

Risks and Opportunities Related to Children's Online Practices

Ghana Country Report - December, 2017



RESEARCH REPORT ON
Risks and Opportunities Related
to Child Online Practices
Ghana Country Report - December 2017

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Foreword



We are living witnesses to the fourth industrial revolution, driven by exponential growth in the adoption of digital technology and unprecedented increases in access to knowledge. The internet revolution has transformed how we communicate and access information and is an increasingly valuable resource for young people and children to learn, socialize, innovate and connect. Children and young people across the world inhabit the online environment in increasing numbers, however, the increase in accessibility to the internet has resulted in an increased threat to the safety and security of children online who are exposed to bullying, online abuse, harassment, identity theft and more which can negatively impact their well-being.

This research on the risks and opportunities related to child online practices has been undertaken to provide insight into children's usage of the internet in Ghana and aims to facilitate a deeper understanding of the online risks children are exposed to and further inform programming and policy advocacy in Ghana.

The study highlights how children access the internet, the devices they use to connect and where they connect to the internet. The study also explores the activities children pursue online, their self-reported digital skills and importantly how children cope when they encounter risks and threats online. The report captures the enormous opportunities and benefits children derive from the use of the internet and the kind of support structures, supervision and control measures that exist to protect children online.

As part of Ghana's Digital Agenda, the Government is committed to achieving an all-inclusive society and recognizes ICT as a powerful catalyst for political and social empowerment. As we scale up our digitalization efforts and increasingly embrace technological advancements, it is important that our cyber preparedness and security also improve and a comprehensive child online protection strategy is critical to achieving this.

I am optimistic that this report will strengthen our efforts to formulate policies and develop programme interventions that will protect our children and support safe use of the internet, allowing them to derive maximum benefit and leverage the opportunities that the internet provides.

Child online protection requires a multi organizational approach with local, national and international co-operation and I would like to encourage all stakeholders to get involved in the collaborative effort to protect children within the virtual online space and ensure a safe and secure online experience for children everywhere.

Mrs Ursula Owusu-Ekufu (MP)
Minister for Communications

Preface



Access to the Internet and mobile technology has opened a world of unparalleled opportunities for children and young people to communicate, connect, share, learn, access information and express their opinions on matters that affect them. This development undeniably also presents significant challenges to children's safety as this exposes them to inappropriate content, cyber bullying, online sexual exploitation and abuse in all its forms.

Globally, UNICEF is committed to the protection of children from violence, exploitation and abuse and has been supporting the development and implementation of key national child-related policies, which seek to prevent and protect children from all forms of violence. Similarly, UNICEF is keen to prevent and reduce the risks associated with the use of the internet while enabling more children and young people to reap the benefits of a secure and safe online space.

Over the past few years, we have observed how digital technology is changing lives in Ghana. If leveraged in the right way and accessible for everyone, digital technology can be an important resource for the development of children and young people. This important technology provides them with skills to succeed as both consumers and creators of digital contents in Ghana.

UNICEF has been pleased to support this piece of research, as an initial step to the protection of children within the digital space. The analysis of risks and opportunities related to child online practices is timely and relevant, as it provides data to inform advocacy, policies and programmes aimed at promoting online safety for children.

The study shows how the internet and digital technology are helping and hindering children's learning, well-being and social relationships. It further outlines some practical recommendations that can guide more effective programming to amplify the opportunities the digital world offers to children, and to reduce the risks they have to contend with as users.

UNICEF commends the Government of Ghana, particularly the Ministry of Communications, for their enthusiastic commitment to the protection of children in the online space. We would also like to thank the Government and people of Canada for their generous support to this initiative.

We look forward to our continued partnership with the Government of Ghana and other stakeholders in creating a safe and protective environment for children.

A blue ink signature of Anne-Claire Dufay, written in a cursive style.

Anne-Claire Dufay
UNICEF Representative in Ghana

Acknowledgements

This research report is the result of the commitment, efforts and contribution of a large number of individuals and institutions. The research team from IPSOS Ltd Ghana wishes to thank the many colleagues who gave freely of their time for this research, including staff from UNICEF Ghana, the Government of Ghana, and the International and National NGOs. We would also like to thank over 2,000 children and 1000 parents/caregivers and all the key informants who offered their time to participate in this study.

IPSOS Ltd Ghana expresses deep appreciation to the research steering committee comprising representatives from Government institutions, non-governmental organizations, private sector and civil society drawn mainly from the National Steering Committee on the Child Online Protection initiative. The research steering committee provided support and guidance to IPSOS Ghana, the consulting research firm throughout the various stages of the research process, their commitment and valuable inputs contributed immensely to the completion of this research project.

This research was done in response to the need to fill the data gap on the scope and dynamics of children's use of the internet in Ghana for evidence-based programming and policy aimed at promoting the protection of children in the online space. It is a product of collaborative effort involving the Ministry of Communications, Ministry of the Interior and the Ministry of Gender Children and Social Protection with funding from the Government of Canada.

We are also grateful to the UNICEF Office of Research Innocenti for all the technical support they provided. Special thanks to Jasmina Byrne and Daniel Kardefelt-Winther, for their guidance and for sharing the benefits of their experience at different stages of the research process and Joyce Odame, child protection officer, who led this research from UNICEF Ghana. The research also benefited from the Global Kids Online Research Network including Professor Sonia Livingstone and her team from the London School of Economics, their inspiration and support for this research is very much appreciated.

UNICEF and IPSOS would like thank all the stakeholders who reviewed the draft report and participated in the validation session. The valuable contributions and inputs received were useful for finalizing the report.

Executive Summary

Background and Objectives: Child online protection is one of the emerging topical issues in Ghana. Child online protection is an international collaborative network to protect children worldwide against cyber threats by providing legal, technical and organizational measures. It is geared towards the prevention of violence against children through the internet and other mobile technologies. This survey was intended to collect information on; access to, usage, user habits, risk and opportunities as regards online media among children of 9-17 years. The trigger for the research was the need for evidence of the scope, nature of the opportunities and risks as well as the dynamics of the use of the internet by children in Ghana to inform policy and programme intervention. Moreover, the existing information had gaps in scope, and focuses on only certain aspects of the subject matter.

Methodology: The Global Kids Online research toolkit was adapted to guide the methodology and data collection tools. Global Kids Online research toolkit is a set of tools developed to enable academics, government, civil society and other actors to carry out reliable and standardized national research with children and their parents/guardians on the opportunities, risks and protective factors of children's internet use. The Global Kids Online project (www.globalkidsonline.net) was developed as a collaborative initiative during 2015-2016 between the UNICEF Office of Research - Innocenti, the London School of Economics and Political Science, and the EU Kids Online network. The toolkit was continuously adapted and revised via a sustained dialogue with and across research teams in the pilot countries before, during and after the research process.

The study was cross sectional in nature employing both quantitative and qualitative techniques of sampling, data collection, analysis and presentation. A descriptive and explanatory approach was adopted as the study sought to understand and explore online behaviors and experiences of children. The study targeted children 9-17 years, parents/guardians, internet service providers and relevant Policymakers and Opinion Leaders from the government and Civil Society knowledgeable about issues under study. The study targeted and achieved a total quantitative sample of 3000 respondents. Since the children were the primary target respondents, a higher sample of children aged 9-17 years at 2000, than parents/guardians at 1000 was targeted and achieved. The sample was distributed proportionately to population size of the region. Consequently, Ashanti and Greater Accra contributed the most to the sample while Upper West region contributed the least. Quotas by location, gender and age of children were pre-determined basing on the national distribution statistics of children in the country. In-depth individual interviews and focus group discussions were also conducted with children, parents, internet service providers and policymakers as well as stakeholders from relevant government institutions and civil society organizations.

Summary of key results

Key demographics: Urban residents (57%) were slightly higher than rural resident (43%). Boys (51%) were slightly more than the girls (49%). On the other hand, majority of the parents/guardians were female (61%) aged between 35 and 44 years. About 9 in 10 of the parents/guardians had a source of income and earning between GHS 255 and 699. Majority of the children aged 9-17 years were in junior high school. 5 in 10 parents/guardians had attended high school and 2 in 10 had never attended school at all, these were mostly female parents/guardians. Majority of the children lived in households in the lowest wealth quintile - social economic status D.

Age at first use of the internet: On the average, children start using the internet at the age of 12 years. The average age increases with age. This implies that children start to use the internet at an earlier age compared to previous years. Most children (4 in 10) use the internet at least every week. Very few (2 in

10) children use the internet on a daily basis. More males use the internet more often than females. Older children (15-17 years) use the internet more often than the younger ones. 6 in 10 parents/guardians interviewed had never used the internet. These are mostly females and aged 65 and above years. Usage of internet relatively decreases with increase in age among the parents/guardians. Usage of internet was highest among parents/guardians below 35 years. Children spend more time online during weekends, compared to weekdays. Focus group discussions with children found that more time is spent online on the weekend because they are free as majority are not at school on weekends.

Access to the internet: All the children surveyed had used the internet 3 months preceding the survey. 6 in 10 children face barriers to access the internet at some point as majority only access the internet sometimes when they need to. Parents/guardians face even bigger and more access barriers to the internet. 5 in 10 parents/guardians are unable to access the internet, a big proportion of these have never used it. Both girls and female parents/guardians face slightly more internet access barriers than the males. By age, whereas younger children face more barriers, older parents/guardians face more internet access barriers. Further, children residing in rural areas face more barriers to access internet than urban children, meanwhile children in Ashanti region face more barriers to access the internet than any other regions. The main reason why most people (parents/guardians and children) are unable to access the internet is because there is no internet connectivity where they live. The other major barriers are related to cost of the internet and devices that can connect to the internet. Parental restriction is another major access barrier among the children.

Place of use, device and connectivity

Place: 8 in 10 People (children and parents/guardians) access and use the internet from home. Only 2 in 10 children access and use the internet while at school. This might imply that children mostly rely on the internet provided by their parents/guardians at home or provided by education institutions where they do not have to pay for it themselves. Focus group discussions found that children prefer going online at home because they don't have to pay for it.

Devices: Mobile/portable internet enabled devices are mostly used to access internet by children. 7 in 10 children use a smart phone to access the internet, implying that most children have access to smart phones. Second most used devices are a desk top and ordinary mobile phones. The least used internet devices are the games console, tablets and the laptop. In-depth group discussions with children found that mobile phones are preferred devices because of the portability, easy to use and accessible at home. Children that used the laptop, preferred it because it has a clearer and bigger screen than mobile phones.

Connectivity: 7 in 10 children use pre or post-paid internet, 3 in 10 use free internet or go somewhere they can pay for internet each time they need to use it. More older children (15-17 years), boys, urban and Western region residents use cyber cafes to connect to internet. More younger children (9-11 years) use free internet, relating this finding with the result of home as the most used place for accessing internet for most children, most children consider the use of their parent/guardian's pre or post paid internet as free internet. This is because results also showed that children mostly use parents/guardians' devices – of which they do not have to pay for.

Recommendations:

- Interventions targeting increased internet coverage and at a reduced cost will be required so as to tackle the major barriers for internet access and use for both children and their parents/guardians.
- Rural areas, the younger children (9-11 years) and girls will need to be supported and prioritized in interventions to increase access and use of the internet.
- Parents/guardians will need to be strategically targeted to increase their access and use of the internet if they are to play a role in supporting their children with use of the internet.
- There is still limited use of the internet at school, interventions to increase and improve this will be

required. An assessment might be required on the level of digital skills and knowledge of teachers as well as availability of devices and internet connectivity in schools to fully understand the low internet use at school.

Online practices and skills

About 7 in 10 children feel there are lots of things on the internet that are good for them. The belief that the internet has lots of good things for children increases with increase in age and it is more common among the boys. In-depth discussions found that children are excited with the ease and ability to meet new people through the internet, chatting with friends, sharing jokes, pictures and videos, searching for things not known especially for school work, playing and sharing online games. Focus group discussions found that some children feel the internet has had a negative impact on their lives. This is mostly related to exposure to negative culture and lifestyle, pornography and encouraged many to ignore some important things in life.

Most children use the internet for learning, social relationships and entertainment. A few use it for community participation. Very few use the internet for civic participation, commercial purposes and creative participation. This finding is similar to other countries where Global Kids Online research has been conducted. This implies that most children perceive the internet more as a center of learning and communication and less as a place for business and active participation on civic issues. For the children who mostly use of the internet at school, it is for most of the time for the purposes of helping them to complete class projects and assignments. This implies that use of the internet at school among children is mostly for purposes of helping them complete class projects and assignments.

Visited Sites: Facebook is the most visited platform followed by google and Whatsapp. About 8 in 10 children visit facebook, 5 in 10 visit Whatsapp and 2 in 10 visit YouTube. For the top three visited social networking sites/platforms, more boys and urban residents visit the sites most. Visiting of the social networking sites also increases with age.

Approach to online behaviour: Only 6 out of 10 children reported that they feel safe on the internet. Similarly, 6 in 10 children have a social networking profile they use currently and these are mostly boys and urban residents. Older children were more likely to say that they had a social networking profile compared to younger children. 4 in 10 children will accept all requests made to them online. These are mostly boys, in rural areas and aged 12-14 years. This implies that girls and younger children are more cautious to accepting friend requests than the boys. In-depth group discussions showed that some children are worried to accept requests from people they don't know because of the negative outcomes such as harassment and misuse of their information and pictures.

Digital skills: About 5 in 10 children feel they know lots of things about using the internet. 6 in 10 feel they know more about the internet than their parents/guardians. On the other hand, only 2 in 10 parents/guardians feel they know lots of things about using the internet, or they know more about the internet than their child. Children, as compared with their parents, are more confident in their self-reported **social skills** (information sharing online), **operational skills** (such as saving a photo or downloading files) and **mobile skills** (such as installing apps on mobile devices). Consequently, about 4 in 10 children compared with 3 in 10 parents are confident that they can do all of these things. On the other hand, children as well as parents/guardians were least confident in their creative skills. Across all the different digital skills, we see that boys, urban residents and older children (15-17 years) tend to be more skilled than girls, younger children and children living in rural areas. Among parents/guardians, those who are males and younger tend to have higher self-reported digital skills compared to female and older parents/guardians. Overall, findings show that children are more confident in their digital skills than the parents/guardians (including those that have never used the internet). This is in line with findings from most other countries where Global Kids Online research has been conducted.

Research from EU Kids Online and other Global Kids Online countries suggests that those children who have higher digital skills are engaged in more online opportunities, which makes it important to support further development of Ghanaian children's digital skills.

Recommendations

- Interventions aimed at building skills of the children to use the internet for learning and creative purposes should be designed. This can be included in the school curricula at the basic school level.
- Children need to be sensitized that the internet is just more than sharing pictures and messages. There is need to improve on children's technical digital and creative skills to gain more from the internet.
- The research data indicates that 21% of children look for health information online at least weekly. Sites with helpful and accurate information that is understandable and accessible for children will be required.

Risks: Risky Online Practices

Most common risky online practice among children is looking for new friends and contacts, followed by adding people as friends they have never met face to face (2 in 10). Only 1 in 10 children sends a photo or video of themselves to someone they have not met face to face. Throughout all the risky practices, more boys and older children 15-17 years are involved. About 4 in 10 children have made contact with someone on the internet they had never met face to face before and 2 in 10 have met someone face to face that they first got to know on the internet.

About 3 in 10 children have experienced something that bothered and upset them while online. 2 in 10 children have been treated in a harmful way or in way they didn't like while online. These are mostly boys and urban residents. The likelihood of reporting an upsetting experience increased with age. Group discussions found that the common things that bothered or upset children online included pornographic images, sharing of violent images, fraud or money scams and emotional harm from negative comments and misuse of posted pictures in a demeaning manner. About 1 in 10 parents/guardians reported that their child had experienced something bothering or upsetting while on the internet and 6 in 10 reported otherwise. However, about 3 in 10 parents/guardians have no idea if anything bothering or upsetting has happened to their children while using the internet. The parents who are largely unaware of their children's experience of online harm are mostly older males who have never used the internet. This trend clearly shows that a notable proportion of parents/guardians are unaware and not involved in what goes on in the online lives of their children.

Exposure to sexual images: 4 in 10 children have seen sexual images online. This is more common among boys than girls, and more common among urban residents and older children 7 in 10 children reported that they were exposed to sexual images on online devices, but it was equally common to be exposed to sexual images via TV. Of 70% of children who reported that they have seen sexual images online, 6 in 10 children reported that this happened on social networking sites. Furthermore, among those that had seen sexual images, 36% reported to have felt uncomfortable, 27% felt embarrassed or shy, while 26% felt neither happy or upset. This implies that perceptions towards exposure to sexual images among children is divided. Meanwhile 2 in 10 children reported that they have received sexual messages from someone else (words, pictures or videos) in the past 12 months, this was more common among boys and older children. Similarly, 1 in 10 children reported that they had sent, shared or posted sexual messages (words, pictures or videos).

Potentially negative user-generated content and negative online experiences: About 2 in 10 children have experienced negative user-generated content and 1 in 10 have experienced negative experiences on the internet. Majority (47-56%) of the children were upset when they saw negative user generated content online. Children were most upset about content related to violent images (56%), ways of committing suicide (52%) and experiences of taking drugs (51%). This is higher than children that were upset after viewing sexual images.

Unwanted sexual experiences: About 2 in 10 children have encountered unwanted sexual messages online. Experience of unwanted sexual acts was higher among the boys, urban residents and older children (15-17 years).

Reporting and coping with Online harm: 5 in 10 children that have experienced upsetting or bothering things online talk about it to a friend of the same age. Only 2 in 10 will talk to their parent or sibling, and about 1 in 10 will talk to a teacher. 1 in 10 will not talk to anyone about it. This implies that children trust their peers on upsetting things that happen to them online than any other person. In-depth group discussions corroborated this finding.

Coping with Online harm: Only 2 in 10 parents/guardians are confident that their children can cope with things that upset them online. Female parents between 25-54 who have never used the internet tend to be more confident in their children's ability to cope. About 3 in 10 parents/guardians are confident of offering support to their children to cope with things that upset them online. These are mostly female, below 35 years and have ever used the internet. The most common and preferred source of information and advice on how to help and support children on the internet by parents/guardians was the media – TV, Radio, newspapers or magazines, followed by child's school. Notably, about 3 in 10 parents/guardians have never received such information, these are mostly female, who have never used the internet and never been to school.

Recommendations

- Since children share much with each other, about things that upset them online, they should be sensitized about online help centers and processes so that they can help and support each other when the need arises. Therefore, interventions to sensitize and teach children on safe online practices including what and who to share personal information with and who to add as a friend (and available safety options) will be required.
- Older children (15-17) and males should be prioritized for interventions on exposure to sexual images and messaging online – they are at most risk.
- Parents/guardians should be targeted in sensitization interventions to encourage them and teach them on how to be involved in how their children use the internet – if they are to be supportive and help children cope with negative online experiences. The older parents/guardians (above 35 years) should be prioritized because they were the least involved and confident of helping their children cope with online experiences.
- Parents/guardians mostly use and prefer mass media as source of information to help children cope with things that upset them online. This is probably because of the proliferation of radio and TV stations, making this medium even more accessible. This is followed by schools. These information sources should be considered when designing media campaigns targeting parents/guardians.

Social factors: Support and control measures

Parental enabling mediation: the study explored parental mediation in children's use of the internet. About 4 in 10 children have parents/guardians that encourage them to explore and learn things on the internet. 3 in 10 children have parents/guardians that suggest ways to use the internet safely. While this trend is quite positive, only a few children benefit from such helpful parental mediation. The findings, also indicated that only 2 in 10 children tell their parents/guardians about things that bother or upset them on the internet. This is a reflection of poor parent-child relationship, or perhaps that children do not believe their parents can help as their knowledge of internet is lower. Male parents/guardians below 35 years tend to interact more with their children on issues related to the internet.

Restrictive mediation: 6 in 10 children are allowed by their parents/guardians to use the internet anytime. Mostly boys, younger children (9-11 years) and rural residents reported parental restriction for use of internet. Majority of the parents/guardians do not restrict much their children on when and what they do on

line, whereas this is good as it enables children to explore the internet for new opportunities and to practice their skills, it can also put the children at risk of harm and other negative online practices.

Parental Monitoring: About 2 in 10 parents/guardians never check what their children are doing on the internet.

Benefits of parental Mediation: 5 in 10 children do not think that parental mediation in the use of the internet is helpful. These are mostly female, rural residents and either below 12 years or above 14 years.

Teacher Mediation: Teacher mediation for internet is relatively low, with a significant number of children, reporting that their teachers do not play a substantial role in mediating and guiding their internet use, even when they are in school. 5 in 10 children said their teachers never or hardly suggest ways to use the internet safely or encourage them to explore and learn things on the internet or make rules about what to do on the internet at school.

Peer mediation: 5 in 10 children have friends that suggest ways to use the internet safely or encourage them to explore and learn things on the internet. These were mostly the boys, urban residents and aged 15-17 years.

Recommendations

- Children mostly use the internet at home, so parents/guardians have a significant role to play in supporting, mediating or monitoring without limiting the rights of children and benefits of using the internet. There is the need to design and implement programs that will support parents to play this role effectively.
- Some parents need to be sensitized about the benefits of the internet for children if controlled, so as not restrict its use. However, they need to be know and understand the internet including the benefits and risks. Currently, about half hardly use the internet or have low digital skills.
- There is the need to target the parents/guardians and sensitize them on how to help children cope with things that might upset them while online especially the older parents/guardians (above 35 years).

Limitations of the study

- **The study was largely descriptive:** All the quantitative questions were closed ended leaving little room for open ended explanatory questions. Whereas focus group discussions yielded some information on explanations for the quantitative results, not all aspects were fully covered. Hence, the study fails to offer explanations for some of the quantitative results found.
- **Teachers as study participants:** Whereas the study assessed certain aspects of internet use at school, only the parents and children's perspective was assessed missing out on the teacher's perspective - a key stakeholder in use of the internet at school.
- **Cyber bullying as a form of online violence was not fully explored:** Although online violence was addressed generally, cyber bullying as a form of online violence against children was not fully explored by this study. Future studies addressing this component will be required

Areas for further research

- Qualitative explanatory studies will be required to fully understand reasons behind some of the children online practices and peer mediation.
- An assessment might be required on the level of digital skills and knowledge of teachers as well as availability of devices and internet connectivity in schools to fully understand the low internet use at school.
- Cyber bullying as a form of online violence can be explored in detail in future studies.

Acronyms

AU	African Union
CPAC	Child Protection Advisory Committee
CRVS	Civil Registration and Vital Statistics
ECOWAS	Economic Community of West African States
FGD	Focus Group Discussion
GKO	Global Kids Online
IANA	Internet Assigned Names Authority
ICT	Information and Communication Technologies
ICT4AD	Information and Communications Technology for Accelerated Development
IDIs	In-depth Interviews
ILO	International Labour Organization
LEAP	Livelihood Empowerment Against Poverty (cash transfer programme)
MoGCSP	Ministry of Gender, Children and Social Protection
UNICEF	United Nations Children's Fund

Definition of Key Concepts

The internet or online: The Internet is the global system of interconnected computer networks that use the Internet protocol suite (TCP/IP) to link devices worldwide. It is a network of networks that consists of private, public, academic, business, and government networks of local to global scope, linked by a broad array of electronic, wireless, and optical networking technologies.

Access to internet: Based on the adapted Global Kids Online toolkit, access to internet for children referred to children that have used the internet or been online in the past 3 months. Access to internet for parents/guardians referred to Parents/guardians that have ever used the internet or been online some time in their lives.

Place of use: Physical Location, Point or environment one is while online

Device of use: Gadget or instrument used to access the internet or go online, this includes a mobile phone, tablet, or computer used to send or receive messages, emails, browse or to chat with friends and family, uploading or downloading, etc

Connectivity: Refers to how the children connect to the internet when they have to use it, whether it is free internet (e.g., in school, cafes, libraries, other people's devices), or somewhere where they can pay for internet each time they use it (e.g., in a cybercafé) or use pre or post paid internet.

Opportunities: Refers to positive experiences children found online in the form of learning, recreation, play, socialization among others.

Risks: Refers to the risk of encountering a negative experience for children online, such as information abuse, exploitation, violent materials, fraud, among others. It is important to note that risk is not the same as harm, because not all risky experiences will feel harmful to a child and some may even have positive outcomes. Therefore, many risk questions in this study are also assessed by a follow-up question to ask how children who encountered a particular risk felt about this experience.

Digital skills: Level of ease or difficulty to use the different functions of the internet

Parental enabling mediation: Refers to how often parents/guardians actively engage with their children in a supporting manner around their internet use. Examples are how often they encourage children to explore and learn things on the internet or suggest ways to use the internet safely. Enabling mediation is a supportive parenting practice often associated with benefits for children.

Restrictive mediation: Refers to how often parents set rules and restrict children from accessing the internet or certain content. Examples are the tendency by parents/guardians to allow children to freely do different things on the internet, or whether they can only do it with permission or supervision Parental Monitoring; Refer to how often parents/guardians check different things their children do online after they have been online.

Teacher mediation: Refers to how often teachers encourage children to explore and learn things on the internet or suggests ways to use the internet safely or make rules about what children can do on the internet at school.

Peer mediation: Refers to how often peers/friends encourage each other to explore and learn things on the internet or suggests ways to use the internet safely.

Introduction: Background and Methodology

Background and rationale

Information and Communication Technologies have been rapidly developing and spreading globally. These advancements have allowed both adults and children to enjoy unprecedented opportunities and benefits in terms of socialization, education, and entertainment. For that, individuals use the internet in their homes or in public spaces, such as schools, Internet cafés, bars, and restaurants. In particular, due to the internet's user-friendly approach, it allows children and adolescents to learn, search for information, communicate and network with their friends and peers, enhancing their education and world culture. The most prominent spaces used to interact and form social relationships with others are chat rooms, peer-to-peer (P2P) websites, and social networking sites (social media)¹. However, these advances in ICTs also allow online perpetrators to commit crimes and online abuses. Due to children's inherent curiosity and naiveté, associated with a poor understanding of the potential risks of being exposed to illegal activities committed through the use of ICTs, they are more vulnerable to exploitation and harm than adults². Child pornography (also known as "child abuse images"), online grooming, and cyberbullying are key concerns adults have about children's use of the internet. It should be noted that the Ghanaian population is largely young, in 2015³ Ghana's population structure was estimated to entail the age group from 0 through 24 years to be 57.5% of the total population.

Internet and phone penetration

According to the 2010 census⁴, 7.9 percent of households in Ghana own either laptops or desktop computers. The proportion of households with these facilities is substantially low in most of the regions. However, in Greater Accra and Ashanti, relatively higher proportions of households own either laptops or desktop computers (16.8 percent and 9.3 percent respectively). The housing census data also indicated that 47.8 percent of the population 12 years and older own mobile phones while only 7.8 percent use internet facility. Ownership of mobile phones by individuals is much higher in Greater Accra (73.5%) and Ashanti (56.1%). In each of the other eight regions, the proportion of the population aged 12 years and older who own mobile phones is below the national average.

The data further show that males are more likely to own mobile phones and use the internet than females irrespective of locality and region of residence. Urban dwellers are more likely to own mobile phones (63.4%) and use the internet (12.7%) than rural dwellers (29.6% and 2.1% respectively). This pattern is reflected in all the regions.

While many opportunities for learning, recreation, play and socialization are provided by the new technologies, they may also increase the risk of abuse and exploitation of the children. A study carried out by the DOC (2007) of the Ministry of Gender Children and Social Protection (MoGCSP) on the use of the internet by school children in the Accra Metropolis did indicate that, some children use the internet for

¹ The World Bank Group and International Centre for Missing & Exploited Children. "Protecting Children from Cybercrime – Legislative Responses in Asia to Fight Child Pornography, Online Grooming, and Cyberbullying." 2015. http://www.wds.worldbank.org/external/default/WDSPContentServer/WDSP/IB/2015/02/24/0003333037_20150224140612/Rendered/PDF/944920WP00PUBL0ooming0and0Cyberbull.pdf (last visited Aug. 3, 2015).

² The Federal Bureau of Investigation (FBI), "A Parent's Guide to Internet Safety," n.d. <https://www.fbi.gov/statsservices/publications/parent-guide/parent-guide>

³ Ghana, The World Factbook, CIA, <https://www.cia.gov/library/publications/the-world-factbook/geos/gh.html> (last visited Aug. 3, 2015)

¹⁷ Cia factbook: <https://>

⁴ 2010 Population and Housing Census Report - Ghana Statistical Service

harmful purposes such as pornography, violent materials and fraud. 14% of children in the same study indicated they have used the internet for pornography. Results from a global poll conducted by UNICEF/IPSOS (2016) in 25 countries including Ghana also affirmed the global results and indicated that 82% of children and adolescents are in danger of being sexually abused or taken advantage of online. The plethora of private and public social media platforms has also greatly increased children's risk to online abuse. The case of the Republic v. Ali Gabass is but one of several which caught the attention of the state.

By its nature, the internet remains complex to regulate. Its public nature provides both national and supra-nationals bodies with the opportunity to establish regulatory framework, however its very private characteristics make it difficult to retain under control. As a principal medium of information, regulation of the internet often conflicts with the freedom of expression and the freedom to receive and disseminate information. Beyond striking the balance between regulation and the exercise of these rights, the need has also arisen to strengthen the protection of vulnerable groups such as children as well as to ensure that online environment is safe and enables children to explore, learn and socialize with peers.

Policies implemented

Since 2003, Ghana has been implementing policies to guide its development in the information age under "The Ghana ICT for Accelerated Development (ICT4AD) Policy". The Policy is aimed at addressing developmental challenges facing the country as a basis for achieving a number of policy goals and objectives. Currently, the country's policy is in its fourth phase (2015-2018), of a total of five phases. The policy lasts until 2022 and it recognizes "Good Governance, the Rule of Law, Respect for Human Rights" as a critical success factors for the country to achieve the objectives and the goals set in this policy. Moreover, Ghana has engaged with World Bank for the improvement of efficiency and coverage of government service delivery using ICTs. These efforts show the interest of the country in the development and implementation of ICTs, besides confirming the likely increase in usage of these technologies among its population.

In addition, the government of Ghana launched its National Youth Policy in 2013. In this policy, youth is defined as "persons who are within the age bracket of fifteen (15) and thirty-five (35)". Because youth, according to this definition, includes the United Nation's definition of a child. Among its priority areas, the policy emphasizes ICTs, while stating that "youth should be encouraged not only to use ICT for productive purposes, but also be weaned off the negative uses of ICT."⁵

Legal and Policy Framework

The 1992 constitution in article 28 provides for the rights of the child and mandates parliament to pass the appropriate laws to safeguard the rights of the child. For purposes of child online protection from sexual exploitation, the closest provision found in the constitution is article 28(1) (d) which states as follows:

"Parliament shall enact such laws, as are necessary to ensure that children and young persons receive special protection against exposure to physical and moral hazards"

Consequently, different provisions addressing issues of exploitation and other related offences are dotted across several laws. This includes the,

- Children's Act, 1998 (Act 560)
- Criminal offences Act, 1960 (Act 29)
- The Cinematography Act, 1961 (Act 76)
- Electronic Transactions Act, 2008 (Act 772)
- National Information Technology Agency Act 2008, Act 771

⁵ Ministry of Youth and Sports of Ghana. "National Youth Policy of Ghana," 2010. http://planipolis.iiep.unesco.org/upload/Youth/Ghana/Ghana_YouthPolicy.pdf .

In addition to the above laws different policies have been developed to deal with specific issues. Examples are the following:

- The ICT for Accelerated Development Policy (ICT4AD Policy).
- ICT in Education Policy (January 2006 and November 2008)
- The Child and Family Welfare Policy (February, 2015)
- National Cyber Security Policy and Strategy (2015)

A 2015 Comparative Study⁶ by World Vision found that the legal system of Ghana shows moderate alignment with relevant international and regional instruments regarding the major forms of online abuse and exploitation of children (activities related to child pornography, online grooming, and cyberbullying). There are therefore, some improvements to be made. The adoption of appropriate domestic law for child online protection is crucial to stop and prevent child exploitation and abuse committed with, by and through the use of ICTs. More than aligning its legal system to the relevant instruments analyzed by the study, Ghana has to ensure law enforcement.

Ghana is bounded to the following international and regional instruments:

Ghana was the first country to ratify the Convention on the Rights of the Child in 1990. Since then the country has ratified a number of international and regional instruments relating to child protection. Ghana took steps towards ratification of the Optional Protocol on the involvement of children in armed conflict in 2010 and is currently working on a possible ratification of the Optional Protocol on the sale of children, child prostitution and child pornography. In 2013, the government signed the third Optional Protocol, on a communications procedure. The country ratified the United Nations Convention against Transnational Organized Crime in 2012 and International Labour Organization (ILO) Convention No. 182 on the worst forms of child labour in 2000. Ghana also ratified ILO Convention No. 138 (1973), the Minimum Age Convention in June 2011, setting the minimum age for employment to 15years. Other regional Instruments ratified include the African Charter on the Rights and Welfare of the Child and the Convention on the Elimination of All Forms of Discrimination against Women. Besides, as a Member State of ECOWAS, the country is legally bounded by the Supplementary Act A/SA. 1/01/10 on Personal Data Protection and the Directive C/DIR. 1/08/11 on fighting cybercrime within ECOWAS.

It is also important to take note of the under listed instruments the country is yet to accede to or ratify to inform advocacy towards their ratification or accession due to their relevance to the subject under study.

1. Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography
2. The Convention on Cyber Crime and the Lanzarote Convention
3. AU's Convention on Cyber Security and Personal Data Protection by its members

Despite the elaborate legal framework outlined above, there are gray areas in relation to child online protection that needs to be addressed. For example, in spite of the above legislation and policies, pornographic materials are still accessed by children online and this has attracted public complaints. There have also been reported incidents of children acquiring pornographic materials from vendors of video CDs, mobile phones and other multi-media facilities. Even though some of these incidents have been reported, it is difficult to determine the scope of these reports and the frequency with which children take advantage of these outlets due to a lack of reliable data.

Although a few studies have been done on the child online safety in Ghana, most of the research were limited in scope and focused only on some aspects of the issue. There was therefore a need for a national research that provides evidence of the scope, nature of the opportunities and risks as well as the dynamics

⁶ Comparative Study of Policy Gaps in Digital Technology in Ghana: Impact on the Safety and Protection of Children, 2015, World Vision Ghana

of the use of the internet by children in Ghana. The current survey was intended to collect information on; access, usage, user habits, risk and opportunities about online media among children of 9-17years. The trigger for the research was the fact that the existing information had gaps in scope, and focuses on only certain aspects of the subject matter.

Child online protection is one of the emerging topics in the violence prevention and response in Ghana. Many partners including the Ministry of the Interior, Ministry of Gender Children and Social Protection, and Ministry of Communication have expressed interest in the topic. UNICEF Ghana has supported and participated in the ongoing broader stakeholder meetings and consultations around the topic organized by the ministry of the interior and other interested partners. One of the outcomes of these consultations is the need for some national research to gather information and evidence to inform and stakeholders at the national and international level. It will further provide inputs for strategy development to address the issue. The research will also inform policy formulation, implementation and legal reform.

Research Questions

The survey broadly aimed to answer the research questions below.

Table 1: Study Research questions

Issue	Research Question
Access	How do children access and use internet enabled devices in their everyday lives?
User practices and skills	What do children do online and how, what can/can't children do or what do/don't they know?
Opportunities	What activities do they pursue online, why, and what benefits do they report and how do they respond to them?
Risks	What problems or challenges do they encounter online and what harms do they report and how do they respond to them?
Well-being and rights	How does using the internet contribute to or undermine their well-being and their rights to protection and participation?
Social factors	In using the internet, how are they helped or hindered by family, educators, digital ecology and peer communities?
Support/Control measures	What kind of support structures/supervision/control measures exist to protect children online?

Survey Approach and Methodology

Adaptation the Global Kids Online (GKO) research toolkit: The Global Kids Online research toolkit and methodology was adapted and used for this research. The GKO research toolkit is a set of tools developed to enable academics, government, civil society and other actors to carry out reliable and standardized national research with children and their parents/guardians on the opportunities, risks and protective factors of children's internet use. Responding to evidence gaps, the Global Kids Online project (www.globalkidsonline.net) was developed as a collaborative initiative between the UNICEF Office of Research - Innocenti, the London School of Economics and Political Science, and the EU Kids Online network.

The Global Kids Online toolkit was designed during 2015-2016 by UNICEF Office of Research - Innocenti and the London School of Economics and Political Science, and research teams from four countries

(Argentina, Serbia, South Africa and the Philippines). The qualitative and quantitative tools were based on the combination of international literature reviews and the work of the EU Kids Online network, which developed and fielded a cross-national survey and individual/focus group interviews on children's internet use in a European context from 2010-2014 (see www.eukidsonline.net). The Global Kids Online network consisted of 14 countries by the end of 2017 and has so far supported research in 10 countries, with additional country projects planned for 2018. Ghana is a full member of the network and UNICEF Ghana leads the national Global Kids Online effort. The Global Kids Online research tools are continuously adapted and revised via a sustained dialogue with research teams in the countries who carry out the research.

Global Kids Online (GKO) project aims to gather rigorous cross-national evidence that:

- Will advance understanding of whether and how the internet amplifies the risks of harm to children and how to optimize digital opportunities that contribute to children's well-being.
- Follows a child rights framework, as this offers a unifying approach to children's everyday experiences online, as well as offline, while also recognizing the diverse contexts in which children live.
- Connects evidence with the ongoing international dialogue regarding policy and practical solutions to children's well-being and rights in the digital age, especially in countries where the internet has only recently reached the mass market.

Study design: The study was cross sectional in nature employing both quantitative and qualitative techniques of sampling, data collection, analysis and presentation. A descriptive and explanatory approach was adopted as the study sought to define and explain online behaviors and experiences of children.

Study areas: A national survey was undertaken, taking into account all the ten regions of Ghana, i.e. Western, Central, Greater Accra, Volta, Eastern, Ashanti, Brong Ahafo, Northern, Upper East and Upper West. Enumeration areas and districts in each region were sampled to represent the rest of the region. Based on the national statistics, there are 216 districts in all the 10 regions of Ghana. The study was conducted in a total of 68 districts (30%). This sample of districts has been computed using Taro Yamane's formula given as:

$$n = \frac{N}{1 + N * (e)^2}$$

Where:

- *n* = sample size in terms of Districts to be selected
- *N* = total number of districts in the project area
- *e* = acceptable sampling error. This was set as 10% because of the small number of districts likely to result in large sampling variability.

Sampling of districts: The 68 districts were distributed proportionate to size across the 10 regions, such that regions with bigger population will contribute more districts to the overall sample. In each region, the main towns were selected purposively to be included for data collection because of the significantly high internet penetration and use in the capital or urban areas. Below is the distribution of the district sample for each region.

Table 2: District Sample size Distribution

Region	Population	%	Sample size - Districts
Western	2,376,021	10%	7
Central	2,201,863	9%	6
Greater Accra	4,010,054	16%	11
Volta	2,118,252	9%	6
Eastern	2,633,154	11%	7
Ashanti	4,780,380	19%	13
Brong Ahafo	2,310,983	9%	6
Northern	2,479,461	10%	7
Upper East	1,046,545	4%	3
Upper West	702,110	3%	2
Total	24,658,823	100%	68

Target population: The study targeted children 9-17 years, parents/guardians, internet service providers and Policy makers and Stakeholders from Government institutions and Civil Society Organizations knowledgeable about issues under study⁷. In the table below is a description of different categories of respondents and the eligibility criteria.

Table 3: Study Participants

Type of respondent	Description	Eligibility criteria
Primary respondents	Children	<ul style="list-style-type: none"> • Aged 9-17 years • Lives most of the time in sampled area • Has access to internet enabled devices
Secondary respondents	Parents/guardians	<ul style="list-style-type: none"> • Parent/Guardian of child 9-17 years • Lives most of the time in sampled area • Have access to internet enabled devices
	Internet service providers	<ul style="list-style-type: none"> • Staff of Telecommunication company or GSM, owner or manager of internet café, betting and game centers
In-Depth Interviews	Relevant Government officials	<ul style="list-style-type: none"> • Officials from Ministry of Gender, Children and Social Protection; Ministry of Interior; Ministry of Communication; Ministry of Education and the Ministry of Justice
	Relevant civil society officials	<ul style="list-style-type: none"> • Members of academia; relevant NGOs working with Children and other agencies and interest groups

Quantitative Approach

Quantitative sample size (Survey): The study targeted and achieved a total quantitative sample of 3000 respondents. Since the children were the primary target respondents, a higher sample of children aged 9-17 years at 2000, than parents/guardians at 1000 was targeted and achieved.

⁷ Majority were drawn from the members of the National Steering Committee on Child Online Protection established and launched by the Ministry of Communications in August 2016.

Distribution of the sample: The sample was distributed representative of the national population distribution in terms of age, gender and urban-rural settlements. The rationale for doing this was to ensure that sufficient sample sizes for each group are achieved. By age, the children were grouped into three groups, those aged 9-11 years, 12 – 14 years and 15-17 years to be easily comparable to other studies. This assumed that the different age groups might differ in relation to internet access and use (practices, content consumption and skills). Below is the distribution of the sample basing on the national census figures of gender, age and urban-rural settlements in Ghana (2010 Population and Housing Census). The sample was skewed more to the urban areas because according to the census, there is higher ownership of gadgets used for internet; such as computers and mobile phones. In addition, mobile phone penetration was estimated at 47.5% for the population aged 12 years and above, and in the urban areas it was estimated at 63%.

Table 4: Sample size Distribution

Target sample size: 2,000 (children)			Achieved sample size: 2060 (children)	
Location	Percentage	Sample	Percentage	Sample
Rural	40%	800	43%	880
Urban	60%	1,200	57%	1,180
Gender				
Male	49%	980	51%	1,002
Female	51%	1,020	49%	1,058
Age group				
9-11 years	30%	600	30%	619
12-14 years	35%	700	35%	713
15-17 years	35%	700	35%	728

After selecting the 68 districts, the sample for both parents/guardians and children was distributed proportionately basing on the region population as shown below.

Table 5: Sample size distribution by region

Region	Population	% of the total population	Sample size (9-17yrs)	Sample size (Parents/guardians)
Western	2,376,021	10%	200	100
Central	2,201,863	9%	180	90
Greater Accra	4,010,054	16%	320	160
Volta	2,118,252	9%	180	90
Eastern	2,633,154	11%	220	110
Ashanti	4,780,380	19%	380	190
Brong Ahafo	2,310,983	9%	180	90
Northern	2,479,461	10%	200	100
Upper East	1,046,545	4%	80	40
Upper West	702,110	3%	60	30
Total	24,658,823	100%	2,000	1,000

Sampling and selection procedures of respondents

The random sampling method was used to select respondents.

Sampling survey respondents: Children and parents/guardians were sampled at household level in each of the sampled areas. In order to target both in and out of school children data collection commenced late morning to evening (11am – 6pm) when those gone to school were back home.

Household Primary Sampling Unit (PSUs): The primary sampling unit were the enumeration areas. These were drawn using data from the Ghana Statistical Service. The number of enumeration areas in each district were determined by the number of interviews to be conducted in each of the districts.

- **Selection of households:** A random walk method for selecting households was employed. In order to ensure pure randomization of the sample, the Enumeration Areas (EA) maps landmarks within the EA were identified and selected randomly. The selected landmarks were used by the enumerator as starting points for the interviews. The landmark could be a church, mosque, schools, bridge etc. and following the left hand rule, interviewer proceeds to the starting household. After completing an interview (using the left hand rule) 4 households were skipped thereby calling on the 5th household.
- **Respondent selection (children 9-17years):** In each household, only one child aged between 9-17 was interviewed. In the case where there was more than one eligible respondent in the household, simple random methods of respondent selection using a Kish grid were applied. With this method, the interviewer would list all eligible children in the household aged 9-17 years. The listing was done from the oldest to the youngest. A minimum of 3 call backs would be made to ensure that the correctly selected respondent had a good chance of being interviewed in case he/she was not at home on the first call.
- **Respondent selection (Parents/guardians):** Interviews with parents/guardians were conducted in the same household as the children until the required quota per region and district was achieved. In each household, only one parent/guardian of children aged between 9-17 years was interviewed.
- **Substitution Process:** The substitution process was only be put into place after three unsuccessful call backs at a household. The supervisor would ascertain and log that all the call-backs were unsuccessful before the substitution could be done.

Qualitative sample design

A qualitative sample of 19 focus group discussions (FGDs) and 30 in-depth interviews were targeted. The FGD entailed 14 FGDs for children 5 FGDs for parents/guardians. 20 in-depth interviews with internet providers and 10 key informants from government and civil society organizations were targeted.

Table 6: Qualitative sample size distribution

Type of respondent	Description	Sample size	Method of data collection
Primary respondents discussions	• Children Aged 9-17 years	14	Focus group discussions
Secondary respondents discussions	• Parent/Guardian of child 9-17 years	5	Focus group discussions
Secondary respondents	• Internet service providers including Staff of Telecommunication company or GSM, owner or manager of internet café betting and game centers	20	In-depth interviews
In-Depth Interviews	<ul style="list-style-type: none"> • Officials from Ministry of Gender, Children and Social Protection; Ministry of Interior; Ministry of Communication; Ministry of Education and the Ministry of Justice • Relevant civil society officials including Members of academia; relevant NGOs working with Children and other agencies and interest groups 	10	In-depth interviews

Sampling FGD participants: Participants for FGDs were selected purposively based on the required category group and they were sampled in communities where the quantitative interviews were conducted. Children and parents/guardians that had been interviewed in the house hold module did not take part in the FGDs. The informed consent of parents/guardians of children identified for FGDs was sought for each FGD participant before the FGD was carried out. This was very important to ensure that all ethical and child protection protocols are observed. In selected regions, FGDs were held with males and females either 9-11 years, 12-14 years and 15-17 years and parents/guardians. FGDs focused on in-depth assessment of perceived benefits and threats of the using the internet, impacts and consequences of negative experiences, responses and coping strategies from the children and parent's perspectives. Distribution of the FGDs by age, gender was as shown in tables below.

