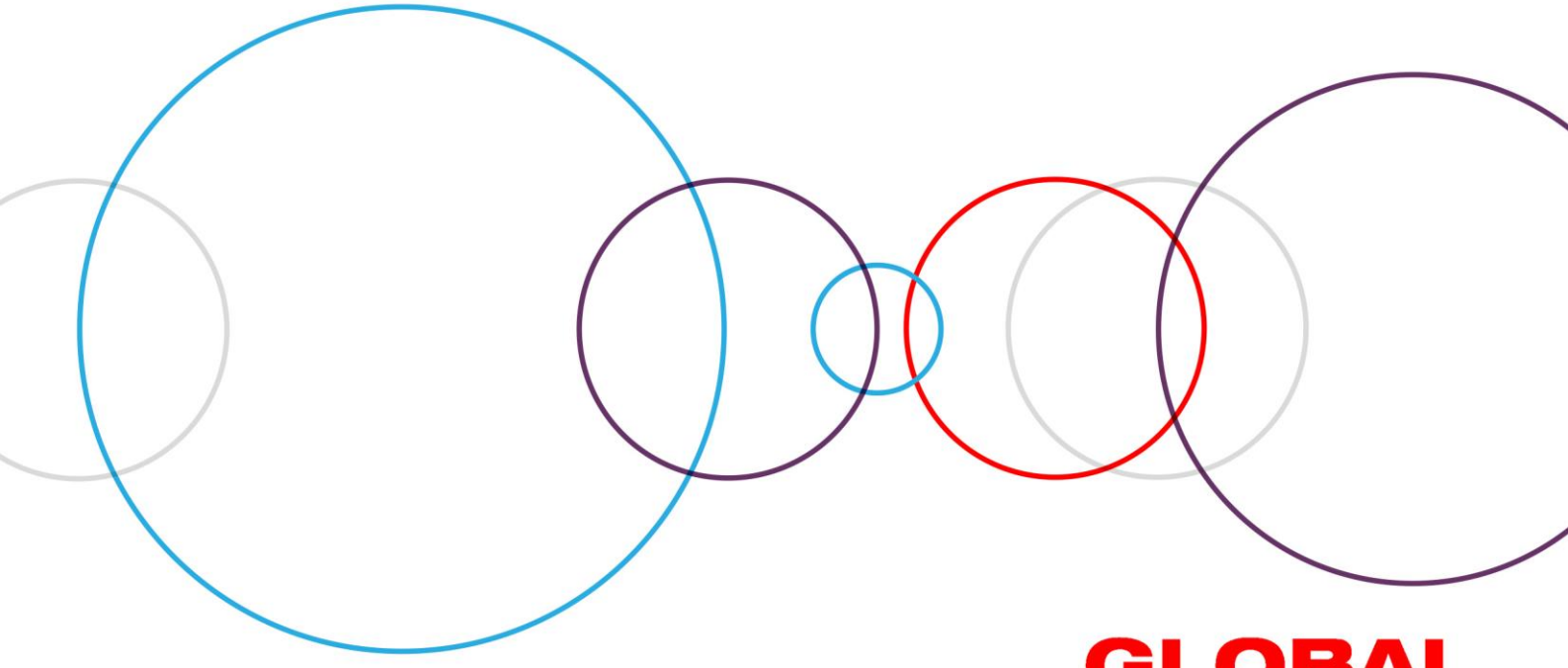
GLOBAL KIDS ONLINE RESEARCH TOOLKIT

Survey guide



GLOBAL KIDS ONLINE

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Welcome to the Global Kids Online survey guide. This guide outlines the parameters of quantitative research with children and offers practical guidance on conducting the research.

Before using this you should consult Getting started with the Global Kids Online research toolkit (www.globalkidsonline.net/tools), which introduces you to the purpose and approach of Global Kids Online, and explains the range of qualitative and quantitative research resources freely available to you at www.globalkidsonline.net

These tools have been developed to enable academics, government, civil society and other actors to carry out reliable and standardized national research with children and their parents on the opportunities, risks and protective factors of children's internet use.

Why conduct the Global Kids Online survey?

It is important to generate and sustain a rigorous cross-national evidence base in order to better understand children's use of the internet and its associated opportunities and risks. Research allows children's voices and experiences of the internet to be heard. The resulting knowledge about how children's rights are being enhanced or undermined in the digital age can help to inform policy-makers nationally and internationally.

So far, most research has been conducted in the global North rather than the global South, and studies generally use different samples, methods and measures. As a result it is difficult to compare findings across countries or contexts, or to extend lessons learned in one context to another.

To produce meaningful comparisons internationally, the Global Kids Online survey is standardised to allow for cross-national comparison of data, yet flexible to account for local and contextual variations.

What's included in the quantitative toolkit?

The *Quantitative research toolkit* comprises the research instruments that will help you design, carry out and analyse the Global Kids Online survey on children's online risks and opportunities. These are designed to cover the key topics identified by Global Kids Online, while remaining flexible enough to explore topics relevant to the lives of children in your particular country. In addition to this guide, the toolkit includes:

- Core (compulsory) survey modules, to optimise cross-national and longitudinal comparisons.
- Optional survey modules, to extend depth for particular topics.
- Optional modules for parents of the children surveyed and for teachers.
- A Global Kids Online analysis plan: identifies how the existing evidence supports the GKO model and where the key opportunities are for

further research and analysis; discusses existing methodological challenges; and pinpoints the main measures available.
- A short version of the questionnaire ('key measures') that can be incorporated into other surveys.
- A data dictionary embedded in the survey.

