

## EU Kids Online II Survey Interviewer Instructions

### 1. Introduction

EU Kids Online II is a European-wide project being coordinated by the London School of Economics and funded by the European Safer Internet Programme (EU Commission).<sup>1</sup> The main stage of the study is a survey across 25 European countries which will consist of in-home interviews with parents and children aged 9-16 who use the internet.

The questionnaire will be the first European-wide in-home survey of children and their parents about children's experiences online. Unfortunately, some children do experience risks online whether it is being exposed to inappropriate content, having unsuitable contact with someone else or by behaving in an improper manner. This research will help identify the type and frequency of risk, how children feel and cope with these experiences and what types of parental mediation are successful in managing these risks.

The survey findings will be used to help capture a European-wide assessment of how children and parents navigate the internet. Results will be used by governments and organisations to develop safer internet programmes and regulate certain parts of the internet, and to help teachers, youth workers and parents better advise and support children online.

The survey will be run simultaneously in the following countries:

Austria  
Belgium  
Bulgaria  
Cyprus  
Czech Republic  
Denmark  
Estonia  
Finland  
France  
Germany  
Greece  
Hungary  
Italy  
Lithuania  
Netherlands  
Norway  
Poland  
Portugal  
Republic of Ireland  
Romania  
Slovenia  
Spain  
Sweden  
Turkey  
UK

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<sup>1</sup> Further information can be found at <http://www.lse.ac.uk/collections/EUKidsOnline/>

# EU Kids Online II Survey Interviewer Instructions

## 2. Fieldwork materials and content of fieldwork packs

Before you leave the briefing session, make sure you have all the materials you need for the interviews:

- Questionnaires:
  - Interviewer-administered questionnaires for children
  - Self-completion module for 9-10 year olds
  - Self completion module for 11+ year olds
  - Parent questionnaires (interviewer-administered)
- Introductions to the self-completion modules (CAPI only; these are included in the child questionnaire for PAPI)
- Show-cards
- Summary contact sheet
- Follow-on contact sheets
- Letter of introduction (from LSE and from the agency)
- Leaflet to be left to children

## 3. Summary of requirements

In each country, the aim is to interview 1,000 children aged 9-16 who use the internet and their parents about their experiences of risks on the internet, using random walk methods.

**Each interview requires a child and parent from the same household.**

There are some very specific requirements relating to the audience (children and parents), subject matter (sensitive safety issues), and sampling methods that are specific to this study and which you may not have encountered before. These are summarised here but explained in more detail in the fuller instructions below. **It is vital that you read these instructions in full and ensure you understand all aspects of approach before you start fieldwork. If anything is unclear please ask your supervisor before you start work:**

Summary of project specific requirements:

- 1) **Surveying children, and asking questions on sensitive issues raises some specific ethical issues and requirements** which you will need to address, including gaining parental consent, but also ensuring that the child's wellbeing is maintained during the interview (see section 7)
- 2) **We have some very specific requirements for how you should conduct fieldwork.** At each sample point you will be asked to identify and contact a set number of addresses. It will be vital that you visit all of these **4 times**. (This is explained further in sections 4 & 5)
- 3) **Contact sheet data is especially important for this study** - it is something that the client is interested in analysing alongside the interview data and is also required for monitoring fieldwork progress. As such it is especially essential that you complete contact sheets for all addresses fully and return them regularly with questionnaires. (See section 6)
- 4) **Sampling for this project has some complexities because you will need to carry out screening to identify households with eligible children** (aged 9-16 using the

## EU Kids Online II Survey

### Interviewer Instructions

internet), randomly select a child, and also identify the most appropriate parent to interview. (This is explained more fully in section 4).

- 5) **There are multiple survey tools that must be used to carry out the interview: it will be vital that you understand which to use then and ensure all are completed where appropriate.** There are separate parents and children's questionnaires, and children have both an interviewer administered survey and a self completion section which is split into different versions according to age group (see section 8).

## 4. Methodology

### Selecting addresses

For this study, we would like you to use an adapted version of the random walk procedure. Rather than selecting one address, then counting five on the route before selecting the next, we want you to **select a batch of five addresses** before counting five on the route and then selecting another batch of five (see instructions below). Because you can screen a batch of five addresses at the same time, this procedure will make fieldwork more efficient and will mean that you will not need to travel as far to identify eligible respondents.

For some random walk studies you are asked to visit as many addresses as needed to achieve the total number of interviews required. However, for this study **we want to minimise the number of addresses visited in total in order to achieve the interviews.**

We need you to **visit the seed address and then follow-up with a certain number of random walk addresses**. Based on what we know about the audience and our experience of similar surveys, we have estimated the likely eligibility and response rates for this study. Using this information we have worked out how many addresses would need to be visited in order to achieve 1000 interviews across the country. The aim is to achieve all of the interviews by visiting just this number of addresses, and to avoid over- or under-interviewing. We want to get a final outcome at every one of the selected addresses. This is important to ensure the sample is representative.

You should follow this fieldwork procedure:

1. First, visit the seed address, which has been selected by the office. Please call the office straight away if you can not identify it.
2. Secondly, you should identify the next neighbouring four addresses as your first batch of five (1 seed + first 4 random walk addresses)
3. You should then carry out the random walk to identify the next batch of five and continue doing so until you have selected the required number of follow-up addresses.

As this survey uses a random probability sampling approach, we need to make exhaustive efforts to contact and interview the respondent/s at each sampled address.

## EU Kids Online II Survey Interviewer Instructions

## Random Walk Procedure

The interviewer follows strict instructions for identifying potential respondent- households: Office buildings, uninhabited/abandoned housing units, schools, hospitals, public buildings, factories, workshops, supermarkets and shops are excluded from the count. Standing at the seed address, the interviewer faces the street and turns left. He/she identifies the next four immediately neighbouring addresses as the next in the sample – a batch of five addresses (1 seed + 4 random walk addresses) has been selected together.

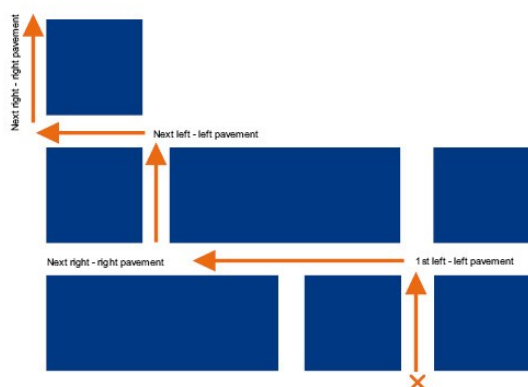
The interviewer should then continue along the route counting houses/flats/apartments, leaving five addresses before identifying the next five neighbouring addresses as the

House number	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Selected address	1	2	3	4	5	x	x	x	x	x	6	7	8	9	10	x	x	x	x	x	11	12	13	14

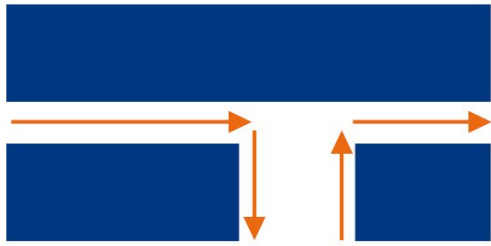
House number	36	37	38	39		1	2	3	4	5	6				1	2	3	4	5	6	7	8	9	10
Selected address	14	x	x	x		x	x	15	16	17	18				19	x	x	x	x	x	20	21	22	23

At **crossroads**, the following procedure must be followed:



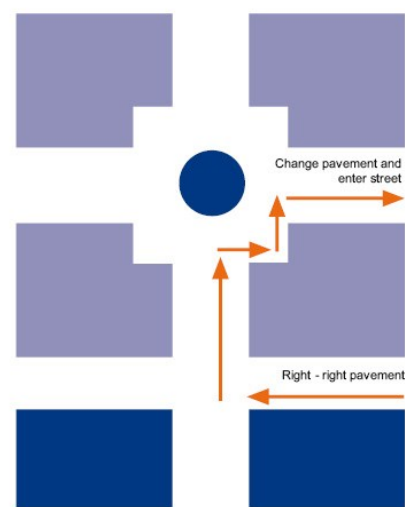
At a **dead-end street**, the following procedure should be followed:

## EU Kids Online II Survey Interviewer Instructions

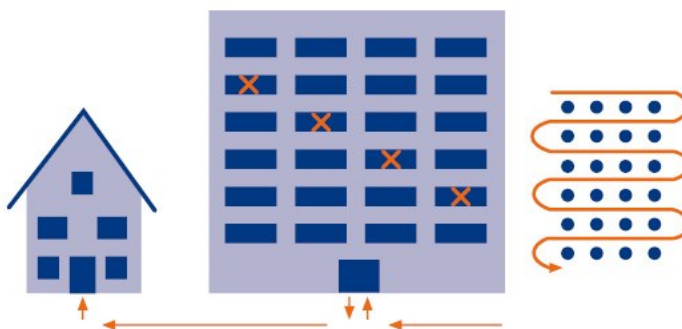


If there is no other street (e.g. a park) at the end of the street, then the interviewer returns to the corner of the street where he/she changed direction and turns left if he/she previously turned right or vice versa.

At a **square** or **roundabout**, the following procedure will be followed:



In the case of **multiple housing units** (e.g. apartments), the following procedure will be followed: the interviewer considers every apartment as a separate housing unit and starts at the top of the building, working his/her way down. If there is no easy access to the building, the interviewer counts the doorbells starting at the top left end and ending at the bottom right. When leaving the apartment building, the interviewer continues with the first housing unit encountered next to the building.



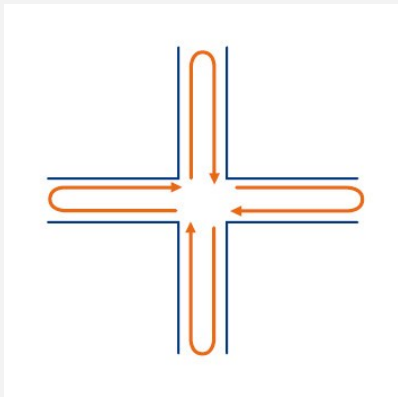
## EU Kids Online II Survey Interviewer Instructions

For villages, there are two possible scenarios:

(1) Village next to road - The interviewer goes to one end of the village and walks to the other end. He/she chooses one pavement and counts housing units. Arriving at the other end of the village, the interviewer crosses the street and turns around, following the same procedure.



2) Star-shaped village - The interviewer starts at the central crossroads, selecting a direction and a pavement. He/she counts housing units. At the end of the road, the interviewer crosses the street and walks in the opposite direction. At the starting point, he/she takes the next street and follows the same procedure.



## EU Kids Online II Survey

### Interviewer Instructions

#### 5. Fieldwork

A high response rate is essential to ensure that the people interviewed accurately represent each country's population. Please make every effort to make contact at each address, and to maximise the response rate. The following fieldwork and contact requirements should be followed:

- For each address (seed and follow-up) **you must visit them** ALL until a final outcome is achieved. If you do not make contact on the first visit you must keep going back until you do. If after 4 visits you have still not been able to make contact then you can code the final outcome as 'no contact'. You must make **a full four calls** before doing so though – this is the minimum requirement. These calls should be scheduled at different times of day and be spread across the fieldwork period before ruling out the household or individual. At least 50% of the visits must be made during evening or at the weekend.
- **If you are not able to achieve the required number of interviews from the set number of addresses given, you must contact your supervisor.** We want to avoid selecting extra addresses if possible though so make sure you have made the 4 calls at each address. The tips provided in the box below will help you secure an interview. In these rare cases, your supervisor will provide you with a new seed address and a set number of follow-up addresses.
- If you hit your target number of interviews before you have visited all addresses, please contact your supervisor who will advise you if you can stop or if you should keep trying the rest of your allocated addresses.
- You will have two types of contact sheet: a summary sheet and follow-on sheets (see Section 5 for more information). **You must complete the summary contact sheet for every address visited. You must complete a follow-on contact sheet for every address with children aged 9-16.** Contact sheet data is particularly important for this study, because the screening process for the survey will provide core data that the client needs for analysis. Furthermore sample outcome information is of particular interest for this client.

## EU Kids Online II Survey

### Interviewer Instructions

#### Tips for Improving Respondent Co-operation

1. Try to sell the survey by highlighting the variety of topics which are covered by the questionnaire: the survey asks children about how they use the internet and the sorts of things they see and do when online, such as social networking, sending emails and playing games. We want to find out about children's and parents' experiences of using the internet (good and bad), what parents do to keep their children safe from harmful and inappropriate content.
2. If parents express any concerns about speaking to their child about harmful and inappropriate content on the internet you should reassure them that the questions have been carefully designed to be appropriate for children of their age and the questions we ask are dependent on their experience.
3. Emphasise how important this survey is and how the results will be used by people working in economic and social research to help design policies and programmes to make the internet a safer place for children and young people. The results will be available to researchers all over the world. For example, reducing cyber-bullying, improving internet regulations and website restrictions, and developing guidance for parents and teachers.
4. Explain to the respondent that they have been chosen out of the national population, and that their participation is very important to us as it is the best way to ensure that the results are representative of the whole of society. Also, please assure the respondent that their responses will be completely anonymous and will never be treated individually.
5. You should make respondents aware of the LSE 'EU kids online' website which contains information about the researchers and advisors in each country. The survey findings will also be posted on the website in October.
6. The introductory letter explains to respondents what the study is about and why we want to speak to them. It includes some background information from the client (the London School of Economics) as well as a link to the website and contact details for someone at your agency. The letter should help to inspire more confidence and trust and therefore to improve response. You should carry copies of the introductory letter with you and go over it with the selected individual or other household member.
7. If respondents have any further questions, any doubts, or if they would like to receive more information about the survey they should feel free to contact the local survey agency whose contact details are included on the letter.
8. If the person you speak to wants to check the study out before agreeing to participate, or if the selected respondents are not at home at the time of your call you can leave your contact details and ask them to make contact with you. Or, if the household is happy to do so you can take their phone number to get in touch later to arrange a time for the interview. Always propose an appointment if respondent is reluctant to participate.



# EU Kids Online II Survey

## Interviewer Instructions

### 6. Contact sheets

Contact sheet data is vital for this survey because some of the questions collect key information for analysis and weighting which is not available from anywhere else. The reason this information is collected on the contact sheets rather than the questionnaire is that it is **required for households that do not take part as well as those that do**. It is therefore important that you complete the contact sheets for **every address** you visit (including those where you do not manage to make contact).

You will be required to use two types of contact sheet for this survey – we have designed it this way because some information is required for every address, but then more detailed information is needed for addresses that have children aged 9-16. Having the two separate contact sheets minimises the amount of paper that interviewers need to carry with them.

#### Summary Contact Sheet

The first contact sheet is a summary document which covers every address in your sample point and is designed to record basic information about each one.

Address ID numbers have been pre-printed on the sheet but the addresses are blank and you will need to fill them when you have completed the random walk procedure and identified them. When you identify an address on your random walk you should fill in the address details in the next block. The Address ID Number for that corresponding block should then always be used as the reference for that selected address.

For every address selected you must fill in the following details:

- Address and postcode
- Circle the appropriate number to identify the type of property (this information is required for all addresses including non contacts; it is essential for data weighting to address any sample bias arising from non-contacts)
- Each time you visit the address you must circle the visit number (i.e. on the first visit circle 1, if contact is not made then make a second visit at another time and circle 2 etc).
- On the final visit, circle the appropriate outcome code:
  - Property was ineligible/ non-residential (e.g. turned out to be a business address or a holiday home),
  - No contact made after 4 visits (the full 4 visits should be made before this outcome can be coded)
  - Contact made but the screening could not be carried out (e.g. refusal before screening was done)
  - The household was screened but there are no children aged 9-16 living there
  - The household was screened and there are children aged 9-16 living there

An introduction and screening question 1 have been provided at the top of the first page of the summary contact sheet. When introducing the survey to the respondent it is important that they fully understand the nature of the research, what it will involve, who it is for and how the findings will be used. The introduction provided contains all key information but it is also important that you adapt and tailor it picking up on respondents' interests to sell the survey, and picking up on any concerns so you can address them and encourage them to take part.

## EU Kids Online II Survey

### Interviewer Instructions

Question 1 is the first screening question which identifies children aged 9-16 in the household. In working out whether the household is eligible you should:

- Include children normally living at that address but away from home for a period of under 6 months;
- Exclude children living in another household and children living away from home for longer than six months and children non-resident of the country.

If there are no children aged 9-16 the household is not eligible and you can end the interview. If *there are* children aged 9-16 living at the address (outcome code 5), then the **follow-on contact sheet** should be used for the rest of the screening process.

#### Follow-on Contact Sheets

The second contact sheet is a follow-on document which needs to be completed for **every household where there are children aged 9-16**.

You **MUST transfer the Sample Point and Address ID numbers** from the summary contact sheet to the follow-on contact sheet so that they can be linked together. Without this information the data cannot be linked and the interview will be rejected. **No interview will be accepted without a linked contact sheet.**

The full address, postcode and telephone number will also be required for quality control and fieldwork checks.

It is essential that you fully complete each section of the follow-on contact sheet:

#### A. Screening

Section A continues the screening process from question 1 on the summary contact sheet. The questions in this first section collect important data about the profile of children in the household which are vital for the client at the analysis stage so they can compare the profile of children who use the internet with those that do not.

**Question 2 asks how many children aged 9-16 live at the household.**

**Questions 3 and 4 (a/b/c/d) collect profile information about each child aged 9-16:**

- Gender;
- Age; and
- Whether or not they use the internet.

**This information can be provided by any adult in the household who is over the age of 15.**

You must then work out whether the household is eligible to take part (ie if there is a child age 9-16 who uses the internet present) and identify/select appropriate respondents (child and parent). If none of the children use the internet, then the household is not eligible for interview although **before ending the interview you must complete Section C.**

#### B. Child selection

If there is more than one child aged 9-16 who uses the internet then one of them must be selected for interview:

**Question 5 - this question randomly selects an eligible child to take part using the last birthday method (i.e. the child who celebrated their birthday last is the selected child).**

Using the last birthday method ensures the selection is random. Once the selection has been made the selected child cannot be substituted or replaced with another. For example, if the "selected child" does not want to take part, but another eligible child does want to, you must not interview the replacement child, but just code refused for the selected child. This is vital for ensuring a representative sample.

## EU Kids Online II Survey

### Interviewer Instructions

#### C. Social Profile of head of household

Questions 6 and 7 collect important profile information about parents in the households that will be used in analysis:

- highest level of education of the head of the household; and
- present occupation of the head of household.

Head of household refers to the person who contributes most to household income.

This **MUST be completed for all households with children whether or not they use the internet**, and whether or not an interview is achieved. This is important as the client wants to be able to compare the profile of children who use the internet with those who do not.

#### D. Parent selection

**Question 8 identifies which parent to speak to in the household**

Whenever there is more than one parent in a household with eligible children, one parent/guardian must be selected to take part in an interview. The selected person should be the one **who knows the most about the selected child's use of the internet**.

It does not matter if the child does not or cannot access the internet at home (i.e. the child only uses the internet at school, at friends' homes, at the library or elsewhere), we would still like to interview a parent, and this should be the parent who knows the most about their child's use of the internet, wherever that may be.

This could be the child's mother, father, step-parent, foster-parent or another responsible adult in a main parenting role for example, Aunt or Grandparent who has main parenting responsibilities. The selected respondent cannot be any adult in the house though – they must play a key parenting role. At Question 8 you should code which person this is.

#### E. Parental consent

Parental consent before you invite the child to take part in an interview is essential in order to meet ethical requirements. The parent should be given the consent form (the back page of the contact sheet) to read and sign before the child is approached for interview.

If the parent asks to see the content of the questionnaire, you should show **a blank copy**. It is important for the parent to understand that the child interview will be confidential to the child and that you will not show the child's answers to them.

#### F. Child introduction and consent

The child must fully consent themselves to the research also (the parent can not consent for the child, just consent to you *asking* the child). It is vital to ensure that the child fully understands what the survey involves and consents to take part on this basis. Due to comprehension issues for younger age groups, you may need to work extra hard to ensure that the child understands all key points.

There are two introductions for children in the contact sheet; one which should be used for children aged 9-10 and the other for children aged 11-16. They have been worded differently to ensure that they suit the child's level of understanding for their age. However, the wording is for guidance only; please adapt and expand as required to **ensure that the child fully understands and feels comfortable with what's involved before proceeding with an interview**. It is important that the child understands that there will be a self-completion section as well as questions being asked by the interviewer because an interview cannot be accepted if part of it is missing.

As an interviewer, you must sign the section at the bottom of the parental consent form to confirm that you have achieved informed consent from the child. This is an essential ethical requirement.

