

# **Study on Violence against Children in Bulgaria**

**Volume I: Prevalence of violence against children and related knowledge, attitudes and practices among children and adults in Bulgaria**



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## List of Acronyms

BHC	Bulgarian Helsinki Committee
CEDAW	Convention on the Elimination of all Forms of Discrimination Against Women
CPA	Child Protection Act
CPD	Child Protection Department
CRC	Convention on the Rights of the Child
CSC	Community Support Centre
ECARO	UNICEF Regional Office for Europe and Central Asia
EU	European Union
EU FRA	European Union Agency for Fundamental Rights
FGD	Focus Group Discussion
GP	General Practitioner
HBSC	Health Behaviours of School-aged Children survey
ICCPR	International Covenant on Civil and Political Rights
ICESCR	International Covenant on Economic, Social and Cultural Rights
IPVA	Intimate Partner Violence and Abuse
MLSP	Ministry of Labour and Social Policy
MOES	Ministry of Education and Science
MOH	Ministry of Health
MOI	Ministry of the Interior
NCCP	National Council for Child Protection
NGO	Non-Governmental Organisation
NPPVAC	National Programme for the Prevention of Violence and Abuse of Children in Bulgaria
NUTS	Nomenclature of Territorial Units for Statistics
OPAC	Optional Protocol on the involvement of children in armed conflict
OPIC	Optional Protocol on a communications procedure
OPSC	Optional Protocol on the sale of children, child prostitution and child pornography
PADVA	Protection Against Domestic Violence Act
PPS	Probability Proportional to Size
PSSEA	Pre-School and School Education Act
SACP	State Agency for Child Protection
SAD	Social Assistance Directorate

SDG	Sustainable Development Goal
TOR	Terms of Reference
UNCRC	United Nations Convention on the Rights of the Child
UNICEF	United Nations Children’s Fund
VAC	Violence Against Children
WHO	World Health Organisation



## 1 Introduction

This National Survey on Violence against Children (VAC) was commissioned by UNICEF Bulgaria and designed by Coram International, with data carried out by research and consultancy company ESTAT.

This final report outlines the methodology used to implement the study and the key findings and results obtained. The report complements a second report on the capacity of institutions to prevent and response to violence against children; which contains a series of recommendations for legal, policy and practice reform, drawing on evidence presented in both reports.

### 1.1 Survey objectives

Ending violence against children is an organisation-wide priority for UNICEF across all programme areas.<sup>1</sup> In Bulgaria, UNICEF has been collaborating with the Government of Bulgaria on the National Programme for the Prevention of Violence and Abuse of Children. Data collection and research form an important part of the Programme's aims, to develop a better understanding of the phenomenon of violence, including where it occurs, what forms it takes, and who the most vulnerable children are. Understanding violence against children better and collecting reliable data on its occurrence is the first key step towards preventing and eliminating it.

With this in mind, the objectives of the study were as follows:

1. To provide a comprehensive picture of the current situation with respect to attitudes, knowledge, beliefs and practices concerning violence against children (VAC) in Bulgaria;
2. To estimate the prevalence of VAC in Bulgaria (broken down by different 'types' of violence and the settings in which they occur) and explore its associated risk and protective factors to identify more vulnerable groups of children=

### 1.2 Context and background to the study

#### 1.2.1 Bulgarian demographic and socio-economic context

The Republic of Bulgaria is a country in south-eastern Europe,<sup>2</sup> and has been a member of the European Union since 1 January 2007.<sup>3</sup> As of 31 December 2019, the population of Bulgaria was 6,951,500 people, with a decrease of nearly 50,000 people from 2018.<sup>4</sup> Children between the ages of 0 and 17 make up 17.5 per cent of the population (1,215,800).<sup>5</sup> In common with other countries in south-eastern Europe, this decline in population has been driven by high levels of external migration coupled with a low birth rate. The transition from socialism to democracy starting at the beginning of the 1990s resulted in social and economic

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<sup>1</sup> United Nations Children's Fund, '[A Familiar Face: Violence in the lives of children and adolescents](#)', UNICEF, New York, USA, 2017, p.12

<sup>2</sup> While there is no definitive list of countries in south-eastern Europe, here we use the ten countries most commonly recognised to be part of this region, namely Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Kosovo, Macedonia, Montenegro, Romania, Serbia and Slovenia

<sup>3</sup> Official website of the European Union, 'Bulgaria', European Union, 2019, <[https://europa.eu/european-union/about-eu/countries/member-countries/bulgaria\\_en](https://europa.eu/european-union/about-eu/countries/member-countries/bulgaria_en)>, accessed 27 February 2020

<sup>4</sup> Bulgarian National Statistical Institute, 'Statistical Yearbook 2020', NSI, Sofia, Bulgaria, 2020, <[www.nsi.bg/sites/default/files/files/publications/StatBook2020\\_en.pdf](http://www.nsi.bg/sites/default/files/files/publications/StatBook2020_en.pdf)>, p.21

<sup>5</sup> World Population Review, '[Bulgaria Population 2020](#)', accessed 3 December 2020; calculated from age-specific population estimates

transformation, accompanied by high unemployment rates. In Romania and Bulgaria, EU membership opened borders for emigration, with many people leaving in search of better economic prospects.<sup>6</sup> The effects of migration are further compounded by very low birth rates, which have been below replacement<sup>7</sup> since 1980.<sup>8</sup>

In total there are 28 regions, 265 municipalities, and 5,256 settlements in Bulgaria,<sup>9</sup> though the majority of the Bulgarian population (73.7 per cent) live in urban areas.<sup>10</sup> In 2017, approximately a third of the population (34.1 per cent) lived in one of the six largest cities, namely Sofia (the capital), Plovdiv, Varna, Burgas, Ruse, and Stara Zagora.

During the 1990's and early 2000's, Bulgaria had high unemployment rates resulting from the economic transitions that followed the end of socialism. Problems included the low rate of job creation, a rigid labour market that made hiring and firing difficult, and a lack of skills among workers.<sup>11</sup> Over the past decade however, the employment rate for those aged 20 to 64 has increased steadily to 75 per cent, surpassing the EU-27 average of 73.1 per cent.<sup>12</sup> Nevertheless, the employment rate remains low for those aged 15 to 24, at 21.8 per cent.<sup>13</sup>

Bulgaria has one of the highest rates of young people being 'NEET' (not in employment, education or training) in the EU, at 15 per cent compared to the EU average of 10.6 per cent.<sup>14</sup> Research with young NEET Bulgarians found that a variety of factors contribute to this issue. A lack of education and skills is an important factor, with 47 per cent of NEET young people being early school leavers. A violent or unstable family environment is also strongly associated with being NEET. Those from Turkish or Roma backgrounds are overrepresented among NEET young people. For Roma girls, early marriage is a common cause of being NEET as it forces them to leave school.<sup>15</sup> Being NEET limits young people's ability to build social capital and participate fully in society, and reduces their economic prospects, reinforcing generational disadvantage. It is also costly to the economy as a whole, with the economic loss estimated at 2.4 per cent of Bulgaria's GDP.<sup>16</sup>

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<sup>6</sup> Malnar, D. & Malnar, A., 'Demographic security trends in Southeastern Europe', *Croatian International Relations Review*, 2015, 21(73): 57–87.

<sup>7</sup> Generally considered to be a total fertility rate of 2.1

<sup>8</sup> Malnar, D. & Malnar, A., 'Demographic security trends in Southeastern Europe', *Croatian International Relations Review*, 2015, 21(73): 57–87.

<sup>9</sup> Bulgarian National Statistical Institute, 'Population and Demographic Processes in 2017', NSI, Sofia, Bulgaria, 2017, pp.4–5

<sup>10</sup> Bulgarian National Statistical Institute, 'Statistical Yearbook 2020', NSI, Sofia, Bulgaria, 2020, <[www.nsi.bg/sites/default/files/files/publications/StatBook2020\\_en.pdf](http://www.nsi.bg/sites/default/files/files/publications/StatBook2020_en.pdf)>, p.23

<sup>11</sup> Rutkowski, J., 'Why is unemployment so high in Bulgaria?', World Bank Policy Research Working Paper, April 2003, <<https://doi.org/10.1596/1813-9450-3017>>

<sup>12</sup> Eurostat, 'Employment – annual statistics', April 2020, <[https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Employment\\_-\\_annual\\_statistics](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Employment_-_annual_statistics)>, accessed 22 July 2020

<sup>13</sup> Bulgarian National Statistical Institute, 'Statistical Yearbook 2020', NSI, Sofia, Bulgaria, 2020, <[www.nsi.bg/sites/default/files/files/publications/StatBook2020\\_en.pdf](http://www.nsi.bg/sites/default/files/files/publications/StatBook2020_en.pdf)>, p.43

<sup>14</sup> Eurostat, 'NEET rate at lowest point for ten years', July 2018, <<https://ec.europa.eu/eurostat/web/products-eurostat-news/-/DDN-20180712-4>>, accessed 22 July 2020

<sup>15</sup> UNICEF, 'Assessment of the status and analysis of the profile of adolescents and young people not in employment, education or training (NEETs)', 2015, Sofia, Bulgaria, pp.3–8  
<[https://www.unicef.org/bulgaria/sites/unicef.org.bulgaria/files/2018-09/NEETs\\_ENG\\_Summary.pdf](https://www.unicef.org/bulgaria/sites/unicef.org.bulgaria/files/2018-09/NEETs_ENG_Summary.pdf)>

<sup>16</sup> UNICEF, 'Assessment of the status and analysis of the profile of adolescents and young people not in employment, education or training (NEETs)', 2015, Sofia, Bulgaria, p.24,  
<[https://www.unicef.org/bulgaria/sites/unicef.org.bulgaria/files/2018-09/NEETs\\_ENG\\_Summary.pdf](https://www.unicef.org/bulgaria/sites/unicef.org.bulgaria/files/2018-09/NEETs_ENG_Summary.pdf)>

Bulgaria has high levels of poverty, material deprivation and income inequality relative to other European Union countries. In 2018, nearly a third of Bulgarians (32.8 per cent) were at risk of poverty or social exclusion, the highest rate in the European Union, while 22 per cent were at risk of income poverty, and 21 per cent were severely materially deprived.<sup>17</sup> This material deprivation is reflected in the quality of housing in Bulgaria, with Bulgaria having one of the highest overcrowding rates in the EU (41.1 per cent compared to the EU-27 average of 17.2 per cent).<sup>18</sup> The severe housing deprivation rate was more than double the EU average in 2019 (8.9 per cent compared to 4.0 per cent).<sup>19</sup> In 2018, Bulgaria had the highest Gini coefficient in the European Union, indicating substantial income inequality.<sup>20</sup>

Bulgarian is the official language, and was reported as the mother tongue of 85.2 per cent of the population in the 2011 census; 9.1 per cent reported Turkish and 4.2 per cent Roma as their mother tongue.<sup>21</sup> There are three main ethnic groups in Bulgaria, with the majority of the population (84.8 per cent) reporting Bulgarian ethnicity, followed by Turkish ethnicity (8.8 per cent) and Roma ethnicity (4.9 per cent).<sup>22</sup> Due to the difficulties in surveying Roma people (for example those who do not have a permanent residence), this is likely to be an underestimate. The Council of Europe estimates that there are between 700,000 and 800,000 Roma in Bulgaria, or just under 10 per cent of the total population.<sup>23</sup>

On religion, around a fifth of people (21.8 per cent) did not respond to this question in the 2011 census. Among those who did respond, 76 per cent identified as East-Orthodox, 0.8 per cent as Catholic, 1.1 per cent as Protestant, 10 per cent as Muslim and 0.2 per cent as another religion. 4.7 per cent reported that they did not have a religion and 7.1 per cent did not identify a specific religion.<sup>24</sup> There is a considerable overlap between Turkish ethnicity and Muslim religion, with 88 per cent of Turkish census respondents identifying as Muslim.<sup>25</sup>

Roma people in Bulgaria face considerable socioeconomic disadvantages. A 2015/16 study of the Roma population found that 86 per cent of Roma families were below the national poverty line compared to 22 per cent of the population as a whole.<sup>26</sup> Roma families were also more likely to live in poor quality housing without access to water and other amenities.<sup>27</sup> While participation in compulsory education is high amongst the Roma population, early school leaving is common and only 40 per cent of Roma adolescents were in upper secondary

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<sup>17</sup> Eurostat, '[Downward trend in the share of persons at risk of poverty or social exclusion in the EU](#)', 16 October 2019

<sup>18</sup> Eurostat, '[Overcrowding rate by age, sex and poverty status – total population – EU-SILC survey](#)', 2 December 2020, accessed 3 December 2020

<sup>19</sup> Eurostat, '[Severe housing deprivation rate by age, sex and poverty status – EU-SILC survey](#)', 2 December 2020, accessed 3 December 2020

<sup>20</sup> Eurostat, 'Gini coefficient of equivalised disposable income – EU-SILC survey', 2020, <<https://appsso.eurostat.ec.europa.eu/nui/submitViewTableAction.do>>, accessed 27 February 2020

<sup>21</sup> Bulgarian National Statistics Institute, '2011 Population Census – Main results', NSI, Sofia, Bulgaria, 2011, <[www.nsi.bg/census2011/PDOCS2/Census2011final\\_en.pdf](http://www.nsi.bg/census2011/PDOCS2/Census2011final_en.pdf)>, pp.3–4

<sup>22</sup> Bulgarian National Statistics Institute, '2011 Population Census – Main results', NSI, Sofia, Bulgaria, 2011, <[www.nsi.bg/census2011/PDOCS2/Census2011final\\_en.pdf](http://www.nsi.bg/census2011/PDOCS2/Census2011final_en.pdf)>, p.3

<sup>23</sup> Council of Europe, 'Estimates of Roma population in European countries', 2 July 2012, <<https://www.coe.int/en/web/roma-and-travellers/publications>>

<sup>24</sup> Bulgarian National Statistics Institute, '2011 Population Census – Main results', NSI, Sofia, Bulgaria, 2011, <[www.nsi.bg/census2011/PDOCS2/Census2011final\\_en.pdf](http://www.nsi.bg/census2011/PDOCS2/Census2011final_en.pdf)>, p.4

<sup>25</sup> Bulgarian National Statistics Institute, '2011 Population Census – Main results', NSI, Sofia, Bulgaria, 2011, <[www.nsi.bg/census2011/PDOCS2/Census2011final\\_en.pdf](http://www.nsi.bg/census2011/PDOCS2/Census2011final_en.pdf)>, p.27

<sup>26</sup> EU FRA, '[Second European Union Minorities and Discrimination Survey: Roma – Selected findings](#)', Luxembourg, Belgium, 2016, p.14

<sup>27</sup> EU FRA, '[Second European Union Minorities and Discrimination Survey: Roma – Selected findings](#)', Luxembourg, Belgium, 2016, pp.31–35

education compared to 83 per cent of the general population. Nearly two-thirds of Roma aged 16 to 24 were not in education, employment nor training (NEET).<sup>28</sup> In addition, Roma children tend to attend 'Roma schools' in majority Roma neighbourhoods which have fewer facilities and have a lower standard of education than majority Bulgarian schools.<sup>29</sup> The Ministry of Education and Science does not collect data based on ethnicity which presents a challenge for understanding the education disparities experienced by Roma communities.

In addition to these socioeconomic disadvantages, Roma people in Bulgaria also face social exclusion and discrimination. In the 2015/16 survey, 22 per cent had experienced racial discrimination in the past five years while 14 per cent had experienced this in the past year.<sup>30</sup> In 2019, 68 per cent of Bulgarians had an unfavourable view of Roma people.<sup>31</sup> Other ethnic minorities also face discrimination; the Committee on the Elimination of Racial Discrimination has expressed concerns about the increase in hate speech and hate crimes directed towards Turks, Roma, Muslims, Jews, people of African descent, migrants and refugees. Some politicians also use a racist discourse to gain support in election campaigns.<sup>32</sup>

School education is compulsory in Bulgaria from the age of 6/7 to the age of 16. Since 2010, Bulgarian children must also attend two years of pre-school education at a kindergarten prior to starting school. Parents must pay a monthly fee for kindergartens, which may be a barrier to access for some families. Fees vary between municipalities.<sup>33</sup> In 2019/20, 78.7 per cent of children aged 3 to 6 were enrolled in a kindergarten.<sup>34</sup> The Bulgarian education system is divided into general education (grades 1 to 7), which includes primary education (grades 1 to 4) and lower-secondary education (grades 5 to 7), and upper-secondary education (grades 8 to 12). Upper secondary education can be general (undertaken in a general or specialised secondary school) or vocational (undertaken in a vocational school).<sup>35</sup> Higher education in Bulgaria includes universities and specialised higher schools, both of which may offer Bachelor's, Master's and Doctoral degrees, and self-contained colleges, which offer Bachelor's degrees.<sup>36</sup> In 2019, 32.5 per cent of Bulgarians aged 30 to 34 had completed tertiary education, which is a much lower rate than the EU average of 41.6 per cent.<sup>37</sup>

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<sup>28</sup> EU FRA, '[Second European Union Minorities and Discrimination Survey: Roma – Selected findings](#)', Luxembourg, Belgium, 2016, p.21, 25

<sup>29</sup> Open Society Institute, '[Equal access to quality education for Roma: Bulgaria](#)', 2007, p.18

<sup>30</sup> EU FRA, '[Second European Union Minorities and Discrimination Survey: Roma – Selected findings](#)', Luxembourg, Belgium, 2016, p.36

<sup>31</sup> Pew Research Center, '[European Public Opinion Three Decades After the Fall of Communism](#)', 15 October 2019, p.86

<sup>32</sup> Committee on the Elimination of Racial Discrimination, '[Concluding observations on the combined twentieth to twenty second periodic reports of Bulgaria](#)', 12 May 2017, p.3

<sup>33</sup> Eurydice, 'Bulgaria: Early Childhood Education and Care', European Commission, April 2018, <[https://eacea.ec.europa.eu/national-policies/eurydice/content/early-childhood-education-and-care-12\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/early-childhood-education-and-care-12_en)>, accessed 22 July 2020

<sup>34</sup> Bulgarian National Statistical Institute, 'Statistical Yearbook 2020', NSI, Sofia, Bulgaria, 2020, <[www.nsi.bg/sites/default/files/files/publications/StatBook2020\\_en.pdf](http://www.nsi.bg/sites/default/files/files/publications/StatBook2020_en.pdf)>, p.81

<sup>35</sup> Eurydice, '[Bulgaria: Single structure education \(Integrated primary and lower secondary education\)](#)', 29 December 2019, accessed 3 December 2020; Eurydice, '[Bulgaria: Upper secondary and post-secondary non-tertiary education](#)', 8 December 2019, accessed 3 December 2020

<sup>36</sup> Eurydice, 'Bulgaria: Types of Higher Education Institutions', European Commission, December 2018, <[https://eacea.ec.europa.eu/national-policies/eurydice/content/types-higher-education-institutions-12\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/types-higher-education-institutions-12_en)>, accessed 22 July 2020

<sup>37</sup> Eurostat, 'Population aged 30-34 by educational attainment level, sex and NUTS 2 regions (%)', April 2020, <<https://appsso.eurostat.ec.europa.eu/nui/submitViewTableAction.do>>, accessed 22 July 2020



In 2019, 931 children aged 14 to 17 were convicted of a crime in Bulgaria, comprising 4.1 per cent of the total population of offenders respectively.<sup>38</sup> Given that the population aged 14 to 17 is 3.7 per cent of the total population of Bulgaria,<sup>39</sup> children appear to be slightly overrepresented among offenders.



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### *Public attitudes towards children's rights*

In recent years increased polarisation and populism has contributed to a growing anti-children's rights movement in Bulgaria. There has been a tangible deterioration of public attitudes towards children's rights, with misinformation in the media and outright attacks being used to oppose liberal reforms. For example, the ratification of the Council of Europe Convention on Preventing and Combating Violence Against Women and Domestic Violence (known as the Istanbul Convention) was blocked in 2018 and later pronounced anti-constitutional by the Constitutional Court of the Republic of Bulgaria. In 2019, similar attacks led to the withdrawal of the National Strategy for Children 2019-2030, which the government had prepared in collaboration with Civil Society Organisations (CSOs), and postponed the entering into force of the new Social Services Act. There have also been organised attacks by anti-reform groups on established CSOs working on issues including gender, LGBTI rights, child protection and children's rights.

#### **1.2.2 Global context of violence against children**

The UN Convention on the Rights of the Child (CRC), which defines a child as a person under the age of 18, sets out an understanding of violence against children in Article 19. It places an obligation on States Parties to

<sup>38</sup> Bulgarian National Statistical Institute, 'Statistical Yearbook 2020', NSI, Sofia, Bulgaria, 2020, <[www.nsi.bg/sites/default/files/files/publications/StatBook2020\\_en.pdf](http://www.nsi.bg/sites/default/files/files/publications/StatBook2020_en.pdf)>, p.119

<sup>39</sup> Index Mundi, '[Bulgaria Demographics Profile 2019](https://www.indexmundi.com/bulgaria)', July 2018

protect children from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse. Bulgaria signed the CRC on the 31<sup>st</sup> May 1990 and ratified it on the 3<sup>rd</sup> June 1991, demonstrating its commitment, and forming a legal obligation to implement the terms of the Convention, including Article 19. Article 39 of the CRC places a further obligation on States Parties: to ensure that children who have experienced violence have access to redress and recovery and to reintegration measures.

Despite this clear commitment to prevent and address violence against children, which is shared by 196 States Parties around the world,<sup>40</sup> children worldwide continue to suffer from violence in all settings in which they live, learn and socialise. Violence can take many different forms, including the use of physical punishment to discipline a child who has misbehaved, the bullying of a child by their peers at school, sexual harassment of teenagers, threats, blackmail and insults delivered either in person or online, and the failure of a caregiver to protect a child and provide them with their basic physical and emotional needs.<sup>41</sup>

UNICEF's most recent report on Violence Against Children, 'A Familiar Face: Violence in the lives of children and adolescents'<sup>42</sup> finds that worldwide, close to 300 million (3 in 4) children aged 2 to 4 experience violent discipline<sup>43</sup> by their caregivers on a regular basis, while 250 million experience physical punishment. These experiences are linked to the high acceptance of physical punishment in many countries, with 1 in 4 caregivers saying that physical punishment is necessary to properly raise or educate children.<sup>44</sup> Globally, over half of children aged 2 to 17 years, or more than 1 billion, had experienced violence in the past year. The prevalence of past-year violence varied from 12 per cent in Europe to 64 per cent in Asia.<sup>45</sup> The estimated global prevalence of child sexual abuse was 11.8 per cent.<sup>46</sup>

As of 2020, 59 states have full prohibition of corporal punishment, while 29 more have committed to legal reform with the aim of achieving a complete legal ban.<sup>47</sup> This leaves 88 per cent of the world's children with no legal protection from violent punishment.<sup>48</sup> Half of school-age children (6 to 17 years old) live in countries where corporal punishment at school is not fully prohibited.<sup>49</sup>

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<sup>40</sup> United National Treaty Collection, "Convention on the Rights of the Child, Status at: 27-11-2017", [https://treaties.un.org/pages/viewdetails.aspx?src=ind&mtdsg\\_no=iv-11&chapter=4&clang=en](https://treaties.un.org/pages/viewdetails.aspx?src=ind&mtdsg_no=iv-11&chapter=4&clang=en).

<sup>41</sup> United Nations Children's Fund, '[Hidden in plain sight: A statistical analysis of violence against children](#)', UNICEF, New York, USA, 2014, p.4

<sup>42</sup> United Nations Children's Fund, '[A Familiar Face: Violence in the lives of children and adolescents](#)', UNICEF, New York, USA, 2017,

<sup>43</sup> Either physically or emotionally violent discipline

<sup>44</sup> United Nations Children's Fund, '[A Familiar Face: Violence in the lives of children and adolescents](#)', UNICEF, New York, USA, 2017, p.19

<sup>45</sup> Hillis, S., Mercy, J., Amobi, A. and Kress, H. (2016) 'Global Prevalence of Past-year Violence Against Children: A Systematic Review and Minimum Estimates', *Pediatrics*, 137(3): e20154079. doi: [10.1542/peds.2015-4079](https://doi.org/10.1542/peds.2015-4079).

<sup>46</sup> Stoltenborgh, M., van Ijzendoorn, M. H., Euser, E. M. & Bakermans-Kranenburg, M. J., 2011, 'A Global Perspective on Child Sexual Abuse: Meta-Analysis of Prevalence Around the World', *Child Maltreatment*, 16(2): 79 – 101. doi: [10.1177/1077559511403920](https://doi.org/10.1177/1077559511403920)

<sup>47</sup> Global Initiative to End All Corporal Punishment of Children, '[Global Progress: Countdown to universal prohibition](#)', 2018, accessed 5 June 2020

<sup>48</sup> Global Initiative to End All Corporal Punishment of Children, '[Global report 2019: Progress towards ending corporal punishment of children](#)', February 2020, London, UK

<sup>49</sup> United Nations Children's Fund, '[A Familiar Face: Violence in the lives of children and adolescents](#)', UNICEF, New York, USA, 2017, p.37

International efforts to end violence against children have included the ‘World Report on Violence Against Children’ (2006); the CRC Committee’s General Comment No. 8 (2006)<sup>50</sup> on the right of the child to protection from corporal punishment and other cruel or degrading punishment; and CRC General Comment No 13 (2011) on the right of the child to freedom from all forms of violence,<sup>51</sup> and, more recently, the inclusion in the Sustainable Development Goals (SDGs) of:

- Target 5.2: Eliminate all forms of violence against women and girls;
- Target 5.3: Eliminate all harmful practices, such as child, early and forced marriage, and female genital mutilation;
- Target 16.1: Significantly reduce all forms of violence and related deaths everywhere; and
- Target 16.2: End abuse, exploitation, trafficking, and all forms of violence against children.<sup>52</sup>

In 2016 the World Health Organisation, in collaboration with UNICEF and other UN agencies and international NGOs, published the INSPIRE handbook which outlines seven strategies for ending violence against children, namely (1) the implementation and enforcement of laws; (2) norms and values; (3) safe environments; (4) parent and caregiver support; (5) income and economic strengthening; (6) response and support services; and (7) education and life skills.<sup>53</sup>

The consequences and costs of violence against children are considerable and may impact an individual for the rest of their life. As well as physical injury, violence in childhood can affect a child’s development and cause lasting damage to the nervous, endocrine and immune systems, leading to chronic health problems such as cardiovascular disease, diabetes and cancer in later life. The experience of violence also increases the risk of adverse mental health consequences that extend into adulthood, including depression, anxiety, post-traumatic stress disorder, sleep and eating disorders and suicidal behaviour.<sup>54</sup> Violence in childhood can also impact an individual’s economic potential, with all forms of violence having a significant negative impact on educational outcomes including absenteeism, school completion and academic achievement on standardised tests.<sup>55</sup> There is strong evidence of the intergenerational transmission of violence, with children with parents who experienced maltreatment in their own childhood being almost three times as likely to experience child maltreatment compared to children whose parents were not maltreated.<sup>56</sup>

As well as being detrimental at an individual and family level, violence against children has negative economic consequences for communities and countries. Direct costs include the costs to health care systems of dealing with physical and mental health problems caused by violence and the costs to social welfare and criminal justice systems of protecting children and responding to cases of violence. Indirect costs arise from the impact

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<sup>50</sup> UN Doc. CRC/C/GC/8.

<sup>51</sup> UN Doc. CRC/C/GC/13.

<sup>52</sup> Sustainable Development Goals, <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>. [6-12-18].

<sup>53</sup> World Health Organisation, [\*INSPIRE: Seven Strategies for Ending Violence Against Children\*](#), 2016, WHO, Geneva, Switzerland

<sup>54</sup> Hillis, S. D., Mercy, J. A. & Saul, J. R., 2017, ‘The enduring impact of violence against children’, *Psychology, Health & Medicine*, 22(4): 393 – 405. doi: [10.1080/13548506.2016.1153679](https://doi.org/10.1080/13548506.2016.1153679)

<sup>55</sup> Fry, D., Fang, X., Elliott, S., Casey, T., Zheng, X., Li, J., Florian, L & McCluskey G., 2018, ‘The relationships between violence in childhood and educational outcomes: A global systematic review and meta-analysis’, *Child Abuse & Neglect*, 75: 6 – 28. doi: [10.1016/j.chiabu.2017.06.021](https://doi.org/10.1016/j.chiabu.2017.06.021)

<sup>56</sup> Assink, M., Spruit, A., Schuts, M., Lindauer, R., van der Put, C. E. & Stams, G.-J. J. M., 2018, 84: 131 – 145. doi: [10.1016/j.chiabu.2018.07.037](https://doi.org/10.1016/j.chiabu.2018.07.037)

that violence has on an individual's health and education and thus on their productivity.<sup>57</sup> The global costs related to physical, psychological and sexual violence are estimated to be between 3 per cent and 8 per cent of global GDP.<sup>58</sup>

### 1.2.3 Bulgarian context of violence against children

There is a lack of comprehensive data on all forms of violence against children in Bulgaria. While studies have investigated specific aspects of violence such as sexual violence or bullying, none to date have collected data on all forms of violence. The Agency for Social Assistance collects statistics on the number of cases of violence against children reported to the Child Protection Departments and the cases they have opened, but these are more serious cases and are likely to reflect only a small amount of the violence against children in Bulgaria. This section summarises the data that is currently available regarding violence against children in Bulgaria.

#### *Serious cases of child abuse, violence and neglect*

According to data collected by the Agency for Social Assistance, there were 1,171 signals of VAC registered by Child Protection Departments and 446 cases opened in 2019. This represents a large decline in both signals and cases from 2015, when there were 2,741 signals registered and 957 cases opened. The number of signals increased to 3,158 in 2016 and then declined dramatically and then levelled off between 2017 and 2019. The number of cases opened however declined steadily between 2015 and 2019, meaning the rate of conversion between signal and case was very low in 2016; the reasons for this trend are unclear.<sup>59</sup>

A study in a forensic department of a hospital in Plovdiv provides some information on serious cases of child abuse that lead to hospitalisation. The study included 121 children examined from 2011 to 2014, of whom 72 were male and 49 were female, indicating a higher level of abuse resulting in hospitalisation among boys. The mean age of the victims was 13 for boys and 12 for girls, with only seven children being under 7 years of age. Only one child had a serious traumatic injury, while 20 had abrasions or scratches and 80 had bruises, with injuries generally resulting from blunt force trauma caused by objects such as knives, bats and belts. Overall 23 children (19 per cent) were identified as having been victims of sexual abuse, with this being far more common among girls than boys. The most common form of sexual abuse was that the perpetrator had 'tried to kiss or hug you in a disturbing way against your will'.<sup>60</sup> The Prosecutor's Office records the number of child marriages reported each year. The number has been increasing, from 629 in 2016 to 717 in 2019.<sup>61</sup>

Children aged 14 to 17 are the most vulnerable to crime and violence, with 58 per cent of all crimes targeting this age group. Boys are more likely to be victims of crime than girls, but girls are more likely to be victims of crimes against the person such as rape, trafficking, molestation and kidnapping.<sup>62</sup>

#### *Bullying and cyberbullying*

In terms of violence in schools, government statistics show that there were 8,000 cases of bullying and violence in schools in the academic year 2016 to 2017. Of those, 4,500 were cases of physical and verbal aggression. In

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<sup>57</sup> UN Special Representative of the Secretary-General on Violence Against Children, 2015, '[The economic costs of violence against children](#)', 13 July 2015, United Nations

<sup>58</sup> Pereznieta, P., Montes, A., Routier, S. & Langston, L., 2014, '[The costs and economic impact of violence against children](#)', Overseas Development Institute, London, UK

<sup>59</sup> Haarr, R., 'Evaluation of Child Advocacy Centres supported by UNICEF Bulgaria: Final Report', May 2020, pp.5 – 9

<sup>60</sup> Timonov, P., Tsranchev, I., Hadzhieva, K. & Dineva, P., 'Child abuse: Knowledge, attention and diffusion in the university hospital "Saint George", Plovdiv in Bulgaria', 2018, *Journal of Public Health and Policy Planning*, 2(1): 61 – 63.

<sup>61</sup> Prosecutor's Office, 'Annual Reports of the Prosecutor's Office', 2019

<sup>62</sup> UNICEF, 'Situation Analysis of Children and Women in Bulgaria', 2017, UNICEF, Sofia, Bulgaria, p.107



2017, over 80 per cent of Bulgarian schools reported at least one case of violence.<sup>63</sup> In the 2018 Health Behaviour of School-aged Children (HBSC) study, carried out with 11-, 13- and 15-year-olds in 45 countries in Europe and Canada, the prevalence of bullying in Bulgaria was higher than the HBSC average across all age groups and measures. In comparison with nearby countries, Bulgaria and Romania had similar rates of bullying, while Albania, North Macedonia, Greece and Serbia all had lower rates. Levels of cyberbullying in Bulgaria were similarly higher than average, and unusually boys were more likely to report having been cyberbullied than girls across all age groups; in other countries this pattern tended to be reversed.<sup>64</sup> The 2016 Kids Online study found that 29 per cent of children had been treated in an abusive or nasty way during the past year, with 30 per cent of these children being bullied on a regular basis. Around one in ten children had been treated badly online.<sup>65</sup>

### 1.3 Research questions

With this context in mind the study aimed to respond to these key research questions (structured according to the research objectives set out above):

**Objective 1: To provide a comprehensive picture of the current situation with respect to attitudes, knowledge, beliefs and practices concerning violence against children (VAC) in Bulgaria;**

1. To what extent do the general public, parents, caregivers and children know what constitutes VAC and the different types of VAC that exist?
2. To what extent do the general public and parents know about the risks and consequences of VAC?
3. To what extent do the general public and parents know about the responsible state agencies in relation to preventing and responding to VAC?
4. To what extent do children know what to do and where to go when they are exposed to or witness violence?
5. To what extent do the general public, caregivers, parents and children believe that VAC is a problem?
6. What is the level of support for violent disciplinary measures amongst the general public, parents, caregivers and children?
7. Who are the main perpetrators of what forms of VAC (e.g. peer to peer violence, caregiver violence in the context of discipline etc.)?
8. What are the key disciplinary techniques used by parents and caregivers?
9. To what extent do the general public, parents, professionals and children report suspected cases of VAC?

**Objective 2: To estimate the prevalence of VAC in Bulgaria (broken down by different 'types' of violence and the settings in which they occur), the risk and protective factors, identify more vulnerable groups of children;**

1. What is the prevalence level of different forms of violence (e.g. physical, emotional, sexual abuse and neglect) in different settings (e.g. home, school, the community and online).

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<sup>63</sup> National Programme for the Prevention of Violence and Abuse Against Children (2017-2020): Concept note, p.18

<sup>64</sup> Inchley, J., Currie, D., Budisavljevic, S., Torsheim, T., Jåstad, A., Cosma, A., Kelly, C., Arnarsson, Á. M. & Samdal, O., 'Spotlight on adolescent health and well-being: Findings from the 2017/2018 Health Behaviour in School-aged Children (HBSC) survey in Europe and Canada', Volume 2, World Health Organization, Copenhagen, Denmark

<sup>65</sup> Hajdinjak, M., Kanchev, P., Georgiev, E. & Apostolov, G., '[Online experiences of children in Bulgaria: Risks and Safety – A Nationally Representative Survey](#)', 2016, Bulgaria, pp.15 – 16

2. Which demographic and socio-economic factors are associated with a higher risk of experiencing VAC (i.e. who are the most “at risk” groups of children), and which factors are associated with lower risk (“protective factors”)?
3. What are some of the key outcomes or consequences of VAC on children?

## 2 Key concepts and definitions

### 2.1 Child

Article 1 of the UN Convention on the Rights of the Child (CRC) defines a child as ‘every human being below the age of 18 unless under the law applicable to the child, majority is attained earlier.’ Under Bulgarian law, a child is defined as ‘each individual until 18 years of age’ by Article 2 of the Child Protection Act 2000, last amended 2020.

### 2.2 Violence

This report draws on definitions of violence in the 2014 UNICEF report ‘Hidden in Plain Sight’,<sup>66</sup> which are adapted from General Comment No.13 (2011) from the UN Committee on the Rights of the Child:

- Physical violence against children includes all corporal punishment and all other forms of torture, cruel, inhuman or degrading treatment or punishment as well as physical bullying and hazing by adults or by other children.
- Sexual violence comprises any sexual activities imposed by an adult on a child against which the child is entitled to protection by criminal law, including:
  - The inducement or coercion of a child to engage in any unlawful or psychologically harmful sexual activity;
  - The use of children in commercial sexual exploitation;
  - The use of children in audio or visual images of child sexual abuse; and
  - Child prostitution, sexual slavery, sexual exploitation in travel and tourism, trafficking for purposes of sexual exploitation, sale of children for sexual purposes and forced marriage
- Mental violence is described as psychological maltreatment, mental abuse, verbal abuse and emotional abuse or neglect, including
  - Persistent harmful interactions;
  - Scaring, threatening or terrorising, exploiting and corrupting, spurning and rejecting, ignoring, isolating and favouritism;
  - Denying emotional responsiveness or neglecting mental health, medical and educational needs;
  - Insults, name-calling, humiliation, belittling, ridiculing and hurting a child’s feelings;
  - Exposure to domestic violence;
  - Placement in solitary confinement, isolation or humiliating or degrading conditions of detention; and
  - Psychological bullying and hazing by adults or other children including via information and communication technologies (ICTs) such as mobile phones and the internet (‘cyberbullying’)
- Neglect means the failure to meet children’s physical or psychological needs, protect them from danger or obtain medical, birth registration or other services when those responsible for their care have the means, knowledge and access to services to do so. It includes
  - Physical neglect – failure to protect a child from harm including through lack of supervision, or to provide a child with basic necessities including adequate food, shelter, clothing and basic medical care;

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<sup>66</sup> United Nations Children’s Fund, ‘[Hidden in plain sight: A statistical analysis of violence against children](#)’, UNICEF, New York, USA, 2014, p.4

- Psychological or emotional neglect, including lack of any emotional support and love, chronic inattention and exposure to intimate partner violence or substance abuse;
- Neglect of a child's physical or mental health by withholding essential medical care;
- Educational neglect – failure to comply with laws requiring caregivers to secure their children's education through attendance at school or otherwise; and
- Abandonment.

The Mechanism for Counteracting Bullying and Violence in the Institutions of the Pre-School and School Education System defines bullying as “repeated negative, ill-intentioned behaviour by one or more students where someone is wilfully incurring or trying to incur a trauma or discomfort to another child through physical contact, words, or otherwise”.<sup>67</sup>

### 2.3 Key definitions of violence in Bulgarian law

In Bulgaria, the Supplementary Regulations on the Implementation of the Child Protection Act define violence against children as ‘any act of physical, mental or sexual violence, neglect, commercial or other exploitation, resulting in actual or potential damage to the child's health, life, development or dignity that may be performed in a family, school or social environment.’<sup>68</sup> The National Plan for the Prevention of Violence Against Children in Bulgaria (NPPVAC) expanded upon this, explaining that the definition of ‘violence’ that is used within Bulgarian legislation is set out in the Supplementary Provisions to the Implementing Regulations to the Child Protection Act as:

1. “Abuse” of a child shall denote any act of physical, mental or sexual abuse, neglect, commercial or other exploitation resulting in actual or potential damage to the child's health, life, development or dignity that may be performed in a family, school and social environment.
2. “Physical abuse” shall denote causing of bodily harm, including causing of pain or suffering without any damage to health.
3. “Mental abuse” shall denote any action that may have a harmful effect on the child's mental health and development, such as underestimation, mocking behaviour, threat, discrimination, rejection or other forms of negative treatment, as well as the inability of the parent, guardian and trustee or the person taking care of the child to provide a suitable supportive environment.
4. “Sexual abuse” shall denote the use of a child for the satisfaction of sexual needs.
5. “Neglect” shall denote failure on the part of the parent, guardian and trustee or the person taking care of the child to secure the development of the child in one of the following respects: health, education, emotional development, nutrition, provision of a home and safety, when he/she is able to do it.<sup>69</sup>

The NPPVAC also drew upon definitions used elsewhere in Bulgarian legislation, including the definition of ‘domestic violence’ within Article 2(1) of the Protection against Domestic Violence Act (PADVA):

‘Domestic violence is any act of physical, sexual, mental, emotional or economic violence, and any attempt at such violence, as well as the forced restriction of personal life, individual freedom and privacy, perpetrated

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<sup>67</sup> Ministry of Education and Science, ‘Mechanism for Counteracting Bullying and Violence in the Institutions of the Preschool and School Education System’, 2012, last amended 2017, p.3

<sup>68</sup> Global Initiative to End All Corporal Punishment of Children, Country Report for Bulgaria, <https://endcorporalpunishment.org/reports-on-every-state-and-territory/bulgaria/> [6-12-18].

<sup>69</sup> National Programme for the Prevention of Violence and Abuse of Children 2017-2020, page 2..

against individuals who have family ties to each other, who have or have had kinship ties or cohabit or dwell in the same home.’<sup>70</sup>

Importantly, Article 2(2) of PADVA continues with the definition of domestic violence in order to ensure the protection from other, more ‘hidden’ and often less recognised forms of domestic violence: ‘Mental and emotional violence against a child shall be any instance of domestic abuse, perpetrated in their presence.’<sup>71</sup> This was also set out within the NPPVAC. Finally, the NPPVAC included definitions from General Comment No 13, which uses the Article 19(1) CRC definition of violence as ‘all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse.’

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<sup>70</sup> Article 2(1) Protection against Domestic Violence Act 2009.

<sup>71</sup> Article 2(2) Protection against Domestic Violence Act 2009.

## 3 Methodology

The study design was quantitative in order to gather objective, measurable and nationally representative data on the prevalence of VAC knowledge, attitudes and practices in Bulgaria.

Data was collected through three structured surveys (see Annex B for the complete questionnaires) which were designed to gather data on indicators pertaining to prevalence, practices, knowledge, attitudes and outcomes related to VAC. The surveys comprised:

1. A survey for children aged 13 to 17 (“Child survey”)
2. A survey for young people aged 18 to 24 (“Young person survey”)
3. A survey for adults including parents (“Adult survey”)

Surveys were delivered orally by enumerators in a one-to-one, confidential setting with the respondents. The survey tools were designed in English by Coram International in collaboration with UNICEF, who arranged for the translation of the tools into Bulgarian. The surveys were administered by ESTAT, the national research consultancy contracted by UNICEF to carry out the quantitative data collection.

### 3.1 Sampling approach

A multi-stage sampling approach was developed to draw a nationally representative sample of the general public (adults aged 18 plus, children aged 13 to 17 and young people aged 18 to 25).

#### 3.1.1 Multi-stage sampling design

The stages involved in sampling were (1) the grouping of settlements into geographic strata, (2) the selection of settlements within strata, (3) the selection of voting stations within settlements, (4) the selection of households within voting stations, and (5) the selection of an eligible adult within selected households.

##### *(1) Grouping of settlements into geographic strata:*

Settlements within Bulgaria were grouped according to their NUTS Level 3 region, and their geographic type, i.e. rural, small town, or regional town, with the exception of settlements in Sofia City. There are 27 regions in Bulgaria excluding Sofia City. Vidin province has a very small population and so did not have a ‘town’ stratum, while Sofia province does not have a ‘regional town’ stratum due to its proximity to Sofia City. This gives 79 strata outside of Sofia City. Within Sofia City, districts were used rather than settlements, and were grouped into 3 strata corresponding to city, other urban, and rural districts. This gives a total of 82 strata.

##### *(2) Selection of settlements within strata:*

Settlements or districts were selected using Probability Proportional to Size (PPS) sampling, such that larger settlements had a greater probability of being selected. This ensures that individuals have the same probability of being sampled regardless of whether they live in a small settlement or a large settlement, as otherwise those in larger settlements would be less likely to be sampled. In large regional towns with a population of at least 90,000, two or more districts were selected within that stratum, while in smaller regional towns, small towns and rural strata, one settlement was selected. In Sofia, seven city districts, two urban districts and 1 rural district were selected giving a total of 10 districts.

##### *(3) Selection of voting stations within settlements or districts:*

One voting station per settlement/district was selected through simple random sampling.

##### *(4) Selection of households within voting areas:*

Within voting areas, 12 households were selected using the random walk method:<sup>72</sup>

The adult survey had a response rate of 30 per cent and the survey of children and young people a response rate of 17 per cent. The final sample achieved was 1,174 children, 837 young people and 1,411 adults.

Table 1 shows the number of child, adult and young person surveys carried out in each region.

**Table 1 Final sample achieved by region**

Region	Number of children	Number of adults	Number of young people
Blagoevgrad	54	60	36
Burgas	66	83	44
Varna	72	84	42
Veliko Tarnovo	42	48	28
Vidin	12	12	8
Vratsa	36	36	24
Gabrovo	18	24	12
Dobrich	30	36	20
Kardzhali	24	24	16
Kyustendil	18	24	12
Lovech	24	35	16
Montana	24	36	16
Pazardzhik	48	48	32
Pernik	24	24	16
Pleven	42	48	28
Plovdiv	108	131	72
Razgrad	24	24	16
Ruse	36	48	24
Silistra	21	24	15
Sliven	36	36	24
Smolyan	18	24	12
Sofia	181	264	180
Sofia (Province)	42	46	28
Stara Zagora	54	60	36
Targovishte	24	24	16
Haskovo	42	48	28
Shumen	30	36	20
Yambol	24	24	16
<b>Total</b>	<b>1174</b>	<b>1411</b>	<b>837</b>

<sup>72</sup> This random walk strategy has been adapted based the method described in the *Interviewer and Supervisor Training Manual National Study of Financial Services in Rwanda, 2014. World Bank Survey – Intermedia.*

## 3.2 Piloting, testing and training

Prior to the roll out of the main field work, an initial round of survey validation was carried out by national expert consultant [Radostina Angelova](#) to pre-test the survey questions through cognitive interviews. Cognitive interviewing helps to gauge if the survey questions are capturing the intended concepts and are well understood by respondents.

The supervisors of the teams of enumerators for the three surveys (adults, children and young people) then attended three to five days of preparatory work in Sofia, including receiving and participating in training on the research methodology and tools. The training covered the purpose of the study, a detailed explanation of all sections of the surveys, the use of the tablets for data collection, and the ethics protocol to be used during data collection. Training activities involved the self-completion of the survey tools, as well as interviewing peers using the survey tools.

Following the training, the supervisors carried out small pilot surveys with 40 children, 40 young people and 40 adults in Sofia, in order to practice using the survey tools, and to further test the tools. After the pilot phase, the tools were finalised and the national research agency rolled out the training to all enumerators involved in the study and then began the fieldwork.

## 3.3 Fieldwork

The adult survey was carried out between 23 July and 29 August 2019 and had a response rate of 30 per cent. Refusals were spread evenly among subgroups. The survey of children and young people was carried out between 3 August and 11 October 2019 with a response rate of 17 per cent. Enumerators visited addresses up to four times before recording a non-response or refusal. While low response rates may introduce some bias due to some groups being less likely to be included in the sample, the demographic profile of respondents is similar to that recorded in the most recent Bulgarian census, suggesting that the sample is still representative of the general Bulgarian population.

### 3.3.1 Data entry and quality controls

The national research agency was responsible for overseeing fieldwork, maintaining quality controls and doing data entry and initial cleaning. Adults, child and young person surveys were carried out using pen and paper while the professionals survey was carried out using tablets, with data uploaded to a server. The national research agency shared the data with Coram International in .csv format.

## 3.4 Data analysis

The quantitative data was not weighted, as the survey design ensured a representative sample. Data analysis was carried out in Stata version 14, using the survey commands to adjust for the stratified design and the clustering of households within settlements, and settlements within regions. The data were cleaned and checked for item non-response. Checks were performed to investigate as far as possible whether data were missing at random. Surveys were appended where possible to create datasets that combined observations from three surveys, and observations from the child and young person surveys, in order to facilitate comparison on matched items between different respondent types.

An initial descriptive analysis was carried out to explore the data and cross-tabulations were performed to check for patterns and relationships between independent and outcome variables. Principal component analysis was used to create an asset wealth index and a wellbeing index which were further coded into



categorical variables.<sup>73</sup> Inferential regression and mediation analysis was then conducted to further explore risk and protective factors associated with violence.

### 3.5 Limitations and challenges

The study methodology is limited in several respects. First, like most studies on sensitive topics such as violence against children, results are likely to be affected by a response bias. Given that experiencing violence is traumatic for children, survivors might be unwilling to disclose that they have been victims of violence, leading to an underestimation of the prevalence of violence against children. To limit the extent of such a response bias, all interviews with children were conducted in a private place. Moreover, questions related to having experienced violence appeared later in the questionnaire, to ensure that children could build a rapport with the enumerator before sensitive topics were discussed. Nevertheless, it is likely that the results presented in this study represent lower estimates of the prevalence of violence against children.

Questions related to individuals' attitudes towards violence are also likely to be affected by a type of response bias (social desirability bias). Some respondents might want to give the perceived "correct" answer and therefore state that they are, for example, less accepting of violence against children than they actually are. To limit such behaviour, enumerators were specifically trained to remain neutral during the interview, to ensure that they did not signal to respondents.

It is likely that some of the survey data will be missing in a way that is not random. For example, all children needed parental consent to take part in the survey. It is possible that parents who perpetrate violence were less likely to let their children take part in the study, which will bias prevalence estimates downwards. In the analysis, the possibility that some values are not missing at random was considered. Analysis examined the pattern of missing data to determine whether certain groups were more likely to have missing data. The consequences of missing data are discussed further where relevant in the 'Research findings' section.

The sub-sample of parents differed from the main sample in a number of background characteristics. Parents were more likely to be women and were younger on average, they were also less likely to be disabled or of Bulgarian ethnicity and tended to be in wealthier households. The sub-sample of caregivers also differed from the main sample, with caregivers being older on average, more likely to be women and more likely to have tertiary education. These differences should be considered when thinking about parent and caregiver reports of the disciplinary measures that they use. It should also be noted that direct comparisons cannot be made between the responses to children of different ages, because these are made by different groups of parents.

Originally qualitative data collection with children and parents was planned in order to gain a richer and more detailed understanding of social norms and attitudes around violence against children and to better understand the factors associated with children's experience of violence. Tools were developed and piloted in Sofia and data collection was planned for summer 2020. However, due to the COVID-19 pandemic and associated state of emergency it was not possible to conduct fieldwork with children and young people. Due to the sensitive nature of the topic and logistical difficulties, it was also not felt to be appropriate to conduct

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<sup>73</sup> Principal component analysis is a statistical technique for data reduction that converts the observations from a set of correlated variables into a set of values of linearly uncorrelated variables called principal components. The first principal component captures as much of the variability in the data as possible. This process therefore reduces the number of variables needed to describe the variance in the underlying concept, for example socioeconomic status or wellbeing. In our analysis we generated a standardized score from the first principal component to provide a single variable summarizing children's social support or wellbeing.

interviews remotely. This is therefore a limitation of this part of the study and would be an area for future research.

Finally, this study provides a “snapshot” of the prevalence and attitudes towards violence against children in Bulgaria at a specific point in time and cannot comment on how prevalence and attitudes change over time. Regular surveys or the use of monitoring data would enable a longer-term view on violence against children and how it may be changing over time.

### 3.6 Ethical considerations

#### 3.6.1 Informed consent

At the start of all data collection, research participants were informed of the purpose and nature of the study, their contribution, and how the data collected from them would be used in the study, through an information and consent form (see Annex B for an example of the form in English). The information and consent form explains, in clear, age-appropriate language, the nature of the study, the participant’s expected contribution and the fact that participation is entirely voluntary. Researchers were trained to talk participants through the consent form and to ensure that they understood it before proceeding with data collection.

Special care was taken to ensure that especially vulnerable children gave informed consent. In this context, vulnerable children included children with disabilities and children with learning difficulties or mental health issues. Informed consent was obtained through the use of alternative, tailored communication tools and / or with the help of adults that work with the participants.

