



Piloting the questionnaire

A summary of the main issues raised in the countries' reports, and suggestion for improvement

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The report is based on reports prepared by the principal investigators in each of the participating countries (alphabetical order): Sabine Andresen (Germany), Marta Arango (Colombia), Elisabeth Backe-Hansen (Norway), Sergiu Baltatescu (Romania), Bong Joo-Lee (Korea), Dagmar Kutsar (Estonia), Arbinda Lal Bhomi (Nepal), Yehualashet Mekonen (Ethiopia), Serra Muderrisoglu (Turkey), Gwyther Rees (England), and Habib Tiliouine (Algeria).

Piloting the questionnaires: Background and description

The questionnaire used for data collection in the project was developed and previously tested during the project's three waves of piloting. The first draft questionnaire was tested and piloted in the summer and autumn of 2010 in Brazil, England, Germany, Honduras, Israel and Spain. A review of this pilot led to a second draft version of the questionnaire which was then piloted in the first half of 2011 in Germany, Israel, Romania, South Africa, Spain and Turkey. This version was once again reviewed and a third set of the survey questionnaires was developed. These questionnaires were then piloted, from early 2012 until early 2013, with about 30,000 children from Algeria, Brazil, Canada, Chile, England, Israel, Nepal, Romania, South Africa, South Korea, Spain, Uganda and United States. The review of this deep pilot has led to the design of the current set of questionnaires.

As a preliminary step to the current data collection, a procedure of piloting and testing of the questionnaires was conducted in the participating countries. This procedure was undertaken in the following manner: in each country at least six focus groups were held, two groups in each age group (8, 10 and 12). In some countries (Ethiopia and Norway) in-depth interviews were also held. In each country an attempt was made to select children with diverse characteristics, similar to the diversity of the population who is expected to participate in the data collection. For detailed information about the focus group participants in each country, please see Appendix 1.

Based on the pilot the principal investigator in each country has authored a report. This report included the children's comments about each of the items in the questionnaire, suggestions for improving offered by the children, and the researchers' proposed improvements. The main conclusion is that most of the items in the questionnaires are clear and understandable, to all age groups, and the response scales are functioning well. Nevertheless, some improvements and highlights for the data collection are needed. Most issues can be resolved at the country level with an attempt to improve the translation. The report below is a summary of the main issues that arose from the reports of the countries and suggestions for improvement.

Main issues and suggestions for improvement

i. Items about the living arrangement (items 5-7 in Q10 and Q12)

It appears that items 5-7, in the 10 and 12 questionnaires, are some of the most challenging items, for several reasons: There is a great variety of living arrangements, and the items should be able to capture this variety. There are also considerable differences between countries and within countries.

Item 5

5. Some children usually sleep in the same home each night. Other children sometimes or often sleep in different homes. Please choose which of the following sentences best describes you

I always sleep in the same home

I usually sleep in the same home, but sometimes sleep in other places (for example a friend's or a weekend house)

I regularly sleep in two homes with different adults

Several comments were raised regarding this item: The second response option is not clear enough (England, Estonia, Ethiopia and Turkey). When weekend houses are not common this example, presented in the brackets, was confusing (England and Ethiopia); Number of children, whose parents are divorced, but they sleep in the house of one parent irregularly did not know what to choose (Estonia); Some of the children found the introduction of “some children... other...” confusing (Ethiopia and Germany); In cases where divorce is not common, and thus living in two houses is not widespread, the response options can be confusing (Korea and Turkey).

Suggestions for improvement

- The term “living” should be used instead of “sleeping” if it is more understandable in a specific language.
- The wording of the second response option should be clearer and the examples given in the brackets need to be adjusted to the situation in each country (for example, deleting the option of a weekend house).

- During data collection: It is recommended to read out loud this question and the response options, and wait for the children to answer. In all age groups.

Item 6

This item is clearer. Few comments arose: Some children did not understand the terms “foster home/care” and children’s home (Nepal, Romania and Turkey); The fourth response option “another type of home” was confusing (Korea, Nepal and Turkey); When the word “family” has a more broad meaning, and thus may not be suitable, alternatives such as “parents” can be used (Estonia and Ethiopia).

