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Child Well-being in rural areas Report 2018

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Child Well-being Report 2018

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LIST OF ABBREVIATIONS

ADP - clearly delimited geographical area in a county, usually including an average of 13 communes, also including the pertaining villages, in which WV implements community development programs, with the participation of the community.

ANPDCA - National Authority for the Protection of Child's Rights and Adoption

CES – Special Educational Requirements

CNSMF - the Romanian Centre for Family Medicine Studies

DGASPC – the General Directorate for Social Assistance and Child Protection

Eurostat – European Statistics

INS – the National Institute of Statistics

IOMC – the Institute for Mother and Child Protection

ISU – the Inspectorate for Emergency Situations

MMFPSPV – Ministry of Labour, Family, Social Protection and Elderly

OMS – World Health Organization

Program ȘDȘ – the “School After School” Program

SPAS – Social Assistance Public Service

SCC – Community Consultative Structure (L 272/2004)

UNICEF – United Nations International Children's Emergency Fund

WVR – The World Vision Romania Organisation

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Executive summary

The *Well-being of the child in the rural environment – 2018* Report continues the endeavour that the World Vision Romania Foundation has begun in year 2012, of periodically monitoring and assessing the status of the child in the Romanian rural environment, being the sole research of this type. The researches performed every two years offer a comprehensive and detailed picture of the quality of life a child has in the rural environment, the indicators used aiming to identify the main changes occurred in the life of children and the factors determining these modifications. The extremely varied range of indicators used in this research, capturing all dimensions comprising the quality of life, and the use of the same methodology, allow us to make comparisons and identify the main trends for a longer period of time. The study offers quality information to public authorities, decision-makers and to the general public, information based on which we can make efficient decisions for settling all kinds of problems identified in the life of a child in the rural environment.

The research was performed in the period June-November 2017, adopting the methodology used by World Vision Romania (WVR) in its previous studies (2012, 2014, 2016), which offers the perspectives of both adults and children, as well as information from various local authorities (doctors). The research sample has included 2.186 households, from 65 of the villages in which WVR carries or has carried out its activities. We have collected information from 2186 adults and 2258 children aged between 7 and 18 years old. The data collected has been analyzed comparatively for the period 2012 – 2018.

The well-being of children in the rural environment did not register any major changes during the past two years, being far from satisfactory, while the main factors that registered progress are: the number of income sources that households have, the access to primary health care, the prophylaxis of rickets and anaemia, the time children need to travel to educational institutions, the non-discriminatory attitudes in the family, the various strategies adopted for reducing expenses, the participation of young people in the decision-making process or their involvement in helping the community's elders. However, the problems identified in previous studies, related to the family's income, school performances, the coverage of the child's basic needs, the work performed in the household or the disciplinary methods used by parents, persist.

Although during the last six years, the weight of those placing themselves, in terms of financial status, in the vulnerable category, has declined, still, more than half of the households consider they are facing financial difficulties, their income being placed in the vulnerable category. One third of the households in the rural environment are receiving some type of social support (guaranteed minimum income and/or

complementary allowance), as they are below the poverty threshold. These financial difficulties that households are experiencing affect the development of children, generating problems related to the coverage of their physiological needs, and others. Income inequality causes the occurrence of certain types of discrimination targeting children that come from poor families, which are more likely to feel discriminated by their classmates or professors.

The health and nutrition of the child in the rural environment still poses a series of problems in the indicators related to hygiene, food quality, permanent access to health care, the access of pregnant women to health services, the presence of harmful behaviours in young people. As for the rural households that have no sanitary facilities, hygiene remains quite a serious problem that might affect the health of children, considering the fact that 20% of the children coming from such households do not wash their hands after going to the bathroom. Only little over one fourth of the children between 7 and 12 bathe or shower daily. The lack of toilets and current water still affects several educational institutions. The access to primary healthcare improved during the past six years, but for 19% of the households, however, access to their family doctor is not permanent. The periodical medical examination of children up to 5 years old is not performed regularly, as one of ten households have declared that their children were not examined in the past year. Neither do pregnant women have access to medical services for monitoring their pregnancy, the main reason for that being the lack of such services within the commune and the high travelling costs they usually involve. For this reason, 14% did not have any ultrasound done, while 20% have not undertaken any gynaecological examination during their pregnancy.

Indicators regarding the nutrition of children in the rural environment have identified certain quality and quantity related problems, as almost two thirds of the families had to buy cheaper (71%) or fewer (61%) products in the past year, as result of their financial issues. Furthermore, the content of the meals varies, but their quality is not the best, considering the fact that in 13% of the households children eat sweets, pretzels, biscuits at every meal, in 11% they eat one bread/day, and in 10% they receive a cooked meal/day. The nutrition of infants also presents a series of dysfunctions, as mothers chose to begin diversification earlier than six months and give up exclusive breastfeeding during this period.

Children's participation in education depends on a series of varied factors, among which our research has analyzed the time they need to travel to educational institutions, family context (material status, the involvement of parents in the education of their children, the educational ambitions of parents), the school environment, school training and results, the dropout rate. In comparison to previous years, the average travel time was reduced, about 32% children travelling now with school vehicles. Even though in the past years the villages included in this research indicated a decrease of discriminatory attitudes in schools and the adoption of inclusive education principles, in certain educational units these still persist, as 15% of children feel treated differently from their classmates, always or only sometimes.

The involvement of children and young people in household chores is still a trait of the Romanian rural environment, as 79% of the young people are working in their household, and 4% outside it. Their involvement in household chores sometimes makes them feel tired when they go to school. Parents get actively involved in the education of their children, verifying their homework daily, in only 61% of the households. The educational aspirations parents have mostly revolve around their children graduating high school, only 12% of them encouraging their children to follow a vocational school. School dropout increases after the graduation of middle school, due to reasons such as the poor school results children have (51%), the high cost of education (56%) and the preference of teenagers to work in order to have an income (31%).

The financial situation of households seems to have gotten better during the past six years, but there still are children that go to bed hungry and who do not have enough food. Thus, 9% of the children in the rural environment only sometimes eat 2 meals a day, and 2% never do, 9% go, sometimes or always, hungry to bed, 5% only sometimes have enough food to eat, and 3% never have enough food.

There is an atmosphere of trust and support for children in families of the rural environment, but the number of children that feel discriminated within their family has increased in the past two years, reaching 9% in 2018. We are witnessing an increase tendency in the non-discriminatory attitude of adults towards gender roles, but conservatory opinions which involve a series of gender and role stereotypes for partners in a family still persist. This is the reason why there are still perceptions according to which women that work can't take care of their children as well as women that don't work do (12% of the respondents), women do not need to be fulfilled on both personally and professionally (36%), or that men can manage business better than women (16%).

Even though in the past few years we have witnessed an increase tendency for non-violent methods of disciplining children (games deprivation, forbidding them to leave the house), 34% of parents still use verbal abuse and 11% even physical abuse (spanking). There still are adults that would not interfere if they would witness a case of child abuse, considering that it is a form of education parents use on their children.

The access of children with disabilities to services in the community in the rural environment is still faulty, especially due to the lack of specialized services experienced in communes, as 72% of the parents taking care of such children have declared that they need to travel to the county seat in order to receive such services.

The placement on the good life scale indicates a depreciation in the self-perception of children, as the number of those who would place themselves towards the scale's superior pole (thresholds 6-8) recorded a 8% decrease compared to 2016. The attributes of a better life are related to both material

aspects (clothing, footwear, vehicles, electronic devices, mobile phones and tablets, house), and non-material (family, health, respect, understanding).

Based on all these identified issues, the present report performs the complete radiography of the evolution that children's situation had in the rural environment during the past six years, for all dimensions affecting their quality of life, in which it manages to capture the main difficulties confronted in ensuring their well-being. Most of these problems preventing the child's well-being are determined by existing income inequalities, as the rural environment registers an increased poverty risk, but also by the perpetuation of certain conservatory attitudes among the population (attitudes related to gender, role, status, child's education etc). Based on all deficiencies identified in the well-being of the child in the rural environment, the present report also proposes a series of recommendations for improving the child's status and reducing the inequalities arising between the rural and the urban.

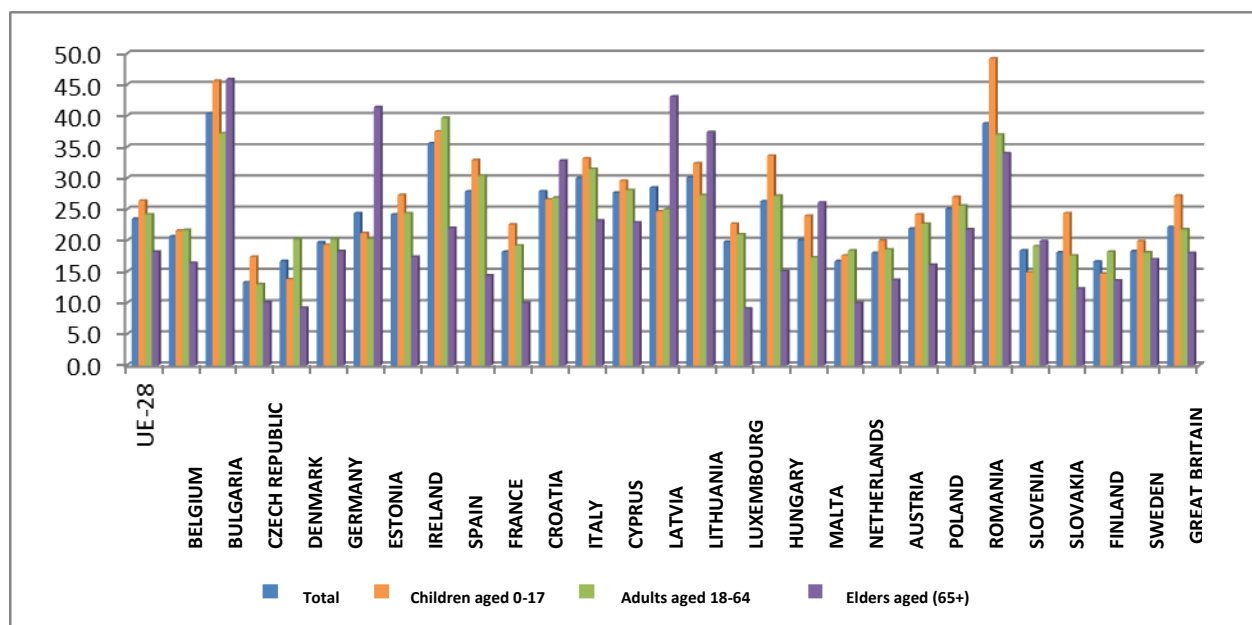
1. INTRODUCTION

The well-being of children in the rural environment represents the permanent concern of World Vision Romania who, through its community development, disaster response and advocacy programs contributes to the fight against poverty and social inequalities among children. Bringing the issues related to the well-being of children in the rural environment to the attention of authorities, specialists, mass media and general public by performing periodical assessments, is one of World Vision Romania's main objectives ever since year 2005. The research on the well-being of children in the rural environment carried out by World Vision Romania is the only one of its type to ever be performed in Romania, and has the purpose of not only raising awareness of the children's situation, but also of triggering certain alarm signals for adopting efficient solutions with the purpose of settling the problems children in the Romanian rural environment are confronting with.

The initiative of continuing the process (started in 2012), of creating comprehensive investigations related to the well-being of children in the rural environment, was based on arguments regarding both the very increased child poverty and social exclusion risk which characterizes Romania, compared to all the other European countries, and the development gaps that already exist nationally, between the rural and the urban environments.

The first among the sustainable development goals adopted internationally attempts to eradicate poverty, but Romania, despite making progress in reducing the risk of poverty and social exclusion during the period 2008-2016, and going from 44,2% in 2008 to 38,8% in 2016, still remains first place in the European Union, with over 15% above the European average. Children represent the social category most exposed to poverty and social exclusion, Romania being at the head of the European countries with a risk of 49,2% in 2016, which is about 23% above the European average. (

Figure 1. The risk of poverty and social exclusion in the European Union, 2016

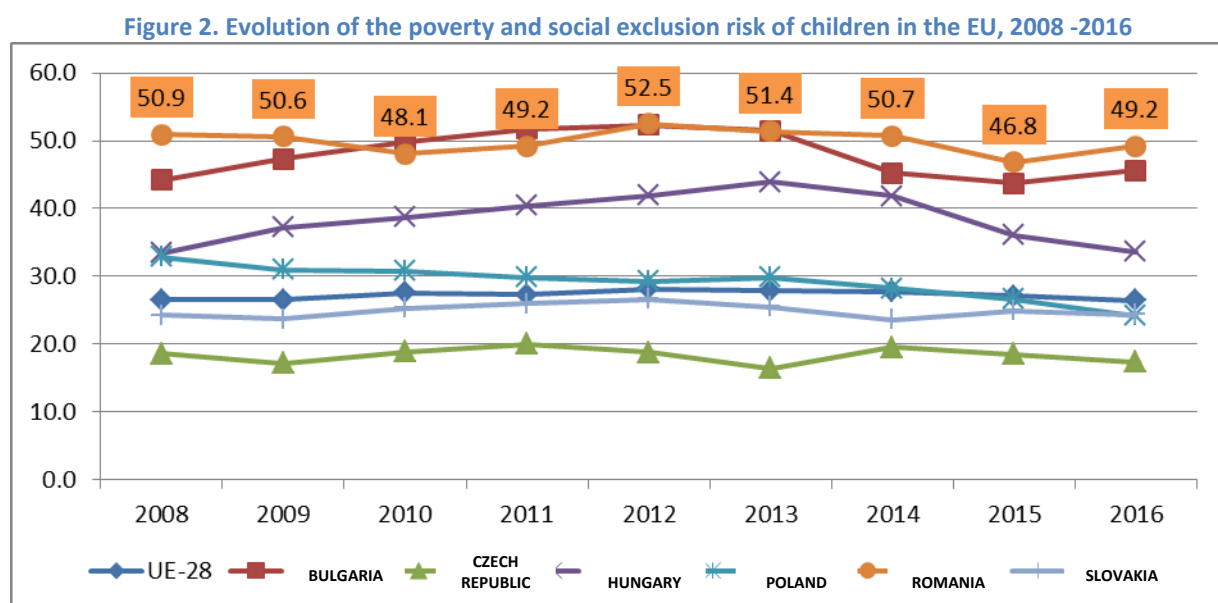


Source: EUROSTAT, People at risk of poverty or social exclusion by age and sex [ilc_peps01]

The eradication of poverty among children seems to be a goal quite difficult to achieve in Romania, despite all the measures authorities adopted during the past eight years. Targeted interventions which have mainly focused on the effects, and less on the causes of poverty, combined with the lack of prevention measures, have made Romania record the highest poverty risk rate in the European Union over the last eight years. During the period 2012 -2016 we notice an improvement in the child's status, as the poverty and social exclusion risk is reduced from 52,5% in 2012 to 49,2% in 2016. However, in 2016 the child's poverty and social exclusion risk has increased with almost 3% compared to 2015. If we take a look at the other former-communist countries, we notice that children in Romania are the most

exposed to poverty, their number being double compared to that in Poland and Slovakia, almost triple than the one in Czech Republic, with 16% greater than in Hungary and with almost 4% greater than the one in Bulgaria. (

Figure 2)



Source: EUROSTAT, People at risk of poverty or social exclusion by age and sex [ilc_peps01]

The main factors influencing the poverty and social exclusion risk threatening children are: the composition of the household (the number of adults and of children), income, the education level of

adults, living conditions. Romania registers a greater poverty risk in the families with over three children and in those with only one parent. Therefore, in 2016, in the families that have children, the poverty risk is of 42,5%, but is increased with 30% in those with three or more children (72,6%) and with over 16% in those with a single parent (58,2%). The education level of parents represents an important explanatory factor of child poverty, as a higher level of education is associated with a lower degree of poverty. If 74,3% of the children threatened by poverty live in households where parents have middle school studies at best, the percentage decreases to 47,2% for those whose parents have graduated a vocational school or a high school, and to 15% for those whose parents have university studies. The rate of severe material deprivation in children is of 30,2% in Romania.

Rural-urban inequalities regarding development opportunities remain high, despite the measures adopted by authorities for their reduction. These inequalities influencing the quality of life of children and families affect areas such as: access to basic services (health, education, social protection) and specialized quality services, living conditions (including access to utilities), the level of income and the areas of activity adults work in, leisure opportunities.

The research regarding the well-being of the child in the rural environment sought to offer a comprehensive picture of the child's and his family's situation, including all dimensions relevant for a healthy and well-balanced development of children aged 0 to 17: the characteristics of the household, of living conditions, income and expenses of the family, health, education, social protection, participation in the community, disaster protection, social and Christian values. All these targeted dimensions are essential for ensuring an adequate quality of life, the present study offering specialized and updated information to decision-makers and specialists alike, helping them in making efficient decisions as response to the existing needs.

The present report makes a comparative analyze of the evolution that main indicators have during the past six years, in order to capture, in an adequate manner, the dynamics of the phenomena and processes influencing the quality of life children have in the rural environment. The analyze on the dynamics of the indicators regarding the child's well-being was also performed in order to capture the progress made in fulfilling the sustainable social development goals (SDG), namely SDG 01- No poverty – End poverty in all its forms everywhere, SDG 10 - Reduced Inequalities (including the gender-related ones) and SDG 16 - Peace, justice and strong institutions – Promoting peaceful and inclusive societies for sustainable development.

The present report is structured on seven themes that analyze the basic dimensions of the child's well-being: demographic and socio-economic characteristics of the population, health and nutrition, school development, social protection, involvement in decision-making processes, psychological comfort, social

and Christian values; it also includes a chapter of conclusions and recommendations for the actions that need to be continued in order to ensure the well-being of children in the rural environment.

The first theme analyzes the demographic and socio-economic characteristics of the population, including information on the household structure, the education level of its members, the income sources households have and living conditions.

The second theme is dedicated to the health and nutrition of children in the rural environment, and includes indicators regarding the sanitary facilities in households and in educational institutions, hygiene conditions, nutrition, the care for children of up to 1 year old, access to health services, and the presence of certain unwanted behaviours in children with aged between 12 and 18.

School education is the third theme, which analyzes the factors influencing the quality of education received by children in the rural environment: access to education, school climate, family context, the involvement of parents in their children's education, school results, the attitude towards education and the educational aspirations parents have, school dropout.

The fourth theme is dedicated to the protection of children in the rural environment, and it includes information regarding: the coverage of basic needs, the child's psychological comfort within his family environment, respecting the rights of the child, discriminatory stereotypes, abuse and discrimination, social security in the community (safety and the social environment), strategies adopted in crisis situations, protection during natural disasters.

The fifth theme targets the participation of the child in the family's and community's decision-making processes, measured through indicators regarding the formal or informal meetings organised within the community, initiation of projects that target the settlement of certain local problems and the monitoring of decisions made by the local public administration.

Next, the sixth theme analyzes the psychological comfort of children and young people in the rural environment, in the light of 4 items: the existence of friends they can discuss with about certain problems, self-perception in relation with other children or young people of the same age, self-assessment of one's health and physical condition and self-assessment of one's happiness.

Finally, the seventh theme evaluates the manner in which values practiced by children in their daily life identify with Christian values. On this matter we have analyzed the values related to the respect towards parents and other persons in the community, the methods of involving in the community, to the respect of Christian values within the family, the method in which they can identify Christian values and express their belief, as well as the manner in which they feel loved and protected by God.

2. RESEARCH METHODOLOGY

The research, performed during the period June-November 2017, uses the methodology used by WVR in its Previous Studies (2012, 2014, 2016) which aimed to assess the well-being of children in the rural environment. The present research uses, in addition to the perspectives of both parents and children on the child's well-being, also the points of view belonging to local authorities (mayor, local councillors, school headmasters and assistants or social workers from town halls) collected from the assessments of the community development programs performed in the summer of 2017 in Dolj, Vâlcea and Cluj. Therefore, in addition to the national representation for households with children in the rural environment (given by the volume and structure of the sample), this information is also validated and extended through the processing of data collected from authorities, parents and children, using quality tools. Hence, we have ensured the direct measurement of certain basic indicators in the analyze of the child's well being, in terms of the child's health, nutrition, education, protection and participation, but also their qualitative analyze.

The volume and structure of the sample offers the study national representation for households with children in the rural environment, having a total volume of 2.186 households, from the villages in which WVR performs or has performed activities. Households were chosen randomly, from 65 communes located in six of our country's counties (Vaslui, Ialomița, Vâlcea, Dolj, Olt and Cluj). The distribution of households, depending on their belonging to a certain village centre of commune or a peripheral village, is almost equal to the distribution corresponding to the households with children in the Romanian rural environment.

The methodology used has targeted the interviewing of an adult, member of the household, and the application of 2 questionnaires to children with ages between 7 and 18 years old; these tested the healthy behaviour of children as well as their level of knowledge, in reading and understanding a text. The quantitative instruments are presented in annex no....

We have applied 2186 questionnaires to adults in the households, 2258 questionnaires to children, as well as 953 reading tests applied to children in grades 1-5 (ages between 7-12 years old), from the villages in which World Vision carries out its programs.

A comparison between the data of the study regarding the households and some results of the 2011 Census (www.recensamantromania.ro) indicates very close values. Therefore, the average number of rooms/household is of 2,88 in the WV research, compared to 2,9 in the census, while the average surface of a household is of 48,35 sqm in the study whereas the census provides a value of 45,9 sqm.

For the total sample, the maximum error margin for a trust level of 95% is under 2,5%.

The data analyze was descriptive, presenting the distribution of the analyzed indicators, as well as explanatory, correlating the information resulting from the application of different instruments and attempting to indentify the critical or positive aspects that characterize as accurately as possible the quality of life children in the rural environment had in 2016. For some indicators, data was compared with the representative indicators obtained by WV in the studies of years 2012, 2014 and 2016 and/or from similar studies performed for the rural environment.

3. Demographic and socio-economic characteristics of the population included in the study

3.1. STRUCTURE OF THE HOUSEHOLD

Within the research performed we include a number of 2186 households inhabited by 9096 persons. The average number of inhabitants in a household is of 4 persons. Out of all the 9096 persons, 55% were adults (over 18 years old), 10% are children with ages between 1 and 5 years, 14% are children with ages between 6 and 10 years, 12% children aged 11 to 14, while 9% are teenagers with ages between 15 and 17 years old. From the 2186 households included in the study, 45% have one child, 36% have 2 children, 12% 3 children, 4% 4 children, and the rest of 3% have 5 children or more.

3.1.1. THE HOUSEHOLD'S LEVEL OF EDUCATION

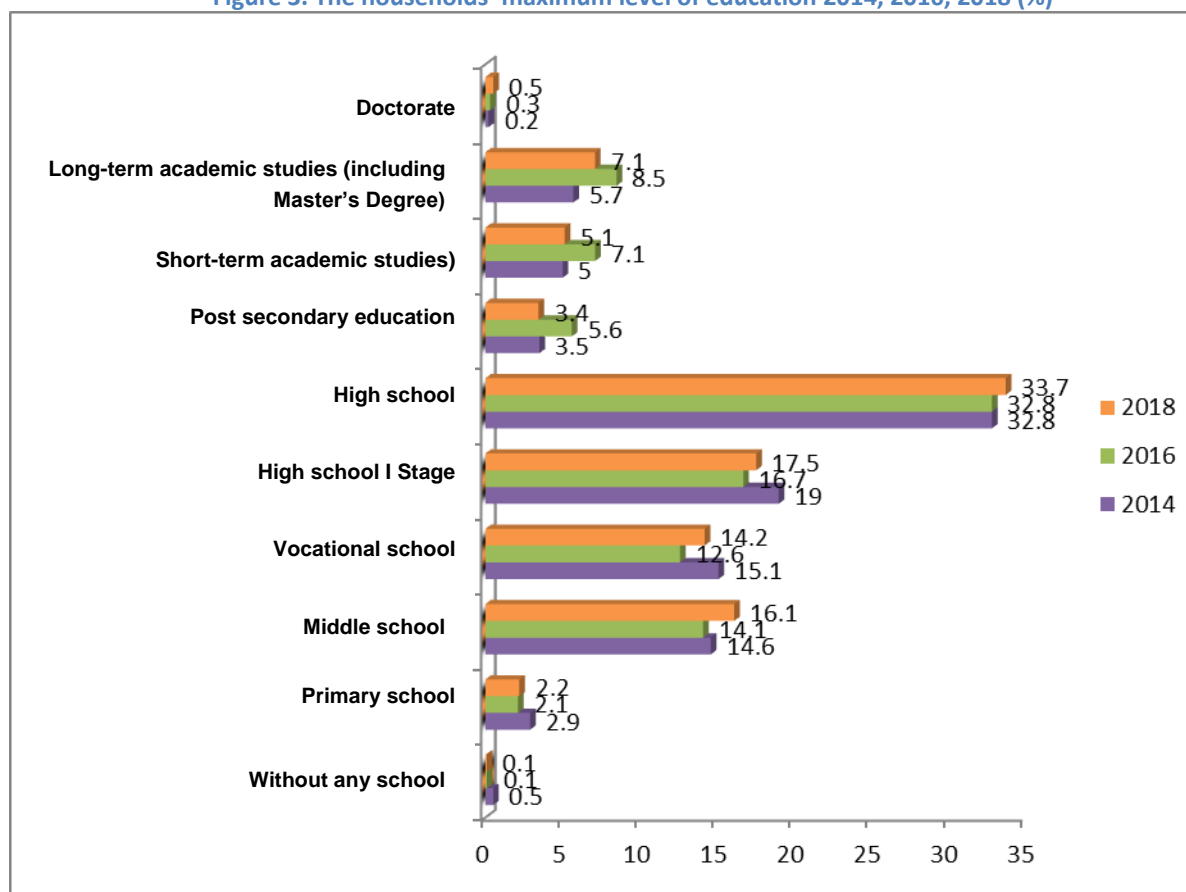
The distribution of households by the highest level of education registered indicates for 2018 that about one third of them (33, 7%) have high school studies as maximum level of education. The same as in the studies previously performed in 2014 and 2016, data shows that in the rural environment there is a tendency for the adult population to have high school studies as maximum level of education (32,8% in 2014 and 2016, 33,7% in 2018). Compared to year 2016, data shows a two percent increase in the households whose members have graduated middle school (16,1% compared to 14,1%) and vocational school (14,2% compared to 12,6%). However, compared to 2016, there is a two percent decrease in the number of households whose adults have graduated short-term university studies (from 7,1% to 5,1%) and of 1,4 percent in the number of those with long-term university studies (from 8,5% to 7,1%). (

Figure 3)

Analyzing the data of the researches performed in 2014 and 2016, in 2018 we notice a slight increase in the education level of households, 49,9% of them having at least high school studies (high school studies, post secondary education, university and post-university education) compared to 47,2% in 2014. Compared to 2014, in 2018 we notice an increase in the weight of households that have long-term university studies as maximum level of education (from 5,7% in 2014 to 7,1% in 2018). Even though their percentage is reduced, we also notice a slight decrease in the number of households in which the maximum level of education is primary education (from 2,9% in 2014 to 2,2% in 2018).

Analyzing the data of the 2018 study regarding individual education, we see a pretty high percentage of persons aged between 18 and 24 that have only graduated middle school (25% of the persons included in this age group). From the persons between 25 and 64 years old, 24% have graduated middle school, 21% a vocational school, 24% have high school studies, and 7% have university studies. A percentage of 91% of the persons that graduated from professional schools are aged between 25 and 64.

Figure 3. The households' maximum level of education 2014, 2016, 2018 (%)



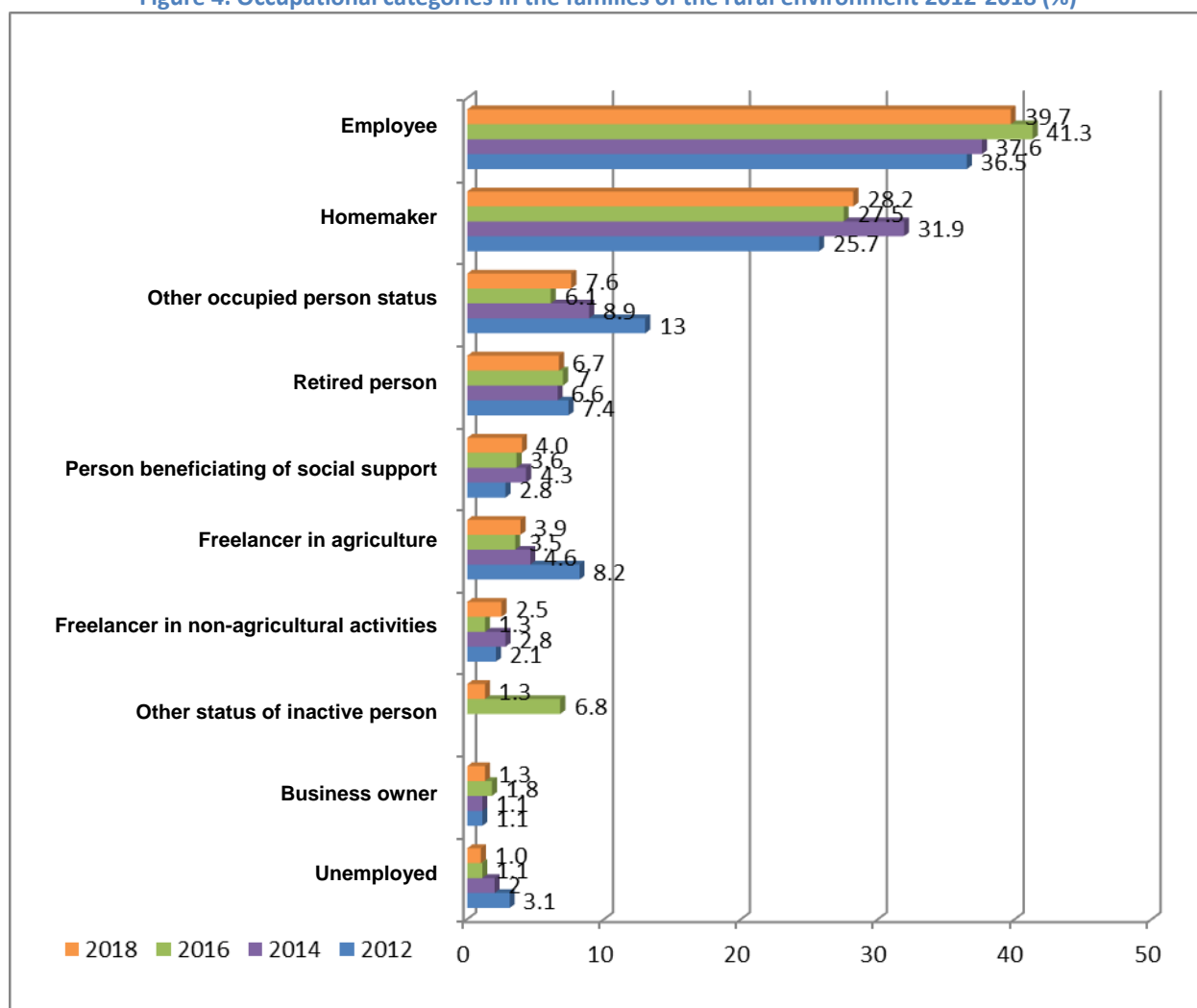
The results of the last Population and Households Census in 2011, indicate, from the population in the rural environment, that 17,2% have high school studies, 14,7% have graduated a professional school, 36,6% have middle school studies, 20,9% primary studies, and 4,3% university studies (PHC, 2011). Compared to these data of the 2011 PHC, the results of the study performed by World Vision in 2018 indicate a greater percentage of adult persons in the rural environment that have high school studies (25,5% of the total population over 18 years old included in the study) and university studies (6,6% of the total population over 18 years old included in the study).

3.1.2. OCCUPATIONAL CATEGORIES

A comparative analyze of the data included in the studies performed during 2012-2018 shows that there is an increase tendency of the occupied population, which was also maintained after 2016. The weight of the employed

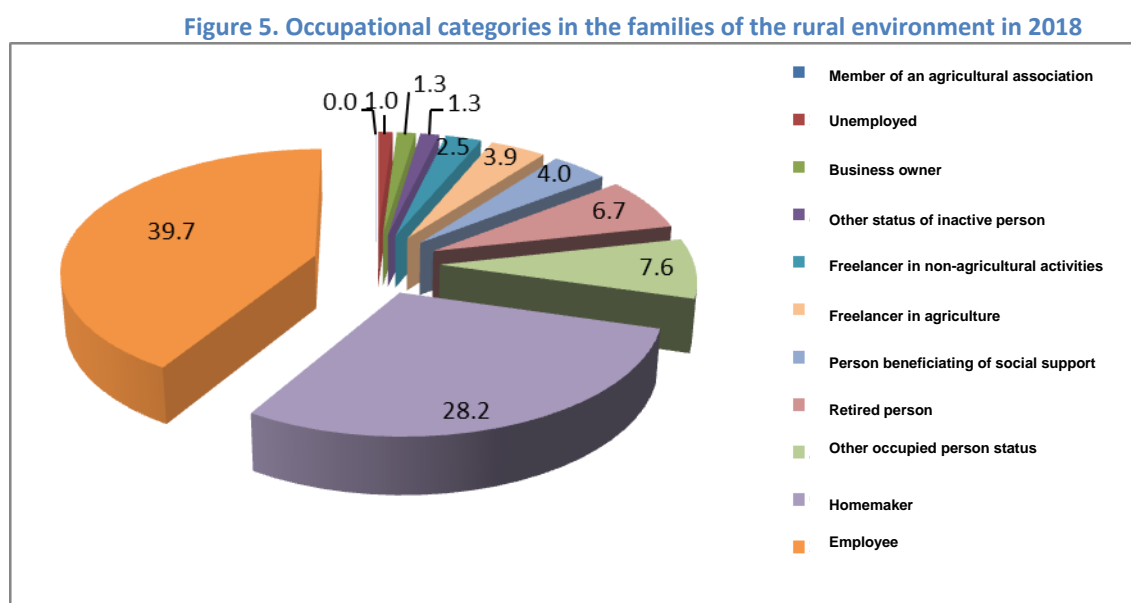
population has increased constantly from 2012 until 2016, when it reaches 41,3% (compared to 36,5% in 2012 and 37,6% in 2014), registering, in 2018, a slight regression (39,7%). Even though in 2018 the proportion of the employed population has registered a slight decrease compared to 2016 (from 41,3% in 2016 to 39,7% in 2018), there are increases in the number of self-employed workers in non-agricultural activities (from 1,3% in 2016 to 2,5% in 2018) and of those who have another status of occupied person (from 6,1% in 2016 to 7,6% in 2018). The proportion of homemakers remains high (28,2% in 2018), even though it starts to drop after 2014 when 31,9% have declared they have this occupational status. The percentage of unemployed persons continues to drop during 2012 -2018 from 3,1% in 2012 to 1% in 2018. Although the proportion of people owning their own business is extremely low in all four waves of study, if until 2016 their percentage had increased from 1,1% (in 2012 and 2014) to 1,8% (in 2016) , in 2018 it registered a decrease down to 1,3%. (Figure 4)

Figure 4. Occupational categories in the families of the rural environment 2012-2018 (%)



The occupational structure of the adult population in the households included in the study indicates, for 2018, a percentage of 39,7% employees, 28,2% homemakers, 6,7% retired persons, 3,9% freelancers in agriculture, 2,5% freelancers in non-agricultural activities and 1,3% business-owners. (

Figure 5)



By analyzing the data of the 2018 study, we notice a slight decrease in the number of employees and of business-owners, compared to 2016. If in 2016, one of the possible causes for the increased number of employees and business-owners was the implementation of projects funded by European funds which targeted the integration of persons in the labour market and the stimulation of entrepreneurship, the lack of funding to continue the support offered to these persons or small businesses has led to a decrease in their number, beginning with 2017. At the same time we notice a slight increase in the number of persons benefiting from social aid, from 3,6% in 2016 to 4% in 2018. A shared tendency of the four study waves is the maintaining of almost one third of the percentage of persons that stay at home and a decrease in the number of unemployed persons.

3.1.3. INCOME SOURCES

The income sources of the households included in the present research are: salaries (61% of the households have this income source), child allowances (93.7% of the households), complementary allowances (25,6%), guaranteed minimum income (15,1%), agriculture (12,5%), retirement pensions (7,7%), money sent from relatives working abroad (5,2%), agricultural grants (4,8%), Social Support for Disabled (3,6%).

By analyzing the data of the researches performed in 2014, 2016 and 2018 we can see that salaries represent the main source of income for 61% of the households. If in 2016 the percentage of households that had salaries as their source of income had increased compared to 2014 with 6,6%, reaching 61,8%, in 2018 it decreases slightly down to 61%. Considering the structure of the sample, that has included families with children, the share of households that declare they also have income from children's allowance remains high in 2018 (93,7%) as well. Compared to the previous studies, in 2018 there was an increase in the percentage of households that declare complementary allowances as a source of income (from 2,8% in 2014, to 18,9% in 2016 and 25,6% in 2018). (Table 1)

We notice a doubling in the share of households in which the guaranteed minimum income represents a source of income in 2018, compared to 2016, from 7,4% to 15,1%. Even though this percentage is a lot smaller than the one registered in 2014 (42,4%), it still is worrying, through its implications regarding the well-being of the entire family. The guaranteed minimum income, together with the complementary allowance, are forms of social benefits meant for families that are under the poverty threshold. When analyzing the households that have incomes from these two sources we can see that about 33% benefit of social support. These households are the ones that find themselves below the poverty threshold, this usually having effects on the education of their children.

Compared to the previous studies (2014, 2016), the current one increases with about 2 percents the share of households that have incomes from agriculture (from 10,1% in 2014 to 12,5% in 2018) and of those that have as income a Social Support for Disabled Persons (from 1,8% in 2014 to 3,6% in 2018). If in 2016, the percentage of families that would gain income from the money sent from abroad by their relatives decreased a lot (from 11,1% in 2014 to 4,5% in 2016), in 2018 we notice a slight increase of the households benefiting from this type of income (from 4,5% to 5,2%).

Table 1. Sources of income in the households 2014, 2016, 2018 (%)

Sources of income	2014	2016	2018
Child allowances	61.3	91.8	93.7
Salaries	55.2	61.8	61
Complementary allowances	2.8	18.9	25.6
Cv social support (Guaranteed minimum income)	42.4	7.4	15.1
Agriculture	10.1	10.7	12.5
Retirement pension	11.4	8	7.7
Money sent from abroad by relatives	11.1	4.5	5.2
Agricultural grants			4.8
Social support for disabled persons	1.8	1.9	3.6
Illness pensions	2.6	3.9	3.1
Survivor's benefit	1.6	1.6	1.8
Attendance allowance for disabled persons	2	1.3	1.6
Unemployment benefit	3	1.5	1.2

Crafts	3.2	1.3	0.6
Others	4.6	7.4	4.6

A shared tendency of the three waves of study from 2014, 2016 and 2018 is the increase in the number of households that have 3, 4 or even 5 sources of income. Therefore, in 2018 we can notice an increase of 6,7% compared to 2016 in those who have three sources of income (from 23,5% in 2016 to 30,2% in 2018), and even in relation to the households that have 4 sources of income, the percentage has reached 6,1% (compared to 1,9% in 2014 and 4,1% in 2016). And in 2018 over half of the households benefit of 2 sources of income (53,4%), but this percentage drops in comparison to 2016, when it reached 62%. Even though it is still pretty reduced, the percentage of households that have 5 sources of income increased to 2,4% in 2018 compared to 0,4% in 2016 and 0,2% in 2014. (

Table 2)

Table 2. The number of income sources of households 2014, 2016, 2018 (%)

Number of income sources	2014	2016	2018
1	35.5	10	7.8
2	44.4	62	53.4
3	16.3	23.5	30.2
4	1.9	4.1	6.1
5	0.2	0.4	2.4

In case of households with a single source of income, in 2018 for 61% that source of income is the children's' allowances, increasing compared to 2016 when only 49,3% of the families declared that that was their only type of income. Compared to 2016, the percentage of households that have salaries as their only type of income has dropped, from 40,8% to 27%. Only 3,6% of those having a single source of income are benefiting from guaranteed minimum income.

