

# ALL YOU NEED IS...

## MEASURING CHILDREN'S PERCEPTIONS AND EXPERIENCES OF DEPRIVATION

---

Lorraine Swords, Sheila Greene, Eimear Boyd & Liz Kerrins  
Children's Research Centre, Trinity College Dublin



# ALL YOU NEED IS...

## MEASURING CHILDREN'S PERCEPTIONS AND EXPERIENCES OF DEPRIVATION

Lorraine Swords, Sheila Greene, Eimear Boyd & Liz Kerrins  
Children's Research Centre, Trinity College Dublin

### Disclaimer

This report was funded by Barnardos and the Society of St. Vincent de Paul. The views, opinions, findings, conclusions and/or recommendations expressed here are strictly those of the authors. They do not necessarily reflect the views of the funders, who take no responsibility for any errors or omissions in, or for the accuracy of, the information contained in this report. It is presented to inform and stimulate wider debate among academics and practitioners in the field.

### Acknowledgements

The authors would like to acknowledge and thank Barnardos and the Society of St. Vincent de Paul for funding this report and for their continued support throughout the project. We would especially like to express our gratitude to the schools and services across the country who allowed us access to their 4th class children and to the children and their parents who gave their time to complete our questionnaire.





# CONTENTS

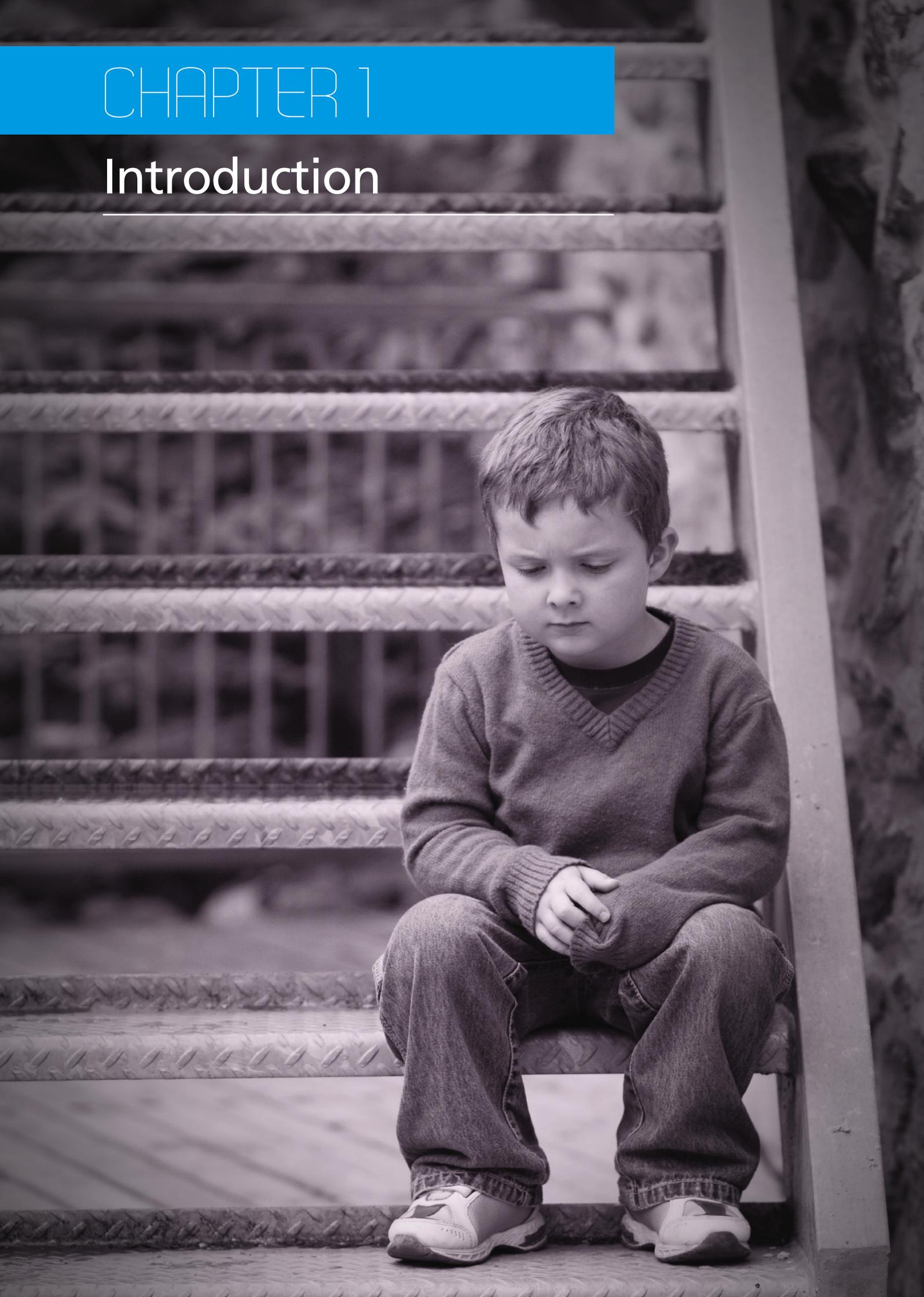
Introduction.....	5
Methodology.....	11
Findings.....	17
Conclusions.....	37
References.....	41
Appendices.....	45



# CHAPTER 1

## Introduction

---



## 1

## INTRODUCTION

*“Poverty penetrates deep into the heart of childhood, permeating every facet of children’s lives from economic and material disadvantage, through the structuring and limiting of social relationships and social participation to the most personal often hidden aspects of disadvantage associated with shame, sadness and the fear of social difference and marginalisation”*

(Ridge, 2011, pg. 73)

Poverty is a heavy burden to carry in childhood. Statistics show that the numbers of children and adolescents living at risk of poverty or in consistent poverty in Ireland have risen in recent years (Central Statistics Office, 2010). These statistics are brought to life by reports from service providers such as Barnardos and the Society of St. Vincent de Paul that tell how children are going to school hungry or are excluded from the normal activities of childhood like attending birthday parties or going on their school tour due to the costs involved (End Child Poverty Coalition, 2011). Research tells us that such deprivation negatively impacts upon the well-being, health and development of children and the adults they will become. It casts long shadows forward, condemning some children to “recurrent poverty spells or even a life full of hardship” (Grinspun, 2004: pg. 2). The cumulative effects of the inequities experienced are a particularly worrying feature of childhood poverty (Evans, 2004).

In the belief that the material resources available to children are a function of household income, most Government initiatives to tackle child poverty focus on reducing the proportion of households with children that are identified annually through the EU Survey on Income and Living Conditions (SILC) as (i) being below an income-determined poverty threshold and (ii) being deprived of at least 2 out of 11 basic household necessities. However, Kerrins, Greene and Murphy (in press) have stated that this measure, although providing valuable information on child deprivation within the context of family deprivation, gives an imprecise picture of

children's lived experiences as it uses indicators that primarily relate to adults' lives and assumes the equal sharing of living standards amongst household members. While some studies that separately investigate child and household deprivation suggest that children and parents experience parallel deprivation (e.g. Cantillon, Gannon, & Nolan, 2004; Skevik, 2008), others have shown how parents and children may not experience deprivation to the same extent (e.g. Gordon, et al., 2000; Middleton, Ashworth, & Braithwaite, 1997), concluding that parents may be sacrificing spending on items for themselves in order to prioritise their children's needs and wants (see also Daly & Leonard, 2002), or, instead, that in some households children are not protected and experience more deprivation than their parents. From their detailed review of these and other Irish and international studies on children's experiences of poverty and living standards, Kerrins et al. (in press) argue the case for developing a direct measure of child deprivation.

The success of Government initiatives in addressing the personal, social, and material effects of poverty in childhood also depends on a more complete understanding of affected children's lived experiences, and how these experiences are interpreted and mediated. In recent years there has been increased recognition that children are well informed about their lives and have the right and the capacity to make significant, insightful contributions to issues that concern them (Greene, 2006). They have 'their own set of opinions and judgments, which, while not always the same as those of adults, nevertheless have the same moral legitimacy' (Ridge, 2002, pg. 7). Yet the views of children are still underrepresented in the child poverty and deprivation research literature, despite evidence that affected children are keenly aware of their circumstances and how they impact upon their lives (e.g. Crowley & Vulliamy, 2007; Daly & Leonard, 2002; Ridge, 2011). Children and adults have also reported different perspectives on what they consider to be an acceptable standard of living for children (e.g. Boyden, Eyber, Feeny & Scott, 2004). Thus, conceptualising and operationalising child deprivation using household or adult reports may conceal children's true perceptions and experiences.

### The Present Study

The present study aims to address this imbalance and gaps in the child poverty literature by engaging children to identify child necessities and report on their ownership or deprivation of these necessities. Barnes

and Wright (2010) contend that there is justification for comparing and contrasting adult and child views to obtain a complete picture of an acceptable standard of living for children. The authors of the present study are also cognisant of the value of parents' perspectives and, consequently, their views will also be considered when determining what constitutes a necessity for children and young people. Having elicited children's and parents' views on what they perceive as necessities, a possible index of children's deprivation and social exclusion indicators for use in Ireland will be derived.

### Proposed Methodological Approach

A socially perceived necessities method is proposed. This typically involves presenting a list of items to the public and asking them to indicate which ones they believe are necessities that no adult or child should have to do without due to low income. These items can be material possessions, activities or access to social resources and services. Participants are further asked to indicate if they have the listed items and, if they do not, if this is because they cannot afford to have it (Willitts, 2006). This distinction between doing without an item due to preferences and being deprived of an item due to monetary limitations, or 'enforced deprivation', is an important one (Collins, 2006). Essentially, going without items not by choice is taken to reflect deprivation, and the more items an individual has to go without the greater the degree of deprivation that individual experiences (Mack & Lansley, 1985; Nolan & Whelan, 1996; Townsend, 1979).

Barnes and Wright (2010) note that one of the strengths of the socially perceived necessities approach is that it champions the importance of having 'ordinary' people define poverty by collectively determining the key features of an unacceptably low standard of living. In addition to getting a social consensus on necessities, the approach gathers important information on the living standards of all participants, across different socio-economic groups. Although this kind of methodology has been previously used in child poverty indicator development (e.g. Gordon et al., 2000; Middleton et al., 1997), most studies do not directly ask children for their views on their own needs but instead use adults' perspectives as proxies. From an Irish perspective, undertaking research using the socially perceived necessities methodology with both children and their parents is a new direction in the study of childhood poverty. While challenges will be encountered in such research, it is an area of methodological innovation.

## Research Questions

Deprivation indicators specific to children have previously been developed and piloted in national income and living standards surveys in Ireland (Cantillon et al, 2004; Nolan and Farrell, 1990). Kerrins and colleagues (in press) further developed these indicators by critically assessing the conceptualisation of child poverty underlying Irish poverty measurement, developing possible dimensions of child deprivation in Ireland, and making recommendations to support the development of a more child-centred official poverty measure. This work has formed the basis for the present study which aims to apply the socially perceived necessities approach to research on child deprivation and exclusion in Ireland. Specifically, it seeks to ascertain:

- Which items, activities and services do children and their parents believe constitute necessities that no child should go without due to low family income?
- What is the extent of income-related deprivation of these items, activities and services?
- Based on children's perceived necessities and reported deprivation, what items would form an index of children's deprivation and social exclusion indicators?