<p>6. Which of the following best describes the home you live in most of the time?</p> <p>I live with my family <input type="checkbox"/></p> <p>I live in a foster home <input type="checkbox"/></p> <p>I live in a children’s home <input type="checkbox"/></p> <p>I live in another type of home <input type="checkbox"/></p>
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Suggestions for improvement

- It is very important to translate the terms relating to foster home and children’s home to those familiar by children. Certainly, children who live with their parents may have problem in recognize these terms. However, the important matter is that children who are living in these settings will be able to identify it.
- The response option of “I live in another type of home” should only be used in countries where this option is available.
- Since we recommend reading out loud both previous and following items, it will be appropriate to read out loud this item too. In all age groups.

Item 7

The comments about this item can be summarized into three key issues. First, there are significant differences in the nature of the family between countries and within countries. Therefore, in this case there is great importance in adjusting the response options to the situation in each country. For example, while in some European countries a parent living with a spouse, who is not the child’s biological father or mother, is relatively widespread, in other countries (e.g. Algeria, Korea, Nepal and

Turkey) this situation is not common, and in some cases can even be too sensitive to ask about.

Second, the design and the instruction are not clear enough and too long for the children, thus children incorrectly understand how to answer (Colombia, Ethiopia Korea and Turkey). For instance, some children thought that they had to use both column A and column B regardless of their living arrangement, others interpreted it as if column A for their parents and relatives living with them and column B for those who live elsewhere.

Third, the wording of the response option needs to be better modified to the spoken language (Germany and Turkey).

**7. This question is about the people you live with.
Please tick all of the people who live in your home(s).**

- *If you always live in the same home, please just fill in Column A.*
- *If you live regularly in more than one homes with different adults, please fill in Columns A and B.*

Column A: First home you live regularly	Column B: Another home / Another place you live regularly
Mother <input type="checkbox"/>	Mother <input type="checkbox"/>
Father <input type="checkbox"/>	Father <input type="checkbox"/>
Mother's partner <input type="checkbox"/>	Mother's partner <input type="checkbox"/>
Father's partner <input type="checkbox"/>	Father's partner <input type="checkbox"/>
Grandmother <input type="checkbox"/>	Grandmother <input type="checkbox"/>
Grandfather <input type="checkbox"/>	Grandfather <input type="checkbox"/>
Brothers and sisters <input type="checkbox"/>	Brothers and sisters <input type="checkbox"/>
Other children <input type="checkbox"/>	Other children <input type="checkbox"/>
Other adults <input type="checkbox"/>	Other adults <input type="checkbox"/>

Suggestions for improvement

- Adjusting the response options to the situation in the country, e.g. omitting the option of “Father’s partner/Mother’s partner” when not exist in the country and using spoken language.
- It is recommended to read out loud and explain the question while the children are filling it.
- Taking into account the complexity of these items, we recommend that a research assistant will be present during data collection.

ii. Translation that suits the language and context of each country

The second main issue, which arose from the reports, was the importance of translation that is not literal but cultural-contextual. In addition, there is a great importance not to use adults’ language and to prefer everyday language spoken by children. While this must be taken into consideration for all the items, the items listed below are those where special attention is needed.

Some words are more challenging

More abstract words are complex to translate and were less understood by the children. Special attention is needed to these words: Safe; Fairly; School experience; Freedom; Self-confidence; Power; Your image; Personality,

The word “Area” is a challenging word for translation in many countries. This word was chosen because of the desire to use a general word to fit diverse living places (city, village, town, etc.).

Suggestions for improvement

- The translation of these words should be less literal. Instead, in order for the item to be clearer, a phrase or few words can be used as an alternative for a specific word, as long as the meaning is kept.
- Extended meanings of these words are offered in Appendix 2.
- If the literal translation of the word “Area” is not understood, there is a need to adopt a different word/ phrase, as long as the meaning of - a near physical residential environment - is maintained.
- Sometimes the wording may change in different regions of the same country. In this case a verbal explanation in some regions will be needed. Asking children’s beforehand for their advice can also help.

