



Main findings from Catalonia (Spain)

Coordinator: Ferran Casas

Research Team: Mònica González, Sara Malo, Dolors Navarro,

Carme Montserrat, Ferran Viñas, Carles Alsinet, Gemma Crous, Mireia Baena, Mireia Aligué

Collaborators: Clara Sisteró, M^a Alba Forné, Stefania Carneiro, Desirée Abreu, Laia Casas, James Ferreira



www.isciweb.org

Contextualizing (I)

What does it mean to be a child living in Catalonia today?

- The concept “**childhood policies**” has not been frequently used at political level. Children are not a political priority. Increasing poverty rates of families with children.
- The first child is born when the mother is more than 30 as a mean, and families plan to have to **pay for their children during many years**.
- All children in Catalonia have access to **free education**, even illegal immigrant children. And all children are supposed to have free access to **health services** and to **social services**.
- Children in Catalonia stay between 8.5 and 9 **hours a day at school** until they are 11. The year they become 12 years old they start Compulsory Secondary Education, usually at a different educational centre.



Contextualizing (II)

Everyday life of a child in Catalonia

- Many children spend additional time at school after school hours and also many do **out-of-school activities**.
- In many families, particularly if parents work out of home, the only **meal they have all together** is dinner.
- Catalan society has been very reluctant to discuss about increasing children's and adolescents' **social participation**.
- During the recent decades Catalonia has received many **immigrants** from all over the world.
- Catalonia, like all Spain, has one of the highest rates of **school drop-out** in Europe, and low scores in the PISA indicators.
- According different research results, **gender** seems to raise an important difference for children in Catalonia in relation to school motivation and school results, girls scoring higher than boys.



Catalonia

A bilingual country: Catalan and Spanish are co-official



Achieved sample

	8-years-old			10-years-old			12-years-old			GLOBAL		
	State-run	State-subsidized	Total	State-run	State-subsidized	Total	State-run	State-subsidized	Total	State-run	State-subsidized	Total
Rural	178	0	178	183	0	183	82	0	82	443	0	443
Semi-urban	114	38	152	129	30	159	402	101	503	645	169	814
Urban	537	199	736	524	216	740	775	357	1132	1836	772	2608
Total	829	237	1066	836	246	1082	1259	458	1717	2924	941	3865



The participants

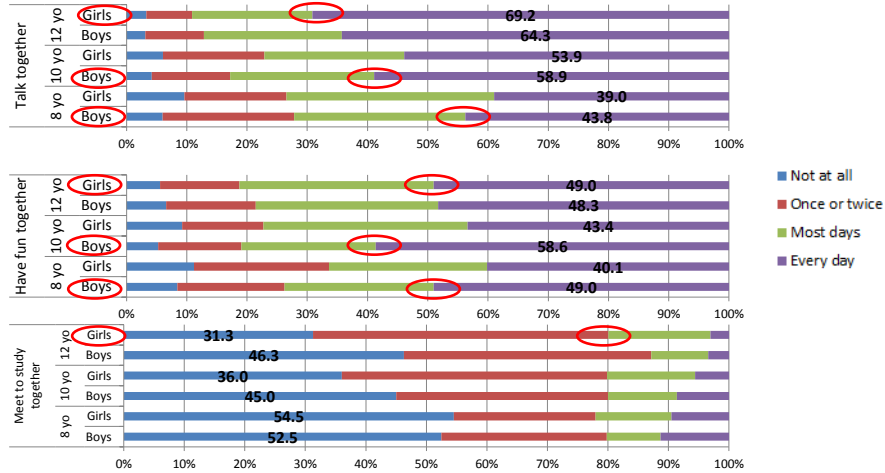
Age by school year

Years old	3 rd grade of primary education		5 th grade of primary education		1 st grade of secondary education	
	N	%	N	%	N	%
7	78	7.6				
8	863	83.6				
9	85	8.2	72	6.8		
10	6	0.6	886	83.8		
11			95	9.0	89	5.3
12			4	0.4	1,304	78.2
13					242	14.5
14					32	1.9
Total	1,032	100.0	1,057	100.0	1,667	100.0



