

SCHOOL LIFE

Young people in FWB did not have a very positive perception of their school performance. Furthermore, the proportion of young people who reported they were pressured by schoolwork was higher in 2014. These two indicators were more frequently reported by secondary school students and by girls.

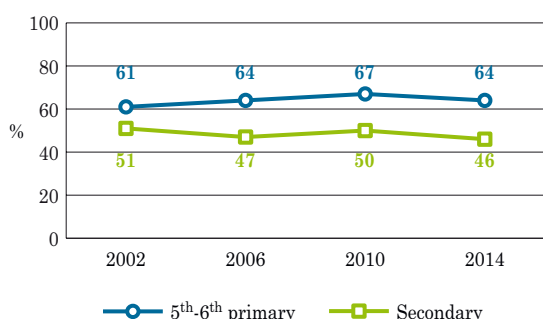
PERCEIVED SCHOOL PERFORMANCE

School is an important living environment for children and young people. It is where they acquire knowledge and develop many social skills. Very early on, success at school becomes a major concern. The way they perceive their school performance will influence their confidence, which will in turn influence their performance.

One in two young people thought that their teachers assessed their school performances as “good” or “very good” compared to other students. This proportion was higher in 5th-6th years of primary school (64%) than in secondary school (46%).

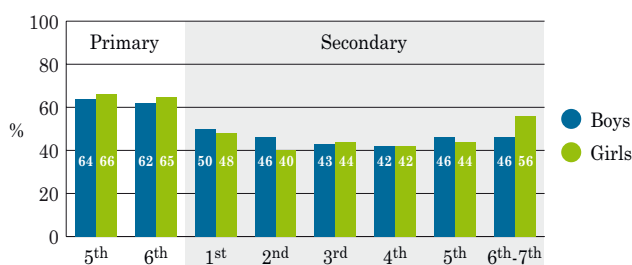
Since 2002, the proportion of young people who thought that their teachers assessed their school performances as “good” or “very good” compared to other students remained stable in the 5th-6th years of primary school. In secondary school, this proportion was lower in 2014 compared to 2010, returning to the proportion seen in 2006. **1**

1 % of young people who thought that their teachers assessed their school performances as “good” or “very good” compared to other students by survey year



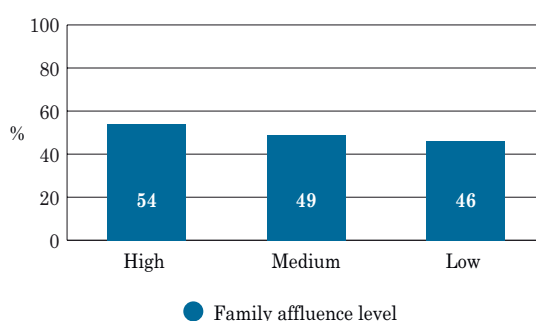
The proportion of young people who considered that their teachers assessed their school performances as “good” or “very good” decreased as soon as they entered secondary school. Overall, girls’ perception was indistinguishable from boys. However, in the 2nd year of secondary school, the feeling of being perceived by their teachers as a “very good” or “good” student compared to other students was more frequently reported by boys. On the contrary, this perception was more frequently reported by girls in the last year of secondary school. **2**

2 % of young people who thought that their teachers assessed their school performances as “good” or “very good” compared to other students, by gender and academic level (n=13,763)



The feeling of being perceived by teachers as a “good” or “very good” student was associated to the family affluence level. It was less frequently reported when the level of family affluence decreased. **3**

3 % of young people who thought that their teachers assessed their school performances as “good” or “very good” compared to other students, by family affluence level (n=13,052)



The proportions seen for this indicator in Federation Wallonia-Brussels (FWB) were systematically lower than the global proportions across all countries taking part in the 2014 HBSC survey, regardless of age and gender. FWB was among the countries or regions with the lowest proportions. **4**

4 % of young people who thought that their teachers assessed their school performances as “good” or “very good” compared to other students, internationally and in FWB

	HBSC International			FWB	
	% min	% global	% max	%	Rank
Boys (11 years)	56	74	94	66	30/42
Boys (13 years)	40	63	90	51	36/42
Boys (15 years)	39	58	84	41	41/42
Girls (11 years)	61	79	96	69	37/42
Girls (13 years)	44	68	90	44	42/42
Girls (15 years)	35	62	88	43	40/42

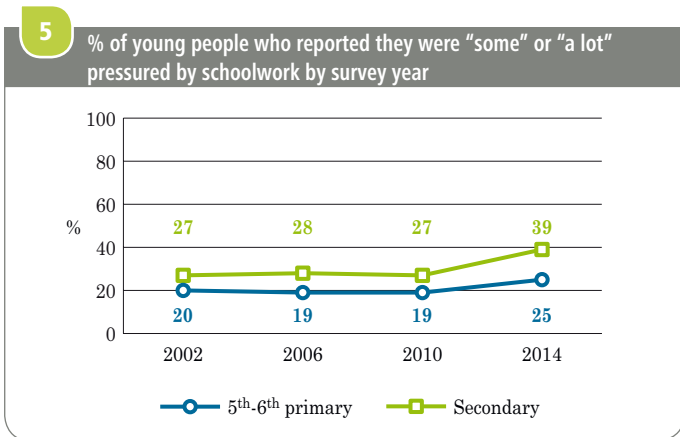
SCHOOLWORK RELATED STRESS

Schoolwork related stress can have a negative impact on learning as well as on health and wellbeing.

