

Evaluating the Effects of a Community-Based Violence Prevention Intervention By War Child Holland in Post Conflict Northern Uganda

Submitted to

War Child Holland, Uganda

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**EVALUATING THE EFFECTS OF A COMMUNITY-BASED VIOLENCE PREVENTION INTERVENTION BY WAR CHILD HOLLAND IN POST CONFLICT NORTHERN UGANDA**

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# EXECUTIVE SUMMARY

We report on the baseline results of a two year study to evaluate the impact of a Community-based Child Protection (CBCP) intervention by War Child Holland in post conflict Northern Uganda. The Community Based Child Protection (CBCP) intervention was initially developed in 2009 by War Child Holland, but was revised in 2011/2012. The study was supported by a grant from the Evaluation Challenge Fund.

**Methods and procedures**

Study design and setting

* We employed a cross sectional study design to gather baseline data on (i) caregivers’ knowledge, attitudes and practices related to violence against children, (ii) children self-reported violence and (iii) children violence/abuse reporting attitudes and practices. Both qualitative and quantitative data was collected, between May and June 2014.
* Data was collected from two parishes, namely: Ating Parish, Otuke District (Intervention Area) and Anyanga Parish, Alebtong District (Control Area). From each parish, 10 villages were randomly selected. From the selected villages, 427 random households were surveyed: (202 in the intervention area and 225 in the control area); representing a response rate of 92%. .

Study population

* From the selected households we interviewed a total of 854 respondents comprising 427 caregivers and 427 children (10-17 years). 93% of the caregivers interviewed were female, with a mean age 39 years. 40 % had never attended any formal education, possibly a consequence of the 2 decade civil conflict in the areas. Nearly 80 % respondents were married or living together in a relationship. 89 % identified as Christians. The average age of children (mean ±S D) was 13.3± 2.4; 54 percent were female; 17% were orphans.

**Results**

Caregivers’ perceptions about child abuse

* Overall, 43% of the caregivers had a low perception of what constitutes abuse and long term effects of child abuse (intervention area, 42% vs. Control area, and 34.0%). Age and education attainment of care giver had no significant effect on perception in both the intervention and control area.

Knowledge of child abuse

* Overall, 50 % of the caregivers demonstrated low level of knowledge of child maltreatment (intervention area, 44.4% vs. control area, 54.3%).
* Only 10% of the care givers (11% in the intervention area and 9% in the control area) demonstrated high knowledge of child maltreatment/abuse.

Caregivers’ attitudes towards physical punishment and caregiver child disciplinary practices

* The proportion of primary caregivers who believe in physical punishment in the intervention and control area was 57% and 59 % respectively.
* The proportion of primary caregivers that reported use of violent disciplinary practices in intervention and control areas was 70 and 74% respectively.
* Results however indicate that caregivers’ attitudes toward physical punishment are positively correlated with actual disciplinary practices in the household. Caregivers who believed that a child should be physically punished for better upbringing were more likely to use physical punishment as child discipline method.

Child abuse reporting practices

* Majority of the caregivers in the intervention and control areas (64% and 62%, respectively) indicated that they report if they see or hear of children experiencing abuse at home or in the community. The majority report to local council authorities.

Children self-reported violence

* Only 15% of the children in the intervention area and 10% in the control area reported not to have experienced any form of violence in the last 12 months preceding the survey
* Two-thirds of children in the intervention area (66%) and three-quarters (75%) in the control area had experienced at least one form of physical violence in the 12 months preceding the survey.
* About 17% of the children in the control area and 19% in intervention area, had experienced at least one form of sexual violence- in the last 12 months preceding the survey.
* Relationship between self-reported sexual violence and gender was significant in both the control and intervention area (p≤.01 and p≤.001, respectively). Girls were more generally more likely to report sexual violence compared to boys.
* Physical and emotional violence against children was mainly perpetrated by parents/caregivers and peers/friends. Sexual violence was mainly perpetrated by peers/friends

Reporting Incidents of abuse

* 49% of the children had not disclosed any incident of sexual abuse they had experienced in the last 12 months before the survey. We found significant variations in sexual abuse disclosure by intervention area (Intervention area, 34.3% and control area, 62%).
* In addition, 64% and 45% of the children had disclosed to someone incidents of physical and emotional abuse they had experienced.

**Conclusions and recommendations**

Violence against children in the intervention and control areas is widespread. Unfortunately, many children rarely report incidents of abuse, including sexual abuse. The main perpetrators are parents—biological and step parents. Violent disciplinary practices are particularly common. Caregivers who believed that a child should physically be punished for better upbringing were more likely to use physical punishment as child discipline method. For the most part, households employed a combination of violent and non-violent disciplinary practices (see Table 8), reflecting caregivers’ motivation to control children’s behavior by any means possible.

The study also revealed some gaps in knowledge and conflicting practices in relation to violence against children. There were attitudes—both supportive and those against violence against children. Findings relating to caregivers’ knowledge, attitude and practices on violence against children should therefore be used as a basis for behavior change directed discussions and interventions. More crucial is the need to empower communities to direct both the discussions and interventions as this would ensure sustainability.

Our study also recommends the need to support parents and promote dialogue on acceptable types of discipline, mobilize and strengthening community-based responses, build on customary norms that protect children, and engage children in all aspects of prevention, response and monitoring of violence against children.

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# BACKGROUND

# Introduction

This report highlights the baseline results of a two year study aimed at evaluating the impact of the community-based Child Protection (CBCP) intervention undertaken by War Child Holland in post conflict Northern Uganda. The goal of the Community Based Child Protection (CBCP) intervention is to improve the protective environment for children and young people at the community level by supporting communities to strengthen the way communities prevent and respond to child protection concerns and to improve the link between community and national child protection systems.

The CBCP intervention was initially developed in 2009 by War Child Holland and since then, it has been implemented in over 60 communities. It was revised in 2011/2012, drawing on WCH implementation experience. The CBCP intervention is process oriented, prioritizes community capacity and self-help, and stresses consensus and cooperation. It is underpinned by an interactive approach: engaging the community structures in the analysis of problems and gaps, promoting dialogue and development and implementation of action plans with a long-term focus on the prevention of violence against children.

Figure 1: Features of WCH’s CBCPA against violence



The CBCP intervention comprises of three sequential phases. The first is **community-driven analysis** of the main types of violence, abuse, neglect and exploitation of children in the targeted communities. This activity uses a number of tools, such as risk analysis, pathway analysis (a method to understand what *really* happens to a child when it has been exposed to violence (as opposed to what *should* happen[[1]](#footnote-1)), and a Strengths Weaknesses Opportunities and Threats (SWOT) analysis. This phase targets existing community structures that have an interest in protecting children and facilitate their own analysis of children’s situation and the magnitude, causes and consequences of violence against children.

This analysis is followed by **dialogue sessions** focusing on knowledge and attitudes towards child abuse. One example could be dialogues on positive discipline to combat corporal punishment. The content of the dialogue sessions depends on the outcome of the community-driven analysis. The dialogues also address what can be done by communities themselves to prevent the types of violence that have been identified in the analysis.

*By adopting a community-based approach the CBCP intervention seeks to create community-based understanding of the magnitude, consequences and causes of violence against children, so that the solutions, aimed at prevention are community-driven and community-owned.*

The final phase of the intervention is the **development of concrete interventions** to prevent violence against children. These interventions are the outcome of the dialogues and address the causes and contributing factors to violence against children that were identified in the first phase. The community structures develop the ideas and the plans for the interventions and present those plans to War Child Holland for feedback and further guidance. When the final intervention plans have been approved by War Child Holland and have been shared with the wider community, implementation starts. Throughout the implementation phase War Child Holland provides technical guidance, support and small funds if funding is needed and if the interventions fulfil the criteria for relevance and for addressing the identified causes and contributing factors. The implementation is closely monitored by community members and War Child Holland staff

# Purpose and objectives of the Baseline Survey

The baseline survey sought to assess the pre-intervention conditions to inform the development of interventions tailored to the needs of the community. The study also provides a baseline against which future progress can be measured to answer key evaluation questions regarding the performance aspects of the project including, impact attribution.

|  |
| --- |
| **Key Evaluation Questions** |
| 1. To what extent does the Community-Based Child Protection intervention approach change the knowledge, attitudes and practices of children, parents/care givers, local leaders and other community members with regard to violence against children? 2. What is the level of reduction of the prevalence and incidence of violence against children in the areas where the intervention takes place and is that reduction attributable to the intervention? 3. What lessons does War Child Holland’s current intervention approach have for eliminating violence against children in Ugandan communities? In which ways can the approach be improved to augment the effective prevention and response to the locally identified forms of violence? |

# METHODS AND PROCEDURES

## Study Design

This cross-sectional study was conducted to generate baseline data on (i) caregivers’ knowledge, attitude and practices related to violence against children, (ii) children self-reported violence and (iii) children violence/abuse reporting attitudes and practices. Both qualitative and quantitative data was collected.

Quantitative data was collected from children and care givers in selected households using interviewer-administered questionnaires. Qualitative data on the other hand was collected through focus group discussions (with community members and children) and in-depth interviews with selected informants. Data was collected between June and July 2014.

## Study population and Area

Data was collected from two parishes, namely: Ating Parish, Otuke District (Intervention Area) and Anyanga Parish, Alebtong District (Control Area). From the selected parishes, 10 villages were randomly selected. In each of the villages, we randomly selected households with children 10-17 years. Within selected households, we interviewed both caregivers and children (10-17 years). **A household** was defined as a person or group of persons, related or unrelated, who live together and eat from the same pot. **Caregivers** comprise any person over the age of 18 (unless child head of household) who provides direct care for children regardless of type of ties (e.g., biological and step-parents, grandparents, etc).

Overall, 427 household were surveyed (202 in the intervention area and 225 in the control area); representing a response rate of 92%. From the selected households 427 primary care givers and 427 children were interviewed (see Table 1).

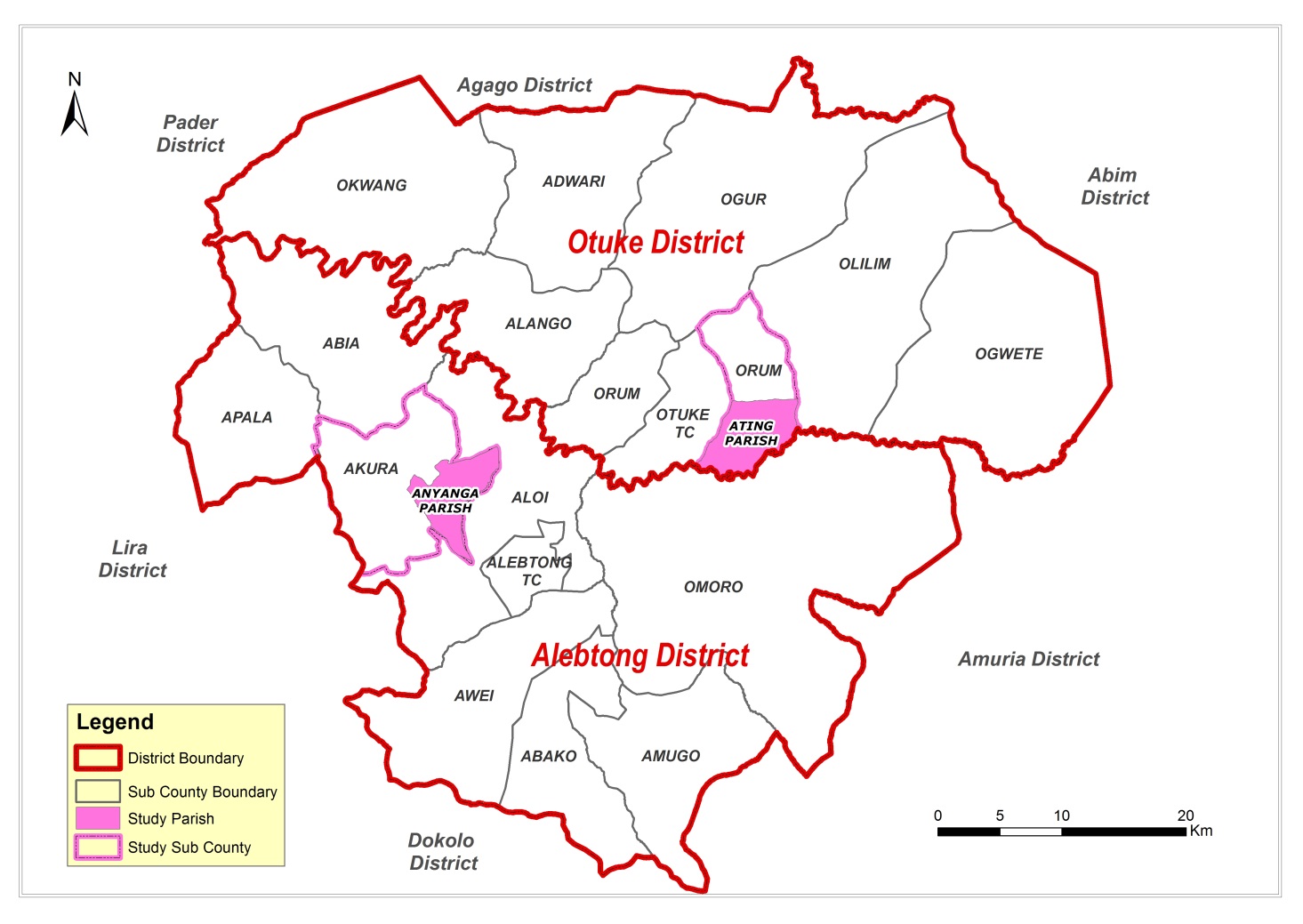
Table : Sample

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Parish Name | Number of participants | | | |
| Children | | Adults/caregivers/Parents | |
| Male | Female | Male | Female |
| Ating Parish | 92 | 110 | 10 | 192 |
| Anyanga Parish | 106 | 119 | 20 | 205 |
| Total | 198 | 229 | 30 | 397 |

Map : A map of Uganda showing the two study Districts



Map : A map of Alebtong and Otuke showing the two study parishes



## Survey tool

Data was collected using interviewer-administered questionnaires. Two sets of questionnaires were developed: (i) parent/caregiver questionnaire, and (ii) the children questionnaire.

Parent/caregiver questionnaire: The parent/caregiver questionnaire collected information on household demographic characteristics, caregivers’ knowledge, perception and attitudes towards child abuse. Additional information was collected on caregiver disciplinary practices and the level of parental stress.

* *Household demographics characteristics:* data was collected on general household characteristics and household composition (including children’s living arrangements and orphan hood status) using items from the 2010 Uganda National Household Survey.
* *Caregivers’ perceptions about child abuse* were measured using a modified version of the perception of child abuse and neglect (PCAN) scale developed by Price et al. (2001).[[2]](#footnote-2) The full version of the PCAN instrument has 17 items: 8 eight items measure what constitutes child abuse and nine items measure beliefs about the likely long term effects of child abuse. We however reduced the overall number of items to 13 (7 to measure what constitutes child abuse and 6 items to measure beliefs about the likely long term effects of child abuse). Responses were given on a 5-point Likert-type scale (1=strongly agree to 5=strongly disagree).
* *Knowledge of child abuse:* We assessed caregiver’s knowledge of child abuse using 13 items: 7 items—adapted from the study by Hibbard and Zollinger (1990) and 6 other items—three from Bonham’s Knowledge of Child Abuse Scale (1996) and three on ‘knowledge of the social indicators of child abuse’ adapted from the study by Sonbol et. al (2011). Each item had a correct answer of true or false. Respondents who answered each question correctly earned one point with a possible maximum of 13 points.
* *Caregivers’ attitudes towards physical punishment*, and *caregiver child disciplinary practices* were measured using items from the UNICEF Multiple Indicator Cluster Surveys rounds 3 (MICS-3)
* *Caregiver attitude toward reporting child abuse* was measured using 10 items adapted from the Teachers’ Reporting Attitude Scale for Child Sexual Abuse (TRAS-CSA) (Walsh, Rassafiani, Mathews, Farrell, & Butler, 2010). Responses were given on a 5-point Likert-type scale (1=strongly agree to 5=strongly disagree). Items were positively and negatively worded. Positively worded items (e.g., “I plan to report child abuse when I suspect it”) were reverse-coded so that higher score presented more positive attitudes. Four attitude subscales were used as separate variables: The c**ommitmen**t sub-scale concerned with commitment to report abuse (3 items); **Value** associated with reporting (3 items); **confidence** in the system’s effective response to their reporting (3 items); and **concerns** about reporting (1 item).
* Caregiver behavior (parenting practices) and the level of parental stress were measured using the Alabama Parenting Questionnaire (APQ) (Frick, 1991) and the parental stress scale respectively. The Alabama Parenting Questionnaire was used to assess parenting practices across five domains: parental involvement, positive parenting, poor monitoring/supervision, inconsistent discipline, and corporal punishment.

Child questionnaire

* **Children self-reported violence**, and violence/abuse reporting attitudes and behaviour/practices were measured using a modified version of the Child Abuse Screening Tool Version developed by the International Society for Prevention of Child Abuse and Neglect (Zolotor et al., 2009).
* **Children life satisfaction** was assessed by the Multidimensional Students’ Life Satisfaction Scale (MSLSS) which is a self-report symptom inventory developed by Huebner. The full version of this measurement instrument has 40 items covering five sub-scales: family, friends, school, living environment and self. We retained all five subscales, as we believe that a multi-dimensional perspective on life satisfaction is important, although we reduced the overall number of items to 18 (six items for the family sub-scale, four items for each of four different sub-scales and five items for the fifth). Moreover, in contrast to the original version, which uses a four-point scale (never, sometimes, often, almost always), we decided to use a six-point ‘agree-disagree’ scale, as this seems more appropriate given the actual wording of the items. Coefficient alpha (i.e. reliability) for the items that comprise these six sub-scales is .82. In order to provide more detailed information on the home environment dimension, we added a new item specifically related to this (“I feel secure in my neighbourhood”). In addition we added three times on the self-dimension (see Annex 1)

## Data management and analysis

*Quantitative data:* Quantitative data was analyzed in STATA Version 12 (StataCorp LP, College Station, Texas). Descriptive statistics and cross-tabulations/ analytical tables of relevant variables were generated. Rounds of checks were carried out of the generated tables to ensure accuracy. Frequency tables, percentages, graphs and charts are used in the presentation of the findings. Chi-square tests, ANOVA and logistic regression were used to assess significance of observed variations across key variables.

