



Universitat
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The subjective well-being of children in Catalonia

A study of 3rd and 5th years of primary school
and 1st year of compulsory secondary education

ERIDIQV

Affiliated to Research Institute on Quality of Life

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A study of 3rd and 5th years of primary school
and 1st year of compulsory secondary education

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Affiliated to the Quality of Life Research Institute (IRQV)
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Published by:

Research Team on Children, Adolescents, Children's Rights and their Quality of Life (ERIDIQV).

Publishing Service of the UdG

www.udg.edu/publicacions - a/c: publicacions@udg.edu

© of this edition: University of Girona

First edition: December 2018

ISBN: 978-84-8458-528-2

Legal deposit: GI 1683-2018

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INTRODUCTION

The Research Team on Children, Adolescents, Children's Rights and their Quality of Life (ERIDIQV) (www.udg.edu/eridiqv) is one of four research groups coordinating the international project Children's Worlds (www.isciweb.org), promoted by the International Society for Child Indicators (ISCI). The Children's Worlds project aims to gather reliable and representative data, from as many countries as possible, on children's lives, their daily activities, how they spend their time and, in particular, how they perceive and evaluate their own well-being. This is done to improve their quality of life by raising the awareness in the children themselves, in their families and in the communities where they live, as well as in politicians and in institutions, among professionals and, finally, in the general population (Rees and Main, 2015)¹.

The Children's Worlds project questionnaire included different measures of subjective well-being, defined as the main psychosocial component (i.e., non-material) of quality of life, and took into account people's perceptions, evaluations and aspirations in relation to the main aspects of life, such as health, leisure time, school, interpersonal relations and personal satisfaction, among others (Campbell *et al.*, 1976)².

This booklet presents the primary results and conclusions reached by the ERIDIQV based on the second wave of data collection in Spain. The first wave, carried out during 2011-2012 in collaboration with UNICEF-Spain, included a representative sample of first-year compulsory secondary education (*ESO*) adolescents from the entire country. With the support of the Jacobs Foundation, the second wave obtained a representative sample of data, gathered in late 2013 and in early 2014, on third- and fifth-year primary school children and first-year *ESO* adolescents from Catalonia.

Given the representativeness of the sample, it is important not to underestimate the small percentages: 1% of the questionnaire respondents represent 2,213 boys and girls of the same age in the general population.

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- 1 Rees, G. & Main, G. (Eds.). (2015). *Children's views on their lives and well-being in 15 countries: An initial report on the Children's Worlds survey, 2013–14*. York: Children's Worlds Project (ISCWeB).
 - 2 Campbell, A., Converse, P. E., & Rogers, W. L. (1976). *The quality of American life: Perceptions, evaluations, and satisfactions*. New York: Russell Sage.



SUMMARY



At home and the people they live with

- The results show that a large majority of children in Catalonia are very satisfied with their family life and with the people with whom they live.
- More than 90% of the respondents say that they feel safe at home and more than 85% thought say are treated fairly by their parents (or the adults that care for them) and have a good time with them.
- On the other hand, 1.9% of the respondents claim they do not feel safe at home and 4.4% do not think they are treated fairly by their parents or their guardians.
- 8.1% of the children of Catalonia report that they “never” speak with their parents or that they only do “once or twice a week”.
- 25.1% and 28.9% of the respondents claim that they “never” or only “once or twice a week”, respectively, have a good time with their family and learn things together.
- 56.7% of the respondents say their parents or guardians listen to them and 51.1% say they have a quiet place to study at home.

These results demonstrate that enjoying an environment of love and security is altogether different from having a participatory family dynamic in which children are listened to and their opinions are taken into account, and they learn and discuss together with the people they live with.

Their belongings

- The responses show that more than 80% of the participants possess all the belongings considered, except for a mobile phone and their own room, which only a small percentage of participants have. Having clothes in good condition to go to school receives the highest percentage of “yes” answers.

- Between 18 and 31% of the participants from the three age groups are “always” worried about how much money their family members have, and 4.5% of those of the group of 12-year-olds report only one of the adults at home has a paid job.

In general, the participants report that they are satisfied with the things they have. However, significant subsets of children claim they lack material goods, which reaffirms the existence of different degrees of material deprivation among the population.

Friends

- To a great extent, the children think that they have enough friends and are treated well by them. However, 1.8% claim that their friends do not always treat them well and 2.8% think they do not have enough friends.
- The rates of satisfaction with friends, the people living in their neighbourhood or area, and relationships with others are generally very high, especially as far as friends are concerned.
- Chatting and having a good time with friends are among the most common activities, while getting together to study with friends is much less frequent.

These results reconfirm the importance and the influence of peers in children’s lives.

The area where they live

- In general, the participants report that there are enough places to play or have fun in the area where they live.
- Generally, they are fairly satisfied with their medical treatment, with open-air spaces and with the area where they live.

- However, they are not very satisfied with the police in the area, or with their local government, which do not ask their opinions very often about what is most important.

Emphasis is placed on the children's lack of opportunities to actively participate in society and express their opinions.

Primary and secondary school

- The majority of the children give positive evaluations of their teachers and their safety at school.
- However, a relevant percentage of participants say that they don't like school (9.7%) or that the teachers do not listen to them or take into account what they say (1.8%).
- The children are moderately satisfied with different aspects of school life, such as the marks they receive and student's life in general.
- 13% of the participants say that other children at school have hit them more than three times, and 8.7% say they have been ignored and/or excluded by classmates more than three times in the past month.

These results reveal that more effort must be made, solutions found and work done to improve school relationships and dynamics.

Use of time

- The most common use of time (every day or almost every day) is devoted to doing school homework, followed by watching television or listening to music, although a high percentage of time is spent on activities such as playing sports or doing exercise or spending time with oneself.
- It is noteworthy that 60% say that they "rarely" or "never" participate in free-time activities.

- Overall, a large part of the participants report they are fairly satisfied with what they do in their free time or how they use it, with means above 80 (on a scale from 0 to 100) in all three age groups.
- In general, the children claim to be satisfied with their future opportunities, with a mean score of satisfaction about what might happen in their lives of 88.7 out of 100 for the group of 10-year-olds and 84.5 for the group of 12-year-olds.

These data on the use of free time should be viewed with some detachment and importance placed on the activities in which children are involved after school.

Children's rights

- A worrying percentage of participants say they do not know which rights children have (14.1%) or have never heard of the Convention on the Rights of the Child (32.1%).

These data suggest the need to review the policies and actions currently in place to disseminate these rights and to guarantee that children are informed about them.

Subjective well-being and nuclear affects

- The mean scores on the different psychometric scales used to measure subjective well-being are very high, but they decrease with age. The same decrease occurs with the nuclear affects included in the questionnaire.

The mean scores on the psychometric scales reveal that, in the population at large, subjective well-being decreases continuously after 10 years of age.