In relation to households with two sources of income, they mostly come from the combination of a salary or guaranteed minimum income with children's allowance. In the case of those obtaining income from agricultural activities, they usually combine those with retirement pensions.

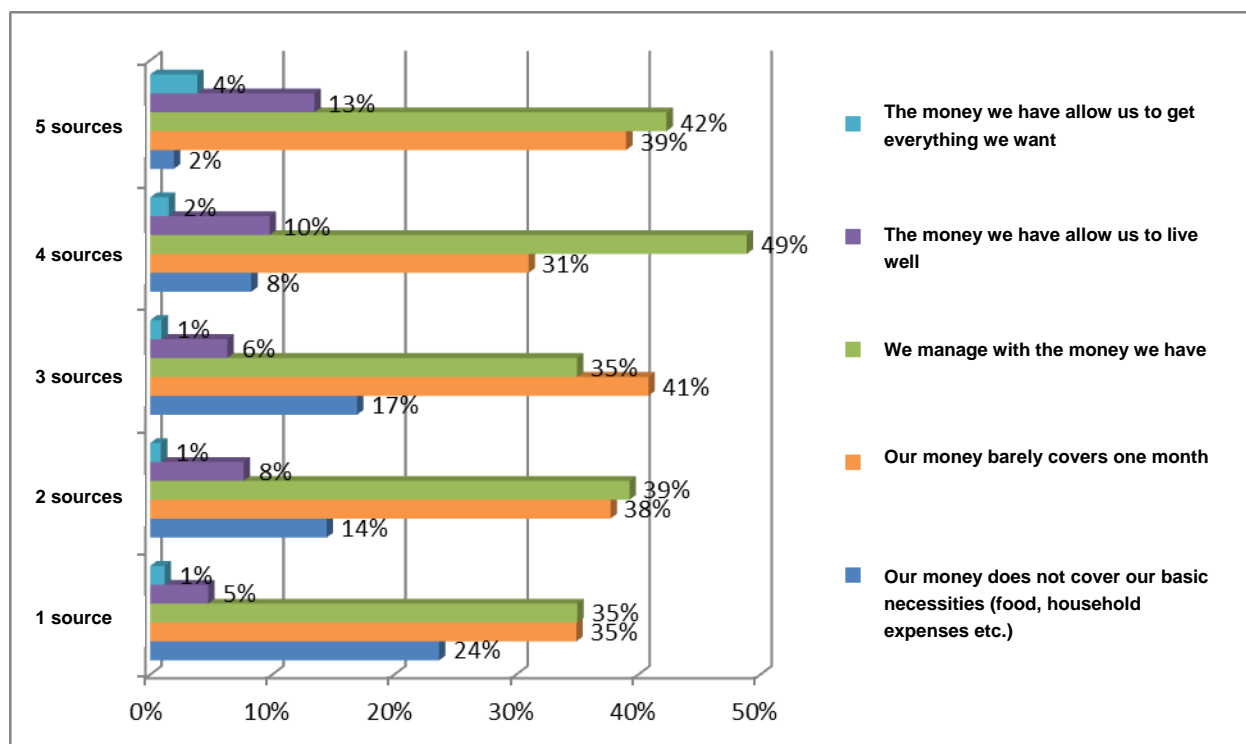
The analyze of households with three or more sources of income indicates a sum between salaries, children' allowances, agricultural income, complementary pensions and pensions. In the case of those benefiting of guaranteed minimum income, usually children's allowances and complementary allowances complete the family's income.

Considering the self-assessed financial well-being of the household provided by respondents, in relation to the number of income sources existing in the family, we observe an association between them. Even though the number of income sources is not to only important element for establishing a household's financial well-being, but more importantly, the type of income and its quantum, we can notice that, as their number increases, the percentage of people declaring that they have a hard time covering their basic needs drops. Therefore, if in the case of households with only one source of income, 24% of the respondents have declared their money does not cover their basic needs, in those with four sources of income, the percentage of such people drops to only 8%. As

the household's sources of income increase, the percentage of people declaring they have money to live well also increases (from 6% for those with 3 sources of income, to 10% in those with 4 sources of income and to 13% in those with 5 sources of income). However, the income quantum is important, the percentage of those declaring that they have a hard time managing their money for one month remains high enough, even if the household has 3 sources of income (41%), 4 sources of income (32%) or 5 sources of income (38%). (

Figure 6)

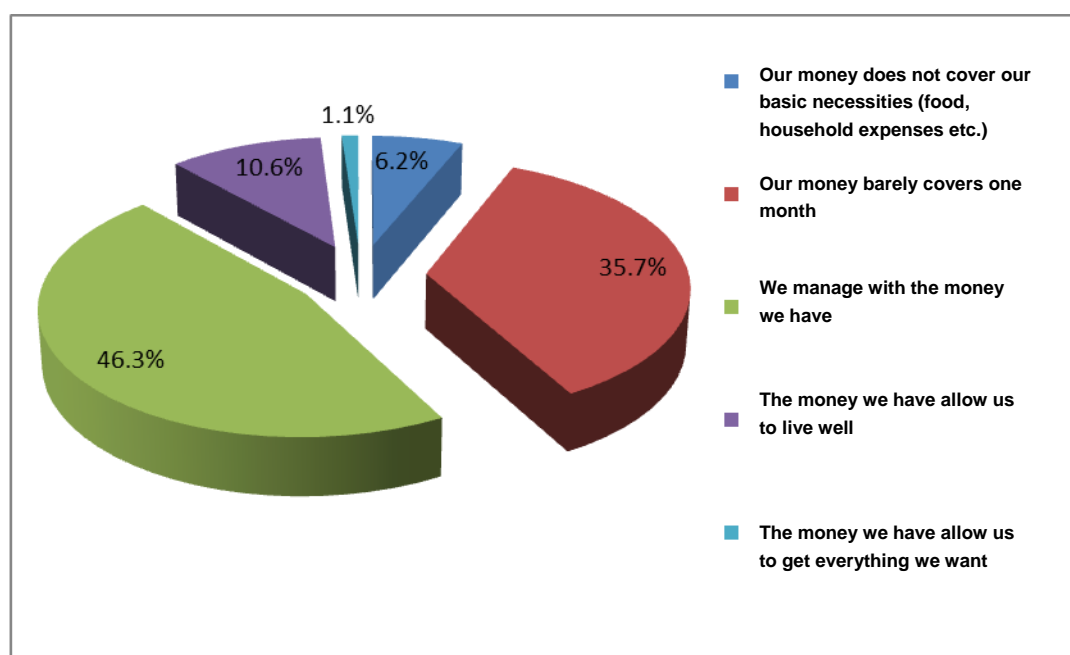
Figure 6. Number of income sources and the household's financial well-being assessment 2018



If we consider the households with salaries, the weight of those declaring money is not even enough for their basic necessities is more reduced (6%), and of those declaring that they manage with the income they have is higher (46%). Compared to 2016, the percentage of those with salary income that declare they manage with their money has dropped with 3% (from 49% in 2016 to 46% in 2018). We have an 1% increase in the percentage of households with salaries declaring that money hardly lasts them for one month or covers their basic necessities (42% in 2018 compared to 41% in 2016). (

Figure 7)

Figure 7. The perceived financial well-being of households with salary incomes



In the case of households where there are no salaries, the percentage of those declaring that their money does not cover the basic necessities is of 48%, of those considering they hardly get through the month is of 31%, and of those managing with what they have is of 18%. Compared to 2016, the percentage of those that do not have salaries but manage with the money they have has decreased with 3% (from 21,5% in 2016 to 18% in 2018). Thus, over two thirds (79%) of those that have no salary income place themselves in the vulnerable income categories.

By analyzing the data in the last two study waves we notice a drop in the percentage of households that, regardless of having salary incomes or not, declare they manage with their money. One cause for that might be the declining purchasing power, despite the national economic increase. Price increases recorded for utilities, commodities, food (even though part of it might come from self-consumption) have caused a drop in the living standards of families in the rural environment.

3.2. LIVING

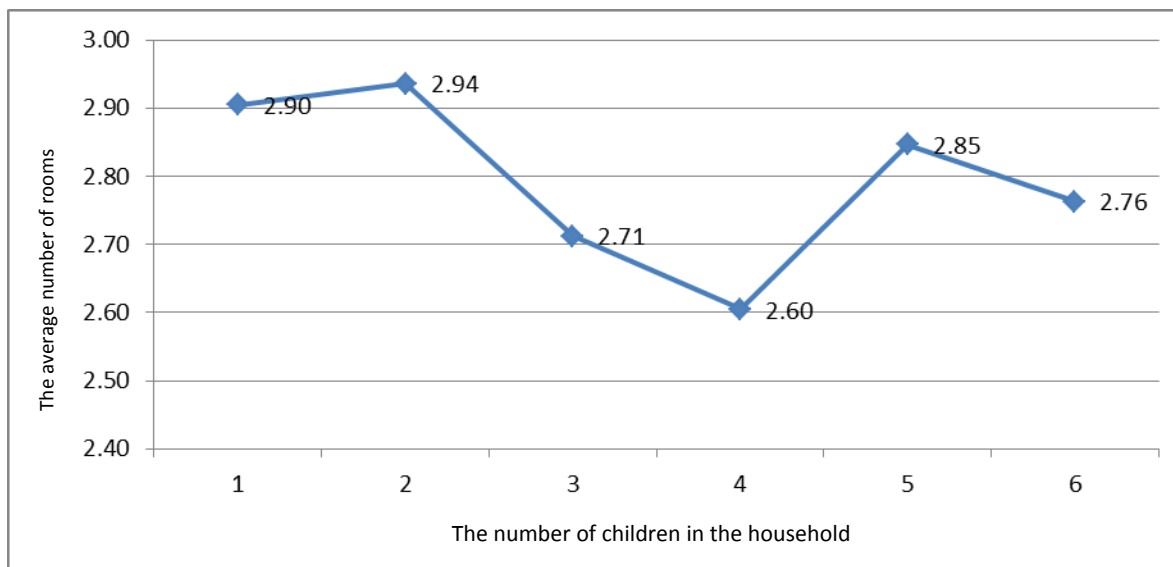
From the total of 2186 households included in the 2018 research, 94,9% were living in a house, 4,3% were living in a flat in a block, 0,6% were living in an apartment in a house, while 0,2% were living in an improvised home. Out of the total homes, 4% had only 1 room, 36% had 2 rooms, 36% had 3 rooms, 18% were with 4 rooms, 4% had 5 rooms, while the rest of 2% had 6 or more rooms.

Homes have an average of 2,88 rooms and of 48,35 sqm living space. The median number of rooms is 3, while the median total living space is of 40 sqm. The data of the study is comparable with the data supplied periodically by INS regarding the housing stock. Therefore, in 2016, at national level, according to the INS¹ data (INS, 2017) the average number of rooms per home was of 2,7, while the average living space was of 47,4 sqm. INS data indicates slight differences between the residence averages, both regarding the average number of rooms / home, and their average surface. In the rural environment there is an average of 3 rooms/home and an average surface of/home of 46,9 sqm. Comparing the information obtained in the study, to the INS data, we notice that they are close, in value, to those provided by official statistics.

Considering the number of children in a home, we notice that the average number of rooms decreases as the number of children increases, this tendency only reversing in the cases where there are 5 children. Therefore, if in the households with one child, we have an average of 2,9 rooms/home, in those with 2 children it increases to 2,94 rooms/home, but in those with 3 children the average drops to 2,71 rooms/home, and in those with 4 children decreasing to 2,6 rooms/home. For the 3% of the households having 5 children, there is an average of 2,85 rooms/home, and in the case of those with 6 or more children, we have 2,76 rooms/home, but this values could, however be distorted by the reduced number of responses. (Figure 8) Most households with one or two children have 3 rooms (38%, respectively 37% in the case of families with 2 children), those with three children have 2 rooms (40%), those with 5 to 6 children have 2 rooms (54%, respectively 50% for those with 6 children).

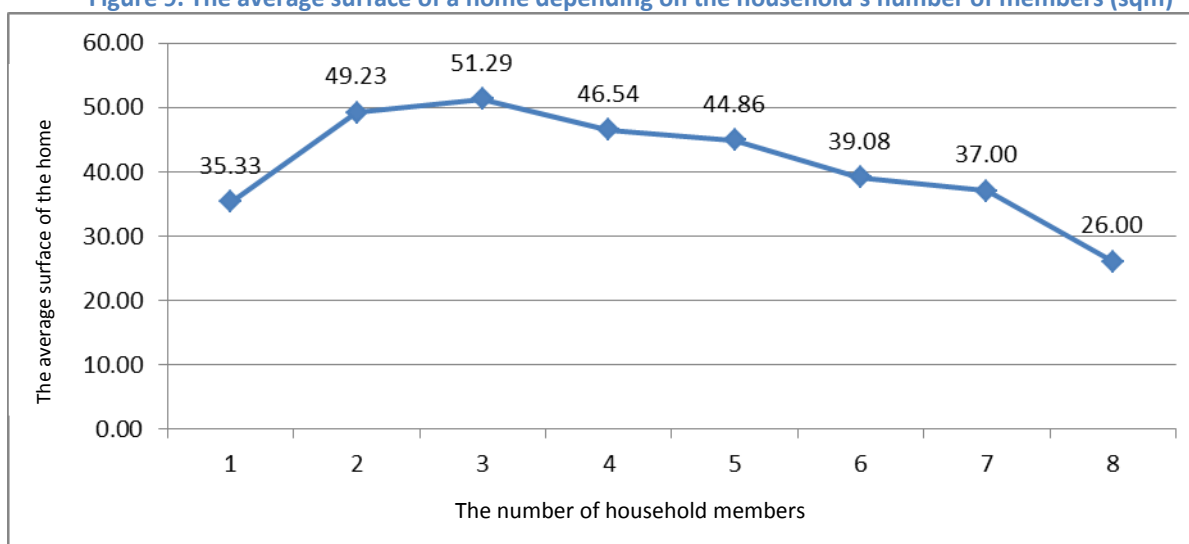
Figure 8. The household's average number of rooms depending on its number of children

¹ INS. (2017). *Housing Fund. Year 2016*. Bucharest



If we analyze the average surface of the household, respectively the number of members in the household, we can notice that it increases up to the case of those with 3 members (from 35,33 sqm to 51,29 sqm), as beyond this value the tendency will be downwards. Therefore, for families with 4 members, the average value of their living space is of 46,54 sqm, for those with 6 members it is of 39,08 sqm, and in case of those having 8 members, it drops down to 26 sqm. (Figure 9) The average surface of a household per capita is larger in the commune centre village (13,88 sqm/capita), but the values are not too different, as the distance from the commune centre increases (12,2 sqm at distances under 2km, 12,66 sqm at distances between 2 and 5 km, 12,47 sqm at distances between 5 and 7,5km). If the home's surface (sqm/per capita) is considered in relation to the nearest city, the highest value is recorded in the villages located next to cities (distance of maximum 11 km– 15,14 sqm/per capita), while the lowest can be found in the villages placed at a distance of over 40 de km away from a city (8,42 sqm/per capita).

Figure 9. The average surface of a home depending on the household's number of members (sqm)



A percentage of 53% of the households included in the study have declared that in the past 5 years they have performed consolidation works on their homes. Analyzing the data regarding the living conditions of the past three waves of the study, we revealed fairly similar facilities.

The values resulting from the 2018 research regarding the homes that have indoor bathrooms and toilets are similar with those supplied by the INS. Therefore, according to official data 41,2% of the households in the rural environment are equipped with an indoor bathroom/shower, while 37,6% of the rural homes have indoor toilets (INS, Tempo on-line, CAV1020). Regarding the connection to the natural gas system, the number of localities where natural gas was distributed was 668 in 2016, respectively 23,4% of the Romanian communes (INS, tempo-online GOS117A). The data of the National Housing Strategy 2016-2030 indicates, for the rural environment, that a percentage of 5,3% of the total rural population has benefited of sewerage services (p. 23).

In regard to the equipments of the households, we have an upward trend for all three waves of the study, in terms of their equipment with: TV, fridge, cable or satellite television, internet connexion and mobile phone.. (Table 3)

Table 3. Living conditions and equipment of the household (%)

Goods in household	2014	2016	2018
TV	95.9	97.7	98
Fridge	89.3	91.1	95
Cable or satellite television	89.6	93.6	95
Automated washing machine	53.2	64.3	59
Internet connection	50.9	62.2	62,2
One vehicle	30.3	41.7	37
Two or several vehicles	5.3	7.5	6
Camera	27.9	30.2	23
Mobile phone	90.8	94.6	96

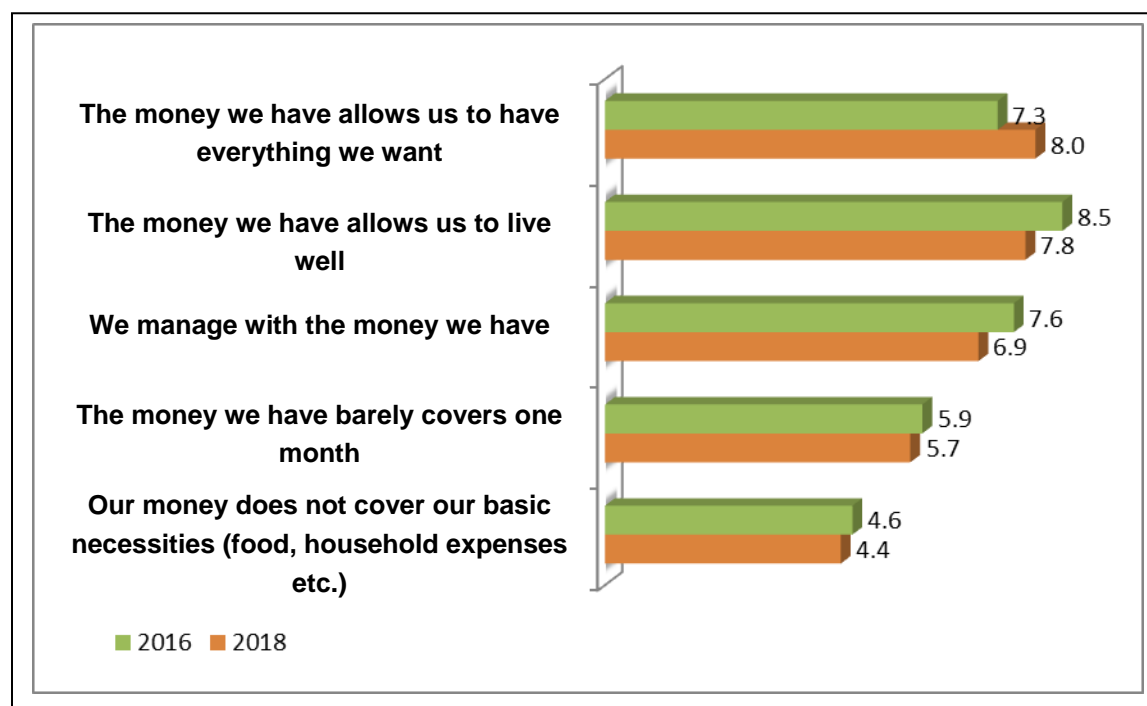
If the number of goods owned in a household depends on the type of income and its quantum, by analyzing the data we can notice that, for the households with 4 and 5 sources of income, the average number of owned goods is higher (6,4 goods for those with 4 sources of income, respectively 7,4 for those with 5 sources of income, compared to the 5,7 goods owned by those that only have 3 sources of income). With regard to the relation between the average number of goods owned and the assessment of the household's financial well-being, we see that once the family's level of financial well-being increases, the number of goods owned also increases. Therefore, in the case of households whose money does not cover their bare necessities, the average number of goods is of 4,4, those that manage with their money, the average number of goods increases to 6,9, while in the families that have money for anything they desire, the average number of goods is of 8. (Figure 10)

Compared to year 2016, we have a decrease in the average number of goods found in households that do not have enough money for their basic necessities (from 4,6 in 2016 to 4,4 in 2018), in those households where money lasts

for one month (from 5,9 in 2016 to 5,7 in 2018), in those that manage with their income (from 7,6 in 2016 to 6,9 in 2018) and in those that have enough money to live well (from 8,5 in 2016 to 7,8 in 2018). (Figure 10)

The average number of owned goods is higher in the households located in the commune centre village (6,6) and decreases as the distance from the commune centre increases. Therefore households located at under 2 km distance from the commune centre have an average number of goods of 6,3, as those located at a distance of between 2 and 5 km have 5,9 goods, those placed at a distance of 5 and 7,5 km have 5,4 goods, and those located at a distance of over 7,5 km have an average of 5,5 goods. Distance from the nearest city is also an influence on the average number of goods households have. Therefore, in the communes located within 11 km from a city the average number of goods in households is of 6,4 compared to those located at a distance of between 21 and 30 km that have an average number of 6 goods, and those between 31 and 40 km away, that have an average number of goods of 5,7.

Figure 10. The household's average number of goods, depending on its assessed financial well-being 2016 and 2018



4. The health status of children in the rural environment

The study has analyzed the health of children in the rural environment by researching aspects related to their access to health services, the level of information that adults have with regard to aspects influencing the health of children (nutrition, vaccination, prophylaxis rickets / anaemia, the frequency of medical consultations, treatment of illnesses, preventive behaviour in pregnant women), living conditions in the household that directly affect the health of children (sanitary facilities, food conditions), children's health behaviours, as well as the incidence of behaviours with negative effects on the health of young people in the rural environment, aged 12 and 18.

4.1. SANITARY FACILITIES IN THE RURAL HOUSEHOLDS OF ROMANIA

The existence of sanitary facilities in the Romanian rural households is a very important condition when it comes to ensuring the child's appropriate hygiene, as it is, in the opinion of family doctors, one of the main causes of the illness of children under 5 years old (Bădescu et al., 2016).

The access to utilities in the Romanian rural environment remains a major problem, despite all the funding programs (either from European or national funds) targeting the increased access of people in the rural environment to sewerage, current water or gas. Data supplied by the INS for 2016 shows that only 30,5% of the Romanian communes had public sewerage, increasing since 2012 when only 21,5% of the rural localities were connected to the sewerage system (INS, tempo-online GOS110C). In the rural environment 97,8% of the localities have sewerage systems and 76,6% of rural localities had in 2016 a water distribution network (INS, tempo-online GOS106C).

According to INS data, 41,2 % of the rural households are equipped with indoor bathroom/shower, while 37,6% of them have indoor toilet (INS, Tempo on-line, CAV1020, 2016).

The study data indicates no change in the sanitary facilities of households for 2018.

4.2. HYGIENE CONDITIONS OF CHILDREN IN THE RURAL ENVIRONMENT

The hygiene of children is one of the main methods of preventing different affections, especially for children of under 5 years old. Children's personal hygiene involves them washing their hands at least before every meal, their teeth at least twice a day (morning and night), and their body at least once a day. According to the World Health Organization, hand hygiene allows us to prevent microbes from spreading and the so-called diseases of dirty hands: hepatitis (A and E) and diarrhoea. Respecting these rules of personal hygiene can, however, represent a problem in the households that have no indoor bathroom/shower/toilet.

The results of the study show that in 78% of the households' children always wash their hands after using the toilet, in 82% of the households children wash their hands before every meal, and 97% have a bath every week, according to the answers collected from their parents. If we take a look at their oral hygiene, in only 59% of the households children wash their teeth twice a day, morning and night. (Table 4)

Table 4. Hygiene of children in the household

	Never	Sometimes	Always	Total
Children wash their hands after using the toilet	1%	21%	78%	100%

Children wash their hands after every meal	1%	17%	82%	100%
Children wash their teeth morning and night	3%	38%	59%	100%
Children have a bath every week	0%	3%	97%	100%

When referring to the children's hygiene in relation to the sanitary facilities of the households, we can notice that in those households where such facilities exist, the number of children respecting hygiene rules is higher. Therefore, in the households that have an indoor bathroom, the percentage of children that wash their hands after using the toilet is of 88% compared to the 71% recorded for those households that do not have this facility, 90% of the children always wash their hands before every meal, compared to 78% of the children in the households that have no bathroom; 69% of the children wash their teeth, compared 53% of those in the households that do not have this facility. The situation is similar for the households that have indoor toilet, current water or are connected to the sewerage system. (Table 5)

Table 5. The hygiene of children within the household, depending on the household's facilities

		The household has an indoor bathroom		The household has an indoor toilet		The household has indoor current water	
		No	Yes	No	Yes	No	Yes
Children wash their hands after using the toilet	Never	1%	0%	1%	0%	1%	0%
	Sometimes	28%	11%	26%	12%	27%	14%
	Always	71%	88%	73%	88%	72%	86%
Children wash their hands before every meal	Never	1%	0%	1%	0%	1%	0%
	Sometimes	21%	10%	21%	9%	21%	12%
	Always	78%	90%	78%	90%	78%	88%
Children wash their teeth morning and night	Never	4%	2%	4%	1%	4%	2%
	Sometimes	43%	29%	43%	29%	42%	32%
	Always	53%	69%	53%	70%	54%	66%
Children bathe every week	Never	0%	0%	0%	0%	0%	0%
	Sometimes	5%	1%	5%	0%	5%	1%
	Always	95%	99%	95%	100%	95%	99%

86 % of the children of 8-18 years old included in the study declare that they always wash their hands after using the toilet, 88% declare that they always wash their hands before eating, 72% respect the rules of oral hygiene (they wash their teeth twice a day), and 97% bathe every week (Table 6). The answer offered by children confirm the perceptions of adults and show that they have acquired the necessary knowledge in order to have a preventive behaviour against any illnesses.

Table 6. The health of children in the household

	Never	Sometimes	Always	Total
I wash my hands after using the toilet	1%	13%	86%	100%
I wash my hands before eating	0%	12%	88%	100%
I wash my teeth morning and night	1%	27%	72%	100%
I bathe every week	0%	3%	97%	100%

The analyze of the answers given by the children in regard to their personal hygiene behaviours indicates, this time also, a correlation between the existence of sanitary facilities in the households and those mostly observing hygiene rules. Therefore, children that live in households with interior bathroom/toilet/current water are more inclined to declare that they always wash their hands after using the toilet (92% of those living in households with such facilities) or that they wash their teeth twice a day (82% of those having an indoor bathroom) (Table 7).

Table 7. The hygiene of children depending on their sanitary facilities

		The household has an indoor bathroom		The household has an indoor toilet		The household has indoor current water	
		No	Yes	No	Yes	No	Yes
I wash my hands after using the toilet	Never	1%	0%	1%	0%	1%	0%
	Sometimes	18%	8%	17%	8%	18%	9%
	Always	81%	92%	82%	92%	81%	91%
I wash my hands before eating	Never	0%	0%	0%	0%	0%	0%
	Sometimes	14%	11%	15%	10%	14%	11%
	Always	86%	89%	85%	90%	86%	89%
I wash my teeth morning and night	Never	2%	0%	2%	0%	2%	1%
	Sometimes	34%	17%	33%	16%	34%	19%
	Always	64%	82%	65%	84%	64%	80%
I bathe every week	Never	0%	0%	0%	0%	0%	0%
	Sometimes	5%	1%	4%	1%	4%	2%
	Always	95%	99%	96%	99%	96%	98%

4.3. THE FEEDING CONDITIONS OF CHILDREN IN THE RURAL ENVIRONMENT

Since the child's healthy lifestyle also depends on having quality food, this study aims to also analyze how are children in the rural environment being fed. We have researched aspects targeting the quality and quantity of their food, the number of meals they have daily and their content, as well as the perception children have on the sufficiency of food.

When analyzing the data of the study we notice that over two thirds of the households have problems in ensuring food quality, their members being forced to buy cheaper products (71%). At the same time, about one third (29%) have borrowed or received food from their relatives/friends. Compared to the 2016 study there was a 3% drop in those declaring they had to buy cheaper products (from 74% to 71% in 2018), and with 5% in those buying the same products, but in different quantities (from 66% to 61% in 2018) and with 9% in those that have borrowed / received products from their relatives/friends (from 38% to 29% in 2018). There was, however, a 3% increase in the number of those that had to buy products on credit (from 42% to 45% in 2018). (Table 8)

Table 8. Households that in the past 12 months had to reduce the quantity or quality of their food, 2016-2018 (% YES from total respondents)

In the past 12 months, the members of the households had to	2016	2018
Buy cheaper products	74%	71%
But the same products, but in smaller quantities	66%	61%
Buy food on credit	42%	45%

To borrow or receive food from their relatives/friends	38%	29%
---------------------------------------------------------------	------------	------------

Comparing the adopted food strategies to the perceived financial well-being of the family, we can notice that those dealing with financial problems have mostly chosen to buy cheaper products. We are concerned by the fact that a percentage of 96% (compared to 95 % in 2016) of those declaring they do not have enough money for their basic needs, had to buy cheaper products. Also in the case of those declaring that their money barely lasts them one month, the main strategy was to buy cheaper products (85% of them declared they had to buy cheaper products). Buying cheaper products was also the choice of over one half (56%) of those managing with the money they have, and of 23% of those living well with the money they have. Compared to the 2016 study, we notice that in the case of families managing with their money, there was an 8% drop in those choosing to buy cheaper products (from 64% in 2016 to 56% in 2018) and with only 6% in those buying fewer products (from 51% to 45%). Also in the case of households that have enough money to live well, there is a 10% drop in those buying cheaper products (from 33% to 23% in 2018) and of 8% in the families that bought fewer products (from 26% to 18% in 2018). (Table 9)

Table 9. Reduction in the consumption or quality of food, depending on the self-perceived financial well-being of the household

The self-perceived financial well-being	2016		2018	
	They bought cheaper products	They bought fewer products	They bought cheaper products	They bought fewer products
Money is not even enough for the bare minimum	95%	92%	96%	91%
Money barely lasts for one month	87%	79%	85%	75%
We manage to get by with the money we have	64%	51%	56%	45%
The money we have allow us to live well	33%	26%	23%	18%

In the period 2014-2018 there was an increase in the number of respondents who declared that in their households children have maximum 2 meals per day, reaching 9% in 2018, and a decrease in those offering maximum 3 meals per day (from 19% in 2014 to 13% in 2018). (Table 10) The percentage of those offering their children 3 meals and two snacks per day was, in 2018 of 78%, with 4% more reduced than in 2016.

Table 10. Number of meals per day received by children in the households

Number of meals per day received by children in the households	2014	2016	2018
Maximum 2 meals per day	6%	5%	9%
Maximum 3 meals per day	19%	12%	13%

Between the number of meals offered to children in the households and the perceived financial well-being there is a directly proportional relation. Therefore, as the perceived level of well-being increases, the number of meals

offered to children is greater. Comparing the number of meals/day received by children to the perceived financial well-being of the household, we notice that in the families where money is not even enough for their basic needs, children mostly receive less than 2 meals per day (25% of those declaring this have an income that does not cover their bare minimum) or less than 3 meals per day (32% of those declaring this had insufficient income to cover their basic needs). (Table 11)

Table 11. The number of meals per day for the children in the households, depending on their perceived financial well-being

Number of meals per day for children in the households	Perceived financial well-being			
	Money is not even enough for the bare minimum	Money is barely enough until the end of the month	We manage with the money we have	The money we have allow us to live well
Maximum 2 meals per day	25%	10%	8%	2%
Maximum 3 meals per day	32%	20%	7%	8%

When we talk about the child's diet, the number of daily meals is not the only important aspect, but also their content. Analyzing the information regarding the content of meals received by children we see that, fish or meat is received daily by children in 30% of the households, and 2-3 a week by 53%; milk, cheese or yoghurt is received daily by children in 56% of the households, while 36% receive such products 2-3 time per week; fresh fruit is received daily by children in 60% of the households, while 32% only receive them 2-3 times per week (Table 12). Regarding sweets, pretzels, biscuits, 13% of the children eat them at every meal, in 46% of households they eat them maximum 2 times a day, and 41% very rarely. Bread is consumed by children in 86% of the households, in a small amount (a few slices/day), while 11% eat one loaf / day, and 2% eat more than one loaf/day. In case of 40% of the households, children receive cooked meals at least 3 times/day, while 50% receive one at least 2 time/day, and 10% only once/day.

Table 12. The content of the meals received by children throughout a week

Content of the meals received by children/week	Once/week or less often	2-3 times/week	Daily
Fish or meat	17%	53%	30%
Milk, cheese or yoghurt	8%	36%	56%
Fresh fruit	8%	32%	60%

The percentage of children believing they have enough food remains the same as in 2016: 92%. Compared to 2016, we have an increase of 3% in the percentage of children declaring that they never have enough food and that they go to bed hungry. 90% of the children eat at least 2 meals per day, while 9% receive 2 meals per day only sometimes. (

Table 13) The percentage of children declaring they only sometimes eat at least 2 meals per day is higher only in families whose income is not enough to cover their basic needs. These families also include most of the children who declare they sometimes go to bed hungry or that they only sometimes have enough food.

Table 13. Self-assessment on the sufficiency of food received by children, comparison 2016-2018

Food sufficiency self-assessment	I eat at least 2 times per day		I go to bed hungry		I have enough food	
	2016	2018	2016	2018	2016	2018
Never	2,5%	1%	91,4%	92%	1,8%	3%
Sometimes	10,1%	9%	6,5%	5%	6,2%	5%
Always	87,4%	90%	2,1%	3%	92%	92%

4.4. THE CARE OF CHILDREN UP TO 1 YEAR OLD

In the households where there are children younger than 1 year, mothers were asked about the sources of information regarding the baby's nutrition, that they use / access. Most of them declared that their main source of information was their family doctor (28%), followed by relatives (26%), medical professionals in the maternity (23%), specialized books (10%), internet (6%), TV (4%), parenting courses (2%) and other sources (2%). If in the 2016 study, relatives were the main source of information (30%), in 2018 this role was taken over by family doctors.

Even though the importance of breastfeeding during the first 6 months is advertised by medical professionals, and even by the mass media (there is even a message of public interest on the matter), only 49% of the mothers with children of maximum 6 months have only fed them with breast milk in the past 24 hours.

During their pregnancy, over half of the mothers (55%) have declared that they were examined more than 4 times by their family doctor, 34% have benefited of 2-3 examinations, 5 % were examined only once by their family doctor, and 6% were never examined. Medical tests were undertaken at least twice only by 60% of the mothers, 31% of them had undertaken such tests only once, while 9% have never undertaken such investigations during their pregnancy. A percentage of 14% of the mothers never got an ultrasound during their pregnancy, while 25% declared they only got it once and 61% declared that they had gotten at least 2 ultrasounds. One out of 5 mothers was not subjected to a gynaecological exam during her pregnancy. The main causes due to which they have failed to undertake their tests, ultrasounds or gynaecological examinations were the lack of money and poor access (the great distance that had to be travelled in order to have access to such services).

The family doctor did not visit 16% of the households that have children younger than 2 years old, while the community nurse failed to visit 45% of them. For 40% of the families with children under 2 years old, the family doctor came during the first week after the birth, in 30% of such families he came twice during the first month, and in 16% of the cases he came only after one month. The community nurse came at least twice/month to 21% of the families with children under 2 years old, monthly to 18% of them, quarterly to 5% of them, and to 11% less often. (Table 14) If the doctor's visits were more often especially in the families where the maximum level of education was university and high school, the community nurse has made these visits twice per month, especially in the households where the maximum level of education was primary education or professional education.

Table 14. Healthcare after birth

Healthcare after birth		Number	Percentage
Visited and counselled by the family	During the first week	116	40%

doctor	Two times within the first month	87	30%
	After the first month	42	14%
	Never	46	16%
Visited by the community nurse	At least twice / month	45	21%
	Monthly	40	18%
	Quarterly	12	5%
	Rarely	22	11%
	Never	102	45%

Most mothers (90%) gave their less than two years old children products with vitamin D (Vigantol/Vigantolete), and 63% gave them iron supplements. The percentage of those not giving vitamin D products to their children during their first 2 years is still pretty high (10%). During the period 2014-2018 we notice an increase tendency in the percentage of mothers giving their children under 2 years products with D and/or iron supplements. Therefore, in the case of vitamin D products, the percentage has increased from 59% in 2014 to 90% in 2018, and in that of iron supplements, from 33% in 2014 to 63% in 2018 (Table 15). As for iron supplements, the percentage of those declaring that they did indeed administer them was higher for the households visited by the family doctor during the first week or first month.

Table 15. Prophylaxis of rickets / anemia

Prophylaxis of rickets / anaemia	2014	2016	2018
They used products with vitamin D	59%	87%	90%
The used iron supplements	33%	55%	63%

4.5. THE ACCESS OF CHILDREN IN THE RURAL ENVIRONMENT TO HEALTH SERVICES

The first contact of the population with the sanitary system is performed through primary healthcare, respectively family doctors' offices where certain illnesses are being diagnosed and treated, and where some preventive medical examinations are performed. The data supplied by the INS regarding the activity of sanitary units and of medical personnel for 2016 indicates a deficiency in their numbers for the rural environment. Therefore, in the rural environment the network of family practices included 4600 practices, respectively 40,7% of the national total, one family practice being assigned an average of 2002 patients, compared to the 1584 recorded in the urban environment. In the rural environment there are 2100 (14% of the national total) dental practices and 3573 (37,6%) pharmacies. The number of family physicians that perform their activity in the rural environment is of 4488 (36,4% of the total family physicians). (INS, 2017, The activity of sanitary units in year 2016²).

The access of population to primary medical services depends on the presence of the medical personnel, but also on the distance from the medical practice and its facilities. The study performed by World Vision analyzes the extent to which there is medical assistance in rural localities, this aspect being important in ensuring the access of population to medical services. We also notice an upwards tendency in the daily presence of the family physician in the commune, from 11,5% in 2012 to 28,4% in 2018. At the same time we have an increase in the weight of those declaring that there is a doctor in the commune each working day, from 44,9% in 2014 to 52,6% in 2018.

² http://www.insse.ro/cms/sites/default/files/com_presa/com_pdf/activ_unit_sanitare16r_0.pdf

There are still communes where there's no family physician, according to 2% of those interviewed in 2018 (Table 16).

Table 16. The presence of the family physician in the commune, 2012-2018

In a regular week during the year, how many days there's a doctor in the commune?	2012	2014	2016	2018
Daily	11.5%	18.9%	24.0%	28.4%
In each working day	53.8%	44.9%	40.2%	52.6%
On 2-4 days	25.4%	23.0%	24.8%	13.5%
Once a week	5.0%	3.0%	5.4%	2.3%
Less often	1.0%	1.8%	0.6%	1.2%
There is no doctor in our commune	0.2%	3.2%	1.1%	2.0%

In the case of households where there are children under 5 years old, 10% of the respondents have declared that they have never benefited of an examination from their family doctor during the past year, this percentage increasing greatly in comparison to 2016 when only 3,4% have declared that these children were never examined by their family doctor. Almost two thirds (66%) of the households with children under 5 years old have declared that they have been consulted at least 2 times a year.

Only in half of the households with children under 5 years old they had their tests done in the past 12 months, the percentage being greater in the families where the maximum level of education is higher (university or high school). In the past 12 months, in a percentage of 38% of the households, children under 5 years old were sick. Most children under 5 years old that were sick had respiratory diseases (82%), while 13% had digestive problems. In most cases, the treatment was decided by the family physician (87.5%), by a specialist (23%) and in 7% by their parents. We can notice an increase in the percentage of cases where the physician decides the treatment for ill children, from 70,5% in 2014 to 87,5% in 2018.

In 70% of the households with children under 5 years old, the respondents declare that they have performed all vaccines, in compliance with the vaccination scheme. Most of those that did not vaccinate their child on time declared that they were unable to do so due to an illness of the child, which gave him a contraindication for the vaccine, or that they were not able to purchase it. The percentage of those that did not vaccinate their child on time is higher in the case of households where the maximum level of education is primary education.