All elements of the *Quantitative research toolkit* can be accessed at www.globalkidsonline.net/survey

Survey modules

The Global Kids Online survey covers an array of psychological, social and cultural factors that potentially influence children's well-being positively or negatively, while simultaneously exploring children's internet use in depth. The topics covered have been identified based on a combination of international literature reviews, the work of the EU Kids Online network, and the Global Kids Online pilot research in Argentina, South Africa, Serbia, and the Philippines. Between 2016 and 2019 the Global Kids Online survey has been conducted in 14 countries across Europe, Africa, Southeast Asia and Latin America (Albania, Argentina, Brazil, Bulgaria, Canada, Chile, China, Costa Rica, Ghana, India, the Philippines, Serbia, South Africa, Uruguay). The results from 11 of these countries were published in a comparative report on *Growing up in a connected world* (Global Kids Online, 2019; www.globalkidsonline.net/synthesis-report-2019/).

In April 2020 the questionnaire was updated (GKO v2) - changes were made to improve existing questions, remove some questions that were not being used, and add in new questions based on relevant new research and technological developments. The questionnaire used until the end of 2019 is referred to here as Global Kids Online Version 1 (GKO V1). For more details on the changes see the next section on *Updates of the Global Kids Online survey*.

See more information about the work of EU Kids Online at www.eukidsonline.net. The model is summarised in Livingstone, Mascheroni & Staksrud (2015, http://eprints.lse.ac.uk/64470/) and European findings are presented in Smahel et al. (2010, http://eprints.lse.ac.uk/103294/).

The survey is intended for children aged 9–17 who have used the internet at least once during the last three months.[1] In some contexts this will exclude a large number of children. The researchers might decide to do supplementary research to compare internet users with non-users, or younger users with older users (for an example of including non-users, see the pilot research in South Africa at www.globalkidsonline.net/south-africa). Where possible, parents of the children interviewed should also be interviewed.

The survey comprises the following modules, following the Global Kids Online research framework (see Figure 1):

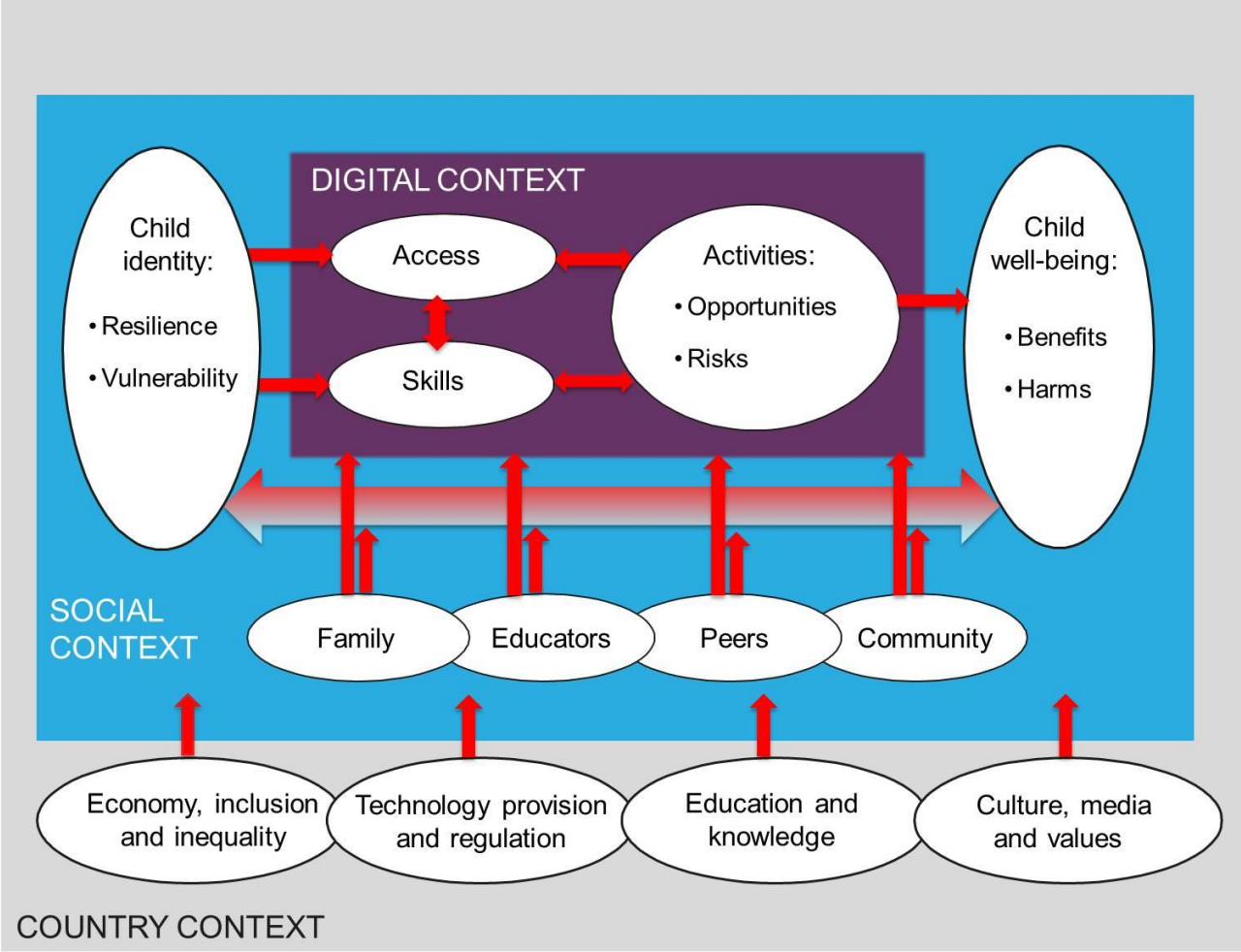
- A. Child identity
- B. Access
- C. Well-being (benefits)
- D. Activities (opportunities)
- E. Communication
- F. Skills
- G. Well-being (harms)
- H. Activities (risks)
- I. Communication (sexual)
- J. Sexual exploitation and abuse
- K. Hurtful and bullying behaviour
- L. Social support

