Proposed key measures of children's internet use

- The Global Kids Online key measures are selected from the full Global Kids Online (GKO) survey questionnaire (http://www.globalkidsonline.net/survey) in consultation with the GKO International Advisory Group and selected experts.

- In the table below, each question is linked to the original source in the survey by module and question number.

- The GKO key measures are based on the previous work carried out by EU Kids Online network (www.eukidsonline.net, 2014, 2020). The GKO network is continuously improving the key measures and the list of core questions based on consultations with member countries, new data collection experiences, and in the light of technological change.

- The key measures capture the fundamental issues related to children's internet use. They have been developed by the GKO network through the pilot testing and full implementation in multiple countries, with periodic review and revision to improve the measures.

- Ideally, these key measures will be included in future survey research on children's circumstances, experiences or life chances, as they encompass internet access, use, online opportunities, risk of harm and social support. Further measures can be found in the full survey.

- All questions refer to individual use by children. The survey is designed to be administered face-to-face to children, usually at home. Risk questions should be asked in private.

- The intended population is 9–17 year olds who have used the internet 'from any location in the last three months' (ITU, 2014: 55).

- Additional non-compulsory response options are available for the questions on places of use, devices, activities, skills, and risks. Where indicated, specific answer options can be added to accommodate the local context, see www.globalkidsonline.net/adapting

- It is important that 'Don't know' and 'Prefer not to say' are added as answer options for all questions.

- Note that 'online' or 'internet' may need interviewer explanation. The interviewer should remind the child periodically that reference to 'the internet' includes going online on any device and in any place. Questions are device- and platform-neutral (unless specific platforms or devices are named) but note that children may find brand names more recognisable.

- For all scalar responses code as 'No': Never, Hardly Ever, Just once or twice. Code as 'Yes': Often, Always, At least every month; At least every week; Daily or almost daily; Several times each day; Almost all the time. Sometimes should be coded separately.

- For further resources, see:

  ✓ *Quantitative research tools* include: full questionnaire, data dictionary, syntax files, derived variables, at: www.globalkidsonline.net/survey
  ✓ *Qualitative research tools*: www.globalkidsonline.net/qualitative
  ✓ *Getting started with the Global Kids Online research toolkit*, at: www.globalkidsonline.net/tools
  ✓ *Method guides* on framework, sampling, ethics, etc. www.globalkidsonline.net/guides
  ✓ *Impact tools:* www.globalkidsonline.net/impact

Key measure (with necessary information and source)	Actual survey questions and answer options
SECTION 1: ACCESS **One priority question for internet access (Q1Access) and three additional questions for barriers to and frequency of access, places of use, and devices used (Q2Barriers, Q3Frequency, Q4Devices)**	
Internet access (priority question for access) *Q1Access* Can the child access the internet when they want or need to? Measure on a scale 1-5 of availability of access. Report (1) percentage of children who always have access, (2) average availability of access (base: all children; all child internet users). *Source: GKO Module: Access, B3 Core; Source: GKO South Africa & adapted.*	*Are you able to access the internet when you want to or need to?* *Choose one answer. Never (1), Hardly ever (2), Sometimes (3), Often (4), Very often (5)*
Barriers to access *Q2Barriers* Does the child encounter barriers which prevent or limit their internet access? Aims to identify distribution and sources of digital exclusion. Measure number of barriers (options a-l, scale 1-5). Report: (1) percentage of children who experience barriers to access against a base of all child internet users, (2) percentage of children who experience each individual barrier (options a-l), (3) percentage who encounter no barriers (Never or Hardly ever). *Source: GKO Module: Access, B4 Core; Source: GKO South Africa & Oxford Internet Surveys, adapted.*	*How often do you experience these things?* *Answer for each option: Never (1), Hardly ever (2), Sometimes (3), Often (4), Very often (5)* a. My parents don't allow me to use the internet b. My teachers don't allow me to use the internet c. Getting access to devices (mobile phone, computer, tablet) is too expensive d. There is no signal or poor signal where I live e. Paying for internet/data is too expensive f. The internet doesn't provide what I want or need g. The internet is too difficult to use h. I do not have enough time to go online i. The internet is too time consuming j. I am worried about my privacy k. The internet is not for people of my age l. The internet is not for people like me
Places and frequency of internet use *Q3Frequency* Does the child use the internet in each of three places? How frequently does the child use the internet in each of the three places? Measure frequency of use on a scale 1-7. Report (1) the highest frequency at which the child uses the internet in any place (a-c) against a base of all children or all child internet users,(2) percentage of children who use the internet at least monthly (scale 3-7) in each place (options a-c), (3) average number of places each child uses the internet at least monthly, (4) frequency at which a child uses the internet in each place (base: all children or all child internet users). *Source: GKO Module Access, B6 core; Source: EU Kids Online, adapted.*	*How often do you go online or use the internet at the following places?* *Answer for each option. Never (1), Just once or twice (2), At least every month (3), At least every week (4), Daily or almost daily (5), Several times each day (6), Almost all the time (7)* a. At school or college b. At home c. Somewhere else (not home or school)

