

**CHILDREN'S  
WORLDS**



INTERNATIONAL SURVEY OF CHILDREN'S WELL-BEING (ISCWeB)

**Children's Worlds:  
The International Survey of Children's Well-Being,  
Wave 2, 2013 to 2015**

**Information and guidelines for national survey teams  
Version 2: July 2013**



Our Promise to Youth

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## Introduction

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Children's Worlds is a world-wide research survey on children's subjective well-being.

The purpose is to improve children's well-being by creating awareness among children, their parents and their communities, but also among opinion leaders, decision makers, professionals and the general public.

The study aims to collect solid and representative data on children's lives and daily activities, their time use and in particular on their own perceptions and evaluations of their well-being.

By studying children's worlds in as many countries as possible, we hope to raise awareness of children's well-being and their life situations and to influence government policies and services.

### ***Rationale***

The project recognizes that children's rights are fundamental to children having a good childhood and good future life chances. In addition, it is essential to provide children with an environment in which they can fully blossom and attain their highest potential. Children require an atmosphere, in which they feel 'good' with their lives, can follow their own predispositions and are prompted to bring out the best of themselves.

One of the most important factors in assessing whether a particular environment is conducive to children attaining their best potential is the perception of their own subjective sense of well-being. This is best done by asking children directly and by allowing them to give an assessment of their own well-being.

### ***History***

The project began in 2009 when a group of researchers, mainly from the International Society for Child Indicators, held a meeting hosted by UNICEF Geneva to discuss the potential need for the survey. The group agreed that such a survey would fill an important gap in knowledge internationally about children's lives. One of the products of the meeting was an early version of a survey questionnaire. This first draft questionnaire was tested and piloted in the summer and autumn of 2010 in the following countries - Brazil, England, Germany, Honduras, Israel, Palestine and Spain.

In December 2010, the research group met again to review the pilot and this led to a second draft version of the questionnaire which was then piloted in the first half of 2011 in Germany, Palestine, Romania, South Africa Spain and Turkey.

In October 2011, members of the research group reviewed the learning from the second pilot and drew up a third set of the survey questionnaires (separate versions for children aged 8, 10 and 12).

These questionnaires were then used in a range of countries for a large-scale pilot of the survey (being completed at the time of writing). The countries involved in this stage were: Algeria, Brazil, Canada, Chile, England, Ethiopia, Israel, Nepal, Romania, South Africa, South Korea, Spain, Uganda and United States. It is

estimated that well over 20,000 children have participated in this wave of the survey. Some preliminary findings from this pilot will be presented at the ISCI conference in Seoul in May 2013.

### ***Next steps***

The next phase of the project involves undertaking a new wave of the survey with representative samples of children aged 8 to 12 in as many countries as possible. This phase of the project has been funded by the Jacobs Foundation for survey work to be carried out in 13 countries in the period from September to December 2013.

A list of confirmed participating countries and main contact details is provided in Appendix 1.

The aim within each participating country will be to survey at least 1,000 children in each of three school year groups - around the ages of 8, 10 and 12. It is envisaged that the surveys will usually be conducted in schools and so the exact ages will vary from country to country depending on local circumstances and the timing of the school year. The focus should be in the three different school years where the mean age in each country usually is around 8, 10 and 12.

This pack provides a basic set of information and guidelines to national survey teams wishing to participate in the survey. The international research group can provide more detailed information and support, and key contact details are listed below.

### ***Benefits of participation***

Countries participating in the survey will be able to use a set of survey questionnaires which have been extensively tested with children. The questionnaires have been designed bearing in mind that national survey teams may wish to add their own questions to explore additional issues of importance in their particular country.

The survey will provide an opportunity to compare and contrast the lives of children in a wide range of countries. All data will eventually be made freely available to researchers on the web. However there will be a time delay of 12 months before data is made publicly available. This will provide national survey teams with the opportunity to analyze and publish findings from their own data set. During this period, participating survey teams will also have access to data collected in other countries to enable comparisons to be made.

In addition to the above benefits, participating survey teams will have access to advice and support in conducting the survey from the group of international researchers.

## ***Key contacts***

All initial queries about the project should go to:

Tamar Dinisman,

E-mail: [tdinisman@gmail.com](mailto:tdinisman@gmail.com)

Contact details for the core group of principal investigators on this project are as follows:

- Sabine Andresen, Johann Wolfgang von Goethe University, Frankfurt/Main, Germany  
E-mail: [s.andresen@em.uni-frankfurt.de](mailto:s.andresen@em.uni-frankfurt.de)
- Asher Ben-Arieh, The Haruv Institute, Israel.  
E-mail: [asher@haruv.org.il](mailto:asher@haruv.org.il)
- Ferran Casas, Research Institute on Quality of Life, University of Girona, Spain.  
E-mail: [ferran.casas@udg.edu](mailto:ferran.casas@udg.edu)
- Gwyther Rees, Social Policy Research Unit, University of York, England.  
E-mail: [gwyster.rees@york.ac.uk](mailto:gwyster.rees@york.ac.uk)
- Jonathan Bradshaw, Department of Social Policy & Social Work, University of York, England  
E-mail: [jrb1@york.ac.uk](mailto:jrb1@york.ac.uk)

## ***About the guidelines***

There are four phases to the survey work:

Phase 1	March to May 2013	Translating and piloting questionnaires
Phase 2	June to August 2013	Preparing for the survey
Phase 3	August to December 2013	Conducting the survey
Phase 4	January to February 2014	Data inputing

This pack contains guidelines for each of these phases. If you need any further advice or information on any of these matters, please contact Tamar, the project co-ordinator, who will be able to answer your query or forward it to another member of the core group.

## Phase 1: Translating and piloting the questionnaires

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### *Translation*

The original survey questionnaires are in English and Spanish. The survey questionnaires should be adapted to the country's (children's) local language. If versions are produced in other languages then as a first step the English version of the questionnaires should be translated and then translated back into English. Deep translation is required (language and cultural). The next step is then to compare the back-translated version with the English original and to try to resolve any differences by modifying the translated version appropriately.

### *Piloting with children*

Once the above process is complete and any revisions have been made to the translations, we advise that the questionnaire should then be tested with the children in the cultural context it will be used. This should involve testing with children in all three age groups for the survey and should cover two sets of issues:

**1. The types of response scales used in the questionnaire.**

There are three main types of response scales:

- 11-point scales for 'satisfaction' items;
- 5-point agreement scales for items containing statements;
- 5-point frequency scales for questions about time use.

It will be important to discuss each of these types of scales with children to check that they are clear and easy to understand. This is particularly important for the youngest age group aged around 8.

**2. The wording of individual questions.**

The wording of each question should be checked with children to see if it is:

- Clear and easy to understand. Children may have suggestions for how the wording of some of the translated questions can be improved.
- Culturally and ethically appropriate. Some questions may be viewed by children as inappropriate to ask in particular cultural contexts, or may feel that certain questions are too sensitive or intrusive.

There are a number of different ways that this testing work can be undertaken.

One option is through cognitive testing with individual children. This involves working with children on a one-to-one basis, asking them to complete the questionnaire and stopping them at appropriate points to ask them how they understood particular questions and why they answered in the way that they did. Usually an interview guide is prepared in advance by the researchers for this process. This approach gives a deep insight into children's responses to the questionnaire but can be time-consuming. It may be necessary to only cover half of the questionnaire with each child due to the amount of time involved.