In line with Kerrins et al. (in press) the present study adopts a relative conception of poverty, where deprivation and social exclusion are seen as being experienced relative to the norms of childhood in the specific context under scrutiny. However, the authors also take the perspective that while a relative conceptualisation of child poverty is appropriate in a country like Ireland, the measurement of material deprivation for children should include the recognition that children's basic needs may go unsatisfied due to low family income. Lister (2004) states that conceptions of poverty reflect both absolute and relative dimensions and people can subscribe to both concurrently.

Determining what is considered to be an acceptable standard of living for children, i.e. 'the norm' in terms of material items, participation in activities and access to services, is yet to be empirically established in Ireland. While research, political and public debates may continue about how best to conceptualise and measure poverty and deprivation, conducting child-centred research that grounds indicators of necessities in the experiences of children and their parents will go a long way towards the development of a child deprivation index that is accurate, relevant and reliable.



# CHAPTER 2

## Methodology

---



# 2

## METHODOLOGY

### Overview

A survey instrument was developed to gather information on children's and parents' perceptions of child necessities and levels of deprivation of these necessities among the sample. This survey was administered in participating primary school classroom settings with 4th class children who ranged in age from 9 to 11 years. The period of middle childhood was chosen because previous research informs us that children of nine years and older are reliable sources of information on their lives (e.g. Ben-Arieh, 2005) and it was felt that children at this age have the capacity to understand the items, activities and services that are considered essential for living. Children's parents were also invited to complete a survey at home. The following sections outline the development and content of the survey, how schools and participants were selected for the study, and how the survey was implemented.

### Survey Development

Applying a socially perceived necessities approach to researching child deprivation and exclusion in the present study entailed two key stages: The first involved constructing a list of items necessary for an acceptable standard of living. The second involved presenting this list to children and their parents to determine which items they perceived as essential.

In terms of the first stage, previous studies have drawn upon expert opinion, published literature in the field, researcher judgement or small-scale qualitative interviews or focus groups with the relevant population. The present study's list of indicators drew heavily from work by colleagues Kerrins et al. (in press) whose review of the literature on childhood poverty and exploratory interviews with children and young people on their living standards informed their summary of key domains of child deprivation in Ireland and formed the basis for this current phase of research. These key domains include food/nutrition, clothing, development, housing and environment, education, participation and access to services. Using these domains an initial list of survey items relating to a range of material (e.g. a pet, a bicycle, three balanced meals a day), activity (e.g. day out with

family, going to the swimming pool), and service (e.g. having access to a bank or post office account, transport) necessities was developed. In addition, two 'test' items widely perceived to be non-essentials (a pony and a trampoline) were added.

The next stage in the survey development process was to present the survey to children experiencing some degree of social disadvantage and provide them with the opportunity to add to or modify the list of items. Thus, focus group discussions with 14 children (age range 8 to 11 years, average age 9 years and 3 months) were held in three family support projects in counties Cork, Waterford and Tipperary. Following some item additions and modifications, the revised list was again presented to two groups of 4th class students in counties Louth and Meath (33 participants; age range 9 to 11 years, average age 9 years 4 months). Thirty-five parents (26 mothers and 9 fathers) also took part in this stage of the survey. During this pilot-testing participants had the opportunity to advise the researcher on any omissions or areas where they believed alterations were necessary. In addition, the language used in the survey, its readability, and the proposed instructions and procedure for administering it to children and parents were assessed.

In both focus group discussions and pilot-testing the children fully engaged in the process of critiquing the survey instrument. All suggestions from children and parents were considered and resulted in the 49 item list of child deprivation indicators presented to child and adult participants in the main phase of data collection, as detailed in Figure 1 on the following page. The items are grouped under the headings of "Things to have", which contains mostly material items, "Things to do", which lists mostly activities, and "Things that help", which lists indicators of social and service participation. These items are indicative of an acceptable standard of living rather than exhaustive, definitive list of all the things a child needs to avoid being deprived.

In line with the socially perceived necessities methodology, respondents are asked three questions about each item: Is it a necessity? Do you have it?/ Does your child have it? Would you like to have it but your parents cannot afford it/Would you like to have it for your child but cannot afford it? Analysis of answers to the second and third questions enables a distinction to be made between respondents who may appear deprived due to personal preferences without in fact experiencing deprivation from their own perspective, and those who are poor through necessity. See Appendix 1 for the children's survey.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">THINGS TO HAVE</p>	<ul style="list-style-type: none"> <li>• Pocket money every week</li> <li>• Three balanced meals a day with fruit/vegetables and meat/fish (if they eat meat/fish)</li> <li>• Shoes that fit properly and are right for the weather</li> <li>• Enough of the right clothes for different seasons, for example, a coat to keep warm and dry in winter</li> <li>• A pony</li> <li>• A bedroom of their own</li> <li>• Separate bed (like single/bunk bed) and separate bedding (like quilt/duvet) of their own</li> <li>• All the school uniform, books and equipment (e.g. pens, rulers, copybooks) prescribed</li> <li>• A computer at home for all the family</li> <li>• A trampoline</li> <li>• A present to bring to a friend's birthday party</li> <li>• Nice clothes for special days (like holy communion, confirmation, birthdays)</li> <li>• Equipment for playing music (like a CD player or iPod)</li> <li>• TV in their bedroom</li> <li>• A birthday</li> </ul>	<ul style="list-style-type: none"> <li>• Their own books for reading for fun</li> <li>• A pet</li> <li>• A TV at home for all the family</li> <li>• A DVD player at home for all the family</li> <li>• A bicycle</li> <li>• Sports equipment and clothes (like football boots or a hockey stick)</li> <li>• Fashionable clothing like their friends have</li> <li>• New clothes, not ones that someone else owned</li> <li>• A games console (like Playstation, X-box, DS-Lite)</li> <li>• Computer games</li> <li>• Internet at home</li> <li>• Heating whenever they are cold</li> <li>• A mobile phone</li> <li>• Food and drink for friends when they call over to play</li> <li>• A musical instrument</li> <li>• Treats (for example, a surprise from parents like some chocolate)</li> <li>• Safe places to play outdoors</li> <li>• Own money for school activities or days out (for example school tours)</li> <li>• Personal healthcare items of their own (like a toothbrush, hairbrush)</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">THINGS TO DO</p>	<ul style="list-style-type: none"> <li>• Participating in clubs outside of school (like sports clubs, youth clubs, Scouts, Beavers)</li> <li>• Going to a swimming pool at least once a month</li> <li>• Going on a family holiday once a year (can be in Ireland or a different country)</li> <li>• Going on a least one school trip in a school year (like a school tour)</li> </ul>	<ul style="list-style-type: none"> <li>• Having a day out with the family at least twice a year (like going in the beach, fun fair, leisure centres)</li> <li>• Seeing a movie at the cinema at least twice a year</li> <li>• Going to a concert at least once a year</li> <li>• Going to classes/lessons (like swimming, ballet, guitar) that cost money</li> <li>• Going to a restaurant for a family meal at least twice a year</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">THINGS THAT HELP</p>	<ul style="list-style-type: none"> <li>• A bank, post office or Credit Union account to save money</li> <li>• Go to the doctor and dentist when need to</li> <li>• Shops close to home (like food shops, clothes shops and chemists)</li> <li>• Go to school</li> <li>• Transport (like parents' car, bus, train) to get to things to do</li> <li>• Go to library</li> </ul>	

Figure 1: List of 49 items included in survey

In addition to completing the survey on child necessities, parents answered some questions about their household situation so as to provide some socio-demographic data. These questions asked about family type, parents' nationalities, and their highest level of education completed. A set of questions also assessed material household deprivation using an 11-item index developed by researchers at the Economic and Social Research Institute, ESRI (e.g. Maitre, Nolan & Whelan, 2006; Whelan, Nolan, & Maitre, 2006). This index is used as part of EU-SILC data collection and will be referred to throughout this report as the EU-SILC Basic Deprivation Index. See Appendix 2 for the parents' survey.

## Procedure

### Sampling

Twenty-eight primary schools from counties Dublin, Cork, Sligo and Westmeath participated in the study. These geographical clusters were chosen to represent different regions of Ireland and included both rural and urban locations. The proportion of schools that receive Delivering Equality of Opportunity in Schools, or DEIS, support from the Department of Education and Skills within each county was considered in order to randomly, but proportionately, select seven to participate in the study. DEIS provides for a standardised system for identifying levels of disadvantage in schools. In addition it provides an integrated School Support Programme (SSP) which brings together existing schemes and programmes. Figures from the Department of Education and Skills for 2009-2010 indicate that over one fifth of the total number of primary-level schools in Ireland have been designated disadvantaged (677 schools), although it is worth noting that many disadvantaged children do not attend DEIS schools and DEIS schools contain many students who would not be classified as disadvantaged. The final number of both disadvantaged (23.9%) and non-disadvantaged (76.1%) schools selected for inclusion in the present study is broadly representative of national proportions. See Table 1 for the numbers of non-DEIS and DEIS schools selected from each county.

Table 1: Numbers of DEIS and non-DEIS primary schools selected from each county (Department of Education and Skills school figures 2009-2010)

County	Total number of schools	Number of non-DEIS	Number of DEIS	% non-DEIS	% DEIS	School selection of which non-DEIS	School selection of which DEIS
Dublin	431	264	167	61.3%	38.7%	4	3
Cork	349	297	52	85.1%	14.9%	6	1
Westmeath	74	66	8	89.2%	10.8%	6	1
Sligo	69	53	16	76.8%	23.2%	5	2

The Department of Education and Skills categorises disadvantaged schools into three different bands depending on the level of disadvantage of the school population: Urban Band 1, Urban Band 2 and Rural. Of the seven participating DEIS schools in the present study four are Urban Band 1, two are Urban Band 2 and one is from the Rural category. The remaining 21 Non-DEIS schools represent a variety of cities, towns and villages across the four Irish counties.

