

Children's Worlds National Report

CATALONIA (SPAIN)



Ferran Casas, Mònica González-Carrasco,
Sara Malo, Meriam Boulahrouz, Dolors Navarro, Mari Corominas and
Cristina Figuer

Research Institute on Quality of Life

University of Girona

1. Introduction

1.1 Context and population

Population and geography. The data collection was carried out in Catalonia (Spain). In 2018, Catalonia had 7,488,207 inhabitants (16.01% of the total Spanish population), making it the second most populous region in Spain¹.

Catalonia is one of Spain's 17 autonomous regions and is designated as a *nation* in its Statute of Autonomy. As Figure 1 shows, it is in the north-east of Spain, bordering France. Catalonia (total area: 32,108 km²) consists of four provinces: Barcelona, Girona, Lleida and Tarragona. The capital and largest city is Barcelona, the second-most populated in Spain and the core of the fifth most populous urban area in the European Union.

Figure 1. Distribution of Spain (Catalonia highlighted)



Source: Wikipedia

Percentage of children. In 2018, a total of 828,506 inhabitants of Catalonia were aged between 5 and 14 years old (10.9% of total population), with a schooling rate of 96%².

In relation to the children's population covered by the 3rd wave of Children's Worlds, this comprised 80,842 children attending Year 3 (expected mean age: 8 years old), 80,714 children attending Year 5 (expected mean age: 10 years old), and 81,868 children attending Year 7

¹ INE, Spanish Statistics Office (2018):

http://www.ine.es/dyngs/INEbase/es/operacion.htm?c=Estadistica_C&cid=1254736176951&menu=resultados&idp=1254735572981

² IDESCAT, Statistical Institute of Catalonia, Government of Catalonia (2018):

<https://www.idescat.cat/pub/?id=aec&n=253&t=2018>;

³ Department of Education, Government of Catalonia (2018):

http://ensenyament.gencat.cat/ca/cercador/?q=principals-resultats-2017-2018&site=ensenyament&lr=lang_ca

(expected mean age: 12 years old)³.

Religion, cultural groups and socioeconomic context. In July 2019, 41.8% of the Catalan population reported being non-practicing Catholics, 26.4% atheists, 11.3% non-believers, 10.9% practicing Catholics; 6% agnostics and 2.2% followers of other religions⁴. However, other sources reveal that Muslims comprise 7.3% (6.4% believers and .9% non-believers) and that 3% of the population reported belonging to the Evangelical Church, 1.3% followers of Buddhism, .9% belonging to the Orthodox Church, .6% being Jehovah's witnesses and 2.4% followers of other religions⁵.

According to national statistics data from 2018⁶, 14.2% of the total population were foreign by nationality: 3.8% were from Africa, 3.7% from other European Union countries, 2.5% from South America, 2.1% from Asia and Oceania, 1.1% from North and Central America, and 1.0% from the rest of Europe.

According to UNICEF data for 2018⁷, 31.2% of children in Catalonia were at risk of poverty or social exclusion (AROPE rate); these percentages increased for families with more than one son or daughter, or single parents. It is worth noting that the harmonized gross domestic product (PIBH) in purchasing power parity per inhabitant (PPP) for Catalonia in 2018 was 107.3, while for Spain it was 90.8 (EU-28=100)⁸. Also, the inequality of income distribution indicator (Gini's Index) was 33.2 for Catalonia in 2018, while for Spain it was 30.3⁹.

1.2 Sampling: Strategy and outcome¹⁰

A school-based sampling method was developed, taking schools as the sampling unit. The most up-to-date data available from the public school registry for the year 2017 were stratified by province (Barcelona, Girona, Lleida and Tarragona), the territorial context where the school is located (rural, semi-urban or rural)¹¹ and school type (state-run or private). In short, the initial sampling comprised 61 primary schools (estimated number of children: 2,393) and 48 secondary schools (estimated number of children: 1,106). The combined total was 109 schools

⁴ CIS, Sociological Research Centre (July 2019 Barometer. Tabulation by Autonomous Region. Study no. 3257): http://datos.cis.es/pdf/Es3257ccaa_A.pdf

⁵ 'Ara.cat' daily newspaper (16/04/2017): https://www.ara.cat/data/religiositat-catalans-mitjana-espanyola_0_1778822118.html

⁶ IDESCAT (2018b): <https://www.idescat.cat/pub/?id=aec&n=258&t=2018>

⁷ UNICEF Catalan Committee (2019):

https://www.unicef.es/sites/unicef.es/files/comunicacion/Agenda2030_catalunya_actualitzacioindicadors.pdf

⁸ IDESCAT (2018c): <https://www.idescat.cat/indicadors/?id=anuals&n=10443&lang=en>

⁹ IDESCAT (2018d): <https://www.idescat.cat/indicadors/?id=anuals&n=10410&lang=en>

¹⁰For more complete and specific information, see the technical report on Catalonia-Spain sampling strategy and outcomes.

¹¹According to the INE, a rural location means schools in municipalities of 2,000 or less, a semi-urban location schools in municipalities of 2,001-10,000 inhabitants, and an urban location schools in municipalities of 10,001 inhabitants or more. Note that in the strata of the sample this characteristic is combined with province (Barcelona, Tarragona, Lleida and Girona) and school type (state-run or private).

and an estimated participation of nearly 3,500 children. It is worth noting that the public school registry does not specify the number of children by school.

