

SMALL VOICES, BIG DREAMS 2016

A SURVEY OF MORE THAN 6,000 CHILDREN AROUND THE WORLD
REVEALS THEIR VIEWS ON EDUCATION AND SCHOOL



ChildFund
Alliance

CREDITS

Data collection: This survey would not be possible without the dedication of staff and volunteers working for members of ChildFund Alliance, who spent weeks talking to children and documenting their opinions and ideas.

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Photography: © Jake Lyell, ChildFund staff



Cover: Sina, 10, (right), with her sister, Cambodia

Back cover: Siofra, 12, Ireland; Samuel, 12, Brazil; Melaney, 12, Ecuador; Ka Lia Lo, 11, Laos; Abu, 12, Bangladesh; Immaculate, 12, Uganda; Manuel, 10, Mexico; Yannu, 12, Sri Lanka; and Ariana, 10, New Zealand.



Maria describes why education is important: “I want to be smart. I want to be smart so I can become a police officer.”

— MARIA, 10, (right), with her classmates, INDONESIA

MISSION

ChildFund Alliance is an effective global network of child-centered development organizations working in the poorest countries around the world to create opportunities for disadvantaged children.

The mission of each ChildFund Alliance member is to create long-term, sustainable, community-based solutions to development problems affecting children and their families.

In joining together the great strengths of our member organizations, ChildFund Alliance combines and expands the reach and scope of our members to meet the needs of children living in poverty.

ChildFund Alliance members implement sustainable child-focused, community-based development programs in areas where children are impacted by war, natural disasters, poverty and global health issues such as HIV and AIDS.

While each member organization retains its own distinct national identity and governance by national boards, collectively ChildFund Alliance is a voice for children and an instrument for maintaining worldwide standards of performance, efficiency and accountability.

MEMBERS

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ChildFund Australia

ChildFund Deutschland

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ChildFund Korea

ChildFund New Zealand

Christian Children's Fund of Canada

Educo

Un Enfant par la Main

THE RIGHT TO SAFE, MEANINGFUL EDUCATION



When ChildFund Alliance set out to survey children around the world about their views on school and education, we expected them to tell us that going to school is important. We were thrilled when a definitive 98% of the 6,000-plus 10- to 12-year-olds we talked to said that education is, indeed, important to them.

We learned that what children love most about schools includes new things and working with their teachers. Almost half said that getting an education will help them get a good job when they grow up. Many see it as allowing them to make a difference in their country or to make them a better person.

On a less positive note, only 60% of the children surveyed around the world said their school is always safe. On average, 3% of children said their school is never safe; in one country, a shocking 20% said their school is *never* safe.

This statistic is worrying, as safety is a prerequisite for learning. World leaders recognized the importance of safe, meaningful education when they adopted the Sustainable Development Goals (SDGs) in September 2015. SDG 4 reads: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

SDG 4 may seem overwhelmingly ambitious. Yet the number of children and young people not attending school has almost halved since the turn of the century and, thanks in part to the millennium development goals, in most countries there are now as many girls as boys in primary school.

This is critical. We know that if young girls are able to access and complete primary and secondary education, the number of child marriages and early pregnancies will go down, while the opportunity for women to participate in society and contribute directly to the economy will increase. In addition, each additional year of education a child receives increases her or his adult earning by, on average, about 10%.