A second option is to hold focus groups. Children are first asked to complete the questionnaire on their own, but can ask questions of the researchers as they go

along if they need help. Then once all children have completed the questionnaires, there can be a general discussion with the group about the response formats used and any questions that caused any particular issues. With this approach it is easier to consult with more children but probably not in the same depth as with individual cognitive testing.

Whichever approach is chosen it will be important to keep a record of the information about the children you talk to and what the general conclusions are that come from those discussions.

It may also be helpful to review the questionnaire with a group of adults to review the meaning of the questions. However, in this instance it is important to ensure that adults do not influence the exclusion of particular questions because they don't want children to be asked them.

### ***Modifying and omitting questions***

It is very important for comparison purposes that the response options for each question remain consistent. No modifications should be made to the response options without prior agreement with the international research group.

Some questions from the survey questionnaire may need to be omitted in some countries for translation or cultural reasons. However, to ensure we have comparable data across countries we would request that questions are not omitted for other reasons and that all questionnaires use at least 75% of the questions from the standard survey questionnaire.

Furthermore before dropping any question please be sure to contact the research coordinators as some items are part of a validated scales and cannot be dropped. A list of items that belong to validated scales is included in Appendix 2.

### ***Preparing a report on the translation and testing***

Once the above steps have been completed, a full report on the translating and checking should be prepared in each country. This should be sent to Tamar, the project co-ordinator, **by May 20<sup>th</sup> 2013**.

The learning from all the country reports will then be collated and summarised and this learning will be shared and discussed at the meeting in Frankfurt in early July. Following this meeting the core group will prepare a final version of the questionnaires, incorporating any changes agreed at the Frankfurt meeting and will send these to all the participating national research teams by the end of July.

## Phase 2: Preparing for the survey

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Once the testing of the questionnaire has been completed, each national research team will be able to make various other preparations for the survey. These will vary from one country to another, but two important issues to cover will be ethical approval and a sampling strategy.

### ***Ethics***

In this section, we provide some guidance on survey ethics. However, it is not possible to specify all the details as the survey will need to fit in with the legal and ethical framework within each participating country. It is essential that the ethical approach receives approval from an appropriate ethics board within the country and this is the responsibility of each national research team.

### **Consent**

The first issue to consider is whether parental consent is required for children to participate in the survey. In this case, it is important to work within the consent laws and regulations within place in each country. Given the age range of the children being surveyed it is may be reasonable to expect that parents would have the option to opt out of the survey ('passive' consent), however this does deny children the right to make their own decision. Unless legally required, it is preferable not to seek 'active' consent from parents (i.e. to require them to confirm that their child can participate) because this can have a substantial effect on participation rates, leading to sampling bias, and will also mean that children do not have the opportunity to participate in the survey, even though their parents have not withheld consent.

Irrespective of whether parental consent is sought, it is essential that children also are provided with a genuine choice as to whether they take part in the survey. It is recommended that national survey teams and schools make this clear to children and make arrangements for children who do not wish to participate to undertake a similar alternative task while the survey is being administered. In addition, it is also important that children have the choice not to answer any particular questions and this should be emphasized in the introduction to the questionnaire and in verbal introductions to the survey by survey administrators.

### **Privacy, confidentiality and anonymity**

Arrangements should be made to ensure that children can complete the questionnaire (either on paper or on computer) in privacy. Care needs to be taken as to the classroom or other environment in which the survey is administered.

The questions in the questionnaires provided have been piloted with children to check whether any are sensitive. Further checking of this should be done with children in each country during the piloting process, as the sensitivity of questions will vary according to the cultural context. Any questions added to the questionnaire should also be carefully checked during piloting.

We recommend that no identifying details of children should be gathered (but see the note below about longitudinal studies). If the survey consists entirely of closed-response tick box questions then it is recommended that a guarantee of



confidentiality is provided to participating children. Care needs to be taken with any open-ended questions added to the survey questionnaire as they could lead to disclosure of information which might need to be acted upon.

A commitment should be made that no information will be published which could lead to the identification of an individual child - e.g. a case study based on a questionnaire. A commitment can also be made that no information will be published about individual schools participating in the survey. Thought needs to be given to whether to provide specific feedback information to individual schools, particularly if the sample numbers are small, as there is a risk that this could lead to breaches of individual children's confidentiality or anonymity.

### **Longitudinal studies**

In the future, it may happen - and it is highly desirable - that in some countries the questionnaires used in this survey will be included in a longitudinal study design. In that case, questionnaires cannot be anonymous, and that fact should be known by children and their parents - both should give their explicit consent to children's participation in a longitudinal study, and all other ethical aspects should be respected in the same way.

### **Information and feedback**

Information sheets on ethics should be provided in advance to the schools (a sample is provided in Appendix 3), and also to parents where parental consent is being sought. Clear information about ethics for children should be included on the survey questionnaire as in the versions attached to this information pack.

National survey teams should make a commitment to feed back general country findings to participating schools. This should include information for children.

### ***Sampling and recruitment***

The aim of this wave of the survey is to achieve, in each participating country, a sample of at least 1,000 children in each school year and/or age group.

It is envisaged that the survey will usually be conducted through schools and therefore will consist of cluster sampling. Stratification of schools may also be considered on a country-by-country basis.

There are several possible approaches to obtaining a reasonably representative sample of children in schools. Some options are described below. The final choice of sampling strategy will be up to each national research team. However, whatever strategy is chosen it is important that the sample is selected from a list of all schools in the country, or all schools in the region if the survey will only cover one region of the country. It will usually be necessary to divide the list of schools into different strata depending on the characteristics of the schools system within the country. Selection within these strata should be random so that all schools included in the list have a chance of being selected.

One approach is to randomly select schools from a list (recommended to be stratified according to the relevant variables in each country, i.e.: by provinces, counties or states; by rural, semi urban, urban areas; or by public-run, state-funded or private schools) with equal probability of selection. If this method is

used then all children in each age group in participating schools should be invited to participate in the survey. In countries with very unequal number of classes of the same level in each school, it is recommended to collect data of no more than two classes in each school, in order to guarantee data collection from a diversity of schools in different socio-demographic environments.

Because in most countries schools may have different numbers of classes for each level, another possible approach, in case the number of classes for each school is known beforehand, is cluster sampling being done randomly, selecting classes from the list of all the classes in the area. Double clustering school/classes could be another option.

Moreover, another approach could be to randomly select schools from a list (again using stratification if necessary) with probability proportional to the number of children in the school. If this method is used then equal numbers of children of each school (e.g. a class group) should be invited to participate in the survey.

In addition, for each individual country, it may be helpful to include additional samples of some minority groups of children who would not be reached in sufficient numbers through a mainstream schools sample. In some countries it could be also of interest to select a big enough sample of children with special needs or circumstances (i.e.: children in state care).

As a first step, national research teams are requested to prepare a document describing their proposed sampling strategy and send it to the core group via Tamar Dinisman by **Monday 17<sup>th</sup> June 2013**. This is to enable a discussion about sampling strategy at the Frankfurt meeting in early July to ensure that the strategies used in different countries are compatible. After the Frankfurt meeting it will then be possible for national research teams to finalise their sampling strategies.

In terms of recruitment of schools, an initial step will be to obtain any necessary permission from local councils, from school boards, from parents' associations and so on, depending on the arrangements within the country.

When schools decline to participate in the survey, replacement schools should be selected using the same sampling procedure. A record should be kept of school participation rates in the survey.

Each national research team should keep a detailed record of the sampling strategy and response rates from schools to request to participate in the research. A brief report summarising this information about this should be provided to the international project co-ordinator when the final data set is sent through (see Phase 4).