All schools had the same probabilities of being selected from the stratum they belonged to. According to the sampling framework, the random selection number was the result of dividing the total number of schools in the stratum by the number of schools required for the initial sampling. From the first school of the list by stratum, this number was repeated successively to select schools. Meanwhile, two substitute schools were selected in case those originally selected were not able to participate.

The initial sample was calculated under the assumption of selecting only one random class group by school (or the sole class group in the case of small schools). Because class groups were sometimes smaller than estimated (22 students for Years 3 and 5, and 28 for Year 7), it was decided that all class groups of the same age would be chosen in schools with one or two groups, while only two would be randomly chosen in schools with more than two class groups in order to avoid over-representation of larger schools.

Moreover, rural schools were intentionally overrepresented in the sampling design, based on the premise that they would have a lower number of children per class group compared to schools from semi-urban and urban contexts. To obtain the target estimated number of children in rural schools, the initial number of selected schools was expanded (and schools were chosen from a list for each stratum). When a rural school was divided among more than two locations, fieldwork was carried out in all of the school's locations. In addition, three complementary schools were added to balance the sample.

Fieldwork took place from September 2018 until February 2019. The fieldwork sample obtained comprised 6,841 children (2,366 from the 8 year-old group, 2,328 from the 10 year-old group, and 2,147 from the 12 year-old group) attending 124 different schools. A total of 215 questionnaires were discarded (3.14%) due to low data quality (too many missing answers), and the final number of questionnaires included for the data analysis was therefore 6,626 (2,329 from the 8 year-old group, 2,209 from the 10 year-old group, and 2,088 from the 12 year-old group).

2. Results

2.1 The participants

Gender distribution in our sample was very similar to that of the overall child population in Catalonia, with a slightly higher percentage of 8 and 12 year-old boys than girls (Table 1).

Table 1. Age by gender (number, %)¹

	8 year-old	10 year-old	12 year-old	Total
Boy	1,186(50.9)	1,091(49.4)	1,069(51.2)	3,346(50.5)
Girl	1,143(49.1)	1,118(50.6)	1,019(48.8)	3,280(49.5)
Total	2,329(100.0)	2,209 (100.0)	2,088 (100.0)	6,626(100.0)

¹ No missing data

2.2 The home and the people children live with

The majority of children lived with their family (99.3%), while a minority reported living in a foster home, a children's home or another type of home (Table 2).

Table 2. Home type (%)¹

I live with my family	99.3
I live in a foster home	0.2
I live in a children's home	0.1
I live in another type of home	0.3
Total	100.0

¹ Not asked in the 8-year-old questionnaire; missing=11 (0.3%)¹²






A large majority reported being very satisfied with the people they live with (Table 3)¹³: specifically, 85.3% in the case of 8 year-olds, and 83.9% in case of 10 and 12 year-olds. Mean scores for satisfaction with people they live with did not display significant differences among 10 and 12 year-olds (see Table A1 in the Appendix).

¹² Missing cases refer to those participants who did not respond despite having the question included in their questionnaire. The % has therefore been calculated taking into account the specific age group(s) involved. The same applies to the other tables including this information.

¹³ Indicators of 'very satisfied' correspond to the '😊' option for the 8 year-old group, and to '9+10 options' for the 10 and 12 year-old groups. The same applies to all other calculations.

Table 3. Satisfaction with the people you live with (%)

8 year-olds ^I

Satisfaction with ...					
The people you live with	0.3	0.8	3.7	10.0	85.3

^I Missing=9 (0.4%)10 and 12 year-olds ^I

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The people you live with	0.9	0.1	0.3	0.4	1.2	1.5	1.2	3.3	7.1	15.5	68.4

^I Missing=75 (1.7%). '0' means they are not satisfied and '10' totally satisfied.

The participating children mostly perceived that their family cares for them, that they receive support in the event of a problem and that they feel safe at home (these obtaining the highest means on an agreement scale of 0-4: 3.75; 3.75; and 3.74, respectively). However, there are many children who would like to make more joint decisions with their family, be more listened to by their parents, and have a good time together with their family (these obtained the lowest means: 3.07; 3.38; and 3.50, respectively) (Table 4).

Table 4. Variations in questions about home and family ^I (age groups; means)

	Family care ^{II}	Family help problem ^{III}	Good time together ^{IV}	Feel safe ^V	Parents listen ^{VI}	Make joint decision ^{VII}
10 year-olds	3.74	3.74	3.58	3.74	3.41	3.09
12 year-olds	3.76	3.75	3.41	3.74	3.35	3.04
Total	3.75	3.75	3.50	3.74	3.38	3.07

^I Not asked in the 8-year-olds questionnaire^{II} 10 year-olds missing=18 (0.8%), 12 year-olds missing=16 (0.8%)^{III} 10 year-olds missing=16 (0.7%), 12 year-olds missing=14 (0.7%)^{IV} 10 year-olds missing=26 (1.2%), 12 year-olds missing=28 (1.3%)^V 10 year-olds missing=24 (1.1%), 12 year-olds missing=21 (1.0%)^{VI} 10 year-olds missing=18 (0.8%), 12 year-olds missing=18 (0.9%)^{VII} 10 year-olds missing=35 (1.6%), 12 year-olds missing=22 (1.1%)

2.3 The home where children live, money and the things children have¹⁴






Most of the children were very satisfied with the home or house where they live (81.9% for the 8 year-olds, and 79.9% for the 10 and 12 year-olds, when aggregating options 9 and 10 on the scale) (Table 5). The mean scores for satisfaction with the home they live in was significantly higher for the 10 year-olds than for the 12 year-olds (see Table A1 in the

¹⁴ Questions about having electricity, running water and a toilet that flushes at home were not included in the Catalan questionnaires because the answers would have been too homogeneous.