Devices used

Q4Devices

Which devices does the child use to access the internet? (Note: the child may or may not own the device personally).

Measure frequency of use on a scale 1-7

Report (1) percentage of children who use the internet at least monthly (scale 3-7) for each device (options a-e), (2) average number of devices used by each child at least monthly.

Source: GKO Module Access, B7 core; Source: EU Kids Online, adapted.

How often do you go online or use the internet using the following devices?
Answer for each option: Never (1), Just once or twice (2), At least every month (3), At least every week (4), Daily or almost daily (5), Several times each day (6), Almost all the time (7)

 a. A mobile phone [Add local examples to explain]
 b. A computer (desktop, laptop or notebook)
 c. A tablet [insert local examples]
 d. A games console [insert local examples]
 e. A connected TV

Section 2: ACTIVITIES AND SKILLS
Two priority questions, for online activities (Q5Activities) and for digital skills (Q6Skills).

Online activities (priority question for activities)

Q5Activities

Has the child done each of 15 listed activities online in the past month? Aims to identify the potentially positive outcomes for children. Activities are grouped meaningfully into seven types of activity.

Measure at least every week or more (3-7) for each answer option (a-o)

Report (1) percentage of children who say that do each online activity (a-o), (2) average number of activities undertaken by each child.

Note: If possible, present options in a randomised order. Additional non-compulsory response options are available for each type of online opportunity. Note that the code numbers for the answer options here are different from the full survey. See:
www.globalkidsonline.net/survey. Additional options appropriate to your community can be added.

Source: GKO Module Opportunities, D1 Core; EU Kids Online, adapted and Helsper et al, 2015.

How often have you done these things online or on a phone in the past MONTH?
Answer for each option: Never (1), Just once or twice (2), At least every week (3), Daily or almost daily (4), Several times each day (5), Almost all the time (6)

Learning
 a. I learned something new by searching online
 b. I used the internet for schoolwork

Community participation
 c. I looked for resources or events about my local neighbourhood
 d. I used the internet to talk to people from places or backgrounds different from mine

Civic participation
 e. I looked for news online
 f. I discussed political or social problems with other people online

Creative participation
 g. I created my own video or music and uploaded it to share
 h. I created a blog or story or website online

Social relationships
 i. I visited a social networking site (e.g., Facebook [explain and add local examples])
 j. I talked to family or friends who live further away (e.g., by Skype [explain/add local examples])
 k. I used instant messaging [insert local examples, e.g., Viber, WhatsApp]

Entertainment
 l. I watched video clips (e.g., on YouTube [insert local examples])
 m. I played online games

Personal
 n. I looked for health information for myself or someone I know
 o. I participated in a site where people share my interests or hobbies

Digital skills (priority question for activities)

Q6Skills

How skilled is the child on a range of ten digital skills? Refers to the ability of children to perform digital skills at the time of the interview. Skills are grouped into five skill types. Aims to unpack an array of digital skills, literacies and competences that capture the complexity of today's internet use. This allows for an exploration of whether digital skills mediate resilience and well-being.

Measure how much the child says it is "true for me" that they can do each skill on a scale 0-4.