## **Phase 3: Conducting the survey**

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### ***Timing of the survey***

The survey should be completed in each country between September and December 2013 inclusive.

It is recommended to keep the survey away from exam and testing times and avoid unnecessary intrusion into children's learning time. We also recommend that the survey is not undertaken on, or near, national festivals and culturally significant days as there may be high absenteeism and children's activities may be irregular during these periods. The first day of each school week is not an ideal day to do the survey because of the questions on time use, but other days of the week are fine.

### ***Administration***

The questionnaires should either be administered by the national survey teams or by schools staff within the schools, or by researchers together with the regular teacher in the classroom, and only exceptionally by schools staff within the schools, in order to avoid biases introduced by non-researchers. When this exceptional alternative is needed, then it will be important to provide training or detailed guidelines on administration to the schools staff. In this case, it is also recommended that the national survey team should visit some sites to verify how the survey is being done.

### ***Particular issues for the survey for children aged 8***

We have found that it is important that the survey is introduced verbally to children, particularly for the 8-year-old survey. It is also recommended that the questions from the questionnaire are read out while children are answering the questionnaire, and that should always be done with the 8-year-old age group, as we have found in most countries that children in these age groups find it tiring to have to read too much information. It is helpful if schools survey administrators are available to provide guidance to the children so they understand the questions, but not to lead the answers.

In addition, we recommend using a 'training' sheet for children to practice answering the types of questions contained in the questionnaire before they start. An example of this approach is shown in Appendix 4.

### ***Information about the survey administration***

Each national research team should keep a record of the survey administration in each school. This should include, for each school, information about how many children were in the school classes surveyed, how many of these children took part in the survey, any particular issues encountered in the school and any feedback on the questionnaire. This type of information will be helpful in understanding the survey administration in each country and improving the survey in the future. A form is provided to record this information in Appendix 5.

## **Phase 4: Management and return of data and accompanying information**

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### ***Inputing and quality check***

Once the questionnaire is completed, it is the responsibility of national survey teams to input the data onto a computer data base and to check the quality of data inputing. Guidance and templates (in SPSS format and Excel format) for inputing the data will be sent to national research teams along with the final version of the questionnaires at the end of July 2013. National survey teams will also need to do initial checks of the quality of data inputing.

### ***Sending data to the international research group***

Once the data has been input and checked for quality, the final data set should be sent in electronic format using one of the templates provided (either SPSS/PASW or Excel format) to the international research group as early as possible during 2014 and by the end of February 2014 at the latest.

As well as the data, national survey teams should also provide the following information:

1. Electronic copies of the final questionnaires used for the survey (back-translated questionnaire in English will also be highly appreciated).
2. A technical report on the sampling method used and the outcomes of the sampling.
3. A report on the survey administration, including a summary of any problems encountered and any feedback received.

The data will then be processed and cleaned by a central team and any queries will be resolved with each national research team. A combined international data set will be produced and shared with each national research team by the end of May 2014. This data set will remain accessible only to the participating research teams during 2014 but will then be made available on request to other interested researchers around the world at the end of the two-year project in February 2015.

## Appendices

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### *Appendix 1: List of principal investigators (2013 wave)*

#### **Algeria**

Prof. Dr. Habib Tiliouine, Faculty of Social Sciences and the Laboratory of Educational Pro-cesses and Social Context, The University of Oran, Algeria.  
E-mail: htiliouine@yahoo.fr

#### **Colombia**

Marta Arango, Fundación CINDE, Colombia. E-mail: marango@cinde.org.co

#### **England**

Prof. Dr. Jonathan Bradshaw, Social Policy Research Unit, Department of Social Policy and Social Work, University of York, England. E-mail: jonathan.bradshaw@york.ac.uk

Gwyther Rees, Social Policy Research Unit, University of York, England.  
E-mail: gwyther.rees@york.ac.uk

#### **Estonia**

Prof. Dr. Dagmar Kutsar, The Unit of Family and Welfare Studies at the University of Tartu, Estonia. E-mail: dagmar.kutsar@ut.ee

#### **Ethiopia**

Yehualashet Mekonen, ACPF - The African Child Policy Forum, Ethiopia.  
E-mail: mekonen@africanchildforum.org

#### **Germany**

Prof. Dr. Sabine Andresen, Johann Wolfgang von Goethe University, Frankfurt/Main, Germany. E-mail: S.Andresen@em.uni-frankfurt.de

#### **Israel**

Prof. Dr. Asher Ben-Arieh, The Haruv Institute and School of Social work and Social Welfare, The Hebrew University of Jerusalem, Israel. E-mail: asher@haruv.org.il

#### **Korea**

Prof. Dr. Bong Joo-Lee, Department of Social Welfare, College of Social Sciences at Seoul National University, Korea. E-mail: bongjlee@snu.ac.kr

#### **Nepal**

Prof. Dr. Arbinda Lal Bhomi, Department of Education at Tribhuvan University, Nepal. E-mail: arbinda\_bhomi@hotmail.com

#### **Norway**

Dr. Elisabeth Backe-Hansen, Child Welfare Research Group at NOVA- Norwegian Social Research, Norway. E-mail: elisabeth.backe-hansen@nova.no

**Romania**

Prof. Dr. Sergiu Baltatescu, Department of Sociology, Social Work and Philosophy  
University of Oradea, Romania. E-mail: bsergiu2@gmail.com

**Spain**

Prof. Dr. Ferran Casas, Faculty of Education and Psychology, Research Institute on  
Quality of Life, University of Girona, Spain. E-mail: ferran.casas@udg.edu

**Turkey**

Prof. Dr. Serra Muderrisoglu, Department of Psychology, Bogazici University,  
Istanbul, Turkey. E-mail: serra@boun.edu.tr

***Appendix 2: Number of items, contents of the questionnaires and details of psychometric scales***

See next page

DOMAINS AND ITEMS IN THE 12, 10 AND 8 YEARS-OLD QUESTIONNAIRES

	12 y.o.		10 y.o.		8 y.o.	
	Type of items or scales	N. items	Type of items or scales	N. items	Type of items or scales	N. items
<b>You</b>	1. Age 2. Gender 3. Place of living 4. Country born	4	1. Age 2. Gender 3. Place of living 4. Country born	4	1. Age 2. Gender 3. Place of living 4. Country born	4
<b>Your home and the people you live with</b>	5. Sleeping place 6. Describes the home you live 7. People you live with 8. 5 agreement 9. 4 satisfaction 10. 3 activities	15	5. Sleeping place 6. Describes the home you live 7. People you live with 8. 5 agreement 9. 4 satisfaction 10. 3 activities	15	5. 5 agreement 6. 4 satisfaction (happy) 7. 3 activities	12
<b>Money and things you have</b>	11. Pocket money 12. 8 things you have (+1 optional)	12	11. 8 things you have (+1 optional) 12. 1 satisfaction	10	8. 4 things you have (+1 optional) 9. 1 satisfaction (happy)	6