Table 7: Distribution of FGDs

Region		Male			Female			Total
	9-11 Yrs	12-14	15-17 yrs	9-11	12-14	15-17	Parents/guardians	
Western	1				1			2
Central		1					1	2
Greater Accra			1				1	2
Volta	1					1		2
Eastern		1			1			2
Ashanti			1	1				2
Brong Ahafo						1	1	2
Northern		1					1	2
Upper East			1	1				2
Upper West					1		1	2
Total	2	3	3	2	3	2	5	20

Sampling Key Informants: These were selected purposively based on their knowledge of the issues under study, involvement in internet service provision and policy formulation in the country. Officials in government and non-government sectors were targeted as below.

Table 8: Key informant sample size

Type of respondent	Description	Sample size	Method of data collection
Secondary respondents	• Owner or manager of internet cafe	15	In-depth interviews
	• Internet service providers including Staff of Telecommunication company or GSM	5	In-depth interviews
In-Depth Interviews	• Officials from Ministry of Gender, Children and Social Protection; Ministry of Interior; Ministry of Communication; Ministry of Education and the Ministry of Justice	5	In-depth interviews
	• Relevant civil society officials including Members of academia; relevant NGOs working with Children and other agencies interest groups	5	In-depth interviews

Data collection

Data collection methods and tools: Both qualitative and quantitative methods of data collection were used;

- **Desk review:** As the starting point for this assignment, extensive desk review was conducted to understand various issues relating to the survey. Some of the information that were reviewed included:
 - o Relevant policies and laws relating to child protection and ICT (Ministry of Communication, Ministry of Gender, Children and Social Protection, Parliamentary Committee on Communication and some International NGO's)
 - o Data from different surveys conducted regarding the same subject matter
 - o Review of the GKO Modular toolkit for application to this survey
- **In-depth interviews (IDIs):** In-depth interviews were conducted with internet service providers at both national and local levels and CSOs using an in-depth interview guide. All interviews were audio recorded with the respondents' consent.
- **Focus groups discussions (FGDs):** Group discussions were conducted with children and parents/guardians using and FGD guide. These entailed 6-10 participants grouped by age, gender and parenthood.
- **Households survey with children and parents/guardians:** The quantitative survey was conducted electronically with use of mobile phones to capture data in field.

Translation: After the questionnaire and FGD guides were finalized, they were translated into Twi, Ewe, Dagbani, Hausa and Ga. The questionnaire was back translated into the English to test correctness. In addition, the translated questionnaires were pre-tested in each of the languages by conducting one interview.

Data collection team – Deployment and Roles: The data collection team comprised a quantitative team and a qualitative team. The quantitative team included; a field manager (1), Enumerators (50), supervisors (10) and independent quality controllers (10). The qualitative team included: the qualitative research executive (1), moderators (8), mobilization team (15) and note takers (5). A separate team was used to conduct stakeholder interviews and these were pre-dominantly senior researchers from Ipsos office in Ghana.

Training and organization of fieldwork

Training of enumerators: A 7-day training for both qualitative and quantitative researchers was conducted. The teams were first introduced to the project by the technical teams from both Ipsos and UNICEF for 2 days. This entailed:

- Introduction of the GKO tool kit methodology
- Training on the survey background and sampling techniques
- Training on all the tools for the survey

The teams were then separated to have in-depth training on their tools and methodology where the qualitative teams were handled by qualitative experts and the quantitative teams by the quantitative experts. The content of the training included inducting field interviewers with the study objectives and to familiarize them with the data collection tools. All the field procedures were practically demonstrated to ensure that the field staff fully understood what is required of them. The training also include role-playing and conducting mock interviews/ FGD dummies.: The training was conducted by the entire technical team and the team from UNICEF office of Research (Innocenti) and UNICEF Ghana. The training covered the following;

- Survey design and sampling – based on the GKO tool kit
- Survey objectives
- Research protocols including Child Protection and Data Protocols as well as Ethical issues
- The survey tools

Ethical considerations and protocols

The following ethical considerations were followed to ensure that the survey process conformed to international research and codes of ethics as below:

- **Ethical Approval:** This study was implemented only after receiving written approval from an accredited Ethical Review Board in Ghana. Whoever was participating in the study complied with all policies and procedures of the local Ethical Review Board.
- **Voluntary Participation:** The study purpose and methodology was fully explained to the respondents and they were asked if they were willing to participate. All the respondents signed consent forms before they could participate in the study. For the children, the consent was sought from both children and the parents/guardians. Upon consent of the guardian or parent, assent was obtained from the child (minor) before administering the questionnaire. In cases where the household is headed by a child or parent of the child is absent, consent was sought from an appropriate adult who had some responsibility of the child, for example community leaders or extended family member present at the time. In case the guardian or parent give consent and the child refused to participate, the interviewer would not conduct the interview with that particular child.
- **Confidentiality:** The respondents' confidentiality was maintained at all times. When producing the technical report there is no mention of individual names of respondents. Besides, report was reviewed to ensure that any information that is identifiable to a particular child or respondent are omitted example names of schools, community or other details and descriptions that are easily traceable. As part of the child protection protocols, interviews were conducted in an open space where the child and interviewer would be seen but not necessarily heard by others. The team was also trained to be mindful that any assurance of confidentiality also involves explicit mention of the limits to this, particularly on the responsibility to be prepared to act sensitively to safety concerns of children.
- **Child Protection Code of Conduct:** The research team was trained on Child Protection Code of Conduct with support from UNICEF Ghana. This was to minimize the risk of abuse of children as a result of their participation in the research as well as reducing the risk of unfounded allegations against the research team. The expected behaviors of the research team in relation to how they conduct themselves with children was thoroughly discussed during the training i.e referral of children at risk, managing disclosure of abuse and how to handle distress.
- **Introduction to Authorities:** As a prerequisite to conducting surveys in most countries, the survey teams had to be introduced to the area authorities. Ipsos Limited provided introductory letters from UNICEF to the field teams which they presented to the authorities of the area explaining the purpose of the survey.

Subject Compensation: There was no compensation for participation into the study for their time and all the study-related inconveniences and/or research-related discomforts. Participants for the focus group discussions were facilitated with a refreshment and transport refund.

Data management, analysis and reporting

Quantitative Data was received daily on servers at the Ipsos office, checked and cleaned while enumerators are still in the field so that feedback can be given to them in real time. Ipsos analyzed data using the SPSS software. Cross-tabulations (bivariate analysis) has been made to see relationships between dependent variable and independent variables. Ipsos has provided the raw data to UNICEF for cross-country analysis. The labelling of variables followed the latest version the data dictionary provided by GKO. Content and thematic approaches have been used to analyze all qualitative data. Note takers transcribed the data before they were used for analysis.

Limitations of the study and implications

- **The study was largely descriptive:** All the quantitative questions were closed ended leaving little room for open ended explanatory questions. Whereas focus group discussions yielded some information on explanations for the quantitative results, not all aspects were fully covered. Hence, the study fails to offer explanations for some of the quantitative results found. Therefore, qualitative explanatory studies will be required to fully understand reasons behind some of the children online practices and peer mediation to guide design effective interventions.
- **Teachers as study participants:** Whereas the study assessed certain aspects of internet use at school, only the parents and children's perspective was assessed missing out on the teacher's perspective - a key stakeholder in use of the internet at school. An assessment might be required on the level of digital skills and knowledge of teachers as well as availability of devices and internet connectivity in schools to fully understand the low internet use at school.
- **Cyber bullying as a component not violence online not explored:** Although online violence was addressed generally, cyber bullying as a form of online violence against children was not fully explored by this study. Future studies addressing this component will be required.
- **Stakeholder mapping:** The study falls short to map out existing institutions and their mandates in relation to child online practices. An assessment addressing this component will be required.



Results

Summary - Demographics: The sample was distributed proportionate to population size of the region. Consequently, Ashanti and Greater Accra contributed the most to the sample while Upper West region contributed the least. Quotas by location, gender and age of children were pre-determined based on the national distribution statistics of children in the country. Urban residents were slightly higher than rural residents. The proportion of boys interviewed were slightly more than the girls (51% and 49% respectively). On the other hand, majority of the parents were female and between 35 and 44 years. About 9 in 10 of the parents have a source of income and earning between GHS 255 and 699. Majority of the children aged 9-17 years are in junior high school. 5 in 10 parents have attended high school and 2 in 10 have never attended school at all. These are mostly female parents. Majority of the children live in households that fall in lowest wealth quintile (social class D).

Demographics: Population characteristics of respondents

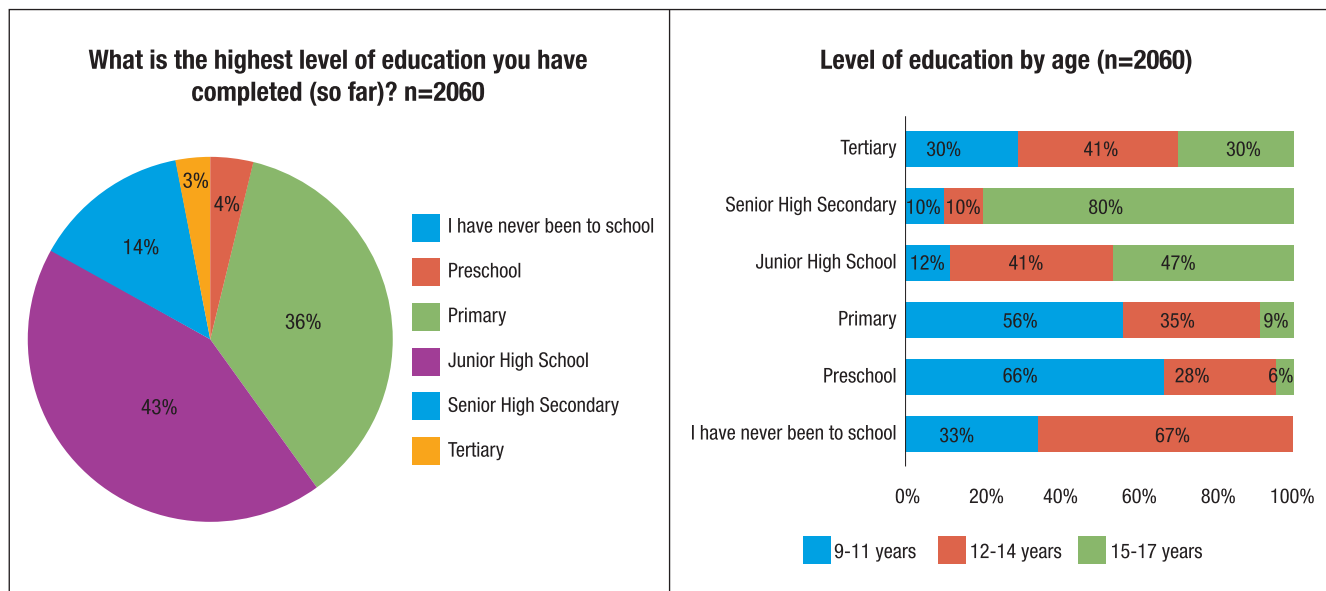
The proportion of children residing in urban areas was slightly higher than those residing in rural areas by 7 per cent. In terms of gender, nearly equal proportion of boy and girls took part in the study. By age group, the distribution of children in the 3 age groups was nearly the same ranging between 30 – 35%. This was pre-determined based on the national age distribution statistics of children in the country.

Table 9: Demographic characteristics of children

	Characteristics	% (n=2060)
Location	Urban	57%
	Rural	43%
Gender	Male	51%
	Female	49%
Age	15-17 years	35%
	12-14 years	35%
	9-11 years	30%

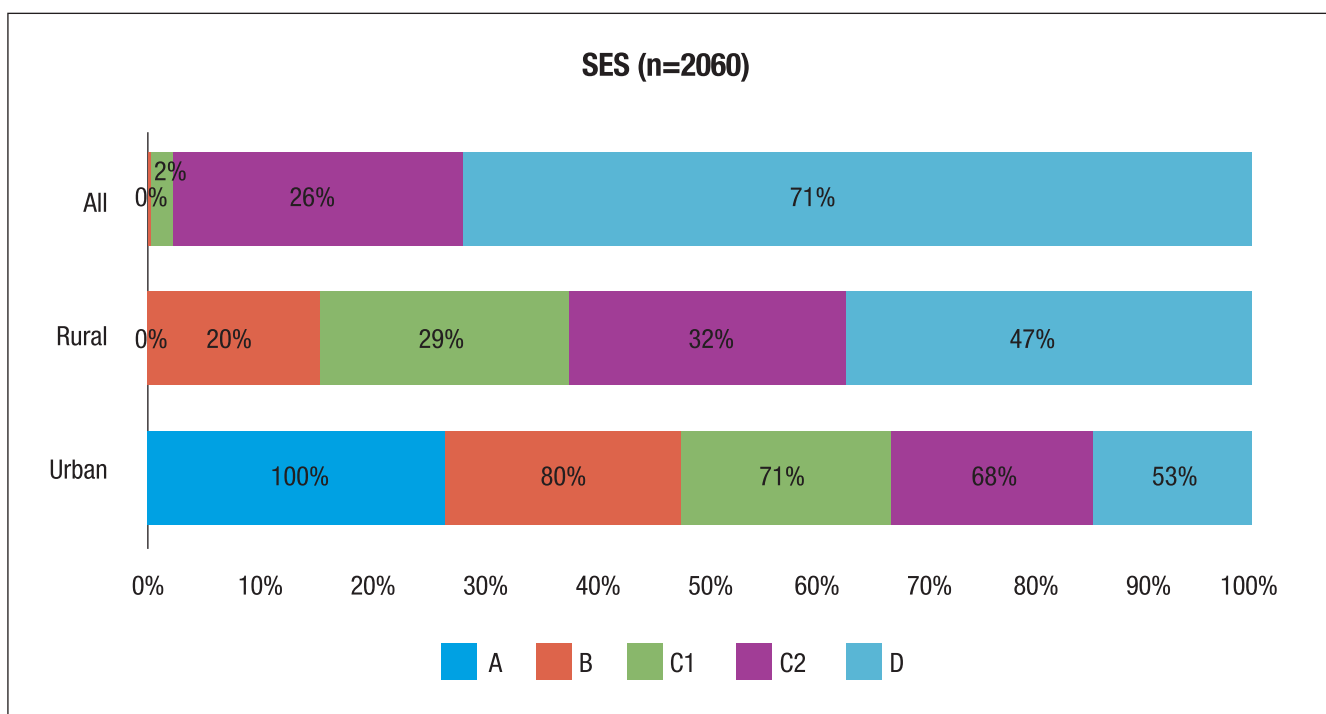
Level of education: About 60% of the children that took part in the survey were either in primary school or had completed primary school. Only 1% could not read and write or had not been to school at all. Half of the children that cannot read and write and have not completed primary schools are aged 9-11 years. Half of children that are in secondary school or have completed are aged 15-17 years. Majority of children that have completed primary are aged 12 years and above.

Figure 1: Level of education, Children



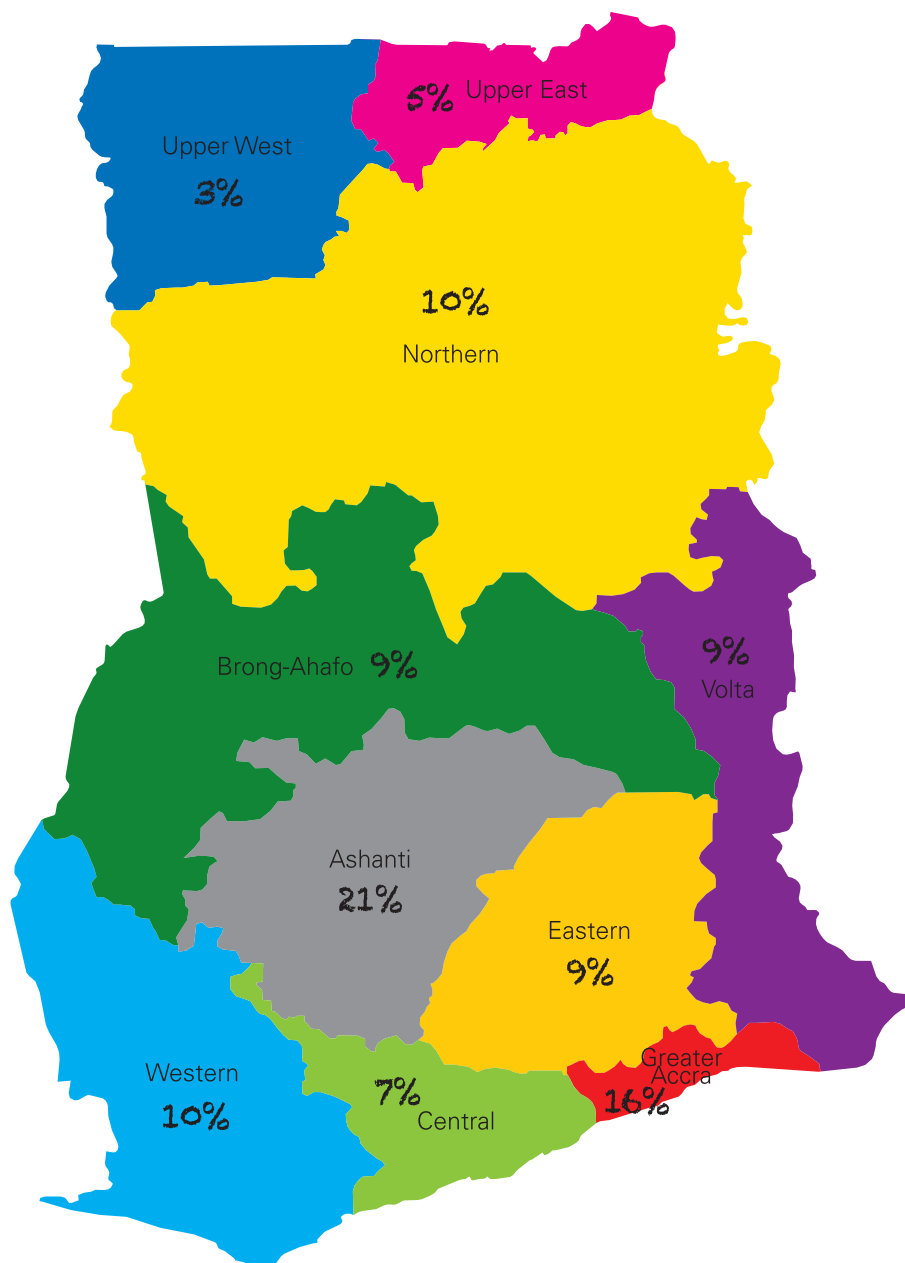
Social economic status: Majority of the children (71%) lived in households in the social economic status D. The wealth index is calculated using data on a household's ownership of selected assets, such as television set and bicycles; materials used for housing construction; and types of water access and sanitation facilities. D is the lowest of the 5 classes indicating the poorest. This implies that 70% of the households surveyed fall under the poorest category in the living standards or wealth status. Very few lived in households categorized in social class A and B. The few children found in social class A, were all residing in Urban areas. Majority of households categorized as social class B, C1 and C2 were residing in urban areas. The proportion of households in social class D were nearly similar in urban and rural areas.

Figure 2: Social Economic Status by Location



Regional Distribution: The sample was distributed proportionate to population size of the region. Regions with bigger populations contributed more to the sample. Consequently, 21% of the sample was found in Ashanti and 16% from Greater Accra. Smallest (3%) sample was found in Upper West region, the least populated region in Ghana.

Figure 3: Map: Regional Distribution of the children sample



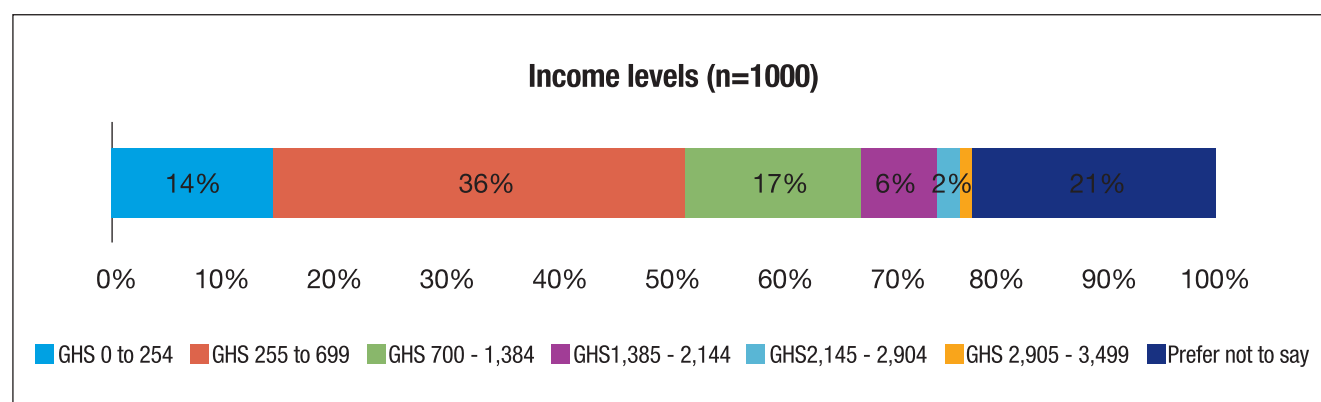
Demographics: Population characteristics of respondents – Parents/guardians

Majority (61%) of the parents/guardians were female. The biggest proportion (36%) of the parents/guardians was aged between 35 and 44 years. One quarter was aged 25-34 years and another quarter aged 45-54 years. To understand the income status of the participating parents/guardians, they were asked whether they had a source of income and how much they earned. Majority (86%) of the parents/guardians had a source of income. In terms of income levels, biggest proportion (36%) of the parents/guardians earned between GHS 255 and 699. A notable proportion (17%) earned between GH 700 and 1,384. One quarter of the parents/guardians preferred not to say how much they earn.

Table 10: Demographic characteristics of Parents/Guardians

	Characteristic	Overall (n=1000)	Have a source of income (%)
Gender	Total		86%
	Female	61%	89%
	Male	39%	84%
Age	16-24 years old	2%	79%
	25-34 years old	22%	87%
	35-44 years old	36%	90%
	45-54 years old	20%	89%
	55-64 years old	5%	88%
	65+ years old	2%	60%

Figure 4: Parents/guardians level of income



Level of education: The survey also assessed the level of education of the participating parents/guardians. About 50% of the parents/guardians had attended high school. 15% reported they had never attended school at all. More female parents/guardians than males had never been to school, stopped in primary and junior high school. More male parents/guardians had completed senior high and tertiary institutions. This indicates that more male parents/guardians have generally been to school compared to the female parents/guardians.

Table 11: Level of Education by Key demographics

	Total (n=1000)	Male (n=552)	Female (n=454)	16-24 years (n=24)	25-34 years (n=222)	35-44 years (n=364)	45-54 years (n=202)	55-64 years (n=51)	65+ years (n=20)
I have never been to school	15%	13%	16%	0%	7%	14%	21%	16%	40%
Preschool	3%	2%	3%	0%	2%	2%	4%	0%	10%
Primary	18%	15%	20%	4%	10%	21%	18%	20%	30%
Junior High School	28%	24%	30%	21%	23%	29%	30%	41%	0%
Senior High School	22%	25%	20%	54%	37%	18%	17%	10%	10%
Tertiary	14%	20%	11%	21%	21%	15%	10%	10%	5%

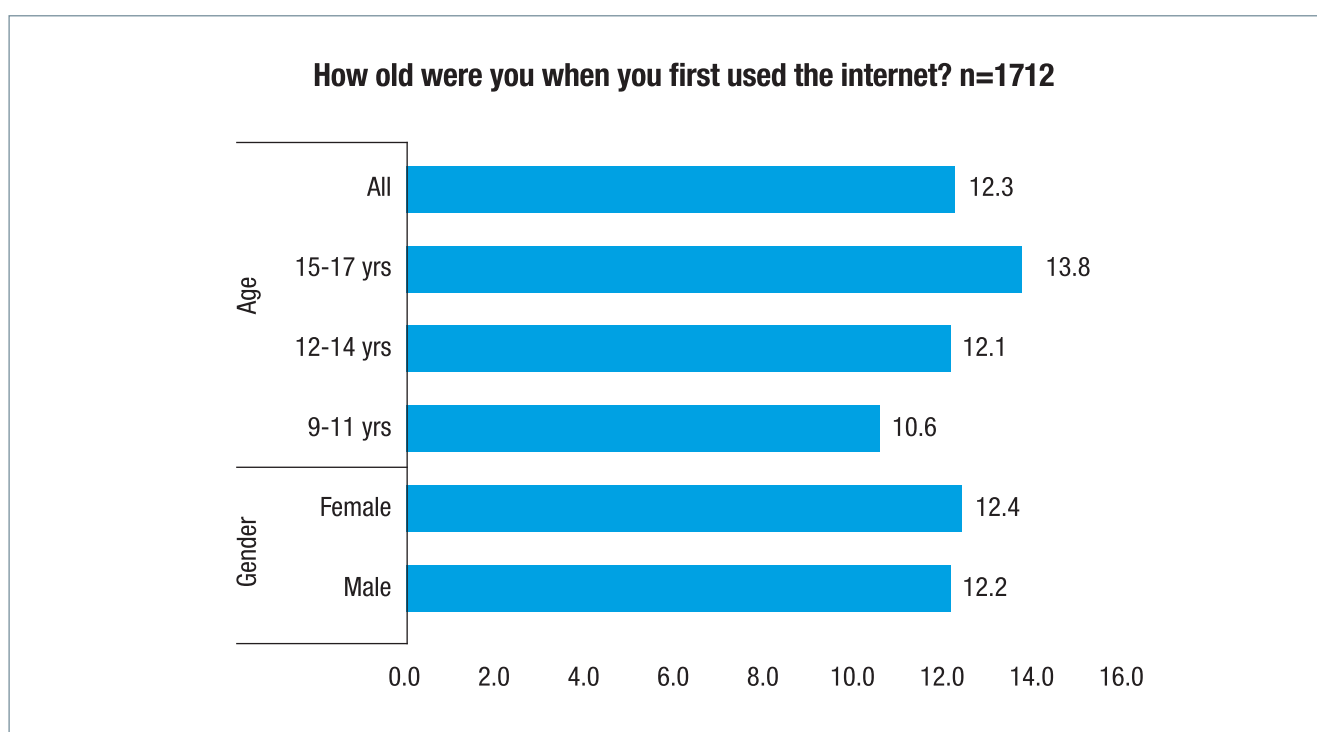
Access and Use of the Internet

Use of the internet: On average, children start using the internet at the age of 12 years. The average age of first internet use was higher among older children than younger children. This implies that children are starting to use the internet at an earlier age compared to previous years. Most children use the internet at least every week. Very few children use the internet on a daily basis. More males use the internet more often than females. Older children (15-17 years) use the internet more often than the younger ones. 6 in 10 parents have never used the internet. These are mostly females and aged 65 and above years. Usage of internet was highest in parents below 35 years, which means younger parents are more likely to use the internet compared to older ones. Most children spend more time online during weekends, compared to weekdays.

Age at first use of the Internet

On average, children start using the internet at the age of 12 years. There is no significant difference among boys and girls on the age when they start using the internet. On the other hand, the average age of first internet use increases with age. In the oldest age group (15-17), the average age of first internet use was 13.8, while the youngest age group (9-11) had an average age of first internet use of 10.6 years. This implies that children today are starting to use the internet at an earlier age compared to the past.

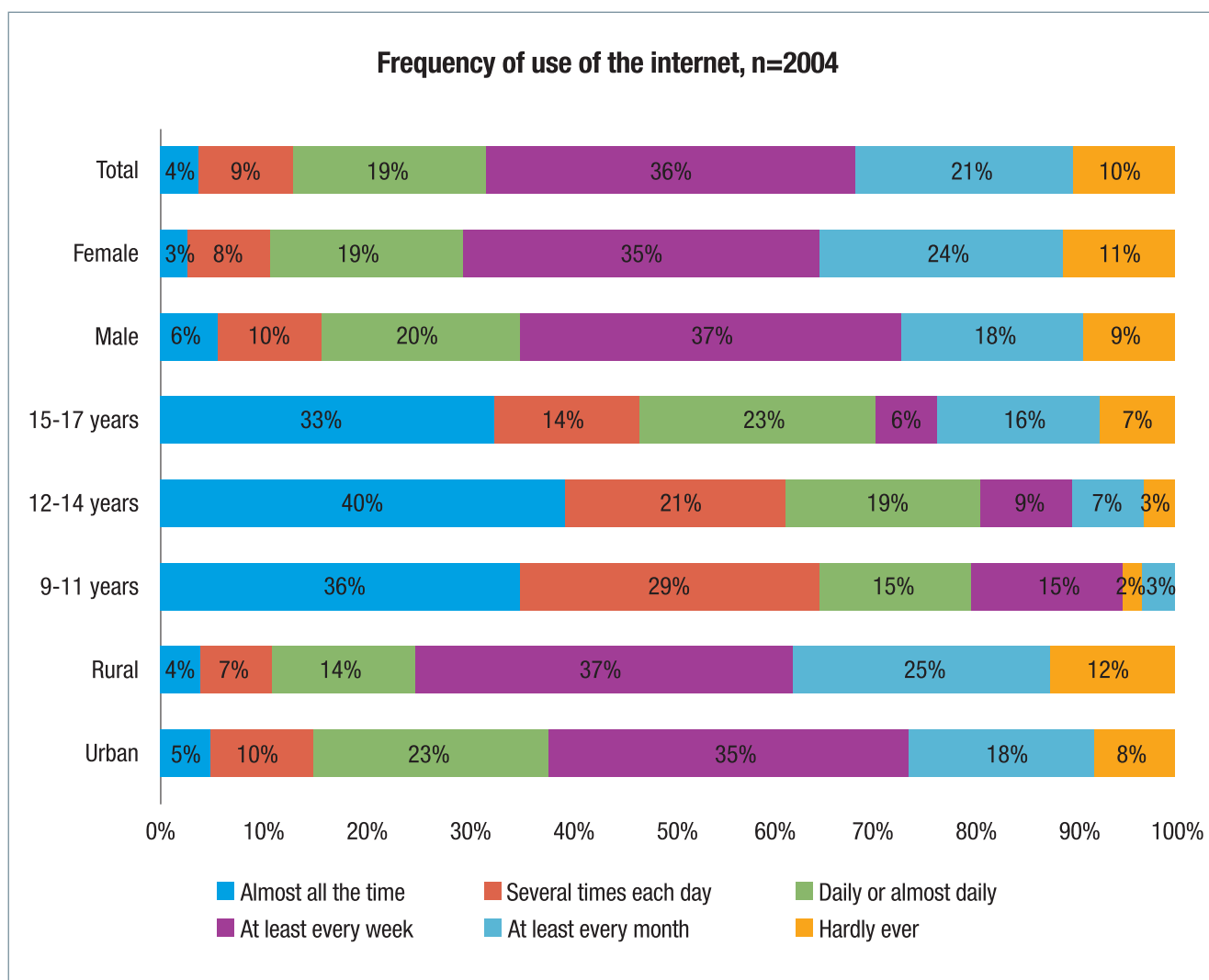
Figure 5: Use of internet by key demographics



Frequency use of the internet

The data shows that more than one third (36%) of the children surveyed use the internet at least every week. About one fifth of children use the internet at least daily (19%) or at least once a month (21%). Ten per cent report that they hardly ever use the internet. Boys tend to use the internet more often than girls. In terms of less frequent users, 11% of the girls hardly ever use the internet compared to 9% among boys. This finding corroborates other research findings indicating that girls are more commonly infrequent users of the internet. This could probably due to the fact that boys have more leisure time to spend than girls. Older children consistently use the internet more often than younger children. 15% of children in the youngest age group (9-11) hardly ever use the internet, compared to 9% of 12-14-year old's and 6% of 15-17-year old's respectively.

Figure 6: Frequency of use of the internet

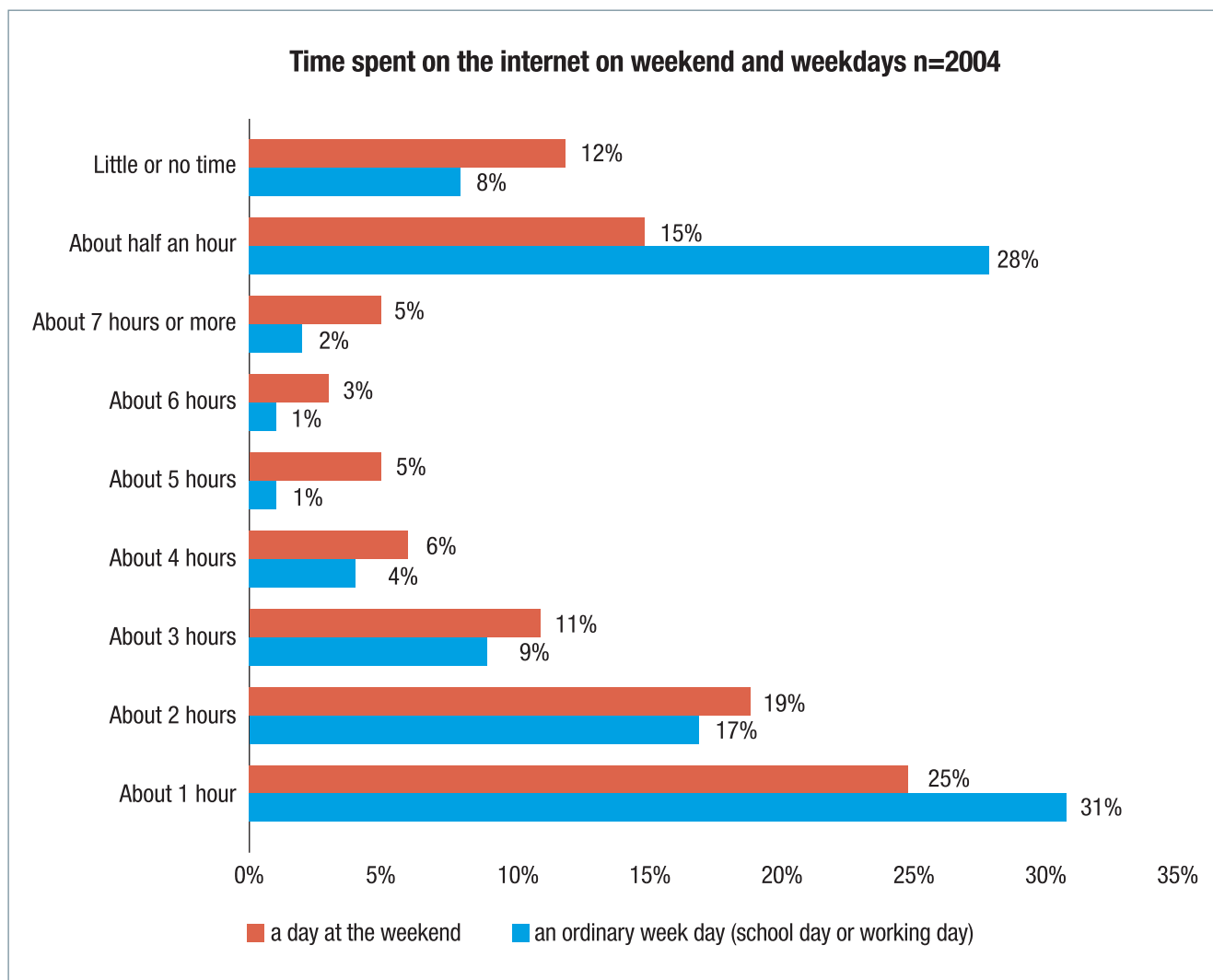


More children residing in urban areas use the internet more often than the those in rural areas. 12% of the rural children hardly ever use the internet compared to the 8% among those residing in urban areas this trend confirms the data from the 2010 Population and Housing Census which indicates that the possession of mobile phones and other internet enabled devices are more concentrated in urban areas than rural areas. By region, children in Northern region use the internet most frequent followed by Upper West region. 31% of the children survey in northern region reported they that use the internet daily or almost every day, highest across all regions. On the contrary, Eastern region had the biggest proportion (28%) of children that hardly ever use the internet.

Time spent on the internet

A higher percentage of children spend more time online during weekends, compared to on weekdays. Most children that spent 2 or more hours on the internet, did it on a weekend. Majority of the children that spent one hour or less, did it on a weekday.

Figure 7: Time spent on the internet



From group discussions with children, more time is spent online on the weekend because they are free during the weekend as majority are not at school on weekends. In relation to time of the day, a number of children are online in the morning, evening and in the night especially on weekdays when they have to be at school during the day.

It depends on what is going on online. When there are no interesting things, you stay for a short time...I need to perform my house chores...Two hours because I use the rest of my time to do homework later
[FGD:12-14 years, female, Upper West]

Weekend because I am always free...Because I am not in school... I am free at that time... I don't do anything
[FGD:12-14 years, female, Upper West]

in the evening...because I go to school in the morning and I go to work after school. In the night when I am going to sleep...I don't get enough free times during the day. In the morning during weekends and in the night during week days.
[FGD:12-14 years, male, Northern]

Use of internet - Parents/guardians: Over half (56%) of the parents/guardians reported that they had never used the internet. This implies that a big number of children have to rely on support from parents/guardians who have never used the internet and may therefore be less able to understand their children's experiences. It could be difficult for parents/guardians to monitor or support their children when they go online if they have never used the internet. One quarter of parents/guardians had used the internet for few months only. Females were less likely than males to report that they had never used the internet, which further reinforces the socio-cultural norms that exclude women's voices and inhibit women's rights. It seems like the norms that exist in offline spaces are largely replicated in online spaces.

By age group, usage of internet was highest in parents/guardians below 35 years. All parents/guardians that were 65 and above years had never used the internet. There is a clear trend in Ghana where older parents are less likely to report that they have used the internet than younger parents. This might be attributed to the fact that surge of internet in Ghana like other African countries is less than 15 years ago, but it may also pose a challenge when older parents need to support their children or grandchildren as they go online in the future.

Table 12: Use of internet by key demographic characteristics among parents/guardians

Internet use	Total (n=1000)	Male (n=552)	Female (n=454)	16-24 years (n=24)	25-34 years (n=222)	35-44 years (n=364)	45-54 years (n=202)	55-64 years (n=51)	65+ years (n=20)
Have never used it	56%	43%	65%	13%	28%	61%	73%	69%	100%
Used it for a few months	24%	33%	18%	46%	42%	23%	16%	20%	0%
Used it for about a year	10%	12%	9%	13%	17%	8%	6%	10%	0%
Used it for a few years	9%	11%	8%	29%	13%	9%	4%	2%	0%

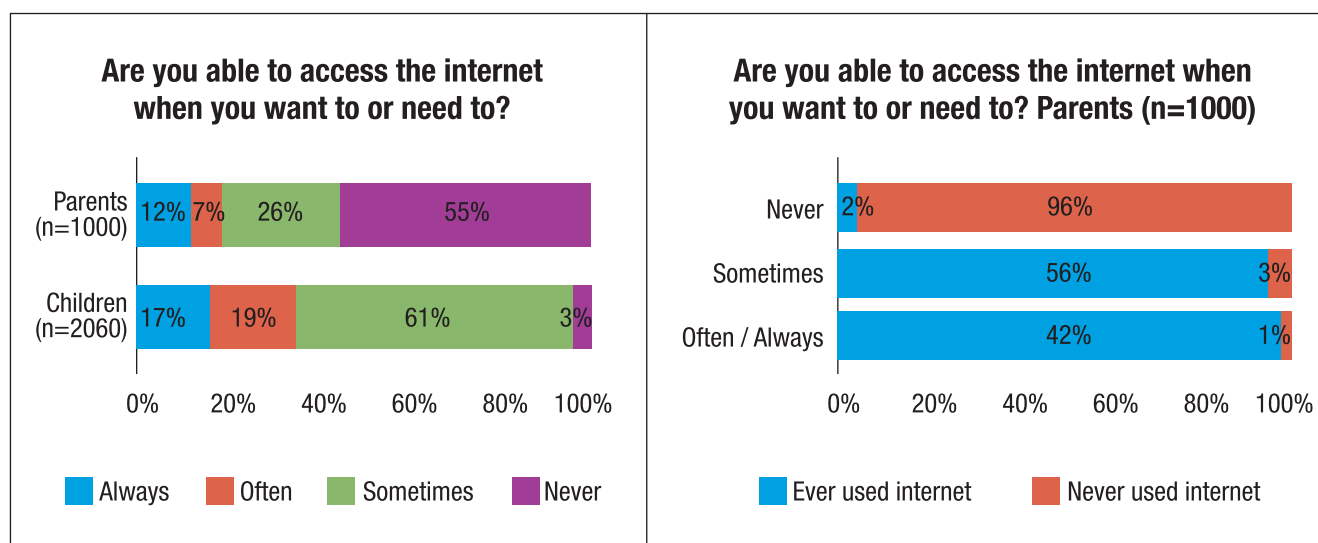


Barriers to Access the Internet

Barriers to access the internet: The data shows that 6 in 10 children in Ghana face some kind of barrier to accessing the internet at some point. Parents also face even more barriers to access – 5 in 10 parents are unable to access the internet whenever they want to, and a large proportion of these parents have never used it. Both girls and female parents face slightly more barriers to access than the boys and males. Younger children face more barriers than older children, but older parents face more barriers than younger parents. Further, children residing in rural areas face more barriers to access than urban children, meanwhile children in Ashanti region face more barriers to access internet than children in any other regions. The main reason why most people (parents and children) are unable to access the internet is because there is no internet connectivity where they live. Other major barriers are related to cost of the internet and cost of devices that can connect to the internet. Parental restriction is another major barrier among the children.

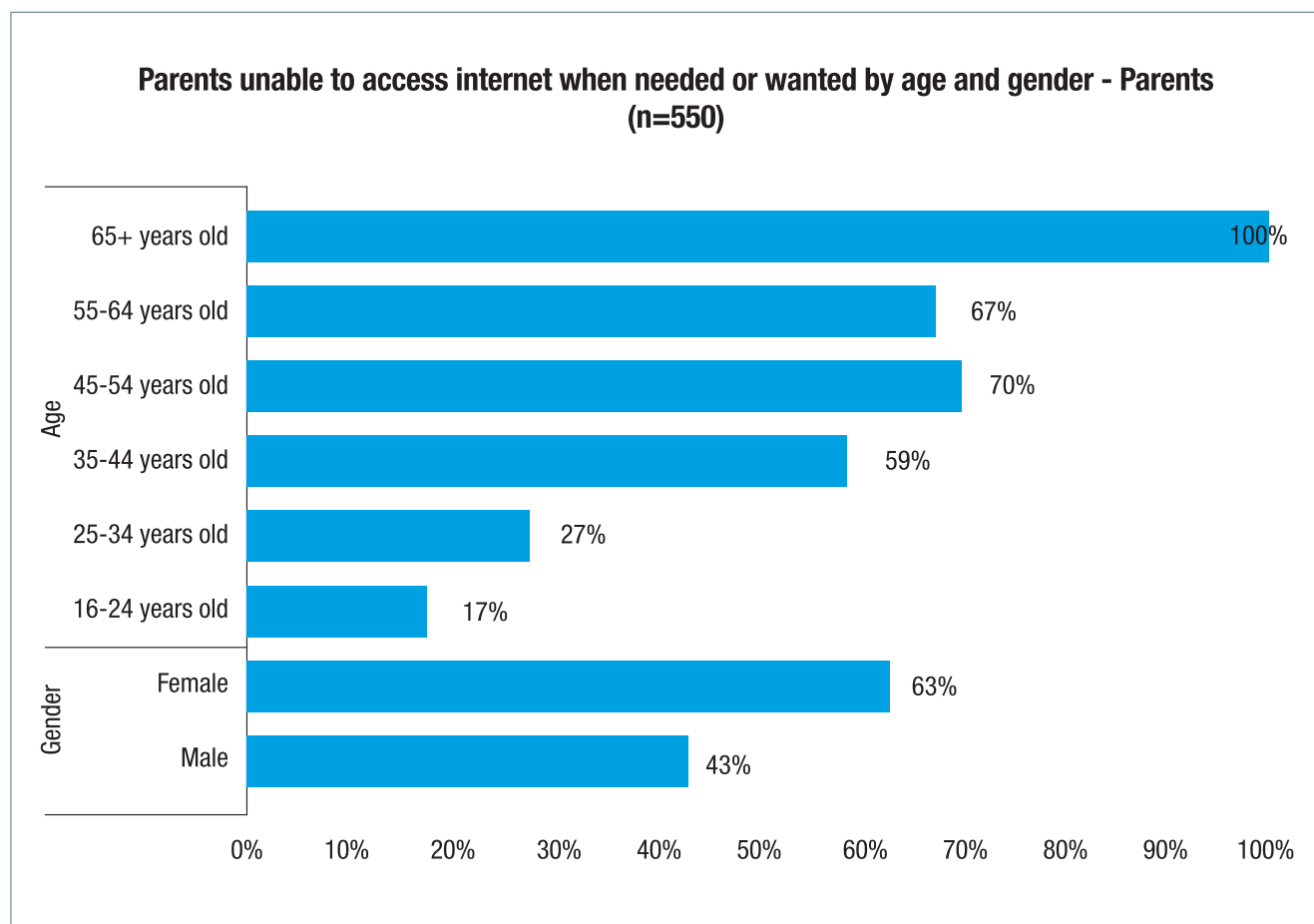
Most of the children (61%) interviewed report that they are 'sometimes' able to access the internet when they need to. Only 17% of children indicated that they are always able to access the internet whenever they want, however, only 3% of children reported that they are never able to access the internet. This implies that most children in Ghana face barriers to access the internet at some point. In comparison, a large proportion (55%) of the parents/guardians reported that they were never able to access the internet when they wanted to. Nearly all (96%) of the parents/guardians who reported that they are unable to access the internet, had also never used it. This implies that among parents/guardians, not having access is a major barrier for use of the internet in their life.

