Children's Rights International Study Project (CRISP)—A Shift from the Focus on Children's Rights to a Quality of Life Assessment Instrument

Zoran Pavlovic · Tina Rutar Leban

Abstract Originally designed in the nineties to gather subjective perspective of the importance and existence of certain children's rights at home and at the school, by students and significant adults, using cross-culturally comparable methodology, the study evolved to gather a number of subjective quality of life assessment indicators. Survey study with different types of closed questions. Three measurements in Slovenia in the last decade, 2,000–3,000 students each sweep, and smaller samples in three other countries. Data base has been built on the importance and existence of key quality of life variables and assessments of the proper age to assume certain adult-like rights that enables comparisons of values cross-culturally and between age groups, and national trends that suggest slight degradation of the quality of life of children in last 15 years. The data gathered using this methodology proved to be culture sensitive (reflecting value hierarchies of rights in different countries), age sensitive (reflecting the evolving capacities of the child to grasp more sophisticated levels of rights and the quality of life assessments), useful tool for monitoring changes in the attitudes of (different groups of) adults towards children in the times of social change and transition, and other measures. The elements of the methodology could be used in future efforts to provide such subjective indicators on a broader international scale, as well as for national monitoring of the quality of life of children.

Keywords Children · Indicators · Subjective perspective · Children's rights · Quality of life · Cross-cultural · Survey · Slovenia

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1 Introduction

The purpose of the paper is to present the methodology of the Children's Rights International Study Project and to show some selected findings of the project carried out in Slovenia over the last 15 years. A brief history is presented at the beginning to help the reader understand the development of the project. The paper presents some comparisons between different countries involved in the project, but the main focus is on the potentials of the design to serve longitudinal comparisons inside a given country, using Slovenian data as model. The aim of the paper is to show the reader how the information gathered with the presented methodology can serve the government of a given country to better understand and improve children's quality of life.

More specifically, we are going to focus on the following types of indicators:

(a) assessments of the *importance of rights*, in time trends and from an international perspective,
(b) assessments of the *quality of respect for children's rights (existence indicators)*, and
(c) indirect indicators of *maltreatment* (lack of physical and/or emotional safety, lack of guidance, developmentally improper work load);
(d) children's opinions about *the ages* at which they think they should start to avail themselves of certain adult-like rights.
(e) trends in *attitudes of adults towards children's rights*, and
(f) trends in assigning *relative responsibility for children* to the family and the society among adult respondents.

1.1 Aims and History of the Project

Child participation in the decisions that affect them and the community in which they live is one of the leading principles of the United Nations Convention on the Rights of the Child, a binding international treaty (UNCRC 1989). Child participation involves reciprocal learning between children and adults, as well as establishment of respectful horizontal relationships across generations.

UNCRC has provided a new vision of children and childhood. While acknowledging that the child is a vulnerable human being that requires protection and assistance from the family, the society and the state, the child is also envisaged as a subject of rights, who is able to form and express opinions, to participate in decision-making processes and influence solutions, to intervene as a partner in the process of social change and in the building of democracy. In sum, the UNCRC recognizes that it is necessary to work towards solutions together with children from the very beginning of their development (while reasonably considering their level of development and competence) until they reach adulthood.

Lansdown (1994, in Taylor et al. 2001) divided the articles contained in UNCRC into three main categories of rights:

(a) Provision rights—the rights of children to minimum standards of health, education, social security, physical care, family life, play, recreation, culture and leisure.

(b) Protection rights—rights to be safe from discrimination, physical and sexual abuse, exploitation, substance abuse, injustice and conflict.
(c) Participation rights—civil and political rights such as a child's right to a name and identity, to be consulted and to be taken into account, to physical integrity, to access to information, to freedom of speech and opinion, and to challenge decisions made on their behalf.

The nearly universal adoption of the UNCRC and its monitoring and reporting requirements provided a significant impetus for this project. The fulfillment of standards and grand expectations of the Convention will depend on the availability of valuable information about the status and trends of conditions that have an influence on, and are experienced by children. Historically, adults (individually and collectively) have been relied upon to provide such information. The Committee on the Rights of the Child, the body that represents States Parties at the Convention and is responsible for monitoring and encouraging achievement of its standards, has concentrated most of its attention on information from adult institutions. Information from adults is necessary but not sufficient; the views of children should be solicited and applied to complete the picture and support the achievement of children's rights. According to Tapp:

"Treating children with dignity and respect means being prepared to entrust them with the right to participate as partners in decisions that are of real relevance to them…true participation must go beyond mere tokenism and must involve shared decision-making which permits child-initiated and directed decisions." (Tapp 1998, p.7)

In addition, Morrow (1999) found that children appreciated being treated with dignity and respect, and felt that they ought to have a say in matters which concerned them. Children felt their voices were seldom heard and, if heard, usually discounted. They felt they lacked autonomy and inclusion in decision making, especially in relation to issues concerning everyday matters. Even children as young as 9 years were quite coherent and able to articulate their ideas about rights. Many children would have liked a say in decision making; not necessarily to make the decisions, but to be heard in the process of decision making. In contrast to the fears articulated by some adults during the discussion on children's rights, children were not asking to take over decision making from adults, but rather to be included and to be able to participate. Furthermore, they were able to show that those children who had participated in the children's rights curriculum were more tolerant and aware, as well as more respectful of the rights of others. (Covell et al. 2002)

In this paper, we would like to present a limited account of an attempt to gather subjective information on children's rights and quality-of-life issues, following the outlined principles. The study started in the 1980s, with a focus on the rights of the child, and also with an emphasis on the everyday experience of the child. As such, the study inevitably tapped into a variety of the child's living conditions (material and socio-psychological), that (strictly speaking) cannot all be regarded as "rights" but rather, in the broadest sense of the word, subjective indicators of the quality of life of the child.

1.2 ISPA Study

With consideration of the importance of child participation in society and with the research in mind, the International School Psychology Association (ISPA) started, in the late 1980-ies, a cross-national research project "…to determine the perspectives of children and major child care-takers regarding the existing and desired status of children's rights in homes and schools". (Hart et al. 2001, p. 99.). The child's opinion and the child's subjective perspective were given full attention in the study design. In other words, the study recognized the need to create a set of indicators of subjective perspectives on the importance and existence of children's rights. Over almost a decade span (between 1991 and 2000), more then 20 countries from almost all continents participated.

In the research literature, subjective perspectives are more often than not gathered through interviews that enable the investigator to have a deeper and more direct insight into the child's cognition and motivational factors. However, ISPA wanted to design a non-expensive, internationally meaningful and cross-nationally comparable tool for gathering children's perspectives and decided to develop a survey study with a relatively short questionnaire.

In a way, ISPA wanted to do the impossible—to address the subject of subjective perspectives of children and significant adults, on the most important and relevant issues of the child's life, with simple and non-expensive survey methodology that had an ambition of providing cross-culturally comparable and relevant data. Considering how very context/culture-relative the factors of the quality of life are, it seems unlikely that a universally relevant and simultaneously significant list of issues can be created, yet, it is exactly what was tried. The actual success of the scheme, however, remains to be determined.