	13. 1 satisfaction 14. Worried about family money 15. Adults with paid job		13. Worried about family money		10. Worried about family money	
Your friends and other people	16. 2 agreement 17. 3 satisfaction 18. 3 activities	8	14. 2 agreement 15. 3 satisfaction 16. 3 activities	8	11. 2 agreement 12. 3 satisfaction (happy) 13. 3 activities	8
The area where you live	19. 3 agreement 20. 4 satisfaction	7	17. 2 agreement 18. 3 satisfaction	5	14. 2 agreement 15. 3 satisfaction (happy)	5
School	21. 4 agreements 22. 2 bullying 23. 6 satisfaction	12	19. 4 agreements 20. 2 bullying 21. 6 satisfaction	12	16. 4 agreements 17. 2 bullying 18. 4 satisfaction (happy)	10
How you use your time	24. 10 Bob's list	10	22. 7 Bob's list	7	19. 7 Bob's list	7
More about you	25. 10 satisfaction 26. 4 changes 27. change parents/ carers	15	23. 9 satisfaction 24. 4 changes 25. change parents/ carers	14	20. 8 satisfaction (happy)	8

<b>How you feel about yourself</b>	28. 4 satisfaction + 1 optional 29. 1 Happiness	5 + 1	26. 4 satisfaction + 1 optional 27. 1 Happiness	5 + 1	----	
<b>Your life and your future</b>	30. 5 Huebner SLSS 31. 3 Rights 32. 8 values aspired to 33. 6 Russell <u>Optional:</u> 34. 8 Eudaimonic 35. 1 Anamnestic Comparative Self-Assessment (ACSA)	22 + 9	28. 5 Huebner SLSS 29. 3 Rights 30. 8 values aspired to 31. 6 Russell	22	21. 5 Huebner SLSS 22. 3 Rights 23. 1 satisfaction (happy)	9
<b>Finally</b>	36. 2 Q evaluation	2	32. 2 Q evaluation	2	24. 2 Q evaluation	2
<b>TOTAL</b>	<b>112 (123 with optional)</b>		<b>104 (+2 optional)</b>		<b>71 (+1 optional)</b>	

COMPARISON OF ITEMS BY THE THREE QUESTIONNAIRES

12y.o	10y.o	8y.o
You	You	You
1. I am _ years old	1. I am _ years old	1. I am _ years old
2. I am a boy/girl	2. I am a boy/girl	2. I am a boy/girl
3. I live in the town or city of:	3. I live in the town or city of:	3. I live in the town or city of:
4. I was born in this country	4. I was born in this country	4. I was born in this country
<b>Your home and the people you live with</b>	<b>Your home and the people you live with</b>	<b>Your home and the people you live with</b>
5. Please choose which of the following sentences best describes you <ul style="list-style-type: none"> <li>▪ I always sleep in the same home</li> <li>▪ I usually sleep in the same home, but sometimes sleep in other places (for example a friends or a weekend house)</li> <li>▪ I regularly sleep in two homes with different adults</li> </ul>	5. Please choose which of the following sentences best describes you <ul style="list-style-type: none"> <li>▪ I always sleep in the same home</li> <li>▪ I usually sleep in the same home, but sometimes sleep in other places (for example a friends or a weekend house)</li> <li>▪ I regularly sleep in two homes with different adults</li> </ul>	
6. Which of the following best describes the home you live in most of the time: <ul style="list-style-type: none"> <li>▪ I live with my family</li> <li>▪ I live in a foster home</li> <li>▪ I live in a children’s home</li> <li>▪ I live in another type of home (optional)</li> </ul>	6. Which of the following best describes the home you live in most of the time: <ul style="list-style-type: none"> <li>▪ I live with my family</li> <li>▪ I live in a foster home</li> <li>▪ I live in a children’s home</li> <li>▪ I live in another type of home (optional)</li> </ul>	
7. Please tick all of the people who live in your home(s).	7. Please tick all of the people who live in your home(s).	
8. How much do you agree with each of these sentences? <ul style="list-style-type: none"> <li>▪ I feel safe at home</li> <li>▪ I have a quiet place to study at</li> </ul>	8. How much do you agree with each of these sentences? <ul style="list-style-type: none"> <li>▪ I feel safe at home</li> <li>▪ I have a quiet place to study at</li> </ul>	5. How much do you agree with each of these sentences? <ul style="list-style-type: none"> <li>▪ I feel safe at home</li> <li>▪ I have quiet place to study at</li> </ul>

<p>home</p> <ul style="list-style-type: none"> <li>▪ My parents (or the people who look after me) listen to me and take what I say into account</li> <li>▪ We have a good time together in my family</li> <li>▪ My parents (or the people who look after me) treat me fairly</li> </ul>	<p>home</p> <ul style="list-style-type: none"> <li>▪ My parents (or the people who look after me) listen to me and take what I say into account</li> <li>▪ We have a good time together in my family</li> <li>▪ My parents (or the people who look after me) treat me fairly</li> </ul>	<p>home</p> <ul style="list-style-type: none"> <li>▪ My parents (or the people who look after me) listen to me and take what I say into account</li> <li>▪ We have a good time together in my family</li> <li>▪ My parents (or the people who look after me) treat me fairly</li> </ul>
<p>9. How <b>satisfied</b> are you with each of the following things in your life?</p> <ul style="list-style-type: none"> <li>▪ The house or flat where you live?</li> <li>▪ The people who live with you?</li> <li>▪ All the other people in your family?</li> <li>▪ Your family life?</li> </ul>	<p>9. How <b>satisfied</b> are you with each of the following things in your life?</p> <ul style="list-style-type: none"> <li>▪ The house or flat where you live?</li> <li>▪ The people who live with you?</li> <li>▪ All the other people in your family?</li> <li>▪ Your family life?</li> </ul>	<p>6. How <b>happy</b> you feel with...</p> <ul style="list-style-type: none"> <li>▪ The house or flat where you live?</li> <li>▪ The people who live with you?</li> <li>▪ All the other people in your family?</li> <li>▪ Your family life?</li> </ul>
<p>10. How <b>often</b> in the past week have you spent time doing the following things with your family?</p> <ul style="list-style-type: none"> <li>▪ Talking together</li> <li>▪ Having fun together</li> <li>▪ Learning together</li> </ul>	<p>10. How <b>often</b> in the past week have you spent time doing the following things with your family?</p> <ul style="list-style-type: none"> <li>▪ Talking together</li> <li>▪ Having fun together</li> <li>▪ Learning together</li> </ul>	<p>7. How <b>often</b> in the past week have you spent time doing the following things the family you live with?</p> <ul style="list-style-type: none"> <li>▪ Talking together</li> <li>▪ Having fun together</li> <li>▪ Learning together</li> </ul>
<b>Money and things you have</b>	<b>Money and things you have</b>	<b>Money and things you have</b>
<p>11. How often do you get pocket money?</p>		
<p>12. Which of the following <b>things</b> do or don't you have?</p> <ul style="list-style-type: none"> <li>▪ Clothes in good condition to go to school in</li> <li>▪ Access to computer at home</li> <li>▪ Access to Internet</li> <li>▪ Mobile phone</li> <li>▪ Your own room</li> </ul>	<p>11. Which of the following <b>things</b> do or don't you have?</p> <ul style="list-style-type: none"> <li>▪ Clothes in good condition to go to school in</li> <li>▪ Access to computer at home</li> <li>▪ Access to Internet</li> <li>▪ Mobile phone</li> <li>▪ Your own room</li> </ul>	<p>8. Which of the following <b>things</b> do or don't you have?</p> <ul style="list-style-type: none"> <li>▪ Clothes in good condition to go to school in</li> <li>▪ Access to computer at home</li> <li>▪ Access to Internet</li> <li>▪ A family car for transportation</li> <li>▪ <b>A television at home that you can</b></li> </ul>

