**Global Kids Online: Child questionnaire**

**Core questions only**

This is the Global Kids Online[[1]](#footnote-1) ***Child questionnaire including CORE questions only***, to be administered face-to-face to children aged 9–17, usually at home. The full questionnaire is available at [www.globalkidsonline.net/survey](http://www.globalkidsonline.net/survey).

The survey is part of the Global Kids Online ***Research toolkit*** and should be read in conjunction with the Global Kids Online ***Quantitative guide*** available at[www.globalkidsonline.net/survey](http://www.globalkidsonline.net/survey). We strongly recommend researchers who use the ***Research toolkit*** implement both the child and the parent modules of the questionnaire.

The questionnaire examines how children and young people engage with the internet and online or digital technologies in their everyday lives. It has been developed by Global Kids Online, based on work by EU Kids Online (EUKO)[[2]](#footnote-2) funded by the European Commission’s Better Internet for Kids Programme, and developed through pilot research by partners in Argentina, Serbia, South Africa and the Philippines. It is a work in progress and will be further developed in response to the experiences of researchers internationally. The questionnaire is organised according to the key elements of the Global Kids Online model, with some elements covered in more detail than others.

A full explanation of the model and its associated research questions can be found in Method guide 1*: Research Framework at:* [www.globalkidsonline.net/framework](http://www.globalkidsonline.net/framework) and the Quantitative research guide at: [www.globalkidsonline.net/survey](http://www.globalkidsonline.net/survey).

**Instructions for use**

**Core** questions cover all the elements of the Global Kids Online research framework and balance research on opportunities and risks. They must be included in the survey in any country. While core questions may be changed as the research progresses and children’s digital environments change, they are expected to remain fairly stable to retain comparability over time as the project moves forward and the Global Kids Online research network grows.

For further guidance on how to use the questionnaire and access to further survey tools, see the ***Quantitative research guide*** at [www.globalkidsonline.net/survey](http://www.globalkidsonline.net/survey)

When implementing the questionnaire, note the further guidance in relation to:

*Ask in private:* Some sections contain sensitive questions (concerning risk, parental mediation and psychological difficulties or disability) and should be administered in confidence (such as pen-and-paper with self-sealed envelope or computer-assisted presentation of questions to the child only). At a minimum, enumerators should ensure that these sections are asked of children in a private space, where family, siblings or friends cannot overhear them.

*Narrative:* Suggestions for how each section can be explained and administered to respondents (e.g., by the use of showcards) is marked *in italics* and should be adjusted for local use.

*Translation:* Some questions need careful translation or explanation to be clearly understood by children. Remind the child throughout the interview that the ‘internet’ includes going online on any device in any place (and note that ‘online’ or ‘internet’ may need interviewer explanation). Ensure it is clear to children that questions are platform-neutral (unless specific platforms or devices are named).

Data collected using this questionnaire should be coded according to the ***Global Kids Online Data dictionary***, which is supplied in the ***Research toolkit*** at [www.globalkidsonline.net/survey](http://www.globalkidsonline.net/survey), to facilitate comparisons across countries, cohorts, contexts and time. It is expected that researchers using the survey will produce a report that fits the ***Global Kids Online Country report template***, including standard disaggregation (age, gender, socio-economic status) in the data tables for all core questions, for possible inclusion on the Global Kids Online website.

**Contents**

[A: Child identity and resources (Part 1) 4](#_Toc467159984)

[B: Access 6](#_Toc467159985)

[C: Opportunities and practices 7](#_Toc467159986)

[D: Digital ecology 9](#_Toc467159987)

[E: Skills 9](#_Toc467159988)

[F: Risks [Ask in private] 10](#_Toc467159989)

[H: Well-being [Ask in private] 14](#_Toc467159990)

[I: Family [Ask in private] 15](#_Toc467159991)

[J: School [Ask in private; only for those who go to school] 17](#_Toc467159992)

[K: Peers and community [Ask in private] 17](#_Toc467159993)

[A: Child identity and resources (Part 2) [Ask in private] 18](#_Toc467159994)

[Interviewer’s account of the survey 22](#_Toc467159995)

[Sources and references 24](#_Toc467159996)