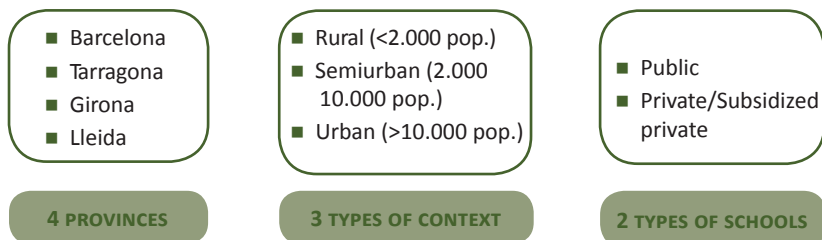


THE SAMPLING AND DATA COLLECTION PROCEDURE



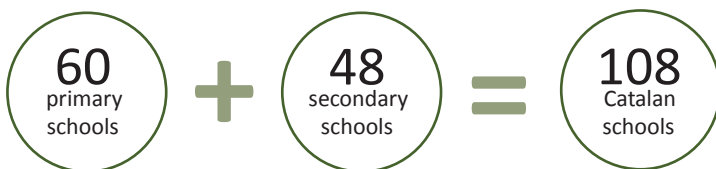
The data were obtained through cluster sampling, with the school as the sampling unit. The sample was stratified by the province, the locational context and the type of each school, as can be seen in Figure 1.

Figure 1. Sample selection criteria



A close-ended questionnaire was administered online, whenever possible, or on paper. The questionnaires were administered to groups of children in classrooms provided by the schools, in the presence of researchers trained to clarify any doubts and answer any questions. The questionnaire used for lower grades had fewer questions, and some of the scales were adapted to facilitate comprehension by the third-year primary school students. The questionnaires required respondents to agree/disagree, state frequencies, rate their satisfaction and answer psychometric scale questions to evaluate subjective well-being.

Who participated?



The ages of the children and adolescents ranged from 7 to 14. In the third year of primary school the majority of students were between 8 and 9 years old, although some were 7 and some were 10. In the fifth year they

were generally between 10 and 11, but some were still 9 or already 12. And in the first year of ESO they were about 12 and 13, but some were 11 or 14. We considered each grade to be synonymous with an age group, since each year of schooling corresponds to an average age (Table 1).

Table 1. Age according to year of schooling

Age	3rd year of primary school	5th year of primary school	1st year of ESO
7 years	78	-	-
8 years	863	-	-
9 years	85	72	-
10 years	6	886	-
11 years	-	95	89
12 years	-	4	1,304
13 years	-	-	242
14 years	-	-	32
Total participants	1,032	1,057	1,667

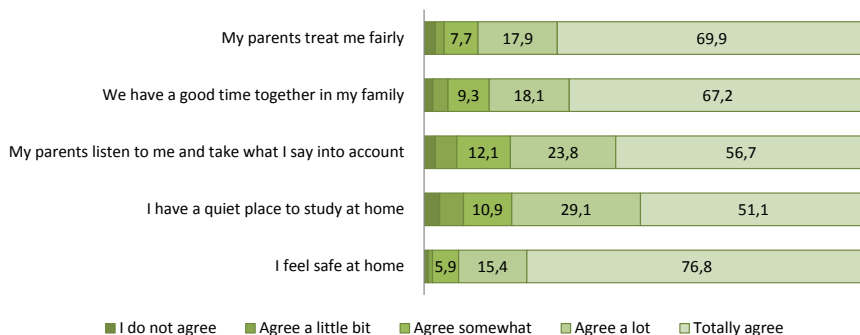


RESULTS

2.1. Evaluation of the home and the people who live with them

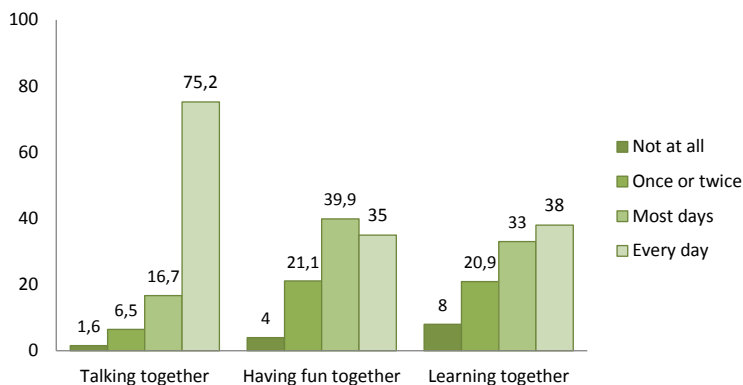
The children were asked about different aspects of their relationships with their parents or guardians, and about perceptions of their home, based on five issues to which they had to express their degree of agreement (Figure 2).

Figure 2. Degree of agreement with different evaluations of the home and the people who live with them (percentages)



More than 80% of the children “agree a lot” or “totally agree” with all the aspects evaluated. In the case of “I feel safe at home”, the percentage increases to more than 90%. For the “do not agree” and the “agree a little bit” responses, the highest percentage corresponds to “I have a quiet place to study at home”. The participants were asked how often they had talked with their families and if they had had fun or learned things together during the week prior to the administration of the questionnaire (Figure 3).

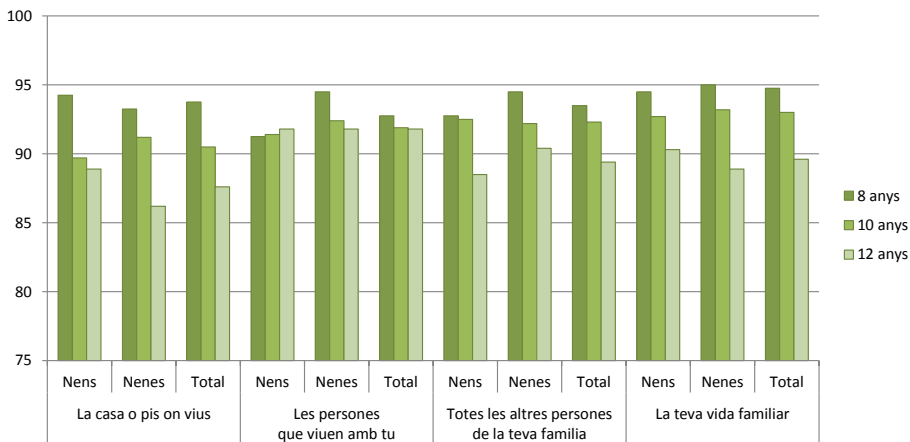
Figure 3. Frequency with which they spend time doing different things with their families (percentages)



Talking together is much more frequent than learning or having a good time together. No gender differences stand out in the responses to these three questions, but they do with regard to age: the youngest say they have fun and learn things together more often than the other age groups do. However, the 10- and 12-year-olds report that they spend more time talking with their families than 8-year-olds do.

They were asked about their degree of satisfaction with different aspects of their family life: satisfaction with the house or flat where they live, with the people who live with them, with the other members of the family and with family life (Figure 4). Although there are no outstanding differences by gender in any of the responses, there are by age: between the ages of 8 and 10 the highest levels of satisfaction correspond to family life, while among the 12-year-olds satisfaction with the people who live with them had the highest mean score.

Figure 4. Satisfaction with aspects of family life by age and gender (averages)



2.2. Evaluations of money and the things they have

The children were asked a set of questions about the things they have (Table 2). A reduced set of questions was used for the 8-year-olds.