The survey instrument consisted of 40 items relating to the rights of the child. Respondents were requested to evaluate the importance and existence of each item on a five-point scale, separately for home and school. The target groups were school children, age 12–14, and their teachers. The requested minimum national sample was 400 students.

Strictly speaking, not all items referred to rights directly, nor were they directly linked to the provisions of the Convention (see the questionnaire in Appendix). On the one hand, the items had to be relevant for the everyday experience of the general population of children (which excludes a number of provisions that are designed to help children in special circumstances); on the other hand, many items addressed issues that were more oriented towards the quality of life of the child, satisfaction with his or her significant conditions and towards conditions crucial for the child's healthy development, rather than to issues focusing exclusively on rights. Among these, the majority of questions referred to opportunities for and the quality of the relationships with significant adults and peers. For example: Are you treated fairly by adults?, Are you given the attention and guidance you need by adults?, Are you with people who love you and care about you?, Do you have opportunities to spend time with your friends (for associating, socializing)?…Some of the questions addressed issues of quality of life at school, for example: Do you and your schoolmates get the justification/explanation of your grades from the teacher if you ask for it?, Do you get the help you need in order to learn?…The questionnaire also included questions about the quality of food and about privacy, for example: Are you

satisfied with the food you receive?, Do you have time and a place to be alone without being bothered by others?…[1]

On the national level, the study produced a number of interesting findings and reports (Pavlovic 2001; Tereseviciene and Jonyniene 2001; Veiga 2001; Gunnarsdottir et al. 2001; Jacobsen and Schegel 2001; Irving 2001). In Slovenia, where the age group 16–18 was also included in the survey, we found interesting similarities between the patterns of responding (value hierarchies) produced by students at the age 12–14 (primary school level), and those produced by their teachers, signifying that at this stage of childhood, the students were quite content with a paternalistic horizon and an understanding of children's rights corresponding to their teachers' view (representing significant adults). Students agreed with their teachers that the provision and protection rights are more important than the rights of autonomy. Up to a certain age, children seem to be rather satisfied with just feeling cared and provided for.

Teachers at secondary school level (students aged 16–18) produced similar patterns as primary school teachers, while *the students* at this age developed a more abstract level of rights with pronounced emphasis on autonomy, demanding more respect for their person and more influence on decision making. There was a weaker match between the assessments of importance by students and teachers at secondary school level, thus empirically documenting the "prolonged childhood crisis", where the adults treat youth as children while they have already outgrown proper childhood and seek to be recognized as persons. (Pavlovic 2001)

We found two types of questions particularly interesting for comparisons on the international level. For the purposes of this report, we are going to limit ourselves to only present these two.

(a) Rather than sorting which countries are "better" or "worse" in respecting children's rights,[2] we found it more productive to compare what the students in different countries considered to be the most important issues. As an example, we present a table and a graph of the ranks of an item for each of the participating countries. We selected the right to be respected with no discrimination as the most illustrative. The countries, in which this particular item ranked highest, are on top of the graph and at the bottom of the table (Table 1; Fig. 1).

This example is interesting because it shows that certain socially more complex and sensitive issues can be assessed very differently in different cultures. While the presented issue ranks amongst the top 5 (out of 40) in one third of the participating countries, it ranks below the 20th place in the other third. At the same time, simpler items, for example the right to have basic provisions secured (food, clothing and a place to live), do have more universal meaning and are ranked very high in a great majority of the countries (Hart et al. 2001).

(b) Another indicator that we found useful was the percentage of the respondents who selected low marks (1 or 2 on a five-point scale) for vulnerability/

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[1] For a more detailed account and overview of the first sweep (international data gathering) of the study see Hart et al. 2001 and earlier reports by Hart and others.

[2] This would be quite questionable not only from an ethical but also from a methodological point of view.

Table 1 Absolute average scores and relative ranks of importance for the right "to be respected for your religion, language, color, race and social group no matter what they are"

Students		Home		School	
Country	Sample	Mean	Rank	Mean	Rank
Poland	2,190	3.94	30	4.02	26
Denmark	340	4.33	29	4.27	15
Czech R.	612	4.37	25	4.35	8
Venezuela	441	4.23	24	4.04	22
Lithuania	463	4.54	21	4.41	17
Brazil	446	4.53	19	4.39	20
Belgium	587	4.44	17	4.37	10
Thailand	352	4.14	17	4.03	16
USSR	492	4.14	15	3.95	10
Slovenia	250	4.23	14	4.21	12
China	1,112	4.41	12	4.36	16
Australia	519	4.40	11	4.31	14
Hungary	470	4.59	10	4.52	7
Slovakia	548	4.69	10	4.56	8
Iceland	667	4.80	8	4.73	4
France	216	4.02	5	3.80	9
USA	530	4.58	5	4.45	6
Iran	400	3.94	4	4.38	8
Turkey	448	4.57	4	4.46	4
Portugal	296	4.80	4	4.74	1
India	398	3.55	1	3.46	6
Average country		4.34	13.6	4.28	11.4

maltreatment items (low feelings of physical or emotional safety at school and home, having to do improper work). Considering that the average level of responding to the questionnaire was generally above the middle point in all countries, these percentages can be taken as indirect indicators of the populations at risk in the given countries. An example is presented below (Fig. 2).

Again, it is up to national researchers to assign meanings and interpretations of the data in a proper national context. Considering that in different countries students produced different response patterns (generally leaning more towards the upper extreme rather than being more moderate and using the center of the scale), the comparisons between the countries are to be made with caution (e.g., looking for similarities rather than differences). For example, findings from Slovenia show 8.5% of primary school children lacking proper physical safety at home and 13.3% of children not feeling physically safe at school. The data appears to be rather convincing and should be taken seriously.

Finally, it can be noted that, as a rule and for the average student, all indicators for home were considerably better than those for school, which could also be quite expected. It would be really unusual if an average child felt more comfortable, safer and taken greater care of at school rather than at home. However, in the case of extreme differences between home and school, education authorities/administrators should be sensitive to the need for a better management of school space.
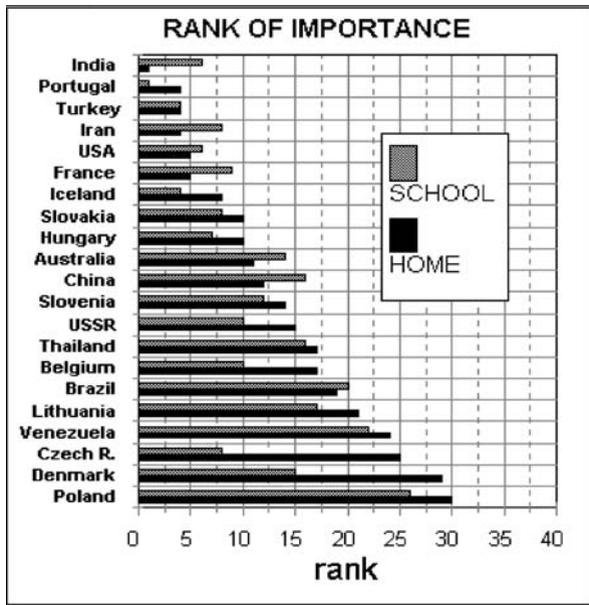
Fig. 1 Absolute average scores and relative ranks of importance for the right "to be respected for your religion, language, color, race and social group no matter what they are"