# A: Child identity and resources (Part 1)

|  |  |  |
| --- | --- | --- |
| **QN** | **A: Child identity and resources (Part 1)** | **Source** |
| ***Intro*** | *I am going to start with some questions about you, if that’s okay. If I ask a question that you don’t want to answer at any point, just tell me and we’ll skip that question. If you don’t know or don’t want to answer any of the questions, just say so. And do ask me if you don’t understand something.* |  |
|  | **Demographics**[[3]](#footnote-3) |  |
| **A1, Core** | **Record if the child is a boy, a girl, or other. If unsure can ask: What is your sex/gender? *[translate as appropriate]*** |  |
| **A2, Core** | **How old are you?**[[4]](#footnote-4) |  |
|  | *Open numeric from 9–17* |  |
|  |  |  |
| **A3, Core** | **Thinking about the home where you live all or most of the time, tell us all the people who live there.** | HBSC\*, adapted |
|  | *Invite the child to explain fully and record as many answers below as apply [SHOWCARD]:* |
|  | 1. Mother |  |
|  | 1. Father |  |
|  | 1. Step or foster mother |  |
|  | 1. Step or foster father |  |
|  | 1. Grandparent(s) or other relatives |  |
|  | 1. Siblings (including half, step or foster siblings) |  |
|  | 1. My spouse or partner (including boyfriend/girlfriend) |  |
|  | 1. My child or children |  |
|  | 1. Parents[[5]](#footnote-5) (or relatives) of my spouse or partner |  |
|  | 1. I live in a foster home or children’s home |  |
|  | 1. I live alone |  |
|  | 1. Someone or somewhere else (please state): |  |
| *Adapt* | *Add or remove options as appropriate to the country or context.*[[6]](#footnote-6) |  |
|  | **Education** |  |
| **A4, Core** | **Which of these things apply to you?** |  |
|  | *Choose as many answers as you wish [SHOWCARD]:* |
|  | 1. I am a school student |  |
|  | 1. I am a student in college or training |  |
|  | 1. I do paid employment |  |
|  | 1. I do unpaid work |  |
|  | 1. I am looking for work |  |
|  | 1. I help out at home |  |
|  |  |  |
|  | **Cultural origin** |  |
| **A8, Core** | ***To classify the child by ethnicity or culture, ask a question about what country s/he was born in, or provide the government-approved classification scheme, whichever is most appropriate.*** |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| *Adapt* | *If the parent module of the survey is not conducted, the child survey should include as core the questions below about child disability, parent education and parent employment (A10-13)* |  |
| *Adapt* | *Disability[[7]](#footnote-7) (include as core if the parent questionnaire is not implemented)*  *[It is best to gain this information from the parent. If this is not possible, you may need to explain the answer options to the child.* |  |
| **A10, Core[[8]](#footnote-8)** | Do you face difficulties that mean you can’t do what other children do?  *[Use the above pre-codes to record the spontaneous answer of the child]* |  |
| 1. Physical disability |  |
| 1. Physical illness |  |
| 1. Mental health difficulty |  |
| 1. Behavioural difficulty |  |
| 1. Learning difficulty |  |
| 1. Other disability |  |
| 1. None of these |  |
|  |  |
| *Adapt* | *Parent education and employment (include as core if there is no parent module)*  *[It is best to gain this information from the parent. If this is not possible, you may need to explain the answer options to the child.]* |  |
| **A11, Core** | What is the highest level of school or college that your parent/carer attended? *[translate as appropriate using local categories]* | MICS/DHS |
| *Choose one answer [SHOWCARD]:* |
| 1. Never been to school |
| 1. Preschool |  |
| 1. Primary |  |
| 1. Secondary |  |
| 1. Further |  |
| 1. Higher |  |
| 1. Other (please specify): |  |
| *Repeat the above for any other parent/carer.* |  |
| **A12, Core** | Does your parent/carer have a paid job? | HBSC\* adapted |
| *Choose one answer [SHOWCARD]:*   1. No 2. Yes   *Repeat the above for any other parent/carer.* |
| **A13, Core** | If ‘no’, why doesn’t he/she have a job? |
| *Choose one answer [SHOWCARD]*: |
| 1. She/he is sick |
| 1. She/he is retired |
| 1. She/he is a student |
| 1. She/he is looking for a job |
| 1. She/he takes care of others, or she/he is full-time in the home |
| *Repeat the above for any other parent/carer.* |

# B: Access

|  |  |  |
| --- | --- | --- |
| **QN** | **B: Access** | **Source** |
| ***Intro*** | *People use the internet differently, so let’s now talk about how you use it. Think about all the different ways you might use the internet, such as emailing, visiting website, or chatting with your friends [or add local examples].*  *Remember that when I say ‘the internet’ or ‘online’, please think how you use any device in any place. This could include your mobile phone, tablet or computer to send or receive messages, emails, browse or to chat with friends and family, uploading or downloading, or anything else that you usually do online [explain using local terms to cover all internet including Free Basics, internet cafes and Wi-Fi, but not short message services (SMS)/multimedia messaging service (MMS) etc.].*  *If you don’t know or don’t want to answer any of the questions, just tell us and we can skip the question or move to the next section.* |  |
|  |  | Global Kids Online South Africa and OxIS, adapted |
| **B3, Core** | **Are you able to access the internet when you want to or need to?** |
|  | *Choose one answer [SHOWCARD]:* |
|  | 1. Never |
|  | 1. Sometimes |
|  | 1. Often |
|  | 1. Always |
|  |  |
| ***Intro*** | *Here are some questions about the different places where you might use the internet.* |  |
|  | **Places of use** |  |
| **B6, Core** | **How often do you go online or use the internet at the following places?**  *Answer for each option [SHOWCARD]:* | EUKO, QC301 adapted |
|  | 1. Never |  |
|  | 1. Hardly ever |  |
|  | 1. At least every month |  |
|  | 1. At least every week |  |
|  | 1. Daily or almost daily |  |
|  | 1. Several times each day |  |
|  | 1. Almost all the time |  |
|  |  |  |
|  | 1. At school or college |  |
|  | 1. At home |  |
|  | 1. In the home of friends or relatives |  |
|  | 1. In a public place (for example, in libraries, cafes, computer shops) |  |
|  | 1. When I am on my way somewhere (e.g., on the street, in a bus or car) 2. When I am somewhere by myself |  |
| Adapt | *Add or remove locations as appropriate to the country or context.* |  |
| ***Intro*** | *Here are some questions about using different kinds of devices for going online.* |  |
|  | **Devices of use** |  |
| **B7, Core** | **How often do you go online or use the internet using the following devices?**  *Answer for each option [SHOWCARD]:* | EUKO, Q300 adapted |
|  | 1. Never |  |
|  | 1. Hardly ever |  |
|  | 1. At least every month |  |
|  | 1. At least every week |  |
|  | 1. Daily or almost daily |  |
|  | 1. Several times each day 2. Almost all the time |  |
|  |  |  |
|  | 1. A mobile phone that is not a smartphone *[add local examples to explain]* |  |
|  | 1. A smartphone *[insert local examples]* |  |
|  | 1. A desktop computer |  |
|  | 1. A laptop or notebook computer |  |
|  | 1. A tablet *[insert local examples]* |  |
|  | 1. A games console *[insert local examples]* | EUKO, QC300f adapted |
| Adapt | *Add or remove devices as appropriate to the country or context.* |
| *Adapt* | *Consider adding further questions about internet access according to the country context or topic of interest. Especially consider social or community forms of access according to local practices or difficulties of connectivity.* |  |