*Qualitative data:* All FGD and IDI were recorded, transcribed, translated and entered into Ms. Word. Transcription of FGD was aided by notes taken during discussions. Transcripts were checked for accuracy and then imported into qualitative analysis software (Nvivo 8) for coding and thematic analysis.

## Research Ethics

Ethical approval for the study was obtained from the **Mild May Institutional Review Board**. In addition, national clearance was obtained from the Uganda National Council for Science and Technology (UNCST). Informed consent was obtained from all individuals participating in the interviews and focus groups using their preferred local language. I addition to consent from parents and/or guardians, minors aged up to 17 years provided ‘accent’ to participate in a study.

Before enrolment into the study, the respondents were informed about the aims of the study, their discretion to participate or withdraw at any time and were assured that all information obtained from them would be kept confidential. The anticipated benefits or risks of the study to the participants or the community were clearly explained and all the participants were given an opportunity to express whether they had understood the objectives of the study and what was expected of them as respondents.

## Study Limitations

This was a cross sectional study; no cause and effect relationships can be drawn from the results. Secondly, the survey method depended on self-reported data, which can potentially be limited by inaccurate reporting due to poor memory or misunderstanding of questions. Moreover, given the sensitive nature of the survey, social desirability bias can potentially occur. Also, there is the possibility of recall bias since respondents were expected to provide information on previous behaviors.

# RESULTS

# Socio-Demographic Characteristics of the Study Population

This section highlights the social-demographic characteristics of the study population. Caregiver and children basic demographic information (e.g., age, sex, and educational attainment) is presented as well as the socio-economic profile of surveyed households.

## Household Profile

Out of the 464 targeted households, 427 participated in the survey (202 in the intervention area, and 225 in the control area). This constitutes an average response rate of 92%. The mean household size was 6.8 persons (6.7 persons in the control area vs. 6.8 in the intervention area). Majority of the households were male headed (80%), and the average age of the household head was 45 years.

Table : Profile of Household surveyed, by intervention arm

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Household headship** | **Intervention area** | **Control area** | **Overall (N=427)** | **p-value** |
| **N=202** | **N=225** |
| Male | 79.7 | 80.9 | 80.3 |  |
| Female | 20.3 | 19.1 | 19.7 | 0.758 |
| **Mean size of households (mean ± SD)** | 6.9±2.3 | 6.7±2.1 | 6.8 ±2.2 | 0.485 |
| **Av number of children ≤ 18 years** (mean ± SD) | 4.5±1.9 | 4.2±1.6 | 4.3±1.8 | 0.086 |
| Av. Number of children 10-17 years (mean ± SD) | 2.4±1.3 | 2.3±1.1 | 2.4±1.2 | 0.227 |
| Percentage of households with orphans **≤ 18 years** | 32.2 | 25.3 |  |  |
| **Household size** |  |  |  |  |
| 2-4 | 15.4 | 14.7 | 15.0 |  |
| 5-6 | 28.7 | 31.1 | 30.0 |  |
| 7-8 | 33.7 | 34.2 | 34.0 |  |
| 9+ | 22.3 | 20.0 | 21.1 | 0.917 |
| **Number of children living in the household** |  |  |  |  |
| 1-2 | 16.8 | 14.7 | 15.7 |  |
| 3-4 | 32.7 | 43.1 | 38.2 |  |
| 5-6 | 36.1 | 34.7 | 35.4 |  |
| 7+ | 14.4 | 7.6 | 10.8 | 0.046\* |
| **Age group of the children** |  |  |  |  |
| ≤ 10 years | 16.8 | 18.7 | 17.8 |  |
| 11-14 years | 53.0 | 48.9 | 50.8 |  |
| 15-17 years | 30.2 | 32.4 | 31.4 | 0.697 |
| **Age group of household head** |  |  |  |  |
| 11-17 years | 0.0 | 0.9 | 0.5 |  |
| 18-35 years | 23.8 | 19.1 | 21.3 |  |
| 36-55 years | 56.4 | 62.2 | 59.5 |  |
| 55+ years | 17.8 | 14.7 | 16.2 |  |
| Not stated | 2.0 | 3.1 | 2.6 | 0.324 |
| **HH Income per month (UGX 1 =USD 2600)** |  |  |  |  |
| 2000-15000 | 24.2 | 31.6 | 28.2 |  |
| 15001-30000 | 25.8 | 22.5 | 24.0 |  |
| 30001-45000 | 8.2 | 7.3 | 7.8 |  |
| 45001-60000 | 17.0 | 14.2 | 15.5 |  |
| 60001-100000 | 13.2 | 9.6 | 11.2 |  |
| >100000 | 11.5 | 14.7 | 13.3 | 0.430 |

## Characteristics of survey respondents

**Care giver profile**

Table 3 presents the caregivers profile. Eligible respondents were “men and women 18 years and above (unless child-headed household) who had their own children or care for other children.” Females were overrepresented in this study when compared men. This is because women are the primary caregivers. Out of 427 caregivers interviewed, 93% were female while 7 % were male. . The mean age of respondents was 39 years; with a range between 16 and 79 years. Nearly one percent of the household heads were under age. About 60% respondents had completed primary level education. However 40% had never attended any formal education. Nearly 80% respondents were married or living together in a relationship. 3% had never been married. Eighty-nine percent identified as Christians. Over half of the respondents were spouse/partner to the heads of the household.

Table : Caregiver Profile

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Intervention area** | **Control area** | **Overall** | **p-value** |
| **N=202** | **N=225** |
| **Gender** |  |  |  |  |
| Male | 5.0 | 8.9 | 7.0 | 0.112 |
| Female | 95.0 | 91.1 | 93.0 |
| **Age** |  |  |  |  |
| **Average Age (yrs) of respondent ( mean ± SD)** | 38.9±12.3 | 39.4±10.4 | 39.1±11.3 | 0.640 |
| ≤17 years | 0.0 | 1.4 | 0.7 | 0.034\* |
| 18-34 years | 40.8 | 31.8 | 36.1 |
| 35-64 years | 54.7 | 64.6 | 59.9 |
| 65+ Years | 4.5 | 2.2 | 3.3 |
| **Relationship of respondent to household head** |  |  |  |  |
| Household Head | 31.7 | 34.2 | 33.0 | 0.762 |
| Spouse/Partner | 66.8 | 64.4 | 65.6 |
| Son / Daughter | 1.5 | 0.9 | 1.2 |
| Other relatives | 0.0 | 0.4 | 0.2 |
| **Marital status** |  |  |  |  |
| Married | 78.2 | 80.4 | 79.4 | 0.787 |
| Single | 2.5 | 2.7 | 2.6 |
| Separated/Divorced | 4.5 | 2.7 | 3.5 |
| Widowed | 14.9 | 14.2 | 14.5 |
| **Religious affiliation of respondent** |  |  |  |  |
| Catholic | 64.2 | 47.6 | 55.4 | 0.001\* |
| Protestant | 29.4 | 38.2 | 34.0 |
| Other[[3]](#footnote-3) | 6.5 | 14.2 | 10.6 |
| **Ever attended School** |  |  |  |  |
| Yes | 55.5 | 63.1 | 59.5 | 0.107 |
| No | 44.5 | 36.9 | 40.5 |
| **Highest Level of Education** |  |  |  |  |
| Primary | 95.5 | 84.5 | 89.4 | 0.007\* |
| Primary + | 4.5 | 15.5 | 10.6 |

**Children Profile**

Table 4 shows the distribution of the child sample by intervention area. A total of 427 children (10-17 years) were interviewed; 202 in the intervention and 225 in the control area. The mean age of the sample was 13 years. Majority of children in the intervention and control areas were aged 10-14 years—85% and 76% respectively.

Table : Socio-demographic characteristics of children interviewed

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Districts** | | | | | | **Overall** | | | **p-value** |
| **Intervention area** | | | **Control Area** | | |
| **Male (n=92)** | **Female**  **(n=110)** | **Total (n=202)** | **Male (n=106)** | **Female (n=119)** | **Total (n=225)** | **Male (n=198)** | **Female (n=229)** | **Total (n=427)** |
| 10-12yrs | 42.4 | 38.2 | 40.1 | 40.6 | 38.7 | 39.6 | 41.4 | 38.4 | 39.8 | 0.766 |
| 13-14yrs | 38 | 49.1 | 44.1 | 36.8 | 36.1 | 36.4 | 28.8 | 28.8 | 28.8 |
| 15-17yrs | 19.6 | 12.7 | 15.8 | 22.6 | 25.2 | 24 | 29.8 | 32.7 | 31.4 |
| Average age of children respondents (mean±SD) | 13.2 ±2.3 | 13.2±2.1 | 13.2±2.1 | 13.3±2.4 | 13.4±2.4 | 13.3± 2.4 | 13.2±2.3 | 13.3±2.2 | 13.3±2.2 |  |
| **Currently attending school** |  |  |  |  |  |  |  |  |  |  |
| Yes | 89.1 | 83.6 | 86.1 | 93.4 | 89.1 | 91.1 | 91.4 | 86.5 | 88.8 | 0.106 |
| No | 10.9 | 16.4 | 13.7 | 6.6 | 10.9 | 8.9 | 8.6 | 13.5 | 11.2 |
| **Level of Education** |  |  |  |  |  |  |  |  |  |  |
| P1-P6 | 93.5 | 92.7 | 93.1 | 86.8 | 84.0 | 85.3 | 89.9 | 88.2 | 89.0 | 0.002\* |
| Completed P.7 | 4.3 | 5.5 | 4.9 | 5.7 | 3.4 | 4.4 | 5.1 | 4.4 | 4.7 |
| Lower secondary (s1-s2) | 2.2 | 1.8 | 1.9 | 7.5 | 12.6 | 10.2 | 5.0 | 7.4 | 6.3 |

*Schoold attendance*

Overall, majority of the children in the intervention (86%) and control area (91%) were attending school at the time of the survey. Nonetheless up to 11 % of the children (14% in the intervention vs. 9% of in the control areas) were not attending school at the time of the survey. The main reason for children being out of school was parents’ and guardians’ inability to meet school related costs. Participant’s narratives reveal that although Uganda introduced universal primary and secondary education, several non-tuition charges, continue to affect children’s enrolment in school. Commonly, caregivers and children cited the lack of money for uniform, books, transportation, and lunch among others, as reasons for non-school attendance.

About 14 % of the children in the intervention and control area cited sickness as the main reason for non-school attendance.

Figure : Reasons for not attending school

*Disability*

About 10% of the children in our sample had at least one form of disability—mainly hearing/speech impairments and visual impairment—each at 41% and 27% respectively. In general the proportion of children with some form of disability in both study areas is slightly lower than the estimated national disability prevalence estimated at about 13% (UNICEF, 2014). More children in intervention areas had at least one form of disability compared to the control area (14.4% vs. 6.7%).

Table : Disability status of sampled children

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Districts** | | | | | | **Overall** | | | **p-value** |
| **Intervention area** | | | **Control Area** | | |
| **Male (n=92)** | **Female**  **(n=110)** | **Total (n=202)** | **Male (n=106)** | **Female (n=119)** | **Total (n=225)** | **Male (n=198)** | **Female (n=229)** | **Total (n=427)** |
| **Disability** |  |  |  |  |  |  |  |  |  |  |
| Yes | 14.1 | 14.6 | 14.4 | 6.6 | 6.7 | 6.7 | 10.1 | 10.5 | 10.3 | 0.011\* |
| No | 85.9 | 85.5 | 85.6 | 93.4 | 93.3 | 93.3 | 89.9 | 89.5 | 89.7 |
| **Forms of disability** | **n=13** | **n=16** | **n=29** | **n=7** | **n=8** | **n=15** | **n=20** | **n=24** | **n=44** |  |
| Physical disability | 23.1 | 25.0 | 24.1 | 42.9 | 12.5 | 26.7 | 30.0 | 20.8 | 25.0 |  |
| Visually impaired | 15.4 | 25.0 | 20.7 | 14.3 | 62.5 | 40.0 | 15.0 | 37.5 | 27.3 |  |
| Hearing/ speech | 53.9 | 43.8 | 48.3 | 28.6 | 25.0 | 26.7 | 45.0 | 37.5 | 40.9 |  |
| mental/learning | 0.0 | 6.3 | 3.5 | 14.3 | 0.0 | 6.7 | 5.0 | 4.2 | 4.6 |  |
| multiple disability | 7.7 | 0.0 | 3.5 | 0.0 | 0.0 | 0.0 | 5.0 | 0.0 | 2.3 |  |

*Orphan-hood status and living arrangements*

Orphan-hood status*:* Twenty one percent of the children were orphans i.e. had lost one or both parents. The proportion of orphaned children was higher in the intervention area compared to control area (25% vs. 17%). In general the proportion of orphans in the study areas is much higher than the national average of 14 percent (Kalibala et al. 2010), possibly pointing to the consequences of the 2 decade (1987-2007)civil conflict between the government forces and the Lord’s Resistance Army (LRA).

Living arrangements:Majority of the children (67%) were living with one or both of their parents. The proportion of orphaned children was higher in the control area compared to the intervention area. About 13% of the children were not living with either parent. Instead they were living with their relatives (aunts/uncles, siblings, grandparents).

Table : Orphan hood status and children living arrangements

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Districts** | | | | | |  |  |  |
| **Intervention area** | | | **Control Area** | | |  |  |  |
| **Male (n=92)** | **Female**  **(n=110)** | **Total (n=202** | **Male (n=106)** | **Female (n=119)** | **Total (n=225)** | **Male (n=198)** | **Female (n=229)** | **Total (n=427)** |
| **Are your parents alive?** |  |  |  |  |  |  |  |  |  |
| Both parents alive | 68.5 | 80.9 | 75.3 | 83.0 | 82.4 | 82.7 | 76.3 | 81.7 | 79.2 |
| Both parents dead | 8.7 | 2.7 | 5.5 | 0.0 | 4.2 | 2.2 | 4.0 | 3.5 | 3.8 |
| Only mother alive | 18.5 | 15.5 | 16.8 | 14.2 | 11.8 | 12.9 | 16.2 | 13.5 | 14.7 |
| Only father alive | 4.4 | 0.9 | 2.5 | 2.8 | 1.7 | 2.2 | 3.5 | 1.3 | 2.3 |
| **Person with whom the stay** |  |  |  |  |  |  |  |  |  |
| Both parents | 60.9 | 61.8 | 61.4 | 73.6 | 71.4 | 72.4 | 67.7 | 66.8 | 67.2 |
| Living with one of the parents | 18.5 | 20.9 | 19.8 | 20.8 | 18.5 | 19.6 | 19.7 | 19.7 | 19.7 |
| Not living with either parents | 20.7 | 17.3 | 18.8 | 5.7 | 10.1 | 8.0 | 12.6 | 13.5 | 13.1 |

# Caregivers’ Knowledge and Attitudes toward Child Maltreatment

## Perception about child abuse/maltreatment

Caregivers’ perceptions of child abuse was assessed using a modified version of the Perception of child abuse and neglect (PCAN) scale, developed by Price et al. (2001).[[4]](#footnote-4) We measured: (i) caregivers perception of what constitutes abuse (7 items), (ii) caregivers beliefs about likely long term effects of child abuse (6 items). Responses were given on a 5-point Likert-type scale (1=strongly agree to 5=strongly disagree)

Perceptions of What Constitutes Child Abuse

Nearly all scenarios were seen by the vast majority (over 90%) of the respondents in the intervention area as acts that constitute child abuse. In the control area, four of the seven scenarios were seen by over 85% of the respondent as acts that constitute child abuse (Table 7).

Table : Perceptions of What Constitutes Child Abuse by Intervention Area

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Intervention area** | | | | | | **Control Area** | | | | | |
| Not sure | | Disagree | | Agree | | Not sure | | Disagree | | Agree | |
| **N** | % | **N** | % | N | **%** | **N** | % | **N** | % | N | **%** |
| An uncle showing a child pictures or movies of people involved in sexual acts | 0 | 0.0 | 10 | 5.0 | 192 | 95.0 | 4 | 1.8 | 6 | 2.7 | 215 | 95.6 |
| A parent regularly calls their chid nick names and embarrasses the child in front of others | 2 | 1.0 | 6 | 3.0 | 194 | 96.0 | 4 | 1.8 | 13 | 5.8 | 208 | 92.4 |
| An aunt regularly uses a young boy to put lotion on her breasts after bathing | 0 | 0.0 | 5 | 2.5 | 196 | 97.5 | 3 | 1.3 | 3 | 1.3 | 219 | 97.3 |
| Parents permit and even encourage their child to do things the child knew was wrong | 1 | 0.5 | 7 | 3.5 | 194 | 96.0 | 18 | 8.0 | 15 | 6.7 | 192 | 85.3 |
| Parents completely ignore their child and do not care what he does or when he comes home. | 1 | 0.5 | 5 | 2.5 | 196 | 97.0 | 20 | 8.9 | 29 | 12.9 | 176 | 78.2 |
| Parents who regularly threaten to hurt their child or her toys if she does not behave. | 0 | 0.0 | 15 | 7.4 | 187 | 92.6 | 7 | 3.1 | 48 | 21.3 | 170 | 75.6 |
| A five year old has a temper tantrum at a local grocery shop and the mother slaps the child. | **0** | 0.0 | **20** | 10.0 | 181 | 90.0 | **7** | 3.1 | **100** | 44.6 | 117 | 52.2 |

Perceived Long-Term Effects of Child Abuse

The respondents were asked to assess whether nine different potential long-term outcomes were likely to occur to someone who had experienced abuse as a child (Table 8). Almost three-fourths of the respondents supported all 6 statements as likely long-term outcomes of child abuse. Respondents were most likely to believe that the long-term outcomes of child abuse are problems with relationships (94% in the intervention vs. 88% in control area).

