

# Cyprus



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## 1. Introduction

This report collates the results from the Children's Worlds: International Survey on Children's Well-Being (ISCWeB) which was conducted in the Republic of Cyprus in 2020-2022. 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 Nicosia, Cyprus. Funding for the conduct of the study was provided by the University of Nicosia.

Detailed analyses of children's well-being in Cyprus 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<sup>1</sup>

#### *Population*

According to the 2021 census the permanent population of the Republic of Cyprus is about 918.100 inhabitants.

#### *Geography*

Cyprus, officially the Republic of Cyprus, is an island country in the eastern Mediterranean Sea south of the Anatolian Peninsula. It is the third largest and third most populous island in the Mediterranean, and is east of Greece, south of Turkey, west of Syria, north of Egypt and northwest of Israel and Lebanon. Its capital and largest city is Nicosia.

The Republic of Cyprus is divided into six districts: Nicosia, Famagusta, Kyrenia, Larnaca, Limassol and Paphos.



#### *Cyprus Political Question*

Cyprus became an independent Republic on August 16, 1960 on the basis of the 1959 Zurich and London Agreements negotiated by Greece, Turkey and the United Kingdom.

The Greek and Turkish Cypriot communities had no substantial role in their drafting - or in the drafting of the constitution - and were never given the opportunity to vote on them. In effect, both the agreements and the constitution of the nascent republic were imposed on the people of Cyprus.

The Constitution emphasised differences between Greek and Turkish Cypriots, thereby encouraging divisive rather than integrative tendencies between the two communities. Greek Cypriots were determined to strengthen the unity of the state but the Turkish side sought ethnic segregation and geographic separation.

There were sporadic intercommunal clashes in 1963-1967 and air attacks and threats to invade by Turkey; Turkish Cypriots ceased to participate in the government. UN sponsored intercommunal talks to reach a settlement were held during 1968-1974; intercommunal tensions subsided and violence virtually disappeared during this period. Progress was reported in the talks but the process came to an end due to the Turkish invasion in the summer of 1974.

On July 20, 1974, Turkey invaded Cyprus with massive military force. The pretext was a criminal coup against the President of Cyprus, on July 15, instigated by the military junta of Greece. Turkey put into operation its plan to partition Cyprus, an objective advocated by Ankara for many years. Despite the swift collapse of the coup, and the restoration of the legitimate government of Cyprus, Turkey undertook a second wave of invasion in August, in violation of UN ceasefire agreements, and expanded its occupation to nearly 40 percent of the Republic's territory.

Turkey's military aggression against Cyprus tragically continues unabated to this date. The military occupation, forcible division, violation of human rights, massive colonisation, cultural destruction, property usurpation and ethnic segregation imposed since Turkey's military invasion remain the main characteristics of the status quo on the island.

### *Children*

In 2021, the number of children and youths between the ages of 0 and 15 years were about 145,978 which consists of approximately 15.9% of the population in Cyprus. In 2011, the number of children between the ages of 0 and 4 is 45,015, which was about 5.36% of the total population (male 23,061/female 21,954). The number of children between the ages of 5 and 9 was 42,635, which was about 5.07% of the total population (male 21,921/female 20,714). The number of children between the ages of 10 and 14 was 47,298, which is about 5.63% of the total population (male 24,179/female 23,119). The number of children between the ages of 15 and 18 was 55,818, which was about 6.64% of the total population (male 28,683/female 27,135).

### *Religion*

The majority of Greek Cypriots identify as Christians, specifically Greek Orthodox, whereas most Turkish Cypriots are adherents of Sunni Islam. According to Eurobarometer 2005, Cyprus was the second most religious state in the European Union at that time, after Malta (although in 2005 Romania wasn't in the European Union; currently Romania is the most religious state in the EU). According to the 2001 census carried out in the Government-controlled area, 94.8% of the population were Eastern Orthodox, 0.9% Armenians and Maronites, 1.5% Roman Catholics, 1.0%

Protestants, and 0.6% Muslims. There is also a Jewish community on Cyprus. The remaining 1.3% adhered to other religious denominations or did not state their religion.

### *Ethnicity*

According to the CIA World Factbook, in 2001 Greek Cypriots comprised 77%, Turkish Cypriots 18%, and others 5% of the Cypriot population. At the time of the 2011 government census, there were 29,321 people of Greek origin, 24,046 of British origin, 23,706 people of Romanian origin, 18,536 Bulgarian origin, 9,413 people of Philippines origin, 8,164 people of Russian origin, 7,269 people of Sri Lankan origin, 7,028 people of Vietnamese origin, 3,054 people of Syrian origin, and 2,933 people of Indian origin living in Cyprus. According to the 2021 census, 193,300 (21,1%) residents have non-Cypriot origins.