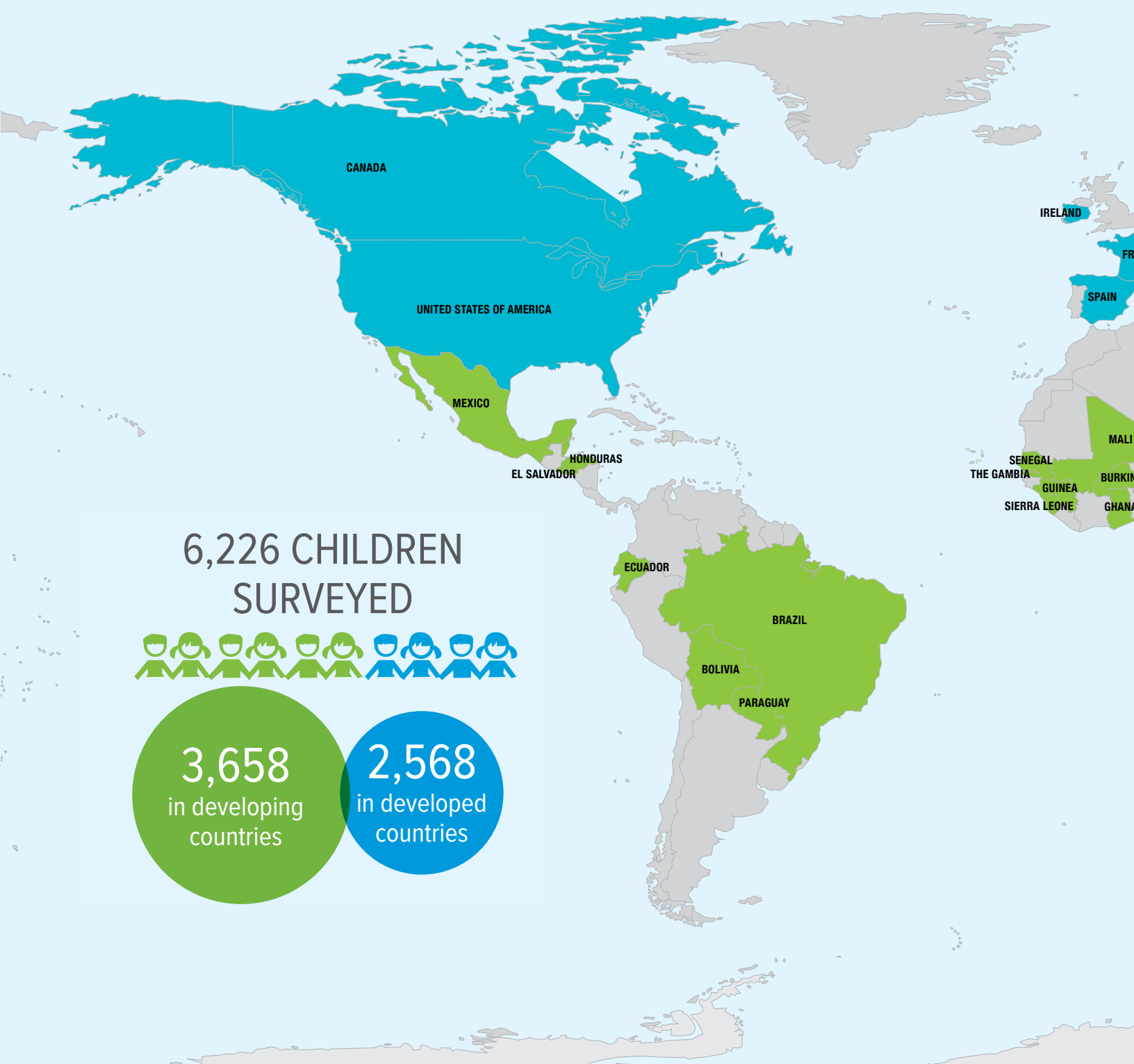
ChildFund Alliance is committed to providing children with a safe, quality education. Thank you for your support in making this a reality for so many children around the world. We can't do it without you.