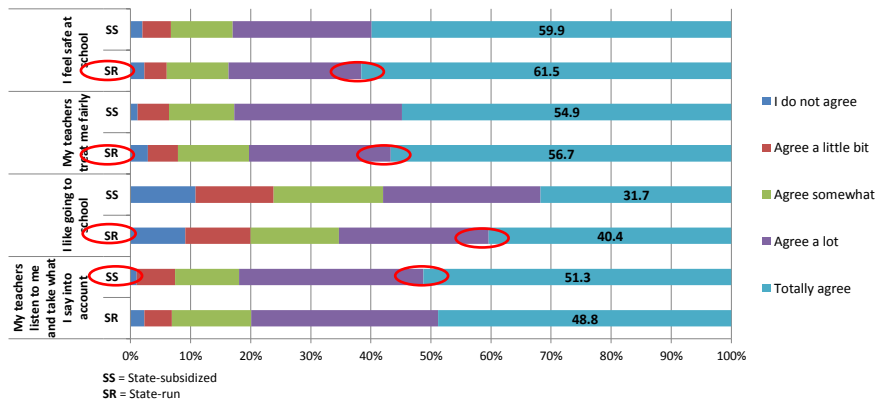
Your friends and the other people

Frequency of talking, having fun and meeting to study with friends outside school by year group and gender (%)



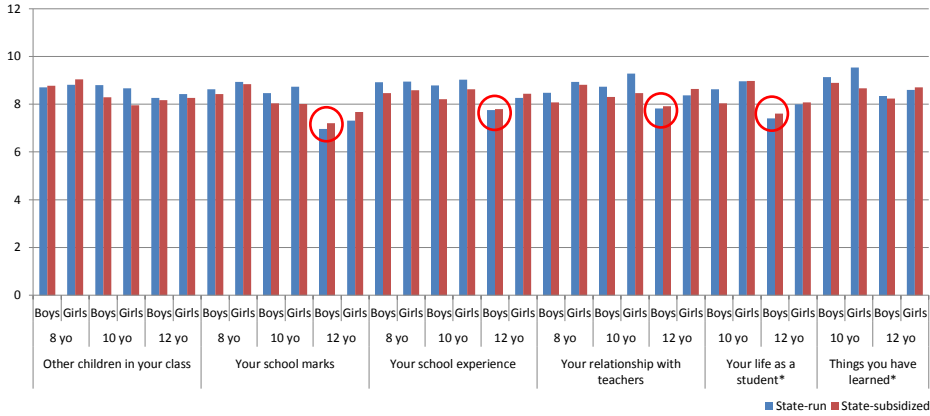
School

Variations in views about school by type of school (All year groups) (%)



School

Satisfaction with school by type of school and year groups (means)

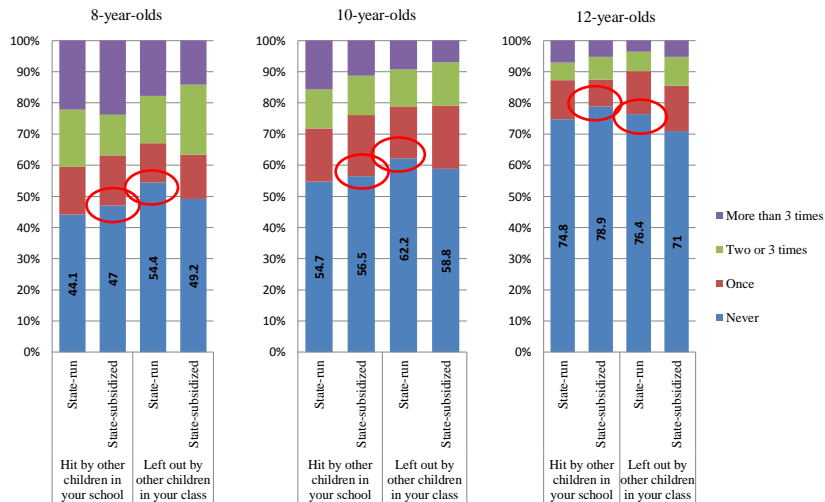


*Only 10&12-year-olds



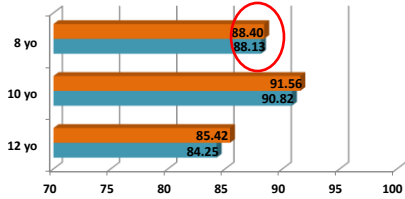
School

Variations in bullying by type of school (%)

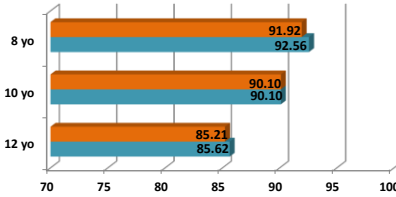


Subjective Well-Being

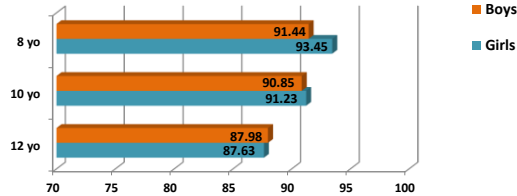
Distribution of the mean scores on the **SLSS** by year group and gender (means)