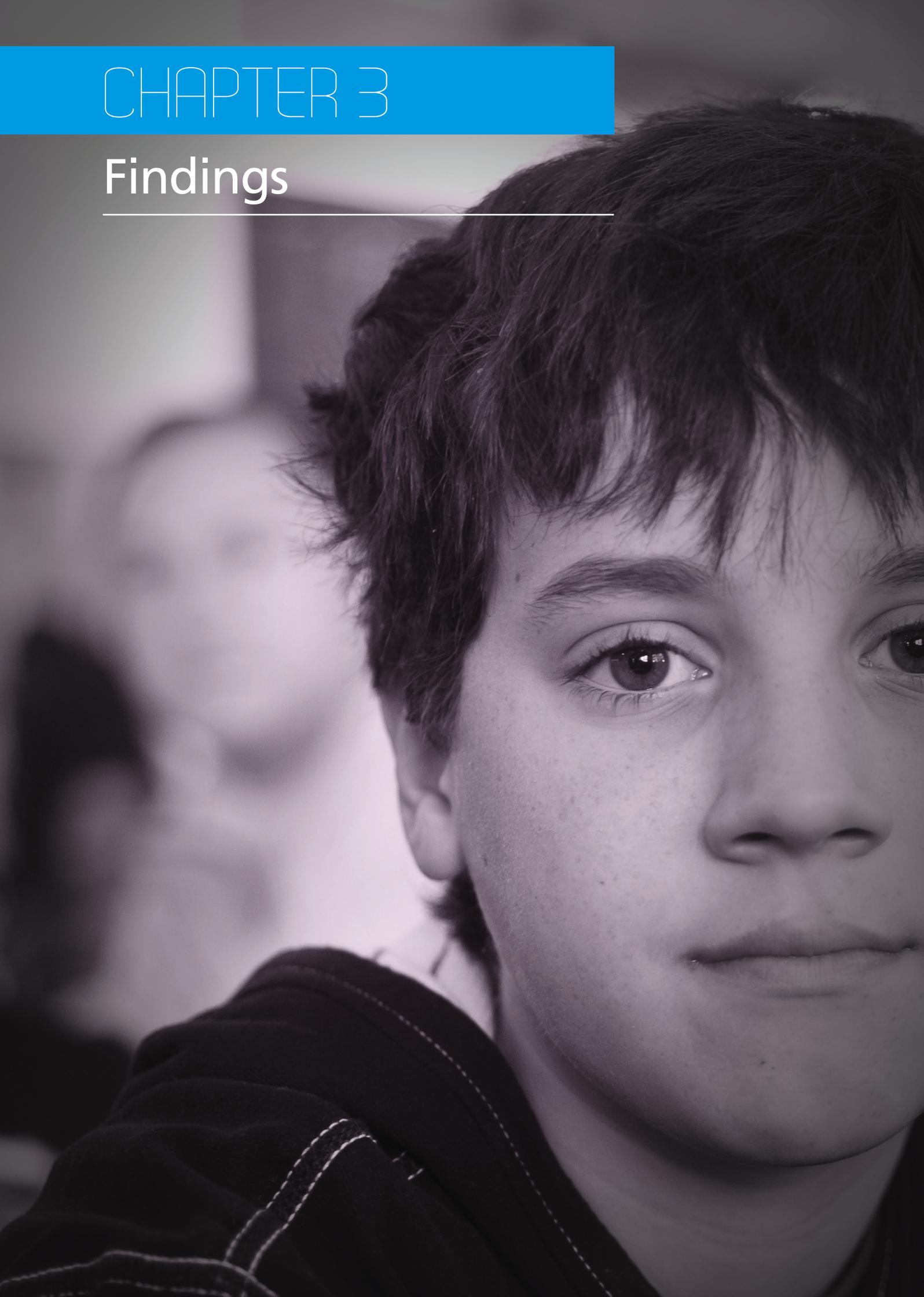
### Data Collection

Information packs posted to schools were distributed to children in 4th class for the attention of their parents. The packs contained an information leaflet about the study, a consent form for the students' participation, and a survey (see Appendix 2 for the contents of this pack). Parents who agreed to allow their child to participate were asked to sign the consent form and complete the survey and return both documents to their child's class teacher in the sealed envelope provided. Children with parental consent were provided with information about the study and asked if they would like to participate (see Appendix 1 for children's information sheet and consent form). All data collection with children took place in their schools during school time. In total, 262 children (46.9% boys, 53.1% girls) aged from 9 to 11 years (mean age=9 years 7 months) and their parents completed the survey.

# CHAPTER 3

## Findings

---



## 3

## FINDINGS

## Family Demographics

The following results summarise demographic information provided by parents (85.1% mothers, 13.8% fathers and 1.1% unspecified) when completing their survey.

## Family Type

As depicted in Figure 2, just over one fifth (20.7%) of participants represented single-parent families. Of these families 14.1% were from single-parent families with one or two children and 6.6% were from single-parent families with three or more children. The majority (79.3%) of parents described their family situation as involving two parents, 30.5% with one or two children and 48.8% with three or more children. These figures are broadly reflective of national figures for the families of nine year olds collected as part of the longitudinal study of children in Ireland, Growing Up in Ireland (GUI) (Williams et al., 2009). For example, 82% of children in GUI came from two-parent families and 18% came from single-parent families.

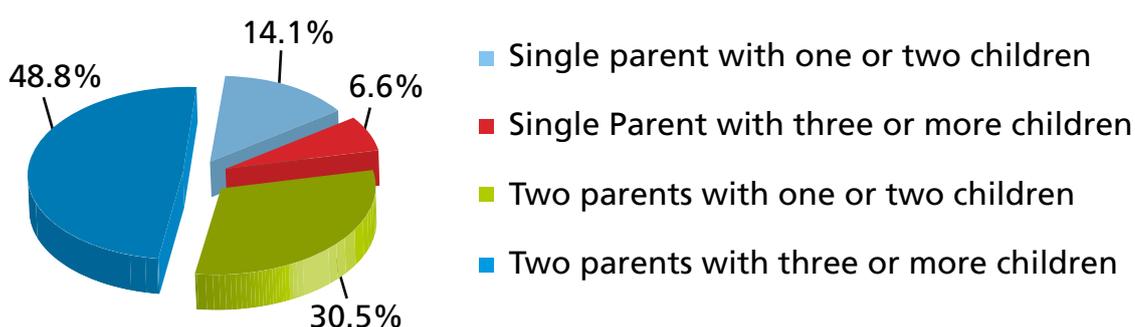


Figure 2: Family type in which participants live

## Mothers' Education

Mothers' educational attainment is a key socio-demographic variable identified as important to child development in the international literature and in GUI (Williams et al., 2009). Figure 3 shows that 19.4% have completed lower secondary school (e.g. Intermediate, Junior, Group

Certificate or equivalent) or less. More than one fifth (21.1%) have completed their Leaving Certificate or equivalent, over a third (33.3%) have attained a diploma or certificate, and over one fifth (26.2%) have a primary or postgraduate degree. These figures suggest that mothers in the present study received higher levels of education than mothers of nine year olds taking part in GUI (Williams et al., 2009). For example, in GUI 32% of mothers had post Leaving Certificate education compared with 59.5% in the present study.

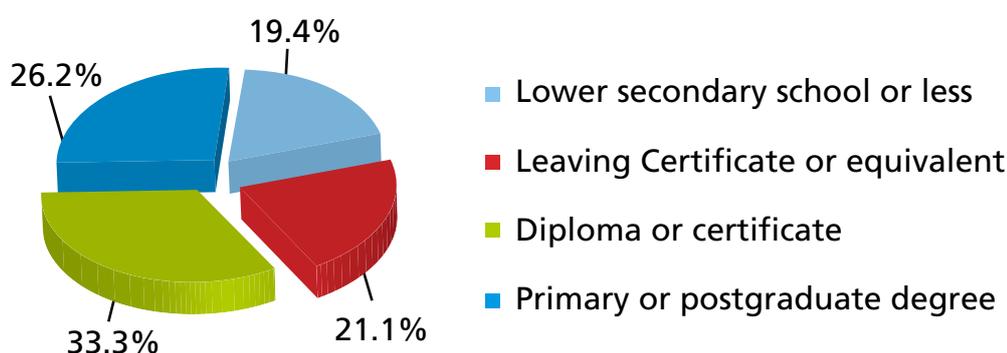


Figure 3: Highest level of education completed by mother

### Nationality of parent

Seven countries were represented in the sample. Of these 93.4% of parents were Irish, 3.5% were English, 1.2% were Pakistani and only a very small proportion of parents (each representing less than 1%) were of Bolivian, Greek, Filipino, and Nigerian nationality, as Figure 4 below depicts.



Figure 4: Nationality of parent completing survey

### Household Deprivation Indicators

From the 11-item EU-SILC Basic Deprivation Index parents were asked to indicate whether or not they had the item and, if not, was this because they could not afford it or some other reason. The indicator that most respondents

reported not being able to afford was having a morning, afternoon or evening out once a fortnight (26.3%), followed by the inability to replace worn out furniture (19.5%), and not being able to afford to have family or friends to their home for a drink or meal once a month (14.3%). Household members not owning two pairs of strong shoes was the next item most frequently reported at 7%. These and the percentages of families going without the other indicators of household deprivation due to money constraints are detailed in Figure 5 below.

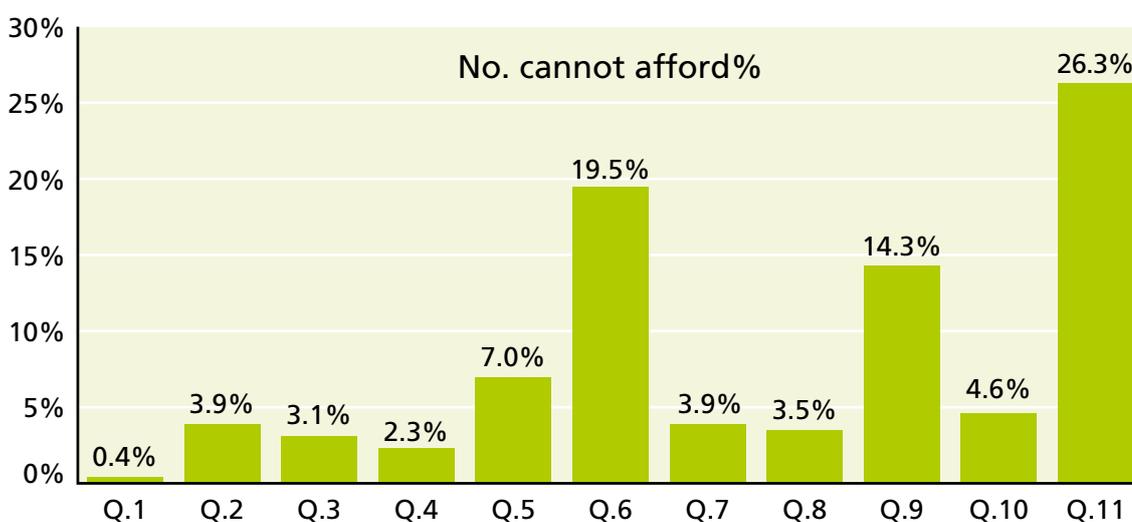


Figure 5: Percentage of households that cannot afford each deprivation item

- Q.1** Does your household eat meals with meat, chicken, fish (or vegetarian equivalent) at least every second day?
- Q.2** Does your household have a roast joint (or its equivalent) at least once a week?
- Q.3** Do household members buy new rather than second hand clothes?
- Q.4** Does each household member possess a warm waterproof coat?
- Q.5** Does each household member possess two pairs of strong shoes?
- Q.6** Does the household replace any worn out furniture?
- Q.7** Was the household heating available when needed during the last year?
- Q.8** Does the household keep the home adequately warm?
- Q.9** Does the household have family or friends for a drink or meal once a month?
- Q.10** Does the household buy presents for family or friends at least once a year?
- Q.11** Do you have a morning, afternoon or evening out once a fortnight, for your entertainment (something that costs money)?

Overall, 20.2% of respondents' households experienced the enforced lack of two or more of these deprivation items and could be classified as experiencing household deprivation. Figure 6 below shows the percentage of deprived households classified by family type and mothers' highest level of education. Levels of enforced household deprivation are highest in single-parent families and the lowest educational attainment category. Over 30% of single-parent families report living with deprivation. Two-parent families with one or two children have the lowest reported deprivation at 9.7%, a level that is significantly lower than all other family types. Close to 30% of children from households where the mother left school with lower secondary education or less also experience deprivation. This is in stark contrast with children of graduate mothers where 11.7% of their households go without two or more basic necessities.

