



Children's Worlds National Report

Colombia

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1. Introduction

1.1 Context and population

External influences

Colombia is a diverse country located in South America, with a total area of 1,141,748 km². It is characterised by its six main natural regions the Andes mountain range region, the Pacific coastal region, the Caribbean coastal region the Llanos (plains) regions, the Amazon Rainforest region and the insular area in both Atlantic and Pacific oceans. The Department of Antioquia is one of the 32 departments of Colombia. It has an area of 63,612 km². Its territory is divided into 9 regions (Bajo Cauca, Magdalena Medio, North East, North, West, East, South West, Urabá and Valle de Aburrá) and 125 municipalities. It is the second largest department in Colombia with a long coast on the Atlantic Ocean, 325 km. It has a wide geographical diversity and rich natural resources. It has three River basins: Rio Magdalena, Cauca and Atrato. The population of Antioquia consists of mestizos, white people, African descendants and indigenous.



Figure 1. Colombia and department of Antioquia

Colombia has a total estimated population of 42,888,592, of which children between 0 and 14 years represent 26.7%. The estimated number of inhabitants in Antioquia is 6,143,809, of whom 1,909,924 are children and adolescents, 628,257 from age 0 to 5; 730,941 from 6 to 12; and 550,726 from 13 to 17.

Colombia is a multi-ethnic country with 4 major ethnic groups: indigenous population, Afro-Colombians, Racial population¹ and Roam groups. According to Census 2005, Afro-Colombians represent 10.6% of the total population and indigenous people 3.43%. Antioquia has three ethnic groups with a population of about 25,000. Antioquia is also a multiethnic and multilingual region in which three recognized ethnic

¹ The Raizals are a Protestant Afro-Caribbean ethnic group

groups are identified: the indigenous population, the black or Afro-Colombian population and Roam groups. From the total population of children under 18, 0.2% is indigenous and 10% are afro-Colombian². In addition, in Antioquia around 75% of children under 18 years old live in urban areas and 25% in rural areas.

Colombia has a total GDP of 378.15 billion US dollars (2013) and a GDP per capita of 4,376 US dollars (2013). According to DANE, the National Administrative Department of Statistics, in 2011 the average per capita income in the department of Antioquia was US\$6,930³. Poverty incidence for 2012 was 26.8% for the department, while it was 32.7% for the country⁴.

In Colombia the social representations of children are changing from the adult centered view that signifies the child as a subject who needs protection and direction from their parents or from institutions to a vision of an active subject that can participate in society. However, this has been appropriated more at the discourse and policy level than in daily life, where children are still viewed as targets of protection and care. Raising children in family traditions is a common practice, particularly in the region of Antioquia. Children are generally educated in values that reaffirm the culture and traditions. Not only parents, but also the extensive family such as grandparents, and even members of the community, care for the children and help in the upbringing process. However, in many cases, this education still includes harsh treatment and physical and verbal punishment. According to the study of demography and health ENDS⁵, 43% of parents or caregivers punish their children by hitting them.

The dynamics of families are very diverse, depending on the context, their backgrounds, the zone where they live (rural or urban), the economic status, the ethnicity, etc. Ethnic groups have their particularities in educating their children and involving them in everyday life. There is special legislation and differential programs regarding ethnic groups.

Media plays an important role in the life of children, although it also depends on the context where they live. Differences are evident between rural and urban areas. In general there is high access to television, radio and telephone. According to data from the Survey on Quality of Life from DANE⁶, in the urban area 95% of households have a television and 96% have mobile phone. These percentages are 76% and 87% for the rural area. Access to computer and internet is more limited. In the urban area 46% of households have a computer and 40% have internet access, in the rural area percentages are 8% and 4%. Children also have access to new technologies that allow them to communicate with their peers. Media influences children's lives, especially in the urban context, and it may contribute to child development

² Departamento Administrativo Nacional de Estadística DANE (2005) Censo General 2005.

³ DANE (2012) Boletín de Prensa. Cuentas Departamentales –Base 2005. Octubre 2012

⁴ DANE (2013) Boletín de Prensa. Antioquia: pobreza monetaria. Noviembre 2013

⁵ ENDS (2010) Encuesta Nacional de Demografía y Salud. Capítulo III Características generales de los hogares y la población. PROFAMILIA

⁶ Departamento Administrativo Nacional de Estadística DANE (2012) Encuesta de calidad de Vida 2012. Ministerio de Educación Nacional MEN (2012) Estadísticas del sector educativo. <http://menweb.mineducacion.gov.co/seguimiento/estadisticas/>

with positive messages and the possibility of participating in society. However, messages may also strengthen negative stereotypes.

The Unit for the Care and Reparation for Victims, estimated 1.003 armed forces actions and violent events across the country in 2013, most of them were caused by forced displacement, Antioquia being one of the departments with more reported cases. Therefore, based on RUV (Register of Victims) Antioquia is one of the departments that has submitted the greatest number of people affected by forced displacement (924,140 people). This phenomenon is the result of multiple violent dynamics as a consequence of the strengthening of drug dealing in the nineties and the coexistence of several illegal armed groups fighting over control of the territory, especially in regions such as Urabá, East, Magdalena medio, Bajo Cauca, Northeast and Valle de Aburrá (Medellin). Unfortunately, children and adolescents are the most vulnerable population, particularly in Antioquia 29% of the victims form part of these groups, as shown in the following figures: between the age of 0 and 5, 80,460; from 6 to 12, 171,551; and from 13 to 17, 140,897.

Family and Child Policies

Colombia has acquired a great commitment with children's rights, which has been reflected in child policies and the establishment of the legal framework for their guarantee. In its Constitutional reform (1991) Colombia included all the rights of the Convention and stated the prevailing character of them. The code that previously dealt with underage offenders became the law 1098 of 2006 which addresses the comprehensive protection of children and youth. This commitment has also been strengthened at the local level. Governors and institutions gather periodically to revise child policies and its implementation. In particular, the region of Antioquia has implemented various policies, programs and plans regarding children's rights and the academia have also contributed to debate with different actors. Rights are also taught in the school through different programs. However, there is still a challenge on developing practical and sustainable strategies to apply the convention and to allow communities and institutions to appropriate and experience the rights effectively. According to Salazar and Botero⁷, there has been a technification and instrumentalization of children and their rights, which are present at the discourse level, but not at the practice and daily experience of children.

Traditionally, it has been assumed that the family is a private space and that political life should be away from family context. Until very recently the participation of children in daily life was determined by the adulthood centered view, in which the child is seen as a helpless subject who is dependent to the adult care. Therefore, the participation of children on political discussions in their families and their communities has not been very strong. Although changes are seen in this sense and participation of children in the political arena has been promoted with the initiatives of different institutions, such as Unicef, participation in daily life is still a challenge.

⁷ Salazar, M. and Botero, P. (2013) Política, niñez y contextos de vulnerabilidad. Trazos y narrativas en un contexto local de Colombia. On Llobet, V. (Comp.), Pensar la infancia desde América Latina. Un estado de la cuestión, (pp. 133-158). Ciudad Autónoma de Buenos Aires: Clacso.

In Colombia there are public support systems for family, child rearing and children, although most of them are characterized by their targeting nature. In the case of parental leave it is universal and is 14 weeks completely covered in payment for mothers and 8 days for fathers. Regarding programs for families and children, the institute for family wellbeing (Instituto Colombiano de Bienestar Familiar ICBF) is the principal instance to deal with family and child issues. They implement programs directed to children in their different ages and their families. On the other hand, there are State institutions that develop targeted programs directed to vulnerable families to support them with subsidies and benefits that are conditioned in different aspects.

This targeting nature of programs may respond to the adverse situations that children face in Colombia. In Antioquia, as well as in other regions in the country, conflict is one of the most problematic situations. Related to conflict situation, children are also affected by the problematic of narcotrafic and crime. The Unit for the Care and Reparation for Victims, determined 1.003 armed forces actions and violence events over the country in 2013, most of them were caused by the forced displacement, being Antioquia one of the departments with more reported cases. Therefore, based on RUV, Register of Victims, Antioquia is one of the departments that has submitted the greatest number of people affected by forced displacement (924.140 people). This phenomenon is the result of multiple violent dynamics as a consequence of the strengthening of drug dealing in the nineties and the coexistence of several illegal armed groups fighting over control of the territory, especially in regions such as Urabá, East, Magdalena medio, Bajo Cauca, Northeast and Valle de Aburrá (Medellin).

Unfortunately, children and adolescents are the most vulnerable population, particularly in Antioquia 29% of the victims make part of these groups, as it is shown in the following figures: between the age of 0 and 5, 80.460; from 6 to 12, 171.551; and from 13 to 17, 140.897. This affects not only the way children they live, but also their perspective about themselves and about life⁸.

Children are also affected by general violence. They are not only direct victims but also are involved by participating in the dynamics of trafficking, transport of weapons and criminal gangs. Additionally, children are also affected by natural disasters, especially those related to flooding.

Education System

The education system in Colombia includes pre-school, elementary school, high school (secondary and media), technical instruction and university education. Education is provided by official and private institutions. The net enrolment rates in Antioquia are as follow: preschool (76%), primary (95%), secondary (67%) and media (36%).

In Colombia the education system consists of public and private educational institutions that may have multiple educational sites. At national level, 57% of schools are public and 43% are private⁹. In Antioquia these percentages are 81% and 19% respectively. The education system includes pre-school (ages 5-6),

⁸ Alvarado, S.V, Ospina, H.F, Quintero, M., Luna, M.T, Ospina, M.C & Patiño, J.A (2012). Las escuelas como territorios de paz. Construcción social del niño y la niña como sujetos políticos en contextos de conflicto armado. Buenos Aires: Clacso, Universidad de Manizales, Cinde.

⁹ The source for all education indicators is the National Ministry of Education, data for the year 2012.

elementary school (ages 7-11), high school-secondary (ages 12-15), high school –media (15-17), technical instruction and university education. Teachers in the public sector are legislated by the legal framework for public servants, in the private sector teachers are not under this structure.

The rate of illiteracy in the population over 15 years in Colombia is 6.6%. The figures for the 125 municipalities of Antioquia are alarming, according to the survey on perceptions of quality of life by the Government of Antioquia in 2011. Bajo Cauca and Urabá illiteracy reaches 10%, whereas in regions of East, Northeast, Magdalena Medio, North, Southwest and West, the rate ranges between 7% and 9%. These figures contrast with the illiteracy rate of 2.5% in Valle de Aburrá. According to this survey the overall rate of illiteracy for the Department is 4.9%, which is still quite high.

The national gross and net coverage rates are 100% and 88% respectively. For Antioquia these rates are 105% and 92% respectively. These differences may be due to the prioritization of education in this region, which has allowed the department to advance considerably in education indicators. In Antioquia enrollment is about 1,375,000 children, 88% in the public sector and 12% in private schools. Enrollment is equally distributed by gender. The net coverage rates by level are as follow: preschool (73%), primary (93%), secondary (75%) and media (44%). These data reveal a problem in the continuity of children in the education process. In secondary, especially for media education, rates drop significantly. The dropout rate for the department of Antioquia is about 3%. Some of the determinants of dropout and school absence are related to conflict, displacement and insecurity. It is also related with the decision or requirement to work and enter the labour market. To reduce dropout rates, the Government has developed strategies such as school restaurants, transportation, accident policy and free education.

Family environment

Families in the region of Antioquia are mostly nuclear. The number of people per household is approximately 3.4 and the number of children per woman is 3. For children under 15 years old, 52% live with both parents and 32% live with their mother and father is alive¹⁰. In about 40% of the families, women are head of the household, a figure that is partly caused by the phenomenon of armed conflict.