### *Economic context*

According to the 2017 International Monetary Fund estimates, its per capita GDP (adjusted for purchasing power) at \$36,442 is below the average of the European Union. Cyprus has been sought as a base for several offshore businesses for its low tax rates. Tourism, financial services and shipping are significant parts of the economy. Economic policy of the Cyprus government has focused on meeting the criteria for admission to the European Union. The Cypriot government adopted the euro as the national currency on 1 January 2008.

Cyprus suffered from the economic crisis of 2012-2013 which had played an unbridled effect on the living conditions of those inhabiting in Cyprus, including young children.

### *Education*

Education in Cyprus is overseen by the Ministry of Education, Culture, Sports and Youth. State education is free from pre-primary school to university. The education system is divided into pre-primary education (ages 3–6), primary education (ages 6–12), secondary education (ages 12–18) and higher education (ages 18+). Full-time education is compulsory for all children aged between 5 and 15. 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. In Cyprus the vast majority of schools are public/state schools. The number of private schools in Cyprus is considerably small.

In the 2017-2018 academic year, there were 334 primary schools with 56,700 students and 3,980 teachers.

### *Children's Rights*

Cyprus has signed the UN Convention on the Rights of the Child in 1990 and ratified it in 1991. ([https://tbinternet.ohchr.org/\\_layouts/15/TreatyBodyExternal/Treaty.aspx?Treaty=CRC&Lang=en](https://tbinternet.ohchr.org/_layouts/15/TreatyBodyExternal/Treaty.aspx?Treaty=CRC&Lang=en))

### *Context of COVID-19 in Cyprus*

The first cases of COVID-19 in Cyprus were detected on 9 March 2020. This led to the first national lockdown that was instituted a few days later. The lockdown enforced closure of trade, educational institutions, recreational activities, and places of worship (Ministry of Health, 2020).

Part of the national lockdown was a mandated curfew and the restriction of travel between the districts of the country and abroad. These strict measures were implemented to 'flatten the curve' and prepare a constrained healthcare system. Nearly two years later, the country has been through several lockdown levels, and is currently on the least restricted level. As of 29 April 2022, 470,481 cases of the virus have been detected with 1,011 deaths (Ministry of Health, 2022).

In order to counter the Covid-19 emergency, the Government of Cyprus decided to suspend the in-school operation of all public and private schools at all levels on 11 March 2020. Within a few days after school closure, teachers (except those in vulnerable groups) were recalled to schools to create their school specific action plan for distance synchronous and asynchronous learning options. Teachers worked mainly from home using online tools; they were present at school only when necessary and according to government instructions for the safe operation of all public and private organisations. That was a critical challenge which was encountered by all education levels (Hall et al., 2020). Before the pandemic, the Cypriot educational system was entirely based on face-to-face learning and there was no legal framework for distance education in K-12 (Hall et al., 2020). One of the needs that arose regarding distance education was the establishment of a policy for the implementation of distance education. During the lockdown, educators struggled to shift their daily teaching practices into online modes (Nisiforou, Kosmas & Vrasidas, 2021).

Lack of infrastructure was also another great challenge that Cypriot teachers of all levels of education had to face. Existing infrastructure was used to support distance learning. Priority was given to learners' access to a computer/tablet and internet at home. Intensive online teacher training courses were provided by the Pedagogical Institute of Cyprus, starting with upper secondary teachers. At school level, networks of teachers were formed to provide peer assistance on the use of distance learning tools. Learners were taught how to use distance learning tools with their teachers' assistance (European Centre for the Development of Vocational Training, 2020).

The gradual lifting of restrictions started on 4 May 2020. The academic year was completed on 30 June 2020, while school attendance for all levels of education, except for the upper secondary cycle, lasted till 26 June 2020. According to the government plan for reopening schools, priority was given to the final year of upper secondary education. Learners of both upper secondary general education and upper secondary technical and vocational education returned to school on 11 May 2020. Learners were divided into two groups and physically attended school lessons on a weekly rotation basis. Primary and lower secondary education schools reopened on 21 May 2020, on the same weekly rotation basis. Learners in the first and second year of upper secondary education did not return to school but continued to use distance learning methods. (European Centre for the Development of Vocational Training, 2020).