# EU Kids Online II Survey

## Interviewer Instructions

### G. Visit outcomes

You must record a final outcome on **every** contact sheet:

#### Interview was conducted

1. Complete interview

#### Unsuccessful

2. Interview was started but terminated part way through or achieved with one respondent (parent/child) only

#### Household ineligible

3. There are no children aged 9-16 who use the internet

#### Eligible but unsuccessful

4. Respondents could not be selected – someone in the household refused before selection was made (reasons for refusal should be given at question 12)
5. Respondents were selected but contact was not made with the selected parent
6. Respondents were selected but the selected parent refused (reasons for refusal should be given at question 12)
7. Respondents were selected but contact was not made with the selected child
8. Respondents were selected but the selected child refused (reasons for refusal should be given at question 12)
9. Respondents were selected but someone else in the household refused on their behalf/by proxy (reasons for refusal should be given at question 12)
10. Respondents were selected and appointment made but then broken (reasons for refusal should be given at question 12)
11. Respondents were selected but unable to take part due to language barrier or communication impairment
12. Respondents were selected but away/on holiday/ill for the fieldwork period
13. Some other reason/outcome – details must be specified

### H. Interviewer checklist

The survey process for this study is not straightforward and if it is not carried out as required we will not be able to accept the interview. Therefore, to help you we have provided a short checklist at the end of the contact sheet. You should use the check list to make sure you have filled out all the required information before leaving the household:

- Check you have transferred the ID numbers (Sample Point and Address numbers) from the summary contact sheet to the front page of the follow-on contact sheet. This information is required for linking the forms together.
- Check you have filled out every section of the follow-on contact sheet required (even if you did not achieve an interview)
- Check that you have coded a final outcome

Where an interview has been conducted and **PAPI is being used** you should also:

- Check that all sections of the interview have been completed (parent, child interviewer administered and child self-completion)
- Check that the correct versions and modules of the child self-completion have been completed
- Check that the ID numbers have been transferred carefully and correctly onto the front of EVERY questionnaire
- Check that ALL the completed questionnaires and the follow-on contact sheet for that interview have been enclosed in the envelope

## EU Kids Online II Survey

### Interviewer Instructions

#### 7. Engaging children, child protection and ethics

Research with children requires a specialist, sensitive and tailored approach. Furthermore, children's exposure to risks on the internet is a particularly sensitive topic with some challenging questions and concepts for both parents and children; it is therefore paramount that fieldwork is conducted in an appropriately sensitive and ethical manner.

Please ask your supervisor for help or clarification if you are unsure about anything.

##### Ethics

- **Participation is voluntary** at every stage. As mentioned above you must ensure you gain fully informed consent from both parent and child. Participants must also be informed that they are able to **stop at any point** during the survey and that they do not have to answer a question if they do not want to.
- Participants must be given **assurance of confidentiality**. Although the exception is if we find out from information provided by the respondent outside of the main survey responses that there is risk of harm to a child that no reasonable person could ignore (see further below).
- In order to ensure that respondents feel comfortable enough to give honest answers, particularly children's experiences of risk, **some sensitive questions are asked in self-completion format**.
- In order to ensure that respondents trust that self completion responses are confidential it is **vital that interviewers do not look at responses** in the self-completion part of the survey. If using PAPI, the responses should **be placed in a sealed envelope by the respondent** as soon as they are completed.
- If parents are worried about what their child is being asked, you can reassure them that the questionnaires are designed to be appropriate for children and not all the topics asked to parents are also asked to children. You can shown parents a **blank copy** of the questionnaire if they want to see it, but you must not under any circumstances show parents the questionnaire with the child's answers as this would go against the promise of confidentiality.

##### Child safety protocols

- **Avoid all physical contact** with the child, even if the child wants to engage with you
- **Do not give the child anything** (sweets, pens etc).
- Leave every child with a copy of the **internet safety leaflet**.
- **Make sure that a parent or other responsible adult is in the house and available nearby during the interview** and that the door is left open if the parent leaves the room.

##### Acting on any child protection concerns:

We are keen to abide with the non interventionist principles of social research: as researchers we are there to observe and record the social world - not to judge or intervene. However, we must take a responsible approach to child protection and **there may be (rare) occasions where action needs to be taken**. But we would stress that this will be very rare. Approaches to this will reflect local national laws, but we have outlined some key principles, which should be followed, subject to any amendments required by national laws.

**The questionnaire has been designed such that no answers given to precoded responses require you to take action** (they ask about past events, not current harm).

- If you are concerned about any aspect of past harm revealed to you, you should encourage the child to **tell a trusted adult**.

## EU Kids Online II Survey

### Interviewer Instructions

However, the child may mention additional details outside of the questionnaire responses that could raise concerns about a current risk of harm to them. In these cases, action should be taken only if it is regarded as “something any reasonable person could not ignore”; or if it is required within national laws. You should:

- **Tell the child that they are concerned and talk to them about the action that they will be taking.** It will be preferable to gather the child’s consent, although in cases of serious cause for concern there are exemptions (in some countries) where it appropriate to act with out this.
- **Report the "incident" to the project manager/field supervisor.** Action will be taken by the Institute, according to national law. Where institutes are not competent to make a decision of this kind, a legal person will be consulted before action is decided upon.
- **Complete an incident form.** (It is important that we keep a full and accurate record, (linked to address numbers) of any child protection issues raised, dates they happened, and whether or not any stops)
- **Encourage the child to talk to a trusted adult** (if they have not already done so)
- **Provide them with the leaflet of top tips/help line support services.**

#### Approaches for interviewing children

It is important to be aware of the adult-child power relationship. Children often feel they have to do what they are told by an adult and can be compliant where they may not want to be. But in an interview situation, it is important that power remains with the child respondent. In this context it is important to

- be sure that the child is genuinely happy to take part
- be sure the child understands that they don’t have to answer any questions they don’t want to, and that they can stop the interview at any time

In general, children, especially younger age groups may be shy, nervous or anxious about the research, so you will need to put them at their ease, by

- being friendly and interested
- reassuring that the survey is informal, non-judgemental, not difficult and no right or wrong answers, we just want to know their views
- thinking about body language and where you both sit in the room – avoid it feeling like a formal interview or test
- if it helps to put them at their ease, come down to their level physically – eg sit on the floor
- in some cases children may feel more at ease if their parents are interviewed first – it is fine to do this.

As well as ensuring the child (and parent) feels happy and comfortable with the process, you will also need to be vigilant to potential comprehension issues among children.

- Be aware of literacy and comprehension issues
- Encourage full and correct use of showcards - allow respondents time to read in full and ensure they pick from the full list
- Be vigilant for children (and potentially) parents who may struggle to read showcards – where necessary, help by reading out the codes
- Be prepared to repeat questions for young people interviews to allow full understanding
- Children can be more likely than adults to give quick easy answers to questions (eg pick from the top of a showcard, rather than reading the full list), or give answers to questions when they either don’t understand the question, or don’t know the answer – because they want to please the interviewer. Please be aware of this and ensure that children have fully understood and considered each question.
- Children often tend to give one answer at multicode questions: please probe as much

## EU Kids Online II Survey

### Interviewer Instructions

as possible to make sure we are picking up all relevant responses.

- Younger children can struggle with recalling events and fitting them to timeframes. Where questions ask about things they have done within a certain period of time, please ensure they are thinking about the correct timescale because we find that young people will often tell us about things they do at any time.

If a **parent or other person is in the same room during the interview, please ensure that they are not involved in the child's answers** - for example prompting a certain response, or correcting a child where they think they have given an incorrect answer.

It is also important that no other person sees the answers given by the child in the self-completion questionnaire. If the parent asks to see the content of the questionnaire, you should show a blank copy. On no account should you show the parent what the child has put because this will break confidentiality you have guaranteed to the child.

## 8. The interview

### A. General guidelines for the interview

There are three different questionnaires that need to be completed for every household that takes part in the study:

1. An interviewer-administered parents survey
2. An interviewer administered child survey
3. A self-completion child survey (5 short sections for 9-10 year olds and 2 longer sections for 11-16 year olds)

#### Interviewer-administered surveys:

**Show-cards must be used during the interview and you should explain to respondents how to use them.** However, some questions on the questionnaire use showcards but also have a read out instruction – this is to make it easier for any children struggling to read the showcard. **In these cases please ensure you always read out the responses in full as well as use the showcard,** because there is a danger that children don't admit when they can't read something properly.

You must read out each question just as it is written, without reinterpreting or changing the wording. If the respondent asks for a fuller explanation or more details, simply read the question again and tell them they should answer in terms of whatever they understand or interpret.

**“Don't know” and “prefer not to say” options in a list of items or in a scale must not be read/suggested to the respondent. Those are considered as **spontaneous answers**.**

It is also important that, during the interview, the parent is answering questions **in relation to the selected child** rather than any of their other children.

#### Self-completion surveys:

**There are two different versions of the self-completion questionnaire, one for 9-10 year olds and another for children aged 11-16 years old.** These two different versions have been created to allow for easier instructions, and phrasing of questions for 9-10 year olds, and to make sure that some sensitive questions are only asked to those aged 11 or older. **Please ensure that you double check the age of the child before the interview and administer the correct version of the survey (see table below).**



## EU Kids Online II Survey

### Interviewer Instructions

Also note, that for both age groups, the final self-completion section(s) are filtered and just children who have communicated with others on the internet – this routing is checked via a filter question 324).

Section	9-10 year olds	11-16 year olds
A	1 Asked to all	1 Asked to all
B	2 Asked to all	
C	3 Asked to all	
D	4 Asked to all	
E	Not asked	
F	5 Asked to those who communicate with others on the internet	2 Asked to those who communicate with others on the internet
G	Not asked	
H	Not asked	
Section	9-10 year olds	11-16 year olds
A	1 Asked to all	1 Asked to all
B	2 Asked to all	
C	3 Asked to all	
D	4 Asked to all	
E	Not asked	
F	5 Asked to those who communicate with others on the internet	2 Asked to those who communicate with others on the internet
G	Not asked	
H	Not asked	

- The version for the 9-10's comes in 5 booklets/CAPI sections and you will need to explain each section before giving it to the child.
- The 11+ version comes in 2 booklets/CAPI sections with some more parts grouped together, because they will need less explanation for older children.

**For paper versions** you will hand them a booklet one at a time, and will need to “read out” some introductory text to explain what they have to do, and clarify key concepts they will have to understand. Instructions and the introductory text (which differ for 9-10 year olds and 11-16 year olds) are included within the interviewer-administered questionnaire so that you can refer to them as the child completes their questionnaire booklets. The **introductions must be read out by the interviewer** because children's' understanding of the key concepts relies on you reading this out.

**For CAPI versions**, you will hand the CAPI machine to the respondent to fill in each section one at a time. You will need to “read out” some introductory text to explain what they have to do, and clarify key concepts they will have to understand. The text is included on a separate sheet for you to refer to whilst the child uses the CAPI machine. The **introductions must be read out by the interviewer** because children's' understanding of the key concepts relies on you reading this out. The child will complete each section on CAPI and at the end of each section the script will ask them to hand the machine back to you before the next section for you to explain it read out new instructions and explain it to them.

**Prior to the final module you will need to ask the child a filter question to check if they do any activities that involve communicating with others online (eg email, chat rooms etc).**

Regardless of which version or format of the questionnaire a child receives, they are all asked to complete a **practice section**. This section is intended to be an opportunity for the interviewer to help explain the question format and answer options, as well as (for PAPI) how to follow routing instructions, (for CAPI) how to use the CAPI machine. Please talk the children through these questions and ask them if they have any other questions before they continue to answer the rest of the survey.



## EU Kids Online II Survey Interviewer Instructions

**For paper versions**, please ensure that the child completes the relevant sections one at a time and ask them to place the completed section in the envelope provided to help reassure of confidentiality. **You must ensure that all sections are placed in the envelope which you must label with the Sample Point and Address ID numbers.** The rest of the interviewer-administered questionnaires and the follow-on contact sheet must also be placed in the envelope at the end of the interview.

# EU Kids Online II Survey

## Interviewer Instructions

### B. The questionnaire

Before starting work, it is very important that you are familiar with the questionnaires. Please make sure you have run through the questionnaires and are comfortable with how they work.

Below is some additional background on questions where more explanation may be needed. This information should help you to deal with respondents' queries so the interview proceeds more smoothly. Just a quick reminder:

- The parent questionnaire should be administered to the adult who is most involved in the child's internet use. If there is no internet access at home, the parent should still be asked every question (the questions are relevant to everyone). If they don't know the answer to any questions then it is fine to say 'don't know'.
- The parents answers should refer only to the child that is taking part in the survey rather than to any other children
- It is an international survey so if some of the questions seem strange this is why. Some of the questions cover things which are more relevant in some countries than others but we want to compare people's experiences and views across all countries.
- Please be extra sensitive when asking questions relating to parenting method/style (325 onwards); It is of paramount important that parents do not feel that they are being judged on the answers they give.
- Not all children live with their birth mother and birth father and we are keen to understand the structure of different households, specifically in terms of which adults have a role in mediating the child's online experience. Although this should be rare, you may come across a household where the mother-figure and/or father-figure are not the child's birth parents and need to identify an alternative adult (who has main parenting responsibility) as having the 'mother role' or 'father role'. With this in mind, an adult defined as having the 'mother role' can include: mother/step-mother/adoptive/foster mother/girlfriend with main parenting responsibility; an adult defined as having the 'father role' can include: father/step-father/adoptive/ foster father/boyfriend with main parenting responsibility; an adult defined as having the role of an 'other carer' can include: grandparent/brother/sister (including adopted sibling)/step-brother or sister (including half brother or sister/adopted/fostered), other relative or other non-relative (including lodger) with main parenting responsibility.

### Clarification for specific questions

#### Parent's survey:

**202.** Please note that we are measuring all children aged 0-17 here rather than just eligible children aged 9-16.

**207.** This figure should be inclusive of the respondents.

**208.** Please note that '2 parent' families do not have to be made up of both birth parents; it is up to the respondent to consider if there is another adult in the household with a parenting role of the child.

**211.** This is a multicode question. We are keen to track all main languages spoken in the home

**214.** Please note that they should only tick 'yes' if they worry about this issue **a lot**.

**216.** If a respondent's workplace is also their home, please code both 1 and 2.

## EU Kids Online II Survey

### Interviewer Instructions

**219.** Code A refers to a room where the child will usually be unsupervised; code B is a room that will usually contain other people at the same time e.g. Kitchen.

**221.** We are keen to distinguish here between activities that children are: 1) allowed to do at any time without the need for permission from their parents; 2) allowed to do but only with either of their parent's permission; or 3) not allowed to do at any time. Please note that this question refers to CURRENT arrangements rather than anything that they may or may not have been able to do in the past.

**222.** In items E & F. By bothered, we mean experiencing something that might make the child feel uncomfortable, upset, or feel that they shouldn't have seen it. This also applies to question 228-230 and 232-234.

**223.** Code 99 'Not applicable' should be used where the child does not make use of the technology in the statement. i.e. they do not have an instant messaging account at statement B, or social networking profile at statement C or D.

**230.** Please probe and code fully here, but without revealing names or specifics that might be able to identify the respondent or child. If the respondent appears reluctant to give further details, please re-assure them that their responses are confidential.

**232.** Please note that unlike other timeframes, this question asks parents to look SIX MONTHS into the future.

**233.** By 'deal' with the experience, we are keen to include physical, practical and emotional methods for dealing with the problem.

**234.** Some parents might try to suggest that this question is not applicable to their child because they would not come across anything that had the potential to bother them; however, please prompt the parent that this question refers to how their child would be able to cope if they did come across something hypothetically.

#### Children's survey:

The children's survey is administered in three parts.

- 1) Interviewer administered (face to face) **300-323**
- 2) The self-completion modules
- 3) Interviewer administered (face-to-face) from **325-338**.

Please consider the comments in the interviewer briefing relating to conducting fieldwork with children; as noted elsewhere in the fieldwork materials, it is important to be particularly vigilant to their survey responses. As a general theme, please remind children where appropriate that they should be thinking about all the places (e.g. home, school) and all the formats (e.g. laptop, mobile phone) through which they access the internet. Please also be aware of any apparent inconsistencies during their responses, for example if they say they go on the internet at school but don't admit to using a shared PC or laptop.

**300.** Please read out and provide an answer for each of the response options. Option C and D 'shared' can also include sharing access to computers at other public places such as schools, cybercafés and libraries. 'These days' refers to current use of the internet.

**301.** Please read out and provide an answer for each of the response options. Code A refers to a room where the child will usually be unsupervised; code B is a room that will usually contain other people at the same time e.g. Kitchen.

**302.** Please probe for the child's best estimate if they are unsure. 'First use' of the internet includes all activities that take place through the internet, including accessing emails and using instant messaging rather than necessarily just the first time they accessed a webpage. Please

## EU Kids Online II Survey

### Interviewer Instructions

record the age of the child rather than their year group at school or how many years ago they started to use the internet.

**304.** Please note that there is no showcard for this question. Please code the child's open ended response into one of the relevant pre-codes available – if you are unsure which to put it in, ask the child to clarify which of the two relevant codes they feel would best reflected their answer. Just to clarify, we are only interested in time spent actively on the internet rather than leaving the internet on whilst doing something else.

INTRODUCTION OF 'INTERNET'. Please only repeat if they child seeks clarification

**306.** This is one of the most important questions in the survey. Children of all ages are asked 306, which should be run through first; however **307** should only be asked of those aged 11+; furthermore, the follow up at **307** should only be asked of statements the child has said 'yes' to at **306**. You do not need to code anything for a statement at **307** if they have not mentioned that they do this activity at **307**. If a child does not know what something is, please code them a 'don't know'. There is not a showcard at 307 as each relevant statement should be read out.

**308 and 309.** Please take the same approach here as you did for **306** and **307**. Please read the definitions of social networking or instant messaging if asked by the child.

**310.** This question should only be asked of those aged 11+ and if the child has said 'yes' to any of the statements at **308**. Furthermore, you only need ask **310** for the statements to which the child has said 'yes' to at **308**, for example if they said 'no' to statement A at **308**, then they will not be asked about sent/received email (statement A) at **310**. If a child opts to respond 'don't know' at **308**, they should still be asked **310**. If a child does not know what something is, please code them as 'don't know'.

**311.** Please take the same approach here as you did for **306** and **307**

**313.** Please note that this question should be asked to children of all ages, and recorded even if the child has indicated previously in the interview that they do not have a social networking profile at an earlier question. Note that the question asks about their OWN profile rather than using making use of someone else's profile. If a child confirms that they do not have their own profile at **313** then please skip straight to **319** – they should not be asked **314** onwards.

**314.** The number of profiles that a child has should include any profiles that are not up to date or 'active' but are still visible on the internet; however, please exclude any old profiles that have been deleted and therefore are not available for viewing on the internet.

**315.** If a child uses more than one social networking site, please probe to find out which profile they use the most often and prompt to remind the child that they should be thinking only about this most frequented profile when answering **316** and **317**.

**316.** Please probe for the best estimate here, the response should only include people on their main social networking profile at 315.

**319-321.** Please note that these questions are only asked to those aged 11+.

**322.** Please prompt the child to help them understand what we mean by things that may 'bother them'. It is very important that the child understands this concept as it will keep on appearing in the self-completion section – please prompt them that this concept will come up again in the survey. We have specifically chosen the word 'bothered' - which is sometimes accompanied by a description of 'for example, make you feel uncomfortable, upset or feel that you shouldn't have seen it' – because we feel that it is a broad and lowly emotive term that captures several types of emotion. We have purposefully discounted using the word 'upset' as the main emotion because on some level it accepts that the child was unable to deal with the incident; and/or the word 'bad' because we did not want the child to feel that they needed to have any feelings of guilt or blame towards themselves.

## EU Kids Online II Survey

### Interviewer Instructions

**322. continued.** If the child codes 'yes', please ask them to detail what they mean in a separate box. If using PAPI, this will be on a separate page which should immediately be placed in the self-completion response envelope; if using CAPI this will be done using the CAPI machine.

#### Self-completion format:

Please refer to the interviewer instruction and questionnaire introduction document for further details about how to work out which version of the survey the child should receive and how to introduce the survey.

#### Key concepts

The points outlined below should help to clarify the meaning of some of the key concepts.

***"Did it bother you" or "...that bothered you" or ".. you were bothered"***: This is one of the most important phrases to get right in the whole questionnaire. Please see note above on **322**

***"Face-to-face"***: by 'in person face-to-face' we mean meeting some one in the off line world.

***"Hurtful or nasty"***: both adjectives are used to help cover as many different types of bullying as possible. Hurtful is a relatively low level emotion and could take place without intent, nasty is a child friendly term for vindictive which suggests intent.

***"Upset"***: we want to try and keep term this as lowly emotive as possible, it is equivalent to a light version of being distressed.

**Intro to section B**: This introduction is essentially referring to bullying. Please consider that we want to try and keep this description as broad as possible.

**Intro to section D**: Here we are referring to pornographic images, we later describe these as 'sexual images'. The phrase 'obviously sexual' is a child friendly term for explicit material.

**133, 169, 181**, : 'Private parts' is a child friendly euphemism for 'sexual organs'. Please use an equivalent euphemism that will be understood by children.

**Intro to section G and H**: Here we are referring to 'sexting' but are keen to stress that this could be text, images or videos – although not via mobile phone text messages.

#### The second interviewer administered section

Once the child has completed the self-completion section, please re-issue them with a set of showcards. Please be extra sensitive when asking questions relating to parenting method/style (325 onwards); it is of paramount important that children do not feel that their parents are being judged on the answers that they give.