Depending on the context, families are more or less extensive, share the living spaces and have different interactions within the family and with the community. Around 43% live in their own properties and 34% are leasing¹¹. The characteristics of housing vary according to socioeconomic status, zone and other variables. In the urban zone, families live within neighborhoods which in many cases constitute a space for child development but in other contexts may limit their freedom and integrity. In Antioquia, and especially in the capital, families are satisfied with their housing and public¹², although this situation may vary for the rural area. The levels of overcrowding and housing precariousness are lower than in the rest of the country. However, problems related to armed conflict, crime, violence and trafficking affect children's environment.

¹⁰ ENDS (2010) Encuesta Nacional de Demografía y Salud. Capítulo III Características generales de los hogares y la población. PROFAMILIA

¹¹ Departamento Administrativo Nacional de Estadística DANE (2013) Boletín de Prensa. Antioquia: pobreza monetaria. Noviembre 2013

¹² Medellín cómo vamos (2012) Encuesta de Percepción Ciudadana, Medellín 2012

Regarding child rearing practices of families there is evidence that parenting practices fluctuate from modern patterns and patterns of traditional rearing. Child rearing is in the charge of parents but also of the extensive family, which in many cases live together. As was discussed above, traditional practices are to some extent persistent, despite the new discourses about children as subjects. It emerges then that parents face a continuous tension in trying to replace punishment, being aware of the rights of children, wanting to maintain control, or simply not knowing how to act in relation to parenting. Caregivers also face these tensions¹³. Some of the factors influencing parenting practices are poverty and conflict relationships, lack or loss of employment, distrust affecting the construction of neighborhood and community networks, quality of life and in general internal and external risk conditions that limit the capacities of families to respond to their member needs. However, families can also respond positively to difficulties and some practices show how family can facilitate development and act as a protective factor.

Everyday Life

Children live their daily lives close to their families and community, with the characteristics these may have. In general children are encouraged to go to school but depending on the situation, they are expected to help at home with daily tasks, caring for siblings and in some cases being brought to work to contribute to household income or get involved in the traditional economic activity of the household. In some cases this is an additional task to school, in others, children stay out of the school and dedicate their time to work or other activities. In the public education system children go to school in either the morning or the afternoon. This lets them have a lot of time to spend out of the school for those who do not takes part in extra class activities. Public institutions promote diverse activities for children such as cultural and sport programs, extra classes, events and others. However, children may also spend time watching television, using technology such as video games and mobiles, sharing with friends, doing work at home or out of it.

Unequal Childhoods

Colombia and Antioquia have advanced in recent years in overcoming poverty and extreme poverty, but inequality levels persist, resulting in higher levels of inequality than in much of Latin America. According to World Bank data from 2012 Colombia's Gini coefficient was about 0.53, one of the highest in the region¹⁴. Gini coefficient in Antioquia reports an income distribution of 0.52 in 2012. Poverty incidence for 2012 was 26.8% for the department, while it was 32.7% for the country¹⁵.

¹³ Salazar, M., Botero G., P. & Torres, M. L. (2009). Narrativas y prácticas de crianza: hacia la construcción de relaciones vinculantes, lo público y la democracia frente a la violencia intrafamiliar en ocho OIF de Caldas. On Foro Mundial de Grupos de Trabajo por la Primera Infancia: sociedad civil-estado, Cali, Colombia, T.2 November 1-7, 2009 (pp. 27-36). Bogotá: Ministerio de Educación Nacional.

¹⁴ World Bank (2015) GINI index (World Bank estimate) 2012. World Bank. <http://data.worldbank.org/indicator/SI.POV.GINI>

¹⁵ Departamento Administrativo Nacional de Estadística DANE (2012) Encuesta de calidad de Vida 2012. Ministerio de Educación Nacional MEN (2012) Estadísticas del sector educativo. <http://menweb.mineducacion.gov.co/seguimiento/estadisticas/>

According to a study on the vulnerability of child rights in Antioquia¹⁶, the principal vulnerabilities are related to poverty, armed conflict and violence, forced displacement, child labour, trafficking and drug consumption. A significant number of children in the department face poor conditions in their household, low access to services and violent conflicts that harm their and their family's physical and psychological wellbeing. They are in some cases forced to work and to get involved in the world of drugs and crime. These situations exacerbate inequality and reduce the opportunities for children to develop integrally.

Child rights

Colombia signed the Convention on the Rights of the Child in 1989 and later ratified the CRC on September 2, 1990. Children and Adolescents Law was established by the 1098 ACT OF 2006, which aims to establish substantive and procedural rules for the comprehensive protection of children and adolescents, and the guarantee of the exercise of their rights and freedoms enshrined in international human rights instruments and in the Colombian Constitution.¹⁷

1.2 Sampling strategy

The sample strategy of this study covered one geographical region of Colombia, which, by its particular conditions, represents some of the geographical, administrative and cultural aspects of the entire country:

- It is the second most populated in the country with 13.3% of the total population in comparison to the department of Cundinamarca, in which Bogota, the capital of the country, is located.
- This department is characterized by cultural, social, ethnic, geographic, climatic and productive diversity.
- Antioquia is one of the departments that contributes the most to political, economic, social and educational development of the country, although it has been affected by the coexistence of multiple forms of violence, children being the main victims.

The sample was designed to achieve a nationally representative sample of children at 8, 10 and 12 years old in school, with 1,000 children in each group. The primary sampling unit was schools. For the first step, a list consisting of the 4,007 educational institutions of the Department of Antioquia appearing in the Information System of the Ministry of Education for Culture of Antioquia, was identified. 31 schools were randomly selected by region to achieve 3,000 children and these institutions were stratified into three groups that account for the socioeconomic stratification given by the National Department of Statistics. Low stratum includes socioeconomic strata 1 and 2, Medium Stratum includes socioeconomic strata 3 and 4, High stratum includes 5 and 6. This data is approximated as the stratum for some rural regions is assumed as low. Tables 1, 2 and 3 summarize the sample by age.

¹⁶ Gobernación de Antioquia (2013) Estudio sobre vulneraciones a la dignidad e integridad, en los niños, niñas, adolescentes y jóvenes de Antioquia y las restricciones para el disfrute de sus derechos y libertades. Estrategia Prevenir es mejor.

¹⁷ ICBF (2014) Código de infancia y adolescencia at <http://www.icbf.gov.co/portal/page/portal/PortalICBF/Bienestar/LeyInfanciaAdolescencia>.

Table 1: 8 year old survey

Stratum	Number of Schools	Estimated mean class group size	Children in age group (Number)	Sample (%)
1 Low	11	45	311	31.10%
2 Medium	16	40	527	52.70%
3 High	4	30	162	16.20%

Table 2: 10 year old survey

Stratum	Number of Schools	Estimated mean class group size	Children in age group (Number)	Sample (%)
1 Low	11	45	351	35.10%
2 Medium	14	40	528	52.80%
3 High	3	30	121	12.10%

Table 3: 12 year old survey

Stratum	Number of Schools	Estimated mean class group size	Children in age group (Number)	Sample (%)
1 Low	9	46	344	34.40%
2 Medium	15	45	576	57.60%
3 High	2	30	80	8.00%

For the analysis, and to achieve more representativeness, weights were applied to the sample. All differences referred to in the document have been subject to statistical testing. Differences are referred as significant at the 95 confidence level.

Table 4: *Weighted sample*

	Stratum 1	Stratum 2	Stratum 3	Total
Age 8	277	469	144	890
Age 10	325	489	112	926
Age 12	336	562	78	976
Total	938	1,520	334	2,792

2. Results

2.1 The participants

Age and gender

The children were 8, 10 and 12 years old (3,000 children, 2,792 after weighting). Boys represented 49.2% of the sample while girls represented 50.8% of it.

Table 5: Age by gender (Numbers)

	Age 8	Age 10	Age 12	Total
Boy	443	450	480	1373
Girl	447	476	496	1,419
Total	890	926	976	2,792

Country of birth and region

98.3% of children were born in Colombia. 27% lived in town city Medellín, capital of the department and the rest (73%) lived in different regions of Antioquia.

2.2 Your home and the people you live with

People you live with

Questions about where and with whom children lived with were asked for 10 and 12 year old children. For these questions most of the children said that they always (53.7%) or usually (34.5%) sleep in the same homes. 11.8% said they normally sleep in two homes with different adults.

Children were also asked the type of home where they lived. 93.7% lived with their family. The remainder lived in a foster home, a children's home or in another type of home.

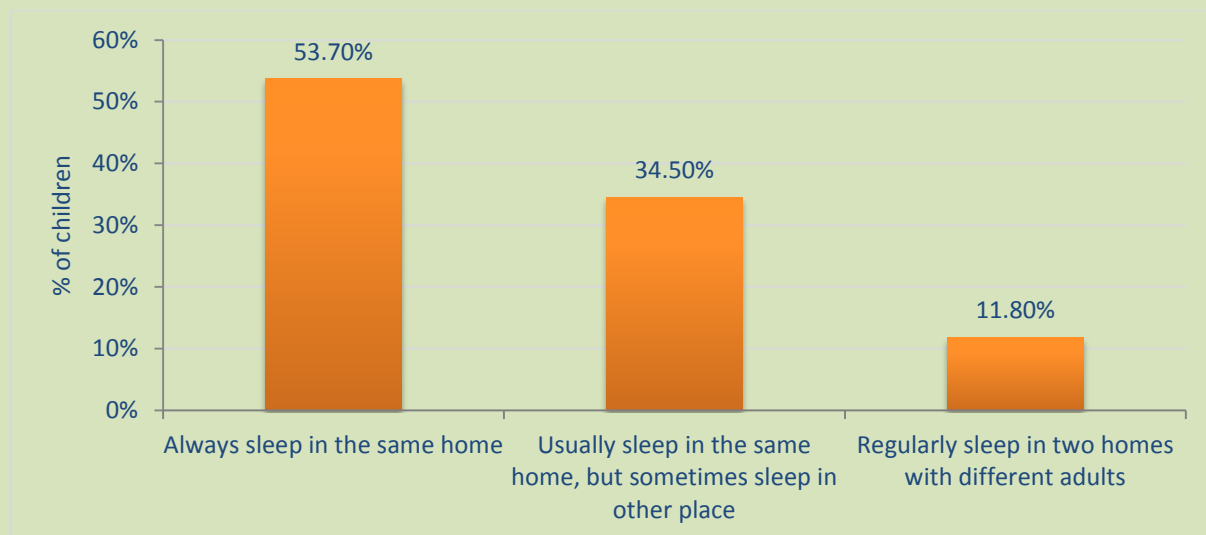


Figure 2: The home where you normally live

Perceptions about home and people you live with

Children were asked five questions regarding their perceptions about their home and the people they live with. The results are presented in Table 5. In general, most of the children have a positive opinion of their home and family. Most of them feel safe at home (79.0 %), and consider that their parents or carers treat them fairly (79.3%). There is a lower level of agreement with the statement “having a place to study” (58.3%).

Table 5: Home and family (All age groups) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I feel safe at home	2.1	1.5	3.9	13.1	79.0
I have a quiet place to study at home	5.0	4.9	11.0	20.6	58.3
My parents/carers listen to me and take what I say into account	2.6	3.8	7.0	17.6	68.8
My parents/carers treat me fairly	1.8	2.2	3.7	12.8	79.3
We have a good time together in my family	3.2	3.9	8.1	17.4	67.2

Variations in responses to these five questions are presented in Table 6. There are differences by gender in the question about feeling safe at home, with a higher level of agreement for 10 and 12 year old girls. There are no differences by gender in any of the other 4 questions. There are differences by age. Children at 10 and 12 are more in agreement with feeling safe. Children at age 12 are less in agreement with having good time together and agree more with parents treating them fairly.