Figure 8: Access to internet



Similar to the usage data, older parents were more likely than younger parents to report that they were not able to access internet when needed.

Figure 9: Characteristics of parents that face internet access barriers



Older parents/guardians and female parents/guardians constituted the biggest proportion of parents/guardians facing barriers to access of internet. As indicated in figure 9 above, 63% of women interviewed were unable to access the internet whenever they wanted or needed to, compared to only 43% for men. This is probably because of social and cultural barriers and challenges that severely limit the rights of women also impact on their ability to fully access, engage, and effectively use the internet. It further corroborates UN findings acknowledged in a Policy Brief on Gender Dimensions of Internet Rights by Media Foundation for West Africa (MFWA) that women face serious challenges that are not only economic but social as well as cultural – obstacles that limit or prevent their access to, use of, and benefit from ICTs.

Similar to parents/guardians, girls seem to face slightly more barriers to access compared to boys. Similar socio-cultural barriers inhibiting access for women may also be attributed to girls. Furthermore, younger children (9-11 years) seem to face more barriers to access than older children. By location, children residing in rural areas seem to face more barriers to access internet than urban children. This is similar to the national Census of 2010 that showed higher internet use and access in the urban areas which may be related to socioeconomic factors.

Figure 10: Access to internet among children by key demographics

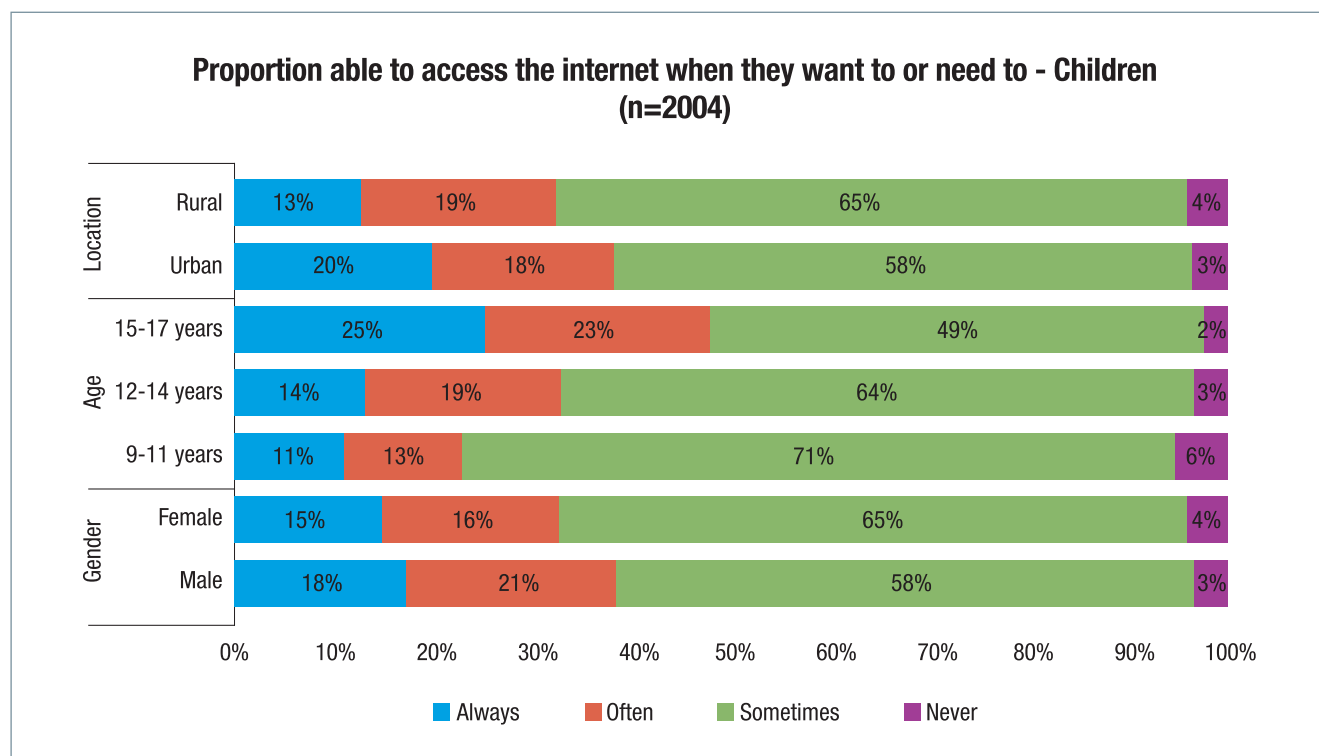
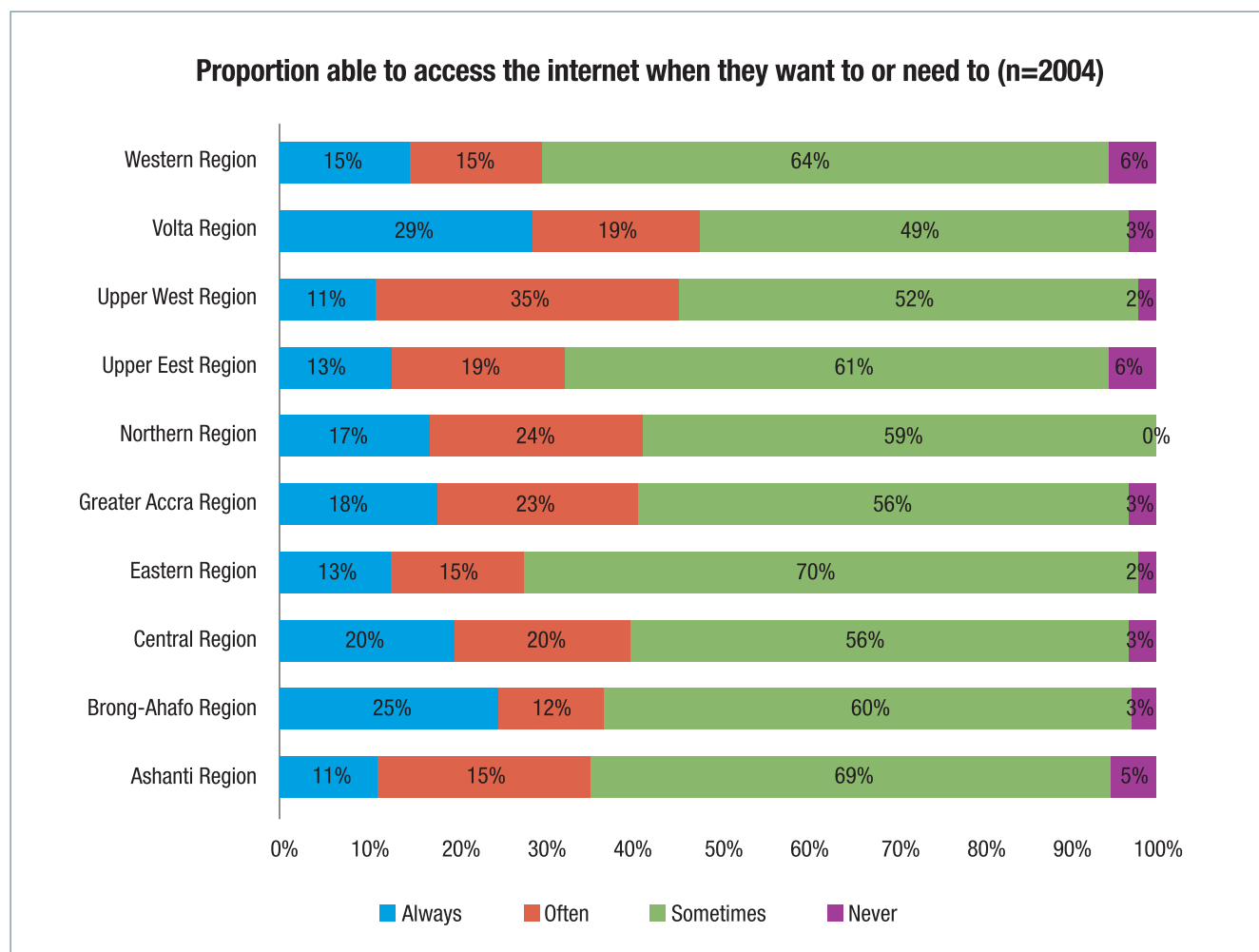


Figure 11: Access to internet by region

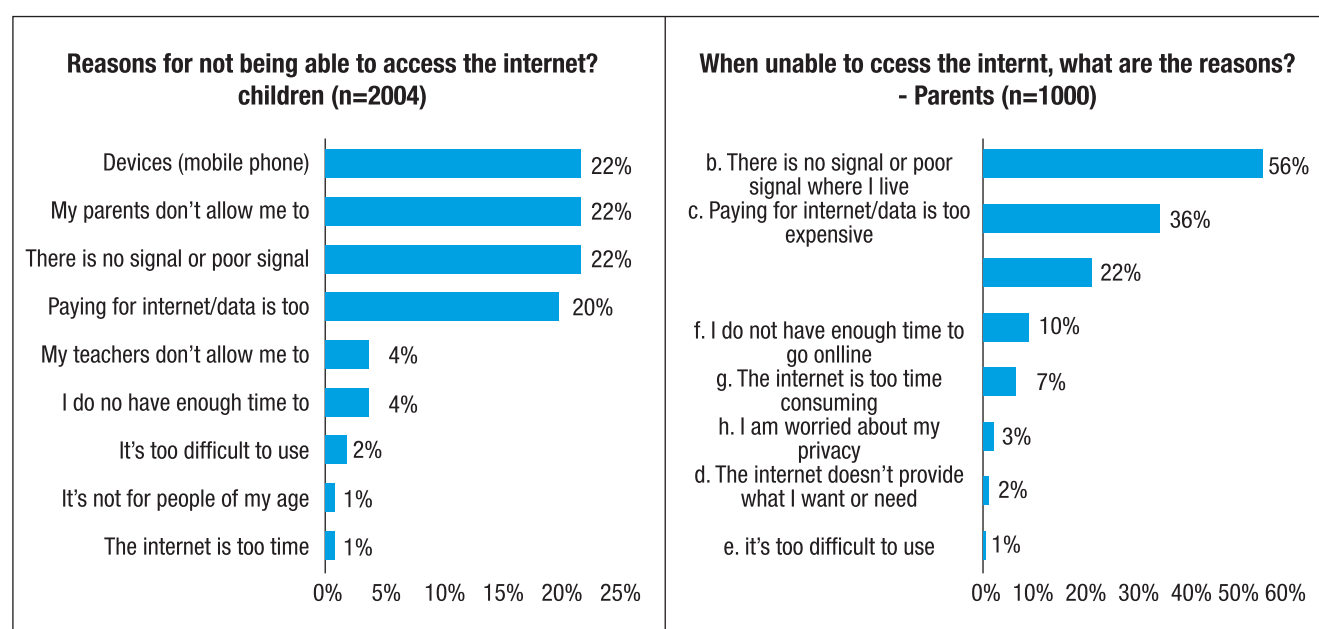


Children in Ashanti region seem to face more barriers to access the internet than other regions. Only 26% reported could access the internet always or often whenever they need it. Upper East and Western regions recorded the highest percentage in terms of people who are never able to access the internet compared with other regions. Children in Volta and Upper West regions seem able to access the internet when they want to or need to compared with other regions.

Barriers hindering access to internet

The main reason why most parents/guardians are unable to access the internet is because there is no internet connectivity in their area of work or residence. This barrier was reported by over half of the parents/guardians that are unable to access the internet whenever they wanted or needed to. The other common reasons mentioned are related to high cost related to internet access and lack of devices that can connect to the internet. This is related to the finding that most parents/guardians that have never used the internet do not have access to it. Among the children, the most common reasons why they are not able to access the internet when they want or need to are related to cost (both of devices and internet), but also because of parental restrictions and lack of connectivity. In-depth discussion with children yielded similar barriers as noted in quotations below.

Figure 12: Barriers to accessing the internet



Yes the network. When you have no units (credit). When the data is finished. When your battery is low. when your credit is finished. When you have no money to go to café [FGD:9-11 years, female, Upper East]

if your network is low [poor]...When the lights [power] are out...sometimes we don't have money to bundle or go to café. [FGD:12-14 years, male, Northern]

The phone I'm using is not mine. It is for my mom....buying of data and slow network. When you want something fast and the network is slow...the last time I wanted to update my WhatsApp, I waited for long.... sometimes during some periods from 6am to 12pm, a lot of people are online so the network is down. So it will be slowI don't have the money to buy the bundle...paying for the internet bills [I am talking about my parents/guardians] [FGD:15-17 years, male, Greater Accra]

Key internet access barriers by demographics

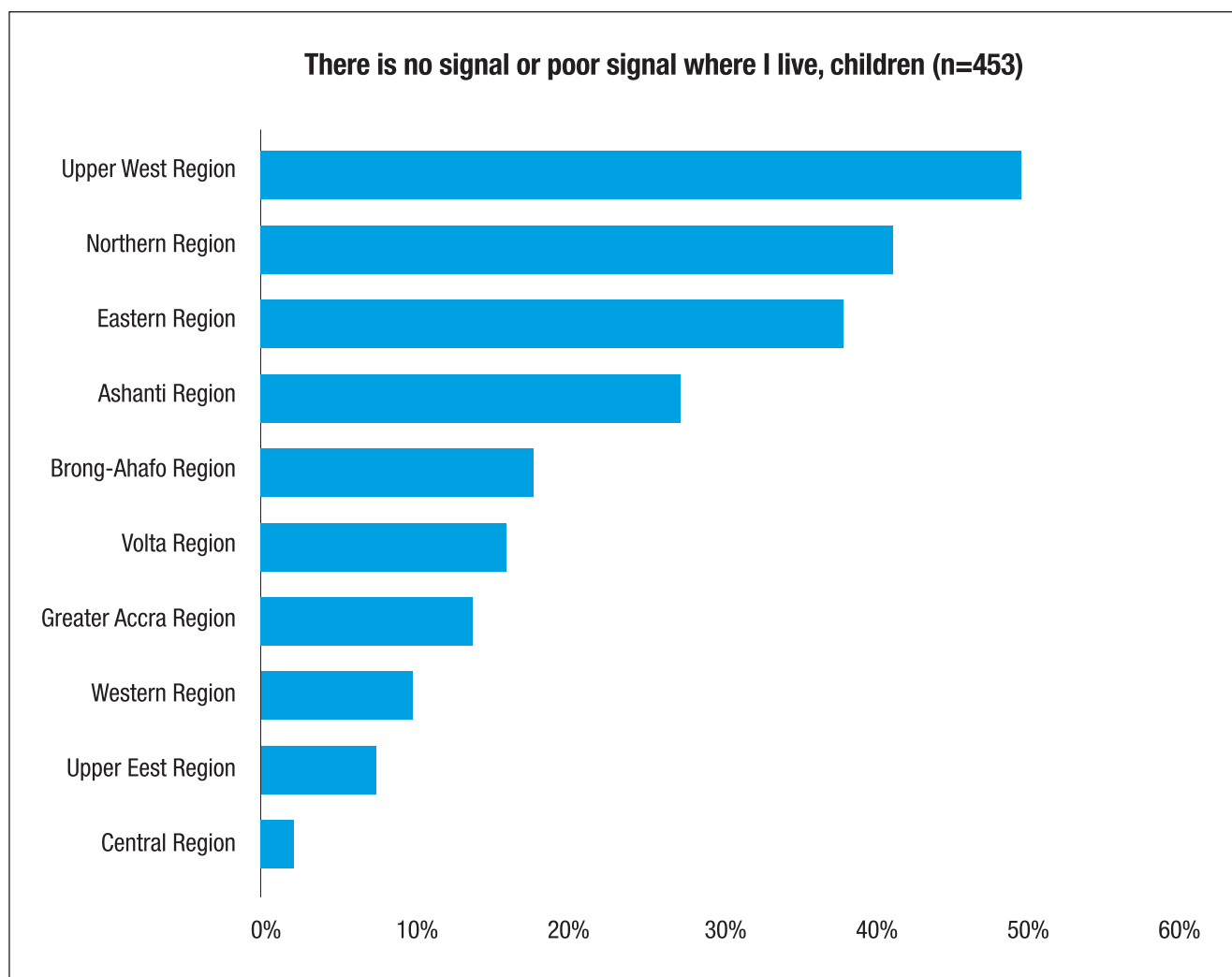
Table 13: Barriers to accessing internet among children

Access barriers – children	Total (n=2060)	Male (n=1056)	Female (n=1002)	Urban (n=1180)	Rural (n=880)	9-11 years (n=619)	12-14 years (n=713)	15-17 years (n=728)
There is no signal or poor signal where I live	22%	23%	22%	20%	25%	20%	19%	28%
My parents/guardians don't allow me to	22%	21%	24%	22%	23%	29%	23%	15%
Devices are too expensive	22%	22%	21%	20%	23%	21%	23%	21%
Paying for internet/data is too expensive	20%	21%	18%	23%	15%	14%	20%	26%
I do not have enough time to go online	4%	4%	4%	5%	2%	3%	5%	4%
My teachers don't allow me to	4%	3%	4%	3%	4%	6%	2%	2%
It's too difficult to use	2%	1%	2%	2%	1%	2%	2%	1%

Among boys, the lack of signal was the most reported barrier to access, followed by the cost of the devices. Among girls, lack of permission from the parents/guardians was the most reported barrier to accessing internet. This indicates that parents treat girls differently from boys, with respect to allowing them access. This could hinder girls' online opportunities and their digital skills development, which could further exacerbate gender inequalities.

By location, high cost of the internet was the most reported barrier to accessing internet in the urban areas, while lack of or poor signal was the most reported barrier in the rural areas. In relation to age, parental restriction was the most reported internet access barrier among children aged 9-11 years. Among children, 12-14 year, parental restriction and cost of devices were the most reported internet access barriers. Among the older children, lack of or poor signal and cost of the internet were the most reported access barriers. This suggests that parents exert less control (or are less able to exert control) over older children with respect to their internet use. Connectivity (lack of or poor signal) as an access barrier was most reported in the region of upper west, followed by norther region and eastern region.

Figure 13: Poor internet connectivity by region



Taken together, this implies that to be able to increase use of the internet among both parents/guardians and children, access barriers related to infrastructure (e.g., connectivity/poor signal) and costs of the internet and devices have to be tackled first in most areas of Ghana. From the findings, it is also clear that many parents/guardians are limiting use of the internet for their children, probably because they assume that it is mostly negative or harmful. Interventions to sensitize the parents/guardians on the positive opportunities online for children is required to increase use of the internet for the children. Finally, the research findings revealed that parents/guardians restrict girls more often than boys. Advocacy aiming to increase gender equality may be useful to ensure that girls are also able to benefit from the opportunities that the internet may afford them.

Place of Use, Devices Used and Connectivity

Place: 8 in 10 People (children and parents) access and use the internet from home. Only 2 in 10 children access and use the internet while at school. This might imply that children mostly rely on the internet provided by their parents at home or provided by educational institutions where they do not have to pay for it themselves.

Devices: Mobile/portable internet devices are used most to access internet by children. 7 in 10 children use a smart phone to access the internet, implying that most children have access to smart phones. Second most used devices are desk tops and ordinary mobile phones. The least used internet devices are the games console, tablet and the laptop.

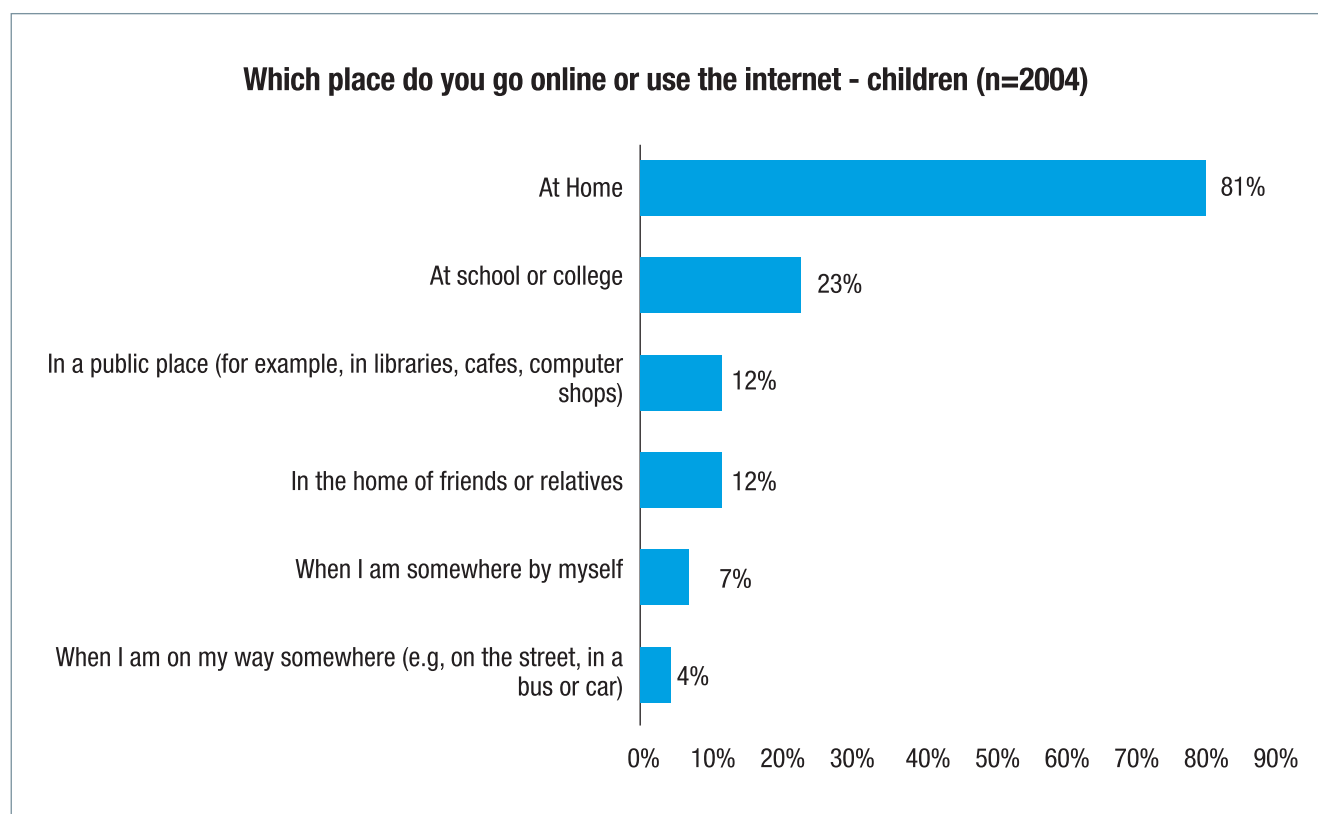
Connectivity: 7 in 10 children use pre-or post-paid internet, 3 in 10 use free internet or go somewhere they can pay for internet each time they need to use it. More older children, particularly boys, residing urban areas and Western region residents use cyber cafes. Free internet is mostly used by younger children and children in the Western and Greater Accra regions. More older children use cyber cafes to connect to internet.

Place of use



Most children access and use the internet from home (81%). A notable proportion also access and uses the internet while at school (23%). This implies that children mostly rely on the internet provided by their parents/guardians at home or provided by educational institutions where they do not have to pay for it themselves. Focus group discussions found that children prefer going online at home because they don't have to pay for it, since they may be probably using their parents phones or devices.

Figure 14: Place for internet use



when you go the café, you will have to buy time but when you are home, you won't. [FGD:15-17 years, male, Greater Accra]

I go to café because we don't have a computer in the house... We don't have access to internet at school [FGD:15-17 years, male, Greater Accra]

Mostly used place for accessing internet

Among the children that are able to go online at least every week and above (almost daily), they do this mostly at home or when they are somewhere by themselves than any other place.

Table 14: Frequency of Place used for accessing internet by children

[children] How often do you go online or use the internet at (n=2004)	Never	Hardly ever	At least every month	At least every week	Daily/Almost all the time
At school or college	1%	13%	35%	41%	9%
At Home	0%	7%	15%	34%	45%
In the home of friends or relatives	0%	15%	19%	37%	29%
In a public place	1%	11%	24%	34%	28%
When I am on my way somewhere	1%	5%	7%	26%	61%
When I am somewhere by myself	0%	5%	7%	25%	62%

Considering school and Home the major places of internet use and access among children, more boys, urban residents and older children use the internet more often at these places than their counterparts. This directly relates to the fact that boys, urban residents and older children use the internet most often as reiterated in previous sections of the report.

Table 15: Place used for accessing internet by key demographics of children

[children] - Go online or use the internet [at least every week and above] at (n=2004)	Total	Male	Female	Urban	Rural	9-11 years	12-14 years	15-17 years
At school or college	50%	52%	49%	54%	46%	43%	53%	57%
At Home	79%	80%	75%	82%	73%	68%	76%	86%
In the home of friends or relatives	66%	67%	65%	70%	60%	64%	60%	72%
In a public place	62%	68%	56%	62%	65%	61%	64%	64%
When I am on my way somewhere	87%	86%	89%	89%	86%	90%	85%	87%
When I am somewhere by myself	87%	90%	86%	92%	83%	80%	84%	90%

Place of internet use – Parents/guardians

Similar to children, most used place for accessing the internet among parents/guardians was also at home. Most parents/guardians never or hardly ever use other places for accessing internet. Notably, very few parents/guardians usually use public places for accessing the internet.

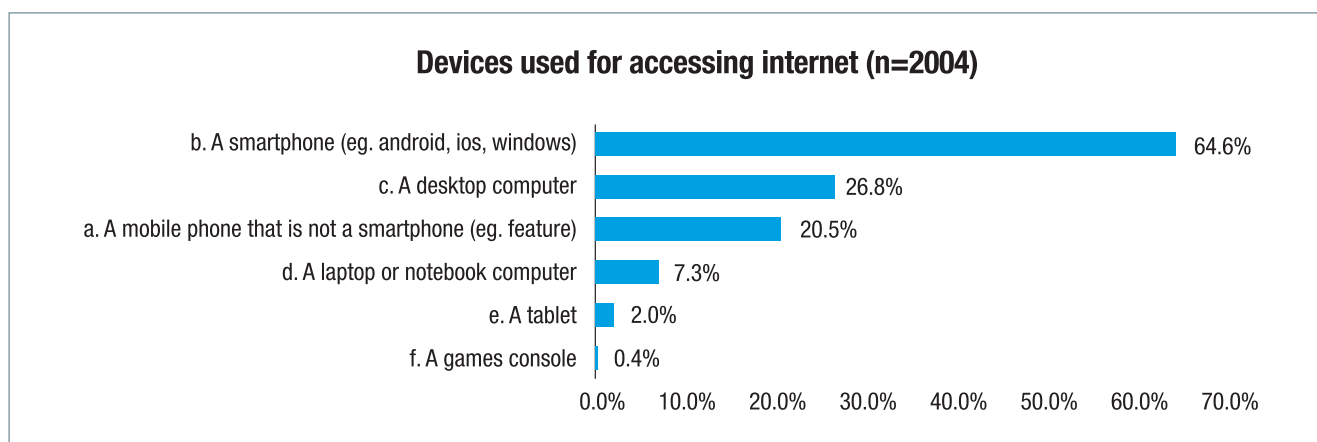
Table 16: Frequency of Place used for accessing internet by Parents/Guardians

[Parents/guardians] How often do you go online or use the internet at (n=450)	Never	Hardly ever	At least every month	At least every week and above
At work	34%	25%	7%	34%
At home	2%	9%	14%	74%
In the home of friends or relatives	34%	24%	8%	33%
In a public place (for example, in libraries, cafes, computer shops)	41%	24%	8%	26%
When I am on my way somewhere	37%	26%	5%	32%
When I am somewhere by myself	31%	14%	6%	47%

Devices used

Mobile/portable internet devices are used most often by children to access internet. Majority (65%) of the children use a smart phone to access the internet. This implies that most children have access to smart phones possibly due to the convenience and low cost of these devices as compared to laptops or tablets and further explains why most children said they access the internet at home.

Figure 15: Devices used for accessing internet



In terms of frequency, mobile phones are the most frequently used devices to access internet for the children, while tablets and games consoles are the least frequently used. In-depth group discussions with children found that mobile phones are preferred devices because of the portability, easy to use and because they are accessible at home. Children that used the laptop, preferred it because it has a clearer and bigger screen than mobile phones.

Table 17: Devices most used for accessing internet among children

Frequency - Devices used for accessing Internet (n=2004)	Hardly ever	At least every month	At least every week and above
A mobile phone that is not a smartphone	12%	16%	72%
A smartphone [eg android, ios, windows,]	7%	15%	78%
A desktop computer	10%	36%	53%
A laptop or notebook computer	17%	23%	60%
A tablet	17%	12%	71%
A games console	33%	11%	55%

By using mobile phone....Because it is more secure, Mobile phone is portable, and it is easy to use. You can install apps.. I like phone because I only have access to phone [FGD:12-14 years, female, Upper West]

I use my mother's phone or school computer. Mobile phone. My moms. Sometimes, I use my father's phone. Sometimes I use the school lab computers.....I think using the mobile phone is self-convenient and you can carry it every where...I think the mobile phone because it is portable [FGD:9-11 years, female, Upper East]

unlike the laptop, you can take it [phone] everywhere. the phone is portable and mobile as well [FGD:15-17 years, female, Brong Ahafo]



The laptop because the screen is wider and you can see well...it is the laptop because you can print things out and use them later [FGD:12-14 years, female, Upper West]

well I'm prefer the laptop because everything appears to be very clear on the monitor [FGD:15-17 years, female, Brong Ahafo]

it [mobile phone] is easy to carry around. [FGD:12-14 years, male, Northern]

because it [laptop] is also easy to carry around and tablet [FGD:12-14 years, male, Northern]

In line with findings from the section on Access, boys are more likely to report that they use a variety of devices to access internet than girls. The same is true for urban residents compared to rural residents.

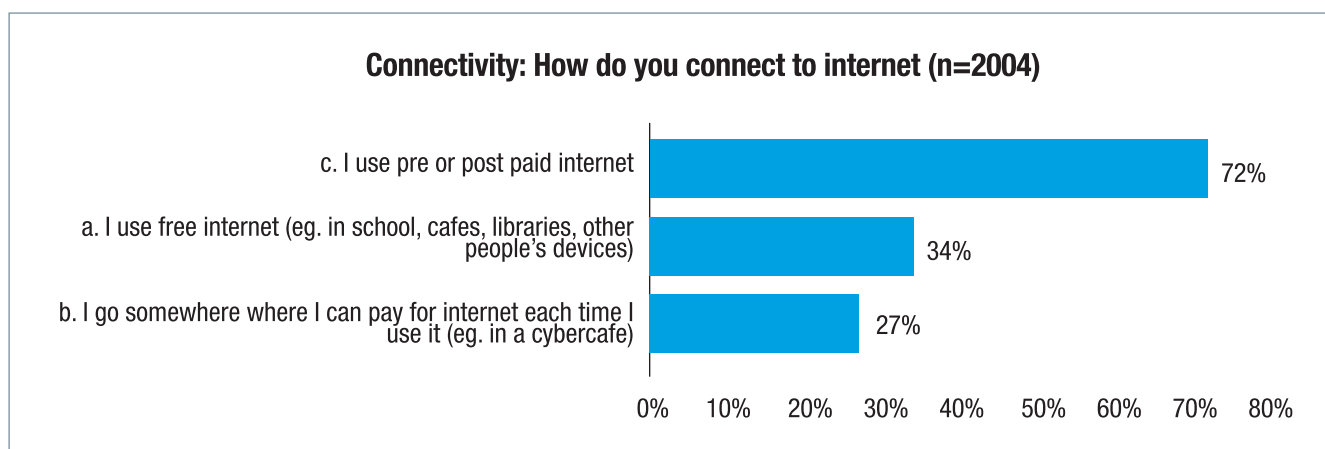
Table 18: Devices frequently used by key demographics of children

Use Device at least every week and above for accessing Internet	Total (n=2060)	Male (n=1056)	Female (n=1002)	Urban (n=1180)	Rural (n=880)	9-11 years (n=619)	12-14 years (n=713)	15-17 years (n=728)
A mobile phone that is not a smartphone	72%	70%	72%	70%	72%	69%	73%	69%
A smartphone	78%	80%	75%	81%	72%	69%	74%	87%
A desktop computer	53%	60%	47%	57%	49%	46%	54%	59%
A laptop or notebook computer	60%	66%	55%	59%	61%	33%	67%	62%
A tablet	71%	71%	73%	79%	57%	66%	65%	82%
A games console	55%	72%	0%	60%	50%	50%	33%	100%

Connectivity

Majority (70%) of the children use pre-or post-paid internet, while about 30% use free internet and 27% go somewhere they can pay for internet each time they need to use it. Relating this finding with the result of home as the place mostly used for accessing internet for majority of the children interviewed, pre-or postpaid internet referred to means of internet payment by the parent/guardian. This is because results also showed that children mostly use parents/guardians' devices – of which they do not have to pay for.

Figure 16: Connectivity: How do you connect to internet



As indicated in table 19 below, there is no significant gender difference in terms of how children connect to the internet. However, when considering the data in more detail, slightly more males use cyber cafes than

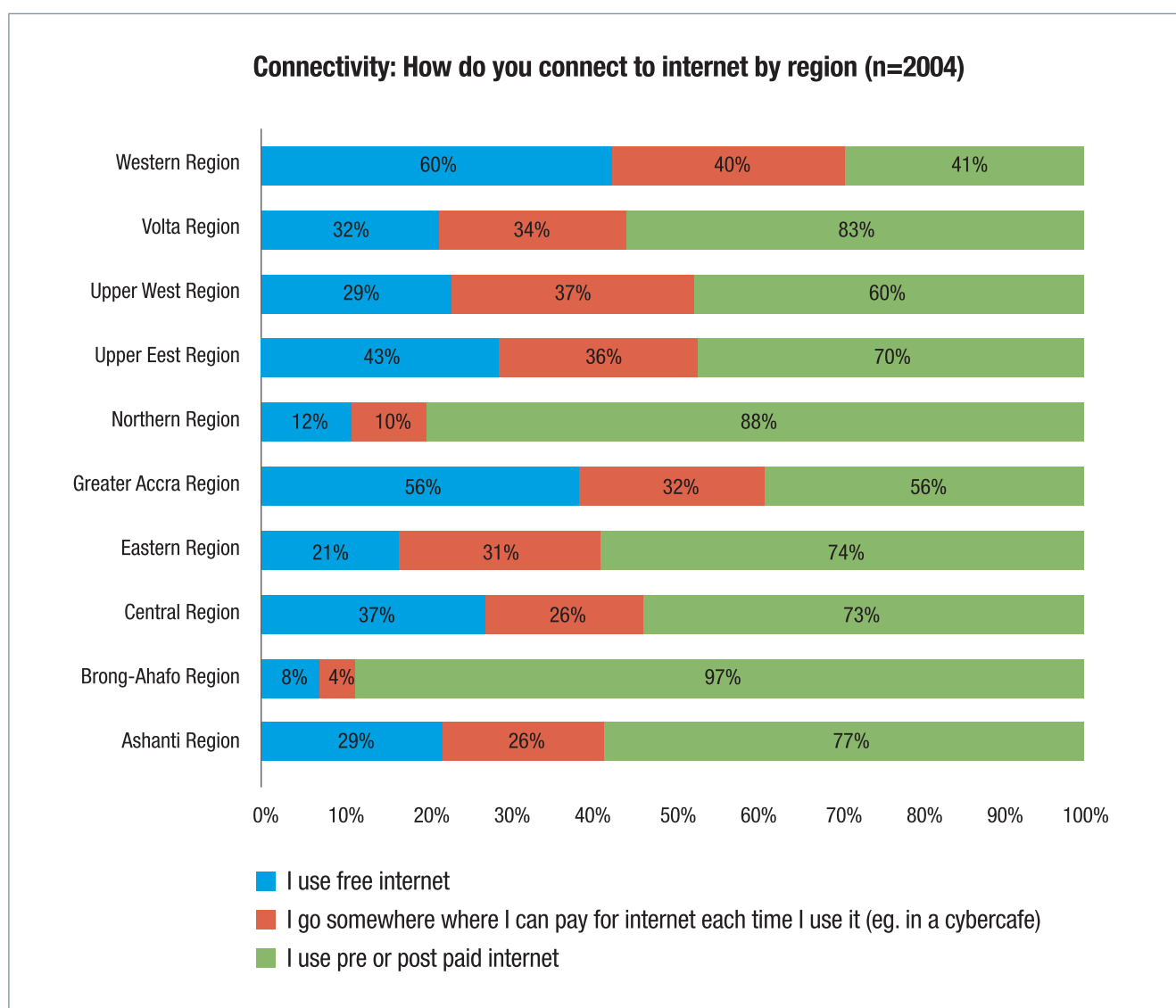
the females. Additionally, more children in urban areas use cyber cafes to connect to internet than those residing in rural areas, possibly because most internet cafes are located in urban areas since it will be more lucrative for the operators than in rural areas.

Table 19: Internet Connectivity among children

Connect to internet using	Total (n=2060)	Male (n=1056)	Female (n=1002)	Urban (n=1180)	Rural (n=880)	9-11 years (n=619)	12-14 years (n=713)	15-17 years (n=728)
Free internet	34%	33%	35%	32%	36%	37%	32%	33%
Go somewhere where I can pay each time I use it	27%	30%	24%	30%	22%	21%	26%	32%
Pre or post-paid internet	72%	73%	71%	74%	69%	67%	74%	74%

Use of free internet was reported highest in Western and Greater Accra regions and lowest in Brong-Ahafo and Northern region. Use of cyber cafes was reported highest in Western region and lowest in Brong-Ahafo and Northern region.

Figure 17: Connectivity by region



Online Practices and Skills

About 7 in 10 children feel there are lots of things on the internet that is good for them. This implies that most children perceive the internet as a good place for them, especially the boys and the older ones (15-17 years). The belief that the internet has lots of good things for children increases with the increase in age and its more common among the boys. Overall, learning, social relationships and entertainment are the most common online practices among the children.

Use of internet while at School and away from school: Children mostly use the internet at school mostly for purposes of helping them to complete class projects and assignments.

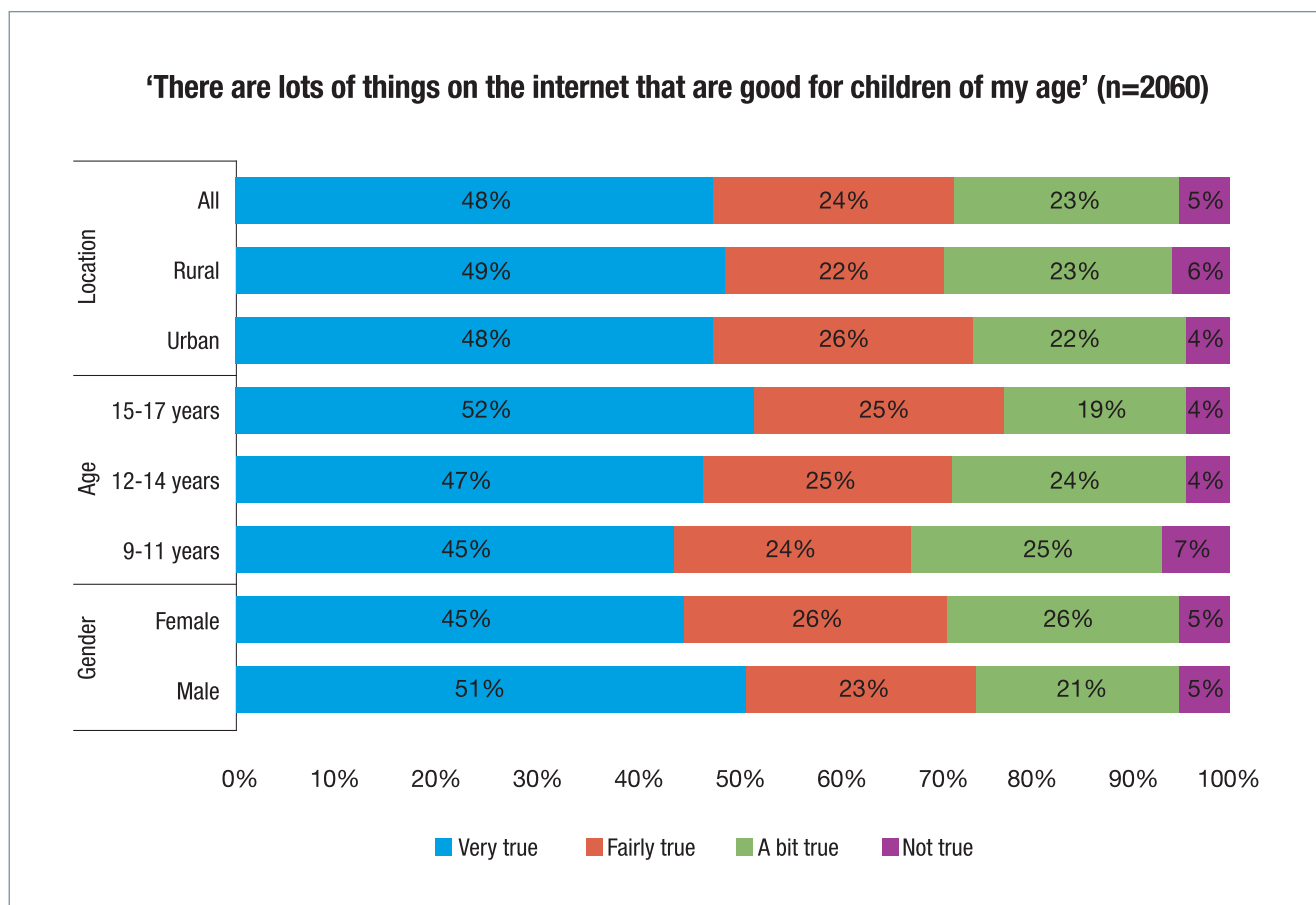
Visited platforms: Facebook is the most visited platform followed by google and Whatsapp. A notable proportion visit YouTube and yahoo. About 8 in 10 children visit Facebook, 5 in 10 use Whatsapp and 2 in 10 visit YouTube. For the top three visited social networking platforms, boys and urban residents are more frequent users. Visiting social networking sites/platforms also increases with age.

Approach to online behavior practices: 6 out of 10 children feel safe on the internet. 6 in 10 children have a social networking profile they use currently. These are mostly boys and urban residents and older children (15-17 years). It might be attributed to the fact that they have more interest in social networking sites and have better online skills than their female and younger counterparts. 4 in 10 children will accept all requests made to them online. These are mostly boys, in rural areas and aged 12-14 years. This implies that girls and younger children are more cautious about accepting friend requests than the boys.

Internet – a place of opportunities

Overall, 72% of the children feel there are lot of things on the internet that are good for children. This is more common among boys and older children (15-17 years) and might be attributed to the fact that boys and older children have more access and have used the internet for a longer time, and therefore have more experience with it that they can use to their advantage. In-depth discussions found that children are excited with the ease and ability to meet new people through the internet, chatting with friends, sharing jokes, pictures and videos, searching for things not known especially for school, playing and sharing online games.

Figure 18: Perception about the internet among children



I learnt how to type fast- I can now type fast ...I learnt the short cuts of words...We get information that can help me in school....Poems and songs...Health tips...I learnt a lot especially current affairs and this helps me in my academic work [FGD: 12-14 years, female, Upper West]

It make us happy. It helps me to discover new words and know things about the world. IT helps me to learn. It entertains me and make me feel relaxed. It keeps me busy. It helps reduce boredom. Some games help you to take care of animals.....There is a game called puzzle. You learn new words. You get new friends [FGD:9-11 years, female, Upper East]

I feel happy when I chat with my friends...When I read jokes, I am happy...I learn new things since we share ideas...When I get online, my boredom is relieved [FGD: 12-14 years, female, Upper West]

You can share videos and games. You can share music. You can also share pictures, Ideas, games like Temple run[a man will be chasing a monkey], Zuma [is about balls that you have to splash], My talking Angela, Hangaroo [Is about spelling and phrases] , Piano Tales, Bus rush, Purple purples - You design a cake, and make it nice [FGD: 9-11 years, female, Upper East]

Negative side of the internet – Children's perspective

Group discussions found that some children feel the internet has had a negative impact on their lives. This is mostly related to exposure to negative culture and lifestyle, pornography and encourages many to ignore important things in life.

It consumes my time...The time I should use to learn, I go on social media...It has corrupted the moral values of children...Children have become rude.... Children have adopted bad cultures of other religion by wearing skinny dresses ...It has consumed most of my time because sometimes, I don't go to the mosque to pray....It makes me feel lazy to do my assignment or house chores because I prefer chatting on social media....Now, I have been seeing naked pictures [FGD: 12-14 years, female, Upper West]

the way of dressing has also changed due to the internet....talking about culture we've learnt the western culture on the internet, especially theirs but ours are healthier. [FGD: 15-17 years, female, Brong Ahafo]

...our way of life has now changed. We are now interested in the foreign dresses...People use it to fraud others...Peer influence on these groups like smoking, pre-marital sexual activities [FGD: 12-14 years, male, Northern]

I ignore washing bowls or sweeping, Going to bath, Sometime s don't sleep when it's time to sleep, Avoiding some of my friends, Avoiding house chores [FGD: 9-11 years, female, Upper East]

I ignore reading story books....House chores...Cooking...Learning...Cleaning my room [FGD: 12-14 years, female, Upper West]

for me I think the use of mobile phone for education is weird. For instance, I know I have something to do in the morning but then I'd leave. And get caught up in something else online. [FGD: 15-17 years, female, Brong Ahafo]

Sometimes my assignments...I refuse attending errands...my junior brother will not go for classes. playing games when it is time for prayers...dodging classes to the internet café. we use our feeding fee to go to café [FGD: 12-14 years, male, Northern]

Online practices: Things done often online

Overall, learning activities, social relationships and entertainment were found to be the most common online practices among the children. Very few children use the internet for community participation, civic participation, creative participation and commercial purposes. This implies that most children perceive the internet more as a center of learning, entertainment, communication and less as a place for business and active participation on civic or economic issues.