For interviews carried out remotely, the information sheet and consent form were sent to the participant beforehand to be signed electronically and returned to the researcher. At the beginning of the interview, the researcher checked the participant’s understanding of the information sheet, gave the opportunity to ask further questions, and verbally asked again that the participant still wished to participate.

#### 3.6.2 Ethics review

All research project methodologies and data collection, collation and analysis tools were approved by the Director or the Research Manager before they were deployed. In addition, the Coram Research Ethics & Governance Advisory Group, a governance/ supervisory body that operates *independently* from the research team, reviewed all data collection tools and the research methodology before implementation. The Advisory Group also reviewed the research methodology and tools with regard to widely accepted research ethics frameworks. In addition, the final methodology and tools were subject to review by an external company hired by UNICEF.

#### 3.6.3 Ethical standards

The ethical standards for this study were based on UNICEF’s Ethical Standards and Coram International’s Ethical Guidelines. Ethical procedures were put in place to manage participants’ expectations, to ensure that participation was undertaken on a voluntary basis, to ensure confidentiality and anonymity, and to address child protection concerns. Further information is given in Coram International’s complete Ethical Guidelines (Annex C).

## 4 Demographic characteristics of research participants

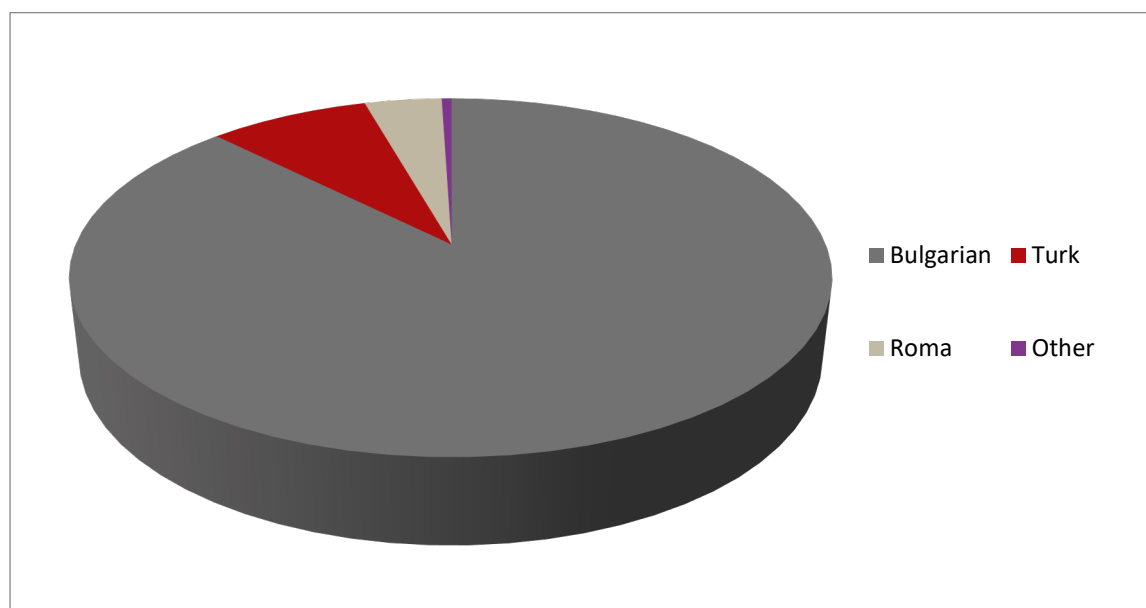
### *Basic demographic characteristics*

Overall, 1,174 children (ages 13-17), 837 young people (18-24) and 1,411 adults (18-91) participated in the surveys. Participants were spread across all 28 regions in Bulgaria.

53 per cent of the sample were women and girls (with 52 per cent of children, 53 per cent of young adults and 55 per cent of adults being female). Whilst the adult population in Bulgaria is slightly skewed towards females<sup>74</sup>, the gender ratio amongst children is skewed towards males, with a ratio of 1.06.<sup>75</sup> This suggests that female respondents may be slightly overrepresented in the sample, possibly because they are more willing to participate or more likely to be available at home.

The majority of respondents reported a Bulgarian ethnicity (87.5 per cent), followed by Turkish (8.1 per cent) and Roma (3.9 per cent) (see Figure 1), which is broadly representative of the population in Bulgaria.<sup>76</sup> Almost all respondents of Bulgarian ethnicity spoke only Bulgarian (99.3 per cent). Among those of Turkish ethnicity, 72 per cent spoke only Turkish, 18.5 per cent spoke both Bulgarian and Turkish, and 9.2 per cent spoke only Bulgarian. Among those of Roma ethnicity, 54.9 per cent spoke only Romani, while 21.1 per cent spoke Romani and Turkish, and 17.3 per cent spoke Bulgarian only. Speaking Bulgarian was more common among children and young people compared to adults among those of non-Bulgarian ethnicity. Overall, 290 (8.5 per cent) respondents in the survey reported that they could not speak Bulgarian.

**Figure 1** Ethnicity of respondents



<sup>74</sup> Knoema World Data Atlas, 'Bulgaria – Male to female ratio of the total population', 2015, <<https://knoema.com/atlas/Bulgaria/topics/Demographics/Population/Male-to-female-ratio#:~:text=In%202015%2C%20male%20to%20female,per%20100%20females%20in%202015.>>>

<sup>75</sup> Knoema World Data Atlas, 'Bulgaria – Male to female ratio for people aged 0–24 years', 2015, <<https://knoema.com/atlas/Bulgaria/topics/Demographics/Population/Male-to-female-ratio-for-people-aged-0-24-years>>>; Transmonee Database, 'Country: Bulgaria', UNICEF Regional Office for CEE/CIS, 2018

<sup>76</sup> Bulgarian National Statistics Institute, '2011 Population Census – Main results', NSI, Sofia, Bulgaria, 2011, <[www.nsi.bg/census2011/PDOCS2/Census2011final\\_en.pdf](http://www.nsi.bg/census2011/PDOCS2/Census2011final_en.pdf)>, pp.3–4

In line with the census estimates, the majority of respondents identified their religion as Eastern Orthodox (83.1 per cent). The second most common religion was Islam, reported by 9 per cent of respondents. Six per cent said they had no religion or were atheist; this appears to be more common among young people than among adults (9.6 per cent compared to 4.1 per cent<sup>77</sup>). Eighty three respondents (two per cent) said they preferred not to give their religion, while a substantial minority of children (6.5 per cent) also said they did not know their religion. There was substantial overlap between Turkish ethnicity and Muslim religion, with 87 per cent of Turkish respondents identifying as Muslim.

170 (5.1 per cent of) respondents, including 130 adults, 16 young people, and 24 children reported having a disability. Having a disability was found to be associated with wealth, with disabled respondents coming from significantly poorer households. There was also an association with education, with almost a third (31 per cent) of disabled respondents having received only primary level education (compared to just 11.7 per cent of respondents without a disability).<sup>78</sup> These findings indicate the relative marginalisation and disadvantage experienced by respondents living with a disability.

### *Socio-demographic characteristics*

A third of respondents in the adult survey had a university degree (34.3 per cent), around half had completed upper secondary education, and 6.7 per cent had post-secondary non-university education. These figures are similar to those reported in the census.

36.5 per cent of respondents in the young people's survey were still studying, whilst 14 per cent were unemployed or looking for work. This compares to just 3.1 per cent of respondents in the adult survey, indicating that young people are particularly affected by unemployment.

The mean personal income across respondents in the adult survey was \$794 USD per month, and \$716 in the young people's survey. The data reveals significant income inequalities according to demographic characteristics. Men in the survey reported to earn \$77 more than women per month on average.<sup>79</sup> Those from ethnic minority backgrounds reported earning an average of \$200 less than Bulgarian respondents, and respondents with disabilities reported earning an average of \$323 less than non disabled respondents.

The mean reported total household income in the adult survey was \$1,227 USD per month, and 1,921.5 USD per month in the young people's survey.<sup>80</sup> (A high proportion of respondents – 26.2 per cent of young people and 13.0 per cent of adults - did not report their monthly income, possibly because this is seen as personal information, or because they did not know their household income).

Respondents were asked how often their household had enough money for various different commodities. Adults were more likely than children or young people to report not having enough money, suggesting that children were either less aware of economic issues within their household, or generally came from wealthier households. Over a quarter of adults (28 per cent) said that they did not always have enough money for food,

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<sup>77</sup>  $\chi^2=66.69$ ,  $p<0.0001$

<sup>78</sup> Not having enough money for food, not having money for necessities, not having money for luxuries, and having fewer assets were all statistically associated with reporting a disability; Annex E, 'Disability'

<sup>79</sup>  $t=6.92$ ,  $p<0.001$ . See Annex E, 'Income'

<sup>80</sup> In general the data indicates that the respondents in the young people's survey come from richer households, than those in the adults survey. The reasons for this are unclear, but could be due to a degree of sampling error.

including 11 per cent who said they rarely or never had enough money for food.<sup>81</sup> Thirty-five per cent said they did not have enough money for necessities,<sup>82</sup> while 44 per cent said they did not have enough money for luxuries.<sup>83</sup> This indicates that a substantial proportion of the households in the survey were struggling to make ends meet.<sup>84</sup>

Almost all respondents reported that their household had electricity, running water, a TV and a fridge. Over 90 per cent of respondents said that they had a separate bed for all members of the household, an indoor bathroom and toilet, a washing machine and a cooker. Eighty-eight per cent of respondents said that the household owned their house or apartment, 81 per cent that they had a mobile phone, and 74 per cent that they had a car. Children were more likely than adults to report several assets related to technology, including a smart phone, a tablet, the internet, a computer, and a satellite dish.<sup>85</sup> It may be that households with younger members were more likely to invest in this type of asset.

The data revealed significant wealth disparities amongst respondents according to demographic characteristics. Among adult respondents, there was a 'J-shaped' relationship between age and wealth, with very young and older adults being less wealthy than those in middle age. Respondents with a disability were more likely to report not having enough money for basic needs and luxuries, and had fewer assets than others. Roma households were significantly less wealthy than Turkish households, who in turn were less wealthy than Bulgarian households. Over a third (36.9 per cent) of Roma households reported not having enough money for basic necessities like food, medicine and school supplies, and the overwhelming majority (83.8 per cent) reported not having enough money for additional items such as gifts, holidays and entertainment.

Among respondents in the adults survey, there was a clear pattern of increasing education level being associated with having a higher income and more assets, as well as having done paid work in the past year. The average household income for respondents who completed lower secondary education or below was \$714.1 USD per month, compared to \$1,381.6 USD per month for those with upper secondary or post secondary (vocational) qualifications, and \$1,860.6 USD per month for those with a university degree or higher.

### *Family arrangements*

Around two thirds of respondents in the adult survey (66.8 per cent) were married or cohabiting, with the remaining 33.2 per cent being single (9.5 per cent were divorced or separated, 9.2 per cent are widowed, and 14.5 per cent never married).<sup>86</sup> Single adult households were found to be significantly less well off than married or cohabiting households.<sup>87</sup>

Just over a third of adults said that they were the parent or caregiver of a child under the the age of 18 (36 per cent). Among adults caring for a child under 18: 60 per cent had 1 child, 36 per cent had 2 children, 4 per cent had 3 children and just 2 adults had 4 children under the age of 18.<sup>88</sup> No households in the survey had more

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<sup>81</sup> Annex E, 'Affording commodities'

<sup>82</sup> School supplies, medicine or clothes

<sup>83</sup> Gifts, holidays and entertainment, computing equipment or devices such as smartphones or tablets

<sup>84</sup> Annex E, 'Affording commodities'

<sup>85</sup> Annex E, 'Assets'

<sup>86</sup> Annex E, 'Marital status'

<sup>87</sup> Adults who reported to be living in single adult households were more likely to say that they sometimes didn't have enough money for basic needs and luxuries, and having a significantly lower asset score and mean household income.

<sup>88</sup> Annex E, 'Parent or caregiver'

than 4 resident children. 5.6 per cent of adults reported to care for children who were not biologically related to them, but for whom they had legal guardianship (including adopted, fostered or step children).<sup>89</sup>

Adults were also asked if they ever care for children that are not their own children or for whom they are not the legal guardian. The majority (84 per cent) never do this, 7 per cent do it every day or every week, 2 per cent do it every month, and 27 per cent do it rarely.

Children were asked about who they live with and respondents in the young people's survey were asked who they lived with prior to the age of 18. The majority live or lived with both parents (81 per cent), while 12.8 per cent live or lived with their mother but not their father, and 2.6 per cent with their father but not their mother. A similar proportion (2.4 per cent) live or lived with other relatives, mainly grandparents or adult siblings. Three children and three young people said they lived in residential care, while three young people lived with foster parents and two children said they lived mostly alone.<sup>90</sup>

Among those children and young people who were living or lived with their mother, 31 per cent said their father was also still involved in their care. Among those living with their father, 23 per cent said their mother was involved in their care. A quarter of those living with other relatives (25 per cent) and half of those living with other adults (56 per cent) said one or both of their parents remained their main carer.<sup>91</sup>

A small number of children and young people (54) reported that they had only one living parent, while eight said they had no living parents. Among those whose parents were living, 88 per cent said their parents were married or co-habiting, while 12 per cent said they were single, divorced or separated.<sup>92</sup>

#### *Children's work and school attendance*

Children were asked how many hours of cooking, cleaning and childcare they do in a typical week. Two-thirds of children (66 per cent) said that they do at least 1 hour of this type of work a week. The total time reportedly spent on these activities ranged from 1 hour to as many as 56 hours per week, with the average at 4 hours per week.<sup>93</sup> Girls were more likely to do this type of work than boys (73 per cent compared to 59 per cent) and spent more time on this work than boys (4.9 hours on average compared to 3 hours). Children, especially girls from poorer households spent more hours on average on these activities per week, possibly because these households are less able to afford help or more likely to have adults working shifts or multiple jobs.<sup>94</sup> As the asset index includes things like a dishwasher, this association could also reflect the fact that less wealthy households may have a higher burden of chores due to a lack of labour-saving devices.

Just over a fifth of children (22 per cent) had done paid work in the previous week, and the amount of time spent by children on paid work ranged between 1 hour and 70 hours, with an average of 2.5 hours. Unlike for housework there was no relationship between gender and paid work: with both girls and boys reporting doing similar amounts of paid work in the last week. Older children, children of Turkish and Roma ethnicity, and children in less wealthy households were all more likely to have done paid work in the last week. Older children also spent more time doing paid work than younger children.<sup>95</sup>

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<sup>89</sup> Annex E, 'Parent or caregiver'

<sup>90</sup> Annex E, 'Living arrangement'

<sup>91</sup> The question was phrased as follows: Who is mainly taking care of you in the family?

<sup>92</sup> Annex E, 'Parents relationship'

<sup>93</sup> 95% confidence interval: 3.7 to 4.4 hours

<sup>94</sup> Annex E, 'Chores'

<sup>95</sup> Annex E, 'Paid work'



The great majority of children (97 per cent) said they attend school on every day in a typical week. 18 children (1.5 per cent) said they do not attend school and another 18 said they attend on some days. Missing school or not attending at all was more likely among older children, children of Roma ethnicity (who were more than 10 times more likely to miss school than Bulgarian children), children living apart from their parents, and children in less wealthy households. Those who did not attend school or who missed some days also reported spending more time doing cooking, cleaning and childcare, and more time doing paid work, suggesting that this work may interfere with children's schooling, or that similar vulnerabilities underlie both experiences.<sup>96</sup>

In the young people's survey, respondents were asked how often they were absent from school without a reason prior to the age of 18. Half said that this happened 'sometimes', while 44 per cent said it never happened and 6 per cent said it happened 'often'. Boys were more likely to say that they missed school sometimes than girls, and children in less wealthy households, and those who did domestic labour, had relatively worse school attendance.<sup>97</sup>

Overall the findings from the demographic section of the survey are revealing of a number of strong patterns/overlapping forms of disadvantage and vulnerability, which provide important context for interpreting the findings in relation to experiences and perceptions of VAC, reported below.



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<sup>96</sup> Annex E, 'School'

<sup>97</sup> Annex E, 'School'

## 5 Physical violence

### 5.1 Legal and policy context

There are several provisions in the Bulgarian legal framework which protect children from physical violence. The most general piece of legislation is the Penal Code, which criminalises violent acts, including those perpetrated against children. Chapter Two of the Penal Code covers offences against the person and criminalises, among other offences, bodily harm (Section II), for which an offence against a minor is an aggravating factor (Article 131(4)). Article 187 of the Penal Code also criminalises torture of a child by a person under whose care the child has been placed, or whose upbringing has been assigned to him, unless this is a more serious crime considered elsewhere within the Penal Code.<sup>98</sup>

Amendments to the Penal Code in 2019 include special provisions and increased penalties for victims of crime ‘in conditions of domestic violence’ which are of particular relevance to children given their situation of dependency. A criminal offense is deemed to have been committed “in conditions of domestic violence”, if: ‘it is preceded by systematic physical, sexual or psychological violence, placing the person in economic dependence, coercive restriction of personal life, personal liberty and personal rights’. Although children are not specifically mentioned as a category of potential victims, the provision covers violence against anyone “with whom one lives or has lived in a common household.”<sup>99</sup>

Additional protections for children against violence in a domestic setting are found in the Family Code 2009 Article 125(2)<sup>100</sup> states (somewhat vaguely) that: ‘the parent shall not use force, as well as methods of education, which lower the child’s dignity....’. Further, under Article 3 of the Protection Against Domestic Violence Act (PADVA), someone who has ‘suffered domestic violence’ is enabled to seek protection from the courts. This includes children who have witnessed domestic violence committed in their presence<sup>101</sup> and children who have experienced domestic violence directly themselves (as perpetrated by their parents, relatives, former relatives, or partners or cohabitants of their parents, or the partner or cohabitants’ parents or children).<sup>102</sup>

In schools and other educational settings, physical violence in the context of discipline and punishment is more explicitly prohibited. Articles 128 and 129 of the Regulation on the Implementation of the National Education Act state that a teacher ‘may not violate the rights of children and students, degrade their personal dignity, or apply *any forms of physical or mental violence against them*’.<sup>103</sup> (Emphasis added). Further, the Pre-School and School Education Act 2016 (PSSEA) prohibits corporal punishment by teachers and staff and mandates support for non-violence within schools: for example under Article 174(1) institutions are required to develop and apply policies for ‘positive discipline’.<sup>104</sup> In relation to peer-to-peer bullying the Ministry of Education and Science has developed the Mechanism for Countering Bullying and Violence in the Institutions in the System of Preschool and School Education, which establishes specific actions to be taken in cases of violence and bullying, including those that involve physical violence, at different levels of severity. “Physical violence” is defined in

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<sup>98</sup> Article 187 Penal Code (1968, last amended 2019).

<sup>99</sup> Article 93(31) Penal Code (1968, last amended 2019).

<sup>100</sup> Article 125(2)), PADVA 2009 and Penal Code (1968, last amended 2017

<sup>101</sup> Article 2(2) PADVA 2009

<sup>102</sup> Article 3, Prevention of Domestic Violence Act 2009.

<sup>103</sup> Global Initiative to End All Corporal Punishment of Children, Country Report for Bulgaria, <https://endcorporalpunishment.org/reports-on-every-state-and-territory/bulgaria/> [6-12-18].

<sup>104</sup> Section 1 Additional Provisions of Pre-School and School Education Act 2016.



the document as “any causing of bodily harm, including causing of pain or suffering without any damage to health”.<sup>105</sup>

Despite these protective provisions in law, existing research indicates that a significant proportion of the Bulgarian population are accepting of physical violence when perpetrated for the purposes of disciplining a child. For example, in 2012, the National Centre for Public Opinion Research found that 68 per cent of Bulgarian adults approved of the use of ‘minimal force’ corporal punishment for disciplining children. This was despite the fact that 83 per cent were at the same time ‘against methods that degrade children’s dignity’, indicating that for many Bulgarians, corporal punishment was not thought to be degrading or harmful. A more recent national study conducted by the Pulse Foundation and the National Network for Children found that two thirds of parents in Bulgarian continue to use corporate punishment against their children, and that whilst attitudes towards corporal punishment are changing, overall they remain “largely conservative”.<sup>106</sup> In 2016, in its Concluding Observations to Bulgaria’s State Party Report, the CRC Committee expressed concern that despite protective legal provisions, “corporal punishment continues to be widely accepted in [Bulgarian] society as a means of disciplining children, and is not explicitly prohibited or sanctioned in legislation”.<sup>107</sup>

## 5.2 Findings: physical violence

### Key findings: Physical violence

- Almost 1 in 3 children and young people experienced physical violence as a child; physical violence was experienced more commonly at home than at school or in the community
- Parents were the most common perpetrators of home-based physical violence and though mothers and fathers were equally likely to be perpetrators, fathers were significantly more likely to inflict serious injury as a result of the violence. By contrast, physical violence that occurred at school and in the community tended to be perpetrated by other students and children.
- Boys, children with disabilities and children from poorer households were all at higher risk of physical violence. Children from ethnic minorities were more likely to experience physical violence at school than Bulgarian children.
- Living with at least one biological parent was a strong protective factor against violence at home, at school and in the community.
- Around 40 per cent of parents and caregivers reported using physical violence as a form of discipline in the last year and around 1 in 20 had reported use of severe physical punishment.
- Parents from poorer households and those with less education were more likely to use violent discipline on their children.

<sup>105</sup> Ministry of Education, Mechanism for Countering Bullying and Violence in the Insitutions in the System of Prescool and School Education.

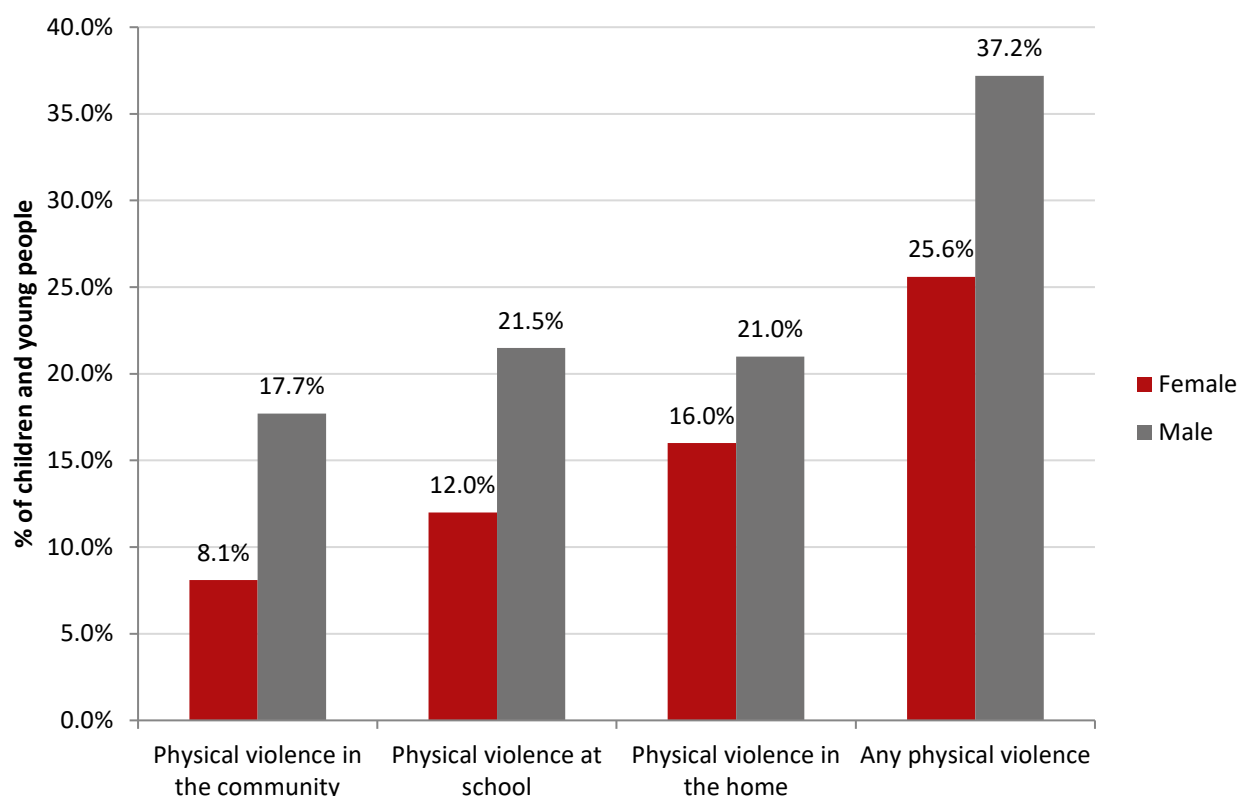
<sup>106</sup> NOENA, Nationally representative survey for Bulgaria: Attitudes towards the right to protection from corporal punishment, accessed [https://www.pulsfoundation.org/images/docs/appendices/Appendix17-Summary\\_presentation\\_FINAL\\_EN.pdf](https://www.pulsfoundation.org/images/docs/appendices/Appendix17-Summary_presentation_FINAL_EN.pdf)

<sup>107</sup> CRC Committee, Concluding Observations on the combined third to fifth period reports of Bulgaria, 21 November 2016, CRC/C/BGR/CO/3-5, para. 31.

- There was strong evidence of intergenerational transmission of violence: parents who were hit or beaten frequently as a child were almost four times as likely to report using violent punishment on their children in the last year.
- Adults were significantly more likely to consider physical violence against children to be acceptable than children and young people, which may represent a generational shift in attitudes.

Overall, almost a third (31.7 per cent) of children and young people<sup>108</sup> reported having experienced physical violence as a child (defined as being hurt physically by another person by slapping, hitting, kicking or beating with an object). Boys (37.2 per cent) were more likely than girls (25.6 per cent) to report experiences of physical violence.<sup>109</sup> Boys were equally likely to experience physical violence at school or at home, whereas girls were more likely to experience physical violence at home than they were at school. Both boys and girls were more likely to experience physical violence in home and schools settings, compared to ‘in the community’ at large (Figure 1).

**Figure 1 Experiences of physical violence reported by children and young people**



### 5.2.1 Physical violence in the home

#### Prevalence

Almost 1 in 5 (18.5 per cent) of children and young people reported experiencing physical violence in their home, including 21 per cent of boys and 16 per cent of girls. Of those who reported physical violence, 21.4

<sup>108</sup> Respondents in the young people’s survey were asked about experiences of violence prior to the age of 18 years.

<sup>109</sup> Chi-square,  $p < 0.0001$ .

per cent reported that they had been hurt so badly that they sustained bruising, bleeding or other physical injury. Interestingly, whilst boys were more likely to report being subject to physical violence at home, both girls and boys were equally likely to report experiences of serious physical violence at home causing injury.

Young people (23.7 per cent) were significantly more likely to report experiencing physical violence at home (as a child) compared to children (14.7 per cent).<sup>110</sup> This may indicate one of two things, either children are not reporting violence less likely than young people to report violence (perhaps because they are more dependent on their parents and less inclined to share negative experiences at home), or this is indicative of a shift in practice over time, with physical violence becoming less common than previously.



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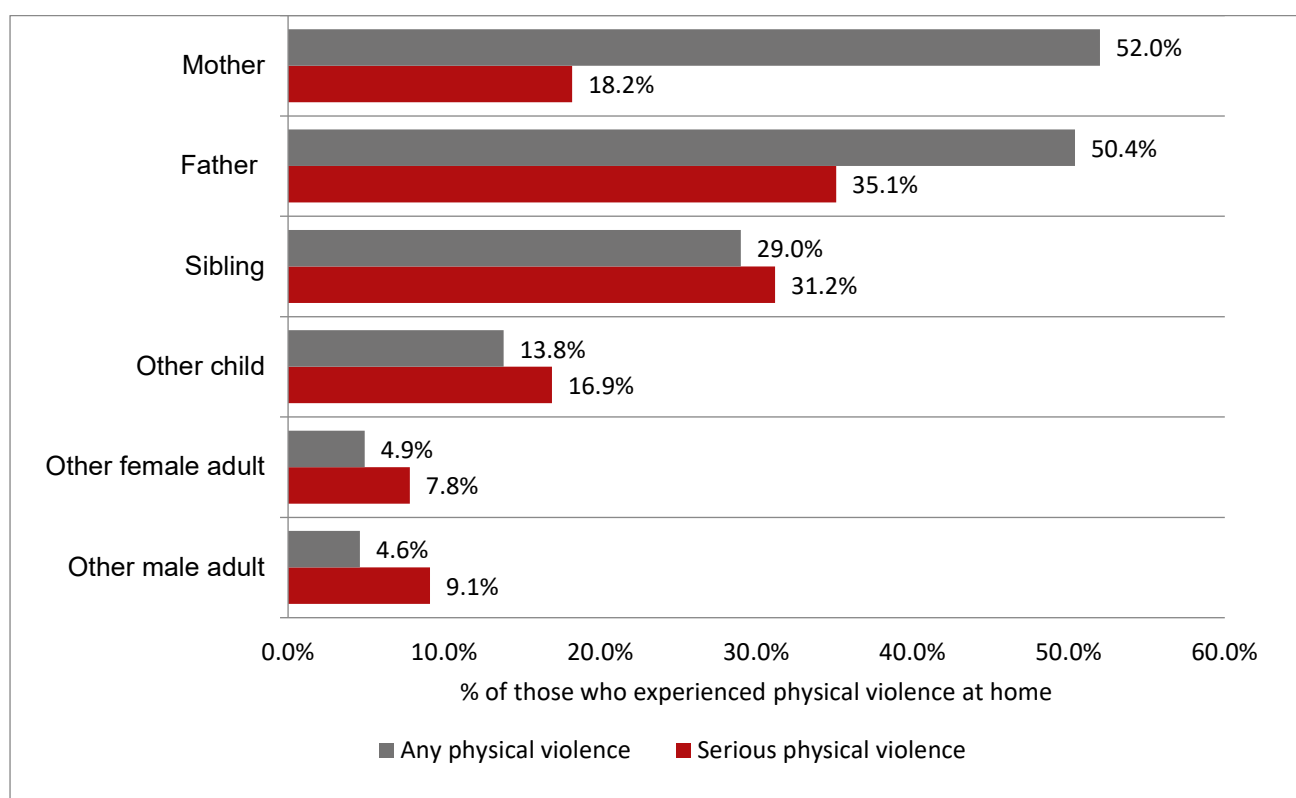
### Perpetrators

Parents were responsible for around half the physical violence reported at home (Figure 2). While mothers and fathers were almost equally likely to be violent, fathers were much more likely to perpetrate serious violence causing children physical injuries. Siblings were also common perpetrators of physical violence at home and were commonly responsible for causing injury through physical violence.<sup>111</sup>

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<sup>110</sup> Chi-square,  $p < 0.0001$ .

<sup>111</sup> Annex E, 'At home'

**Figure 2** Perpetrators of physical violence at home

As Figure 2 above demonstrates, violence perpetrated by parents was less likely to be classified as serious violence (causing injury), whereas violence perpetrated by other members of the household (including other resident adults and children) was more likely to be injurious, than not. This indicates that the majority of physical violence perpetrated by parents, especially violence perpetrated by mothers, is milder forms of violence, most likely perpetrated in the context of childrearing and discipline.

#### *Risk and protective factors*

The data indicates that there are a number of demographic and household factors associated with an increased likelihood of a child experiencing of physical violence at home.

Children from ethnic minority backgrounds were more likely to report experiences of physical violence at home; in particular Roma children were around three times more likely to report these experiences compared to Bulgarian children.<sup>112</sup> However, when controlling for household wealth<sup>113</sup>, the relationship between ethnicity and experiences of violence was found to lose its significance. Mediation analysis exploring the links between ethnicity, wealth,<sup>114</sup> and violence, found that household wealth may account for around 88 per cent of the effect that ethnicity has on the likelihood of reporting experiences of physical violence in the home.<sup>115</sup>

<sup>112</sup> Logistic regression, OR=3.2, p=0.001

<sup>113</sup> In this case wealth was measured by the Household Asset Score.

<sup>114</sup> Measured in this instance by the Household Asset Index Score.

<sup>115</sup> Mediation analysis, where any experience of physical violence at home was the dependent variable, ethnicity is the independent variable, and Household Asset Index Score is the mediating variable, and age, gender and disability are included as covariates.



Children with disabilities were more likely to report experiences of physical violence at home, particularly serious violence.<sup>116</sup> Children with disabilities were almost four times as likely to report being subject to violence causing injury such as bruising or bleeding, compared to non-disabled children. Unlike ethnicity, the relationship between disability and experiences of physical violence at home was found to hold even when controlling for household wealth.

Regression models (Table 2, Annex D) were carried out to explore the associations between demographic and household factors and children's reported experiences of 1) any physical violence, and 2) physical violence causing injury at home.<sup>117</sup> As the results demonstrate, boys and children living in asset-poor households were more likely to report experiences of any physical violence at home. Living with at least one biological parent was found to be a protective factor against violence at home: with children living with at least one of their parents less likely to report experiencing violence, especially serious violence causing injury, compared to those not living with a parent. As discussed above, whilst gender was not associated with any additional risk of experiencing serious violence causing injury, having a disability was associated with greater risk of injurious violence, even when controlling for other factors such as age, gender and wealth.



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<sup>116</sup> Logistic regression, OR=3.9, p=0.001

<sup>117</sup> Where the result is marked with one or more '\*\*\*'s, a significant relationship (p<0.05) was found

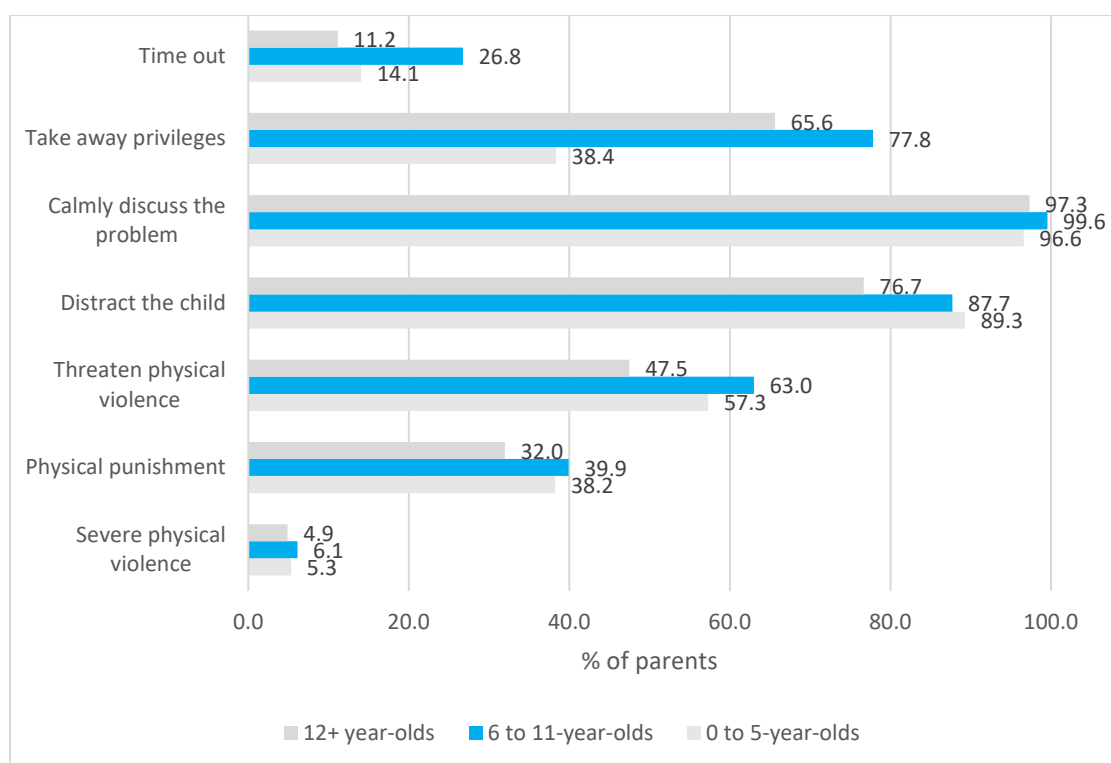
### Parents' and caregivers' reported use of violent discipline

As well as asking children about their experiences of physical violence in the home, parents and caregivers of children under the age of 18 were asked to report on their *perpetration* of physical violence against children, particularly in the context of discipline.

Parents and caregivers of children were asked a series of questions about the disciplinary measures that they use with their children, including the use of violent discipline.<sup>118</sup> During the past year, most parents reported that they had responded to their child's misbehaviour by calmly discussing the problem, or distracting the child (figure 3). As would be expected, disciplinary techniques were found to vary depending on the age of the child: with 'distraction' techniques more commonly used with younger children, and taking away privileges more commonly used with older children.

Although physical punishment was reportedly used infrequently, as many as 2 out of every 5 parents (39.8 per cent) reported using violent physical punishment (including slapping, smacking, spanking, hitting, kicking or using an object to beat their child) against their children in the last year. Parents of younger children (under 6) were significantly more likely to report using physical violence as a form of discipline than parents of older children (12 years and older). The use of severe physical punishment, which was defined as hitting (more than a slap, smack or spank), kicking, or using an object to beat a child, was reported by around 1 in 20 (5.8 per cent) parents.<sup>119</sup> Finally, the majority of parents (68.1 per cent) reported threatening to use physical violence at least once in the previous 12 months.

**Figure 3** Percentage of parents who used different disciplinary methods in past year, by age group of child



<sup>118</sup> 518 adults had children; 209 had children aged 0 to 5, 231 had children aged 6 to 11 and 225 had children aged 12 to 17. There was some overlap between these groups, with 59 parents having children both aged 0 to 5 and aged 6 to 11, 62 having children aged 6 to 11 and 12 to 17, 12 having children aged 0 to 5 and 12 to 17, and seven having children in all three age groups.

<sup>119</sup> Annex E, 'Discipline'

Regression models (Table 3, Annex D) were used to explore the relationship between demographic factors and parents' reported perpetration of violent discipline. Mothers were significantly more likely to report using violent discipline in the last year compared to fathers, most likely due to their greater role in childrearing. Respondents from ethnic minority backgrounds, including Turkish (47.6 per cent) and Roma (53.5 per cent) respondents, were more likely to report using violent discipline than Bulgarian parents (39.0 per cent), however (as with children's reports of violence) this relationship was found to disappear when controlling for wealth variables, indicating that it is wealth, rather than ethnicity, that predicts a parent's likelihood of using physical violence as a form of discipline. It is likely that perpetration of physical violence against children is precipitated by household economic stress, explaining the higher prevalence of violence within ethnic minority families, who tended to be relatively less wealthy than Bulgarian respondents.

There were strong relationships observed between social and economic factors and reported perpetration of violence, with parents from poorer households and those with less education being more likely to report using violence to discipline their children. Parents who said they sometimes lacked money for basic needs were almost three times as likely to report using physical punishment than those who did not, meanwhile having a university degree was found to reduce a parents' likelihood of using physical violence in the last year by over a third.

Finally parents who reported having been subject to violence as a child themselves, were significantly more likely to report using physical violence on their own children, providing evidence of the intergenerational transmission of violence. Parents who reported occasional (but rare) experiences of physical violence as a child were 50 per cent more likely to have used physical violence on their own children in the last year, compared to those who never recalled being hit by a parent. Meanwhile parents who reported being hit or beaten frequently as a child were almost four times as likely to report violently punishing their own children in the last year.

Questions about discipline were also asked of adults who reported that they had cared for other people's children during the past year.<sup>120</sup> The pattern of disciplinary methods reportedly used was similar for caregivers and parents, though caregivers reported less use of violent disciplinary than parents.<sup>121</sup>

### 5.2.2 Physical violence at school

Roughly 1 in 6 (16.5 per cent) children and young people reported being subjected to physical violence at school. Whilst reported rates of physical violence at home and at school were similar for boys, girls were significantly less likely to report experiencing physical violence at school (12 per cent) compared to home (16 per cent, as above). Over a quarter of children and young people who reported experiencing physical violence at school said that they had suffered injuries from physical violence, including bruising, bleeding and others.

Other students were found to be the most common perpetrators of physical violence at school, followed by 'other adults' in and around educational settings, but not working at the school. This category included parents of other children who appeared to be common perpetrators of violence. Around 1 in 16 children and young people reported being subject to physical violence by their teacher (Figure 4).

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<sup>120</sup> 184 adults said that this applied to them, with 38 saying this was in a professional capacity (nanny, nursery worker or teacher for example) and 146 saying this was in an informal capacity. The majority had cared for younger children, with 91 caring for 0 to 5-year-olds, 88 for 6 to 11-year-olds and 42 for 12 to 17-year-olds.

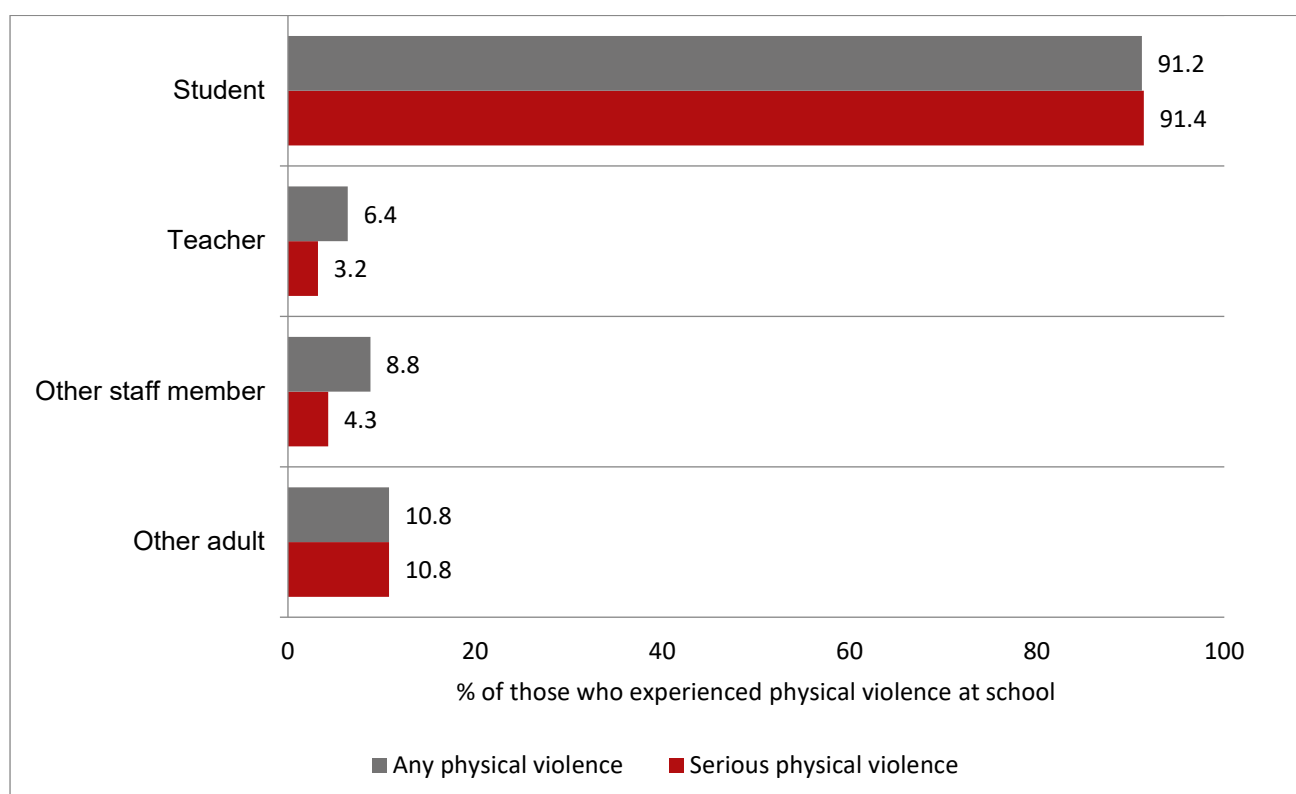
<sup>121</sup> Annex E, 'Discipline'



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It is interesting that overall rates of experiencing violence at school are comparatively high, while violence perpetrated by teachers is relatively low: this suggests that more may need to be done to address peer directed bullying in Bulgarian schools.

**Figure 4** Perpetrators of physical violence at school





### *Risk and protective factors*

A number of demographic factors were associated with an increase in the likelihood of a child experiencing physical violence at school, including disability, ethnicity, wealth and a child's living situation (Table 4).

Children from ethnic minority backgrounds were two thirds more likely to report experiencing physical violence at school compared to Bulgarian children, with Roma children at particular risk. Unlike with experiences of violence in the home, these associations remained significant even when controlling for wealth. The reasons for this are unclear, but could indicate a degree of racially motivated bullying.

Children from poorer households were also significantly more likely to experience physical violence at school, compared to wealthier children: those from the lowest wealth quintile were more than twice as likely to experience violence at school than those in the highest quintile. Children with disabilities were also significantly more likely to report experiences of physical violence at school, with over a third (35.9 per cent) of children with disabilities experiencing violence, compared to 15.9 per cent without a disability; furthermore almost a quarter (22.5 per cent) of disabled children were injured by violence at school, compared to only 4.3 per cent of non-disabled children.

Finally, as with experiences of violence at home, living with at least one parent was found to be a protective factor associated with experiencing less physical violence at school: children living with at least one parent were almost 50 per cent less likely to report experiencing violence at school compared those living with people other than their parents. The reasons for this are unclear, and it would be interesting to explore this relationship through further research.

#### 5.2.3 Physical violence in the community

To measure prevalence of violence in other settings (outside of home and school), children and young people were asked about their experiences of violence "on the street, at any other places [they] go to, or at any groups [they] attend".

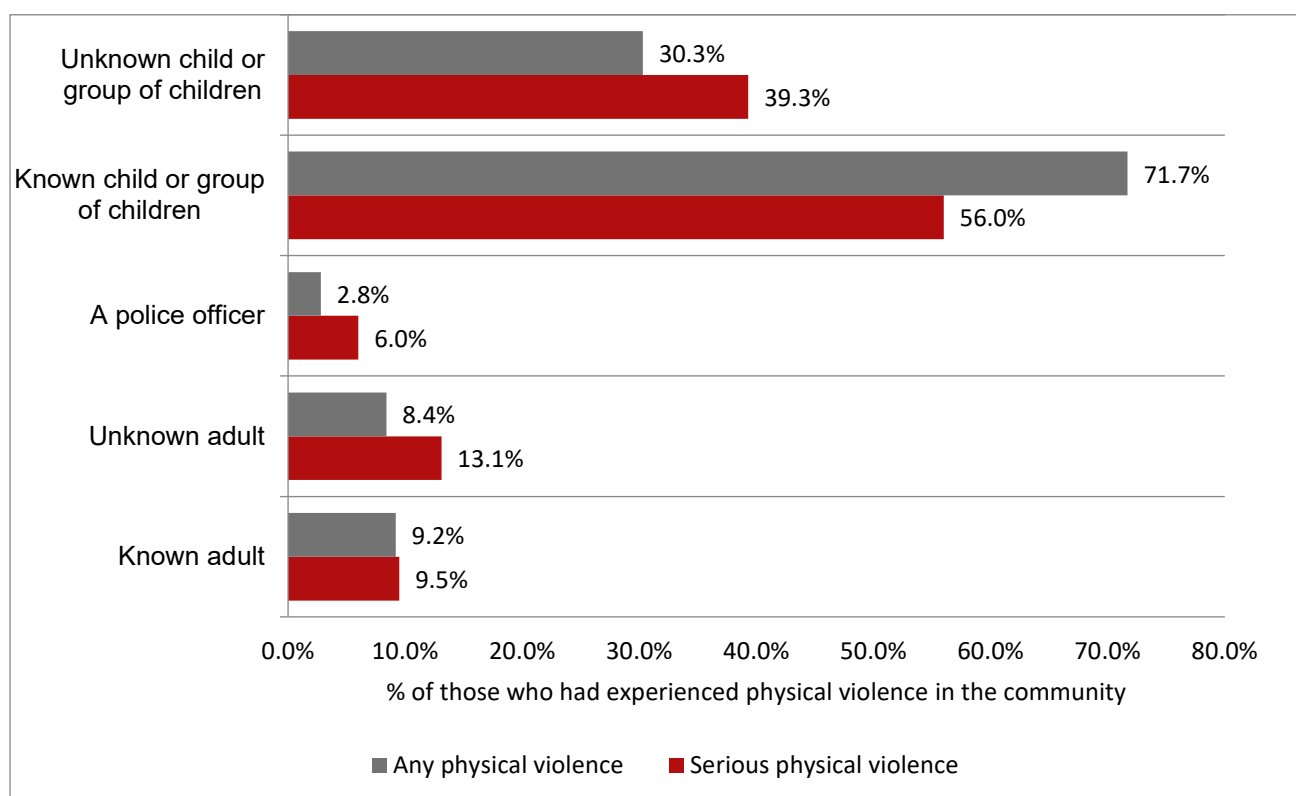
Rates of physical violence against children in community settings were lower than violence experienced at school or at home, but were still found to be relatively common. Overall, over 1 in 10 (12.6 per cent) children, including over 1 in 6 boys (17.7 per cent), and around 1 in 12 girls (8.1 per cent) reported being subject to physical violence in these settings. 4.2 per cent of children reported being subject to serious violence causing injury.

Figure 6 describes the perpetrators of physical violence in the community. Other children were the most common perpetrators of violence, especially of less serious forms of violence (not causing injury). Adults, and persons unknown to children were relatively likely to be named the perpetrators of serious violence causing injury, than perpetrators of milder forms of physical violence.

Gender and wealth were found to be the strongest predictors of experiences of violence in the community, with boys from poorer households most likely to report experiences of violence. Living with a biological parent was once again found to be a protective factor, with children living with at least one biological parent 40 per cent less likely to report experiencing violence in the community, compared to those not living with a parent.<sup>122</sup>

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<sup>122</sup> Logistic regression exploring the impact of the following variables on likelihood of experiencing physical violence in the community: gender, disability, ethnicity, age, whether the child lives with at least one parent, the household asset score, and the type of survey respondent.

**Figure 5 Perpetrators of physical violence in the community**

#### 5.2.4 Physical violence against children: knowledge and attitudes

Participants in the surveys were asked to express their level of agreement with a number of statements concerning the acceptability of physical violence perpetrated against children, and its legality. Overall, whilst the majority of respondents recognised the harm caused by physical violence against children, the majority of respondents also expressed some degree of tolerance or acceptance of it.<sup>123</sup>

Whilst 80.4 per cent of respondents agreed that “hitting, beating, or using an object to beat a child” is always unacceptable, a significantly reduced proportion (67.1 per cent) agreed that it was harmful to children. (These findings echo previous research which has indicated that Bulgarians may generally know that it is unacceptable to hit a child, but a significant proportion of the population don’t necessarily consider that it causes harm).<sup>124</sup> Over a quarter, 28.9 per cent, of respondents agreed that “smacking a child is sometimes for their own good”, and a further 18 per cent of respondents said they “neither agreed nor disagreed” with this statement. In an even stronger endorsement of physical forms of violence in the context of discipline, almost 1 in 4 adults (22.5 per cent) agreed with the statement “parents who do not use physical punishment spoil their children”, and a further 21.8 per cent abstained from either agreeing or disagreeing with this statement.

<sup>123</sup> Only 16.3 per cent of respondents had a physical VAC “acceptance score” of zero.

<sup>124</sup> As described above: for example, in 2012, the National Centre for Public Opinion Research found that 68 per cent of Bulgarian adults approved of the use of ‘minimal force’ corporal punishment for disciplining children. This is despite the fact that 83 per cent were at the same time ‘against methods that degrade children’s dignity’, indicating that for many Bulgarians, corporal punishment is not thought to be degrading or harmful.

Physical violence against children appears to be most acceptable in a family setting: just over a quarter (26 per cent) of respondents felt that it was acceptable for a parent to smack a child when they misbehaved, but only a very small minority of respondents (2.8 per cent) felt that it was acceptable for a teacher to hit a child at school. The majority of respondents (81.6 per cent) knew that it is against the law for a teacher to hit a child, while just over half (55.3 per cent) agreed that it is against the law for a parent to hit a child. The majority of respondents thought it was unacceptable to hit either a boy or a girl. However 8 per cent agreed “it is more acceptable to hit a boy than a girl” compared to just 1 per cent who agreed that “it is more acceptable to hit a girl than a boy”, giving some indication that physical violence against boys may be more acceptable than physical violence against girls.

