

Children were also asked whether they had enough food to eat each day (Table 18) and what items they owned. About 16.2% of children reported that they either 'never' or only 'sometimes' had enough food to eat each day, with slightly more 10 year olds reporting that they never had enough food to eat, compared to 12 year-old children (3.2% vs. 1.8%).

Table 18. Do you have enough food to eat each day? (%)

	10 year-old	12 year-old	Total
Never	3.2	1.8	2.5
Sometimes	13.9	14.6	14.3
Often	8.4	10.7	9.6
Always	74.4	72.9	73.7
Total	100.0	100.0	100.0

Note: missing < 1%: 'don't know' < 1%

Regarding 'things' that children have (Table 19), most children reported having 'clothes in a good condition' (92.1%) and 'two pairs of shoes' (84.7%), although 15.3% do not own two pairs of shoes. Fewer children had 'a mobile phone' (54.3%) or 'pocket money/money to spend on themselves' (60.9%). Children in the 10 year-old group generally reported having

more 'things', the largest differences being 'enough money for school trips and activities' (72.3% vs. 62.5%) and 'access to internet at home' (66.1% vs 58.6%).

Table 19. The things children have (%)

Which of the following do you have	10 year-old		12 year-old		Total	
	No	Yes	No	Yes	No	Yes
Clothes in good condition	7.8	92.2	8.0	92.0	7.9	92.1
Enough money for school trips and activities	27.7	72.3	37.5	62.5	32.6	67.4
Access to the Internet at home	33.9	66.1	41.4	58.6	37.7	62.3
The equipment/things you need for sports and hobbies	29.4	70.6	36.5	63.5	32.9	67.1
Pocket money/ money to spend on yourself	35.5	64.5	42.6	57.4	39.1	60.9
Two pairs of shoes	14.1	85.9	16.4	83.6	15.3	84.7
A mobile phone	43.3	56.7	48.1	51.9	45.7	54.3
The equipment/things you need for school	18.9	81.1	22.8	77.2	20.9	79.1

Note: missing < 2%

Table 20. Access to basic services at home (All age groups) (%)

Electricity	
All of the time	65.4
Some of the time	20.5
Not at all	14.1
Running water	
Yes	63.7
No	31.7
Not sure	4.5
A toilet that flushes	
Yes	75.4
No	22.1
Not sure	2.5

Note: missing < 4%

Table 21. Descriptive statistics on family's material possessions (All age groups) (%)

	No	Yes
A computer (including laptops and tablets)	31.2	68.8
A television	11.5	88.5
A fridge/freezer	11.7	88.3
A radio	28.5	71.5
A telephone (landline or mobile)	11.4	88.6
A family car / van / motorbike / etc.	25.3	74.7
A washing machine	30.8	69.2

Note: missing < 2%

Regarding access to basic services (Table 20), 14.1% of children reported having no electricity at all, with 20.5% having electricity 'some of the time'. Almost a third of children (31.7%) did not have running water in their home and 22.1 % of children reported that they did not have access to a toilet that flushes. Children were also asked about the material possessions in their family homes (

Table 21). The least common possessions were a washing machine (69.2%) and a computer (68.8%).

2.8 Time use

Children were also asked how satisfied they were with the way they use their time. Overall, children were satisfied with the way they use their time and also with how much free time they had to do what they want (Table 22).

Table 22. Satisfaction with time use (All age groups) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
How you use your time	3.2	0.9	1.0	1.3	1.9	10.9	4.6	7.6	9.6	13.9	45.1
How much free time you have to do what you want	4.9	1.5	1.7	1.9	3.1	9.7	4.1	6.0	8.3	13.6	45.2

Note: missing data <2%

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

The *Children's Worlds* survey included a number of different measures of subjective well-being. We will first report the overall results of each scale and then we will consider variations in wellbeing according to age group and gender.

1. OLS (Overall Subjective Well-Being)

The first measure is the simplest, a single-item measure where children rank how satisfied they were with their life as a whole on an 11-point scale (0 to 10). Overall 61.8% of children were totally satisfied with their life, with 2.1% scoring the minimum (0). One-in-ten children (10.5%) rated their overall subjective wellbeing below a score of 6.

Table 23. Satisfaction with life as a whole (All age groups) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole	2.1	0.4	0.3	1.0	1.1	5.6	2.7	5.1	5.1	14.7	61.8

Note: missing <1%

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

The CW-SWBS contains six items measuring cognitive subjective well-being and is based on the Student Life Satisfaction Scale by Huebner (1991)³¹. This scale is based on five statements about children's overall life satisfaction, and children were asked to indicate how much they agree with each statement. Children aged 10 and 12 were asked to respond using an 11-point scale ranging from 'do not agree' to 'totally agree'.

Table 24. CW-SWBS items (All age groups) (%)

	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life	2.6	0.6	0.2	0.9	1.6	6.9	3.4	4.5	5.7	10.6	62.9
My life is going well	3.2	0.9	0.8	1.0	1.5	8.4	3.6	4.7	9.8	16.7	49.3
I have a good life	2.3	0.9	0.8	0.8	2.0	6.2	3.4	4.7	7.2	13.6	58.1
The things that happen in my life are excellent	4.2	1.2	1.1	1.9	2.4	10.8	5.6	6.4	10.3	14.5	41.7
I like my life	1.9	0.8	0.6	0.9	1.3	3.8	2.5	3.4	5.4	9.9	69.6
I am happy with my life	2.0	0.8	0.5	0.8	0.8	3.9	2.6	3.7	4.9	10.2	69.7

Note: missing <1%

At least 50% of children scored the maximum on most questions, with exceptions being scoring the maximum for 'My life is going well' (49.4%) and 'The things that happen in my life are excellent' (41.7%) (Table 24).

3. Children's Worlds Domain Based Subjective Well-Being Scale (CW-DBSWBS, 2003)

The CW-DBSWBS contains five items measuring domain based cognitive subjective well-being and is based on the Brief Multidimensional Student Life Satisfaction Scale by Seligson, Huebner & Valois³². The domains include family, friends, school, living environment and self. As we can see in

Table 25 all domains scored fairly high with the highest proportion of total satisfaction achieved with the self (68.3%), followed by satisfaction with school life (62.5%), and the lowest with satisfaction with the area they live (42.4%) and friends (47%).

Table 25. DBSWBS (All age groups) (%)

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people you live with	1.1	0.3	1.1	0.8	1.0	14.2	2.8	6.8	7.2	13.1	51.5
Your friends	3.1	1.0	0.9	1.9	1.8	13.0	4.4	6.0	7.9	12.8	47.0
Your life as a student	1.5	0.7	0.6	0.9	1.4	6.3	2.6	5.3	8.2	10.1	62.5
The area where you live	7.3	1.2	1.1	2.1	1.9	10.7	4.5	6.0	8.5	14.2	42.4
The way that you look	2.5	0.8	0.8	1.2	0.8	4.5	2.8	3.4	5.0	9.9	68.3

Note: missing <2%

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

The CW-PNAS is based on Barrett and Russel's work³³ and contains six items measuring affective subjective well-being: positive and negative affect. For positive affect, children were asked how often in the last two weeks they had felt: happy, calm and full of energy. For negative affect, children were asked how often in the last week they had felt: sad, stressed, or bored. Children answered on an 11-point scale ranging from 'not at all' to 'extremely'.

Table 26. CW-PNAS items (All age groups) (%)

Last two weeks: How often feeling	0	1	2	3	4	5	6	7	8	9	10
Happy	3.6	0.7	1.1	1.0	1.8	10.6	4.3	5.7	6.9	11.0	53.3
Calm	6.9	1.8	2.2	2.3	3.4	13.5	5.4	6.4	9.0	12.0	36.9
Full of energy	5.1	1.0	1.2	2.1	2.0	6.8	3.4	5.5	7.1	8.7	57.0
Sad	28.8	6.7	6.2	5.8	5.0	16.0	4.6	4.7	5.2	5.5	11.5
Stressed	29.6	5.2	3.5	4.0	4.0	11.0	3.5	6.6	5.8	6.2	20.7
Bored	22.2	5.8	3.6	4.4	3.4	12.5	4.8	4.9	6.3	6.2	25.9

Note: missing <2%

Table 26 shows that, for positive affect, over half the participants scored the maximum for feeling 'happy' (53.3%) and 'full of energy' (53.3%), whereas 36.9% of children scored the maximum for feeling 'calm'. For negative affect, 25.9% of children scored the maximum for feeling 'bored', 20.7% for feeling 'stressed', and 11.5% for feeling 'sad'.

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

The CW-PSWBS contains six items measuring psychological subjective well-being³⁴. Children were asked to rate their well-being on an 11-point scale ranging from 'not at all' to 'totally agree'. This scale was included for the 12 year-old group. It was optionally asked of 10 year-old classes, when time allowed. Time constraints prevented completing it by 10 year-olds in some schools (N=93, 9.4%). The findings for the 12 year-old group are presented in Table 27. The highest frequency of children selecting 'complete agreement' (score of 10) were for 'I like the way I am', 'I feel positive about my future' and 'I feel that I am learning a lot at the moment'. Fewer children selected 'complete agreement' (a score of 10) with 'people are generally pretty friendly towards me' and 'I am good at managing my daily responsibilities'.

A higher percentage of ten year-olds selected complete agreement (score of 10) than 12 year-olds (Table 28).

Table 27. CW- PSWBS items (%), 12 year-old

How much you agree with	0	1	2	3	4	5	6	7	8	9	10
I like being the way I am	1.7	0.7	1.0	0.9	1.2	4.6	3.2	4.8	5.1	8.3	68.3
I am good at managing my daily responsibilities	2.6	1.0	1.0	0.9	1.9	9.8	4.2	9.0	11.4	18.3	39.8
People are generally pretty friendly towards me	4.3	1.9	1.1	3.7	5.6	15.0	6.4	8.9	11.3	15.3	26.5
I have enough choice about how I spend my time	4.4	1.7	1.4	1.5	3.0	7.4	6.0	6.6	13.4	14.0	40.7
I feel that I am learning a lot at the moment	2.0	0.5	0.4	1.0	1.2	4.1	3.4	4.7	9.0	13.4	60.3
I feel positive about my future	2.7	0.8	0.9	1.1	1.0	5.6	2.4	3.1	6.9	12.4	63.2

Note: missing <1%

Table 28. CW- PSWBS items (%), 10 year-old

How much you agree with	0	1	2	3	4	5	6	7	8	9	10
I like being the way I am	2.6	0.1	0.3	0.4	0.7	3.7	2.1	2.2	2.6	6.6	78.7
I am good at managing my daily responsibilities	2.4	0.4	0.7	0.9	0.6	6.9	2.2	4.0	7.4	15.0	59.6
People are generally pretty friendly towards me	4.4	0.6	1.0	1.9	1.5	11.6	2.8	6.0	9.0	12.5	48.6
I have enough choice about how I spend my time	5.8	0.3	0.6	1.0	1.7	7.3	2.4	4.9	7.4	11.8	56.8
I feel that I am learning a lot at the moment	2.1	0.3	0.4	0.1	0.8	3.8	1.7	2.8	6.1	11.3	70.5
I feel positive about my future	2.8	0.4	0.4	0.8	0.6	6.0	1.1	2.7	4.5	11.6	69.2

Note: missing =9.4% (N=93)

Variations in overall subjective well-being

Table 29 presents variations in overall subjective well-being for children, according to age group and gender. The findings for age show that, for all six measures there was a decrease in subjective well-being between 12 year-old and 10 year-old children. This decrease was significant for all the measures, except negative affect. There was more of a mixed pattern for gender differences. Most measures had only slight differences in mean scores for boys and girls. The only measures that were marginally significant were SWSB and PAS, with girls reporting higher well-being than boys.

Table 29. Variations in different measures of subjective well-being (means)

	OLS	SWBS	DBSWBS	Positive Affect	Negative Affect	PSWBS
Age group						
10 year-old	9.05	88.29	85.50	80.71	47.52	87.19
12 year-old	8.54	83.02	80.68	76.51	46.08	82.14
Gender						
Girl	8.87	86.77	83.00	79.88	46.71	84.67
Boy	8.74	84.86	83.16	77.71	46.87	84.38
Total	8.79	85.66	83.10	78.61	46.81	84.50

2.10 Children's perceptions about their country

Children were also asked some questions about their understanding of rights in Namibia. More 12 year-olds reported knowing what children's rights were than 10 year-olds (79.9% vs. 72.1%). Overall, about a quarter of children reported that they knew what the UN Convention on the Rights of the Child was.

Table 30. Children's rights (%)

		10-year-olds	12-year-olds	Total
I know what rights children have	No	7.6	2.1	4.8
	Not sure	20.3	18.0	19.2
	Yes	72.1	79.9	76.0
	Total	100	100	100
I know about the UN Convention on the Rights of the Child	No	43.6	41.5	42.5
	Not sure	29.8	34.8	32.3
	Yes	26.7	23.7	25.2
	Total	100	100	100

3. Conclusions

Our sample had a higher proportion of female participants (58.2%) compared to the school statistics in Khomas region (51.5%)³¹. It may have been that girls were more likely to return parental consent forms. However, this should be taken into account when interpreting study results. Furthermore, a large proportion of children were not 10 or 12 years old within the selected grades, which reflects the broader distribution of learners in the region and the country. The impact that this may have in indicators of subjective well-being or in other aspects of survey administration will need to be explored.

The results showed that a large percentage of 10 and 12-year old children reside with members of their family. Further evidence indicated that most children across all groups were highly satisfied with their home and also with the people they live. There was a tendency for 12 year-olds to report less agreement than 10 year-olds with questions indicating positive interaction with family members.

Although children's views on their friendships were mostly positive, still there were many children who felt they did not have enough friends, that their friends were not usually nice to them or that they did not get along with their friends. Children were also less satisfied with the children in their class compared with other aspects of school, such as their life as a student. A particularly concerning finding was the high percentage of children who indicated being bullied by other children. High rates of bullying have already been reported in Namibia²⁴ and the *Children's Worlds* data will allow us to further explore the relationship between well-being and bullying. Verbal bullying was the most commonly reported form of bullying, but at least half the children also indicated experiencing physical bullying and being left out by children in their class.

Despite the high number of children admitting to being bullied, many also indicated that they feel safe at school, with only 10% not agreeing with the statement 'I feel safe at school'. Regarding safety, while 51.4% of children totally agreed with feeling safe at school, only 32.5% totally agreed with feeling safe when they walk in their local area. Further exploring children's understandings of the term 'safety' and contextualization of results will be needed to adequately interpret these findings.

Over a third of children (37.5%) 'often' or 'always' worried about how much money their families had and only 73.7% of children 'always' had enough food to eat. While 75.4% of children had a toilet that flushes, only 65.4% of children had access to electricity all of the time and only 63.7% had access to running water. Future analyses will carefully disaggregate results by socio-economic status and contrast those with recent demographic surveys in Khomas region in order to validate the representativity of our sample.

Levels of subjective well-being were generally high in children. Given the challenges that children in Namibia face, this finding is surprising and requires validation in other studies. Differences in age in subjective well-being are consistent with other research, with older children generally experiencing lower subjective well-being than younger children³⁵. Our

findings suggest that girls have higher subjective well-being compared to boys on *Children's Worlds* Subjective Well-Being Scale (CW-SWSB) and Positive Affect Scale (PAS). This finding differs from other studies which have found that boys score higher on subjective well-being than girls³⁶.

The findings of this report have been intentionally brief and further analysis will continue to explore the facilitators and risk factors that may be involved in the subjective well-being of children in Namibia.

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Children's Worlds National Report

NEPAL



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Principal Investigator, Nepal

1. Introduction

The survey on children's well-being entitled International Survey of Children's Well-Being (ISCWeB) is a world-wide research on children's subjective well-being (Rees and Main, 2015). Nepal joined in this survey from its second wave in which 15 countries participated. The data on different dimensions of children's well-being from 8, 10 and 12 years old children in 15 countries were collected. Incorporating the data sets of all 15 countries, A Report on the Children's Worlds Survey, 2013-14 was published. The present national report on Children's Worlds survey, 2019 in Nepal is the third one in the series. It is expected that the international report will include data sets of 40 countries for multi-national comparison.

1.1 Context and Population

The context

Children are the future of human generation, who will make a wonderful world to live at. Hence, their present world should have an environment in which they can grow to the extent possible and release their highest potential. As stated in Convention on the Rights of the Child, 1989, they have right to grow and develop their full potential (CRC, 1989). In this context, in order to assess whether the present environment is conducive to children for their growth and development, it is necessary to find out their own perception of and views towards the subjective well-being of children. They were asked directly to give an assessment of understanding their own well-being.

The purpose of this survey is to identify the ways of improving children's well-being by creating awareness among children, their parents and their communities as well as among opinion leaders, decision makers, professionals and the general public. The objective of this survey is to collect solid and representative data on children's lives and daily activities, their time use and in particular, on their own perceptions and evaluations of their well-being. It is expected that the study of children's worlds in as many countries as possible certainly helps to raise awareness of children's well-being and their life situations and to influence government policies and services (Rees and Main, 2015).

Population

Population census in Nepal is conducted in every 10 years by Central Bureau of Statistics (CBS). Hence, still data of National Population and Housing Census 2011 is used as authentic data and it has comprehensive disaggregated data on several aspects of population. The population of Nepal was 26,494,504 (12,849,041 males and 13,645,463 females) with an annual growth rate of 1.35% (Central Bureau of Statistics, 2012). Based on the latest United Nations estimates, the

current population of Nepal is 29,812,944 as of Monday, February 4, 2019. Twenty percent (5,991,808 people in 2019) of the population live in urban areas (World Population Review, 2019).

Geography

Nepal, officially the Federal Democratic Republic of Nepal, is a landlocked multiethnic, multilingual, multi-religious and multicultural country (The Constitution of Nepal, 2015). Geographically, Nepal is divided broadly into three ecological zones: Terai region (the lowland), mid hill region (the midland) and Himalayan region (the highland). The lowland Terai occupies about 17 % of the total land area of the country. The midland i.e. the mountain region accounts for about 64 % of total land area, which is formed by the Mahabharat range that soars up to 4877 m and the lower Churia range. The altitude of highland i.e. the Himalayan Region ranges between 4877 m to 8848 m. It includes 8 of the highest 14 summits in the world, which exceed altitude of 8000 meters including Mount Everest, the highest peak of the world (CERID, 1984 and Geography of Nepal - Nepal Tourism Board, 2019).

Percentage of Children

The population of 8 to 12 year old children in Nepal is 3,455,499 which come out to be 13% of the total population. Even the disaggregated data by single year of age reveal that the number of children of respective age group is 733,228 in 8 years old age group, 552,867 in 9 years age group, 811,748 in 10 years age group, 562,582 in 11 years age group and 795,076 in 12 year age group. Further analysis of these data reveals that the percentage of children in 8, 9, 10, 11 and 12 years age group in the country out of total population is 2.8; 2.1; 3.1; 2.1; and 3 respectively (CBS, 2012).

Religion

The CBS (2011) identified and reported ten types of religion categories. Hinduism is the religion of 81.3 % of the population and Buddhism is followed by 9% of the total population as the second largest religion. Islam, Kirat, Christianity, Prakriti, Bon, Jainism, Bahai and Sikhism come under minority religious groups.

Caste/Ethnicity

Nepal is a multiethnic country. Distinctly, the people of Nepal belong to two broad groups: Indo-Aryan and Tibeto-Burman. The Indo-Aryan group is concentrated mostly in the Terai ecological belt and the Tibeto-Burman ethnic group in the mountain ecological belt of the country. In the hills, the distribution of ethnic groups is rather different because of inter-mixing that took place through the ages (CERID, 1984). According to the census report of 2011, there are 125 caste/ethnic groups (CBS, 2011).

Mother Tongue

Nepal is a multilingual country where 123 languages are spoken as mother tongue as reported in the census report 2011. Nepali which is an official language, is spoken as mother tongue by 44.6% of the total population followed by Maithili (11.7%), Bhojpuri (6.0%), Tharu (5.8%), Tamang (5.1%), Newar (3.2%) and others (23.6%) (CBS, 2011).

Economic Context

Nepal is one of the least developed countries in the world (Nepal GDP Annual Growth Rate, 2018). The world economy which was severely buffeted by the financial crisis of 2008/09 is steadily recovering from its ailment, showing signs of successive economic vitality and potency. Positive signs are also clearly discernable due to the completion of general elections held for the first time after the promulgation of constitution that assured political stability and favorable investment climate in Nepal. The contribution of service sector activities to gross domestic products (GDP) has increased while the contribution of agriculture sector has shrunk to 27.6 percent in the current fiscal year 2017/18 (Nepal GDP Annual Growth Rate, 2018). Though there are no precious mineral resources and petroleum, Nepal is rich in water resource. Tourism has been steadily growing in recent years. Remittance, recently, has been a major source of national income contributing to GDP (25% to the GDP in 2012). Remittances to Nepal have a stronghold in the national economy and they have also transformed the lives of a large number of rural people (Nepal Remittance Association, 2019). Education and health sector is estimated to contribute 7.2 percent and 1.7 percent respectively to GDP in current fiscal year. The preliminary estimate of economic growth is 5.9 percent in the FY 2017/18 while an average annual growth rate over the last decade is 4.3 percent. Per capita GDP at current prices is estimated to increase by 12.3 percent and stand at Rs. 103335 (USD 1004) in FY 2017/18 (Ministry of Finance, 2018). It was Rs. 92,031 (USD 866) in the previous fiscal year.

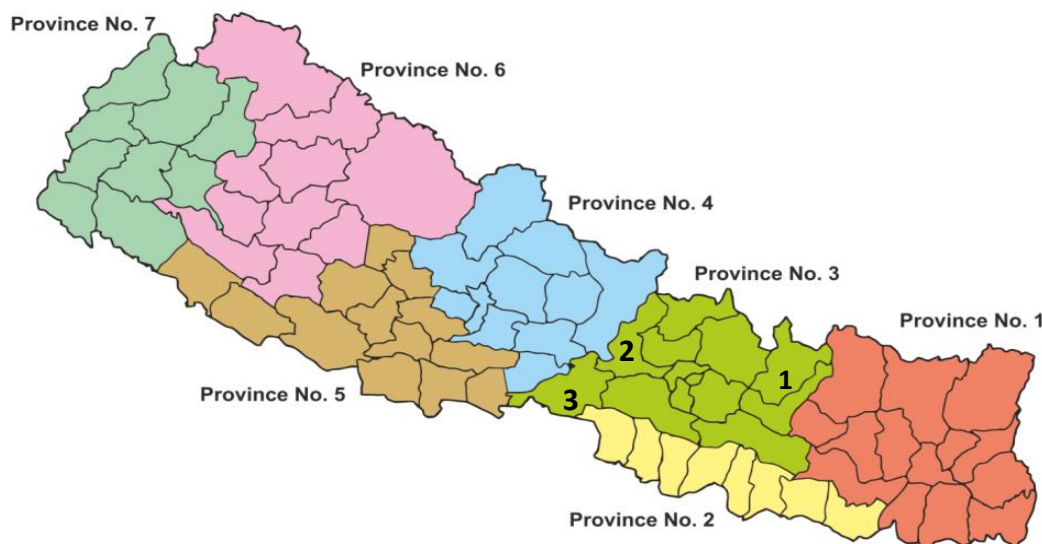
Education System

School Education in Nepal is of 13 years duration, with basic education including one year of early childhood education and development and pre-primary education (ECED/PPE) to grade 8 and secondary education having grades 9 to 12. In this context, the services of ECED/PPE are provided to the children before they reach 5 years. Children in Nepal enter first grade/class of school education at the age of 5 (School Sector Development Plan, 2016).

The 5 to 12 years age group children, normally, are expected to attend 1 to 8 grades of basic education. Specifically, 8, 10 and 12 year old children study at grades 4, 6 and 8 in schools respectively. However, there are over age children in each grade because of late enrollment in the schools and repetition rate. In 2017-2018, out of the total 35,601 schools, 35,211 are basic (Grades 1-8) and 9,447 are secondary (Grades 9-12) levels (Department of Education, 2017).

1.2 Sampling: Strategy and Outcome

According to the Constitution of Nepal 2015, the country is divided into 7 provinces and 77 districts.



Nepal team decided to include only one province in this survey i.e. Province No. 3 as shown in the map given above, to conduct this survey in smaller area. With a view to cover three ecological belts of the country, three districts – Dolakha (1) from mountain, Dhading (2) from hills and Chitwan (3) from Terai/Plain region – were selected for this survey.

Province No. 3 has been selected based on three reasons. First, geographically, Nepal is divided into three regions: mountains in the north, hills in the middle and plain region (Terai) in the south. Those regions extend from east to west as stripes. Chitwan represents plain region, Dhading represents hills and Dolakha represents mountains. Second, all sample districts have urban, rural and remote areas. So, schools from rural, urban and remote areas can also be included in the survey. Hence, children of most of caste and ethnic groups can be included in the survey. Third, all districts can be reached by road, not necessary to go by airplane. This will help us to reduce the cost of field work. Hence, Province No. 3 will represent geographical regions of the country.

In Nepalese context, it is preferred to conduct survey for 10 and 12 years old children as the level of understanding of 8 years old children in Nepal was not satisfactory. Hence, 1,000 children from each age group were be selected randomly considering gender balance.

Nepal team used probability proportional to size while selecting children of 10 and 12 years age group. The data of schools and children were used from Flash Report 2016/2017 published by Department of Nepal, Government of Nepal. Prior to selection of children, public and private schools will be selected considering probability proportional to size. The details of sampling strategy are given in Table 1.

Table 1: Details of Sampling Strategy

Development Region	District	Ecological Belt	Total students in district (1-8)	Portion on of total students (%)	Projected samples of students $c=g+h$	No. of sample schools $d=c/36$ $d=j+k$	No. of Public schools	No. of Private schools	No. of sample students in public school	No. of sample students in private school	No. of sample public school $i=g/36$	No. of sample private school $j=h/36$
			(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)
Province 3	Dolakha	Mountain	46,215	19	380	11	396 (92%)	33 (8%)	350	30	10	1+1
	Dhading	Hills	84,840	35	700	20	608 (93%)	45 (7%)	651	49	18	2
	Chitwan	Terai	110,777	46	920	26	389 (70%)	165 (30%)	644	276	18	8
Total			241,832	100	2000				1,656	355	46	11

- Note: 1. Data in column a, e and f are derived from Flash Report 2016/2017 published by Department of Education, Government of Nepal
2. $b = \text{total students in each sample district} / \text{total students in three sample districts}$. e.g. $46,215 / 241,832 \times 100 = 19\%$
3. $c = 19\% \text{ of } 2000$ (1,000 children from each age group \times 2 age groups = 2,000 children) = 380 children
4. It is decided to select 18 students from 10 years old children and 18 from 12 years old children from each school. Hence, $d = 380 / 36 = 10$.
5. Percentage in e and f are calculated from e and f.
6. $g = 92\% \text{ of } c$ e.g. $92\% \text{ of } 380 = 350$. Similarly, $g = 8\% \text{ of } 380 = 30$
7. One more private school from Dolakha district was added.

Preparation of Questionnaire

In order to collect required data for this survey, the questionnaire developed by core team of Children's Worlds survey was translated into Nepali language, which was pretested in a group of 8 children of 10 and 12 years old to get feedback. On the basis of feedback of pretesting, language of Nepali version of questionnaire was improved and it was translated back into English to ensure the accuracy of translation. Again, on the basis of back translation, Nepali version of questionnaire was improved and made ready for data collection.

Data Collection Procedures

According to sampling strategy, 1044 questionnaires from 10 years old children and equal number of questionnaires from 12 years old children from 58 schools were got filled up. The questionnaires were cleaned and made ready for data entry. School-wise questionnaires filled up by the students are presented in Table 2.

Table 2. No. of Sample Schools and Sample Children by District

Districts	No. of Schools			No. of Students in		
	Public	Private	Total	Public	Private	Total
Chitwan	18	8	26	648	288	936
Dhading	18	2	20	648	72	720
Dolakha	10	2	12	360	72	432
Total	46	12	58	1656	432	2088

Data Entry and Analysis

Prior to data entry, experienced staffs who were involved in the data entry of ISCWeB second wave were given orientation about the data entry in SPSS files. After completing data entry, it was verified to check whether the data entry work is accurate. Errors were corrected wherever they were found. Data entry files were cleaned. From these cleaned SPSS files, tables were prepared for presentation of results.

2. Results

2.1 The Participants

As per sampling strategy of this survey, attempts were made to include equal number of boys and girls in each age group. However, after field work, it was found that 10 years old girls were slightly higher than boys while 12 years old boys were slightly higher than girls. In totality, this survey has included equal number of boys and girls covering both 10 and 12 age groups as shown in Table 3.

Table 3. Sample Children by Gender and Age

	10 year-old	12 year-old	Total
Boys	510	529	1044
Girls	534	515	1044
Total	1044	1044	2088

2.2 The Home and the People Children Live With

As shown in Table 4, since 95% of 10 years of children and 97% from 12 years old children live with their family, they are lucky enough to get love and affection of the family. In addition, there are a few children who are not so lucky to live with their family. There are orphaned and abandoned children who live in orphanage or children's home with a family environment. Similarly, some children are also living in foster homes, though their number has not been estimated.

Table 4. Type of home children live in (Percentage)

	10 years	12 years
I live with my family	94.9	96.8
I live in a foster home	2.2	0.5
I live in a children's home	2.9	0.3
I live in another type of home	0.0	2.4
Total	100.0	100.0

While analyzing the data of children living with family, it was found that more children from 10 and 12 years old children are living with mothers than fathers. The reason behind this fact is that fathers usually go abroad for work. Children are also living with brothers and sisters in the family. On an average, each 10 years old child has 3 brothers and sisters and 12 years old child has 2 brothers and sisters. Table 5 further shows the children living with grandfathers is less than those living with grandmothers.

Table 5. Children Living with Family Members (Percentage)

Family members	10 years	12 years
Mother	96.3	97.3
Father	92.0	94.3
Grandmother	1.9	1.0
Grandfather	37.6	33.5
Brothers and sisters	33.5	26.2

Satisfaction with the people

children live with

A single item was asked to the children to seek their view on their satisfaction with the people they live with in 'an 11-point scale: 0 for not all satisfied and 10 for fully satisfied'. Their responses are given in Table 6.

Table 6. Satisfaction with the people you Live with (Percentage)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The people you live with	0.3	0.6	0.3	0.8	2.7	5.6	4.7	7.9	10.3	9.6	57.3

Table 6 shows that 57% of the children are fully satisfied with the people they live with. The other children though they are not fully satisfied with the people they live with, the percentage of their responses reveal that their level of satisfaction with the people they live with is on the high side of the scale.

Agreement with the statements related to family support

Six positive statements related to family support were asked to the children to rate on a five-point scale: 0 for I do not agree, 1 for agree a little bit, 2 for agree somewhat, 3 for agree a lot and 4 for totally agree. Children's responses are presented in Table 7.

Table 7. Family support to children (Percentage)

	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	2.2	2.5	4.1	19.3	71.8
If I have a problem, people in my family will help me	2.0	2.7	4.0	20.3	71.0
We have a good time together in my family	3.8	6.0	8.7	21.5	60.1
I feel safe at home	3.1	2.6	3.3	18.2	72.8
My parents/carers listen to me and take what I say into account	3.2	4.5	6.6	22.1	63.5
My parents and I make decisions about my life together	3.9	2.8	4.8	21.3	67.3

Among the six statements mentioned in Table 7, heavy focus is given to the statement “I feel safe at home.” As other positive statements supplement the statement with safe home. Notably, 71 percent children totally agreed that people in their family used to care about them and help them whenever they are in problem. Table 7 further shows that their participation in decision making related to their life and acceptance of their voice were taken into consideration. Besides, the children enjoyed living in family as they have good time in families.

2.3 The Home Where Children Live

Linking with children's high positive response for the statement ‘I feel safe at home.’ Table 8 clearly reveals that the high percentage of the children are satisfied with the house or flat they live. It further indicates that 56% of the total children are completely satisfied with the house or flat where they live. A meaning from this result can also be derived that they are satisfied with the house or flat where they live in the sense that they feel quite safe at their residence.

Table 8. Satisfaction with the house where you Live (Percentage)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
the house or flat where you live	0.7	1	0.8	1.2	2	7.2	4.7	5.5	8.3	12.5	56.3

Table 9 shows the availability of rooms, beds and study place for children. It is a matter of satisfaction that 54% of 10 and 12 years old children have their own room in Nepalese context. On the contrary, only 54% of 10 and 12 years children have place to study, which is not satisfying. It is also somewhat fair that 67% of 10 and 12 years old children have their own bed.

Table 9. Things you have at home

	Percentage
Own Room	54.4
Own bed	67.6
Place to Study	54.1

2.4 Friends

A single item was asked to the children to seek their view on their satisfaction with the friends in ‘an 11-point scale: 0 for not all satisfied and 10 for fully satisfied’. Their responses are given in Table 9.

Table 10. Satisfaction with the Friends (Percentage)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your friends	0.2	0.8	0.4	2.7	2.8	8.6	6.0	6.3	17.5	10.7	44.0

The percentage of children who are satisfied with their friend is also on the high side of satisfaction. However, the percentage of children who are fully satisfied with their friends is below 50%.

In addition to 'satisfaction with your friends', four statements related to friends were asked to the children to rate on a five-point scale: 0 for I do not agree, 1 for agree a little bit, 2 for agree somewhat, 3 for agree a lot and 4 for totally agree. Table 11 shows that children have highly positive views towards four different statement related to friends whether it is for boys or girls or it is for 10 or 12 years old children. In the 0 to 4 five point scale, the percentage of children who responded all statements remained on the side of the scale. It implies that children's affinity with their friends was appreciable.

Table 11. Responses of children on friends by gender and age groups

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I have enough friends	2.5	7.2	7.2	25.9	57.2
My friends are usually nice to me	3.7	6.8	9.3	27.5	52.8
Me and my friends get along well together	3.0	4.6	9.7	22.5	57.3
If I have a problem, I have a friend who will support me	3.3	4.4	7.1	24.1	61.1

2.5 School

Children's responses on satisfaction with i. *their life as a student*, ii. *things they learned in school*, and iii. *children in their class* were collected in an eleven-point scale. Percentage calculated from their responses reveal that children of 10 and 12 years age groups lay on the high side of the scale. Children were more satisfied with their life as a student compared to 'things they have learned' and 'other children in the class'.

Table 12. Responses of children on friends by gender and age groups (Percentage)

	0	1	2	3	4	5	6	7	8	9	10
Life as a student	0.2	0.6	0.4	1.6	1.8	6.4	4.2	5.8	8.1	10.7	60.1
Things you have learned	0.1	0.4	1.1	1.1	1.9	2.8	2.9	5.5	8.6	16.4	59.2
Other children in your class	2.9	0.8	1.2	2.1	2.8	6.9	5.1	8.6	8.8	13.9	47.0

Satisfaction of Children with School Related Matters

Percentage of responses of 10 and 12 years old children on seven items related to teachers' support, students' support and school safety are given in Table 13. These are agreement scale with 0 for I do not agree, 1 for I agree a little, 2 for I agree somewhat, 3 for I agree a lot and 4 for I totally agree.

As shown in Table 13, percentage of children who totally agreed was found to be highest for school safety followed by teachers' support and teachers' caring to the children. It means they are happy with the teachers and school safety. However, the item 'arguments between children' got the least responses from the children.

Table 13. Responses of children on school matters (Percentage)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
My teachers care about me	1.8	6.5	5.9	25.9	60.0
If I have a problem at school my teachers will help me	1.3	4.4	6.9	25.2	62.2
If I have a problem at school other children will help me	2.5	6.6	9.0	27.2	54.7
There are a lot of arguments between children in my class	9.9	8.6	14.3	31.0	36.3
My teachers listen to me and take what I say into account	4.4	9.3	8.3	26.0	51.9
At school I have opportunities to make decisions about things that are important to me	13.7	7.4	8.3	24.5	46.0
I feel safe at school	2.9	5.3	5.2	19.0	67.6

Bullying

Table 14 shows the responses of 10 and 12 years old children in totality on how often they are hit by, called by unkind names and left out by other children in the last month. Table 14 makes it clear that cases of bullying were found in schools. Among them, calling the children by nicknames was more frequent compared to hit by friends and left out by friends.

Table 14. Bullying in the last months (10 and 12 years age groups)

How often:	Never	Once	Two or 3 times	More than three times
Hit by other children in your school	57.0	23.5	13.2	6.3
Called unkind names by other children in your school	43.2	18.2	12.2	26.4
Left out by other children in your class	56.1	21.5	12.5	9.9

2.6 The Area Where Children Live

As in other countries, children in Nepal live in a definite locality. As they responded in an eleven point scale, only 48% of the total sample children (10 and 12 years old children) are fully satisfied with the area they live in. Their responses somewhat distributed above mid-point of the scale.

Table 15. Satisfaction with the area where you live

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The area where you live	0.5	0.7	0.5	0.8	2.6	5.9	3.5	7.7	15.1	14.6	48.1

Satisfaction with Local Area and Adults

Children's Worlds survey consists of six items related to their local areas. Percentage of children's responses on a 0 to 4 five-point agreement scale for these six items is given in Table 16. Interestingly, high percentage of children's responses was observed in 'agreed a lot' and 'totally agreed'. It means specifically the children agreed a lot and totally agreed for three statements: 'If I have a problem there are people in my local area who will help me', 'adults in my local areas are kind to children', adults in my area listen to children and take them seriously and I feel safe when I walk in the area I live in. It implies that children are safe in locality they live in.

Table 16. Responses about location and adults by gender and age groups (Percentage)

	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	4.0	7.3	7.1	38.1	43.5
In my area there are enough places to play or to have a good time	18.6	8.6	12.6	23.5	36.6
If I have a problem there are people in my local area who will help me	2.3	4.8	9.5	26.9	56.5
Adults in my local area are kind to children	4.5	5.9	8.0	25.4	56.2
In my local area, I have opportunities to participate in decisions about things that are important to me	16.4	10.9	15.1	23.5	34.1
Adults in my area listen to children and take them seriously	9.7	10.6	8.4	26.0	45.3

2.7 Money and the Things Children Have

Children may have their own money and must have their own things that are necessary for daily use. Table 17 reveals about money and the things 10 and 12 years old children possess.

Table 17. Money and things children have (Percentage)

Which of the following do you have	10 year-old	12 year-old
Clothes in good condition	91.4	96.4
Enough money for school trips and activities	56.7	58.7
Access to the Internet at home	32.7	23.6
The equipment/things you need for sports and hobbies	60.5	63.4
Pocket money/ money to spend on yourself	46.1	40.7
Two pairs of shoes	76.4	85.1
A mobile phone	36.7	25.4
The equipment/things you need for school	76.5	88.1

The analysis in this set of questions starts from pocket money/money to spend on themselves and enough money for school trips and activities. Table 17 presents that more than 50% of the children do not have pocket money. It means that they are supposed to be in a position that they are not in a condition to buy things they like. It is a disadvantaged position the children are experiencing. Similarly, only 58% of 10 years old children and 59% 12 years old children can afford school trips and activities. It is also a serious limitation for school children. It implies that some children may be deprived of school trips because of not being able to paying necessary fees. On the other hand, it is satisfying that children, albeit not all have it, have school dress. But provision of two pairs of shoes of good condition is not available to some children. Similarly, some children do not have equipment/thing necessary for school and the percentage of children who do not have equipment/things for sports and hobbies are more in number compared to those who have equipment/things for school. Interestingly, some children have mobile phones and access to internet, in Nepalese context, it is somewhat satisfying.

Data in Table 18 shows that 1.6% children never have enough food to eat each day and 11.6% of 12 years old children and 13.5% of 10 years old children only sometimes have enough food to eat each day. It is indeed not good to hear.

Table 18. Enough food to eat each day (Percentage)

	10 year-old	12 year-old
Never	1.6	1.6
Sometimes	13.5	11.6
Often	11.7	10.7
Always	73.2	76.2
Total	100.0	100.0

A question was asked to the children to give their response in an eleven point scale for satisfaction with all the things they have. As shown in Table 19, in totality, 48.9% of the children responded that they are completely satisfied with the things they have. Their responses were also seemed to be on the high side of the scale.

Table 19. Satisfaction with the All the things you have (Percentage)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
all the things you have	1.2	0.6	0.9	2.2	1.8	10.8	6.2	7.3	8.3	11.9	48.9

Children were asked 'how often do you worry about how much money your family has,' in four-point frequency scale. Interestingly, their responses scattered among four options instead of clustering in upper or lower side of the scale unlike in other items. Table 20 shows that children are not serious about the amount of money their family possess. Specifically, 27.8% of 10 years old children and 22.8% of 12 years old children never worry about the money their family possess. Similarly, 38.2% of 10 years old children and 27.9% of 12 years old children sometimes worry about the money their family has.

Table 20. Worry about amount of money children's family possess

	10 year-old	12 year-old
Never	27.8	22.8
Sometimes	38.2	27.9
Often	12.1	35.3
Always	22.0	14.0
Total	100.0	100.0

2.8 Material and Economic Circumstances

Responses of 10 and 12 years age children selected from sample schools of selected districts i.e. Dhading, Chitwan and Dolakha on material and economic circumstances scales are presented below under scale A and B:

Scale A

As indicated by Table 21, 55.8% of sample children are having electricity supply all the time at their home. It may be due to relaxation of load shedding in the country as the generation of electricity is increasing gradually and some of them have domestic solar power. Still a few children of some sample schools does not have electricity supply.

Table 21. Electricity supply at home

	Percentage
All of time	55.8
Some of the time	41.6
Not at all	2.6

Table 22 shows that 70.6% of children have running water facility whereas 22.5% of them still do not have such facility.

Table 22. Running water

	Percentage
Yes	70.6
No	22.5
Not Sure	6.9

Table 23 shows that 40.8% of children are using toilets with flushes whereas 54.8% of them still do not have such facility.

Table 23. Number of toilets with flushes

	Percentage
Yes	40.8
No	54.8
Not Sure	5.2

Modern facilities that children have at their home are presented in Table 24. It shows that the percentage of children having television seemed to be highest followed by telephone typically mobile phones. Because of easy availability of televisions and mobile phones, the children at present seemed to be less interested with radio. In addition, children reported that they have computers at their home mainly for instructional purposes. Almost only one third of children have vehicle i.e. car/van/motorbike.

Table 24. Available facilities at your home

Facility	Percentage
A computer	36.4
A television	74.8
A fridge/freezer	42.2
A radio	51.8
A telephone	72.8
A car / van / motorbike / etc.	33.4

Scale B

Table 25 shows number of bathrooms children have in their houses. Still 25% of the children do not have bathroom in their home. Rest of the children have at least one bathroom.

Table 25. Number of bathroom in your home

	Percentage
None	24.9
One	43.2
Two	24.8
More than two	7.2

It is good to state that 54% of the children have their own room to sleep and rest of them sleep in other rooms with family members.

Table 26. Sleeping in your own room or shared room

	Percentage
I sleep in a room on my own	54.4
I sleep in a room that I share with other people	45.6

As shown in Table 27, most of the children's families do not have vehicle i.e. car/van/truck. However, a few of them have it.

Table 27. Family with their own car, van or truck

	Percentage
None	80.6
One	12.0
Two	4.1
Three or More	3.3

It is known from Table 28 that there are some children who travelled once and some travelled twice in the last 12 months. Importantly, there are more children who travelled more than twice compared to who travelled once or twice.

Table 28. Travel away on holidays in the last 12 months

	Percentage
Not at all	20.0
Once	22.2
Twice	16.5
More than twice	41.3

Number of computers owned by families of children is presented in Table 29. It shows that 58% of sample children's families do not have computer whereas rest of them have at least one computer.

Table 29. Number of Computer Your Family Own

	Percentage
None	58.0
One	25.3
Two	13.5
More than two	3.1

In relation to material acquisition, washing machine is the one which is least owned by children's families. Washing machine owned by families is presented in Table 30.

Table 30. Washing Machine in Your Home

	percentage
No	91.3
Yes	8.7

2.8 Time use

Children were asked two questions related to time use using an eleven-point scale. Table 31 reveals that 45% of total children are fully satisfied with how they use their time. In addition, the percentage of children who responded positively to this question remained on the high side of the scale. Similarly, children would like to have enough free time to do whatever they like. Table 31 shows that their level of satisfaction for the free time they have and use of their free time was also on the high side of the scale. It is seen in Table 31 that 41.5% of children are fully satisfied with the use of free time whenever and wherever they want and the responses of other children on their satisfaction in the use of time were also high.

Table 31. Satisfaction of children with their time use and free time

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
How you use your time	0.2	0.2	0.5	0.8	2.2	10.1	5.3	10.5	9.9	15.2	45
How much free time you have to do what you want	0.7	0.6	1.1	1.1	4.2	9.3	6.1	10	8.7	16.7	41.5

2.9 Subjective Well-Being: How Children Feel About Their Lives

This heading covers analysis and interpretation of data related to Overall Subjective Well-Being, Children's Worlds Subjective Well-Being Scale, Children's Worlds Positive and Negative Affects Scale and Children's Worlds Psychological Subjective Well-Being Scale.

Overall Subjective Well-Being (OLS)

Children were asked a question which reflects satisfaction with life as a whole in an eleven-point scale: 0 for not at all agree and 10 for totally agree. The considerable percentage of children who are satisfied with life as a whole is on the high side of the scale. Especially, as shown in Table 32, 47.4% of total sample children were fully satisfied with their life as a whole.

Table 32. Satisfaction with life as a whole.

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole	1.5	1.1	0.7	1.1	2.7	4.4	6.1	8.5	13.7	12.7	47.4

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

Table 33 reveals the percentage of responses of children on six items related to CW-SWBS. Several interesting findings can be derived from the responses given by the children in Table 33. First, except one item 'The things that happen in my life are excellent', responses given to other five items are distributed above mid-point and clustered in 9 and 10 in the scale. Second, the percentage of responses of children who are fully satisfied with the items 'I like my life' and 'I am happy with my life' was found to be highest. Similarly, the items 'My life is going well' and 'I have a good life' have got second highest response from the children.