70% of children reported that they learned something new online, and 60% used the internet for school work at least every week or more. During the focus group discussions, both the parents/guardians and the children indicated that they use the internet to do school assignments (homework) and researching for information that they can use in their studies.

I learn new words. You find meaning of new words.....Learning current affairs....You get health tips.... New games. They help me to acquire knowledge....They help us in school.....They help us to speak fluently and write well.....They help us with how we think [FGD: 12-14 years, female, Upper West]

You can download food recipes...You can learn how to drive...You can learn how to speak and write good English [FGD: 12-14 years, female, Upper West]

We also learn how to prepare some dishes. How to make a cake...Some platforms like the google help you to research your academic work. You learn more about your past history. You know about different people and their cultures. We learn about presidents from different countries. We can learn about our own cultures. The internet can help you access school platform and send information. We research on our homework. My friend and I research on the internet about the wealthiest man, the fattest man. We also research about science and the ministers. We also research on wild animals. [FGD: 9-11 years, female, Upper East]

I use google to answer my questions and home work....I normally use google to answer my homework questions [FGD: 12-14 years, male, Northern]

"They use it in studying and to do their homework -for researching" (FGD (Parents) Brong Ahafo)

sometimes your child comes home with an assignment and you know nothing about it and the child asks you to help him or her and you don't know anything about it you just go to the internet. (FGD Parents Greater Accra)

They now come home with some amazing assignments, you won't know if the assignment is for you or the child. A 6 years old boy comes with an assignment very difficult, the only way is to go to the internet and Google and get answers for them. (FGD Parents Northern)

A few children use the internet for community participation, those who do, mostly use it to talk to people from backgrounds or places different from their own (39%). Even fewer children use the internet often for civic participation. Those that do mostly look for news online (35%). These are mostly boys, urban residents and aged 15-17 years. Very few children use the internet for commercial purposes. Those that do mostly browse for things to buy or see how much things cost (10%).

I use it to purchase stuffs. If a friend posts a pic of a shoe he or she is selling ad it intrigues me, I go ahead and buy it. [FGD: 15-17 years, female, Brong Ahafo]

I go to tonaton.com for buying and selling...buy shirts [FGD: 12-14 years, male, Northern]

I like the money aspect because you can trade online....I requested this tablet online. Someone was selling it online so I also bought online....It entertains me, by listening to music, and the rest... [FGD: 15-17 years, male, Greater Accra]



Table 20: Online practices among children by key demographics

At least every week and above	Total (n=2060)	Male (n=1056)	Female (n=1002)	Urban (n=1180)	Rural (n=880)	9-11 years (n=619)	12-14 years (n=713)	15-17 years (n=728)
Learning								
I learned something new by searching online	70%	74%	66%	74%	65%	58%	69%	82%
I looked for information about work or study opportunities	36%	39%	33%	40%	32%	28%	33%	46%
I used the internet for schoolwork	60%	63%	58%	64%	57%	50%	61%	66%
Community participation								
I looked for resources or events about my local neighbourhood	17%	18%	16%	19%	16%	13%	16%	23%
I used the internet to talk to people from places or backgrounds different from mine	39%	42%	35%	43%	34%	27%	36%	54%
Civic participation								
I looked for news online	35%	40%	31%	39%	32%	24%	32%	49%
I discussed political or social problems with other people online	12%	13%	11%	13%	12%	10%	10%	17%
I got involved online in a campaign or protest	7%	8%	7%	9%	6%	6%	8%	10%
I used the internet to join a civic, religious or political group	9%	11%	9%	10%	7%	7%	8%	14%
Commercial								
I browsed for things to buy or see what things cost	10%	12%	8%	13%	8%	7%	9%	14%
I tried to sell things online	5%	5%	4%	6%	2%	3%	3%	6%

Very few children use the internet often for creative participation, those that do mostly use it for posting videos or music created by someone else (25%). Again, these are mostly the boys, and aged 15-17 years. Use of the internet for social relationships was one of the most common online practice reported by the children. 60% of the children reported visiting social networking sites at least every week or more often, while 52% use instant messaging often. Focus group discussions with children confirmed the findings from the quantitative data. Children use the internet to connect with their friend and family or to see what is happening elsewhere in the world.

I met a guy on facebook who said he is from Pakistan and said he wanted to see me so I said I am in Africa....When I was online, I received a friend request from someone and I was very happy [FGD: 12-14 years, female, Upper West]

on Facebook, you can get a friend you've never met before. I have a friend there and he is almost like my dad. We met on Facebook. [FGD: 15-17 years, female, Brong Ahafo]

About 40% of the children use the internet often for entertainment. Those who do mostly use it for accessing apps (44%) and listening to music (39%), and about 5 in 10 (55%) post photos or comments online.. A considerable number (21%) of children often look for health information online, which raises the question about whether they are accessing helpful and accurate material.

Like funny videos and news in the world....Ghanaian music, About Shatta Wale releasing a new song and videos...I also saw some promotions....I learnt Ghana was going for grant from China...I also went on Ghana web and I saw songs of Sarkodie....They transferred Rooney to Everton [FGD: 12-14 years, male, Northern]

You can share videos and games. You can share music. You can also share pictures, Ideas, games like Temple run[a man will be chasing a monkey], Zuma [is about balls that you have to splash], My talking Angela, Hangaroo [Is about spelling and phrases] , Piano Tales, Bus rush, Purple purples - You design a cake, and make it nice [FGD: 9-11 years, female, Upper East]

We download, WhatsApp, Facebook, and yahoo. ... Sometimes, my friends and I share games, videos and other [FGD: 9-11 years, female, Upper East]

....I watch videos on YouTube....the internet informs you. You get to know about what happens in other countries....You get to know the new movies..... [FGD: 15-17 years, male, Greater Accra]

Atleast every week and above	Total (n=2060)	Male (n=1056)	Female (n=1002)	Urban (n=1180)	Rural (n=880)	9-11 years (n=619)	12-14 years (n=713)	15-17 years (n=728)
Creative participation								
I created my own video or music and uploaded it to share	17%	17%	16%	17%	15%	13%	13%	24%
I created a blog or story or website online	8%	9%	8%	9%	8%	7%	7%	9%
I posted videos or music created by someone else	25%	28%	23%	26%	26%	18%	24%	36%
Social relationships								
I visited a social networking site e.g., Facebook, Twitter)	66%	69%	64%	70%	62%	49%	67%	80%
I talked to family or friends who live further away e.g., by Skype)	24%	26%	22%	27%	20%	16%	22%	32%
I used instant messaging IM) e.g., Viber, WhatsApp)	52%	53%	52%	55%	48%	34%	50%	69%
I talked to family or friends who live nearby e.g., by Skype)	20%	21%	19%	22%	18%	14%	17%	30%
I commented on the updates that friends or family have put online	43%	47%	39%	45%	40%	27%	41%	60%
I showed my friends or family something that I saw online	42%	46%	38%	42%	41%	29%	38%	56%
I visited a chatroom to meet new people	21%	25%	17%	22%	20%	13%	20%	30%
Entertainment								
I watched video clips e.g., on YouTube)	36%	40%	32%	38%	32%	25%	32%	48%
I played online games	30%	34%	25%	31%	30%	29%	31%	30%
I listened to music online by downloading or streaming)	39%	44%	34%	42%	35%	28%	37%	50%
I watched TV shows or movies	26%	28%	21%	25%	26%	20%	23%	31%
I used apps	44%	49%	39%	49%	39%	34%	40%	58%
Personal								
I looked for health information for myself or someone I know	21%	23%	19%	23%	17%	14%	20%	30%
I participated in a site where people share my interests or hobbies	23%	28%	19%	25%	20%	17%	20%	31%
I posted photos or comments online e.g., on Facebook or a blog)	52%	56%	47%	55%	48%	37%	50%	68%

Online communication

Most children contact people mostly using mobile phones to get in touch with people followed by social networking sites. Talking to others on mobile phones is more common than talking to others on social networking sites. Very few children contact people when playing online games. This can be attributed to accessibility and cost of the devices for communication, or might indicate that children do not participate in social online games but rather play alone.

Table 21: Online Communication among children

How often are you in contact with people (n=2060)	Never	Hardly ever	At least every month	At least every week	Daily/Almost all the time
by talking on a mobile phone/smartphone?	10%	13%	12%	23%	43%
on social networking sites	20%	12%	13%	25%	29%
when playing online games	55%	15%	10%	12%	9%

Taking at least every week and above as a measure of frequency, use of mobile phones, social networking sites and online games for communication is all higher among the boys, urban residents and the older children. This again relates to the fact that access and use of internet is higher among these respondent groups.

Table 22: Online communication among children by key demographics

How often [at least every week and above] are you in contact with people	Total (n=2060)	Male (n=1056)	Female (n=1002)	Urban (n=1180)	Rural (n=880)	9-11 years (n=619)	12-14 years (n=713)	15-17 years (n=728)
by talking on a mobile phone/smartphone?	66%	67%	63%	70%	70%	52%	66%	75%
on social networking sites	54%	57%	50%	58%	58%	42%	50%	68%
when playing online games	21%	24%	16%	20%	20%	19%	20%	21%

Use of internet at School:

Taking at least every week and above as a measure of frequent use, the most common activities used the internet for children while at school are writing things, creating drawings and doing group work with other students. The least common activities used the internet for while at school are chatting online, contributing to school blog online and communicating to teachers. This implies that use of the internet at school among children is mostly for purposes of helping them complete class projects and assignments. However, rather low numbers of children report doing this every week or more often, suggesting that internet is not commonly used by children while in school. This could indicate that schools have not received support with infrastructure to enable children to use ICTs for learning and take advantage of the opportunities it offers.



Table 23: Use of internet by children at school

Use the internet for the following activities when AT SCHOOL [at least every week and above]	Total (n=2060)	Male (n=1056)	Female (n=1002)	Urban (n=1180)	Rural (n=880)	9-11 years (n=619)	12-14 years (n=713)	15-17 years (n=728)
Making presentations	16%	17%	16%	15%	18%	12%	19%	19%
Writing things	26%	30%	24%	27%	26%	22%	27%	33%
Creating drawings or pictures	25%	26%	25%	25%	25%	26%	24%	25%
Practicing something I am learning e.g., maths or a language or music)	26%	28%	23%	27%	24%	22%	28%	29%
Checking out information on the school website	15%	16%	15%	19%	13%	12%	14%	22%
Doing group work with other students	27%	31%	25%	31%	23%	18%	28%	38%
Chatting online at school	11%	14%	9%	9%	14%	7%	11%	17%
Communicating with teachers e.g., submitting homework or asking a question)	12%	12%	11%	12%	12%	12%	10%	14%
Contributing to a school blog or online discussion	6%	9%	6%	4%	11%	6%	7%	10%

[I learnt] Countries and their capitals....To draw a house and print it out.....They asked us to look for names of ministers in Ghana....To search about countries and their currencies....You can get news about other countries.....You can get information like tourist sites....We learn different types of cultures
[FGD: 12-14 years, female, Upper West]

internet gives me more knowledge on the science course I offer in school. **[FGD: 15-17 years, female, Brong Ahafo]**

Use of internet when not at school:

Taking at least every week and above as a measure of frequency of use, the most common activities child respondents used the internet for while away from school are practicing something one is learning, writing things, creating pictures for school and doing group work for school. Similar to the use of internet when at school, the least common activities respondents used the internet for while away from school are contributing to school blog online, communicating to teachers and making presentations. Likewise, the use of the internet among children while away from school is also mostly for purposes of helping them complete class projects and assignments.

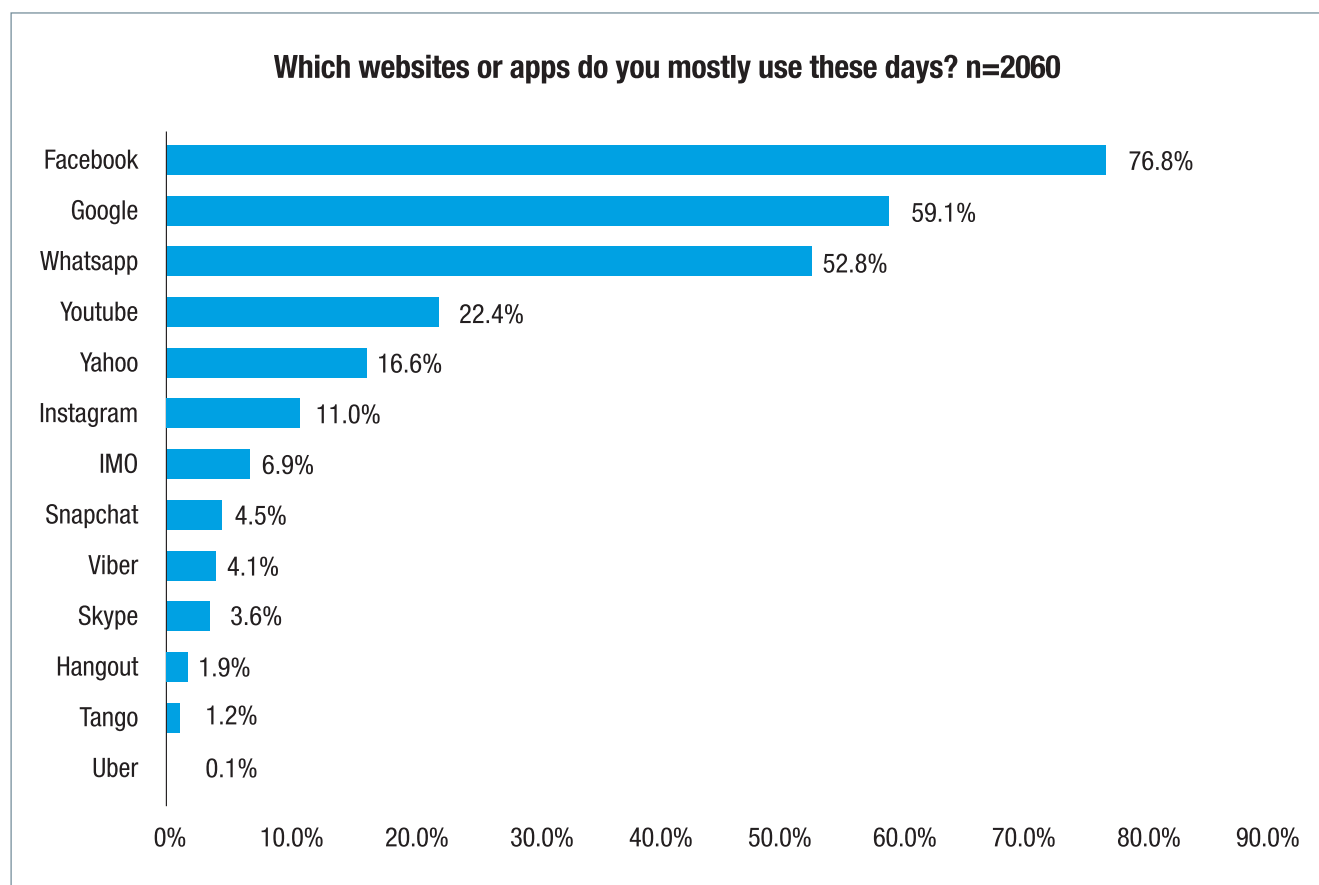
Table 24: Use of internet by children while away from school

Use the internet for the following activities when NOT AT SCHOOL [at least every week and above]	Total (n=2060)	Male (n=1056)	Female (n=1002)	Urban (n=1180)	Rural (n=880)	9-11 years (n=619)	12-14 years (n=713)	15-17 years (n=728)
Making presentations for school	10%	11%	10%	10%	10%	6%	11%	15%
Writing things for school	19%	21%	16%	18%	19%	17%	19%	21%
Creating drawings or pictures for school	19%	19%	19%	20%	17%	21%	14%	22%
Practicing something I am learning e.g., maths or a language or music)	23%	25%	21%	22%	22%	22%	22%	24%
Checking out information on the school website	14%	19%	12%	13%	17%	10%	13%	22%
Doing group work for school with other students	19%	23%	16%	19%	20%	13%	20%	28%
Chatting online with students from school	17%	23%	13%	17%	17%	9%	15%	30%
Communicating with teachers e.g., submitting homework or asking a question)	11%	12%	10%	10%	13%	7%	11%	17%
Contributing to a school blog or online discussion	7%	7%	7%	4%	12%	5%	9%	10%

Visited Sites/Platforms:

One of the most common activities for children when they go online is visiting social networking sites/platforms. The survey found that Facebook was the most visited platform (77%) followed by google (59%) and WhatsApp (53%). A notable proportion reported using YouTube (22%) and yahoo (17%).

Figure 19: Frequently visited sites by children



For the top three visited social networking sites, more boys and those in urban areas visit the sites most. Visiting of the social networking sites also increased with age. Visiting sites was significantly higher among the older children than the younger ones, possibly because the older children have more digital skills to navigate around those social networking sites or have interests that attracts them to those sites.

Table 25: Most visited social networking sites/platforms among children by key demographics

Mostly visited site/platform	Male (n=1056)	Female (n=1002)	Urban (n=1180)	Rural (n=880)	9-11 years (n=619)	12-14 years (n=713)	15-17 years (n=728)
Facebook	52%	48%	58%	42%	26%	35%	40%
Whatsapp	50%	50%	57%	43%	22%	32%	46%
Youtube	56%	44%	62%	38%	18%	33%	49%

By level of education, frequent visit to social networking sites increases with the level of education until Junior high, there after there is no correlation between level of education and frequency of visiting social networking sites.

Table 26: Most visited social networking sites among children by level of education

Mostly visited site/platform n=2060	Never been to school	Preschool	Primary	Junior High School	Senior High Secondary	Senior High Secondary
Facebook	0%	3%	30%	48%	16%	16%
Whatsapp	3%	2%	23%	49%	21%	21%
Youtube	0%	4%	23%	47%	24%	24%

Approach to online behavior practices

Taking fairly true and very true as a measure of agreement, 62% of the children reported that they feel safe on the internet. About 3 in 10 (29%) children talk about private things online which they don't talk about with people face-to-face. These were mostly boys, residing in urban areas and older in age (15-17 years).

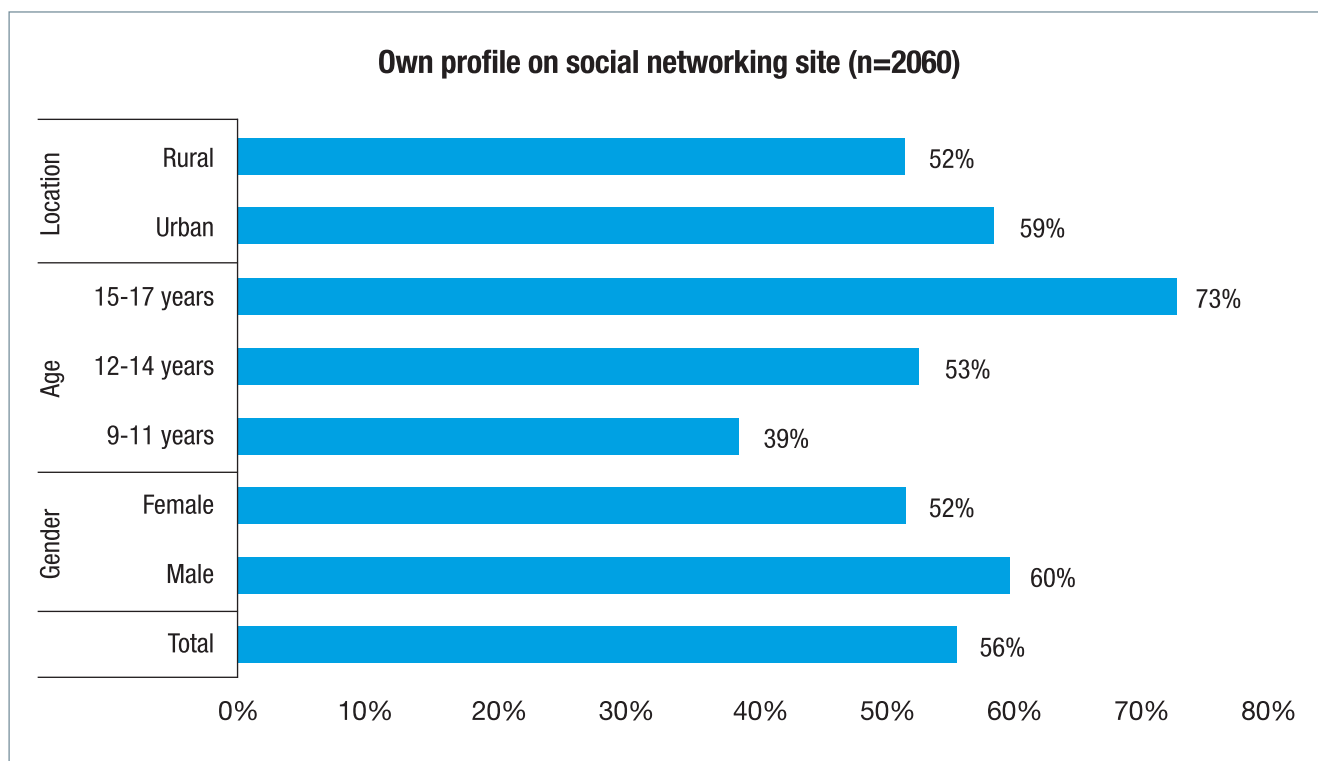
Table 27: Perceptions towards online behavior among children

Answered [Very true or fairly true] to the following	Total (n=2060)	Male (n=1056)	Female (n=1002)	Urban (n=1180)	Rural (n=880)	9-11 years (n=619)	12-14 years (n=713)	15-17 years (n=728)
I feel safe on the internet	62%	65%	60%	63%	61%	57%	59%	71%
I find other people are kind and helpful on the internet	46%	48%	43%	44%	46%	37%	45%	52%
I know what to do if someone acts online in a way I don't like	41%	46%	36%	45%	36%	29%	40%	54%
I find it easier to be myself online than when I am with people face-to-face	36%	37%	35%	37%	35%	25%	36%	45%
I talk about different things online than I do when speaking to people face-to-face	33%	35%	32%	35%	32%	21%	33%	45%
I talk about private things online which I do not talk about with people face-to-face	29%	30%	28%	31%	26%	22%	28%	35%

Behavior on social networking sites

Overall 56% of the children had a social networking profile they use currently. These were mostly boys, urban residents and older (15-17 years), again relating to the fact that the three category of respondents have more exposure to the internet than their counterparts, they may also have more interest in social networking sites and have better online skills than their counterparts.

Figure 20: Characteristics of children that own a social networking site profile



Accepting friend requests

Overall, 40% of the children usually accept all requests made to them online. These are mostly boys, in rural areas and aged 12-14 years. 31% accept only if they have a friend in common. These are also mostly boys, but in urban areas and aged 15-17 years. 30% only accept requests if they know the person. These are mostly girls, in rural areas and aged 9-11 years. This implies that girls are more cautious about accepting friend requests than the boys.

Table 28: Approach towards accepting friend requests among children

Accepting friend requests	Total (n=1152)	Male (n=630)	Female (n=522)	Urban (n=693)	Rural (n=459)	9-11 years (n=240)	12-14 years (n=381)	15-17 years (n=531)
I usually accept all requests	40%	40%	39%	39%	41%	37%	42%	39%
I accept only if we have friends in common	31%	31%	30%	32%	28%	26%	28%	35%
I accept only if I know them	21%	20%	22%	21%	21%	26%	21%	19%
I accept only if I know them very well	9%	9%	9%	8%	10%	11%	8%	8%

I don't accept friend request from everyone...Ignoring unofficial messages....I always want to chat with only people I know [FGD: 12-14 years, female, Upper West]

I mind the way I comment on people pictures....Mind the way I accept friend request...Commenting on other peoples pictures.....I am careful not fight people online....I don't respond to any message that is not appropriate [FGD: 12-14 years, female, Upper West]

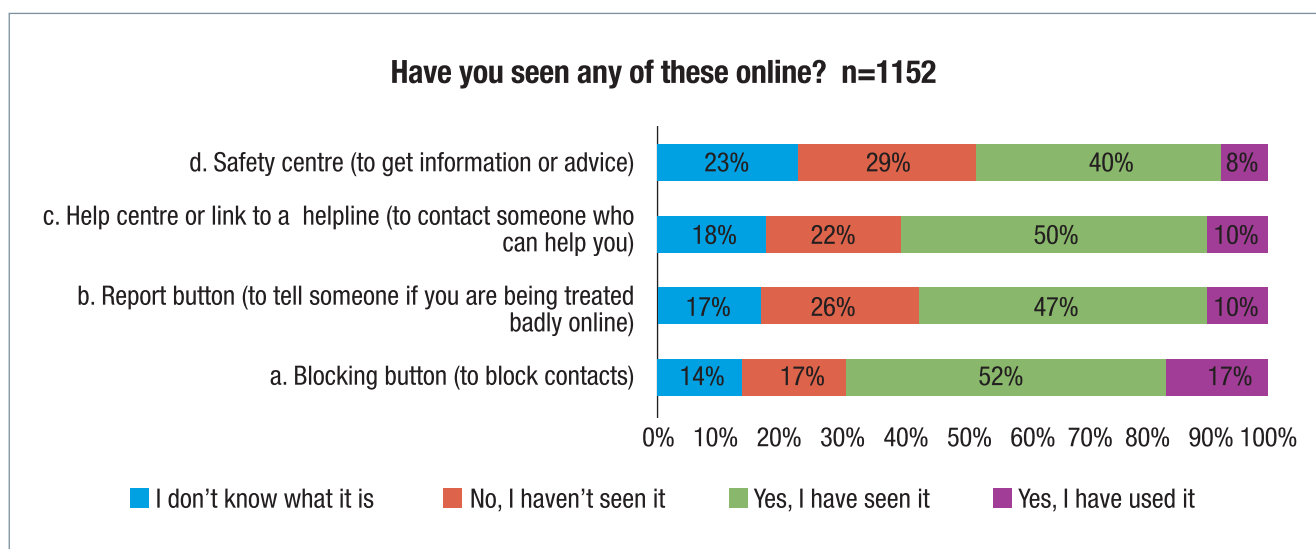
Because I don't want to engage in people that may endanger me...The last time I accepted a friend request from a stranger, he started sending me pornographic pictures...I blocked him and deleted the pictures...I don't accept friend request from unknown people because they may hack my account [FGD: 12-14 years, female, Upper West]

... we want to make new friends....I don't want to accept them because they write in different language and not English...they may be bad. I can accept you but not to share my information [FGD: 12-14 years, male, Northern]

Use of safety options

About half of the children using the internet have seen most of the safety options online. However, less than 20% have used them. The most used safety option is the block button (17%), followed by the report button and help centre. This implies that most children have either not experienced scenarios when they require to use the safety buttons, or if they have, they just don't use them as recommended.

Figure 21: Awareness of online safety options



Digital Skills

About 5 in 10 children feel they know lots of things about using the internet. 6 in 10 feel they know more about the internet than their parents/caregivers. On the other hand, only 2 in 10 parents feel they know lots of things about using the internet, or they know more about the internet than their child. Common reported digital skills among children are the social skills (information sharing online), operational skills and mobile skills. About 4 in 10 children and 3 in 10 parents reported the mentioned skills. Few children and parents reported information/browsing skills. Creative skills are the least self-reported digital skills among both children and parents. Throughout all the different sets of digital skills, boys, urban residents and older children (15-17 years) reported higher skills than their counterparts. Male and younger parents also have higher self-reported digital skills. Overall, children reported more digital skills than the parents (including those that have never used the internet). However, parents that have used the internet before, possess more digital skills than the children.

General Digital skills – Self-reported:

Taking fairly and very true as a measure of knowledge, 53% of the children surveyed reported that they know lots of things about using the internet, and 63% reported that they know more about the internet than their parents/guardians. On the other hand, only 23% of the parents/guardians feel they know lots of things about using the internet, and only 22% felt that they know more about the internet than their child. This implies that most children feel they know more about the internet than their parents/guardians – a perception acknowledged by the parents/guardians.

Table 29: Perceived general digital skills among children and parents/guardians

	I know lots of things about using the internet		I know more about the internet than my child or parent(s)/carer(s)	
	Children n=2060	Parents/guardians n=1000	Children	Parents/guardians
Not true for me	15%	63%	20%	68%
A bit true for me	32%	14%	17%	9%
Fairly true/Very true	53%	23%	63%	22%

Taking fairly and very true as a measure of knowledge, reported knowledge about the internet was higher among the boys, in urban areas the older children (15-17 years). Among the parents/guardians, reported knowledge about the internet was higher among the male and younger parents/guardians.

Table 30: Perceived general digital skills among children by key demographics

	Children (fairly true/Very true) n=2060	I know lots of things about using the internet	I know more about the internet than my parent(s)/carer(s)
	Total	53%	63%
Gender	Male	59%	66%
	Female	46%	59%
Age	9-11 years	37%	51%
	12-14 years	53%	63%
	15-17 years	66%	72%
Location	Urban	56%	64%
	Rural	49%	62%

Table 31: Perceived general digital skills among parents by key demographics

	Parents/guardians n=1000	I know lots of things about using the internet	I know more about the internet than my child
	Total (fairly true/Very true)	23%	22%
Gender	Male	34%	30%
	Female	16%	17%
Age	16-24 years old	80%	71%
	25-34 years old	40%	41%
	35-44 years old	21%	18%
	45-54 years old	10%	9%
	55-64 years old	14%	10%
	65+ years old	0%	0%

Specific Digital Skills

Taking fairly and very true as a measure of self-reported digital skill, common reported digital skills among children were the social skills [Information sharing online], operational skills and mobile skills. 40-60% reported to possess the mentioned skills. This was the same for the parents/guardians.



I can now share things online...How to upload photos and post...to find meaning of words...Search about topic we have not yet treated...Now I can download. I have learnt about video chatting when you are feeling lazy to chat. I know how to make WhatsApp calls. I normally use some applications like English dictionary. I know how to use some applications like mood scanner and low-pressure...They will scan your finger print and it will tell you about your mood...they told me I was happy about something and it was true...I also used it and it gave me wrong answer. [FGD: 12-14 years, male, Northern]

Creative skills are the least reported digital skills among both children and parents/guardians. Overall, children were more confident of their digital skills than the parents/guardians (including those that have never used the internet). However, parents/guardians that have used the internet before, reported higher digital skills than the children.

Drawing, I find it difficult to position things when drawing ...Painting too...I find it difficult in editing pictures...I find it difficult to accept friend request from unknown people...when I started chatting online, I find it difficult in blocking people [FGD: 12-14 years, female, Upper West]

I cannot block someone because I don't know the steps.... Sometimes the terms are too much for us....Blocking someone is difficult...I was chatting with a friend and I wanted to see her profile picture but I could not...My friend sent me a picture to edit but I was not able to.....I want to learn how to block people. I want to learn how to video chat. I want to learn how to download. I want to learn how to block fraudsters [FGD: 9-11 years, female, Upper East]

creating new account...People hide their friend list but I cannot hide mine. I don't know-how to change my pictures. People can hide their profile but I cannot. creating of e mail...Sometimes you forget your password [FGD: 12-14 years, male, Northern]

photo grid. I wanted to write something on a picture....creating soft wares...one that will make things easy for me. For us to share ideas together....To create business opportunity....I want to create a website [FGD: 15-17 years, male, Greater Accra]

Table 32: Self-reported Digital skills

Digital skills: How true are these things	Fairly true/Very true (children) n=2060	Fairly true/Very true (Parents/guardians) n=1000
Operational skills		
I know how to save a photo that I find online	59%	25%
I know how to change my privacy settings e.g., on a social networking site)	45%	24%
Information/browsing skills		
I find it easy to check if the information I find online is true	38%	21%
I find it easy to choose the best keywords for online searches	36%	22%
I find it easy to decide if a website can be trusted	30%	22%
Sometimes I end up on websites without knowing how I got there	39%	22%
Social skills [Information sharing online]		
I know which information I should and shouldn't share online	46%	27%
I know how to remove people from my contact lists	48%	27%
Creative skills		
I know how to post online video or music that I have created myself	34%	19%
I know how to edit or make basic changes to online content that others have created	23%	16%
I know how to design a website	8%	9%
Mobile skills		
I know how to install apps on a mobile device e.g., phone or tablet)	48%	23%
I know how to keep track of the costs of mobile app use	18%	15%

Taking fairly true and very true as a measure of self-reported digital skill, throughout all the different sets of digital skills, boys, urban residents and older children (15-17 years) reported higher digital skills than their counterparts.

Responded 'fairly true/Very true' to the following (Children)	Total (n=2060)	Male (n=1056)	Female (n=1002)	Urban (n=1180)	Rural (n=880)	9-11 years (n=619)	12-14 years (n=713)	15-17 years (n=728)
Operational skills								
I know how to save a photo that I find online	59%	64%	54%	63%	55%	44%	57%	75%
I know how to change my privacy settings e.g., on a social networking site)	45%	51%	41%	49%	41%	31%	44%	61%
Information/browsing skills								
I find it easy to check if the information I find online is true	38%	41%	34%	41%	34%	25%	35%	51%
I find it easy to choose the best keywords for online searches	36%	41%	31%	40%	30%	24%	34%	48%
I find it easy to decide if a website can be trusted	30%	34%	24%	33%	24%	20%	27%	40%
Sometimes I end up on websites without knowing how I got there	39%	41%	36%	41%	35%	29%	35%	49%
Social skills [Information sharing online]								
I know which information I should and shouldn't share online	46%	49%	43%	49%	42%	31%	43%	61%
I know how to remove people from my contact lists	48%	52%	44%	52%	42%	31%	43%	66%
Creative skills								
I know how to post online video or music that I have created myself	34%	39%	28%	37%	30%	22%	30%	49%
I know how to edit or make basic changes to online content that others have created	23%	28%	19%	26%	20%	16%	21%	33%
I know how to design a website	8%	9%	6%	10%	6%	5%	7%	11%
Mobile skills								
I know how to install apps on a mobile device e.g., phone or tablet)	48%	55%	41%	50%	46%	32%	45%	65%
I know how to keep track of the costs of mobile app use	18%	21%	16%	20%	15%	13%	15%	26%

Risks: Risky Online Practices

Most common risky online practice among children is looking for new friends and contacts, followed by adding people as friends on has never met face to face. 2 in 10 children do the above. Only 1 in 10 children send a photo or video of themselves to someone they have not met face to face. Throughout all the risky practices, more boys and older children 15-17 years are involved.

Meeting new people: About 4 in 10 children have made contact with someone on the internet they had never met face to face before. 2 in 10 have met someone face to face that they first got to know on the internet.

Negative Online Experiences: About 3 in 10 children have experienced something that bothered or upset them while online. About 2 in 10 children have been treated in a harmful way or in way they didn't like while online. These are mostly boys and urban residents. Experiencing something upsetting increased with the increase in age. About 1 in 10 parents has a child that has experienced something bothering and upsetting while on the internet. However, about 3 in 10 parents have no idea if anything bothering or upsetting has happened to their while using the internet. These are mostly male parents, the older ones, and have never used the internet.

Exposure sexual images: 4 in 10 children have seen sexual images. These are mostly boys, urban residents and the older children. 7 in 10 children are exposed to sexual images from online devices or TV. Online, 6 in 10 children are exposed to sexual image on Social networking sites. 2 in 10 children reported have received sexual messages (in words, pictures or videos) in the past 12 months. These are mostly boys and the older children. About 1 in 10 children has sent, shared or posted sexual messages (words, pictures or videos).

Potentially negative user-generated content and negative online experiences: About 2 in 10 children have experienced negative user-generated content and 1 in 10 have had negative experiences on the internet.

Unwanted sexual experiences: About 2 in 10 children have encountered unwanted sexual messages online. Experience of unwanted sexual acts was higher among the boys, urban residents and older children (15-17 years).

Reporting and coping with Online harm: 5 in 10 children that have experienced upsetting or bothering things talk about it to a friend of the same age. Only 2 in 10 will talk to their parent or sibling, and about 1 in 10 will talk to a teacher. 1 in 10 will not talk to anyone about it.

Coping with Online harm: Only 2 in 10 parents are confident that their children can cope with upsetting things online. These are mostly female, aged 25-35 years or 45-54 years and have never used the internet. About 3 in 10 parents are confident of offering support to their children to cope with upsetting things online. These are mostly female, below 35 years and have ever used the internet. The most common and preferred source of information and advice on how to help and support children on the internet by parents/guardians was the media – TV, Radio, newspapers or magazines, followed by child's school. Notably, about 3 in 10 parents have never received such information. These are mostly female, never used the internet and never been to school.

Taking at least every week and above as a measure, the risky online practice that children most frequently engaged in was looking for new friends and contacts (40%), followed by adding people they have never met face to face (32%) as friends. 22% of the children reported to be sending personal information to someone they have never met face to face at least every week or more often. Throughout all the risky practices, more boys, urban residents and older children 15-17 years are involved than their counterparts.

Figure 22: Risky online practices

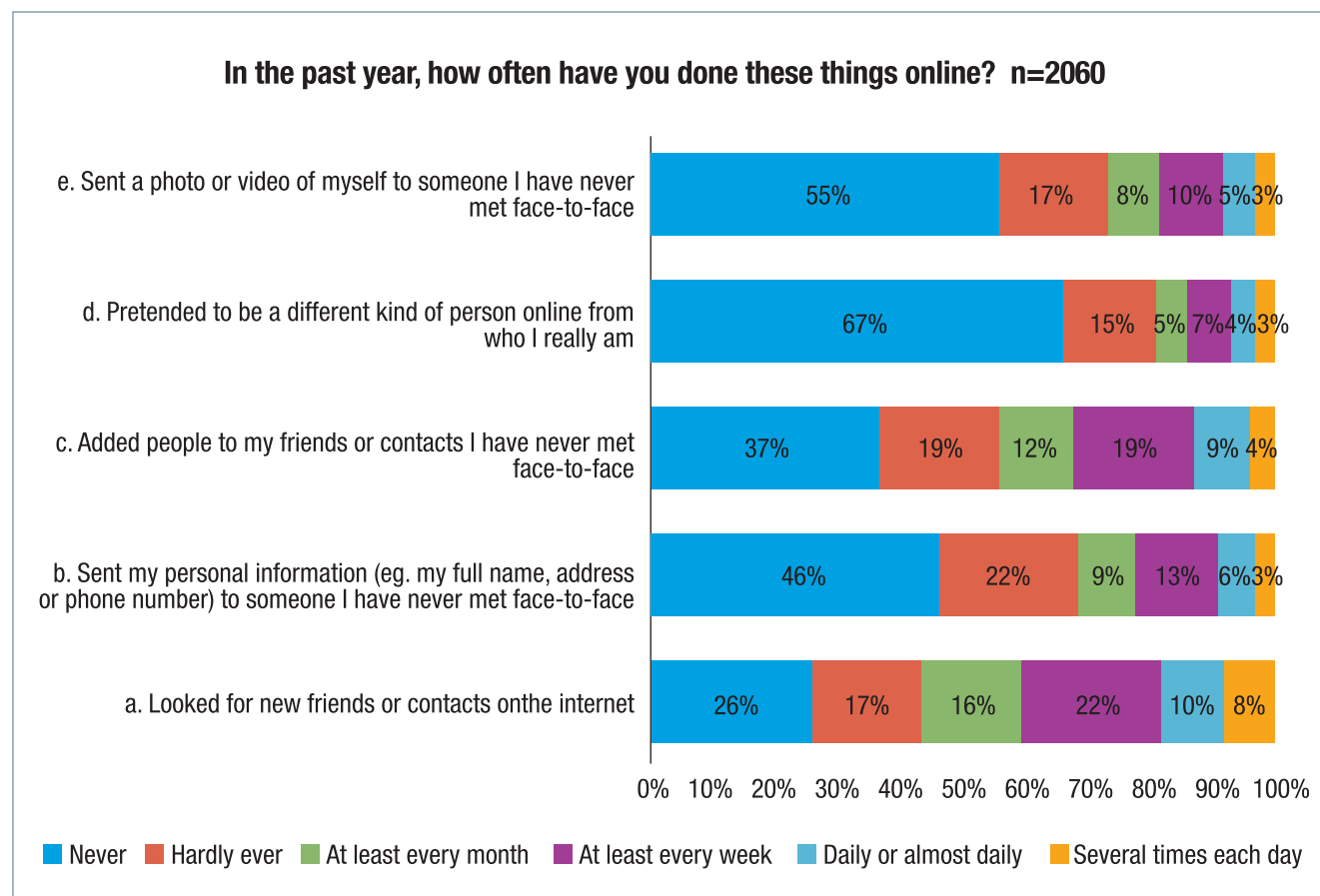


Table 33: Risky Online Practices

Do the following atleast every week and above	Total (n=2060)	Male (n=1056)	Female (n=1002)	Urban (n=1180)	Rural (n=880)	9-11 years (n=619)	12-14 years (n=713)	15-17 years (n=728)
Looked for new friends or contacts on the internet	40%	46%	35%	42%	39%	28%	38%	53%
Sent my personal information (e.g., my full name, address or phone number) to someone I have never met face-to-face	22%	25%	19%	23%	22%	17%	22%	27%
Added people to my friends or contacts I have never met face-to-face	32%	36%	27%	33%	30%	23%	28%	43%
Pretended to be a different kind of person online from who I really am	14%	15%	11%	15%	12%	11%	12%	16%
Sent a photo or video of myself to someone I have never met face-to-face	18%	21%	16%	21%	18%	15%	18%	25%

Meeting new people

Overall 36% of children reported that they had made contact with someone on the internet they had never met face to face before. Additionally, 19% reported to have met someone face to face that they first got to know on the internet in the past 12 months. Boys, urban residents and older children were more likely to do this than girls and younger children. This is probably because boys and the older children are less restricted by parents and feel in control of starting such relationships and making such contacts.

Table 34: Meeting new people online among children

	n=2060	EVER had contact on the internet with someone you have not met face-to-face	EVER met anyone face-to-face that you first got to know on the internet
	Total	36%	19%
Gender	Male	39%	22%
	Female	33%	16%
Age	9-11 years	25%	12%
	12-14 years	34%	18%
	15-17 years	48%	26%
Location	Urban	38%	20%
	Rural	34%	18%

In-depth group discussions showed that some children are worried to accept requests from people they don't know because of the negative outcomes such as harassment and misuse of their information and pictures as highlighted below in one of the group discussions;

....When you accept request from people you don't know, they may black mail you...Some friends want you to be like them so they influence you.... Some ask you to meet them somewhere and they end up harassing you...They can use [images] it for devilish act...Some people will edit your picture and put it on naked picture....Some people will black mail you with it....My friend was worried because they added her picture to a naked picture [FGD: 9-11 years, female, Upper East]

The story below which caught the attention of the media and the public in Ghana highlights how such contacts with strangers online can sometimes go very wrong even though it may not always be the case.

How a Facebook friendship went horribly wrong

In September 2013, a young high school student residing in Kasoa, a peri-urban town in the centre of Ghana, encountered a medical practitioner at the regional hospital on Facebook. They became friends. For some weeks, they exchanged ideas online and chatted on the phone, until in October 2013 the medical doctor arranged to meet the boy at the Kasoa New Market area. This encounter went horribly wrong, and the student was coerced to have forced anal sex with in a tainted-glass vehicle. This was, however, not the end of the abusive relationship. The doctor continued to sexually abuse the victim whenever he arranged to meet him at the market or his residence. More than a year after abuse started, the police arrested the abuser on allegations of sodomising after a media report by the Accra based FM station, JOY FM. The perpetrator was charged with defilement. The court discharged and acquitted him on the second count of unnatural carnal knowledge only because a victim must be more than 16 years at the time of the abuse. In July 2015, after an eight-month trial, he was sentenced to serve a 25 years jail term.

Negative Online Experiences

One quarter (25%) of the children interviewed reported that something bothered or upset them while online. 16% of the children reported that they have been treated in a harmful way or in way they didn't like in the past one year. These are mostly boys, urban residents and older children (15-17 years).

