



# Children's Worlds National Report

## Catalonia (Spain)

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## 1. Introduction

This is a summarised report of the results from the Children's Worlds survey conducted in Catalonia (Spain) in late 2013 and early 2014. The aim of the report is to give a brief descriptive overview of key findings.

### 1.1. Context and population

There is some general information which is very important to understand the non-material context of living of children in Catalonia (i.e.: perceptions, evaluations and aspirations of "adult society" regarding our children – from the micro to the macro level), particularly in order to know similarities and differences in the experiences children have in comparison to other countries participating in the Children's Worlds project. Therefore, we aim to introduce some brief ideas, from adults' (and adult researchers') points of view which, although perhaps biased, can help us to understand children's lives in Catalonia in a more systemic perspective. Unfortunately, we do not have much systematic information available on what Catalan children themselves think that it means for them to live in our country today.

#### *External influences*

The Spanish data collection was carried out in Catalonia. Catalonia is one of the 17 autonomous regions of Spain, located in the north-east, bordering France (see Figure 1). It has a population of 7,553,650 inhabitants in 2013 (16% of the Spanish total population), being the second most populous region in Spain. In Catalonia there are 787,903 children between 5 and 14 years old, which is 10.59% of the total population.<sup>1</sup>



Figure 1. Spanish autonomous regions (Catalonia is highlighted in red colour)

42.7% of the Catalan population states to be non-practicing Catholics, 25.3% atheist or non-believers, 15.1% practicing Catholics; 14.5% agnostics and 1.7% believers of other religions.<sup>2</sup> Of the recognized religious centres in Catalonia, a 78.74% are Catholic, 12.19% are Evangelic, 4.51% are Muslims, 2.41%

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<sup>1</sup> Catalan Statistics Institute (2013). Census data 2013. Accessed at <http://www.idescat.cat/territ/BasicTerr?TC=5&V0=3&V1=0&V3=669&V4=1180&ALLINFO=TRUE&PARENT=1&CTX=B>

<sup>2</sup> Studies and Opinion Centre, Catalan Government (2013). *Entre el catolicisme, l'agnosticisme i l'ateisme. Una aproximació al perfil religiós dels catalans* (Alexandra Capdevila).

are Jehovah's Christian Witnesses, 0.61% are Orthodoxies, 0.47% are Buddhists, 0.40% are Mormons, 0.11% are Jews, and 0.51% belong to other confessions.<sup>3</sup>

Catalonia has been traditionally divided into four provinces (Barcelona, Girona, Lleida and Tarragona) (see Figure 2), each comprising a major urban settlement (the “capital”) and many other smaller cities and towns which differ considerably in the number of inhabitants they have. Despite the existence of other classifications of the territory, the distribution by provinces has a strong impact at least on political, economic and educational issues.



Figure 2. Distribution of the Catalan territory by provinces

Catalonia is a bilingual country, most people understanding the two languages and a big majority speaking the two, although some people only speak Spanish. Bilingual conversations are very frequent and well-accepted by everybody (i.e.: one person speaking in Catalan and the other answering in Spanish). The two languages are co-official and children learn the two of them at school at the same time, and they change language without any problem, depending on the preferences of their friends. Catalan is slightly different in the East and in the West of the country, but such differences are well-accepted by everybody, and their mixture is even frequent in TV programs. In a small county in the Pyrenees (Vall d’Aran) a third language is co-official (Aranés) and children also learn it at school. An extremely low minority of parents in Catalonia have tried to make a problem in the media of the fact that – according to them - in some schools the Spanish language is underrepresented in comparison to the Catalan language, but no conflict among children has ever been reported for that reason.

A widely used classification divides settlements into three categories: rural, semi-urban or semi-rural and urban. According to the Spanish National Statistics Office, settlements of up to 2,000 people are considered rural, those from 2,001 to 10,000 are semi-urban and those with more than 10,000 inhabitants are urban. There are 947 municipalities in Catalonia<sup>4</sup>; 594 are rural, which altogether have 4.6% of the inhabitants; 232 are semi urban, with 14.07% of the inhabitants; and 121 are urban, with 81.31% of the inhabitants.

Another issue we have considered important for sampling stratification is the ownership of schools. In Catalonia, the highest percentage of primary schools (70.3%) and a big percentage of secondary

<sup>3</sup> Observatory of Religious Pluralism in Spain (2014). Accessed at <http://www.observatorioreligion.es/>

<sup>4</sup> Catalan Statistics Institute (2014). Accessed at <http://www.idescat.cat/emex/>

schools (46.3%) are state-run. State-subsidised primary schools are 28%, while secondary ones are 48.8%. Only 1.7% of primary and 4.9% of secondary schools are private.<sup>5</sup>

9.48% of the Catalan population between 5 and 14 years-old are foreign students.<sup>6</sup> 168,479 of the students enrolled in the education system (excluding university studies) are foreigners; 14.26% come from the European union, 4.61% from the rest of Europe, 32.53% from Maghreb, 6.32% from the rest of Africa, 30.03% from Central and South America, 0.36% from North America, and 11.89% from Asia and Oceania<sup>7</sup>.

Three factors are notable when adult researchers discuss the influences on the well-being of all children in Catalonia. One is adults' ideas about children (i.e.: social representations of children and adolescents), the second is the amount of marketing focused on children to promote consumption and the third is the increasing use of information and communication technologies (ICTs) by the younger generations.

Catalan society has been very reluctant to discuss increasing children's and adolescents' social participation. The belief that the youngest are not "responsible" is deeply rooted in Catalan society, but no solution has been implemented to overcome this "problem". Only very recently, and as a consequence of new legislation, some more participatory experiences have been supported by the regional government.

Catalan parents, in general, tend to buy many material goods for their children. A frequent interpretation of this behaviour is that they are compensating for the lack of time spent with them. However, it is also true that both parents and children are submitted to intensive advertising campaigns to create new needs and huge budgets are devoted to sell children's products, because marketing professionals consider that the amount of pocket money children have allows big business possibilities<sup>8</sup>. There are many events throughout the year when children expect to get presents: birthdays, Christmas, the Magic Kings day, the Saints days, the end of the school year – provided the child got good marks at school –, and so on. Children not getting presents may elicit a feeling of being very poor, marginalised or not loved. Many children own their own television, mobile phone and computer at early ages. The low priority given to children in public policy is in marked contrast to the increased interest that advertisers have shown in recent years.

It has been repeatedly pointed out by researchers that the presence of a child in a household has been a fact increasing the probability that this household has a computer or a fast internet connection<sup>89</sup> as well as many other new technological facilities. It soon became evident that the attitudes - and competences - of children to ICTs were different from those of parents<sup>8</sup> and that new

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<sup>5</sup> Internet Interdisciplinary Institute (2007). Els centres docents de Catalunya: característiques generals i infraestructura tecnològica. In Universitat Oberta de Catalunya (ed.), *L'escola a la societat xarxa: internet a l'educació primària i secundària* (p. 287-309). Barcelona: Publicacions a Internet, Gabinet de Comunicació.

<sup>6</sup> Catalan Statistics Institute (2012-13). *Alumnes estrangers. Per lloc de procedència. Comarques, àmbits i províncies*. Accessed at <http://www.idescat.cat/pub/?id=aec&n=749>

<sup>7</sup> Catalan Department of Education (2012-13). Accessed at [http://www20.gencat.cat/docs/Educacio/Home/Departament/Estadistiques/Dades\\_curs\\_actual/triptic12\\_13.pdf](http://www20.gencat.cat/docs/Educacio/Home/Departament/Estadistiques/Dades_curs_actual/triptic12_13.pdf)

<sup>8</sup> Casas, F. (2008). Children's cultures and new technologies: a gap between generations? Some reflections from the Spanish context. En A. James & A. James: *European Childhoods: Cultures, Politics and Childhood in Europe*. Houndmills, Hampshire. Palmgrave MacMillan.

<sup>9</sup> Suess, D., Suoninen, A., Garitaonandia, C., Juaristi, P., Koikkalainen, R., & Oleaga, J.A. (1998). Media use and the relationship of children and teenagers with their peer groups. *European Journal of Communication*, 13 (4), 521-538.

“children’s cultures” were appearing. Considerable differences between parents’ and children’s views about ICT ownership, use and value have been reported in research<sup>10</sup>. In Catalonia, the hypothesis that socialisation is more and more peer-group-dependent<sup>11</sup> seems to be clearly supported by the impressive use of social networks children and adolescents are developing with their peers. For example, most children and adolescents report that conversations with peers on any audio-visual media-related activity are highly satisfactory, while conversations with any of the parents on the same topic usually are not. On the other hand, many children using ICTs rely solely on the interpretations of their peer group, because conversations with adults on these topics are not easy<sup>12</sup>.

### **Family and Child Policies**

In our country, nowadays, the decision whether to have a child is usually very seriously taken by most parents and long planned. Because of delayed access to well-paid jobs, the high rate of women in the job market and the mostly shared feeling that children need an important investment of resources and time, at present in Catalonia the mean age of the mother when her first child is born is more than 30 years old, and families plan to have to pay for their children during many years. 50% of children do not leave the family household until they are 30 years of age, as a mean. The average number of children born per mother has substantially decreased during the last decades and was 1.33 children per woman in 2013. The birth rate is lower in the rural poorest areas, but also in the big cities.

In Catalonia the concept of “childhood policies” has not been frequently used at political level. Children are not a political priority. “Family policies” has been a concept more frequently used, but not a clear priority either. We are among the countries in Europe devoting fewer resources to childhood and family policies (Bradshaw, 2014). The state assumes that supporting child-rearing and solving most social problems must be based on family networks expenditures, not on public expenditures. Traditionally, the only childhood policies and budgets have been restricted to the most seriously abused and neglected children (i.e. children in public care). Some slow steps forward seem to have started with the new Act on Children’s Rights and Opportunities (2010) which offers a completely new conceptual frame; but the economic crisis has slowed down any attempt to consistently implement changes that should come from this new law.

However, all children in Catalonia have access to free education, even children from illegal immigrants. And all children are supposed to have free access to health services and to social services, although that aspect, as many others, has become more and more difficult for many children with the budgetary cuts justified by the economic crises. Although most paediatric public services in Catalonia are of very good quality, it is very frequent for children to have to wait longer than is reasonable to receive a visit and, as a consequence, families that can afford it tend to use services of private paediatricians.

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<sup>10</sup> Casas, F.; González, M.; Figuer, C.; & Malo, S. (2007). The penetration of audio-visual media into adolescent cultures in Spain between 1999 and 2003. En F. Casas, I. Rizzini, R. September, P.E. Mjaavatt y U. Nayar: Adolescents and audio-visual media. Girona. Documenta Universitaria.

<sup>11</sup> Harris, J.R. (1995). Where is the child's environment? A group socialization theory of development. *Psychological Review*, 102, 458-489.

<sup>12</sup> Casas, F. (2008). Children’s cultures and new technologies: a gap between generations? Some reflections from the Spanish context. En A. James & A. James: *European Childhoods: Cultures, Politics and Childhood in Europe*. Houndmills, Hampshire. Palgrave MacMillan.

### **Education System and Everyday Life**

Most children in Catalonia start school at the age of two to three years of age, although this is not yet compulsory education. Compulsory education is from 6 to 16 years of age. Primary education usually starts at five or six years of age and continues until 11 to 12 years of age. Then children continue with secondary education (most frequently in a different centre named “instituto”) until they are 15 to 16 years old. Post-compulsory education offers different options for ongoing studies. One possibility is continuing “bachillerato” for two more years in order to prepare for the University. Another route is to follow an official professional degree.

The Children’s Worlds questionnaire was administered to students from 3<sup>rd</sup> grade (mainly 8 and 9-year olds) and 5<sup>th</sup> grade (mainly 10 and 11-year olds) of primary education, and also 1<sup>st</sup> grade (mainly 12 and 13-year olds) of secondary education (more detail in Table 4).

Children in Catalonia stay at school for between 8.5 and 9 hours a day until they are 11. They usually start at 9am, most have lunch at school (at 13 or 14h), and finish at 16:30 or 17h. Once they start Compulsory Secondary Education (12 year-olds), which in general is in a different centre, they usually stay there 7 hours, from 8am to 15h. With the economic crisis most centres have closed the dining room and therefore many adolescents now eat lunch at home after 15h.

Children living in rural areas and children in the big cities, usually spend a good amount of time in transport every day (frequently on public transport, but very often parents take them in the family car). Children living in small cities or in semi-urban contexts, as well as children from some peripheral areas of the big cities, spend much less of their time on transport.

In many families in Catalonia, particularly if parents work outside the home, the only meal they all have together is dinner, which can be at a range of times, in different families (between 19 and 22h). Television or other audio-visual media may impede conversations while eating. During summer, family outdoor activities are frequent with the children, even in the night and during the week-ends. In Catalonia it is considered natural for children to share drinks or meals with adults in bars or restaurants, even in the night.