Table 33. CW-SWBS items (Percentage)

	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life	1.0	1.3	0.5	0.9	2.1	8.2	4.4	6.8	7.8	18.2	49.0
My life is going well	0.6	0.6	0.8	1.4	2.4	6.2	4.5	6.2	7	14.2	56
I have a good life	1.5	0.6	1.4	1	2.5	5.4	4.5	5.8	6.7	14.7	56
The things that happen in my life are excellent	7.7	2.4	1.5	2.5	4.5	8.8	6.7	6.6	8.3	18.5	32.5
I like my life	0.96	0.5	0.5	1.2	1.5	3.5	3.6	5.5	6.5	10.3	65.9
I am happy with my life	0.8	0.2	0.4	0.7	2	2.4	2.9	5.7	11.4	10.4	63.2

Children's Worlds Domain Based Subjective Well-Being Scale (CW-DBSWBS), 2003

Table 34 presents the responses of children on five items included in CW-DBSWBS. The responses given by the children distributed above mid-point in 0 to 10 eleven-point scale. The percentage of responses given by the children was the highest for the item 'Your life as a student' followed by the item 'The people you live with'. However, the item 'The way that you look' has got least attention from the children.

Table 34. Responses on Items Included in CW-DBSWBS, 2003

	0	1	2	3	4	5	6	7	8	9	10
The people you live with	0.3	0.6	0.3	0.8	2.7	5.6	4.7	7.9	10.3	9.6	57.3
Your friends	0.2	0.8	0.4	2.7	2.8	8.6	6.0	6.3	17.5	10.7	44.0
Your life as a student	0.2	0.6	0.4	1.6	1.8	6.4	4.2	5.8	8.1	10.7	60.1
The area where you live	0.5	0.7	0.5	0.8	2.6	5.9	3.5	7.7	15.1	14.6	48.1
The way that you look	3.2	0.7	1.7	2.6	3.3	10.2	6.8	9.6	15.8	12.5	33.5

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

Children were asked about their feeling on positive and negative affect in last two weeks in an eleven-point scale: 0 for not felt this way at all and 10 for felt this way 'extremely'. These feelings include happy, sad, calm, stressed, full of energy and bored. The percentage of children answering these feelings are presented in Table 35. Interestingly, 55.1% of the children expressed that they were extremely happy. In addition, other children who expressed their happiness were found to be on the high side of the scale. It means the percentage of children who are not happy in last two weeks were negligible. The responses on happiness was supported by the responses given for feeling of sad as most of the children who were sad remained on the low side of the scale. On the other hand, 40.6% of the children reported that they felt calm and the responses of other children for calm was also on the high side of the scale. On contrary, the percentage of children who felt stressed was found to be remained towards low side of the scale. Table 35 further shows that the children who have feeling of full of energy was not as high as feeling happy and feeling calm. Children who felt bored was also very low as 32.2% of children felt that they were not bored at all.

Table 35. Your feelings in last two weeks

Last two weeks: How often feeling	0	1	2	3	4	5	6	7	8	9	10
Happy	0.5	1.3	2.0	0.6	1.9	5.4	4.2	6.2	9.2	13.7	55.1
Sad	30.8	11.5	9.5	7.0	6.4	10.8	4.4	4.3	3.7	4.4	7.3
Calm	4.0	0.7	1.4	1.8	2.0	10.2	6.6	8.9	10.4	13.4	40.6
Stressed	22.8	6.6	7.8	5.6	6.7	13.4	5.8	7.5	7.4	5.7	10.7
Energy	5.9	1.6	1.3	2.7	4.0	10.1	8.1	9.0	12.2	10.7	34.6
Bored	32.2	11.5	7.6	7.1	5.3	8.8	4.6	5.4	5.0	3.0	9.3

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

Children of 12 years old were asked 6 items which measure psychological subjective well-being in an eleven-point agreement scale: 0 for not at all agree and 10 for totally agree. The responses of the children are presented in Table 36 in percentage. It is seen in Table 36 that children who agreed with all 6 items were on the upper part of the scale. It means their psychological well-being is highly positive. Specifically, 56.6% of the children totally agreed the statement 'I like being the way I am.' In terms of total agreement of children in other statement, they are place in following order in rank:

- I am good at managing my daily responsibilities.
- People are generally pretty friendly towards me.
- I feel positive about my future.

- I feel that I am learning a lot at the moment.
- I have enough choice about how I spend my time.

Table 36. Psychological Subjective Well-Being of Children

How much you agree with	0	1	2	3	4	5	6	7	8	9	10
I like being the way I am	1.1	0.8	0.5	0.9	1.8	5.6	3.1	6.3	13.6	9.8	56.6
I am good at managing my daily responsibilities	0.1	0.5	0.5	0.9	2.0	4.5	4.3	8.2	13.5	18.5	47.0
People are generally pretty friendly towards me	2.8	0.9	0.7	1.4	1.9	6.6	6.0	7.6	9.4	17.9	44.9
I have enough choice about how I spend my time	2.3	0.7	0.8	1.6	2.7	6.0	6.0	9.2	14.8	17.2	38.8
I feel that I am learning a lot at the moment	0.4	0.9	0.4	1.6	2.4	4.4	4.3	8.5	17.5	17.0	42.6
I feel positive about my future	1.2	3.2	0.6	0.7	1.3	3.9	3.9	6.1	20.8	14.9	43.6

2.10 Children Perceptions about Their Country

Table 37 shows that Nepalese children's perception of their own country seems to be highly positive as the percentage of their responses for four agreement statements is found to be in 'I agree a lot' and 'I totally agree'. Item-wise, it is seen that 55.7% children totally agree with the statement that Nepal is a safe place for children to live and 22.8% of them agree it a lot. Next to it, children's agreement with the statement related to their participation in decisions that are important to them is high as 50.7% children totally agreed and 22.5% agree a lot. Similarly, children's agreement is high for adults' respect for children's rights and adults care about children in Nepal. However, the percentage of their responses to these two items was found to be low compared to 'Nepal is a safe place for children to live' and 'children's participation in decisions that are important to them'.

Table 37. Perception of Children about Nepal

	I do not agree	I agree a little	I agree somewhat	I agree a lot	I totally agree
Adults in Nepal care about children	5.3	8.5	12.1	27.7	46.3
Nepal is a safe place for children to live	3.2	7.8	10.5	22.8	55.7
I think in my country adults respect children's rights	2.9	8.2	17.3	23.8	47.8
In my country children are allowed to participate in decisions that are important to them	4.1	6.8	16	22.5	50.7

3. Conclusion

Nepalese children of both 10 and 12 years old live with their mother and father in families. Since they live in families with their mother and father and they get care and support of family members, they have a strong feeling of safety at home. As a result, they have a good time to live together in their family.

Children are safe at school mainly because they get care and support from teachers. They also get support from peers. The cases of children being hit by other children and children left out by other children were very low. In this sense too, children are safe in schools, to a great extent.

Children felt that they were safe when they walked in the area they live in. It is caused by local people's support to solve children's problem and local adults are kind enough to them.

It is not good that still a few children do not have good school dress and two pairs of shoes. It is not good that some children did not get pocket money, and they did not have enough money for school trips. It may result in weak motivation in learning and humiliation among the friends.

Some children in Nepal are still facing the problem of material deprivation even in relation to utility services such as electricity supply, water supply and good toilets. Interestingly, though children do not own computers, they are in a position to enjoy watching television and using mobile phones.

Most of the children are **satisfied** with their life as a whole and nearly half of them are **fully satisfied** with their life as a whole. Again, agreement of most of the children with their life as a student was **positive**, more than half of them agreed that their life as a student was **fully positive**.

Most of the children felt simply happy in the last two weeks and notably, half of them felt happy all the time in the last two weeks (in the last two weeks from the day of filling up the questionnaire). On the contrary, only a few children felt sad, bored and stressed in the last two weeks.

Psychological well-being of children was ensured considering the positive responses of the children particularly given to 'I like being the way I am' and 'People are generally pretty friendly towards me'.

Finally, children's perception of Nepal is positive, to a great extent expressing on the basis of the agreement of the children for the items 'adults' care about children' and 'adult's respect for children's rights'. However, children's perception of these areas still needs to be enhanced. On the whole, children perceived that Nepal is a safe place for them to live.

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Children's Worlds National Report

NORWAY



Mette Løvgren¹

1. Introduction

1.1 Context and population¹

In 2018, the population of Norway was 5,295,619 people. Of those, 32,701 and 31,939 were boys aged respectively 10 and 12 years. 31,099 (10 years) and 30,618 (12 years) were girls (Statistics Norway, 2020).

Norway is divided in five regions, North, South, East, West and Mid. These regions cover rural areas as well as more densely populated cities.

Ethnically, the population of Norway is more homogenous than that of many other countries. Approximately 18 percent of the population consists of immigrants or Norwegian-born children of immigrants.

The largest religion in Norway is Christianity.

Politically, Norway is a social democracy with a large welfare state, providing its citizens with education, child-care, health care and other services.

Living conditions are generally very good. While about one tenth of the population is rated as living in low income households, basic needs are covered. Poverty in Norway is, in most cases, relative poverty, i.e. children living in household that lack resources their peers enjoy.

1.2 Sampling: Strategy and outcome

We recruited children through schools. The invited schools represent all regions except Mid-Norway, and we selected schools to ensure representation across the following dimensions: rural/urban, ethnic majority and minority, high and low socio-economic status, small and large schools.

Of the invited children (all in grades 3, 5 and 7) at the schools that agreed to conduct the survey, only a minority partook in the study. This might skew the results; the sample might consist of those who are faring best, e.g. in terms of home resources or well-being.

Two main factors explain the low participation rate. Survey fatigue is common, with schools, children and parents being asked to participate in a large number of surveys. In addition, we were required to collect signed consent from the parent of each child (the distribution and collection of the information and consent were administered by the schools). While some parent(s) might object to their child participating, we know from experience that many neglect to submit their consent.

2. Results

2.1 The participants

Age by gender (Numbers, (%))

	10 year-old	12 year-old	Total
Boy	418 (23,7)	395 (22,4)	813 (46,1)
Girl	459 (26)	491 (27,9)	950 (53,9)
Total	877 (49,7)	886 (50,3)	1763 (100)

2.2 The home and the people children live with

Home type (%)

First home %

I live with my family	98,0
I live in a foster home	0,9
I live in a children's home	0,1
I live in another type of home	1,0
Total	100.0

Satisfaction with the people you live with (%) 10 & 12 year old

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The people you live with	0,1	0	0,1	0,6	0,6	1,8	1,8	4,2	8,3	17,7	64,8

Variations in questions about home and family (All age groups; means)

	Family care	Family help problem	Good time together	Feel safe	Parents listen	Make joint decision
10 year-old	3,7	3,65	3,61	3,73	3,44	3,33
12 year-old	3,74	3,68	3,58	3,73	3,46	3,37
Total	3,72	3,67	3,59	3,73	3,45	3,35

2.3 The home where children live

Satisfaction with the house or flat where you live (%) 10 & 12 year old

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
the house or flat where you live	0,4	0,1	0,3	0,5	0,8	2,3	1,7	4,1	9,6	17,2	63,1

Things you have (%)

Whether you have ...	10 & 12 year-old
Own room	91,1
Place to study	96,5

2.4 Friends

Satisfaction with your friends (%) 10 & 12 year old

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your friends	0,3	0,1	0,4	0,6	1,2	2,7	3,0	5,9	10,4	21,1	54,4

Friends (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I have enough friends	3,6	4,9	9,7	16,6	65,2
My friends are usually nice to me	2	5,3	10,8	24,4	57,5
Me and my friends get along well together	2,3	4,7	9,8	21,0	62,2
If I have a problem, I have a friend who will support me	3,6	5,2	8,1	17,6	65,5

2.5 School

Satisfaction with school life (%) 10 & 12 year old

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Life as a student	0,8	0,5	1,0	1,6	1,7	5,0	5,1	11,0	15,1	20,3	38,0
Things you have learned	0,2	0,4	0,3	0,6	1,4	3,4	3,2	9,0	16,2	23,0	42,3
Other children in your class	0,4	0,3	0,9	1,6	2,8	4,2	6,0	9,1	13,2	24,1	37,3

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	2,0	4,6	13,6	25,5	54,3
If I have a problem at school, my teachers will help me	1,9	5,6	13,3	22,9	56,2
If I have a problem at school, other children will help me	2,9	8,2	12,5	28,0	48,4
There are a lot of arguments between children in my class	21,8	36,8	14,4	12,9	14,0
My teachers listen to me and take what I say into account	2,7	6,6	15,5	23,1	52,1
At school I have opportunities to make decisions about things that are important to me	6,1	10,4	19,2	27,3	36,9
I feel safe at school	1,6	4,7	9,6	18,3	65,9






Bullying (All age groups) (%)

How often:	Never	Once	Two or 3 times	More than three times
Hit by other children in your school	78,1	14,1	4,9	3
Called unkind names by other children in your school	59,0	18,6	11,7	10,7
Left out by other children in your class	67,9	17,3	8,2	6,6

2.6 The area where children live

Satisfaction with local area (%)

8 year old

Satisfaction with ...					
The area where you live	-	-	-	-	-

10 & 12 year old

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The area where you live	0,8	0,4	0,5	0,9	1,5	2,8	4,0	6,5	12,8	19,0	50,8

Views about local area (All age group) (%)

In my area, I live in...	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I feel safe when I walk	1,92	3,71	10,27	22,94	61,16
There are enough places to play or to have a good time	6,46	12,42	13,80	17,50	49,81

2.7 Money and the things children have:

How often do you worry about how much money your family has? (%)

	10 year-old	12 year-old	Total
Never	61,3	62,2	61,7
Sometimes	30,3	29,2	29,7
Often	5,6	5,6	5,6
Always	2,8	3,1	2,9
Total	100.0	100.0	100.0

Satisfaction with all the things you have (%) 10 & 12 year old

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
all the things you have	0,1	0,1	0,6	1,2	1,2	3,9	9,5	19,8	63,7	0,1	0,1

Do you have enough food to eat each day? (%)

	10 year-old	12 year-old	Total
Never	0,2	0,4	0,3
Sometimes	0,5	0,6	0,6
Often	5,6	5,3	5,4
Always	93,6	93,7	93,7
Total	100.0	100.0	100.0

The things children have (%)

Which of the following do you have	10 year-old		12 year-old		Total	
	No	Yes	No	Yes	No	Yes
Clothes in good condition	1,1	98,9	0,7	99,3	0,9	99,1
Enough money for school trips and activities	2,8	97,2	1,6	98,4	2,2	97,8
Access to the Internet at home	1,2	98,8	0,7	99,3	1	99
The equipment/things you need for sports and hobbies	1,7	98,3	2,3	97,7	2	98
Pocket money/ money to spend on yourself	7,1	92,9	4,9	95,1	6	94
Two pairs of shoes	1,2	98,8	1,8	98,2	1,5	98,5
A mobile phone	2,9	97,1	1,3	98,7	2,1	97,9
The equipment/things you need for school	1,1	98,9	1,7	98,3	1,4	98,6

material and economic circumstances SCALES

Scale B:

Descriptive statistics on material possessions (10 & 12 years-old) (%)

How many bathrooms are in your home?

None	0,2
One	27,9
Two	58,1
More than two	13,9

Do you sleep in your own room or do you share a room?

I sleep in a room on my own	91,1
I sleep in a room that I share with other people	8,9

Does your family own a car, van or truck?

No	3,4
One	29
Two	52,9
Three or more	14,7

In the last 12 months, how many times did you travel away on holiday with your family?

Not at all	4,6
Once	16
Twice	25,3
More than twice	54,1

How many computers do your family own?

None	0,3
One	2,2

Two	7,4
More than two	90,1
Does your home have a washing machine?	
No	0,8
Yes	99,2
Total	100

2.8 Time use

Satisfaction with time use (%) 10 & 12 year old

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
How you use your time	0,2	0,2	0,4	0,7	1,5	3,8	6,0	11,0	19,8	21,0	35,3
How much free time you have to do what you want	0,7	0,3	0,6	0,9	2,9	5,9	4,8	9,3	13,2	16,4	44,9

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

OLS (Overall Subjective Well-Being)

Satisfaction with life as a whole (%) 10 & 12 year old

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole	0,5	0,3	0,5	0,5	1,0	2,1	1,4	3,9	8,6	16,8	64,5

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

CW-SWBS items (%)

	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life	0,8	0,6	0,3	1,2	1,1	3,5	2,9	5,9	10,0	14,4	59,2
My life is going well	0,3	0,2	0,6	0,9	0,9	3,3	3,1	6,3	8,2	14,6	61,6
I have a good life	0,5	0,3	0,3	1,0	0,6	2,6	2,0	4,4	7,1	13,5	67,7
The things that happen in my life are excellent	0,7	0,7	0,9	1,5	2,4	4,5	3,9	7,1	10,7	23,1	44,6
I like my life	0,5	0,9	0,5	0,8	1,1	2,9	2,3	4,4	8,0	13,4	65,3
I am happy with my life	0,6	0,9	0,5	0,9	1,0	2,7	2,5	3,4	7,7	13,9	66,1

CW-DBSWBS (Children's Worlds Domain Based Subjective Well-Being Scale), 2003)

CW- DBSWBS items (%)

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people you live with	0,1	-	0,1	0,6	0,6	1,8	1,8	4,2	8,3	17,7	64,8
Your friends	0,3	0,1	0,4	0,6	1,2	2,7	3,0	5,9	10,4	21,1	54,4
Your life as a student	0,8	0,5	1,0	1,6	1,7	5,0	5,1	11,0	15,1	20,3	38,0
The area where you live	0,8	0,4	0,5	0,9	1,5	2,8	4,0	6,5	12,8	19,0	50,8
The way that you look	1,9	0,6	0,9	1,4	2,6	5,0	3,9	7,7	10,6	14,6	50,9

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

CW-PNAS items (%)

Last two weeks: How often feeling	0	1	2	3	4	5	6	7	8	9	10
Happy	0,3	0,1	0,2	1,1	1,4	4,1	3,7	10,5	21,2	25,1	32,3
Calm	2,0	3,2	4,3	5,2	6,2	13,3	9,4	12,8	15,2	11,2	17,2
Full of energy	1,9	1,8	1,5	2,1	4,9	9,2	8,1	10,6	14,4	14,9	30,6
Sad	16,7	22,7	19,5	12,9	6,7	6,9	3,6	3,5	3,5	2,5	1,4
Stressed	15,0	16,3	13,6	10,1	7,6	9,5	6,7	5,6	6,4	5,1	4,1
Bored	9,9	15,0	13,5	11,7	10,2	11,3	6,8	6,4	4,9	5,8	4,5

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

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	1,0	0,1	1,2	0,5	1,7	3,1	3,8	6,2	10,4	13,0	59,0
I am good at managing my daily responsibilities	0,4	0,1	0,5	1,3	2,2	4,6	6,1	10,8	16,5	18,4	39,0
People are generally pretty friendly towards me	0,4	0,3	0,4	0,9	1,2	3,8	4,1	5,8	10,5	20,0	52,7
I have enough choice about how I spend my time	0,1	0,7	0,8	0,8	1,4	3,5	3,9	6,6	14,1	17,3	50,7
I feel that I am learning a lot at the moment	1,0	1,0	1,8	2,6	3,1	5,7	6,4	9,1	17,5	17,7	34,0
I feel positive about my future	0,9	0,5	0,9	1,2	2,1	2,6	3,0	7,8	10,9	18,9	51,2

2.10 Children perceptions about their country:**Children's rights (%)**

		8-year-olds	10-year-olds	12-year-olds	Total
I know what rights children have	No	-	2,2	0,9	1,5
	Not sure	-	23,3	19,1	21,2
	Yes	-	74,5	80	77,3
	Total	-	100	100	100
I know about the UN Convention on the Rights of the Child	No	-	13	5,5	9,2
	Not sure	-	33,7	29,7	31,7
	Yes	-	53,3	64,8	59,1
	Total	-	100	100	100

Children's Worlds National Report

POLAND



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1. Introduction

1.1 Context and population

GEOGRAPHY AND POPULATION

Poland is located in Central Europe on the coast of the Baltic Sea. The country's area covers 312.7 thousand km² which makes it the 9th largest country in Europe. By virtue of the administrative reform of 1999, the area of Poland was divided into 16 voivodships, largely based on the country's historic regions.

According to estimates produced by the Polish Central Statistical Office (GUS), at the end of 2017 Poland had a population of 38.4 million people. As regards the number of inhabitants, Poland occupies the 37th place in the world and the 6th position among the European Union countries. Women constitute nearly 52% of Poland's total population. At present the share of urban inhabitants in the country's total population has reached 60.2%.

It is estimated that at the end of 2017 there were approximately 7 million people at the pre-working age (0-17 years), which constitutes about 18% of the total population (for comparison, in 2000 this number was 24.4%). Children at the age of 8-12 years represented about 5.3% of the country's total population in 2017.

ETHNICITY AND RELIGION

Ethnically Poland is one of the most homogeneous states in Europe. A vast majority of the country's inhabitants (94.8%) are people who identify themselves exclusively with Polish nationality, 2.3% declare a multiple national-ethnic identity (Polish and non-Polish) and only 1.5 % are of other than Polish nationality. The most numerous ethnic minorities in Poland include Silesians, Kashubians and Germans.

Although there are about 180 officially registered Churches and religious denominations in Poland, the country is virtually homogeneous as regards religion. According to estimations, most people in Poland (87-96%) declare belonging to the Roman Catholic Church.

ECONOMIC CONTEXT

Poland has the largest economy in Central Europe, which over the last decade has been one of the fastest growing EU economies. According to the Eurostat data, at the end of 2018 Poland's GDP amounted to almost 500 bn euros. Since joining the EU in 2004, Polish GDP per capita has increased from 50.5% of the EU28 average to almost 70% in 2017 and reached the level of 20,900 PPS.

As reported by Eurostat, in 2018 the rate of unemployment in Poland was 3.9% (as compared with 19.1% in 2004). The youth unemployment rate reached in the last year the level of 11.7% (in 2004 it was 39.6%).

EDUCATION

According to the existing law, education in Poland is compulsory for children aged 6 to 18. Since the educational reform implemented in 2017, obligatory education comprises one

year of pre-school education, eight years of primary school and four or five years of secondary school.

Compulsory education is free of charge and the only criterion for admitting a child into a primary school is his/her age. Since September 2017 parents are once again able to send their children to school either at the age of six or seven. Before the reform, in the 2015/2016 – 2016/2017 school years, all six-year-olds were obliged to start their education in the first grade of primary school.

CHILDREN'S RIGHTS

The protection of child rights in Poland is guaranteed by Art. 72 of the Republic of Poland's Constitution, and the Polish solutions as regards the child protection rights comply with international legal standards, above all with the Convention on the Rights of the Child of 20 November 1989.

Poland was the country which in 1978 suggested that the UN Human Rights Commission should enact the Convention on the Rights of the Child and it submitted a project which served as a point of reference for 11 years of work on the final version of this document. Poland was also one of the first countries to sign this Convention (26 January 1990).

Whether the provisions of the Constitution and resolutions of the Convention are observed in Poland is monitored by the Spokesperson for Child's Rights. The Spokesperson for Child's Rights is a constitutional controlling authority which undertakes actions to ensure a full and harmonious development for each child, with respect for his/her dignity and individuality.

1.2 Sampling: Strategy and outcome

The scheme of selecting a nationally representative group of respondents was based upon multistage, stratified random sampling. The initial sampling frame was a list of 12,773 primary schools which were assigned weights proportional to their size, expressed by the total number of class groups for levels from 1 to 6. The sampling frame did not include 853 special schools representing ca. 6.3% of all primary schools in the country.

Taking into consideration both the minimum sample size established at the level of 1000 children from each of the differentiated age groups and the average class size in the country, a random selection of at least 56 primary schools was required – although, in view of possible respondent absences or refusals, the sample size was increased to 72 schools. Because schools were selected with probabilities proportional to their size, only one class group for each children's age group (from the 2nd, 4th and 6th grades) was randomly selected from each sampled school.

Expecting children's well-being differences to be due to the place of residence, a point was made that children from all the country's regions, both from rural and urban schools, should be properly represented in the sample. Therefore, a random selection of the sample was conducted for 13 strata on the basis of three factors. The first one was the type of school – public or non-public. Taking into account the proportion between the number of classes from public and non-public schools, we sampled only 4 non-public schools without any

further stratification. The public schools were divided into 12 strata using the other two criteria: territorial unit (6 NTS units at level 1) and area type (urban or rural).

The total number of school children participating in the survey was 3,494. After checking the collected material as regards contents and formal requirements, 3,312 respondents were finally qualified for further analysis (964 8-year-olds, 1,192 10-year-olds, and 1,156 12-year-olds). Weights were assigned to all the respondents, which made it possible to balance deviations in the sample's structure, caused mainly by the fact that some children from classes selected for the study refused to participate in it.

2. Results

2.1 The participants

The study was carried out among primary school children, from grades 2, 4, and 6. This means that, apart from a few exceptions, the age of respondents invited to participate in the study fell within 7-9 years (2nd grade), 9-11 years (4th grade) and 11-13 years (6th grade). The sample is not representative by age so it will be analysed by age groups from here on.

Table 1. Age groups by gender (unweighted numbers)

	8 year-old	10 year-old	12 year-old	Total ¹
Boy	508	599	560	1667
Girl	456	591	595	1642
Total	964	1190	1155	3309

¹ 3 respondents did not mark their gender

Out of 3,312 school children participating in the study, 49.6% were girls. In the particular age groups (8, 10, and 12 years) the percentage of girls amounted to 47.3%, 49.7% and 51.5% respectively.

2.2 The home and the people children live with

The family structure of the respondents from two older age groups is presented in Table 2.

Table 2. Family type (%)

	10 year old	12 year old
Mother and father	85.4	83.3
Mother and partner	4.1	6.1
Father and partner	.5	.3
Lone mother	7.6	7.6
Lone father	.7	.7
Other	1.7	1.9

Over 84% of the children lived both with their mother and father, 7.6% lived with lone mother and 5.1% stayed with their mother and her partner. Around 1% of the kids lived with

a lone father or with the father and his partner. At the same time, more than 75% of the respondents declared living with siblings and around 28% of staying with their grandparents.

There were six questions asked about the children's views on the home and the people they lived with (Table 3). Over 95% of the respondents positively (*"agree a lot"*, *"totally agree"*) evaluated their sense of security at home, more than 93% admitted being surrounded by family members that cared about them, and over 91% found their family helpful. The vast majority of the children enjoyed spending time with their families, but the share of positive answers about this subject decreased along with the increasing age of the respondents. Similar patterns were observed regarding children's views about being heard by parents and participating in decisions about their lives.






Table 3. Views about home and family life (%)

	Age group	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 ¹	8 year old	1.5	2.0	3.3	7.7	85.4
	10 year old	1.1	1.5	4.2	7.7	85.4
	12 year old	1.2	1.8	3.6	10.8	82.6
If I have a problem, people in my family will help me ²	8 year old	.7	1.7	5.4	10.7	81.5
	10 year old	.5	2.2	4.5	12.8	80.1
	12 year old	1.4	2.8	6.9	15.6	73.3
We have a good time together in my family ³	8 year old	1.0	2.6	5.3	13.3	77.8
	10 year old	1.2	2.4	7.8	15.2	73.5
	12 year old	1.4	5.3	10.3	21.4	61.6
I feel safe at home ⁴	8 year old	.8	.6	3.6	7.5	87.5
	10 year old	.5	.8	2.9	5.9	89.9
	12 year old	.8	1.3	2.6	7.7	87.6
My parents listen to me and take what I say into account ⁵	8 year old	1.9	5.2	8.7	23.9	60.2
	10 year old	2.0	5.2	11.8	26.5	54.6
	12 year old	3.7	6.5	12.2	31.2	46.4
My parents and I make decisions about my life together ⁶	10 year old	3.7	4.6	8.0	19.2	64.5
	12 year old	4.9	6.1	12.7	23.9	52.3

^{1, 2, 3, 4, 5, 6} 89, 122, 121, 117, 181 and 150 respondents did not answer this questions, respectively

The next question covered satisfaction with family. In the 8 year-old group, the children were asked to answer on 5-point emoticons scales (Table 4) and older children were asked to answer this question using 11-point scales (Table 5).

Table 4. Satisfaction with family (8 years old) (%)

Satisfaction with ...					
The people you live with	.4	.6	4.8	22.5	71.8

Children in Poland declared a very high level of satisfaction with the people they lived with; however, the share of respondents totally satisfied with their family members was significantly higher among the youngest kids and exceeded 70%.

Table 5. Satisfaction with family (10 and 12 years old) (%)

Satisfaction with ...		0	1	2	3	4	5	6	7	8	9	10
The people you live with ¹	10 YO	.3	.2	.7	.3	1.2	2.1	1.9	4.6	6.0	14.1	68.6
	12 YO	.6	.4	.5	1.0	1.0	3.2	2.8	4.9	9.4	19.9	56.3

¹ 10 respondents did not answer this question

Among 10-year-olds this value reached 68.6%, and among 12-year-olds only 56.3%. On the other hand, 2.4% of the respondents scored below the midpoint, indicating a low level of satisfaction with their family members. The highest share of dissatisfied children was among the oldest age group and reached the level of 3.5%.

2.3 The home where children live

Almost all children involved in the study had a place in their house or flat where they could study or do homework; however, 1/3rd of them (37.5% of 10-year olds and 28.8% of 12-year-olds) admitted that they needed to share their room with other family members (Table 6).






Table 6. Living conditions (10 and 12 years old) (%)

Whether you have ...	10 year old	12 year old
Own room ¹	62.5	71.2
Place to study ²	96.7	97.1

^{1,2} 11 and 2 respondents did not answer these questions, respectively

Positive answers prevailed in the question about children's satisfaction with the house or flat they lived in. Among 8-year-olds the share of maximum scores exceeded 77% (Table 7).

Table 7. Satisfaction with home (8 years old) (%)

Satisfaction with ...					
The house or flat where you live ¹	.5	.7	3.1	18.4	77.3

¹ 2 respondents did not answer this question

High levels of satisfaction with the home were also observed in the groups of 10- and 12-year-olds (Table 8).

Table 8. Satisfaction with the home (10 and 12 years old) (%)

Satisfaction with ...		0	1	2	3	4	5	6	7	8	9	10
The house or flat where you live ¹	10 YO	.3	.1	.6	.4	1.1	1.8	1.5	3.7	6.9	12.4	71.3
	12 YO	.5	.3	.5	.4	1.5	3.4	2.6	5.0	8.3	19.8	57.8

¹ 8 respondents did not answer this question

2.4 Friends

Another set of questions referred to children's views about their friends and friendships.






Table 9. Views about friends and friendship (%)

	Age group	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I have enough friends ¹	8 year old	3.5	5.3	6.9	15.9	68.4
	10 year old	1.8	5.4	7.6	18.3	66.9
	12 year old	3.5	5.0	9.6	18.6	63.3
My friends are usually nice to me ²	8 year old	2.9	5.4	10.8	28.0	52.9
	10 year old	2.5	7.0	12.2	32.9	45.4
	12 year old	2.6	7.6	15.1	34.9	39.8
Me and my friends get along well together ³	8 year old	2.4	4.0	10.0	24.2	59.4
	10 year old	1.8	4.9	11.1	27.9	54.3
	12 year old	1.4	5.8	12.9	30.7	49.2
I have a problem, I have a friend who will support me ⁴	8 year old	3.4	3.1	6.4	11.7	75.4
	10 year old	4.4	3.9	5.1	9.6	77.0
	12 year old	5.1	3.9	4.8	14.3	71.9

^{1, 2, 3, 4} 145, 108, 106 and 185 respondents did not answer this questions, respectively

About 2/3rds of respondents “*totally agreed*” with the statement that they had enough friends. The number of extremely positive answers for this question was slightly lower among the oldest respondents (Table 9). Almost 87% of children “*agreed a lot*” or “*totally agreed*” that their friends were a source of support. Positive answers predominated in children's opinion on the statements that friends were usually nice to them and that they got along well together.

Table 10. Satisfaction with friends (8 years old) (%)

Satisfaction with ...					
Your friends ¹	.4	1.4	6.6	35.1	56.4

¹ 5 respondents did not answer this question

Generally speaking, children in Poland were satisfied with their friends; however, the level of satisfaction differed between analysed age groups. More than 56.4% of the 8-year-olds scored the maximum when answering this question, whereas in the group of 10- and 12-year-olds the share of children “*totally satisfied*” with their friends amounted to 43.5% and 29.1% respectively.

Table 11. Satisfaction with friends (10 and 12 years old) (%)

Satisfaction with ...		0	1	2	3	4	5	6	7	8	9	10
Your friends ¹	10 YO	.6	.6	.9	1.2	1.8	6.1	3.2	7.4	13.0	21.7	43.5
	12 YO	1.5	.4	1.4	1.4	2.9	5.5	7.3	11.2	17.0	22.3	29.1

¹10 respondents did not answer this question

2.5 School

Another part of the research included the problems of schools the children attend.

Table 12. Views about school (%)

	Age group	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
My teachers care about me ¹	8 year old	2.5	2.5	6.4	13.9	74.6
	10 year old	2.8	5.5	12.4	23.7	55.6
	12 year old	5.9	10.1	19.2	28.5	36.2
If I have a problem at school, my teachers will help me ²	8 year old	2.2	2.3	6.2	12.4	76.9
	10 year old	1.3	4.6	8.0	19.9	66.2
	12 year old	4.3	10.9	14.2	23.9	46.6
If I have a problem at school, other children will help me ³	10 year old	5.9	7.2	11.7	31.4	43.9
	12 year old	6.0	11.6	17.1	31.1	34.1
There are a lot of arguments between children in my class ⁴	10 year old	13.8	22.4	16.9	17.2	29.8
	12 year old	13.6	24.9	19.7	16.8	25.0
My teachers listen to me and take what I say into account ⁵	8 year old	2.6	4.2	9.5	19.4	64.4
	10 year old	3.8	5.6	13.1	28.4	49.0
	12 year old	8.8	13.8	16.3	27.8	33.3
At school I have opportunities to make decisions about things that are important to me ⁶	10 year old	4.8	5.9	11.8	24.3	53.1
	12 year old	6.3	11.1	18.3	27.9	36.4
I feel safe at school ⁷	8 year old	3.1	4.1	6.9	14.9	71.0
	10 year old	4.2	5.3	11.5	18.2	60.9
	12 year old	5.6	7.8	13.2	25.3	48.1

^{1, 2, 3, 4, 5, 6, 7} 225, 151, 114, 124, 238, 202 and 196 respondents did not answer this questions, respectively

The initial questions concerned the children's views upon four (8-year-old) or seven (10- and 12-year-olds) aspects of their school life (Table 12). The study shows that in general most of the children had a positive attitude to their teachers, although the structure of their responses was differentiated depending on age. Almost 90% of 8-year-olds found their teachers caring and helpful and 83% admitted that the teachers listened to them and took their views into account.

At the same time the student-teacher relations were evaluated by older respondents who were visibly more critical. For instance, only 61% of 12-year-olds stated that they were heard by their teachers. Around 44% of the children admitted that there were numerous arguments between children in their classes. At the same time, 75% of 10-year-olds and 65% of 12-year-olds agreed totally or a lot that they could rely on other children from their school. Another issue included in the survey was the children's comments on their feeling of safety at school. The percentage of 12-year-olds who felt safe at school (*"agree a lot"*, *"totally agree"*) reached the level of 73.4% and was significantly lower than among 8-year-olds (85.9%) and 10-year-olds (79.1%).






Table 13. Frequency of being bullied (%)

	Age group	Never	Once	Two or 3 times	More than 3 times
Hit by other children in your school¹	8 year old	54.2	16.4	13.5	15.8
	10 year old	58.2	16.1	11.7	14.0
	12 year old	64.7	14.0	9.4	11.9
Called unkind names or insulted by other children in your school²	8 year old	46.3	19.8	16.8	17.1
	10 year old	48.7	17.8	13.0	20.5
	12 year old	43.1	21.3	15.3	20.3
Left out by other children in your class³	8 year old	66.3	14.3	8.2	11.1
	10 year old	64.8	15.2	10.9	9.1
	12 year old	65.3	15.6	9.2	9.9

^{1, 2, 3} 252, 247 and 384 respondents did not answer this questions, respectively

A separate point connected with the sense of safety at school was the so-called school bullying. The respondents were asked about their recent experiences connected with physical, verbal and emotional victimisation. The answers obtained indicate that school bullying is a significant problem in Polish schools – nearly 54% of children experienced verbal violence, 41% admitted they had been hit at least once within the last 30 days and 34.5% felt rejected by peers (Table 13). Experiences of physical violence at school were more common among the youngest children – over 29% of 8-year-olds said they had been hit at least twice over the last 30 days, whereas this fraction was 8 percentage points smaller among 12-year-olds. There were no significant differences between age groups with reference to verbal and emotional bullying.

Table 14. Satisfaction with school life (8 years old) (%)

Satisfaction with ...					
Your life as a student¹	2.0	1.4	11.7	34.7	50.2
The things you have learned at school²	.4	0.9	6.2	23.1	69.5
The other children in your class³	1.1	2.3	11.4	30.6	54.5

^{1,2,3} 11, 22 and 27 respondents did not answer this questions, respectively

The next question concerned the level of children's satisfaction with three aspects of their school life (Table 14 and 15). Polish children declared quite a high level of satisfaction with the things they had learned at school – 48% of them gave the maximum score. At the same time, the share of those dissatisfied with this element in the individual age categories (8, 10, and 12 years) was at the level of 1.3%, 4.2% and 8.7% respectively. Over 8% of the children were dissatisfied with their class mates and their school life in general. Negative views were particularly visible among the oldest respondents. Only 18% of children aged 12-years-old scored 10, while evaluating their school life and merely every fourth pupil was “*totally satisfied*” with his or her classmates.

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

Satisfaction with ...		0	1	2	3	4	5	6	7	8	9	10
Your life as a student¹	10 YO	2.8	1.0	.9	2.0	3.5	6.2	6.8	10.8	12.6	19.3	34.2
	12 YO	2.9	1.0	1.6	2.6	3.3	11.0	9.0	13.4	17.4	19.7	18.0
The things you have learned at school²	10 YO	.7	.1	.5	.9	2.0	3.1	4.9	7.3	11.9	19.5	49.1
	12 YO	2.2	.5	1.3	1.8	2.9	7.5	7.0	11.6	17.0	22.1	26.2
The other children in your class³	10 YO	1.1	1.3	1.6	2.4	2.0	4.7	4.4	8.1	11.7	22.9	39.9
	12 YO	2.8	1.5	2.4	2.5	3.6	7.5	8.3	12.1	12.4	22.3	24.6

^{1,2,3} 14, 22 and 34 respondents did not answer this questions, respectively

2.6 The area where children live

The conducted survey also asked the children some questions concerning the area in which they lived. Children generally had a high degree of satisfaction with their local area. Almost ¾ of them agreed a lot or totally with the statement “*I feel safe when I walk around the area I live in*”. Over 77% of the respondents agreed a lot or totally with the statement “*In my area there are enough places to play or to have a good time*”. The proportion agreeing especially with the second questions declined with the increasing age of the children and was almost 15 percentage points lower among 12-year-olds in comparison to the youngest kids (Table 16).






Table 16. Views about the local area (%)

	Age group	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I feel safe when I walk around in the area I live in ¹	8 year old	9.4	6.7	10.8	23.7	49.4
	10 year old	5.0	7.1	12.2	27.2	48.4
	12 year old	3.8	7.1	13.6	32.9	42.6
In my area there are enough places to play and have a good time ²	8 year old	4.7	3.5	7.7	13.5	70.7
	10 year old	5.1	7.2	9.7	14.7	63.4
	12 year old	9.4	9.4	11.8	19.1	50.3

^{1,2} 141 and 129 respondents did not answer this questions, respectively

Similarly, the average level of satisfaction with the local area decreased along with age of the respondents (Table 17 and 18). Over 70% of 8-year-olds, 56.7% of 10-year-olds and only 41.4% of 12-year-olds were completely satisfied with the area they lived in. At the same time, 8.3% of the children from the oldest age group expressed low satisfaction (scored below the midpoint) with this aspect of their lives, while among the pupils from grades 2 and 4 this percentage oscillated around 3% and 5% respectively.

Table 17. Satisfaction with the local area (8 years old) (%)

Satisfaction with ...					
The area where you live ¹	1.0	1.8	4.7	22.2	70.2

¹ 1 respondent did not answer this question

Table 18. Satisfaction with the local area (10 and 12 years old) (%)

Satisfaction with ...	Age group	0	1	2	3	4	5	6	7	8	9	10
The area where you live ¹	10 YO	1.4	.8	.7	1.0	1.4	3.1	3.1	5.1	8.8	17.9	56.7
	12 YO	2.4	.5	1.1	2.3	2.0	5.2	4.5	8.1	13.8	18.7	41.4

¹ 8 respondents did not answer this question

2.7 Money and the things children have

The successive part of the study concerned the children's material well-being.

Table 19. Frequency of worrying about money (%)

	Age group	Never	Sometimes	Often	Always
Worrying about how much money your family has ¹	8 year old	35.7	23.3	14.6	26.3
	10 year old	41.0	33.7	13.6	11.7
	12 year old	39.7	42.5	11.2	6.6

¹ 356 respondents did not answer this question

Less than 39% of the youngsters said that they never worried about the money that their family had. 28% of the children were frequently, or even continuously, worrying about money. This share was significantly higher among the youngest and reached the level of almost 41% (Table 19).

Almost 97% of the respondents stated that they always or almost always received enough food (Table 20).

Table 20. Frequency of having enough food (%)

	Age group	Never	Sometimes	Often	Always
Having enough food to eat each day ¹	8 year old	1.3	4.2	8.4	86.1
	10 year old	.4	1.9	7.1	90.6
	12 year old	.4	1.7	8.3	89.6

¹ 76 respondents did not answer this question

Another aspect of children's material well-being concerned the things they owned (Table 21). The answers obtained show that almost all of the children had good clothes (ca. 99%) or shoes (97%) to wear for school. About 96% stated that they had necessary school items and 95% of pupils had enough money to pay for school activities. About 88% of the children had their own mobile phone, with this percentage being much lower for 8-year-olds (74%) than for the oldest children (97%). An access to the Internet at home reached the level of 95.8% and was slightly wider among grade 4 and grade 6 pupils. About 79% of the respondents answered that they received pocket money from parents.






Table 21. The things children have (%)

	8 year old	10 year old	12 year old
Clothes in good condition ¹	98.4	99.7	99.3
Enough money for school trips and activities ²	90.5	96.3	97.7
Access to the Internet at home ³	92.3	96.9	98.3
The equipment/things you need for sports and hobbies ⁴	83.8	87.4	90.0
Pocket money ⁵	84.0	80.2	71.8
Two pairs of shoes in good condition ⁶	94.5	97.8	98.7
A mobile phone ⁷	73.9	93.3	97.0
The equipment/things you need for school ⁸	92.7	97.8	98.4

^{1, 2, 3, 4, 5, 6, 7, 8} 10, 28, 17, 20, 32, 26, 30 and 32 respondents did not answer this questions, respectively

The majority of children were happy with the things they had – 80% of the 8 year-old age group, 74.2% of the 10- and 52.4% of 12-years-olds scored the maximum (Table 22 and 23).

Table 22. Satisfaction with the things you have (8 years old) (%)

Satisfaction with ...					
All the things you have ¹	.2	.6	2.6	16.6	80.0

¹ 11 respondents did not answer this question

Table 23. Satisfaction with the things you have (10 and 12 years old) (%)

Satisfaction with ...	Age group	0	1	2	3	4	5	6	7	8	9	10
All the things you have ¹	10 YO	.2	.0	.3	.2	.4	1.4	1.5	2.8	4.7	14.2	74.2
	12 YO	.3	.0	.1	.3	.8	2.5	2.1	5.7	12.2	23.6	52.4

¹ 9 respondents did not answer this question

Merely 6% of the children admitted that they lived in a family which did not possess their own car, only 1.2% declared they had neither computer nor tablet at home (Table 24) and less than 1% informed about the lack of a washing machine.

Table 24. Family possessions (10 and 12 years old) (%)

	Age group	None	One	Two	More than two
Number of cars in the family ¹	10 year old	5.3	29.0	40.6	25.2
	12 year old	7.3	34.0	36.4	22.3
Number of computers in the family ²	10 year old	1.3	8.0	18.8	72.0
	12 year old	1.1	7.8	18.4	72.7
Number of bathrooms in a home or flat ³	10 year old	.6	59.0	32.7	7.6
	12 year old	.7	53.9	37.7	7.7

^{1, 2, 3} 8, 10 and 5 respondents did not answer this questions, respectively

Over 91% of the respondents declared that within the last year they had travelled at least once for holidays or vacations with their families. Most of them spent their family holidays solely in the country (Table 25).

Table 25. Frequency of family holidays (10 and 12 years old) (%)






	Age group	None	One	Two	More than two
Family holidays in the last 12 months ¹	10 year old	8.9	17.8	24.9	48.5
	12 year old	9.0	18.4	25.2	47.4
Number of these holidays spent abroad ²	10 year old	52.1	27.6	9.4	10.9
	12 year old	52.9	25.9	12.8	8.4

^{1, 2} 8 and 14 respondents did not answer this questions, respectively

2.8 Time use

Next the children were asked to evaluate the level of their satisfaction with forms of using their (free) time.

Table 26. Satisfaction with time use (8 years old) (%)

Satisfaction with ...					
How you use your time ¹	1.1	.9	5.6	22.9	69.5

¹ 11 respondents did not answer this question

The children's degree of satisfaction with how they used their time was high, especially among 8-years-olds. The percentage of the youngest children that were "*totally happy*" with this aspect of their lives reached almost 70% (Table 26).