2 Children's Rights International Study Project (CRISP)

Using the Convention as guideline and rationale for the conception of the study, and the rich experience of the ISPA Study as a major pilot project, the Educational Research Institute (ERI, Ljubljana, Slovenia) and International Institute of Children's Rights Development (IICRD, Victoria University, Canada) developed a follow-up methodology for conducting an on-going program of cross-national research extending the previous research program. Its purpose, similar to the ISPA Study, was to determine the perspectives of children and major child care-takers regarding the existing and desired status of children's rights in homes and schools, with the intention to provide decision makers with accurate and relevant information about the views of children and adults on children's rights and quality-of-life issues. More specifically, the project was designed to inform international and national policy makers, child service professionals, child advocates and the public about the needs and opportunities to advance the quality of life and development of children; and to guide the setting of goals, standards, strategies and practices, as well as monitoring, in order to achieve improvements in a non-invasive way.

The main objectives of the developing cross-national research network have been to develop and implement a scientifically sound system to gather the opinions of children and significant adults about the value of and support given to children's rights in homes and schools so that:

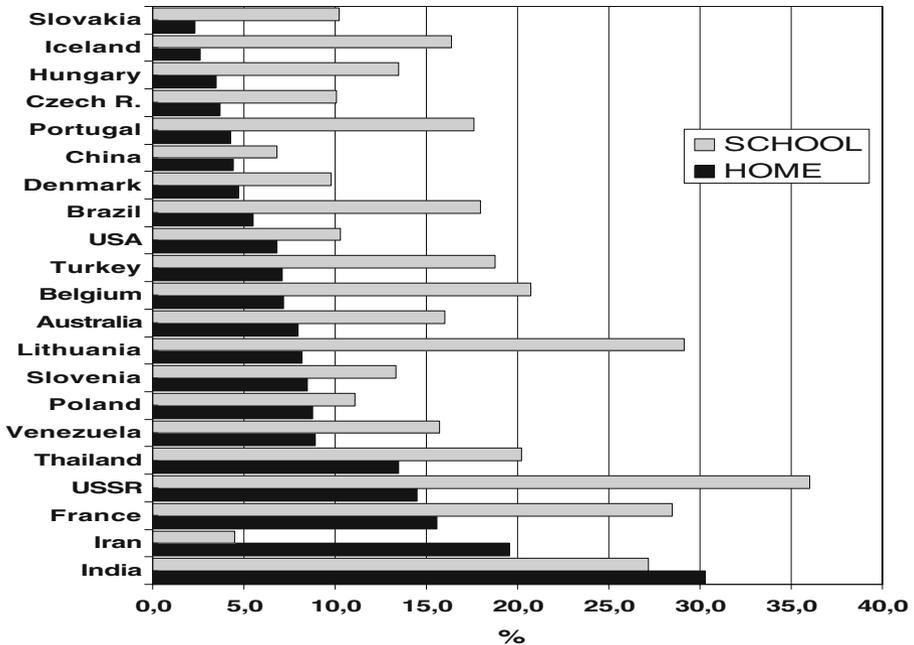(a)   Discrepancies between desired and existing conditions can be identified and their significance determined.

Fig. 2 Existence scales showing percentages of low responses (1 or 2) for the right "to be protected from people and situations which might hurt your body"

(b)   Comparisons can be made across issues, national and international groupings, and over periods of time.

(c)   The size of the population of children at risk can be identified in a non-invasive way.

(d)   Community, national and international resources can be organized and applied to plan, execute and monitor programs to improve children's rights conditions.

The purpose of this part of the paper is to present selected findings from the second sweep[3] of the CRISP study, gathered with the help of an instrument that was modified and improved after the initial sweep. Since, so far, the sweep has not been as internationally successful in regard to application as the initial was, the article will focus on the potentials of the design to serve longitudinal comparisons inside a given country, using Slovenian data as model.

2.1 Methodology Summary

The main modifications of the research design following the first sweep were:

•   Rationalization and diversification of types of questions; content sensitive measuring scales; new questions regarding the age for the desired and expected achievement of rights;

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[3] The study was designed longitudinally. The first data gathering (sweep) was completed in the participating countries by 1991/1992, the second sweep was designed to take place in this decade.

- Expansion to other student age groups (beside the basic target group 12–14, also groups 8–10 and 16–18);
- Expansion to new target groups (in addition to students and teachers, school professionals at school, children out-of-school and parents were also included).

2.1.1 Instruments

For the purpose of the study, a model questionnaire (Hart and Pavlovic 2001) was created (as a modification of the original ISPA questionnaire) to assess the views and opinions of each participant sub-group, for a total of four instruments. The four sub-groups are: children attending school (in-school), children who dropped out of school (out-of-school), parents, and school professionals.

The instruments are divided into a demographic introductory part and two main sections. In the first section participants are asked to respond to a series of 18 questions, with each question relating to a specific right that has been highlighted in the Convention or targeting a significant issue of life quality. Every participant is asked to rate each question on a four point Likert scale to determine the degree of importance and existence of each right. In the second section the participants are asked to express their opinion about the age at which children should be given certain rights. The assessment of the importance of the item is required in this section as well.[4]

2.1.2 Sweeps in Slovenia

Together with the ISPA Study, the following sweeps were carried out in Slovenia (major sweeps in bold):

- First sweep in 1991–1992, with 1,600 students and adequate samples of teachers (230) and school psychologists (220);
- Pilot sweep in 1994 with experimental questionnaire modifications on a reduced sample—served as a base for the international methodology modification;
- Second sweep in 2001, with approx. 3,000 students (1,000 in each age group) and corresponding sample of parents (2,500), teachers (1,000) and other school professionals (500);
- An intermediate re-measurement in 2003 with the same instrument
- The major re-measurement in 2006 on a sample similar to that of the 2001 sweep, with minor modifications of the survey instruments.

The series of sweeps in Slovenia enables us to establish certain trends. Certain value hierarchies, for example, can be followed throughout the 15 year span. The most detailed insight can be obtained for the last 5 years, after the major restructuring of the questionnaire. Selected findings are presented on subsequent pages.

Schools (50 elementary and about 15 secondary schools each time) were properly sampled to assure that the structure of the sample represents and reflects the

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[4] The first and the second section of the questionnaire for children can be found in Appendix. For the entire set of questionnaires contact the authors.

country's community types, socioeconomic status proportions, and appropriate numbers of child age groups. In Slovenia, it was not particularly difficult, because the schools (at least elementary) are almost exclusively public and mixed as regards gender and the students' socioeconomic status. Therefore we had to consider primarily proper regional and urban status dispersion and representation. At each selected school, an entire class was interviewed for the most cost efficient design. Students took the parent form of the questionnaires with accompanying letters home to be filled out by parents—desirably by the parent having their birthday next, to soften the prevailing tendency of mothers filling out school forms.

