



Understanding (and measuring) children's lives in a digital age

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Children's and their use of ICTs

What do we need to know?

- Understand how children's lives are influenced by digital transformation and experiences in the digital environment
- Basics: access, use and risk
- More advanced: beyond experiences in the digital environment, consider how those experiences interact with the world around the child
- Advance evidence-generation globally, through a combination of dedicated and non-specific household surveys



Photo by Robert Collins on Unsplash

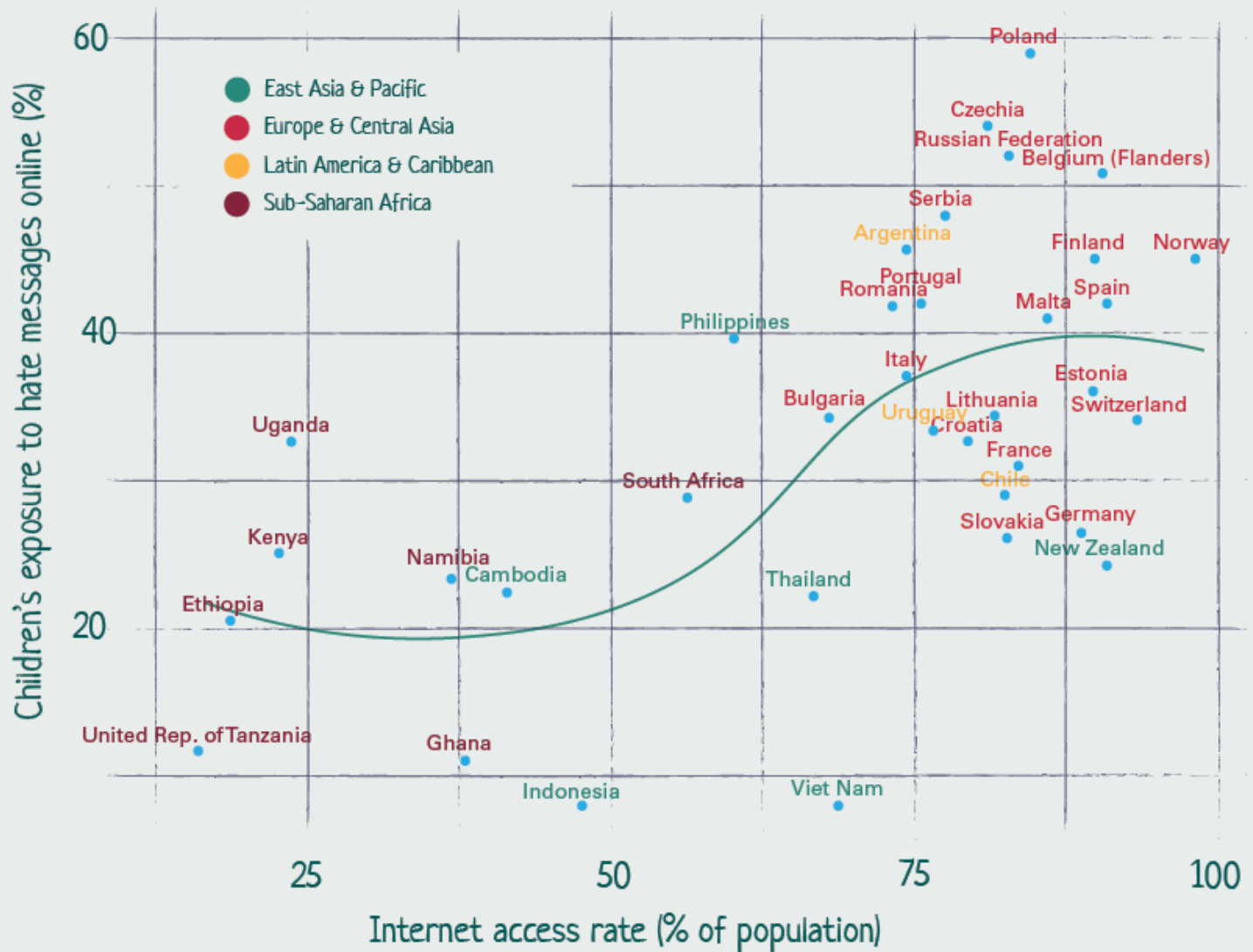


Children's and their use of ICTs

What have we done so far?

- Increasingly national household surveys incorporate some measure of ICT usage.
 - Children's access and use can be quite different from adult/household level.
 - Questions asked of children need to be designed differently.
- Comparable dedicated surveys
 - Global Kids Online (www.Globalkidsonline.net)
 - Disrupting Harm (<https://www.end-violence.org/disrupting-harm>)

Figure 2: Exposure to hate messages by country's internet diffusion rate (the line shows locally estimated scatterplot smoothing)



Note: Base 1: Internet-using children aged 12–16 years, 13–16 in Argentina and Uruguay. N=31,790
 Base 2: Individuals aged 5 years and over using the internet (internet users per 100 population)



Considerations when conducting household survey research with children about use of ICTs

- Countries are uneven in terms of their use of ICTs.
- Early research done in global north, meaning that concepts and language used in surveys are not always fit for purpose.
- Concepts relating to technology, or how technologies work, can be difficult to convey.
- Privacy and safeguarding needs can differ from those of adults.
- Capturing children's attention and speaking their language has implications on data quality.