Appendix).

Table 5. Satisfaction with the house or flat where you live (%)

8 year-olds ¹

Satisfaction with ...					
the house or flat where you live	1.0	1.5	3.1	12.4	81.9

¹ Missing=36 (1.5%)

10 and 12 year-olds ¹

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
the house or flat where you live	1.1	0.3	0.3	0.5	0.9	1.6	2.0	4.3	9.0	17.3	62.6

¹ Missing=54 (1.3%)

A majority of the 10 and 12 year-olds (89.8%) were very satisfied (scores of 9 or 10 on the scale) with all the things they have (Table 6) – the differences between these two age groups were small, but significantly higher for the 10 year-olds (see Table A1 in the Appendix).

Table 6. Satisfaction with all the things you have (%)¹

10 and 12 year-olds ¹¹

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
all the things you have	0.8	0.2	0.2	0.4	0.3	0.4	0.8	1.8	5.5	16.7	73.1

¹ Not asked in the 8-year-olds questionnaire

¹¹ Missing=76 (1.8%)

Which children were not sufficiently satisfied with their living or material circumstances? According to the results, 11.0% of the children surveyed reported not having a place to study (Table 7), 6.4% not having enough food to eat each day (Table 9), and 4.5% not having their own bed (Table 7). Almost half of the participating children (48.3%) reported not having pocket money or money to spend on themselves, and 21.8% not having a mobile phone, this percentage being much higher among the 10 year-olds (Table 10). A total of 73.0% reported being worried about how much money their family has (sometimes, often or always), while more than one in every ten children did not answer this question about economic concerns (Table 8).

Table 7. Things you have (% of “yes” answers) ^I

Whether you have...	10 and 12 year-olds
Own room ^{II}	70.5
Own bed ^{III}	95.5
Place to study ^{IV}	89.0

^I Not asked in the 8-year-olds questionnaire

^{II} Missing=44 (1.0%)

^{III} Missing=33 (0.8%)

^{IV} Missing=31 (0.7%)

Table 8. How often do you worry about how much money your family has? ^I (%)

	10 year-olds	12 year-olds	Total
Never	30.2	23.6	26.9
Sometimes	37.9	35.8	36.8
Often	16.4	23.6	20
Always	15.5	17.0	16.2
Total	100.0	100.0	100.0

^I Not asked in the 8-year-olds questionnaire; 10 year-olds missing=62 (2.8%); 12 year-olds missing=33(1.6%)

Table 9. Do you have enough food to eat each day? ^I (%)

	10 year-olds ^{II}	12 year-olds ^{III}	Total
Never	.6	.1	.4
Sometimes	1.8	1.4	1.6
Often	4.9	4.1	4.5
Always	92.7	94.4	93.6
Total	100.0	100.0	100.0

^I Not asked in the 8-year-olds questionnaire

^{II} Missing=46 (2.1%)

^{III} Missing=25 (1.2%)

Table 10. The things children have ^I (%)

Which of the following do you have	10 year-olds		12 year-olds		Total	
	No	Yes	No	Yes	No	Yes
Clothes in good condition ^{II}	1.8	98.2	1.0	99.0	1.4	98.6
Enough money for school trips and activities ^{III}	3.3	96.7	3.1	96.9	3.2	96.8
Access to the Internet at home ^{IV}	3.9	96.1	1.9	98.1	2.9	97.1

The equipment/things you need for sports and hobbies ^{IV}	4.1	95.9	2.6	97.4	3.4	96.6
Pocket money/ money to spend on yourself ^{VI}	47.9	52.1	48.8	51.2	48.3	51.7
Two pairs of shoes ^{VII}	2.3	97.7	2.4	97.6	2.4	97.6
A mobile phone ^{VIII}	32.1	67.9	11.2	88.8	21.8	78.2
The equipment/things you need for school ^{IX}	1.1	98.9	0.8	99.2	1.0	99.0

^I Not asked in the 8-year-olds questionnaire

^{II} 10 year-olds missing=38 (1.7%); 12 year-olds missing=29 (1.4%)

^{III} 10 year-olds missing=52 (2.4%); 12 year-olds missing=46 (2.2%)

^{IV} 10 year-olds missing=82 (3.7%); 12 year-olds missing=79 (3.8%)

^V 10 year-olds missing=59 (2.7%); 12 year-olds missing=37 (1.8%)

^{VI} 10 year-olds missing=110 (5.0%); 12 year-olds missing=52 (2.5%)

^{VII} 10 year-olds missing=68 (3.1%); 12 year-olds missing=27 (1.3%)

^{VIII} 10 year-olds missing=73 (3.3%); 12 year-olds missing=27 (1.3%)

^{IX} 10 year-olds missing=60 (2.7%); 12 year-olds missing=34 (1.6%)

Almost all children reported having a fridge (99.4%), a television (99.1%) and a telephone (98.1%). The lower percentage for having a radio (68.6%) may be due to its integration in other electronic devices (Table 11).