The most representative group in the sample of children is the group of 12–14 year-olds. At this age school attendance is compulsory, while those aged 15 or more are not obligated to remain in school, thus producing a biased sample of in-school youth, even though the dropout has been diminishing. With the group of 8–10 year-olds, the children's capability to respond to the questions with accuracy was called into question. Even though children aged 8–10 were given additional explanations and guidance, we still believe (based on larger response dispersion—standard distributions of the responses) that their data contains a greater measurement error and statistical "noise" than the data gathered in samples of older children. For the above stated reasons, the sample consisting of 12–14 year-olds is considered to be the most reliable group. On the other hand, the data from the other two samples enables us to make comparisons and to follow the changes in children's subjective perspectives on their rights.

The sample of adult participants represents teachers, school counselors, principals of selected schools, and parents of selected children (at each school, random classes were selected to participate in the survey) that were willing to participate in the study. We are not able to claim that the samples of adult participants are representative in the context of Slovene target populations, but the samples are wide enough to give us an overview of the social issues present in Slovenia if taken with caution and proper interpretation.

2.2 Selected Findings

In this section we are going to present certain selected findings, as well as briefly comment and interpret each of them.

The first group of questions (Section I) is designed to gather information about the *level of satisfaction* with the rights items and quality-of-life elements that should be present in the lives of children and respected by adults who are responsible for them. Each item is also evaluated on the *importance* scale. The "existence" of individual items is measured on a four-point scale, establishing the frequency or regularity of presence of the condition, from "never" to "always". The importance of the issue for the respondent is also measured on a four-point scale, ranging from "not important" to "very important".[5]

In general, the data show that children in Slovenia, over a certain period of time, feel that their rights are taken care of well. On average, their assessments of the existence of presented rights range between 3 and 4, for home and for school. Even

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[5] See the most recent version of the questionnaire for students, used in the 2006 sweep, in Appendix.

though the differences are not large, children, on average, consistently assess their situation at school more critically than that at home. A similar trend was found in the first sweep of the study in Slovenia as well as on international level.

2.2.1 Children's Perception of the Importance of their Rights

The instruments used in the study proved to be age and culture sensitive; older students display more abstract conceptions and emphasis on autonomy in their choices, giving more emphasis to the respect for their person, influence over decision-making processes and general control over their life (social life particularly), competing with the protection and provision rights, which were given higher priority by younger groups. However, for the purpose of illustrating trends over specific periods of time, we will limit the following example to the main (age 12–14) samples.

Table 2 reflects the modifications of the questionnaire after the year 2000 on one hand, and a relative stability of the value hierarchies at this age level over a period of time on the other (students aged 12–14 giving priority to the protection/provision items). Similar results were found in the survey on youth that was done in Slovenia in 1998: 14 to 15-year-olds assessed health and friendship as the most important values (Ule 2000).

The stability of the 2001 and 2006 sweeps is particularly striking, providing a background for thinking that the promotion of the item "to influence decisions about what will happen to you" to the top 5 may suggest, compared to the previous decade, a sign of a change towards an earlier maturation of the students at the average age of 13, or, alternatively, a shift in the societal expectations towards children—or both, influencing one another.

As indicated earlier, similar views are perceived by adults, while there is lesser agreement between the adults and the older group of students. The same generation gap was also found in the first sweep (Pavlovic 2001) in which the trend shows that adults are not fully sensitive to the changes in children's priorities during their growth.

Even though the new sweep of the CRISP project has not (yet) experienced such an international response and success as the ISPA project in the 1990s, we can offer a modest example of the potentials of the methodology for future use. In the following table importance ranks of items in Slovenia (2001 sweep), a sample from Tamil Nadu (India, 2003/2004) and a sample from Hungary (2005) are compared.[6] For this comparison, secondary school samples were used, thus they do not mirror the "top 5" from the previous table.

From Table 3, we can see certain similarities between patterns of ranks in two European countries in transition, with geographic proximity and similar recent historic experience, differing from the fast developing, distant democracy in middle Asia. On the other hand, certain rights are endowed with universally high importance (e.g., medical help, being with people who care). The differences in arithmetic means between the countries are statistically significant ($p<0.01$) for all items except items 8 and 9.

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[6] The data were gathered by Banbehari Mukhopadyay from the Technical Teachers Training Institute in Chennai, Tamil Nadu, India, and Georgy Ligeti from Kurt Lewin Fundation, Budapest, Hungary in the two respective countries.

Table 2 The most important items in three study sweeps (—the top 5)

1992	2001	2006
Importance of rights at home		
Right to…	**Right to:**	**Right to:**
…food, clothing and shelter	…be given medical help when sick	…be given medical help when sick
…be given help quickly in distress	…be with people who love and care about him/her	…have opportunities to be (for associating, socializing) with friends
…be given medical help when sick	…have opportunities to be (for associating, socializing) with friends	…be with people who love and care about him/her
…be protected from physical injuries	…have time and a place to be alone without being bothered by others	…to have the grade explained at school
…to have opportunity to express affection to others.	…get the help he/she needs in order to learn	*…influence decisions about what will happen to you*
Importance of rights at school[a]		…get the help you need to learn
…food, clothing and shelter		
…be given help quickly in distress		
…be given medical help when sick		
…to grow up strong and healthy		
…to develop capacities and talents		

Primary school students, age 12–14

[a] The assessment of the importance of the item was not divided for home and school after 2000. Numeric values of assessments cannot be directly compared because of certain changes in the methodology

2.2.2 Trends in Children's Perceptions of the Existence of Right

The following table presents a summary of the "existence measurements" in the three sweeps in Slovenia in this decade, for the main sample of students. The digits in the table present the average (mean) response of the respondents on a four-point existence scale, separately for home and school. Where the two are not separated, the question demanded general assessments, not specific for home or school.[7]

Unfortunately, because of the modifications of the composition of the questionnaires and the responding scales, the trends in the perceptions of the satisfaction with the existence of rights cannot be extended to the period before 2000.

While the importance *ranks* remain quite stable over time, a certain general decline in the assessed *level* of the existence of rights can be noticed in Table 4, particularly in the year 2003.[8]

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[7] For full wording of the questions please consult the questionnaire in the Appendix, except for the questions 13, 17 and 21 that were omitted in the 2006 sweep.

[8] To check the significance of the differences of means please consult Tables 8, 9 and 10 in the Appendix.