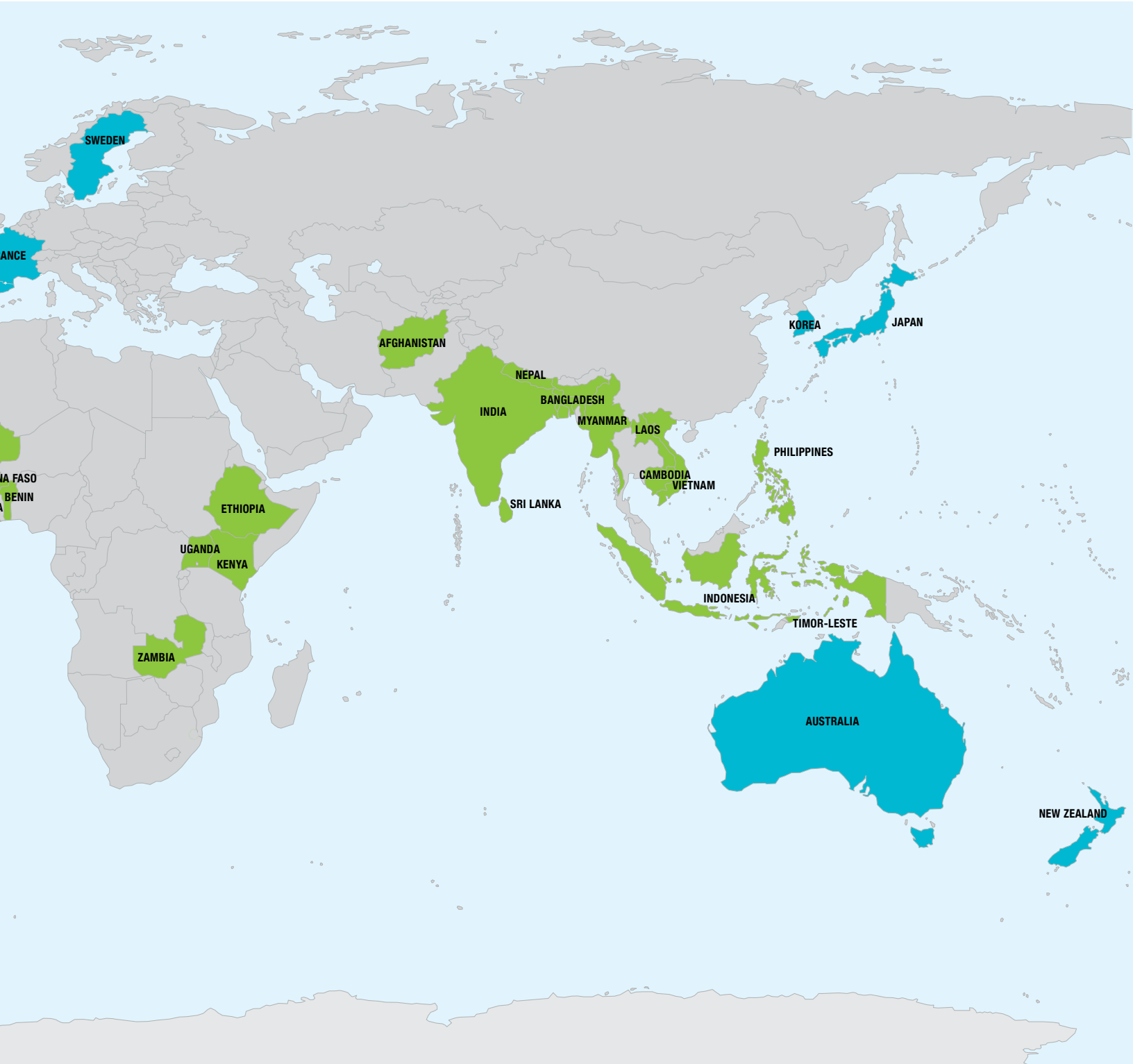
Meg Gardinier
Secretary General

“In some parts of the world, students are going to school every day. It's their normal life. But in other parts of the world, we are starving for education... It's like a precious gift. It's like a diamond.”

— Malala Yousafzai

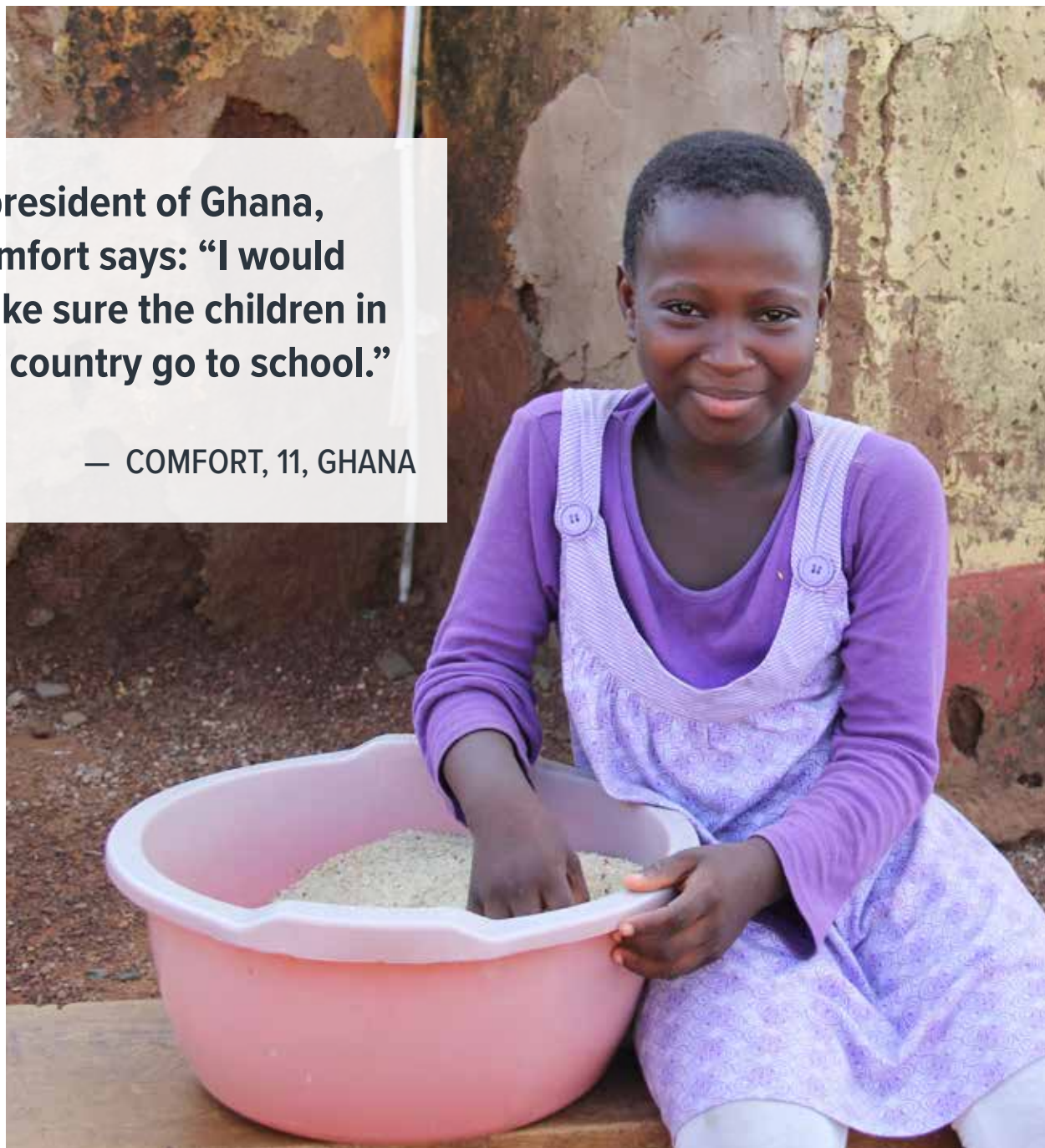
SURVEY MAP





**If president of Ghana,
Comfort says: “I would
make sure the children in
my country go to school.”**

— COMFORT, 11, GHANA



**EDUCATION IS EVERY
CHILD’S ESSENTIAL RIGHT**

INTRODUCTION

In this year's *Small Voices, Big Dreams* survey, we asked children aged 10 to 12 in 41 countries about their views on education. Virtually all children – 98 percent of the 6,226 children surveyed – say education is important to them. The survey findings also reveal some of the obstacles that stand between children and access to a high quality education.