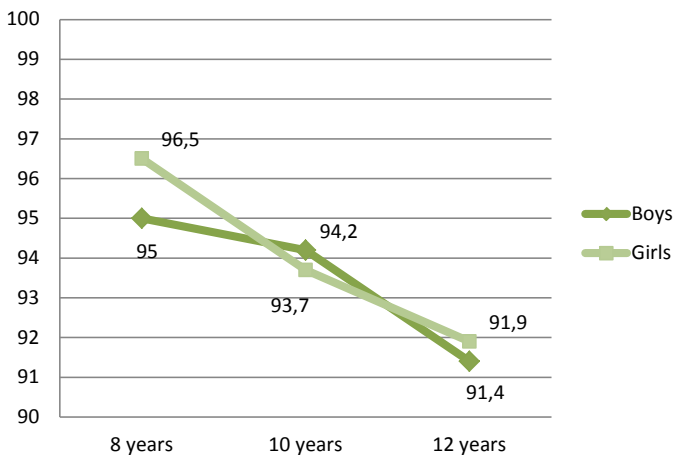
Table 2. Things they have (percentage of affirmative responses)

He or she has...	8 years	10 years	12 years
A mobile phone for themselves	-	34.2	76.4
Their own room	-	81.3	80.7
Books to read for fun	-	92.2	88.3
Their own equipment to listen to music	-	79.2	92.4
Clothes in good condition to go to school in	97.0	97.0	98.8
Access to computer at home	88.8	92.6	95.5
Access to Internet	87.9	91.0	95.0
A family car for transportation	89.0	88.8	84.6
A television at home than they can use	98.1	98.1	98.3

In all groups, the highest percentages of affirmative responses correspond to having a television they can use at home and clothes in good condition to go to school, while the lowest percentage corresponds to having a mobile phone for themselves at the ages of 10 and 12. A rapid increase can be observed in the possession of mobile phones during this age interval: while only 34.2% of the 10-year-olds say they have one, among the 12-year-olds the number is 76.4%.

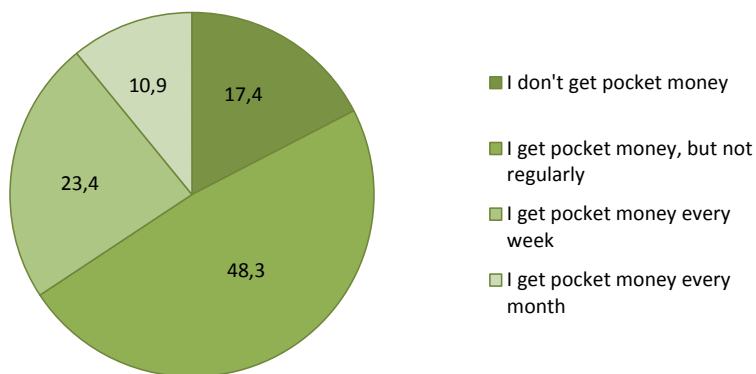
The majority of children are satisfied with the things they have, with mean scores higher than 95 points on a scale of 100 for the 8-year-olds, and scores above 90 for the 10- and 12-year-olds (Figure 5).

Figure 5. Satisfaction with the things they have by ages (means)



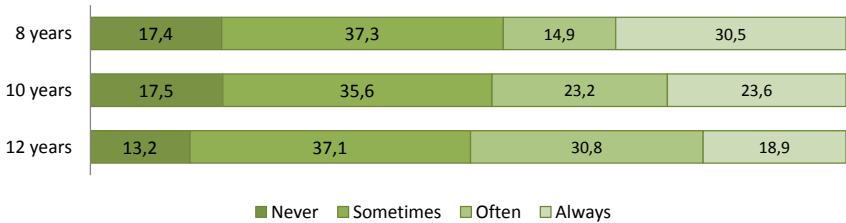
The group of 12-year-olds were asked how often they were given money for themselves. Almost half of them say they receive money, but not regularly (Figure 6).

Figure 6. How often they receive money (percentages)



They were also asked how often they feel worried about how much money their family has (Figure 7). The most frequent response for all age groups is that “sometimes” they worry about this issue. As age increases, they claim to be worried more frequently, either “often” or “always”.

Figure 7. How often do they worry about how much money their family has (percentages)



2.3. Evaluations of friends and relationships with other people

With regard to friends, 59% of the children “totally agree” that their friends generally treat them well, and 69.5% “totally agree” that they have enough friends. However, there are gender differences: more boys than girls “do not agree” with these two statements.

For the 8-year-olds, responses between genders are similar concerning their satisfaction with their friends (Figure 8), but the girls of that age give higher scores than the boys do for satisfaction with the people who live in their area (Figure 9) and their relationships with people in general (Figure 10). The 10-year-old boys give higher scores than the girls when evaluating their satisfaction with their friends (Figure 8), but the girls are more satisfied with the people who live in their area (Figure 9) and with their relationships with people in general (Figure 10). On the other hand, the 12-year-old girls have higher mean scores than the boys of the same age on all these satisfaction items (Figures 8, 9 and 10).

Figure 8. Satisfaction with friends (means)

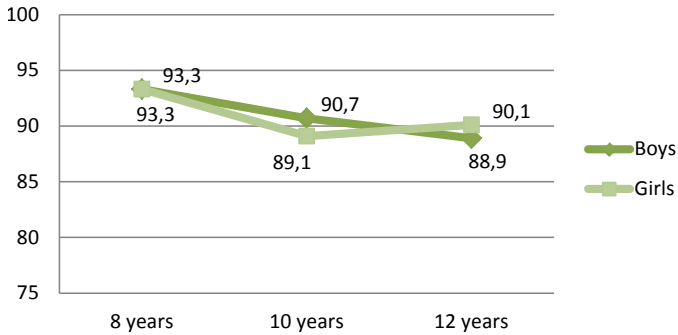


Figure 9. Satisfaction with the people who live in their area (means)