Figure 23: Characteristics of children that have experienced upsetting things online

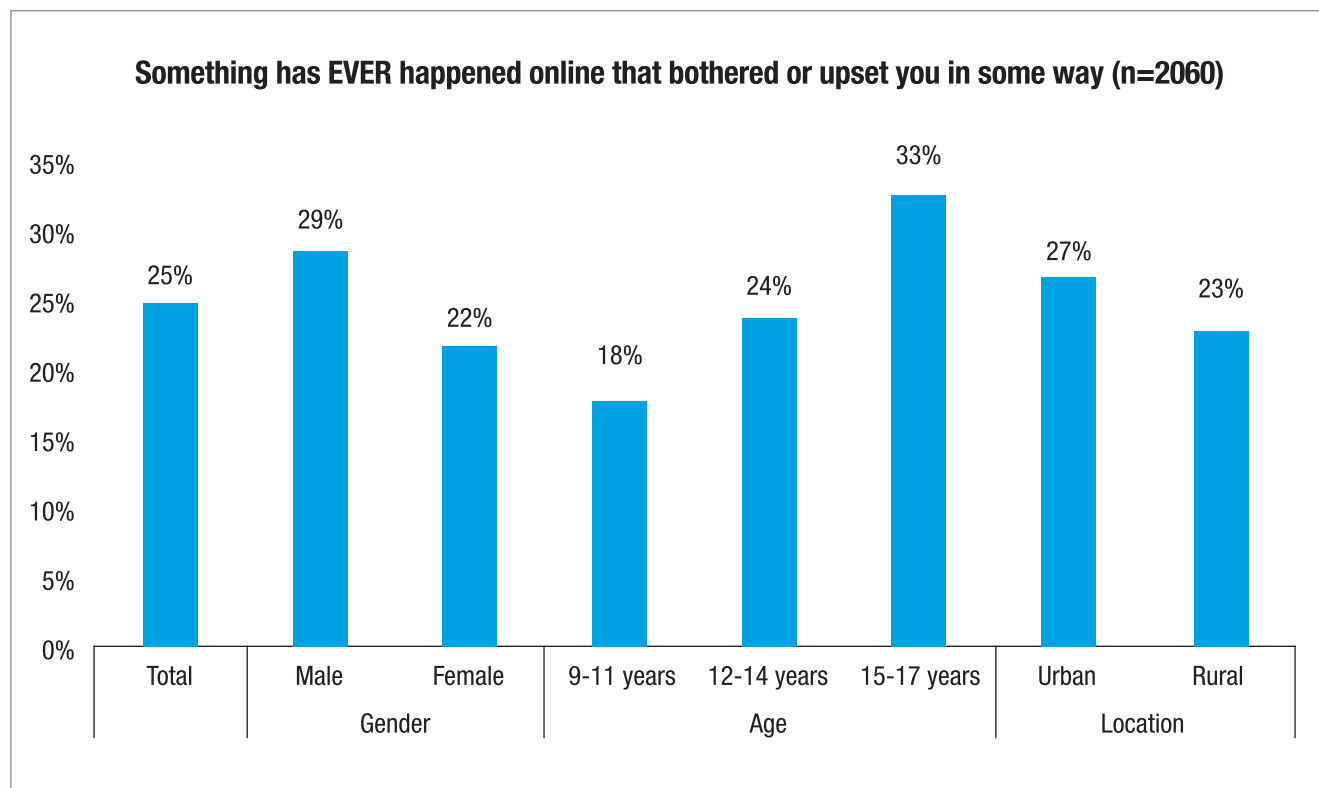
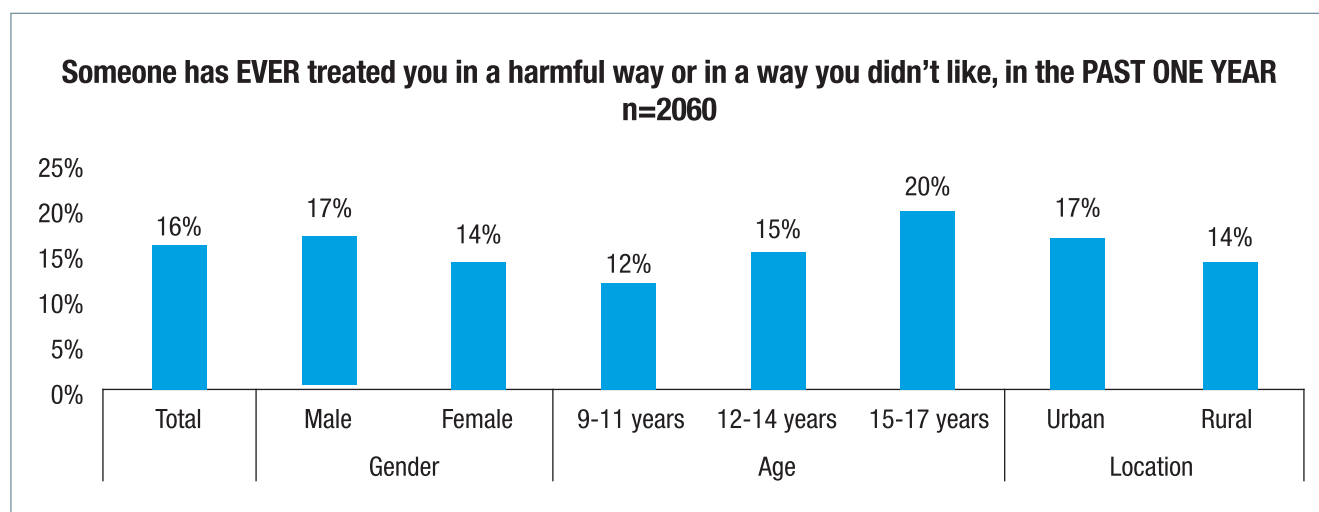


Figure 24: Characteristics of children that have been treated in a harmful way online



Group discussions found that the common things that bothered or upset children online included pornographic images, sharing of violent images, fraud or money scams and emotional harm from negative comments and misuse of posted pictures in a demeaning manner.

Pornographic images

I was really upset when the guy sent me pornographic pictures...When I see naked pictures. [FGD: 12-14 years, female, Upper West]

I have seen a pornographic video....A friends said he saw a nice video, after downloading, it was a pornographic video.... When people ask private questions... [FGD: 9-11 years, female, Upper East]

the moment those guys send you a friend request and they will start sending bad pictures. And it is very annoying.... most girls send their nude pictures to their boyfriends. And the boys also use it to black mail them.... they would ask you to have sex with them.... [FGD: 15-17 years, female, Brong Ahafo]

I went online sometime and a naked picture pop up. I was very scared because if my dad were to know or see it, I'm dead. I will be in trouble so I blocked it. [FGD: 15-17 years, male, Greater Accra]

Psychological abuse

Commenting badly on pictures because it may hurt the person- I posted a picture and someone sent a very bad comment so we argued online till we even quarreled in school.... They might edit your picture and remove your clothes... I felt bad and I told her I don't like that and she asked me to get away [FGD: 12-14 years, female, Upper West]

Sometimes they send messages about something that is not true . Some of the edited pictures. They will edit a picture into something scary. They may post a picture of your friend and say rest in peace and it may not be true. [FGD: 12-14 years, male, Northern]

Fraud

When people are convincing you to send money to them....When people use the internet to defraud others... My friend said someone called him on the internet and said he has somethings from the UK so he should pay some amount of money. [FGD: 9-11 years, female, Upper East]

My friend was scammed by a certain man. She was told she would be taken abroad. And she believed because she loves rich people only. [FGD: 15-17 years, female, Brong Ahafo]

They will ask you to deposit some money and get iPhone 6 or something but it is a lie.... they will send you a message that you have won a lottery to go to the world cup so you will have to pay an amount of money before. They just take your money [FGD: 15-17 years, male, Greater Accra]

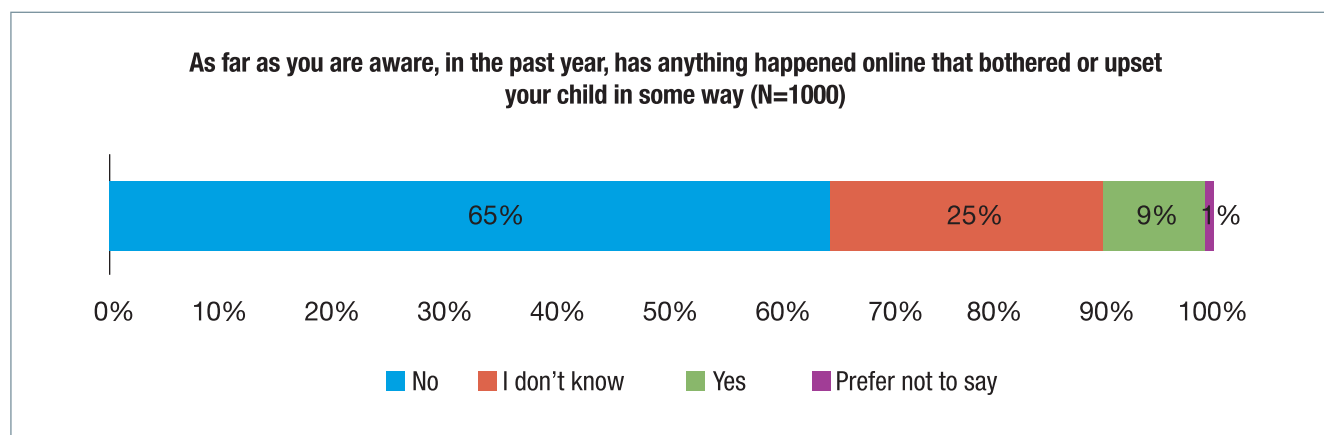
Violent images

sometimes your friends send a message about the death of a dear one and it worries....The death of major Mahama...I felt bad because if it were to be my father, I don't know...I was very scared...I saw a picture of a boy who was shot dead at Salla fest in Kumasi. fire outbreak in Takoradi. [FGD: 12-14 years, male, Northern]

...Accident pictures and conflicts - A video of captain mahama being lynched...I felt worried... A man beat his wife....Rape cases- It was about a man who raped a 3 year old girl in the other world. [FGD: 12-14 years, female, Upper West]

Parents/guardians Perspective: Majority of the parents/guardians (65%) noted that nothing had bothered or upset their children while online. Only 9% reported that something had bothered or upset their children while on the internet. This suggests that most parents/guardians are unaware and not involved in what goes on in the online lives of their children. Most parents/guardians are likely to be more concerned about safety of their children offline oblivious of the fact that harm children are exposed to offline are mirrored in their online lives as well.

Figure 25: Children that have experienced upsetting things online, parents/guardians perspective



However, during the focus group discussions it was evident that parents/guardians expected their children to be exposed to certain things that are unpleasant such as deaths, bad social network and bad language, hence the need to caution them about what and how they should use the internet.

"I always say that children talk a lot with their peers, try to tell them what they have seen and what they know, anything you are not expecting them to say that is what they say. For me I think we should counsel them, talking to them regularly, I have a boy he is 6 years and in the boarding house, so am not there to tell him you can watch this or that. He knows he is not supposed to send his phone to school, so immediately he is going, he just tells me mummy that is my phone. Because I told him I won't come there to answer why he brought his phone to school, when he gets into trouble with his phone he will handle it himself because I don't have time. So there are some things I don't restrict him but I tell him what has to do and what he does not have to watch. There was a time I was like Papa, do you have a girlfriend and he was like mummy you said I can have a girlfriend when i grow up so we check whatever they do but a little counseling will help them." (FGD Parents Greater Accra)

"If the child is smart enough to create a Facebook account, then that child can do anything but there should be restrictions. There is time for a everything, all work and no play make Jack a dull boy. So there is time to play and time to work and when they work hard there is free time for them to play." (FGD Parents Greater Accra)

"Joining the occult, there is an app called quick way of getting money and when you join, it will ask you a lot of questions and by the time you realize you are in it, my friend introduced me to that." (FGD Parents Northern)

They came home from school and said they killed a soldier on Facebook ... they saw it. For some time, they were not comfortable because they were complaining" (FGD Parents Greater Accra)

A peculiar experience was reported during the focus group discussion where a child joined a social network that is believed to have caused him mental incapacity and the parents/guardians could not help him. Other cases reported were; pornographic videos and photos and sexual harassment.

My brigade boy, he has a black something on and i asked him and he said it will make him younger and i said am looking old so he should give it to me , he said no and that when he takes it off he will die , he said his friend introduced him to Facebook group and he joined so when it 12:00 midnight they wake up and start to browse and the room become dark and that band came unto his hand. Sometimes you see him by the road side you call him and he says they said i should go there. He is a nice boy but because of his friend his life is getting destroyed. (FGD Parents Greater Accra)

Notably, a quarter of the parents/guardians surveyed have no idea if anything bothering or upsetting has happened to their while using the internet. These are mostly male parents, the older ones, and those who have never used the internet. This highlights the primary target for interventions targeting parents/guardians aimed at improving parental mediation.

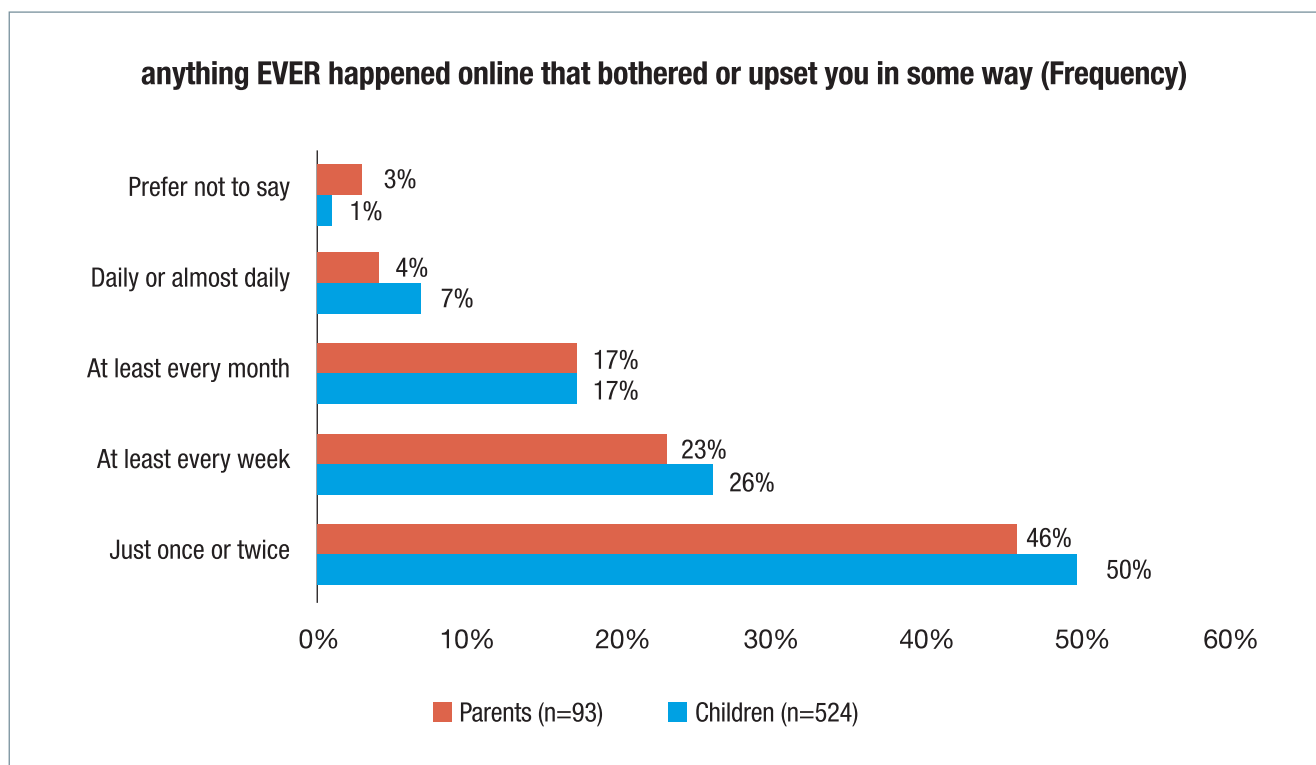
Table 35: Occurrence of upsetting things online, parents/guardians

(I don't know n=251) As far as you are aware, in the past year, has anything happened online that bothered or upset your child in some way		
Gender	Male	10%
	Female	2%
Age	16-24 years old	13%
	25-34 years old	20%
	35-44 years old	22%
	45-54 years old	30%
	55-64 years old	31%
	65+ years old	55%
Internet use	Ever Used Internet	17%
	Never used	30%

Online harm- Frequency

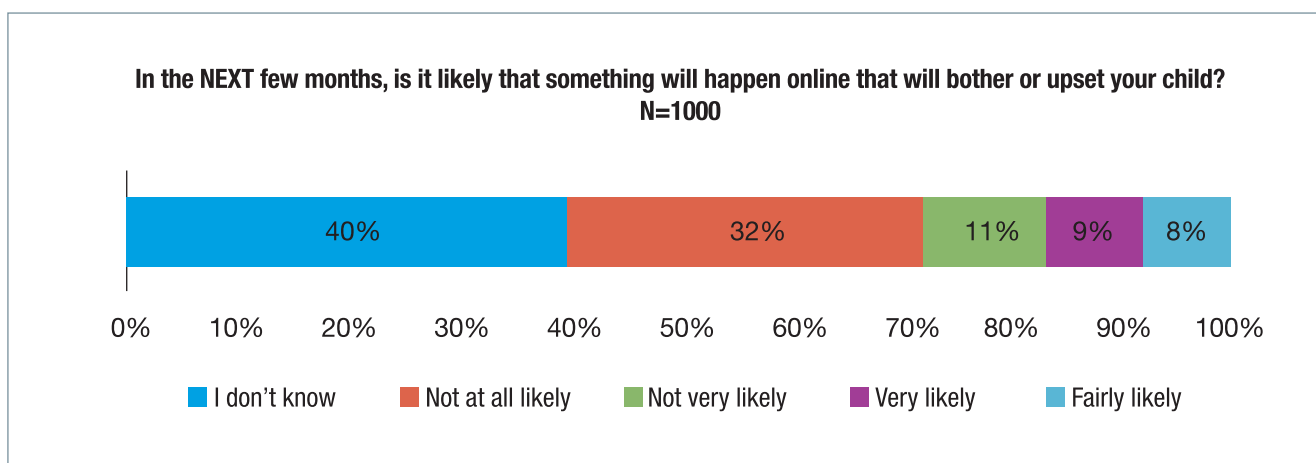
Among those that had experienced upsetting things online, 50% reported that it occurred once or twice in the past 12 months. The parents/guardians that had children that had experienced something bothering or upsetting, 46% reported that it had happened once or twice in the past 12 months. Notably however, about a quarter of children had experienced upsetting things online reported that it occurred at least every week in the past 12 months.

Figure 26: Frequency of online harm



Future occurrence of harm while online: 40% parents/guardians have no idea if something upsetting or bothering will happen to their child while online in the near future. This again signals the lack of awareness by most parents/guardians about what their children are doing online or the lack of involvement in the online activities of their children.

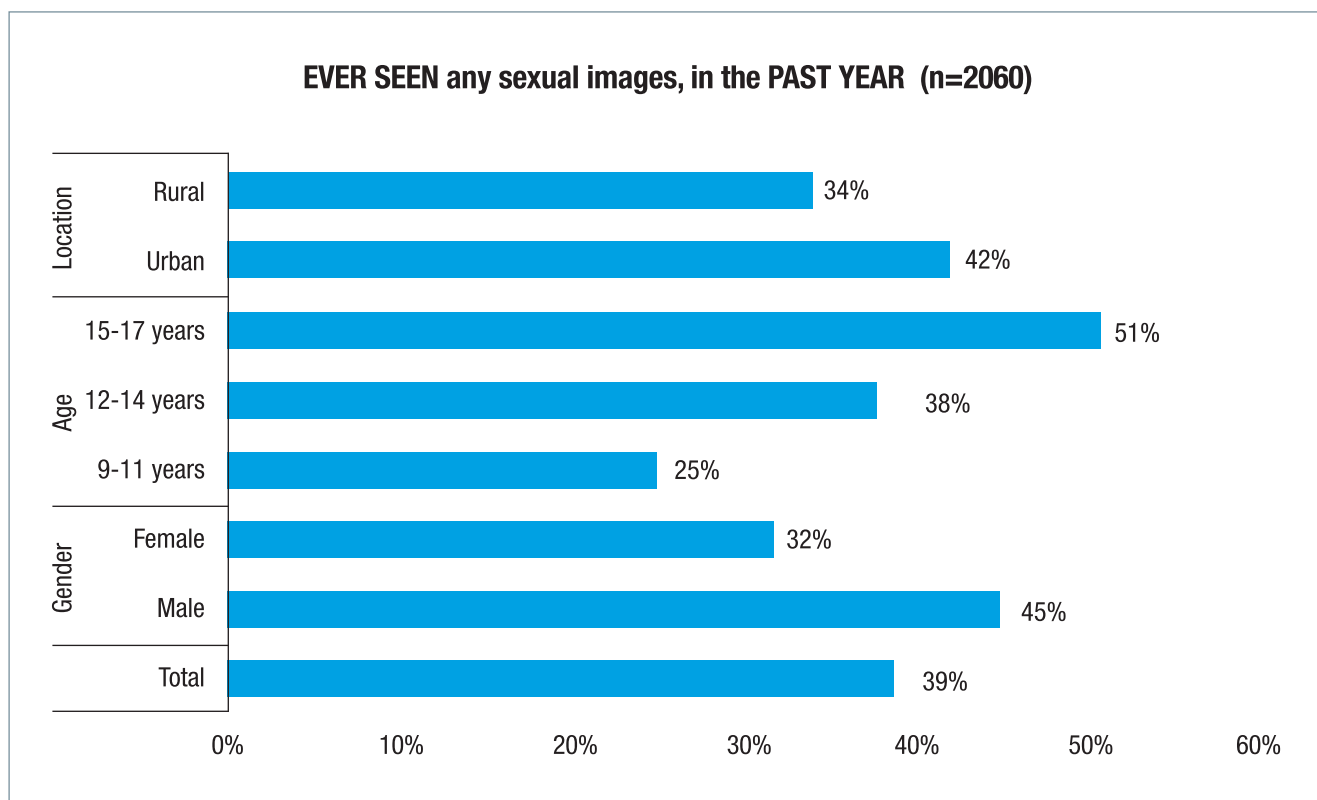
Figure 27: Future occurrence of harm while online, parents/guardians perspective



Exposure to sexual images

Overall, 39% of the children had ever seen sexual images in the past one year. This was more common for boys, urban residents and older children (15-17 years)

Figure 28: Exposure to sexual images



In addition to measuring the frequency with which children encounter sexual images online, it is equally important to measure how children felt after this experience. This will help us understand whether this potentially risky experience also translates into negative feelings or not, and who might be more vulnerable.

Among those that had seen sexual images, 36% reported to have felt uncomfortable, 27% felt embarrassed or shy, while 26% felt neither happy or upset. This implies that perceptions towards exposure to sexual images among children is divided. Some find them uncomfortable and embarrassing while some feel shy. This finding was corroborated by the focus group discussions, where some children indicated having seen pictures of nude people, which they felt was unpleasant to find on the internet. Others report that they are neither happy or upset when encountering such content, suggesting that they might be indifferent to it.

Table 36: Reaction to exposure to sexual images online

How did you feel about what you saw?	Total n=515	Male	Female	Urban	Rural	9-11 years	12-14 years	15-17 years
I was uncomfortable	36%	35%	37%	35%	37%	31%	37%	37%
I was not happy or upset	26%	26%	26%	26%	26%	25%	26%	27%
I was shy	14%	13%	15%	15%	13%	17%	15%	11%
I was embarrassed	13%	14%	12%	14%	13%	10%	15%	13%
I was happy	7%	8%	6%	7%	7%	12%	5%	7%
Prefer not to say	3%	3%	3%	3%	3%	5%	1%	4%

Focus groups revealed the similar findings especially among the older children.

I was really upset when the guy sent me pornographic pictures... [FGD: 12-14 years, female, Upper West]

I have seen a pornographic video....A friend said he saw a nice video, after downloading, it was a pornographic video.... [FGD: 9-11 years, female, Upper East]

the moment those Indians send you a friend request and they will start sending bad pictures. And it is very annoying.... [FGD: 15-17 years, female, Brong Ahafo]

I went online sometime and a naked picture pop up. I was very scared because if my dad were to know or see it, I'm dead. I will be in trouble so I blocked it. [FGD: 15-17 years, male, Greater Accra]

Source of sexual images

Most (70%) children were exposed to sexual images via online devices, closely followed by TV (65%). In terms of online platforms, social networking sites (57%) were by far the most frequently reported source of sexual images, followed by online video sharing platforms (13%) and Instant Messages - IMs (12%). This highlights the potential of online devices as sources of sexual images, but importantly it also highlights TV as a major source of exposure to sexual images, which might not be what is commonly perceived in most communities.

Figure 29: Source of sexual images

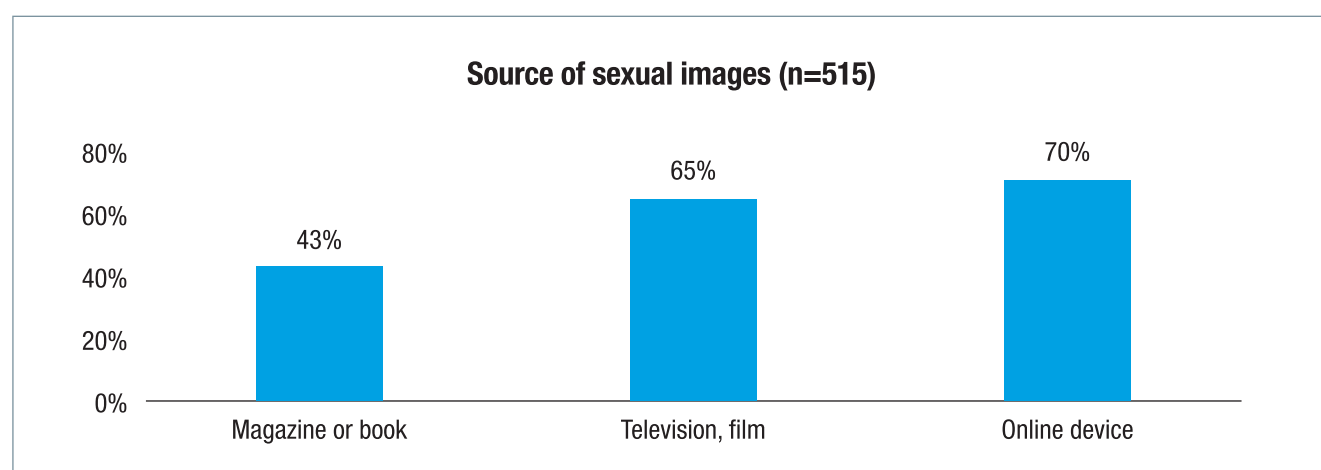
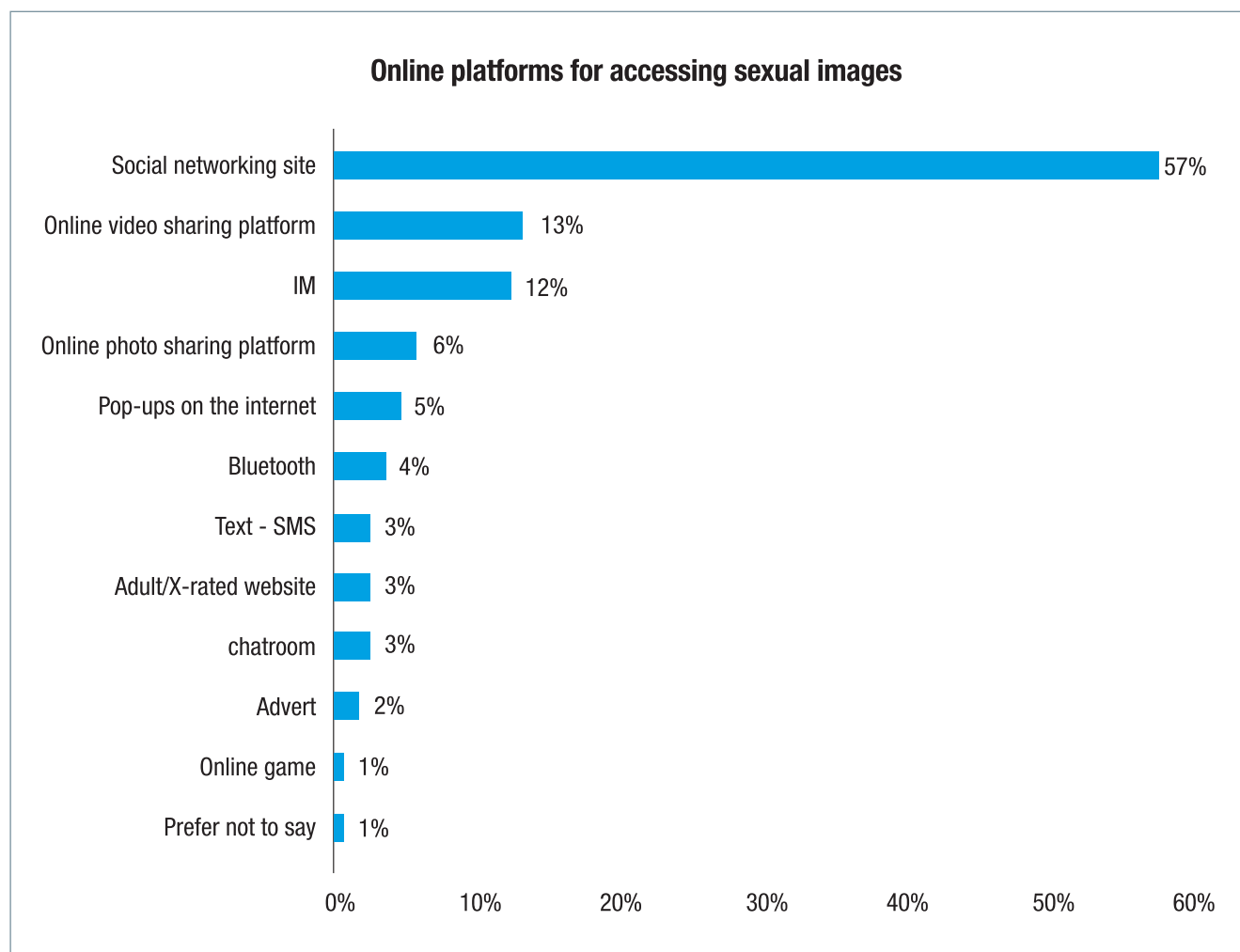


Figure 30: Sources of sexual images online



Receiving sexual messages

About a quarter (22%) of children reported to have received sexual messages (in words, pictures or videos) in the past 12 months. This was more common among boys and older children, similar to seeing sexual images and most other online risks.

Figure 31: Proportion of children that have received sexual messages

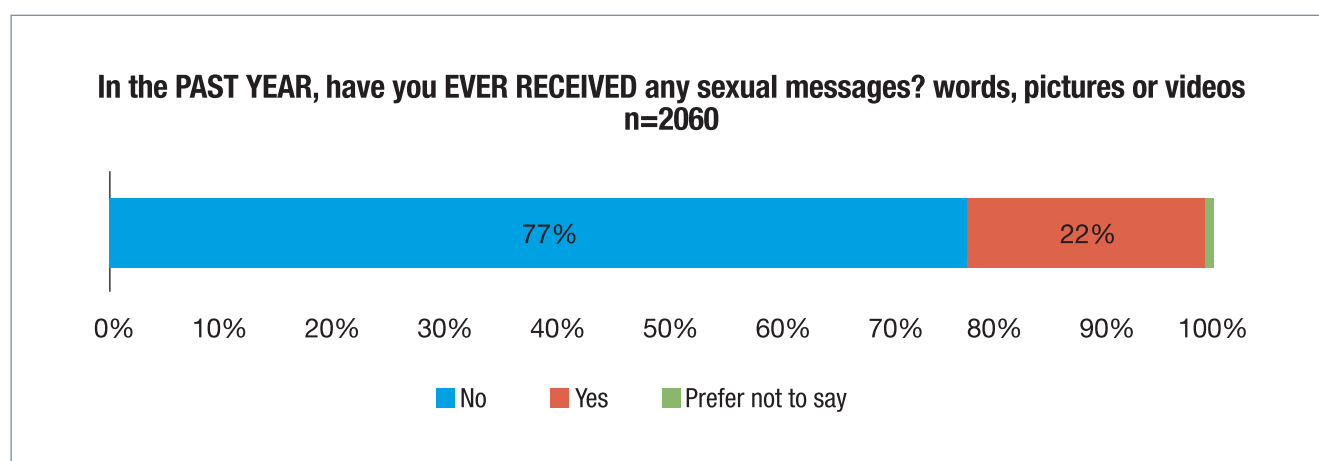
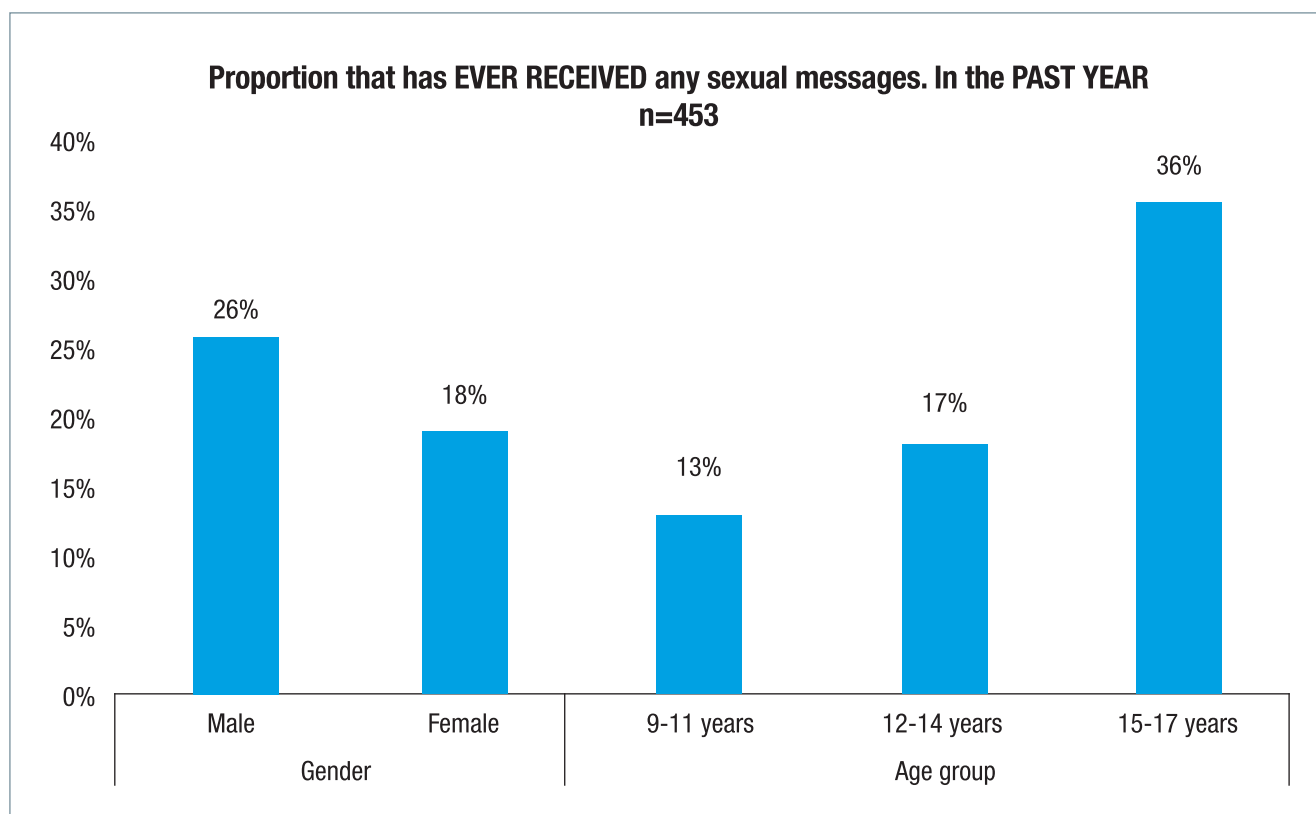


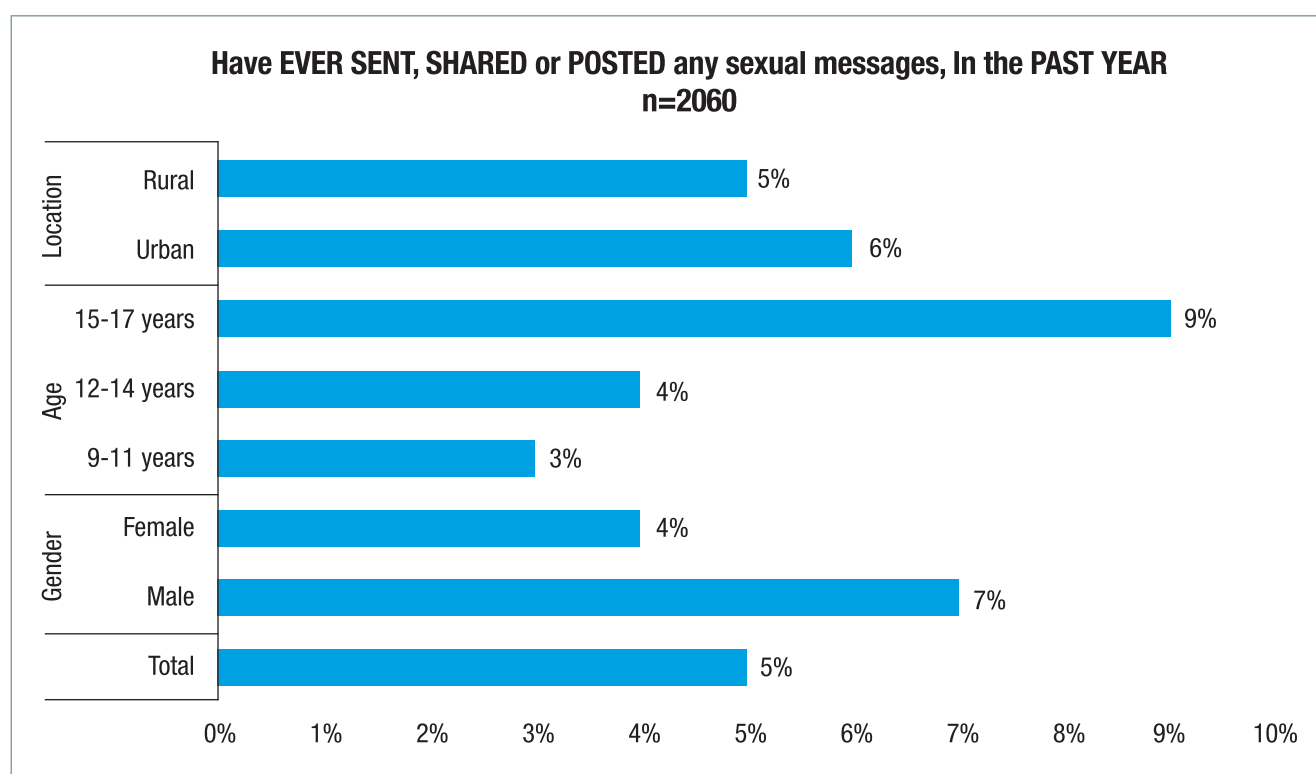
Figure 32: Characteristics of children that have received sexual messages



Sharing sexual messages

Very few (5%) of the surveyed children reported to have ever sent, shared or posted sexual messages (words, pictures or videos) in the past 12 months. Again, having done this was more common for boys and older children.

Figure 33: Proportion of children that have shared sexual messages



Although the data indicates only 5% engage in this practice, the story below shared during an interview with a key informant indicates the risks children can encounter in sharing sexual images particularly of themselves. This further highlights the need for children to be sensitized to understand the implication of sharing their photos, (particularly nude ones)

Two men from Accra are currently under trial in a case of child pornography and blackmailing a 14-year old high school student. One of them met the girl at her school, where he was selling t-shirts. They exchanged contacts and started communicating via Instagram. Soon after they had met, the first suspect convinced the girl to share nude photos and video of herself. He also shared these photos and videos with his friend, who also started chatting with the girl. The second suspect demanded more photos, threatening he would otherwise post the ones he already had online. Out of fear the girl sent another series of photos, but later refused to send more. When girl's parents/guardians later were alerted by a school teacher that their daughter's nude photos were posted online, they reported the case to the police and the perpetrators were arrested. Investigations revealed that the 14-year old girl was not the only victim; 11 more girls had become victims of blackmail and child pornography.

Key Informant

Potentially negative user-generated content

Overall, less than 20% of the children had experienced negative user-generated content in the past 12 months. Most commonly, 18% reported to have seen websites or discussions online involving violent images, 16% had experienced content on ways to commit suicide and 15% on ways to harm or hurt oneself. Exposure to negative user-generated content was higher among the boys, urban residents and older children (15-17 years).

Table 37: Exposure to online negative user-generated content

Proportion that have seen websites or online discussions where people talk about show	Total (n=2060)	Male (n=1056)	Female (n=1002)	Urban (n=1180)	Rural (n=880)	9-11 years (n=619)	12-14 years (n=713)	15-17 years (n=728)
Ways of physically harming or hurting themselves	15%	16%	13%	15%	15%	11%	12%	20%
Ways of committing suicide	16%	17%	14%	16%	15%	11%	14%	22%
Ways to be very thin (such as being anorexic or bulimic)	11%	13%	10%	13%	10%	8%	10%	16%
Hate messages that attack certain groups or individuals (e.g., people of different colour or religion or nationality)	12%	14%	10%	13%	10%	9%	8%	18%
Their experiences of taking drugs	13%	15%	11%	13%	13%	8%	12%	19%
Gory or violent images	18%	20%	16%	20%	16%	14%	16%	24%

During the focus group discussions, the children mentioned images and stories they found to be negative on the internet included traumatizing news, such as; death of a person and accidents. Among those that use the internet for learning, one child reported an experience where she got a wrong answer from the internet.

Majority (47-56%) of the children were upset when they saw negative user generated content online. This is higher than children that were upset after viewing sexual images. Children were most upset about content related to violent images (56%), ways of committing suicide (52%) and experiences of taking drugs (51%). It is only exposure to content on ways to be thin that the proportion of children that were very upset was nearly the same as those that were not.

Table 38: Reaction to online negative user-generated content

How did you feel about what you saw?	I wasn't at all upset	I was a little upset	I was fairly upset	I was very upset	Prefer not to say
Ways of physically harming or hurting themselves (n=309)	9%	22%	22%	47%	0%
Ways of committing suicide (n=330)	12%	20%	15%	52%	2%
Ways to be very thin such as being anorexic or bulimic (n=227)	32%	18%	17%	31%	1%
Hate messages that attack certain groups or individuals e.g., people of different colour or religion or nationality (n=247)	9%	18%	25%	47%	2%
Their experiences of taking drugs (n=268)	14%	15%	16%	51%	4%
Gory or violent images (n=371)	11%	13%	16%	56%	3%

Other negative online experiences

Overall, less than 10% of the surveyed children experienced other negative online experiences. Most notably, 9% had their device attacked by a virus or spyware, 7% had somebody use their personal information in a way they didn't like and 6% were asked make an in-app purchase when playing games online or spent too much money on online games. Exposure to negative online experiences was higher among the boys, urban residents and older children (15-17 years).

Table 39: Exposure to other online negative experiences

	Total (n=2060)	Male (n=1056)	Female (n=1002)	Urban (n=1180)	Rural (n=880)	9-11 years (n=619)	12-14 years (n=713)	15-17 years (n=728)
Somebody used my personal information in a way I didn't like	7%	8%	7%	8%	7%	4%	8%	10%
The device e.g., phone, tablet, computer) I use got a virus or spyware	9%	11%	7%	11%	8%	6%	9%	12%
I lost money by being cheated on the internet	3%	4%	2%	3%	3%	2%	4%	4%
Somebody used my password to access my information or to pretend to be me	5%	5%	5%	5%	5%	3%	4%	8%
Somebody created a page or image about me that was hostile or hurtful	2%	2%	2%	2%	2%	2%	2%	2%
I spent too much money on online games or in-app purchases	6%	7%	5%	7%	5%	5%	6%	8%
I was asked to make an in-app purchase when playing an online game e.g., to do well in the game)	6%	6%	5%	6%	5%	5%	5%	6%
Someone found out where I was because they tracked my phone or device	2%	2%	2%	2%	3%	2%	2%	3%

Unwanted sexual experiences

Overall, less than 20% of the surveyed children had encountered unwanted sexual messages online in the past 12 months. 18% reported to have seen or received a sexual message (picture or video) from someone else that they did not want in the past 12 months. A similar proportion reported to have opened a message or link in a message that showed picture of naked people or people having sex that they did not want to receive. Exposure to unwanted sexual experiences was higher among boys, urban residents and older children (15-17 years).

Table 40: Exposure to unwanted sexual messages

Unwanted sexual experiences	Total (n=2060)	Male (n=1056)	Female (n=1002)	Urban (n=1180)	Rural (n=880)	9-11 years (n=619)	12-14 years (n=713)	15-17 years (n=728)
I was sent a message that I did not want with advertisements for or links to pornographic-rated websites	15%	18%	11%	17%	12%	9%	11%	23%
I opened a message or a link in a message that showed pictures of naked people or of people having sex that I did not want	18%	22%	13%	20%	15%	11%	15%	26%
I have seen or received a sexual message, image or video about someone else that I did not want	18%	22%	15%	20%	17%	12%	14%	29%

As indicated in the table 41 below, overall between 5-7% of children reported that they had been subjected to unwanted sexual encounters, where other people asked them for sexual information about themselves, to talk about sexual acts, to do something sexual, or to send a photo or video of their private parts – all when they did not want to. These experiences are indicative of grooming behaviors, where children are groomed by others online for sexual exploitation. It is important to note that exposure to such unwanted sexual experiences was slightly higher among girls than boys, which is different to most other forms of risks. Children in the oldest age group (15-17) reported these experiences almost twice as often as the youngest children (9-11). It is unclear if this is because older children spend more time online, or because perpetrators prefer to target older children.

Table 41: Exposure to unwanted sexual experience, requested for private information

Unwanted sexual experiences	Total (n=2060)	Male (n=1056)	Female (n=1002)	Urban (n=1180)	Rural (n=880)	9-11 years (n=619)	12-14 years (n=713)	15-17 years (n=728)
I have been asked for sexual information about myself like what my body looks like without clothes on or sexual things I have	6%	6%	7%	7%	6%	4%	5%	10%
I have been asked to talk about sexual acts with someone on the internet when I did not want to	7%	7%	8%	8%	6%	6%	5%	11%
I have been asked by someone on the internet to do something sexual when I did not want to	5%	5%	6%	6%	4%	3%	4%	8%
I have been asked on the internet for a photo or video showing my private parts [translate as appropriate] when I did not want to	6%	5%	6%	6%	5%	4%	4%	9%

Critically, among children that had been exposed to unwanted sexual experiences, a considerable number of them (between 19-42% depending on the experience as indicated in the table below) reported that they did what they were asked to do, even though they did not want to. It is important to note here that younger children were more likely than older children to agree to do it, suggesting that they may be taken advantage of due to their age, as they might not know that what they are doing is wrong or that they can't say no. This calls for interventions that educate all children, but particularly the younger children, about online sexual exploitation and grooming behaviors to ensure that they know how to react if approached.