What follows are the highest responses to the survey questions, along with some of the most interesting findings and variances. In some cases, children in developing and developed countries have drastically different responses. On other issues, children's views around the globe are united.

Regardless of where they live, one theme is consistent among the thousands of responses: children understand and value the importance of education in making their lives and their world a better place.

SURVEY QUESTIONS

- 1) If you were the leader of your country, how would you improve education or schools? (*p. 10*)
- 2) What do you love most about your school? (*p. 14*)
- 3) Are school and education important to you? Why? (*p. 18*)
- 4a) What does it mean to be safe at school? (*p. 22*)
- 4b) Based on your definition of safety, how safe do you feel at school? (*p. 26*)
- 5) Have you ever had to miss school to help your family with work? (*p. 30*)

QUESTION #1



MARGARET, 12, KENYA

“If I were president of Kenya, I would collect the street children and take them to school to get their education.”

IF YOU WERE THE LEADER OF YOUR COUNTRY, HOW WOULD YOU IMPROVE EDUCATION OR SCHOOLS?



“I would reduce homework and the number of exams.”

— IGNASI, 11, SPAIN



“I would help street boys and girls by building a shelter for them to receive love, education, food, clothes and health care.”

— MARIBEL, 10, PARAGUAY

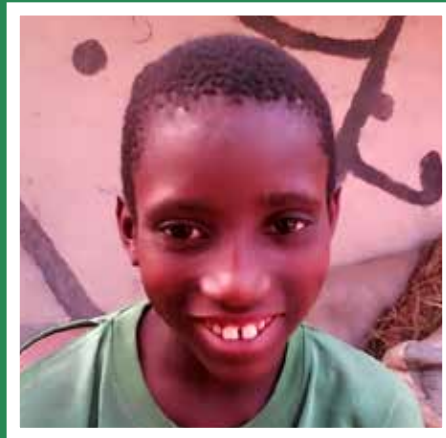


“I would create a high school in our village.”

— NOAH, 12, MYANMAR

QUESTION #1

If you were the leader of your country, how would you improve education or schools?

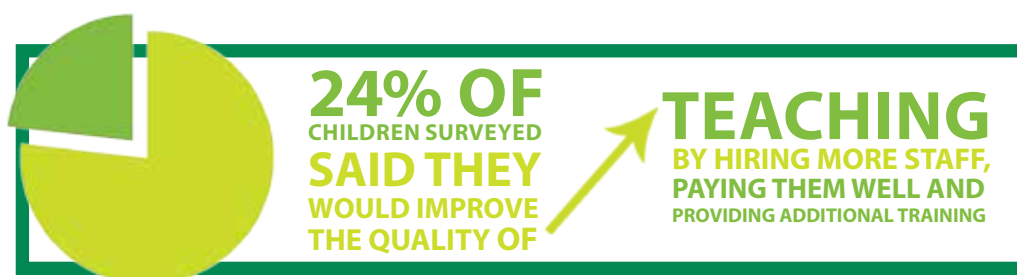


	Total	All Developing	All Developed	Africa (Developing only)	Americas (Developing only)	Asia (Developing only)
Build or renovate school facilities, create quality learning environments	47%	56%	19%	58%	49%	58%
Equip students with uniforms, stationery; classrooms with books, technology	27%	31%	15%	41%	20%	26%
Modernize class curriculum; include sports and creative arts, greater student participation	24%	18%	43%	11%	19%	25%
Improve quality of teaching: more staff, better pay, training in child-friendly methodologies	24%	27%	14%	35%	27%	18%
Provide greater financial support to schools and students	24%	25%	22%	23%	19%	30%
Ensure children feel safe from physical and emotional harm at school	6%	5%	7%	2%	9%	6%

Above: Alex, 11, Laos; Abdoulaye, 11, Guinea; and Isobel, 11, Ireland.

FINDINGS

- As leaders of their countries, almost half (47%) of all children surveyed say they would build and renovate school facilities and create quality learning environments.
 - This is particularly important for child respondents in developing countries (56%), but less of a priority for children surveyed in developed nations (19%).
 - The lowest responses for this question come from children surveyed in the U.S.A (11%), Sweden (13%), and Australia and Ireland (16%), while the highest are in Cambodia (88%), Burkina Faso and Myanmar (both 79%) and Bangladesh (75%).
- Children surveyed in Ghana (67%), Guinea and Mali (both 56%) say as leader they would equip students with uniforms, stationery and educational supplies such as books and technology.
 - Globally, less than one-third (27%) of children surveyed say they would provide educational supplies, and even fewer children in developed countries (15%).
 - In Africa, 41% say as leader they would ensure better-equipped classrooms and students, compared to just 20% of children in the Americas.



- As leaders of their country, children in Ireland (61%), Canada (54%) and Australia (49%) would modernize the class curriculum and encourage greater student participation.
 - In contrast, only 18% of children in developing countries would focus on modernising their education systems, with lowest responses from children surveyed in Ghana and The Gambia (both 3%) and Guinea and Zambia (both 4%).
- Nearly half of all children surveyed in Afghanistan (48%) would improve education and schools by stopping war and bringing peace to their country, compared to just 1% of children globally.
- While only 24% of children globally would provide greater financial support to schools and students as leader, it is a priority for children surveyed in Bangladesh (57%), Sierra Leone (52%) and Vietnam (49%).