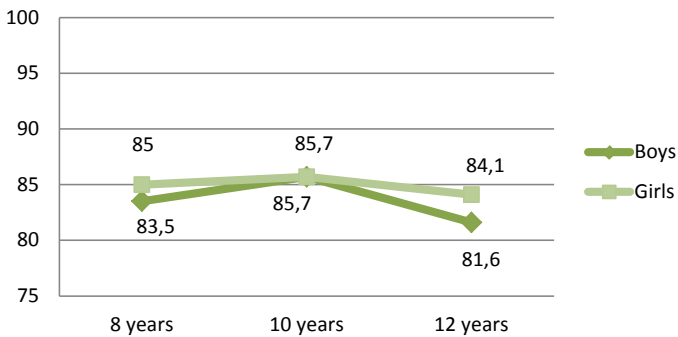
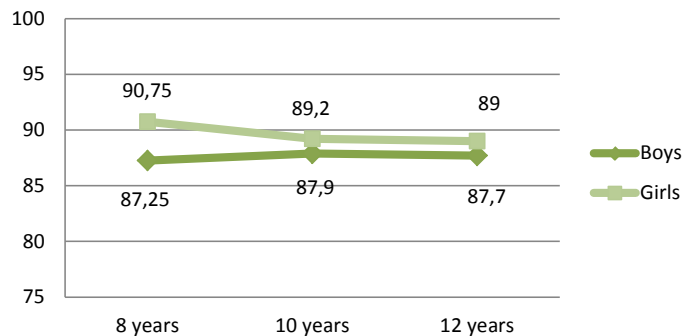
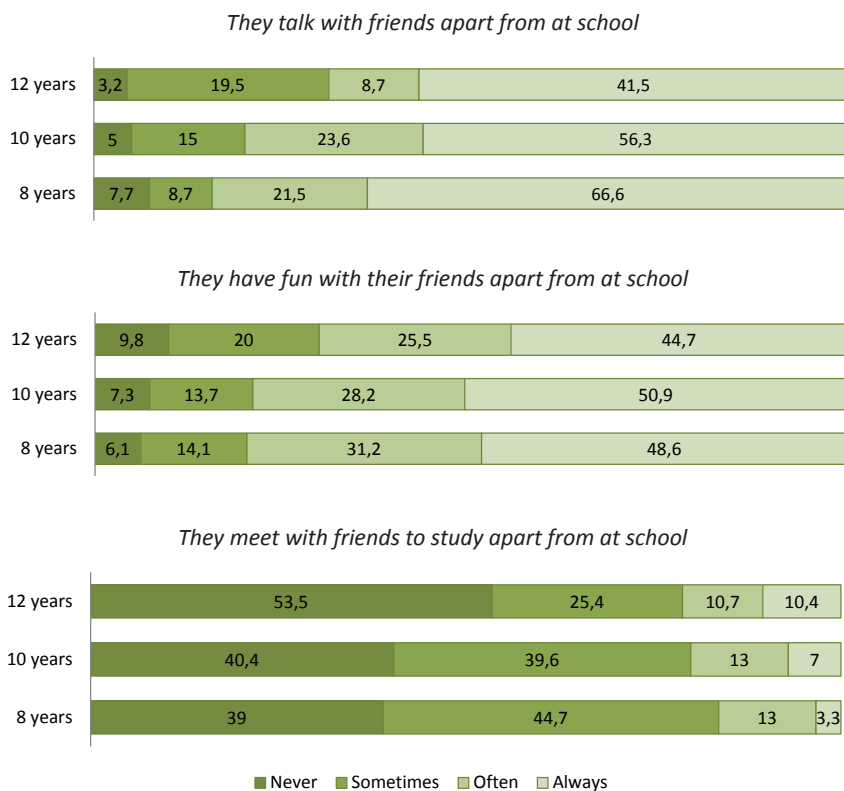


Figure 10. Satisfaction with their relationships with people in general (means)



In all age groups, “every day” and “most days” (in that order) were the responses that obtained the highest percentages when children were asked how often they talk and have a good time with their friends out of school. While the 12-year-olds say more often than children of other age groups that “every day” they speak with their friends out of school, the 10-year-olds say with greater frequency that they have a good time with them “every day” out of school (Figure 11). On the other hand, when asked how often they get together with friends to study out of school, “not at all”, is the most frequent response among the 8- and 10-year-olds while “once or twice” is given most often by the 12-year-olds.

Figure 11. With what frequency... (percentages)



2.4. Evaluations of the area where they live

With respect to the area where they live, 77.6% of the respondents “agree a lot” or “totally agree” with the statement that there are enough places to play and have fun, and 80.6% “agree a lot” or “totally agree” that they feel safe (Figures 12 and 13), while 5.2% and 2.9%, respectively, “do not agree” with the two statements.

Figure 12. In the area where they live there are enough places to play and have fun (percentages)

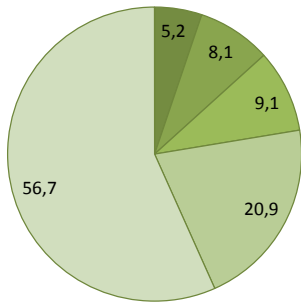
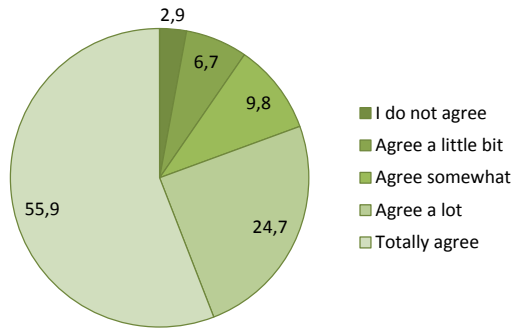
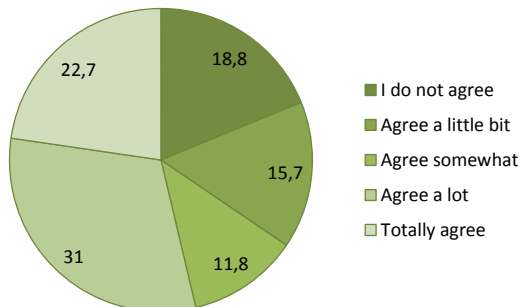


Figure 13. They feel safe in the area where they live (percentages)



Only the first-year *ESO* students were asked if they believe the town council asks youngsters of their age their opinions about things that are important to them. The most frequent response is “agree a lot”, followed by “totally agree”. However, 18.8% of the respondents “do not agree” and 15.7% “agree a little bit” (Figure 14).

Fig. 14. The town council asks children their opinion about things that are important to them (percentages)



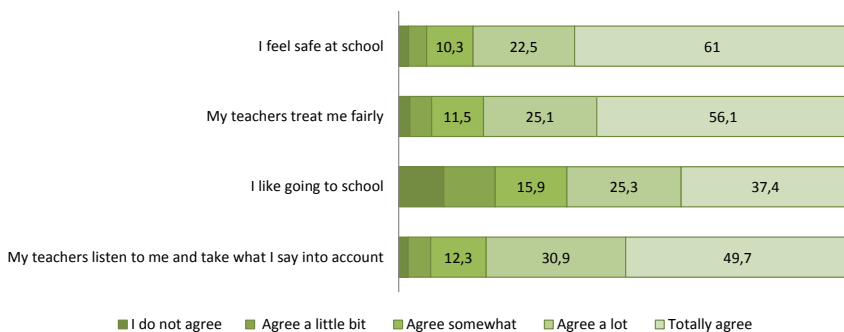
2.5. Evaluations of school

With regard to school, 83.5% of the participants “agree a lot” or “totally agree” that they feel safe at school, 81.2% “agree a lot” or “totally agree” that the teachers treat them fairly, and 80.6% “agree a lot” or “totally agree” that the teachers listen and pay attention to them. The most frequent response corresponds to the statement “I like going to school”: 62.7% “agree a lot” or “totally agree” with this sentence, while 21.3% “do not agree” or “agree a little bit”, and the rest, 15.9%, “agree somewhat” (Figure 15).

In general, the participants from schools located in semi-urban areas (compared with students from urban and rural schools) had higher percentages of “totally agree” responses to all statements.

The children and adolescents in public schools (compared with those from private ones) have higher scores for all items except “I feel safe at school”, where the scores are lowest. Only 2.2% of all the participants “do not agree at all” with this aspect.