Table : Perceived long term effects of Child abuse by intervention area

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Intervention area** | | | | **Control Area** | | | | | |
| Disagree | | Agree | | Not sure | | Disagree | | Agree | |
| **N** | % | N | **%** | **N** | % | **N** | % | N | **%** |
| Abused children are more likely to have long-term problems with relationships (e.g. making and keeping friends) | 13 | 6.4 | 189 | 93.6 | 9 | 4.0 | 17 | 7.6 | 199 | 88.4 |
| Abused children are more likely to have parenting problems during adulthood | 25 | 12.4 | 177 | 87.6 | 7 | 3.1 | 27 | 12.0 | 191 | 84.9 |
| Abused children are more likely to be involved in violence against others | 18 | 8.9 | 184 | 91.1 | 7 | 3.1 | 20 | 8.9 | 198 | 88.0 |
| Abused children are more likely to abuse their children when they become parents | 45 | 22.3 | 157 | 77.7 | 12 | 5.3 | 38 | 16.9 | 175 | 77.8 |
| Abused children are more likely to drop out of school | 14 | 6.9 | 188 | 93.1 | 13 | 5.8 | 20 | 8.9 | 192 | 85.3 |
| Abused children are more likely to attempt suicide | 27 | 13.4 | 175 | 86.6 | 9 | 4.0 | ***33*** | 14.7 | 182 | 81.3 |

The total score on the perception of child abuse and neglect (PCAN) was the summation of the all items on the scale and the total score of the subscales was the summation of the individual items that comprised the subscales. The overall score range on the PCAN scale was 23 to 65. Levels of perception of child abuse and neglect (i.e. high, moderate, and low) were determined through analysis of percentile scores and the ‘criterion of one standard deviation above and below the mean of the distribution’ (Malik & Shah, 2007, p.174).

The overall perception scores on the 25th, 50th and 75th percentile ranks were 53, 57 and 61, respectively. The overall mean score was 56.9(SD=6.1). Thus a score of 56 and below, between 57 and 60, and 61 and above were interpreted as low, moderate and high perception of child abuse and neglect, respectively. The same logic was applied to the two sub-scale i.e. perception of what constitutes abuse and perceived long term effects of child abuse. Overall 43% of the care givers had a low perception of child abuse i.e. what constitutes abuse and long term effects of abuse. More caregivers in the intervention area, compared to those in the control area, had a low/poor perception of child abuse (41.5 vs. 34%).

Table : Perception of What constitutes abuse and the Long term effects of abuse

|  |  |  |  |
| --- | --- | --- | --- |
| **Items** |  | | |
| Intervention area (n=200) | Control area (n=224) | Overall (n=424) |
| **Perceptions of What Constitutes Child Abuse** |  |  |  |
| Low | 35.5 | 34.4 | 42.9 |
| Moderate | 27.5 | 41.5 | 26.2 |
| High | 37. 0 | 24.1 | 30.9 |
| ***Mean Score (perception of what constitutes Child Abuse)*** *(Mean ± SD)* | ***32.2 ±3.7*** | ***28.1±3.6*** | ***30.0 ±4.2*** |
| **Perceived Long-Term Effects of Child Abuse** |  |  |  |
| Low | 41.6 | 24.8 | 43.0 |
| Moderate | 22.8 | 27.2 | 28.2 |
| High | 35.6 | 48.0 | 28.9 |
| ***Mean Score (perceived Long-term Effects of Child Abuse)*** *(Mean ± SD)* | *25.7****±4.32*** | *24.2****±3.6*** | *24.9****±4.0*** |
| **Overall perception of  child abuse** |  |  |  |
| Low | 41.5 | 34.0 | 42.6 |
| Moderate | 25.0 | 35.0 | 26.7 |
| High | 33.5 | 31.0 | 30.7 |
| ***Overall Perception mean score (Mean ± SD)*** | *60.8±6.4* | *57.4 ±6.1* | *56.9 ±6.1* |

We found significant differences in the overall mean perception between intervention and control area. In addition, age and education attainment of care giver had no significant effect on perception in both the intervention and control area.

## Knowledge of child maltreatment /abuse

We assessed caregiver’s knowledge of child abuse using 13 items: 7 items—adapted from the study by Hibbard and Zollinger (1990) and 6 other items—three from Bonham’s Knowledge of Child Abuse Scale (1996) and three on ‘knowledge of the social indicators of child abuse’ adapted from the study by Sonbol et. al (2011). Each item had a correct answer of true or false (see Table 11). Respondents who answered each question correctly earned one point with a possible maximum of 13 points.

Overall, caregivers knowledge scores ranged from 2 to 12 with an average score of 6.6 (6.8 intervention, and 6.4 in the control area). Overall, 50% of care givers in both control and intervention area has poor/low level knowledge of child maltreatment or abuse. A higher proportion of caregiver in the control, compared to the intervention area, had poor knowledge of child abuse—at 54 and 44%, respectively.

Results further indicate that 10% of the care givers had high knowledge of child maltreatment or abuse i.e. got at least 9 of 13 items correct, while about 40% of the care givers had moderate knowledge of child maltreatment (i.e. got 7-8 items correct). The relationship between caregivers age and education level, and knowledge of child abuse was not significant for both control and intervention area).

Table : Knowledge of child maltreatment/abuse

|  |  |  |  |
| --- | --- | --- | --- |
| **Statements** |  | | |
| **Intervention area** | **Control area** | **Overall** |
| **N=202** | **N=225** |
|  |  |  |  |
| Mean knowledge of child abuse score **(mean ± SD) (Range)** | 6.8 ± 1.4 | 6.4± 1.7 | 6.6± 1.6 |
|  |  |  |  |
| **Level of Knowledge** | % | % | % |
| Low (≤6 items correct) | 44.4 | 54.3 | 49.6 |
| Moderate (7-8 items correct) | 43.9 | 36.8 | 40.1 |
| High (≥9 items correct) | 11.6 | 9.0 | 10.2 |

Table : Care givers knowledge of child abuse

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Intervention area** | | | | | | **Control Area** | | | | | |
| True | | False | | Don’t know | | True | | False | | Don’t know | |
| **N** | **%** | **N** | % | N | **%** | **N** | % | **N** | % | N | **%** |
| Most cases of child abuse involve physical force | 165 | 81.7 | 37 | 18.3 | 0 | 0.0 | 201 | 89.3 | 23 | 10.2 | 1 | 0.4 |
| Children who have been abused or neglected usually tell someone soon after abuse or neglect | 154 | 76.2 | 47 | 23.3 | 1 | 0.5 | 153 | 68.0 | 70 | 31.1 | 2 | 0.9 |
| In most cases, children who are sexually abused are abused by strangers | 125 | 61.9 | 76 | 37.6 | 1 | 0.5 | 111 | 49.3 | 112 | 49.8 | 2 | 0.9 |
| Many street children and adolescents have been abused or neglected (Physically, Sexually, or emotionally) before running away | 185 | 91.6 | 17 | 8.4 | 0 | 0.0 | 127 | 56.4 | 75 | 33.3 | 23 | 10.2 |
| Most adults who abuse children were abused in some way as children themselves | 147 | 72.8 | 54 | 26.7 | 1 | 0.5 | 131 | 58.2 | 81 | 36.0 | 13 | 5.8 |
| A child who has been abused or neglected will have physical signs in all cases | 185 | 91.6 | 17 | 8.4 | 0 | 0.0 | 197 | 87.6 | 26 | 11.6 | 2 | 0.9 |
| Those who abuse children can be identified by external behaviours | 178 | 88.1 | 23 | 11.4 | 1 | 0.5 | 132 | 58.7 | 83 | 36.9 | 10 | 4.4 |
| If a child reports/discloses that an adult has caused harm, the accusation should be addressed | 202 | 100.0 | 0 | 0.0 | 0 | 0.0 | 224 | 99.5 | 0 | 0.0 | 1 | 0.5 |
| The abuser in most cases is someone the child knows | 179 | 88.6 | 23 | 11.4 | 0 | 0.0 | 150 | 66.7 | 73 | 32.4 | 2 | 0.9 |
| Children may exhibit specific behaviours as a result of child abuse | 179 | 89.5 | 21 | 10.5 | 0 | 0.0 | 195 | 87.4 | 26 | 11.7 | 2 | 0.9 |
| Children often lie about sexual abuse | 64 | 31.7 | 137 | 67.8 | 1 | 0.5 | 135 | 60.0 | 88 | 39.1 | 2 | 0.9 |
| Sexual abuse within the family is the most hidden form of child abuse | 122 | 60.4 | 78 | 38.6 | 2 | 1.0 | 157 | 69.8 | 61 | 27.1 | 7 | 3.1 |
| Emotional abuse cases are easy to prove | 178 | 89.0 | 22 | 11.0 | 0 | 0.0 | 177 | 78.7 | 42 | 18.7 | 6 | 2.7 |

## Caregivers’ attitudes towards physical punishment and associated factors

Understanding caregivers’ beliefs about the best way to bring up a child is essential to interpreting the prevalence of violent discipline. It is also important for developing appropriate policy responses to the issue of violence in the home. Care givers were asked if they believed that a child should physically be punished for better upbringing. Results are presented in Figure 3. Overall the proportion of primary caregivers who believe in physical punishment in the intervention and control area was 57 percent and 59 percent respectively. We found no significant association between belief in physical punishment and primary caregiver’s social demographic characteristics such as age (p≥.001) and education level or household characteristics such as household income, household size (p≥.001), number of children in the household (p≥.001).

Figure : Caregivers’ attitudes towards physical punishment

Results however indicate that caregivers’ attitudes toward physical punishment are correlated with actual disciplinary practices in the household. We found a significant relationship between the primarily caregiver’s attitudes and the use of physical punishment as child discipline method. Caregivers who believed that a child should physically be punished for better upbringing were more likely to use physical punishment as child discipline method. The results were statistically significant for intervention and control areas. Nevertheless, it is worth noting that a considerable proportion of children (34%) are still subjected to physical punishment even if their mother/primary caregiver does not consider physical punishment to be necessary.

# Child disciplinary practices

Child discipline is an integral part of child upbringing in all cultures. According to Butchart et al., (2006), child discipline includes training directed at developing judgment, behavioral boundaries, self-control, self-sufﬁciency and positive social conduct.[[5]](#footnote-5) Child disciplinary practices have broad implications for overall child well-being, and appropriate discipline is viewed as being a necessary part of child rearing.

Understanding child discipline requires an appreciation of the full range of disciplinary behaviors, including non-violent as well as violent practices. Non-violent child disciplinary practices include acts that are closely associated with authoritative parenting, such as taking away privileges or explaining why something is wrong. On the other hand, violent child discipline may be either physical or psychological in nature. Violent physical discipline (which is also known as corporal punishment) uses physical means to control children, such as spanking or physically forcing children to do things. Violent psychological discipline involves the use of guilt, humiliation, the withdrawal of love, or emotional manipulation to control children.

The proportion of primary caregivers that reported use of violent disciplinary practices in intervention and control areas was 72 and 75% respectively.

Table : Child discipline practices

|  |  |  |  |
| --- | --- | --- | --- |
|  | |  | |
| **Intervention area** | **Control area** |
| **N=200** | **N=222** |
| Parents using non- violent disciplinary practices | | 81.5 | 91.9 |
| Parents using violent disciplinary practices | | 71.6 | 75.2 |
|  | Psychological aggression | 61.5 | 66.2 |
| Physical Punishment | 54.3 | 53.6 |
| Severe physical punishment | 30.5 | 33.3 |
| Both violent and non-violent discipline | | 87.8 | 98.2 |
| Neither Violent nor Non-Violent Discipline | | 12.2 | 1.8 |

Overall, parents with a higher parental stress scores were more likely to use violent disciplinary practices compared to those with lower parental stress scores (p<0.001). This was true for both the intervention and control area.

Overall, we also found an association between household size[[6]](#footnote-6) and the use of violent disciplinary practices (p<.001). We found a larger household size to be a risk factor for violent child discipline. There was also a significant association between prevalence of violent discipline and the total number of children in the household. However, we found no association between caregiver’s age, education level, religion and the use of violent disciplinary practices. Children are also equally likely to experience violent discipline regardless of the household income status.

**Table 13: Association between household and caregiver characteristics and use of violent disciplinary practices**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Characteristic** | **Intervention** | | **Control** | |  | **Overall** | |
|  | OR | P-value | OR | P-value |  | OR | P-value |
|  |  |  |  |  |  |  |  |
| **Household size** | 1.17 | 0.027\* | 1.1 | 0.21 |  | 1.14 | 0.013\* |
|  |  |  |  |  |  |  |  |
| **Number of children** | 1.29 | 0.003\* | 1.08 | 0.406 |  | 1.19 | 0.006\* |
|  |  |  |  |  |  |  |  |
| **Income** |  |  |  |  |  |  |  |
| 2000-15000 | 1 |  | 1 |  |  | 1 |  |
| 15001-30000 | 1.38 | 0.503 | 0.39 | 0.046\* |  | 0.7 | 0.281 |
| 30001-45000 | 1.73 | 0.499 | 0.29 | 0.047\* |  | 0.64 | 0.342 |
| 45001-60000 | 0.68 | 0.488 | 0.37 | 0.052 |  | 0.48 | 0.039\* |
| 60001-100000 | 2.05 | 0.261 | 0.35 | 0.069 |  | 0.79 | 0.581 |
| >100000 | 1.73 | 0.398 | 0.6 | 0.355 |  | 0.96 | 0.924 |
|  |  |  |  |  |  |  |  |
| **Age of caregiver** |  |  |  |  |  |  |  |
| **Less than 17 years** |  |  | 1 |  |  | 1 |  |
| **18 – 34 years** | 1 |  | 1.72 | 0.667 |  | 1.48 | 0.749 |
| **35 – 64 years** | 0.90 | 0.750 | 1.47 | 0.755 |  | 1.33 | 0.813 |
| **65+ years** | 2.65 | 0.374 | 0.50 | 0.661 |  | 1.50 | 0.771 |
|  |  |  |  |  |  |  |  |
| **Education** |  |  |  |  |  |  |  |
| None | 1 |  | 1 |  |  | 1 |  |
| Primary | 1.47 | 0.231 | 1.73 | 0.097 |  | 1.6 | 0.041\* |
| Secondary | 0.47 | 0.458 | 1.48 | 0.529 |  | 1.15 | 0.782 |
|  |  |  |  |  |  |  |  |
| **Sex of the child** |  |  |  |  |  |  |  |
| Male | 1 |  | 1 |  |  | 1 |  |
| Female | 0.98 | 0.962 | 1.44 | 0.246 |  | 1.19 | 0.432 |

\* 5% level of significance

# Attitude toward reporting child abuse

We assessed caregivers attitudes toward reporting child abuse using 10 items adapted from the Teachers’ Reporting Attitude Scale for Child Sexual Abuse (TRAS-CSA). Responses were given on a 5-point Likert-type scale (1=strongly agree to 5=strongly disagree (see Walsh et al., 2012). Items were positively and negatively worded (see Annex 1, section 5e). Positively worked items were reverse-coded so that higher score presented more positive attitudes. Four attitude subscales were used as separate variables: The c**ommitmen**t sub-scale concerned with commitment to report abuse (3 items); **Value** associated with reporting (3 items); **confidence** in the system’s effective response to their reporting (3 items); and **concerns** about reporting (1 item).

Overall, the caregivers’ (N = 427) mean scores on each of the 4 subscales are presented in Table 10. Generally, caregivers have positive attitudes toward reporting child abuse in both the intervention (M = 3.7, SD = 0.5) and control area (3.8, SD=0.45). Overall, their attitudes were least positive on the attitude dimension relating to sub-scale 1 (value attached to or associated with reporting) (M = 3.21, SD 0.58). There were no significant differences in mean scores on any of the four attitudinal subscales, by caregivers’ age, education level, marital status and religion. However, significant differences were found between survey areas (intervention and control) on all the four subscales (p < 0.001).

Table : Participant Characteristics and Summary Scores across the 4 subscales

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **VARIABLE** |  | | | | | **Attitudes towards reporting child abuse (**  **Overall )** |
| **N** | **Commitment (Mean ± SD)** | **Value**  **(Mean ± SD)** | **Confidence (Mean ± SD)** | **Concern (Mean ± SD) N=426** |
|  | | | | | |
| **Survey Area** |  |  |  |  |  |  |
| Intervention area | 202 | 4.5± 0.7 | 3.11± 0.62 | 3.72± 0.93 | 3.33± 1.52 | 3.73 ± 0.5 |
| Control area | 225 | 4.3± 0.62 | 3.29± 0.53 | 3.8± 0.69 | 3.82± 1.17 | 3.8 ± 0.45 |
| *P-value* |  | *0.002* | *0.001* | *0.291* | *0.0002* | *0.134* |
| **Overall (Mean ± SD)** | **427** | **4.39**±0.67 | **3.21**±**.58** | **3.76**± .82 | **3.58**± 1.36 | 3.77± 0.48 |

## Child abuse reporting practices

Overall majority of the caregivers in the intervention and control areas (64 and 62, respectively) indicated that they report if they see or hear of children experiencing abuse at home or in the community. Respectively, 44 percent and 49 percent of the caregivers in the intervention and control area normally report to the local council authorities. The caregivers, who do not report abuse, generally confront the perpetrator—22% and 28% in the intervention and control area, respectively. We found no significant relationship between response to child abuse and primary caregiver’s age, religious affiliation, education level or gender (P>0.05).