QUESTION #2



DEMIAN, 10, BOLIVIA

“I like learning new things
at school, especially
computer skills.”

**WHAT DO YOU LOVE MOST
ABOUT YOUR SCHOOL?**



“I really enjoy learning new things, and I’m very lucky this year that I’m in a classroom with my best friends and have a great teacher.”

— ISABELLA, 10, CANADA



“I love studying, taking a leadership role and listening in class.”

— MAHALAXMI, 10, INDIA



“I hope to learn something new each time I go to school.”

— MUSU, 10, SIERRA LEONE

QUESTION #2

What do you love most about your school?

As a global community, we cannot underestimate the power of great teachers, facilities and supplies in keeping the love of learning alive. These are key aspects of school the children surveyed said they love.

	Total	All Developing	All Developed	Africa (Developing only)	Americas (Developing only)	Asia (Developing only)
Learning new things	47%	51%	35%	50%	52%	50%
Working with my teachers	29%	35%	11%	34%	27%	39%
Being with friends	26%	19%	48%	10%	13%	31%
Sports, creative arts and recreation	14%	12%	19%	5%	6%	23%

“Every day in class, my science teacher gives us new lessons with the help of experiments, which I really find interesting.”

— THANAY, 12, INDIA



FINDINGS

- Globally, almost half (47%) of all children surveyed say what they love most about their school is learning new things.
 - o This love of learning was particularly high among children in Cambodia (93%), Laos (76%) and Sierra Leone (68%), but less so for children surveyed in Korea and Benin (both 19%) and Japan (21%).



- Globally, the second highest response for children when asked what they love most about school is working with their teachers, at 29%.
 - o Children surveyed in Laos (93%), Nepal (59%) and Benin and Paraguay (both 52%) were most likely to name working with their teacher as one of their favorite things about school.
 - o Children in developing countries (35%) were more likely than their peers in developed countries (11%) to say that working with their teacher was what they loved most about school.
- Sports, creative arts and recreation is what children in Cambodia (71%), Laos (60%) and Myanmar (55%) love most about their school.
 - o This is in contrast to the global result, with only 14% of children globally naming sports, creative arts and recreation as why they love school.

QUESTION #3

KHADIJA, 11, BANGLADESH

“School is very important to me. It will allow me to get a good job when I grow up.”

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**ARE SCHOOL AND EDUCATION
IMPORTANT TO YOU? WHY?**



“When we can study, we can be a good person and get a good job. Those who don’t study will not get good job.”

— GEIZIANE, 12, BRAZIL



“Learning and education make me able to achieve my dreams — to be a leader.”

— DANIEL, 12, ETHIOPIA



“My family knows school is very important to me, and to all the family. My parents encourage me.”

— YACOUBA, 10, BURKINA FASO

QUESTION #3

Are school and education important to you?

When asked about the importance of school and education, participants in this year's *Small Voices, Big Dreams* survey indicated that school and education are indeed important to them. Nearly every respondent agreed. This survey allows us to see that, even at a young age, children realize education is key to their future.



98% OF CHILDREN SURVEYED SAID THAT SCHOOL AND EDUCATION ARE IMPORTANT TO THEM



YooBin, 12, Korea; Kelvin, 10, El Salvador; and Nisha, 10, New Zealand.

Why are school and education important?

	Total	All Developing	All Developed	Africa (Developing only)	Americas (Developing only)	Asia (Developing only)
Because it will allow me to get a good job when I grow up	45%	40%	64%	40%	39%	40%
Because learning and education make me a better person	23%	23%	24%	17%	29%	26%
Because having an education will help me care for my parents	17%	20%	6%	26%	15%	17%
Because being educated will allow me to make a difference in my country	17%	17%	16%	17%	17%	16%

- Globally, almost half (45%) of children surveyed say that education will allow them to get a good job when they grow up.
 - This is particularly evident in developed countries, where 64% of children say school and education are important because of the jobs they lead to, in comparison to only 40% of their peers in developing countries.
 - Almost all children (97%) surveyed in Sweden named job prospects as to why education is important, followed by Cambodia (92%) and Ireland (74%).
- More than one-third of children surveyed in the Philippines (43%), Senegal (41%) and Afghanistan (37%) say education will help them to take care of their parents.
 - In developed countries, only 6% of children say education is important for this reason, and only 17% of children globally.
 - Among developed countries, Sweden is an exception, where 22% of children value school because it will help them care for their parents.
- In Bangladesh (40%), Ethiopia (38%) and Sweden (32%), children surveyed say education is important because it will help them make a difference in their country, compared to less than one-fifth of children in both developing (17%) and developed (16%) countries.

QUESTION #4a



**WHAT DOES IT MEAN TO
BE SAFE AT SCHOOL?**



“Being safe in school means that nothing bad is going to happen while we are there.”

— ANGEL, 10, PARAGUAY



**Amina described school safety as:
“Always feeling safe at school.”**

— AMINA, 12, GHANA



“Safety at school means no one is getting hurt physically, mentally or emotionally.”

— NATASHA, 10, AUSTRALIA

QUESTION #4a

What does it mean to be safe at school?