Table 3 Importance—international comparisons (students aged 16–18: Slovenia, Hungary, India)

		Slovenia— 2001		Hungary— 2005		India— 2003/2004	
		Mean	Rank	Mean	Rank	Mean	Rank
1	…be treated fairly	3.20	7	3.56	2	3.42	3
2	…be given medical help	3.42	5	3.38	5	3.36	5
3	…be given attention and guidance	3.11	14	3.18	10	3.38	4
4	…feel safe from people and situations which might hurt his/her feelings	3.08	15	2.98	17	2.75	19
5	…influence decisions about what will happen to her/him	3.46	2	3.60	1	3.08	14
6	…receive good food	3.02	17	3.37	6	3.19	10
7	…feel safe from people and situations which might hurt his/her body	3.16	10	3.07	15	2.70	20
8	…have adults listen to and respect his/her ideas and opinions	3.16	10	3.17	12	3.06	16
9	…be given the information he/she needs to make decisions	3.20	7	3.21	9	3.09	13
10	…be with people who love and care about him/her	3.45	3	3.52	3	3.35	7
11	…have opportunities to be with friends (for associating, socializing)	3.48	1	3.50	4	3.14	11
12	…have time for play and make believe (use imagination)	3.00	18	3.25	8	3.07	15
13	…have opportunities to do work that makes life better for him/herself and others	2.99	19	2.77	19	3.31	8
14	…be able to ask for the justification/explanation of their grades at school and have their questions answered	3.06	16	2.77	19	3.14	11
15	…have adults encourage him/her to respect people who are different from him/her	2.96	20	2.39	21	2.79	18
16	…have time and a place to be alone without being bothered by others	3.43	4	3.17	12	2.95	17
17	…have a place to study	3.17	9	3.14	14	3.25	9
18	…get help and support to develop abilities and talents	3.27	6	3.33	7	3.46	1
19	…get the help he/she needs in order to learn	3.12	12	3.18	10	3.45	2
20	…get guidance to learn what is right and wrong	3.12	12	3.03	16	3.36	5
21	…be protected from having to do work which is unfair (dangerous or inappropriate for his/her age)	2.87	21	2.84	18	2.41	21

We were not able to explain this general downswing of the response pattern and were waiting with great interest for the re-surveying in the year 2006. Interestingly enough, the results for home mostly bounced back to the 2001 level, suggesting that the decline in 2003 could have been just a result of a random fluctuation. However, too many results *kept declining* regarding the assessment of the respect for rights *at school*—marked in the table by shaded cells. The persistently declining items seem to have something in common: just treatment, attention, guidance, emotional safety, satisfaction with food, being with people who care, having their opinions heard and respected, getting support to develop talents and abilities, predominantly indicate that the level of the *care component* in schools has been declining during the years of transition, which has brought many uncertainties and conflicting demands and expectations for the teachers. Such a finding should not leave our schools and the administrators of schooling indifferent.

Table 4 Trends in existence of rights—students 12–14, Slovenia

Year/sweep	2001		2003		2006	
Item	Home	School	Home	School	Home	School
1. Just treatment	3.23	2.86	3.12	2.79	3.23	2.73
2. Medical help	3.89		3.75		3.82	
3. Attention and guidance	3.49	2.99	3.43	2.99	3.46	2.93
4. Emotional safety	3.33	2.82	3.16	2.74	3.30	2.70
5. Influencing decisions	3.35	3.12	3.27	3.09	3.43	3.16
6. Satisfaction with food	3.64	2.66	3.55	2.63	3.61	2.58
7. Physical safety	3.35	2.85	3.18	2.68	3.32	2.70
8. Opinions respected	3.17	2.61	3.15	2.62	3.21	2.55
9. Sufficient info.	3.26	3.14	3.16	3.06	3.25	
10. Be with people who care	3.84	3.07	3.77	3.03	3.80	2.99
11. Associate with friends	3.36	3.40	3.26	3.32	3.55	3.58
12. Play and imagination	3.23	2.47	3.19	2.57	3.40	2.57
13. Do useful work	3.13	2.96	3.04	2.90		
14. Have grades explained		2.57		2.50		2.72
15. Respect of difference encouraged	3.19	2.95	3.13	2.86	3.53	3.31
16. Privacy	3.17		3.07		3.43	2.11
17. Place to learn	3.41		3.38			
18. Support to develop capabilities	3.57	3.04	3.50	2.95	3.41	2.92
19. Enough help to learn	3.26	3.02	3.19	2.97	3.41	3.05
20. Guidance to learn right from wrong	3.58	3.21	3.51	3.12	3.66	3.19
21. Protection from unfair work	3.64	3.65	3.56	3.58		

Empty cells indicate that the question does not apply to the context or that it was dropped in the 2006 survey

2.2.3 Trends in Desired Ages for Obtaining Adult-Like Rights

The second group of questions is designed to gather subjective perspectives on quite "adult" rights, the availability and enjoyment of which eventually separates childhood from adulthood, including rights to vote and drive a car, age of criminal responsibility, employment, sexual consent, choosing one's own religion/world view, and handling freely one's own money. The general question in this group is, when does the child *think* (s)he should be able to activate each of these adult-like rights.

The trends in Table 5 indicate (even though not extremely clearly) a gradual lowering of the ages at which they think they should enjoy certain adult-like rights. That might indicate a somewhat higher social maturity of the respondents. However, the results are generally still rather "conservative" in that the ages do not depart much from the ages that are already set by the law, and thus a high level of acceptance of the societal arrangements amongst the youth can be perceived. We believe that following this trend further should be most interesting.

2.2.4 Trends in Adults' Attitudes Towards Children's Rights

The significant adults (parents and teachers) generally responded to the same set of items. For the purpose of further comparison and analysis, some questions were used specifically to obtain information about the attitudes of adults towards the rights of the child, as well as about the responsibilities of adults towards children. In the first

Table 5 Trends in average (mean) desired ages for obtaining adult-like rights (students 12–14, Slovenia)

Item	Year				F	p
	1995	2001	2003	2006		
Driver's license	17.88	17.87	17.54	17.48	13.73	0.00
Criminal responsibility	17.20	15.51	17.54	15.31	3.12	0.05
Right to vote	18.08	17.66	16.72	17.27	38.03	0.00
Employment		15.26	15.26	15.04	2.9	0.06
Choose religion/world view	15.77	13.48	12.48	13.50	14.25	0.00
Choose how to spend gift money	17.08	11.69	12.27	13.13	68.80	0.00
Sexuality	18.23	17.98	17.27	17.41	17.38	0.00

F and p are the statistics of the ANOVA. The comparison with ANOVA was done only on the 2001, 2003 and 2006 sample

of these questions, adults were asked which of several typical statements regarding children's rights best described their personal opinion (Table 6).

It is certainly encouraging to notice that negative statements (those denying rights to children) enjoyed very low support in all the surveys.[9] Of course, such answers might also be considered socially undesirable, which affects even the most anonymous surveys. However, the changes in the attractiveness of the other items in time are quite interesting and telling.