Table 42: Exposure to unwanted sexual experience, shared private information

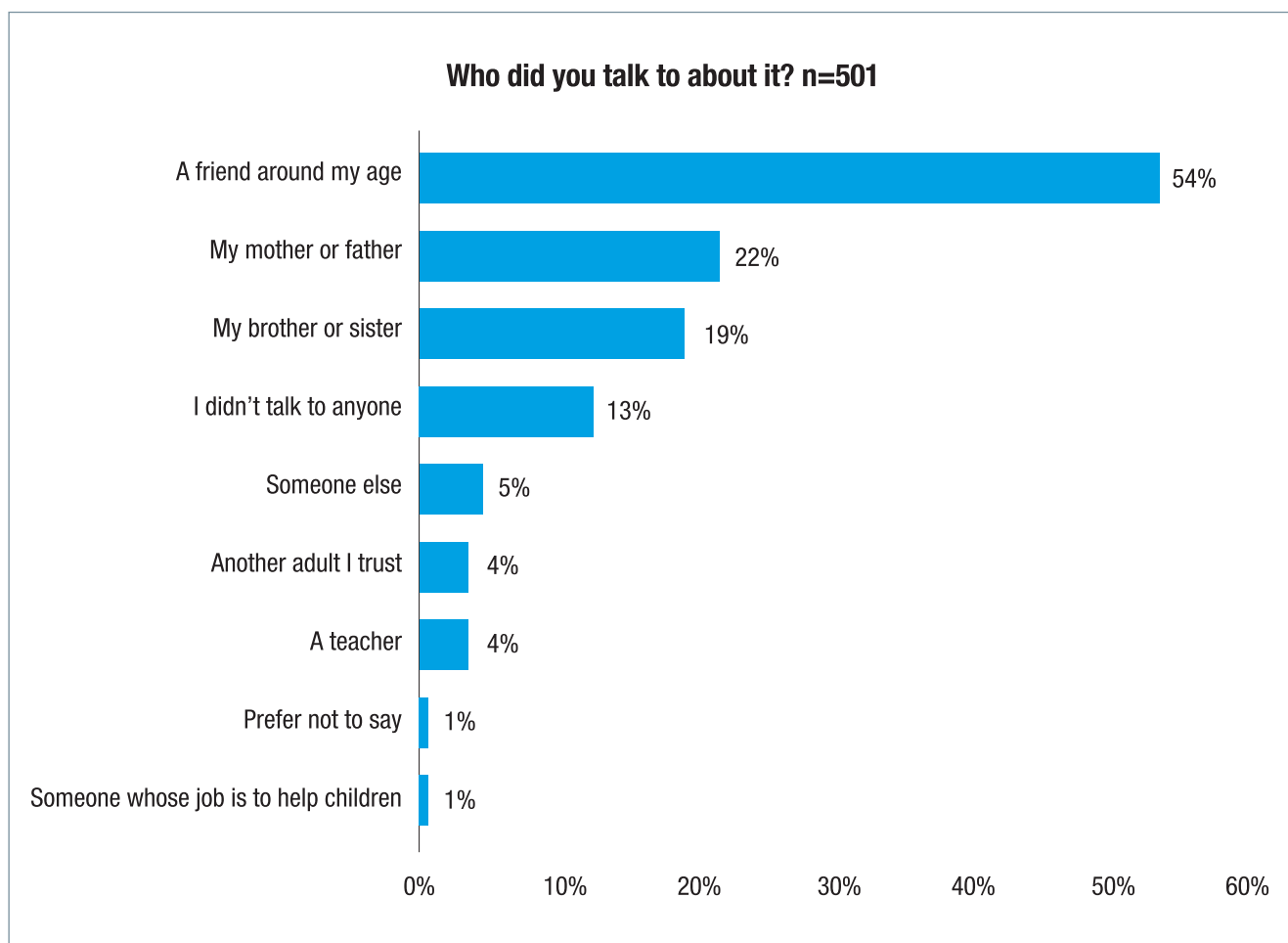
Unwanted sexual experiences	Total	Male	Female	Urban	Rural	9-11 years	12-14 years	15-17 years
I have sent sexual information about myself (like what my body looks like without clothes on or sexual things I have done) when I did not want (n=124)	30%	28%	31%	30%	29%	45%	26%	27%
I have talked about sexual acts with someone on the internet when I did not want to (n=144)	42%	53%	32%	43%	40%	51%	34%	41%
I have done something sexual on the internet when I did not want to (n=103)	36%	39%	34%	43%	20%	38%	39%	34%
I have sent someone a photo or video showing my private parts when I did not want to [translate as appropriate] (n=124)	19%	29%	11%	24%	11%	31%	16%	16%

when someone chats with you a lot ...the porn.... you maybe searching for something and then it will redirect you to somewhere else....They will redirect you to what you do not want at all....some will even request for your phone number....sometimes your phone will just be there and then a naked girl will just pop up [FGD: 15-17 years, male, Greater Accra]

Reporting and coping with online harm

The survey found that children that have experienced upsetting or bothering things, mostly (54%) talked to a friend of the same age when this happened. A notable proportion (22%) talked to their parent (mother or father) or a brother or sister (19%). Only 4% talked to a teacher and 13% never talked to anyone. This implies that children trust their peers on upsetting things that happen to them online over other people. In-depth group discussions found a similar result.

Figure 34: People children report to about online harm



I discussed Captain Mahama's issue with my mom and uncle....I discussed with my friends the pornographic pictures on social media...I discuss with my friends how to be careful with friend request...My sister-Because she is my sibling...We are all in adolescent stage. My friend because if I tell her she might advise me. My friends because I like them....I feel comfortable around them [FGD: 12-14 years, female, Upper West]

Coping with online harm

One quarter of the parents/guardians reported not knowing whether their children can cope with anything that bother or upset them online. These are mostly the parents/guardians that are not aware of what their children do online. 20% were confident that their children can cope with things that upset or bother them online and a similar proportion did not think that their children can cope with things that upset or bother them online. Such parents/guardians probably feel that things that upset or bother them online are too much for their children to handle. Slightly more female parents/guardians, and those aged 25-34 and 45-54 years are confident that their children can cope with things that upset or bother them online.

Table 43: Coping with harm online, Parents/guardians perspective

	Children able to cope with things online that bother or upset them n=1000	Not at all	Not very much	A fair amount	Definitely	I don't know
	Total	20%	17%	19%	20%	24%
Age	16-24 years old	25%	0%	33%	17%	25%
	25-34 years old	20%	21%	22%	24%	13%
	35-44 years old	20%	19%	17%	22%	23%
	45-54 years old	13%	14%	22%	25%	26%
	55-64 years old	12%	24%	25%	10%	29%
	65+ years old	20%	15%	0%	20%	45%
Gender	Male	22%	19%	18%	15%	26%
	Female	17%	15%	19%	26%	23%
Internet use	Ever used the internet	16%	26%	25%	17%	15%
	Never used the internet	23%	11%	13%	22%	31%
Education level	I have never been to school	30%	9%	8%	11%	43%
	Preschool	26%	15%	22%	30%	7%
	Primary	19%	13%	14%	18%	36%
	Junior High School	16%	19%	19%	27%	19%
	Senior High School	18%	25%	19%	22%	16%
	Tertiary	20%	19%	31%	15%	16%

The survey also sought to assess the self-reported ability of parents/guardians to support their children in the event that they encounter something that bothers or upsets them while using the internet. Table 44 below indicates that slightly over a quarter (28%) were confident of offering support to their children to cope with things that upset them online, while 37% did not think they are able to offer such support. Female parents/guardians seem to be more confident of offering support to their children to cope with things that upset or bother them online than males. This might be due to the motherly love to help or support their children in whatever circumstance. Younger parents/guardians felt more confident than their older counterparts in being able to support their children cope with things that upset or bother them online. This might be related to the fact that more younger parents/guardians have used the internet and therefore confident on helping or supporting their children on issues related to the internet. Further, parents/guardians that have ever used the internet are more confident of offering support to their children to cope with upsetting things online. This might also be related to the fact that parents/guardians that have used the internet feel confident on helping or supporting their children on issues related to the internet. By level of education, parents/guardians that had at least completed senior high school were more confident of offering support to their children to cope with things that upset or bother them online.

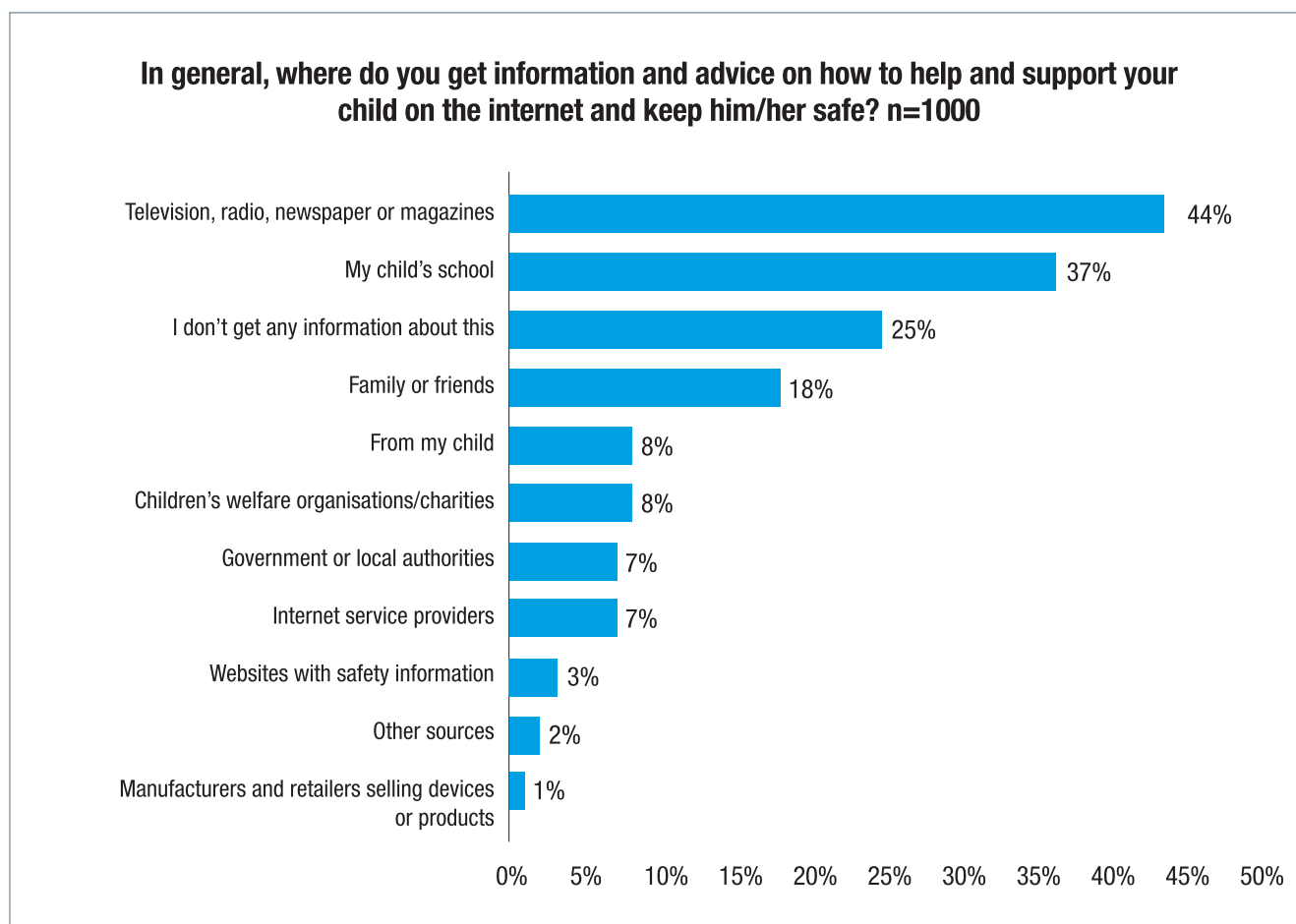
Table 44: Coping with harm online, Parents/guardians support

	Helping child to cope with things online that bother or upset them n=1000	Not at all	Not very much	A fair amount	Definitely
	Total	37%	22%	13%	28%
Age	16-24 years old	38%	0%	13%	50%
	25-34 years old	24%	27%	14%	35%
	35-44 years old	32%	23%	14%	32%
	45-54 years old	34%	23%	15%	29%
	55-64 years old	43%	24%	16%	18%
	65+ years old	55%	10%	10%	25%
Gender	Male	41%	21%	13%	24%
	Female	32%	23%	13%	33%
Internet use	Ever used the internet	20%	28%	18%	34%
	Never used the internet	50%	17%	9%	23%
Education level	I have never been to school	68%	12%	7%	14%
	Preschool	26%	22%	19%	33%
	Primary	49%	24%	9%	18%
	Junior High School	34%	24%	13%	29%
	Senior High School	25%	21%	15%	40%
	Tertiary	18%	26%	20%	36%

Source of information and advice on how to help and support Children on Internet

The most common source of information and advice on how to help and support children on the internet by parents/guardians was the media – TV, Radio, newspapers or magazines. These are the major source of information for the population. The second most common source for such information reported by parents/guardians was the child's school. A notable proportion (18%) reported to be getting such information from friends and relatives. Government and internet service providers were reported as a source of information by 7% of the parents/guardians surveyed. Children welfare agencies were reported by only 8% of the parents/guardians.

Figure 35: Source of information on how to help children with the internet



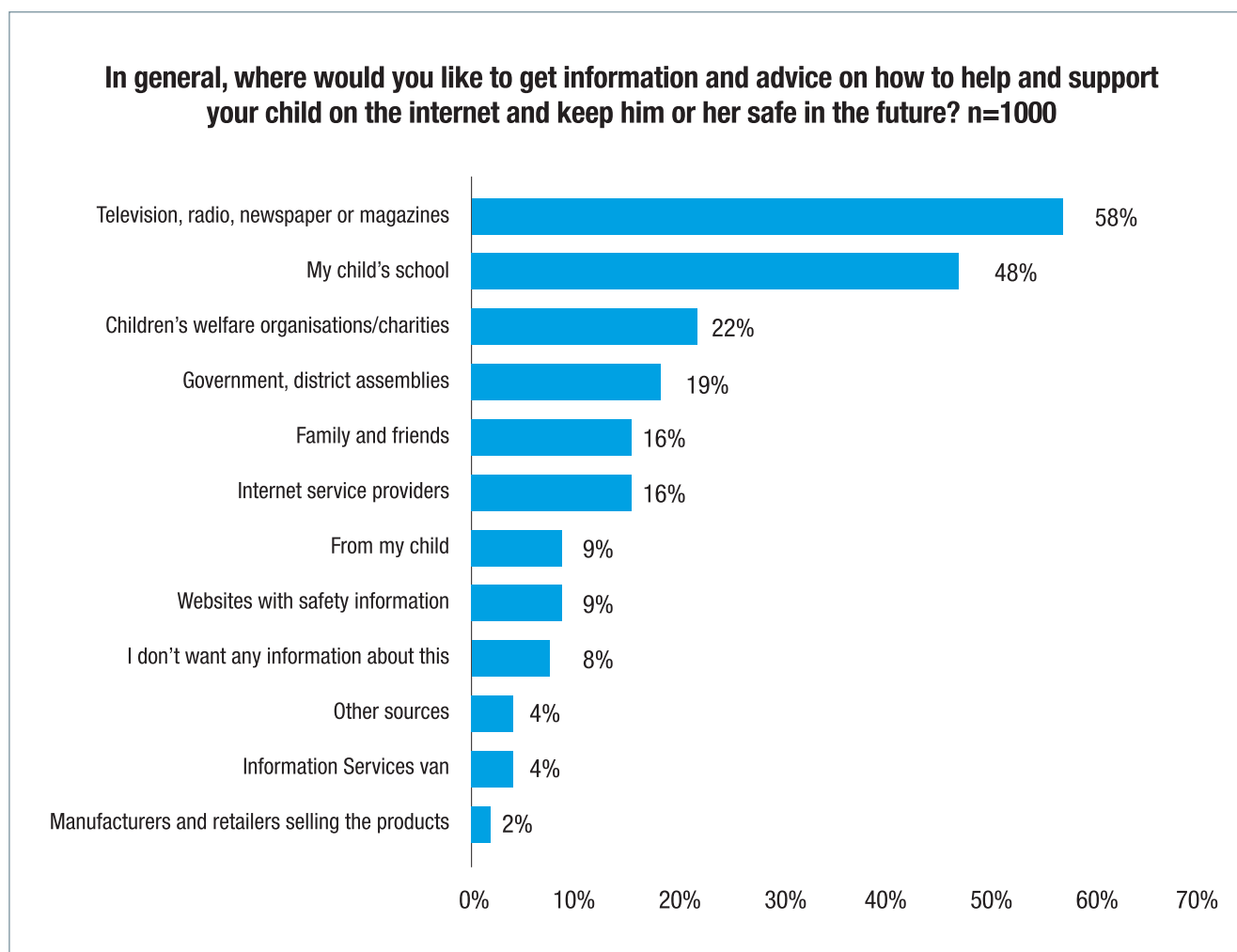
Notably, 25% of the parents/guardians reported to have never received such information. Parents/guardians that had never received any form of information on how to support/help children with the internet were mostly female, never used the internet and never been to school.

Table 45: Parents/Guardians that have never received information to support children with the internet

	N=251	I don't get any information about this
	Total	25%
Age	16-24 years old	8%
	25-34 years old	21%
	35-44 years old	20%
	45-54 years old	35%
	55-64 years old	37%
	65+ years old	50%
Gender	Male	20%
	Female	31%
Internet use	Ever used internet	16%
	Never used internet	32%
Education level	I have never been to school	33%
	Preschool	22%
	Primary	29%
	Junior High School	24%
	Senior High School	26%
	Tertiary	13%
Income	No income source	17%
	Has income source	26%

When asked preferred source of information and advice on how to help and support children on the internet, majority (58%) of the parents/guardians still preferred the mass media (TV, radio, newspapers and magazines). Mass media was followed by schools the children go to as the second preferred source of such information. About 20% prefer children welfare agencies and Government/District Assemblies as a source of information and advice. 16% preferred friends and relatives and internet service providers.

Figure 36: Preferred Source of information on how to help children with the internet



Social Factors: Support and Control Measures

Parental enabling mediation: About 4 in 10 children have parents/guardians that encourage them to explore and learn things on the internet. 3 in 10 have parents/guardians that suggest ways to use the internet safely. Interaction between parents/guardians and children on things happening on the internet is uncommon. Only 2 in 10 children tell their parents/guardians about things that bother or upset them on the internet or help their parents/guardians to do something they found difficult online. Males parents/guardians and below 35 years interact more with their children on issues related to the internet.

Restrictive mediation: 6 in 10 children are allowed by their parents/guardians to use the internet anytime. Mostly boys, younger children (9-11 years) and rural residents reported parental restriction for use of internet.

Parental monitoring: About 2 in 10 parents/guardians ever check what their children are doing on the internet.

Benefits of parental mediation: 5 in 10 children do not think that parental mediation in the use of the internet is help full. These are mostly female, rural residents and either below 12 years or above 14 years.

Teacher mediation: Teacher mediation for internet is relatively low. 5 in 10 children have teachers that never or hardly suggest ways to use the internet safely or encourage them to explore and learn things on the internet or make rules about what to do on the internet at school.

Peer mediation: 5 in 10 children have friends that suggest ways to use the internet safely or encourage them to explore and learn things on the internet. These were mostly the boys, urban residents and aged 15-17 years.

Enabling Parental Mediation

The study explored parental mediation in children's use of the internet, taking a combined measure of 'sometimes, often and very often', 36% of the children reported that their parents/guardians encourage them to explore and learn things on the internet. Nearly a similar proportion of the parents/guardians reported the same. 32% of the children reported that their parents/guardians suggest ways to use the internet safely. Nearly a similar proportion of the parents/guardians reported the same. While this is quite positive only some children benefit from such positive parental mediation.

Interaction between parents/guardians and children on things happening on the internet was found to be uncommon. Taking a combined measure of 'sometimes, often and very often', 20% of the children reported

that they usually tell their parents/guardians about things that bother or upset them on the internet. The same proportion was reported by parents/guardians. Additionally, 22% of the children reported that they help their parents/guardians to do something they found difficult online. Nearly, the same proportion was reported by parents/guardians.

Table 46: Enabling Mediation among children and parents/guardians

Enabling mediation	Encourages to explore and learn things on the internet		Suggests ways to use the internet safely	
	Children (n=2060)	Parents/guardians (n=1000)	Children	Parents/guardians
Never	49%	43%	55%	51%
Hardly ever	15%	12%	15%	14%
Sometimes	23%	28%	20%	22%
Often/very often	13%	15%	10%	11%
	Told my me about things that bother or upset me on the internet		Helped to do something they found difficult on the internet	
	Children	Parents/guardians	Children	Parents/guardians
Never	68%	67%	66%	64%
Hardly ever	12%	12%	12%	15%
Sometimes	15%	15%	16%	14%
Often/very often	5%	5%	6%	6%

Taking 'sometimes and often' as a measure of interaction, slightly more boys, older children and urban residents reported an enabling environment from parents/guardians to use the internet as indicated in table 47 below.

Table 47: Enabling mediation, children's perspective

	Children (n=2060)	Sometimes/often Encourages me to explore and learn things on the internet	Sometimes/often Suggests ways to use the internet safely
	Total	36%	30%
Gender	Male	37%	32%
	Female	35%	30%
Age	9-11 years	33%	27%
	12-14 years	37%	32%
	15-17 years	38%	31%
Location	Urban	39%	33%
	Rural	32%	26%

My uncle taught me how to block someone....I helped my mum post her picture...I call for assistance from my parents/guardians because I think they know better. When I want to post a picture, I tell my elder sister....Yesterday, I was researching for the answers to my assignment. Last night, I wanted an answer to a question...I wanted to know about how long Georgina Woode has been in power [FGD: 12-14 years, female, Upper West]

when I download book, I discuss with my father...because the other ones will not be necessary to them [FGD: 12-14 years, male, Northern]

They ask me to search for new songs...My mom asked me to create a Facebook account...My dad asked me to help him update his WhatsApp status [FGD: 12-14 years, female, Upper West]

As indicated in table 48 below, taking 'sometimes and above' as a measure of interaction, slightly more male parents/guardians than females provide an enabling environment to children to use the internet. By age, more parents/guardians aged 35 years and below provide an internet enabling environment than their older counterparts.

Table 48: Enabling mediation, parents/guardian's perspective

	Parents/guardians (n=1000)	Sometimes/often I Encourage my child to explore and learn things on the internet	Sometimes/often I suggest ways to use the internet safely
	Total	43%	33%
Gender	Male	48%	40%
	Female	39%	30%
Age	16-24 years old	75%	65%
	25-34 years old	54%	49%
	35-44 years old	47%	33%
	45-54 years old	36%	27%
	55-64 years old	30%	26%
	65+ years old	20%	15%

Taking 'sometimes and above' as a measure of interaction, slightly more girls, aged 12-14 years and urban residents reported more interaction with what they go through on the internet.

Table 49: Parent-Child interaction, children's perspective by key demographics

	Children (n=2060)	Sometimes Tells parent/guardian about things that bother or upset me on the internet	Sometimes Helps parent/guardian to do something they found difficult on the internet
	Total	20%	22%
Gender	Male	20%	22%
	Female	21%	22%
Age	9-11 years	20%	18%
	12-14 years	21%	24%
	15-17 years	20%	22%
Location	Urban	21%	23%
	Rural	19%	20%

Taking 'sometimes and above' as a measure of interaction, slightly more levels of interaction between male parents/guardians and their children than female parents/guardians were found. Slightly more male parents/guardians reported to have interactions and discussions with children of what is going on the internet than the female parents/guardians. There was more interaction about what is going on the internet between young parents/guardians and their children compared to older parents/guardians, perhaps because younger parents have more knowledge about the internet.

Table 50: Parent-child interaction, parents/guardian's perspective by key demographics

	Parents/guardians (n=1000)	Sometimes/often Tells me about things that bother or upset her/him on the internet	Sometimes/often Helps me to do something I found difficult on the internet
	Total	23%	20%
Gender	Male	27%	26%
	Female	19%	16%
Age	16-24 years old	54%	55%
	25-34 years old	33%	36%
	35-44 years old	23%	19%
	45-54 years old	14%	11%
	55-64 years old	10%	4%
	65+ years old	15%	5%

Restrictive mediation

Overall, 64% of the children reported that they are allowed by their parents/guardians to use the internet anytime. One quarter reported that parents/guardians make rules about time (when and how long they should spend on the internet) sometimes, while 10% reported that parents/guardians often set time rules for use of the internet. Taking 'Yes, often' as a measure of restriction, slightly more boys, younger children (9-11 years) and rural residents reported parental restriction on the use of the internet.

Table 51: Restrictive mediation, children's perspective by key demographics

	Does your parent/guardian make rules about how long or when you are allowed to go online? (n=2060)	No	Yes, sometimes	Yes, often
	Total	64%	26%	10%
Gender	Male	64%	25%	11%
	Female	63%	27%	10%
Age	9-11 years	62%	26%	12%
	12-14 years	61%	28%	11%
	15-17 years	68%	24%	8%
Location	Urban	63%	28%	9%
	Rural	65%	24%	11%

As indicated below in table 52, according to both children and parents/guardians, use of a web or phone camera is the most restricted activity by parents/guardians for children while online. Similarly, 26% of the children reported that parents/guardians do not allow them to download music or films compared to the 29% of the parents/guardians that confirmed the same. There is slightly lower parental restriction on visiting of social networking sites.

Table 52: Restrictive mediation: Allowed and restricted online activities

	Use a web or phone camera		Download music or films		Visit a social networking site	
	Children (n=2060)	Parents/guardians (n=1000)	Children	Parents/guardians	Children	Parents/guardians
Allowed to do this anytime	60%	56%	61%	56%	64%	58%
Allowed to do this with permission or supervision	13%	14%	13%	15%	15%	17%
Not allowed do this	27%	31%	26%	29%	21%	25%

Taking 'not allowed' as a measure of restriction, more girls, younger children (9-11 years) and rural residents reported parental restriction for use of web cams, downloading music or films and visiting social network sites on the internet.

Table 53: Allowed and restricted online activities, by children demographics

	Children (n=2060)	Not allowed to Use a web or phone camera	Not allowed to Download music or films	Not allowed to Visit a social networking site
	Total	27%	26%	21%
Gender	Male	26%	23%	20%
	Female	29%	29%	23%
Age	9-11 years	37%	38%	32%
	12-14 years	28%	27%	22%
	15-17 years	18%	14%	11%
Location	Urban	25%	23%	19%
	Rural	31%	29%	24%

Taking 'not allowed' as a measure of restriction, more female parents/guardians, younger (16-24 years) and older parents/guardians (65+ years) restricted the most use of web cams, downloading music or films and visiting social network sites on the internet.

Table 54: Allowed and restricted online activities, by Parents/guardians demographics

	Parents/guardians (n=2060)	Do not allow Using a web or phone camera	Do not allow Downloading music or films	Do not allow Visiting a social networking site
	Total	31%	29%	25%
Gender	Male	30%	27%	23%
	Female	31%	30%	26%
Age	16-24 years old	42%	38%	42%
	25-34 years old	27%	24%	19%
	35-44 years old	29%	28%	21%
	45-54 years old	16%	13%	13%
	55-64 years old	31%	27%	27%
	65+ years old	40%	55%	35%

Parental Monitoring: Very few parents/guardians ever check what their children have been doing on the internet. Over 80% never or hardly ever check which friends or contacts the child has added, messages in the child's email, websites visited, profile on social networking sites apps downloaded or purchased. When it comes to technical mediation and monitoring, the most common (22%) control measure used by most parents/guardians is setting rules about how long or when the child is allowed to go online. A notable proportion (14%) of parents/guardians also use a service or contract that limits the time children spend on the internet.

Table 55: Level of parental monitoring

How often the parent checks the following	Never		Hardly ever		Sometimes		Often		Very often	
	Child n=2060	Parent n=1000	Child	Parent	Child	Parent	Child	Parent	Child	Parent
Which friends or contacts I add to my social networking profile/IM service	67%	69%	67%	69%	67%	69%	67%	69%	67%	69%
The messages in my email or other app for communicating with people	68%	69%	68%	69%	68%	69%	68%	69%	68%	69%
My profile on a social networking site or online community	69%	72%	69%	72%	69%	72%	69%	72%	69%	72%
Which websites I visited	69%	71%	69%	71%	69%	71%	69%	71%	69%	71%
The apps I downloaded	71%	72%	71%	72%	71%	72%	71%	72%	71%	72%
The in-app purchases I made	76%	77%	76%	77%	76%	77%	76%	77%	76%	77%

Yes, my mother. My father because he is sometimes worried. Sometimes I go online when my siblings are around. I go with my friends, My mother, my aunty....They assist me. They help me spell words I can't spell. They help me do my homework. They tell me not to download some applications. She helps me do research [FGD: 9-11 years, female, Upper East]

my brother checked the pictures and videos I download. my brother is my friend on face book so she checks what I post. is my friend on Facebook. when I use the laptop, my brother will be with me. I go to the internet café with my friend. I chat inside my room but when someone posts something, I show it to mother. [FGD: 12-14 years, male, Northern]

I use my own phone....I use my mom's phone but she does not check....my mom trusts me so she does not check....no one do check up on me....I log out so they don't even see if I use their phone [FGD: 15-17 years, male, Greater Accra]

Sometimes with my friends...It is not all the time...they [parents/guardians] don't even watch what you are doing, they don't even read....I don't even go near them. When I am online because I don't want them to know what I am doing [FGD: 15-17 years, male, Greater Accra]

when you are going to take your shower... they will pick up your phone and do whatever they want to do before I get back, so I sometimes get confused.... my mom would kindly tell you to give her your phone because she wants to make call. And when she gets the phone she would make sure she is done with whatever she wants after that she will make her phone call [FGD: 15-17 years, female, Brong Ahafo]

Benefits of parental mediation

Overall, 53% of the children do not think that parental mediation in use of the internet is helpful. Children that do not see the benefits of parental mediation are mostly female, rural residents and either below 12 years or above 14 years.

Table 56: Benefits of parents mediation

n=2060		Do the things that your parent/ guardian do relating to how you use the internet help to make your internet experience better?			Do the things that your parent/ guardian do relating to how you use the internet limit what you can do on the internet?		
		No	Yes, a little	Yes, a lot	No	Yes, a little	Yes, a lot
	Total	53%	32%	15%	62%	26%	12%
Gender	Male	52%	32%	16%	60%	28%	12%
	Female	53%	32%	15%	63%	24%	13%
Age	9-11 years	54%	28%	17%	59%	25%	16%
	12-14 years	51%	33%	15%	60%	27%	13%
	15-17 years	53%	34%	14%	65%	26%	9%
	Urban	51%	34%	15%	61%	28%	11%
	Rural	56%	29%	15%	63%	23%	14%

Teacher Mediation

Only 10% of the children noted that they are allowed to bring a phone to school. About half (49%) of the children noted that teachers make rules on how phones are to be used at school.

Table 57: Use of mobile phones at school

Do teachers ever	Yes (n=206)
Check if students have their mobile phones/smartphones on or off	39%
Look at my phone to see what I am doing or who I am in touch with	12%
Make rules about how mobile phones are used at school	49%
Take students' phones away for a period (e.g., for a day or a week, etc.)	37%

Teacher mediation for internet use was relatively low. As indicated in table 58 below, about 50% of the children noted that teachers never or hardly suggest ways to use the internet safely or encourage them to explore and learn things on the internet. The same proportion reported that teachers never or hardly ever make rules about what to do on the internet at school. This finding further corroborates the result that only 4% of children talk to teachers about things that upset or bother them while online.

Table 58: Teacher mediation

n=1303	Never	Hardly ever	Sometimes	Often/ very often
Suggested ways to use the internet safely	43%	9%	32%	16%
Encouraged me to explore and learn things on the internet	39%	8%	32%	21%
Made rules about what I can do on the internet at school	44%	10%	24%	21%
Helped me when I found something difficult to do on the internet	49%	10%	22%	19%
Talked to me about what I do on the internet	45%	10%	29%	16%
Explained why some websites are good or bad	47%	11%	25%	16%
Suggested ways to behave towards other people online	51%	14%	21%	14%
Helped me in the past when something has bothered me on the internet	57%	12%	19%	13%
In general, talked to me about what I would do if something on the internet ever bothered me	57%	13%	16%	14%

Peer mediation

Slightly over half (52%) of the children surveyed have friends that suggest ways to use the internet safely. 47% noted that they have friends that encourage them to explore and learn things on the internet. These were mostly the boys, urban residents and aged 15-17 years. This implies that there is more interaction about the use of internet among the children themselves. A result that builds on the previous finding that children trust their peers with issues that bother or upset them online.



Table 59: Peer mediation

n=2060		Suggested ways to use the internet safely			
		Never	Hardly ever	Sometimes	Often/very often
Total		32%	17%	39%	13%
Male		28%	17%	41%	14%
Female		35%	17%	36%	12%
Urban		31%	16%	40%	14%
Rural		33%	18%	36%	12%
9-11 years		36%	19%	35%	10%
12-14 years		30%	17%	39%	14%
15-17 years		29%	15%	41%	15%
Encouraged me to explore and learn things on the internet					
Total		28%	15%	37%	21%
Male		24%	14%	39%	23%
Female		33%	15%	36%	16%
Urban		27%	14%	38%	21%
Rural		30%	16%	37%	18%
9-11 years		34%	14%	37%	15%
12-14 years		27%	15%	38%	19%
15-17 years		25%	15%	36%	24%

I helped a friend to accept a friend request...I also helped a friend to block a bad friend....I helped my friend to post a picture on Facebook.... My sister helped me to block someone....My sister helped me to upload a picture [FGD: 12-14 years, female, Upper West]

Like watching pornographic pictures. I told my cousin about threatening and defrauding. Intruding into people privacy. I told her not to send messages repeatedly. I told her not to send messages to people he doesn't know [FGD: 9-11 years, female, Upper East]

We talk about new music. Pictures with my friends and brothers. About the new game, new apps. they help me in making research...how to edit and other things...They give me advice...they help me to spell things...how to edit a profile. [FGD: 12-14 years, male, Northern]

Synthesis of Results and Implications

1. Children start to use the internet at an earlier age yet majority of the parents/guardians are not using it

On the average, children in Ghana start using the internet at the age of 12 years. However, the average age increases with age. Older children had average of 13.8 years for first use of internet while the younger ones had an average of 10.6 years. This implies that children today are starting to use the internet at an earlier age compared to the past. 6 in 10 parents/guardians have never used the internet. These are mostly females and aged 65 years and above. Usage of internet among parents/guardians relatively decreases with increase in age. Usage of internet was highest in parents/guardians below 35 years.

2. Children spend more time online during weekends

Biggest proportion of children (4 in 10) use the internet at least every week and very few (2 in 10) on a daily basis. Focus group discussions with children found that more time is spent online on the weekend because they are free as majority are not at school on weekends.

3. Children face barriers to access the internet but more parents/guardians face internet access barriers

All the children surveyed had used the internet 3 months preceding the survey. 6 in 10 children only access the internet sometimes when they need to. On the other hand, 5 in 10 parents/guardians are unable to access the internet, a big proportion of these have never used it. The main reason why most people (parents/guardians and children) are unable to access the internet is because there is no internet connectivity where they live. The other major barriers are related to cost for the internet and devices that can connect to the internet. Parental restriction is another major access barrier among the children. Both girls and female parents/guardians face slightly more internet access barriers than the males. Whereas younger children face more barriers, older parents/guardians too face more barriers in accessing the internet. Children residing in rural areas face more barriers to access internet than urban children.

4. Children predominantly access the internet at home and through mobile devices

8 in 10 People (children and parents/guardians) access and use the internet from home. Group discussions found that children prefer going online at home because they don't have to pay for it. 7 in 10 children use a smart phone to access the internet. In-depth group discussions with children found that mobile phones are preferred devices because of the portability, easy to use and accessible at home.

5. Children feel there are lots of things on the internet that are good for them but there also harmful ones

About 7 in 10 children feel there are lots of things on the internet that are good for them. In-depth discussions found that children are excited with the ease and ability to meet new people through the internet, chatting with friends, sharing jokes, pictures and videos, searching for things not known especially for school work, playing and sharing online games. On the other hand, some children feel the internet has had a negative impact on their lives. This is mostly related to exposure to negative culture and lifestyle, pornography and encouraged many to ignore important things in life. 4 out of 10 children don't feel safe on the internet. 4 in 10 children will accept all requests made to them online. In-depth group discussions showed that some children are worried to accept requests from people they don't know because of the negative outcomes such as harassment and misuse of their information and pictures.

6. Most children use the internet more as a center for learning, communication and entertainment and less as a place for business and active participation on social-economic issues

Most children use the internet for learning, social relationships and entertainment. Use of the internet at school among children is mostly for purposes of helping them complete class projects and assignments. A few use it for community participation. Very few use the internet for civic participation, commercial purposes and creative participation.

7. Children feel they know lots of things about using the internet (even more than their parents) however they are limited in creative and advanced digital skills

About 5 in 10 children feel they know lots of things about using the internet. 6 in 10 children feel they know more about the internet than their parents/guardians/carers. Children are most confident in their digital social skills (information sharing online), operational skills (such as saving a photo or downloading files) and mobile skills (such as installing apps on mobile devices). About 4 in 10 children and 3 in 10 parents are confident of the mentioned skills. Children and parents/guardians were least confident in their digital creative skills. Overall, data shows that children are more confident of digital skills than the parents/guardians (including those that have never used the internet).

8. Children are engaging in risky online practices

About 4 in 10 children have contacted someone on the internet they had never met face to face before. 2 in 10 children have met someone face to face that they first got to know on the internet, will look for new friends and contacts or add people as friends they have never met face to face. One in 10 children sends a photo or video of themselves to someone they have not met face to face. Throughout all the risky practices, more boys and older children 15-17 years are involved.

9. Children experience events that upset or bother them online, yet some parents/guardians have no idea what's going on

3 in 10 children have experienced something bother or upset them while online. 2 in 10 children have been treated in a harmful way or in way they didn't like while online. These are mostly the older children, boys and urban residents. Group discussions found that the common things that bothered or upset children online included pornographic images, sharing of violent images, fraud or money scams and emotional harm from negative comments and misuse of posted pictures in a demeaning manner.

However, about 3 in 10 parents/guardians have no idea if anything bothering or upsetting has happened to their children while using the internet. These are mostly male parents, the older ones, and those who have never used the internet. This trend clearly shows that a notable proportion parents/guardians are unaware and not involved in what goes on in the online lives of their children.

About 2 in 10 children have experienced negative user-generated content and 1 in 10 have negative experiences on the internet. 4 in 10 children have seen sexual images and these are mostly boys, urban residents and the older children. About 2 in 10 children have encountered unwanted sexual messages online. Experience of unwanted sexual acts was higher among the boys, urban residents and older children (15-17 years). 2 in 10 children reported have received sexual messages (in words, pictures or videos) in the past 12 months

10. Internet is not the only place children are exposed to sexual images

Among children that have seen sexual images, 7 in 10 children are exposed from online devices or from TV. While online, 6 in 10 children are exposed to sexual images on social networking sites.

11. Children are more upset with violent image than sexual images

Among those that had seen sexual images, 36% reported to have felt uncomfortable, 27% felt embarrassed or shy, while 26% felt neither happy or upset. This implies that perceptions towards exposure to sexual

images among children is divided. On the other hand, majority (47-56%) of the children were upset when they saw negative user generated content online. Children were most upset about content related to violent images (56%), ways of committing suicide (52%) and experiences of taking drugs (51%). This is higher than children that were upset after viewing sexual images.

12. Children trust their peers and share things that upset them online than any other person

5 in 10 children that have experienced things that upset or bother them while online talk about it to a friend of the same age. Only 2 in 10 will talk to their parent or sibling, and about 1 in 10 will talk to a teacher. 1 in 10 will not talk to anyone about it. This implies that children trust their peers more and share with them upsetting things that happen to them online than any other person. In-depth group discussions found a similar result. The study further found that 5 in 10 children have friends that suggest ways to use the internet safely or encourage them to explore and learn things on the internet. This further confirms the significant level of interaction among children regarding the use of the internet.

13. Most parents/guardians are not confident of helping their children cope with upsetting things online and largely depend on mass media for such information

Only 2 in 10 parents/guardians are confident that their children can cope with upsetting things online. These are mostly female, aged 25-35 years or 45-54 years. About 3 in 10 parents/guardians are confident of offering support to their children to cope with upsetting things online. These are mostly female, below 35 years and have ever used the internet. The most common and preferred source of information and advice on how to help and support children on the internet by parents/guardians was the media – TV, Radio, newspapers or magazines, followed by child's school. Notably, about 3 in 10 parents/guardians have never received such information. These are mostly female, never used the internet and never been to school.

14. Less than half of children surveyed benefit from parent-child enabling relationship with regards to use of internet

About 4 in 10 children have parents/guardians that encourage them to explore and learn things on the internet. 3 in 10 children have parents/guardians that suggest ways to use the internet safely. While this is quite positive, only a few children benefit from such positive parental mediation. The findings, also indicated that only 2 in 10 children tell their parents/guardians about things that bother or upset them on the internet. This is a reflection of poor parent-child relationship among this category of respondents. Male parents/guardians and below 35 years interact more with their children on issues related to the internet.

15. Majority of the parents/guardians do not restrict nor monitor what their children do on online

6 in 10 children are allowed by their parents/guardians to use the internet anytime. Whereas this is good, the non-involvement of parents/guardians in the online activities of their children can put the children at risk of harm and other negative online practices. About 2 in 10 parents/guardians check what their children are doing on the internet.

16. Teacher mediation on the use of the internet is relatively low

5 in 10 children responded that teachers never or hardly suggest ways to use the internet safely or encourage them to explore and learn things on the internet or make rules about what to do on the internet at school. This is an indication that teachers do not play a substantial role in mediating and guiding children at school with regards to internet use.

Policy Implications and Recommendations

Some policy implications and recommendations arise from the findings of this survey. Largely, the survey evidence shows that multi-layered campaign connecting all relevant stakeholders (Government, NGOs, schools and internet industry – internet service companies is really needed. The campaign should cover raising general awareness of internet safety for children, to improving digital skills and more visible and

user-friendly online safety options.

Specific recommendations have been outlined below

- Interventions targeting increasing internet coverage and at a reduced cost will be required so as to tackle the major barriers for internet access and use for both children and their parents/guardians. Rural areas, the younger children (9-11 years) and girls need to be supported and prioritized in interventions to increase access and use of the internet.
- Interventions to sensitize and teach children on responsible and safe online practices including what and who to share personal information with and who to add as a friend (and available safety options) will be required. Such interventions should also aim at building skills of the children to use the internet for learning and creative purposes. Children need to be sensitized that the internet is just more than sharing pictures and messages. In addition, there is the need to improve on children's technical digital skills so as to gain more from the internet. Since children share more with each other, about upsetting things online, they should be sensitized about online help centres and reporting processes so that they can help and support each other when need arises.
- Older children (15-17) and males should be prioritized for interventions on exposure to sexual images and messages online – they are at most risk.
- 21% of children interviewed reported that they look for health information online at least weekly. Sites with helpful and accurate information that is understandable and accessible for children will be required.
- Children mostly use the internet at home, so parents/guardians have a significant role to play in supporting, mediating or monitoring without limiting the rights of children and benefits of using the internet. Parents/guardians, particularly the older ones (above 35yrs) need to be strategically targeted to increase their awareness on online safety as well as increased access and use of the internet if they are to play a role in supporting their children with use of the internet. They should be targeted in sensitization interventions to encourage them and teach them on how to be involved in how the children use the internet and help children cope with negative online experiences. Sensitisation programmes should include the benefits of the internet for children in order not to restrict its use. The parents/guardians (above 35 years) should be prioritized.
- Parents/guardians mostly use and prefer mass media as source of information to help children cope with things that upset them online. This is probably because of the proliferation of radio and TV stations, making this medium even more accessible. This is followed by schools. These information sources should be considered when designing media campaigns targeting parents/guardians.
- The Survey shows that there is still limited use of the internet at school, interventions to increase and improve this will be required. Besides, parents preferred schools as a source of information and advice on their children's use of the internet, schools therefore certainly can play a key role in addressing some of the internet safety issues for children. In addition, schools are in a unique position to inspire children to use variety of positive internet opportunities and to extend the usage of internet in education. An assessment might be required on the level of digital skills and knowledge of teachers as well as availability of devices and internet connectivity in schools to strengthen the role of the schools in this regard.

Areas for further research

- Qualitative explanatory studies will be required to fully understand reasons behind some of the children online practices and peer mediation to guide the design effective interventions.
- An assessment might be required on the level of digital skills and knowledge of teachers as well as availability of devices and internet connectivity in schools to fully understand the low internet use at school.
- Although online violence was addressed generally, cyber bullying as a form of online violence against children was not fully explored by this study. Future studies addressing this component will be required.
- The study falls short to map out existing institutions and their mandates in relation to child online practices. An assessment addressing this component will be required.