Many children spend additional time at school after school hours, because many of them offer “extra-school” activities in their buildings, which the family must pay for. Many children in Catalonia also do many out-of-school activities - most of them paying - particularly because their parents’ working hours do not allow them to go back home immediately after school. Children from more wealthy families usually have access to more and higher quality extra-school activities, and additionally more educated families usually give higher importance to so-called “educational leisure activities”. Most children have their say in choosing what extra-school or out-of-school activities they want to attend, and they usually enjoy them. In Catalonia there is also a very old tradition of offering children leisure-time activities (“esplais”) and even weekend activities (scouts related groups, some religious and some secular) by centres run by young volunteers, which are usually free of charge or very cheap.

### **Family environment**

The most typical family structure in the Catalan urban context is 'nuclear' - i.e. only parent(s) and children living in the same household-, but there is a big diversity of situations. In the rural context the traditional extended family, with grandparents and other relatives living together is still frequent.



Among the different minority groups who have migrated to Catalonia during the recent two decades there is also a big diversity of household compositions.

Catalan parents depend very much on grandparents' (particularly grandmothers') support for child-rearing, if available, because parents usually have a job that makes difficult or impossible to pick up children from school. When grandparents are not available (i.e. they live too far away), children's and family's life is usually more complicated from the organisational point of view, and they make arrangements with friends, neighbours or parents of the school mates.

Changes in family structure are quite common as parents' relationships end. Thus children live in a diverse range of family forms including lone parent, or parent and step-parent. It is also becoming increasingly common for children to spend some of their time living in two different homes when their two birth parents separate.

Six out of every 1,000 children in Catalonia are living away from family because of serious concerns about children's welfare (e.g. child protection concerns). In this case children may be placed in residential care (children's homes) or, less frequently, in foster care or in 'kinship care' (i.e. with other family members which has become an increasingly common situation in recent years).

### ***Unequal Childhoods***

There are important differences between the experiences of children attending state-run schools and those attending subsidised private school (in Catalonia there are very few private schools not subsidised, for very rich people). State-run schools are secular. Many state-run schools in Catalonia have a reputation for offering good quality teaching, but mostly in non-deprived areas. Some schools in deprived areas are, however, stigmatised because of conflicts inside or outside (e.g. drug trafficking).

Many subsidised schools are run by religious congregations, mainly catholic. Because they are publicly subsidised they are not able to impose religious practices, but they imply different experiences than in state-run schools. Some non-believers families send their children to religious schools because they think discipline and teaching are better.

There is also a difference for children in Catalonia living in rural, semi-urban or rural contexts. Rural areas are in general poorer than the mean, but that is not the case in Girona province, where rural areas are in general rich. The most deprived areas in Catalonia are in the outskirts of many of the big cities and the well-being of children in these areas is below the mean.

Belonging to the Roma community may be, in some cases, an important difference for a child's well-being. Some Roma communities still live in very deprived areas and retain a strong feeling of belonging to a different culture, and therefore they do not feel as highly motivated as is otherwise typical to remain at school when they grow up.

During the recent decades Catalonia has received many immigrants from all over the world. Thus it is very frequent for children to have peers in their classroom whose families come from Latin-American, China, other European countries including Eastern European, Pakistan, Morocco, Sub-Saharan Africa and other parts of the world. This diversity is much more frequent and evident in state-run schools than in the private subsidised ones. During recent years many of these children and their families had to leave the country because of unemployment, but many of them remained. The

Sub-Saharan group is often the most deprived, because many arrived in the country illegally and their parents have never been able to get good jobs. In general, children from immigrant families tend to have more learning and other school-related problems than the children born in the country.

Catalonia, like all of Spain, has one of the highest rates of school drop-out in Europe, and low scores on the PISA indicators in relation to other developed countries. These figures are probably related to the fact that we have the highest unemployment rates among young people in Europe.

According to 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. However, opposite results appear in relation to motivation and achievement for physical activities and sports.

### Children's Rights

Spain ratified the UN Convention on the Rights of the Child (CRC) in 1990. In Catalonia, the Deputy Ombudsman for the rights of children and adolescents is the designated person to defend their rights in front of the public administration.

### 1.2. Sampling strategy and outcomes

First, a complete list of educational centres in Catalonia was stratified into 24 groups by provinces (Barcelona, Girona, Lleida and Tarragona), by the territorial context where the school centre is located (rural, semi-urban and urban), and by its ownership (state-run and state-subsidised) (see Figure 3). Samples from primary and secondary school centres were recruited following the same methodology.



Figure 3. Distribution of primary and secondary school centres throughout Catalonia: all centres (first map from the left), primary centres included in the sampling (second one) and secondary centres included in the sampling (third map from the left).

The sampling strategy involved selecting class groups within participating schools. The maximum number of groups chosen was decided to be two<sup>13</sup>. In general, parental consent for children to

<sup>13</sup> However, a few centres accepted participation on the premise that we collected data for all groups, in order not to discriminate any group or to make any difference between them. However, children from groups not belonging to the intended sampling design were not included in the data bases. A different procedure was followed in a few centres where children were differentiated by academic performance in different classrooms. In that case we selected up to 4 classrooms and then we randomly selected the intended number of students.



participate in the survey was not required, because the questionnaire was anonymous and because schools require a general consent from parents to participate in that type of activities (data collection and other) at the beginning of the school year. However, some centres preferred to ask for parents' consent specifically. In those cases, usually passive forms were used, but in a few cases active consent was required.

The survey began in October 2013 and was completed by February 2014. Questionnaires were administered online. However, in centres without sufficient computers or Internet connexions, or in days with internet connection problems we used the paper version. About 700 students answered the questionnaire on paper.

Questionnaires were translated and administered in Catalan. The survey took place in 108 of the total of 3,392 Catalan educational centres. 60 of them were primary schools and 48 were secondary schools. In primary education, 15% of centres were in a semi-urban context, 30% in a rural context, and 55% in an urban context. The percentages in secondary education differs, and there were only 8% of schools from a rural context, 31% from a semi-urban context, and 61% from an urban context (see Table 1).

Table 1. Number of educational centres in Catalonia

		Universe			Final sampling		
		State-run	State-subsidized	Total	State-run	State-subsidized	Total
<b>Primary schools</b>	Rural	172	60	232 (10%)	18	0	18 (30%)
	Semi-urban	293	102	395 (17%)	7	2	9 (15%)
	Urban	1,259	439	1,698 (73%)	24	9	33 (55%)
	Total	1,724 (74%)	601 (26%)	2,325 (100%)	49 (82%)	11 (18%)	60 (100%)
<b>Secondary schools</b>	Rural	44	41	85 (8%)	4	0	4 (8%)
	Semi-urban	166	154	320 (30%)	11	4	15 (31%)
	Urban	343	319	662 (62%)	18	11	29 (61%)
	Total	553 (52%)	514 (48%)	1,067 (100%)	33 (69%)	15 (31%)	48 (100%)
<b>Total</b>		2,277	1,115	3,392	82	26	108

Tables 2 and 3 summarise the achieved and weighted sample. After data cleaning, the survey data set contained questionnaires from a sample of 3,756 children. Weights have been applied to the sample used in the analysis so that the proportion of children in the data set in each stratum is equivalent to the proportion of children in that stratum in the population.

Table 2. Achieved sample

	8-year-olds	10-year-olds	12-year-olds	Total
<b>Barcelona</b>	502	503	790	1,795
<b>Tarragona</b>	241	258	316	815
<b>Girona</b>	182	182	364	728
<b>Lleida</b>	107	114	197	418
<b>Total</b>	1,032	1,057	1,667	3,756

Table 3. Weighted sample

	8-year-olds	10-year-olds	12-year-olds	Total
<b>Barcelona</b>	759	779	1214	2,752
<b>Tarragona</b>	126	128	180	434
<b>Girona</b>	104	106	174	384
<b>Lleida</b>	43	44	99	186
<b>Total</b>	1,032	1,057	1,667	3,756

## 2 Results

### 2.1. The participants

#### Age and gender

The children's ages ranged from 7 to 14 years-old. In the 3<sup>rd</sup> grade of primary school children were mainly 8 and 9 years old although a few children were aged 7 or 10. In the 5<sup>th</sup> grade of primary school children were mainly 10 and 11 years-old though some children were aged 9 or 12. And in the 1<sup>st</sup> grade of secondary school children were mainly 12 and 13 years old although some children were aged 11 and 14. The sample is not representative by age so it will be analysed by age group from here on: to maintain consistency across the countries reports we will use the term the "8-year-olds" group for the 3<sup>rd</sup> grade of primary school children, the "10-year-olds" group for the 5<sup>th</sup> grade of primary school children, and the "12-year-olds" group for the 1<sup>st</sup> grade of secondary school children (see Table 4). 51.9% of the sample were boys and 48.1% were girls.

Table 4. Age by school year

	3 <sup>rd</sup> grade of primary education		5 <sup>th</sup> grade of primary education		1 <sup>st</sup> 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

#### Country of birth

84.2% of children in the sample were born in Catalonia, 2.2% in other regions of Spain and 13.6% in other countries.

### 2.2. Your home and the people you live with

There were some questions about which people children lived with, which were only asked of the 10 and 12-year-old age groups. 99.2% children live with their family. 0.5% live in a foster home, and 0.2% in a children's home. 51.5% say that they always sleep in the same home, 39.2% usually sleep in the same home but sometimes in other places, and only 9.4% regularly sleep in two homes with different adults. Table 5 summarises results of different family types in the first and second home. The first thing to note is that 87.04% live in one home only. Three quarters (75.58%) live with their mother and father. 12% are living with a lone mother and 1.58% with a lone father. Other

percentages live with the mother and her partner (7.05), and with the father and his partner (1.43). Regarding the second home, the highest percentages relate to children living with the father (3.96) or with father and his partner (3.85). Only a few children say that they live with a lone mother, or with the mother and her partner. “Other” corresponds to children living with grandparents or other adults, or who are in foster care or children’s home.

21.29% of the sample are not living with siblings or other children in first home. 76.10% live with their siblings in their first household, 1.47% have siblings and other children in the first household, and 0.44% have children other than siblings in the first household (children living with their cousins, in a children’s home, and others).

Table 5. Family type in first and second home (10&12-year-olds) (%)

First Home	%	Another Home	%
Mother and father	75.58	First home only	87.04
Mother and partner	7.05	Mother and father	.73
Father and partner	1.43	Mother and partner	.22
Lone mother	12.00	Father and partner	3.85
Lone father	1.58	Lone mother	.84
Other	2.36	Lone father	3.96
		Other	3.36
Total	100.00	Total	100.00

There were five questions about children’s views on the home and the people they live with. The results are summarised in Table 6. Children are most in agreement with the statement ‘I feel safe at home’ and least in agreement with ‘I have a quiet place to study at home’.

Table 7 summarises variations in responses to these same five questions. There are no big variations in responses by gender. Children’s level of agreement with feeling safe and parents treating fairly are higher for the oldest age group. On the contrary, children’s level of agreement with ‘having good time together’ is lower among the oldest age group. In general, 10-year-olds tend to display higher agreement with most of these statements. There are also variations by place of birth, with children born in Catalonia expressing the highest levels of agreement to the five questions.

Table 6. Home and family (All age groups) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
<b>I feel safe at home</b>	0.8	1.1	5.9	15.4	76.8
<b>I have a quiet place to study at home</b>	3.8	5.2	10.9	29.1	51.1
<b>My parents/carers listen to me and take what I say into account</b>	2.4	5.1	12.1	23.8	56.7
<b>We have a good time together in my family</b>	1.8	3.7	9.3	18.1	67.2
<b>My parents/carers treat me fairly</b>	2.3	2.1	7.7	17.9	69.9

Table 7. Variations in questions about home and the people you live with by gender, age group and place of birth (means)

	Total	Gender		Age group			Place of birth		
		Boys	Girls	8 Y.O	10 Y.O	12 Y.O	Catalonia	Abroad	Other Spanish regions
<b>Feel safe</b>	3.66	3.66	3.66	3.61	3.68	3.68	3.68	3.58	3.45
<b>Place to study</b>	3.19	3.16	3.21	3.11	3.24	3.20	3.22	3.05	2.71
<b>Parents listen</b>	3.27	3.25	3.30	3.21	3.33	3.28	3.30	3.15	3.23
<b>Good time together</b>	3.45	3.44	3.46	3.59	3.53	3.32	3.48	3.29	3.25
<b>Parents treat fairly</b>	3.51	3.49	3.53	3.38	3.61	3.53	3.54	3.33	3.42

Table 8 summarises the results of three questions about time with family, including gender variations. Children were asked how often in the past week they had spent time talking with their family, having fun and learning together. Talking together is much more common than learning and having fun together. There are no big gender differences in the answers to the three questions.