Table : Child abuse reporting practices

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | | |
| **Intervention area** | **Control area** | **Overall** |
| **N=202** | **N=225** |
| **Caregiver’s response when they hear of child violence in the community** |  |  |  |
| Report | 64.1 | 62.4 | 63.2 |
| Confront the perpetrator | 22.0 | 28.1 | 25.2 |
| Comfort the child | 9.5 | 8.9 | 9.2 |
| Do nothing/I keep quite | 1.0 | 0.6 | 0.8 |
| Other | 3.4 |  | 1.6 |
| **Where caregiver reports on learning of child abuse in community** |  |  |  |
| Family member/close friend/neighbor | 18.4 | 15.8 | 17.3 |
| Local council leader | 44.1 | 49.8 | 46.4 |
| Religious leader | 4.9 | 2.8 | 4.1 |
| Police | 14.0 | 9.1 | 11.9 |
| PSWO/CDO/ACDO | 9.0 | 20.2 | 13.6 |
| NGO Workers | 3.6 | 2.0 | 2.9 |
| Community child protection structures | 1.4 |  | 0.8 |
| Cultural/clan leaders | 3.0 | 0.4 | 1.9 |
| Others | 1.6 |  | 0.9 |
| **Why would caregiver choose not to report cases of child abuse** | n=7 | n=23 | n=30 |
| Don’t know where or who to report to |  | 4.4 | 3.33 |
| No action is likely to be taken | 14.29 | 13.0 | 13.3 |
| Fear of retaliation/being victimized | 42.9 | 39.1 | 40.0 |
| It is normal for these things to happen here | 14.3 | 34.8 | 30.0 |
| Other | 28.6 | 8.7 | 13.3 |

## Opinions About and Attitudes towards Child protection Laws

Respectively, 73 % and 78% of caregivers in intervention and control areas reported having heard or read about the existing child protection laws. In both areas, the majority of the caregivers indicated that child protection laws were important to ensure that children are protected from abuse and exploitation— 79% and 73% in the intervention and control area, respectively. However, at the same time, 69 % of the respondents believed that child protection laws were in conflict with local child rearing practices to some extent. More caregivers in the intervention area, compared to those in the control area, felt that child protection laws contradict with normative child rearing practices (61 vs. 32%).

Table : Opinion about child protection laws

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | | |
| **Intervention area** | **Control area** | **Overall** |
| **N=202** | **N=225** |
| % of caregivers who are aware (ever heard or read about) of any child protection law | 72.8 | 78.2 | 75.6 |
| **What do you think about the child protection laws?** |  |  |  |
| Important for protection of children | 78.6 | 73.3 | 75.9 |
| Necessary, but may be inappropriately applied | 15.6 | 12.8 | 14.2 |
| It is confusing | 4.1 | 5.8 | 4.9 |
| Others | 0.6 | 0.0 | 0.2 |
| **Child protection laws contradict with child rearing practice:** |  |  |  |
| Not all | 15.3 | 44.8 | 31.3 |
| A little | 23.6 | 23.3 | 23.4 |
| Somewhat | 13.2 | 12.8 | 12.9 |
| A lot | **47.9** | **19.2** | **32.3** |

# Children’s Attitudes towards Child Abuse

This section presents findings relating to children attitude toward child-beating as a discipline strategy and attitude towards reporting child abuse. Child abuse reporting practices are described in section 3.6.1.

## Children’s attitude toward child-beating as a discipline strategy

We asked children whether they thought hitting (or spanking) of children was an appropriate form of discipline strategy. In the control area, majority of children (56% of girls and 58 % of boys) believed that it was inappropriate (not right) to hit children. In contrast, most of the children in the intervention (39% of boys and 40% of girls) indicated that it was appropriate to hit/spank children as a form of discipline.

Respectively, 23% and 18% of children in intervention and control areas believed that the context of the misbehavior, was central whether it was appropriate or not to hit children as a form of discipline strategy. Views about the appropriateness of physical perceptions were not significantly associated with the child’s age, education level.

Table : Children’s attitude toward child-beating as a discipline strategy

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | | | | | |
| **Intervention area** | | | **Control area** | | |
| **Male (n=92** | **Female**  **(n=110)** | **Total (n=202)** | **Male (n=106)** | **Female (n=119)** | **Total (n=225)** |
| **Beating children is used as a form of discipline; do you think it is right?** |  |  |  |  |  |  |
| Yes | 39.1 | 40.0 | 39.6 | 24.5 | 26.9 | 25.8 |
| No | 40.2 | 34.6 | 37.1 | 57.6 | 55.5 | 56.4 |
| Depends on the situation | 20.7 | 25.5 | 23.3 | 17.9 | 17.7 | 17.8 |

During FGDs, children were ambivalent on the use of physical punishment as a disciplinary strategy. Most children expressed disapproval of physical punishment, emphasizing the potentially negative and harmful effects, such as pain inflicted, emotional distress and damaging consequences for child–parent relationships. Most of the resentment about physical punishment was targeted at schools where the majority of children claimed that physical punishment was most frequent and most severe.

Some children were however in favor of physical punishment, especially for young children; stressing that parent and other caregivers need to use physical punishment on children so that they grow up as well behaved and responsible adults: *‘teaching you to be good’.* One girl observed:

*It [physical punishment] is good … Just to set some boundaries, like, at a young age … so that you don’t do anything worse when you’re older.*

Similarly, another girl noted: “*Yes, if the child is still young it is good to beat and show him/her that what they have done is punishable. Big boys and girls should be talked to and sent to the elders to be talked to, do not shame them [by chastising them]”.*

Nonetheless, most of the children in favour of physical punishment also emphasized the need for restraint. For these children, it was not the practice of physical punishment *per se* that concerned them; rather, physical punishment which is excessive and unjustified.

## Attitude towards reporting child abuse

During the survey, children were asked about their intention to report if they see or hear of children experiencing abuse at home or in the community (see Table 19). Children in the intervention (94%) and control area (79%) indicated that they would report if they saw or heard that one of their friends or another child was abused at home or in the community (p≤.001). Although variations exist between intervention and control areas, majority of the children would report to the community leader or family member.

Table : Children’s attitudes towards reporting child abuse

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | | | | | | | |
| **Intervention area** | | | **Control** | | | **overall** | | |
| **Male (n=92** | **Female**  **(n=110)** | **Total (n=202)** | **Male (n=106)** | **Female (n=119)** | **Total (n=225)** | **Male (n=198)** | **Female (n=229)** | **Total (n=427)** |
| **If you were worried about a child abused would you report?** |  |  |  |  |  |  |  |  |  |
| Yes | 96.7 | 91.8 | 94.1 | 76.4 | 80.7 | 78.7 | 85.9 | 86.0 | 85.9 |
| No | 3.3 | 8.2 | 5.9 | 23.6 | 19.3 | 21.3 | 14.1 | 14.0 | 14.1 |
| **To whom would you report?** | n=89 | n=101 | n=190 | n=81 | n=96 | n=177 |  |  |  |
| Parents / Relative | 47.2 | 47.5 | 47.4 | 19.8 | 24.0 | 22.0 | 29.3 | 31.0 | 30.2 |
| Friends | 5.6 | 5.0 | 5.3 | 0.0 | 0.0 | 0.0 | 2.5 | 2.2 | 2.3 |
| Teacher/Principal | 25.8 | 25.7 | 25.8 | 21.0 | 15.6 | 18.1 | 20.2 | 17.9 | 19.0 |
| Neighbor | 11.2 | 6.9 | 8.9 | 6.2 | 4.2 | 5.1 | 7.6 | 4.8 | 6.1 |
| Cultural/Religious leader | 9.0 | 16.8 | 13.2 | 3.7 | 11.5 | 7.9 | 5.6 | 12.2 | 9.1 |
| Community leader | 42.7 | 54.5 | 48.9 | 24.7 | 22.9 | 23.7 | 29.3 | 33.6 | 31.6 |
| Elders | 12.4 | 10.9 | 11.6 | 11.1 | 6.3 | 8.5 | 10.1 | 7.4 | 8.7 |
| Healthcare provider | 1.1 | 0.0 | 0.5 | 1.2 | 1.0 | 1.1 | 1.0 | 0.4 | 0.7 |
| NGO/CBO official | 9.0 | 7.9 | 8.4 | 11.1 | 7.3 | 9.0 | 8.6 | 6.6 | 7.5 |
| Police/Family Protection Units | 24.7 | 28.7 | 26.8 | 11.1 | 15.6 | 13.6 | 15.7 | 19.2 | 17.6 |
| Others | 2.2 | 2.0 | 2.1 | 0.0 | 0.0 | 0.0 | 1.0 | 0.9 | 0.9 |
| **Do you think people (adults and children) who know children are abused and do not reports should be blamed?** |  |  |  |  |  |  |  |  |  |
| Yes | 93.5 | 90.0 | 91.6 | 74.5 | 79.0 | 76.9 | 83.3 | 84.3 | 83.8 |
| No | 6.5 | 10.0 | 8.4 | 23.6 | 19.3 | 21.3 | 15.7 | 14.6 | 15.2 |
| It is none of their business |  |  |  | 1.9 | 1.7 | 1.8 | 1.0 | 0.9 | 0.9 |

Overall, the fear that reporting could only bring negative consequences for family or child was the main reason why more than half of the children in both the control and intervention area, would not report child abuse[[7]](#footnote-7). Conversely, 27% children felt that it was not their job to report or cited not knowing where to report—as reasons why they would not report known incidents of child abuse.

Figure : Reasons why children are reluctant to report abuse (%)

Nonetheless, 92 % of the children and 80% in the intervention area answered in affirmative, when asked whether people who are aware that children are being abused and don’t report should be blamed (p≤.001).

# Children’s Experience of Violence and Access to Services

## Children’s experience of Violence

Children, both in intervention and control area, are exposed to various forms violence: physical sexual, and physiological. Nearly two third (66%) and three-quarters (75%) of the children in the intervention and control area respectively had experienced at least one form of physical violence in the 12 months preceding the survey. About 17% (Intervention) and 19% (Control) of the children area also reported that they had experienced at least one form of sexual violence. The prevalence of self-reported psychological violence was 68% and 76 % in the intervention and control areas respectively.

Only 15% of the children in the intervention area and 10% in the control area reported not to have experienced any form of violence in the last 12 months preceding the survey.

Table : Children experience of violence by intervention and control arm

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | | | | | |
| **Intervention area** | | | **Control** | | |
| **Male (n=92)** | **Female**  **(n=110)** | **Total (n=202)** | **Male (n=106)** | **Female (n=119)** | **Total (n=225)** |
| % of children who experienced at least one form of physical violence | 66.3 | 65.4 | 65.8 | 78.3 | 72.3 | 75.1 |
| % of children who experienced at least one form of sexual abuse\*\* | 9.8 | 23.6 | 17.3 | 9.4 | 26.9 | 18.7 |
| % of children who experienced at least one form of emotional abuse | 67.4 | 68.2 | 67.8 | 76.4 | 74.8 | 75.6 |
|  |  |  |  |  |  |  |
| **% of children who did not experience any form of violence in the last 12 months** | **16.3** | **13.6** | **14.8** | **8.5** | **11.8** | **10.2** |
| **% of children who experienced at least one form of violence** | **83.7** | **86.4** | **85.2** | **91.5** | **88.2** | **89.8** |
| \*\*Relationship between self-reported sexual violence and gender was significant in both the control and intervention area (p≤.01 and p≤.001, respectively); relationship between self-reported sexual violence and age of the child and education level of the child was also significant (p<.001, p≤.001, respectively); | | | | | | |

Physical and emotional violence against children was mainly perpetrated by parents/caregivers and peers/friends. Sexual violence was mainly perpetrated by peers/friends.

**Risk factors for Violence against children**

*Child characteristic and self-reported violence*

Association between child’s characteristics and all forms of abuse were tested using the chi-squared test. We found profound differences in the comparative experiences of boys and girls and across different age groups. In particular:

* Relationship between self-reported sexual violence and gender was significant in both the control and intervention area (p≤.01 and p≤.001, respectively). Girls were generally more likely to report sexual violence compared to boys.
* Older female children were more at risk of sexual violence compared to young girls. (p<.001)
* Relationship between self-reported physical violence and child’s gender, age and education level was not significant. The same with self-reported emotional violence.

However, we did not find any significant association between self-reported physical, sexual and emotional violence and child disability status, orphan-hood status.

*Caregiver characteristic and self-reported violence*

* Children living with parents with a higher parental stress score were more likely to experience physical violence in the intervention area (p<.001) but not in the control area.
* The relationship between children’s self-reported physical and emotional violence and care giver’s age and education status was significant (p≤.01). Children living with young and less educated caregivers were, comparably, more likely report both physical and emotional violence.
* Children self-reported violence was not correlated with 3 of the 5 parenting practices (parental involvement, positive parenting, and poor monitoring/supervision) defined in the Alabama Parenting Questionnaire. However inconsistent parenting was significantly associated with children self-reported violence in both the intervention (OR= 1.14 P-value=0.734) and control area (OR=2.93 P-value=0.010). Overall, inconsistent parenting practices were associated with elevated risk of a child experiencing both physical and emotional violence.

## Reporting Incidents of abuse

Children that had experienced at least one form of abuse where asked whether they had disclosed the incident to someone. Table 17 shows that 49% of the children had not disclosed any incident of sexual abuse they had experienced in the last 12 months before the survey. Similarly, 64% and 45% of the children had not disclosed to anyone any of the incident s of physical and emotional abuse they had experienced.

Table : Children’s disclosure of incidents of child abuse, by survey area

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | | |
| **Survey area** | | **Overall** |
| **Intervention Area** | **Control area** |
| **Sexual Violence** | **n=35** | **n=42** | **n=77** |
| Reported none | 34.3 | 61.9 | 49.4 |
| Reported some | 5.7 | 9.6 | 7.8 |
| Reported all | 60.0 | 28.6 | 42.9 |
| **Emotional** | **n=137** | **n=170** | **n=307** |
| Reported none | 35.8 | 52.9 | 45.3 |
| Reported some | 27.7 | 25.3 | 26.4 |
| Reported all | 36.5 | 21.8 | 28.3 |
| **Physical** | **n=132** | **n=169** | **n=301** |
| Reported none | 65.9 | 62.1 | 63.8 |
| Reported some | 24.2 | 27.9 | 26.2 |
| Reported all | 9.8 | 10.1 | 10.0 |

## Child-Wellbeing

We assessed child wellbeing using the multi-dimensional students life satisfaction scale (MSLSS).

On the MSLSS, children’s overall total Life Satisfaction rating was (*M* = 4.01, *SD* = .37), where a rating of five indicates the highest satisfaction and a rating of one indicates the lowest satisfaction.

Across life domains, children endorsed the highest satisfaction in the Family domain (*M = 4.35, SD = 0.70*), and Friends domain (*M = 4.29, SD = 0.56*). Children endorsed moderate Life Satisfaction in living environment (*M = 3.24, SD =0.51*). There was a significant difference in total life satisfaction between the intervention and the control area.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **The mean scores (SD) of life satisfaction among children in intervention and control area (mean ± SD).** | | | | | |
| **Life Satisfaction Dimension** | **Mean Score** | **Intervention area (n =202)** | **Control area (n = 225 )** | **t** | **P** |
|  | | | | | |
| Family\*\* | 4.35 ± 0.70 | 4.38 ± 0.74 | 4.32 ± 0.66 | 0.929 | 0.353 |
| Friends | 4.29 ± 0.56 | 4.46 ± 0.53 | 4.14 ± 0.54 | 6.274 | 0.001\* |
| School\* | 4.25 ± 0.65 | 4.30 ± 0.65 | 4.21 ± 0.65 | 1.423 | 0.155 |
| Living environment | 3.24 ± 0.51 | 3.35 ± 0.49 | 3.14 ± 0.49 | 4.297 | 0.001\* |
| Self\*\*\* | 3.61 ± 0.45 | 3.65 ± 0.49 | 3.59 ± 0.41 | 1.396 | 0.163 |
| Total | 4.01 ± 0.37 | 4.08 ± 0.35 | 3.94 ± 0.37 | 3.840 | 0.001\* |
| \*\***Relationship between life satisfaction (family) and age, sex of the child, educational levels and child relationship with or sex of the household head is not significant.**  **\*Relationship between life stratification (school) and education level of the child was significant (**p≤.005)**. Children who had \*\*\*completed primary had a higher means score compared to children in primary and below**  **\*\*\*Relations between life satisfaction (self) and whether a child stays with his/her biological parents or not was significant (**p≤.001). | | | | | |

Further analysis using multivariate analysis of variance (MANOVA) technique was carried out to determine if there were significant differences in children’s responses on the MSLSS based on their demographics (i.e., age, gender, schooling level) and survey area (intervention vs. control). Over all, results indicated that there were no significant differences in children’s responses based on: age, gender, schooling grade. However, results indicate there were significant differences in children responses on the self-domain based on who the child stays with. Children who were staying with both biological parents endorsed greater overall satisfaction with Self (*M=3.78, SD = .65*) compared to children who were not living with either parents (*M=3.48, SD = .68*).

# CONCLUSIONS AND RECOMMENDATIONS

Violence against children in both the intervention and control area is widespread. Unfortunately, many children rarely report incidents of abuse, including sexual abuse. The main perpetrators of physical and sexual violence are parents/caregivers and peers/friends. Violent disciplinary practices are particularly common. Caregivers who believed that a child should physically be punished for better upbringing were more likely to use physical punishment as child discipline method. For the most part, households employed a combination of violent and non-violent disciplinary practices (see Table 8), reflecting caregivers’ motivation to control children’s behavior by any means possible.

The study also revealed some gaps in knowledge, both positive and negative attitudes towards child maltreatment and abuse, and conflicting practices. Findings relating to caregivers’ knowledge, attitude and practices on violence against children should therefore be used to stimulate discussions, and develop educational materials to encourage and illustrate positive discipline practices, and to identify factors affecting child protection and care for discussion in community meetings or in capacity building programs for caregivers, children in schools, and other stakeholders.

Recommendations

*Supporting parents and promoting dialogue:* There is evidence that a harshly punitive environment may have long term detrimental effects on children.. There is therefore need to develop culturally appropriate and gender sensitive good-parenting programmes, and promote positive, non-violent disciplinary practices and participatory forms of child rearing. In consequence, understandings of what constitutes good parenting should be explored and open discussion about culture and acceptable types of discipline 48 should also be promoted.

*Mobilizing and strengthening community-based responses*: Efforts to strengthen or support communities’ work to establish child protection committees, child-to-child clubs, and other special interest groups are needed, starting with the particular locations where the project will be implemented. Upon arrival in the community, an assessment of available resources and key individuals for child protection should be developed. This will allow identifying potential partners. Community members’ awareness and ownership of their child protection committees is crucial for their effectiveness and utilization. Indeed, collaboration with local chiefs, religious leaders, and other community groups is crucial to ensure sustainable change. For example, religious leaders emerge as the main source of support outside of the family when caregivers have serious problems with their children. Similarly, when reporting cases of abuse, local leaders are approached often; collaborating with them to offer protection and support to those who report (notably children) is advised. Help build networks of support and enhance the legitimacy and efficiency of these groups by providing training and facilitating coordination.