#### *Physical violence acceptability score and demographic associations*

An overall physical violence ‘acceptability score’ was calculated for each respondent (through aggregating responses to different questions concerning the acceptability of forms of physical violence against children): a higher score indicates a higher degree of acceptance or tolerance for physical violence committed against children. Adults were significantly more likely than children or young people to find physical violence against children acceptable: only 12 per cent of adults had an acceptability score of zero, compared to 18.9 per cent of children and young people. Adults were much more likely than children or young people to view it as acceptable for parents to hit a child, as well as more likely to view it as acceptable for teachers to hit a child at school. The difference between adults and children / young people may reflect either a generational shift in attitudes, with physical VAC becoming less acceptable over time, or it may reflect respondents’ differing perspectives, with children and young people thinking about violence from a victim’s point of view and adults expressing the point of view of the perpetrator.

Women and girls had significantly lower physical VAC acceptability scores than men and boys. Respondents from poorer households, particularly those who said that they sometimes lacked money for basic needs like food and clothing had significantly higher physical VAC acceptability scores than those from wealthier households. Furthermore, adults with disabilities had significantly higher VAC acceptability scores than non-disabled adults. These findings suggest that there is an association between VAC acceptability and household economic and social stress. There were no associations observed between physical VAC acceptability and ethnicity.<sup>125</sup>

Finally, there was a clear association between adults having themselves experienced physical punishment as a child, and viewing it as acceptable.<sup>126</sup> Forty per cent of those who had experienced physical punishment “all the time” as a child viewed physical punishment as acceptable for both boys and girls, compared to only 1.7 per cent of those who had never experienced physical punishment. This indicates strong intergenerational transmission of norms around punishment which may perpetuate the cycle of violence against children.

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<sup>125</sup> Linear regression models where VAC acceptability score is the dependent variable.

<sup>126</sup> Annex E, ‘Acceptability adults’

## 6 Emotional violence

### 6.1 Legal and Policy Context

A number of provisions in Bulgaria's legal and policy framework provide protection for children from forms of psychological violence and abuse. Article 11 of the Child Protection Act 2000 specifically mentions that each child shall have right to protection from the "involvement in activities" unfavourable to his "physical, psychic, moral and educational development", as well as "methods of tuition impeding his dignity as a result of physical, **psychic**, or other violence" (emphasis added).

Further, as set out in section 5 above, in a family setting, Article 125(2) of the Family Code prohibits "methods of education that lower the child's dignity", and Article 2(2) of the Prevention Against Domestic Violence Act 2009 protects access to justice for children who are witnesses of domestic violence (a form of emotional harm to children).

In an education setting, Regulations Articles 128 and 129 of the Regulation on the Implementation of the National Education Act state that a teacher 'may not violate the rights of children and students, degrade their personal dignity, or apply any forms of physical or **mental violence** against them' (emphasis added).<sup>127</sup> Further, the Mechanism for Countering Bullying and Violence in the Institutions in the System of Preschool and School Education supports the legal framework for the protection of children from bullying as a form of violence in a school setting.

### 6.2 Findings: emotional violence

#### Key findings: Emotional violence

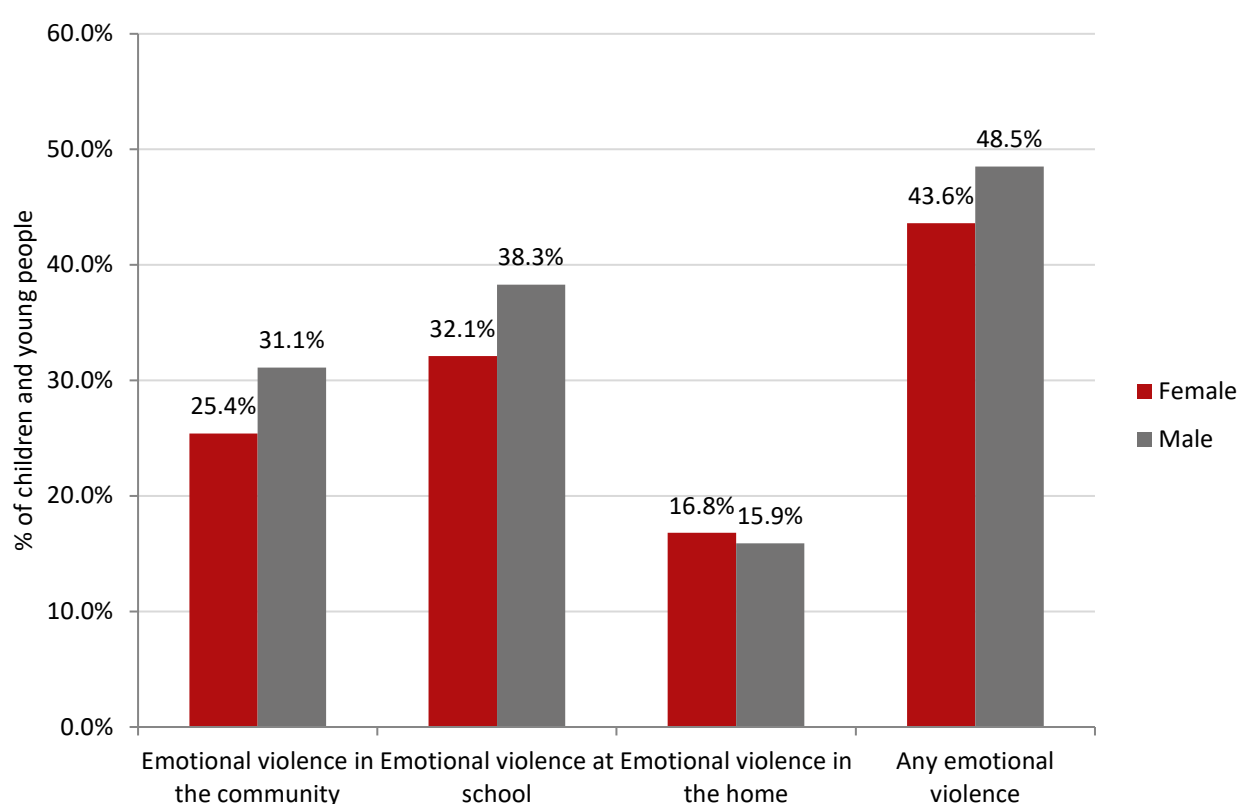
- Almost half of all children and young people reported experiencing emotional violence, with almost equal rates of reporting amongst boys and girls
- Unlike physical violence, reported rates of emotional violence in the home were significantly lower than at school or in the community
- Siblings were the most common perpetrators of emotional violence in the home, followed by fathers, mothers and other children. As with physical violence, emotional violence at school or in the community was most commonly perpetrated by other students and other children respectively.
- Children with disabilities reported higher rates of emotional violence in all settings. They were more than twice as likely to report being subject to emotional violence in the home compared to non-disabled children.
- Children from poorer households were significantly more likely to report emotional violence at home.
- 4 in 5 parents reported perpetrating emotional violence on children in the preceding 12 months.
- Caregivers who were subject to physical violence as a child were almost three times more likely to use emotional violence on their own children than those who were not hit or beaten.
- Emotional violence including shouting, abusive words and humiliation was highly unacceptable to most respondents. Respondents from poorer backgrounds were more likely to find emotional violence

<sup>127</sup> Global Initiative to End All Corporal Punishment of Children, Country Report for Bulgaria, <https://endcorporalpunishment.org/reports-on-every-state-and-territory/bulgaria/> [6-12-18].

acceptable than those from wealthy backgrounds, as were respondents with disabilities and adults who had experienced physical abuse as a child.

Emotional violence - measured in the surveys by asking children and young people whether any other person had ever called them “bad names”, “used insults”, or “humiliated” them - was the most common type of violence experienced by children and young people. Almost half of all children and young people reported having been subject to emotional violence, including 48.5 per cent of boys, and a slightly reduced 43.6 per cent of girls. Whilst (as above) ‘the home’ was the most likely setting for the perpetration of *physical* violence against children, it was the *least* likely setting for reports of emotional violence. Boys were more likely to report experiences of emotional violence in all settings apart from at home, where girls were slightly more likely than boys to report being subject to emotional violence (Figure 6).

**Figure 6 Experiences of emotional violence reported by children and young people**



### 6.2.1 Emotional violence at home

#### Prevalence

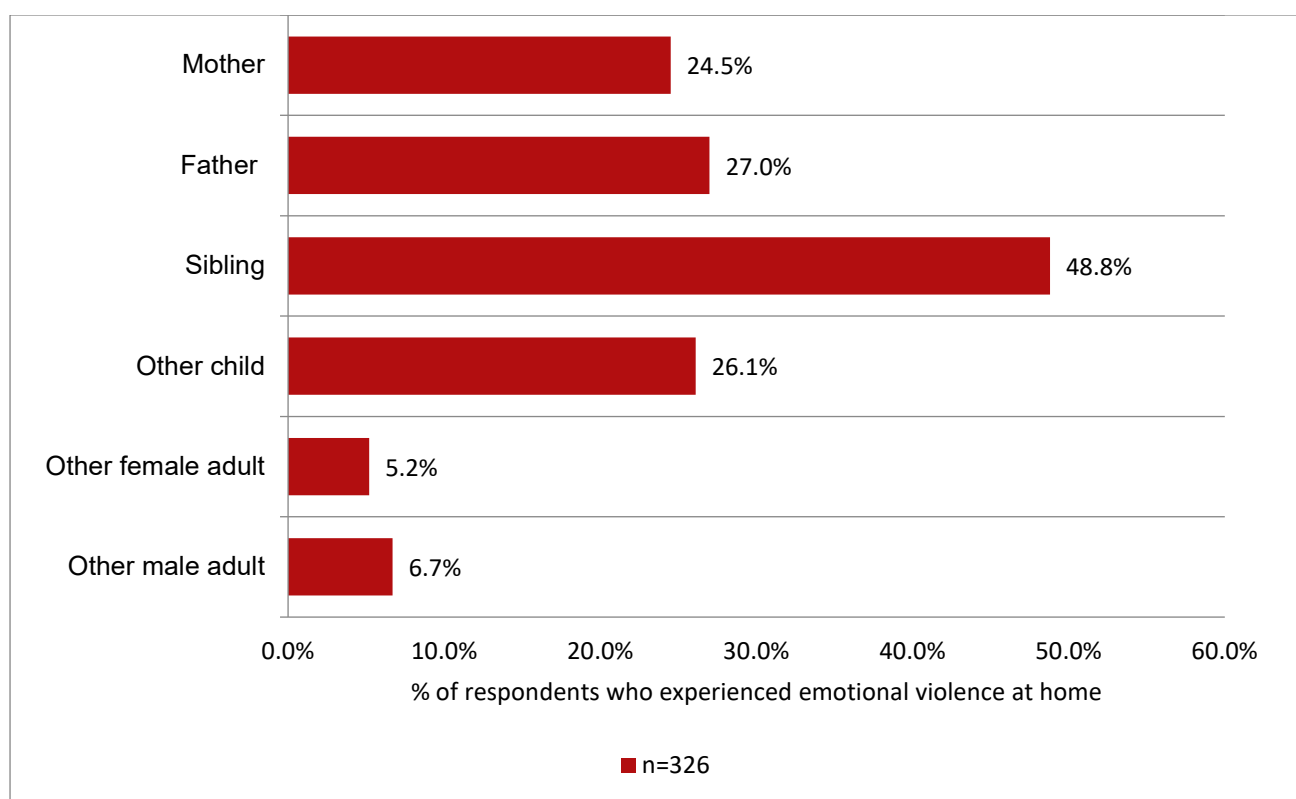
Reported rates of emotional violence at home were slightly less than reported rates of physical violence, with roughly 1 in 6 (16.7 per cent) of children and young people reporting having ever been subject to emotional violence. Slightly more girls than boys reported having been subject to emotional violence at home, but the difference between the two groups was not found to be significant.

#### Perpetrators

Siblings were the most common perpetrators of emotional violence at home: responsible for almost half (48.8 per cent) of all violence (Figure 7). Caregivers and other children at home were also common perpetrators of

emotional violence. Slightly more children and young people reported being subject to emotional violence perpetrated by adult men in the home, compared to adult women.

**Figure 7 Perpetrators of emotional violence at home**



#### *Risk and protective factors*

As with experiences of physical violence, regression models were performed to explore the relationships between demographic and situational characteristics and children's experiences of emotional violence at home (table 5, Annex D). Whilst there were no significant associations between gender or ethnicity and children's likelihood of experiencing emotional violence, there was a significant relationship observed with regard to disability: children with disabilities were more than twice as likely to report being subject to emotional violence at home compared to non-disabled children.<sup>128</sup> Household wealth was also found to be associated with children's experiences of emotional violence, with children from poorer households significantly more likely to report emotional violence at home. Finally, children living with at least one of their parents were over 50 per cent less likely to experience emotional violence at home, compared to children not living with a parent.

#### *Parents' and caregivers' reported perpetration of emotional violence at home*

Parents and caregivers of children under the age of 18 were asked about their perpetration of a number of forms of emotional or psychological violence against their children in the previous 12 months, including how often they: 1) raised their voice, shouted at or scolded the child, 2) threatened to spank, slap or smack the child,<sup>129</sup> 3) threatened to send the child to live with someone else, or 4) punished the child by making them stand in the corner (as a form of humiliation).

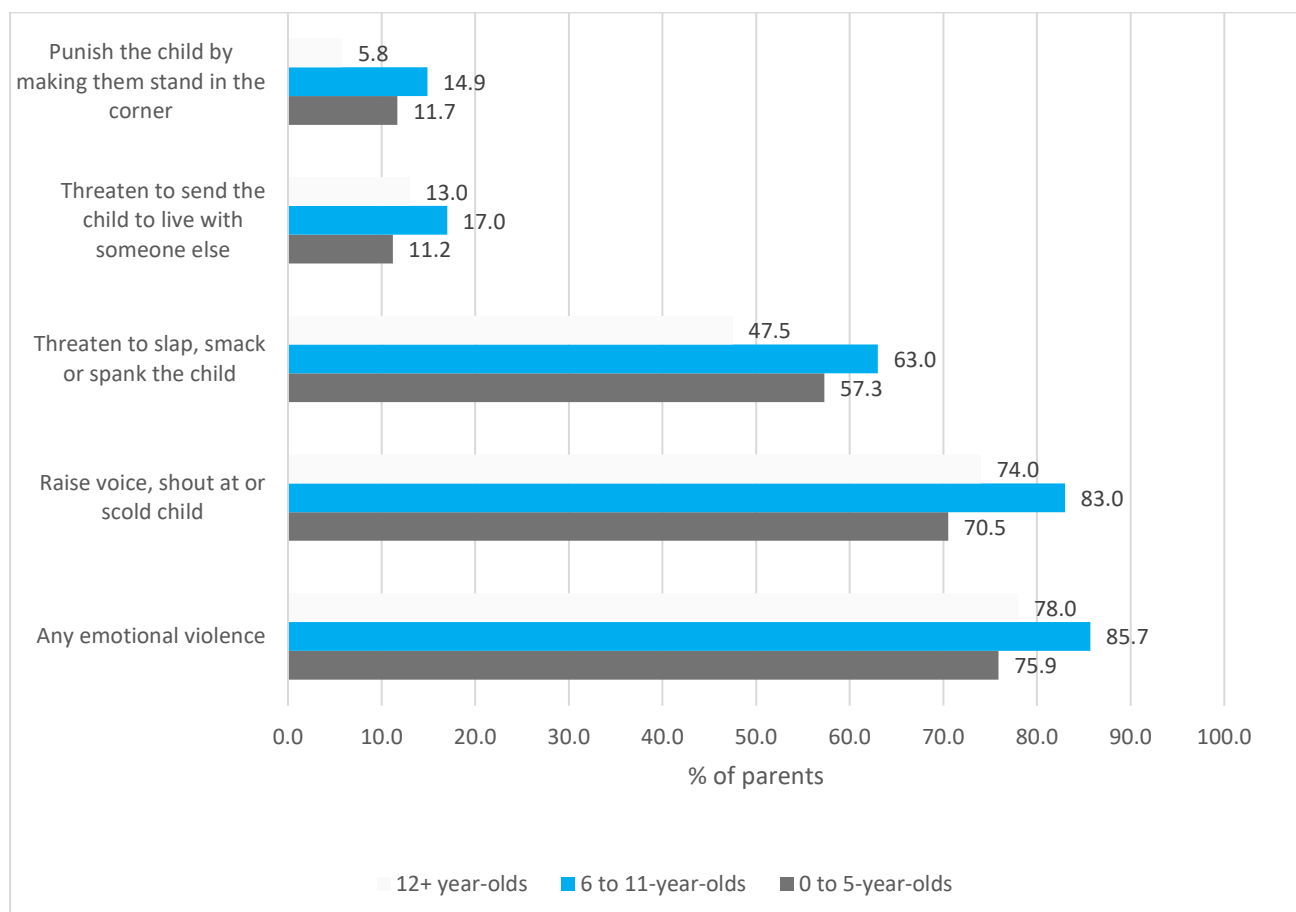
<sup>128</sup> Odd ratio = 2.2,  $p < 0.01$ .

<sup>129</sup> This indicator was considered to measure both physical violence and emotional violence.

The overwhelming majority (80.5 per cent) of parents reported perpetrating emotional violence against their children in the previous 12 months. Opposite to reported perpetration of physical violence, parents of children over 6 were more likely to report perpetrating emotional violence than parents of very young children (0-5 years). Emotional violence was most commonly reported by parents of children between 6 and 11 years of age.

**Figure 8**

**Percentage of parents who used different forms of emotional violence in past year, by age group of child**



Regression models (Table 6, Annex D) were used to explore the relationship between demographic factors and parents' reported perpetration of emotional violence.

Mothers were significantly more likely to report using emotional violence against children than fathers (again this is likely to be a function of their greater role in child rearing). Age of caregiver was also found to be predictive of perpetration of emotional violence, with older parents more likely to report using violence than younger parents. Parents from poorer households (measured by the household asset score) were significantly more likely to report perpetrating violence against their children than parents from wealthier households, indicating that perpetration of emotional violence is linked to household economic stress.

Finally, parents who reported having been hit or beaten as a child were significantly more likely to report perpetrating emotional violence against their children. Parents who reported occasional (but rare) experiences of physical violence as a child were almost three times as likely to report; meanwhile those who reported being beaten frequently were as much as 20 times more likely to report perpetrating emotional violence against their own children compared to parents who were never hit or beaten as a child.



### 6.2.2 Emotional violence at school

Unlike experiences of physical violence, children reported more emotional violence at school than at home. Experiences of emotional violence were found to be roughly twice as prevalent at school than at home, and considerably higher than children's experiences of physical violence at school, with over a third (35 per cent) of children and young people reported having been subject to humiliation or insults at school.

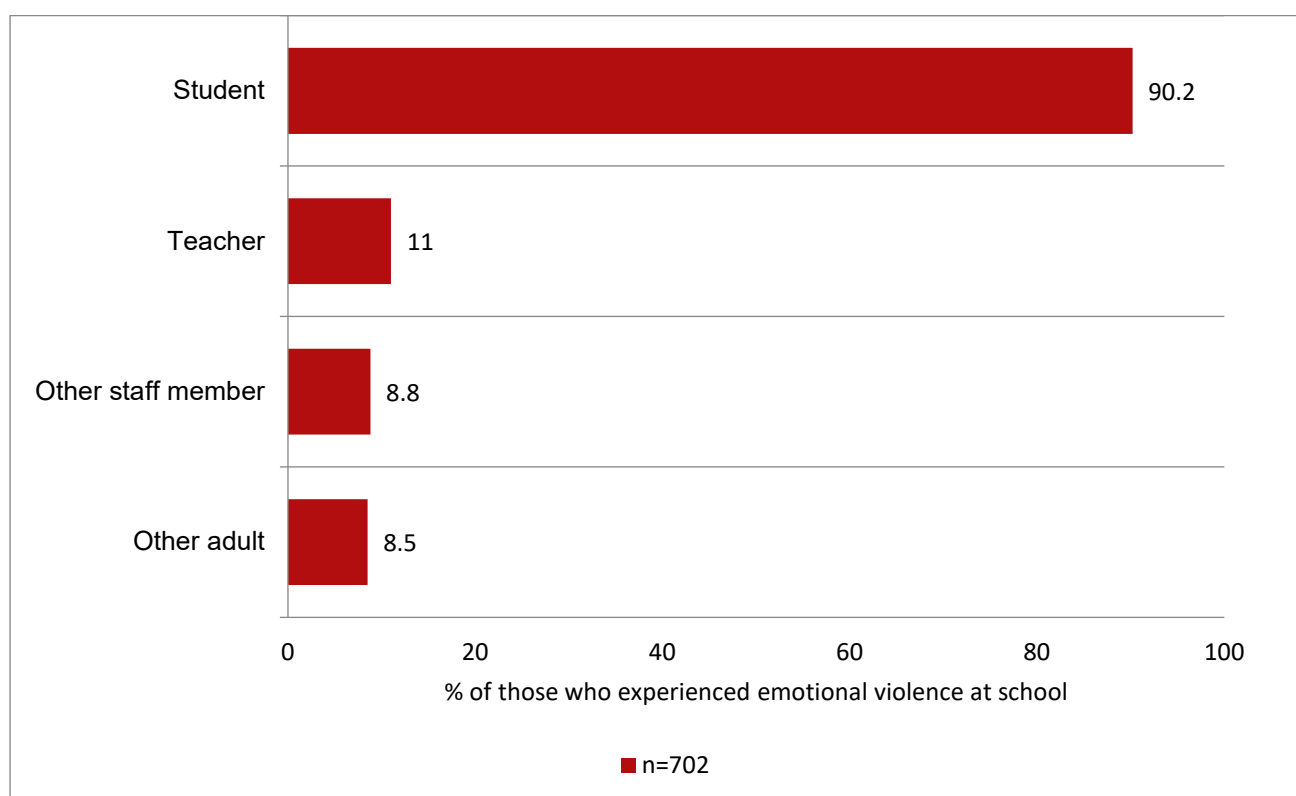


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As with physical violence, other students were overwhelmingly found to be the most common perpetrators of emotional violence at school: 90.2 per cent of reported experiences of emotional violence were perpetrated by other students. Amongst students who had reported being subject to emotional violence, roughly 1 in 10 reported that this was perpetrated by their teacher.



**Figure 9 Perpetrators of emotional violence at school**



### *Risk and protective factors*

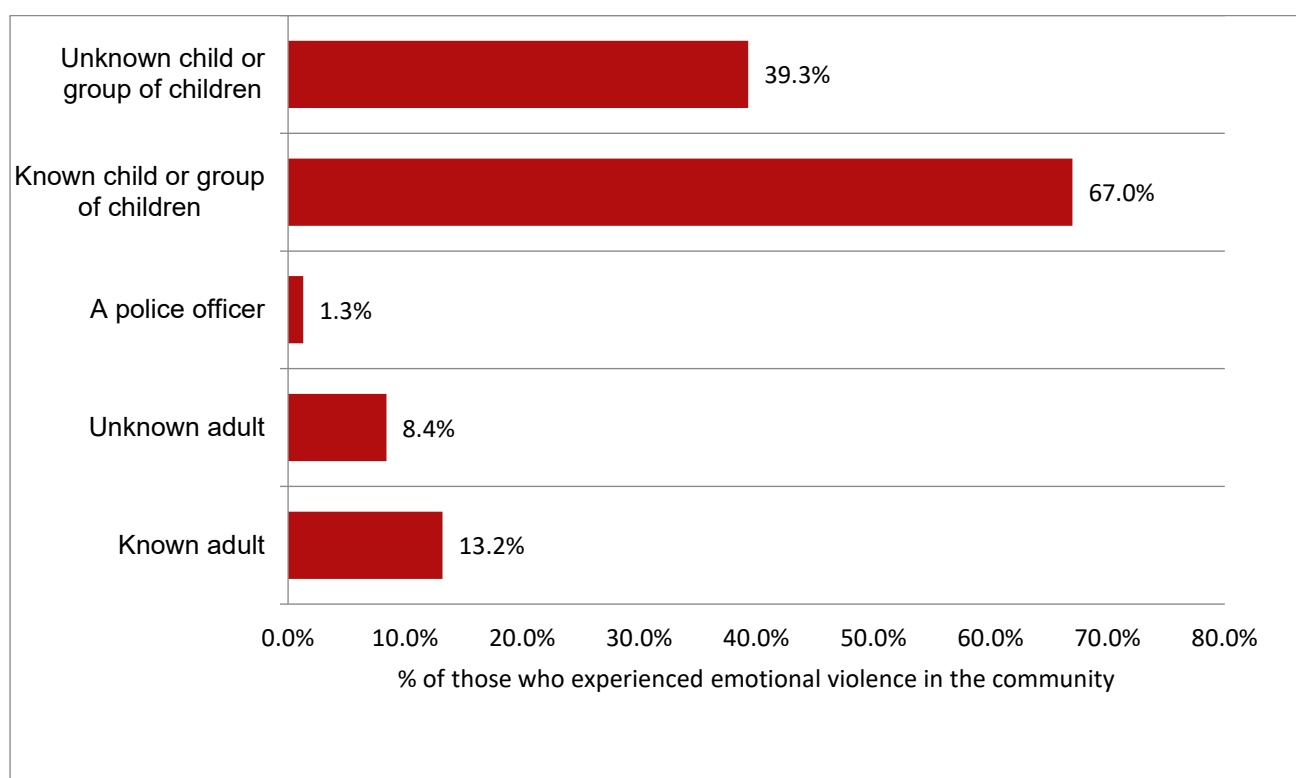
Children with disabilities, boys and children from poorer households were more likely to report experiences of emotional violence at school (Table 7, Annex D). Unlike with experiences of physical violence, there were no significant relationships observed between experiences of emotional violence and ethnicity, or whether children were living with their parents.

#### **6.2.3 Emotional violence in the community**

Finally, as with physical violence, children were asked about their experiences of emotional violence “on the street, at any other places [they] go to, or at any groups [they] attend”. Experiences of emotional violence in community settings were found to be much higher than experiences of physical violence: almost 1 in 3 (31.1 per cent) of boys, and 1 in 5 (25.5 per cent) of girls reported being subjected to emotional violence in these settings.

Figure 10 describes the perpetrators of emotional violence in the community. The vast majority of emotional violence was perpetrated by other known children or groups of children.

**Figure 10 Perpetrators of emotional violence in the community**



Boys, children from poorer households, children with disabilities were all significantly more likely to report being subject to emotional violence in the community.<sup>130</sup>

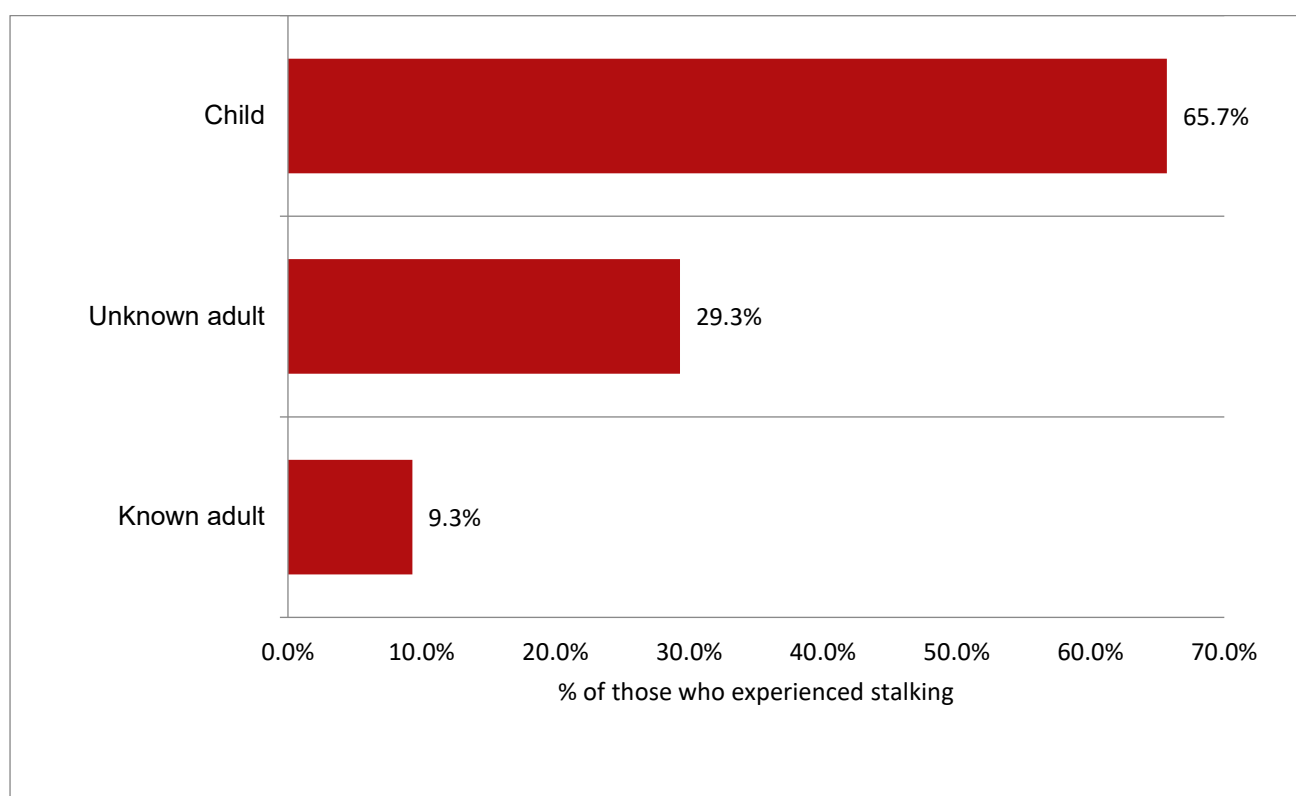
#### 6.2.4 Stalking

In the emotional violence section of the survey children and young people were also asked about their experiences of stalking.

Roughly 1 in every 14 children and young people (7 per cent or 140 children and young people) reported experiences of being stalked as a child. The most frequent perpetrators of stalking were other children (65.7 per cent), though a sizeable minority, 38.6 per cent reported having been stalked by an adult. Of those children who reported having been stalked, over a third reported being stalked by an unknown adult.

<sup>130</sup> Logistic regression model, where any experiences of emotional violence is the outcome variable, and household asset score, age disability, ethnicity, gender, living with parents, and survey type are all independent variables.

**Figure 11 Perpetrators of stalking**



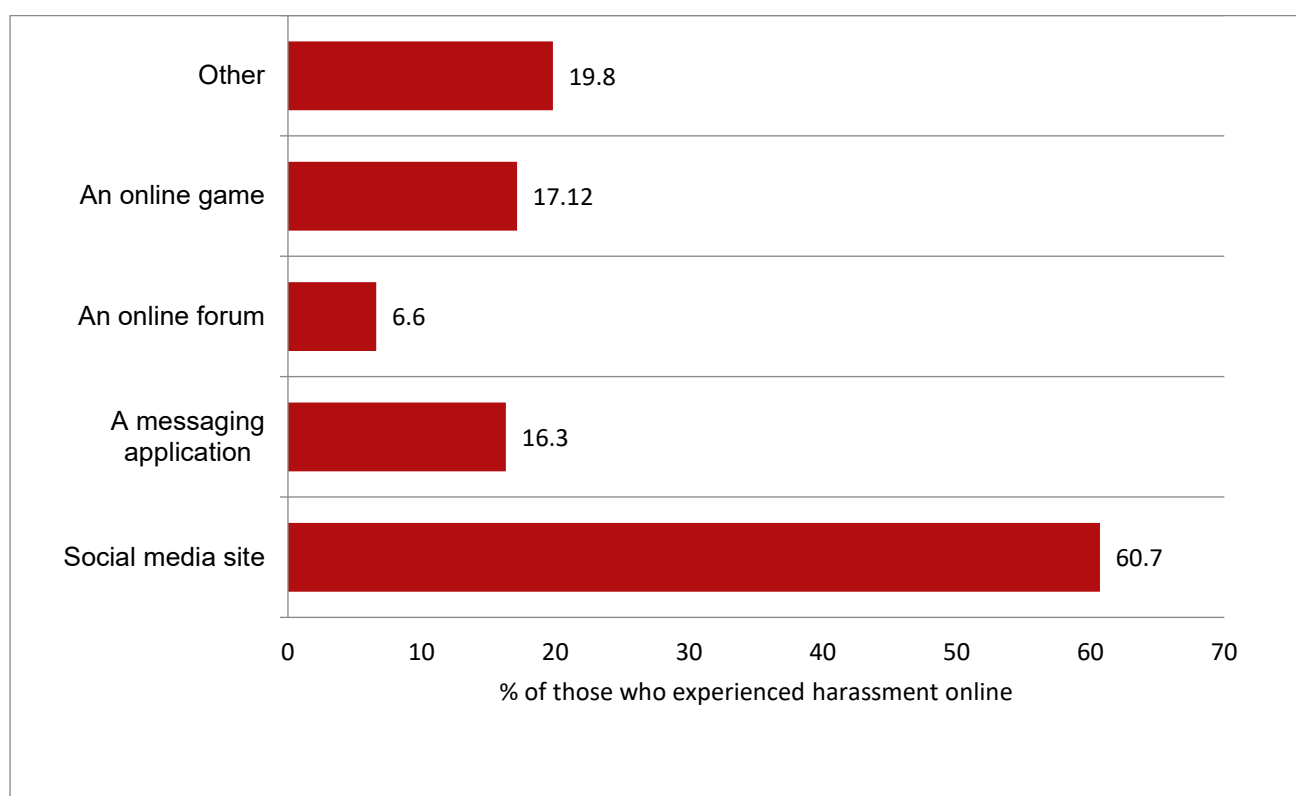
Gender and ethnicity were found to be the strongest predictors of a child being subject to stalking, with girls and Turkish and Roma children all at higher risk (even when controlling for other factors).<sup>131</sup> Girls were around 40 per cent more likely than boys to report experiences of stalking, and Turkish and Roma children were over twice as likely to report stalking compared to Bulgarian children.

#### 6.2.5 Online harassment and abuse

Finally in the emotional violence experiences section of the surveys, children and young people were asked about online bullying and harassment. More than 1 in 10 children and young people (10.9 per cent) reported previous experiences of online bullying and harassment. Other children, especially those who were known to the victim, were the most commonly reported perpetrators of online bullying and harassment. The most common location for online harassment reported by children and young people was on a social media site.

<sup>131</sup> Such as age, disability, family arrangements, household asset score, and survey type.

**Figure 12** Spaces where children reported harassment online



#### 6.2.6 Emotional violence against children: knowledge and attitudes

Participants were asked to ‘agree’ or ‘disagree’ with a series of statements designed to measure the acceptability of forms of emotional violence against children, these included the following:

- It is acceptable for a parent or caregiver to shout at a child when they misbehave
- It is acceptable for a teacher to shout at students in school when they misbehave
- It is acceptable for a child to shout at another child when they misbehave
- Shouting at children is for their own good
- Shouting at children is harmful to them
- It is acceptable for a parent / caregiver to use abusive words, humiliate or call a child bad names
- It is acceptable for a teacher to use abusive words, humiliate or call a child bad names
- It is acceptable for a child to use abusive words, humiliate or call a child bad names

Overall, forms of emotional violence against children were found to be highly unacceptable by respondents: more so than for other types of violence, including physical violence.

Less than 1 in 5 (18.4 per cent) of respondents agreed with the statement “shouting at children is for their own good”. Shouting at children when they misbehave was considered somewhat more acceptable, especially in the context of a caregiver/ child relationship, with around one third of respondents agreeing with or remaining neutral when asked “it is acceptable for a parent or caregiver to shout at a child when they misbehave”.

The use of abusive words, humiliation or bad names against children was viewed as even more unacceptable than shouting, with around 95 per cent of respondents finding this unacceptable in all settings. The use of this kind of abuse by teachers was found to be particularly unacceptable.

In addition to measuring emotional violence acceptability, the adults' survey aimed to capture information on 'knowledge' of the harm caused by emotional violence, by asking participants to agree or disagree with the following statements:

- Humiliating a child or calling them a bad name is a form of child abuse
- Verbal humiliation of a child is a form of psychological abuse
- Cursing a child causes psychological injuries
- Threatening a child causes psychological injuries

Overall, adults' knowledge of harm caused by emotional abuse against children was found to be high. More than 9 out of 10 (92.9 per cent) of adults agreed that "verbal humiliation is a form of psychological violence", and almost the same proportion agreed that "threatening children" (89.9 per cent) and "cursing children" (89.2 per cent) caused "psychological injuries".

#### *Emotional violence acceptability score and demographic associations*

An emotional VAC 'acceptability score' was calculated for each respondent (through aggregating responses across questions), and an emotional violence 'knowledge score' was calculated for adults. (A higher score indicates a higher level of acceptability, or a lower level of knowledge about the harms caused by violence).

Inferential analysis of these scores according to household and demographic factors reveals similar patterns to levels of acceptability of physical violence: with children, young people, and younger adults finding emotional violence less acceptable than older adults.

Women and girls had significantly lower emotional VAC acceptability scores than men and boys. Respondents from poorer households, particularly those who said that they sometimes lacked money for basic needs like food and clothing, had significantly higher emotional VAC acceptability scores, than those from wealthier households. Turkish respondents had higher emotional violence acceptability scores than Bulgarian and Roma respondents. Adults who had experienced physical abuse as a child were more likely to find emotional abuse of children acceptable, and less likely to possess knowledge of its harms.<sup>132</sup>

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<sup>132</sup> Linear regression model where the emotional VAC acceptability score was the dependent variable, and demographic and household characteristics were independent variables.

## 7 Sexual violence

### 7.1 Legal and Policy Context

Section IIIIX of the Penal Code criminalises sexual violence, including against children. Sexual violence in the context of both rape, and sexual assault (defined as “arousing or satisfying sexual desire”) through the use of “force or threat”, taking advantage of a person’s “helpless status”, and/ or in a context of “dependency and control” is criminalised when committed against any person. In the case of a child under the age of 14 sexual activity is always criminalised (regardless of force or power), establishing the age of sexual consent in Bulgaria at 14 years without exception. Sexual exploitation of children in the context of trafficking is also prohibited under Section IX of the Penal Code (1968, last amended 2017), Article 159a – 159c) and by the Law on Countering Trafficking in Human Beings (2003).

Article 2 of the Child Protection Act further protects children from sexual violence, stating that “[abuse” of a child shall denote any act of physical, mental or **sexual abuse**, neglect, commercial or other exploitation resulting in actual or potential damage to the child’s health, life, development or dignity that may be performed in a family, school and social environment’ (emphasis added). Further, Article 11 covers sexual harassment of children, stating that “each child shall have the right to protection from being used for begging, prostitution, distribution of pornographic materials and receiving unlawful material incomes as well as from sexual harassment.”

Sexual harassment is also defined in the Protection Against Discrimination Act as “any unwanted physical, verbal or other conduct of a sexual nature, which violates dignity or honour and creates a hostile, offensive, degrading or intimidating environment, and in particular where refusal to accept such conduct or the compulsion thereto may influence the taking of decisions affecting the person”. Article 31 of the same Act addresses harassment in educational settings by stipulating that “Upon receiving a complaint from a student who considers himself subject to harassment by a person on the teaching or non-teaching staff or a student, the head of the training institution shall be obliged to immediately hold an inquiry and take measures to stop the harassment, as well to impose a disciplinary sanction”. Articles 29(2) and 30 further place responsibility on the principal of the educational institution to take effective measures to prevent all forms of discrimination in the school environment and to display laws and internal rules related to protection against discrimination “in an accessible place”.

“Prevention of sexual violence, abuse and exploitation of children” was set out as a key strategic objective in the NPPVAC, and this policy elaborated that sexual abuse shall include the use of a child for the satisfaction of sexual needs.

### 7.2 Findings: sexual violence

#### Sexual violence: Key findings

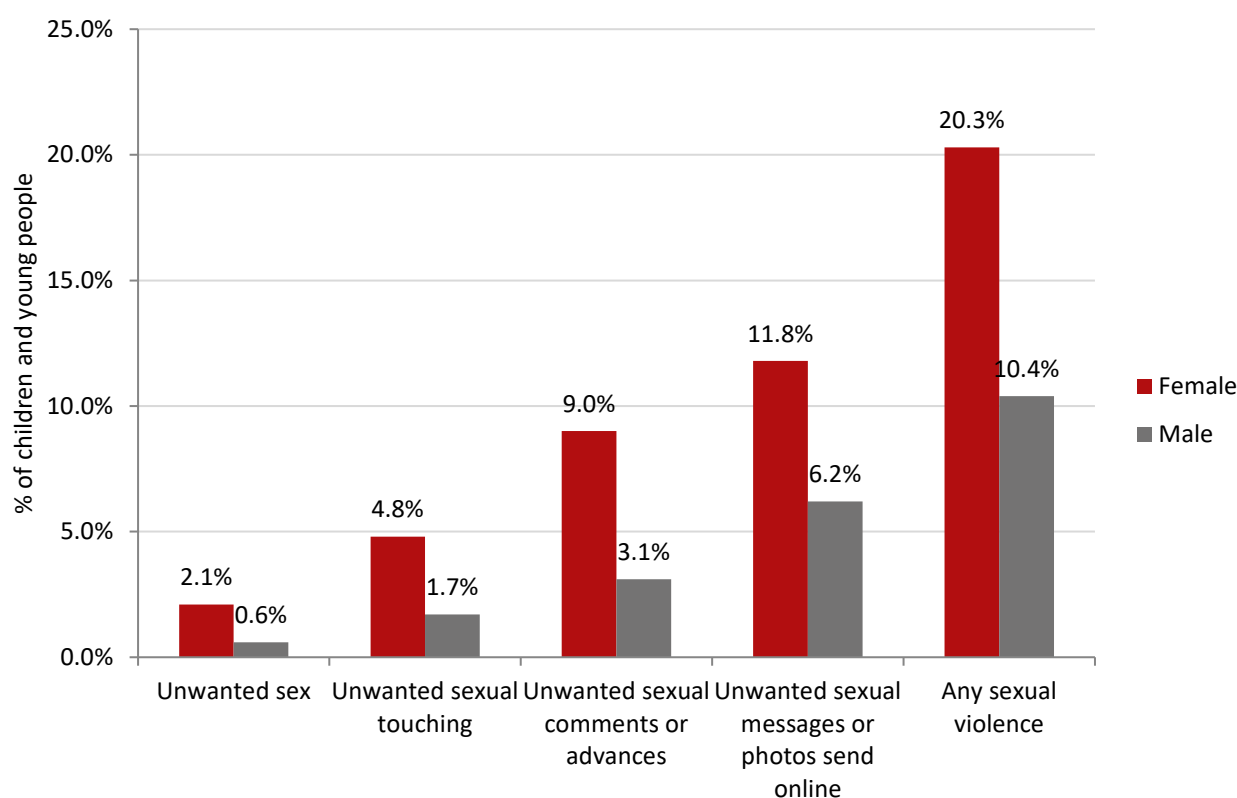
- Overall 15.6 per cent of children and young people reported experience of sexual violence, though this was more frequently reported by girls (1 in 5) than boys (1 in 10).
- In line with global trends, the most commonly reported perpetrators of sexual violence were individuals known to the victim

- Girls and children with disabilities were at far greater risk of sexual violence. Girls were almost 5 times as likely to report having been raped than boys. Children with disabilities were as many as eight times more likely to experience rape or sexual assault than non-disabled children.
- An association was observed between household wealth quintile and experiences of sexual violence, with children in the lowest wealth quintile three times more likely to report experiences of sexual assault or rape than those in the highest.
- Children living with at least one parent were significantly less likely to report having suffered sexual assault or rape
- Though parents and caregivers appear to be aware of their children's experience of physical violence and bullying, very few reported that their children had experienced sexual violence, indicating the lower awareness and hidden nature of this type of violence.
- A very small proportion (2 per cent) of respondents were aware that the legal age of consent in Bulgaria is 14 years old, with the majority believing the age of consent to be 18.
- 'Victim blaming' is a prevalent attitude in Bulgaria, with just over half of respondents saying that a girl who is a victim of rape is partially to blame for what happened to her
- Women found sexual violence more unacceptable than men, while respondents from ethnic minorities had a higher tolerance for sexual violence and were less supportive towards victims.

Sexual violence was measured in the surveys by asking children and young people whether they had ever experienced any of the following: 1) unwanted sexual comments or advances that made you feel uncomfortable, 2) unwanted sexual messages, comments or photos sent to you online 3) unwanted sexual touching (fondling, grabbing, touching private parts) and 4) unwanted sex (rape).

15.6 per cent of children and young people reporting prior experiences of sexual violence. Girls (1 in 5) were significantly more likely to report experiences of sexual violence than boys (1 in 10). The most common type of sexual violence reported by children and young people was being sent unwanted sexual messages and photos online. Rape was found to be the rarest form of sexual violence, with only 28 respondents (1.5 per cent) reporting lifetime experiences of rape (Figure 13).

**Figure 13 Experiences of sexual violence reported by children and young people**



### 7.2.1 Perpetrators of sexual violence

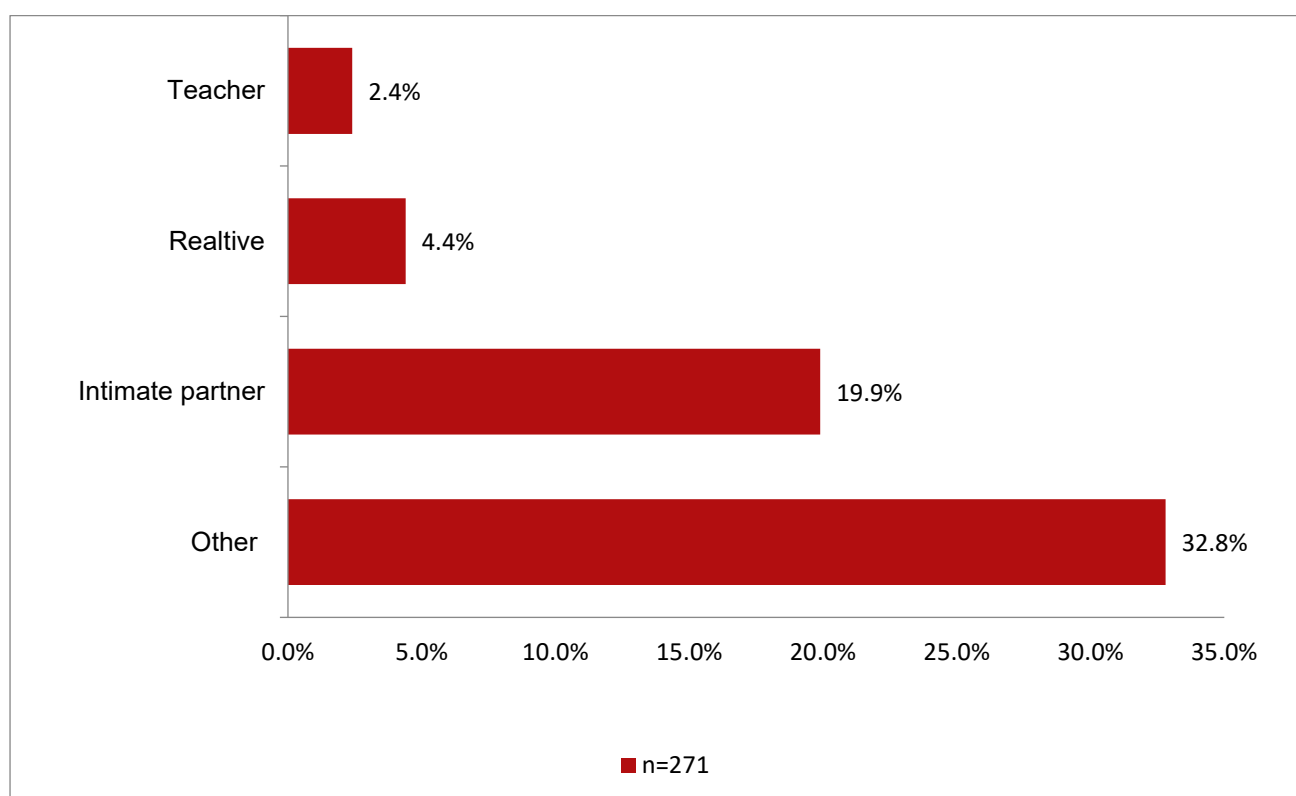
#### Perpetrators

Whilst unknown male persons were reportedly common perpetrators of sexual violence against children; overall more children reported being sexually abused by people known to them (69.6 per cent of those abused), than people unknown to them (43.2 per cent of those abused). This is consistent with global research on violence against children which has indicated that children are most at risk of being victimised by people who are known to them.<sup>133</sup>

<sup>133</sup> World Health Organisation, 'Guidelines for medico-legal care for victims of sexual violence', 2003, WHO, Geneva, p.7



**Figure 14 Perpetrators of sexual violence**



### 7.2.2 Sexual violence risk and protective factors

There were a number of associations observed between demographic factors and reported experiences of different types of sexual violence (Table 8, Annex D). Female gender was a significant predictor of all types of sexual violence: girls were twice as likely as boys to report being sexually harassed online, three times more likely to report experiences of (offline) sexual harassment and sexual assault, and almost five times as likely to report being forced into sex.

Having a disability was another strong predictor of experiences of sexual violence: associated with a greater risk of online sexual abuse, sexual assault and rape. Children with disabilities were twice as likely to report being harassed online, as much as eight times as likely to report having been sexually assaulted or raped. 5 out of the 32 children who had a disability (13.5 per cent) reported that they had been raped, compared to 1.2 per cent of non disabled children.

Household wealth (measured by the household asset score) was found to be associated with (offline) sexual harassment, sexual assault and rape. Children in the lowest quintile were almost three times as likely to report experiences of sexual assault or rape compared to those in the highest wealth quintile, indicating that poverty is a significant risk factor for a child becoming victim to sexual violence. There was no observed association between household wealth and online abuse. It would be interesting to conduct further qualitative research in to the relationship between wealth and sexual abuse, to understand why children from less wealthy household are more at risk.

Finally, as with experiences of physical violence, living with at least one parent was found to be a protective factor for (offline) sexual harassment, sexual assault and rape. Living with at least one parent decreased the likelihood of a child reporting sexual assault by 70 per cent, and rape by 80 per cent. There was no association found between living with a parent and experiences of online harassment.



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### *Parents' and caregivers' reports of sexual violence perpetrated against their children*

Parent and caregivers were asked if their child had ever been a victim of sexual violence. Very few respondents reported this: no parents or caregivers reported that their child had experienced sexual harassment, sexual assault or rape, while only three parents reported that their child had been touched inappropriately and four parents reported that their child had been groomed online.

These findings stand out in stark contrast to parents' and caregivers' reports of other types of violence committed against their children. A high proportion of parents reported their child had been subject to physical violence at school (30 per cent) or in the community (22 per cent). Over a third of parents (38 per cent) said that their child had been bullied or threatened at school or in the community, while 14 per cent reported that their child had been bullied online.<sup>134</sup> These figures are similar or even higher than rates of physical and emotional abuse reported by children, possibly because parents with more than one child are reporting incidents involving any of their children.

This suggests that parents and caregivers, whilst having good awareness of physical violence and bullying experienced by their children both on and offline, may be largely unaware of sexual violence perpetrated against the children in their care, highlighting the particularly hidden nature of this type of VAC. This is likely the consequence of the significant stigma associated with becoming a victim of sexual abuse (explored in the sections below), which may render children less willing and able to share their experiences, even with those closest to them, such as their parents.