Table 27. Satisfaction with time use (10 and 12 years old) (%)

Satisfaction with ...	Age group	0	1	2	3	4	5	6	7	8	9	10
How you use your time ¹	10 YO	.5	.1	.1	.7	1.2	2.4	2.2	4.4	9.5	19.4	59.4
	12 YO	.8	.2	1.0	.9	2.5	3.9	5.7	9.4	15.3	19.5	40.7
How much free time you have to do what you want ²	10 YO	.8	.2	1.1	1.3	1.9	3.1	3.4	6.5	10.4	15.0	56.3
	12 YO	1.3	1.1	1.3	2.6	3.7	6.7	6.0	9.3	11.8	17.9	38.4

^{1,2} 10 and 15 respondents did not answer this questions, respectively

Among the 10- and 12-year-olds the share of respondents that gave the maximum score as to how they used their time generally reached 59.4% and 40.7% respectively (Table 27). Only a slightly lower level of satisfaction was indicated by the respondents as regards the amount of free time they have. In the group of 10-year-olds the share of maximum scores was 56.3%, and in the group of 12-year-olds it reached 38.4%.

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

Overall Life Satisfaction (OLS)

In the conducted study selected measures of overall subjective well-being were used. The simplest one of these applied was a single measure of overall life satisfaction (OLS). The children were asked how happy they were with their life as a whole. The responses obtained on a 5- (8-year-olds) or an 11-point scale (10- and 12-year-olds) were transformed into a value from 0 to 100.

Table 28. Overall life satisfaction scores (8 years old) (%)

Satisfaction with ...	0	25	50	75	100
Your life as a whole ¹	.8	1.0	4.2	17.1	76.9

¹ 24 respondents did not answer this question

Table 29. Overall life satisfaction scores (10 and 12 years old) (%)

Satisfaction with ...	Age group	0	10	20	30	40	50	60	70	80	90	100
Your life as a whole ¹	10 year old	.5	.3	.7	1.0	.9	1.8	1.8	2.8	4.4	14.1	71.6
	12 year old	1.3	.7	1.1	1.3	2.0	3.5	3.2	5.5	9.7	18.3	53.4

¹ 38 respondents did not answer this question

The level of overall life satisfaction of Polish school children was relatively high (Table 28 and 29). As much as 76.9% of the 8-year-olds, 71.6% of 10-year-olds, and 53.4% of 12-year-olds were totally satisfied with their life (gave a maximum score). Merely 1.8%, 3.4% and 6.4% of the respondents from the three distinguished age groups declared a low level of satisfaction with their life as a whole.

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

Another measure used in the study was a new six item context-free subjective well-being scale (CW-SWBS), based on Huebner's Student's Life Satisfaction Scale. We formed a scale by summing the scores for six statements about the children's overall life satisfaction and transforming the scale from 0 to 100 (Table 30).

Table 30. CW-SWBS scores (%)

	0	10	20	30	40	50	60	70	80	90	100
	10	20	30	40	50	60	70	80	90	100	
8 years old ¹	.6	.6	.7	.6	1.1	5.0	2.6	8.7	11.8	21.7	46.6
10 years old ²	.5	.9	.5	1.8	2.2	2.4	3.8	6.2	10.5	37.1	34.1
12 years old ³	1.8	1.4	1.3	2.6	3.2	6.0	5.4	8.0	17.8	31.8	20.6

^{1, 2, 3} It was not possible to calculate the scale values for 40, 46 and 43 respondents, respectively

Nearly 47% of the 8-year-olds, 1/3rd of the 10-year-olds and merely 1/5th of the 12-year-olds indicated that they had the highest possible levels of satisfaction with all of the six indicators used. Approximately 4%, 6% and 10% of the children in various age groups scored below the midpoint.

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

The next measure applied in the study was a five items domain based cognitive subjective well-being scale (CW-DBSWBS). The scale, based on the Brief Multidimensional Student Life Satisfaction Scale by Seligson, Huebner and Valois, is the sum of five scores (satisfaction with family, friends, school experience, local area and appearance) transformed so that it is measured from 0 to 100. Almost 22% of the 8-year-olds, 15% of the 10 year-olds and only 5.5% of the 12-year-olds achieved a maximum level of 100 points on the DBSWBS (Table 31).

Table 31. CW-DBSWBS scores (%)

	0 10	10 20	20 30	30 40	40 50	50 60	60 70	70 80	80 90	90 100	100
8 years old¹	.0	.0	.0	.3	.6	1.3	3.0	11.3	22.2	39.5	21.7
10 years old²	.0	.1	.2	.7	1.4	2.6	5.7	10.0	22.8	41.6	15.0
12 years old³	.4	.0	.7	1.0	2.8	5.0	9.2	17.4	27.4	30.5	5.5

^{1,2,3} It was not able to calculate the scale values for 25, 57 and 45 respondents, respectively

The Children's Worlds – Positive and Negative Affect Scale (CW-PNAS)

Next, the affective subjective well-being measure (CW-PNAS), based on Barrett and Russell, was applied in the study. The children from grades 4 and 6 were asked how often over the span of the last 14 days they had felt happy, calm and full of energy – to represent a positive affect – and how often they had felt sad, stressed or bored – to represent the negative affect. The distribution of the achieved scores are presented in Table 32.

Table 32. CW-PNAS scores (10 and 12 years old) (%)

	Age group	0 10	10 20	20 30	30 40	40 50	50 60	60 70	70 80	80 90	90 100	100
Positive Affects Scale¹	10 year old	.6	.4	.7	1.5	3.2	6.1	14.3	13.2	18.5	22.1	19.5
	12 year old	.6	.7	1.0	2.9	5.7	9.1	16.0	18.9	19.4	15.4	10.3
Negative Affects Scale²	10 year old	19.4	14.3	12.4	14.4	10.2	8.3	8.2	4.9	3.4	2.4	2.2
	12 year old	9.4	12.6	14.9	15.3	13.4	11.8	8.1	6.3	3.9	2.2	2.1

^{1,2} It was not able to calculate the scale values for 163 and 110 respondents, respectively

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

Finally, six items measuring the psychological subjective well-being scale (CW-PSWBS), based on Ryff, was used among 6th grade pupils. The measure was created by summing the six item scores transformed into a value from 0 to 100. The measure showed that 7.5% of the 12-year-olds were dissatisfied with their life, and around 11% of them gave the maximum score (Table 33).

Table 33. CW-PSWBS scores (12 years old) (%)

	0 10	10 20	20 30	30 40	40 50	50 60	60 70	70 80	80 90	90 100	100
12 years old¹	.5	.3	1.1	1.6	4.0	7.1	10.2	15.5	21.8	27.1	10.8

¹ It was not able to calculate the scale values for 34 respondents

2.10 Perceptions about children's rights in Poland

The next topic included in the survey concerned the child rights. Around 70% of the children from all age groups gave a positive answer when asked if they knew about the rights they had. Over 43% of the respondents stated they knew what the Convention on the Rights of the Child was (Table 34).

Table 34. Children's rights (%)

	Age group	Yes	No	Not sure
I know what rights children have ¹	8 year old	70.5	3.0	26.5
	10 year old	69.3	3.2	27.4
	12 year old	69.7	2.9	27.5
I know about the UN Convention on the Rights of the Child ²	8 year old	44.3	20.5	35.2
	10 year old	43.1	16.1	40.7
	12 year old	43.1	15.8	41.1

^{1, 2} 44 and 62 respondents did not answer this questions, respectively

More than 74% of 10-year-olds and 59% of the 12-year-olds agreed a lot or totally with the statement that adults in Poland generally respected the rights of the youngest. Simultaneously, the share of respondents with the opinion that children's rights were not respected in Poland was in the two older age groups at the level of 10% and 16% respectively.

3. Conclusions

The results obtained from the study on the life quality of the children aged 8-12 years show that in Poland the children's satisfaction with their lives is fairly high. Nevertheless, it is worth mentioning that the share of children whose assessment of their life was low reached (depending on the age category and the applied overall subjective well-being measure) the level of 0.9% (DBSWBS for 8-year-olds) to 10.3% (SWBS for 12-year-olds). Calculating the average, this yields even 135 thousands of youngsters who are not satisfied with their overall life quality.

The comparison of average scores reflecting children's satisfaction with various aspects of their lives makes it possible to detect differences which are not easy to see when analysing each of those aspects separately. It validates the notion of asking children about their satisfaction with different aspects of their lives. Tables 35-37 contain a juxtaposition of the means, standard deviations, percentages of maximum scores and scores below the midpoint for all the questions asked about satisfaction with different aspects of life in the 8-, 10- and 12-year-olds survey.

Table 35. The 8-year-olds and their satisfaction with different aspects of life (0-4 scale)

	Mean (SD)	% max	% below midpoint
All the things you have	3.8 (0.5)	80.0	0.8
The house or flat where you live	3.7 (0.6)	77.3	1.2
The people that you live with	3.6 (0.6)	71.8	1.0
The things you have learned at school	3.6 (0.7)	69.5	1.2

The area where you live	3.6 (0.8)	70.2	2.8
How you use your time	3.6 (0.7)	69.5	2.0
Your friends	3.5 (0.7)	56.4	1.8
The other children in your class	3.4 (0.9)	54.5	3.4
Your life as a student	3.3 (0.9)	50.2	3.4

A comparison of the data presented above leads to the conclusion that although children from the distinguished age categories had a relatively positive attitude to particular aspects of their lives, some differences are visible in their assessments. The aspects of life with which the children were most satisfied (regardless of age) include mainly those relating to their family homes (the house or flat where they lived, the people they lived with and the things they had).

Much worse marks were given by the respondents, especially from the older age groups, to the aspects connected with school life (e.g. children in their class, life as a student). For many of the measures of children's subjective well-being presented in this report there are some variations by age group. These differences are mainly visible in the comparison of 12-year-olds with their younger colleagues and concern, above all, the aspects connected with school and also with satisfaction with the way they look. For all these aspects, the older children felt significantly less satisfied than the younger children. Smaller differences in the assessment of particular aspects of life occurred as regards the children's family life, places they lived in and the children's material situation, although here as well the level of satisfaction was decreasing along with the increasing age of the respondents.

Table 36. The 10-year-olds and their satisfaction with different aspects of life (0-10 scale)

	Mean (SD)	% max	% below midpoint
All the things you have	9.5 (1.3)	74.2	1.2
The house or flat where you live	9.3 (1.5)	71.3	2.4
The people that you live with	9.2 (1.6)	68.6	2.7
How you use your time	9.1 (1.6)	59.4	2.6
The area where you live	8.8 (2.1)	56.7	5.3
How much free time you have	8.8 (2.0)	56.3	5.3
The things you have learned at school	8.7 (1.9)	49.1	4.1
Your friends	8.5 (2.0)	43.5	5.2
The other children in your class	8.2 (2.3)	39.9	8.4
Your life as a student	7.9 (2.5)	34.2	10.1

Table 37. The 12-year-olds and their satisfaction with different aspects of life (0-10 scale)

	Mean (SD)	% max	% below midpoint
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All the things you have	9.0 (1.4)	52.4	1.5
The house or flat where you live	9.0 (1.7)	57.8	3.1
The people that you live with	8.9 (1.8)	56.3	3.5
How you use your time	8.4 (2.0)	40.7	5.5
The area where you live	8.2 (2.4)	41.4	8.3
How much free time you have	8.0 (2.4)	38.4	9.9
Your friends	8.0 (2.2)	29.1	7.7
The things you have learned at school	7.8 (2.3)	26.2	8.6
The other children in your class	7.5 (2.6)	24.6	12.7
Your life as a student	7.2 (2.4)	18.0	11.5

Children's Worlds National Report

ROMANIA



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1. Introduction

1.1 Context and population

Children (0-18 years) represent about 19.9% of the total population of Romania, which, according to the Tempo online database of the National Statistical Institute, is around 19,414,458. Of those, 1,057,802 are between 8 and 12 years (which represents 5.4% of the total population)

The country contains 8 development regions corresponding to European Union NUTS II-level divisions (North West, Centre, North East, South East, South, Bucharest-Ilfov, South West, and West).



Figure 1. Distribution of the Romanian development regions

According to the last census, 88.9% of the country's population is of Romanian ethnicity. The proportion of Hungarian population is 6.5%, while the number of those who declared themselves to be of Roma ethnicity was around 3.3%. This is an underestimated proportion, giving that a significant part of Roma do not identify themselves as such.

Greek Orthodox are the largest religious group (85.94%), followed by Roman-Catholics (4.56%), and Protestants (3.15%). 0.84% of the people are Greek-Catholics, 0.61% are Baptists, 1.93% are Pentecostals, and 0.45% are Adventists. Other declared religions sum up to 1.80%.

According to Eurostat, the purchasing power adjusted GDP per capita was in 2018 of 19,800 Euro, compared to the EU28 average of 30,400. This makes Romania the third lowest ranked in the EU28 (above Croatia and Bulgaria). The result is that 32.5% of the population is at risk of poverty or social exclusion (compared to the EU28 mean of 21.9%). The situation is even worse for children: Romania has the highest at-risk-of-poverty or social exclusion rate for children under 18: 38.1%, compared with the EU28 mean of 24.3%.

Of all children of age 8-12, 50.4% live in urban areas and 49.6% in rural areas. 51.4% of them are boys and 48.6% girls.

1.2 Sampling: Strategy and outcome

We aimed at obtaining a nationally representative sample of children in school grades II (age 8-9), IV (age 10-11) and VI (age 12-13) with minimum 1100 children in each group. The primary sampling unit was the class in the school. Three samples were designed for grades II, IV and VI (where possible, the same schools being chosen within all three classes). The sample was stratified by the eight development regions and by urban/rural location. Within each stratum two to four counties were selected from the list of counties in the development region – see next table.

Table 1. Regions and countries

	Region	Counties	No. of counties selected/no. of counties
1	North West	Bihor, Cluj, Sălaj	3/6
2	Centre	Alba, Sibiu, Covasna	3/6
3	North East	Neamţ, Bacău	2/6
4	South East	Brăila, Galaţi	2/6
5	South	Giurgiu, Călăraşi	2/7
6	Bucharest-Ilfov	Bucharest, Ilfov	2/2
7	South West	Dolj, Olt	2/5
8	West	Arad, Hunedoara	2/4

The number of classes needed for each stratum was computed based on a rough estimation of total number of classes for each school and a predicted response rate of 65%. A unique number was assigned to each school within a stratum and the schools were selected by random number generator. If there were only one class in the respective school, this was selected. If there were more than one class, the class was selected randomly. Giving the variations in the levels of acceptance by children and parents, we had to proceed with corrections on the field, by adding classes in the samples, either from other schools in the vicinity of the remaining schools, or by randomly selecting another class from the schools from the strata in which the data collection has been not yet finished.

The survey began in March 2019 and was completed by June 2019 (with the exception of 7 classes that for which the data collection was realized in September 2019). After data cleaning, the survey data set contained questionnaires from a sample of 4104 children: 1082 (8 years old), 1241 (10 years old), and 1145 (12 years old).

For most of the questionnaires, the survey language was Romanian. However, in classes where the teaching language was Hungarian a translated version of the questionnaire was used. Based on the question about the language spoken at home, we made a rough estimation of the ethnicity of the respondent. Weights were assigned to all the respondents,

in order to match the distribution by stratum relative size. Extra classes were added with roma children, in order to ensure an estimated proportion of Roma children.

2.1 The participants

Table 2. Age by gender (Numbers, weighted (%))

	8 year-old	10 year-old	12 year-old	Total
Boy	535 (51.8)	574 (48.2)	541(50.4)	1650 (50.1)
Girl	497 (48.2)	617 (51.8)	532 (48.6)	1646 (49.9)
Total	1032 (100)	1191 (100)	1073 (100)	3296 (100)

Note: 50 missing cases for 8 and 10 years old, 72 cases for 12 years old

50.1% of the sample were boys and 49.9% were girls.

Table 3. Rural school vs. urban school (%)

	rural school	urban school
8 year-old	44.5	55.5
10 year-old	45.0	55.0
12 year-old	40.7	59.3
Total	43.5	56.5

Note: No missing cases

Overall, 56.5% of the children learn in urban schools, but for the 12-year-old this proportion is close to 60%.

2.2 The home and the people children live with

98.5% live with their family. 1.2 percent live in foster care, and only 0.1 percent live in children's home.

Table 4. Home type (all age groups) (%)

I live with my family	98.5
I live in a foster home	1.2
I live in a children's home	0.1
I live in another type of home	0.2
Total	100.0

Note: 46 missing cases






93.9% of children live with their mother, 88.6% with their father. 2.6% lived with mother's partner and 5% with father's partner. 77% live with siblings and 3.1% live with other children. 36.3% of the children live with their grandmothers and 22% of children live with their grandfathers.

Table 5. People you live with (all age groups) (%)

Mother	93.9
Father	88.6
Mother's partner	2.6
Father's partner	5.0
Grandmother	36.3
Grandfather	22.0
Brothers and sisters	77.0
Other children	3.1
Other adult(s)	4.9
Total	100.0

Note: 44 missing cases for Mother, 91 missing cases for father

Table 6. Satisfaction with the people you live with (8-year-old) (%)

Satisfaction with ...					
The people you live with	0.7	0.8	2.2	16.3	80.0

Note: 3 missing cases

Children in the 10-years-old and 12-years-old age groups were asked the same question, but on a scale from 0 to 10.

Table 7. Satisfaction with the people you live with (10&12-year-old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The people you live with	0.5	0.0	0.2	0.5	0.5	1.7	1.1	2.6	3.5	10.2	79.3

Note: 9 missing cases for 10-year-old, 8 missing cases for 12-year-old

Children are generally very satisfied with the people they live with. About 80% of them rated at maximum level of the scale their satisfaction.

Table 8. Variations in questions about home and family (All age groups; means)




	Family care	Family help problem	Good time together	Feel safe	Parents listen	Make joint decision
8 year-old	3.7	3.6	3.5	3.7	3.4	.
10 year-old	3.7	3.7	3.5	3.7	3.3	3.4
12 year-old	3.6	3.6	3.4	3.7	3.3	3.3
Total	3.7	3.6	3.4	3.7	3.3	3.3

Note: Number of missing cases varies between 29 and 112

Children rate the highest the safety and the family care, and the lowest the items related to their participation within the family. There are very little variations in satisfaction with the aspects of family life by year group. The levels seem to slightly decrease with age.

2.3 The home where children live

Table 9. Satisfaction with the house or flat where you live (8 year old)(%)

Satisfaction with ...					
the house or flat where you live	0.1	0.4	2.0	17.6	79.9

Note: 20 missing cases

Table 10. Satisfaction with the house or flat where you live (10 & 12-year-old)(%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
the house or flat where you live	0.3	0.4	0.1	0.5	0.8	0.6	1.1	2.7	5.5	11.3	76.7

Note: 13 missing cases for 10-year-old, 7 missing cases for 12-year-old

Children are generally satisfied with the house or flat where you live. Only about 2.5% of 8 years old and 3.8% of 10 and 12 years old rated their satisfaction at the median of the scales or below.

88.9% of the 10- & 12-year-old report they have a place to study in the house.

Table 11. Things you have (%)






Whether you have ...	10 & 12 year-old
Place to study	88.9%

Note: 12 missing cases for 10-year-old, 2 missing cases for 12-year-old

2.4 Friends

More than half of the children (53.8%) gave the maximum rate to their satisfaction with friends. In case of 8 years old children the proportion of the most positive answers amount to 69.5%.

Table 12. Satisfaction with your friends (8 year old) (%)

Satisfaction with ...					
Your friends	0.4	0.9	3.7	25.4	69.5

Note: 6 missing cases

Table 13. Satisfaction with your friends (10 & 12 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your friends	0.6	0.4	0.4	0.9	0.8	2.3	2.8	5.5	10.9	21.6	53.8

Note: 11 missing cases for 10-year-old, 16 missing cases for 12-year-old

In the following table are summarised the answers to questions on children's views about their friends.

Table 14. Friends (All age groups) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I have enough friends	3.9	3.8	13.3	22.3	56.6
My friends are usually nice to me	2.7	5.6	16.1	25.3	50.3
Me and my friends get along well together	1.6	3.4	11.9	25.2	57.8
If I have a problem, I have a friend who will support me	3.9	3.9	9.2	18.8	64.2






Note: Number of missing cases varies between 148 and 213

More than half of the children totally agreed with all the questions. The highest percent of positive answers are to the question of support from friends and the lowest percent is at the question “my friends are usually nice to me”.

2.5 School

Children are generally satisfied with different aspects of school. For all the age groups, the highest levels of satisfaction are with things they have learned and their life as a student. Children have the lowest levels of satisfaction with other children in their class.

Table 15. Satisfaction with school life (8 year old)(%)

Satisfaction with ...					
Life as a student	0.9	1.7	4.7	24.4	68.2
Things you have learned	0.7	0.7	3.7	18.1	76.7
Other children in your class	1.4	3.9	12.6	29.5	52.7

Note: Number of missing cases varies between 31 and 50

Table 16. Satisfaction with school life (10&12 year old)(%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Life as a student	0.5	0.6	0.2	0.6	0.7	3.4	3.3	6.3	13.3	20.6	50.5
Things you have learned	0.5	0.1	0.2	0.5	0.6	2.0	1.8	4.5	8.3	15.6	65.8
Other children in your class	1.7	1.1	1.2	1.9	2.1	4.5	5.7	9.3	16.1	23.7	32.7

Note: Number of missing cases varies between 10 and 27

Children were asked a series of questions concerning their evaluation with different aspects at the school. Most of children agreed a lot or totally agreed with all of sentences. The lowest levels of agreement are with the statement: ‘If I have a problem at school, other children will help me (12.3% do not agreed or agreed a little bit). The highest levels of agreement were with the statements: ‘My teachers care about me’ and ‘If I have a problem at school, my teachers will help me’ (more than 80% agreed a lot or totally agreed).

Table 17. 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	2.0	3.1	13.3	20.9	60.7
If I have a problem at school, my teachers will help me	1.9	3.9	11.5	21.4	61.3
If I have a problem at school, other children will help me	4.7	7.6	19.4	24.7	43.5
My teachers listen to me and take what I say into account	4.6	6.6	17.3	25.4	46.1
At school I have opportunities to make decisions about things that are important to me	3.7	6.8	14.6	24.4	50.5
I feel safe at school	3.8	4.4	15.7	22.1	54.0

Note: Number of missing cases varies between 54 and 121

Around 40% of children have experience at least one all the types of victimization at school. More than 14% of the children experience verbal victimization (being called unkind names) or relational victimisation (being left out by other children in the class) for more than three times in the last year.

Table 18. Bullying (All age groups) (%)






How often:	Never	Once	Two or 3 times	More than three times
Hit by other children in your school	62.2	17.6	9.3	11.0
Called unkind names by other children in your school	57.6	19.9	8.6	14.0
Left out by other children in your class	59.5	17.1	9.3	14.1

Note: Number of missing cases varies between 44 and 102

2.6 The area where children live

Children are generally very satisfied with the area in which they live.

Table 19. Satisfaction with local area (8 year old) (%)

Satisfaction with ...					
The area where you live	0.4	1.9	4.2	19.8	73.6

Note: 12 missing cases

Table 20. Satisfaction with local area (10&12 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The area where you live	0.6	0.4	0.5	1.1	1.2	2.4	3.0	4.9	11.0	19.3	55.8

Note: 16 missing cases for 10-year-old, 12 missing cases for 12-year-old

Regarding the answers on safety and availability of playgrounds in area in which the children live the findings are contrasting. While 76% of them agreed a lot or totally with the statement 'I feel safe when I walk around the area I live in', in the case of the question 'In my area there are enough places to play or to have a good time', this percent drops to 52.9%.

Table 21. Views about local area (All age group) (%)

In my area, I live in...	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I feel safe when I walk	4.2	4.3	15.5	23.2	52.8
There are enough places to play or to have a good time	18.8	11.2	17.1	15.5	37.4

Note: Number of missing cases varies between 37 and 82

2.7 Money and the things children have

Table 22. How often do you worry about how much money your family has? (%)






	8 year-old	10 year-old	12 year-old	Total
Never	41.1	49.1	50.2	47.1
Sometimes	29.6	32.4	31.3	31.2
Often	8.0	7.8	8.3	8.0
Always	21.3	10.7	10.2	13.7
Total	100.0	100.0	100.0	100.0

Note: 121 missing cases for 8-year-old, 80 missing cases for 10-year-old, and 58 missing cases for 12-year-old

The number of children that are worried often or always decrease with age, which is a surprising result – we would expect a higher involvement in the family problems at higher age.

Overall, children are very satisfied with the things they have. Over 80% of the 8-year-old and almost 75% of the 10 & 12-year-old give the maximum rating.

Table 23. Satisfaction with all the things you have (8-year-old) (%)

Satisfaction with ...					
all the things you have	0.5	0.9	2.1	16.4	80.1

Note: 12 missing cases

Table 24. Satisfaction with all the things you have (10&12-year-old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
all the things you have	0.2	0.1	0.2	0.4	0.7	1.0	1.0	2.4	5.1	14.2	74.8

Note: 10 missing cases for 10-year-old, 8 missing cases for 12-year-old

Only 89.7% of the children say they have always enough food to eat each day.

Table 25. Do you have enough food to eat each day? (%)

	8 year-old	10 year-old	12 year-old	Total
Never	1.0	0.3	0.3	0.5
Sometimes	2.4	1.3	0.6	1.4
Often	6.9	3.6	4.1	4.8
Always	89.7	94.8	94.9	93.3
Total	100.0	100.0	100.0	100.0

Note: 48 missing cases for 8-year-old, 15 missing cases for 10-year-old, and 18 missing cases for 12-year-old

We asked children about the things they and their families own (for the 8-years-old group a shorter list was included).

Table 26. The things children have (%)

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	1.1	98.9	2.1	97.9	0.9	99.1	1.4	98.6
Enough money for school trips and activities	9.7	90.3	9.5	90.5	7.5	92.5	8.9	91.1
Access to the Internet at home	9.8	90.2	9.5	90.5	5.8	94.2	8.4	91.6
The equipment/things you need for sports and hobbies	7.9	92.1	10.4	89.6	7.0	93.0	8.5	91.5
Pocket money/ money to spend on yourself	18.3	81.7	12.9	87.1	7.4	92.6	12.7	87.3
Two pairs of shoes	4.6	95.4	5.1	94.9	4.3	95.7	4.7	95.3
A mobile phone	21.0	79.0	12.1	87.9	4.4	95.6	12.2	87.8
The equipment/things you need for school	5.3	94.7	4.1	95.9	2.4	97.6	3.9	96.1

Note: Number of missing cases varies between 4 and 51

Almost 99% of the children had good clothes to wear for school. About 91% of them have access to the Internet at home, and a similar percent have the equipment/things they need for sports and hobbies. 79% of 8-year-old children have their own mobile phone, this percentage increasing with age group up to 12-year-olds (95.6%). The percentage of children having pocket money/money to spend on themselves varies from 81.7% for 8-year-olds to 92.6% for 12-year-olds. Around 5% of the children have not two pairs of shoes and between 2.4 and 5.3% have not the equipment/things they need for school.

Table 27. Does your home have (10 & 12 year old) (%)

Electricity	
All of the time	96.7
Some of the time	2.7
Not at all	0.6
Running water	
Yes	92.1
No	7.6
Not sure	0.3
A toilet that flushes	
Yes	81.2
No	18.3
Not sure	0.5

Note: Number of missing cases varies between 21 and 36

3.3 of the children's homes are in lack of permanent electricity. 7.6 of the children don't have running water while 18.3% have no flushing toilet.

Table 28. Descriptive statistics on family's material possessions (All age groups) (%)






A computer (including laptops and tablets)	85.2
A television	97.8
A fridge/freezer	96.4
A radio	57.9
A telephone (landline or mobile)	95.6
A family car / van / motorbike / etc.	74.5

Note: Number of missing cases varies between 54 and 79

About 85 percent of the households in which children live have a computer but only 57.9% have a radio. 95.6% of children's households have a telephone, 96.4% have a fridge and 97.8% have television. Only 74.5% have a family car or other means of transportation.

2.8 Time use

Table 29. Satisfaction with time use (8 year old) (%)

Satisfaction with ...					
How you use your time	0.8	0.6	3.0	21.0	72.5

Note: 24 missing cases

Table 29. Satisfaction with time use (10&12 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
How you use your time	0.2	0.2	0.2	0.4	0.3	1.4	1.8	4.3	9.2	20.2	61.8
How much free time you have to do what you want	1.1	0.4	1.0	0.8	1.5	3.3	3.3	5.7	10.8	18.3	53.8




Note: Number of missing cases varies between 4 and 25

While ratings are still very positive, compared to other domains of life, children are less satisfied with the available free time and how they use it. 72.5% of the 8-year-old and almost 61.8% of the 10 & 12-year-old gave the maximum rating to the question on satisfaction with time use. In the case of satisfaction with how much free time they had, a little over 50% were perfectly satisfied.

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

OLS (Overall Subjective Well-Being)

Table 30. Satisfaction with life as a whole (8-year-old) (%)

Satisfaction with ...					
Your life as a whole	1.1	0.6	3.3	14.6	80.4

Note: 45 missing cases

Table 31. Satisfaction with life as a whole (10 & 12-year-old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole	0.3	0.1	0.3	0.4	0.5	0.7	0.9	1.7	4.4	13.5	77.1

Note: 30 missing cases for 10-year-old, 28 missing cases for 12-year-old

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

Table 32. CW-SWBS items (10 & 12 year old) (%)

	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life	0.2	0.2	0.3	0.1	0.7	0.8	1.1	2.1	4.3	8.0	82.3
My life is going well	0.5	0.2	0.3	0.4	0.8	1.3	1.0	2.4	5.6	15.7	71.9
I have a good life	0.3	0.3	0.3	0.1	0.8	1.3	0.8	2.0	4.0	11.5	78.6
The things that happen in my life are excellent	0.5	0.5	0.2	0.5	0.8	1.9	2.1	4.6	10.3	22.9	55.6
I like my life	0.4	0.2	0.2	0.2	0.5	0.9	1.7	1.9	3.4	10.2	80.5
I am happy with my life	0.2	0.3	0.2	0.6	0.3	1.1	1.0	2.1	3.4	10.7	80.0

Note: Number of missing cases varies between 7 and 26

CW-DBSWBS (Children's Worlds Domain Based Subjective Well-Being Scale), 2003)

Table 33. CW- DBSWBS items (10 & 12 year old) (%)

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people you live with	0.5	0.0	0.2	0.5	0.5	1.7	1.1	2.6	3.5	10.2	79.3
Your friends	0.6	0.4	0.4	0.9	0.8	2.3	2.8	5.5	10.9	21.6	53.8
Your life as a student	0.5	0.6	0.2	0.6	0.7	3.4	3.3	6.3	13.3	20.6	50.5
The area where you live	0.6	0.4	0.5	1.1	1.2	2.4	3.0	4.9	11.0	19.3	55.8
The way that you look	0.8	0.5	0.7	0.9	1.5	1.8	2.1	4.0	8.7	17.2	61.8

Note: Number of missing cases varies between 9 and 48 for 10 years old and between 8 and 35 for 12 years old

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

Table 34. CW-PNAS items (10 & 12 year old) (%)

Last two weeks: How often feeling	0	1	2	3	4	5	6	7	8	9	10
Happy	0.7	0.2	0.4	0.5	0.5	1.8	2.0	4.3	9.2	17.0	63.4
Calm	31.9	14.9	11.5	7.8	5.8	7.1	3.5	4.1	4.6	4.8	4.2
Full of energy	3.3	1.9	1.6	1.6	2.2	7.5	4.2	6.4	13.1	17.5	40.6
Sad	34.4	8.5	7.8	6.0	4.2	6.3	4.0	5.8	6.9	6.8	9.3
Stressed	0.9	0.6	1.2	1.2	1.6	2.4	2.6	4.5	7.9	11.7	65.3
Bored	22.6	8.5	7.7	6.6	5.8	9.0	5.1	6.7	7.0	6.9	14.0

Note: Number of missing cases varies between 24 and 77 for 10 years old and between 36 and 63 for 12 years old

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

Table 35. CW- PSWBS items (12 year old) (%)

How much you agree with	0	1	2	3	4	5	6	7	8	9	10
I like being the way I am	0.8	0.3	0.3	0.9	0.9	1.6	1.6	3.4	10.0	17.8	62.4
I am good at managing my daily responsibilities	2.3	0.5	1.2	1.8	1.6	3.3	3.4	7.7	10.9	20.3	47.1
People are generally pretty friendly towards me	1.2	0.6	0.7	1.0	1.1	2.8	2.2	3.7	11.8	21.4	53.4
I have enough choice about how I spend my time	1.8	0.6	0.7	1.2	0.6	2.6	2.9	5.1	9.9	17.6	57.1
I feel that I am learning a lot at the moment	4.3	1.4	0.8	3.0	1.5	6.2	6.7	11.6	15.7	18.9	30.0
I feel positive about my future	1.3	0.5	0.5	0.7	0.8	1.7	2.1	4.5	8.4	16.8	62.7

Note: Number of missing cases varies between 29 and 34

2.10 Children perceptions about their country

Table 36. Children's rights (%)

		8-year-olds	10-year-olds	12-year-olds	Total
I know what rights children have	No	12.2	6.4	4.1	12.2
	Not sure	35.4	16.5	16.7	35.4
	Yes	52.4	77.1	79.1	52.4
	Total	100.0	100.0	100.0	100.0
I know about the UN Convention on the Rights of the Child	No	43.6	22.0	12.2	43.6
	Not sure	29.6	16.4	18.7	29.6
	Yes	26.9	61.6	69.1	26.9
	Total	12.2	6.4	4.1	12.2

Note: Number of missing cases is 35 and 36 for 8 years old, 26 and 30 for 10 years old, and 18 and 19 for 12 years old

3. Conclusions

Collecting children's views on their lives is a challenging process but also a rewarding one. Between March and September 2019 we collected more than 3500 questionnaires with children around ages of 8, 10 and 12 years. Data were collected from children based on a standardized questionnaire that was applied in Romanian and Hungarian languages (based on the teaching language). Active accept of the parents was asked and the response rate had an average of 73% for the second grade, 79% for fourth grade and 77% for sixth grade.

Children participated with great interest in the study. They gave positive answers to most of the results. The national averages of their satisfaction answers contrast with the situation of children in this country in which this group is subjected to high levels of economic difficulties as well as problems linked with health, participation in society, access to health and educational services. Several explanations were previously suggested, among those being *parental umbrella* (tendency of parents in less developed countries to protect their children against the economic harshness), *social desirability* (children think that they are expected to give positive answers in school context), and the *liveability theory* (the levels of satisfaction being determined not only by the offers of the society (i.e. material well-being) but also by its demands – highly competitive school systems rather decrease children's satisfaction).

Whatever the causes, these high levels of satisfaction decrease with age – our study shows. Satisfaction levels also decrease with the distance the object – from self and family to the relationships and local area. Urban-rural differences, as well as differences between children with different family backgrounds are apparent when analysing this data.

Overall, the gathered data is of excellent quality, allowing to compare the feelings and views of different groups of Romanian children about their situation in order to better understand the dimensions of their lives, their needs and sources of satisfaction and happiness.

Children's Worlds National Report

RUSSIAN FEDERATION



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1. Introduction

Context and population

Population

The population of Russia is **146 880 432** people (2018). The base for the study was the Urals Federal District – the West Siberia, the survey was held in Tyumen region. The population of Tyumen region – **3 723 984** people (2019). The population density is 2.54 people / km² (2019). Urban population - 79.97% (2018).

Geography

Russia is on the first place in terms of area among all countries of the world (**17 100 000** square km), it occupies 1/9 of all the land of the globe. By area, the Tyumen region (with the autonomous okrugs) is the largest region and occupies the 3rd place among all the constituent entities of the Russian Federation. The area of Tyumen Region is **1 435 000** square km. The Tyumen region includes three subjects: Khanty-Mansiysk Autonomous Area – Ugra and Yamalo-Nenets Autonomous District (North of the Tyumen region), South of Tyumen region. The region is located in the natural zones of the Arctic deserts, tundra, forest-tundra, taiga, mixed forests and forest-steppe. The region is characterized by severe climatic conditions, 90% of the territory is assigned to the Far North regions or equated to them. The climate is arctic, subarctic in the north and temperate in the center and south. The average January temperature ranges from –25 ° C in the Tyumen region to –47 ° C in the north. The frosty period lasts from 130 in Tyumen to 210 days a year or more in the tundra region.



Percentage of children

The grades	total number of children	Tyumen region			
		North of the Tyumen region		South of Tyumen region	Tyumen
		Khanty- Mansiysk Autonomous Area - Ugra	Yamalo-Nenets Autonomous District		
4 grade – 10 years old	51079	22389 – 43%	7512 – 14%	11813 – 23%	9365-18%
	1000 -	- 430	- 140	- 230	- 180
6 grade – 12 years old	44561	20482 – 45%	6493 – 14%	9423 – 21%	8163-18%
	1000-	- 450	- 140	- 210	- 180

Religion

Almost all world religions are represented in the religious field of the Tyumen region - Christianity, Islam, Judaism. The Russian Orthodox Church is the largest and most influential religious organization in the region.

Ethnicity and ethnic/cultural groups

More than 20 nationalities live in the region. The most numerous are Russians - about 70%, Tatars - 7%, Ukrainians - about 5%. The remaining nationalities are less than 1% each. Indigenous peoples (aboriginal) - Nenets (in the okrugs), Khanty, Mansi (in the okrugs), Selkups (in the Yamal-Nenets Autonomous Okrug) (2065 people), Siberian Tatars.

Economic context

The main oil and gas region of Russia and one of the largest oil producing regions in the world is the Khanty-Mansi Autonomous Okrug - Ugra, which also occupies the 3rd place in the "ranking of the socio-economic situation of the regions of Russia" and the 2nd largest economy in Russia. In terms of industrial output, the region ranks first in Russia. The main industry is the fuel industry, which accounts for 86.4% of the region's industrial production. A significant part of the country's oil (64%) and gas (91%) is produced in the Khanty-Mansi Autonomous Okrug-Ugra and the Yamalo-Nenets Autonomous Okrug.

Any other important information

The capital of the region, the administrative center - the city of Tyumen for the third year is in a row ranks first in the ranking of quality of life. However, the city holds only eighth place in the country in terms of living standards. 85% of the population are satisfied with their life, 98% of the population consider their city ideal.

Sampling: Strategy and outcome

The current survey was conducted only in educational institutions of Tyumen region. Children from 24 schools (from 613 schools of the region) took part in the survey. Total number of children in 2018-2019 school-year in the Tyumen region is: 10 years old - 51079 children; 12 years old - 44561 children. The total sample amount is 1959 students.

Stratum 1 – geographical regions. The sample is continuous all subjects of the Tyumen region were involved in the study (Table 1).

The Tyumen region includes three subjects:

- Yamalo-Nenets Autonomous District (14% of 10 years old children, 14% of 12 years old children) - North of the Tyumen region;
- Khanty- Mansiysk Autonomous Area – Ugra (43% of 10 years old children, 45% of 12 years old children) - North of the Tyumen region,
- South of Tyumen region (23% of 10 years old children, 21% of 12 years old children),
- Tyumen – the capital of the region (18% of 10 years old children, 18% of 12 years old children).

Stratum 2 - types of areas – urban and rural areas - calculated the proportion of the population. Within the region: urban area - the largest cities of each territory were chosen, in rural areas – randomly. The urban population of the region is about 80%, rural population - about 20%. About 18% of the sample were children from 5 rural areas (Gaz-Sale, Tazovsky, Salym, Perevalovo, Vinzili),

82% - of the sample were children from urban area (9 cities – Ishim, Khanty-Mansiysk, Megion, Nadym, Nefteyugansk, Nizhnevartovsk, Surgut, Tobolsk, Tyumen).

Stratum 3 – gender. 10 years old children: 437 (45.9%) are boys, 516 (54.1%) are girls; 12 years old children: 478 (50.5%) are boys, 473 (49.7%) are girls. In the total sample of two age groups, boys make up 48.1% - 915, girls 51.9% - 989.

Stratum 4 – age: 10 years old - 953 children, 12 years old - 951 children. The survey of different age groups covers as a rule the same schools.

Table 1. Distribution of respondents by place of residence.

Geographical regions		Percent	Type of area
Yamalo-Nenets Autonomous District	Gaz-Sale	3.5	rural
	Tazovsky	2.9	rural
	Nadym	8.6	urban
Khanty- Mansiysk Autonomous Area - Ugra	Khanty-Mansiysk	14.2	urban
	Megion	7.9	urban
	Nefteyugansk	7.4	urban
	Nizhnevartovsk	11.1	urban
	Surgut	2.6	urban
	Salym	2.0	rural
	Perevalovo	4.7	rural
South of Tyumen region	Ishim	5.9	urban
	Tobolsk	6.3	urban
	Vinzili	4.5	rural
Tyumen – the capital of the region	Tyumen	18.4	urban

2. Results

2.1 The participants

Table 2. Children`s gender by age (Numbers, (%))

	10 year-old	12 year-old	Total
Boy	437(45.9)	478(50.5)	915(48.1)
Girl	516(54.1)	473(49.7)	989(51.9)
Total	953(50.1)	951(49.9)	1904 (100)

10 years old children: 437 (45.9%) are boys, 516 (54.1%) are girls; 12 years old children: 478 (50.5%) are boys, 473 (49.7%) are girls. In the total sample of two age groups, boys make up 48.1% - 915, girls 51.9% - 989.

2.2 The home and the people children live with

Table 3. The home you live in (n=1904) (10 & 12 year old) (%)

I live with my family	97.3
I live in a foster home	0.6
I live in a children's home	0.1
I live in another type of home	2.0
Total	100.0

97.3% of children (10yo and 12yo) live with their families. 0.6% of children (10yo and 12yo) answered they live in a foster home. And 0.1% live in a children's home. 2.0% indicates to live in another type of home.

Table 4. Satisfaction with the people you live with (10 & 12 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The people you live with	.4	.1	.6	1.1	1.2	3.9	3.6	5.0	9.0	15.2	60.0

89.2% of the 10 year olds and 12 year olds children give a 7 out of 10 or more on satisfaction with the people they live with. Thus the majority of children report to be very satisfied with the people they live with.

Table 5. Family experience. Variations in questions about home and family (means) (10 & 12 year old) (%)

	Family care	Family help problem	Good time together	Feel safe	Parents listen	Make joint decision
10 year-old	3.46	3.30	3.20	3.50	3.10	2.98
12 year-old	3.44	3.20	3.10	3.37	2.97	3.02
Total	3.46	3.25	3.15	3.44	3.04	3.00

The table shows the average indicators on a 4-point scale on the questions about home and family. All children feel safe at home and feel family care.

In general, 10-year-old children are a bit more positive about their family life than 12 year-old one. Both - 10 year old and 12 year old children - gave the lowest points for the statements: 'My parents listen to me and take what I say into account' (2.97 for 12 year olds and 3.10 for 10 year olds) and 'We make decisions about my life together with my parents' (3.02 for 12 year olds and 2.98 for 10 year olds).

2.3 The home where children live

Table 6. Satisfaction with the house or flat where you live (10 & 12 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
the house or flat where you live	.3	.4	.8	1.0	2.0	4.5	3.0	6.1	8.8	14.9	58.2

A majority of the children reports to be satisfied/very satisfied with the house they live in: 88% of the 10 and 12 year olds score a 7 out of 10 or more on the house they live in.

57.1% of the 10 year olds and 12 year olds sleeps in his/her own room. All the children - 100% - reports to have their own bed.

84% of the 10 year olds and 12 year olds report to have a quiet place to study in their home.

Table 7. Things you have (%)

Whether you have ...	10 & 12 year-old
Own room	57.1
Own bed	100.0
Place to study	84.0

2.4 Friends

Table 8. Satisfaction with your friends (10 & 12 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your friends	.8	.3	.5	.7	1.7	4.4	4.0	7.9	11.1	18.7	49.9

Table 8 shows that 87.6% of the 10 and 12 year olds give a score of 7 out of 10 or more on satisfaction with friends; so they are satisfied/very satisfied with their friends.

Table 9. Friends (10 & 12 year old) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I have enough friends	5.5	5.2	9.7	26.8	46.5
My friends are usually nice to me	3.1	5.9	13.5	31.5	40.7
Me and my friends get along well together	3.4	4.0	11.9	29.2	44.2
If I have a problem, I have a friend who will support me	4.3	7.8	13.0	23.8	42.7

Don't know:

I have enough friends – 6.2%

My friends are usually nice to me – 5.3%

Me and my friends get along well together – 7.2%

If I have a problem, I have a friend who will support me – 8.4%

73.3% children (totally) agree with the sentence 'I have enough friends', 72.2% - with the sentence 'My friends are usually nice to me'. Only 66.5% reports that they have a friend who

will support them if they have a problem. 12.1% of children that does not agree with these sentences.

2.5 School

Table 10. Satisfaction with school life (10 & 12 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Life as a student	2.7	1.6	1.5	3.2	4.6	10.5	7.6	10.1	14.0	15.8	28.3
Things you have learned	1.2	.9	1.0	2.3	2.5	7.1	7.0	8.3	12.3	17.8	39.6
Other children in your class	2.4	2.0	1.9	4.1	5.3	9.7	6.6	10.1	9.1	13.9	34.8

The 10 year olds and 12 year olds scored a 7 out of 10 or more on every item: things learned at school (78%), life as a student (68.2%) and other children in their class (67.9%). So children rate school knowledge more highly than their life as a student and their classmates. Only 28.3% of children are very satisfied (a 10 out of 10) with their life as a student.

Table 11. School experience. Views about school (10 & 12 year old) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
My teachers care about me	8.9	12.1	20.8	25.6	25.8
If I have a problem at school, my teachers will help me	8.0	10.5	16.2	27.1	32.1
If I have a problem at school, other children will help me	9.6	10.4	18.7	27.5	25.5
There are a lot of arguments between children in my class	20.0	22.2	16.9	15.9	16.2
My teachers listen to me and take what I say into account	8.8	9.6	18.0	26.8	29.9
At school I have opportunities to make decisions about things that are important to me	11.4	12.2	17.6	24.2	26.6
I feel safe at school	7.4	7.5	12.1	23.1	42.2

Don't know:

My teachers care about me – 6.8%

If I have a problem at school, my teachers will help me – 6.0%

If I have a problem at school, other children will help me – 8.3%

There are a lot of arguments between children in my class – 8.8%

My teachers listen to me and take what I say into account – 6.9%

At school I have opportunities to make decisions about things that are important to me – 8.0%

I feel safe at school – 7.7%

From the sentences about family, friends and school, children are less positive about their school experience. Just over half of the children (totally) agrees with the sentences: 'my teachers care about me' (51.4%), 'if I have a problem at school, other children will help me' (53%), 'my teachers listen to me and take what I say into account' (56.7%) and 'if I have a problem at school, my teachers will help me' (59.2%). 65.3% of 10 year olds and 12 year olds feel safe at school. About one third of the children says that there are a lot of arguments between children in their class (32.1%).