<ul style="list-style-type: none"> <li>▪ Books to read for fun</li> <li>▪ A family car for transportation</li> <li>▪ Your own staff to listen to music</li> <li>▪ A television at home that you can use (optional)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Books to read for fun</li> <li>▪ A family car for transportation</li> <li>▪ Your own staff to listen to music</li> <li>▪ A television at home that you can use (optional)</li> </ul>	use (optional)
13. How <b>satisfied</b> are you with all the things you have?	12. How <b>satisfied</b> are you with all the things you have?	9. How <b>happy</b> you feel with all the things you have?
14. How <b>often</b> do you worry about how much money your family has?	13. How <b>often</b> do you worry about how much money your family has?	10. How <b>often</b> do you worry about how much money your family has?
15. How <b>many</b> adults that you live with have a paid job?		
<b>Your friends and other people</b>	<b>Your friends and other people</b>	<b>Your friends and other people</b>
16. How much do you <b>agree</b> with each of these sentences? <ul style="list-style-type: none"> <li>▪ My friends are usually nice to me</li> <li>▪ I have enough friends</li> </ul>	14. How much do you <b>agree</b> with each of these sentences? <ul style="list-style-type: none"> <li>▪ My friends are usually nice to me</li> <li>▪ I have enough friends</li> </ul>	11. How much do you <b>agree</b> with each of these sentences? <ul style="list-style-type: none"> <li>▪ My friends are usually nice to me</li> <li>▪ I have enough friends</li> </ul>
17. How <b>satisfied</b> are you with each of the following things in your life? <ul style="list-style-type: none"> <li>▪ Your friends?</li> <li>▪ The people who live in your area?</li> <li>▪ Your relationships with people in general?</li> </ul>	15. How <b>satisfied</b> are you with each of the following things in your life? <ul style="list-style-type: none"> <li>▪ Your friends?</li> <li>▪ The people who live in your area?</li> <li>▪ Your relationships with people in general?</li> </ul>	12. How <b>happy</b> you feel with ... <ul style="list-style-type: none"> <li>▪ Your friends?</li> <li>▪ The people who live in your area?</li> <li>▪ Your relationships with people in general?</li> </ul>
18. How <b>often</b> in the past week have you spent time doing the following things with your friends outside school? <ul style="list-style-type: none"> <li>▪ Talking together</li> <li>▪ Having fun together</li> <li>▪ Meeting to study (apart from at school)</li> </ul>	16. How <b>often</b> in the past week have you spent time doing the following things with your friends outside school? <ul style="list-style-type: none"> <li>▪ Talking together</li> <li>▪ Having fun together</li> <li>▪ Meeting to study (apart from at school)</li> </ul>	13. How <b>often</b> in the past week have you spent time doing the following things with your friends outside school? <ul style="list-style-type: none"> <li>▪ Talking together</li> <li>▪ Having fun together</li> <li>▪ Meeting to study (apart from at school)</li> </ul>

The area where you live	The area where you live	The area where you live
<p>19. How much do you <b>agree</b> with each of these sentences?</p> <ul style="list-style-type: none"> <li>▪ The town council asks children and young people their opinion about things that are important to them</li> <li>▪ In my area there are enough places to play or have a good time</li> <li>▪ I feel safe when I walk in the area I live in</li> </ul>	<p>17. How much do you <b>agree or disagree</b> with each of these sentences?</p> <ul style="list-style-type: none"> <li>▪ In my area there are enough places to play or to have a good time</li> <li>▪ I feel safe when I walk in the area I live in</li> </ul>	<p>14. How far do you <b>agree</b> with each of these sentences?</p> <ul style="list-style-type: none"> <li>▪ In my area there are enough places to play or to have a good time</li> <li>▪ I feel safe when I walk in the area I live in</li> </ul>
<p>20. How <b>satisfied</b> are you with each of the following things about the area you live in?</p> <ul style="list-style-type: none"> <li>▪ The local police in your area?</li> <li>▪ How you are dealt with when you go to the doctors?</li> <li>▪ The outdoor areas children can use in your area?</li> <li>▪ The area where you live, in general?</li> </ul>	<p>18. How <b>satisfied</b> are you with each of the following things about the area you live in?</p> <ul style="list-style-type: none"> <li>▪ How you are dealt with when you go to the doctors?</li> <li>▪ The outdoor areas children can use in your area?</li> <li>▪ The area where you live, in general?</li> </ul>	<p>15. How <b>happy</b> you feel with...</p> <ul style="list-style-type: none"> <li>▪ How you are dealt with when you go to the doctors?</li> <li>▪ The outdoor areas children can use in your area?</li> <li>▪ The area where you live, in general?</li> </ul>
School	School	School
<p>21. How much do you <b>agree</b> with each of these sentences?</p> <ul style="list-style-type: none"> <li>▪ My teachers listen to me and take what I say into account</li> <li>▪ I like going to school</li> <li>▪ My teachers treat me fairly</li> <li>▪ I feel safe at school</li> </ul>	<p>19. How much do you <b>agree</b> with each of these sentences?</p> <ul style="list-style-type: none"> <li>▪ My teachers listen to me and take what I say into account</li> <li>▪ I like going to school</li> <li>▪ My teachers treat me fairly</li> <li>▪ I feel safe at school</li> </ul>	<p>16. How much do you <b>agree</b> with each of these sentences?</p> <ul style="list-style-type: none"> <li>▪ My teachers listen to me and take what I say into account</li> <li>▪ I like going to school</li> <li>▪ My teachers treat me fairly</li> <li>▪ I feel safe at school</li> </ul>
<p>22. How <b>often</b>, if at all, in the last month have you been</p> <ul style="list-style-type: none"> <li>▪ Hit by other children in your</li> </ul>	<p>20. How <b>often</b>, if at all, in the last month have you been</p> <ul style="list-style-type: none"> <li>▪ Hit by other children in your</li> </ul>	<p>17. How <b>often</b>, if at all, in the last month have you been</p> <ul style="list-style-type: none"> <li>▪ Hit by other children in your</li> </ul>

<p>school?</p> <ul style="list-style-type: none"> <li>▪ Left out by other children in your class?</li> </ul>	<p>school?</p> <ul style="list-style-type: none"> <li>▪ Left out by other children in your class?</li> </ul>	<p>school?</p> <ul style="list-style-type: none"> <li>▪ Left out by other children in your class?</li> </ul>
<p>23. How <b>satisfied</b> are you with each of the following things in your life?</p> <ul style="list-style-type: none"> <li>▪ Other children in your class?</li> <li>▪ Your school marks?</li> <li>▪ Your school experience?</li> <li>▪ Your life as a student?</li> <li>▪ Things you have learned?</li> <li>▪ Your relationship with teachers?</li> </ul>	<p>21. How <b>satisfied</b> are you with each of the following things in your life?</p> <ul style="list-style-type: none"> <li>▪ Other children in your class?</li> <li>▪ Your school marks?</li> <li>▪ Your school experience?</li> <li>▪ Your life as a student?</li> <li>▪ Things you have learned?</li> <li>▪ Your relationship with teachers?</li> </ul>	<p>18. How <b>happy</b> you feel with...</p> <ul style="list-style-type: none"> <li>▪ Other children in your class?</li> <li>▪ Your school marks?</li> <li>▪ Your school experience?</li> <li>▪ Your relationship with teachers?</li> </ul>
<p><b>How you use your time</b></p>	<p><b>How you use your time</b></p>	<p><b>How you use your time</b></p>
<p>24. How <b>often</b> do you usually spend time doing the following activities when you are not at school?</p> <ul style="list-style-type: none"> <li>▪ Taking classes outside school time on matters different than at school (like music, sports, dancing, languages, ...)</li> <li>▪ Participate in organized leisure time activities (like youth movement, scout, ...)</li> <li>▪ Reading for fun (not homework)</li> <li>▪ Helping up around the house</li> <li>▪ Doing homework</li> <li>▪ Watching TV or listen to music</li> <li>▪ Playing sports or doing exercise</li> <li>▪ Using a computer</li> <li>▪ Spending time just being by myself</li> <li>▪ Taking care of brothers or sisters or other family members</li> </ul>	<p>22. How <b>often</b> do you usually spend time doing the following activities when you are not at school?</p> <ul style="list-style-type: none"> <li>▪ Taking classes outside school time on matters different than at school (like music, sports, dancing, languages, ...)</li> <li>▪ Reading for fun (not homework)</li> <li>▪ Helping up around the house</li> <li>▪ Doing homework</li> <li>▪ Watching TV or listen to music</li> <li>▪ Playing sports or doing exercise</li> <li>▪ Using a computer</li> </ul>	<p>19. How <b>often</b> do you usually spend time doing the following activities when you are not at school?</p> <ul style="list-style-type: none"> <li>▪ Taking classes outside school time on matters different than at school (like music, sports, dancing, languages, ...)</li> <li>▪ Reading for fun (not homework)</li> <li>▪ Helping up around the house</li> <li>▪ Doing homework</li> <li>▪ Watching TV</li> <li>▪ Playing sports or doing exercise</li> <li>▪ Using a computer</li> </ul>