Frequency scales

It is apparent that the frequency scales function relatively well in all age groups. However, several countries had trouble finding enough words in their language for accurate translation of the English labels in the scale.

Suggestion for improvement

- Wording can be changed for better spoken words. Two things need to be kept: (a) the amount of labels in the scale. (b) “distance” between each value of the frequency scale is expected to be “equivalent”, whatever the translation of the labels is in each language.

Item 3

This item was confusing in several countries (e.g. Estonia, Ethiopia, Korea, Nepal and Turkey), in which children provided a range of answers.

3. I live in the town or city of:

.....

Suggestion for improvement

- The wording should be modified to the context in each country (e.g. adding the option of village; clarifying what NOT to write; including the possibility of permanent address and temporary address).

iii. The 11 point satisfaction scale (0-10) and the 5 point agreement scale

It seems that children get along well with the 11 point satisfaction scale in both the 10 and 12 age groups. However, in some countries the children did not understand how to use it when they first faced it (Colombia, England, Estonia, Ethiopia and Turkey). Children tend to choose the upper level options. More evidence when a block of items are presented together (Estonia). For children aged 8 this scale is more challenging (Ethiopia, Estonia, Korea and Nepal), however it appears only once in the questionnaire (item 23) for testing and validation possibilities.

The 5 point agreement scale functioned well in the 10 and 12 years-old group, although some explanation was needed at the beginning in few countries (e.g. Ethiopia and Nepal). This scale was more challenging for the 8 years-old in several

countries (Colombia, Ethiopia, Estonia and Nepal), especially the understanding of the differences between the levels of response.

Suggestions for improvement

- [Scales training sheet](#) (Appendix 4 in the Information Package): extremely important to use with the 8 years-old. In case children are not familiar with questionnaires it should also be used with the older age groups, with necessary adjustments (e.g. omit the emotions scale).
- Unlike the previous highlights, with regard to the 5 point agreement scale it is most important to keep a [literal translation](#) of the labels, in order to have the ability of between countries/languages comparison.

iv. The psychometrics scales

Two items in the Personal Well-being Index (PWI) are more difficult for children aged 10 and 12 (these items are not part of the 8 years-old questionnaire): “With the things you want to be good at?” (England, Estonia, Ethiopia, Nepal, Romania and Turkey) and “About what may happen to you later in your life?” (England, Estonia Germany and Turkey).

In the Student Life Satisfaction Scale (SLSS) children in all age groups thought that some of the items (especially, “My life is going well” and “My life is just right”) are overlapping and ask about the same thing, thus had difficulties to comprehend the difference between these items (England, Estonia, Germany, Nepal, and Turkey). It also seems that these abstracts items are more challenging for younger children.

Suggestions for improvement

- The use of these well known psychometrics scales is important.
- Can the translation be improved?
- Analysis done by Gwyther Rees with the previous ISCWeB pilot showed that adding two items to the PWI scale may improve its functioning. These are: “The freedom you have” and “How you use your time”. Since these items are already in the questionnaires we only ask not to omit them.
- This version of the 5 items SLSS is already a short version from the 7 items original scale. Therefore it is not recommended to shorten it more.

v. *The list of things that children have*

This list (Q8: item 8, Q10: item 11 and Q12: item 12) is more oriented to the situation in the Western countries, and it seems it is not enough to be able to grasp the situation of children in developing countries.

Suggestions for improvement

- Developing countries should consider adding more items that will better measure the things children have/need in their country.
- Possible items are detailed in Appendix 3.

vi. *The 8 years-old questionnaire*

Research with young children is scarce, and hence this is one of the main contributions of this project. Nevertheless, it is still not quite clear how and what they understand. The challenge in filling the questionnaire can arise from being tired, lack of previous experience with such scales, and the use of complicated words.

The expression “your life as a whole” in item # 20 was not well understood by some of the 8 years-old (England, Germany, Norway and Romania).