**Questions 325-330** if there is more than one parent in the household, please ask the child to consider all the things that their parents do in relation to their internet use and consider the interviewer notes for clarification on how to help the child answer the question if their parents take different approaches. Please note that we are only interested in the involvement of a second parent if they live at that address, rather than an absent parent with whom the child might also access the internet.

**328.** We are keen to distinguish here between activities that children are: 1) allowed to do at any time without the need for permission from their parents; 2) allowed to do but only with either of their parent's permission; or 3) not allowed to do at any time. Please note that this question refers to CURRENT arrangements rather than anything that they may or may not have been able to do in the past. Please ask for all statements regardless of whether they have identified that they do not currently use these activities – for example they may not use instant messaging (statement A) because they are not allowed to. Please clarify that we want children to think about both parents/all adults responsible for their internet use. If it is the case that the answer

## EU Kids Online II Survey

### Interviewer Instructions

depends on which parent is supervising the child (e.g. one parent allows a child to do it be the other does not) please take the answer to be whichever is the least level of supervision.

**330.** This question should only be asked if the child uses the internet at home. Please note that you should only ask statements B-D if they are applicable at **306**. If they are not applicable, please code 'Not applicable'.

**331.** This question should only be asked to those aged 11+ who use the internet at home. If they access the internet through more than one computer at home, please clarify that they should answer with reference to the computer that they use to access the internet the most often. If they do not know what something is, please code 'don't know'.

**332-334.** Please clarify that we want children to think about both parents/all adults responsible for their internet use. Again, if it is the case that the answer depends on which parent is supervising the child (e.g. one parent allows a child to do it be the other does not) please take the answer to be whichever is the least level of supervision.

**336-338.** Please read out each statement, and ask the child to say yes or no to each rather than just letting them choose the applicable codes from the showcard.

### C. Editing and quality control

**You must return your material to your office as soon as possible after interviews have taken place, and keep doing so regularly throughout fieldwork.** In this way, questionnaire comprehension can be evaluated from the start, errors can be spotted and any problems cleared up before other interviews are completed incorrectly.

Before leaving the household, you should review both the **questionnaire** to check that you have filled it in correctly and completely. You should make sure that:

- All the relevant sections of the interview have been completed.
- The Interviewer Section at the end of the questionnaire is completed.

For paper administration:

- All the correct self completion sections have been completed and placed in an envelope, along with the completed follow-on contact sheet
- The information recorded is clear and legible for others to read

You should also check and edit the **contact sheet** to make sure that:

- Your name and ID and filled in on the front page
- Sample Point and Address ID numbers are filled in
- Household address and postal code have been recorded in full
- Telephone number has been recorded
- Respondent selection sections are complete

# EU Kids Online II Survey

## Interviewer Instructions

### 1. Introduction

EU Kids Online II is a European-wide project being coordinated by the London School of Economics and funded by the European Safer Internet Programme (EU Commission).<sup>1</sup> The main stage of the study is a survey across 25 European countries which will consist of in-home interviews with parents and children aged 9-16 who use the internet.

The questionnaire will be the first European-wide in-home survey of children and their parents about children's experiences online. Unfortunately, some children do experience risks online whether it is being exposed to inappropriate content, having unsuitable contact with someone else or by behaving in an improper manner. This research will help identify the type and frequency of risk, how children feel and cope with these experiences and what types of parental mediation are successful in managing these risks.

The survey findings will be used to help capture a European-wide assessment of how children and parents navigate the internet. Results will be used by governments and organisations to develop safer internet programmes and regulate certain parts of the internet, and to help teachers, youth workers and parents better advise and support children online.

The survey will be run simultaneously in the following countries:

Austria  
Belgium  
Bulgaria  
Cyprus  
Czech Republic  
Denmark  
Estonia  
Finland  
France  
Germany  
Greece  
Hungary  
Italy  
Lithuania  
Netherlands  
Norway  
Poland  
Portugal  
Republic of Ireland  
Romania  
Slovenia  
Spain  
Sweden  
Turkey  
UK

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<sup>1</sup> Further information can be found at <http://www.lse.ac.uk/collections/EUKidsOnline/>

# EU Kids Online II Survey Interviewer Instructions

## 2. Fieldwork materials and content of fieldwork packs

Before you leave the briefing session, make sure you have all the materials you need for the interviews:

- Questionnaires:
  - Interviewer-administered questionnaires for children
  - Self-completion module for 9-10 year olds
  - Self completion module for 11+ year olds
  - Parent questionnaires (interviewer-administered)
- Introductions to the self-completion modules (CAPI only; these are included in the child questionnaire for PAPI)
- Show-cards
- Summary contact sheet
- Follow-on contact sheets
- Letter of introduction (from LSE and from the agency)
- Leaflet to be left to children

## 3. Summary of requirements

In each country, the aim is to interview 1,000 children aged 9-16 who use the internet and their parents about their experiences of risks on the internet.

**Each interview requires a child and parent from the same household.**

There are some very specific requirements relating to the audience (children and parents), subject matter (sensitive safety issues), and sampling methods that are specific to this study and which you may not have encountered before. These are summarised here but explained in more detail in the fuller instructions below. **It is vital that you read these instructions in full and ensure you understand all aspects of approach before you start fieldwork. If anything is unclear please ask your supervisor before you start work:**

Summary of project specific requirements:

- 1) **Surveying children, and asking questions on sensitive issues raises some specific ethical issues and requirements** which you will need to address, including gaining parental consent, but also ensuring that the child's wellbeing is maintained during the interview (see section 7)
- 2) **We have some very specific requirements for how fieldwork should be conducted.** At each sample point households will be called and attempts made to contact and screen at these before any more are selected or tried. It will be vital that you try to call all of these **4 times**. (This is explained further in sections 4 & 5)
- 3) **Contact sheet data is especially important for this study** - it is something that the client is interested in analysing alongside the interview data and is also required for monitoring fieldwork progress. As such it is especially essential that you complete contact sheets for all households fully and return them regularly with questionnaires. (See section 6)
- 4) **Sampling for this project has some complexities because you will need to carry out screening to identify households with eligible children** (aged 9-16 using the



## EU Kids Online II Survey

### Interviewer Instructions

internet), randomly select a child, and also identify the most appropriate parent to interview. (This is explained more fully in section 4).

- 5) **There are multiple survey tools that must be used to carry out the interview: it will be vital that you understand which to use then and ensure all are completed where appropriate.** There are separate parents and children's questionnaires, and children have both an interviewer administered survey and a self completion section which is split into different versions according to age group (see section 8).

## 4. Methodology

### Selecting addresses

For some studies you are asked to try as many households as needed to achieve the total number of interviews required. However, for this study **we want to minimise the number of households called in total in order to achieve the interviews.**

Based on what we know about the audience and our experience of similar surveys, we have estimated the likely eligibility and response rates for this study. Using this information we have worked out how many households would need to be visited in order to achieve 1000 interviews across the country. The aim is to achieve all of the interviews from just this number of households, and to avoid over- or under-interviewing. We want to get a final outcome at every one of the selected households. This is important to ensure the sample is representative.

As this survey uses a random probability sampling approach, we need to make exhaustive efforts to contact and interview the respondent/s at each sampled household/telephone number.

## EU Kids Online II Survey Interviewer Instructions

### 5. Fieldwork

A high response rate is essential to ensure that the people interviewed accurately represent each country's population. Please make every effort to make contact at each household, and to maximise the response rate. The following fieldwork and contact requirements should be followed:

- Each household/telephone number **must be called** until a final outcome is achieved. If you do not make contact on the first call you must keep going back until you do. If after 4 calls you have still not been able to make contact then you can code the final outcome as 'no contact'. You must make **a full four calls** before doing so though – this is the minimum requirement. These calls should be scheduled at different times of day and be spread across the fieldwork period before ruling out the household. At least 50% of the calls must be made during evening or at the weekend.
- Once you have made contact with a household by telephone you should go through the screening process using the contact sheets. These contact sheets have been designed to be used for Random Walk procedure rather than telephone recruitment since this is what most other countries are using, however they should still be used because it will be important to collect all the information on them (see section 6 for more detail). If the household is eligible and willing to take part then you should make an appointment to visit their home and conduct the interview in person.
- **If you are not able to achieve the required number of interviews from the set number of households/telephone numbers given, you must contact your supervisor.** We want to avoid selecting extra households if possible though so make sure you have made the 4 calls at each address. The tips provided in the box below will help you secure an interview. In these rare cases, your supervisor will provide you with new households/telephone numbers to try.
- If you hit your target number of interviews before you have visited all addresses, please contact your supervisor who will advise you if you can stop or if you should keep trying the rest of your allocated numbers.
- You will have two types of contact sheet: a summary sheet and follow-on sheets (see Section 5 for more information). **You must complete the summary contact sheet for every household/telephone number called. You must complete a follow-on contact sheet for every address with children aged 9-16.** Contact sheet data is particularly important for this study, because the screening process for the survey will provide core data that the client needs for analysis. Furthermore sample outcome information is of particular interest for this client.

## EU Kids Online II Survey

### Interviewer Instructions

#### Tips for Improving Respondent Co-operation

1. Try to sell the survey by highlighting the variety of topics which are covered by the questionnaire: the survey asks children about how they use the internet and the sorts of things they see and do when online, such as social networking, sending emails and playing games. We want to find out about children's and parents' experiences of using the internet (good and bad), what parents do to keep their children safe from harmful and inappropriate content.
2. If parents express any concerns about speaking to their child about harmful and inappropriate content on the internet you should reassure them that the questions have been carefully designed to be appropriate for children of their age and the questions we ask are dependent on their experience.
3. Emphasise how important this survey is and how the results will be used by people working in economic and social research to help design policies and programmes to make the internet a safer place for children and young people. The results will be available to researchers all over the world. For example, reducing cyber-bullying, improving internet regulations and website restrictions, and developing guidance for parents and teachers.
4. Explain to the respondent that they have been chosen out of the national population, and that their participation is very important to us as it is the best way to ensure that the results are representative of the whole of society. Also, please assure the respondent that their responses will be completely anonymous and will never be treated individually.
5. You should make respondents aware of the LSE 'EU kids online' website which contains information about the researchers and advisors in each country. The survey findings will also be posted on the website in October.
6. The introductory letter explains to respondents what the study is about and why we want to speak to them. It includes some background information from the client (the London School of Economics) as well as a link to the website and contact details for someone at your agency. The letter should help to inspire more confidence and trust and therefore to improve response. You should carry copies of the introductory letter with you and go over it with the selected individual or other household member.
7. If respondents have any further questions, any doubts, or if they would like to receive more information about the survey they should feel free to contact the local survey agency whose contact details are included on the letter.
8. If the person you speak to wants to check the study out before agreeing to participate, or if the selected respondents are not at home at the time of your call you can leave your contact details and ask them to make contact with you. Or, if the household is happy to do so you can take their phone number to get in touch later to arrange a time for the interview. Always propose an appointment if respondent is reluctant to participate.

# EU Kids Online II Survey

## Interviewer Instructions

### 6. Contact sheets

Contact sheet data is vital for this survey because some of the questions collect key information for analysis and weighting which is not available from anywhere else. The reason this information is collected on the contact sheets rather than the questionnaire is that it is **required for households that do not take part as well as those that do**. It is therefore important that you complete the contact sheets for **every household** you attempt to contact (including those that you do not manage to make contact with).

You will be required to use two types of contact sheet for this survey – we have designed these for the Random Walk approach (which is being used by most other countries for this study) in order to minimise the amount of paper that interviewers need to carry with them. Some information is required for every household, but then more detailed information is needed for households that have children aged 9-16.

#### Summary Contact Sheet

The first contact sheet is a summary document which covers every household/telephone number in your sample point and is designed to record basic information about each one.

Address ID numbers have been pre-printed on the sheet but the addresses need to be filled in. Once you have written in the address information for a household, the Address ID Number for that corresponding block should then always be used as the reference for that particular household.

For every household you must fill in the following details:

- Address and postcode and telephone number
- Each time you try to contact the household/call the telephone number you must circle the visit number (i.e. the call number) – so for example on the first call circle 1, if contact is not made then make a second call at another time and circle 2 etc).
- On the final call, circle the appropriate outcome code:
  - Property was ineligible/ non-residential (e.g. turned out to be a business address or a holiday home),
  - No contact made after 4 calls (the full 4 calls should be made before this outcome can be coded)
  - Contact made but the screening could not be carried out (e.g. refusal before screening was done)
  - The household was screened but there are no children aged 9-16 living there
  - The household was screened and there are children aged 9-16 living there

You should try to find out the type of property and circle the appropriate number to record this on the contact sheet. Where Random Walk is being used, interviewers can code this information themselves and so property type will be available for every household. This can obviously not be done by telephone so we ask that this is collected for as many households as possible by asking the respondent. Property type is essential for data weighting to address any sample bias.

The letters 'S' or 'RW' refer to the Random Walk procedure so can be ignored for telephone recruitment.

An introduction and screening question 1 have been provided at the top of the first page of the summary contact sheet. When introducing the survey to the respondent it is important that they fully understand the nature of the research, what it will involve, who it is for and how the findings will be used. The introduction provided contains all key information but it is also important that you adapt and tailor it picking up on respondents' interests to sell the survey, and picking up on any concerns so you can address them and encourage them to take part.

## EU Kids Online II Survey

### Interviewer Instructions

When introducing the survey, make sure that it is clear to the respondent that the interview would be done in person and that you would make an appointment to visit their home at a time convenient for them, to conduct the interview.

Question 1 is the first screening question which identifies children aged 9-16 in the household. Even if households/telephone numbers have been selected from a register which identifies households with children you should still ask this question to check.

In working out whether the household has children you should:

- Include children normally living at that address but away from home for a period of under 6 months;
- Exclude children living in another household and children living away from home for longer than six months and children non-resident of the country.

If there are no children aged 9-16 the household is not eligible and you can end the interview. If *there are* children aged 9-16 living at the address (outcome code 5), then the **follow-on contact sheet** should be used for the rest of the screening process.

#### Follow-on Contact Sheets

The second contact sheet is a follow-on document which needs to be completed for **every household where there are children aged 9-16**.

You **MUST transfer the Sample Point and Address ID numbers** from the summary contact sheet to the follow-on contact sheet so that they can be linked together. Without this information the data cannot be linked and the interview will be rejected. **No interview will be accepted without a linked contact sheet.**

The full address, postcode and telephone number will also be required for quality control and fieldwork checks.

It is essential that you fully complete each section of the follow-on contact sheet:

The screening and respondent selection parts of the contact sheet should be carried out as part of the telephone recruitment but the parental consent section requires a signature so should be obtained at the time of the interview.

#### A. Screening

Section A continues the screening process from question 1 on the summary contact sheet. The questions in this first section collect important data about the profile of children in the household which are vital for the client at the analysis stage so they can compare the profile of children who use the internet with those that do not.

**Question 2 asks how many children aged 9-16 live at the household.**

**Questions 3 and 4 (a/b/c/d) collect profile information about each child aged 9-16:**

- Gender;
- Age; and
- Whether or not they use the internet.

**This information can be provided by any adult in the household who is over the age of 15.**

You must then work out whether the household is eligible to take part (ie if there is a child age 9-16 who uses the internet present) and identify/select appropriate respondents (child and parent). If none of the children use the internet, then the household is not eligible for interview although **before ending the interview you must complete Section C.**

#### B. Child selection

If there is more than one child aged 9-16 who uses the internet then one of them must be selected for interview:

## EU Kids Online II Survey

### Interviewer Instructions

**Question 5 - this question randomly selects an eligible child to take part using the last birthday method (i.e. the child who celebrated their birthday last is the selected child).**

Using the last birthday method ensures the selection is random. Once the selection has been made the selected child cannot be substituted or replaced with another. For example, if the “selected child” does not want to take part, but another eligible child does want to, you must not interview the replacement child, but just code refused for the selected child. This is vital for ensuring a representative sample.

#### C. Social Profile of head of household

**Questions 6 and 7 collect important profile information about parents in the households that will be used in analysis:**

- highest level of education of the head of the household; and
- present occupation of the head of household.

Head of household refers to the person who contributes most to household income.

This **MUST be completed for all households with children whether or not they use the internet**, and whether or not an interview is achieved. This is important as the client wants to be able to compare the profile of children who use the internet with those who do not.

#### D. Parent selection

**Question 8 identifies which parent to speak to in the household**

Whenever there is more than one parent in a household with eligible children, one parent/guardian must be selected to take part in an interview. The selected person should be the one **who knows the most about the selected child’s use of the internet**.

It does not matter if the child does not or cannot access the internet at home (i.e. the child only uses the internet at school, at friends’ homes, at the library or elsewhere), we would still like to interview a parent, and this should be the parent who knows the most about their child’s use of the internet, wherever that may be.

This could be the child’s mother, father, step-parent, foster-parent or another responsible adult in a main parenting role for example, Aunt or Grandparent who has main parenting responsibilities. The selected respondent cannot be any adult in the house though – they must play a key parenting role. At Question 8 you should code which person this is.

- *We would suggest making an appointment for the interview at this point and continuing with the parental consent and introduction and child consent in person.*

#### E. Parental consent

Parental consent before you invite the child to take part in an interview is essential in order to meet ethical requirements. The parent should be given the consent form (the back page of the contact sheet) to read and sign before the child is approached for interview.

If the parent asks to see the content of the questionnaire, you should show **a blank copy**. It is important for the parent to understand that the child interview will be confidential to the child and that you will not show the child’s answers to them.

#### F. Child introduction and consent

The child must fully consent themselves to the research also (the parent can not consent for the child, just consent to you *asking* the child). It is vital to ensure that the child fully understands what the survey involves and consents to take part on this basis. Due to comprehension issues for younger age groups, you may need to work extra hard to ensure that the child understands all key points.

## EU Kids Online II Survey

### Interviewer Instructions

There are two introductions for children in the contact sheet; one which should be used for children aged 9-10 and the other for children aged 11-16. They have been worded differently to ensure that they suit the child's level of understanding for their age. However, the wording is for guidance only; please adapt and expand as required to **ensure that the child fully understands and feels comfortable with what's involved before proceeding with an interview**. It is important that the child understands that there will be a self-completion section as well as questions being asked by the interviewer because an interview cannot be accepted if part of it is missing.

As an interviewer, you must sign the section at the bottom of the parental consent form to confirm that you have achieved informed consent from the child. This is an essential ethical requirement.

### G. Visit outcomes

You must record a final outcome on **every** contact sheet:

#### Interview was conducted

1. Complete interview

#### Unsuccessful

2. Interview was started but terminated part way through or achieved with one respondent (parent/child) only

#### Household ineligible

3. There are no children aged 9-16 who use the internet

#### Eligible but unsuccessful

4. Respondents could not be selected – someone in the household refused before selection was made (reasons for refusal should be given at question 12)
5. Respondents were selected but contact was not made with the selected parent
6. Respondents were selected but the selected parent refused (reasons for refusal should be given at question 12)
7. Respondents were selected but contact was not made with the selected child
8. Respondents were selected but the selected child refused (reasons for refusal should be given at question 12)
9. Respondents were selected but someone else in the household refused on their behalf/by proxy (reasons for refusal should be given at question 12)
10. Respondents were selected and appointment made but then broken (reasons for refusal should be given at question 12)
11. Respondents were selected but unable to take part due to language barrier or communication impairment
12. Respondents were selected but away/on holiday/ill for the fieldwork period
13. Some other reason/outcome – details must be specified

### H. Interviewer checklist

The survey process for this study is not straightforward and if it is not carried out as required we will not be able to accept the interview. Therefore, to help you we have provided a short checklist at the end of the contact sheet. You should use the check list to make sure you have filled out all the required information before leaving the household:

- Check you have transferred the ID numbers (Sample Point and Address numbers) from the summary contact sheet to the front page of the follow-on contact sheet. This information is required for linking the forms together.
- Check you have filled out every section of the follow-on contact sheet required (even if you did not achieve an interview)
- Check that you have coded a final outcome



## EU Kids Online II Survey

### Interviewer Instructions

Where an interview has been conducted and **PAPI is being used** you should also:

- Check that all sections of the interview have been completed (parent, child interviewer administered and child self-completion)
- Check that the correct versions and modules of the child self-completion have been completed
- Check that the ID numbers have been transferred carefully and correctly onto the front of EVERY questionnaire
- Check that ALL the completed questionnaires and the follow-on contact sheet for that interview have been enclosed in the envelope

### 7. Engaging children, child protection and ethics

Research with children requires a specialist, sensitive and tailored approach. Furthermore, children's exposure to risks on the internet is a particularly sensitive topic with some challenging questions and concepts for both parents and children; it is therefore paramount that fieldwork is conducted in an appropriately sensitive and ethical manner.

Please ask your supervisor for help or clarification if you are unsure about anything.