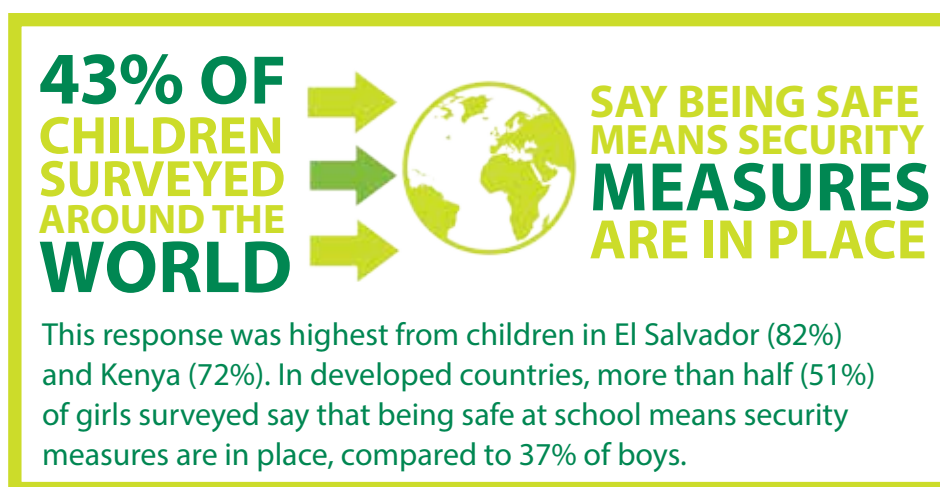


	Total	All Developing	All Developed	Africa (Developing only)	Americas (Developing only)	Asia (Developing only)
Security measures are in place at school to keep students protected from harm, so they feel safe and protected	43%	43%	44%	40%	54%	39%
Students are not at risk of physical or emotional abuse or violence	28%	28%	30%	28%	19%	33%
School feels like a second home where children are welcomed, encouraged and enjoy spending time	21%	19%	26%	17%	20%	21%
The school buildings and facilities are clean, safe and in good repair	17%	21%	3%	22%	5%	30%
The teachers are trusted and respected, and have a good relationship with students	14%	15%	11%	16%	13%	14%
School is where students can get a good education, where they can learn and study	11%	13%	7%	11%	13%	14%
Students and teachers are well behaved and obey the school rules	8%	9%	5%	9%	5%	12%

Above: Alan, 12, Kenya; Greta, 11, Sweden; and Jereco, 12, Philippines.

FINDINGS

When asked what it means to be safe at school, children participating in this year's *Small Voices, Big Dreams* survey identify a range of factors. These include high quality facilities, feeling free from violence or abuse, having strong security protocols in place, and learning from teachers that they both trust and respect.



- Globally, around one-third (28%) of children surveyed say that being safe at school means students are not at risk of physical or emotional abuse, with the highest responses from children in Bangladesh (79%), Cambodia (74%) and Zambia (65%).
- For 17% of global respondents, being safe at school means school buildings and facilities which are clean, safe and in good repair.
 - o This response is highest among children surveyed in India (58%), Ethiopia (55%) and Bangladesh (54%).
 - o In developing countries, 21% of children surveyed say a safe school means buildings and facilities of good quality, in comparison to just 3% of children from developed countries.
- Globally, 14% of children surveyed say a safe school is one which has teachers you can trust and respect.
 - o This response was highest among children in Indonesia (34%), Ethiopia (32%) and Uganda (29%).

QUESTION #4b

DYLAN. 12, IRELAND

“The teachers make learning fun. We go to museums, go on nature walks, take part in musicals and activities that are fun — but also help us learn. It feels like a safe school.”
.....



**BASED ON YOUR DEFINITION
OF SAFETY, HOW SAFE DO
YOU FEEL AT SCHOOL?**



“In my school, the principal, teachers and friends are there for us in an emergency, or if any accident happens, they keep us safe.”

— WARJANI, 12, SRI LANKA



“At our school, we do something called ‘following the five’ which stands for safe, sensible, respectful, excellent learners.”

— ELEANOR, 12, AUSTRALIA



“The teacher is always in class with us. In the afternoon, she helps us cross the road.”

— EMMANUELLA, 12, BURKINA FASO

QUESTION #4b

Based on your definition of safety, how safe do you feel at school?

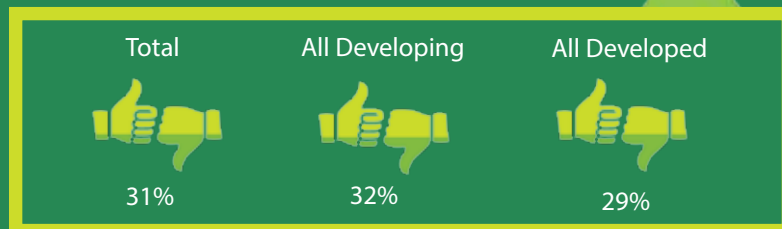
Safety is a key component to fostering a positive learning environment.

- One-third of children surveyed globally say their school is sometimes safe (31%).
 - o Globally, 3% of all children surveyed say their school is never safe.
 - o Children surveyed in Burkina Faso (20%) and Senegal (14%) are more likely to say their school is never safe.
- Globally, 60% of children surveyed say their school is always safe.
 - o Children surveyed in Paraguay (95%), Nepal (87%) and Sierra Leone (84%) were most likely to say their school is always safe, compared with children from the Philippines (41%), Bangladesh (25%) and Cambodia (19%).
 - o In developed countries, children surveyed in Ireland (71%), Canada (69%) and Spain (68%) are more likely to say their school is always safe.