# C: Opportunities and practices

|  |  |  |
| --- | --- | --- |
| **QN** | **C: Opportunities and practices** | **Source** |
| ***Intro*** | *Thank you for answering these questions. Now I will ask about what things you may or may not do on the internet. When I say ‘the internet’ or ‘online’, please think how you use any device in any place. This could include your mobile phone, tablet or computer to send or receive messages, emails, browse or to chat with friends and family, uploading or downloading, or anything else that you usually do online [explain using local terms to cover all internet including Free Basics, internet cafes and Wi-Fi but not SMS/MMS]. If you don’t know or don’t want to answer any of the questions, just tell us and we can skip the question or move to the next section.* |  |
|  | **Positive online experiences** |  |
| **C2, Core** | **What do you think about this sentence: ‘There are lots of things on the internet that are good for children of my age’?** | EUKO, QC319 |
|  | *Choose one answer [SHOWCARD]:* |
|  | 1. Not true |
|  | 1. A bit true |
|  | 1. Fairly true |
|  | 1. Very true |
|  | **Online practices** |  |
| **C4, Core** | **How often have you done these things *ONLINE* in the past month?**[[9]](#footnote-9) | EUKO adapted, Helsper et al., 2015 |
|  | *Answer for each option [SHOWCARD]:* |
|  | 1. Never |
|  | 1. Hardly ever |
|  | 1. At least every week |  |
|  | 1. Daily or almost daily |  |
|  | 1. Several times each day |  |
|  | 1. Almost all the time |  |
|  |  |  |
| **Core** | ***Learning*** |  |
|  | **a. I learned something new by searching online** |  |
|  | **b. I looked for information about work or study opportunities** |  |
| **Core** | ***Community participation*** |  |
|  | **d. I looked for resources or events about my local neighbourhood** |  |
|  | **e. I used the internet to talk to people from places or backgrounds different from mine** |  |
| **Core** | ***Civic participation*** |  |
|  | **h. I looked for news online** |  |
|  | **i. I discussed political or social problems with other people online** |  |
| **Core** | ***Creative participation*** |  |
|  | **m. I created my own video or music and uploaded it to share** |  |
|  | **n. I created a blog or story or website online** |  |
|  | ***Social relationships*** |  |
| **Core** | **p. I visited a social networking site** (e.g., Facebook *[explain and add local examples]*) |  |
|  | **q. I talked to family or friends who live further away** (e.g., by Skype *[explain and add local examples]*) |  |
|  | **r. I used instant messaging (IM)** *[insert local examples, e.g., Viber, WhatsApp]* |  |
|  | ***Entertainment*** |  |
| **Core** | **x. I watched video clips** (e.g., on YouTube *[insert local examples]*) |  |
|  | **y. I played online games** |  |
| **Core** | ***Personal*** |  |
|  | **ee. I looked for health information for myself or someone I know** |  |
|  | **ff. I participated in a site where people share my interests or hobbies** |  |
| Adapt | *Add or remove options for any of these groups of practices above as appropriate to the country or context.* |  |

# D: Digital ecology[[10]](#footnote-10)

|  |  |  |
| --- | --- | --- |
| **QN** | **D: Digital ecology[[11]](#footnote-11)** | **Source** |
| ***Intro*** | *If you don’t know or don’t want to answer any of the questions, just say so.* |  |
| **D1, Core** | **Which websites or apps do you mostly use these days?** |  |
| Adapt | *Provide up to 10 pre-coded options according to country/context, to include search engines (e.g., Google), social networking sites (e.g., Facebook), IM (e.g., WhatsApp), children’s broadcasting sites (e.g., CBBC), online encyclopaedia (e.g., Wikipedia) and gaming sites (e.g., Minecraft).* |  |

# E: Skills

|  |  |  |
| --- | --- | --- |
| **QN** | **E: Skills** | **Source** |
| ***Intro*** | *Some people are good at doing things on the internet; other people find it a bit harder. I am going to ask you some questions about what you know how to do online. If you don’t know what something is, don’t worry, just say you don’t know. If you don’t know or don’t want to answer any of the questions, just say so.* |  |
|  | **Child’s digital skills** | Measuring Digital Skills, Helsper et al., 2015, adapted\* |
| **E1, Core** | **Think about how you use the internet. How true are these things for you?**[[12]](#footnote-12) |  |
|  | *Choose one answer [SHOWCARD]:* |  |
|  | 1. Not true for me |  |
|  | 1. A bit true for me |  |
|  | 1. Fairly true for me |  |
|  | 1. Very true for me |  |
|  |  |  |
|  | ***Operational skills*** |  |
| **Core** | 1. **I know how to save a photo that I find online** |  |
|  | 1. **I know how to change my privacy settings (e.g., on a social networking site)** |  |
|  | ***Information/browsing skills*** |  |
| **Core** | **g. I find it easy to check if the information I find online is true** |  |
|  | **h. I find it easy to choose the best keywords for online searches** |  |
|  | ***Social skills*** |  |
| **Core** | **l. I know which information I should and shouldn’t share online** |  |
|  | **m. I know how to remove people from my contact lists** |  |
|  | ***Creative skills*** |  |
| **Core** | **q. I know how to post online video or music that I have created myself** |  |
|  | **r. I know how to edit or make basic changes to online content that others have created** |  |
|  | ***Mobile skills*** |  |
| **Core** | **v. I know how to install apps on a mobile device (e.g., phone or tablet)** |  |
|  | **w. I know how to keep track of the costs of mobile app use** |  |