Table 11. Family's material possessions ^I (%)

A computer (including laptops and tablets)^{II}	96.4
A television ^{III}	99.1
A fridge/freezer ^{IV}	99.4
A radio ^V	68.6
A telephone (landline or mobile)^{VI}	98.1
A family car / van / motorbike / etc. ^{VII}	94.0

^I Not asked in the 8-year-olds questionnaire

^{II} Missing=41 (1.0%)

^{III} Missing=37 (.0.9%)

^{IV} Missing=33 (0.8%)

^V Missing=96 (2.2%)

^{VI} Missing=37 (0.9%)

^{VII} Missing=44 (1%)

Although only a low percentage, it is worth noting that 6.1% reported not having a family car (or van or motorbike). Also, although around 2% reported not having a computer (including laptops and tablets), 60.7% had more than two computers. A total of 29.5% of children reported sharing their room with other people (such as brothers or sisters), and 14.0% had not travelled away on holiday with their family in the last 12 months (Table 12).

Table 12. Material possessions (10 and 12 year-olds) (%)

How many bathrooms are in your home? ⁱ	
None	0.3
One	35.9
Two	47.4
More than two	16.4
Do you sleep in your own room or do you share a room? ⁱⁱ	
I sleep in a room on my own	70.5
I sleep in a room that I share with other people	29.5
Does your family own a car, van or truck? ⁱⁱⁱ	
No	6.1
One	37.8
Two	47.2
Three or more	8.9
In the last 12 months, how many times did you travel away on holiday with your family? ^{iv}	
Not at all	14.0
Once	21.7
Twice	21.5
More than twice	42.8
How many computers does your family own? ^v	
None	2.1
One	13.8
Two	23.4
More than two	60.7
Does your home have a washing machine? ^{vi}	
No	19.1
Yes	80.9
Total	100.0

ⁱ Missing=30 (0.7%)

ⁱⁱ Missing=44 (1.0%)

ⁱⁱⁱ Missing=66 (1.5%)

^{iv} Missing=111 (2.6%)

^v Missing=79 (1.8%)

^{vi} This question was introduced after data collection had started and therefore has more missing values than others.
Missing= 1,011 (23.5%)

2.4 School

Tables 13 and A1 in the Appendix show that all children's evaluations regarding school life significantly decrease with age. In relation to their life as a student, 66.4% of the 8 year-olds¹⁵ and 54.8% of 10 and 12 year-olds reported being very satisfied (options 9 and 10 on the scale), meaning around five in every ten in the latter age group are not sufficiently satisfied with their school life. This represents a decrease of around 11.6% compared to the 8 year-olds.






Those who reported being very satisfied with what they have learned also displayed an important decrease by age: 78.1% of 8 year-olds and 71.8% of 10 and 12 year-olds (scores of 9 and 10 on the scale), meaning between two and three of every ten children are not sufficiently satisfied in the 10 and the 12 year-old age groups. In relation to their classmates, 62.7% of 8 year-olds and 64.0% of 10 and 12 year-olds reported being very satisfied (scores 9 and 10 on the scale); that is to say, four in every ten children reported not being sufficiently

¹⁵ Since differences in responses cannot be directly compared between the 8 year-old and 10-12 year-old age groups due to the use of different measurement scales, they are only highlighted when above 5%.

satisfied with them. In addition, mean values significantly decreased between 10 and 12 years of age for satisfaction with things learned at school, life as a student and classmates (see Table A1 in the Appendix).

Table 13. Satisfaction with school life (%)

8 year-olds

Satisfaction with ...					
Life as a student ^I	1.5	2.1	7.3	22.7	66.4
Things you have learned ^{II}	0.6	0.9	3.3	17.0	78.1
Other children in your class ^{III}	0.9	2.3	9.0	25.1	62.7

^I Missing=16 (0.7%)

^{II} Missing=18 (0.8%)

^{III} Missing=30 (1.3%)

10 and 12 year-olds

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Life as a student ^I	0.8	0.3	0.6	0.9	1.4	3.7	5.2	11.6	20.6	24.0	30.8
Things you have learned ^{II}	0.6	0.1	0.3	0.4	0.6	1.8	2.9	7.4	14.2	26.2	45.6
Other children in your class ^{III}	0.6	0.6	0.6	0.8	0.9	3.1	4.2	8.6	16.6	25.7	38.3

^I Missing=67 (1.6%)

^{II} Missing=64 (1.5%)

^{III} Missing=119 (2.8%)

The data in Table 14 reveal that not all of the children totally agreed with feeling safe at school, although 65.5% did. By way of example, 85.2% reported arguments between children in their classes (the sum of all response options excepting 'I do not agree'), while 54.0% reported being called unkind names by other children at school, 37.5% being left out by other children in their classes, and 27.6% being hit by other children at school (the sum of all categories except "never") (Table 15).

