



Remarks on the final version of the questionnaires

General comments

1. Optional items are marked in **yellow** in the questionnaires. These are items that may not be suitable for all countries.
2. Items that are part of psychometric scales, and therefore SHOULD NOT BE DELETED, are marked in **pink** in the questionnaires.
3. The translation of the questionnaires should be 'deep translation', that is, less literal translation and more translation that takes into account the culture and the spoken language by children. Except for items that are part of a psychometric scales and the agreement-disagreement scale, in which changes need to be made with caution.
4. The training sheet should be used with all 8 years-old. In some cases when children are not familiar with this kind of scales it should also be used with the 10 and the 12 years-old.
5. To the 8 years-old it is recommended, when possible, that the entire questionnaire will be read out loud item by item including the response scales.
6. It is also recommended that a trained research assistant will be present in the class during data collection in order to answer children's questions.

Changes made in the questionnaires

1. "Below is a list of words that describe different feelings and emotions..." (Q12: item 33, Q10: item 31): The time frame was changed from "few weeks" to "**the last two weeks**".
2. Imagine you are 21... (Q12: item 32): The phrase "21" was changed to "**already an adult**". Similar to the 10 years-old questionnaire

Remarks for certain items

1. Opening page: The information about the school ("name of school", location, type and etc.) should not be filled by the children, but by the research team or the teachers.
2. "Some children..." (Q12 and Q10: item 5):
 - The word "Sleep" can be replaced by "Live"
 - In the second respond option the examples in the brackets ("for example a friend's or a weekend house") should match the country's context.



3. “This question is about the people you live with...”(Q12 and Q10: item 7): Some methods can be used in order to improve this question:

- Only countries in which the phenomenon of children living in more than one house exists should use the question as it is in the questionnaires (presenting both Columns A and B). Countries, in which this is not common, should omit the parts that are marked in yellow (explanations about the use of two columns and Column B), and use only one column.
- The wording of the possible people who live with the child should be adjusted to the situation in each country. E.g: use step Mother/Father instead of Mother's/Father's partner; Gives example in brackets for “other children” and/or “other adults”.

4. “How satisfied are you with all the things you have?” (Q12: item 13, Q10: item 12, Q8: item 9): If needed, examples may be given in brackets. If appropriate, we recommend using Cummins' suggestion: How satisfied are you about the things you have (**like the money you have and the things you own**)?

5. “Your relationships with people in general” (Q12: item 17, Q10: item 15, Q8: item 12) and “How you are listened to by adults in general” (Q12: item 25, Q10: item 23, Q8: item 20): These items are drafted in a general manner on purpose. To give the child the opportunity to decide which people they are referring to. Therefore, giving examples in brackets is not recommended.

6. The phrase “in general”: When the phrase “in general” makes the expression more difficult to understand it could be deleted in the following items: “Your relationships with people **in general**” (Q12: item 17, Q10: item 15, Q8: item 12); “The area where you live, **in general**” (Q12: item 20, Q10: item 18, Q8: item 15); “How you are listened to by adults **in general**” (Q12: item 25, Q10: item 23, Q8: item 20); “I think in my country, adults **in general** respect children's rights” (Q12: item 31, Q10: item 29, Q8: item 22).

7. “Your life as a whole” (Q12: item 25, Q10: item 23, Q8: item 20): Because this item is a well used psychometric scale for measuring subjective well-being, the word “whole” should not be deleted. Adjustment to the spoken language is possible.

8. “My life is just right” (Q12: item 30, Q10: item 28, Q8: item 21): In this particular sentence the word 'just' means 'exactly'. Thus, reasonable alternative wordings for translation can be 'My life is exactly as it should be'.

9. “About what may happen to you later in your life” (Q12: item 28, Q10: item 26): This item is part of Cummins' Personal Well-being Index-School Children. Therefore, and although some children found it challenging, it **should not be deleted**.

An alternative item was found to work well in several languages: “How satisfied are you with your preparation for the future”. This new item could be **in addition and not instead** of the previous item, for the 10 and 12 years-old. Thus, it is marked in **yellow**, and it is recommended to add it in all questionnaires if considered appropriated.



10. "I know about the children's rights convention" (Q12: item 31, Q10: item 29, Q8: item 22): When appropriate, this item can be modified. E.g.: I know about the **United Nations convention on the rights of the child**". Or **"I have heard** about the children's rights convention".

11. Possible addition to the Personal Well-being Index-School Children: "The freedom that you have" (Q12: item 25, Q10: item 23, Q8: item 20) is already in the questionnaires, and based on the previous pilot may be a good addition for this scale, thus we ask not to delete it (it is also marked in pink in the questionnaires).

12. We were asked by UNICEF Innocenti Research Centre to add one question (3 items) to the 12 years-old questionnaire. These items deal with the impact of the economic crisis on children, and therefore are appropriate only for the European countries in the project. As an optional question it is up to each European PI to decide whether s/he wants to add it or not. You can find this question at the end of this document in Appendix 2. If you decide to add it, please add it after question number 15 ("How many adults that you live with have a paid job?"), and it will be question number 16.

Explanations of the meaning of certain items

In this section detailed explanations of the meaning of some of the items are presented, in order to provide a similar explanation to the children's questions, if necessary.

1. "All the other people in your family" (Q12: item 9, Q10: item 9, Q8: item 6): This item refers to extended family and/or a parent that does not live with the child.
2. "Learning together" (Q12: item 10, Q10: item 10, Q8: item 7): This item refers to shared learning activity with a family member. It can be both helping with school chores and tests and not related to school's task.
3. "How you use your time" (Q12: item 24, Q10: item 22, Q8: item 19):
 - "Taking class outside school time on matters different than at school...": The class can be paid or for free, but it has to be organized classes outside school time.
 - "Participate in organized leisure time activities": Refers to youth movements like Scout, or other organized activities which are not in the form of classes, like going to a community center.
 - "Playing sport or doing exercise": Refers to informal or unorganized activity, like playing football in the park with friends
4. The list of challenging words for translation and their meaning are listed at the end of this document in Appendix 1.



Appendix 1: 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: being treated justly (i.e. with justice).

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

Dealt with: The way you are handled, treated and listened (by the doctor).



Appendix 2: UNICEF suggested text and question

Optional question to be added in the European countries in the 12 years-old questionnaire as question number 16.

The next question is also about money. For this question we would like you to think back to this time one year ago. And we would like you to compare how things were then with how things are for you and your family now.

16. Compared to one year ago	More than a year ago	About the same as a year ago	Less than a year ago	Don't know
How much money does your family have now?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How much money do your parents spend on things for you (like pocket money, clothes, presents or treats)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How often do you hear adults in your family talking about money problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>