# F: Risks[[13]](#footnote-13) [Ask in private][[14]](#footnote-14)

|  |  |  |
| --- | --- | --- |
| **QN** | **F: Risks[[15]](#footnote-15) [Ask in private][[16]](#footnote-16)** | **Source** |
| ***Intro*** | *There are lots of great things to do on the internet that many children and young people enjoy, but there are also some things on the internet that are not always good. Some children can find some of these upsetting, while others might not get upset. We want to learn about the things that can upset children online so we can help children avoid these things or deal with them better.*  *It will really help children in the future if you could answer all the questions as honestly as you can. If there is a question that you don’t want to answer, that’s fine, just leave it out.*  *Other people will not know that these answers are yours, so please answer as best you can. If you don’t know or don’t want to answer any of the questions, just say so.* |  |
|  | **Meeting new people** |  |
| **F2, Core** | **Have you EVER had contact on the internet with someone you have not met face-to-face before?** | EUKO, QC147 adapted |
|  | *Choose one answer:* |  |
|  | 1. No |  |
|  | 1. Yes |  |
|  | 1. Prefer not to say |  |
|  |  |  |
| **F3, Core** | **In the PAST YEAR, have you EVER met anyone face-to-face that you first got to know on the internet?** |  |
|  | *Choose one answer [SHOWCARD]:* |  |
|  | 1. No |  |
|  | 1. Yes |  |
|  | 1. Prefer not to say |  |
|  | ***ROUTING: If ‘yes’ to question F3, ask F4 (or skip to question F11)*** |  |
|  |  |  |
| **F4, Core** | **If you met anyone face-to-face that you first got to know on the internet, how did you feel about it?** | EUKO, QC148; QC152 adapted |
|  | *Choose one answer [SHOWCARD]:* |
|  | 1. I was happy |
|  | 1. I was not happy or upset |
|  | 1. I was a little upset |
|  | 1. I was fairly upset |  |
|  | 1. I was very upset |  |
|  | 1. Prefer not to say |  |
| Adapt | *Consider further questions and responses to meeting new people (e.g., rather than being upset, the child might be angry, embarrassed or scared, or might actively seek such contact, or find it fun or boring).* |  |
|  |  |  |
|  | **Harm from online risk[[17]](#footnote-17)** |  |
| **F11, Core** | **In the PAST YEAR, has anything EVER happened online that bothered or upset you in some way (e.g., made you feel uncomfortable, scared or that you shouldn’t have seen it)?** | EUKO, QC110 adapted |
|  | *Choose one answer [SHOWCARD]:* |  |
|  | 1. No |  |
|  | 1. Yes |  |
|  | 1. Prefer not to say |  |
|  |  |  |
|  | ***ROUTING: If ‘yes’ to question F11, answer the questions below (or skip to question F18).*** |  |
|  |  |  |
| **F12, Core** | **In the PAST YEAR, how often did this happen?** |  |
|  | *Choose one answer [SHOWCARD]:* |  |
|  | 1. Just once or twice |  |
|  | 1. At least every month |  |
|  | 1. At least every week |  |
|  | 1. Daily or almost daily |  |
|  | 1. Prefer not to say |  |
|  |  |  |
| **F13, Core** | **Thinking now about the LAST TIME this happened to you, how upset were you about what happened?** | EUKO, QC118 adapted |
|  | *Choose one answer [SHOWCARD]:* |
|  | 1. A little upset |  |
|  | 1. Fairly upset |  |
|  | 1. Very upset |  |
|  | 1. Prefer not to say |  |
|  |  |  |
| **F14, Core** | **The last time something happened online that bothered or upset you, did you talk to anyone of these people about it?** | EUKO, QC122 adapted |
|  | *Choose as many answers as you wish [SHOWCARD]:* |
|  | 1. My mother or father (or step/foster mother or father) |  |
|  | 1. My brother or sister (or step/foster/half sibling) |  |
|  | 1. A friend around my age |  |
|  | 1. A teacher |  |
|  | 1. Someone whose job it is to help children |  |
|  | 1. Another adult I trust |  |
|  | 1. Someone else |  |
|  | 1. I didn’t talk to anyone |  |
|  | 1. Prefer not to say |  |
|  |  |  |
| ***Intro*** | *Sometimes children or teenagers say or do hurtful or nasty things to someone and this can happen face-to-face (in person), by mobile phones (texts, calls, video clips) or online (e-mail, instant messaging, social networking, chatrooms).* |  |
|  | **Being treated in a hurtful or nasty way by others** |  |
| **F18, Core** | **In the PAST YEAR, has anyone EVER treated you in a hurtful or nasty way?**  *Choose one answer [SHOWCARD]:* | EUKO, QC112 adapted |
|  | 1. No |  |
|  | 1. Yes |  |
|  | 1. Prefer not to say |  |
| **F20, Core** | **If someone has treated you in this way, how has it happened?**  *Answer for each option [SHOWCARD]:*   1. No 2. Yes 3. Prefer not to say | EUKO, QC114 adapted |
|  | 1. In person face-to-face (by someone with you in the same place) |
|  | 1. Via a mobile phone or online device (computer, tablet, etc.) |  |
| **F23,** **Core** | **Thinking of the last time someone treated you in a hurtful or nasty way online, how did you feel?**  *Choose one answer [SHOWCARD]:* |  |
|  | 1. I wasn’t at all upset |  |
|  | 1. I was a little upset |  |
|  | 1. I was fairly upset |  |
|  | 1. I was very upset |  |
|  | 1. Prefer not to say |  |
| Adapt | *Consider adding further questions and/or response options (e.g., rather than being upset, the child might be angry, scared or embarrassed).* |  |
|  | **Treated others in a hurtful or nasty way** |  |
| **F24, Core** | **In the PAST YEAR, have you EVER treated someone else in a hurtful or nasty way?** | EUKO, QC125 adapted |
|  | *Choose one answer:* |  |
|  | 1. No |  |
|  | 1. Yes |  |
|  | 1. Prefer not to say |  |
|  |  |  |
| **F26, Core** | **If you treated someone in this way, how did it happen?** |  |
|  | *Answer for each option [SHOWCARD]:*   1. No 2. Yes 3. Prefer not to say |  |
|  | 1. In person face-to-face (a person who is together with you in the same place at the same time) |  |
|  | 1. Via a mobile phone or online device (computer, tablet, etc.) |  |
| ***Intro*** | *In the PAST YEAR, you will have seen lots of different images – pictures, photos, videos. Sometimes, these images might be obviously sexual, e.g., they may show people naked or people having sex. You might never have seen anything like this, or you may have seen something like this on a mobile phone, in a magazine, on the TV, on a DVD or on the internet. The next few questions ask you about things like this.*  *Remember that other people will not know that these answers are yours, so please answer as best you can. If you don’t know or don’t want to answer any of the questions, just say so.* |  |
|  | **Seeing sexual images[[18]](#footnote-18)** |  |
| **F28, Core** | **In the PAST YEAR, have you EVER SEEN any sexual images?** | EUKO, QC128; QC135,adapted |
|  | *Choose one answer [SHOWCARD]:* |
|  | 1. No |
|  | 1. Yes |
|  | 1. Prefer not to say |
|  |  |
| **F31, Core** | **The last time you saw images of this kind, where did you see them?** | EUKO, QC130 adapted |
|  | *Answer for each option [SHOWCARD]:*   1. No 2. Yes 3. Prefer not to say |
|  | 1. **In a magazine or book** |
|  | 1. **On television, film** |
|  | 1. **Via a mobile phone, computer, tablet or any other online device** |  |
| ***Intro*** | *People do all kinds of things on the internet. Sometimes they may send sexual messages or images. By this we mean talk about having sex or images of people naked or images of people having sex. The next few questions ask you about things like this.*  *Remember that other people will not know that these answers are yours, so please answer as best you can. If you don’t know or don’t want to answer any of the questions, just say so.* |  |
|  | **Receiving sexual messages** |  |
| **F34, Core** | **In the PAST YEAR, have you EVER RECEIVED any sexual messages? This could be words, pictures or videos.** | EUKO, QC167; QC171 adapted |
|  | *Choose one answer [SHOWCARD]:* |
|  | 1. No |
|  | 1. Yes |
|  | 1. Prefer not to say |
|  | **Sending sexual messages to others** |  |
| **F38, Core** | **In the PAST YEAR, have you EVER SENT or POSTED any sexual messages? This could be words, pictures or videos about you or someone else.** | EUKO, QC179 original QC180 |
|  | *Choose one answer [SHOWCARD]:* |
|  | 1. No |
|  | 1. Yes |
|  | 1. Prefer not to say |
|  |  |
|  | **Other negative online experiences** |  |
| **F43, Core** | **In the PAST YEAR, has any of the following happened to you on the internet?** | EUKO, QC143 adapted |
| *Answer for each option [SHOWCARD]:* |
|  | 1. No |  |
|  | 1. Yes |  |
|  | 1. Prefer not to say |  |
|  |  |  |
| **Core** | 1. **Somebody used my personal information in a way I didn’t like** |  |
|  | 1. **The device (e.g., phone, tablet, computer) I use got a virus or spyware** |  |
|  | 1. **I lost money by being cheated on the internet** |  |
|  | 1. **Somebody used my password to access my information or to pretend to be me** |  |
|  | 1. **Somebody created a page or image about me that was hostile or hurtful** |  |
| Adapt | *Add or remove forms of potentially negative online experiences as appropriate to the country or context.* |  |