Table 14. Views about school (All age groups) ^I (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
My teachers care about me ^{II}	1.6	6.1	14.8	35.7	41.8
If I have a problem at school, my teachers will help me ^{III}	1.3	3.7	10.9	27.1	57.0
If I have a problem at school, other children will help me ^{IV}	1.6	4.6	12.2	29.6	52.0
There are a lot of arguments between children in my class ^V	14.8	29.3	19.2	19.7	17.0

My teachers listen to me and take what I say into account ^{vi}	1.5	5.1	13.5	30.4	49.5
At school I have opportunities to make decisions about things that are important to me ^{vii}	1.9	4.3	11.4	28.9	53.5
I feel safe at school ^{viii}	1.2	2.8	9.0	21.4	65.5

ⁱ Not asked in the 8-year-olds questionnaire

ⁱⁱ Don't Know=245 (5.7%), missing=48 (1.1%)

ⁱⁱⁱ Don't Know=172 (4.0%), missing=48 (1.1%)

^{iv} Don't Know=188 (4.4%), missing=70 (1.4%)

^v Don't Know=204 (4.8%), missing=62 (2.6%)

^{vi} Don't Know=193 (4.5%), missing=260 (6.1%)

^{vii} Don't Know=220 (5.1%), missing=169 (1.6%)

^{viii} Don't Know=73 (1.7%), missing=173 (4.0%)

Table 15. Bullying (All age groups) (%)ⁱ

How often:	Never	Once	Two or 3 times	More than three times
Hit by other children in your school ⁱⁱ	72.4	14.3	7.2	6.1
Called unkind names by other children in your school ⁱⁱⁱ	46.0	22.7	13.9	17.4
Left out by other children in your class ^{iv}	62.5	18.2	10.1	9.2

ⁱ Not asked in the 8-year-olds questionnaire

ⁱⁱ Don't Know=143 (3.3%), missing=43 (1.0%)

ⁱⁱⁱ Don't Know=243 (5.7%), missing=64 (1.5%)






^{iv} Don't Know=218 (5.1%), missing=84 (2.0%)

Other children's views about school are also worth mentioning, such as that more than half of them (58.2%) did not totally agree that teachers care about them – while 41.8% did. Almost half (48%) did not feel fully supported by classmates in the event of a problem – while 52% did, and 43.0% did not feel fully supported by teachers in the event of a problem – while 57% did. About half of respondents (50.5%) reported that their teachers did not listen to them or take what they say into account, while 46.5% did not totally agree that they had opportunities to make decisions about things that are important to them at school (Table 14).

2.5 Friends

A comparison of Tables 16 and 13 reveals that respondents appreciated their friends more than than their classmates: 78.6% of 8 year-olds and 74.7% of 10 and 12 year-olds were very satisfied (answers to options 9 and 10) with their friends (the figure was 62.7% and 64.0% in the case of classmates, respectively). Although small, the decrease in mean scores between 10 and 12 years-old children with regard to satisfaction with friends is significant (see Table A1 in the Appendix).

8 year-olds ^I

Satisfaction with ...					
Your friends	0.4	0.8	4.8	15.3	78.6

^I Missing=9 (0.8%)10 and 12 year-olds ^I (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your friends	0.6	0.6	0.3	0.6	1.0	1.7	2.4	5.7	12.4	23.9	50.8

^I Missing=76 (1.8%)

In contrast with how they felt about their classmates (48.0%, extracted from Table 14), only 27.7% did not feel fully supported by friends in the event of a problem. Moreover, 64.9% reported having enough friends, 63.9% getting along well together, and 59.9% that their friends are usually nice to them ('totally agree' category in all three cases) (Table 17).

Table 17. Friends (%) ^I

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I have enough friends ^{II}	2.8	2.9	7.3	22.1	64.9
My friends are usually nice to me ^{III}	0.8	2.3	8.4	28.5	59.9
Me and my friends get along well together ^{IV}	0.7	2.1	7.9	25.4	63.9
If I have a problem, I have a friend who will support me ^V	1.6	2.9	6.1	17.1	72.3






^I Not asked in the 8-year-olds questionnaire^{II} Don't Know=104 (2.4%), missing=73 (1.7%)^{III} Don't Know=39 (0.9%), missing=59 (1.4%)^{IV} Don't Know=49 (1.1%), missing=57 (1.3%)^V Don't Know=173 (4.0%), missing=40 (0.9%)

2.6 The area where children live

There was a notable decrease between the ages of 8 and 12 (-5.4%) with regard to satisfaction with the local area: 74.5% of 8 year-olds and 69.1% of 10 and 12 year-olds were very satisfied (responses 9 and 10 on the scale) with their local area (Table 18). In other words, three of every ten children were not sufficiently satisfied with their local area. Mean scores for satisfaction with the area they live in decreased significantly between the ages of 10 and 12, although the difference was small (see Table A1 in the Appendix).

Table 18. Satisfaction with local area (%)

8 year-olds ^I

Satisfaction with ...					
The area where you live	2.0	1.8	6.4	15.4	74.4

^I Missing=19 (0.8%)10 and 12 year-olds ^I

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The area where you live	1.7	0.5	0.7	1.0	1.3	3.1	3.2	6.9	12.5	21.4	47.7

^I Missing=168 (3.9%)

The data in Table 19 reveal the following findings: although 53.8% totally agreed that there are places to play or to have a good time in their local area, 50.6% that adults from their local area are totally kind to children, and 51.5% feel totally safe walking around their local area, the other half of the participating children did not. Furthermore, aggregating all other responses revealed that more than half of the children did not totally agree that adults in their local area listen to them and take them seriously (68.3%), that they have opportunities to participate in local area decisions important to them (65%), or that if they had a problem in their local area they would not expect anybody to help them (54.8% - the sum of all categories of response except 'I totally agree'). It is worth noting that, depending on the question, almost one or even two out of every ten children did not know how to respond to the questions about support, kindness, participation or listening.