Report (1) percentage of children who can (yes=scale 3-4) do each skill (a-j), (2) average number of skills each child can do (yes=scale 3-4 across all skills (a-j), (3) average score (scale 1-4) for each child on each skill (a-j), (4) average score for each child across all skills.

Note: Code 'I don't understand what you mean by that' as missing. If possible, present options in a randomised order. Additional non-compulsory response options are available for each type of skill. Note that the code numbers for the answer options here are different from the full survey. See: www.globalkidsonline.net/survey

Note: There is evidence that this phrasing of the question is the best way of reducing desirability bias.

Source: GKO Module Skills, F1 Core; Measuring Digital Skills, Helsper and van Deursen, 2015, adapted; For factor analysis of this scale, and the rationale for question phrasing, see: Van Deursen et al, 2014, for validation, see Montenegro country report). Helsper, E.J., et al. (2015) From Digital Skills to Tangible Outcomes.

Think about how you use the internet or a phone. How true are these things for you?

If you don't understand, say 'I do not understand what you mean by this'. If you have never done this, think of how much this would apply to you if you had to do this now.

Answer for each option: Not true for me (1), A bit true for me (2), Mostly true for me (3), Very true for me (4), I don't understand what you mean by that (9)

Operational skills

a. I know how to save a photo that I find online
b. I know how to change my privacy settings (e.g., on a social networking site)

Information/browsing skills

c. I know how to check whether a website can be trusted
d. I know how to choose the best keywords for online searches

Social skills

e. I know which images of me or other people it is OK to share online
f. I know when to remove people from my contact lists

Creative skills

g. I know how to post online video or music that I have created myself
h. I know how to edit or make basic changes to online content that others have created

Mobile skills

i. I know how to install apps on a mobile device (e.g., phone or tablet)
j. I know how to keep track of the costs of mobile use

Section 3: RISKS

Two priority questions, for online harm (Q7Harm) and overall exposure to online risks (Q8Risk). Note that the risk questions must be asked in private, e.g. by self-completion.

Two optional questions, for frequency of exposure to online risks (Q9RisksFrequency) and excessive internet use (Q10ExcessiveUse)

Online harm (priority question for risk)

Q7Harm

Has the child been upset by something online in the past year? Refers to the self-reported harm experienced by children when facing online risks.

Measure yes/no to self-reported harm online.

Report percentage of children who say 'At least every month' or more (3-5) (base: all children; all child internet users).

Note: We recommend that Q7Harm is supplemented by questions on exposure to specific risks to distinguish between online risks (the probability of a harmful outcome) and harm

In the PAST YEAR, how often, if ever, has anything happened online or on a phone that bothered or upset you in some way? (e.g., made you feel uncomfortable, scared or that you shouldn't have seen it)?

Choose one answer:

Never (1)
Just once or twice (2)
At least every month (3)
At least every week (4)
Daily or almost daily (5)
Prefer not to say (6)

*(that has occurred, as reported by the child).
Harms from online risks must be asked before
other risk questions.
Source: GKO Module Well-being (Harms): G3
Core; EU Kids Online, 2010 adapted.*

Exposure to online risks (priority question for risk)
Q8Risks

Has the child encountered each of a series of
specific types of online risk in the past year?
Refers to a range of potentially (but not
necessarily) harmful online situations.

Measure whether the child has encountered the
risk (yes/no).

Report (1) percentage of children who
encountered each risk in the past year, (2)
percentage of children who encountered any risk
in the past year (base: all children; all child
internet users).

Note: Additional non-compulsory response
options are available for the different online risks.
See: www.globalkidsonline.net/survey

*Source: GKO Module Communication: E1 Core,
Module Activities (Risks): H1 Core; H9 Core, H17
Core, Module Communication (Sexual) I4 Core,
Module Hurtful or bullying behaviour: K8 Core.
Source of all risk questions: EU Kids Online,
adapted; excessive use also Net Children Go
Mobile, adapted.*

Note: We use the term 'hurtful online behaviour'
instead of bullying as it captures better the range
of online experiences that might be hurtful to
children, acknowledges the possible overlaps
between 'victims' and 'perpetrators' and
corresponds better to the language children use
to describe their experiences
(http://globalkidsonline.net/recognising-online-
hurtful-behaviour-among-peers/). We avoid the
term 'pornography' due to its negative
connotations and use 'sexual
content/images/messages' to acknowledge that
this content is not necessarily harmful or
unwanted by children.