My school is always safe



My school is sometimes safe



My school is never safe



“My school is always safe because no one has broken into the school to steal since I can remember. The main gate is always closed and locked.”

— CAMILA, 10, PARAGUAY



QUESTION #5



SAVIER 12, TIMOR-LESTE

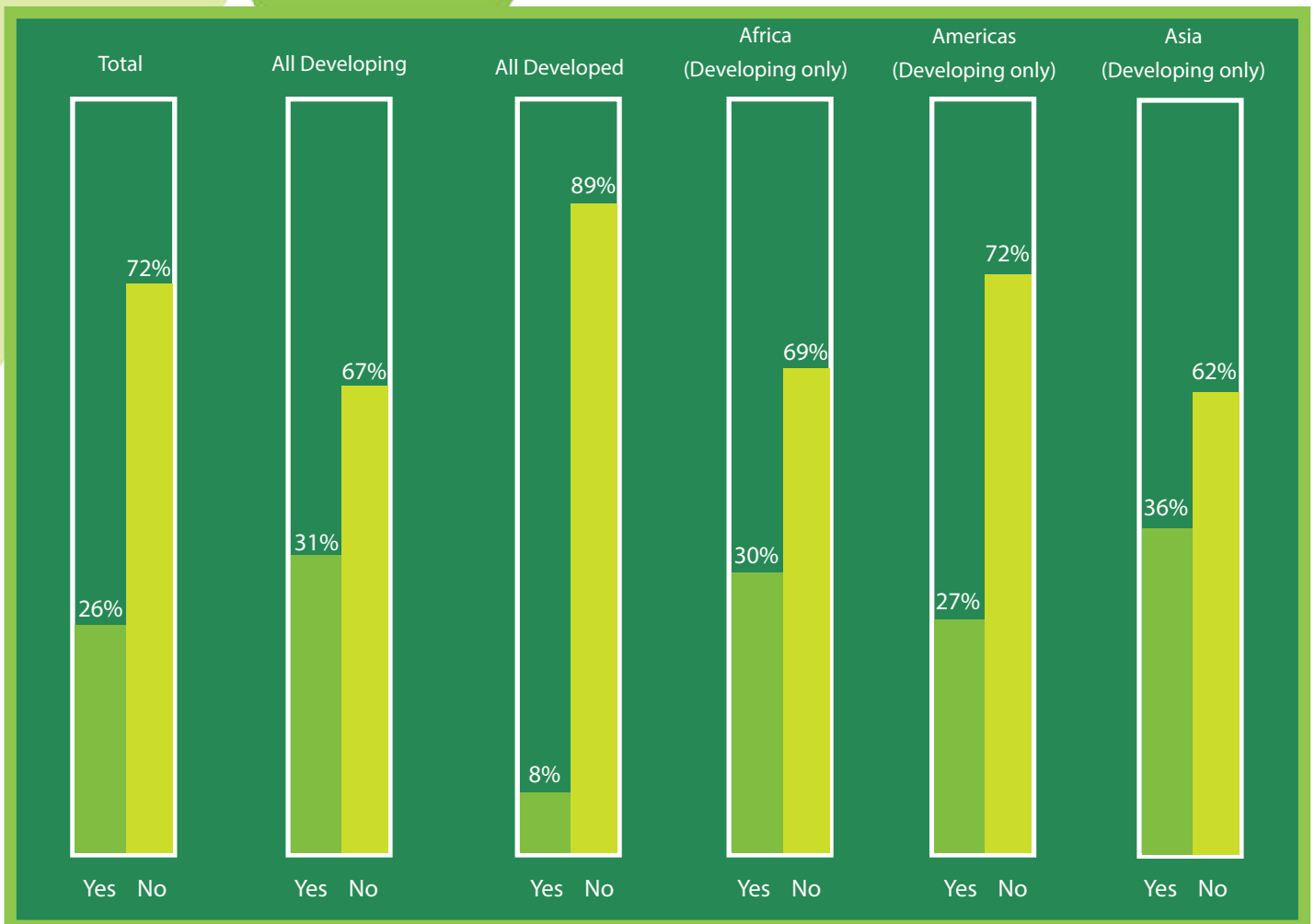
“I’ve missed school to help my family with things like harvesting coffee.”

.....

HAVE YOU EVER HAD TO MISS SCHOOL TO HELP YOUR FAMILY WITH WORK?

FINDINGS

More than one-quarter (26%) of all children surveyed report missing out on the benefits of education due to family work obligations.



- More children surveyed in developing countries (31%) report missing out on school to help their family with work than their peers in developed nations (8%).
- Children surveyed in Spain (2%), Canada and Ireland (both 3%) and Sweden (4%) are least likely to say they had missed school in order to help their family with work obligations. In contrast, children in Afghanistan (91%), Timor-Leste (84%) and Ghana (57%) are more likely to say they have missed school to work.

DISCUSSION



RAIHANA, 12, AFGHANISTAN

If she were the leader of her country, Raihana would “keep building schools for girls.”