Table 19. Views about local area (All age groups) ^I (%)

In the area I live in...	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I feel safe when I walk ^{II}	2.7	5.8	11.1	28.9	51.5
There are enough places to play or to have a good time ^{III}	7.2	9.4	10.5	19.1	53.8
If I have a problem there are people who will help me ^{IV}	8.9	11.1	12.6	22.0	45.2
Adults are kind to children ^V	3.2	6.5	14.1	25.6	50.6
I have opportunities to participate in decisions about things that are important to me ^{VI}	10.4	11.3	14.4	28.9	35.0
Adults listen to children and take them seriously ^{VII}	9.6	13.2	18.4	27.0	31.7

^I Not asked in the 8-year-olds questionnaire^{II} Don't Know=67 (1.6%), missing=48 (1.1%)^{III} Don't Know=64 (1.5%), missing=65 (1.5%)^{IV} Don't Know=438 (10.2%), missing=80 (1.9%)^V Don't Know=390 (9.1%), missing=87 (2.0%)^{VI} Don't Know=788 (18.3%), missing=73 (1.7%)^{VII} Don't Know=883 (20.5%), missing=87 (2.0%)

2.7 Time use

Satisfaction with time use received some of the lowest evaluations by the participating children: 68.9% of 8 year-olds and 64.3% of 10 and 12 year-olds were very satisfied (the sum of responses 9 and 10) with how they use their time; that is, three in every ten children were not sufficiently satisfied with this life domain. Only 54.3% of the 10 and 12 year-olds were very satisfied (9 and 10 scores on the scale) with how much free time they have to do what they want (five in every ten children therefore reported not being sufficiently satisfied with their free time). Mean satisfaction scores for both free time and time use significantly decreased between 10 and 12 years of age (see Table A1 in the Appendix).

Table 20. Satisfaction with time use (%)

8 year-olds

Satisfaction with ...					
How you use your time [†]	0.9	1.0	5.2	24.0	68.9
How much free time you have to do what you want [‡]

[†] Missing=23 (1.0%)

[‡] Not asked in the 8 year-old questionnaire

10 and 12 year-olds

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
How you use your time [†]	0.6	0.2	0.2	0.5	0.8	2.7	3.5	8.9	17.3	24.3	40.0
How much free time you have to do what you want [‡]	1.2	0.8	1.6	2.2	2.5	6.0	6.6	9.9	15.0	18.4	35.9

[†] Missing=452 (10.5%)






[‡] Missing=140 (3.3%)

2.8 Subjective well-being: how children feel about their lives

As Table 21 shows, 76.0% of 8 year-olds and 68.5% of 10 and 12 year-olds were totally satisfied with their life as a whole, an important decrease being observed with age (-7.5%). In other words, between two and three in every ten children (depending on the age group) were not totally satisfied with their life. The mean satisfaction scores with life as a whole significantly decreased between 10 and 12 years of age (see Table A1 in the Appendix).

Table 21. Satisfaction with life as a whole (%)

8 year-olds

Satisfaction with ...					
Your life as a whole [†]	1.3	1.2	5.8	15.8	76.0

[†] Missing=29 (1.2%)

10 and 12 year-olds

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole ^I	0.6	0.2	0.1	0.3	0.5	1.2	1.6	2.9	7.7	16.4	68.5

^I Missing=274 (6.4%)

Overall, the surveyed children's evaluations seem to reflect children's optimism bias, the majority of responses being scores of between 8 and 9. That said, however, 74.9% did not report the things that happen in their life as being excellent (Table 22).

Table 22. CW-SWBS (Children's Worlds Subjective Well-Being Scale) items ^I (%)

	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life ^{II}	0.4	0.2	0.5	0.4	0.7	1.3	1.8	4.2	8.1	18.9	63.4
My life is going well ^{III}	0.4	0.3	0.2	0.6	0.7	1.7	2.0	4.5	7.6	19.8	62.2
I have a good life ^{IV}	0.4	0.3	0.4	0.5	0.5	1.1	1.3	3.2	6.6	16.8	68.8
The things that happen in my life are excellent ^V	1.4	0.6	0.7	1.3	2.0	5.2	5.7	10.8	20.2	27.1	25.1
I like my life ^{VI}	0.7	0.4	0.3	0.6	0.6	1.6	1.9	3.3	5.9	14.2	70.4
I am happy with my life ^{VII}	0.7	0.4	0.4	0.6	0.6	1.4	1.5	3.3	5.9	13.6	71.6

^I Not asked in the 8-year-olds questionnaire

^{II} Missing=65 (1.5%)

^{III} Missing=69 (1.6%)

^{IV} Missing=192 (4.5%)

^V Missing=72 (1.7%)

^{VI} Missing=83 (1.9%)

^{VII} Missing=66 (1.5%)

The domains related to satisfaction with your life as a student, the area where you live and your friends obtained the lowest percentages of totally satisfied responses on the Children's Worlds Domain Based Subjective Well-Being Scale. A total of 72.5% of 10 and 12 year-old children reported being very satisfied (responses 9 and 10) with the way that they look (that is, three in every ten children were not sufficiently satisfied with their appearance) (Table 23). The mean satisfaction score for appearance significantly decreased between 10 and 12 years of age (see Table A1 in the Appendix).