There are some differences according to age group (see Table 9): younger children are more likely to have fun together and learn together, but the 10 and 12 years-old children groups tend to spend more time talking with their families.

Table 8. Variations in time with family by gender (All age groups) (%)

		Not at all	Once or twice	Most days	Every day
<b>Talk together</b>	Boys	1.7	7.2	16.8	74.3
	Girls	1.5	5.8	16.6	76.1
	Total	1.6	6.5	16.7	75.2
<b>Have fun together</b>	Boys	4.3	21.3	38.6	35.8
	Girls	3.7	20.8	41.3	34.2
	Total	4.0	21.1	39.9	35.0
<b>Learn together</b>	Boys	8.4	20.0	32.8	38.8
	Girls	7.7	21.9	33.2	37.2
	Total	8.0	20.9	33.0	38.0

Table 9. Variations in time with family by age group (%)

		Not at all	Once or twice	Most days	Every day
<b>Talk together</b>	8-year-olds	2.4	8.5	19.3	69.7
	10-year-olds	1.1	4.6	15.8	78.5
	12-year-olds	1.4	6.4	15.8	76.4
<b>Have fun together</b>	8-year-olds	3.3	17.8	30.4	48.5
	10-year-olds	2.7	17.7	45.4	34.2
	12-year-olds	5.2	25.2	42.2	27.3
<b>Learn together</b>	8-year-olds	6.7	11.8	26.0	55.5
	10-year-olds	5.1	18.2	32.1	44.7
	12-year-olds	10.7	28.3	37.9	23.0

The next set of questions covered satisfaction with family life. The 8-year-old age group was asked the same questions using a five point emoticons scale, converted into 0-4 scale, and the 10 and 12-year groups were asked using 11-point scale from 0 to 10 (for more information about the scales see the Methods section in the General Introduction on page 2).

There are no relevant differences by gender for any of these questions (see Table 10). However, if in terms of age group differences the highest level of satisfaction in the 8 and 10 -yearsold groups is for family life, while satisfaction with the people you live has the highest mean among the 12-year-olds. Analysis by place of birth indicates that children born in Catalonia have higher means for all satisfaction statements and in all age groups, with the exception of the 8 and 10-year-old groups for satisfaction with the people they live with (see Table 11).

Table 10. Satisfaction with aspects of family and home by age group and gender (means\*)

		8-year-olds	10-year-olds	12-year-olds
<b>The house or flat where you live</b>	Boys	3.77	8.97	8.89
	Girls	3.73	9.12	8.62
	Total	3.75	9.05	8.76
<b>The people you live with</b>	Boys	3.65	9.14	9.18
	Girls	3.78	9.24	9.18
	Total	3.71	9.19	9.18
<b>All the other people in your family</b>	Boys	3.71	9.25	8.85
	Girls	3.78	9.22	9.04
	Total	3.74	9.23	8.94
<b>Your family life</b>	Boys	3.78	9.27	9.03
	Girls	3.80	9.32	8.89
	Total	3.79	9.30	8.96

\*5-point scale for 8-year olds, and 11-point scale for 10&12-year olds



Table 11. Variations with aspects of family and home by place of birth (means\*)

		8-year-olds	10-year-olds	12-year-olds
<b>The house or flat where you live</b>	Catalonia	3.78	9.14	8.88
	Abroad	3.48	8.35	8.23
	Other Spanish regions	3.68	8.86	8.75
<b>The people you live with</b>	Catalonia	3.72	9.21	9.27
	Abroad	3.60	9.02	8.81
	Other Spanish regions	3.77	9.40	8.89
<b>All the other people in your family</b>	Catalonia	3.76	9.31	8.98
	Abroad	3.65	8.61	8.87
	Other Spanish regions	3.52	9.07	8.49
<b>Your family life</b>	Catalonia	3.82	9.33	9.01
	Abroad	3.54	9.05	8.87
	Other Spanish regions	3.67	9.00	8.22

\*5-point scale for 8-year olds, and 11-point scale for 10&12-year olds

### 2.3. Money and things you have

Children were asked a set of questions about things they have; a shorter list was used for 8-year-olds. A television that you can use and clothes in good condition to go to school are the items with the highest percentage of “yes” responses for all age groups, while having a mobile phone gets the lowest percentage of “yes” responses among the 10&12-year-olds groups. The oldest participants get the highest percentage for all items, except with having one’s own room, books to read for fun and a family car for transportation. There is a big difference between age groups regarding having a mobile phone: 34.2% of the 10-year-olds group report having one, but 76.4% among the 12-year-olds group do so (see Table 12).

Table 12. Things you have (%)

	8-year-olds	10-year-olds	12-year-olds
<b>Mobile phone</b>	-	34.2	76.4
<b>Own room</b>	-	81.3	80.7
<b>Books to read for fun</b>	-	92.2	88.3
<b>Own stuff to listen to music</b>	-	79.2	92.4
<b>Clothes in good condition to go to school in</b>	97.0	97.0	98.8
<b>Access to a computer at home</b>	88.8	92.6	95.5
<b>Access to Internet</b>	87.9	91.0	95.0
<b>Family car for transportation</b>	89.0	88.8	84.6
<b>Television that you can use</b>	98.1	98.1	98.3

Table 13 shows the percentage of children lacking none or some things. There are notable differences by age group: 72.4% of children in the 8-year-old group have all of the items asked about (five in total). The older groups were asked about more items (nine in total). Only a 19.8% of children among the 10-year-old lack any of the items; this percentage grows up at 12 (47.3%).

Table 13. Number of things lacking by children with age variations (%)

	8-year-olds	10-year-olds	12-year-olds
	% lacking some item out of 5	% lacking some item out of 9	% lacking some item out of 9
<b>None</b>	72.4	19.8	47.3
<b>One</b>	19.0	43.0	31.8
<b>Two</b>	6.9	21.1	13.9
<b>Three</b>	1.3	10.7	3.6
<b>Four</b>	0.4	4.1	2.1
<b>Five or more</b>	-	1.3	1.4
<b>Total</b>	100	100	100

The majority of children are happy with the things they have, with means over 3.8 for the 8-year-olds using a 0 to 4 scale, and means over 9 for the 10 and 12 yearsold age groups using a 0 to 10 scale (see Table 14). There are no big differences between boys and girls, but there are some variations according to place of birth. Participants born in Catalonia have the highest means, except the 8-year-olds. In this case children born in other Spanish regions have the highest mean (see Table 15).

Table 14. Variations in satisfaction with the things you have by age group and gender (means\*)

	8-year-olds	10-year-olds	12-year-olds
<b>Boys</b>	3.80	9.42	9.14
<b>Girls</b>	3.86	9.37	9.19
<b>Total</b>	3.83	9.39	9.16

\*5-point scale for 8-year olds, and 11-point scale for 10&12-year olds

Table 15. Variations in satisfaction with the things you have by age group and place of birth (means\*)

	8-year-olds	10-year-olds	12-year-olds
<b>Catalonia</b>	3.84	9.45	9.26
<b>Abroad</b>	3.71	9.11	8.76
<b>Other Spanish regions</b>	3.92	8.27	8.99

\*5-point scale for 8-year olds, and 11-point scale for 10&12-year olds

The 12-year-old age group were asked how often they get pocket money. Almost half of them reported they get pocket money, but not regularly. The rest, 17.4%, do not get pocket money and 34.1% get it every week or every month (see Table 16).

Table 17 shows variations by age group regarding how often children worry about how much money their family has. There are differences between age groups: 30.5% of 8-year-olds report that they are always worried, but only 18.9% of 12-year-olds do.

Only 12-year-old children were asked about their household current economic status. 4.5% of children's households are living with no working adults. According to children's reports, in 24.4% of the households there is one employed adult and in 53.5% there are two (see Table 18).

Table 16. How often do you get pocket money? (12-year-olds) (%)

<b>I don't get pocket money</b>	17.4
<b>I get pocket money but not regularly</b>	48.3
<b>I get pocket money every week</b>	23.4
<b>I get pocket money every month</b>	10.9
<b>Total</b>	100.0

Table 17. How often do you worry about how much money your family has? Variations by age group (%)

	<b>Never</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
<b>8-year-olds</b>	17.4	37.3	14.9	30.5
<b>10-year-olds</b>	17.5	35.6	23.2	23.6
<b>12-year-olds</b>	13.2	37.1	30.8	18.9

Table 18. How many adults that you live with have a paid job? (12-year-olds) (%)

<b>None</b>	4.5
<b>One</b>	24.4
<b>Two</b>	53.5
<b>More than two</b>	17.6
<b>Total</b>	100.0

## 2.4. Your friends and the other people

Views about friends are very positive. Over half (59%) totally agree that their friends are usually nice to them and 69.5% totally agree that they have enough friends (see Table 19). There are differences between genders, as there are more boys than girls who do not agree that their friends are usually nice to them and that they have enough friends.

Table 19. Variations in friends by gender (All age groups) (%)

		I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
<b>My friends are usually nice to me</b>	Boys	2.4	4.5	9.7	27.3	56.0
	Girls	1.1	4.6	8.3	24.0	62.0
	Total	1.8	4.6	9.0	25.7	59.0
<b>I have enough friends</b>	Boys	3.4	3.0	6.9	15.9	70.7
	Girls	2.2	3.6	8.0	18.0	68.2
	Total	2.8	3.3	7.4	17.0	69.5

When considering friendships and other relationships, the means are always higher for girls than for boys in the 12-year-olds group (see Table 20). The patterns of response are similar in all age groups, with lower means among the oldest participants.

Table 20. Variations in friendship and other relationships by age group and gender (means\*)

		8-year-olds	10-year-olds	12-year-olds
<b>Your friends</b>	Boys	3.73	9.07	8.89
	Girls	3.73	8.91	9.11
	Total	3.73	8.99	9.00
<b>The people in your area</b>	Boys	3.34	8.57	8.16
	Girls	3.40	8.54	8.41
	Total	3.37	8.56	8.28
<b>Your relationships with people in general</b>	Boys	3.49	8.79	8.77
	Girls	3.63	8.92	8.90
	Total	3.56	8.86	8.83

\*5-point scale for 8-year-olds, and 11-point scale for 10&12-year-olds

The highest percentage of children talk together with their friends outside school every day and nearly half have fun together every day outside school. However, only 6.3% meet to study together every day, and 43.3% never meet with their friends to study (see Table 21).

There are some gender and age group differences in the responses to the above questions. Approximately the same proportion of boys and girls talk together most days or every day. However,

boys more often have fun together in comparison to girls. And, girls say that they meet to study together more frequently than boys (see Table 21).

Table 21. Variations in time with friends by gender (All age groups) (%)

		Not at all	Once or twice	Most days	Every day
<b>Talk together</b>	Boys	4.2	13.9	24.7	57.2
	Girls	5.8	12.8	24.7	56.7
	Total	5.0	13.4	24.7	56.9
<b>Have fun together</b>	Boys	6.7	15.4	26.6	51.3
	Girls	8.2	15.8	31.1	45.0
	Total	7.4	15.6	28.8	48.2
<b>Meet to study together</b>	Boys	47.7	35.6	9.8	7.0
	Girls	38.9	40.6	15.0	5.5
	Total	43.3	38.1	12.4	6.3

Figure 4 shows the frequency of talking, having fun and meeting to study with friends outside school by age group. 12-year-old children tend to talk together with friends outside school more frequently. But 10-year-olds say that they have more fun together. Meeting to study together is the action least frequently done at all age groups.