More about you	More about you	More about you
<p>25. How <b>satisfied</b> are you with each of the following things in your life?</p> <ul style="list-style-type: none"> <li>▪ How you use your time?</li> <li>▪ The freedom you have?</li> <li>▪ The amount of opportunities you have in life?</li> <li>▪ Your health?</li> <li>▪ The way that you look?</li> <li>▪ Your own body?</li> <li>▪ What you do in your free time?</li> <li>▪ How are you listened to by adults in general?</li> <li>▪ Your self-confidence?</li> <li>▪ Your life as a whole?</li> </ul>	<p>23. How <b>satisfied</b> are you with each of the following things in your life?</p> <ul style="list-style-type: none"> <li>▪ How you use your time?</li> <li>▪ The freedom you have?</li> <li>▪ Your health?</li> <li>▪ The way that you look?</li> <li>▪ Your own body?</li> <li>▪ What you do in your free time?</li> <li>▪ How are you listened to by adults in general?</li> <li>▪ Your self-confidence?</li> <li>▪ Your life as a whole?</li> </ul>	<p>20. How <b>happy</b> you feel with...</p> <ul style="list-style-type: none"> <li>▪ The freedom you have?</li> <li>▪ Your health?</li> <li>▪ The way that you look?</li> <li>▪ Your own body?</li> <li>▪ What you do in your free time?</li> <li>▪ How are you listened to by adults in general?</li> <li>▪ How safe you feel?</li> <li>▪ Your life as a whole?</li> </ul>
<p>26. In the past year, ....</p> <ul style="list-style-type: none"> <li>▪ ... have you moved house?</li> <li>▪ ... have you changed local area?</li> <li>▪ ... have you changed schools?</li> <li>▪ ... have you lived in another country for over a month?</li> </ul>	<p>24. In the past year, ....</p> <ul style="list-style-type: none"> <li>▪ ... have you moved house?</li> <li>▪ ... have you changed local area?</li> <li>▪ ... have you changed schools?</li> <li>▪ ... have you lived in another country for over a month?</li> </ul>	
<p>27. Are you living with the same parents or carers you used to live one year ago?</p>	<p>25. Are you living with the same parents or carers you used to live one year ago?</p>	
How you feel about yourself	How you feel about yourself	
<p>28. How <b>satisfied</b> are you with each of the following things in your life?</p> <ul style="list-style-type: none"> <li>▪ About how safe you feel?</li> <li>▪ With the things you want to be good at?</li> <li>▪ About doing things away from your home?</li> </ul>	<p>26. How <b>satisfied</b> are you with each of the following things in your life?</p> <ul style="list-style-type: none"> <li>▪ About how safe you feel?</li> <li>▪ With the things you want to be good at?</li> <li>▪ About doing things away from your home?</li> </ul>	



<ul style="list-style-type: none"> <li>About what may happen to you later in your life?</li> <li>With your preparation for the future (optional)</li> </ul>	<ul style="list-style-type: none"> <li>About what may happen to you later in your life?</li> <li>With your preparation for the future (optional)</li> </ul>	
29. Overall, how <b>happy</b> have you been feeling during the last two weeks?	27. Overall, how <b>happy</b> have you been feeling during the last two weeks?	
<b>Your life and your future</b>	<b>Your life and your future</b>	<b>Your life and things in life</b>
30. Please tick a box to say how much you agree with each of the sentences <ul style="list-style-type: none"> <li>My life is going well</li> <li>My life is just right</li> <li>I have a good life</li> <li>I have what I want in life</li> <li>The things in my life are excellent</li> </ul>	28. Please tick a box to say how much you agree with each of the sentences <ul style="list-style-type: none"> <li>My life is going well</li> <li>My life is just right</li> <li>I have a good life</li> <li>I have what I want in life</li> <li>The things in my life are excellent</li> </ul>	21. How much do you <b>agree</b> with each of these sentences? <ul style="list-style-type: none"> <li>My life is going well</li> <li>My life is just right</li> <li>I have a good life</li> <li>I have what I want in life</li> <li>The things in my life are excellent</li> </ul>
31. Please answer the following questions about children's rights <ul style="list-style-type: none"> <li>I know what rights children have</li> <li>I know about the children's rights convention</li> <li>I think in my country, adults in general respect children's rights</li> </ul>	29. Please answer the following questions about children's rights <ul style="list-style-type: none"> <li>I know what rights children have</li> <li>I know about the children's rights convention</li> <li>I think in my country, adults in general respect children's rights</li> </ul>	22. Please answer the following questions about children's rights <ul style="list-style-type: none"> <li>I know what rights children have</li> <li>I know about the children's rights convention</li> <li>I think in my country, adults in general respect children's rights</li> </ul>
		23. Look carefully: Next item has to be answered from 0 to 10!! <ul style="list-style-type: none"> <li>Up to now, are you <b>happy</b> with your overall life?</li> </ul>
32. Imagine you are already an adult: at <b>this age</b> how much do you think <b>you would like other people to appreciate</b> the following <b>qualities</b> about you? <ul style="list-style-type: none"> <li>Your friendliness</li> <li>Your relationships with people</li> </ul>	30. Imagine you are already an adult: at <b>this age</b> how much do you think <b>you would like other people to appreciate</b> the following <b>qualities</b> about you? <ul style="list-style-type: none"> <li>Your friendliness</li> <li>Your relationships with people</li> </ul>	