During the first closure of schools in 2020, many inequities arose in terms of the right of students with disabilities to be educated. According to Symeonidou (2021), students with disability were excluded from the online education during the lockdown, since no measure was taken for the differentiation of teaching, as well as no training of teachers on how to include such students in their online instruction was offered. Also, when schools reopened in May 2020, children with disabilities were advised to stay at home since they were considered vulnerable. Symeonidou (2021) criticizes the Government of Cyprus for making discriminatory decisions without taking any measure that would reassure the education for everyone.

The next academic year began earlier, on 1 September 2020. Wearing face masks for school staff

and children older than 12 years of age continued to be mandatory, while no external visitors were allowed to enter the school settings. Due to the increased covid-19 cases in December and early January 2021, it was decided to keep all schools closed after Christmas vacation. However, a decision was made to open special schools, while all other schools remained closed. Following pressure, it was decided that all children receiving special education in the general school would settle appointments to receive their treatments there. According to Ministry of Education circulars, children with disabilities were no longer considered vulnerable, but had to be at school when all other children were at home. Children with disabilities presented as "children of special education" who needed only special programmes and treatments (Symeonidou, 2021). In fact, the Commissioner for Administration and Protection of Human Rights (2021, January 12, p. 7), supported this position and explicitly stated that "distance education becomes particularly difficult to impossible" for children with disabilities. However, the literature states that individuals with disabilities need to be involved in digital education because it is necessary for their learning but also for their later life (Lewthwaite, Sloan & Horton, 2019).

Schools reopened in February 2021, however, learners in the first and second year of upper secondary education did not return to school but continued to use distance learning methods for several weeks. School operated by abiding by all necessary safety and hygiene measures that have been taken for the protection of students and teachers, according to the guidelines of the Ministry of Health and the safety protocol developed particularly for school operation.

Regularly updated guidelines of the Ministry of Education and safety protocols for school operation are still in place. During the school year 2021-2022, the schools have not been shut down. The use of face covering for all school staff and the students who are older than 12 years old was mandatory. All school staff members and students -either vaccinated or not- had to provide a proof of a negative test against Covid-19 twice a week. Trips and school fairs were cancelled and external visitors for research or other purposes had to be avoided, while accessing schools by external visitors was subject to headteacher's approval. All restrictive measures have been lifted since May 2022.

### Sources

- European Centre for the Development of Vocational Training. (2020). *Cyprus: Responses to the Covid-19 outbreak*. Accessed from: <https://www.cedefop.europa.eu/en/news/cyprus-responses-covid-19-outbreak>
- Nisiforou, E. A., Kosmas, P., & Vrasidas, C. (2021). Emergency remote teaching during COVID-19 pandemic: lessons learned from Cyprus. *Educational Media International*, 58(2), 215-221.
- Symeonidou, S. (2021). *Digital education for all: Concerns and perspectives*. Accessed from: <http://www.parliament.cy/images/media/redirectfile/%CE%A3%CE%B9%CE%BC%CF%8E%CE%BD%CE%B7%20%CE%A3%CF%85%CE%BC%CE%B5%CF%89%CE%BD%CE%AF%CE%B4%CE%BF%CF%85%20-%20%CE%A4%CE%BF%CF%80%CE%BF%CE%B8%CE%AD%CF%84%CE%B7%CF%83%CE%B7.pdf>

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

The population for the study included children attending primary schools within the two largest administrative Districts of Cyprus: Limassol and Nicosia.

Our study took place in Limassol and Nicosia metropolitan areas (with a total number of 49951 primary school students in Cyprus). The selection is purposeful with regard to access assurance and budget restraints. We focused on primary schools in those units where the age groups of 8-, 10-, and 12- year-olds are to be met. We collected our data from 5<sup>th</sup>-graders. Private schools and children who exclusively attend special schools were not included in the sample. A total of 39 schools were included in the sampling frame. The final sample consisted of 19 schools, those who agreed to take part to the research. At least two classes in each school were selected to participate in the study. 784 questionnaires were handed out. 503 questionnaires were completed and returned (response rate 64.2%)

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 October 2021 and May 2022.

### ***Stratification of the sample***

In order to select the children participating in the study we took into consideration two major determinants:

1. The equal selection of children from the two largest districts from both urban and rural areas
2. The equal number of participants from both genders.

## **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 1. Approximately 52.3 % of children were female, and 47,3% were male.

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

<b>10 year-old</b>	
<b>Boy</b>	47.3 (238)
<b>Girl</b>	52.3 (263)
<b>N/A</b>	0.5 (2)
<b>Total</b>	<b>100 (503)</b>

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

Most children in Cyprus 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 (99.6%) lived with their family while 0.4% of children lived in other types of home (Table 2).