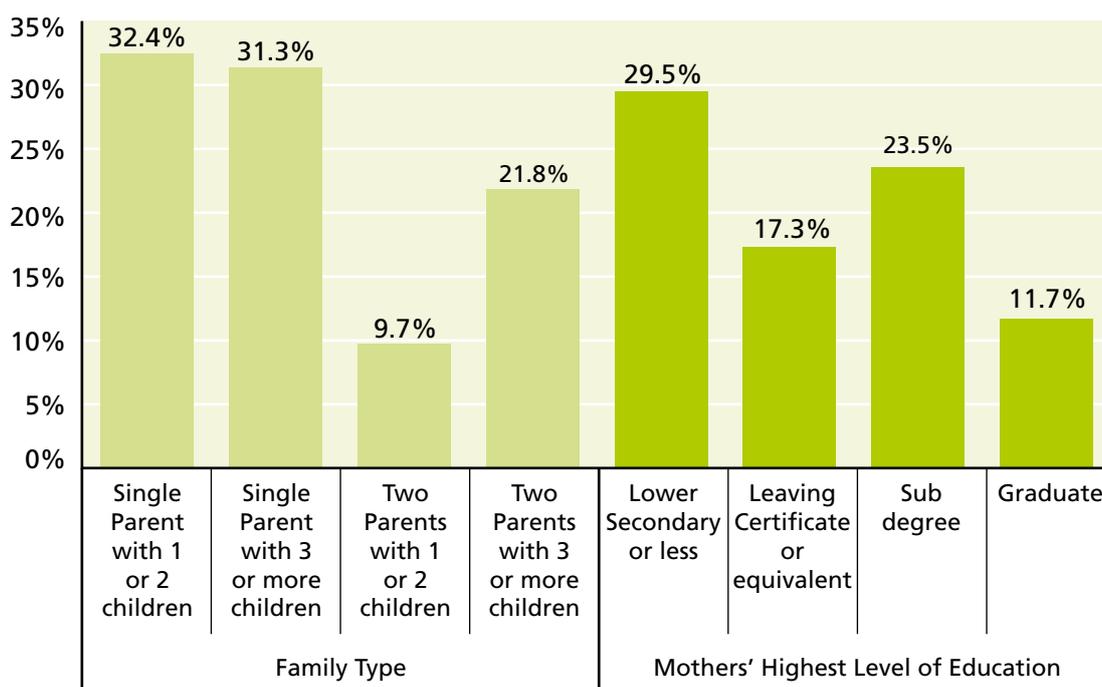


Figure 6: Percentage of families experiencing household deprivation classified by family type and mothers' highest level of education

## Overview of Survey Responses

Both child and parent respondents were provided with the list of 49 items and asked to indicate for each if they believed it was a necessity for children. Children were further asked to indicate if (i) they had the item and (ii) if they would like the item but their parents could not afford it. Similarly, parents were further asked if (i) their child had the item and (ii) if they would like their child to have the item but they could not afford it. Throughout this section of the report the word 'item' is used to refer to listed possessions (e.g. bicycle, pet, books for reading for fun), activities (e.g. going swimming, school trip) and services (e.g. library, bank/credit union/post office account). The two test items (trampoline and pony) were found to rank second-last and last when both children and parents were asked to judge children's essentials for life. These items thus fulfilled their purpose of assessing if respondents understood the concept of 'necessities' and are not included in any further analyses. Table 2 presents the remaining 47 items in the order given to respondents.

Table 2: Percentage of children and parents who (i) believe that items listed are a necessity, (ii) report child ownership/access to the item (iii) report deprivation of the item

	% who believe item is a necessity		% who report that child has the item		% who report wanting the item for child but cannot afford	
	Child	Parent	Child	Parent	Child	Parent
1. Pocket money	16.4	14.1	39.3	38.5	42.0	19.1
2. Three balanced meals each day with fruit/vegetables and meat/fish (if they eat meat or fish)	98.5	98.5	98.1	95.4	6.5	2.7
3. Enough of the right clothes for different seasons, for example, a coat to keep warm and dry in winter	99.6	98.1	99.2	95.0	2.7	3.4
4. Shoes that fit properly and are right for the weather	96.2	97.7	97.7	94.3	0.0	1.9
5. A bedroom of their own	34.0	17.2	69.1	68.3	16.0	14.5
6. Separate bed and bedding of their own	69.5	67.2	90.5	94.3	3.8	1.1
7. All the school uniform, books and equipment (e.g. pens, rulers, copybooks) prescribed	98.9	94.3	99.2	88.9	0.4	2.7
8. A computer at home for all the family	37.4	38.9	95.0	91.6	4.6	5.0
9. Present to bring to a friend's birthday party	69.1	56.5	93.5	90.1	2.3	1.9
10. Nice clothes for special days (like holy communion, confirmation, birthdays)	80.2	63.7	96.6	93.5	1.5	2.7

	% who believe item is a necessity		% who report that child has the item		% who report wanting the item for child but cannot afford	
	Child	Parent	Child	Parent	Child	Parent
11. Equipment for playing music (like a CD player or iPod)	11.8	20.0	83.6	87.0	14.1	5.3
12. TV in their bedroom	10.7	6.1	51.5	40.1	30.2	5.7
13. A birthday party	47.3	38.2	88.2	86.3	4.6	5.0
14. Own books for reading for fun	75.2	74.4	92.7	97.7	3.1	1.1
15. A pet	26.0	19.1	82.4	74.7	12.3	5.3
16. A TV at home for all the family	57.3	52.7	98.9	97.3	0.4	0.4
17. A DVD player at home for all the family	34.7	26.7	95.5	95.0	1.1	1.9
18. A bicycle	39.7	34.7	91.2	95.8	3.1	1.9
19. Sports equipment and clothes (like football boots or a hockey stick)	53.8	47.3	90.1	88.5	2.3	5.0
20. Fashionable clothing like their friends have	11.5	16.4	62.2	72.5	12.6	9.9
21. New clothes, not ones that someone else owned	39.7	26.7	81.7	85.5	5.0	4.2
22. A games console (like Playstation, X-box, DS-Lite)	17.2	9.5	94.3	93.9	1.9	1.5
23. Computer games	12.2	9.2	74.4	86.3	9.5	3.4

	% who believe item is a necessity		% who report that child has the item		% who report wanting the item for child but cannot afford	
	Child	Parent	Child	Parent	Child	Parent
24. Internet at home	39.7	26.3	91.9	92.4	5.3	3.4
25. Heating whenever they are cold	96.6	85.9	95.4	93.9	2.3	3.1
26. A mobile phone	30.7	8.8	63.4	56.9	21.8	4.6
27. Food and drinks for friends when they call over to play	66.8	42.0	93.1	88.9	2.7	4.6
28. A musical instrument	18.7	17.6	76.0	72.9	9.2	8.4
29. Treats (for example, a surprise from their parents like some chocolate)	46.9	41.6	91.2	91.6	4.6	2.7
30. Safe places to play outdoors	95.0	85.9	95.8	93.9	1.5	2.3
31. Own money for school activities or days out	61.8	65.6	88.5	91.6	5.7	3.1
32. Personal toiletry items (e.g. toothbrush, hairbrush)	96.2	88.5	99.2	96.6	0.4	1.1
33. Participate in clubs (like sports clubs, karate, drama, dancing, Scouts, Beavers)	45.0	56.5	83.8	82.9	7.3	8.4
34. Go to swimming pool at least once a month	48.1	34.0	74.0	58.0	14.5	14.1
35. Family holiday once a year (can be in Ireland or a different country)	63.7	30.2	87.8	73.7	8.0	21.0
36. At least one school trip in a school year (like a school tour)	74.0	59.5	96.2	95.8	0.8	1.1

	% who believe item is a necessity		% who report that child has the item		% who report wanting the item for child but cannot afford	
	Child	Parent	Child	Parent	Child	Parent
37. Day out with family at least twice a year (like going to the beach, fun fair, leisure centres)	85.1	73.3	96.9	93.5	3.1	3.1
38. See a movie at the cinema at least twice a year	46.6	33.6	90.8	88.2	4.6	6.1
39. Concert at least once a year	12.6	11.5	37.0	40.8	33.6	23.7
40. Classes outside of school (like music, dancing or sports)	34.0	26.7	76.0	74.4	9.2	13.7
41. Go to a restaurant for a family meal at least twice a year	60.3	23.3	91.6	84.0	4.6	11.8
42. A bank, post office or Credit Union account to save money	66.4	33.2	89.3	80.9	4.6	10.3
43. Go to doctors and dentists when need to	98.5	88.2	99.2	95.4	0.0	1.1
44. Shops close to home (like food shops, clothes shops or chemists)	70.6	30.9	87.4	74.0	5.3	2.7
45. Go to school	95.8	90.8	99.2	95.8	0.0	0.0
46. Transport (like parents' car, bus, train) to get to things to do	82.8	70.2	96.2	95.0	1.1	1.9
47. Access to the library	56.9	58.0	80.2	80.5	6.5	2.3

## Items Deemed Essential

Results indicate that there was very strong consensus between children and parents about which items were essential for children, with both children's and parents' top-ten-endorsed necessities being the same, albeit ranked differently. These top items were enough of the right clothes for different seasons (for example, a coat to keep warm and dry in winter), all the school uniform, books and equipment (e.g. pens, rulers, copybooks) prescribed, going to doctors and dentists when needing to, three balanced meals each day with fruit/vegetables and meat/fish (if they eat meat or fish), heating whenever feeling cold, personal toiletry items (e.g. toothbrush, hairbrush), shoes that fit properly and are right for the weather, the ability to go to school, safe places to play outdoors and a day out with family (like going to the beach or fun fair) at least twice a year. These findings have much comparability with international studies on perceived necessities such as Barnes and Wright (2010) in South Africa and the 1999 Poverty and Social Exclusion survey in the UK (Gordon et al., 2000) where similar items were considered to be essential in children's lives.

## Item Deprivation

Across many of the necessities listed a higher proportion of children than adults reported that they wanted the item but could not have it because it was not affordable. The items that over ten per cent of children rated as wanted but unaffordable were pocket money (42%), going to a concert once a year (33.6%), a TV in the bedroom (30.2%), a mobile phone (21.8%), a bedroom of their own (16.0%), monthly outings to the swimming pool (14.5%), a CD player or iPod for playing music (14.1%), fashionable clothing (12.6%), and a pet (12.3%). A high percentage of parents also rated pocket money (19.1%), going to a concert (23.7%), child's own bedroom (14.5%) and swimming trips (14.1%) as wanted but unaffordable. The other items that over ten per cent of parents could not afford but wanted for their children were a family holiday once a year (21%), classes outside of school (e.g. music, dancing or sport) that cost money (13.7%), going to a restaurant for a family meal at least twice a year (11.8%), and a bank, post office or Credit Union account to save money (10.3%). Endorsement of these items is broadly reflective of the items most commonly listed as unaffordable by other studies of child deprivation (e.g. McKay & Collard, 2003, based on the 1999 Poverty and Social Exclusion Survey in the UK).

Being 'deprived' of items such as a mobile phone or pocket money may not comprise a definition of poverty that requires social or political intervention. Yet, it is important to note that when such items are added to a list of potential socially perceived necessities it is because children themselves viewed them as having an important, if not necessary, role to play in their lives. For example, when children in focus groups facilitated by Barnes and Wright (2010) suggested the inclusion of a mobile phone to the list they said it was for safety purposes, for use in emergencies, and for communicating with parents. Some children in this study also stated that pocket money is a necessity in case of emergencies while some children from low-income families suggested that this money could be used to buy food.

Similarly, the finding that over a fifth of parents report deprivation of a family holiday once a year may not seem to be a matter for concern. However, in recent years holidays away from home are increasingly regarded as a socially perceived necessity in Ireland (e.g. Collins, 2006) and the UK (e.g. Gordon, et al., 2000). Qualitative research also illustrates the importance of holidays to the lives of children in low-income families (e.g. Ridge, 2002). Research in Ireland by Quinn, Griffin and Stacey (2008) with children and parents from low-income families availing of breaks away from home, such as those provided by the Society of St. Vincent de Paul, found that these holidays increased self-esteem, confidence, life satisfaction, well-being and quality of life, improved mental and physical health, and allowed for opportunities for self-development, skills-development and strengthening of relationships. In any case, if an item like a family holiday is the norm for most children (as is the case for 87.8% of children in the present study), then those who do not have it are experiencing a form of relative deprivation.