List of Stakeholders Interviewed

Name	Organisation	Position
Sylvester Kyei Gyamfi	Ministry of Gender, Children and Social Protection	Head of research
Awo Aidam Amenyah	J Initiative	Executive Director
Abukari Mahama Nuhu	Ministry of Communication	Deputy director of research, statistics and information Management
Patricia Dovi Samson	Ministry of Information	Director of policy planning
Barima Kwasi Amankwah	Ghana NGO Coalition on the Rights of the Child	National Coordinator
Dr. Nana Kofi Annan		IT consultant and a lecturer
Alfred Osmond Hughes	GBC/Ghana Journalist Association	
Nene Nagai Gasa viii		Chairman, National Steering Committee on Child Online Protection
Albert Antwi-Bosiako	Ministry of Communications	National Cyber Security Advisor
Chief Superintendent Dr. H. G. Yankson	Ghana Police Service (CID, Headquarters)	Head of CyberCrime Unit, The Criminal Investigation Department [CID] of the Ghana Police service
Jojo Quansah	Vodafone Ghana	Product Marketing, Mobile Internet, Digital Content, VAS, Innovation and New Product Development Manager
Marvin Armah	Vodafone Ghana	Retail and Customer Experience Manager
Raphael Akolgo	Airtel Ghana	End user supporting engineer
Alberta Aryee	Tigo Ghana	Internet package officer

Copy of Ethical Approval

GHANA HEALTH SERVICE ETHICS REVIEW COMMITTEE

*In case of reply the
number and date of this
Letter should be quoted.*



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Your Ref. No.

William Mensah
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PMB 7, KANDA-ACCRA

The Ghana Health Service Ethics Review Committee has reviewed and given approval for the implementation of your Study Protocol.

GHS-ERC Number	GHS-ERC: 10/01/2017
Project Title	"Risks and Opportunities Related to Children's Online"
Approval Date	2 nd February, 2017
Expiry Date	1 st February, 2018
GHS-ERC Decision	Approved

This approval requires the following from the Principal Investigator

- Submission of yearly progress report of the study to the Ethics Review Committee (ERC)
- Renewal of ethical approval if the study lasts for more than 12 months,
- Reporting of all serious adverse events related to this study to the ERC within three days verbally and seven days in writing.
- Submission of a final report **after completion** of the study
- Informing ERC if study cannot be implemented or is discontinued and reasons why
- Informing the ERC and your sponsor (where applicable) before any publication of the research findings.

Please note that any modification of the study without ERC approval of the amendment is invalid.

The ERC may observe or cause to be observed procedures and records of the study during and after implementation.

Kindly quote the protocol identification number in all future correspondence in relation to this approved protocol

SIGNED.....
DR. CYNTHIA BANNERMAN
(GHS-ERC CHAIRPERSON)

Cc: The Director, Research & Development Division, Ghana Health Service, Accra

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Annex 1: Children Questionnaire

Global Kids Online: Children Module

INTRODUCTION

Good morning/afternoon/evening. My name is from IPSOS, a research organisation. We are conducting a national survey to learn about online practices and this is a UNICEF study. Your household has been randomly chosen to participate in this survey; and we would like to ask you some questions.

IDENTIFICATION AND SCREENING QUESTIONS

N.B: Fill in all the required information before starting the interview

Interview ID:	
1.1. Today's date DD-MM-YYYY: [][]-[][]-[2][0][1][5]	
1.2. Interviewer's name:	1.2a. Interviewer code [][][][]
1.3. District:	1.3a. District code [][][][]
	1.4a. Sub-county code [][][][]
1.5. Community	1.5a. Village/zone code [][][][][]
1.6. Location(Rural/Urban):	Urban-----1 Rural-----0

Screening Questions

NO	Question	RESPONSE	SKIP
S1	How old are you?		IF CHILD is younger than 9 or older than 17yrs, skip to interview result
		Record complete years	
S2	Do you have access to internet services or devices? <i>Instruction: Describe by saying: such as emailing, visiting website, or chatting with your friends. when I say 'the internet' this could include a 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.].</i>	Yes-----1 No-----0	IF NO, skip to interview result
S3	When was the last time you used the internet?	Never A few hours ago Yesterday Few days ago A week ago 2 weeks ago A month ago 2 months ago More than 3 months ago	IF Never or more-than 3 months ago, skip to interview result OTHERWISE , Seek full consent, and start Interview

Interview result 1 = 2 = Child not eligible 3 = 4 = Refused (Comment) 96 = Other (specify) []	Visit 1 []	Visit 2 []	Visit 3 []
Comments (If the person refuses to participate, provide reason for refusal.)			

A: Child identity and resources (Part 1)

QN	A: Child identity and resources (Part 1)
Intro	<p><i>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.</i></p>
	Demographics
A1, Core	<p>Record if the child is a boy, a girl. If unsure can ask: What is your sex/gender?</p> <ol style="list-style-type: none"> 1. Male 2. Female
A2, Core	<p>How old are you?</p> <p><i>Open numeric from 9–17</i></p> <p>TERMINATE IF LESS THAN 9 YEARS OR MORE THAN 17 YEARS</p>
A3, Core	<p>Thinking about the home where you live all or most of the time, tell us all the people who live there.</p> <p><i>Invite the child to explain fully and record as many answers below as apply [SHOWCARD]:</i></p> <ol style="list-style-type: none"> a. Mother b. Father c. Step or foster mother d. Step or foster father e. Grandparent(s) or other relatives f. Brother/Sister (Siblings including half, step or foster siblings) g. My partner (including boyfriend/girlfriend) h. My child or children i. Parents (or relatives) of my partner j. I live in a foster home or children's home k. I live alone l. Someone (please state): m. Others (Specify).....

Education	
A4, Core	<p>What do you do most of the time? <i>Choose as many answers as you wish [SHOWCARD]:</i></p> <ol style="list-style-type: none"> I am a student I am in vocational training I do paid employment I do unpaid work I am looking for work I help out at home Apprenticeship
A5, Optional	<p>What is the highest level of education you have completed (so far)? <i>Choose one answer [SHOWCARD]:</i></p> <ol style="list-style-type: none"> I have never been to school Preschool Primary Junior High School Senior High Secondary Tertiary Other (please specify):
Cultural origin	
A8, Core	<p>Which ethnic group do you come from?</p> <ol style="list-style-type: none"> Ga -Adangme Akan Dagomba Ewe Others (Specify.....)

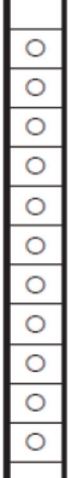
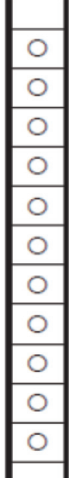
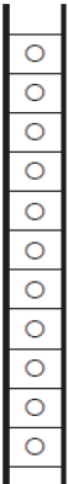
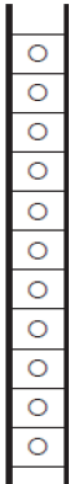
CHILD'S ASPIRATIONS – ASK CHILDREN WHO ARE 14-17 YEARS

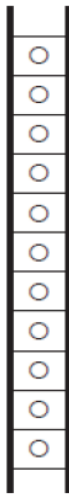
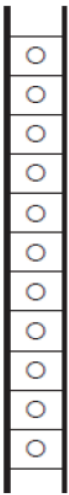
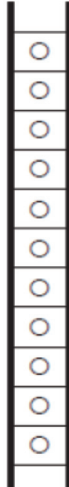
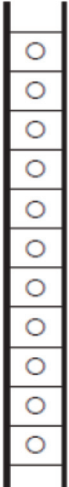
Here is a picture of a ladder. Now I want to ask where you feel you stand on the ladder at the moment, and where you want to stand in the future:

CURRENT SITUATION: The ladder has 10 steps from 0-10. Where 0 means you are not able to decide or choose for yourself whereas 10 means you are able to do so.

IN THE FUTURE: The ladder has 10 steps from 0-10. Where 0 means you would not want to take a decision or choose for yourself whereas 10 means you would want to do so in future

Where on the ladder do you feel that you stand CURRENTLY in terms of:	Where on the ladder would you want to stand IN THE FUTURE in terms of:
A9a. Being able to decide for yourself what job you want	A9b. Being able to decide for yourself what job you want

 <p>10 I can decide for myself what job I want</p> <p>9</p> <p>8</p> <p>7</p> <p>6</p> <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p> <p>0 I cannot decide for myself what job I want</p>	 <p>10 I can decide for myself what job I want</p> <p>9</p> <p>8</p> <p>7</p> <p>6</p> <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p> <p>0 I cannot decide for myself what job I want</p>
<p>Where on the ladder do you feel that you stand CURRENTLY in terms of:</p>	<p>Where on the ladder would you want to stand IN THE FUTURE in terms of:</p>
<p>A10a. Having a voice in matters that are important to you</p>  <p>10 I have a voice in matters that are important to me</p> <p>9</p> <p>8</p> <p>7</p> <p>6</p> <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p> <p>0 I do not have a voice in matters that are important to me</p>	<p>A10b. Having a voice in matters that are important to you</p>  <p>10 I have a voice in matters that are important to me</p> <p>9</p> <p>8</p> <p>7</p> <p>6</p> <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p> <p>0 I do not have a voice in matters that are important to me</p>
<p>Where on the ladder do you feel that you stand CURRENTLY in terms of:</p>	<p>Where on the ladder would you want to stand? IN THE FUTURE in terms of:</p>
<p>A11a. Being able to choose who to marry when you grow up</p>	<p>A11b. Being able to choose who to marry when you grow up</p>

 <p>10 I can choose who and when I marry</p> <p>9</p> <p>8</p> <p>7</p> <p>6</p> <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p> <p>0 I cannot choose who and when I marry</p>	 <p>10 I can choose who and when I marry</p> <p>9</p> <p>8</p> <p>7</p> <p>6</p> <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p> <p>0 I cannot choose who and when I marry</p>
Where on the ladder do you feel that you stand CURRENTLY in terms of:	Where on the ladder would you want to stand IN THE FUTURE in terms of:
A12a. Living in a place where you are treated fairly by others	A12b. Living in a place where you are treated fairly by others
 <p>10 I live in a place where I am treated fairly by others</p> <p>9</p> <p>8</p> <p>7</p> <p>6</p> <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p> <p>0 I live in a place where I am not treated fairly by others</p>	 <p>10 I live in a place where I am treated fairly by others</p> <p>9</p> <p>8</p> <p>7</p> <p>6</p> <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p> <p>0 I live in a place where I am not treated fairly by others</p>

A13. Think about your current education. Imagine you had no constraints and could study for as long as you liked, or go back to school if you have already left. IDEALLY, what level of formal education would you like to complete?

1. Preschool
2. Primary
3. Junior High School
4. Senior High Secondary
5. Tertiary
6. Other (please specify):

A14: Imagine you are given the opportunity to achieve the training, job or career you wish. When you are working this job full time as an adult, IDEALLY, would you want to work outside the country?

1. Yes
2. No, I would want to work in the country
3. I would prefer to not work at all

A15 (Girls only): IDEALLY, after marriage would you like to have a paid job outside the home?

1. Yes
2. No
3. Don't know

A16. How often do the following statements apply to you?

A16a. When I use the internet, I learn about different things that I could study, do or become that I wouldn't have thought about otherwise.

1. Never
2. Hardly ever
3. Sometimes
4. Often
5. Very often
6. Don't know

A16b. After I use the internet, I feel like I want to achieve more in my life.

1. Never
2. Hardly ever
3. Sometimes
4. Often
5. Very often
6. Don't know

QN	B: Access
Intro	<p><i>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].</i></p> <p><i>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.].</i></p> <p><i>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.</i></p>
B1, Optional	<p>How old were you when you first used the internet?</p> <p><i>Open numeric, Don't know</i></p>
B2, Optional	<p>How often do you use the internet?</p> <p><i>Choose one answer [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 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
B3, Core	<p>Are you able to access the internet when you want to or need to?</p>

B4, Optional	<p>Choose one answer [SHOWCARD]:</p> <ol style="list-style-type: none"> 1. Never 2. Sometimes 3. Often 4. Always <p>ROUTING: If 'never', 'sometimes', or 'often', ask:</p> <p>When you are unable to access the internet, what are the reasons?</p> <p>Choose as many answers as you wish [SHOWCARD]:</p> <ol style="list-style-type: none"> 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 (please specify):
B5, Optional	<p>Which of these is the main reason for not being able to access the internet?</p> <p>Choose one answer [SHOWCARD]</p>
Intro	Here are some questions about the different places where you might use the internet.
	Places of use
B6a, Core	<p>Which places do you usually go online or use the internet?</p> <ol style="list-style-type: none"> 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
B6b,	<p>How often do you go online or use the internet at ... [refer to each of the places mentioned at B6a] Answer for each option [SHOWCARD]:</p> <ol style="list-style-type: none"> 1. Never 2. Hardly ever 3. At least every month 4. At least every week

	<ol style="list-style-type: none"> 5. Daily or almost daily 6. Several times each day 7. Almost all the time
Intro	<i>Here are some questions about using different kinds of devices for going online.</i>
	Devices of use
B7a, Core	<p>Which of the following devices do you use for accessing the internet?</p> <ol style="list-style-type: none"> a. A mobile phone that is not a smartphone <i>[eg feature phones,]</i> b. A smartphone <i>[eg android, ios, windows,]</i> c. A desktop computer d. A laptop or notebook computer e. A tablet f. A games console
B7b	<p>How often do you go online or use the internet using the devices [Ask for each device mentioned at B7a]?</p> <p><i>Answer for each option [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> a. A mobile phone that is not a smartphone <i>[eg feature phones,]</i> b. A smartphone <i>[eg android, ios, windows,]</i> c. A desktop computer d. A laptop or notebook computer e. A tablet f. A games console <i>[eg video games]</i>
	Connectivity
B9, Optional	<p>When you use the internet, how do you connect?</p> <p><i>Answer for each option:</i></p> <ol style="list-style-type: none"> 1. No 2. Yes <ol style="list-style-type: none"> a. I use free internet (e.g., in school, cafes, libraries, other people's devices) b. I go somewhere where I can pay for internet each time I use it (e.g., in a cybercafé) c. I use pre or post paid internet
Intro	<i>Now I am going to ask you some questions about how long you use the internet for (not counting when you leave it on while you do something else, but how long you actively use it).</i>
	Time spent online
B11, Optional	<p>About how long do you spend on the internet on an ordinary week day (school day or working day)? <i>HELP CHILDREN TO BE ABLE TO ESTIMATE TIME SPENT</i></p>

	<p>Choose one answer [SHOWCARD]:</p> <ol style="list-style-type: none"> 1. Little or no time 2. About half an hour 3. About 1 hour 4. About 2 hours 5. About 3 hours 6. About 4 hours 7. About 5 hours 8. About 6 hours 9. About 7 hours or more
B12, Optional	<p>About how long do you spend on the internet on a day at the weekend?</p> <p>Choose one answer [SHOWCARD]:</p> <ol style="list-style-type: none"> 1. Little or no time 2. About half an hour 3. About 1 hour 4. About 2 hours 5. About 3 hours 6. About 4 hours 7. About 5 hours 8. About 6 hours 9. About 7 hours or more

C: Opportunities and Practices

QN	C: Opportunities and practices
Intro	<p><i>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.</i></p>
	Positive online experiences
C2, Core	<p>What do you think about this sentence: 'There are lots of things on the internet that are good for children of my age'?</p> <p>Choose one answer [SHOWCARD]:</p> <ol style="list-style-type: none"> 1. Not true 2. A bit true 3. Fairly true 4. Very true
	Online practices

C4, Core	<p>How often have you done these things <i>ONLINE</i> in the past month?</p> <p><i>Answer for each option [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. Never 2. Hardly ever 3. At least every week 4. Daily or almost daily 5. Several times each day 6. Almost all the time 7. Prefer not to say
Core	<p>Learning</p> <ol style="list-style-type: none"> a. I learned something new by searching online b. I looked for information about work or study opportunities
Optional	<ol style="list-style-type: none"> c. I used the internet for schoolwork
Core	<p>Community participation</p> <ol style="list-style-type: none"> 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	<p>Civic participation</p> <ol style="list-style-type: none"> f. I looked for news online g. I discussed political or social problems with other people online
Optional	<ol style="list-style-type: none"> h. I got involved online in a campaign or protest i. I used the internet to join a civic, religious or political group
Core	<p>Creative participation</p> <ol style="list-style-type: none"> j. I created my own video or music and uploaded it to share k. I created a blog or story or website online
Optional	<ol style="list-style-type: none"> l. I posted videos or music created by someone else
Core	<p>Social relationships</p> <ol style="list-style-type: none"> m. I visited a social networking site (e.g., Facebook, Twitter) n. I talked to family or friends who live further away (e.g., by Skype) o. I used instant messaging (IM) (e.g., Viber, WhatsApp) p. I talked to family or friends who live nearby (e.g., by Skype) q. I commented on the updates that friends or family have put online r. I showed my friends or family something that I saw online s. I visited a chatroom to meet new people
Core	<p>Entertainment</p> <ol style="list-style-type: none"> t. I watched video clips (e.g., on YouTube) u. I played online games v. I listened to music online (by downloading or streaming) w. I watched TV shows or movies x. I used apps

Core	Personal
Optional	y. I looked for health information for myself or someone I know z. I participated in a site where people share my interests or hobbies aa. I posted photos or comments online (e.g., on Facebook or a blog)
Optional	Commercial bb. I browsed for things to buy or see what things cost cc. I tried to sell things online
	Online communication
C6, Optional	How often are you in contact with people by talking on a mobile phone/smartphone? Choose one Answer [SHOWCARD]: 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. b. c. d. e. f. g. h.
C7–C9, Optional	C8. How often are you in contact with people on social networking sites (Facebook, Instagram, etc.) Choose one Answer [SHOWCARD]: Never Hardly ever At least every month At least every week Daily or almost daily Several times each day Almost all the time C9. How often are you in contact with people when playing online games Choose one Answer [SHOWCARD]: Never Hardly ever At least every month At least every week

	Daily or almost daily Several times each day Almost all the time
	Education and the internet/information and communication technology (ICT)
C10, Optional	<p>ROUTING: Only for children who use the internet at school 'At least every month' (see the answer to question B6a), ask questions C10 and C11 below (or skip to question D1).</p> <p>How often do you use the internet for the following activities when you are AT SCHOOL?</p> <p>Answer for each option [SHOWCARD]:</p> <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> a. Making presentations b. Writing things c. Creating drawings or pictures d. Practising something I am learning (e.g., maths or a language or music) e. Checking out information on the school website f. Doing group work with other students g. Chatting online at school h. Communicating with teachers (e.g., submitting homework or asking a question) i. Contributing to a school blog or online discussion
C11, Optional	<p>How often do you use the internet for the following activities when you are NOT AT SCHOOL?</p> <p>Answer for each option [SHOWCARD]:</p> <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> a. Making presentations for school b. Writing things for school c. Creating drawings or pictures for school d. Practising something I am learning (e.g., maths or a language or music) e. Checking out information on the school website f. Doing group work for school with other students

- g. Chatting online with students from school
- h. Communicating with teachers (e.g., submitting homework or asking a question)
- i. Contributing to a school blog or online discussion

D: Digital Ecology

QN	D: Digital ecology
Intro	<i>If you don't know or don't want to answer any of the questions, please let me know.</i>
D1, Core	<p>Which websites or apps do you mostly use these days?</p> <ul style="list-style-type: none"> a. Google b. Yahoo c. Facebook d. Instagram e. WhatsApp f. Youtube g. IMO h. Skype i. Snapchat j. Viber k. Hangout l. Tango m. Uber n. Others (Specify).....
	Approach to online communication
D2, Optional	<p>How true are these things of you?</p> <p><i>Answer for each option [SHOWCARD]:</i></p> <ul style="list-style-type: none"> 1. Not true for me 2. A bit true for me 3. Fairly true for me 4. Very true for me <ul style="list-style-type: none"> a. I feel safe on the internet b. I find other people are kind and helpful on the internet c. I know what to do if someone acts online in a way I don't like d. I find it easier to be myself online than when I am with people face-to-face <ul style="list-style-type: none"> e. I talk about different things online than I do when speaking to people face-to-face f. I talk about private things online which I do not talk about with people face-to-face

Intro	<i>Now I would like to ask you about social networking. By this we mean sites like [add country relevant examples, e.g., Facebook or Instagram] where you can have a profile (i.e., a page or place where you put things about yourself that others see) and where you can keep in touch with people and share things with them.</i>
	Behaviour on social networking sites
D3, Optional	Do you have your own profile on a social networking or social media or computer gaming site that you currently use? Choose one answer [SHOWCARD]: 1. No 2. Yes ROUTING: If 'no' to question D3, skip to section E.
D5, Optional D10, Optional	a. How do you usually respond to requests from people to become your 'friends' online? Choose one answer [SHOWCARD]: 1. I usually accept all requests 2. I accept only if we have friends in common 3. I accept only if I know them 4. I accept only if I know them very well
D11, Optional	Thinking about your use of social networking or social media or gaming sites, have you seen any of these online? Answer for each option [SHOWCARD]: 1. I don't know what it is 2. No, I haven't seen it 3. Yes, I have seen it 4. Yes, I have used it a. Blocking button (to block contacts) b. Report button (to tell someone if you are being treated badly online) c. Help centre or link to a helpline (to contact someone who can help you) d. Safety centre (to get information or advice)

E: Skills

QN	E: Skills
Intro	<i>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.</i>

	Child's digital skills
E1, Core	<p>Think about how you use the internet. How true are these things for you?</p> <p><i>Choose one answer [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. Not true for me 2. A bit true for me 3. Fairly true for me 4. Very true for me 5. Prefer not to say
Core	<p>Operational skills</p> <ol style="list-style-type: none"> 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)
Core	<p>Information/browsing skills</p> <ol style="list-style-type: none"> 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 e. I find it easy to decide if a website can be trusted f. Sometimes I end up on websites without knowing how I got there
Core	<p>Social skills</p> <ol style="list-style-type: none"> g. I know which information I should and shouldn't share online h. I know how to remove people from my contact lists
Core	<p>Creative skills</p> <ol style="list-style-type: none"> i. I know how to post online video or music that I have created myself j. I know how to edit or make basic changes to online content that others have created k. I know how to design a website
Core	<p>Mobile skills</p> <ol style="list-style-type: none"> l. I know how to install apps on a mobile device (e.g., phone or tablet) m. I know how to keep track of the costs of mobile app use
E2, Optional	<p>How true are these of you?</p> <p><i>Answer for each option [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. Not true for me 2. A bit true for me 3. Fairly true for me 4. Very true for me <ol style="list-style-type: none"> a. I know lots of things about using the internet b. I know more about the internet than my parent(s)/Guardian(s)

F: Risks [Ask in private]

QN	F: Risks [Ask in private]
Intro	<p><i>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.</i></p> <p><i>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.</i></p>
	Risky online opportunities
F1, Optional	<p>In the PAST YEAR, how often have you done these things online?</p> <p><i>Answer for each option [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 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. Prefer not to say <ol style="list-style-type: none"> a. Looked for new friends or contacts on the internet b. Sent my personal information (e.g., my full name, address or phone number) to someone I have never met face-to-face c. Added people to my friends or contacts I have never met face-to-face d. Pretended to be a different kind of person online from who I really am e. Sent a photo or video of myself to someone I have never met face-to-face
	Meeting new people
F2, Core	<p>Have you EVER had contact on the internet with someone you have not met face-to-face before?</p> <p><i>Choose one answer:</i></p> <ol style="list-style-type: none"> 1. No 2. Yes 3. Prefer not to say
F3, Core	<p>In the PAST YEAR, have you EVER met anyone face-to-face that you first got to know on the internet?</p>

<p>F4, Core</p>	<p>Choose one answer [SHOWCARD]:</p> <ol style="list-style-type: none"> 1. No 2. Yes 3. Prefer not to say <p>ROUTING: If 'yes' to question F3, ask the questions below (or skip to question F9)</p> <p>If you met anyone face-to-face that you first got to know on the internet, how did you feel about it?</p> <p>Choose one answer [SHOWCARD]:</p> <ol style="list-style-type: none"> 1. I was happy 2. I was not happy or upset 3. I was a little upset 4. I was fairly upset 5. I was very upset 6. Prefer not to say <p>Other specify</p> <p>ROUTING: If 'a little upset' or more to question F4, ask question F5 below (or skip to question F6).</p>
<p>F5, Optional</p>	<p>Thinking about the LAST TIME you were upset by meeting someone in this way, how old was the person you actually met?</p> <p>Choose one answer [SHOWCARD]:</p> <ol style="list-style-type: none"> 1. I met with someone about my age 2. I met with someone younger than me 3. I met with a teenager older than me 4. I met with an adult
<p>F7, Optional</p>	<p>How did you first get in contact with them?</p> <p>Choose one answer [SHOWCARD]:</p> <ol style="list-style-type: none"> 1. By mobile phone calls 2. By text messages sent to me on my phone (SMS/text or MMS) 3. On a social networking site (e.g., Facebook, Twitter) 4. On a media sharing platform (YouTube, Instagram, Flickr etc.) 5. By instant messaging (MSN, WhatsApp, Skype, etc.) 6. In a chatroom 7. In an online game 8. Prefer not to say
<p>Harm from online risk</p>	
<p>F9, Optional</p>	<p>Do you think there are things on the internet that bother or upset people of your age?</p> <p>Choose one answer:</p> <ol style="list-style-type: none"> 1. No 2. Yes 3. Not Sure/don't know

F11, Core	<p>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)?</p> <p><i>Choose one answer [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. No 2. Yes 3. Prefer not to say <p>ROUTING: If 'yes' to question F11, answer the questions below (or skip to question F18).</p>
F12, Core	<p>In the PAST YEAR, how often did this happen?</p> <p><i>Choose one answer [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 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
F13, Core	<p>Thinking now about the LAST TIME this happened to you, how upset were you about what happened?</p> <p><i>Choose one answer [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. A little upset 2. Fairly upset 3. Very upset 4. Prefer not to say
F14, Core	<p>The last time something happened online that bothered or upset you, did you talk to anyone of these people about it?</p> <p><i>Choose as many answers as you wish [SHOWCARD]:</i></p> <ol style="list-style-type: none"> a. My mother or father (or step/foster mother or father) b. My brother or sister (or step/foster/half sibling) c. A friend around my age d. A teacher e. Someone whose job it is to help children f. Another adult I trust g. Someone else h. I didn't talk to anyone i. Prefer not to say
F16, Optional	<p>The last time something happened online that bothered or upset you in some way, did you do any of these things afterwards?</p> <p><i>Choose as many answers as you wish [SHOWCARD]:</i></p> <ol style="list-style-type: none"> a. I ignored the problem or hoped the problem would go away by itself b. I closed the window or app c. I felt a bit guilty about what went wrong d. I tried to get the other person to leave me alone e. I tried to get back at the other person f. I stopped using the internet for a while g. I deleted any messages from the other person

F17 (a–j), Optional	<p>h. I changed my privacy/contact settings</p> <p>i. I blocked the person from contacting me</p> <p>j. I reported the problem online (e.g., clicked on a 'report abuse' button, contacted an internet advisor or Internet Service Provider (ISP))</p> <p>ROUTING: Ask for each 'yes' response in F16:</p> <p>And did doing any of those things help you?</p> <p>Answer for each option [SHOWCARD]:</p> <ol style="list-style-type: none"> No Yes
Intro	<i>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).</i>
	Being treated in a hurtful or nasty way by others
F18, Core	<p>In the PAST YEAR, has anyone EVER treated you in a harmful way or in a way you didn't like?</p> <p>Choose one answer [SHOWCARD]:</p> <ol style="list-style-type: none"> No Yes Prefer not to say <p>ROUTING: If 'yes' to question F18, answer the questions below (or skip to question F24).</p>
F19, Optional	<p>In the PAST YEAR, how often did this happen?</p> <p>Choose one answer [SHOWCARD]:</p> <ol style="list-style-type: none"> Just once or twice At least once a month At least every week Daily or almost daily Prefer not to say
F20, Core	<p>If someone has treated you in this way, how did it happen?</p> <p>Answer for each option [SHOWCARD]:</p> <ol style="list-style-type: none"> No Yes Prefer not to say <ol style="list-style-type: none"> In person face-to-face (by someone with you in the same place) Via a mobile phone or online device (computer, tablet, etc.) <p>ROUTING: If 'yes' to question F20b, ask the questions below (or skip to question F24).</p>
F21, Optional	<p>When you were treated in this way online or via a mobile device, did it happen through any of the following?</p> <p>Choose as many answers as you wish [SHOWCARD]:</p>

F23, Core	<ol style="list-style-type: none"> By mobile phone calls By messages sent to me on my phone (SMS/text or MMS) On a social networking site (e.g., Facebook, Twitter, Instagram) On a video/photo sharing platform (YouTube, Flickr etc.) By instant messaging (MSN, WhatsApp, Skype etc.) In a chatroom In an online game Some other way (specify)..... Prefer not to say <p>Thinking of the last time someone treated you in a hurtful way or in a way you did not like online, how did you feel? <i>Choose one answer [SHOWCARD]:</i></p> <ol style="list-style-type: none"> I wasn't at all upset I was a little upset I was fairly upset I was very upset Prefer not to say
Treated others in a hurtful way	
F24, Core	<p>In the PAST YEAR, have you EVER treated someone else in a hurtful way?</p> <p><i>Choose one answer:</i></p> <ol style="list-style-type: none"> No Yes Prefer not to say <p>ROUTING: If 'yes' to question F24, answer the questions below (or skip to question F28).</p>
F26, Core	<p>If you treated someone in this way, how did it happen? <i>Answer for each option [SHOWCARD]:</i></p> <ol style="list-style-type: none"> No Yes Prefer not to say <ol style="list-style-type: none"> In person face-to-face (a person who is together with you in the same place at the same time) Via a mobile phone or online device (computer, tablet, etc.) Others Specify
Intro	<p><i>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.</i></p> <p><i>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.</i></p>

	Seeing sexual images
F28, Core	<p>In the PAST YEAR, have you EVER SEEN any sexual images?</p> <p><i>Choose one answer [SHOWCARD]:</i></p> <ol style="list-style-type: none"> No Yes Prefer not to say <p>ROUTING: If 'yes' to question F28, answer the questions below (or skip to question F34).</p>
F29, Optional	<p>If you have seen images of this kind, how did you feel about what you saw?</p> <p><i>Choose one answer [SHOWCARD]:</i></p> <ol style="list-style-type: none"> I was happy I was not happy or upset I was shy I was uncomfortable I was embarrassed Prefer not to say Other specify
F31, Core	<p>The last time you saw images of this kind, where did you see them?</p> <p><i>Answer for each option [SHOWCARD]:</i></p> <ol style="list-style-type: none"> No Yes Prefer not to say <ol style="list-style-type: none"> In a magazine or book On television, film Online Device (Specify)..... <p>ROUTING: If 'yes' to question F31c, ask the questions below (or skip to question F34).</p>
F32, Optional	<p>Did you see the images of this kind on any of the following?</p> <ol style="list-style-type: none"> On an online video sharing platform (e.g., YouTube <i>[add local examples]</i>) On an online photo sharing platform (e.g., Instagram, Snapchat <i>[add local examples]</i>) On a social networking site (e.g., Facebook, Twitter <i>[add local examples]</i>) In a chatroom In an online game On an adult/X-rated website By pop-ups on the internet (unrequested windows that appear during web surfing) By IM (MSN, WhatsApp, Skype <i>[add local examples]</i>) By text (SMS), images (MMS), or otherwise on my mobile phone By Bluetooth In an advert

	l. Prefer not to say m. Others specify
Intro	<p><i>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.</i></p>
	Receiving sexual messages
F34, Core	<p>In the PAST YEAR, have you EVER RECEIVED any sexual messages? This could be words, pictures or videos. <i>Choose one answer [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. No 2. Yes 3. Prefer not to say
	Sending sexual messages to others
F38, Core	<p>In the PAST YEAR, have you EVER SENT, SHARED or POSTED any sexual messages? This could be words, pictures or videos about you or someone else. <i>Choose one answer [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. No 2. Yes 3. Prefer not to say <p>ROUTING: If 'yes' to question F38, answer the questions below (or skip to question F41).</p>
F39, Optional	<p>In the PAST YEAR, how often have you sent or posted sexual messages?</p> <p><i>Choose one answer [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. Just once or twice 2. At least once a month 3. At least every week 4. Daily or almost daily 5. Prefer not to say 6. Other Specify
Intro	<p><i>On the internet, people discuss things that may not be good for you. Here are some questions about these kinds of things.</i></p>
	Potentially negative user-generated content
F41, Optional	<p>In the PAST YEAR, have you seen websites or online discussions where people talk about or show any of these things?</p> <p><i>Answer for each option [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. No 2. Yes 3. Prefer not to say

	<ol style="list-style-type: none"> Ways of physically harming or hurting themselves Ways of committing suicide Ways to be very thin (such as being anorexic or bulimic) Hate messages that attack certain groups or individuals (e.g., people of different colour or religion or nationality) Their experiences of taking drugs Gory or violent images <p>ROUTING: If 'yes' to F41a–f above, ask F42 for each (or skip to question F43).</p>
F42, Optional	<p>Think about the last time when this happened, how did you feel about it?</p> <p><i>Choose one answer [SHOWCARD]:</i></p> <ol style="list-style-type: none"> I wasn't at all upset I was a little upset I was fairly upset I was very upset Prefer not to say
	Other negative online experiences
F43, Core	<p>In the PAST YEAR, has any of the following happened to you on the internet?</p> <p><i>Answer for each option [SHOWCARD]:</i></p> <ol style="list-style-type: none"> No Yes Prefer not to say
Core	<ol style="list-style-type: none"> Somebody used my personal information in a way I didn't like The device (e.g., phone, tablet, computer) I use got a virus or spyware I lost money by being cheated on the internet Somebody used my password to access my information or to pretend to be me Somebody created a page or image about me that was hostile or hurtful
Optional	<ol style="list-style-type: none"> I spent too much money on online games or in-app purchases I was asked to make an in-app purchase when playing an online game (e.g., to do well in the game) Someone found out where I was because they tracked my phone or device <p>ROUTING: If 'yes' to F43a–h above, ask F44 for each (or skip to question F45).</p>
F44, Optional	<p>Think about the last time when this happened, how did you feel about it?</p> <p><i>Choose one answer [SHOWCARD]:</i></p> <ol style="list-style-type: none"> I wasn't at all upset I was a little upset

3. I was fairly upset
4. I was very upset
5. Prefer not to say

G: Unwanted sexual experiences [Optional module, Ask in private]

QN	G: Unwanted sexual experiences [Optional module, Ask in private]
Intro	<p>Next are some questions about unwanted experiences you might have encountered online. Remember to think about any way of using the internet (e.g., on a computer or mobile phone) and any place where you use the internet (e.g., at home or school or somewhere else). When we talk about 'face-to-face' we mean talking to someone in person at the same place rather than through the internet, on a phone or a webcam. If you don't know or don't want to answer any of the questions, just say so.</p>
	Unwanted sexual experiences
G1, Optional	<p>In the PAST YEAR, have any of these EVER happened to you on the internet?</p> <p>Answer for each option [SHOWCARD]:</p> <ol style="list-style-type: none"> 1. No 2. Yes 3. Prefer not to say <ol style="list-style-type: none"> a. I was sent a message that I did not want with advertisements for or links to pornographic-rated websites b. I opened a message or a link in a message that showed pictures of naked people or of people having sex that I did not want c. I have seen or received a sexual message, image or video about someone else that I did not want
G2, Optional	<p>In the PAST YEAR, have any of these EVER happened to you on the internet?</p> <p>Answer for each option [SHOWCARD]:</p> <ol style="list-style-type: none"> 1. No 2. Yes 3. Prefer not to say <ol style="list-style-type: none"> a. I have been asked for sexual information about myself (like what my body looks like without clothes on or sexual things I have done) when I did not want to answer such questions b. I have been asked to talk about sexual acts with someone on the internet when I did not want to c. I have been asked by someone on the internet to do something sexual when I did not want to d. I have been asked on the internet for a photo or video showing my private parts [translate as appropriate] when I did not want to <p>ROUTING: For each question G2a–d to which the child answers 'yes', questions G3–G9 can be asked as a follow-up (or skip to question H1).</p>

G3, Optional	<p>In the PAST YEAR, have any of these EVER happened to you on the internet?</p> <p><i>Answer for each option [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. No 2. Yes 3. Prefer not to say <ol style="list-style-type: none"> a. [If 'yes' to G2a] I have sent sexual information about myself (like what my body looks like without clothes on or sexual things I have done) when I did not want b. [If 'yes' to G2b] I have talked about sexual acts with someone on the internet when I did not want to c. [If 'yes' to G2c] I have done something sexual on the internet when I did not want to d. [If 'yes' to G2d] I have sent someone a photo or video showing my private parts when I did not want to <i>[translate as appropriate]</i> <p>ROUTING: Again, for each question G2a–d to which the child answers 'yes', questions G4–G9 can be asked (or skip to question H1).</p> <p>Thinking about the last time when...</p> <p>[If 'yes' to G2a] you were asked for sexual information about yourself...</p> <p>[If 'yes' to G2b] you were asked to talk about sexual acts...</p> <p>[If 'yes' to G2c] you were asked by someone on the internet to do something sexual...</p> <p>[If 'yes' to G2d] you were asked on the internet for a photo or video showing your private parts...</p>
G5a–d, Optional	<p>Who was the person who did this?</p> <p><i>Choose one answer [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. An adult in your family (over 18) 2. A child or young person in your family (under 18) 3. A romantic partner (or ex-) 4. Someone from work 5. A friend or acquaintance (over 18) you knew in person before this happened online 6. A friend or acquaintance (under 18) you knew in person before this happened online 7. Someone you first met online who was a contact of a friend or family member 8. Someone you met online who had no other connection with your life 9. Someone else (specify) 10. Prefer not to say
G6a–d, Optional	<p>Did you feel upset about this experience?</p> <p><i>Choose one answer [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. Not at all 2. A little bit 3. A fair amount

	<ol style="list-style-type: none"> 4. Very 5. Prefer not to say
G8a–d, Optional	<p>Did you feel afraid after this experience?</p> <p><i>Choose one answer [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. Not at all 2. A little bit 3. A fair amount 4. Very 5. Prefer not to say
G9a–d, Optional	<p>Have you told anyone about what happened?</p> <p><i>Choose as many answers as you wish [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. Brother (over 18) 2. Sister (over 18) 3. A younger brother or sister 4. Father or step/foster father 5. Mother or step/foster mother 6. Other adult relatives, such as aunts, uncles or grandparents 7. Friend or acquaintance 8. Teacher/educator 9. Other adult you trust, e.g., coach, neighbour, doctor or babysitter 10. Other (please specify): 11. I didn't tell anyone about it 12. Prefer not to say

H: Well-being [Ask in private]

QN	H: Well-being [Ask in private]
Intro	<i>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.</i>
	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.

	Social support
H2, Optional	<p>When you are bothered or upset about something, who do you talk to?</p> <p>Choose as <i>many answers as you wish</i> [SHOWCARD]:</p> <ol style="list-style-type: none"> Your mother or father (including step/foster mother or father) Your brother or sister (including step siblings) A friend A teacher Someone whose job it is to help children [give examples if needed] Another adult you trust Someone else No one

I: Family [Ask in private]

QN	I: Family [Ask in private]
Intro	<i>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.</i>
	Family and home
I1, Core	<p>How easy is it for you to talk to your parent/Guardian about things that upset you?</p> <p>Choose one option [SHOWCARD]:</p> <ol style="list-style-type: none"> Very easy Fairly easy Fairly difficult Very difficult
I2, Core	<p>How true are the following things for you? In my family and home...</p> <p>Answer for each option [SHOWCARD]:</p> <ol style="list-style-type: none"> Not true for me A bit true for me Fairly true for me Very true for me <ol style="list-style-type: none"> When I speak someone listens to what I say My family really tries to help me I feel safe at home

Intro	<i>As you know, parents/Guardians have different approaches to how their children should behave. The next few questions are about this.</i>
	Parental supervision
I3, Core	<p>How often do the following things apply to you?</p> <p><i>Answer for each option [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. Never 2. Hardly ever 3. Sometimes 4. Often 5. Very often <ol style="list-style-type: none"> a. My parent/Guardian praises me for behaving well b. My parent/Guardian sets rules about what I can do at home c. My parent/Guardian sets rules about what I can do outside the home d. My parent/Guardian tells me when I am doing something well
Intro	<i>Please think about the interest that your parent/Guardian 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.</i>
	Enabling mediation
I4, Core	<p>When you use the internet, how often does your parent/Guardian do any of these things?</p> <p><i>Answer for each option [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. Never 2. Hardly ever 3. Sometimes 4. Often 5. Very often
Core	<ol style="list-style-type: none"> a. Encourages me to explore and learn things on the internet b. Suggests ways to use the internet safely
Optional	<ol style="list-style-type: none"> c. Talks to me about what I do on the internet d. Sits with me while I use the internet e. Stays nearby when I use the internet f. Does shared activities together with me on the internet g. Talks to me about what to do if something online bothers or upsets me h. Helps me when something is difficult to do or find on the internet i. Explains why some websites are appropriate or inappropriate j. Helps me when something bothers me on the internet k. Talks to me about the commercial activities I am exposed to online
I5, Core	<p>Have you EVER done any of these things?</p> <p><i>Answer for each option [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. Never 2. Hardly ever 3. Sometimes

	4. Often 5. Very often
Core	a. Told my parent/Guardian about things that bother or upset me on the internet b. Helped my parent/Guardian to do something they found difficult on the internet
Optional	c. Started a discussion with my parent/Guardian about what I do on the internet d. Asked for my parent's/Guardian's advice on how I should act online e. Asked my parent/Guardian for something that I have seen advertised online f. Asked for my parent's/Guardian's help with a situation on the internet that I could not handle
Restrictive mediation	
I6, Core	Does your parent/Guardian allow you to do the following things on the internet and if so, do you need their permission to do them? <i>Answer for each option [SHOWCARD]:</i> <ol style="list-style-type: none"> 1. I am allowed to do this anytime 2. I am allowed to do this with permission or supervision 3. I am not allowed do this
Core	a. Use a web or phone camera (e.g., for Skype or video chat) b. Download music or films c. Visit a social networking site (e.g., Facebook)
Optional	d. Watch video clips (e.g., on YouTube) e. Play games with other people online f. Visit a chatroom g. Use IM h. Read/watch news online i. Use the internet for school work j. k. Share photos, videos or music online with others (including on social networks or IM services)
Parental monitoring	
I8, Optional	When you use the internet, how often does your parent/Guardian check the following things afterwards? <i>Answer for each option [SHOWCARD]:</i> <ol style="list-style-type: none"> 1. Never 2. Hardly ever 3. Sometimes 4. Often 5. Very often <ol style="list-style-type: none"> a. Which friends or contacts I add to my social networking profile/IM service b. The messages in my email or other app for communicating with people c. My profile on a social networking site or online community d. Which websites I visited

	<p>e. The apps I downloaded</p> <p>f. The in-app purchases I made</p>
	Benefits of parental mediation
I9, Optional	<p>How much do you think your parent/Guardian knows about what you do on the internet?</p> <p><i>Choose one option [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. Nothing 2. Just a little 3. Quite a bit 4. A lot
I10, Optional	<p>Overall, would you like your parent/Guardian to take more or less interest in what you do on the internet, or to stay about the same?</p> <p><i>Choose one option [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. A lot less 2. A little less 3. Stay the same 4. A little more 5. A lot more
I11, Optional	<p>Do the things that your parent/Guardian does relating to how you use the internet help to make your internet experience better?</p> <p><i>Choose one option [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. No 2. Yes, a little 3. Yes, a lot
I12, Optional	<p>Do the things that your parent/Guardian does relating to how you use the internet limit what you can do on the internet?</p> <p><i>Choose one option [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. No 2. Yes, a little 3. Yes, a lot
I13, Optional	<p>And do you ever ignore what your parent/Guardian tells you when you use the internet?</p> <p><i>Choose one option [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. No 2. Yes, sometimes 3. Yes, often
I14, Optional	<p>Does your parent/Guardian do anything different these days because you have been bothered by something on the internet in the past?</p> <p><i>Choose one option [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. No

I15, Optional	<p>2. Yes, a little</p> <p>3. Yes, a lot</p> <p>Does your parent/Guardian make rules about how long or when you are allowed to go online? Choose one option [SHOWCARD]:</p> <p>1. No</p> <p>2. Yes, sometimes</p> <p>3. Yes, often</p>
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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]
Intro	<i>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.</i>
	Teacher mediation
J5, Core	<p>ROUTING: Only for children who use the internet at school 'at least every month' (see answer to question B6a), ask questions J5–J6 below (or skip to question J7).</p> <p>Have any teachers at your school done these things?</p> <p>Answer for each option [SHOWCARD]:</p> <ol style="list-style-type: none"> Never Hardly ever Sometimes Often Very often
Core	<p>a. Suggested ways to use the internet safely</p> <p>b. Encouraged me to explore and learn things on the internet</p> <p>c. Made rules about what I can do on the internet at school</p>
Optional	<p>d. Helped me when I found something difficult to do on the internet</p> <p>e. Talked to me about what I do on the internet</p> <p>f. Explained why some websites are good or bad</p> <p>g. Suggested ways to behave towards other people online</p> <p>h. Helped me in the past when something has bothered me on the internet</p> <p>i. In general, talked to me about what I would do if something on the internet ever bothered me</p>
J6, Optional	<p>Are you able to bring your phone to school?</p> <p>Answer for each option [SHOWCARD]:</p> <ol style="list-style-type: none"> No Yes I don't have a phone <p>ROUTING: If answer is Yes to J6, ask question J6a; if No ask J7 below (if I don't have a phone skip to section K).</p>

J6a, Optional	<p><i>Do teachers at school EVER</i></p> <p><i>Answer for each option [SHOWCARD]:</i></p> <p>No</p> <p>Yes</p> <ol style="list-style-type: none"> Check if students have their mobile phones/smartphones on or off Look at my phone to see what I am doing or who I am in touch with Make rules about how mobile phones are used at school Take students' phones away for a period (e.g., for a day or a week, etc.)
J7, new Ghana	<p>What is the main reason that you don't bring a phone to school?</p> <p>It is illegal</p> <p>My school/teacher does not allow</p> <p>My parent/Guardian does not allow</p> <p>Others specify.....</p>

K: Peers and community [Ask in private]