The information regarding the vaccination of children was also collected from the family doctors practicing in the communes where World Vision performs its activity. We used a sample of 685 children, with ages between 18-24 months³) for which we checked the coverage with vaccines for diphtheria-tetanus-pertussis (DTP3) and for measles-mumps-rubella (MMR). In 2017, according to the data supplied by family doctors 86,6% of the children had undertaken the MMR vaccine and 85,2% the DTP3. With regard to the vaccination for MMR, during the 2014-2017 period, there is a growth trend (76,4% in 2014, 86,43% in 2016 and 86,6% in 2017). In the case of DTP3 vaccination, there is a decrease with over 3% in 2017 compared to 2016 (from 88,81% in 2016 to 85,2% in 2017). We can notice the fact that the values reported by physicians are higher compared to those declared by parents.

Financial problems made 8% of the households postpone their visit to the doctor's, and 12% restrain their medicine purchases. Most households (88%) declare they won't give up visits to the doctor's, even if they would have financial problems, and 84% said they wouldn't restrain their medicine purchases. Compared to 2014 the

³ The entire population of children under 5 years old, in the communities where World Vision develops its projects is of 10.569 .

percentage of those declaring they had postponed or renounced the doctor's visit decreased by half, from 16,3% to 8% in 2018. For those declaring they had to restrain their medicine purchases, the decrease is of 5% (from 17,6% in 2014 to 12% in 2018) (Table 17). There is a significant statistic relation between the financial strategies adopted in families and their perceived financial well-being. Therefore, if the perceived financial well-being is better, then it is less probable that the family adopts financial strategies that might have a negative impact on their health. The greatest percentage of those choosing to postpone or give up their visit to the doctor or to restrain their medicine purchases is in the households falling in the vulnerable income categories (income is not enough to satisfy basic needs or is barely enough for the month). At the same time, most of those that do not indent on using such strategies are part of the households that manage with their income or have enough money to live well.

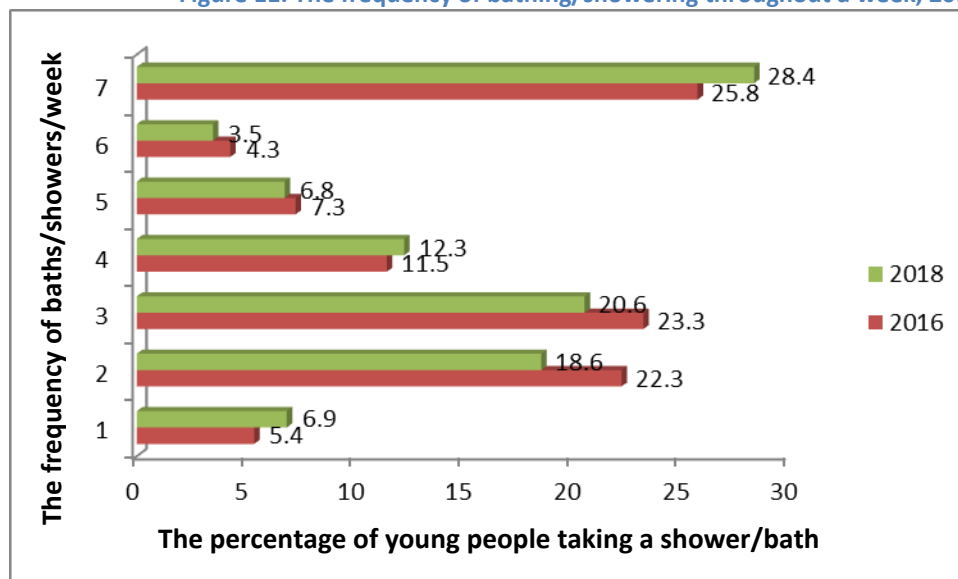
Table 17. The impact of financial austerity on the access to health services

In the past 12 months, the members of your household had to				
	Yes, it happened	No, it never happened until now, but we are thinking to do so in the following months	We do not indent to use such measures during the following months	We would never use such a measure
Postpone or give up visits to the doctor	8%	4%	22%	66%
Restrain the medicine purchases	12%	4%	20%	64%

4.5. HYGIENE CONDITIONS AND THE INCIDENCE OF HARMFUL BEHAVIOURS IN THE CASE OF YOUNG PEOPLE AGED 12 TO 18, IN THE RURAL ENVIRONMENT

Hygiene is mandatory for maintaining an optimal health. The subjects of the young people sample (12-18 years old) have declared that the frequency with which they perform their bodily hygiene is of 7 times per week in average, and the median is of 4. About a quarter of the subjects have a bath maximum 2 times per week (25,5%), less than 2% than in the 2016 study. There was a 3% increase in the percentage of young people declaring they have a bath/shower at last once a day (from 25,8% in 2016 to 28,4% in 2018). (Figure 11) There is a significant statistical relation between the frequency with which young people perform their bodily hygiene and the sex and age of the subject. For girls, the average weekly baths/showers is of 4,6, while for boys it is of 3,9. At the same time, the frequency of bodily hygiene is higher in the case of those with an indoor bathroom (5,1) and current water (4,9).

Figure 11. The frequency of bathing/showering throughout a week, 2016-2018 (%)



In order to maintain an appropriate hygiene, you need appropriate sanitary facilities not only in homes, but also in educational units. According to the data of the Strategy for Upgrading Educational Infrastructure drafted by the Ministry of National Education⁴ (p. 30), 38% of the schools in the rural environment have toilets in the courtyard, while one out of six schools in Romania is not connected to an authorized water supply source. The data of the World Vision study shows that 15% of the subjects have declared that school units do not have toilets with current water and 2% that they do not have a source of water for washing their hands. Compared with 2016, the percentages are decreasing, which indicated an improvement of conditions in education units (Table 18).

Table 18. Sanitary facilities of education units

In your school there is ...		2016	2018
A source of water for washing hands	Yes	91%	98%
	No	9%	2%
A toilet with current water	Yes	79%	85%
	No	21%	15%

The existence of sanitary features in education units influences not only the health of children, but also their attitude towards school. Those declaring that their education unit has such sanitary facilities, are also more inclined to declare they like it at school, which also influences the quality of their education. The study has also analyzed the incidence of health risk behaviours (smoking, alcohol consumption) among young people. A share of 8% of the young people included in this study declared that they have smoked. Over half of them (56%) have smoked for the first time at around 12 years old. Furthermore, the incidence of smoking is higher among boys (12%), than girls (5%). Another important predictor of smoking is the age of the subject, the frequency of this behaviour increases along with age. Therefore, if

⁴ https://www.edu.ro/sites/default/files/Strategie%20SMIE_2017docx_0.pdf

among persons of maximum 14 years old, only 5% declared they have smoked daily for the past week, with those over 14 years old the percentage increases to over 26%.

Out of the young people that have declared they have smoked, 22% smoke daily, 18% at least once a week, 20% less than once a week, and 40% declared they have not been smoking in the past month. Even though the percentage of those declaring they have smoked daily has increased with 5% (from 17% in 2014 and 2016 to 22% in 2018), the number of those declaring they have not been smoking in the past month has also increased compared to 2016 (from 31% in 2016 to 40% in 2018) (Table 19).

Table 19. The frequency with which the young people that have declared themselves smokers have been smoking

The frequency with which the young people that have declared themselves smokers have been smoking	2014	2016	2018
daily	17%	17%	22%
At least once a week	12%	26%	18%
Less than once a week		26%	20%
Never	57%	31%	40%

The percentage of young people that have declared they have at least once consumed alcohol is of 20% (compared to 21% in 2016). The two harmful behaviours are present in 30% of the young people that have also declared to have smoked. The same as with smoking, alcohol consumption is greater among boys (27%) than girls (13%), and as age increases, it is more and more frequent. Compared to 2016, we have a 4% increase in the percentage of young people declaring that they consume alcohol at least once a week (from 12% in 2016 to 16% in 2018) and with 7% of those that consume alcohol less frequently than once a week (from 46% in 2016 to 53% in 2018) (Table 20).

Table 20. Frequency with which young people had consumed alcohol in the past month

The frequency with which young people declaring themselves alcohol-consumers have consumed alcohol	2014	2016	2018
daily	8%?	1%	1%
At least once a week	19%	12%	16%
Less than once a week	46%	46%	53%
Never	27%	41%	30%

Only 69% of children declared to have had discussions related to puberty and the beginning of sexual life. Sources of information used by young people in this situation are mostly their parents, followed by school teachers, friends/school mates, the internet, older brothers (Table 21).

Table 21. Sources of information on teenage sexuality

Whom you've discussed with	Yes	No
	%line	
parents	62%	38%
older parents	8%	92%
relatives	5%	95%
friends/ school mates	27%	73%

school teachers during class	34%	66%
the family doctors/ medical assistant	5%	95%
I've informed myself using the internet	11%	89%

A percentage of 22% of the young people have declared they are not aware of any methods of protection against sexually transmitted diseases. The lack of sexual education might have unwanted effects on the quality of young people's lives, both through the occurrence of unwanted pregnancies in under aged girls, and in the possibility of them getting ill. Romania is one of the countries with the highest number of underage pregnancies, respectively 4,7% of the total births in 2016 (EUROSTAT, demo_faeduc). Out of the young people surveyed, 11% have declared they know among their colleagues/friends under aged girls that are pregnant or mothers.

5. The school education of children in the rural environment

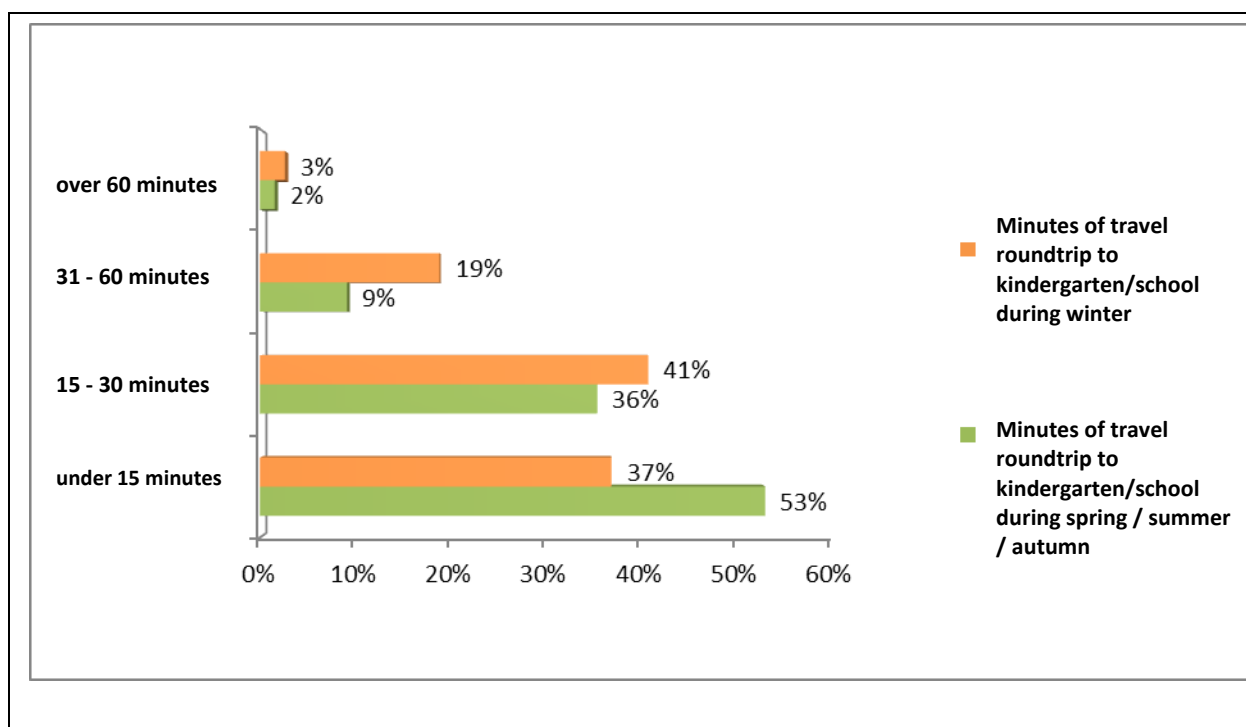
School education of children in the rural environment represented one of the main dimensions of the study, including aspects related to their access to education, the school environment, school results, the family context in which their schooling takes place, school dropout, the involvement of adults in their education and the educational aspirations adults have for their children.

5.1. THE ACCESS OF CHILDREN IN THE RURAL ENVIRONMENT TO EDUCATION

The access of children to education was analyzed by using certain indicators, such as the duration of their travel to school/kindergarten depending on the season and the means of transport used for travelling to the learning institution.

An important indicator for the access of children to education is the duration of their travel to and from school. Data indicates a drop in the average travel time compared to that of previous years, both in spring-summer-autumn, and during winter. Therefore, the average travel duration is of 25 minutes in winter (compared to 29 minutes in 2016) and almost 20 minutes throughout the rest of the year (compared to 23 minutes in 2016). The average duration of the travel of children to school/kindergarten has improved compared to 2012 (32 minutes) and 2014 (35 minutes) also due to an increase of travel by school vehicles. The number of respondents declaring that the time of travelling school-home and back exceeds one hour has decreased compared to 2016, as 3% of the respondents indicate this might happen in the winter (compared to 15 % in 2016), while only 2 % declare that this also happens during the summer, compared to 10% in 2016. The duration of their travel to school/ kindergarten during spring/summer/autumn is under 15 minutes (round-trip) for children from 53% of the households included in this study, while during winter only the children of 37% families manage to travel this distance within the same time. Throughout winter, over 41% families have declared that their children travel from home to school within 15 and 30 minutes (round-trip). (Figure 12)

Figure 12. Time travelled by children to school/kindergarten/day (round-trip)



The duration of travel to school/ kindergarten is positively correlated with the distance between the child's home and the commune centre. Therefore, as the distance from the commune centre increases, the time children need to travel to school/kindergarten will be greater. If, in the case of children living in the commune centre, the travel duration during spring/summer/winter is under 15 minutes for 55% of them, 35% of those living at a distance of over 7,5 km from the commune centre, where educational institutions usually are, can travel the distance in such a short amount of time. During winter, the percentage of those living at a distance of over 7,5 km from the commune centre and still managing to travel this distance within 15 minutes drops to 15%, and of those travelling the distance within 30-60 minutes increases (from 17% in the rest of the year to 37%).

Another predictor for the time children need to travel to school/kindergarten is the number of children in a household. Therefore, as the number of children in the household increases, the time of their travel to the school institution will increase as well. In the households that have 3 or more children, the time of travel to education institutions is greater, and the percentage of those declaring they need over 30 minutes exceeds 19%, compared to 8% in the case of those with only one child. At the same time, children that need between 30 and 60 minutes to get to the school institution are less inclined to declare they like school.

With regard to the means of transport used by children of pre-school, primary or middle school level to get to school/kindergarten highlights that in 67% of the families they walk to school, and 32% use the school's vehicle. Only in 9% of the families with children of pre-school, primary or middle school level, they use public transportation means for their travel. Compared to 2014 and 2016 the number of children travelling with the school's vehicle has increased (from 19,3% in 2014 and 22% in 2016 to 32% in 2018). Children that live at a

distance of over 5 km from the commune centre use the school's vehicle to travel to educational institutions more than those living in the commune centre village.

5.2. SCHOOL CLIMATE

Their participation to the educational activity does not only depend on their access to educational institutions but also on the conditions existing there (facilities, teaching materials, the aspect of classes), on the psycho-social climate (how teachers and classmates behave towards the child) and the family climate (financial status, the involvement of the child in household activities etc).

The percentage of children that always like it at school has dropped with over 3% compared to 2016 (from 73,5% to 69,9%), as that of children declaring they only sometimes like it at school has increased (from 23,5% in 2016 to 27,2% in 2018) (Table 22). An important predictor of this favourable perception on school among children is represented by the perceived living standards of the households they come from. Therefore a greater proportion of children coming from families that manage with their money declare they always like it at school (72%) as opposed to those coming from families where their income does not cover their basic needs (63%) or barely covers one month (66%). The educational institutions' equipment with utilities also influences the opinion students have with regard to school. As we have previously shown in the health-related chapter, children that say their educational institution has sanitary facilities (indoor toilet and current water), are more inclined to declare they like school.

The psycho-social climate existing in schools was measured through three items related to the manner in which he is treated in the classroom, by teachers and colleagues. Most children (85,2%) have declared they are not treated any different than they classmates, but this percentage is, however, dropping with over 2,5% compared to year 2016 (87,9%). There was an increase of over 2%, compared to year 2016, in the number of children that consider they are treated worse than their classmates (from 4,1% in 2016 to 6,4% in 2018). The percentage of children considering that their teachers treat all students the same remains constant (90,2%) and the downward trend of those who consider that teachers have a discriminatory behaviour towards them continues (from 2,8% in 2014, to 2,1% in 2016 and 1,6% in 2018). At the same time, we notice a slight increase in the number of those considering that their colleagues treat them differently, from 3,2% in 2016 to 4,4% in 2018. However, most children believe they are treated the same as their colleagues (82,5%). (Table 22) The manner in which the child is treated in school influences his perception on school. Therefore, those believing they are treated differently in the classroom or by their teachers are those who are less inclined to like school. At the same time, children that consider they are being treated differently by their schoolmates or professors are mostly coming from poor families (whose income does not cover their basic needs).

Table 22. Perceptions of children on the school environment 2014-2016

	Never			Sometimes			Always		
	2014	2016	2018	2014	2016	2018	2014	2016	2018
I like school	3.0	3.0	3.0	25.5	23.5	27.2	71.5	73.5	69.9
I am being treated worse than my classmates	82.2	87.9	85.2	12.0	8.0	8.3	5.8	4.1	6.4
Teachers treat me the same as other children	2.8	2.1	1.6	11.2	7.7	8.2	86.0	90.2	90.2
My classmates treat me the same as other children	3.7	3.2	4.4	18.6	12.8	13.1	77.4	84.0	82.5

5.3. THE FAMILY CONTEXT

The household's material status influences the participation of children to education. From the study we find out that 83,5% of the children in the rural environment consider they have enough school books and supplies (a modest increase compared to 2016), while the percentage of those declaring the contrary, decreases with 0.5 % compared to 2016. A percentage of 5,5% of the children in the rural environment skip school completely because they go to work, with more than 50 % compared to 2016, and 6,3% declare that they always feel tired because they work before or after going to school, an increase of 75 % compared to the 2016 value. (Table 23) Those skipping school sometimes in order to go to work or those that feel tired because they are working before or after going to school come from families whose income does not cover their basic needs. 11% of the children coming from families whose income can't cover their basic needs declare that they sometimes skip school to go to work, and 21% of them feel tired because they work before or after school.

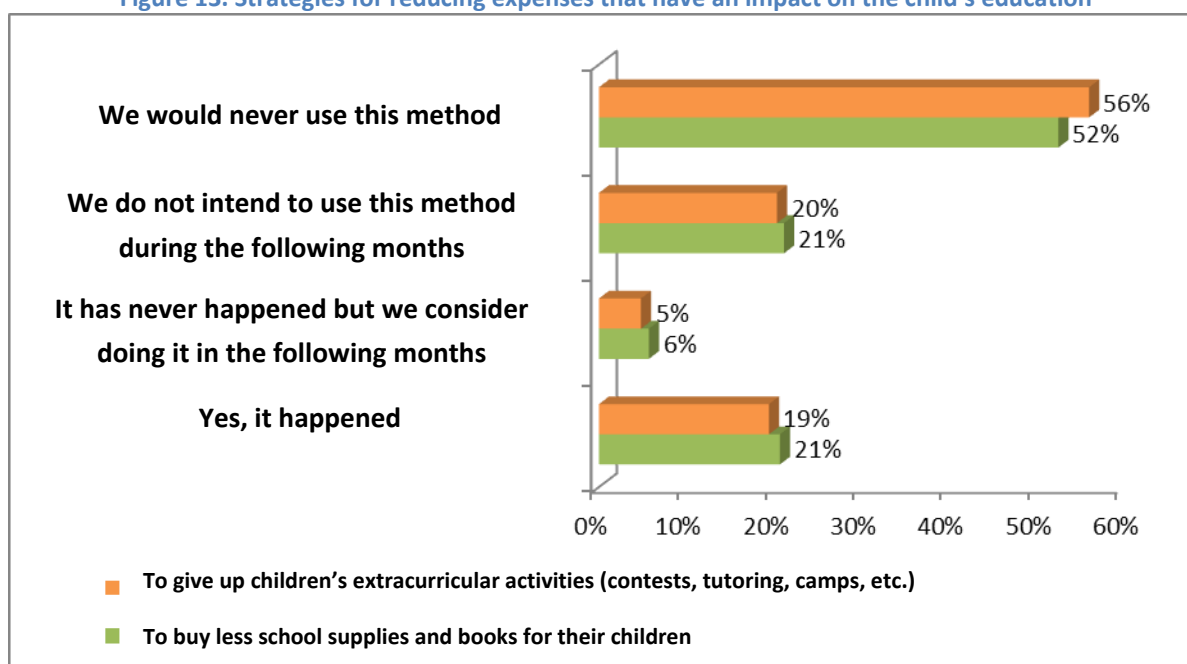
Table 23. The material conditions of the household 2014-2018

	Never			Sometimes			Always		
	2014	2016	2018	2014	2016	2018	2014	2016	2018
I have sufficient school books and supplies	3.0	2.0	2.5	20.0	15.0	14.0	77.0	83.0	83.5
I skip school because I got to work	88.0	92.0	89.9	6.0	4.4	4.6	6.0	3.6	5.5
I feel tired because I work before or after going to school	77.0	87.5	80.9	16.0	8.9	12.8	7.0	3.6	6.3

One out of five households (21%) declare that in the past 12 months they had to buy less school supplies and books for their children. At the same time 19% of the families have gave up their children's extracurricular activities (competitions, private lessons, camps etc.) (

Figure 13). If in 2016, 62% of the households with children of school age, where income does not cover their basic necessities, were forced to buy less school supplies and books, in 2018 their percentage drops to 55%. The percentage of households that place themselves in the most vulnerable category of incomes and were forced to give up their children's extracurricular activities still remains at 47%, the same as in 2016. Out of the households where money barely covers one month of expenses, 26% of them declare that they have bought less school books and supplies for their children (the percentage remains the same as in 2016), and 24% of them gave up their extracurricular activities (with 6% less than in 2016 when 30% of them declared that they used this strategy for reducing expenses).

Figure 13. Strategies for reducing expenses that have an impact on the child's education



5.4. THE INVOLVEMENT OF THE CHILD IN HOUSEWORK

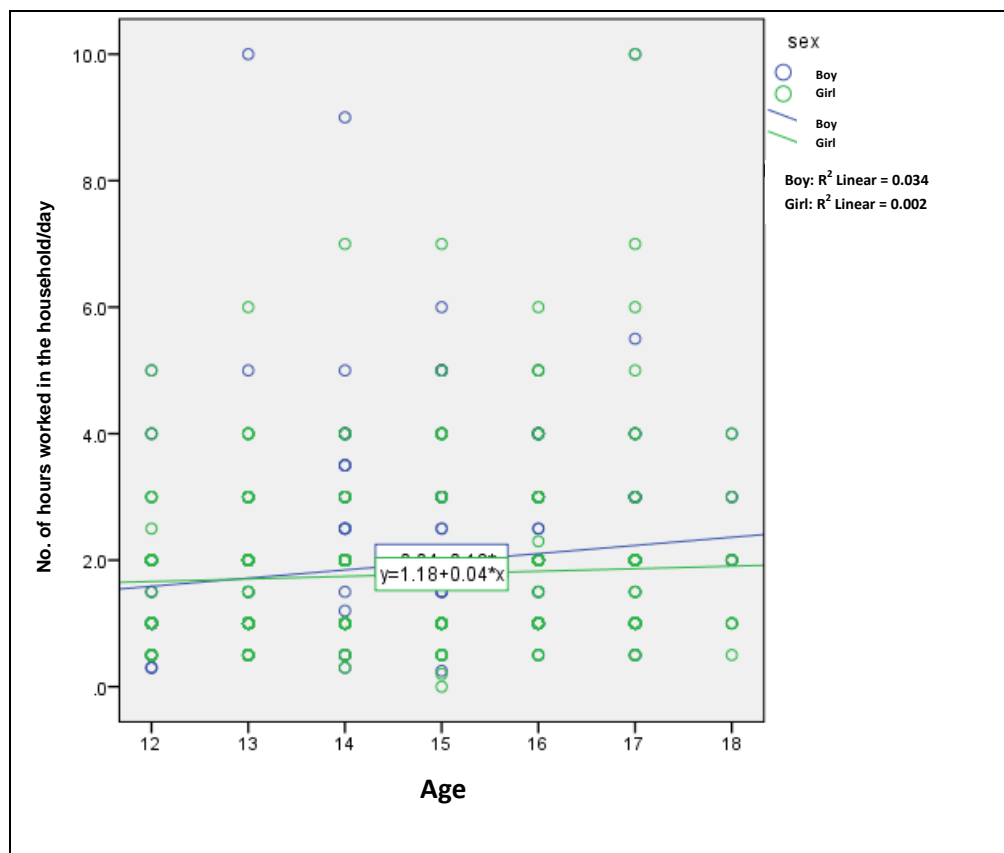
The involvement of the child in various activities within the household or outside it influences their living conditions, but also their school involvement. In 81% of the families included in this study, children clean the household, in 52% they care for animals, in 14% they care for other members of the household, and in 2% they also work in other households or for their neighbours. Compared to 2016, the percentage of families whose children also work in other households has dropped from 4% to 2%. The percentage of children declaring that they work in the household is of 79% (compared to 66% in 2016), and of those declaring that they work outside the household is of 4% (as in 2016). The average number of hours children work in the household is of 1,8 hours, and outside it is of 2,4. Data shows that most young people work 2 hours/day. We can see a slight increase in the average number of hours worked by children in their household, from 1,5 hours in 2016 to 1,8 hours in 2018.

The participation of children in cleaning the household is present in most of them, regardless of the income category they place themselves in. The participation of children to the care of other family members and their work in other households is influenced by the self-perceived financial well-being of the household. Therefore, a percentage of 22% of the families with children of school ages that place themselves in the category of households whose incomes do not cover their basic needs, declare that they care for other family members. Out of the children that work in other households, most of them come from families whose income does not cover their basic needs.

Age and sex are two predictors for the number of hours worked by children within their household. As they grow older, the number of hours they work within their household also increases. If up to 13 years old, the average number of hours worked by girls is a bit higher than those worked by boys, as they grow the average number of hours worked by boys increases compared with those worked by girls (

Figure 14).

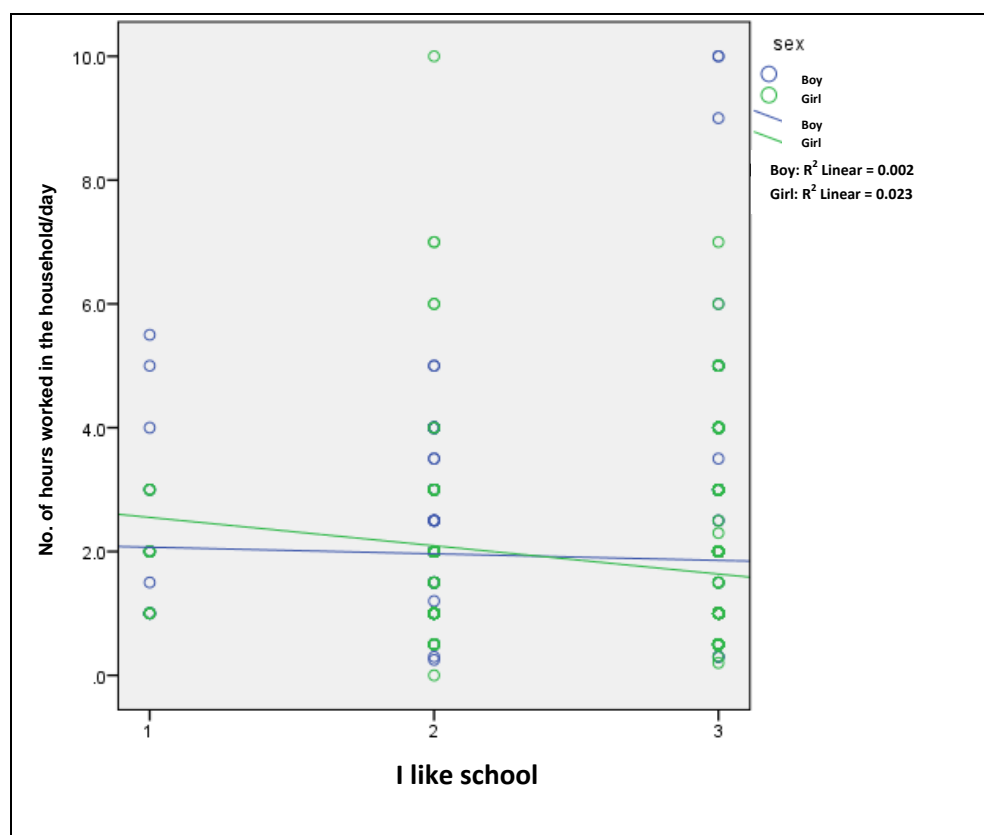
Figure 14. Relation between the number of hours worked in the household by the child/day, age and sex



There is a relation between the perception on school that young people have and the number of hours they work in their household. For girls, as the number of hours they work in the household increases, the less they usually like school. This relation is not as strong in the case of boys (

Figure 15).

Figure 15. Relation between the perception towards school, sex and the number of hours worked in the household/day

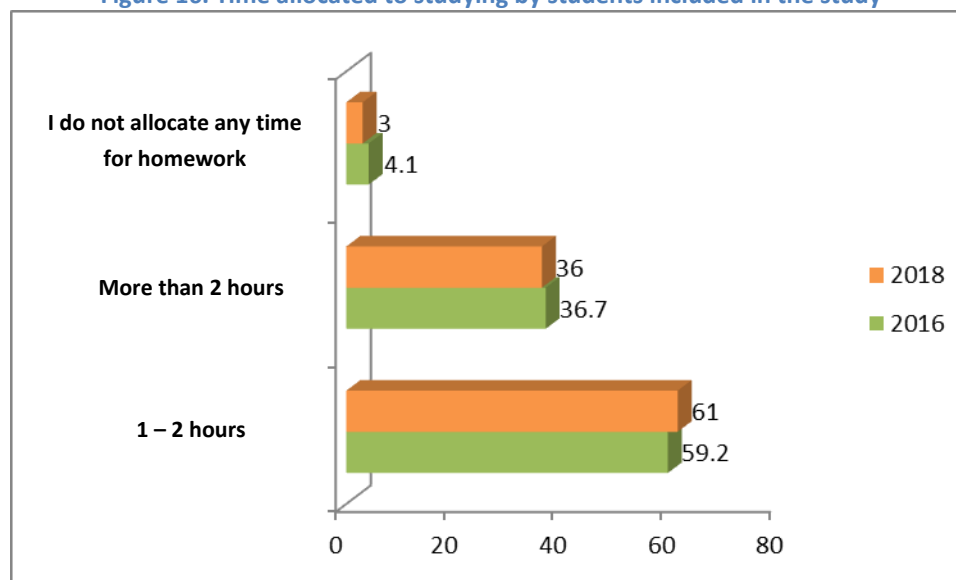


5.5. SCHOOL PREPARATION AND RESULTS

Time allocated for doing homework by children aged between 12 and 18 is, for a third of them, more than two hours, as in the previous wave of the 2016 study. Compared to 2016, there is a 1% increase in the weight of those declaring they allocate maximum two hours for homework, which is also happening due to the various measures adopted by the Ministry of Education for reducing the number of hours a student needs to allocate to solving his homework. There is, however, a 1% decrease in the number of those declaring they allocate no time for their homework, from 4,1% in 2016 to 3% in 2018 (

Figure 16). There are differences between the number of hours allocated to homework by boys and girls, as the girls are more inclined to declare they spend two hours for doing their homework (43% of the girls allocate over two hours for doing their homework, compared to 28% of the boys).

Figure 16. Time allocated to studying by students included in the study



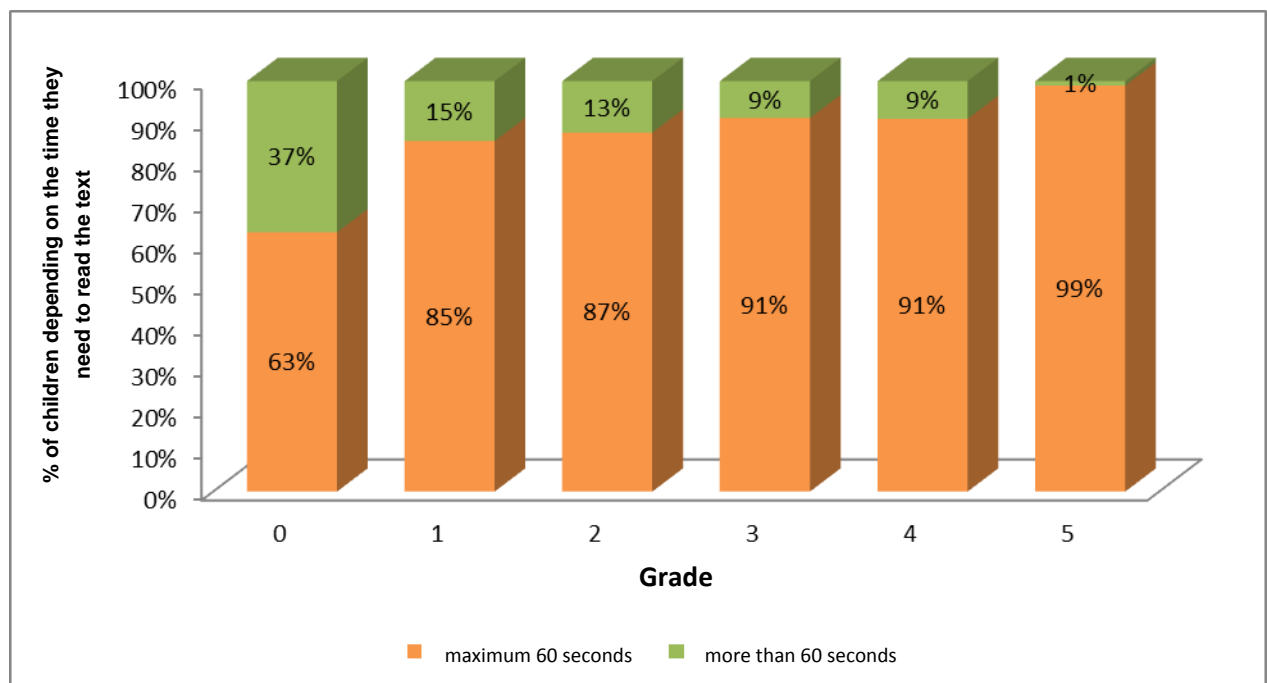
SCHOOL RESULTS

The same as in the previous waves of the study, children between 7 and 12 were assessed for their capacity of reading and understanding a text. They were asked to read out loud a text of about 100 words, after which they were asked three questions to test their understanding. The optimal time needed to read the text was maximum 60 seconds. Out of all the students tested, 89% managed to read the text in the requested time, while 11% of them did not. To all the three questions only 40% of the children gave the correct answer (with a decrease of about 29 % compared to 2016), while 17% of them gave the correct answer to 2 questions, 26% got 1 question right, and 17% were not able to answer to any of them.

When analyzing the data, we notice that the results obtained in reading texts get better as the child progresses throughout school and is included in a higher grade. If from the students in the I and II grades, 15% and 13%, respectively, did not manage to read the text correctly within 60 seconds, in the III and IV grades the percentage drops to 9%, and for the V grade only 1% of the students did not manage to carry out this task. (

Figure 16)

Figure 17. The time allocated for reading the text, by grade



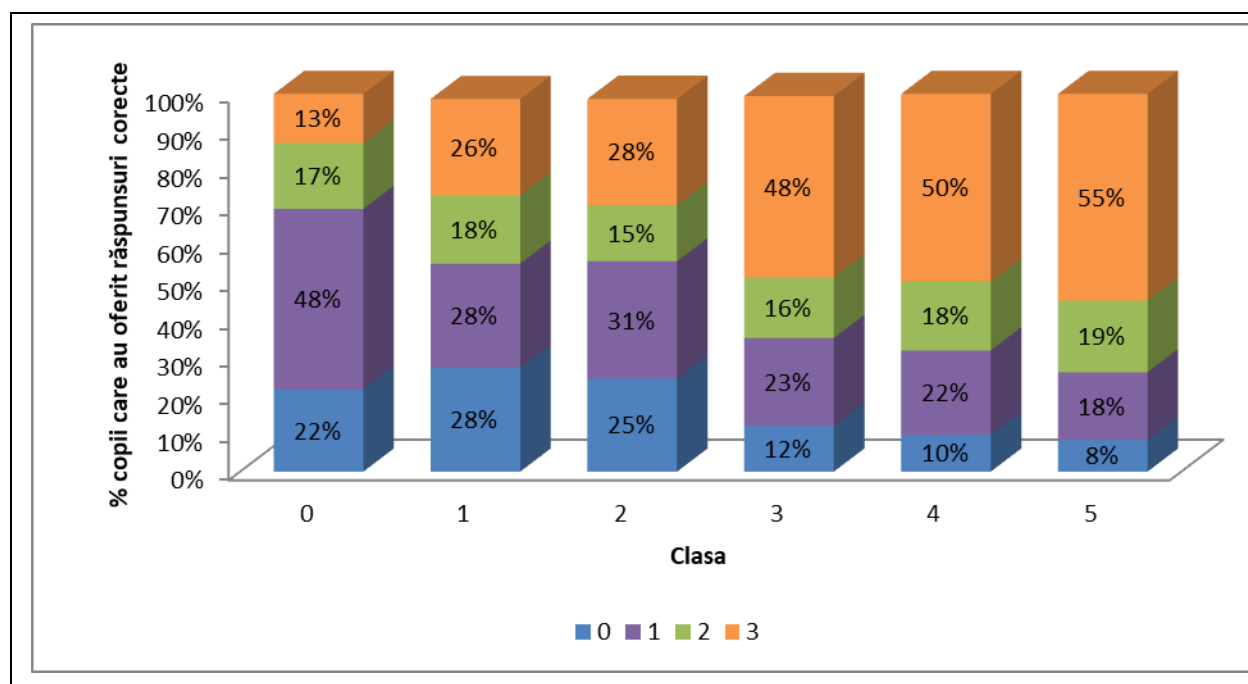
The age of the student is also an important factor for understanding the text. If among the children in I grade, only 26% managed to give the correct answer to all three questions, in the III grade the percentage increases to 48%, in the

IV grade to 50%, in the V grade to 55%, and in the VI grade to 64%. It is worrying that in the V grade a percentage of 18% only managed to answer one question correctly, and 8% did not answer to any. (

Figure 18)

Figure 18. The number of correct answers given to the test, by grade

Children giving correct answers

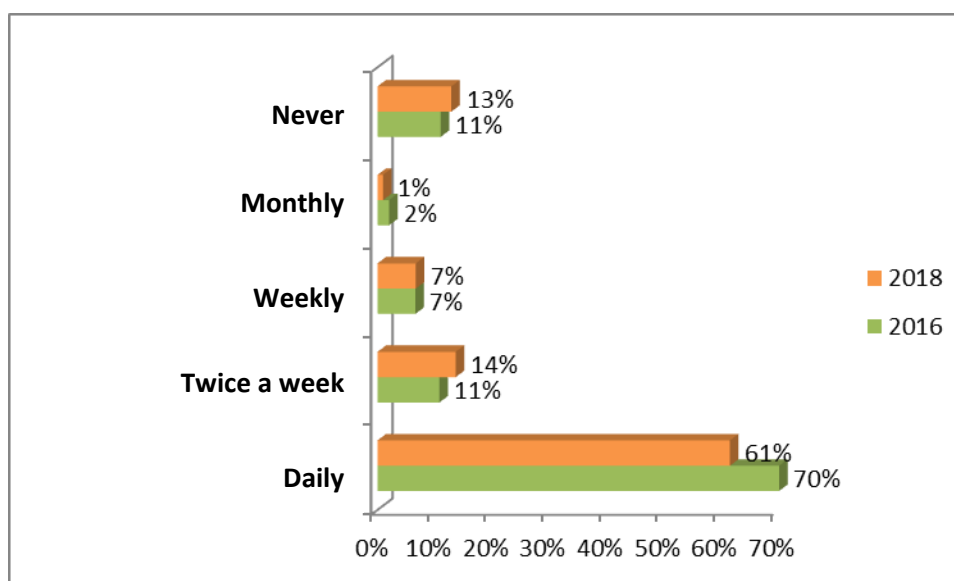


5.6. THE INVOLVEMENT OF PARENTS IN THE SCHOOL EDUCATION OF THEIR CHILDREN

When analyzing the data regarding the involvement of parents in verifying their children's homework we notice that in 61% of the households adults do this daily, in 14% of them they do it twice a week, in 7% they do it weekly, in 1% they do it once a month, and in 13% they never do such a thing. (

Figure 19) Compared to 2016, there is a 9% drop in the percentage of those verifying their homework daily (from 70% in 2016 to 61% in 2018) and a 2% increase in the number of those never checking their children's homework (from 11% in 2016 to 13% in 2018). The involvement of parents in the school education of their children has a positive influence on their attitude towards school, as children whose parents verify their homework daily are more inclined to declare that they always like school.