Distribution of the mean scores on the **BMSLSS** by year group and gender (means)

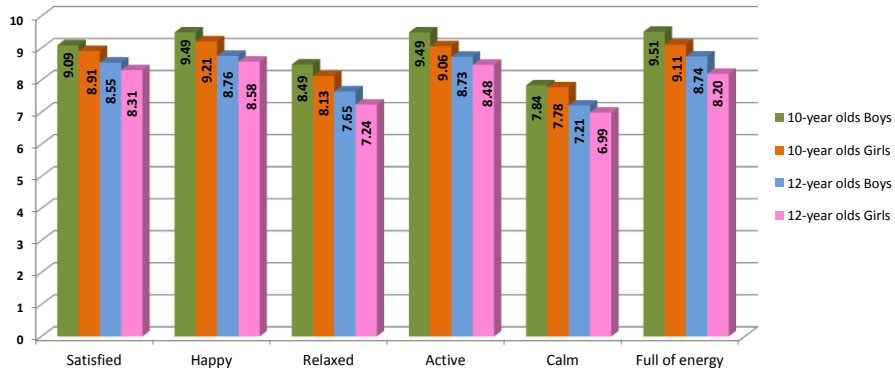


Distribution of the mean scores on the **PWI-SC** by year group and gender (means)



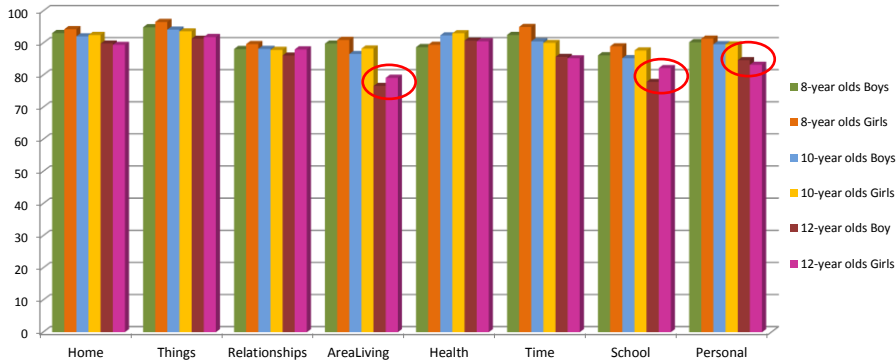
Core Affects

Distribution of the mean scores on the Affect items by year group and gender (means)



General Domain Satisfaction Index Sub-scales

Distribution of the mean scores on the General Domain Satisfaction Index Sub-scales items by year group and gender (means)



Conclusions (I)

- Most children in Catalonia display a high satisfaction with their life and particularly **with their family life and the people they live with**. However, life satisfaction decreases with age and the decreasing path differs by gender.
- Some children, although the percentages are very low, report **not to dispose of a considerable amount of things**.
- Only a percentage of 1.8% reports that **friends are not nice to them** and a 2.8% think that they do not have enough friends.
- **To high extents they report that there are enough places to play or have a good time in the area they live in**. However, when they become 12, satisfaction with the area they live in dramatically decreases, particularly among boys. Something similar happens with satisfaction with school. Satisfaction with **the city council asking their opinion about things that are important to them** and with **the local police** is clearly lower.



Conclusions (II)

- The majority of children are **positive about their teachers and their safety at school**. However, not a negligible percentage of children (9.7%), **do not like to go to school**, or consider that teachers do not listen to them and take what they say into account (1.8%).
- The most common use of time (every day or almost) is **doing homework** followed by **watching TV** or **listening to music**.
- Worrying percentages of children say **not to know what rights children have** (14.1%), or the **Convention on the Rights of the Child** (32.1%),
- **Children are very satisfied with different aspects of their present and future life**, especially regarding the present. Means for different **psychometric scales measuring subjective well-being display very high –but decreasing with age- scores**. The same for the different core affects in the questionnaires, with the exception of feeling calm.



Conclusions (III)

- The majority of children in Catalonia report a **high well-being throughout different domains of their lives**. The analyses carried out taking into account demographic variables (year group, gender, school context, school ownership, material deprivation, and the place of birth), reflect that **levels of well-being are not uniformly distributed**.
- Stronger efforts should be dedicated on those sub-groups experiencing lower levels, such as **children being born abroad** and **children with higher material deprivation**. The fact that that satisfaction with most life domains and with overall life **decreases with age**, raises important challenges about supporting adolescents' well-being, particularly in the **school context**.
- Special attention should be devoted on **changing adults' attitude towards children** in order that they are more listened and taken into account in all spheres of their lives.