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<sup>134</sup> Annex E, 'Parent reports'

### 7.2.3 Sexual violence against children: knowledge and attitudes

Respondents were asked the age at which children can legally consent to sex in Bulgaria. The actual age of consent in Bulgaria is 14; however only 2 per cent of respondents gave the correct answer. Just over a fifth of respondents said they did not know, with children more likely than adults to give this response (31 per cent compared to 17 per cent respectively).<sup>135</sup> Three-quarters of respondents said the age was higher than 14, with 18 being the most common age given, followed by 16. Very few respondents said that there was no specific age or that the age was lower than 14.

Respondents viewed it as unacceptable for either a girl or a boy under the age of 14 to have sexual contact with a person older than 18. Adults were particularly likely to view this as unacceptable, more so than children and young people.

Adults responded to an additional three statements which asked about the acceptability of sexual touching of a child, making a child expose their genitals, and an adult having a sexual relationship with a child under 16. All three were regarded as highly unacceptable.

#### *Attitudes towards victims of sexual violence*

Victim-blaming appears to be prevalent in Bulgaria, with just over half of respondents (51.6 per cent) saying that a girl who is a victim of rape is partially to blame for what happened to her. The most common reason (39.5 per cent) given for blame was drinking alcohol or taking drugs. Around a third of participants also felt a girl was to be blamed for rape if she 'behaves provocatively' (36.4 per cent) and 'goes out late at night' (33.4 per cent). Furthermore, about a quarter of respondents (24.7 per cent) agreed that a girl who has many sexual partners is partially to blame if she is raped.

Respondents were also asked what a girl should do if she is raped. Only a small minority (6.2 per cent) of respondents answered with punitive measures or suggested that the victim should avoid shame by marrying the perpetrator or keeping silent. However, almost a third recommended that the victim should change her behaviour in some way, including leaving school, avoiding the perpetrator, changing her dress or in other ways altering her behaviour. The majority of respondents said that she should seek help from the police or someone else (e.g. a doctor, social worker, teacher or parent). Overall, more than two-thirds of respondents only gave help-seeking recommendations, with this being more likely among adults and children than among young people.<sup>136</sup>

Adults were asked a series of additional questions designed to measure attitudes towards (child) sexual violence victims. Roughly 7 per cent (or 1 in 15) adults agreed that a child (boy or girl) who has been raped is a disgrace to their family, and over 1 in 10 agreed that a girl should remain a virgin until she is married. Almost 1 in 7 adults (13.5 per cent) agreed that a boy is partially to blame for being raped if he is gay or having relationships with other men. Furthermore almost 1 in 10 agreed that if a boy were to report being sexually assaulted or raped people would assume he was gay. Almost a third (30.8 per cent) of adults agreed that a child who has a relationship with their teacher should be expelled from school. These findings are indicative of relatively high rates of shame and stigma surrounding sexual abuse committed against both girls and boys.

#### *Sexual violence acceptability scores and demographic associations*

An overall sexual violence acceptability score was calculated for each respondent in the survey by aggregating responses across different questions (separate scores were calculated for adults compared to young people

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<sup>135</sup> Annex E, 'Knowledge consent'

<sup>136</sup> Annex E, 'Rape attitudes'

and children, to include the extra questions only asked of adults). Male gender was a strong predictor of sexual violence acceptability for respondents across all three surveys. Ethnicity was also a strong predictor of sexual violence acceptability: Turkish respondents were almost three and a half times more likely to suggest that a girl who was raped should be punished, marry the perpetrator or stay silent to avoid shame than ethnic Bulgarians, and Roma respondents were over four and a half times more likely to select at least one of these responses. Turkish respondents were also almost five times, and Roma respondents almost six times more likely than ethnic Bulgarians to agree that a girl who had been raped was a disgrace to her family;. Both groups were almost three times more likely to agree that a boy who is gay or who has sex with men is partially to blame for being raped, and over four times more likely to agree that a boy who reported being raped would be labelled gay. Adults with disabilities and those from poorer households were also more likely to express attitudes accepting of sexual violence. Unlike for other types of violence against children, there were no associations observed between adult's experiences of physical abuse as a child, and their attitudes towards sexual violence acceptability.<sup>137</sup>

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<sup>137</sup> Linear regression model where the sexual VAC acceptability score was the dependent variable, and demographic and household characteristics were independent variables.

## 8 Neglect

### 8.1 Legal and Policy Context

Article 2 of the Child Protection Act protects children from neglect, stating that “[abuse” of a child shall denote any act of physical, mental or sexual abuse, **neglect**, commercial or other exploitation resulting in actual or potential damage to the child’s health, life, development or dignity that may be performed in a family, school and social environment’ (emphasis added). Article 1 of the same Act defines children deemed to be “at risk” to include those who are at risk of or who have dropped out of school, or are deprived of parental care.

Neglect is further defined in The Supplementary Provisions of the Implementing Regulation of the Child Protection Act 2003 (including amendments until 2017), under abuse, as follows: “**Neglect**” shall mean failure on the part of the parent, guardian or carer to secure the development of the child in one of the following respects: health, education, emotional development, nutrition, provision of home and safety, when they are in a position to do so’.

### 8.2 Findings: neglect

#### Neglect: Key findings

- 1 in 10 children and young people reported experiencing any form of neglect, including that their caregivers sometimes forgot to feed them (3.5 per cent), take them to or tell them to go to school (6.8 per cent) or take them to the doctor’s when they were sick (5.9 per cent).
- Children with disabilities, those of Roma ethnicity, those not living with a biological parents, and those in less wealthy households were at higher risk of neglect. Those in the poorest wealth quintile were three times more likely to report experiences of neglect than those in the highest.
- Parents’ reported rates of neglect were higher than that of children: 15 per cent of parents reported that they occasionally forget to feed their children. Respondents who had experienced physical punishment as a child were considerably more likely to report neglecting their children.

Experiences of neglect were measured in the surveys by asking children whether (and how often) their parents or caregivers had ever forgotten to feed them, to take them to school (or to tell them to go to school), or failed to take them to doctor when they were sick.

Overall just over 1 in 10 (10.5 per cent) children and young people reported any experience of neglect: including 3.5 per cent reporting that their caregivers sometimes forgot to feed them, 6.8 per cent reporting that their caregivers sometimes forgot to take them to school or to tell them to go to school, and 5.9 per cent reporting that their caregivers sometimes forgot to take them to the doctor when they were sick.

Children with disabilities were significantly more likely than other children to report that their parents had neglected them. A fifth (21 per cent) of children with disabilities said that their parents had sometimes forgotten to feed them, compared to only 3 per cent of children without a disability, whilst as many as a quarter (25 per cent) said their parents hadn’t taken them to the doctor’s when they were sick, compared to 6 per cent of children without a disability. Roma respondents were also more likely to report all forms of neglect than respondents of other ethnicities.<sup>138</sup>

<sup>138</sup> Annex F, ‘Neglect – child report’



Neglect was significantly associated with a household's economic status, with children in families who could not afford basic necessities or who had fewer assets being more likely to report neglect. Children in the poorest wealth quintile (measured by the household asset index) were more than three times more likely to report any experiences of neglect compared to those in the highest wealth quintile. This clearly links neglect to experiences of poverty and resource scarcity. Finally, living with at least one biological parent was found to be a protective factor against neglect, with those living with a biological parent around 50 per cent less likely to report experiences of neglect than those who were not living with either of their parents (Table 9, Annex D).



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### Parents' reports

Parents' reports of neglect, were higher than children's or young people's. Overall, nearly 15 per cent of parents reported that they occasionally forget to feed their children. For 10 per cent this only occurred rarely, but 3 per cent said it happened most days or every day. Among parents whose children attended school, 8 per cent said they sometimes forgot to tell their child to go to school, and 4 per cent said that this happened every day.

Parents with a higher education level and in wealthier households were less likely to report that they had neglected their child or children. Parents who neglected their children were older on average and also had older children than those who did not report to neglect their children. Again there is evidence of the long-term implications of violence in childhood; parents who experienced physical punishment as a child were far more likely to report having neglected their children.<sup>139</sup>

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<sup>139</sup> Annex E, 'Neglect'

92 per cent of respondents in the adults survey agreed that “being careless towards the emotional and spiritual needs of a child” and “being inattentive to possible risks to child safety” are forms of neglect.



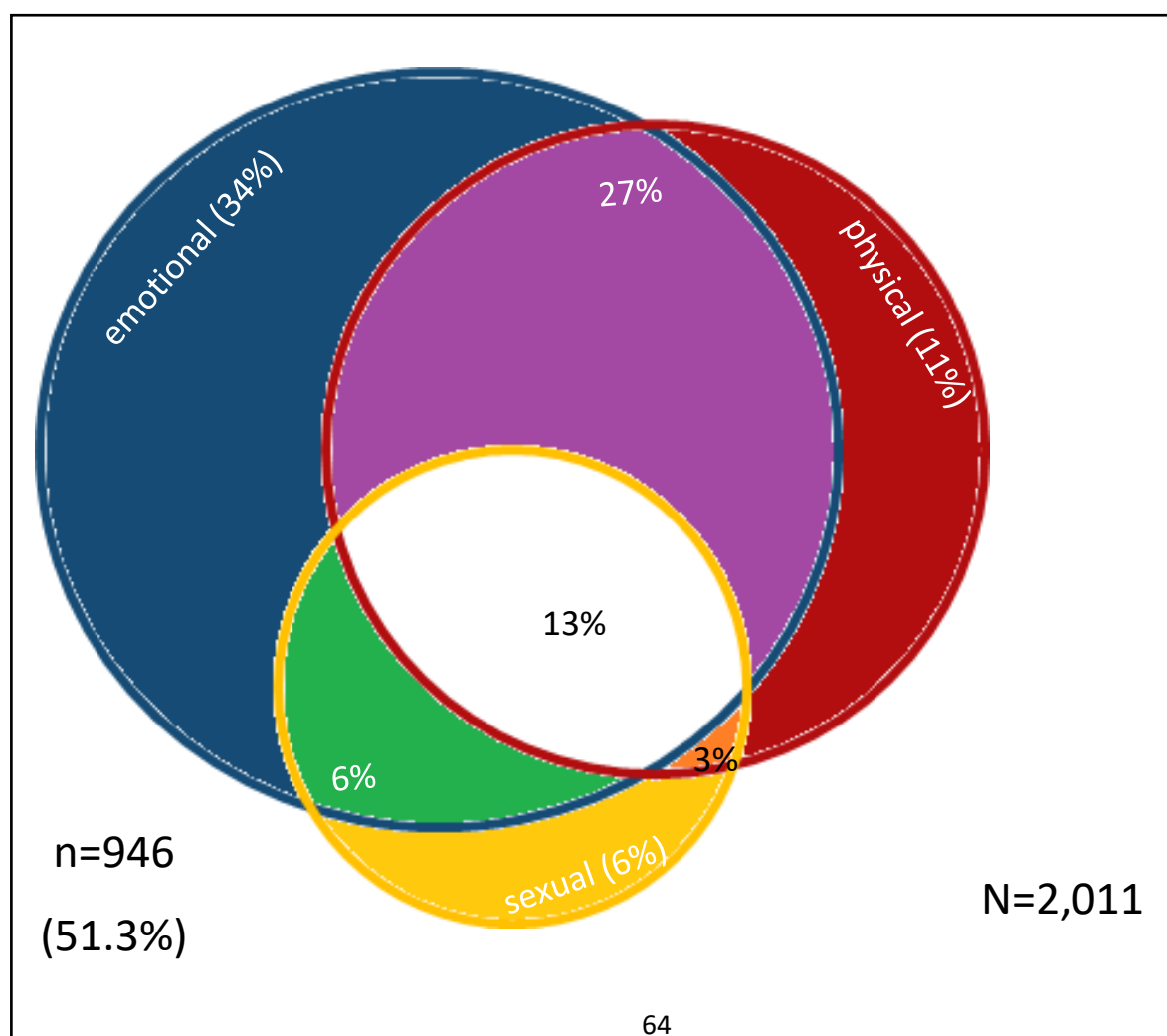
## 9 Co-occurrence of violence

Children's experience of violence was found to be highly correlated across different types of violence, and within different settings. In particular, experiencing physical or emotional violence in one setting was highly correlated with experiencing it in another. For example, among those who experienced physical violence at home, 42 per cent also experienced physical violence at school and 33 per cent experienced it in the community, compared to 11 per cent and 8 per cent of those who did not experience physical violence at home.

Experiencing one type of violence was also highly associated with experiencing other types of violence in the same setting. At home, 48 per cent of those who experienced physical violence also experience emotional violence, compared to just 9 per cent of those who did not experience physical violence. (The same pattern was observed at school and in the community). Experiencing one type of sexual violence was also highly correlated with experiencing another type of sexual violence.

Overall, almost 1 in 2, 47 per cent of children and young people reported having experienced some kind of violence. Among these 946 respondents, the most common experience was emotional violence only, reported by around a third of respondents (Figure 15). Just over a quarter had experienced both physical and emotional violence, while 13 per cent, almost 1 in 7 children, had experienced all three types of violence. The co-occurrence of violence was therefore very high, with both physical violence and sexual violence more likely to occur in conjunction with emotional violence, than on their own.

**Figure 15 Co-occurrence of violence**

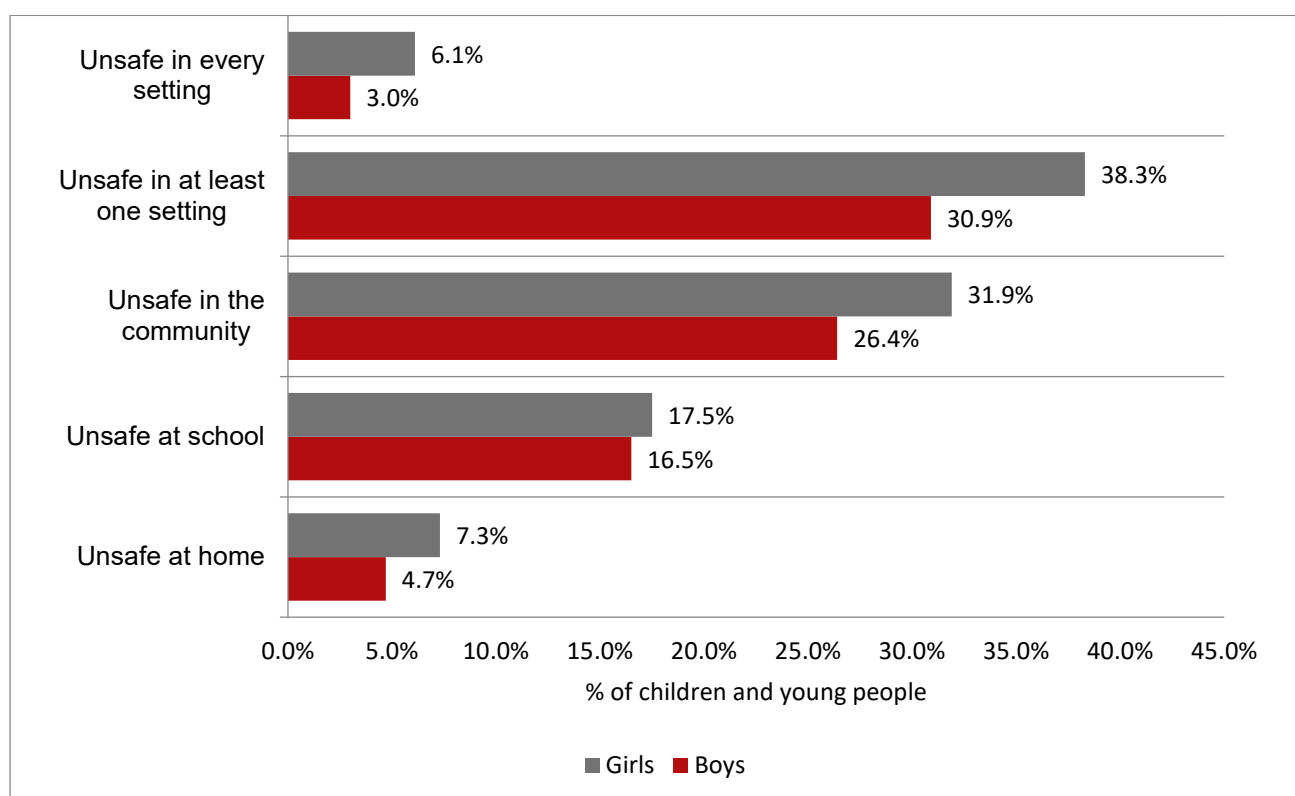


## 10 Impact of violence: safety and wellbeing

### 10.1 Feelings of safety

Children were asked whether there was anyone who “made them feel unsafe” in different settings: at home, at school and in the community. Overall over 1 in 3 children (34.8 per cent) said that they felt unsafe in at least one of these settings. Around 1 in 6 or 16.5 per cent of children said they feel or felt unsafe at school, and there were no gender differences in this. Children felt least safe in their community: around a third of children said they sometimes feel unsafe in their community. Similar to the feelings of safety within the home, girls were more likely than boys to report feeling unsafe in their community (Figure 16).

**Figure 16 Feeling unsafe at home, at school and in the community, by gender**



Unsurprisingly children who had experiences of violence were significantly more likely to say that they felt unsafe in the corresponding setting. Children who had experienced violence at home were more than four times more likely to say they felt unsafe at home, those who experienced violence at school were 3.5 times more likely to say they felt unsafe at home, and children were twice as likely to feel unsafe in the community when they had been exposed to violence.

Children and young people in disadvantaged groups were also more likely to feel unsafe at home, school and in their community. Those with a disability were more than twice as likely to feel unsafe; 20 per cent felt unsafe at home, 48 per cent felt unsafe at school and 60 per cent felt unsafe in their community compared to 6 per cent, 16 per cent, and 29 per cent of those with no disability. Respondents from ethnic minorities and those in less wealthy households were also more likely to feel unsafe in all settings. Children and young people’s living arrangements were also important. Those living with their parents reported feeling safer at

home than those living with other adults or foster parents. Those living in residential care or alone were particularly likely to report feeling unsafe.

## 10.2 Wellbeing

Children and young people were asked their level of agreement (on a scale of 1 to 5) with various statements related to their wellbeing.<sup>140</sup> Principal component analysis was used to generate a 'wellbeing score', reducing the nine statements into a single index. This index was further divided into three categories corresponding to high, medium and low wellbeing scores containing roughly equal proportions of respondents.

There were considerable differences in wellbeing scores according to the background characteristics and experiences of the children and young people. There was no difference in wellbeing between girls and boys, but children with disabilities were more likely to have low wellbeing than those without. Over two-thirds of children with a disability had low wellbeing compared to a third of children without a disability.<sup>141</sup> Respondents of Roma or other ethnicity had lower wellbeing than those of Bulgarian or Turkish ethnicity, however this relationship disappeared when controlling for other factors such as household wealth.<sup>142</sup> Those living in alternative arrangements such as with other adults, foster parents or in residential care were also much more likely to have low wellbeing than those living with their parents or other relatives. Finally there was a clear association between household assets and wellbeing, with increasing assets being associated with higher levels of wellbeing.<sup>143</sup>

Children and young people who had experiences of violence and neglect, and those who did not feel safe, had much lower wellbeing than those who had not. Feeling unsafe at home appears to have a worse impact on wellbeing than feeling unsafe at school or in the community, with 64 per cent of respondents who felt unsafe at home having low wellbeing compared to 51 per cent who feel unsafe at school and 45 per cent who feel unsafe in the community. Parental neglect was also associated with lower wellbeing, with as many as 80 per cent of those whose parent has sometimes neglected to feed them reporting low wellbeing.

Children who reported experiencing emotional and physical violence were more than twice as likely to express low wellbeing than those who had not been subject to violence (Figure 17). Physical violence causing injury perpetrated at home were associated with four times the likelihood of expressing low wellbeing; and lifetime experiences of rape increased a child's likelihood of expressing low wellbeing by almost four and a half times. Experiencing multiple forms of violence was particularly associated with lower levels of wellbeing. Children and young people who had experienced all types of violence (physical, emotional, sexual and neglect) were more than five and a half times more likely to express low levels of wellbeing compared to those who experienced no violence, even when controlling for a range of other factors including gender, disability, household asset score, ethnicity and type of respondent.<sup>144</sup>

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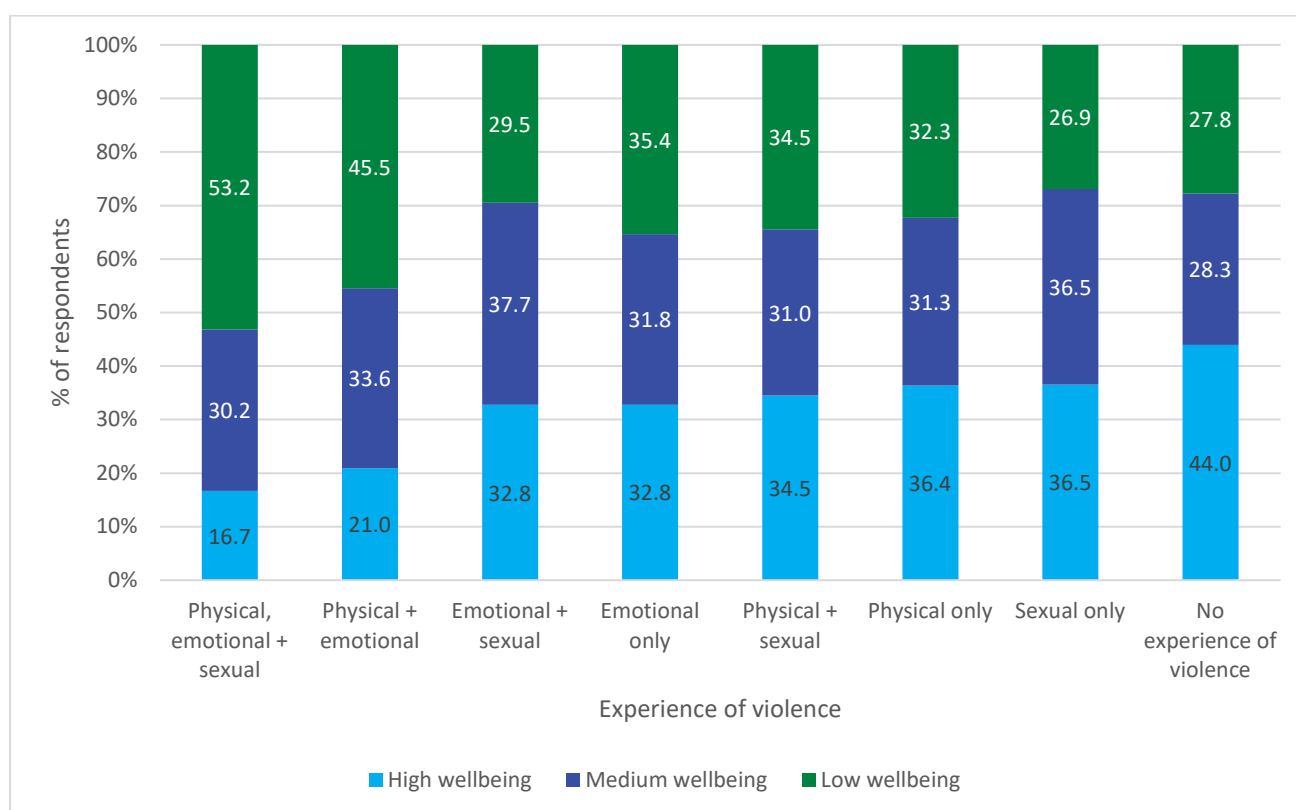
<sup>140</sup> The level of agreement with different statements was high. The statement "I feel / I have felt lonely or isolated" received the least agreement overall. In the survey, respondents with higher wellbeing would have had to disagree with this statement, rather than agree as for the other statements. It is therefore possible that there is a degree of social desirability bias affecting results for these statements, as respondents often find it easier to agree with statements rather than disagree with them. This may have inflated the estimates of respondents' wellbeing.

<sup>141</sup>  $\chi^2=19.4657$ ,  $p<0.0001$

<sup>142</sup> Low wellbeing: 32 per cent Bulgarian, 34 per cent Turkish, 54 per cent Roma, 50 per cent other;  $\chi^2=25.2254$ ,  $p=0.0017$

<sup>143</sup> High wellbeing: 20 per cent in low-asset households, 44 per cent in high-asset households;  $\chi^2_{102}=102.6602$ ,  $p<0.0001$

<sup>144</sup> Type of respondent refers to whether respondent was part of the children's survey or the young people's survey.

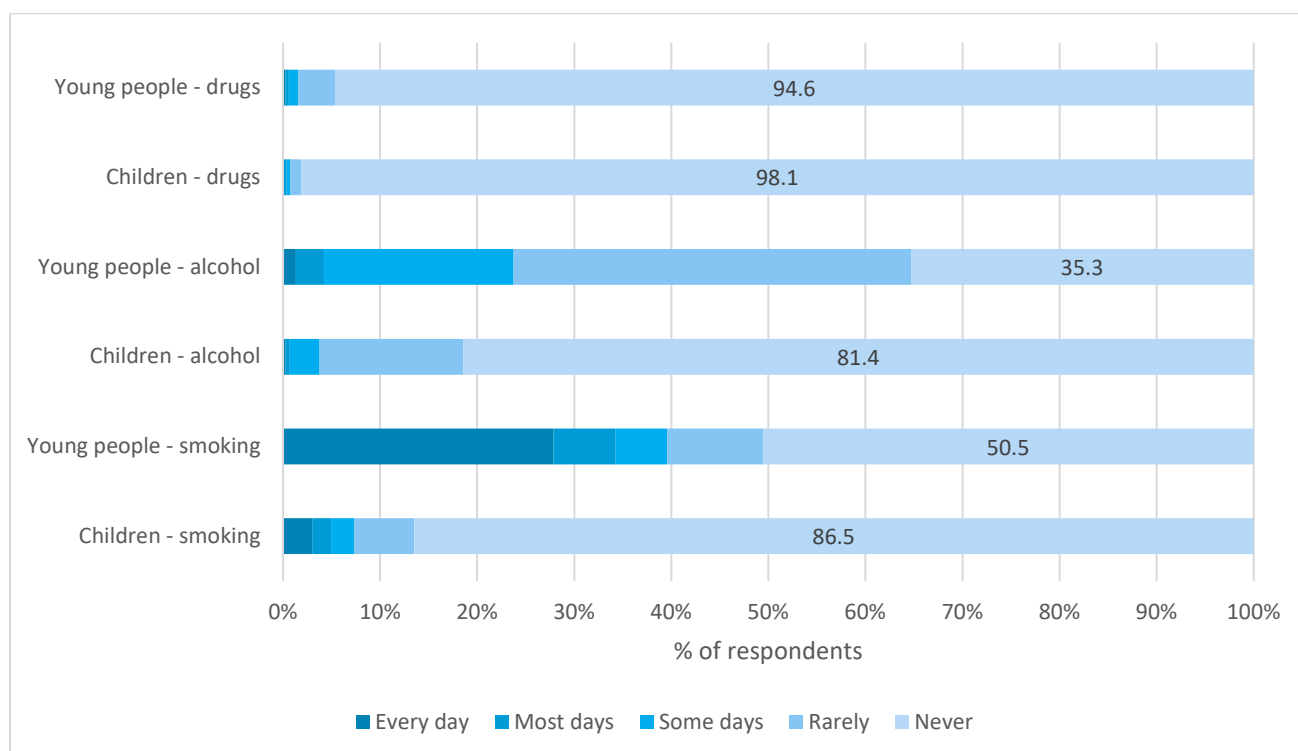
**Figure 17 Wellbeing score (high, medium or low) by experience of violence**

### 10.3 Mental health and risky behaviours

Children and young people were asked about their mental health over the past 12 months. Around half of respondents had felt stressed or worried at some point, with 6 per cent feeling like this every day or most days. Around a third (33 per cent) reported that they had occasionally felt like they couldn't control their anger, with 3 per cent saying this was a frequent occurrence. More serious mental health issues were experienced by a smaller proportion of respondents, with 4 per cent having experienced suicidal thoughts and 2 per cent having had thoughts of hurting themselves. Girls were more likely to have negative mental health compared to boys, with the exception of feelings of anger for which there was no gender difference. Children and young people were also asked about the frequency of their smoking, drinking and recreational drug use. All three behaviours were more common among young people than among children (Figure 18). Recreational drug use was generally low, with 2 per cent of children and 5 per cent of young people engaging in this behaviour. Alcohol consumption was much more common, with 19 per cent of children and 65 per cent of young people drinking alcohol. Among children, only 4 per cent said they drank alcohol with any frequency, compared to 4 per cent of young people who drink alcohol every day or most days and 20 per cent who drink on some days. Just under half of young people report that they smoke, and more than half of smokers say they smoke every day. Among children, 15 per cent had smoked of whom 3 per cent smoke every day.

Boys were more likely to drink alcohol and smoke than girls. Among young people, 53 per cent of young women said they never smoke compared to 47 per cent of young men, and 43 per cent of young women said they never drank alcohol compared to 27 per cent of young men. There were no gender differences in recreational drug use.

**Figure 18 Frequency of smoking, drinking alcohol and recreational drug use among children and young people**



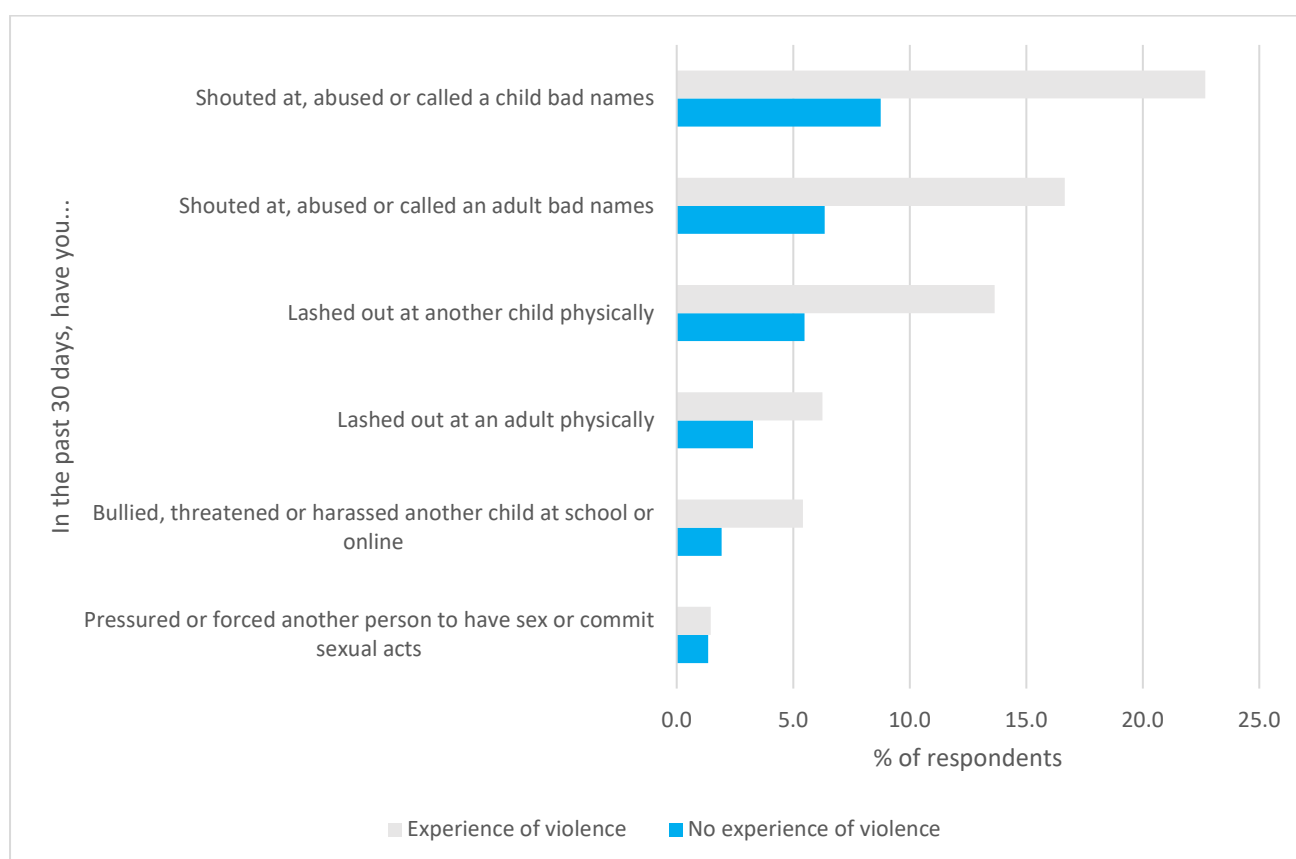
Children and young people who had experienced any kind of violence were significantly more likely to say that they smoke (2x), drink alcohol (2x) and use recreational drugs (3x), even when controlling for demographic factors and background characteristics. The same pattern was true for those who felt unsafe at home or school, though there was no association with feeling unsafe in the community.

#### 10.4 Perpetration of violence

Children and young people were asked about violence that they had perpetrated against others, including adults and children. (The results may underestimate the frequency of perpetration of violence as children and young people may be reluctant to report negative behaviours). Shouting or verbal abuse were the most commonly reported violent behaviours, with 15 per cent of children reporting that they had done this to a child and 12 per cent to an adult. Almost one in ten (9.5 per cent) of children and young people reported that they had lashed out physically against another child in the last month, and just under 1 in 20 (4.7 per cent) said that they had done this to an adult. Young people were more likely to have targeted another adult while children were more likely to have targeted another child. Bullying and sexual violence were reported by less than 5 per cent of respondents.

Respondents who had themselves experienced violence were much more likely to perpetrate violence themselves, with the exception of sexual violence (Figure 19).

**Figure 19 Perpetration of violence in past month, by own experience of violence**



Prior experience of sexual violence was found to be the strongest predictor of a child or young person’s likelihood of perpetrating violence against others in the last month. Those who had previously been a victim of sexual assault were more than five times more likely to report perpetrating (any type of) violence against others (when controlling for other factors<sup>145</sup>), compared to respondents with no history of sexual assault. Those who experienced rape were almost seven times more likely to report perpetrating violence against others.

Together, these findings suggest that young people and children who experience violence and a lack of safety have lower levels of wellbeing, worse mental health outcomes, and that they may deal with these issues through negative “coping strategies” such as harmful substance use and/ or perpetration of violence against others.

<sup>145</sup> Including gender, age, disability, household assets, parental care and type of survey respondent.

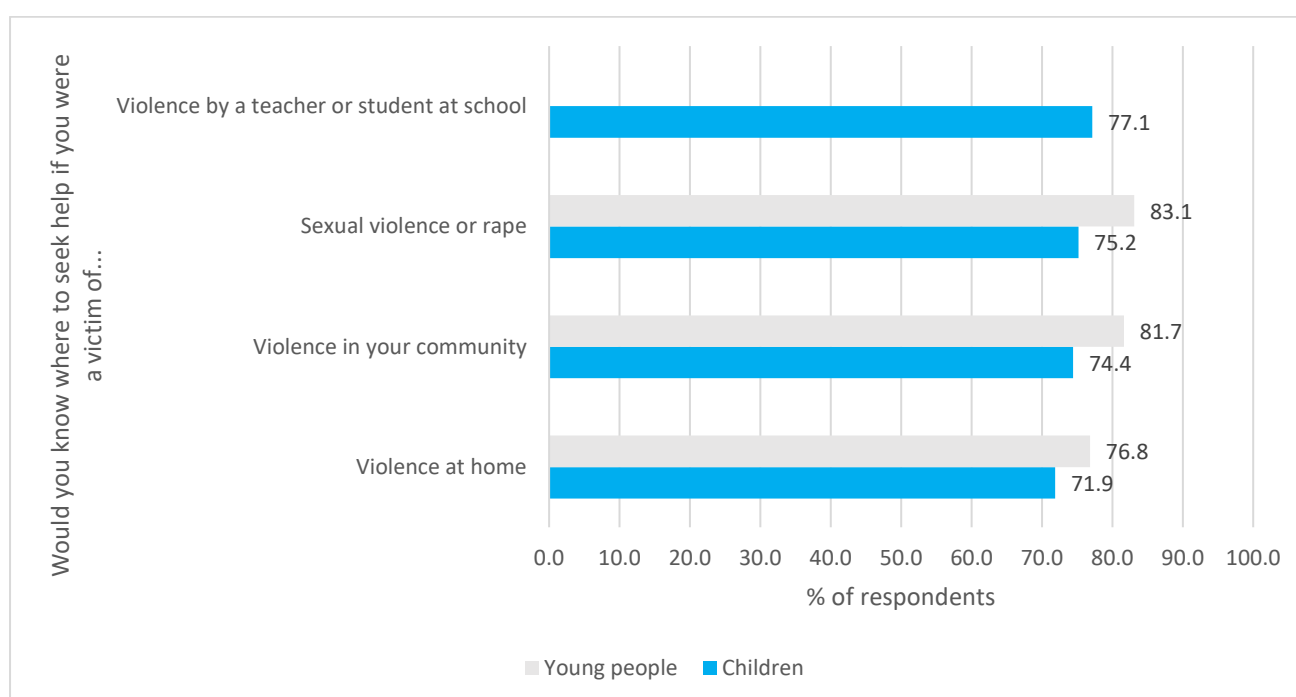


## 11 Seeking help for VAC

### 11.1 Knowledge of and attitudes towards sources of help among children and young people

Children and young people were asked if they would know where to seek help if they were a victim of violence at home, in their community or at school (children only), or if they were a victim of sexual violence. Overall, around three-quarters of respondents knew where to seek help in different circumstances (Figure 20). Young people were more likely to answer ‘yes’ than children, indicating an increase in knowledge with age. Children were most likely to say that they knew where to seek help for sexual violence or rape, and least likely to know where to seek help for violence experienced at home. This may be because the former is more likely to involve a ‘formal’ response from police or medical professionals, whereas children and young people may be less sure about where to report violence at home.

**Figure 20 Knowledge of where to seek help among young people and children**



There were no differences between boys and girls in knowledge of where to seek help. Children with a disability were more likely to say that they didn't know where to seek help for violence in the community or at school, or for sexual violence. Turkish and Roma respondents were less likely to know where to seek help in all circumstances. Children from less wealthy families were also much less likely to know where to seek help. This suggests a need to raise awareness from children in these disadvantaged groups.<sup>146</sup>

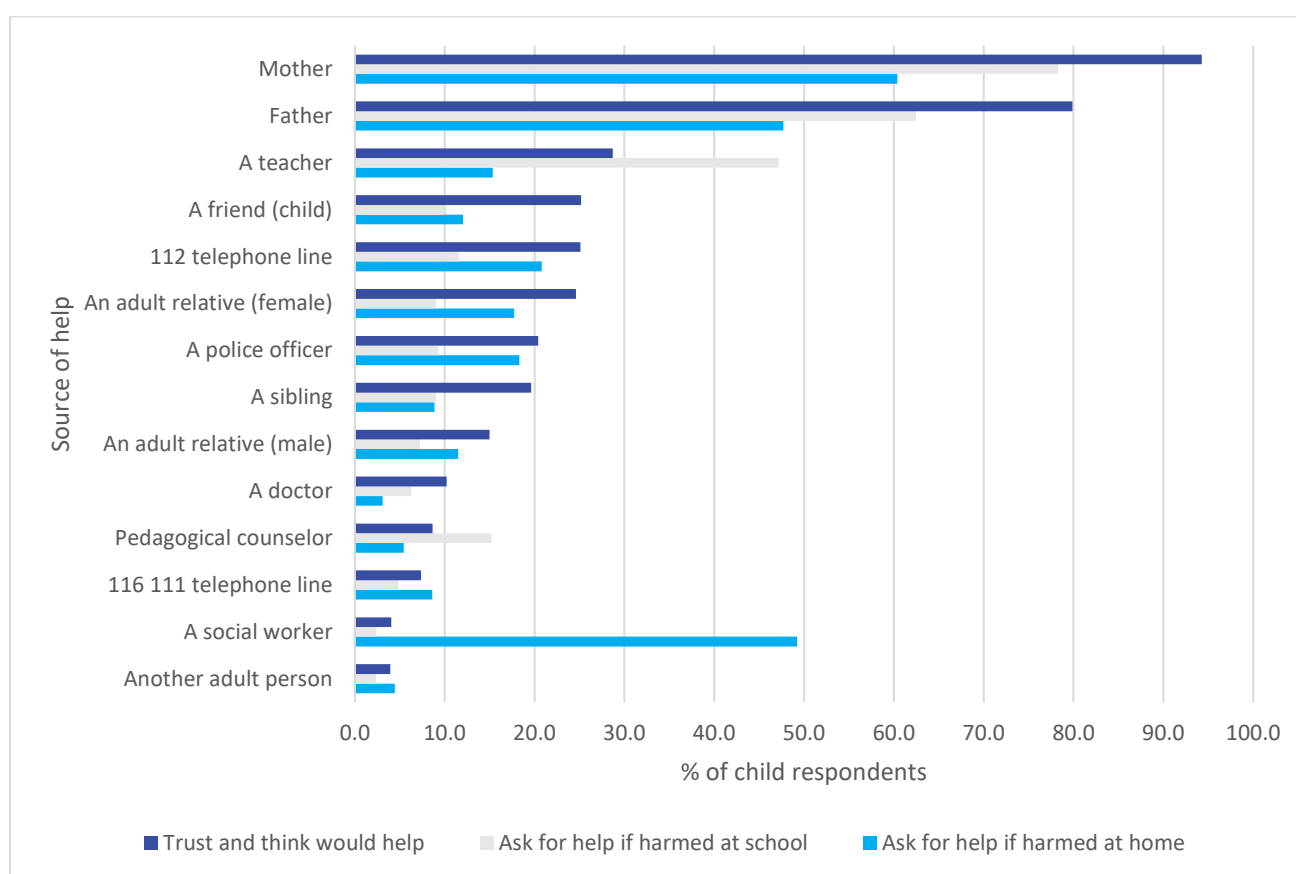
### 11.2 Help seeking preferences among children

Children were asked who they trusted and from whom they would seek help if they were harmed at school or at home (Figure 21). Parents were the most commonly mentioned sources of help, with mothers mentioned more than fathers. While friends and siblings were trusted generally by around a quarter and a fifth of children respectively, neither were commonly mentioned as specific sources of help, indicating children may prefer an adult's help if they were harmed. Teachers were particularly mentioned as a source of help if a child were

<sup>146</sup> Annex E, 'Sources of help'

harmed at school, whereas pedagogical counsellors were not very commonly mentioned, suggesting this is not a well-recognised source of help for most children. Social workers were not commonly mentioned except in the case of being harmed at home, for which nearly half of children mentioned social workers as a source of help. This indicates a relatively good knowledge of the role of social workers, though the low overall level of trust in social workers suggests that children may be unlikely to turn to them for help. The emergency phone line (112) was mentioned as a trusted source of help by a quarter of children, and a fifth of children said they would contact emergency services if they were harmed at home. The child helpline telephone number (116 111) was less commonly mentioned, with fewer than 1 in 10 children listing it as a source of help, suggesting there could be greater awareness of this source of help.<sup>147</sup>

**Figure 21 Sources of help in different situations mentioned by children**



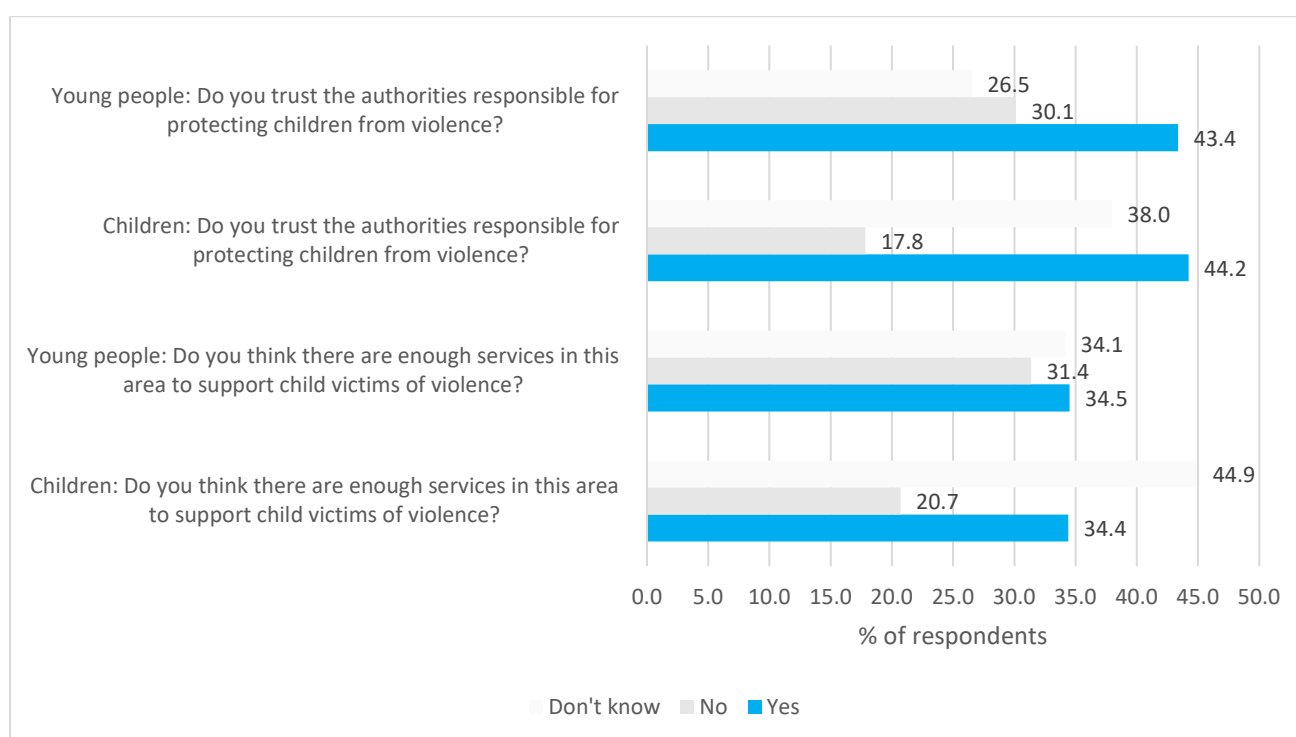
Boys were more likely to mention their father as a trusted source of help and were more likely to mention the emergency services (112) than girls. Children with a disability were less likely to mention their parents as sources of help and more likely to mention a social worker suggesting that these children may have less family support than non-disabled children. Very few Roma respondents mentioned the 116 111 or 112 telephone numbers, suggesting a lack of awareness of these sources of help. On average, children mentioned 3.6 sources of help. Children from wealthier backgrounds gave more sources of help than those from less wealthy backgrounds, and children with a disability gave fewer sources. This suggests that some children may be disadvantaged in their knowledge of where to seek help, particularly from more formal sources.

<sup>147</sup> Annex E, 'Sources of help'

### 11.3 Attitudes towards services and authorities protecting children from violence

Children and young people were also asked whether they thought there were enough services to support child victims of violence, and whether they trust the authorities responsible for protecting children from violence. Children were much more likely to say that they ‘didn’t know’ for both questions while young people were more likely to answer ‘no’ (Figure 22). Overall the majority of children and young people do not trust the authorities responsible for protecting children, and do not think that there are enough services to support child victims of violence. Trust in authorities was particularly low among Roma respondents. Children with disabilities were also less likely to trust the authorities and less likely to think that there are enough services to support child victims. Those from wealthier backgrounds were more likely to say that they didn’t know about services or authorities, possibly because they have had less cause for interaction with social services than those from families in more disadvantaged economic circumstances.

**Figure 22 Attitudes towards services and authorities providing support to victims of child abuse**



### 11.4 Help seeking knowledge and attitudes: parents and caregivers

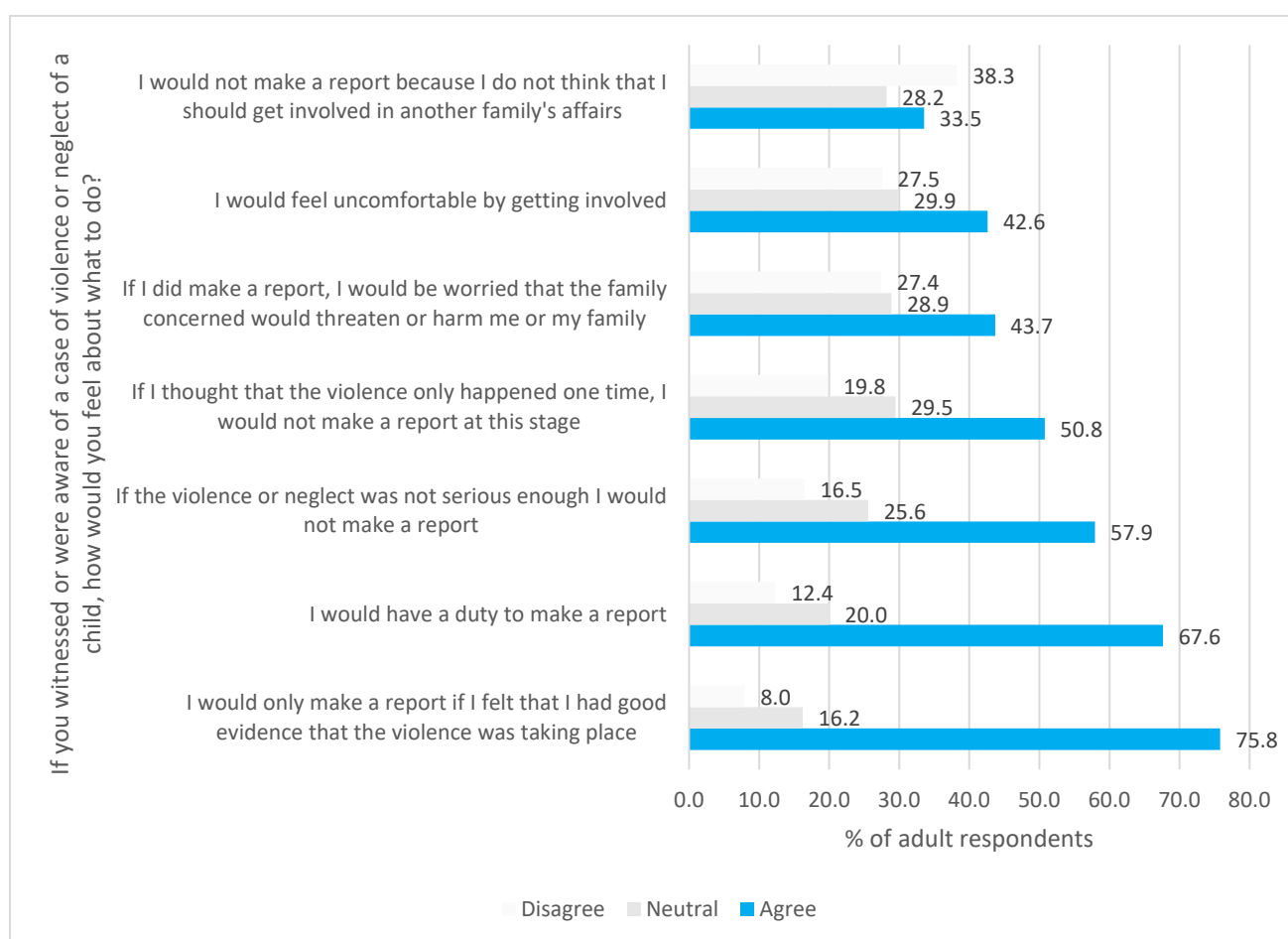
Nearly a fifth of adult respondents (19.4 per cent) did not know who to contact regarding a child protection concern, while 37 per cent knew “more or less” and 43.6 per cent were confident that they knew. Women were more likely to say they knew than men and confidence increased with age, though decreased again at older ages. Confidence also increased with increasing education level and increasing wealth. Interestingly, Roma respondents reported the highest confidence, perhaps because they are more likely to have been in contact with social assistance services. Parents of under-18’s had more confidence than those without children, though still only half said they would definitely know who to contact.<sup>148</sup> When asked how they would make a report, the most common way mentioned was to call on the phone (78.4 per cent), followed by telling

<sup>148</sup> Annex E, ‘Responses to CP concerns’

someone in person (48.4 per cent). Sending messages through social media channels or via email or text were less popular though 12.6 per cent said they would send a message through an organisation's website.