Figure 19. The frequency with which adults involve themselves in verifying their children's homework– 2018



The analyze of data regarding the support methods offered to children for performing their homework shows that in over three quarters of the households (77%) adults are those helping children with their homework, bigger brothers offering support in one fifth of them (21%), while relatives/friends get involved in 7% of the households. External help is present in 5% of the households where children have tutors for certain disciplines and can reach out to them whenever they need help. For 18% of the households, members reach out to school teachers when their children don't handle their homework. Comparing the data from the last two waves of the study, we notice that there is an increase in the values for all types of help offered to children in doing their homework, but the highest increases are registered for the help offered by older brothers (from 9% in 2016 to 21% in 2018) and for those declaring they reach out to school teachers (from 11% in 2016 to 18% in 2018). (Table 24)

Table 24. Methods of supporting the child in doing his homework (% by line)⁵

Help for homework	2016	2018
An adult in the family	76% (1239)	77% (1299)
Older brothers	9% (145)	21% (360)

⁵ Percentages are calculated from the total adults declaring they verify the homework of their children

Relatives/friends	5% (77)	7%(123)
Tutors for certain discipline	4% (63)	5%(80)
Reach out to teachers at school	11% (171)	18%(305)
None of the above	3% (48)	1%(19)

Children included in the study also declare that most times they receive help for solving their school tasks from their parents, followed by older brothers and teachers. If the percentage of parents declaring they reach out to teachers for helping their children solve their homework has increased, children declare they use this type of help less. (Table 25) Both from the statements of adults, and those of children, tutoring is a method less used by families in offering support to students, and is especially present in the families whose income allows them to live well.

Table 25. Who helps students do their homework⁶

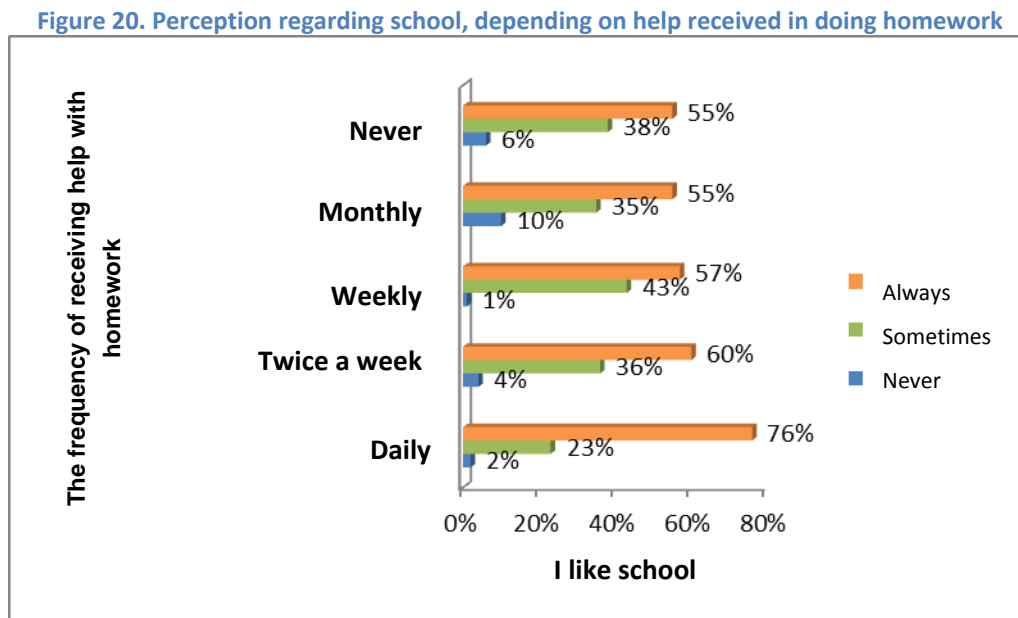
Who helps you solve your school tasks when you can't do them by your own?	2016 N=1463	2018 N=1438
My parents	41% (596)	42%(609)
My older brothers	15% (219)	15%(218)
Relatives	5%(73)	4%(60)
Tutoring	3%(45)	3%(48)
Teachers	11%(156)	9%(132)
Nobody	26%(374)	26%(371)

Teachers are still considered a resource in helping children with their homework, which is also confirmed by the answers given by parents. This is caused by the existence of a rupture between school and family, which makes many parents be afraid or ashamed to use this resource. Families that have a better living standard (incomes allow them to manage or live well) turn to this resource, as they also have a higher education level. Households in which incomes are not sufficient and the level of education is reduced, are less inclined to use this resource.

The help received in doing homework influences the attitude of children towards school, those benefiting daily of this kind help being more inclined to declare they like school. Therefore 76% of those asking for help with homework daily declare they like school, while the percentage drops to 57% for those who only receive help weekly. (

⁶ Percentages are calculated from the total respondents

Figure 20)



In the rural environment, most parents declare that they attend school meetings, the data analyze showing that 83% of the families have always participated to parents' meetings (compared to 85 % in 2016), 13% only sometimes, and 2% have never participated, the percentage remaining constant. (Figure 21) In the case of families that have always participated in school meetings, their children have a positive attitude towards school (72% of those whose parents have always attended parents' meetings declare they like school, whereas only 47% of those whose parents have never attended school meetings can declare this) and do not feel discriminated by their classmates or teachers (92% of those whose parents always attend meetings consider they are treated non-discriminatory by teachers, while in the case of those whose parents never attend school meetings, the percentage is of 79%). (Table 26)

Figure 21. The participation of adults to parents' meetings at school

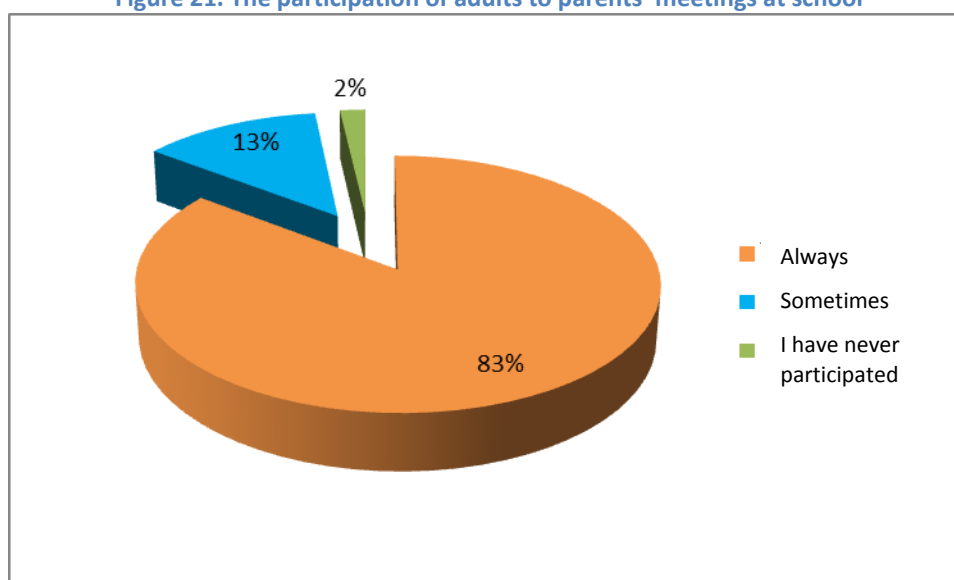


Table 26. Attendance to parents' meeting and perception towards school and towards the behaviour of classmates and teachers

		Attendance to school meetings (maximum level of attendance)		
		Always	Sometimes	I have never attended
I like school	Never	2%	7%	16%
	Sometimes	26%	45%	38%
	Always	72%	48%	47%
	Total	100%	100%	100%
I am treated worse than other children in my class	Never	87%	75%	73%
	Sometimes	7%	18%	12%
	Always	6%	7%	15%
	Total	100%	100%	100%
Teachers treat me the same as other children	Never	1%	2%	3%
	Sometimes	7%	18%	18%
	Always	92%	80%	79%

Total	100%	100%	100%
-------	------	------	------

5.5. THE ATTITUDE OF PARENTS TOWARDS SCHOOL EDUCATION

The attitude of adults towards the importance of school education and learning represents an important dimension in ensuring a quality education for children. This attitude adults have influences the perception children have towards education and its importance for their future success in society. In the Romanian rural environment, adults agree that a person learns throughout her life (97%) and only 20% consider that the connections you have are important in finding a workplace. Compared to 2016, there is a 2% drop in the number of those considering that a person learns throughout her life, while the percentage of those considering that the connections you have are important in finding a workplace remains constant. Most adults in the rural environment consider that the education of children is not only the responsibility of the school/kindergarten (94%) and that it is equally important for both boys and girls (96%). (Table 27) This non-discriminatory attitude of the family in relation to their children's education favours the existence of an appropriate support for completing the educational path, for both sexes, and reducing education inequalities between men and women.

Table 27. Attitude of adults towards the role of education and of school, 2014-2016

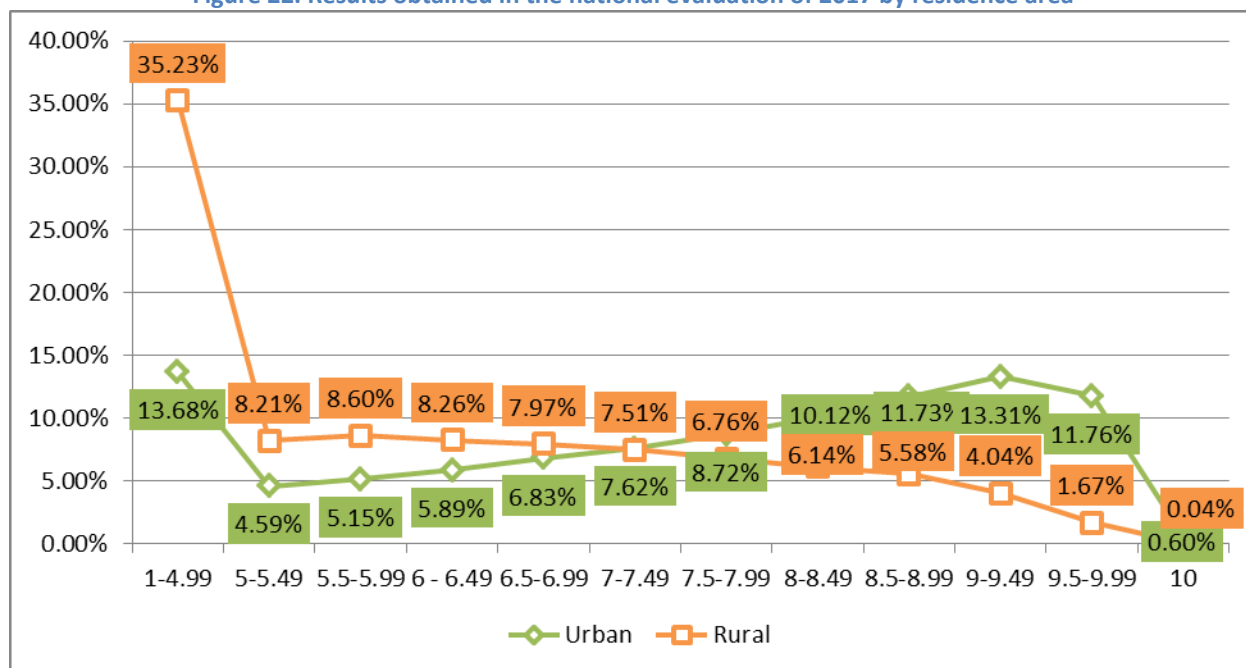
How much do you agree with ...	2014	2016	2018
A person learns throughout her life	96%	99%	97%
In order to find a job, it is more important to have connections than to finish a school/high school	25%	19%	20%
Children's education is the sole responsibility of the school/kindergarten			6%
School education is more important for a boy and for a girl			4%

This favourable attitude towards education manifested by the adults in the rural environment is not supported by the school results obtained by children, which are modest compared to those obtained by children in the urban environment. The data of the last national evaluation (2017) shows that over one half (52,04%) of the children in the rural environment obtained grades under 6 at this examination, while for the urban environment the percentage was of 23,42%. Concerning is the fact that 35,23% of the children in the rural environment had average degrees below 5. Only 5,75% of the children in the rural environment obtained grades above 9 at the national evaluation, while in the urban environment the percentage is of 25,67%. (

Figure 22) The results obtained in PISA tests, for which Romania obtained low scores in all three categories (mathematics, sciences, reading) indicate the existence of certain differences caused by the socio-economic status of the school (OECD, 2016, p. 228⁷).

⁷ https://read.oecd-ilibrary.org/education/pisa-2015-results-volume-i_9789264266490-en#page230

Figure 22. Results obtained in the national evaluation of 2017 by residence area



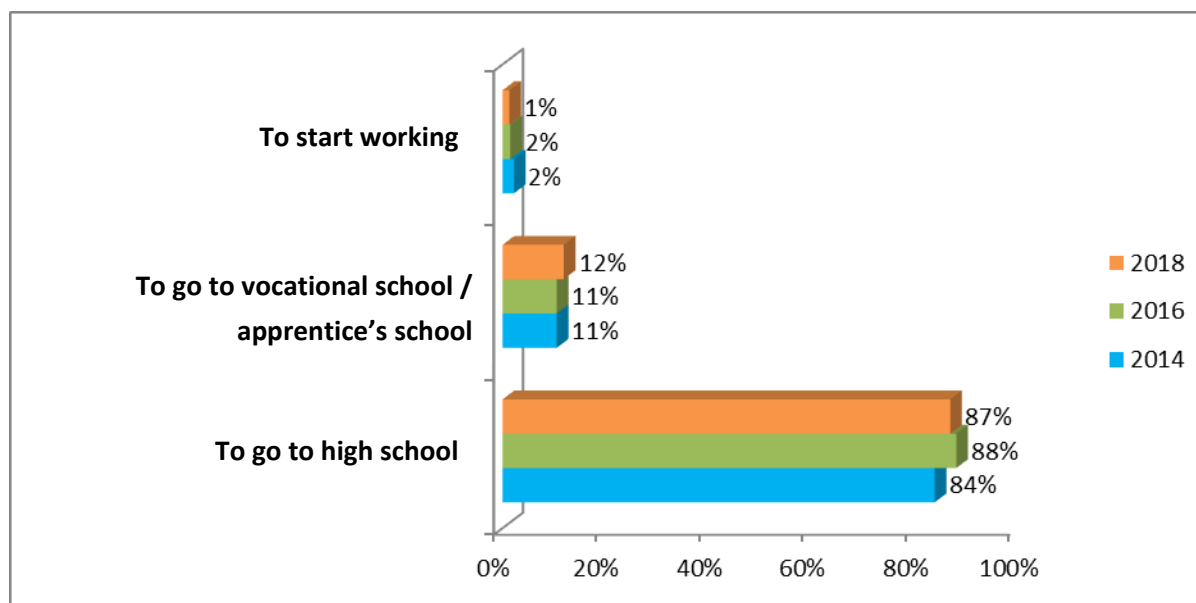
Source: Ministry of Education, 2017, National Evaluation 2017⁸

5.6. EDUCATIONAL ASPIRATIONS AND TRAINING OPPORTUNITIES FOR AN INDEPENDENT LIFE

The educational aspirations parents have for their children were analyzed within the present study, because they represent an important factor that might influence the child's school path. Adults were asked what would be their recommendations regarding the continuation of studies, for a teenager that has graduated eight classes. Most adults (87%) mentioned continuing with high school studies, 12% talked about attending a vocational school or an apprentice's school, while 1% recommended getting a job. We can notice a slight increase in the percentage of those recommending a vocational school, compared to 2014 and 2016 (from 11% to 12% in 2018), some possible explanations being that more and more companies seek such graduates, the benefits children are offered in these schools (scholarship, the opportunity to practice with various employers and of being integrated more rapidly in the labour market etc.), but also the financial difficulties parents would have in supporting them. (Figure 23)

Figure 23. Recommendations of adults regarding the continuation of studies for those graduating middle school

⁸ <https://www.edu.ro/sites/default/files/2017-06-30%20Dosar%20EN%202017%20v3.pdf>



We also need to mention that, considering the pressure caused by the business environment that requires qualified workforce, the need of economic growth and development, of overcoming the urban - rural gaps, there was a re-launch of the vocational and technical education, aspect also perceived by parents. However, the gross rate of inclusion in the vocational and technical education (technological high schools and vocational education) has constantly dropped, from 61,3% in 2009/2010 to 42,5% in 2015/2016⁹. The agricultural profile, although promising, in terms of development perspectives for a young person in Romania and the EU, it is not in the top preferences of parents and students opting for vocational and technical education; this is also confirmed by the enrolment figures corresponding to the school year 2017-2018 which confirm that the share of available places in the agricultural profile was of 5,7 % (of the total places within vocational and technical education), while their occupancy rate was of only 67%¹⁰.

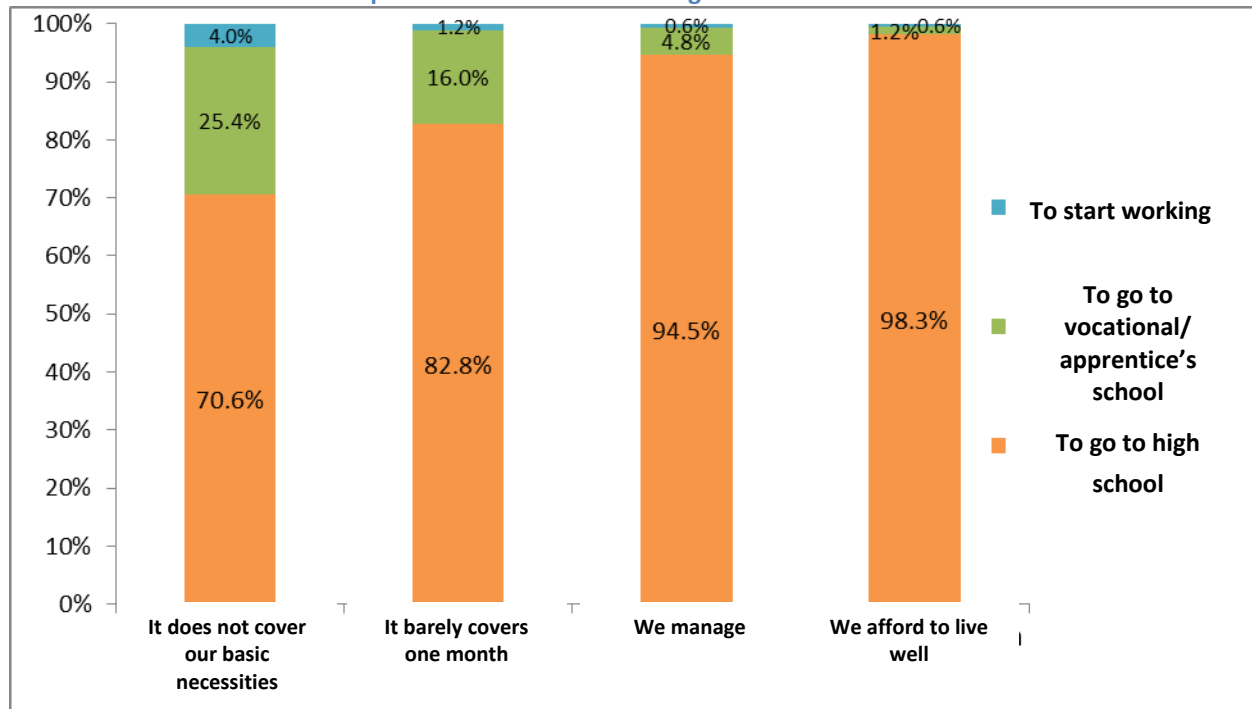
Analyzing the recommendations offered by adults to children that graduate middle school, in relation with the perceived financial well-being of their household, shows that the percentage of those that might advise children to follow a professional school is higher in the case of families with a poor material status. In the case of households in which income is not enough for covering basic needs, 25,4% would advise children to follow a vocational school. These families would have difficulties in financially supporting their children if they were to follow a longer educational path, whereas after the vocational school, which lasts 3 years instead of 4 as high school, they can immediately get integrated in the labour market. In the households with a better living standard (income allows them to manage or live better) most adults advise children to go to high school (94,5% in the case of families that manage with their income, 98,3% in those where money allow them to live well). (

⁹ Report regarding the state of pre-university education in Romania 2016, Ministry of Education

¹⁰ *Educational System in Romania – synthetic data, school/university year 2015-2016* , National Institute of Statistics

Figure 24)

Figure 24. Recommendations offered by adults regarding the continuation of studies, depending on the self-perceived financial well-being of the household



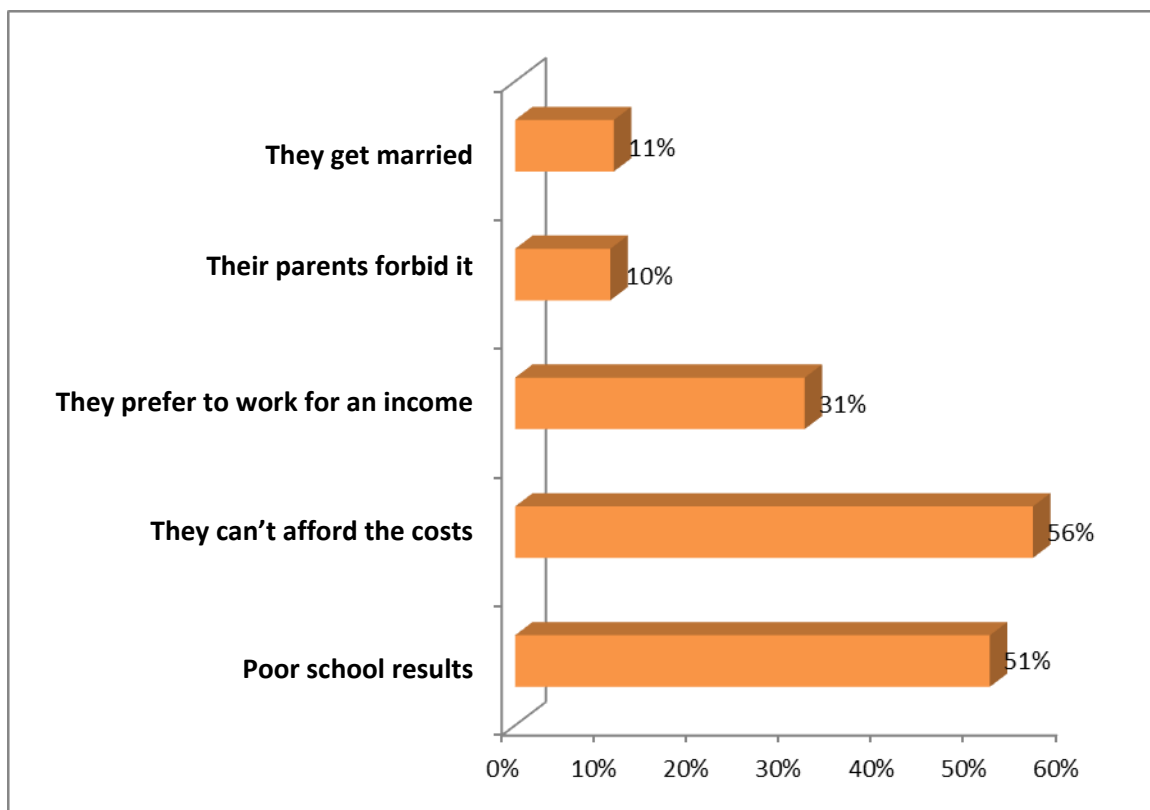
5.7. SCHOOL DROPOUT

The education of children represents a priority for most families in the rural environment, only 1,5% (31 households) of those included in the study declaring that in the school year 2016-2017 they had children that stopped attending class and who abandoned school, a percentage dropping compared to the 2 % of 2016. Out of them, 2 were in grades I-IV when they interrupted their attendance, 6 were in grades V-VII, 6 abandoned school in the VIII grade, 8 in the IX grade, and 5 beginning with the X grade. The main reasons for dropout were, for half of the students, the poor results they received, followed by financial reasons (8 of the families in which children stopped attending school have declared they could no longer afford to support them). Only in two cases dropout was caused by the marriage of the child.

When analyzing the answers given to the question asked to adults regarding the reasons for which, after finishing middle school, children do not continue their educational path, we notice that they are mostly the same as in the case of those that have already abandoned school. The most important are the poor school results obtained by children (51%), the high cost of education (56%) and the preference of teenagers to work in order to have an income (31%). (

Figure 25)

Figure 25. Reasons for school dropout

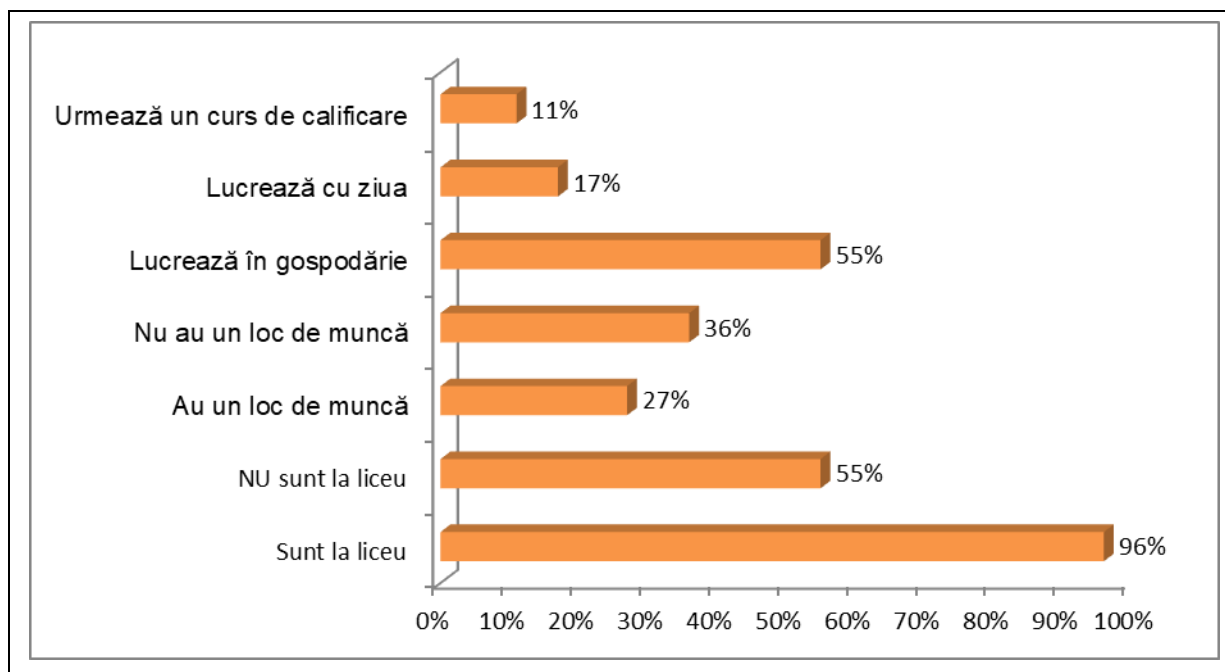


For households that have teenagers between 15 and 18 years old, 96% of them have declared they are in high school, 27% of them have a job, 55% work in the household, 17% that they are day labourers, and 11% that they are attending a qualification course. (

Figure 26)

Figure 26. Activities of teenagers 15-18 years old (% of the households that have teenagers, for each answer)

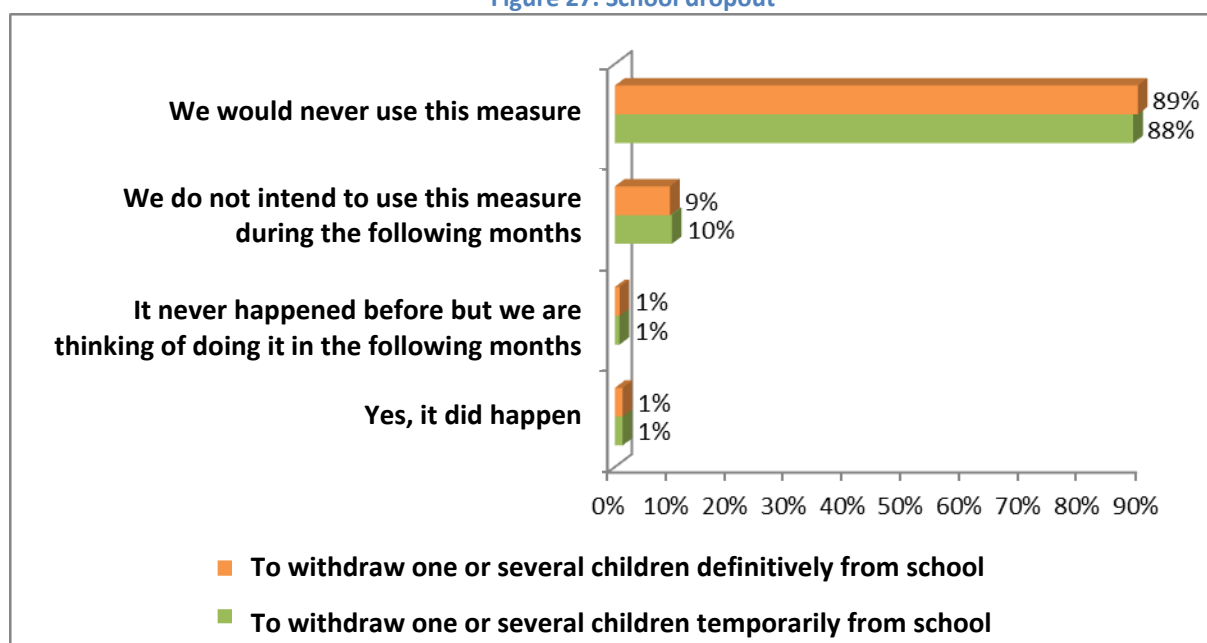
- The follow a qualification course
- They become day laborers
- They work in their household
- They do not have a job
- They have a job
- They are NOT in high school
- They are in high school



Only in the case of 1% of the households included in the study they adopted solutions that involved the partial or temporary interruption of school, for one or several children, and this happened in the case of families whose income does not cover their basic necessities. (

Figure 27). Compared to 2016, the percentages of those firmly declaring they would never use such measures remains constant, as well as that of people confirming they used them in the past 12 months or are thinking to apply them in the following months. We need to notice the significant increase, of 4 %, in the percentage of those not intending to use such measures in the following months. However, dropout is higher in the rural environment than it is in the urban one, rising, during the school year 2014/2015 to 2,2%, according to the data offered by the Ministry of Education (The Ministry of National Education, 2016).

Figure 27. School dropout



6. Child protection in families of the rural environment

The research regarding the Well-being of the child in the rural environment has targeted and analyzed the protection of the child which, together with health and education, represents one of the defining thematic areas for his quality of life. Within the research the analyze regarding child protection was performed based on a series of important dimensions, such as: the coverage of basic needs, the psychological comfort of the child in the family environment, respecting the rights of the child, discriminatory stereotypes, abuse and discrimination, social security in the community (safety and the social environment), strategies adopted in crisis situations, protection during natural disasters. All of these dimensions included in the research allow us to gain a comprehensive image on the protection of the child in the rural environment, within his family and community.

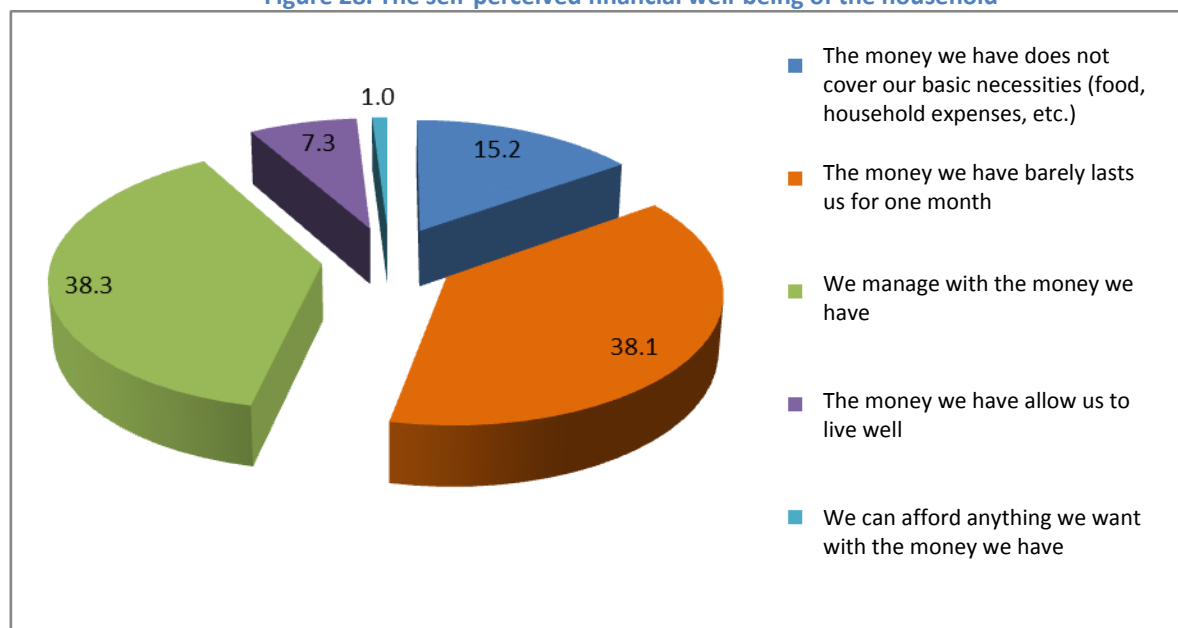
6.1. COVERAGE OF BASIC NEEDS

The basic biological (physiological) needs of the child are those that ensure its survival and target food, habitation, clothing. In order to have a healthy and harmonious development, the child needs to also have his security and protection (physically and mentally balanced environment, emotional needs), of belonging and acceptance from a group (social), of esteem and social recognition (recognition of skills, merits, and social status etc.), of self-becoming (the fulfilment of dreams and life objectives) needs fulfilled. The research has attempted to obtain a very detailed picture of the child's complete development, physically, emotionally and socially, informing indicators that have targeted his biological, security and protection needs, as well as those related to belonging and acceptance from a group.

In order to ensure the basic needs of the child, an important factor is the financial status of the household. Indicators used for analyzing the financial status of the family have included both the sources of income, and the assessment of the family's financial wealth. As shown in the previous chapter *Demographic and socio-economic characteristics of the population*, in over 60% of the households the salary represents the main source of income. Over half of the households have two sources of income (53,4%), while one third have three sources of income (30,2%), the rest (8,5%) having four and five sources of income.