Build on customary norms that protect children.

Engage children in all aspects of prevention, response and monitoring of violence against children in order to ensure that interventions take their views into account and are guided by the best interest of the child.

*Expanding research and monitoring intervention:*This study should serve as a baseline to monitor the quality of the intervention in the intervention area. A system of data collection should be developed to ensure that both qualitative and quantitative data on selected project outcomes is collected during the intervention to better understand the mechanisms influencing the outcomes as well as how the intervention varied across sites. Additionally, this baseline survey should be followed by an end-line survey to measure changes in people’s knowledge, attitudes and practices in response to specific interventions.

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# ANNEX 1: CAREGIVER AND CHILD QUESTIONNAIRE

**Caregiver Questionnaire (aged 18 and above)**

###### *WAR CHILD HOLLAND AND MAKERERE UNIVERSITY*

INTRODUCTION

Hello. My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I am part of a research team from Makerere University and War Child Holland who are undertaking a study on child protection in Otuke and Alebtong districts. Findings from the study are expected to inform interventions aimed at strengthening community-based child protection systems, through family and community level actions. You have been selected for the survey, because you take care of children and you live in one of the districts targeted by War Child Holland aforesaid interventions. The questions will take about 30 to 60 minutes. There is no right or wrong answer, just say what you remember happened to you. Everything you say is confidential. I will not put your name on the questionnaire. None of your friends or any other person will know what you tell me.

If I ask you any question you don't want to answer, just let me know and I will go on to the next question or you can stop the interview at any time. If at any point you feel uncomfortable to continue you can stop.

In case you need more information about this study, you may contact our leader Dr Eddy Walakira-0772 490 330/Mr Ismael Ddumba-Nyanzi 0793 559 557/Dr. Badru Bukenya 0788 889 804

|  |  |
| --- | --- |
| CAN WE START NOW?  |\_\_\_|*Yes, permission is given🡪* Record household particulars *the time and then begin the interview.*  |\_\_\_|*No, permission is not given🡪 Discuss this result with your supervisor. Go to next household.* | |
| household IDENTIFICATION PARTICULARS HH | |
| HH1 Household ID  |\_\_\_|\_\_\_|\_\_\_||\_\_\_|\_\_\_|\_\_\_||\_\_\_| | HH2. Name of head of household:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| HH3. DISTRICT : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | HH4. SUB-COUNTY\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| HH5.PARISH \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | HH6. VILLAGE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| HH7. DATE OF INTERVIEW: \_\_\_/\_\_\_\_ / 2014 (Day / Month / Year of interview) | |
| HH8. INTERVIEWER’S NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_CODE NUMBER |\_\_\_|\_\_\_|\_\_\_| | |
| HH9. NAME OF SUPERVISOR\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CODE NUMBER |\_\_\_|\_\_\_|\_\_\_| | |
| Time Interview started |\_\_|\_\_| :|\_\_|\_\_| AM / PM | |

**SECTION 1: HOUSEHOLD LISTING FORM. (LINKS TO TABLE 2 AND 4)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | HH10. Total number of household members: |\_\_\_|\_\_\_|\_\_\_|  HH11. Total number of children 0-17 years. |\_\_\_|\_\_\_|\_\_\_|  HH12. Total number of children 10-17 years. |\_\_\_|\_\_\_|\_\_\_| | | | | | | **\* *Codes for HL3: Relationship to head of household:***   |  |  |  | | --- | --- | --- | | 01 Head  02 Wife / Husband  03 Son / Daughter  04 Son-In-Law / Daughter-In-Law  05 Grandchild | 06 Parent  07 Parent-In-Law  08 Brother / Sister  09 Brother-In-Law / Sister-In-Law  10 Uncle / Aunt | 11 Niece / Nephew  12 Other relative  13 Adopted / Foster / Stepchild  14 Not related  98 Don't know | | | | | | | | |
| **HOUSEHOLD LISTING FORM:** First, please tell me the name of each person who usually lives here, starting with the head of the household.  List the head of the household in line 01. List all household members (HL2), their sex (HL3), and their relationship to the household head (HL4) and their age (HL5). | | | | | | | | | | | | | |
| HL1.**Line**  **No.** | HL2.  **Name ( *First name, last name)***  ***(e.g. Grace AKELLO)*** | **For all Household Members** | | | | **For only children age 0-17 years** | | | | | **For only children 6-17** | | | |
| HL3.  What is the relation-ship of (*name*) to the head of house-hold? | HL4.  Is (*name*) male or female?  1 Male  2 Female | | HL5.  HOW OLD IS (name)?  *Record in completed years. If age is 95 or above, record ‘95’* | HL6.  Is (*name*)’s natural mother alive?  1 Yes  2 No🡪HL8  8 DK🡪HL8 | | HL7.  Does (*name*)’s natural mother live in this  house-hold?  Record  line no. of mother or 00 for “No” | HL8.  Is  (*name*)’s  natural  father  alive?  1 Yes  2 No⬂HL10  8 DK⬂10 | HL9.  Does (*name*)’s natural father live in this  house-hold?  Record  line no. of father or  00 for “No” | HL10.  IS (*name*) attending school or pre-school now?  1 = YES⬂HL12  2 = NO | HL11. Has (*name*) ever attended school or pre-school?  1 = YES  2 = NO | HL12.  What is the highest level of school (*name*) has attended?  Level:  0 Preschool  1 Primary  2 Secondary  3 Higher  8 DK  **If level=0🡪** Next Line | HL13.  What is the highest class/grade (name) completed at this level?  Grade:  98 =DK  *If less than 1 grade, enter 00* |
| Line | Name | Relation\*[[8]](#footnote-8) | M | F | Age | y n dk | | Mother | y n dk | Father |  |  | Level | Grade |
| 01 |  |  | 1 | 2 | \_\_\_ \_\_\_ | 1 2 8 | | \_\_\_ \_\_\_ | 1 2 8 | \_\_\_ \_\_\_ |  |  | 0 1 2 3 8 | \_\_\_ \_\_\_ |
| 02 |  |  | 1 | 2 | \_\_\_ \_\_\_ | 1 2 8 | | \_\_\_ \_\_\_ | 1 2 8 | \_\_\_ \_\_\_ |  |  | 0 1 2 3 8 | \_\_\_ \_\_\_ |
| 03 |  |  | 1 | 2 | \_\_\_ \_\_\_ | 1 2 8 | | \_\_\_ \_\_\_ | 1 2 8 | \_\_\_ \_\_\_ |  |  | 0 1 2 3 8 | \_\_\_ \_\_\_ |
| 04 |  |  | 1 | 2 | \_\_\_ \_\_\_ | 1 2 8 | | \_\_\_ \_\_\_ | 1 2 8 | \_\_\_ \_\_\_ |  |  | 0 1 2 3 8 | \_\_\_ \_\_\_ |
| 05 |  |  | 1 | 2 | \_\_\_ \_\_\_ | 1 2 8 | | \_\_\_ \_\_\_ | 1 2 8 | \_\_\_ \_\_\_ |  |  | 0 1 2 3 8 | \_\_\_ \_\_\_ |
| 06 |  |  | 1 | 2 | \_\_\_ \_\_\_ | 1 2 8 | | \_\_\_ \_\_\_ | 1 2 8 | \_\_\_ \_\_\_ |  |  | 0 1 2 3 8 | \_\_\_ \_\_\_ |
| 07 |  |  | 1 | 2 | \_\_\_ \_\_\_ | 1 2 8 | | \_\_\_ \_\_\_ | 1 2 8 | \_\_\_ \_\_\_ |  |  | 0 1 2 3 8 | \_\_\_ \_\_\_ |
| 08 |  |  | 1 | 2 | \_\_\_ \_\_\_ | 1 2 8 | | \_\_\_ \_\_\_ | 1 2 8 | \_\_\_ \_\_\_ |  |  | 0 1 2 3 8 | \_\_\_ \_\_\_ |
| 09 |  |  | 1 | 2 | \_\_\_ \_\_\_ | 1 2 8 | | \_\_\_ \_\_\_ | 1 2 8 | \_\_\_ \_\_\_ |  |  | 0 1 2 3 8 | \_\_\_ \_\_\_ |
| 10 |  |  | 1 | 2 | \_\_\_ \_\_\_ | 1 2 8 | | \_\_\_ \_\_\_ | 1 2 8 | \_\_\_ \_\_\_ |  |  | 0 1 2 3 8 | \_\_\_ \_\_\_ |
| 11 |  |  | 1 | 2 | \_\_\_ \_\_\_ | 1 2 8 | | \_\_\_ \_\_\_ | 1 2 8 | \_\_\_ \_\_\_ |  |  | 0 1 2 3 8 | \_\_\_ \_\_\_ |
| 12 |  |  | 1 | 2 | \_\_\_ \_\_\_ | 1 2 8 | | \_\_\_ \_\_\_ | 1 2 8 | \_\_\_ \_\_\_ |  |  | 0 1 2 3 8 | \_\_\_ \_\_\_ |
| 13 |  |  | 1 | 2 | \_\_\_ \_\_\_ | 1 2 8 | | \_\_\_ \_\_\_ | 1 2 8 | \_\_\_ \_\_\_ |  |  | 0 1 2 3 8 | \_\_\_ \_\_\_ |

**SECTION 2: RESPONDENT PROFILE (LINKS TO TABLE 3)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Questions and Filters** |  |  | **Skip to** |
| Q201 | Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Line Number: |\_\_\_|\_\_\_|\_\_\_| |  |  |
|  |  |  |  |  |
| Q202 | Sex of respondent (by observation) CIRCLE ONE ONLY | MALE  FEMALE | 1  2 |  |
| Q203 | Is the respondent the Head of the Household (HoH)? | YES  NO | 1  2 | 🡪Q205 |
| Q204 | If no, what is your relationship to the Head of the Household (HoH)?  **CIRCLE ONE ONLY**. | Spouse/Partner  Son/daughter  Parent of Household head  Other relative, specify\_\_\_\_\_\_\_\_\_\_\_\_  No relation | 1  2  3  4  5 |  |
| Q205A | How old are you?  WRITE IN ESTIMATE IF NECESSARY | Age in completed years | |\_\_|\_\_| |  |
| Q205B | What is your marital status?  **CIRCLE ONE ONLY.** | Married, living with spouse  Married, not living with spouse  Not married, living with partner  In a relationship, not living with partner  Single, not in a relationship  Divorced / separated  Widower / Widow  Other (Specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1  2  3  4  5  6  7  98 |  |
| Q206 | What is your religion?  **CIRCLE ONE ONLY**. | Orthodox  Catholic  Protestant  Muslim  Traditional religion  Born again/Pentecostal  None / No religion  Other (specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1  2  3  4  5  6  7  98 |  |
| Q207 | What language do you mainly speak at home? (write only one language) | Langi  Acholi  Other (specify)\_\_\_\_\_ | 1  2  98 |  |
| Q208 | Have you ever attended school?  **CIRCLE ONE ONLY** | YES  NO | 1  2 | 🡪NEXT SECTION |
| Q209 | IF YES, what is the highest education grade /level/form you have completed?  **WRITE IN OR CIRCLE ONE ONLY** | Primary  Secondary  GRADE/FORM/CLASS  Technical/vocational Cert.  University/college Diploma  University/college Degree  Other (Specify\_\_\_\_\_\_\_) | 1  2  |\_\_|\_\_|  3  4  5  98 |  |

**SECTION3: HOUSEHOLD CHARACTERISTIC (LINKS TO TABLE 2)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Questions and Filters** | |  | | | |  | **Skip to** |
| Q301 | Please tell us what type of house do you live in now? | | Hut made of traditional materials (cow dung, mud, etc.)  Tenement (Muzigo)  Boys quarters  Independent house (made of brick or concrete)  Garage  Other (specify) | | | | 1  2  3  4  5  98 |  |
| Q302 | What is the households’ **main source** of livelihood/income?  (**CIRCLE ONLY ONE)** | Agriculture (Crop, Livestock &Animal Product Sales)  Unskilled Wage Labor/casual Labor  Sale of Charcoal, Bricks  Petty Trading (e.g. Sale of Firewood, Poles, Thatch, Wild Greens)  Remittances and/or Gift From Family/Relatives  Begging, Assistance  Skilled Labor (Artisan)  Salaries, Wages (Employees)  Fishing  Brewing  Handicrafts  Government Allowance (Pension)  Any Other Not Listed\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | 1  2  3  4  5  6  7  8  9  10  11  12  98 |  |
| Q303 | How many people in your household earn some income that directly benefits the household? | TOTAL NUMBER OF PEOPLE  Male  Female | | | | | |\_\_|\_\_|  |\_\_|\_\_|  |\_\_|\_\_| |  |
| Q304 | What is the estimated (average) household monthly income? | INCOME (UGX)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Refused to answer/Don’t know | | | | | 98 |  |
| . Item No | **TYPE OF ASSETS** | | | **Q305** | | **Q306** | | |
| Does any member of your Household own  [ASSET] at present? | | How many […] does your Household own at present?  ***Number*** | | |
| Yes | **No** |
|  | Land | | | 1 | 2 | |\_\_|\_\_| acres | | |
|  | ***Transportation*** | | |  |  |  | | |
|  | Car/truck | | | 1 | 2 |  | | |
|  | Motorcycle | | | 1 | 2 |  | | |
|  | Bicycle | | | 1 | 2 |  | | |
|  | Other (specify) | | | 1 | 2 |  | | |
|  | ***Electronics*** | | |  |  |  | | |
|  | Radio | | | 1 | 2 |  | | |
|  | Television | | | 1 | 2 |  | | |
|  | Cellphone | | | 1 | 2 |  | | |
|  | ***Agricultural Material*** | | |  |  |  | | |
|  | Plough | | | 1 | 2 |  | | |
|  | Hoe | | | 1 | 2 |  | | |
|  | ***Livestock ownership*** | | |  |  |  | | |
|  | Cattle | | | 1 | 2 |  | | |
|  | Goats or Sheep | | | 1 | 2 |  | | |
|  | Pigs | | | 1 | 2 |  | | |
|  | Ducks/Chicken | | | 1 | 2 |  | | |
|  | Turkeys | | | 1 | 2 |  | | |
|  | Oxen | | | 1 | 2 |  | | |
|  | Others (Specify) | | | 1 | 2 |  | | |

SECTION 5: **CAREGIVERS’ ATTITUDES TOWARD AND KNOWLEDGE OF CHILD MALTREATMENT**

**Caregivers’ perceptions and knowledge of child abuse**

Section 5a: Perceptions about child abuse and neglect. (Links to Table 7,8 &9)

The following questions are related to child abuse knowledge. You are asked to indicate whether the following statements describe what you consider to be child abuse. Respond with your personal opinion please

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | |
|  |  | Strongly disagree | Disagree | No opinion | Agree | Strongly agree |
|  | If a child’s uncle showed the child pictures or movies of people involved in sex acts, this would constitute child abuse | 1 | 2 | 3 | 4 | 5 |
|  | A parent regularly calls their chid nick names and embarrasses the child in front of others. This constitutes child abuse | 1 | 2 | 3 | 4 | 5 |
|  | An aunt regularly uses a young boy to put lotion on her breasts after bathing. This constitutes abuse | 1 | 2 | 3 | 4 | 5 |
|  | Parents permit and even encourage their child to do things the child knew was wrong. This constitutes abuse | 1 | 2 | 3 | 4 | 5 |
|  | Parents completely ignore their child and do not care what he does or when he comes home. This constitutes abuse or neglect. | 1 | 2 | 3 | 4 | 5 |
|  | Parents who regularly threaten to hurt their child or her toys if she does not behave. This constitutes abuse | 1 | 2 | 3 | 4 | 5 |
|  | A five year old has a temper tantrum at a local grocery shop and the mother slaps the child. This constitutes abuse | 1 | 2 | 3 | 4 | 5 |
|  | In my opinion, abused children are more like likely to have long-term problems with relationships (e.g. making and keeping friends) | 1 | 2 | 3 | 4 | 5 |
|  | In my opinion, abused children are more likely to have parenting problems during adulthood | 1 | 2 | 3 | 4 | 5 |
|  | In my opinion, abused children are more likely to be involved in violence against others | 1 | 2 | 3 | 4 | 5 |
|  | In my opinion, abused children are more likely to abuse their children when they become parents | 1 | 2 | 3 | 4 | 5 |
|  | In my opinion, abused children are more likely to drop out of school | 1 | 2 | 3 | 4 | 5 |
|  | In my opinion, abused children are more likely to attempt suicide | 1 | 2 | 3 | 4 | 5 |

Section 5b: Knowledge of child abuse ( Links to Table 10 and 11)

The following statements relate to prevention of child abuse and neglect.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | | | |
|  | Do you agree with the following statements? | True | False | Do not know |
|  | Most cases of child abuse involve physical force\* | 1 | 2 | 3 |
|  | Child who have been abused or neglected usually tell someone soon after abuse or neglect\* | 1 | 2 | 3 |
|  | In most cases, children who are sexually abused are abused by strangers\* | 1 | 2 | 3 |
|  | Many street children and adolescents have been abused or neglected (physically, sexually or emotionally) before running away | 1 | 2 | 3 |
|  | Most adults who abuse children were abused in some way as children themselves | 1 | 2 | 3 |
|  | A child who has been abused or neglected will have physical signs in all cases\* | 1 | 2 | 3 |
|  | Those who abuse children can be identified by external behaviors\* | 1 | 2 | 3 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | | | |
|  |  | True | False | Do not know |
|  | If a child reports/discloses that an adult has caused harm, the accusation should be addressed | 1 | 2 | 3 |
|  | The abuser in most cases is someone the child knows well | 1 | 2 | 3 |
|  | Children may exhibit specific behaviours as a result of child abuse | 1 | 2 | 3 |
|  | Children often lie about sexual abuse | 1 | 2 | 3 |
|  | Sexual abuse within the family is the most hidden form of child abuse | 1 | 2 | 3 |
|  | Emotional abuse cases are easy to prove | 1 | 2 | 3 |

**Section 5 c: Caregivers’ attitudes towards child abuse ( Links to Figure 3)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | |
|  |  | Strongly disagree | Disagree | No opinion | Agree | Strongly agree |
|  | Teachers should be allowed to use corporal (physical) punishment with student | 1 | 2 | 3 | 4 | 5 |
|  | All parents have the right to discipline their children in whatever manner they see fit | 1 | 2 | 3 | 4 | 5 |