[1] We follow the UN CRC in defining 'a "child" as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger' (UN, 1989, www.ohchr.org/en/professionalinterest/pages/crc.aspx). Global Kids Online focuses on children aged 9–17, while also encouraging research on younger children and on young people aged 18+. The Global Kids Online *Research toolkit* is also designed for children who use the internet at least minimally. To be defined as internet users children should have 'used the Internet from any location in the last three months' (ITU, 2014: 55, www.itu.int/dms_pub/itu-d/opb/ind/D-IND-ITCMEAS-2014-PDF-E.pdf). We hope to develop questions for non-users in the future.

- M. Education
- N. Internet mediation
- O. Well-being
- P. Privacy
- Q. Parent module
- R. Teacher module

For the Global Kids Online model and framework see *Method guide 1: Research framework* at www.globalkidsonline.net/framework

Figure 1: Global Kids Online model of influences on child well-being in a digital world



Source: Revised from Livingstone, Mascheroni and Staksrud (2015)

Module A: Child identity

The first module of the survey includes questions on children's demographic (age, gender, etc.) and socio-economic background, some psychological characteristics, health and able-bodiedness, and further measures of children's capacities, experiences or vulnerabilities. Some of these issues are also addressed in the parental module. The data from this module can be used to explore or explain children's ability to take advantage of existing online opportunities or their vulnerability to harm – for example, it is possible to explore how socio-economic conditions might influence children's digital skills and online opportunities, or if parents' digital skills influence children's experience of online risk.

Module B: Access

This module seeks to explore and measure the growing complexities of online presence and participation by accounting for the diverse locations

where children may go online, the multiplicity of devices they use, and the varying levels of access afforded in their country/area. It covers topics such as age of first internet use, intensity of internet use, places of use, devices used, and barriers to access.

Module C: Well-being (benefits)

Online opportunities may (or may not) result in tangible benefits to children. To help identify the potentially positive outcomes for children, this module seeks to explore the extent to which children experience the internet as a positive environment – whether they are having a good time online, whether the internet offers good things for children to do, children's perception of the most important advantages it offers.

Module D: Activities (opportunities)

This module explores the full range of children's online practices related to learning, community and civic participation, creativity, social relationships and online communication, entertainment, personal and commercial use, e-health. It was expanded during the Global Kids Online pilot research and again in the current version (GKO V2) as recognition of the need to capture better children's agency and participation.

Module E: Communication

This module explores how the specific assemblage of digital devices, platforms and services used by children shape the ways they engage with the internet (and, through the internet, with the wider world). It includes issues related to children's use of websites or apps, their approach to online communication, behaviour and safety on social networking sites.

Module F: Skills

This module is focused on unpacking an array of digital skills, literacies and competences that capture the complexity of today's internet use. It covers operational skills, informational/browsing skills, social skills, creative skills and skills related to mobile devices. The proposed measures allow for a multidimensional analysis of children's digital skills and literacies, which opens up possibilities for exploring their mediating role in relation to resilience and well-being.

Module G: Well-being (harms)

One of the most intensely debated areas of children's online experiences is related to the exposure to harm. This module allows researchers to measure whether children experience harm from online risk, or whether the activities do not lead to any problematic outcomes but instead might benefit the child. To help identify the potentially harmful outcomes for children, this module seeks to explore the extent to which children experience the internet as a bothersome environment, their experiences of upsetting online content or hurtful situations, and children's response to such harmful experiences. The module also offers questions on excessive internet use.

Module H: Activities (risks)

This module covers different types of online experiences that may put children at risk, such as meeting new people online, being treated or treating others in a hurtful way, exposure to sexual content (voluntary and involuntary), excessive internet use, and risky online opportunities, as well as the possible connections to risks experienced offline (whether face-to-face or via traditional media). It can, therefore, be helpful to conceive of online 'risky opportunities' in addition to the otherwise stark opposition between risks and opportunities. The survey also distinguishes between the different roles children can play in relation to risky online content – as receivers, participants and actors.

