

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). 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 would be included in future survey research about children's circumstances, experiences or life chances, as they encompass internet access and use through to 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.
- The intended population is 9–17 year olds who have used the internet 'from any location in the last three months' ([ITU, 2014: 55](#)).
- 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

SECTION 1: ACCESS

One priority question for internet access (Q1Access) and four additional questions for barriers to and frequency of access, places of use, and devices used (Q2Barriers, Q3Frequency, Q4Places, Q5Devices)

Internet access (priority question for access)

Q1Access

Can the child access the internet when they want or need to?

Measure on a scale 1-4 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 and B4 Optional; Source: GKO South Africa & [Oxford Internet Surveys](#), adapted.

Are you able to access the internet when you want to or need to?

Choose one answer. 1. Never; 2. Sometimes; 3. Often; 4. Always

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-m, scale 1-13 or lack of barriers (option n).

Report: (1) percentage of children who experience barriers to access against a base of all child internet users, (2) report by barrier (options a-m), (3) percentage who encounter no barriers (option n).

Source: GKO Module: Access, B3 Core and B4 Optional; Source: GKO South Africa & [Oxford Internet Surveys](#), adapted.

When you are unable to access the internet, what are the reasons?

Choose (or tick) as many answers as you wish:

- a. My parents don't allow me to
- b. My teachers don't allow me to
- c. Devices (mobile phone, computer, tablet) are 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. It's 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. It's not for people of my age
- l. It's not for people like me
- m. Other
- n. I can always access the internet

Frequency of internet use

Q3Frequency

How frequently does the child use the internet in each of six places?

Measure frequency of use on a scale 1-7.

Report the highest frequency at which the child uses the internet in any place (a-f) against a base of all children or all child internet users.

Source: GKO Module Access, B6 core; Source: [EU Kids Online](#) 2014, adapted.

How often do you go online or use the internet at the following places?

Answer for each option. 1. Never; 2. Hardly ever; 3. At least every month; 4. At least every week; 5. Daily or almost daily; 6. Several times each day; 7. Almost all the time.

- a. At school or college
- b. At home
- c. In the home of friends or relatives
- d. In a public place (for example, in libraries, cafes, computer shops)
- e. When I am on my way somewhere (e.g., on the street, in a bus or car)
- f. When I am somewhere by myself

Places of internet use

Q4Places

Does the child use the internet in each of six places?

Report (1) percentage of children who use the internet at least monthly (scale 3-7) in each place (options a-f), (2) average number of places each child uses the internet at least monthly, (3) frequency at which a child uses the internet in each place (base: all children or all child internet users).

Use question above (for Q3Frequency)

Devices used

Q5Devices

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-f, (2) average number of devices used by each child at least monthly.

Source: GKO Module Access, B7 core; Source: [EU Kids Online](#) 2014, adapted.

How often do you go online or use the internet using the following devices?

Answer for each option. 1. Never; 2. Hardly ever; 3. At least every month; 4. At least every week; 5. Daily or almost daily; 6. Several times each day; 7. Almost all the time.

- a. A mobile phone that is not a smartphone [*Add local examples to explain*]
- b. A smartphone [*insert local examples*]
- c. A desktop computer
- d. A laptop or notebook computer
- e. A tablet [*insert local examples*]
- f. A games console [*insert local examples*]

Section 2: ACTIVITIES AND SKILLS

Two priority questions for online activities (Q6Activities) and for digital skills (Q7Skills).

Online activities (priority question for activities)

Q6Activities

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 yes/no for each answer option (a-o)

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

Note that further non-compulsory response options are available for each type of online opportunity. See: www.globalkidsonline.net/survey. Additional options appropriate to your community can be added.

Source: GKO Module Opportunities, C4 Core; EU Kids Online 2014, adapted and Helsper et al, 2015.

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.

Have you done these things online in the past month?

Answer for each option. 1. Yes; 2. No; 3. Prefer not to say

Learning

- a. I learned something new by searching online
- b. I looked for information about work or study opportunities

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 (IM) *[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)

Q7Skills

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 1-5.

Report (1) percentage of children who can (yes=scale 3-5) do each skill (a-j), (2) average number of skills each child can do (yes=scale 3-5) across all skills (a-j), (3) average score (scale 1-5) for each child on each skill (a-j), (4) average score for each child across all skills.

Note: Additional non-compulsory response options are available for each type of skill. See: www.globalkidsonline.net/survey

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

Source: *GKO Module Skills, E1 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., Van Deursen, A.J.A.M., and Eynon, R. (2015) From Digital Skills to Tangible Outcomes: <http://www.lse.ac.uk/media@lse/research/Research-Projects/From-Digital-Skills-to-Tangible-Outcomes/Pdf/From-Digital-Skills-to-Tangible-Outcomes-Questionnaire.pdf>.