Table 6: Variations in questions about home and the people you live with (All age groups) (Means)

	Feel safe	Place to study	Parents listen	Parents fair	Good time together
Gender					
Boy	3.59	3.24	3.40	3.59	3.39
Girl	3.66	3.22	3.48	3.68	3.43
Age					
8	3.55	3.23	3.41	3.60	3.46
10	3.64	3.25	3.48	3.64	3.44
12	3.68	3.21	3.42	3.67	3.33
Total	3.63	3.23	3.44	3.63	3.41

Time with family

Table 7 presents the results of three questions about time spent with the family. According to children, they spend more time (every day) in learning activities with family (52.4%) than in having fun activities (42.2%).

Table 7: Time spent with family in the past week (All age groups) (%)

	Not at all	Once or twice	Most days	Every day
How often do family: Talk together	5.8	18.6	29.8	45.7
How often do family: Have fun together	5.8	20.6	31.1	42.2
How often do family: Learn together	7.1	14.9	25.4	52.4

Overall, there are no differences by gender in any of the questions. There are significant differences by age. Older children are significantly less likely to talk together with family, have fun and learn together, with lower levels for girls. Means are presented in Table 8.

Table 8: Variations in time spent with family (Means)

	Talk together	How often do family: Have fun together	Learn together
Gender			
Boy	2.17	2.13	2.24
Girl	2.15	2.10	2.23
Age			
8	2.17	2.29	2.38
10	2.23	2.15	2.31
12	2.08	2.92	2.03
Total	2.16	2.12	2.24

Satisfaction with family life

For the questions about satisfaction with family life, 8 year old children were asked the same questions as 10 and 12 year olds but using a five point emoticons scale where 0 represents the unhappy face and 4 represents the happiest face. Results are presented in Table 9. A high percentage of children were satisfied with the house where they live and their family life and at a less extent with the people they live with and other people of their family. There was no significant difference in satisfaction by gender for any of these questions.

Table 9: Satisfaction with home and the people you live with (8 years old) (%)

	0	1	2	3	4
The house or flat where you live	1.3	1.2	4.6	11.2	81.5
The people you live with	1.0	2.1	2.9	15.6	78.2
All the other people in your family	0.9	0.9	4.4	15.3	78.2
Your family life	1.4	2.2	2.9	11.7	81.5

For children at 10 and 12 years old there is a similar tendency. There is a high level of satisfaction, especially with family life. The results are shown in Table 10 which presents the responses on a 11-point scale used in the questionnaire where zero represents 'Not at all satisfied' and ten represents 'Totally satisfied'.

Table 10: Satisfaction with home and the people you live with (10 and 12 years old) (%)

	0	1	2	3	4	5	6	7	8	9	10
The house or flat where you live	1.6	.8	.5	.8	.5	3.4	2.2	3.0	5.8	6.4	74.6
The people you live with	.7	.5	.6	.7	2.1	1.9	2.7	2.6	4.1	10	73.5
All the other people in your family	1.0	.5	.4	0.8	1.8	2.6	2.3	2.6	4.6	9.7	73.2
Your family life	.8	.3	.4	.3	.7	1.3	1.8	2.3	4.1	8.7	78.8

There were no significant variations in satisfaction with these aspects of family life by gender or year group.

2.3 Money and things you have

Things you have

The survey asked children about things they have. Children at age 8 were asked a shorter list which included 5 items. The list for children at 10 and 12 included 8 items. For children 8 to 12, over 90% have good clothes and a television they can use. Over 60% have access to a computer at home and to internet, and less than 50% have a family car for transportation. Results are presented in Table 11.

Table 11: Things you have (All age groups) (%)

	Age 8	Age 10	Age 12
Clothes in good condition to go to school in	96.7	98.4	99.0
Access to a computer at home	74.7	80.5	78.4
Access to the Internet	67.3	77.8	75.3
Family car for transportation	48.0	42.1	33.8
Television that can use	96.3	96.3	97.1
Mobile phone		80.6	75.9
Own room		63.4	61.6
Books to read for fun		76.1	69.0
Own stuff to listen to music		59.6	59.0

Table 12 presents the percentage of items that children do not have. For Children at age 8, 37.7% have all of the items, and 62.4% lack at least one of the items. For children at age 10 and 12, 17.4% have all of the items, and 82.2% lack at least one of the items. A high percentage, 13.4%, lack five or more items.

Table 12: Number of items lacked by children (All age groups) (%)

	Age 8 % lacking out of four items	Age 10 and 12 % lacking out of nine items
None	37.7	17.4
One	31.9	20.9
Two	11.2	17.9
Three	17.8	17.4
Four	1.5	12.6
Five or more	-	13.4
Total	100.0	100.0

There was no variation for children at age 8. For ages 10 and 12, there were differences by gender with girls lacking more items than boys (10 and 12). Children at age 12 appeared to lack more items than children at 10. Differences were found also by the number of homes that children have. Children that normally sleep in their home and occasionally in other places lack less items than children who normally sleep in the same house. In the other hand, children who normally sleep in two homes with two different adults, lack more items than those sleeping in one home and occasionally in another place.

When children lack some of the basic items we will refer to this as material deprivation. More deprived children are those who lack more items.

The majority of children indicated they are happy with the things they have. Most of the 8 year old children (85.2%) and the 10 and 12 year olds (78.0%) scored the maximum regarding their level of happiness with the things they have. Results are presented in Table 13.

Table 13: How happy do you feel with the things you have (8 years old) (%)

	0	1	2	3	4
Age 8	.3	1.3	2.3	10.7	85.2

There was no variation by gender in the mean level of happiness with things you have for children at age 8. There were some differences by deprivation with children with higher deprivation being less happy with the things they have.

Table 14: How happy do you feel with the things you have (10 and 12 years old) (%)

	0	1	2	3	4	5	6	7	8	9	10
Age 10 and 12	.4	.2	.0	.3	.4	1.6	1.2	2.7	6.2	8.4	78.0

Table 15 presents variations in view about things children have for children at ages 10 and 12. There were no differences by gender. Children at age 12 were less happy than those at 10. Children lacking two or more items were less satisfied with the things they have than those with one or none items lacking.

Table 15: Variations in satisfaction with the things you have (Means)

	Age 8	Age 10 and 12
Gender		
Boy	3.80	9.37
Girl	3.81	9.47
Age		
10	-	9.50
12	-	9.34
Material deprivation (Items lacked)		
None	3.87	9.78
One	3.84	9.68
Two or more	3.71	9.27
Total	3.81	9.45

Your money and family money

Children were asked how often they worried about their family's money. In a scale from zero, never, to three always, 49% frequently or always worried about family money. Results are presented in Figure 3. No differences by gender were found. Variance by age is significant but not linear. Children at age 10 worry more than children at 8 but at age 12, children worry less than at other ages. Children at 8 with

higher deprivation tend to worry less about money their family has. Differences by deprivation were not found for children at 10 and 12.

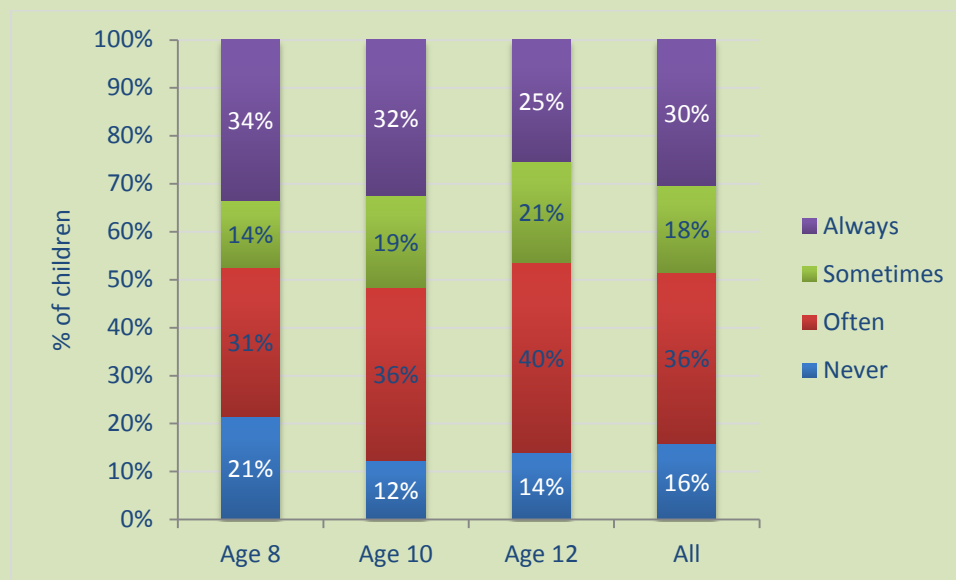


Figure 3: Worry about the money your family has by age

Table 16 presents the results for the question about regularity of getting pocket money. Most of children who are 12 years old (83.2%) indicated they get pocket money every week. Only 4.9% of the children aged 12, indicated they get pocket money every month.

Table 16: Pocket money (12 years old) (%)

	%
I get pocket money, but not regularly	11.7
I get pocket money every week	83.2
I get pocket money every month	4.9
Total	100.0

Children who were 12 years old were asked a set of questions about their economic status of people they live with. Results are shown in Table 17. Most of the children (97.2%) indicated that at least one of the adults they live with has a paid job. Only 2.6% of the children reported that none of the adults they lived with had a paid job.

Table 17: Number of adults in the house with a paid job (12 years old) (%)

	%
None	2.6
One	32.6
Two	38.3
More than two	26.3
Total	100.0

Comparisons by deprivation were also tested for the questions about home and family life. Children at all ages who have more lacked items tend to agree less with questions about their home like how safe they feel, relation with parents and places at home. They are also less satisfied with their house, the people they live with, people in their family and their family life.

2.4 Your friends and other people

Children were asked questions about relations with friends and other people. Although children seem to have several friends, these friends are not necessarily nice to them. Over half of the children (62.3%) informed that they had enough friends. However, just 45.6% of the children totally agreed that their friends were usually nice to them and 4.2% did not agree at all (Table 18).

Table 18: Friends (All age groups) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
My friends are usually nice to me	4.2	9.7	19.1	21.2	45.6
I have enough friends	3.6	6.1	9.2	18.5	62.3

There was significant variation by gender and age group for the question of friends being nice. Girls are less in agreement with this statement than boys. The level of agreement with the same statement decreased significantly for older groups. There are not significant differences for the question about enough friends.