Over half of the households (53,3%) consider they have financial issues, their income being placed in the vulnerable income category. Out of them 15,2% define their income as being insufficient to cover basic needs, and 38,1% consider that it is barely enough for one month. Over one third of the households (38,3%) (one out of three households) manage with the income they have. The income obtained monthly by 7,3% of the households allow them to live well, and only 1% have enough money to have anything they want. (Figure 28)

Figure 28. The self-perceived financial well-being of the household

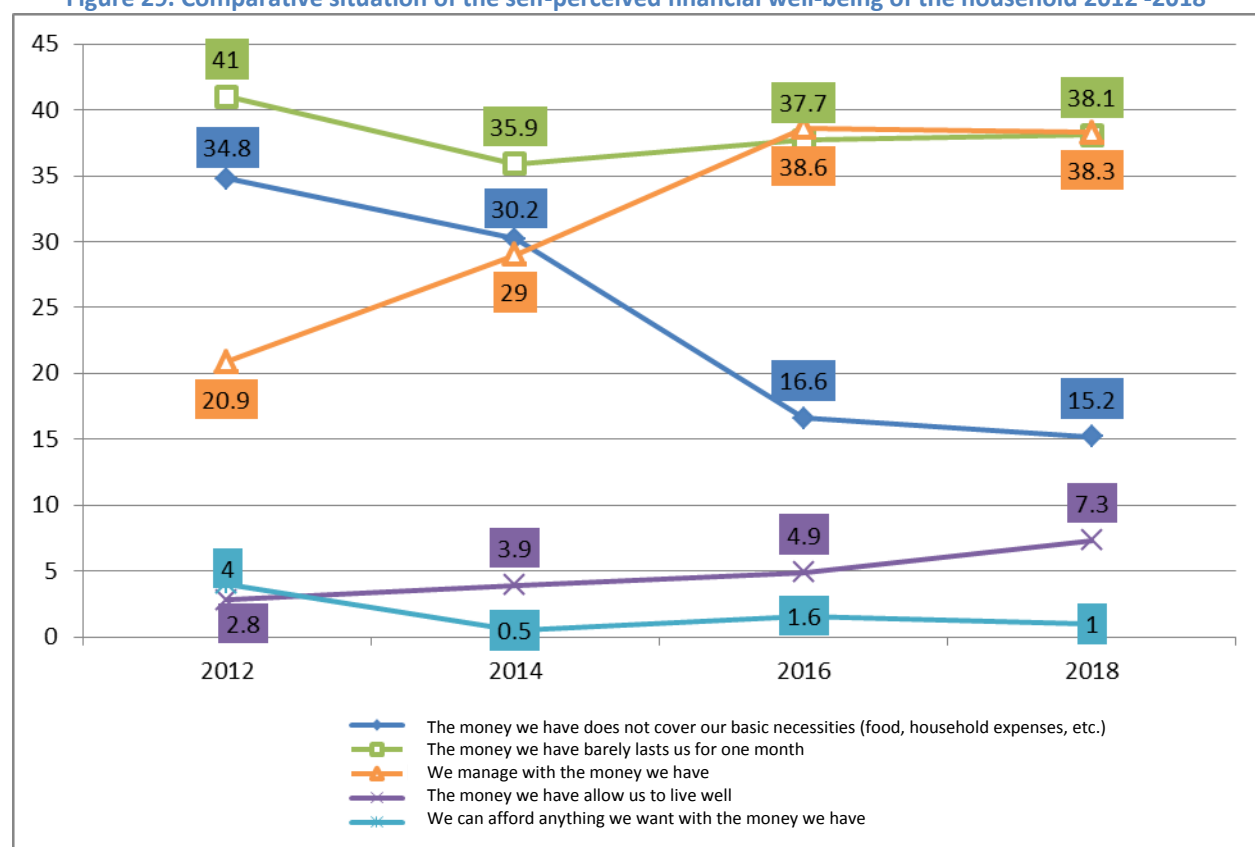


The comparative analysis of the data regarding the self-perceived financial well-being of the household for the period 2012-2018 indicates a decrease by half in the weight of those declaring that the income they receive is not enough to cover their bare minimum (food, house expenses, clothes etc.) (from 34,8% in 2012 to 15,2% in 2018). At the same time, the percentage of those declaring that they manage with the income they have has nearly doubled (from 20,9% in 2012 to 38,1% in 2018), and of those who afford to live well has almost tripled (from 2,8% in 2012 to 7,3% in 2018). Even though the number of those having income that allows them to have anything they

want is pretty low in each wave of study, their percentage has been decreasing in the past 6 years, from 4% in 2012 to 1% in 2018. (

Figure 29) However, Romania remains the first in the European Union with regard to the risk of poverty and social exclusion of children (0-17 years), as in 2016 it was 49,2%, increasing since 2015 when it was 46,8%. The EU average for 2016 is of 26,4%, Romania registering with over 20 percents more.¹¹

Figure 29. Comparative situation of the self-perceived financial well-being of the household 2012 -2018



¹¹ EUROSTAT, People at risk of poverty or social exclusion by age and sex, ilc_peps01

Between the perceived financial well-being of the household and the number of income sources there is a statistical relation (as shown in the *Demographic and socio-economic characteristics of the population – the sources of income* chapter), meaning that, as the number of income sources increases, the number of persons declaring that money is not enough for their basic needs drops. Furthermore, between the typology of income sources and the perceived financial well-being of the household there is a significant statistic relation. The same as in the 2016 study, salary represents the income source that increases the satisfaction of adults in relation to the household's financial well-being. In 74% of the households that manage with their income and in 89% of those able to live well, the salary is the main source of income. In the households that can barely manage for the month, only 57% have a salary income. The percentage of those benefiting of guaranteed minimum income that declare they barely manage for one month has increased by 8% in the past two years (from 10% in 2016 to 18% in 2018). An increase of almost 7% is also recorded for those benefiting of complementary allowance, whose money barely last for the month (from 23,4% in 2016 to 30% in 2018). (Table 28)

Table 28. Self-perceived financial well-being depending on the household's sources of income (%)

Sources of income	The money we have....				
	... is not even enough for our bare minimum N=328	... barely lasts us one month N=820	allow us to manage N=825	... allow us to live well N=157	... allow us to have anything we want N=22
Salaries	25	57	74	89	68
Retirement pensions	2	7	9	12	14
Illness pensions	2	4	3	1	0
Survivors' pensions	2	2	1	0	0
Unemployment benefit	2	2	1	0	0
Minimum guaranteed income	37	18	7	3	0
Social assistance for people with disabilities	7	4	2	1	5
Attendance allowance	2	2	1	1	0
Supplementary allowance	38	30	19	10	23
Money sent from abroad by relatives	2	5	7	5	14
Agriculture	8	10	15	20	27
Agricultural grants	2	4	5	10	23
Crafts	0	0	1	0	0
Others	6	3	6	4	5

The child's physiological needs were measured through a series of items targeting his access to food, a home, clothing. 99% of the children questioned declare they have a home they can sleep in, while 1% (17 children) declare that only sometimes they benefit of a home they can sleep in. Their access to food was analyzed through three items – I eat at least two meals per day, I go to bed hungry and I have enough food to eat. Out of all the children responding 90% eat at least two meals per day, 97% do not go to bed hungry, and 92% have enough food

to eat. We need to highlight the fact that 9% of the children in the rural environment that were questioned eat 2 meals per day only sometimes, while 2% never do, 6% sometimes go to bed hungry, and 3% always do, 5% only sometimes have enough food to eat, and 3% never have enough food. With regard to clothing, only 71% of the children have declared they have enough money to buy anything they need, while 5% say that their family never has enough income to purchase what they need. In 16% of the households only sometimes at least one parent has an income, and in 15% parents never had any income, which influences the family's well-being and even its capacity of covering its members' basic needs. (Table 29)

Table 29. Covering the children's basic needs

	Never	Sometimes	Always
I have a home where I can sleep at night	0%	1%	99%
I eat at least twice a day	2%	9%	90%
I go to be hungry	91%	6%	3%
I have enough food to eat	3%	5%	92%
My family has enough money to buy what I need (including clothes)	5%	23%	71%
At least one of my parents has an income	15%	16%	70%

Children whose food-related needs are not covered are more inclined to place themselves on the lower part of the good-life scale (see the chapter regarding the psychological comfort of the child in the rural environment), 38% of those declaring they sometimes go to bed hungry place themselves of the levels 1-3 of the scale. At the same time, the families whose children are declaring that they sometimes go to bed hungry or that they only sometimes have enough food adopt measures for reducing the quantity of food they are buying or for buying cheaper food. Therefore 7% of the children in households that chose to buy cheaper products have declared that they only sometimes have enough food, while 11% of those in the families buying less food have declared they eat 2 meals per day only sometimes.

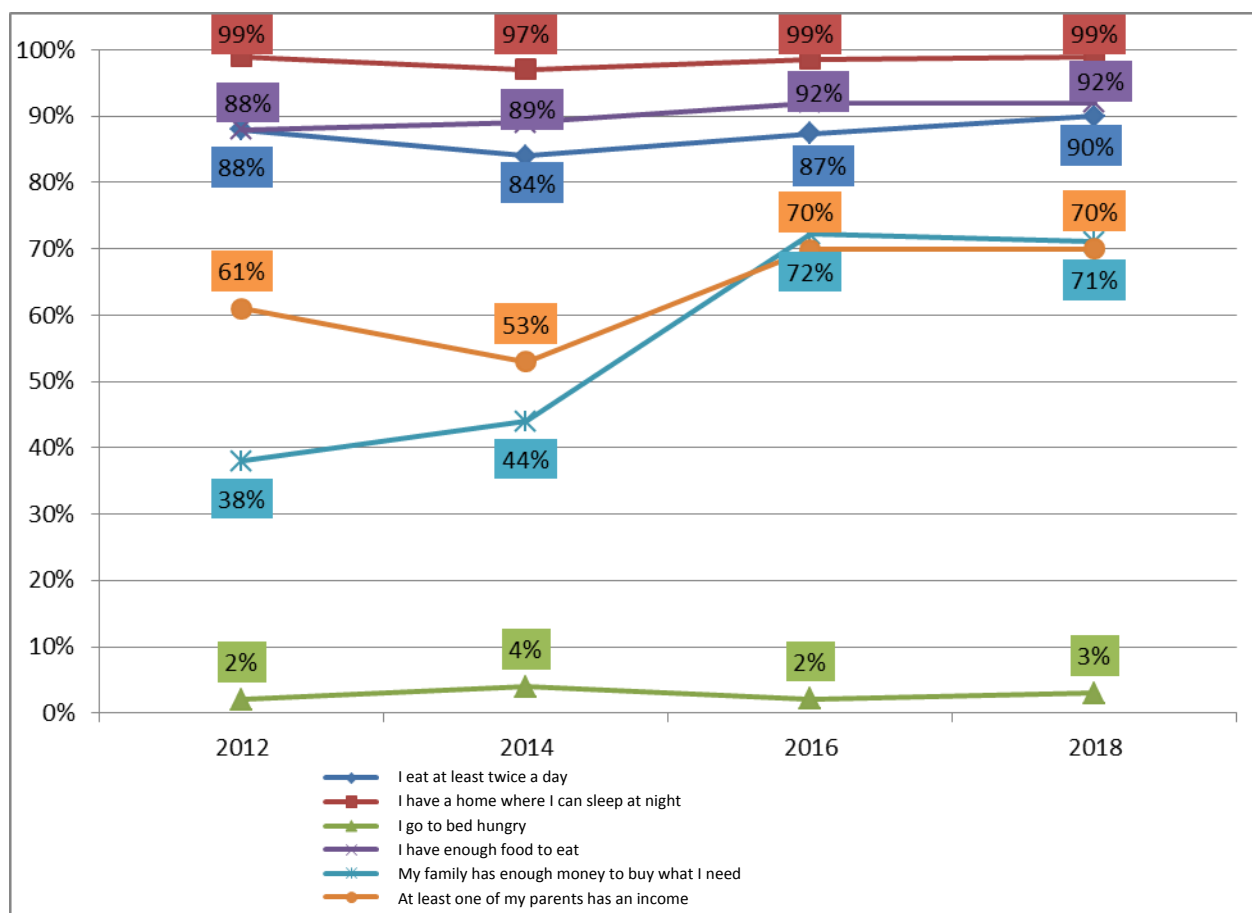
There is a correlation between the fulfilment of the child's physiological needs and the self-perceived financial well-being of the family:

- Children that declare they sometimes go to bed hungry mostly come from families in which income does not cover their basic needs (11% of the children coming from households where income does not cover the basic needs sometimes go to bed hungry, whereas only 4% of those coming from families that manage with their money declare this)
- 12% of the children coming from families in which income does not cover their basic needs declare that they sometimes have enough food
- 30% of the children coming from families whose income barely lasts for one month declare that their family has enough money to buy what they need, whereas only 12% of the children in the households that manage declare such a thing

The comparative analysis of the data regarding the coverage of children's basic needs, for the period 2012-2018 indicates an upward tendency in the percentage of children declaring that their family has enough money to buy what they need (from 38% in 2012 to 71% in 2018). The percentage of the families in which at least one parent has an income has increased during the 2014-2018 period, from 53% in 2014 to 70% in 2018. A 4 percent increase is also recorded for those declaring they have enough food, from 88% in 2012 to 92% in 2018. (

Figure 29)

Figure 30. The coverage of the child's basic needs 2012-2018 (% always)



The child's development involves not only the coverage of his physiological needs, but also of his affective and social ones. The psychological comfort that children have in their family environment represents a factor that influences their well-being, ensuring both their need to belong in a group, and those related to security and protection. The series of items that targeted the family's coverage of the affective and social needs has included the following: the existence of a protective home environment for the ill child, the family's support, the trust that the child places in the adults of his family, discriminations within the household, the support offered by the family in case of need. From the data obtained within the study we can notice that most children benefit from a family climate optimal for their development. We notice the quite high percentage (9%) of those feeling discriminated within their family, and considering they are treated worse than other children in their household, as well as of those that only sometimes feel supported by their family. (Table 30) A percentage of 7% of the children in the households whose incomes do not cover their basic needs declare that they only sometimes have someone to feed them or care for them in case they're ill.

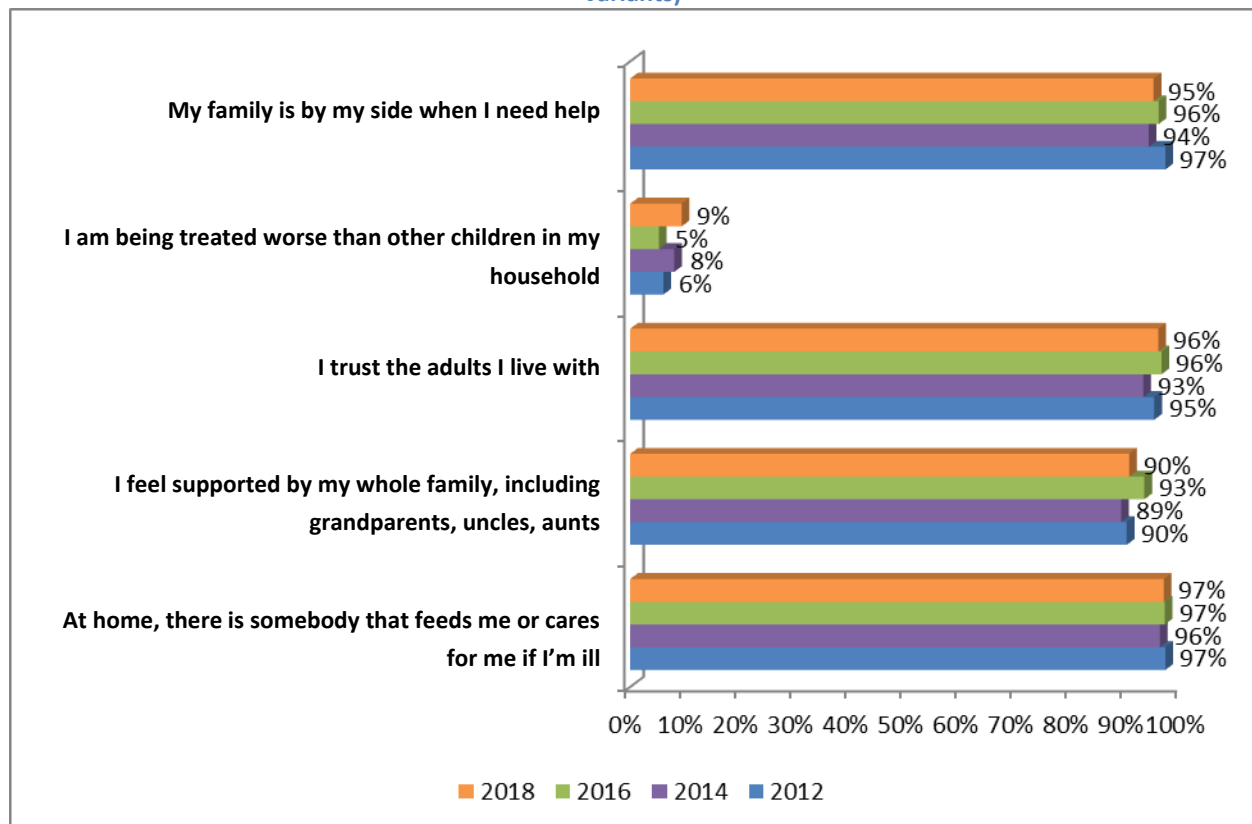
Table 30. The psychological of children in the family environment

	Never	Sometimes	Always
There is someone that feeds me or cares for me if I'm ill	1%	3%	97%
I feel supported by my entire family, including my grandparents, uncles, aunts	1%	9%	90%
I trust the adults I live with	0%	4%	96%
I am treated worse than other children in my household	87%	4%	9%

My family supports me when I need help	1%	4%	95%
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The comparative analyze of the data regarding the psychological comfort of children in their family environment, for the period 2012-2018, indicates the existence of a trust and support environment for most children in the rural environment. Compared to 2016, the data of the 2018 study shows a worsening of the situation with 4 percentage points only with regard to children feeling discriminated within their family (9% in 2018 compared to 5% in 2016). (Figure 31)

Figure 31. The psychological comfort of children in their family environment 2012 -2018 („always” response variants)



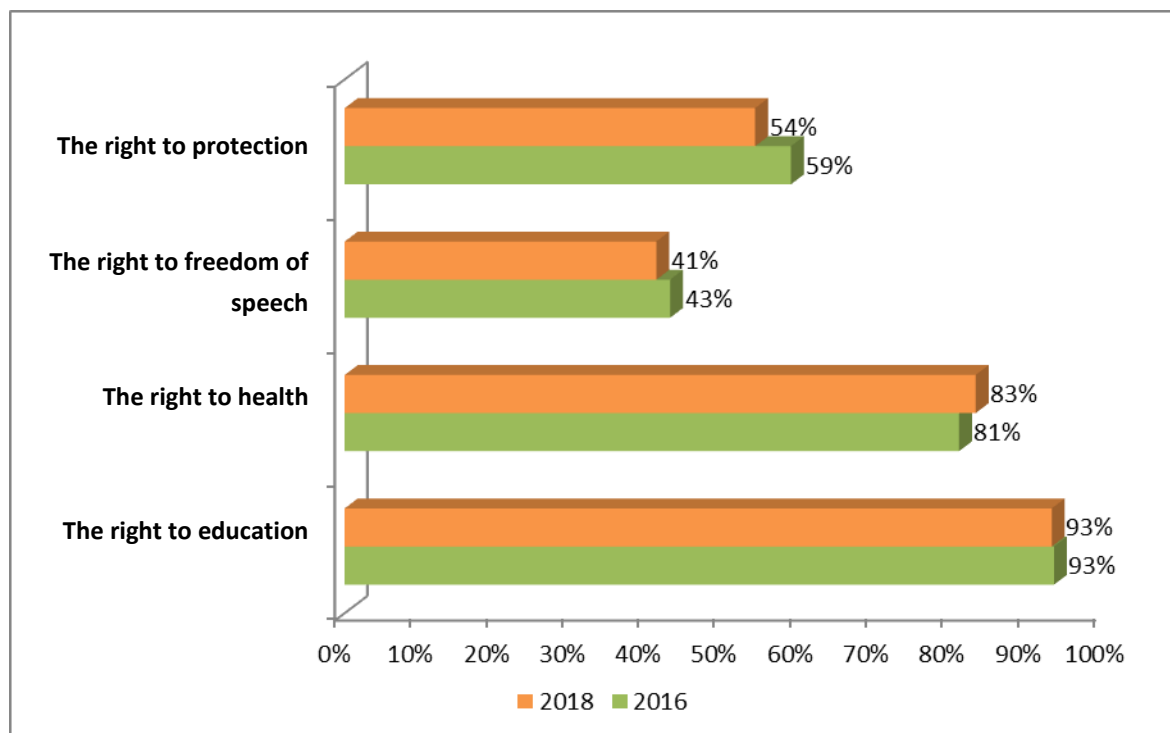
6.2. CHILDREN'S RIGHTS

It is important for parents and/or other adults in the household to know the rights of the child, in order to ensure his proper care. Out the adults included in the study, 40% have attended, during the last two year, the child rights meetings organised by World Vision in partnership with local authorities. Their number increases with 23% compared to 2016 when only 17% of the adults declared their attendance to these kind of meetings, where children's rights were discussed. From the analyze of the data we can notice that in the families whose parents have attended the children's rights informing meetings, the child's psychological comfort index is higher than in other families in which adults were not part of such debates (the average psychological comfort of children is of 40.35% in the families participating to these meetings and 38.61% in those that have not participated). At the

same time, 31% of the adults have attended the „parent’s school” type of meetings/informing sessions held in the community by World Vision in partnership with local authorities.

The child’s rights are known by 89% of the parents in the rural environment, with 7% higher than in 2016. One with the explanations for this increase resides precisely in the increased participation of parents to the child’s rights related informing sessions. With regard to the rights of the child that are actually observed by parents, they indicate the right to education (93%), to health (83%), to free expression (41%) and to protection (54%). Values remain close to those of 2016.. (Figure 32)

Figure 32. Rights of the child recognised by parents 2016-2018



Other rights of children mentioned by adults are: the right to play, the right to have an opinion, the right to receive an allowance, the right to be informed, to right to be listened to, the right to be cared for, the right to food, to religion, to family, to an identity.

There is a significant relation between the rights of children recognised by adults and their participation to the informing meetings on the matter or to the „parent’s school” type of meetings hold by World Vision together with local authorities. Parents that attended such meetings are more aware of the child’s rights, especially of the one to free expression and to protection. Out of those participating to these child’s rights meetings, 95% are aware of the child’s right to free expression, whereas only 71% of those not taking part in these meetings have mentioned this right. A percentage of 97% of those attending the child’s rights meetings are aware of the right to protection, and only 84% of those that did not attend these meetings have mentioned it. Out of those taking part in the „parent’s school” type of meetings, 94% have mentioned the child’s right to free expression, and 95% mentioned the right to protection.

6.3. DISCRIMINATORY STEREOTYPES

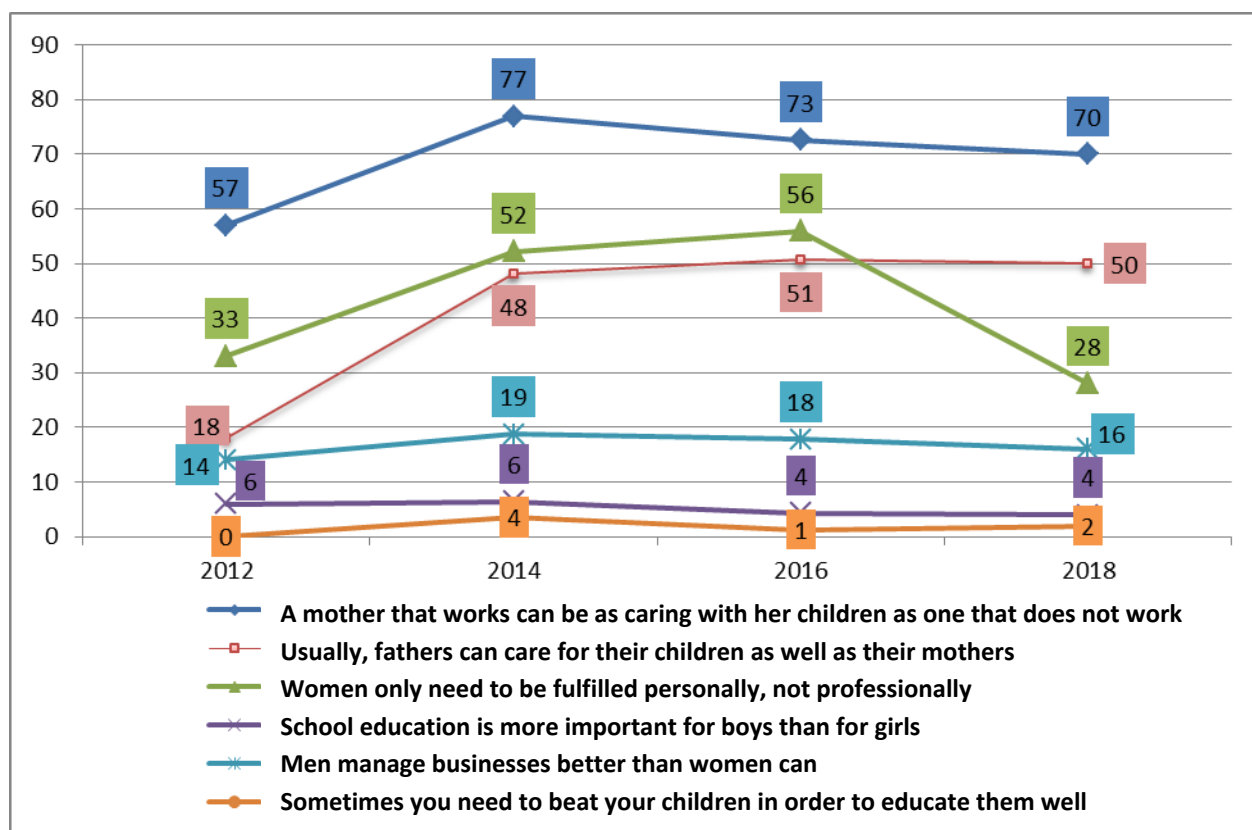
The rural environment is known to have maintained certain conservative attitudes with regard to the distribution of gender roles in the family and the society. The research has included a series of items related to gender equality: the division of family roles between men and women, the importance education has for each gender, the role of the women within the family and the society, as well as the ability of managing a business depending on the gender. With regard to the role the woman has in the family and society, we notice that a fairly large proportion of the respondents have a non-discriminatory attitude related to gender. Therefore 70% consider that women that work can care for their children as well as non-working women can, and 36% believe that women need to feel fulfilled on both plans - personal and professional. Only half of the responds consider that men can care for their children as well as women, and 60% consider that both sexes can manage a business equally well. We also need to notice that most respondents (87%) manifest non-discriminatory gender attitudes with regard to education, considering that it is equally important for both girls and boys. Furthermore, we want to highlight the increased number of adults (89%) that reject the idea of applying physical punishment to children as means of education. (Table 31)

Table 31. The opinion of adults regarding gender discrimination

How much do you agree with...	Very true	True to a lesser extent	Not true
A mother that works can be as caring with her children as a mother that does not work	70%	18%	12%
Usually, fathers can care for their children as well as mothers	50%	34%	16%
Women need to be fulfilled personally, not professionally	28%	37%	36%
School education is more important for a boy and for a girl	4%	9%	87%
Men manage businesses better than women	16%	24%	60%

During the period 2012-2018 we can see an upward tendency of the non-discriminatory gender attitude in the rural environment. If in 2012 only 57% of the respondents considered that a mother caring for her children can take care of them as well as a non-working mother does, the percentage has increased in 2018 to 70%. However, during the period 2014-2018 there was a 7% drop in the percentage of those declaring this, which involves an increase of the conservative attitude considering that the role of the mother is caring for her children. Even so, the percentage of those admitting that women need to be fulfilled both personally and professionally increases from 44% in 2016 to 72% in 2018. And we also have an increase in the perception according to which fathers can care for their children as well as mothers do, from 18% in 2012 to 50% in 2018. (Figure 33)

Figure 33. Opinion regarding gender discrimination 2012-2018, "very true" response variant (%)



6.4. SANCTIONS APPLIED TO CHILDREN AND ABUSE

The child discipline methods applied by adults represent an important element in their development. 89% of the adults consider that beating is not an appropriate child discipline method, whereas 9% of them consider that, in a small amount, beating is necessary in the education of children (see Table 31). Spanking, as a method of sanctioning children, is used by 12% of families, percentage increasing compared to 2016, when only 7,6% declared they use this kind of punishment.

When analyzing the data regarding the different methods of sanctioning children, for the period 2014-2018 it indicates differences in the methods used, the most frequently used one being to explain the mistake. We notice an increase in the percentage of those telling the children what they have done wrong and establishing clear limits for what they can and can't do, from 90,7 in 2014 to 98% in 2018. In 2014 the main methods of sanctioning (except for the explanation of the mistake) were shouting/yelling at the child (46,6%), shaking (22,3%), spanking (16,6%) and calling him names (15,7%). In 2016, shouting/yelling still represents the second most used method of sanctioning the child, even though the percentage of those declaring they use this method had decreased a lot (32,9%), followed by deprivation of different games (26,6%) and the interdiction of leaving the house (15,5%). In 2018 the second most used sanction is deprivation of different games, the percentage of parents applying it increasing with about 17% compared to 2016 (43%), followed by shouting/yelling (34%) and the interdiction of leaving the house (20%). The deprivation of different games, one of the children's favourite activities, represents a measure applied in 43% of the household participating in the research in 2018, a percentage which was almost doubled compared to 2016, when only 21% of the families would apply this sanction. Compared to the 2016 study,

in the current one we have a significant increase in the number of those declaring to use non-violent sanctions (games deprivation, prohibition to leave the house), and violent ones (shaking, spanking). (Table 32)

Table 32. Sanctions applied to children by adults, 2014 -2016 (% multiple response)

	2014	2016	2018
Explaining the mistake	90.7	84.7	98
Games deprivation		26.6	43
Prohibition to leave the house	9.4	15.5	20
Food deprivation		0.1	1
Shaking	22.3	8	12
Shouting/yelling	46.6	32.9	34
Spanking using hand	16.6	7.1	11
Spanking using an object	4.5	1	2
Name-calling (stupid, lazy)	15.7	8.3	9
Hitting the child over his face, head, ears	2.1	0.5	1
Hitting the child over different body parts	3	1.1	1
Ignoring the child, letting him do whatever he want	-	3.4	3

The sanctions that children declare to have received from their parents when mistaking or not listening to them correspond to those declared by the questioned adults. Therefore, children also mentioned that the main measure used by their parents is explaining their mistake (97%), followed by deprivation of telephone or computer games (38%) and then shouting/yelling (27%). (Table 33)

Table 33. Sanctions applied to children from their perspective, 2018

	Yes	No
They have explained my mistake and we established what I can and can't do	97%	3%
They didn't let me go play (or play on the computer, telephone)	38%	62%
They forbade me to leave the house	15%	85%
They did not give me food	2%	98%
They shook me	7%	93%
They shouted or yelled at me	27%	73%
They spanked me using their hands	4%	96%
They spanked me using an object	2%	98%
They called me lazy or stupid	8%	92%
They hit me over my face, head or ears	1%	99%
They hit me over my hands, feet or other body parts	1%	99%
They let me do whatever I want, without saying anything	5%	95%

The “Why do we hit children?” study

The World Vision Romania Foundation has founded and coordinated in 2017 the „*Why do we hit children*” study, the first population segmentation study with regard to the violence against children. The study was performed by Reveal Marketing Research and presents **seven parent typologies in Romania** proving a violent attitude towards their own children, as well as the reasons most frequently invoked by parents in order to justify hitting their child.

The study is part of the national public awareness campaign regarding violence against children, which World Vision Romania is running, as part of the global campaign *It takes a world to end violence against children* of World Vision International. Globally, the Global Partnership to End Violence Against Children was created, and Romania has undertaken the role of champion country within this effort, joining other governments, NGOs, UN agencies, universities and companies worldwide.

The study has also included a qualitative stage that identified the main categories of violence-related attitudes and myths that can be found in the Romanian society. The subsequent quantitative stage has included 1.206 respondents from all over the country and was performed through interviews carried out based on a standardized questionnaire. Respondents were chosen based on a stratified, probabilistic sampling methodology, so that the research would be nationally representative.

The main conclusions of the “*Why do we hit children?*” report were published in December 2017 and can be consulted in full on the foundation’s website (www.worldvision.ro), at the press / studies and reports section. The study shows that only 1 out of 10 (9%) Romanian parents **would never hit their child**. The violent attitude towards children can be found portrayed in 7 distinct typologies of parents that which justify violence in different ways:

- 1 out of 2 parents (51%) believe that **hitting the child is for his own good**
- 1 out of 10 (10%) consider that **the beating occurs due to the child’s fault**
- 8% would hit their children **but wouldn’t want this to be known**
- 8% invoke **religious motivation**
- 6% hit children **without a reason**
- 5% declare they would hit their child because **everybody does the same**
- 3% feel **guilty after hitting them**.

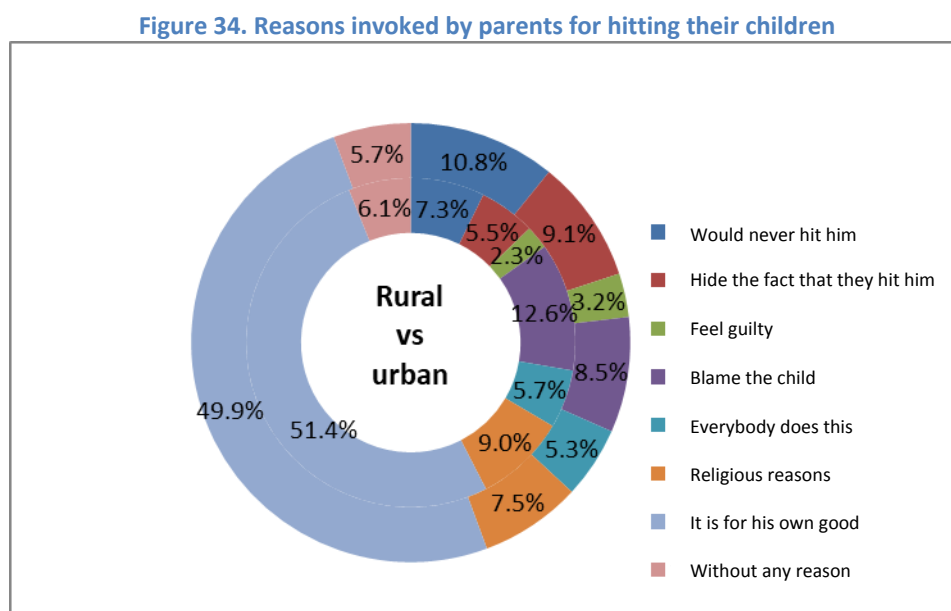
Although Romanians consider that violence against children is the third social problem of Romania, after extreme poverty and the quality of education, the report shows that over half of the parents do not think of spanking as violence and over 90% of them believe that violence is only when hitting causes bruises and scars or when parents hit their child without a reason.

In the context of the present research we considered it was relevant to present some disaggregated data for the rural/urban environments, from the study “*Why do we hit children?*”, in order to better understand how does violence affect the life of children in the rural environment, in the areas where World Vision Romania does not run any programs for educating parents on the subject of child rights.

Therefore, if nationally 9% of the parents reject violence as a form of interacting with their own child, at a closer look we notice that in the rural environment this percentage is significantly lower - 7%, compared to 11% in the urban environment (a difference of 4%).

The reasons invoked by parents for hitting their children are very different depending on the environment they come from. Therefore, if nationally 50,6% of parents declare that education through violence is for the good of their children, this percentage is significantly higher in the rural environment (51,4%). Other significant attitude

differences can be found in the percentage of parents hiding the fact that they hit their child (5,5% in the rural environment compared to 9,1% in the city), in blaming the victim for the episode of violence (12,6% in the village compared to 8,5% in the city) or even in seeking a religious motivation (9% in villages compared to 7,5% in cities). (Figure 34)



Data shows that violence in the rural environment is more prevalent and more socially acceptable, parents not feeling the need to hide it, but it is also less assumed. The blame for hitting a child is more frequently placed on somebody else (on the child, on education-related religious beliefs).

In regard to the "myths" or proverbs parents agree with, there is a significant difference in terms of parents relating to their own children. Therefore, if urban parents believe to an almost negligible degree (1,5%) that the saying "*I made you, I'll kill you*" is correct, in the rural environment this saying becomes more significant (6,5%). The child is commonly perceived as a manifestation of the parents' character ("*the apple doesn't fall far from the tree*") considering the fact that the difference between the answers of the two groups of parents from the two environments is of 9 percents (59% in the rural and 50% in the urban agree). (Table 34)

Table 34. Myths/ proverbs parents agree with

Please tell me to which extent do you agree or not with each of these sayings/proverbs, using a scale from 1 to 5 where 1 means you totally disagree, and 5 means you completely agree with the affirmation		Environment			Rural Social level	
		Total	Urban	Rural	Low income	Average income
Spare the rod and spoil the child!	1. Totally disagree	71,1%	71,2%	70,9%	73,4%	69,0%
	2. Disagree	14,4%	15,4%	13,2%	9,6%	16,0%
	3. Neither agree nor disagree	8,9%	8,8%	9,0%	8,3%	9,5%
	4. Agree	3,4%	2,9%	4,0%	4,4%	3,7%
	5. Completely agree	2,2%	1,8%	2,9%	4,4%	1,7%

You shouldn't get mixed in another man's business!	Total 4+5	5,6%	4,7%	6,9%	8,7%	5,4%
	1. Totally disagree	12,3%	11,7%	13,0%	12,2%	13,6%
	2. Disagree	7,8%	8,6%	6,7%	4,4%	8,5%
	3. Neither agree nor disagree	16,7%	18,0%	14,9%	10,5%	18,4%
	4. Agree	22,2%	24,0%	19,9%	19,2%	20,4%
	5. Completely agree	41,0%	37,6%	45,5%	53,7%	39,1%
Children are mirror of their parents	Total 4+5	63,3%	61,6%	65,4%	72,9%	59,5%
	1. Totally disagree	4,1%	3,8%	4,4%	4,4%	4,4%
	2. Disagree	3,4%	4,2%	2,3%	1,7%	2,7%
	3. Neither agree nor disagree	15,8%	17,4%	13,8%	11,4%	15,6%
	4. Agree	28,2%	28,6%	27,7%	25,3%	29,6%
	5. Completely agree	48,5%	46,0%	51,8%	57,2%	47,6%
God is not violent	Total 4+5	76,7%	74,5%	79,5%	82,5%	77,2%
	1. Totally disagree	15,5%	16,4%	14,3%	13,1%	15,3%
	2. Disagree	7,7%	8,2%	7,1%	8,3%	6,1%
	3. Neither agree nor disagree	18,7%	19,2%	18,2%	16,6%	19,4%
	4. Agree	26,7%	29,6%	22,9%	19,7%	25,5%
	5. Completely agree	31,3%	26,6%	37,5%	42,4%	33,7%
I made you, I'll kill you	Total 4+5	58,0%	56,2%	60,4%	62,0%	59,2%
	1. Totally disagree	84,3%	85,7%	82,6%	79,9%	84,7%
	2. Disagree	9,5%	10,2%	8,4%	8,3%	8,5%
	3. Neither agree nor disagree	2,6%	2,6%	2,5%	3,5%	1,7%
	4. Agree	,9%	,4%	1,5%	2,6%	,7%
	5. Completely agree	2,7%	1,0%	5,0%	5,7%	4,4%
Where mother hits it will grow!	Total 4+5	3,6%	1,5%	6,5%	8,3%	5,1%
	1. Totally disagree	50,2%	53,3%	46,3%	42,4%	49,3%
	2. Disagree	17,2%	17,9%	16,3%	12,7%	19,0%
	3. Neither agree nor disagree	16,5%	15,8%	17,4%	17,9%	17,0%
	4. Agree	10,3%	9,4%	11,5%	13,1%	10,2%
	5. Completely agree	5,8%	3,7%	8,6%	14,0%	4,4%
The apple doesn't fall far from the tree	Total 4+5	16,1%	13,0%	20,1%	27,1%	14,6%
	1. Totally disagree	13,2%	13,6%	12,6%	11,8%	13,3%
	2. Disagree	10,4%	11,0%	9,8%	8,3%	10,9%
	3. Neither agree nor disagree	22,0%	24,6%	18,5%	17,5%	19,4%
	4. Agree	28,0%	28,0%	28,1%	27,1%	28,9%
	5. Completely agree	26,4%	22,8%	31,0%	35,4%	27,6%
	Total 4+5	54,4%	50,8%	59,1%	62,4%	56,5%

With regard to the forms of physical correction applied to children, in the rural environment we notice a greater degree of acceptance, considering that "spanking" is associated with violence by only 39% of the parents, compared to the urban environment where 46% of parents believe it is a type of violence.

Another important correlation can be made between poverty and violence. Therefore, the poorer are the parents, the more inclined they are to accept violence as being "for the child's own good". Even in the group of parents in the rural environment, we see significant differences depending on the income of the family. Therefore, parents included in the low-income category (benefiting of social support income, without a stable work place) are more easily ashamed by their children's lack of education, perceiving it as a new personal failure. Meanwhile 77% of the parents with average income in the rural environment believe that the child is "the mirror of his parents", this percentage increases to 83% in the case of parents without income. Furthermore, they are more inclined to believe that "the apple doesn't fall far from the tree" (62% in those with low incomes, compared to 56% in those with average income) and they try to educate their children by beating them, so they won't repeat their mistakes. In "where mother hits it will grow" believe 27% of the poor parents, compared to only 15% of those not facing major financial issues.

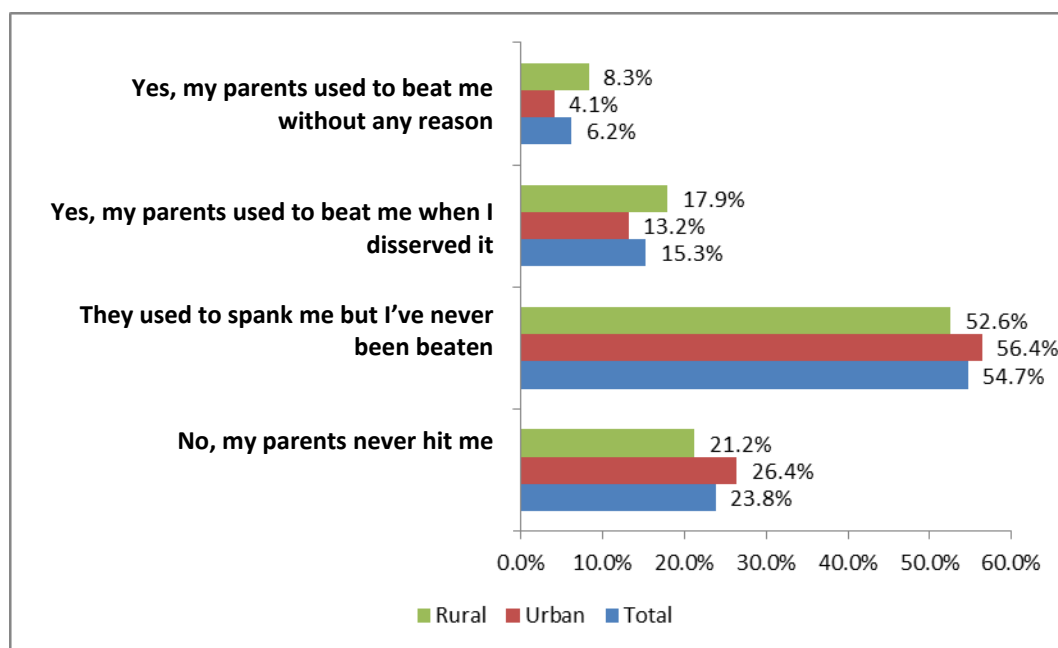
For these parents it is very important that nobody questions what happens in their family. A significant percentage (54%) consider that "you shouldn't get mixed in another man's business", compared to only 39% of the parents with higher income. Perhaps this is why for this type of parents the fact that the child is witnessing violent scenes within his family, targeting his mother or another family member, is not necessary a form on violence also targeting the child (87%, compared to 92,5% in those with average income).