In 1991, the concept of children's rights was quite new and refreshing and maybe intriguing—but at the time, everything was new and refreshing in Slovenia. Plus, the implications of the concept might not have been so clear. It seems that 10 years later, it did not sound so terrific any more. In 1991 the teachers were attracted to the idea that children should have rights in much the same way adults do, based on the fact that a child is a person, and also on the classical liberal reason that only the rights of another can limit the rights of a person. Ten years later, the teachers linked the rights much more decisively to the maturity of the child and also expressed in growing percentage their conviction that the rights have to be balanced with the responsibilities of the child.

The parents had a very similar pattern in 2001, but they believed in "rights with no age discrimination" even less than the teachers. Also, in the last 5 years they switched considerably from the maturity of the child as the condition for rights, to balanced responsibilities (the difference in the distribution of the answers in 2001 and 2006 is statistically significant—$\chi^2=128.44$; $p=0.00$).

It would be interesting to compare trends in the perception of general human rights in the same time frame. While on one hand it is possible that the concept of children's right has shown certain paradoxical and confusing features, it is also, or even more likely that people have, burdened with the anxieties of the contemporary living, changed their attitude towards human rights in general.

Who is responsible for children? To what extent, and what is the proper balance between the responsibility of the family and that of community/society (Table 7)?

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[9] As noted earlier, however, we cannot exclude the possibility of an influence of the adult sample bias.

Table 6 Trends in adults' attitudes towards children's rights—Slovenia (the numbers in the cells represent the percentage of responses in a specific group)

Statement	Teachers 1991[a]	Teachers 2001	Teachers 2006	Parents 2001	Parents 2006
a. Children should have no rights of their own, because rights are achieved at full age of majority (18 years or older)	0.0	0.0	0.2	1.2	2.0
b. Children should have no rights of their own, because children belong to their parents who represent them	0.0	0.0	0.1	0.9	0.7
c. Children should not have rights. What they need is security and good conditions for their development	0.3	0.0	0.0	0.7	0.6
d. Children should only be given rights to such an extent as they are ready to assume related responsibilities	19.7	21.4	23.8	22.0	30.9
e. The rights of children should be having their needs satisfied; which means being fully protected and provided for, and gradually given decision-making powers appropriate to their maturity	25.0	43.5	42.6	46.9	40.6
f. Children should have all their rights and autonomy respected from the beginning of life since they are persons and not property	26.0	23.0	18.3	22.6	20.4
g. Children should have all human rights respected with no age discrimination. The only limitation set to the rights of children should be the rights and freedoms of other persons	29.0	12.1	15.1	5.7	4.8
Total	100	100	100	100	100

[a] Only in 1991, the teachers were allowed to select TWO statements. Unfortunately, parents were not surveyed in 1991

The teachers started out in 1991 with the almost evenly balanced view that parents/family and community/society are equally responsible for the child. Possibly due to the transition from socialism to capitalism, the perception shifted. Ten years later, teachers assign considerably bigger responsibility to the parents, and the parents share their perception. In the last 5 years, this trend continues (the differences between means 2001 and 2006 are statistically significant in both samples—teachers: $Z=-4.39$; $p=0.00$; parents: $Z=-5.84$; $p=0.00$;). Interestingly, teachers are even slightly more convinced that children are parental responsibility then the parents themselves (the

Table 7 Trends on assigning responsibility for the child—Slovenia

Respondents	Year		
	1991	2001	2006
Parents		6.64	6.89
Teachers	5.75	6.83	7.03

The numbers represent average (mean) responses on the following scale: Responsibility for the child: 0—all responsibility on community/society, none on the family 5—responsibility evenly divided 10—all responsibility on the family, none on community. Parents were not surveyed in 1991

differences between teachers and parents are statistically significant in both sweeps— 2001: $Z=-4.73$; $p=0.00$; 2006: $Z=-3.52$; $p=0.00$;).

The relationship between parents and teachers is complex. While they undeniably need a dialogue with each other to handle the issues related to raising and education of children, they are sometimes also overly critical about each other. Historically, teachers, as experts in education, used to patronize the families. With a certain contemporary sense of crisis of authority, teachers sometimes feel they do not control the children and the educational situations sufficiently any more, so they demand from parents to take their children under stricter control. In this sense, the fact that teachers think children are mostly the responsibility of parents, might not necessarily mean they respect the authority and privacy of the family and the right of parents to make decisions related to the upbringing and education of the child. It might rather mean that the teachers think that parents *should* raise their children better, or that they do not actually respect the responsibilities of parents but rather blame them for unsatisfactory parenting.

3 Conclusion: The Future: From a Children's Rights to a Quality of Life Survey?

The purpose of this article was to present an overview and selected findings from the Children's Rights International Study Project (CRISP; previously initiated and promoted by the International School Psychology Association).

Different types of indicators were selected and presented:

(a) assessments of the *importance of rights*, in time trends and from an international perspective,
(b) assessments of the *quality of respect for children's rights (existence indicators)*, and
(c) indirect indicators of *maltreatment* (lack of physical and/or emotional safety, lack of guidance, developmentally improper work load).

The indicators were developed to assist governments to better understand the current situation of children's rights in their countries, as well as offer vital information about the status and trends of conditions influencing and experienced by children from the perspective of both child and adult.

Additionally, the survey includes

(d) children's opinions about *the ages* at which they think they should start to avail themselves of certain adult-like rights.

It also included other questions of this type regarding issues about what is proper for children (when should they be allowed to make their own decisions about food, clothing, books to read, TV programs etc.), that are omitted in this review.

We also presented

(e) trends in attitudes of adults towards children's rights, and
(f) trends in assigning relative responsibility for children to the family and the society among adult respondents.

The most complete series of surveys was carried out in Slovenia only; therefore the results are most interesting for the Slovenian national needs and purposes. Not all of the results were documented in the tables in the previous chapter.

We generally found that most children are more content and less critical about their home environment than they are of their school environment. Such a result was expected as it is logical and desired that children feel more protected and cared for in their family environment than in an institutional environment such as school. A similar result appeared also during the first sweep of this study (Pavlovic 2001). Also, the data show that approximately 20% of the children queried feel physically and/or emotionally endangered at home. This result supports the results of the survey on youth made in Slovenia in 1998 (Ule 2000), which found out that 18.3% of the 15-year-olds responded that they did not feel well protected at home. What is even more disturbing, as much as 40% of young people included in this study perceived themselves to be emotionally and/or physically in danger at school. This outcome causes great concerns considering the fact that there is evidence to support that youths who do not feel respected and protected at school and are less successful tend to display delinquent behavior more frequently. In addition, pupils who do not feel well about their rights and treatment at school tend to finish schooling as soon as possible (Rener, 2000). We also showed (as documented in Table 4) that there is a trend in lowering of the indicators of an attitude of care in Slovenian schools.

Even so, the general picture of the status of children's rights in Slovenia, as measured by the subjective impressions of the students, is relatively favorable. This corroborates with the findings based on objective indicators that place the protection of childhood in Slovenia amongst the top European countries. (e.g. Bradshaw 2007)

However, the primary purpose of this paper is not a presentation of data on Slovenia, but rather a presentation of the potentials of the instruments used in the CRISP project for gathering data on subjective perspectives on the importance and existence of certain rights and on children's quality of life at an international level.