Figure 15. Degree of agreement and disagreement with elements related to school (percentages)



With respect to satisfaction with different elements related to school (classmates, the marks that get, their experiences there, their relationship with teachers, their life as a student and the things they have learned), differences can be observed between the scores of boys and girls (Table 3). In general, the girls are more satisfied than the boys with different aspects of school, with a single exception: satisfaction with classmates, in the group of 10-year-olds.

The evaluations are less positive with increases in age. The mean score are higher for 8-year-olds in all statements, except satisfaction with teachers, and a sharp decline can be seen in the scores of 10- and 12-year-olds.

Table 3. Differences in satisfaction with school according to age group and gender (mean scores from 0 to 100)

Satisfaction with...		8 years	10 years	12 years
Other children in the class	Boys	87.5	86.3	82.3
	Girls	88.7	84.2	83.7
	Total	88.0	85.2	83.0
The school marks	Boys	85.5	83.3	70.5
	Girls	89.0	84.8	74.3
	Total	87.3	84.1	72.3
Their school experience	Boys	87.5	86.0	77.7
	Girls	88.3	88.9	83.3
	Total	88.0	87.5	80.4
Their relationship with teachers	Boys	83.5	85.5	78.6
	Girls	89.0	90.1	84.6
	Total	86.0	87.9	81.5
Their life as a student*	Boys	-	84.2	74.8
	Girls	-	87.9	80.2
	Total	-	86.1	77.4
The things they have learned*	Boys	-	90.3	83.2
	Girls	-	93.0	86.4
	Total	-	91.7	84.7

**Only for the 10- and 12-year age groups*

For the 8-year-olds, satisfaction with marks, experiences at school and relationships with teachers are higher in public schools. However, satisfaction with classmates is slightly higher in those in private schools. For the 10-year-olds, all the scores for these items are higher in the public schools. The same is true for satisfaction with classmates in the group of 12-year-olds, while on the other items, in this age group, the scores are fairly similar between public and private schools.

An analysis of satisfaction with school-related aspects according to the school's location (rural, semi-urban or urban) in the group of 8-year-olds reveals differences between the urban context and the other two in terms of satisfaction with their relationships with teachers, with the marks they get and their experience at school, and only small differences between the all three contexts in terms of satisfaction with classmates. In all cases with higher scores among the participants in rural locations and lower scores in urban zones. On the other hand, the 10-year-old participants from semi-urban schools had higher scores in all areas of satisfaction evaluated, and among the 12-year-olds, the students from rural areas had higher scores for satisfaction with the things they have learned, with teachers, with their marks and with their classmates.

Bullying

Bullying at school has been examined with two frequency questions. Specifically, the participants were asked how many times they had been hit or left out by schoolmates during the previous month. They reported that schoolmates had hit them (13%) or left them out (8.7%) more than three times during the previous month (Figures 16 and 17).

Boys report more frequently than girls that they have been hit by classmates more than three times in the previous month, but girls state more often that they have been left out. The younger the respondent, the more frequently they report having been hit or left out more than three times in the previous month.

Bullying at school differs according to place of birth: boys and girls born in foreign countries report more frequently than other schoolmates that they have been hit more than three times in the previous month.

In the group of 8-year-olds, 45.7% of the students in schools located in urban contexts state that schoolmates have not hit them in the previous month, and 53.1% state that they haven't been left out during this same period. In rural and semi-urban locations, the percentages are lower, between 42 and 53%. The 10-year-old participants in rural schools have reported being hit less often, compared to participants from semi-urban and urban schools, while the participants from semi-urban schools state that they are left out less often, in comparison with children who go to the other types of schools. The 12-year-old students who attend semi-

urban schools have the highest percentage of “never” responses to the two questions.

Differences can be seen according to school ownership: in all age groups the participants from private schools report less often that they are hit by schoolmates, but they also reveal that they are more frequently left out by other boys and girls, in comparison with students in public schools.

Figure 16. Frequency with which they have been hit or left out in the previous month by schoolmates, according to the school’s location (percentages)

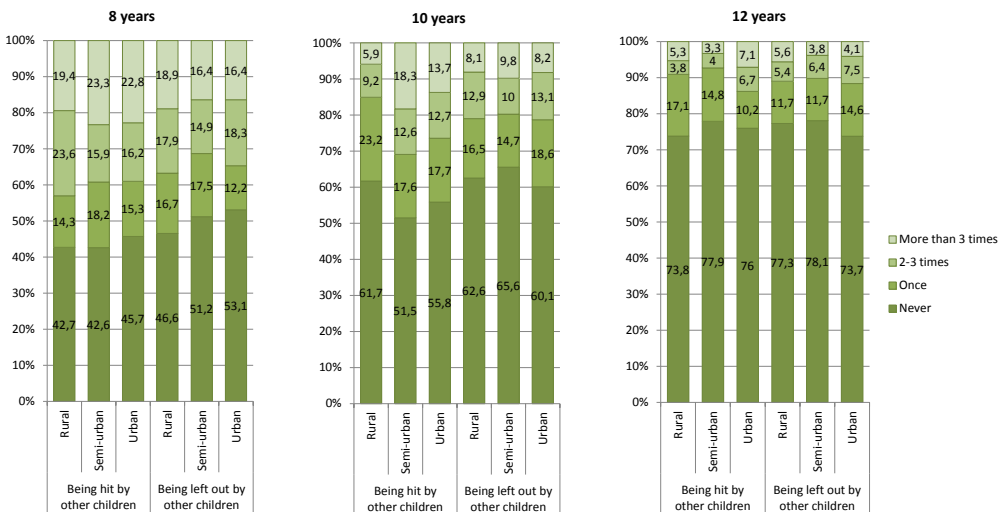
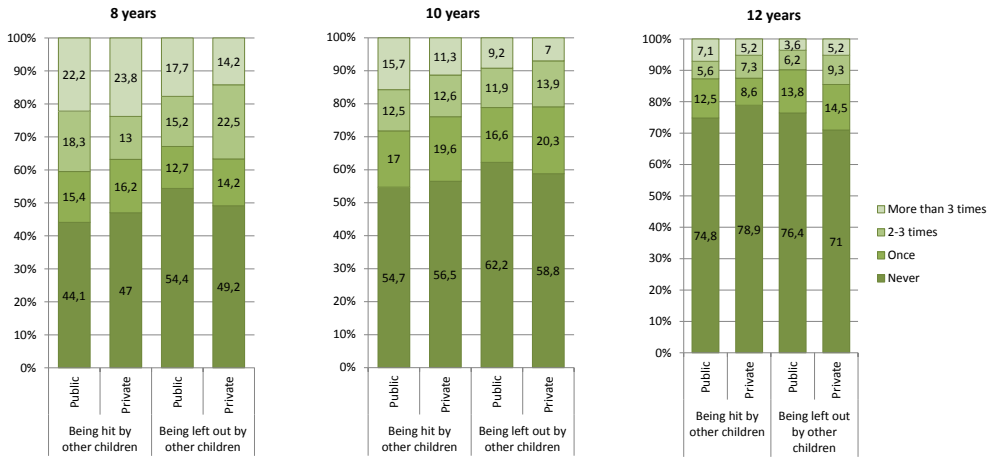