Module I: Communication (sexual)

This module covers different types of sexual communication including witnessing, receiving and sending sexual messages, motivation for sending sexual images, and feelings and coping behaviour about those experiences. The module allows the outlining of some distinctions between unwanted and welcome exposure to sexual content or interactions, when compared to questions in Module J, where unwanted exposure is recorded.

Module J: Sexual exploitation and abuse

The internet provides new challenges when combating child sexual violence. Based on good practice of research on child sexual violence online, the survey includes a series of questions exploring

unwanted exposure and harm, as well as the need to assess, rather than assume, harm from such exposure. The difference between risk and harm may lie in the nature of the online content, but it may also depend on the child's own maturity and needs.

Module K: Hurtful and bullying behaviour

Children's experiences of cyberbullying are one of the most well-researched online risk areas. Therefore, the Global Kids Online approach offers a wider scope by exploring children's experiences of witnessing, being treated or treating others in a hurtful way as well as the possible connections to risks experienced offline (whether face-to-face or via traditional media). The survey also distinguishes between the different roles children can play in relation to risky online content – as receivers, participants and actors – and explores children's feelings and coping behaviour about those experiences.

Module L: Social support

This module shifts the focus beyond the individual child, encompassing the social dimensions of children's lives, focusing on important actors from children's family, peer, and community environment that also can contribute to children's well-being. This module explores children's help-seeking practices and sources of support, both generally and in relation to online experiences. It includes questions on the child's relationship with their parents, whether the child feels supported and safe at home, at school or in their community. The module includes questions on children's overall feelings about school life – belonging, being supported, school performance, the pressure of doing school work.

Community, including the often-extended social networks with which the child interacts beyond family and school (whether in their locale or through religious or ethnic or other forms of belonging), thus constitutes a further source of socialisation of the child to cultural values and practices.

Module M: Education

In this module, the focus is on how children use digital technology for learning at school and home.

Module N: Internet mediation

This module allows for extending the analysis of how parents, educators and peers mediate children's internet use. It contains a range of questions on the ways parents/carers and any other relatives mediate children's internet use (family mediation is measured both from the child and parent/carer's perspective) and the possible positive outcomes of such mediation. The questions allow distinguishing between different types of mediation including supervision, monitoring, discussions of risks and opportunities ('active mediation'), and limiting use or activities ('restrictive mediation'). The extent to which educators mediate children's internet use is measured in a similar way.

Peers, including but going beyond friends, can mediate children's online experiences through involvement in (sub)cultures, influence perceptions of risks and opportunities, and introduce ways of coping with online risks and developing resilience. Hence, this module offers questions on the ways peers mediate online experiences and also how they might generally support and help the particular child.

Module O: Well-being

With an overall purpose to understand what makes a difference to children's well-being, the survey focuses on its economic (e.g., socio-economic status, availability of basic necessities, noting that these vary across countries), emotional (happiness, self-efficacy) and social elements (support from family, peers, educators and the community). Looking at well-being can also allow for a better understanding of the relationship between exposure to risks and harm and possible mediating factors.

To this, the module on well-being adds questions on life satisfaction, depression, self-harm and suicidal ideation, and negative offline experiences. The questions on well-being are located in this module, as well as throughout the survey under the appropriate sections (e.g., the section on social support from family, friends, at school), where they are positioned more as 'predictors' of internet experiences' than 'outcomes'.

Module P: Privacy

This module allows the assessment on both perception of privacy risks and actual privacy-protection behaviours. In includes perceived vulnerability to a range of privacy risks (people or organisations online not being who they claim, strangers finding personal or private information, school or medical records and payment details being accessed by unauthorised people, etc.), the perceived harm from these risks, the use of privacy-protection strategies (blocking messages, people, or junk email, changing privacy settings, deleting history, using incognito browsing, etc.) and being generally careful about privacy online (what to share online, which sites and apps to trust, covering the webcam, etc.).

Module Q: Parent module

This module covers topics that correspond to the children's questionnaire to allow comparison between the experiences of the child and their parent/carer. These include access (frequency of use, places and devices, barriers to use), skills (the full range of digital skills), parental mediation, parental perception of the child's online risk and harm, sources of information about the internet, and a range of questions about the child and family's background including household income, parental education and employment status, religiousness, and child disability. Parent data is powerful because it can be used to understand how parents' experiences, attitudes and knowledge of the internet impact on the child's skills and their experiences of risk and harm.

Module R: Teacher module

Similarly, this module covers a number of topics that correspond to the children's and parents' questionnaire, to allow comparisons. The questions cover teachers' internet use, use of technology for teaching, digital skills, mediation and monitoring of students, sources of information for how to help children and keep them safe online.

The survey and all other elements of the quantitative toolkit can be accessed at www.globalkidsonline.net/survey

Updating the Global Kids Online survey

With the task of revising and updating the Global Kids Online survey questionnaire, partly in response to emerging developments in the digital world and making sure it captures the areas that are most relevant to children's internet use at present, we carried out a consultation with a selected group of experts. They provided advice on the areas where the Global Kids Online model and survey needed development, as well as suggestions for relevant studies and survey questions that needed consideration. In parallel, we conducted a rapid evidence review of the existing most recent studies.