# H: Well-being[[19]](#footnote-19) [Ask in private]

|  |  |  |
| --- | --- | --- |
| **QN** | **H: Well-being[[20]](#footnote-20) [Ask in private]** | **Source** |
| ***Intro*** | *Now we have a few more questions to ask about you, to get to know you better. If you don’t know or don’t want to answer any of the questions, just tell us.* |  |
|  | **Life satisfaction** |  |
| **H1, Core** | **Here is a picture of a ladder. The top of the ladder ‘10’ is the best possible life for you and the bottom ‘0’ is the worst possible life for you. In general, where on the ladder do you feel you stand at the moment? Mark the circle next to the number that best describes where you stand.** | HBSC, Cantril, 1965 |
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# I: Family [Ask in private][[21]](#footnote-21)

|  |  |  |
| --- | --- | --- |
| **QN** | **I: Family [Ask in private][[22]](#footnote-22)** | **Source** |
| ***Intro*** | *Families are all different, so here are a few questions about you and your family. If you don’t know or don’t want to answer any of the questions, just tell us.* |  |
|  | **Family and home** |  |
| **I1, Core** | **How easy is it for you to talk to your parent/carer about things that upset you?** | HBSC, adapted |
|  | *Choose one option [SHOWCARD]:* |
|  | 1. Very easy |  |
|  | 1. Fairly easy |  |
|  | 1. Fairly difficult |  |
|  | 1. Very difficult |  |
|  |  |  |
| **I2, Core** | **How true are the following things for you? In my family and home…** | HBSC, adapted |
|  | *Answer for each option [SHOWCARD]:* |
|  | 1. Not true for me |  |
|  | 1. A bit true for me |  |
|  | 1. Fairly true for me |  |
|  | 1. Very true for me |  |
|  |  |  |
|  | 1. When I speak someone listens to what I say |  |
|  | 1. My family really tries to help me |  |
|  | 1. I feel safe at home |  |
| ***Intro*** | *As you know, parents/carers have different approaches to how their children should behave. The next few questions are about this.* |  |
|  | **Parental supervision** |  |
| **I3, Core** | **How often do the following things apply to you?** | ESPAD, adapted |
|  | *Answer for each option [SHOWCARD]:* |
|  | 1. Never |  |
|  | 1. Hardly ever |  |
|  | 1. Sometimes |  |
|  | 1. Often |  |
|  | 1. Very often |  |
|  |  |  |
|  | 1. My parent/carer praises me for behaving well |  |
|  | 1. My parent/carer sets rules about what I can do at home |  |
|  | 1. My parent/carer sets rules about what I can do outside the home |  |
|  | 1. My parent/carer tells me when I am doing something well |  |
| ***Intro*** | *Please think about the interest that your parent/carer takes in your use of the internet. When answering these questions, I’d like you to think about* **all the ways** *and* **all the places** *you use the internet.* |  |
|  | **Enabling mediation** |  |
| **I4, Core** | **When you use the internet, how often does your parent/carer do any of these things?**  *Answer for each option [SHOWCARD]:* | EUKO, adapted |
|  | 1. Never |  |
|  | 1. Hardly ever |  |
|  | 1. Sometimes |  |
|  | 1. Often |  |
|  | 1. Very often |  |
|  |  |  |
| **Core** | 1. **Encourages me to explore and learn things on the internet** |  |
|  | 1. **Suggests ways to use the internet safely** |  |
|  |  |  |
| **I5, Core** | **Have you EVER done any of these things?** |  |
|  | *Answer for each option [SHOWCARD]:* |  |
|  | 1. Never |  |
|  | 1. Hardly ever |  |
|  | 1. Sometimes |  |
|  | 1. Often |  |
|  | 1. Very often |  |
|  |  |  |
| **Core** | 1. **Told my parent/carer about things that bother or upset me on the internet** |  |
|  | 1. **Helped my parent/carer to do something they found difficult on the internet** |  |
|  | **Restrictive mediation** |  |
| **I6, Core** | **Does your parent/carer allow you to do the following things on the internet and if so, do you need their permission to do them?** | EUKO |
|  | *Answer for each option [SHOWCARD]:* |  |
|  | 1. I am allowed to do this anytime |  |
|  | 1. I am allowed to do this with permission or supervision |  |
|  | 1. I am not allowed do this |  |
|  |  |  |
| **Core** | 1. **Use a web or phone camera (e.g., for Skype or video chat)** |  |
|  | 1. **Download music or films** |  |
|  | 1. **Visit a social networking site (e.g., Facebook *[insert local terms]*)** |  |
| Adapt | *Add or remove options as appropriate to the country or context.* |  |