Table 23. CW- DBSWBS (Children's Worlds Domain Based Subjective Well-Being Scale) items ^I (%)

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people you live with ^{II}	0.9	0.2	0.3	0.4	1.2	1.5	1.2	3.3	7.1	15.5	68.4
Your friends ^{III}	0.6	0.6	0.3	0.6	1.0	1.7	2.4	5.7	12.4	23.9	50.8
Your life as a student ^{IV}	0.8	0.3	0.6	0.9	1.4	3.7	5.2	11.6	20.6	24.0	30.8
The area where you live ^V	1.7	0.5	0.7	1.0	1.3	3.1	3.2	6.9	12.5	21.4	47.7

The way that you look ^{vi}	1.2	0.3	0.5	1.4	1.5	2.4	3.1	5.9	11.1	17.7	54.8
--	-----	-----	-----	-----	-----	-----	-----	-----	------	------	------

ⁱ Not asked in the 8-year-olds questionnaire

ⁱⁱ Missing=75 (1.7%)

ⁱⁱⁱ Missing=76 (1.8%)

^{iv} Missing=67 (1.6%)

^v Missing=168 (3.9%)

^{vi} Missing=377 (8.8%)

Although 73.6% reported feeling very happy (9 and 10 options on the scale) and 67.9% very full of energy (9 and 10 options), only 41.3% reported feeling very calm (9 and 10 scores). This suggests that children may understand calmness differently to adults and not so much a positive dimension of well-being. Additionally, 39.0% reported feeling considerably stressed, 29.9% considerably bored and 17.8% considerably sad (the sum of response options 6 to 10).

Table 24. CW-PNAS (Children's Worlds Positive and Negative Affects Scale) items ⁱ (%)

Last two weeks: How often feeling	0	1	2	3	4	5	6	7	8	9	10
Happy ⁱⁱ	0.3	0.3	0.4	0.6	0.7	2.2	2.4	5.9	13.6	22.2	51.4
Calm ⁱⁱⁱ	4.1	1.9	2.5	3.6	3.5	9.5	7.1	10.4	16.0	14.0	27.3
Full of energy ^{iv}	1.0	0.8	1.0	1.5	1.6	3.1	3.9	7.5	11.5	15.3	52.6
Sad ^v	27.8	19.2	13.5	9.4	5.7	6.6	4.3	3.7	3.9	3.3	2.6
Stressed ^{vi}	19.7	10.4	8.8	6.7	5.9	9.3	7.0	8.4	8.8	7.2	7.6
Bored ^{vii}	23.3	11.0	10.7	9.1	7.0	9.0	6.3	6.5	5.7	4.3	7.1

ⁱ Not asked in the 8-year-olds questionnaire

ⁱⁱ Missing=302 (7.0%)

ⁱⁱⁱ Missing=335 (7.8%)

^{iv} Missing=354 (8.2%)

^v Missing=320 (7.4%)

^{vi} Missing=320 (7.4%)

^{vii} Missing=294 (6.8%)

Administration of the Children's Worlds Psychological Subjective Well-Being Scale – only to the 12-year-old age group in Catalonia - yielded the following results when aggregating scores of 9 and 10 (Table 25): 77.8% reported very much agreeing that they like the way they are, 55.8% that they are good at managing their daily responsibilities, 70% that people are pretty friendly towards them, 63.4% that they have enough choice about how to spend their time, 66% that they are learning a lot at the moment and 71.6% that they feel very positive about their future.

Table 25. CW- PSWBS (Children's Worlds Psychological Subjective Well-Being Scale) items ¹ (%)

How much you agree with	0	1	2	3	4	5	6	7	8	9	10
I like being the way I am ⁱⁱ	1.0	0.3	0.3	0.5	0.7	2.0	2.1	4.9	10.4	17.9	59.9
I am good at managing my daily responsibilities ⁱⁱⁱ	0.7	0.5	1.0	1.2	2.0	3.9	5.5	10.6	18.9	21.2	34.6
People are generally pretty friendly towards me ^{iv}	0.4	0.6	0.4	0.7	0.8	2.7	3.0	6.5	14.5	26.0	44.2
I have enough choice about how I spend my time ^v	0.8	0.6	0.6	0.7	1.4	3.5	5.2	8.8	15.2	22.0	41.4
I feel that I am learning a lot at the moment ^{vi}	1.4	0.4	0.6	1.1	0.9	3.0	4.0	8.2	14.6	23.8	42.2
I feel positive about my future ^{vii}	1.0	0.7	0.6	0.7	1.0	3.1	2.5	7.0	11.8	22.2	49.4

ⁱ Not asked in the 8-year-olds questionnaire

ⁱⁱ Missing=108 (2.5%)

ⁱⁱⁱ Missing=112 (2.6%)

^{iv} Missing=125 (2.9%)

^v Missing=110 (2.6%)

^{vi} Missing=114 (2.7%)

^{vii} Missing=115 (2.7%)

2.9 Children perceptions about their own rights

A total of 46.5% of the children surveyed reported knowing what rights children have, with a relevant increase by age (39.2% of 8 year-olds, 48.2% of 10 year-olds and 53.2% of 12 year-olds, representing an increase of 14.0% between the ages of 8 and 12). However, one quarter of respondents answered that they were not sure whether they knew them. This also reflects the fact that the right for children to know their own rights is not yet being adequately addressed. The percentages of children who were familiar with the CRC were comparatively lower (Table 26).