The evidence review sought to assess advances in understanding and measurement of children's online experiences for areas relevant to Global Kids Online, identifying recent developments in the field, as well as pressing research gaps and limitations (Stoilova et al, 2019). The review is accompanied by a supplement with measures. We also created an agenda for research and analysis and to accompany the evidence review (see Recommendations for data analysis below)

The findings from the evidence review are available at: www.globalkidsonline.net/evidence-review

Drawing on the outcomes of all the activities described above, we reorganised and updated the survey modules. The changes (see also Table 1) consist mainly of:

- **Additions**: creating new questions or answer options and introducing questions from other related surveys which have been developed since the previous version of the GKO survey was created. This allowed the introduction of new topics or more in-depth assessment of already existing topics. Some additions reflect technological changes (e.g. adding a few options on smart devices under access). We also created a module for teachers.
- **Consistency of response options**: updating and improving existing questions for

consistency of response options across the survey.

- **Removal of unused questions**: a small number of questions that had not been used were removed.
- **Better visualisation**: a more intuitive format of the survey with better clarity around: overall structure and grouping of the questions under modules, differentiation between core and optional questions, more visible instructions to the interviewer, and an easier to navigate file format (Excel).

Table 1: Revisions to the Global Kids Online survey, by module

Module GKO V2	Module changes compared to the previous version of the survey (GKO V1) C indicates core, O indicates optional
A. Child identity	- **Changed:** Measurement of socio-economic status, culture or ethnic group; Education, family, school, and disability from C to O. - **Added**: Urban/rural location (C), migration (O), religion (O), physical activity (O). - **Removed**: Strengths and difficulties (O), education outside of school (O).
B. Access	- **Changed**: Options for barriers to internet access (C). - **Added**: Apps and smart devices used (O). - **Removed**: Does somebody help you connect to the internet (O).
C. Well-being (benefits)	- **Changed**: None.[2] - **Added**: Most important benefits to internet use (O). - **Removed**: None.
D. Activities (opportunities)	- **Changed**: Additional options for entertainment and personal activities (O). - **Added**: E-health (O). - **Removed**: None.
E. Communication	- **Changed**: Who you communicate with, social media accounts and privacy settings from O to C. - **Added**: None. - **Removed**: None.
F. Skills	- **Changed**: Response options for social/privacy skills (O); digital confidence from O to C. - **Added**: None. - **Removed**: What you know how to do on a smartphone or tablet (O).
G. Well-being (harms)	- **Changed**: Excessive internet use and coping behaviour from upsetting events from O to C. - **Added**: None. - **Removed**: None.

[2] Does not include minor changes to question wording, response options or response scales.

H. Activities (risks)	- **Changed**: Negative user-generated content from O to C. - **Added**: Questions on feelings, who you told and coping behaviour in response to: in-person meetings, seeing sexual images, and negative user-generated content (mostly O). - **Removed**: Contact with someone haven't met in person (now in Module E).
I. Communication (sexual)	- **Changed**: Feelings in response to receiving sexual images from O to C; new response options on sharing sexual images (O). - **Added**: Witnessing others receiving sexual messages (C and O); Feeling and who you told about receiving sexual images (O); Sharing sexual images (O). - **Removed**: None.
J. Sexual exploitation and abuse	- **Changed**: None. - **Added**: Witnessing others' online sexual experiences (O), types of unwanted sexual experiences (O), unwanted sexual comments online (O), location when unwanted sexual exposure or request happened (O), coping behaviour (O); witnessing, experiencing or perpetrating sexual solicitation or extortion (O). - **Removed**: None.
K. Hurtful and bullying behaviour	- **Changed**: None. - **Added**: Witnessing others treated in a hurtful or nasty way (C), feelings about being treated that way (O), type of treatment (O), coping behaviour (O), who you told (O), perceived reasons for treatment (O), type of nasty behaviour towards others (O). - **Removed**: None.
L. Social support	- **Changed**: Support at school, and who you talk to when you are upset from O to C. - **Added**: Leadership position at school (O). - **Removed**: None.
M. Education	- **Changed**: None. - **Added**: None. - **Removed**: None.
N. Internet mediation	- **Changed**: Rules about internet use from O to C. - **Added**: Privacy risks linked to others' actions (e.g. parents/friends publishing information without asking,(C). - **Removed**: Benefit of parental mediation (O), do parents limit what you can do on the internet (O), do parents do anything different after you were bothered by something on the internet (O).
O. Well-being	- **Changed**: Reduced number of options in social problems scale and emotional problems scale (O). - **Added:** Depression (C), self-harm (C and O), negative in-person events (C). - **Removed**: None.
P. Privacy	- **Changed**: N/A - **Added**: The whole module. - **Removed**: N/A

Q. Parent module	- **Changed**: Same as corresponding questions in child modules. - **Added**: Relationship to child (O), perception of risk (O), own wellbeing (O). - **Removed**: educated somewhere other than school (O).
R. Teacher module	- **Changed**: N/A - **Added**: The whole module. - **Removed**: N/A

Future development of the survey

Global Kids Online aims to generate a rigorous cross-national evidence base on how children's rights are being enhanced or undermined in the digital age that looks beyond the context of the Global North. We welcome further suggestions on how the survey can be adapted and extended, for example, in relation to:

- Improved breadth of measures (e.g., in relation to online activities, digital skills, etc.).
- Revision of measures based on statistical tests for scale construction and reliability.
- New digital devices for going online (mobile, personalised, diverse).
- Greater diversity of children's life circumstances, internet access and experiences.
- Additional modules tailored to new or specialist themes or specific country settings.