#### Ethics

- **Participation is voluntary** at every stage. As mentioned above you must ensure you gain fully informed consent from both parent and child. Participants must also be informed that they are able to **stop at any point** during the survey and that they do not have to answer a question if they do not want to.
- Participants must be given **assurance of confidentiality**. Although the exception is if we find out from information provided by the respondent outside of the main survey responses that there is risk of harm to a child that no reasonable person could ignore (see further below).
- In order to ensure that respondents feel comfortable enough to give honest answers, particularly children's experiences of risk, **some sensitive questions are asked in self-completion format**.
- In order to ensure that respondents trust that self completion responses are confidential it is **vital that interviewers do not look at responses** in the self-completion part of the survey. If using PAPI, the responses should **be placed in a sealed envelope by the respondent** as soon as they are completed.
- If parents are worried about what their child is being asked, you can reassure them that the questionnaires are designed to be appropriate for children and not all the topics asked to parents are also asked to children. You can shown parents a **blank copy** of the questionnaire if they want to see it, but you must not under any circumstances show parents the questionnaire with the child's answers as this would go against the promise of confidentiality.

#### Child safety protocols

- **Avoid all physical contact** with the child, even if the child wants to engage with you
- **Do not give the child anything** (sweets, pens etc).
- Leave every child with a copy of the **internet safety leaflet**.
- **Make sure that a parent or other responsible adult is in the house and available nearby during the interview** and that the door is left open if the parent leaves the room.

**Acting on any child protection concerns:**



## EU Kids Online II Survey

### Interviewer Instructions

We are keen to abide with the non interventionist principles of social research: as researchers we are there to observe and record the social world - not to judge or intervene. However, we must take a responsible approach to child protection and **there may be (rare) occasions where action needs to be taken**. But we would stress that this will be very rare. Approaches to this will reflect local national laws, but we have outlined some key principles, which should be followed, subject to any amendments required by national laws.

**The questionnaire has been designed such that no answers given to precoded responses require you to take action** (they ask about past events, not current harm).

- If you are concerned about any aspect of past harm revealed to you, you should encourage the child to **tell a trusted adult**.

**However, the child may mention additional details outside of the questionnaire responses that could raise concerns about a current risk of harm to them.** In these cases, action should be taken only if it is regarded as **"something any reasonable person could not ignore"**; or if it is required within national laws. You should:

- **Tell the child that they are concerned and talk to them about the action that they will be taking.** It will be preferable to gather the child's consent, although in cases of serious cause for concern there are exemptions (in some countries) where it appropriate to act without this.
- **Report the "incident" to the project manager/field supervisor.** Action will be taken by the Institute, according to national law. Where institutes are not competent to make a decision of this kind, a legal person will be consulted before action is decided upon.
- **Complete an incident form.** (It is important that we keep a full and accurate record, (linked to address numbers) of any child protection issues raised, dates they happened, and whether or not any stops)
- **Encourage the child to talk to a trusted adult** (if they have not already done so)
- **Provide them with the leaflet of top tips/help line support services.**

#### Approaches for interviewing children

It is important to be aware of the adult-child power relationship. Children often feel they have to do what they are told by an adult and can be compliant where they may not want to be. But in an interview situation, it is important that power remains with the child respondent. In this context it is important to

- be sure that the child is genuinely happy to take part
- be sure the child understands that they don't have to answer any questions they don't want to, and that they can stop the interview at any time

In general, children, especially younger age groups may be shy, nervous or anxious about the research, so you will need to put them at their ease, by

- being friendly and interested
- reassuring that the survey is informal, non-judgemental, not difficult and no right or wrong answers, we just want to know their views
- thinking about body language and where you both sit in the room – avoid it feeling like a formal interview or test
- if it helps to put them at their ease, come down to their level physically – eg sit on the floor
- in some cases children may feel more at ease if their parents are interviewed first – it is fine to do this.

As well as ensuring the child (and parent) feels happy and comfortable with the process, you will also need to be vigilant to potential comprehension issues among children.

- Be aware of literacy and comprehension issues
- Encourage full and correct use of showcards - allow respondents time to read in full and

## EU Kids Online II Survey

### Interviewer Instructions

ensure they pick from the full list

- Be vigilant for children (and potentially) parents who may struggle to read showcards – where necessary, help by reading out the codes
- Be prepared to repeat questions for young people interviews to allow full understanding
- Children can be more likely than adults to give quick easy answers to questions (eg pick from the top of a showcard, rather than reading the full list), or give answers to questions when they either don't understand the question, or don't know the answer – because they want to please the interviewer. Please be aware of this and ensure that children have fully understood and considered each question.
- Children often tend to give one answer at multicode questions: please probe as much as possible to make sure we are picking up all relevant responses.
- Younger children can struggle with recalling events and fitting them to timeframes. Where questions ask about things they have done within a certain period of time, please ensure they are thinking about the correct timescale because we find that young people will often tell us about things they do at any time.

**If a parent or other person is in the same room during the interview, please ensure that they are not involved in the child's answers** - for example prompting a certain response, or correcting a child where they think they have given an incorrect answer.

It is also important that no other person sees the answers given by the child in the self-completion questionnaire. If the parent asks to see the content of the questionnaire, you should show a blank copy. On no account should you show the parent what the child has put because this will break confidentiality you have guaranteed to the child.

## 8. The interview

### A. General guidelines for the interview

There are three different questionnaires that need to be completed for every household that takes part in the study:

1. An interviewer-administered parents survey
2. An interviewer administered child survey
3. A self-completion child survey (5 short sections for 9-10 year olds and 2 longer sections for 11-16 year olds)

#### Interviewer-administered surveys:

**Show-cards must be used during the interview and you should explain to respondents how to use them.** However, some questions on the questionnaire use showcards but also have a read out instruction – this is to make it easier for any children struggling to read the showcard. **In these cases please ensure you always read out the responses in full as well as use the showcard,** because there is a danger that children don't admit when they can't read something properly.

You must read out each question just as it is written, without reinterpreting or changing the wording. If the respondent asks for a fuller explanation or more details, simply read the question again and tell them they should answer in terms of whatever they understand or interpret.

**“Don't know” and “prefer not to say” options in a list of items or in a scale must not be read/suggested to the respondent. Those are considered as spontaneous answers.**

It is also important that, during the interview, the parent is answering questions **in relation to the selected child** rather than any of their other children.

## EU Kids Online II Survey

### Interviewer Instructions

#### Self –completion surveys:

**There are two different versions of the self-completion questionnaire, one for 9-10 year olds and another for children aged 11-16 years old.** These two different versions have been created to allow for easier instructions, and phrasing of questions for 9-10 year olds, and to make sure that some sensitive questions are only asked to those aged 11 or older. **Please ensure that you double check the age of the child before the interview and administer the correct version of the survey (see table below).**

## EU Kids Online II Survey

### Interviewer Instructions

Also note, that for both age groups, the final self-completion section(s) are filtered and just children who have communicated with others on the internet – this routing is checked via a filter question 324).

Section	9-10 year olds	11-16 year olds
A	1 Asked to all	1 Asked to all
B	2 Asked to all	
C	3 Asked to all	
D	4 Asked to all	
E	Not asked	
F	5 Asked to those who communicate with others on the internet	2 Asked to those who communicate with others on the internet
G	Not asked	
H	Not asked	
Section	9-10 year olds	11-16 year olds
A	1 Asked to all	1 Asked to all
B	2 Asked to all	
C	3 Asked to all	
D	4 Asked to all	
E	Not asked	
F	5 Asked to those who communicate with others on the internet	2 Asked to those who communicate with others on the internet
G	Not asked	
H	Not asked	

- The version for the 9-10's comes in 5 booklets/CAPI sections and you will need to explain each section before giving it to the child.
- The 11+ version comes in 2 booklets/CAPI sections with some more parts grouped together, because they will need less explanation for older children.

**For paper versions** you will hand them a booklet one at a time, and will need to “read out” some introductory text to explain what they have to do, and clarify key concepts they will have to understand. Instructions and the introductory text (which differ for 9-10 year olds and 11-16 year olds) are included within the interviewer-administered questionnaire so that you can refer to them as the child completes their questionnaire booklets. The **introductions must be read out by the interviewer** because children's' understanding of the key concepts relies on you reading this out.

**For CAPI versions**, you will hand the CAPI machine to the respondent to fill in each section one at a time. You will need to “read out” some introductory text to explain what they have to do, and clarify key concepts they will have to understand. The text is included on a separate sheet for you to refer to whilst the child uses the CAPI machine. The **introductions must be read out by the interviewer** because children's' understanding of the key concepts relies on you reading this out. The child will complete each section on CAPI and at the end of each section the script will ask them to hand the machine back to you before the next section for you to explain it read out new instructions and explain it to them.

**Prior to the final module you will need to ask the child a filter question to check if they do any activities that involve communicating with others online (eg email, chat rooms etc).**

Regardless of which version or format of the questionnaire a child receives, they are all asked to complete a **practice section**. This section is intended to be an opportunity for the interviewer to help explain the question format and answer options, as well as (for PAPI) how to follow routing instructions, (for CAPI) how to use the CAPI machine. Please talk the children through these questions and ask them if they have any other questions before they continue to answer the rest of the survey.

## EU Kids Online II Survey Interviewer Instructions

**For paper versions**, please ensure that the child completes the relevant sections one at a time and ask them to place the completed section in the envelop provided to help reassure of confidentiality. **You must ensure that all sections are placed in the envelope which you must label with the Sample Point and Address ID numbers.** The rest of the interviewer-administered questionnaires and the follow-on contact sheet must also be placed in the envelope at the end of the interview.

# EU Kids Online II Survey

## Interviewer Instructions

### B. The questionnaire

Before starting work, it is very important that you are familiar with the questionnaires. Please make sure you have run through the questionnaires and are comfortable with how they work.

Below is some additional background on questions where more explanation may be needed. This information should help you to deal with respondents' queries so the interview proceeds more smoothly. Just a quick reminder:

- The parent questionnaire should be administered to the adult who is most involved in the child's internet use. If there is no internet access at home, the parent should still be asked every question (the questions are relevant to everyone). If they don't know the answer to any questions then it is fine to say 'don't know'.
- The parents answers should refer only to the child that is taking part in the survey rather than to any other children
- It is an international survey so if some of the questions seem strange this is why. Some of the questions cover things which are more relevant in some countries than others but we want to compare people's experiences and views across all countries.
- Please be extra sensitive when asking questions relating to parenting method/style (325 onwards); It is of paramount important that parents do not feel that they are being judged on the answers they give.
- Not all children live with their birth mother and birth father and we are keen to understand the structure of different households, specifically in terms of which adults have a role in mediating the child's online experience. Although this should be rare, you may come across a household where the mother-figure and/or father-figure are not the child's birth parents and need to identify an alternative adult (who has main parenting responsibility) as having the 'mother role' or 'father role'. With this in mind, an adult defined as having the 'mother role' can include: mother/step-mother/adoptive/foster mother/girlfriend with main parenting responsibility; an adult defined as having the 'father role' can include: father/step-father/adoptive/ foster father/boyfriend with main parenting responsibility; an adult defined as having the role of an 'other carer' can include: grandparent/brother/sister (including adopted sibling)/step-brother or sister (including half brother or sister/adopted/fostered), other relative or other non-relative (including lodger) with main parenting responsibility.

### Clarification for specific questions

#### Parent's survey:

**202.** Please note that we are measuring all children aged 0-17 here rather than just eligible children aged 9-16.

**207.** This figure should be inclusive of the respondents.

**208.** Please note that '2 parent' families do not have to be made up of both birth parents; it is up to the respondent to consider if there is another adult in the household with a parenting role of the child.

**211.** This is a multicode question. We are keen to track all main languages spoken in the home

**214.** Please note that they should only tick 'yes' if they worry about this issue **a lot**.

**216.** If a respondent's workplace is also their home, please code both 1 and 2.

## EU Kids Online II Survey

### Interviewer Instructions

**219.** Code A refers to a room where the child will usually be unsupervised; code B is a room that will usually contain other people at the same time e.g. Kitchen.

**221.** We are keen to distinguish here between activities that children are: 1) allowed to do at any time without the need for permission from their parents; 2) allowed to do but only with either of their parent's permission; or 3) not allowed to do at any time. Please note that this question refers to CURRENT arrangements rather than anything that they may or may not have been able to do in the past.

**222.** In items E & F. By bothered, we mean experiencing something that might make the child feel uncomfortable, upset, or feel that they shouldn't have seen it. This also applies to question 228-230 and 232-234.

**223.** Code 99 'Not applicable' should be used where the child does not make use of the technology in the statement. i.e. they do not have an instant messaging account at statement B, or social networking profile at statement C or D.

**230.** Please probe and code fully here, but without revealing names or specifics that might be able to identify the respondent or child. If the respondent appears reluctant to give further details, please re-assure them that their responses are confidential.

**232.** Please note that unlike other timeframes, this question asks parents to look SIX MONTHS into the future.

**233.** By 'deal' with the experience, we are keen to include physical, practical and emotional methods for dealing with the problem.

**234.** Some parents might try to suggest that this question is not applicable to their child because they would not come across anything that had the potential to bother them; however, please prompt the parent that this question refers to how their child would be able to cope if they did come across something hypothetically.

#### Children's survey:

The children's survey is administered in three parts.

- 1) Interviewer administered (face to face) **300-323**
- 2) The self-completion modules
- 3) Interviewer administered (face-to-face) from **325-338**.

Please consider the comments in the interviewer briefing relating to conducting fieldwork with children; as noted elsewhere in the fieldwork materials, it is important to be particularly vigilant to their survey responses. As a general theme, please remind children where appropriate that they should be thinking about all the places (e.g. home, school) and all the formats (e.g. laptop, mobile phone) through which they access the internet. Please also be aware of any apparent inconsistencies during their responses, for example if they say they go on the internet at school but don't admit to using a shared PC or laptop.

**300.** Please read out and provide an answer for each of the response options. Option C and D 'shared' can also include sharing access to computers at other public places such as schools, cybercafés and libraries. 'These days' refers to current use of the internet.

**301.** Please read out and provide an answer for each of the response options. Code A refers to a room where the child will usually be unsupervised; code B is a room that will usually contain other people at the same time e.g. Kitchen.

**302.** Please probe for the child's best estimate if they are unsure. 'First use' of the internet includes all activities that take place through the internet, including accessing emails and using instant messaging rather than necessarily just the first time they accessed a webpage. Please

## EU Kids Online II Survey

### Interviewer Instructions

record the age of the child rather than their year group at school or how many years ago they started to use the internet.

**304.** Please note that there is no showcard for this question. Please code the child's open ended response into one of the relevant pre-codes available – if you are unsure which to put it in, ask the child to clarify which of the two relevant codes they feel would best reflected their answer. Just to clarify, we are only interested in time spent actively on the internet rather than leaving the internet on whilst doing something else.

INTRODUCTION OF 'INTERNET'. Please only repeat if they child seeks clarification

**306.** This is one of the most important questions in the survey. Children of all ages are asked 306, which should be run through first; however **307** should only be asked of those aged 11+; furthermore, the follow up at **307** should only be asked of statements the child has said 'yes' to at **306**. You do not need to code anything for a statement at **307** if they have not mentioned that they do this activity at **307**. If a child does not know what something is, please code them a 'don't know'. There is not a showcard at 307 as each relevant statement should be read out.

**308 and 309.** Please take the same approach here as you did for **306** and **307**. Please read the definitions of social networking or instant messaging if asked by the child.

**310.** This question should only be asked of those aged 11+ and if the child has said 'yes' to any of the statements at **308**. Furthermore, you only need ask **310** for the statements to which the child has said 'yes' to at **308**, for example if they said 'no' to statement A at **308**, then they will not be asked about sent/received email (statement A) at **310**. If a child opts to respond 'don't know' at **308**, they should still be asked **310**. If a child does not know what something is, please code them as 'don't know'.

**311.** Please take the same approach here as you did for **306** and **307**

**313.** Please note that this question should be asked to children of all ages, and recorded even if the child has indicated previously in the interview that they do not have a social networking profile at an earlier question. Note that the question asks about their OWN profile rather than using making use of someone else's profile. If a child confirms that they do not have their own profile at **313** then please skip straight to **319** – they should not be asked **314** onwards.

**314.** The number of profiles that a child has should include any profiles that are not up to date or 'active' but are still visible on the internet; however, please exclude any old profiles that have been deleted and therefore are not available for viewing on the internet.

**315.** If a child uses more than one social networking site, please probe to find out which profile they use the most often and prompt to remind the child that they should be thinking only about this most frequented profile when answering **316** and **317**.

**316.** Please probe for the best estimate here, the response should only include people on their main social networking profile at 315.

**319-321.** Please note that these questions are only asked to those aged 11+.

**319-322.**

**322.** Please prompt the child to help them understand what we mean by things that may 'bother them'. It is very important that the child understands this concept as it will keep on appearing in the self-completion section – please prompt them that this concept will come up again in the survey. We have specifically chosen the word 'bothered' - which is sometimes accompanied by a description of 'for example, make you feel uncomfortable, upset or feel that you shouldn't have seen it' – because we feel that it is a broad and lowly emotive term that captures several types of emotion. We have purposefully discounted using the word 'upset' as the main emotion because on some level it accepts that the child was unable to deal with the incident; and/or the word 'bad' because we did not want the child to feel that they needed to have any feelings of guilt or blame towards themselves.



## EU Kids Online II Survey

### Interviewer Instructions

**322. continued.** If the child codes 'yes', please ask them to detail what they mean in a separate box. If using PAPI, this will be on a separate page which should immediately be placed in the self-completion response envelope; if using CAPI this will be done using the CAPI machine.

#### Self-completion format:

Please refer to the interviewer instruction and questionnaire introduction document for further details about how to work out which version of the survey the child should receive and how to introduce the survey.

#### Key concepts

The points outlined below should help to clarify the meaning of some of the key concepts.

***"Did it bother you" or "...that bothered you" or "... you were bothered"***: This is one of the most important phrases to get right in the whole questionnaire. Please see note above on **322**

***"Face-to-face"***: by 'in person face-to-face' we mean meeting some one in the off line world.

***"Hurtful or nasty"***: both adjectives are used to help cover as many different types of bullying as possible. Hurtful is a relatively low level emotion and could take place without intent, nasty is a child friendly term for vindictive which suggests intent.

***"Upset"***: we want to try and keep term this as lowly emotive as possible, it is equivalent to a light version of being distressed.

**Intro to section B**: This introduction is essentially referring to bullying. Please consider that we want to try and keep this description as broad as possible.

**Intro to section D**: Here we are referring to pornographic images, we later describe these as 'sexual images'. The phrase 'obviously sexual' is a child friendly term for explicit material.

**133, 169, 181**, : 'Private parts' is a child friendly euphemism for 'sexual organs'. Please use an equivalent euphemism that will be understood by children.

**Intro to section G and H**: Here we are referring to 'sexting' but are keen to stress that this could be text, images or videos – although not via mobile phone text messages.

#### The second interviewer administered section

Once the child has completed the self-completion section, please re-issue them with a set of showcards. Please be extra sensitive when asking questions relating to parenting method/style (325 onwards); it is of paramount important that children do not feel that their parents are being judged on the answers that they give.

**Questions 325-330** if there is more than one parent in the household, please ask the child to consider all the things that their parents do in relation to their internet use and consider the interviewer notes for clarification on how to help the child answer the question if their parents take different approaches. Please note that we are only interested in the involvement of a second parent if they live at that address, rather than an absent parent with whom the child might also access the internet.

**328.** We are keen to distinguish here between activities that children are: 1) allowed to do at any time without the need for permission from their parents; 2) allowed to do but only with either of their parent's permission; or 3) not allowed to do at any time. Please note that this question refers to CURRENT arrangements rather than anything that they may or may not have been able to do in the past. Please ask for all statements regardless of whether they have identified that they do not currently use these activities – for example they may not use instant messaging (statement A) because they are not allowed to. Please clarify that we want children to think about both parents/all adults responsible for their internet use. If it is the case that the answer

## EU Kids Online II Survey

### Interviewer Instructions

depends on which parent is supervising the child (e.g. one parent allows a child to do it be the other does not) please take the answer to be whichever is the least level of supervision.

**330.** This question should only be asked if the child uses the internet at home. Please note that you should only ask statements B-D if they are applicable at **306**. If they are not applicable, please code 'Not applicable'.

**331.** This question should only be asked to those aged 11+ who use the internet at home. If they access the internet through more than one computer at home, please clarify that they should answer with reference to the computer that they use to access the internet the most often. If they do not know what something is, please code 'don't know'.

**332-334.** Please clarify that we want children to think about both parents/all adults responsible for their internet use. Again, if it is the case that the answer depends on which parent is supervising the child (e.g. one parent allows a child to do it be the other does not) please take the answer to be whichever is the least level of supervision.

**336-338.** Please read out each statement, and ask the child to say yes or no to each rather than just letting them choose the applicable codes from the showcard.

### C. Editing and quality control

**You must return your material to your office as soon as possible after interviews have taken place, and keep doing so regularly throughout fieldwork.** In this way, questionnaire comprehension can be evaluated from the start, errors can be spotted and any problems cleared up before other interviews are completed incorrectly.

Before leaving the household, you should review both the **questionnaire** to check that you have filled it in correctly and completely. You should make sure that:

- All the relevant sections of the interview have been completed.
- The Interviewer Section at the end of the questionnaire is completed.

For paper administration:

- All the correct self completion sections have been completed and placed in an envelope, along with the completed follow-on contact sheet
- The information recorded is clear and legible for others to read

You should also check and edit the **contact sheet** to make sure that:

- Your name and ID and filled in on the front page
- Sample Point and Address ID numbers are filled in
- Household address and postal code have been recorded in full
- Telephone number has been recorded
- Respondent selection sections are complete

## Technical specifications for project management, sampling and fieldwork

This document provides full comprehensive guidelines for research agencies for EU Kids online. The 'Interviewer Instructions' which are designed to be used for briefing interviewers working on this job are provided as a separate document.

It is important that every country follows the specified approach for this survey and that it is conducted consistently across all countries to ensure results are comparable. There are a number of aspects to this job that are unique or unusual for surveys of this sort. It is therefore hugely important that every agency pays special attention to the details included here. There are certain responsibilities that must be met at each stage of the survey, and information to be provided to IPSOS BELGIUM.

**Please read this note carefully and ensure that you fully comply with its contents before starting fieldwork.**

### Contents of this document:

1. General study requirements
2. Sampling
3. Fieldwork
4. Preparing survey materials
5. Interviewer briefings and management
6. Ethics
7. Quality controls
8. Data files and reporting
9. Timing

## 1. General study requirements

In each country, the aim is to interview 1,000 children aged 9-16 who use the internet and their parents about their experiences of risks on the internet.

There are some very specific requirements for this study relating to the audience (children and parents), the subject matter (sensitive safety issues), and the sampling and fieldwork methods. Some of these requirements may be different to other projects so please ensure these are fully understood and passed on to interviewers. The key points are summarised here but explained in more detail in the fuller instructions below.

1. **A number of assumptions about screening, eligibility and response rates should be made for sampling.** Over-sampling households must be avoided by using the assumptions to select just enough addresses to achieve 1000 interviews.
2. **Fieldwork must be delivered very carefully and systematically:** interviews must visit all addresses at their sampling point (the seed address plus the pre-identified random walk addresses) at least 4 times or until an outcome is achieved. They should not visit further addresses unless a final outcome has been achieved for all pre-identified addresses, with the minimum of four calls for non-contacts.
3. **Contact sheet data is especially important for this study** because the sample outcomes and screening information collected on them will provide core data for the client. As such it is essential that interviewers fully complete contact sheets for all addresses (including those where no contact was made) and return them with questionnaires. Complete interviews without contact sheets cannot be included in the dataset.
4. **Surveying children, and asking questions on sensitive issues raises some specific ethical issues to be addressed,** including gaining parental consent and ensuring the child's wellbeing is maintained during the interview
5. **There are multiple survey tools that must be used to carry out the interview.** It will be vital that you understand which to use when and ensure all are completed where appropriate. There are separate parents and children's questionnaires, and children have both an interviewer administered survey and a self completion section which is split into different forms and there are different versions for different age groups. All questionnaires and contact sheets will need to have an ID number to link them together for the same household. Any interviews where the data from each questionnaire and contact sheet cannot be linked together will be rejected.
6. **Regular fieldwork updates to Ipsos Belgium** for monitoring purposes and interim data.

## 2. Sampling

Your sample must be selected using the following 5 steps:

### Step 1: Review sampling assumptions

The number of addresses to be contacted by interviewers (ie seed address + follow-ups identified by random walk methods) should be pre-defined and calculated prior to fieldwork starting. It should be based on pre-defined assumptions about screening rates, eligibility rates, and response rates.

You should already have reviewed and provided the following information to Ipsos Belgium for approval.

- **Sampling points:** What units will be used as sampling points and how many will be selected.

Sample points would be selected from pre-defined geographical units which cover as much of the country as possible (e.g. postcode sectors, municipalities, councils or districts). These should be identifiable on a list so they can be selected, and need to be linked to other information e.g. population density for stratification.

**Screening rates:** the proportion of addresses that you expect interviewers to successfully contact and screen to find out eligibility. Based on previous experience of surveys requiring screening in the UK, our UK assumption for this would be 85%.

- **Eligibility:** The proportion of households nationally where there is/are children aged 9-16 who use the internet. To come up with your best starting estimate of this you may need to combine:
  - Your best national source of data on proportions of households nationally with different age groups of children  
Data from the Eurobarometer indicate the proportion of children who use the internet

For example, in the UK we know from government records that 17% of households have a child aged 9-16, and from the Eurobarometer that 90% of children aged 9-16 use the internet. As such we estimate the eligibility rate (i.e. proportion of households with a child(ren) aged 9-16 who use the internet to be 15%

- **Response rates (AAPOR):** Among households found to be eligible, this is the proportion that goes on to do an interview. We would expect response rates to be between 40% and 60%, depending on circumstances in your country. This is important to the client because a low rate means the results are more likely to be biased
  -
- **Issued sample size:** the number of addresses that would be selected for making contact (not the number at which contact would be made) based on assumptions about contact, eligibility and response rate.

## Example

The table below shows how you can work out the sample size (number of addresses to be selected) in order to achieve 1,000 interviews by working through your starting assumptions. The table uses the assumptions given above, but you will need to use your own assumptions relevant to your country

	Rate	Number of addresses	% of issued sample
Expected response rate among eligible households (achieved interviews)	50%	1000	7%
Eligible (the proportion of households that will contain a child aged 9-16 who is online).	15%	2,000	12.8%
Successfully contacted and screened	85%	13,333	85%
Total issued sample (ie number of addresses to be visited by interviewers: seed plus those identified by random walk)	100%	15,686	100%

## Step 2: Stratification and sampling point selection

An official and complete register of units (e.g. in UK all postcode sectors) should be used as the sampling frame. The full list should be being stratified (ordered) by:

1. Region (NUTS 2 or 3); and then
2. Population density or degree of urbanisation.

Sampling points should then be selected using Probability Proportionate to Size (PPS)' – this is where the points have a probability of selection based on the population of children aged 9-16 in that area. PPS selection of points means that larger areas will have a greater chance of being selected as a sampling point than smaller ones. The chance of selection is equivalent to the number of children living there. For example, if the total population of children aged 9-16 is 2 million, the probability of selecting an area with 50000 children is 0.25 and the probability of selecting an area with 10000 children is 0.005.

In order to do this, you will need to know (approximately) the population of children aged 9-16 within each geographical unit.

Using PPS selection takes account of the size of a sampling point at stage 1 and therefore, the *same number of interviews* should be targeted in every point.

We would like you to use PPS sampling for selecting the sampling points if so if you are unsure about this please contact us.

## Step 3: Selection of starting addresses

The total number of addresses to be selected should have been based on your assumptions about response rates, eligibility and screening rates agreed with Ipsos Belgium prior to starting fieldwork.

Remember, sampling points are selected using PPS (see above) there must be an equal number of addresses selected per sampling point.

In each of the selected sampling points, one address has to be drawn at random from the register of households or from the listing of streets in the geographical area of the sampling point.

This seed address is the starting point for the random walk. There should be no substitution of seed addresses.

## Step 4: Random household selection


The seed addresses are used as the start point for the random walk for selecting the remaining addresses. As sampling points are selected with probability proportionate to size (PPS) then an equal number of addresses should be selected per sampling point.

Addresses will be selected using the pre-defined random-walk procedure which makes the selection independent of the interviewer's decision. All countries must follow these common random-walk guidelines to guarantee full functional equivalence of the procedure between countries.




For this study, we have devised a more efficient approach to the random walk procedure which should be followed. Whilst an interviewer would normally select one address, count five on their route and then select another one, interviewers can select a batch of addresses before counting five on their route and then selecting another batch. Because they can screen a batch of five addresses at the same time, this procedure will make fieldwork more efficient. Interviewers will not need to travel as far to identify eligible respondents.

Standing at the seed address, the interviewer faces the street and turns left. He/she identifies the next four immediately neighbouring addresses as the next in the sample – a batch of five addresses has been selected together.

The interviewer should then continue along the route counting houses/flats/apartments

																																				
House number	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35												
Selected address	1	2	3	4	5	x	x	x	x	x	6	7	8	9	10	x	x	x	x	x	11	12	13	14												

																																
House number	12	13	14	15		16	17	18	19	20	21					22	23	24	25	26	27	28	29	30	31							
Selected address	1	2	3	4		5	x	x	x	x	x					6	7	8	9	10	x	x	x	x	x							

There should be no substitution of selected addresses – this means that if an address is unproductive or appears unsuitable from the outside, the interviewer must still try to make contact there. They cannot choose a neighbour to try instead.

More detailed instructions on how to do the Random Walk sampling are provided in the Interviewer Instructions document.

## Step 5: Random respondent selection:

Please note, random methods should be used to select respondents from all those eligible for the survey. Please do not use quotas.

One child per household should be selected from all eligible children in a household (i.e. all those aged 9-16 who use the internet) using the last birthday method.

If more than one parent lives in the household, the parent who knows the most about the child and their internet use should be selected to take part. It is important that the most relevant person is interviewed and therefore it is not necessary to have an equal split of mothers and fathers.

Even when parents say they do not know about the internet or where a child does not have access to the internet at home, a parent needs to be selected and an interview conducted. The questions will still be relevant, and if they don't know an answer it is fine to say so. A parent interview must be conducted for every child interview.

Once the selection has been made the selected child/parent cannot be substituted or replaced with another.

All this information should be recorded by the interviewer on the contact sheet.

### 3. Fieldwork

We want every effort to be made with each and every sampled address. Interviewers should not substitute or select any new addresses until they have worked and exhausted the original sample. Addresses must be pre-selected through random walk and all of these addresses must be worked until a final outcome is reached.

Interviewers must meet the following fieldwork requirements:

- Make at least 4 attempts to make contact at each address.
- Contact should be attempted at different times of day (including evenings), and at weekends as well as weekdays.
- There are to be no substitutions – if an address looks unsuitable or if contact is not made, then it should not be disregarded – the random selection must be maintained and it is not down to interviewer discretion to give up or try a neighbour instead.

#### Using reserves to meet targets

As the initial assumptions about screening and response rates can be hard to estimate accurately, it is possible that the designated number of addresses will not be sufficient to generate 1,000 interviews. Agencies should carefully monitor progress throughout fieldwork to check that interviewing is on track to meet this target.

If it looks like the target will not be met, interviewers will need to select a number of new addresses to visit using the random walk process. Ipsos Belgium must be kept informed if new addresses are selected. The number of new addresses to be visited should be determined by the likely shortfall and the achieved response rates for fieldwork so far.

#### What to do if the approach results in too many interviews?

Ideally, the pre-determined number of addresses would be worked in full and yield the 1,000 interviews required. We want to avoid having too many interviews, or having addresses left over at the end that have not been visited enough times. It is best practice to set *optimistic* response rate targets initially and then issue extra reserve addresses if required. To avoid additional fieldwork costs you may stop interviewing once the target has been reached. However, do contact Belgium office if you are concerned that the methodology will lead to over delivery.



## 3.1. Contact sheets

Information about every selected address must be collected on the contact sheets – this includes addresses that were tried but no contact was made since these addresses will be considered in the weighting and response rate calculations.

Interviewers should be instructed to administer and complete all contact sheets and fieldwork should be monitored in this regard

Since information is needed for every address, there are two parts to the contact sheets for this survey, designed to minimise the amount of paper that interviews need to carry.

The first is a summary sheet which should cover every address in a sample point and is designed to record basic information about each one. The second is a follow-on sheet which needs to be completed for every household where there are children aged 9-16.

### Summary contact sheet

In order to ensure that interviewers are visiting the correct number of addresses and recording information for all of them (including where no contact is achieved), we suggest that:

- The summary contact sheets are printed in advance with enough address boxes for every address to be selected in a sampling point
- The summary contact sheets are **pre-printed with relevant identification numbers** (see section 4.4) for each address to be visited.

Once an address has been selected via random walk, the interviewer must write the **address and postcode** in the spaces provided; postcode should be collected to allow later analysis by geographical area. The letters 'S' or 'RW' should be circled as appropriate to indicate whether the address is the 'Seed' or was selected via 'Random Walk'.

Interviewers should circle the appropriate number to identify the **type of property**. This information is required for all addresses including non contacts; it is essential for data weighting to address any sample bias arising from non-contacts.

The interviewer should also circle the **visit number** on each time they try to make contact at the address (i.e. on the first visit circle 1, if contact is not made then make a second visit at another time and circle 2 etc).

Where contact is made at an address, the interviewer should use the introduction and screening question 1 provided at the top of the first page of the summary contact sheet. If *there are* children aged 9-16 living at the address (outcome code 5), then the **follow-on contact sheet** should be used for the rest of the screening process.

The summary outcome should be coded for every address on the sheet:

- Property was ineligible/ non-residential (e.g. turned out to be a business address or a holiday home),
- No contact made after the 4 visits
- Contact made but the screening could not be carried out (e.g. refusal)
- The household was screened but there are no children aged 9-16 living there
- The household was screened and there are children aged 9-16 living there

### Follow-on contact sheet

The interviewer **MUST transfer the Sample Point and Address ID numbers** from the summary contact sheet to the follow-on contact sheet so that they can be linked together. The full address, postcode and telephone number will also be required for quality control and fieldwork checks.

It is also essential that interviewers fully complete each section of the follow-on contact sheet for ALL households with children aged 9-16 (whether or not they use the internet and whether or not an interview is achieved):

**A) Screening** – the screening questions continue on the follow-on contact sheet from the summary sheet. Once it has been confirmed that the household includes children aged 9-16 (on the summary contact sheet) then the number of children aged 9-16, their age and gender and whether or not they use the internet should be recorded. This information must be collected for children aged 9-16 as it will provide the client with data to compare the profile of children who are online and offline.

**B) Child selection** – Only children that use the internet are eligible to take part in the interview since the survey asks about their online experiences. Having collected information on every child aged 9-16 in the household, the interviewer should use the last birthday to select one of the children that *uses the internet* to take part. If there are no children who use the internet then social profile information (section C) should be collected before the interview is closed.

**C) Social profile data** – This information must be collected for all households with children aged 9-16 *whether or not* they use the internet. It is essential information for quality control, weighting, and most importantly will provide the client with data to compare the profile of children who are online and offline.

**Since education levels differ widely from one country to another, the list included in question 6 (education level of head of household) is currently generic and should be replaced with your own country-specific list of codes for interviews to use. These will later be mapped back to the generic list for analysis.**

- **D) Parent selection** – The parent selected for interview should be the one who knows most about the selected child's use of the internet. This could be the mother or father, or someone else who has a *main* parenting role (for example step- for foster-parent or grandparent with parenting responsibility).
- **E) Parental consent for child interview** - It is essential that parental consent is collected in order to meet ethical requirements. The parent should sign the section on the back page of the contact sheet.
- **F) Introduction and child consent:** It is vital to ensure that interviewers know to make every effort to ensure the child fully understands what is required and consents to take part on this basis. Introductions have been provided for the interviewer to use; these are slightly different for 9-10 year olds and 11-16 year olds. Interviewers must sign (at the bottom of the parental consent form) to confirm that they have achieved "informed consent". This is essential for ethical requirements
- **G) The outcome of the final visit** - It is essential that the interviewer records the final outcome for every address, whether or not an interview is achieved. This is needed for quality control, sample management and calculation of response rates
- **H) Interviewer checklist** - The final page of the contact sheet includes a checklist for interviewers using PAPI to make sure they have completed and enclosed all the necessary forms in the envelope.

Our client would like to be able to analyse the national results by region and level of urbanisation. We have not put these two variables into the questionnaire but we will ask you to use the information on the contact sheet:

- **Region code:** for each contact sheet completed you will need to provide the number of the region where the contact has been made. We will need the list of the regions (NUTS 2 or equivalent) that you will use with associated number (**BEFORE START OF THE FIELDWORK**)

- Postal codes and/or sampling points will need to be recoded into the following variable. Please make sure we have a correspondence table BEFORE THE START OF THE FIELDWORK:

1. Less than 2.000 inhabitants	1
2. From 2.001 to 10.000 inhabitants	2
3. From 10.001 to 20.000 inhabitants	3
4. From 20.001 to 50.000 inhabitants	4
5. From 50.001 to 100.000 inhabitants	5
6. From 100.001 to 500.000 inhabitants	6
7. More than 500.001 inhabitants	7

Full instructions for interviewers on how to use the contact sheet are detailed in the 'Interviewer Instructions' document.

It is the Supervisors' responsibility to check that all contact sheets are correctly filled in and that no information is missing.

Contact sheets have to be filled in for each contact attempt; successful or unsuccessful.

**IPSOS BELGIUM will not accept any data file where information is missing for the contact sheet.**

## 4. Preparing survey materials

There are multiple survey tools that must be used to carry out the interview: it will be vital that interviewers receive sufficient copies of all the materials, that they know which to complete and when, and that quality control processes are in place to ensure that all have been completed as appropriate.

Interviewers will require copies of the following materials for every interview:

- Summary contact sheet – with ID numbers pre-printed by the agency
- Follow-on contact sheet
- Letter of introduction
- Parent questionnaire
- Child interviewer-administered questionnaire
- Child self-completion questionnaire - version for 9-10 year olds (5 booklets/modules)
- Child self-completion questionnaire – version for 11-16 year olds (2 booklets/modules)
- (For PAPI surveys) an envelope to collect together all the questionnaires from the interview and the follow-up contact sheet - it will be vital that all completed forms for a particular household are kept together.

## 4.1 ID numbers

In order that the contact sheets and interviews can be linked together for data processing, it is vital that every address has a unique ID number. These ID numbers should be **pre-printed by the agency on the summary contact sheet**. Where screening is conducted, interviewers should carefully **copy ID numbers onto the screening contact sheet**, and then when interviews are conducted the IDs **MUST** be **transferred onto every questionnaire** used at that address (whether this is CAPI or PAPI).

Agencies should create ID numbers as follows:

Country code	2 digits:			
	Austria	01	Lithuania	14
	Belgium	02	Netherlands	15
	Bulgaria	03	Norway	16
	Cyprus	04	Poland	17
	Czech Republic	05	Portugal	18
	Denmark	06	Republic of Ireland	19
	Estonia	07	Romania	20
	Finland	08	Slovenia	21
	France	09	Spain	22
	Germany	10	Sweden	23
	Greece	11	Turkey	24
	Hungary	12	UK	25
	Italy	13		
Sample point number	3 digits: E.g. if there are 150 sampling points these will run 001 thru 150 (using leading zeros) Please provide Ipsos Belgium with a list of the sampling points you have selected and the ID numbers assigned to each.			
Address number	5 digits (using leading zeros). Each address (seeds and follow-up) should have a <b>unique number</b> that runs sequentially For example, if a country had 100 sample points and 100 addresses are to be selected in each sample point they would be numbered sequentially from 00001 thru 00999 as follows:  Add no 00001 is seed address at sample point 1 Add nos 00002 - 00006 are the first five followup addresses at sample point 1 Add no 00007 - 00011 are the next five followup addresses at sample point 1 Add no 00101 will be seed address at sample point 2 Add no 00102 - 00106 will be first five followup addresses at sample point 2 Etc.			

## 4.2 CAPI Scripting

We have outlined some instructions for how the CAPI must be scripted. This is vital for ensuring comparability with countries in the study who are using paper questionnaires.

In particular, instructions for the set up of self completion questions are designed to ensure the respondent experience in CAPI is as similar as possible to the respondent experience on the paper questionnaire. This is essential for ensuring that final data are comparable across countries.

### At the start

Interviewers must enter the following before they start any interview:

- Sample point number
- Contact sheet ID number
- Child aged - 9-10 or 11-16 - for routing purposes

- Child gender

## Grid questions

For all “grid” questions please ensure the question appears on screen in grid format, rather than each item flashing up on screen one at a time.

EXAMPLE: For example, the following question should appear as follows:

### Screen 1:

QP2. How true are these of you? PLEASE TICK <u>ONE BOX</u> ON <b>EVERY</b> LINE		Not true	A bit true	Very true
A	I know more about computers and the internet than my parents .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	I am confident in using the internet .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	There are lots of things on the internet that are good for people my age.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	I like going on the internet a lot.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IT SHOULD NOT APPEAR AS FOLLOWS:

### Screen 1

QP2. How true are these of you? PLEASE TICK <u>ONE BOX</u> ON <b>EVERY</b> LINE		Not true	A bit true	Very true
	I know more about computers and the internet than my parents .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Screen 2

QP2. How true are these of you? PLEASE TICK <u>ONE BOX</u> ON <b>EVERY</b> LINE		Not true	A bit true	Very true
B	I am confident in using the internet .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Screen 3

QP2. How true are these of you? PLEASE TICK <u>ONE BOX</u> ON <b>EVERY</b> LINE		Not true	A bit true	Very true
C	There are lots of things on the internet that are good for people my age.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Screen 4

QP2. How true are these of you? PLEASE TICK <u>ONE BOX</u> ON <b>EVERY</b> LINE		Not true	A bit true	Very true
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D	I like going on the internet a lot.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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## Non-response options:

For all child self completion questions, the respondent must be allowed to continue without having coded any response. There must be a “next” button they can click on to continue if they want to move onto the next question without responding. (THIS IS VITAL TO ENSURE CONSISTENCY WITH HOW THE PAPER QUESTIONNAIRE IS EXPERIENCED). In the case of questions that are used for routing later questions, if the child hits next without coding anything, they should be routed out of the filtered questions that follow up.

## 4.3 PAPI printing

When printing the (translated) questionnaires, the page breaks should be kept the same as in the original English versions provided – it is important that the set-up and pagination is the same for respondents across all countries. Some blank spaces have been included to allow space for translated text which may take up more room than the English text.

In addition, for the children’s self-completion questionnaires the modules should be printed separately in booklet format in order that they can be administered separately by the interview:

Five booklets for 9-10 year olds - modules A, B, C, D and F

Two booklets for 11-16 year olds – modules A-E and F-H

This is so that the routing can be followed and children do not see questions that they are not required to answer (particularly important in relation to the ‘risk’ modules).

## 4.4 PAPI batching

It is necessary that interviews are familiar with all the tools and materials for this survey, and use them appropriately. In order to make this easier for interviewers, and to reduce the risk of missing items, we would strongly recommend that the materials are batched into interviewing packs, and each interviewer is provided with enough packs to complete their assignment.

Each interviewing pack should contain all the required materials for interviewing in a household i.e. one copy of each questionnaire item. Some packs would be designed for 9-10s and some for 11-16s

It will be vital that all completed forms for a particular household are kept together and linked using the ID numbers. Interviewers should therefore also be provided with envelopes so that the contact sheet and all the questionnaires from a complete interview can be placed together in the envelope. Envelopes should be pre-printed with space for the interviewer to write in the ID numbers relating to the documents inside.

## 5. Interviewer briefings and management

Interviewers’ good practice is essential to the quality of the survey.

It is each agency’s responsibility to fully brief interviewers face-to-face on all aspects of the survey for maximum response rate and fieldwork quality. Local members of the client network will be attending some of the interviewer briefings so it is also important that the briefings are conducted fully and run smoothly and professionally for this reason.

We are providing interviewer instructions that you should use as a starting point for briefing notes. You will need to ensure that interviewers understand all aspects of process before they start work.

Briefing sessions of supervisors and interviewers should include a detailed run-through of sampling procedures, the contact form and the whole questionnaire. It will also be important to cover tips for encouraging families to take part, particularly if interviewers are not experienced in this type of survey. For example, selling the benefits of taking part and explaining how the results will inform policy for safeguarding of children online, explaining that the questionnaires have been specifically designed for children and they do not have to answer a question if they don't want to. The Interviewer Instructions include a number of useful tips.

**In particular, you should insist on the following interviewers' duties:**

- strict implementation of the sampling procedure (starting point, random walk procedure, contacting the precise number of addresses required, respondent selection, management of recalls);
- dedication to maximising the response rate (namely by making as many return calls as possible, 4 being the minimum requirement, and at different hours and days, all over the fieldwork period). At least one visit must be made during late evening or at the weekend. Four calls must be made to all addresses including non-contacts
- systematic and proper completion of contact sheets (they must be completed for all addresses designated for the sampling point, including non-contacts);
- editing and quality checks at the end of each interview (see Quality controls below)
- regular (weekly) return of survey documents to their area or national supervisor to allow monitoring of the implementation of the survey and immediate reaction to problems occurred on field;
- feedback on fieldwork progress – both quantitatively (careful completion of Interviewer's section at the end of each interview) and qualitatively (all comments, positive and negative, on how the fieldwork took place, on respondents' reaction to the questionnaire, etc). After fieldwork, this will lead to a fieldwork report.

Given the sensitive nature of conducting research with children, it is important that you only use interviewers you have experience in interviewing children, or at the very least have had training in how to do so. With this in mind, it is also important that you include information or training on how to interview children as part of your interviewer briefings.

## 6. Ethics

Children's exposure to risks on the internet is a particularly sensitive topic with some challenging questions and concepts for both parents and children; it is therefore paramount that fieldwork is conducted in an appropriately ethical manner.

We have provided specific details about ethical considerations in the interviewer instructions; however please ensure that all interviewers are well briefed about the ethical aspects of the research. In particular:

- Interviewers must gain informed consent from both the parent and the child before conducting each interview; we ask interviewers to collect the parent's signature and sign themselves that the child has formally given their own individual informed consent to take part.
- Participants must be informed that they are able to stop at any point during the survey and that they are allowed to ask to skip questions if they wish to.
- Participants must be given assurance of confidentiality. We will only act on information outside survey responses that no reasonable person could not ignore.
- Interviewers are not allowed to look at responses in the self-completion part of the survey. If using PAPI, the responses should be sealed in an envelope as soon as possible.
- Interviewers can show parents a *blank* copy of the children's questionnaire but must not under any circumstances show parents the questionnaire with the child's answers as this would go against the promise of confidentiality.
- Interviewers must leave every child with a copy of the internet safety leaflet.



- We are keen to abide with the non interventionist principles of social research but interviewers should follow the legal ethical requirements for their country. Non-interventionist principles state that the researcher should not intervene or act on the respondent's answers, however if, as part of the survey, a child answers that they have experienced harm, interviewers should advise them to tell a trusted adult. Outside of the survey, it is important to work to the broad principle that intervention will only be triggered if the interviewer experiences "something any reasonable person could not ignore"; or if it is required within national laws.

If the interviewer does experience something that no reasonable person could ignore, the following process should be followed:

- The interviewer will report the "incident" to the project manager/field supervisor. Action will be taken by the Institute, according to national law. Where institutes are not competent to make a decision of this kind, a legal person will be consulted before action is decided upon.
- In such cases, the interviewer will also tell the child that they are concerned and talk to them about the action that they will be taking. It will be preferable to gather the child's consent, although in cases of serious cause for concern there are exemptions (in some countries) where it appropriate to act without this.
- As mentioned above, the interviewer will also encourage the child to talk to a trusted adult (if they have not already done so) and provide them with the leaflet of top tips/help line support services.

As the local agency, it is important that you monitor these issues and get in touch with the Ipsos Belgium office if you have any questions or concerns. Please keep a full and detailed record, (linked to address numbers) of any child protection issues raised, dates they happened, and whether or not any steps were taken. It is paramount that you include discussion of the ethical requirements in your interviewer briefings and that you offer relevant support to interviewers if any issues arise.

If you cannot meet these requirements or follow these procedures under your national laws/code of ethics the please let Ipsos Belgium know, and specify the procedures that would be followed in these circumstances.

## 7. Quality controls

At least 10% of all interviews must be controlled by research agencies. These controls will start during the fieldwork process, based on continuous interim returns of completed questionnaires and contact sheets by the interviewers.

### 7.1 Returned fieldwork materials

The content of **Summary Contact Sheets** should be checked so as to ensure that:

- the pre-defined random-walk procedure was strictly applied (i.e. checking that the route and interval between batches of five addresses are correct)
- a summary outcome has been coded for every address contacted

The content of **Follow-up Contact Sheets** should be checked so as to ensure that:

- The birthday key for random-child selection was correctly used
- Parent and child consent has been obtained for all interviews
- Interviewers have completed the child and head of household **profile information in full for all households with a child aged 9-16**, whether or not they are online, and whether



or not an interview has been achieved

- An outcome code has been accurately recorded for all addresses

This will enable us to tackle problems that may occur in specific sampling points with as quickly and efficiently as possible. Should any interview fail to meet the quality standards due to an incorrect implementation of sampling procedures, it has to be replaced immediately. In addition, all further interviews conducted by that interviewer are to be controlled.

### **For Countries Using PAPI**

For each interview returned, packs should be checked on receipt to ensure the following:

- That for each completed interview, the correct survey forms have been used for the age of the child, that none are missing
- That for each completed interview, a completed Follow up Contact Sheet is included (the interview cannot be processed and included in the dataset without them)
- That Sample Point and Address ID Numbers have been copied accurately on every individual contact sheet and questionnaire item (such that they can all be linked accurately in the data set).

### **For countries Using CAPI**

For each interview returned, packs should be checked on receipt to ensure the following:

- That for each completed interview, a completed Follow up Contact Sheet is included and has the Sample Point and Address ID numbers accurately recorded, such that they can be matched in the data file (the interview cannot be processed and included in the dataset without them)

## 7.2 Respondent back-checks

For all countries PAPI and CAPI:

At least 10% of interviews should be back-checked. Checks should include:

- Respondent's memory of the interview: gender of interviewer, day, time and duration of the interview, mode of interviewing (face-to-face, self-completion, etc.), use of show cards, topics of the survey;
- Answers to some key questions in the survey including screening information about the parent and child

The length of interviews should also be monitored. Interviews out of line with the expected and/or average length should be checked.

## 7.3 Checks on early completed interviews

Checks should be made on the first: 20, and 50 interviews (and the first few interviews for each interviewer), and then periodically throughout fieldwork to check:

- That filtering and routing is working correctly/being respected.
- For any questions with significant numbers of blank or don't know responses (eg that might indicate a serious problem with comprehension). If questions have been missed out due to interviewer error or scripting error, respondents should be re-contacted to complete missing data and interviewers should be corrected.
- For any interviews with multiple blanks or don't knows across the entire questionnaire and/or sections of the questionnaire are not filled in or filters/routings are not respected properly. Where this arises, the cause must be investigated and appropriate action taken (eg alert Ipsos Belgium if it is a problem inherent in the study, or brief the interviewer further if it is due to interviewer error). In these cases, the questionnaire should not be retained for subsequent processing, but must be replaced
- General quality of data generated from the child self completion questionnaire. **Please alert us as soon as possible if there are problems with the quality of data collected.**

## 7.4 Data checking and editing

Data entry should be back-checked to check that data entry has set-up according to the data map provided and captured responses accurately as recorded by interviewers and respondents.

- Check filtering has been set up correctly
- No questions missed
- No responses miss-keyed
- If there are blanks or don't knows in the demographic section, the fieldwork department has to contact the interviewer or interviewee in order to complete the missing information.
- If Sample Point or Contact sheet ID numbers are missing, they must be identified and entered for 100% of cases
- If there are multiple blanks or don't knows across the entire questionnaire and/or sections of the questionnaire are not filled in or filters/routings are not respected properly, the questionnaire will not be retained for subsequent processing and will need to be replaced.

## 8. Data files and reporting

### Reporting

#### ➤ During fieldwork:

As a minimum requirement, information should be made available to Ipsos Belgium on a weekly basis. A template progress report (Excel Spreadsheet) will be provided to you. This will contain at least:

Country	Date of latest available information	Date of Fieldwork Start	Number of Completed interviews	Number of incomplete interviews	Number of refusals	Number of non-contacts	Number of ineligible
XXX							

An interim data file **MUST** be sent to Ipsos Belgium after 4 weeks of fieldwork (by 21<sup>st</sup> May) and corresponding to at least 30% of completed interviews.

#### ➤ After fieldwork

One week after fieldwork end, you will have to return **two data files** and **1 Excel file** to Ipsos Belgium:

- (1) One data file per country with data from the main questionnaires (raw ASCII data file).
- (2) One data file (raw ASCII data file) with data from the contact sheets.
- (3) 1 Excel file containing the verbatims from open-ended questions

These data files **MUST** be linkable with ID numbers for every respondent/address. Questionnaires without linked contact sheet information will not be accepted.

Simultaneously, a **technical report** must be prepared (in English) with the following information, most of it available from contact forms.

- Exact fieldwork dates
- Information about the development of fieldwork (based on interviewers' feedback)
- Information about the sample design
- Information about the quality control process (% of controlled interviews, technical means, frequency, details checked)
- Fieldwork statistics (response rates, non-response, etc.)

Detailed data processing instructions will be sent to you on a separate document.

## 9. Timing

We have been granted an extension by the client so the fieldwork period will now cover 10 weeks. This timetable table is now non-moveable though and fieldwork will not be extended any further – all interviews MUST be complete by **3<sup>rd</sup> July** and final data provided by **9<sup>th</sup> July**.

Quality controls should be ongoing throughout fieldwork

Punching should start at most after 2 weeks of fieldwork (preferably earlier).

	WEEKS											
	1	2	3	4	5	6	7	8	9	10	11	12
Fieldwork												
Punching and data processing												
Provision of interim data file												
Provision of full data file												
Technical reports												

Task	Date
Translations of materials	29 <sup>th</sup> March – 1 <sup>st</sup> April
Translations send to Belgium for client checking	1 <sup>st</sup> April
CAPi Scripting	7 <sup>th</sup> – 16 <sup>th</sup> April
Any changes to translations from client	12 <sup>th</sup> – 16 <sup>th</sup> April
Printing PAPI questionnaires	19 <sup>th</sup> - 23 <sup>rd</sup> April
Printing all materials (contact sheets, leaflets, letters etc)	19 <sup>th</sup> – 23 <sup>rd</sup> April
Interviewer briefings	21 <sup>st</sup> – 23 <sup>rd</sup> April
Fieldwork starts	24 <sup>th</sup> April
Interim data file to Ipsos	21 <sup>st</sup> May
Fieldwork ends	3 <sup>rd</sup> July
Final data file to Ipsos	9 <sup>th</sup> July
Technical information to Ipsos	16 <sup>th</sup> July

## Technical specifications for project management, sampling and fieldwork

This document provides full comprehensive guidelines for research agencies for EU Kids online. The 'Interviewer Instructions' which are designed to be used for briefing interviewers working on this job are provided as a separate document.

It is important that every country follows the specified approach for this survey and that it is conducted consistently across all countries to ensure results are comparable. There are a number of aspects to this job that are unique or unusual for surveys of this sort. It is therefore hugely important that every agency pays special attention to the details included here. There are certain responsibilities that must be met at each stage of the survey, and information to be provided to IPSOS BELGIUM.

**Please read this note carefully and ensure that you fully comply with its contents before starting fieldwork.**

### Contents of this document:

1. General study requirements
2. Sampling
3. Fieldwork
4. Preparing survey materials
5. Interviewer briefings and management
6. Ethics
7. Quality controls
8. Data files and reporting
9. Timing

## 1. General study requirements

In each country, the aim is to interview 1,000 children aged 9-16 who use the internet and their parents about their experiences of risks on the internet.

There are some very specific requirements for this study relating to the audience (children and parents), the subject matter (sensitive safety issues), and the sampling and fieldwork methods. Some of these requirements may be different to other projects so please ensure these are fully understood and passed on to interviewers. The key points are summarised here but explained in more detail in the fuller instructions below.

1. **A number of assumptions about screening, eligibility and response rates should be made for sampling.** Over-sampling households must be avoided by using the assumptions to select just enough households to achieve 1000 interviews.
2. **Fieldwork must be delivered very carefully and systematically:** we want you to try to contact **all** selected households/telephone numbers at least 4 times or until an outcome is achieved. You should not try calling more households unless a final outcome has been achieved for all the pre-identified ones, with the minimum of four calls for non-contacts.
3. **Contact sheet data is especially important for this study** because the sample outcomes and screening information collected on them will provide core data for the client. As such it is essential that contact sheets are completed for all households (including those where no contact was made) and return them with questionnaires. Complete interviews without contact sheets cannot be included in the dataset.
4. **Surveying children, and asking questions on sensitive issues raises some specific ethical issues to be addressed,** including gaining parental consent and ensuring the child's wellbeing is maintained during the interview
5. **There are multiple survey tools that must be used to carry out the interview.** It will be vital that you understand which to use when and ensure all are completed where appropriate. There are separate parents and children's questionnaires, and children have both an interviewer administered survey and a self completion section which is split into different forms and there are different versions for different age groups. All questionnaires and contact sheets will need to have an ID number to link them together for the same household. Any interviews where the data from each questionnaire and contact sheet cannot be linked together will be rejected.
6. **Regular fieldwork updates to Ipsos Belgium** for monitoring purposes and interim data.

The survey is being conducted across 25 countries, most of which are using Random Walk to select households. Three countries are using telephone recruitment followed by face-to-face interviewing. This specification has been amended to be relevant to those three countries.

## 2. Sampling

Your sample must be selected using the following steps:

### Step 1: Review sampling assumptions

The number of households to be contacted by interviewers should be pre-defined and calculated prior to recruitment starting. It should be based on pre-defined assumptions about screening rates, eligibility rates, and response rates.

You should already have reviewed and provided the following information to Ipsos Belgium for approval.

- **Sampling points:** What units will be used as sampling points and how many will be selected.

Sample points would be selected from pre-defined geographical units which cover as much of the country as possible (e.g. postcode sectors, municipalities, councils or districts). These should be identifiable on a list so they can be selected, and need to be linked to other information e.g. population density for stratification.

**Screening rates:** the proportion of addresses that you expect interviewers to successfully contact and screen to find out eligibility.

- **Eligibility:** The proportion of households nationally where there is/are children aged 9-16 who use the internet. To come up with your best starting estimate of this you may need to combine:
  - Your best national source of data on proportions of households nationally with different age groups of children  
Data from the Eurobarometer indicate the proportion of children who use the internet

For example, in the UK we know from government records that 17% of households have a child aged 9-16, and from the Eurobarometer that 90% of children aged 9-16 use the internet. As such we estimate the eligibility rate (i.e. proportion of households with a child(ren) aged 9-16 who use the internet to be 15%

If you are selecting from a list which identifies households with children then your eligibility will be much higher because you do not need to take into account households with no children. However, the proportion of children who use the internet should still be considered in your calculation.

- **Response rates (AAPOR):** Among households found to be eligible, this is the proportion that goes on to do an interview. We would expect response rates to be between 40% and 60%, depending on circumstances in your country. This is important to the client because a low rate means the results are more likely to be biased
  -
- **Issued sample size:** the number of addresses that would be selected for making contact (not the number you expect would answer the telephone) based on assumptions about contact, eligibility and response rate.

## Example

The table below shows how you can work out the issued sample size (number of addresses to be selected) in order to achieve 1,000 interviews by working through your starting assumptions. The table uses the assumptions given above, but you will need to use your own assumptions relevant to your country

	Rate	Number of addresses	% of issued sample
Expected response rate among eligible households (achieved interviews)	50%	1000	7%
Eligible (the proportion of households that will contain a child aged 9-16 who is online).	15%	2,000	12.8%
Successfully contacted and screened	85%	13,333	85%
Total issued sample (ie number of addresses to be visited by interviewers: seed plus those identified by random walk)	100%	15,686	100%

## Step 2: Stratification and sampling point selection

Sampling points (or 'clusters') are normally selected for face-to-face interviewing so that fieldwork is concentrated in smaller areas for practical reasons. Even if recruitment is conducted by telephone, the fieldwork should be clustered so that interviewers do not have to travel too far for appointments (minimising costs). Therefore you should select sampling points within which the sampling will be done.

An official and complete register of units (e.g. in UK all postcode sectors) should be used as the sampling frame for your sampling points. The full list should be being stratified (ordered) by:

1. Region (NUTS 2 or 3); and then
2. Population density or degree of urbanisation.

Sampling points should then be selected using Probability Proportionate to Size (PPS)' – this is where the points have a probability of selection based on the population of children aged 9-16 in that area. PPS selection of points means that larger areas will have a greater chance of being selected as a sampling point than smaller ones. The chance of selection is equivalent to the number of children living there. For example, if the total population of children aged 9-16 is 2 million, the probability of selecting an area with 50000 children is 0.25 and the probability of selecting an area with 10000 children is 0.005.

In order to do this, you will need to know (approximately) the population of children aged 9-16 within each geographical unit.

Using PPS selection takes account of the size of a sampling point at stage 1 and therefore, the *same number of interviews* should be targeted in every point.

We would like you to use PPS sampling for selecting the sampling points if so if you are unsure about this please contact us.

## Step 3: Selection of households/telephone numbers

In order to select a sample of households/telephone numbers to call you need to access databases or registers covering all households for each of your selected sampling points.

Before selecting the households/telephone numbers you should stratify your lists by geographical area (to ensure a good spread of households). Households/telephone numbers should be selected randomly within each sampling point (using 1 in n selection).

The total number of households to be selected should be based on your assumptions about response rates, eligibility and screening rates agreed with Ipsos Belgium prior to starting fieldwork.



Remember, as sampling points are selected using PPS (see above) there must be an equal number of households/telephone numbers selected per sampling point.

In each of the selected sampling points, one household/telephone number has to be drawn at random from the register of households or from the listing of streets in the geographical area of the sampling point.

#### **Step 4: Random respondent selection**

Please note, random methods should be used to select respondents from all those eligible for the survey. Please do not use quotas.

One child per household should be selected from all eligible children in a household (i.e. all those aged 9-16 who use the internet) using the last birthday method.

If more than one parent lives in the household, the parent who knows the most about the child and their internet use should be selected to take part. It is important that the most relevant person is interviewed and therefore it is not necessary to have an equal split of mothers and fathers.

Even when parents say they do not know about the internet or where a child does not have access to the internet at home, a parent needs to be selected and an interview conducted. The questions will still be relevant, and if they don't know an answer it is fine to say so. A parent interview must be conducted for every child interview.

Once the selection has been made the selected child/parent cannot be substituted or replaced with another.

All this information should be recorded by the interviewer on the contact sheet.

### **3. Recruitment and fieldwork**

We want every effort to be made with every household/telephone number in the issued sample. New households/telephone numbers should not be selected until you have worked and exhausted the original sample.

#### **Using reserves to meet targets**

As the initial assumptions about screening and response rates can be hard to estimate accurately, it is possible that the designated number of households/telephone numbers will not be sufficient to generate 1,000 interviews. Agencies should carefully monitor progress throughout fieldwork to check that interviewing is on track to meet this target.

If it looks like the target will not be met, you will need to select a number of new households to call. Ipsos Belgium must be kept informed if new addresses are selected. The number of new numbers to call should be determined by the likely shortfall and the achieved response rates for fieldwork so far.

#### **What to do if the approach results in too many interviews?**

Ideally, the pre-determined number of addresses would be worked in full and yield the 1,000 interviews required. We want to avoid having too many interviews, or having addresses left over at the end that have not been visited enough times. It is best practice to set *optimistic* response rate targets initially and then issue extra reserve addresses if required. To avoid additional fieldwork costs you may stop fieldwork once the target has been reached. However, do contact Belgium office if you are concerned that the methodology will lead to over delivery.

### 3.1. Contact sheets

Information about every selected household must be collected on the contact sheets – this includes households that were tried but did not answer the phone/did not connect since these addresses will be considered in the weighting and response rate calculations.

Interviewers should be instructed to administer and complete all contact sheets and fieldwork should be monitored in this regard

The contact sheets for this study have been designed to be used for the Random Walk procedure but please use them for the telephone recruitment approach as well because all the same information will be required.

There are two parts to the contact sheet (designed to minimise the amount of paper that the Random Walk interviewers have to carry with them but will hopefully make things easier for those using telephone recruitment as well). The first is a summary sheet which should cover every household in a sample point and is designed to record basic information about each one. The second is a follow-on sheet which needs to be completed for every household where there are children aged 9-16.

#### Summary contact sheet

In order to ensure that interviewers are calling the correct number of households and recording information for all of them (including where no contact is achieved), we suggest that:

- The summary contact sheets are printed in advance with enough boxes for every selected household in a sampling point
- The summary contact sheets are **pre-printed with relevant identification numbers** (see section 4.4) for each household/telephone number to be called.

The phone number, along with the **address and postcode** if known in advance of calling, should be written or printed in the spaces provided. If address and postcode are not available from the register then the interviewer should ask for this information on the telephone and record it on the contact sheet. Postcode is required to allow later analysis by geographical area.

The letters 'S' or 'RW' refer to the Random Walk procedure so can be ignored for telephone recruitment.

Interviewers should ask about the type of property and circle the appropriate number to record this on the contact sheet. Where Random walk is being used, interviewers can code this information themselves and so property type will be available for every household. This can obviously not be done by telephone so we ask that this is collected for as many households as possible by asking the respondent. Property type is essential for data weighting to address any sample bias.

The interviewer should also circle the **'visit number' (i.e. the call number)** each time they try to call the household (i.e. on the first call circle 1, if contact is not made then make a second call at another time and circle 2 etc).

Where contact is made, the interviewer should use the introduction and screening question 1 provided at the top of the first page of the summary contact sheet. As part of the introduction the interviewer should make it clear that an appointment would be made at a convenient time for the interviewer to visit their home and conduct the interview in person.

Even if households/telephone numbers have been selected from a list which identifies children please use Screening Question 1 anyway just to be sure that the child/ren still live in that household.

If *there are* children aged 9-16 living at the address (outcome code 5), then the **follow-on contact sheet** should be used for the rest of the screening process.

The summary outcome should be coded for every address on the sheet:

- Property was ineligible/ non-residential (e.g. turned out to be a business address or a holiday home),
- No contact made after 4 calls
- Contact made but the screening could not be carried out (e.g. refusal)
- The household was screened but there are no children aged 9-16 living there
- The household was screened and there are children aged 9-16 living there – continue on the follow-on contact sheet.

## ***Follow-on contact sheet***

The interviewer **MUST transfer the Sample Point and Address ID numbers** from the summary contact sheet to the follow-on contact sheet so that they can be linked together. The full address, postcode and telephone number will also be required for quality control and fieldwork checks.

It is also essential that interviewers fully complete each section of the follow-on contact sheet for ALL households with children aged 9-16 (whether or not they use the internet and whether or not an interview is achieved):

**A) Screening** – the screening questions continue on the follow-on contact sheet from the summary sheet. Once it has been confirmed that the household includes children aged 9-16 (on the summary contact sheet) then the number of children aged 9-16, their age and gender and whether or not they use the internet should be recorded. This information must be collected for children aged 9-16 as it will provide the client with data to compare the profile of children who are online and offline.

**B) Child selection** – Only children that use the internet are eligible to take part in the interview since the survey asks about their online experiences. Having collected information on every child aged 9-16 in the household, the interview should use the last birthday to select one of the children that *uses the internet* to take part. If there are no children who use the internet then social profile information (section C) should be collected before the interview is closed.

**C) Social profile data** – This information must be collected for all households with children aged 9-16 *whether or not* they use the internet. It is essential information for quality control, weighting, and most importantly will provide the client with data to compare the profile of children who are online and offline.

**Since education levels differ widely from one country to another, the list included in question 6 (education level of head of household) is currently generic and should be replaced with your own country-specific list of codes for interviews to use. These will later be mapped back to the generic list for analysis.**

- **D) Parent selection** – The parent selected for interview should be the one who knows most about the selected child's use of the internet. This could be the mother or father, or someone else who has a *main* parenting role (for example step- for foster-parent or grandparent with parenting responsibility).
- *We would suggest making an appointment for the interview at this point and continuing with the parental consent and introduction and child consent in person.*
- **E) Parental consent for child interview** - It is essential that parental consent is collected in order to meet ethical requirements. The parent should sign the section on the back page of the contact sheet.
- **F) Introduction and child consent:** It is vital to ensure that interviewers know to make every effort to ensure the child fully understands what is required and consents to take part on this basis. Introductions have been provided for the interviewer to use; these are slightly different for 9-10 year olds and 11-16 year olds. Interviewers must sign (at the bottom of the

parental consent form) to confirm that they have achieved “informed consent”. This is essential for ethical requirements

- **G) The outcome of the final visit** - It is essential that the interviewer records the final outcome for every household, whether or not an interview is achieved. This is needed for quality control, sample management and calculation of response rates
- **H) Interviewer checklist** - The final page of the contact sheet includes a checklist for interviewers using PAPI to make sure they have completed and enclosed all the necessary forms in the envelope.

Full instructions for interviewers on how to use the contact sheet are detailed in the ‘Interviewer Instructions’ document.

It is the Supervisors’ responsibility to check that all contact sheets are correctly filled in and that no information is missing.

Contact sheets have to be filled in for each contact attempt; successful or unsuccessful.

**IPSOS BELGIUM will not accept any data file where information is missing for the contact sheet.**

Our client would like to be able to analyse the national results by region and level of urbanisation. We have not put these two variables into the questionnaire but we will ask you to use the information on the contact sheet:

- **Region code:** for each contact sheet completed you will need to provide the number of the region where the contact has been made. We will need the list of the regions (NUTS 2 or equivalent) that you will use with associated number (**BEFORE START OF THE FIELDWORK**)
- **Postal codes and/or sampling points will need to be recoded into the following variable. Please make sure we have a correspondence table BEFORE THE START OF THE FIELDWORK:**

1. Less than 2.000 inhabitants	1
2. From 2.001 to 10.000 inhabitants	2
3. From 10.001 to 20.000 inhabitants	3
4. From 20.001 to 50.000 inhabitants	4
5. From 50.001 to 100.000 inhabitants	5
6. From 100.001 to 500.000 inhabitants	6
7. More than 500.001 inhabitants	7

## 4. Preparing survey materials

There are multiple survey tools that must be used to carry out the interview: it will be vital that interviewers receive sufficient copies of all the materials, that they know which to complete and when, and that quality control processes are in place to ensure that all have been completed as appropriate.

Interviewers will require copies of the following materials for every interview:

- Summary contact sheet – with ID numbers pre-printed by the agency
- Follow-on contact sheet
- Letter of introduction (from LSE and from agency)
- Parent questionnaire
- Child interviewer-administered questionnaire
- Child self-completion questionnaire - version for 9-10 year olds (5 booklets/modules)
- Child self-completion questionnaire – version for 11-16 year olds (2 booklets/modules)
- (For PAPI surveys) an envelope to collect together all the questionnaires from the interview and the follow-up contact sheet - it will be vital that all completed forms for a particular household are kept together.

## 4.1 ID numbers

In order that the contact sheets and interviews can be linked together for data processing, it is vital that every address has a unique ID number. These ID numbers should be **pre-printed by the agency on the summary contact sheet**. Where screening is conducted, interviewers should carefully **copy ID numbers onto the screening contact sheet**, and then when interviews are conducted the IDs **MUST** be **transferred onto every questionnaire** used at that address (whether this is CAPI or PAPI).

Agencies should create ID numbers as follows:

Country code	2 digits:	
	Austria	01
	Belgium	02
	Bulgaria	03
	Cyprus	04
	Czech Republic	05
	Denmark	06
	Estonia	07
	Finland	08
	France	09
	Germany	10
	Greece	11
	Hungary	12
	Italy	13
	Lithuania	14
	Netherlands	15
	Norway	16
	Poland	17
	Portugal	18
	Republic of Ireland	19
	Romania	20
	Slovenia	21
	Spain	22
	Sweden	23
	Turkey	24
	UK	25
Sample point number	3 digits: E.g. if there are 150 sampling points these will run 001 thru 150 (using leading zeros) Please provide Ipsos Belgium with a list of the sampling points you have selected and the ID numbers assigned to each.	
Address number	5 digits (using leading zeros). Each address should have a <b>unique number</b> that runs sequentially For example, if a country had 100 sample points and 100 addresses are to be selected in each sample point they would be numbered sequentially from 00001 thru 00999 as follows:  Point 001 would have address numbers from 00001 to 00999 Point 002 would have address numbers from 01000 to 01999 Point 003 would have address numbers from 0200 to 02999 Etc.	

## 4.2 CAPI Scripting

We have outlined some instructions for how the CAPI must be scripted. This is vital for ensuring comparability with countries in the study who are using paper questionnaires.

In particular, instructions for the set up of self completion questions are designed to ensure the respondent experience in CAPI is as similar as possible to the respondent experience on the paper questionnaire. This is essential for ensuring that final data are comparable across countries.

### At the start

Interviewers must enter the following before they start any interview:

- Sample point number
- Contact sheet ID number
- Child aged - 9-10 or 11-16 - for routing purposes
- Child gender

### Grid questions

For all “grid” questions please ensure the question appears on screen in grid format, rather than each item flashing up on screen one at a time.

EXAMPLE: For example, the following question should appear as follows:

#### Screen 1:

QP2. How true are these of you? PLEASE TICK <u>ONE BOX</u> ON <b>EVERY</b> LINE		Not true	A bit true	Very true
A	I know more about computers and the internet than my parents .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	I am confident in using the internet .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	There are lots of things on the internet that are good for people my age.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	I like going on the internet a lot.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IT SHOULD NOT APPEAR AS FOLLOWS:

#### Screen 1

QP2. How true are these of you? PLEASE TICK <u>ONE BOX</u> ON <b>EVERY</b> LINE		Not true	A bit true	Very true
	I know more about computers and the internet than my parents .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Screen 2

QP2. How true are these of you? PLEASE TICK <u>ONE BOX</u> ON <b>EVERY</b> LINE		Not true	A bit true	Very true
B	I am confident in using the internet .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Screen 3

QP2. How true are these of you? PLEASE TICK <u>ONE BOX</u> ON <b>EVERY</b> LINE		Not true	A bit true	Very true
C	There are lots of things on the internet that are good for people my age.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Screen 4

QP2. How true are these of you? PLEASE TICK <u>ONE BOX</u> ON <b>EVERY</b> LINE		Not true	A bit true	Very true
D	I like going on the internet a lot.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Non-response options:

For all child self completion questions, the respondent must be allowed to continue without having coded any response. There must be a “next” button they can click on to continue if they want to move onto the next question without responding. (THIS IS VITAL TO ENSURE CONSISTENCY WITH HOW THE PAPER QUESTIONNAIRE IS EXPERIENCED). In the case of questions that are used for routing later questions, if the child hits next without coding anything, they should be routed out of the filtered questions that follow up.

### 4.3 PAPI printing

When printing the (translated) questionnaires, the page breaks should be kept the same as in the original English versions provided – it is important that the set-up and pagination is the same for respondents across all countries. Some blank spaces have been included to allow space for translated text which may take up more room than the English text.

In addition, for the children’s self-completion questionnaires the modules should be printed separately in booklet format in order that they can be administered separately by the interview:

Five booklets for 9-10 year olds - modules A, B, C, D and F

Two booklets for 11-16 year olds – modules A-E and F-H

This is so that the routing can be followed and children do not see questions that they are not required to answer (particularly important in relation to the ‘risk’ modules).

### 4.4 PAPI batching

It is necessary that interviews are familiar with all the tools and materials for this survey, and use them appropriately. In order to make this easier for interviewers, and to reduce the risk of missing items, we would strongly recommend that the materials are batched into interviewing packs, and each interviewer is provided with enough packs to complete their assignment.

Each interviewing pack should contain all the required materials for interviewing in a household i.e. one copy of each questionnaire item. Some packs would be designed for 9-10s and some for 11-16s

It will be vital that all completed forms for a particular household are kept together and linked using the ID numbers. Interviewers should therefore also be provided with envelopes so that the contact sheet and all the questionnaires from a complete interview can be placed together in the envelope. Envelopes should be pre-printed with space for the interviewer to write in the ID numbers relating to the documents inside.



## 5. Interviewer briefings and management

Interviewers' good practice is essential to the quality of the survey.

It is each agency's responsibility to fully brief interviewers face-to-face on all aspects of the survey for maximum response rate and fieldwork quality. Local members of the client network will be attending some of the interviewer briefings so it is also important that the briefings are conducted fully and run smoothly and professionally for this reason.

We are providing interviewer instructions that you should use as a starting point for briefing notes. You will need to ensure that interviewers understand all aspects of process before they start work.

Briefing sessions of supervisors and interviewers should include a detailed run-through of sampling procedures, the contact form and the whole questionnaire. It will also be important to cover tips for encouraging families to take part, particularly if interviewers are not experienced in this type of survey. For example, selling the benefits of taking part and explaining how the results will inform policy for safeguarding of children online, explaining that the questionnaires have been specifically designed for children and they do not have to answer a question if they don't want to. The Interviewer Instructions include a number of useful tips.

**In particular, you should insist on the following interviewers' duties:**

- dedication to maximising the response rate (namely by making as many return calls as possible, 4 being the minimum requirement, and at different hours and days, all over the fieldwork period). At least one call must be made during evening or at the weekend.
- systematic and proper completion of contact sheets (they must be completed for all addresses designated for the sampling point, including non-contacts);
- editing and quality checks at the end of each interview (see Quality controls below)
- regular (weekly) return of survey documents to their area or national supervisor to allow monitoring of the implementation of the survey and immediate reaction to problems occurred on field;
- feedback on fieldwork progress – both quantitatively (careful completion of Interviewer's section at the end of each interview) and qualitatively (all comments, positive and negative, on how the fieldwork took place, on respondents' reaction to the questionnaire, etc). After fieldwork, this will lead to a fieldwork report.

Given the sensitive nature of conducting research with children, it is important that you only use interviewers you have experience in interviewing children, or at the very least have had training in how to do so. With this in mind, it is also important that you include information or training on how to interview children as part of your interviewer briefings.

## 6. Ethics

Children's exposure to risks on the internet is a particularly sensitive topic with some challenging questions and concepts for both parents and children; it is therefore paramount that fieldwork is conducted in an appropriately ethical manner.

We have provided specific details about ethical considerations in the interviewer instructions; however please ensure that all interviewers are well briefed about the ethical aspects of the research. In particular:

- Interviewers must gain informed consent from both the parent and the child before conducting each interview; we ask interviewers to collect the parent's signature and sign themselves that the child has formally given their own individual informed consent to take part.
- Participants must be informed that they are able to stop at any point during the survey and that they are allowed to ask to skip questions if they wish to.



- Participants must be given assurance of confidentiality. We will only act on information outside survey responses that no reasonable person could not ignore.
- Interviewers are not allowed to look at responses in the self-completion part of the survey. If using PAPI, the responses should be sealed in an envelope as soon as possible.
- Interviewers can shown parents a *blank* copy of the children's questionnaire but must not under any circumstances show parents the questionnaire with the child's answers as this would go against the promise of confidentiality.
- Interviewers must leave every child with a copy of the internet safety leaflet.
- We are keen to abide with the non interventionist principles of social research but interviewers should follow the legal ethical requirements for their country. Non-interventionist principles state that the researcher should not intervene or act on the respondent's answers, however if, as part of the survey, a child answers that they have experienced harm, interviewers should advise them to tell a trusted adult. Outside of the survey, it is important to work to the broad principle that intervention will only be triggered if the interviewer experiences "something any reasonable person could not ignore"; or if it is required within national laws.

If the interviewer does experience something that no reasonable person could ignore, the following process should be followed:

- The interviewer will report the "incident" to the project manager/field supervisor. Action will be taken by the Institute, according to national law. Where institutes are not competent to make a decision of this kind, a legal person will be consulted before action is decided upon.
- In such cases, the interviewer will also tell the child that they are concerned and talk to them about the action that they will be taking. It will be preferable to gather the child's consent, although in cases of serious cause for concern there are exemptions (in some countries) where it appropriate to act without this.
- As mentioned above, the interviewer will also encourage the child to talk to a trusted adult (if they have not already done so) and provide them with the leaflet of top tips/help line support services.

As the local agency, it is important that you monitor these issues and get in touch with the Ipsos Belgium office if you have any questions or concerns. Please keep a full and detailed record, (linked to address numbers) of any child protection issues raised, dates they happened, and whether or not any steps were taken. It is paramount that you include discussion of the ethical requirements in your interviewer briefings and that you offer relevant support to interviewers if any issues arise.

If you cannot meet these requirements or follow these procedures under your national laws/code of ethics the please let Ipsos Belgium know, and specify the procedures that would be followed in these circumstances.

## 7. Quality controls

At least 10% of all interviews must be controlled by research agencies. These controls will start during the fieldwork process, based on continuous interim returns of completed questionnaires and contact sheets by the interviewers.

### 7.1 Returned fieldwork materials

The content of **Summary Contact Sheets** should be checked so as to ensure that: that have been completed fully.

The content of **Follow-up Contact Sheets** should be checked so as to ensure that:

- The birthday key for random-child selection was correctly used
- Parent and child consent has been obtained for all interviews
- Interviewers have completed the child and head of household **profile information in full for all households with a child aged 9-16**, whether or not they are online, and whether or not an interview has been achieved
- An outcome code has been accurately recorded for all addresses

This will enable us to tackle problems that may occur in specific sampling points with as quickly and efficiently as possible. Should any interview fail to meet the quality standards due to an incorrect implementation of sampling procedures, it has to be replaced immediately. In addition, all further interviews conducted by that interviewer are to be controlled.

## For Countries Using PAPI

For each interview returned, packs should be checked on receipt to ensure the following:

- That for each completed interview, the correct survey forms have been used for the age of the child, that none are missing
- That for each completed interview, a completed Follow up Contact Sheet is included (the interview cannot be processed and included in the dataset without them)
- That Sample Point and Address ID Numbers have been copied accurately on every individual contact sheet and questionnaire item (such that they can all be linked accurately in the data set).

## For countries Using CAPI

For each interview returned, packs should be checked on receipt to ensure the following:

- That for each completed interview, a completed Follow up Contact Sheet is included and has the Sample Point and Address ID numbers accurately recorded, such that they can be matched in the data file (the interview cannot be processed and included in the dataset without them)

## 7.2 Respondent back-checks

### For all countries PAPI and CAPI:

At least 10% of interviews should be back-checked. Checks should include:

- Respondent's memory of the interview: gender of interviewer, day, time and duration of the interview, mode of interviewing (face-to-face, self-completion, etc.), use of show cards, topics of the survey;
- Answers to some key questions in the survey including screening information about the parent and child

The length of interviews should also be monitored. Interviews out of line with the expected and/or average length should be checked.

## 7.3 Checks on early completed interviews

Checks should be made on the first: 20, and 50 interviews (and the first few interviews for each interviewer), and then periodically throughout fieldwork to check:

- That filtering and routing is working correctly/being respected.

- For any questions with significant numbers of blank or don't know responses (eg that might indicate a serious problem with comprehension). If questions have been missed out due to interviewer error or scripting error, respondents should be re-contacted to complete missing data and interviewers should be corrected.
- For any interviews with multiple blanks or don't knows across the entire questionnaire and/or sections of the questionnaire are not filled in or filters/routings are not respected properly. Where this arises, the cause must be investigated and appropriate action taken (eg alert Ipsos Belgium if it is a problem inherent in the study, or brief the interviewer further if it is due to interviewer error). In these cases, the questionnaire should not be retained for subsequent processing, but must be replaced
- General quality of data generated from the child self completion questionnaire. **Please alert us as soon as possible if there are problems with the quality of data collected.**

## 7.4 Data checking and editing

Data entry should be back-checked to check that data entry has set-up according to the data map provided and captured responses accurately as recorded by interviewers and respondents.