Table 26. Children's rights (%)

		8-year-olds	10-year-olds	12-year-olds	Total
I know what rights children have ⁱ	No	25.3	12.7	8.5	16.0
	Not sure	35.5	39.1	38.2	37.5
	Yes	39.2	48.2	53.2	46.5
	Total	100.0	100.0	100.0	100.0
I know about the UN Convention on the Rights of the Child ⁱⁱ	No	.	28.6	24.6	26.6
	Not sure	.	33.9	34.1	34.0
	Yes	.	37.4	41.3	39.3
	Total	.	100.0	100.0	100.0

ⁱ 8 year-olds missing=33 (1.4%); 10 year-olds missing=203 (9.2%); 12 year-olds missing=118 (5.7%)

ⁱⁱ Not asked in the 8-year-olds questionnaire; 10 year-olds missing=194 (8.8%); 12 year-olds missing=117 (5.6%)

3. Conclusions

The most notable information provided by the 6,756 children surveyed about their lives and daily activities in Catalonia (Spain) in the school year 2018/2019 is as follows:

- 1) **Children in the 8, 10 and 12 year-old groups displayed very high subjective well-being (SWB) on the whole.** Despite this, some of the children differed in how they appraised their lives, reporting different personal or social reasons for being less satisfied with their life than others.
- 2) **Life satisfaction and satisfaction with life domains significantly decreased between the ages of 8 and 12.** This decrease is particularly noticeable for all satisfaction items related to school and student life.
- 3) **Life satisfaction domains displaying the lowest satisfaction scores were time use, free time, life as students and classmates.** An in-depth analysis is needed to determine what activities children do outside school, what they consider time use and why they are dissatisfied with their use of time. Results regarding relationships with classmates and school violence suggest that school life and interpersonal relationships at school could be improved on many occasions, and that there needs to be better prevention of different forms of bullying – all of these factors having a proven impact on subjective well-being.
- 4) **Appearance, learning and local area evaluations have much room for improvement.** Some of the children – more girls than boys – reported not liking the way they look, which could be connected to self-esteem and should be analysed from a gender perspective. Lower learning satisfaction could be related to lower psychological well-being, since some children expressed the belief that they are not learning sufficiently, or not good at managing daily responsibilities. Evaluations of the area where children live reflected a lack of children's spaces for playing and active participation.
- 5) **Children's satisfaction with their families and friends was mainly very high.** However, many children reported low agreement regarding being listened to by their parents, and also scarce opportunities to be taken into account in decision-making with their family. Although trust in friends was higher than in classmates at school, it is relevant to note that some children did not think they had enough friends.
- 6) **Although home and material evaluations displayed high mean scores, they are of particular relevance because they identify children with greater social difficulties.** Some children reported not feeling very satisfied with their home and/or with the things they have. For instance, some children reported not having a place to study, enough food to eat each day or not having their own bed. It is also worth noting that some children reported not having a computer in their homes.
- 7) Despite children **knowing their own rights** being essential to the promotion of their well-being, many children reported being ignorant in this respect, **suggesting that their right to this knowledge is not being addressed.**

To conclude, social and political action is needed that focuses on those sub-groups or

clusters of Catalan children who display significantly lower subjective well-being than the mean.

Appendix: Statistical Calculations

Below are the results of the independent sample t-test for 10 and 12 years-olds in the selected indicators (this direct comparison was not possible for the 8 year-old group due to the different measurement scale used). In the results section, note that where there are statistically significant differences, these are interpreted as small when lower than .2 and more relevant when between .3-.6 (maximum difference).

Table A1. Mean satisfaction by age (independent sample t-test)

Indicator	Age Group	Mean	Std. Deviation	Sig. (2-tailed)	Mean Difference
Satisfied People Live With	10	9.29	1.65	.098	.08
	12	9.21	1.58		
Satisfied Home	10	9.17	1.79	.009	.14
	12	9.03	1.65		
Satisfied Things Have	10	9.54	1.37	< .001	.15
	12	9.39	1.30		
Satisfied Life as Student	10	8.51	1.85	< .001	.43
	12	8.08	1.79		
Satisfied Things Learned	10	9.15	1.51	< .001	.56
	12	8.59	1.54		
Satisfied Classmates	10	8.75	1.78	< .001	.40
	12	8.35	1.80		
Satisfied Friends	10	9.00	1.71	.002	.17
	12	8.83	1.66		
Satisfied Local Area	10	8.70	2.13	.016	.15
	12	8.55	1.98		
Satisfied Time Use	10	8.95	1.59	< .001	.57
	12	8.38	1.67		
Satisfied Free Time	10	8.34	2.19	< .001	.62
	12	7.72	2.33		
Satisfied Appearance	10	9.09	1.73	< .001	.57
	12	8.52	2.10		
Satisfied Life as Whole	10	9.49	1.31	< .001	.33
	12	9.16	1.52		