Administering the survey

- Access to children: where possible the survey should be conducted in the home (unless there are good reasons for a school-based survey). This should permit a quiet context for children to give their answers, with the interviewer able to answer any questions children may have. It also provides the best chance of interviewing the parent of the child to match their answers in later analysis.
- Access to parents: when the research involves the parent/carer of the child, this should be the parent/carer who is most involved in the child's internet use, if more than one parent is available. It should be explained to the parent that questions about 'your child' refer to the target child selected for interview (see also the section on asking sensitive questions below, on dealing with privacy).
- The survey can be delivered in a paper-based or electronic (computer or tablet-administrated) format. Some questions are routed (routing instructions are in red in the survey questionnaire) and the necessary adjustments should be made to follow the routing in both the paper-based and electronic formats.
- It is assumed that 'Don't know' and 'Prefer not to say' options will be available for all questions and should be included either as an instruction to the interviewer (to inform the child that they could always pick these answers and to record when the child does so) or to be included as an answer option under each question.
- It is recommended that researchers use showcards with the response options for each question for paper-based questionnaires. This will allow children to see all the answers when choosing their response, and could reduce bias.
- Interviewers administer the survey to children and so it is vital to provide them with sufficient training before beginning fieldwork, to ensure that they have a good understanding of the survey topics and the procedures for administering the survey. It can be particularly useful to go through the full survey with all interviewers in a group setting prior to fieldwork and to conduct mock interviews, in order to establish the meaning of certain complicated concepts and to provide a common understanding. Interviewers should be encouraged to ask questions and highlight potential problems with the survey based on their knowledge of the local contexts. Since the interviewers are executing the implementation, the quality of data partly depends on their ability

to understand and explain the survey to children. Interviewer training can help to ensure that each survey is delivered to each child in a similar manner, which will improve the quality of data and reduce bias.

See also *Method guide 3: Survey sampling and administration* at www.globalkidsonline.net/sampling

How can you ensure comparability of your data?

Choosing the modules and questions for your survey

For the Global Kids Online project, a main challenge is generating cross-nationally comparative and reliable data while also providing the flexibility to contextualise the research and make sure the questions asked are relevant to children's local experiences. To address this challenge, the Global Kids Online survey is designed as a modular survey with core, optional, and adaptable questions:

- **Core** questions are comparatively few and must be included in the survey in any country.[3] They cover most elements of the Global Kids Online research framework and provide balanced research on opportunities and risks. While they may be changed as the research progresses and children's digital environments change, they are expected to remain fairly stable to retain comparability over time as the project moves forward and the Global Kids Online research network grows.

- **Optional** questions are more encompassing and numerous, covering the elements of the framework in more depth, or adding new topics or response options, and are available for use as appropriate to the research context or as determined by national researchers' interests.[4] As an example of an optional module, see that on sexual exploitation and abuse (Module J).

See also *Method Guide 7: Researching online child sexual abuse* at www.globalkidsonline.net/sexual-exploitation

- **Adaptable:** individual countries are encouraged to add questions or response options of particular relevance to them. This is important as it provides a mechanism for flexibility depending on specific national, cultural or digital contexts. It also provides a mechanism of adapting the survey in the future and ensuring its relevance. Once piloted and evaluated, these questions could become optional questions in a future revision of the survey.

Almost all survey modules discussed above contain core and optional questions and suggestions on how to adapt the survey to the local context. Only the modules on sexual exploitation and abuse, education, privacy, the parent, and the teacher modules are fully optional and do not contain core elements. This is due to the possible financial and ethical obstacles that future research teams might face when implementing these modules. Where possible, however, the inclusion of these optional modules is highly recommended. Note that if the parent module of the survey is not conducted, Module A: Child identity and resources, should incorporate the optional questions about parental education and employment, child disability and ethnicity.

[3] Researchers who are unable or unwilling to use all core questions have the option to become affiliate members and use only parts of the toolkit they find useful. For more details on the different types and membership and the associated requirements, see www.globalkidsonline.net/join

[4] The intention is to include a selection of variables and permit the research teams to include those important in their context. This is to entrust partners to develop a contextually relevant survey, as this cannot be undertaken centrally.

See also *Method guide 9: Comparative analysis* at: www.globalkidsonline.net/comparative

When adapting the survey, consider creating a document that outlines your adaptation of the quantitative tool to the country context and the research aims and sharing it with the Global Kids Online team at www.globalkidsonline.net/contact

Order of modules and questions

The order in which the survey modules or questions are covered is not fixed. The sequence suggested in the survey takes into account the sensitivity of certain topics and the need to build rapport with the participants. Certain modules (e.g., risks, well-being, social support and child identity) are identified as containing sensitive topics that need to be discussed with the participants in private. The order of questions or response options can be altered within each module if the research team believes that such changes might make it easier for children to respond. They can also be randomised to avoid ordering bias, but keep in mind that there are benefits to asking sensitive topics later on in the survey. Irrespective of the order of presentation in the survey, questions should be regrouped in the data set according to the Global Kids Online data dictionary for subsequent analysis.