**Section 5d: Attitudes toward corporal punishment**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Below you’ll find a list of statements. Please tell us for each statement, if you agree with the statement or not. Please use the scale from ‘strongly agree’ to ‘strongly disagree’ to select the choice that best matches your opinion | | | | | | |
|  |  | Strongly disagree | Disagree | No opinion/ don’t know | Agree | Strongly agree |
| A | Most children these days do not respect their parents. | 1 | 2 | 3 | 4 | 5 |
| B | Most disciplinary problems with children can be solved by talking to them. | 1 | 2 | 3 | 4 | 5 |
| C | Corporal punishment, if administered correctly, has positive effects on the rearing of the child. | 1 | 2 | 3 | 4 | 5 |
| D | Sometimes it is necessary to discipline a child using physical punishment (such as beating) | 1 | 2 | 3 | 4 | 5 |
| E | It is more important for a caretaker to be feared than to be loved. | 1 | 2 | 3 | 4 | 5 |
| F | I want my child to succeed in later  Life, even if I have to hurt him or her sometimes. | 1 | 2 | 3 | 4 | 5 |

**Section 5e: Attitudes toward reporting child abuse (LINKS TO TABLE 14)**

The following statements are related to attitudes toward child abuse. To what extent do you agree or disagree with the following statements:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | |
|  |  | Strongly agree | Agree | No opinion/ don’t know | Disagree | Strongly Disagree |
|  | Reporting child abuse is necessary for the safety of children (COMMITMENT) | 1 | 2 | 3 | 4 | 5 |
|  | I would still report child abuse even if someone else refused/disagreed with me (COMMITMENT) | 1 | 2 | 3 | 4 | 5 |
|  | I plan to report child abuse when I suspect it (COMMITMENT) | 1 | 2 | 3 | 4 | 5 |
|  | It is important for parents to be involved in reporting child abuse to prevent long-term consequences for children (VALUE) | 1 | 2 | 3 | 4 | 5 |
|  | I would find it difficult to report child abuse because it is hard to gather enough evidence (VALUE) | 1 | 2 | 3 | 4 | 5 |
|  | Reporting child abuse can enable services to be made available to children and families (VALUE) | 1 | 2 | 3 | 4 | 5 |
|  | I would be apprehensive to report child abuse for fear of retaliation from perpetrator (CONCERN) | 1 | 2 | 3 | 4 | 5 |
|  | CONFIDENCE | 1 | 2 | 3 | 4 | 5 |
|  | I lack confidence in the authorities to respond effectively to reports of child abuse. (CONFIDENCE) | 1 | 2 | 3 | 4 | 5 |
|  | It is a waste of time to report child abuse because no one will follow up on the report or nothing will be done (CONFIDENCE) | 1 | 2 | 3 | 4 | 5 |

SECTION 6: **CARE GIVER RESPONSE TO INCIDENTS OF CHILD ABUSE (LINKS TO TABLE 14)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Questions and Filters** |  |  | **Skip to** |
| Q601 | What do you do when you see or hear of children experiencing abuse at home or in the community?  **[MULTIPLE RESPONSE ALLOWED[** | I report  I confront the perpetrator  I comfort the child  I keep quiet/do nothing  Other (specify) | 1  2  3  4  98 | For: 2,3,4,98🡪Q603 |
| Q602 | **[If you report these incidents**,] Whom do you normally report to?  **PSWO/CDO/ACDO=probation and social welfare officer/community development officer/Assistant community development officer** | Family member/close friend  Local Council leader  Religious leader  Police  PSWO/CDO/ACDO  NGO workers  Community child protection structures (e.g. child protection committee- CPC)  Cultural/clan leaders  Other (specify) | 1  2  3  4  5  6  7  8  98 |  |
| Q603 | What are the reasons for not reporting? | Don’t know where or who to report to  No action is likely to be taken  Fear of retaliation/being victimized  I don’t care/it’s not my business  Service provider not accessible  It is normal for these things to happen here  Other (specify) | 1  2  3  4  5  6  98 |  |

**SECTION 7:** **CHILD DISCIPLINE PRACTICES (LINKS TO TABLE 12)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Child Discipline (CD) |  |  |  |
| **Table 1: Children Aged 2-14 Years Eligible for Child Discipline Questions**   * *List each of the children aged 2-14 years below* (CD3) *in the order they appear in the Household Listing Form. Do not include other household members outside of the age range 2-14 years.* * *Record the line number, name, sex, and age for each child.* * *Then record the total number of children aged 2-14 in the box provided (CD6).* * *If there are no children aged 2-14 years in the household,* ***skip to next section.*** | | | | |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | CD1.  *Rank*  *Number* | CD2.  *Line*  *number from HL1* | CD3.  *Name from HL2* | CD4.  *Sex from*  *HL4* | | CD5.  *Age from*  *HL* |  | | Rank | Line | Name | M | F |  | | 1 | \_\_ \_\_ |  | 1 | 2 |  | | 2 | \_\_ \_\_ |  | 1 | 2 |  | | 3 | \_\_ \_\_ |  | 1 | 2 |  | | 4 | \_\_ \_\_ |  | 1 | 2 |  | | 5 | \_\_ \_\_ |  | 1 | 2 |  | | 6 | \_\_ \_\_ |  | 1 | 2 |  | | 7 | \_\_ \_\_ |  | 1 | 2 |  | | 8 | \_\_ \_\_ |  | 1 | 2 |  | | CD6. | Total children age 2-14 years | | | | | |\_\_|\_\_| | | | | | |
| **Table 2: RANDOM Selection of Child ABOUT WHOM Discipline Questions ARE ASKED**   * *Use Table 2 to select one child between the ages of 2 and 14 years, if there is more than one child in that age range in the household.* * *Check the last digit of the household number (HH2) from the cover page. This is the number of the row you should go to in the table below.* * *Check the total number of eligible children (2-14) in CD6 above. This is the number of the column you should go to.* * *Find the box where the row and the column meet and circle the number that appears in the box. This is the rank number of the child (CD1) about whom the questions will be asked.* | | | | |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | CD7. | **Total Number of Eligible Children in the Household (CD6) –COLUMNS** | | | | | | | | | **Last digit of household number (HH2) -ROWS** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8+ | | 0 | 1 | 2 | 2 | 4 | 3 | 6 | 5 | 4 | | 1 | 1 | 1 | 3 | 1 | 4 | 1 | 6 | 5 | | 2 | 1 | 2 | 1 | 2 | 5 | 2 | 7 | 6 | | 3 | 1 | 1 | 2 | 3 | 1 | 3 | 1 | 7 | | 4 | 1 | 2 | 3 | 4 | 2 | 4 | 2 | 8 | | 5 | 1 | 1 | 1 | 1 | 3 | 5 | 3 | 1 | | 6 | 1 | 2 | 2 | 2 | 4 | 6 | 4 | 2 | | 7 | 1 | 1 | 3 | 3 | 5 | 1 | 5 | 3 | | 8 | 1 | 2 | 1 | 4 | 1 | 2 | 6 | 4 | | 9 | 1 | 1 | 2 | 1 | 2 | 3 | 7 | 5 | | | | | |
|  | CD8. *Record the rank number of the selected child* | Rank number |\_\_|\_\_| | |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No.** | **Questions and Filters** |  |  | |  |
| CD9. | Write the name and line number of the child selected for the module from CD3 and CD2, based on the rank number in CD8. | Name | | | |
|  | ADULTS USE CERTAIN WAYS TO TEACH CHILDREN THE RIGHT BEHAVIOR OR TO ADDRESS A BEHAVIOR PROBLEM. I WILL READ VARIOUS METHODS THAT ARE USED AND I WANT YOU TO TELL ME IF YOU HAVE USED THESE METHODS WITH (NAME) IN THE PAST MONTH. | YES | | NO |  |
| CD10 | Took away privileges, forbade something (name) liked or did not allow him/her to leave house. | 1 | | 2 |  |
| CD11. | Explained why (name)’s behavior was wrong. | 1 | | 2 |  |
| CD12 | Shook him/her. | 1 | | 2 |  |
| CD13. | Shouted, yelled at or screamed at him/her. | 1 | | 2 |  |
| CD14. | Gave him/her something else to do. | 1 | | 2 |  |
| CD15. | Spanked, hit or slapped him/her on the bottom with bare hand. | 1 | | 2 |  |
| CD16. | Hit him/her on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object. | 1 | | 2 |  |
| CD17. | Called him/her dumb, lazy, or another name like that. | 1 | | 2 |  |
| CD18. | Hit or slapped him/her on the face, head or ears. | 1 | | 2 |  |
| CD19. | Hit or slapped him/her on the hand, arm, or leg. | 1 | | 2 |  |
| CD20. | Beat him/her up, that is hit him/her over and over as hard as one could. | 1 | | 2 |  |
| CD21. | Do you believe that in order to bring up, raise, or educate a child properly, the child needs to be physically punished? | 1 | | 2 |  |

**SECTION 8:** **PARENTAL RESPONSES TO CHILD MISBEHAVIOR (PRCM)**

We are interested in learning the types of responses that parents use in reaction to common child misbehaviors. I am going to read to you the different disciplinary practices that most parents in your community use in response to child misbehavior. Indicate how many times, on average, you personally use any of the following practices in a week.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | |
| **Number of times used as a response in an average week** | **Never** | **Less than once** | **1-2** | **3-4** | **5-6** | **7-8** | **9 or more times** |
| Reason-explain about rules or consequences of behavior. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| Diversion - divert to acceptable activity. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| Negotiate with your child | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| Threaten your child with withdrawing privileges or physical punishment | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| Use time-out, social or  Physical isolation (e.g. send child to room) | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| Physically punish (e.g. spank or slap) | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| Ignore or give no reaction  to child’s misbehavior | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| Withdrawal of privileges (e.g. child is not allowed to watch television) | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| Yell in anger at the child | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

**SECTION 9:** **OPINIONS ABOUT AND ATTITUDES TOWARDS CHILD PROTECTION LAWS (LINKS TO TABLE 15)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Questions and Filters** |  |  | **Skip to** |
| Q901 | Have you heard or read about any child protection law? | Yes  NO | 1  2 | 🡪NEXT SECTION |
| Q902 | What is your opinion about the child protection law you have read or heard about? | It is an important law to protect children  It may hurt family  Cultural variance should be considered  It is confusing  It is not necessary  Necessary, but it may be inappropriately applied  Others (specify) | 1  2  3  4  5  6  98 |  |
|  | Additional comments (opinion about child protection laws): | | | |
| Q903 | Do you think that the child protection laws  Conflict with child rearing practices? | Not at all  A little  Somewhat  A lot | 1  2  3  4 |  |

**SECTION 10:**  **PARENTING**

The following are a numbers of statements about your family. Please rate each item as to how often it typically occurs in your home in the past month

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | |
|  |  | Never | Almost never | Sometimes | Often | Always |
|  | You have a friendly talk with your child | 1 | 2 | 3 | 4 | 5 |
|  | You let your child know when he/she is doing a good job with something | 1 | 2 | 3 | 4 | 5 |
|  | You threaten to punish your child and then do not actually punish him/her | 1 | 2 | 3 | 4 | 5 |
|  | You volunteer to help with special activities that your child is involved in (such as sports, boy/girl scouts, church youth groups) | 1 | 2 | 3 | 4 | 5 |
|  | You reward or give something extra to your child for obeying you or behaving well | 1 | 2 | 3 | 4 | 5 |
|  | Your child fails to leave a note or to let you know where he/she is going | 1 | 2 | 3 | 4 | 5 |
|  | You play games or do other fun things with your child. | 1 | 2 | 3 | 4 | 5 |
|  | Your child talks you out of being punished after he/she has done, something wrong | 1 | 2 | 3 | 4 | 5 |
|  | You ask your child, about his/her day in, school | 1 | 2 | 3 | 4 | 5 |
|  | Your child stays out in the evening past the time he/she is supposed to be home | 1 | 2 | 3 | 4 | 5 |
|  | You help your child with his/her homework. | 1 | 2 | 3 | 4 | 5 |
|  | You feel that getting your child to obey you is more trouble than it’s worth | 1 | 2 | 3 | 4 | 5 |
|  | You compliment your child when he/she does something well. | 1 | 2 | 3 | 4 | 5 |
|  | You ask your child what his/her plans are for the coming day | 1 | 2 | 3 | 4 | 5 |
|  | You drive or walk your child to a special activity | 1 | 2 | 3 | 4 | 5 |
|  | You praise your child if he/she behaves well | 1 | 2 | 3 | 4 | 5 |
|  | Your child is out with friends you don’t know. | 1 | 2 | 3 | 4 | 5 |
|  | You hug or kiss your child when he/she does something well | 1 | 2 | 3 | 4 | 5 |
|  | Your child goes out without a set time to be home | 1 | 2 | 3 | 4 | 5 |
|  | You talk to your child about his/her friends. | 1 | 2 | 3 | 4 | 5 |
|  | Your child is out after dark without an adult with him/her | 1 | 2 | 3 | 4 | 5 |
|  | You let your child out of a punishment early (like lift restrictions earlier than you originally said). | 1 | 2 | 3 | 4 | 5 |
|  | Your child helps plan family activities | 1 | 2 | 3 | 4 | 5 |
|  | You get so busy that you forgot where your child is and what he/she is doing. | 1 | 2 | 3 | 4 | 5 |
|  | Your child is not punished when he/she has done something wrong | 1 | 2 | 3 | 4 | 5 |
|  | You attend PTA meetings, parent/teacher conferences, or other meetings at your child’s school | 1 | 2 | 3 | 4 | 5 |
|  | You tell your child that you like it when he/she helps out around the house. | 1 | 2 | 3 | 4 | 5 |
|  | You don’t check that your child comes home at the time she/he was supposed to | 1 | 2 | 3 | 4 | 5 |
|  | You don’t tell your child where you are going | 1 | 2 | 3 | 4 | 5 |
|  | Your child comes home from school more than an hour past the time you expect him/her | 1 | 2 | 3 | 4 | 5 |
|  | The punishment you give your child depends on your mood | 1 | 2 | 3 | 4 | 5 |
|  | Your child is at home without adult supervision. | 1 | 2 | 3 | 4 | 5 |

**SECTION 11: BEING A CAREGIVER**

The following statements describe feelings about being a parent. Think of each of the items in terms of how your relationship with your child or children typically is.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | |
|  |  | Strongly disagree | Disagree | Not sure | Agree | Strongly agree |
|  | I am happy in my role as a parent. | 1 | 2 | 3 | 4 | 5 |
|  | There is little or nothing I wouldn't do for my child (ren) if it was necessary. | 1 | 2 | 3 | 4 | 5 |
|  | Caring for my child (ren) sometimes takes more time and energy than I have to give. | 1 | 2 | 3 | 4 | 5 |
|  | I sometimes worry whether I am doing enough for my child(ren) | 1 | 2 | 3 | 4 | 5 |
|  | I feel close to my child(ren) | 1 | 2 | 3 | 4 | 5 |
|  | I enjoy spending time with my chil (ren). | 1 | 2 | 3 | 4 | 5 |
|  | My child(ren) is an important source of affection for me. | 1 | 2 | 3 | 4 | 5 |
|  | Having child(ren) gives me a more certain and optimistic view for the future. | 1 | 2 | 3 | 4 | 5 |
|  | The major source of stress in my life is my child(ren). | 1 | 2 | 3 | 4 | 5 |
|  | Having child(ren) leaves little time and flexibility in my life | 1 | 2 | 3 | 4 | 5 |
|  | Having child(ren) has been a financial burden. | 1 | 2 | 3 | 4 | 5 |
|  | It is difficult to balance different responsibilities because of my child(ren). | 1 | 2 | 3 | 4 | 5 |
|  | The behavior of my child(ren) is often embarrassing or stressful to me. | 1 | 2 | 3 | 4 | 5 |
|  | If I had to do it over again, I might decide not to have child(ren). | 1 | 2 | 3 | 4 | 5 |
|  | I feel overwhelmed by the responsibility of being a parent. | 1 | 2 | 3 | 4 | 5 |
|  | Having child(ren) has meant having too few choices and too little control over my life. | 1 | 2 | 3 | 4 | 5 |
|  | I am satisfied as a parent. | 1 | 2 | 3 | 4 | 5 |
|  | I find my child (ren) enjoyable. | 1 | 2 | 3 | 4 | 5 |

**SECTION 11:**  **CHILD ABUSE PREVENTION INITIATIVES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Questions and Filters** |  |  | **Skip to** |
| Q1101 | Are you aware of any child abuse prevention activities occurring in your community and the surrounding area? | Yes  NO | 1  2 | 🡪Q1103 |
| Q1102 | How did you become aware of the child abuse Prevention Initiative?  **(SELECT ALL THAT APPLY)** | Personal experience  Through personal involvement with groups/ organizations involved in child abuse prevention  Local council  Child probation officer/CDO/ACDO  Community awareness raising/sensitization meetings  Mass media (e.g Radio)  PTA meeting  Church sermons  Other (specify) | 1  2  3  4  5  6  7  8  98 |  |
| Q1103 | What can you do to help prevent violence and abuse in your community and the surrounding area? | | | |

**CHILD QUESTIONNAIRE, 10-17 YEARS**

These questions are to be asked to the child in the absence of an adult care giver and other children. Only the interviewer and the child should be the ones to participate. The child is selected randomly as indicated below.