HOW DO WAR, TERRORISM AND NATURAL DISASTERS AFFECT A CHILD’S PERCEPTIONS?

Every child has an inherent, universal right to survive and develop, and to live a life free from violence, abuse, exploitation and neglect. Yet today, more than one billion children — more than half of the world’s children — are exposed to violence each year.¹ Whether through war, acts of terrorism or natural disasters, children observe the world around them—and it affects how safe they feel.

The voices of children living in and around harm’s way have been amplified in the results of the 2016 *Small Voices, Big Dreams* survey, highlighting that children are not isolated from safety concerns in the world around them.

As part of ChildFund Alliance’s 2016-2021 strategic plan, we will advocate to prevent violence against children, ease the harmful impact of disasters and expand our expertise in emergency response, with a focus on child protection.

Together, we are working toward a safe world for children.

1 Global Prevalence of Past-year Violence Against Children: A Systematic Review and Minimum Estimates
<http://pediatrics.aappublications.org/content/early/2016/01/25/peds.2015-4079>

“After the earthquake*, I prefer going to school better than being home.”

— ANIL, 10, NEPAL

* A 7.8 magnitude earthquake hit Kathmandu in 2015, killing nearly 9,000 people, including Anil’s eldest brother. ChildFund Alliance responded to the disaster by meeting the protection and education needs of 4,526 earthquake-affected children.



METHODOLOGY

The *Small Voices, Big Dreams* survey was conducted by ChildFund Alliance member organizations in May 2016. In developing countries, member organizations' staff conducted one-on-one interviews with children in their local language. In some countries, children completed an online survey. In developing countries, participants are from program communities where ChildFund member organizations have sustainable development programs, and in developed countries, children were selected at random.

All non-English responses were translated by ChildFund Alliance member organizations. While every effort has been made to preserve the authenticity of the children's quotes presented in this report, minor editing may have occurred in translation.

The survey was conducted in countries with children ages 10 to 12. This included 31 developing nations in Africa, Asia and the Americas, as well as 10 developed countries. A total of 6,226 children were surveyed — 3,658 children in developing countries and 2,568 children in developed nations.

Two of the five questions were open-ended, meaning the children were not given a list of answers to choose from. The remaining questions provided children with multiple-choice responses. All translated responses were provided to GfK Roper for analysis.

The responses from each country have been weighted to provide an equal voice to all children participating in the *Small Voices, Big Dreams* 2016 survey.



A 2016 *Small Voices, Big Dreams* survey participant is interviewed in Timor-Leste.

RESPONDENTS BY GENDER & AGE

	ALL COUNTRIES	ALL DEVELOPING COUNTRIES	ALL DEVELOPED COUNTRIES	AFRICA (DEVELOPING ONLY)	AMERICAS (DEVELOPING ONLY)	ASIA (DEVELOPING ONLY)
Male	48%	48%	48%	48%	49%	48%
Female	52%	52%	52%	52%	51%	52%
Children aged 10 years	32%	31%	36%	30%	36%	29%
Children aged 11 years	32%	31%	37%	27%	35%	32%
Children aged 12 years	36%	38%	27%	43%	29%	39%
Total responses	6,226	3,658	2,568	1,222	887	1,549

DEVELOPED COUNTRIES

	TOTAL RESPONSES
Australia	248
Canada	401
France	102
Ireland	100
Japan	292
Korea	101
New Zealand	804
Spain	100
Sweden	96
U.S.A.	324

AFRICA: DEVELOPING COUNTRIES ONLY

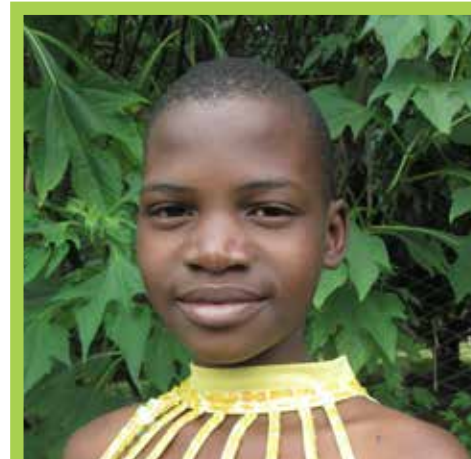
	TOTAL RESPONSES
Benin	94
Burkina Faso	104
Ethiopia	96
Ghana	100
Guinea	101
Kenya	100
Mali	98
Senegal	108
Sierra Leone	101
The Gambia	115
Uganda	101
Zambia	104

ASIA: DEVELOPING COUNTRIES ONLY

	TOTAL RESPONSES
Afghanistan	104
Bangladesh	104
Cambodia	153
India	239
Indonesia	151
Laos	101
Myanmar	104
Nepal	110
Philippines	100
Sri Lanka	106
Timor-Leste	102
Vietnam	175

AMERICAS: DEVELOPING COUNTRIES ONLY

	TOTAL RESPONSES
Bolivia	105
Brazil	110
Ecuador	264
El Salvador	100
Honduras	100
Mexico	108
Paraguay	100



LET THEIR VOICES BE HEARD

#SMALLVOICES

WORKING TOWARDS A SAFE WORLD FOR CHILDREN
FIND OUT MORE AT [CHILDALLIANCE.ORG](https://childfundalliance.org)

free ^B
from violence
and exploitation