### **Socio-demographic Differences in Item Deprivation**

Children's reports of having to go without each of the 47 items on the survey due to parents' inability to afford them were examined across the socio-demographic variables of family type and mother's highest level of education (see Appendix 3 for percentages within each category). Across many of these items deprivation is highest among children from single-parent families with more than two children and households where mothers have the lowest levels of educational attainment.

Children from single-parent families were significantly more likely than children from two-parent families to report wanting, but having to go

without, their own bed and bedding. This was particularly so for children with two or more siblings from single-parent households. This family type were also significantly more likely than all other family types to report going without a TV at home, nice clothes for special occasions such as birthdays, holy communion or confirmation, or new clothes. Children of single parents with more than two children were also significantly more likely than those from single parents with two or less children to report going without heating when they are cold. Mobile phones were owned by more children from single-parent households and wanted by more children from two-parent households. Similarly, more children of single parents had a TV in their bedroom and were thus significantly less likely than children from two-parent families to report deprivation of this item.

Children of graduate mothers were significantly less likely than children of the least educated mothers to experience deprivation of an annual family holiday. In comparison with children whose mothers had post Leaving Certificate education, children whose mothers' highest level of education was at lower secondary level or less were significantly more likely to report deprivation of three balanced meals each day. They also reported wanting, but not being able to afford, a computer at home for all the family and access to the internet.

In *Growing Up in Ireland* mothers' responses to the dietary inventory showed how higher levels of education were linked with greater intake of fruit and vegetables and lower intake of energy dense foods such as crisps, chips, hamburgers/hotdogs, and non-diet soft drinks (Williams et al., 2009). Almost all children (95%) in GUI whose mother was a third level graduate had a home computer compared with just over three-quarters (76%) of children whose mother was in the lowest category of educational attainment. Williams et al. (2009) note research suggesting that children from homes that cannot afford a computer may be disadvantaged in comparison with their peers if they are not afforded the opportunities to practice their computer skills or use the internet as a resource for school projects.

Children whose mothers had post Leaving Certificate qualifications were less likely than children of those with just Leaving Certificate schooling to report not being able to participate in clubs outside of school such as sports clubs, Scouts or Beavers or classes like swimming, ballet or music because of the costs associated with these activities. In GUI (Williams et al.,

2009) participation rates in structured sporting or cultural activities were strongly linked with maternal education. For example, 36% of children whose mothers' highest level of education was at Junior Certificate level or less were involved in activities such as drama, dance or arts. Percentages increased steadily with increasing levels of mothers' education to stand at 64% among nine-year-olds whose mother completed Third Level.

Children whose mothers had Leaving Certificate schooling or less were more likely to have, and consequently less likely to report wanting, a TV in their bedroom. Children of graduate mothers reported significantly more 'deprivation' of this item. Similar findings emerged from GUI where 66% of children whose mother was in the lowest category of educational attainment had a TV in their bedroom compared with 19% of children whose mother had a Third Level degree (Williams et al., 2009).

### **Comparison with the Survey on Income and Living Conditions (SILC) Special Module 2009**

To place the findings on deprivation of necessities in a broader national context, parents' responses when asked about items they would like their child to have but could not afford to give were compared with parents' responses to similar items asked as part of a special module on children's deprivation from SILC 2009 (Central Statistics Office, 2010). Findings were broadly similar, although for some items deprivation was higher among participants in the present study than parents from the general population in SILC. For example, in both studies reported deprivation of school trips, shoes that fit properly or children's books is under 2%. However, 4.2% of parents in the present study stated that they could not afford to buy new clothes for their children. This is higher than the percentage reporting the same deprivation from the SILC general population (at 1%) or SILC households identified as being at risk for poverty (less than 3%). An inability to provide children with a daily meal of meat, chicken or fish was reported by less than 1% of parents in the SILC general population but by 2.7% of parents in the present study, a figure closer to that of the SILC 'at risk' households at just over 3%. Affording to have children's friends over to play and eat occasionally was reported as too difficult by 4.6% of parents in the present study but less than 2.5% of parents from either the general or at risk population in SILC. One area where SILC parents reported greater deprivation is with regard to access to safe outdoor play areas, with 3.5% saying that their child did not have this in comparison with 2.3% of parents from the present study.

## Indicators of Child Deprivation

A key aim of the present study is to develop a child-generated index of children's deprivation and social exclusion indicators for use in Ireland. Such an index should contain items that are generally accepted as necessary for a child to have a reasonable standard of living. These items should also discriminate the poor from the non-poor, given the prevailing social and economic climate, in that children/their families who are experiencing economic hardship will not have all the items because of an inability to afford them. The following sections detail the process involved in developing this index in the present study.

### **Socially Perceived Necessities for Children**

Having asked child and parent respondents for their views on items that are essential for children, the next step is to decide what percentage of endorsement an item requires in order for it to be classified as a socially perceived necessity. However, determining the threshold by which an item is regarded as a socially perceived necessity is a contentious issue. Mack and Lansley (1985) note that any threshold is arbitrary (see also Menton, 2007), but argue that a straight majority (that is, any item which is defined as essential by 50% or more of respondents) is acceptable.

Applying the straight majority approach to the present data revealed that 25 of the 47 items were regarded as necessities by over 50% of the children, with nine of these items receiving endorsement by more than 90%. Twenty of the items were considered to be necessities by the majority of parents. Five items received endorsement by over 90% of parents and the necessities that ranked highest for parents and children were very similar. Many of these items relate to basic needs, for example food, hygiene, health care, education and clothing.

### **From Socially Perceived Necessities to a Deprivation Index**

There are various ways of refining a list of potential necessities into a smaller number of deprivation indicators (e.g. Desai & Shah, 1988; Matern, Mendelson & Oliphant, 2009). All of these approaches are somewhat arbitrary but are an attempt to ensure that the resulting index has greater power to identify children who experience deprivation and children who do not. Bradshaw and Main (2010, pg. 9) state that "items that are owned by all or almost all children offer little insight into poverty" and suggest selecting items that 3% or more of children do not have because their parents report an inability to afford them.

As the child's experience of deprivation is of key interest to the present study, for the purpose of analyses it was decided to retain items from the list that were (i) considered essential by the majority of child respondents and (ii) lacked by 3%<sup>1</sup> or more of the children, based on child reports. The resulting list of 12 indicators is presented in Table 3 below<sup>2</sup>.

Table 3: 12-item index of child deprivation

1. Three balanced meals each day with fruit/vegetables and meat/fish (if they eat meat or fish)
2. Enough of the right clothes for different seasons, for example, a coat to keep warm and dry in winter
3. Separate bed and bedding of their own
4. Own books for reading for fun
5. Food and drinks for friends when they call over to play
6. Own money for school activities or days out
7. Family holiday once a year (can be in Ireland or a different country)
8. Day out with family at least twice a year (like going to the beach, fun fair, leisure centres)
9. Go to a restaurant for a family meal at least twice a year
10. A bank, post office or Credit Union account to save money
11. Shops close to home (like food shops, clothes shops or chemists)
12. Access to the library

### 12-Item Index of Child Deprivation

For the sample of children as a whole 69.5% reported not having to go without any item from the list of 12 deprivation indicators. Just under 18 per cent (17.9%) reported being deprived of one item, 5.7% reported being deprived of two items, 3.8% reported being deprived of three, and 3.1% reported being deprived of four or more items. These figures are reflective of McKay and Collard (2003) who found among their UK

<sup>1</sup> All percentages rounded to nearest whole number

<sup>2</sup> A Cronbach's alpha coefficient (Cronbach, 1951) test was conducted to assess if the set of 12 deprivation indicators is reliable. Alpha was found to be acceptable at 0.671.

sample that 69% of parents reported that their child was not deprived of any items, 15.5% were deprived of one item, 2.1% were deprived of two items and 13.5% experienced deprivation of three or more items. They are also similar to results from the special module on children's deprivation in SILC 2009 (Central Statistics Office, 2010) where parents reported that 71.4% of children did not experience any deprivation, 11.5% were deprived of one item, 7.4% were deprived of two items and 9.7% experienced deprivation of three or more items.

The percentages of children categorised by the socio-demographic variables of family type and mothers' highest level of education who experience different levels of deprivation as assessed by the list of 12 indicators are presented in Table 4 below. While family type did not significantly influence the degree of deprivation a child experienced, mothers' educational attainment had an impact with children of graduate mothers significantly less likely to report high levels of deprivation and children of mothers with the lowest level of education significantly more likely to go without two or more child necessities. Correlational analysis also shows a significant, inverse relationship ( $r=-0.2$ ) between mothers' education and deprivation, in that deprivation decreases as mother's educational attainment increases.

Table 4: Percentage of children classified by family type and mothers' highest level of education experiencing (i) no deprivation from the list of 12 indicators, (ii) deprivation of one item, and (iii) deprivation of two or more items.

	No Deprivation	Deprived of 1 item	Deprived of 2 or more items
<b>Family Type</b>			
Single parent with one or two children	72.3%	19.4%	8.3%
Single parent with three or more children	70.6%	11.8%	17.6%
Two-parent family with one or two children	75.6%	9.0%	15.4%
Two parent family with three or more children	64.8%	24.0%	11.2%
<b>Mother's Highest Level of Education</b>			
Lower secondary or less	61.2%	14.3%	24.5%
Leaving Certificate or equivalent	67.9%	22.6%	9.5%
Sub-degree	67.9%	16.7%	15.4%
Graduate	78.8%	18.2%	3.0%

The finding above that children from different family types are not experiencing significantly different degrees of deprivation is surprising considering that statistical analyses from this study using the EU-SILC Basic Deprivation Index showed that single-parent families experience significantly more household deprivation than two-parent families. It may be that single parents in our study who live with household deprivation endeavour to ensure that their children do not live with child-specific deprivation, at least of the kind identified in the 12-item scale.

### Connecting Household and Child Deprivation

Evidence from the present study suggests that there is a relationship between household deprivation and child-specific deprivation in that correlational analysis shows a low, yet significant, association ( $r=0.2$ ) between the number of household items families are deprived of according to the EU-SILC Basic Deprivation Index and the number of items children are deprived of from the present set of 12 child necessities. However, it is important to note that families who are not classified as having deprived households also have children who lack necessities because they cannot be afforded. For example, 6.1% of children from non-deprived households have to go without three balanced meals each day due to parents lacking the money to provide them. Among families lacking none or only one of the household necessities, 28% had children who were deprived of at least one item from the set of 12 child deprivation indicators. Conversely, 58% of children from households who could be classified as materially deprived are not going without any of the child deprivation indicators. These findings suggest that child and household deprivation are not one and the same phenomenon. In some instances children experience more deprivation than their parents, while in others parents may be going without household essentials in order to ensure that their children's needs are met.

To further examine any relationships between household and child deprivation, parent reports of going without items from the EU-SILC Basic Deprivation Index were compared with child reports of going without similar items from the child deprivation items generated for this study. Table 5 on the following page shows which indicators of household and child poverty were paired together.