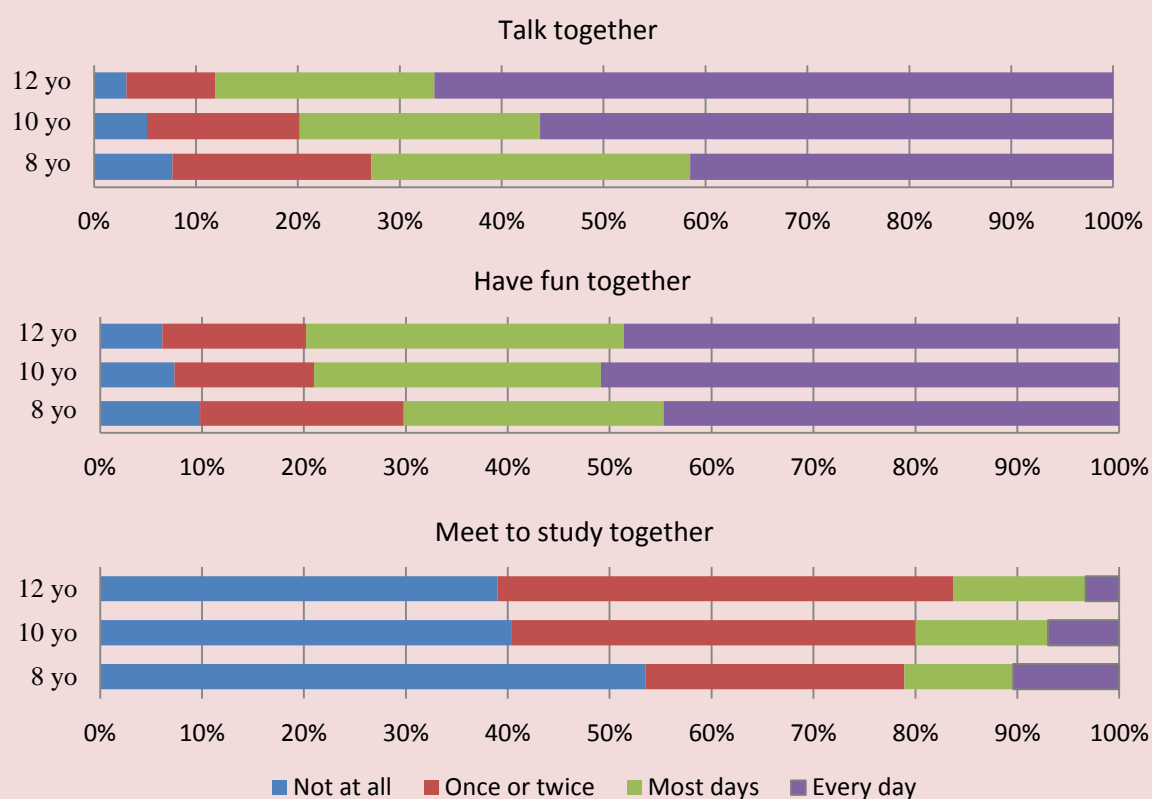


Figure 4. Frequency of talking, having fun and meeting to study with friends outside school by age group (%)

## 2.5. The area where you live

Children generally report a high degree of satisfaction with their local area. 77.6% agree a lot or totally with the statement about 'places to play or to have a good time', and 80.6% agree a lot or totally with the statement about feeling safe in the area they live in. There is a third statement only asked to the 12-year-old group, about the town council. More than 50% of the sample did not answer this question (Table 22).

There is some variation by gender and age group. The proportion agreeing with both questions declines with age, and girls are likely to agree less strongly than boys, except with the statement about the town council. There are also variations according to material deprivation and place of birth. Children who lacked more basic items are also less likely to agree with these questions, and the same applies with children born abroad (see Tables 23 and 24).

Table 25 shows the means and variations in satisfaction with local area. There are no substantial differences between genders, except with the 12-year-olds in terms of the statement about police, with boys scoring lower than girls for this item. Generally, the oldest students' scores are lower compared to those of the youngest for all statements.

There are some notable variations according to material deprivation. Children experiencing no or lower levels of material deprivation display higher levels of satisfaction with their local area (see Table 26).

Table 22. Views about local area (All age groups) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
<b>In my area there are enough places to play or to have a good time</b>	5.2	8.1	9.1	20.9	56.7
<b>I feel safe when I walk in the area I live in</b>	2.9	6.7	9.8	24.7	55.9
<b>The town council asks children and young people their opinion about things that are important to them*</b>	18.8	15.7	11.8	31.0	22.7

\* Only for 12-year-olds

Table 23. Variations in views about local area by gender and material deprivation (means)

	Total	Gender		Material deprivation**		
		Boys	Girls	None	One	Two or more
<b>Enough places to play or to have a good time</b>	3.16	3.19	3.13	3.26	3.22	2.95
<b>I feel safe when I walk in the area I live in</b>	3.24	3.29	3.19	3.33	3.26	3.08
<b>The town council asks children and young people their opinion*</b>	2.23	2.14	2.33	2.26	2.20	2.14

\* Only for 12-year-olds

\*\*Number of things lacking (see Table 12)



Table 24. Variations in views about local area by age group and place of birth (means)

	<i>Age group</i>			<i>Place of birth</i>		
	8 Y.O	10 Y.O	12-Y.O	Catalonia	Abroad	Other Spanish regions
<b>Enough places to play or to have a good time</b>	3.27	3.39	2.94	3.18	3.01	3.16
<b>I feel safe when I walk in the area I live in</b>	3.38	3.34	3.09	3.25	3.16	3.20
<b>The town council asks children and young people their opinion*</b>	-	-	2.23	2.20	2.33	2.38

\* Only for 12-year-olds

Table 25. Variations in satisfaction with local area by age group and gender (means\*)

		8-year-olds	10-year-olds	12-year-olds
<b>How you are dealt with at the doctors</b>	Boys	3.42	9.12	8.95
	Girls	3.45	9.28	8.95
	Total	3.43	9.20	8.95
<b>The outdoor areas children can use in your area</b>	Boys	3.56	8.47	8.01
	Girls	3.60	8.67	8.01
	Total	3.58	8.57	8.01
<b>The area you live in general</b>	Boys	3.63	8.80	8.50
	Girls	3.67	8.98	8.45
	Total	3.65	8.89	8.48
<b>The local police in your area**</b>	Boys	-	-	6.47
	Girls	-	-	7.32
	Total	-	-	6.88

\*5-point scale for 8-year-olds, and 11-point scale for 10&12-year-olds

\*\* Only for 12-year-olds

Table 26. Variations in satisfaction with local area by age group and material deprivation\*\* (means\*)

		8-year-olds	10-year-olds	12-year-olds
<b>How you are dealt with at the doctors</b>	None	3.49	9.32	9.02
	One	3.49	9.30	9.16
	Two or more	3.25	9.00	8.65
<b>The outdoor areas children can use in your area</b>	None	3.67	8.78	8.39
	One	3.54	8.93	7.97
	Two or more	3.29	8.23	7.52
<b>The area you live in general</b>	None	3.74	8.93	8.72
	One	3.59	9.17	8.46
	Two or more	3.31	8.62	8.17
<b>The local police in your area***</b>	None	-	-	7.19
	One	-	-	6.91
	Two or more	-	-	6.25

\*5-point scale for 8-year-olds, and 11-point scale for 10&12-year-olds

\*\*Number of things lacking (see Table 12)

\*\*\*Only for 12-year-olds

## 2.6. School

The majority of children are positive about their teachers and their safety at school. The least positive response was for the statement 'I like going to school', but still 62.7% agree a lot or totally agree with this statement (see Table 27).

Table 27. Views about school (All age groups) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
<b>My teachers listen to me and take what I say into account</b>	1.8	5.2	12.3	30.9	49.7
<b>I like going to school</b>	9.7	11.6	15.9	25.3	37.4
<b>My teachers treat me fairly</b>	2.3	5.1	11.5	25.1	56.1
<b>I feel safe at school</b>	2.2	4.1	10.3	22.5	61.0

There are differences between genders in their views about school. Girls are happier than boys. Views are less positive among older age groups and there are also some variations by place of birth as participants born in Catalonia have higher means for three out of the four statements (see Table 28).

Table 28. Variations in views about school by gender, age group and place of birth (means)

	Total	Gender		Age group			Place of birth		
		Boys	Girls	8 Y.O	10 Y.O	12 Y.O	Catalonia	Abroad	Other Spanish regions
<b>My teachers listen to me and take what I say into account</b>	3.21	3.14	3.30	3.40	3.29	3.06	3.25	3.03	3.06
<b>I like going to school</b>	2.69	2.45	2.94	3.03	2.76	2.43	2.67	2.87	2.39
<b>My teachers treat me fairly</b>	3.28	3.18	3.37	3.39	3.37	3.15	3.30	3.19	3.02
<b>I feel safe at school</b>	3.36	3.25	3.47	3.50	3.48	3.20	3.38	3.28	3.16

Figures 5 and 6 show variations in views about school by context (rural, semi-urban and urban) and type of school (state-run and state-subsidized). In general, participants from schools in a semi-urban context display the highest percentages of totally agreeing with all the statements.

Moreover, children from state-run centres score higher in all items except “I feel safe at school”, where the scores are lower.

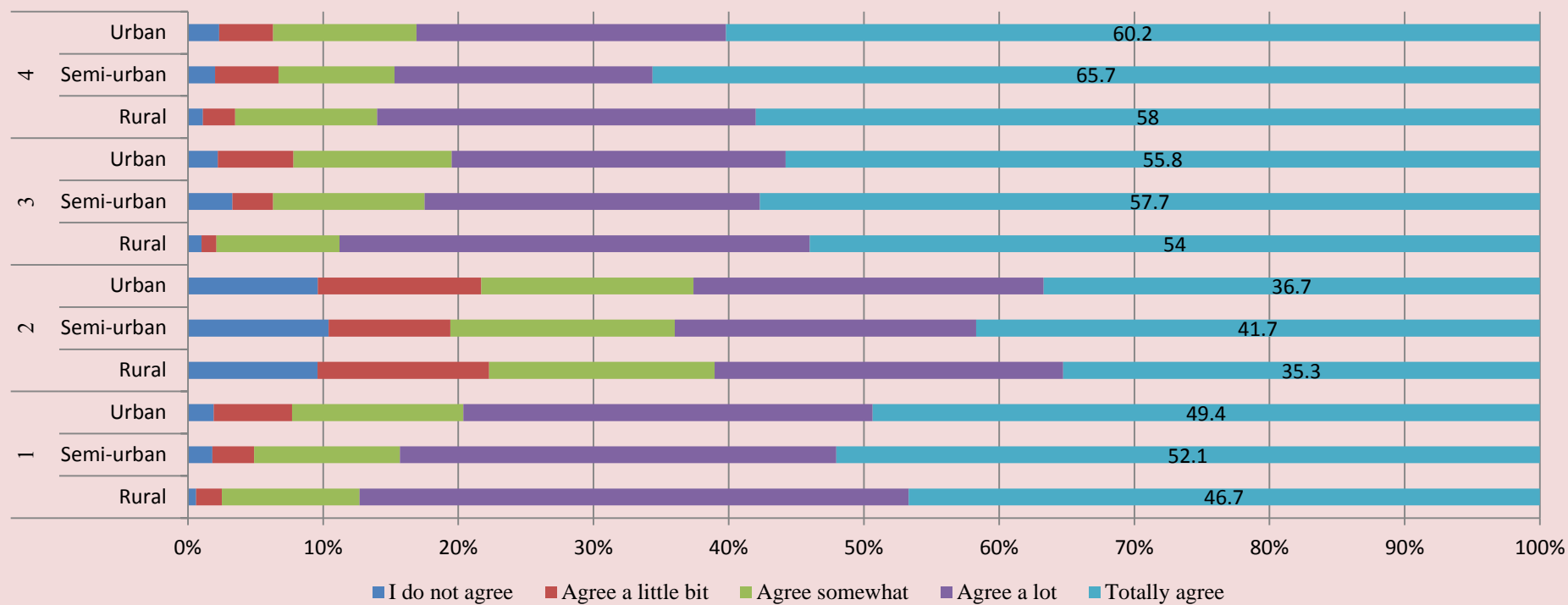


Figure 5. Variations in views about school by school context (All age groups) (%)

- 1- My teachers listen to me and take what I say into account
- 2- I like going to school
- 3- My teachers treat me fairly
- 4- I feel safe at school

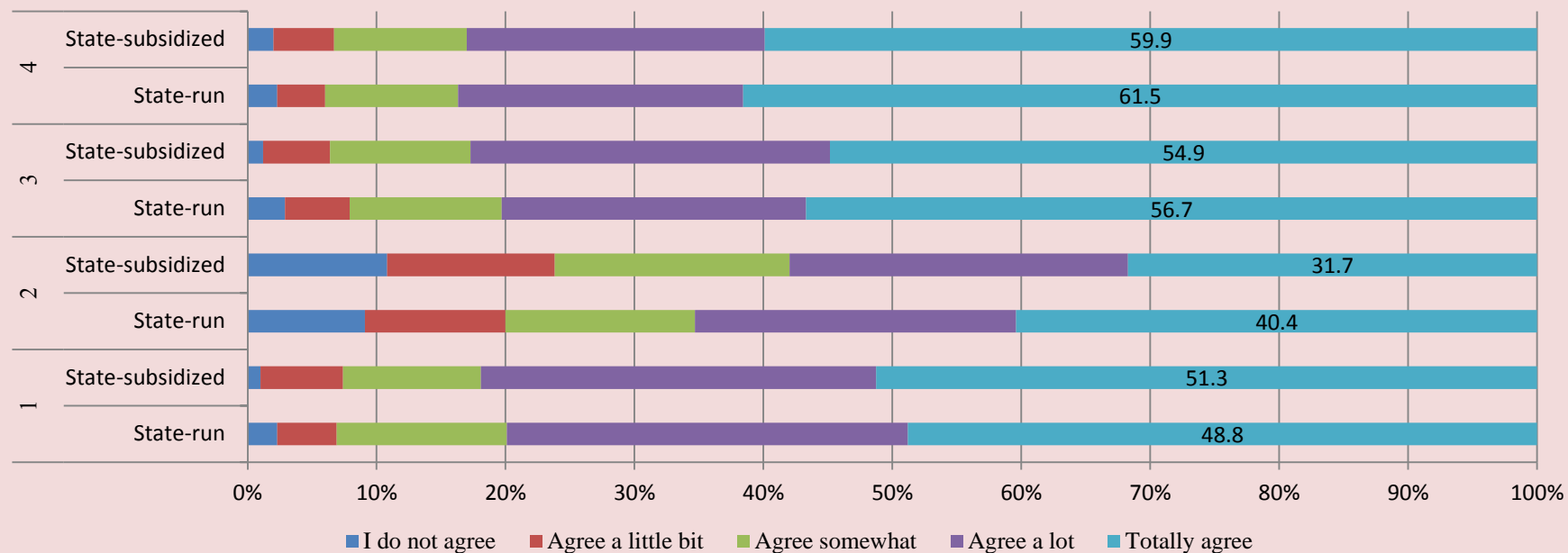


Figure 6. Variations in views about school by type of school (All age groups) (%)

- 1- My teachers listen to me and take what I say into account
- 2- I like going to school
- 3- My teachers treat me fairly
- 4- I feel safe at school

There are variations in satisfaction with school by age group, with higher mean scores for the 8-year-olds in all statements and an important decline in 10 and 12-year-old groups. Turning to gender differences, girls are more satisfied than boys with school aspects in all age groups with one exception (satisfaction with other children in the class for the 10 year-olds group) (see Table 29).