QN	K: Peers and community [Ask in private]
Intro	<i>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.</i>
	Friends
K1, Core	<p>How true are the following things for you?</p> <p>Choose one answer [SHOWCARD]:</p> <ol style="list-style-type: none"> Not true for me A bit true for me Fairly true for me Very true for me
Core	<ol style="list-style-type: none"> My friends really try to help me I can count on my friends when things go wrong I can talk about my problems with my friends
	Peer mediation
Intro	<i>Thinking now about the internet...</i>
K2, Core	<p>Have any of your friends done these things?</p> <p><i>Answer for each option [SHOWCARD]:</i></p> <ol style="list-style-type: none"> Never Hardly ever Sometimes Often Very often

Core	<p>a. Suggested ways to use the internet safely</p> <p>b. Encouraged me to explore and learn things on the internet</p>
K3, Optional	<p>Have you suggested to your friends ways to use the internet safely?</p> <p><i>Choose one answer [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. Never 2. Hardly ever 3. Sometimes 4. Often 5. Very often
Community	
K4, Core	<p>Here are some statements about the area where you live. Are these true for you?</p> <p><i>Choose one answer [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. Not true for me 2. A bit true for me 3. Fairly true for me 4. Very true for me <ol style="list-style-type: none"> a. I feel safe in the area where I live b. It is safe for younger children to play outside during the day c. You can trust people around here

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

QN A: Child identity and resources (Part 2) [Ask in private]			
Intro	<i>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.</i>		
Core	Socio-economic status		
A17	I am now going to ask you a number of questions about your living circumstances. I will read out a number of statements, please let me know if they apply to you. Do you have ...? INTERVIEWER READ OUT THE STATEMENTS UNDER OWNERSHIP, COOKING, ETC, ONE BY ONE AND CIRCLE ALL THOSE WHICH ARE 'YES'.		
Type	Description	Score for office use only	
Ownership of Durables	Household help	-3	
	Fridge/deep freezer	-2	
	Video	-2	
	Car	-4	
	Colour TV	-4	
	Music system	-1	
	Air conditioning unit	-4	
	Satellite dish	-4	
	Washing machine	-4	
	Black & White TV	-1	
	DVD (Digital video disk)	-5	
	Cable satellite	-4	
	Telephone (land)	-3	
	Telephone (mobile)	-4	
	Personal driver	-4	
	Multiple cars	-6	
Cooking SHOW PROMPT CARD S18 A	Gas Cooker	-3	MULTIPLE MENTIONS POSSIBLE
	Electric Cooker	-4	
	Combination Gas & Electrical Stove	-5	
	Kerosene stove	-2	
	Charcoal/wood	-1	
Toilet Type SHOW PROMPT CARD S 18 B	Inside WC	-3	ONE MENTION ONLY
	Outside WC	-2	
	Pit latrine	-1	
	None	-0	
Main Water Source SHOW PROMPT CARD S18C	Inside pipe borne tap	-5	ONE MENTION ONLY
	Outside pipe borne tap	-3	
	Borehole	-4	
	Well	-2	
	Stream	-1	
Education SHOW PROMPT CARD S 18 D	Primary Incomplete	-1	ONE MENTION ONLY
	Primary complete	-1	
	Secondary Incomplete	-1	
	Secondary complete	-2	
	University/Polytechnic: OND	-4	
	University/Polytechnic: HND	-5	
	Post-University Incomplete	-3	
	Post University Complete	-5	
	Can't read or write/None	-0	
Residential Area INTERVIEWER RECORD S 18 E	High density	-1	ONE MENTION ONLY
	Medium density	-2	
	Low density	-4	

Type Of House SHOW PROMPT CARD S 18 F	Villa	-7	ONE MENTION ONLY			
	Flat	-4				
	Duplex	-6				
	Mini flat	-3				
	Room and parlour	-2				
	Room	-1				
	Self-occupied bungalow	-5				
	Others	-2				
Occupation SHOW PROMPT CARD S 18 G	Senior Management/Admin.	-5	ONE MENTION ONLY			
	Manager	-4				
	Professional e.g. Doctor, Lawyer, Engineers, Surveyors etc.	-6				
		-2				
	Skilled workers (mechanics, tailoring, carpenters, bricklayers)	-1				
		-2				
	Unskilled workers	-0				
	Clerical workers	-2				
Unemployed						
Others						
TOTAL SCORE =		SEC	LSM	CODE		
.....						
75 and above		A	LSM 11&12	1		
70 - 74		B	LSM 9 &10	2		
56 – 69		C1	LSM 7 & 8	3		
35 – 55		C2	LSM 5 & 6	4		
25 – 34		D	LSM 3 & 4	5		

	Strengths and difficulties
A20, Core	<p>Please tell me how true the following things are for you?</p> <p><i>Answer for each option [SHOWCARD]:</i></p> <ol style="list-style-type: none"> Not true for me A bit true for me Fairly true for me Very true for me
Core	<p>Conduct problems scale</p> <ol style="list-style-type: none"> I get very angry and often lose my temper I usually do as I am told
Core	<p>Emotional problems scale</p> <ol style="list-style-type: none"> I worry a lot I am nervous in certain new situations; I easily lose confidence
Core	<p>Hyperactivity scale</p> <ol style="list-style-type: none"> I am restless, I cannot stay still for long I finish the work I'm doing. My attention is good

Core	<p>Peer problems scale</p> <p>g. Other people my age generally like me</p> <p>h. Other children or young people pick on me</p>
Core	<p>Prosocial scale</p> <p>i. I am helpful if someone is hurt, upset or feeling ill</p> <p>j. I try to be nice to other people. I care about their feelings</p>
	<p>Discrimination</p> <p><i>Here are some questions about how other people treat you.</i></p>
A21, Core	<p>In your day-to-day life, do any of these things happen to you?</p> <p><i>Choose one answer [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. Not true for me 2. A bit true for me 3. Fairly true for me 4. Very true for me <ol style="list-style-type: none"> a. Other children are treated better than me b. People seem to think I am not smart c. People seem to think they're better than me d. I get called names or insulted by other children <p>ROUTING: If at least 'a bit true' for any of A21a–d, ask A22–A23:</p>
A22, Core	<p>Why do you think this is?</p> <p><i>Choose as many answers as you wish [SHOWCARD]:</i></p> <ol style="list-style-type: none"> a. Because of where my family is from b. Because of my skin colour c. Because of my religion d. Because of my height or weight e. Because of a disability f. Because of not having enough money g. h. Because of how I look or behave i. Because of my opinions or beliefs j. Because of my gender
A23, Optional	<p>When you were treated this way, how often did it happen on the internet?</p> <p><i>Choose one answer [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. Never 2. Hardly ever 3. Sometimes 4. Often 5. Very Often

QAV	<p>We would like to be able to contact you in the future, just in case we might have some more questions for you. To do this we would need to get your name and the phone number of you or one of your parents. We will not share this information with anyone but (list persons). We will keep your details securely and no one will be able to access them except for.... Once we have used this information to get back in touch with you, we will destroy it (or keep safe or whatever is appropriate).</p> <p>If we contact you in the future, we will tell you what these extra questions are about and what you will need to do to participate and you can let us know then if this is okay, or if you no longer want to participate. Please know that this is entirely voluntary, if you don't wish to be contacted again that is fine, if you think that you might want to participate but when the time comes you don't want to or can't, that will be fine too.</p>
	<p>We would like to be able to contact you in the future, just in case we might have some more questions for you. Would this be okay with you?</p> <p>a. Yes b. No</p> <p>IF YES: Record Name and Phone number:</p> <p>Name:</p> <p>Phone Number.....</p>
End	<p><i>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.</i></p> <p><i>[Leave contact details and information leaflet, make sure the child is not upset by the survey, and offer further professional help if necessary.]</i></p>
	<p><i>Add text box for comments</i></p>

Annex 2: Parent Questionnaire

Global Kids Online: Parent Module

INTRODUCTION

Good morning/afternoon/evening. My name is from IPSOS, a research organisation. We are conducting a national survey to learn about online practices and this is a UNICEF study. Your household has been randomly chosen to participate in this survey; and we would like to ask you some questions.

QS: Please are you the parent/guardian of the child I just talked to?

1. Yes
2. No

IF NO, ASK FOR THE PARENT/GUARDIAN OF THE CHILD YOU SPOKE WITH AND INTERVIEW HIM/HER INSTEAD.

	Internet use	
Intro	<p><i>Include reminders here and throughout the interview that the 'internet' includes going online on any device and in any place. What 'online' or 'internet' means may need interviewer explanation. Also ensure that it is clear to parents that the questions are platform-neutral (unless specific platforms or devices are named). Be ready to provide country-appropriate examples if needed (e.g., Facebook, iPhone).</i></p> <p><i>Let the parent know that if they don't know the answer to any of the questions, they can just say so.</i></p>	
L1, Optional	<p>Do you use the internet yourself?</p> <p>Choose one answer [SHOWCARD]:</p> <ol style="list-style-type: none"> 1. No, I have never used it 2. Yes, I have used it for a few months 3. Yes, I have used it for about a year 4. Yes, I have used it for a few years 	EUKO, QC302 adapted
L2, Optional	<p>Are you able to access the internet when you want to or need to?</p> <p>Choose one answer [SHOWCARD]:</p> <ol style="list-style-type: none"> 1. Never 2. Sometimes 3. Often 4. Always 	
L3, Optional	<p>When you are unable to access the internet, what are the reasons?</p> <p>Choose as many answers as you wish [SHOWCARD]:</p> <ol style="list-style-type: none"> n. Devices (mobile phone, computer, tablet) are too expensive o. There is no signal or poor signal where I live p. Paying for internet/data is too expensive q. The internet doesn't provide what I want or need r. It's too difficult to use s. I do not have enough time to go online t. The internet is too time consuming u. I am worried about my privacy 	

	<ul style="list-style-type: none"> v. It's not for people of my age w. It's not for people like me x. Other (please specify): 	
L4, Optional	<p>Which of these is the main reason for not being able to access the internet?</p> <p><i>Choose one answer [SHOWCARD]</i></p>	
L5, Optional	<p>How often do you go online or use the internet at the following places?</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> a. At work 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 	
Parent's digital skills		
L8, Optional	<p>Think about how you use the internet. How true are these things for you?</p> <p><i>Choose one answer for each option [SHOWCARD]:</i></p> <ul style="list-style-type: none"> 1. Not true for me 2. A bit true for me 3. Fairly true for me 4. Very true for me <p>Operational skills</p> <ul style="list-style-type: none"> 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) c. I know how to use a programming language d. I know how to open downloaded files e. I know how to use shortcut keys (e.g., CTRL-C for copy, CTRL-S for save) f. I know how to open a new tab in a browser <p>Information/browsing skills</p> <ul style="list-style-type: none"> 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 i. I find it easy to find a website I have visited before j. I find it easy to decide if a website can be trusted k. Sometimes I end up on websites without knowing how I got there 	Measuring Digital Skills, adapted*

L9, Optional	<p>Social skills</p> <ul style="list-style-type: none"> l. I know which information I should and shouldn't share online m. I know how to remove people from my contact lists n. I know when I should and shouldn't share information online o. I know how to behave according to the situation online p. I know how to change whom I share content with (e.g., friends, friends of friends or public) <p>Creative skills</p> <ul style="list-style-type: none"> 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 s. I know which different types of licences apply to online content t. I know how to create something new from video or music that I found online u. I know how to design a website <p>Mobile skills</p> <ul style="list-style-type: none"> 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 x. I know how to make an in-app purchase <p>How true are these of you? Answer for each option [SHOWCARD]:</p> <ul style="list-style-type: none"> 1. Not true for me 2. A bit true for me 3. Fairly true for me 4. Very true for me <ul style="list-style-type: none"> a. I know lots of things about using the internet b. I know more about the internet than my child 	
	Enabling mediation	
L10, Optional	<p>When your child uses the internet, how often do you do these things? Answer for each option [SHOWCARD]:</p> <ul style="list-style-type: none"> 1. Never 2. Hardly ever 3. Sometimes 4. Often 5. Very often 6. Not aware/Cant tell <ul style="list-style-type: none"> a. Encourage your child to explore and learn things on the internet b. Suggest ways to use the internet safely c. Talk to your child about what he/she does on the internet d. Sit with your child while he/she uses the internet e. Stay nearby when your child uses the internet f. Do shared activities together with your child on the internet g. Talk to your child about what to do if something online bothers or upsets him/her 	EUKO, adapted

L11, Optional	<p>h. Help your child when something is difficult to do or find on the internet</p> <p>i. Explain why some websites are appropriate or inappropriate</p> <p>j. Help your child when something bothers him/her on the internet</p> <p>k. Talk to your child about the commercial activities he/she is exposed to online</p> <p>Has your child EVER done any of these things?</p> <p><i>Answer for each option [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. Never 2. Hardly ever 3. Sometimes 4. Often 5. Very often 6. I don't know <ol style="list-style-type: none"> a. Told you about things that bother or upset her/him on the internet b. Helped you to do something you found difficult on the internet c. Started a discussion with you about what she/he does on the internet d. Asked for your advice on how she/he should act online e. Asked you for something that she/he saw advertised online f. Asked for your help with a situation on the internet that she/he cannot handle 	EUKO
Restrictive mediation		
L12, Optional	<p>Do you allow your child to do the following things on the internet and if so, do they need your permission to do them?</p> <p><i>Answer for each option [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. allowed to do this anytime 2. Allowed to do this with permission or supervision 3. Not allowed to do this <ol style="list-style-type: none"> a. Use a web or phone camera (e.g., for Skype or video chat) b. Download music or films c. Visit a social networking site (e.g., Facebook <i>[insert local terms]</i>) d. Watch video clips (e.g., on YouTube) e. Play games with other people online f. Visit a chatroom g. Use IM (instant messaging) h. Read/watch news online i. Use the internet for school work j. Spend time in a virtual world (e.g., Habbo, Club Penguin, Minecraft... <i>[add examples as needed]</i>) k. Share photos, videos or music online with others (including on social networks or IM services) 	EUKO, adapted

	Parental technical mediation	
L13, Optional	<p>Do you (or other parent/guardian) make use of any of the following...</p> <p><i>Answer for each option [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. No 2. Yes 3. Not Applicable <ol style="list-style-type: none"> a. Parental controls or other means of blocking or filtering some types of website b. Parental controls or other means of keeping track of the websites or apps your child visits c. Rules about how long or when your child is allowed to go online d. A service or contract that limits the time your child spends on the internet e. Software to prevent spam or junk mail/viruses f. Parental controls that filter the apps your child can download g. Parental controls that alert you when your child wants to buy content (in-app purchase) h. Software that limits the people your child can be in touch with (through voice calls and messages (SMS, MMS or IM) i. Ad blocking software 	EUKO
	Parental monitoring	
L14, Optional	<p>When your child uses the internet, how often do you (or other parent/guardian) check the following things afterwards?</p> <p><i>Answer for each option [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. Never 2. Hardly ever 3. Sometimes 4. Often 5. Very often <ol style="list-style-type: none"> a. Which friends or contacts he/she adds to his/her social networking profile/IM service b. The messages in his/her email or other app for communicating with people c. Which websites he/she visited d. His/her profile on a social networking site or online community e. The apps he/she downloaded f. The in-app purchases he/she made 	EUKO
	Parental perception of child's online harm	
L15, Optional	<p>As far as you are aware, in the past year, has anything happened online that bothered or upset your child in some way (e.g., made them feel uncomfortable, scared or feel that they shouldn't have seen it?)</p> <p><i>Choose one answer [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. No 2. Yes 3. Prefer not to say 4. I don't know 	EUKO, Q228, Q229 adapted
L16, Optional	<p>ROUTING: If 'yes', go to question L16, or skip to question L18.</p> <p>In the PAST YEAR, how often did this happen?</p> <p><i>Choose one answer [SHOWCARD]:</i></p>	

L17, Optional	<ol style="list-style-type: none"> 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. I don't know <p>The last time something happened online that bothered or upset your child, how upset was she/he about what happened (if at all)? Choose one answer [SHOWCARD]:</p> <ol style="list-style-type: none"> 1. Not at all upset 2. A bit upset 3. Fairly upset 4. Very upset 5. Prefer not to say 6. I don't know 	EUKO, Q231 adapted
L18, Optional	<p>In the NEXT few months, is it likely that something will happen online that will bother or upset your child? This could be things they may see, be sent or do online. Choose one answer [SHOWCARD]:</p> <ol style="list-style-type: none"> 1. Not at all likely 2. Not very likely 3. Fairly likely 4. Very likely 5. I don't know 	EUKO, Q232 adapted
L19, Optional	<p>Do you feel you can help your child to cope with things online that bother or upset them? Choose one answer [SHOWCARD]:</p> <ol style="list-style-type: none"> 1. Not at all 2. Not very much 3. A fair amount 4. Definitely 	EUKO, Q233, adapted
L20, Optional	<p>Do you think your child can cope with things online that bother or upset them? Choose one answer [SHOWCARD]:</p> <ol style="list-style-type: none"> 1. Not at all 2. Not very much 3. A fair amount 4. Definitely 5. I don't know 	EUKO, Q234 adapted
Parental perception of child's online risk		
L21, Optional	<p>As far as you are aware, in the past year, have any of these things happened to your child on the internet? Answer for each option [SHOWCARD]:</p> <ol style="list-style-type: none"> 1. No 	EUKO, Q235 adapted

L22, Optional	<ol style="list-style-type: none"> 2. Yes 3. Prefer not to say 4. I don't know <ol style="list-style-type: none"> a. Had contact on the internet with someone that your child had not met face-to-face before b. Been treated in a hurtful or nasty way on the internet by someone c. Met anyone face-to-face that your child first got to know on the internet d. Treated someone else in a hurtful or nasty way on the internet <p>As far as you are aware, in the past year, has your child seen a website or an online discussion where people talk about or show any of these things? (Do not include sites with positive health or educational advice; just tell us about sites that seem to encourage or help people do these types of damaging things.)</p> <p><i>Answer for each option [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. No 2. Yes 3. Prefer not to say 4. I don't know <ol style="list-style-type: none"> a. Ways of physically harming or hurting themselves b. Ways of committing suicide c. Ways to be very thin (such as anorexic or bulimic) d. Hate messages that attack certain groups or individuals (e.g., people of different colour or religion or nationality) e. Their experiences of taking drugs f. Gory or violent images 	EUKO, Q236 adapted
L23, Optional	<p>As far as you are aware, in the past year, have any of these things happened to your child on the internet?</p> <p><i>Answer for each option [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. No 2. Yes 3. Prefer not to say 4. I don't know <ol style="list-style-type: none"> a. Somebody used his or her personal information in a way he or she didn't like b. The devices (e.g., phone, tablet, computer) s/he uses got a virus or spyware c. S/he lost money by being cheated on the internet d. Somebody used your child's password to access his or her information or to pretend to be him or her e. Somebody created a page or image about him or her that was hostile or hurtful f. S/he spent too much money on online games or in-app purchases g. S/he was asked to make an in-app purchase when playing an online game (e.g., to do well in the game) 	EUKO, Q237 adapted

Adapt	<p>h. Someone found out where your child was because they tracked his/her phone or device</p> <p><i>Add or remove options as appropriate to the country or context.</i></p>	
L24, Optional	<p>As far as you are aware, in the past year, have any of these things happened to your child on the internet at least once?</p> <p><i>Answer for each option [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. No 2. Yes 3. Prefer not to say 4. I don't know <ol style="list-style-type: none"> a. S/he has seen images on the internet that are obviously sexual b. S/he has received a sexual message (this could be words, pictures or videos) c. S/he has sent or posted a sexual message (this could be words, pictures or videos about him/herself or someone else) d. S/he was sent a message that s/he did not want with advertisements for or links to X-rated websites <i>[use local term for 'X-rated']</i> e. S/he opened a message or a link in a message that showed pictures of naked people or of people having sex that s/he did not want f. S/he has seen or received a sexual message, image or video about someone else that s/he did not want g. S/he has been asked for sexual information about him/herself (like what his/her body looks like without clothes on or sexual things s/he has done) when s/he did not want to answer such questions h. S/he has been asked to talk about sexual acts with someone on the internet when s/he did not want to i. S/he has been asked by someone on the internet to do something sexual when s/he did not want to j. S/he has been asked on the internet for a photo or video showing her/his private parts <i>[translate as appropriate]</i> when s/he did not want to 	EUKO, integrated with YISS-3
Adapt	<i>Add or remove options as appropriate to the country or context.</i>	
Sources of information		
L25, Optional	<p>In general, where do you get information and advice on how to help and support your child on the internet and keep him/her safe?</p> <p><i>Choose as many answers as you wish [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. My child's school 2. Television, radio, newspapers or magazines 3. Internet service providers 4. Government or local authorities 5. Children's welfare organisations/charities 6. Websites with safety information 7. Manufacturers and retailers selling devices or products 8. Family or friends 9. From my child 10. Other sources 11. I don't get any information about this 	EUKO, Q238 adapted
Adapt	<i>Add or remove options as appropriate to the country or context.</i>	

L29, Optional	Have you been educated at home or somewhere else that isn't school? <i>Choose one answer [SHOWCARD]:</i> 1. No 2. Yes <i>Repeat L28 and L29 for any other parent/guardian.</i>	
Family culture		
L31, Optional	Do you attend a place of worship? <i>Choose one answer [SHOWCARD]:</i> 1. Christianity 2. Islam 3. Traditional 4. Other (Specify).....	FRA, 2010
L32, Optional	Do you have any source of income? <i>Choose one answer:</i> 1. No 2. Yes	HBSC* adapted
L33, Optional	If 'no', why do you not have a job? <i>Choose one answer [SHOWCARD]:</i> a. I am sick b. I am retired c. I am a student d. I am looking for a job e. I take care of others, or I am full-time in the home f. Others specify	
Child disability		
L34, Optional	Does your child have any of the following difficulties? Instruction: refer to child interviewed <i>Answer for each option [SHOWCARD]:</i> 1. No 2. Yes a. Physical disability b. Physical illness c. Mental health difficulty d. Behavioural difficulty e. Learning difficulty f. Other disability g. None of these	EUKO, Q213 original
Parental worries		
L35, Optional	Thinking about your child, which of these things, if any, do you worry about a lot? <i>Answer for each option [SHOWCARD]:</i> 1. No 2. Yes	EUKO, Q214 adapted

L26, Optional	<p>In general, where would you like to get information and advice on how to help and support your child on the internet and keep him or her safe in the future?</p> <p><i>Choose as many answers as you wish [SHOWCARD]:</i></p> <ol style="list-style-type: none"> 1. My child's school 2. Television, radio, newspapers or magazines 3. Internet service providers 4. Government, district assemblies 5. Children's welfare organisations/charities 6. Websites with safety information 7. Manufacturers and retailers selling the products 8. Family and friends 9. From my child 10. Information Services van 11. 12. Other sources 13. I don't want any information about this 	EUKO, Q239 adapted
Household income		
L27, Optional	<p>Taking into account all income sources, how much is your total household income per month</p> <ol style="list-style-type: none"> a. GHS 0 to 254 b. GHS 255 to 699 c. GHS 700 – 1,384 d. GHS 1,385 – 2,144 e. GHS 2,145 – 2,904 f. GHS 2,905 – 3,499 g. GHS 3,500 – 4,374 h. GHS 4,375 – 5,874 i. GHS 5,875 – 7,834 j. GHS 7,835 – 9,999 k. GHS 10,000 – 11,374 l. GHS 11,375 – 12,499 m. GHS 12,500 – 14,459 n. GHS 14,460 – 16,419 o. GHS 16,420 – 18,379 p. GHS 18,380 – 20,339 q. GHS 20,340 – 22,299 r. GHS 22,300 and above s. Prefer not to say 	
Education		
L28, Optional	<p>What is the highest level of school or college that you attended? <i>[translate as appropriate using local categories]</i></p> <p><i>Choose one answer:</i></p> <ol style="list-style-type: none"> 1. I have never been to school 2. Preschool 3. Primary 4. Junior High School 5. Senior High School 6. Tertiary 7. Other (please, specify) 	MICS/DHS

	<ul style="list-style-type: none"> a. Your child's health b. Having enough money to care for your child c. How your child is doing at school d. Other children treating your child in a hurtful or nasty way e. Your child drinking too much alcohol/taking drugs f. Your child seeing inappropriate material on the internet g. A stranger contacting your child on the internet h. Your child's sexual activities i. Your child becoming a victim of crime j. Your child getting into trouble with the police k. Your child receiving an injury on the roads l. Your child revealing personal information online 	
QAV	<p>We would like to be able to contact you in the future, just in case we might have some more questions for you. To do this we would need to get your name and the phone number of you or one of your parents. We will not share this information with anyone but (list persons). We will keep your details securely and no one will be able to access them except for.... Once we have used this information to get back in touch with you, we will destroy it (or keep safe or whatever is appropriate).</p> <p>If we contact you in the future, we will tell you what these extra questions are about and what you will need to do to participate and you can let us know then if this is okay, or if you no longer want to participate. Please know that this is entirely voluntary, if you don't wish to be contacted again that is fine, if you think that you might want to participate but when the time comes you don't want to or cant, that will be fine too.</p>	
	<p>We would like to be able to contact you in the future, just in case we might have some more questions for you. Would this be okay with you?</p> <ul style="list-style-type: none"> c. Yes d. No <p>IF YES: Record Name and Phone number:</p> <p>Name:</p> <p>Phone Number.....</p>	

Annex 3: Qualitative Tools

Discussion Guide: FGD (CHILDREN) 2hr 45-minutes

<p>Introduction</p> <p>Start by welcoming the child and thanking them for helping. Introduce yourself and the project.</p> <p><i>When conducting the individual interviews, it is important to be sensitive to the considerable diversity and inequalities in children's lives, including differences based on gender, sexuality, age, ethnicity/cast, socio-economic status, language, disability, confidence levels and context.</i></p>	<p><i>Suggested description of the project</i></p> <ul style="list-style-type: none"> • We are studying how children are using the internet around the world. This means we are talking to children, and sometimes the people who look after them, in lots of different countries. We want to find out how children get online (e.g., do they use a computer, mobile phone, tablet, etc.) and what kinds of things they do when they are online. We also want to understand what children think of as being potentially negative or problematic when using the internet, but also what they find useful. • It would be really helpful if you could tell me about your experiences of using the internet and help me understand what you like and don't like about it. I will ask you some questions to help you with this, but please remember that there are no right or wrong answers.
<p>Discuss ethics: consent, recording, confidentiality, explain that the child does not have to talk about any issues he or she finds difficult or upsetting. Invite the child to ask questions.</p>	<ul style="list-style-type: none"> • Do you still want to take part? • If you change your mind at any point, just tell me that you want to stop the interview; it is absolutely fine to do that. If there are any issues you don't want to discuss, just tell me and we can move on. • You don't have to explain why you want to stop or skip any question. • I would like to record this conversation so that it will help me write my notes later. I am not going to share this with any people and I will change your name in my notes to protect you. Is it okay to record the conversation? • Is there anything you want to ask me before we start?
<p>Warm up (getting the child talking). Start with the child's view of the internet and what they like about it.</p> <p>If prompts are needed use examples about the last time or occasion when something interesting happened.</p> <p><i>Pay attention to diversity and inequalities in children's lives by monitoring responses and non-verbal communication.</i></p>	<ul style="list-style-type: none"> • Let's begin with what you think of the internet and whether you like it – what would you say about the internet? Are there things you really like about it? • Tell me how it was the last time you used the internet – who were you with, what did you do, was it fun? • Has anything interesting happened while you were online recently?
<p>Theme 1: OPPORTUNITIES</p> <p>Ask for details about the online activities, probe around different activities and seek further details. You might want to focus in particular on different types of learning, socialising</p>	<ul style="list-style-type: none"> • Tell me more about the things that you usually do online (prompts: games, videos, music, chat, messaging, photos, creating a profile, searching for information, uploading/downloading things, reading, buying things, discussing social problems, getting involved in a campaign)? • What do you and your friends usually do online? • Do you share things with others online? What? With whom? • Prompts for details: What exactly do you do there? What

<p>and communication, sharing with others, community and civic participation, creativity, entertainment, information-seeking.</p> <p><i>Pay attention to diversity and inequalities in children's lives – opportunities will vary.</i></p>	<p>games do you play? What are they about?... What do you like about it?</p> <ul style="list-style-type: none"> • Can you think of anything else you do online? • When you go online, what are the things that you find most useful (why)? • Do you use the internet for learning new things? What? Recent example? Finding information? • Do you use the internet for school/homework? • Are there any things that you can get only from the internet? • Which of your [media/devices/sites/online activities] would you miss most if it disappeared tomorrow? Why is that? • Probe further to get a sense of what this particular child is like.
<p>Theme 2: ACCESS</p> <p>Discuss access to the internet (devices, comparison with peers, sharing with others), difficulties getting online, time spent online.</p> <p><i>Pay attention to diversity and inequalities in children's lives – what is available to children will be different.</i></p>	<ul style="list-style-type: none"> • So, how do you usually get online (e.g., do you use a computer mobile phone, tablet, etc.)? What's the best way to get online? What about other children you know, what do they use? • Where are you usually when you are online? • When online do you do this with others? • Do you share devices with others? • Do you sometimes have any difficulty getting online? Why? • How often do you go online? Where? For how long? When do you go online the most (time of day/week)?
<p>Theme 3: SKILLS AND PRACTICES</p> <p>Ask about what the child feels competent doing and also what he or she finds difficult. Distinguish between different types of digital skills (operational, information, social, creative, mobile). Probe further about skills to stay safe online.</p> <p>Aim for a balanced discussion of skills related to online opportunities and those related to preventing risks.</p> <p><i>Pay attention to diversity and inequalities in children's lives – children will have different abilities and interests.</i></p>	<ul style="list-style-type: none"> • What kind of online activities are usually the easiest for you (why)? • Prompts about specific skills: saving photos, downloading things, changing privacy settings (operational); finding information, visiting the same sites (informational); removing/adding people, sharing information/content (social); creating videos or site content, uploading things (creative); installing apps, making payments on mobile (mobile skills). • What about things that are more difficult (why)? • What do you do to solve such problems? Can you think of an example? • Anything you want to do better (why)? • Have you ever done anything to make you safer online (prompts: privacy settings, passwords, blocking people, blocking content like ads or junk mail, deactivate function showing location, changing content sharing options)?
<p>Theme 4: RISKS</p> <p>Ask about things that were not very pleasant, not quite right, things to be careful about. Probe for further details on particular risks that are of interest.</p> <p>Note key incidents of risk exposure to ask later about harm.</p> <p><i>Pay attention to diversity and inequalities in children's lives – both risks and harm will vary.</i></p>	<ul style="list-style-type: none"> • Are there things on the internet (on Facebook, while playing a game, etc.) that children might find worrying or upsetting? Can you think of any (other) examples? • Are you careful about anything (on the internet, while playing)? • Are there other things on the internet that are not all right? What do you think about the ways that children can be mean to each other on the internet? Or that adults can be mean to children? Do you see things like that happening when you go online? • What other things can happen on the internet that might bother or upset children of your age? Can you tell me about this? • What other things are you careful about?

	<ul style="list-style-type: none"> • What about people you or your friends don't know personally – is it okay to be in touch with people you haven't met on the internet, to exchange images or play games with them, for instance? • Can you think of anything else? <p><i>Probe further to get a sense of what the risks of this particular child are like.</i></p>
<p>Theme 5: WELL-BEING and RESILIENCE (coping and help-seeking)</p> <p>Asking directly about well-being and resilience is difficult, and this information might have to be deduced from the overall discussion and from asking about coping and help-seeking.</p> <p>Key issues to address in this theme are: coping with and response to risk exposure, seeking help and helping others, vulnerability and harm, health consequences, feelings when online/ not online, consequences from excessive use.</p> <p><i>Pay attention to diversity and inequalities in children's lives – try to capture the different approaches children might have and what is available to them.</i></p>	<p>For each key incident of risk exposure mentioned earlier, probe for a response – coping, harm, help- seeking:</p> <ul style="list-style-type: none"> • You mentioned that you (or your friend or someone you know) experienced things that are not okay on the internet. What happened next? How would you say you (or they) felt about it? What did you (or they) do about it? • Is there any help available when things like that happen? Where can children get help? Have you been asked for help by others? • What (other) help do you think should be provided for children? • How would you react if something similar happened again? • When would you say that situations like that turn out to be fine and when do things get worse? What makes the difference? Can you think of examples? • Can anything be done to prevent worrying or upsetting things online from happening to children in the future? • What do you think having internet access adds to your life? What's the best thing about it? And what's the worst? • Have you ever ignored other activities so that you can be online? (e.g., eating/sleeping, seeing family or friends, studying)? • How would you feel if you had much less access to the internet than you do now?
<p>Theme 6: MEDIATION (family, educators, peers, community)</p> <p>Ask about the extent to which others (family, educators, peers or community) are involved in the child's online activities, e.g., by being there, discussing, providing advice or support, setting limitations.</p> <p><i>Pay attention to diversity and inequalities in children's lives – aim to get a good understanding of what is available to children and how effective mediation is for their circumstances.</i></p>	<ul style="list-style-type: none"> • Do you talk to others about what you do on the internet (who)? Why them? Anyone else? What do you usually talk about? • Does anyone ever check what you do online? • Do you sometimes go online with other people sitting next to you or near you (who)? Why them? Anyone else? What do they usually do/say? • Are there any things you are not allowed to do online (what)? Why these things? Who is not allowing you? Do you sometimes do them anyway? • Have you ever asked anyone for help related to something online (who)? Why them? Anyone else? What kind of help did you need? • Are there other kinds of information or support that you would like, that you would trust? • Have you ever been asked by anyone for help related to something online (by whom)? Anyone else? What kind of help did they need? • Do adults around you (parents/carers, older siblings or teachers) know enough about the internet to help you? • Have you ever discussed with anyone how to be safe online (who)? Why them? Anyone else? What did you talk about? • Have you ever discussed with anyone things online that are not right? Or that are upsetting (who)? Why them? Anyone

	<p>else? What did you talk about?</p> <ul style="list-style-type: none"> Who else do you talk to (friends, family, school, service providers) about things online?
<p>Theme 7: DIGITAL ECOLOGY</p> <p>The 'internet' is not the same in every language or country or on every device. Here the researcher should be ingenious in finding ways to discover what 'the internet' is – what is available, what it offers – for this particular child. This information might have to be deduced from the previous discussion of internet activities, access and difficulties.</p>	<ul style="list-style-type: none"> If you could change something about the internet, what would you change? Or if you could talk to the person who designed your [mobile phone, tablet, social networking site, etc.] what would you tell them works well or works badly? Are there enough good things for you to do on the internet? (Tell me about them, what would you like more of?) Do you read the terms and conditions for the sites you visit? (If not, why not...) Some sites ask you for your real name and some don't – why do you think that is? Does it matter? How do you respond? Do you have a profile on any gaming or social media sites? (If 'yes', tell me more details – information about you, how many friends/contacts, how used.)
<p>Close the individual interview</p> <p>Final opportunity to add anything, contact details, further support.</p>	<ul style="list-style-type: none"> Sum up some points from the discussion, compliment and thank the child. Ask: is there anything you'd like to add? Anything important to you that we haven't talked about? Remind the child what the research is for, how their interview will be used. Provide materials – brief source of guidance and support (including contact details for the interviewer). If the interview included upsetting or problematic elements, consider more substantial follow-up support.

Discussion Guide: FGD (CHILDREN) 2hr 45-minutes

Recap of Background & Objectives

Logistics:

- Simultaneous translation for all discussions
- Videotaping and audio recording each interview.
- Flipcharts/Pens/Pencils/Sticky-notes etc.

Introduction

05 minutes

- *Thank you for joining us today for this discussion. We appreciate your time and look forward to having a nice time together. Moderator to introduce Ipsos & himself / herself*
- *I will be asking most of the questions, however, feel free to let me know if you do not understand any question I ask so I clarify for you.*
- *Outline purpose of the activity and discussion agenda roughly – removing respondents' anxiety*
- *Explain the facilities (i.e. tape-recording, video-recording, note-taking, more-way mirror).*
- *Remind respondents to switch off mobile phone*
- **Session caveats:** *imagine I'm from another planet and know nothing about this topic (spare no details/you are the expert and we're not); no answer/input/observation is ever wrong or unnecessary; try not to think too much (speak candidly)*

Bonding with respondents

10 minutes

- *As my new friends/ guests, can you please introduce yourself to me? Tell me about yourself by letting me know your:*
 - o Name, age, occupation, what you do for a living? Give us a gist of how your day at work looks like?
 - o Family orientation (Marital status)
 - o Family structure - how many you are in the household? Etc.
- *What do you do in your free time? What are your hobbies, leisure activities? Where do you spend free time? Why?*
- *That's okay, now can we talk about all the things that are most important to you at this current stage of your life? Why?*
- *Generally, in life what are your fears and your worries? Why?*
- *What are the things to overcome these fears/ worries?*

General Internet Lifestyle : SKILLS & PRACTICES

15 minutes

- *Alright, now, let's talk about your internet lifestyle*
 - o *Let's begin with what you think of the internet and whether you like it – what would you say about the internet? Are there things you like about it?*
 - o *Tell me how it was the last time you used the internet – who were you with, what did you do, was it fun?*

- o Has anything interesting happened while you were online recently?
- o Personally, when you go on to the internet what are all the things you do on the internet?
- o What kind of online activities are usually the easiest for you (why)?
- o Prompts about specific skills: saving photos, downloading things, changing privacy settings (operational); finding information, visiting the same sites (informational); removing/adding people, sharing information/content (social); creating videos or site content, uploading things (creative); installing apps, making payments on mobile (mobile skills).
- o What about things that are more difficult (why)?
- o What do you do to solve such problems? Can you think of an example?
- o Anything you want to do better (why)?
- o Have you ever done anything to make you safer online (prompts: privacy settings, passwords, blocking people, blocking content like ads or junk mail, deactivate function showing location, changing content sharing options)?

General Internet Lifestyle of Children

20 minutes

Now, we would like to talk about your children's online practices

- o How often would you say your children use the internet?
- o Tell me more about the things that your children usually do online (prompts: games, videos, music, chat, messaging, photos, creating a profile, searching for information, uploading/downloading things, reading, buying things, discussing social problems, getting involved in a campaign).
- o Prompts for details: What exactly do they do there? What games do they play? What are they about? What do you like about it?
- o Can you think of anything else they do online?
- o When they go online, what are the things that they do that you find most useful (why)?
- o Do they use the internet for learning new things? What? Recent example? Finding information?
- o Do they use the internet for school/homework?
- o Are there any things that you think they can get only from the internet?
- o How about things you dislike? Why
- o With all the things that your children do online do they need permission your permission? If yes, which ones and why?

RISKS & OPPORTUNITIES

25 minutes

- o Are there things on the internet (on Facebook, while playing a game, etc.) that children might find worrying or upsetting? Can you think of any (other) examples?
- o As far as you are aware, in the past year, has anything happened online that bothered or upset your child in some way (e.g., made them feel uncomfortable, scared or feel that they shouldn't have seen it)?

- o Are you careful about anything (on the internet, while playing)? (with regards to children online activities?)
- o Are there other things on the internet that are not all right? What do you think about the ways that children can be mean to each other on the internet? Or that adults can be mean to children? Do you see things like that happening when you go online?
- o What other things can happen on the internet that might bother or upset your children? Can you tell me about this?
- o What other things are you careful about?
- o What about people you or your friends don't know personally – is it okay for your children to be in touch with people they haven't met on the internet, to exchange images or play games with them, for instance?
- o Can you think of anything else?

MEDIATION**05 minutes**

For each key incident of risk exposure mentioned earlier, probe for a response – coping, harm, help-seeking:

- o You mentioned that your children experienced things that are not okay on the internet. What happened next? How would you say they felt about it? What did they do about it?
- o Is there any help available when things like that happen? Where can children get help? Have you been asked for help by others or your children?
- o What (other) help do you think should be provided for children?
- o How would you react if something similar happened again?
- o When would you say that situations like that turn out to be fine and when do things get worse? What makes the difference? Can you think of examples?
- o Can anything be done to prevent worrying or upsetting things online from happening to children in the future?
- o What do you think having internet access adds to your Children's life? What's the best thing about it? And what's the worst?
- o Have you ever ignored other activities so that you can be online? (e.g., eating/sleeping, seeing family or friends, studying)?
- o How would you feel if you had much less access to the internet than you do now?

SOURCES OF INFO**05 minutes**

- o In general, where do you get information and advice on how to help and support your child on the internet and keep him/her safe?

WRAP UP**05 minutes**

Check with team if anyone has any further questions, if not thank respondent and end the discussion!

Discussion Guide: Stakeholders 30 minutes

Recap of Background & Objectives

Logistics:

- Audio recording each interview.

Introduction

05 minutes

- *Thank you for joining us today for this discussion. We appreciate your time and look forward to having a nice time together. Moderator to introduce Ipsos & himself / herself*
- *I will be asking most of the questions, however, feel free to let me know if you do not understand any question I ask so I clarify for you.*
- *Outline purpose of the activity and discussion agenda roughly – removing respondents' anxiety*
- *Explain the facilities (i.e. Audio recording).*

Bonding with respondent

5 minutes

- *Could you please introduce yourself to me, by introducing yourself kindly ensure you have the following in mind:*
- Name
- Organization
- Portfolio and what your role is all about / your daily activities with regards to your role
- How long you've been working there

Core Questions

25 minutes

- Let's begin with what you think of the internet and whether you like it – what would you say about the internet? Are there things you like about it?
- Now let's talk about what children usually do when they go online, what do you think they usually do online?
- What benefits do children gain from using the internet?
- From your perspective, how can we ensure that children derive the maximum benefit from the use of the internet?
- What risks do you perceive children who use the internet will be exposed to? How can the risks you have mentioned be minimized or prevented?
- *As far as you are aware, have you handled any case where a child was abused online? If yes, kindly tell me about it.*
- What avenues exist for children to report online related abuses/ exploitation for support?
- What kind of support structures/supervision/control measures exists to protect children online?
- What measures has the state put in place to address the risks children are exposed to when using the internet? What else do you think the state can do to strengthen this?
- What kind of policy should the government put in place?
- If you could change something about the internet to make it safer for children what would you change?
- What recommendations do you have to make the internet safer for children?
- What are the key institutions/organizations and what role do you think they can play in making the internet safer?

WRAP UP

05 minutes

Check with team if anyone has any further questions, if not thank respondent and end the discussion!

Annex 4: Consent Forms

Consent Form for Children

The research is about...

- We are studying how children are using the internet around the world.
- We want to find out how children get online and what kinds of things they do when they are online.
- We also want to understand what children like and don't like about the internet.

Who are we?

- Global Kids Online is a network of researchers in many countries around the world.
- In Ghana the research is carried out by Ipsos Ghana. The person responsible is [Palmas Tsyokplo].

Address

Ipsos Ghana

Hse No. 4, Farrar Avenue Asylum Down, Accra

Phone +233 30 2232970/ 2252116

Mobile: +233 544 710 164

Email: Palmas.Tsyokplo@ipsos.com

How will we do the research?

By talking to you and your parents and asking a number of questions we have prepared for you.

What will the questions be like?

We will ask you questions about the internet and how you use it, what you like and don't like about it, and who helps you if you need any support.

Can I change my mind about taking part or answering?

Yes, of course. You can change your mind or leave the room anytime you want to. You can also skip any questions you don't want to answer.

Will my name be used?

No, we'll give you a different name and we'll change the name of your school, so that no one reading about the project knows who you really are.

Is it confidential?

- Yes. We won't tell anybody what you said.

What will happen afterwards?

- We will listen and record our discussions and those from other children, and then we'll write about the experiences of young people with the internet (e.g., in a book or a report).
- It takes a long time to write a report, but once it is ready, you will be able to find it here: www.globalkidsonline.net.
- The results of this project will be discussed with people who can make the internet more enjoyable and safer for children and young people. Your opinion will help them to do that.

Can I get more information?

Yes, of course. Contact [Ipsos Ghana] on number [+233 30 2232970/ 2252116] or email: [Palmas.Tsyokplo@ipsos.com].

Yes, I want to take part.

Remember: There are no right or wrong answers. We are simply interested in hearing about your experiences.

Please fill out this form, sign it and give to the researcher(s).

I agree to take part in an interview for the research project Global Kids Online.

My name: _____

Today's date: _____

Please sign here: _____

Assent Form for Parents

"I have read or have had someone read all the information about this study and received answers regarding participation in this study, and am willing to give my consent to my ward's participation in this study. I will not have waived any of my rights by signing this consent form. Upon signing this consent form, I will receive a copy for my personal records."

Name of Adult

Signature or mark of Adult Date

If Adults cannot read the form themselves, a witness must sign here:

I was present while the benefits, risks and procedures were read to the volunteer. All questions were answered and the volunteer has agreed to take part in the research.

Name of witness

Signature of witness Date

I certify that the nature and purpose, the potential benefits, and possible risks associated with participating in this research have been explained to the above individual.

Name of Person Who Obtained Consent

Signature of Person Who Obtained Consent Date

PARENT CONSENT FORM**Researchers' names:** [.....]**Research institution:** [Ipsos Ghana]**To be completed by the PARENT/GUARDIAN****Please circle the relevant answer**

- Have you been fully informed about the study? **YES / NO**
- Do you know that your child and you can withdraw from this study at any time, with no need to give a reason and without any negative consequences? **YES / NO**
- Do you know that your child's answers and your answers are confidential?
- Do you agree that your child and you can take part in this study, whose results could be published (e.g., in a report or book)? Neither you nor your child will be identified in any way in these publications. **YES / NO**

If **YES to all**, please fill in the details below.

Child's name: _____

Child's date of birth: _____

School: _____

Class: _____

Signed by parent/guardian: _____

Date: _____

Name in block letters: _____

Address: _____

Email: _____

Phone number: _____

Place the completed consent form in the envelope and seal it. Do not write any identifiable information on the envelope. Return the form to the researchers directly or via your child.

**For any questions about the study, please contact [Ipsos Ghana] at
[+233 30 2232970/ 2252116]**