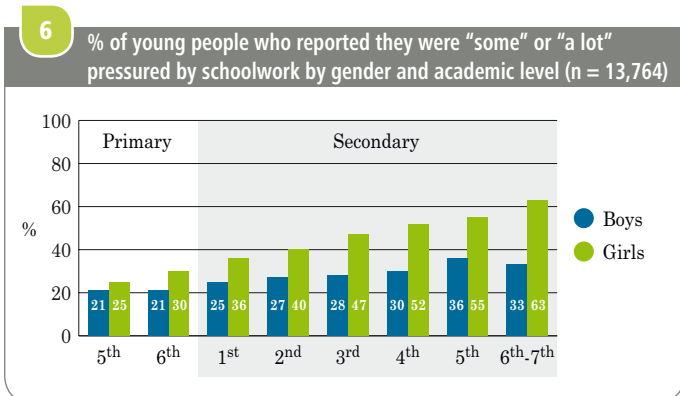
Nearly 4 out of 10 young people felt “some” or “a lot” pressured by schoolwork. This proportion was higher among students in secondary school (39%) than students in the 5th-6th years of primary school (24%).

Between 2002 and 2010, the proportions of young people who reported to be “some” or “a lot” pressured by schoolwork remained stable. In 2014, these proportions increased in the 5th-6th years of primary school and even more in secondary school.

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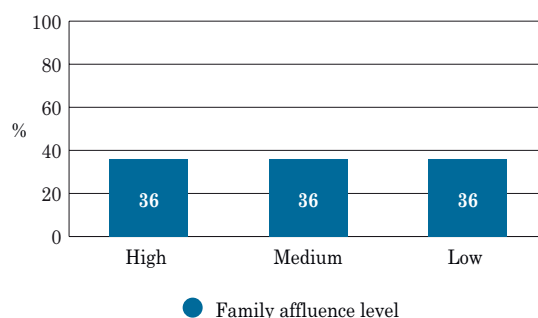
The proportion of young people who reported they were “some” or “a lot” pressured by schoolwork increased with academic level. It was higher among girls. This gap between genders was observed as early as the 5th year of primary school and widened as the academic level increased. **6**



The proportion of young people who reported they were “some” or “a lot” pressured by schoolwork was not associated with the family affluence level. **7**

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% of young people who reported they were “some” or “a lot” pressured by schoolwork by family affluence level (n=13,063)



The proportions of boys in FWB who reported they were “some” or “a lot” pressured by schoolwork were lower than the global proportions across all countries taking part in the 2014 HBSC survey. This difference increased with age, with boys aged 15 in FWB being among the least pressured by schoolwork at European level. On the other hand, young girls aged 11 were among the most pressured by schoolwork compared to other countries. At 13 and 15 years, the proportions seen in young girls in FWB were in line with the global proportions across all countries. **8**

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% of young people who reported they were “some” or “a lot” pressured by schoolwork, internationally and in FWB

	HBSC International			FWB	
	% min	% global	% max	%	Rank
Boys (11 years)	9	24	50	22	21/41
Boys (13 years)	17	33	58	27	25/41
Boys (15 years)	19	39	65	27	31/41
Girls (11 years)	10	22	46	29	6/41
Girls (13 years)	16	38	72	38	16/41
Girls (15 years)	18	51	83	47	22/41

CLASSMATE SUPPORT

Classmate support is also an important indicator of young people’s wellbeing at school. It serves to strengthen the sense of belonging to a social group and plays a major role in the relations that young people will have with the school.

In 2014, 7 out of 10 young people believed that most of their classmates were “kind and helpful”. This proportion was stable since 2002. It was higher in the 5th-6th years of primary school (75%) than in secondary school (69%). Boys reported more often than girls that they considered most of their classmates “kind and helpful” (73% vs 69%). The proportion of young people who considered their classmates “kind and helpful” was lower when the level of family affluence decreased. Internationally, the proportions observed in FWB were similar to the global proportions in the survey across all countries, regardless of gender and age.



The full results of the HBSC Survey 2014 conducted in Federation Wallonia-Brussels will be the subject of a publication that will be available later. For further information, see the website sipes.ulb.ac.be