For the poor parent in the rural environment the most frequent frustrations that could lead to aggressive behaviours towards children are related to the lack of opportunities or of a workplace, concerns for the following day, but we also need to mention that, overall, in the rural environment, the main theme differentiating this group of parents from the city parents is the lack of respect shown by the child, that might generate lack of respect from others. Therefore, in the traditional rural community, in each everybody knows everybody, parents are feeling more social pressure and are concerned about being "like everybody else", even when it comes to their child's behaviour.

The study seems to indicate that the attitude towards violence is influenced by one's own childhood experience. Therefore a greater acceptance towards such behaviours seems to be correlated to a large percentage of parents that were themselves subjected to violence. (

Figure 35)

Figure 35. Parents, victims of violence



The moments when parents in the rural environment enjoy some rest are rare. Those with low income declare that the week-end is as busy because they do different things for some extra money. Despite all this, parents in the rural environment or those with income below average start their week more optimistically than other categories. It is less likely for them to have a violent behaviour during such days.

All those with lower income in the rural environment are the segment that refuse to escape the mentality of basic needs, almost rejecting the need to belong or to participate in the social life of the community they live in. This category of parents remains the most difficult to influence when it comes to educational activities

related to the rights of their own children, whereas parents with an average social level put more emphasis on socialization, on mutual help.

The biggest frustrations of parents in the rural environment are related to the lack of jobs, especially in the small rural communities – the lack of means of transport to cities where they would find more opportunities for development. For the families with reduced income, the lack of a home is an addition to the stress factors and generates the dependence of the women on the violent husband/partner.

Education remains an aspiration for their own children, and frustration occurs when the child is unable to continue school – some parents realise the vicious circle their children are subjected to. They can't break the pattern by themselves. *"My girl started school, but then she stopped, because she was ashamed, there were only wealthy girls there, they were better dressed than her. I would buy second hands clothes for her and she was ashamed, so she stopped."*

Fear, as a factor that might generate additional stress with consequences on the increasing aggressiveness of parents was analyzed comparatively, on a few major themes, for parents in the rural/urban categories and parents with low income / parents the average to high income, as presented in the chart below. We can notice several differences between the rural and the urban, but especially between social categories. We have great differences when it comes to respect within society, for parents from the rural and disadvantaged environments, as well as the concern for the following day.

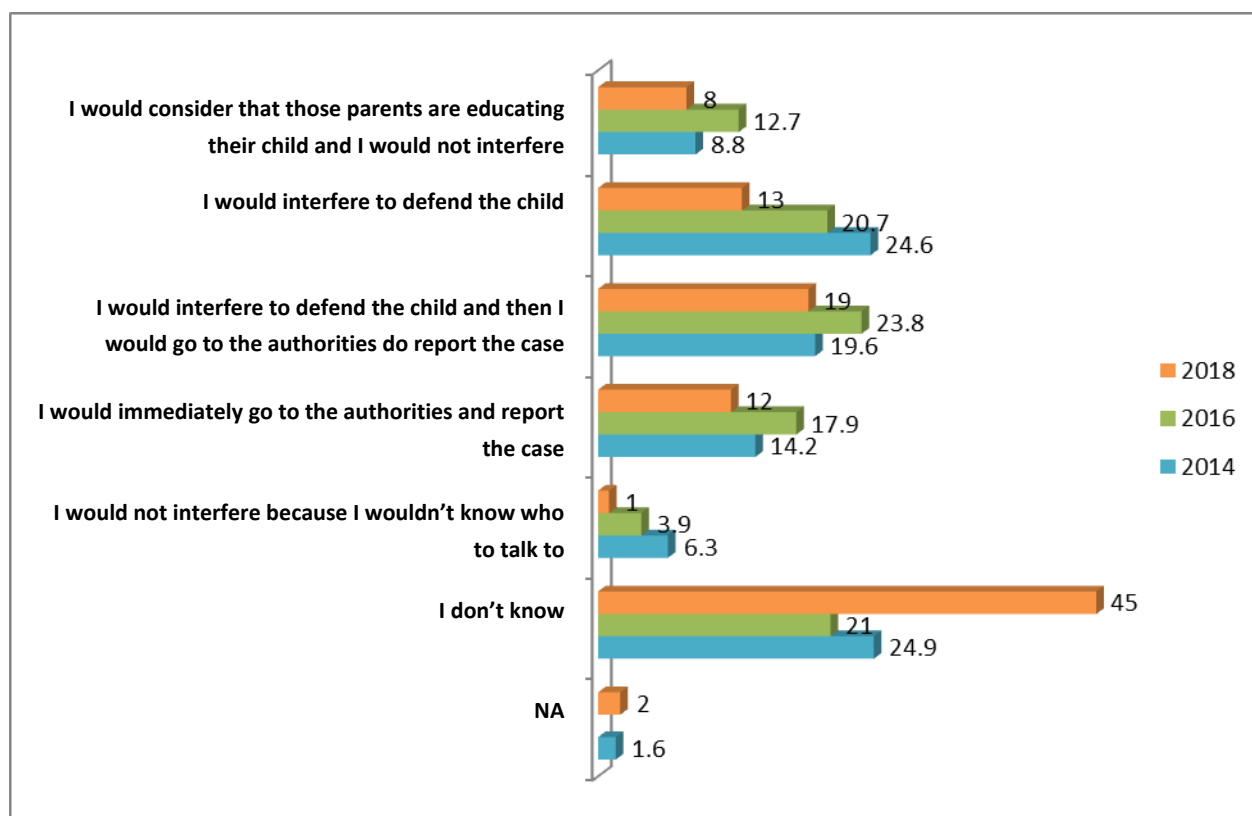
CHILD ABUSE

Child abuse is a phenomenon that affects the long-term development of the person, being able to generate the occurrence of dysfunctional behaviours. Behavioural changes are usually more serious if the abuse occurs at a younger age and lasts for a longer period of time. The abuse typology includes, in addition to the physical one (corporal punishment, deprivation of food etc) also the emotional (the rejection of the child, verbal abuse by addressing injuries, isolation etc) and the sexual one. The abandonment or neglect of the child also represents types of abuse.

The present research tried to capture the behaviour adopted by the members of the community in a case of child abuse, also analyzing the extent to which these behaviours are considered normal in the rural environment. Very often, cases of child abuse remain unreported, either because of ignorance, or fear. Asked how they would act if they would see (or hear) that a child is abused or neglected by his parents or by other persons, 43% of the adult respondents have declared that they do not know what they would do, 19% declared that they would defend the child and then go to the authorities to report the case (), while 13% would intervene to defend the child, and another 12% would immediately report the case to the competent authorities. 8% of the adults would not intervene in these cases because they think it is a manner in which parents attempt to educate their children. It's safe to say that most adults would consider physical abuse more (including abandonment or neglect) and less the language-related or emotional one. 44% of the adults participating in the meetings organised on the issue of child's rights have declared that they would intervene and then report the case to the authorities, but for those who did not participate in such meetings the percentage drops to 30%. From those not participating to these meetings, 19% declared they would not intervene in the cases of abuse, because they would consider it a manner of education, the percentage for those who have participating being of 8%. (

Figure 36)

Figure 36. Behaviour in the case when the person would see or hear a case of child abuse, 2014 - 2018 (%)



We need to highlight the increase, compared to the percentage of 2016, in those knowing who should they turn to in case they notice an abuse – 97% in 2018 compared to 92,2% in 2016. Most of them indicated 112, the police, the child protection services, the social assistant in the locality, the local authorities and the doctor. Most children (91%) also declare they would know who to turn to if something bad would happen to them.

The reasons for which adults would not turn to authorities for abuse cases would be related to their lack of trust in the services and the staff (45%) and the shame towards the members of the community / family (41%). Compared to 2016, we notice an increase in the number of those declaring they don't have faith in this type of services (45% compared to 28,7% in 2016) or who declare they had approached such services in the past and that they were not listened to (from 2,7% in 2016 to 9% in 2018). (Table 35)

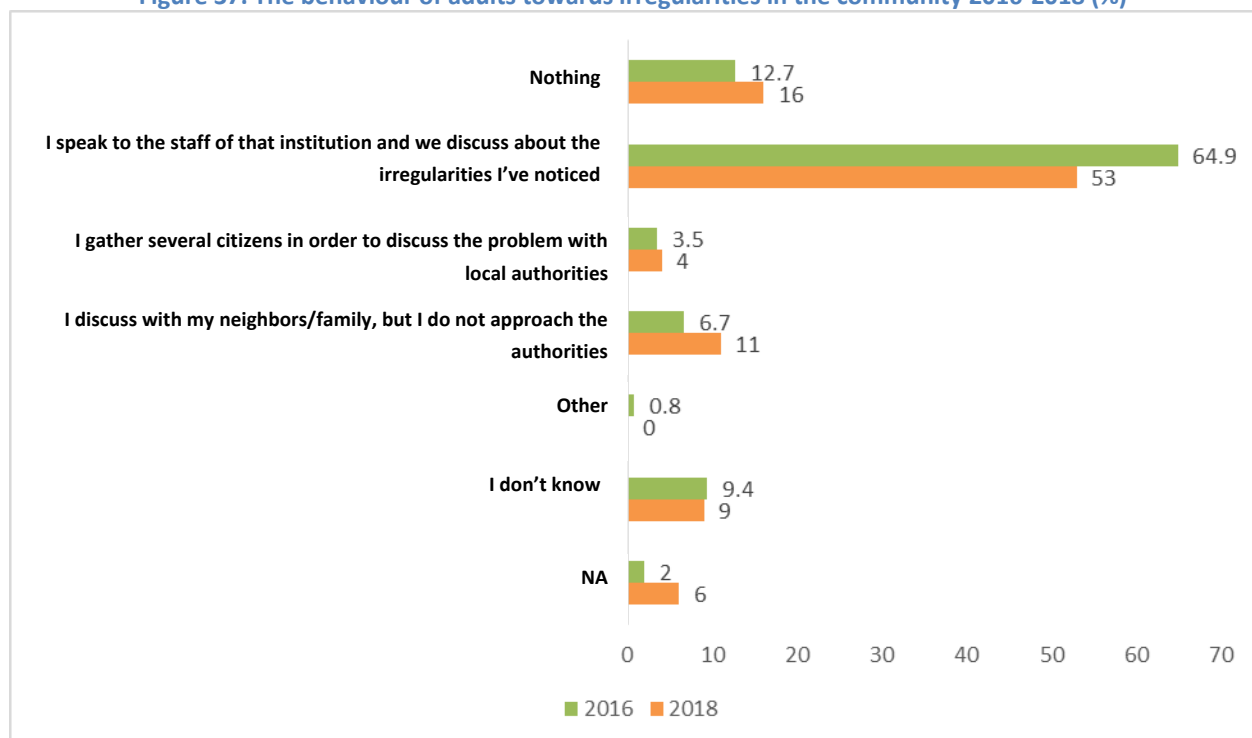
Table 35. Reasons for which adults do not turn to this services 2016-2018 (%)

	2016	2018
Shame towards members of the community / family	50.6	41
Lack of trust in the services and staff	28.7	45
I have approached them before without results	2.7	9
Fear of not being listened to by the staff working there	13	5

Signalling the issues occurring in the community to the authorities is an important factor that might help address them. The population's civic values are quite low, but that is due to their lack of trust in public institutions, including the rural environment where theoretically the relationship with the public authorities should be alot better. The reluctance in dealing with authorities can also be noticed through the fact that only 53% of the adults have declared that if they were to notice irregularities in the community they would approach the institution's

staff. The percentage of those that would discuss directly with the authorities decreased with about 12% compared to 2016 (from 64,9% to 53%). Compared to 2016 we have a 4% increase in the number of those declaring that they would discuss with their family, but not with authorities (11% in 2018 compared to 6,7% in 2016), as well as of those that would do nothing if they would notice irregularities in the community (from 12,7 to 16%) (Figure 37)

Figure 37. The behaviour of adults towards irregularities in the community 2016-2018 (%)



6.5. THE COMMUNITY'S ENVIRONMENT

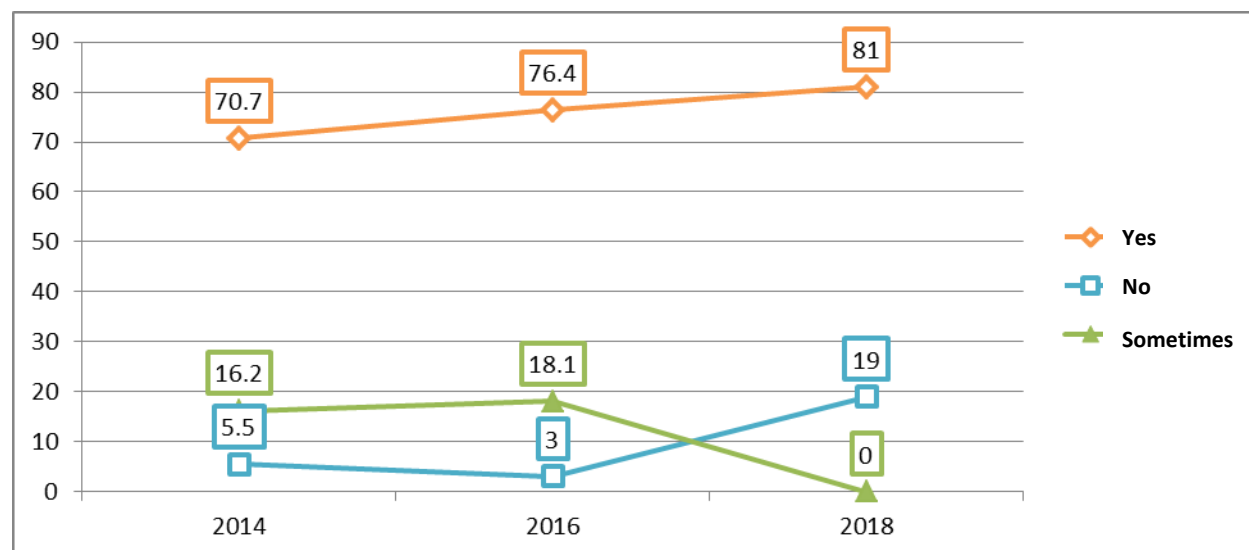
For the child's development process, in addition to the family environment, another important factors is the community environment. The items of the community environment that should be considered mostly regard the access to various public services (health, education, public transport, utilities etc.), as well as social security within the locality, the social protection of those vulnerable, the existence of a non-discriminatory climate, the opportunities for social participation and for decision making. The present research has included these items in order to have a a comprehensive picture of all the factors influencing the child's development.

SAFETY

Safety within the community represents an important element in children's quality of life, as they do not have the capacity of protecting themselves from the various dangers that might occur. In addition to the objective indicators that target criminality especially, safety is also measured through a series of subjective indicators, such as the perception of the community as a safe environment or of dangers perceived locally. These perceptions of safety contribute in creating or maintaining the happiness of the population.

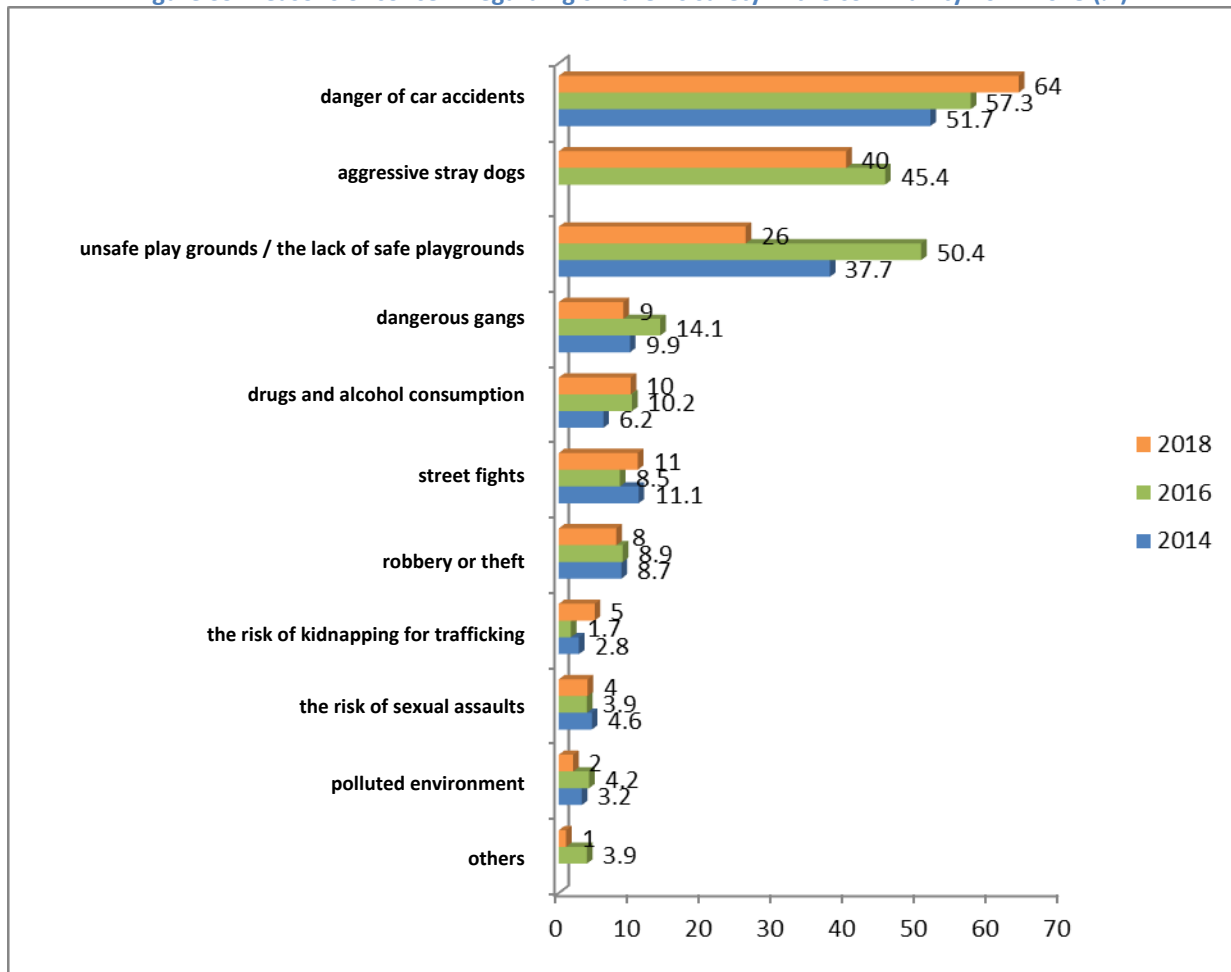
The percentage of adults that consider their community as being safe for their children has increased compared to 2016, reaching 81%. There was also a decrease in those declaring that the community is not safe for children, to 19% compared to 21,7% in 2016. (Figure 38)

Figure 38. The perception of adults regarding the safety of children in the community 2014-2018



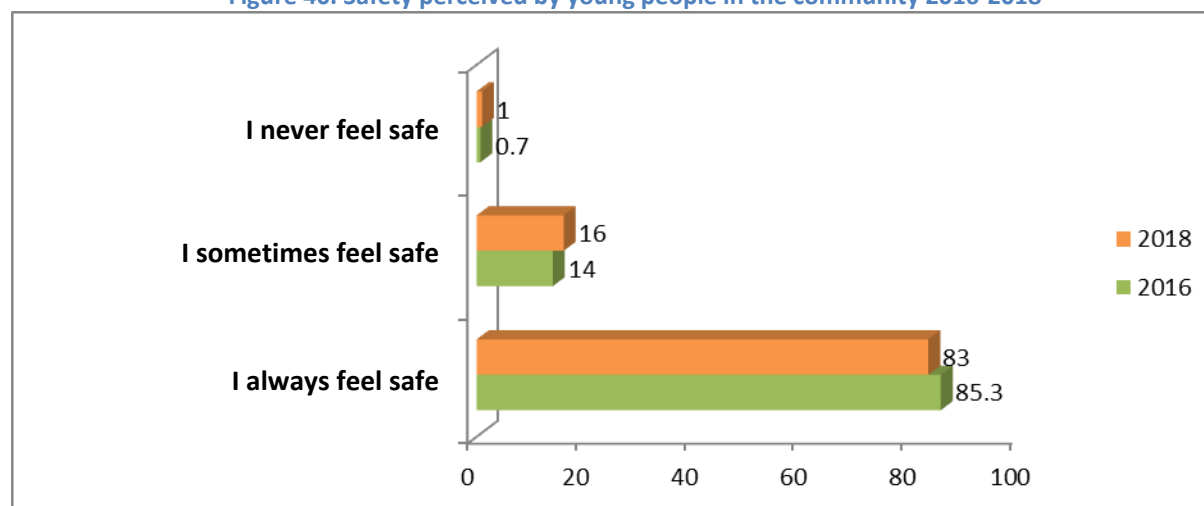
The reasons for concern that adults have with regard to the safety of children in their community are related to the danger of car accidents (64%), aggressive stray dogs (40%) and unsafe playgrounds (26%). The danger of car accidents and of inadequate play grounds represent reasons of concern for adults, that have continued to persist throughout the period 2014-2018. The risk of car accidents has increased with over 10 % during 2014-2018, reaching 64% in 2018. The danger represented by aggressive stray dogs was reduced with over 5% since 2016 and until now. With regard to play grounds, the perception of the population according to which they represent a threat for their children's safety was reduced by almost half between 2016 and 2018 (from 50,4% to 26%). (

Figure 39. Reasons of concern regarding children's safety in the community 2014-2018 (%)



The community represents a safe space for 83% of the young people, while 16% only sometimes feel safe. The percentage of those considering they are safe was dropped 2 percents compared to 2016. (Figure 40)

Figure 40. Safety perceived by young people in the community 2016-2018



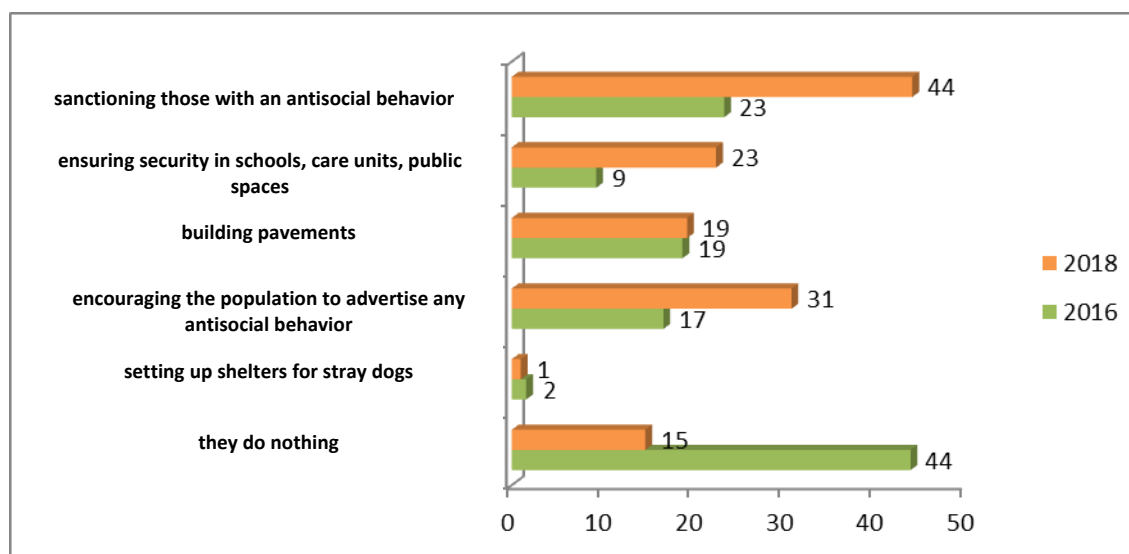
The main reasons for not feeling safe that children listed are: the danger of car or bike accidents (47,2%), persons becoming violent after alcohol consumption (41,1%), unsafe playgrounds (26,8%). These three reasons were the most important also in 2016. If when it came to unsafe playgrounds and violence associated with alcohol consumption, the percentage of young people perceiving them as reasons of concern has since 2016 with about 6%, and in relation with the possibility of accidents, it has increased with 7 percents. (Table 28)

Table 36. Reasons for feeling unsafe in the community, from the perspective of young people 2016-2018 (%)

Reasons for feeling unsafe (young people) – multiple answer (%)	2016	2018
Car or bike accidents	40	47.2
The play grounds are not safe	33.2	26.8
Dangerous gangs	18.2	12.2
Robbers	17.2	13.8
I might be beaten or attacked	17.9	13.8
I might be sexually abused	7.2	6.1
There are people using drugs	15.5	5.7
There are people having alcohol and becoming violent	47.6	41.1
Because I'm different	7.7	5.3
Other causes	8.9	7.3

The perception of safety within the community is connected to the intervention of public authorities for the remediation of existing risks. If in 2016, 44% of the respondents consider that local public authorities do nothing to solve the problems in the community, in 2018 the percentage drops to 15%. The most visible measures adopted by local authorities are those regarding the sanctioning of anti-social behaviours (44% of the respondents have mentioned them in 2018 compared to 23% in 2016), encouraging the population to report anti-social behaviours (31% have mentioned them) and ensuring security in school units and public spaces (23% in 2018 compared to 9% in 2016). (Figure 41)

Figure 41. Safety-increasing measures adopted by public authorities 2016-2018 (%)



PROTECTIVE ENVIRONMENT FOR VULNERABLE CHILDREN

Difficulties that families in the rural environment are facing are not only connected to their financial status, even though that has a great influence on their members' quality of life, but also to their health, home, the existence of disabilities in children, the lack of or low parental involvement in raising their children. In over one quarter (28,7%) of the households in the rural environment the only stable income is represented by illness/retirement pensions, state allowances for children, support allowances or guaranteed minimum income, which influences the living standards of their members. In over 1 out of 4 households (26,8%) parents do not have a stable income generated by a salary and, as we previously shown (section 6.1), children in the families where salaries do not exist are the most affected when it comes to covering basic needs. During the period 2014-2018, there was a drop in the weight of families declaring the have children without birth certificates, from 5,5% in 2014 to 1,9% in 2018. There was a continuous decrease in the number of families that have children with disabilities, from 6% in 2014 to 3% in 2018. The weight of children with only one parent is of 8,6% in 2018, and of orphan children is of 1,3%. Almost 2% of the households have children that are being raised by their grandparents. (Table 37)

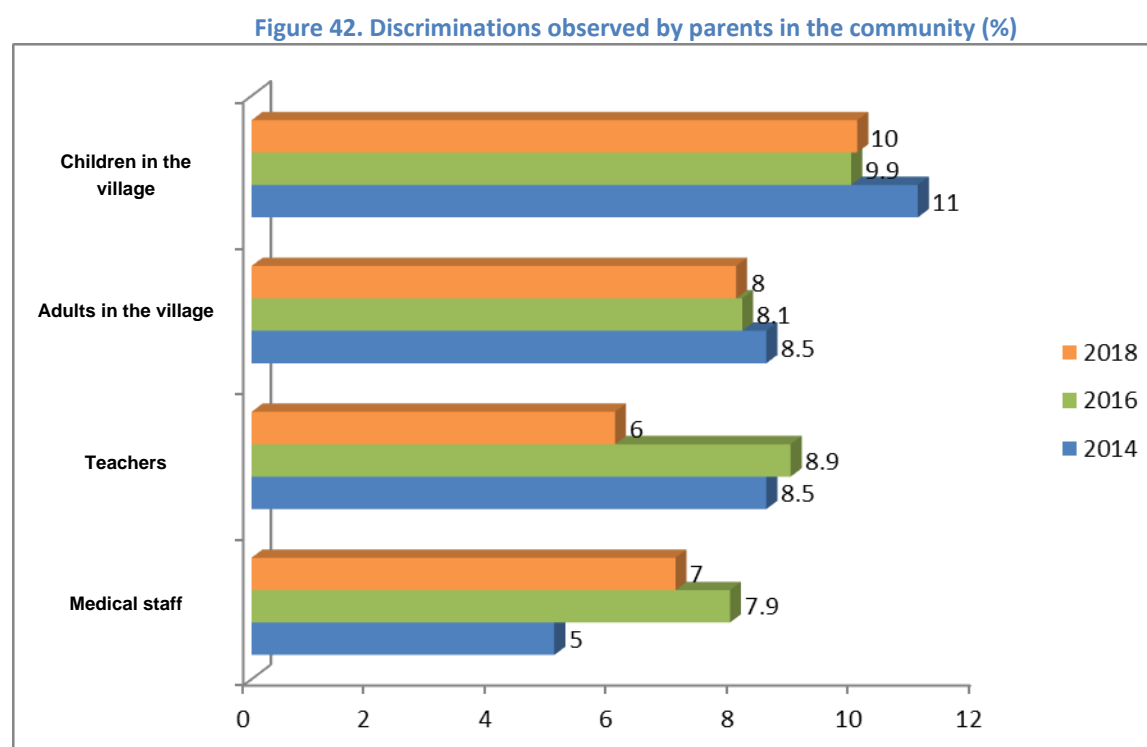
Table 37. Vulnerability situations declared by families 2014-2018 (%)

Situations of vulnerability within the family (%)	2014	2016	2018
Child in foster care	0.4	1	1.2
Child placed with professional foster - child with disabilities	0.3	0.2	0.5
The child has some disabilities	6	3.1	3
Children that do not have a birth certificate	5.5	2.5	1.9
Children with disabilities that have a disability certificate		2.8	2.6
Lives with his parents in improvised spaces	0.7	1.4	1
Have under aged mothers	-	-	0.5
Are being raised by their grandparents, not by their parents	-	-	1.8

Are left in the care of their grandparents, for more than one year	-	-	2
Children with only one parent	-	-	8.6
Are orphans of both parents, and are being raised by grandparents	-	-	1.3
Parents do not have a stable income (generated by the existence of a salary)	27	22.7	26.8
The only stable income in the household are illness/retirement pensions, state allowances for children, support allowances, or guaranteed minimum income	24	29.2	28.7

Furthermore, the presence of certain discriminatory attitudes within the community could affect the development of the child. The research has tried to capture the discriminatory attitudes of persons in the community (medical personnel, teachers, adults and children) towards children finding themselves in vulnerability situations. In the current wave of study, adults notice that most differences related to how children in vulnerability situations are being treated, were made by children in the village (10%). During the period 2016-2018 we can notice a downwards tendency both in the number of adults and of the medical personnel that made discriminations, together with a pronounced decline among teachers (

Figure 42)



3% of the households have children with disabilities. The access of children with disabilities to services within the community is still poor, especially due to the lack of specialized services in the commune. Therefore, 33% of parents mentioned that within the commune, they have access to specialized medical care; 20% mentioned recovery services performed in specialized centres, and 12% have benefited of access in an School Afterschool/Day

centre type of program. From the adults declaring they have in their household children with disabilities, 72% take them to the county seat to benefit of specialized services, double than the percentage reported for 2016. The percentage of those declaring they don't take their child to any specialized service has dropped since 2016 with 1,5 % (26,9 %)

From the children included in the research 3% declared they have a disability, and 24% have a certificate issued by the Expert Committee.

6.6. THE CHILD IN THE FAMILY THAT GOES THROUGH CRISIS SITUATIONS AND SURVIVAL STRATEGIES

The current income of the family are very different in rural households, and, as presented in section 6.1, 15,2% of them don't even have money for their bare necessities, 38,1% have money that can barely cover one month, and 38,3% are managing with the income they receive. The lack of income necessary for all household expenses requires the adoption of certain strategies for adjusting the family's budget.

The response strategies used by households in crisis situations are mixed and mostly revolve around reducing food expenses, postponement of utility payments or buying long-lasting household products. The main expense-reducing strategies adopted in the past year by household were: buying cheaper products (71%), buying the same products in smaller amounts (61%), buying food on credit (45%), postponing the acquisition of long-term household products (43%), changing the means of transportation, by replacing them with cheaper ones or with walking (32%) and postponing the payment of utilities (31%). Measures that are only adopted by very few households are related to education – permanent (1%) or partial (1%) interruption of school – and to health – postponing doctor's visits (8%) or restricting the purchase of medicine (12%). Sending children to work abroad is not a solution preferred by families (86% of the families would never use this measure). (Table 38)

Table 38. Strategies adopted by households in crisis

In the 12 months you had to	Yes, it happened	It didn't happen until now but with think of doing it in the following months	We do not plan on using this method during the following months	We would never use this method
Buy cheaper products	71%	4%	14%	12%
Buy the same products, but in smaller amounts	61%	9%	16%	14%
Buy food on credit	45%	6%	18%	31%
Borrow or receive food from relatives / friends	29%	6%	22%	42%
Buy less school supplies and books for children	21%	6%	21%	52%
Postpone buying long-term household products	43%	6%	17%	34%
Postpone the payment of utilities (maintenance, electricity, telephone, internet, etc.)	31%	5%	19%	45%
Give up children's extracurricular activities (contests, tutoring, camps, etc.)	19%	5%	20%	55%
Postpone or give up doctor's visits	8%	4%	22%	66%
Restricting the purchase of necessary medicine	12%	4%	20%	64%
Change means of transport, replacing them with cheaper ones or with walking	32%	5%	20%	43%

Give up buying clothing or footwear for children (not only on pair of shoes and one coat per year)	11%	6%	22%	61%
Send one or several children to work in the country	2%	1%	12%	86%
Send one or several children to work abroad	1%	1%	12%	86%
Interrupt school for a while for one or several children	1%	1%	10%	88%
Interrupt school definitively for one or several children	1%	1%	9%	88%

Buying cheaper or less products are strategies adopted by households regardless of the income category they fit into. There is, however, a significant statistical relation between the expense-reducing strategies for crisis situations and the income category in which the household places itself. The percentage of families placing themselves in the category not having sufficient income to cover their basic needs are usually more inclined to adopt strategies of reducing the quality and quantity of food (96% of the families whose income is not enough to cover necessities have bought cheaper food), but also to postpone the payment of utilities (63%), borrow food from relatives (62%) or buy them on credit (86%), buy less school supplies or books (55%), as well as give up buying clothes (34%).

During the period 2014-2018 the main strategies adopted for reducing expenses remain held their position, but the comparative analysis of data shows a series of improvements since 2014 in relation to the percentage of those declaring that (Table 39):

- They have bought cheaper products – from 76% in 2014 to 71% in 2018
- They have adopted the strategy of buying smaller amounts of food – from 66% in 2014 to 61% in 2018
- They have postponed buying long-term household products – from 56% in 2014 to 43% in 2018
- They have postponed the payment of utilities – from 38% in 2014 to 31% in 2018
- They have postponed visits to the doctor – from 16% in 2014 to 8% in 2018

Table 39. Strategies adopted by households under crisis situations 2014-2018

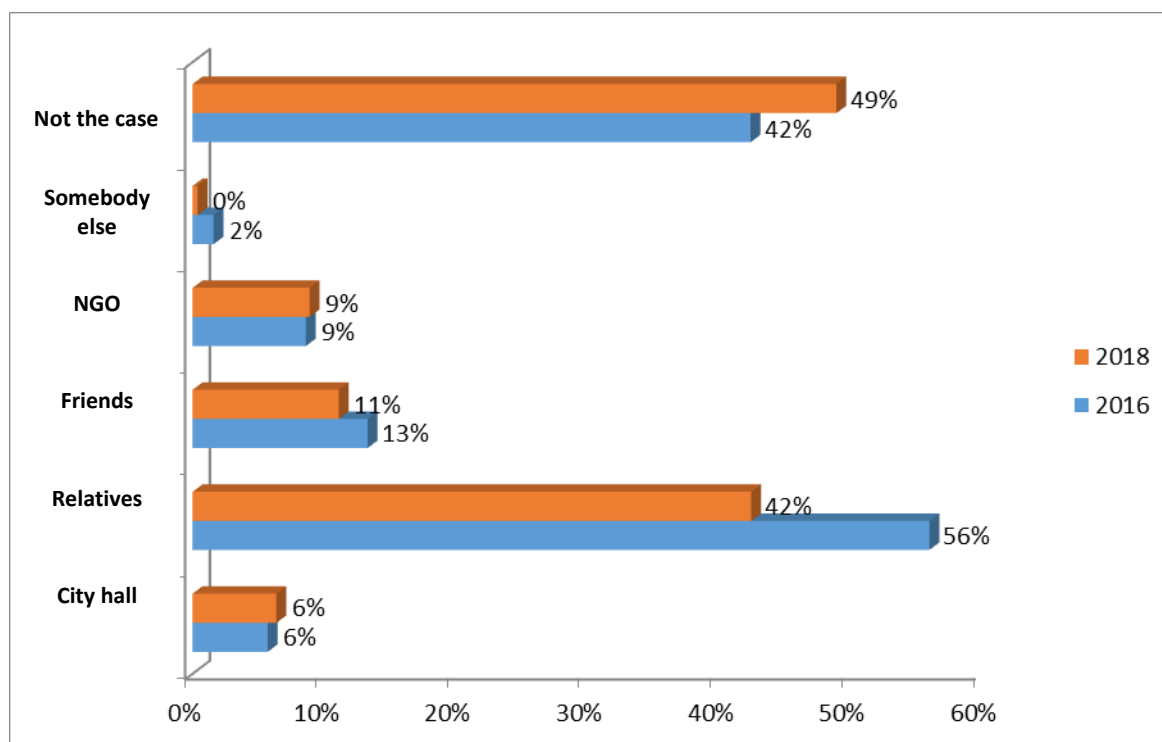
In the past 12 months they had to	Yes, it happened		
	2014	2016	2018
Buy cheaper products	76%	76%	71%
Buy the same products, but in smaller amounts	66%	67%	61%
Buy food on credit	51%	41%	45%
Borrow or receive food from relatives/ friends	35%	33%	29%
Buy fewer school supplies and books for their children	27%	18%	21%
Postpone buying long term household products	56%	50%	43%
Postpone paying utilities (maintenance, electricity, telephone, internet, etc.)	38%	32%	31%
Give up the children's extracurricular activities (contests, tutoring, camps, etc.)	26%	17%	19%
Postpone or give up the doctor's visit	16%	7%	8%
Restrict the purchase of necessary medicine	18%	9%	12%
Change means of transport, replacing them with cheaper ones or with walking	27%	33%	32%
Give up buying clothes or footwear of their children (not even one pair of shoes and one coat per year)	16%	11%	11%

To send one or several children to work in the country	1%	1%	2%
Interrupt school for a while for one or several children	2%	1%	1%
Interrupt school definitively for one or several children	2%	1%	1%

In difficult situations help usually came from relatives (42% of the families declared they have received help from their relatives), followed by friends (11%) and non-governmental organizations (9%). Compared to the 2016 study, we notice a 7% increase in the number of those declaring that they never had to ask for help because they were never in a crisis situation (from 42% to 49%). (

Figure 43)

Figure 43. Sources of support families have (% multiple response)



6.7. CHILD PROTECTION DURING NATURAL DISASTERS

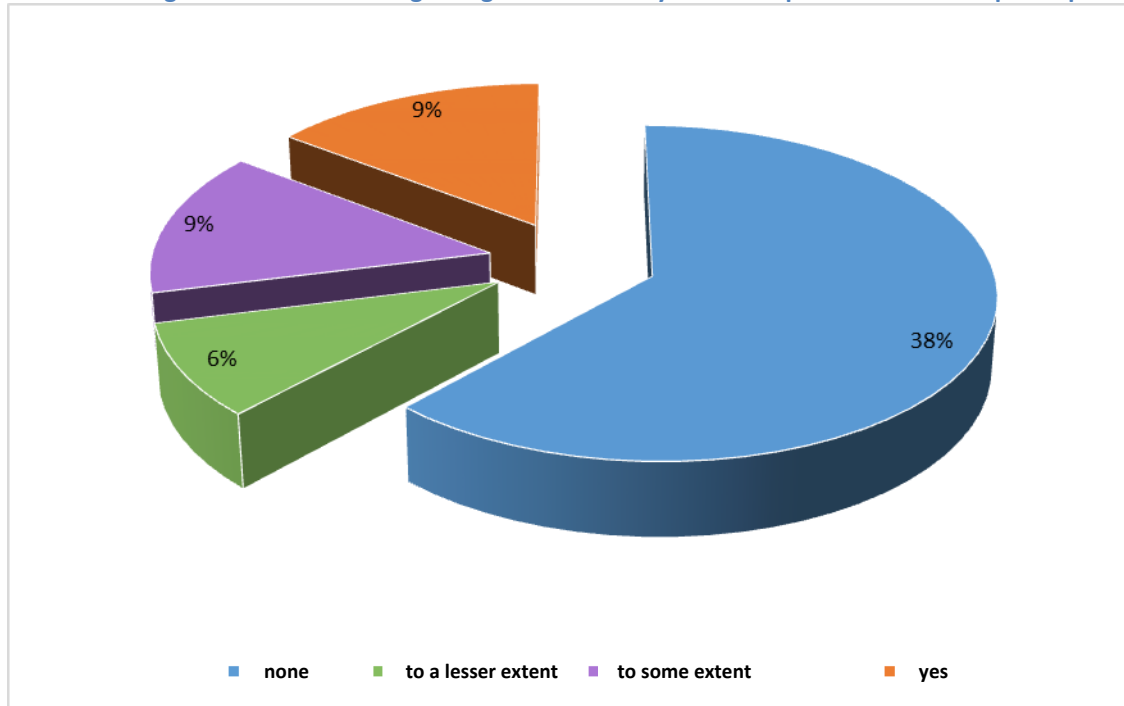
Romania has a rich history in terms of natural disasters and catastrophic events, as we've seen throughout the past years. We have noticed that in the latest years, these events changed their probabilistic structure and intensity, compared to the same type of phenomena registered a century ago (appearance of tornadoes, hurricane-like storms and wind intensification, floods, massive snowfalls in short amounts of time, high temperature variations compared to multiannual averages). The harmful effects of these events on the population, environment and material goods make it necessary to be aware of them and of the manner in which we can prevent them, or protect ourselves in case of an emergency.