Suggestions for improvement

- It is necessary to make the items as simple as possible and understandable. While this is important with all age groups, it is even more significant with this age group. Especially from item #20.
- The use of the [training sheet](#) is crucial (See Appendix 4 in the Information Package).
- During data collection: It is highly recommended that the entire questionnaire will be read out loud item by item including the response scale, while the children fill it out.
- It is recommended that a research assistant will be present during data collection in order to answer children's questions.
- “Your life as a whole”: better translation should be considered (*Note*: The item should be worded the same for all age groups); The research assistants should be informed and prepared that this item is less clear, so that s/he can offer an explanation when needed.
- Caution is needed with the amount of items added to the 8 years-old questionnaire.

vii. Specific items

Children's rights items (Q8: item 22, Q10: item 29 and Q12: item 31)

Children are not familiar with the word "convention" (Algeria, Germany, England, and Estonia). There is concern that they answer "yes" even though they do not understand the question. In some countries (Romania) younger children do not usually learn about rights in the first grades.

It is necessary to discuss the importance of these items, and whether to keep them in the questionnaire.

Anamnestic Comparative Self Assessment (ACSA), item #35 in the Q12

This item is not easily understood by many children (England, Estonia, Ethiopia and Turkey). The instruction may be too long and complicated and the response scale too difficult to understand.

This item offers new method to examine subjective well-being, by comparing the current state to memories of their best and worst periods in life. This item was never used with children before.

As previously mentioned, this is an optional item, if there are researchers who are interested in examining this method and want to include the item in the questionnaire, there is a need to improve the instruction and introduction.

Appendices

Appendix 1: Characteristics of the focus groups in the countries

Country	Age	Groups	Amount (Gender)	Groups description
Algeria	12 year old	Group 1	5 (3 girls, 2 boys)	Children from a neighboring schools at Senia- Oran
		Group 2	6 (3 girls, 3 boys)	
	10 years old	Group 1	5 (2 girls, 3 boys)	Children from the same area but different schools
		Group 2	7 (5 girls, 2 boys)	
	8 years old	Group 1	7 (5 girls, 2 boys)	Living in the same area, from two different schools -all public schools
		Group 2	6 (3 girls, 3 boys)	
Colombia	12 years old	Group 1	20 (10 girls, 10 boys) in the two groups	Private school. In the district 14 of the urban area of the city of Medellin. Students living in neighborhoods where the socioeconomic level is 5-6. Usually, these children don't meet after, school since they have an active family life. Normally, during the vocational period travel out of the city or the country.
		Group 2		Children from NGO that takes care of working children and in street situation. The children are living in neighborhoods where the socioeconomic level is 1-2 from the Comunas to 1,2,3 and 4 located in the urban area of the city of Medellin.
	10 years old	Group 1	10 (5 girls, 5 boys)	Children living in a neighborhoods located in Comuna 13 (socioeconomic level 1-2) in semi-urban and urban areas. Children in this group are students from five public institutions in the same Comuna.
		Group 2	10 (5 girls, 5 boys)	Children living in a neighborhood located in the district 5 of the city (socioeconomic level 3) in an urban area. This Comuna is considered dangerous due to its high levels of violence due to confrontations between armed groups

				operating near the school
	<i>8 years old</i>	Group 1	10 (5 girls, 5 boys)	A private educational institution. Children live in quiet neighborhoods where the socioeconomic level is 5-6, located in the urban area of the district 14 in the city of Medellin. Children don't have relations out of the school, only in certain occasions such as birthday parties. They have access to media, entertainment and recreation places that are considered safe for them.
		Group 2	9 (3girls, 6 boys)	Public educational institutions. Children are living in the same neighborhood, where the socio economic level is 1-2, located in semi-urban sector 13 of the city of Medellin. This is one of the most violent areas in the city. Two children were moved to this neighborhood, from another town because of the armed conflict. Children of this group participate in weekly games and educational sessions since they are linked to a program of social development that has been implemented, for several years, by the NGO in this community. Children in this group live in neighborhoods with problems such as drug use, domestic violence and clashes between illegal armed groups that operate in this community. Public schools host students coming from low income families and NGOs children in risky social conditions.
England	<i>12 years old</i>	Group 1	8 (4 girls, 4 boys)	state schools on the outskirts of cities. Children were from a reasonably wide range of socioeconomic backgrounds and split between rural and urban homes.
		Group 2	8 (4 girls, 4 boys)	state schools on the outskirts of cities. Children were from a reasonably wide range of socioeconomic backgrounds and split between rural and urban homes. Children with lower abilities and some with histories of behavioural issues were included in the group deliberately by the teacher.
		Group 3	8 (0 girls, 8 boys)	This group was held after school in the home of one of the researchers. Children were all from a state school with a