Table 2. Home type (%)

<b>I live with my family</b>	99.6
<b>I live in a foster home</b>	0.4
<b>I live in a children's home</b>	0
<b>I live in another type of home</b>	0
<b>Total</b>	<b>100</b>

Table 3 shows the level of satisfaction with the people that children live with (0 to 10 points for 10-year-olds). Approximately, 70.2% of 10-year-olds reported the highest level of satisfaction.

Table 3. Satisfaction with the people you live with (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
<b>The people you live with</b>	-	-	0	0	0.6	0.8	1.4	1.6	7.4	17.3	70.2

Among the six questions about children's views of their home and family that we have used for our study, children agreed the most with the statements: "If I have a problem, people in my family will help me." ( $m = 3.7$ ) and "I feel safe with family" ( $m = 3.7$ ). Participants agreed the least with the statements: "My parents and I make decisions about my life together." ( $m = 3.5$ ) and "We have good time together with family members" ( $m = 3.5$ ) (Table 4).

Table 4. Variations in questions about home and family (means)

	<b>Family help problem</b>	<b>Good time together</b>	<b>Feel safe</b>	<b>Make joint decision</b>
<b>10-year-old</b>	3,7	3,5	3,7	3,5

### 2.3 The home where children live

We asked children, "How satisfied are you with the home that you live in?" 71.6% of 10-year-old children scored 10 points on a 0-10 scale (Table 5).

Table 5. Satisfaction with the house or flat where you live (%)



Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
the house or flat where you live	0.0	0.0	0.2	0.6	0.2	1.6	1.0	2.6	6.8	15.3	71.6

When 10-year-old children were asked if they had their own room or a place to study, 75.1% of children stated that they had their own room and 83.7% of children had a place to study (Table 6).

Table 6. Things you have (%)

Whether you have ...	10 year-old
Own room	75.1
Place to study	83.7

## 2.4 Friends

When we asked children about their satisfaction with friends, 59.0% of 10-year-olds responded with 10 points (0-10 scale) indicating that they are very satisfied.

Table 7. Satisfaction with your friends (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your friends	0.6	0.8	0.4	0.4	1.0	1.4	1.0	6.4	10.9	17.5	59.0

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 8). Particularly, children had the highest-level agreement on the item “If I have a problem, I have a friend who will support me” ( $m = 3.56$ ) whereas the item “My friends are usually nice to me” ( $m = 3.41$ ) had the lowest level of agreement.

Table 8. Friends (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I have enough friends	1.2	3.2	8.9	21.7	63.6
My friends are usually nice to me	1.6	2.8	8.3	26.2	59.2
If I have a problem, I have a friend who will support me	2.0	2.4	6.4	14.5	70.6

## 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 the things they have learned (Table 9). In contrast, less than half of them are totally satisfied by their classmates and

their life as a student.

Table 9. Satisfaction with school life (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Life as a student	1.6	0.4	0.6	0.6	1.6	2.2	2.4	7.8	15.1	24.1	43.5
Things you have learned	0.4	0.6	1.0	0.0	0.8	0.8	2.4	4.2	9.3	22.7	57.5
Other children in your class	0.8	0.6	0.8	1.4	1.6	3.0	3.0	9.7	14.9	18.7	44.1

In relation to children's views about schools, more than 44% 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 30.2% of children responded "totally agree" to the item "At school I have opportunities to make decisions about things that are important to me" (Table 10).

Table 9. Views about school (%)

	I do not agree	Agree a little bit	Agree some what	Agree a lot	Totally agree
If I have a problem at school, my teachers will help me	0.2	3.0	9.5	23.1	62.8
If I have a problem at school, other children will help me	2.6	5.0	15.1	30.2	44.1
My teachers listen to me and take what I say into account	1.6	5.6	13.7	21.9	51.9
At school I have opportunities to make decisions about things that are important to me	13.7	7.6	16.7	22.1	30.2
I feel safe at school	0.4	3.8	8.3	21.5	64.4

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

In terms of bullying, 11.4% of children had experienced being hit, 22.4% of children were called unkind names, and 14% of children had experienced being left out two or more than two times by other children (Table 10).

Table 10. Bullying (%)

How often:	Never	Once	Two or 3 times	More than three times
Hit by other children in your school	72.4	13.3	8.0	3.4
Called unkind names by other children in your school	49.1	22.3	12.9	9.5
Left out by other children in your class	63.2	13.5	8.0	6.0

## 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, 50.3% of children rated the highest level of satisfaction with their local area (Table 11).

Table 11. Satisfaction with local area (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The area where you live	0.0	0.0	0.6	0.8	0.6	1.8	2.4	6.4	11.3	24.5	50.3

Children's views of their local area are presented in Table 12. The majority of participating children (75.9%) "Totally agree" and "Agree a lot" with the item "I feel safe when I walk".