According to the laws in force, each institution has the obligation of drafting an action plan for emergency situations, and of periodically performing briefings regarding the actions that need to be taken as well as the steps that need to be followed in emergency situations. Education units have the obligation of conducting, together with the representatives of the General Inspectorate for Emergency Situations, exercises and activities with students, for prevention and defence against disasters.

Within the research, aspects related to the protection against disasters were analyzed both from the perspective of adults and from the perspective of children and young people. Therefore, adults were asked if they are aware of the community's disaster prevention and response plan, and in proportion of 38% the response was negative. Data shows that only 9% of the adults in the community are aware of this plan, a worrying situation if we look at the overall situation and the risks that might affect the community as a whole. (

Figure 44)

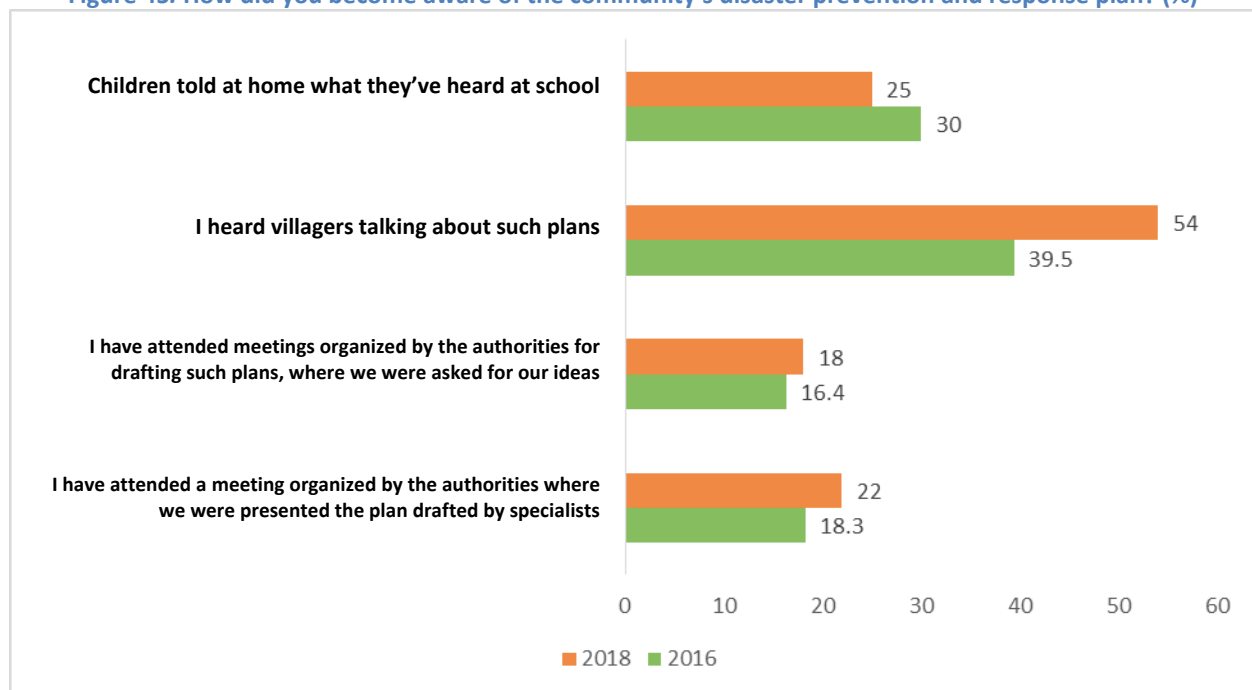
Figure 44. Awareness regarding the community's disaster prevention and response plan



Asked how they became aware of these plans, 54% of the adults declared that they were more or less informed, that they have heard people in the village talking about these plans. Another interesting aspect is that, from the same sample mentioned above, 22% declare that they have attended the meetings organised by the authorities for presenting this plan, which leads us to the assumption that these community meetings represent a favourable environment for transmitting and disseminating such a message. Children represent another channel for disseminating information related to the disaster prevention and response plans, 25% of the adults declaring that they were informed of such a plan because "children told at home what they heard in school". (

Figure 45)

Figure 45. How did you become aware of the community's disaster prevention and response plan? (%)



Asked about the content of the disaster prevention and response plans, adults that have declared they are more or less aware of these plans have named certain aspects that, in their opinion, can be found in these documents:

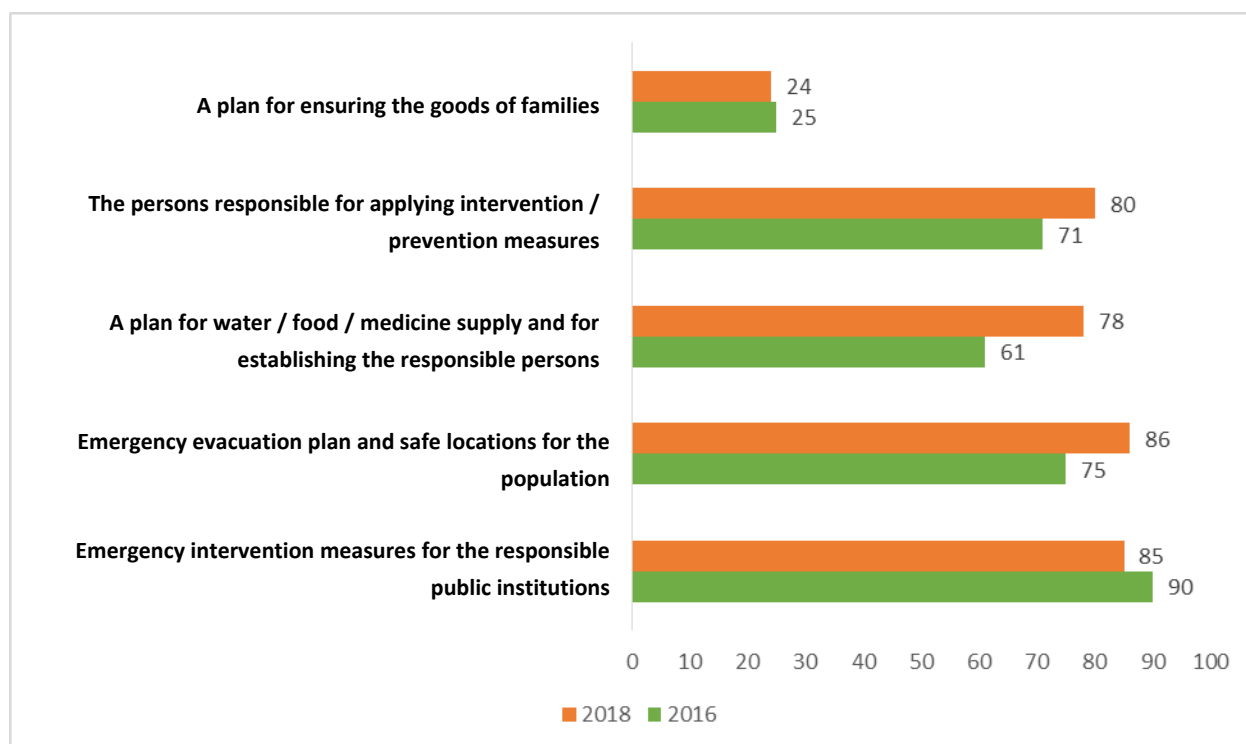
- urgent disaster response measures for the responsible public institutions,
- Emergency evacuation plan and safe locations for the population,
- water / food / medicine supply plan and the establishment of the responsible persons,
- the persons responsible for applying intervention / prevention measures

- plan for ensuring the family's goods

We notice that the percentages registered in the 2018 research are mostly superior (except those declaring that these plans contain urgent disaster response measures for the responsible public institutions, for which we have a 5% drop, from 90% in 2016 to 85% in 2018) to those of the following years, maintaining the growth trend remarked up to the present moment. (

Figure 46)

Figure 46. The disaster prevention and response plans contains.... (%)



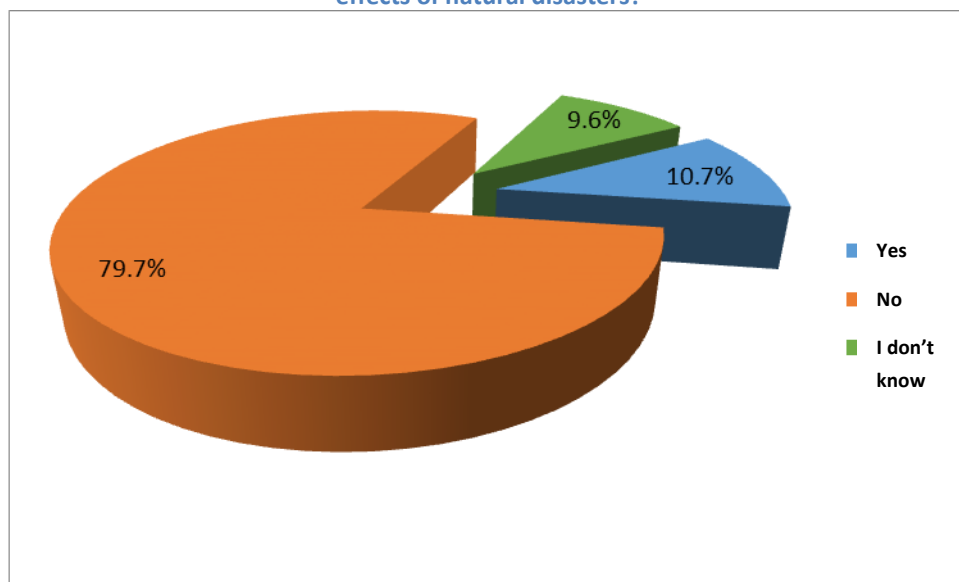
CHILD PROTECTION DURING NATURAL DISASTERS

The actions performed within the community, with and for children, for the purpose of preventing and defending against disasters, mostly take place within the educational institution. In addition to the school's teachers, this meetings are also attended by representatives of the public order institutions (the Police) and of the Inspectorate for Emergency Situations (Fire-fighters), so that children and young people can receive a complete and correct information, easy for them to understand. The purpose of these activities is to present, inform and create an automated response mechanism for students, so, in time of need, they can recognise the situation and apply the steps learned and practiced during these simulations or actions, in case of natural disasters or disasters occurring in the community, thereby minimizing the risks they are exposed to.

When asked if the public authorities or the school organise trainings and/or simulations for the training of children in the prevention of natural disasters, 80% of the interviewed children and young people gave a positive answer, which means the education institute is the place where such actions take place, and, furthermore, that the community is aware of the importance of such aspects. (

Figure 47), percentages similar to the ones in 2016.

Figure 47. Do the authorities / school organise trainings / simulations for preparing children to prevent the effects of natural disasters?

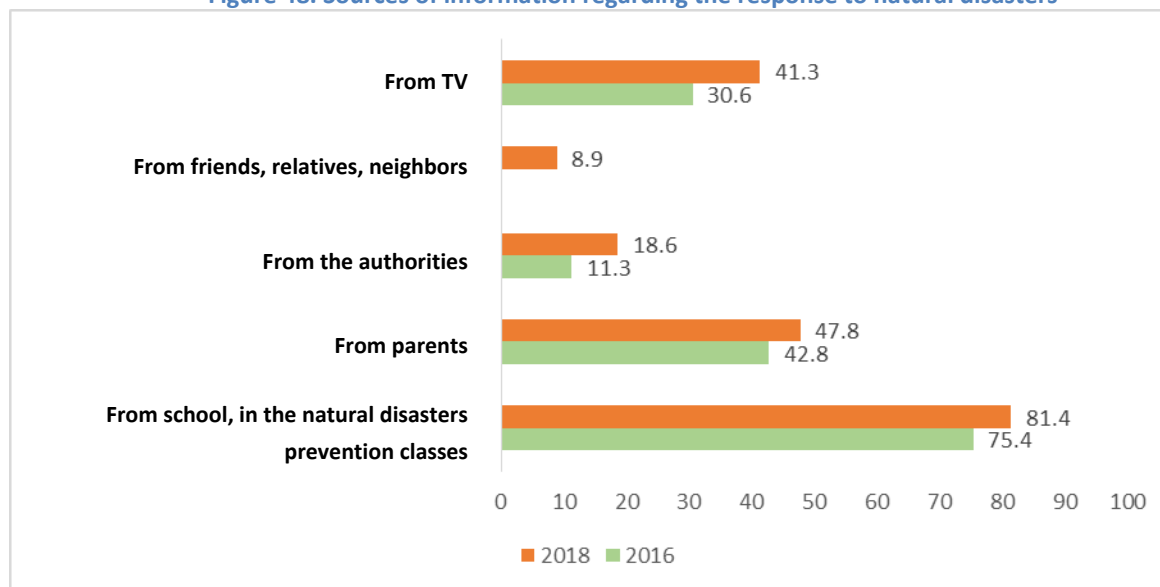


Children declare that these activities take place once a year (42% compared to 38 % in 2016), or twice a year (44% compared to 48 % in 2016), while only 14% say that the frequency is once a month (similar to the answers of 2016). The reaction of children and young people in case of emergency situations is very important, as it can determine, if these simulations are performed with frequency and adequately, a decrease in the number of victims or of goods affected.

The importance of trainings organised by the school is also revealed by the answer given to the question *Where did you learn what to do?*, in which 81,4% of the children and young people mention the trainings performed by the school on this issue as their main source of information. The role of mass media is very important in informing young people about disaster response, and it has increased with over 10% since 2016, the shows broadcasted through this means of communication representing a source of information for 41,3% of children and young people, in the event of a disaster or catastrophe. (

Figure 48)

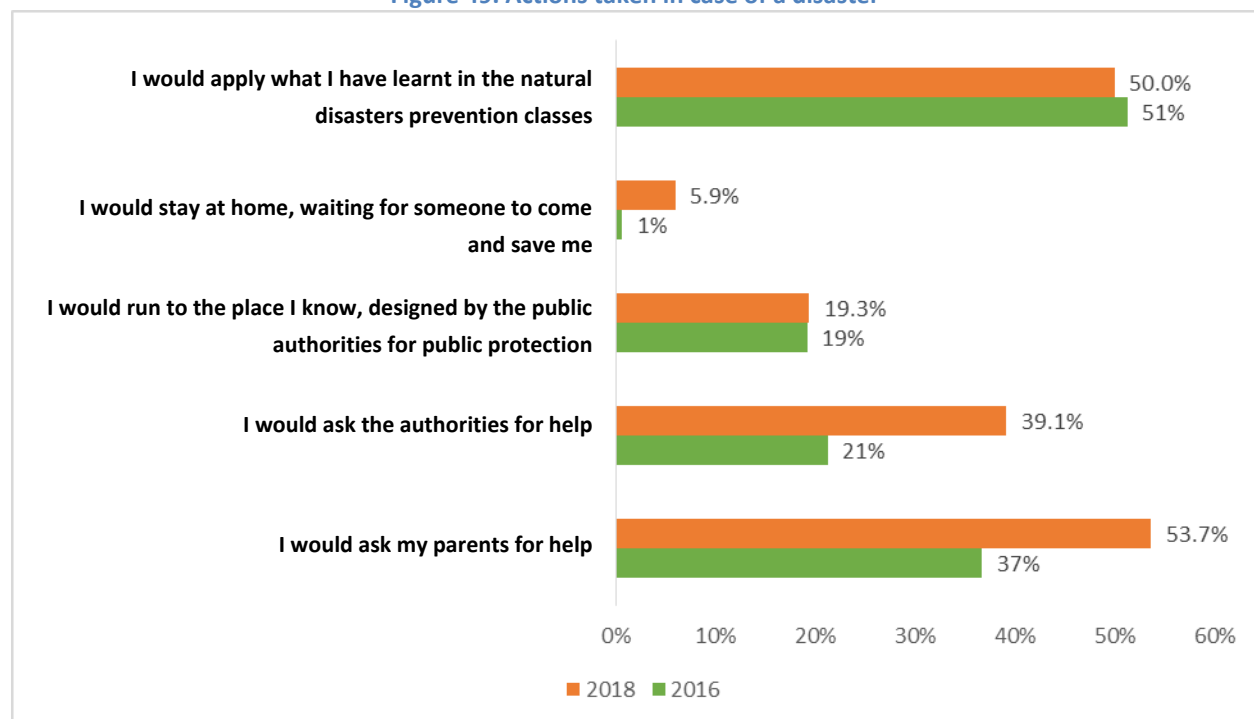
Figure 48. Sources of information regarding the response to natural disasters



Analyzing the data registered in 2018, we notice an increase tendency in the percentage of children and young people that, in case of a natural disaster or catastrophe, know the main protection measures. Therefore, in the event of such a situation, 53,7% of children and young people declare they would ask their parents for help, 50% would apply what they've learnt in the prevention of natural disasters training courses, 39% would turn to the authorities for help, while 19,3% declare they would run to the place designed by the authorities for such

situations, which they know of. We notice that, in comparison to 2016 there was an increase in the percentage of young people that would turn to authorities for help, from 21% to 39%. (Figure 49)

Figure 49. Actions taken in case of a disaster

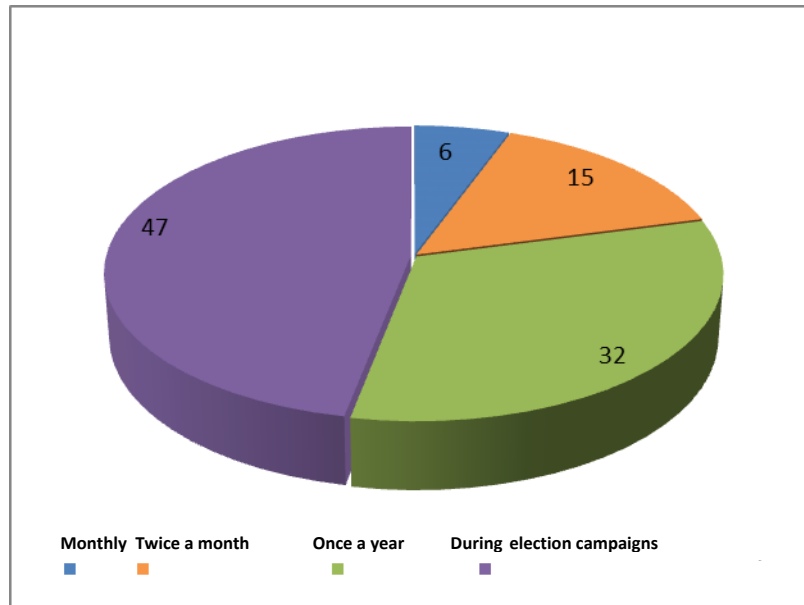


7. The participation of the child in the decision making process of the family and community

The life of any human community involves, in addition to the activity of any family and its attempts to constantly improve its living conditions and relations with those around and the environment, the participation and involvement in the life of the community. The involvement in the life of the community has been measured, within the present research, through indicators regarding the participation to official or unofficial meetings organised in the community, the initiation of projects aiming to solve certain local issues, and monitoring the decisions taken by local public administration.

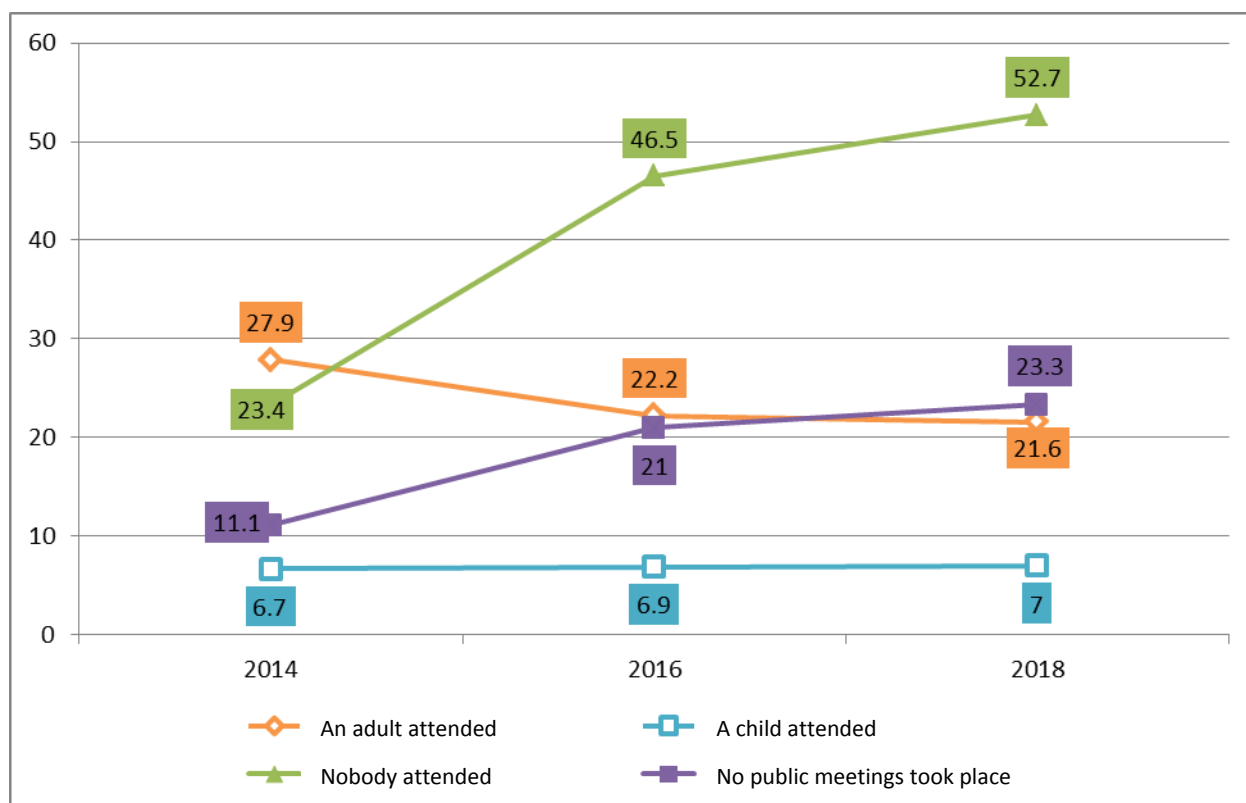
An important step for involving citizens in the life of the community is represented by the meetings on various topics organised by local players or the public administration and by the consultations of community members on various topics. The responding adults were asked if, during the past two years, they have ever participated to such public meetings organised by the authorities. The data analyzed shows that such meetings are usually held once a year (32% of the answers), but their number increases, however, during election campaigns (47% of the answers). (Figure 50) The high percentage of non-responses (56% of the responses) can either show that in certain communities such meetings never take place, or that these respondents have never participated to any of these meetings, because they didn't know about them or considered their participation was not important.

Figure 50. Frequency of community meetings



Another interesting aspect is that participation to such meetings is quite low, if we consider the fact that only 21,6% of the respondents took part in them. When it comes to children, only 7% of them attended such meetings, therefore their briefing on community problems is mostly performed within their families and in a less organized manner. During the period 2014-2018 we notice an upward tendency in the percentage of those declaring that nobody attended such public meetings, from 23,4% in 2014 to 52,7% in 2018. One of the causes could be the citizens' lack of information with regard to the organization of such public meetings, especially considering the increase in the percentage of people declaring that no public meetings took place (from 11,1% in 2014 to 23,3% in 2018). The number of children participating to such meetings remained quite low during the period 2014-2018, with an attendance of about 7% on their part. (Figure 51)

Figure 51. Attendance to public meetings in the community, 2014-2018



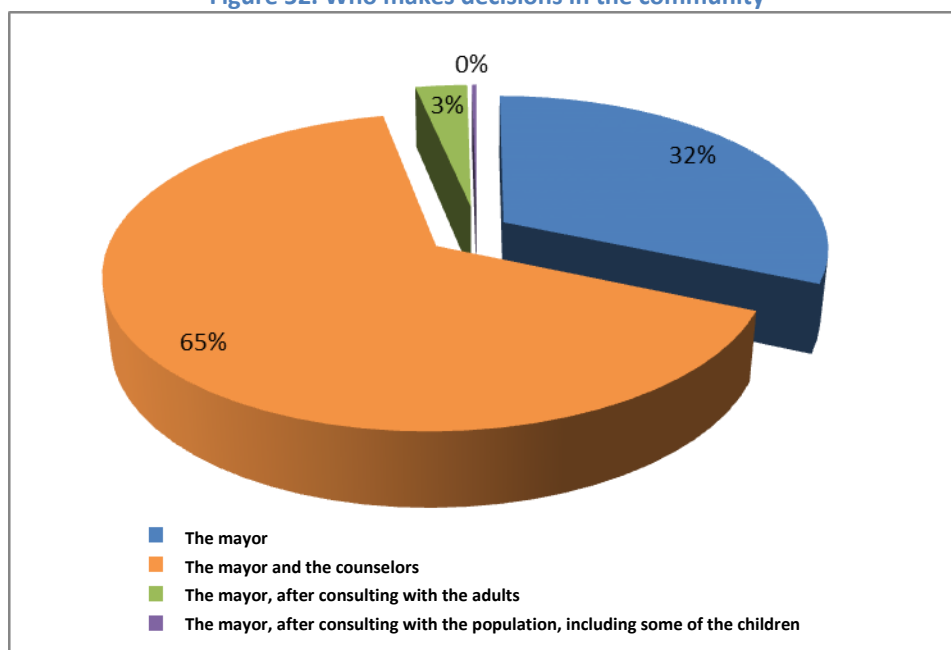
7.1. THE CHILD, AN ACTIVE MEMBER OF THE FAMILY AND COMMUNITY HE IS A PART OF

Within the present research, adults were asked to mention which were the activities involving the children of the community and who initiated them. Among the activities listed we have the briefings on emergency situations (calamities, natural disasters, catastrophes), the participation to student council meetings and "mayor for a day" type of events. The initiative for these activities belongs to the local public administration (mayor and/or councillors), teachers and the World Vision Foundation. These activities were also attended by representatives of the Emergency Situations Inspectorate and of the Police, so that the children were informed on all aspects related to the behaviour recommended in such situations.

Asked how they take decisions in their community, 31 % of the adults say that in their community the mayor is the decision maker, while 65% say that the decision is made by the mayor together with local councilors, percentages than those registered in the previous years (in 2016 60% of the respondents considered the mayor together with his councillors were making all decisions). (Figure 52 **Error! Reference source not found.**) What we also need to mention here is that 18% of the adults declare that at least one children in their household had ideas he proposed to teachers, other members of them community or to representatives of the local public administration, and 76% of the ideas proposed were

taken into consideration and applied. Values are increasing compared to 2016, when only 67% of the ideas were taken into account and applied.

Figure 52. Who makes decisions in the community



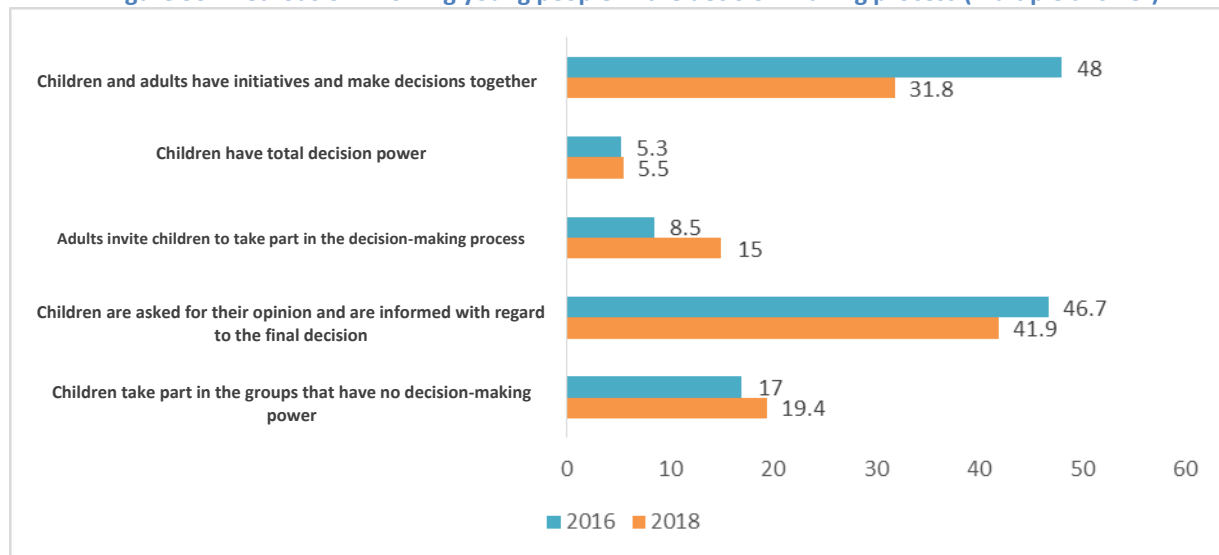
Extra-curricular activities represent a component of the activities performed within the community, with the remark that they are addressed exclusively to children and young people attending the local education institution. 50 % of the interviewed adults declare that at least on child in their household has participated in such activities (tutoring for those in middle school, "School after school" type of programs – those in primary school, dance, sporting competitions, catechesis activities, ecology-related activities, health-related briefings) percent increasing compared to 2016 (when attendance to extracurricular activities was of 36,7%).

7.2. THE CHILD'S FREEDOM OF SPEECH

According to the 2016 study, 29.5% of the young people interviewed had participated in the past 12 months, in activities organised by Student Advisory Councils (the percentage of those declaring they have participated in such meetings in 2018 registered a slight increase (31%). At the same time, according to the answers offered by the young people included in the research, the total decisional power children have is still very reduced, reaching 5.5%, with only a 0,2% increased compared to 2016. Children are consulted by adults with regard to their opinion, and are informed of the final decisions in 42% of the cases, with a 4% drop compared to 2016. These decreases in young people's involvement can also be seen in every answer related to decision making. We notice the idea that the main role in the decision-making process belongs to the adult, even though the decision concerns the child or is made in his benefit. This item registers a 16% drop compared to 2016, which means that, in average, more than

3 children out of 20 have never joined the adults of the community in initiation and decision making process, resulting in a decrease of the involvement of children and young people in the community life. (Figure 53)

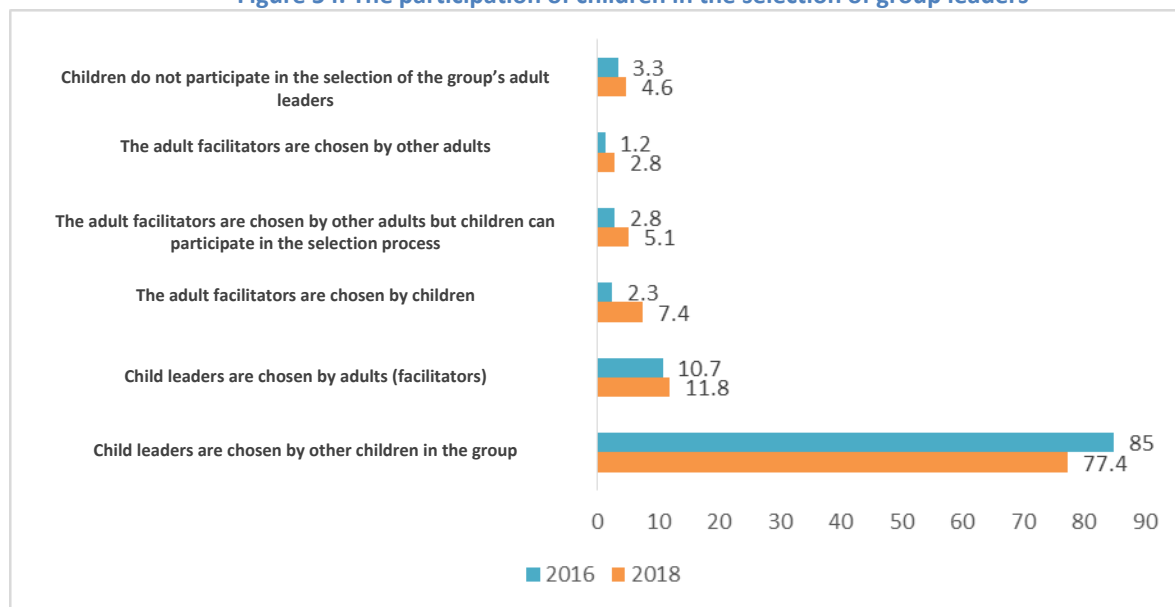
Figure 53. Methods of involving young people in the decision making process (multiple answer)



With regard to the selection of the leaders for the groups children are part of, 77,4% of the respondents declared that they are chosen by the other children in the group, and only 11,8% said that the choice belongs to the adults organising these meetings. Compared to 2016, data indicates an increase for the participation of children in the process selecting the adult facilitators (from 2,3% in 2016 to 7,4% in 2018). (

Figure 54)

Figure 54. The participation of children in the selection of group leaders



If we analyze the percentage of children declaring that they were asked for their opinion in the past year, with regard to the activities organised for them, we notice that 48% declare that teachers have requested their opinion, 4% indicate the mayor and/or local counsellors, and 49% declare they have been consulted by the members of their family. The percentages of those consulted by their teachers when activities were organized for them has increased compared to 2016, with almost 6 percentage points (from 42,4% in 2016 to 48% in 2018). Even though the children's consultation by the authorities remains low, we notice a slight increase in the percentage of children declaring that their opinion was requested by the mayor and/or by local counsellors (from 2,5% in 2016 to 4% in 2018). 83% of the young people consider that their ideas were listened to by teachers, local authorities or members of their family.

8. The level of psychological comfort among children and its determinants

Within the study, the psychological comfort of children and young people in the rural environment has been informed through the analysis of 4 items: the existence of friends they can discuss with when they have problems, self-perception in relation with other children or young people of the same age, self-assessment of health and physical condition and self-assessment of the level of happiness.