Please indicate how true the following things are of you when thinking about how you use technologies such as mobile phones and the Internet. 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. On a scale from 1 to 5 where 1 is 'Not at all true of me' and 5 is 'Very true of me', how true are these of you?

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 find it easy to check if the information I find online is true
- d. I find it easy to choose the best keywords for online searches

Social skills

- e. I know which information I should and shouldn't share online
- f. I know how to remove people from my 'friend' or 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 (Q8Harm) and overall exposure to online risks (Q9Risk). Note that the risk questions must be asked in confidence, e.g. by self-completion.

Two optional questions for frequency of exposure to online risks (Q10Risks Frequency) and excessive internet use (Q11ExcessiveUse)

Online harm (priority question for risk)

Q8Harm

Has the child been upset by something online in the past month? 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 yes (base: all children; all child internet users).

Note: We recommend that Q8Harm is supplemented by questions on exposure to specific risks to distinguish between online risks (the probability of a harmful outcome) and harm (that has occurred, as reported by the child).

In the PAST MONTH, has anything 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)?

Choose one answer: 1. No; 2. Yes; 3. Prefer not to say

Exposure to online risks (priority question for risk)

Q9Risks

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 Risks: F2 Core; F3 Core; F11 Core; F18 Core; F24 Core; F28 Core; F34 Core; F38 core; F43 Core, F45 Optional.

Source of all risk questions: EU Kids Online 2014, adapted; excessive use also [Net Children Go Mobile](#), adapted.

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? Answer for each option: 1. No; 2. Yes; 3. Prefer not to say

Contact risks

- a. I had contact on the internet with someone I have not met face-to-face before
- b. I met someone face-to-face that I first got to know on the internet
- c. I met someone face-to-face that I first got to know on the internet and it was upsetting for me

Hurtful behaviour

- d. I was treated in a hurtful or nasty way
- e. I treated someone else in a hurtful or nasty way
- f. Somebody used my personal information in a way I didn't like
- g. Somebody created a page or image about me that was hostile or hurtful

Note: We suggest 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’ as a way of acknowledging that this content is not necessarily harmful or unwanted by children.

Frequency of exposure to online risks

Q10RisksFrequency

Measure how frequently (scale 1-4) the child has encountered the risk (of those who encountered it).

Report (1) frequency (scale 1-4) of risk encounter for each risk (base: children who encountered that risk).

Source: as above (Q9Risks)

Excessive internet use

Q11ExcessiveUse

Does the child use the internet so much that they 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: EU Kids Online.

Sexual risks

- h. I saw sexual images
- i. I saw sexual images and it was upsetting for me
- j. I received a sexual message (e.g. words, pictures or videos)
- k. I sent or posted sexual messages (e.g. words, pictures or videos about me or someone else)

Other risks

- l. The device (e.g., phone, tablet, computer) I use got a virus or spyware
- m. I lost money by being cheated on the internet
- n. Somebody used my password to access my information or to pretend to be me

(If ‘Yes’ to Q9Risks) In the PAST YEAR, how often did this happen?

Choose one answer: 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

Risks as above (Q9Risks)

Excessive use

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

- 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 (Q12Support) and one additional question on usefulness of social support (Q13Support Usefulness)

Social support (priority question for support)

Q12Support

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 7 types of people.

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

Source: GKO Module Risks, F14 core. Source: EU Kids Online 2014, adapted.

(If 'Yes' to Q8harm) *The last time something happened online that bothered or upset you, did you talk to anyone of these people about it?*

Choose (tick) as many answers as you wish

- My mother or father (or step/foster mother or father)
- My brother or sister (or step/foster/half sibling)
- A friend around my age
- A teacher
- Someone whose job it is to help children
- Another adult I trust
- Someone else
- I didn't talk to anyone
- Prefer not to say

Usefulness of social support

Q13SupportUse

If the child told someone about being upset online, was that useful as a source of social support? Refers to self-evaluation of the last time social support was sought. Aims to explore if seeking support was beneficial.

Measure whether useful (yes/no) for each person told (scale 1-3).

Report (1) percentage of children who found it helpful (scale 2-3) when they told someone (any of a-g), (2) percentage of children who found it helpful (scale 2-3) when they told each type of person (for each of a-g).

Source: EU Kids Online 2017.

(If 'Yes' to each option in Q12Support) *The last time you talked to someone how useful was it?*

- Not at all
- A little
- A lot