# J: School [Ask in private; only for those who go to school]

|  |  |  |
| --- | --- | --- |
| **QN** | **J: School [Ask in private; only for those who go to school]** | **Source** |
| ***Intro*** | *I now want to ask about your teachers and your experiences at school. If you don’t know or don’t want to answer any of the questions, just tell us.* |  |
|  | **Teacher mediation** |  |
|  | ***ROUTING: Only for children who use the internet at school ‘at least every month’ (see answer to question B6a), ask questions J5 below (or skip to next section).*** |  |
| **J5, Core** | **Have any teachers at your school done these things?** | EUKO, QC338 adapted |
|  | *Answer for each option [SHOWCARD]:* |
|  | 1. Never |
|  | 1. Hardly ever |
|  | 1. Sometimes |
|  | 1. Often |
|  | 1. Very often |
|  |  |
| **Core** | 1. **Suggested ways to use the internet safely** |  |
|  | 1. **Encouraged me to explore and learn things on the internet** |  |
|  | 1. **Made rules about what I can do on the internet at school** |  |

# K: Peers and community [Ask in private]

|  |  |  |
| --- | --- | --- |
| **QN** | **K: Peers and community [Ask in private]** | **Source** |
| ***Intro*** | *I’d like to find out a bit more about your friendships and the area where you live. If you don’t know or don’t want to answer any of the questions, just say so.* |  |
|  | **Friends** |  |
| **K1, Core** | **How true are the following things for you?** | HBSC, adapted |
|  | Choose one answer *[SHOWCARD]:* |
|  | 1. Not true for me |  |
|  | 1. A bit true for me |  |
|  | 1. Fairly true for me |  |
|  | 1. Very true for me |  |
|  |  |  |
| **Core** | 1. **My friends really try to help me** |  |
|  | 1. **I can count on my friends when things go wrong** |  |
|  | 1. **I can talk about my problems with my friends** |  |
|  | **Peer mediation** |  |
| Intro | *Thinking now about the internet…* |  |
| **K2, Core** | **Have any of your friends done these things?** | EUKO, adapted |
|  | *Answer for each option [SHOWCARD]:* |
|  | 1. Never |  |
|  | 1. Hardly ever |  |
|  | 1. Sometimes |  |
|  | 1. Often |  |
|  | 1. Very often |  |
|  |  |  |
| **Core** | 1. **Suggested ways to use the internet safely** |  |
|  | 1. **Encouraged me to explore and learn things on the internet** |  |
|  | **Community** |  |
| **K4, Core** | **Here are some statements about the area**[[23]](#footnote-23) **where you live. Are these true for you?** | HBSC adapted |
|  | *Choose one answer [SHOWCARD]:* |
|  | 1. Not true for me |  |
|  | 1. A bit true for me |  |
|  | 1. Fairly true for me |  |
|  | 1. Very true for me |  |
|  |  |  |
|  | 1. I feel safe in the area where I live |  |
|  | 1. It is safe for younger children to play outside during the day |  |
|  | 1. You can trust people around here |  |
| Adapt | *Add further options appropriate to the country context (e.g., other community resources such as religious organisations or other forms of social contact with distant others or relationships constructed for civic/political connections).* |  |