A fewer proportion of children totally agreed or agreed a lot with the items "There are enough places to play or to have a good time" (60.5%) and "If I have a problem there are people who will help me" (56.1%).

Table 12. 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	1.4	4.8	15.3	31.4	44.5
There are enough places to play or to have a good time	6.6	12.9	17.5	19.9	40.6
If I have a problem there are people who will help me	10.9	8.5	15.7	17.9	38.2

## 2.7 Money and the things children have

When children were asked, "How often do you worry about how much money your family has?" 46.3% of children responded, "never", while the rest expressed concerns about their financial situation (Table 13).

Table 13. How often do you worry about how much money your family has? (%)

10 year-old	
Never	46.3
Sometimes	28.0
Often	10.0
Always	8.7
<b>Total</b>	<b>93</b>

Nevertheless, high proportions of children in Cyprus were found to be satisfied with all the things they have (Table 14) and to have sufficient amount of material possessions (Table 14). Specifically, 69.8% of children are totally satisfied with the things they have.

Table 14. Satisfaction with all the things you have (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
<b>all the things you have</b>	0	0.2	0	0	0.8	0.4	1.2	1.8	7.4	18.1	69.8

Children were asked whether they have certain types of material possessions. With the exception of a mobile phone and pocket money to spend on themselves, more than 90% of children possessed the specific material goods. The findings indicate that most children in Cyprus enjoy material possessions (Table 15).

Table 15. The things children have (%)

Which of the following do you have	10 year-old	
	No	Yes
<b>Clothes in good condition</b>	1.2	98.4
<b>Enough money for school trips and activities</b>	3.6	95.6
<b>Access to the Internet at home</b>	3.0	96.4
<b>The equipment/things you need for sports and hobbies</b>	6.2	93.2
<b>Pocket money/ money to spend on yourself</b>	15.5	83.7
<b>Two pairs of shoes</b>	2.4	97.0
<b>A mobile phone</b>	24.1	75.3
<b>The equipment/things you need for school</b>	1.8	97.6

When children were asked “do you have enough food to eat each day”, none of the participating Cypriot children responded that they never have enough food (Table 16).

Table 16. Do you have enough food to eat each day? (%)

<b>10 year-old</b>	
<b>Never</b>	0.0
<b>Sometimes</b>	1.4
<b>Often</b>	4.6
<b>Always</b>	91.8
<b>Total</b>	<b>97.8</b>

Moreover, on the material possessions of children in Cyprus, 75.1% sleep in a room on their own, and 98.8% of the children’s family owns at least one car.

In addition, only 17.5% of the participating children did not have the chance to travel away on holiday with their family. (Table 17).

Table 17. Descriptive statistics on material possessions (10 years-old) (%)

<b>How many bathrooms are in your home?</b>	
None	0.2
One	16.7
Two	44.7
More than two	38.0
<b>Do you sleep in your own room or do you share a room?</b>	
I sleep in a room on my own	75.1
I sleep in a room that I share with other people	23.5
<b>Does your family own a car, van or truck?</b>	
No	1.2
One	13.7
Two or more	85.1
<b>In the last 3 years, how many times did you travel away on holiday with your family?</b>	
Not at all	17.5
Once	17.5
Twice	17.5
More than twice	47.3

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 18).

Table 18. Descriptive statistics on material possessions (10 years-old) (%)

<b>How many computers do your family own?</b>	
None	5.0
One	26.2
Two	25.2
More than two	43.0
<b>Does your home have a washing machine?</b>	
No	0.8
Yes	98.6
Total	99.4

## 2.8 Time use

When children were asked about their level of satisfaction with their use of time and free time, 48.3% of the 10 year-olds reported the maximum score on satisfaction with their use of time (Table 19). Also, 48.2% of children were completely satisfied (score=10) with their free time they have to do what they want.

Table 19. Satisfaction with time use (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
How you use your time	0.4	0.6	0	0.6	0.8	0.8	4.6	5.0	12.3	25.8	48.3
How much free time you have to do what you want	0	1.0	0.2	1.0	0.6	4.2	4.0	5.6	12.6	22.6	48.2

## 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 were asked to rate their overall life satisfaction using an 11-point scale. On life as a whole, 69% of 10-year-olds stated that they were completely satisfied with their life (Table 20).