*Now I will ask you about things that might have happened
to you on the internet. You might have been bothered or
upset by some or all of these, but you might have not.*

*In the PAST YEAR, has any of the following happened
to you on the internet or on a phone? Answer for each
option:* **No (1), Yes (2), Prefer not to say (3)**

a. I had contact on the internet or on a phone with
someone I met online who had no other connection
with my life
b. I met someone face-to-face that I first got to know on
the internet or on a phone
c. I was treated in a hurtful or nasty way online or on a
phone
d. I saw sexual images on the internet or on a phone
e. I saw people talk about or show ways of physically
harming or hurting themselves
f. I saw hate messages that attack certain groups or
individuals (e.g., people of different colour or religion or
nationality)
g. I received a sexual message (e.g. words, pictures or
videos)

Frequency of exposure to online risks
Q9RisksFrequency

Measure how frequently (scale 1-5) the child has
encountered the risk.

Report (1) frequency (scale 1-5) of risk encounter
for each risk (base: all children).

Source: as above (Q8Risks)

In the PAST YEAR, how often did this happen?
*Choose one answer: Never (1), Just once or twice (2),
At least every month (3), At least every week (4), Daily
or almost daily (5), Prefer not to say (6)*

Risks as above (Q9Risks)

Excessive internet use
Q10ExcessiveUse

Does the child use the internet so much that they

*In the past year, how often have these things happened
to you? Answer for each option: Never (1), Hardly ever
(2), Sometimes (3), Often (4), Very often (5)*

encounter specific negative outcomes?

Measure frequency (scale 1-5) of negative outcomes (a-e).

Report (1) percentage of children who report at least one negative outcome (scale 3-5 for options a-e), (2) percentage of children who report each negative outcome (scale 3-5), (3) average number of negative outcomes children report (scale 3-5), (4) average frequency (scale 1-5) for each negative outcome (a-e) (base: all children; all child internet users).

Note: Refers to intense internet use with negative outcomes for children. We use the term 'excessive use', rather than 'addiction', to focus on the problematic outcomes of excessive internet use.

Source: GKO Module Well-being (Harms): G9 Core; EU Kids Online.

a. I have gone without eating or sleeping because of the time I spent on the internet
b. I have experienced conflicts with family or friends because of the time I spent on the internet
c. My grades have dropped because of the time I spent on the internet
d. I have tried unsuccessfully to spend less time on the internet
e. I think the amount of time I spend on the internet causes problems for me

Section 4: SOCIAL SUPPORT
One priority question for social support (Q11 Support)

Social support

Q11Support

If the child has been upset by something online in the past year (Q7), did they seek social support? Refers to seeking help when something upsetting happens online using the last time it happened to keep the child focused on actual behaviour, though their answer can also be taken as a proxy for help-seeking more generally. Aims to explore children's help-seeking practices and sources of support.

Measure whether the child told each of 11 types of people.

Report (1) percentage of children who told someone (options a-k), (2) percentage of children who told each type of person (options a-k), (3) percentage of children who told no-one (option l) (base: children who encountered something upsetting on the internet in the past year).

Source: GKO Module Well-being (Harms): G6 Core. Source: EU Kids Online, adapted.

(If 'Yes' to Q7harm) **The last time something happened online or on a phone that bothered or upset you, did you talk to anyone of these people about it?** *Choose as many answers as you wish*

a. Brother (over 18)
b. Sister (over 18)
c. A brother or sister under 18
d. Father or step-/foster father
e. Mother or step-/foster mother
f. Other adult relatives, such as aunts, uncles, or grandparents
g. Boyfriend/girlfriend (romantic)
h. A friend or friends
i. A teacher
j. An adult I trust e.g. coach, neighbour, doctor, or babysitter
k. Someone else
l. No one
m. Prefer not to say