Children's rights in the digital age

Gathering global evidence on children's online rights, opportunities, and risks

Tools for researchers

A multi-method toolkit for investigating children's online experiences around the world

Research results

Our research results and latest findings from around the world

Tools for researchers

Research results

Research updates

About the project

Participating countries

Contact

#GlobalKidsOnline

@MediaLSE

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www.globalkidsonline.net



International day against violence and bullying
4th November 2020

The UNESCO member states declared the first Thursday of



Do parents know about their child's online risks?
21st October 2020

Netsafe's latest research provides insights from a study



New comparative findings: what have we learned?
31st July 2020

Technologies are not beneficial or harmful all by themselves.



Children's vulnerabilities and protective factors
17th July 2020

Drawing on Global Kids Online comparative findings and a



ITU launches new Child Online Protection guidelines
3rd July 2020

The International Telecommunications Union

Module	Description
Full survey	All questions, all modules
Core questions	Mandatory questions from all modules
A. Child identity	Measures of children's capacities and vulnerabilities, including children's demographics, socio-economic background, psychological characteristics, health and able-bodiedness.
B. Access	Age of first internet use, the intensity of internet use, places of use, devices used, and barriers to access.
C. Well-being (benefits)	The overall benefit from internet use (having a good time online, whether offers good things for children to do).
D. Activities (opportunities)	Learning, civic participation, creativity, social relationships, entertainment, personal and commercial use, risky opportunities and e-health.
E. Communication	Use of websites or apps, approach to online communication, behaviour and safety on social networking sites.
F. Skills	Operational skills, informational/browsing skills, social skills, creative skills and skills related to mobile devices, and digital confidence.
G. Well-being (harms)	Internet content that is upsetting or bothersome, experiencing hurtful situations online and response to these, excessive internet use.
H. Activities (risks)	Meeting new people online, exposure to sexual content (voluntary and involuntary), potentially negative user-generated content and other negative experiences (personal information being used, losing money, etc.).
I. Communication (sexual)	Witnessing, receiving and sending sexual messages online, motivation for sending sexual images, and feelings and coping behaviour about those experiences.
J. Sexual exploitation and abuse	Unwanted exposure online and harm to self or others.
K. Hurtful and bullying behaviour	Witnessing, being treated or treating others in a hurtful way online, and feelings and coping behaviour about those experiences.
L. Social support	Seeking help following negative online experiences. Support from and belonging to family, peers, school and community.
M. Education	Using technology for learning at school and at home.
N. Internet mediation	Internet-related parental mediation, peer mediation, teacher mediation, privacy risks from others' actions.
O. Well-being	Life satisfaction, depression, suicidal ideation, self-harm, offline experience of negative events.
P. Privacy	Perceived vulnerability to and harm from online privacy risks, privacy-protection strategies.
Q. Parent module	Identity, internet use, digital skills, mediation and monitoring, online information on child safety and support, parental concerns, child wellbeing and household demographics.
R. Teacher module	Internet use, use of technology for teaching, digital skills, mediation and monitoring of students, online information on child safety and support.

SECTION 1: ACCESS

One priority question for internet access (Q1Access) and three additional questions for barriers to and frequency of access, places of use, and devices used (Q2Barriers, Q3Frequency, Q4Devices)

Internet access (priority question for access)

Q1Access

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

Measure on a scale 1-5 of availability of access.

Report (1) percentage of children who always have access, (2) average availability of access (base: all children; all child internet users).

Source: GKO Module: Access, B3 Core; Source: GKO South Africa & adapted.

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

Choose one answer. Never (1), Hardly ever (2), Sometimes (3), Often (4), Very often (5)

Barriers to access

Q2Barriers

Does the child encounter barriers which prevent or limit their internet access? Aims to identify distribution and sources of digital exclusion.

Measure number of barriers (options a-l, scale 1-5).

Report: (1) percentage of children who experience barriers to access against a base of all child internet users, (2) percentage of children who experience each individual barrier (options a-l), (3) percentage who encounter no barriers (Never or Hardly ever).

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

How often do you experience these things?

Answer for each option: Never (1), Hardly ever (2), Sometimes (3), Often (4), Very often (5)

- a. My parents don't allow me to use the internet
- b. My teachers don't allow me to use the internet
- c. Getting access to devices (mobile phone, computer, tablet) is too expensive
- d. There is no signal or poor signal where I live
- e. Paying for internet/data is too expensive
- f. The internet doesn't provide what I want or need
- g. The internet is too difficult to use
- h. I do not have enough time to go online
- i. The internet is too time consuming
- j. I am worried about my privacy
- k. The internet is not for people of my age
- l. The internet is not for people like me

Places and frequency of internet use

Q3Frequency

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

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

Measure frequency of use on a scale 1-7.

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

Answer for each option. Never (1), Just once or twice (2), At least every month (3), At least every week (4), Daily or almost daily (5), Several times each day (6), Almost all the time (7)

- a. At school or college
- b. At home
- c. Somewhere else (not home or school)