How many children live in this house aged 10-17 years? |\_\_\_|\_\_\_|\_\_\_|

***(If There Is no Child aged 10-17 in the household, skip to the next household)***

|  |  |  |
| --- | --- | --- |
| Write the ages down in the following table: | **Age** | **Boy/Girl** |
| **Child 1**: Of these, who is the oldest child [10-17 years]? |  |  |
| **Child 2:** Who is the next oldest? [age] |  |  |
| **Child 3:** Who is the next oldest? [age] |  |  |
| **Child 4:** Who is the next oldest? [age] |  |  |
| **Child 5:** Who is the next oldest? [age] |  |  |
| **Child 6**: Who is the next oldest? [age] |  |  |
| **Child 7**: Who is the next oldest? [age] |  |  |
| **Child 8**: Who is the next oldest? [age] |  |  |

TABLE 12: SELECT CHILD USING THE KISH GRID

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Total Number of Eligible Children in the Household** | | | | | | | |
| **Last digit of household number (HH2)** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8+ |
| 0 | 1 | 2 | 2 | 4 | 3 | 6 | 5 | 4 |
| 1 | 1 | 1 | 3 | 1 | 4 | 1 | 6 | 5 |
| 2 | 1 | 2 | 1 | 2 | 5 | 2 | 7 | 6 |
| 3 | 1 | 1 | 2 | 3 | 1 | 3 | 1 | 7 |
| 4 | 1 | 2 | 3 | 4 | 2 | 4 | 2 | 8 |
| 5 | 1 | 1 | 1 | 1 | 3 | 5 | 3 | 1 |
| 6 | 1 | 2 | 2 | 2 | 4 | 6 | 4 | 2 |
| 7 | 1 | 1 | 3 | 3 | 5 | 1 | 5 | 3 |
| 8 | 1 | 2 | 1 | 4 | 1 | 2 | 6 | 4 |
| 9 | 1 | 1 | 2 | 1 | 2 | 3 | 7 | 5 |

**Respondent # for selected child: \_\_\_\_\_\_\_\_\_\_. I would like to request your permission to** speak with [selected child].

R E S P O N D E N T C O N S E N T / A SS E N T

|  |
| --- |
| **\*Make sure that the Informed Parental/Guardian Consent AND Informed**  **Assent forms are signed before proceeding\*** |

**SECTION 1: CHILD PROFILE**  (LINKS TO TABLE 4)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No.** | **Questions and Filters** |  |  | | **Skip to** |
|  | **Start Time:** | **Finish Time:** |  | |  |
|  | NAME OF CHILD\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | INDEX NUMBER ON HH LIST: |\_\_\_||\_\_\_| | | |  |
| CQ101 | Gender of Respondent | Male  Female | 1  2 | |  |
| CQ102 | How old were you at your last birthday? WRITE IN ESTIMATE IF NECESSARY | Age in completed years |  | |  |
| CQ103 | Have you ever been to school? *If yes,* what is the highest grade you have completed?  [***Do not read aloud. Select only one]*** | Never attended school  Pre-primary  Some primary (P1-P6)  Primary education completed (P7)  Lower Secondary (S1-4)  Upper secondary (S5-6)  Technical/vocational Cert.  University/college Diploma  University/college Degree  Other (Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1  2  3  4  5  6  7  8  9  98 | | **🡪Skip CQ105** |
| CQ104 | Since the beginning of the school year have you been going to school? | Yes  NO | 1  2 | | 🡪 CQ105B |
| CQ105A | If NO, what was the main reason you stopped attending school | I was sick  I had to care for a sick relative  I had to work  I am mistreated in school  No money for fees, uniform, books, or transportation  I was pregnant  I did not want to go (did not like school)  The school is too far  Other (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1  2  3  4  5  6  7  8  98 | |  |
| CQ105B | Marital status/relationship status | Married – monogamy  Married – polygamy  Living together (boyfriend/girlfriend)  In a relationship but not living together  Single (never married)  Others | 1  2  3  4  5  98 | |  |
| CQ105C | Do you have any children of your own? | Yes  No | 1  2 | |  |
| CQ105D | Are our biological parents alive? | Both parents alive  Both parents dead  Only mother alive  Only father alive  Don’t know  DWA (Don’t want to answer) | 1  2  3  4  95  97 | |  |
| CQ106 | Are you living with your papa and your mama? | Yes, living with both parents  No, living with one parent  Not living with either parent | 1  2  3 | | **🡪 CQ108**  🡪CQ108 |
| CQ107 | What is your relationship to the head of the household—that is, the main person  Making decisions in this house? | I am the head of the household (child-headed household)  Husband/wife or boyfriend/girlfriend  Son/daughter  Brother/sister  Niece/nephew  Step-child  Grandson/granddaughter  Not family-related  Other (specify) | 1  2  3  4  5  6  7  8  98 | |  |
| CQ108 | Do you have any form of disability | Yes  No | 1  2 | 🡪Next section | |
| CQ109 | *If YES, Which form of disability (use codes shown on the next question)* | Physical disability  Visually impaired  Has hearing/speech disability  Has mental/learning disability  Has multiple disabilities  Other, specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1  2  3  4  5  98 |  | |

**SECTION 2: CHILDREN’S PERCEPTION, KNOWLEDGE AND ATTITUDES ON CHILD ABUSE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No. | Questions and Filters |  |  | Skip to | |
| CQ201 | How much of a problem is child abuse (violation of children’s rights) in your community? | Big problem  Somewhat of a problem  Not too much of a problem  Not a problem at all | 1  2  3  4 | 🡪CQ203 | |
| CQ202 | Where does child abuse occur the MOST? | Home  School  In the community (outside of home and school)  Other, specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1  2  3  98 |  | |
| CQ203 | If you were worried about a child or knew they were abused would you report/talk to someone about it? | Yes  No | 1  2 | 🡪 CQ205A | |
| CQ204 | If yes, who would you talk/report to? | Father / mother / others in the family  Friends  Teacher/Principal  Neighbors  Cultural/Religious leader  Community leader  Elders  Health care provider (such as a doctor or nurse)  NGO/ CBO official  Police (Family Protection Units)  Other, specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1  2  3  4  5  6  7  8  9  10  98 |  | CQ205B |
| CQ205A | If No why? | It is not my job  Not wanting to get caught up in legal proceedings  Reporting could only bring negative consequences for family or child  Others, specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1  2  3  98 |  | |
| CQ205B | Do you think that people who know children are being abused and do not report it should also be blamed? | Yes  No  It is none of their business | 1  2  3 |  | |
| CQ205C | Beating children is often used as a form of disciplining; do you think it is right? | Yes  No  It depends on the situation | 1  2  3 |  | |

**SECTION 3**

Sometimes, when parents or the people who take care of children are angered by things that children do, they will beat children (hard). Tell me how often parents beat children in your community in the following situations. Tell me whether these happen ‘never’, ‘sometimes’, or ‘always.’

*Read list and select level of frequency for each statement*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | |
| CQ301 |  | **Never** | **Sometimes** | **Always** | **DK** | **DWA** |
|  | If the child is disobedient | 1 | 2 | 3 | 97 | 95 |
|  | If the child talks back to the parent | 1 | 2 | 3 | 97 | 95 |
|  | If the child runs away from home | 1 | 2 | 3 | 97 | 95 |
|  | If the child does not want to go to school | 1 | 2 | 3 | 97 | 95 |
|  | If the child does not care for brothers and  Sisters | 1 | 2 | 3 | 97 | 95 |
|  | If the child is caught having sexual intercourse | 1 | 2 | 3 | 97 | 95 |
|  | If the child wets bed | 1 | 2 | 3 | 97 | 95 |
|  | If the child steals | 1 | 2 | 3 | 97 | 95 |
|  | If the child takes drugs or liquor | 1 | 2 | 3 | 97 | 95 |

**DK= Don’t know**

**DWA= Don’t want to answer**

**SECTION 4A: CHILDREN’S EXPERIENCE OF VIOLENCE (LINKS TO TABLE 20)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **EMOTIONAL VIOLENCE** | **CQ401** | | | **CQ402** | **CQ403** | | **CQ404** | | **CQ405** | | **CQ406** | | | **CQ407** | **CQ408** |
| Sometimes, when children and adolescents are growing up, people say or do things to make the child or adolescent feel embarrassed, ashamed or bad. In the PAST YEAR, has anyone? (READ QUESTIONS CQ 401-408 IN BOXES BELOW) | | | | **How often does this happen to you?**  **[*SEE CODES AT BOTTOM OF PAGE]*** | **Can you tell me who did this the most recent time?**  *(for each response of ‘other’, specify detail on line)*  **[*SEE CODES AT BOTTOM OF PAGE]*** | | **Did you ever tell anyone about this most recent incident?** | | **If yes, to whom did you talk/report to this matter?**  *(for each response of ‘other’, specify detail on line)*  **[*SEE CODES AT BOTTOM OF PAGE]*** | | **Did you receive any service/assistance of any kind because of this last incident** | | | **What kind of assistance/service did you receive?**  *for each response of ‘other’, specify detail on line)*  **[*SEE CODES AT BOTTOM OF PAGE]*** | **Why didn’t you tell anyone about this (circle all that apply)?**  *(for each response of ‘other’, specify detail on line)*  **[*SEE CODES AT BOTTOM OF PAGE]*** |
| **EMOTIONAL VIOLENCE** | **YES** | **NO** | | **YES** | **NO** | **YES** | **NO** | |
| Screamed at you very loud and aggressively | 1 | 0  GO TO NEXT ROW | | 1 2 3 4 5  \_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | 1 | 0  🡪 GO TO  CQ408 | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | 1 | 0  GO TO NEXT ROW | | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Called you names, said mean things or cursed you? | 1 | 0  GO TO NEXT ROW | | 1 2 3 4 5  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | 1 | 0  🡪 GO TO  CQ408 | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | 1 | 0  GO TO NEXT ROW | | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Made you feel shamed/embarrassed in front of other people in a way you will always feel bad about? | 1 | 0  GO TO NEXT ROW | | 1 2 3 4 5  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | 1 | 0  🡪 GO TO  CQ408 | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | 1 | 0  GO TO NEXT ROW | | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Threatened to hurt or kill you, including invoking evil spirits against you? | 1 | 0  GO TO NEXT ROW | | 1 2 3 4 5  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | 1 | 0  🡪 GO TO  CQ408 | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | 1 | 0  GO TO NEXT ROW | | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Been bullied (teased, embarrassed) so that you feel sad or bad | 1 | 0  GO TO NEXT SECTION | | 1 2 3 4 5  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | 1 | 0  🡪 GO TO  CQ408 | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | 1 | 0  GO TO NEXT SECTION | | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **CODES** | | | | | | | | | | | | |  | | |
| **CQ402** | | | **CQ403** | | | **CQ405** | | | | **CQ407** | | | **CQ408** | | |
| 1. Almost every day (four or more times a week) 2. 1-3 times a week 3. Once or twice a month 4. Once or twice in three months 5. Once or twice a year 6. Others specify | | | 1. Biological parents (father/mother) 2. Stepfather or stepmother 3. Siblings (brother/sisters) 4. Other family member 5. Friend 6. Teacher 7. Peers 8. Neighbour 9. Unknown person 10. Other, specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | 1. Father / mother / others in the family 2. Friends 3. Teacher/Principal 4. Neighbours 5. Cultural/Religious leader 6. Community leader 7. Health care provider (such as a doctor or nurse) 8. NGO/ CBO official 9. Police (Family Protection Units) 10. Other, specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | 1. Counselling/psychosocial-support 2. Legal aid/support 3. Shoulder to cry on 4. Talked to/reprimanded the perpetrator 5. Treatment services 6. Alternative care services 7. Police intervention 8. Exorcism/prayed for 9. Others (specify) | | | 1. The abuse doesn't seem quite severe enough to warrant reporting 2. I was scared I was going to be abandoned 3. Financially dependent upon the abuser 4. I didn’t know who to tell 5. I didn’t think I would be believed 6. The abuser threatened to hurt me or my family 7. I was given money or gifts not to tell anyone 8. Fear of retaliation from perpetrator 9. Others, specify\_\_\_\_ | | |

**SECTION 4B:**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| PHYSICAL VIOLENCE | **CQ409** | | **CQ410** | **CQ411** | **CQ412** | | **CQ413** | **CQ414** | | **CQ415** | **CQ416** |
| **Thinking about yourself, in THE PAST YEAR, has anyone done something such as:** (READ QUESTIONS 409-416 IN BOXES BELOW) | | | **How often does this happen to you?**  **[*SEE CODES AT BOTTOM OF PAGE]*** | **Can you tell me who did this the most recent time?**  **[*SEE CODES AT BOTTOM OF PAGE]*** *(for each response of ‘other’, specify detail on line)* | **Did you ever tell anyone about this most recent incident?** | | **If yes, to whom did you talk/report this matter?**  **[*SEE CODES AT BOTTOM OF PAGE]***  *(for each response of ‘other’, specify detail on line)* | **Did you receive any service/assistance of any kind because of this last incident** | | **What kind of assistance/service did you receive?**  **[*SEE CODES AT BOTTOM OF PAGE]***  *for each response of ‘other’, specify detail on line)* | **Why didn’t you tell anyone about this (circle all that apply)?**  **[*SEE CODES AT BOTTOM OF PAGE]***  *(for each response of ‘other’, specify detail on line)* |
| **PHYSICAL VIOLENCE** | **YES** | **NO** | **YES** | **NO** | **YES** | **NO** |
| Pushed, Grabbed, or Kicked you | 1 | 0  GO TO NEXT ROW | 1 2 3 4 5  \_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 | 0  🡪 GO TO  CQ416 | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 | 0  GO TO NEXT ROW | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Hit, beat, or spanked you with a hand | 1 | 0  GO TO NEXT ROW | 1 2 3 4 5  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 | 0  🡪 GO TO  CQ 416 | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 | 0  GO TO NEXT ROW | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Hit, beat, or spanked you with a belt, paddle, a stick or other object? | 1 | 0  GO TO NEXT ROW | 1 2 3 4 5  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 | 0  🡪 GO TO  CQ 416 | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 | 0  GO TO NEXT ROW | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Choked you, smothered you or tried to drown you | 1 | 0  GO TO NEXT ROW | 1 2 3 4 5  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 | 0  🡪 GO TO  CQ 416 | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 | 0  GO TO NEXT ROW | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Pulled your hair, pinched you, or twisted your ear? | 1 | 0  GO TO NEXT ROW | 1 2 3 4 5  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 | 0  🡪 GO TO  CQ 416 | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 | 0  GO TO NEXT ROW | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CODES** | | | |  |
| **CQ410** | **CQ411** | **CQ413** | **CQ415** | **CQ416** |
| 1. Almost every day (four or more times a week) 2. 1-3 times a week 3. Once or twice a month 4. Once or twice in three months 5. Once or twice a year 6. Others specify | 1. Biological parents (father/mother) 2. Stepfather or stepmother 3. Siblings (brother/sisters) 4. Other family member 5. Friend 6. Teacher 7. Peers 8. Neighbour 9. Unknown person 10. Other, specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1. Father / mother / others in the family 2. Friends 3. Teacher/Principal 4. Neighbours 5. Cultural/Religious leader 6. Community leader 7. Health care provider (such as a doctor or nurse) 8. NGO/ CBO official 9. Police (Family Protection Units) 10. Other, specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1. Counselling/psychosocial-support 2. Legal aid/support 3. Shoulder to cry on 4. Talked to/reprimanded the perpetrator 5. Treatment services 6. Alternative care services 7. Police intervention 8. Exorcism/prayed for 9. Others (specify) | 1. The abuse doesn't seem quite severe enough to warrant reporting 2. I was scared I was going to be abandoned 3. Financially dependent upon the abuser 4. I didn’t know who to tell 5. I didn’t think I would be believed 6. The abuser threatened to hurt me or my family 7. I was given money or gifts not to tell anyone 8. Fear of retaliation from perpetrator 9. Others, specify\_\_\_\_ |

**SECTION 4B…**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| PHYSICAL VIOLENCE | **CQ409** | | **CQ410** | **CQ411** | **CQ412** | | **CQ413** | **CQ414** | | **\CQ415** | **CQ416** |
| **Thinking about yourself, in THE PAST YEAR, has anyone done something such as:** (READ QUESTIONS **CQ** 409-416 IN BOXES BELOW) | | | **How often does this happen to you?**  **[*SEE CODES AT BOTTOM OF PAGE]*** | **Can you tell me who did this the most recent time?**  **[*SEE CODES AT BOTTOM OF PAGE]*** *(for each response of ‘other’, specify detail on line)* | **Did you ever tell anyone about this most recent incident?** | | **If yes, to whom did you talk/report this matter?**  **[*SEE CODES AT BOTTOM OF PAGE]***  *(for each response of ‘other’, specify detail on line)* | **Did you receive any service/assistance of any kind because of this last incident** | | **What kind of assistance/service did you receive?**  **[*SEE CODES AT BOTTOM OF PAGE]***  *for each response of ‘other’, specify detail on line)* | **Why didn’t you tell anyone about this (circle all that apply)?**  **[*SEE CODES AT BOTTOM OF PAGE]***  *(for each response of ‘other’, specify detail on line)* |
| **PHYSICAL VIOLENCE** | **YES** | **NO** | **YES** | **NO** | **YES** | **NO** |
| Burned or scalded you, (including putting hot chillies or peppers in your mouth)? | 1 | 0  GO TO NEXT ROW | 1 2 3 4 5  \_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 | 0  🡪 GO TO  CQ 416 | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 | 0  GO TO NEXT ROW | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Locked you up in a small place, tied you up, or chained you to something | 1 | 0  GO TO NEXT ROW | 1 2 3 4 5  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 | 0  🡪 GO TO  CQ 416 | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 | 0  GO TO NEXT ROW | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Making you stay in one position holding a heavy load or another burden or making you do exercise as punishment? | 1 | 0  GO TO NEXT SECTION | 1 2 3 4 5  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 | 0  🡪 GO TO  CQ 416 | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 | 0  GO TO NEXT ROW | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CODES** | | | |  |
| **CQ410** | **CQ411** | **CQ413** | **CQ415** | **CQ416** |
| 1. Almost every day (four or more times a week) 2. 1-3 times a week 3. Once or twice a month 4. Once or twice in three months 5. Once or twice a year 6. Others specify | 1. Biological parents (father/mother) 2. Stepfather or stepmother 3. Siblings (brother/sisters) 4. Other family member 5. Friend 6. Teacher 7. Peers 8. Neighbour 9. Unknown person 10. Other, specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1. Father / mother / others in the family 2. Friends 3. Teacher/Principal 4. Neighbours 5. Cultural/Religious leader 6. Community leader 7. Health care provider (such as a doctor or nurse) 8. NGO/ CBO official 9. Police (Family Protection Units) 10. Other, specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1. Counselling/psychosocial-support 2. Legal aid/support 3. Shoulder to cry on 4. Talked to/reprimanded the perpetrator 5. Treatment services 6. Alternative care services 7. Police intervention 8. Exorcism/prayed for 9. Others (specify) | 1. The abuse doesn't seem quite severe enough to warrant reporting 2. I was scared I was going to be abandoned 3. Financially dependent upon the abuser 4. I didn’t know who to tell 5. I didn’t think I would be believed 6. The abuser threatened to hurt me or my family 7. I was given money or gifts not to tell anyone 8. Fear of retaliation from perpetrator 9. Others, specify\_\_\_\_ |