Following on from this question, adults were asked to state how much they agreed with different courses of action in the event of witnessing or becoming aware of a child protection concern (Figure 23). Two-thirds of respondents (67.6 per cent) said that they would have a duty to report their concern, though many also caveated this response by saying that they would only make a report if they felt they had good evidence (75.8 per cent), or that they would not make a report if the incident only happened once (50.8 per cent) or was not very serious (57.9 per cent). Many respondents reported that they would feel uncomfortable about getting involved (42.6 per cent) and a third (33.5 per cent) said that they would not want to get involved in another family's affairs. Fear of retribution was quite common, with 43.7 per cent saying that they would worry that the family would threaten or harm them if they made a report.<sup>149</sup> This is an interesting finding, and one that raises questions about the generally high prevalence of community violence.

**Figure 23 Actions respondents would take in response to a child protection concern**

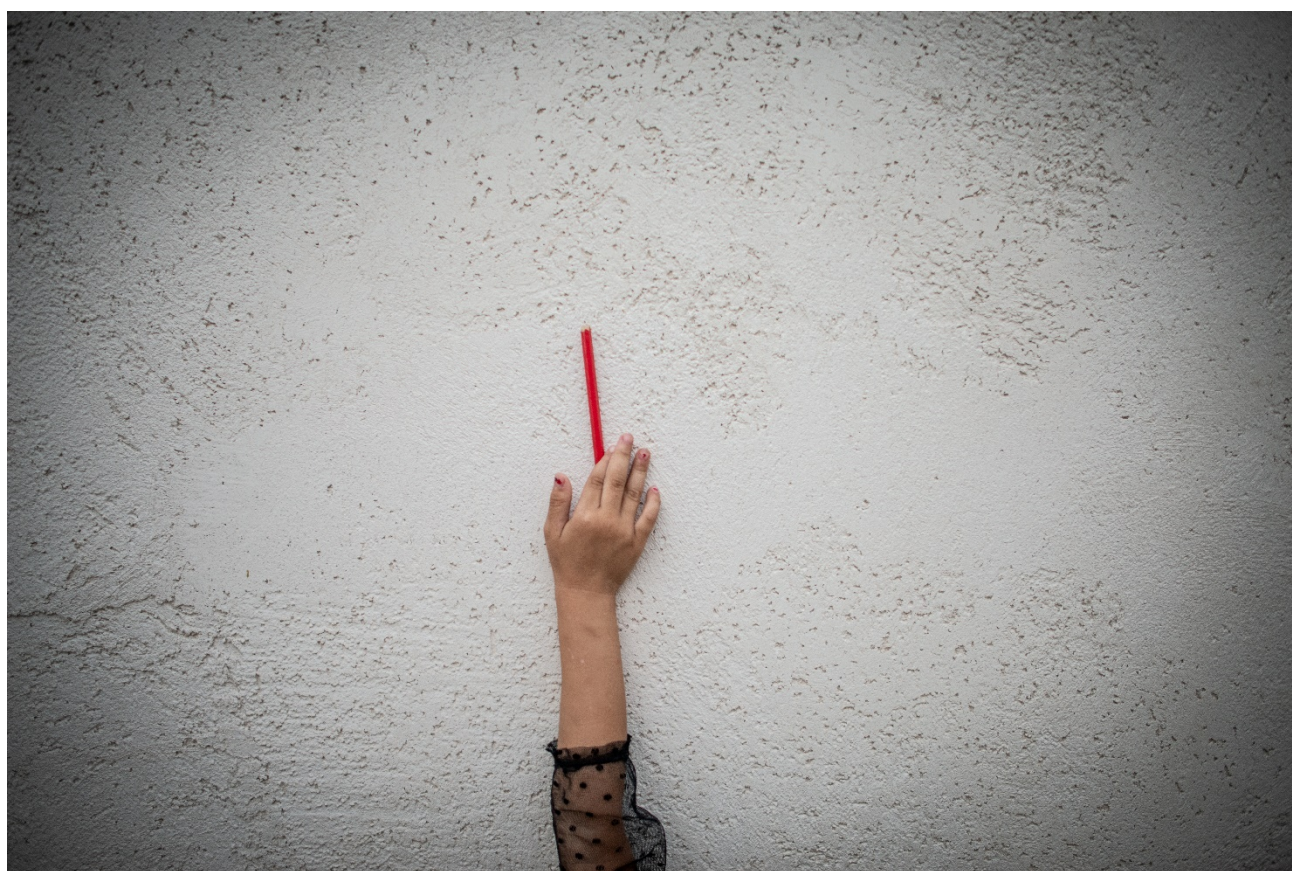


Women were more likely than men to feel a duty to report child protection concerns but were also more likely to fear retribution for making a report. In terms of ethnicity, Roma respondents were more reluctant to report concerns and were also more likely to fear retribution than Bulgarian or Turkish respondents. This is despite Roma adults having greater than average confidence in where to report concerns. Coupled with Roma children and young people's lower trust in authorities, this suggests that while Roma communities may interact with

<sup>149</sup> Annex E, 'Responses to CP concerns'

authorities and be aware of them, these interactions may not be positive and do not appear to facilitate reporting child protection concerns. The likelihood of reporting child protection concerns increased with increasing education level and with increasing wealth, while the fear of retribution decreased. Parents of children under 18 were more likely to make a report than those with no children under 18.

Adults were asked a similar set of questions from the perspective of a friend, neighbour or relative who is hesitant about reporting a child protection concern. All the reasons received agreement from around two-thirds of respondents or more. The most common reason given was that they might feel uncomfortable about getting involved, mentioned by 73.8 per cent of respondents, followed by uncertainty over the frequency of abuse or amount of evidence. Patterns observed by background characteristics are similar to those for the personal responses, with Roma respondents being more likely to agree with all the reasons, and those with more education and more wealth being less likely to agree.



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## 12 Conclusions

Overall the study reveals that a significant proportion of children in Bulgaria have been victims of violence. Almost 1 in 2 children and young people (47 per cent) were found to have experienced any type of violence under the age of 18 years, including 49.4 per cent of boys, and 44.9 per cent of girls). Emotional violence was the most common type of violence reported (45.9 per cent), followed by physical violence (31.2 per cent), sexual violence (15.6 per cent) and neglect (10.5 per cent). Violence was most commonly experienced by children at school (38.3 per cent), closely followed by in the community (37.6 per cent). Almost 1 in 3 (30.9 per cent) of children reported being subject to violence at home, and more than 1 in 7 reported being subject to violence online, especially on social media sites. Whilst boys (42.5 per cent) were significantly more likely than girls to experience violence at school, girls (17.3 per cent) were more likely than boys (13.5 per cent) to experience bullying and harassment online. Children's experiences of one type of violence were found to be highly correlated with experiencing other types of violence. For example, children who experienced physical violence were three times as likely to report experiences of neglect, more than four times as likely to report experiences of sexual violence and six and a half times more likely to report experiencing emotional violence. Furthermore, experiencing violence in one setting was closely associated with experiencing it in another. Children who experienced violence at home were four times as likely to report experiencing violence in any other setting including school, the community or online.

A number of socio-demographic factors were consistently found to be predictors of a child's likelihood of experiencing violence. Children with disabilities were at higher risk of being victim to all types of violence: associations between disability and a child's likelihood of experiencing sexual harassment, assault and rape were particularly acute. Children with disabilities were more than twice as likely than non-disabled children to be subject to violence at home and in the community, and more than 2.5 times more likely to experience violence at school. (There were no associations observed between disability and online violence). The reasons for these links are unknown, but may relate to discrimination against children with disabilities, and/ or the potentially higher burden placed on adults responsible for caring for children with disabilities.

Household wealth was consistently found to be a strong predictor of all types of violence in all (offline) settings. Children from poorer households were more likely to report experiencing different types of violence, and parents and caregivers from poorer households were more likely to report perpetrating physical and emotional violence against their children. These findings suggest that experiences of violence are associated with economic stress.

The relationship between ethnicity and experiences of violence was more complex. Whilst more children from ethnic minority backgrounds, especially Roma children, reported experiencing violence, these associations were found to be largely mediated by wealth indicators, suggesting that ethnic minority children are at greater risk of violence because they come from poorer households. Nonetheless, there were some instances where a direct relationship between ethnicity and violence was observed: children from minority backgrounds were more likely to report experiencing physical violence at school, and to report being victim to stalking. The reasons for this are unknown but could be related to racially motivated discrimination and harassment. On the other hand ethnic Bulgarian children were more than twice as likely than ethnic minority children to report experiences of online violence; this may reflect the fact that Bulgarian children have more access to technology and the internet.

Associations between gender and violence were also complex. Whilst boys were at greater risk of some types of violence, especially physical and emotional violence at school and in the community, girls were at greater risk of others, including sexual violence, stalking and online violence.

Living with a least one biological parent was found to be a protective factor against almost all forms of violence against children, except for online abuse. Children not living with their parents were found to be at greater risk of physical, emotional and sexual violence, whether in the home, school or community.

### *Perpetrators of VAC*

The main perpetrators of all types of VAC, including physical, emotional and sexual forms of violence were individuals known to children. Teachers were rarely reported to be perpetrators of any type of violence, but experiences of violence in school settings were still high, with children and other adults (particularly parents of other children) identified as common perpetrators. Parents, caregivers and other relatives were the most likely perpetrators of physical and emotional forms of violence against children, but were very rarely perpetrators of sexual violence. The main perpetrators of violence in the community and online were other groups of children, suggesting that targeting peer bullying should be a key area of focus for policy makers seeking to address VAC.

Parents and caregivers in the adults survey were asked about their knowledge of violence committed against their children, as well as their own perpetration of violence against the children in their care. Whilst parents and caregivers seem to be aware of forms of physical and emotional violence perpetrated against children in their care, the evidence indicates that they may not be aware of children's experiences of sexual violence. Only a handful of parents reported that their children had been a victim of sexual forms of abuse, highlighting the particularly hidden nature of this type of VAC. This suggests that tackling stigma surrounding sexual violence against children should be a key area of future focus for policy makers.

Four out of every five parents reported perpetrating emotional violence against their children in the last year and two out every five parents reported perpetrating physical violence. Over one in seven parents reported sometimes neglecting their child by forgetting to feed them. Mothers were more likely than fathers to report perpetrating violence against their children, perhaps because of their greater role in caregiving and childrearing. There were strong associations between wealth indicators and likelihood of perpetrating violence, with parents in poorer households more likely to perpetrate forms of physical and emotional violence, as well as being more likely to neglect their children. Meanwhile, having a higher level of education was associated with a reduced likelihood of a parent perpetrating violence.

Finally parents who reported having been subject to violence as a child themselves, were significantly more likely to report using violence on their own children, providing evidence of the intergenerational transmission of violence. Parents who reported being hit or beaten frequently as a child were almost four times as likely to report perpetrating physical violence against their children in the last year, and as much as 20 times more likely to report perpetrating emotional violence. They were also more likely to report neglecting their children.

### *Knowledge and attitudes*

Understanding of and attitudes towards VAC were found to be mixed. In general, respondents were well able to identify what constitutes emotional violence against children and neglect, and found these types of abuse highly unacceptable. Attitudes towards physical violence were more variable: whilst the majority of respondents found hitting or beating a child to be unacceptable, a significant minority (around 1 in 4) of respondents felt that it was sometimes justified or necessary in the context of discipline, particularly in a family



setting. Physical violence perpetrated by teachers was not found to be acceptable, and more than 80 per cent of adults were aware that this is against Bulgarian law.

Whilst sexual violence perpetrated against children was regarded as highly unacceptable, there appears to be a strong culture of “victim blaming” in Bulgaria, with over fifty per cent of respondents agreeing that a child might be partially to blame for being raped, including if they were dressed provocatively, drinking or taking drugs, sexually active with multiple partners, or, in the case of boys, were gay or having relationships with other males. Almost a third of adults agreed that a child who had a relationship with their teacher should be expelled from school. Very few respondents in the adult survey had accurate knowledge of sexual violence law, with only two per cent correctly identifying that the age of consent in Bulgaria is 14 years old.

A number of demographic and socio-economic factors were associated with increased VAC acceptability. These included male gender, household poverty, and age, with older respondents more accepting of violence than younger respondents. As with perpetration of violence, there were strong associations identified between adults’ histories of being victimised themselves as children, and attitudes towards VAC: with those who had been beaten as children more accepting of all forms of violence. This suggests that there is a strong intergenerational transmission of norms around violence which may perpetuate cycles of violence against children.

#### *Mental health of children and Impact of VAC*

Lifetime experiences of violence were associated with significantly decreased levels of wellbeing amongst children and young people, poor mental health outcomes and negative coping strategies.

Children and young people were asked about their mental health over the past 12 months. Around half of respondents had felt stressed or worried at some point, with 6 per cent feeling like this every day or most days. Around a third (33 per cent) reported that they had occasionally felt like they couldn’t control their anger. Girls were more likely to have negative mental health compared to boys, with the exception of feelings of anger for which there was no gender difference.

Children and young people with experiences of violence reported significantly worse mental health outcomes. Children with any experiences of violence were more than six times more likely to report feeling stressed or worried “everyday”, five times more likely to say they had daily difficulties with controlling their anger, and almost ten times as likely to say they had daily thoughts of self-harm or suicide, even when controlling for a range of other socio-demographic factors. Children with experiences of violence were also more likely to drink, smoke and use recreational drugs, and were more likely to perpetrate violence against others.

#### *Help seeking*

While most children and young people knew where to seek help if they were to experience violence or abuse, there was less awareness of key resources such as school counsellors and the national child helpline, particularly among those from more disadvantaged backgrounds. The findings also indicate a lack of trust in authorities which may be a barrier to reporting. Many adults were not confident about where to report child protection concerns and many reported fears of retribution or reprisal if they were to report an incident. There also appears to be a high threshold for reporting concerns, with many adults saying they would only report serious or repeated incidents. This suggests a need to raise public awareness about the issue of violence and to empower people to safely report their concerns.

## 13 Annex A: Detailed methodology

### 13.1 Sampling approach

#### 13.1.1 Adult survey

A multi-stage sampling approach was developed to draw a nationally representative sample of the general public (adults aged 18 plus).

The sample size required was calculated at 1,416 using the following assumptions:

- A margin of error of +/- 2.6 at a 95% confidence level, on the base of a population of 6,162,747
- A design effect of 1.5 to adjust for the use of a survey design involving stratification and clustering
- Maximum heterogeneity in the population, i.e. a 50/50 split on the opinion variables measured by the adult survey

The stages involved in sampling adults for the adult survey were (1) the grouping of settlements into geographic strata, (2) the selection of settlements within strata, (3) the selection of voting stations within settlements, (4) the selection of households within voting stations, and (5) the selection of an eligible adult within selected households.

#### *(1) Grouping of settlements into geographic strata:*

Settlements within Bulgaria were grouped according to their NUTS Level 3 region, and their geographic type, i.e. rural, small town, or regional town, with the exception of settlements in Sofia City. There are 27 regions in Bulgaria excluding Sofia City. Vidin province has a very small population and so did not have a 'town' stratum, while Sofia province does not have a 'regional town' stratum due to its proximity to Sofia City. This gives 79 strata outside of Sofia City. Within Sofia City, districts were used rather than settlements, and were grouped into 3 strata corresponding to city, other urban, and rural districts. This gives a total of 82 strata.

#### *(2) Selection of settlements within strata:*

Settlements or districts were selected using Probability Proportional to Size (PPS) sampling, such that larger settlements had a greater probability of being selected. This ensures that individuals have the same probability of being sampled regardless of whether they live in a small settlement or a large settlement, as otherwise those in larger settlements would be less likely to be sampled. In large regional towns with a population of at least 90,000, two or more districts were selected within that stratum, while in smaller regional towns, small towns and rural strata, one settlement was selected. In Sofia, seven city districts, two urban districts and 1 rural district were selected giving a total of 10 districts.

#### *(3) Selection of voting stations within settlements or districts:*

One voting station per settlement/district was selected through simple random sampling.

#### *(4) Selection of households within voting areas:*

Within voting areas, 12 households were selected using the random walk method:<sup>150</sup>

1. Locate the geographic centre of the voting area
2. Identify prominent landmarks in the voting area

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<sup>150</sup> This random walk strategy has been adapted based the method described in the *Interviewer and Supervisor Training Manual National Study of Financial Services in Rwanda, 2014. World Bank Survey – Intermedia.*

- a. For example bridges, churches, stadiums, schools, shopping centres, hospitals etc.
  - b. Identify no more than 10 but no fewer than four
3. List the landmarks in the random walk table, allocating the landmark closest to the centre of the voting area as number 1 and continuing based on proximity to the centre
4. Use the random walk table to identify the starting landmark
  - a. Find the last digit of the serial number on the questionnaire at the top of the pile
  - b. Find the same number in the top row of the table
  - c. Look down the column and read off the number opposite the last landmark listed in the table
  - d. Identify the landmark with that number and use this as the start point
  - e. In the example below, there were 6 prominent landmarks and the questionnaire number was 0236, giving the bridge as the starting location
5. Go to the household closest to the starting landmark and flip a coin to decide whether to walk left or right
6. Starting at the first household, walk in the direction identified in step 5 and select every 5<sup>th</sup> household (i.e. skip four households, select the 5<sup>th</sup> household)
7. Follow the left-hand rule, selecting households on the left-hand side of the road or street and turning left at junctions
8. At a selected household, up to 4 attempts should be made to secure an interview. After 4 attempts, substitution can be done with the household to the left of the unsuccessful household. If this is also unsuccessful then the household to the right is selected, followed by second left, second right, third left etc. Substitution attempts should be made at up to 9 households.

**Example of a landmark list to decide starting location for random walk method to select households for interview**

List of landmarks		Last digit on questionnaire number									
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>0</u>
1	School	1	1	1	1	1	1	1	1	1	1
2	Market	2	1	2	1	2	1	2	1	2	2
3	Bridge	1	2	3	1	2	3	1	2	3	1
4	Church	1	2	3	4	1	2	3	4	1	2
5	Police station	4	5	1	2	3	4	5	1	2	3
6	Park	4	5	6	1	2	3	4	5	6	1
		3	4	5	6	7	1	2	3	4	5
		3	4	5	6	7	8	1	2	3	4
		2	3	4	5	6	7	8	9	1	2
		1	2	3	4	5	6	7	8	9	1

*(5) Selection of respondent within selected household:*

Within the selected household, the adult whose birthday had occurred most recently was selected to be interviewed.

### 13.1.2 Child and young person survey

The approach taken for the child and young person survey was the same as that outlined above for the adult survey, with some exceptions. Within each stratum outside of Sofia City, 2 settlements were selected, while

in Sofia City, 20 districts were selected, giving a total of 178 settlements/districts. 11 households were selected within each settlement according to the same random walk method outlined above, and an eligible child or young person was selected from each household using the Kish grid method. The Kish grid method involved the following steps:

1. List the names and ages of all household members with the help of the initial respondent
2. Assign each of the eligible members (i.e. young people aged 13 to 24) a number, beginning with the youngest child who is numbered 1 and continuing in order of age
3. Identify the last digit in the questionnaire serial number
4. Identify the cell in the grid where this number (column) and the number of eligible adults (row) intersect. Look at the list of eligible adults and select the adult who was assigned the number in that cell
  - a. In the example below, a household has 3 eligible children and young people and the questionnaire number is 0143
  - b. The cell where these intersect contains the number 3
  - c. The person with the number 3 ('Radostina') is therefore selected for interview
5. If the selected person is not available at that time, the enumerator should arrange to return at a convenient time
6. Four attempts should be made to contact the selected person.

#### Example household list and Kish grid for selecting child or young person for interview

Number of eligible adults	Last digit on questionnaire number									
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>0</u>
1	1	1	1	1	1	1	1	1	1	1
2	2	1	2	1	2	1	2	1	2	2
3	1	2	3	1	2	3	1	2	3	1
4	1	2	3	4	1	2	3	4	1	2
5	4	5	1	2	3	4	5	1	2	3
6	4	5	6	1	2	3	4	5	6	1
7	3	4	5	6	7	1	2	3	4	5
8	3	4	5	6	7	8	1	2	3	4
9	2	3	4	5	6	7	8	9	1	2
10 or more	1	2	3	4	5	6	7	8	9	1

Number	Name	Age
	Andrei	45
	Milena	42
2	Aleksander	19
1	Nikolay	15
	Nina	11
3	Radostina	22

## 13.2 Quantitative fieldwork

### 13.2.1 Piloting, testing and training

An initial round of testing was carried out by the national research agency to pre-test the survey questions through cognitive interviews. Cognitive interviewing helps to gauge if the survey questions are capturing the intended concepts and are well understood by respondents.

The supervisors of the teams of enumerators for the three surveys (adults, children and young people) then attended three to five days of preparatory work in Sofia, including receiving and participating in training on the research methodology and tools. The training covered the purpose of the study, a detailed explanation of all sections of the surveys, the use of the tablets for data collection, and the ethics protocol to be used during data collection. Training activities involved the self-completion of the survey tools, as well as interviewing peers using the survey tools.

Following the training, the supervisors carried out small pilot surveys with 40 children, 40 young people and 40 adults in Sofia, in order to practice using the survey tools, and to further test the tools. After the pilot phase, the tools were finalised and the national research agency rolled out the training to all enumerators involved in the study and then began the fieldwork.

### 13.2.2 Field work

The adult survey was carried out between 23 July and 29 August 2019 and had a response rate of 30 per cent. Refusals were spread evenly among subgroups. The survey of children and young people was carried out between 3 August and 11 October 2019 with a response rate of 17 per cent. Enumerators visited addresses up to four times before recording a non-response or refusal. While low response rates may introduce some bias due to some groups being less likely to be included in the sample, the demographic profile of respondents is similar to that recorded in the most recent Bulgarian census, suggesting that the sample is still representative of the general Bulgarian population.

#### *Data entry and quality controls*

The national research agency was responsible for overseeing fieldwork, maintaining quality controls and doing data entry and initial cleaning. Adults, child and young person surveys were carried out using pen and paper while the professionals survey was carried out using tablets, with data was uploaded to a server. The national research agency shared the data with Coram International in .csv format.

## 13.3 Sample achieved

### 13.3.1 Quantitative surveys

Table 3.1 shows the number of child, adult and young person surveys carried out in each region.

**Figure 2**      **Table 9.1 Final sample achieved for the quantitative surveys, by region**

Region	Number of children	Number of adults	Number of young people
<b>Blagoevgrad</b>	54	60	36
<b>Burgas</b>	66	83	44
<b>Varna</b>	72	84	42
<b>Veliko Tarnovo</b>	42	48	28
<b>Vidin</b>	12	12	8

<b>Vratsa</b>	36	36	24
<b>Gabrovo</b>	18	24	12
<b>Dobrich</b>	30	36	20
<b>Kardzhali</b>	24	24	16
<b>Kyustendil</b>	18	24	12
<b>Lovech</b>	24	35	16
<b>Montana</b>	24	36	16
<b>Pazardzhik</b>	48	48	32
<b>Pernik</b>	24	24	16
<b>Pleven</b>	42	48	28
<b>Plovdiv</b>	108	131	72
<b>Razgrad</b>	24	24	16
<b>Ruse</b>	36	48	24
<b>Silistra</b>	21	24	15
<b>Sliven</b>	36	36	24
<b>Smolyan</b>	18	24	12
<b>Sofia</b>	181	264	180
<b>Sofia (Province)</b>	42	46	28
<b>Stara Zagora</b>	54	60	36
<b>Targovishte</b>	24	24	16
<b>Haskovo</b>	42	48	28
<b>Shumen</b>	30	36	20
<b>Yambol</b>	24	24	16
<b>Total</b>	<b>1174</b>	<b>1411</b>	<b>837</b>

## 13.4 Data analysis

### 13.4.1 Quantitative data analysis

The quantitative data was not weighted as the survey design ensured a representative sample. Data analysis was carried out in Stata version 14, using the survey commands to adjust for the stratified design and the clustering of households within settlements, and settlements within regions. The data were cleaned and checked for item non-response. Checks were performed to investigate as far as possible whether data were missing at random. Surveys were appended where possible to create datasets that combined observations from three surveys, and observations from the child and young person surveys, in order to facilitate comparison on matched items between different respondent types.

An initial descriptive analysis was carried out to explore the data and cross-tabulations were performed to check for patterns and relationships between independent and outcome variables. Principal component analysis was used to create an asset wealth index and a wellbeing index which were further coded into categorical variables.<sup>151</sup>

<sup>151</sup> Principal component analysis is a statistical technique for data reduction that converts the observations from a set of correlated variables into a set of values of linearly uncorrelated variables called principal components. The first principal component captures as much of the variability in the data as possible. This process therefore reduces the number of variables needed to describe the variance in the underlying concept, for example socioeconomic status or wellbeing. In our analysis we generated a standardized score from the first principal component to provide a single variable summarizing children's social support or wellbeing.

Inferential analysis was carried out using linear regression, logistic regression and mediation analysis in order to further explore risk and protective factors and to adjust for background characteristics such as age, gender and household wealth.

### 13.5 Limitations and challenges

The study methodology is limited in several respects. Firstly, like most studies on sensitive topics such as violence against children, results are likely to be affected by a response bias. Given that experiencing violence is traumatic for children, survivors might be unwilling to disclose that they have been victims of violence, leading to an underestimation of the prevalence of violence against children. To limit the extent of such a response bias, all interviews with children were conducted in a private place. Moreover, questions related to having experienced violence appeared later in the questionnaire, to ensure that children could build a rapport with the enumerator before sensitive topics are discussed. Nevertheless, it is likely that the results presented in this study represent lower estimates of the prevalence of violence against children.

Secondly, questions related to individuals' attitudes towards violence are also likely to be affected by a type of response bias (social desirability bias). Some respondents might want to give the perceived "correct" answer and therefore state that they are, for example, less accepting of violence against children than they actually are. To limit such behaviour, enumerators were specifically trained to remain neutral during the interview, to ensure that they do not signal to respondents.

Thirdly, as with all qualitative data, the information collected through interviews, focus groups and case studies is not necessarily generalisable or representative of the views and experiences of vulnerable children/groups of stakeholders in Bulgaria. To ensure that qualitative interviews are as representative as possible, a purposive sampling approach was adopted (see 'Sampling approach' above).

Fourthly, it is likely that some of the survey data will be missing in a way that is not random. For example, all children needed parental consent to take part in the survey. It is possible that parents who perpetrate violence were less likely to let their children take part in the study, which will bias prevalence estimates downwards. In the analysis, the possibility that some values are not missing at random was considered. Analysis examined the pattern of missing data to determine whether certain groups were more likely to have missing data. The consequences of missing data are discussed further where relevant in the 'Research findings' section.

Lastly, this study provides a "snapshot" of the prevalence and attitudes towards violence against children in Bulgaria at a specific point in time and cannot comment on how prevalence and attitudes change over time. Regular surveys or the use of monitoring data would enable a longer-term view on violence against children and how it may be changing over time.

### 13.6 Ethical considerations

#### 13.6.1 Informed consent

At the start of all data collection, research participants were informed of the purpose and nature of the study, their contribution, and how the data collected from them would be used in the study, through an information and consent form (see Annex B for an example of the form in English). The information and consent form explains, in clear, age-appropriate language, the nature of the study, the participant's expected contribution and the fact that participation is entirely voluntary. Researchers were trained to talk participants through the consent form and to ensure that they understood it before proceeding with data collection.



Special care was taken to ensure that especially vulnerable children gave informed consent. In this context, vulnerable children included children with disabilities and children with learning difficulties or mental health issues. Informed consent was obtained through the use of alternative, tailored communication tools and / or with the help of adults that work with the participants.

### 13.6.2 Ethics review

All research project methodologies and data collection, collation and analysis tools were approved by the Director or the Research Manager before they were deployed. In addition, the Coram Research Ethics & Governance Advisory Group, a governance/ supervisory body that operates *independently* from the research team, reviewed all data collection tools and the research methodology before implementation. The Advisory Group also reviewed the research methodology and tools with regard to widely accepted research ethics frameworks. In addition, the final methodology and tools were subject to ethical review by an independent external company hired by UNICEF. Managing expectations

Researchers carefully explained the nature and purpose of the study to study participants, and the role that their data will play in the research project. Participants were also informed that the purpose of the Researcher's visit is not to offer any direct assistance in order to ensure participants did not have expectations that the Researcher could not meet.

### 13.6.3 Voluntary participation

Researchers ensured that participation in the research was undertaken on a voluntary basis. Researchers explained to participants in clear, age-appropriate language that participants were not required to participate in the study, and that they could stop participating in the research at any time. Researchers carefully explained that refusal to participate would not result in any negative consequences.

### 13.6.4 Anonymity and confidentiality

Ensuring confidentiality and anonymity is of the utmost importance. The identity of all research participants has been kept confidential throughout the process of data collection as well as in the analysis and writing up study findings. The following measures were used to ensure anonymity.

All interviews were carried out in a private setting so that respondents were able to share their personal ideas and stories in confidentiality. This was particularly important given the sensitive nature of the research, in order to ensure that participants felt comfortable sharing their experiences and opinions and to reduce the impact of reporting bias on results.

Researchers did not record the name of participants and ensured that names were not recorded on any documents containing collected data, including on transcripts of interviews and focus group discussions. Researchers deleted electronic records of data from personal, unprotected computers. Coram International has stored all data on a secure, locked server, to which persons who are not employed by Coram International cannot gain access. All employees of Coram International, including volunteers and interns, receive a criminal record check before employment commences.

Research findings are presented in such a way so as to ensure that individuals are not able to be identified. All participants were informed of their rights to anonymity and confidentiality throughout the research process.

### 13.6.5 Addressing child protection concerns

During the data collection process (e.g. in individual in-depth interviews with children), participants may disclose information that raises child protections concerns (i.e. information indicating that children are

currently at risk of or are experiencing violence, exploitation or abuse) or concerns regarding vulnerable adults. Prior to the data collection taking place, a protocol was developed which included actions to be taken in the case a respondent becomes distressed or reveals that they are at high risk of ongoing or immediate harm. This protocol took into account required actions under national legislation, and a list of available support services in the local area.

For more detailed information on ethical safeguards and risk management, see Coram International's complete Ethical Guidelines in Annex and UNICEF's guidelines on Ethical Research Involving Children.<sup>152</sup>

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<sup>152</sup> UNICEF Innocenti, 'Ethical Research Involving Children', 2013

## 14 Annex B: Survey tools

### 14.1 Adults' survey

*To be completed by enumerator before distribution*

Date:	Municipality:
DD / MM / 2019	
Enumerator Name:	Form ID:
	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>

### ADULTS' QUESTIONNAIRE

*To be completed by adults aged 18 and above*

SECTION A: DEMOGRAPHIC INFORMATION					
A1	<b>Your gender</b> (tick the best answer)	.....			
A2	<b>Your age</b> (please write)	..... (number in years)			
A3	<b>Do you consider yourself to have a disability?</b> (tick all that apply)	1. <input type="checkbox"/> Physical disability (not able to walk) 2. <input type="checkbox"/> Physical disability (able to walk) 3. <input type="checkbox"/> Non-physical disability (mental/intellectual) 4. <input type="checkbox"/> Multiple disabilities (physical and intellectual) 5. <input type="checkbox"/> Other type of disability 6. <input type="checkbox"/> No disability			
A4	<b>What is your ethnicity?</b> (tick the best answer)	1. <input type="checkbox"/> Bulgarian	2. <input type="checkbox"/> Turk	3. <input type="checkbox"/> Roma	4. <input type="checkbox"/> Other
A5	<b>What is your first language?</b> (tick all that apply)	1. <input type="checkbox"/> Bulgarian	2. <input type="checkbox"/> Turkish	3. <input type="checkbox"/> Romani	4. <input type="checkbox"/> Other
A6	<b>What is your religion?</b> (tick the best answer)	1. <input type="checkbox"/> Eastern Orthodox 2. <input type="checkbox"/> Roman Catholic 3. <input type="checkbox"/> Muslim 4. <input type="checkbox"/> Protestant 5. <input type="checkbox"/> Judaism 6. <input type="checkbox"/> Atheist 7. <input type="checkbox"/> Agnostic 8. <input type="checkbox"/> No religion 9. <input type="checkbox"/> Other 10. <input type="checkbox"/> I don't want to answer			
A7	<b>What is your highest level of educational achievement?</b> (tick the best answer)	1. <input type="checkbox"/> None 2. <input type="checkbox"/> Primary education			

		<p>3. <input type="checkbox"/> Lower secondary education</p> <p>4. <input type="checkbox"/> Upper secondary education</p> <p>5. <input type="checkbox"/> Post-secondary non-tertiary education</p> <p>6. <input type="checkbox"/> Tertiary education</p> <p>7. <input type="checkbox"/> Completed degree after tertiary education</p>
<b>A8</b>	<p><b>What is your current work situation?</b></p> <p>(tick the best answer)</p>	<p>1. <input type="checkbox"/> Paid employment (full time)</p> <p>2. <input type="checkbox"/> Paid employment (part time)</p> <p>3. <input type="checkbox"/> Self-employed (full or part time)</p> <p>4. <input type="checkbox"/> Student</p> <p>5. <input type="checkbox"/> Unemployed / Looking for work</p> <p>6. <input type="checkbox"/> Retired</p> <p>7. <input type="checkbox"/> Taking care for the household</p> <p>8. <input type="checkbox"/> Maternity leave</p> <p>9. <input type="checkbox"/> Long-term sick or handicapped</p>
<b>A9</b>	<p><b>Which best describes your main occupation?</b></p> <p>(tick the best answer)</p>	<p>1 <input type="checkbox"/> Self-employed / private owner</p> <p>2 <input type="checkbox"/> Student</p> <p>3 <input type="checkbox"/> Qualified worker</p> <p>4 <input type="checkbox"/> Worker carrying out unskilled labour</p> <p>5 <input type="checkbox"/> Machine operator and / or installer</p> <p>6 <input type="checkbox"/> Employee with management functions</p> <p>7 <input type="checkbox"/> Employee, expert with expert and / or executive functions</p> <p>8 <input type="checkbox"/> Qualified Specialist (Teacher, Doctor, Attorney, Architect, etc.)</p> <p>9 <input type="checkbox"/> Farmer</p> <p>10 <input type="checkbox"/> Studying</p> <p>11 <input type="checkbox"/> Unemployed</p> <p>12 <input type="checkbox"/> Housewife</p> <p>13 <input type="checkbox"/> Seasonal job</p> <p>14 <input type="checkbox"/> Craftsman</p>

		15 <input type="checkbox"/> Other (Please, specify)  16 <input type="checkbox"/> Retired	
A10	Have you done paid work in the last 12 months?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	
A11	What is your average monthly income?	..... (Bulgarian Lev)	
A12	What is the total average monthly income in your household?	..... (Bulgarian Lev)	
A13	<b>How many children (under the age of 18) do you have and what is their age?</b> (Enter the age of each child on the dotted line, separated by commas, or tick no children if respondent has no children )	1. <input type="checkbox"/> Age of first child: ..... 2. <input type="checkbox"/> Age of second child: ..... 3. <input type="checkbox"/> Age of third child: ..... 4. <input type="checkbox"/> Age of fourth child: ..... 5. <input type="checkbox"/> Age of fifth child: ..... 6. <input type="checkbox"/> Age of sixth child: ..... 7. <input type="checkbox"/> Age of seventh child: ..... 8. <input type="checkbox"/> Age of eighth child: ..... 99 <input type="checkbox"/> No children under 18 years	
A14	<b>How many children (under the age of 18) are you a caretaker* for and what is their age?</b> (Enter the age of each child on the dotted line, separated by commas, or tick not a caretaker if respondent is not a caretaker to any children ) <i>*Includes stepchildren, adopted children, foster children and any children you have legal guardianship over</i>	1. <input type="checkbox"/> Age of first child: ..... 2. <input type="checkbox"/> Age of second child: ..... 3. <input type="checkbox"/> Age of third child: ..... 4. <input type="checkbox"/> Age of fourth child: ..... 5. <input type="checkbox"/> Age of fifth child: ..... 6. <input type="checkbox"/> Age of sixth child: ..... 7. <input type="checkbox"/> Age of seventh child: ..... 8. <input type="checkbox"/> Age of eighth child: ..... 99 <input type="checkbox"/> Not a caretaker	
A14.1	How often do you look after any children who are <u>not</u> your own children, and <u>not</u> stepchildren, adopted children, foster children or any children you have legal guardianship over? (tick the best answer)	1 <input type="checkbox"/> Every day  2 <input type="checkbox"/> Every week  3 <input type="checkbox"/> Every month	4 <input type="checkbox"/> Once or twice a year  5 <input type="checkbox"/> Rarely  6 <input type="checkbox"/> Never

**SECTION B: HOUSEHOLD INFORMATION**

<b>B1</b>	<b>How many other people are living in your household/ (under the same roof) including yourself?</b>  (List the ages on the dotted line separated by commas)	(ages of everyone <u>over</u> 18 ) 1/ ..... 2/ ..... 3/ ..... 4/ ..... 5/ .....	(ages of everyone <u>under</u> 18) 1/ ..... 2/ ..... 3/ ..... 4/ ..... 5/ .....
<b>B2</b>	<b>What best describes your marital status?</b> (tick the best answer)	1 <input type="checkbox"/> Married/ Co-habiting 2 <input type="checkbox"/> Married and living separately 3 <input type="checkbox"/> Single 4 <input type="checkbox"/> Divorced/ Separated 5 <input type="checkbox"/> Widowed	
<b>B3</b>	<b>How often in the last year did your family NOT have enough money to provide FOOD</b> (Think of the past year) (tick the best answer)	1 <input type="checkbox"/> Every day 2 <input type="checkbox"/> Most of the days 3 <input type="checkbox"/> Some days 4 <input type="checkbox"/> Rarely 5 <input type="checkbox"/> Never	

**B4. How often does your family NOT HAVE enough money for the following? (Think back over the previous year) (tick the best answer on each row)**

		We never had money	We rarely had money	Sometimes we had money	In most cases we had money	We always had money
<b>B4.A</b>	<b>School supplies</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>B4.B</b>	<b>Medications</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>B4.C</b>	<b>Clothes</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>B4.D</b>	<b>Gifts, holidays, entertainment</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>B4.E</b>	<b>Computer equipment (laptop or desktop computer)</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>B4.F</b>	<b>Devices such as smartphones and tablets</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

<b>B5 Which of the following do you have at home? (tick all that apply)</b>		
1 <input type="checkbox"/> car	6 <input type="checkbox"/> computer	11 <input type="checkbox"/> Cooking oven on coal and wood
2 <input type="checkbox"/> television	7 <input type="checkbox"/> internet	12 <input type="checkbox"/> Electric cooker cooking oven
3 <input type="checkbox"/> refrigerator	8 <input type="checkbox"/> washing machine	13 <input type="checkbox"/> Satellite dish or Cable receiver
4 <input type="checkbox"/> mobile phone	9 <input type="checkbox"/> dishwasher	14 <input type="checkbox"/> Air conditioner
5 <input type="checkbox"/> tablet	10 <input type="checkbox"/> smartphone	15 <input type="checkbox"/> Own home / house / apartment

**B6. Which of the following do you have at home? (tick all that apply)**

1 <input type="checkbox"/> Running water	2 <input type="checkbox"/> Electricity	3 <input type="checkbox"/> Inside toilet	4 <input type="checkbox"/> Inside bathroom	5 <input type="checkbox"/> Separate bed for everyone in the house
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<b>B7.</b>	<b>How many rooms are there in your home?</b> <i>Do not include kitchens or sanitary rooms</i>	..... (number of rooms)
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**SECTION D: ATTITUDES TOWARDS DIFFERENT FORMS OF VIOLENCE***Please read the following statements and rate your level of agreement with each*

	Tick the most appropriate response on each line	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
<b>D1</b>	<b>It is acceptable for a parent/ caregiver to shout at a child when they misbehave</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>D2.</b>	<b>It is acceptable for a teacher to shout at students in school when they misbehave</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>D3</b>	It is acceptable for a child to shout at another child when they misbehave	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>D4</b>	<b>Shouting at children is for their own good</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>D5</b>	<b>Shouting at children is harmful to them</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>D6</b>	<b>It is acceptable for a parent/ caregiver to use abusive words,</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>



	Tick the most appropriate response on each line	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
	humiliate or call a child bad names					
D7	It is acceptable for a teacher to use abusive words, humiliate or call a child bad names	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D8	It is acceptable for a child to use abusive words, humiliate or call a child bad names	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D9	It is acceptable for a parent/ caregiver to smack a child when they misbehave	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D10	It is acceptable for teacher/ staff member to hit a child at school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D11	It is acceptable for a child to hit another child	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D12	Smacking a child is sometimes for their own good	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D13	Hitting, beating or using an object to beat a child is harmful to them.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D14	It is more OK to hit a boy than a girl.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D15	It is more OK to hit a girl than a boy.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D16	It is ok to hit or smack a child for reasons of discipline, as long as no serious injury is caused.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D17	It is acceptable for a girl under 14 years to have sexual contact with a person older than 18 years	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D18	It is acceptable for a boy under 14 years to have sexual contact with a person older than 18 years	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D19	Every boy and girl has the right to refuse an unwanted touch on the body	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

	Tick the most appropriate response on each line	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
D20	Hitting, beating or using an object to beat a child is always unacceptable	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D21	It is against the law for a teacher to hit a child at school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D22	It is against the law for a parent to hit a child	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D23	Humiliating a child or calling them a bad name is a form of child abuse.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D24	A parent's right to discipline their child however they see fit should never be challenged	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D25	Showing children examples of how to improve is a better way of teaching children than punishing them for making mistakes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

D26	At what age does the law say that a child is legally able to consent to have sex? (tick the best answer)	1 <input type="checkbox"/> any age 10 <input type="checkbox"/> 10 years 11 <input type="checkbox"/> 11 years 12 <input type="checkbox"/> 12 years 13 <input type="checkbox"/> 13 years 14 <input type="checkbox"/> 14 years	15 <input type="checkbox"/> 15 years 16 <input type="checkbox"/> 16 years 17 <input type="checkbox"/> 17 years 18 <input type="checkbox"/> 18 Years 88 <input type="checkbox"/> I do not know
D27	A girl is partially to blame for being raped if she does the following... (tick <u>all</u> you agree with)	1. <input type="checkbox"/> Has sex with many different partners 2. <input type="checkbox"/> Wears revealing clothing (for example, short skirts) 3. <input type="checkbox"/> Drinks alcohol or takes drugs 4. <input type="checkbox"/> Goes out late at night 5. <input type="checkbox"/> Behaving provocatively 6. <input type="checkbox"/> None of the above - it is never her fault in any way	
D28	If a girl is raped should she do the following...	1. <input type="checkbox"/> Marry the perpetrator to avoid shame 2. <input type="checkbox"/> To be punished for having sex	

	<i>(tick <u>all</u> you agree with)</i>	3. <input type="checkbox"/> Change her behavior 4. <input type="checkbox"/> Change the way she dresses 5. <input type="checkbox"/> Keep silent to avoid shame 6. <input type="checkbox"/> Leave school 7. <input type="checkbox"/> Avoid seeing the perpetrator 8. <input type="checkbox"/> Tell someone to get help (eg a doctor / social worker / teacher / parent) 9. <input type="checkbox"/> Tell the police
<b>D29</b>	<b>If a girl is sexually assaulted by someone she should do the following...</b> <i>(tick <u>all</u> you agree with)</i>	1. <input type="checkbox"/> Change her behavior 2. <input type="checkbox"/> Change the way she dresses 3. <input type="checkbox"/> Keep silent to avoid shame 4. <input type="checkbox"/> Leave school 5. <input type="checkbox"/> Avoid seeing the perpetrator 6. <input type="checkbox"/> Tell someone to get help (eg a doctor / social worker / teacher / parent) 7. <input type="checkbox"/> Tell the police
<b>D30</b>	<b>Do you think a student who has a relationship with their teacher should be expelled from school?</b> (tick the best answer)	1 <input type="checkbox"/> strongly agree 2 <input type="checkbox"/> somewhat agree 3 <input type="checkbox"/> neither agree nor disagree 4 <input type="checkbox"/> somewhat disagree 5 <input type="checkbox"/> strongly disagree

	Tick the most appropriate response on each line	strongly agree	somewhat agree	neither agree nor disagree	somewhat disagree	strongly disagree
<b>D31</b>	<b>A girl who has been sexually assaulted is a disgrace/ embarrassment to her family</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>D32</b>	<b>A boy who has been sexually assaulted is a disgrace to his family</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>D33</b>	<b>It is ok to physically beat a girl if she dishonours her family or has a relationship before marriage</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>D34</b>	<b>It is not possible to rape a boy</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

	Tick the most appropriate response on each line	strongly agree	somewhat agree	neither agree nor disagree	somewhat disagree	strongly disagree
D35	It is important for a girl to be a virgin before marriage	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D36	No one will want to have a relationship/ marry a girl who has been raped	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D37	No one will want to have a relationship/ marry a boy who has been raped	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D38	If a boy is gay/ has relationships with other boys/ men he is partially to blame for being raped	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D39	If a boy reports being sexually assaulted/ raped people will think he is gay	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Human rights	
D40	<p><b>When it comes to the existence of human rights, which of the following two statements most closely matches your view?</b></p> <p>1 <input type="checkbox"/> Human rights really exist – there are some rights and freedoms that all people have and they apply to all.</p> <p>2 <input type="checkbox"/> Universal human rights do not exist. Human rights depend on the fact in which country they live, which are their nationalities, place of living, language, religion, ethnic origin.</p>
D41	<p><b>Do you think that efforts are being made in Bulgaria to respect and comply with human rights?</b></p> <p>1 <input type="checkbox"/> To a very large extent</p> <p>2 <input type="checkbox"/> To a large extent</p> <p>3 <input type="checkbox"/> To a small extent</p> <p>4 <input type="checkbox"/> Not at all</p>

D42. On a scale of 1-10, where 1 = no discrimination at all and 10= total discrimination, how much discrimination do you think that the following groups face?											
D42.1	Elderly persons	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>

<b>D42.2</b>	Immigrants	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
<b>D42.3</b>	Refugees	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
<b>D42.4</b>	People with mental disabilities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
<b>D42.5</b>	People with physical disabilities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
<b>D42.6</b>	Ethnic Minorities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
<b>D42.7</b>	People of Roma origin	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
<b>D42.8</b>	People of Turkish ethnic origin	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
<b>D42.9</b>	Women	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
<b>D42.10</b>	People with low social status	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
<b>D42.11</b>	People with different sexual orientation	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
<b>D42.12</b>	Unemployed people	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>

Political Activity				
<b>D43. A variety of political activities that people can undertake are listed. For each activity, indicate if you have ever done any of them (1), if you would ever do any of them (2), or if you would never do any of them (3).</b> (tick the best answer)		<b>Have done</b>	<b>Would do</b>	<b>Would never do</b>
<b>D43.1</b>	Got together with others to raise an issue or sign a petition	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>D43.2</b>	Attended an authorised demonstration or protest march	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>D43.3</b>	Attended an unauthorised demonstration, protest march, block traffic	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>D43.4</b>	Make a complaint to the media	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

<b>D43.5</b>	Make a complaint through the social media	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
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**SECTION M: OWN CHILDREN***Own children aged 5 or younger*

**Note: If respondent has no children at all or is not a caretaker, skip to section N**

**If respondent has children aged 6-11, but no children age 5 or under skip to question M4**

**If respondent has children aged 12 and above, but no children age 5 or under skip to question M7**

**M1. Thinking back over the last 12 months, how often have you done each of the following when your child (aged 5 or under) BREAKS THE RULES OR DOES SOMETHING THAT HE/SHE IS NOT SUPPOSED TO? (If you have more than one child think of the child you feel is more challenging)**

**M1A. Write the exact age of the child up to 5 years, for which the interviewee answers the following questions (from question M1 to question M3):**

		Always	Most of the time	Some of the time	Rarely	Never
<b>M1.1</b>	<b>Tell the child to stop</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M1.2</b>	<b>Ignore it and do nothing.</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M1.3</b>	<b>Raise your voice, shout at, or scold the child</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M1.4</b>	<b>Calmly discuss the problem with the child or explain that his/ her behaviour is not right</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M1.5</b>	<b>Slap, smack or spank the child</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M1.6</b>	<b>Distract the child</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M1.7</b>	<b>Threaten to spank, smack or slap (but not do it)</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M1.8</b>	<b>Threaten to send the child to live with someone else (but not do it)</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M1.9</b>	<b>Take away privileges or things</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M1.10</b>	<b>Cut access to computers, smartphones, tablets, etc.</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M1.11</b>	<b>Put him/her in time-out (by themselves) in another room.</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M1.12</b>	<b>Punish him/ her with standing in the corner</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M1.13</b>	<b>Hit, kick or use an object to discipline the child</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

<b>M2. If your child (aged 5 or under) does something, which PUTS HIM OR HER AT RISK OF INJURY (e.g. playing with matches), how likely are you to use the following methods to stop your child from doing the dangerous activity?</b>						
		Extremely likely	Likely	Neutral	Unlikely	Extremely Unlikely
M2.1	Tell the child to stop	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M2.2	Ignore it and do nothing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M2.3	Raise your voice, shout at, or scold the child	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M2.4	Calmly discuss the problem with the child or explain that his/ her behaviour is not right	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M2.5	Slap, smack or spank the child	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M2.6	Distract the child	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M2.7	Threaten to spank, smack or slap (but not do it)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M2.8	Threaten to send the child to live with someone else (but not do it)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M2.9	Take away privileges or things	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M2.10	Cut access to computers, smartphones, tablets, etc.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M2.11	Put him/her in time-out (by themselves) in another room.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M2.12	Punish him/ her with standing in the corner	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M2.13	Hit, kick or use an object to discipline the child	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

<b>M3. If your child (aged 5 or under) does something dangerous, which PUTS HIM OR HER AT RISK OF SERIOUS INJURY OR DEATH (e.g. running out into the road). How likely are you to use the following methods to stop your child from doing the dangerous activity?</b>						
		Extremely likely	Likely	Neutral	Unlikely	Extremely Unlikely
M3.1	Tell the child to stop	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M3.2	Ignore it and do nothing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M3.3	Raise your voice, shout at, or scold the child	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>



M3.4	Calmly discuss the problem with the child or explain that his/ her behaviour is not right	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M3.5	Slap, smack or spank the child	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M3.6	Distract the child	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M3.7	Threaten to spank, smack or slap (but not do it)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M3.8	Threaten to send the child to live with someone else (but not do it).	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M3.9	Take away privileges or things	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M3.10	Cut access to computers, smartphones, tablets, etc.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M3.11	Put him/her in time-out (by themselves) in another room.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M3.12	To punish him/ her by making him /her stand in the corner	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M3.13	Hit, kick or use an object to discipline the child	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

<i>Own children aged 6-11 years</i>						
		<p><b>Note: If respondent has no children at all or is not a caretaker, skip to section N</b></p> <p><b>If respondent has children aged 12 or older, but no children age 6-11 under skip to question M7.</b></p>				
<p><b>M4 Thinking back over the last 12 months, how often have you done each of the following when your child (age 6-11 years) breaks the rules or does something that he/she is not supposed to? (If you have more than one child think of the child you feel is more challenging)</b></p>						
<p><b>M4. A. Write the exact age of the child aged 6-11 years, for which the interviewee answers the following questions (from question M4 to question M6):</b></p>						
		Always	Most of the time	Some of the time	Rarely	Never
M4.1	Tell the child to stop	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M4.2	Ignore it and do nothing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

M4.3	Raise your voice, shout at, or scold the child	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M4.4	Calmly discuss the problem with the child or explain that his/ her behaviour is not right	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M4.5	Slap, smack or spank the child	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M4.6	Distract the child	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M4.7	Threaten to spank, smack or slap (but not do it)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M4.8	Threaten to send the child to live with someone else (but not do it).	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M4.9	Take away privileges or things	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M4.10	Cut access to computers, smartphones, tablets, etc.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M4.11	Put him/her in time-out (by themselves) in another room.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M4.12	To punish him/ her by making him /her stand in the corner	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M4.13	Hit, kick or use an object to discipline the child	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