Table 12. How often in the last month have you been... (10 & 12 year old) (%)

How often:	Never	Once	Two or 3 times	More than three times
Hit by other children in your school	55.5	17.2	9.8	10.6
Called unkind names by other children in your school	37.1	19.6	13.4	21.6
Left out by other children in your class	44.8	18.8	10.1	15.2

Don't know:

Called unkind names by other children in your school – 8.3%

Hit by other children in your school – 6.9%

Left out by other children in your class – 11.2%

The above table shows how children score their school bullying experience. 37.6% of children reports to be hit at least once in the last month, 54.6% say they have been called unkind names and 44.1% says they were left out at least once during the last month.

2.6 The area where children live

Table 13. Satisfaction with local area (10 & 12 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The area where you live	1.5	1.1	1.3	1.2	1.5	5.5	4.6	6.9	12.5	18.3	45.7

83.4% 10 year olds and 12 year olds gives their local area a score of 7 out of 10 or more. But only 61.4% of them feel safe when they walk and 66% agree with the statement 'In my area, there are enough places to play and have a good time'.

Table 14. Views about local area (10 & 12 year old) (%)

In my area, I live in...	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I feel safe when I walk	6,2	10,6	15,1	24,4	37,0
There are enough places to play or to have a good time	7,8	7,8	9,9	21,2	44,8

Don't know:

I feel safe when I walk – 6.8%

There are enough places to play or to have a good time – 8.5%

2.7 Money and the things children have

Table 15. How often do you worry about how much money your family has? (10 & 12 year old) (%)

	10 year-old	12 year-old
	Percent / Valid Percent	Percent / Valid Percent
Never	57.4 / 61.9	37.2 / 45.3
Sometimes	21.9 / 23.6	22.2 / 27.0
Often	8.2 / 8.9	10.3 / 12.5
Always	5.2 / 5.6	12.5 / 15.3
Total	100.0	100.0

Don'tknow:

10 year-old – 7.3

12 year-old – 17.7

13.4% of 10 year old children and 22.8% of 12 year old children often or always worry about how much money their family has. 10-year-old children more positively assess the financial situation of their family: 57.4% of them never worry about how much money the family has.

Among the 10 and 12 year olds, 90.9% gives a score of 7 out of 10 or more on their satisfaction with the things they have.

Table 16. Satisfaction with all the things you have (10 & 12 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
all the things you have	.2	.2	.7	1.0	1.5	2.7	2.9	4.9	9.7	15.1	61.2

Table 17. Food to eat each day (10 & 12 year old) (%)

	10 year-old	12 year-old
	Percent / Valid Percent	Percent / Valid Percent
Never	2.8 / 2.9	1.3 / 1.5
Sometimes	5.1 / 5.2	5.0 / 5.4
Often	13.2 / 13.5	11.8 / 12.7
Always	76.3 / 78.3	74.6 / 80.4
Total	100.0	100.0

Don'tknow:

10 year-old – 2.6

12 year-old – 7.3

76.3% of 10 year old children and 74.6% of 12 year old children always have enough food to eat. 2.8% and 1.3% of them reports that they never have enough food.

Table 18. The things children have (10 & 12 year old) (%)

Which of the following do you have	10 year-old		12 year-old		Total	
	No	Yes	No	Yes	No	Yes
Clothes in good condition	1.4	98.6	2.3	97.7	1.8	98.1
Enough money for school trips and activities	16.0	84.0	11.0	89.0	13.5	86.4
Access to the Internet at home	7.0	93.0	5.7	94.3	6.3	93.6
The equipment/things you need for sports and hobbies	14.3	85.7	12.2	87.8	13.2	86.7
Pocket money/ money to spend on yourself	17.3	82.7	12.1	87.9	14.7	85.3
Two pairs of shoes	3.9	96.1	5.3	94.7	4.6	95.3
A mobile phone	5.3	94.7	6.3	93.7	5.8	94.1
The equipment/things you need for school	4.3	95.7	5.8	94.2	5.0	94.9

All children are quite optimistic and highly appreciated the things children have: clothes in good condition (98.1%), two pairs of shoes in good condition (95.3%), the things they need for school (94.9%), access to the internet at home (93.6%), things they need for sports and hobbies (86.7%), enough money for school trips and activities (86.4%).

94.1% of all children have mobile phone. 85.3% of the children have pocket money.

Material and economic circumstances SCALES

Scale A

Table 19. Does your home have (10 & 12 year old) (%)

Electricity	
All of the time	99.9
Some of the time	0
Not at all	.1
Running water	
Yes	94.4
No	2.2
Not sure	3.4
A toilet that flushes	
Yes	97.4
No	1.6
Not sure	1.0

About 95% of all children live in comfortable houses or flats which have: electricity all of the time (99.9%), running water (94.4%) and washing machine (94.6%), a toilet that flushes (97.4%). 4.5% of children have no bathroom in their home.

99.2% have a television and 97.7% a freezer at home.

50.9% of families own a car, 23% - two cars, 6.4% - three or more.

92.6% of families are provided with computers; 26% of children reports that they have two computers, 16.7% - more than two computers.

Table 20. Descriptive statistics on family's material possessions (10 & 12 year old) (%)

A computer (including laptops and tablets)	92.6
A television	99.2
A fridge/freezer	97.7
A radio	36.5
A telephone (landline or mobile)	95.2
A family car / van / motorbike / etc.	100

Scale B

Table 21. Descriptive statistics on material possessions (10 & 12 years-old) (%)

How many bathrooms are in your home?

None	4.5
One	81.0
Two	12.2
More than two	2.4

Does your family own a car, van or truck?

No	19.6
One	50.9
Two	23.0
Three or more	6.4

How many computers do your family own?

None	11.2
One	46.1
Two	26.0
More than two	16.7

Does your home have a washing machine?

No	5.4
Yes	94.6
Total	100.0

Table 22. Do you sleep in your own room? (10yo and 12yo) (%)

Do you sleep in your own room or do you share a room?

I sleep in a room on my own	57.1
I sleep in a room that I share with other people	42.9

57.1% of all children sleep in their own room, 42.9% shares a room with other people.

Table 23. Family vacations (10yo and 12yo) (%)

In the last 12 months, how many times did you travel away on holiday with your family?

Not at all	20,4
Once	32,3
Twice	21,8
More than twice	25,5

20.4% of the children have not been on a vacation with their family during the last year. On the other hand, 25.5% of the children have been more than twice on a vacation and 21.8% - twice.

2.8 Time use

Table 24. Satisfaction with time use (10 & 12 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
How you use your time	.8	.5	.4	1.4	1.3	3.9	5.3	7.3	9.6	18.1	51.4

86.4% of the 10 and 12 year olds report to be (very) satisfied with the way they spend their time.

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

OLS (Overall Subjective Well-Being)

Table 25. Satisfaction with life as a whole (10 & 12 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole	.8	.1	.2	1.1	1.3	3.5	2.3	5.0	10.0	15.4	60.2

Children were asked how satisfied they are with their life as a whole. 90.6% of the 10 year olds and 12 year olds scored a 7 out of 10 or more.

CW-SWBS (Children's Worlds Subjective Well-Being Scale) – 6 items measuring cognitive subjective well-being (Based on the Student Life Satisfaction Scale by Huebner, 1991)

Table 26. CW-SWBS items (10 & 12 year old) (%)

	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life	1.3	.8	.6	2.5	2.6	5.2	5.0	5.7	10.0	15.7	50.6
My life is going well	1.1	.3	1.1	2.0	2.8	5.9	5.0	6.0	10.6	14.6	50.6
I have a good life	.9	.9	1.6	1.3	2.9	5.1	4.0	5.6	9.4	14.9	53.4
The things that happen in my life are excellent	1.8	1.2	1.8	2.8	2.9	5.5	3.8	6.0	9.8	16.3	48.1
I like my life	1.9	1.4	1.4	1.9	2.9	4.2	3.5	6.0	6.9	13.0	56.8
I am happy with my life	1.3	1.0	1.6	2.2	3.0	4.1	3.3	4.4	8.3	16.0	54.8

The 10 year olds and 12 year olds scored a 7 out of 10 or more on every item: I am happy with my life (83.5%), I have a good life (83.3%), I like my life (82.7%), I enjoy my life (82%).

So more than 80% of the children rate their cognitive subjective well-being high enough. About 50% of children are very satisfied (a 10 out of 10) with their life.

CW-DBSWBS (Children's Worlds Domain Based Subjective Well-Being Scale) - 5 items measuring domain based cognitive subjective well-being (based on the Brief Multidimensional Student Life Satisfaction Scale by Seligson, Huebner & Valois, 2003)

Table 27. CW- DBSWBS items (10 & 12 year old) (%)

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people you live with	.4	.1	.6	1.1	1.2	3.9	3.6	5.0	9.0	15.2	60.0
Your friends	.8	.3	.5	.7	1.7	4.4	4.0	7.9	11.1	18.7	49.9
Your life as a student	2.7	1.6	1.5	3.2	4.6	10.5	7.6	10.1	14.0	15.8	28.3
The area where you live	1.5	1.1	1.3	1.2	1.5	5.5	4.6	6.9	12.5	18.3	45.7
The way that you look	2.3	.7	1.6	2.4	2.9	4.8	4.3	6.9	10.1	14.9	49.0

Most of all, children (10yo and 12yo) are satisfied with *The people they live with* (89.2%) and *Friends* (87.6%), least of all children are satisfied with *Their life as a student* (68.2%) - scored a 7 out of 10 or more. Only 28.3% of children are very satisfied (a 10 out of 10) with their life as a student.

CW-PNAS (Children's Worlds Positive and Negative Affects Scale) - 6 items measuring affective subjective well-being: positive and negative affect (based on Barrett & Russell, 1998)

Table 28. CW-PNAS items (10 & 12 year old) (%)

Last two weeks: How often feeling	0	1	2	3	4	5	6	7	8	9	10
Happy	.7	1.1	.6	1.8	2.5	5.5	5.2	6.7	11.7	14.0	50.1
Calm	2.4	1.7	2.4	2.7	4.0	7.8	8.1	9.1	11.1	14.6	36.1
Full of energy	3.7	2.2	2.8	2.7	3.3	6.5	5.3	7.6	9.4	13.8	42.5
Sad	14.4	10.7	12.0	11.5	6.9	10.3	6.7	6.5	5.0	7.0	8.9
Stressed	26.7	11.4	7.5	6.6	5.6	8.4	6.2	5.8	5.2	5.9	10.8
Bored	18.0	7.9	7.1	9.6	6.6	9.6	5.4	6.8	6.6	6.1	16.3

The items measuring positive and negative affect have the following results. 50% reports to be very happy (a 10 out of 10) and 82.51% - happy (scored a 7 out of 10 or more).

Almost a third of children experience boredom and stress: 27.8% feel stressed and 35.8 % - bored last two weeks (scored a 7 out of 10 or more). «I'm bored» - a phrase that every modern parent perhaps hears.

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

Table 29. CW-PSWBS items (%) (12 year old only)

How much you agree with	0	1	2	3	4	5	6	7	8	9	10
I like being the way I am	4.2	1.3	1.6	2.8	3.3	7.1	4.5	8.1	10.7	11.9	44.5
I am good at managing my daily responsibilities	1.2	1.9	2.3	2.8	4.1	6.9	5.6	7.4	10.8	17.1	39.7
People are generally pretty friendly towards me	2.8	0.9	1.9	2.8	3.2	6.1	7.2	9.3	10.8	18.7	36.3
I have enough choice about how I spend my time	2.1	1.5	1.6	1.5	3.6	7.9	5.0	9.4	12.0	13.6	41.8
I feel that I am learning a lot at the moment	3.4	1.6	1.0	1.3	4.5	8.4	5.6	8.4	12.2	13.6	39.9
I feel positive about my future	4.3	1.5	0.8	1.7	2.1	6.2	5.0	7.6	11.2	14.3	45.3

The 12 year olds were asked about their psychological subjective well-being. A 10 out of 10 scored from 36.3% to 45.3% of 12 year olds. 78.4% of children feel positive about their future (scored a 7 out of 10 or more).

2.10 Children perceptions about their country

Table 30. Children's rights (%)

		10-year-olds	12-year-olds	Total
I know what rights children have	No	4.9	3.6	4.3
	Not sure	29.9	21.0	25.4
	Yes	65.3	75.4	70.3
	Total	100.0	100.0	100.0
I know about the UN Convention on the Rights of the Child	No	20.4	18.1	19.2
	Not sure	49.2	37.0	43.1
	Yes	30.4	44.9	37.7
	Total	100.0	100.0	100.0

The table shows that most of the children knows what rights they have (70.3%). 4.3% does not know what rights they have, 25.4% are not sure.

The knowledge about the UN Convention on the Rights of the Child is less optimistic: only 37.7% reports to know about the convention, 43.1% is not sure about it and 19.2% of the children say they don't know anything about it.

3. Conclusions

The overall picture which emerges from Russian (Tyumen region) children's evaluations of their lives and well-being is a positive one. Children in Tyumen region report to be (very) satisfied and happy with their overall life, and about different aspects of their lives. They are satisfied with the house they live in, the relationships with people they live with, their friends. When assessing the indicators of satisfaction with friends, we did not observe any statistically significant differences between children aged 10- and 12-years-old. The children have a lot of material things and are satisfied with the things they have. 94.1% of all children have mobile phone. 85.3% of the children have pocket money.

97.3% of children (10yo and 12yo) live with their families and the majority of children report to be very satisfied with the people they live with (89.2%). However children reports that parents not always listen to them and take what they say into account. According to our further studies of the results family satisfaction has the greatest impact on overall life satisfaction; the level of subjective well-being depends on satisfaction with the school in children who are 10-year-old, for a 12-year-old adolescent the most significant predictor of SWB and overall life satisfaction (OLS) is satisfaction with the family relationships. In children of both age groups OLS and the level of SWB most strongly correlate with the indicator of family satisfaction: "My parents listen to me and take what I say into account". The interviewed children rated the indicator "My parents and I make decisions about my life together" as the lowest.

Not all children have comfortable living conditions: only 57.1% has their own room, 16% have no quiet place to study. At the same time 13.4% of 10 year old children and 22.8% of 12 year old children often or always worry about how much money their family has.

Children do not feel safe. Only 61.4% of 10 year olds and 12 year olds reports that they feel safe when they walk, 65.3% feel safe at school.

Children of both age groups rate satisfaction with the family and friends higher than satisfaction with school. Just over half of the children (totally) agree that their teachers care about them, listen to the children and take what they say into account. Children rate school knowledge more highly than their life as a student and their classmates. Only 28.3% of children are very satisfied (a 10 out of 10) with their life as a student. About one third of the children say that there are a lot of arguments between children in their class (32.1%). 37.6% of children reports to be hit at least once in the last month, 54.6% say they have been called unkind names and 44.1% says they were left out at least once during the last month.

The study revealed an urgent problem of our time - almost a third of children experience boredom (35.8 %) and stress (27.8%) last two weeks.

Nevertheless, it should be noted that in general the study has quite optimistic results. 78.4% of 12 year olds feel positive about their future. Most of the children knows what rights they have (70.3%). 90.6% of the 10 year olds and 12 year olds are satisfied with their life as a whole.

The Report presents the results of a study of the subjective well-being of children in the Tyumen region. Over the past years, the Tyumen region has been acknowledged a leader in the country in terms of living standards and quality of life. Accordingly, the results of the presented research cannot be considered as the picture of subjective well-being throughout the whole country, but only describe a separate region, though one of the largest ones.

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).

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Children's Worlds National Report

SOUTH KOREA



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1. Introduction

The aim of this report is to provide the results from the descriptive analyses of the Children's Worlds survey conducted in South Korea between late 2017 and early 2018. In this report, we also provide information on the survey method used in the study. Detailed analyses of children's well-being in Korea will be completed after this initial report. Future studies will also include comparative analyses of children's well-being across the countries participating in the international project.

1.1 Context and population

Population

As of 2017, the population of the Republic of Korea (South Korea) is about 51 million.⁵

Geography

South Korea is located on the southern half of the Korean peninsula in East Asia. South Korea is bordered to North Korea by land⁶. By sea, South Korea is facing Japan across the East Sea and China across the Yellow Sea. For administrative purposes, South Korea is divided into seventeen provinces.

Children

In 2017, the number of children and youths between the ages of 0 and 18 years were about 9 million, which consists of approximately 17.6% of the South Korean population. The number of children between the ages of 8 and 12 is 2.2 million, which is about 4.3% of the total population.

Religion

The 2015 census shows that 44% of the population practices a religion. There are three dominating religions in South Korea—Protestantism, Buddhism, and Catholicism. About 19.7% of the population are Protestants, 15.5% are Buddhists, and 7.9% are Catholics.⁷

Ethnicity

The vast majority of the South Korean population are ethnic Koreans. Recently, the number of foreigners migrating to South Korea has been increasing. Especially, the number of multicultural families defined as a family that consists of a native Korean and a foreign-born spouse has increased substantially. As of 2017, approximately 2.9% of the population are estimated as being foreign-born.⁸

⁵ Statistics Korea (http://www.index.go.kr/potal/main/EachDtlPageDetail.do?idx_cd=1009)

⁶ Korea.net (<http://www.korea.net/AboutKorea/Korea-at-a-Glance/Facts-about-Korea>)

⁷ Statistics Korea (http://kosis.kr/statHtml/statHtml.do?orgId=101&tblId=DT_1PM1502&conn_path=I2)

⁸ Statistics Korea (http://kosis.kr/statHtml/statHtml.do?orgId=101&tblId=DT_1JA1610&conn_path=I2)

Economic context

South Korea's GDP per capita was \$29,744 in 2017.⁹ South Korea is known for achieving unprecedented economic success during the past half century. Even in the last 20 years, GDP per capita has increased 245% from \$12,134 in 1997 to \$29,744 in 2017.

Education

Full-time compulsory education starts at age six in primary school and ends at age 14 in middle school. Children receive primary education for 6 years and then move to middle school at age 12. They go to middle school for 3 years. Most children move to high school at age 15. High school dropout rate is very low in South Korea (1.5% in 2017). Korea is also known to have a very high entrance rate to post-secondary education. In 2017, about 70% of the high school graduates entered post-secondary education.¹⁰

Children's Rights

South Korea has been a party to the UN Convention on the Rights of the Child since 1991.

1.2 Sampling strategy and outcomes

The South Korean sample was designed to achieve a nationally representative sample of children in 3rd grade (age 8), 5th grade (age 10), and 7th grade (age 12). Children in the 3rd and 5th grades are in primary schools, and those in the 7th grade are in middle schools. Each age group's total sample size was set at about 3,200 individuals.

We utilized the stratified cluster sampling method. First, a complete list of schools in Korea was stratified into 17 strata following the 17 geographical provinces of the country. Second, a target number of schools was selected for each stratum based on the estimated class size and the proportion of the general child population in that stratum. Third, within each stratum, schools were selected with uniform probability within each stratum. Fourth, within each school one class per grade level was randomly selected with uniform probability. When there were insufficient number of children with parental consent in the first class, we sampled an additional class in the same grade level for that particular school.

The survey instruments were mailed to the schools that agreed to participate in the survey. The survey was administered by homeroom teachers. After completion, the survey forms were mailed back to the data collection agency. A tool kit was provided to the teachers in order to inform them about survey administration procedures. Consent forms were given to both children and parents. Children whose consent forms were signed by themselves and their parents were included in the study. The survey was implemented between November 2017 and February 2018.

Table 1 shows the resulting sample by stratum. After the data cleaning process, 9,917 children remained in the study sample with 3,199 in the 8-year-old group, 3,252 in the 10-year-old group and 3,466 in the 12-year-old group.

⁹ OECD 「<http://stats.oecd.org/>」 2018.10.

¹⁰ Statistics Korea (http://www.index.go.kr/potal/main/EachDtlPageDetail.do?idx_cd=2939)

Table 1. Achieved sample (Numbers)

Stratum																		
	All	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
8 years	3,199	427	136	116	152	184	145	122	764	114	80	152	160	190	142	182	72	61
10 years	3,252	426	169	130	142	182	149	127	721	119	112	172	152	168	163	191	63	66
12 years	3,466	451	145	179	175	122	160	99	969	106	87	181	145	137	149	211	80	70
Total	9,917	1,304	450	425	469	488	454	348	2,454	339	279	505	457	495	454	584	215	197

We used statistical weights so that the proportion of children in each stratum in the data is equivalent to the proportion of children in that stratum in the population. Table 2 shows the result of the weighted sample.

Table 2. Weighted sample (Numbers)

Stratum																		
	All	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
8 years	3,199	513	180	147	187	103	101	80	884	88	100	140	115	110	153	226	46	26
10 years	3,251	529	182	152	188	109	104	79	892	92	101	141	118	114	154	224	48	24
12 years	3,467	569	200	169	197	117	113	83	933	103	109	147	132	123	163	236	49	24
Total	9,917	1,611	562	468	572	329	318	242	2,709	283	310	428	365	347	470	686	143	74

1.3 Note on statistical analysis

All differences referred to in the document are based on bivariate analyses. A p-value below 0.05 was noted as significant.

2. Results

2.1 The participants

Age and gender

Following the research protocol of Children's Worlds, the proportion of children by age and gender are presented in Table 3. Approximately 52% of children were female, and 48% were male.

Table 3. Age by gender (Numbers, (%))

	8 year-old	10 year-old	12 year-old	Total
Boy	1503(47.4)	1536(48.0)	1669(48.6)	4708(48.0)
Girl	1667(52.6)	1667(52.0)	1763(51.4)	5097(52.0)
Total	3170(100.0)	3203(100.0)	3432(100.0)	9805(100.0)

2.2 Your home and the people you live with

Most South Korean children live in the same home every day. Thus, we did not include the question that asked whether the child lives in the same home or in different homes.

The vast majority of children (99.7%) lived with their family while 0.3% of children lived in other types of home (Table 4).

Table 4. Home type (10- & 12- year-old) (%)¹¹

I live with my family	99.7
I live in a foster home	.1
I live in a children's home	.1
I live in another type of home	.1
Total	100.0

Tables 5 and 6 show the level of satisfaction with the people you live with (0-4 points for 8-year-olds and 0 to 10 points for 10- and 12-year-olds). Approximately, 73.1% of 8-year-olds ($m=3.67$) and 55.9% of 10- and 12-year-olds reported the highest level of satisfaction. 12-year-olds ($m=8.89$) showed lower satisfaction than 10-year-olds ($m=9.1$; $p<.01$).

¹¹ Missing 17(0.2%)

Table 5. Satisfaction with the people you live with (8-year-olds) (%)






Satisfaction with ...					
The people you live with ¹²	.2	.8	3.8	22.2	73.1

Table 6. Satisfaction with the people you live with (10- & 12-year-olds) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The people you live with ¹³	.0	.1	.1	.7	1.1	2.8	2.4	7.0	13.0	16.9	55.9

Among the six questions about children's views of their home and family, children agreed the most with the statement "If I have a problem, people in my family will help me." ($m = 3.72$) and agreed the least with, "My parents and I make decisions about my life together." ($m = 3.21$). When compared across age groups, the level of agreement showed a tendency to decrease for older children (Table 7).

Table 7. Variations in questions about home and family (All age groups; means)

	Family care	Family help problem	Good time together	Feel safe	Parents listen	Make joint decision
8 year-old	3.69	3.73	3.48	3.43	3.32	-
10 year-old	3.64	3.73	3.47	3.59	3.37	3.22
12 year-old	3.60	3.69	3.36	3.59	3.32	3.20
Total	3.64	3.72	3.44	3.54	3.34	3.21

2.3 The home where children live

We asked children, "How satisfied are you with the home that you live in?" On a scale of 0-4, 70.2% of 8-year-old children answered 4 points. On the other hand, 53.6% of 10- and 12-year-old children scored 10 points on a 0-10 scale (Table 8 and 9). When compared across age groups, 12-year-olds ($m = 8.79$) showed lower satisfaction than 10-year-olds ($m = 8.99$; $p < .001$).

¹² Missing 7(0.1%)

¹³ Missing 105(1.1%)

Table 8. Satisfaction with the house or flat where you live (8-year-olds) (%)






Satisfaction with ...					
The house or flat where you live ¹⁴	.5	1.0	5.0	23.4	70.2

Table 9. Satisfaction with the house or flat where you live (10- & 12-year-olds) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The house or flat where you live ¹⁵	.1	.1	.3	.6	1.3	3.1	3.7	7.4	13.0	16.9	53.6

When 10 and 12-year-old children were asked if they had their own room or a place to study, 62.8% of children had their own room and 95.5% of children had a place to study (Table 10). Particularly, a greater proportion of 12-year-olds had their own room (69.7%) than that of 10-year-olds (55.3%) ($p < .001$).

Table 10. Things you have (10- & 12-year-old) (%)

Whether you have ...	10 & 12 year-old
Own room ¹⁶	62.8
Place to study ¹⁷	95.5

2.4 Friends

When we asked children about their satisfaction with friends, 50.5% of 8-year-olds responded with 4 points (0-4 scale) indicating that they are very satisfied. On the other hand, 42.9% of 10- and 12-year-olds responded 10 points (0-10) indicating the highest level of satisfaction (Table 11 and 12). We did not find differences in level of satisfaction among 10- and 12-year-olds at the level of statistical significance.

¹⁴ Missing 6(0.1%)

¹⁵ Missing 102(1.0%)

¹⁶ Missing 29(0.3%)

¹⁷ Missing 14(0.1%)

Table 11. Satisfaction with your friends (8- year-olds) (%)






Satisfaction with ...					
Your friends ¹⁸	.8	1.7	10.1	36.9	50.5

Table 12. Satisfaction with your friends (10- & 12-year-olds) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your friends ¹⁹	.2	.1	.4	.6	1.2	3.6	4.5	9.3	17.2	19.9	42.9

Children in all age groups were asked about their views on friends based on four statements. With the exception of “My friends are usually nice to me,” more than half of the children responded “totally agree” (Table 13). Particularly, children had the highest level agreement on the item “Me and my friends get along well together” ($m = 3.38$) whereas the item “My friends are usually nice to me” ($m = 3.20$) had the lowest level of agreement. Older children had a tendency to agree less on the item “I have enough friends,” but agree more on other items.

Table 13. Friends (All age groups) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I have enough friends ²⁰	1.3	3.8	12.8	28.7	53.4
My friends are usually nice to me ²¹	1.1	4.5	14.5	33.2	46.7
Me and my friends get along well together ²²	.9	3.5	9.8	28.0	57.7
If I have a problem, I have a friend who will support me ²³	1.9	4.6	12.2	27.6	53.6

2.5 School

Children’s views about school were very positive. On a scale of 0 to 4, more than half of 8-year-olds were responded 4 points (very satisfied) regarding their school life (Table 14). For 10- and 12-year-olds, 37 to 41% of children responded 10 points on a scale of 0 to 10 indicating that they are very satisfied with school life (Table 15).

¹⁸ Missing 5(0.0%)

¹⁹ Missing 45(0.5%)

²⁰ Don’t Know 116(1.2%), Missing 19(0.2%)

²¹ Don’t Know 132(1.3%), Missing 36(1.7%)

²² Don’t Know 99(1.0%), Missing 44(0.4%)

²³ Don’t Know 426(4.3%), Missing 48(4.8%)

Table 14. Satisfaction with school life (8- year-olds) (%)






Satisfaction with ...					
Life as a student ²⁴	.9	2.1	9.7	35.7	51.7
Things you have learned ²⁵	.5	1.6	8.7	29.7	59.5
Other children in your class ²⁶	.8	2.1	10.3	28.8	58.0

Table 15. Satisfaction with school life (10- & 12-year-olds)(%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Life as a student ²⁷	.7	.3	.6	1.2	1.9	5.6	6.0	11.1	17.8	17.8	37.1
Things you have learned ²⁸	.5	.4	.5	1.3	1.8	6.0	6.5	10.9	16.5	19.1	36.4
Other children in your class ²⁹	.6	.5	.8	1.3	1.9	4.8	4.7	9.3	15.6	19.3	41.0

In relation to children's views about schools, more than 40% of children totally agreed with items "My teachers care about me," "If I have a problem at school, my teachers will help me," "My teachers listen to me and take what I say into account," and "I feel safe at school." However, only 34% of children responded "totally agree" to the item "At school I have opportunities to make decisions about things that are important to me" (Table 16).

²⁴ Missing 14(0.1%)

²⁵ Missing 26(0.3%)

²⁶ Missing 24(0.2%)

²⁷ Missing 26(0.3%)

²⁸ Missing 23(0.2%)

²⁹ Missing 33(0.3%)

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 ³⁰	2.9	9.3	24.8	22.2	40.9
If I have a problem at school, my teachers will help me ³¹	2.4	6.3	18.7	19.7	52.9
If I have a problem at school, other children will help me ³²	3.2	7.9	21.4	21.9	45.5
There are a lot of arguments between children in my class ³³	19.8	26.0	24.9	13.6	15.7
My teachers listen to me and take what I say into account ³⁴	3.0	9.8	23.5	20.8	42.9
At school I have opportunities to make decisions about things that are important to me ³⁵	6.4	14.9	29.7	15.0	34.1
I feel safe at school ³⁶	5.1	11.6	24.1	18.9	40.3

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

In terms of bullying, 8.8% of children had experienced being hit, 26.5% of children were called unkind names, and 4.4% of children had experienced being left out more than once by other children (Table 17).

Table 17. Bullying (All age groups) (%)

How often:	Never	Once	Two or 3 times	More than three times
Hit by other children in your school ³⁷	91.2	4.5	2.5	1.8
Called unkind names by other children in your school ³⁸	73.5	13.1	5.4	8.0
Left out by other children in your class ³⁹	95.6	2.5	1.2	.7

³⁰ Don't Know 454(4.6%), Missing 21(0.2%)

³¹ Don't Know 242(2.5%), Missing 27(0.3%)

³² Don't Know 282(2.9%), Missing 81(0.8%)

³³ Don't Know 368(3.8%), Missing 63(0.6%)

³⁴ Don't Know 331(3.4%), Missing 68(0.7%)

³⁵ (10 & 12-years-old only) Don't Know 335(3.4%), Missing 47(0.5%)

³⁶ Don't Know 240(2.4%), Missing 74(0.8%)

³⁷ Don't Know 456(4.7%), Missing 44(0.4%)

³⁸ Don't Know 378(3.9%), Missing 68(0.7%)

³⁹ Don't Know 308(3.1%), Missing 65(0.7%)

2.6 The area where children live

The next three questions covered children's satisfaction with their local area. On a scale of 0-4, 60.2% of children rated the highest level of satisfaction with their local area. On the other hand, 37.8% of 10 and 12-year-old children rated the highest level of satisfaction (scores: 0-10). When compared between the two age groups, 12-year-old children ($m=8.15$) significantly rated lower level of satisfaction than their 10-year-old counterparts ($m=8.46$) (Table 18 and 19).

Table 18. Satisfaction with local area (8- year-olds) (%)






Satisfaction with ...					
The area where you live ⁴⁰	.8	1.7	7.1	30.1	60.2

Table 19. Satisfaction with local area (10- & 12-year-olds) (%)

Satisfaction with:	0	1	2	3	4	5	6	7	8	9	10
The area where you live ⁴¹	.5	.3	.5	1.4	2.4	4.7	6.2	11.1	16.5	18.5	37.8

Children's views of their local area are presented in Table 20 for all age groups. Relatively lower levels of agreement were reported for these items. For example, approximately 35% of children responded "totally agree" for items "There are enough places to play or to have a good time," "If I have a problem there are people who will help me," and "Adults are kind to children." Even fewer proportion of children totally agreed with items like "I feel safe when I walk," (25.6%) "I have opportunities to participate in decisions about things that are important to me," (19.5%), and "Adults listen children and take them seriously" (23.5%) Moreover, items such as "Adults are kind to children", "I have opportunities to participate in decisions about things that are important to me", and "Adults listen to children and take them seriously" have higher proportions of missing values and "don't know".

⁴⁰ Missing 11(0.1%)

⁴¹ Missing 20(0.2%)

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

In my area, I live in...	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I feel safe when I walk ⁴²	3.8	10.5	26.2	33.9	25.6
There are enough places to play or to have a good time ⁴³	5.7	11.9	20.5	26.9	34.9
If I have a problem there are people who will help me ⁴⁴	4.8	11.4	20.8	27.3	35.7
Adults are kind to children ⁴⁵	3.4	10.5	22.6	29.0	34.5
I have opportunities to participate in decisions about things that are important to me ⁴⁶	17.6	17.1	26.0	19.8	19.5
Adults listen to children and take them seriously ⁴⁷	10.0	16.3	24.9	25.3	23.5

2.7 Money and the things children have⁴⁸

High proportions of South Korean children were found to have sufficient amount of material possessions. For example, all children lived in a home with at least one bathroom, and more than 60% of children lived in homes with two or more bathrooms. In addition, 62.8% of children sleep in a room on their own, and 95% of the children's family owns at least one car.

In addition, more than 90% of children travel away on holiday with their family once a year. Moreover, 98.6% of the children's family own at least one computer, and almost 100% of children have a washing machine in their home (Table 21).

When children were asked, "How often do you worry about how much money your family has?" 47.5% of children (all ages) responded, "never." However, we found that as children grow older larger proportion of children have some concerns about their financial situation (Table 22).

Table 21. Descriptive statistics on material possessions (10 & 12 years-old) (%)

How many bathrooms are in your home? ⁴⁹	
None	0.0
One	36.9
Two	61.4
More than two	1.7

⁴² Don't Know 235(2.4%), Missing 46(0.5%)

⁴³ Don't Know 174(1.8%), Missing 52(0.5%)

⁴⁴ Don't Know 680(6.9%), Missing 88(0.9%)

⁴⁵ Don't Know 861(8.8%), Missing 79(0.8%)

⁴⁶ Don't Know 1077(11.0%), Missing 75(0.8%)

⁴⁷ Don't Know 1566(16.0%), Missing 98(1.0%)

⁴⁸ South Korea used Scale B to measure material and economic circumstances.

⁴⁹ Missing 26(0.3%)

Do you sleep in your own room or do you share a room? ⁵⁰	
I sleep in a room on my own	62.8
I sleep in a room that I share with other people	37.2
Does your family own a car, van or truck? ⁵¹	
No	5.0
One	47.5
Two	40.8
Three or more	6.6
In the last 12 months, how many times did you travel away on holiday with your family? ⁵²	
Not at all	8.3
Once	12.3
Twice	20.2
More than twice	59.1
How many computers do your family own? ⁵³	
None	1.4
One	23.2
Two	33.1
More than two	42.3
Does your home have a washing machine? ⁵⁴	
No	.1
Yes	99.9
Total	100.0

Table 22. How often do you worry about how much money your family has? (%)⁵⁵

	8 year-old	10 year-old	12 year-old	Total
Never	58.0	45.1	39.7	47.5
Sometimes	33.6	44.4	45.9	41.3
Often	5.8	8.5	11.5	8.6
Always	2.6	2.0	2.9	2.5

⁵⁰ Missing 29(0.3%)⁵¹ Missing 31(0.3%)⁵² Missing 47(0.5%)⁵³ Missing 23(0.2%)⁵⁴ Missing 21(0.2%)⁵⁵ Missing 68(0.7%)

Total	100.0	100.0	100.0	100.0
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Children were asked to rate the level of satisfaction they felt with things they have. Eight-year-old children were asked to respond on a 5-point Likert scale, whereas older children were asked to respond on an 11-point scale. The mean scores of happiness were 3.56 for 8-year-old children and 8.48 for older aged groups of children. 66.4% of 8 year-olds were happy with things they had at the highest level, while 42.1% of 10 and 12 year-olds felt the most satisfaction with things they had. Moreover, 10 year-olds ($m=8.74$) were more satisfied with their possessions than 12 year-olds ($m=8.25$) (Table 23 and 24).

Table 23. Satisfaction with all the things you have (8- year-olds) (%)






Satisfaction with ...					
All the things you have⁵⁶	.5	1.2	6.0	25.9	66.4

Table 24. Satisfaction with all the things you have (10- & 12-year-olds) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
All the things you have⁵⁷	.3	.2	.4	1	2	4.3	5.6	10.3	15.7	18	42.1

When children were asked do you have enough food to eat each day, less than 1% of South Korean children responded that they never have enough food (Table 25).

⁵⁶ Missing 23(0.2%)

⁵⁷ Missing 88(0.9%)

Table 25. Do you have enough food to eat each day? (%) ⁵⁸

	8 year-old	10 year-old	12 year-old	Total
Never	.9	.3	.2	.5
Sometimes	3.4	3.8	4.1	3.7
Often	12.0	18.7	19.7	16.9
Always	83.7	77.2	76.1	78.9
Total	100.0	100.0	100.0	100.0

Children were asked whether they have certain types of material possessions. With the exception of a mobile phone, more than 90% of children possessed the specific material goods. Specifically, more than 95% of 10-year-olds and 12-year-olds possessed all the material goods with the exception of a mobile phone. The findings indicate that most South Korean children are affluent in relation to their material possessions (Table 26).

Table 26. The things children have (%)

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 ⁵⁹	1.2	98.8	.5	99.5	.5	99.5	.7	99.3
Enough money for school trips and activities ⁶⁰	8.2	91.8	2.6	97.4	1.2	98.8	3.9	96.1
Access to the Internet at home ⁶¹	9.6	90.4	2.8	97.2	1.2	98.8	4.4	95.6
The equipment/things you need for sports and hobbies ⁶²	7.8	92.2	4.4	95.6	4.9	95.1	5.7	94.3
Pocket money/ money to spend on yourself ⁶³	8.1	91.9	4.7	95.3	3.5	96.5	5.4	94.6
Two pairs of shoes ⁶⁴	2.8	97.2	2.2	97.8	2.6	97.4	2.6	97.4
A mobile phone ⁶⁵	21.5	78.5	8.2	91.8	3.3	96.7	10.8	89.2
The equipment/things you need for school ⁶⁶	2.0	98.0	.7	99.3	.8	99.2	1.2	98.8

⁵⁸ Don't know 175(1.8%), Missing 57(0.6%)

⁵⁹ Missing 52(0.5%)

⁶⁰ Missing 63(0.6%)

⁶¹ Missing 59(0.6%)

⁶² Missing 69(0.7%)

⁶³ Missing 60(0.6%)

⁶⁴ Missing 70(0.7%)

⁶⁵ Missing 60(0.6%)

⁶⁶ Missing 63(0.6%)

2.8 Time use

When children were asked about their level of satisfaction with their use of time and free time, 46% of 8 year-olds reported the maximum score on satisfaction with their use of time (Table 27). For 10- and 12-year-olds, the average level of satisfaction were 7.8 for time use and 7.67 for their free time. However, 32.8% of children were completely satisfied (score=10) with their free time and 28.7% of children satisfied with time use (Table 28). When 10- and 12-year-olds were compared with each other, 10 year-olds were much more satisfied with their time use (i.e., m (10-year-olds) = 8.20 vs. m (12-year-olds)= 7.43) and their free time (i.e., m (10-year-olds) = 7.95 vs. m (12-year-olds)= 7.41) than 12 year-olds.

Table 27. Satisfaction with time use (8- year-olds) (%)





Satisfaction with ...					
How you use your time ⁶⁷	1.2	2.3	13.4	36.2	46.9

Table 28. Satisfaction with time use (10- & 12-year-olds) (%)

Satisfaction with:	0	1	2	3	4	5	6	7	8	9	10
How you use your time ⁶⁸	.8	.4	.8	2.4	3.1	7.4	8.5	14.0	18.7	15.1	28.7
How much free time you have ⁶⁹	1.4	1.0	1.8	3.4	4.2	7.2	8.1	11.7	14.2	14.2	32.8

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

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

Overall life satisfaction (OLS)

Children who are 8 year-olds are asked to use a 5-point scale, and children who are 10- and 12-year-olds are asked to rate their overall life satisfaction using an 11-point scale. On life as a whole, 65.6% of 8-year-olds responded with a maximum score on the overall life satisfaction scale and 44.8% of 10- and 12-year-olds were completely satisfied with their life. When 10- and 12-year-olds were compared with each other, 10-year-olds ($m=87.58$) were more likely to be satisfied with their life than their 12-year-old ($m=81.69$) counterparts (Table 29 and 30).

⁶⁷ Missing 54(0.5%)

⁶⁸ Missing 30(0.3%)

⁶⁹ Missing 40(0.4%)

Table 29. Overall life satisfaction (8- year-olds) (%)






Satisfaction with ...					
Your life as a whole ⁷⁰	1.2	1.8	8.4	23.0	65.6

Table 30. Overall life satisfaction (10- & 12-year-olds) (%)

Satisfaction with:	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole ⁷¹	.6	.4	.8	1.1	2.1	5.6	4.4	9.2	13.9	17.0	44.8

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

CW-SWBS scale is a reduced version of Student's Life Satisfaction Scale, developed by Huebner (1991). This scale is based on six statements about children's overall life satisfaction, and children are asked to indicate how far they agree with each statement. In the Children's Worlds survey, children aged 10 and 12 were asked to respond using an 11-point scale ranging from "do not agree" to "totally agree" (Table 31). The questions used in this analysis comprised of:

- I enjoy my life.
- My life is going well.
- I have a good life.
- The things that happen in my life are excellent.
- I like my life.
- I am happy with my life.

⁷⁰ Missing 28(0.3%)

⁷¹ Missing 62(0.6%)

Table 31. CW-SWBS items (10- & 12- year-old) (%)

	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life.⁷²	.8	.5	.7	1.8	2.6	6.2	6.1	11.0	15.9	14.5	39.9
My life is going well.⁷³	.6	.7	.9	2.1	3.0	7.4	7.1	10.8	15.4	15.3	36.8
I have a good life.⁷⁴	.6	.6	.8	1.5	2.8	6.5	5.9	9.0	14.6	14.8	43.0
The things that happen in my life are excellent.⁷⁵	.7	.8	1.3	2.1	3.2	8.0	7.2	10.6	14.7	16.6	34.9
I like my life.⁷⁶	1.0	.8	.9	1.6	3.0	6.3	4.6	8.7	12.7	15.1	45.2
I am happy with my life.⁷⁷	1.0	.5	1.2	1.7	2.5	6.6	5.0	9.2	12.7	15.7	44.0

The six items that were found to form a single factor of subjective well-being were utilized. The distribution of each individual items are provided in Table 31. The scale was formed by summing all of the items and transforming the scale from 0 to 100. The distribution of responses on this scale is shown in Table 32. Approximately 26% of children scored highest possible levels of satisfaction. In general, just 8.19% of children reported low levels of satisfaction, scoring the mid-point or below of the CW-SWBS. When CW-SWBS were compared by age groups, 10-year-old children ($m=84.5$) had higher levels of satisfaction than 12-year-olds ($m=79.2$).

Table 32. The distribution of CW-SWBS (Transform into 100 scale) (10 & 12 year-old) (%)

	%
0 to less than 10	.5
10 to less than 20	.6
20 to less than 30	1.2
30 to less than 40	1.9
40 to less than 50	4.0
50 to less than 60	6.5
60 to less than 70	7.4
70 to less than 80	12.1
80 to less than 90	16.5
90 to less than 100	23.0
100	26.2
Total	100.0

⁷² Missing 20(0.2%)⁷³ Missing 15(0.1%)⁷⁴ Missing 23(0.2%)⁷⁵ Missing 22(0.2%)⁷⁶ Missing 27(0.3%)⁷⁷ Missing 22(0.2%)

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

Children's Worlds Domain Based Subjective Well-Being Scale, originally proposed by Seligson, Huebner and Valois, consists of five domains – family, friends, school, living environment and self. An adapted version of this scale was calculated using the questions about satisfaction with family life, friends, school experience, local area and body. The total score was calculated by summing these five items and transforming it so that the score ranges from zero to 100. The distribution of the scores for individual items are presented in Table 33. The item with the lowest level of satisfaction was “the way that you look.” The distribution of scores is shown in Table 34. In general, 2.8% of children reported low levels of satisfaction, scoring 50 points or below of the CW-SWBS.

Table 33. CW- DBSWBS items (10 & 12 year-old) (%)

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people you live with ⁷⁸	.0	.1	.1	.7	1.1	2.8	2.4	7.0	12.9	16.9	55.9
Your friends ⁷⁹	.2	.1	.4	.6	1.2	3.6	4.5	9.3	17.2	19.9	42.9
Your life as a student ⁸⁰	.7	.3	.6	1.2	1.9	5.6	6.0	11.1	17.8	17.8	37.1
The area where you live ⁸¹	.5	.3	.5	1.4	2.4	4.7	6.2	11.1	16.5	18.5	37.8
The way that you look ⁸²	2.2	1.5	1.7	3.3	4.6	14.1	8.2	13.1	14.3	11.5	25.4

⁷⁸ Missing 105(1.1%)⁷⁹ Missing 45(0.5%)⁸⁰ Missing 26(0.3%)⁸¹ Missing 20(0.2%)⁸² Missing 64(0.6%)

Table 34. The distribution of CW- DBSWBS (Transform into 100 scale) (10 & 12 year-old) (%)

	%
0 to less than 10	.0
10 to less than 20	.0
20 to less than 30	.2
30 to less than 40	.6
40 to less than 50	2.0
50 to less than 60	4.3
60 to less than 70	8.1
70 to less than 80	17.4
80 to less than 90	27.1
90 to less than 100	30.6
100	9.6
Total	100.0

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

Six items measuring affective subjective well-being: positive and negative affect (derived from Barrett and Russell's measures, 1998) was asked to 10- and 12-year-old children. Children were asked how often in the last two weeks they had felt happy, sad, calm, stressed, full of energy and bored. CW-PAS includes items such as happy, calm, and full of energy, which measures positive affect while CW-NAS includes items such as sad, stressed and bored, which measures negative affect. The distribution of individual items are presented in Table 35. Each item is scored on a scale of 0 to 10. The overall scale is created by summing the item scores and then transforming the scale so that it ranges from 0 to 100. The overall distribution is shown in Table 36 with 9.6% of children scoring the maximum of 100 for positive affect and 1.8% of children scoring the maximum for negative affect. When 10-year-olds were compared with 12-year-olds, older children were more likely to feel fewer positive affects (i.e., $m(12\text{-year-olds}) = 72.3$ vs. $m(10\text{-year-olds}) = 77.8$; $p < .001$) and more negative affects (i.e., $m(12\text{-year-olds}) = 49$ vs. $m(10\text{-year-olds}) = 44.4$; $p < .001$).