Table 29. Variations in satisfaction with school by age group and gender (means\*)

		8-year-olds	10-year-olds	12-year-olds
<b>Other children in your class</b>	Boys	3.50	8.63	8.23
	Girls	3.55	8.42	8.37
	Total	3.52	8.52	8.30
<b>Your school marks</b>	Boys	3.42	8.33	7.05
	Girls	3.56	8.48	7.43
	Total	3.49	8.41	7.23
<b>Your school experience</b>	Boys	3.50	8.60	7.77
	Girls	3.53	8.89	8.33
	Total	3.52	8.75	8.04
<b>Your relationship with teachers</b>	Boys	3.34	8.55	7.86
	Girls	3.56	9.01	8.46
	Total	3.44	8.79	8.15
<b>Your life as a student**</b>	Boys	-	8.42	7.48
	Girls	-	8.79	8.02
	Total	-	8.61	7.74
<b>Things you have learned**</b>	Boys	-	9.03	8.32
	Girls	-	9.30	8.64
	Total	-	9.17	8.47

\*5-point scale for 8-year-olds, and 11-point scale for 10&12-year-olds

\*\*Only for 10&12-year-olds

There are also clear variations according to the number of things lacking, children who lacked no items have the highest mean satisfaction scores for all aspects of school, and children who lack two or more items had the lowest, in general (see Table 30).



Table 30. Variations in satisfaction with school by material deprivation\*\* (means\*)

		8-year-olds	10-year-olds	12-year-olds
<b>Other children in your class</b>	None	3.62	8.81	8.60
	One	3.46	8.68	8.29
	Two or more	3.25	8.38	7.77
<b>Your school marks</b>	None	3.60	8.84	7.60
	One	3.44	8.72	7.22
	Two or more	3.01	7.96	6.76
<b>Your school experience</b>	None	3.61	9.05	8.44
	One	3.37	8.95	8.05
	Two or more	3.25	8.51	7.49
<b>Your relationship with teachers</b>	None	3.54	8.95	8.48
	One	3.34	8.85	7.90
	Two or more	3.29	8.83	7.79
<b>Your life as a student***</b>	None	-	8.88	8.09
	One	-	8.86	7.80
	Two or more	-	8.30	7.23
<b>Things you have learned***</b>	None	-	9.07	8.76
	One	-	9.35	8.42
	Two or more	-	9.05	8.12

\*5-point scale for 8-year-olds, and 11-point scale for 10&12-year-olds

\*\*Number of things lacking (see Table 12)

\*\*\*Only for 10&12-year-olds

In terms of variations by place of birth, Table 31 shows some differences between children born in Catalonia or in other Spanish regions, and students born abroad – the last two groups displaying lower scores.

Table 31. Variations in satisfaction with school by place of birth (means\*)

		8-year-olds	10-year-olds	12-year-olds
<b>Other children in your class</b>	Catalonia	3.55	8.59	8.37
	Abroad	3.19	8.10	8.08
	Other Spanish regions	3.62	7.79	7.72
<b>Your school marks</b>	Catalonia	3.52	8.51	7.33
	Abroad	3.09	7.95	6.89
	Other Spanish regions	3.62	6.32	6.89
<b>Your school experience</b>	Catalonia	3.52	8.78	8.11
	Abroad	3.41	8.75	7.82
	Other Spanish regions	3.89	7.38	7.32
<b>Your relationship with teachers</b>	Catalonia	3.47	8.83	8.18
	Abroad	3.19	8.89	8.10
	Other Spanish regions	3.50	7.37	7.45
<b>Your life as a student**</b>	Catalonia	-	8.67	7.75
	Abroad	-	8.57	7.70
	Other Spanish regions	-	6.34	7.78
<b>Things you have learned**</b>	Catalonia	-	9.19	8.46
	Abroad	-	9.46	8.54
	Other Spanish regions	-	7.51	8.45

\*5-point scale for 8-year olds, and 11-point scale for 10&amp;12-year olds

\*\*Only for 10&amp;12-year-olds

Figure 7 shows variations in satisfaction with school aspects by school context (rural, semi-urban and urban). The 8-year-old group shows no relevant differences between school contexts in satisfaction with other children in class, school marks and school experience. In all cases children from urban contexts score lower. For the 10 and 12-years-olds age groups a decrease is observed according to the age group, as well as differences between contexts. The 10-year-olds have higher scores in the semi-urban context for all statements. The 12-year-olds' scores are more similar between contexts and just a little bit higher in rural areas.

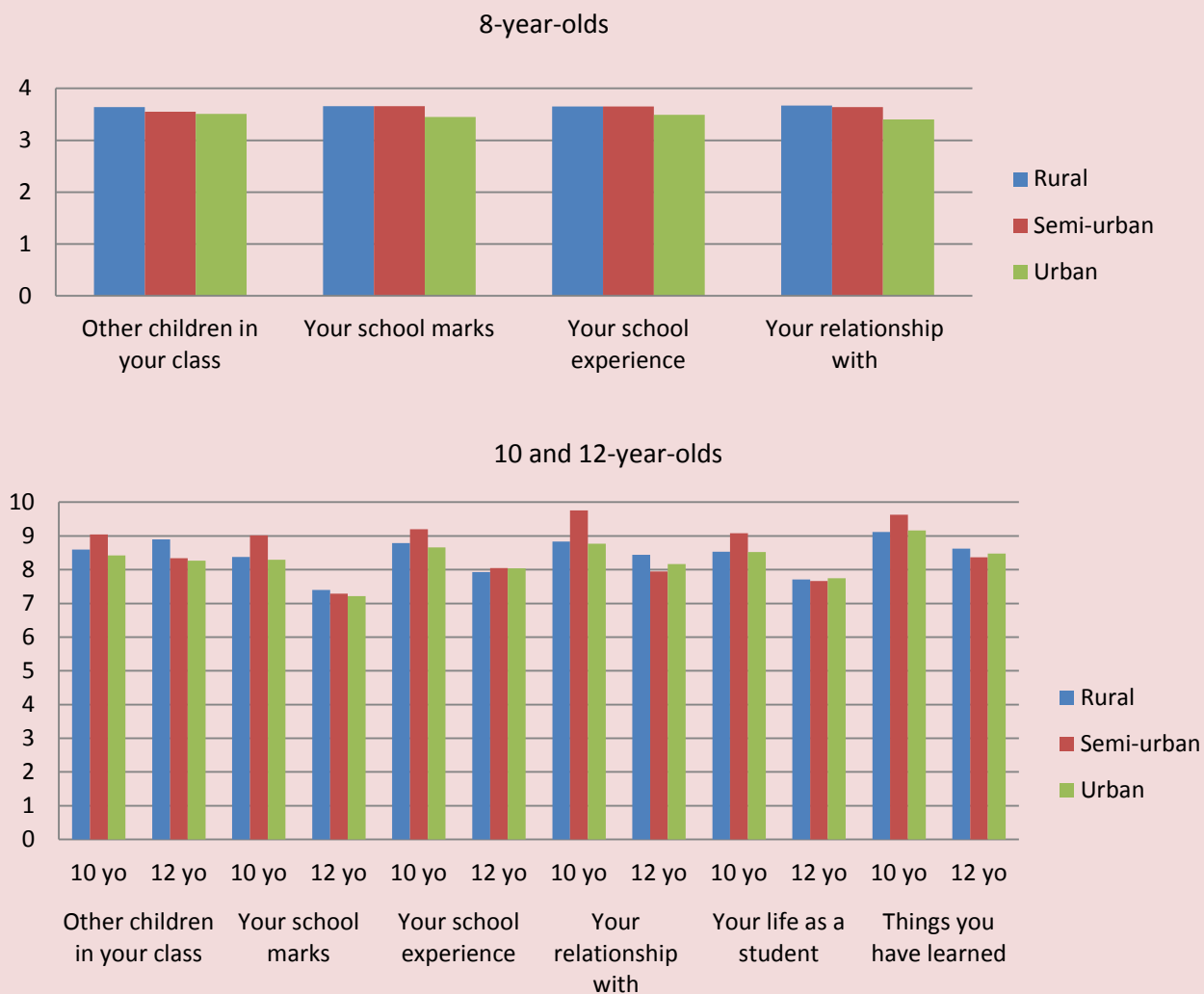


Figure 7. Variations in satisfaction with school by school context and age groups (means)

Figure 8 shows variations in satisfaction with school aspects by type of school (state-run and state-subsidized). For the 8-yearold group, satisfaction with school marks, school experience and relationships with teachers is higher in state-run schools. Satisfaction with other children in class is slightly lower in the state-run schools.

The 10-year-old group have higher scores for all statements in state-run schools. This happens also with satisfaction with other children in the class among the 12-year-olds. For the other statements the scores are quite similar between types of schools and just a bit higher for state-subsidised.

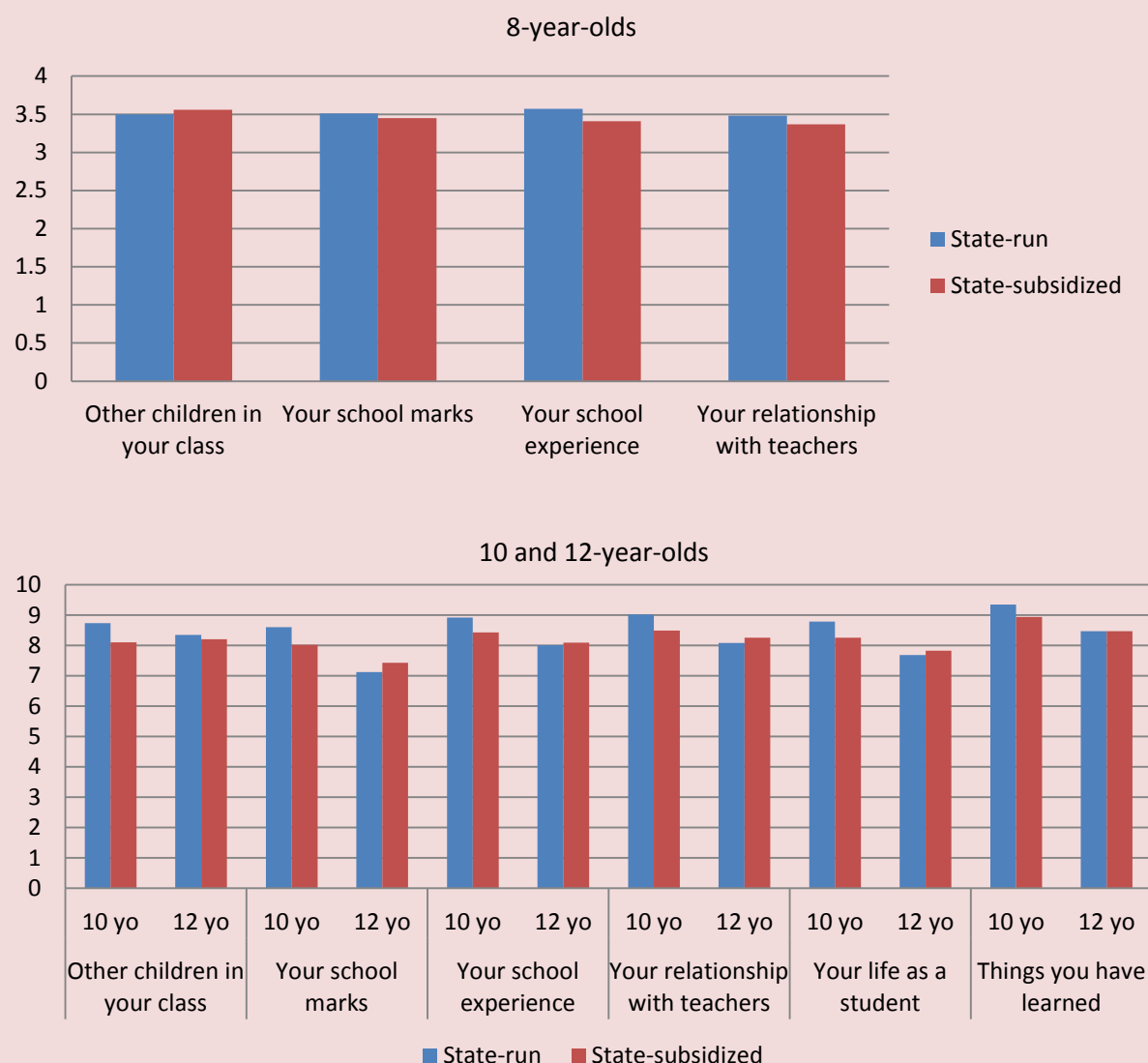


Figure 8. Satisfaction with school by type of school and age groups (means)

**Being bullied (hit and being left out by other children)**

38% of children have experienced being hit by other children at school and 35.2% have experienced being left out by other children in the class. However, only a small percentage declare that they had been hit by other children in school or left out by other children in class more than three times (see Table 32).