M5. If your child (aged 6-11 years) does something, which <b>PUTS HIM OR HER AT RISK OF INJURY</b> (e.g. playing with matches). How likely are you to use the following methods to stop your child from doing the dangerous activity?						
		Extremely likely	Likely	Neutral	Unlikely	Extremely Unlikely
M5.1	Tell the child to stop	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M5.2	Ignore it and do nothing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M5.3	Raise your voice, shout at, or scold the child	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M5.4	Calmly discuss the problem with the child or explain that his/ her behaviour is not right	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M5.5	Slap, smack or spank the child	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M5.6	Distract the child	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

<b>M5.7</b>	<b>Threaten to spank, smack or slap (but not do it)</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M5.8</b>	<b>Threaten to send the child to live with someone else (but not do it).</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M5.9</b>	<b>Take away privileges or things</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M5.10</b>	<b>Cut access to computers, smartphones, tablets, etc.</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M5.11</b>	<b>Put him/her in time-out (by themselves) in another room.</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M5.12</b>	<b>To punish him/ her by making him /her stand in the corner</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M5.13</b>	<b>Hit, kick or use an object to discipline the child</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

<b>M6. If your child (aged 6-11 years) does something dangerous, which PUTS HIM OR HER AT RISK OF SERIOUS INJURY OR DEATH (e.g. running out into the road). How likely are you to use the following methods to stop your child from doing the dangerous activity?</b>						
		Extremely likely	Likely	Neutral	Unlikely	Extremely Unlikely
<b>M6.1</b>	<b>Tell the child to stop</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M6.2</b>	<b>Ignore it and do nothing</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M6.3</b>	<b>Raise your voice, shout at, or scold the child</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M6.4</b>	<b>Calmly discuss the problem with the child or explain that his/ her behaviour is not right</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M6.5</b>	<b>Slap, smack or spank the child</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M6.6</b>	<b>Distract the child</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M6.7</b>	<b>Threaten to spank, smack or slap (but not do it)</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M6.8</b>	<b>Threaten to send the child to live with someone else (but not do it).</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M6.9</b>	<b>Take away privileges or things</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M6.10</b>	<b>Cut access to computers, smartphones, tablets, etc.</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

<b>M6.11</b>	<b>Put him/her in time-out (by themselves) in another room.</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M6.12</b>	<b>To punish him/ her by making him /her stand in the corner</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M6.13</b>	<b>Hit, kick or use an object to discipline the child</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

*Own children aged 12 or older*

**Note: If respondent has no children at all or is not a caretaker, skip to section N.**

**M7. Thinking back over the last 12 months, how often have you done each of the following when your child (aged 12 or older) breaks the rules or does something that he/she is not supposed to? (If you have more than one child think of the child you feel is more challenging)**

**M7. A. Write the exact age of the child aged 12 or older, for which the interviewee answers the following questions (from question M7 to question M9):**

		Always	Most of the time	Some of the time	Rarely	Never
<b>M7.1</b>	<b>Tell the child to stop</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M7.2</b>	<b>Ignore it and do nothing</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M7.3</b>	<b>Raise your voice, shout at, or scold the child</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M7.4</b>	<b>Calmly discuss the problem with the child or explain that his/ her behaviour is not right</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M7.5</b>	<b>Slap, smack or spank the child</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M7.6</b>	<b>Distract the child</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M7.7</b>	<b>Threaten to spank, smack or slap (but not do it)</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M7.8</b>	<b>Threaten to send the child to live with someone else (but not do it).</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M7.9</b>	<b>Take away privileges or things</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M7.10</b>	<b>Cut access to computers, smartphones, tablets, etc.</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

<b>M7.11</b>	<b>Put him/her in time-out (by themselves) in another room.</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M7.12</b>	<b>To punish him/ her by making him /her stand in the corner</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M7.13</b>	<b>Hit, kick or use an object to discipline the child.</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

<b>M8. If your child (aged 12 or older) <u>DOES SOMETHING, WHICH PUTS HIM OR HER AT RISK OF INJURY</u> (e.g. playing with matches). How likely are you to use the following methods to stop your child from doing the dangerous activity?</b>						
		Extremely likely	Likely	Neutral	Unlikely	Extremely Unlikely
<b>M8.1</b>	<b>Tell the child to stop</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M8.2</b>	<b>Ignore it and do nothing</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M8.3</b>	<b>Raise your voice, shout at, or scold the child</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M8.4</b>	<b>Calmly discuss the problem with the child or explain that his/ her behaviour is not right</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M8.5</b>	<b>Slap, smack or spank the child</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M8.6</b>	<b>Distract the child</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M8.7</b>	<b>Threaten to spank, smack or slap (but not do it)</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M8.8</b>	<b>Threaten to send the child to live with someone else (but not do it).</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M8.9</b>	<b>Take away privileges or things</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M8.10</b>	<b>Cut access to computers, smartphones, tablets, etc.</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M8.11</b>	<b>Put him/her in time-out (by themselves) in another room.</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M8.12</b>	<b>To punish him/ her by making him /her stand in the corner</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>M8.13</b>	<b>Hit, kick or use an object to discipline the child.</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

<b>M9. If your child (aged 12 or older) does something dangerous, which PUTS HIM OR HER AT RISK OF SERIOUS INJURY OR DEATH (e.g. running out into the road). How likely are you to use the following methods to stop your child from doing the dangerous activity?</b>						
		Extremely likely	Likely	Neutral	Unlikely	Extremely Unlikely
M9.1	Tell the child to stop	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M9.2	Ignore it and do nothing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M9.3	Raise your voice, shout at, or scold the child	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M9.4	Calmly discuss the problem with the child or explain that his/ her behaviour is not right	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M9.5	Slap, smack or spank the child	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M9.6	Distract the child	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M9.7	Threaten to spank, smack or slap (but not do it)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M9.8	Threaten to send the child to live with someone else (but not do it).	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M9.9	Take away privileges or things	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M9.10	Cut access to computers, smartphones, tablets, etc.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M9.11	Put him/her in time-out (by themselves) in another room.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M9.12	To punish him/ her by making him /her stand in the corner	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
M9.13	Hit, kick or use an object to discipline the child.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

<b>SECTION N: CHILDREN OF OTHERS</b>		
<b>N1</b>	<p><b>Have you looked after someone else's child at any point in the last 12 months?</b></p> <p>(tick all that apply)</p>	<p>1 <input type="checkbox"/> Yes, as a professional caregiver (e.g. Nanny, nursery worker, teacher, etc.)</p> <p>2 <input type="checkbox"/> Yes, but not as part of my job</p> <p>3 <input type="checkbox"/> No, I have not looked after anyone else's child in the last 12 months</p> <p><b>If you selected "3", skip to section O</b></p>

<b>N2</b>	<b>How old was the child that you looked after?</b>  (tick all that apply)	1 <input type="checkbox"/> 5 years old or younger  2 <input type="checkbox"/> 6-11 years old  3 <input type="checkbox"/> 12 years or older  <b>If you selected "1" go to question N3.1</b> <b>If you selected "2", go to question N4.1</b> <b>If you selected "3" go to question N5.1</b>				
<b>N3. If you have looked after someone else's child aged 5 or younger any point in the last 12 months, tick to indicate how often you have done each of the following when the child that you looked after breaks the rules or does something that he/she is not supposed to? (If you have looked after more than one child think of the child you feel is more challenging)</b>						
		Always	Most of the time	Some of the time	Rarely	Never
N3.1	Tell the child to stop	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N3.2	Ignore it and do nothing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N3.3	Raise your voice, shout at, or scold the child	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N3.4	Calmly discuss the problem with the child or explain that his/ her behaviour is not right	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N3.5	Slap, smack or spank the child	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N3.6	Distract the child	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N3.7	Threaten to spank, smack or slap (but not do it)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N3.8	Threaten to send the child to live with someone else (but not do it).	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N3.9	Take away privileges or things	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N3.10	Cut access to computers, smartphones, tablets, etc.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N3.11	Put him/her in time-out (by themselves) in another room.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N3.12	To punish him/ her by making him /her stand in the corner	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N3.13	Hit, kick or use an object to discipline the child.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>



**N4. If you have looked after someone else's child aged 6-11 at any point in the last 12 months, tick to indicate how often you have done each of the following when the child that you looked after breaks the rules or does something that he/she is not supposed to? (If you have looked after more than one child think of the child you feel is more challenging)**

		Always	Most of the time	Some of the time	Rarely	Never
N4.1	Tell the child to stop	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N4.2	Ignore it and do nothing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N4.3	Raise your voice, shout at, or scold the child	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N4.4	Calmly discuss the problem with the child or explain that his/ her behaviour is not right	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N4.5	Slap, smack or spank the child	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N4.6	Distract the child	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N4.7	Threaten to spank, smack or slap (but not do it)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N4.8	Threaten to send the child to live with someone else (but not do it).	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N4.9	Take away privileges or things	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N4.10	Cut access to computers, smartphones, tablets, etc.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N4.11	Put him/her in time-out (by themselves) in another room.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N4.12	To punish him/ her by making him /her stand in the corner	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N4.13	Hit, kick or use an object to discipline the child.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

**N5. If you have looked after someone else's child aged 12 or older any point in the last 12 months, tick to indicate how often you have done each of the following when the child that you looked after breaks the rules or does something that he/she is not supposed to? (If you have looked after more than one child think of the child you feel is more challenging)**

		Always	Most of the time	Some of the time	Rarely	Never
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N5.1	Tell the child to stop	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N5.2	Ignore it and do nothing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N5.3	Raise your voice, shout at, or scold the child	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N5.4	Calmly discuss the problem with the child or explain that his/ her behaviour is not right	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N5.5	Slap, smack or spank the child	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N5.6	Distract the child	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N5.7	Threaten to spank, smack or slap (but not do it)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N5.8	Threaten to send the child to live with someone else (but not do it).	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N5.9	Take away privileges or things	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N5.10	Cut access to computers, smartphones, tablets, etc.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N5.11	Put him/her in time-out (by themselves) in another room.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N5.12	To punish him/ her by making him /her stand in the corner	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
N5.13	Hit, kick or use an object to discipline the child.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

## SECTION O

O1	How often do you and your partner argue or shout at each other in front of your child/ren or child/ren you are taking care of? (tick the best answer)	1 <input type="checkbox"/> Every day 2 <input type="checkbox"/> Every week 3 <input type="checkbox"/> Every month 4 <input type="checkbox"/> Happened once or twice 5 <input type="checkbox"/> Never happened
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		<b>If respondent is not a parent or a caretaker skip to question O3</b>
<b>O2</b>	<b>How often do you and your partner argue or shout at each other when you think your child/ren or child/ren cannot hear you? (tick the best answer)</b>	1 <input type="checkbox"/> Every day 2 <input type="checkbox"/> Every week 3 <input type="checkbox"/> Every month 4 <input type="checkbox"/> Happened once or twice 5 <input type="checkbox"/> Never happened
<b>O3</b>	<b>Have any of the following people in your home ever hurt you physically (e.g. hit you, kicked you or beat you with an object)?</b> (tick all that apply)	1 <input type="checkbox"/> My partner 2 <input type="checkbox"/> A parent/ in law 3 <input type="checkbox"/> Another adult person living in my home 4 <input type="checkbox"/> No one in my home has ever hurt me physically
<b>O4</b>	<b>Has any person in your home ever hurt you so badly that you sustained bruising or bleeding or other physical injury?</b> (tick all that apply)	1 <input type="checkbox"/> My partner 2 <input type="checkbox"/> A parent/ in law 3 <input type="checkbox"/> Another adult person living in my home 4 <input type="checkbox"/> No one in my home has ever hurt me physically

**SECTION P****Note: If respondent is not parent or caretaker, skip to section T**

<b>P1</b>	<b>How often, if ever, do you forget to feed your child/ren or child/ren?</b> (tick the best answer)	1 <input type="checkbox"/> Every day 2 <input type="checkbox"/> Every week 3 <input type="checkbox"/> Every month 4 <input type="checkbox"/> Happened once or twice 5 <input type="checkbox"/> Never happened
<b>P2</b>	<b>How often, if ever, do you forget to tell your child/ren or child/ren to go to school? (tick the best answer)</b>	1 <input type="checkbox"/> Every day 2 <input type="checkbox"/> Every week 3 <input type="checkbox"/> Every month 4 <input type="checkbox"/> Happened once or twice

		5 <input type="checkbox"/> Never happened 6 <input type="checkbox"/> My child does not go to school
<b>SECTION Q</b>		
<b>Note: If respondent is not parent or caretaker, skip to section T</b>		
<b>Q1.</b>	<b>Has any person at your child's school, nursery or kindergarten ever hit, or beat your child/ren or child/ren (including as a means of discipline/ punishment)?</b> (tick all that apply)	1 <input type="checkbox"/> A teacher 2 <input type="checkbox"/> Another child's parent 3 <input type="checkbox"/> Another adult person 4 <input type="checkbox"/> Another student/ child 5 <input type="checkbox"/> No one 99 <input type="checkbox"/> Don't have children attending school, nursery or kindergarten
<b>Q2.</b>	<b>Has any person at your child/ren or child/ren's school, nursery or kindergarten ever hurt them so badly that they sustained bruising or bleeding or other physical injury?</b> (tick all that apply)	1 <input type="checkbox"/> A teacher 2 <input type="checkbox"/> Another child's parent 3 <input type="checkbox"/> Another adult person 4 <input type="checkbox"/> Another student/ child 5 <input type="checkbox"/> No one 99 <input type="checkbox"/> Don't have children attending school, nursery or kindergarten
<b>Q3.</b>	<b>Have you ever complained to anyone about your child/ren or child/ren being physically hurt at school, nursery or kindergarten?</b> (tick all that apply)	1 <input type="checkbox"/> Complained to school 2 <input type="checkbox"/> Complained to police 3 <input type="checkbox"/> Complained to the child protection system 4 <input type="checkbox"/> Complained to perpetrator's parents (if perpetrator was another child) 5 <input type="checkbox"/> Other 6 <input type="checkbox"/> Never complained 7 <input type="checkbox"/> I did not know to whom I should direct my complaint 8 <input type="checkbox"/> I coped with the perpetrator myself

		88 <input type="checkbox"/> Child never hit at school, nursery or kindergarten 99 <input type="checkbox"/> Don't have children attending school, nursery or kindergarten <b>If answered 6, 7, 88 or 99, go to Q6</b>	
<b>Q4.</b>	<b>Was any action taken as a result of your complaint?</b> (tick all that apply)	1 <input type="checkbox"/> Perpetrator reprimanded by his or her employer (if perpetrator was an adult) 2 <input type="checkbox"/> Perpetrator lost his or her job (if perpetrator was an adult) 3 <input type="checkbox"/> Perpetrator disciplined by his or her parents (if perpetrator was a child) 4 <input type="checkbox"/> Perpetrator arrested or given a warning by the police 5 <input type="checkbox"/> Child was accused of lying 6 <input type="checkbox"/> Other action taken 7 <input type="checkbox"/> No action taken 8 <input type="checkbox"/> I do not know what happened	
<b>Q5.</b>	<b>How happy were you with the outcome of your complaint?</b>	1 <input type="checkbox"/> Very happy 2 <input type="checkbox"/> Somewhat happy 3 <input type="checkbox"/> Neutral (neither happy nor unhappy) 4 <input type="checkbox"/> Not very happy 5 <input type="checkbox"/> Not happy at all	
<b>Q6</b>	<b>To your knowledge, have any of the following people ever bullied, threatened or harassed your child/ren or child/ren at school, nursery or kindergarten?</b> (tick all that apply)	1 <input type="checkbox"/> Teacher 2 <input type="checkbox"/> Another child 3 <input type="checkbox"/> Another adult	4 <input type="checkbox"/> No one 88 <input type="checkbox"/> I don't know 99 <input type="checkbox"/> Don't have child attending school, nursery or kindergarten

## SECTION R

**Note: If respondent is not parent or caretaker, skip to section T**

<b>R1</b>	<b>Has any person in the community ever hurt your child/ren or child/ren physically (e.g. hit, kicked or beat them?)</b>	1 <input type="checkbox"/> A neighbour/ acquaintance (adult) 2 <input type="checkbox"/> A relative
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	(tick all that apply)	3 <input type="checkbox"/> A stranger (adult) 4 <input type="checkbox"/> A member of the police 5 <input type="checkbox"/> A child or a gang/group of children 6 <input type="checkbox"/> No one
<b>R2</b>	<b>Has any person in the community ever hurt your child/ren or child/ren so badly that they sustained bruising or bleeding or other physical injury?</b> (tick all that apply)	1 <input type="checkbox"/> A neighbour/ acquaintance (adult) 2 <input type="checkbox"/> A relative 3 <input type="checkbox"/> A stranger (adult) 4 <input type="checkbox"/> A member of the police 5 <input type="checkbox"/> A child or a gang/group of children 6 <input type="checkbox"/> No one
<b>R3</b>	<b>Have you ever complained to anyone about your child/ren or child/ren being physically hit in the community?*</b> *By community we mean any place <u>other than</u> your own home or the child's school/nursery/kindergarten. E.g. At a club the child attends, on the street or in another public place, etc. (tick all that apply)	1 <input type="checkbox"/> Complained to the perpetrator 2 <input type="checkbox"/> Complained to police 3 <input type="checkbox"/> Complained to the child protection system 4 <input type="checkbox"/> Complained to perpetrator's parents (if perpetrator was another child) 5 <input type="checkbox"/> Other 6 <input type="checkbox"/> Never complained 7 <input type="checkbox"/> I did not know to whom I should direct my complaint 8 <input type="checkbox"/> I coped with the perpetrator myself 88 <input type="checkbox"/> Child never hit outside the home, school, nursery or kindergarten <b>If answered 6,7 or 88, go to R6</b>
<b>R4</b>	<b>Was any action taken as a result of your complaint?</b> (tick the best answer)	1 <input type="checkbox"/> Perpetrator reprimanded by his or her employer (if perpetrator was an adult) 2 <input type="checkbox"/> Perpetrator lost his or her job (if perpetrator was an adult) 3 <input type="checkbox"/> Perpetrator disciplined by his or her parents (if perpetrator was a child) 4 <input type="checkbox"/> Perpetrator arrested or given a warning by the police

		5 <input type="checkbox"/> Child was accused of lying 6 <input type="checkbox"/> Other action taken 7 <input type="checkbox"/> No action taken 8 <input type="checkbox"/> I do not know what happened
R5	How happy were you with the outcome of your complaint?	1 <input type="checkbox"/> Very happy 2 <input type="checkbox"/> Somewhat happy 3 <input type="checkbox"/> Neutral (neither happy nor unhappy) 4 <input type="checkbox"/> Not very happy 5 <input type="checkbox"/> Not happy at all
<b>INTERNET AND COMMUNITY</b>		
R6	To your knowledge, have any of the following people in the community ever bullied, threatened or harassed your child/ren or child/ren? (tick all that apply)	1 <input type="checkbox"/> A neighbour/ acquaintance (adult) 2 <input type="checkbox"/> A stranger (adult) 3 <input type="checkbox"/> Relative 4 <input type="checkbox"/> A member of the police/ militia 5 <input type="checkbox"/> A child or a gang/group of children 6 <input type="checkbox"/> No one 88 <input type="checkbox"/> I don't know
R7	To your knowledge, has any person ever bullied, threatened, mocked or harassed your child online, or used an online platform to expose your child/ren or child/ren's personal life? (tick all that apply)	1 <input type="checkbox"/> An adult/ group of adults I know 2 <input type="checkbox"/> Relative 3 <input type="checkbox"/> A child or a gang/group of children I know 4 <input type="checkbox"/> A stranger/ group of strangers 5 <input type="checkbox"/> No one

<b>SECTION S</b>				
	<b>Note: If respondent is <u>not</u> a parent, skip to section T</b>	Yes	No	I do not know
S1	To your knowledge have any of your children even been a victim of online grooming for the purposes of sexual exploitation?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>



S2	To your knowledge have any of your children ever been a victim of inappropriate touching or groping?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
S3	To your knowledge have any of your children ever been a victim of sexual harassment?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
S4	To your knowledge has your child ever been a victim of sexual assault?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
S5	To your knowledge has your child even been a victim of rape?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
S6	If any of your children have been a victim of some of the types of violence mentioned in the previous questions, have you told anyone about this?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 99 <input type="checkbox"/> I do not know my child to have been victim of violence <i>If answer "1", go to question S7</i> <i>If answer "2", go to question S10</i> <i>If answer "99", go to section T</i>		
S7	If you told someone, who did you tell? (tick all that apply)	1 <input type="checkbox"/> Teacher 2 <input type="checkbox"/> Pedagogical counsellor 3 <input type="checkbox"/> Mother 4 <input type="checkbox"/> Father 5 <input type="checkbox"/> Adult relative 6 <input type="checkbox"/> Policeman 7 <input type="checkbox"/> Another adult 8 <input type="checkbox"/> Brother, sister 9 <input type="checkbox"/> Doctor 10 <input type="checkbox"/> Social worker 11 <input type="checkbox"/> Friend (child) 12 <input type="checkbox"/> Called 112 13 <input type="checkbox"/> Called 116 111 14 <input type="checkbox"/> Other		
S8	If you told anyone, was he able to help?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No <i>If answer 1, go to SECTION T</i>		

<b>S9</b>	<p><b>If you told someone but this person has not helped, why do you think he did not?</b></p> <p>(tick the best answer)</p>	<p>1 <input type="checkbox"/> I think he was not able to help me</p> <p>2 <input type="checkbox"/> I think he was afraid</p> <p>3 <input type="checkbox"/> I think he did not understand the problem</p> <p>4 <input type="checkbox"/> I think he did not want to help</p> <p>5 <input type="checkbox"/> I think he did not believe</p> <p>6 <input type="checkbox"/> I think someone told him not to help me</p> <p>7 <input type="checkbox"/> Other: Please, specify</p> <p>.....</p> <p><b>Go to section T</b></p>
<b>S10</b>	<p><b>If you <u>did not tell</u> anyone, what stopped you?</b></p> <p>(tick the best answer)</p>	<p>1 <input type="checkbox"/> I don't think it was important</p> <p>2 <input type="checkbox"/> I was worried / I was ashamed</p> <p>3 <input type="checkbox"/> I was afraid I would get into trouble</p> <p>4 <input type="checkbox"/> I did not want the perpetrator to get into trouble</p> <p>5 <input type="checkbox"/> I did not know who to tell</p> <p>6 <input type="checkbox"/> I did not think someone would help me</p> <p>7 <input type="checkbox"/> I did not think someone would believe me</p> <p>8 <input type="checkbox"/> They threatened me not to tell</p> <p>9 <input type="checkbox"/> The child did not want to be known</p> <p>10 <input type="checkbox"/> Other: Please, specify</p> <p>.....</p>

<b>SECTION T</b>		
<b>T1</b>	<p><b>Would you like to receive information and read articles on positive parenting and other topics about how to bring up your children without violence and raising voice?</b></p>	<p>1. <input type="checkbox"/> Yes</p> <p>2. <input type="checkbox"/> No</p>
<b>T2</b>	<p><b>If you want to receive information on positive parenting issues, how would you like to do it?</b></p>	<p>1. <input type="checkbox"/> Through specialized magazines and books</p> <p>2. <input type="checkbox"/> Articles in lifestyle and leisure magazines</p> <p>3. <input type="checkbox"/> Through internet - websites, blogs and forums</p> <p>4. <input type="checkbox"/> By email - regular newsletter or periodical articles</p>

		5. <input type="checkbox"/> Through a question and answer session for parents, led by a parenting expert 6 <input type="checkbox"/> Other
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## SECTION U

U1. Please, rate your level of agreement with the following statement:						
	Please answer on every row	Totally agree	Agree	Neither agree nor disagree	Disagree	Totally disagree
U1.1	Threatening a child causes psychological injuries	1	2	3	4	5
U1.2	Verbal humiliation of a child is a form of psychological violence	1	2	3	4	5
U1.3	Cursing a child is causing psychological injuries	1	2	3	4	5
U1.4	Being careless towards emotional and spiritual needs of a child is neglect	1	2	3	4	5
U1.5	Being inattentive to possible risks of child safety is a form of child neglect.	1	2	3	4	5
U1.6	Sexual touching of a child is unacceptable	1	2	3	4	5
U1.7	Making a child to expose his/her genitals is unacceptable	1	2	3	4	5
U1.8	Sexual relationship of adult with minor up to 16 years is unacceptable	1	2	3	4	5
U1.9	If an adult makes a child to touch him/her on his or her body, this is a form of sexual abuse	1	2	3	4	5
U1.10	Using physical punishment towards boys is more acceptable than towards girls.	1	2	3	4	5
U1.11	The parents, who do not use physical punishment, spoil their children.	1	2	3	4	5
U1.12	Each child belongs to his/her parents and only they are capable of making any kind of decision regarding their children.	1	2	3	4	5

<b>U1.13</b>	Children study better by means of examples, rather than punishment method.	1	2	3	4	5
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<b>U2.</b>	<b>In your opinion, how problematic are the following issues in Bulgaria?</b>				
		It is not problematic	It is insignificant problem	More or less problematic	It is a serious problem
<b>U2.1</b>	psychological violence against children	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>U2.2</b>	physical violence against children	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>U2.3</b>	ensuring good health care for children	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>U2.4</b>	ensuring good education for children	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>U2.5</b>	child neglect	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>U2.6</b>	child sexual abuse	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

<b>U3.</b>	<b>Did your parents or people taking care of you use method of physical punishment while raising you? (Tick one answer)</b>	1 <input type="checkbox"/> Yes, permanently 2 <input type="checkbox"/> Yes, sometimes 3 <input type="checkbox"/> Yes, but I can recall only 1 or 2 cases 4 <input type="checkbox"/> No, never
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<b>U4.1</b>	<b>In your opinion, is physical punishment of girls acceptable?</b>	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No <b>If 2 skip to U5.1</b>
<b>U4.2</b>	<b>Until what age is it reasonable to use physical punishment towards girls?</b> (write the age in the space available)	.....

<b>U5.1</b>	<b>In your opinion, is physical punishment of boys acceptable?</b>	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No <b>If 2 skip to U6.1</b>
<b>U5.2</b>	<b>Until what age is it reasonable to use physical punishment towards boys?</b> (write the age in the space available)	.....

<b>U6.1</b>	<b>In your opinion, is it acceptable for others to intervene if they see a parent hitting, kicking or punching their child (or if they hear about a parent doing this)?</b>	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No <b>If 2 skip to U7</b>
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<b>U6.2</b>	<p><b>In your opinion, which of the following people or organisations should take action if they become aware that a child is being physically harmed by their parents?</b></p> <p>(tick all that apply)</p>	<p>1 <input type="checkbox"/> No one</p> <p>2 <input type="checkbox"/> Neighbours/society members</p> <p>3 <input type="checkbox"/> Other adults</p> <p>4 <input type="checkbox"/> Parent or other family members/friends of family</p> <p>5 <input type="checkbox"/> School, kindergarten staff member</p> <p>6 <input type="checkbox"/> Social services, social workers</p> <p>7 <input type="checkbox"/> Police</p> <p>8 <input type="checkbox"/> Healthcare specialists</p> <p>9 <input type="checkbox"/> Church/religious organizations</p> <p>10 <input type="checkbox"/> Public Defender/ombudsman</p> <p>11 <input type="checkbox"/> Other</p>
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<b>U7</b>	<p><b>Do you know who to contact if you are concerned about a child who is being neglected, physically harmed or sexually abused?</b></p> <p>(Tick the best answer)</p>	<p>1 <input type="checkbox"/> Yes, I know</p> <p>2 <input type="checkbox"/> Yes, more or less</p> <p>3 <input type="checkbox"/> No, I don't know</p>
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<p><b>U8. If you were to witness (or become aware of) a case of violence or neglect of a child, how much do each of the following statements reflect how you would feel about what to do next?</b></p> <p>(Rate your level of agreement with each of the following statements)</p>						
	<b>Please answer on every row</b>	<b>Totally agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Totally disagree</b>
<b>U8.1</b>	I would have a duty to make a report	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>U8.2</b>	I would not make a report because I do not think that I should get involved in another family's affairs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>U8.3</b>	I would feel uncomfortable by getting involved	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>U8.4</b>	If I thought that the violence only happened one time, I would not make a report at this stage	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>U8.5</b>	If the violence or neglect was not serious enough I would not make report	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

<b>U8. If you were to witness (or become aware of) a case of violence or neglect of a child, how much do each of the following statements reflect how you would feel about what to do next?</b> (Rate your level of agreement with each of the following statements)						
	<b>Please answer on every row</b>	<b>Totally agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Totally disagree</b>
<b>U8.6</b>	I would only make a report if I felt that I had good evidence that the violence was taking place	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>U8.7</b>	If I did make a report, I would be worried that the family concerned would threaten or harm me or my family	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

<b>U9</b>	<b>How would you like to make a report, get help?</b>  (tick all that apply)	1. <input type="checkbox"/> Tell someone 2. <input type="checkbox"/> Call on the phone 3. <input type="checkbox"/> Send message via email 4. <input type="checkbox"/> Send a message via SMS 5. <input type="checkbox"/> Send a message via Messenger on Facebook	6. <input type="checkbox"/> Send a message via Viber 7. <input type="checkbox"/> Send a message via WhatsApp 8. <input type="checkbox"/> Send a message via Snapchat 9. <input type="checkbox"/> Send a message through an organization's site 10. <input type="checkbox"/> I would not make a report or seek help
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<b>U10 If a friend / neighbour / relative becomes a witness or is aware of a case of violence or neglect of children and refrains from reporting this fact, what do you think might be the reason to hesitate?</b>						
	<b>Please answer on every row</b>	<b>Totally agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Totally disagree</b>
<b>U10.1</b>	Presumably, he/she would feel uncomfortable by getting involved.	1	2	3	4	5
<b>U10.2</b>	Presumably, he/she would not be sure that the concrete action was repeated regularly	1	2	3	4	5
<b>U10.3</b>	Presumably, the fact of violence was not severe enough to be reported	1	2	3	4	5
<b>U10.4</b>	Presumably, he/she did not think that information he/she had was enough to be reported to the respective institutions.	1	2	3	4	5

	<b>U10 If a friend / neighbour / relative becomes a witness or is aware of a case of violence or neglect of children and refrains from reporting this fact, what do you think might be the reason to hesitate?</b>					
	<b>Please answer on every row</b>	<b>Totally agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Totally disagree</b>
<b>U10.5</b>	Presumably, he/she thinks that he/she should not interfere in other family's business.	1	2	3	4	5
<b>U10.6</b>	Presumably, he/she is nervous that after reporting the case, aggression/beating/threat or blackmailing will be addressed to him/her or his/her family members.	1	2	3	4	5

**This is the end of the survey - thank you for your time and participation!**

**We are very grateful to you for sharing your experiences and views with us, especially on personal topics. We hope what we have learned from you can help us to improve support for children in the future.**



## 14.2 Children's survey

## CHILDREN'S SURVEY 1

## Children 13-17 years

*To be completed by enumerator before starting the interview*

<b>Date:</b>	<b>Municipality:</b>
DD / MM / 2019	
<b>Enumerator Name:</b>	<b>Settlement:</b>

## SECTION A: DEMOGRAPHIC INFORMATION

A1	<b>Your gender</b>	.....			
A2	<b>Your age</b> (please write):	..... (number in years)			
A3	<b>Do you consider yourself to have a disability?</b> (tick all that apply)	1. <input type="checkbox"/> Physical disability (not able to walk) 2. <input type="checkbox"/> Physical disability (able to walk) 3. <input type="checkbox"/> Non-physical disability (mental/intellectual) 4. <input type="checkbox"/> Multiple disabilities (physical and intellectual) 5. <input type="checkbox"/> Other type of disability 6. <input type="checkbox"/> No disability			
A4	<b>What is your ethnicity?</b> (tick the best answer)	1. <input type="checkbox"/> Bulgarian	2. <input type="checkbox"/> Turk	3. <input type="checkbox"/> Roma	4. <input type="checkbox"/> Other
A5	<b>What is the language you use at home?</b> (tick all that apply)	1. <input type="checkbox"/> Bulgarian	2. <input type="checkbox"/> Turkish	3. <input type="checkbox"/> Romani	4. <input type="checkbox"/> Other
A6	<b>What is your religion?</b> (tick the best answer)	1. <input type="checkbox"/> Eastern Orthodox 2. <input type="checkbox"/> Roman Catholic 3. <input type="checkbox"/> Muslim 4. <input type="checkbox"/> Protestant 5. <input type="checkbox"/> Judaism 6. <input type="checkbox"/> Atheist 7. <input type="checkbox"/> Agnostic 8. <input type="checkbox"/> No religion 9. <input type="checkbox"/> Other 10. <input type="checkbox"/> I don't want to answer 11. <input type="checkbox"/> I don't know			

## SECTION B: HOUSEHOLD INFORMATION

B1	<b>How many people, including yourself, are living in your household/ (under the same roof)?</b>	<p>(write number on the dotted line)</p> <p>..... (Number over 18)</p> <p>..... (Number under 18)</p>
B2	<b>Which adults do you live with?</b> (tick all that apply)	1. With my father 2. With my mother 3. With brother(s) 4. With sister(s) 5. With grandmother 6. With grandfather 7. With other relatives (please specify)..... 8. With another adult (please specify) ..... 9. Foster parents 10. Home / child care center 11. I live mostly alone (a)
B3	<b>What does your mother do?</b>	1. <input type="checkbox"/> Full time employed in Bulgaria 2. <input type="checkbox"/> Part time employed in Bulgaria 3. <input type="checkbox"/> Works abroad 4. <input type="checkbox"/> Unemployed 5. <input type="checkbox"/> Retired 6. <input type="checkbox"/> Homemaker 7. <input type="checkbox"/> Other 8. <input type="checkbox"/> I don't know 9. <input type="checkbox"/> My mother has passed away 10. <input type="checkbox"/> I do not meet with my mother 11. <input type="checkbox"/> On maternity leave
B4	<b>What does your father do?</b>	1. <input type="checkbox"/> Full time employed in Bulgaria 2. <input type="checkbox"/> Part time employed in Bulgaria 3. <input type="checkbox"/> Works abroad 4. <input type="checkbox"/> Unemployed 5. <input type="checkbox"/> Retired 6. <input type="checkbox"/> Homemaker 7. <input type="checkbox"/> Other 8. <input type="checkbox"/> I don't know

		9. <input type="checkbox"/> My father has passed away 10. <input type="checkbox"/> I do not meet with my father
B5	<b>Who is mainly taking care of you in the family?</b> (tick the best answer)	1. <input type="checkbox"/> Both my parents take care of me 2. <input type="checkbox"/> Only my mother takes care of me 3. <input type="checkbox"/> Only my father takes care of me 4. <input type="checkbox"/> Grandmother and/ or grandfather takes care of me 5. <input type="checkbox"/> Step mother 6. <input type="checkbox"/> Step father 7. <input type="checkbox"/> Another child (for example brother or sister) 8. <input type="checkbox"/> Foster family 9. <input type="checkbox"/> I take care of myself 10. <input type="checkbox"/> Another adult (relative) 11. <input type="checkbox"/> Another adult (non-relative) 12. <input type="checkbox"/> Other
B6	<b>What best describes your parents' current relationship?</b> (tick the best answer)	1. <input type="checkbox"/> Married/ Co-habiting 2. <input type="checkbox"/> Single/ Divorced/ Separated 3. <input type="checkbox"/> One living parent 4. <input type="checkbox"/> No living parents
B7	<b>How often in the last year did your family NOT have enough money to provide FOOD?</b> (Think of the past year) (tick the best answer)	1. <input type="checkbox"/> Every day 2. <input type="checkbox"/> Most of the days 3. <input type="checkbox"/> In some of the days 4. <input type="checkbox"/> Rarely 5. <input type="checkbox"/> Never

**B8. How often in the last year did your family NOT HAVE enough money for the following?** (tick the best answer on each row)

Figure 1		We never had money	We rarely had money	Sometimes we had money	In most cases we had money	We always had money
B8.A	School supplies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
B8.B	Medications	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

<b>B8.C</b>	<b>Clothes</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>B8.D</b>	<b>Gifts, holidays, entertainment</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>B8.E</b>	<b>Computer equipment (laptop or desktop computer)</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>B8.F</b>	<b>Devices such as smartphones and tablets</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

**B9. Which of the following does your household have? (tick all that apply)**

1. <input type="checkbox"/> Car 2. <input type="checkbox"/> Television 3. <input type="checkbox"/> Refrigerator 4. <input type="checkbox"/> Mobile phone 5. <input type="checkbox"/> Tablet	6. <input type="checkbox"/> Computer 7. <input type="checkbox"/> Internet 8. <input type="checkbox"/> Washing machine 9. <input type="checkbox"/> Dishwasher 10. <input type="checkbox"/> Smart phone	11. <input type="checkbox"/> Oven 12. <input type="checkbox"/> Cooker 13. <input type="checkbox"/> Satellite dish or Cable receiver 14. <input type="checkbox"/> Air conditioner 15. <input type="checkbox"/> Own home / house / apartment
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**B10. Which of the following do you have at home? (tick all that apply)**

1. Running water	2. Electricity	3. Indoor WC	4. Indoor bathroom	5. Separate beds for all household members
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B11	<b>How many rooms are there in the place where you live?</b> (please write on the dotted line)	..... (number of rooms)
B12	<b>How many hours of cooking/ cleaning/ childcare or other household chores do <u>you</u> do per week in a typical week?</b> (please write on the dotted line)	..... (number of hours)
B13	<b>How many hours did you spend last week doing paid work in a typical week?</b> (please write on the dotted line)	..... (number of hours)
B14	<b>How many days do you attend school on a typical week?</b> (please write on the dotted line)	..... (number of days)

### SECTION C: FEELINGS OF SAFETY

	(tick the best answer)	All of the time	Most of the time	Sometimes	Rarely	Never
C1	<b>Does anyone make you feel unsafe at home?</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

C2	Does anyone make you feel unsafe at school?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
C3	Does anyone make you feel unsafe in your community? (i.e. in your neighborhood and local area)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

#### SECTION D: ATTITUDES TOWARDS DIFFERENT FORMS OF VIOLENCE

*I am now going to read some more statements. Please rate your level of agreement with each.*

	strongly agree	somewhat agree	neither agree nor disagree	somewhat disagree	strongly disagree
D1. It is acceptable for a parent or caregiver to shout at a child when they misbehave	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D2. It is acceptable for a teacher to shout at students in school when they misbehave	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D3. It is acceptable for a child to shout at another child when they misbehave	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D4. Shouting at children is for their own good	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D5. Shouting at children is harmful to them	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D6. It is acceptable for a parent/caregiver to use abusive words, humiliate or call a child bad names	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D7. It is acceptable for a teacher to use abusive words, humiliate or call a child bad names	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D8. It is acceptable for a child to use abusive words, humiliate or call a child bad names	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

D9. It is acceptable for a parent/ caregiver to smack a child when they misbehave	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D10. It is acceptable for teacher/ staff member to hit a child at school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D11. It is acceptable for a child to hit another child	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D12. Smacking a child is sometimes for their own good	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D13. Hitting, beating or using an object to beat a child is harmful to them	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D14. It is more OK to hit a boy than a girl	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D15. It is more OK to hit a girl than a boy	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D16. It is ok to hit or smack a child for reasons of discipline, as long as no serious injury is caused	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D17. It is acceptable for a girl under 14 years to have sexual contact with a person older than 18 years	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D18. It is acceptable for a boy under 14 years to have sexual contact with a person older than 18 years	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D19. Every boy and girl has the right to refuse an unwanted touch on the body	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

D20.	At what age does the law say that a child is legally able to consent to have sex? (tick the best answer)	1. <input type="checkbox"/> any age 10. <input type="checkbox"/> 10 years 11. <input type="checkbox"/> 11 years 12. <input type="checkbox"/> 12 years 13. <input type="checkbox"/> 13 years 14. <input type="checkbox"/> 14 years	15. <input type="checkbox"/> 15 years 16. <input type="checkbox"/> 16 years 17. <input type="checkbox"/> 17 years 18. <input type="checkbox"/> 18 years 88. <input type="checkbox"/> I don't know
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D21.	<p><b>A girl is partially to blame for being raped if she does the following...</b></p> <p>(tick <u>all</u> you agree with)</p>	<p>1. <input type="checkbox"/> Has sex with many different partners</p> <p>2. <input type="checkbox"/> Wears revealing clothing (for example, short skirts)</p> <p>3. <input type="checkbox"/> Drinks alcohol or takes drugs</p> <p>4. <input type="checkbox"/> Goes out late at night</p> <p>5. <input type="checkbox"/> Behaving provocatively</p> <p>6. <input type="checkbox"/> None of the above - it is never her fault in any way</p>
D.22	<p><b>If a girl is raped, she should do the following:</b></p> <p>(tick <u>all</u> you agree with)</p>	<p>1. <input type="checkbox"/> Marry the perpetrator to avoid shame</p> <p>2. <input type="checkbox"/> Be punished for having sex</p> <p>3. <input type="checkbox"/> Change her behavior</p> <p>4. <input type="checkbox"/> Change the way she dresses</p> <p>5. <input type="checkbox"/> Keep silent to avoid shame</p> <p>6. <input type="checkbox"/> Leave school</p> <p>7. <input type="checkbox"/> Avoid seeing the perpetrator</p> <p>8. <input type="checkbox"/> Tell someone to get help (eg a doctor / social worker / teacher / parent)</p> <p>9. <input type="checkbox"/> Tell the police</p>

## SECTION E: PHYSICAL VIOLENCE

E1	<p><b>Have any of the following people in your home ever hurt you physically (Eg. slapped, hit you, kicked you or beat you with an object)?</b></p> <p>(tick all that apply)</p>	<p>1. <input type="checkbox"/> Mother</p> <p>2. <input type="checkbox"/> Father</p> <p>3. <input type="checkbox"/> Step mother</p> <p>4. <input type="checkbox"/> Step father</p> <p>5. <input type="checkbox"/> Another adult relative (female)</p> <p>6. <input type="checkbox"/> Another adult relative (male)</p> <p>7. <input type="checkbox"/> Other caregiver (female)</p> <p>8. <input type="checkbox"/> Other caregiver (male)</p> <p>9. <input type="checkbox"/> Another adult person living in my home (female)</p> <p>10. <input type="checkbox"/> Another adult person living in my home (male)</p>
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		11. <input type="checkbox"/> Sibling 12. <input type="checkbox"/> Another child (non-sibling) 13. <input type="checkbox"/> No person in my home ever hurt me physically <b>If answered 13 go to question E5</b>
E2	<b>How often in the last 12 months has an adult in your home hurt you physically (Eg. slapped, hit you, kicked you or beat you with an object)?</b> (tick the best answer)	1. <input type="checkbox"/> Every day 2. <input type="checkbox"/> Every week 3. <input type="checkbox"/> Every month 4. <input type="checkbox"/> Happened once or twice 5. <input type="checkbox"/> This happened to me, but it happened longer than 12 months ago 6. <input type="checkbox"/> Never happened to me
E3	<b>How often in the last 12 months has another child in your home hurt you physically (Eg. slapped, hit you, kicked you or beat you with an object)?</b> (tick the best answer)	1. <input type="checkbox"/> Every day 2. <input type="checkbox"/> Every week 3. <input type="checkbox"/> Every month 4. <input type="checkbox"/> Happened once or twice 5. <input type="checkbox"/> This happened to me, but it happened longer than 12 months ago 6. <input type="checkbox"/> Never happened to me
E4	<b>Have any of the following people in your home ever hurt you so badly that you sustained bruising or bleeding or other physical injury?</b> (tick all that apply)	1. <input type="checkbox"/> Mother 2. <input type="checkbox"/> Father 3. <input type="checkbox"/> Step mother 4. <input type="checkbox"/> Step father 5. <input type="checkbox"/> Another adult relative (female) 6. <input type="checkbox"/> Another adult relative (male) 7. <input type="checkbox"/> Other caregiver (female) 8. <input type="checkbox"/> Other caregiver (male) 9. <input type="checkbox"/> Another adult person living in my home (female) 10. <input type="checkbox"/> Another adult person living in my home (male) 11. <input type="checkbox"/> Sibling 12. <input type="checkbox"/> Another child (non-sibling) 13. <input type="checkbox"/> No person in my home ever hurt me physically
R1	<b>If you were ever harmed by an adult at home did you ever tell anyone about this?</b> (tick the best answer)	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No 99. <input type="checkbox"/> Never harmed by an adult <b>If answered 1 go to question R2</b> <b>If answered 2 go to question R4</b> <b>If answered "99" go to question R5</b>

R2	<p><b>If you told someone, who did you tell?</b></p> <p>(tick all that apply)</p>	<ol style="list-style-type: none"> <li>1. <input type="checkbox"/> A teacher</li> <li>2. <input type="checkbox"/> Pedagogical counselor</li> <li>3. <input type="checkbox"/> Mother</li> <li>4. <input type="checkbox"/> Father</li> <li>5. <input type="checkbox"/> Another adult relative (female)</li> <li>6. <input type="checkbox"/> Another adult relative (male)</li> <li>7. <input type="checkbox"/> A police officer</li> <li>8. <input type="checkbox"/> Another adult person</li> <li>9. <input type="checkbox"/> A sibling</li> <li>10. <input type="checkbox"/> A doctor</li> <li>11. <input type="checkbox"/> A social worker</li> <li>12. <input type="checkbox"/> A friend (child)</li> <li>13. <input type="checkbox"/> Called a telephone line for children</li> <li>14. <input type="checkbox"/> Other</li> </ol>		
R3	<p><b>If you told someone, did they help?</b></p> <p>(tick the best answer)</p>	<ol style="list-style-type: none"> <li>1. <input type="checkbox"/> Yes</li> <li>2. <input type="checkbox"/> No</li> </ol> <p><b>Go to question R5</b></p>		
R4	<p><b>If you <u>didn't</u> tell anyone, why did you not tell anyone?</b></p> <p>(tick the best answer)</p>	<ol style="list-style-type: none"> <li>1. <input type="checkbox"/> I didn't think it was important</li> <li>2. <input type="checkbox"/> I was embarrassed/ ashamed</li> <li>3. <input type="checkbox"/> I was afraid I would get into trouble</li> <li>4. <input type="checkbox"/> I didn't want the perpetrator to get into trouble</li> <li>5. <input type="checkbox"/> I didn't know who to tell</li> <li>6. <input type="checkbox"/> I didn't think anyone would help me</li> <li>7. <input type="checkbox"/> I didn't think anyone would believe me</li> <li>8. <input type="checkbox"/> I was threatened not to tell</li> <li>9. <input type="checkbox"/> Other: Please explain .....</li> </ol>		
R5	<p><b>If a <u>child</u> in your home has ever harmed you did you ever tell anyone about this?</b></p> <p>(tick the best answer)</p>	<ol style="list-style-type: none"> <li>1. <input type="checkbox"/> Yes</li> <li>2. <input type="checkbox"/> No</li> <li>99. <input type="checkbox"/> Never harmed by a child at home.</li> </ol> <p><b>If answered 1 go to question R6</b></p> <p><b>If answered 2 go to question R8</b></p> <p><b>If answered "99" go to E5</b></p>		
R6	<p><b>If you told someone, who did you tell?</b></p>	<table border="1"> <tr> <td>1. <input type="checkbox"/> A teacher</td> <td>8. <input type="checkbox"/> Another adult person</td> </tr> </table>	1. <input type="checkbox"/> A teacher	8. <input type="checkbox"/> Another adult person
1. <input type="checkbox"/> A teacher	8. <input type="checkbox"/> Another adult person			

	(tick all that apply)	2. <input type="checkbox"/> Pedagogical counselor 3. <input type="checkbox"/> Mother 4. <input type="checkbox"/> Father 5. <input type="checkbox"/> Another adult relative (female) 6. <input type="checkbox"/> Another adult relative (male) 7. <input type="checkbox"/> A police officer	9. <input type="checkbox"/> A sibling 10. <input type="checkbox"/> A doctor 11. <input type="checkbox"/> A social worker 12. <input type="checkbox"/> A friend (child) 13. <input type="checkbox"/> Called a telephone line for children 14. <input type="checkbox"/> Other
R7	If you told someone, did they help?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No Go to question E5	
R8	If you <u>didn't</u> tell anyone, why did you not tell anyone? (tick the best answer)	1. <input type="checkbox"/> I didn't think it was important 2. <input type="checkbox"/> I was embarrassed/ ashamed 3. <input type="checkbox"/> I was afraid I would get into trouble 4. <input type="checkbox"/> I didn't want the perpetrator to get into trouble 5. <input type="checkbox"/> I didn't know who to tell 6. <input type="checkbox"/> I didn't think anyone would help me 7. <input type="checkbox"/> I didn't think anyone would believe me 8. <input type="checkbox"/> I was threatened not to tell 9. <input type="checkbox"/> Other: Please explain .....	
E5	Have any of the following people at school ever hurt you physically (Eg. hit you, kicked you or beat you with an object)? (tick all that apply)	1. Teacher 2. Schoolmaster 3. Educator 4. Psychologist/Counsellor 5. Another adult working in the school 6. A parent of another child 7. Other adults not related to the school 8. Another student under 18 years 9. Another student over 18 years 10. A coach 11. Another adult 12. Never happened If answer is 12, go to question E9	

E6	<p><b>How often in the last 12 months has <u>an adult</u> at school hurt you physically (Eg. hit you, kick you or beat you with an object)?</b></p> <p>(tick the best answer)</p>	<p>1. <input type="checkbox"/> Every day</p> <p>2. <input type="checkbox"/> Every week</p> <p>3. <input type="checkbox"/> Every month</p> <p>4. <input type="checkbox"/> Happened once or twice</p> <p>5. <input type="checkbox"/> This happened to me, but it happened longer than 12 months ago</p> <p>6. <input type="checkbox"/> Never happened to me</p>
E7	<p><b>How often in the last 12 months has <u>another student under 18 years</u> (child) at school hurt you physically (Eg. hit you, kick you or beat you with an object)?</b></p> <p>(tick the best answer)</p>	<p>1. <input type="checkbox"/> Every day</p> <p>2. <input type="checkbox"/> Every week</p> <p>3. <input type="checkbox"/> Every month</p> <p>4. <input type="checkbox"/> Happened once or twice</p> <p>5. <input type="checkbox"/> This happened to me, but it happened longer than 12 months ago</p> <p>6. <input type="checkbox"/> Never happened to me</p>
E8	<p><b>Have any of the following people in your school ever hurt you so badly that you sustained bruising or bleeding or other physical injury?</b></p> <p>(tick all that apply)</p>	<p>1. Teacher</p> <p>2. Schoolmaster</p> <p>3. Educator</p> <p>4. Psychologist/Counsellor</p> <p>5. Another adult working in the school</p> <p>6. A parent of another child</p> <p>7. Other adults not related to the school</p> <p>8. Another student under 18 years</p> <p>9. Another student over 18 years</p> <p>10. A coach</p> <p>11. Another adult</p> <p>12. Never happened</p>
R9	<p><b>If you were ever harmed by <u>an adult</u> at school did you ever tell anyone about this?</b></p>	<p>1. <input type="checkbox"/> Yes</p> <p>2. <input type="checkbox"/> No</p> <p>99. <input type="checkbox"/> Never harmed by an adult at school</p> <p><b>If answered 1 go to question R10</b></p> <p><b>If answered 2 go to question R12</b></p> <p><b>If answered "99" go to section R13</b></p>
R10	<p><b>If you told someone, who did you tell?</b></p> <p>(tick all that apply)</p>	<p>1. <input type="checkbox"/> A teacher</p> <p>2. <input type="checkbox"/> Pedagogical counselor</p> <p>3. <input type="checkbox"/> Mother</p> <p>4. <input type="checkbox"/> Father</p> <p>8. <input type="checkbox"/> Another adult person</p> <p>9. <input type="checkbox"/> A sibling</p> <p>10. <input type="checkbox"/> A doctor</p> <p>11. <input type="checkbox"/> A social worker</p> <p>12. <input type="checkbox"/> A friend (child)</p>