				lower than average proportion of children receiving free school meals, suggesting that it is slightly (but not wildly) more affluent than average in England.
	<i>10 years old</i>	Group 1	6 (3 girls, 3 boys)	All participants were white British. The school has a reasonably high proportion of children receiving free school meals (suggesting higher than average poverty rates). The school is in a less well-off, Northern area of England
		Group 2	8 (4 girls, 4 boys)	Seven participants were white British and one was Asian British. The school has a high proportion of children receiving free school meals, suggesting fairly high poverty rates. The school is in a very poor area located within a fairly affluent city.
	<i>8 years old</i>	Group 1	6 (3 girls, 3 boy)	Groups were held in schools in a predominantly Asian school. The school is in an urban area in the south of England, with a high proportion of children (nearly 3/5) receiving free school meals. Five children were of Asian ethnicity and one was black.
		Group 2	6 (3 girls, 3 boy)	Groups were held in schools in a predominantly Asian school. The school is in an urban area in the south of England, with a high proportion of children (nearly 3/5) receiving free school meals. Five children were Asian and one was white.
Estonia	<i>12 years old</i>	Group 1	6 (5 girls, 1 boy)	Big school in suburban area near the city. The school is big and there are children from upper primary school (11 years old, 5th grade) until gymnasium (18 years old). Similar social background. The teachers said they had differences in learning abilities and outcomes
		Group 2	6 (3 girls, 3 boys)	Mid-sized school in rural area. School is located in a hamlet and collects children from surrounding villages and hamlets.
	<i>10 years old</i>	Group 1	8 (5 girls, 3 boys)	Quite big and respectful school in a city, children seemed to be with similar social background

		Group 2	6 (6 girls, 0 boys)	Mid-sized school in a rural area. School is located in a hamlet and collects children from surrounding villages and hamlets.
	<i>8 years old</i>	Group 1	6 (3 girls, 3 boys)	Relatively big and prestigious school in the city. All children seemed to be from the same social group, one child had different ethnic background
		Group 2	6 (4 girls, 2 boys)	Mid-sized school in a rural area. School is located in a hamlet and collects children from surrounding villages and hamlets. Children in the focus group seemed to have similar social background.
Ethiopia	<i>12 years old</i>	Group 1	6 (3 girls, 3 boy)	Private school with affluent students
		Group 2	6 (3 girls, 3 boys)	Public school where majority of the pupil are from economically 'poor' families in the outskirts of Addis Ababa
	<i>10 years old</i>	Group 1	6 (3 girls, 3 boys)	Private school with affluent students
		Group 2	6 (3 girls, 3 boys)	Public school where majority of the pupil are from economically 'poor' families in the outskirts of Addis Ababa
	<i>8 years old</i>	Group 1	6 (3 girls, 3 boys)	
		Group 2	6 (3 girls, 3 boys)	
Germany	<i>12 years old</i>	Group 1	14 (9 girls, 5 boy)	Class 7 of a grammar school in rural area of North Rhine-Westphalia. The children live in a town, where the school is located, or in the surrounding villages. No children with migration background class and only a few in school. All children live in households with at least one adult with a paid job.
		Group 2	13 (5 girls, 8 boys)	
	<i>10 years old</i>	Group 1	10 (6 girls, 4 boys)	Class 5 of a grammar school in rural area of North Rhine-Westphalia. The children live in a town, where the school is located, or in the surrounding villages. Only a few children with migration background in school; in this class only one boy who is born in Russia. All children live in households with at least one adult with a paid job.
		Group 2	11 (7 girls, 4 boys)	
	<i>8 years old</i>	Group 1	8 (2 girls, 6 boys)	Class 3 of a primary school in the agglomeration area Rhine-Main, near Frankfurt. The children live in the same
		Group 2	9 (4 girls, 5 boys)	