Table 35. CW-PNAS items (10 & 12 year-old) (%)

Last two weeks: How often feeling	0	1	2	3	4	5	6	7	8	9	10
Happy ⁸³	.5	.5	.8	1.8	2.3	5.3	5.7	11.0	15.1	13.7	43.4
Calm ⁸⁴	4.1	2.3	3.8	5.8	5.8	18.5	9.9	13.4	13.3	7.9	15.0
Full of energy ⁸⁵	.9	.8	1.5	2.7	3.6	7.9	6.9	10.9	14.1	12.7	38.0
Sad ⁸⁶	14.4	9.8	12.5	12.3	8.5	12.3	7.3	8.2	6.3	3.3	4.9
Stressed ⁸⁷	12.0	7.4	7.8	8.2	7.3	11.2	8.8	10.3	10.2	7.0	9.8
Bored ⁸⁸	10.5	6.7	7.5	8.2	8.4	14.2	9.3	10.3	9.1	6.1	9.7

Table 36. The distributions of CW-PAS and CW-NAS (Transform into 100 scale) (10 & 12 year-old) (%)

	CW-PAS (%)	CW-NAS (%)
0 to less than 10	.2	6.3
10 to less than 20	.4	9.1
20 to less than 30	.9	10.7
30 to less than 40	2.1	12.0
40 to less than 50	4.0	13.2
50 to less than 60	9.4	14.9
60 to less than 70	15.5	12.9
70 to less than 80	20.8	9.5
80 to less than 90	21.0	6.8
90 to less than 100	16.0	2.9
100	9.6	1.8
Total	100.0	100.0

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

Children's Worlds psychological subjective well-being was measured using six items (based on Ryff, 1989). After transforming the scale so that it ranges from 0 to 100, the average CW-PSWBS score for South Korean 12-year-olds was 78.3. The distribution of CW-PSWBS for individual items are presented in Table 37.

⁸³ Missing 41(0.4%)

⁸⁴ Missing 65(0.7%)

⁸⁵ Missing 58(0.6%)

⁸⁶ Missing 44(0.5%)

⁸⁷ Missing 55(0.6%)

⁸⁸ Missing 48(0.5%)

Table 37. CW- PSWBS items (12 year-old) (%)

How much you agree with	0	1	2	3	4	5	6	7	8	9	10
I like being the way I am. ⁸⁹	.8	.8	1.1	2.3	3.9	9.6	7.2	14.1	15.3	12.6	32.4
I am good at managing my daily responsibilities. ⁹⁰	.7	.6	1.3	2.4	5.6	12.0	10.5	14.4	16.5	12.6	23.3
People are generally pretty friendly towards me. ⁹¹	.2	.2	.6	1.1	2.4	9.3	7.4	13.3	18.8	16.3	30.3
I have enough choice about how I spend my time. ⁹²	.7	.7	.8	1.4	3.1	10.2	7.7	12.3	17.3	14.6	31.4
I feel that I am learning a lot at the moment. ⁹³	.4	.4	.6	1.6	2.1	8.8	6.6	11.6	18.8	15.1	34.1
I feel positive about my future. ⁹⁴	1.2	.6	1.1	2.0	3.0	8.3	6.6	9.9	16.9	14.6	35.9

Table 38. The distribution of CW- PSWBS (Transform into 100 scale) (12 year-old) (%)

	%
0 to less than 10	.1
10 to less than 20	.3
20 to less than 30	.8
30 to less than 40	1.3
40 to less than 50	4.5
50 to less than 60	9.4
60 to less than 70	11.8
70 to less than 80	16.6
80 to less than 90	20.9
90 to less than 100	19.5
100	14.8
Total	100.0

2.10 Children perceptions about children's rights

When children were asked about their rights, approximately 44% of children responded “yes” to the question “I know what rights children have.” On the other hand, only 12.71% responded “yes” to the question “I know about the children's rights convention.” 8-year-

⁸⁹ Missing 22(0.2%)

⁹⁰ Missing 26(0.3%)

⁹¹ Missing 24(0.2%)

⁹² Missing 26(0.3%)

⁹³ Missing 31(0.3%)

⁹⁴ Missing 29(0.3%)

olds were less to know about their rights and UN Convention on the Rights of the Child than their older counterparts (Table 39).

Table 39. Children's rights (%)

		8-year-olds	10-year-olds	12-year-olds	Total
I know what rights children have ⁹⁵	No	14.3	6.9	6.9	9.3
	Not sure	46.1	42.5	50.6	46.5
	Yes	39.6	50.6	42.5	44.2
	Total	100.0	100.0	100.0	100.0
I know about the UN Convention on the Rights of the Child ⁹⁶	No	62.4	49.5	43.9	51.7
	Not sure	27.9	36.7	41.6	35.6
	Yes	9.7	13.7	14.5	12.7
	Total	100.0	100.0	100.0	100.0

⁹⁵ Missing 58(0.6%)

⁹⁶ Missing 74(0.8%)

3. Conclusions

This report presents the findings of an initial descriptive analysis of South Korea Children's Worlds dataset. We found that most South Korean children live with both parents at their home. The vast majority of children were satisfied with the people they live and the housing where they live.

When asked about their friends, children were generally satisfied with their friends and generally agreed with the statements about their friends. However, less than 50% of children totally agreed with "My friends are usually nice to me." Similarly, South Korean children's view about their school were also generally positive. Interestingly, 10- and 12-year-olds showed lower levels of satisfaction with school life when compared with their assessment of other domains such as home, family, and friends. While bullying at school was not a problem for most children, being called unkind names were the most common form of bullying experienced by Korean children (26.5%).

Children's level of satisfaction with the area where they live were generally high for 8-year-olds. However, only 37.8% of children reported highest levels of satisfaction. When children's views about local area were analyzed, we found that fewer children participated in the decision-making process about things that were important to them in the local area.

For many Korean children, owning necessary material things was not a problem. More than 90% of children and their family owned all the items that were asked in the survey. In addition, they also reported high levels of satisfaction with the things that they have. In terms of time use, the vast majority of 8-year-olds were satisfied with how they used their time. However, fewer 10- and 12-year-olds reported highest level of satisfaction for how they use their time and how much free time they have.

Overall, children were satisfied with their lives. In addition, approximately 40% or more children reported satisfaction on the domain-based satisfaction scale. However, South Korean children showed lower levels of satisfaction on the way they look when compared with other domains. In terms of positive and negative affects, approximately 10% of children reported the maximum score for positive affect, and 2% of children reported the maximum score for negative affect. South Korean children were less likely to feel calm when compared with other domains of positive affect, and less likely to feel sad when compared with other domains of negative affect.

When we compared children's subjective well-being across age groups that for most areas older children reported lower levels of subjective well-being than their younger counterparts. However, 8-year-olds were reported to have more experiences of bullying, as measured in the survey, than other age groups. In addition, no differences in the level of satisfaction with friends were reported between 10- and 12-year-olds.

Children's Worlds National Report

SRI LANKA



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1. Introduction

The International Survey of Children's Well-Being (ISCWeB) is an international collaborative research study on children's subjective well-being. ISCWeB recognizes the importance of children's rights for ensuring children a good childhood and future life chances. It emphasises the need to provide children with an environment in which they can fully grow and attain their highest potential. The aim of the project is to generate findings which are not only of research interest but also can be valuable to key stakeholders who are concerned with the quality of children's lives and have the desire to improve children's well-being. The findings of the survey will be useful to children themselves; parents and other family members; professionals who work with children; and local, national and international policymakers. The project started in June 2009 and a pilot survey was conducted in 2010. Based on the lessons learnt from the pilot survey a second wave of survey was completed in 2016. Sri Lanka is participating in the Third Wave of the Survey and collected data from 12 year and 10 year old age groups. Current report is based on the preliminary analysis of data collected in 2018 from 10 year and 12 year old children in government schools in the Central Province of Sri Lanka.

1.1 Context and population:

The Democratic Socialist Republic of Sri Lanka is an island in the Indian Ocean situated close to southern tip of the Indian subcontinent. The country is divided into nine provinces and 25 administrative districts. The survey was carried out in the Central province. The Central Province is located in the central hills of Sri Lanka comprising three administrative districts: Kandy, Matale and Nuwara-Eliya. The land area of the province is 5,575 km² which is 8.6% of the total land area of Sri Lanka.

The latest Census of population and housing carried out in 2012 in Sri Lanka records a total population of 20.5 million and a population density of 325/km². Sri Lanka has a multicultural society comprising diverse ethnic and religious groups. Ethnic composition of the country includes Sinhalese 74.9%, Sri Lankan Tamil 11.2%, Sri Lankan Moors 9.2%, Indian Tamil 4.2% and others 0.5% (2012 est.). The majority of Sri Lankans are Buddhists (70.1%). The remaining population consists of Hindus (12.6%), Muslims (9.7%), Roman Catholics (6.2%) and others (1.4%). The majority of the population in Sri Lanka belongs to the rural sector (77.4%). 18.2 percent of the population is based in urban areas while 4.4 percent of the population are located in the estate district.

The Central Province has a broad ethnic diversity that includes Sinhalese, Indian Tamils, Sri Lankan Moors, Sri Lankan Tamils, and Burgers. The ethnic composition comprises 66.2% Sinhalese, 23.8% Tamils, 9.9% Muslims and 0.3% others. Religious composition of the population in the Central province reflects a similar pattern to that of Sri Lanka and includes Buddhists (65.0%), Hindus (21.0%), Muslims (10.3%), Roman Catholics (2.5%) and others (1.2%).

Population growth rates show very clear decline since 1953 and remains at an average annual growth rate of 1.1% during 1981-2012. The total child population in Sri Lanka in 2012 was 4,451,229 of which 50.7% are males.

Geography

Sri Lanka is a tropical country situated between 5° 55' to 9° 51' North latitude and between 79° 42' to 81° 53' East longitude, Total land area is about 65,610 square kilometers. The island is 435km in length and 240km in breadth. Beautiful tropical beaches, lush vegetation and ancient monuments are major attractions for tourists.

Education

There are 4.4 million children in the 5-17 year age group in Sri Lanka (2012) and 91.0% are attending school. The percentage of those who are currently not involved in educational activity is as low as 4.5%. This achievement is exemplarity by international standards.

As a result of the free education policy (1947) and the introduction of Sinhala and Tamil languages as the mediums of instruction, Sri Lanka achieved universal primary education by 1964 (Liyanage, 2016). The net enrollment rate (NER) is 99 percent in primary education and 84 percent in junior secondary. There is gender parity in levels of education in relation to enrolment. In senior secondary education, NER is 70 percent, which is relatively high for middle-income countries. On average, Sri Lankan students attend school for 10 years compared to six years in South Asia. It has also achieved the third Millennium Development Goal of eliminating disparities in enrolment in education. The literacy rate is 92%, and 33% of children in the 5-17 year old age group are computer literate. Language literacy rates for children in 10-17 year old age group are almost 100%.

The success in achieving coverage, gender parity and literacy is a result of sustained government commitment to provide free education from Grade 1 to the first degree level; the provision of free textbooks and uniforms; scholarships; and adequate numbers of schools and teachers (World Bank, 2017).

Sri Lanka faces many challenges in both the general and higher education sectors. Major challenges include improving quality and relevance of education; addressing the issues of disparities in learning outcomes in primary and secondary education, the mismatch between employment and education, skills shortages, and limited access to Technical and Vocational Education and Training (TVET) and Higher Education. These areas are considered the main priorities for the Sri Lankan educational sector (World Bank 2017).

Economic context

Sri Lanka is a developing economy based on agriculture, services and light industry. The total size of the Sri Lankan economy was estimated at US dollars 88.9 billion, while the per capita GDP was recorded at US dollars 4,102 in 2018, which was marginally lower than in the previous year. After the 30 year long conflict ended in 2009, during the period from 2010-2013, the economy recorded an average annual growth rate of 7.5 percent. Since then there has been a gradual decline and in 2017 the economy grew by only 3.1%. This was well below the expectation of the Central Bank of Sri Lanka and was a result of drought, floods and policy tightening. Human development indicators are impressive by regional standards and lower middle income standards. Sri Lanka outperformed its neighbors in reaching most of the Millennium Development Goals, especially in relation to health and education.

Maternal and infant mortality rates are very low and life expectancy is currently 74 years (World Bank, 2017).

1.2 Sampling: Strategy and outcome

A stratified random sampling strategy was used in the ISC-WeB study in Sri Lanka. Only one province was selected for the study due to the constraints on time, money and other resources available for the study.

The study was conducted in the Central province of Sri Lanka which consists of three districts, namely, Kandy, Matale and Nuwara Eliya.



The target population included all children in Grades 6 (10 year olds) and Grade 8 (12 year olds) in the Government schools of the province. Since the total sample was 40 schools - 1000 students each from the 10 and 12 year old age groups - it was decided to limit the number of strata to 9. The children in private schools and international schools in the province were excluded from the sample. The number of children in these schools was less than 1 percent of the student population in government schools.

Stratified random sampling was used for data collection. The Grade type of the school and the Ethnic type of the school were the basis for stratification. Grade type is based on the organization characteristics of the schools as follows:

Type 1AB- Schools with Grades 1-13 or 6-13 with a Science stream in the GCE (A/L)

Type 1C- Schools with Grades 1-13 or 6-13 with Arts and/or Commerce stream in the GCE (A/L)

Type 2 - School with Grades 1-11

Type 3 - Schools with Grades 1-5 only

Type 2 and 3 schools were taken as one stratum because there were no Grade 6 (Age 12) students in the Type 3 schools.

The Ethnic type of the school is based on the ethnicity of the majority of students in the school. There are three such types, namely Sinhala, Tamil and Muslim. Because there is a variation in the numbers of children in each school, the schools were selected for the sample with probabilities proportional to the size of the relevant student population in the

school. For schools with more than one class per Grade, one class was selected randomly. Excel spreadsheets were prepared to contain a list of schools in each of the nine strata and schools were selected randomly from each stratum. The selection of the sample was based on the latest available official School Census data (2016) provided by the Planning Division of the Central Provincial Department of Education.

Outcome

Table 1.1 sets out the actual number of questionnaires completed by children in the two age groups.

Table 1.1 Actual number of questionnaires completed by children

	Stratum									Total	Missing
	Sinhala 1AB	Sinhala 1C	Sinhala 2&3	Tamil 1AB	Tamil 1C	Tamil 2&3	Muslim 1AB	Muslim 1C	Muslim 2&3		
10 YO	563	192	35	84	124	45	18	77	98	1156	27
12 YO	594	206	35	79	102	56	74	62	13	1221	18

2.Results

2.1 The participants

Table 2.1 Age groups by gender, 10 & 12 years old (Number and %)

	10 year old	12 year old	Total ¹
Boy	608(53.8)	676(56.2)	1284
Girl	521(46.2)	527(43.8)	1048
Total	1129	1203	2332

Missing: 45

The questions 1 and 2 of the questionnaire focused on the age and the gender of the children who participated in the survey.

2.2 The home and the people children live with:

Table 2.2 The home the children live in 10 & 12 years old (%)

	10 year old	12 year old
I live with my family	93.5	94.3
I live in a foster home	2.4	2.5
I live in a children's home	0.1	-
I live in another type of home	0.4	0.3
Missing(N(%))	41(3.6)	36(2.9)

Around 3% of children in each of the two age groups live in foster homes or other homes, away from family. Moreover, about 3% of children in both age groups did not respond to the question. Approximately 94% of children in both age groups live with their families.

Table 2.3 Satisfaction with the people the children live with 10 & 12 years old (%)

Satisfaction with ...		0	1	2	3	4	5	6	7	8	9	10	Missing N (%)
The people you live with ¹	10 YO	3.9	0.7	0.9	0.9	1.2	3.7	1.1	2.2	3.7	7.3	71.3	34(3.0)
	12 YO	2.6	0.7	0.9	0.5	1.5	2.6	1.9	1.6	3.9	7.5	72.2	51(4.2)

In the 10 and 12 year old age groups, 3.9% and 2.6% respectively indicate that they are not at all satisfied with the people that they live with. Moreover, 8.6% and 6.2% of the children respectively in the two age groups indicate that they are either not at all or less satisfied with (0-4) the people with whom they live. When the responses to questions 5 and 11 are taken together it may be extrapolated that a small percentage of children who live with their families also seem to be less satisfied with the people with whom they live. More positively, about 89% percent of the children in both age groups report that they are very satisfied (with a 5 or above rating) with the people they live with.

Table 2.4 Views about home and family life 10 & 12 years old (%)

	Age group	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree	Don't know	Missing N (%)
There are people in my family who care about me ¹	10 YO	1.3	2.3	2.4	7.2	84.7	1.0	12(1.1)
	12 YO	1.1	1.2	2.5	6.6	87.5	0.7	13(1.1)
If I have a problem, people in my family will help me ²	10 YO	1.3	2.1	2.2	7.5	84.9	0.9	13(1.1)
	12 YO	0.4	1.0	3.4	8.0	86.1	0.5	7(0.6)
We have a good time together in my family ³	10 YO	1.3	3.2	4.6	9.2	79.9	0.5	15(1.3)
	12 YO	1.1	1.6	5.8	10.8	79.4	0.4	9(0.7)
I feel safe at home ⁴	10 YO	1.9	2.5	2.9	8.9	81.4	1.1	28(2.4)
	12 YO	0.8	1.0	1.5	6.7	88.3	1.0	9(0.7)
My parents listen to me and take what I say into account ⁵	10 YO	2.2	2.8	4.5	10.4	77.0	1.7	16(1.4)
	12 YO	1.6	1.6	5.3	10.6	78.5	1.7	10(0.8)
My parents and I make decisions about my life together ⁶	10 YO	2.9	3.3	2.7	9.0	75.0	5.7	16(1.4)
	12 YO	1.8	2.1	2.9	9.8	78.6	3.3	18(1.5)

Close to 90% of children in both age groups either agree a lot or totally agree that there are people in their families who care about them, while approximately 1 percent in each age group disagree. Similarly, more than 92% of children in each age group either agree a lot or totally agree that people in their families will help them if they have a problem. Moreover, more than 90% of respondents in each group report that they felt safe in their homes and have a good time with their families in their homes. More than 87% of children report that their parents care or listen to them and take them into account, while approximately 2% totally disagree. Only 84-88% in both groups agree that they and their parents make decisions together about their lives. Approximately 3% of 10 year olds and 2% of 12 year olds totally disagree in response to this item.

2.3 The home in which children live

Table 2.5 Satisfaction with the house or flat in which children live 10 & 12 years old (%)

Satisfaction with ...		0	1	2	3	4	5	6	7	8	9	10	Missing N (%)
The home that you live in	10 YO	0.2	7.2	1.5	1.6	1.9	2.9	1.6	3.3	4.8	8.7	63.8	29(2.5)
	12 YO	0.5	2.9	0.7	1.5	1.3	3.0	2.2	3.4	5.3	7.3	69.9	23(1.9)

About 12% children in the ten year old group are not at all satisfied or less satisfied (0- 4) with the house in which they live, while only 6.9% of the 12 year olds were of the same view. About 75% and 80% of the students in the respective age groups were highly satisfied with their home. It would appear, that to some children, the physical environment in which they live is less satisfactory than their social environment.

Table 2.6 Living conditions 10 & 12 years old (%)

Whether you have ...	10 year old	12 year old	Missing (10 YO, 12 YO) N (%)
Own room	27.2	35.7	19(1.7), 10(0.8)
Own bed	27.2	45.9	13(1.1), 8(0.7)
Place to study	88.7	89.4	5(0.4), 4(0.3)

The majority of children in both age groups do not have their own room in which to sleep.

The majority of 10 year olds share a bed and about 2% do not have a bed.

Nearly half of the 12 year olds have their own bed and about 7% do not have a bed at all.

Nearly 90% of children in both age groups had a place to study in their homes.

2.4 Friends

Table 2.7 Satisfaction with the friends 10 & 12 years old (%)

Satisfaction with ...		0	1	2	3	4	5	6	7	8	9	10	Missing N (%)
Your friends	10 YO	0.3	7.2	8.2	2.8	1.2	4.7	3.3	4.0	6.4	18.1	43.0	10(0.9)
	12 YO	0.9	4.0	1.6	1.5	2.4	5.2	4.2	4.7	8.4	12.4	53.3	18(1.5)

The majority of 10 year olds (78.5%) and 12 year olds (78.2%) are satisfied with their friends.

Table 2.8 Views about friends and friendship 10 & 12 years old (%)

	Age group	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree	Don't know	Missing N (%)
I have enough friends ¹	10 YO	3.2	4.6	8.1	11.3	70.1	2.0	7(0.6)
	12 YO	3.1	4.9	7.7	12.5	69.6	1.9	3(0.2)
My friends are usually nice to me ²	10 YO	4.1	6.5	11.1	14.0	61.4	1.9	11(0.9)
	12 YO	3.8	6.7	11.5	16.5	57.8	3.1	5(0.4)
Me and my friends get along well together ³	10 YO	4.5	4.6	8.7	13.1	63.9	3.4	22(1.9)
	12 YO	3.1	5.6	9.7	16.3	60.7	3.8	10(0.8)
If I have a problem, I have a friend who will support me ⁴	10 YO	3.5	3.3	5.7	10.6	73.6	2.0	39(3.3)
	12 YO	2.3	4.3	4.6	11.5	74.6	2.2	6(0.5)

Approximately 10 % of children in both age groups report that they do not agree or agree a little bit to the statements that: they have enough friends; their friends are nice to them and they usually get on well with their friends. A very small percentage of children in both age groups (6.8 and 6.6% respectively) indicate that they do not agree or agree a little bit to the statement “If I have a problem, I have a friend who will support me”.

2.5 School

Table 2.9 Satisfaction with school life 10 & 12 years old (%)

Satisfaction with ...		0	1	2	3	4	5	6	7	8	9	10	Missing N(%)
Your life as a student	10 YO	4.6	1.0	1.3	0.7	1.3	2.4	2.9	3.4	6.4	7.6	67.2	16(1.3)
	12 YO	2.4	0.7	0.7	0.8	1.0	2.0	3.5	2.3	3.8	9.8	72.0	11(0.9)
The things you have learned at school	10 YO	4.0	0.6	0.4	0.5	1.4	2.2	1.9	3.0	1.9	10.0	69.4	18(1.6)
	12 YO	2.5	0.2	0.8	0.7	0.9	2.1	2.0	2.9	7.5	14.3	65.4	9(0.7)
The other children in your class	10 YO	6.2	1.8	1.2	1.4	2.5	3.4	4.9	4.4	10.6	13.6	47.8	24(2.1)
	12 YO	4.0	1.6	1.7	2.0	4.1	6.7	6.5	7.2	12.5	16.2	36.5	11(0.9)

The majority of children in both age groups indicate that they are generally satisfied with the school, with the things that they have learned and with other children in their school. Around 90% of children in both age groups are satisfied (with ratings 5 -10) with the school and with the things they have learned.

Table 2.10 Views about school 10 & 12 years old (%)

	Age group	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree	Don't know	Missing N (%)
My teacher care about me	10 YO	1.1	2.7	3.8	11.2	76.8	3.2	13(1.1)
	12 YO	1.0	2.5	7.0	14.8	71.8	2.7	2(0.2)
If I have a problem at school my teacher will help me	10 YO	0.4	2.7	4.2	9.8	80.0	1.5	16(1.4)
	12 YO	1.4	2.6	6.7	11.5	76.0	1.2	6(0.5)
If I have a problem at school other children will help me	10 YO	3.1	4.1	9.0	14.9	66.0	1.5	17(1.4)
	12 YO	1.8	4.4	10.6	17.2	63.5	2.0	5(0.4)
There are a lot of arguments between children in my class	10 YO	18.7	11.1	16.6	11.6	34.6	5.4	24(2.1)
	12 YO	11.5	13.2	20.6	17.2	31.6	4.7	15(1.2)
My teacher listens to me and take what I say into account	10 YO	3.4	4.1	6.5	11.6	69.2	3.3	22(1.9)
	12 YO	3.4	4.8	9.5	15.2	62.2	4.0	11(0.9)
At school I have opportunities to make decisions about things that are important to me	10 YO	6.2	6.0	7.7	13.1	56.8	7.6	30(2.6)
	12 YO	4.9	5.8	9.6	17.6	55.9	5.2	11(0.9)
I feel safe at school	10 YO	1.8	3.3	5.1	8.8	78.0	1.5	35(3.0)
	12 YO	0.9	2.2	4.3	10.2	79.8	2.1	5(0.4)

Around 90% of children in both age groups agree a lot or totally agree that their teachers care about them and help them if they have a problem in school. Around 80% of children in each age group report that they agree a lot or totally agree that other children in their school help them if they have a problem. Nearly 80% of children agree a lot or totally agree that they feel safe in school. Around 70% of children in both age groups report that they agree a lot or totally agree that they have opportunities to make decisions about things that are important to them.

Table 2.11 Frequency of being bullied 10 & 12 years old (%)

	Age group	Never	Once	Two or 3 times	More than 3 times	Don't know	Missing N(%)
Hit by other children in your school	10 YO	62.4	13.6	8.3	7.5	6.5	19(1.6)
	12 YO	67.7	13.3	7.9	5.9	4.1	13(1.1)
Called unkind names or insulted by other children in your school	10 YO	48.4	14.8	9.6	19.6	5.7	21(1.9)
	12 YO	50.8	15.2	11.5	18.8	2.3	16(1.3)
Left out by other children in your class	10 YO	66.9	10.4	6.3	7.0	6.1	39(3.4)
	12 YO	73.8	9.5	4.2	5.7	4.4	30(2.5)

Children in both age groups indicate that being called unkind names by other children is more prevalent than hitting and being ignored/left out. Around 50% of students indicate that being called an unkind name occurred more than once during the previous month. Nearly 70% of children in both age groups find other children peaceful or nonviolent.

2.6 The area in which the children live

Table 2.12 Satisfaction with the area in which the children live 10 & 12 years old (%)

Satisfaction with ...		0	1	2	3	4	5	6	7	8	9	10	Missing N(%)
The area where you live	10 YO	0.9	7.9	8.6	1.2	1.8	2.9	3.3	3.5	6.9	19.2	41.4	26(2.3)
	12 YO	0.7	4.2	5.7	1.7	3.0	2.1	4.3	4.9	8.0	20.1	43.5	22(1.8)

Nearly 80% of children in both age groups are satisfied with the area in which they live (a rating of 5 or above).

Table 2.13 Views about the local area 10 & 12 years old (%)

	Age group	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree	Don't know	Missing N(%)
I feel safe when I walk in the area I live in	10 YO	9.5	6.8	12.3	15.9	49.7	4.7	13(1.2)
	12 YO	5.3	6.6	14.7	19.4	51.4	2.0	7(0.6)
In my area there are enough places to play or to have a good time	10 YO	7.2	6.3	8.0	11.7	63.2	2.5	13(1.1)
	12 YO	6.6	7.0	8.4	13.6	62.3	1.2	9(0.7)
If I have a problem there are people in my local area who will help me	10 YO	8.0	7.1	11.0	13.3	55.1	4.2	15(1.3)
	12 YO	6.7	8.1	10.2	17.2	53.6	3.4	10(0.8)
Adults in my local area are kind to children	10 YO	5.4	4.7	10.5	14.5	59.3	3.8	22(1.9)
	12 YO	3.8	6.1	9.1	15.1	61.8	3.1	12(1.0)
In my local area I have opportunities to participate in decisions about things that are important to me	10 YO	19.6	6.1	12.0	13.0	35.5	11.9	21(1.8)
	12 YO	13.9	8.8	11.7	18.1	35.9	9.8	21(1.7)
Adults in my area listen to children and take them seriously	10 YO	7.0	4.8	10.6	14.9	51.2	9.9	17(1.4)
	12 YO	6.4	7.9	12.7	17.1	48.0	6.7	15(1.2)

The majority of 10 year olds (75%) and 12 year olds (70%) agree a lot or totally agree that they feel safe when they walk in the area in which they live. Similarly, approximately 75% of 10 year olds and 12 year olds totally agree or agree a lot that they have enough places to play or have a good time in their neighborhood. About 70% of both age groups trust that the people in their local area would help them if they have a problem. The majority in each age group (73% and 76%) agree a lot or totally agree that the adults in their local area were kind. However, only 66% and 65% of the children in both age groups agree a lot or totally agree that the adults listen to them and take seriously what they have to say. This percentage dropped to 48% and 54% in relation to the statement asking whether they have opportunities to participate in decision making about things that are important to them. Overall, about 25% to 30% children in each age group have some issues with the local area in which they live.

2.7 Money and the things children have

Table 2.14 Satisfaction about how much money the family has 10 & 12 years old (%)

	Age group	Never	Sometimes	Often	Always	Don't Know	Missing N (%)
Worrying about how much money your family has	10 YO	33.5	35.0	10.4	6.4	12.7	23(2.0)
	12 YO	35.1	37.4	9.5	8.3	8.4	16(1.3)

The 10 year olds seem to be less aware of the money that their families have than the 12 year olds.

About 17% and 18% of 10 year olds and 12 year olds respectively indicate that they are often or always worried about the amount of money their families have. This is in contrast to the 33% who indicate they are never worried about the amount of money their families have.

Table 2.15 Satisfaction with all the things the children have 10 & 12 years old (%)

Satisfaction with ...		0	1	2	3	4	5	6	7	8	9	10	Missing N(%)
All the things you have	10 YO	5.1	1.5	1.0	1.4	1.9	6.1	4.2	6.8	10.2	9.1	50.7	21(1.8)
	12 YO	3.5	1.4	1.5	1.9	2.0	4.2	2.9	6.0	9.3	14.5	51.4	17(1.4)

More than 85% of the children in both age groups indicate that they are satisfied with (a rating of 5 or more) all the things that they have while approximately 6% of both age groups indicate that they are not satisfied.

Table 2.16 Having enough food to eat each day 10 and 12 years old (%)

	Age group	Never	Sometimes	Often	Always	Don't Know	Missing N(%)
Having enough food to eat each day	10 YO	1.1	8.2	19.2	66.0	3.7	22(1.9)
	12 YO	0.5	7.1	15.5	73.2	2.2	18(1.5)

The majority of children (85% and 89%) from both age groups have enough food often or always. Only 1% of 10 year olds and 0.5% of 12 year olds indicate that they never have enough food to eat each day.

Table 2.17 Things that the children have 10 & 12 years old (%)

	Age group	No	Yes	Missing N (%)
Clothes in good condition	10 YO	4.0	94.5	17(1.5)
	12 YO	3.1	95.9	12(1.0)
Enough money for school trips and activities	10 YO	18.5	78.8	32(2.7)
	12 YO	17.8	81.0	15(1.2)
Access to the Internet at home	10 YO	44.3	51.0	54(4.7)
	12 YO	46.3	52.0	21(1.7)
The equipment/things you need for sports and hobbies	10 YO	20.9	76.5	30(2.6)
	12 YO	24.5	74.3	15(1.2)
Pocket money / money to spend on your self	10 YO	37.7	58.1	48(4.2)
	12 YO	38.1	60.5	17(1.4)
Two pairs of shoes in good condition	10 YO	10.7	87.1	26(2.2)
	12 YO	10.5	88.3	15(1.2)
A mobile phone	10 YO	64.3	30.1	65(5.6)
	12 YO	74.2	24.2	20(1.6)
The equipment/things you need for school	10 YO	7.0	90.8	25(2.2)
	12 YO	5.3	93.4	16(1.3)

Nearly 95% and 96% of children in each age groups agree that they have clothes in good condition in which to go to school. In Sri Lanka, all government schoolchildren are provided with vouchers to buy one school uniform annually. This practice may have had an impact on the children's high rate of positive response to this particular question. Nearly 90% of children in each age group also had two pairs of shoes in good condition. Nearly 20% of children responded that they do not have enough money for school trips and activities. A similarly negative response rate was reported for the availability of equipment and items for sports and hobbies.

Only 58% and 60% of children respectively in each group receive pocket money. Least available for children in both age groups are internet facilities and mobile phones. The internet is available for about 50% of children in each age group. Mobile phone ownership is limited to 30% or less.

2.8 Material and economic circumstances

Table 2.18 Descriptive statistics on material possessions (10 & 12 years old) (%)

How many bathrooms are in your home?	10 YO	12 YO
None	26.1	22.8
One	51.1	48.4
Two	15.4	22.3
More than two	6.3	6.0
Missing N (%)	1.1	0.6
Does your family own a car, van or truck?		
No	47.7	45.0
One	27.6	25.6
Two	8.7	11.5
Three or more	7.3	7.0
Missing N (%)	8.7	10.8
In the last 12 months, how many times did you travel away on holiday with your family?		
Not at all	18.5	15.5
Once	23.6	24.7
Twice	19.8	17.9
More than twice	36.3	41.2
Missing N (%)	1.8	0.7
How many computers do your family own?		
None	45.4	39.3
One	30.9	33.5
Two	13.4	14.3
More than two	8.7	11.6
Missing N (%)	1.6	1.2
Does your home have a washing machine?		
No	48.8	43.1
Yes	49.0	54.3
Missing N (%)	2.2	2.3

The majority of children in each age group (74% and 77%) indicate that they have at least one bathroom in their home. 43-49 % of 10 year olds report that their families own at least one vehicle/ computer and/or washing machine while 44-54% of 12 year olds report the same. Approximately 80% of 10 year olds and 84% of 12 year olds report that they traveled away on holidays with their family.

2.8 Time use

Table 2.19 Satisfaction with the time use 10 & 12 years old (%)

Satisfaction with ...		0	1	2	3	4	5	6	7	8	9	10	Missing N (%)
How you use your time	10 YO	4.4	0.8	1.0	0.7	1.7	3.3	3.2	4.3	9.4	10.9	58.7	21(1.8)
	12 YO	2.6	1.3	0.5	0.9	1.7	2.8	3.2	5.3	9.3	15.2	55.7	18(1.5)
How much free time you have	10 YO	6.0	1.1	1.1	1.4	1.8	3.6	4.4	4.9	10.0	12.3	51.8	20(1.7)
	12 YO	3.0	2.5	0.7	2.0	1.8	3.7	3.8	6.3	10.7	16.8	46.9	21(1.7)

Approximately 90% of children in each age group indicate that they are satisfied with how they use their time.

About 85% and 88% of children in the respective age groups indicate that they are not satisfied with the amount of free time that they had

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

1. Overall Subjective Well-Being

Table 2.20 Satisfaction with life as a whole 10 & 12 years old (%)

Satisfaction with ...		0	1	2	3	4	5	6	7	8	9	10	Missing N (%)
Your life as a whole	10 YO	4.7	1.0	0.8	0.5	2.2	2.8	2.7	4.5	7.1	14.0	58.0	19(1.7)
	12 YO	2.4	0.8	0.3	1.2	1.8	1.6	3.1	4.3	7.3	13.8	62.5	9(0.7)

88% and 92% of children in the respective age groups indicate that they are satisfied with their life as a whole. Approximately 5% and 2% of children respectively in the two age groups indicate that they are not at all satisfied with their life as a whole.

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

Table 2.21 Descriptive statistics on material possessions (10 & 12 years old) (%)

	Age Group	0	1	2	3	4	5	6	7	8	9	10	Missing N (%)
I enjoy my life	10 yrs	1.4	0.6	0.7	0.2	1.3	2.8	3.1	1.9	5.5	7.3	74.2	1.0
	12 yrs	2.5	1.1	0.8	1.1	1.3	1.6	2.0	3.0	6.4	10.4	68.1	1.5
My life is going well	10 yrs	1.6	1.0	0.4	0.7	1.1	2.3	2.0	2.9	5.5	9.3	72.4	1.0
	12 yrs	1.1	0.9	0.5	1.0	1.6	2.9	2.0	2.8	6.9	10.2	69.6	0.5
I have a good life	10 yrs	1.3	0.4	0.6	0.8	1.1	1.7	2.5	2.6	5.5	8.5	73.5	1.3
	12 yrs	1.2	0.8	0.3	1.3	1.9	1.7	2.3	3.8	5.0	11.0	69.7	1.0
The things that happen in my life are excellent	10 yrs	3.2	0.6	1.0	0.9	1.4	2.1	2.7	4.0	7.9	12.5	62.3	1.4
	12 yrs	1.1	1.5	1.1	1.2	0.8	2.5	3.4	4.8	8.8	15.7	57.9	1.1
I like my life	10 yrs	1.9	0.6	1.0	0.4	0.7	2.6	2.4	3.7	3.8	8.1	73.5	1.4
	12 yrs	1.8	1.3	1.0	0.8	2.0	1.7	2.1	3.0	5.8	9.1	70.2	1.1
I am happy with my life	10 yrs	1.7	0.9	0.2	0.8	1.1	2.1	1.5	2.8	4.3	8.0	76.0	0.7
	12 yrs	1.8	0.6	0.8	1.5	1.4	1.0	1.6	2.5	5.5	9.6	73.2	0.7

The scale consists of items measuring cognitive subjective well-being (Based on the Student Life Satisfaction Scale by Huebner, 1991).

The majority (93% of 10 year olds and 96% of 12 year olds) of children in each age group indicate that they are satisfied (at levels 5-10) with life, consider that they have a good life, that their life is going well, they can enjoy it, that they are happy with their life and like their life. Approximately 1% of children in each group indicate that they are not at all or least satisfied with their life.

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

Table 2.22 Children's Worlds Domain Based Subjective Well-Being Scale 10 & 12 years old (%)

Satisfaction with	Age Group	0	1	2	3	4	5	6	7	8	9	10	Missing N(%)
The people you live with	10 yrs	3.9	0.7	0.9	0.9	1.2	3.7	1.1	2.2	3.7	7.3	71.3	3.0
	12 yrs	2.6	0.7	0.9	0.5	1.5	2.6	1.9	1.6	3.9	7.5	72.2	4.2
Your friends	10 yrs	0.3	7.2	8.2	2.8	1.2	4.7	3.3	4.0	6.4	18.1	43.0	0.9
	12 yrs	0.9	4.0	1.6	1.5	2.4	5.2	4.2	4.7	8.4	12.4	53.3	1.5
Your life as a student	10 yrs	4.6	1.0	1.3	0.7	1.3	2.4	2.9	3.4	6.4	7.6	67.2	1.3
	12 yrs	2.4	0.7	0.7	0.8	1.0	2.0	3.5	2.3	3.8	9.8	72.0	0.9
The area where you live	10 yrs	0.9	7.9	8.6	1.2	1.8	2.9	3.3	3.5	6.9	19.2	41.4	2.3
	12 yrs	0.7	4.2	5.7	1.7	3.0	2.1	4.3	4.9	8.0	20.1	43.5	1.8
The way that you look	10 yrs	5.7	1.4	1.7	2.0	2.1	3.0	2.6	4.3	6.7	11.5	58.0	1.0
	12 yrs	3.3	1.6	0.9	1.1	2.1	3.6	3.5	4.7	10.4	13.5	54.4	0.8

The scale consists of 5 items measuring domain based cognitive subjective well-being (based on the Brief Multidimensional Student Life Satisfaction Scale by Seligson, Huebner & Valois, 2003). A majority of children in both groups (83% -93%) indicate that they are satisfied (with a rating of 5-10) with all 5 domains. Rates of satisfaction of 12 year olds are slightly higher than those of the 10 year olds in all 5 domains. The highest rate of satisfaction recorded by both age groups (approximately 93% for 12 year olds and 89% for 10 year olds) is for their life as a student. Approximately 90% of 12 year olds indicate that they are happy with their appearance while 86% of 10 year olds indicate the same.

4. CW-PNAS (Children's World's Positive and Negative Affects Scale)

Table 2.23 Children's Worlds Positive and Negative Affects Scale 10 & 12 years old (%)

Last two weeks: How often feeling	Age Group	0	1	2	3	4	5	6	7	8	9	10	Missing N (%)
Happy	10 yrs	2.1	1.0	0.8	0.9	1.1	2.9	2.4	3.1	6.8	9.2	68.7	1.1
	12 yrs	1.2	1.3	1.1	1.5	1.6	2.9	3.4	4.0	9.4	11.9	60.1	1.4
Calm	10 yrs	13.4	3.1	3.0	2.6	4.0	5.3	5.0	4.2	7.3	6.7	41.8	3.7
	12 yrs	4.9	3.4	3.1	4.9	4.6	8.1	6.0	7.5	10.4	11.7	32.4	2.9
Full of energy	10 yrs	3.8	1.4	1.0	0.8	1.6	3.0	2.6	4.0	7.4	10.1	61.5	2.7
	12 yrs	2.4	1.5	1.9	1.4	2.5	3.3	4.8	5.6	11.1	12.4	50.2	2.9
Sad	10 yrs	37.1	10.0	6.4	5.6	3.8	6.4	3.6	3.2	5.2	4.9	11.9	1.9
	12 yrs	22.2	10.6	12.1	8.6	6.1	9.1	3.5	4.8	6.5	6.4	8.2	2.0
Stressed	10 yrs	35.9	5.8	4.0	3.8	4.1	4.6	3.7	4.8	5.4	6.4	17.7	3.7
	12 yrs	34.6	7.7	6.8	5.0	4.6	5.0	3.5	6.1	6.6	5.7	11.0	3.4
Bored	10 yrs	40.6	7.5	4.1	4.4	3.0	5.4	4.0	3.6	4.8	4.9	14.5	3.3
	12 yrs	35.5	9.0	7.2	5.1	4.0	6.1	4.8	4.3	5.0	5.5	10.4	3.1

There were 6 items measuring affective subjective well-being: positive and negative affect (based on Barrett & Russell, 1998). These are: Feeling happy, Feeling calm, Feeling full of energy –all representing positive affect. The items Feeling sad, Feeling stressed, and Feeling bored represent negative affect.

The majority of children (88% of 10 year olds and 82% of 12 year olds) state that they have experienced the above mentioned positive affects more than half of the time. Only 15% indicate that they experience those feelings all of the time or almost all time.

A considerable percentage (32% of the 10 year olds and 33% of 12 year olds) indicate that they experience negative affects such as feeling sad, stressed or bored half of the time.

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

Table 2.24 Children's Worlds Psychological Subjective Well-Being Scale- 12 years old (%)

How much you agree with	0	1	2	3	4	5	6	7	8	9	10	Missing N (%)
I like being the way I am	2.0	1.6	1.1	0.6	0.8	1.9	2.5	3.1	5.2	10.3	69.9	1.0
I am good at managing my daily responsibilities	2.5	0.7	0.8	1.4	2.1	2.9	3.0	4.9	8.4	16.8	55.2	1.4
People are generally pretty friendly towards me	1.6	1.6	1.1	1.4	1.7	2.9	3.6	5.7	7.8	15.4	55.8	1.4
I have enough choice about how I spend my time	2.6	0.8	2.1	1.5	1.3	2.8	3.8	4.9	6.5	13.6	59.0	1.1
I feel that I am learning a lot at the moment	1.2	0.7	0.7	1.6	0.9	2.1	2.4	3.8	6.1	11.9	67.6	1.2
I feel positive about my future	2.0	0.4	1.1	1.1	0.8	2.0	2.0	2.9	6.8	10.5	69.5	1.0

There were 6 items measuring psychological subjective well-being (based on Ryff, 1989) included in the 12-year-old survey only. These items were: I like the way I am, I manage my responsibilities, People are friendly, I have enough choice over what I do with my time, I am learning a lot, I feel positive about the future. The majority of the 12 year old children (91-93%) indicated that they agree (with a rating of 5-10) with the items listed on the scale. Less than 4 % indicated that they are not at all or in least agreement with these items.

2.10 Children's perceptions about their country

Table 2.25 Children's perceptions about their country 10 & 12 years old (%)

		10-year-olds	12-year-olds
I know what rights children have	No	14.7	4.6
	Not sure	No such choice	14.1
	Yes	54.5	79.5
	Missing N(%)	356(30.8)	22(1.8)
I know about the UN Convention on the Rights of the Child	No	22.5	16.5
	Not sure	No such choice	48.5
	Yes	17.2	32.7
	Missing N(%)	697(60.3)	29(2.4)

Most of the 10 year old students did not respond to the item regarding their knowledge of the UN convention of Children's Rights. Only 17.2% indicate that they know about the UN convention. There were also high levels of missing values for both items in the 12 year old group. 80% of children indicate that they know about the rights of children but only 32.7% know about the UN Convention of Children's Rights.

3. Conclusions

The analysis of data indicates that majority of children (about 80-90%) in both the 10 year old and 12 year old age groups are generally satisfied with their family, the people they live with, their school, the other children in their class, the care and support they receive from teachers, the area in which they live and the use of their time.

Approximately 3% of children live in foster homes or other types of homes. Nearly 90% of children in both age groups responded that they enjoy a happy life at home. About 85% of children in both age groups state that they are satisfied (with a rating of 5 or more) with the money and the things they have, while 90-95% of children in both age groups indicate that they have clothes in good condition to go to school and the equipment and other items that they need for school. Provision of free school text books and uniforms by the government may have contributed to the high rate of positive response for these items. However, 20-26% of children indicate that they do not have enough money for school trips and activities, nor equipment for sports and hobbies. Only about 45% of children have access to the internet while 25-30% have mobile phones. Most of the children (80%) in each age group indicate that they have electricity and a water supply. Approximately 40% of families in both age groups own a car, van or truck. Close to 45% of children in both age groups have at least one computer at home. The majority of children in both age groups (55-60%) lack modern technological facilities and equipment in their homes.

Children's ratings of their participation in making decisions relevant to themselves at school, in their local area and at a country level also returned relatively low values (70%, 66% and 52% for 10 year olds and 74%, 65% and 59% for 12 year olds respectively).