Table 32. Bullying frequency in the last month (All age groups) (%)

	Never	Once	2 or 3 times	More than 3 times
Hit by other children in your school	62.1	14.3	10.7	13.0
Left out by other children in your class	64.7	14.9	11.6	8.7

Boys are much more likely to have experienced being hit by other children at school but girls are more likely to feel left out. As far as material deprivation is concerned, being hit by other children is more common in children lacking two or more things. As for age, being hit and being left out is much more common among the youngest children. Variations exist in bullying by place of birth: being hit is more usual among children born abroad, but being left out is more usual among children born in other Spanish regions (see Tables 33 and 34).

Table 33. Variations in bullying by gender and material deprivation age group and place of birth (means)

	Total	Gender		Material deprivation*		
		Boy	Girl	None	One	Two or more
<b>Hit by other children in your school</b>	.75	.89	.59	.72	.69	.83
<b>Left out by other children in your class</b>	.64	.58	.71	.64	.60	.63

\*Number of things lacking (see Table 12)

Table 34. Variations in bullying by gender and material deprivation age group and place of birth (means)

	Age group			Place of birth		
	8 Y.O	10 Y.O	12 Y.O	Catalonia	Abroad	Other Spanish regions
<b>Hit by other children in your school</b>	1.17	.86	.43	.73	.83	.76
<b>Left out by other children in your class</b>	.98	.68	.41	.64	.65	.86

In the 8-years-old age group, more than 45% of children from urban contexts say that they have never been hit by other school mates. The percentage of children who say 'never' is lower in schools in a rural or semi-urban context. There is the same pattern for the statement 'left out by classmates': children from urban contexts report being less left out than in rural or semi-urban schools (see Figure 9).

10-year-old children from schools in a rural context report less frequently being hit by other children, and children from a semi-urban context report less frequently being left out compared to children coming from the other two contexts (see Figure 9).

For the 12-year-old age group, boys and girls from semi-urban contexts have the highest responses in 'never' both for being hit or left out (see Figure 9).



Figure 9. Variations in bullying by school context (%)

In relation to the same questions about bullying, variations by type of school show that in all ages groups, children from state-subsidised schools are less frequently hit by other children, but they report more frequently being left out than children from state-run schools (see figure 10).



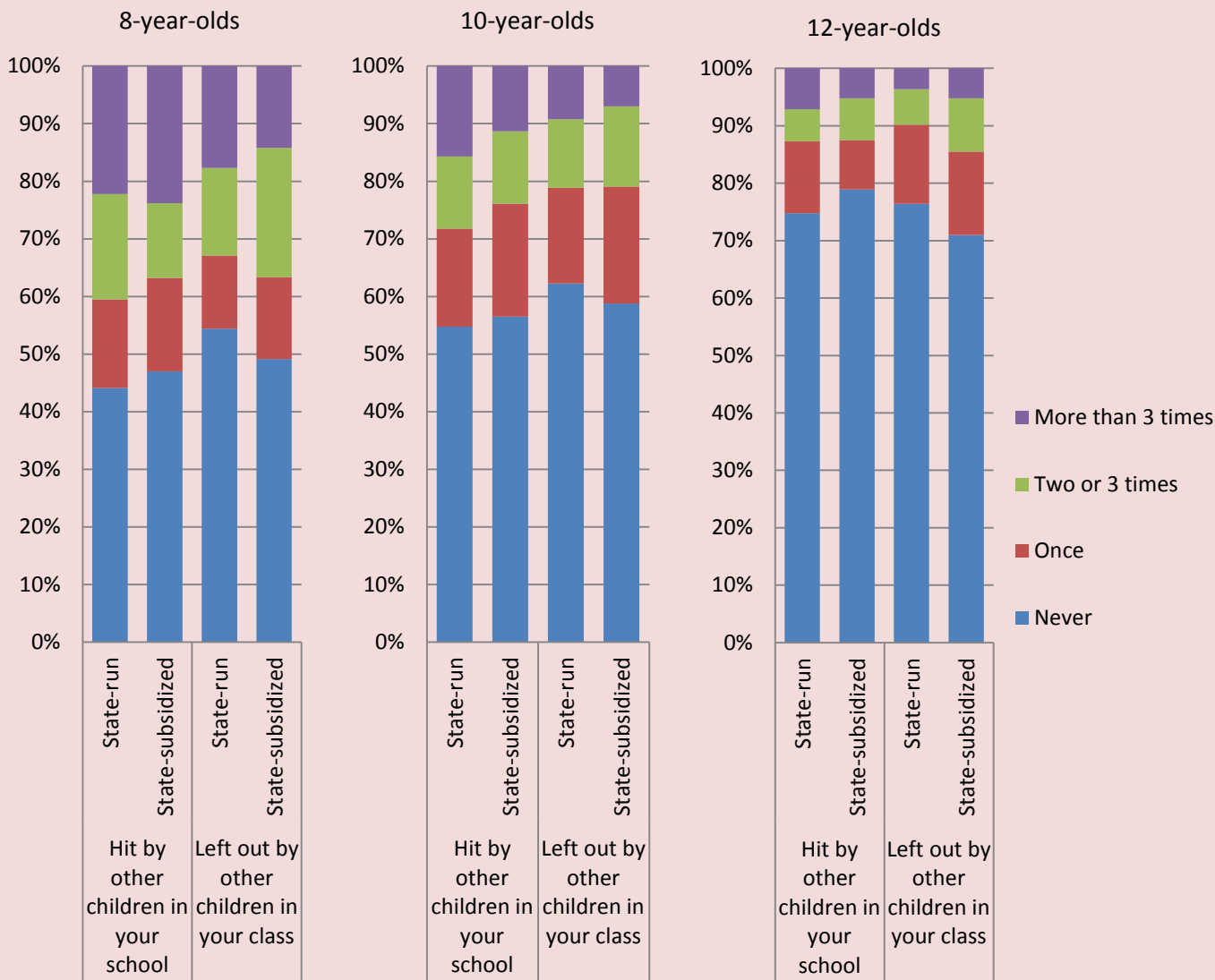


Figure 10. Variations in bullying by type of school (%)

2.7. Time use

Time use was measured using a 4-point scale where 0 represents ‘Rarely or never’ and 3 represents ‘Every day or almost’. The most common activity is doing homework followed by watching TV or listening to music. Taking part in organised leisure time activities like clubs and groups is relatively infrequent (see Table 35). Activities like helping with housework, playing sports or doing exercise and being by myself are practised every day or almost for more than half of the children.

Table 35. time use: Frequency of activities (All age groups) (%)

	Rarely or never	Less than once a week	Once or twice a week	Every day or almost
<b>Taking classes outside school time</b>	19.2	4.8	33.8	42.2
<b>Taking part in organised leisure time activities (like clubs and groups)</b>	60.0	15.1	16.0	9.0
<b>Reading for fun</b>	17.1	15.2	26.9	40.7
<b>Helping with housework</b>	5.8	8.1	26.1	59.9
<b>Doing homework</b>	2.2	2.5	8.3	87.1
<b>Watching TV or listening to music</b>	3.0	5.2	16.6	75.2
<b>Playing sports or doing exercise</b>	7.3	6.5	29.5	56.7
<b>Using a computer</b>	11.3	12.9	29.2	46.6
<b>Just being by myself*</b>	8.3	9.8	25.3	56.5
<b>Taking care of brothers, sisters, other family members or people you live with*</b>	19.0	10.2	21.1	49.7

\*Only 12-year-olds

Both for girls and boys the most common activity done is doing homework and watching TV, followed by playing sports and doing exercise in the case of boys, and helping with housework and just being by themselves in the case of girls (see Table 36).

Means by age group show that activities like taking classes outside school, reading for fun and doing sports or exercise decrease with age. Some other activities like doing homework or using a computer are more common for the oldest students (see Table 36).

Children born in Catalonia spend more time taking classes outside school, doing homework and doing sports or exercise than children born abroad. Children born abroad help more with housework and spend more time by themselves (see Table 36).

Satisfaction with what they do in their free time and how they use their time is lower for the oldest participants. 10 and 12-year-old boys are more satisfied with what they do in their free time, and 10 & 12-year-old girls are more satisfied with how they use their time. However, differences are small (see Table 37).

Table 36. Variation in time use by gender, age group and place of birth (means)

	Total	Gender		Age group			Place of birth		
		Boys	Girls	8 Y.O	10 Y.O	12 Y.O	Catalonia	Abroad	Other Spanish regions
Classes outside school	1.99	2.11	1.86	2.02	2.06	1.93	2.07	1.49	1.80
Organised leisure activities	.74	.80	.67	-	-	.74	.70	.89	.92
Reading for fun	1.91	1.77	2.06	2.16	2.12	1.64	1.93	1.86	1.67
Helping with housework	2.40	2.37	2.43	2.36	2.45	2.40	2.39	2.47	2.43
Doing homework	2.80	2.78	2.83	2.70	2.88	2.82	2.82	2.71	2.77
Watching TV	2.64	2.65	2.63	2.60	2.56	2.72	2.65	2.57	2.58
Sports or exercise	2.36	2.53	2.18	2.38	2.47	2.27	2.39	2.12	2.41
Using a computer	2.11	2.17	2.06	1.83	1.94	2.39	2.11	2.12	1.96
Just being myself*	2.30	2.20	2.41	-	-	2.30	2.29	2.33	2.45
Taking care*	2.02	2.01	2.02	-	-	2.02	2.01	2.02	2.24

\*Only 12-year-olds

Table 37. Variation in satisfaction with time use by age group and gender (means\*)

		8-year-olds	10-year-olds	12-year-olds
What you do in your free time	Boys	3.70	9.28	8.91
	Girls	3.80	9.10	8.79
	Total	3.74	9.19	8.85
How you use your time**	Boys	-	8.83	8.23
	Girls	-	8.90	8.26
	Total	-	8.86	8.25

\*5-point scale for 8-year-olds, and 11-point scale for 10&amp;12-year-olds

\*\*Only 10&amp;12-year-olds

Table 38 shows variations in satisfaction with time use by place of birth. Usually children born in Catalonia are more satisfied with what they do in their free time and how they use their time than children born in Spain or other countries (see Table 37).

Table 38. Variation in satisfaction with time use by age group and place of birth (means\*)

		8-year-olds	10-year-olds	12-year-olds
<b>What you do in your free time</b>	Catalonia	3.77	9.26	8.95
	Abroad	3.50	8.94	8.39
	Other Spanish regions	3.81	7.62	9.35
<b>How you use your time**</b>	Catalonia	-	8.93	8.28
	Abroad	-	8.73	8.08
	Other Spanish regions	-	6.98	8.29

\*5-point scale for 8-year olds, and 11-point scale for 10&amp;12-year-olds

\*\*Only 10&amp;12-year-olds

## 2.8. Your life and your future

Almost half of the children answer 'yes' to the question 'I know what rights children have'. Just over a third say that they know about the children's rights convention, and 54% say that they think in their country adults in general respect children's rights (see Table 39).