Table 19: Variations in questions about friends (Means)

	Friends Nice	Enough friends
Gender		
Boy	2.90	3.30
Girl	3.00	3.27
Age		
8	3.10	3.31
10	2.96	3.38
12	2.81	3.17
All	2.96	3.29

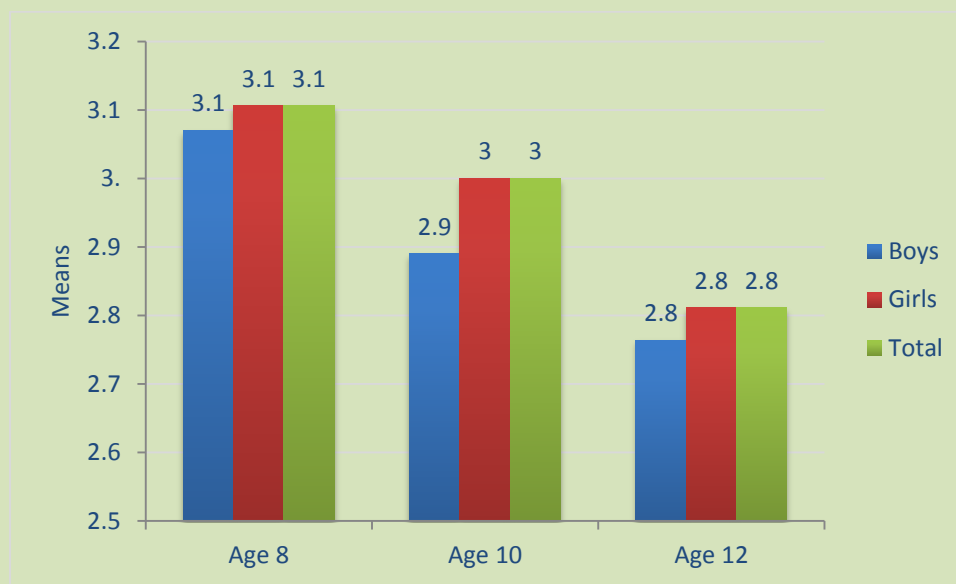


Figure 4. Friends being nice by age (means)

In general, children appear to be satisfied with their friendships and other relationships. However, children seem to be more satisfied with their relationships with their friends than with other people. While 69.5% of the 8 year old children are satisfied with their friendships, 60.0% are satisfied with their relationships with the people in their area. And, while 59.8% of the 10 and 12 years old children are satisfied with their friendships, only 48.3% indicated their satisfaction with the people in their area.

Table 20: Satisfied with friends and other relationships (8 years old) (%)

	0	1	2	3	4
Satisfaction with: Your friends	1.3	1.7	5.4	21.8	69.5
Satisfaction with: The people in your area	4.7	3.4	9.4	22.3	60.0
Satisfaction with: Your relationships with people in general	4.8	2.1	8.3	19.4	65.1

There was no difference in the satisfaction with friends between girls and boys at age 8. In addition, there was no variation by gender for ages 10 and 12 with respect to satisfaction with friends and people in the area, although there are significant differences for satisfaction with relationships with people, with girls more satisfied than boys. There are also significant differences between children at 10 and 12 where the latter are less satisfied with their friends, people in the area and relationships with people in general.

Table 21: Satisfied with friends and other relationships (10 and 12 years old) (mean)

	0	1	2	3	4	5	6	7	8	9	10
Your friends	2.3	.6	.4	1.2	1.5	4.3	2.1	5.6	9.2	12.6	59.8
The people in your area	3.0	1.2	1.0	1.2	1.9	6.8	3.6	6.4	10.6	15.4	48.3
Your relationships with people in general	2.8	.9	.6	1.2	1.2	4.3	2.4	4.8	10.2	17.0	54.2

Children were asked about how often they spend time with their friends either having fun, studying or talking. It is quite common that children meet to have fun and talk; every day, 52.8% of the kids meet to have fun and 50.3% to talk. Instead, it is less common that children meet to study. At least 32.0% of the children said that they do not meet at all to study.

Table 22: Frequency spending time with friends (All age groups) (%)

	Not at all	Once or twice	Most days	Every day
How often do friends: Talk together	7.4	15.5	26.7	50.3
How often do friends: Have fun together	7.4	12.4	27.2	52.8
How often do friends: Meet to study together	32.0	26.7	17.2	24.0

There were differences by gender in spending time having fun with friends (girls less frequently) and meeting to study together (girls more frequently). There were also variations between age groups for all three questions. Older children talk and have fun with friends more frequently, but meet less frequently to study (Table 23).

Table 23: Variation in time spent with friends by gender and age group (Means)

	Talk together	Have fun together	Meet to study together
Gender			
Boy	2.12	2.28	1.30
Girl	2.21	2.21	1.39
Age			
8	2.06	2.24	1.54
10	2.30	2.35	1.33
12	2.22	2.15	1.17
Total	2.19	2.25	1.35

2.5 The area where you live

In general, children indicated a high degree of satisfaction with their local area; 72.3% agreed a lot or totally with the statement 'I feel safe when I walk around the area I live in' and 77.2% agreed a lot or totally with the statement 'In my area there are enough places to play or to have a good time'. Results are shown in Table 24.

Table 24: Views about local area (All age groups) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
In my area there are enough places to play or to have a good time	5.7	6.6	10.4	14.4	62.8
I feel safe when I walk in the area I live in	6.7	6.8	14.0	17.0	55.3

Table 25 shows variations in these two questions. There is variation by gender and age. Older children tend to agree less with both statements and girls are less in agreement with walking safe. There were

also great differences by deprivation. Children who lacked more items were less likely to agree with both questions about local area.

Table 25: Variation in views about area by gender, age group and deprivation

	Enough places to play or to have a good time	I feel safe when I walk in the area I live in
Gender		
Boy	3.19	3.12
Girl	3.25	3.04
Age		
8	3.28	3.14
10	3.29	3.13
12	3.09	2.98
Material deprivation (Items lacked)*		
None	3.43	3.36
One	3.27	3.16
Two or more	3.10	2.94
Total all ages	3.22	3.08

*only 10 and 12 year-old group

Table 26 presents the results on satisfaction about the local area for children at age 8. 79.2% of the children, who were 8 years old, were completely satisfied with the area they live in; 75.0% by how they are dealt with at their doctors; and 63.2% by the outdoor areas they can use.

Table 26: Satisfaction with local area (8 years old) (%)

	0	1	2	3	4
How you are dealt with at the doctors	2.2	1.1	5.9	15.5	75.0
The outdoor areas children can use in your area	3.8	3.2	9.8	19.7	63.2
The area you live in general	2.3	1.7	4.1	12.5	79.2

Results for children at age 10 and 12 are presented in Table 26. 68.3% of children who were 10 and 12 years old were completely satisfied with the way they are treated at their doctors; 67% are completely satisfied with the area where they live; and 56.4% are completely satisfied with the outdoor areas they can use.

Table 27: Satisfaction with local area (10 and 12 years old) (%)

	0	1	2	3	4	5	6	7	8	9	10
How you are dealt with at the doctors	1.9	1.0	1.0	.8	.9	4.0	3.2	2.8	5.5	10.2	68.3
The outdoor areas children can use in your area	3.7	1.1	1.2	1.4	1.7	5.7	2.4	5.5	8.5	11.8	56.4
The area you live in general	2.3	.6	.7	.4	0.8	3.9	1.6	3.2	6.9	12.2	67.0

There are differences in satisfaction by gender for the statement about dealt with at doctors. Girls are more satisfied with this statement. There are significant variations by age groups. Children at age 12 tend to be less satisfied with all three statements. There is great variation with respect to material deprivation as children lacking more items expressed less satisfaction with how they are dealt with at doctors, the outdoor areas and the area they live in general (Table 28). Results for children at age 8 follow the same pattern.

Table 28: Variations in satisfaction with local area (10 and 12 years old) (Means)

	How you are dealt with at the doctors	Satisfaction with: The outdoor areas children can use in your area	The area you live in general
Gender			
Boy	8.79	8.49	9.00
Girl	9.07	8.50	9.10
Age			
10	9.17	8.64	9.15
12	8.69	8.35	8.95
Material deprivation (Items lacked)			
None	9.42	9.01	9.42
One	9.18	8.78	9.30
Two or more	8.80	8.30	8.92
Total	8.93	8.49	9.05

2.6 School

Views about school

Most of the children are positive about their teachers and their school. They feel safe at school (69.2% totally agreed with this statement), consider teachers treat them fairly (65.6% totally agreed with this statement) and like going to the school (64.2% totally agreed with this statement). The least positive response was to the statement 'My teachers listen to me and take what I say into account'. Only 50.8% of the children totally agreed with this statement. Results are presented in Table 29.

Table 29: Views about school (All age groups) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
My teachers listen to me and take what I say into account	5.0	8.3	15.9	19.7	50.8
I like going to school	2.8	4.4	10.3	18.2	64.2
My teachers treat me fairly	2.0	4.6	10.4	17.2	65.6
I feel safe at school	3.5	3.4	8.0	15.6	69.2

Table 30 presents variations for these questions. There was variation in the views about school. Girls were more satisfied than boys with the statement of “like going to school”, “teachers treat me fairly” and “feel safe at school”. Children at older groups are less in agreement with all of the statements. There were also important differences by level of deprivation. Children at age 8 with less items are less likely to agree with statements related with teachers. Children at age 10 and 12 with higher deprivation tend to like going to the school, but no differences were found in terms of teachers.

Table 30: Variations in views about school by gender, age group and material deprivation (Means)

	My teachers listen to me and take what I say into account	I like going to school	My teachers treat me fairly	I feel safe at school
Gender				
Boy	3.03	3.27	3.38	3.40
Girl	3.16	3.49	3.45	3.54
Age				
8	3.42	3.62	3.63	3.62
10	3.09	3.40	3.42	3.50
12	2.78	3.14	3.20	3.28
Material deprivation (Items lacked)*				
None	2.98	3.19	3.40	3.44
One	2.98	3.21	3.35	3.52
Two or more	2.91	3.33	3.28	3.37
Total all ages	3.10	3.38	3.42	3.47

*only 10 and 12 years-old groups

Satisfaction with school

Table 31 shows results for questions about satisfaction with different areas of the school. Most of the children at age 8 indicated the highest level of satisfaction with their school experience (76.7%), their school marks (65.7%) and their relationship with their teachers (73.9%).

Table 31: Satisfaction with school (8 years old) (%)

	0	1	2	3	4
Other children in your class	3.3	1.6	9.4	22.0	63.5
Your school marks	1.6	3.0	7.4	22.0	65.7
Your school experience	1.3	1.7	5.2	14.9	76.7
Your relationship with teachers	3.6	1.3	5.6	15.3	73.9

There was variation by gender in satisfaction with school experience and relationship with teachers, where girls are more satisfied with these aspects of school.

For children at age 10 and 12, the survey asked the same questions on satisfaction with school with an eleven point scale. The responses are shown in Table 32. Most of them indicated the highest level of satisfaction with the things they have learned (73.3%), their life as students (69.1%), and their school experience (62.5%). They were less satisfied with their school marks and their relationship with their teachers; 52.4% were satisfied with their school marks and 58.7% with their relationship with their teachers.

Table 32: Satisfaction with school (10 and 12 years old) (%)

	0	1	2	3	4	5	6	7	8	9	10
Other children in your class	3.2	.8	.3	1.6	2.5	8.0	4.3	7.9	11.9	12.8	46.2
Your school marks	2.5	.7	1.0	1.2	2.4	6.8	3.0	5.5	10.2	13.7	52.4
Your school experience	1.6	.3	.7	0.7	1.0	3.3	3.3	4.7	8.2	13.3	62.5
Things you have learned	1.0	.3	.1	.2	.3	2.3	1.0	2.9	6.1	11.9	73.3
Your life as a student	1.1	.6	.2	.3	.9	2.6	1.7	3.3	6.5	13.2	69.1
Your relationship with teachers	3.3	.5	1.1	.8	1.2	3.8	3.7	5.1	7.1	14.0	58.7

Group differences are shown in Table 33. There were variations by gender. Girls were more satisfied than boys with school marks, school experience, relationship with teachers, things learned and life as students. There were also differences between children at ages 10 and 12. Older children tend to be less satisfied with school in general. Children with higher material deprivation were less satisfied with their classmates, their school experience, their life as students, and the things they have learned.