It is interesting to note that a majority of children (88% and 92% respectively) in both the 10 year old and 12 year old groups are satisfied with their life as a whole despite the fact that material deprivation is experienced by nearly 50% of children in their homes in each age group. The majority of children (about 90%) in both age groups also rate their satisfaction as high (at the rate of 5-10) on the measures of Subjective Well Being (CW-SWBS), Domain Specific Subjective Well Being (CW-DSWBS) and Psychological Well Being (CW-PWBS). We need to further investigate why 10% of the children rate themselves as having low satisfaction on the above scales.

Children's Worlds National Report

Switzerland



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1. Introduction

Switzerland is situated at the confluence of Western, Central, and Southern Europe. Its governmental tradition as a semi-direct democratic federal republic², its linguistic and cultural diversity,³ and high ranking socio-economy⁴ are among its most prominent features. As one of the richest countries in the world⁵, Switzerland ranks seventh in the worldwide ranking of living quality.⁶ However, it is unclear to what extent this also relates to the quality of child-well-being in Switzerland. As part of the international Children's Worlds project, this report aims at contributing answers to this question.

1.1 Context and population

Switzerland covers a total area of 41,285 square kilometres, or one thirteenth of the size of its eastern neighbour, France. The Alps mountains comprise about 70% of the national territory. And even though Switzerland features many rural regions and mountainous areas, around 85% live in urban areas⁷. 8.6 million people live in Switzerland⁸, with a population density of 213.7 inhabitants per square kilometre in 2018⁹. The Swiss population has been growing at around one percent per annum since the 1970s. A rising average age, partly caused by one of the highest life expectancies in the world¹⁰, and migration are noticeable population trends. Children and juveniles under the age of 20 account for 20% of the Swiss population and those between 8–12 years, addressed in the Children's Worlds project, account for 5%¹¹.

Non-Swiss residents comprise 25% of the population, with the majority of this permanent foreign population originating from the EU/EFTA countries. Most foreigners have Italian citizenship (14.9%), followed by German (14.3%), Portuguese (12.3%), French (6.3%) and other of European countries combined (20.2%).¹² In 2017/2018, children and juveniles

¹ <https://www.fondationbotnar.org>

² <https://www.eda.admin.ch/aboutswitzerland/de/home/politik/uebersicht/foederalismus.html>

³ <https://www.eda.admin.ch/aboutswitzerland/en/home/gesellschaft/sprachen/mehrsprachigkeit.html>

⁴ <http://www.oecdbetterlifeindex.org/countries/switzerland/>

⁵ <https://www.credit-suisse.com/about-us/en/reports-research/global-wealth-report.html>

⁶ <https://de.statista.com/statistik/daten/studie/732084/umfrage/top-20-der-laender-mit-der-hoechsten-lebensqualitaet-nach-dem-best-countries-ranking/>

⁷ <https://www.eda.admin.ch/aboutswitzerland/de/home/gesellschaft/bevoelkerung/die-bevoelkerung---fakten-und-zahlen.html>

⁸ <https://www.bfs.admin.ch/bfs/en/home/statistics/population.assetdetail.12247184.html>

⁹ <https://www.bfs.admin.ch/bfs/en/home/statistics/catalogues-databases/publications/overviews/statistical-yearbook-switzerland.assetdetail.11587684.html>

¹⁰ <https://www.statista.com/statistics/264725/ranking-of-the-20-countries-with-the-highest-life-expectancy/>

¹¹ <https://www.bfs.admin.ch/bfs/de/home/statistiken/bevoelkerung/stand-entwicklung/alter-zivilstand-staatsangehoerigkeit.assetdetail.9566416.html>

¹² <https://www.bfs.admin.ch/bfs/de/home/statistiken/bevoelkerung/migration-integration/auslaendische-bevoelkerung.html>

foreign nationality accounted for 27.5% of the school-age population. This proportion varies largely between the cantons. The city canton of Geneva has highest share (43%) and the rural canton of Appenzell Innerrhoden the lowest (just under 9%)¹³. The relatively high rates of non-Swiss residents are partly caused by a lengthy and onerous process to obtain Swiss nationality. More than half of the foreign population have been resident for more than 10 years or were born in Switzerland, but are obliged to keep the nationality of their parents¹⁴.

Political System

Political powers are shared between the federal state, the cantons and the municipalities in a highly federalised system. Switzerland has 26 cantons (six of them being so-called half-cantons) which contain 2,202 municipalities. National rules and regulations are imposed in specific cases only and 'direct democracy' plays a large part in the federal decision-making process¹⁵. In the area of upbringing and childcare, the Swiss system is independent of federal bureaucracies or governmental agencies. Hence, Switzerland has no federal Ministry of Child, Family or Welfare. Welfare, education, and legal policy are largely cantonal responsibilities. The political landscape is also defined through socio-economic variation, as well as by cultural, linguistic, and religious difference.

Cultural, linguistic and religious diversity

Switzerland shares borders with France, Germany, Austria, Liechtenstein, and Italy. This geographic condition is reflected by the linguistic diversity of Switzerland; four official national languages and numerous regional dialects are spoken. In 19 of 26 cantons Swiss-German dialects are spoken. French predominates in the cantons of Geneva, Vaud, Neuchâtel and Jura. In the cantons of Berne, Fribourg and Valais, French and German are balanced on the tongues of the youth. Italian is spoken in the canton of Ticino and four southern valleys of Graubünden. The fourth national language is Rhaeto-Romanic the smallest Swiss language group with 0.5%. Foreigner resident and language education contribute to the linguistic diversity in Switzerland. 5.1% of the population lists English as one of their main languages, followed by Portuguese at 3.7% and Albanian at 3.1%. At school, pupils learn at least two of the national languages as well as English¹⁶.

While around quarter of the Swiss population has no religious affiliation, Switzerland has notable influences of Christianity. The Roman Catholic faith is practiced by 35.8% of the population. The Protestant Reformed churches account for the second largest share with 23.8% of the population. Orthodox churches make up 2.5% and other Christian communities (e.g. Free Churches) account for another 5.5% of the population. Belonging to Muslim and

¹³ <https://www.bfs.admin.ch/bfs/de/home/statistiken/bildung-wissenschaft/personen-ausbildung/obligatorische-schule.html>

¹⁴ <https://www.bfs.admin.ch/bfs/en/home/statistics/catalogues-databases/publications/overviews/statistical-yearbook-switzerland.assetdetail.11587684.html>

¹⁵ <https://www.eda.admin.ch/aboutswitzerland/en/home/politik/uebersicht/direkte-demokratie.html>

¹⁶ <https://www.bfs.admin.ch/bfs/en/home/statistics/population/languages-religions/languages.html>

other Islamic communities are 5.3% of the population, while 4.9% of the population are part of communities of Jewish faith, Hinduism and Buddhism¹⁷. The legal status and content of religious education in public schools is different in every canton of Switzerland. Confessional religious education is an optional subject that must be taught separately from the rest of the curriculum, in accordance with the constitutionally guaranteed freedom of religion in Switzerland.

Economy

Swiss GDP per capita was CHF 80'986 (USD 82'950) in 2018, placing it third in the OECD¹⁸. The service sector accounted for 74% of GDP, industry for 25% and agriculture for less than 1%. 99% of Swiss companies are small and medium-sized enterprises (SMEs). The most important trading partner is the EU with 53.7% exports and 71.8% imports. At 8%, Switzerland has the lowest VAT rate in Europe.¹⁹

The unemployment rate in Switzerland, based on ILO-definition, was 4.7% and youth unemployment (among 15–24 year olds) was 7.9% in 2018²⁰. In Switzerland, women are significantly more likely than men to be part-time workers, with the total number of part-time workers increasing between 2013 and 2018 for both women (+6.9%) and men (+24.5%). Women with children have the lowest employment rates.²¹

Family and child care

With an average age of 30.7 years at the birth of their first child, Swiss women are among the oldest mothers in Europe. Overall, the number of young mothers is generally declining, while the proportion of mothers aged 30–34 has been rising continuously since 1970. That also explains partly the frequency of couple households or single-parent households with only one child. Compared with the EU average of 1.59, the total fertility rate of 1.52 in 2018 in Switzerland was slightly below the average, with a total of 87'851 live births. Switzerland has the lowest proportion of extramarital births in Europe with 25%.²²

In order to promote the compatibility of family life and work, a wide range of non-family childcare services is being developed, ranging from playgroups to day-care centres and day families. Each canton handles early childhood education and child care differently. While the more popular form of childcare is informal care by family relatives such grandparents, around 30% of children under three years of age are cared for institutionally. This means that in comparison with other European countries, where the duration of non-family

¹⁷ <https://www.bfs.admin.ch/bfs/en/home/statistics/population/languages-religions/religions.html>

¹⁸ https://www.oecd-ilibrary.org/economics/oecd-economic-surveys-switzerland-2019_7e6fd372-en

¹⁹ <https://www.eda.admin.ch/aboutswitzerland/de/home/wirtschaft/uebersicht/wirtschaft--fakten-und-zahlen.html>

²⁰ <https://www.bfs.admin.ch/bfs/en/home/statistics/regional-statistics/regional-portraits-key-figures/country-portraits/switzerland.html>

²¹ <https://www.bfs.admin.ch/bfs/de/home/statistiken/bevoelkerung/familien/internationale-vergleiche.html>

²² <https://www.bfs.admin.ch/bfs/de/home/statistiken/bevoelkerung/familien/internationale-vergleiche.html>

childcare is relatively high (e.g. Denmark: almost two-thirds of children under three spend more than 30 hours a week in a childcare institution), young children in Switzerland are cared for more frequently, but for a shorter period, in a crèche or by a day-care mother²³.

Due to the decentralized federal system, each of its 26 cantons is taking responsibility for its own social welfare policy. Thus, the Swiss institutional child care system does not rely on a national child care legislation or federal agency. The Swiss State at the cantonal level does, however, play a significant institutional, legal, and practical role especially in the lives of marginalised families. Switzerland can be characterised as liberal conservative welfare state, as it combines features that are typical of the liberal model (e.g. large private sector role in the delivery of welfare), with aspects of the conservative model (e.g. social insurance system aiming at preservation of social status; low employment rates for mothers).

For much of the twentieth century, welfare authorities regarded the dissolution of families and the out-of-home placement of children as an effective remedy against poverty as well as a mean to structuring social relations. Hence, out-of-home placements were part of a social welfare policy that deployed arguments about “discipline” or “costs” ahead of children’s well-being, their participatory rights or equal opportunities. This rhetoric aided the separation of children from their families in residential care homes²⁴. Despite much recent progress at cantonal and federal level, experts point out that policies to secure the rights and the participation of the children have only been implemented marginally to this day.

School system

Education is constitutionally protected and compulsory for all children and young people in Switzerland including children without a legal residency status. The education system in Switzerland is characterised by strong federalism as the cantonal educational departments each hold authority. Generally, children enter the school system at the age of four.

Compulsory schooling in Switzerland covers primary and lower secondary levels and takes 11 years. Most children in primary education in Switzerland attend public schools (87.1%)²⁵. The pre-primary level includes the compulsory kindergarten, which usually lasts two years.

UN Convention on the Rights of the Child

Switzerland is late in ratifying international conventions or standards, at least as far as human rights are concerned. Only since 2010 a competence centre for human rights exists in Switzerland²⁶. But there is no national authority on human rights, as the national

²³ <https://www.bfs.admin.ch/bfs/de/home/statistiken/bevoelkerung/familien/internationale-vergleiche.html>

²⁴ Gabriel, T., Keller, S., Bolter, F., Martin-Blachais, M.-P., & Séraphin, G. (2013). Out of home care in France and Switzerland. *Psychosocial Intervention*, 22, 215-226. <https://doi.org/10.5093/in2013a25>

²⁵ <https://www.bfs.admin.ch/bfs/de/home/statistiken/bildung-wissenschaft/bildungsinstitutionen/hochschulen.assetdetail.12307560.html>

²⁶ <https://www.skmr.ch/>

government is not supportive. It comes therefore as no surprise that Switzerland was also one of the last countries to ratify the UN Convention for the Rights of the Child in 1997. The UN convention is now undisputedly important in defining standards for child well-being and child protection in Switzerland.

After the 2nd to 4th Swiss periodic reports to the attention of the United Nations inter alia the UN-CRC-Committee voiced main concerns in 2015 that relate to: (1) inadequate general measures of UN-CRC implementations, (2) a lacking respect for general principles, such as non-discrimination, the best interest of the child, respect for the views of the child, and (3) the fact that corporal punishment is still not considered physical violence if it does not exceed the level generally accepted by society²⁷. Swiss NGO's additionally highlight a substantial lack of coordination between the federal and cantonal levels in UN-CRC-implementation, which profoundly affects the everyday life of vulnerable groups, such as children with physical or mental impairments, children affected by poverty, unaccompanied minors seeking asylum or imprisoned minors. Children in general are still not heard frequently enough in affairs that affect them the reports conclude ²⁸.

Nevertheless since the 1st report in 2002 the Swiss government focused more on promotion of national standards in child care, professionalism (apprenticeship and training) and national collection of statistical data. Switzerland ranks 8th of all 29 countries surveyed in the Innocenti Report Card No. 11 in terms of child well-being²⁹, with a positive development during the last decade, as it started as 11th in early 2000s. The first place in the dimension "housing and environment" is a sharp contrast to 16th rank in the dimension "education". Concerning the dimensions health and security and behaviours risks Switzerland ranks at the 11th, a bit lower in the dimension material well-being (9th rank).

1.2 Sampling: Strategy and outcome

The Swiss sample for the Children's Worlds study was compiled through stratified, multistage random sampling. The sampling frame included all Swiss municipalities with public and government-dependent private schools divided into strata by (1) *language* and (2) *population density* in each municipality. The latter is known in Switzerland as the «Bernese sampling plan»³⁰: "The basic principle of the Bernese sampling plan is to divide the population according to the size of municipalities and perform simple random sampling in large municipalities each as its own stratum. Conversely, in small municipalities, a cluster sample is drawn using probability-proportional-to-size sampling of municipalities, in each of

²⁷ https://www.eda.admin.ch/dam/eda/en/documents/aussenpolitik/internationale-organisationen/Empfehlungen-Ausschusses-Bericht-Uebereinkommens-Rechte-Kindes-2015_EN.pdf

²⁸ <https://www.humanrights.ch/en/switzerland/internal-affairs/groups/children/ngo-report-implementation-convention-rights-child-sees-urgent-action>

²⁹ https://www.unicef-irc.org/publications/pdf/rc11_eng.pdf

³⁰ Jann, B. (2007). Überlegungen zum Berner Stichprobenplan. *Swiss Journal of Sociology*, 33(2), 307–325

which a fixed number ...” of school classes are selected per sampling point³¹. Thus, administrative burden and travel costs were minimized without diminishing the samples’ representativeness, as the method still features equal probability of selection. All schools sampled were primary schools because of the age range of the Children’s Worlds sample. In each of the sampling points (municipalities) two primary schools were chosen. The initial sample contained 84 sample points, assuming an average class size of 17 children, with an additional elevenfold oversampling to accommodate for possible participation refusals. In case of a refusal the next sampling point (municipality) from the same language region was moved up the list from the oversample into the sample.

Field Access

The Swiss federal system described above, with individual responsibilities at cantonal and municipal level, required a correspondingly stepwise approach to field access in each canton. Each canton has a designated educational authority, which had to be approached before informing the municipalities and thereafter inviting the schools. Educational authorities of city-states (St.Gallen, Zug, Luzern, Bern, Zürich) were treated the same as cantonal authorities. The initial draw of the sample resulted into having to contact 28 governmental authorities³².

A total of 13 cantonal and city-state authorities responded positively, nine from German-speaking cantons, three from French-speaking cantons and one Italian-speaking canton. Reasons given for *not* granting study permission were either that the maximum of studies in schools for the school-year was reached or that such requests are generally not granted.

After having received positive responses from 13 cantonal and city-state authorities, we informed the respective municipalities about the study and contacted selected schools with a study invitation.

Survey Administration

Each head of selected primary schools received a personalized study invitation. They were asked to provide contact details of teachers from their school who would be willing to participate if both the head of the school and the teacher decided to participate. Teachers who agreed to participate in the study received printed information material by mail³³:

- a) Flyer to hand out to the parents
- b) Flyer for children (a) aged 8–10-years and/or (b) aged 11-years and above, explaining the scope, aims, objectives and ethical guidelines (anonymity, free-will, support) in age-adapted and child-friendly language and images.

³¹ Mohler-Kuo M, Jann B, Dey M, & Zellweger U. (2011). A recruitment method to obtain community samples of children for survey research in Switzerland. *International journal of public health*, 56(3), 353–356.

³² 21 authorities in German-speaking cantons; six in French-speaking cantons and one Italian-speaking canton

³³ Compare the flyers attached to the milestone report separately.

Parallel to the dispatch of the package, a (coordinating) expert from our contracted field-work partner "gfs-zürich, Markt- und Sozialforschung" contacted the teacher to inform them about the next steps and arranged a suitable date for survey administration.

The survey was administered as a pen-and-paper questionnaire in three languages and three age-dependent versions. The survey was administered in the presence of an entrusted teacher during one school lesson (45-min) in the child's school, with all children present at the same time. If children did not participate, the teachers engaged them in meaningful activities elsewhere (in the class or another safe place). Anonymity of the participants was guaranteed and guarded throughout the entire research process. Teachers received the study incentive for the class (a voucher equal to CHF 100) designated for class-activities.

Survey responds

The Children's Worlds project Switzerland started administering surveys at the beginning of 2019. In that short timeframe it was possible to achieve a good survey responds before the summer school-vacation in June/July 2019, especially so for rural and urban strata. On average cantonal authorities and schools replied very timely to our study requests (positively or negatively). Permission to conduct the study took longer in bigger city-states and french-speaking cantons, in which in a second wave a significant amount of data could be gathered after summer school-vacation. The following survey responds could be realized for Children's Worlds project Switzerland.

Table 1. Survey responds by questionnaire version

	8 year-old	10 year-old	12 year-old	Total
Classes^{a)}	44	54	32	130
Children	612	801	433	1846
(% of children)	33.2%	43.4%	23.5%	

Note: ^{a)} Two classes were mixed age groups and therefore counted twice here, which explains the deviation in the total row compared to the tables below.

Table 2. Survey responds by language region

	German-speaking	French-speaking	Italian-speaking	Total
Classes^{a)}	61	54	13	128
Children	849	795	202	1846
(% of children)	46.0%	43.1%	10.9%	

Table 3. Survey responds by population density cluster

	Rural	Urban	City	Total
Classes^{a)}	24	66	38	128
Children	308	921	617	1846
(% of children)	16.7%	49.9%	33.4%	

2. Results

Results reported in the following section deviates from the international data set by including data here about the questionnaires for 8 year olds and where appropriate splitting the data-set obtained with the questionnaires for the 10 and 12 year old children³⁴.

2.1 The participants

The overall distribution by gender is close to equal. It varied slightly between ages.

Table 4. Age by gender, *n* (%)

	8 year-old	10 year-old	12 year-old	Total
Boy	285(50.5)	364(48.7)	216(52.2)	865(50.1)
Girl	279(49.5)	383(51.3)	198(47.8)	860(49.9)
Total	564	747	414	1725

Missings: 8y: 48(7.8);10y: 54(6.7);12y: 19(4.4)

2.2 The home and the people children live with

The vast majority of children in our sample lived with their families. Close to 2% of the children however, were living in other types of families or homes.

³⁴ Data gathered with the 8-year old questionnaire featured a high proportion of class-wise missings on some Likert-scaled variables for surveys conducted after the summer-holidays. A lower age average in the classes and some classes being newly composed prompted the decision to shorten the questionnaires in the interview. Variables reported on in this country reports were not affected by class-wise missings.






Table 5. Home type (%)

The home you live in	Family	Adoptive Family	Residential Care	Foster Care	Other type of home
10 & 12 year-old (N=1188)	98.2	0.2	0.5	0.1	1.1
8 year-old (N=560)	98.6	0.5	0.5	–	0.4

Missings: 8y: 52(8.5); 10–12y: 24(1.9)

The children were asked how satisfied they are with the people they live with. Most of the children reported the highest scores, with more than 95% scoring above the mid-point of the age-depended scales (😊 or 5).

Table 6. Satisfaction with the people you live with (8 year old, %)

Satisfaction with ...					
The people you live with	1.2	0.5	3.0	13.0	82.3

Missings: 19(3.1)

Table 7. Satisfaction with the people you live with (10 & 12 year old, %)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The people you live with	0.4	0.2	0.2	0.3	0.7	1.9	1.5	3.9	7.4	17.9	65.5

Missings: 12(1.0)

In the Children's Worlds questionnaire children were asked how much they agree with various statements in relation to their home and family. The statements as well as the relative distributions are displayed in table 8.

Most of the children agreed with the statements that “there are people in my family who care about me” ($M = 3.74$, $SD = .64$) and that they “feel safe at home” ($M = 3.74$, $SD = .68$). The least children agreed with the statements that “my parents/carers listen to me and take what I say into account” ($M = 3.39$, $SD = .917$) and that “I can have a say in decisions” ($M = 3.16$, $SD = .839$). The latter item had more than double the rate of missings scored as “I don't know” ($n = 77$, 6.2%) compared to other items in the list (0.2–2.5%).

Table 8. Variations in questions about home and family (10 & 12 year old; %)





	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 (n=1192)	0.9	0.6	3.5	13.7	81.3
If I have a problem, people in my family will help me (n=1186)	0.8	1.7	3.8	16.5	77.2
We have a good time together in my family (n=1208)	0.7	1.7	6.3	19.8	71.5
I feel safe at home (n=1207)	1.2	0.9	3.6	11.2	83.2
My parent/carers listen to me and take what I say into account (n=1184)	1.9	3.0	9.6	25.4	60.1
I can have a say in decisions (at home) (n=1134)	2.8	4.4	14.4	31.0	47.4
My parents allow me enough (n=1196)	0.8	2.3	10.7	22.7	63.4
I get along very well with my parents (n=1207)	0.2	1.3	6.1	17.9	74.4
My parents spend enough time with me (n=1204)	1.7	4.2	11.1	23.0	60.0

N=1234

2.3 The home where children live

The children were asked how satisfied they are with the house or flat they live in. The satisfaction rate is similar to “people I live with”. Most of the children reported the highest scores, with more than 95% scoring above the mid-point of the age-dependent scales (😊 or 5). Seen together this indicates that home for most children from these age groups is generally a satisfying place.

Table 9. Satisfaction with the house or flat where you live (8 year old, %)

Satisfaction with ...					
the house or flat where you live	1.2	0.8	4.7	9.7	83.6

Missings: 13(2.1)

Table 10. Satisfaction with the house or flat where you live (10 & 12 year old, %)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
the house or flat where you live	0.4	0.1	0.4	0.6	0.4	1.8	1.8	3.1	6.7	16.8	67.9

Missings: 24(1.9)

Children were asked if they had a room for their own or a place to study. Percentages of agreement are shown in table 10. While not all children have a room they call their own, a place to study was more frequently available to them at home. Still close to 10% do not have a designated place to study at home.

Table 11. Things you have (%)






Whether you have ...	10 & 12 year-old
Own room	71.1
Place to study	90.3

Missings: Room:16(1.3); Studyplace: 22(1.8)

2.4 Friends

The children were asked about the satisfaction with their friends. Most of the children reported the highest scores, with more than 93% scoring above the mid-point of the age-dependent scales (😊 or 5).

Table 12. Satisfaction with your friends (8 year old, %)

Satisfaction with ...					
Your friends	1.2	0.5	5.2	21.1	72.0

Missings: 15(2.5)

Table 13. Satisfaction with your friends (10 & 12 year old, %)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your friends	0.2	0.2	0.3	0.4	0.8	2.5	2.2	4.0	11.3	21.1	57.0

Missings: 9(0.7)

More specifically, children were asked about their agreement with four statements on the quality of their friendships. The statements as well as the relative distributions are displayed in table 14. Children agree the most with having “enough friends” ($M = 3.53$, $SD = .85$) and “having enough time for them” ($M = 3.42$, $SD = .821$).

Table 14. Agreement with statements about friends (10 & 12 year old, %)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I have enough friends (n=1194)	1.5	2.6	6.8	19.5	69.6
My friends are usually nice to me (n=1209)	0.8	1.9	10.3	28.6	58.3
If I have a problem, I have a friend who will support me (n=1192)	2.1	3.5	8.0	27.9	58.5
I have enough time for my friends (n=1187)	0.7	2.5	9.9	27.8	59.1

N=1234

Most of the children meet their friends outside of school on a regular week. The relative distributions are displayed in table 15.

Table 15. Frequency of seeing friends (10 & 12 year old, %)






Per week	Never	Less than once	Once or Twice	Three or four days	Five or six days	Everyday
How often do you see your friends (not including when you are at school)	3.9	13.1	27.8	24.1	16.7	14.5

Missings: 47(3.8)

2.5 School

Children were asked how satisfied they are with their life at school. The various statements as well as the relative distribution are displayed in tables 16 and 17. Most Children report relatively high levels of satisfaction with their school life. The satisfaction with “other children in your class” had the lowest scores.

Table 16. Satisfaction with school life (8 year old, %)

Satisfaction with ...					
Life as a student (n=591)	1.7	1.0	9.5	24.7	63.1
Things you have learned (n=589)	1.4	1.5	7.0	22.1	68.1
Other children in your class (n=575)	1.7	2.8	11.1	25.4	59.0

N=612

Table 17. Satisfaction with school life (10 & 12 year old, %)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Life as a student (<i>n</i> =1223)	0.6	0.2	0.9	0.7	1.6	4.4	3.8	6.9	14.6	24.4	41.9
Things you have learned (<i>n</i> =1223)	0.3	0.2	0.3	0.7	1.3	2.6	2.9	6.4	12.4	22.7	50.0
Other children in your class (<i>n</i> =1223)	0.4	0.5	0.4	1.3	2.0	3.3	6.0	8.8	13.3	25.1	38.9

N=1234

More specifically, children were asked about their agreement with seven statements on the quality of school life. The statements as well as the relative distributions are displayed in table 18. Most of the children agreed with the statements that “if I have a problem at school my teachers will help me” ($M = 3.51$, $SD = .78$), that “my teachers listen to me and take what I say into account” ($M = 3.42$, $SD = .87$) and that “my teachers care about me” ($M = 3.41$, $SD = .80$). The least children agreed with the statements that “there are a lot of arguments between children in my class” ($M = 1.48$, $SD = 1.27$) and that “At school I have opportunities to make decisions about things that are important to me” ($M = 3.14$, $SD = .99$). The rate of missings scored as “I don’t know” ($n = 91$, 7.4%) was higher than other items in the list (2.0–4.5%). A similar pattern in the missing answers of this question was observed for the questions about home and the people children live with (compare chapter 2.1).

Table 18. Views about school (10 & 12 year old; %)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
My teachers care about me (n=1164)	0.8	2.0	9.3	31.4	56.6
If I have a problem at school, my teachers will help me (n=1180)	0.6	2.3	7.2	25.5	64.4
If I have a problem at school, other children will help me (n=1156)	2.2	4.6	13.6	31.9	47.8
There are a lot of arguments between children in my class (n=1142)	26.8	30.2	20.1	13.7	9.2
My teachers listen to me and take what I say into account (n=1154)	1.3	2.9	9.1	26.3	60.5
At school I have opportunities to make decisions about things that are important to me (n=1101)	2.1	5.3	15.4	30.8	46.4
I feel safe at school (n=1173)	2.1	4.2	8.5	24.7	60.4

N=1234

Children were asked how about the frequency of bullying related experiences at school. The various statements as well as the relative distributions are displayed in table 19. More than half of the children reported they were called unkind names, a third of the children between 10–12 reported that they were hit and 40% reported being left out by others in the last month. The vast majority in turn also reported hearing something nice about them by others.

Table 19. Bullying and hearing something nice (10 & 12 year old; %)






How often in the last month:	Never	Once	Two or 3 times	More than three times
Hit by other children in your school (n=1115)	67.5	14.3	9.6	8.6
Called unkind names by other children in your school (n=1133)	44.6	22.2	13.9	19.3
Left out by other children in your class (n=1121)	59.9	20.0	12.1	7.9
Did someone say something nice to you (n=1093)	2.2	7.8	18.2	71.8

N=1234

2.6 The area where children live

Children were asked how satisfied they are with the area they live in. Most Children report relatively high levels of satisfaction with the area they live in. The relative distributions are displayed in table 20 and 21.

Table 20. Satisfaction with local area (8 year old, %)

Satisfaction with ...					
The area where you live	1.4	0.9	3.8	13.9	80.0

Missings: 37(6.0)

Table 21. Satisfaction with local area (10 & 12 year old, %)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The area where you live	0.6	–	0.3	0.4	0.8	2.6	1.9	3.2	6.8	16.8	66.6

Missings: 42(3.4)

The Children's Worlds questionnaire in addition asked about how much they agree with various statements about the area the children live in, similar to the statements given about their home and school. The statements as well as the relative distributions are displayed in table 22.

Most of the children agreed with the statements that "I feel safe when I walk in the area I live in" ($M = 3.48$, $SD = .82$) and that "in my area there are enough places to play or to have a good time" ($M = 3.47$, $SD = .99$). The least children agreed with the statements that

“adults in my area listen to children and take them seriously” ($M = 3.15$, $SD = 1.06$) and that “In my local area, I have opportunities to participate in decisions about things that are important to me” ($M = 2.85$, $SD = 1.25$). Both items also had unusually high rates of missings scored as “I don’t know” (Participating in Decisions: $n = 224$, 18.2%; Taken seriously by Adults: $n = 153$, 12.4%) compared to other items in the list (1.6–6.1%).

Table 22. Views about local area (10 & 12 year old, %)

In my area, I live in...	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I feel safe when I walk ($n=1189$)	1.0	2.3	8.2	24.4	64.1
There are enough places to play or to have a good time ($n=1200$)	3.4	2.5	8.1	15.7	70.3
If I have a problem there are people who will help me ($n=1142$)	3.1	5.3	9.3	25.1	57.3
Adults are kind to children ($n=1174$)	1.3	2.3	8.9	26.5	61.0
I have opportunities to participate in decisions about things that are important to me ($n=991$)	8.1	7.4	16.3	27.7	40.5
Adults listen to children and take them seriously ($n=1063$)	3.2	5.2	14.6	27.1	50.0

$N=1234$






2.7 Money and the things children have

The Children’s Worlds questionnaire asks children about things they have or use and how satisfied they overall with things at their possession. The various statements as well as the relative distributions are displayed in table 23–29.

While most of the children report high levels of satisfaction with all the things they have (*cf.* table 24 & 25), half or more of them reports also that they worry more or less frequently about how much money the family has (*cf.* table 25). In terms of possessions the vast majority of the 10–12 year olds has good clothing (99.6%) and has the equipment necessary for school (99.4%). Mobile phones (57.5%) and animal pets (4.93%) are the least frequent possessions (*cf.* table 26). Close to all homes of children are equipped with one or more computers and 89.9% report that their family owns at least one car (*cf.* table 28). The fact that less children report having a washing machine (96.9%) than a computer has to be interpreted by having in mind that tenement buildings in Switzerland often have communal laundry rooms. The vast majority of children reports being on holiday with the family in the past 12 months of whom the majority was also on holiday abroad (91.2%). The latter seems to be a relatively high proportion if compared to national averages (with Switzerland itself

being a popular tourist location, only 67% of the Swiss population stays abroad on overnight trips)³⁵.

Table 23. Satisfaction with all the things you have (8 year old, %)

Satisfaction with ...					
all the things you have	1.0	0.7	3.5	13.7	81.0

Missings: 37(6.0)

Table 24. Satisfaction with all the things you have (10 & 12 year old, %)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
all the things you have	–	–	–	–	0.4	1.3	1.2	3.0	7.1	18.0	69.1

Missings: 18(1.5)

Table 25. How often do you worry about how much money your family has? (%)

How often:	Never	Sometimes	Often	Always
10 & 12 year-old (n=1083)	51.3	31.4	11.0	6.3
8 year-old (n=446)	45.1	26.0	10.5	18.4

Table 26. The things children have (10 & 12 year old, %)

Which of the following do you have	Yes	No
Clothes in good condition (n=1206)	99.6	0.4
Enough money for school trips and activities (n=1191)	96.9	3.1
Access to the Internet at home (n=1208)	97.8	2.2
The equipment/things you need for sports and hobbies (n=1202)	96.1	3.9
Pocket money/ money to spend on yourself (n=1199)	83.4	16.6
Two pairs of shoes (n=1209)	98.8	1.2
A mobile phone (n=1208)	57.5	42.5
The equipment/things you need for school (n=1210)	99.4	0.6
Bicycle, pedal scooter or inline skates (n=1211)	97.0	3.0
Brand new clothes (n=1165)	79.4	20.6
A Pet (n=1209)	49.3	50.7

N=1234

³⁵ <https://www.bfs.admin.ch/bfs/en/home/statistics/tourism/travel-behaviour.html>

Table 27. Having a washing machine (10 & 12 year old, %)

	Yes	No
Does your family have a washing machine?	96.9	3.1

Missings: 15(1.2)

Table 28. Having cars and computers (10 & 12 year old, %)

	None	One	Two	More than two
Does your family own a car? (n=1224)	10.9	44.1	34.3	10.6
How many computers does your family own ? (n=1220)	1.5	9.7	17.1	71.7

N=1234

Table 29. Going on holiday (10 & 12 year old, %)






	Not at all	Once	Twice	More than twice
In the last 12 months did you travel away on holiday with your family (n=1189)	5.1	14.0	19.8	61.1
How many of these were outside your country? (n=1199)	8.8	18.6	21.2	51.4

N=1234

2.8 Time use

The Children's Worlds questionnaire asks children about their satisfaction with the use of time. Most reported high levels of satisfaction with their time use, with more than 94% scoring above the mid-point of the age-dependent scales (😊 or 5).

Table 30. Satisfaction with time use (8 year old, %)

Satisfaction with ...					
How you use your time	1.5	1.1	5.2	20.3	71.8

Missings: 76(12.4)

Table 31. Satisfaction with time use (10 & 12 year old, %)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
How you use your time	0.5	–	0.1	0.5	0.6	2.4	2.4	5.9	12.2	22.7	52.8

Missings: 21(1.7)

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

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

Student Life Satisfaction Scale by Huebner³⁶ combines six items that measure cognitive subjective well-being. In the Children's Worlds questionnaire children were asked to indicate how far they agree with each items statement on an 11-point scale ranging from "do not agree" to "totally agree". The items as well as the percentages for each items original score are displayed in table 32 below.

Table 32. CW-SWBS items (10 & 12 year old, %)

	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life (n=1209)	0.5	–	0.2	0.4	0.9	3.1	2.3	5.0	9.3	17.9	60.2
My life is going well (n=1208)	0.5	–	0.6	1.2	1.6	3.7	3.4	4.9	12.1	19.0	53.0
I have a good life (n=1203)	0.4	0.1	0.2	0.6	0.7	3.1	2.0	4.4	7.4	17.1	64.1
The things that happen in my life are excellent (n=1196)	0.5	0.7	0.5	1.3	1.8	4.2	4.0	7.3	13.2	22.4	44.2
I like my life (n=1198)	0.3	0.4	0.3	0.3	0.8	2.3	2.2	3.0	8.8	14.2	67.5
I am happy with my life (n=1207)	0.7	0.2	0.3	1.0	1.0	2.4	1.9	3.2	6.8	15.2	67.1

N=1234

The individual score for the CW-SWBS scale is calculated by the sum of the item scores and transformed to a scale of 0–100 by multiplication with 10 divided by 6. The mode of the CW-SWBS statistic for the sample was 100, with 33.5% of the children scoring the maximum. Just 3% of the children scored below the mid-point of 50. The mean for our sample was 90.2 with a standard deviation of 14.48.

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

The DBSWBS Scale is based on the Brief Multidimensional Student Life Satisfaction Scale by Seligson, Huebner and Valois³⁷ and consists of five items measuring domain based cognitive subjective well-being. In the Children's Worlds questionnaire children were asked to indicate how satisfied they were with which items on an 11-point scale ranging from "Not at all satisfied" to "totally satisfied". The items as well as the percentages for each items original score are displayed in table 33 below.

³⁶ Huebner, E. S. (1991). Initial development of the student's life satisfaction scale. *School Psychology International*, 12(3), 231–240. <https://dx.doi.org/10.1177/0143034391123010>

³⁷ Seligson, J. L., Huebner, E. S., & Valois, R. F. (2003). Preliminary validation of the Brief Multidimensional Students' Life Satisfaction Scale (BMSLSS). *Social Indicators Research*, 61(2), 121–145. <https://doi.org/10.1023/A:1021326822957>

Table 33. CW- DBSWBS items (10 & 12 year old, %)

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people you live with (n=1222)	0.4	0.2	0.2	0.3	0.7	1.9	1.5	3.9	7.4	17.9	65.5
Your friends (n=1225)	0.2	0.2	0.3	0.4	0.8	2.5	2.2	4.0	11.3	21.1	57.0
Your life as a student (n=1223)	0.6	0.2	0.9	0.7	1.6	4.4	3.8	6.9	14.6	24.4	41.9
The area where you live (n=1192)	0.6	–	0.3	0.4	0.8	2.6	1.9	3.2	6.8	16.8	66.6
The way that you look (n=1170)	1.3	0.6	0.5	1.2	1.2	3.3	3.8	4.6	10.5	20.3	52.6

N=1234

The individual score the CW-DBSWBS is calculated by the sum of the item scores and transformed to a scale of 0–100 by multiplying the sum by 2. The mode of the CW-DBSWBS statistic for our sample was 100, with a mean of 89.9 and a standard deviation of 10.74. Scores ranged from 36 to 100. Just 0.7% of the children scored below the mid-point of 50.

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

The CW-PNAS is based on a Scale by Feldman Barrett and Russell³⁸ and consist of six items that measure affective subjective well-being. Three items for positive affect and three items for negative affect.

Table 34. CW-PNAS items (10 & 12 year old, %)

Last two weeks: How often feeling	0	1	2	3	4	5	6	7	8	9	10
Happy (n=1187)	0.3	0.2	0.3	0.5	0.9	3.5	3.4	7.8	15.3	22.5	45.3
Calm (n=1177)	3.3	1.7	2.7	4.2	5.4	11.8	8.8	11.0	13.7	11.6	25.7
Full of energy (n=1181)	1.0	0.8	1.6	2.8	3.3	6.3	5.1	9.8	12.4	14.1	42.8
Sad (n=1174)	27.6	19.6	14.5	10.1	4.8	7.8	2.4	4.9	3.6	2.6	2.1
Stressed (n=1172)	22.2	10.8	12.4	8.5	7.6	9.7	7.3	6.5	5.3	4.0	5.7
Bored (n=1178)	23.0	11.7	12.4	10.1	8.1	10.0	5.3	5.4	5.1	3.4	5.4

The individual score was independently calculated for the CW-PA and the CW-NA. For both scales the sum of the three item scores was transformed to a scale of 0–100 by

³⁸ Feldman Barrett, L., & Russell, J. A. (1998). Independence and bipolarity in the structure of current affect. *Journal of Personality and Social Psychology*, 74(4), 967–984. <https://doi.org/10.1037/0022-3514.74.4.967>

multiplication with 10 divided by 3. The mode of the CW-PA was 100 and the mode of the CW-NA was 0. The mean of the CW-PA is 79.6 with a standard deviation of 15.81. The mean of the CW-NA is 32.30 with a standard deviation of 22.40. Scores ranged from 16.67 to 100 for the CW-PA and from 0 to 100 for the CW-NA. For the CW-PA only 4.2% scored below the mid-point of 50 and for the CW-NA 20.5% scored above the mid-point of 50.

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

The CW-PSWBS is based on a Scale Ryff³⁹ and consists of six items that measure psychological subjective well-being. It was asked only in the questionnaire version for 12 year olds.

Table 35. CW-PSWBS items (12 year old, %)

How much you agree with	0	1	2	3	4	5	6	7	8	9	10
I like being the way I am (n=431)	0.5	0.2	0.2	0.5	1.9	1.4	3.7	7.9	11.6	18.6	53.6
I am good at managing my daily responsibilities (n=431)	1.4	0.2	0.2	1.4	1.2	3.0	2.8	8.8	17.2	26.3	37.4
People are generally pretty friendly towards me (n=431)	–	–	–	0.9	0.7	2.3	2.6	5.6	12.8	24.4	50.8
I have enough choice about how I spend my time (n=431)	–	0.2	0.2	0.2	0.7	3.3	3.0	5.8	11.2	16.6	58.6
I feel that I am learning a lot at the moment (n=431)	2.3	1.4	2.3	3.0	3.3	5.1	10.7	12.4	15.2	18.2	26.1
I feel positive about my future (n=431)	0.5	0.2	0.9	0.7	1.2	2.8	3.0	4.6	10.4	18.1	57.5

N=433

The individual score for the CW-PSWBS scale is calculated by the sum of the item scores and transformed to a scale of 0–100 by multiplication with 10 divided by 6. The mode of the CW-PSWBS statistic for the sample was 100, with 10% of the children scoring the maximum. Just 0.7% of the children scored below the mid-point of 50. The mean for our sample was 86.6 with a standard deviation of 11.96.

³⁹ Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069–1081. <https://dx.doi.org/10.1037//0022-3514.57.6.1069>

Table 36. Subjective well-being measure (10 & 12 year old, %)

	CW-SWBS (<i>n</i> =1182)	CW-DBSWBS (<i>n</i> =1109)	Positive Affect (<i>n</i> =1171)	Negative Affect (<i>n</i> =1166)	CW-PSWBS (12y only <i>n</i> =420)
Mean (SD)	90.2 (14.5)	89.9 (10.7)	79.6 (15.8)	32.3 (22.4)	86.63 (12.0)

2.10 Children perceptions about their country

Most children in Switzerland aged between 10 and 12 do not know the rights childrens have or are unsure about them. The UN Convention on the Rights of the Child is known only to ca. two children out of 10.

Table 36. Children's rights (10 & 12 year old, %)

	No	Not Sure	Yes
I know what rights children have (<i>n</i>=1177)	15.3	45.5	39.3
I know about the UN Convention on the Rights of the Child (<i>n</i>=1175)	46.8	35.4	17.8

N=1234

3. Conclusions

The third wave of the international Children's World study was the first wave Switzerland took part in. Data on personal well-being and living conditions of children were largely lacking in Switzerland. The international comparative research design of «Children's Worlds» offers a wide range of topics on child well-being, the results will also serve as a basis to compare the subjective well-being of other hard-to-reach groups to, such as unaccompanied minor asylum seekers or other particularly vulnerable groups, such as children from families with multiple problems.

The Swiss results show that the a majority of children report overall high degrees of satisfaction and little worries. Vast majorities of children answered that they have places where they feel safe, that they are cared about at home, that they are highly satisfied with their friendships, that they have people who help them with problems and that they are satisfied with the things they have. High means and most frequent maximum scores on all standardized well-being scales (table 32–36) are reflecting this. However, there are also those who report otherwise. Even if descriptive statistics reveal low figures of dissatisfaction or negative experiences in total, those reports and life situations are reason for deep concern and will further be examined in multivariate analyses and correlational studies to better understand factors associated with child well-being.

Negative experiences with other children especially in the school environment are worrisome. Despite high levels of satisfaction with their social relations, signs of bullying were found in answers fairly often (table 19) and schools are places reported as the least safe (table 18) in comparison to the local area (table 22) and home (table 8). Close to a quarter of the children (22.9%) report that they totally agree or agree a lot with the statement that "there are a lot of arguments between children in my class" (table 18).

Participation in decision-making is a topic that needs to be further explored and improved. Having a say in decisions has lower levels of agreement than other items, a trend which increases between home (table 8), school (table 18) and the local area (table 22). Unusually high rates of missings, answered as "I don't know", are prompting questions about the item quality as well as the phenomenon of meaningful participation. A missing value analysis could prove insightful as well as additional insights from qualitative follow-up studies.

That only considerably few children report certain knowledge about their rights and the UN Convention on the Rights of the Child (table 36) underscores this point, as also reported on in our introduction on the status of children's rights in Switzerland.

The following questions become even more important in view of positive findings: Who are these children at risk? And how can we draw professional and political attention to their needs and worries to ensure their well-being in a rich country like Switzerland? Answers to these questions will be provided by more in-depth research.

Children's Worlds National Report

TAIWAN



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1. Introduction

1.1 Context and population

Population and Geography

The Taiwan Survey was conducted nationwide from 2017 September to 2018 March. The statistics showed below were based on the national data in 2017. The area size of Taiwan is 36,197 km²; over 66.6% of the terrain is forest-covered mountains. The total population was 23.5 million, male and female percentages are about equal. The population density was 651 ppl/km², which is considered one of the highest in the world. Children under age 18 were 3.9 million, about 16.5% of the total population. The number of children at ages 8, 10, and 12 were 195,282, 206,073, and 208,263, respectively. Each age group was about 0.8% of the total population, and accounted for 5% of the total population of minors under age 18.

Ethnicity

More than 95% of the population is Han Chinese, including Hoklo, Hakka, and other ethnic groups originating in mainland China. The indigenous population was 559,426, approximately 2.4% of the total population. The government officially recognized sixteen ethnic groups of indigenous people. Amis was the largest group of the indigenous population.

Religion

Diverse religious beliefs and practices characterize the religion in Taiwan. According to the national social survey conducted by the Academia Sinica in 2018, 49.3% of the respondents (N=1,842) considered themselves as traditional believers who show respect and pray to their ancestors on special occasions; 14 % were Buddhists, 12% were Taoists, and 5.5% were Christians. Thirteen percent of respondents considered themselves as atheists.

Economic Context

The economy of Taiwan is a developed capitalist economy that is included in the advanced economies group by the International Monetary Fund and evaluated as the high-income group by the World Bank. The economy is primarily driven by industrial manufacturing, especially exports of electronics, machinery, and petrochemicals. The Gross Domestic Product (GDP) per capita was USD\$25,080, and the unemployment rate was 3.7%.

1.2 Sampling: Strategy and outcome

The gross enrollment rates of Taiwan's mandatory elementary and middle-school education are 99.54% and 95.94%. The sampling framework included the entire third (8 years old), fifth (10 years old), and seventh (12 years old) graders in all public and private schools, all are mix-gendered. The sample is well representative of our interested population.