Table 39. Children's rights (All age groups) (%)

	No	Not sure	Yes
<b>I know what rights children have</b>	14.1	37.7	48.2
<b>I know about the children's rights convention</b>	32.1	29.3	38.6
<b>I think in my country adults in general respect children's rights</b>	8.2	37.8	54.0

10 and 12-year-olds were also asked a set of questions about changes that may have happened to them in the past year. As shown in Table 37, less than a quarter of children had moved house in the last year, 19% had changed local area, 30% had changed their school, and around 95% live with the same parents or carers. 17% had lived abroad for more than a month in the last year - most of them reporting that it was for family reasons (see Table 40).

Table 40. Changes in children's lives\* (%)

	No	Yes
<b>In the past year have you moved house?</b>	76.1	23.9
<b>In the past year have you changed local area?</b>	81.0	19.0
<b>In the past year have you changed schools?</b>	70.0	30.0
<b>In the past year have you lived in another country for more than a month?</b>	83.0	17.0
<b>Are you living with the same parents or carers you used to live with one year ago?</b>	4.8	95.2

\*Only 10 and 12-year-olds

There were eleven questions about their life and future. The highest levels of satisfaction for the 8-year-olds are your own body and health. At 10, health and how safe you feel are the items with the highest levels of satisfaction, and at 12-year-olds they are health and doing things away from home. The lowest score was for how you are listened to by adults in general for 8-year-olds, and the freedom you have for 10 and 2-year-olds (see Table 41).

Table 41. Variation in satisfaction with life and future by age group and gender (means\*)

		8-year-olds	10-year-olds	12-year-olds
<b>The freedom you have</b>	Boys	3.62	8.56	8.07
	Girls	3.58	8.47	8.07
	Total	3.60	8.51	8.07
<b>Your health</b>	Boys	3.67	9.38	9.21
	Girls	3.71	9.35	9.16
	Total	3.69	9.36	9.18
<b>The way that you look</b>	Boys	3.68	9.06	8.41
	Girls	3.68	8.88	8.21
	Total	3.68	8.97	8.32
<b>Your own body</b>	Boys	3.74	9.18	8.38
	Girls	3.73	8.95	8.02
	Total	3.73	9.06	8.21
<b>How you are listened to by adults in general</b>	Boys	3.29	8.75	8.26
	Girls	3.48	8.80	8.28
	Total	3.38	8.77	8.27
<b>Your self-confidence</b>	Boys	3.64	9.10	8.60
	Girls	3.71	9.14	8.37
	Total	3.68	9.12	8.49
<b>How safe you feel**</b>	Boys	-	9.21	8.70
	Girls	-	9.22	8.42
	Total	-	9.22	8.56
<b>The things you want to be good at**</b>	Boys	-	9.12	8.69
	Girls	-	9.18	8.53
	Total	-	9.15	8.62
<b>Doing things away from your home**</b>	Boys	-	8.77	8.66
	Girls	-	8.88	8.68
	Total	-	8.83	8.67
<b>What may happen to you later in your life**</b>	Boys	-	8.86	8.41
	Girls	-	8.88	8.49
	Total	-	8.87	8.45
<b>Your preparation for the future**</b>	Boys	-	9.02	8.37
	Girls	-	8.95	8.54
	Total	-	8.98	8.45
<b>The amount of opportunities you have***</b>	Boys	-	-	8.05
	Girls	-	-	8.29
	Total	-	-	8.17

\*5-point scale for 8-year-olds, and 11-point scale for 10&12-year-olds

\*\*Only 10&12-year-olds

\*\*\*Only 12-year-olds

## 2.9. Overall subjective well-being

The Children's Worlds survey included a variety of different measures asking about overall subjective well-being (for more detailed information about the scales see the Methods section in page x).

### *Overall life satisfaction (OLS)*

The OLS is a single-item measure that rates how satisfied children are with their life as a whole on an 11-point scale in the case of 10&12-year-olds and on a five-point scale for 8-year-olds. Scales were transformed into 0-100 scales.

The global mean is 90.59, and tends to decrease with age. Boys' mean score is the same or higher than girls' in all age groups (see Table 42).

Table 42. Overall Life Satisfaction (OLS) by gender (means)

	8-year-olds	10-year-olds	12-year-olds
<b>Boys</b>	93.16	92.51	88.42
<b>Girls</b>	92.97	92.51	87.31

### *The Student's Life Satisfaction Scale (SLSS)*

A shortened and modified version of Huebner's Student's Life Satisfaction Scale was used, 10 and 12-year-olds were asked to respond to five items using an 11-point scale ranging from 'do not agree' to 'totally agree'. The same questions were asked to 8-year-olds but using a five-point scale.

The responses were very positive in all groups. However, the 12-year-old group had lower means than the other groups. Over 60% of the 8-year-old children scored the maximum on all items of the scale. A few children reported low levels of satisfaction, and most reported levels of satisfaction towards the top of the scale. We formed an index by summing up all of the items and transforming the scale so that it range from 0 to 100. The distribution of the mean scores on this scale is shown in Figure 11. Small differences according to gender are observed.

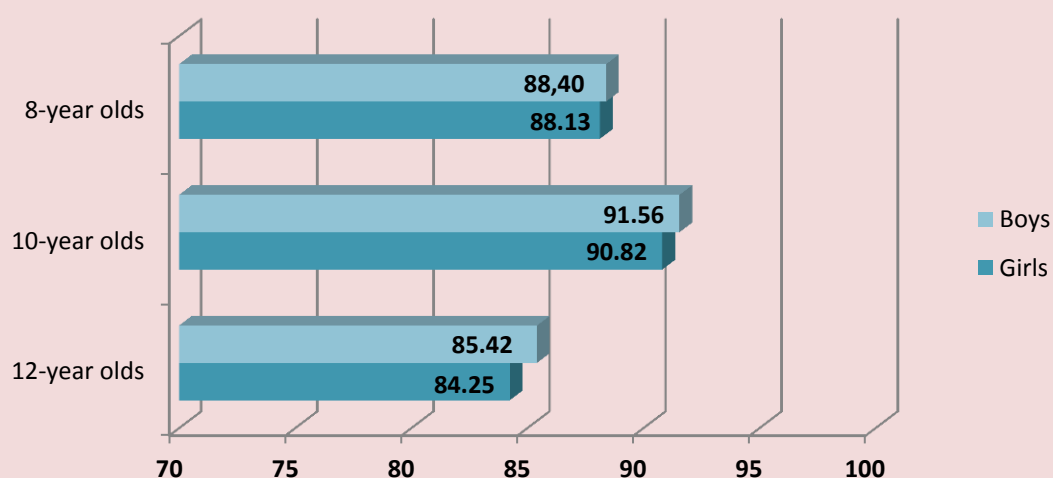


Figure 11. Distribution of the mean scores on the SLSS by age group and gender (Means)

**Brief Multidimensional Student Life Satisfaction Scale (BMSLSS)**

The BMSLSS includes five satisfaction domains: family life, friends, school experience, the own body (adapted item) and the area where you live in general. 8-year-olds responded through a 5-point scale and 10 and 12-year-olds through an 11-point scale. The overall score is a sum of these five scores transformed into a 0 to 100 scale. The distribution of mean scores is shown in Figure 12. We found no big differences in mean scores by gender. However, mean scores decrease with age.

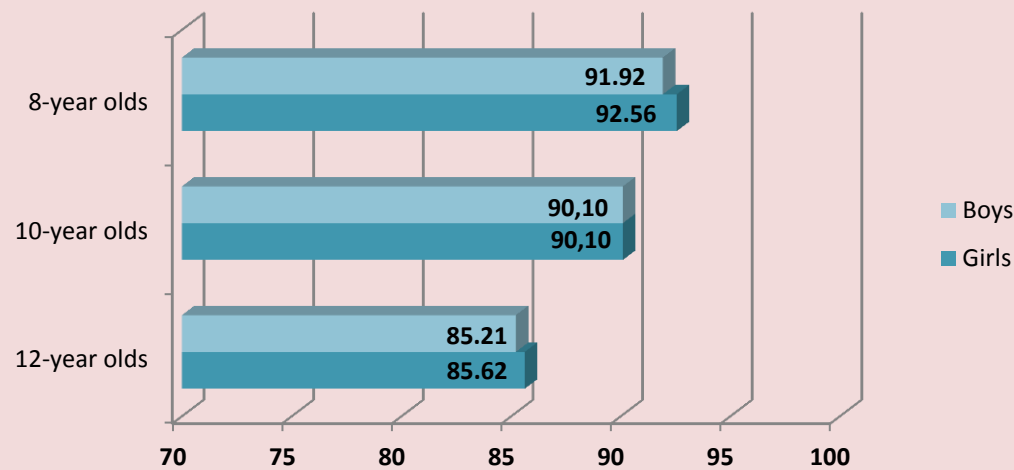


Figure 12. Distribution of the mean scores on the BMSLSS by age group and gender (means)

**Personal Well-being Index – School Children (PWI-SC7)**

The seven items making up the PWI-SC were included in the 10 and 12-year-olds surveys. In the case of the 8-year-olds survey, the PWI-SC included only the first four items, which were answered through a five-point scale, instead of the eleven-point one used with the 10 and 12-year-olds. For all age groups we have created an index by summing up the four or seven item scores and then transforming them into a score ranging from 0 to 100, similar to the previous measures discussed. The distribution of mean scores is shown in Figure 13. This distribution also decreases with increasing age. There are obvious differences in mean scores by gender for the 8-year-olds, but not for the 10 and 12-year-olds.

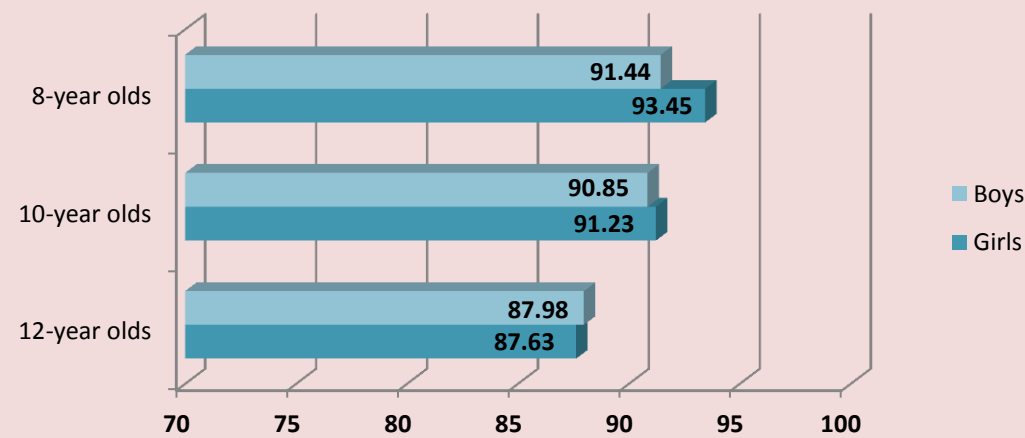


Figure 13. Distribution of the mean scores on the brief PWI-SC by age group and gender (means)

**Extended PWI-SC9**

For the 10 and 12-year-old age group we have calculated an extended version of the PWI-SC which includes two additional items related to time use and life as a student. The mean scores are lower compared to the PWI-SC7 items in both age groups and genders. The distribution of mean scores for this nine-item scale is shown in Figure 14.

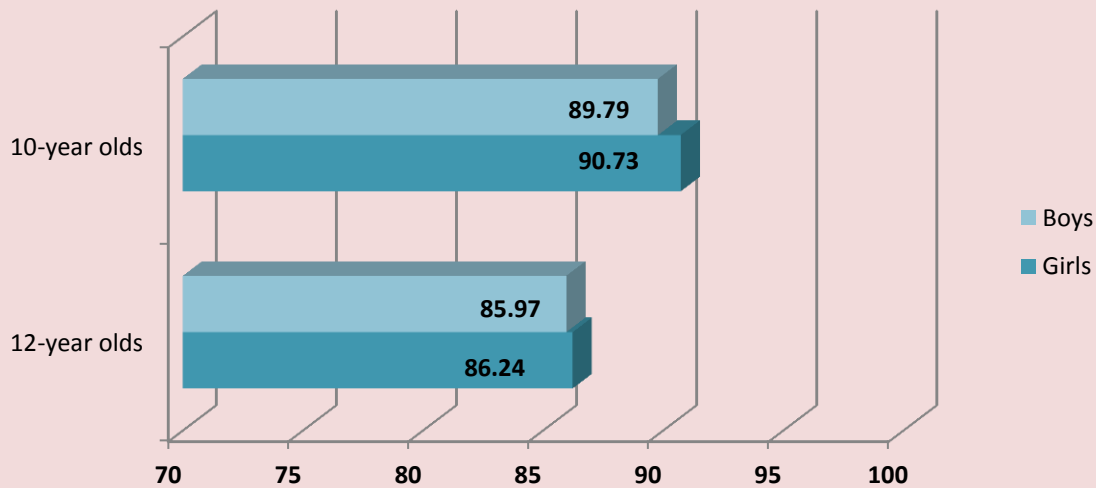


Figure 14. Distribution of the mean scores on the extended PWI-SC by age group and gender (means)

**Positive Affects**

The 10 & 12-years-old questionnaires included six questions on positive affect using an 11-point scale from 0 (not at all) to 10 (extremely). The mean scores are shown in Table 43, and the gender and age group variations are shown in Figure 15. The highest mean score is for feeling 'happy' and the lowest for feeling 'calm' for both age groups. The mean scores for all six items are higher for 10-year-olds than for 12-year-olds.