The survey started out in the early nineties, and was intended as a tool of participation for children in the assessment of their subjective reflection of their positions in society and of the protection and respect of their human rights in their respective countries. While there are other studies that use extended one-to-one interview methodologies to obtain such data, the aim of the ISPA study was to develop a relatively non-expensive, objective format, efficient, and cross-culturally comparable survey method that could be relatively easily carried out in any country.

Strictly speaking, the survey did NOT focus exclusively on rights, because it was not strictly linked to the UN Convention provisions; it went beyond addressing the relationship between the child and the state/government and was not exclusively related to the obligations of the state. In many senses, it was a quality-of-life instrument from the beginning, focused on a series of conditions that are supportive of a healthy development of any child, anywhere in the world.

Arguments could be given for and against this approach. If the concept of rights is understood to be broader than that defined in the international legal instruments, it

may become too unclear and subject to a number of misunderstandings and voluntary interpretations—"natural" rights may be too arbitrary. On the other hand, strict adherence to legal rights as a concept is too narrow and often not related to the everyday experience of the child. "Quality of life" provides a potentially broader concept and allows for the linking to the variety of research experiences and approaches, though probably more demanding from the point of view of the need to systematize such indicators. The shift of focus is not a simple decision. We are aware that it might actually reflect the present status of the concept of children's rights generally, as it might have faced some serious limitations—but that is an entirely different topic.

No matter whether it is called children's rights or quality of life survey, there are many reasons for a belief that gathering subjective perspectives from children deserves more attention (than presently) as a valuable supplement to the objective indicators. Some other researchers have taken a similar path (for example, Casas et al. 2006). In many areas, research today is an international, systematic, huge process and enterprise that can be conducted only with continuous support of governments or other strategic partners. We will continue the CRISP work in Slovenia to follow the responses of children and their significant adults to the hastily changing environment of a country in rapid transition. We will also continue to invite potential research partners from abroad to achieve the network building necessary in order to link our data with theirs in a cross-cultural perspective. Ultimately we believe that what is needed is a truly international and well funded study of subjective indicators that would build on our experience and similar experience of others in order to fill the present and only partially covered void.

Appendix

Cross-Cultural Study on the Rights of the Child—Children's Questionnaire

Part I. Please try to accurately respond to the following questions (circle your answer):

1. Are you being treated fairly by adults?
- at home   1 never   2 seldom   3 most of the time   4 always
- at school   1 never   2 seldom   3 most of the time   4 always

How important is this to you?
        1 not important   2 somewhat important   3 important   4 very important

2. Are you given the medical help you need when you are sick?
                          1 never   2 seldom   3 most of the time   4 always

How important is this to you?
        1 not important   2 somewhat important   3 important   4 very important

3. Are you given the attention and guidance you need from adults?
- at home   1 never   2 seldom   3 most of the time   4 always
- at school   1 never   2 seldom   3 most of the time   4 always

How important is this to you?
        1 not important   2 somewhat important   3 important   4 very important

4. Do you feel safe from people and situations, which might hurt your feelings?
- at home   1 never   2 seldom   3 most of the time   4 always
- at school   1 never   2 seldom   3 most of the time   4 always

How important is this to you?
        1 not important   2 somewhat important   3 important   4 very important

5. Can you influence decisions about what will happen to you?
- at home   1 never   2 seldom   3 most of the time   4 always
- at school   1 never   2 seldom   3 most of the time   4 always

How important is this to you?
        1 not important   2 somewhat important   3 important   4 very important

Do you generally feel that adults leave too many decisions for you to
make?   Yes___ No ___

6. Are you satisfied with the food you receive?
- at home   1 never   2 seldom   3 most of the time   4 always
- at school   1 never   2 seldom   3 most of the time   4 always

How important is this to you?
    1 not important   2 somewhat important   3 important   4 very important

Do you generally feel that you eat too much?   Yes ___ No ___

7. Do you feel safe from people and situations, which might hurt your body?
- at home   1 never   2 seldom   3 most of the time   4 always
- at school   1 never   2 seldom   3 most of the time   4 always

How important is this to you?
    1 not important   2 somewhat important   3 important   4 very important

8. Do adults listen to and respect your ideas and opinions?
- at home   1 never   2 seldom   3 most of the time   4 always
- at school   1 never   2 seldom   3 most of the time   4 always

How important is this to you?
    1 not important   2 somewhat important   3 important   4 very important

9. Are you given the information you need to make decisions?
                            1 never   2 seldom   3 most of the time   4 always

How important is this to you?
    1 not important   2 somewhat important   3 important   4 very important

Do you often feel overloaded with information?   Yes ___ No ___

10. Are you with people who love and care about you?
- at home   1 never   2 seldom   3 most of the time   4 always
- at school   1 never   2 seldom   3 most of the time   4 always

How important is this to you?

       1 not important   2 somewhat important   3 important   4 very important

Do you generally feel that the adults are too much concerned about you, so that you feel limited in making independent decisions/choices?   Yes ___ No ___

11. Do you have opportunities to be with your friends (for associating, socializing)?

    - at home   1 never   2 seldom   3 most of the time   4 always

    - at school   1 never   2 seldom   3 most of the time   4 always

How important is this to you?

       1 not important   2 somewhat important   3 important   4 very important

12. Do you have time for hobbies and playing?

    - at home   1 never   2 seldom   3 most of the time   4 always

    - at school   1 never   2 seldom   3 most of the time   4 always

How important is this to you?

       1 not important   2 somewhat important   3 important   4 very important

Do you sometimes feel that you spend too much time playing (with your friends or alone) so that you neglect other activities?   Yes ___ No___

13. Do you and your schoolmates get the justification/explanation of your grades from the teacher if you ask for it?

                      1 never   2 seldom   3 most of the time   4 always

How important is this to you?

       1 not important   2 somewhat important   3 important   4 very important

14. Do adults encourage you to respect people who are different from you in their religion, colour, race, wealth or social group, or otherwise?

    - at home   1 never   2 seldom   3 most of the time   4 always

    - at school   1 never   2 seldom   3 most of the time   4 always

How important is this to you?

       1 not important   2 somewhat important   3 important   4 very important

Do you often hear adults saying bad things about people who are different from you?

      Yes ___ No___

15. Do you have time and a place to be alone without being bothered by others?

         1 never   2 seldom   3 most of the time   4 always

How important is this to you?
       1 not important   2 somewhat important   3 important   4 very important
Do you feel you are alone too much and often feel lonely?   Yes ___ No ___

16. Do you get help and support to develop your abilities and talents?
       - at home   1 never   2 seldom   3 most of the time   4 always
       - at school   1 never   2 seldom   3 most of the time   4 always
How important is this to you?
       1 not important   2 somewhat important   3 important   4 very important
Do adults expect and demand too much from you?   Yes ___ No ___

17. Do you get the help you need in order to learn?
       - at home   1 never   2 seldom   3 most of the time   4 always
       - at school   1 never   2 seldom   3 most of the time   4 always
How important is this to you?
       1 not important   2 somewhat important   3 important   4 very important

18. Do you get guidance to learn what is right and wrong?
       - at home   1 never   2 seldom   3 most of the time   4 always
       - at school   1 never   2 seldom   3 most of the time   4 always
How important is this to you?
       1 not important   2 somewhat important   3 important   4 very important

Do you often feel that the adults "preach" too much?   Yes ___ No ___

Part II. In the following questions, please write down the proper age for a young person to assume a specific responsibility or to have the major part in making a decision. We know you may want to consider other bits of information in addition to age, such as level of maturity. Here please choose only the average age you think is the most appropriate.