A multi-stage, stratified, cluster-sampling scheme was applied to select the sample. First, considering the developmental disparity and the diverse population structure in different

areas, a total number of 368 rural, urban towns, and city districts nationwide were categorized into six levels by using the cluster analysis method. Criteria for clustering include population density, the ratio of crop growing and fisheries, as well as the proportion of the aging population, and people with education above the high school level. Six clusters were formed as a result. Then the whole country was divided into six geographic regions, that is, Northern, Central Northern, Central, Central Southern, Southern, and Eastern regions. By controlling the geographic regions, with the division of counties and cities as the first stratum and division of 6 levels as the second stratum, thirteen strata were finally decided (Table 1).

Table 1. Number of Townships and City Districts in Six Regions

Region/Cluster	Cluster1	Cluster2	Cluster3	Cluster4	Cluster5	Cluster6	Total	Strata
Northern	12	2	13	7	5	9	48	Strata 1-3
Central Northern	-	1	6	11	9	20	47	Strata 4-5
Central	3	1	10	23	16	15	68	Strata 6-8
Central Southern	-	3	5	6	31	32	77	Strata 9-10
Southern	3	4	7	17	23	33	87	Strata 11-12
Eastern	-	-	3	1	6	31	41	Stratum 13
Total	18	11	44	65	90	140	368	

*Each color indicates one stratum

After calculating the number of 8-, 10-, and 12-year-old target population of each stratum, the number of townships and city districts were selected within each stratum by the method of probability proportional to size (P.P.S). Within each selected township or city district, one school was then randomly selected from a complete school list of that area. Finally, one class of each grade in the chosen school was selected by the school administration. In the city districts, an additional class was selected in several schools due to a low rate of parental consent. In some schools from rural towns, because the school and class sizes are small, all classes from those schools were invited to take part in the survey. The whole process is to assure that the sampled students are as representative of the population as possible (Table 2).

In summary, the towns and city districts are the primary sampling unit (PSU), while the schools are the secondary sampling unit (SSU), and the students are the basic sampling unit (BSU). The research team offered a convenient store gift card valued NT\$500 (USD\$16/€15) for each class that participated in the survey. The incentive is to appreciate children's

participation, since the questionnaire is somewhat long to them. This study originally planned to survey 1,000 students at each grade, following the minimum number of children recommended by the project guideline. We estimated an extra 10% of the sampled children, since random missing data via self-administered questionnaires were unavoidable. The final number of students who completed the survey is 1,335 in the 3rd grade, 1,348 in the 5th grade, and 1,519 in the 7th grade. This resulted in a total of 4,202 children in the final sample.

Table 2. Number of Sampling Districts, Schools, and Students by Stratum

Stratum	8 YRS (3 rd Grade)			10 YRS (5 th Grade 1)			12 YRS (7 th Grade)		
	Dist	School	Student	Dist	School	Student	Dist	School	Student
1	8	10	187	8	10	175	8	10	221
2	4	6	95	4	6	125	4	4	91
3	4	4	72	4	4	80	4	4	94
4	8	9	176	8	8	177	8	8	255
5	2	3	37	2	3	31	2	2	46
6	5	7	149	5	6	141	6	6	158
7	4	4	84	4	4	87	4	4	102
8	4	4	47	4	4	63	2	2	49
9	4	4	82	4	4	76	4	4	101
10	6	7	161	6	7	143	4	4	101
11	4	5	104	4	5	104	4	4	122
12	4	6	89	4	6	90	4	4	89
13	4	4	52	4	4	56	4	4	90
Total	61	73	1335	61	71	1348	58	60	1519

2. Results

2.1 The participants

Table 3 showed that the sample size increased as the age of sampled children increased. In Taiwan, parents of older children were more likely to give consent for participation. There are mild differences in the numbers of boy and girl in the 10- and 12-year-old groups. In the 8-year-old group, girls are about 6.4% more than boys.

Table 3. Age and Gender (Number/Percentage)

	8 YRS	10 YRS	12 YRS	Total
Boy	570 (46.8)	670 (50.1)	745(49.5)	1985 (48.9)
Girl	649 (53.2)	667 (49.9)	761 (50.5)	2077 (51.1)
Missing	11	0	5	16
Total	1230	1337	1511	4078






2.2 The home and the people children live with

Less than one percent of children in the survey did not live with their families (Table 4). Over half of the sample in three groups had the highest satisfaction score (10) with the people they live with. In the 8 years-old group, less than two percent of children had the lowest satisfaction symbol (crying face) with the people they live with (Table 5). In the 10- and 12-year-old group, less than one percent of children had the lowest satisfaction score (0) with the people they live with (Table 6). In the 10- and 12-year-old group, the average satisfaction with the people they live with is 8.60 (SD=1.9). In the scale of family relationships (Table 7), the average in “my parents listen to me and take what I say into account” is the lowest across all three groups. The highest average fell in two items, “there are people in my family care who care about me” and “I feel safe at home.”

Table 4. (10 & 12 YRS) Home Type (%)

	Numbers	Percentage
I live with my family	2825	99.2
I live in a foster home	5	0.2
I live in a children's home	3	0.1
I live in another type of home	14	0.5
Missing	1	0.0
Total	2848	100.0

Table 5. (8 YRS) Satisfaction with the people you live with (%)

Satisfaction with ...					
The people you live with	1.6	0.8	7.6	25.2	63.8

*N=1230, Missing=11 (0.9)

Table 6. (10 & 12 YRS) Satisfaction with the people you live with (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The people you live with	0.4	0.2	0.5	0.5	1.8	7.3	3.9	7.3	12.7	13.1	51.4

*N=2848, Missing=26 (0.9)






Table 7. Variations in questions about home and family

	Family care	Family help problem	Good time together	Feel safe	Parents listen	Make joint decision
8 YRS	Mean=3.5 SD=0.9	Mean=3.3 SD=1.0	Mean=3.3 SD=1.0	Mean=3.5 SD=0.9	Mean=2.6 SD=1.4	Mean=3.2 SD=1.1
Missing (%)	32 (2.6)	24 (2.0)	31 (2.5)	56 (4.6)	105 (8.5)	89 (7.2)
10 YRS	Mean=3.6 SD=0.8	Mean=3.5 SD=0.9	Mean=3.3 SD=1.0	Mean=3.6 SD=0.8	Mean=3.0 SD=1.3	Mean=3.3 SD=1.1
Missing (%)	20 (1.5)	18 (1.3)	18 (1.3)	22 (1.6)	78 (5.8)	70 (5.2)
12 YRS	Mean=3.4 SD=0.9	Mean=3.3 SD=1.0	Mean=3.1 SD=1.0	Mean=3.5 SD=0.8	Mean=2.8 SD=1.2	Mean=3.0 SD=1.2
Missing (%)	22 (1.5)	26 (1.7)	18 (1.2)	32 (2.1)	59 (3.9)	47 (3.1)

2.3 The home where children live

The average of satisfaction with the home you live in the 8-year-old group was 3.6 (SD=0.7), in the 10- and 12-year-old group was 8.8 (SD=1.8), detailed results were showed in tables 8 and 9. In the 10- and 12-year-old group, 60% of children shared the sleeping room with their family members, 93% had a space for study at home (Table 10).

Table 8. (8YRS) Satisfaction with the home you live (%)

Satisfaction with ...					
the house or flat where you live	0.5	1.5	6.4	21.6	68.9

*N=1230, Missing=13 (1.1)

Table 9. (10 & 12 YRS) Satisfaction with the home you live (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
the house or flat where you live	0.3	0.1	0.5	0.7	1.6	5.5	3.8	6.6	11.7	13.9	55.3

*N=2848, Missing=7 (0.2)


Table 10. Things you have(%)

Whether you have ...	10 & 12 YRS	
Own room	39.6	*N=2839, Missing=9 (0.3)
Place to study	93.0	*N=2844, Missing=4 (0.1)

2.4 Friends

The average of satisfaction with their friends in the 8-year-old group was 3.4 (SD=0.9), in the 10- and 12-year-old group was 8.5 (SD=1.9), detailed results were showed in tables 11 and 12. Over half of children in three groups totally agreed that they have enough friends, their friends are nice to them, they and their friends get along well, and when they have problems, their friends will support them (Table 13).

Table 11. (8YRS) Satisfaction with friends (%)

Satisfaction with ...					
Your friends	1.7	2.0	8.5	31.1	55.7

*N=1230, Missing=12 (1.0)

Table 12. (10 & 12 YRS) Satisfaction with friends (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your friends	0.7	0.3	0.5	1.1	1.4	6.4	4.7	8.2	15.7	18.3	42.8

*N=2848, Missing=4 (0.1)

Table 13. Friendship (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I have enough friends	3.5	5.5	11.4	18.3	59.2
<i>*N=4078, Missing = 85 (2.1)</i>					
My friends are usually nice to me	2.2	5.7	13.2	23.4	53.4
<i>*N=4078, Missing=82(2.0)</i>					
Me and my friends get along well together	2.0	10.8	4.6	22.3	58.2
<i>N=4078, Missing = 83 (2.0)</i>					
If I have a problem, I have a friend who will support me	3.3	6.3	12.6	21.5	52.5
<i>*N=4078, Missing=160(3.9)</i>					

2.5 School

Children 8 years old had the highest satisfaction in things they have learned at school, 88 % of them showed positive satisfaction (Table 14). The same result showed in the 10- and 12-year-old group. The average satisfaction at things they have learned at school was 8.2 (SD=2.1), which is also the highest among questions related to their school life (Table 15).

Table 14. (8YRS) Satisfaction of school life (%)






Satisfaction with ...						
Life as a student	2.6	3.7	13.9	35.0	44.6	<i>*N=1230 Missing=4 (0.3)</i>
Things you have learned	1.4	1.5	8.2	30.3	58.1	<i>*N=1230 Missing=6 (0.5)</i>
Other children in your class	3.2	4.1	17.2	35.9	38.9	<i>*N=1230 Missing=10 (0.8)</i>

Table 15. (10 & 12 YRS) Satisfaction of school life (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Life as a student	1.0	0.9	0.9	2.0	2.8	10.2	6.5	10.8	15.6	17.0	32.1
<i>*N=2848; Missing=5 (0.2)</i>											
Things you have learned	0.7	0.7	0.8	1.0	2.4	7.2	6.1	9.3	14.4	17.5	39.7
<i>*N=2848; Missing=4 (0.1)</i>											
Other children in your class	1.0	0.9	1.3	2.2	3.5	9.0	5.9	10.5	15.3	18.8	31.2
<i>*N=2848; Missing=9 (0.3)</i>											

In terms of the views about school, like family relationships, around 60% of children totally agreed that their teachers care about them and will help them when they have problems. However, less than half of the children showed that their teachers listen to them and take what they say into account (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	1.4	4.6	11.5	20.7	58.6
<i>*N=4078, Missing = 126 (3.1)</i>					
If I have a problem at school, my teachers will help me	1.1	3.7	9.1	20.1	63.0
<i>*N=4078, Missing = 119 (2.9)</i>					
If I have a problem at school, other children will help me	2.5	5.3	12.4	23.7	53.0
<i>*N=4078, Missing = 128 (3.1)</i>					
There are a lot of arguments between children in my class	39.9	18.5	13.2	8.6	12.4
<i>*N=4078, Missing = 299 (7.3)</i>					
My teachers listen to me and take what I say into account	8.2	7.3	13.5	19.9	43.1
<i>*N=4078, Missing = 325 (8.0)</i>					
At school I have opportunities to make decisions about things that are important to me	2.7	6.0	14.9	21.0	49.1
<i>*N=4078, Missing = 260 (6.4)</i>					
I feel safe at school	2.7	6.2	12.8	21.7	53.0
<i>*N=4078, Missing = 148 (3.6)</i>					

Table 17. Bullying (All age groups) (%)

How often (in a month)...	Never	Once	Two or 3 times	More than three times
Hit by other children in your school	78.4	6.7	4.8	6.0
<i>*N=4078, Don't Know = 143 (3.5), Missing = 24 (0.6)</i>				
Called unkind names by other children in your school	60.0	12.5	7.9	15.2
<i>*N=4078, Don't Know = 150 (3.7), Missing = 28 (0.7)</i>				
Left out by other children in your class	76.0	7.9	4.5	4.9
<i>*N=4078, Don't Know = 239 (5.9), Missing = 33 (0.8)</i>				

Table 17 showed experiences of school bullying, it indicated that being called unkind names is the most common form of bullying. Forty percent of children reported the situation happened at least once in the past month, and 15.2% of children reported the situation happened more than three times in the past month. About four to six percent of children experienced more than three times of hit and exclusion in the past month. It is worth for further analyses if any differences between gender and ethnical groups.

2.6 The area where children live

The average of satisfaction with the area they live in the 8-year-old group was 3.3 (SD=1.0), in the 10- and 12-year-old group was 8.1 (SD=2.3), detailed results were showed in tables 18 and 19. Over half of children in all age groups totally agreed that there are enough places to play or to have a good time (Table 20).

Table 18. (8YRS) Satisfaction of the area they live (%)

Satisfaction with ...					
The area where you live	3.2	2.0	10.7	28.9	54.4

**N=1230, Missing=12 (1.0)*

Table 19. (10 & 12YRS) Satisfaction of the area they live (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The area where you live	1.4	0.6	0.8	1.8	3.0	7.3	5.5	9.3	15.2	16.7	37.9

**N=2848, Missing=12 (0.4)*

The high missing rates in the perception questions about the community need attention. The missing rates in questions regarding the participation of community decision, adults listen to children and take them seriously are almost 20%, and in the question of adults in

community help and be kind to children also reached to 10%. The high missing rates imply that these questions might not be easy to comprehend, or children don't have enough experiences to relate to these questions.

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

In my area, I live in...	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I feel safe when I walk	4.0	7.4	16.3	22.9	45.6
<i>*N=4078, Missing = 158 (3.9)</i>					
There are enough places to play or to have a good time	8.3	8.2	13.2	16.4	50.5
<i>*N=4078, Missing = 136 (3.3)</i>					
If I have a problem there are people who will help me	10.4	10.0	13.8	15.2	40.1
<i>*N=4078, Missing = 427 (10.5)</i>					
Adults are kind to children	5.2	8.0	12.2	16.4	47.8
<i>*N=4078, Missing = 426 (10.4)</i>					
I have opportunities to participate in decisions about things that are important to me	11.5	10.4	14.2	14.4	30.4
<i>*N=4078, Missing = 777 (19.1)</i>					
Adults listen to children and take them seriously	6.8	9.0	13.6	15.4	35.7
<i>*N=4078, Missing = 796 (19.5)</i>					

2.7 Money and the things children have






Table 21. Worry about how much money your family has? (%)

	Never	Sometimes	Often	Always	N	Missing (%)
8 YRS	25.4	26.8	15.5	19.9	1230	151 (12.3)
10 YRS	35.5	40.5	9.9	7.6	1337	85 (6.4)
12 YRS	30.6	45.9	10.8	6.8	1511	90 (6.0)

Table 21 showed that 12% did not provide their answer in worrisome about the money their families among the eight-year-old group, while 19.9% said they always worry about how much money their family has. These are the highest among all age groups. The high percentages in missing data and the worrisome are worth for further examination. Around one in three children aged 10 and 12 were never worried about the money their families have. About seven to eight percent of children in the same group were always worried about the money their families have.

The average of satisfaction with the things they have in the 8-year-old group was 3.5 (SD=1.0), and was 8.6 (SD=1.9) among the 10- and 12-year-old group, detailed results were showed in tables 21 and 22.

Table 21. (8 YRS) Satisfaction with all the things you have (%)

Satisfaction with ...					
all the things you have	2.7	1.9	6.0	22.7	64.7

*N=1230, Missing = 25 (2.0)

Table 22. (10 & 12 YRS) Satisfaction with all the things you have (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
all the things you have	0.5	0.2	0.4	0.8	1.9	5.5	4.9	7.7	11.8	17.2	48.6

*N=2848, Missing = 14 (0.5)

Table 23 showed that about three percent of children aged 8 and 10 and 1.7% of children aged 12 never have enough food to eat every day. Further analyses of the demographics of these children and whether their well-being is affected by starvation would be conducted in the future.

Table 23. Have enough food to eat each day (%)

	Never	Sometimes	Often	Always	N	Missing (%)
8 YRS	3	5.5	12.6	75.1	1230	53 (4.3)
10 YRS	3.1	3.5	9.9	79.8	1337	48 (3.6)
12 YRS	1.7	2.7	14.2	79.4	1511	32 (2.1)

Clothes in good condition and equipment/things needed for school are the most common possessions children have across three groups. Also, around 90% to 96% of children have two pairs of shoes, and enough money for school trips/activities. Pocket money is the least possession children have across three groups. Older children are also more likely to possess money either for school trips/activities or occasional expenditure (Table 24).

Table 24. The things children have (%)

Which of the following do you have...	8 YRS		10 YRS		12 YRS	
	No	Yes	No	Yes	No	Yes
Clothes in good condition	1.4	97.3	0.7	98.7	0.3	99.5
Enough money for school trips and activities	15.0	83.5	4.3	95.4	3.6	96.1
Access to the Internet at home	26.7	71.2	9.3	90.1	7.1	92.5
The equipment/things you need for sports and hobbies	14.3	84.2	10.4	88.9	9.6	90.1
Pocket money/ money to spend on yourself	39.7	58.9	21.0	78.0	12.1	87.6
Two pairs of shoes	7.8	90.7	5.5	94.0	8.0	91.5
A mobile phone	58.6	39.3	39.2	60.1	19.3	80.3
The equipment/things you need for school	3.1	95.4	0.8	98.5	0.7	99.0
Number	1230		1337		1511	
Missing (%)	16-26 (1.3-2.1)		5-13 (0.4-1.0)		4-7(0.3-0.5)	

Almost all children in the survey have at least one bathroom in their homes. Forty percent of children sleep in their room. Only ten percent of children in the survey said their family doesn't have a car or a truck. Almost 60% of children reported traveling with their families more than twice in the past year. Fifteen percent of children reported that they never travel with their families in the past year. We further asked the overseas traveling experiences of children who reported to travel with their families at least once in the past year. Forty percent of children reported traveling overseas with their family at least once in the past year. Less than ten percent of children reported having no computer in their homes. Only one percent of children reported having no washing machine at their homes (Table 25).

Table 25. Material Life Scale B (%)

How many bathrooms are in your home?	
None	0.1
One	32.2
Two	44.3
More than two	23.2
Missing	0.1
Do you sleep in your own room or do you share a room?	
I sleep in a room on my own	39.6
I sleep in a room that I share with other people	60.1
Missing	0.3
Does your family own a car, van or truck?	
No	10.5
One	48.3
Two	26.8
Three or more	14.0
Missing	0.4
In the last 12 months, how many times did you travel away on holiday with your family?	
Not at all	15.0
Once	13.4
Twice	12.6
More than twice	58.6
Missing	0.5
How many computers do your family own?	
None	7.9
One	28.4
Two	25.5
More than two	37.8
Missing	0.5
Does your home have a washing machine?	
No	1.1
Yes	98.5
Missing	0.4

2.8 Time use

The average satisfaction with how to use their time in the 8-year-old group was 3.3 (SD=1.0), in the 10- and 12-year-old group was 7.7 (SD=2.4). The average of satisfaction with the free time they can do what they want in the 8-year-old group was 3.2 (SD=1.0), in the

10- and 12-year-old group was 8.2 (SD=2.3). The detailed results were shown in tables 26 and 27.

Table 26. (8 YRS) Satisfaction with time use (%)






Satisfaction with ...						Missing
How you use your time	3.0	2.5	12.0	29.5	51.3	1.7
How much free time you have to do what you want	3.8	3.6	10.7	26.8	52.7	2.4

Table 27. (10 & 12 YRS) Satisfaction with time use (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
How you use your time	1.3	0.7	1.2	2.2	4.3	10.0	7.7	12.2	14.7	12.5	32.5
How much free time you have to do what you want	1.2	0.7	0.9	2.5	3.0	6.5	5.7	8.2	11.2	12.7	46.8

*N=2848, Missing=15 (0.5)

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

The reliability ($\alpha=.89$) showed that CS-PSWBS is an ideal scale for measuring the subjective well-being of children in Taiwan. The alpha value of CW-SWBS was quite high ($\alpha=.96$), that implied some questions could be overlapping and some items can be deleted for efficiency. The alpha value of CW-DBSWBS is .76 and around .63 to .65 for the positive and negative CW-PNAS. Each scale measuring the subjective well-being will be provided after the information of transforming scales is provided.

OLS (Overall Subjective Well-Being)

Children from all age groups were satisfied with their life as a whole, 62.0% scored the highest among the 8-year-old, and 66.3% scored 9 and 10 among the 10- and 12-year-old group. (Table 28 and Table 29)

Table 28. (8 YRS) Satisfaction with life as a whole (%)


Satisfaction with ...						Missing
Your life as a whole	2.7	2.9	9.5	22.2	62.0	0.7

Table 29. (10 & 12 YRS) Satisfaction with life as a whole (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole	0.6	0.7	0.8	0.9	2.1	6.3	4.4	6.8	11.4	14.5	50.9

*N=2848, Missing=23 (0.8)

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

For items in the CW-SWBS, children at 8 years old scored higher in items "I like my life" and "I am happy with my life" (Table 30). As for the 10- and 12-year-old group, the higher score is in the item "I enjoy my life," followed by "I like my life" and "I am happy with my life" (Table 31).

Table 30. (8 YRS) CW-SWBS items (%)






Satisfaction with ...						Missing
I enjoy my life	4.1	4.9	9.8	23.3	57.3	0.6
My life is going well	5.4	7.0	14.5	24.0	48.5	0.7
I have a good life	3.4	5.7	10.3	21.5	57.6	1.4
The things that happen in my life are excellent	5.3	7.9	15.4	24.0	45.9	1.5
I like my life	3.4	4.9	9.9	21.3	59.1	1.4
I am happy with my life	3.1	6.4	9.3	21.1	58.8	1.4

Table 31. (10 & 12 YRS) CW-SWBS items (%)

	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life	0.9	0.7	0.9	1.5	2.6	7.8	5.5	7.2	10.6	12.1	49.8
My life is going well	1.8	1.4	1.5	3.2	5.3	10.2	7.5	9.6	12.0	12.3	34.8
I have a good life	1.2	1.2	1.4	2.0	3.1	7.3	5.7	7.6	11.1	11.7	47.1
The things that happen in my life are excellent	1.5	1.3	1.8	3.0	4.4	9.8	7.0	9.4	11.0	13.0	37.3
I like my life	1.6	1.1	1.5	2.4	2.7	6.8	4.9	7.2	10.2	13.4	47.8
I am happy with my life	1.5	1.3	1.3	2.1	2.4	6.7	5.5	7.8	9.8	13.7	47.4

*N=2848, Missing = 10-22 (0.4-0.8)

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

For the 8-year-old children, they are most satisfied with the people they live with, followed by their friends and the area where they live (Table 32). As for the older children, they are

also most satisfied with the people they live with and their friends, and they are least satisfied with their appearance (Table 33).

Table 32. (8 YRS) CW-DBSWBS items (%)






Satisfaction with ...						Missing
The people you live with	1.6	0.8	7.6	25.2	63.8	0.9
Your friends	1.7	2.0	8.5	31.1	55.7	1.0
Your life as a student	2.6	3.7	13.9	35.0	44.6	0.3
The area where you live	3.2	2.0	10.7	28.9	54.4	0.9
The way that you look	3.8	4.6	12.5	28.2	49.7	1.1

Table 33. (10 &12 YRS) CW-DBSWBS items (%)

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people you live with	0.4	0.2	0.5	0.5	1.8	7.3	3.9	7.3	12.7	13.1	51.4
Your friends	0.7	0.3	0.5	1.1	1.4	6.4	4.7	8.2	15.7	18.3	42.7
Your life as a student	1.0	0.9	0.9	2.0	2.8	10.2	6.5	10.8	15.6	17.0	32.1
The area where you live	1.4	0.6	0.8	1.8	3.0	7.3	5.5	9.3	15.2	16.7	37.9
The way that you look	2.7	1.7	1.7	2.7	4.1	11.5	6.4	8.5	10.5	11.9	37.0

*N=2848, Missing = 4-38 (0.1-1.3)

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

For the 8-year-old children, most feel often or always happy, but for the older group, those scored higher in feeling stressed or bored are more than that of feeling sad. The detailed results were shown in Tables 34 and 35.

Table 34. (8 YRS) CW-PNAS items (%)

Last two weeks: How often feeling	Never	Sometimes	Often	Always	Missing
Happy	2.4	15.9	34.0	45.7	2.0
Sad	13.2	59.8	15.5	9.2	2.4

Table 35. (10 &12 YRS) CW-PNAS items (%)

Last two weeks: How often feeling	0	1	2	3	4	5	6	7	8	9	10
Happy	1.7	0.8	1.1	1.9	2.4	9.7	5.2	8.1	14.8	12.6	40.8
Calm	9.4	3.1	3.8	4.2	5.6	19.7	8.4	7.6	8.5	7.2	21.3
Full of energy	4.5	1.7	2.6	3.7	5.1	10.0	6.3	8.6	9.8	10.3	36.5
Sad	22.4	11.0	9.7	9.2	6.4	12.2	6.3	5.8	4.5	3.9	7.5
Stressed	17.8	5.4	5.9	5.4	5.2	12.6	7.1	9.3	8.0	6.6	15.5
Bored	19.8	8.1	7.5	7.2	5.5	12.6	6.3	5.9	5.7	4.9	15.7

*N=2848, Missing = 20-34 (0.7-1.2)

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

This measure was only asked among the 10- and 12-year-old group. It is found that the item scored highest is "I like being the way I am," and the lowest is "I am good at managing my daily responsibilities" (Table 36).

Table 36. (10 &12 YRS) 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	1.0	0.4	0.6	1.2	2.2	6.1	4.0	4.9	7.5	9.3	61.9
I am good at managing my daily responsibilities	1.9	1.1	1.6	2.1	3.3	11.1	6.4	8.9	12.0	10.4	40.2
People are generally pretty friendly towards me	1.0	0.8	1.2	1.9	2.5	7.0	4.9	6.9	11.3	12.7	49.0
I have enough choice about how I spend my time	2.0	1.3	1.8	3.4	3.2	8.2	5.3	8.0	9.6	10.7	45.8
I feel that I am learning a lot at the moment	1.5	0.8	1.2	1.2	2.8	8.1	5.7	8.5	9.6	11.6	48.1
I feel positive about my future	3.1	1.6	1.3	2.5	3.3	7.5	5.0	7.2	9.1	11.7	47.1

*N=2848, Missing = 20-29 (0.7-1.0)

2.10 Children perceptions about their rights and Convention on the Rights of the Child

Over half of the children in Taiwan reported that they know the rights children have; however, the percentages of knowing dropped to 30.5% to 48.0% when children were asked about the UN Convention on the Rights of the Child (CRC). The knowledge about the CRC is the lowest among the 10- years old group.

Table 36 – Children's Rights (%)

		8-YRSs	10-YRSs	12-YRSs
I know what rights children have	No	16.9	12.6	7.7
	Not sure	29.0	29.5	37.9
	Yes	53.3	57.4	53.9
	Missing	0.8	0.5	0.5
I know about the UN Convention on the Rights of the Child	No	48.0	45.5	30.5
	Not sure	28.0	32.4	39.8
	Yes	22.9	21.5	29.6
	Missing	1.0	0.6	0.5

3. Conclusions

In summary, most children in the survey were satisfied with their families, friends, and teachers at school. They also showed positive perception about the care and support their parents and teachers offered. Most of them were quite satisfied with their material life. Over 80% of the 12-year-old children own a mobile phone, and almost all have clothes in good condition (99.5%), as well as the equipment/things they need for school (99.0%). Children are able to express their opinions regarding their well-being. The only measure that had a higher missing rate is about people in the community. It implies two possibilities: one is questions in this topic might not be an effective tool to understand the perception of children about the communities, and the other is their experiences with adults in the community are missing, so they are unable to evaluate.

The less satisfied items were their perception about whether parents and teachers listen to them and take what they say into account. In the domain specific area of satisfaction, their satisfaction with time use is the lowest across all age groups. It is evident that items related to children's rights of participation and autonomy tend to be scored lower than other aspects of subjective well-being.

Attention also needs to be paid to items related to school bullying. Only 60% to 78.4% of children said they never experienced bullying at school, and 4.9% to 15.2% said they experienced bullying more than three times in a month. Younger children are also more vulnerable to school bullying than older children. Scales measuring the subjective well-being of children in different age groups showed different levels of reliability. The CS-PSWBS and the CW-SWBS have higher internal consistency than other measures.

In conclusion, from all measures of children's subjective well-being in Taiwan, the aspects regarding children's rights are in great needs for improvement. Children at younger age are more vulnerable than older ones. The results can provide insights for the development of policies warrant rights of children, and enhance the subjective well-being of children in Taiwan.

Children's Worlds National Report

VIETNAM



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1. Introduction

The aim of this report is to provide the results from the descriptive analyses of the Children's Worlds survey conducted in North Vietnam at 2018. Detailed analyses of children's well-being in Vietnam will be completed after this initial report, and future analyse will also include comparison of children's well-being across the countries participating in the international project.

1.1 Context and population

Population

As of 2017, the population of the Vietnam was about 96 millions.³

Population	96,160,163 (July 2017 est.)
Age structure	0-14 years: 23.55% (male 11,909,326/ female 10,735,324) 15-24 years: 16.23% (male 8,098,019/ female 7,509,021) 25-54 years: 45.56% (male 22,087,095/ female 21,719,615) 55-64 years: 8.55% (male 3,798,928/ female 4,419,837) 65 years and over: 6.12% (male 2,281,923/ female 3,601,075) (2017 est.)
Population growth rate	0.93% (2017 est.)
Urbanization	urban population: 34.9% of total population (2017) rate of urbanization: 2.59% annual rate of change (2015-20 est.)
Sex ratio	at birth: 1.11 male(s)/female
Total fertility rate	1.81 children born/woman (2017 est.)
Religions	Buddhist 7.9%, Catholic 6.6%, Hoa Hao 1.7%, Cao Dai 0.9%, Protestant 0.9%, Muslim 0.1%, none 81.8% (2009 est.)

Geography

Vietnam is in South East Asia, facing China on the North, Laos and Cambodia on the West, and Pacific Ocean on the East. Vietnam is thin and long, and is divided into three parts: North, Midle, and South.

The North Vietnam can be divided into two regions: Red River Delta; Northern Midland and Mountain. *The Red River Delta* comprises 10 provinces and cities: Thai Binh, Nam Dinh, Ha Noi, Ninh Binh, Ha Nam, Bac Ninh, Hung Yen, Vinh Phuc, Hai Duong, Hai Phong. Population was about 20.5 million. *The Northern Midland and Mountain areas* includes 15 provinces: Lao Cai, Lai Chau, Dien Bien, Son La, Hoa Binh, Yen Bai, Ha Giang, Cao Bang, Bac Kan, Thai Nguyen, Lang Son, Tuyen Quang, Bac Giang, Phu Tho, Quang Ninh. Population was about 11.5 million.

³ Statistics Vietnam (https://www.indexmundi.com/vietnam/demographics_profile.html)

Children

In 2017, the number of children between the ages of 0 and 14 years in Vietnam was about 22.7 million, which was 23.55% of the population. From this, the number of children up to 14 years old in the Red River Delta was 4.7 million (approximately 22.7 %) and in the Northern Midland and Mountain was 3 million (about 26.5% of the region's population)

Religion

Overall, Vietnam is a benign country. About 85% of Vietnamese regularly visit Buddhist pagodas, but most are not purely Buddhist, not all of them actively participate in Buddhist rituals at the pagodas. Due to statistic, the most common religions in Vietnam are Buddhist 7.9%, Catholic 6.6%, Hoa Hao 1.7%, Cao Dai 0.9%, Protestant 0.9%, Muslim 0.1%, none 81.8% (2009 est.)

Ethnicity

Vietnam is considered as a homogeneous country, almost 86% of the population is from one ethnicity, Kinh, which is also known as Viet, 14% of the population is from other 53 distinct ethnicities. Most of these minor ethnic groups are concentrated in northern mountainous regions and central highlands of Vietnam⁴

Economic context

Vietnam GDP per capita was \$2.563 in 2018, compared with \$1.149 in 2008⁵, is a lower middle-income country.

Education

Preschool is optional for children under six, however primary school is compulsory for all children between 6 and 11.

Elementary education (*primary school*) lasts five years (grades 1 to 5, ages 6 - 11).

Lower Secondary Education (*middle school*) lasts 4 years (grades 6 to 9, ages 11 – 15).

Upper secondary education (*high school*): Most children move to high school at 15. It lasts three years (grades 10 to 12, ages 15-18).

Children's Rights

Vietnam has been a party to the UN Convention on the Rights of the Child since 1990⁶

⁴ Statistics Vietnam (<https://www.asiahighlights.com/vietnam/people.htm>)

⁵ <https://data.worldbank.org/indicator/NY.GDP.PCAP.CD?locations=VN>

⁶ https://treaties.un.org/Pages/ViewDetails.aspx?src=IND&mtdsg_no=IV-11&chapter=4&lang=en

1.2 Sampling strategy and outcomes

The North Vietnam sample was designed to achieve a regional representative sample of children in the 3rd grade (aged 8), the 5th grade (aged 10), and the 7th grade (aged 12). Children in the 3rd and 5th grades are in primary schools and those in the 7th grade are in middle schools. Each age group's total sample size was set at about 1.000. The primary sampling unit was areas.

First, base on the number of the provinces and children under 14 years old in two regions (Red River Delta area; Northern Midland and Mountain), we choose randomly 3 provinces in the Red River Delta (Vinh Phuc, Ha Noi, Ha Nam) and 4 provinces in the Northern Midland and Mountain (Son La, Bac Giang, Thai Nguyen, Quang Ninh). The urban, rural, and mountainous areas (depend on geographical characteristics of each province) are identified as the first sampling strata. There are 14 strata representing geographical regions of the North Vietnam, including:

Region Red River Delta: (1) Hanoi - urban, (2) Hanoi - rural, (3) Ha Nam - urban, (4) Ha Nam - rural, (5) Vinh Phuc - urban, (6) Vinh Phuc - rural;

Region Northern Midland and Mountain: (7) Thai Nguyen - Urban, (8) Thai Nguyen - rural, (9) Son La - urban, (10) Son La - mountain; (11) Bac Giang - urban, (12) Bac Giang - rural, (13) Quang Ninh - urban, (14) Quang Ninh – mountain.

Second, a list of public schools of each stratum was completed.

Third, schools were selected with uniform probability within each stratum from the list.

Fourth, within each school one or two, or three class groups was randomly selected with uniform probability. The number of class groups depends on the estimated class group size, which is different in every school and every area. For example one class in mountainous areas may have only 9 pupils, while one class in urban areas of big cities may have more than 50 pupils.

There was no requirement of parental consent for children to participate in the survey in Vietnam. However school rector board and teachers' consent required for children to participate in the survey.

The survey was administered by researchers, university students, and school teachers. The group survey, using pen and paper, was conducted in all school classes.

The survey began in early 2018 and was completed by September 2018.

The number of participants was expected to be bigger, however the survey was unable to be conducted in some provinces for many subjective and objective reasons.

Table 1 shows the resulting sample by stratum. After the data cleaning process, 2.956 children remained in the study sample with 930 in the 8-year-old group, 946 in the 10-year-old group and 1.080 in the 12-year-old group.

Table 1. Achieved sample (Numbers)

	Stratum														
	All	1	2	3	4	5	6	7	8	9	10	11	12	13	14
8 years	930	142	62	117	89	103	-	97	-	-	120	109	-	-	91
10 years	946	177	66	107	79	96	-	108	-	-	116	107	-	-	90
12 years	1.080	166	66	124	112	123	60	123	-	-	115	94	-	-	97
Total	2.956	485	194	348	280	322	60	328	-	-	351	310	-	-	278

2. Results

2.1 The participants

Following the research protocol of Children's Worlds, the proportion of children by age and gender are presented in Table 2. Approximately 52.5% of children were female, and 46.5% were male.

Table 2. Age by gender (Numbers, (%))

	8 year-old	10 year-old	12 year-old	Total
Boy	478 (51.4)	496 (52.4)	578 (53.5)	1552 (52.5)
Girl	435 (46.8)	444 (46.9)	497 (46.0)	1376 (46.5)
<i>Missing</i>	<i>17 (1.8)</i>	<i>6 (0.6)</i>	<i>5 (0.5)</i>	<i>28 (0.9)</i>
Total	930 (100.0)	946 (100.0)	1080 (100.0)	2956 (100.0)

Missing: 28 (0.9%)

2.2 The home and the people children live with

Most Vietnamese children live in the same home every day. Thus, we did not include the question that asked whether the child lives in the same home or in different homes.

The vast majority of children (95.2%) lived with their family while 2.1% of children lived in other types of home (Table 3).






Table 3. Home type (10- & 12- year-old) (Numbers, (%))

	10 year-old	12 year-old	Total (%)
I live with my family	903 (95.4)	1027 (95.1)	95.26
I live in a foster home	19 (2.0)	17 (1.5)	1.77
I live in a children's home	3 (0.3)	2 (0.18)	0.24
I live in another type of home	17 (1.8)	27 (2.5)	2.17
I live in another type of home	17 (1.8)	27 (2.5)	2.17
Missing	5 (0.5)	7 (0.64)	0.6
Total	946 (100.0)	1080 (100.0)	100.0

Missing: 12 (0.6%)

Tables 4 and 5 show the level of satisfaction with the people you live with (0-4 points for 8-year-olds and 0 to 10 points for 10- and 12-year-olds). Approximately, 50.5% of 8-year-olds ($m=3.40$) and 41.8% of 10- and 12-year-olds ($m=8.12$) reported the highest level of satisfaction. 12-year-olds ($m=7.91$) showed lower satisfaction than 10-year-olds ($m=8.36$; $p<.001$).

Table 4. Satisfaction with the people you live with (8-year-olds) (%)

Satisfaction with ...					
The people you live with	0.6	1.1	7.5	38.5	50.5

Missing: 16 (1.7%)

Table 5. Satisfaction with the people you live with (10- & 12-year-olds) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The people you live with	0.7	0.7	1.2	0.9	9.1	6.0	3.2	6.3	11.5	17.5	41.8

Missing: 26 (1.3%)

Among the six questions about children's views of their home and family, children agreed the most with the statement "There are people in my family who care about me" ($m = 3.47$) "If I have a problem, people in my family will help me." ($m = 3.34$) and agreed the least with, "My parents and I make decisions about my life together." ($m = 2.75$). When compared across age groups, the level of agreement of 10-year-olds is the highest (Table 6).

Table 6. Variations in questions about home and family (All age groups; means)

	Family care	Family help problem	Good time together	Feel safe	Parents listen	Make joint decision
8 year-old ⁷	3.43	3.27	3.22	3.14	2.95	-
10 year-old ⁸	3.54	3.43	3.29	3.30	2.96	2.88
12 year-old ⁹	3.44	3.32	3.21	3.41	2.70	2.62
Total	3.47	3.34	3.24	3.28	2.87	2.75

2.3 The home where children live

We asked children, “How satisfied are you with the home or flat where you live?” On a scale of 0-4, 55.5% of 8-year-old children answered 4 points. On the other hand, 48.6% of 10- and 12-year-old children scored 10 points on a 0-10 scale (Table 7 and 8). When compared across age groups, 12-year-olds ($m = 8.20$) showed lower satisfaction than 10-year-olds ($m = 8.73$; $p < .001$).

Table 7. Satisfaction with the house or flat where you live (8-year-olds) (%)

Satisfaction with ...					
The house or flat where you live	.9	2.0	7.8	33.2	55.5

Missing: 5 (0.5%)

Table 8. Satisfaction with the house or flat where you live (10- & 12-year-olds) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The house or flat where you live	.8	.9	1.0	.6	8.3	3.3	2.9	5.1	8.4	19.0	48.6

Missing: 20 (1.0%)

When 10 and 12-year-old children were asked if they had their own room or a place to study, 61.5% of children had their own room and 90.2% of children had a place to study (Table 9). Particularly, a greater proportion of 12-year-olds had their own room (64.7%) than that of 10-year-olds (58.7%).

Table 9. Things you have (10- & 12-year-old) (%)

⁷ Don't Know 24(2.6%), Missing 9(1.0%)

⁸ Don't Know 29(3.1%), Missing 2(0.2%)






⁹ Don't Know 53(4.9%), Missing 9(0.8%)

Whether you have ...	10 & 12 year-old
Own room ¹⁰	61.5
Place to study ¹¹	90.2

2.4 Friends

When we asked children about their satisfaction with friends, 42.7% of 8-year-olds responded with 4 points (0-4 scale) indicating that they are very satisfied. On the other hand, only 25.4% of 10- and 12-year-olds responded 10 points (0-10) indicating the highest level of satisfaction (Table 10 and 11). We did not find differences in level of satisfaction among 10- and 12-year-olds at the level of statistical significance.

Table 10. Satisfaction with your friends (8- year-olds) (%)

Satisfaction with ...					
Your friends	1.5	2.2	12.5	39.9	42.7

Missing: 12 (1.3%)

Table 11. Satisfaction with your friends (10- & 12-year-olds) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your friends	1.6	1.1	2.0	2.7	2.1	8.9	5.9	10.7	15.4	16.9	25.4

Missing: 24 (1.2%)

Children in all age groups were asked about their views on friends based on four statements. All children had a tendency to agree more on the item “I have enough friends,” but agree less on other items.

More than half of the children responded “totally agree” with the statement “I have enough friends” (Table 12), while only just above two fifths had the highest level agreement on other items “My friends are usually nice to me”, “Me and my friends get along well together”, and “If I have a problem, I have a friend who will support me”.

Table 12. Friends (All age groups) (%)

¹⁰ Missing 15(0.7%)

¹¹ Missing 14(0.7%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I have enough friends ¹²	4.1	7.6	11.5	16.1	56.1
My friends are usually nice to me ¹³	5.1	11.0	17.3	22.3	40.5
Me and my friends get along well together ¹⁴	4.5	11.4	15.9	22.8	40.8
If I have a problem, I have a friend who will support me ¹⁵	6.4	10.4	12.2	19.2	43.6

2.5 School

Children's views about school were not very positive. On a scale of 0 to 4, the number of 8-year-olds who responded 4 points (very satisfied) regarding their school life is close to a half (Table 13). For 10- and 12-year-olds, 20.8 to 47.4% of children responded 10 points on a scale of 0 to 10 indicating that they are very satisfied with school life (Table 14). Among three school life's dimensions, children of all age groups had a tendency to be less satisfied with other children in their class.

Table 13. Satisfaction with school life (8- year-olds) (%)





Satisfaction with ...					
Life as a student ¹⁶	1.0	1.3	9.9	39.6	46.6
Things you have learned ¹⁷	.4	1.0	8.3	31.5	57.7
Other children in your class ¹⁸	1.8	4.5	12.7	36.7	43.2

Table 14. Satisfaction with school life (10- & 12-year-olds) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Life as a student ¹⁹	.6	.5	1.1	.7	7.7	4.7	4.3	7.7	13.2	20.8	37.9
Things you have learned ²⁰	.3	.1	.6	.5	7.4	3.3	3.6	6.1	10.7	19.0	47.4

¹² Don't Know 103(3.5%), Missing 31(1.0%)

¹³ Don't Know 93(3.1%), Missing 19(0.6%)

¹⁴ Don't Know 107(3.6%), Missing 27(0.9%)

¹⁵ Don't Know 203(6.9%), Missing 30(1.0%)

¹⁶ Missing 16(1.7%)

¹⁷ Missing 10(1.1%)

¹⁸ Missing 10(1.1%)

¹⁹ Missing 15(0.7%)

²⁰ Missing 20(1.0%)

Other children in your class ²¹	2.1	1.3	2.1	1.9	5.6	7.8	7.8	11.8	16.1	21.6	20.8
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In relation to children's views about schools, more than 55% of children totally agreed with items "My teachers care about me", "If I have a problem at school, my teachers will help me", and "I feel safe at school." However, only 33% - 37% of children responded "totally agree" to the item "At school I have opportunities to make decisions about things that are important to me", and "If I have a problem at school, other children will help me" (Table 15).

Table 15. 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 ²²	3.1	6.3	9.6	20.2	56.1
If I have a problem at school, my teachers will help me ²³	2.2	5.4	9.1	18.8	60.1
If I have a problem at school, other children will help me ²⁴	5.7	10.8	16.6	24.0	37.1
There are a lot of arguments between children in my class ²⁵	30.1	17.0	14.3	12.7	18.7
My teachers listen to me and take what I say into account ²⁶	5.6	8.8	11.8	19.2	47.6
At school I have opportunities to make decisions about things that are important to me ²⁷	8.2	11.9	15.1	19.0	33.7
I feel safe at school ²⁸	3.9	6.4	10.3	18.2	55.0

Being bullied

In terms of bullying, 13.7% of children had experienced being hit, 23.8% of children were called unkind names, and 13.8% of children had experienced being left out more than once by other children (Table 16).

²¹ Missing 22(1.1%)

²² Don't Know 114(3.9%), Missing 23(0.8%)

²³ Don't Know 107(3.6%), Missing 20(0.7%)

²⁴ Don't Know 140(4.7%), Missing 29(1.0%)

²⁵ Don't Know 180(6.1%), Missing 34(1.2%)

²⁶ Don't Know 182(6.2%), Missing 24(0.78%)

²⁷ (10 & 12-years-old only) Don't Know 226(11.2%), Missing 16(0.8%)

²⁸ Don't Know 146(4.9%), Missing 27(0.9%)

Table 16. Bullying (All age groups) (%)

How often:	Never	Once	Two or 3 times	More than three times
Hit by other children in your school ²⁹	64.3	15.2	7.4	6.3
Called unkind names by other children in your school ³⁰	54.4	14.1	8.9	14.9
Left out by other children in your class ³¹	59.9	13.8	7.4	5.9

2.6 The area where children live

The next three questions covered children's satisfaction with their local area. On a scale of 0-4, 60.6% of children rated the highest level of satisfaction with their local area. On the other hand, 36.1% of 10 and 12-year-old children rated the highest level of satisfaction on a scale 0-10 (Table 17 and 18).