		5. <input type="checkbox"/> Another adult relative (female) 6. <input type="checkbox"/> Another adult relative (male) 7. <input type="checkbox"/> A police officer	13. <input type="checkbox"/> Called a telephone line for children 14. <input type="checkbox"/> Other
R11	<b>If you told someone, did they help?</b>	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No <b>Go to question R13</b>	
R12	<b>If you <u>didn't</u> tell anyone, why did you not tell anyone?</b> (tick the best answer)	1. <input type="checkbox"/> I didn't think it was important 2. <input type="checkbox"/> I was embarrassed/ ashamed 3. <input type="checkbox"/> I was afraid I would get into trouble 4. <input type="checkbox"/> I didn't want the perpetrator to get into trouble 5. <input type="checkbox"/> I didn't know who to tell 6. <input type="checkbox"/> I didn't think anyone would help me 7. <input type="checkbox"/> I didn't think anyone would believe me 8. <input type="checkbox"/> I was threatened not to tell 9. <input type="checkbox"/> Other: Please explain .....	
R13	<b>If you were ever harmed by a student (child) at school did you ever tell anyone about this?</b>	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No 99. <input type="checkbox"/> Never harmed by a student (child) at school <b>If answered 1 go to question R14</b> <b>If answered 2 go to question R16</b> <b>If answered "99" go to question E9</b>	
R14	<b>If you told someone, who did you tell?</b> (tick all that apply)	1. <input type="checkbox"/> A teacher 2. <input type="checkbox"/> Pedagogical counselor 3. <input type="checkbox"/> Mother 4. <input type="checkbox"/> Father 5. <input type="checkbox"/> Another adult relative (female) 6. <input type="checkbox"/> Another adult relative (male) 7. <input type="checkbox"/> A police officer	8. <input type="checkbox"/> Another adult person 9. <input type="checkbox"/> A sibling 10. <input type="checkbox"/> A doctor 11. <input type="checkbox"/> A social worker 12. <input type="checkbox"/> A friend (child) 13. <input type="checkbox"/> Called a telephone line for children 14. <input type="checkbox"/> Other
R15	<b>If you told someone, did they help?</b>	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	

		<b>Go to question E9</b>	
R16	<p><b>If you <u>didn't</u> tell anyone, why did you not tell anyone?</b></p> <p>(tick the best answer)</p>	<ol style="list-style-type: none"> <li>1. <input type="checkbox"/> I didn't think it was important</li> <li>2. <input type="checkbox"/> I was embarrassed/ ashamed</li> <li>3. <input type="checkbox"/> I was afraid I would get into trouble</li> <li>4. <input type="checkbox"/> I didn't want the perpetrator to get into trouble</li> <li>5. <input type="checkbox"/> I didn't know who to tell</li> <li>6. <input type="checkbox"/> I didn't think anyone would help me</li> <li>7. <input type="checkbox"/> I didn't think anyone would believe me</li> <li>8. <input type="checkbox"/> I was threatened not to tell</li> <li>9. <input type="checkbox"/> Other: Please explain .....</li> </ol>	
E9	<p><b>Have any of the following people on the street, at any places you go to, or at any groups that you attend ever hurt you physically (Eg. hit you, kicked you or beat you with an object)?</b></p> <p>(tick all that apply)</p>	<ol style="list-style-type: none"> <li>1. <input type="checkbox"/> An adult relative</li> <li>2. <input type="checkbox"/> An adult neighbour</li> <li>3. <input type="checkbox"/> Acquaintance (adult)</li> <li>4. <input type="checkbox"/> A stranger (adult)</li> <li>5. <input type="checkbox"/> A police officer</li> <li>6. <input type="checkbox"/> A child relative</li> <li>7. <input type="checkbox"/> Another child or gang/group of children that I know</li> <li>8. <input type="checkbox"/> A child or gang/group of children that I don't know</li> <li>9. <input type="checkbox"/> Never happened to me</li> </ol> <p><b>If answer is 9, go to question F1</b></p>	
E10	<p><b>How often in the last 12 months has an adult on the street, at any places you go to, or at any groups that you attend hurt you physically (Eg. hit you, kick you or beat you with an object)?</b></p> <p>(tick the best answer)</p>	<ol style="list-style-type: none"> <li>1. <input type="checkbox"/> Every day</li> <li>2. <input type="checkbox"/> Every week</li> <li>3. <input type="checkbox"/> Every month</li> <li>4. <input type="checkbox"/> Happened once or twice</li> <li>5. <input type="checkbox"/> This happened to me, but it happened longer than 12 months ago</li> <li>6. <input type="checkbox"/> Never happened to me</li> </ol>	
E11	<p><b>How often in the last 12 months has another child on the street, at any places you go to, or at any groups that you attend hurt you physically (Eg. hit you, kick you or beat you with an object)? (</b></p> <p>tick the best answer)</p>	<ol style="list-style-type: none"> <li>1. <input type="checkbox"/> Every day</li> <li>2. <input type="checkbox"/> Every week</li> <li>3. <input type="checkbox"/> Every month</li> <li>4. <input type="checkbox"/> Happened once or twice</li> <li>5. <input type="checkbox"/> This happened to me, but it happened longer than 12 months ago</li> <li>6. <input type="checkbox"/> Never happened to me</li> </ol>	

E12	<p><b>Have any of the following people on the street, at any places you go to, or at any groups that you attend) ever hurt you so badly that you sustained bruising or bleeding or other physical injury?</b></p> <p>(tick all that apply)</p>	<ol style="list-style-type: none"> <li>1. <input type="checkbox"/> An adult relative</li> <li>2. <input type="checkbox"/> An adult neighbour</li> <li>3. <input type="checkbox"/> Acquaintance (adult)</li> <li>4. <input type="checkbox"/> A stranger (adult)</li> <li>5. <input type="checkbox"/> A police officer</li> <li>6. <input type="checkbox"/> A child relative</li> <li>7. <input type="checkbox"/> Another child or gang/group of children that I know</li> <li>8. <input type="checkbox"/> A child or gang/group of children that I don't know</li> <li>9. <input type="checkbox"/> Never happened to me</li> </ol>	
R17	<p><b>If you were ever physically harmed by a person on the street, at any places you go to, or at any groups that you attend did you ever tell anyone about this?</b></p>	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>99. Never physically harmed in the community.</li> </ol> <p><b>If answered 1 go to question R18</b></p> <p><b>If answered 2 go to question R20</b></p> <p><b>If answered "99" go to section F1</b></p>	
R18	<p><b>If you told someone, who did you tell?</b></p> <p>(tick all that apply)</p>	<ol style="list-style-type: none"> <li>1. <input type="checkbox"/> A teacher</li> <li>2. <input type="checkbox"/> Pedagogical counselor</li> <li>3. <input type="checkbox"/> Mother</li> <li>4. <input type="checkbox"/> Father</li> <li>5. <input type="checkbox"/> Another adult relative (female)</li> <li>6. <input type="checkbox"/> Another adult relative (male)</li> <li>7. <input type="checkbox"/> A police officer</li> </ol>	<ol style="list-style-type: none"> <li>8. <input type="checkbox"/> Another adult person</li> <li>9. <input type="checkbox"/> A sibling</li> <li>10. <input type="checkbox"/> A doctor</li> <li>11. <input type="checkbox"/> A social worker</li> <li>12. <input type="checkbox"/> A friend (child)</li> <li>13. <input type="checkbox"/> Called a telephone line for children</li> <li>14. <input type="checkbox"/> Other</li> </ol>
R19	<p><b>If you told someone, did they help?</b></p>	<ol style="list-style-type: none"> <li>1. <input type="checkbox"/> Yes</li> <li>2. <input type="checkbox"/> No</li> </ol> <p><b>Go to question F1</b></p>	
R20	<p><b>If you <u>didn't</u> tell anyone, why did you not tell anyone?</b></p> <p>(tick the best answer)</p>	<ol style="list-style-type: none"> <li>1. I didn't think it was important</li> <li>2. I was embarrassed/ ashamed</li> <li>3. I was afraid I would get into trouble</li> <li>4. I didn't want the perpetrator to get into trouble</li> <li>5. I didn't know who to tell</li> </ol>	



		6. I didn't think anyone would help me 7 I didn't think anyone would believe me 8 I was threatened not to tell 9 Other: Please explain .....
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## SECTION F: EMOTIONAL VIOLENCE

F1	<b>Have any of the following people in your home ever called you bad names, used insults, or humiliated you?</b> (tick all that apply)	1. <input type="checkbox"/> Mother 2. <input type="checkbox"/> Father 3. <input type="checkbox"/> Step mother 4. <input type="checkbox"/> Step father 5. <input type="checkbox"/> Another adult relative (female) 6. <input type="checkbox"/> Another adult relative (male) 7. <input type="checkbox"/> Other caregiver (female) 8. <input type="checkbox"/> Other caregiver (male) 9. <input type="checkbox"/> Another adult person living in my home (female) 10. <input type="checkbox"/> Another adult person living in my home (male) 11. <input type="checkbox"/> Sibling 12. <input type="checkbox"/> Another child (non-sibling) 13. <input type="checkbox"/> No person in my home ever called me bad names, used insults, or humiliated me <b>If answered 13 go to question F4.</b>
F2	<b>How often in the last 12 months has an adult in your home ever called you bad names, used insults, or humiliated you?</b> (tick the best answer)	1. <input type="checkbox"/> Every day 2. <input type="checkbox"/> Every week 3. <input type="checkbox"/> Every month 4. <input type="checkbox"/> Happened once or twice 5. <input type="checkbox"/> This happened to me, but it happened longer than 12 months ago 6. <input type="checkbox"/> Never happened to me
F3	<b>How often in the last 12 months has a child in your home ever called you bad names, used insults, or humiliated you?</b> (tick the best answer)	1. <input type="checkbox"/> Every day 2. <input type="checkbox"/> Every week 3. <input type="checkbox"/> Every month 4. <input type="checkbox"/> Happened once or twice 5. <input type="checkbox"/> This happened to me, but it happened longer than 12 months ago 6. <input type="checkbox"/> Never happened to me

F4	<b>How often in the last 12 months has your parent(s)/ caregiver(s) shouted at you?</b>	1. <input type="checkbox"/> Every day 2. <input type="checkbox"/> Every week 3. <input type="checkbox"/> Every month 4. <input type="checkbox"/> Happened once or twice	5. <input type="checkbox"/> This happened to me, but it happened longer than 12 months ago 6. <input type="checkbox"/> Never happened to me
F5	<b>In the last 12 months, how often have you witnessed your parents/ caregivers shouting at each other? (tick the best answer)</b>	1. <input type="checkbox"/> Every day 2. <input type="checkbox"/> Every week 3. <input type="checkbox"/> Every month 4. <input type="checkbox"/> Happened once or twice	5. <input type="checkbox"/> This happened to me, but it happened longer than 12 months ago 6. <input type="checkbox"/> Never happened to me
F6	<b>In the last 12 months, how often have you witnessed your parents/ caregivers hitting each other? (tick the best answer)</b>	1. <input type="checkbox"/> Every day 2. <input type="checkbox"/> Every week 3. <input type="checkbox"/> Every month 4. <input type="checkbox"/> Happened once or twice	5. <input type="checkbox"/> This happened to me, but it happened longer than 12 months ago 6. <input type="checkbox"/> Never happened to me
F7	<b>Has any person at school ever called you bad names, used insults, or humiliated you (Eg. called you stupid)?</b> (tick all that apply)	1 <input type="checkbox"/> Teacher 2 <input type="checkbox"/> Schoolmaster 3 <input type="checkbox"/> Educator 4 <input type="checkbox"/> Psychologist/Counsellor 5 <input type="checkbox"/> Another adult working in the school 6 <input type="checkbox"/> A parent of another child 7 <input type="checkbox"/> Other adults not related to the school 8 <input type="checkbox"/> Another student under 18 years 9 <input type="checkbox"/> Another student over 18 years 10 <input type="checkbox"/> A coach 11 <input type="checkbox"/> Another adult 12 <input type="checkbox"/> Never happened	
F8	<b>How often in the last 12 months has a teacher at school called you bad names, used insults, or humiliated you?</b> (tick the best answer)	1. <input type="checkbox"/> Every day 2. <input type="checkbox"/> Every week 3. <input type="checkbox"/> Every month 4. <input type="checkbox"/> Happened once or twice	5. <input type="checkbox"/> This happened to me, but it happened longer than 12 months ago 6. <input type="checkbox"/> Never happened to me

F9	<p><b>How often in the last 12 months has another child at school called you bad names, used insults, or humiliated you?</b></p> <p>(tick the best answer)</p>	<p>1. <input type="checkbox"/> Every day</p> <p>2. <input type="checkbox"/> Every week</p> <p>3. <input type="checkbox"/> Every month</p> <p>4. <input type="checkbox"/> Happened once or twice</p>	<p>5. <input type="checkbox"/> This happened to me, but it happened longer than 12 months ago</p> <p>6. <input type="checkbox"/> Never happened to me</p>
F10	<p><b>How often in the last 12 months have teachers at school shouted at you?</b></p> <p>(this can be either individually, or at your whole class)</p>	<p>1. <input type="checkbox"/> Every day</p> <p>2. <input type="checkbox"/> Every week</p> <p>3. <input type="checkbox"/> Every month</p> <p>4. <input type="checkbox"/> Happened once or twice</p>	<p>5. <input type="checkbox"/> This happened to me, but it happened longer than 12 months ago</p> <p>6. <input type="checkbox"/> Never happened to me</p>
F11	<p><b>How often in the last 12 months have other children in your school threatened you with violence, or stolen money, food or other things from you?</b> (tick the best answer)</p>	<p>1. <input type="checkbox"/> Every day</p> <p>2. <input type="checkbox"/> Every week</p> <p>3. <input type="checkbox"/> Every month</p> <p>4. <input type="checkbox"/> Happened once or twice</p>	<p>5. <input type="checkbox"/> This happened to me, but it happened longer than 12 months ago</p> <p>6. <input type="checkbox"/> Never happened to me</p>
F12	<p><b>Have any of the following people <i>on the street, at any places you go to, or at any groups that you attend</i> ever called you bad names, used insults, or humiliated you?</b></p> <p>(tick all that apply)</p>	<p>1. <input type="checkbox"/> An adult relative</p> <p>2. <input type="checkbox"/> An adult neighbour</p> <p>3. <input type="checkbox"/> Acquaintance (adult)</p> <p>4. <input type="checkbox"/> A stranger (adult)</p> <p>5. <input type="checkbox"/> A police officer</p> <p>6. <input type="checkbox"/> A child relative</p> <p>7. <input type="checkbox"/> Another child or gang/group of children that I know</p> <p>8. <input type="checkbox"/> A child or gang/group of children that I don't know</p> <p>9. <input type="checkbox"/> Never happened to me</p>	
F13	<p><b>How often in the last 12 months has an adult <i>on the street, at any places you go to, or at any groups that you attend</i> called you bad names, used insults, or humiliated you?</b></p> <p>(tick the best answer)</p>	<p>1. <input type="checkbox"/> Every day</p> <p>2. <input type="checkbox"/> Every week</p> <p>3. <input type="checkbox"/> Every month</p> <p>4. <input type="checkbox"/> Happened once or twice</p>	<p>5. <input type="checkbox"/> This happened to me, but it happened longer than 12 months ago</p> <p>6. <input type="checkbox"/> Never happened to me</p>

F14	<b>How often in the last 12 months has another child on the street, at any places you go to, or at any groups that you attend called you bad names, used insults, or humiliated you?</b> (tick the best answer)	1. <input type="checkbox"/> Every day 2. <input type="checkbox"/> Every week 3. <input type="checkbox"/> Every month 4. <input type="checkbox"/> Happened once or twice	5. <input type="checkbox"/> This happened to me, but it happened longer than 12 months ago 6. <input type="checkbox"/> Never happened to me
F15	<b>Has anyone ever stalked you?</b> (tick all that apply)	1. <input type="checkbox"/> Yes, an adult I know 2. <input type="checkbox"/> Yes, an adult I don't know 3. <input type="checkbox"/> Yes, a child I know 4. <input type="checkbox"/> Yes, a child I don't know 5. <input type="checkbox"/> No, never happened to me	
F16	<b>How often in the last 12 months has any person stalked you?</b> (tick the best answer)	1. <input type="checkbox"/> Every day 2. <input type="checkbox"/> Every week 3. <input type="checkbox"/> Every month 4. <input type="checkbox"/> Happened once or twice	5. <input type="checkbox"/> This happened to me, but it happened longer than 12 months ago 6. <input type="checkbox"/> Never happened to me
F17	<b>Has any person ever bullied, threatened or harassed you online?</b> (tick all that apply)	1. <input type="checkbox"/> Yes, an adult/a group of adults I know 2. <input type="checkbox"/> Yes, an adult/a group of adults I don't know 3. <input type="checkbox"/> Yes, a child/ group of children I know 4. <input type="checkbox"/> Yes, a child/ group of children I don't know 5. <input type="checkbox"/> Yes, a stranger/ group of strangers 6. <input type="checkbox"/> No, never happened to me <b>If answer is 6, go to question G1</b>	
F18	<b>How often in the last 12 months has any person bullied, threatened or harassed you online?</b> (tick the best answer)	1. <input type="checkbox"/> Every day 2. <input type="checkbox"/> Every week 3. <input type="checkbox"/> Every month 4. <input type="checkbox"/> Happened once or twice	5. <input type="checkbox"/> This happened to me, but it happened longer than 12 months ago 6. <input type="checkbox"/> Never happened to me
F19	<b>Which platform did the person/people who bullied, threatened or harassed you online use?</b> (tick all that apply)	1. <input type="checkbox"/> A Social media/ networking site (Eg facebook) 2. <input type="checkbox"/> A Messaging application	3. <input type="checkbox"/> An online forum 4. <input type="checkbox"/> An online game 5. <input type="checkbox"/> Other

**SECTION G: NEGLECT**

G1	<b>Does your parent/ caregiver ever neglect to feed you?</b> (tick the best answer)	1. <input type="checkbox"/> Every day 2. <input type="checkbox"/> Every week 3. <input type="checkbox"/> Every month 4. <input type="checkbox"/> Happened once or twice in the past 12 months	5. <input type="checkbox"/> This happened to me, but it happened longer than 12 months ago 6. <input type="checkbox"/> Never happened to me
G2	<b>Does you parent/ caregiver ever neglect to take you to school or forget to tell you to go to school?</b> (tick the best answer)	1. <input type="checkbox"/> Every day 2. <input type="checkbox"/> Every week 3. <input type="checkbox"/> Every month 4. <input type="checkbox"/> Happened once or twice in the past 12 months	5. <input type="checkbox"/> This happened to me, but it happened longer than 12 months ago 6. <input type="checkbox"/> Never happened to me
G3	<b>Does you parent/ caregiver ever neglect to take you to a doctor when you are sick</b> (tick the best answer)	1. <input type="checkbox"/> Never takes me to a doctor when I am sick 2. <input type="checkbox"/> Sometimes when I am sick he/she doesn't take me to a doctor 3. <input type="checkbox"/> Takes me to a doctor every time I am sick	

**SECTION H: SEXUAL VIOLENCE**

**READ OUT THE FOLLOWING TO THE PARTICIPANT:** We are now going to ask a few very private questions.

Some of these questions may be difficult for you to answer and you may not like to think about them, but please try to answer each question as honestly as you can. If you don't want to answer a specific question, you can choose 'I prefer not to answer'

Don't worry, nobody will know how you answered these questions. You will complete them yourself on this form and then return the form to me after sealing the envelope.

H1	<p><b>Has anyone ever made unwanted sexual comments or advances to you in a way that made you feel uncomfortable?</b></p> <p>(Tick the best answer)</p>	<p>1. <input type="checkbox"/> Yes</p> <p>2. <input type="checkbox"/> No</p> <p>99. <input type="checkbox"/> I prefer not to answer</p>
		<p><b>If answered 1 go to H2</b></p> <p><b>If answered 2 OR 99 go to H4</b></p>
H2	<p><b>What was the relationship of this person to you?</b></p> <p>(tick all that apply)</p>	<p>1. <input type="checkbox"/> Boyfriend</p> <p>2. <input type="checkbox"/> Girlfriend</p> <p>3. <input type="checkbox"/> A boy I know (friend/acquaintance)</p> <p>4. <input type="checkbox"/> A girl I know (friend/acquaintance)</p> <p>5. <input type="checkbox"/> A boy I don't know (stranger)</p> <p>6. <input type="checkbox"/> A girl I don't know (stranger)</p> <p>7. <input type="checkbox"/> Father</p> <p>8. <input type="checkbox"/> Mother</p> <p>9. <input type="checkbox"/> Other adult relative that lives in my home (male)</p> <p>10. <input type="checkbox"/> Other adult relative that lives in my home (female)</p> <p>11. <input type="checkbox"/> Brother</p> <p>12. <input type="checkbox"/> Sister</p> <p>13. <input type="checkbox"/> Male teacher</p> <p>14. <input type="checkbox"/> Female Teacher</p> <p>15. <input type="checkbox"/> A man I don't know (stranger)</p> <p>16. <input type="checkbox"/> A woman I don't know (stranger)</p> <p>17. <input type="checkbox"/> Another adult male I know (friend/acquaintance)</p> <p>18. <input type="checkbox"/> Another adult female I know (friend/acquaintance)</p> <p>19. <input type="checkbox"/> Another relative (male)</p> <p>20. <input type="checkbox"/> Another relative (female)</p> <p>99. <input type="checkbox"/> I prefer not to answer</p>
H3	<p><b>How often in the last 12 months has another person made unwanted sexual comments or advances to you in a way that made you feel uncomfortable?</b></p> <p>(tick the best answer)</p>	<p>1. <input type="checkbox"/> Every day</p> <p>2. <input type="checkbox"/> Every week</p> <p>3. <input type="checkbox"/> Every month</p> <p>4. <input type="checkbox"/> Happened once or twice</p> <p>5. <input type="checkbox"/> This happened to me, but it happened longer than 12 months ago</p> <p>6. <input type="checkbox"/> Never happened to me</p> <p>99. <input type="checkbox"/> I prefer not to answer</p>
H4	<p><b>Has anyone ever touched you sexually <i>when you didn't want them to</i> (Eg. fondled you, grabbed you or touched you on your private parts)?</b></p> <p>(tick the best answer)</p>	<p>1. <input type="checkbox"/> Yes</p> <p>2. <input type="checkbox"/> No</p> <p>99. <input type="checkbox"/> I prefer not to answer</p>
		<p><b>If answered 1 go to H5</b></p> <p><b>If answered 2 OR 99 go to H7</b></p>
H5	<p><b>What was the relationship of this person to you?</b></p> <p>(tick all that apply)</p>	<p>1. <input type="checkbox"/> Boyfriend</p> <p>2. <input type="checkbox"/> Girlfriend</p> <p>3. <input type="checkbox"/> A boy I know (friend/acquaintance)</p> <p>4. <input type="checkbox"/> A girl I know (friend/acquaintance)</p> <p>13. <input type="checkbox"/> Male teacher</p> <p>14. <input type="checkbox"/> Female Teacher</p> <p>15. <input type="checkbox"/> A man I don't know (stranger)</p> <p>16. <input type="checkbox"/> A woman I don't know (stranger)</p>

		5. <input type="checkbox"/> A boy I don't know (stranger) 6. <input type="checkbox"/> A girl I don't know (stranger) 7. <input type="checkbox"/> Father 8. <input type="checkbox"/> Mother 9. <input type="checkbox"/> Other adult relative that lives in my home (male) 10. <input type="checkbox"/> Other adult relative that lives in my home (female) 11. <input type="checkbox"/> Brother 12. <input type="checkbox"/> Sister	17. <input type="checkbox"/> Another adult male I know (friend/acquaintance) 18. <input type="checkbox"/> Another adult female I know (friend/acquaintance) 19. <input type="checkbox"/> Another relative (male) 20. <input type="checkbox"/> Another relative (female) 99. <input type="checkbox"/> I prefer not to answer
H6	<b>How often in the last 12 months has another person touched you sexually when you didn't want them to (Eg. fondled you, grabbed you or touched you on your private parts)?</b> (tick the best answer)	1. <input type="checkbox"/> Every day 2. <input type="checkbox"/> Every week 3. <input type="checkbox"/> Every month 4. <input type="checkbox"/> Happened once or twice	5. <input type="checkbox"/> This happened to me, but it happened longer than 12 months ago 6. <input type="checkbox"/> Never happened to me 99. <input type="checkbox"/> I prefer not to answer
H7	<b>Has anyone ever had sex with you when you did not want them to?</b> For example, because someone pressured or coerced you, used physical force, or because you were unable to say no? (tick the best answer)	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	99. <input type="checkbox"/> I prefer not to answer  <b>If answered 1 go to H8</b> <b>If answered 2 OR 99 go to H9</b>
H8	<b>What was the relationship of this person to you?</b> (tick all that apply)	1. <input type="checkbox"/> Boyfriend 2. <input type="checkbox"/> Girlfriend 3. <input type="checkbox"/> A boy I know (friend/acquaintance) 4. <input type="checkbox"/> A girl I know (friend/acquaintance) 5. <input type="checkbox"/> A boy I don't know (stranger) 6. <input type="checkbox"/> A girl I don't know (stranger) 7. <input type="checkbox"/> Father 8. <input type="checkbox"/> Mother 9. <input type="checkbox"/> Other adult relative that lives in my home (male) 10. <input type="checkbox"/> Other adult relative that lives in my home (female) 11. <input type="checkbox"/> Brother 12. <input type="checkbox"/> Sister	13. <input type="checkbox"/> Male teacher 14. <input type="checkbox"/> Female Teacher 15. <input type="checkbox"/> A man I don't know (stranger) 16. <input type="checkbox"/> A woman I don't know (stranger) 17. <input type="checkbox"/> Another adult male I know (friend/acquaintance) 18. <input type="checkbox"/> Another adult female I know (friend/acquaintance) 19. <input type="checkbox"/> Another relative (male) 20. <input type="checkbox"/> Another relative (female) 99. <input type="checkbox"/> I prefer not to answer

H9	<p><b>Has any person online ever sent you unwanted sexual messages, comments or photographs, or asked you to send sexual photographs or perform sexual acts that made you feel uncomfortable?</b></p> <p>(tick the best answer)</p>	<p>1. <input type="checkbox"/> Yes</p> <p>2. <input type="checkbox"/> No</p> <p>99. <input type="checkbox"/> I prefer not to answer</p> <p><b>If answered 1 go to H10</b></p> <p><b>If answered 2 OR 99 go to R21</b></p>
H10	<p><b>What was the relationship of this person to you? (tick all that apply)</b></p>	<p>1. <input type="checkbox"/> Boyfriend</p> <p>2. <input type="checkbox"/> Girlfriend</p> <p>3. <input type="checkbox"/> A boy I know (friend/acquaintance)</p> <p>4. <input type="checkbox"/> A girl I know (friend/acquaintance)</p> <p>5. <input type="checkbox"/> A boy I don't know (stranger)</p> <p>6. <input type="checkbox"/> A girl I don't know (stranger)</p> <p>7. <input type="checkbox"/> Father</p> <p>8. <input type="checkbox"/> Mother</p> <p>9. <input type="checkbox"/> Other adult relative that lives in my home (male)</p> <p>10. <input type="checkbox"/> Other adult relative that lives in my home (female)</p> <p>11. <input type="checkbox"/> Brother</p> <p>12. <input type="checkbox"/> Sister</p> <p>13. <input type="checkbox"/> Male teacher</p> <p>14. <input type="checkbox"/> Female Teacher</p> <p>15. <input type="checkbox"/> A man I don't know (stranger)</p> <p>16. <input type="checkbox"/> A woman I don't know (stranger)</p> <p>17. <input type="checkbox"/> Another adult male I know (friend/acquaintance)</p> <p>18. <input type="checkbox"/> Another adult female I know (friend/acquaintance)</p> <p>19. <input type="checkbox"/> Another relative (male)</p> <p>20. <input type="checkbox"/> Another relative (female)</p> <p>99. <input type="checkbox"/> I prefer not to answer</p>
H11	<p><b>How often in the last 12 months has another person sent you unwanted sexual messages, comments or photographs, or asked you to send sexual photographs or perform sexual acts that made you feel uncomfortable?</b></p> <p>(tick the best answer)</p>	<p>1. <input type="checkbox"/> Every day</p> <p>2. <input type="checkbox"/> Every week</p> <p>3. <input type="checkbox"/> Every month</p> <p>4. <input type="checkbox"/> Happened once or twice</p> <p>5. <input type="checkbox"/> This happened to me, but it happened longer than 12 months ago</p> <p>6. <input type="checkbox"/> Never happened to me</p> <p>99. <input type="checkbox"/> I prefer not to answer</p>
R21	<p><b>If any of the above has happened, did you ever tell anyone about this?</b></p>	<p>1. <input type="checkbox"/> Yes</p> <p>2. <input type="checkbox"/> No</p> <p>77. <input type="checkbox"/> None of the above has happened to me</p> <p>99. <input type="checkbox"/> I prefer not to answer</p> <p><b>If answered 1 go to question R22</b></p>



		<p><b>If answered 2 go to question R24</b></p> <p><b>If answered 77 or 99 go to I1.</b></p>
R22.	<p><b>If you told someone, who did you tell?</b></p> <p>(tick all that apply)</p>	<ol style="list-style-type: none"> <li>1. <input type="checkbox"/> A teacher</li> <li>2. <input type="checkbox"/> Pedagogical counselor</li> <li>3. <input type="checkbox"/> Mother</li> <li>4. <input type="checkbox"/> Father</li> <li>5. <input type="checkbox"/> Adult relative (female)</li> <li>6. <input type="checkbox"/> Adult relative (male)</li> <li>7. <input type="checkbox"/> A police officer</li> <li>8. <input type="checkbox"/> Another adult person</li> <li>9. <input type="checkbox"/> A sibling</li> <li>10. <input type="checkbox"/> A doctor</li> <li>11. <input type="checkbox"/> A social worker</li> <li>12. <input type="checkbox"/> A friend (child)</li> <li>13. <input type="checkbox"/> Called a telephone line for children</li> <li>14. <input type="checkbox"/> Other</li> </ol>
R23	<p><b>If you told someone, did they help?</b></p> <p>(tick the best answer)</p>	<ol style="list-style-type: none"> <li>1. <input type="checkbox"/> Yes</li> <li>2. <input type="checkbox"/> No</li> </ol> <p><b>Go to question I1</b></p>
R24	<p><b>If you <u>didn't</u> tell anyone, why did you not tell anyone?</b></p> <p>(tick the best answer)</p>	<ol style="list-style-type: none"> <li>1. <input type="checkbox"/> I didn't think it was important</li> <li>2. <input type="checkbox"/> I was embarrassed/ ashamed</li> <li>3. <input type="checkbox"/> I was afraid I would get into trouble</li> <li>4. <input type="checkbox"/> I didn't want the perpetrator to get into trouble</li> <li>5. <input type="checkbox"/> I didn't know who to tell</li> <li>6. <input type="checkbox"/> I didn't think anyone would help me</li> <li>7. <input type="checkbox"/> I didn't think anyone would believe me</li> <li>8. <input type="checkbox"/> I was threatened not to tell</li> <li>9. <input type="checkbox"/> Other: Please explain .....</li> <li>10. <input type="checkbox"/> I prefer not to answer</li> </ol>

SECTION I: WELLBEING OUTCOMES					
(tick the best answer)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I1 I have at least one or more close friends	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
I2 At the place I am living now there is an adult who takes care of me or another adult who really cares about me	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
I3 On the whole, I feel good and confident in myself	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
I4 On the whole, I think I am able to do things as well as other children my age	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
I5 I feel / I have felt lonely / isolated	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
I6 There is someone who listens to me when I need to share with someone	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
I7 There is someone who takes care of me when I am unwell	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
I8 I have someone who loves me and makes me feel appreciated	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
I9 I have someone to have fun with	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

SECTION J: MENTAL HEALTH OUTCOMES					
(tick the best answer)	Every day	Most days	Some days	Rarely	Never
J1 How often in the last 30 days have you experienced feelings of stress and worry?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
J2 How often in the last 30 days have you felt like you couldn't control your anger?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
J3 How often in the last 30 days you have lashed out at another child physically (hit, kicked, punched or shoved another child or an adult)?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
J4 How often in the last 30 days you have lashed out at another adult physically (hit, kicked, punched or shoved another child or an adult)?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

J5 How often in the last 30 days you have lashed out at another child by shouting at them, using abusive words, or calling them bad names?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
J6 How often in the last 30 days have you pressured or forced another person to have sex, or commit sexual acts?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
J7 How often in the last 30 days you have lashed out at another adult by shouting at them, using abusive words, or calling them bad names?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
J8 How often in the last 30 days you have bullied, threatened or harassed another child at school or online?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
J9 In the last 12 months have you had any thoughts of hurting yourself?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
J10 In the last 12 months have you had suicidal thoughts?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
J11 How often do you smoke tobacco?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
J12 How often do you drink alcohol?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
J13 How often do you use recreational drugs?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
J14 Do you ever skip school or miss classes?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

SECTION K: HELP SEEKING				
	(tick the best answer)	Yes	No	I don't know
K1	Have you participated in or been exposed to a violence prevention programme?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
K2	Have you ever participated in group activities for conflict resolution and improved communication?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
K3	If you suffered from violence by a teacher or student at school, do you know where to seek help?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
K4	If you were a victim of violence at home, do you know where to seek help?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
K5	If you were a victim of violence in your community, do you know where to seek help?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

K6	<b>If you were a victim of sexual violence or rape, do you know where to seek help?</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
K7	<b>Do you think there are enough services in this area to support child victims of violence?</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
K8	<b>Do you trust the authorities responsible for protecting children from violence?</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
K9	<b>Who do you trust and do you think would help you?</b> (Tick all that apply)	1. <input type="checkbox"/> Mother 2. <input type="checkbox"/> Father 3. <input type="checkbox"/> A teacher 4. <input type="checkbox"/> Pedagogical counselor 5. <input type="checkbox"/> An adult relative (female) 6. <input type="checkbox"/> An adult relative (male) 7. <input type="checkbox"/> A police officer 8. <input type="checkbox"/> Another adult person 9. <input type="checkbox"/> A sibling 10. <input type="checkbox"/> A doctor 11. <input type="checkbox"/> A social worker 12. <input type="checkbox"/> A friend (child) 13. <input type="checkbox"/> 116 111 telephone line 14. <input type="checkbox"/> 112 telephone line 15. <input type="checkbox"/> Other		
K10	<b>If you were harmed at school, who would you ask for help?</b> (Tick all that apply)	1. <input type="checkbox"/> Mother 2. <input type="checkbox"/> Father 3. <input type="checkbox"/> A teacher 4. <input type="checkbox"/> Pedagogical counselor 5. <input type="checkbox"/> An adult relative (female) 6. <input type="checkbox"/> An adult relative (male) 7. <input type="checkbox"/> A police officer 8. <input type="checkbox"/> Another adult person 9. <input type="checkbox"/> A sibling 10. <input type="checkbox"/> A doctor 11. <input type="checkbox"/> A social worker 12. <input type="checkbox"/> A friend (child) 13. <input type="checkbox"/> 116 111 telephone line 14. <input type="checkbox"/> 112 telephone line 15. <input type="checkbox"/> Other		
K11	<b>If you were harmed at home, who would you ask for help?</b> (Tick all that apply)	1. <input type="checkbox"/> Mother 2. <input type="checkbox"/> Father 3. <input type="checkbox"/> A teacher 4. <input type="checkbox"/> Pedagogical counselor 5. <input type="checkbox"/> An adult relative (female) 6. <input type="checkbox"/> An adult relative (male) 7. <input type="checkbox"/> A police officer 8. <input type="checkbox"/> Another adult person 9. <input type="checkbox"/> A sibling 10. <input type="checkbox"/> A doctor 11. <input type="checkbox"/> A social worker 12. <input type="checkbox"/> A friend (child) 13. <input type="checkbox"/> 116 111 telephone line 14. <input type="checkbox"/> 112 telephone line 15. <input type="checkbox"/> Other		
K12	<b>How would you like to seek help?</b> (Tick all that apply)	1. <input type="checkbox"/> Talk to someone 2. <input type="checkbox"/> Call by phone		

		<ul style="list-style-type: none"><li>3. <input type="checkbox"/> Send an e-mail</li><li>4. <input type="checkbox"/> Send an SMS</li><li>5. <input type="checkbox"/> Send a text message via Facebook messenger</li><li>6. <input type="checkbox"/> Send a text message via Viber</li><li>7. <input type="checkbox"/> Send a text message via WhatsApp</li><li>8. <input type="checkbox"/> Send a text message via Snapchat</li><li>9. <input type="checkbox"/> Send a message via a website</li></ul>
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**Thank participants for their time:**

*This is the end of the survey - thank you for your time and participation!*

*We are very grateful to you for sharing your experiences and views with us, especially on personal topics. We hope what we have learned from you can help us to improve support for children in the future*

## 14.3 Young people's survey

## YOUNG PEOPLE'S SURVEY 2

## Young people aged 18-24

*To be completed by enumerator before starting the interview*

<b>Date:</b>	<b>Municipality:</b>
DD / MM / 2019	
<b>Enumerator Name:</b>	<b>Settlement:</b>

## SECTION A: DEMOGRAPHIC INFORMATION

A1	<b>Your gender</b>	.....			
A2	<b>Your age</b> (please write):	..... (number in years)			
A3	<b>Do you consider yourself to have a disability?</b> (tick the best answer)	1. <input type="checkbox"/> Physical disability (not able to walk) 2. <input type="checkbox"/> Physical disability (able to walk) 3. <input type="checkbox"/> Non-physical disability (mental/intellectual) 4. <input type="checkbox"/> Multiple disabilities (physical and intellectual) 5. <input type="checkbox"/> Other type of disability 6. <input type="checkbox"/> No disability			
A4	<b>What is your ethnicity?</b> (tick the best answer)	1. <input type="checkbox"/> Bulgarian	2. <input type="checkbox"/> Turk	3. <input type="checkbox"/> Roma	4. <input type="checkbox"/> Other
A5	<b>What is the language you use at home?</b> (tick all that apply)	1. <input type="checkbox"/> Bulgarian	2. <input type="checkbox"/> Turkish	3. <input type="checkbox"/> Romani	4. <input type="checkbox"/> Other
A6	<b>What is your religion?</b> (tick the best answer)	1. <input type="checkbox"/> Eastern Orthodox 2. <input type="checkbox"/> Roman Catholic 3. <input type="checkbox"/> Muslim 4. <input type="checkbox"/> Protestant 5. <input type="checkbox"/> Judaism		6. <input type="checkbox"/> Atheist 7. <input type="checkbox"/> Agnostic 8. <input type="checkbox"/> No religion 9. <input type="checkbox"/> Other 10. <input type="checkbox"/> I don't want to answer	
A7	<b>What is your highest level of educational achievement?</b> (tick the best answer)	1. <input type="checkbox"/> None 2. <input type="checkbox"/> Primary education 3. <input type="checkbox"/> Lower secondary education 4. <input type="checkbox"/> Upper secondary education			

		5. <input type="checkbox"/> Post-secondary non-tertiary education 6. <input type="checkbox"/> Tertiary education 7. <input type="checkbox"/> Completed degree after tertiary education
A8	<b>What is your current work situation?</b> (tick the best answer)	<div>           1. <input type="checkbox"/> Paid employment (full time)            2. <input type="checkbox"/> Paid employment (part time)            3. <input type="checkbox"/> Self-employed (full or part time)            4. <input type="checkbox"/> Student         </div> <div>           5. <input type="checkbox"/> Unemployed / Looking for work            6. <input type="checkbox"/> Retired            7. <input type="checkbox"/> Taking care for the household            8. <input type="checkbox"/> Maternity leave            9. <input type="checkbox"/> Long-term sick or handicapped         </div>
A9	<b>Which best describes your main occupation?</b> (tick the best answer)	1. <input type="checkbox"/> Self-employed / private owner 2. <input type="checkbox"/> Student 3. <input type="checkbox"/> Qualified worker 4. <input type="checkbox"/> Worker carrying out unskilled labor 5. <input type="checkbox"/> Machine operator and / or installer 6. <input type="checkbox"/> Employee with management functions 7. <input type="checkbox"/> Employee, expert with expert and / or executive functions 8. <input type="checkbox"/> Qualified Specialist (Teacher, Doctor, Attorney, Architect, etc.) 9. <input type="checkbox"/> Farmer 10. <input type="checkbox"/> Studying 11. <input type="checkbox"/> Unemployed 12. <input type="checkbox"/> Housewife/ Homemaker 13. <input type="checkbox"/> Seasonal job 14. <input type="checkbox"/> Craftsman 15. <input type="checkbox"/> Other (Please, specify) 16. <input type="checkbox"/> Retired
A10	<b>Have you done paid work in the last 12 months?</b>	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No
A11	<b>What is <u>your</u> average monthly income?</b>	..... (Bulgarian Lev)
A12	<b>What is the total average monthly income in <u>your household</u>?</b>	..... (Bulgarian Lev)

A13	<p><b>How many children (under the age of 18) do you have?</b></p> <p>(Enter the age of each child on the dotted line, separated by commas, or tick no children if respondent has no children )</p>	<p>1. <input type="checkbox"/> Age of first child: .....</p> <p>2. <input type="checkbox"/> Age of second child: .....</p> <p>3. <input type="checkbox"/> Age of third child: .....</p> <p>4. <input type="checkbox"/> Age of fourth child: .....</p> <p>5. <input type="checkbox"/> Age of fifth child: .....</p> <p>6. <input type="checkbox"/> Age of sixth child: .....</p> <p>7. <input type="checkbox"/> Age of seventh child: .....</p> <p>8. <input type="checkbox"/> Age of eighth child: .....</p> <p>99 <input type="checkbox"/> No children under 18 years</p>	
A14	<p><b>How many children (under the age of 18) are you a caretaker* for?</b></p> <p>(Enter the age of each child on the dotted line, separated by commas, or tick not a caretaker if respondent is not a caretaker to any children )</p> <p><i>*Includes stepchildren, adopted children, foster children and any children you have legal guardianship over</i></p>	<p>1. <input type="checkbox"/> Age of first child: .....</p> <p>2. <input type="checkbox"/> Age of second child: .....</p> <p>3. <input type="checkbox"/> Age of third child: .....</p> <p>4. <input type="checkbox"/> Age of fourth child: .....</p> <p>5. <input type="checkbox"/> Age of fifth child: .....</p> <p>6. <input type="checkbox"/> Age of sixth child: .....</p> <p>7. <input type="checkbox"/> Age of seventh child: .....</p> <p>8. <input type="checkbox"/> Age of eighth child: .....</p> <p>99 <input type="checkbox"/> Not a caretaker</p>	
A15	<p><b>What best describes your marital status?</b></p> <p>(tick the best answer)</p>	<p>1 <input type="checkbox"/> Married/ Co-habiting</p> <p>2 <input type="checkbox"/> Married and living separately</p> <p>3 <input type="checkbox"/> Single</p> <p>4 <input type="checkbox"/> Divorced/ Separated</p> <p>5 <input type="checkbox"/> Widowed</p>	
A16	<p><b>Which adults do you live with?</b></p> <p>(Tick the best answer)</p>	<p>1. <input type="checkbox"/> With my father</p> <p>2. <input type="checkbox"/> With my mother</p> <p>3. <input type="checkbox"/> With brother(s)</p> <p>4. <input type="checkbox"/> With sister(s)</p> <p>5. <input type="checkbox"/> With grandmother</p> <p>6. <input type="checkbox"/> With grandfather</p> <p>7. <input type="checkbox"/> With husband/wife</p> <p>8. <input type="checkbox"/> With my partner</p>	<p>9. <input type="checkbox"/> With other relatives (please specify).....</p> <p>.....</p> <p>10. <input type="checkbox"/> With another adult (please specify)</p> <p>.....</p> <p>11. <input type="checkbox"/> A foster carer</p> <p>12. <input type="checkbox"/> I live mostly alone</p>



SECTION B: HOUSEHOLD INFORMATION			
B1	<b>How many people, including yourself, are living in your household/ (under the same roof)?</b> (write number on the dotted line)	<p>..... (Number over 18)</p> <p>..... (Number under 18)</p>	
B2	<b>Before you reached the age of 18, which adults do you live with?</b> (Tick the best answer)	<p>1. <input type="checkbox"/> Mother and father together</p> <p>2. <input type="checkbox"/> Mainly or only my mother</p> <p>3. <input type="checkbox"/> Mainly or only my father</p> <p>4. <input type="checkbox"/> Sometimes at my mother's house and sometimes at my father's house</p> <p>5. <input type="checkbox"/> Mother and stepfather</p> <p>6. <input type="checkbox"/> Father and stepmother</p> <p>7. <input type="checkbox"/> Foster parents</p> <p>8. <input type="checkbox"/> Other family member ( e.g. grandparent)</p> <p>9. <input type="checkbox"/> Other adult. (Please explain)</p> <p>10. <input type="checkbox"/> Home / child care centre</p>	
B3	<b>What did your mother do before you reached the age of 18 ?</b> (Tick the best answer)	<p>1. Full time employed in Bulgaria</p> <p>2. Part time employed in Bulgaria</p> <p>3. Worked abroad</p> <p>4. Unemployed</p>	<p>5. Retired</p> <p>6. Homemaker</p> <p>7. Other</p> <p>8. I don't know</p> <p>9. In maternity leave</p>
B4	<b>What did your father do before you reached the age of 18?</b> (Tick the best answer)	<p>1. Full time employed in Bulgaria</p> <p>2. Part time employed in Bulgaria</p> <p>3. Worked abroad</p> <p>4. Unemployed</p>	<p>5. Retired</p> <p>6. Homemaker</p> <p>7. Other</p> <p>8. I don't know</p>
B5	<b>Before you reached the age of 18, who took care of you?</b> (tick the best answer)	<p>1. <input type="checkbox"/> Both my parents took care of me</p> <p>2. <input type="checkbox"/> Only my mother took care of me</p> <p>3. <input type="checkbox"/> Only my father took care of me</p> <p>4. <input type="checkbox"/> Grandmother and/ or grandfather took care of me</p>	<p>7. <input type="checkbox"/> Another child (for example brother or sister)</p> <p>8. <input type="checkbox"/> Foster family</p> <p>9. <input type="checkbox"/> I took care of myself</p> <p>10. <input type="checkbox"/> Another adult (relative)</p> <p>11. <input type="checkbox"/> Another adult (non-relative)</p>

		5. <input type="checkbox"/> Step mother 6. <input type="checkbox"/> Step father	12. <input type="checkbox"/> Other
B6	<b>What best describes your parents' relationship before you reached the age of 18?</b> (tick the best answer)	1. <input type="checkbox"/> Married/ Co-habiting 2. <input type="checkbox"/> Married and living separately 3. <input type="checkbox"/> Single/ Divorced/ Separated 4. <input type="checkbox"/> One living parent 5. <input type="checkbox"/> No living parents	
B7	<b>How often before you reached the age of 18, did your family NOT have enough money to provide FOOD? (Think of the past year) (tick the best answer)</b>	1 <input type="checkbox"/> Every day 2 <input type="checkbox"/> Most of the days 3 <input type="checkbox"/> Some days 4 <input type="checkbox"/> Rarely 5 <input type="checkbox"/> Never	

**B8. How often, before you reached the age of 18, did your family NOT HAVE enough money for the following?** (tick the best answer on each row)

		We never had money	We rarely had money	Sometimes we had money	In most cases we had money	We always had money
B8.A	School supplies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
B8.B	Medications	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
B8.C	Clothes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
B8.D	Gifts, holidays, entertainment	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
B8.E	Computer equipment (laptop or desktop computer)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
B8.F	Devices such as smartphones and tablets	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

**B9. ☐ Which of the following did you have at home before you reached the age of 18?** (tick all that apply)

1. <input type="checkbox"/> Car	6. <input type="checkbox"/> Computer	11. <input type="checkbox"/> Oven
2. <input type="checkbox"/> Television	7. <input type="checkbox"/> Internet	12. <input type="checkbox"/> Cooker
3. <input type="checkbox"/> Refrigerator	8. <input type="checkbox"/> Washing machine	13. <input type="checkbox"/> Satellite dish or Cable receiver
4. <input type="checkbox"/> Mobile phone	9. <input type="checkbox"/> Dishwasher	14. <input type="checkbox"/> Air conditioner
5. <input type="checkbox"/> Tablet	10. <input type="checkbox"/> Smart phone	

		15. <input type="checkbox"/> Own home / house / apartment
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**B10. Which of the following did you have at home before you reached the age of 18?** (tick all that apply)

1. Running water	2. Electricity	3. Indoor WC	4. Indoor bathroom	5. Separate beds for all household members
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B11	How many rooms are there in the main place where you lived before you reached the age of 18? (please write on the dotted line)	..... (number of rooms)
B12	Did you have to do the cooking/ cleaning/ childcare or other household chores before you reached the age of 18?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No
B14	How often were you absent from school without a reason before you reached the age of 18?	1. <input type="checkbox"/> Often 2. <input type="checkbox"/> Sometimes 3. <input type="checkbox"/> Never

### SECTION C: FEELINGS OF SAFETY

*Before you reached the age of 18, did any of the following things ever happen to you?*

	(tick the best answer)	All of the time	Sometimes	Never
C1	Did anyone ever make you feel unsafe at home?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
C2	Did anyone ever make you feel unsafe at school?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
C3	Did anyone make you feel unsafe in your community before you reached the age of 18? (i.e. in your neighbourhood and local area)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

**SECTION D: ATTITUDES TOWARDS DIFFERENT FORMS OF VIOLENCE**

*I am now going to read some more statements. Please rate your level of agreement with each.*

	<b>strongly agree</b>	<b>somewhat agree</b>	<b>neither agree nor disagree</b>	<b>somewhat disagree</b>	<b>strongly disagree</b>
<b>D1. It is acceptable for a parent/ caregiver to shout at a child when they misbehave</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>D2. It is acceptable for a teacher to shout at students in school when they misbehave</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>D.3. It is acceptable for a child to shout at another child when they misbehave</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>D4. Shouting at children is for their own good</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>D5. Shouting at children is harmful to them</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>D.6. It is acceptable for a parent/ caregiver to use abusive words, humiliate or call a child bad names</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>D7. It is acceptable for a teacher to use abusive words, humiliate or call a child bad names</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>D.8. It is acceptable for a child to use abusive words, humiliate or call a child bad names</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>D.9. It is acceptable for a parent/ caregiver to smack a child when they misbehave</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>D.10. It is acceptable for teacher/ staff member to hit a child at school</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

D.11. It is acceptable for a child to hit another child	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D.12. Smacking a child is sometimes for their own good	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D.13. Hitting, beating or using an object to beat a child is harmful to them	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D.14. It is more OK to hit a boy than a girl	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D.15. It is more OK to hit a girl than a boy	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D.16. It is ok to hit or smack a child for reasons of discipline, as long as no serious injury is caused	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D.17. It is acceptable for a girl under 14 years to have sexual contact with a person older than 18 years	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D.18. It is acceptable for a boy under 14 years to have sexual contact with a person older than 18 years	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D.19. Every boy and girl has the right to refuse an unwanted touch on the body	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

D20	<b>At what age does the law say that a child is legally able to consent to have sex?</b> (tick the best answer)	1. <input type="checkbox"/> any age 10. <input type="checkbox"/> 10 years 11. <input type="checkbox"/> 11 years 12. <input type="checkbox"/> 12 years 13. <input type="checkbox"/> 13 years 14. <input type="checkbox"/> 14 years	15. <input type="checkbox"/> 15 years 16. <input type="checkbox"/> 16 years 17. <input type="checkbox"/> 17 years 18. <input type="checkbox"/> 18 years 88. <input type="checkbox"/> I don't know
D21	<b>A girl is partially to blame for being raped if she does the following...</b> (tick <u>all</u> you agree with)	1. <input type="checkbox"/> Has sex with many different partners 2. <input type="checkbox"/> Wears revealing clothing (for example, short skirts) 3. <input type="checkbox"/> Drinks alcohol or takes drugs 4. <input type="checkbox"/> Goes out late at night 5. <input type="checkbox"/> Behaving provocatively	