Table 33: Variation in satisfaction with school (Age 10 and 12) (Means)

	Other children in your class	Your school marks	Your school experience	Your relationship with teachers	Things you have learned	Your life as a student
Gender						
Boy	8.26	8.17	8.77	8.33	9.23	8.96
Girl	8.18	8.65	9.08	8.83	9.43	9.36
Age						
10	8.47	8.63	9.04	8.68	9.46	9.34
12	7.97	8.20	8.81	8.49	9.21	9.00
Material deprivation (Items lacked)						
None	8.41	8.54	9.13	8.63	9.52	9.39
One	8.50	8.63	9.11	8.72	9.45	9.31
More than one	8.10	8.36	8.83	8.54	9.27	9.12
Total	8.22	8.41	8.93	8.58	9.33	9.16

Being hit and excluded by other children (Bullying)

Results indicated that most of the children have not being hit or excluded; 65.9% have never been hit by other children at school, and 57.2% have never been left out by other children in class. Nevertheless, 14.6% have been hit at least once and 17.8% have been left out by other children from class.

Table 34: Frequency in the last month of being hit and excluded (All age groups) (%)

	Never	Once	Two or 3 times	More than three times
Hit by other children in your school	65.9	14.6	8.8	10.6
Left out by other children in your class	57.2	17.8	11.5	13.4

There were significant differences by gender. Girls are less likely to have experienced both being hit by other children and feeling excluded by their peers. Older children are less likely to be hit or excluded by peers. No differences were found by deprivation.

Table 35: Variations in being hit and excluded by gender, age group and deprivation (Means)

	Hit by other children in your school	Excluded by peers
Gender		
Boy	.83	.99
Girl	.46	.72
Age		
8	.86	.99
10	.63	.83
12	.45	.73
Material deprivation (items lacked)*		
None	.50	.75
One	.49	.83
Two or more	.45	.75
Total all ages	.64	.85

*only 10 and 12 years-old groups

2.7 Time use

Activities where you spend time

The most common uses of time among children are watching TV and doing homework; 76.5% of children indicated that they watch TV every day, and 68.5% indicated that they do their homework every day. Other frequent activities (although at a lower level) are playing sport or doing exercise (55.0% of children

do this every day); helping with housework (54.7% of children do this every day); and using a computer (53.0% of children do this every day). Taking classes outside school time is a relatively uncommon activity among children. Results are shown in Table 36.

Table 36: Time use activities (All age groups) (%)

	Rarely or never	Less than once a week	Once or twice a week	Every day or almost
Taking classes outside school time	21.1	15.4	28.9	34.3
Taking part in organized leisure time activities (like clubs and groups)*	41.6	17.4	22.2	18.5
Reading for fun	20.7	18.0	23.8	37.4
Helping with housework	7.7	11.8	25.6	54.7
Doing homework	3.8	7.7	19.9	68.5
Watching TV	2.6	4.6	16.1	76.5
Playing sports or doing exercise	9.2	11.3	24.3	55.0
Using a computer	13.8	11.2	21.8	53.0
Just being by myself *	25.7	19.7	25.9	28.5
Taking care of brothers, sisters, other family members or people you live with*	33.8	12.7	18.0	35.3

*12 years-old only

Variations are shown in Table 37. Girls are less likely to take classes outside school, watch TV, do exercise; they are more likely to read for fun, help with housework and do homework. Older groups are more likely to practice sports but less likely to take classes outside school, read for fun, help with housework, do homework and use a computer. Children at age 10 are less likely to watch TV and use a computer; however, at age 12 children watch much more TV and, to a lesser extent, use a computer than other ages. There were also significant differences by level of deprivation. Children at all ages who lacked two or more items were less likely to take classes outside the school, read for fun, do homework, watch TV, practice exercise or use a computer. Housework is the only variable where differences were not found for children at 8 and where children at age 10 and 12 were more likely to spend time.

Table 37: Variation in time use activities by gender, age group and deprivation (Means)

	Classes outside school	Reading for fun	Helping with homework	Doing homework	Watching TV	Sports or exercise	Using a computer	Classes outside school
Gender								
Boy	1.97	1.80	2.07	2.15	2.65	2.42	2.30	1.97
Girl	1.77	1.93	2.31	2.34	2.71	2.26	2.19	1.77
Age								
8	1.96	2.16	2.10	2.15	2.56	2.29	2.07	1.96
10	1.75	1.74	2.24	2.22	2.71	2.40	2.21	1.75
12	1.91	1.70	2.23	2.33	2.76	2.33	2.44	1.91
Material deprivation (items lacked)*								
None	1.96	1.84	1.99	2.57	2.71	2.50	2.53	1.96
One	2.07	1.79	2.25	2.53	2.78	2.42	2.56	2.07
Two or more	1.71	1.65	2.27	2.46	2.52	2.15	1.94	1.71
Total	1.87	1.86	2.19	2.24	2.68	2.34	2.24	1.87

*only 12 and 10 years-old age groups

Satisfaction with time use

Table 38 indicates that children who were 10 and 12 years old were in general highly satisfied with how they use their time (64.3%) and with what they do in their free time (74.1%).

Table 38: Satisfaction with time use (10 and 12 years old) (%)

	0	1	2	3	4	5	6	7	8	9	10
How you use your time	1.2	.4	.1	.3	.7	4.0	3.1	3.3	9.5	12.7	64.3
What you do in your free time	1.4	.6	.1	.3	.3	1.5	1.3	2.0	4.9	12.9	74.1

There were no differences by gender. There is less satisfaction for older groups. Children with higher deprivation tend to be less satisfied with how they use their time and what they do in their free time.

Table 39: Variations in satisfaction with time use (10 and 12 years old) (Means)

	How you use your time	Satisfaction with: What you do in your free time
Gender		
Boy	9.04	9.33
Girl	9.06	9.34
Age		
10	9.20	9.41
12	8.89	9.25
Material deprivation (items lacked)		
None	9.38	9.00
One	9.29	8.54
Two or more	8.90	8.54
Total	9.05	9.33

2.8 Your life and your future

Children were asked some questions about how satisfied they are with several aspects of themselves and their lives. Table 40 presents the results. Children at age 8 were highly satisfied with their own body (86.5% indicated the highest level of satisfaction), followed by their health (85.9% indicated the highest level of satisfaction) and the way they look (82.6% indicated the highest level of satisfaction). The statement where there was the lowest level of satisfaction was the one regarding the way in which children are listened to by adults. Nevertheless, it is still a high score; 74.3% indicated the highest level of satisfaction.

Table 40: Satisfaction with yourself and aspects in life (8 years old) (%)

	0	1	2	3	4
The freedom you have	2.4	1.4	3.7	11.3	81.1
Your health	.9	.7	2.1	10.2	85.9
The way that you look	1.0	1.6	3.0	11.6	82.6
Your own body	.8	.2	2.2	10.1	86.5
What you do in your free time	1.1	1.0	2.1	17.5	78.2
How you are listened to by adults in general	2.3	1.6	4.7	17.0	74.3

Children at age 10 and 12 answered a longer list of questions regarding their level of satisfaction with themselves, aspects in life and their future. Results are shown in Table 41. They answered eleven questions overall. The highest levels of satisfaction were regarding health (82.3%), own body (80.5%) and self-confidence (76.1%). The lowest were regarding freedom (64.1%) and being listened by adults (58.8%).

Table 41: Satisfaction with yourself, aspects in life and your future (10 and 12 years old) (%)

	0	1	2	3	4	5	6	7	8	9	10
The freedom you have	1.7	.8	.5	1.2	1.1	4.1	2.3	3.2	8.1	12.6	64.1
The amount of opportunities you have (12 years old only)	.4	.7	.6	.5	.6	1.9	2.7	2.2	7.3	10.7	72.0
Your health	.5	.2	.5	.2	.2	1.3	1.1	1.5	3.9	7.8	82.3
The way that you look	.7	.3	.3	.4	.1	2.1	1.8	2.6	4.9	12.0	74.3
Your own body	.8	.5	.1	.3	.5	1.1	1.1	1.7	4.1	8.8	80.5
How you are listened to by adults in general	1.3	.9	.3	.6	1.9	3.5	2.5	4.7	8.5	16.6	58.8
Your self-confidence	1.2	.3	.3	.3	.4	1.7	1.3	2.1	4.4	11.5	76.1
The things you want to be good at	.6	.2	.2	.2	.4	1.0	1.0	1.9	5.0	13.2	75.8
Doing things away from your home	1.6	.5	.2	.9	.6	3.4	1.5	2.4	6.2	16.0	66.2
What may happen to you later in your life	1.7	.3	.3	.0	.8	1.9	1.3	2.1	6.0	13.9	71.2

There were no differences by gender at age 8 except for satisfaction with free time where girls are more satisfied than boys. For ages 10 and 12 there were differences by gender. Girls are more satisfied with health and appearance than boys. Satisfaction with all variables decreases with age.

Important differences were found by level of deprivation. Children at 8 who are more deprived are significantly less satisfied with all of the questions about life and future. The same pattern appeared for children at age 10 and 12, with important differences in doing things away from home, safety, listened to by adults and the freedom they have (Table 42).

Table 42: Variation in satisfaction with yourself, aspects in life and your future (10 and 12 years old) (Means)

	Freedom	Health	Appearance	Body	Listened to by adults	Self-confidence	Safety	The things you want to be good at	Doing things away from your home	Later in life
Gender										
Boy	8.96	9.45	9.23	9.43	8.81	9.40	9.20	9.43	8.99	9.23
Girl	8.88	9.64	9.46	9.50	8.89	9.39	9.31	9.42	9.05	9.26
Age										
10	9.64	9.63	9.46	9.56	8.98	9.48	9.40	9.55	9.14	9.33
12	8.78	9.47	9.24	9.38	8.72	9.30	9.11	9.30	8.90	9.16
Material deprivation (items lacked)										
None	9.35	9.77	9.56	9.71	9.21	9.61	9.58	9.65	9.49	9.59
One	9.29	9.68	9.56	9.64	9.24	9.59	9.51	9.58	9.35	9.52
Two or more	8.70	9.48	9.25	9.37	8.68	9.30	9.12	9.34	8.81	9.09
Total	8.94	9.57	9.37	9.49	8.89	9.42	9.28	9.44	9.04	9.26

Children's rights

Almost three quarters of the surveyed children (74.3%) indicated they are aware of the rights children have; 62.6% know about the children's rights convention and 50.9% considered that Colombia is a country in which adults respect children's rights.

Table 43: Children's rights (All age groups) (%)

	No	Not sure	Yes
I know what rights children have	6.8	18.7	74.3
I know about the children's rights convention	20.7	16.5	62.6
I think in my country adults in general respect children's rights	22.2	26.7	50.9

Children at age 8, 10 and 12 with higher deprivation know less about children's rights. However, there are no differences on question about adults respecting children's rights.