Table 43: Core Affects by age group (Means)

	10-year-olds	12-year-olds
<b>Satisfied</b>	9.00	8.44
<b>Happy</b>	9.34	8.67
<b>Relaxed</b>	8.30	7.45
<b>Active</b>	9.27	8.61
<b>Calm</b>	7.81	7.11
<b>Full of energy</b>	9.30	8.48



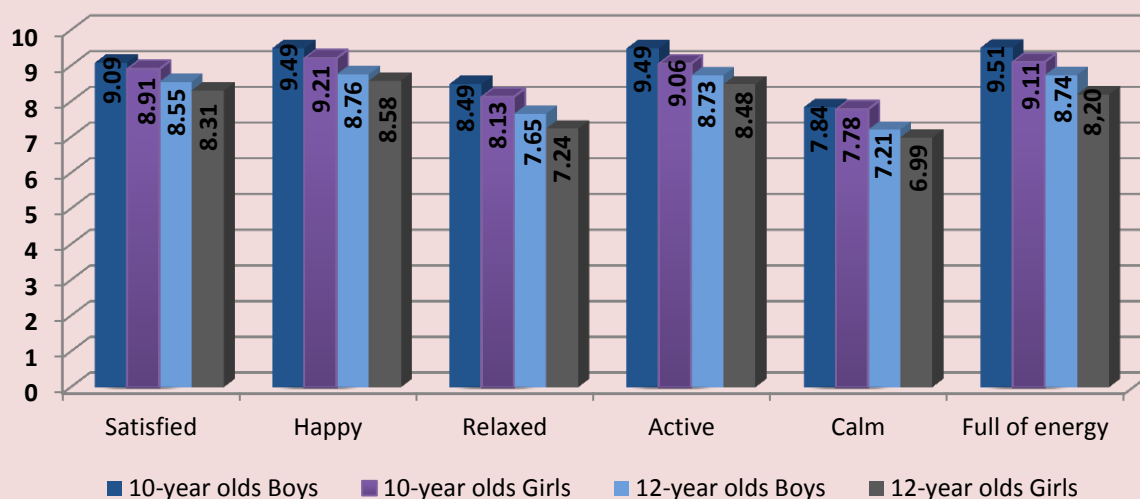


Figure 15. Distribution of the mean scores on the Positive Affect items by age group and gender (means)

### General Domain Satisfaction Index Sub-scales

The GDSI is a new scale proposed by Casas and Bello (2012)<sup>14</sup>. It is calculated from the 31 items included in the questionnaire, divided into 8 sub-scales. An 11-point scale, from 'Not at all satisfied' to 'Totally satisfied' is used for the 10 & 12-year-olds, and a 5-point emoticons scale for the 8-year-olds. The highest mean score is for material possessions for all age groups, followed by time use for 8-year-olds and health for the 10 and 12-year-olds, and in third place home and family for all age groups. Satisfaction with school has the lowest mean score for the 10 and 8-year-olds, and satisfaction with the local area is the lowest mean score for 12-year-olds. Moreover, satisfaction with school is also lower for boys than for girls. There are no big differences between genders (see Figure 16).

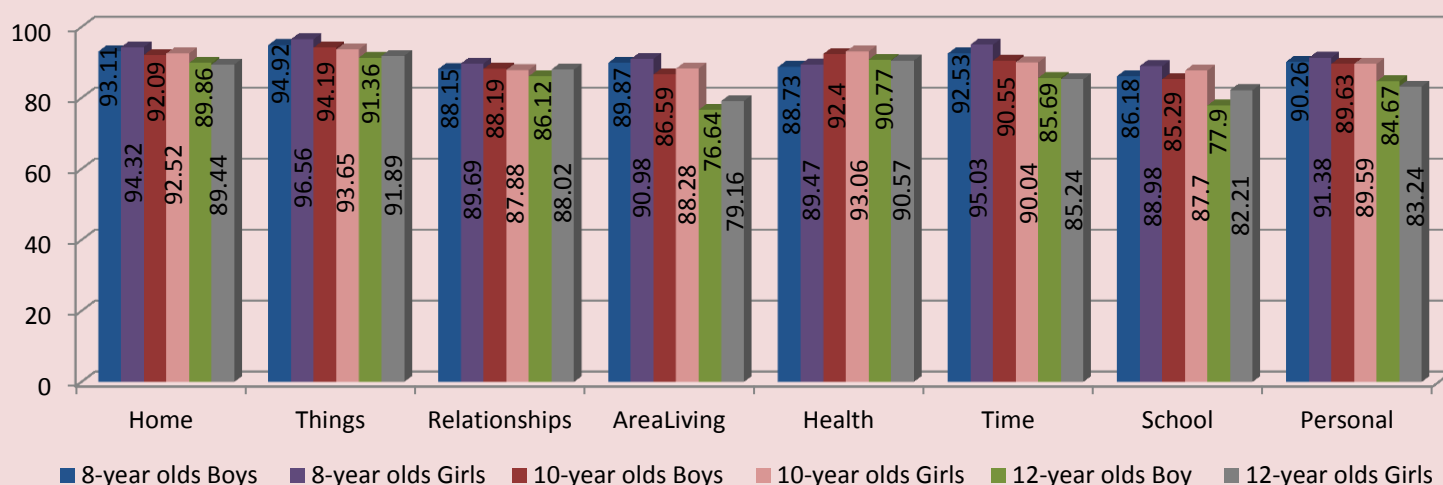


Figure 16. Distribution of the mean scores on the General Domain Satisfaction Index Sub-scales items by age group and gender (means)

<sup>14</sup> Casas, F., & Bello, A. (Coord.). González, M., Aligué, M., Bertrán, I., Montserrat, C., Navarro, D., González-Bueno Uribe, G., & Von Bredow, M. (2012). *Calidad de vida y bienestar subjetivo en España. ¿Qué afecta al bienestar de niños y niñas españoles de 1º de ESO?* Girona: Documenta Universitaria.

Table 44 shows the mean scores of all the psychometric scales by age groups. They had been converted to a scale from 0 to 100 in order to facilitate comparison. The Overall Life Satisfaction (OLS) is the psychometric scale with the highest scores (not considering the GDSI sub-scales) in all age groups. In general, we can see that scores decrease with age, with the exception of SLSS where 10-year-olds have the highest mean score.

Table 44. Psychometric scales by age group (means\*)

	Total	8-year-olds	10-year-olds	12-year-olds
<b>OLS</b>	90.59	93.07	92.51	87.88
<b>SLSS</b>	87.55	88.27	91.18	84.86
<b>BMSLSS</b>	88.60	92.23	90.10	85.40
<b>Brief PWI-SC 4**</b>	92.43	92.43	-	-
<b>Modified PWI-SC 7***</b>	89.05	-	91.04	87.81
<b>Extended PWI-SC 9</b>	87.69	-	90.27	86.09
<b>GDSI 1. Home and family</b>	91.51	93.71	92.31	89.66
<b>GDSI 2. Material things</b>	93.39	95.72	93.91	91.61
<b>GDSI 3. Interpersonal relationships</b>	87.83	88.91	88.03	87.03
<b>GDSI 4. Area of living</b>	84.09	90.41	87.46	77.85
<b>GDSI 5. Health</b>	90.81	89.09	92.74	90.68
<b>GDSI 6. Time use</b>	89.12	93.76	90.29	85.47
<b>GDSI 7. School</b>	83.70	87.57	86.56	79.98
<b>GDSI 8. Personal satisfaction</b>	87.50	90.81	89.61	83.98

\*Scores from 0 to 100

\*\*Only 8-year-olds

\*\*\*Only 10&amp;12-year-olds

Table 45 shows the extreme scores, that is, the % of children who score the maximum on all items of the scale. The OLS is the psychometric scale with the highest percentage of children with extreme scores, followed by the SLSS. The percentage of children who score the maximum decreases with age.

Table 45. Extreme scores of the psychometric scales by age group (%)

	8-year-olds	10-year-olds	12-year-olds
<b>OLS</b>	82.1	68.3	45.4
<b>SLSS</b>	45.0	31.9	18.0
<b>BMSLSS</b>	46.7	22.2	8.1
<b>Brief PWI-SC 4*</b>	54.9	-	-
<b>Modified PWI-SC 7**</b>	-	16.6	9.4
<b>Extended PWI-SC 9**</b>	-	12.2	5.0

\*Only 8-year-olds

\*\*Only 10&amp;12-year-olds

### 3. Conclusions

Responses to questions about **home and the people children live with** show that children in Catalonia are most satisfied with their family life or the people they live with. More than 90% of the children say that they agree with home being a place where they feel safe and over 85% feel that they are treated fairly by their parents or carers and spend good time with them. Being listened by parents or carers or having a quiet place to study, have the lowest levels of agreement. 8.1% of children never talk together with their family or just do it once or twice a week. This percentage increases to 25% for 'having fun together' and to 28% for 'learning together'. These results suggest that a caring and non-threatening environment, although very important, is not sufficient for more participatory family dynamics to take place.

When children are asked about their material possessions, answers show that all the **items** we asked about **are owned** by more than 80% of children, with the exception of the mobile phone, - having one's own room displaying the lowest percentage and clothes in good condition to go to school the highest. Overall, children are happy with the things they have. However a small percentage of children lack a considerable number of the items we asked about, thus suggesting an important degree of material deprivation for some of them (1.7% of the 8-year-olds lack three or four things out of five, 1.3% of the 10-year-olds and 1.4% among the 12-year-olds lack five or more things out of 9). Between 18% and 31% of children of the three age groups are always worried about how much money their families have and 4.5% of children in the 12-year-old age group report that none of the adults living with them have a paid job.

The large majority of children feel that their **friends** are usually nice to them and that they have enough friends. Only 1.8% report that friends are not nice to them and 2.8% think that they do not have enough friends. The mean scores for satisfaction with friends, people in their area and relationships with people in general are quite high, especially with friends. Talking and having fun together with friends are quite common activities while meeting to study together is much less frequent.

Most children report that there are enough places to play or have a good time in **the area they live in**. They are also quite satisfied with how they are dealt at the doctors, with outdoor areas and the area in general. In contrast, they are much more critical about the city council asking their opinion about things that are important to them and with the local police.

The majority of children are positive about their teachers and their safety at **school**. However, a notable minority of children (9.7%) do not like going to school, or consider that teachers do not listen to them and take what they say into account (1.8%). Children are moderately satisfied with different aspects related to school such as school marks and their life as a student. The findings indicate that 13% of children have been hit by other children in their school more than 3 times and 8.7% have been left out by other children in their class more than 3 times, suggesting that more efforts are still needed in order to improve relationships and dynamics within the school context.

The most common **use of time** (every day or almost) is doing homework followed by watching TV or listening to music, although substantial percentages also report playing sport or doing exercise or spending time just being by themselves. Remarkably, 60% say they rarely or never take part in

organised leisure time activities. Overall, children report being quite satisfied with what they do in their free time and with how they use it.

Worrying percentages of children say that they do not know what rights children have (14.1%), or about the Convention on the Rights of the Child (32.1%), thus suggesting that current procedures aimed to guarantee that children are informed about these matters should be revised.

The majority of children do not report having experienced any change in relation to their families (95.2%), but a substantial number have moved house (23.9%).

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** show very high scores. The same applies for different types of positive core affect included in the questionnaires, with the exception of feeling calm.

The results described above present a scenario in which the majority of children in Catalonia report a high well-being across different areas of their lives. However, the analysis carried out taking into account demographic variables such as age group (8-year-olds, 10-year-olds and 12-year-olds) and gender, and some others like school context (urban, semi-urban and rural), school ownership (state-run *versus* state-subsidized), material deprivation (number of things lacking), and the place of birth (Catalonia, other Spanish regions and abroad), indicates that levels of well-being are not uniformly distributed. This means that stronger efforts should be dedicated to those sub-groups experiencing lower levels in some areas, such as children being born abroad, older children, children with higher material deprivation and children attending schools in urban areas. Special attention should be devoted to changing adults' attitudes towards children in order that they are more listened and taken into account in all spheres of their lives. Overall, results related to school indicate that there is much room for improvement as levels of well-being, especially among boys, are only moderate. Support for schooling should be even more intensive in the transition from primary school to secondary school as this coincides with a decrease in the levels of subjective well-being for both genders.