Table 5: Comparison of percentage of parents reporting household deprivation with percentage of children reporting child-specific deprivation

		<b>% going without due to inability to afford</b>
Household	Does your household eat meals with meat, chicken, fish (or vegetarian equivalent) at least every second day?	0.4
Household	Does your household have a roast joint (or its equivalent) at least once a week?	3.9
Child	Three balanced meals each day with fruit/vegetables and meat/fish	6.5
Household	Do household members buy new rather than second-hand clothes?	3.1
Child	New clothes, not ones that someone else owned	5.0
Household	Does each household member possess a warm waterproof coat?	2.3
Child	Enough of the right clothes for different seasons, for example, a coat to keep warm and dry in winter	2.7
Household	Does each household member possess two pairs of strong shoes?	7.0
Child	Shoes that fit properly and are right for the weather	0.0
Household	Was the household heating available when needed during the last year?	3.9
Household	Does the household keep the home adequately warm?	3.5
Child	Heating whenever they are cold	2.3
Household	Does the household have family or friends for a drink or meal once a month?	14.3
Child	Food and drink for friends when they call over to play	2.7
Household	Does the household buy presents for family or friends at least once a year?	4.6
Child	Present to bring to a birthday party	2.3
Household	Do you have a morning, afternoon or evening out once a fortnight, for your entertainment (something that costs money)?	26.3
Child	See a movie in the cinema	4.6
Child	Day out with family (like going to the beach, fun fair etc)	3.1
Child	Go to a concert	33.6
Child	Go to a restaurant for a family meal	4.6

While close similarity is noted for some items, for example, "Does each household member possess a warm waterproof coat?" (2.3% deprived) and "Do you (child respondent) have enough of the right clothes for different seasons, for example, a coat to keep warm and dry in winter?" (2.7% deprived), more items appear to give rise to very disparate reports. For example, 7% of parents reported that members of their household were deprived of "two pairs of strong shoes", while no child reported that he or she went without shoes that "fit properly and are right for the weather". Even allowing for the reported 1.9% of parents who stated in the child necessities survey that their child did not have adequate shoes, these findings question the notion of parallel deprivation within households. The Millennium Cohort Study, a longitudinal study of children in the United Kingdom, included child and household poverty measures and showed similar disparities in that 0.9% of children were found not to own new, properly fitted shoes but 5.5% of parents reported not having two pairs of weatherproof shoes. It thus appears that responses to household indicators of deprivation and child indicators of deprivation do not adequately map onto each other.

# CONCLUSIONS



## 4

## CONCLUSIONS

This paper reports the results of a study aiming to derive a child-generated set of indicators of child deprivation. To date child poverty and deprivation have been calculated on the basis of the child being reared in a household assessed as living in relative or consistent poverty. There is a convincing argument for including children in the development of child-specific indicators to capture the extent and experience of child deprivation. Using the socially perceived necessities method with children and their parents to identify child necessities and enforced lack of these necessities is innovative in the study of childhood deprivation in Ireland.

The index of 12 indicators of child deprivation, developed solely from child responses, shows how key necessities for children identified by children differ from child necessities identified by adults and assessed in surveys such as the SILC Special Module 2009. Although children acknowledge the importance of basic necessities such as adequate food and clothing, they also place an emphasis on being able to participate in typical family activities (e.g. holidays or going out for a meal) and to access services (e.g. library or shops).

Evidence from this study suggests that while household deprivation is related to child-specific deprivation, household and child deprivation are not one and the same phenomenon. In some instances children experience more deprivation than their parents, while in others parents may be going without in order to ensure that their children's needs are met. It appears that some children are protected from experiencing the level of child-specific deprivation that might be expected considering their parents' reports of household deprivation, while other children in homes with little or no apparent household deprivation are experiencing a surprising lack of child essentials.

Thus, the distribution of resources within the family is complex and there is a need to clearly identify the factors at play here. However, using

household indicators of deprivation or parent reports of deprivation in data collection as a proxy for children's own experiences is inadequate as it does not help us to sufficiently identify or satisfactorily understand the actual experiences of deprived and non-deprived children living in deprived and non-deprived homes. Preliminary results arising from the development and early application of the 12-item child-generated deprivation measure suggest that it has potential for use with children in the changing Irish economic context and that it could serve as a useful child-centred adjunct to current means of calculating levels of child poverty.



# REFERENCES

Barnes, H., and Wright, G. (2010). *Defining child poverty in South Africa using the socially perceived necessities approach*. Centre for the Analysis of South African Social Policy Department of Social Policy and Social Work, University of Oxford, Oxford.

Ben-Arieh, A. (2005). Where are the children? Children's role in measuring and monitoring their wellbeing. *Social Indicators Research*, 74(3), 573- 596.

Boyden, J., Eyber, C., Feeny, T., and Scott, C. (2003). *Voices of Children: Experiences and Perceptions from Belarus, Bolivia, India, Kenya and Sierra Leone. Children and Poverty Series Part 2*. Richmond, VA: Christian Children's Fund.

Bradshaw, J. and Main, G. (2010). *PSE Measures Review Paper: Children's Deprivation Items. Working Paper Series: No 7. Poverty and Social Exclusion in the UK: The 2011 Survey*. The Economic & Social Research Council.

Cantillon, S., Gannon, B., and Nolan, B. (2004). *Sharing Household Resources: Learning from Non-monetary Indicators*. Dublin: Combat Poverty Agency/IPA

Central Statistics Office (2010), *Survey on Income and Living Conditions 2009 Results*, Dublin, Stationery Office.

Collins, M. L. (2006). Poverty: Measurement, Trends and Future Directions, in S. Healy, B. Reynolds and M. L. Collins, *Social Policy in Ireland: Principles, Practice and Problems*. Dublin, Liffey Press.

Cronbach, L. (1951). Coefficient Alpha and the Internal Structure Tests. *Psychometrika*, 16(3), 297-334.

Crowley, A., and Vulliamy, C. (2007). *Listen Up! Children and Young People Talk: About Poverty*. Save the Children: Wales.

Daly, M., and Leonard, M. (2002). *Against All Odds: Family Life on a Low Income in Ireland*. Dublin: Combat Poverty Agency/ Institute of Public Administration.

- Desai, M., and Shah, A. (1988). An Econometric approach to the measurement of poverty. *Oxford Economic Papers*, 40(3), 505-522.
- Department of Education and Skills (2010). *Social Inclusion*. Dublin: Stationery Office.
- End Child Poverty Coalition (2011). *Child Poverty: Ireland in Recession*. Available at <http://www.endchildpoverty.ie/publications/documents/EndChildPovertyCoalitionChildPoverty-IrelandinRecession.pdf>
- Evans, G. (2004). The Environment of Childhood Poverty. *American Psychologist*, 59(2), 77-92.
- Gordon, D., Levitas, R., Pantazis, C., Patsios, D., Payne, S., Townsend, P., Adelman, L., Ashworth, K., Middleton, S., Bradshaw, J., and Williams, J. (2000). *Poverty and Social Exclusion in Britain*. York: Joseph Rowntree Foundation.
- Greene, S. (2006). Child psychology: Taking account of children at last? *Irish Journal of Psychology*, 27, 8-15.
- Grinspun, A. (2004). Editorial. In A. Grinspun (ed.) *In Focus. Children and Poverty*, Brasilia: United Nations Development Programme International Poverty Centre.
- Kerrins, L., Greene, S., and Murphy, S. (in press). *Going Without: Measuring Child Poverty and Social Exclusion in Ireland*. Dublin: Combat Poverty Agency Working Paper.
- Lister, R. (2004). *Poverty*. Bristol: Polity Press.
- Mack, J., and Lansley, S. (1985). *Poor Britain*. London: Allen and Unwin.
- Maitre, B., Nolan, B., and Whelan, C. T. (2006). *Reconfiguring the Measurement of Deprivation and Consistent Poverty in Ireland*. Policy Research Series No 58, ESRI.
- Matern, R., Mendelson, M., and Oliphant, M. (2009). *Developing a Deprivation Index: The Research Process*. Daily Bread Food Bank and the Caledon Institute of Social Policy: Metcalf Foundation.
- McKay, S., and Collard, S. (2003). *Developing Deprivation Questions for the Family Resources Survey*. Department for Work and Pensions Working Paper No. 13. Corporate Document Series.

- Menton, C. (2007). *An Investigation of the Measurement of Poverty in Ireland*. Dublin: Institute of Public Administration.
- Middleton, S., Ashworth, K., and Braithwaite, I. (1997). *Small Fortunes: Spending on Children, Childhood Poverty and Parental Sacrifice*. York: Joseph Rowntree Foundation.
- Nolan, B., and Farrell, B. (1990). *Child Poverty in Ireland*. Dublin: Combat Poverty Agency.
- Nolan, B. and Whelan, C. (1996). *Resources, Deprivation and Poverty*. Oxford and New York: Oxford University Press, Clarendon Press.
- Quinn, B., Griffin, K., and Stacey, J. (2008). *Poverty, Social Exclusion and Holidaying: Towards Developing Policy in Ireland*. Dublin: Combat Poverty Agency Working Paper Series 08/01
- Ridge, T. (2002). *Childhood Poverty and Social Exclusion: From a Child's Perspective*. Policy Press Bristol.
- Ridge, T. (2011). The Everyday Costs of Poverty in Childhood: A Review of Qualitative Research Exploring the Lives and Experiences of Low-Income Children in the UK. *Children & Society*, 25(1), 73-84.
- Skevik, A. (2008). Household poverty and deprivation amongst children: How strong are the links? *Childhood*, 15(107), 107-125.
- Townsend, P. (1979). *Poverty in the United Kingdom: a survey of household resources and standards of living*. University of California Press.
- Whelan, C.T., Nolan, B., and Maitre, B. (2006). *Measuring consistent poverty in Ireland with EU SILC data*. Dublin. Economic and Social Research Institute.
- Williams, J., Greene, S., Doyle, E., Harris, E., Layte, R., McCoy, S., McCrory, C., Murray, A., Nixon, E., O'Dowd, T., O' Moore, M., Quail, A., Smyth, E., Swords, L., Thornton, M. (2009) *Growing Up in Ireland. The Lives of 9-Year-Olds*. Dublin: Stationary Office
- Willitts, M. (2006). *Measuring child poverty using material deprivation: possible approaches*. Department for Work and Pensions. Leeds: Corporate Document Services.



# APPENDIX 1

## Part One: Children's Information Leaflet



This information leaflet provides information on our research study and aims to answer any questions you may have.

### Who are we?

The study is being carried out by researchers at the Children's Research Centre, Trinity College.

### What do we want to know?

We are doing a research project to find out what kinds of things children in Ireland think all children should have and be able to do, even if their parents haven't got much money. We would also like to find out about the kinds of things that you own and the things that you do.

We are doing this to understand the way that children in Ireland live and the kinds of things that some children may be missing out on if their families cannot afford them.

### How can you help?

We will be going to schools in Ireland asking boys and girls aged from 9 to 11 years of age to fill in a survey about what they own and do and the kinds of things they think no child should go without.

You can help by asking us any questions you may have and then if, you're happy to do so, sign a form saying that you want to take part and then completing one of our surveys.

### What happens with the information?

Your opinions will be put together with the ideas and opinions of other children from different backgrounds. This will all be written up into a report that might be published or presented at meetings.

Your names or any details that might identify you will not be used anywhere. We will send your school a report when it is finished so you can have a look at it.

### What if I change my mind?

You can decide at any time to stop taking part in the study and you don't have to give us a reason for this. You can also decide to skip some of the questions if you want.

---

If you would like more information please contact Lori at 01 XXX XXXX and she will answer your questions.

## Part Two: Children's Consent Form



- I have read the information leaflet/the information leaflet has been read to me.
  
- I am happy to take part in the survey about "Children in Ireland: What they need, what they have, what they want"
  
- I understand that I can stop completing the survey any time
  
- I understand that my name will not be on the survey and that my name or details about me will not be used in any reports.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## Part 3: Children's Survey



- We are doing a research project to find out what kinds of things children in Ireland think all children should have and be able to do, even if their parents don't have much money.
- We would also like to find out about the kinds of things that you own and the things that you do.