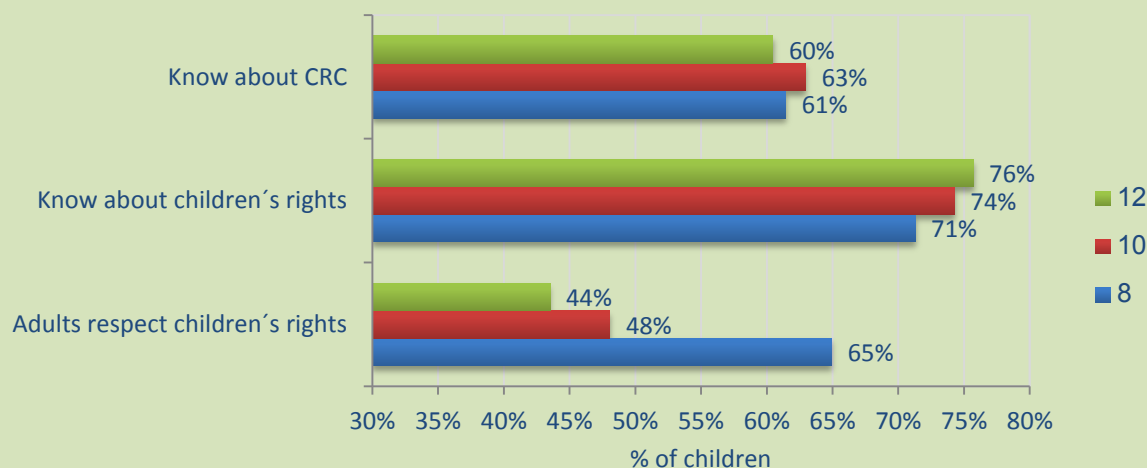


Figure 5. Children's rights

Values and future

Finally, children were asked about how they would like to be recognised when becoming an adult. According to Table 44 when children imagine themselves as adults in the future, the majority of them highly valued being recognised for their family values (86.0%), their kindness (83.1%) and their personality (82.3%). Conversely, according to the children, the less important characteristics to be recognised for when adults are power (50.7%) and money (51.9%).

Regarding gender, there were no significant differences with regards to relationships, money and power. However, there were significant differences between girls and boys with regards to friendliness, family, personality, kindness and image. Girls considered it very important to be recognised for all these aspects when they become adults. There were significant differences by age with regards to all variables except for image. Thus, children at age 10 considered it more important than children at age 12 to be recognised for their friendliness, relationships, money, power, family, personality and kindness when adults. Children with higher deprivation value less being recognised in the future for their personality and their kindness (Table 45).

Table 44: Aspired values (10 and 12 years old) (%)

	0	1	2	4	3	5	6	7	8	9	10
Your friendliness	.2	.1	.2	.1	.1	1.7	1.1	2.0	4.2	9.4	80.5
Your relationships with people	1.3	.1	.1	.1	.5	1.8	1.1	2.5	6.1	14.6	71.3
Your money	8.6	1.4	.9	.9	1.4	5.4	2.8	4.1	8.9	13.2	51.9
Your power	9.6	1.3	1.0	1.2	1.4	5.2	3.1	4.9	8.0	13.2	50.7
Your family	.5	.3	.1	.3	.2	1.2	.9	1.2	2.6	6.0	86.0
Your personality	.5	.1	.2	.0	.3	.5	.8	1.7	4.0	9.1	82.3
Your kindness	.5	.0	.2	.1	.3	.9	.9	.9	4.0	8.7	83.1
Your image	1.6	.7	.2	.2	.2	1.9	.9	1.9	4.2	10.3	77.2

Table 45: Variation in aspired values by gender and age group (10 and 12 years old) (Means)

	Your Friendliness	Your Relationship with People	Your Money	Your Power	Your Family	Your Personality	Your Kindness	Your Image
Gender								
Boy	9.43	9.24	8.24	7.82	9.57	9.48	9.53	9.24
Girl	9.57	9.30	8.07	8.02	9.68	9.66	9.65	9.38
Age								
10	9.67	9.36	8.39	8.15	9.74	9.64	9.65	9.33
12	9.33	9.18	7.92	7.70	9.51	9.50	9.53	9.29
Total	9.50	9.27	8.16	7.92	9.62	9.57	9.59	9.31

Changes in life

Children who were 10 and 12 years old were also asked a set of questions about changes they may have experienced in the past year. As shown in Table 46, 33.9% of children had moved house in the last year, 26% had changed their local area, and 22.5% changed their local school. Nevertheless, 85.8% continued living with the same parents or carers that they lived with a year ago.

Table 46: Changes in children's lives (10 and 12 years old) (%)

	No	Yes
In the past year have you moved house?	66.0	33.9
In the past year have you changed local area?	73.9	26.0
In the past year have you changed schools?	77.4	22.5
In the past year have you lived in another country for more than a month?	85.4	14.5
Are you living with the same parents or carers you used to live with one year ago?	14.1	85.8

Some questions about agreement with different Eudaimonic items were asked of children at age 12. Results are presented in Table 47. Almost 80% of children at 12 like being the way they are, more than 60% think they are learning a lot at the moment, feel that they know where they going and are optimistic about the future.

Table 47: Eudaimonic items (Age 12) (%)

	0	1	2	3	4	5	6	7	8	9	10
I like being the way I am.	1.2	0.5	0.1	0.0	0.5	1.1	1.9	2.5	5.0	7.2	79.5
I am responsible with my daily activities.	1.2	0.3	0.6	0.9	1.6	5.7	3.8	7.9	10.3	20.5	46.8
People are generally very friendly with me.	1.5	0.2	0.9	0.7	2.0	4.8	3.2	5.4	11.2	17.8	51.6
I have enough options to decide what to do with my time.	1.7	0.4	0.5	1.2	1.0	2.4	3.5	5.1	8.3	14.5	60.8
I feel that I am learning a lot in this moment.	0.6	0.6	0.3	0.3	1.3	2.4	2.0	3.9	7.8	14.1	66.3
I feel I know where my life is going.	3.1	0.0	0.5	0.5	0.9	3.9	2.1	4.5	6.2	14.1	63.7
I feel lonely.	32.1	3.2	3.7	4.0	2.5	5.5	2.3	3.6	4.8	6.8	30.8
I feel optimistic about my future.	2.4	0.5	1.0	0.6	0.9	3.8	2.0	3.8	6.5	10.5	67.6

2.9 Overall subjective well-being

This section presents five overall subjective well-being measurements. For more detailed information about the scales see the Methods section in the General Introduction (page 2).

The Overall life satisfaction (OLS)

The OLS -how happy/satisfied are children with their life as a whole – was measured using a five point emoticons scale for the 8 year-olds and an 11-point scale for the 10 and 12 year-olds. Table 48 and 49 show how satisfied the surveyed children are with their life as a whole; 86% of the 8-years-old children are totally satisfied with their lives and 76.9% of the 10 and 12 years old children scored the maximum.

Table 48: Overall life satisfaction (8 years old) (%)

	0	1	2	3	4
Your life as a whole	.7	1.1	2.6	9.3	86.0

Table 49: Overall life satisfaction (10 and 12 years old) (%)

	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole	.6	.0	.4	.4	.1	1.6	1.5	2.7	5.3	10.0	76.9

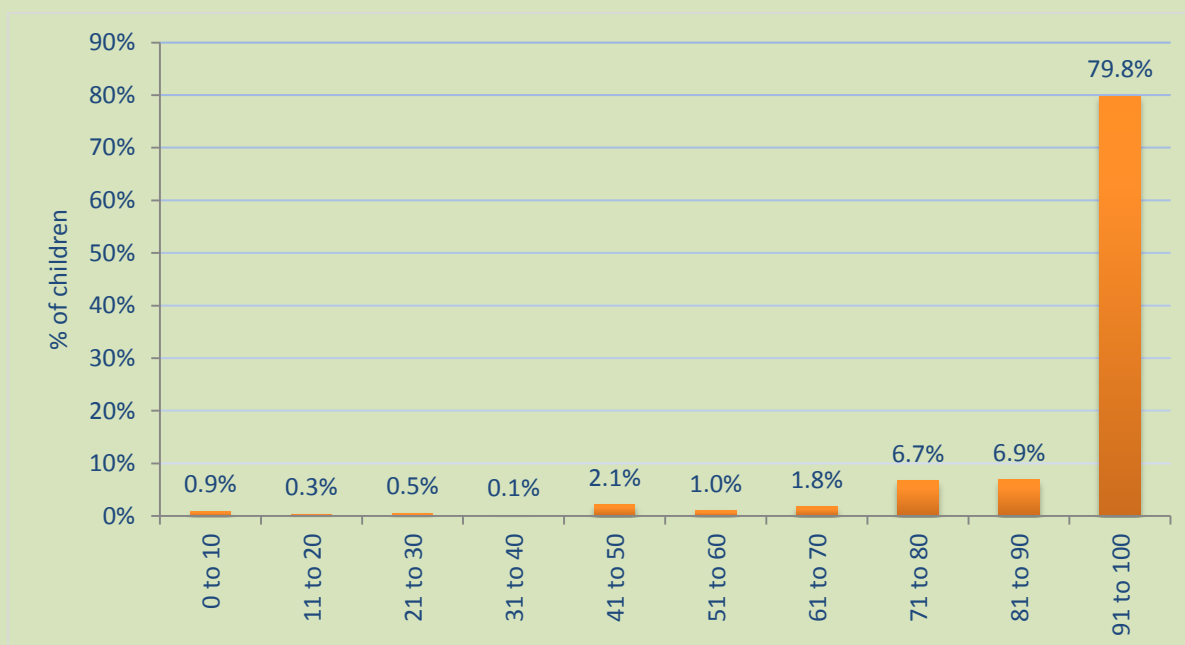


Figure 6. Distribution of scores on the OLS (All ages) (%)

There are no differences by gender, age and other variables for children at 10 and 12. For children at age 8 overall life satisfaction is lower for girls than for boys. There is only a small difference for children lacking one item on overall life satisfaction, with lower satisfaction for this group. Figure 6 presents the distribution of OLS scores on the transformed scale from 0-100. 79.8% of children scored in the higher interval, which demonstrate a high level of satisfaction.

The Student's Life Satisfaction Scale (SLSS)

A short five item version of Student's Life Satisfaction Scale was used with four items from the original version and one item adapted from the Diener's SWLS. For 8 year-old children a five point scale was used (from 'don't agree' to 'totally agree') and for 10 and 12 year-old, an 11-point scale was used (from 'not at all agree' to 'totally agree').

In general, children who were 8 years old and who were 10 and 12 years old show high scores of life satisfaction. Results are shown in Tables 50 and 51. 66.5% of the 8 year old children considered things in their lives are excellent; 60.1% considered that they have what they want in life. 75.2% of 10 and 12 years old children considered that their lives are excellent; 70.4% have what they want in life.

Table 50: SLSS items (8 years old) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
My life is going well	1.2	1.8	3.6	10.1	83.1
My life is just right	6.7	4.4	7.7	18.4	62.7
I have a good life	1.1	1.2	2.4	11.9	83.2
I have what I want in life	2.7	4.3	6.8	15.5	70.4
The things in my life are excellent	1.4	2.5	5.1	15.5	75.2

Table 51: SLSS items (10 and 12 years old) (%)

	0	1	2	4	3	5	6	7	8	9	10
My life is going well	.7	.2	.1	.7	1.2	2.1	1.5	2.2	6.9	9.7	74.3
My life is just right	4.8	1.0	1.0	1.2	1.5	4.4	3.9	4.4	7.5	14.7	55.2
I have a good life	.9	.5	.2	.7	1.1	1.6	1.1	2.5	4.7	8.7	77.6
I have what I want in life	2.4	.6	1.0	.9	1.5	4.6	2.9	4.3	7.7	13.5	60.1
The things in my life are excellent	1.2	.5	.5	.9	.9	3.1	2.5	3.7	7.1	12.7	66.5

Figure 7 shows the scores for SLSS on the transformed scale from 0 to 100. We can conclude that a high percentage of children are satisfied with their life in general. However, these results are not as high as in the OLS scale. Around 70% scored more than 80 out of 100.