Translating questions and response options

- Translations should maintain the original meaning of each question and response option to the greatest extent possible. In cases where literal translations do not produce meaningful sentences, marginal changes to phrasing can be made as long as the original meaning is retained. Ideally, the translation process should consist of: (a) two researchers experienced in opinion surveys independently translating the questionnaire and compiling the two translations into one; (b) the questionnaire should then be checked and sent to back-translation by a native English speaker with a sufficient level of knowledge in the source language; and (c) the back-translated documents should be checked against the original English questionnaire and all necessary adjustments should be made to the final questionnaire to avoid inconsistencies. Cognitive interviews should then be used to ensure that the questions make sense to children after translation.

For further guidance on adapting surveys, examples and best practice see *Method guide 4: Adapting a standardised modular survey* at: http://globalkidsonline.net/tools/adapting/

Changing response options

- Beyond necessary translation it is recommended that as few changes as possible are made to the core elements of the survey. If changes to certain response options are necessary, it is important that the length of the response scale remains the same. For example, a 5-point Likert scale, from 'Strongly disagree' to 'Strongly agree', could be replaced with a 5-point Likert scale with 'Not at all true' to 'Very true', but changing a 5-point Likert scale into a 4-point scale will make comparisons less reliable.
- Keep a record of any adaptations and note why these were necessary. Such feedback will be useful for further development of the toolkit. The Global Kids Online Steering Group will be happy to receive your experiences and insights.

The Global Kids Online Steering Group is available to consult on survey adaptation, and can be contacted at globalkidsonline@lse.ac.uk and florence@unicef.org

Ensuring clarity and understanding

Some questions might need careful explanation to make sure that the children understand them as intended.

- The survey contains suggestions for how each section can be explained when administered to respondents (e.g., by use of showcards or by using examples to explain certain concepts), but these will often need to be adjusted for local use, and might need additional adjustment for

younger children.

- Remember to establish at the outset what is meant by key terms, such as the 'internet' – for example, specify that it includes going online on any device in any place. Even simple terms may need interviewer explanation.
- Remind the child that they can skip any questions that they don't want to answer and that they can ask for clarification.
- The interviewer should fill in the section on 'Interviewer's account of the survey' for each participant, identifying any difficulties the child had in understanding the questions, or if the child got upset.

Asking sensitive questions and handling difficult issues

- It is recommended that questions marked as sensitive ('Ask in private') be asked in a confidential and private way (such as pen-and-paper with self-sealed envelope or computer-assisted presentation of questions to the child only), so that the child's answers are not observed by the interviewer, parent or other. However, talking to a child 'in private' might be less culturally acceptable in some contexts, or practically unfeasible. In such cases, at minimum, the interviewer needs to ensure that parents or siblings are not close enough to overhear the child's responses. Two different researchers interviewing the parent and the child at the same time might be a good way to achieve more privacy.
- Be prepared to refer children to support services, and consider alternative options in cases where formal services are not available.

For further guidance, see *Method guide 2: Ethical considerations for research with children* at www.globalkidsonline.net/ethics

Data entry, processing and quality controls

It is important to carry out quality control and back-check procedures to ensure a high quality of data. This might include:

- Checking if responses are valid and ID variables are consistent. The overall N would always be reported as the base, and the valid N should exclude missing responses and use of answer options 'Don't know' and 'Prefer not to say'. Findings can then be reported as percentages of the valid N.
- Strict quality measures should be applied at each stage of data collection – for example, ensure that respondents fit the sample criteria, that recruitment procedures are followed, that missing data are clearly recorded, and that edit checks are used to ensure routing has worked correctly and that questions are accurately recorded.

For further guidance, see *Method guide 4: Adopting a standardised modular survey* at www.globalkidsonline.net/adapting-surveys

Recommendations for data analysis

Setting the agenda for research and analysis

Drawing on both GKO findings, and a recent review of the existing evidence, we set the agenda for future research and analysis. It reflects the need to understand the influences, and pathways to influence, in children's well-being in a digital world. The research agenda is organised around key areas related to children's internet use, all of them important in the GKO model. In each of these areas, we seek to identify key opportunities for further research and analysis, discuss existing methodological challenges, and pinpoint the main measures used.

For information on how the Global Kids Online model is mapped to the GKO evidence and survey modules see *Setting the agenda for research and analysis* www.globalkidsonline.net/analysis-agenda

Using the data dictionary

The Global Kids Online survey contains a data dictionary with standardised labels for questions and numeric values for response options in the child, parent and teacher questionnaires. Its purpose is to make sure that every Global Kids Online partner uses the same labels for questions and numeric values for response options when constructing their data set, to make analysis, comparisons and validation of data easier. It should be followed when questions and response options are labelled and numbered in the survey and when the data set is constructed.

Dealing with derived variables

There are a number of derived variables that can be computed from the data collected by the survey. These are noted in the survey.