Please do not write your name on this paper.

We would like to have a little bit of information about you before we start:

1. What age are you? \_\_\_\_\_
2. Are you a boy or a girl? \_\_\_\_\_

PART ONE: Things to have...

	Tick the things you think are <b>NECESSITIES</b> for <b>ALL</b> children aged 9-11 years, even if their parents do not have a lot of money.	Tick the things that <b>YOU HAVE</b>	Tick the things that <b>YOU WANT BUT CANNOT HAVE</b> because your parents haven't enough money for them.
1. Pocket money every week			
2. Three balanced meals a day with fruit/veg and meat/fish			
3. Enough of the right clothes for different seasons, for example a coat to keep warm and dry in winter			
4. Shoes that fit properly and are right for the weather			
5. A pony			
6. A bedroom of their own			
7. Separate bed (like single/bunk bed) and separate bedding (like quilt/duvet) of their own			
8. All the school uniform, books and equipment prescribed			
9. A computer at home for all the family			
10. A trampoline			
11. Present to bring to a friend's birthday party			

Tick the things you think are <b>NECESSITIES</b> for <b>ALL</b> children aged 9-11 years, even if their parents do not have a lot of money.	Tick the things that <b>YOU HAVE</b>	Tick the things that <b>YOU WANT BUT CANNOT HAVE</b> because your parents haven't enough money for them.
12. Nice clothes for special days (like holy communion, confirmation, birthdays)		
13. Equipment for playing music (like a CD player or ipod)		
14. TV in their bedroom		
15. A birthday party		
16. Own books for reading for fun		
17. A pet		
18. A TV at home for all the family		
19. A DVD player at home for all the family		
20. A bicycle		
21. Sports equipment and clothes (like football boots or hockey stick)		
22. Fashionable clothing like their friends have		
23. New clothes, not ones that someone else owned		

	Tick the things you think are <b>NECESSITIES</b> for <b>ALL</b> children aged 9-11 years, even if their parents do not have a lot of money.	Tick the things that <b>YOU HAVE</b>	Tick the things that <b>YOU WANT BUT CANNOT HAVE</b> because your parents haven't enough money for them.
24. A games console (like Playstation, X-box, DS-Lite)			
25. Computer games			
26. Internet at home			
27. Heating whenever they are cold			
28. A mobile phone			
29. Food and drinks for friends when they call over to play			
30. A musical instrument			
31. Treats (for example, a surprise from their parents like some chocolate)			
32. Safe places to play outdoors			
33. Own money for school activities for days out			
34. Personal healthcare items of their own (like a toothbrush, hairbrush)			

**PART TWO: Things to do...**

	Tick the things you think are <b>NECESSITIES</b> for <b>ALL</b> children aged 9-11 years, even if their parents do not have a lot of money	Tick the activities that <b>YOU ARE DOING</b>	Tick the activities that <b>YOU WANT TO BE DOING BUT CANNOT DO</b> because your parents haven't enough money for them.
1. Participating in clubs outside of school (like sports clubs, youth clubs, Scouts, Beavers)			
2. Going to a swimming pool at least once a month			
3. Going on a family holiday once a year (can be in Ireland or a different country)			
4. Going on at least one school trip in a school year (like a school tour)			
5. Having a day out with family at least twice a year (like going to the beach, fun fair, leisure centres)			
6. Seeing a movie at the cinema at least twice a year			
7. Going to a concert at least once a year			
8. Going to classes/lessons (like swimming, ballet, guitar) that cost money			
9. Going to a restaurant for a family meal at least twice a year			

PART THREE: Things that help...

	Tick the things you think are <b>NECESSITIES</b> for <b>ALL</b> children aged 9-11 years, even if their parents do not have a lot of money	Tick what <b>YOU</b> <b>HAVE OR DO.</b>	Tick the things that <b>YOU WANT TO HAVE OR BE ABLE TO DO</b> but cannot do because your parents haven't enough money for them.
1. Have a bank, post office or Credit Union account to save money			
2. Go to doctors and dentists when need to			
3. Have shops close to home (like food shops, clothes shops or chemists)			
4. Go to school			
5. Have transport (like parents' car, bus, train) to get to things to do			
6. Access to the library			

# APPENDIX 2

## Part One: Parents' Information Leaflet



The Children's Research Centre (CRC) at Trinity College Dublin (TCD) is conducting a survey on children's living standards in Ireland. We are required to ask for your written consent for your child's participation in the survey. The survey will be completed by 4th class in school and should take no more than fifteen minutes to complete. The children do not write their names on the survey.

### Who is conducting this research?

This work is being carried out on behalf of Barnardos and the Society of St. Vincent de Paul. Professor Sheila Greene, Dr. Lori Swords and Ms Eimear Boyd are conducting the study. It is hoped this research will shed light on how children experience poverty in Ireland or what it is that they go without when their parents don't have a lot of money. While parents are usually asked this question we think it very important to ask the children themselves.

### What the children will be doing...

When we visit your child's school we will explain all about our research. Those children whose parents have signed the consent form will be presented with the survey. On this day the children themselves will be asked to sign a consent form. In the survey they will be asked to tick items (eg. school books, a warm coat) that they think no child should go without due to low family income. They will also be asked to tick activities that they do and activities they do not do because they say their parents have not enough money.

## What happens to the information gathered?

The information gathered will be analysed and may be used by (i) the researchers in a report or presentation and/or (ii) Barnardos or St. Vincent de Paul in the work that they do. Please be assured that we will never refer to any parent or child specifically and that any information given to us will be treated in the strictest confidence.

However, if your child tells us something in the course of our research that makes us concerned about his or her wellbeing, we are obliged to tell someone who can help.

## Other important information...

Taking part in this research study is completely voluntary and you or your child can stop at any point. There are no known risks from being involved in this research and you or your child will not benefit personally. If, for any reason, your child becomes upset, the researcher will contact their teacher to ensure your child's well-being. The researchers are cleared by the Garda to work with children.

## What to do now...

1. If you agree to let your child take part in our survey, please sign the enclosed consent form and return it to your child's class teacher in the sealed, addressed envelope provided. A researcher will collect all envelopes from the school.
2. If you have the time, please also complete the enclosed parent survey and return that to us too in the same sealed envelope. Please be assured only the researchers will have access to this information.
3. If you have any questions or concerns about being in this study, please call:

Eimear Boyd at the Children's Research Centre  
on 01 XXX XXXX or e-mail [eboyd@tcd.ie](mailto:eboyd@tcd.ie)

Lori Swords at the Children's Research Centre  
on 01 XXX XXXX or e-mail [swordsl@tcd.ie](mailto:swordsl@tcd.ie)

Thank you for your time.

## Part Two: Parents' Consent Form

If you consent to your child participating in the research outlined in the information booklet, please can you (i) read each statement below (ii) tick the boxes if you agree with the statements (iii) sign at the end and (iv) answer the 4 information questions on the next sheet. Please place these forms in the envelope provided, seal it, and return to the school. Thank you.

- I have had the chance to ask any questions I have about this study and they have been answered for me.
- I understand that participation is voluntary and that I can withdraw my child from the study at anytime without explanation.
- I have read the information in this consent form, and I agree to my child being in the study.

Signature of Parent: \_\_\_\_\_

Name of child: \_\_\_\_\_

Date: \_\_\_\_\_

## Information questions

If you agree to your child participating in our study can you please answer the following four questions by ticking the appropriate box?

1. Please indicate (tick):

Are you the child's Mother  Father  or

Other relationship to child  (please specify) \_\_\_\_\_

2. Which of the following best describes your family household situation?

Single parent with one or two children	<input type="checkbox"/>
Single parent with three or more children	<input type="checkbox"/>
Two parents with one or two children	<input type="checkbox"/>
Two parents with three or more children	<input type="checkbox"/>

3. a) What is your nationality? \_\_\_\_\_

b) Where appropriate, please provide the nationality of your child's other parent/guardian: \_\_\_\_\_

Please circle the relationship of this other parent/guardian to the child: Mother/Father/Guardian/Other (please state) \_\_\_\_\_

4. Please indicate (tick appropriate box) the highest level of education you have completed to date. Where appropriate, please provide this information also for your child's other parent/guardian.

	You	Other parent/guardian
Primary school or less	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate/Junior/ Group Certificate or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
Leaving Certificate or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
Diploma/ Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Primary degree	<input type="checkbox"/>	<input type="checkbox"/>
Postgraduate/Higher degree	<input type="checkbox"/>	<input type="checkbox"/>

## Part 3: Parents' Survey



- We are doing a research project to find out what kinds of things adults and children in Ireland think all children should have and be able to do, even if their parents don't have much money.
- We would also like to find out about the kinds of things that your child owns and the things that he/she does .

Please indicate (tick):

Are you the child's Mother  Father  or

Other relationship to child  (please specify) \_\_\_\_\_

**PART ONE: In the household...**

For the following items please tick whether or not your household, has the item and, if not, if it is because you couldn't afford it or for another reason?

	Yes	No, cannot afford	No, some other reason
1. Does your household eat meals with meat, chicken, fish (or vegetarian equivalent) at least every second day?			
2. Does your household have a roast joint (or its equivalent) at least once a week?			
3. Do household members buy new rather than second-hand clothes?			
4. Does each household member possess a warm waterproof coat?			
5. Does each household member possess two pairs of strong shoes?			
6. Does the household replace any worn out furniture?			
7. Was the household heating available when needed during the last year?			
8. Does the household keep the home adequately warm?			
9. Does the household have family or friends for a drink or meal once a month?			
10. Does the household buy presents for family or friends at least once a year?			
11. Do you have a morning, afternoon or evening out once a fortnight, for your entertainment (something that costs money)?			

PART TWO: Things to have...

	Tick the things you think are <b>NECESSITIES</b> for <b>ALL</b> children aged 9-11 years, even if their parents do not have a lot of money.	Tick the things that <b>YOUR CHILD HAS</b> .	Tick the things that <b>YOU WOULD LIKE YOUR CHILD TO HAVE BUT CANNOT AFFORD TO PAY FOR.</b>
1. Pocket money every week			
2. Three balanced meals a day with fruit/veg and meat/fish			
3. Enough of the right clothes for different seasons, for example a coat to keep warm and dry in winter			
4. Shoes that fit properly and are right for the weather			
5. A pony			
6. A bedroom of their own			
7. Separate bed (like single/bunk bed) and separate bedding (like quilt/duvet) of their own			
8. All the school uniform, books and equipment prescribed			
9. A computer at home for all the family			
10. A trampoline			
11. Present to bring to a friend's birthday party			

	Tick the things you think are <b>NECESSITIES</b> for <b>ALL</b> children aged 9-11 years, even if their parents do not have a lot of money.	Tick the things that <b>YOUR CHILD HAS</b> .	Tick the things that <b>YOU WOULD LIKE YOUR CHILD TO HAVE BUT CANNOT AFFORD TO PAY FOR</b> .
12. Nice clothes for special days (like holy communion, confirmation, birthdays)			
13. Equipment for playing music (like a CD player or ipod)			
14. TV in their bedroom			
15. A birthday party			
16. Own books for reading for fun			
17. A pet			
18. A TV at home for all the family			
19. A DVD player at home for all the family			
20. A bicycle			
21. Sports equipment and clothes (like football boots or hockey stick)			
22. Fashionable clothing like their friends have			
23. New clothes, not ones that someone else owned			

	Tick the things you think are <b>NECESSITIES</b> for <b>ALL</b> children aged 9-11 years, even if their parents do not have a lot of money.	Tick the things that <b>YOUR CHILD HAS</b> .	Tick the things that <b>YOU WOULD LIKE YOUR CHILD TO HAVE BUT CANNOT AFFORD TO PAY FOR</b> .
24. A games console (like Playstation, X-box, DS-Lite)			
25. Computer games			
26. Internet at home			
27. Heating whenever they are cold			
28. A mobile phone			
29. Food and drinks for friends when they call over to play			
30. A musical instrument			
31. Treats (for example, a surprise from their parents like some chocolate)			
32. Safe places to play outdoors			
33. Own money for school activities for days out			
34. Personal healthcare items of their own (like a toothbrush, hairbrush)			

PART THREE: Things to do...