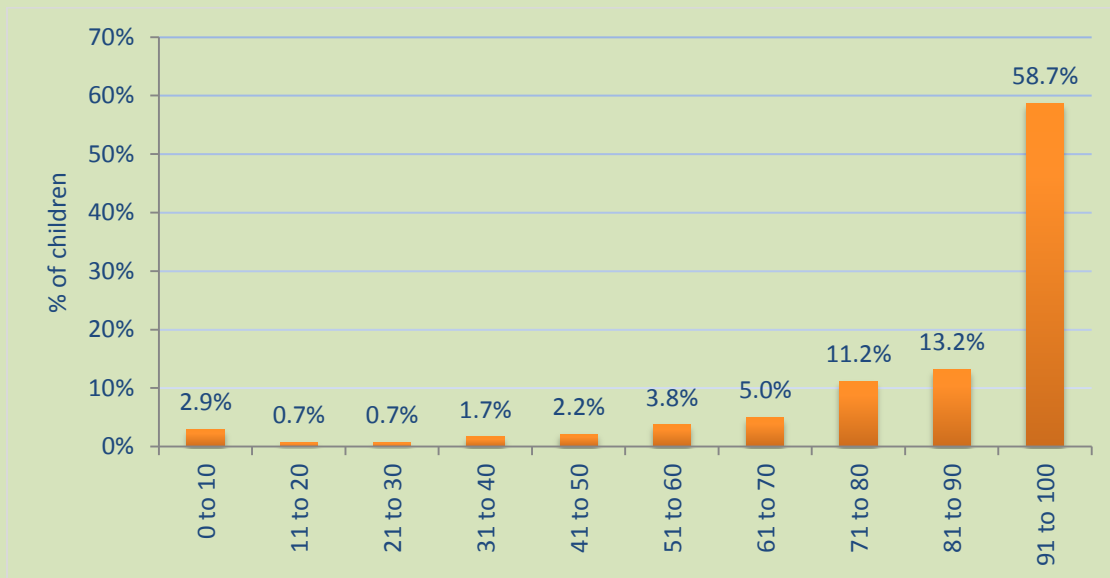


Figure 7: Distribution of SLSS (All ages) (%)

Brief Multidimensional Student Life Satisfaction Scale

The Brief Multidimensional Student Life Satisfaction Scale consists of five domains; family life, friends, school experience, local area and body. The distribution of scores is shown in Figure 8. Results are similar to those on SLSS. Around 75% scored more than 80 out of 100.

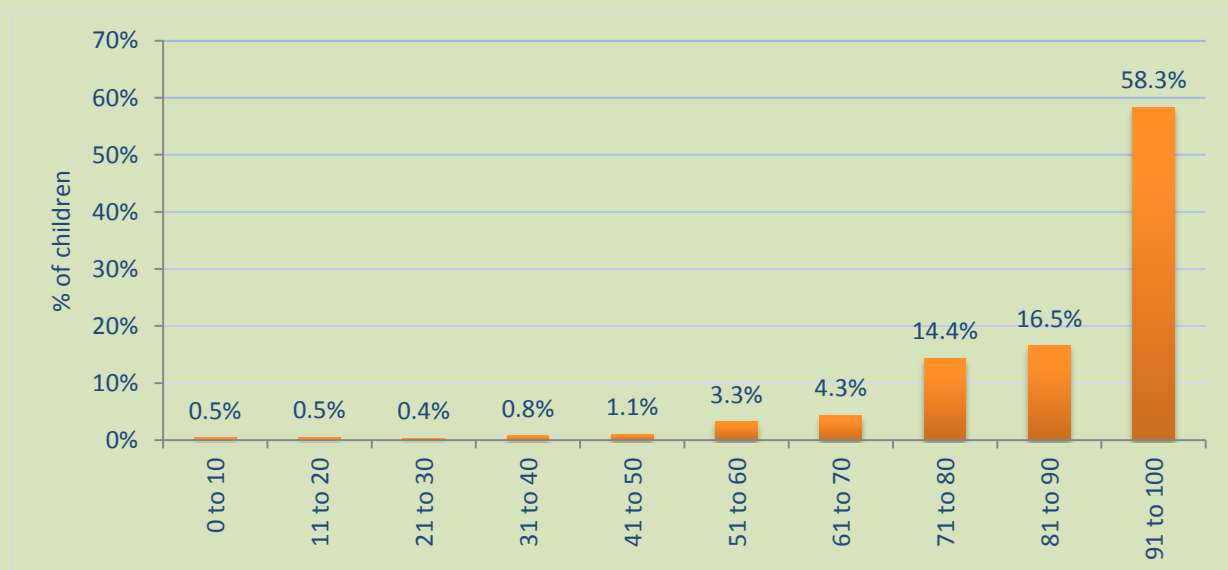


Figure 8: Distribution of BMSLSS (All ages) (%)

Personal Well-being Index-School Children (PWI-SC) 7 (PWI-SC 7) and 9 items (PWI-SC 9) versions

This scale consists of 7 (PWI-SC7) items about the things children have, their health, things they want to be good at, relationships with people, doing things away from home, and about what may happen later in their lives.

Another version was constructed with nine items (PWI-SC9), including two additional items: how you use your time and your life as a student. Distribution of scores is shown in Figure 9 and 10. About 66% scored in the highest interval for the PWI-SC7 and 64% for PWI-SC7 9.

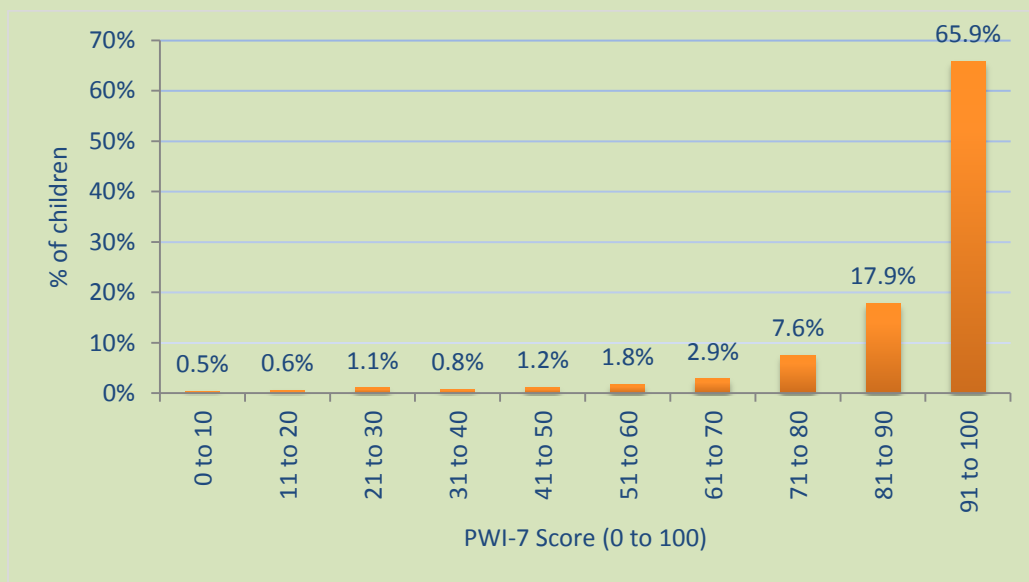


Figure 9: Distribution of PWI-SC 7 (Age 10 and 12) (%)

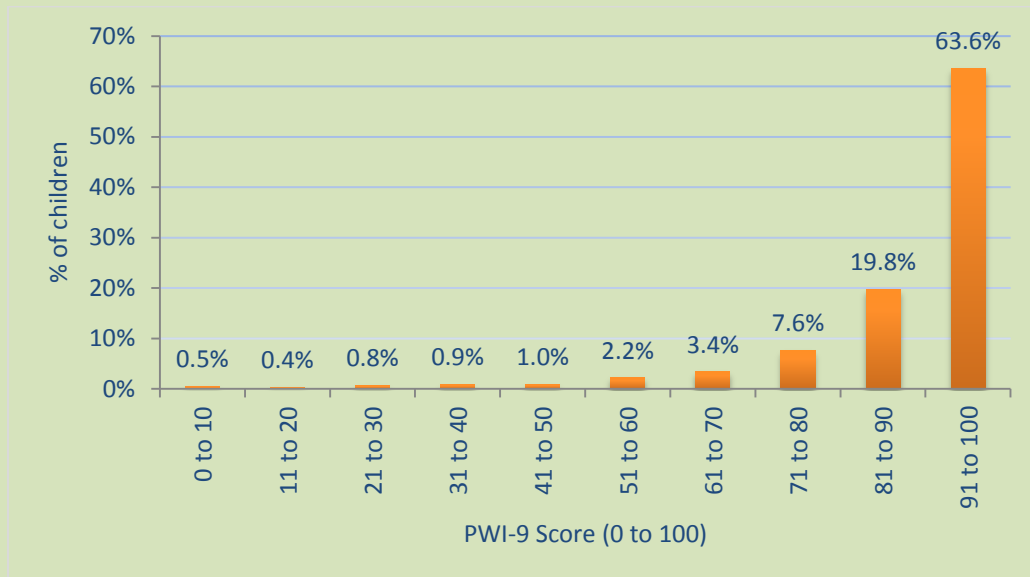


Figure 10: Distribution of PWI-SC 9 (Age 10 and 12) (%)

Positive affect

The surveys of age groups 10 and 12 included six questions on positive affect. Each item is scored 0-10 and the overall scale is created by summing the item scores and then transforming the scale so that it ranges from 0 to 100. Distribution of scores is shown in figure 11. 60.9% of children scored in the highest interval. Around 75% scored more than 80 out of 100.

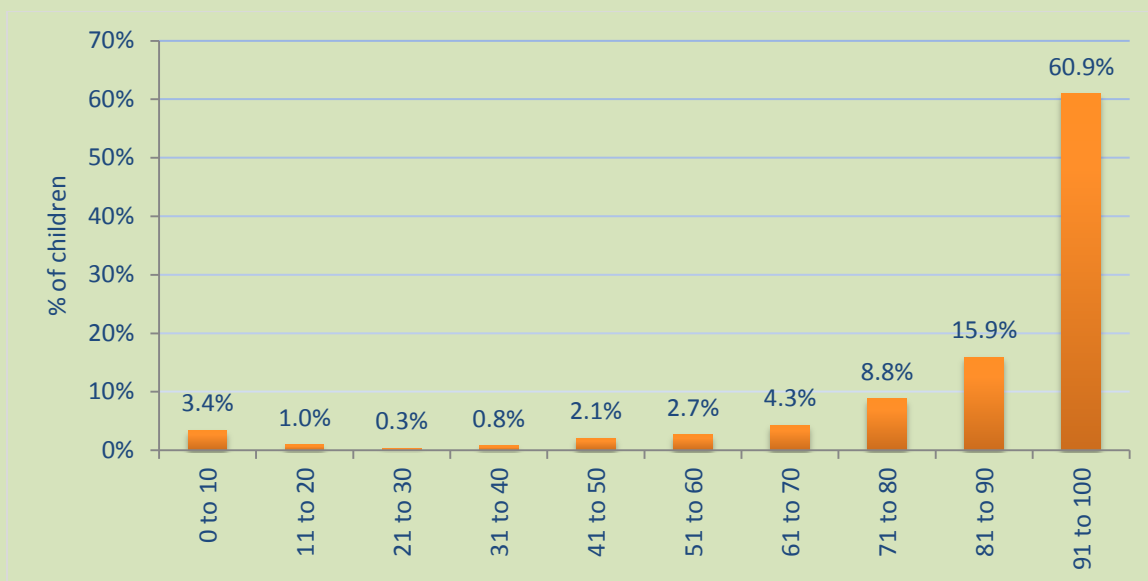


Figure 11: Distribution of Positive Affect (Age 10 and 12) (%)