# A: Child identity and resources (Part 2) [Ask in private]

|  |  |  |
| --- | --- | --- |
| **QN** | **A: Child identity and resources (Part 2) [Ask in private]** | **Source** |
| ***Intro*** | *Children are all different and their lives are different too. These are the last questions now. If you don’t know or don’t want to answer any of the questions, just say so.* |  |
| **Core** | **Socio-economic status** |  |
|  | *If your country has a widely used, validated and reliable measure for socio-economic status that can distinguish between low, medium and high socio-economic status by asking questions of parents, and you have access to parents of the children in the survey, then use that. These measures can often be obtainable from national statistics offices. If no established measure is available or you do not have access to parents, please adapt and use questions A14–A19.*[[24]](#footnote-24) |  |
| Adapt | *Select at least four questions from this section and/or consider further questions appropriate to the country context so as to discriminate children by relative access to resources (e.g., ‘Do you have your own bedroom for yourself?’; or ‘How often do you have fish or meat to eat?’).* |  |
| **A14, Core** | **How often do you get some new clothes to wear?** | EU-SILC |
|  | *Choose one answer [SHOWCARD]:* |  |
|  | 1. Hardly ever |  |
|  | 1. Once or twice a year |  |
|  | 1. Every few months |  |
|  | 1. Every few weeks |  |
|  |  |  |
| **A15, Core** | **How easily can you find a quiet place to study or do homework?** | EU-SILC/ TIMSS |
|  | *Choose one answer [SHOWCARD]:* |
|  | 1. Not at all |
|  | 1. Not very easily |
|  | 1. Quite easily |
|  | 1. Very easily |
|  |  |  |
| **A16, Core** | **How often do you go on holiday [for at least one week] away from home?** | EU-SILC/ EQLS |
|  | *Choose one answer [SHOWCARD]:* |
|  | 1. Hardly ever |
|  | 1. Once every few years |
|  | 1. Once or twice a year |
|  | 1. Every few months |
|  |  |
| **A17, Core** | **How often do you have fresh fruit and vegetables to eat?** | EU-SILC |
|  | *Choose one answer [SHOWCARD]:* |  |
|  | 1. Less than once a month |  |
|  | 1. Once or twice a month |  |
|  | 1. Once or twice a week |  |
|  | 1. Every day or almost every day |  |
|  |  |  |
| **A18, Core** | **Do you have at least two pairs of properly fitting shoes?** *[include boots, sandals, trainers, etc.]* | EU-SILC, PD030 |
|  | *Choose one answer [SHOWCARD]:* |  |
|  | 1. No |  |
|  | 1. Yes |  |
|  |  |  |
| **A19, Core** | **How often do you get some new games or toys to play with?** | EU-SILC, HD170, adapted |
|  | *Choose one answer [SHOWCARD]:* |
|  | 1. Hardly ever |
|  | 1. Once or twice a year |  |
|  | 1. Every few months |  |
|  | 1. Every few weeks |  |
|  | **Strengths and difficulties**[[25]](#footnote-25) | SDQ, Goodman et al., 1998 |
| **A20, Core** | **Please tell me how true the following things are for you?**[[26]](#footnote-26) |  |
|  | *Answer for each option [SHOWCARD]:* |  |
|  | 1. Not true for me |  |
|  | 1. A bit true for me |  |
|  | 1. Fairly true for me |  |
|  | 1. Very true for me |  |
|  |  |  |
| **Core** | ***Conduct problems scale*** |  |
|  | 1. **I get very angry and often lose my temper** |  |
|  | 1. **I usually do as I am told** |  |
| **Core** | ***Emotional problems scale*** |  |
|  | **f. I worry a lot** |  |
|  | **g. I am nervous in certain new situations, I easily lose confidence** |  |
| **Core** | ***Hyperactivity scale*** |  |
|  | **k. I am restless, I cannot stay still for long** |  |
|  | **l. I finish the work I’m doing. My attention is good** |  |
| **Core** | ***Peer problems scale*** |  |
|  | **p. Other people my age generally like me** |  |
|  | **q. Other children or young people pick on me** |  |
| **Core** | ***Prosocial scale*** |  |
|  | **u. I am helpful if someone is hurt, upset or feeling ill** |  |
|  | **v. I try to be nice to other people. I care about their feelings** |  |
|  | **Discrimination**  *Here are some questions about how other people treat you.* |  |
| **A21, Core** | **In your day-to-day life, do any of these things happen to you?** | Williams et al., 1997 |
|  | *Choose one answer [SHOWCARD]:* |  |
|  | 1. Not true for me |  |
|  | 1. A bit true for me |  |
|  | 1. Fairly true for me |  |
|  | 1. Very true for me |  |
|  |  |  |
|  | 1. Other children are treated better than me |  |
|  | 1. People seem to think I am not smart |  |
|  | 1. People seem to think they’re better than me |  |
|  | 1. I get called names or insulted by other children |  |
|  |  |  |
|  | **ROUTING: If at least ‘a bit true’ for any of A21a–d, ask A22 below.** |  |
|  |  |  |
| **A22, Core** | **Why do you think this is?** |  |
|  | *Choose as many answers as you wish [SHOWCARD]:* |  |
|  | 1. Because of where my family is from |  |
|  | 1. Because of my skin colour |  |
|  | 1. Because of my religion |  |
|  | 1. Because of my height or weight |  |
|  | 1. Because of a disability |  |
|  | 1. Because of not having enough money |  |
|  | 1. Because of my sexual orientation 2. Because of how I look or behave 3. Because of my opinions or beliefs |  |
| Adapt | *Add or remove options as appropriate to the country or context.* |  |
| **End** | ***Thank you for your time and for taking part in the study. Your answers will help us understand better the online experiences of children and young people. We will use this knowledge to try to make the internet a better place for everyone.***  ***[Leave contact details and information leaflet, make sure the child is not upset by the survey, and offer further professional help if necessary.]*** |  |

\* All questions are used with permission from HBSC.

# Interviewer’s account of the survey

INTERVIEWER’S ACCOUNT – DO **NOT** ASK RESPONDENT

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **INTERVIEWER: FILL IN AT THE END OF INTERVIEW** |  | | | | |
| Date of interview (DD/MM/YYYY): |  |  | | |  |
| Time (HH/MM): |  | | |  | |
| Length of interview (in minutes): |  | |  | | Mins |
| Gender of interviewer: |  | | | | |

Who was in the room when the **CHILD FACE-TO-FACE** interview took place?

MULTICODE OK

|  |  |
| --- | --- |
| The parent respondent | 1 |
| Another adult | 3 |
| Another child(ren) | 2 |
| No one else | 4 |

Who was in the room when the **CHILD COMPLETED THE SELF-COMPLETION SECTIONS**?

MULTICODE OK

|  |  |
| --- | --- |
| The parent respondent | 1 |
| Another adult | 2 |
| Another child(ren) | 3 |
| No one else | 4 |

Who was in the room when the **PARENT interview** took place?

MULTICODE OK

|  |  |
| --- | --- |
| The named child | 1 |
| Another child(ren) | 2 |
| Another adult | 3 |
| No one else | 4 |

How much, if at all, did the parent try to involve themselves with the child’s interview?

MULTICODE OK

|  |  |
| --- | --- |
| A great deal | 1 |
| A fair amount | 2 |
| Not very much | 3 |
| Not at all | 4 |

Was anyone involved in helping the respondent(s) to communicate with you during the interview?

MULTICODE OK

|  |  |
| --- | --- |
| **Parent** respondent had **language** help from another household member | 1 |
| **Parent** respondent had **communication** help from another household member | 2 |
| **Child** respondent had **language** help from another household member | 3 |
| **Child** respondent had **communication** help from another household member | 4 |
| No one | 5 |

How well do you think the child understood the survey questions?

|  |  |
| --- | --- |
| Very well | 1 |
| Fairly well | 2 |
| Not very well | 3 |
| Not at all well | 4 |

How much, if at all, did you have to explain the meaning of the survey questions or answer options?

|  |  |
| --- | --- |
| A great deal | 1 |
| A fair amount | 2 |
| Not very much | 3 |
| Not at all | 4 |

How do you think the child felt about answering the survey questions?

|  |  |
| --- | --- |
| Happy | 1 |
| Neither happy, nor upset | 2 |
| A little upset | 3 |
| Fairly upset | 4 |
| Very upset | 5 |