<ul style="list-style-type: none"> <li>▪ Your money</li> <li>▪ Your power</li> <li>▪ Your family</li> <li>▪ Your personality</li> <li>▪ Your kindness</li> <li>▪ Your image</li> </ul>	<ul style="list-style-type: none"> <li>▪ Your money</li> <li>▪ Your power</li> <li>▪ Your family</li> <li>▪ Your personality</li> <li>▪ Your kindness</li> <li>▪ Your image</li> </ul>	
<p>33. Russell</p> <ul style="list-style-type: none"> <li>▪ Satisfied</li> <li>▪ Happy</li> <li>▪ Relaxed</li> <li>▪ Active</li> <li>▪ Calm</li> <li>▪ Full of energy</li> </ul>	<p>31. Russell</p> <ul style="list-style-type: none"> <li>▪ Satisfied</li> <li>▪ Happy</li> <li>▪ Relaxed</li> <li>▪ Active</li> <li>▪ Calm</li> <li>▪ Full of energy</li> </ul>	
<p>34. Please say how much you agree with each of these sentences</p> <ul style="list-style-type: none"> <li>▪ I like being the way I am</li> <li>▪ I am good at managing my daily responsibilities</li> <li>▪ People are generally pretty friendly towards me</li> <li>▪ I have enough choice about how I spend my time</li> <li>▪ I feel that I am learning a lot at the moment</li> <li>▪ I feel like I know where my life is going</li> <li>▪ I feel lonely</li> <li>▪ I feel positive about my future</li> </ul> <p><i>(optional, Eudaimonic)</i></p>		
<p>35. Please, think for a while which has been the BEST moment in your whole life</p>		

<p>- do not write anything, just think about.</p> <p>Next, please, think for a while which has been the WORST moment in your whole life - do not write anything, just think about.</p> <p>Keeping these two moments in your mind, please answer from minus 5 to plus 5, where you find yourself IN THE PRESENT PERIOD, that is the last two weeks.</p> <p><i>(optional, Anamnestic Comparative Self Assessment)</i></p>		
<p><b>Finally</b></p>	<p><b>Finally</b></p>	<p><b>Finally</b></p>
<p>36. Please tell us whether you <b>agree</b> with the following sentences about the questionnaire.</p> <ul style="list-style-type: none"> <li>▪ The questionnaire is too long</li> <li>▪ In the questionnaire I am asked things that I think are important</li> </ul>	<p>33. Please tell us whether you <b>agree</b> with the following sentences about the questionnaire.</p> <ul style="list-style-type: none"> <li>▪ The questionnaire is too long</li> <li>▪ In the questionnaire I am asked things that I think are important</li> </ul>	<p>24. Please tell us whether you <b>agree</b> with the following sentences about the questionnaire.</p> <ul style="list-style-type: none"> <li>▪ The questionnaire is too long</li> <li>▪ In the questionnaire I am asked things that I think are important</li> </ul>

## Children's World's questionnaire - psychometric scales

scale	item	Q12	Q10	Q8
SLSS - 4 + The fifth item is adapted from Diener's SWLS	My life is going well	30a	28a	21a
	My life is just right	30b	28b	21b
	I have a good life	30c	28c	21c
	I have what I want in life	30d	28d	21d
	The things in my life are excellent	30e	28e	21e
BMSLSS	Your family life?	9d	9d	6d
	Your friends?	17a	15a	12a
	Your school experience?	23c	21c	18c
	Your own body? ( <i>Adapted item</i> )	25f	23e	20d
	The area where you live, in general?	20d	18c	15c
Adapted PWI-SC (7 items original version)	All the things you have?	13	12	9
	Your health?	25d	23c	20b
	The things you want to be good at?	28b	26b	-
	Your relationships with people in general? ( <i>Adapted item</i> )	17c	15c	12c
	How safe you feel?	28a	26a	20g
	Doing things away from your home?	28c	26c	-
	What may happen to you later in your life?	28d	26d	-
PWI-SC9 version*	<i>How you use your time?</i>	25a	23a	-
	<i>Your life as a student?</i>	23d	21d	-
OLS		25j	23i	20h
Russell 's Core Affect (short version)	Satisfied	33a	31a	-
	Happy	33b	31b	-
	Relaxed	33c	31c	-
	Active	33d	31d	-
	Calm	33e	31e	-
	Full of energy	33f	31f	-
<b>General Domain Satisfaction Index - GDSI</b>				
GDSI Domain 1: Satisfaction with family and home	The house or flat where you live?	9a	9a	6a
	The people who live with you?	9b	9b	6b
	All the other people in your family?	9c	9c	6c
	Your family life?	9d	9d	6d
GDSI Domain 2: Satisfaction with material things	How satisfied are you with all the things you have?	13	12	9
GDSI Domain 3: Satisfaction with interpersonal relationships	Your friends?	17a	15a	12a
	The people who live in your area?	17b	15b	12b
	Your relationships with people in general?	17c	15c	12c
GDSI Domain 4: Satisfaction with the area of living	The local police in your area?	20a	-	-
	The outdoor areas children can use in your area?	20c	18b	15b
	The area where you live, in general?	20d	18c	15c

GDSI Domain 5: Satisfaction with health	Your health?	25d	23c	20b
	How you are dealt with when you go to the doctors?	20b	18a	15a
GDSI Domain 6: Satisfaction with time management	How you use your time?	25a	23a	-
	What you do in your free time?	25g	23f	20e
GDSI Domain 7: Satisfaction with school	Other children in your class?	23a	21a	18a
	Your school marks?	23b	21b	18b
	Your school experience?	23c	21c	18c
	Your life as a student?	23d	21d	-
	Things you have learned?	23e	21e	-
	Your relationship with teachers?	23f	21f	18d
GDSI Domain 8: Personal Satisfaction	The freedom you have?	25b	23b	20a
	The amount of opportunities you have in life?	25c	-	-
	The way that you look?	25e	23d	20c
	Your own body?	25f	23e	20d
	Your self-confidence?	25i	23h	-
	How safe you feel?	28a	26a	20g
	With the things you want to be good at?	28b	26b	-
	What may happen to you later in your life?	28d	26d	-
	How you are listened to by adults in general?	25h	23g	20f
	Doing things away from your home?	28c	26c	-

**SLSS**- Student Life Satisfaction Scale, 4 items (Huebner, 1991). 10 & 12 years old: Unlike the original version an 11-point scale, from 'Not at all agree' to 'Totally agree' is used. 8 years old: A 5-point scale from 'I do not agree' to 'Totally agree' is used.

+ One item ('The things in my life are excellent') is adapted from SWLS (Diener, Emmons, Larsen & Griffin, 1985)

**BMSLSS** - Brief Multidimensional Student Life Satisfaction Scale, 5 items (Seligson, Huebner & Valois, 2003). Unlike the original version an 11-point scale, from 'Not at all satisfied' to 'Totally satisfied' is used in the 10 & 12 years old, and a five point emoticons scale in the 8 years old.

**Adapted PWI-SC** - Personal Well-being Index-School Children, 7 items (Cummins & Lau, 2005). \*The PWI-SC9 version uses 2 additional items proposed: The first one by Casas et al (2012), and the other one by Casas, Baltatescu et al. (2012). An 11-point scale, from 'Not at all satisfied' to 'Totally satisfied' is used in the 10 & 12 years old, and a five point emoticons scale in the 8 years old.

**OLS**- Overall Life Satisfaction, 1 item. An 11-point scale, from 'Not at all satisfied' to 'Totally satisfied' is used in the 10 & 12 years old, and a five point emoticons scale in the 8 years old.

**Russell's Core Affect**- Short version of 6 items (Russell, 2003). An 11-point scale, from 'Not at all' to 'Extremely' is used.

**GDSI** - General Domain Satisfaction Index. A new scale proposed by Ferran Casas, to be calculated with 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 in the 10 & 12 years old, and a five point emoticons scale in the 8 years old.

***Appendix 3: Example information sheet for schools***

See next page.