				area where the primary school is located.
Korea	<i>12 years old</i>	Group 1	(girls, boy)	
		Group 2	(girls, boys)	
	<i>10 years old</i>	Group 1	(girls, boy)	
		Group 2	(girls, boys)	
	<i>8 years old</i>	Group 1	(girls, boy)	
		Group 2	(girls, boys)	
Nepal	<i>12 years old</i>	Group 1	8 (4 girls, 4 boy)	Governmant school from Bhaktapur community. 6 students are originly from a village but come to study in town, one student is Newar (Advantaged ethnic group), one student is Dalits (Disad-vantaged ethnic group), 3 students are Tamang/Rai (Disadvanta-Ged ethnic group), 3 students are Brahmin and Chhetris (Advantaged groups)
		Group 2	8 (4 girls, 4 boys)	Privat school. 6 students students are originly from a village but come to study in town, one student is Madhesi (southern part of the country), 4 students are Tamang/Rai (Disadvanta-Ged ethnic group), 3 students are Brahmin and Chhetris (Advantaged groups)
	<i>10 years old</i>	Group 1	8 (4 girls, 4 boys)	Governmant school from Bhaktapur community. 6 students are originly from a village but come to study in town, one student is Newar (Advantaged ethnic group), 1 student is Tamang/Rai (Disadvanta-Ged ethnic group), 6 students are Brahmin and Chhetris (Advantaged groups)
		Group 2	8 (4 girls, 4 boys)	Privat school. 5 students students are originly from a village but come to study in town, 4 students are Newar (Advantaged ethnic group). one student Dalits (Disadvantaged ethnic group), 3 students are Brahmin and Chhetris (Advantaged groups)
	<i>8 years old</i>	Group 1	8 (4 girls, 4 boys)	Governmant school from Bhaktapur community. 6 students

				are originly from a village but come to study in town, one student is Newar (Advantaged ethnic group), 5 students are Tamang/Rai (Disadvantaged ethnic group), 2 students are Brahmin and Chhetris (Advantaged groups)
		Group 2	8 (4 girls, 4 boys)	Privat school. 1 student students is originly from a village but comes to study in town, 4 students are Newar (Advantaged ethnic group), 4 students are Brahmin and Chhetris (Advantaged groups)
Norway	<i>12 years old</i>	Group 1	8 (5 girls, 3 boys) in the two groups	Children from 6th grade from school which is a local school in Oslo. The school has 550 pupils, and two thirds have immigrant background. The catchment area consists of high-rise houses, row houses and villas.
		Group 2		
	<i>10 years old</i>	Group 1	12 (6 girls, 6 boys) in the two groups	Children from 4th grade from school which is a local school in Oslo. The school has 550 pupils, and two thirds have immigrant background. The catchment area consists of high-rise houses, row houses and villas.
		Group 2		
	<i>8 years old</i>	Group 1	10 (4 girls, 6 boys) in the two groups	Children from 3rd grade from school which is a local school in Oslo. The school has 550 pupils, and two thirds have immigrant background. The catchment area consists of high-rise houses, row houses and villas. Almost all the children were born in Norway, but many had parents who had been born in other countries or had themselves lived in more than one country in a few instances. Thus the children's command of the Norwegian language varied somewhat, probably depending on whether they had been in kindergarten or not.
		Group 2		
Romania	<i>12 years old</i>	Group 1	(girls, boy)	School in the a city
		Group 2	(girls, boys)	School in a rural locality
	<i>10 years old</i>	Group 1	(girls, boy)	School in the a city
		Group 2	(girls, boys)	School in a rural locality
	<i>8 years old</i>	Group 1	(girls, boy)	School in the a city