	Tick the things you think are <b>NECESSITIES</b> for <b>ALL</b> children aged 9-11 years, even if their parents do not have a lot of money	Tick the activities that <b>YOUR CHILD IS DOING</b>	Tick the things that <b>YOU WOULD LIKE YOUR CHILD TO BE DOING BUT CANNOT AFFORD TO PAY FOR.</b>
1. Participating in clubs outside of school (like sports clubs, youth clubs, Scouts, Beavers)			
2. Going to a swimming pool at least once a month			
3. Going on a family holiday once a year (can be in Ireland or a different country)			
4. Going on at least one school trip in a school year (like a school tour)			
5. Having a day out with family at least twice a year (like going to the beach, fun fair, leisure centres)			
6. Seeing a movie at the cinema at least twice a year			
7. Going to a concert at least once a year			
8. Going to classes/lessons (like swimming, ballet, guitar) that cost money			
9. Going to a restaurant for a family meal at least twice a year			

**PART FOUR: Things that help...**

	Tick the things you think are <b>NECESSITIES</b> for <b>ALL</b> children aged 9-11 years, even if their parents do not have a lot of money	Tick what <b>YOUR CHILD HAS OR DOES.</b>	Tick the things that <b>YOU WOULD LIKE YOUR CHILD TO HAVE OR BE ABLE TO DO BUT CANNOT AFFORD TO PAY FOR.</b>
1. Have a bank, post office or Credit Union account to save money			
2. Go to doctors and dentists when need to			
3. Have shops close to home (like food shops, clothes shops or chemists)			
4. Go to school			
5. Have transport (like parents' car, bus, train) to get to things to do			
6. Access to the library			

# APPENDIX 3

Percentage of children experiencing enforced deprivation of each item classified by mother's highest level of education

	% children wanting the item but parents not affording it broken down by mother's education			
	Lower Sec or less	Leaving Cert	Sub-Degree	Graduate
1. Pocket money	34.7	34.0	54.8	40.9
2. Three balanced meals each day with fruit/vegetables and meat/fish (if they eat meat or fish)	14.3	7.5	2.4	4.5
3. Enough of the right clothes for different seasons, for example, a coat to keep warm and dry in winter	6.1	1.9	3.6	0.0
4. Shoes that fit properly and are right for the weather	0.0	0.0	0.0	0.0
5. A bedroom of their own	14.3	13.2	16.7	16.7
6. Separate bed and bedding of their own	8.2	5.7	1.2	3.0
7. All the school uniform, books and equipment (e.g. pens, rulers, copybooks) prescribed	0.0	0.0	1.2	0.0
8. A computer at home for all the family	14.3	5.7	2.4	0.0
9. Present to bring to a friend's birthday party	4.1	3.8	1.2	1.5
10. Nice clothes for special days (like holy communion, confirmation, birthdays)	4.1	3.8	0.0	0.0
11. Equipment for playing music (like a CD player or iPod)	16.3	17.0	13.1	13.6
12. TV in their bedroom	16.3	18.9	36.9	42.4
13. A birthday party	6.1	5.7	4.8	1.5

	% children wanting the item but parents not affording it broken down by mother's education			
	Lower Sec or less	Leaving Cert	Sub-Degree	Graduate
14. Their own books for reading for fun	6.1	5.7	2.4	0.0
15. A pet	10.4	5.7	15.5	15.2
16. A TV at home for all the family	2.0	0.0	0.0	0.0
17. A DVD player at home for all the family	4.1	0.0	1.2	0.0
18. A bicycle	6.1	3.8	2.4	1.5
19. Sports equipment and clothes (like football boots or a hockey stick)	2.0	1.9	1.2	3.0
20. Fashionable clothing like their friends have	14.3	18.9	9.5	9.1
21. New clothes, not ones that someone else owned	6.1	9.4	3.6	3.0
22. A games console (like Playstation, X-box, DS-Lite)	4.1	0.0	1.2	3.0
23. Computer games	12.2	9.4	9.5	9.1
24. Internet at home	22.4	0.0	2.4	1.5
25. Heating whenever they are cold	6.1	1.9	1.2	1.5
26. A mobile phone	16.3	11.3	26.2	28.8
27. Food and drinks for friends when they call over to play	6.1	0.0	3.6	1.5
28. A musical instrument	16.3	7.5	7.1	6.1
29. Treats (for example, a surprise from their parents like some chocolate)	6.1	3.8	6.0	3.0
30. Safe places to play outdoors	2.0	1.9	2.4	0.0
31. Own money for school activities for days out	10.2	5.7	6.0	3.0
32. Personal toiletry items (e.g. toothbrush, hairbrush)	0.0	0.0	1.2	0.0
33. Participate in clubs (like sports clubs, karate, drama, dancing, Scouts, Beavers)	8.2	13.2	6.0	3.0
34. Go to swimming pool at least once a month	12.2	17.0	19.0	10.6
35. Go on a family holiday once a year (can be in Ireland or a different country)	14.3	5.7	11.9	1.5

	% children wanting the item but parents not affording it broken down by mother's education			
	Lower Sec or less	Leaving Cert	Sub-Degree	Graduate
36. Go on a family holiday once a year (can be in Ireland or a different country)	14.3	5.7	11.9	1.5
37. Go on at least one school trip in a school year (like a school tour)	0.0	3.8	0.0	0.0
38. Day out with family at least twice a year (like going to the beach, fun fair, leisure centres)	6.1	1.9	2.4	3.0
39. See a movie at the cinema at least twice a year	10.2	3.8	4.8	1.5
40. Go to a concert at least once a year	38.8	32.1	32.1	33.3
41. Classes outside of school (like music, dancing or sports)	10.2	20.8	9.5	0.0
42. Go to a restaurant for a family meal at least twice a year	4.1	5.7	7.1	1.5
43. A bank, post office or Credit Union account to save money	41	5.7	4.8	3.0
44. Go to doctors and dentists when need to	0.0	0.0	0.0	0.0
45. Shops close to home (like food shops, clothes shops or chemists)	10.2	1.9	6.0	4.5
46. Go to school	0.0	0.0	0.0	0.0
47. Transport (like parents' car, bus, train) to get to things to do	4.1	1.9	0.0	0.0
48. Go to the library	4.1	11.3	8.3	0.0

Percentage of children experiencing enforced deprivation  
of each item classified by family type

	% children wanting the item but parents not affording it by family type			
	Single-parent family with one or two children	Single-parent family with three or more children	Two-parent family with one or two children	Two-parent family with one or two children
1. Pocket money	41.7	41.2	44.9	41.6
2. Three balanced meals each day with fruit/vegetables and meat/fish (if they eat meat or fish)	11.1	11.8	5.1	4.0
3. Enough of the right clothes for different seasons, for example, a coat to keep warm and dry in winter	0.0	5.9	3.8	2.4
4. Shoes that fit properly and are right for the weather	0.0	0.0	0.0	0.6
5. A bedroom of their own	8.3	23.5	10.3	20.0
6. Separate bed and bedding of their own	5.6	17.6	2.6	2.4
7. All the school uniform, books and equipment (e.g. pens, rulers, copybooks) prescribed	0.0	0.0	0.0	0.8
8. A computer at home for all the family	2.8	5.9	3.8	5.6
9. Present to bring to a friend's birthday party	2.8	5.9	0.0	2.4
10. Nice clothes for special days (like holy communion, confirmation, birthdays)	0.0	11.8	0.0	0.8
11. Equipment for playing music (like a CD player or iPod)	13.9	17.6	14.1	13.6
12. TV in their bedroom	19.4	11.8	32.1	34.4
13. A birthday party	2.8	0.0	5.1	5.6
14. Their own books for reading for fun	2.8	0.0	2.6	4.0
15. A pet	5.6	6.3	14.1	13.6
16. A TV at home for all the family	0.0	5.9	0.0	0.0

	% children wanting the item but parents not affording it by family type			
	Single-parent family with one or two children	Single-parent family with three or more children	Two-parent family with one or two children	Two-parent family with one or two children
17. A DVD player at home for all the family	2.8	5.9	0.0	0.8
18. A bicycle	0.0	5.9	1.3	4.8
19. Sports equipment and clothes (like football boots or a hockey stick)	5.6	5.9	0.0	2.4
20. Fashionable clothing like their friends have	0.0	11.8	12.8	15.2
21. New clothes, not ones that someone else owned	5.6	23.5	1.3	4.0
22. A games console (like Playstation, X-box, DS-Lite)	0.0	5.9	0.0	3.2
23. Computer games	2.8	11.8	7.7	12.8
24. Internet at home	2.8	17.6	3.8	5.6
25. Heating whenever they are cold	0.0	11.8	0.0	2.4
26. A mobile phone	2.8	5.9	24.4	28.0
27. Food and drinks for friends when they call over to play	2.8	0.0	2.6	3.2
28. A musical instrument	8.3	5.9	5.1	12.8
29. Treats (for example, a surprise from their parents like some chocolate)	0.0	11.8	6.4	4.0
30. Safe places to play outdoors	0.0	0.0	2.6	1.6
31. Own money for school activities for days out	2.8	5.9	3.8	8.0
32. Personal toiletry items (e.g. toothbrush, hairbrush)	0.0	0.0	0.0	0.8
33. Participate in clubs (like sports clubs, karate, drama, dancing, Scouts, Beavers)	5.6	5.9	10.3	5.6
34. Go to swimming pool at least once a month	19.4	11.8	12.8	14.4
35. Go on a family holiday once a year (can be in Ireland or a different country)	5.6	5.9	7.7	9.6

	% children wanting the item but parents not affording it by family type			
	Single-parent family with one or two children	Single-parent family with three or more children	Two-parent family with one or two children	Two-parent family with one or two children
36. Go on at least one school trip in a school year (like a school tour)	2.8	0.0	1.3	0.0
37. Day out with family at least twice a year (like going to the beach, fun fair, leisure centres)	0.0	5.9	0.0	5.6
38. See a movie at the cinema at least twice a year	5.6	5.9	1.3	6.4
39. Go to a concert at least once a year	33.3	47.1	30.8	34.4
40. Classes outside of school (like music, dancing or sports)	16.7	5.9	11.5	6.4
41. Go to a restaurant for a family meal at least twice a year	5.6	11.8	1.3	4.8
42. A bank, post office or Credit Union account to save money	0.0	5.9	6.4	4.8
43. Go to doctors and dentists when need to	0.0	0.0	0.0	0.0
44. Shops close to home (like food shops, clothes shops or chemists)	2.8	5.9	5.1	6.4
45. Go to school	0.0	0.0	0.0	0.0
46. Transport (like parents' car, bus, train) to get to things to do	0.0	0.0	2.6	0.8
47. Go to the library	0.0	17.6	6.4	7.2