The exact naming, labelling and coding of variables can be found in the survey at www.globalkidsonline.net/survey

List of key measures

Here we suggest a short questionnaire of key measures for inclusion in other surveys. This represents a selection from the full Global Kids Online questionnaire to address five priority areas:

- Are there any **barriers** to children's internet access? (Global Kids Online survey v2, question B3 and B4)
- What is the **frequency and location** of children's use of the internet? (question B6)
- What **devices** do children use to access the internet? (question B7)
- What are the **activities** (or opportunities) that children undertake online? (D1)
- How **digitally skilled** are children? (F1)
- Have children encountered online **risk of harm** and if so, **how frequently**? (G3) and **how upset** were they, if at all (G4)
- **What risks** do children encounter online and **how often**? (a combination of E1, H1, H9, H17, I4, K8)
- Does the child use the internet so much that they encounter specific negative outcomes from the **excessive use**? (G9)
- What **social support** do children seek when they encounter online risks? (G6)

For more information on the key measures see www.globalkidsonline.net/key-measures

What to do next?

There are a number of steps you could do next:

- If you have not read the *Getting started* guide on the purpose and approach of Global Kids Online, which explains which resources are available in the Global Kids Online *Research toolkit*, please read this at www.globalkidsonline.net/tools
- Guidance for future partners and minimum requirements for the Global Kids Online research are available at www.globalkidsonline.net/join
- Continue with the practical research instruments from the *Quantitative research toolkit* that will help you design, carry out and analyse the research.

All elements of the quantitative toolkit can be accessed at www.globalkidsonline.net/survey

- Read our methodological guidance on a selection of key topics related to researching children's online risks and opportunities, giving practical advice to researchers (with case studies, best practice examples, useful links and checklists). See below for a full list of the relevant *Method guides*.

Method guides

Livingstone, Sonia (2016). *Method guide 1: A framework for researching Global Kids Online: Understanding children's well-being and rights in the digital age.* London: Global Kids Online. Available at www.globalkidsonline.net/framework

Berman, Gabrielle (2016). *Method guide 2: Ethical considerations for research with children.* London:

Global Kids Online. Available at www.globalkidsonline.net/ethics

Barbosa, Alexandre, Pitta, Marcelo, Senne, Fabio & Sózio, Maria Eugênia (2016). *Method guide 3: Survey sampling and administration.* London: Global Kids Online. Available at www.globalkidsonline.net/sampling

Ólafsson, Kjartan (2016). *Method guide 4: Adopting and adapting a standardised modular survey*. London: Global Kids Online. Available at www.globalkidsonline.net/adapting-surveys

Platt, Lucinda (2016). *Method guide 5: Conducting qualitative and quantitative research with children of different ages*. London: Global Kids Online. Available at www.globalkidsonline.net/young-children

Third, Amanda (2016). *Method guide 6: Researching the benefits and opportunities for children online*. London: Global Kids Online. Available at www.globalkidsonline.net/opportunities

Quayle, Ethel (2016). *Method guide 7: Researching online child sexual exploitation and abuse: Are there links between online and offline vulnerabilities?* London: Global Kids Online. Available at www.globalkidsonline.net/sexual-exploitation

Hasebrink, Uwe (2016). *Method guide 9: Global and regional comparative analysis of children's internet use.* London: Global Kids Online. Available at www.globalkidsonline.net/comparative

Banaji, Shakuntala (2016). *Method guide 10: Global research on children's online experiences: Addressing diversities and inequalities.* London: Global Kids Online. Available at www.globalkidsonline.net/inequalities

Byrne, Jasmina, Albright, Kerry, & Kardefelt-Winther, Daniel (2016). *Method guide 11: Using research findings for policy making*. London: Global Kids Online. Available at www.globalkidsonline.net/policy

A full list of the *Method guide* topics can be found at www.globalkidsonline.net/guides

Other useful resources

You can access the *Research toolkit and findings* from EU Kids Online at www.lse.ac.uk/media@lse/research/EUKidsOnline/Home.aspx

The Original EU Kids Online III *Technical interviews report.* Available at http://eprints.lse.ac.uk/60558/

Full qualitative research findings report. Available at http://eprints.lse.ac.uk/56972/

EU Kids Online *Best practice guide.* Available at http://eprints.lse.ac.uk/50437/

Barbovschi, M., Green, L., & Vandoninck, S. (2013). *Innovative approaches to investigating how young children understand risk in new media: Dealing with methodological and ethical challenges.* London: EU Kids Online Network, LSE.

Ólafsson, K., Livingstone, S., & Haddon, L. (2013). Children's use of online technologies in Europe: A review of the European evidence base. London: EU Kids Online Network, LSE.

Lobe, B., Livingstone, S., & Haddon, L. (2007). Researching children's experiences online issues and problems in methodology. London: EU Kids Online Network, LSE.

The Global Kids Online network has drawn on a range of methodological expertise. This included taking note of how the toolkit performs when administered through different systems of administration and locations, and reflexive consideration of how the findings are useful to and used by policy-makers and practitioners. All of these insights will be drawn on and developed further in future iterations of the toolkit.

Other materials from the Research toolkit

- ✓ Additional *Quantitative research toolkit* resources include: the survey, data dictionary, syntax files, list of derived variables, at: www.globalkidsonline.net/survey
- ✓ *Qualitative research toolkit*, at: www.globalkidsonline.net/qualitative
- ✓ *Getting started with the Global Kids Online research toolkit*, available at: www.globalkidsonline.net/tools
- ✓ *Method guides*, available at: www.globalkidsonline.net/guides
- ✓ Further information on adapting the toolkit: www.globalkidsonline.net/adapting