Table 20. OLS (Overall Subjective Well-Being)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole	0.8	0.2	0.6	0.6	0.8	0.8	1.2	2.8	8.3	14.3	69.0

### **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 21). The questions used in this analysis comprised of:

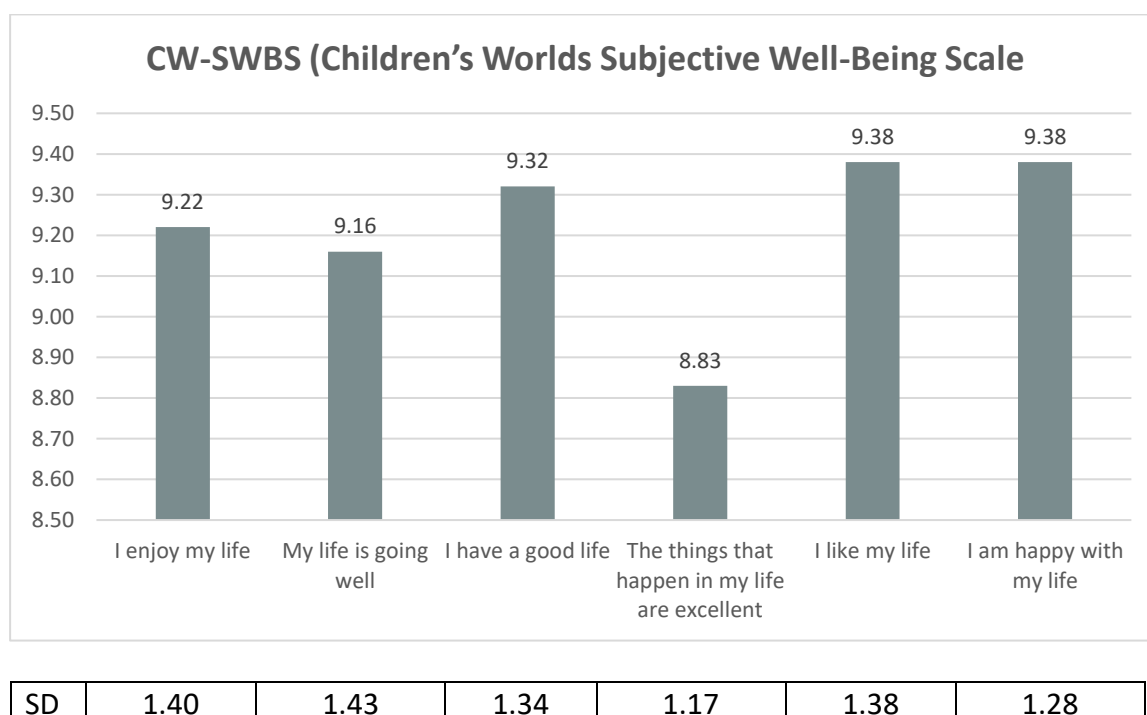
- I enjoy my life.
- My life is going well.
- I have a good life.
- The things that happen in my life are excellent.
- I like my life.
- I am happy with my life.

**Table 21.** CW-SWBS items (%)

	0	1	2	3	4	5	6	7	8	9	10
<b>I enjoy my life</b>	0.4	0	0.4	0	0.2	2.2	2.0	4.4	9.1	18.1	61.8
<b>My life is going well</b>	0.4	0	0.2	0.4	0.8	1.6	2.6	3.0	9.7	22.9	57.1
<b>I have a good life</b>	0	0	0.4	1.2	0.2	0.8	2.2	3.4	7.6	15.9	66.8
<b>The things that happen in my life are excellent</b>	0.2	0.4	0.6	1.0	1.0	2.4	3.8	6.8	11.1	22.5	48.9
<b>I like my life</b>	0	0.6	0	1.0	0.8	0.4	2.2	1.8	5.6	17.1	69.2
<b>I am happy with my life</b>	0	0.4	0.4	0	0.4	1.2	1.4	3.4	6.8	16.1	68.0

The six items that were found to form a single factor of subjective well-being were utilized. The distributions of each individual items are provided in Table 22. The means and standard deviations of the scale-items as well as of the overall scale is shown in Figure 1.

Figure 1. Means and standard deviations of the Children’s Worlds Subjective Well-Being Scale



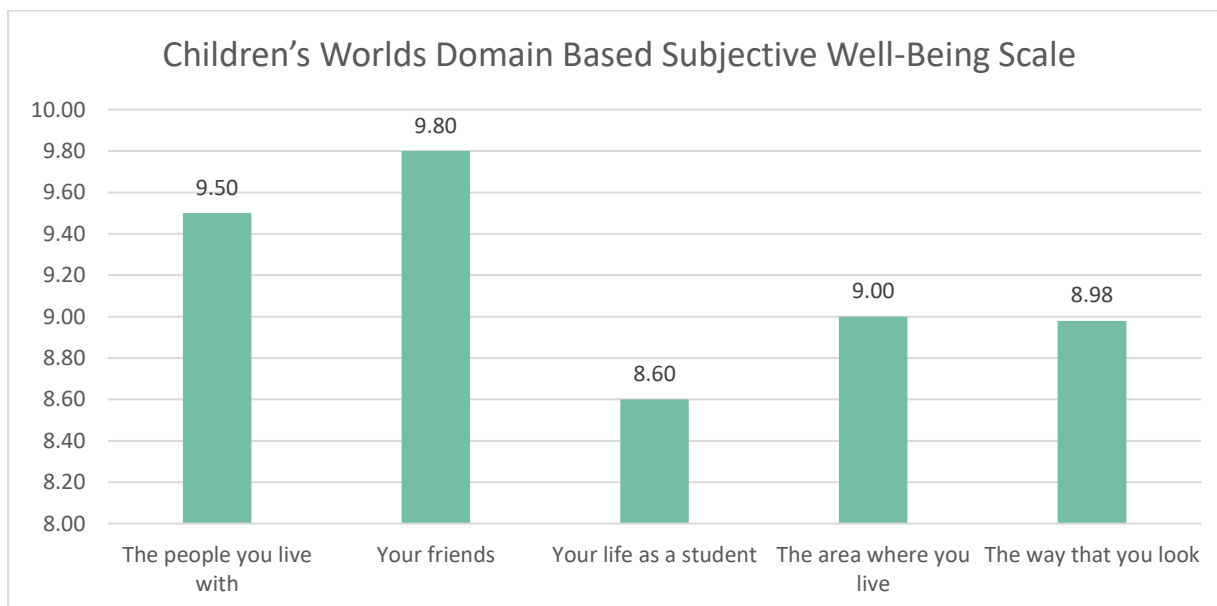
**Children’s Worlds Domain Based Subjective Well-Being Scale (CW-DBSWBS)**

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 22. The items with the lowest levels of satisfaction were “your life as a student” followed by “the way that you look”. The distribution of means and standard deviations for each item and for the overall scale is shown in Figure 2.

Table 22. CW- DBSWBS items (%)

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people you live with	0	0	0	0	0.6	0.8	1.4	1.6	7.4	17.3	70.2
Your friends	0.6	0.4	0.4	0.4	1.0	1.4	1.0	6.4	10.9	17.5	59.0
Your life as a student	1.6	0.4	0.6	0.6	1.6	2.2	2.4	7.8	15.1	24.1	43.5
The area where you live	0	0	0.6	0.8	0.6	1.8	2.4	6.4	11.3	24.5	50.3
The way that you look	0.8	0.8	0.4	1.4	1.2	1.0	3.0	5.4	6.0	19.7	58.4

Figure 2. Means and standard deviations of the Children’s Worlds Domain Based Subjective Well-Being Scale



SD	1.03	1.62	1.95	1.46	1.87
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**Children’s Worlds Positive and Negative Affects Scale (CW-PNAS)**