# CHILDREN'S WORLDS



INTERNATIONAL SURVEY OF CHILDREN'S WELL-BEING (ISCWeB)

## Information for schools participating in the survey

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### [Example information sheet]

Children's Worlds is a world-wide research survey on children's subjective well-being funded by the Jacobs Foundation. It has been developed by an international group of researchers linked to the International Society for Child Indicators

The purpose is to improve children's well-being by creating awareness among children, their parents and their communities, but also among opinion leaders, decision makers, professionals and the general public.

The study aims to collect solid and representative data on children's lives and daily activities, their time use and in particular on their own perceptions and evaluations of their well-being.

By studying children's worlds in as many countries as possible, we hope to raise awareness of children's well-being and their life situations and to influence government policies and services.

During 2013, the second wave of the survey is being carried out in 13 countries around the world. We hope to include a sample of 3,000 children aged 8 to 12 in each participating country. In [Name of country] the survey is being carried out by [Name of research team].

This information sheet gives some information on ethics and practicalities of administering the survey for schools who agree to take part.

### ***What the survey involves for schools***

The survey consists of a paper-based questionnaire which children themselves are asked to answer. The questionnaire has been developed and tested with children in a number of countries by the international group. It has then been translated into different languages and further testing has been done in each individual country.

The survey is confidential and anonymous. It does not ask for any identifiable details about children, almost all the questions are in tick box format only, and the results will not be published in a way which could lead to any individual or school being identified.

We would be grateful if you could give children full information about the survey, including the aims, topics covered and ethical principles as described in this information sheet. Some of this information also appears at the beginning of the survey questionnaire.

It is important that children feel comfortable to participate in the survey. We would not want any child to take part if they don't want to. We would suggest that schools offer to children who don't want to take part a similar alternative task to undertake while the survey is being conducted. In addition, children should



be made aware that they are free to choose not to respond to any questions that they do not wish to.

[Paragraph to be added here on arrangements for seeking parental consent, if needed]

A member of staff within each school will also be asked to complete a very short questionnaire giving some factual details on the school. We would also be very interested in any feedback from you or the children at your school about the survey.

### ***What will happen after the survey has been carried out in your school***

After the survey has been completed in your school, the questionnaires will be returned to the national research team in your country. This team will input the information on the questionnaires on computer. The national research team will analyse the data and will provide you with information about the findings of the survey in your country. This will include information which you can share with children at your school.

The data will also be sent to the international research group and will be combined with data gathered from other countries. It will be included in an international report which will be published by February 2015. At that time information about the report will be sent to all the national research teams to pass on to schools and children that have taken part.

### ***Further information***

If you need any further information on the survey in [Name of country]. Please contact:

National research team contact details to be added here

If you would like to find out more about the international survey or would like to contact the international research team, please visit:

[www.childrensworlds.org](http://www.childrensworlds.org)

We hope that you and the children in your school will be interested in taking part in this survey and helping us to learn more about children's worlds.

***Appendix 4: Example training sheet and instructions for the 8-years-old survey***

See next page

How old are you? .....

In which city/village is your school in? .....

a) Are the shoes you wear yours? Yes  No

b) Have you made the clothes you wear? Yes  No

c) Did you choose to be a boy or a girl? Yes  No

d) You want to go to the cinema, but your parents can't take you today. How do you feel?

.....

What will be your answer between 1 and 5?

1 =					5 =
<b>Not at all happy</b>					<b>Totally happy</b>
1	2	3	4	5	

e) You like pizza and you had pizza today for dinner, however it was not one of the best you have had. How do you feel?

.....






What will be your answer between 0 and 10?

0 =										10 =
<b>Not at all happy</b>										<b>Totally happy</b>
0	1	2	3	4	5	6	7	8	9	10

f) You want to go to the school outdoor playground with your friends, but it is raining. How do you feel?"

.....

What will be your answer using the following faces?

				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

g) Fish is always very good to eat. How much you do agree?

.....

What will be your answer in the following table?

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree	I don't know
Fish is always very good to eat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## TRAINING SHEET EXPLANATIONS (to be read to the children)

We will now do some training to learn how to answer each item in this questionnaire.

- ❖ Read the first items: age, city/village, a, b and c.

The next questions describe different situations and we ask you to write how you feel in these situations.

- ❖ Item d: *“You want to go to the cinema, but your parents can’t take you today. How do you feel?”*
  - Please, write in the line below the question how you feel in this situation.
  - What will be your answer between 1 and 5?
  - “1” means you are absolutely or totally unhappy, that is to say, you feel very bad, or not happy at all. Every number between 1 and 5 means a small increase in your happiness: a little bit happy, rather happy, and totally happy. “5” means you are totally or absolutely happy.
  - In general, the more happy you are, the higher is the number, and the more unhappy you are, the lower is the number.
  - You can cross or circle around the number that matches your feelings.
  - Do you have any questions?
- ❖ Item e: *“You like pizza and you had pizza today for dinner, however it was not one of the best you have had. How do you feel?”*
  - Please, write in the line below the question how you feel in this situation.
  - Now, look at the numbers that go from 0 to 10, what will be your answer?
  - “0” means you are absolutely or totally unhappy, that is to say, you feel very bad, or not happy at all. Every number between 0 and 10 means a small increase in your happiness: a little bit happy, rather happy, and totally happy. “10” means you are totally or absolutely happy.
  - In general, the more happy you are, the higher is the number, and the more unhappy you are, the lower is the number.
  - You can cross or a circle around the number that matches your feelings.
  - Do you have any questions?
- ❖ Item f: *“You want to go to the school outdoor playground with your friends, but it is raining. How do you feel?”*
  - Please, write in the line how you feel in this situation.

- Now, in this item, instead of choosing a number, you only choose a face. Look at the first face: it is crying, it is not happy at all. The second face is not very happy. The third is not happy and not sad. The fourth is smiling, that means it is rather happy. The last face with a big smile is very happy.
  - You can tick the box or circle the face that matches your feelings.
  - Do you have any questions?
- ❖ Item g. In this item, we want to know if *you agree* with the sentence I am going to read now... “Fish is always very good to eat”
- “**I do not agree**” means you think absolutely the contrary of what the sentence says. In other words, you are against, you do not think the same.
- “**Agree a little bit**” means you think that this sentence is a bit right. But, only very very little.
- “**Agree somewhat**” means you think that this sentence is quite right.
- “**Agree a lot**” means you are happy with what this sentence says, but not absolutely, because perhaps you have a little bit of doubt.
- “**Totally agree**” means you absolutely agree with what the sentence says, without doubts.
- “**Don’t know**” means that you do not have any opinion on the sentence.
- You can tick the box or circle the number that matches what you think.
  - Do you have any questions?

After this training, you now know how to answer the questions in the questionnaire you have in front of you. You can put this paper aside, and let’s start.

***Appendix 5: Form for recording the administration of the survey***

See next page.

# CHILDREN'S WORLDS



INTERNATIONAL SURVEY OF CHILDREN'S WELL-BEING (ISCWeB)

Form to be completed for each school participating in the survey

Name of school: \_\_\_\_\_

Reference number of school: \_\_\_\_\_  
(to be assigned by research team)

## About the school

---

School type:  State school

[Note: Categories for this question  
will vary from country to country]

Part-funded

Private

Girls only

Is this school:  Boys only

Girls and boys

Any other important information  
about the school:



## About the children taking part

---

Date(s) of the survey in your school \_\_\_\_\_

How many classes of children were included in the survey?

How many total children are there in these particular classes?

How many of these children were in school on the day of the survey?

How many children took part in the survey?

Any other important information about the data collection: