

International Self-Report Delinquency (ISR4) Study Protocol: Background, Methodology and Mandatory Items for the 2021/2022 Survey

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International Self-Report Delinquency Study
An international collaborative study on youth victimization
and delinquency

INTERNATIONAL SELF-REPORT DELINQUENCY (ISRD4) STUDY PROTOCOL

BACKGROUND, METHODOLOGY, AND MANDATORY ITEMS FOR THE 2021/2022 SURVEY

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We have adapted the structure of this protocol from Inchley, J., Currie D., Cosma, A., & Samdal, O. (Eds.) (2018). *Health Behaviour in School-Aged Children (HBSC) Study Protocol: Background, methodology and mandatory items for the 2017/2018 survey*. St. Andrews, UK: CAHRU. We greatly appreciate the generosity of this successful international survey network to allow us to borrow and learn from their experiences.

Thanks to the Verwey-Jonker Institute for their assistance in the final editing and production of the first version of this protocol.

Preface

This primary purpose of this document is to provide the background on the fourth round of the International Self-Report Delinquency project. Although a number of national teams have been part of the ISRD project for a long time, we are also happy to welcome a number of new partners. Therefore, we have included information that provides the larger context of the ISRD study, as well as the explicit rationale for many of the decisions that we made for the fourth round of the project. The current document has been prepared primarily as an internal document for colleagues participating in the ISRD4 project, but we hope that it also will be interesting for other researchers interested in multinational survey research.

Table of Contents

1 Background, Rationale and ISRD Organizational Structure.....	7
1.1 Introduction.....	7
1.2 Aims and Objectives.....	8
1.3 ISRD Methodology.....	8
1.4 ISRD Membership and Organizational Structure.....	10
2 Conceptual Framework.....	11
2.1 Contributions to Concrete Areas of Inquiry.....	12
2.2 Continuity and Innovation.....	13
3 Survey Methodology.....	15
3.1 The ISRD4 Survey Instruments.....	15
3.2 Translation.....	19
3.3 Validation.....	21
3.4 Sampling.....	22
3.5 Ethical Practices.....	29
3.6 Survey Administration.....	30
3.7 Piloting.....	37
3.8 Data Management.....	38
3.9 Continuing Quality Assurance.....	40
3.10 ISRD4 Data Collection Flow Chart.....	41
4 Policy Relevance.....	43
4.1 Nothing is More Practical Than a Good Theory.....	43
4.2 Contributions Through Dissemination.....	43
4.3 ISRD4: Show Impact.....	43
5 Scientific Rationales.....	44
5.1 Offending.....	44
5.2 Victimization.....	51
5.3 Contacts with Police.....	58
5.4 Relative Economic Position.....	61
5.5 Religion.....	64
5.6 Family.....	68

5.7 School.....	72
5.8 Future Expectations.....	74
5.9 Additional Socioeconomic Indicators (Short IS Questionnaire Only).....	76
5.10 Friends and Leisure Time.....	77
5.11 Online Activities and Online Identity.....	81
5.12 Neighborhood.....	84
5.13 Happiness.....	86
5.14 Self-Control.....	88
5.15 Morality.....	91
5.16 Perceptions of Violence.....	95
5.17 Revenge.....	98
5.18 Migration.....	101
5.19 Minority Identity and Perceived Discrimination.....	105
5.20 Perceived Detection Risks.....	109
5.21 Integrity Questions.....	111
5.22 Capturing the Survey Situation.....	115
5.23 Mapping Items Relating to Offending and Victimization.....	115
6 References.....	118
7 Annexes.....	129
7.1 Standard School-Based (SBS) Questionnaire	130
7.2 Short Internet-Sample (IS) Questionnaire, Version A	163
7.3 Short Internet-Sample (IS) Questionnaire, Version B	178
7.4 ISRD Collaboration Agreement	192
7.5 How to Calculate the Check-Number of the Reference Number	194
7.6 School-Based Sampling Strategies	195
7.7 Project Management Checklist	199
7.8 Classroom Data Collection Checklist	204
7.9 Survey Administration Form	205
7.10 Technical Report (Example ISRD3 Finland)	207
7.11 ISRD Guidelines for Authorship	216

1 Background, Rationale and ISRD Organizational Structure

1.1 Introduction

The International Self-Report Delinquency Study (ISRD) is a large, international, collaborative study of victimization and delinquency among adolescents. Pioneered by Dutch criminologist Josine Junger-Tas, the project is built on three strengths. First, it uses the self-report survey method, which has long been considered a more valid and reliable measure of offending and victimization than official data, and one which also enables the exploration of theoretically relevant variables.¹ Second, it uses a standardized survey instrument and sampling frame in a multinational data collection exercise that allows the study of similarities and differences between countries, and tests of theories in varied social, economic, political and cultural settings.² Third, the ISRD is an ongoing project, currently beginning its fourth sweep (ISRD4), allowing patterns of offending and victimization to be tracked over time. In sum, Junger-Tas envisioned ISRD as a permanent endeavor producing robust self-report data on offending and victimization among young people, with a strong methodological and theoretical foundation, building knowledge for policy and prevention.³

The first pioneering efforts of the ISRD project (ISRD1) took place in 1991-1992 when eleven researchers from Europe and the United States agreed to collect self-report data in their respective countries, using a common core instrument, following shared methodological procedures with the aim of achieving comparable data on delinquency.⁴ After a lengthy hiatus, the second round of the ISRD (ISRD2) collected data between 2006 and 2008 from more than 67,000 young people in 31 countries, this time including victimization as well.⁵ ⁶ The ISRD2 data are archived, available for public use, and have resulted in a large number of publications.⁷ Before launching the third sweep (ISRD3) in late 2012, the ISRD study protocol was significantly revised and the decision was made that each data collection sweep will use a core set of relatively fixed questions, a flexible part that varies with each sweep, and an optional country-specific module designed by the corresponding national team.⁸ Thirty-five national teams conducted the ISRD3

¹ Junger-Tas, J., & Marshall, I. H. (1999). The Self-Report Methodology in Crime Research. *Crime and Justice*, 25, 291–367.

² Junger-Tas, J. (2010). The Significance of the International Self-report Delinquency Study (ISRD). *European Journal on Criminal Policy and Research*, 16, 71–87.

³ Junger-Tas, J. (1994). *The International Self-Report Delinquency Study*. Amsterdam: RDC - Ministry of Justice, Kugler Publications.

⁴ Junger-Tas, J., Marshall, I. H., & Ribeaud, D. (2003). *Delinquency in an International Perspective: The International Self-Reported Delinquency Study (ISRD)*. Den Haag: Kugler Publications.

⁵ Junger-Tas, J., Marshall, I. H., Enzmann, D., Killias, M., Steketee, M., & Gruszczyńska, B. (Eds.). (2010). *Juvenile Delinquency in Europe and Beyond: Results of the Second International Self-Report Delinquency Study*. New York: Springer.

⁶ Junger-Tas, J., Marshall, I. H., Enzmann, D., Killias, M., Steketee, M., & Gruszczyńska, B. (2012). *The Many Faces of Youth Crime. Contrasting Theoretical Perspectives on Juvenile Delinquency across Countries and Cultures*. New York: Springer.

⁷ Enzmann, D., H. Marshall, I., Killias, M., Junger-Tas, J., Steketee, M., & Gruszczyńska, B. (2015). *Second International Self-Reported Delinquency Study, 2005-2007*. Inter-university Consortium for Political and Social Research (distributor), 2015-01-09. <https://doi.org/10.3886/ICPSR34658.v2>

survey between 2012 and 2019.⁹ Starting in 2020 (ISRD4), regular data collection waves with shorter intervals (5 years) will take place. This study protocol describes the fourth data collection wave planned for 2021–2022.

1.2 Aims and Objectives

The ISRD is an international research study that aims to describe and explain adolescents' experiences with crime and victimization, to test criminological theories, and to develop recommendations for prevention and interventions. Researchers participating in the ISRD project come from different disciplinary backgrounds and utilize a variety of conceptual and theoretical models to describe, analyze and explain adolescents' experiences with crime and victimization.

The main objectives of the study are:

- To contribute to the empirical knowledge on offending and victimization among young people across the globe
- To observe and compare cross-national differences, similarities and trends in offending and victimization among adolescents
- To construct and test culturally sensitive and robust methods to describe young people's attitudes, experiences and behaviors in relation to crime
- To identify and analyze the correlates of offending and victimization
- To test social science theories of offending and victimization
- To provide an analysis of the cultural variability in crime perceptions and normative evaluations
- To translate the results of analyses into new methods for prevention of crime and victimization
- To transfer knowledge generated to relevant stakeholders (youth, practitioners, researchers, politicians)
- To develop and maintain a strong international network of multi-disciplinary researchers
- To develop into a project which collects data from comparable (but not identical) samples at regular (5 year) intervals

1.3 ISRD Methodology

The project relies on a common research protocol, which standardizes questionnaire content and administration, and prescribes comparable sampling procedures in participating countries. The ISRD4 survey instrument is the international standard questionnaire used by all participating countries, consisting of the core and flexible (sweep-specific) parts, to which an optional module can be added at the national level. The ISRD4 also includes a shortened version of the full

⁸ Marshall, I. H., Enzmann, D., Hough, M., Killias, M., Kivivuori, J., & Steketee, M. (2013). *International Self-Report Delinquency Questionnaire 3 (ISRD3). Background Paper to Explain ISRD2-ISRD3 Changes*. ISRD3 Technical Report Series #1. Retrieved from <https://isrdstudy.org/data-documentation/>.

⁹ Enzmann, D., Kivivuori, J., Marshall, I. H., Steketee, M., Hough, M., & Killias, M. (2018). *A Global Perspective on Young People as Offenders and Victims. First Results from the ISRD3 Study*. New York: Springer.

questionnaire to be administered to an internet-based sample. This version of the ISRD4 Study Protocol covers only the international standard sections of the ISRD4 questionnaire (core and sweep-specific), which are mandatory for use in each country. The mandatory questionnaire enables the collection of common data across all participating countries and therefore facilitates cross-national comparisons of offending and victimization, see Sections 3 and 5, and detailed information about the standard school-based (Annex 1) and short internet-sample questionnaires (Annex 2–3).

Within each country, a multi-stage sampling procedure is used to select two or more cities (or regions), schools within those cities, and classes within the schools. In ISRD3, classes in 7th, 8th, and 9th grades were sampled (corresponding to students aged 12 to 15). For ISRD4, the focus has moved to 13 to 17 year old students (8th, 9th, 10th and 11th grade), in part because offending and victimization rates are higher for those age groups,¹⁰ and in part because of the interest in comparing student samples with samples of young people recruited via the internet. As in previous sweeps, in ISRD4 the target sample size for each national team will be 1,800 school children, and the self-report questionnaire will be administered online within the classroom setting. Given the increasing difficulty of accessing schools for survey research,¹¹ the development of sampling via the internet,¹² and the fact that not all young people are in school (particularly as age increases),¹³ each national team will also gather a supplemental national target sample of 16 - 17 year-olds (if possible extended to a broader sample including 18-19 year-olds) recruited via the internet, using an abbreviated form of the standard ISRD4 questionnaire (see Section 3.4).

The mandatory data collected in each country in the core and sweep-specific sections of the questionnaire are combined in an international data file, which is initially made available to project participants and after three years is deposited in the GESIS archive, with open access for the international research community. The combined file facilitates statistical processing for comparative purposes, although it should be noted that the country samples are not nationally representative, such that comparisons are between urban areas in each country and not between countries. Additionally, there is some variability in sampling design between countries which further affects comparability.

Finally, each national team retains a copy of its country's data, including results for a national optional module if added to the mandatory questionnaire. Countries which have participated in more than one sweep of ISRD are therefore able to study trends in the prevalence and incidence of core offending and victimization measures between sweeps.

¹⁰ DeLisi, M. (2015). Age–crime curve and criminal career patterns. In J. Morizot, & L. Kazemian (Eds.), *The Development of Criminal and Antisocial Behavior* (pp. 51-63). New York: Springer.

¹¹ Van der Gaag, R., Herlitz, L., & Hough, M. (2019). Contemporary Challenges in School Recruitment for Criminological Survey Research: Lessons From the International Self-Report Delinquency Study in England, Germany, the Netherlands, and the United States. *Journal of Contemporary Criminal Justice*, 35, 386-409.

¹² Fricker, R. D. (2012). Sampling Methods for Web and E-mail Surveys. In J. Hughes (Ed.) *SAGE Internet Research Methods* (pp. 195-216). London: SAGE Publications.

¹³ OECD (2020). *Enrollment Rate by Age*. Available online at:

https://stats.oecd.org/Index.aspx?DataSetCode=EAG_ENRL_RATE_AGE. (Last retrieved: 01/06/2020)

The ISRD methodology has been proven a valid approach to study the experiences of young people with crime and victimization.¹⁴ The conceptual framework of the study and the variables included in the 2021/22 survey are described in Sections 2 and 3. Further detail on these topics is provided in Section 5 on scientific rationales.

1.4 ISRD Membership and Organizational Structure

The ISRD project consists of researchers (principal investigators and their national teams) from different nations based in universities, research centers, government or other institutions. Membership is open to institutions and individual researchers in all countries, on application to and acceptance by the Steering Committee (SC).

Overall coordination of the network is the responsibility of the Steering Committee. The SC consists of six members, and meets on a regular basis, both physically and virtually. The composition of the ISRD membership has changed over time, although some teams have participated in all four waves, while others have joined more recently (see Table 1, Section 3.1). At the time of writing, over 54 national teams have signed the ISRD4 Collaboration Agreement (see Annex 4). In addition to the collaboration agreement, the ISRD network also follows guidelines for authorship when using the international database (see Annex 11 'Guidelines for Authorship'). The ISRD project is recognized as a Working Group within the European Society of Criminology (ESC) and holds a meeting each autumn during the ESC conference. It also holds occasional additional meetings when funding permits. Information and documents are available on the ISRD website <https://isrdstudy.org/>

¹⁴ Gottfredson, M. (2018). Foreword. In D. Enzmann, J. Kivivuori, I. H. Marshall, M. Steketee, M. Hough, & M. Killias, *A Global Perspective on Young Offenders and Victims. First Results from the ISRD3 Study* (pp. v-viii). New York: Springer.

2 Conceptual Framework

Three interrelated characteristics underpin the ISRD's analytical framework. First, it provides epidemiological data on youth offending and victimization, capturing prevalence and incidence on a core set of behaviors which can be used to inform both theory and policy. Second, it measures many additional variables which have been proposed by theories as explanations for offending and victimization. Third, it uses a multinational framework to explore similarities and differences between participating countries and to test for the generalizability of theory and policy. It is this third characteristic that makes the ISRD project particularly unique. Scholars have frequently voiced concerns about the reliance on data from a few research-intensive countries to produce generalizations about offending and victimization.¹⁵ Given palpable differences in economy, society and culture across the globe, it is important to collect data and test theories in as wide a variety of contexts as possible. While there has been an increase in delinquency research in many countries, most studies involve a single country, such that conceptual and methodological particularities hinder strict comparisons with knowledge produced elsewhere. Although a few projects include two or more countries, no project has achieved the geographical scope of ISRD. While the ISRD design continues to allow reports and findings for individual participating countries, a key strength lies in the opportunity for systematic exploration of similarities and differences between countries. This is not only relevant for contextualizing the epidemiology of youth offending and victimization, but also for testing theories.

Epidemiological work with ISRD data shows that the prevalence of offending and victimization varies significantly between countries,¹⁶ although self-report measures of offending are significantly affected by a social desirability effect which confounds comparisons.¹⁷ For victimization, large differences between countries are observed in the prevalence of theft and assault (ISRD2, ISRD3), and robbery, cyber-bullying, hate crime and parental violence (ISRD3); and also in whether these incidents are reported to the police. Such findings are of considerable importance for policy discussions, as are more detailed analyses linking rates of prevalence to individual (e.g., gender, migrant status) and country-level (e.g., Human Development Index) variables.

Reflecting its origins in sociological criminology, from the start the ISRD project has been based on the following conceptual premises:

- Offending and victimization are events which are caused by the intersection of particular individuals and particular situations
- The 'individual' is a confluence of personal factors, such as beliefs and perceptions, and immediate contextual factors, such as family, school, peers and neighborhood

¹⁵ Howard, G., Newman, G. & Pridemore, W. (2000). Theory, Method, and Data in Comparative Criminology. In D. Duffee (Ed.) *Criminal Justice 2000, Vol. 4*, pp.139-211. Washington: National Institute of Justice.

¹⁶ Enzmann, D., et al. (2010). Self-Reported Youth Delinquency in Europe and Beyond: First Results of the Second International Self-Report Delinquency Study in the Context of Police and Victimization Data. *European Journal of Criminology*, 7, 159-183.

¹⁷ Enzmann, D., et al. (2018). *A Global Perspective on Young People as Offenders and Victims: First results from the ISRD3 Study*. Cham, Switzerland: Springer.

- Status variables such as age, gender and migrancy, are associated – often quite strongly - with distinctive patterns of offending and victimization.

Although these premises have been incorporated in varying ways in different theories of offending, they also bring significant similarities in empirical focus. Thus, the initial conceptual framework of the ISRD project drew largely from social control/social bonding theory,¹⁸ and subsequent sweeps continue to include items to test this theory. However, characteristics of the immediate social context of the adolescent (family, school, friends, and neighborhood) are also key variables in several well-established delinquency theories other than social bonding theory (e.g. social learning theory, strain theory), and they are also core concepts in integrated theories and in risk- and protective factor approaches.¹⁹ Subsequently, ISRD2 incorporated self-control and ISRD3 incorporated morality as key personal variables of interest. ISRD data therefore enable tests of many prominent delinquency theories.²⁰

2.1 Contributions to Concrete Areas of Inquiry

The ISRD project reflects and contributes to a number of areas of inquiry, differentiated by research goals, research questions and methods:

- **Criminology:** Testing of socio-psychological and structural crime perspectives on offending, which include a large number of theories, at the individual and social contextual level (social control, strain, social learning, as well as opportunity-based theories). Several research questions related to official social control are also embedded in the instrument. For example, it is possible to study criminal law/criminal justice responses to crime: willingness of victims to report, perceived likelihood of offenders receiving a formal social sanction, role of gender, ethnicity, race or migrant status in likelihood of police contact and formal sanctions. Furthermore, a strong victim research capability is built into the project. ISRD explores the experience of victimization, including types of victimization, victimization theories (routine activities theory), social responses to victimization, and the victim-offender overlap.
- **Public Health/Epidemiology:** including the study of trends and identification of risk factors. Only countries that have participated in at least three successive surveys, collecting data in the same cities, should be involved in studying trends. The trend description potential is strongest for age cohorts which are in compulsory education.
- **Integrated theory** involves the incorporation of social ecology and multilevel approaches, examining the interaction between micro, meso- and macro-level influences on juveniles' offending and victimization.

¹⁸ Hirschi, T. (1969). *Causes of Delinquency*. Berkeley, CA: University of California Press.

¹⁹ Bernard, T. J., Snipes, J. B., & Gerould, A. L. (2010). *Vold's Theoretical Criminology*. New York, NY (6th ed.): Oxford University Press.

²⁰ Enzmann, D., H. Marshall, I., Killias, M., Junger-Tas, J., Steketee, M., & Gruszczynska, B. (2015). *Second International Self-Reported Delinquency Study, 2005-2007*. Inter-university Consortium for Political and Social Research (distributor), 2015-01-09. <https://doi.org/10.3886/ICPSR34658.v2> (See data-related publications).

- Cross-national methodology, drawing from the body of cognitive psychology and the science of conducting surveys, including the particular challenges of doing so in a comparative context.

2.2 Continuity and Innovation

Because the project is conceived as a repeated cross-sectional cross-national design,²¹ standardization is essential for cross-national comparisons and the examination of trends. Nevertheless, since 1990 many changes have taken place in the life experiences of adolescents, conceptual and methodological developments in the field, and the composition of the ISRD network (significantly broadening the survey's coverage beyond Europe and the United States). Thus, a balance needs to be struck between continuity and innovation in the design of each sweep. Relevant developments have been as follows:

- 1 When planning for ISRD3, a decision was made to designate core topics, which would be incorporated largely unchanged in each successive sweep, and to elect an additional set of topics which are considered timely or relevant for a particular sweep. These constitute the mandatory components of the questionnaire, to which national teams can add a country-specific module on a topic of their choice, should they wish to do so. The core topics cover:
 - Offending (see Section 5.1)
 - Victimization (Section 5.2)
 - Contact with the police (Section 5.3)
 - Relative economic position (Section 5.4)
 - Religion (Section 5.5)
 - Family (Section 5.6)
 - School (Section 5.7)
 - Future Expectations (Section 5.8)
 - Additional Socioeconomic Indicators (Section 5.9)
 - Friends and leisure activities (Section 5.10)
 - Online activities and online identity (Section 5.11)
 - Neighborhood (Section 5.12)
 - Happiness (Section 5.13)
 - Self-control (Section 5.14)
 - Morality (Section 5.15)
 - Perceptions of violence (Section 5.16)
 - Revenge (Section 5.17)
 - Migration (Section 5.18)
 - Minority identity and perceived discrimination (Section 5.19)

²¹ Stoop, I. & Harrison, E. (2012) Classification of surveys. In Gideon, L. (Ed.). *Handbook of survey methodology for the social sciences* (pp. 7-21). New York, NY : Springer

- Perceived detection risks (Section 5.20)
- Response integrity (Section 5.21)
- Measuring the survey situation (Section 5.22)
- Mapping of offending and victimization (Section 5.23)

Note that while, for the most part, the items measuring each topic are the same as in ISRD3, a few changes have been introduced and these are explained in the corresponding entries in Section 5.

The sweep-specific topics for ISRD4 measure:

- Online activities and identity (Section 5.11)
- Perceptions of violence (Section 5.16)
- Revenge (Section 5.17)
- Minority identity and discrimination (Section 5.19)
- Perceptions of detection risks (Section 5.20)

These topics replace most of those that were part of the sweep-specific component of ISRD3.²² The rationales for including these topics in ISRD4 can be found in the corresponding entries in Section 5.

- 2 When planning for ISRD4, the experience of increasingly difficult access to schools in some countries²³ and the development of sampling via the internet²⁴ led to the decision to construct a supplemental internet-based sample of respondents in each country which can be compared on key demographic characteristics with the sample recruited in educational settings. An internet-based sample also has the potential to overcome one of the limitations acknowledged for school-based surveys of offending and victimization: that the adolescents with the most serious experiences of these may not be in school²⁵ (see Section 3.4 for full details).
- 3 Finally, the age range of the samples has fluctuated somewhat (12-18 in ISRD1, 12-15 in ISRD2 and ISRD3, and 13-17 in ISRD4), with a consistent inclusion of the middle years of adolescence (14-15) which can be compared between sweeps. Studies of the age-crime curve consistently show that rates of offending reach their peak between 14 and 17 years of age,²⁶ meaning that a focus on this age group in ISRD4 and future sweeps should produce the highest number of incidents and facilitate the analysis of specific types of crime for which the counts can sometimes be quite low.

²² Marshall, I. H., Enzmann, D., Hough, M., Killias, M., Kivivuori, J., & Steketee, M. (2013). *International Self-Report Delinquency Questionnaire 3 (ISRD3)*. Background paper to explain ISRD2-ISRD3 changes. <https://isrdstudy.org/data-documentation/>

²³ Van der Gaag, R., Herlitz, L., & Hough, M. (2019). Contemporary Challenges in School Recruitment for Criminological Survey Research: Lessons From the International Self-Report Delinquency Study in England, Germany, the Netherlands, and the United States. *Journal of Contemporary Criminal Justice*, 35(4), 386-409.

²⁴ Fricker, R. D. (2012). Sampling Methods for Web and E-mail Surveys. In J. Hughes. (Ed.) *SAGE Internet Research Methods* (pp. 195-216). London: SAGE Publications.

²⁵ Junger-Tas, J., & Marshall, I. H. (1999). The Self-Report Methodology in Crime Research. *Crime and Justice*, 25, 291-367.

²⁶ Sweeten, G., Piquero, A., & Steinberg, L. (2013). Age and the explanation of crime, revisited. *Journal of Youth and Adolescence*, 42, 921-938.

3 Survey Methodology

3.1 The ISRD4 Survey Instruments

ISRD is a school-based survey, with data collected through self-completed questionnaires administered in the classroom. ISRD4 supplements the classroom-based survey with an internet-based sample of 16-17 year-olds. Surveys have been collected at irregular intervals: ISRD1 (1991–1992), ISRD2 (2006–2008), ISRD3 (2012–2019), and ISRD4 (2021–2022). Table 1 provides an overview of the 63 national and regional teams that are – or have been – part of the ISRD project. Including those teams that signed the collaboration agreement for participation in ISRD4, there are nine countries participating in four rounds, eleven countries in three rounds, and twenty-one in two rounds. Argentina, Belize, the Caribbean, Chile, Colombia, Ghana, Kenya, Nigeria, Pakistan, the Philippines, Romania, South Africa and Uruguay have joined the ISRD4 project for the first time.

Table 1. ISRD National and Regional Teams by Participation in Survey Round

	ISRD1	ISRD2	ISRD3	ISRD4 ^e
1 Argentina				X
2 Armenia		X	X	X
3 Austria		X	X	X
4 Belgium	X	X	X	X
5 Belize				X
6 Bosnia Herzegovina		X	X	X
7 Brazil			X ^a	X
8 Cape Verde			X	X
9 Canada		X ^b		
10 Caribbean				X
11 Chile				X
12 China			X ^c	X
13 Colombia				X
14 Croatia			X	X
15 Cyprus		X		X
16 Czech Republic		X	X	X
17 Denmark		X	X	X
18 Estonia		X	X	X
19 Finland	X	X	X	X
20 France		X	X	X
21 Germany	X	X	X	X
22 Ghana				X
23 Great Britain		X	X	X
24 Greece	X		X	
25 Hungary		X		
26 Iceland		X		X
27 India			X	X
28 Indonesia			X	
29 Ireland		X		
30 Italy	X	X	X	X

31	Japan			x		x
32	Kenya					x
33	Kosovo			x		x
34	Lithuania		x	x		x
35	Macedonia			x		x
36	Mexico			x		x
37	Netherlands	x	x	x		x
38	Netherlands Antilles and Aruba		x			
39	New Zealand	x ^d				x
40	Nigeria					x
41	Northern Ireland	x				
42	Norway		x			x
43	Pakistan					x
44	Philippines					x
45	Poland		x	x		x
46	Portugal	x	x	x		x
47	Romania					x
48	Russia		x			x ^f
49	Serbia			x		x
50	Slovakia			x		
51	Slovenia		x			x
52	South Africa					x
53	South Korea			x		x
54	Spain	x	x	x		x
55	Suriname		x			
56	Sweden		x			x
57	Switzerland	x	x	x		x
58	Taiwan			x		x
59	Turkey			x		x
60	Ukraine			x		x ^g
61	United States	x	x	x		x
62	Uruguay					x
63	Venezuela		x	x		x
Total		12	31	35		54

a Country participated, but the data are not included in the multinational dataset because the target population differed.

b Country participated, but the data are not included in the multinational data set due to restrictive privacy protection rules.

c Country participated, but the data are not included in the multinational dataset because not submitted by the deadline.

d New Zealand participated in joint publications, but questionnaire used only partially overlapped with ISRD questionnaire.

e Based on the signed collaboration agreement received by December 2021.

f In 2022 Russia's participation was suspended because of its invasion of the Ukraine.

g In 2022 Ukraine's participation was suspended because of the invasion by Russia.

School-Based Sample (Standard) Questionnaire

The ISRD international questionnaire consists of three types of questions used to create the national survey instrument:

- Mandatory questions that each country is required to include to create the multinational dataset. This includes all the questions discussed in this document.

- National or country-specific questions related to issues of national importance. These questions may be developed by each national team, if desired, or taken from pre-existing instruments. National teams may choose to make their national module available for use by colleagues in other countries. National modules must be inserted at the end of the questionnaire (before the final integrity items; see below for information on the sequencing of questions). An example of pre-existing items adopted by some countries in their national modules is the Eurogang module which has been used since ISRD2.

The ISRD4 theme is online crime and victimization, and this special focus has been incorporated in the core offending and victimization questions of the ISRD questionnaire, as well as through new questions that are part of the mandatory questionnaire.

Survey questions cover offending and victimization experiences, and questions on adolescents' attitudes and beliefs, as well as life circumstances. Most questions are from established validated instruments, and/or have been used previously in the project. A number of the mandatory questions have remained virtually unchanged over the different survey cycles, but we recommend consultation of documentation about changes before undertaking analysis of trends.²⁷

In each country, the layout of the standard questionnaires and sequencing of questions must follow the model of the standard ISRD4 questionnaire. Country-specific or optional questions need to be included after all the mandatory questions (including the follow-up questions), but before the so-called integrity question (see Section 5.21). Following the standard layout and sequencing of questions is very important for the cross-national comparability of the results.

Standard text is used for the cover of the standard school-based (Annex 1) and the short internet questionnaires (Annex 2–3, see also below), explaining the aim of the study, processes to ensure confidentiality, the anonymity of the answers and the option of not answering any or all of the questionnaire, and providing simple instructions on answering the questions.

Internet-Based Sample (Short Questionnaire)

For reasons explained in Section 3.4 (Sampling), the standard School-Based Sample (SBS) ISRD4 survey will be complemented with a methodological study by using a much shorter version of the ISRD4 questionnaire designed for I-phones or smartphones for the Internet Sample (IS). The short questionnaire does not replace the standard SBS; it is only to be used for the internet-based (IS) sample.

Because theory testing is the major focus of the ISRD project, along with victimization experiences and self-reported offending the shortened questionnaire of the internet-based sample will contain items and scales to allow the study of either (a) situational action theory (SAT) applied to cyber crimes, or (b) the relationship between perceptions of violence, experiences of discrimination, identity and violent crime. Because the length (duration) of the internet-based sample questionnaire has to be kept within 10 minutes, this will be achieved by randomly assigning the respondents in

²⁷ Marshall, I. H., Enzmann, D., Hough, M., Killias, M., Kivivuori, J., & Steketee, M. (2013). *International Self-Report Delinquency Questionnaire 3 (ISRD3)*. Background paper to explain ISRD2-ISRD3 changes. <https://isrdstudy.org/data-documentation/>

each country to one of two versions of the IS questionnaire: Block A (with items on moral beliefs, self-control, exposure online and offline, and detection risks of cyber crime) and Block B (with items on violence, revenge, discrimination and identity) (see Figure 1). With random assignment to Block A or B, one half of the sample can be used to test cyber crime and situational action theory, and the other half can be used to explore violence, revenge, discrimination and identity. To check the comparability of the internet-based sample (IS) with the school-based sample (SBS) and to allow the construction and use of (pseudo) weights, the IS-questionnaire additionally needs to include demographic items that partly overlap with respective items of the SBS.

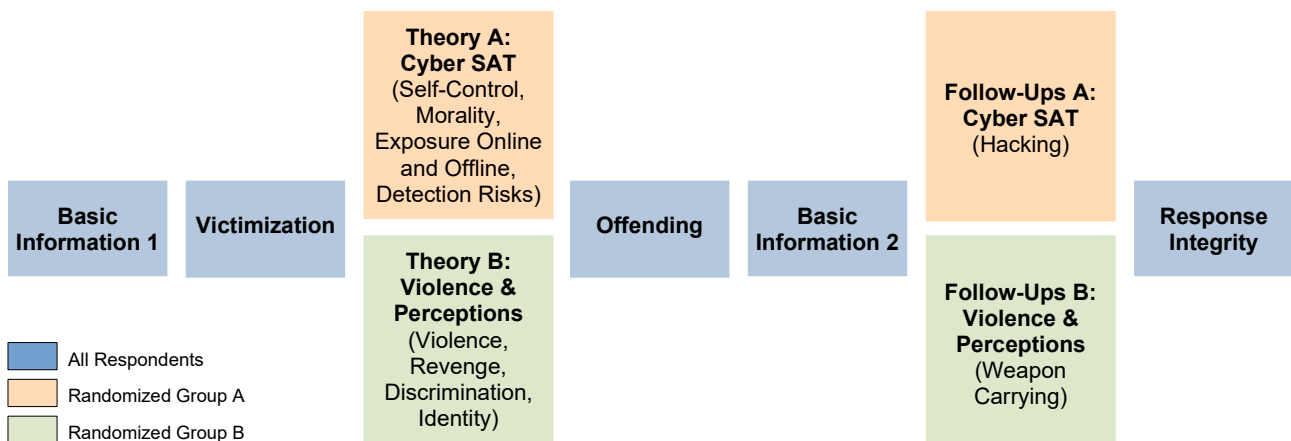


Figure 1. Question Sequencing of the Short Internet-Sample (IS) Questionnaire

In principle, the IS questionnaire follows the same sequence of questions as in the SBS main questionnaire (although not exactly); here we need to remember that the target audience for the internet-sample questionnaire is older than for the SBS (16–17 for the target internet sample and 16–19 for the broader internet sample, instead of 13–17 for the school-based sample). Therefore, some of the demographic items used here could not be used in the SBS.

The IS questionnaire is a shortened and adjusted version of the SBS questionnaire, with a few additional socio-demographic indicators (see Section 5.9). The questionnaires are available as annexes (Annex 1: school-based sample questionnaire; Annex 2–3: internet-sample questionnaires A and B). Note that the PDF files of the questionnaires also include follow-up questions (which are asked only of those respondents who answer the filter questions affirmatively), and that the online version of the short IS questionnaire includes both versions (A and B). The appearance of some of the questions may be slightly different when actually used online. Please use the online link provided to see the actual instruments.

Items from the standard school-based questionnaire which are also found in the short internet-sample questionnaire will be designated with the * symbol throughout the protocol.

The link for the standard school-based (SBS) questionnaire (version 09/2021):

<https://survey.ut.ee/index.php/15000?lang=en>

The link for the short internet-sample (IS) questionnaire (version 12/2021):

<https://survey.ut.ee/index.php/15001?lang=en>

3.2 Translation

The source language for all items is English, with translations into national language(s). Accurate translation is crucial for robust cross-national comparison of survey results. The standard approach in ISRD has been to ask the same question in each country through direct translation, with adaptations permitted only when necessary for linguistic clarity. We do not recommend back translation (where translated questions are back-translated into English and compared against the original).²⁸ Instead, we recommend the following process. First, the questionnaire needs to be translated by a person who is fluent in English as well as in the national language. The national language should be the mother tongue. Ideally, two translators translate the items independently from each other and then, at a joint meeting with a third person, i.e., the reviewer, the translations are reviewed and reconciled. As a minimum, one translator produces a translation but then country teams (including the translator if possible) review this translation jointly.

After the questionnaire is translated, we recommend piloting it in the local language to identify problematic interpretations. Any problematic issues – as well as suggested solutions – need to be communicated to the Steering Committee (see also Section 3.7 Pilot Studies).

The translation must be entered into Excel: The Excel file is available separately to this document via the [ISRD website](#). The reason we use the Excel format for translation purposes is to guarantee the standardization of question formatting and sequencing across the different national contexts, which is essential for cross-national comparisons of results. The Excel file has one column that cannot be changed (with the basic questions listed in English), a second column for the translation into the national language, and an additional column for any translator comments. Translators and country teams should provide comments – throughout the process and for the final product – in the following instances:

- Adaptations, i.e., intended deviations in terms of measurement, construct or culture to make an item more suitable for the target context – such adaptations need to be approved by the ISRD4 Steering Committee.
- Difficult to translate items (or parts of items) where a translation was not easy to find or a consensus was difficult to reach; and/or a translation may look like a mistake to an outsider but has been the result of a deliberate (linguistically necessary) decision.
- Dubious translations where a (sub-optimal) version was eventually decided on but where at the same time its comprehensibility or general meaning was uncertain. Doubts may refer to the translation itself but also refer to the concept as a whole. The final translated questionnaire will be put online through the ISRD4 survey web-manager. See Section 3.6 and Annex 7 (Project Management Checklist) for more details.

Some items in the questionnaire are country-specific, which require extra care in the translation process. For example, for the question “What language do you speak most often with people in your home?”, the first two response options are [*dominant language 1 of country*], and

²⁸ Behr, D. (2016). Assessing the use of back translation: the shortcomings of back translation as a quality testing method. *International Journal of Social Research Methodology*, 20, 573-584.

[*dominant language 2 of country*]. For the US, the first dominant language will be English, and the second dominant language will be Spanish, but that will be different for Venezuela, or for Nigeria. These items are highlighted in the relevant discussions of the questionnaire instruments (in Section 5). The Excel file will also include a note on the file itself for the translator whenever a question is country-specific. Questions about the use of the Excel file for translation may be directed to the ISRD4 online manager Anna Markina anna.markina@ut.ee

Ultimately, there should be one person for each country/language responsible for the entire questionnaire, for ensuring that everything is accurate, coherent, consistent and complete, and for getting approval of the translation by the ISRD Steering Committee. This may be the project manager in each country or another person assigned with the translation task. In the final Technical Report (see Annex 10), information about the process of translation (including the qualifications of the individuals/group responsible for the translation) needs to be included, together with a summary of the feedback of the individuals (or focus groups) involved in case of pilot tests (see Section 3.8 for the workflow of the project).

In a Nutshell – Things to Look Out for in the Translation

Is the meaning comparable to the source questionnaire?

Possible sources of error in translation:

- Obvious misinterpretations of the original text
- Shifts in meaning (e.g., the formulation is too narrow or too wide and compromises the construct)
- Unsuitable connotations
- Unclear meaning
- Ambiguity or potential misunderstanding
- Omission of meaningful text elements (e.g., “in general”)
- Unnecessary addition of text elements

Is the language clear and comprehensible?

Make sure to aim for:

- Simple and clear sentence structure
- Simple words and formulations
- Adequacy of the translation for the target population considering age, education and other relevant socio-demographic characteristics
- Adequacy in terms of typical question formulations and questionnaire conventions (e. g., when addressing men/women if languages differentiate in this regard)
- Adherence to cultural conversational conventions (politeness, form of addressing, speech acts, etc.)

Are the scales comparable?

Ensure that there is:

- Exactly the same number and sequence of answer options
- Semantic comparability to the source scale; that is, attention should be paid to the dimension and the quantification of the scale and also that items are either positively or negatively phrased as in the original
- Symmetry or equal distance between scale points if that is the case in the source scale
- Distinct answer categories (i.e., excluding each other, especially relevant for numerical scale points)
- Idiomatic and linguistic fitting between modal adverbials (very, quite, etc.) and the corresponding adverbs/adjectives
- (Grammatical) fit between question and scale

Are language and orthography correct?

Look out for:

- Spelling
- Punctuation
- Syntax and grammar
- Collocation (i.e., typical combinations of words)

Is the questionnaire consistent?

Look out for consistency between repeated elements in a questionnaire, e.g.,:

- Instructions
- Core concepts
- Scales
- Almost identical questions
- Scale, anticipated in question text, and the corresponding answer scale

Is the layout and the overall presentation comparable?

Look out for:

- Equivalent text formatting (bold, underlined, etc.)
- Equivalent scale layout
- (If applicable) Cultural adaptations (colors, text boxes, writing direction, etc.)

3.3 Validation

When creating the ISRD questionnaire, if possible we tried to use already established scales. But even if those scales have already been used successfully in other populations, their validity has to be assured in the samples of the ISRD study. However, because the ISRD project is a cross-national and cross-cultural study, the issue of the validity of measures goes beyond establishing

the psychometric properties of its measures on the national level (or of the combined data set): In order to compare estimates or explanatory models across countries, the cross-national validity of measures must be established. This means that apart from the reliability and factorial validity of scales in the separate national data sets configural, metric, and scalar measurement invariance must be shown to make sure that instruments measure the same construct across countries and cultures.^{29 30}

The three levels of measurement invariance are hierarchically related or nested: Whereas configural invariance is established when it can be shown that the same items measure the same construct across groups (countries or cultures), metric variance additionally requires that the items and constructs have the same meaning to the respondents from different groups. Scalar invariance is even stronger: It additionally requires that the item intercepts are equivalent across groups – otherwise comparisons of means across countries would not be valid.

For example, analyses of the ISRD3 data showed that the 9-item version of the Grasmick et al. self-control scale³¹ (that has been used in many other criminological studies as well) is configural and metric invariant, but not scalar invariant across countries.³² Thus, although the self-control scale can be used in regression models to predict offending, levels of self-control cannot be validly compared across countries.

The ISRD4 project will conduct validation studies of newly developed and established instruments that will allow researchers using the ISRD data to judge the psychometric properties of the scales and their applicability for testing criminological theories and/or to compare measures across countries and cultures.

3.4 Sampling

School-Based and Internet-Based Samples in the ISRD4-Study

The standard ISRD4-questionnaire will be a self-administered student questionnaire that will be used in a representative probability sample of school classes according to the ISRD4 sampling protocol as described here. We will call this sample the ‘School-Based Sample’ (SBS). The ISRD sampling guidelines and supporting resources are planned so that each participant could draw the local sample autonomously. Yet it is often useful to team up with the local statistics department, as modern research is typically teamwork and based on division of labor in specific areas of expertise.

²⁹ Milfont, T. L., & Fischer, R. (2010). Testing measurement invariance across groups: Applications in cross-cultural research. *International Journal of Psychological Research*, 3(1), 111–121.

³⁰ Davidov, E., Meuleman, B., Cieciuch, J., Schmidt, P., & Billiet, J. (2014). Measurement equivalence in cross-national research. *Annual Review of Sociology*, 40, 55–75.

³¹ Grasmick, H. G., Tittle, C. R., Bursik Jr., R. J., & Arneklev, B. J. (1993). Testing the core empirical implications of Gottfredson and Hirschi's General Theory of Crime. *Journal of Research in Crime and Delinquency*, 30, 5–29.

³² Leitgöb, H., Seddig, D., & Enzmann, D. (2018). *Cross-cultural comparability and measurement invariance of the 9-item self-control scale from ISRD3* (Paper presented at the 18th European Society of Criminology Conference, August 18, 2018, Sarajevo, Bosnia-Herzegovina).

The SBS is the preferred method for the ISRD project because it allows a survey of representative samples of youth from all social strata in an efficient way – provided access to schools is possible and does not systematically depend on factors associated with victimization and offending. However, in recent years surveying young people by using SBS (i.e., representative samples of school classes within cities or nations) has become more difficult for various reasons. Despite considerable efforts, in the ISRD3 study in some countries (e.g. Germany, The Netherlands, United Kingdom and United States) school access rates were extremely low (only 19 to 30 %), resulting in total response rates of about 20 % and less. Although samples with low response rates are not in themselves non-representative, they can hardly be treated as true probability samples.

Because true probability samples are prohibitively expensive, whereas non-probability samples can be achieved at low cost (especially when using web-based sampling), recently there have been attempts to combine probability and non-probability samples without losing (too much of) the accuracy of estimates that can be achieved with probability samples. One strategy is to supplement traditional probability samples with web-based convenience samples and to use pseudo-weights for non-probability samples based on selection probabilities estimated with the use of probability samples.^{33 34} Another strategy to combine probability and non-probability samples that does not require very large probability samples attempts to use Bayesian inference to produce efficient survey estimates.³⁵

The School-Based Survey

In ISRD4 the target sample size for each national team will be 1,800 school children sampled from the schools of two large cities (or metropolitan areas). In most countries, ‘large’ is defined as 500,000 plus inhabitants; in small countries, the two most important cities may be sampled instead. Thus the samples will be representative for students in the respective classes or grades (see below) of the cities’ schools, not for the country as such. As in ISRD3, in ISRD4 we strongly suggest to draw city based samples instead of national samples. For some (small) countries drawing nationally representative samples may be preferable because of funding or other reasons. However, those participants are asked to oversample two big cities in order to be compatible with the other ISRD4 samples.

The self-report school questionnaire will be administered online to a representative sample of 13 to 17 year students within the classroom setting. Since school systems vary in different countries, it is not possible to specify the targeted grades in a uniform manner. Instead, age is used as criterion. Each national team should sample grades during which the majority of students

³³ Elliot, M. R. (2009). Combining data from probability and non-probability samples using pseudo-weights. *Survey Practice*, 2(6), <https://doi.org/10.29115/SP-2009-0025>.

³⁴ Elliott, M. N. & Haviland, A. (2007). Use of a web-based convenience sample to supplement a probability sample. *Survey Methodology*, 33, 211–215.

³⁵ Sakshaug, J. S., Wiśniowski, A., Perez Ruiz, D. A., & Blom, A. G. (2019). Supplementing small probability samples with non-probability samples: A Bayesian approach. *Journal of Official Statistics*, 33, 653–681.

are 13–14, 14–15, 15–16 or 16–17 years old, using the mid-point of the academic year as the criterion point.

Sample stratification is allowed. For example, a disadvantaged part of the city can be oversampled, so that the area forms its own stratum. However, if a team stratifies the sample, the sample size disregarding the oversampling must still be 1,800, and the team must provide weights correcting for differential sampling ratios within the total sample.

The primary sampling unit is the school class, but schools can be used as sampling units if class-based sampling is not possible. Probability proportional to size (PPS) sampling is the preferred type of sample generation. Within selected classes, all students who are present on the day of the survey and consent to participate in the study are invited to respond to the questionnaire.

ISR4 teams will have access to a pre-programmed software package ('Survey Manager') to assist in drawing the sample. The 'Survey Manager' is an Excel program especially written for the ISR4 study to manage the lists of schools and classes, to draw random samples of classes, and to manage survey administration. The Survey Manager was used successfully in ISR2 and ISR3, and is recommended for use in ISR4. It is available for ISR4 members through the ISR website.

Most countries and cities have ready-made databases or lists of schools/classes, which can be used in sampling. If not, participating teams should try to create such lists. This can be done by consulting the internet or other public sources for school/address information. The list should show all classes (or all schools), which contain targeted age groups, in the chosen cities. The number of students in the classes (or schools) can often be obtained from databases, or school web pages, or even by contacting the schools. Once the list is created, the sampling can proceed as described in this protocol (preferably using the Survey Manager).

The minimum achieved sample sizes are shown in Table 2 below. From each city, the minimum of 900 valid responses must be achieved. Overall, there must be a minimum of 1,800 valid responses, and larger samples can be generated if required. If resources permit, we recommend sampling an additional grade in which the majority of students are 17–18 years old, producing a total sample size of 2,250. (Please note, as explained above, that it depends on the particular country, which grades will be selected for sampling, depending on the age distribution in the national school system.)

Table 2. *Minimum Achieved Sample Sizes for Different Grades (Classes) per City*

Age Range in Class	Achieved Sample Size		
	City A	City B	total
13 – 14	225	225	450
14 – 15	225	225	450
15 – 16	225	225	450
16 – 17	225	225	450
Total:	900	900	1,800

Power analyses for clustered data and an assumed intra-class correlation³⁶ of .03 show that the minimum sample size of 1,800 per country allows either (a) the detection of significant prevalence rate differences of two equally sized groups ($n = 900$ per group) within a country between 3.3 and 8.1 percentage points or (b) the detection of prevalence rate differences of two countries ($n = 1,800$ each) between 2.2 and 5.8 percentage points with a probability of 80 % depending on the size of the prevalence rates (see Table 3).

Table 3. Power Analysis: Effect Sizes of a Two-Samples Proportions Test (Pearson's χ^2)

Prevalence rate (%) Group 1	$n = 900$ per Group, % Points Difference	$n = 1,800$ per Group, % Points Difference
2.5	3.3	2.2
5.0	4.2	2.9
10.0	5.5	3.8
15.0	6.3	4.4
25.0	7.4	5.2
50.0	8.1	5.8

Notes: Power = .80, alpha = .05 (two-sided) ; clustered data; cluster sizes = 18; equal number of clusters per group; intra-class correlation = .03; % group 1 < % group 2

For example, if in a country the rate of victimization in one city ($n = 900$) is 10 % and in the other city ($n = 900$) 15 % (assuming equal sizes of classes with 18 students each) the total sample size of 1,800 is not sufficiently large to find this difference of 5.0 % to be statistically significant with $p < .05$ in 80 % of the studies – to achieve this the difference must be 5.5 % at minimum. However, if the sizes of the two groups differ, the total sample size must even be larger.

Each national team should estimate the required gross sample based on local conditions. For example, consent procedures can impact the required gross sample. If your country requires the so-called opt-in parental consent, this is likely to yield a low overall response rate. For example, if a country estimates that 10 % of the gross sample will respond, it will need a sample of 9,000 students from both cities (total 18,000 students). The opt-out parental consent procedure has less effect on response rate than the opt-in procedure.

The initial sampling plan is likely not realized because of the challenge of schools' refusals to cooperate, refusals from parents to allow their children to participate, and refusals from children themselves. For purposes of comparability, it is important to keep track of the number of schools contacted, refusal rates, substitution of schools, parental permission procedures, and parental and student refusal rates (see Section 3.6 'Survey Administration', Annex 7 'Project Management Checklist' and Annex 9 'Survey Administration Form' for additional information).

³⁶ Note that the primary sampling units of the SBS are school classes. Therefore, tests of significance must take into account that the data are clustered and responses within a cluster (= school class) may be correlated. This is reflected in an intra-class correlation greater than 0 which will increase the required sample size. The assumed intra-class correlation of prevalence rates of .03 and the size of the clusters (school classes) of 18 are based on experiences with the ISRD3 study.

Steps for generating the sample will depend on the information about schools, classes, grades and students that are available. Based on the information you are able to collect, identify the scenario below that most closely describes availability and proceed accordingly (see also Annex 6 'School-Based Sampling Strategies').

Diversity in School Systems

The school sample age range is from 13 to 17. In some countries, compulsory or unitary schooling ends within this age range. After the end of compulsory/unified schooling, students are spread over different institutions, while some students are outside of any educational institution. For example, if compulsory schooling ends at 15, older cohorts can be in vocational schools, training-at-work, or academic institutions. Full cohorts can no longer be reached through a single or unitary institution. For example, in Finland the unitary school system (with a single institution type for all youths) ends after the age of 15. After that, age cohorts spread to different institutions. Since sampling all institutions would be prohibitively expensive, the Finnish team will likely target 16–17 year-olds only in high schools, making the country sample academically biased. This country example underscores that the ISRD4 findings will not be comparable in post-compulsory schooling age cohorts in countries where compulsory (or unified) schooling ends within the ISRD4 age bracket. In particular, prevalence rates of victimization and offending will not be comparable across different school systems in such age groups.

Each national team must decide a feasible sampling frame in relation to the organization of its educational system. The sampling must be documented, with particular emphasis on how large a share of the age cohorts are found in the sampled institutions. The data collector should also assess whether institutional sampling frames introduce selectivity in terms of key outcome variables. For instance, youths outside high schools (academic tracks) tend to have much higher offending and victimization rates than students in high schools.³⁷ For additional information, see Section 3.6.

Purpose of Using an Additional Internet Sample

In ISRD4 we are exploring the possibilities of coping with the increasing difficulty of recruiting and surveying true probability samples by combining probability and web-based convenience sampling. Because the internet sampling strategy cannot rely on groups of students which can be addressed and instructed in the context of a school class during a school hour and because by using web-based survey techniques we will have no control over the devices used, the questionnaire has to be adapted to the use of much smaller devices such as smartphones, which implies that the length of the survey instrument has to be reduced substantially. However, this will also allow us to investigate how far it will be possible to study self-reported delinquency and victimization by using much shorter questionnaires.

³⁷ Aaltonen, M., Kivivuori, J., & Martikainen, P. (2012). Social determinants of crime in a welfare state: Do they still matter? *Acta Sociologica*, 54, 161–181.

Thus we will complement the standard SBS ISRD4 survey with a methodological study by using a much shorter version of the ISRD4 questionnaire designed for iPhones or smartphones. This second sample will be a non-probability sample of young people that we will call the 'Internet Sample' (IS). The aim of the methodological study is threefold:

- a) To test the feasibility of administering parts of the standard ISRD4 questionnaire on small devices such as iPhones and smartphones. Responding to questionnaires on such devices will take about 25% more time. At the same time young people are less willing to answer long questionnaires, especially if they are surveyed outside of an institutional context such as schools. Therefore the standard ISRD4 questionnaire has to be drastically shortened to a responding time of 10 minutes.
- b) To investigate whether and how far it is possible to combine the advantage of an expensive and small representative probability sample (SBS) with the advantage of an inexpensive and large but non-representative non-probability sample (IS). We are well aware of the challenges of non-probability samples because we can hardly control the selection process into the sample and because we do not know (much) about these selection processes. Consequently, non-probability samples as such do not allow statistical inference, i.e., the estimation of population parameters and their uncertainty. This is the reason why the internet-based sample (IS) cannot be used as a replacement for the school-based sample (SBS).
- c) To explore victimization and offending among older age groups (18–19 years of age in case we are able to collect data from a broad internet-based sample) and of young people who are not in school (16–17 years for the target internet-based sample).

Because in some countries (depending on national laws) respondents younger than 16 may not take part in a survey without parental consent we will use the IS primarily to supplement the SBS for 16 to 17 year-old students. However, we can take the advantage of surveying a larger sample of respondents with no additional cost to compare victimization experiences and self-reported offending of this age group to the experiences and behavior of older respondents than in the SBS (i.e., 18–19 year-olds). Additionally, if there are no local restrictions to surveying juveniles aged 14 to 15, these juveniles can be included, as well.

Sampling Strategies of the Internet-Based Sample (IS)

The aim of the additional IS is to obtain a large non-probability sample, primarily in the age group 16 to 19. Note that the age range extends the age group of the SBS by two years. The minimum number of respondents should be 1,800 in the age group 16 to 17, although much larger samples (e.g. 9,000) would be beneficial, especially if they can be collected at low cost. Since the IS is a non-probability sample, power calculation to justify the sample size is not possible. Because the IS should be considerably larger than the probability sample of the SBS, we suggest a sample size at least twice as large as the SBS sample in the age group of 16–17 year-olds (that is, 900 instead of 450 for the SBS). However, we will not be able to control the selection of respondents into the

sample: The age range may be larger (although we may need to restrict the lower age range according to the national data protection laws), the place of residence may be different than that of respondents in the SBS samples, and some respondents will no longer be students. Nevertheless, the recruitment strategy can have an impact on the selection of the type of respondents. For example, we could try to collect data especially from groups whom we regard as being at risk for cyber-crime and victimization. In that way participating countries could try to oversample to achieve a sufficient number of respondents actually committing hacking or being victimized by hate crimes.

There are various strategies to obtain a convenience web-based sample depending on the situation in a particular country:

- Recruitment via social media and special online networks: Possibilities might be to make use of existing networks of young people, e.g. discussion groups such as subreddits dedicated to computing or even hacking,³⁸ platforms and organizations to protect juveniles from internet victimization, etc. This recruitment strategy focuses on existing groups that will create strong selectivity (with the advantage to access survey populations otherwise difficult to reach). Another strategy in this domain is the use of social media such as Instagram or Facebook contacts using chain- or snowball sampling methods.³⁹ ⁴⁰ Whereas the latter strategy also tends to create selectivity bias (although if carefully designed to a lesser extent, as the literature shows), Facebook targeted advertisements or the Facebook Marketing API can be used to obtain fairly representative samples directly targeted at specific populations at low cost.⁴¹ ⁴²
- Recruitment via online panels: This more expensive strategy uses existing panels such as Dynata (formerly SSI) that has a global panel of about 11.5m members across 100 countries.⁴³ However, these kind of panels are primarily used for consumer research and may not have access to the population we intend to sample for the IS of the ISRD study.
- Offline recruitment: Respondents can be recruited by contacting schools or other institutions via leaflets and advertisements. However, only those schools should be approached that do not participate in the SBS. Additionally, young people from specific neighborhoods can be approached by such methods. Because the response rate is expected to be low this recruitment strategy can be more time consuming than online recruitment strategies.

We cannot predict the success of any of these strategies that may be adopted in the course of conducting the survey. However, in order to understand the composition of the sample and its

³⁸ See for example <https://www.reddit.com/r/hacking/>

³⁹ Baltar, F., & Brunet, I. (2012). Social Research 2.0: virtual snowball sampling method using Facebook. *Internet Research*, 22(1), 57–74.

⁴⁰ Brickman-Bhutta, C. (2012). Not by the book: Facebook as a sampling strategy. *Sociological Methods & Research*, 41, 57–88.

⁴¹ Schneider, D., & Harknett, K. (2019). What's to like? Facebook as a tool for survey data collection. *Sociological Methods & Research, online first*, 1–33.

⁴² Zhang, B., Mildenerger, M., Howe, P. D., Marlon, J., Rosenthal, S. A., & Leiserowitz, A. (2020). Quota sampling using Facebook advertisements. *Political Science Research and Methods*, 8, 558–564.

⁴³ <https://www.dynata.com/services/online-qualitative/>

selectivity, it is especially important that participants carefully document the strategies employed and describe them in the Technical Report (see Annex 10).

3.5 Ethical Practices

Children's rights are protected by the United Nations Convention on the Rights of the Child.⁴⁴ Articles 12 and 13 of the convention set out the child's right to express his or her own views. Children have the freedom to impart information orally, in writing or in print, or through other media of their choice. Article 19 further stipulates that countries must take appropriate measures to protect children from violence, injury and abuse. To that effect, countries should institute effective violence prevention programs, and other forms of prevention, identification and reporting of child maltreatment. The UNICEF implementation handbook of the UN Convention of the Rights of the Child further elaborates on what is meant by 'reporting' as stated in the convention. In particular, that concept includes research studies:

It is only through interview studies with children and parents, in conditions of confidentiality and trust and with appropriate ethical safeguards that States can begin to build up a true picture of the prevalence of all forms of violence against children, including in the family, and be able to measure progress towards its elimination. It is not possible to judge the effectiveness of child protection systems without this sort of research.⁴⁵

Thus, large-scale anonymous community surveys on the prevalence and risk factors for child victimization are a direct means of implementing and supporting the rights of the child. The ISRD project is thus highly consistent with efforts required by the UN Convention. It produces statistical information, and findings on risk factors, that can be used in the prevention, identification and reporting of violence and other types of harm against and by children. Consistent with the child protection framework, the ISRD framework sees offenses committed by the child as child protection matters.

The ISRD project follows high standards of ethics. Each participating country is required to follow the relevant national legislation and ethical regulations. Participants are expected to consult ethical review boards regarding their data collection and research plans, and submit their plans for review in accordance with review board instructions and guidelines. If a national module is incorporated into the survey, it should also be included in ethical assessment and review processes. If ethical review boards are not available, relevant national and local ethical regulations must be followed.

In ISRD, the respondent must always give informed consent to participate in the survey, and he/she must have the right to discontinue responding to the survey at any moment. Study aims and content are described in a manner that children can understand. Parental (or guardian)

⁴⁴ <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

⁴⁵ Hodgkin, Rachel & Newell, Peter (2007). *Implementation Handbook for the Convention on the Rights of the Child*. Fully revised third edition. UNICEF, p. 266. Retrieved from <https://www.unicef.org/lac/media/22071/file/Implementation%20Handbook%20for%20the%20CRC.pdf>.

consent is sought in a manner, and to the degree required by, relevant legislation and ethical guidelines in the country where the survey is being carried out. Schools must be given full information on the study content when seeking access for data collection.⁴⁶

ISRD teams must report national ethical procedures in the Technical Report on data collection. Additionally, the data must be stored in a secure manner. If the national data are released to a data archive, the ISRD4 researchers are expected to ensure that participant and school anonymity is ensured, in collaboration with the relevant archive.

3.6 Survey Administration

The ISRD survey has traditionally relied on school-based data collection. In the ISRD4 sweep, we still collect a standard school sample in age categories 13 to 17. It is generally believed that school-based samples are socially more inclusive than samples based on other contact points, especially in age cohorts attending compulsory schooling. Since the coverage is likely to be less inclusive in older age categories, the ISRD4 supplements school-based data collection with an internet sample. Note that this section describes the standard protocol. If local regulations diverge from these guidelines, data collectors must follow them.

School Survey (School-Based Sample)

There are several key elements in the ISRD data collection in schools, which aim at securing and standardizing data quality. These pertain to school and class inclusion, school access, consent procedures, data collection context, and supervision mode. In this section, survey administration is described for the school survey.

The ISRD survey can be seen as part of legal education or civic studies, since responding helps students to think about legal and moral questions. Furthermore, the findings may help address unrealistic notions of norm breaking, a method used in crime prevention.⁴⁷ However, researchers must ensure that eventual other educational content is given after, not before, the survey. Schools should not prepare or advise the students in any way concerning how to respond.

School and class inclusion. The creation of the class-based sample is described in Section 3.4. Here, we stress the inclusive nature of sample creation. If there are special schools for youths who show behavioral problems, these should be included in the sampling frame if possible. In some schools, students with behavior problems are transferred to special education needs classes. These classes should be included in the sampling frame. If this cannot be done, their omission should be noted in the Technical Report (see Annex 10).⁴⁸ The challenge of post-compulsory grade

⁴⁶ If respondent identifier data are linked to the ISRD survey data as a national longitudinal extension of the basic research design, this should be fully disclosed in the research plan submitted to the ethical review board, and in the information materials for participants.

⁴⁷ For an example of how self-report surveys can be used in crime prevention, see Balvig, Flemming, & Holmberg, Lars (2011) The Ripple Effect: A Randomized Trial of a Social Norms Intervention in a Danish Middle School Setting. *Journal of Scandinavian Studies in Criminology and Crime Prevention*, 12, 3-19.

⁴⁸ Kivivuori, J. & Salmi, V. (2009) The Challenge of Special Needs Education in School-Based Delinquency Research. *Journal of Scandinavian Studies in Criminology and Crime Prevention*, 10, 2-17,

levels is discussed in the context of sampling (Section 3.4). Where possible, the share of youths not attending targeted school types needs to be assessed and noted in the Technical Report.⁴⁹ Schools or classes for youths with serious cognitive challenges, and hospital schools, are not part of the sample.

School access. Relevant local authorities usually have a list of all the schools in their area and, in some cases, may serve as gatekeepers to school access. In many cases, schools may be approached directly with a request for them to allow their students to participate in the survey. School-level refusals should be factored in to the sampling strategy, replacing them with other schools that are willing to allow participation in order to reach the target sample size. It is important to include the number of school-level refusals in the Technical Report along with any considerations about the consequences for sample composition. For example, are private schools under- or over-represented in the sample, or were schools from advantaged or disadvantaged neighborhoods more likely to refuse access?

Consent procedures. Informed consent by the respondent is always necessary (see Section 3.5 on ethical practice). When parental consent is required for some age groups, we recommend using the so-called ‘opt-out’ procedure, which means that the research organization and/or the school informs the parents/guardians about the survey, and the latter have the right to exclude their child from the survey by sending in a note to that effect. In some countries, the ethics board that authorizes the survey, or the schools themselves, may require an ‘opt-in’ procedure, which means that students can only participate if their parents/guardians send in a note to that effect. It is well documented that ‘opt-in’ procedures produce a lower participation rate than ‘opt-out’ procedures,⁵⁰ thus, you may need to draw a much larger target sample than 1,800 students to ensure that the final sample will have 1,800 students (see Section 3.4 on sampling). If it is possible to gather information on the number of students in each class invited to participate in the survey and the number that did participate, please include a summary of the participation rate in the Technical Report (see Annex 10).

Software and translation. The standard ISRD4 school questionnaire is programmed in Lime Survey. Lime Survey is a free software package available to all national teams without additional costs. National teams translate the standard English questionnaire into local languages⁵¹ and each country’s questionnaire is uploaded to a server at the University of Tartu in Estonia. The survey team at the University of Tartu will provide each national team with a unique hyperlink to its questionnaire on the server, so that students’ responses in each country are immediately recorded in the database.

⁴⁹ In many countries, significant proportions of 16 and 17 year-olds can be outside academic-track or any educational institutions.

⁵⁰ Haen Marshall, Ineke (2010). “Pourquoi Pas?” versus “Absolutely Not!” Cross-National Differences in Access to Schools and Pupils for Survey Research. *European Journal on Criminal Policy and Research* 16: 89-109; Courser, Matthew W. (2009). The Impact of Active Consent Procedures on Nonresponse and Nonresponse Error in Youth Survey Data: Evidence from a New Experiment. *Evaluation Review* 33, 370-395; and Frissell, Kevin C. et al. (2004). Impact of Consent on Reported Levels of Adolescent Alcohol Use. *Psychology of Addictive behaviors* 18, 307-315.

⁵¹ Regarding cross-culturally adequate translation, see Rodríguez, J. A., Pérez-Santiago, N., & Birkbeck, C. (2015). Surveys as cultural artefacts: Applying the International Self-Report Delinquency Study to Latin American adolescents. *European Journal of Criminology*, 12(4), 420–436.

You may contact the leader of the survey team at Tartu, Anna Markina (anna.markina@ut.ee) for additional information, or if there appears to be a problem with this process.

Hardware. ISRD is an online survey filled in during supervised sessions at school premises (see ‘Data collection’ below). Recommended hardware are personal computers, laptops or tablets with large screens. Mobile phones are not recommended for school-based data collection because the school questionnaire has not been designed for small screens.

Note: If local conditions make the online administration of the survey impossible, for example, because schools and students do not have sufficient computer equipment or because connection to the internet is unavailable or very patchy, the national team should consult with the ISRD Steering Committee about the possibility of using a paper-and-pencil version of the questionnaire. See Table 4 for some strategies to deal with situations when schools do not have computing equipment or access to the internet.

Data collection setting. The survey is conducted (a) during regular school hours, (b) at school premises, (c) under supervision, and (d) in the context of normal schoolwork. Controlled and supervised sessions are an important part of the data collection. Students should not be given the link to the questionnaire and asked to fill it in outside school hours because this procedure would seriously compromise data integrity.

The protocol recommends that the data are collected in a limited time period. The first quarter of the calendar year (January–March) is the recommended time slot.⁵² Thus, ideally, all the data are collected in a three-month period. If possible, avoid, especially, the very beginning and the end of the academic year.

The expression ‘regular school hours’ and ‘context of normal schoolwork’ means that the presence of the students at these sessions should be as required as their presence in any school lesson. Since survey responding is always voluntary, students who are not going to participate should be assigned alternative tasks in the same classroom. The alternative tasks should be as intellectually taxing as the survey and should not be perceived as either punishing or rewarding. They should not provide an incentive to refuse (e. g. by suggesting to the students that they do their homework while others respond to survey, or allowing any type of unsupervised computer use). The same applies to students who complete the questionnaire before the lesson ends. They should remain in the room doing specific assignments. The data collectors agree with the school on the nature of alternative assignments.

⁵² This recommendation pertains to countries where the academic years (grades) begin in August–September and end in May–June–July. Other systems should adapt analogous timing.

Table 4. When Some Schools do Not Have Computer Equipment or Access to the Internet

Solution	Advantages	Disadvantages
<p>1) Digital: Purchase 20 or 30 tablets, plus a mobile internet router/hotspot. Take the equipment to each school that does not have computing equipment/access to the internet.</p>	<ul style="list-style-type: none"> • All schools in the sample will use the online survey. <ul style="list-style-type: none"> ○ The online survey includes follow-up questions for selected items of victimization and offending. ○ Data is recorded directly via Lime Survey (University of Tartu). ○ No data transcription needed. 	<ul style="list-style-type: none"> • Funding will be required to purchase the equipment. • Project team will need to be familiar with IT issues. • Wireless broadband coverage may be patchy in some (parts of) cities; hence no possibility of accessing Lime Survey online. • In a few neighborhoods: possible risk of theft of equipment.
<p>2) P-&-P: Use the paper-and-pencil version in all schools in the sample.</p>	<ul style="list-style-type: none"> • All schools and respondents in the sample will use the same mode of responding (P-&-P). • No headaches about any technical issues relating to equipment or internet connection. 	<ul style="list-style-type: none"> • The P&P version of the questionnaire does not include follow-up items on selected types of victimization and offending. • Less information will be gathered about these types of victimization and offending. • No possibility of comparing with follow-up data collected in other countries. • The P-&-P method also has costs: <ul style="list-style-type: none"> • Paper and printing for the questionnaire. • Data entry (using EpiData)⁵³ needs to be budgeted. • Cleaning of data and appending to ISRD4 data set will be delayed.
<p>3) Hybrid: Use the Lime Survey where schools have computing equipment and access to the internet + P-&-P version in schools where these are not available.</p>	<ul style="list-style-type: none"> • Follow-up questions on victimization and offending are included in the Lime Survey, providing at least some data for the country. • If schools have computing equipment and internet access, this may be cheaper than Solutions 1 and 2 above. 	<ul style="list-style-type: none"> • The difference in mode of delivery (Lime Survey vs. P-&-P) may affect: <ul style="list-style-type: none"> • Response patterns. • Level of 'survey exhaustion' and rate of abandonment. • Characteristics of schools with/without computer facilities and internet access are probably correlated with certain respondent characteristics (income, cultural variables, etc.). • Budget will still be required for P-&-P survey (materials, data entry), but less than in Solution 2. • Cleaning of data and appending to ISRD4 data set will be delayed.

⁵³ The national team has to use an [EpiData \(3.1\)](#) entry form prepared by the Steering Committee for data entry.

Reference Number

In addition to the answers collected through the questionnaire, each individual case of the ISRD4 data set also needs to contain information about:

- the school (which students belong to the same school)
- the school type (e.g. private or public, ...)
- the school track level (e.g. vocational school, academic track, lyceum, ...)
- the grade (for example, 8th, 9th, or 10th grade class)

The primary sampling unit of the ISRD4 project is not the individual student but a group of students, normally belonging to one class (or one school). Students belonging to the same class (or group) will in several respects be more similar to each other than students belonging to different classes (the same holds for students belonging to the same or to different schools). Additionally, when drawing the sample, classes are (generally) stratified by grade (and perhaps also by school type and track level). Statistical procedures need to take all this into account when making valid inferences from the sample data to the population of students. Therefore, it is crucial that we keep track of the particular class (and school) to which the individual student belongs. Additionally, we need to know the grade of the class (and the type and track level of the school to which the class belongs – at least if type and level of school are important distinctions in a particular country). In order to make sure that we collect this information for each student, a reference number (in previous documents called the ID-code) is used in the survey. This reference number must be constructed uniquely for each surveyed class before the start of the administration of the survey.

Thus, the reference number is a pseudonymized identification number to identify to which school and classroom a student belongs. For example, in a classroom of 25 students, there will be 25 individual questionnaires which share a single reference number.

Each participating country is free to construct its reference numbers in its own way. However, to make things easier and to guarantee compatibility, we strongly suggest using one of the following two methods. Ideally, the reference number contains information about the school (school-ID), the type and level of the school (if this is an important distinction in the participating country), the grade, and the class (class-ID). *Method 1* (recommended) uses all this information, while the ‘quick and dirty’ *Method 2* uses only information about the school (school-ID) and class (class-ID) together with a separate list containing information about the type and level of the school and the grade of the class.

The preferred reference number of *Method 1* uses an 11-digit code. Its numbers are separated into five blocks by using a ‘-’ sign:

□ □ □ - □ □ □ - □ □ □ □ □ □ □ □ □ □ □

Its five parts contain the following information:

- **school-ID:** The school-ID is a three digit reference number (001 to 999) identifying the schools uniquely for each country. Thus, if the total sample of a country contains students belonging to 40 different schools, there are 40 different school-IDs (the school-IDs need not be coded consecutively, i.e., they may contain gaps).
- **type/level:** This is a two digit number coding the school type (1-9, e.g. 1 = private, 2 = public, ...) and the track level (1-9, e.g. 1 = vocational, 2 = lyceum, ...) of a school respondent's class. In some countries the distinction between different types/levels of schools is important. The way these numbers are coded is a decision of the participating country. If you think that other distinctions between schools or classes of your country are important, you can use the two digits for coding other categories of schools or classes, as well. If you don't use this information but nevertheless want to stick to Method 1 (using 11 digits), you can simply use the two digit number 00.
- **grade:** The grade is a one digit number identifying the grade of the class (e.g. 7 = grade 7, 8 = grade 8, 9 = grade 9). Grade 10 can be coded using the number 0, grade 11 using the number 1, etc.
- **class-ID:** The class(room) is a three digit reference number (001 to 999) identifying the classes uniquely for each country. If the total sample of the country contains 120 classes, there are 120 different class-IDs (the class-IDs need not be coded consecutively).
- **check-nr.:** The two digit check-number is constructed by analogy to the 10-digits ISBN of books and helps to detect typing errors in the reference number. This number is created automatically if you use the Survey Manager for drawing your sample of classes. The check-number can also be created 'by hand'. But because its construction is more complicated needing a special formula (see Annex 5), the ISRD Steering Committee can provide you with an Excel macro or a small R program that will do this for you – the programs only require the first 9 digits of the reference number.

The reference number of *Method 2* is a 6 to 8-digit code. Its numbers are separated into two blocks by using a '-' sign:

□ □ □ □ □ □ □ □

Its two parts contain the following information:

- **school-ID:** The school-ID is a three (or four) digit reference number (001 to 999 or 0001 to 9999) with leading zeros, identifying the schools uniquely for each country. Thus, if the total sample of a country contains students belonging to 40 different schools, there are 40 different school-IDs (the school-IDs need not be coded consecutively).
- **class-ID:** The class(room) is a three (or four) digit reference number (001 to 999 or 0001 to 9999) with leading zeros, identifying the classes uniquely for each country. If the total sample of the country contains 120 classes, there are 120 different class-IDs (the class-IDs need not be coded consecutively).

Although it may look simpler, note that using *Method 2* can make things more difficult. It requires that you prepare a separate list of class-IDs which links each class-ID to the grade of the

class.⁵⁴ Because we need additional school and grade information, this must be added to the data later, while preparing the data for analysis, relying on the correct class-IDs. Because this is tedious and error-prone, there is no real advantage of using *Method 2* and we thus highly recommend the use of *Method 1*.

In the Classroom

At the start of the session, one of the data collectors should provide the reference number which all respondents will enter in question [B1] of the survey immediately before starting with the questions themselves. Students should complete the questionnaire in silence and not consult with each other about their answers. The supervisors instruct the students to discuss the questions only after the session. Similarly, students are asked not to use their mobile phones while answering the survey.

The most important task for the data collection supervisors is to create an atmosphere of trust in the classroom. For instance, they should not sit in front of a computer or screen, to avoid creating the suspicion that they can capture the screen of any respondent. The supervisors should also prevent respondents from seeing each other's responses.

Since some of the topics in the survey are sensitive, the respondents should be given information about helplines or other support services, should they wish to discuss anything with an adult.

Supervision mode. Data collection sessions are supervised by research staff sent to schools. The research staff aim at creating a confidential atmosphere, so that the respondents trust the anonymity of the survey. The research staff supervising data collection in the field should have no connection to law enforcement agencies.

Only in exceptional situations can data collection be supervised by teachers or other school staff. If teachers supervise classes, they must be carefully trained concerning the data collection situation. Research indicates that supervision by properly trained teachers does not seriously compromise data integrity.⁵⁵ However, that research was conducted in countries characterized by high trust cultures, and the findings cannot be necessarily generalized to other parts of the world.⁵⁶ Therefore, external supervision remains the standard protocol for the ISRD data collection. Supervision mode must be reported in the Technical Report (see Annex 10).

In some countries, it is possible that the teacher must remain in the data collection session for legal reasons. In that case, the presence of teachers in the room is documented in the Technical Report.

⁵⁴ By the way: To document and keep track of the survey you should prepare such lists anyway. The Survey Manager can assist you with this task and will create the reference number automatically.

⁵⁵ Kivivuori, Janne & Salmi, Venla & Walser, Simone (2013). Supervision Mode Effects in Computerized Delinquency Surveys at School: Finnish Replication of a Swiss Experiment. *Journal of Experimental Criminology* 9:1, 91–107.

⁵⁶ Kivivuori, Janne (2007) *Delinquent Behaviour in Nordic Capital Cities*. Scandinavian Research Council for Criminology & National Research Institute of Legal Policy, Publication 227, Helsinki. See also Enzmann, D. & Kivivuori, J. & Haen Marshall I. & Steketee, M. & Hough, M. & Killias, M. (2018). *A Global Perspective on Young People as Offenders and Victims. First Results from the ISRD3 Study*. Springer, Switzerland.

Classroom Data Collection Checklist

In order to ensure that data collectors on site have sufficient information to find the school/class site, with the necessary resources to collect data, it may be useful to prepare a field checklist for each visit to a class (see Annex 8 'Classroom Data Collection Checklist').

ISR4 Survey Administration Form

In order to collect the information needed for calculating response rates (needed for the Technical Report) and assessing the conditions of survey administration, the supervisor needs to complete the ISR4 Survey Administration Form during the data collection session in each class (see Annex 9). If needed, continue filling in this form immediately after the data collection session has ended. Each individual Survey Administration Form needs to include the Data Collection Reference Number (see above). There is also an online version of the Survey Administration Form available so that survey administrators can use their smartphone to fill in the forms. The example template for this form may be adapted by the national teams. These SA Forms are for internal use by the national team only.

Internet Survey (Internet-Based Sample)

Because of the exploratory nature of the survey for the internet-based sample (IS), our recommendations are much more limited than those for the school-based sample (SBS) survey administration. We recommend that the short IS survey is conducted at the same time that the standard SBS survey is conducted. One member of each national team will get access to the Lime Survey, in order to monitor responses and progress of the internet sample survey and to identify any need to change the recruitment strategy. For additional information see Section 3.4 and the Project Management Checklist (Annex 7).

Technical Reports

Data collectors compile a special Technical Report (see Annex 10) to describe their data collection process, covering both the school and internet samples. Particular attention should be drawn to possible departures from the standard protocol. A detailed Project Management Checklist is available for ISR4 partners as well as the Data Collection Flow Chart (see Annex 10 'Technical Report (Example ISR3 Finland)' and Figure 3).

3.7 Piloting

Each of the participating countries is required to carry out a small pilot of the questionnaire prior to starting the survey. The pilot can be done with a small number of adolescents; there is no need for statistical analysis of the data. The pilot has two functions. First, it is important to see if the respondents have a full understanding of the meaning of the questions, and if there is a need for adjustment in translation or wording. Second, it makes sense to try out the practical aspects of

the administration of the survey, such as the challenges involved in gaining online access, or the adequacy of the instructions provided to the students.

We recommend the use of individual cognitive interviews with adolescents who participated in the pilot study, or a discussion of the experiences in larger focus groups⁵⁷ (see also Section 3.2 Translation). Participants are asked to share a brief report of the results of the pilot study including proposed solutions and adjustments with the Steering Committee before starting the fieldwork.

3.8 Data Management

The data management plan (DMP) of the ISRD4 project respects the General Data Protection Regulation (GDPR) of the EU and follows the FAIR Data Principles (making the data findable, accessible, interoperable, and re-usable) as described by the fair data publishing group.⁵⁸ This ISRD4 study protocol therefore represents the DMP guidelines for translation, sampling, surveying and documentation. It serves to maximize compatibility of survey instruments, the sampling and surveying of respondents, and the survey data. The Project Management Checklist (see Section 3.6 and Annex 7) and additional materials to document the implementation and management of the ISRD4 survey in the participating countries will be used for the technical reports (Section 3.6) and serve to generate metadata describing the research process.

Immediately after data have been collected by the national project partners, the raw data sets will be centrally stored by the Central Data Processing Team (CDPT) for the duration of the project. The data will not contain direct identifiers of survey participants (in the case of school-based surveys of schools, classes and students). To maximize anonymity and to guarantee that survey participants cannot be identified without significant efforts by indirect identifiers, anonymization techniques following the European Social Survey 2018 anonymization guide⁵⁹ will be applied to factual data.

The CDPT will check and process the raw data and the documentation in cooperation with the national partners. All data collected and processed will initially be made available for analysis by all project partners (for details see Annex 4 'ISRD4 Collaboration Agreement' and Annex 11 'Guidelines for Authorship'). Preparing the ultimate open publication of the data, a key component of the DMP will be to identify and resolve ethical issues of anonymization to allow the data to be uploaded to a data repository (see Section 3.5 'Ethical Practices'). It is planned that quantitative individual level data collected during the project will be made available as a 'public use file' through the GESIS Data Archive,⁶⁰ i.e., they will not require any handling restrictions for prospective users. Any publication embargoes will expire once the data are available for the broader scientific community.

⁵⁷ See for example, Meiksin, R., Ponsford, R., & Bonell, C. (2018). Assessment of survey items on social norms relating to sexual behavior and dating and relationship violence among young adolescents in England: cognitive interviews within two pilot studies. *The Lancet*, 392(S63).

⁵⁸ See <https://fairsharing.org/communities#activities>

⁵⁹ See https://essdata.nsd.uib.no/ESS9/intraweb/files/data_protocol/ESS_Anonymisation_guide.pdf

⁶⁰ See <https://www.gesis.org/en/institute/departments/data-archive-for-the-social-sciences>

The ISRD4 data will be stored in widely accessible SPSS and Stata data formats. The metadata will include study level information (pilot study reports, technical reports of project partners, survey instruments in the original languages used, quality assurance procedures, software routines for harmonizing data) and variable level information (coding, derived variable information, documentation of weight variables).

All public materials will be provided with permanent digital identifiers for unique identification of the resource and reliable and version-specific citation in publications. Further, metadata of the datasets will be distributed to various international research data indices, among these the DataCite registry⁶¹ and the Catalogue of the Consortium of European Social Science Data Archives (CESSDA).

All publicly available data generated by the ISRD4 project will be preserved in accordance with the Preservation Policy of the GESIS Data Archive that has received the CoreTrustSeal of the International Science Council (WDS) and the Data Seal of Approval (DSA) and is certified as a trusted digital repository. Thereby the technical integrity and readability for software will be guaranteed through state of the art measures for digital repositories.

To ensure a uniform data cleaning process for all data sets, the data from the participating countries will be processed and merged by the central data processing team (CDPT) of the ISRD4 project. This includes:

- anonymization of indirect identifiers (factual data) by adapting the anonymization guidelines of the European Social Survey⁶² in collaboration with researchers of the participating countries
- construction of metadata
- harmonization of demographic data
- construction of derived data and variables for future analyses
- creation of weighting variables
- codebook and documentation of the merged ISRD4 data set.

The workflow of processing and merging the data and documents is an adaptation of the steps developed by the SERISS project⁶³ (see Figure 2). The process will be conducted in seven stages starting with the upload of the raw data sets of the school based samples collected with the Lime Survey tool and resulting in SPSS and Stata data files plus additional materials (technical reports, codebook, data manual). The final data will also contain the data of the internet samples, either as separate data sets or (if possible) added to the data of the school-based samples.

⁶¹ See <http://search.datacite.org>

⁶² See https://essdata.nsd.uib.no/ESS9/intraweb/files/data_protocol/ESS_Anonymisation_guide.pdf

⁶³ Brislinger, E., Kurti, D., Davari, M., & Quandt, M. (2019). *Survey Project Management Portal: Quick guide to the demo version of SMaP*. Deliverable 4.11 of the SERISS project funded under the European Union's Horizon 2020 research and innovation programme GA No: 654221 (https://seriss.eu/wp-content/uploads/2019/07/SERISS-Deliverable-D4_11-SMaP_Demo_Guide-1.pdf)

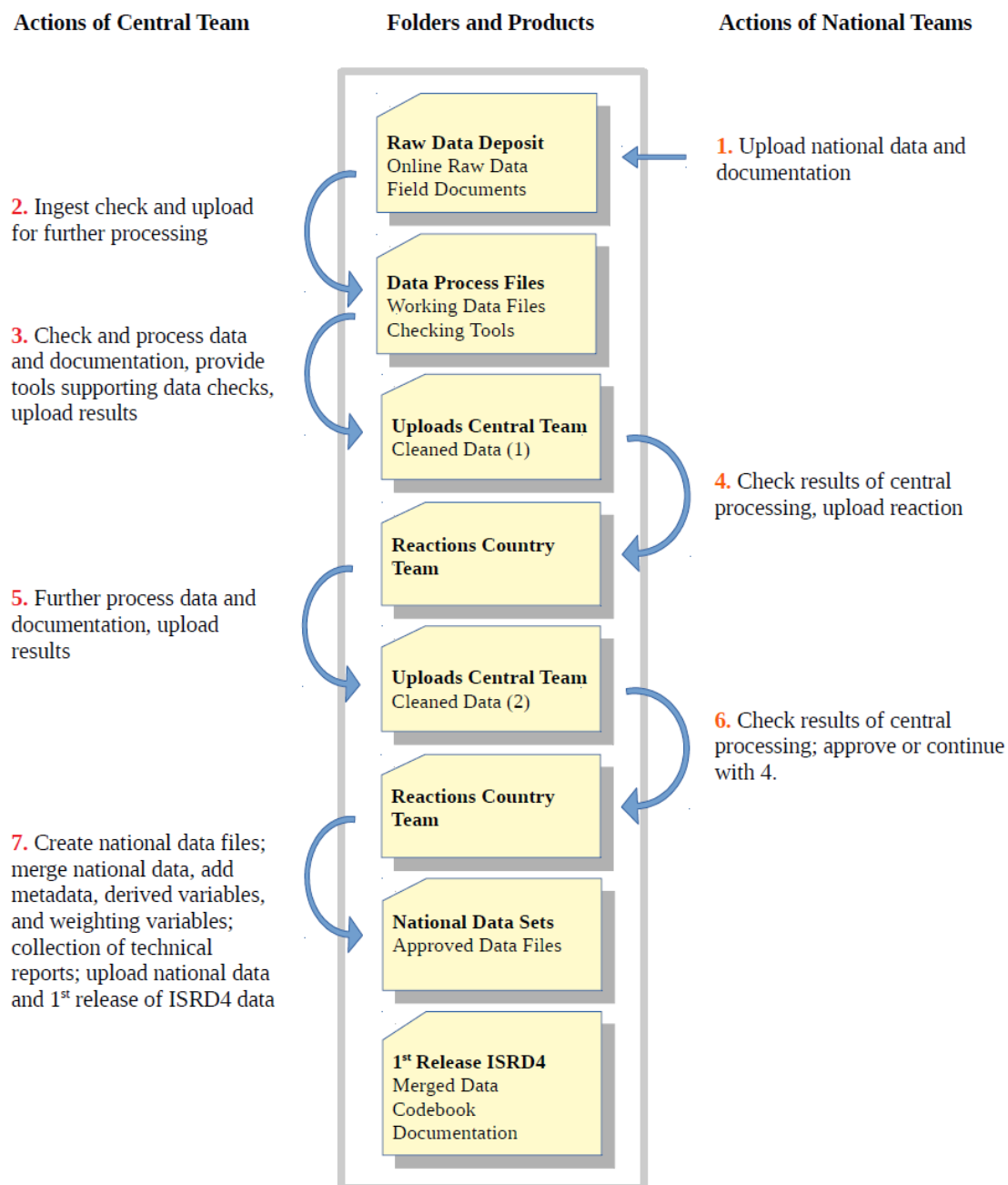


Figure 2. Workflow of Data Processing and Merging

3.9 Continuing Quality Assurance

The quality of a large multinational project such as ISRD is not only given by its geographical coverage but also by the implementation, as far as local conditions permit, of a standard survey design. This means that the questionnaire design (items, response options, sequencing, etc.), sample design and selection, and the mode of administration should be the same in each participating country. Every variation in method has an impact on the data obtained and ideally

should be modeled in statistical comparisons between countries, although in many cases it is not possible to estimate the magnitude of the impact.⁶⁴

The present Study Protocol for the ISRD4 project is obviously designed as the foundation for achieving the implementation of the standard survey design in each participating country, providing a detailed description of the instrument design, the constituent items, the procedure for translation, the sampling strategies and survey administration. Nevertheless, as with all research projects, issues and questions will continue to arise as the instruments are translated and piloted in each country, as the samples are constructed, and as the survey is administered. These need to be documented and addressed in a manner that seeks to maximize equivalence while working within local constraints. Several mechanisms are in place for supporting this process:

- 1 When translating the instruments, national teams should note any difficulties or dilemmas when rendering specific items in the national language, and describe how they resolved them. In conjunction with the ISRD Steering Committee, decisions on the optimum final translation will be taken.
- 2 National teams should contact the ISRD Steering Committee whenever they identify a significant challenge in relation to survey implementation (e.g., mode of delivery, sample construction, timing) so that a joint decision can be taken about the best way to proceed.
- 3 The Steering Committee will organize at least one workshop every year (either online or face-to-face) to review and discuss the implementation of the survey in participating countries. This will allow the identification of common problems and the discussion of common solutions.
- 4 Each participating country maintains a data collection checklist or log, which is incorporated into the Technical Report (see Annex 10) that must be submitted to the Steering Committee once data collection has been completed. As with previous sweeps of ISRD, data from a participating country will only be included in the multinational database once the Technical Report has been submitted to the Steering Committee and signed off by the latter.

3.10 ISRD4 Data Collection Flow Chart

In this section, we summarize the main steps involved in the implementation of the ISRD4 study by the national partners. Figure 3 below provides a schematic overview of the process, both in terms of questionnaire preparation as well as data collection for both the school-based sample (SBS) as well as the internet-based sample (IS). In addition, the ISRD4 Project Management Checklist (Annex 7) provides an overview of the different activities that need to be completed (questionnaire preparation, as well as data collection).

⁶⁴ Harkness, J., van de Vijver, F., Mohler, P. (eds.) (2003) *Cross-Cultural Survey Methods*. New York: Wiley.

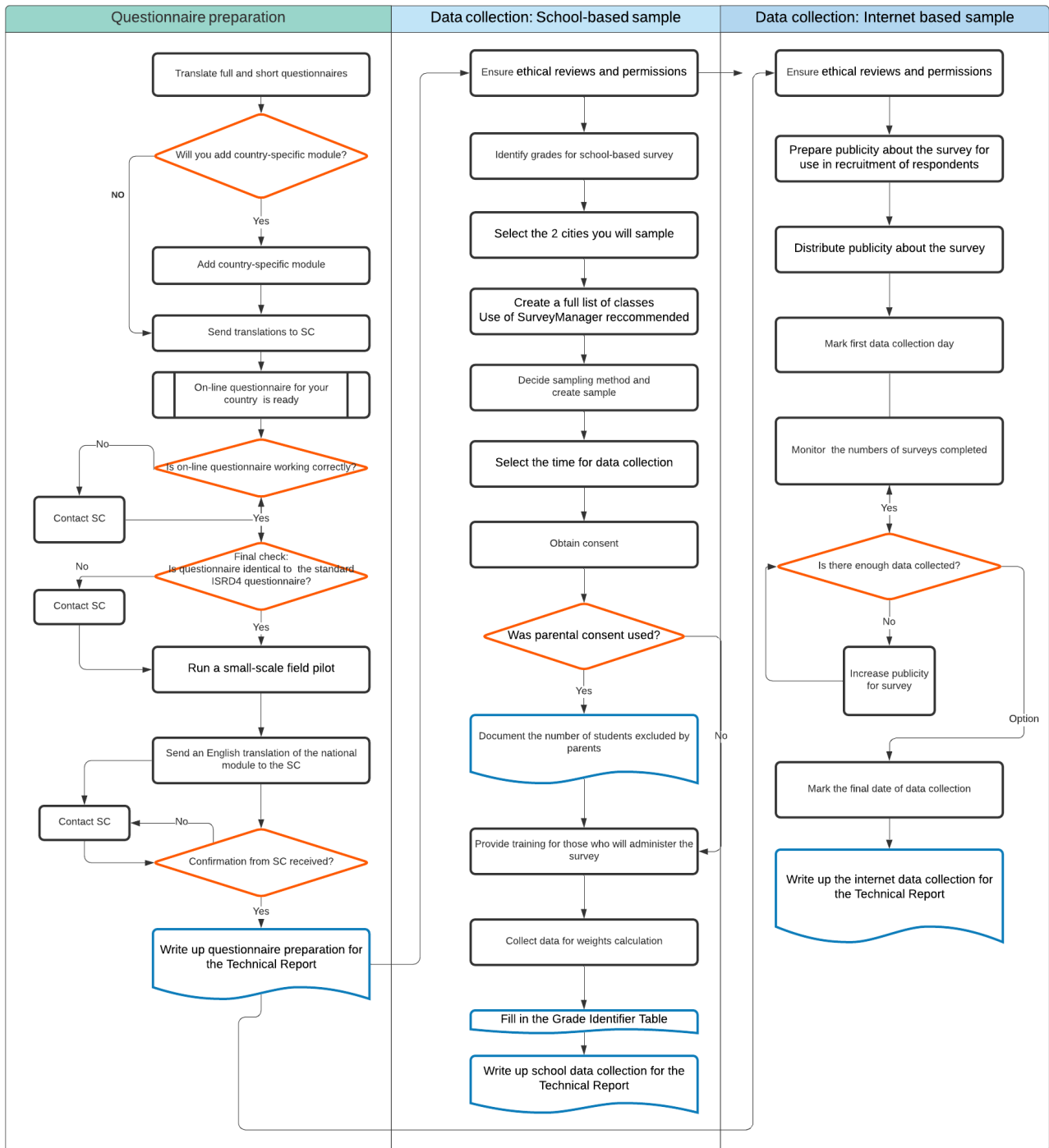


Figure 3. Data Collection Flowchart

4 Policy Relevance

4.1 Nothing is More Practical Than a Good Theory

Research needs to inform the development of policy—that is the basic premise of the ISRD project. From its early beginnings, the ISRD project was motivated by the need for collaboration between international researchers and policy makers.⁶⁵ Many countries have developed their own unique intervention and prevention policies hoping to mitigate problems of victimization and offending among adolescent youth, but all too frequently, we fail to learn from practices other than our own.⁶⁶ The ISRD project is founded on the premise that we need to invest in prevention, and that we need to have theoretical insights that guide our prevention efforts.⁶⁷

4.2 Contributions Through Dissemination

The ISRD project focuses on theory-testing, identification of risk-and protective factors, and analysis of correlates of offending and victimization, and collects data pertinent to evolving theoretical and policy concerns.⁶⁸ ISRD data have offered a wealth of insights into the experiences with crime and victimization of many adolescents across a large number of cultural settings. It is hard to estimate the exact long-term impact of this knowledge on youth policy development across the world. The ISRD project is an evolving collaboration among a number of scholars, over a long period of time, without centralized funding nor institutional affiliation with regional or global policy-oriented NGO's or organizations. Therefore, its main policy impact is through dissemination of findings through national and international academic and policy journals, conferences, and national policy briefs.

4.3 ISRD4: Show Impact

We encourage national teams to be aware of the importance of developing impact statements from the results. Policy impacts can only be generated by engaging with stakeholders and making presentations at both academic and non-academic meetings. To be effective, impact must be a focus from the start of your project, and requires specific attention to the perspective of stakeholders, proactive engagement with them, the preparation of outputs geared to that audience, efforts to promote the application of your findings and recommendations, and tracking external changes resulting from your research. We would like to see a statement in the Technical Report (see Annex 10) about plans for the a dissemination of results and about efforts to achieve impact.

⁶⁵ Junger-Tas, J. (1994). *The International Self-Report Delinquency Study: Some Methodological and Theoretical Issues*. Amsterdam: RDC - Ministry of Justice, Kugler Publications.

⁶⁶ Junger-Tas, J., Decker, S. H., & ProQuest. (2008). *International Handbook of Juvenile Justice*. In. New York, NY: Springer.

⁶⁷ Marshall, I. H., & Boutellier, H. (2013). Josine Junger-Tas: The Life and Works of a Compassionate Criminologist. *European Journal on Criminal Policy and Research*, 19(2), 71-84.

⁶⁸ Gottfredson, M. (2018). Foreword. In D. Enzmann, J. Kivivuori, I. H. Marshall, M. Steketee, M. Hough, & M. Killias, *A Global Perspective on Young Offenders and Victims: First Results from the ISRD3 Study* (pp. v-viii). New York: Springer.

5 Scientific Rationales

5.1 Offending

Background

Anti-social and criminal behavior among adolescents is a common concern in many countries across the globe. The self-report survey method has proven to be a welcome supplement to official crime statistics to generate estimates of levels of crime, victimization and substance use among young people. Importantly, survey questionnaires allow the collection of a variety of demographic, individual and contextual variables related to self-reported offending (and victimization – see Section 5.2), thus contributing to the development and testing of criminological theories.⁶⁹ Self-report surveys measure offending by using common-sense, incident-based behavioral descriptions of offenses, rather than legal definitions. This feature allows comparisons among groups with different legal systems, which is of paramount importance for cross-national comparisons of offending and victimization among young teens.

ISRD Approach and Previous Work

Self-report studies of delinquency have been a mainstay of delinquency research for over half a century, but these studies typically have been limited to one, or a handful, of countries. The ISRD project is one of the first large-scale cross-national studies of juvenile delinquency with an explicitly comparative design and methodology. Although designed with the objective of allowing cross-national comparisons of offending, direct comparisons between levels of offending need to be made with the utmost caution.⁷⁰

Keeping this caution in mind, ISRD1 focused on cross-national comparisons of the relative rank order of the self-reported offenses, and found that the most frequently reported offenses involved property offenses and vandalism in all 12 countries (see Table 1, Section 3.1 for an overview of participating countries). Lifetime prevalence rates were also found to be quite similar across the countries, although property offense rates were highest in Northwest European countries and the US.⁷¹ This observation was confirmed by analysis of ISRD2 data showing that the wealthiest country clusters (Anglo Saxon, Western European and Scandinavian) reported the highest levels of delinquency, whereas the Post-Socialist, Mediterranean and Latin American country clusters had lower levels.⁷² The ISRD3 data show that in the majority of the countries, less than one out of every ten pupils reported involvement in shoplifting, assault, extortion or burglary during the last year. The USA, Switzerland and Belgium were highest, with more than 15%, whereas India,

⁶⁹ Delbert Elliott (2017). *Self-Report Crime Surveys*. Oxford: Oxford Bibliographies in Criminology.

⁷⁰ Enzmann, D., Kivivuori, J., Marshall, I. H., Steketee, M., Hough, M., & Killias, M. (2018). *A Global Perspective on Young People as Offenders and Victims: First Results from the ISRD3 Study* (pp. 19–28). New York: Springer.

⁷¹ Junger-Tas, J., Marshall, I. H., & Ribeaud, D. (2003). *Delinquency in an International Perspective: The International Self-Reported Delinquency Study (ISRD)*. Den Haag: Kugler Publications.

⁷² Junger-Tas, J., Marshall, I. H., Enzmann, D., Killias, M., Steketee, M., & Gruszczyńska, B. (Eds.). (2010). *Juvenile Delinquency in Europe and Beyond: Results of the Second International Self-Report Delinquency Study*. New York: Springer.

Kosovo, Armenia, Bosnia and Herzegovina, and Indonesia were the lowest, with prevalence rates of less than 5% for these four offenses combined. It is noteworthy that the countries with the lowest self-reported rates also had the highest level of social desirable responding, echoing the caution already found in the inception of the ISRD project that self-reported delinquency estimates should not be directly compared across nations.

The bulk of analyses of ISRD data has focused on theory testing and identification of correlates of delinquency. Findings with regard to the correlates of delinquency reported in different national and international reports and publications based on ISRD data are less vulnerable to cultural bias than estimates of offending. The three rounds of the project show, generally speaking, that girls and younger teens are less likely to report involvement in delinquency, and that early age of first involvement is related to more serious offending. One of the most striking observations is that in all participating countries, adolescents with strong and positive links to school and family, with law-abiding friends, living in well-integrated neighborhoods and with high self-control are most likely to report low levels of delinquent behavior. With more researchers getting involved in analysis of the ISRD data, the ISRD project continues to contribute to our knowledge base about cross-national similarities as well as differences in the drivers of delinquency.

Objectives

The objectives of the ISRD4 project with regard to adolescent offending are:

- To measure the prevalence and incidence of offending
- To examine cross-national variation in offending patterns
- To study trends in offending
- To consider offending in the context of victimization
- To study the relationship between online and offline offending
- To test theories about correlates of offending
- To contribute to the development of cross-cultural survey methodology

Items

The purpose of the 14-item instrument is to measure illegal behavior among adolescents. It is modeled after the core measurement of self-reported delinquency used in the National Youth Survey.⁷³ The core items were developed in the first ISRD study, where some adaptations were

⁷³ Huizinga, D., & Elliott, D. S. (1984). *Self-Reported Measures of Delinquency and Crime: Methodological Issues and Comparative Findings*. National Youth Survey Project Report 30. Boulder, CO: Behavioral Research Institute.

made for cross-national use. Throughout the project, changes to wording and formatting were kept to a minimum.⁷⁴ The core items have been validated in several studies.^{75 76}

ISR4 retains ten types of offending included in ISRD3: graffiti, vandalism, shoplifting, burglary, vehicle theft, weapon carrying, robbery, group fight, assault, and drug sales. Four other ISRD3 items – bike theft, illegal downloading, theft from a car, and personal theft – are replaced by four items measuring online offending: intimate postings, online hate speech, hacking, and cyber deception. These four offenses are selected because they reflect examples of the main categories of online offending: cyber porn and obscenity, cyber violence, cyber-trespass, and cyber-deception and theft.⁷⁷

As with ISRD3, prevalence is measured both for lifetime and last year (previous twelve months), and incidence (frequency) for the previous twelve months. This allows comparisons with the prevalence and incidence measures for victimization (see Section 5.2).

Consistent with ISRD3, detailed (and delayed) follow-up questions are included for weapon carrying and assault. (Note, however, that the follow-up questions have been modified in order to better capture the motives and circumstances of the offenses.) The detailed follow-up questions in ISRD3 on vandalism and group fights have been replaced by more detailed follow-up questions for those who report involvement in online offending: intimate postings and hacking.

The common format for the offending items is as follows (please note that a question number with a * attached is also asked in the short IS questionnaire).

[J1]* Graffiti Have you ever painted graffiti on a wall, train, subway or bus without permission?
 no
 yes how many times in the last 12 months? ____ times (if never, write "0")

The ordering of the response options to the main question (no-yes) is the same as in previous ISRD instruments, allowing comparisons of prevalence between sweeps. Note that, given the likelihood of primacy effects (increasing the probability of selecting the first option),⁷⁸ these items should be considered a more conservative measure of offending than if the response order had been yes – no.

The wording for the other types of offending is as follows:

⁷⁴ Marshall, I. H., Enzmann, D., Hough, M., Killias, M., Kivivuori, J., & Steketee, M. (2013). *International Self-Report Delinquency Questionnaire 3 (ISRD3). Background Paper to Explain ISRD2-ISR3 Changes*. ISRD3 Technical Report Series #1 . Retrieved from <https://isrdstudy.org/data-documentation/>

⁷⁵ Marshall, I. H., & Webb, V. J. (1994). Self-reported delinquency in a Midwestern American city. In J. Junger-Tas, G.-J. Terlouw, & M. W. Klein (Eds.), *Delinquent Behavior Among Young People in the Western World: First Results of the International Self-Report Delinquency Study* (pp. 319-342). Amsterdam: RDC - Ministry of Justice, Kugler Publications.

⁷⁶ Zhang, S., Benson, T., & Deng, X. (2000). A test-retest reliability assessment of the international Self-Report Delinquency Instrument. *Journal of Criminal Justice*, 28(4), 283-295.

⁷⁷ Wall, D. S. (2001). Cybercrimes and Criminal Justice. *Criminal Justice Matters*, 46(1), 36-37.

⁷⁸ Krosnick, J., & Presser, S. (2010). Question and questionnaire design. In J. D. Wright, & P. V. Marsden (Eds.), *Handbook of Survey Research* (pp. 263–313). San Diego, CA (2nd ed.): Elsevier.

[J2]	Vandalism	Have you ever damaged something on purpose, such as a bus shelter, a window, a car, or a seat in the bus or train?
[J3]*	Shoplifting	Have you ever stolen something from a shop or store?
[J4]*	Burglary	Have you ever broken into a house or another building to steal something?
[J5]	Car Theft	Have you ever stolen a motorbike or car?
[J6]	Robbery	Have you ever used a weapon, force or threat of force to get money or things from someone?
[J7]*	Weapon	Have you ever carried a weapon, such as a stick, club, knife, or gun for your own protection or to attack others?
[J8]*	Group Fight	Have you ever taken part in a group fight on the street or in another public place, such as a shopping mall or sports stadium?
[J9]*	Assault	Have you ever beaten someone up or hurt someone with a stick, club, knife or gun so badly that the person was injured?
[J10]	Drug Selling	Have you ever sold any drugs or helped someone to sell drugs?
[J11]*	Intimate Postings	Have you ever shared online an intimate photo or video of someone that he or she did not want others to see?
[J12]	Online Hate Speech	Have you ever sent hurtful messages or comments on social media about someone's race, ethnicity or nationality, religion, gender identity, sexual orientation, or for similar reasons?
[J13]	Cyber Deception	Have you ever used the internet, e-mail or social media to dupe or deceive others (like phishing, selling worthless or illegal things, etc.) in order to make money?
[J14]*	Hacking	Have you ever hacked or broken into a private account or computer to acquire data, get control of an account, or destroy data?

Follow-Up Questions

(a) Weapons

ISR3 respondents who answered 'yes' to ever having carried a weapon, were asked follow-up questions about situational characteristics related to the most recent incident. ISR4 does the same, but has adjusted the questions to capture more information about the motives of the offender and police knowledge of the incident. These follow-up questions are asked in both the standard SBS and the short IS questionnaire.

You said earlier that you had carried a weapon, such as a stick, club, knife, or gun. Think again when you did this last time.

[S1]* How old were you when you did this last time? _____ years

[S2]* What kind of weapon did you carry? (*Check all that apply*)

- A stick, club or other blunt object
- A knife or other sharp instrument
- A gun (firearm)
- A chain
- Other (specify:) _____

- [S3]*** Why did you carry a weapon? (*Check all that apply*)
- To feel like I belong
 - For self-protection
 - To attack another person or group
 - To defend an neighbourhood from intruders
 - To get revenge on someone for something they had done
- [S4]*** Were you getting revenge for something that happened to you, or for someone else? (*Check all that apply*)
- For myself
 - For my friend/s
 - For my family and kin
 - For my community
 - For someone else. For whom?
(specify:) _____
 - Other (specify:) _____
- [S5]*** Did the police ever find out that you carried a weapon? (*Choose one of the following answers*)
- No
 - Yes
 - I don't know
- [S6]*** Did you actually ever use this weapon? (*Check all that apply*)
- No
 - Yes, to threaten somebody
 - Yes, I actually hurt somebody

(b) Assault

ISRD3 respondents who answered 'yes' to ever having assaulted someone, were asked seven follow-up questions about situational characteristics related to the most recent incident. ISRD4 asks only four follow-up questions, about motives and police knowledge of the incident. These follow-up questions are not asked in the short IS questionnaire.

You said earlier that you had beaten someone up or hurt someone with stick, club, knife or gun so badly that the person was injured. Think again when you did this last time.

- [T1]** How old were you when you did this last time? _____ years
- [T2]** When you did this, were you getting revenge for something the person had done or said before? (*Choose one of the following answers*)
- No, it was not about revenge
 - Yes, I got revenge ... (*Check all that apply*)
- [T3]**
- For myself
 - For my friend/s
 - For my family and kin
 - For my community
 - For someone else. For whom?
(specify:) _____

- [T4]** Did the police ever get to know about this incident? (*Choose one of the following answers*)
- No
 - Yes
 - I don't know

(c) Intimate Postings

These items are new to ISRD4. These follow-up questions are asked only in the standard SBS questionnaire.

You said earlier that you had shared online an intimate photo or video of someone that he or she did not want others to see. Think again when you did this last time.

- [U1]** How old were you when you did this last time? _____ years
- [U2]** Was the person in question your current or previous boyfriend/girlfriend?
- No
 - Yes
- [U3]** What kind of content did you share online? (*Check all that apply*)
- Photo(s) or video(s)
 - A message or comment
 - Something else
- [U4]** Was it shared on an open or closed network? (*Choose one of the following answers*)
- It was a closed network (access limited to a group of persons)
 - Open network (for everybody to see)
- [U5]** When you did this, were you getting revenge for something the person had done or said before? (*Choose one of the following answers*)
- No, it was not about revenge
 - Yes, I got revenge ... (*Check all that apply*)
- [U6]**
- For myself
 - For my friend/s
 - For my family and kin
 - For my community
 - For someone else. For whom?
(*specify:*) _____
- [U7]** Did the police ever get to know about this incident? (*Choose one of the following answers*)
- No
 - Yes
 - I don't know

d) Hacking

These follow-up questions are new to the ISRD4 and are asked in the standard SBS and short IS questionnaires.

You said earlier that you had hacked or broken into a private account or computer to acquire data, get control, or destroy data. Think again when you did this last time.

- [V1]* How old were you when you did this last time? _____ years
- [V2]* When you did this the last time, why did you hack or break into a private account or computer? (*Check all that apply*)
- to prove to myself that I have the skills
 - because it was fun
 - to show that I am really good at beating the system
 - for political reasons
 - for revenge
 - to harm someone or destroy data
 - to demonstrate that the system can be hacked
 - to make money or get something else of value
 - other (specify) _____
- [V3]* Did the police ever get to know about this incident? (*Choose one of the following answers*)
- No
 - Yes
 - I don't know
- [V4]* When you try to hack or break into a private account or computer, which method(s) do you normally use? (*Check all that apply*)
- SQL-Injection
 - RRS-Exploits
 - File Inclusion
 - Keylogger
 - Denial of Service (DoS/DDoS)
 - Fake WAP
 - Phishing
 - Virus, Trojan, etc.
 - ClickJacking (UI Redress)
 - Cookie Theft
 - Bait & Switch (e.g. by buying advertising spaces on websites)
 - Social engineering
 - other (specify) _____
- [V5]* Up to now, how often have you been successful?
_____ times
- [V6]* Have you ever been identified by the victim or the police as the person who did the hacking?
- No
 - Yes
- [V7]* If yes, how many times have you been identified as the person who did the hacking?
_____ times

5.2 Victimization

Background

Young people are vulnerable and at risk for victimization by their peers, their parents, neighbors, or strangers. Much of their victimization remains unknown, because young people are less likely to report their victimization to the police,⁷⁹ suggesting that under-reporting among young people should be a major policy concern. This concern is heightened by the significant growth in online crime and victimization.⁸⁰

Victimization surveys are an alternative to measuring crime through police records; they have shown that criminal victimization is more widespread than official records indicate.⁸¹ Victimization surveys provide useful information on the background of victims of crime, but they do not allow the exploration of the notion that offenders and victims have a lot in common ranging from their personal characteristics to their experiences with crime. Research into the offender-victim overlap shows that offending and victimization are not randomly distributed among the population but clustered within the same individuals.^{82 83}

The International Crime Victim Survey (ICVS) has been conducted since the early 1990s, but this global survey does not sample children under the age of sixteen, nor does it include measures of offending.⁸⁴ In order to fill the need for a more accurate and complete picture of the impact of crime on young people, the ISRD project includes both adolescents' offending as well as their experiences as victims of crime.

ISRD Approach and Previous Work

The project has made a major contribution to cross-national knowledge on victimization in adolescence through analysis of data collected in ISRD2 (2006–2008) and ISRD3 (2012–2019). Reflecting the growing awareness of the close link between offending and victimization in the field of criminology, the later rounds of the ISRD project have expanded the types of victimization included in the survey. Whereas ISRD2 measured extortion/robbery, assault, personal theft, and bullying victimization, the third round of ISRD expanded by adding cyber-bullying (replacing bullying in ISRD2), hate crime, and parental physical violence. All the victimization items (except parental violence) included a follow-up question about reporting to the police (see section 5.3);

⁷⁹ Bosick, S. J., Rennison, C. M., Gover, R., & Dogdge, M. (2012). Reporting violence to the police. Predictors through the life course. *Journal of Criminal Justice*, 40, 441-451.

⁸⁰ Livingstone, S., Mascheroni, G., & Staksrud, E. (2018). European Research on Children's Internet Use: Assessing the Past and Anticipating the Future. *New Media and Society*, 20(3), 1103-1122.

⁸¹ Lynch, J. P., & Addington, L. A. (2007). *Understanding Crime Statistics: Revisiting the Divergence of the NCVS and UCR*. Cambridge, UK: Cambridge Univ. Press.

⁸² Lauritsen, J. L., Sampson, R. J., & Laub, J. H. (1991). The link between offending and victimization among adolescents. *Criminology*, 29, 265-292.

⁸³ Posick, C. (2013). The overlap between offending and victimization among adolescents: Results from the second International Self-Report Delinquency study. *Journal of Contemporary Criminal Justice*, 29(1), 106-124.

⁸⁴ Van Kesteren, J., Dijk, J., & Mayhew, P. (2013). The international crime victims surveys: A retrospective. *International Review of Victimology*, 20, 49-69.

ISRD3 also included detailed follow up questions for extortion, assault, hate crime, cyber-bullying, and use of physical force by parents.

Analysis of 30 ISRD2 countries (2006–2008) showed that victimization (robbery, assault, theft and bullying) affected almost one-third of the population studied; students were most likely to be victims of theft (20%), and bullying (14%), and less often of robbery and assault (4%).⁸⁵ The 2018 report on ISRD3 findings based on 27 countries (n = 62,636) reports comparable results, with higher rates of theft (23.1%) and cyber-bullying (14%) than for the more serious victimizations through extortion/robbery (4.8%) and assault (4.6%). Victimization through ‘core crimes’ (assault, personal theft and extortion/robbery) show considerable variations in prevalence rates between countries and country clusters: higher rates of victimization in the non-European countries (36%), followed by the USA (34%), Western Europe (31%), Nordic Europe (26%), the Balkans (25%), Southern European countries (24%), and the Post-Socialist countries (22%).⁸⁶ However, note that the variations within country clusters often are larger than between country clusters. Police notification of victimization by robbery (20%), assault (19%), and theft (17%) also varied by country (see section 5.3).

ISRD3 data further show that compared to the core crimes, the prevalence of hate crime was not very high, with 4% of the respondents reporting victimization for the last 12 months. Western Europe manifested the highest prevalence (6%), while the Eastern European Post-Socialist cluster (3%), Southern Europe and the Balkans (4%) had the lowest.

The 2018 report on ISRD3 findings also indicates that parental physical force (hitting or slapping) over the last year was reported by about one out of every five students; one out of twenty adolescents reported the more serious experience of parental maltreatment (punching, hitting with an object).

ISRD publications focusing on the use of victimization rates as estimates of the validity of official police statistics have documented that only a minority of crimes against young people are reported to the police, suggesting that police statistics cannot be considered a reliable indicator of crimes against young people.^{87 88}

Consistent with available research, the ISRD project has also documented considerable overlap between victimization and offending.⁸⁹ A number of theoretical correlates of victimization and

⁸⁵ Gruszczyńska, B., Lucia, S., & Killias, M. (2012). Juvenile Victimization from an International Perspective. In J. Junger-Tas, I. H. Marshall, D. Enzmann, M. Killias, M. Steketee, & B. Gruszczyńska, *The Many Faces of Youth Crime. Contrasting Theoretical Perspectives on Juvenile Delinquency across Countries and Cultures* (pp. 95-116). New York: Springer.

⁸⁶ Enzmann, D., Kivivuori, J., Marshall, I. H., Steketee, M., Hough, M., & Killias, M. (2018). *A Global Perspective on Young People as Offenders and Victims. First Results from the ISRD3 Study*. New York: Springer.

⁸⁷ Enzmann, D., & Podana, Z. (2010). Official Crime Statistics and Survey Data: Comparing Trends of Youth Violence between 2000 and 2006 in Cities of the Czech Republic, Germany, Poland, Russia, and Slovenia. *European Journal on Criminal Policy and Research*, 16(3), 191-205. See also footnote 86.

⁸⁸ Enzmann, D., Marshall, I. H., Killias, M., Junger-Tas, J., Steketee, M., & Gruszczyńska, B. (2010). Self-reported youth delinquency in Europe and beyond: First results of the Second International Self-Report Delinquency Study in the context of police and victimization data. *European Journal of Criminology*, 7(2), 159-183.

⁸⁹ Posick, C. (2018). Reappraising the impact of offending on victimization: a propensity score matching approach. *International Journal of Offender Therapy and Comparative Criminology*, 62(8), 2374-2390. See also footnote 83.

offending tend to be quite similar. Thus, boys who have delinquent friends, skip school, live in a disorganized neighborhood, have poor bonding with their parents, low self-control and who are involved in delinquency, also have a higher likelihood of becoming the victim of theft, extortion or assault. ISRD3 data further show that adolescents who have experienced parental use of physical force against them tend to report higher levels of delinquency.⁹⁰ However, it is important to note that the cross-sectional nature of the ISRD prevents the drawing of causal conclusions.

Objectives

The ISRD study enables investigation of the prevalence and correlates of victimization among young people in a wide range of countries. The main objectives of the victimization items are to:

- Measure the prevalence and incidence of offending among 13 to 17 year old adolescents
- Examine cross-national variation in victimization patterns
- Study trends in victimization
- Consider victimization in the context of offending
- Study the relationship between online and offline victimization
- Test theories about the correlates of victimization
- Identify risk- and protective factors

Items

ISRD4 retains the six types of victimization included in ISRD3: robbery, assault, personal theft, cyber-bullying, hate crime, and (two items measuring) parental physical violence. (Note, however, that the indicator of cyber-bullying has been changed from ‘making fun and teasing’ to ‘threats’, a potentially more serious form of bullying, so a comparison of the trend in cyber-bullying between ISRD3 and ISRD4 would not be valid.) Given the growing concern regarding online victimization, two items – posting intimate images and online hate speech – have been added to this section of the questionnaire.

As with ISRD3, prevalence of victimization is measured both for lifetime and the previous twelve months, and incidence for the previous twelve months. This also allows comparisons with the prevalence and incidence measures for offending behavior (see Section 5.1). As in ISRD3, all but the items on parental physical violence are also followed by a question about how many incidents were reported to the police (see Section 5.3) (and to other adults for cases involving the posting of intimate images and online hate speech). Detailed follow-up questions, which are located before the final section of the questionnaire, are included for assault and hate crime (as they were in ISRD3), and follow-ups have also been developed for online hate speech. See also Section 5.1.

⁹⁰ Steketee, M., Aussems, C., & Marshall, I. H. (2019). Exploring the impact of child maltreatment and interparental violence on violent delinquency in an international sample. *Journal of Interpersonal Violence, 36*(13–14), 7319–7349.

The common format for the victimization items is as follows:

[F1]*	Robbery⁹⁰	Has anyone <u>ever</u> used a weapon, force or threat of force to get money or things from you?
		<input type="checkbox"/> no
		<input type="checkbox"/> yes, how often has this happened to you in the last 12 months? ____ times (if never, write "0")

The ordering of the response options to the main question (no – yes) is the same as in previous ISRD instruments, allowing comparisons of prevalence between sweeps. Note that, given the likelihood of primacy effects (increasing the probability of selecting the first option),⁹² these items should be considered a more conservative measure of victimization than if the response order had been yes-no.

The wording for the other types of victimization is as follows:

[F3]*	Assault⁹²	Has anyone <u>ever</u> beaten you up or hurt you with a stick, club, knife or gun so badly that you were injured?
[F5]	Personal Theft	Has something <u>ever</u> been stolen from you (such as a book, money, mobile phone, sports gear, bicycle ...)?
[F7]	Hate Crime	Has anyone <u>ever</u> threatened you with violence or committed physical violence against you because of your race, ethnicity or nationality, religion, gender identity, sexual orientation, or for similar reasons?
[F9]	Cyber Bullying	Has anyone <u>ever</u> threatened you on social media?
[F11]*	Intimate Posting	Has anyone <u>ever</u> shared online an intimate photo or video of you that you did not want others to see?
[F13]*	Online Hate Speech	Has anyone <u>ever</u> sent you hurtful messages or comments on social media about your race, ethnicity or nationality, religion, gender identity, sexual orientation or for similar reason?
[F15]	Parental Violence (minor)	Has your mother or father (or your stepmother or stepfather) <u>ever</u> hit, slapped or shoved you (including as a punishment)?
[F16]	Parental Violence (serious)	Has your mother or father (or your stepmother or stepfather) <u>ever</u> hit you with an object, punched or kicked you forcefully or beaten you up (including as a punishment)?

Follow-Up Questions

Follow-up questions for victimization are only used in the longer school-based questionnaire. However, it is important to note that – in contrast to the immediate follow-up questions about the frequency of victimizations in the last year – these ‘delayed’ follow-up questions cannot be used in the paper-and-pencil version (see Section 3.6 and Table 4).

⁹¹ In ISRD3 this question was phrased “Someone wanted you to give them money or something else (like a watch, shoes, mobile phone) and threatened you if you refused?” We now standardize the wording to make it similar to the offending question (see Section 5.1)

⁹² Krosnick, J., & Presser, S. (2010). Question and questionnaire design. In J. D. Wright, & P. V. Marsden (Eds.), *Handbook of Survey Research* (pp. 263–313). San Diego, CA (2nd ed.): Elsevier.

⁹³ In ISRD3 the final part of the item was phrased “so much that you needed to go to see a doctor”. Because of cross-national differences in perceptions of, and access to, medical personnel, the focus is now on assaults leading to injury.

(a) Assault

ISRD3 included follow-up questions on assaults with reference to the most recent incident and focused on its situational characteristics (including the role of alcohol). In ISRD4, the follow-up questions on assault capture more information about the assailant.

You said earlier that someone had beaten you up or hurt you with a stick, club, knife or gun so that you were injured. Now, think of the last time this happened to you.

- [P1]** How old were you when this happened to you last time? _____ years
- [P2]** Who attacked you? (*Choose one of the following answers*)
- My brother or sister
 - Another person that I knew
 - Someone I didn't know
- [P3]** Was the assailant looking for revenge for something you had done or said before, or something the assailant claimed you had done or said? (*Choose one of the following answers*)
- No
 - Yes
 - I don't know
- [P4]** What was the assailant's national background? (*Choose one of the following answers*)
- Nationality of this country
 - Other national background
- [P5]** What nationality? (*Choose one of the following answers*)
- [Most popular nationality 1]
 - [Most popular nationality 2]
 - [Most popular nationality 3]
 - [Most popular nationality 4]
 - [Most popular nationality 5]
 - Other nationality (please write:) _____
 - I don't know
- [P6]** Did the assailant use or carry any kind of weapon when they attacked you? (*Choose one of the following answers*)
- No weapon / I did not see any weapon
 - Yes
- [P7]** What kind of weapon? (*Choose one of the following answers*)
- Air gun / air rifle
 - Firearm
 - Knife or other sharp instrument
 - Blunt instrument
 - Another weapon
- [P8]** Did you seek medical help or professional mental support because of this incident? (*Check all that apply*)
- No
 - Yes, medical help
 - Yes, professional mental support (like psychologist, social worker, religious support)
- [P9]** As far as you know, did this incident become known to the police? (*Choose one of the following answers*)
- No
 - Yes
 - I don't know

(b) Hate Crime

ISRD3 included follow-up questions on hate crimes about the most recent incident and focused on their situational characteristics (including the role of alcohol). In ISRD4, the follow-up questions on hate crime capture more information about the aggressive behavior.

You said earlier that someone had threatened you with violence or committed physical violence against you because of your race, ethnicity or nationality, religion, gender identity, sexual orientation, or for similar reasons.

Think again of the time when this happened to you last time. If there was more than one, think of the person who was most actively involved.

[Q1] How old were you when this happened to you last time? _____ years

[Q2] What was the reason that person threatened or attacked you?
(Check all that apply)

- My race or ethnic background
- My nationality
- My religion
- My sexual orientation
- My gender identity
- My physical appearance
- My political or social opinions
- For being poor
- other (specify) _____

[Q3] If you have selected several categories while answering the previous question, which is the most important reason? (Choose one of the following answers)

- My race or ethnicity
- My nationality
- My religion
- My sexual orientation
- My gender identity
- My physical appearance
- My political or social opinions
- For being poor
- Other (specify:) _____

[Q4] Was this online or face-to-face? (Choose one of the following answers)

- Online
- Face-to-face

[Q5] What did the person do? (Check all that apply)

- They threatened me with violence
- They hit me or used some other kind of violence against me

[Q6] Were you physically injured in this incident? (Choose one of the following answers)

- No
- Yes

[Q7] What was the assailant's national background? *(Choose one of the following answers)*

- Nationality of this country
- Other national background

[Q8] What nationality? *(Choose one of the following answers)*

- [Most popular nationality 1]
- [Most popular nationality 2]
- [Most popular nationality 3]
- [Most popular nationality 4]
- [Most popular nationality 5]
- Other nationality (please write:) _____
- I don't know

[Q9] As far as you know, did this incident become known to the police?
(Choose one of the following answers)

- No
- Yes
- I don't know

(c) Online Hate Speech

These follow-up questions are new to ISRD4.

You said earlier that someone had sent you hurtful messages or comments on social media about your race, ethnicity or nationality, religion, gender identity, sexual orientation or for similar reasons.

Think again of the time when this happened to you last time. If there was more than one, think of the person who was most actively involved.

[R1] How old were you when this happened to you last time? _____ years

[R2] What did that person mainly say hurtful things about? *(Choose one of the following answers)*

- My race or ethnicity
- My nationality
- My religion
- My sexual orientation
- My gender identity
- My physical appearance
- My political or social opinions
- For being poor
- Other (specify:) _____

[R3] As far as you know, did this incident become known to the police?
(Choose one of the following answers)

- No
- Yes
- I don't know

5.3 Contacts with Police

Background

Understanding social responses to criminal behavior is a key theme in past and current criminological thinking.⁹⁴ Three types of social responses to delinquency are possible: (1) there are no responses or sanctions at all (the act is not discovered or nobody cares); (2) the sanctions or response may be mostly informal (parents, neighbors, or friends); or (3) the response is formal (police, courts). Many delinquency theories and policies stress that informal social control is of primary importance in ensuring that adolescents conform to the rules.⁹⁵ On the other hand, some theories and policies focus primarily on formal social control and the deterrent effect of being caught and punished by the police and the courts.⁹⁶ Questions about police contacts (detection, reporting, and consequences) have been a key theme in many victimization and self-report studies.⁹⁷ A high level of reporting to the police reduces the so-called ‘hidden figure’ of crime, making official crime statistics more valid.⁹⁸

ISRD Approach and Previous Work

The ISRD project has included items related to police contacts from its beginnings. ISRD1 asked about detection of incidents, by the police or parents, store staff, teachers, and others, and the consequences of being caught. The data were incomplete, but suggested that – consistent with expectations – most delinquency goes undetected, and that more serious delinquency is more likely to be detected than less serious delinquency. This was true across all participating countries, with some regional variations. Girls were more likely to be subject to informal social control agents, whereas boys tended to be more likely the focus of formal social control (i.e., the police).⁹⁹

The second round of ISRD continued with questions about detection and punishment of self-reported offending, but also asked victims of robbery, assault and theft whether (and how many of) the offenses experienced in the last year became known to the police. Analysis of 30 countries shows that only 12% of the victimizations were reported to the police, suggesting considerable bias and underestimation in official statistics. There was considerable variation between countries, and reporting/detection rates varied based on gender, city size, age, migration status, neighborhood, lifestyle of offenders, and frequency of offending and victimization.¹⁰⁰

⁹⁴ Bernard, T. J., Snipes, J. B., & Gerould, A. L. (2010). *Vold's Theoretical Criminology*. New York (6th ed.): Oxford University Press.

⁹⁵ Paternoster, R., & Bachman, R. (2010). Control Theories. In *The Sage Handbook of Criminological Theory* (pp. 114-138). Thousand Oaks, Cal.: Sage.

⁹⁶ Nagin, D. S., Solow, R. M., & Lum, C. (2015). Deterrence, criminal opportunities, and police. *Criminology*, 53(1), 74-100.

⁹⁷ Mosher, C. J., Miethe, T. D., & Hart, T. C. (2011). *The Mismeasure of Crime*. Los Angeles, CA (2nd ed.): SAGE

⁹⁸ Pezzella, F. S., Fetzter, M. D., & Keller, T. (2019). The dark figure of hate crime underreporting. *American Behavioral Scientist, Online First*, 1-24.

⁹⁹ Junger-Tas, J., Marshall, I. H., & Ribeaud, D. (2003). *Delinquency in an international perspective: The International Self-Reported Delinquency Study (ISRD)*. Den Haag: Kugler Publications.

¹⁰⁰ Enzmann, D. (2012). Social Responses to Offending. In J. Junger-Tas, I. H. Marshall, D. Enzmann, M. Killias, M. Steketee, & B. Gruszczynska, *The Many Faces of Youth Crime. Contrasting Theoretical Perspectives on Juvenile Delinquency across Countries and Cultures* (pp. 143-182). New York: Springer.

The third round of ISRD measured the reporting to the police of victimization during the previous 12 months for all offenses (except parental violence), but eliminated the follow-up question on police detection for the individual offenses. Instead, ISRD3 included one single item about contact with the police at the end of the offending section. The 2018 report on 27 countries analyzed the reporting of victimization to the police, and again found that overall police reporting rates were rather low, varying between 22% (Balkans) and 13% (USA), and showed significant regional variations. Reporting to the police was not directly related to the youth's perception of and trust in the police. Importantly, the 2018 report used the findings on reporting to the police to show that caution should be exercised in treating police statistics as a valid measure of crime.¹⁰¹

Objectives

The objectives of including measures related to police contact are to:

- Measure the prevalence of reporting to the police among victims
- Examine cross-national variation in patterns of reporting to the police
- Study trends in reporting to the police
- Measure the prevalence among offenders of detection by the police
- Examine cross-national variation in detection of offending
- Study trends in detection
- Study the type and prevalence of formal and informal sanctions for offending
- Test theories about correlates of reporting to the police and police detection of offenses
- Estimate bias and underestimation in official crime statistics

Items

(a) Detection/Police-Contact (Offender)

ISRD3 included one multi-part question about contact with the police at the end of the offending section. ISRD4 uses the same question, with a small adjustment (by listing all offenses, rather than using an open-ended format).

¹⁰¹ Enzmann, D., Kivivuori, J., Marshall, I. H., Steketee, M., Hough, M., & Killias, M. (2018). *A Global Perspective on Young People as Offenders and Victims. First Results from the ISRD3 Study*. New York: Springer.

[J16] Have you ever had contact with the police because you did something like one of the things listed above (*questions J1 – J14*)?

- No
- Yes

[J17] If yes, which of the following led to your **most recent** contact with the police?
(*Choose one of the following answers*)

- Painting on a wall, train, subway or bus (graffiti) without permission
- Damaging something on purpose
- Stealing something from a shop or store
- Breaking into a building to steal something
- Stealing a motorbike or car
- Using a weapon, force or threat of force to get money or things from someone
- Carrying a weapon, such as a stick, club, knife, or gun
- Taking part in a group fight on the street or in another public place
- Beating someone up or hurt someone with a weapon
- Selling any drugs or helped someone to sell drugs
- Sharing online an intimate photo or video of someone that he or she did not want others to see
- Posting or sharing hurtful messages or comments on social media about someone's race, ethnicity or nationality, religion, gender identity, sexual orientation, or for similar reasons
- Using the internet, e-mail or social media to dupe or deceive others
- Hacking or breaking into a private account or computer to acquire data, get control of an account, or destroy data
- Other (specify:) _____

In addition, ISRD4 includes an item about detection (by the police) in the detailed follow-up questions for weapon carrying, assault, intimate postings and hacking (see Section 5.1).

[S5]* Did the police ever find out that you carried a weapon?
(*Choose one of the following answers*)

- No
- Yes
- I don't know

For assault, intimate postings and hacking, the follow-up question about the police is as follows:

[T4] Did the police ever get to know about this incident? (*Choose one of the following answers*)

[U7] No

[V3]* Yes

I don't know

(b) Sanctions (Offender)

We made a slight adjustment in the question related to the consequences of contact with the police: An item from ISRD3 “I was sent to the court or prosecutor” was eliminated and a new item was added to ISRD4: “The police told social or community services.”

[J18] What happened the last time you had contact with the police? You can pick more than one category (*Check all that apply*)

- The police told my parents
- The police told my school
- The police told social or community services
- I was given a warning by the police/ prosecutor/ the court
- I was punished by the court or a prosecutor
- I was punished by my parents
- something else happened: _____
- nothing happened

(c) Reporting to the Police (Victim)

As in ISRD3, reporting to the police is measured for all victimization questions by immediate follow-up questions, except for parental violence (see Section 5.2). Also as in ISRD3, police notification is not included for the parental violence item because of the very low likelihood that a child would report parental violence to the police. For the short IS questionnaire, reporting to the police is only asked for robbery, assault, online hate speech, and intimate posting.

The general format of the item measuring reporting to the police is as follows:

[F2]* How many of these incidents **were reported** to the police? _____ incidents
(enter 0 if none)

In the same way, additional information on the reporting to ‘other adults’ is obtained by immediate follow-up questions about victimization through intimate postings and online hate speech (see Section 5.2).

Additionally, in the sections of delayed follow-up questions about the most recent incident of victimization through assault [P9], hate crime [Q9], and online hate speech [R3], we ask whether this incident was reported to the police.

5.4 Relative Economic Position

Background

The delinquent behavior and victimization of young people can be influenced by their socioeconomic status.¹⁰² Many theories of crime have linked low levels of socioeconomic status (SES) to high levels of delinquency. But several scholars claimed that the relationship between socioeconomic status (SES) and delinquency is not as strong as suggested by the leading crime theories. For example, Agnew and colleagues (2008) argued that it is the economic problems associated with SES, rather than SES itself, which cause delinquency.¹⁰³ Such problems include

¹⁰² Wright, B. R., Caspi, A., Moffit, T. E., Miech, R. A., Silva, P. (1999) Reconsidering the relationship between SES and delinquency: Causation but not correlation. *Criminology*, 37(1): 175-194.

¹⁰³ Agnew, R., Matthews, S. K., Bucher, J., Welcher, A. N., & Keyes, C. (2008). Socioeconomic status, economic problems, and delinquency. *Youth & Society*, 40(2), 159-181.

substantial changes in lifestyle due to a lack of money and the inability to purchase needed goods and services.

The ISRD study requires a measure that is easy to answer for children, applicable across countries and regions, and based on simple indicators of the economic position of their family. During the development of the ISRD project, one of the challenges facing the study was the need to develop items that are appropriate for differentiating poor and affluent families in national and cross-national samples. This issue is particularly relevant when data of the ISRD project are used in trend studies and cross-national comparisons.

It is a challenge to find appropriate indicators of socioeconomic position among children and adolescents.¹⁰⁴ The socioeconomic position of adolescents is often described in several ways, e.g. by their parents' education, level of employment, or by family affluence. The ISRD project has increasingly focused on perceived SES, which is understood to assess more salient dimensions of adolescents' perceptions of their social status than more objective measures (e.g., parents' occupational status).

ISRD Approach and Previous Work

ISRD1 included a few questions on parents' occupation, but relied mostly on macro-level indicators of the prosperity of the participating countries, such as the Gross National Product or the unemployment rate, which did not in themselves measure SES.¹⁰⁵ In ISRD2, based on previous research we were reluctant to include questions on the type of job, income, or education of the youth's parents.¹⁰⁶ Instead, we opted to include four questions which would provide a more indirect measure of the youth's relative affluence.^{107 108} These asked about having one's own room, access to a computer, owning a mobile phone and car ownership; however, they were not very satisfactory because they had little discriminatory power in more affluent countries. Moreover, the validity of the family affluence scale was questionable because some items appeared to measure consumption behavior rather than affluence. ISRD3 dropped these questions and asked about the source of family income, the youth's perception of his/her family affluence, and of his/her relative personal wealth. ISRD4 has dropped the question about the source of income and has added another question on perceived SES.

¹⁰⁴ Svedberg P., Nygren, J. M., Staland-Nyman, C., & Nyholm, M. (2016). The validity of socioeconomic status measures among adolescents based on self-reported information about parents occupations, FAS and perceived SES: Implication for health related quality of life studies. *BMC Medical Research Methodology*, 16(48), 1–9.

¹⁰⁵ Junger-Tas, J., Marshall, I. H., & Ribeaud, D. (2003). *Delinquency in an International Perspective: The International Self-Reported Delinquency Study (ISRD)*. The Hague, NL: Kugler Publications.

¹⁰⁶ Haen Marshall, I., & Enzmann (2012). Methodology and design of the ISRD-2 study. In J. Junger-Tas, J., Marshall, I. H., Enzmann, D., Killias, M., Steketee, M., & Gruszczyńska, B., *The Many Faces of Youth Crime: Contrasting Theoretical Perspectives on Juvenile Delinquency across Countries and Cultures*, (pp. 21 – 65). New York: Springer.

¹⁰⁷ Currie, C. E., Elton, R. A., Todd, J., & Platt, S. (1997). Indicators of socioeconomic status for adolescents: the WHO-health behaviour in school-aged survey. *Health Education Research*, 12, 385-397.

¹⁰⁸ Boyce, W., Torsheim, T., Currie, C., & Zambon, A. (2006). The family affluence scale as a measure of national wealth: Validation of an adolescent self-report measure. *Social Indicators Research*, 78, 473-487.

Objectives

The objectives of including a measure of perceived socioeconomic status are to:

- Describe and compare the perceived socioeconomic status of young people, within and across countries and cities.
- Analyze how different components of perceived economic status are associated with delinquency or victimization of young people.

Items

ISR3 included one question about adolescents' perceived relative wealth – and we keep this item for ISR4.

[C13]* How well-off is your family/household, compared to other families/households in your country? (*By family we mean people living in your household.*)

much worse off worse off somewhat worse off the same somewhat better off better off much better off

We also keep the item measuring the adolescents' relative personal income – this item has been used in the Health Behavior in School-Aged Children (HBSC) study since 1993/1994.¹⁰⁹

[C14] If you compare yourself with other people of your age: do you have more, the same, or less money (pocket money + presents + own earnings, etc.) to spend?

much less less somewhat less the same somewhat more more much more

Because of the importance of having robust measures of material well-being, we added a new item measuring perceived economic well-being, which comes from the European Social Survey.¹¹⁰

[C12] Which of the following descriptions comes closest to how you feel about your household's income nowadays? (*Choose one of the following answers*)

- Living comfortably on present income
- Coping on present income
- Finding it difficult on present income
- Finding it very difficult on present income
- Don't know

¹⁰⁹ Inchley, J. Currie D., Cosma, A. & Samdal, O. (2018). *Health Behaviour in School-Aged Children (HBSC) Study Protocol: Background, methodology and mandatory items for the 2017/2018 survey*. St. Andrews: CAHRU.

¹¹⁰ European Social Survey (2014) *ESS Round 7 Source Questionnaire*. London: ESS ERIC Headquarters, Centre for Comparative Social Surveys, City University London.

5.5 Religion¹¹¹

Background

Religion remains a potent social force and a source of meaning for billions of people in today's world. Its links to youth crime therefore calls for study also from a criminological perspective. The theme is especially pertinent in a global study with a wide variety of research sites, ranging from highly secularized countries to places where religion plays a major role in everyday life.

There are theoretical reasons to predict that religious phenomena impact the likelihood of criminal victimization and offending. Routine activities¹¹² and lifestyle theories¹¹³ suggest that investing time in religious practices could impact routine activities in a manner which protects youths from criminal victimization. In regard to offending, religious beliefs can prevent youths from committing crimes, while religious affiliations provide social ties forestalling delinquency (as hypothesized in social control theory). However, such associations may differ across religions.¹¹⁴ The link between membership in a religious community and a low crime propensity could be a spurious correlation if youths high on self-control self-select themselves into religious communities.¹¹⁵

On the other hand, religion can be a risk factor for both victimization and offending. From the point of view of victimization, religion can make youths susceptible to hate crime. In this regard, the visibility of religious affiliation is highly relevant.¹¹⁶ Furthermore, religion could increase some types of offending motives, for example in conjunction with feelings of discrimination and high revenge potential, a combination that could manifest itself in hate offending.

ISRD Approach and Previous Work

In ISRD3, the questionnaire included a question on religious affiliation, and a question on how important religion is to the respondent. The ISRD4 questionnaire has the same question on religious affiliation, with minor changes in the response options. The question on the importance of religion has been replaced by a question on external signs of religious affiliation. Previous research using the importance question suggested that importance is relevant, but it does not capture the external visibility of religion as a precondition for hate-motivated target selection.¹¹⁷ Religion can be a risk factor for criminal victimization only if it is externally visible.

¹¹¹ J. Kivivuori, I. Haen Marshall, C. Birkbeck, D. Enzmann, A. Markina & M. Steketee (2022). Religion. *International Self-Report Delinquency (ISRD4) Study Protocol: Background, Methodology and Mandatory Items for the 2021/2022 Survey*. Boston, MA: ISRD Technical Report #4.

¹¹² Cohen, Lawrence E. & Felson, Marcus (1979). Social Change and Crime Rate Trends: A Routine Activity Approach. *American Sociological Review*, 44, 588–608.

¹¹³ Hindelang, M. J., Gottfredson, M. R., & Garofalo, J. (1978). *Victims of Personal Crime: An Empirical Foundation for a Theory of Personal Victimization*. Cambridge, MA: Ballinger.

¹¹⁴ Baier, D. (2014). The influence of religiosity on violent behavior of adolescents: A comparison of Christian and Muslim religiosity. *Journal of Interpersonal Violence*, 29(1), 102–127.

¹¹⁵ McCullough, M. E., & Willoughby, B. L. B. (2009). Religion, self-regulation, and self-control: Associations, explanations, and implications. *Psychological Bulletin*, 135(1), 69–93.

¹¹⁶ Chakraborti Neil & Zempi, Irene (2012). The veil under attack: Gendered dimensions of Islamophobic victimization. *International Review of Victimology*, 18, 269-284.

Objectives

Key research questions include:

- How prevalent is religion-based hate crime in the ISRD4 research sites?
- Are religious affiliation, visible signs of religiosity, feeling of belonging to a religion, and/or subjective experience of religion-based discrimination related to crime victimization or offending?
- Are country differences in victimization risk linked to the visibility of religious affiliation/belief?
- Are religion-crime links, if they exist, mediated by factors specified by key criminological theories, such as routine activity theory, the lifestyle approach, or moral emotions such as shame and revenge?
- Does the religiosity of the context (class, school, city, country) moderate the impact of religion on victimization and offending?

Items

The ISRD4 questionnaire captures several aspects of religion: affiliation, practice, feeling of belonging, and subjective experience of religious discrimination.

Religious Affiliation

The main question is identical with the ISRD3: “What is your religion or to which religious community do you belong?” The sequence of alternatives has been slightly changed to make the question easier for most respondents. The main change is that the specific type of Christianity and Islam are asked as follow-up questions and thus appear only for those who respond ‘Christianity’ or ‘Islam’. The ISRD religion question has been adapted from the religion question of the European Social Survey.¹¹⁸ It differs from the ESS format in that the ‘non-religious’ alternative is given as one of the response options, rather than as a preceding filter question.

¹¹⁷ Staubli, Silvia & Kivivuori, Janne (2017) Youth crime victimization and religion: observations from Finland and Switzerland, *Journal of Scandinavian Studies in Criminology and Crime Prevention*, 18, 200-209.

¹¹⁸ European Social Survey (2018). *ESS Round 9 Source Questionnaire*. London: ESS ERIC Headquarters c/o City, University of London. Question C12.

- [C15]** What is your religion or to which religious community do you belong?
(Choose one of the following answers)
- I do not belong to a religion / religious community
 - Christianity (if checked, choose what branch of Christianity:)
- [C16]**
- Roman Catholic
 - Eastern Orthodox
 - Protestant (such as Evangelical, Lutheran, Anglican, etc.)
 - Other (specify:) _____
 - I don't know
- Judaism
 - Islam (if checked, choose what branch of Islam:)
- [C17]**
- Sunni Islam
 - Shi'ite Islam
 - Other (specify:) _____
 - I don't know
- Buddhism
 - Hinduism
 - another religion / religious community (specify:) _____

Visibility of Religion

The second main religion question is about externally visible signs of religious affiliation. The rationale behind this question is to better analyze factors related to victimization risk. The question captures visual cues that can be recognized by motivated offenders.

- [C18]** Some people wear clothes or symbols that can show their religion (such as headscarves, hats, hairstyles, jewellery, tattoos, or any other visible signs). How often do you do that?
(Choose one of the following answers)
- Every day
 - More than once a week
 - Once a week
 - At least once a month
 - Only on special holy days
 - Less often
 - Never

Religious Feeling of Belonging

A third main religion question is embedded in the [M1]* belonging scale (see Section 5.19). The fifth item [M1.5]* states that "I feel part of a group of people who share the same belief/religion as me". This item can be used to capture feelings of belonging to a religious group, irrespective of whether it is considered to be 'unfairly treated'.

[M1]* How much do you agree or disagree with the following statements? (*Tick one box for each line*)

[*answer options*: (1) “fully agree”
 (2) “somewhat agree”
 (3) “neither agree nor disagree”
 (4) “somewhat disagree”
 (5) “fully disagree”]

1. I feel part of a group of people that is treated unfairly in [*this country – add country name*]
2. I feel part of this country
3. I feel part of the residents of my neighborhood
4. I feel part of the inhabitants of my city
5. I feel part of a group people who share the same belief / religion as me

Subjective Feeling of Religious Discrimination

The Belonging scale [M1]* additionally contains a measure of subjective feelings of religious discrimination. The first item [M1.1]* indicates whether the person feels as if they belong to a group which is unfairly treated. If the person answers ‘fully agree’ or ‘somewhat agree’, this triggers the follow-up question on the type of group which is unfairly treated. One of the options refers to religious groups. If a person selects multiple group types, [M3]* (not shown) asks him/her to specify, which is the most important minority group membership leading to subjectively experienced unfair treatment. The single choice response categories in [M3]* are the same as in the multiple response categories in [M2]*.

[M2]* You said you belong to a group of people that is treated unfairly. What kind of group is it? You may pick more than one answer. Is this treatment based on your ... (*Check all that apply*)

- Race or ethnicity
- Nationality
- Religion
- Sexual orientation
- Gender identity
- Physical appearance
- Political or social opinions
- Being poor
- Other (specify:) _____

Religion as a Motive in Hate Crime

The *victimization* questions on hate crime [F7] and hate speech [F13]* refer to religion as one of the identity features targeted by hate offenders, but the main questions do not specify religion as the sole reason for hate crime/speech. The type of motive in hate crime victimization is asked in follow-up questions. The follow-up questions on hate crime [Q2] and [Q3] and on hate speech [R2] victimization ask the respondent to specify if the hate offense was targeted at his/her religion (see Section 5.2). Along the lines of [M2]* and [M3]*, regarding hate crime this is done with two questions. First, we ask (among others) if religion was a motive using multiple choice response categories. If the person chooses religion and one or more other dimensions of identity, using single choice response categories we ask him/her to specify which was the most important aspect targeted. Regarding hate speech, only single choice response categories [R2] are asked.

The hate speech *offending* question [J12] also mentions religion as a possible target of hurtful messages. However, no follow-up question is linked to offense type. As an immediate follow-up to [J12], [J16] also mentions hate speech as a possible reason of police contact (see Section 5.3).

Other Questions with Reference to Religion

The morality scale [I1]* has an item on hate speech, where religion is one of the listed targets of hate speech. The anticipated shame scale [I3] also includes religion (see Section 5.15).

5.6 Family

Background

Theories differ in their conception of how the family affects juvenile behavior, but there is no doubt that the family plays a central role in virtually all theories of delinquency.¹¹⁹ For example, social control theory claims that young people with strong bonds to their parents will internalize parental values and behave in law-abiding ways;¹²⁰ and that the proper use of parental discipline of young children will foster high levels of self-control (see Section 5.14).¹²¹ Strain theories recognize that family conflict and disruption may be an important source of stress, to which adolescents may respond with delinquency.¹²² Social learning theory emphasizes that the family is a key primary conventional socializer against delinquency by providing anti-criminal definitions, conforming models, and the reinforcement of conformity through parental discipline.¹²³ Finally, families live under greatly varying socioeconomic conditions, and social structural factors such as poverty, racism, and unemployment are key determinants of young people's immediate everyday social context.¹²⁴

ISRD Approach and Previous Work

Questions related to the adolescent's family have been a standard part of the ISRD questionnaire. The basic themes of (1) family structure/household composition, (2) family bonding, and (3) parental supervision and control have been included from the beginning (for the questions on the family's economic status, see Section 5.4). The traumatic family events/family conflict scale is part of the standard questionnaire since ISRD2. Recognizing the negative effect of harsh parental discipline, the victimization questions include use of parental physical violence since ISRD3 (see Section 5.2).

¹¹⁹ Junger-Tas, J. (2012). The Importance of the Family. In J. Junger-Tas, I. H. Marshall, D. Enzmann, M. Killias, M. Steketee, & B. Gruszczyńska, *The Many Faces of Youth Crime. Contrasting Theoretical Perspectives on Juvenile Delinquency across Countries and Cultures* (pp. 185-209). New York, NY: Springer.

¹²⁰ Hirschi, T. (1969). *The Causes of Delinquency*. Berkeley, CA: University of California Press.

¹²¹ Gottfredson, M., & Hirschi, T. (1990). *A General Theory of Crime*. Palo Alto, CA: Stanford University Press.

¹²² Agnew, R. (2006). *Pressured into Crime: An Overview of General Strain Theory*. Los Angeles, CA: Roxbury.

¹²³ Akers, R. L., & Sellers, C. S. (2009). *Criminological Theories: Introduction, Evaluation, and Application*. New York, NY: Oxford University Press.

¹²⁴ Anderson, E. (1999). *Code of the Street: Decency, Violence, and the Moral Life of the Inner City*. New York, NY: Norton.

Because of the central role of the family, many of the national and international ISRD publications include one or more family-related measures. The findings show that, generally, adolescents who live in a two-parent household tend to report less delinquent involvement than their counterparts who live in other family arrangements. Analyses of ISRD1, ISRD2 and ISRD3 data – reflecting different time periods as well as different ranges of countries – rather consistently show that adolescents with stronger bonds to their parents, and a higher level of parental supervision tend to report significantly lower levels of involvement in delinquency.^{125 126} Adolescents from families with conflicts and disruption tend to report more involvement in delinquent behavior and higher levels of victimization. Finally, parental use of physical force tends to be associated with lower levels of family bonding, and higher levels of delinquent involvement.

127 128

Objectives

The objectives are to:

- Measure the family context of adolescents within and across countries
- Test hypotheses concerning the association between family context and delinquent behavior
- Test hypotheses concerning the association between family context and victimization
- Explore the cultural sensitivity of measures of family composition

Items

The ISRD4 questionnaire measures the same core concepts as in ISRD3, with some minor modifications and elimination of some questions in order to keep the length of the questionnaire manageable.

Family Structure/Household Composition

Family structure has been included in the ISRD questionnaire from the beginning, but the questions have changed over time. There is enormous cross-cultural and within-cultural variation among family forms (nuclear families, extended families, etc.), and the commonly assumed nuclear two-parent family should not be taken as the norm.¹²⁹ ISRD3 asked “Which people are involved in bringing you up?” with three answer categories: father and mother (or stepfather/

¹²⁵ Junger-Tas, J., Terlouw, G.-J., & Klein, M. W. (Eds.). (1994). *Delinquent Behavior Among Young People in the Western World: First Results of the International Self-Report Delinquency Study*. Amsterdam: RDC - Ministry of Justice, Kugler Publications.

¹²⁶ Junger-Tas, J. (2012). The Importance of the Family. In J. Junger-Tas, I. H. Marshall, D. Enzmann, M. Killias, M. Steketee, & B. Gruszczynska, *The Many Faces of Youth Crime. Contrasting Theoretical Perspectives on Juvenile Delinquency across Countries and Cultures* (pp. 185-209). New York, NY: Springer.

¹²⁷ Steketee, M., Aussems, C., & Marshall, I. H. (2021). Exploring the Impact of Child Maltreatment and Interparental Violence on Violent Delinquency in an International Sample. *Journal of Interpersonal Violence*, 36(13-14), NP7319–NP7349.

¹²⁸ Manzoni, P., & Schwarzenegger, C. (2019). The Influence of Earlier Parental Violence on Juvenile Delinquency: The Role of Social Bonds, Self-Control, Delinquent Peer Association and Moral Values as Mediators. *European Journal on Criminal Policy and Research*, 25, 225–239.

¹²⁹ Rodríguez, J., Pérez-Santiago, N., & Birkbeck, C. (2015). Surveys as cultural artefacts: Applying the International Self-Report Delinquency Study to Latin American adolescents. *European Journal of Criminology*, 12(4), 420-436.

stepmother), one parent only (father or mother), and other arrangements. These alternatives did not work well in all countries, so ISRD4 rephrases the question and uses a larger number of response options.

[C10]* Who do you mainly live with? *Please think of the home where you live all or most of the time and tick the people who live there. (Check all that apply)*

- Mother
- Father
- Partly with my father and partly with my mother
- Stepmother (or father's girlfriend/partner)
- Stepfather (or mother's boyfriend/partner)
- Brother(s) or sister(s)
- Other relatives
- I live in a foster home
- My boyfriend/girlfriend/partner
- My children
- I live on my own
- I live with someone else: _____

Family Bonding

ISRD4 keeps the ISRD3 four-item family bonding scale, consisting of the traditional measure of psychological parental bonding (getting along with father/mother), receiving emotional support, and feeling bad about disappointing parents. The response categories are changed from the Likert-format (please tick one box indicating how much you agree or disagree) to a frequency format ("How often do the following statements apply to you?").

[D1] How often do the following statements apply to you?

If, for example, you have both a stepfather and a natural father, answer for the one who is the most important in bringing you up. (Tick one box for each line)

[answer options: (1) "always"
 (2) "often"
 (3) "sometimes"
 (4) "rarely"
 (5) "never"
 (6) *only items 1 and 2*: "there is no such person"]

1. I get along just fine with my father (stepfather)
2. I get along just fine with my mother (stepmother)
3. I can easily get emotional support and care from my parents
4. I would feel very bad disappointing my parents

In ISRD3, we added time spent with family and eating the evening meal together as indicators of family bonding to create a scale. For ISRD4, we use the same item for time spent with family (see [G1]), but we made a small change in the item measuring eating the evening meal together. Rather than asking how many days a week respondents usually eat an evening meal with their parent(s), we include this item in the questions related to routine activities, and broadened the question to ask about eating with the family rather than with parents (see [G3.1] and Section 5.10).

[G1] Who do you spend MOST of your free time with? (*Choose one of the following answers*)

- On my own
- With my family
- With a small group of friends (1-3 friends)
- With a larger group of friends (4 and more)

[G3] How often do you do the following things when you are not in classes or in school?
(*Tick one box for each line*)

[*answer options:* (1) "never"
(2) "once a week"
(3) "2–3 times a week"
(4) "4–6 times a week"
(5) "every day"]

1. I have a meal with my family
- * 2. I hang around in the street, shopping centres, or the neighborhood
3. I study or do homework
4. I go out to parties in the evenings
5. I have a job, I go to work

ISR4 has two questions [I2.2] and [I3.2] that measure the psychological importance of parents by using items designed to measure anticipated shame (see Section 5.15). Although these items primarily focus on anticipated shame for discovery of shoplifting and online hate speech, they also measure the salience of parental disapproval versus friend's disapproval, and are also a measure of parental bonding.

[I2] Imagine you were caught shoplifting, would you feel ashamed if ... (*Tick one box for each line*)

[*answer options:* (1) "very ashamed"
(2) "ashamed"
(3) "somewhat ashamed"
(4) "hardly ashamed"
(5) "not ashamed at all"]

1. ... a close friend found out about it
2. ... your parents found out about it

[I3] Imagine you were discovered sending hurtful messages or comments on social media about someone's race, ethnicity or nationality, religion, gender identity, sexual orientation, or for similar reason. Would you feel ashamed if ... (*Tick one box for each line*)

[*answer options:* (1) "very ashamed"
(2) "ashamed"
(3) "somewhat ashamed"
(4) "hardly ashamed"
(5) "not ashamed at all"]

1. ... a close friend found out about it
2. ... your parents found out about it

Parental Supervision

In the interest of limiting the length of the questionnaire, we reduced the number of items used to measure parental supervision and control. In ISR3, we used the Parental Control Scale, consisting of three subscales: Parental Knowledge scale, Parental Supervision scale, and the Child

Disclosure Scale.¹³⁰ For ISRD4, we kept the Parental Knowledge scale, substituted ‘adult’ for ‘parent’ and added a fourth item asking about supervision when the respondent is on the internet.

[D3] How often do the following statements apply to you? (*Tick one box for each line*)

[answer options: (1) “always”
(2) “often”
(3) “sometimes”
(4) “rarely”
(5) “never”]

1. An adult at home knows **where I am** when I go out
2. An adult at home knows **what I am doing** when I go out
3. An adult at home knows **what friends I am with** when I go out
4. An adult at home knows **what I do on the Internet**

Family Conflict and Disruption

ISRD2 introduced an 8-item Life Event scale, with four of these items related to parental conflict (problems parents have had with alcohol or drugs, repeated serious conflicts or physical fights between parents, and separation/divorce of parents). ISRD3 eliminated two items (death of a brother or sister, death of somebody the respondent loves), and ISRD4 uses the same scale, with a slight modification in wording.

[D4] Have you ever experienced any of the following? (*Tick one box for each line*)

[answer options: (1) “no”
(2) “yes”]

1. Death of your father or mother
2. A very serious illness of one of your parents or someone else close to you
3. One of your parents has had problems with alcohol or drugs
4. Your parents have gotten into physical fights with each other
5. Your parents have had very heated arguments with each other
6. Your parents have divorced or separated

5.7 School

Background

Data on young people’s school experience is a standard part of the ISRD questionnaire in view of its significance from both a theoretical as well as policy perspective. The school is an important social context for young people’s socialization as they spend a considerable amount of time there. However the role of school in the lives of children is often underestimated.¹³¹ Attachment to school is included in Hirschi’s social control theory which proposes that students who maintain

¹³⁰ Eaton, N. R., Krueger, R. F., Johnson, W. R., McGue, M., & Iacono, W. G. (2009). Parental monitoring, personality, and delinquency: Further support for a reconceptualization of monitoring. *Journal of Research in Personality, 43*, 49-59.

¹³¹ Lucia, S., Killias, M., & Junger-Tas, J. (2012). The school and its impact on delinquency. J. Junger-Tas, I. H. Marshall, D. Enzmann, M. Killias, M. Stekete, & B. Gruszczynska, *The Many Faces of Youth Crime. Contrasting Theoretical Perspectives on Juvenile Delinquency across Countries and Cultures* (pp. 211–235). New York, NY: Springer.

close bonds with conventional institutions such as school are less likely to commit delinquent acts because they will care more about their teachers' expectations and will respect and adopt the norms and values of the school.¹³² School disorganization, on the other hand, is a risk for delinquent behavior.¹³³ As is the case with regard to family bonding, there is a growing literature on the measurement of student relationships to school (attachment, bonding, connectedness and engagement).¹³⁴

ISRD Approaches and Previous Research

ISRD1 found that attachment to school, and truancy, were related to the delinquent behavior of young people.¹³⁵ This first sweep also indicated that low school achievement had a stronger relation to delinquent behavior for boys than for girls. In the three sweeps of the ISRD, there have always been items asking about school, but these items have not remained unchanged. ISRD1 had only four items concerning the school; ISRD2 had six; and ISRD3 had seven. To keep the length of the questionnaire manageable, for ISRD4 we have reduced the school-related questions to two questions only (combining school bonding and school disorganization; and truancy). Given that the school-based questionnaire is administered to classes, there is also the opportunity to study the class, or school, school level or type and its influence on delinquency and victimization.¹³⁶

Objectives

- Measure bonding to school and perceptions of school disorganization
- Compare bonding to school and perceptions of school disorganization between sub-groups (e.g., defined by age, gender or migrancy) and countries
- Explore the relationships between the school experience (bonding, perceived disorganization] and respondents' delinquency or victimization
- Enable multilevel modeling of delinquency and victimization combining individual and class-level variables
- Produce evidence for educational policy-making in relation to schools as sites for the prevention of delinquency and victimization

Items

For efficiency, we combine the three items measuring school bonding and four items measuring perceptions of school disorganization into one question. Thus, the first question in the school

¹³² Hirschi, T. (1969). *Causes of Delinquency*. Berkeley, CA: University of California Press.

¹³³ Gaag, van der R., & Steketee, M. (2018). Direct and indirect influences of school system on youth delinquent offending among migrants and native-born students in eight countries. S. Roché & M. Hough (Eds). *Minority Youth and Social Integration: The ISRD-3 study in Europe and the US* (pp. 137–165). New York, NY: Springer.

¹³⁴ Libbey, H. P. (2004). Measuring student relationships to school: Attachment, bonding, connectedness, and engagement. *Journal of School Health, 74*, 274-283.

¹³⁵ Junger-Tas, J., Marshall, I. H., & Ribeaud, D. (2003). *Delinquency in an International Perspective: The International Self-Reported Delinquency Study (ISRD)*. The Hague, NL: Kugler Publications.

¹³⁶ For example, Aldridge, J. M., McChesney, K. & Afari, E. (2018). Relationships between school climate, bullying and delinquent behaviors. *Learning Environments Research, 21*, 153–172.

module now consists of two distinct scales: the School Bonding scale (first three items) and the School Disorganization scale (last four items).

School Bonding and School Disorganization

The first three items constitute the school bonding scale. In ISRD2 and ISRD3, this scale consisted of four items, but in order to improve the reliability, we dropped one item (I like my school). The last four items measure school disorganization and remain unchanged.

[E1] How strongly do you agree or disagree with the following statements about your school?
(Tick one box for each line)

[answer options: (1) “strongly agree”
(2) “agree”
(3) “neither agree nor disagree”
(4) “disagree”
(5) “strongly disagree”]

1. If I had to move I would miss my school
2. Most mornings I like going to school
3. Our classes are interesting
4. There is a lot of stealing in my school
5. There is a lot of fighting in my school
6. Many things are broken or vandalized in my school
7. There is a lot of drug use in my school

Truancy

Truancy is measured by a single item, has been used in every sweep of ISRD and has proven to be an important risk factor for delinquent behavior. It has also been used in other scales, for example to measure unsupervised free time.¹³⁷

[E2] During the last 12 months, have you skipped school or online classes for at least a whole day without a good reason? If yes, how often?

- No
- Yes

[E3] If yes, how often? _____ times

5.8 Future Expectations

Background

Hopeful aspirations and expectations about the future are important motivators of behavior, particularly during adolescence.¹³⁸ Future beliefs include both aspirations (i.e., the importance young people ascribe to achieving their goals) and expectations (i.e., the perceived likelihood of achieving their goals). Expectations and aspirations are key elements in mainstream delinquency theories. For example, strain theories claim that stress or frustration causes delinquency and that

¹³⁷ Wikström, P.-O. H. & Butterworth, D. A. (2006). *Adolescent Crime: Individual Differences and Lifestyles*. Cullompton, Devon: Willan Publishing.

¹³⁸ Mahler, A., Simmons, C., Frick, P., Steinberg, L., & Cauffman, E. (2017). Aspirations, Expectations and Delinquency: The Moderating Effect of Impulse Control. *Journal of Youth and Adolescence*, 46(7), 1503-1514.

the source of this frustration is the gap between what people want (high aspirations) and what they expect to get (low expectations).^{139 140 141} In this view, delinquents tend to be those with high aspirations and low expectations. Control theory, on the other hand, stresses commitment or a 'stake in conformity' – the rational investment one has in conventional society and the risk one takes when engaging in delinquent behavior. According to this line of reasoning, adolescents with low aspirations and low expectations have little commitment to conformity, and are therefore more likely to be delinquent.^{142 143} Although prior research has not found a strong connection between aspirations and delinquency, studies have shown that having optimistic future expectations is correlated with lower rates of delinquency.¹⁴⁴

The gap between aspirations (what one wants or hopes for) and expectations (what one expects to get) is also a theme within the larger debates about inequality, integration, and inclusion.¹⁴⁵

ISRD Approach and Previous Work

Analysis of 11 ISRD1 countries found that commitment to work and to school were weakly related to delinquency and substance use, with regional variations.¹⁴⁶ ISRD2 and ISRD3 included a more focused question about adolescents' educational aspirations. As expected, analysis of 21 ISRD2 countries found that absence of long-term educational aspirations was related to serious property and violent offending.¹⁴⁷ Dissatisfied with the cross-national validity of the item used in ISRD3, ISRD4 uses a more general question to measure future expectations, including a more general item related to hopefulness about the future in one's country of residence. (See also Section 5.18 'Migration' and Section 5.19 'Minority Identity'.)

Objectives

The ISRD4 survey aims to:

- Describe the level of adolescents' future expectations with regard to education, income and financial security
- Describe the level of adolescents' hopefulness about a promising future in their country of residence

¹³⁹ Kornhauser, R. R. (1978). *Social sources of Delinquency*. Chicago, IL: University of Chicago Press.

¹⁴⁰ Messner, S. F., & Rosenfeld, R. (2001). *Crime and the American Dream*. Belmont, CA.: Wadsworth

¹⁴¹ Agnew, R. (2006). *Pressured into Crime: An Overview of General Strain Theory*. Los Angeles: Roxbury.

¹⁴² Hirschi, T. (1969). *Causes of Delinquency*. Berkeley, CA: University of California Press.

¹⁴³ Bernard, T. J., Snipes, J. B., & Gerould, A. L. (2010). *Vold's Theoretical Criminology*. New York (6th ed.): Oxford University Press.

¹⁴⁴ Knight, K. E., Ellis, C., Roark, J., Henry, K. L., & Huizinga, D. (2017). Testing the role of aspirations, future expectations, and strain on the development of problem behaviors across young and middle adulthood. *Deviant Behavior*, 38(12), 1456-1473.

¹⁴⁵ Pine, F. (2014). Migration as hope. *Current Anthropology*, 55(S9), S95-S104.

¹⁴⁶ Junger-Tas, J., Terlouw, G.-J., & Klein, M. W. (Eds.). (1994). *Delinquent Behavior Among Young People in the Western World: First Results of the International Self-Report Delinquency Study*. Amsterdam: RDC - Ministry of Justice, Kugler Publications.

¹⁴⁷ Lucia, S., Killias, M., & Junger-Tas, J. (2012). The school and its impact on delinquency. In J. Junger-Tas, I. H. Marshall, D. Enzmann, M. Killias, M. Steketee, & B. Gruszczynska, *The Many Faces of Youth Crime. Contrasting Theoretical Perspectives on Juvenile Delinquency across Countries and Cultures* (pp. 211-235). New York: Springer.

- Test hypotheses linking future expectations to delinquency, both nationally and cross-nationally
- Explore the socio-demographic correlates (gender, migrant status) of hopefulness about a promising future among adolescents

Item

ISR4 replaces the ISR3 question asking about educational plans after completing compulsory school with the question below.

[E4] How much do you agree or disagree with the following statements about your future?
(Tick one box for each line)

[answer options: (1) “strongly agree”
(2) “agree”
(3) “neither agree nor disagree”
(4) “disagree”
(5) “strongly disagree”]

1. I see myself going to university
2. I will eventually find a job with a decent wage
3. I expect to be better off financially than my parents
4. I will need social welfare/ financial support from the government
5. I will need financial support from my relatives
6. I see a promising future for myself in this country

5.9 Additional Socioeconomic Indicators (Short IS Questionnaire Only)

Background, Objectives, and Items

The purpose of these indicators (together with other demographic indicators) is to help create pseudo weights for enabling the combination of a large non-probability internet-based sample with the school-based sample (see Section 3.4 Sampling).

[C22]* and C[23]* are immediate follow-up questions to the first category of [C20]*, other answers to C[20]* lead to [C21]* and then directly to [C10]* (see Section 5.6).

[C19]* In which region do you live? (Choose one of the following answers)

- [City 1 where this sample is taken]
- [City 2 where this sample is taken]
- In [insert country], but at a different place
- Other (please specify): _____

[C20]* Which of these descriptions best describes your current situation?
(Choose one of the following answers)

- In education (school/university/training)
- In paid work (employee, self-employed, working for family business)
- Unemployed and actively looking for a job
- Unemployed, wanting a job but not actively looking for a job
- Permanently sick or disabled
- Doing housework, looking after children or other persons
- Compulsory military service
- Other

[C21]* What is the highest educational level that you have attained? [Response options are country-specific!]
(Choose one of the following answers)

- I have not completed any school type
- Primary/comprehensive/compulsory school
- Secondary: vocational or technical type
- Secondary: academic track, university-preparatory type
- I have completed some other education not listed above

[C22]* You said that you are currently studying in school or in some other type of educational institution. Which is the school type? [Response options are country-specific!]
(Choose one of the following answers)

- Primary/comprehensive/compulsory school
- Secondary: vocational or technical type
- Secondary: academic track, university-preparatory type
- University of applied science or polytechnic
- University-level education
- I have completed some other education not listed above

[C23]* Which grade or semester?
_____ (enter grade or semester)

5.10 Friends and Leisure Time

Background

Adolescents divide most of their waking hours between school, friends, and family. The common knowledge from the large volume of empirical research is that time spent with family or in school will reduce the likelihood of delinquency, whereas hanging out with friends (in particular larger groups of friends without adult supervision) will increase the opportunity for misbehavior and victimization.¹⁴⁸ Subcultural theories use the principles of social learning theory to explain why much delinquency is committed in groups (sometimes gangs). That is, social learning theory views friends as primary sources of pro-criminal definitions and reinforcers of non-conforming behavior.¹⁴⁹ Peer delinquency and unstructured socializing with peers are often used as indicators

¹⁴⁸ Kennedy, T. D., Detullio, D., & Millen, D. H. (2020). *Juvenile Delinquency: Theory, Trends, Risk Factors and Interventions*. Cham: Springer.

¹⁴⁹ Akers, R. L., & Sellers, C. S. (2009). *Criminological Theories: Introduction, Evaluation, and Application*. New York: Oxford University Press.

of lifestyle risk.¹⁵⁰ Differences in risk of victimization are associated with differences in lifestyles, described in terms of 'routine daily activities' such as school, work and leisure activities.¹⁵¹ Consistent with this view, rational choice theories place heavy emphasis on the opportunity to commit a crime.¹⁵²

ISRD Approach and Previous Work

Friends and leisure time activities have been included in the ISRD standard questionnaire from the beginning. ISRD1 asked about spending time with friends, the number of close friends, and involvement in organized leisure activities. Starting with ISRD2, all questionnaires measure: (1) importance of friends, (2) delinquent involvement of friends, (3) involvement in conventional activities, and (4) unstructured activities with friends. ISRD4 adds a measure of the type of interactions with friends (online versus offline).

Consistent with other research, national and international analysis of ISRD data finds that having friends who are involved in delinquency is one of the strongest correlates of delinquency and victimization.¹⁵³ Participating in unstructured and unsupervised activities with friends, sometimes used an indicator of criminogenic exposure, also appears to be a consistent correlate of delinquency and victimization, albeit with regional and national variations (see also Section 5.15). A peer-centered lifestyle is related to offending and victimization.

Involvement in conventional activities – which is the flip-side of participating in unsupervised and unstructured activities with friends during leisure time – has been less often explored. Contrary to theoretical expectations, ISRD1 data did not find that non-delinquents were more likely to spend more time in organized activities than delinquents.¹⁵⁴

Objectives

The ISRD study aims to understand the social context of adolescents' lives and its impact on victimization and offending. The primary objectives of the sections measuring peers and leisure time activities are to:

- Describe the everyday activities of adolescents and the role of friends and peers
- Investigate differences between online and offline friends and their association with offending and victimization
- Investigate the association between having delinquent friends and the level and nature of offending

¹⁵⁰ Pauwels, L. J. R., Svensson, R., & Hirtenlehner, H. (2018). Testing situational action theory: A narrative review of studies published between 2006 and 2015. *European Journal of Criminology*, 15(1), 32-55.

¹⁵¹ Bernard, T. J., Snipes, J. B., & Gerould, A. L. (2010). *Vold's Theoretical Criminology*. New York (6th ed.): Oxford University Press.

¹⁵² Birkbeck, C., & Lafree, G. (1993). The situational analysis of crime and deviance. *Annual Review of Sociology*, 19, 113-137.

¹⁵³ See, for example, Steketee, M. (2012). The lifestyles of youth and their peers. In J. Junger-Tas, I. H. Marshall, D. Enzmann, M. Killias, M. Steketee, & B. Gruszczyńska, *The Many Faces of Youth Crime. Contrasting Theoretical Perspectives on Juvenile Delinquency across Countries and Cultures* (pp. 237-255). New York: Springer.

¹⁵⁴ Junger-Tas, J., Marshall, I. H., & Ribeaud, D. (2003). *Delinquency in an International Perspective: The International Self-Reported Delinquency Study (ISRD)*. Den Haag: Kugler Publications.

- Test the cross-cultural validity of hypotheses linking participation in unstructured activities and offending
- Explore gender differences in the link between routine activities and offending and victimization

Items

Importance of Friends

ISRD4 has three questions to capture the importance of friends. The first item [G1] (used since ISRD1) is a behavioral question that has been shown to be a valid indicator of peer-centeredness in earlier analyses (see also Section 5.6). The second question [G6] uses the number of ‘close friends’ as a way to gauge the emotional and positive attachment to friends (note that this item was also used in ISRD1, but dropped from ISRD2 and ISRD3). In the interest of efficiency, the ISRD3 questions on bonding with friends were dropped since two items about anticipated shame [I2.1] and [I3.1] also measure the emotional significance of friends’ responses (see Section 5.15).

[G1] Who do you spend MOST of your free time with? (*Choose one of the following answers*)

- On my own
- With my family
- With a small group of friends (1-3 friends)
- With a larger group of friends (4 and more)

[G6] How many close friends do you have? (*Please enter “0” if you have no close friends*)

_____ close friends

[I2] Imagine you were caught shoplifting, would you feel ashamed if ... (*Tick one box for each line*)

[*answer options:* (1) “very ashamed”
 (2) “ashamed”
 (3) “somewhat ashamed”
 (4) “hardly ashamed”
 (5) “not ashamed at all”]

1. ... a close friend found out about it
2. ... your parents found out about it

[I3] Imagine you were discovered sending hurtful messages or comments on social media about someone's race, ethnicity or nationality, religion, gender identity, sexual orientation, or for similar reason. Would you feel ashamed if ... (*Tick one box for each line*)

[*answer options:* (1) “very ashamed”
 (2) “ashamed”
 (3) “somewhat ashamed”
 (4) “hardly ashamed”
 (5) “not ashamed at all”]

1. ... a close friend found out about it
2. ... your parents found out about it

Modes of Interaction with Friends

Because of the growing importance of online interactions, ISRD4 introduced two new items.

[G7] How do you keep in touch with them? *(Choose one of the following answers)*

- Only or mainly face-to-face
- Both face-to-face and online
- Only or mainly online

[G9] How many friends that you only know from the internet do you have?
(Choose one of the following answers)

- 0
- 1
- 2 – 4
- 5 – 9
- 10 – 19
- 20 – 49
- 50 – 199
- 200 – 499
- 500+

Ethnic Diversity of Friends

As in previous rounds, ISRD4 includes a question on having close friends from a different racial or ethnic background. This question has been used as an indicator of the assimilation of individuals (see Sections 5.18 and 5.19), but also can be related to hate crime and online hate speech offending and victimization.

[G8] How many of your close friends are from a different racial or ethnic background than you are?
(Please enter "0" if none of your close friends are from a different racial or ethnic background)

_____ close friends

Delinquent Involvement of Friends

ISRD4 asks about the involvement of close friends (rather than friends in ISRD2 and ISRD3), and replaced two types of delinquency (drug use and extortion) with online offenses (intimate postings and hacking).

Young people sometimes engage in illegal activities. How many close friends do you have who have done any of the following? *(either check "no" or fill in the number)*

- | | | | |
|-------------|---|--------------------------|--------------------|
| [H1] | I have close friends who have stolen things from a shop or store | <input type="radio"/> no | yes, _____ friends |
| [H2] | I have close friends who broke into a house or building to steal something | <input type="radio"/> no | yes, _____ friends |
| [H3] | I have close friends who have beaten someone up or hurt them badly with something like a stick, club, knife or gun | <input type="radio"/> no | yes, _____ friends |
| [H4] | I have close friends who have shared online an intimate photo or video of someone that he or she did not want others to see | <input type="radio"/> no | yes, _____ friends |
| [H5] | I have close friends who have hacked or broken into a private account or computer to acquire data, get control of an account, or destroy data | <input type="radio"/> no | yes, _____ friends |

Unstructured Activities and Conventional Activities

In ISRD4, we use a simplified measure of routine behavior (when not in school) that measures involvement in conventional activities (working, studying, and having a meal with family) as well

as unstructured unsupervised activities (going to parties, hanging around in the street). Only [G3.2]* is asked in the short IS questionnaire, as well.

[G3] How often do you do the following things when you are not in classes or in school?
(Tick one box for each line)

[answer options: (1) "never"
(2) "once a week"
(3) "2 – 3 times a week"
(4) "4 – 6 times a week"
(5) "every day"]

1. I have a meal with my family
- * 2. I hang around in the street, shopping centres, or the neighborhood
3. I study or do homework
4. I go out to parties in the evenings
5. I have a job, I go to work

5.11 Online Activities and Online Identity

Background

Routine daily activities of adolescents shape, to a large degree, their opportunities for offending and their risk of victimization.^{155 156} For example, spending a lot of time hanging out with friends, unsupervised by adults, in unstructured activities, is a considerable risk factor for both offending and victimization (see also Section 5.10). Adolescents are now spending increasing amounts of their time online, rather than offline, shifting their routine activities to the cyber domain. We expect that the time spent online, and the type of online activities, are important factors in shaping online offending as well as victimization.¹⁵⁷

In the contemporary world, young people's identity is heavily influenced by what happens on social media. Communities emerging from new technologies craft their identities. Recently, social theorists have pointed out that such identity construction can be influenced by filtering technologies leading to the formation of 'psycho-social bubbles', sometimes also known as 'echo chambers'. These phenomena are also likely to influence the prevalence, opportunities, and the nature of new types of cyber-crime, and the effects may spill over to offline criminal behavior as well.

ISRD Approach and Previous Work

Online behavior and identity formations in social media contexts have not been previously studied in the ISRD project. For ISRD4, we introduce two sets of measures. First, in order to capture the frequency and purpose of internet use in adolescents' lives we adapt a frequently-used internet-usage scale. Second, the ISRD4 includes a measure capturing bubble-logic in identity

¹⁵⁵ Bernard, T. J., Snipes, J. B., & Gerould, A. L. (2010). *Vold's Theoretical Criminology*. New York (6th ed.): Oxford University Press.

¹⁵⁶ Birkbeck, C., & LaFree, G. (1993). The situational analysis of crime and deviance. *Annual Review of Sociology*, 19, 113–137.

¹⁵⁷ For example, Vakhitova, Z. I., Alston-Knox, C. L., Reynald, D. M., Townsley, M. K., & Webster, J. L. (2019). Lifestyles and routine activities: Do they enable different types of cyber abuse? *Computers in Human Behavior*, 101, 225-237.

formation. In particular, we measure how youths perceive their social ties in online networks, using the identity bubble reinforcement model (IBRM). The IBRM is based on the observation that social media allows individuals to self-select themselves into communities validating their identities and therefore also constituting identity bubbles. This identity process has three dimensions: identification with online networks (social identification), tendency to self-select into company with like-minded others (homophily) and reliance on information confirming group beliefs (information bias).¹⁵⁸

Objectives

We aim to study the extent and purpose of adolescents' internet use, as well as the identity formation through echo chambers in social media contexts, and its relation to criminal victimization and offending. ISRD4 explores topics such as:

- Cross-national and individual variation in the extent and nature of internet use
- Cross-national and individual variation in identity bubble formation
- The association between the frequency and purpose of internet use and criminal victimization and offending, online and offline
- The association of identity bubble formation with criminal victimization and offending, in relation to both online and offline crime
- Exploring whether ties to bubbles are risk factors for offending and/or protective factors against victimization

Items

Extent and Purpose of Internet Use

We adapted our internet usage scale from existing scales.^{159 160} Item [G4.5]* probes the attention of the respondents and together with item [L1.6]* (see Section 5.17) it can be used for a measure of attentiveness by recoding the 'correct' answers to 1 (= attentive) and the 'wrong' answers to 0 (= inattentive).

¹⁵⁸ Keipi, T., Näsi, M., Oksanen, A., & Räsänen, P. (2017). *Online Hate and Harmful Content: Cross-National Perspectives*. New York, NY: Routledge.

¹⁵⁹ Gross, E. F. (2004) Adolescent Internet use: What we expect, what teens report. *Applied Developmental Psychology*, 25, 633-649.

¹⁶⁰ Smahel, D., Machackova, H., Mascheroni, G., Dedkova, L., Staksrud, E., Ólafsson, K., Livingstone, S., & Hasebrink, U. (2020). *EU Kids Online 2020: Survey results from 19 countries*. http://eprints.lse.ac.uk/103294/1/EU_Kids_Online_2020_March2020.pdf

[G4]* How often do you go online to do the following things?
(Tick one box for each line)

[answer options: (1) "a few times an hour"
(2) "about once an hour"
(3) "a few times a day"
(4) "a few times a week"
(5) "rarely"
(6) "never"]

1. To look up information for school, study, or work
2. To play games
3. To go on the darknet
4. To use social media (TikTok, Instagram, Snapchat, Facebook, etc.)
5. Please mark "never" for this line (to check you're not a robot)
6. To visit sites that are for adults only
7. To gamble
8. To go online for something else

Identity Bubble Reinforcement Scale (IBRS-6)

The ISRD4 incorporates the Identity Bubble Reinforcement Scale (IBRS-6). It has been validated¹⁶¹ in US and Finnish samples, with official translations in English and Finnish. The scale used in ISRD4 features two items for each of the three sub-dimensions capturing social identification [N1.1 – N1.2], homophily [N1.3 – N1.4] and information bias [N1.5 – N1.6].

[N1] How well do the following statements describe you? (Tick one box for each line)

[answer options: (1) "1 not at all"
(2) "2"
(3) "3"
(4) "4"
(5) "5 completely"]

1. In social media, I belong to a community or communities that is an important part of my identity
2. In social media, I belong to a community or communities that I'm proud of
3. In social media, I prefer interacting with people who are like me
4. In social media, I prefer interacting with people who share similar interests with me
5. In social media, I trust the information that is shared with me
6. In social media, I feel that people think like me

¹⁶¹ Kaakinen, M. & Sirola, A. & Savolainen, I. & Oksanen, A. (2018). Shared identity and shared information in social media: development and validation of the identity bubble reinforcement scale. *Media Psychology*, 23(1), 25-51.

5.12 Neighborhood

Background

Since at least the 1940's, a number of authors have called attention to the role of neighborhoods in generating delinquency.^{162 163 164 165} The social disorganization/collective efficacy perspectives have studied the possible impact of neighborhood factors on delinquent behavior.^{166 167 168} Families and children live under greatly varying social-economic conditions,^{169 170} and one's social class as well as the ethnic structure of society and its geographical pattern are of great importance. Kornhauser pointed out that disorganized neighborhoods cannot transmit shared norms and values because they are unable to exercise social control on (adolescent) residents. Sampson and colleagues have further explored this idea by developing the concept of collective efficacy, linking social cohesion in a neighborhood, as a function of mutual trust and solidarity, with the willingness of people to enforce social norms of behavior. The capability of neighborhoods to create a positive social climate is variable, and disorganized neighborhoods in particular, with their concentration of poverty, minorities and single parent families lead to isolation. Sampson and Laub further argued that the environment and living conditions of families have a great influence on parents' management skills in raising their children.¹⁷¹ Research¹⁷² has shown that neighborhood socioeconomic deprivation, concentration of minorities and high population turnover are negatively related to social control and positively to the level of violence. These factors are stronger predictors of violence than the (lack of) local services or friendship and kinship ties. Another finding is that social control of children is not exclusively exercised by their parents, but that an important role is played by the social and organizational characteristics of the neighborhood, such as mutual contacts and exchanges between parents, informal social control and mutual support of residents.¹⁷³

¹⁶² Shaw, C. R., & McKay, H. D. (1942). *Juvenile Delinquency and Urban Areas: A Study of Rates of Delinquency in Relation to Differential Characteristics of Local Communities in American Cities*. Chicago, IL: University of Chicago Press.

¹⁶³ Bursik, R., Jr, & Grasmick, H. (1993). *Neighborhoods and Crime: The Dimension of Effective Community Control*. San Francisco, CA: Lexington Books.

¹⁶⁴ Sampson, R. J., & Laub, J. H. (1993). *Crime in the Making: Pathways and Turning Points Through Life*. Cambridge, MA: Harvard University Press.

¹⁶⁵ Morenoff, J. D., Sampson, R. J., & Raudenbush, S. W (2001). Neighborhood inequality, collective efficacy, and the spatial dynamics of urban violence. *Criminology*, 39, 517-560.

¹⁶⁶ Kubrin, C. E., & Weitzer, R. (2003). New directions in social disorganization theory. *Journal of Research in Crime and Delinquency*, 40(4), 374-402.

¹⁶⁷ Sampson, R. J. (Ed.). (2006). Collective efficacy theory: lessons learned and directions for future inquiry. In T. L. Anderson (Ed.), *Understanding Deviance: Connecting Classical and Contemporary Perspectives* (pp. 128-139). New York, NY: Routledge.

¹⁶⁸ Wikström, P.-O. (1998), Communities and crime. In M. Tonry (Ed.), *The Handbook of Crime and Punishment* (pp. 269-302). Oxford, UK: Oxford University Press.

¹⁶⁹ Kornhauser, R. R. (1978). *Social Sources of Delinquency: An Appraisal of Analytic models*: Chicago, IL: University of Chicago Press.

¹⁷⁰ Rutter, M., & Giller, H. (1983). *Juvenile Delinquency: Trends and Perspectives*. London: Penguin Books.

¹⁷¹ Sampson, R. J., & Laub, J. H. (1993). *Crime in the Making: Pathways and Turning Points Through Life*. Cambridge, MA: Harvard University Press.

¹⁷² Sampson, R. J., Raudenbush, S. W., & Earls, F. (1997). Neighborhoods and violent crime: A multilevel study of collective efficacy. *Science*, 277(5328), 918-924.

¹⁷³ Sampson, R. J., Morenoff, J. D., & Earls, F. (1999). Beyond social capital: Spatial dynamics of collective efficacy for children. *American Sociological Review*, 64, 633-660.

ISRD Approach and Previous Work

ISRD2 incorporated a number of questions on the characteristics of the neighborhood the young person is living in, measured by a scale developed by Olweus (1996)¹⁷⁴ and Sampson and colleagues (1999). From the findings presented in the *Many Faces of Youth Crime*, we can conclude that the neighborhood where young people live has an influence on (delinquent) behavior.^{175 176} One of the strengths of survey research such as the ISRD compared to using official data is that it allows us to assess youths' (subjective) perceptions. Extant research and theory has firmly established the importance of including youths' perceptions and beliefs in any theory of delinquency. Therefore, we want to retain the perception of neighborhood scale, used in ISRD2 (13 items) and ISRD3 (11 items). Neighborhood is defined for respondents in the following way: "It is the area within a short walking distance (say a couple of minutes) from your home. That is the street you live in and the streets, houses, shops, parks and other areas close to your home. When asked about your neighbors think about the people living in this area."

Objectives

The objectives of measuring adolescents' perception of the neighborhood are to:

- Describe differences in the perceived neighborhood circumstances of young people, and how these differences vary within and across countries and cities
- Analyze how different components of neighborhood are associated with delinquency and victimization among young people
- Study the cross-national differences and similarities in the role of collective efficacy and neighborhood disorganization as correlates of offending and victimization

Items

Neighborhood Disorganization

In order to accommodate new items in the questionnaire, the social disorganization scale has been reduced from five to three items, which showed an internal consistency (Cronbach's alpha) of .87 in ISRD3:

¹⁷⁴ Olweus, D. (1996). Bully/victim problems at school: Facts and effective interventions. *Reclaiming Children and Youth: Journal of Emotional and Behavioral Problems*, 5(1), 15-22.

¹⁷⁵ Junger-Tas, J., Steketee, M., & Jonkman, J. (2012). The neighbourhood context. In J. Junger-Tas, I. H. Marshall, D. Enzmann, M. Killias, M. Steketee, & B. Gruszczyńska, *The Many Faces of Youth Crime. Contrasting Theoretical Perspectives on Juvenile Delinquency across Countries and Cultures* (pp. 257 – 285). New York: Springer.

¹⁷⁶ Jonkman, H., Toorn, van der J., Aussems, C., & Steketee, M. (2013). Risky or intense alcohol use from a multilevel perspective: Individuals within schools within countries: Neighbourhood disorganization. In M. Steketee, H. Jonkman, H. Berten, & N. Vettenburg (Eds.), *Alcohol use Among Adolescents in Europe. Environmental Research and Preventive Actions* (pp. 229-236). Utrecht: Verwey-Jonker Instituut.

[I5] How much do you agree or disagree with the following statements about your neighbourhood?
Neighborhood is the area within a short walking distance (say a couple of minutes) from your home. That is the street you live on and streets, houses, shops, parks and other areas close to your home. When asked about your neighbors think about the people living in this area.

[answer options: (1) “1 not at all”
 (2) “2”
 (3) “3”
 (4) “4”
 (5) “5 completely”]

1. There is a lot of crime in my neighborhood
2. There is a lot of drug selling in my neighborhood
3. There is a lot of fighting in my neighborhood

Collective Efficacy

In ISRD3, the collective efficacy measure was only included for a subset of the ISRD3 countries (France, Germany, UK, US, Netherlands). ISRD4 uses an abbreviated version of the collective efficacy scale used by Sampson and Wikström.¹⁷⁷

[I6] How likely is it that adults in your neighborhood would intervene if ...

[answer options: (1) “fully agree”
 (2) “somewhat agree”
 (3) “neither agree nor disagree”
 (4) “somewhat disagree”
 (5) “fully disagree”]

1. ... someone is spray-painting graffiti on a local building
2. ... there is fighting in front of your house and someone is beaten up or threatened
3. ... they suspect that a child in the neighborhood is being neglected by its family

5.13 Happiness

Background

Happiness is an indicator of positive youth development, and promotes and preserves peak mental health. Criminologists focus mostly on negative behavioral outcomes, such as delinquent, violent and anti-social behavior and victimization. However, there is a fast-growing body of research that explores the factors that contribute to positive mental health and human flourishing.^{178 179 180 181} Happiness (or subjective well-being) is a “state of well-being and

¹⁷⁷ Sampson, R. J., & Wikström, P. O. (2008) The social order of violence in Chicago and Stockholm neighborhoods: a comparative inquiry. In S. N. Kalyvas, I. Shapiro, & T. Masoud (Eds.), *Order, Conflict, and Violence* (pp. 97–119). Cambridge, UK: Cambridge University Press.

¹⁷⁸ Holder, M. D. (2012). *Happiness in Children. Measurement, Correlates and Enhancement of Positive Subjective Well-Being*. New York: Springer.

¹⁷⁹ Boniwell, I., David, S. A., & Ayers, A. C. (Eds.) (2013). *Oxford Handbook of Happiness*. Oxford, UK: Oxford University Press.

¹⁸⁰ Park, N. (2004). The role of subjective well-being in positive youth development. *Annals of the American Academy of Political and Social Science*, 591(1), 25-39.

¹⁸¹ Diener, E., Oishi, S., & Ryan, K. (2013). Universal and cultural differences in the causes and structure of “happiness” – A multilevel review. In C. Keyes (Ed.), *Mental well-being: International contributions to the study of positive mental health* (pp. 153-176). Dordrecht, the Netherlands: Springer

contentment”, an affective state that is comprised of more positive emotions than negative ones¹⁸² and may serve as a protective factor against delinquency.¹⁸³

ISRD Approach and Previous Work

Responding to the call for more focus on mental health and emotions in the explanations of delinquency,¹⁸⁴ a measure of subjective well-being was introduced in ISRD3. Analysis of national data (for the US) suggests that happiness is related to delinquency and self-control.¹⁸⁵ Analysis of the international data set with 27 countries showed a negative relationship between the use of physical violence by parents and adolescents’ reported levels of subjective well-being.¹⁸⁶

Objectives

The ISRD study enables the investigation of adolescents’ subjective well-being or happiness in a wide range of countries. The main objective of the happiness item is to:

- Identify cross-national variations in the levels of happiness among adolescents
- Explore the role of happiness as a protective factor against delinquency
- Explore the association between happiness and victimization
- Identify contextual factors associated with adolescents’ happiness

Instrument

Most research on well-being, including happiness, uses self-reports. Studies support the use of single item, showing them to be reliable and valid.¹⁸⁷ The ISRD instrument uses an adaptation of the Kunin faces,¹⁸⁸ an often-used measure of happiness.¹⁸⁹ The icons (smileys) allow surveys to measure feelings of happiness universally without the necessity of a verbal translation. The six smileys have been chosen from a study that tried to establish their psychometric unidimensionality and equally spaced distances between the gradations.¹⁹⁰

¹⁸² Hofmann, W., Luhmann, M., Fisher, R. R., Vohs, K. D., & Baumeister, R. F. (2013). Yes, but are they happy? Effects of trait self-control on affective well-being and life satisfaction. *Journal of Personality and Social Psychology*, *82*, 265-277.

¹⁸³ Simões, Celeste, Margarida G. Matos, and Joan Batista-Fogueat (2008). Juvenile delinquency: analysis of risk and protective factors using quantitative and qualitative methods. *Cognition, Brain, Behavior*, *12*(4), 389-408.

¹⁸⁴ Karstedt, S., Loader, I., & Strang, H. (2011). *Emotions, Crime and Justice*. Oxford, UK: Hart Publishing.

¹⁸⁵ Wexler, A. (2018). *Don't Worry, Be Happy! The Importance of Furthering the Study of Happiness in the Field of Criminal Justice* (unpublished paper). Boston, MA: Northeastern University.

¹⁸⁶ Marshall, I. H., Wills, C. & Marshall C. E. (2020), Parents who hit, troubled families and children’s happiness: Do gender and national context make a difference? In S. Redo, H. Kury (Eds.), *Crime Prevention and Justice in 2030: The UN and the Universal Declaration of Human Rights* (pp. 199-230). New York: Springer.

¹⁸⁷ Holder, M. D. (2012). *Happiness in Children: Measurement, Correlates and Enhancement of Positive Subjective Well-Being*. New York : Springer.

¹⁸⁸ Kunin, T. (1955). The construction of a new type of attitude measure. *Personnel Psychology*, *8*, 65–77.

¹⁸⁹ Andrews, F. M., & Withey, S. B. (1976). *Social Indicators of Well-Being*. New York: Plenum Press

¹⁹⁰ Jäger, R. & Bortz, J. (2001). *Rating Scales with Smilies as Symbolic Labels – Determined and Checked by Methods of Psychophysics*. Paper presented at the Annual Meeting of the International Society of Psychophysics. Retrieved from <https://psychologie.biphaps.uni-leipzig.de/fechner/generalinfo/PDFs/RJaeger.pdf>. The following smileys have been used in ISRD4: S-6, S-3.5, S-1, S+1, S+4, and S+6.

[G2]* Think back over the LAST SIX MONTHS: Would you say that most of the time you have been happy?

Most of the time I have been ...



very
happy



happy



a bit more
happy than
unhappy



a bit more
unhappy than
happy



unhappy



very
unhappy

5.14 Self-Control

Background

The idea that offending behavior can be attributed in part to a lack of self-control was first suggested in containment theory, which was developed in the 1950s and 60s.¹⁹¹ However, self-control only garnered widespread attention in criminology when it was used as the centerpiece of a different formulation ambitiously titled a ‘general theory of crime’ (GTC) and published in 1990.¹⁹² The GTC depicts crimes as “short-lived, immediately gratifying, easy, simple, and exciting”, and criminals as correspondingly “impulsive, insensitive, physical (as opposed to mental), risk-taking, short-sighted, and nonverbal”. Cumulatively, these personal characteristics are conceptualized as ‘low self-control’ and hypothesized to be a sufficient cause of offending behavior provided that opportunities for crime are available. More recently, self-control has been incorporated into concepts of crime propensity, which are posited as conditioning the link between frictions or provocations and subsequent offending. In situational action theory, propensity arises from the interaction between self-control and personal morality;¹⁹³ in general strain theory, propensity is an additive combination of variables such as self-control, social support, association with criminal peers, and beliefs regarding crime.¹⁹⁴

The empirical characteristics of low self-control, and their implications for both theory and measurement have been the subject of much discussion. The original proponents of the GTC argued that noncriminal behaviors, such as smoking, drinking, or reckless driving, are the best indicators of low self-control, preferably captured by direct observation rather than surveys because “self-control itself affects survey responses”.¹⁹⁵ However, because GTC also views these behaviors as analogous to crimes, their analytical status is ambiguous: do they measure low self-control or are they caused by it?¹⁹⁶ Thus, while some studies of self-control have used behavioral

¹⁹¹ Reckless, W. (1961). A New Theory of Delinquency and Crime. *Federal Probation*, 25, 42–46.

¹⁹² Gottfredson, M., & Hirschi, T. (1990). *A General Theory of Crime*. Stanford, CA: Stanford University Press

¹⁹³ Wikström, P.-O., Oberwittler, D., Treiber, K., & Hardie, B. (2012). *Breaking Rules: The Social and Situational Dynamics of Young People's Urban Crime*. Oxford: Oxford University Press.

¹⁹⁴ Agnew, R. (2013). When criminal coping is likely: An extension of General Strain Theory. *Deviant Behavior*, 34(8), 653-670.

¹⁹⁵ Hirschi, T., & Gottfredson, M. (1993) Commentary: Testing the General Theory of Crime. *Journal of Research in Crime and Delinquency*, 30(1), 47-54.

¹⁹⁶ Akers, R. (1991). Self-Control as a General Theory of Crime. *Journal of Quantitative Criminology*, 7(2):201-211.

measures, albeit captured by self-reports rather than observation,¹⁹⁷ the majority have used attitudinal measures to construct self-control as a latent trait.¹⁹⁸ The most widely used has been the Grasmick Scale,¹⁹⁹ although others have also been developed or adapted.²⁰⁰ The Grasmick scale comprises 24 items measuring six dimensions of self-control: impulsivity, simple tasks, risk seeking, physical activities, self-centered orientation, and volatile temper. Although the robustness and explanatory power of these dimensions vary in different studies, both they and the overall scale have been found to be valid and reliable measures of self-control.²⁰¹

There have been numerous empirical studies of the relationship between low self-control and offending behavior. Some of these were explicitly designed as tests of the GTC, while many others included low self-control alongside other causal variables. A meta-analysis of 21 tests of GTC conducted during the 1990s found that the correlation between low self-control and delinquency was consistently higher than .20,²⁰² and a second meta-analysis of 99 studies conducted between 2000 and 2010 reported a mean correlation of .45.²⁰³ Additionally, self-control has demonstrated its conceptual validity in diverse cultural contexts ranging from Argentina²⁰⁴ to Saudi Arabia²⁰⁵ and China,²⁰⁶ and its predictive utility in relation to a range of offending behaviors, from cyberbullying²⁰⁷ to credit card fraud,²⁰⁸ and victimization.^{209 210} Thus, low self-control has been firmly established as a relevant causal variable in criminology, whether modeled separately^{202 203} or as part of crime propensity.^{225 230}

¹⁹⁷ Arneklev, B., Elis, L., & Medlicott, S. (2006). Testing the General Theory of Crime: Comparing the effects of "imprudent behavior" and an attitudinal indicator of "low self-control". *Western Criminology Review*, 7(3), 41-55

¹⁹⁸ Walters, G. (2016). Are behavioral measures of self-control and the Grasmick self-control scale measuring the same construct? A meta-analysis. *American Journal of Criminal Justice*, 41, 151-167.

¹⁹⁹ Grasmick, H., Tittle, C., Bursik, R., & Arneklev, B. (1993). Testing the core empirical implications of Gottfredson and Hirschi's General Theory of Crime. *Journal of Research in Crime and Delinquency*, 30, 5-29.

²⁰⁰ Li, J.-B., & Vazsonyi, A. (2019). The utility of joint use of the low self-control scale and the brief self-control scale in explaining adolescent deviance. *European Journal of Criminology*, 18(2), 254-273.

²⁰¹ Arneklev, B., Grasmick, H., & Bursik, R. (1999). Evaluating the dimensionality and invariance of "low self-control". *Journal of Quantitative Criminology*, 15(3), 307-331.

²⁰² Pratt, T., & Cullen, F. (2000). The empirical status of Gottfredson and Hirschi's general theory of crime: A meta-analysis. *Criminology*, 38, 931-964.

²⁰³ Vazsonyi, A., Mikuška, J., & Kelley, E. (2017). It's time: A meta-analysis on the self-control-deviance link. *Journal of Criminal Justice*, 48, 48-63.

²⁰⁴ Bobbio, A., Arbach, K., & Vazsonyi, A. (2019). Self-control and deviance: A test of the General Theory of Crime in Argentina. *Victims and Offenders*, 14(1), 119-142.

²⁰⁵ Sacarellos, C., et al. (2016). Crime in the kingdom: The effects of low self-control in a Saudi Arabian sample of youth. *Youth Violence and Juvenile Justice*, 14(3), 291-312.

²⁰⁶ Weng, X., & Chui, W. (2018). Assessing two measurements of self-control for juvenile delinquency in China. *Journal of Contemporary Criminal Justice*, 34(2), 148-167.

²⁰⁷ Li, C., Holt, T., Bossler, A., & May, D. (2016). Examining the Mediating Effects of Social Learning on the Low Self-Control—Cyberbullying Relationship in a Youth Sample. *Deviant Behavior*, 37(2), 126-138.

²⁰⁸ Holtfreter, K., Beaver, K., Reisig, M., & Pratt, T. (2010). Low self-control and fraud offending. *Journal of Financial Crime*, 17(3), 295-307.

²⁰⁹ Kulig, T., Pratt, T., Cullen, F., Chouhy, C., & Unnever, J. (2017). Explaining bullying victimization: Assessing the generality of the low self-control/risky lifestyle model. *Victims & Offenders*, 12(6), 891-912.

²¹⁰ Reyns, B., Fisher, B., Bossler, A., & Holt, T. (2019). Opportunity and self-control: Do they predict multiple forms of online victimization? *American Journal of Criminal Justice*, 44, 63-82.

ISRD Approach and Previous Work

Cognizant of the growing interest in self-control and offending, ISRD2 included a shortened version of the Grasmick Scale, incorporating three items for each of the four dimensions – impulsivity, risk-seeking, self-centeredness, and volatile temper – which had been shown to be the most robust in previous work. Analysis showed that, in 26 of the 30 countries, these dimensions were clearly distinguishable, and that, for the whole sample, the reliability of the self-control scale was quite good ($\alpha = 0.83$). The self-control scale also correlated significantly with self-reports of accidents, which some would consider as a behavioral measure of low self-control. Further analysis showed that self-control was a significant predictor of delinquent behavior, although the effects of gender and opportunity were even stronger. Additionally, there was a clear interaction effect between opportunities and self-control, with the availability of opportunities impacting most on the offending behavior of respondents with low self-control.²¹¹ More than two dozen studies have used ISRD2 data to examine the determinants of low self-control,²¹² but more frequently its effects in relation to diverse topics such as gangs,²¹³ alcohol use,²¹⁴ and hacking.²¹⁵

ISRD3 retained the same items for impulsivity, risk-seeking and self-centeredness and, to create space for new theoretically relevant variables, dropped the items measuring volatile temper. As many as ten studies have already been published which include self-control as either an independent²¹⁶ or mediating²¹⁷ variable in models of offending, and five studies have used self-control to construct a measure of crime propensity for testing either situational action theory²¹⁸ or general strain theory.²³⁰

Objectives

ISRD4 will focus on impulsivity and risk-seeking, the dimensions most frequently included in measures of self-control.²¹⁹ Self-centeredness has been dropped, to create space for new theoretically relevant variables. The objectives are to:

²¹¹ Marshall, I., & Enzmann, D. (2012). The generalizability of self-control theory. In J. Junger-Tas, I. H. Marshall, D. Enzmann, M. Killias, M. Steketee, & B. Gruszczynska, *The Many Faces of Youth Crime. Contrasting Theoretical Perspectives on Juvenile Delinquency across Countries and Cultures* (pp. 285-325). New York, NY: Springer.

²¹² Gavray, C., Vettenburg, N., Pauwels, L., & Brondeel, R. (2013). The impact of societal vulnerability and violent values on self-control in a Belgium sample of youth: A gender comparison. *Journal of Contemporary Criminal Justice*, 29(1), 13-31.

²¹³ Pauwels, L., Vettenburg, N., Gavray, C., & Brondeel, R. (2011) Societal vulnerability and troublesome youth group involvement: The mediating role of violent values and low self-control. *International Criminal Justice Review*, 21(3), 283-296.

²¹⁴ Innamorati, M., & Maniglio, R. (2015). Psychosocial correlates of alcohol use and heavy episodic drinking among Italian adolescents: Data from the Second International Self-Reported Delinquency study. *The American Journal on Addictions*, 24, 507–514.

²¹⁵ Back, S., Soor, S., & LaPrade, J. (2018). Juvenile hackers: An empirical test of self-control theory and social bonding theory. *International Journal of Cybersecurity Intelligence and Cybercrime*, 1(1), 40-55.

²¹⁶ For example: Näsi, M., Aaltonen, M., & Kivivuori, J. (2016). Youth hate crime offending: The role of strain, social control and self-control theories. *Journal of Scandinavian Studies in Criminology and Crime Prevention*, 17(2), 177-184.

²¹⁷ For example: Manzoni, P., & Schwarzenegger, C. (2019). The influence of earlier parental violence on juvenile delinquency: The role of social bonds, self-control, delinquent peer association and moral values as mediators. *European Journal on Criminal Policy and Research*, 25, 225–239.

²¹⁸ For example: De Buck, A., & Pauwels, L. (2019). Intention to shoplift: On the importance of dimensions of propensity in an integrated informal control/lifestyle model. *European Journal on Criminal Policy and Research*, 25, 297–315.

- Measure impulsivity and risk-seeking
- Test for the existence of impulsivity and risk-seeking as separate dimensions of self-control
- Estimate the reliability of: the impulsivity sub-scale, the risk-seeking sub-scale and the combined self-control scale
- Incorporate the self-control scale as an independent or conditioning variable, either separately or as part of crime propensity, in models of offending and victimization

Items

The ISRD4 questionnaires use the same items to measure impulsivity and risk-seeking that were used in ISRD2 and ISRD3. Items 1–3 measure impulsivity and Items 4–6 measure risk-seeking. The scale is an abbreviated version of Grasmick et al.¹⁹⁹ Note that, while in ISRD2 and ISRD3 a four-point Likert response scale was used, in ISRD4 this has been expanded to a five-point scale to bring it in line with the other Likert scales used in the questionnaire.²²⁰

[I4]* How much do you agree or disagree with the following statements? (*Tick one box for each line*)

[answer options: (1) “fully agree”
 (2) “somewhat agree”
 (3) “neither agree nor disagree”
 (4) “somewhat disagree”
 (5) “fully disagree”]

1. I act on the spur of the moment without stopping to think
2. I do whatever brings me pleasure here and now, even at the cost of some future goal
3. I’m more concerned with what happens to me in the short run than in the long run
4. I like to test myself every now and then by doing something a little risky
5. Sometimes I will take a risk just for the fun of it
6. Excitement and adventure are more important to me than security

5.15 Morality

Background

Some form of morality, or immorality, has for long been seen as a cause of offending behavior. For example, social control theory identifies moral beliefs as one of four elements of social bonding,²²¹ while social learning theory views deviant moral beliefs as a stimulus to the violation of the law.²²² For its part, neutralization theory proposes that delinquents hold to conventional moral standards while at the same time producing excuses and justifications for violating them.²²³

²¹⁹ Forrest, W., Hay, C., Widdowson, A., & Rocque, M. (2019). Development of impulsivity and risk-seeking: Implications for the dimensionality and stability of self-control. *Criminology*, *57*, 512-543.

²²⁰ Compare Longshore, D., Turner, S., & Stein, J. A. (1996). Self-control in a criminal sample: An examination of construct validity. *Criminology*, *34*, 209–228.

²²¹ Hirschi, T. (1969). *Causes of Delinquency*. Berkeley, CA: University of California Press.

²²² Akers, R. (1985). *Deviant Behavior: A Social Learning Approach*. Belmont, CA: Wadsworth.

²²³ Maruna, S., & Copes, H. (2005). What have we learned from five decades of neutralization research? *Crime and Justice*, *32*, 221–320.

Most recently, both general strain theory²²⁴ and situational action theory²²⁵ have posited morality as a component of crime propensity, a construct which mediates between provocations or temptations to crime and subsequent offending behavior. In general strain theory, propensity is an additive combination of variables such as beliefs regarding crime, self-control, social support, and association with criminal peers. In situational action theory, propensity arises from the interaction between self-control and personal morality, but of the two, morality is seen as the more important variable: self-control only comes into play when morality is weak.

Morality has been broadly conceptualized as beliefs, emotions or identity, and measured accordingly.²²⁶ Beliefs are cognitive judgments about right and wrong behavior which are expressed as principles, attitudes, values or rationalizations. They are often measured by asking respondents 'how wrong' they think a deviant behavior is,^{227 228} but can also be captured through other forms of reasoning.²²⁹ Empirical studies consistently report a significant link between moral beliefs and offending behavior.^{230 231} The emotions most frequently studied in relation to crime are shame and guilt, the former linked to the perception of a defective self, the latter to defective behavior.²³² It is the anticipation of shame and guilt which could dissuade offending behavior, and it is typically measured by asking respondents whether they would feel ashamed if caught committing one or more crimes,²³³ or – less frequently – if they feel guilty because of having committed them.²³⁴ A more positive moral emotion is empathy, the ability to share the feelings of another, which is thought to encourage prosocial behavior.²³⁵ Once again, empirical studies consistently report a significant link between anticipated guilt or shame and offending,^{225 231 233 234} and between empathy and prosocial behavior.²³⁶ Morality has also been explored in relation to

²²⁴ Agnew, R. (2013). When criminal coping is likely: An extension of General Strain Theory. *Deviant Behavior*, 34(8), 653-670.

²²⁵ Wikström, P.-O., Oberwittler, D., Treiber, K., & Hardie, B. (2012). *Breaking Rules: The Social and Situational Dynamics of Young People's Urban Crime*. Oxford, UK: Oxford University Press.

²²⁶ Stets, J., & Carter, M. (2012). A theory of the self for the sociology of morality. *American Sociological Review*, 77(1), 120-140.

²²⁷ For example, Menard, S., & Elliott, D. (1994). Delinquent bonding, moral beliefs, and illegal behavior: A three-wave panel model. *Justice Quarterly*, 11(2), 173-188.

²²⁸ For example, McLean, K., & Wolfe, S. (2016). A sense of injustice loosens the moral bind of law: Specifying the links between procedural injustice, neutralizations, and offending. *Criminal Justice and Behavior*, 43(1), 27-44.

²²⁹ Ishoy, G. (2017). Exploring morality as a mediator of the association between parenting practices and violent and property offending among a sample of juvenile delinquents. *Crime & Delinquency*, 63(2), 113-136.

²³⁰ Teijón, M., & Birkbeck, C. (2019). Victimization, crime propensity, and deviance: A multinational test of General Strain Theory. *Journal of Contemporary Criminal Justice*, 35(4), 410-430.

²³¹ Svensson, R., Pauwels, L., Weerman, F. (2017) The role of moral beliefs, shame and guilt in criminal decision making: An overview of theoretical frameworks and empirical results. In W. Bernasco, J.-L. van Gelder, & H. Elffers, (Eds.) *The Oxford Handbook of Offender Decision Making* (pp. 228–245). Oxford, UK: Oxford University Press.

²³² Tangney, J. (1995). Recent advances in the empirical study of shame and guilt. *American Behavioral Scientist*, 38, 1132–1145.

²³³ For example, Svensson, R., et al. (2013). Moral emotions and offending: Do feelings of anticipated shame and guilt mediate the effect of socialization on offending? *European Journal of Criminology*, 10, 22–39.

²³⁴ Grasmick, H., & Bursik, R. (1990). Conscience, significant others, and rational choice: Extending the deterrence model. *Law and Society Review*, 24, 837–861.

²³⁵ Jolliffe, D., & Farrington, D. (2004). Empathy and offending: A systematic review and meta-analysis. *Aggression and Violent Behavior*, 9, 441-476.

²³⁶ Jolliffe, D., & Farrington, D. (2018). Personality and other individual influences on offending. In D. Farrington, L. Kazemian, & A. Piquero (Eds.) *The Oxford Handbook of Developmental and Life-Course Criminology* (pp. 355-377). Oxford, UK: Oxford University Press.

identity, understood as “a self-conception organized around a set of moral traits”.²³⁷ Moral identity is measured as the degree of alignment with common moral traits, such as honesty, generosity, ruthlessness and selfishness, and has been shown to be significantly associated with both prosocial^{226 237} and antisocial behavior.²³⁸ Finally, it is important to recall that moral emotions can both suppress (shame, guilt) and motivate criminal behavior (see Section 5.17 on revenge).

ISRD Approach and Previous Work

Given the increasing interest in morality and offending behavior,²³⁹ ISRD3 incorporated measures of belief and shame in the standard part of the instrument. An 8-item scale, based closely on tests of situational action theory,²⁴⁰ measured respondents’ beliefs about the wrongness of behaviors such as stealing something small or hitting someone with the idea of hurting them. To measure shame, the instrument similarly followed tests of situational action theory²⁴⁰ and asked respondents how ashamed they would feel in front of their best friend, teacher or parents if caught for shoplifting and assault, or arrested by the police for committing a crime.

Results from ISRD3 show that the belief scale has a good level of reliability, both in single countries^{241 242 243} and for the full sample of countries.^{244 245 246} Evaluations of the shame scale have been fewer but similarly report satisfactory reliability.^{241 242 243} Multivariate analysis has shown that gender (female), age (younger) and the importance attached to the opinions of parents and teachers are significantly associated with the level of personal morality.²⁴¹ Additionally, morality, treated either separately or as part of a measure of propensity, has been shown to be a significant predictor of the variety of delinquent behavior,²⁴³ substance use,²³⁰ the intention to shoplift,²⁴⁷ and socially desirable responding in the survey itself.²⁴⁴ It has also been shown to mediate the effect of

²³⁷ Aquino, K., & Reed, A. II. (2002). The self-importance of moral identity. *Journal of Personality and Social Psychology*, 83(6), 1423–1440.

²³⁸ Herman, S. & Pogarsky, G. (2022). Morality, deterrability, and offender decision making. *Justice Quarterly*, 39, 1-25.

²³⁹ Antonaccio, O., & Tittle, C. (2008). Morality, self-control and crime. *Criminology*, 46(2), 479-510.

²⁴⁰ Wikström, P.-O., & Butterworth, D. (2006). *Adolescent Crime: Individual Differences and Lifestyles*. Cullompton, Devon: Willan Publishing.

²⁴¹ Marshall, I. H., & Marshall, C. (2018). Shame and wrong: Is there a common morality among young people in France, the UK, the Netherlands, Germany, and the USA? In S. Roché & M. Hough (Eds.) *Minority Youth and Social Integration: The ISRD-3 Study in Europe and the US* (pp. 29-60). New York: Springer.

²⁴² De Buck, A., & Pauwels, L. (2019). Exposure to adverse conditions, the moral sense, and involvement in juvenile delinquency and troublesome youth groups. In A. van Looij (Ed.) *The Psychology of Self-control* (pp. 29-74). Hauppauge, NY: Nova Science Publishers.

²⁴³ Kokkalera, S., Marshall, I. H., & Marshall, C. (2020). How exceptional is India? A test of Situational Action Theory. *Asian Journal of Criminology*, 15(3), 195-218.

²⁴⁴ Kammigan, I., Enzmann, D., & Pauwels, L. (2019). Over- and underreporting of drug use: A cross-national inquiry of social desirability through the lens of Situational Action Theory. *European Journal on Criminal Policy and Research*, 25, 273–296.

²⁴⁵ Manzoni, P., & Schwarzenegger, C. (2019). The influence of earlier parental violence on juvenile delinquency: The role of social bonds, self-control, delinquent peer association and moral values as mediators. *European Journal on Criminal Policy and Research*, 25, 225–239.

²⁴⁶ Teijón, M., & Birkbeck, C. (2019). Victimization, crime propensity, and deviance: A multinational test of General Strain Theory. *Journal of Contemporary Criminal Justice*, 35(4), 410-430.

²⁴⁷ De Buck, A., & Pauwels, L. (2019) Intention to shoplift: On the importance of dimensions of propensity in an integrated informal control/lifestyle model. *European Journal on Criminal Policy and Research*, 25, 297–315.

earlier parental violence on offending behavior,²⁴⁵ and of negative life experiences on both offending and involvement in troublesome youth groups.²⁴⁷

Objectives

- Measure moral beliefs and anticipated shame.
- Estimate the reliability of: the moral beliefs sub-scale, the anticipated shame sub-scale and the combined morality scale.
- Incorporate the beliefs sub-scale, the shame sub-scale, or the combined morality scale as an independent or conditioning variable, either separately or as part of crime propensity, in models of offending and victimization.

Items

ISR4 will continue to measure moral beliefs as in ISR3, using an eight-item scale but changing two items in order to include new types of online offending included in the current survey (see Section 5.1). Specifically, moral beliefs about cyber-pornography and hacking in ISR4 replace illegal downloads and burglary in ISR3. Anticipated shaming is measured in relation to two behaviors (shoplifting, online hate crime) and two audiences (best friend, parents).

Moral Beliefs

[I1] How wrong do you think is it for someone of your age to do the following?
(Tick one box for each line)

[answer options: (1) "very wrong"
(2) "wrong"
(3) "a little wrong"
(4) "not wrong at all"]

1. Lie, disobey or talk back to adults such as parents and teachers
- * 2. Knowingly insult someone because of their race, ethnicity or nationality, religion, gender identity, sexual orientation, or for similar reasons
- * 3. Purposely damage or destroy someone else's property
- * 4. Share online an intimate photo or video of someone that he or she did not want others to see
- * 5. Steal something small like a chocolate bar from a shop
- * 6. Hack or break into a private account or computer to acquire data, get control of an account, or destroy data
- * 7. Hit someone with the idea of hurting that person
- * 8. Use a weapon or force to get money or things from other people

Anticipated Shame

[I2] Imagine you were caught shoplifting, would you feel ashamed if ... (*Tick one box for each line*)

[answer options: (1) "very ashamed"
(2) "ashamed"
(3) "somewhat ashamed"
(4) "hardly ashamed"
(5) "not ashamed at all"]

1. ... a close friend found out about it
2. ... your parents found out about it

[I3] Imagine you were discovered sending hurtful messages or comments on social media about someone's race, ethnicity or nationality, religion, gender identity, sexual orientation, or for similar reason. Would you feel ashamed if ... (*Tick one box for each line*)

[answer options: (1) "very ashamed"
(2) "ashamed"
(3) "somewhat ashamed"
(4) "hardly ashamed"
(5) "not ashamed at all"]

1. ... a close friend found out about it
2. ... your parents found out about it

5.16 Perceptions of Violence²⁴⁸

Background

Different people can understand the concept of violence differently. Existing research indicates that people's definitions and perceptions as to what counts as violence vary by socio-demographic and economic status.²⁴⁹ For instance, people with higher education tend to be more inclusive in defining conflicts as violence. In international surveys, it is very likely that the propensity to see conflicts as violence varies across countries and within-country sub-populations. Some crime types, such as those related to sexual behaviors and the domestic sphere, may have undergone stronger conceptual shifts than others.²⁵⁰

The theoretical roots of the study of violence perceptions go back to the sociologist Emile Durkheim. He saw definitional sensitivity to see behaviors as crimes as a social and historical variable. In his famous thought experiment on the 'society of saints', he predicted that a crime drop would expand societal notions of violence to 'compensate' for the loss. By contrast, an increase in crime should be associated with a contraction of the violence concepts.²⁵¹ In international comparison, this suggests that countries with low crime rates should have high

²⁴⁸ J. Kivivuori, I. H. Marshall, C. Birkbeck, D. Enzmann, A. Markina, & M. Stekete (2022). Perceptions of violence. *International Self-Report Delinquency (ISRD4) Study Protocol: Background, Methodology and Mandatory Items for the 2021/2022 Survey*. Boston, MA: ISRD Technical Report #4.

²⁴⁹ Kivivuori, J. (2014). Understanding trends in personal violence: Does cultural sensitivity matter? In M. Tonry (Ed), *Why Crime Rates Fall, and Why they Don't. Crime and Justice, Volume 43* (pp.289–340). Chicago, IL: University of Chicago Press.

²⁵⁰ Lynch, J. P., & Addington, L. A. (2015). Crime trends and the elasticity of evil: Has a broadening view of violence effected our statistical indicators? *Crime and Justice, 44*, 297-331.

²⁵¹ Durkheim, E. (2014 [1895]). *The Rules of Sociological Method* (transl. by W. D. Halls). New York: Free Press.

violence perception sensitivity, while countries with high crime rates should have low violence perception sensitivity. Analogously, we can predict that perceived discrimination is particularly high in egalitarian and affluent contexts, where people become sensitive to such phenomena.

From the point of view of methodology, the study of the propensity to perceive conflicts as violence is especially important in cross-national comparative research. This is so because sensitivity can influence responding to violence and crime items in a survey. Therefore, the ISRD4 study enables researchers to study the international variation of violence perception, and assess whether propensity to perceive conflicts as violence impacts responses to the other parts of the ISRD4 survey. The methodological importance of this research theme extends beyond the survey itself, since definitional differences can be used in the interpretation of official crime statistics internationally and within countries.

An examination of hate crime responses in ISRD3 indicated that youths in developed countries often reported physical appearance as triggering what they considered as hate crime.²⁵² This suggests that lay semantics of crime and violence do not necessarily overlap with legal definitions of protected identities.

ISRD Approach and Previous Work

The perceptions of violence theme is new to ISRD and therefore no previous research based on ISRD data exists. ISRD2 had a five-item violence attitudes scale, with items such as “a bit of violence is part of the fun”, and while that scale captured pro-violence views, the new sensitivity scale focuses on the gray zone between sub-violent conflict and violence.

Objectives

We aim at describing variation in violence perception propensity, and at explaining variation with reference to key predictors. ISRD4 explores questions such as:

- Cross-national and individual variation in propensity to perceive interactions as violence
- To study the Durkheimian hypothesis that low crime rates are linked to high sensitivity, and high crime rates to low sensitivity
- How subjective discrimination perception varies by country and individual levels, net of victimization experiences
- Is there a positive correlation between violence and discrimination perception sensitivity and the Human Development Index?²⁵³
- If and how violence and discrimination perception sensitivity impacts the way young people respond to self-report surveys of offending and victimization

²⁵² Kivivuori, J. (2015). *Hate Crime in Europe and Beyond: Moving towards ISRD3 Based Comparative Analysis* (Paper presented at the annual conference of the American Society of Criminology, Washington DC).

²⁵³ United Nations Development Programme, <http://hdr.undp.org/en/content/human-development-index-hdi>

Items

The ISRD4 contains direct and indirect measures that can be used in the study of violence perception sensitivity.

Direct Measure of Violence Perception

[K1]* If a young person did this, would you regard it as violence? (*Tick one box for each line*)

[*answer options:* (1) "no"
(2) "yes, to some extent"
(3) "yes, to a large extent"
(4) "yes, absolutely"]

1. Sharing online an intimate photo or video of someone that he or she did not want others to see
2. Standing in the doorway, knowingly blocking another person from passing
3. Touching another person on the shoulder without his/her permission
4. Texting, sharing or posting hurtful comments about somebody's race or ethnicity
5. Purposely excluding someone from an online group
6. Hitting another person without causing injury
7. Threatening someone on social media

The violence perception scale was created by the steering committee for use in ISRD4. The main purpose of item wording is to describe borderline incidents, which would trigger variation in responses. It is not meaningful to ask, for instance, whether knife use is seen as violence; the items are therefore intended to capture interactions which are in the 'gray zone'. One of the items (hitting without injury) is intentionally a relatively serious conflict, anchoring the scale to a continuum from non-physical to physical conflicts. Two items (Standing in the doorway and Hitting without injury) are adapted from the *Finnish National Crime Victim Survey*.²⁵⁴ The cyber-crime items are adapted from the work of Shapka and Maghsoudi.²⁵⁵

Indirect Measures of Violence Perception

Several other variables can be used to probe sensitivity to perceive interactions as violent or otherwise criminal. For example, items of the subjective discrimination questions [M1]* to [M4]* likely capture personal sensitivity to see interactions as grievance-related (see Sections 5.11 and 5.19).

[M1.1]* I feel part of a group of people that is treated unfairly in [**this country**]

[M4.3]* The group to which I belong is being discriminated against

In the follow-up [M2]*, asking about reasons for discrimination, all identity aspects can be related to sensitivity, 'physical appearance' and 'other' in particular. Generally, the discrimination questions cannot be interpreted as capturing only incidents which would be interpreted as crimes by the police or the courts. The relevant hypothesis could be that subjective discrimination perceptions are particularly prevalent in affluent and low-crime countries with a cultural emphasis

²⁵⁴ Kivivuori 2014, op. cit.

²⁵⁵ Shapka & Maghsoudi (2017). Examining the validity and reliability of the cyber-aggression and cyber-victimization scale. *Computers in Human Behavior*, 69, 10-17.

on equality. This could be assessed by examining the association of discrimination perception and the Human Development Index, for instance.

Many of the main victimization and offending questions in ISRD4 are designed to be ‘perception-resistant’, so that responding would not be affected by cultural sensitivities. For instance, assault victimization and offending questions are anchored to the criterion of injury. In spite of this, some follow-up questions can be used as indirect measures of perception. [P8] allows us to examine how many of the assault victims did not need to seek any medical assistance (see Section 5.2). [Q6] allows us to examine how many of the hate violence victims did not suffer physical injuries (see Section 5.2). It is thus possible to examine the follow-ups by asking how willing the respondents were to report comparatively non-serious incidents.

5.17 Revenge²⁵⁶

Background

Revenge motives are highly relevant for violence and crime causation. Prior research indicates that a considerable proportion of violent offenses among youth are motivated by revenge.²⁵⁷ The role of revenge motivation is salient also in property destruction, and exists to a lesser degree in other crime types as well. Youths commit revenge-related crimes to avenge for themselves, and to avenge for their friends and relatives. Thus, revenge can be altruistic in the sense that offenders take revenge for others, serving as avengers for something that happened to their friends or relatives. Multiple criminological theories predict that revenge is involved in crime causation. Such theories can be divided into those dealing with ultimate and proximate causation, respectively.

Ultimate causation sees retributive moral emotions as human universals, which have evolved to support costly punitive actions serving deterrent functions. This meta-theoretical framework, based on evolutionary criminology, sees human social cognition as ‘hard-wired’ to revenge potential, as an adaptation to ancestral rather than present environments.²⁵⁸ However, while retributive moral emotions are human universals, the extent to which cultural norms condone them, or acting them out, are cross-national variables. Theories predicting or explaining such cultural or individual variation pertain to proximate causation of revenge propensity. In this domain, one of the key assets is criminological learning theory, which sees revenge behavior as connected to learned values and attitudes supporting revenge.²⁵⁹

²⁵⁶ J. Kivivuori, I. Haen Marshall, C. Birkbeck, D. Enzmann, A. Markina & M. Stekete (2022). Revenge. *International Self-Report Delinquency (ISRD4) Study Protocol: Background, Methodology and Mandatory Items for the 2021/2022 Survey*. Boston, MA: ISRD Technical Report #4.

²⁵⁷ Kivivuori, J., Savolainen, J. & Aaltonen, M. (2016). The Revenge Motive in Delinquency. *Acta Sociologica*, 59(1), 69–84.

²⁵⁸ Westermarck, E (1898) The Essence of Revenge. *Mind*, 7(27), 289–310; Eisner, M. (2011). Human evolution, history and violence: An introduction. *British Journal of Criminology*, 51(3), 473–478; McCullough, M. E., Kurzban, R., & Tabak, B. A. (2012). Cognitive systems for revenge and forgiveness. *Behavioral and Brain Sciences*, 36(1), 1–15; Kivivuori et al. (2014), op. cit.

²⁵⁹ Nisbett, R. E. & Cohen, D. (1996). *Culture of Honor: The Psychology of Violence in the South*. Boulder, CO: Westview Press.

Furthermore, even in countries or regions where culture supports retaliation, not all individuals are equally likely to take revenge. Some of the differences can be explained by general strain theory. Research in that tradition has shown that coping with adversity through retaliation can be a situationally successful strategy.²⁶⁰ Men who are exposed to severe environmental adversity as children are more prone to retaliate in iterated games.²⁶¹ As a response to strain, including victimization, revenge is a key mechanism explaining the overlap of victimization and offending in conventional²⁶² and cyber-crime.²⁶³

Street offenders face continuous threats in their environment, supporting revenge behavior as deterrence against competitors and informers.²⁶⁴ Threat perception is likely to correlate with revenge potential, and to be elevated in locations where crime is high and life-expectancy low.²⁶⁵ Learning theoretical approaches can be connected to a deterrence projection mechanism, as in Nisbett and Cohen's classic explanation of the culture of violence in the American South.²⁵⁹ They postulated that revenge was originally a cultural adaptation to deter theft, but continued to modernity as an independent cultural tradition. Research among youths in highly pacified Nordic welfare states strongly indicates that revenge motives do not disappear with the highest known levels of societal pacification and equality,²⁵⁷ likely testifying to the recalcitrance of ultimate revenge causation.

ISRD Approach and Previous Work

Revenge has not been a topical focus in ISRD. The ISRD2 scale of pro-violence attitudes included a single item on retaliation: "If somebody attacks me, I will hit him/her back". In ISRD3, shame measures were included. Shame can be seen as an inner-directed moral emotion. In ISRD4, we indirectly extend the study of moral emotions (see Section 5.15) when focusing on revenge, which can be seen as the result of an outwards-directed moral emotion, such as anger.

Objectives

We aim at describing variation in revenge-motivated youth crime, and to study revenge attitudes as risk factors for offending and victimization. ISRD4 explores questions such as:

- Are youths from different countries more or less prone to pro-revenge attitudes?
- Is youth crime more often linked to revenge motives in some countries than in others?

²⁶⁰ Brezina T (2000) Delinquent problem-solving: An interpretive framework for criminological theory and research. *Journal of Crime and Delinquency*, 37(1), 3–30.

²⁶¹ McCullough M. E., Pedersen, E. J., Schroder, J. M., Tabak, B. A., & Carver, C. S. (2013). Harsh child-hood environmental characteristics predict exploitation and retaliation in humans. *Proceedings of the Royal Society B*, 280, 2012-2104.

²⁶² Aaltonen, M., Kivivuori, J., & Kuitunen, L. (2018). Short-term temporal clustering of police-reported violent offending and victimization: Examining timing and the role of revenge. *Criminal Justice Review*, 43, 309-324.

²⁶³ Räsänen, P., Hawdon, J., Holkeri, E., Keipi, T., Näsi, M., & Oksanen, A. (2016). Targets of online hate: Examining determinants of victimization among young Finnish Facebook users. *Violence and Victims*, 31(4), 708-725.

²⁶⁴ Jacobs B. A., & Wright, R. (2006). *Street Justice: Retaliation in the Criminal Underworld*. New York: Cambridge University Press.

²⁶⁵ Anderson, E. (1997) Violence and the inner-city street code. In J. McCord (Ed.), *Violence and Childhood in the Inner City* (pp.1–30). Cambridge, MA: Cambridge University Press; Wilson, M., & Daly, M. (1997). Life expectancy, economic inequality, homicide, and reproductive timing in Chicago neighborhoods. *British Medical Journal*, 314, 26, 1271-1274.

- What is the cross-national prevalence and role of altruistic revenge?
- Are pro-revenge attitudes associated with victimization?
- Are pro-revenge attitudes associated with offending?
- Is offending-victimization overlap explained by revenge-related interactions?
- Are revenge motives and revenge propensity elevated in contexts of risky environments?

Items

Revenge motivation in youth crime can be studied in two different ways: by studying pro-revenge attitudes and their links to offending and victimization, or by asking whether a specific offense was motivated by revenge. ISRD4 uses both kinds of questions.

Vengeance Scale

We use the vengeance scale originally created by Stuckless and Goranson,²⁶⁶ and validated and cross-culturally tested by Coelho et al. (2018).²⁶⁷ Item [L1.6]* probes the attention of the respondents and together with item [G4.5]* (see Section 5.11) it can be used for a measure of attentiveness by recoding the ‘correct’ answers to 1 (= attentive) and the wrong answers to 0 (= inattentive).

[L1]* How much do you agree or disagree with the following statements? (*Tick one box for each line*)

[answer options: (1) “fully agree”
 (2) “somewhat agree”
 (3) “neither agree nor disagree”
 (4) “somewhat disagree”
 (5) “fully disagree”]

1. It's not worth my time or effort to pay back someone who has wronged me
2. It is important for me to get back at people who have hurt me
3. There is nothing wrong in getting back at someone who has hurt you
4. I don't just get mad, I get even
5. I am not a vengeful person
6. Please mark “fully agree” for this line (to check you're not a robot)

Follow-Up Questions on Revenge

Selected follow-up variables include questions about revenge motivation. We ask assault *victims* whether the assailant was getting revenge for something the respondent had done before.

[P3] Was the assailant looking for revenge for something you had done or said before, or something the assailant claimed you had done or said? (*Choose one of the following answers*)

- No
- Yes
- I don't know

²⁶⁶ Stuckless, N., & Goranson, R. (1992). The Vengeance Scale: Development of a measure of attitudes toward revenge. *Journal of Social Behavior and Personality*, 7(1), 25–42.

²⁶⁷ Coelho, G. L. H., Monteiro, R. P., Hanel, P. H. P., Vilard, R., Gouveia, V. V., & Maio, G. R. (2018). Psychometric parameters of an abbreviated vengeance scale across two countries. *Personality and Individual Differences*, 120, 185–192.

From the *offender* perspective, we ask about a possible revenge motive for several offenses: weapon carrying [S3.5–S4]*, assault [T2–T3], intimate posting on the web [U5–U6], and hacking [V2.5]*. The questions first ask if the motive was revenge, and then ask for specification concerning for whom the revenge was committed. This is important because it is known that people can take out revenge on others in an altruistic manner (see also Section 5.1).

[S3]* Why did you carry a weapon? (*Check all that apply*)

- To feel like I belong
- For self-protection
- To attack another person or group
- To defend an neighbourhood from intruders
- To get revenge on someone for something they had done

[S4]* Were you getting revenge for something that happened to you, or for someone else? (*Check all that apply*)

- For myself
- For my friend/s
- For my family and kin
- For my community
- For someone else. For whom?

(*specify:*) _____

- Other (*specify:*) _____

[T2] When you did this, were you getting revenge for something the person had done or said before? (*Choose one of the following answers*)

- No, it was not about revenge
- Yes, I got revenge ... (*Check all that apply*)

[T3]

- For myself
- For my friend/s
- For my family and kin
- For my community
- For someone else. For whom?

(*specify:*) _____

5.18 Migration

Background

In today's globalized world the flow of people across borders creates countries that are less homogeneous, more culturally diverse, more fragmented, and less culturally integrated. This is seen most clearly in the Western world, with the flows of migrants from the global south to the north, introducing large numbers of migrants and refugees from societies with different cultural, ethnic, religious or political norms and values. This has made migrants, including political and economic refugees, an important and politically charged topic of debate among politicians and

the public. An important task for social scientists is to use objective data-driven assessments of the differences between migrant youth and their native counterparts.²⁶⁸

Most of the available empirical research has focused on migration experiences in the western, more prosperous countries. In most western countries, young people with a migrant background are over-represented when it comes to problematic behavior such as juvenile crime, early school leaving and victimization.^{269 270 271 272} In public and political debate, the cause is often sought in a lack of social connection with, and integration into, society. However, earlier international research has shown that some countries offer better experiences than others for young people with a migrant background, for example in terms of school performance and well-being, but also in the prevention of delinquent behavior.^{269 273 274}

ISRD Approach and Previous Work

The ISRD project includes questions about migrant background as part of its basic socio-demographic questions. The proportion of first-generation immigrants was very similar in the samples for ISRD2 (6.8%) and ISRD3 (6.5%), whereas the proportion of second-generation immigrants increased from 15.4% in ISRD2 to 19.7% in ISRD3. Of course, there are significant differences in the proportion of immigrant youth (compared to native-born) in the different samples across the participating countries.

In many of the analyses with ISRD2 and ISRD3 data, migrant status (i.e., being born in another country, or having foreign-born parents) was included as a control variable.²⁷⁵ Furthermore, ISRD2 data show that young migrants tend to commit a greater number of minor as well as serious offenses than native-born adolescents, but the differences are not large. Analysis of the international sample shows that, generally, delinquent involvement is not substantially different for first-generation and second-generation migrant youth although there are significant differences between countries.²⁷⁶

²⁶⁸ Marshall I. H., Marshall C. E. (2018) Norms, values, and education: How different are immigrant youth from native youth? Insights from the third International Self-Report Delinquency Study (ISRD3). In H. Kury, S. Redo (Eds.), *Refugees and Migrants in Law and Policy* (pp. 165-190). New York: Springer.

²⁶⁹ Junger-Tas, J., Marshall, I. H., Enzmann, D., Killias, M., Steketee, M., & Gruszczyńska, B. (Eds.) (2010). *Juvenile Delinquency in Europe and Beyond: Results of the Second International Self-Report Delinquency Study*. Dordrecht: Springer.

²⁷⁰ Junger-Tas, J. (2012) Delinquent behaviour in 30 countries. In J. Junger-Tas, I. H. Marshall, D. Enzmann, M. Killias, M. Steketee, & B. Gruszczyńska, *The Many Faces of Youth Crime: Contrasting Theoretical Perspectives on Juvenile Delinquency Across Countries and Cultures*. New York: Springer.

²⁷¹ Roché, S. & Hough, M. (Eds.) (2018) *Minority Youth and Social Integration: The ISRD-3 Study in Europe and the US*. Cham: Springer.

²⁷² Van der Gaag, R. (2019) The crime-immigration nexus: Cultural alignment and structural influences in self-reported serious youth delinquent offending among migrant and native youth. *Journal of Contemporary Criminal Justice*, 35, 431-460.

²⁷³ Fossati, F. (2011) The effect of integration and social democratic welfare states on immigrants' educational attainment: A multilevel estimate. *Journal of European Social Policy*, 21, 391-412.

²⁷⁴ Killias, M. (1989) Criminality Among second-generation immigrants in Western Europe: A review of the evidence. *Criminal Justice Review*, 14, 13-42.

²⁷⁵ For example, Junger-Tas, J., Enzmann, D., Steketee, M., & Marshall, I. H. (2012). Concluding observations: The big picture. In J. Junger-Tas, I. H. Marshall, D. Enzmann, M. Killias, M. Steketee, & B. Gruszczyńska, *The Many Faces of Youth Crime. Contrasting Theoretical Perspectives on Juvenile Delinquency across Countries and Cultures* (pp. 329-353). New York: Springer.

ISRD data have been used to test hypotheses regarding differences in the values and moral rules of native-born youth and their migrant counterparts,²⁶⁸ the bonding of migrant youth with their parents, school, teacher or neighborhood,²⁷⁷ and procedural justice,²⁷⁸ among other topics. The findings tend to conclude that the differences between countries are more important than the within-country differences between migrant and native-born adolescents.

Analysis of ISRD data shows that migrant status (measured by country of birth) is a useful variable, but it only partly taps into the more general sociological concept of ‘minority’ (i.e., defined in terms of relative power, visibility, stereotyping and discrimination). See Section 5.19 on Minority Groups and Identity for further discussion.

Objectives

The ISRD4 survey includes items measuring migration to:

- Describe the relationship between immigration status and adolescents’ social context (family, friends, school, neighborhood), and how it varies within and between countries
- Analyze the relationship between migration status and offending, and how it varies between and within countries, and between first- and second-generation immigrants
- Analyze the relationship between migration status and victimization, and how it varies between and within countries, and between first- and second-generation immigrants
- Develop cross-culturally appropriate measures of the social integration of migrant youth

Items

Immigrant Status

To measure immigrant status, we ask the country of birth of both the adolescent and the parents. This allows us to differentiate between first- and second-generation immigrants. These questions have been shown to be valid indicators of migration status.²⁷⁹ ISRD4 has added a question about the age at which the youth arrived in the country (see [C5] below).

Since the most frequent countries of migrant origin differ for each receiving country, the first five options to the question “what country were you/mother/father born in”? [C4, C7, C9] will be country-specific. For example, for the US, this would be Mexico, China, India, Philippines, and El Salvador. For Brazil, it would be Portugal, Japan, Paraguay, Bolivia and Italy, based on national

²⁷⁶ Junger-Tas, J. (2012). Delinquent behaviour in 30 countries. In J. Junger-Tas, I. H. Marshall, D. Enzmann, M. Killias, M. Steketee, & B. Gruszczyńska, *The Many Faces of Youth Crime. Contrasting Theoretical Perspectives on Juvenile Delinquency across Countries and Cultures* (pp. 69-93). New York: Springer.

²⁷⁷ Steketee, M. & Aussums, C. (2018). ‘Less social bonding, more problems?’ An international perspective on the behaviour of (migrant) youth. In S. Roché, & M. Hough (Eds.), *Minority Youth and Social Integration: The ISRD-3 Study in Europe and the US* (pp 61-81). New York: Springer.

²⁷⁸ For example, Roux, G. (2018). Perception of police unfairness amongst stigmatized groups: The impact of ethnicity, Islamic affiliation and neighbourhood. In S. Roché & M. Hough (Eds.), *Minority Youth and Social Integration* (pp. 193-218): Springer.

²⁷⁹ Inchley, J., Currie D, A, C., & Samdal O, C. (Eds.) (2018). Section 5.15: Migration. In *Health Behaviour in School-Aged Children (HBSC) Study Protocol: Background, Methodology and Mandatory Items for the 2017/2018 Survey*. St. Andrews, UK: CAHRU.

estimates.²⁸⁰ Individual cities may differ from the national profile, and the national team may adjust the list of countries as desired. In contrast to previous sweeps, in ISRD4 we provide a computer-generated list of countries, rather than asking the respondent to write the name of the country as an open-ended item.

[C3]* Were you born in [insert the name of your country]?

- Yes
- No

[C4] *If no*, what country were you born in?

- [Most popular country 1]
- [Most popular country 2]
- [Most popular country 3]
- [Most popular country 4]
- In another country (*write in*): _____

[C5] If you were not born in this country, how old were you when you came here?
_____ years old

[C6]* Was your mother born in this country?

- Yes
- No

[C7] *If no*, what country was your mother born in?

- [Most popular country 1]
- [Most popular country 2]
- [Most popular country 3]
- [Most popular country 4]
- In another country (*write in*): _____
- I don't know

[C8]* Was your father born in this country?

- Yes
- No

[C9] *If no*, what country was your father born in?

- [Most popular country 1]
- [Most popular country 2]
- [Most popular country 3]
- [Most popular country 4]
- In another country (*write in*): _____
- I don't know

Language Spoken at Home

Language spoken at home is an indicator of the degree of integration of immigrants into their host countries.²⁸¹ ISRD4 uses the same question to measure this variable as in previous sweeps. National teams should insert the most frequently spoken language in their country to make answering the question easier, see also Section 5.19 (Minority Identity and Discrimination).

²⁸⁰ <https://esa.un.org/migmgprofiles/indicators/files/Brazil.pdf>

²⁸¹ OECD, & European Union. (2015). *Indicators of Immigrant Integration 2015: Settling*. Paris, FR: OECD Publishing. Retrieved from <http://dx.doi.org/10.1787/9789264234024-en>

[C11] What language do you MOST OFTEN speak with the people in your home?

- [Most popular country 1]
- [Most popular country 1]
- I don't know

Cross-Ethnic Friendships

Friendships with peers are extremely important for many adolescents. Research indicates that racial or ethnic similarity is a significant determinant in the choice of friends.²⁸² Frequently, migrants differ ethnically or racially from the native population. In ethnically diverse countries, where cross-ethnic friendships are more common, such friendships may be used as an indicator of integration of the newer immigrant groups into society, see also Section 5.10 (Friends and Leisure Time) and Section 5.19 (Minority Identity and Discrimination).

[G8] How many How many of your close friends are from a different racial or ethnic background than you are?
(Please enter "0" if none of your close friends are from a different racial or ethnic background)
_____ close friends

5.19 Minority Identity and Perceived Discrimination

Background

Most societies have groups that occupy: (a) a marginal social position (in terms of employment, education, housing, political influence), and (b) a distinct ethnic-cultural position, characterized by self-identification and shared customs and negatively affected by prejudice and stereotyping.²⁸³ Sociologists refer to these groups as 'minorities', not because of their size, but because of their lack of power. Frequently, minority status refers to racial or ethnic groups (e.g. African Americans in the US), or immigrants (Moroccans in the Netherlands). There are also other groups that fall under the 'minority' category – because of their lack of power, and vulnerability to prejudice and discrimination – such as LGBTQ+ individuals, women, religious minorities, and the disabled. However, it is typically migrants and racial and ethnic groups that are most commonly viewed as criminal threats, present in police statistics, objects of police violence, and victims of crime. This is generally true across nations.²⁸⁴ Adolescents and young adults have been of particular interest in the huge amount of research on the minority group/crime nexus.^{285 286 287 288 289}

²⁸² Chen, X., & Graham, S. (2017). Same-ethnic, interethnic, and interracial friendships among Asian early adolescents. *Journal of Research on Adolescence*, 27, 705-713.

²⁸³ Van Amersfoort, H., & Penninx, R. (1994). Regulating migration in Europe: The Dutch experience, 1960–92. *The ANNALS of the American Academy of Political and Social Science*, 534, 133-146.

²⁸⁴ Marshall, I. H. (Ed.) (1997). *Minorities, Migrants, and Crime: Diversity and Similarity Across Europe and the United States*. Thousand Oaks, CA: Sage.

²⁸⁵ Malone, G., Pillow, D., & Osman, A. (2012). The General Belongingness Scale (GBS): Assessing achieved belongingness. *Personality and Individual Differences*, 52(3), 311-316.

²⁸⁶ Roché, R. & Hough, M. (Eds.) (2018). *Minority Youth and Social Integration: The ISRD-3 Study in Europe and the US*. New:York Springer.

²⁸⁷ Salmi, V., Kivivuori, J., & Aaltonen, M. (2015). Correlates of immigrants youth crime in Finland. *European Journal of Criminology*, 12(6), 681-699.

ISRD Approach and Previous Work

Migrant status – as measured by the ISRD – is a very useful variable, but it taps only part of the general sociological concept of ‘minority’ (defined in terms of relative power, stereotyping, and discrimination).^{290 291 292 293 294 295} Therefore, ISRD3 included a new question designed to measure self-identification as belonging to a ‘minority group’. This question was country-specific, that is, each country was asked to provide its own definition of what constitutes a minority group. For example, in Estonia it was the Russians, in the Netherlands the Moroccans, Turkish, and Surinamese, and in the US African Americans, Asian Americans, Native Americans, and Latinos. In some other countries, language or religion defined the minority group. A number of countries decided not to include this question. Analysis of the ISRD3 data on minority group membership proved challenging, partly because of missing data (question not asked), and partly because of the ambiguity of interpretation.

For ISRD4 we have modified and expanded the item measuring self-identification as belonging to a ‘minority group’, by using an objective criterion (i.e., being discriminated against), and two follow-up questions. For the ISRD4 sweep, we introduce identity theory as an interesting perspective on the link between self-identification with a minority group and offending.²⁹⁶

Research shows that many young people with a migrant background feel that they are systematically pushed away in society, seen as different and treated differently. This happens in day-to-day interaction, in the media and in statements by politicians or on the social media. This creates a process where young people will identify with others in the same situation. The concept of identity is key in the explanation for the formation of street gangs and in the radicalization process of young people. Establishing an identity is a major developmental task in adolescence

²⁸⁸ Roché, S & Hough, M. (2018). How relations to institutions shape youth integration: Ethno-religious minorities, national contexts and social cohesion. In R. Roché & M. Hough (Eds.), *Minority Youth and School Integration: The ISRD-3 Study in Europe and the US* (pp. 1-27). New York: Springer.

²⁸⁹ Killias, M. (2011). *Immigration and Crime: The European Experience* (EU-US Immigration Systems 2001/19). Florence: EUI.

²⁹⁰ Steketee, M. & Aussums, C. (2018). ‘Less social bonding, more problems?’ An international perspective on the behaviour of (migrant) youth. In R. Roché & M. Hough (Eds.), *Minority Youth and School Integration: The ISRD-3 Study in Europe and the US* (pp 61-81). New York: Springer.

²⁹¹ Haen Marshall, I. & Marshall, C. E. (2018). Shame and Wrong: Is there a common morality among young people in France, UK, the Netherlands, Germany and the US? In R. Roché & M. Hough (Eds.), *Minority Youth and School Integration: The ISRD-3 Study in Europe and the US* (pp. 29-60). New York: Springer.

²⁹² Enzmann, D., & Kammigan, I. (2018). Parental violence, deprivation and migrant background. In R. Roché & M. Hough (Eds.), *Minority Youth and School Integration: The ISRD-3 Study in Europe and the US* (pp. 61-81). New York: Springer.

²⁹³ Gaag, S. van der., & Steketee, M. (2018). Direct and indirect influences of school system on youth delinquent offending among migrant and native-born students. In R. Roché & M. Hough (Eds.), *Minority Youth and School Integration: The ISRD-3 Study in Europe and the US* (pp. 137-167). New York: Springer.

²⁹⁴ Roux, G. (2018). Perception of police unfairness amongst stigmatized groups: the impact of ethnicity, Islamic affiliation and neighbourhood. In R. Roché & M. Hough (Eds.), *Minority Youth and School Integration: The ISRD-3 Study in Europe and the US* (pp 193-217). New York: Springer.

²⁹⁵ Farren, D. & Hough, M. (2018). Teenagers’ perceptions of legitimacy and break the law: the impact of migrant and ethnic minority status preparedness to. In R. Roché & M. Hough (Eds.), *Minority Youth and School Integration: The ISRD-3 Study in Europe and the US* (pp 193-217). New York: Springer.

²⁹⁶ La Barbera, M. (Ed.) (2019). *Identity and Migration in Europe: Multidisciplinary Perspectives*. New York: Springer.

and emerging adulthood.²⁹⁷ If we want to understand the over-representation of migrant youth in problematic behavior, we have to look at how they deal with hybrid and multiple identities, to what extent they feel accepted by society and how strongly they have a sense of belonging. According to recent studies, second- and third-generation youth need help from their family and the community to find their place in their country, to support their sense of belonging to the community and to improve their social position. Besides, several scholars have demonstrated that the perception of discrimination is a key influencing factor in the low perception of belongingness.²⁹⁸

Objectives

The ISRD4 survey includes items on minority identification and perceived discrimination to:

- Describe minority identification and its variations within and across countries and regions
- Describe the correlates of minority identification
- Analyze the relationship between minority status and delinquency and victimization between and within countries
- Study the processes, mechanisms and dynamics behind the relationship between minority status and delinquency and victimization of youth and the influence of sense of belonging and feelings of discrimination

Items

Minority Identity

ISRD4 uses 'unfair treatment' as the defining criterion for the concept of 'minority group'. Measurement of (1) whether one feels part of a minority, and (2) if so, what kind of minority group is done in three steps. First, we use the first item of the General Belongingness Scale (GBS) developed by Malone et al.²⁹⁹ to see if the respondent feels part of a group that is treated unfairly [M1.1]* (for psychometric properties of the GBS, see section below). Second, for those who either fully agree or somewhat agree, there is a follow-up question [M2]* to ask the kind of minority group, with multiple response categories. Third, for those who respond with more than one answer to [M2]*, there is a follow-up question asking for the most important category [M3]*.

²⁹⁷ Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55(5), 469-480.

²⁹⁸ Hurtado, S., & Carter, D. F. (1997). Effects of college transition and perceptions of the campus racial climate on Latino students' sense of belonging. *Sociology of Education*, 70(4), 324-345.

²⁹⁹ Malone, G. P., Pillow, D. R., & Osman, A. (2012). The General Belongingness Scale (GBS): Assessing achieved belongingness. *Personality and Individual Differences*, 52, 311–316.

[M1]* How much do you agree or disagree with the following statements? (*Tick one box for each line*)

[*answer options:* (1) “fully agree”
 (2) “somewhat agree”
 (3) “neither agree nor disagree”
 (4) “somewhat disagree”
 (5) “fully disagree”]

1. I feel part of a group of people that is treated unfairly in [*this country – add country name*]
2. I feel part of this country
3. I feel part of the residents of my neighborhood
4. I feel part of the inhabitants of my city
5. I feel part of a group people who share the same belief / religion as me

[M2]* You said you belong to a group of people that is treated unfairly. What kind of group is it? You may pick more than one answer. Is this treatment based on your ... (*Check all that apply*)

- Race or ethnicity
- Nationality
- Religion
- Sexual orientation
- Gender identity
- Physical appearance
- Political or social opinions
- Being poor
- Other (specify:) _____

[M3]* If you have selected several categories while answering the previous question, which of them is the most important? (*Choose one of the following answers*)

- Race or ethnicity
- Nationality
- Religion
- Sexual orientation
- Gender identity
- Physical appearance
- Political or social opinions
- Being poor
- Other (specify:) _____

Sense of Belonging (GBS)

We measure the sense of belonging using the General Belongingness Scale (GBS)²⁹⁹ which has a high reliability: Coefficient $\alpha = .95$ and AIC = .62 (M= 69.4, SD = 14.1). As explained in the previous section, we use the first item of this scale as a filter question to determine self-identification with a group that is treated unfairly (i.e., a minority group). All respondents will answer the five questions of the GBS [M1]* before the follow-up questions [M2]* and [M3]* are asked of those who agreed fully or somewhat with belonging to a group that is treated unfairly.

Perceived Discrimination

Because of the importance of feelings of exclusion and differential treatment among minority groups, ISRD4 includes a 4-item scale to measure perceived discrimination,³⁰⁰ which in a recent study showed a Cronbach's alpha of 0.95.³⁰¹

[M4]* How much do you agree or disagree with the following statements? (*Tick one box for each line*)

[*answer options:* (1) "fully agree"
(2) "somewhat agree"
(3) "neither agree nor disagree"
(4) "somewhat disagree"
(5) "fully disagree"]

1. I think the group to which I belong is worse off than other people in this country
2. It makes me angry when I think of how my group is treated in comparison to other groups in this country
3. The group to which I belong is being discriminated against
4. If I compare the group to which I belong with other groups in this country, I think we are treated unfairly

5.20 Perceived Detection Risks

Background

We acquire attitudes and beliefs about the law, legal authorities, and legal institutions through our interactions, both personal and vicarious, with police, courts, and other legal actors.³⁰² This process of legal socialization is of particular importance during adolescence when the sense of morality develops significantly and interactions with criminal justice agencies are becoming more likely.³⁰³ The police are the visible face of the legal system, and a positive evaluation of the police will contribute to the internalization of legal rules, and thus compliance with the law.³⁰⁴ Consistent with this view, procedural justice theories state that criminal justice institutions should pursue fair and respectful processes as the surest strategy for building trust in justice, and thus institutional legitimacy and compliance with the law.³⁰⁵

The deterrence perspective, on the other hand, emphasizes effective crime control through certain, swift, and proportionate punishment. Preventing crime through the threat of legal sanctions has been a mainstay of crime control for centuries. In this view, it is assumed that offenders rationally calculate the costs and benefits of committing a crime, and that crime is

³⁰⁰ Van den Bos, K., Loseman, A., & Doosje, B. (2010). *Waarom jongeren radicaliseren en sympathie krijgen voor terrorisme: Onrechtvaardigheid, onzekerheid en bedreigde groepen*. The Hague: Boom Juridische Uitgevers.

³⁰¹ Pauwels, L., & De Waele, M. (2014). Youth involvement in politically motivated violence: Why do social integration, perceived legitimacy, and perceived discrimination matter? *International Journal of Conflict and Violence*, 8(1), 134-153.

³⁰² Tapp, J. L., & Levine, F. J. (1974). Legal socialization: Strategies for an ethical legality. *Stanford Law Review*, 27(1), 1-72.

³⁰³ Fagan, J., & Tyler, T. (2005). Legal socialization of children and adolescents. *Social Justice Research*, 18(3), 217-241.

³⁰⁴ Trinkner, R., & Tyler, T. (2016). Legal socialization: Coercion versus consent in an era of mistrust. *Annual Review of Law and Social Science*, 12(1), 417-439.

³⁰⁵ Walters, G., & Bolger, P. (2019). Procedural justice perceptions, legitimacy beliefs, and compliance with the law: a meta-analysis. *Journal of Experimental Criminology*, 15(3), 341-372.

purposeful, and committed with the intention of benefiting the offenders.³⁰⁶ Rational choice theories recommend that situations be changed to increase the perceived effort and risk in committing crime, reduce the perceived benefits, and therefore alter the offender's decision-making process and subsequent behavior.³⁰⁷ Thus, the deterrence perspective stresses the importance of subjective perceptions (of risk) rather than the objective likelihood of getting caught and punished.

ISRD Approach and Previous Work

The ISRD project asks about adolescents' contacts with the police, reporting victimizations to the police, and police knowledge of selected offending behaviors, all self-reported measures of experiences rather than perceptions (see Section 5.3 on Contacts with the Police). ISRD3 included a sweep-specific Procedural Justice module focusing on perceptions. This module measured trust in justice (trust in the police, trust in effectiveness, trust in procedural fairness) and institutional legitimacy (obligation to obey, moral alignment, trust in legality), modeled after questions used in the European Social Survey.³⁰⁸

Analysis of 27 countries that were part of ISRD3 showed that procedural justice theory does apply to adolescents, with notable variations between countries.³⁰⁹ A surprising finding was that there is an inverse relationship between reporting to the police and trust in the police.³¹⁰ Spanish data report that adolescents who perceive the police as legitimate report fewer offenses.³¹¹

ISRD4 includes a sweep-specific new module focusing on deterrence. There is a large volume of research on the relationship between offending and perceived risk of apprehension and punishment.³¹² However, since there is rather little data on how perceived risk relates to cyber-crime, ISRD4 includes a measure of perceptions of risk of apprehension and punishment for computer crime.

Objectives

The ISRD4 project objectives with regard to including the perception of risks of committing computer crime are to:

³⁰⁶ Bernard, T. J., Snipes, J. B., & Gerould, A. L. (2010). *Vold's Theoretical Criminology*. New York (6th ed.): Oxford University Press.

³⁰⁷ For example, Clarke, R. V. G. (1997). *Situational Crime Prevention: Successful Case Studies*. Guilderland, NY (2nd ed.): Harrow and Heston.

³⁰⁸ See Marshall, I. H., Enzmann, D., Hough, M., Killias, M., Kivivuori, J., & Steketee, M. (2013). *International Self-Report Delinquency Questionnaire 3 (ISRD3). Background Paper to Explain ISRD2-ISRD3 Changes*. <https://isrdstudy.org/data-documentation/>

³⁰⁹ Farren D., Hough M., Murray K., & McVie, S. (2018). Trust in the police and police legitimacy through the eyes of teenagers. In R. Roché & M. Hough (Eds.), *Minority Youth and School Integration: The ISRD-3 Study in Europe and the US* (pp. 167–192). Cham: Springer.

³¹⁰ Enzmann, D., Kivivuori, J., Marshall, I. H., Steketee, M., Hough, M., & Killias, M. (2018). *A Global Perspective on Young People as Offenders and Victims. First Results from the ISRD3 Study*. New York: Springer.

³¹¹ Baz Cores, O., & Fernández-Molina, E. (2022). An empirical approach to the study of legal socialization in adolescence. *European Journal of Criminology*, 19, 237–258.

³¹² For example, Loughran, T., Paternoster, R., Piquero, A., & Pogarsky, G. (2011). On ambiguity in perceptions of risk: Implications for criminal decision making and deterrence. *Criminology*, 49, 1029-1061.

- Describe the cross-national variations in perceived risk of criminal detection and punishment for computer crime
- Analyze the socio-demographic and family-, school-, and peer-related correlates of perceived risks of committing computer crimes
- Test hypotheses related to the link between perceived risk of criminal detection and punishment for computer crime and online offending
- Test hypotheses related to the link between perceived risk of criminal detection and punishment for computer crime and online victimization

Instrument

The instrument has been adapted from the Anticipated Formal Sanctions Scale³¹³ by rephrasing items about the anticipated celerity and certainty of detection as well as the anticipated seriousness of punishment [O1.1-O1.4]* and by adding an item about the perceived willingness of victims to report computer crime to the police [O1.5]*.

[O1]* How much do you agree or disagree with the following statements about dealing with computer crime? (*Tick one box for each line*)

[answer options: (1) “fully agree”
 (2) “somewhat agree”
 (3) “neither agree nor disagree”
 (4) “somewhat disagree”
 (5) “fully disagree”]

1. Computer crimes are quickly discovered by the police
2. The police have the software and skills to catch people who commit computer crimes
3. If I committed a computer crime, there would be a good chance that the police would catch me
4. The punishments for computer crimes are serious
5. The victim of a computer crime will report it to the police

5.21 Integrity Questions

Background and Objectives

To address the well-known issue of social desirability bias in prevalence measures of self-reported delinquency³¹⁴ the ISRD3 questionnaire contained specific items to estimate the prevalence of offending while controlling for response bias due to socially desirable responding. The method used the crosswise model³¹⁵ (CM), a variant of the randomized response technique (RRT) that has been proposed to elicit less socially desirable responses to sensitive questions. Results from the ISRD3 study showed that the estimates of self-reported offending using the indirect method of the CM were substantially higher than the prevalence rates obtained by a direct question.³¹⁶ Additionally, the country-specific differences between prevalence rates measured as the gap

³¹³ Bossler, A. M. (2019). Perceived formal and informal sanctions on the willingness to commit cyber attacks against domestic and foreign targets. *Journal of Crime and Justice*, 42, 599–615.

³¹⁴ Tourangeau, R., & Yan, T. (2007). Sensitive questions in surveys. *Psychological Bulletin*, 133, 859–883.

³¹⁵ Jann, B., Jerke, J. & Krumpal, I. (2012). Asking sensitive questions using the crosswise model: An experimental survey measuring plagiarism. *Public Opinion Quarterly*, 76, 32–49.

between estimates of the indirect and direct method could be used as a measure of socially desirable responding on the country level. However, results also showed, that about 15–20% of the respondents did not sincerely answer the questions used to measure self-reported delinquency using the CM, partly due to the rather complicated instructions that are necessary to explain this method.³¹⁷ Additionally, recent studies showed that the CM does not perform as well as was originally expected.³¹⁸

Therefore, in the ISRD4 study we will replace the method of the CM by using the item count technique (ICT),^{319 320} another variant of the RRT. The general idea of the ICT is the same as for all RRT: The respondents can feel protected when answering a sensitive question by hiding their answer behind ‘noise’. Through the ICT, respondents are randomly divided into two groups: A list of non-focal items is presented to one group, while the same list which additionally contains a key sensitive item is presented to the other group. Respondents are asked not to answer each item separately but simply to count the number of items to which their answer is ‘yes’. By comparing the number of positively answered items across two groups the percentage of respondents answering ‘yes’ to the sensitive item can be estimated.

Note that using this simple method, only half of the respondents will receive the item list containing the sensitive item. To increase the number of respondents that receive the list with the sensitive item, two parallel item lists can be used such that the sensitive item is presented to both groups. This is achieved by placing the key sensitive item in two different lists of non-focal items. Thus, both groups are asked to answer two lists of items, one containing the sensitive item and another containing only non-focal items.

In contrast to the CM, the ICT requires no complicated instruction. However, the statistical efficiency of the ICT is even less than the already low efficiency of the CM, such that for a given sample size the confidence intervals of estimates of the ICT are even wider. Therefore, one should use two sets or parallel lists as described above.

The sensitive item included in the ICT refers to shoplifting. In addition to this method of estimating the prevalence of shoplifting controlling for socially desirable responding, the ISRD4 questionnaire uses a single item [J15]* to directly assess the willingness of respondents to admit shoplifting in this survey – allowing a comparison of the findings to those of the ICT. The question

³¹⁶ Enzmann, D., Kivivuori, J., Marshall, I. H., Steketee, M., Hough, M., & Killias M. (2018). *A Global Perspective on Young People as Offenders and Victims: First Results from the ISRD3 Study*. New York: Springer.

³¹⁷ Enzmann, D. (2016). Die Anwendbarkeit des Crosswise-Modells zur Prüfung kultureller Unterschiede sozial erwünschten Antwortverhaltens: Implikationen für seinen Einsatz in internationalen Studien zu selbstberichteter Delinquenz. In S. Eifler & F. Faulbaum (Hrsg.), *Methodische Probleme von Mixed-Mode-Ansätzen in der Umfrageforschung* (S. 239-277). Wiesbaden: Springer VS.

³¹⁸ Höglinger, M., & Diekmann, A. (2017). Uncovering a blind spot in sensitive question research: False positives undermine the crosswise-model RRT. *Political Analysis*, 25, 131–137.

³¹⁹ Glynn, A. N. (2013). What can we learn with statistical truth serum? Design and analysis of the list experiment. *Public Opinion Quarterly*, 77(S1), 159–172.

³²⁰ Krumpal, I., Jann, B., Auspurg, K., & von Hermann, H. (2015). Asking sensitive questions: A critical account of the randomized response technique and related methods. In U. Engel, B. Jann, P. Lynn, A. Scherpenzeel, & P. Sturgis (Eds.), *Improving Survey Methods: Lessons from Recent Research* (pp. 122–136). New York: Routledge.

is an adapted version of the ‘honesty question’ used in several sweeps of the European School Survey Project on Alcohol and Other Drugs (ESPAD)³²¹ which was also used in the ISRD3 study and asked whether respondents would admit the use of marijuana/cannabis. Results from the ISRD3 study showed that the proportion of respondents that would definitely not admit marijuana use (had they used it) varied substantially between countries (from 6.5% in Finland to 45.7% in Indonesia).³²² Because the ‘honesty question’ is measured at the level of the individual (in contrast to the ICT) it can be used to statistically control for socially desirable responding in models explaining delinquent behavior on the individual level.

The ICT has already been applied to study hate crime victimization³²³ and criminal behavior,³²⁴ but never in cross-cultural studies of self-reported delinquency. Similar to the CM in the ISRD3 study, we expect that it will allow not only a better estimate of the ‘true’ prevalence of shoplifting but also an estimate of the differences in socially desirable responding at the level of countries by using the gap between prevalence estimates using the ICT and the direct question about shoplifting (see item [J3]*). Thus, it supplements the honesty question and allows cross-validation of the interpretation of both measures.

Instruments

Honesty Question

The ‘honesty question’ asks whether respondents would admit shoplifting if they had committed the offense. The question is placed immediately following the module asking about life-time and last-year self-reported delinquency of various offenses (see Section 5.1). Note that in combination with the direct answer about shoplifting in the previous section of the questionnaire, the answer option “I already said I did it” can be used to construct an index of inconsistency.

[J15]* Finally, imagine you had shoplifted, do you think that you would have said so in this survey?
(Choose one of the following answers)

- Definitely yes
- Probably yes
- Probably not
- Definitely not
- I have already said that I shoplifted

³²¹ Hilbell, B., Guttormsson, U., Ahlström, S., Balakireva, O., Bjarnason, T., Kokkevi, A., & Kraus, L. (2012). *The 2011 ESPAD Report: Substance Use of Among Students in 36 European Countries*. Stockholm: The Swedish Council for Information on Alcohol and Drugs.

³²² Enzmann et al. (2018), pp. 8–9 and p. 25 (see Footnote 316)

³²³ Rayburn, N. R., Earleywine, M., & Davison, G. C. (2003). Base rates of hate crime victimization among college students. *Journal of Interpersonal Violence, 18*, 1209–1221.

³²⁴ Tsuchiya, T., Hirai, Y., & Ono, S. (2007). A study of the properties of the item count technique. *Public Opinion Quarterly, 71*, 253–272.

³²⁵ Wimbush, J. C., & Dalton, D. R. (1997). Base rate for employee theft: Convergence of multiple methods. *Journal of Applied Psychology, 82*, 756–763.

Items for the Item Count Technique (ICT)

The ICT with parallel lists (two for the randomly chosen group A and two for the randomly chosen group B) is incorporated as the last set of questions at the end of the ISRD4 questionnaire. If a national module is used in a participating country, the ICT module should still be placed at the very end of the questionnaire.

Both lists contain four non-focal items, two common and two rare experiences each (i.e., items that presumably more than 90% and less than 10% of the respondents, respectively, will answer with 'yes'). Additionally, the second of each set contains the key sensitive item asking whether the respondents shoplifted during the previous year. The non-focal items were chosen such that they are applicable in a wide range of different cultures.

[Group A]

[W2]* Please look at the four questions below. How many would you answer with a "yes"?

- Did you ever have a disagreement with someone you live with?
- Did you ever choose to share a bit of something tasty you really like?
- In the last year, have you observed someone being robbed?
- In the last year, did you help a blind person crossing the street?

Count of questions (from 0 to 4) you answer with YES:

_____ questions

[W3]* Again, look at the five questions below. How many would you answer with a "yes"?

- Have you ever lost something very important to you?
- Did you ever try to console an unhappy person?
- In the last year, have you stolen something from a shop or department store?
- In the last year, have you talked to a police officer?
- Have you ever appeared in a TV show?

Count of questions (from 0 to 5) you answer with YES:

_____ questions

[Group B]

[W4]* Please look at the four questions below. How many would you answer with a "yes"?

- Have you ever lost something very important to you?
- Did you ever try to console an unhappy person?
- In the last year, have you talked to a police officer?
- Have you ever appeared in a TV show?

Count of questions (from 0 to 4) you answer with YES:

_____ questions

[W5]* Again, look at the five questions below. How many would you answer with a “yes”?

- Did you ever have a disagreement with someone you live with?
- Did you ever choose to share a bit of something tasty you really like?
- In the last year, have you stolen something from a shop or department store?
- In the last year, have you observed someone being robbed?
- In the last year, did you help a blind person crossing the street?

Count of questions (from 0 to 5) you answer with YES:

_____ questions

5.22 Capturing the Survey Situation

Although the standard and preferred ISRD protocol requires that the school-based sample questionnaire is completed at school (see Section 3.6), the COVID pandemic has resulted in profound changes in the routine lives of children, including interfering with their regular in-person school attendance. In many cases, schools have occasionally been closed, to be replaced by remote schooling or no schooling at all. In some cases, therefore, the surveys will be completed outside the physical school environment, for example at home (preferably still within the context of regular online learning). In order to gauge the potential impact of outside influences on the responses (such as the presence of parents, or friends when completing the questionnaire), two questions have been added at the very end of the standard school-based survey.

[X1] Where are you completing this survey?

- At school
- At home
- Somewhere else: _____

[X2] Did anybody look at your screen while answering?

- No
- Yes
- Not sure

5.23 Mapping Items Relating to Offending and Victimization

When analyzing offending and victimization, it is often important to include other variables which relate to the same behavior. For example, there is considerable theoretical and policy interest in the overlap between offending and victimization,³²⁶ and in the overlap between online and offline offending and victimization.³²⁷ This not only relates to the overlap between the general characteristics of each (for example, between all types of offline offending and all types of offline victimization) but also to the overlaps for specific types of behavior (for example, between offending and victimization for assault, robbery and so on). Similarly, while some measures of theoretically significant variables, such as moral beliefs, or peers' behaviors, use a general

³²⁶ For example, Berg, M., & Mulford, C. (2020) Reappraising and redirecting research on the victim–offender overlap. *Trauma, Violence, & Abuse*, 21(1), 16-30.

³²⁷ For example, Rokven, J., Weijters, G., Beerthuisen, M., & Van der Laan, A. M. (2018). Juvenile delinquency in the virtual world: Similarities and differences between cyber-enabled, cyber-dependent and offline delinquents in the Netherlands. *International Journal of Cyber Criminology*, 12(1), 27-46.

construct for each (e.g., a moral beliefs scale, a sum of different problem behaviors among peers), it is also possible to conduct behaviorally specific analyses, such as the association between a moral belief regarding shoplifting and whether or not the respondent reports shoplifting.

Table 5 maps the 19 behaviors of interest to the survey in relation to offending, victimization, peers' behavior, moral beliefs and anticipated shame. This allows easy identification of the overlaps between several measures that are available for a specific behavior. Thus, for example, there are several different measures relating to assault (peers, moral beliefs, victimization and offending) and similar opportunities are available for studying online hate speech and intimate posting.

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7 Annexes

There are 11 annexes to this document:

- **Annex 1:** Standard School-Based (SBS) Questionnaire
- **Annex 2:** Short Internet-Sample (IS) Questionnaire, Version A³²⁸
- **Annex 3:** Short Internet-Sample (IS) Questionnaire, Version B³²⁸
- **Annex 4:** ISRD4 Collaboration Agreement
- **Annex 5:** How to Calculate the Check-Number of the Reference Number
- **Annex 6:** School-Based Sampling Strategies
- **Annex 7:** Project Management Checklist
- **Annex 8:** Classroom Data Collection Checklist
- **Annex 9:** Survey Administration Form
- **Annex 10:** Technical Report (Example ISRD3 Finland)
- **Annex 11:** ISRD Guidelines for Authorship

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³²⁸ Note that there is only one online questionnaire of the short IS that includes versions A and B – the questionnaire software will automatically select the respondents to use either Version A or Version B (see Section 3.1, Figure 1).



ISR4 Questionnaire

(12/2021)

Welcome to this international survey conducted by [insert the name of the institution conducting the survey]!

Along with hundreds of other young people in this country and around the world, we are inviting you to tell us about your life, your daily activities, your relationships with others, and any problems you might have..

One of the best ways to understand people is to listen to them. On the following screens you can tell us about your personal experiences and share your opinions. Don't think too much about the items; just answer them spontaneously.

We take our research responsibility seriously

We do not need any personal identifying data from you such as your name, birthday, home address, or your email address. Your parents, teachers or friends won't see your answers. Even our research team will not know who has given what answer. And the survey results are only reported for groups of respondents, not individuals.

1. We guarantee the following:

- Your data will be treated anonymously.
- You can refuse to take part in this survey or withdraw at any time without giving a reason.
- Participation in this study does not expose you to any risks. You will not be shown explicit, sensitive or disturbing material.

For more information about the survey and your participation in it, you can contact the project manager: **[insert name, institution, address, email]**.

2. Please read the following and check one of the boxes.

I confirm that I have been informed about the conditions of participation in this study. I agree that I will take part in the study voluntarily and I have the right to cancel my participation at any time and without giving a reason. If my information is used in a scientific publication, it will be grouped with other people's answers. I have been informed that no personal identifying data will be collected from me. No-one will know what I have answered.

(Choose one of the following answers)

- Yes, I accept the conditions of participation and would like to continue participating.
- No, I do not accept the conditions of participation and would like to cancel my participation now.

Before you start

B1) *Please enter the number which will be shown to you into the fields:*

□ □ □ - □ □ - □ - □ □ □ - □ □

First are some things about yourself

C1) What is your gender?

- Male
- Female
- Non-binary [optional to include]

C2) How old are you?

_____ years (enter your age)

C3) Were you born in [insert the name of your country]?

- Yes
- No

C4) *If no*, what country were you born in?

- [Most popular country 1]
 - [Most popular country 2]
 - [Most popular country 3]
 - [Most popular country 4]
 - In another country (*write in*):
-

C5) If you were not born in this country, how old were you when you came here?

_____ years old

C6) Was your mother born in [insert the name of your country]?

- Yes
- No

C7) *If no*, what country was your mother born in?

- [Most popular country 1]
 - [Most popular country 2]
 - [Most popular country 3]
 - [Most popular country 4]
 - In another country (*write in*):
-

- Don't know

C8) Was your father born in [insert the name of your country]?

- Yes
- No

C9) If no, what country was your father born in?

- [Most popular country 1]
- [Most popular country 2]
- [Most popular country 3]
- [Most popular country 4]
- In another country (write in):

- Don't know

C10) Who do you mainly live with?

Please think of the home where you live all or most of the time and tick the people who live there.

(Check all that apply)

- Mother
- Father
- Partly with my father and partly with my mother
- Stepmother (or father's girlfriend/partner)
- Stepfather (or mother's boyfriend/partner)
- Brother(s) or sister(s)
- Other relatives
- I live in a foster home
- My boyfriend/girlfriend/partner
- My children
- I live on my own
- I live with someone else: _____

C11) What language do you MOST OFTEN speak with the people in your home?

- [dominant language 1 of country]
- [dominant language 2 of country]
- Another language (please specify): _____

C12) Which of the following descriptions comes closest to how you feel about your household's income nowadays?

(Choose one of the following answers)

- Living comfortably on present income
- Coping on present income
- Finding it difficult on present income
- Finding it very difficult on present income
- Don't know

C13) How well-off is your family/household, compared to other families/households in your country?

By family we mean people living in your household.

Much worse off	Worse off	Somewhat worse off	The same	Somewhat better off	Better off	Much better off
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C14) If you compare yourself with other people of your age: do you have more, the same, or less money (pocket money + presents + own earnings, etc.) to spend?

Much less	Less	Somewhat less	The same	Somewhat more	More	Much more
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C15) What is your religion or to which religious community do you belong?

(Choose one of the following answers)

- I do not belong to a religion / religious community
- Christianity *(if checked, choose what branch of Christianity:)*

C16)

- Roman Catholic
- Eastern Orthodox
- Protestant (such as Evangelical, Lutheran, Anglican, etc.)
- Other (specify:) _____
- I don't know

- Judaism

- Islam *(if checked, choose what branch of Islam:)*

C17)

- Sunni Islam
- Shi'ite Islam
- Other (specify:) _____
- I don't know

- Buddhism

- Hinduism

- another religion / religious community (specify:) _____

C18) Some people wear clothes or symbols that can show their religion (such as headscarves, hats, hairstyles, jewellery, tattoos, or any other visible signs). How often do you do that?

(Choose one of the following answers)

- Every day
- More than once a week
- Once a week
- At least once a month
- Only on special holy days
- Less often
- Never

A few more questions about your family

D1) How often do the following statements apply to you?

If, for example, you have both a stepfather and a natural father, answer for the one who is the most important in bringing you up.

(Tick one box for each line)

	Always	Often	Some-times	Rarely	Never	there is no such person
I get along just fine with my father (stepfather)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
I get along just fine with my mother (stepmother)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
I can easily get emotional support and care from my parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I would feel very bad disappointing my parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

D3) How often do the following statements apply to you?

(Tick one box for each line)

	Almost always	Often	Some-times	Rarely	Almost never
An adult at home knows where I am when I go out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An adult at home knows what I am doing when I go out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An adult at home knows what friends I am with when I go out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An adult at home knows what I do on the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D4) Have you ever experienced any of the following?

(Tick one box for each line)

	No	Yes
Death of your father or mother	<input type="checkbox"/>	<input type="checkbox"/>
A very serious illness of one of your parents or someone else close to you	<input type="checkbox"/>	<input type="checkbox"/>
One of your parents has had problems with alcohol or drugs	<input type="checkbox"/>	<input type="checkbox"/>
Your parents have gotten into physical fights with each other	<input type="checkbox"/>	<input type="checkbox"/>
Your parents have had very heated arguments with each other	<input type="checkbox"/>	<input type="checkbox"/>
Your parents have divorced or separated	<input type="checkbox"/>	<input type="checkbox"/>

Some questions about your school and plans for the future

E1) **How strongly do you agree or disagree with the following statements about your school?**

(Tick one box for each line)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
If I had to move I would miss my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most mornings I like going to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our classes are interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a lot of stealing in my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a lot of fighting in my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many things are broken or vandalized in my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a lot of drug use in my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E2) **During the last 12 months, have you skipped school or online classes for at least a whole day without a good reason? If yes, how often?**

No, never

Yes

E3)

If yes, how many times has this happened? _____ times

E4) **How much do you agree or disagree with the following statements about your future?**

(Tick one box for each line)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I see myself going to university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will eventually find a job with a decent wage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I expect to be better off financially than my parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will need social welfare/ financial support from the government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will need financial support from my relatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I see a promising future for myself in this country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Some bad things that sometimes happen to people

F1.	<p>Has anyone <u>ever</u> used a weapon, force or threat of force to get money or things from you?</p>						
<p><input type="radio"/> no <i>If no, continue with question F3.</i></p>							
<p><input type="radio"/> yes</p> <table border="1" data-bbox="438 369 1407 526"> <tbody> <tr> <td data-bbox="438 369 1157 448"> <p>How often has this happened to you in the last 12 months? (enter 0 if never in the last 12 months)</p> </td> <td data-bbox="1157 369 1407 448"> <p>_____ times</p> </td> </tr> <tr> <td data-bbox="438 448 1157 526"> <p>How many of these incidents were reported to the police? (enter 0 if none)</p> </td> <td data-bbox="1157 448 1407 526"> <p>_____ incidents</p> </td> </tr> </tbody> </table>		<p>How often has this happened to you in the last 12 months? (enter 0 if never in the last 12 months)</p>	<p>_____ times</p>	<p>How many of these incidents were reported to the police? (enter 0 if none)</p>	<p>_____ incidents</p>		
<p>How often has this happened to you in the last 12 months? (enter 0 if never in the last 12 months)</p>	<p>_____ times</p>						
<p>How many of these incidents were reported to the police? (enter 0 if none)</p>	<p>_____ incidents</p>						
F3.	<p>Has anyone <u>ever</u> beaten you up or hurt you with a stick, club, knife or gun so badly that you were injured?</p>						
<p><input type="radio"/> no <i>If no, continue with question F5.</i></p>							
<p><input checked="" type="radio"/> yes</p> <table border="1" data-bbox="438 638 1407 795"> <tbody> <tr> <td data-bbox="438 638 1157 716"> <p>How often has this happened to you in the last 12 months? (enter 0 if never in the last 12 months)</p> </td> <td data-bbox="1157 638 1407 716"> <p>_____ times</p> </td> </tr> <tr> <td data-bbox="438 716 1157 795"> <p>How many of these incidents were reported to the police? (enter 0 if none)</p> </td> <td data-bbox="1157 716 1407 795"> <p>_____ incidents</p> </td> </tr> </tbody> </table>		<p>How often has this happened to you in the last 12 months? (enter 0 if never in the last 12 months)</p>	<p>_____ times</p>	<p>How many of these incidents were reported to the police? (enter 0 if none)</p>	<p>_____ incidents</p>		
<p>How often has this happened to you in the last 12 months? (enter 0 if never in the last 12 months)</p>	<p>_____ times</p>						
<p>How many of these incidents were reported to the police? (enter 0 if none)</p>	<p>_____ incidents</p>						
F5.	<p>Has something <u>ever</u> been stolen from you (such as a book, money, mobile phone, sports gear, bicycle ...)?</p>						
<p><input type="radio"/> no <i>If no, continue with question F7.</i></p>							
<p><input type="radio"/> yes</p> <table border="1" data-bbox="438 907 1407 1064"> <tbody> <tr> <td data-bbox="438 907 1157 985"> <p>How often has this happened to you in the last 12 months? (enter 0 if never in the last 12 months)</p> </td> <td data-bbox="1157 907 1407 985"> <p>_____ times</p> </td> </tr> <tr> <td data-bbox="438 985 1157 1064"> <p>How many of these incidents were reported to the police? (enter 0 if none)</p> </td> <td data-bbox="1157 985 1407 1064"> <p>_____ incidents</p> </td> </tr> </tbody> </table>		<p>How often has this happened to you in the last 12 months? (enter 0 if never in the last 12 months)</p>	<p>_____ times</p>	<p>How many of these incidents were reported to the police? (enter 0 if none)</p>	<p>_____ incidents</p>		
<p>How often has this happened to you in the last 12 months? (enter 0 if never in the last 12 months)</p>	<p>_____ times</p>						
<p>How many of these incidents were reported to the police? (enter 0 if none)</p>	<p>_____ incidents</p>						
F7.	<p>Has anyone <u>ever</u> threatened you with violence or committed physical violence against you because of your race, ethnicity or nationality, religion, gender identity, sexual orientation, or for similar reasons?</p>						
<p><input type="radio"/> no <i>If no, continue with question F9.</i></p>							
<p><input checked="" type="radio"/> yes</p> <table border="1" data-bbox="438 1198 1407 1355"> <tbody> <tr> <td data-bbox="438 1198 1157 1276"> <p>How often has this happened to you in the last 12 months? (enter 0 if never in the last 12 months)</p> </td> <td data-bbox="1157 1198 1407 1276"> <p>_____ times</p> </td> </tr> <tr> <td data-bbox="438 1276 1157 1355"> <p>How many of these incidents were reported to the police? (enter 0 if none)</p> </td> <td data-bbox="1157 1276 1407 1355"> <p>_____ incidents</p> </td> </tr> </tbody> </table>		<p>How often has this happened to you in the last 12 months? (enter 0 if never in the last 12 months)</p>	<p>_____ times</p>	<p>How many of these incidents were reported to the police? (enter 0 if none)</p>	<p>_____ incidents</p>		
<p>How often has this happened to you in the last 12 months? (enter 0 if never in the last 12 months)</p>	<p>_____ times</p>						
<p>How many of these incidents were reported to the police? (enter 0 if none)</p>	<p>_____ incidents</p>						
F9.	<p>Has anyone <u>ever</u> threatened you on social media?</p>						
<p><input type="radio"/> no <i>If no, continue with question F11.</i></p>							
<p><input type="radio"/> yes</p> <table border="1" data-bbox="438 1444 1407 1601"> <tbody> <tr> <td data-bbox="438 1444 1157 1523"> <p>How often has this happened to you in the last 12 months? (enter 0 if never in the last 12 months)</p> </td> <td data-bbox="1157 1444 1407 1523"> <p>_____ times</p> </td> </tr> <tr> <td data-bbox="438 1523 1157 1601"> <p>How many of these incidents were reported to the police? (enter 0 if none)</p> </td> <td data-bbox="1157 1523 1407 1601"> <p>_____ incidents</p> </td> </tr> </tbody> </table>		<p>How often has this happened to you in the last 12 months? (enter 0 if never in the last 12 months)</p>	<p>_____ times</p>	<p>How many of these incidents were reported to the police? (enter 0 if none)</p>	<p>_____ incidents</p>		
<p>How often has this happened to you in the last 12 months? (enter 0 if never in the last 12 months)</p>	<p>_____ times</p>						
<p>How many of these incidents were reported to the police? (enter 0 if none)</p>	<p>_____ incidents</p>						
F11.	<p>Has anyone <u>ever</u> shared online an intimate photo or video of you that you did not want others to see?</p>						
<p><input type="radio"/> no <i>If no, continue with question F13.</i></p>							
<p><input type="radio"/> yes</p> <table border="1" data-bbox="438 1736 1407 1953"> <tbody> <tr> <td data-bbox="438 1736 1157 1814"> <p>How often has this happened to you in the last 12 months? (enter 0 if never in the last 12 months)</p> </td> <td data-bbox="1157 1736 1407 1814"> <p>_____ times</p> </td> </tr> <tr> <td data-bbox="438 1814 1157 1892"> <p>How many of these incidents did you report to the police? (enter 0 if none)</p> </td> <td data-bbox="1157 1814 1407 1892"> <p>_____ incidents</p> </td> </tr> <tr> <td data-bbox="438 1892 1157 1953"> <p>How many of these incidents did you report to other adults? (enter 0 if none)</p> </td> <td data-bbox="1157 1892 1407 1953"> <p>_____ incidents</p> </td> </tr> </tbody> </table>		<p>How often has this happened to you in the last 12 months? (enter 0 if never in the last 12 months)</p>	<p>_____ times</p>	<p>How many of these incidents did you report to the police? (enter 0 if none)</p>	<p>_____ incidents</p>	<p>How many of these incidents did you report to other adults? (enter 0 if none)</p>	<p>_____ incidents</p>
<p>How often has this happened to you in the last 12 months? (enter 0 if never in the last 12 months)</p>	<p>_____ times</p>						
<p>How many of these incidents did you report to the police? (enter 0 if none)</p>	<p>_____ incidents</p>						
<p>How many of these incidents did you report to other adults? (enter 0 if none)</p>	<p>_____ incidents</p>						

F13. **Has anyone ever sent you hurtful messages or comments on social media about your race, ethnicity or nationality, religion, gender identity, sexual orientation or for similar reasons?**

no *If no, continue with question F15.*

yes

How often has this happened to you in the last 12 months ? (enter 0 if never in the last 12 months) _____ times
How many of these incidents were reported to the police? (enter 0 if none) _____ incidents
How many of these incidents did you report to other adults ? (enter 0 if none) _____ incidents

F15. **Has your mother or father (or your stepmother or stepfather) ever hit, slapped or shoved you (including as a punishment)?**

no *If no, continue with question F16.*

yes

How often has this happened to you in the last 12 months ? (enter 0 if never in the last 12 months)
--

F16. **Has your mother or father (or your stepmother or stepfather) ever hit you with an object, punched or kicked you forcefully or beaten you up (including as a punishment)?**

no *If no, continue with the next section (Your free time and friends).*

yes

How often has this happened to you in the last 12 months ? (enter 0 if never in the last 12 months) _____ times
--

Your free time and friends

Now, here are some questions about your free time and friends.







G1) Who do you spend MOST of your free time with?

(Choose one of the following answers)

- On my own
- With my family
- With a small group of friends (1-3 friends)
- With a larger group of friends (4 and more)

G2) Think back over the LAST SIX MONTHS: Would you say that most of the time you have been happy?

Most of the time I have been ...

					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
very happy	happy	a bit more happy than unhappy	a bit more unhappy than happy	unhappy	very unhappy

G3) How often do you do the following things when you are not in classes or in school?

(Tick one box for each line)

	Never	Once a week	2-3 times a week	4-6 times a week	Every day
I have a meal with my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I hang around in the street, shopping centres, or the neighborhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I study or do homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I go out to parties in the evenings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a job, I go to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G4) How often do you go online to do the following things?

(Tick one box for each line)

	A few times an hour	About once an hour	A few times a day	A few times a week	Rarely	Never
To look up information for school, study, or work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To play games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To go on the darknet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To use social media (TikTok, Instagram, Snapchat, Facebook, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please mark "Never" for this line (to check you're not a robot)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To visit sites that are for adults only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To gamble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To go online for something else	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G5) **What else are you doing online** (if you ever go online for something else)?

G6) **How many close friends do you have?**

(Please enter "0" if you have no close friends)

_____ **close friends** (go to question **G9** if you did answer with "0")

G7) **How do you keep in touch with them?**

(Choose one of the following answers)

- Only or mainly face-to-face
- Both face-to-face and online
- Only or mainly online

G8) **How many of your close friends are from a different racial or ethnic background than you are?**

(Please enter "0" if none of your close friends are from a different racial or ethnic background)

_____ **close friends**

G9) **How many friends that you only know from the internet do you have?**

(Tick "0" if you have no such internet friends)

0	1	2 – 4	5 – 9	10 – 19	20 – 49	50 – 199	200 – 499	500+
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Things young people sometimes do

Young people sometimes engage in illegal activities. How many **close friends** do you have who have done any of the following?

(either check "no" or fill in the number)

- | | | | |
|----|---|--------------------------|------------------|
| H1 | I have close friends who have stolen things from a shop or store | <input type="radio"/> no | yes, ___ friends |
| H2 | I have close friends who broke into a house or building to steal something | <input type="radio"/> no | yes, ___ friends |
| H3 | I have close friends who have beaten someone up or hurt them badly with something like a stick, club, knife or gun | <input type="radio"/> no | yes, ___ friends |
| H4 | I have close friends who have shared online an intimate photo or video of someone that he or she did not want others to see | <input type="radio"/> no | yes, ___ friends |
| H5 | I have close friends who have hacked or broken into a private account or computer to acquire data, get control of an account, or destroy data | <input type="radio"/> no | yes, ___ friends |

Your Opinion

What do you think about the following?

11) How wrong do you think is it for someone of your age to do the following?

(Tick one box for each line)

	Very wrong	Wrong	A little wrong	Not wrong at all
Lie, disobey or talk back to adults such as parents and teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowingly insult someone because of their race, ethnicity or nationality, religion, gender identity, sexual orientation, or for similar reasons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Purposely damage or destroy someone else's property	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share online an intimate photo or video of someone that he or she did not want others to see	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steal something small like a chocolate bar from a shop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hack or break into a private account or computer to acquire data, get control of an account, or destroy data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hit someone with the idea of hurting that person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use a weapon or force to get money or things from other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12) Imagine you were caught shoplifting, would you feel ashamed if ...

(Tick one box for each line)

	Very ashamed	Ashamed	Somewhat ashamed	Hardly ashamed	Not ashamed at all
... a close friend found out about it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... your parents found out about it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13) Imagine you were discovered sending hurtful messages or comments on social media about someone's race, ethnicity or nationality, religion, gender identity, sexual orientation, or for similar reason. Would you feel ashamed if ...

(Tick one box for each line)

	Very ashamed	Ashamed	Somewhat ashamed	Hardly ashamed	Not ashamed at all
... a close friend found out about it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... your parents found out about it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14) How much do you agree or disagree with the following statements?

(Tick one box for each line)

	Fully agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Fully disagree
I act on the spur of the moment without stopping to think	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do whatever brings me pleasure here and now, even at the cost of some future goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm more concerned with what happens to me in the short run than in the long run	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to test myself every now and then by doing something a little risky	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sometimes I will take a risk just for the fun of it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Excitement and adventure are more important to me than security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15) How much do you agree or disagree with the following statements about your neighborhood?

Neighborhood is the area within a short walking distance (say a couple of minutes) from your home. That is the street you live on and streets, houses, shops, parks and other areas close to your home. When asked about your neighbors think about the people living in this area.

(Tick one box for each line)

	Fully agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Fully disagree
There is a lot of crime in my neighborhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a lot of drug selling in my neighbourhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a lot of fighting in my neighborhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16) How likely is it that adults in your neighborhood would intervene if ...

(Tick one box for each line)

	Fully agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Fully disagree
... someone is spray-painting graffiti on a local building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... there is fighting in front of your house and someone is beaten up or threatened	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... they suspect that a child in the neighborhood is being neglected by its family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

About things young people sometimes do

Young people sometimes do things that are prohibited, for example damaging or stealing another person's property. Some hit and hurt others on purpose (we don't mean situations in which young people play-fight with each other just for fun). What about you?

J1. Have you ever **painted graffiti** on a wall, train, subway or bus without permission?

no
 yes → how many times **in the last 12 months?** ____ times (if never, write "0")

J2. Have you ever **damaged something on purpose**, such as a bus shelter, a window, a car, or a seat in the bus or train?

no
 yes → how many times **in the last 12 months?** ____ times (if never, write "0")

J3. Have you ever **stolen something from a shop** or store?

no
 yes → how many times **in the last 12 months?** ____ times (if never, write "0")

J4. Have you ever **broken into a house or another building to steal something?**

no
 yes → how many times **in the last 12 months?** ____ times (if never, write "0")

J5. Have you ever **stolen a motorbike or car?**

no
 yes → how many times **in the last 12 months?** ____ times (if never, write "0")

J6. Have you ever **used a weapon, force or threat of force to get money or things from someone?**

no
 yes → how many times **in the last 12 months?** ____ times (if never, write "0")

J7. Have you ever **carried a weapon**, such as a stick, club, knife, or gun for your own protection or to attack others?

no
 yes → how many times **in the last 12 months?** ____ times (if never, write "0")

J8. Have you ever taken part in a **group fight** on the street or in another public place, such as a shopping mall or sports stadium?

no
 yes → how many times **in the last 12 months?** ____ times (if never, write "0")

J9. Have you ever **beaten someone up** or hurt someone with a stick, club, knife or gun so badly that the person was injured?

no
 yes → how many times **in the last 12 months?** ____ times (if never, write "0")

J10. Have you ever sold any drugs or helped someone to sell drugs?

no
 yes → how many times **in the last 12 months?** ____ times (if never, write "0")

J11. Have you ever **shared online an intimate photo or video** of someone that he or she did not want others to see?

no

yes

how many times **in the last 12 months**? ____ times (*if never, write "0"*)

J12. Have you ever **sent hurtful messages or comments on social media** about someone's race, ethnicity or nationality, religion, gender identity, sexual orientation, or for similar reasons?

no

yes

how many times **in the last 12 months**? ____ times (*if never, write "0"*)

J13. Have you ever **used the internet, e-mail or social media to dupe or deceive others** (like phishing, selling worthless or illegal things, etc.) in order to make money?

no

yes

how many times **in the last 12 months**? ____ times (*if never, write "0"*)

J14. Have you ever **hacked or broken into a private account or computer** to acquire data, get control of an account, or destroy data?

no

yes

how many times **in the last 12 months**? ____ times (*if never, write "0"*)

J15) **Finally, imagine you had shoplifted, do you think that you would have said so in this survey?**

(Choose one of the following answers)

- Definitely yes
- Probably yes
- Probably not
- Definitely not
- I have already said that I shoplifted

J16) **Have you ever had contact with the police because you did something like one of the things listed above (questions J1 – J14)?**

- No (if no, continue with the section “Violence” – K1)
- Yes

J17) **If yes, which of the following led to your most recent contact with the police?**

(Choose one of the following answers)

- Painting on a wall, train, subway or bus (graffiti) without permission
- Damaging something on purpose
- Stealing something from a shop or store
- Breaking into a building to steal something
- Stealing a motorbike or car
- Using a weapon, force or threat of force to get money or things from someone
- Carrying a weapon, such as a stick, club, knife, or gun
- Taking part in a group fight on the street or in another public place
- Beating someone up or hurt someone with a weapon
- Selling any drugs or helped someone to sell drugs
- Sharing online an intimate photo or video of someone that he or she did not want others to see
- Posting or sharing hurtful messages or comments on social media about someone's race, ethnicity or nationality, religion, gender identity, sexual orientation, or for similar reasons
- Using the internet, e-mail or social media to dupe or deceive others
- Hacking or breaking into a private account or computer to acquire data, get control of an account, or destroy data
- Other (please specify:) _____

J18) **What happened the last time you had contact with the police?**

You can pick more than one category

(Check all that apply)

- The police told my parents
- The police told my school
- The police told social or community services
- I was given a warning by the police/ prosecutor/ the court
- I was punished by the court or a prosecutor
- I was punished by my parents
- something else happened: _____
- nothing happened

Violence

Different people can mean different things when they talk about violence. Next we ask if you see some acts as violence. We are not asking how the law, or adults, see these acts. We wish to know if you personally see these acts as violence.

K1) If a young person did this, would you regard it as violence?

(Tick one box for each line)

	No	Yes, to some extent	Yes, to a large extent	Yes, absolutely
Sharing online an intimate photo or video of someone that he or she did not want others to see	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standing in the doorway, knowingly blocking another person from passing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Touching another person on the shoulder without his/her permission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texting, sharing or posting hurtful comments about somebody's race or ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Purposely excluding someone from an online group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hitting another person without causing injury	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Threatening someone on social media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Revenge

Some people are quick to take revenge, while others are not. In the next questions, we ask how you feel about revenge.

L1) How much do you agree or disagree with the following statements?

(Tick one box for each line)

	Fully agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Fully disagree
It's not worth my time or effort to pay back someone who has wronged me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important for me to get back at people who have hurt me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is nothing wrong in getting back at someone who has hurt you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't just get mad, I get even	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am not a vengeful person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please mark "Fully agree" for this line (to check you're not a robot)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Belonging

The following items are about how you see yourself and which social group you belong to.

M1) How much do you agree or disagree with the following statements?

(Tick one box for each line)

	Fully agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Fully disagree
I feel part of a group of people that is treated unfairly in [this country - add country name]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel part of this country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel part of the residents of my neighbourhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel part of the inhabitants of my city	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel part of a group people who share the same belief / religion as me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you feel part of a group of people that is treated (somewhat) unfairly in this country, please answer the following questions – otherwise skip them and continue with question M4.

M2) You said you belong to a group of people that is treated unfairly. What kind of group is it?

You may pick more than one answer. Is this treatment based on your ...

(Check all that apply)

- Race or ethnicity
- Nationality
- Religion
- Sexual orientation
- Gender identity
- Physical appearance
- Political or social opinions
- Being poor
- Other (specify:) _____

M3) If you have selected several categories while answering the previous question, which of them is the most important?

(Choose one of the following answers)

- Race or ethnicity
- Nationality
- Religion
- Sexual orientation
- Gender identity
- Physical appearance
- Political or social opinions
- Being poor
- Other (specify:) _____

M4) How much do you agree or disagree with the following statements?

(Tick one box for each line)

	Fully agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Fully disagree
I think the group to which I belong is worse off than other people in this country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It makes me angry when I think of how my group is treated in comparison to other groups in this country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The group to which I belong is being discriminated against	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I compare the group to which I belong with other groups in this country, I think we are treated unfairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Social Media

N1) How well do the following statements describe you?

(Tick one box for each line)

	Not at all 1	2	3	4	Completely 5
In social media, I belong to a community or communities that is an important part of my identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In social media, I belong to a community or communities that I'm proud of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In social media, I prefer interacting with people who are like me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In social media, I prefer interacting with people who share similar interests with me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In social media, I trust the information that is shared with me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In social media, I feel that people think like me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Police Efficiency

O1) How much do you agree or disagree with the following statements about dealing with computer crime?

(Tick one box for each line)

	Fully agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Fully disagree
Computer crimes are quickly discovered by the police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The police have the software and skills to catch people who commit computer crimes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I committed a computer crime, there would be a good chance that the police would catch me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The punishments for computer crimes are serious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The victim of a computer crime will report it to the police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You said earlier that someone had beaten you up or hurt you with a stick, club, knife or gun so that you were injured. Now, think of the last time this happened to you.

P1) **How old were you when this happened to you last time?**

_____ years

P2) **Who attacked you?**

(Choose one of the following answers)

- My brother or sister
- Another person that I knew
- Someone I didn't know

P3) **Was the assailant looking for revenge for something you had done or said before, or something the assailant claimed you had done or said?**

(Choose one of the following answers)

- No
- Yes
- I don't know

P4) **What was the assailant's national background?**

(Choose one of the following answers)

- Nationality of this country
- Other national background

P5) *If other national background:* What nationality? (Choose one of the following answers)

- [Most popular nationality1]
- [Most popular nationality1]
- [Most popular nationality1]
- [Most popular nationality1]
- [Most popular nationality1]
- Other nationality (*please write:*) _____
- I don't know

P6) **Did the assailant use or carry any kind of weapon when they attacked you?**

(Choose one of the following answers)

- No weapon / I did not see any weapon
- Yes

If yes: What kind of weapon? (Choose one of the following answers)

- P7)
- Air gun / air rifle
 - Firearm
 - Knife or other sharp instrument
 - Blunt instrument
 - Another weapon

P8) Did you seek medical help or professional mental support because of this incident?

(Check all that apply)

- No
- Yes, medical help
- Yes, professional mental support (like psychologist, social worker, religious support)

P9) As far as you know, did this incident become known to the police?

(Choose one of the following answers)

- No
- Yes
- I don't know

You said earlier that someone had threatened you with violence or committed physical violence against you because of your race, ethnicity or nationality, religion, gender identity, sexual orientation, or for similar reasons.

Think again of the time when this happened to you last time. If there was more than one, think of the person who was most actively involved.

Q1) How old were you when this happened to you last time?

_____ years

Q2) What was the reason that person threatened or attacked you?

(Check all that apply)

- My race or ethnic background
- My nationality
- My religion
- My sexual orientation
- My gender identity
- My physical appearance
- My political or social opinions
- For being poor
- Other (specify:) _____

Q3) If you have selected several categories while answering the previous question, which is the most important reason?

(Choose one of the following answers)

- My race or ethnicity
- My nationality
- My religion
- My sexual orientation
- My gender identity
- My physical appearance
- My political or social opinions
- For being poor
- Other (specify:) _____

Q4) Was this online or face-to-face?

(Choose one of the following answers)

- Online
- Face-to-face

Q5) What did the person do?

(Check all that apply)

- They threatened me with violence
- They hit me or used some other kind of violence against me

Q6) Were you physically injured in this incident?

(Choose one of the following answers)

- No
- Yes

Q7) What was his or her national background?

(Choose one of the following answers)

- Nationality of this country
- Other national background

Q8) If other national background: What nationality? (Choose one of the following answers)

- [Most popular nationality1]
- [Most popular nationality1]
- [Most popular nationality1]
- [Most popular nationality1]
- [Most popular nationality1]
- Other nationality (*please write:*) _____
- I don't know

Q9) As far as you know, did this incident become known to the police?

(Choose one of the following answers)

- No
- Yes
- I don't know

You said earlier that someone had sent you hurtful messages or comments on social media about your race, ethnicity or nationality, religion, gender identity, sexual orientation or for similar reasons.

Think again of the time when this happened to you last time. If there was more than one, think of the person who was most actively involved.

R1) How old were you when this happened to you last time?

_____ years

R2) What did that person mainly say hurtful things about?

(Choose one of the following answers)

- My race or ethnicity
- My nationality
- My religion
- My sexual orientation
- My gender identity
- My physical appearance
- My political or social opinions
- For being poor
- Other (*specify:*) _____

R3) As far as you know, did this incident become known to the police?

(Choose one of the following answers)

- No
- Yes
- I don't know

You said earlier that you had carried a weapon, such as a stick, club, knife, or gun.

Think again when you did this last time.

S1) How old were you when you did this last time?

_____ years

S2) What kind of weapon did you carry?

(Check all that apply)

- A stick, club or other blunt object
- A knife or other sharp instrument
- A gun (firearm)
- A chain
- Other (*specify:*) _____

S3) Why did you carry a weapon?

(Check all that apply)

- To feel like I belong
- For self-protection
- To attack another person or group
- To defend an neighbourhood from intruders
- to get revenge on someone for something they had done

S4) Were you getting revenge for something that happened to you, or for someone else?

(Check all that apply)

- For myself
- For my friend/s
- For my family and kin
- For my community
- For someone else. For whom?
(*specify:*) _____
- Other (*specify:*) _____

S5) Did the police ever find out that you carried a weapon?

(Choose one of the following answers)

- No
- Yes
- I don't know

S6) Did you actually ever use this weapon?

(Check all that apply)

- No
- Yes, to threaten somebody
- Yes, I actually hurt somebody

You said earlier that you had beaten someone up or hurt someone with stick, club, knife or gun so badly that the person was injured.

Think again when you did this last time.

T1) **How old were you when you did this last time?**

_____ years

T2) **When you did this, were you getting revenge for something the person had done or said before?**

(Choose one of the following answers)

- No, it was not about revenge
- Yes, I got revenge ...

T3) (Check all that apply)

- For myself
- For my friend/s
- For my family and kin
- For my community
- For someone else. For whom?

(specify:) _____

T4) **Did the police ever get to know about this incident?**

(Choose one of the following answers)

- No
- Yes
- I don't know

You said earlier that you had shared online an intimate photo or video of someone that he or she did not want others to see.

Think again when you did this last time.

U1) **How old were you when you did this last time?**

_____ years

U2) **Was the person in question your current or previous boyfriend/girlfriend?**

- No
- Yes

U3) **What kind of content did you share online?**

(Check all that apply)

- Photo(s) or video(s)
- A message or comment
- Something else

U4) **Was it shared on an open or closed network?**

(Choose one of the following answers)

- It was a closed network (access limited to a group of persons)
- Open network (for everybody to see)

U5) **When you did this, were you getting revenge for something the person had done or said before?**

(Choose one of the following answers)

- No, it was not about revenge
- Yes, I got revenge ...

U6) (Check all that apply)

- For myself
- For my friend/s
- For my family and kin
- For my community
- For someone else. For whom?

(specify:) _____

U7) **Did the police ever get to know about this incident?**

(Choose one of the following answers)

- No
- Yes
- I don't know

You said earlier that you had hacked or broken into a private account or computer to acquire data, get control, or destroy data.

Think again when you did this last time.

V1) **How old were you when you did this last time?**

_____ years

V2) **When you did this the last time, why did you hack or break into a private account or computer?**

(Check all that apply)

- to prove to myself that I have the skills
- because it was fun
- to show that I am really good at beating the system
- for political reasons
- for revenge
- to harm someone or destroy data
- to demonstrate that the system can be hacked
- to make money or get something else of value
- Other (*specify:*) _____

V3) **Did the police ever get to know about this incident?**

(Choose one of the following answers)

- No
- Yes
- I don't know

V4) **When you try to hack or break into a private account or computer, which method(s) do you normally use?**

(Check all that apply)

- SQL-Injection
- RRS-Exploits
- File Inclusion
- Keylogger
- Denial of Service (DoS/DDoS)
- Fake WAP
- Phishing
- Virus, Trojan, etc.
- ClickJacking (UI Redress)
- Cookie Theft
- Bait & Switch (e.g. by buying advertising spaces on websites)
- Social engineering
- Other (*specify:*) _____

V5) **Up to now, how often have you been successful?**

_____ times

V6) **Have you ever been identified by the victim or the police as the person who did the hacking?**

- No
- Yes

V7) *If yes, how many times have you been identified as the person who did the hacking?*

_____ times

Last Questions

Nearly done! Now, the last items in this survey.

W2) **Please look at the four questions below. How many would you answer with a “yes”?**

- Did you ever have a disagreement with someone you live with?
- Did you ever choose to share a bit of something tasty you really like?
- In the last year, have you observed someone being robbed?
- In the last year, did you help a blind person crossing the street?

Count of questions (from 0 to 4) you answer with YES:

_____ questions

W3) **Again, look at the five questions below. How many would you answer with a “yes”?**

- Have you ever lost something very important to you?
- Did you ever try to console an unhappy person?
- In the last year, have you stolen something from a shop or department store?
- In the last year, have you talked to a police officer?
- Have you ever appeared in a TV show?

Count of questions (from 0 to 5) you answer with YES:

_____ questions

Last Questions

Nearly done! Now, the last items in this survey.

W4) Please look at the four questions below. How many would you answer with a “yes”?

- Have you ever lost something very important to you?
- Did you ever try to console an unhappy person?
- In the last year, have you talked to a police officer?
- Have you ever appeared in a TV show?

Count of questions (from 0 to 4) you answer with YES:

_____ questions

W5) Again, look at the five questions below. How many would you answer with a “yes”?

- Did you ever have a disagreement with someone you live with?
- Did you ever choose to share a bit of something tasty you really like?
- In the last year, have you stolen something from a shop or department store?
- In the last year, have you observed someone being robbed?
- In the last year, did you help a blind person crossing the street?

Count of questions (from 0 to 5) you answer with YES:

_____ questions

You are now completing this survey

X1) **Where are you completing this survey?**

- At school
- At home
- Somewhere else: _____

X2) **Did anybody look at your screen while answering?**

- No
- Yes
- Not sure

***Thank you
for sharing your experiences, information and opinions!***

If you feel uneasy about something you have experienced or about some topic raised by this study, it is good to talk about it with an adult you can trust. There are also support services such as ... **[country-specific contact]**



ISR4 Questionnaire

(12/2021)

Welcome to this international survey of [16] to [19] year-olds in [insert name of your country] conducted by [insert the name of the institution conducting the survey]!

Along with hundreds of other young people in this country and around the world, we are inviting you to tell us about your life, your daily activities, your relationships with others, and any problems you might have..

One of the best ways to understand people is to listen to them. On the following screens you can tell us about your personal experiences and share your opinions. Don't think too much about the items; just answer them spontaneously.

Please note that this survey is for [16] to [19] year-olds only.

We take our research responsibility seriously

We do not need any personal identifying data from you such as your name, birthday, home address, or your email address. Your parents, teachers or friends won't see your answers. Even our research team will not know who has given what answer. And the survey results are only reported for groups of respondents, not individuals.

C2) **How old are you?**

_____ years (*enter your age*)

1. We guarantee the following:

- Your data will be treated anonymously.
- You can refuse to take part in this survey or withdraw at any time without giving a reason.
- Participation in this study does not expose you to any risks. You will not be shown explicit, sensitive or disturbing material.

For more information about the survey and your participation in it, you can contact the project manager: **[insert name, institution, address, email]**.

2. Please read the following and check one of the boxes.

I confirm that I have been informed about the conditions of participation in this study. I agree that I will take part in the study voluntarily and I have the right to cancel my participation at any time and without giving a reason. If my information is used in a scientific publication, it will be grouped with other people's answers. I have been informed that no personal identifying data will be collected from me. No-one will know what I have answered.

(Choose one of the following answers)

- Yes, I accept the conditions of participation and would like to continue participating.
- No, I do not accept the conditions of participation and would like to cancel my participation now.

First are some things about yourself

C1) What is your gender?

- Male
- Female
- Non-binary [optional to include]

C3) Were you born in [insert the name of your country]?

- Yes
- No

C6) Was your mother born in [insert the name of your country]?







- Yes
- No
- Don't know

C8) Was your father born in [insert the name of your country]?

- Yes
- No
- Don't know

G2) Think back over the LAST SIX MONTHS: Would you say that most of the time you have been happy?

Most of the time I have been ...

					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
very happy	happy	a bit more happy than unhappy	a bit more unhappy than happy	unhappy	very unhappy

Some bad things that sometimes happen to people

F1.	<p>Has anyone <u>ever</u> used a weapon, force or threat of force to get money or things from you?</p>						
	<p><input type="radio"/> no <i>If no, continue with question F3.</i></p> <p><input type="radio"/> yes</p> <table border="1" data-bbox="438 380 1406 526"> <tbody> <tr> <td data-bbox="438 380 1149 448"> <p>How often has this happened to you in the last 12 months? (enter 0 if never in the last 12 months)</p> </td> <td data-bbox="1149 380 1406 448"> <p>_____ times</p> </td> </tr> <tr> <td data-bbox="438 448 1149 526"> <p>How many of these incidents were reported to the police? (enter 0 if none)</p> </td> <td data-bbox="1149 448 1406 526"> <p>_____ incidents</p> </td> </tr> </tbody> </table>	<p>How often has this happened to you in the last 12 months? (enter 0 if never in the last 12 months)</p>	<p>_____ times</p>	<p>How many of these incidents were reported to the police? (enter 0 if none)</p>	<p>_____ incidents</p>		
<p>How often has this happened to you in the last 12 months? (enter 0 if never in the last 12 months)</p>	<p>_____ times</p>						
<p>How many of these incidents were reported to the police? (enter 0 if none)</p>	<p>_____ incidents</p>						
F3.	<p>Has anyone <u>ever</u> beaten you up or hurt you with a stick, club, knife or gun so badly that you were injured?</p>						
	<p><input type="radio"/> no <i>If no, continue with question F5.</i></p> <p><input type="radio"/> yes</p> <table border="1" data-bbox="438 649 1406 795"> <tbody> <tr> <td data-bbox="438 649 1149 716"> <p>How often has this happened to you in the last 12 months? (enter 0 if never in the last 12 months)</p> </td> <td data-bbox="1149 649 1406 716"> <p>_____ times</p> </td> </tr> <tr> <td data-bbox="438 716 1149 795"> <p>How many of these incidents were reported to the police? (enter 0 if none)</p> </td> <td data-bbox="1149 716 1406 795"> <p>_____ incidents</p> </td> </tr> </tbody> </table>	<p>How often has this happened to you in the last 12 months? (enter 0 if never in the last 12 months)</p>	<p>_____ times</p>	<p>How many of these incidents were reported to the police? (enter 0 if none)</p>	<p>_____ incidents</p>		
<p>How often has this happened to you in the last 12 months? (enter 0 if never in the last 12 months)</p>	<p>_____ times</p>						
<p>How many of these incidents were reported to the police? (enter 0 if none)</p>	<p>_____ incidents</p>						
F11.	<p>Has anyone <u>ever</u> shared online an intimate photo or video of you that you did not want others to see?</p>						
	<p><input type="radio"/> no <i>If no, continue with question F13.</i></p> <p><input type="radio"/> yes</p> <table border="1" data-bbox="438 929 1406 1153"> <tbody> <tr> <td data-bbox="438 929 1149 996"> <p>How often has this happened to you in the last 12 months? (enter 0 if never in the last 12 months)</p> </td> <td data-bbox="1149 929 1406 996"> <p>_____ times</p> </td> </tr> <tr> <td data-bbox="438 996 1149 1075"> <p>How many of these incidents did you report to the police? (enter 0 if none)</p> </td> <td data-bbox="1149 996 1406 1075"> <p>_____ incidents</p> </td> </tr> <tr> <td data-bbox="438 1075 1149 1153"> <p>How many of these incidents did you report to other adults? (enter 0 if none)</p> </td> <td data-bbox="1149 1075 1406 1153"> <p>_____ incidents</p> </td> </tr> </tbody> </table>	<p>How often has this happened to you in the last 12 months? (enter 0 if never in the last 12 months)</p>	<p>_____ times</p>	<p>How many of these incidents did you report to the police? (enter 0 if none)</p>	<p>_____ incidents</p>	<p>How many of these incidents did you report to other adults? (enter 0 if none)</p>	<p>_____ incidents</p>
<p>How often has this happened to you in the last 12 months? (enter 0 if never in the last 12 months)</p>	<p>_____ times</p>						
<p>How many of these incidents did you report to the police? (enter 0 if none)</p>	<p>_____ incidents</p>						
<p>How many of these incidents did you report to other adults? (enter 0 if none)</p>	<p>_____ incidents</p>						
F13.	<p>Has anyone <u>ever</u> sent you hurtful messages or comments on social media about your race, ethnicity or nationality, religion, gender identity, sexual orientation or for similar reasons?</p>						
	<p><input type="radio"/> no <i>If no, continue with question I1.</i></p> <p><input type="radio"/> yes</p> <table border="1" data-bbox="438 1332 1406 1460"> <tbody> <tr> <td data-bbox="438 1332 1149 1400"> <p>How often has this happened to you in the last 12 months? (enter 0 if never in the last 12 months)</p> </td> <td data-bbox="1149 1332 1406 1400"> <p>_____ times</p> </td> </tr> <tr> <td data-bbox="438 1400 1149 1460"> <p>How many of these incidents were reported to the police? (enter 0 if none)</p> </td> <td data-bbox="1149 1400 1406 1460"> <p>_____ incidents</p> </td> </tr> </tbody> </table>	<p>How often has this happened to you in the last 12 months? (enter 0 if never in the last 12 months)</p>	<p>_____ times</p>	<p>How many of these incidents were reported to the police? (enter 0 if none)</p>	<p>_____ incidents</p>		
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<p>How many of these incidents were reported to the police? (enter 0 if none)</p>	<p>_____ incidents</p>						

Your Opinion

What do you think about the following?

11) How wrong do you think is it for someone of your age to do the following?

(Tick one box for each line)

	Very wrong	Wrong	A little wrong	Not wrong at all
Knowingly insult someone because of their race, ethnicity or nationality, religion, gender identity, sexual orientation, or for similar reasons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Purposely damage or destroy someone else's property	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share online an intimate photo or video of someone that he or she did not want others to see	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steal something small like a chocolate bar from a shop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hack or break into a private account or computer to acquire data, get control of an account, or destroy data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hit someone with the idea of hurting that person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use a weapon or force to get money or things from other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14) How much do you agree or disagree with the following statements?

(Tick one box for each line)

	Fully agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Fully disagree
I act on the spur of the moment without stopping to think	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do whatever brings me pleasure here and now, even at the cost of some future goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm more concerned with what happens to me in the short run than in the long run	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to test myself every now and then by doing something a little risky	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sometimes I will take a risk just for the fun of it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Excitement and adventure are more important to me than security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G3) During a typical week, how often do you hang around in the street, shopping centres, or in the neighborhood?

Never	Once a week	2-3 times a week	4-6 times a week	Every day
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G4) How often do you go online to do the following things?

(Tick one box for each line)

	A few times an hour	About once an hour	A few times a day	A few times a week	Rarely	Never
To look up information for school, study, or work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To play games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To go on the darknet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To use social media (TikTok, Instagram, Snapchat, Facebook, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please mark "Never" for this line (to check you're not a robot)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To visit sites that are for adults only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To gamble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To go online for something else	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

About things young people sometimes do

Young people sometimes do things that are prohibited, for example damaging or stealing another person's property. Some hit and hurt others on purpose (we don't mean situations in which young people play-fight with each other just for fun). What about you?

J1. Have you ever painted **graffiti** on a wall, train, subway or bus without permission?

no
 yes → how many times **in the last 12 months?** ____ times (if never, write "0")

J3. Have you ever **stolen something from a shop** or store?

no
 yes → how many times **in the last 12 months?** ____ times (if never, write "0")

J4. Have you ever **broken into a house or another building to steal something?**

no
 yes → how many times **in the last 12 months?** ____ times (if never, write "0")

J7. Have you ever **carried a weapon**, such as a stick, club, knife, or gun for your own protection or to attack others?

no
 yes → how many times **in the last 12 months?** ____ times (if never, write "0")

J8. Have you ever taken part in a **group fight** on the street or in another public place, such as a shopping mall or sports stadium?

no
 yes → how many times **in the last 12 months?** ____ times (if never, write "0")

J9. Have you ever **beaten someone** up or hurt someone with a stick, club, knife or gun so badly that the person was injured?

no
 yes → how many times **in the last 12 months?** ____ times (if never, write "0")

J11. Have you ever **shared online an intimate photo or video** of someone that he or she did not want others to see?

no
 yes → how many times **in the last 12 months?** ____ times (if never, write "0")

J14. Have you ever **hacked or broken into a private account or computer**, to acquire data, get control of an account, or destroy data?

no
 yes → how many times **in the last 12 months?** ____ times (if never, write "0")

J15) **Finally, imagine you had shoplifted, do you think that you would have said so in this survey?**

(Choose one of the following answers)

- Definitely yes
- Probably yes
- Probably not
- Definitely not
- I have already said that I shoplifted

Police Efficiency

O1) How much do you agree or disagree with the following statements about dealing with computer crime?

(Tick one box for each line)

	Fully agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Fully disagree
Computer crimes are quickly discovered by the police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The police have the software and skills to catch people who commit computer crimes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I committed a computer crime, there would be a good chance that the police would catch me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The punishments for computer crimes are serious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The victim of a computer crime will report it to the police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Some more things about yourself

C19) In which region do you live?

(Choose one of the following answers)

- [City 1 where the sample is taken]
- [City 2 where the sample is taken]
- In [insert country], but at a different place
- Other (*please specify:*) _____

C20) Which of these descriptions **best** describes your current situation?

(Choose one of the following answers)

- In education (school/university/training)
- In paid work (employee, self-employed, working for family business)
- Unemployed and actively looking for a job
- Unemployed, wanting a job but not actively looking for a job
- Permanently sick or disabled
- Doing housework, looking after children or other persons
- Compulsory military service
- Other

C21) What is the highest educational level that you have attained? [Response options are country-specific!]

(Choose one of the following answers)

- I have not completed any school type
- Primary/comprehensive/compulsory school
- Secondary: vocational or technical type
- Secondary: academic track, university-preparatory type
- I have completed some other education not listed above

C22) You said that you are currently studying in school or in some other type of educational institution. Which is the school type? [Response options are country-specific!]

(Choose one of the following answers)

- Primary/comprehensive/compulsory school
- Secondary: vocational or technical type
- Secondary: academic track, university-preparatory type
- University of applied science or polytechnic
- University-level education
- I have completed some other education not listed above

C23) Which grade or semester?

_____ (enter grade or semester)

C10) Who do you mainly live with?

Please think of the home where you live all or most of the time and tick the people who live there.

(Check all that apply)

- Mother
- Father
- Partly with my father and partly with my mother
- Stepmother (or father's girlfriend/partner)
- Stepfather (or mother's boyfriend/partner)
- Brother(s) or sister(s)
- Other relatives
- I live in a foster home
- My boyfriend/girlfriend/partner
- My children
- I live on my own
- I live with someone else: _____

C13) How well-off is your family/household, compared to other families/households in your country?

By family we mean people living in your household.

Much worse off	Worse off	Somewhat worse off	The same	Somewhat better off	Better off	Much better off
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Belonging

The following items are about how you see yourself and which social group you belong to.

M1a) How much do you agree or disagree with the following statements?

(Tick one box for each line)

	Fully agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Fully disagree
I feel part of a group of people that is treated unfairly in [this country - add country name]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you feel part of a group of people that is treated (somewhat) unfairly in this country, please answer the following questions – otherwise skip them and continue with question M1b.

M3) You said you belong to a group of people that is treated unfairly. What kind of group is it? Please select the main category. Is this treatment based on your ...

(Choose one of the following answers)

- Race or ethnicity
- Nationality
- Religion
- Sexual orientation
- Gender identity
- Physical appearance
- Political or social opinions
- Being poor
- Other (*specify:*) _____

M1b) How much do you agree or disagree with the following statements?

(Tick one box for each line)

	Fully agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Fully disagree
I feel part of this country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel part of the residents of my neighbourhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel part of the inhabitants of my city	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel part of a group people who share the same belief / religion as me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You said earlier that you had hacked or broken into a private account or computer to acquire data, get control of an account, or destroy data.

Think again when you did this last time.

V1) **How old were you when you did this last time?**

_____ years

V2) **When you did this the last time, why did you hack or break into a private account or computer?**

(Check all that apply)

- to prove to myself that I have the skills
- because it was fun
- to show that I am really good at beating the system
- for political reasons
- for revenge
- to harm someone or destroy data
- to demonstrate that the system can be hacked
- to make money or get something else of value
- Other

V3) **Did the police ever get to know about this incident?**

(Choose one of the following answers)

- No
- Yes
- I don't know

V4) **When you try to hack or break into a private account or computer, which method(s) do you normally use?**

(Check all that apply)

- SQL-Injection
- RRS-Exploits
- File Inclusion
- Keylogger
- Denial of Service (DoS/DDoS)
- Fake WAP
- Phishing
- Virus, Trojan, etc.
- ClickJacking (UI Redress)
- Cookie Theft
- Bait & Switch (e.g. by buying advertising spaces on websites)
- Social engineering
- Other (*specify:*) _____

V5) **Up to now, how often have you been successful?**

_____ times

V6) **Have you ever been identified by the victim or the police as the person who did the hacking?**

- No
- Yes

If yes, how many times have you been identified as the person who did the hacking?

V7 _____ times

Last Questions

Nearly done! Now, the last items in this survey.

W2) Please look at the four questions below. How many would you answer with a “yes”?

- Did you ever have a disagreement with someone you live with?
- Did you ever choose to share a bit of something tasty you really like?
- In the last year, have you observed someone being robbed?
- In the last year, did you help a blind person crossing the street?

Count of questions (from 0 to 4) you answer with YES:

_____ questions

W3) Again, look at the five questions below. How many would you answer with a “yes”?

- Have you ever lost something very important to you?
- Did you ever try to console an unhappy person?
- In the last year, have you stolen something from a shop or department store?
- In the last year, have you talked to a police officer?
- Have you ever appeared in a TV show?

Count of questions (from 0 to 5) you answer with YES:

_____ questions

Last Questions

Nearly done! Now, the last items in this survey.

W4) Please look at the four questions below. How many would you answer with a “yes”?

- Have you ever lost something very important to you?
- Did you ever try to console an unhappy person?
- In the last year, have you talked to a police officer?
- Have you ever appeared in a TV show?

Count of questions (from 0 to 4) you answer with YES:

_____ questions

W5) Again, look at the five questions below. How many would you answer with a “yes”?

- Did you ever have a disagreement with someone you live with?
- Did you ever choose to share a bit of something tasty you really like?
- In the last year, have you stolen something from a shop or department store?
- In the last year, have you observed someone being robbed?
- In the last year, did you help a blind person crossing the street?

Count of questions (from 0 to 5) you answer with YES:

_____ questions

***Thank you
for sharing your experiences, information and opinions!***

If you feel uneasy about something you have experienced or about some topic raised by this study, it is good to talk about it with an adult you can trust. There are also support services such as ... [\[country-specific contact\]](#)



ISR4 Questionnaire

(12/2021)

Welcome to this international survey of [16] to [19] year-olds in [insert name of your country] conducted by [insert the name of the institution conducting the survey]!

Along with hundreds of other young people in this country and around the world, we are inviting you to tell us about your life, your daily activities, your relationships with others, and any problems you might have..

One of the best ways to understand people is to listen to them. On the following screens you can tell us about your personal experiences and share your opinions. Don't think too much about the items; just answer them spontaneously.

Please note that this survey is for [16] to [19] year-olds only.

We take our research responsibility seriously

We do not need any personal identifying data from you such as your name, birthday, home address, or your email address. Your parents, teachers or friends won't see your answers. Even our research team will not know who has given what answer. And the survey results are only reported for groups of respondents, not individuals.

C2) **How old are you?**

_____ years (*enter your age*)

1. We guarantee the following:

- Your data will be treated anonymously.
- You can refuse to take part in this survey or withdraw at any time without giving a reason.
- Participation in this study does not expose you to any risks. You will not be shown explicit, sensitive or disturbing material.

For more information about the survey and your participation in it, you can contact the project manager: **[insert name, institution, address, email]**.

2. Please read the following and check one of the boxes.

I confirm that I have been informed about the conditions of participation in this study. I agree that I will take part in the study voluntarily and I have the right to cancel my participation at any time and without giving a reason. If my information is used in a scientific publication, it will be grouped with other people's answers. I have been informed that no personal identifying data will be collected from me. No-one will know what I have answered.

(Choose one of the following answers)

- Yes, I accept the conditions of participation and would like to continue participating.
- No, I do not accept the conditions of participation and would like to cancel my participation now.

First are some things about yourself

C1) What is your gender?

- Male
- Female
- Non-binary [optional to include]

C3) Were you born in [insert the name of your country]?

- Yes
- No

C6) Was your mother born in [insert the name of your country]?







- Yes
- No
- Don't know

C8) Was your father born in [insert the name of your country]?

- Yes
- No
- Don't know

G2) Think back over the LAST SIX MONTHS: Would you say that most of the time you have been happy?

Most of the time I have been ...

					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
very happy	happy	a bit more happy than unhappy	a bit more unhappy than happy	unhappy	very unhappy

Some bad things that sometimes happen to people

F1.	<p>Has anyone <u>ever</u> used a weapon, force or threat of force to get money or things from you?</p>
	<p><input type="radio"/> no <i>If no, continue with question F3.</i></p> <p><input type="radio"/> yes</p> <div style="border: 1px solid black; padding: 5px;"> <p>How often has this happened to you in the last 12 months? _____ times <small>(enter 0 if never in the last 12 months)</small></p> <p>How many of these incidents were reported to the police? _____ incidents <small>(enter 0 if none)</small></p> </div>
F3.	<p>Has anyone <u>ever</u> beaten you up or hurt you with a stick, club, knife or gun so badly that you were injured?</p>
	<p><input type="radio"/> no <i>If no, continue with question F5.</i></p> <p><input type="radio"/> yes</p> <div style="border: 1px solid black; padding: 5px;"> <p>How often has this happened to you in the last 12 months? _____ times <small>(enter 0 if never in the last 12 months)</small></p> <p>How many of these incidents were reported to the police? _____ incidents <small>(enter 0 if none)</small></p> </div>
F11.	<p>Has anyone <u>ever</u> shared online an intimate photo or video of you that you did not want others to see?</p>
	<p><input type="radio"/> no <i>If no, continue with question F13.</i></p> <p><input type="radio"/> yes</p> <div style="border: 1px solid black; padding: 5px;"> <p>How often has this happened to you in the last 12 months? _____ times <small>(enter 0 if never in the last 12 months)</small></p> <p>How many of these incidents did you report to the police? _____ incidents <small>(enter 0 if none)</small></p> <p>How many of these incidents did you report to other adults? _____ incidents <small>(enter 0 if none)</small></p> </div>
F13.	<p>Has anyone <u>ever</u> sent you hurtful messages or comments on social media about your race, ethnicity or nationality, religion, gender identity, sexual orientation or for similar reasons?</p>
	<p><input type="radio"/> no <i>If no, continue with question G3.</i></p> <p><input type="radio"/> yes</p> <div style="border: 1px solid black; padding: 5px;"> <p>How often has this happened to you in the last 12 months? _____ times <small>(enter 0 if never in the last 12 months)</small></p> <p>How many of these incidents were reported to the police? _____ incidents <small>(enter 0 if none)</small></p> </div>

Free time

G3) **During a typical week, how often do you hang around in the street, shopping centres, or in the neighborhood?**

Never	Once a week	2-3 times a week	4-6 times a week	Every day
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Violence

Different people can mean different things when they talk about violence. Next we ask if you see some acts as violence. We are not asking how the law, or adults, see these acts. We wish to know if you personally see these acts as violence.

K1) **If a young person did this, would you regard it as violence?**

(Tick one box for each line)

	No	Yes, to some extent	Yes, to a large extent	Yes, absolutely
Sharing online an intimate photo or video of someone that he or she did not want others to see	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standing in the doorway, knowingly blocking another person from passing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Touching another person on the shoulder without his/her permission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texting, sharing or posting hurtful comments about somebody's race or ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Purposely excluding someone from an online group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hitting another person without causing injury	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Threatening someone on social media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Revenge

Some people are quick to take revenge, while others are not. In the next questions, we ask how you feel about revenge.

L1) **How much do you agree or disagree with the following statements?**

(Tick one box for each line)

	Fully agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Fully disagree
It's not worth my time or effort to pay back someone who has wronged me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important for me to get back at people who have hurt me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is nothing wrong in getting back at someone who has hurt you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't just get mad, I get even	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am not a vengeful person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please mark "Fully agree" for this line (to show you're not a robot)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

About things young people sometimes do

Young people sometimes do things that are prohibited, for example damaging or stealing another person's property. Some hit and hurt others on purpose (we don't mean situations in which young people play-fight with each other just for fun). What about you?

J1. Have you ever painted **graffiti** on a wall, train, subway or bus without permission?
 no
 yes → how many times **in the last 12 months?** ____ times (if never, write "0")

J3. Have you ever **stolen something from a shop** or store?
 no
 yes → how many times **in the last 12 months?** ____ times (if never, write "0")

J4. Have you ever **broken into a house or another building to steal something?**
 no
 yes → how many times **in the last 12 months?** ____ times (if never, write "0")

J7. Have you ever **carried a weapon**, such as a stick, club, knife, or gun for your own protection or to attack others?
 no
 yes → how many times **in the last 12 months?** ____ times (if never, write "0")

J8. Have you ever taken part in a **group fight** on the street or in another public place, such as a shopping mall or sports stadium?
 no
 yes → how many times **in the last 12 months?** ____ times (if never, write "0")

J9. Have you ever **beaten someone** up or hurt someone with a stick, club, knife or gun so badly that the person was injured?
 no
 yes → how many times **in the last 12 months?** ____ times (if never, write "0")

J11. Have you ever **shared online an intimate photo or video** of someone that he or she did not want others to see?
 no
 yes → how many times **in the last 12 months?** ____ times (if never, write "0")

J14. Have you ever **hacked or broken into a private account or computer**, to acquire data, get control of an account, or destroy data?
 no
 yes → how many times **in the last 12 months?** ____ times (if never, write "0")

J15) **Finally, imagine you had shoplifted, do you think that you would have said so in this survey?**

(Choose one of the following answers)

- Definitely yes
- Probably yes
- Probably not
- Definitely not
- I have already said that I shoplifted

Some more things about yourself

C19) In which region do you live?

(Choose one of the following answers)

- [City 1 where the sample is taken]
- [City 2 where the sample is taken]
- In [insert country], but at a different place
- Other (*please specify:*) _____

C20) Which of these descriptions **best** describes your current situation?

(Choose one of the following answers)

- In education (school/university/training)
- In paid work (employee, self-employed, working for family business)
- Unemployed and actively looking for a job
- Unemployed, wanting a job but not actively looking for a job
- Permanently sick or disabled
- Doing housework, looking after children or other persons
- Compulsory military service
- Other

C21) What is the highest educational level that you have attained? [Response options are country-specific!]

(Choose one of the following answers)

- I have not completed any school type
- Primary/comprehensive/compulsory school
- Secondary: vocational or technical type
- Secondary: academic track, university-preparatory type
- I have completed some other education not listed above.

C22) You said that you are currently studying in school or in some other type of educational institution. Which is the school type? [Response options are country-specific!]

(Choose one of the following answers)

- Primary/comprehensive/compulsory school
- Secondary: vocational or technical type
- Secondary: academic track, university-preparatory type
- University of applied science or polytechnic
- University-level education
- I have completed some other education not listed above.

C23) Which grade?

_____ (*enter grade*)

C10) Who do you mainly live with?

Please think of the home where you live all or most of the time and tick the people who live there.

(Check all that apply)

- Mother
- Father
- Partly with my father and partly with my mother
- Stepmother (or father's girlfriend/partner)
- Stepfather (or mother's boyfriend/partner)
- Brother(s) or sister(s)
- Other relatives
- I live in a foster home
- My boyfriend/girlfriend/partner
- My children
- I live on my own
- I live with someone else: _____

C13) How well-off is your family/household, compared to other families/households in your country?

By family we mean people living in your household.

Much worse off	Worse off	Somewhat worse off	The same	Somewhat better off	Better off	Much better off
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Belonging

The following items are about how you see yourself and which social group you belong to.

M1a) How much do you agree or disagree with the following statements?

(Tick one box for each line)

	Fully agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Fully disagree
I feel part of a group of people that is treated unfairly in [this country - add country name]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you feel part of a group of people that is treated (somewhat) unfairly in this country, please answer the following questions – otherwise skip them and continue with question M1b.

M2) You said you belong to a group of people that is treated unfairly. What kind of group is it? You may pick more than one answer. Is this treatment based on your ...

(Check all that apply)

- Race or ethnicity
- Nationality
- Religion
- Sexual orientation
- Gender identity
- Physical appearance
- Political or social opinions
- Being poor
- Other (specify:) _____

M3) If you have selected several categories while answering the previous question, which of them is the most important?

(Choose one of the following answers)

- Race or ethnicity
- Nationality
- Religion
- Sexual orientation
- Gender identity
- Physical appearance
- Political or social opinions
- Being poor
- Other (specify:) _____

M1b) How much do you agree or disagree with the following statements?

(Tick one box for each line)

	Fully agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Fully disagree
I feel part of this country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel part of the residents of my neighbourhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel part of the inhabitants of my city	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel part of a group people who share the same belief / religion as me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

M4) How much do you agree or disagree with the following statements?

(Tick one box for each line)

	Fully agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Fully disagree
I think the group to which I belong is worse off than other people in this country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It makes me angry when I think of how my group is treated in comparison to other groups in this country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The group to which I belong is being discriminated against	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I compare the group to which I belong with other groups in this country, I think we are treated unfairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You said earlier that you had carried a weapon, such as a stick, club, knife, or gun.

Think again when you did this last time.

S1) How old were you when you did this last time?

_____ years

S2) What kind of weapon did you carry?

(Check all that apply)

- A stick, club or other blunt object
- A knife or other sharp instrument
- A gun (firearm)
- A chain
- Other

S3) Why did you carry a weapon?

(Check all that apply)

- To feel like I belong
- for self-protection
- to attack another person or group
- to defend an neighbourhood from intruders
- to get revenge on someone for something they had done

S4) Were you getting revenge for something that happened to you, or for someone else?

(Check all that apply)

- For myself
- For my friend/s
- For my family and kin
- For my community
- For someone else. For whom?
- Other

S5) Did the police ever find out that you carried a weapon?

(Choose one of the following answers)

- No
- Yes
- I don't know

S6) Did you actually ever use this weapon?

(Check all that apply)

- No
- Yes, to threaten somebody
- Yes, I actually hurt somebody

Last Questions

Nearly done! Now, the last items in this survey.

W2) Please look at the four questions below. How many would you answer with a “yes”?

- Did you ever have a disagreement with someone you live with?
- Did you ever choose to share a bit of something tasty you really like?
- In the last year, have you observed someone being robbed?
- In the last year, did you help a blind person crossing the street?

Count of questions (from 0 to 4) you answer with YES:

_____ questions

W3) Again, look at the five questions below. How many would you answer with a “yes”?

- Have you ever lost something very important to you?
- Did you ever try to console an unhappy person?
- In the last year, have you stolen something from a shop or department store?
- In the last year, have you talked to a police officer?
- Have you ever appeared in a TV show?

Count of questions (from 0 to 5) you answer with YES:

_____ questions

Last Questions

Nearly done! Now, the last items in this survey.

W4) Please look at the four questions below. How many would you answer with a “yes”?

- Have you ever lost something very important to you?
- Did you ever try to console an unhappy person?
- In the last year, have you talked to a police officer?
- Have you ever appeared in a TV show?

Count of questions (from 0 to 4) you answer with YES:

_____ questions

W5) Again, look at the five questions below. How many would you answer with a “yes”?

- Did you ever have a disagreement with someone you live with?
- Did you ever choose to share a bit of something tasty you really like?
- In the last year, have you stolen something from a shop or department store?
- In the last year, have you observed someone being robbed?
- In the last year, did you help a blind person crossing the street?

Count of questions (from 0 to 5) you answer with YES:

_____ questions

***Thank you
for sharing your experiences, information and opinions!***

If you feel uneasy about something you have experienced or about some topic raised by this study, it is good to talk about it with an adult you can trust. There are also support services such as ... [\[country-specific contact\]](#)



Agreement on participation in ISRD4

October 2019 (revised April 2020)

ISRD4 Membership

The ISRD4 project consists of researchers from different nations who will collect data on self-reported juvenile delinquency and victimization, according to an agreed research protocol. Membership is open to institutions and individual researchers in all countries, on application to and acceptance by the Steering Committee (SC). Participants in the ISRD4 Consortium commit themselves to the implementation of a survey on self-reported delinquency and victimization in their country which follows the methodology as outlined in the common research protocol. Participants will have the benefits of using a shared questionnaire and standardized sampling plan, receiving methodological assistance and ultimately getting early access to the data from participating countries. The Steering Committee has the right to exclude participants who deviate from the agreed and standard methodology.

Members' tasks

Members of the Consortium are responsible for the implementation of the project in their own country, following the agreed research protocol.

Tasks and time-lines

There will be several tasks to be completed in a timely fashion, including:

- Attempting to secure funding for the national ISRD4 study.
- Translating the original (English) questionnaire, when necessary.
- Conducting a pilot study to test the questionnaire and the method of administration.
- Assembling the sampling frame according to the ISRD research protocol.
- Conducting the ISRD survey by using the standard online version of the questionnaire developed for ISRD4, using the common ISRD4 server.
 - For exceptional cases, when use of paper-and-pencil versions of the questionnaire have been approved by the SC, data-entry must follow the research protocol provided.
- Conducting data collection between January 2021 and December 2022.
- Submitting a technical report on the national project according to the ISRD4 template.
- Ensuring that data collection and data storage follow local and national ethical guidelines.

National and regional partners

Consortium members may be individuals, research teams, or institutions. The SC will select and appoint one national representative consortium member for each country. However, where logistics (e.g., size of the country) favor multiple participants from one country, there may be multiple regional partners who should agree to collaborate and cooperate.



Data sets, reports and publications

- Members are free to immediately analyze their own raw data and publish the results at any time.
- There will be a centralized multi-national data set for all participating countries, managed by the SC. Members will have access to the multi-national data set after completion of the national fieldwork and submission of the technical report.
- Any report or publication should mention that the research was realized as part of the ISRD4 project. To ensure that such source attributions are captured for social science bibliographic utilities, citations must appear in the footnotes or in the reference section of publications.
- To provide funding agencies with essential information about the use of ISRD4 data and to facilitate the exchange of information about the ISRD4, users of ISRD4 data are required to register bibliographic citations of all forms of publications referring to ISRD4 data in the ISRD4 on-line bibliography database at <http://isrdstudy.org/publications/>

Please, provide printed name plus signature and return to ISRD SC for signature.

Name and Affiliation:

SC signature

Place and date:



How to Calculate the Check-Number of the ISRD4 Reference Number

The reference number (in the ISRD3 project denoted as ID-Code) is a pseudonymized identification number used in school-based ISRD4 questionnaires to identify to which school and classroom a student belongs (see Section 3.6 of the ISRD4 Study Protocol). The preferred reference number uses an 11-digit code. Its numbers are separated into five blocks by using a hyphen (“-“):

□ □ □ - □ □ - □ □ - □ □ □ □ □

The five blocks contain the following information:

- 1) The unique **school-ID** (3 digits)
- 2) The **type and level of the school** (2 digits)
- 3) The **grade of the class** (1 digit)
- 4) The **unique class-ID** (3 digits)
- 5) The **check-number** to detect typing errors in the reference number (2 digits).

The reference number is created automatically if you use the Survey Manager for drawing your sample of classes. Based on the first 9 digits, the check-number can also be created “by hand”.

The check-number is constructed by analogy to the 10-digits ISBN of books. The formula is

$$\left(\sum_{i=1}^9 i \cdot x_i\right) \bmod 11 \quad (1)$$

with x_i = the value of the i^{th} of the first nine digits of the reference number, and “*mod 11*” denoting the integer remainder of the division by 11.

For example, if the first nine digits of the reference number are

005-23-9-012

for school 5, school type 2, school level 3, grade 9, and class 12, the operation reduces to find the integer remainder of the division of $(1 \cdot 0 + 2 \cdot 0 + 3 \cdot 5 + 4 \cdot 2 + 5 \cdot 3 + 6 \cdot 9 + 7 \cdot 0 + 8 \cdot 1 + 9 \cdot 2) = 118$ by 11 which results in **08** as the check-number.

Using the free statistics software R (see <https://www.r-project.org/>), you can paste the following commands (including the curly bracket in the last line) to define the function `id_code()` at the command prompt into the terminal window of the program:

```
id_code <- function(id9) {  
  ids = paste(substr(rep(id9,4),c(1,5,8,10),c(3,6,8,12)),collapse="")  
  checknr = as.character(sum(c(1:9)*strtoi(substr(rep(ids,9),c(1:9),c(1:9))))  
    %% 11)  
  if(nchar(checknr)==1) checknr = paste0("0",checknr)  
  paste0(substr(id9,1,12), "-", checknr)  
}
```

If subsequently you enter the first 9 digits of the reference number as a string (including hyphens to separate the first four blocks) as the argument to the function call `id_code()`, for example `id_code("005-23-9-012")`, the program R will give you as output the 11-digits reference number including the check-number **"005-23-9-012-08"**.

**ISR4 – SCHOOL-BASED SURVEY
SAMPLE SELECTION PROCEDURE, DEPENDING ON THE AVAILABILITY OF INFORMATION ON SCHOOLS AND CLASSES**

MINIMUM TARGET REQUIREMENTS FOR ALL COUNTRIES

1. Total sample size: 1,800.
2. Two cities in the sample, each with 50% of the total sample (900).
3. Equal numbers of respondents in each of the grades/years corresponding to 13 to 17 year-olds. Thus:

Age Range in Class	City A	City B	Achieved sample total
13 - 14	225	225	450
14 - 15	225	225	450
15 - 16	225	225	450
16 - 17	225	225	450
Total	900	900	1,800

Steps for generating the sample will depend on the information about schools, classes, grades and students that is available. Based on the information you are able to collect, identify the scenario below that most closely describes availability and proceed accordingly. For questions on sampling, please contact: Dirk Enzmann (dirk.enzmann@uni-hamburg.de) and Chris Birkbeck (c.h.birkbeck@salford.ac.uk).

AVAILABLE INFORMATION FOR EACH CITY	STEPS FOR GENERATING THE SAMPLE	COMMENTS
<p>SCENARIO A</p> <ol style="list-style-type: none"> 1. List of all schools in the city^a 2. School type (public/private, vocational/academic [tracks], etc.) 3. The number of classes at each grade level in each school 4. The number of students at each grade level in each school 	<ol style="list-style-type: none"> 1. Ideally, the information is provided in an Excel spreadsheet, but other formats can be used 2. Transfer the information to the ISR4 Survey Manager's Population Sheet 3. Run the Survey Manager to generate the sample of classes for the ISR4 survey in each city 	<p>This is the optimal method for sample selection, because:</p> <ol style="list-style-type: none"> 1. Sampling is by class, rather than school 2. Sampling is proportional to the size of the school 3. Sampling is stratified by grade 4. Optionally, the sample can be stratified by school type

		<p>5. Sample should be adjusted to include probable total refusal rate, comprising</p> <ol style="list-style-type: none"> School refusals Teacher refusals Student/parental refusals, or absences <p>Note: total refusal rate may be 70%</p>
SCENARIO B		
<ol style="list-style-type: none"> List of all schools in the city The number of classes at each grade level in each school The total number of students per school 	<ol style="list-style-type: none"> Ideally, the information is provided in an Excel spreadsheet, but other formats can be used Transfer the information to the ISRD Survey Manager's Population Sheet. <ol style="list-style-type: none"> Only enter the total number of students per school and leave empty the number of students per grade Run the Survey Manager to generate the sample of classes for the ISRD4 survey in each city 	<p>This method conserves several of the benefits of the optimal method:</p> <ol style="list-style-type: none"> Sampling is by class, rather than school Sampling is proportional to the size of the school Sampling is stratified by grade Optionally, the sample can be stratified by school type Sample should be adjusted to include probable total refusal rate, comprising <ol style="list-style-type: none"> School refusals Teacher refusals Student/parental refusals, or absences <p>Note: total refusal rate may be 70%</p>
SCENARIO C		
<ol style="list-style-type: none"> List of all schools in the city The grade levels delivered in each school The total number of classes in each school The total number of students per school 	<ol style="list-style-type: none"> Ideally, the information is provided in an Excel spreadsheet, but other formats can be used Transfer the information to the ISRD Survey Manager's Population Sheet <ol style="list-style-type: none"> Estimate the number of students per grade and estimate the number of classes per grade (using an average class size for the school) 	<p>This method conserves several of the benefits of the previous method:</p> <ol style="list-style-type: none"> Sampling is by class, rather than school Sampling is proportional to the size of the school Sampling is stratified by grade Optionally, the sample can be stratified by school type

	<p>3. Run the Survey Manager to generate the sample of classes for the ISRD4 survey in each city</p>	<p>5. Sample should be adjusted to include probable total refusal rate, comprising</p> <ol style="list-style-type: none"> School refusals Teacher refusals Student/parental refusals, or absences <p>Note: total refusal rate may be 70%</p>
SCENARIO D		
<ol style="list-style-type: none"> List of all schools in the city The grade levels delivered in each school Number of students in each school 	<ol style="list-style-type: none"> Ideally, the information is provided in an Excel spreadsheet, but other formats can be used Transfer the information to the ISRD Survey Manager's Population Sheet <ol style="list-style-type: none"> Estimate the number of students per grade and estimate the number of classes per grade (using an expected class size which is the same for all schools) Run the Survey Manager to generate the sample of classes for the ISRD4 survey in each city 	<p>This method conserves several of the benefits of the previous method:</p> <ol style="list-style-type: none"> Sampling is by class, rather than school Sampling is proportional to the size of the school Sampling is stratified by grade Optionally, the sample can be stratified by school type Sample should be adjusted to include probable total refusal rate, comprising <ol style="list-style-type: none"> School refusals Teacher refusals Student/parental refusals, or absences <p>Note: total refusal rate may be 70%</p>
SCENARIO E		
<ol style="list-style-type: none"> List of all schools in the city 	<ol style="list-style-type: none"> Estimate the number of students aged 13-17, e.g., by using census data Assume a typical class size of 25-30 Calculate the average number of students, classes and grades per school Transfer the information to the ISRD Survey Manager's Population Sheet using the same figures for all schools 	<p>Although this is an imprecise method, the Survey Manager should still be used for sampling.</p> <p>Note: as sampling proceeds and schools are contacted, keep a separate record of the actual data on number of classes and students per grade (e.g., by creating a second copy of the Population Sheet), even for schools that refuse to</p>

	5. Run the Survey Manager to generate the sample of classes for the ISRD4 survey in each city	participate. This information should be included in the Technical Report.
SCENARIO F		
1. No list of all schools in the city	1. Compile a list by combining information from: <ol style="list-style-type: none"> a. Public educational authorities b. Private educational organizations (e.g., for religious schools) c. Other sources (e.g., internet, key municipal functionaries) 2. Proceed as in Scenario E	It is unlikely that there will be no list of schools for a city, but this method can generate a reasonably representative sample in the absence of such a list.
^a The city as defined for ISRD4 may include several educational authorities. Thus, a complete listing of schools in the city may require the combination of lists from several educational authorities.		

ISR4 Project Management Checklist

A. Questionnaire preparation

	<i>Tick when completed</i>
<input type="checkbox"/>	Translate the full (school) and short (internet) questionnaires using the English standard questionnaires provided by the SC in Excel format. (Note: most of the items in the short questionnaire can be copied and pasted from the full questionnaire. There are a few items which are unique to the short questionnaire.)
<input type="checkbox"/>	If you are incorporating a country-specific module, add the questions at the end of the questionnaire immediately before the socially desirable responding items.
<input type="checkbox"/>	On the <u>final page</u> of the questionnaire, insert phone numbers for children’s and young people’s “helplines” (stating “If you feel uneasy about something you have experienced or about some topic raised by this study, it is good to talk about it with an adult you can trust. There are also support services such as...” (Check if you need the permission of such services before you insert their contact info.)
<input type="checkbox"/>	Send the translated questionnaires to SC for checking and uploading to the survey website.
<input type="checkbox"/>	Once the questionnaires have been uploaded, and before they go live, test them yourself and ask your colleagues to test them as well.
<input type="checkbox"/>	Pay particular attention to sequences and “jumps” (for instance, check whether the correct online follow-ups emerge for the respondent at the end of the questionnaire.) Contact the survey web manager in case any problems are identified.
<input type="checkbox"/>	Make a final check that the questionnaires are identical to the standard ISR4 questionnaires (number and order of main questions, number and order of follow-ups, number of response options in each question). Contact the survey web manager if any corrections need to be made.
<input type="checkbox"/>	Run a small-scale field pilot. Share any problems encountered and solutions (including revisions of wording) with the SC and the survey web manager.
<input type="checkbox"/>	Send an English translation of the national module to the SC for sharing with other national teams on the ISR4 intranet.
<input type="checkbox"/>	Tick this when you have received a confirmation from the SC that the survey is now live.
<input type="checkbox"/>	Write up questionnaire preparation for the Technical Report.

B. Data collection preparation: Schools

<input type="checkbox"/>	Tick if applicable / phase completed
<input type="checkbox"/>	Ensure that you have the necessary ethical reviews and permissions to conduct the research, required in your country
<input type="checkbox"/>	Identify which grades in your country correspond best to the age cohorts 13-17. (For instance, the grade at whose mid-point the majority of students is 13-14 years old, is the grade you need to include for that age cohort. So the “typical age at school-year midpoint” is a means of selecting the grades; the grade sample is not limited to a single age category. Consult also the grade identifier table in Section D below.)
<input type="checkbox"/>	Select the 2 cities you will sample.
<input type="checkbox"/>	Create a full list of classes in the cities, separately for each grade. (If class lists cannot be obtained, use a list of schools). You may want to use the Survey Manager as a tool to facilitate creating the sample.
<input type="checkbox"/>	Sampling unit: <input type="checkbox"/> Class (recommended) <input type="checkbox"/> School (accepted)
<input type="checkbox"/>	Stratification in sample <input type="checkbox"/> Grade (<i>obligatory stratification based on standard research design</i>) <input type="checkbox"/> Sub-areas of the city <input type="checkbox"/> School type <input type="checkbox"/> School language <input type="checkbox"/> Other, what: _____
<input type="checkbox"/>	Sampling method decided: <input type="checkbox"/> Probability Proportional to Size sampling <input type="checkbox"/> Other sampling method, specify: _____
<input type="checkbox"/>	Sampling completed
<input type="checkbox"/>	Select the time when you are going to collect the data. The recommended data collection window is in January–March. Secondly, try to collect the data as close to the school-year midpoint. Try also to minimize the time spread of data collection.
<input type="checkbox"/>	Consent procedure <input type="checkbox"/> Respondent informed consent (obligatory) <input type="checkbox"/> Parental opt-out <input type="checkbox"/> Parental opt-in <input type="checkbox"/> Combination, describe: _____
<input type="checkbox"/>	If parental opt-out or parental opt-in was used, document the number of students whose parents excluded them from the study.

(continued)

	<i>Tick if applicable / phase completed</i>
<input type="checkbox"/>	First data collection day (day/month/year): ____ . ____ 202__
<input type="checkbox"/>	Last data collection day (day/month/year): ____ . ____ 202__
<input type="checkbox"/>	Training provided for those who will administer the survey
	Supervision mode:
<input type="checkbox"/>	<input type="checkbox"/> Only external supervision personnel present in the class during data collection
	<input type="checkbox"/> Only teacher or other school personnel present in the class during data collection
	<input type="checkbox"/> Both external and teacher supervision
<input type="checkbox"/>	I know the number of students in the population, by grade
<input type="checkbox"/>	I know the number of students in the gross sample, by grade
<input type="checkbox"/>	I know the number of students who were present for data collection, by grade
<input type="checkbox"/>	I know how many students responded to the questionnaire, by grade
<input type="checkbox"/>	I know how many students did not participate because parents did not consent to participation
<input type="checkbox"/>	Weights calculated
<input type="checkbox"/>	Document the grades and school types in your sample be filling in the grade identifier table below
<input type="checkbox"/>	Write up school data collection for the Technical Report

C. Data collection preparation: Internet

	<i>Tick when completed</i>
<input type="checkbox"/>	Ensure that you have the necessary ethical reviews and permissions to conduct the research, required in your country
<input type="checkbox"/>	Check that the hyperlink to the survey is working.
<input type="checkbox"/>	Prepare publicity about the survey for use in recruitment of respondents.
	Distribute publicity about the survey:
<input type="checkbox"/>	<input type="checkbox"/> Facebook, Twitter, etc.
	<input type="checkbox"/> Local or national online stakeholders (e.g., NGOs working with young people)
	<input type="checkbox"/> Other:
<input type="checkbox"/>	First data collection day (day/month/year): ____ . ____ 202__
<input type="checkbox"/>	In conjunction with the survey web manager, monitor the number of surveys completed.
<input type="checkbox"/>	Increase publicity for the survey, if necessary.
<input type="checkbox"/>	Last data collection day (day/month/year): ____ . ____ 202__
<input type="checkbox"/>	Write up the internet data collection for the Technical Report

D. Grade identifier and sample documentation table (Schools)

Main age group:	13-14	14-15	15-16	16-17
Identify the school grade at whose midpoint this age category is the biggest group:				
Is presence in this grade compulsory for youths?				
Institution type(s)				
If presence is not compulsory, how large a proportion of the age cohort is attending the school type(s) you sample? Please consult city school statistics or authorities for an estimate.				
Possible predictor bias				
Possible outcome bias				
Sampling unit in this grade				
	City 1	City 2	City 1	City 1
Population size*				City 2
Gross sample size*				
Achieved sample size*				

*Number or students. Minimum achieved sample for each grade is 450 (225 per city).

Grade identifier and sample documentation table (example from Finland)

Main age group:	13-14	14-15	15-16	16-17
Identify the school grade at whose midpoint this age category is the biggest group:	8	9	1	2
Is presence in this grade compulsory for youths?	Yes	Yes	No	No
Institution type(s)	Comprehensive school	Comprehensive school	High school	High school
How large a proportion of the age cohort is attending the school type(s) you sample? Please consult city school statistics or authorities for an estimate.	Approximately 100 %	Approximately 100%	Approximately 60-70 % in the selected two cities.	Approximately 60-70 % in the selected two cities.
Possible predictor bias due to sampling	Underestimates groups high on risk factors	Underestimates groups high on risk factors
Possible outcome bias due to sampling	Underestimates groups with high offending rates	Underestimates groups with high offending rates
Sampling unit in this grade:	Class	Class	School	School
Population size*	City 1	City 2	City 1	City 1
Gross sample size*			City 2	City 2
Achieved sample size*				

*Number or students. Minimum achieved sample for each grade is 450 (225 per city).

Classroom Data Collection Checklist

The purpose of this checklist is to ensure that field data collectors have sufficient information to find the school/class site, with the necessary resources to collect data.

Date of data collection: Hour:

Name of data collector: Interviewer-Nr.:

School: Class:

School address: Classroom:

Name of contact person
for this class:

Meeting place with contact person

Place: Time:

Resources checklist

Resource	Content
Verbal instructions to students	Instruction text to be read to students
School questionnaire online link	Link to questionnaire
Unique class reference number	Number
Data Collection Form	Link to questionnaire, or paper-&-pencil form
Mobile internet link / WiFi share (if needed)	
Tablets (if used/provided by research team)	
(You may add, for instance in paper-&-pencil mode)	

Any special information relevant to school access or journey to school:

ISR4 Survey Administration Form

Please fill in this form during the data collection situation. If needed, continue filling in this form *immediately* after the data collection situation.

This form is for internal use by national teams.

It is very important that you write down here the same **reference number** for the class that the students use for their online responses:

1. Reference number: _ _ _ - _ _ - _ _ - _ _ - _ _

2. City: City 1 City 2 City 3 other: _____

3. School name:

4. Class: _____ Grade: _____

5. Data collection date:

6. Data collection time: (from) _____ (until) _____

7. Data collectors present in the class (*tick all that apply*):

- Name 1
- Name 2
- Name 3
- Name 4

8. Were teachers or others school staff members present during the data collection in this class?

- No
- Yes, a teacher or other school staff member was present during the first few minutes of the class, but not during the actual data collection
- Yes, a teacher or other school staff member was present during the data collection

9. The following questions are about the number of students in the class, how many were present, and how many responses were saved to the dataset.

	Number of students present:		
	Boys	Girls	Total
Official number of students in this class: (<i>collect this information separately from the school office</i>)	_____	_____	_____
Students present in the classroom during the data collection: (<i>observe visually and count during data collection</i>)	_____	_____	_____
Number of successfully submitted questionnaires: (<i>check after the data collection</i>)	_____	_____	_____

10. Was some type of **parental consent procedure** used in this class? (*tick the relevant box even if none of the students was actually excluded by parents!*)
- Parental opt-out
 - Parental opt-in
 - in this class no parental consent procedure was used
11. How many students were **actually excluded** from the study **because of parental consent procedures**?
- _____ Girls + _____ Boys = _____ Students
- (*If the gender of the excluded student cannot be ascertained, fill in the total number of parentally excluded students ONLY*)
12. How many students can be assumed to be absent because they were **truant**?
- _____ Students (*best guess*)
13. Ideally, the data collection situation should be **silent**, with the exception of legitimate questions about the survey content. However, it is known that students sometimes engage in **unnecessary talk**, such as discussing the topic with other students, laughing, whispering, joking, making remarks about the topic, asking their classmates how to answer, “responding aloud” perhaps to brag about offending, etc. When the data collection ends, please estimate **how much there was unnecessary talk** during this data collection session (but do not count legitimate questions about the survey content!)
- None whatsoever
 - A few remarks
 - More than few remarks
 - Quite a lot
 - Very much
 - Constantly
14. In online surveys, there are occasionally **technical problems** related to internet access etc. How much technical problems you perceived during this particular data collection situation?
- None
 - A few
 - More than few
 - Quite a lot
 - Very much
 - Constant technical problems



Research Brief 39/2014

Contents

Summary	1
1 Background and Objectives	1
2 The Standard ISRD3 Design	2
3 The Finnish ISRD3 Data Collection	3
4 Field operations: Problems and Unexpected Incidents	6
5 Additional Questions	7
6 Data Entry	7
7 Concluding Notes	7
Literature	8
Appendix: Dating Control Module	9

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International Self-Report Delinquency Study (ISRD3) in Finland: Technical Report

This technical report describes the data collection of the International Self-report Delinquency Study (ISRD3) in Finland.

Summary

- Launched in 1992, the *International Self-report Delinquency Study* (ISRD) is an internationally comparative survey on the crime victimization and offending of young people.
- The ISRD3 targets school grades 7 to 9 (age bracket 12–16).
- Finland has participated in the ISRD1 (1992) and ISRD2 (2006).
- The Finnish ISRD3 data was collected in Helsinki and Turku, January–March 2013. The data were collected using an online survey in school computer classes.
- Helsinki and Turku were chosen as research sites because of their previous participation in self-report delinquency surveys. Helsinki was the Finnish research site in ISRD1 and ISRD2. Surveys based on ISRD questionnaire have been conducted in Turku as well (1993 and 2001). Therefore, the Finnish measurements create city-level time series.
- Initial descriptive Finnish findings have been published in a separate research brief (Kivivuori et al. 2014). The Finnish data will be further analysed later in comparative context, as part of the cross-national ISRD database.
- This technical report describes the collection of the Finnish ISRD3 data.

1 Background and Objectives¹

Launched in 1992, the International Self-report Delinquency Study (ISRD) is an internationally comparative survey on the crime victimization and offending of young people. The first sweep took place in 1990–1992 (Junger-Tas et al. 1994), and the second sweep in 2005–2007 (Junger-Tas et al. 2010, 2012; Enzmann et al. 2010). The current third sweep is scheduled to take place between 2012 and 2014.

The ISRD project has two major objectives. First, the ISRD explores and tests theoretical issues related to juvenile delinquency, while maintaining relevance for policy purposes. Second, the ISRD aims at observing and comparing the patterns and risk factors of offending and victimization cross-nationally.

¹ This description is based on ISRD Steering Committee deliberations and papers. For SC members, see page 3.

2 The Standard ISRD3 Design

The ISRD is a standardized self-report survey conducted in school settings among pupils in grades 7, 8 and 9 (or equivalent age range 12–16), randomly selected from schools in two medium or large cities in a number of countries. While all methodologies have limitations, the self-report method is regarded as a reliable and valid research method within its domain of application (Junger-Tas & Marshall 1999; Kivivuori 2011).

Questionnaire. The ISRD3 questionnaire consists of a core set of fixed questions, paired with a flexible part which can vary in different sweeps. The main outcome variables of the study include questions on crime victimization and offending by the respondent. There is also a broad spectrum of theoretical variables for analytic purposes. The relevant theories include social control, strain, institutional anomie, situational action and routine activities theories.

For country-specific purposes, it is possible to add one or more optional modules of questions at the end of the questionnaire.

The ISRD3 questionnaire is modelled after the ISRD2 instrument, with a number of modifications. A number of comparisons between ISRD2 and ISRD3 findings will however remain possible.

There are two versions of the ISRD3 questionnaire: pencil-and-paper and computerized (online). The computerized version is identical to the pencil-and-paper version, with the addition of follow-up questions at the end of the questionnaire. The online follow-up questions are triggered by selected primary questions on victimization and offending. The online ISRD3 thus yields more information on the circumstances of the crimes than the paper-and-pencil format.

Consent procedure. In school-based research, the required parental consent policies are highly relevant for data interpretation and comparison among research sites. It is known that different school-access and parental-consent policies result in differential rates and types of non-response (Marshall 2010).

Consent policies vary in regard to how much they invest parents with powers to exclude students. In opt-in policy, only students whose parents have given explicit permission can participate. In opt-out policy, parental permission is assumed in the absence of exclusionary intent; thus, all students whose parents have not forbidden participation can participate. In respondent informed consent policy, the personal decision of the respondent is sufficient: the child decides for himself or herself.

According to the ISRD standard design, each country participant must follow the applicable laws and regulations of the research site. In every case, the ISRD protocol requires informed consent by the respondents (responding is voluntary). In online data collection, it is recommended that respondents can skip individual questions if they so choose². If parental consent procedure is used, the ISRD project recommends an opt-out policy where parents state explicitly their exclusionary intent if they want to exclude the child from the study.

Sample. The ISRD is a city-based survey. There should be a minimum of two medium or large cities in each country (preferably those used in ISRD2). ‘Medium’ and ‘large’ city is defined by the country itself. Nationally representative surveys are possible, as long as there is an oversampling of two cities to allow for international city-based comparison. It is also possible to have more than two cities and more than one research team in a single country, but the operations need to be coordinated.

The standard sampling unit is the school class. Schools can be used as sampling units if class-based sampling is impossible. In both cases, probability proportional to size sampling is used.

The targeted age group is 12–16, which parallels 7th, 8th and 9th grade in most countries. Adjustments in grade level need to be made if needed. Age range may be expanded – as an option – by including 6th grade (11 years) and 10th grade (17 years).

Each city sample should have at least 300 students per grade (achieved sample), yielding the minimum of 900 students per city (7th, 8th and 9th grade). Because there will be two cities per country, the country sample will be at least 1,800 pupils.

Data collection. It is recommended that the data collection situations are supervised by an external research assistant.

Schedule and data merging. The aim is to collect data in all countries between September 2012 and December 2014. Data entry will be standardized and coordinated. The data merging is performed by the Steering Committee.

Note that this technical report refers to the primary national data collection; the national composite parts of the final combined ISRD3 dataset may differ in terms of respondent numbers etc. due to the specific principles and checks applied during the central data merging process.

² This also makes the online and paper-and-pencil data collection modes more similar, as it is always possible to skip individual questions in paper-and-pencil data collection.

Steering Committee. The ISRD is coordinated by the Steering Committee. It is chaired by Ineke Haen Marshall (Northeastern University, USA). The other members include Dirk Enzmann (Hamburg University), Mike Hough (Birkbeck College, University of London), Martin Killias (University of St. Gallen, Switzerland), Janne Kivivuori (National Research Institute of Legal Policy, Finland) and Majone Steketee (Verwey-Jonker Institute, the Netherlands).

3 The Finnish ISRD3 Data Collection

The Finnish ISRD3 data was collected in Helsinki and Turku, January–March 2013, as an online survey in school computer classes. The general summary of the basic features of the Finnish data collection is shown in Table 1.

Further relevant information is shown separately below, focusing on methodological features with specific relevance for international comparisons. For instance, it is important to consider the role of school access refusals and individual-level response rates when the international results are compared. This is so both in terms of prevalence rate comparison and risk factor analyses.

This technical report also describes the Finnish national module (see Section 5 below, and the Appendix).

3.1 The Finnish school system

As ISRD is a school-based delinquency and victimization survey, the national school system is an important methodological context.

In Finland, the official register of schools incorporates a variable dividing the schools into three categories: municipal, state and private schools. However, this is a formal classification. All schools follow the same curriculum and students are initially allocated to schools based on local catchment areas. Schooling in a 'private school' is thus also free (no school fees, free school meals for all).

3.2 Preparatory works

In Finland, the ISRD3 questionnaire was tested in March, 2012 with 55 respondents from a single school. This test contributed to the questionnaire development by the Steering Committee.

The impact of supervision type on school-based delinquency surveys has been examined in Finland in a randomized controlled trial (Kivivuori et al. 2013). The findings indicated that there were no major differences between external and teacher supervision modes, yet it is possible that for some offences, external supervision yields higher prevalence rates of offending. The Finnish ISRD3 opted for external supervision by NRILP research assistants (but see Table 6 below). The impact of supervision mode on response validity probably varies in different cultural conditions, with high-trust cultures such as Finland and Switzerland possibly showing fewer differentials between the basic supervision conditions (Kivivuori et al. 2013).

Table 1 Basic descriptives of the Finnish ISRD3 data collection

ISRD3 in Finland		
Sample Design		
Cities	Helsinki, Turku	
Grade level inclusion	7th, 8th and 9th grade students	
School type inclusion	All types (municipal, state, and private schools)	
Sampling unit	Class	
Sampling frame	List of all classes in Helsinki and Turku	
Sampling method	Probability proportional to size	
Stratification	City, grade, school language, school location in high immigration area	
Questionnaire		
Questionnaire	Standard ISRD3 online (standard format in questions & response options)	
Survey type	Online survey	
Software	Unipark	
Optional modules included	Crosswise response integrity question	
Optional questions & modules excluded	Unspecified minority, animal cruelty, gang questions	
National module	Dating Control, see section 5 and Appendix	
Translation	From English to Finnish and Swedish	
Translation precedents	ISRD2 questionnaires, Sweden's ISRD2 questionnaire	
Fieldwork		
Fieldwork started	9 January 2013	
Fieldwork ended	19 March 2013	
Place of responding	School computer classes	
Supervision of data collection situations	External supervisors (NRILP research assistants)	
Deviations from standard procedure	In 25 % of the classes, teacher remained in the room	
Data collector training	One-day training to ensure standard procedure, phone support	
School contacts organized by	Research assistants, coordinating research assistant	
Supervisor form used	Yes	
Data entry software	Not applicable	
Permissions and consent policy		
Research permission by	City Education Departments, and each headmaster	
Research participation	Voluntary, informed consent	
Possibility to skip individual questions	Yes (through pop-up window which allows skipping the question)	
Ethics code reference	Finnish Advisory Board on Research Integrity (2009)	
Parental consent policy	Opt-out ^a	
Number of students excluded by parents	10	
Weights		
Country weight	Corrects for stratification when Finland is used as a single unit	
City weight	Corrects for stratification when Helsinki and Turku are used as separate units	

a) As applied by headmaster. Information material/letters provided by research project.

3.3 Selection of Cities

Helsinki and Turku were chosen as Finnish research sites because of their previous participation in city-level self-report delinquency surveys. Helsinki was the Finnish research site in ISRD1 and ISRD2 (Aromaa 1994; Salmi 2007; Kivivuori 2007). A survey based on the ISRD questionnaire was conducted in Turku in 1993 (Aromaa & Laitinen 1993), even though this was not included in the international report. Turku had

additionally an independent non-ISRD measurement in 2002 (Elonheimo 2002). Therefore, the Finnish measurements will continue to create city-level time series. Table 2 shows the Finnish participation in ISRD sweeps.

Selected demographic indicators of the Finnish study sites are shown in Table 3 below.

Table 2 Finnish participation in ISRD sweeps

	Sweep 1	Sweep 2	Sweep 3	N of sweeps
Helsinki	1992	2006	2013	3
Turku	1993 ^a		2013	2

a) Data not available in electronic format

Table 3 Selected population statistics in the cities of Finnish ISRD3 (2012)

	Finland	Helsinki	Turku	Explanation
Population	5426674	603968	180225	Total population
10–19 year olds, %	11,3	9,0	9,1	% of 10–19 year olds, of the total population
10–19 year olds, males, %	11,7	9,6	9,6	% of 10–19 year old males, of the male population
10–19 year olds, females, %	10,8	8,4	8,6	% of 10–19 year old females, of the female population
Gender ratio ^a				
Total population	96,6	89,1	89,9	Number of males per 100 females in the total population
10–19 year olds	104,3	101,0	99,9	Number of males per 100 females among 10–19 year olds
Immigration				
First generation immigrants	4,4	10,5	7,4	% of first generation immigrants in the total population
Second generation immigrants	0,8	2,1	1,6	% of second generation immigrant ins the population
Immigrants total	5,2	12,6	9,1	% of persons with immigrant background in the population

a) Males per 100 females.

Source: Statistics Finland 2012.

3.4 Access to schools

The Finnish sample was drawn from a list of classes in research cities. Since the decision to participate is taken at the level of schools (the principal of the school has the final say even when municipal-level permission exists), there is reason to examine school-level attrition. The school access threshold poses a considerable validity threat to analysis, if school refusals are correlated with the central outcome measures of the study, or with potential risk factors (such as the social characteristics of the area or student population).

As indicated in Table 4 below, two schools in Helsinki refused access, mainly complaining about

an increasing influx of studies to schools. Thus, the overall school participation rate was high.

3.5 Sample and nonresponse

The overall response rate in the Finnish ISRD3 was 84 per cent, as calculated from the official full number of students in the sampled classes (Table 5). The detailed figures are shown in Table 5 below. In opt-out parental consent policy, very few parents excluded their children.

Table 4 School-level refusals in the Finnish ISRD-3

	Finland	Helsinki	Turku
Schools in the original sample ^a	49	37	12
Schools refusing entry	2	2	0
School-level participation rate (%)	95,9	94,6	100
Indications of selective entry refusals: ^b	None		

a) The actual sample was class-based, this shows in how many schools the classes were

b) Refers to any signs that school refusal was selective (in terms of area, school type, etc)

Table 5 Sample characteristics, individual respondent

	Total	Helsinki	Turku
Student population (grades 7-9)	17715	13559	4156
Students in sample classes	2617	1343	1274
Parental consent based attrition:			
<i>Because parents did not respond to consent query^a</i>	0	0	0
<i>Because parents excluded child^b</i>	10	9	1
Total N of students excluded by parental consent policy	10	9	1
% of students excluded by parental decision	0,38	0,67	0,08
Students absent for other reasons	320	190	130
Students present during data collection	2287	1144	1143
Students present but not responding^c	84	28	56
Achieved N of respondents	2203	1116	1087
Response rate (%)	84,2	83,1	85,3

a) Note that this is applicable only in opt-in parental consent policy

b) Note that this is applicable in opt-in and opt-out parental consent policy

c) This figure includes students who were in the class but did not respond, or who submitted a joking response excluded in national data cleaning

4 Field operations: Problems and Unexpected Incidents

In this section, data features and problems which can potentially impact cross-national comparability are described.

Teacher presence. The ISRD3 supervisor questionnaire was used during the Finnish data collection. This form was filled in by the research assistant who was supervising the data collection in the classroom. Some of the key features of the data collection situations are shown in Table 6. It is notable that in 25 per cent of the data collection situations, the teacher remained in the classroom, a deviation from recommended procedure³.

Technical problems. The supervisor forms also contain reports about technical problems observed in the field. Overall, in 32 of the 119 classes, the supervisor submitted an open-ended description about the nature of the problem. Often these problems were localized to a single computer or single respondent, rather than reflecting more general technical failures. Mostly, the technical problems appear to have been related to internet links. Importantly, these problem reports do not indicate that the respondent would have been unable to submit a response (see Table 5 above showing the high overall response rate). In Table 7 below, half (every other) of the problem descriptions are listed.

Table 6 Data collection situations, ISRD3 in Finland, % of classes

	Total	Helsinki	Turku
Teacher presence (% of classes):			
<i>Not at all</i>	14	19	9
<i>During introduction only</i>	61	62	59
<i>Present during data collection</i>	25	19	32
Disturbance & noise reported (% of classes):			
<i>None</i>	49	57	40
<i>Some</i>	33	33	32
<i>Several incidents</i>	12	5	18
<i>Many incidents</i>	7	3	11
Technical problems reported (% of classes):			
<i>None</i>	70	81	58
<i>Some</i>	26	18	35
<i>Multiple</i>	4	2	7
N	119	63	56

³ This situation opens the option to examine the impact of teacher presence (see also Kivivuori et al. 2013).

Translation divergence. For victimization (q4.1), the standard ISRD3 questionnaire uses a *statement* (“Someone wanted you...?”) in extortion/robbery, assault, theft and hate crime items, while a question (“Has your mother or father...?”) is used in cyberbullying,

parental physical punishment and parental maltreatment items. Due to a translation error, the Finnish questionnaire applies the question structure in all seven victimization items, and thus deviates from the standard grammatical structure in the first four victimization items.

Table 7 Selected technical problem descriptions

<p>Did not accept the codeword even though the link was correct, finally after 6 attempts we succeeded</p> <p>Malfunctions in some of the computers</p> <p>Login was slow, we missed one Ethernet cable</p> <p>Questions about "how many times" the software was slow but functioned in the end</p> <p>Few students had problems at login</p> <p>Problems with the school machines; program failure for one student but he/she started again</p> <p>Broken keypad</p> <p>Software was slow for one respondent</p> <p>Survey collapsed 3 times, students had to start again</p> <p>Some of the machines functioned really slow</p> <p>Web browser collapsed for one student</p> <p>Problems in web connections</p> <p>Student codeword was wrong</p> <p>Some of the machines were slow, probably due to slow internet link</p> <p>For one respondent, the program collapsed twice and he/she did not start again</p> <p>One girl was unable to login</p>

5 Additional Questions

The ISRD design allows countries to attach additional questions to the end of the standard questionnaire. In ISRD3, the Finnish national module measured efforts by family or kin to prevent or end dating relationships in the sub-population or respondents with past or present

dating experience. The translated Finnish Dating Control Module is shown in the Appendix. Typically these questions can be seen as supplementing the standard social control questions of the ISRD3 questionnaire.

6 Data Entry

Since online data collection was used, data entry software was not needed to transform information to electronic format.

7 Concluding Notes

Overall, the Finnish data collection proceeded well according to the plan. Of all schools initially included in the sample, 96 per cent gave research permission. At the level of individuals, the achieved response rate (84 per cent) was high and exceeded the recent response rate (80 per cent) of the Finnish national delinquency survey (FSRD-2012). Possibly, this difference reflects the ISRD use of external data collectors whose motivation and instructions to ensure high student participation was high.

The observation that teachers remained in the classrooms in 25 per cent of the data collection situations was a minor surprise. This calls for method-

ological analysis of the nature and impact of teacher presence. Prior randomized studies of teacher presence effects (Kivivuori et al. 2013) are only partially relevant because in the ISRD, teacher presence can be correlated with the outcome measure of the study (delinquency of the students). This is not the case in the RCT design where students are randomly allocated to supervision conditions.

There were also some technical problems, but these were mostly localized to single computers and students, and their overall impact on response rate was very small. Both school participation rate and the student response rate were high in spite of some technical problems.

While school access has been relatively straightforward in Finland, there are signs that access is becoming more difficult. While school principals are typically favourably disposed to research, municipal-level decision makers appear to be increasingly critical when contemplating research permissions. So far, access has been possible in Finland, but in the future this cannot be taken for granted.

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Appendix: Dating Control Module

Questions about dating

12.1. Have you ever had a boyfriend or a girlfriend?

- No [For 9th grade, move to social desirability; for others; move to end of survey]
 Yes

[Screen change]

The next questions are about former and current dating relationships.

12.2. Has it ever happened to you that someone from your family or from your kin would have tried to prevent or end your dating relationship?

- Never Yes, once Yes, more than once

[If 'never', 9th graders move to social desirability, others go to end of survey page.]

[If 'yes, once', or 'yes, more than once', screen change to next set of questions.]

The next questions are about the most recent situation in which a member of your family or kin tried to prevent or end your dating relationship.

12.3. Was that because of the national/ethnic origin of your boyfriend/girlfriend differs/differed from yours?

- no, because we come from the same national/ethnic origin
 no, even though we come from different national/ethnic origins
 yes, to a small extent
 yes, to some extent
 yes, to a great extent

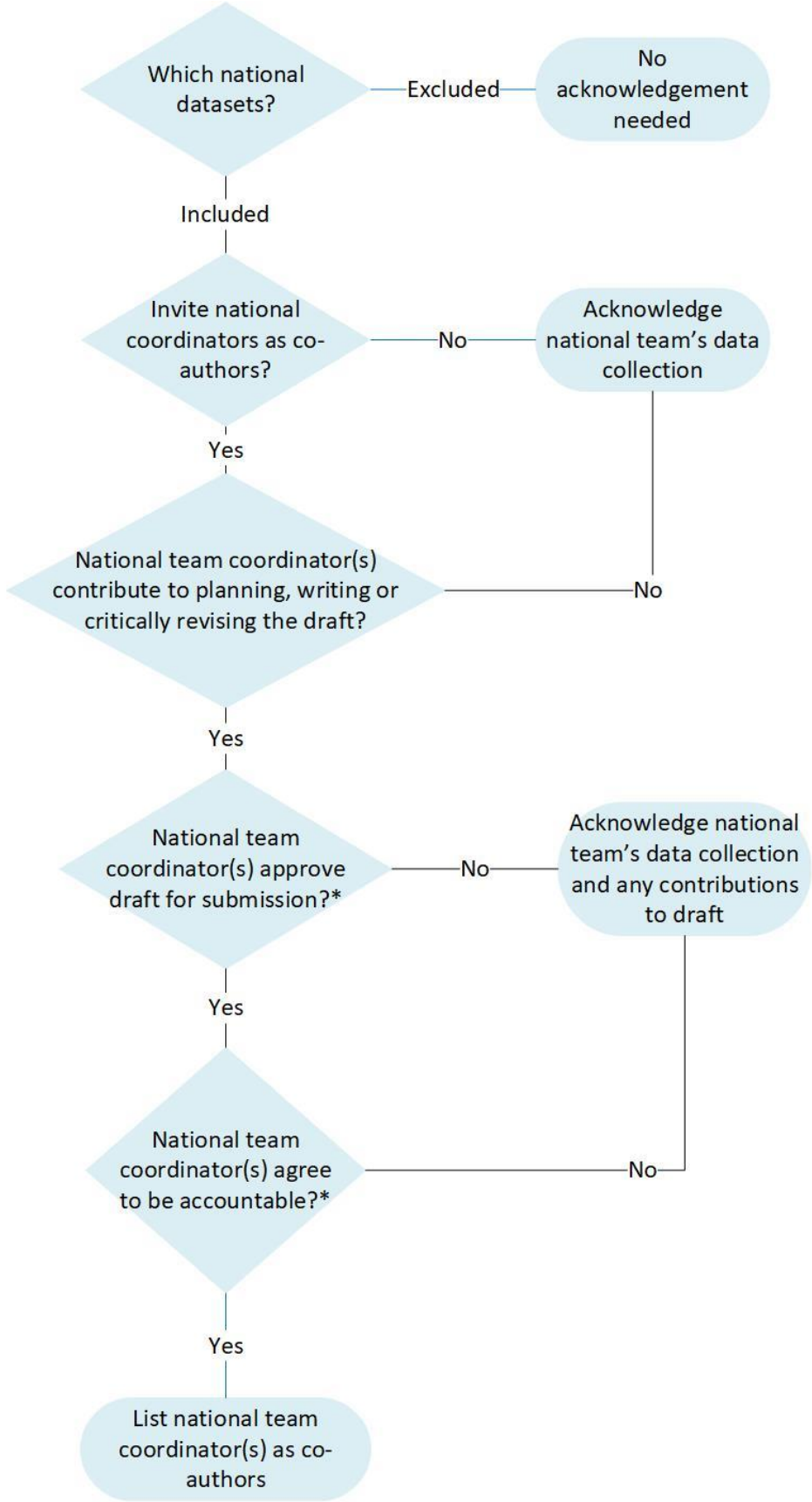
12.4. Describe in your own words, for what reason was there this attempt to prevent or end your dating relationship? _____

12.5. Were any of the following actions taken to prevent or end your dating relationship? (Tick all that apply).

- you were told to end dating
 you were forbidden to meet him/her
 pocket money or other monetary benefit was not given to you
 you were forbidden to go out (house arrest)
 you were threatened with physical punishment
 you were physically punished in some other way, describe how: _____

ISRD PROJECT - GUIDELINES FOR AUTHORSHIP

Decision Sequence for Originating Author(s)



* Approval and agreement must be documented by email

DEFINITION OF AUTHORSHIP

We use the widely cited definition of authorship developed by the ICMJE (International Commission of Medical Journal Editors). An author of a publication should meet all four of the following criteria:

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ACKNOWLEDGING DATA COLLECTION

1. Until the ISRD multinational database has been placed in a publicly accessible repository, acknowledgement of data collection will need to appear in the 'Acknowledgements' section of the publication. For each country's data which has been included in the publication, acknowledgement will have to be made to the researcher(s) who made a substantial contribution to data collection.
2. Once the ISRD multinational database has been placed in a publicly accessible repository, the database will be given a doi and considered as an output from the ISRD project. The authors of the database will include the researcher(s) who made a substantial contribution to data collection in each country.

ORDER OF AUTHORS

1. Determined by the proportional contribution to the publication (from most to least).
2. Where authors have an equal proportional contribution to the publication they will be listed alphabetically.