		Group 2	(girls, boys)	School in a rural locality
Turkey	12 years old	Group 1	5 (3 girls, 2 boy)	Middle class children who are attending an after school center for children. Public state schools.
		Group 2	6 (3 girls, 3 boys)	Children from lower class background whose families had a migration history (IDP's and other types of migration). Children from minority groups (Kurdish and Roma). Public state schools.
	10 years old	Group 1	4 (1 girls, 3 boys)	Middle class children who are attending an after school center for children. Public state schools.
		Group 2	6 (3 girl, 3 boys)	Children from lower class background whose families had a migration history (IDP's and other types of migration). This group represented children from minority groups (Kurdish and Roma). Public state schools.
	8 years old	Group 1	5 (0 girls, 4 boys)	Middle class children who are attending an after school center for children. Public state schools.
		Group 2	5 (1 girls, 4 boys)	Children from lower class background whose families had a migration history (IDP's and other types of migration). This group represented children from minority groups (Kurdish and Roma). Public state schools.

Appendix 2: Extended meaning of challenging words for translation

Safe: Protected from or not exposed to danger or risk; not likely to be harmed, lost or injured. Note: There are languages in which 'safe' has also symbolic meaning (e.g. security in the future). This is not the intention here.

Fairly: In a proper manner without bias or distortion; To quite a high degree

School experience: Things you have done and your overall feelings while attending school.

Freedom: The power or right to act, speak, or think as one wants without hindrance or restraint.

Self-confidence: a feeling of trust in one's abilities, qualities, and judgment; belief in yourself and your abilities

Power: The ability to do something or act in a particular way; the capacity or ability to direct or influence the behaviour of others or the course of events

Your image: The general impression one is given to other people; The appearance one thinks is perceived by other people; The idea one has of one's abilities, appearance, and personality.

Personality: The combination of characteristics or qualities that form an individual's distinctive character.

Area: A level piece of ground. A region or part of a town, a country, or the world.

Note: for the purpose of our research, the meaning should refer to the near residential area of the child, e.g. neighborhood, village, close surrounding.

***Appendix 3: Possible items to add to the list of thing children have
(based on the Innocenti Report Card 10 and the from Wright, 2011)***

This items are asked of adults and should be adjusted to children

The Innocenti Report Card #10

- Three meals a day
- At least one meal a day with meat, chicken or fish (or a vegetarian equivalent)
- Outdoor leisure equipment (bicycle, roller-skates, etc.)
- Regular leisure activities (swimming, playing an instrument, participating in youth organizations etc.)
- Indoor games (at least one per child)
- Money to participate in school trips and event
- Some new clothes (i.e. not all second-hand)
- Two pairs of properly fitting shoes (including at least one pair of all-weather shoes)
- The opportunity to celebrate special occasions such as birthdays, name days, religious events, etc.
- The opportunity, from time to time, to invite friends home to play and eat

Socially-Perceived Necessities in South Africa, Wright, 2011

- Clothing sufficient to keep you warm and dry
- Special meal at Christmas or equivalent festival
- Separate bedrooms for adults and children
- A house that is strong enough to stand up to the weather, e.g.: rain, winds etc.
- Mains electricity in the house
- A fridge
- A flush toilet in the house
- A bath or shower in the house
- A radio
- A fence or wall around the property
- Some new (not second-hand or handed down) clothes
- A sofa/lounge suit
- A garden

- Having an adult from the household at home at all times when children under ten from the household are at home
- Someone to transport you in a vehicle if you needed to travel in an emergency
- People who are sick are able to afford all medicines prescribed by their doctor
- Somewhere for children to play safely outside of the house
- A place of worship (church/mosque/synagogue) in the local area
- A neighbourhood without smoke or smog in the air
- Street lighting
- Having police on the streets in the local area
- Tarred roads close to the house
- A neighbourhood without rubbish/refuse/garbage in the streets