**Any further notes:**

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1. Global Kids Online is an international research project initiated by the UNICEF Office of Research-Innocenti in collaboration with the London School of Economics and Political Science (LSE) and the [EU Kids Online](http://www.lse.ac.uk/media@lse/research/EUKidsOnline/Home.aspx) network. Anyone may use the resources under the Attributive Non-Commercial Creative Commons License (CC BY-NC) crediting Global Kids Online as the source (see [www.globalkidsonline.net](http://www.globalkidsonline.net))Please keep in touch by emailing us at [GlobalKidsOnline@lse.ac.uk](mailto:GlobalKidsOnline@lse.ac.uk) or [florence@unicef.org](mailto:florence@unicef.org) [↑](#footnote-ref-1)
2. See [www.eukidsonline.net](http://www.eukidsonline.net) [↑](#footnote-ref-2)
3. If the parent module of the survey isn’t conducted, the child variables should include questions from the parent module about parent education and employment, child disability and ethnicity. [↑](#footnote-ref-3)
4. Age is counted from 0 at birth to age at last birthday. [↑](#footnote-ref-4)
5. All mention of parents to include step/foster parents throughout, as appropriate. [↑](#footnote-ref-5)
6. Be aware of the possibility of gay parents, student house shares and other living arrangements. [↑](#footnote-ref-6)
7. If the parent module of the survey isn’t conducted, the child variables should include questions from the parent module about parent education and employment, child disability and ethnicity. [↑](#footnote-ref-7)
8. Questions A10-13 can be optional if the parent module (L) is included. The parent module can be found in the full survey, which is available at: [www.globalkidsonline.net/survey](http://www.globalkidsonline.net/survey) [↑](#footnote-ref-8)
9. We recommend randomising the order in which the items are presented. [↑](#footnote-ref-9)
10. This block of questions seeks to capture what is distinctive about the internet devices, services or content available to the child in their country/context. Here we ask especially about social networking sites, but this section can be heavily adapted– consider what the digital ecology (online environment) is like for the children being interviewed. Ask about local sites or services, about the stability or security of platforms or devices, about specific empowerment or safety facilities provided online or offline. Use this section to evaluate particular initiatives that might make a difference to children. [↑](#footnote-ref-10)
11. This block of questions seeks to capture what is distinctive about the internet devices, services or content available to the child in their country/context. Here we ask especially about social networking sites, but this section can be heavily adapted– consider what the digital ecology (online environment) is like for the children being interviewed. Ask about local sites or services, about the stability or security of platforms or devices, about specific empowerment or safety facilities provided online or offline. Use this section to evaluate particular initiatives that might make a difference to children. [↑](#footnote-ref-11)
12. It would be best to ask these questions in a randomised order. [↑](#footnote-ref-12)
13. We want to ensure that the child understands what we mean by ‘things that bother them’. By this we mean inappropriate content or behaviour, e.g., something that might make them feel uncomfortable, upset or that they feel they should not have seen or experienced. Being ‘bothered’ doesn’t necessarily mean that they were not able to ‘cope’ with the situation; nor does it mean that the child should feel guilt or blame towards themselves. Furthermore, we do not mean ‘bad news’. [↑](#footnote-ref-13)
14. We recommend this entire section be asked in a confidential and private way so that the child’s answers are not observed by the interviewer, parent or other, if feasible in the research context. At a minimum, the interviewer needs to ensure that parents or siblings are not close enough to overhear the responses. [↑](#footnote-ref-14)
15. We want to ensure that the child understands what we mean by ‘things that bother them’. By this we mean inappropriate content or behaviour, e.g., something that might make them feel uncomfortable, upset or that they feel they should not have seen or experienced. Being ‘bothered’ doesn’t necessarily mean that they were not able to ‘cope’ with the situation; nor does it mean that the child should feel guilt or blame towards themselves. Furthermore, we do not mean ‘bad news’. [↑](#footnote-ref-15)
16. We recommend this entire section be asked in a confidential and private way so that the child’s answers are not observed by the interviewer, parent or other, if feasible in the research context. At a minimum, the interviewer needs to ensure that parents or siblings are not close enough to overhear the responses. [↑](#footnote-ref-16)
17. This block of questions should be preceded with more questions about specific risks (e.g., bullying or sexual images) so as not to influence answers about what bothers children online. [↑](#footnote-ref-17)
18. Seeing, sending and receiving sexual images or messages can be both consensual and unwanted, deliberate or accidental. In this section we only want to know if children have had these experiences, not whether it was consensual or unwanted, deliberate or accidental. Unwanted sexual experiences are asked about in module G. Full survey is available at: [www.globalkidsonline.net/survey](http://www.globalkidsonline.net/survey) [↑](#footnote-ref-18)
19. Note that the questionnaire contains further questions commonly associated with well-being in terms of well-being in the family, at school and with friends. We have included these under the appropriate sections, regarding them more as ‘predictors’ of internet ‘experiences’ than ‘outcomes’. Well-being may also be the reverse of the SDQ measure included in ‘child variables’. [↑](#footnote-ref-19)
20. Note that the questionnaire contains further questions commonly associated with well-being in terms of well-being in the family, at school and with friends. We have included these under the appropriate sections, regarding them more as ‘predictors’ of internet ‘experiences’ than ‘outcomes’. Well-being may also be the reverse of the SDQ measure included in ‘child variables’. [↑](#footnote-ref-20)
21. Explain/adapt as appropriate to clarify to the child that all questions about ‘parents’ refer to the parent, carer, step-parent or guardian who is most involved in the child's internet use. [↑](#footnote-ref-21)
22. Explain/adapt as appropriate to clarify to the child that all questions about ‘parents’ refer to the parent, carer, step-parent or guardian who is most involved in the child's internet use. [↑](#footnote-ref-22)
23. By ‘area’ we refer to the child’s neighbourhood/community. [↑](#footnote-ref-23)
24. Note that these items have only been validated in a European context and may not discriminate properly between socio-economic status in all countries – adapt and use with caution. Even if a full parent questionnaire is not implemented, consider asking questions L28, L32 and L33 from the parent questionnaire in a short form, as these variables are particularly useful. [↑](#footnote-ref-24)
25. Official translations for this scale exist in many languages. See [www.sdqinfo.org/](http://www.sdqinfo.org/) [↑](#footnote-ref-25)
26. It would be best to ask these questions in a randomised order. [↑](#footnote-ref-26)