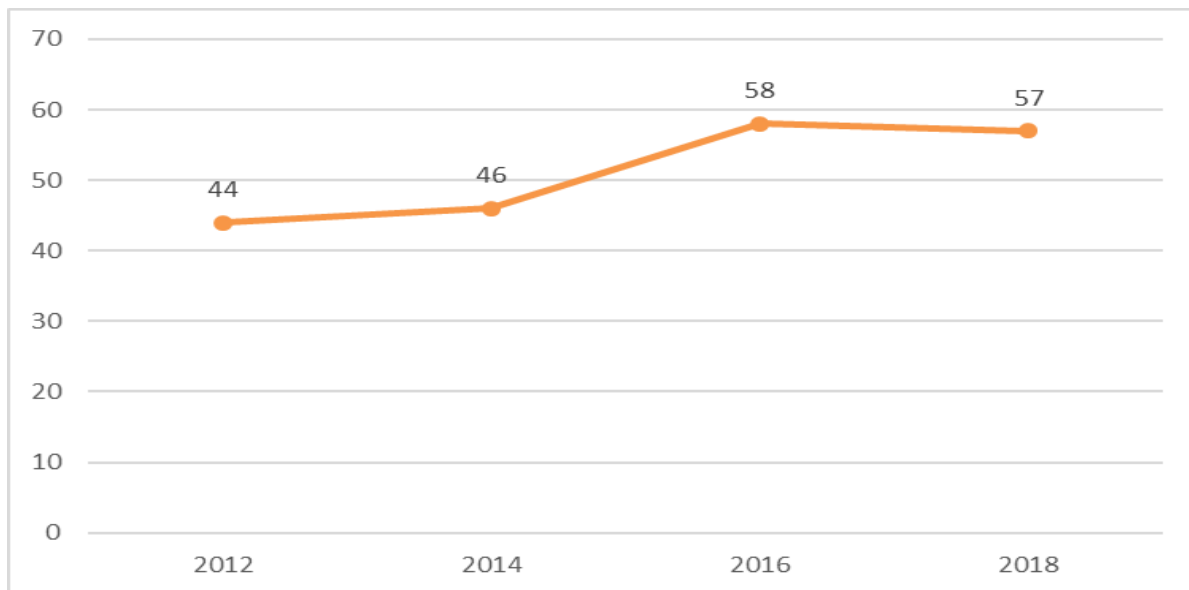
The data analyzed presents a slight increase tendency in 2018 compared to the previous period, with two exceptions, namely the self-assessment of the level of happiness (-5,9) and self-perception in relation with others of the same age (-1,4), both in relation with the maximum assessment level (always). We were surprised by the situation of the last item, namely the self-assessment for the level of happiness, in relation with other children and young people of the same age, specifically an increase of more than 3 times in the number of those declaring they are not as happy as others. Even though the percentage of children and young people thinking they are less happy than other people of their age (4,5%) is not very high, the worsening tendency is visible, this being the highest level since 2012 until now, and representing an alarm signal that is corroborated with a decrease in the number of those considering themselves as happy as other children or young people of the same age. (with -5,9% compared to 2016). (Table 40)

Table 40. The psychological comfort of young people in the rural environment, 2012-2018 (%)

	Never				Sometimes				Always			
	2012	2014	2016	2018	2012	2014	2016	2018	2012	2014	2016	2018
I have friends or acquaintances I can talk to when I have problems	5	4	3.2	2.5	37	29	24	24.2	58	67	72.9	73.2
I am capable to do the things other children my age do	0.1	2	2.1	2.3	13	15	12	13.2	87	83	85.9	84.5
I feel strong and healthy	2	3	2.4	3.0	19	18	11.9	9.3	79	79	85.6	87.7
I am as happy as other children of my age	2	4	1.2	4.5	18	17	9.2	11.8	80	79	89.6	83.7

The four statements above were aggregated into a synthetic index of happiness, which cumulates the corresponding for each of the four dimensions. The data analyzed indicates that 57% of the respondents have responded *always* simultaneously, to each of the 4 statements, obtaining a maximum score. The percentage of those obtaining a maximum score in the synthetic index of happiness is slightly decreasing compared to the value registered in 2016, namely 57%, but it is, however, still above the values registered in 2012 and 2014. (Figure 55)

Figure 55. The evolution of the synthetic index (%) of happiness during 2012-2018



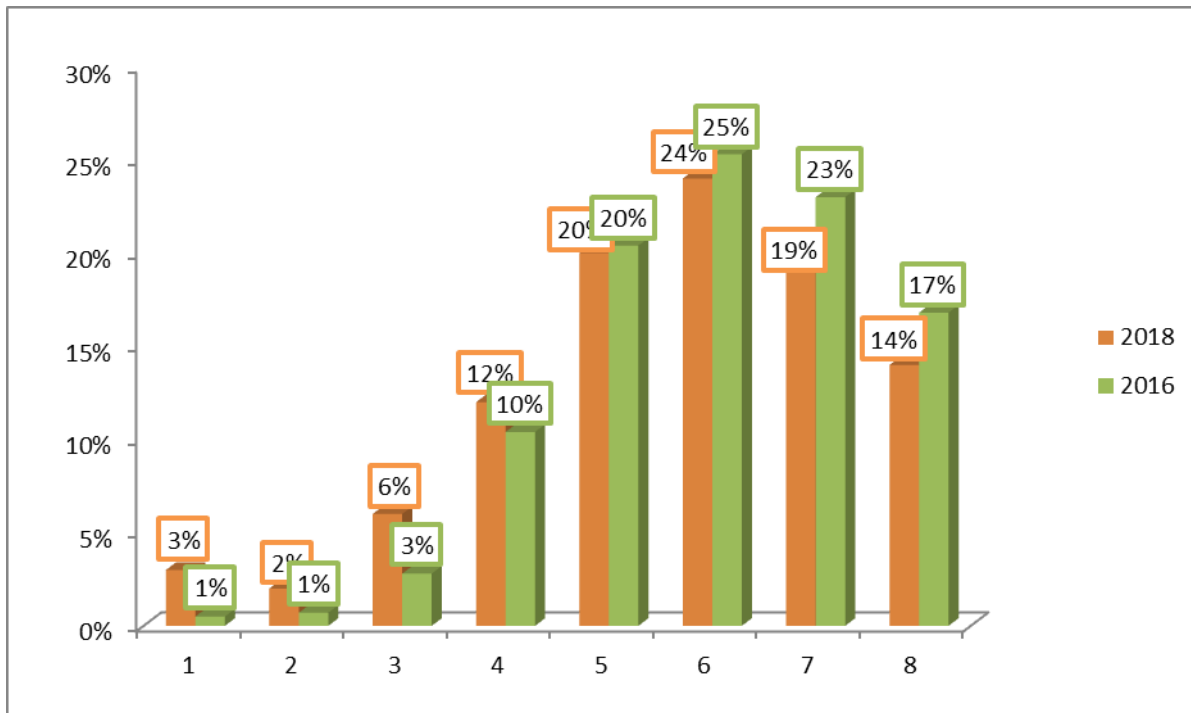
The extent to which they feel happy is not closely related to age, but we can see a correlation between the values registered by boys and girls in relation to the answers given to the items composing the index, as the girls registered slightly higher values than boys (40 % vs. 39%)

The happiness index is related to the number of income sources the family has, as the families with 5 sources of income holds the highest percentage of people considering themselves happy (respectively 44%), compared to the families with 4 sources of income (37% have a maximum score in the happiness index) or those with 2 and 3 sources of income (39% of them have a maximum score). The participation of the adult to briefing sessions regarding the rights of the child influences the happiness index of the family's children.

At the same time, the index of happiness is influenced by the level of psychological comfort (estimated through the children's self-placement on the life appreciation scale). The image on the extent to which children and young people feel happy with their life is completed by the manner in which they place themselves in a „good life scale” and the signification that this concept has for them. With regard to the manner in which they currently see themselves and the quality of their life, young people were asked to place themselves on a „good life scale”, choosing the position that best describes their current status, on a scale from 1 to 8, where 1 – poor level and 8 – good level. The data analyzed captures the tendency of young people to place themselves around the average values, towards the middle of the scale, in other words, they consider that their life is neither very bad nor very good. However, there are more respondents placing themselves in the upper middle levels, respectively thresholds 6-8 (57% of the respondents), while the lower middle levels 3-5 hold 38% of the answers. We notice a depreciation in the self-perception of children, compared to 2016, when 65,1 % of the respondents would place themselves towards the upper part of the scale (thresholds 6-8) and 33,6 % of the children placed themselves on thresholds 3-5. (

Figure 56Error! Reference source not found.Error! Reference source not found.)

Figure 56. The self-placement of young people on the „good life scale”



Children and young people were asked to mention three attributes that, in their opinion, define a good life. The attributes listed in their answers cover both the material side (clothing, footwear, vehicles, electronic devices, mobile phones and tables, houses), and the non-material life (family, health, respect, understanding). It is hard to establish a clear ranking of their responses, as they used many attributes in all kinds of different forms, but all having the same significance (house-home, friends-to have friends / girlfriends/ girlfriend, clothing – clothes - diversified clothing, understanding – harmony within the family – peace within the family etc). **The material components** are grouped in general formulations such as *"to have everything I need"*, *"to lack nothing"* or *"to have a decent living"*, but we also have specific formulations such as *"to have enough food"*, *"to have clothes"*, *"to have a house/home"*. **The non-material components** of the „better life“ concept can be grouped in two categories, depending on the environment we are referring to. The first category is represented by family and relationships between family members, the health of the responding child / young person and of his family, by his perception on the family's problems (if his parents have a job, health problems, communication issues, alcoholism, domestic violence). On this line, we often find terms such as *respect towards parents, understanding from parents when the child is mistaking, or formulations such as to be understood and supported by my family, to be respected by my parents*, in addition to those with a very strong affective message: *to be loved by my parents, to have a family, to be happy*. The second category is represented by relations with the outside, the feeling of belonging in a group of friends and self-assessment in relation with others. The feeling of belonging in a group of friends is captured in several forms, from answers such as *"to have friends"*, *"to have friends you can count on"*, to those of the type *"to have a boyfriend/girlfriend"*, which also shows the need of affection and support from the opposite sex, in case of teenagers.

Elements with the highest weight, both in the total responses, and in the total per sample, are the following: health, family, friends and home. We notice that the affective and relational side is considered the most important when it comes to defining the „good life“ concept, to the detriment of the material side, which leads us to believe that the relationships existing within their family and the affection or appreciation they receive from others are more important for children and young people than owning material goods. (Figure 57)

Figure 57. Items defining a better life



9. The reflection of Christian values acquired by children during their daily life

The research regarding the well-being of the child in the rural environment has targeted, in 2017 as well, the manner in which the values practiced by children in their daily life identify with Christian values. For this, we analyzed the values regarding respect towards parents and other persons in the community, methods of involving in the community (helping those in need, environment protection), the observance of Christian values within the family, the method in which they can identify Christian values and express their faith, as well as the manner in which they feel loved and protected by God.

9.1. PERSONS RESPECTED BY CHILDREN

Reciprocity is the main criterion based on which respect can be earned, according to the young respondents. Therefore, about 81% of them consider that in order to be respected, a person needs to respect others. Other important qualities for which a person is respected by young people are her kindness to others (37%) and the model that person represents for her family/community (33,6%). (Table 41)

Table 41. Characteristics of a respectable person (% multiple answer)

In order for me to respect a person, that person needs to	2016	2018
Respect me	81.6	80.5
Be kind to everybody	27.1	37
Be an example for her family / community	30.5	33,6

Models that young people have mostly come from their families, the first place being taken, as in the previous wave of the study, by parents, followed by siblings and grandparents or other relatives. 63.8 % of the respondents admire their teachers, and for 61.7% of them the priest or minister represents a role model. Friends are a model for 49.5% of the young people we have interviewed, with a slight increased compared to the previous year (Table 42).

Table 42. Models of young people

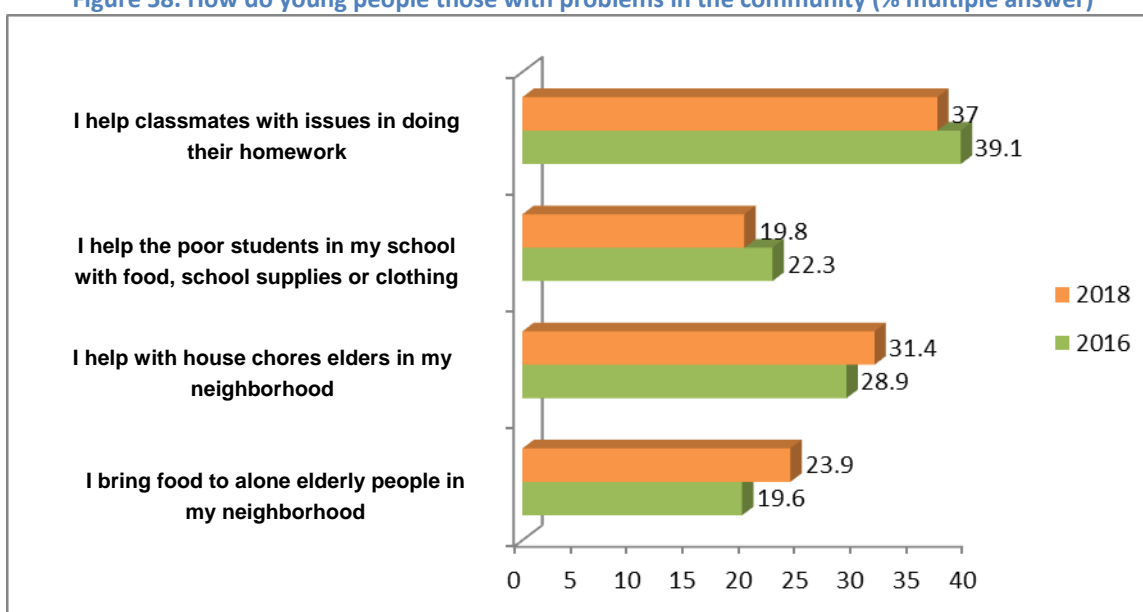
	2016		2018	
	often	always	often	always
Parents	12.8	81.8	9.7	82.3
Brothers/sisters	24	42.4	20.2	50.8
Grandparents/relatives	30.7	41.3	27.1	47
Friends	28	14.6	32.8	16.7
Priest/minister	29.2	30.1	30	31.7
Teachers	33.3	29.4	35.3	28.5
Mayor	14.8	9.7	17.9	11.8

9.2. INVOLVEMENT IN THE COMMUNITY

Over half of our young respondents declare that they engage in various manners of helping people with problems in their community: either by offering support in doing homework (37%) or by offering food or school supplies to unfortunate / poor classmates (19,8%), or by offering food or help in house chores to the community's elders (23,9%, 31,4% respectively). Compared to year 2016, we see an increase in the percentage of children declaring that they involve in helping elders. (

Figure 58).

Figure 58. How do young people those with problems in the community (% multiple answer)



The importance of belonging in the community is expressed through both helping those in need, and by protecting the environment, 80.5% of our young respondents declaring that they have participated in this type of actions organised by the school / community. The methods through which young people chose to protect nature usually belong in the sphere of preventive behaviour (they don't destroy nature, they do not litter – about one third of the young people). Over one third of the young people we interviewed involve actively in environmental protection by cleaning forests, a percentage which increased with over 6% compared to 2016. . (Table 43).

Table 43. Methods through which young people involve themselves in environmental protection (% multiple response)

	2016	2018
They participate in cleaning forests	27.9	34,4
The do not destroy nature	61.2	62,9
They do not litter	76.6	72,5
They help with cleaning ditches	14.4	13,8

Belief and spirituality

In rural communities, the spiritual component is very important, one of the main factors being the church attendance. About one third (27.2%) of the young respondents declare that they go to church weekly, and half of them say they attend church on holidays. On the other hand, almost half of the adults (48.6%) signal the presence of children in church on Sundays and over two thirds (92.2%) at major holidays (Table 44).

Table 44. How often do young people go to church (the perspective of young people and of adults)

	The perspective of young people		The perspective of adults	
	2016	2018	2016	2018
Weekly	31.7	27.2	25.9	48.6
On holidays	44.6	50.8	30.8	92.2

When they have questions about faith, 60% of the young people ask their parents, who are also the ones who have taught them the first prayer, followed by their Religions Teacher (51%) and the priest (40%). We also need to mention that 18.6% of the young people we have interviewed don't ask such questions. According to their parents, the questions children ask about faith are addressed to them (83%), to their Religions Teacher (38%) and to the priest (22%). The values registered to this question were assessed in comparison with those of 2016, when parents declared that faith-related interpellations are asked by their children in a percentage of 18,8 % to Religions Teachers and of 14.7% to priests. Furthermore, we notice that the percentage of young people indicating their parents as main source of information has increased in 2018, compared to the one 58,4% recorded in 2016. ().

Asked which are the main attributes of a good Christian, young respondents mentioned, on top positions, the love of God (84,1%) and love for those around you (64,4%). Qualities such as kindness and patience are also top attributes of a good Christian, in the opinion of young people, together with elements related to the practice of faith, such as prayer (54,7%), attending church (30,6%), following the teachings of the Bible (24,8) or the recommendations offered by priests (10,2%). We notice a decrease in the number of those believing that following the teachings of the Bible or the recommendations offered by priests are important qualities of a good Christian, during the period 2016-2018. (Table 45).

Table 45. Attributes of Christianity (% multiple answer)

	2016	2018
Love of God	80.9	84,1
Love for those around you	62	64,4
Kindness	36.6	42,4
Patience	31.1	32,8
Being trustworthy	25.4	27,1
Being confident	22.4	20
Praying	50.9	54,7
Going to church every Sunday	29.5	30,6

Going to church on important events	26.5	27,7
Following the teachings of the Bible	32.6	24,8
Listening to the priest	27.6	10,2

Asked about the manner in which God expresses his love towards them, most young people have answered (choosing the answers expressing maximum intensity: „very much”), that He „gives them health” (79.1%) and through „the care of parents” (77.1%), answers which are slightly decreasing compared to those of 2016 (83.2% respectively 78.6 %) (

Table 46)

Table 46. How does God express his love?

How does God express his love towards you	2018
Through the nature He has created	63.4
Through the care of our parents	77.1
Through the teachers at school	30
Through the teachings of the Bible	50.5
Through the care offered by Church	48.2
He forgives our sins	69.4
He answers our prayers	72.9
He gives us health	79.1

10. Conclusions and recommendations

10.1. CONCLUSIONS

The complexity of children’s needs and problems, the lack of systematic information regarding the quality of life children have in Romania, the persistence of an extreme poverty and social exclusion risk among children, and the development inequalities between urban and rural areas, have made it necessary to continue the effort of monitoring the situation of children in rural areas and of performing periodic well-being reports. The research, of an increased complexity, is performed based on the same methodology that requires collecting quantitative data from both the adults in the rural households, and from their children, in order to compare the information, applying reading and text comprehension tests to children, but also the secondary analyze of the data obtained within different activities implemented or studies prepared on various topics of interest for the situation of the child in the Romanian rural environment. The use of the same methodology throughout 2012-2018 allows us to make different

comparative analyzes on the child's evolution on a multitude of indicators for his quality of life and identifying certain action patterns or value sets. The analyze of the information collected during the research does not only offer a comprehensive description of the current situation and the evolution of the main indicators for the life quality of children in the Romanian rural environment during the past six years, but also establishes causal relationships between the various items included in the study.

When analyzing the data of the child well-being research, we also considered three of the sustainable development goals (SDG) adopted internationally, namely SDG 01 – No poverty (End poverty in all its forms everywhere), SDG 10 – Reduced inequalities (of income, gender, ethnicity, religion, disability etc.) and SDG 16 - Peace, justice and strong institutions (Promote peaceful and inclusive societies for sustainable development, with focus on 16.2 – end violence).

THE DEMOGRAPHIC AND SOCIO-ECONOMIC CONTEXT OF THE STUDY'S POPULATION

During 2014-2018 the research shows a constancy in the rural environment with regard to the maximum level of education in households (high school) and a slight increase, 49,9% of them having at least high school studies (high school, post-secondary, university and postgraduate studies) compared to 47,2% in 2014.

The occupational structure of the population during 2012-2018 indicates an increase tendency in the number of occupied persons, a constancy, at about one third, in the weight of homemakers (28,2% in 2018) and a decrease in the number of unemployed people (from 3,1% in 2012 to 1% in 2018). The share of the employed population has increased steadily since 2012 until 2016 when it reaches 41,3%, 2018 being a year of slight regression (39,7%).

For about 60% of the households, salaries are their main source of income during 2014-2018. The percentage of households that had salaries as source of income has increased in 2018 with over 6 percents compared to 2014, reaching 61%. In the past two years we are witnessing an increase in the number of those benefiting of guaranteed minimum income, 15% of the families having this source of income, and of those receiving complementary allowance (25,6% in 2018). About 33% of the households find themselves below the poverty threshold, benefiting of some type of social support (guaranteed minimum income and/or complementary allowance) due to the very low income they are registering.

A shared tendency of the last three waves of study (2014, 2016 and 2018) is the increase in the number of households having 3, 4 and even 5 sources of income. At the same time 7,8% of the households have only one source of income, and in 60% of the cases it is represented by children's allowances. In the 2018 research more than one half of the households (53,3%) believe they are facing financial issues, as their income is placed in the vulnerable category (15,2% define their income as being insufficient to

cover their basic necessities, and 38,1% say that their income hardly covers one month), and over one third (38,3%) are able to manage with the income they have. In the past six years, in the rural environment we are noticing a dramatic decline in the number of those declaring that their income does not cover their bare necessities, from 34,8% in 2012 to 15,2% in 2018.

Regarding the access to utilities and the equipment of homes with indoor bathrooms and toilets, values remain the same as in the previous years. Romania is the European country with the fewest home equipped with sanitary facilities. EUROSTAT data of 2016 indicates that 36,3% of Romanian children live in homes with no indoor bathroom or shower, the EU average being of 2,4%; 34% of the children between 0-5 years old live in homes with no indoor bathroom or shower, the EU average being of 1,7% (EUROSTAT, Children (aged 0 to 17) having neither a bath, nor a shower in their dwelling - EU-SILC survey [ilc_mdho02c]). At the same time 39.4% of Romanian children live in homes with no indoor toilet, the EU average being 2,6% ; 35,5% of the children aged 0 to 5 live in homes without indoor toilets, the EU average being of 1,8% (EUROSTAT, Children (aged 0 to 17) not having indoor flushing toilet for the sole use of their household - EU-SILC survey [ilc_mdho03c])

HEALTH AND NUTRITION

The health and nutrition of the child in the rural environment still presents a series of problems, in relation to both hygiene and food quality, and the permanent access to medical services. Hygiene also remains a series problem in the rural environment, which can affect the health of children, especially when it comes to households without sanitary facilities (indoor bathroom, toilet and current water), which usually are also the poorer. About 20% of the children in the households without indoor toilet or current water do not wash their hands after using the toilet.

In the rural environment, child's nutrition also presents a series of problems, in terms of quality and quantity, about two thirds of the families being forced, in the past year, to buy cheaper (71%) or fewer (61%) products, resulting from financial issues. The problem is all the more serious, as the family's income gets lower, as in the past two waves of the study over 95% of those declaring money is not enough for their bare necessities being forced to buy cheaper products. 9% of the children receive 2 meals per day only sometimes, most of them coming from families whose income is not enough to cover basic necessities. The content of the meals differs from one household to another, once/week or even more rarely 17% of the children receiving meat or fish, and 8% eating dairy or fresh fruit. In 13% of the households children eat sweets, pretzels, biscuits at every meal, while 11% eat one loaf of bread/day, and 10% receive one cooked meal/day. The nutrition of babies also poses a series of problems, as mothers are not aware of the importance of exclusive breastfeeding during the first 6 months since birth. For this reason, 51% of the mothers with babies younger than 6 months did not feed them only with breast milk within the past 24 hours.

Access to primary health care improved within the past 8 years in the Romanian rural environment, 81% of the respondents declaring that in 2018 the doctor is present always or on working days, compared to 65% recorded in 2014. However, 3,5% declare that the doctor is present in the commune only once a week or even less, and 2% say there is not doctor in the locality, which makes their access to primary health care not permanent, and delaying the treatment and diagnosis of their various diseases.

When it comes to pregnant women, access to healthcare remains faulty, as during their pregnancy 6% of them were not examined once by their family doctor, 9% haven't had any tests, 14% haven't had any ultrasounds, and 20% were not subjected to any gynaecological exam during their pregnancy.

The importance of medical examinations during the child's first two years of life is not known in the rural environment. For this reason, in 16% of the households with children aged 0 to 2, the family doctor hasn't performed any visits during the child's first 2 years of life, while the community nurses have failed to visit 45% of them. Thanks to the intensification of information campaigns, regarding the importance of administering vitamin D and iron supplements to children, run by the medical staff in maternities and in family medicine practices, during 2014-2018, has increase the administration of vitamin D products and/or of iron supplement, to children of under 2 years old. Therefore, when it comes to vitamin D products, the percentage has increased from 59% in 2014 to 90% in 2018, and for iron supplements the increase went from 33% in 2014 to 63% in 2018. Despite all this, 10% of the mothers have not given their children vitamin D products during the child's first 2 years.

Furthermore, when it comes to children aged 0 to 5, the lack of medical examinations represents an issue in the rural environment, 10% of the respondents declaring that their child did not benefit of any examinations from the family doctor during the past year. In half of the families, children aged 0 to 5 have not had any medical tests performed. The lack of medical examinations for children means that, in case of any illnesses, their treatment is established based on recommendations given by relatives or on previous experiences. If in 2014, almost one third of the children received treatment not prescribed by a doctor, in 2018 we notice an increase in the number of treatments of ill children prescribed by doctors, from 70,5% in 2014 to 87,5% in 2018. One third of the children under 5 years old haven't got their vaccines performed according to the vaccination scheme.

Financial issues faced by the households in the rural environment force about one out of five families to postpone their doctor's visits. Compared to 2014 the percentage of those declaring they have postponed or given up the doctor's visit had decrease by almost half, from 16,3% to 8% in 2018.

The number of young people taking on negative behaviours remains quite constant during the past 4 years – 8% smoke, and 20% consume alcohol.

SCHOOL EDUCATION

The quality of education is influenced by a series of factors such as the school infrastructure, the access to educational institutions, the psychosocial and family climate. About two thirds of the children walk to educational institutions, the average duration of travel registering a downward trend during the past six years, from 32 minutes in 2012 to 23 minutes in 2018, resulting from the increase in the share of children travelling with the school vehicles during the period 2014 – 2018 (from 19,3% in 2014 to 32% in 2018).

The school environment remains discriminatory for some children, some of the main causes being the family environment of origin (poor families), the quality of clothes and footwear, the existence of a food package, of school supplies and books, and of other objects specific for their age (games, telephones, tablets etc), school results, disabilities, their behaviour etc. Due to one of these reasons 15% of the children believe they are treated differently than their colleagues, sometimes or always, most of them coming from poor families (whose income does not cover basic needs). Although during the past four years, there was a decrease in the number of children feeling discriminated by their colleagues or teachers, 17% of the children still think they are treated differently by their classmates, and 10% by their teachers.

The family context remains one of the most important explanatory factors for the children's school involvement and results, both through the material conditions of the household, and through the involvement of parents in their education. The percentage of children considering they do not have enough school books and supplies got better during the past four years, reaching 16,5% compared to 23% in 2014. One out of five households (21%) bought less school books and supplies for their children, while 19% of the families have up their children's extracurricular activities (competitions, tutoring, camps etc).

The involvement of the child in chores within the household or outside it also influences the quality of his involvement in school, the percentage of young people working in the household increasing compared to that of the last study wave. 79% of the young people work in the household, and 4% outside it, the latter usually coming from poor families. Compared to 2016, the current research indicates almost a doubling in the number of children working in the household and then feeling tired at school (6,3%) and of those skipping school in order to go to work (5,5%).

The involvement of adults in the education of their children does not only mean ensuring the material means for school attendance, but also offering them support in doing their homework. Not all parents involve in verifying their children's homework, 13% of them never verifying it, while 61% do this daily.

During the past two years, there was a decrease in the number of parents verifying their children's homework daily. 76% of the children that have daily help declare that they like school, this percentage dropping to 57% for those who only receive help once a week.

In the families of the Romanian rural environment, there is a non-discriminatory attitude towards children's education, most adults thinking that education is equally important for both boys and girls (96%). The lack of gender inequalities in relation to education is an important element in supporting a long educational path, for both boys and girls.

The educational aspirations parents have for their children influence their educational path, most of them wishing their children attend high school, while 12% would recommend a vocational school. The percentage of those recommending vocational schools as an option for further studies is slightly increasing, due to the higher number of companies seeking these types of graduates and the benefits children are offered.

The reasons for school dropout after VIII grade are the poor results of children (88%), the high cost of education (86%) and the preference of teenager to work for an income (75%).

PROTECTION

The child's balanced developed requires satisfying all his needs, both physiological (food, home, clothing), and social, affective / emotional, related to esteem and recognition and of self-achievement. The extent to which child's physiological needs are ensured is closely connected to his family's financial status, as most children that do not eat at least twice a day, who go to bed hungry and do not have enough clothes come from poor families. Even though the financial situation of households has improved during the past six years, 9% of the children in the rural environment eat 2 meals per day only sometimes, 2% never do, 6% sometimes go to bed hungry, while 3% always do, 5% only sometimes have enough food to eat, and 3% never have enough food, in 5% of the cases the family never has enough income to buy what they need (including clothing and footwear). The families of children that go to bed hungry or who only sometimes have enough adopt measures for reducing the quantity of food they are buying or buy cheaper food, more than other families do. These children, whose basic physiological needs are not satisfied tend to place themselves in the lower part of the "good-life" scale.

In the families of the rural environment the atmosphere of trust and support for children prevails. However, compared to 2016, in 2018 we are witnessing a 4 percent increase in the number of children feeling discriminated within their family (9% in 2018), these inequalities perceived by children being able to affect their emotional development and cause the occurrence of hostile or even deviant behaviours towards the members of their household.

In order to observe children's rights, you first of all need to be aware of them, and the number of parents who attended the children's rights related meetings held by World Vision in partnership with local authorities rose to 40%. The child's psychological comfort index is higher in the families where parents have attended the children's rights related meetings (the children's average psychological comfort is of 40.35%). Based on the various activities implemented within such communities by WVR together with local authorities, we notice an upwards tendency not only in the number of parents that are aware of children's rights (89%), but also in the number of children's rights they are allegedly observing: the right to education (93%), to health (83%), to freedom of speech (41%) and to protection (54%).

Inequalities present in the rural environment are not exclusively related to income, but also to gender roles in the family and society. The tendency is for the increase of the non-discriminatory attitude of adults towards gender roles, but in the Romanian rural environment there still are various stereotypes related to gender and the role of partners within a family: in the view of 12% of the respondents, women that work are not able to care for their children as well as non-working women do, 36% believe that women do not need to be fulfilled both personally and professionally, 16% think that men can't take care of children as well as women do, while 16% believe that men can manage businesses better than women. Even though most adults do not have discriminatory attitudes regarding the importance education holds for both sexes, 4% consider that education is more important for boys than for girls.

Disciplinary methods used for children vary, but in the past years we notice an increase tendency in the non-violent ones (games deprivation, forbidding them to leave the house). Most parents (98%) chose to explain their children what they did wrong and to establish clear limits for what they can and can't do, but 34% of them yell at their children and 11% spank them.

Child abuse is one of the phenomena more and more visible in the public space, but there still are certain stereotypes according to which physical violence (beating) is necessary in the child's education. Even though most adults would intervene, one way or another, to protect the child, 8% would not, because they consider it is a manner in which parents try to educate their children.

The community has become a safe environment for children, as the percentage of adults declaring this has increased with over 10% during the past four years, and reaching 81% in 2018. The main threats that have persisted within the community throughout 2014-2018 are those related to car accidents and inadequate play grounds. The risk of car accidents has increased with 10 % compared to the period 2014-2018, reaching 64% in 2018, while that related to play grounds has decreased down to almost half between 2016 and 2018 (from 50,4% to 26%). The main risks of the community, as listed by the children

included in the past two study waves are: the risk of car or bicycle accidents (47,2%), people becoming violent due to alcohol consumption (41,1%), unsafe playgrounds (26,8%).

The access of children with disabilities to community services within the rural environment is still poor, especially due to the lack of specialized services within the community. In the past two years, the number of parents taking their handicapped children to the county seat to receive specialized services has increased with almost 100% (72%).

The main strategies adopted by families in order to reduce expenses during the from 2014 to 2018 have been: buying cheaper products, buying the same products by in smaller quantities, buying food on credit, postponing the purchase of long-term household goods, replacing the means of transport use with cheaper ones or with walking and postponing the payment of utilities. A slight improvement in the financial situation of families can also be seen in the decrease recorded during the past four years in the number of those buying cheaper products (from 76% in 2014 to 71% in 2018), who have bought a smaller amount of products (from 66% in 2014 to 61% in 2018) or who have postponed paying their utilities (from 38% in 2014 to 31% in 2018)

The level of information that adults in the community have regarding the prevention and protection against disasters is still quite low, as 38% of the respondents declared they do not know the community's intervention plan.

PARTICIPATION IN THE DECISION-MAKING PROCESS

Public authorities consulting the members of the community on different themes of interest is not a practiced rarely used in the Romanian rural environment. Meetings with members of the community usually take place once a year (32% of the respondents), but their number increases, however, during the campaign period (47% of the respondents). With regard to the participation of citizens in these meetings organized by the authorities, there is an upward tendency in the percentage of those declaring that nobody participated in such public meetings, from 23,4% in 2014 to 52,7% in 2018.

Upon the initiative of the local public administration (mayor and/or counsellors), of teachers and of the World Vision Foundation, children in the community have attended briefings on themes related to emergency situations (calamities, natural disasters, catastrophes), student council meetings and "mayor for a day" types of events.

The voice of young people in the community starts gaining importance, 18% of the adults declaring that at least one of the children in their household had ideas he proposed to teachers, other members of the

community or the local public administration representatives, and that 76% of their proposed ideas were taken into account and applied.

Extra-curricular activities are a learning opportunity for children, at least one child in 50% of the households participating in such activities, percentage increasing in comparison with 2016 (when participation to extra-curricular activities was of only 36,7%). Among the activities listed by children we have local celebrations (the commune's feast, the autumn's apple festival, traditions festival) and extracurricular activities that can take place in any educational institution: ecology-related events, 1st and 8th of March feasts, Children's Day, *activities grouped during the "Doing school differently" week*.

PSYCHOLOGICAL COMFORT

The child's psychological comfort is an important part of his development, which is influenced by the existence of friends he can discuss with when he has problems, by his self-perception in relation with other children or young people of the same age, the self-assessment of his health or physical condition and the self-assessment of his level of happiness. About one quarter of the children only sometimes have friends they can talk to when they have problems, while 2,5% don't have any friends. 84% of the children declare themselves happy, while 12% say they are only sometimes happy, and 4,5% are never happy. A maximum score in the happiness index was recorded for only 57% of the children, with a positive trend from 2012 to 2018.

A percentage of 27% of the young people consider they have a good life, the attributes defining a "good life" ranging from those on the material side (clothing, footwear, vehicles, electronic devices, mobile phones and tablets, home), to those in the non-material side (family, health, respect, understanding).

CHRISTIAN VALUES

Christian values are reflected in the day to day life of the young people included in the research, through the manner in which they involve in helping persons with problems from their community, and through the manner in which they relate to others and to God. Compared to the previous year, there is an increase in the importance granted to reciprocity in inter-human relations, as 81 % of the young people declared that, in order to be respected, a person needs to respect others. In relation to the role models young people look up to, data does not indicate any significant changes: as in the previous years, top ranked are parents, grandparents, brothers/sisters or other relatives. In compliance with the Christian values they have undertaken, the young people included in the study involve themselves in helping others and in environmental protection. Furthermore, over one third of our young respondents attend church once a week.

When reporting the results of our research, to the sustainable development goals, we see the following trends:

SDG 01 - No poverty – Ending poverty in all its forms everywhere

- During the period 2012-2018 the percentage of households considering they have insufficient income to cover their basic needs (food, household expenses, clothing etc.) drops to half (from 34,8% in 2012 to 15,2% in 2018). At the same time the percentage of those considering they can handle with the income they have almost doubled (from 20,9% in 2012 to 38,1% in 2018), and that of households whose income allow them to live well nearly tripled (from 2,8% in 2012 to 7,3% in 2018).
- 33% of the families are benefiting of a social support measure (guaranteed minimum income and complementary allowance). The percentage of those benefiting of guaranteed minimum income was reduced with over 27% since 2014 to 2018, reaching 15%. There was, however, an increase in the number of families receiving a complementary allowance.
- Access to primary healthcare improved, 81% of the respondents declaring that there is a doctor in their commune at least in every working day.
- Access to utilities is still a problem for over one half of the households in the rural environment. Their equipment with sanitary facilities also presents some problems, over 60% of the households still not having an indoor toilet.

SDG 10 - Reducing inequalities (including gender-related ones)

- Income inequalities were reduced, as the percentage of households declaring they don't have enough money to cover their basic necessities (food, living expenses, clothing etc) has dropped to almost half (from 34,8% in 2012 to 15,2% in 2018) and the number of those considering they manage with their income has doubled (from 20,9% in 2012 to 38,1% in 2018).
- There still are inequalities in relation to the access of handicapped children to specialized services in rural communities.
- Discrimination in educational establishments persists, as almost 15% of the children consider they are, sometimes or always, treated differently than their classmates.
- Various stereotypes related to gender and the role of partners within a family still exist in the rural environment: 12% of the respondents consider that women that work can't take care of their children as well as non-working women can, 36% think that a woman doesn't need to be fulfilled both personally and professionally, 16% say that men can't care for their children as well as women, and 16% think that men can manage business better than women.

SDG 16 - Peace, justice and strong institutions – Promote peaceful and inclusive societies for sustainable development

- The use of physical violence measures against children decreased during the period 2014-2018, but 11% of the parents declare they still spank and/or shake their children.
- Verbal violence (yelling, shouting) is used in 34% of the households.

10.2. Recommendations

Implementing integrated community services

The risk of poverty and social exclusion of the population, and of children especially, registered in Romania is the highest in the European Union, which requires the implementation of certain integrated measures for its reduction. It is necessary that these measures rely on high awareness in relation to local needs, in order to make local authorities more efficient, but also in relation to trigger factors, so that not only the effects, but also causes can be addressed. The integration of poverty reduction measures can be performed horizontally, by offering a great variety of community services that can address all the problems faced by children and their families, but also vertically by ensuring support for a longer period of time, for those threatened by poverty and social exclusion risks and by diversifying the said support, depending on the requirements of each age phases. For the child, the integrated measures need to be performed starting with his early education, which has a great influence on his school results.

Offering integrated community services is one of the measures that can be adopted locally and address the needs of both the child and of the family as a whole. This intervention requires the cooperation between local parties of interest and the supply of the main types of services needed by children and their families. Supporting the establishment of integrated community centres within rural localities and putting them into operation quickly are actions that need to be accelerated during the following period.

Increasing the quality of education within the community

The quality of education depends on a series of factors, among the most important ones being the training of professors, the use of various teaching methods focused on the student, school infrastructure, the use of IT within the learning process, the provision of school counselling, involving the parent in the educational act. In order to ensure a quality education in the rural environment, all these factors and more, need to be targeted.

The quality of human resources involved in the education process is extremely important, and this is the reasons why their continuous training is necessary so that they can use new teaching methods that would attract children. Teaching methods used need to be focused on the student's needs and skills, so that they offer children the possibility of exploiting their existing knowledge and of also gathering new knowledge. Furthermore, teachers need to offer them not only specific information, but also general knowledge (the analysis and synthesis ability, teamwork, relationship and communication with others etc). Hence, a rethinking of teacher education programs, so that they include new teaching methods

focused on the student, participatory teaching methods or methods of using IT within the teaching process is necessary.

Considering the occurrence of a great variety of issues (abuse, violence, deviant behaviours etc.) faced by the child, there is a necessity of developing school counselling, especially in the rural environment. We need to reduce the number of students that a school counsellor should take care of to no more than half, so that the time allocated to each counsellor / student meeting increases.

The "Parents' school" type of programs proved themselves useful, at least in terms of the adults becoming acquainted with the rights of children. They should be, however, continued and diversified in order to increase the involvement of parents in the education of their children and to improve their relationship.

Creating and extending the "School after school" type of programs

The low school attendance or the poor results obtained by children in the reading and text comprehension tests are mostly due to their at-home study conditions and the reduced support they receive in doing their homework. During the educational process, children in the poorer families face a series of difficulties related to living conditions, ensuring food, involving in household chores, but also to the support they receive when it comes to doing their homework.

In order to support children in getting better school results and preventing school dropout, local authorities need to support the establishment of "School after school" type of programs. Where these type of programs already exist, but do not include all children, they should be extended, in order to avoid inequities that might occur. The programs allow children benefit not only of specialized help in doing their homework, but also of a series of quality educational, recreational and leisure activities that would consolidate their existing knowledge, but also the general skills they need in life. For those coming from poorer families, these programs would also proved an opportunity to offer them a daily cooked meal.

School counselling for choosing an appropriate educational path

The choice of an educational path is often influenced by the opinions of parents and teachers and less by the child's actual skills and preferences. The counselling and vocational guidance of middle school children is a helpful tool for helping them chose their educational path.

At the same time we need to increase the efforts of informing children and their parents of the further study options they have after graduating middle school. Within this type of activities we can also promote the educational offers of vocational schools or agricultural high schools, as well as the opportunities they provide for integration into the labour market. Since there is a lack of professionals in

the labour market, companies partner up with vocational schools (dual education) offering a series of facilities to students choosing such an educational path, both throughout those 3 years of study, and upon graduation, by rapidly integrating them into the labour market. Considering the very generous funds allocated to the Romanian agricultural development, the specializations offered by agricultural high school could offer students opportunities to develop their own businesses.

Support measures for reducing violence

The eradication of any type of violence is the main sustainable development goals undertaken by Romania. In the rural environment, in order to punish their children 12% of the adults hit and/or shake them, and 36% yell at them.

Local authorities need to extend child abuse monitoring and intervention services. At the same time, it would be useful for them to undertake a number of activities targeting the prevention of abuse: briefings in schools, monitoring families in which such acts are possible etc.

We also need to inform parents on the effects of different child disciplining methods that involve verbal or physical violence, but also on the necessity of informing authorities when noticing a case of child abuse or neglect. These dissemination activities need to be performed periodically, for both parents and children.

11. Bibliography

12. Annexes

Acest material a fost publicat în cadrul campaniei #fightinequalities desfășurată prin proiectul Make Europe Sustainable for All care militează pentru obiectivele de dezvoltare durabilă (SDG) adoptate la nivel internațional. În analiza datelor cercetării bunăstării copilului au fost avute în vedere următoarele obiective de dezvoltare durabilă:

- SDG 01 – Fără sărăcie (eradicarea sărăciei în toate formele sale și în orice context);
- SDG 10 – Reducerea inegalităților (de venit, gen, etnie, religie, dizabilitate etc.);
- SDG 16 – Pace, justiție și instituții eficiente (promovarea unor societăți pașnice și incluzive pentru o dezvoltare durabilă, cu focus pe 16.2 – reducerea violenței).

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