Figure 17. Frequency with which they have been hit or ignored in the previous month by schoolmates, according to the school's ownership (percentages)

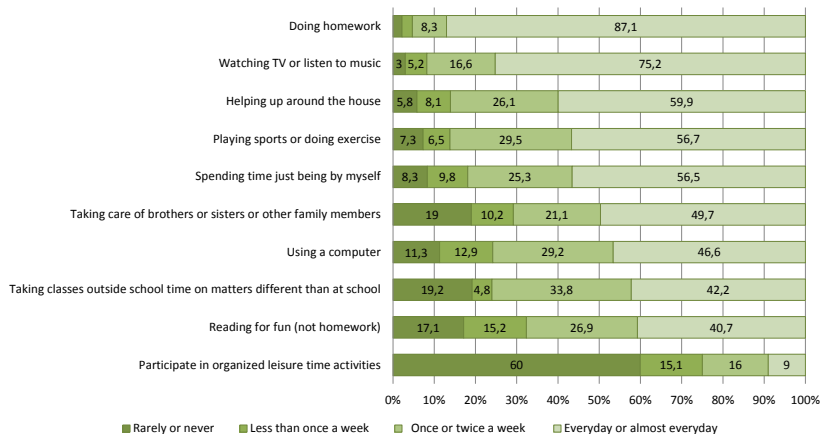


2.6. Evaluations of their use of time

Doing homework and watching television or listening to music are the activities that more participants report doing every day or almost every day, without any differences according to gender (Figure 18). The most frequent are playing a sport or doing exercise, for the boys, and helping with housework and spending time alone, in the case of the girls.

Participating in organized leisure time activities (youth movement, scout, etc.) is hardly or not at all frequent (60%). On the other hand, activities like helping up around the house (59.9%), playing sports or doing exercise (56.7%) and spending time alone (56.5%) are done every day or almost every day by more than half of the participants.

Figure 18. Frequency of free-time activities (percentages)



*Only for the 10- and 12-year age groups

The participants indicate that taking part in after-school activities, reading because they like it and playing sports or doing exercise are less frequent with increasing age. Other activities such as doing school homework or using the computer are more frequent among the older students.

The participants born in Catalonia report that they use their time taking part in after-school activities, doing homework and practicing sport or doing exercise more frequently than participants born outside Spain. The children born in foreign countries spend more time helping to do housework and less time and dedicate less time to themselves.

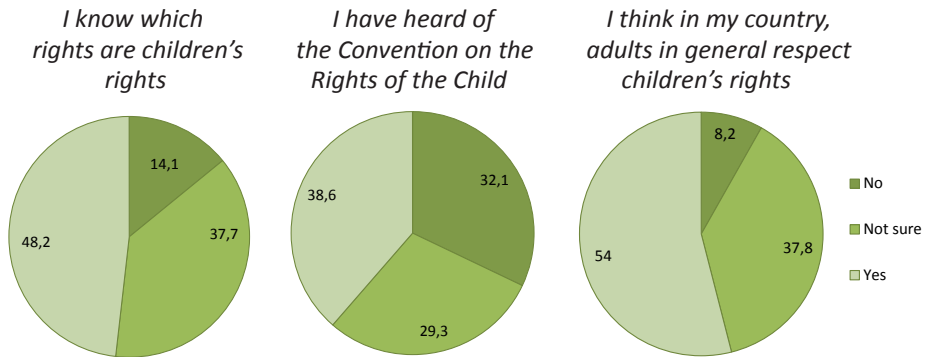
Satisfaction with free-time activities and with how time is used scores lower among older boys and girls. According to gender, it is observed that 10- and 12-year-old boys are more satisfied with what they do in their free time than the girls, while the girls of the same ages have higher scores than the boys in satisfaction with how they use their free time.

2.7. Evaluations of children’s rights

Almost half of the participants have responded “yes” to the statement “I know which rights are children’s rights”. More than a third of the children say they have heard of the Convention on the Rights of the Child, and 54% believe that, in their countries, adults generally respect the rights

of children (Figure 19). On the other hand, 14.1% of the participants do not know the children’s rights, 32.1% have not heard about the convention and 8.2% do not believe that the adults of their countries respect the rights of children.

Figure 19. Children’s rights (percentages)



2.8. Subjective well-being

To evaluate subjective well-being, four psychometric scales have been used:

- **Overall Life Satisfaction (OLS)**³ is a single-item scale that evaluates overall satisfaction with life.
- **Student’s Life Satisfaction Scale (SLSS)**⁴ is a multi-item, context-free scale.
- **Brief Multidimensional Student’s Life Satisfaction Scale (BMSLSS)**⁵ is a multi-item scale based on life domains.
- **Personal Well-Being Index – School Children (PWI-SC)**⁶ is a multi-item scale based on life domains. Two versions have been used, with a scale reduced to 4 items for the group of 8-year-olds, and the other with a scale of 7 items for the groups of 10- and 12-year-olds.

3 Campbell, A., Converse, P. E., & Rogers, W. L. (1976). *The quality of American life: Perceptions, evaluations, and satisfactions*. New York: Russell Sage.

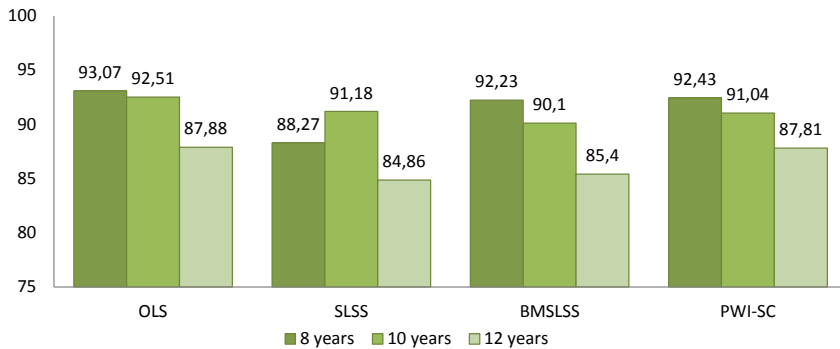
4 Huebner, E. S. (1991). Initial development of the Students’ Life Satisfaction Scale. *School Psychology International*, 12, 231-240. doi: 10.1177/0143034391123010

5 Huebner, E. S. (1994). Preliminary development and validation of a multidimensional life satisfaction scale for children. *Psychological Assessment*, 6(2), 149-158.