19. In Slovenia, young people can obtain a _driverís license_ at the age of 18. At what age would _you_ say young people should be allowed to drive a car? Age:____
How important is this to you?
       1 not important   2 somewhat important   3 important   4 very important

20. In Slovenia, young people are <u>criminally responsible</u> at the age of 15. At what age would <u>you</u> say young people should be treated as criminally responsible for their actions? Age:____

How important is this to you?

  1 not important   2 somewhat important   3 important   4 very important

21. In Slovenia, young people can <u>vote</u> when they are 18 years old. At what age would <u>you</u> say young people should be given the right to vote? Age:____

How important is this to you?

  1 not important   2 somewhat important   3 important   4 very important

22. In Slovenia, young people can be <u>employed</u> at the age of 15. At what age would you say a young person should be allowed to work outside the home to earn extra money? Age:____

How important is this to you?

  1 not important   2 somewhat important   3 important   4 very important

23. At what age should a child/young person be allowed to choose his/her <u>religion, beliefs about life or the church</u> he/she will attend? Age:____

How important is this to you?

  1 not important   2 somewhat important   3 important   4 very important

24. *At what age should a child/young person be allowed to decide how <u>to spend gift money</u>? Age:____*

How important is this to you?

  1 not important   2 somewhat important   3 important   4 very important

25. What age is appropriate for a young person to begin an <u>active sexual life</u>? Age:____

How important is this to you?

  1 not important   2 somewhat important   3 important   4 very important

26. What age is appropriate for a young person to establish his/her <u>own family</u>? Age:____

How important is this to you?

  1 not important   2 somewhat important   3 important   4 very important

Table 8 Significance of the differences between the answers for home and school (students 12–14, Slovenia)

Item	2001				2003				2006			
	Mean		Z	p	Mean		Z	p	Mean		Z	p
	Home	School			Home	School			Home	School		
1. Just treatment	3.23	2.86	−14.05	0.00	3.12	2.79	−11.53	0.00	3.23	2.73	−15.04	0.00
3. Attention and guidance	3.49	2.99	−17.18	0.00	3.43	2.99	−14.31	0.00	3.46	2.93	−15.20	0.00
4. Emotional safety	3.33	2.82	−17.19	0.00	3.16	2.74	−13.90	0.00	3.30	2.70	−16.91	0.00
5. Influencing decisions	3.35	3.12	−10.20	0.00	3.27	3.09	−7.00	0.00	3.43	3.16	−9.49	0.00
6. Satisfaction with food	3.64	2.66	−22.68	0.00	3.55	2.63	−20.11	0.00	3.61	2.58	−22.31	0.00
7. Physical safety	3.35	2.85	−16.24	0.00	3.18	2.68	−14.84	0.00	3.32	2.70	−17.54	0.00
8. Opinions respected	3.17	2.61	−17.37	0.00	3.15	2.62	−16.33	0.00	3.21	2.55	−18.99	0.00
10. Be with people who care	3.84	3.07	−21.47	0.00	3.77	3.03	−19.34	0.00	3.80	2.99	−21.64	0.00
11. Associate with friends	3.36	3.40	−2.04	0.04	3.26	3.32	−1.99	0.05	3.55	3.58	−3.05	0.00
12. Play and imagination	3.23	2.47	−20.25	0.00	3.19	2.57	−16.74	0.00	3.40	2.57	−19.65	0.00
18. Support to develop capabilities	3.57	3.04	−16.98	0.00	3.50	2.95	−16.01	0.00	3.41	2.92	−15.05	0.00
19. Enough help to learn	3.26	3.02	−8.41	0.00	3.19	2.97	−7.74	0.00	3.41	3.05	−11.17	0.00
20. Guidance to learn right from wrong	3.58	3.21	−14.16	0.00	3.51	3.12	−13.27	0.00	3.66	3.19	−15.50	0.00

The table shows the results of the Wilcoxon signed ranks tests

Table 9 Significance of the differences between the answers for home in different sweeps (students 12–14, Slovenia)

Item	Mean			χ^2	p
	2001	2003	2006		
1. Just treatment	3.23	3.12	3.23	21.10	0.00
3. Attention and guidance	3.49	3.43	3.46	2.98	0.23
4. Emotional safety	3.33	3.16	3.30	23.19	0.00
5. Influencing decisions	3.35	3.27	3.43	29.81	0.00
6. Satisfaction with food	3.64	3.55	3.61	12.55	0.00
7. Physical safety	3.35	3.18	3.32	21.18	0.00
8. Opinions respected	3.17	3.15	3.21	9.46	0.01
10. Be with people who care	3.84	3.77	3.80	9.26	0.01
11. Associate with friends	3.36	3.26	3.55	124.721	0.00
12. Play and imagination	3.23	3.19	3.40	68.44	0.00
18. Support to develop capabilities	3.57	3.50	3.41	16.13	0.00
19. Enough help to learn	3.26	3.19	3.41	76.14	0.00
20. Guidance to learn right from wrong	3.58	3.51	3.66	52.27	0.00

The table shows the results of the Kruskal–Wallis test

Table 10 Significance of the differences between the answers for school in different sweeps (students 12–14, Slovenia)

Item	Mean			χ^2	p
	2001	2003	2006		
1. Just treatment	2.86	2.79	2.73	9.80	0.01
3. Attention and guidance	2.99	2.99	2.93	0.51	0.78
4. Emotional safety	2.82	2.74	2.70	7.10	0.03
5. Influencing decisions	3.12	3.09	3.16	11.79	0.00
6. Satisfaction with food	2.66	2.63	2.58	3.07	0.22
7. Physical safety	2.85	2.68	2.70	18.01	0.00
8. Opinions respected	2.61	2.62	2.55	3.64	0.16
10. Be with people who care	3.07	3.03	2.99	2.53	0.28
11. Associate with friends	3.40	3.32	3.58	120.12	0.00
12. Play and imagination	2.47	2.57	2.57	10.32	0.00
14. Have grade explained	2.57	2.50	2.72	38.84	0.00
18. Support to develop capabilities	3.04	2.95	2.92	7.10	0.03
19. Enough help to learn	3.02	2.97	3.05	12.12	0.00
20. Guidance to learn right from wrong	3.21	3.12	3.19	12.58	0.00

The table shows the results of the Kruskal–Wallis test

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