**SECTION 4C:**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEXUAL VIOLENCE | **CQ417** | | **CQ418** | **CQ419** | **CQ420** | | **CQ 421** | **CQ422** | | **CQ423** | **CQ424** |
| **Thinking about yourself, has anyone (for example teacher, friend, parents/ stepparents /adoptive parents/ caregivers/aunts or uncles /older brother or sisters or cousins) done any of these things to you in the PAST YEAR?**  **(**READ QUESTIONS 417-424 IN BOXES BELOW) | | | **How often does this happen to you?**  **[*SEE CODES AT BOTTOM OF PAGE]*** | **Can you tell me who did this the most recent time?**  *(***[*SEE CODES AT BOTTOM OF PAGE]***  *(for each response of ‘other’, specify detail on line)* | **Did you ever tell anyone about this most recent incident?** | | **If yes, to whom did you talk/report to this matter?**  **[*SEE CODES AT BOTTOM OF PAGE]***  *(for each response of ‘other’, specify detail on line)* | **Did you receive any service/assistance of any kind because of this last incident** | | **What kind of assistance/service did you receive?**  **[*SEE CODES AT BOTTOM OF PAGE]***  *for each response of ‘other’, specify detail on line)* | **Why didn’t you tell anyone about this (circle all that apply)?**  **[*SEE CODES AT BOTTOM OF PAGE]***  *for each response of ‘other’, specify detail on line)* |
|  | **YES** | **NO** | **YES** | **NO** | **YES** | **NO** |
| Approached or spoken to you in a sexual way or wrote sexual things about you | 1 | 0  GO TO NEXT ROW | 1 2 3 4 5  \_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 | 0  🡪 GO TO  CQ 424 | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 | 0  GO TO NEXT ROW | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Touched or pinched your private parts [e.g. breasts, buttocks or genitals], or made you touch theirs | 1 | 0  GO TO NEXT ROW | 1 2 3 4 5  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 | 0  🡪 GO TO  CQ 424 | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 | 0  GO TO NEXT ROW | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Made you watch a sex video or look at sexual pictures in a magazine or computer when you did not want to | 1 | 0  GO TO NEXT ROW | 1 2 3 4 5  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 | 0  🡪 GO TO  CQ 424 | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 | 0  GO TO NEXT ROW | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Made you look at their private parts or wanted to look at yours | 1 | 0  GO TO NEXT ROW | 1 2 3 4 5  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 | 0  🡪 GO TO  CQ 424 | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 | 0  GO TO NEXT ROW | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CODES** | | | |  |
| **CQ418** | **CQ419** | **CQ421** | **CQ423** | **CQ424** |
| 1. Almost every day (four or more times a week) 2. 1-3 times a week 3. Once or twice a month 4. Once or twice in three months 5. Once or twice a year 6. Others specify | 1. Biological parents (father/mother) 2. Stepfather or stepmother 3. Siblings (brother/sisters) 4. Other family member 5. Friend 6. Teacher 7. Peers 8. Neighbour 9. Unknown person 10. Other, specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1. Father / mother / others in the family 2. Friends 3. Teacher/Principal 4. Neighbours 5. Cultural/Religious leader 6. Community leader 7. Health care provider (such as a doctor or nurse) 8. NGO/ CBO official 9. Police (Family Protection Units) 10. Other, specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1. Counselling/psychosocial-support 2. Legal aid/support 3. Shoulder to cry on 4. Talked to/reprimanded the perpetrator 5. Treatment services 6. Alternative care services 7. Police intervention 8. Exorcism/prayed for 9. Others (specify) | 1. The abuse doesn't seem quite severe enough to warrant reporting 2. I was scared I was going to be abandoned 3. Financially dependent upon the abuser 4. I didn’t know who to tell 5. I didn’t think I would be believed 6. The abuser threatened to hurt me or my family 7. I was given money or gifts not to tell anyone 8. Fear of retaliation from perpetrator 9. Others, specify\_\_\_\_ |

**SECTION 4C**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEXUAL VIOLENCE | **CQ417** | | **CQ418** | **CQ419** | **CQ420** | | **CQ 421** | **CQ422** | | **CQ423** | **CQ424** |
| **Thinking about yourself, has anyone (for example teacher, friend, parents/ stepparents /adoptive parents/ caregivers/aunts or uncles /older brother or sisters or cousins) done any of these things to you in the PAST YEAR?**  **(**READ QUESTIONS 417-424 IN BOXES BELOW) | | | **How often does this happen to you?**  **[*SEE CODES AT BOTTOM OF PAGE]*** | **Can you tell me who did this the most recent time?**  *(***[*SEE CODES AT BOTTOM OF PAGE]***  *(for each response of ‘other’, specify detail on line)* | **Did you ever tell anyone about this most recent incident?** | | **If yes, to whom did you talk/report to this matter?**  **[*SEE CODES AT BOTTOM OF PAGE]***  *(for each response of ‘other’, specify detail on line)* | **Did you receive any service/assistance of any kind because of this last incident** | | **What kind of assistance/service did you receive?**  **[*SEE CODES AT BOTTOM OF PAGE]***  *for each response of ‘other’, specify detail on line)* | **Why didn’t you tell anyone about this (circle all that apply)?**  **[*SEE CODES AT BOTTOM OF PAGE]***  *for each response of ‘other’, specify detail on line)* |
|  | **YES** | **NO** | **YES** | **NO** | **YES** | **NO** |
| Raped or forced you to have sexual intercourse (vaginal, anal or oral) | 1 | 0  GO TO NEXT ROW | 1 2 3 4 5  \_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 | 0  🡪 GO TO  CQ 424 | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 | 0  GO TO NEXT ROW | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Forced (induced) you to consent to marriage or consensual union | 1 | 0  GO TO NEXT ROW | 1 2 3 4 5  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 | 0  🡪 GO TO  CQ 424 | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 | 0  GO TO NEXT ROW | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Forced you into commercial sex work | 1 | 0  GO TO NEXT SECTION | 1 2 3 4 5  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 | 0  🡪 GO TO  CQ 424 | 1 2 3 4 5 6 7 8 9 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 | 0  GO TO NEXT ROW | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 2 3 4 5 6 7 8  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CODES** | | | |  |
| **CQ418** | **CQ419** | **CQ421** | **CQ423** | **CQ424** |
| 1. Almost every day (four or more times a week) 2. 1-3 times a week 3. Once or twice a month 4. Once or twice in three months 5. Once or twice a year 6. Others specify | 1. Biological parents (father/mother) 2. Stepfather or stepmother 3. Siblings (brother/sisters) 4. Other family member 5. Friend 6. Teacher 7. Peers 8. Neighbour 9. Unknown person 10. Other, specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1. Father / mother / others in the family 2. Friends 3. Teacher/Principal 4. Neighbours 5. Cultural/Religious leader 6. Community leader 7. Health care provider (such as a doctor or nurse) 8. NGO/ CBO official 9. Police (Family Protection Units) 10. Other, specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1. Counselling/psychosocial-support 2. Legal aid/support 3. Shoulder to cry on 4. Talked to/reprimanded the perpetrator 5. Treatment services 6. Alternative care services 7. Police intervention 8. Exorcism/prayed for 9. Others (specify) | 1. The abuse doesn't seem quite severe enough to warrant reporting 2. I was scared I was going to be abandoned 3. Financially dependent upon the abuser 4. I didn’t know who to tell 5. I didn’t think I would be believed 6. The abuser threatened to hurt me or my family 7. I was given money or gifts not to tell anyone 8. Fear of retaliation from perpetrator 9. Others, specify\_\_\_\_ |

**SECTION 5: CHILDREN’S LIFE SKILLS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No. | Questions and Filters |  |  | Skip to |
| CQ501 | Imagine that you have a close friend whose  ***parent\**** often calls your friend stupid, or calls him or her names, or screams violently at him or her. What would you recommend your friend to do? | 1. I would recommend: | | |
| 1. there is nothing that can be done, because: | | |
| CQ502 | Imagine now that your friend is often beaten  very much by his or her ***parent\**** over very small matters. What would you recommend your friend to do then? | 1. I would recommend: | | |
| 1. there is nothing that can be done, because: | | |
| CQ503 | Imagine now that your friend’s ***parent \**** shows him/her sexual things or makes your friend do sexual things that he/she does not want to do.  What would you recommend your friend to do  then? | 1. I would recommend: | | |
| 1. there is nothing that can be done, because: | | |
| CQ505 | Imagine now that your friend’s ***parent\**** does not  provide enough for your friend to eat and/or drink, even though there is enough for everyone. What would you recommend your friend to do then? | 1. I would recommend: | | |
| 1. there is nothing that can be done, because: | | |

**NOTE**: in each question ***parent*** can be replaced by a different potential perpetrator: *teacher*, *classmate(s)*, *employer*, *peer(s)*, etc…, depending on the environment of interest: *home*, *school*, *workplace*, etc…

**SECTION 6: AGGRESSION TOWARDS PARENTS/CARETAKERS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No. | Questions and Filters |  |  | Skip to |
| CQ601A | Do you know of kids who shout at or curse their parents? | Yes  NO | 1  2 | 🡪 CQ602A |
| CQ601B | How often do you hear kids who shout at or their parents? | Rarely  Occasionally  Regularly | 1  2  3 |  |
| CQ602A | Have any of your friends shouted or hit their parents? | Yes  NO | 1  2 | 🡪 CQ603 |
| CQ602B | How often do you hear your friends shout, or hit their parents? | Rarely  Occasionally  Regularly | 1  2  3 |  |
| CQ603 | Why do you think your friends strike out at their parents?  …………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….. | | | |
| CQ605 | Have you ever shouted or hit your parents? | Yes  NO | 1  2 | 🡪 CQ607 |
| CQ606 | How often do you shout or hit your parents? | Rarely  Occasionally  Regularly | 1  2  3 |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CQ607 | Why did you shout, curse, or hit your parents?  …………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………… | | | |
| CQ607 | Why do you think parents shout or hit their children?  …………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………… | | | |
| CQ608 | Do you know of any adults who hit or yell at their children? | Yes  No | 1  2 | 🡪 SEC 7 |
| CQ609 | How often do you see adults who hit or yell at their children? | Rarely  Occasionally  Regularly | 1  2  3 |  |

**SECTION 7: BELIEFS SUPPORTING AGGRESSION**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | |
| CQ701 |  | **Strongly agree** | **Agree** | **Disagree** | **Strongly disagree** | **No opinion** |
|  | It makes you feel big and tough when you push someone around. | 1 | 2 | 3 | 4 | 5 |
|  | If you back down from a fight, everyone will think you are a coward. | 1 | 2 | 3 | 4 | 5 |
|  | Sometimes you have only two choices—get punched or punch the other kid first. | 1 | 2 | 3 | 4 | 5 |
|  | It’s OK to hit someone if you just go crazy with anger. | 1 | 2 | 3 | 4 | 5 |
|  | A guy who doesn’t fight back when other kids push him around will lose respect. | 1 | 2 | 3 | 4 | 5 |
|  | A guy shows he really loves his girlfriend if he gets in fights with other guys about her. | 1 | 2 | 3 | 4 | 5 |

**SECTION 8: CHILD-WELLBEING**

Before we end, I would like to ask you some questions about how you feel about some aspects of life. Please tell me whether you feel ‘not happy at all’, ‘somewhat happy’, or ‘very happy’. How do you feel about your…

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | | | | |
| CQ801 |  | **Not happy at all** | **Somewhat**  **happy** | **Very happy** | **N.A** |
|  | School | 1 | 2 | 3 | **98** |
|  | Family | 1 | 2 | 3 | **98** |
|  | Friends | 1 | 2 | 3 | **98** |
|  | The way you look | 1 | 2 | 3 | **98** |
|  | Your whole life | 1 | 2 | 3 | **98** |

We would like to know what thoughts about life you've had during the past several weeks. Think about how you spend each day and night and then think about how your life has been during most of this time. Here are some questions that ask you to indicate your satisfaction with life.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | |
| CQ802 |  | **Strongly disagree** | **Disagree** | **No opinion** | **Agree** | **Strongly agree** |
|  | **Family** | 1 | 2 | 3 | 4 | 5 |
|  | I enjoy being at home with my family. | 1 | 2 | 3 | 4 | 5 |
|  | My family gets along well together. | 1 | 2 | 3 | 4 | 5 |
|  | I like spending time with my parents. | 1 | 2 | 3 | 4 | 5 |
|  | My family is better than most. | 1 | 2 | 3 | 4 | 5 |
|  | Members of my family talk nicely to one another. | 1 | 2 | 3 | 4 | 5 |
|  | My parents treat me fairly. | 1 | 2 | 3 | 4 | 5 |
|  | **Friends** |  |  |  |  |  |
|  | My friends are great | 1 | 2 | 3 | 4 | 5 |
|  | I have a bad time with my friends.\* | 1 | 2 | 3 | 4 | 5 |
|  | I have a lot of fun with my friends. | 1 | 2 | 3 | 4 | 5 |
|  | I have enough friends. | 1 | 2 | 3 | 4 | 5 |
|  | **School** |  |  |  |  |  |
|  | I wish I didn’t have to go to school.\* | 1 | 2 | 3 | 4 | 5 |
|  | There are many things about school I don’t like.\* | 1 | 2 | 3 | 4 | 5 |
|  | I enjoy school activities. | 1 | 2 | 3 | 4 | 5 |
|  | I feel bad at school.\* | 1 | 2 | 3 | 4 | 5 |
|  | **Living environment** |  |  |  |  |  |
|  | I wish I lived in a different house.\* | 1 | 2 | 3 | 4 | 5 |
|  | I wish I lived somewhere else.\* | 1 | 2 | 3 | 4 | 5 |
|  | I feel secure in my neighborhood | 1 | 2 | 3 | 4 | 5 |
|  | **Self** |  |  |  |  |  |
|  | Most people like me. | 1 | 2 | 3 | 4 | 5 |
|  | I like myself. | 1 | 2 | 3 | 4 | 5 |
|  | My life is better than most kids. | 1 | 2 | 3 | 4 | 5 |
|  | I would like to change many things in my life\* | 1 | 2 | 3 | 4 | 5 |
|  | I wish I had a different kind of life\* | 1 | 2 | 3 | 4 | 5 |

**SECTION 9: ASPIRATION AND EXPECTATION**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | |
| CQ901 |  | **Strongly disagree** | **Disagree** | **No opinion** | **Agree** | **Strongly agree** |
|  | My parents are responsible for what I am now | 1 | 2 | 3 | 4 | 5 |
|  | I wish I was never born | 1 | 2 | 3 | 4 | 5 |
|  | I trust no one in this community | 1 | 2 | 3 | 4 | 5 |
|  | I don’t think violence will stop in this community | 1 | 2 | 3 | 4 | 5 |
|  | I can improve myself if I get support | 1 | 2 | 3 | 4 | 5 |
|  | My situation is worsening because nobody is willing to support me | 1 | 2 | 3 | 4 | 5 |
|  | I wish I could go to school and complete my education | 1 | 2 | 3 | 4 | 5 |
|  | Most community members care about children facing violence | 1 | 2 | 3 | 4 | 5 |
|  | Most local council leaders do not support children experiencing violence | 1 | 2 | 3 | 4 | 5 |
|  | I see a bright future in my life | 1 | 2 | 3 | 4 | 5 |

**THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION!**

**HOUSEHOLD REGISTRATION FORM**

|  |  |
| --- | --- |
| HH ID | **PARISH** |
| **VILLAGE** |
| NAME OF HOUSEHOLD HEAD | **COMMON NAME** |
| NAME OF SPOUSE |  |
| CONTACT OF THE HOUSEHOLD HEAD | **CONTACT** |
| NAME OF LC LEADER | **CONTACT** |

**INTERVIEWER'S OBSERVATIONS**

**TO BE FILLED IN AFTER COMPLETING INTERVIEW**

COMMENTS ABOUT RESPONDENT

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COMMENTS ON SPECIFIC QUESTIONS:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ANY OTHER COMMENTS:

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SUPERVISOR'S OBSERVATION

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NAME OF THE SUPERVISOR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DATE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. . In terms of prevention this is important because many children suffer from compounded violence (a child who has been exposed to violence is more likely to be exposed to violence again as a result of poor handling of the case) [↑](#footnote-ref-1)
2. The full version of the PCAN instrument, developed by Price et al. (2001), 17 items: 8 eight items measure what constitutes child abuse and nine items measure beliefs about the likely long term effects of child abuse. We have however reduced the overall number of items to 13 (7 to measure what constitutes child abuse and 6 items to measure beliefs about the likely long term effects of child abuse). [↑](#footnote-ref-2)
3. Only one respondent reported being of Moslem faith, and 4 were orthodox [↑](#footnote-ref-3)
4. The full version of the PCAN instrument, developed by Price et al. (2001), 17 items: 8 eight items measure what constitutes child abuse and nine items measure beliefs about the likely long term effects of child abuse. We have however reduced the overall number of items to 13 (7 to measure what constitutes child abuse and 6 items to measure beliefs about the likely long term effects of child abuse). [↑](#footnote-ref-4)
5. Butchart, A., A. Phinney Harvey, M. Mian and T. Fürniss, Preventing Child Maltreatment: A Guide to Taking Action and Generating Evidence, World Health Organization, Geneva, 2006 [↑](#footnote-ref-5)
6. For the purposes of analysis, households were divided into the following three categories based on the number of their members: two to three people, four to five people and six or more people. [↑](#footnote-ref-6)
7. Numbers were too few to allow a meaningful comparison between intervention (n=14) and control (n=41) [↑](#footnote-ref-7)
8. For codes see –check top left corner of this page [↑](#footnote-ref-8)