6 Cummins, R. A. (1998). The second approximation to an international standard for life satisfaction. *Social Indicators Research*, 43, 307-334. doi: 10.1023/A:1006831107052

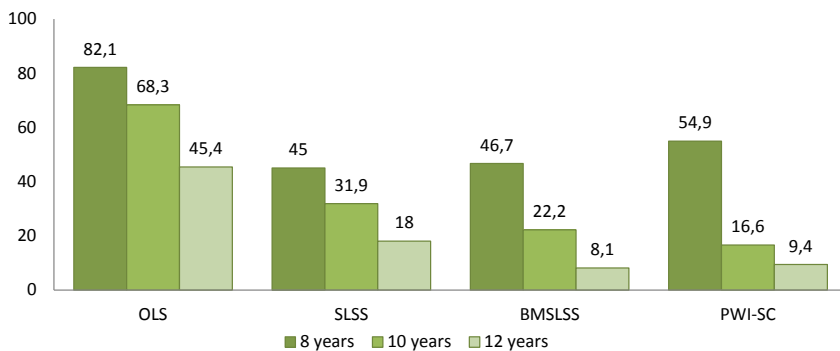
In general, it can be observed that the scores of subjective well-being decrease with age, regardless of the measurement instrument used, with the exception of the SLSS, which shows the highest score in the group of 10-year-olds (Figure 20).

Figure 20. 0 to 100 scores on the psychometric scales of subjective well-being (means)



The OLS is the psychometric scale that shows the highest percentage of boys and girls with extreme scores, that is, participants who score 100 out of 100. The percentage of students who have extremely high scores decreases with age (Figure 21).

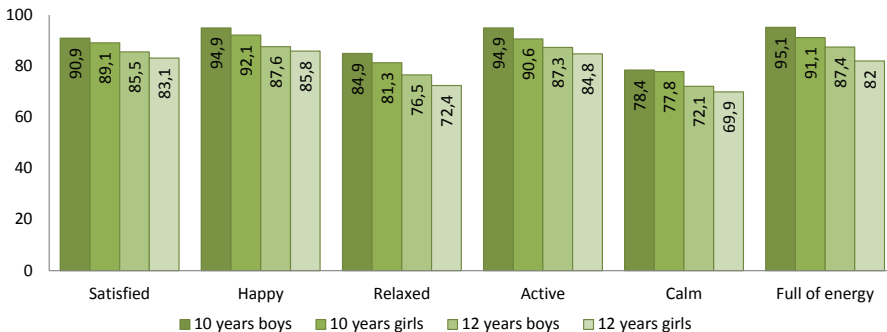
Figure 21. Extreme scores of the psychometric scales of subjective well-being (percentages)



Nuclear affects

The participants of 10 and 12 years of age answered how they had felt during the previous two weeks: “satisfied”, “happy”, “relaxed”, “active”, “calm” and “full of energy”. The highest mean scores are observed for the response “happy” and the lowest for “calm”, in both age groups. The mean scores are always higher for the 10-year-olds than for 12-year-olds (Figure 22).

Figure 22. Scores for nuclear affects according to age group and gender (means)



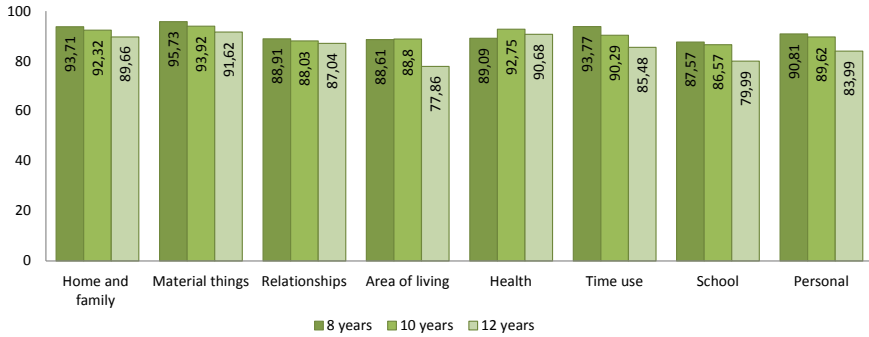
Sub-scales of the General Domain Satisfaction Index (GDSI)

The **General Domain Satisfaction Index** (GDSI: Casas and Bello, 2012)⁷ is calculated for 31 items of the questionnaire and divided into 8 sub-scales: home and family, material things, relationships, area of living, health, time use, school and personal aspects.

The three GDSI sub-scales that show the highest means are: first of all, in all three age groups, the sub-scale of material things; secondly, the time use sub-scale among the 8-year-olds and health among the 10- and 12-year-olds; and in third place, home and family in all the age groups. The participants of 8 and 10 years of age had the lowest satisfaction on the school sub-scale and the 12-year-olds on the area of living sub-scale (Figure 23).

7 Casas, F., & Bello, A. (coord.). (2012). *Calidad de vida y bienestar infantil subjetivo en España. ¿Qué afecta al bienestar de los niños y niñas españoles de 1º de ESO?* Madrid: UNICEF España.

Figure 23. Scores on the sub-scales of the GDSI according to age (means)





CONCLUSIONS



Until now we have presented the results obtained with a representative sample of students of 8, 10 and 12 years of age from Catalonia. In conclusion, we want to highlight:

Representative sample

We cannot forget to point out that the data presented here come from a representative sample and not from the entire population of boys and girls of the age groups studied. In other words, 1% of the participants in our survey represent 2,213 boys and girls of the general population. If we say, for example, that “only” 8.7% of children report that during previous weeks schoolmates have hit them more than three times, we are talking about an estimated figure of 19,253 boys and girls in this situation, which is a worrisome piece of data. We must be very cautious, then, about how we interpret the results, because it all depends on whether or not we want to focus on **the situation of the majority** or if we think that what should be done is **identify the minorities that perceive significantly less subjective well-being than the mean**. If we only look at the situation of the majority of the population of Catalan children, the data suggests we should be satisfied and not do anything, or that little work needs to be done. On the other hand, if we focus on the sub-sets of the population of children and adolescents with lower scores in different subject areas, we see many challenges and responsibilities. Interventions are needed to improve situations that affect thousands of children in Catalonia and to create political and social initiatives to achieve positive changes.

Catalan children have a good life and say they are happy and that their level of subjective well-being is very high

The results referred to above describe a scene in which a majority of boys and girls of Catalonia report high subjective well-being in different domains of their lives.

The levels of well-being are not distributed uniformly

The analyses reached, taking into account different sociodemographic variables, such as age group (8, 10 and 12 years) and gender, and others like the context or location of the school (urban, semi-urban or rural), the ownership of the school (public or private), the number of things they lack and the place of birth (Catalonia, other regions of Spain or in a foreign country), reflect that the levels of well-being are not distributed uniformly. The lowest means, to which effort and attention must be dedicated, and which may reflect situations of inequity or inequality of opportunities, correspond to sub-groups such as children born out of Spain, the oldest ones, the boys and girls that report a lack of material goods and students from schools in urban areas.

More intensive support is needed in the transition from primary to secondary school

The results related to school indicate that there is much to improve in the levels of well-being, especially in boys of all ages, where the levels are only moderate. Support in school should be more intensive during the transition from primary to secondary education, since this period coincides with a decrease in levels of subjective well-being in both genders.

Changing attitudes among adults towards children and promotion of their participation

The results invite reflection on and suggest that special attention be paid to the necessary change of attitude in adults towards children, ensuring that children are taken into account in all aspects having an impact on their own lives.

The following people have participated in the Children's Worlds research project that has led to this report:

Sara Malo, Dolors Navarro, Carme Montserrat, Ferran Viñas, Carles Alsinet, Gemma Crous, Mireia Baena and Mireia Aligué.