Table 17. Satisfaction with local area (8- year-olds) (%)





Satisfaction with ...					
The area where you live ³²	1.5	1.6	6.2	28.7	60.6

Table 18. Satisfaction with local area (10- & 12-year-olds) (%)

Satisfaction with:	0	1	2	3	4	5	6	7	8	9	10
The area where you live ³³	1.7	.7	.7	.8	8.1	4.9	3.9	7.7	13.3	21.2	36.1

Children's views of their local area are presented in Table 19 for all age groups. Relatively lower levels of agreement were reported for these items. For example, approximately 35% of children responded "totally agree" for items "There are enough places to play or to have a good time," "If I have a problem there are people who will help me," and "Adults are kind to children." Even fewer proportion of children totally agreed with items like "I feel safe when I walk," (25.6%) "I have opportunities to participate in decisions about things that are important to me," (19.5%), and "Adults listen children and take them seriously" (23.5%) Moreover, items such as "Adults are kind to children", "I have opportunities to participate in

²⁹ Don't Know 182(6.2%), Missing 16(0.5%)

³⁰ Don't Know 203(6.9%), Missing 15(0.5%)

³¹ Don't Know 339(11.5%), Missing 25(0.8%)

³² Missing 12(1.3%)

³³ Missing 16(0.8%)

decisions about things that are important to me”, and “Adults listen to children and take them seriously” have higher proportions of missing values and “don’t know”.

Table 19. Views about local area (All age groups) (%)

In my area, I live in...	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I feel safe when I walk ³⁴	5.4	8.5	11.5	18.8	50.0
There are enough places to play or to have a good time ³⁵	8.4	7.8	11.0	15.1	53.5
If I have a problem there are people who will help me ³⁶	5.6	8.0	12.7	18.2	49.0
Adults are kind to children ³⁷	4.1	8.4	12.1	19.3	49.7
I have opportunities to participate in decisions about things that are important to me ³⁸	13.1	10.3	14.4	19.3	29.3
Adults listen to children and take them seriously ³⁹	11.9	11.5	12.9	16.5	33.9

2.7 Money and the things children have

On the first glance, Vietnamese children were considered to have not very poor material conditions compared with the National GDP. For example, more than 90% of children lived in a home with at least one bathroom, 68.9% of children sleep in their own bed, 61.3% of them sleep in a room on their own, and 93% of the children’s family owns a motorbike, which is a popular type of transportation in Vietnam.

However, only less than 20% of children travel away on holiday with their family at least once a year, only 18.8% of the children’s family own at least one computer, and only 5.8% of children have a washing machine in their home (Table 20).

When children were asked, “How often do you worry about how much money your family has?” only 21.6% of children (10 & 12 years-old) responded “never”, while more than 60% of children have some concerns about their financial situation, especially 11.5% of the children always worry about how much money your family has (Table 21).

³⁴ Don’t Know 134(4.5%), Missing 25(0.8%)

³⁵ Don’t Know 97(3.3%), Missing 26(0.9%)

³⁶ Don’t Know 159(5.4%), Missing 28(0.9%)

³⁷ Don’t Know 157(5.3%), Missing 29(1.0%)

³⁸ (10 & 12-years-old only) Don’t Know 241(11.9%), Missing 31(1.5%)

³⁹ Don’t Know 349 (11.8%), Missing 41(1.4%)

Table 20. Descriptive statistics on material possessions (10 & 12 years-old) (%)

How many bathrooms are in your home? ⁴⁰	
None	6.7
One	45.8
Two	30.4
More than two	14.8
Do you sleep in your own room or do you share a room? ⁴¹	
I sleep in a room on my own	61.3
I sleep in a room that I share with other people	37.7
Does your family own a motobike? ⁴²	
No	5.5
Yes	93.3
In the last 12 months, how many times did you travel away on holiday with your family? ⁴³	
Not at all	12.5
Once	8.1
Twice	4.5
More than twice	5.7
How many computers do your family own? ⁴⁴	
None	12.0
One	10.7
Two	5.8
More than two	2.3
Does your home have a washing machine? ⁴⁵	
No	25.0
Yes	5.7

⁴⁰ Missing 85(4.2%)⁴¹ Missing 15(0.7%)⁴² Missing 23(1.1%)⁴³ Missing 744(36.7%), Not asked in some schools 655(32.3%)⁴⁴ Missing 746(36.8%), Not asked in some schools 655(32.3%)⁴⁵ Missing 749(37.0%), Not asked in some schools 655(32.3%)

Table 21. How often do you worry about how much money your family has? (10 & 12 years-old) (%) ⁴⁶

10-12 year-old	
Never	21.6
Sometimes	40.1
Often	9.2
Always	11.5

Children were asked to rate the level of satisfaction they felt with things they have. Eight-year-old children were asked to respond on a 5-point Likert scale, whereas older children were asked to respond on an 11-point scale. 56.6% of 8 year-olds were happy with things they had at the highest level, while 38.5% of 10 and 12 year-olds felt the most satisfaction with things they had (Table 22 and 23). Moreover, 10 year-olds ($m=8.49$) were more satisfied with their possessions than 12 year-olds ($m=7.92$) ($p < 0.001$)

Table 22. Satisfaction with all the things you have (8- year-olds) (%)

Satisfaction with ...					
All the things you have ⁴⁷	1.4	1.9	7.8	30.5	56.6

Table 23. Satisfaction with all the things you have (10- & 12-year-olds) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
All the things you have ⁴⁸	1.0	.6	1.2	.7	7.1	4.4	4.2	6.1	13.9	21.4	38.5

When children were asked do you have enough food to eat each day, 4.2% of 8 year-olds and 1.2% 10-12 year-olds responded that they never have enough food (Table 24).

⁴⁶ Don't Know 334(16.5%), Missing 16(0.8%)

⁴⁷ Missing 16(1.7%)

⁴⁸ Missing 15(0.7%)

Table 24. Do you have enough food to eat each day? (%)

	8 year-old	10-12 year-old
Never	4.2	1.2
Sometimes	5.9	7.0
Often	17.4	17.2
Always	65.2	70.2
<i>Missing (N, (%))</i>	<i>15(.6)</i>	<i>91(4.5)</i>
Total	100.0	100.0

Children were asked whether they have certain types of material possessions. As can be seen, about 90% of children possessed the things they need for school, clothes, and pair of shoes. However most Vietnamese children was found not to have pocket money, a mobile phone, the things they need for sports and hobbies. In addition, most of them was unable to access to the Internet at home (Table 25).

Table 25. The things children have (%)

Which of the following do you have	8 year-old		10-12 year-old	
	No	Yes	No	Yes
Clothes in good condition⁴⁹	3.5	95.4	2.8	92.0
Enough money for school trips and activities⁵⁰	14.5	84.6	7.6	92.0
Access to the Internet at home⁵¹	39.6	59.7	32.2	67.2
The equipment/things you need for sports and hobbies⁵²	32.4	67.2	34.1	65.4
Pocket money/ money to spend on yourself⁵³	79.0	20.2	66.6	32.2
Two pairs of shoes⁵⁴	9.6	89.6	9.4	90.1
A mobile phone⁵⁵	59.0	38.7	43.2	55.9
The equipment/things you need for school⁵⁶	9.6	89.2	7.3	92.1

⁴⁹ Missing (8 year-old, 10-12 year-old): 9(1.0%), 107(5.3%)

⁵⁰ Missing 7(0.8%), 9(0.4%)

⁵¹ Missing 6(0.6%), 13(0.6%)

⁵² Missing 3(0.3%), 10(0.5%)

⁵³ Missing 7(0.8%), 24(1.2%)

⁵⁴ Missing 8(0.9%), 8(0.4%)

⁵⁵ Missing 21(2.3%), 18(0.9%)

⁵⁶ Missing 11(1.2%), 13(0.6%)

2.8 Time use

When children were asked about their level of satisfaction with their use of time and free time, 42.6% of 8 year-olds reported the maximum score on satisfaction with their use of time (Table 26). For 10- and 12-year-olds, 33.6% of children were completely satisfied (score=10) with their free time and 31.6% of children satisfied with time use (Table 27). When 10- and 12-year-olds were compared with each other, 10 year-olds were much more satisfied with their time use (i.e., m (10-year-olds) = 8.24 vs. m (12-year-olds)= 7.84) and their free time (i.e., m (10-year-olds) = 7.99 vs. m (12-year-olds)= 7.44) than 12 year-olds.

Table 26. Satisfaction with time use (8- year-olds) (%)



Satisfaction with ...					
How you use your time ⁵⁷	.8	2.4	14.0	39.4	42.6

Table 27. Satisfaction with time use (10- & 12-year-olds) (%)

Satisfaction with:	0	1	2	3	4	5	6	7	8	9	10
How you use your time ⁵⁸	1.6	.5	1.0	1.3	6.2	6.0	5.4	8.2	15.7	21.7	31.6
How much free time you have ⁵⁹	2.6	.90	1.7	2.2	7.8	5.2	4.7	9.1	14.2	17.1	33.6

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

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

Overall life satisfaction (OLS)

Children who are 8 year-olds are asked to use a 5-point scale, and children who are 10- and 12-year-olds are asked to rate their overall life satisfaction using an 11-point scale. On life as a whole, 41.8% of 8-year-olds responded with a maximum score on the overall life satisfaction scale and 45.4% of 10- and 12-year-olds were completely satisfied with their life. When 10- and 12-year-olds were compared with each other, 10-year-olds ($m=8.80$) were more likely to be satisfied with their life than their 12-year-old ($m=8.28$) counterparts (Table 28 and 29).

⁵⁷ Missing 9(1.0%)

⁵⁸ Missing 13(0.6%)

⁵⁹ Missing 13(0.6%)

Table 28. Overall life satisfaction (8- year-olds) (%)






Satisfaction with ...					
Your life as a whole ⁶⁰	2.2	2.3	12.6	29.8	41.8

Table 29. Overall life satisfaction (10- & 12-year-olds) (%)

Satisfaction with:	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole ⁶¹	1.3	.6	.7	1.1	1.4	5.3	3.5	6.8	12.6	21.1	45.4

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

CW-SWBS scale is a reduced version of Student's Life Satisfaction Scale, developed by Huebner (1991). This scale is based on six statements about children's overall life satisfaction, and children are asked to indicate how far they agree with each statement. In the Children's Worlds survey, children aged 10 and 12 were asked to respond using an 11-point scale ranging from "do not agree" to "totally agree" (Table 30). The questions used in this analysis comprised of: I enjoy my life; My life is going well; I have a good life; The things that happen in my life are excellent; I like my life; I am happy with my life.

Table 30. CW-SWBS items (10- & 12- year-old) (%)

	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life. ⁶²	1.8	.8	1.5	1.8	8.3	6.2	5.4	7.2	12.4	17.6	36.1
My life is going well. ⁶³	1.5	.5	1.0	1.2	6.9	5.2	3.8	5.7	12.5	19.2	41.2
I have a good life. ⁶⁴	2.2	.6	1.4	1.3	7.2	4.8	4.1	7.1	11.0	16.9	40.0
The things that happen in my life are excellent. ⁶⁵	4.3	1.5	2.5	2.7	7.8	7.4	6.0	10.7	13.8	18.4	23.7
I like my life. ⁶⁶	2.1	1.1	1.5	1.4	8.1	3.9	4.2	5.8	10.9	19.0	41.0
I am happy with my life. ⁶⁷	2.5	.7	1.1	1.4	8.8	4.1	3.5	5.4	10.6	19.4	41.7

⁶⁰ Missing 30(3.2%)⁶¹ Missing 8(0.4%)⁶² Missing 20(1.0%)⁶³ Missing 26(1.3%)⁶⁴ Missing 61(3.0%)⁶⁵ Missing 24(1.2%)⁶⁶ Missing 20(1.0%)⁶⁷ Missing 17(0.8%)

The six items that were found to form a single factor of subjective well-being were utilized. The distribution of each individual items are provided in Table 30. The scale was formed by summing all of the items and transforming the scale from 0 to 100. The distribution of responses on this scale is shown in Table 31. Approximately 13% of children scored highest possible levels of satisfaction. In general, 11.2% of children reported low levels of satisfaction, scoring the mid-point or below of the CW-SWBS. When CW-SWBS were compared by age groups, 10-year-old children ($m=82.4$) had higher levels of satisfaction than 12-year-olds ($m=76.1$), $p < 0.001$.

Table 31. The distribution of CW-SWBS (Transform into 100 scale) (10 & 12 year-old) (%)

	%
0 to less than 10	.5
10 to less than 20	.9
20 to less than 30	1.4
30 to less than 40	2.2
40 to less than 50	6.2
50 to less than 60	5.5
60 to less than 70	7.3
70 to less than 80	11.7
80 to less than 90	16.7
90 to less than 100	28.4
100	13.2
Total	100.0

Missing 103 (5.1%)

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

Children's Worlds Domain Based Subjective Well-Being Scale, originally proposed by Seligson, Huebner and Valois, consists of five domains – family, friends, school, living environment and self. An adapted version of this scale was calculated using the questions about satisfaction with family life, friends, school experience, local area and body. The total score was calculated by summing these five items and transforming it so that the score ranges from zero to 100. The distribution of the scores for individual items are presented in Table 32. The item with the lowest level of satisfaction was “your friend” and “the way that you look.” The distribution of scores is shown in Table 33. In general, 5.1% of children reported low levels of satisfaction, scoring less than 50 points of the CW-SWBS.

Table 32. CW- DBSWBS items (10 & 12 year-old) (%)

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people you live with ⁶⁸	.7	.7	1.2	.9	9.1	6.0	3.2	6.3	11.5	17.5	41.8
Your friends ⁶⁹	1.6	1.1	2.0	2.7	8.1	8.9	5.9	10.7	15.4	16.9	25.4
Your life as a student ⁷⁰	.6	.5	1.1	.7	7.7	4.7	4.3	7.7	13.2	20.8	37.9
The area where you live ⁷¹	1.7	.7	.7	.8	8.1	4.9	3.9	7.7	13.3	21.2	36.1
The way that you look ⁷²	2.3	.9	1.4	2.0	3.3	8.6	6.5	10.1	13.9	19.9	28.8

Table 33. The distribution of CW- DBSWBS (Transform into 100 scale) (10 & 12 year-old) (%)

	%
0 to less than 10	.0
10 to less than 20	.1
20 to less than 30	.3
30 to less than 40	.9
40 to less than 50	3.8
50 to less than 60	9.0
60 to less than 70	9.9
70 to less than 80	15.0
80 to less than 90	22.4
90 to less than 100	26.6
100	6.3
Total	100.0

Missing 115(5.7%)

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

Six items measuring affective subjective well-being: positive and negative affect (derived from Barrett and Russell's measures, 1998) was asked to 10- and 12-year-old children.

⁶⁸ Missing 26(1.3%)

⁶⁹ Missing 23(1.1%)

⁷⁰ Missing 15(0.7%)

⁷¹ Missing 16(0.8%)

⁷² Missing 45(2.2%)

Children were asked how often in the last two weeks they had felt happy, sad, calm, stressed, full of energy and bored. CW-PAS includes items such as happy, calm, and full of energy, which measures positive affect while CW-NAS includes items such as sad, stressed and bored, which measures negative affect. The distribution of individual items are presented in Table 34. Each item is scored on a scale of 0 to 10. The overall scale is created by summing the item scores and then transforming the scale so that it ranges from 0 to 100. The overall distribution is shown in Table 35 with 12.8% of children scoring the maximum of 100 for positive affect and 2.4% of children scoring the maximum for negative affect. When 10-year-olds were compared with 12-year-olds, older children were more likely to feel fewer positive affects (i.e., $m(12\text{-year-olds}) = 75.4$ vs. $m(10\text{-year-olds}) = 81.1$; $p < .001$) and more negative affects (i.e., $m(12\text{-year-olds}) = 46$ vs. $m(10\text{-year-olds}) = 42.3$; $p < .001$).

Table 34. CW-PNAS items (10 & 12 year-old) (%)

Last two weeks: How often feeling	0	1	2	3	4	5	6	7	8	9	10
Happy ⁷³	2.0	.7	1.2	2.1	3.2	6.9	4.6	8.1	14.6	18.3	37.9
Calm ⁷⁴	3.1	1.4	1.5	2.5	3.3	11.7	7.1	9.4	13.6	17.3	27.0
Full of energy ⁷⁵	3.6	1.0	1.7	2.3	2.4	6.1	5.1	7.7	10.2	16.9	41.1
Sad ⁷⁶	18.3	9.3	10.5	9.0	5.9	10.6	6.0	7.6	7.2	6.6	7.4
Stressed ⁷⁷	17.4	6.3	6.6	6.7	5.7	10.1	7.1	9.3	9.8	9.0	10.3
Bored ⁷⁸	23.9	9.1	7.2	6.5	6.5	9.5	6.2	6.3	6.5	6.7	10.4

⁷³ Missing 10(0.5%)

⁷⁴ Missing 40(2.0%)

⁷⁵ Missing 38(1.9%)

⁷⁶ Missing 35(1.7%)

⁷⁷ Missing 35(1.7%)

⁷⁸ Missing 48(0.5%)

Table 35. The distributions of CW-PAS and CW-NAS (Transform into 100 scale) (10 & 12 year-old) (%)

	CW-PAS⁷⁹	CW-NAS⁸⁰
0 to less than 10	.5	10.8
10 to less than 20	.6	9.4
20 to less than 30	1.1	10.0
30 to less than 40	1.9	14.0
40 to less than 50	3.6	11.3
50 to less than 60	6.7	10.2
60 to less than 70	10.5	10.4
70 to less than 80	15.3	8.2
80 to less than 90	19.7	6.9
90 to less than 100	23.7	3.9
100	12.8	2.4
Total	100.0	100.0

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

Children's Worlds psychological subjective well-being was measured using six items (based on Ryff, 1989). After transforming the scale so that it ranges from 0 to 100, the average CW-PSWBS score for Vietnamese 12-year-olds was only 75. The distribution of CW-PSWBS for individual items are presented in Table 36.

⁷⁹ Missing 63(3.1%)

⁸⁰ Missing 56(2.8%)

Table 36. CW- PSWBS items (12 year-old) (%)

How much you agree with	0	1	2	3	4	5	6	7	8	9	10
I like being the way I am. ⁸¹	4.1	.9	1.2	1.0	3.1	8.8	4.4	8.9	14.0	15.2	38.0
I am good at managing my daily responsibilities. ⁸²	6.9	1.2	1.9	3.1	4.9	11.3	7.8	12.3	15.1	13.5	21.3
People are generally pretty friendly towards me. ⁸³	2.7	.6	1.4	1.5	3.1	6.9	8.1	10.1	15.6	19.4	29.4
I have enough choice about how I spend my time. ⁸⁴	6.3	1.8	.8	2.4	4.1	8.2	6.5	11.3	15.2	15.4	27.3
I feel that I am learning a lot at the moment. ⁸⁵	3.1	.6	.9	1.3	2.2	6.9	6.5	10.6	12.8	17.4	37.0
I feel positive about my future. ⁸⁶	6.2	1.8	1.2	1.6	4.1	6.5	7.3	9.0	13.5	19.0	29.3

Table 37. The distribution of CW- PSWBS (Transform into 100 scale) (12 year-old) (%)

	%
0 to less than 10	.9
10 to less than 20	.9
20 to less than 30	10.0
30 to less than 40	2.2
40 to less than 50	4.8
50 to less than 60	9.0
60 to less than 70	12.9
70 to less than 80	18.7
80 to less than 90	21.7
90 to less than 100	19.4
100	6.2
Total	100.0

Missing 28(2.6%)

⁸¹ Missing 6(0.6%)

⁸² Missing 8(0.7%)

⁸³ Missing 12(1.1%)

⁸⁴ Missing 8(0.7%)

⁸⁵ Missing 8(0.7%)

⁸⁶ Missing 7(0.6%)

2.10 Children perceptions about children's rights

When children were asked about their rights, approximately 44% of children responded “yes” to the question “I know what rights children have.” On the other hand, only 12.71% responded “yes” to the question “I know about the children's rights convention.” 8-year-olds were less to know about their rights and UN Convention on the Rights of the Child than their older counterparts (Table 38).

Table 38. Children's rights (%)

		8-year-olds	10-year-olds	12-year-olds	Total
I know what rights children have ⁸⁷	No	40.8	18.0	8.9	21.9
	Not sure	26.6	39.7	29.4	31.7
	Yes	32.6	42.3	61.7	46.3
	Total	100.0	100.0	100.0	100.0
I know about the UN Convention on the Rights of the Child ⁸⁸	No	57.5	33.4	10.4	31.4
	Not sure	24.0	43.6	25.6	31.1
	Yes	18.5	23.0	64.0	37.5
	Total	100.0	100.0	100.0	100.0

2. Conclusions

This report presents the findings of an initial descriptive analysis of North Vietnam Children's Worlds dataset. We found that most Vietnamese children in the North live with both parents at their home. Only more than half of 8-year-old children were satisfied with the people they live and the housing where they live, and more than two fifths of 10-12 year-olds reported the high level of satisfaction.

When asked about their friends, children were generally not much satisfied with their friends and generally only about half of all children agreed with the statements about their friends. Accordingly, Vietnamese children's in the North view about their school were also generally not very positive. In addition, children of all ages showed lower levels of satisfaction with school life when compared with their assessment of other domains such as home, family, and friends. While bullying at school was not a problem for more than half of the children, it was a problem for nearly two-fifths of all children, especially being called unkind names were the most common form of bullying experienced by Vietnamese children (45%).

⁸⁷ Missing 36(1.2%)

⁸⁸ Missing 33(1.1%)

Children's level of satisfaction with the area where they live were generally high for 8-year-olds. However, only 36.1% of 10- & 12-year-olds reported highest levels of satisfaction. When children's views about local area were analysed, we found that fewer children participated in the decision-making process about things that were important to them in the local area. Besides, only one third of all children reported that adults listen to children and take them seriously.

For many Vietnamese children in the North, owning necessary material things was still a problem. Less than one-fifth of the children said that their family owned a computer, and less than 6% owned a car. In addition, they only more than half of 8-year-olds and less than two-fifths of 10- and 12-year-olds reported high levels of satisfaction with the things that they have. The proportion of children that were satisfied with how they used their time was also less. Only one-third of 10- and 12-year-olds reported highest level of satisfaction for how they use their time and how much free time they have.

Overall, children were satisfied with their lives. Approximately 40% or more children reported satisfaction on the domain-based satisfaction scale. However, Vietnamese children showed lower levels of satisfaction on their friends and on the way they look, compared with other domains. In terms of positive and negative affects, approximately 13% of children reported the maximum score for positive affect, and 2.5% of children reported the maximum score for negative affect. Vietnamese children were less likely to feel calm when compared with other domains of positive affect, and less likely to feel sad when compared with other domains of negative affect.

When we compared children's subjective well-being across age groups that for most areas older children reported lower levels of subjective well-being than their younger counterparts. The level of SWB may related to increasing knowledge about children rights and UN Convention on the Rights of the Child from 8- to 10- and 12-year-olds. Children may have more and more demands for their right and for other life's dimensions when they get older.

Children's Worlds National Report

WALES



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1. Introduction

1.1 Context and population¹

Wales is sparsely populated, making up 8.4% of the UK's landmass, at just under 21,000 km², but only consisting of 4.7% of the total population, at an estimated 3,125,00 people (mid-year estimate; ONS, 2017). Of these, approximately 18% are children aged 0 to 15 years old and 6% of the total population aged between 8 and 12 years old (mid-year estimate; ONS, 2017).

Wales is split up into 22 unitary authorities (single-tier local government authorities) of differing sizes, responsible for a range of public services, including education. The self-reported religious affiliation of the Welsh population is predominately Christian (57.6%), with the next largest group Muslim (1.5%), and 32.1% stating that they have no religion (National Census, 2011). The majority of the population are White (96% in 2011).

The Welsh economy generally tracks quite closely to the rest of the UK. In 2017, GDP in Wales €79,897million, or €22,900 per capita (PPS), making up 3.4% of total GDP in the UK (Eurostat, 2019). Concerns raised by the Chief Economist's Report 2018, about the growth prospects in the light of the UK's eventual withdrawal from the European Union, with the danger that Wales is likely to be disproportionately harmed by a 'hard' Brexit.

It is important to mention the bilingual nature of Wales, with nearly a third of the population able to speak at least some Welsh (29.9%), with less than this claiming to be fluent. There is substantial variability in proportions of Welsh speakers across unitary authorities, ranging from 17% - 77%. The majority of young Welsh speakers (aged 3 to 15 years) are likely to have learnt to speak Welsh at school, whilst older Welsh speakers (aged 65 years and over) are more likely to have learnt Welsh as a young child at home. This reflects the change in education provision over the last 50 years, including the rise in the number of Welsh-medium schools, resulting in between a third and a quarter of all primary and secondary school children learn through the medium of Welsh. Those who do not speak Welsh as a first language are encouraged to learn through the inclusion of second-language Welsh in the school curriculum.

1.2 Sampling: Strategy and outcome²

Children were sampled through primary and secondary schools across Wales. The sampling frame therefore consisted of all state-maintained primary and secondary schools in Wales, excluding special schools. The exclusion of special schools and independent schools means that approximately 3% of the school-going population were excluded from the sampling frame. The sampling strategy involved stratification in two domains: socio-economic geography (four strata: Rural North, Rural Heartland, Metropolitan Wales, and Valleys) and the proportion of pupils in each school eligible for free school meals (dichotomised into low/high).

The target was to achieve a representative sample of at least 1,000 children in year 6 (primary school) and 1,000 children in year 8 (secondary school), for the age 10 and age 12

samples, respectively. To avoid clustering issues, the aim was to draw these pupils from 50 primary and 25 secondary schools. The final achieved sample of 10 year-olds was 959, drawn from 34 primary schools, and the achieved sample of 12 year-olds was 1,668, drawn from 20 primary schools.

2. Results

2.1 The participants

Age by gender (Numbers, (%))

	10 year-old ¹	12 year-old ²	Total
Boy	478 (50.7)	806 (48.4)	1284 (49.0)
Girl	480 (49.3)	858 (51.6)	1338 (51.0)
Total	958 (100)	1664 (100)	2622 (100)

Nmissing: ¹1, ²4.

2.2 The home and the people children live with

Home type (10 year old) (%)

I live with my family	97.9
I live in a foster home	0.8
I live in another type of home	1.4

Home type (12 year old) (%)

I live with my family	97.9
I live in a foster home	0.8
I live in a children's home	0.1
I live in another type of home	1.4

Nmissing: 2

Satisfaction with the people you live with (10 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The people you live with	0.7	0.6	1.0	0.4	0.4	2.9	1.6	4.0	8.4	10.8	69.4

Nmissing: 4

Satisfaction with the people you live with (12 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The people you live with	0.7	0.4	0.8	1.9	1.7	3.6	3.9	5.1	11.5	11.6	58.9

Nmissing: 6

Variations in questions about home and family (means)

	Family care	Family help problem	Good time together	Feel safe	Parents listen	Make joint decision
10 year-old ¹	3.7 ¹	3.5 ²	3.5 ³	3.7 ⁴	3.3 ⁵	3.2 ⁶
12 year-old ²	3.6 ⁷	3.3 ⁸	3.3 ⁹	3.6 ¹⁰	3.1 ¹¹	3.0 ¹²
Total	3.7	3.4	3.4	3.6	3.2	3.1

Nmissing: ¹19; 22; 16; 21; 31; 69, ²27; 32; 21; 41; 45; 75

2.3 The home where children live

Satisfaction with the house or flat where you live (10 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
the house or flat where you live	0.8	0.1	0.6	0.3	0.9	1.9	1.9	3.7	7.2	13.5	69.0

Nmissing: 6

Satisfaction with the house or flat where you live (12 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
the house or flat where you live	0.9	0.5	0.4	1.1	1.3	2.6	4.1	6.1	11.1	15.6	56.4

Nmissing: 6

Things you have (10 year old) (%)

Whether you have ...

Own room	76.2 ¹
Own bed	95.8 ²
Place to study	74.6 ³

Nmissing: ¹5, ²2, ³2

Things you have (12 year old) (%)

Whether you have ...

Own room	80.5 ¹
Own bed	96.8 ²
Place to study	83.8 ³

Nmissing: ¹3, ²2, ³2

2.4 Friends

Satisfaction with friends (10 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your friends	1.3	0.5	0.4	0.4	1.4	4.0	3.1	5.6	13.2	17.0	53.1

Satisfaction with friends (12 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your friends	1.5	0.3	0.6	1.6	1.0	3.5	4.0	9.4	13.2	17.7	47.3

Friends (10 year old) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I have enough friends ¹	4.7	6.3	11.0	22.0	55.9
My friends are usually nice to me ²	2.1	8.1	13.5	27.0	49.3
Me and my friends get along well together ³	2.0	7.6	11.3	27.6	51.6
If I have a problem, I have a friend who will support me ⁴	4.2	7.3	8.7	19.3	60.4

Nmissing: ¹47, ²13, ³17, ⁴34

Friends (12 year old) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I have enough friends ¹	3.1	5.2	12.2	23.6	55.9
My friends are usually nice to me ²	2.8	7.3	14.1	29.4	46.4
Me and my friends get along well together ³	1.8	5.0	11.5	28.0	53.7
If I have a problem, I have a friend who will support me ⁴	5.8	5.0	11.7	20.4	57.0

Nmissing: ¹61, ²20, ³25, ⁴52

2.5 School

Satisfaction with school life (10 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Life as a student ¹	3.0	1.2	0.4	0.8	4.3	5.2	4.8	8.1	14.0	18.1	40.0
Things you have learned ²	2.0	0.5	0.4	0.6	1.1	5.1	2.7	6.9	10.1	18.1	52.5
Other children in your class ³	2.2	0.7	1.4	2.3	2.6	8.1	7.3	9.6	14.6	14.5	36.7

Nmissing: ¹2, ²3, ³4

Satisfaction with school life (12 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Life as a student ¹	3.6	1.2	2.4	3.0	3.6	8.9	8.1	16.9	14.5	14.5	23.3
Things you have learned ²	2.8	1.3	1.5	2.8	4.1	7.1	7.6	15.1	19.8	15.4	22.5
Other children in your class ³	4.0	3.1	3.6	4.0	6.3	9.7	10.2	13.6	14.3	13.5	17.6

Nmissing: ¹1, ²4, ³3

Views about school (10 year old) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
My teachers care about me¹	3.8	4.1	10.8	26.7	54.6
If I have a problem at school, my teachers will help me²	2.8	5.0	9.1	23.9	59.1
If I have a problem at school, other children will help me³	3.8	6.6	14.9	31.2	43.5
There are a lot of arguments between children in my class⁴	8.9	24.1	21.6	17.8	27.7
My teachers listen to me and take what I say into account⁵	3.1	6.0	10.9	26.0	54.1
At school I have opportunities to make decisions about things that are important to me⁶	4.2	6.0	9.3	24.5	56.1
I feel safe at school⁷	4.5	3.1	7.8	16.8	67.9

Nmissing: ¹58, ²22, ³39, ⁴58, ⁵45, ⁶61, ⁷42

Views about school (12 year old) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
My teachers care about me¹	8.4	12.3	28.5	27.6	23.2
If I have a problem at school, my teachers will help me²	8.5	12.5	23.4	26.4	29.3
If I have a problem at school, other children will help me³	7.9	12.2	20.1	27.9	32.0
There are a lot of arguments between children in my class⁴	11.1	22.5	19.5	17.3	29.7
My teachers listen to me and take what I say into account⁵	10.8	12.7	25.3	25.4	25.8
At school I have opportunities to make decisions about things that are important to me⁶	7.0	12.2	20.4	25.8	34.6
I feel safe at school⁷	5.8	6.5	15.3	29.7	42.7

Nmissing: ¹107, ²63, ³63, ⁴94, ⁵71, ⁶68, ⁷60

Bullying (10 year old) (%)

How often:	Never	Once	Two or 3 times	More than three times
Hit by other children in your school ¹	64.9	19.5	6.0	9.6
Called unkind names by other children in your school ²	46.0	22.9	12.9	18.3
Left out by other children in your class ³	52.1	19.0	14.8	14.2

Nmissing: ¹94, ²66, ³70

Bullying (12 year old) (%)

How often:	Never	Once	Two or 3 times	More than three times
Hit by other children in your school ¹	71.9	13.5	8.0	6.6
Called unkind names by other children in your school ²	36.8	20.5	19.1	23.6
Left out by other children in your class ³	55.6	17.7	11.9	14.7

Nmissing: ¹76, ²99, ³108

2.6 The area where children live

Satisfaction with local area (10 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The area where you live	2.0	2.0	0.7	1.1	1.9	4.1	3.0	4.6	11.4	19.3	50.0

Nmissing: 2

Satisfaction with local area (12 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The area where you live	2.5	0.9	1.9	2.3	3.3	5.6	5.2	8.9	15.0	14.3	40.3

Nmissing: 5

Views about local area (10 year old) (%)

In my area, I live in...	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I feel safe when I walk ¹	4.5	7.2	13.8	29.1	45.4
There are enough places to play or to have a good time ²	6.5	8.0	15.0	20.5	50.0
If I have a problem there are people who will help me ³	11.0	10.5	17.1	21.0	40.5
Adults are kind to children ⁴	4.6	8.1	13.8	24.3	49.4
I have opportunities to participate in decisions about things that are important to me ⁵	12.8	9.9	17.5	17.5	42.2
Adults listen to children and take them seriously ⁶	7.8	9.7	17.0	26.8	38.7

Nmissing: ¹36, ²38, ³101, ⁴103, ⁵148, ⁶158

Views about local area (12 year old) (%)

In my area, I live in...	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I feel safe when I walk ¹	4.9	8.8	14.6	27.4	44.2
There are enough places to play or to have a good time ²	10.4	12.1	16.3	21.8	39.4
If I have a problem there are people who will help me ³	19.4	13.9	18.8	18.1	29.9
Adults are kind to children ⁴	7.1	12.8	16.7	24.0	39.3
I have opportunities to participate in decisions about things that are important to me ⁵	22.6	14.0	20.8	16.8	25.9
Adults listen to children and take them seriously ⁶	15.7	18.0	21.0	18.7	26.6

Nmissing: ¹46, ²57, ³137, ⁴176, ⁵213, ⁶229

2.7 Money and the things children have

How often do you worry about how much money your family has? (%)

	10 year-old ¹	12 year-old ²	Total
Never	50.6	50.0	50.3
Sometimes	31.4	31.4	31.4
Often	11.4	12.4	11.9
Always	6.7	6.3	6.5
Total	100.0	100.0	100.0

Nmissing: ¹67, ²113

Satisfaction with all the things you have (10 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
all the things you have	1.0	0.3	0.1	0.2	0.7	1.0	2.0	1.6	5.3	16.4	71.6

Nmissing: 1

Satisfaction with all the things you have (12 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
all the things you have	0.8	0.5	0.4	0.4	0.7	1.6	2.2	6.0	12.1	17.4	58.0

Nmissing: 3

Do you have enough food to eat each day? (%)

	10 year-old ¹	12 year-old ²	Total
Never	1.0	1.3	1.2
Sometimes	2.4	3.8	3.1
Often	8.3	9.9	9.1
Always	88.3	84.9	86.6
Total	100.0	100.0	100.0

Nmissing: ¹22, ²113

The things children have (%)

Which of the following do you have	10 year-old ¹		12 year-old ²		Total	
	No	Yes	No	Yes	No	Yes
Clothes in good condition	0.5	99.6	0.9	99.1	0.7	99.4
Enough money for school trips and activities	3.2	96.8	4.4	95.6	3.8	96.2
Access to the Internet at home	2.6	97.5	1.3	98.7	2.0	98.1
The equipment/things you need for sports and hobbies	7.5	92.5	5.2	94.8	6.4	93.7
Pocket money/ money to spend on yourself	17.0	83.1	15.8	84.3	16.4	83.7
Two pairs of shoes	3.9	96.1	3.6	96.4	3.8	96.3
A mobile phone	16.5	83.5	4.6	95.5	10.6	89.5
The equipment/things you need for school	4.3	95.8	5.0	95.0	4.7	95.4

Nmissing: ¹7; 9; 9; 7; 8; 7; 12; 10, ²1; 2; 3; 4; 3; 2; 5; 4.

Descriptive statistics on material possessions (10 year old) (%)

How many bathrooms are in your home?	Nmissing: 2
None	1.2
One	47.8
Two	35.7
More than two	15.4
Do you sleep in your own room or do you share a room?	Nmissing: 5
I sleep in a room on my own	76.2
I sleep in a room that I share with other people	23.8
Does your family own a car, van or truck?	Nmissing: 5
No	8.9
One	28.7
Two	43.9
Three or more	18.4
In the last 12 months, how many times did you travel away on holiday with your family?	Nmissing: 156
Not at all	15.8
Once	28.6
Twice	21.5
More than twice	34.2
How many computers do your family own?	Nmissing: 10
None	2.2
One	7.0
Two	14.0
More than two	76.8

Descriptive statistics on material possessions (12 year old) (%)

How many bathrooms are in your home?	Nmissing: 1
None	0.6
One	45.4
Two	35.5
More than two	18.5
Do you sleep in your own room or do you share a room?	Nmissing: 3
I sleep in a room on my own	80.5
I sleep in a room that I share with other people	19.5
Does your family own a car, van or truck?	Nmissing: 2
No	7.9
One	22.6
Two	47.2
Three or more	22.3

In the last 12 months, how many times did you travel away on holiday with your family?		Nmissing: 13
Not at all	16.2	
Once	26.7	
Twice	27	
More than twice	30.1	
How many computers do your family own?		Nmissing: 12
None	1.1	
One	6.0	
Two	12.7	
More than two	80.2	

2.8 Time use

Satisfaction with time use (10 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
How you use your time ¹	0.7	0.0	0.4	0.8	1.4	3.1	2.3	6.5	11.1	14.0	59.7
How much free time you have to do what you want ²	1.4	0.4	1.2	0.7	1.2	3.6	3.0	4.2	9.6	15.1	59.9

Nmissing: ¹9, ²11

Satisfaction with time use (12 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
How you use your time ¹	1.1	0.1	1.2	1.3	2.8	4.4	4.8	10.3	16.6	16.1	41.3
How much free time you have to do what you want ²	1.4	0.4	1.1	2.0	2.3	4.5	6.2	10.8	13.0	12.2	46.1

Nmissing: ¹9, ²18

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

OLS (Overall Subjective Well-Being)

Satisfaction with life as a whole (10 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole	3.0	0.4	0.5	0.6	1.3	3.1	2.6	2.6	4.9	12.2	68.8

Nmissing: 48

Satisfaction with life as a whole (12 year old) (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole	1.5	1.5	1.9	2.0	2.5	5.7	4.0	6.3	11.0	13.3	50.2

Nmissing: 86

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

CW-SWBS items (10 year old) (%)

	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life¹	1.6	0.5	0.8	0.6	1.6	3.7	4.2	4.0	6.5	11.8	64.8
My life is going well²	1.7	0.4	0.7	0.7	2.5	3.5	2.4	4.9	6.4	14.2	62.5
I have a good life³	1.4	0.6	0.3	0.8	1.7	3.9	2.7	4.3	5.0	11.5	67.8
The things that happen in my life are excellent⁴	1.6	0.8	0.7	2.3	2.4	6.1	3.4	5.8	9.5	16.9	50.1
I like my life⁵	1.8	0.8	0.5	1.1	1.4	3.9	2.7	4.2	6.3	12.5	64.8
I am happy with my life⁶	1.7	0.9	0.8	0.8	1.9	4.1	2.4	2.9	6.0	10.7	67.8

Nmissing: ¹1, ²4, ³9, ⁴4, ⁵8, ⁶4

CW-SWBS items (12 year old) (%)

	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life¹	2.4	0.6	1.7	2.3	3.2	4.9	5.8	9.1	13.0	14.5	42.6
My life is going well²	2.5	0.9	1.7	2.3	3.8	4.8	7.2	10.0	12.6	15.4	38.8
I have a good life³	2.3	0.9	1.5	1.2	3.7	4.6	4.9	7.0	12.5	15.1	46.5
The things that happen in my life are excellent⁴	3.1	1.6	2.4	2.8	3.3	8.6	6.9	10.1	14.4	15.7	31.4
I like my life⁵	2.9	1.3	2.3	2.1	3.9	4.3	5.2	7.2	11.9	15.2	43.9
I am happy with my life⁶	2.8	1.7	2.3	2.6	2.7	5.2	4.5	6.9	11.9	14.3	45.0

Nmissing: ¹2, ²3, ³26, ⁴6, ⁵8, ⁶5

CW-DBSWBS (Children's Worlds Domain Based Subjective Well-Being Scale), 2003)

CW- DBSWBS items (10 year old) (%)

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people you live with¹	0.6	0.5	0.7	0.3	0.4	2.6	1.8	3.7	7.3	10.7	71.3
Your friends²	1.0	0.5	0.5	0.8	1.3	4.1	2.6	5.7	12.3	15.4	55.7
Your life as a student³	2.6	0.8	0.5	1.2	3.6	5.3	4.1	8.6	13.6	15.9	43.9
The area where you live⁴	1.9	1.6	0.8	1.2	2.0	5.0	3.2	4.9	10.8	17.4	51.3
The way that you look⁵	3.6	2.0	1.0	1.8	2.2	4.8	4.2	4.5	8.7	13.7	53.7

Nmissing: ¹4, ²0, ³2, ⁴2, ⁵46

CW- DBSWBS items (12 year old) (%)

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people you live with ¹	0.7	0.4	0.7	1.1	1.4	3.6	4.2	5.4	11.3	12.6	58.7
Your friends ²	1.4	0.3	0.4	1.3	1.2	3.5	3.7	9.2	14.4	19.4	45.2
Your life as a student ³	4.1	1.1	1.7	3.2	3.2	9.1	7.5	15.8	16.8	14.8	22.7
The area where you live ⁴	2.2	0.8	1.3	2.1	3.4	5.1	5.7	9.0	13.6	15.0	41.9
The way that you look ⁵	6.9	2.9	3.4	4.4	4.1	8.1	6.7	10.3	11.1	11.0	31.2

Nmissing: ¹6, ²0, ³1, ⁴5, ⁵93

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

CW-PNAS items (10 year old) (%)

Last two weeks: How often feeling	0	1	2	3	4	5	6	7	8	9	10
Happy ¹	1.5	0.4	0.4	0.8	2.0	3.6	3.2	6.1	9.4	15.6	57.0
Calm ²	3.8	2.6	1.9	3.1	5.5	11.0	6.0	8.8	12.2	11.8	33.3
Full of energy ³	3.4	1.0	1.8	1.9	1.6	5.8	4.0	6.7	9.1	11.0	53.8
Sad ⁴	28.4	14.1	13.6	8.6	7.3	11.0	3.2	4.1	2.9	2.1	5.2
Stressed ⁵	30.7	12.1	8.6	7.8	5.9	7.2	4.6	3.1	5.6	4.4	10.1
Bored ⁶	19.8	11.4	7.9	6.9	8.2	12.4	4.8	5.6	5.0	4.3	13.8

Nmissing: ¹43, ²64, ³58, ⁴71, ⁵65, ⁶58

CW-PNAS items (12 year old) (%)

Last two weeks: How often feeling	0	1	2	3	4	5	6	7	8	9	10
Happy ¹	1.3	0.8	0.9	1.6	3.7	7.0	6.6	8.1	14.8	15.8	39.5
Calm ²	4.3	2.1	2.8	3.2	6.2	13.1	9.4	11.9	11.8	10.9	24.3
Full of energy ³	3.4	1.7	2.6	3.4	5.0	8.5	8.1	9.9	12.1	11.5	33.8
Sad ⁴	19.0	12.9	12.9	9.4	7.8	9.8	6.6	6.1	6.2	2.9	6.2
Stressed ⁵	17.7	9.8	8.4	6.1	5.8	10.4	8.3	8.4	8.3	5.8	10.9
Bored ⁶	11.4	8.5	9.9	6.1	8.5	11.8	6.9	8.5	6.4	8.2	15.9

Nmissing: ¹90, ²110, ³98, ⁴98, ⁵103, ⁶95

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

CW- PSWBS items (12 year old) (%)

How much you agree with	0	1	2	3	4	5	6	7	8	9	10
I like being the way I am ¹	4.0	2.0	3.2	2.8	7.2	6.1	8.0	11.7	11.2	42.5	1.3
I am good at managing my daily responsibilities ²	2.5	1.5	2.9	4.3	8.2	6.8	10.0	12.8	12.6	37.8	0.8
People are generally pretty friendly towards me ³	2.1	1.4	3.0	4.0	6.1	5.3	10.0	12.9	14.6	39.4	1.0
I have enough choice about how I spend my time ⁴	1.6	1.4	1.7	3.2	5.2	5.1	7.4	11.6	14.5	47.6	0.7
I feel that I am learning a lot at the moment ⁵	3.1	1.8	2.3	3.5	7.0	6.8	10.4	14.3	13.1	36.1	1.6
I feel positive about my future ⁶	3.1	1.9	2.5	2.6	5.8	5.8	7.2	12.9	13.9	43.3	1.0

Nmissing: ¹112, ²116, ³124, ⁴120, ⁵116, ⁶119**2.10 Children perceptions about their country:**

Children's rights (%)

		10-year-olds ¹	12-year-olds ²
I know what rights children have	No	3.4	6.0
	Not sure	23.3	33.0
	Yes	73.3	61.1
I know about the UN Convention on the Rights of the Child	No	15.5	27.4
	Not sure	42.6	49.1
	Yes	41.9	23.5

Nmissing: ¹53; 66, ²113; 128.**3. Conclusions³**

Briefly, there appear to be reasonably high levels of well-being, satisfaction and material goods. There seems to be little difference between the 12 year- and 10 year-olds, although the older children tended to be less likely to state that they were completely satisfied.

It is worth noting that schemes to raise children's awareness of their rights runs in both primary and secondary schools in Wales, at the behest of the Children's Commissioner for Wales, which may explain why there might be relatively high levels of awareness compared to other countries.

The area that shows the most variability, and reflects some of the highest areas of children's dissatisfaction, appears to be their experience of school. Additionally, the older children responded less positively than the younger children. This may reflect the very different structuring (and, to an extent, focus) of schooling in secondary, compared with primary, schools.