Table 52: Variations in different measures of subjective well-being (Means)

	OLS	SLSS	BMSLSS	PWI7*	PWI9*	Positive affect*
Gender						
Boy	94.0	85.2	87.4	88.5	88.2	85.2
Girl	94.5	85.9	89.9	90.4	90.3	86.8
Age						
8	94.2	84.2	88.9	-	-	-
10	94.7	87.5	89.0	90.1	90.1	88.0
12	93.9	85.1	88.1	88.8	88.4	84.0
Material deprivation (Items lacked)*						
None	94.7	91.4	91.6	92.7	92.4	88.2
One	96.6	90.9	91.6	92.8	92.5	90.3
Two or more	93.5	84.0	88.0	88.9	88.7	84.5
Total all ages	94.3	85.5	88.6	89.5	89.3	86.0

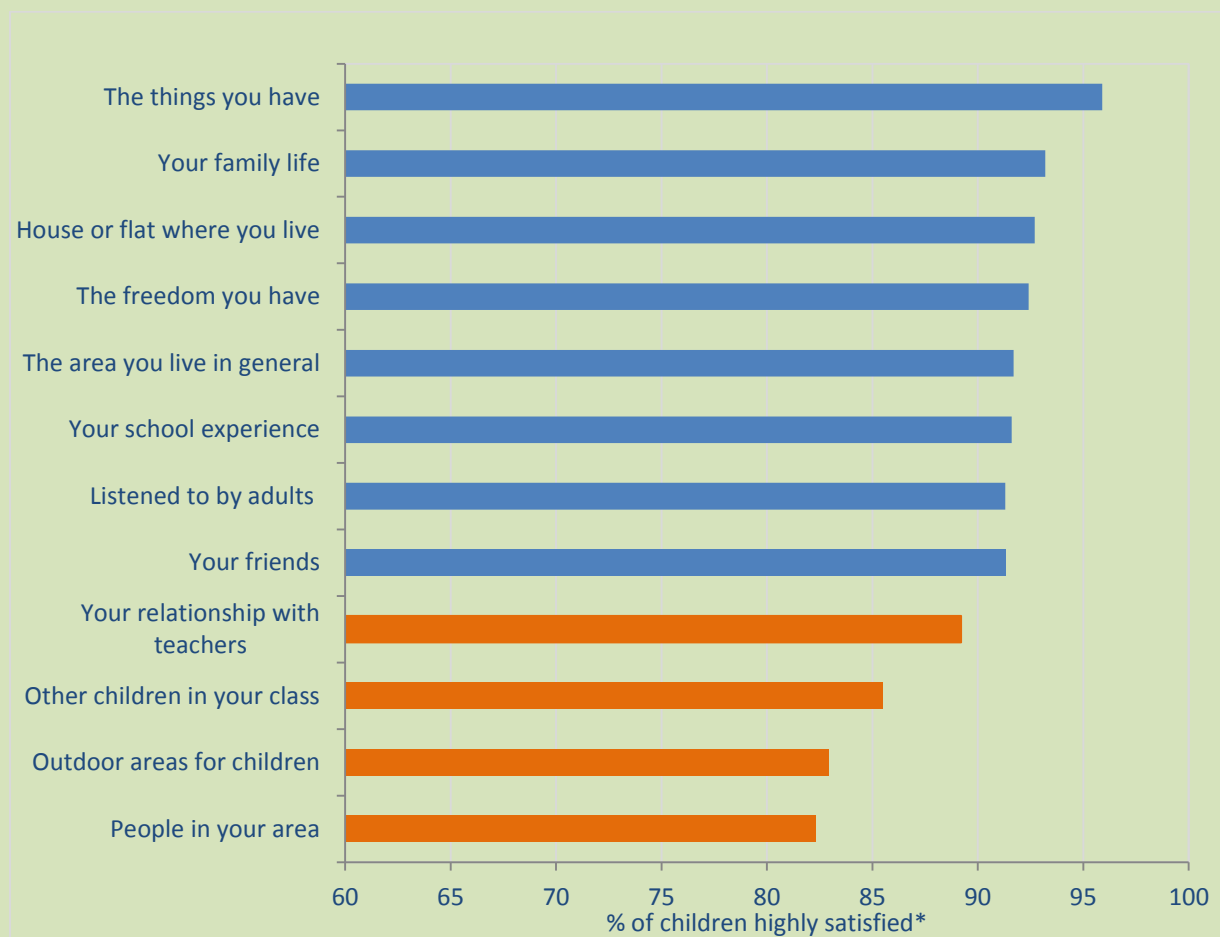
*only for 10 and 12 years-old groups

For OLS no differences were found in the scores. For SLSS there were differences by deprivation and age. Older and more deprived children have lower scores. For BMSLSS there were differences only for deprivation, with the same trend. With respect to PWI7 there were small differences by gender, age and deprivation. Girls tend to have a higher score, while older and more deprived children tend to have lower scores. The same trend applies for PWI9. For positive effect there were differences by age and items lacked. Older children and children with two or more items lacked have lower scores.

3. Conclusions

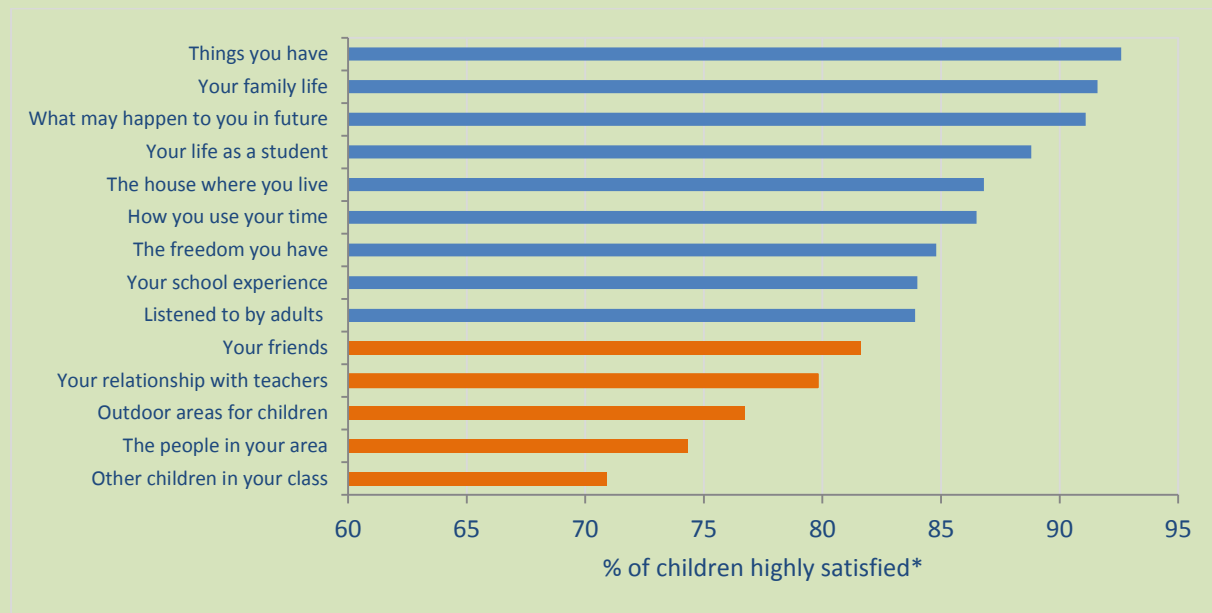
3.1 General conclusions

- There is a high level of satisfaction with all the aspects included on the survey. The satisfaction with life as a whole for children at 8 is above 85% and for children at 10 and 12 above 75%. However, when asked how they feel, percentages are lower. Below 75% feel satisfied, happy, relaxed and active.
- Scores for the scales on global life satisfaction (domain-free) are high. Scales referring to satisfaction with different aspects of life (domain-specific), asked only of older children, have lower scores.
- There is a high level of agreement with statements of home and family, money and things they have and school life. To a lesser extent with questions about friends and relationships, safety of local area and relationships with teachers. Figures 13 and 14 shows the aspects where children are more satisfied.



*high satisfaction measured by summing responses option 4 and 5

Figure 12: Aspects of high satisfaction (Age 8) (%)



*High satisfaction measured by summing responses option 8, 9 and 10

Figure 13: Aspects of high satisfaction (Ages 10 and 12) (%)

- Older children tend to be less satisfied with almost all of the aspects of their family life, friends, school, local area and things they have. This is also shown in scores on overall subjective well-being scales.
- Children with higher deprivation tend to be less satisfied with many aspects of their life including their house, people they live with, how they are treated, time use. They are less likely to have time for themselves and with family, feel safe at home and in local areas.
- There are also important gender differences. Girls tend to agree less with statements about friends being nice, be less satisfied with friends, and safety. However they tend to be more satisfied with school-related statements.
- In general, children would like to be recognised in adulthood for their kindness and family values, rather than for power or money.

3.2 Conclusions by life domains

Home and family

Children are highly satisfied with their homes and the people they live with, specially their families. A high percentage of children feel safe in their homes and think they are well treated by their family. More than 65% of them totally agree with questions related to this area. A lower percentage had a quiet place to study at home. Older children have a less positive view about some statements about home and family. More than 75% of children at age 8 and more than 70% of those at 10 and 12 are highly satisfied with their house and people they live with. However, there are important differences by the things they have and have not. Children with higher material deprivation tend to be less satisfied with their houses and people they live with, their relationships with parents and feeling less safe at home.

About time with family, half of the sample spends time with family every day and a high percentage spend time most days. These results vary by age, with older children having less time with family.

Money and things you have

In general children have access to most of the basic items. A high percentage have access to clothes and TV at home, and to a lesser extent, they have their own room, access to a computer and internet and a mobile phone. There is a low percentage for family car. Girls lack more items than boys, as well as older children and children living in two houses with two adults. It is important to note that a quite large percentage of children at 10 and 12 (13.4%) lack more than five items from a list of 9.

Friends and Other People

The percentages agreeing with questions about friends being nice are lower, especially for girls and older children. Children appear to be satisfied with their friendships and other relationships. However this agreement or satisfaction decreases with age.

The area where you live

A high percentage children think they have places to play but safety is not that well viewed, especially by girls and children with higher deprivation. There is also a high percentage of children that are satisfied with local services and local area in general.

School

Most children are positive about life at school. Most indicated a high level of satisfaction with the things they have learned, their life as students and their school experience. However some levels of satisfaction on questions about treatment by teachers are lower. Children in older groups are less in agreement with all of the statements about school. There were also important differences by level of deprivation. Children with fewer items were less likely to agree with statements related to teachers. In addition, although there are not high levels of children reporting being hit or excluded, girls and young children are more likely to experience both.

Time use

Children tend to spend their time watching TV or doing homework, and very rarely do they take part in groups or organised leisure time activities. This is more evident for boys than for girls, and for older groups. In general, children are satisfied with the way they use their time.

Life and future

A high percentage of children are satisfied with aspects of their life like freedom, health, appearance and self-confidence. To a lesser extent, they agree that they are listened to by adults. A high proportion know about children's rights. However, only half of them think that these rights are respected by adults.

Overall subjective well-being

Subjective well-being scales showed that in general, children are highly satisfied with their life. Once again, older children and those who are more deprived have lower scores in these scales.