Additional collaborators were

Clara Sisteró, M^a Alba Forné, Stefania Carneiro, Desirée Abreu, Laia Casas, James Ferreira, Merche Martín and Cristina Figuer.

We appreciate the collaboration of the educational centres that have participated in the research and that of the children who have contributed their valuable points of view.

Institut Fonts del Glorieta (Alcover)
Institució Familiar d'Educació Terraferma (Alpicat)
Escola La Portalada (Altafulla)
Institut Castell d'Estela (Amer)
Institut Domènec Perramon (Arenys de Munt)
Escola Les Fonts (Argentona)
Escola La Miranda – ZER Ports-Algars (Arnes)
Escola Vedruna (Artés)
Escola Sant Miquel (Ascó)
Escola Betúlia (Badalona)
Escola Nen Jesús de Praga (Badalona)
Centre escolar Roig Tesalia (Barcelona)
Escola Àgora (Barcelona)
Escola Felip Neri (Barcelona)
Escola Vedruna Àngels (Barcelona)
Escola Voramar (Barcelona)
Institut Oriol Martorell (Barcelona)
Institut Rambla Prim (Barcelona)
Institut Roger de Flor (Barcelona)
Institut Vall d'Hebron (Barcelona)
Escola Santa Maria (Blanes)
Escola de Butsènit - ZER El Sió (Butsènit d'Urgell)
Institut La Mar de la Frau (Cabrils)
Escola Sant Isidre - ZER Les Vinyes (Capçanes)
Institut Josep Lluís Sert (Castelldefels)
Institut Castelló d'Empúries (Castelló d'Empúries)
Escola Jaume Balmes (Cervera)
Institut la Segarra (Cervera)
Escola La Vall del Terri (Cornellà de Terri)
Institut Montsant (Cornudella de Montsant)
Escola Sant Feliu - ZER Les Vinyes (Els Guiamets)
Institut El Castell (Esparraguera)
Escola Joaquim Cusí i Furtunet (Figueres)
Institut Ramon Muntaner (Figueres)
Escola de Garrigàs – ZER L'Empordà (Garrigàs)
Escola Sagrada Família (Girona)
Escola Pia (Granollers)
Escola Aqua Alba (Gualba)
Escola Sant Sebastià – ZER Serra Llarga (Ivars de Noguera)
Escola Ull del Vent (La Bisbal del Penedès)
Escola Les Planes (La Llagosta)
Escola Els Raiers (La Pobla de Segur)
Escola Montoliu (La Riera de Gaia)
Escola Sant Rafael (La Selva del Camp)
Escola Josep Riba - ZER Les Vinyes (La Serra d'Almos)
Institut Josep Vallverdú (Les Borges Blanques)
Institut Fontanelles (Les Borges del Camp)
Escola Colors (Les Franqueses del Vallès)
Escola de Les Ventoses - ZER El Sió (Les Ventoses)
Institut Eugeni d'Ors (L'Hospitalet de Llobregat)
Institut Rubió i Ors (L'Hospitalet de Llobregat)
Escola Sant Joan XXIII (Lleida)
Escola Ginebró (Llinars del Vallès)
Escola El Segrià - ZER L'Horta de Lleida (Llívia)
Institut Guillem Catà (Manresa)
Institut Maçanet de la Selva (Maçanet de la Selva)
Escola Renaixença - ZER Serra d'Ancosa (Mediona)
Escola Mont Cós – ZER El Llierca (Montagut i Oix)
Institut de Navarces (Navarces)
Institut Aubenç (Oliana)
Escola Leandre Cristòfol – ZER Montsec (Os de Balaguer)
Escola Carrilet (Palafrugell)
Acadèmia Apiària (Piera)
Institut de Polinyà (Polinyà)
Escola Frigolet (Porqueres)
Escola de Preixens - ZER El Sió (Preixens)
Escola Sant Cristòfol (Premià de Mar)
Escola Vedruna (Puigcerdà)
Escola de Puigverd - ZER El Sió (Puigverd d'Agramunt)
Escola Doctor Alberich i Casas (Reus)
Institut Escola Pi del Burgar (Reus)
Escola Salesians Ripoll (Ripoll)
Escola Montserrat Vayreda (Roses)
Escola Nostra Senyora de Montserrat (Rubí)
Escola Roureda (Sabadell)
Escola Santa Clara (Sabadell)
Escola Josep Nin (Salomó)
Escola Vora Mar (Salou)
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Institut Els Alfacs (Sant Carles de la Ràpita)
Institut Sant Elm (Sant Feliu de Guíxols)
Escola Verge de la Salut (Sant Feliu de Llobregat)
Institut Anton Busquets i Punset (Sant Hilari de Sacalm)
Escola Montseny (Sant Just Desvern)
Escola El Turonet (Sant Quirze del Vallès)
Escola Ferran de Segarra (Santa Coloma de Gramanet)
Escola Pallaresa (Santa Coloma de Gramanet)
Escola Sagrada Família (Santa Coloma de Gramanet)
Institut Joan Segura i Valls (Santa Coloma de Queralt)
Escola Sant Domènec (Santa Margarida i els Monjos)
Institut Rovira-Forns (Santa Perpètua de Mogoda)
Escola Bora Gran – ZER Les Goges (Serinyà)
Escola Miquel Baró Daban (Seròs)
FEDAC Súrria (Súrria)
Escola El Serrallo (Tarragona)
Escola La Salle (Tarragona)
Institut Pons d'Icart (Tarragona)
Escola Pia (Tàrrrega)
Institut Alfons Costafreda (Tàrrrega)
Escola El Cim (Terrassa)
Escola Francesc Aldea Pérez (Terrassa)
Escola L'Antina (Torredembarra)
Institut Vallbona d'Anoia (Vallbona d'Anoia)
Escola Jardí – ZER Guicóivervi (Verdú)
Institut Escola Francesc Cambó i Batlle (Verges)
FEDAC Pare Coll (Vic)
Escola Goar (Viladecans)
Escola Pau Boada (Vilafranca del Penedès)
Escola Josep de Ribot i Olivas (Vilamallà)
Escola de Xerta (Xerta)

Without them, the Children's Worlds project in Catalonia would not have been possible.

L'**ERIDIQV** (www.udg.edu/eridiqv) is one of four research groups coordinating the international project **Children's Worlds** (www.isciweb.org), promoted by the International Society for Child Indicators (ISCI). The **Children's Worlds** project aims to gather reliable and representative data, from as many countries as possible, on children's lives, their daily activities, how they spend their time and, in particular, how they perceive and evaluate their own well-being. This is done to improve their quality of life by raising the awareness in the children themselves, in their families and in the communities where they live, as well as in politicians and in institutions, among professionals and, finally, in the general population (Rees and Main, 2015).

This booklet presents the primary results and conclusions reached by the ERIDIQV based on the second wave of data collection in Spain. The first wave, carried out during 2011-2012 in collaboration with UNICEF-Spain, included a representative sample of first-year compulsory secondary education (ESO) adolescents from the entire country. With the support of the Jacobs Foundation, the second wave obtained a representative sample of data, on third- and fifth-year primary school children and first-year ESO adolescents from Catalonia.