		6. <input type="checkbox"/> None of the above - it is never her fault in any way
D22	<p><b>If a girl is raped, she should do the following:</b></p> <p>(tick <u>all</u> you agree with)</p>	1. <input type="checkbox"/> Marry the perpetrator to avoid shame 2. <input type="checkbox"/> Be punished for having sex 3. <input type="checkbox"/> Change her behavior 4. <input type="checkbox"/> Change the way she dresses 5. <input type="checkbox"/> Keep silent to avoid shame 6. <input type="checkbox"/> Leave school 7. <input type="checkbox"/> Avoid seeing the perpetrator 8. <input type="checkbox"/> Tell someone to get help (eg a doctor / social worker / teacher / parent) 9. <input type="checkbox"/> Tell the police

**Script to explain the time period of interest to the participants:** *I am now going to ask you some questions about your life experiences **before** you reached the age of 18. Some of these questions might also apply to your current life, but please remember that for this survey want to learn about what your life was like before you reached the age of 18.*

## SECTION E: PHYSICAL VIOLENCE

**NOTE THAT THE NUMBERING OF QUESTIONS INCLUDES SOME GAPS – PLEASE CHECK SKIP LOGIC CAREFULLY**

E1	<p><b>Before you reached the age of 18, did any of the following people in your home hurt you physically (e.g. slapped, hit you, kicked you or beat you with an object)?</b></p> <p>(tick all that apply)</p>	1. <input type="checkbox"/> Mother 2. <input type="checkbox"/> Father 3. <input type="checkbox"/> Step mother 4. <input type="checkbox"/> Step father 5. <input type="checkbox"/> Another adult relative (female) 6. <input type="checkbox"/> Another adult relative (male) 7. <input type="checkbox"/> Other caregiver (female) 8. <input type="checkbox"/> Other caregiver (male) 9. <input type="checkbox"/> Another adult person living in my home (female) 10. <input type="checkbox"/> Another adult person living in my home (male) 11. <input type="checkbox"/> Sibling 12. <input type="checkbox"/> Another child (non-sibling) 13. <input type="checkbox"/> No person in my home ever hurt me physically <p><b>If answered 13 go to question E5.</b></p>
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E4	<p><b>Before you reached the age of 18, did any of the following people in your home ever hurt you so badly that you sustained bruising or bleeding or other physical injury?</b></p> <p>(tick all that apply)</p>	<ol style="list-style-type: none"> <li>1. <input type="checkbox"/> Mother</li> <li>2. <input type="checkbox"/> Father</li> <li>3. <input type="checkbox"/> Step mother</li> <li>4. <input type="checkbox"/> Step father</li> <li>5. <input type="checkbox"/> Another adult relative (female)</li> <li>6. <input type="checkbox"/> Another adult relative (male)</li> <li>7. <input type="checkbox"/> Other caregiver (female)</li> <li>8. <input type="checkbox"/> Other caregiver (male)</li> <li>9. <input type="checkbox"/> Another adult person living in my home (female)</li> <li>10. <input type="checkbox"/> Another adult person living in my home (male)</li> <li>11. <input type="checkbox"/> Sibling</li> <li>12. <input type="checkbox"/> Another child (non-sibling)</li> <li>13. <input type="checkbox"/> No person in my home ever hurt me physically</li> </ol>
R1	<p><b>If you were ever harmed by <u>an adult</u> at home did you ever tell anyone about this?</b></p> <p>(tick the best answer)</p>	<ol style="list-style-type: none"> <li>1. <input type="checkbox"/> Yes</li> <li>2. <input type="checkbox"/> No</li> <li>99. <input type="checkbox"/> Never harmed by an adult</li> </ol> <p><b>If answered 1 go to question R2</b></p> <p><b>If answered 2 go to question R4</b></p> <p><b>If answered "99" go to question R5</b></p>
R2	<p><b>If you told someone, who did you tell?</b></p> <p>(tick all that apply)</p>	<ol style="list-style-type: none"> <li>1. <input type="checkbox"/> A teacher</li> <li>2. <input type="checkbox"/> Pedagogical counselor</li> <li>3. <input type="checkbox"/> Mother</li> <li>4. <input type="checkbox"/> Father</li> <li>5. <input type="checkbox"/> Adult relative (female)</li> <li>6. <input type="checkbox"/> Adult relative (male)</li> <li>7. <input type="checkbox"/> A police officer</li> <li>8. <input type="checkbox"/> Another adult person</li> <li>9. <input type="checkbox"/> A sibling</li> <li>10. <input type="checkbox"/> A doctor</li> <li>11. <input type="checkbox"/> A social worker</li> <li>12. <input type="checkbox"/> A friend (child)</li> <li>13. <input type="checkbox"/> Called a telephone line for children</li> </ol>

		14. <input type="checkbox"/> Other
R3	<b>If you told someone, did they help?</b> (tick the best answer)	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No <b>Go to question R5</b>
R4	<b>If you <u>didn't</u> tell anyone, why did you not tell anyone?</b> (tick the best answer)	1. <input type="checkbox"/> I didn't think it was important 2. <input type="checkbox"/> I was embarrassed/ ashamed 3. <input type="checkbox"/> I was afraid I would get into trouble 4. <input type="checkbox"/> I didn't want the perpetrator to get into trouble 5. <input type="checkbox"/> I didn't know who to tell 6. <input type="checkbox"/> I didn't think anyone would help me 7. <input type="checkbox"/> I didn't think anyone would believe me 8. <input type="checkbox"/> I was threatened not to tell 9. <input type="checkbox"/> Other: Please explain .....
R5	<b>If a <u>child</u> in your home has ever harmed you did you ever tell anyone about this?</b> (tick the best answer)	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No 99. <input type="checkbox"/> Never harmed by a child at home. <b>If answered 1 go to question R6</b> <b>If answered 2 go to question R8</b> <b>If answered "99" go to E5</b>
R6	<b>If you told someone, who did you tell?</b> (tick all that apply)	1. <input type="checkbox"/> A teacher 2. <input type="checkbox"/> Pedagogical counselor 3. <input type="checkbox"/> Mother 4. <input type="checkbox"/> Father 5. <input type="checkbox"/> Adult relative (female) 6. <input type="checkbox"/> Adult relative (male) 7. <input type="checkbox"/> A police officer 8. <input type="checkbox"/> Another adult person 9. <input type="checkbox"/> A sibling 10. <input type="checkbox"/> A doctor 11. <input type="checkbox"/> A social worker 12. <input type="checkbox"/> A friend (child)



		13. <input type="checkbox"/> Called a telephone line for children 14. <input type="checkbox"/> Other
R7	<b>If you told someone, did they help?</b>  (tick the best answer)	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No <b>Go to question E5</b>
R8	<b>If you <u>didn't</u> tell anyone, why did you not tell anyone?</b> (tick the best answer)	1. <input type="checkbox"/> I didn't think it was important 2. <input type="checkbox"/> I was embarrassed/ ashamed 3. <input type="checkbox"/> I was afraid I would get into trouble 4. <input type="checkbox"/> I didn't want the perpetrator to get into trouble 5. <input type="checkbox"/> I didn't know who to tell 6. <input type="checkbox"/> I didn't think anyone would help me 7. <input type="checkbox"/> I didn't think anyone would believe me 8. <input type="checkbox"/> I was threatened not to tell 9. <input type="checkbox"/> Other: Please explain .....
E5	<b>Before you reached the age of 18, did any of the following people at school ever hurt you physically (e.g. hit you, kicked you or beat you with an object)?</b> (tick all that apply)	1 <input type="checkbox"/> Teacher 2 <input type="checkbox"/> Schoolmaster 3 <input type="checkbox"/> Educator 4 <input type="checkbox"/> Psychologist/Counsellor 5 <input type="checkbox"/> Another adult working in school 6 <input type="checkbox"/> A parent of another child 7 <input type="checkbox"/> Other adults not related to the school 8 <input type="checkbox"/> Another student under 18 years 9 <input type="checkbox"/> Another student over 18 years 10 <input type="checkbox"/> A coach 11 <input type="checkbox"/> Another adult 12 <input type="checkbox"/> Never happened <b>If answered 12 go to question E9.</b>
E8	<b>Before you reached the age of 18, did any of the following people in your school ever hurt you so badly that you sustained bruising or bleeding or other physical injury? (tick all that apply)</b>	1 <input type="checkbox"/> Teacher 2 <input type="checkbox"/> Schoolmaster 3 <input type="checkbox"/> Educator 4 <input type="checkbox"/> Psychologist/Counsellor 5 <input type="checkbox"/> Another adult working in school

		6 <input type="checkbox"/> A parent of another child 7 <input type="checkbox"/> Other adults not related to the school 8 <input type="checkbox"/> Another student under 18 years 9 <input type="checkbox"/> Another student over 18 years 10 <input type="checkbox"/> A coach 11 <input type="checkbox"/> Another adult 12 <input type="checkbox"/> Never happened
R9	<b>If you were ever harmed by <u>an adult</u> at school did you ever tell anyone about this?</b>	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No 99. <input type="checkbox"/> Never harmed by an adult at school <div style="background-color: red; color: black; padding: 5px;"> <b>If answered 1 go to question R10</b>  <b>If answered 2 go to question R12</b>  <b>If answered "99" go to section R13</b> </div>
R10	<b>If you told someone, who did you tell?</b> (tick all that apply)	1. <input type="checkbox"/> A teacher 2. <input type="checkbox"/> Pedagogical counselor 3. <input type="checkbox"/> Mother 4. <input type="checkbox"/> Father 5. <input type="checkbox"/> Adult relative (female) 6. <input type="checkbox"/> Adult relative (male) 7. <input type="checkbox"/> A police officer 8. <input type="checkbox"/> Another adult person 9. <input type="checkbox"/> A sibling 10. <input type="checkbox"/> A doctor 11. <input type="checkbox"/> A social worker 12. <input type="checkbox"/> A friend (child) 13. <input type="checkbox"/> Called a telephone line for children 14. <input type="checkbox"/> Other
R11	<b>If you told someone, did they help?</b>	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No <div style="background-color: red; color: black; padding: 5px;"> <b>Go to question R13</b> </div>
R12	<b>If you <u>didn't</u> tell anyone, why did you not tell anyone?</b> (tick the best answer)	1. <input type="checkbox"/> I didn't think it was important 2. <input type="checkbox"/> I was embarrassed/ ashamed 3. <input type="checkbox"/> I was afraid I would get into trouble

		4. <input type="checkbox"/> I didn't want the perpetrator to get into trouble 5. <input type="checkbox"/> I didn't know who to tell 6. <input type="checkbox"/> I didn't think anyone would help me 7. <input type="checkbox"/> I didn't think anyone would believe me 8. <input type="checkbox"/> I was threatened not to tell 9. <input type="checkbox"/> Other: Please explain .....
R13	<b>If you were ever harmed by a student (child) at school did you ever tell anyone about this?</b>	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No 99. <input type="checkbox"/> Never harmed by a student at school <i>If answered 1 go to question R14</i> <i>If answered 2 go to question R16</i> <i>If answered "99" go to question E9</i>
R14	<b>If you told someone, who did you tell?</b> (tick all that apply)	1. <input type="checkbox"/> A teacher 2. <input type="checkbox"/> Pedagogical counselor 3. <input type="checkbox"/> Mother 4. <input type="checkbox"/> Father 5. <input type="checkbox"/> Adult relative (female) 6. <input type="checkbox"/> Adult relative (male) 7. <input type="checkbox"/> A police officer 8. <input type="checkbox"/> Another adult person 9. <input type="checkbox"/> A sibling 10. <input type="checkbox"/> A doctor 11. <input type="checkbox"/> A social worker 12. <input type="checkbox"/> A friend (child) 13. <input type="checkbox"/> Called a telephone line for children 14. <input type="checkbox"/> Other
R15	<b>If you told someone, did they help?</b>	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No <i>Go to question E9</i>
R16	<b>If you <u>didn't</u> tell anyone, why did you not tell anyone?</b> (tick the best answer)	1. <input type="checkbox"/> I didn't think it was important 2. <input type="checkbox"/> I was embarrassed/ ashamed 3. <input type="checkbox"/> I was afraid I would get into trouble 4. <input type="checkbox"/> I didn't want the perpetrator to get into trouble

		5. <input type="checkbox"/> I didn't know who to tell 6. <input type="checkbox"/> I didn't think anyone would help me 7. <input type="checkbox"/> I didn't think anyone would believe me 8. <input type="checkbox"/> I was threatened not to tell 9. <input type="checkbox"/> Other: Please explain .....
E9	<p><b>Before you reached the age of 18, did any of the following people on the street, at any places you go to, or at any groups that you attend ever hurt you physically (e.g. hit you, kicked you or beat you with an object)?</b></p> <p>(tick all that apply)</p>	1. <input type="checkbox"/> An adult relative 2. <input type="checkbox"/> An adult neighbour 3. <input type="checkbox"/> Acquaintance (adult) 4. <input type="checkbox"/> A stranger (adult) 5. <input type="checkbox"/> A police officer 6. <input type="checkbox"/> A child relative 7. <input type="checkbox"/> Another child or gang/group of children that I know 8. <input type="checkbox"/> A child or gang/group of children that I don't know 9. <input type="checkbox"/> Never happened to me <b>If answered 9 go to question F1.</b>
E12	<p><b>Before you reached the age of 18, did any of the following people on the street, at any places you go to, or at any groups that you attend ever hurt you so badly that you sustained bruising or bleeding or other physical injury?</b></p> <p>(tick all that apply)</p>	1. <input type="checkbox"/> An adult relative 2. <input type="checkbox"/> An adult neighbour 3. <input type="checkbox"/> Acquaintance (adult) 4. <input type="checkbox"/> A stranger (adult) 5. <input type="checkbox"/> A police officer 6. <input type="checkbox"/> A child relative 7. <input type="checkbox"/> Another child or gang/group of children that I know 8. <input type="checkbox"/> A child or gang/group of children that I don't know 9. <input type="checkbox"/> Never happened to me
R17	<p><b>If you were ever physically harmed by a person on the street, at any places you go to, or at any groups that you attend did you ever tell anyone about this?</b></p>	1. Yes 2. No 99. Never physically harmed in the community. <b>If answered 1 go to question R18</b> <b>If answered 2 go to question R20</b> <b>If answered "99" go to section F1</b>

R18	<b>If you told someone, who did you tell?</b> (tick all that apply)	1. <input type="checkbox"/> A teacher 2. <input type="checkbox"/> Pedagogical counselor 3. <input type="checkbox"/> Mother 4. <input type="checkbox"/> Father 5. <input type="checkbox"/> Adult relative (female) 6. <input type="checkbox"/> Adult relative (male) 7. <input type="checkbox"/> A police officer 8. <input type="checkbox"/> Another adult person 9. <input type="checkbox"/> A sibling 10. <input type="checkbox"/> A doctor 11. <input type="checkbox"/> A social worker 12. <input type="checkbox"/> A friend (child) 13. <input type="checkbox"/> Called a telephone line for children 14. <input type="checkbox"/> Other
R19	<b>If you told someone, did they help?</b>	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No <b>Go to question F1</b>
R20	<b>If you <u>didn't</u> tell anyone, why did you not tell anyone?</b> (tick the best answer)	1. I didn't think it was important 2. I was embarrassed/ ashamed 3. I was afraid I would get into trouble 4. I didn't want the perpetrator to get into trouble 5. I didn't know who to tell 6. I didn't think anyone would help me 7 I didn't think anyone would believe me 8 I was threatened not to tell 9 Other: Please explain .....

**SECTION F: EMOTIONAL VIOLENCE**

F1	<b>Before you reached the age of 18, did any of the following people in your home ever call you bad names, use insults, or humiliate you?</b>	1. <input type="checkbox"/> Mother 2. <input type="checkbox"/> Father 3. <input type="checkbox"/> Step mother
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	(tick all that apply)	4. <input type="checkbox"/> Step father 5. <input type="checkbox"/> Another adult relative (female) 6. <input type="checkbox"/> Another adult relative (male) 7. <input type="checkbox"/> Other caregiver (female) 8. <input type="checkbox"/> Other caregiver (male) 9. <input type="checkbox"/> Another adult person living in my home (female) 10. <input type="checkbox"/> Another adult person living in my home (male) 11. <input type="checkbox"/> Sibling 12. <input type="checkbox"/> Another child (non-sibling) 13. <input type="checkbox"/> No person in my home ever called me bad names, used insults, or humiliated me before I reached the age of 18
F4	<p><b>Before you reached the age of 18, did any of the following people in your home ever shout at you?</b></p> <p>(tick all that apply)</p>	1. <input type="checkbox"/> Mother 2. <input type="checkbox"/> Father 3. <input type="checkbox"/> Step mother 4. <input type="checkbox"/> Step father 5. <input type="checkbox"/> Another adult relative (female) 6. <input type="checkbox"/> Another adult relative (male) 7. <input type="checkbox"/> Other caregiver (female) 8. <input type="checkbox"/> Other caregiver (male) 9. <input type="checkbox"/> Another adult person living in my home (female) 10. <input type="checkbox"/> Another adult person living in my home (male) 11. <input type="checkbox"/> Sibling 12. <input type="checkbox"/> Another child (non-sibling) 13. <input type="checkbox"/> No person in my home ever shouted at me before I reached the age of 18.
F5	<p><b>Before you reached the age of 18, did you ever witness your parents/ caregivers shouting at each other? (tick the best answer)</b></p>	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No
F6	<p><b>Before you reached the age of 18, did you ever witness your parents/ caregivers hitting each other? (tick the best answer)</b></p>	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No

F7	<p><b>Before you reached the age of 18, did any person at school ever call you bad names, use insults, or humiliate you (e.g called you stupid)?</b></p> <p>(tick all that apply)</p>	<p>1 <input type="checkbox"/> Teacher</p> <p>2 <input type="checkbox"/> Schoolmaster</p> <p>3 <input type="checkbox"/> Educator</p> <p>4 <input type="checkbox"/> Psychologist/Counsellor</p> <p>5 <input type="checkbox"/> Another adult working in school</p> <p>6 <input type="checkbox"/> A parent of another child</p> <p>7 <input type="checkbox"/> Other adults not related to the school</p> <p>8 <input type="checkbox"/> Another child under 18 years</p> <p>9 <input type="checkbox"/> Another child over 18 years</p> <p>10 <input type="checkbox"/> A coach</p> <p>11 <input type="checkbox"/> Another adult</p> <p>12. <input type="checkbox"/> Never happened</p>
F10	<p><b>Before you reached the age of 18, did the teachers at school ever shout at you?</b></p> <p>(this can be either individually, or at your whole class)</p>	<p>1. <input type="checkbox"/> Yes</p> <p>2. <input type="checkbox"/> No</p>
F12	<p><b>Before you reached the age of 18, did any of the following people. <i>on the street, at any places you go to, or at any groups that you attend</i> ever call you bad names, use insults, or humiliated you?</b></p> <p>(tick all that apply)</p>	<p>1. <input type="checkbox"/> An adult relative</p> <p>2. <input type="checkbox"/> An adult neighbour</p> <p>3. <input type="checkbox"/> Acquaintance (adult)</p> <p>4. <input type="checkbox"/> A stranger (adult)</p> <p>5. <input type="checkbox"/> A police officer</p> <p>6. <input type="checkbox"/> A child relative</p> <p>7. <input type="checkbox"/> Another child or gang/group of children that I know</p> <p>8. <input type="checkbox"/> A child or gang/group of children that I don't know</p> <p>9. <input type="checkbox"/> Never happened to me</p>
F14	<p><b>Before you reached the age of 18, did another child ever call you bad names, use insults, or humiliate you?</b></p>	<p>1. <input type="checkbox"/> Brother or sister</p> <p>2. <input type="checkbox"/> Other relative under 18</p> <p>3. <input type="checkbox"/> A child at my school</p> <p>4. <input type="checkbox"/> A child I know from somewhere else</p> <p>5. <input type="checkbox"/> A child I don't know (a stranger)</p>

		6. <input type="checkbox"/> No child has ever called me bad names, used insults, or humiliated me
F15	<b>Before you reached the age of 18, did anyone ever stalk you?</b>	1. <input type="checkbox"/> Adult I knew 2. <input type="checkbox"/> Adult I don't know 3. <input type="checkbox"/> A child I knew 4. <input type="checkbox"/> A child I didn't know 5. <input type="checkbox"/> Never happened to me
F17	<b>Before you reached the age of 18, did any person ever bully, threaten or harass you online?</b> (tick all that apply)	1. <input type="checkbox"/> An adult/a group of adults I knew 2. <input type="checkbox"/> An adult/a group of adults I didn't know 3. <input type="checkbox"/> A child/ group of children I knew 4. <input type="checkbox"/> A child/ group of children I didn't know 5. <input type="checkbox"/> A stranger/ group of strangers 6. <input type="checkbox"/> Never happened to me
F19	<b>Which platform did the person/people who bullied, threatened or harassed you online use? (tick all that apply)</b>	1. <input type="checkbox"/> A Social media site      4. <input type="checkbox"/> An online game 2. <input type="checkbox"/> A Messaging application      5. <input type="checkbox"/> Other 3. <input type="checkbox"/> An online forum

**SECTION G: NEGLECT**

G1	<b>Before you reached the age of 18, did your parent/ caregiver ever neglect to feed you? (tick the best answer)</b>	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No
G2	<b>Before you reached the age of 18, did your parent/ caregiver ever neglect to take you to school or forget to tell you to go to school? (tick the best answer)</b>	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No
G3	<b>Before you reached the age of 18, did your parent/ caregiver ever neglect to take you to a doctor when you were sick (tick the best answer)</b>	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No



**SECTION H: SEXUAL VIOLENCE**

**READ OUT THE FOLLOWING TO THE PARTICIPANT:** We are now going to ask a few very private questions.

Some of these questions may be difficult for you to answer and you may not like to think about them, but please try to answer each question as honestly as you can. ☐ If you don't want to answer a specific question, you can choose 'I prefer not to answer'

Don't worry, nobody will know how you answered these questions.

H1	<p><b>Before you reached the age of 18, did anyone ever made unwanted sexual comments or advances to you in a way that made you feel uncomfortable?</b></p> <p>(Tick the best answer)</p>	<p>1. <input type="checkbox"/> Yes</p> <p>2. <input type="checkbox"/> No</p> <p>99. <input type="checkbox"/> I prefer not to answer</p>
<b>If answered 2 OR 99 go to H4</b>		
H2	<p><b>What was the relationship of this person to you? (tick all that apply)</b></p>	<p>1. <input type="checkbox"/> Boyfriend</p> <p>2. <input type="checkbox"/> Girlfriend</p> <p>3. <input type="checkbox"/> A boy I know (friend/acquaintance)</p> <p>4. <input type="checkbox"/> A girl I know (friend/acquaintance)</p> <p>5. <input type="checkbox"/> A boy I don't know (stranger)</p> <p>6. <input type="checkbox"/> A girl I don't know (stranger)</p> <p>7. <input type="checkbox"/> Father</p> <p>8. <input type="checkbox"/> Mother</p> <p>9. <input type="checkbox"/> Other adult relative that lives in my home (male)</p> <p>10. <input type="checkbox"/> Other adult relative that lives in my home (female)</p> <p>11. <input type="checkbox"/> Brother</p> <p>12. <input type="checkbox"/> Sister</p> <p>13. <input type="checkbox"/> Male teacher</p> <p>14. <input type="checkbox"/> Female Teacher</p> <p>15. <input type="checkbox"/> A man I don't know (stranger)</p> <p>16. <input type="checkbox"/> A woman I don't know (stranger)</p> <p>17. <input type="checkbox"/> Another adult male I know (friend/acquaintance)</p> <p>18. <input type="checkbox"/> Another adult female I know (friend/acquaintance)</p> <p>19. <input type="checkbox"/> Another relative (male)</p> <p>20. <input type="checkbox"/> Another relative (female)</p> <p>99. <input type="checkbox"/> I prefer not to answer</p>
H4	<p><b>Before you reached the age of 18, did anyone ever touch you sexually when you didn't want them to (e.g. fondled you, grabbed you or touched you on your private parts?)</b></p> <p>(tick the best answer)</p>	<p>1. <input type="checkbox"/> Yes</p> <p>2. <input type="checkbox"/> No</p> <p>99. <input type="checkbox"/> I prefer not to answer</p>
<b>If answered 2 OR 99 go to H7</b>		

H5	<p><b>What was the relationship of this person to you?</b></p> <p>(tick all that apply)</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> 1. <input type="checkbox"/> Boyfriend  2. <input type="checkbox"/> Girlfriend  3. <input type="checkbox"/> A boy I know (friend/acquaintance)  4. <input type="checkbox"/> A girl I know (friend/acquaintance)  5. <input type="checkbox"/> A boy I don't know (stranger)  6. <input type="checkbox"/> A girl I don't know (stranger)  7. <input type="checkbox"/> Father  8. <input type="checkbox"/> Mother  9. <input type="checkbox"/> Other adult relative that lives in my home (male)  10. <input type="checkbox"/> Other adult relative that lives in my home (female)  11. <input type="checkbox"/> Brother  12. <input type="checkbox"/> Sister </div> <div style="width: 48%;"> 13. <input type="checkbox"/> Male teacher  14. <input type="checkbox"/> Female Teacher  15. <input type="checkbox"/> A man I don't know (stranger)  16. <input type="checkbox"/> A woman I don't know (stranger)  17. <input type="checkbox"/> Another adult male I know (friend/acquaintance)  18. <input type="checkbox"/> Another adult female I know (friend/acquaintance)  19. <input type="checkbox"/> Another relative (male)  20. <input type="checkbox"/> Another relative (female)  99. <input type="checkbox"/> I prefer not to answer </div> </div>
H7	<p><b>Before you reached the age of 18, did anyone ever have sex with you when you did not want them to?</b></p> <p>For example, because someone pressured or coerced you, used physical force, or because you were unable to say no?</p> <p>(tick the best answer)</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> 1. <input type="checkbox"/> Yes  2. <input type="checkbox"/> No </div> <div style="width: 48%;"> 99. <input type="checkbox"/> I prefer not to answer </div> </div> <div style="background-color: red; color: white; text-align: center; padding: 5px;"> <b>If answered 2 OR 99 go to H9</b> </div>
H8	<p><b>What was the relationship of this person to you?</b></p> <p>(tick all that apply)</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> 1. <input type="checkbox"/> Boyfriend  2. <input type="checkbox"/> Girlfriend  3. <input type="checkbox"/> A boy I know (friend/acquaintance)  4. <input type="checkbox"/> A girl I know (friend/acquaintance)  5. <input type="checkbox"/> A boy I don't know (stranger)  6. <input type="checkbox"/> A girl I don't know (stranger)  7. <input type="checkbox"/> Father  8. <input type="checkbox"/> Mother  9. <input type="checkbox"/> Other adult relative that lives in my home (male)  10. <input type="checkbox"/> Other adult relative that lives in my home (female)  11. <input type="checkbox"/> Brother  12. <input type="checkbox"/> Sister </div> <div style="width: 48%;"> 13. <input type="checkbox"/> Male teacher  14. <input type="checkbox"/> Female Teacher  15. <input type="checkbox"/> A man I don't know (stranger)  16. <input type="checkbox"/> A woman I don't know (stranger)  17. <input type="checkbox"/> Another adult male I know (friend/acquaintance)  18. <input type="checkbox"/> Another adult female I know (friend/acquaintance)  19. <input type="checkbox"/> Another relative (male)  20. <input type="checkbox"/> Another relative (female) </div> </div>

		99. <input type="checkbox"/> I prefer not to answer	
H9	<p><b>Before you reached the age of 18, did any person online ever send you unwanted sexual messages, comments or photographs, or ask you to send sexual photographs or perform sexual acts that made you feel uncomfortable?</b></p> <p>(tick all that apply)</p>	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	99. <input type="checkbox"/> I prefer not to answer
		if answered 2 OR 99 go to R21	
H10	<p><b>If you answered yes, what was the relationship of this person to you?</b></p> <p>(tick all that apply)</p>	1. <input type="checkbox"/> Boyfriend 2. <input type="checkbox"/> Girlfriend 3. <input type="checkbox"/> A boy I know (friend/acquaintance) 4. <input type="checkbox"/> A girl I know (friend/acquaintance) 5. <input type="checkbox"/> A boy I don't know (stranger) 6. <input type="checkbox"/> A girl I don't know (stranger) 7. <input type="checkbox"/> Father 8. <input type="checkbox"/> Mother 9. <input type="checkbox"/> Other adult relative that lives in my home (male) 10. <input type="checkbox"/> Other adult relative that lives in my home (female) 11. <input type="checkbox"/> Brother 12. <input type="checkbox"/> Sister	13. <input type="checkbox"/> Male teacher 14. <input type="checkbox"/> Female Teacher 15. <input type="checkbox"/> A man I don't know (stranger) 16. <input type="checkbox"/> A woman I don't know (stranger) 17. <input type="checkbox"/> Another adult male I know (friend/acquaintance) 18. <input type="checkbox"/> Another adult female I know (friend/acquaintance) 19. <input type="checkbox"/> Another relative (male) 20. <input type="checkbox"/> Another relative (female) 99. <input type="checkbox"/> I prefer not to answer
R21	<p><b>If any of the above (H1-H10) has happened to you before you turned 18, did you ever tell anyone about this?</b></p>	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No 77. <input type="checkbox"/> None of the above has happened to me 99. <input type="checkbox"/> I prefer not to answer <div style="background-color: red; color: black; padding: 5px;"> <p><b>If answered 1 go to question R22</b></p> <p><b>If answered 2 go to question R24</b></p> <p><b>If answered 77 or 99 go to question I1.</b></p> </div>	
R22	<p><b>If you told someone, who did you tell?</b></p> <p>(tick all that apply)</p>	1. <input type="checkbox"/> A teacher 2. <input type="checkbox"/> Pedagogical counselor 3. <input type="checkbox"/> Mother 4. <input type="checkbox"/> Father	9. <input type="checkbox"/> A sibling 10. <input type="checkbox"/> A doctor 11. <input type="checkbox"/> A social worker 12. <input type="checkbox"/> A friend (child)

		5. <input type="checkbox"/> An adult relative (female) 6. <input type="checkbox"/> An adult relative (male) 7. <input type="checkbox"/> A police officer 8. <input type="checkbox"/> Another adult person	13. <input type="checkbox"/> Called a telephone line for children 14. <input type="checkbox"/> Other
R23	<b>If you told someone, did they help?</b>  (tick the best answer)	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No <b>Go to I1</b>	
R24	<b>If you <u>didn't</u> tell anyone, why did you not tell anyone?</b>  (tick the best answer)	1. <input type="checkbox"/> I didn't think it was important 2. <input type="checkbox"/> I was embarrassed/ ashamed 3. <input type="checkbox"/> I was afraid I would get into trouble 4. <input type="checkbox"/> I didn't want the perpetrator to get into trouble 5. <input type="checkbox"/> I didn't know who to tell 6. <input type="checkbox"/> I didn't think anyone would help me 7. <input type="checkbox"/> I didn't think anyone would believe me 8. <input type="checkbox"/> I was threatened not to tell 9. <input type="checkbox"/> Other: Please explain ..... 10. <input type="checkbox"/> I prefer not to answer	

## SECTION I: WELLBEING OUTCOMES

(tick the best answer)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I1 I have at least one or more close friends	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
I2 At the place I am living now there is an adult who takes care of me or another adult who really cares about me	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
I3. At the place I am living now there is someone I could count on to listen to me when I've needed to talk.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
I4 On the whole, I feel good and confident in myself	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

I5 On the whole, I think I am able to do things as well as other children my age	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
I6 I feel / I have felt lonely / isolated	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
I7 There is someone who listens to me when I need to share with someone	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
I8 There is someone who takes care of me when I am unwell	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
I9 I have someone who loves me and makes me feel appreciated	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
I10 I have someone to have fun with	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

## SECTION J: MENTAL HEALTH OUTCOMES

(tick the best answer)	Every day	Most days	Some days	Rarely	Never
J1 How often in the last 30 days have you experienced feelings of stress and worry?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
J2 How often in the last 30 days have you felt like you couldn't control your anger?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
J3 How often in the last 30 days you have lashed out at another child physically (hit, kicked, punched or shoved another child or an adult)?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
J4 How often in the last 30 days you have lashed out at another adult physically (hit, kicked, punched or shoved another child or an adult)?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
J5 How often in the last 30 days you have lashed out at another child by shouting at them, using abusive words, or calling them bad names?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
J6 How often in the last 30 days have you pressured or forced another person to have sex, or commit sexual acts?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
J7 How often in the last 30 days you have lashed out at another adult by shouting at them, using abusive words, or calling them bad names?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

J8 How often in the last 30 days you have bullied, threatened or harassed another child at school or online?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
J9 In the last 12 months have you had any thoughts of hurting yourself?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
J10 In the last 12 months have you had suicidal thoughts?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
J11 How often do you smoke tobacco?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
J12 How often do you drink alcohol?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
J13 How often do you use recreational drugs?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
J14 Do you ever skip school or miss classes?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

## SECTION K: HELP SEEKING

	(tick the best answer)	Yes	No	I don't know
K1	Have you participated in or been exposed to a violence prevention programme?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
K2	Have you ever participated in group activities for conflict resolution and improved communication?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
K3	If you were a victim of violence in your home, do you know where to seek help?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
K4	If you were a victim of violence in your community, do you know where to seek help?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
K5	If you were a victim of sexual violence or rape, do you know where to seek help?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
K6	Do you think there are enough services in this area to support child victims of violence?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
K7	Do you trust the authorities responsible for protecting children from violence?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

**Thank participants for their time:**

*This is the end of the survey - thank you for your time and participation!*

*We are very grateful to you for sharing your experiences and views with us, especially on personal topics. We hope what we have learned from you can help us to improve support for children in the future.*

## 15 Annex C: Ethics protocol

The ethical standards were developed in accordance with UNICEF's Ethical Standards and Coram International's Ethical Guidelines, and were subject to both internal and external review and approval.

This Annex contains an overview of Coram International's Ethical Guidelines.

### 1. Application of Ethical Guidelines

**Child:** For the purposes of these Guidelines, a child will be considered to be a person below the age of 18 years, in accordance with the UN Convention on the Rights of the Child (article 1).

The Ethical Guidelines apply to all field research carried out by Coram International and organisations and individuals carrying out research on behalf of Coram International. The Guidelines do not apply to the consideration and selection of research projects.<sup>153</sup> They apply to: methodology selection and design; risk assessment and risk mitigation measures and the development of ethical protocols and tools; the design of data collection tools; the collection, storage, collation and analysis of data; and the publication of research.

**Note on research in light of Covid19:** These ethical guidelines continue to apply during the Covid19 pandemic, but all field research must take into account the particular ethical risks and considerations posed by the Covid19 pandemic. This includes the risks and ethical implications of travel and of different forms of data collection. Primary concerns include the risks of transmission, the ability to protect children during virtual interviewing, the mental health and wellbeing of researchers and research participants and the consequent impact on the reliability of the data (which can undermine the justification for research in the first place).

Information and advice have been compiled by several agencies, including UNICEF and academic institutions:

UNICEF, *Ethical Considerations for Evidence Generation Involving Children on the COVID-19 Pandemic*, April 2020, <https://www.unicef-irc.org/publications/pdf/DP%202020-01%20CL.pdf>.

UCL, *Guidance for research and ethical approval in light of the COVID-19 pandemic*, March 2020, <https://www.ucl.ac.uk/research/integrity/ethics/research-human-participants/guidance-research-and-ethical-approval-light-covid-19-pandemic>.

The research project lead/team should consult the documents linked above, as well as guidance provided by our local partners on the situation and context when finalising the research protocols for each study.

### 2. Ethics review

All research project methodologies and data collection, collation and analysis tools must be approved by the Director of Coram International, the Research Manager or another senior researcher, before they are deployed. The Director, Research Manager or senior researcher will review research methodologies and tools in light of these Guidelines and best practice, and make revisions accordingly, which will then be incorporated into revised methodologies and tools.

In addition, ethical review may be carried out where required by the client and / or the particular research project.

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<sup>153</sup> The reason for this is that, as consultants, Coram International's involvement in a research project typically starts at the point at which the research project, including its scope, focus and basic methods, have already been reviewed and necessary approvals received by the commissioning client. For projects initiated by Coram International, however, it is suggested that a harm / benefit analysis be carried out as part of the ethical review process.



### **3. Selecting researchers**

Coram International takes steps to ensure that all external researchers have the necessary experience to carry out the research required. Where necessary, training will be provided to external researchers by Coram International staff on the rationale and methods for the data collection, good practice guidance on data collection methods and on the application and administration of the ethical protocol and tools.

### **4. Guiding principles**

All research projects are subject to the following ethical principles.

#### **4.1 Do no harm and best interests of the child**

It is of paramount importance that Researchers protect the physical, social and psychological wellbeing, and the rights, interests and privacy of research participants. The welfare and best interests of the participants are the primary consideration in methodology design and data collection. This applies to adult and child research participants.

In relation to child participants, all research is guided by the UN Convention on the Rights of the Child, in particular Article 3.1 which states: “In all actions concerning children, whether undertaken by public or private social welfare institutions, courts or legislative bodies, the best interests of the child shall be a primary consideration.”

The ‘do no harm’ principal applies throughout the research process, including in the selection and recruitment of research participants, the development of the research methodology and tools and in the analysis, reporting and publication of data and findings.

It is the obligation of the Researcher to identify and avoid harmful effects. If Researchers identify that they are causing harm to a participant/s, the research will be stopped and the appropriate manager or designated lead informed.

Particular care will be taken to ensure that questions are asked sensitively and in a child-friendly, manner that is appropriate to the age, gender, ethnicity and social background of the participants. Clear language will be used which avoids victimisation, blame and judgement. Where it is clear that the interview is having a negative effect on a participant, the interview will be stopped. Any child protection or other safeguarding concerns are identified and dealt with appropriately (see 4.8, below).

Children will be provided with the opportunity to participate in data collection with a trusted adult or friend if this would make them feel more at ease. Researchers should identify staff at institutions (e.g. schools, community groups, detention centre staff) that are available to accompany participants, if requested.

Interviews may cover particularly sensitive or traumatic material, and it is important to ensure that participants feel empowered and not solely like victims. Interviews should finish on a ‘positive or empowering note’ (e.g. through asking questions about what would improve the situation of children in the relevant study sample). This helps to ensure that children do not leave the interview focusing on past experiences of abuse. Where children reveal past experiences of violence or abuse, researchers will convey empathy, but will not show shock or anger, as this can be harmful to children who have experienced violence. The disclosure should be discussed with the designated manager/ lead for the project.

Special measures may be needed when carrying out data collection remotely or virtually (e.g. through Zoom, WhatsApp, Skype etc.). In these cases, particularly where research participants are children, it may be necessary to ensure interactions take place in the physical presence of an adult with which the child has a

good rapport (e.g. a parent, where appropriate, or a social worker) in order to mitigate potential trauma caused by the interaction and provide immediate support to the participant where required.

#### **4.2 Inclusion and non-discrimination**

The research design and process will adhere to the principle of non-discrimination, as required by article 2 of the UN Convention on the Rights of the Child. This means that all children have an equal right to participate in the research without discrimination or bias. Specific groups of children will often be targeted for inclusion in a research project; however, this will only be done where and to the extent required for the purposes of the research.

The selection and recruitment of research participants will be done in an inclusive way and a manner which avoids entrenching existing vulnerability, inequality or marginalisation of particular groups. Research methods and tools must enable the participation by diverse groups of persons.

#### **4.3 Data collection must be necessary**

It is important to ensure that unnecessary intrusion into the lives of participants is avoided. Researchers must ensure that the data being collected is necessary to address the research questions specific to each project. Data collection for extraneous purposes must be avoided.

#### **4.4 Researchers must not raise participants' expectations**

Researchers must carefully explain the nature and purpose of the study to participants, and the role that the data will play in the research project. Participants should also be informed that the purpose of the Researcher's visit is not to offer any direct assistance. This is necessary to avoid raising expectations of participants that the Researcher will be unable to meet.

#### **4.5 Ensuring cultural appropriateness**

Researchers must ensure that data collection methods and tools are culturally appropriate to the particular country, ethnic, gender and religious context in which they are used. Researchers should ensure, where possible, that data collection tools are reviewed by a researcher living in the country context in which research is taking place. Where possible, data collection tools should be piloted on a small sample of participants to identify content that lacks cultural appropriateness and adjustments should be made accordingly.

#### **4.6 Voluntary participation**

Researchers must ensure that participation in research is on a voluntary basis. This extends to particular questions, and researchers must ensure that participants understand that they are not required to answer questions should they not wish to do so. Researchers will explain to participants in clear, age-appropriate language that participants are not required to participate in the study, that they do not need to answer all the questions they are asked, and that they may stop participating in the research at any time. Researchers will carefully explain that refusal to participate will not result in any negative consequences.

Where possible and appropriate, participants may be provided with material reimbursement, and / or compensation for time spent contributing to the research. However, the use of material reimbursement / compensation (whether and how it should be given and what form it will take) will be dependent on the cultural context in which research is being carried out. This should be informed by consultation with stakeholders and consideration of what is appropriate in a given context. Researchers must be careful to ensure that compensation / reimbursement does not unduly influence, pressure or coerce children to participate in the research, and that their consent is freely given.

#### **4.7 Informed consent**

Researchers must ensure that all participants consent to their involvement in the research. Consent must be informed, given voluntarily and is renegotiable throughout the research activity. In the case of children,

whether consent can be given independently (i.e. without a consenting adult) will depend on the context and the child's capacity (see next paragraph).

At the start of all data collection, research participants will be informed of the purpose and nature of the study, their contribution, and how the data collected from them will be used in the study. Special care must be taken to ensure that especially vulnerable children give informed consent or that it is sought. In this context, vulnerable children may include children with disabilities or children with learning difficulties or mental health issues. Informed consent could be obtained through the use of alternative, tailored communication tools and / or with the help of adults that work with the participants.

Consent must be indicated through an explicit act – either verbally and recorded by researchers or through an information and consent form. The form that the act of consent takes will be dependent on the context and informed by consultation with stakeholders. Information and consent forms will be used where this would be appropriate and not intimidating for participants. The information and consent form should explain, in clear, accessible, age appropriate language, the nature of the study, the participant's expected contribution and the fact that participation is entirely voluntary. Researchers should talk participants through the consent form and ensure that they understand it.

However, in some cultural contexts written consent may be inappropriate, intimidating or highly problematic, if written practices are different or hold other meanings, for example, related to deception, domination or abuse. Flexible means of providing information and signifying consent are essential for participants who are not able or willing to use written methods. Signing consent forms can be problematic and/or intimidating for those who are not physically able to, and populations who are not literate or are particularly vulnerable. In situations where children or parents do not provide written consent, it is important to have a process for recording and, where possible, witnessing / verifying that the child appears to have given their consent freely. Researchers will explain the nature and purpose of the study, the participant's expected contribution, and the way the data they contribute will be used, and request the verbal consent of the participants to conduct research and then record that permission has been granted. Special effort must be made to explain the nature and purpose of the study and the participant's contribution in clear, age-appropriate language. Researchers will request the participant to relay the key information back to them to ensure that they have understood it. Participants will also be advised that the information they provide will be held in strict confidence (see below, 4.7).

In relation to child participants, **whether consent is also given by a parent or guardian** will be a matter to be decided in relation to the context of the research and the child's capacity. Ability for children to consent independently may be regulated by law which may require the consent of a parent or carer for a child under a certain age. In contexts or situations not guided by law, the decision on whether consent from parents / carers is needed will be made on a case-by-case basis, depending on the nature and context of the research and the age and capacity of participants, and depending on the relevant legal provisions in the country in which research is being conducted.

#### **4.8 Anonymity and confidentiality**

Ensuring confidentiality and anonymity is of the utmost importance. The identity of all research participants will be kept confidential throughout the process of data collection as well as in the analysis and writing up study findings. The following measures will be used to ensure anonymity:

- Interviews will take place in a secure, private location (such as a separate room or corner or outside space) which ensures that the participant's answers are not overheard;
- Researchers will not record the name of participants and will ensure that names are not recorded on any documents containing collected data, including on transcripts of interviews and focus group discussions;

- Where use of personal computers is necessary, researchers will delete electronic records of data once transferred to CCLC for storage;
- CCLC will store all data on a secure, locked server, to which persons who are not employed by the Centre cannot gain access; and
- Research findings will be presented in such a way so as to ensure that individuals are not able to be identified.

All participants will be informed of their rights to anonymity and confidentiality throughout the research process. Participants should be informed where it is possible that their confidentiality will be compromised. This may occur where, in a particular, named setting, the background information relating to a participant may make it possible for them to be identified even where they are not named.

Researchers will ensure that research methodologies and approaches comply with the General Data Protection Regulations and will complete Data Protection Impact Assessments as appropriate. Researchers can seek guidance from Coram's GDPR managers if needed.

#### **4.9 Addressing safeguarding/ child protection concerns**

During the data collection process (e.g. in individual interviews and also possibly group interviews), participants may disclose information that raises safeguarding or child protection concerns (i.e. information indicating that they are currently at risk of or are experiencing violence, exploitation or abuse). This will require preparation and consultation and an immediate and sensitive response from researchers and follow up to appropriate support and referral services.

Prior to the data collection taking place, researchers should be provided with copies of the child protection policies and procedures of each institution from which participants are recruited (i.e. schools, community groups, detention facilities) and should familiarise themselves with child protection referral mechanisms and child protection focal points.<sup>154</sup> This should be discussed with a manager or designated safeguarding lead and a decision made whether to raise an alert. At this point, the safeguarding policy and procedures must be followed.

In the event that the child interviewee reveals that they are at high risk of ongoing or immediate harm, or discloses that other children are at high risk of ongoing or immediate harm, the researcher will prioritise obtaining the child's informed consent to report this information to the appropriate professional as set out in the child protection policy, or, in the absence of such a policy, the person with authority and professional capacity to respond. If the child declines, the researcher should consult with an appropriate designated focal point, as well as the lead researcher and other key persons in the research team (on a need to know basis), concerning the appropriate course of action in line with the child's best interests. If a decision is made to report this information to the designated professional, the child interviewee is carefully informed of this decision and kept informed of any other key stages in the reporting and response process.

In some cases, it will be more likely that child safeguarding concerns may arise. Where this is the case, Researchers should ensure that a risk assessment is completed and/or research is carried out with a social or support worker who is able to give assistance and advice to the participant where necessary.

#### **4.10 Ensuring the safety and well-being of researchers and participants**

Steps must be taken to ensure that data collection takes place in a safe environment. Risks must be assessed as part of the development of the ethical protocol and review, along with steps taken to mitigate these risks. Participants should, where possible, be interviewed with at least two persons present (two researchers; one researcher and one interpreter; one researcher and a social worker; or one researcher and a note taker), or,

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<sup>154</sup>In the case of UK research, the team will consult the Coram Group Safeguarding policy and the Impact and Evaluation research governance and ethics policies while developing project-specific child protection policies and procedures.

if interviewed with only one researcher, all reasonable steps must be taken to conduct the research in a safe space that allows for private conversation that cannot be overheard, but where the child and researcher is not placed at risk by, for example, being interviewed in a closed room.

Researchers will sign a Code of Conduct as part of the consultancy agreement or employment with Coram International.

Coram International will take measures to support the mental wellbeing of Researchers. Field researchers will be provided with the opportunity to de-brief with the manager of the research project or member of staff responsible for supervising data collection. As part of the development of the ethical protocol, Coram will consult with its client and other key stakeholders in order to identify service providers (e.g. counsellors) who are able to provide support to Researchers should this be required.

## 16 Annex D: Regression Tables

**Table 2 Logistic regression models on children and young people's reported experience of physical violence in the home**

Lifetime experiences of physical violence in the home		
	Any physical violence	Physical violence causing injury
Female gender	0.7***	0.9
Age	1.0	1.0
Has disability	1.0	2.4*
Bulgarian ethnicity	0.9	0.6
Living with at least one parent	0.6**	0.4**
Household Asset Score	0.8***	0.8***
Survey type <sup>155</sup>	1.8*	2.1

**Table 3 Logistic regression models on parents' perpetration of physical violence in the home**

Parents' perpetration of violence in the last year		
	Any physical violence	Physical violence causing injury
Female gender	1.8**	2.0**
Age	1.0	1.0
Bulgarian ethnicity	1.5	1.0
Asset score	0.8**	1.1
Lacks money for basic needs	2.8**	2.2**

<sup>155</sup> This variable designates whether the respondent was a participant in the children's survey or the young person's survey. Young people were more likely to report experiences of any physical violence than children; there was no significant relationship observed between survey type and reported experiences of physical violence causing injury.

Lacks money for luxuries		0.8	1.4
Has university degree		0.6*	0.7
Household income		1.0	1.0
Childhood experiences of violence	Rarely	1.6*	0.9
	Frequently	3.8***	2.2**

**Table 4 Logistic regression of children's experiences of physical violence at school**

	Experiences of physical violence
Female gender	0.5***
Age	1.1
Has disability	2.3**
Bulgarian ethnicity	0.7*
Lives with at least one parent	0.6*
Household Asset Score	0.9***
Survey type	1.1

**Table 5 Logistic regression of children's experiences of emotional violence at home**

	Experiences of emotional violence
Female gender	1.1
Age	1.0
Has disability	2.2**
Bulgarian ethnicity	1.0

Lives with at least one parent	0.6*
Household Asset Score	0.9***
Survey type	1.6*

**Table 6 Logistic regression models on parents' perpetration of emotional violence in the home**

Perpetration of any emotional violence in the past 12 months		
Female gender		2.5***
Age		1.0*
Bulgarian ethnicity		0.7
Asset score		0.7**
Lacks money for basic needs		1.4
Lacks money for luxuries		1.4
Has university degree		1.0
Childhood experiences of violence	Rare	2.8***
	Frequent	19.3***

**Table 7 Logistic regression of children's experiences of emotional violence at school**

		Experiences of emotional violence
Female gender		0.8***
Age		1.0
Has disability		0.4**
Bulgarian ethnicity		0.8
Lives with at least one parent		1.0



Household Asset Score	0.9***
Survey type	1.4*

**Table 8 Logistic regression models on lifetime experiences of sexual violence**

Logistic regression models on lifetime experiences of sexual violence			
	Sexual harassment (offline)	Sexual harassment (online)	Sexual assault
Female gender	3.2***	2.0***	2.7***
Age	1.1	1.0	1.0
Has disability	2.7	2.2*	8.0***
Bulgarian ethnicity	1.8	1.5	2.0
Living with at least one parent	0.7	0.3***	0.3**
Household Asset Score	1.1	0.9*	0.9**
Survey type <sup>156</sup>	2.3**	2.2	2.4

**Table 9 Experiences of neglect reported by children and young people**

Logistic regression models on lifetime experiences of neglect				
	Forgot to feed me	Forgot to take me to school	Forgot to take me to doctor when I was sick	Any experience of neglect
Female gender	1.2	1.1	0.8	1.0
Age	0.9	1.0	0.9	1.0
Has disability	5.5***	1.6	5.2***	1.9*

<sup>156</sup> This variable designates whether the respondent was a participant in the children's survey or the young person's survey. Young people were more likely to report experiences of any physical violence than children; there was no significant relationship observed between survey type and reported experiences of physical violence causing injury.

Ethnicity	Turk	0.8	0.8	0.8	0.9
	Roma	4.0***	3.1***	2.8*	2.6**
	Other	3.4	4.0*	0	2.6
Living with at least one parent		0.4**	0.4***	0.7	0.4**
Household Asset Score		1.9***	1.4***	1.5***	1.4***
Survey type <sup>157</sup>		1.0	1.0	0.3	0.6

<sup>157</sup> This variable designates whether the respondent was a participant in the children's survey or the young person's survey. Young people were more likely to report experiences of any physical violence than children; there was no significant relationship observed between survey type and reported experiences of physical violence causing injury.

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