- Check filtering has been set up correctly
- No questions missed
- No responses miss-keyed
- If there are blanks or don't knows in the demographic section, the fieldwork department has to contact the interviewer or interviewee in order to complete the missing information.
- If Sample Point or Contact sheet ID numbers are missing, they must be identified and entered for 100% of cases
- If there are multiple blanks or don't knows across the entire questionnaire and/or sections of the questionnaire are not filled in or filters/routings are not respected properly, the questionnaire will not be retained for subsequent processing and will need to be replaced.

## 8. Data files and reporting

### Reporting

#### ➤ During fieldwork:

As a minimum requirement, information should be made available to Ipsos Belgium on a weekly basis A template progress report (Excel Spreadsheet) will be provided to you. This will contain at least:

Country	Date of latest available information	Date of Fieldwork Start	Number of Completed interviews	Number of incomplete interviews	Number of refusals	Number of non-contacts	Number of ineligible
XXX							

An interim data file MUST be sent to Ipsos Belgium after 4 weeks of fieldwork (by 21<sup>st</sup> May) and corresponding to at least 30% of completed interviews.

## ➤ After fieldwork

One week after fieldwork end, you will have to return **two data files** and **1 Excel file** to Ipsos Belgium:

- (1) One data file per country with data from the main questionnaires (raw ASCII data file).
- (2) One data file (raw ASCII data file) with data from the contact sheets.
- (3) 1 Excel file containing the verbatims from open-ended questions

These data files **MUST** be linkable with ID numbers for every respondent/address. Questionnaires without linked contact sheet information will not be accepted.

Simultaneously, a **technical report** must be prepared (in English) with the following information, most of it available from contact forms.

- Exact fieldwork dates
- Information about the development of fieldwork (based on interviewers' feedback)
- Information about the sample design
- Information about the quality control process (% of controlled interviews, technical means, frequency, details checked)
- Fieldwork statistics (response rates, non-response, etc.)

Detailed data processing instructions will be sent to you on a separate document.

FOR AGENCY USE ONLY – PRE-PRINT IDS					EU KIDS ONLINE SURVEY – SUMMARY CONTACT SHEET	
COUNTRY CODE		SAMPLE POINT ID			INTERVIEWER NAME	INTERVIEWER ID

## INTRODUCTION

Good morning/afternoon/evening. My name is ... from (NAME OF INSTITUTE) and I would like to ask your help with an important survey to help keep children safe when they use the internet.

(NAME of INSTITUTE), Ipsos and the London School of Economics are carrying out a survey with parents and young people for the European Commission. So that we can learn how to help children, the survey is asking about young people's experiences of being online - where and when they go online, what they do online, and also about any possible harmful or inappropriate material they might have experienced (such as content that would normally be for adults). We also want to find out what parents know about how to keep their children safe or what further information and support parents might want or need. This important survey is being carried out across 24 European countries. The results will be used by European and national governments to help ensure that children are safe when they go online and to support parents in helping to protect their children from online risks.

We'd like to carry out a short interview with you and your child. Your household has been selected completely at random. The findings will not identify individuals or families. The names of those who take part will not be passed on to anyone outside (NAME OF INSTITUTE), or used for anything other than this research project. All information will be treated in the strictest of confidence. You and your child will be able to skip any question that you would prefer not to answer, and can stop the interview at any point. At the end of the interview we will also leave you with some further information for parents and children about keeping safe on the internet.

**Screener Q1** Are there any children or young people 9-16 years old living in your household?

Yes	➔ CONTINUE USING THE FOLLOW-ON SHEET
No	➔ THANK AND TERMINATE INTERVIEW
REFUSED	➔ THANK AND TERMINATE INTERVIEW

**CIRCLE THE OUTCOME AT THE RELEVANT ADDRESS BELOW**

ADDRESS NUMBER						PROPERTY TYPE	FINAL OUTCOME
ADDRESS						1	1 Ineligible (not residential)
						2	2 No contact after 4 visits
						3	3 Screening refused/not complete
						4	4 Screened – <u>no</u> children aged 9-16
						5	5 Screened – <u>Yes</u> children aged 9-16
POSTCODE						6	6 Flat/ apartment building, <u>less</u> than 6 floors
						7	7 Flat/ apartment building, <u>more</u> than 6 floors
S	RW	VISIT	1	2	3	4	7 Other
CONTINUE SCREENING ON FOLLOW-UP CONTACT SHEET							

ADDRESS NUMBER						PROPERTY TYPE	FINAL OUTCOME
ADDRESS						1	1 Ineligible (not residential)
						2	2 No contact after 4 visits
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S	RW	VISIT	1	2	3	4	7 Other
CONTINUE SCREENING ON FOLLOW-UP CONTACT SHEET							

FOR AGENCY USE ONLY – PRE-PRINT IDS											
COUNTRY CODE		SAMPLE POINT ID				INTERVIEWER NAME				INTERVIEWER ID	

EU KIDS ONLINE SURVEY – SUMMARY CONTACT SHEET

ADDRESS NUMBER										PROPERTY TYPE										FINAL OUTCOME									
ADDRESS										1	Farm house or barn									1	Ineligible (not residential)								
										2	Detached house									2	No contact after 4 visits								
										3	Semi-detached house									3	Screening refused/not complete								
										4	Terraced house									4	Screened – <u>no</u> children aged 9-16								
POSTCODE										5	Flat/ apartment building, <u>less</u> than 6 floors									5	Screened – <u>Yes</u> children aged 9-16 CONTINUE SCREENING ON FOLLOW-UP CONTACT SHEET								
										6	Flat/ apartment building, <u>more</u> than 6 floors																		
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## FOR AGENCY USE ONLY – PRE-PRINT IDS

## EU KIDS ONLINE SURVEY – SUMMARY CONTACT SHEET

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## FOR AGENCY USE ONLY – PRE-PRINT IDS

## EU KIDS ONLINE SURVEY – SUMMARY CONTACT SHEET

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# EU KIDS ONLINE II SURVEY – FOLLOW-UP CONTACT SHEET

<b>COPY ID NUMBERS FROM SUMMARY CONTACT SHEET</b>	<b>COUNTRY CODE</b>		<b>SAMPLE POINT NUMBER</b>			<b>ADDRESS NUMBER</b>					<b>INTERVIEWER NAME &amp; NUMBER</b>
<b>ADDRESS:</b>											
<b>POSTAL CODE</b>											<b>TELEPHONE NUMBER</b>

**TO BE COMPLETED FOR ALL HOUSEHOLDS WHERE QUESTION 1 IS YES (CHILDREN AGED 9-16 IN THE HOUSEHOLD)**

## A. SCREENER QUESTIONS – CONTINUED FROM SUMMARY SHEET

**2. How many children aged 9-16 live in the household?**

WRITE IN NUMBER CHILDREN AGED 9-16

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I'd like to ask a few things about the children and adults in the household to check we are interviewing the right range of children and parents.

**IF ONLY ONE CHILD AGED 9-16 YEARS-OLD IN THE HOUSEHOLD AT QUESTION 2, READ OUT:**

**3a/b/c** Can you please tell me their first name or initial, and their age and gender?  
**3d** Could you tell me if he/she uses the internet or not, whether at home, or elsewhere?

**INTERVIEWER: CODE INFORMATION ON THE TABLE BELOW**

**IF MORE THAN ONE CHILD AGED 9-16 YEARS-OLD IN THE HOUSEHOLD AT QUESTION 2, READ OUT:**

I'd like to interview one of the children aged 9-16 who live in this household, and in order to choose fairly, I'd like to ask a few questions.

We have a special way of randomly selecting which child to interview in order to choose fairly.

**4a/b/c** For each of the children aged 9-16 living in your household, please can you tell me the first name or initial, and their age and gender?

**4d** And for each of them, please could you tell me if they use the internet or not, whether at home, or elsewhere?

**INTERVIEWER: CODE INFORMATION ON THE TABLE BELOW**

	Question 3a/4a Child name or initials	Question 3b/4b Age in years	Question 3c/4c Gender		Question 3d/4d Use the internet		
			Male	Female	Yes	No	DK
Child n° 1			1	2	1	2	88
Child n° 2			1	2	1	2	88
Child n° 3			1	2	1	2	88
Child n° 4			1	2	1	2	88
Child n° 5			1	2	1	2	88
Child n° 6			1	2	1	2	88
Child n° 7			1	2	1	2	88
Child n° 8			1	2	1	2	88
Child n° 9			1	2	1	2	88
Child n° 10			1	2	1	2	88

**IF NO CHILD 9-16 YEARS-OLD IS USING INTERNET GO TO SECTION C**

**IF ONLY ONE CHILD 9-16 YEARS OLD IS USING THE INTERNET GO TO SECTION C**

**IF MORE THAN ONE CHILD 9-16 YEARS-OLD USING THE INTERNET ASK SECTION B**

# EU KIDS ONLINE II SURVEY – FOLLOW-UP CONTACT SHEET

## B: CHILD SELECTION (LAST BIRTHDAY)

5. Of all the children who use internet, could you please tell me who celebrated their birthday last?

WRITE IN NAME OF SELECTED CHILD

WRITE IN SELECTED CHILD NUMBER FROM LEFT OF GRID ON PAGE 1:

--	--

## C: SOCIAL PROFILE OF HEAD OF HOUSEHOLD

INTERVIEWER, CLARIFY IF NEEDED: HEAD OF HOUSEHOLD REFERS TO THE PERSON WHO CONTRIBUTES MOST TO THE HOUSEHOLD INCOME

6. Could you tell me what is the highest level of education completed by the head of household?

Not completed primary education	1	AGENCIES SHOULD REPLACE THESE CODES WITH THEIR EQUIVALENT LEVELS OF EDUCATION WHICH CAN BE REMAPPED ONTO THESE FOR ANALYSIS
Primary or first stage of basic	2	
Lower secondary or second stage of basic	3	
Upper secondary	4	
Post secondary, non tertiary	5	
First stage of tertiary	6	
Second stage of tertiary	7	
Don't know	8	

7. What is the present occupation of the head of household?

(SHOW CARD A1. SINGLE ANSWER)

NOT ACTIVE	
Housework /Responsible for shopping and taking care of the home	1
Student	2
Unemployed / temporarily not working	3
Retired or unable to work	4
SELF-EMPLOYED	
Farmer	5
Fisherman	6
Professional (lawyer, doctor, accountant, architect, etc.)	7
Shop owner, artisan, other self-employed person	8
Business owner, owner (full or partner) of a company	9
EMPLOYEE	
Professional (lawyer, doctor, accountant, architect, etc.)	10
General management, director or top management (managing director, other director)	11
Middle management (department head, technician, teacher)	12
Employed position, working mainly at a desk	13
Employed position, not at a desk but travelling (salesmen, driver, etc.)	14
Employed position, not at a desk, but in a service job (hospital, restaurant, police, fire brigade, etc.)	15
Supervisor	16
Skilled manual worker	17
Unskilled manual worker, domestic employee	18
HAS NEVER DONE PAID WORK	19
(No answer)	20

IF HOUSEHOLD IS INELIGIBLE (NO CHILDREN ONLINE AT QUESTION 3/4), THANK AND CLOSE, GO TO SECTION G AND CODE 3 AS FINAL OUTCOME OF VISIT.

IF HOUSEHOLD IS ELIGIBLE (ONE OR MORE CHILDREN ONLINE AT QUESTION 3/4) ASK SECTION D

# EU KIDS ONLINE II SURVEY – FOLLOW-UP CONTACT SHEET

## D: PARENT SELECTION

8. I would like to speak to the parent/carer in the household who is likely to know most about the <SELECTED CHILD>'s use of the internet.

INTERVIEWER: RESPONDENT SELECTED MUST PLAY A KEY PARENTING ROLE – IE THIS COULD NOT BE AN ADULT SIBLING UNLESS HE/SHE HAS THE MAIN PARENTING ROLE. (FOR EXAMPLE, IF PARENTS ARE DECEASED).

THIS COULD BE:

- PERSON IN MOTHER ROLE IN HOUSE (MUM, STEP MUM, FOSTER MUM, GIRLFRIEND WITH PARENTING RESPONSIBILITY)
- PERSON IN FATHER ROLE IN HOUSE (DAD, STEP DAD, FOSTER DAD, BOYFRIEND WITH PARENTING RESPONSIBILITY)
- OTHER CARER WITH PARENTING ROLE IN HOUSE (ADULT SIBLING, GRANDMOTHER, ETC.)

### PARENT SELECTED FOR INTERVIEW

Person in Mother role	1
Person in Father role	2
Other carer	3

## E: PARENTAL CONSENT FOR CHILD INTERVIEW

9. I would like to do a 30 minute interview with <SELECTED CHILD>. Can I invite your child to take part?

Yes	1	-> ASK PARENT TO SIGN CONSENT FORM (PAGE 4) & CONTINUE
No	2	-> THANK AND CLOSE, GO TO SECTION G AND CODE FINAL OUTCOME OF VISIT

## F: INTRODUCTION AND CHILD CONSENT FOR CHILD INTERVIEW

### ASK 9-10s

Hello, my name is (INSERT NAME) and I am from (NAME OF INSTITUTE) a company that asks people questions about lots of different things and we are working on a project with other researchers at the London School of Economics and Ipsos. We'd like to ask you about how you use the internet, and the sorts of things you see and do on line including things that you have liked and things that you have not liked or which have bothered you. The research will be used to help make the internet safer for other children and young people in the future.

There aren't any right or wrong answers, and nobody will know what you have said. If there is a question you don't like, you don't have to answer it. The only thing we would have to tell someone about is if you said that you or someone else was being hurt, but we would talk to you about that first, ok?

It will take about 30 minutes. Some of the questions I will just ask you, and some of them I will ask you to fill in by ticking boxes yourself. ADD IF NECESSARY: It won't be hard – it's not a test – we just want to find out what you think, and I will be here to help you. You can stop at any time.

### ASK 11-16s

Hello, my name is (INSERT NAME) and I am from (NAME OF INSTITUTE), the research company (we find out what people think about things using questionnaires and surveys). We are working on a project with other researchers at the London School of Economics and Ipsos. We'd like to ask you about how you use the internet, and the sorts of things you see and do on line including things that you have liked and things that you have not liked or which have bothered you. The research will be used to help make the internet safer for other children and young people in the future.

The research is being carried out across Europe and the findings will be used help make the internet safer for young people to use.

There aren't any right or wrong answers, and nobody will know what you have said. If there is a question you don't like, you don't have to answer it. The only thing we would have to tell someone about is if you said that you or someone else was being hurt, but we would talk to you about that first, ok?

It will take about 30 minutes. Some of the questions I will just ask you, and some of them I will ask you to fill in by ticking boxes yourself. ADD IF NECESSARY: It won't be hard – it's not a test – we just want to find out what you think, and I will be here to help you. You can stop at any time.

10. Can you take part?

Yes	1	-> SIGN BOTTOM OF PAGE 4 AND PROCEED WITH THE INTERVIEW
No	2	-> THANK AND CODE FINAL OUTCOME OF VISIT AT QUESTION 11

# EU KIDS ONLINE II SURVEY – FOLLOW-UP CONTACT SHEET

## G: FINAL OUTCOME OF ALL VISITS

### 11. FINAL OUTCOME OF ALL VISITS

COMPLETED INTERVIEW	1	
UNSUCCESSFUL		
Interview terminated part way through or achieved with one respondent only	2	
HOUSEHOLD INELIGIBLE		
No children aged 9-16 <u>who use internet</u>	3	
ELIGIBILITY UNKNOWN		
Screening about child internet use refused/not completed	4	
SCREENED AND ELIGIBLE BUT UNSUCCESSFUL		
Respondent(s) not selected – refusal before selection could be made	5	-> GO TO 12
Selected parent not contacted	6	
Selected parent refused	7	-> GO TO 12
Selected child not contacted	8	
Selected child refused	9	-> GO TO 12
Someone else refused on behalf of selected respondents	10	-> GO TO 12
Broken appointment	11	-> GO TO 12
Respondent language barrier (WRITE IN LANGUAGE) or impaired and unable to respond etc.	12	
Away on holiday/ill for whole fieldwork period	13	
Other (WRITE IN)	14	

IF FINAL OUTCOME = REFUSAL (OUTCOME 5, 7, 9,10 or 11) THEN COMPLETE QUESTION 12

### 12. REASONS FOR REFUSAL / BREAK OFF (MULTIPLE RESPONSE)

Bad time/ too busy/too long	1
Not interested, waste of time, boring	2
Too difficult, doesn't know what to say	3
Never give personal information, invasion of privacy	4
Distrust, never answers surveys	5
Other (SPECIFY)	6

## H: INTERVIEWER CHECK-LIST

<b>ALL CONTACT SHEETS:</b>				✓
Country code, sample point number and address number have been copied onto front page				•
Final outcome of visit is properly completed				•
<b>FOR ALL SUCCESSFUL PAPI INTERVIEWS:</b>				•✓
Correct modules have been completed (code table below):				•
<b>Child 9-10</b>		<b>Child 11-16</b>		
Parent face to face interview	1	Parent face to face interview	1	
Child face to face interview	2	Child face to face interview	2	
Child self completion section A	3	Child self completion section A-E	3	
Child self completion section B	4			
Child self completion section C	5			
Child self completion section D	6			
If child communicates online (QX)		If child communicates online (QX)		
Child self completion section F	7	Child self completion section F-H	4	
Country code, sample point no' and address no' been copied to front page of each questionnaire				•
All items have been placed together in the envelope and ID numbers written on				•

# EU KIDS ONLINE II SURVEY – FOLLOW-UP CONTACT SHEET

## Children's and Young People's Safety on the Internet Survey

### PARENT CONSENT FORM

I am happy for me and my child to take part in the (NAME OF INSTITUTE) research about using the internet. This research is for the University, the London School of Economics.

The survey will ask about how my child uses the internet and the sorts of things they have seen and done on line. The research will be used to help make the internet safer for other children and young people in the future.

I understand that our responses will be kept totally private. The research is anonymous and neither me nor my child will be identified in (NAME OF INSTITUTE) findings or report.

Name of Parent.....

Name of Young Person .....

Parent signature .....

Date .....

### CHILD CONSENT

Interviewer to sign that *informed* consent has been obtained from the child

INTERVIEWER NAME:.....

Interviewer signature.....



## EU KIDS AND INSAFE

## WORKING TOGETHER TO HELP YOU STAY SAFE ONLINE



## TOP TIPS

The internet is a great place to learn, discover, communicate and have fun. But just as in the real world, there are some risks as well as great benefits. Take note of the tips below to help you and your family to stay safe online.



1. **What does your digital footprint look like?** Think before you post! Everything you put online stays there and becomes your digital footprint which can be seen by anyone. Remember that something you post today may be read by someone in 5 or 10 years time. Will it paint the best picture of you?

2. **ih8u** Always treat others as you would like them to treat you. If you are the victim of cyberbullying, tell a trusted adult – someone who can help you. Don't suffer in silence and if you do receive a nasty text or IM, keep the evidence!



3. **Who are you talking to?** Be a responsible net citizen – remember that people who you only know online are still really strangers. It is important to keep online friends online – don't meet up with online friends in the real world without talking to an adult you trust first.

4. **How can you report a problem?** If something goes wrong and you feel uncomfortable or upset when you are online, there are things you can do. Tell your parents or carers or another trusted adult. You can always click the report abuse button and contact the helpline. There is more information about this on the back of this leaflet.



5. **Do you believe everything you see online?** <http://zapatopi.net/treeoctopus>  
Remember that anyone can create online content – you can't always believe everything that you find on the internet. When you use the internet for homework or research, remember to check the information you find carefully. Use another website and see if it gives the same information – ask who the website was created by. Don't forget – if it sounds too good to be true, then it probably is!





Insafe is a European network of Awareness Centres promoting safe, responsible use of the Internet and mobile devices to young people. It is co-funded by the [Safer Internet Programme](http://www.saferinternet.org). Further information is available from [www.saferinternet.org](http://www.saferinternet.org)

EU Kids Online II is a new project designed to examine children's and parents' experiences and practices regarding use, risk and safety online. Between 2009 and 2011, EU Kids Online II is conducting original empirical research across member states with national samples of children aged 9-16 years old and their parents. Further information is available from <http://www.lse.ac.uk/collections/EUKidsOnline/>



For further information about any online safety issues, please don't hesitate to contact the Child Exploitation and Online Protection Centre who are the safer internet awareness centre for the UK. Their website can be found at [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) or you can call **0870 000 3344**



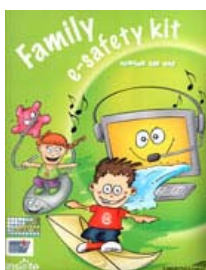
**Q. Where can I report illegal content?**

A. Illegal content can be reported to the Internet Watch Foundation which is the hotline in the UK. [www.iwf.org.uk](http://www.iwf.org.uk)



**Q. Who can I speak to if I have concerns about something that is happening online?**

A. Speak to your parents or a trusted adult or call the helpline. In the UK you can call Childline on **0800 1111** and speak to someone in confidence.



**Q. Where can I find out more information about how to keep my family safe online?**

A. Visit your safer internet awareness centre's website at [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) or use our online family esafety kit at



EU Kids Online      template for information leaflet to be left following interviews

You can also find more information at [www.saferinternet.org](http://www.saferinternet.org)