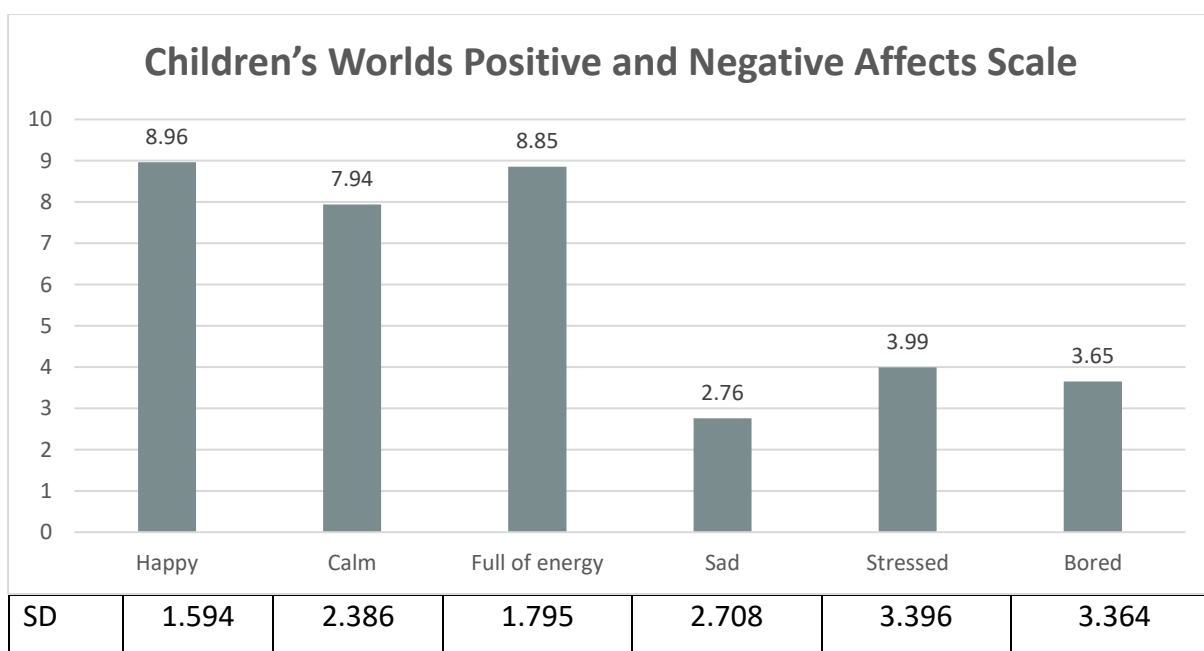


Six items measuring affective subjective well-being: positive and negative affect (derived from Barrett and Russell’s measures, 1998) was asked to 10-year-old children. Children were asked how often in the last two weeks they had felt happy, sad, calm, stressed, full of energy and bored. CW-PAS includes 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 distributions of individual items are presented in Table 23. Each item is scored on a scale of 0 to 10. According to Table 23, most of the children stated that they were feeling happy, calm and with full of energy, the last two weeks. A small number of children stated that the last two weeks they were feeling sad, stressed, or bored. However, the high standard deviation of the last three items indicates that data are more spread out when it comes to the feelings of sadness, stressfulness, and boredom.

**Table 23.** CW-PNAS items (%)

Last two weeks: How often feeling	0	1	2	3	4	5	6	7	8	9	10
Happy	0	0.6	0.6	0.6	0.8	2.0	2.6	6.2	11.7	22.3	52.1
Calm	2.0	1.8	1.2	2.0	1.8	5.8	3.6	12.5	17.5	18.5	32.4
Full of energy	0.6	0.4	0.4	0.6	1.6	2.6	4.2	5.6	11.5	18.1	53.5
Sad	24.9	16.1	15.5	11.5	7.4	7.4	4.2	4.6	2.4	2.6	2.6
Stressed	19.7	11.9	12.1	8.7	4.6	8.2	4.4	6.6	7.4	7.4	7.4
Bored	25.0	13.3	7.2	8.5	6.8	9.9	5.0	5.2	4.6	5.4	8.0

*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 Cypriot 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 24. The vast majority of the participants feel positive about their future.

**Table 24.** 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	0.6	0	0	0	1.2	1.4	1.4	4.0	9.9	22.9	57.1

### 2.10 Children perceptions about children's rights

When children were asked about their rights, approximately 68.4% of children responded "yes" to the question "I know what rights children have." However, one in four students stated that they were not sure (Table 25). Interestingly, when participating children were asked whether they believe that adults respect children's rights, more than 50% of the responders agreed that adults so respect their rights (Table 26).

**Table 25.** Children's rights (%)

		10-year-olds
I know what rights children have	No	4.2
	Not sure	25.8
	Yes	68.4
	Total	98.4

**Table 26.** Adults respecting children's rights (%)

I believe that	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree	I don't know
Adults respect children's rights	2.6	6.8	18.3	26.0	37.0	8.5

## Conclusions

This report presents the findings of an initial descriptive analysis of Cyprus's Children's Worlds dataset. We found that most children in Cyprus live with both parents at their home (87.9%). 84.9% of the children live with at least one sibling and 8.5% 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, they feel safe at home and agreed with the statement "My parents and I make decisions about my life together". 16.3% of the children declared that there is no 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 views 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 Cyprus. Specifically, 24.7% of the children were at least once hit by other children in their school, 44.7% of them were called unkind names and 27.5% 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 50.3% of children reported the highest level of satisfaction. When children's views about local area were analysed, we found that only about 10.7% of the children feel that if they have a problem there are no people in the area where they live in who will help them.

When asked about money and the things they have, the majority of the children (46.7%) stated that they worry about how much money their family has while 46.3% of the participants stated that they do not worry. Their concerns about their financial situation should be regarded under the prism the socio-economic crisis that Cyprus experienced after 2013 and during the pandemic 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 themselves, more than 93% 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 level of satisfaction on "their lives as students" and "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 stressed when compared with other domains of negative affect.